

ENGLISH AS A SECOND LANGUAGE
SECONDARY 5

UPSIDE

Arielle Aaronson
Gillian Baxter
Monique Soublière
with the collaboration of
Claire Maria Ford and Derek Wright

STUDENT WORKBOOK

- Preparation for Ministry examinations
- Units and workshops
- Competency-developing tasks
- Contextualized and form-focused grammar

Conforms to
the **PROGRESSION**
of Learning

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English as a Second Language
Secondary 5

Student Workbook

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Editor: Jennifer McMorran
Project Managers: Paula Kielstra, Leila Marshy
Proofreader: Nancy Perreault
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CHENELIÈRE
ÉDUCATION

5800 rue Saint-Denis, Suite 900
Montréal (Québec) H2S 3L5 Canada
Telephone: 514 273-1066
Fax: 514 276-0324 / 1 800 814-0324
info@cheneliere.ca

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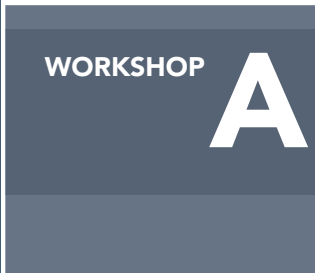
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Reinvestment Task: Write a discussion text presenting arguments for and against a controversial medical breakthrough.

EXTRAS

EXTRA WATCHING "Maritime Teen Makes Big Impact with Invention"

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SCOPE AND SEQUENCE CHART

	GUIDING QUESTION	GRAMMAR IN THE UNIT	C1 ORAL INTERACTION IN THE UNIT	C2 READING / WATCHING / LISTENING
UNIT 1 MONEY MATTERS	How much do you know about managing your money?	Unreal conditionals; gerunds and infinitives	<ul style="list-style-type: none"> • Discussion on monthly expenses • Discussion on being frugal • Round-table discussion on money smarts 	<p>Reading:</p> <ul style="list-style-type: none"> • Newspaper article • Listicle <p>Watching:</p> <ul style="list-style-type: none"> • Educational video <p>Listening:</p> <ul style="list-style-type: none"> • Radio interview
WORKSHOP A R-E-S-P-E-C-T	<p>Group Discussion Skills</p> <p>Do you treat others the way you want to be treated?</p>			
UNIT 2 COVER TO COVER	Which role do you prefer to play: the class clown or the tragic hero?	Adverbs; perfect tenses	<ul style="list-style-type: none"> • Discussion on whether you prefer tragedy or comedy • Perform an improv • Round-table discussion on storytelling 	<p>Reading:</p> <ul style="list-style-type: none"> • Short story • Play <p>Watching:</p> <ul style="list-style-type: none"> • Television episode
WORKSHOP B ARE YOU GAME?	<p>The Perfect Paragraph</p> <p>Where do you stand on organized sports?</p>			
UNIT 3 WEIRD MEDICINE	How do we decide if medicine is going too far?	Simple past vs. present perfect; the active and passive voices; modals	<ul style="list-style-type: none"> • Discussion on weird medical advances • Round-table discussion on modern medical research • Discussion on the ethics of medicine 	<p>Reading:</p> <ul style="list-style-type: none"> • Magazine and online articles • Discussion text <p>Watching:</p> <ul style="list-style-type: none"> • News report
WORKSHOP C WORLDS COLLIDE	<p>The Opinion Piece</p> <p>How does human survival depend on animals?</p>			
UNIT 4 LAW AND ORDER	Do you know your rights?	Real conditionals; conjunctions and other transition words	<ul style="list-style-type: none"> • Quiz on Canadian laws • Discussion on individuals' rights in real legal cases • Round-table discussion on youth and the law 	<p>Reading:</p> <ul style="list-style-type: none"> • Q&A text • Opinion pieces <p>Watching:</p> <ul style="list-style-type: none"> • Television drama excerpt

UPSIDE Secondary 5

C2-C3 REINVESTMENT TASK	VOCABULARY	EXTRA READING / WATCHING
Write a helpful listicle about money matters for your peers.	Money idioms	<p>Extra Reading: "While the Auto Waits" O. Henry (stage adaptation by Walter Wykes) (play)</p> <p>Extra Watching: "How High Would You Make the Minimum Wage?" (online news report)</p> <p>Story Anthology: "A Hundred Bucks of Happy" Susan Beth Pfeffer (short story)</p>
		<p>Story Anthology: "The All-American Slurp" Lensey Namioka (short story)</p>
Rewrite part of a story featuring a new character	Literary terms	<p>Extra Watching: "Features of a Shakespearean Tragedy" (informational video)</p> <p>Story Anthology: <i>Hamlet: No Fear Shakespeare</i> William Shakespeare, illustrated by Neil Babra (graphic novel excerpt)</p>
Write a discussion text presenting arguments for and against a controversial medical breakthrough.	Idioms	<p>Extra Watching: "Maritime Teen Makes Big Impact with Invention" (news report)</p> <p>Story Anthology: "2BRØ2B" Kurt Vonnegut (short story)</p>
Write an opinion piece on whether the law treats young people fairly.	Legalese	<p>Extra Reading: <i>The Color of Silence</i> Liane Shaw (novel excerpt)</p> <p>Extra Watching: "The Charter of Rights and Freedoms" (informational video)</p> <p>Story Anthology: "All the Years of Her Life" Morley Callaghan (short story) "Thank You, M'am" Langston Hughes (short story)</p>

OVERVIEW OF *UPSIDE* Secondary 5

UNITS

In the first section of *Upside*, you will find four interesting units and three workshops. The **theme-based units** expand your knowledge of grammar, language and vocabulary through reading, watching, speaking and writing activities, culminating in a reinvestment task. The **opening page** of each unit explains what you will learn and do.

The **unit number and title** help you identify the unit.

The **introduction** to the unit presents the theme.

The **title** gives you an idea of what the unit is about.

The **guiding question** presents the focus of the unit.

The **One-Minute Challenge** activates prior knowledge and gives you ideas that you can use throughout the unit. Work alone, in pairs or as a group to make a list in one minute.

The descriptions of the **tasks** tell you what you will do in the unit.

The description of the **reinvestment task** explains the ultimate goal of the unit.

The **interactive workshop icons** indicate access to an online unit quiz and vocabulary workshop to be completed at the end of the unit.

TASKS

Each unit contains six tasks that focus on reading, watching, speaking and writing, and one reinvestment task that focuses on reinvestment and writing.

Each unit contains two C1 tasks, including one task designed to prepare you for the Ministry Examinations.

The **introduction** identifies the purpose of the task and how it will help you complete the reinvestment task.

The **task number** and title help you find the task easily.

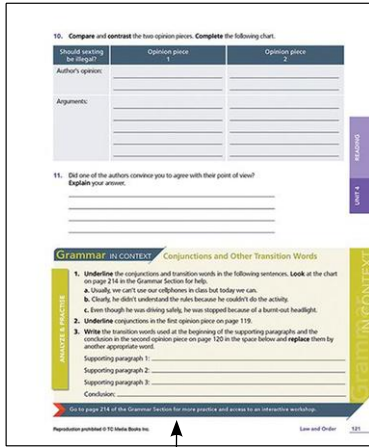
Step-by-step instructions tell you what to do.

The **tabs** indicate the focus of each task and unit number.

Questions and prompts provide another opportunity for **oral interaction** within many of the tasks.

GRAMMAR IN CONTEXT

Each unit has two **Grammar in Context** rubrics.



The **Grammar in Context** box draws your attention to a grammar notion within the tasks and gives you a chance to practise it.

REINVESTMENT TASK

The **reinvestment task** allows you to gather all of the information you have learned in the unit into a final written production.



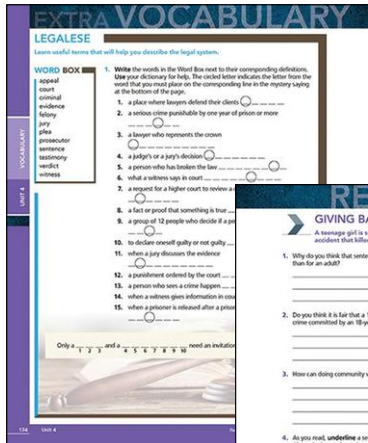
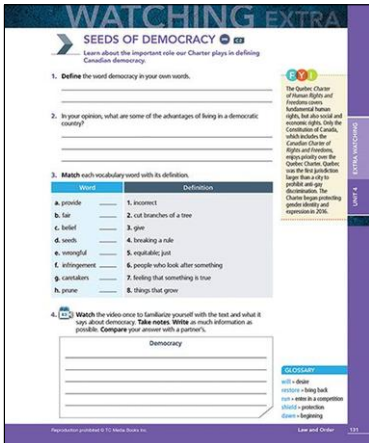
Graphic organizers help you plan out your text.



The Writing Checklist and Evaluation Guidelines help you make sure your final product meets the task requirements.

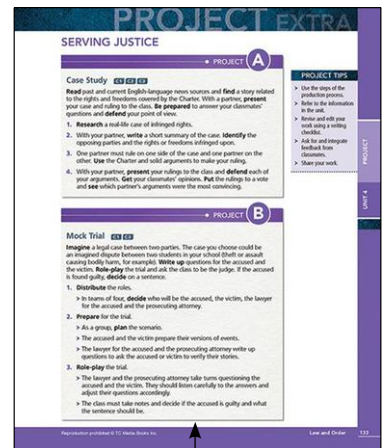
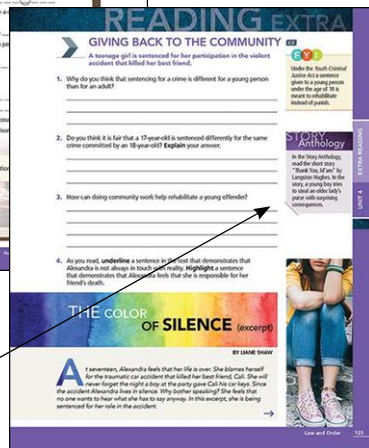
EXTRAS

Each unit has an **Extra Watching** activity to explore the unit's theme further as well as a **Vocabulary** page presenting theme-related words and expressions.



Story Anthology boxes provide a description of the short stories and excerpts in the Story Anthology that are related to the unit's theme. They can appear anywhere in a unit or workshop.

Two of the four units also have an **Extra Reading** activity and a **Project** page.



The **Project** page describes two project options to explore the theme further. Use the steps of the production process in groups or on your own.

WORKSHOPS

In the first section of *Upside*, you will also find three **theme-based workshops**. They allow you to practise group discussion skills and writing paragraphs and the opinion piece. These workshops will help prepare you for the Ministry Examinations.

WORLDS COLLIDE

How does human survival depend on animals?

THE OPINION PIECE

IN THIS WORKSHOP, LEARN ABOUT THE PURPOSE AND STRUCTURE OF OPINION PIECES.

- ANALYZE the components of an opinion piece ... 83
- LEARN some writing techniques ... 90
- WRITE your own opinion piece ... 92

ONE-MINUTE CHALLENGE

Make a list of the ways you rely on animals or animal by-products in a single day.

Meat: To Eat or Not to Eat

Meat has been a part of the human diet for so long that most people do not even question the practice. However, vegetation (despite its occasional) presence as people consider the impact of meat consumption on our health, the environment and the lives of animals, its necessity is being questioned.

Meat eating and more can significantly reduce a person's risk of suffering from heart disease, cancer, Type 2 diabetes and obesity. Vegetation-based diets are healthier and more sustainable. Vegetation-based diets are also more ethical and should be encouraged.

Parts of an Opinion Piece

- Context:**
 - provides the writer's opinion
 - provides a position statement
 - provides the writer's opinion
- Reporting paragraph:**
 - states a topic sentence
 - provides the writer's opinion
 - provides the writer's opinion
 - provides the writer's opinion
- The conclusion:**
 - restates the writer's opinion
 - provides the writer's opinion
 - provides the writer's opinion

Reporting paragraph:

Meat eating and more can significantly reduce a person's risk of suffering from heart disease, cancer, Type 2 diabetes and obesity. Vegetation-based diets are healthier and more sustainable. Vegetation-based diets are also more ethical and should be encouraged.

Meat eating and more can significantly reduce a person's risk of suffering from heart disease, cancer, Type 2 diabetes and obesity. Vegetation-based diets are healthier and more sustainable. Vegetation-based diets are also more ethical and should be encouraged.

GRAMMAR SECTION

In the second section of *Upside*, you will find the grammar notions and numerous exercises to help you practise and reinforce your grammar skills.

The **titles** tell you what you will learn and practise.

Each grammar notion starts with a **Grammar Check** to help you find out what you already know.

The grammar **charts** help you understand the notions.

CONDITIONAL SENTENCES

REDFLAG

GRAMMAR CHECK

Conditional sentences have two parts:

- An **if-clause** that describes a condition. If you have a ticket, ...
- A **main clause** that describes a result. ... you can see the show.

The real conditional

- Describes a condition that is true or realistic.
- Gives instructions or advice.
- Explains the result of a possible event.

The unreal conditional

- Describes a condition that is untrue, unlikely or hypothetical.

Interactive workshop icons indicate that you can access additional material online related to the grammar notion.

Exercises let you practise the grammar notion.

The **Red Flag** box points out grammar information to watch out for.

5. Write two complete sentences to answer the following questions. In your answer, include one affirmative and one negative conditional structure.

a. If your climate suddenly turned, what would you do?

b. If there were a fire drill, where would the class go?

c. If you saw someone slip on the ice, how would you react?

d. If you wanted to ask someone on a date, what would you do?

6. Write the if-clause for the following set of results.

a. ... I would call 911.

b. ... they would not have had the accident.

c. ... he would have worn his bicycle helmet.

d. ... you should find the nearest exit.

7. Choose one of the following prompts and write a short text using conditional sentences. Highlight the real and unreal conditionals using different colours. Use the theory boxes to correct your errors.

- If you really want to learn a language ...
- If you were going on a trip to New York City ...
- If I had invented a time machine ...

REFERENCE SECTION

In the third section of *Upside*, you will find useful reference tools to help you use English in different situations, such as functional language, strategies, additional grammar references, and a vocabulary log.

FUNCTIONAL LANGUAGE

Teamwork and Encouragement

Do you have a partner/group? Would you like to work with me/us? Can I work with you? What do you think I suggest? That's a great idea! Good job! I think we can use your idea.

Asking for and Offering Help

How do you write/say/spell ...? Can you show me how to ...? Could you give me a hand with that? Do you need me to help you? I can help you with that.

Advice and Feedback

Could you give me your feedback? I really need your opinion. Do you have any suggestions? Why don't you try ...? If I were you, I would ...

Reporting and Learning about Events, Experiences, Ideas and Issues

I'm going to talk about ... If I happened/ didn't happen ... The interesting thing was ... There was a problem when ... What happened next? Can you tell me more about ...?

Goal Setting

My goal/objective is to ... You need to plan to ... I need to work on ... By the end of the year, I will ... When I think about the future ...

Reassuring

It doesn't matter. Don't worry about it! It's not important. No problem. The same thing happened to me ...

Reflecting

I was able to understand because ... I had difficulty with ... A better way to do it is ... The strategy I used was ... That does/ will ...

COMMON PHRASAL VERBS

A phrasal verb combines a verb with a preposition or adverb. A phrasal verb can have a different meaning from the original verb. Some phrasal verbs take a direct object. The object can sometimes be placed in between the two words. See *called him back*.

Base Verb	Phrasal Verb	Meaning	Example
break	break down	stop working or become damaged	My car breaks down a lot.
break	break up	end a relationship	My boyfriend and I broke up last week.
call	call back	return a call	You should call back the person who called you.
call	call off	cancel	Andrew called off the beach party because of the rain.
claim	claim down	take or compare	Ms. Lisa claimed down from a stressful day with a cup of tea.
cheer	cheer up	encourage, comfort	Other up between is a new day.
dress	dress up	put on fancy clothes	You have to dress up for the concert tonight.
drop	drop in by	visit informally	Ann Marie dropped in for a visit.
drop	drop out of	quit	Can you drop out of basketball practice? Andrew dropped out of swimming class.
fill	fill up	complete	Please fill out this form before we begin the project.
fill	fill up	make full	We need to fill the car up with gas.
find	find out	discover	I found out that I had the flu.
get	get along	have a good relationship	My brother and I get along well.
get	get away	escape	The mouse got away from the cat.
get	get over	enter	Get over the car when we begin.
get	get over	finish/finish up	I got over the bus at 8 a.m. and got off at 7:40 a.m.
get	get over	recover from	I'll never get over the death of my mother.
get	get over	finish	The game was a draw, but we got through it .
get	get over	finish	My class got over our presentation at 8 a.m.
get	get over	finish	We should get together for a coffee next week.
give	give up	surrender, quit	I gave up on the chess game after an hour.
go	go ahead	proceed	You should go ahead and buy that dress if you like it.
go	go out	finish/finish up	I got out before you were going out with her.
grow	grow up	become an adult	She grew up in a small town.
grow	grow out of	become too old for	By high school, my brother grew out of playing tag.
hand	hand in	give work to a teacher	Please hand in the exam when you are finished.
hang	hang out	spend time with	Do you want to hang out and watch a movie?

ICONS

The tabs tell you the focus of each task and the unit number or workshop.



This band indicates where to find more information about a grammar notion and access to interactive workshops.

Go to page 171 of the Grammar Section for more practice and access to an interactive workshop.



The DVD and video icons indicate when to watch the video and where it can be found.



The CD and microphone icons indicate when to listen to an audio track and where it can be found.



These icons indicate whether the activity will involve oral interaction (C1), reinvesting understanding of texts (C2), or writing and producing texts (C3).



This icon indicates access to an online interactive workshop.



The Discuss rubric provides additional prompts to encourage group, class or round-table discussions.

STRATEGY

Strategy boxes offer useful strategies for completing a task.

USEFUL LANGUAGE

Useful Language boxes suggest language prompts to help you participate actively in oral tasks.

TEXT FEATURES

Text Features boxes outline the characteristics and structure of model texts.

GLOSSARY

Glossary boxes provide definitions for difficult words and expressions.

STORY
Anthology

Story Anthology boxes link the unit theme to stories and excerpts in the Story Anthology.



FYI (For Your Information) boxes provide interesting facts or tips related to the theme.

RED FLAG

Red Flag boxes highlight common grammar and vocabulary errors to avoid.

INTERACTIVE WORKSHOPS

UNIT 1 MONEY MATTERS

Workshop	Workshop Title	Presentation of Grammar Notion in Units and Grammar Section
1	Unreal Conditionals	pp. 5, 171–175
2	Gerunds and Infinitives	pp. 12, 176–178, 233
3	Unit 1 Vocabulary	—
4	Unit 1 Quiz	Past tenses, pp. 5, 171–175 Gerunds and infinitives, pp. 12, 176–178, 233

UNIT 2 COVER TO COVER

Workshop	Workshop Title	Presentation of Grammar Notion in Units and Grammar Section
5	Adverbs	pp. 37, 205–208
6	Perfect Tenses	pp. 40, 155–166
7	Unit 2 Vocabulary	—
8	Unit 2 Quiz	Adverbs, pp. 37, 207–210 Perfect tenses, pp. 40, 155–166

UNIT 3 WEIRD MEDICINE

Workshop	Workshop Title	Presentation of Grammar Notion in Units and Grammar Section
9	Present Perfect vs. Simple Past	pp. 72, 142–144, 155–157
10	The Active and Passive Voices	pp. 73, 179–182
11	Modals	pp. 82, 167–170
12	Unit 3 Vocabulary	—
13	Unit 3 Quiz	Present perfect vs. simple past, pp. 72, 155–157, 142–144 The active and passive voices, pp. 73, 179–182 Modals, pp. 82, 167–170

UNIT 4 LAW AND ORDER

Workshop	Workshop Title	Presentation of Grammar Notion in Units and Grammar Section
14	Conjunctions and Other Transition Words	pp. 121, 214–217
15	Real Conditionals	pp. 107, 171–175
16	Unit 4 Vocabulary	—
17	Unit 4 Quiz	Conjunctions and other transition words, pp. 121, 216–217 Real conditionals, pp. 107, 171–175

EXTRAS

Workshop	Workshop Title	Presentation of Grammar Notion in Units and Grammar Section
18	Adjectives	pp. 200–204
19	Nouns	pp. 190–194
20	Pronouns and Possessives	pp. 196–199
21	Prepositions	pp. 211–213
22	Verb Review	pp. 136–189
23	Sentence Builders Review	pp. 190–221
24	The Opinion Piece	—

MONEY MATTERS

UNIT 1

WHETHER YOU LIKE IT OR NOT, MONEY IS EVERYWHERE WE LOOK. CAN MONEY LEAD TO HAPPINESS—OR IS IT JUST A SOURCE OF STRESS? IF YOU LEARN THE BASICS OF SMART MONEY MANAGEMENT EARLY, YOU'LL BE WELL PREPARED FOR YOUR FUTURE.

How much do you know about managing your money?

IN THIS UNIT, YOU WILL:

- **CREATE** a monthly budget for living on your own.
- **LEARN** about good money-management techniques.
- **DISCUSS** how far you would go to save money.
- **READ** about different financial concerns for your future.
- **PRACTISE GRAMMAR:** unreal conditionals; gerunds vs. infinitives.

REINVESTMENT TASK:

- **WRITE** a helpful listicle about money matters for your peers.



ONE-MINUTE CHALLENGE

Make a list of all of the different things you spend your money on on a daily basis.

1. WHAT'S YOUR BUDGET? C1

How would you spend \$1200 per month if you were living on your own? Consider which budgeting tips you could pass on to others in the reinvestment task.

- Find** a partner to be your “roommate” for the next year. **Discuss** your monthly budget. **Circle** one option in each category below. **Divide** the bills up where necessary. **Remember**, you each have only \$1200 per month to spend.

TOTAL INCOME:
\$1200 PER MONTH

TOTAL EXPENSES:
(calculate based on your answers):

\$

USEFUL LANGUAGE

- *Absolutely. I see what you mean.*
- *Wait a minute—I don't agree. Don't forget about . . .*
- *Are you sure that's a good idea?*
- *This will be difficult.*
- *I think we will have to compromise on this one.*

HOUSING (TOTAL COST PER MONTH)

- | | |
|---|--------|
| A. Fully renovated 2-bedroom apartment with indoor gym. | \$1450 |
| B. A shared bedroom, but you <i>do</i> have a nice balcony. | \$750 |
| C. Close to class and the action, but the kitchen is tiny. | \$1100 |
| D. Spacious but it's far from town. | \$950 |

FOOD (PER PERSON, PER MONTH)

- | | |
|--|-------|
| A. Friday night dinners out and organic ingredients only! | \$350 |
| B. Eat in for every meal and regular handouts from your parents. | \$120 |
| C. Cheap take-out options. More variety that way! | \$225 |

INTERNET

(TOTAL COST PER MONTH)

- | | |
|--|-------|
| A. Unlimited uploading and downloading. | \$140 |
| B. A basic plan, you're never home anyway. | \$30 |

TRANSPORTATION

(PER PERSON, PER MONTH)

- | | |
|--|-------|
| A. Your own car and your parents pay the insurance, but gas isn't cheap! | \$200 |
| B. Monthly bus and metro pass. | \$50 |
| C. Walk or bike everywhere. | \$0 |

CELLPHONE

(PER PERSON, PER MONTH)

- | | |
|---|------|
| A. You can't live without a smart phone and data. | \$65 |
| B. Stay connected, but there is free Wi-Fi at school. | \$35 |

ENTERTAINMENT & SHOPPING

(PER PERSON, PER MONTH)

- | | |
|---|-------|
| A. You're a bit of a shopaholic. | \$250 |
| B. You can never pass up an invitation to go out! | \$200 |
| C. You shop at thrift stores and hang out with friends. | \$80 |

DISCUSS C1

Which category was the easiest to agree upon? Which was the most difficult? Why?

Do you think spending habits can change as a result of making a budget? Why or why not?

What advice would you give to your future self when planning a budget?

2. THE REAL COSTS DVD C2

Life doesn't have to be expensive, but there may be unexpected costs that pop up along the way. You could consider this fact in the reinvestment task.

- In order to stay **out of the red**, you need to make sure that you have money coming in to replace all the money going out. **Think about** the different ways you gain and lose money. **Record** them below.


Money In	Money Out
Possible answers: Part-time job,	Snacks/food, movie tickets,
birthday/holiday money, investing,	music/gaming purchases,
household chores, allowance,	gas/transportation costs,
babysitting, garage sale	clothes, donating money, gifts
_____	_____
_____	_____

- The basics of money management are not complicated: you have to make sure that the "money in" balances the "money out." So why do you think so many people have problems with finance?

Students' answers will vary.

- Think** about your own money habits. Where does your money go? Are you more of a saver or a spender?

Students' answers will vary.

-  What are the four things you can do with money according to the first video, "Taking Responsibility"?

Spend, save, invest, donate

- Name** three ways the students **cut back on** spending.

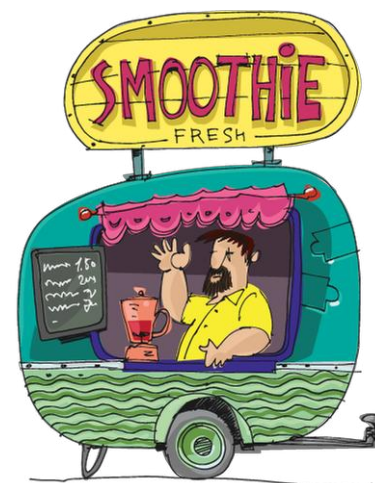
- Eating at / bringing food from home
- Watching a movie at home instead of at the movie theatre
- Getting a ride from a friend



GLOSSARY

out of the red > out of debt

cut back on > reduce





GLOSSARY

trade-off > compromise

6. **Check** all the hidden costs of owning a car that are mentioned in the second video, "The Cost of Owning a Car."

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> oil changes | <input type="checkbox"/> car washes | <input checked="" type="checkbox"/> car payments |
| <input type="checkbox"/> winter tires | <input checked="" type="checkbox"/> insurance | <input checked="" type="checkbox"/> car repairs |
| <input checked="" type="checkbox"/> gas | <input type="checkbox"/> parking | |

7. Why is it important to keep track of how much money you spend?

Expenses can add up quickly and you may exceed your budget.

In addition, it is important to be aware of the money going out, so you can replace it with money going in.

8. **Look back** at the list you created in the One-Minute Challenge on page 1. How does your daily total compare to the ones in the first video?

Students' answers will vary.

9. According to the second video, what is the **trade-off** of buying a used car versus a new car?

A used car will be cheaper up front, but the maintenance cost may end up outweighing the low price in the end.

10. **Name** two reasons that car insurance is higher for younger drivers.

a. They are more inexperienced.

b. They take more risks.

11. Is owning a car a goal of yours? Why or why not?

Students' answers will vary.

12. In your opinion, what is the purpose of the videos you just watched?

Possible answer: to make students aware of hidden costs and to have them reflect on how they spend their own money

13. What two pieces of advice from the videos do you want to retain?

Students' answers will vary.

3. THE FUTURE OF FINANCE C2

Consider how access to electronic banking can change the way teens interact with their money. You may want to include this topic in your reinvestment **listicle**.

1. When did you open your first bank account? **Describe** the experience below.

Students' answers will vary.

2. Why do people choose to use plastic money (debit and credit cards) over paper cash? **List** the advantages and disadvantages of plastic below.

Advantages	Disadvantages
Possible answers: – convenient; no stops at the bank machine	– some stores are cash-only
– fast transaction at counter	– can encourage overspending
– paper trail of money spent	– shoppers and small businesses may have to pay transaction fees

3. **Read** the text on pages 6 to 8. As you read, **put** a check mark (✓) next to advice that you already follow and an exclamation mark (!) next to suggestions that are new to you.

GLOSSARY

listicle > an article in list form with information on a particular topic

Grammar IN CONTEXT Conditional Sentences (Unreal Conditions)

ANALYZE & PRACTISE

- Read** the sentences that express unreal conditions. For each, **underline** the condition that would make the sentence true.
 - If I didn't have enough money for a car, I might consider buying a bicycle.
 - My parents would lend me money if they knew how much school books cost.
- Indicate** the verb tense of the underlined verbs in the following sentences.
 - I would walk to school every day if I lived close enough. simple past tense
 - If I had better grades in school, my insurance would be cheaper. simple past tense
- Complete** the unreal conditional sentence.
 - I would bring my lunch to school if Students' answers will vary.
 - I would use a credit card if Students' answers will vary.

Go to page 171 of the Grammar Section for more practice and access to an interactive workshop.

My Notes

TEENS AND FINANCE: PIGGY BANK 2.0



ADAPTED FROM AN ARTICLE BY ISABELLE DUCAS

As coins and paper money in our wallets are being replaced by electronic transactions, is it worth introducing kids to the world of plastic currency? Should we transfer weekly **allowances** directly into a bank account? Is the piggy bank a thing of the past? Opinions are divided.

MONEY UNDER THE MATTRESS... OR CREDIT CARD?

When Félix Saint-Germain began to receive an allowance in exchange for his help around the house, he never got to touch a cent: his parents deposited the money directly into his bank account. He could access it by withdrawing from a bank machine or by making in-store purchases using his debit card.

"I looked at my **statement** every month to see how much was in my account and how much I'd spent," said Félix, now 18 and a student in CEGEP. He got his first debit card when he was 11, and three years later received a credit card linked to his parents' account.

Should today's parents introduce their children to virtual money as early as they can? It's a question of keeping up with the times. Most adults carry less physical cash on them than they once did, and kids can get their hands on a debit card before even mastering basic arithmetic.

DO YOU HAVE A CARD?

From as young as 5 or 6, children can obtain a debit card that they can use for withdrawals or purchases. By 13 they can have access to prepaid cards such as Visas and MasterCard, which allow

them to spend the amount already transferred onto the card. At 14, they can get a Visa or MasterCard debit card (from RBC, TD, CIBC, Scotiabank and BMO) which takes money for online purchases directly from their bank account. For the moment, minors are not allowed credit cards—unless the card is linked to a parent's account. All of these tools are convenient, but could they lead to bad spending habits? After all, young people can now access their entire savings with the click of a mouse.

It does pose a risk, admits Marie Lachance, professor of consumer science at Université Laval. "Even a 6-year-old with access to a debit card must learn how to handle money. Counting the dollars and cents we've accumulated, buying things and seeing our cash disappear—it's more concrete than just seeing numbers on a statement."

At Desjardins, even if a 5-year-old could theoretically get a debit card linked to their account, they aren't recommended for children under 12.

"With younger children, we worry that they might not understand the ins and outs of this type of payment method," says Lori Brabant-Hudon, head of educational programming at Desjardins.

STRATEGY

Engage in active reading by determining the purpose of the text and asking yourself what you already know about the subject.

GLOSSARY

allowances > money that you receive regularly from your parents

statement > record of the monthly activity in your bank account

My Notes

However, each branch is allowed its own policy on the matter. Some refuse to issue debit cards to children under 14. But for the school caisse program, available in 1180 primary schools, there is no debit card associated with the account. “The goal is to teach young people how to save, not to encourage them to spend,” stresses Ms. Brabant-Hudon.

FINANCIAL GAPS

Parents should discuss money matters with their children when they open an account, especially if they have access to a bank card. But since this generation is falling further into debt and saving less and less, perhaps they are not in the best position to teach their own kids.



If there is no parental support, or if parents don't have the knowledge to pass on to their children, it becomes a problem.

“If there is no parental support, or if parents don't have the knowledge to pass on to their children, it becomes a problem,” according to Philippe Viel, spokesman for the Union des consommateurs.

Many who are frustrated by the population's lack of financial literacy criticize the government's decision to abolish the economics course at the secondary level. It has since become offered as an optional class. And the Union des consommateurs has **taken issue with** the many educational programs created by financial institutions to fill in the gaps.

“We find it worrisome that Desjardins and other banks are present in schools and on college and university campuses,” says Viel. “They are making great efforts to attract young people. Once you choose a bank, it's difficult to change institutions. So it's advantageous for them to offer no-fee accounts and other benefits to **lure** the **prey** into their nets.”

CONSUMER RESPONSIBILITY

Paying with plastic can have its advantages if it's done responsibly. Félix Saint-Germain can attest: he's an enthusiastic saver and an informed consumer.

“My friends go out and buy new clothes as soon as they get paid, but I prefer to put my money aside,” he says. “I record all my expenses in an app, and at the end of the month I make sure they haven't increased too much.”

It's an old habit. Right after he got his first debit card, Félix remembers making 15 transactions in a month. “When I got my statement and saw the list of purchases, I realized I'd spent too much. I was pretty ashamed of myself. I hung the statement on my bedroom wall to remind me to always think before spending.” It's a lesson many consumers would do well to learn. →

GLOSSARY

- gaps** > holes or spaces where something is missing
- taken issue with** > disagreed strongly with
- lure** > tempt, usually by offering a reward or benefit
- prey** > victim

GLOSSARY

rundown > summary
yield > give or produce
swipe > pass your credit card through a machine that reads it
means > financial resources

My Notes

SPENDING, BORROWING AND SAVING: A CHEAT SHEET

Studies show that parents are uncomfortable talking to their children about money. Yet they have a huge influence on their spending and saving habits. Here is a brief **rundown** of the difference between a debit card and a credit card and some tips on saving money.



SAVING

Some people only manage to save what is left after they've paid all their expenses. One trick for saving money is to pay yourself first. Do this by deciding ahead of time how much you will save each month. How much should you put aside? The easy answer is as much as you can. By making saving as important as spending, you are sure to do it. You can make an arrangement with your employer to have an amount deducted from each paycheck and transferred to a savings account.



DEBIT CARD

A bank machine may seem like an endless source of cash, but the money is withdrawn directly from your bank account. If the account is empty, the machine won't **yield** anything—no matter how many buttons you press. Make sure that the money going *into* your account is enough to pay for all the transactions *leaving* the account.

CREDIT CARD

Using a credit card means accumulating debt. Every time you **swipe** your card, you are borrowing money—so think about how you will repay that money before you take out your plastic. Credit cards don't represent extra income. In fact, you will need to afford your daily expenses in addition to whatever you spend on your credit card. If you cannot pay your monthly credit balance, you are living beyond your **means**.

————— *How does credit-card interest work?* —————

Credit-card billing works in monthly cycles. If you don't pay off everything you owe each month, you will be charged interest on the debt that remains. Interest is a percentage of the borrowed amount that is added each month. If you are late with your payments, there will be two consequences: you will have to pay interest on your purchases (so everything you bought will ultimately cost you more than the original sticker price), and your credit rating will suffer. It is important to maintain a good credit rating for future borrowing purposes, such as getting a car loan. A good credit rating can also be important when looking for an apartment or job, since landlords and employers can check your credit history before making a decision about you. ●

4. Is this article meant to *persuade* or *inform* readers? **Explain** your answer.

The purpose is to inform.

5. What does Félix like about paying with plastic?

He can record all of his transactions online and review his monthly statement to make sure he is not over-spending.

6. What are some risks to online banking according to Marie Lachance?

The transactions are not concrete enough. We should learn how to count money and understand cash flow before going virtual.

7. What is the difference between a debit and a credit card?

A debit card accesses money you already have. When you use a credit card, you are simply borrowing money that you will have to repay at the end of the month.

8. Experts argue that we are headed towards a cashless society. Do you prefer paying with plastic, or is cold hard cash your favourite payment method? **Explain** your answer.

Students' answers will vary.

9. **Take note** of information that you think all teenagers should be aware of when considering whether to use cash or plastic.

Cash	Plastic
Students' answers will vary.	

10. Do you agree with the advice to pay yourself first? **Explain** your answer.

Students' answers will vary.

F Y I

In his book *The Curse of Cash*, leading economist Kenneth S. Rogoff offers a new economic model where virtually all paper money is cut from circulation forever. Rogoff claims that removing cash from daily life would be one step closer to solving some of the world's biggest problems.



FYI

The Canada Pension Plan (CPP) provides all workers who contribute to the plan over their career with money once they retire at 65. The Québec Pension Plan (QPP) provides similar benefits.

GLOSSARY

badassity > being extreme and cool

falling through the cracks > being forgotten by the government system

shaving > reducing

coffers > reserves of money

handouts > charity

bird droppings > bird poop

4. FINANCIAL BADASSITY C1 C2


Listen to the money tips from a financial wizard who retired at 30. You could include some of his advice in the reinvestment task.

- If you could save up some money—or have already done so—what would you spend it on? **Compare** your answers with the class.

Students' answers will vary.

- Match** the finance vocabulary words to their definitions.

Word	Definition
a. premium _____ 3	1. a loan for buying a house
b. handouts _____ 4	2. hiding something away in a secret place
c. stashing _____ 2	3. the amount of money to be contributed to the CPP
d. mortgage _____ 1	4. money given to you for free
e. dividends _____ 6	5. money paid to you at the time of your retirement
f. pension _____ 5	6. regular payments you get from investments

-  **Listen** to the interview once to familiarize yourself with the text. Then, **listen** to the interview a second time and **fill** in the table below.

How does the CPP differ from Peter's advice?	<i>The CPP is a government policy, while Peter is encouraging us to find personal solutions to our own retirement.</i>
What is the key to saving money?	<i>Evaluate how you spend your money and see if you can meet those needs for less.</i>
What is Peter's advice about impulse buying?	<i>Think about whether you really need the item and if buying it would make you happier.</i>
What does "there is joy in self-control" mean?	<i>You get more pleasure out of a special treat (like birthday cake) when you indulge in small doses.</i>
How can embracing hardship save you money?	<i>You can spend less on fancy things if you are willing to put in effort or live less comfortably.</i>

4. **Compare** your answers in Step 3 with a group of classmates.
5. Peter calls this idea of embracing hardship “badassity.” With a partner or in small groups, **discuss** to what lengths you might go to save a few dollars. **Respond** to the questions below and put a check mark next to the suggestions you would adopt.

Would you ever do it?	
If you ordered takeout for dinner, would you walk to pick it up to save money on delivery?	
Would you bring a reusable coffee mug to the local café if it meant saving \$0.20 on every cup?	
Would you become a vegetarian if it saved you \$20 a week on groceries?	
If it took one month to receive a reserved library book, would you wait or just go out and buy a copy?	
Would you wear a tuque to bed if it saved money on heating?	
If your bills got too high, would you agree to take cold showers for a month?	
If you did not have enough money for groceries, would you dumpster dive?	
Would you shop at a thrift store if your shopping budget did not have room for new clothes?	
Would you get a haircut from a student if it were half the cost of a normal cut?	
If your airport luggage were too heavy, would you wear an extra three layers of clothes onto the plane?	

6. With your group, **come up with** three tips for being frugal inspired by the prompts above.
- a. **Students' answers will vary.** _____

- b. _____

- c. _____

7. **Exchange** your tips with another group and **discuss** whether you would follow each other's financial advice.

GLOSSARY

stumbled > fell into something accidentally
junkie > addict
seek out > try to obtain
legion > a great number of
pampering > indulging or spoiling
outlier > exception
broke > having no money
forego > live without

USEFUL LANGUAGE

- *Do you really think so? I think it depends . . .*
- *I was going to say the same thing!*
- *How do you know that's true? Can you give me an example?*
- *I totally disagree. Could you honestly do that?*

STORY Anthology

In the Story Anthology, read the short story “A Hundred Bucks of Happy” by Susan Beth Pfeffer. In this story, a teenager finds \$100 on the sidewalk. What will he do with it?



5. IN THE KNOW C2

Read this listicle and learn more about how money works in the adult world. You will write an article like this in the reinvestment task.

1. **Read** the following statements and **discuss** them with a partner. Then, **write** whether you think each is a myth or a fact.

	Myth or fact?
a. You have to be rich to invest.	Myth
b. Investments that are high-risk are also high-reward.	Fact
c. I'm a student, so I don't have to pay taxes.	Myth
d. I don't have to start saving until after I graduate.	Myth
e. You can earn money without working for it.	Fact

2. **Fill** in the blanks with the vocabulary from the Word Box.

- a. I'm always surprised to learn that my net pay is really only about half of my gross pay!
- b. You aren't allowed any deductions off your bill, but I can give you a credit of \$5 for your next purchase.
- c. The principle of compound interest means that the longer I have my money invested, the more it will grow!

WORD BOX

credit
compound interest
deductions
gross pay
net pay

Grammar IN CONTEXT Gerunds and Infinitives

Gerunds and **infinitives** are verbs that act as nouns. Some verbs can only be followed by gerunds, some can only be followed by infinitives, while others can be followed by either.

1. **Underline** the gerund in the following sentences.
- a. Saving part of your paycheque can be smart in the long run. S
- b. Do you prefer paying with cash or credit? O
2. **Underline** the infinitive in the following sentences.
- a. To hope money will grow on trees is foolish. S
- b. Nobody can expect to get rich overnight. O
3. **Go back** and **indicate** whether the gerunds and infinitives are acting as the subject of the sentence (S) or the object of a verb (O).
4. **Underline** all of the gerunds you see in the text on pages 13 and 14.

Go to page 176 of the Grammar Section for more practice and access to an interactive workshop.

FIVE THINGS I WISH I HAD LEARNED IN HIGH SCHOOL...



1.

INVEST YOUR MONEY—THE SOONER THE BETTER.

Let's get one thing straight: investing your money is different from saving it. Rather than just stashing your cash aside for a rainy day, investing means putting your money someplace where it has an opportunity to grow and *make more money for you*. That's right: if you're smart about it, investing is actually a different way to earn income. There are lots of ways to invest. You can buy shares of a company (known as **stock**) and hope the company is profitable and the shares increase in value. You can put your money into a mutual fund, which is a collective investment that is managed by a professional. You can buy real estate, and hope that the housing market increases in value so that you can sell for a big profit later. Investments are not guaranteed; they can be very risky. But as with everything in life, taking a big risk can also mean a big reward. Start small, but start soon. After all, the more time your money has to grow, the more you'll make **in the long run**.

2.

YOUR PAYCHEQUE: IT'S NOT AS BIG AS YOU THOUGHT.

Who else was surprised, and maybe even a little disappointed, by their first paycheque? That's because there's often quite a big difference between what

our salary promises us—**gross pay**—and what we actually take home—**net pay**. It's important to remember that in Canada several items get deducted from your monthly salary. Everyone must pay income tax, which means that part of what you earn goes to the government to pay for things like hospitals, schools, highway and bridge infrastructure and more. You also contribute to Employment Insurance (EI), which protects you if you ever lose your job, and the Canada/Québec Pension Plan, which sets aside money for your retirement. So technically you may see this money again, but it won't get to your pocket for a long time! Employers may also deduct money for private healthcare insurance, vacation pay or a number of other programs. Ask your employer if you have any questions concerning your paycheque.

3.

DON'T WAIT UNTIL 40 TO THINK ABOUT RETIREMENT.

When you're retired, you essentially have to live off: 1) money from government pension that you contributed to during your working years; and 2) the money you've saved on your own in a Registered Retirement Savings Plan (RRSP) or Tax-Free Savings Account (TFSA). This money is distributed to you in a monthly amount. A good **rule of thumb** is to



My Notes

TEXT FEATURES

LISTICLE

Topic: money management

Language: clear and concise

Purpose: to inform using an annotated list format

Audience: general

TEXT COMPONENTS

1) **Catchy title**

2) **Subheadings**

address different topics

3) **Short paragraphs**

for each the subheading

GLOSSARY

stashing aside > saving

shares > portions of a larger part

in the long run > over time

rule of thumb > guideline

FYI

Physics genius Albert Einstein once reportedly said: “Compound interest is the eighth wonder of the world. He who understands it, earns it. . . he who doesn’t. . . pays it.”

My Notes

GLOSSARY

comes in handy > is useful
claim > report or request
per se > in itself (Latin)
distilled > condensed or concentrated
kick back > relax
bankrupt > having no money left to pay for life expenses

save enough so that you have 70% of what you earned as a worker. **Saving** enough money for retirement is tricky because it depends on *when* you decide to retire and *how long* you will live once you stop **earning** a salary. But as we’ve already **seen**, the best way to save is to start early since your money will have longer to grow. The principle of **compound interest comes in handy** here. Compound interest is essentially “interest on interest”—meaning that you earn interest on your **savings**, and then the next month you earn interest on your **savings** *and* the interest you earned the previous month. The longer you have to compound your interest, the more money you end up with! The moral of the story is clear: don’t wait until 40 to think about retirement.

4.

BEWARE OF TAX SEASON.

“In this world nothing can be said to be certain, except death and taxes.” It’s true: tax season rolls around every April, no matter the year, the weather or the amount of money you make. The basic idea is simple: everyone has to pay income tax (federal tax and, for Quebecers, provincial tax), which goes to fund government programs and keep society **running**. The amount of tax you pay depends on how much you make. Theoretically, the more you make, the more you pay. However, there are certain situations in which you can apply for **deductions** or **credits** (like **being a student**, **buying a first house** or **having a baby**). Usually taxes are taken directly from your paycheque so “**filing your taxes**” is really just a government double-check to make sure you paid the correct amount of taxes. But if you made extra money (i.e. in interest on an investment) or if you want to **claim** a deduction (i.e. you gave money to charity, which is not taxed) you need to tell the government. If you overpaid

you get a refund. If you underpaid you have to pay more. The process isn’t *complicated*, **per se**, but the more organized you are, the easier it will be. Keep records of extra income earned or big purchases made. And file on time!

5.

YOU CAN LEARN A LOT FROM MONOPOLY.



Pay closer attention the next time you break out the game board, because you just might learn a lot. This strategy game is a very **distilled** picture of how life actually operates. Ever notice how the person who owns the most hotels usually wins? That’s because they can **kick back** and collect rent—which is exactly what people who own investment property do. Remember **landing** the Community Chest and **getting** to collect \$10 in birthday money from every player but then **having** to pay \$100 in hospital fees the very next turn? Life is pretty much a constant game of Monopoly with gifts and expenses popping up all over the place. There are a few different ways to avoid **going bankrupt** in Monopoly and in life. One is to invest in things that will make money for you and to not forget to save enough money to cover those unexpected expenses. ●

3. How does investing differ from saving?

When you invest, your money can gain interest; saving money just involves putting money aside into a bank account.

4. According to the article, which of the following are considered investing? **Circle** all the correct answers.

- a. Buying a car
 b. Buying an apartment complex
 c. Investing in a growing company
 d. Putting your loose change in a jar

5. When you get deductions out of your paycheque, where does that money go?

It goes to pay income tax and make contributions to Employment Insurance and the Québec Pension Plan.

6. Why is it important to start saving for retirement early?

You do not necessarily know how much money you will need. But the earlier you start saving the more opportunity you have to make money through compound interest.

7. **Explain** in your own words how the game of Monopoly mimics life.

Possible answers: It shows you how owning income property can be a successful life strategy, gives you unexpected gifts and expenses and offers basic experience in working with a bank.

8. Which of the five tips is most helpful to you? Why?

Students' answers will vary.

9. The average Canadian works 40 hours a week, 48 weeks a year, for up to 50 years in order to make money, save for retirement and support the economy. Do you think this is a good way to live? **Explain** your answer.

Students' answers will vary.



6. IN THE MONEY C1

Reflect on the unit's tasks so far. What role does money play in your life?

1. **Look back** on the unit's texts. **React** to what you've learned so far. **Take** some **notes**.
2. In groups of four, **demonstrate** competency in interacting orally in English by participating in a discussion on issues related to research studies.
3. **Select** a question or statement from your card. **Take turns** initiating a 15-minute discussion with your classmates by giving your opinion about the issue presented in your question.
4. To interact, you may:
 - a. **agree** and **disagree** with what your classmates say;
 - b. **build** on and **add details** to what your classmates say;
 - c. **react** to and **comment** on their opinions;
 - d. **express** opinions and ideas that are related to the issues but also to what your classmates say;
 - e. **ask questions** or **ask for clarification** about what they say.

Student A

- Do you think it is fair that younger drivers have to pay more for car insurance? Why or why not?
- Should the same job offer the same salary everywhere in the world? Why or why not?
- Should the government limit the amount of personal debt a person can accumulate? Why or why not?

Student B

- What changes could you make to your daily life in order to lower your monthly costs? Would it be easy to make these changes?
- Extreme frugality is something we should all aspire to.
- Do you think there should be a minimum wage for any job across Canada? If so, what should it be?

Student C

- Do you think that budgeting should be covered in high school? Why or why not?
- Happiness increases with the amount of stuff and belongings that you have.
- Being a student, buying a first house, having a baby and giving to charity are valid reasons to get a tax refund.

Student D

- Does the appearance of wealth count for too much in our society? Why or why not?
- Has this unit changed your financial habits? **Explain** your answer with examples.
- **Compare** the use of a credit card, debit card and cash.

Refer to Workshop A: Group Discussion Skills on page 27 and the functional language on page 222 of the Reference Section for help.

7. MY MONEY SMARTS C2 C3

What do you think people your age should know about money?
Write a listicle—an article written in list form—to inform others.

- Begin** by looking back through the information provided in Tasks 1 to 5 about money management techniques and what your peers should know about the world of finance. **Choose** five topics that you now know more about to include in your listicle.

Students' answers will vary.

- Create** a unique subheading for each topic, then **take notes** on the important information related to the topic. **Make sure** that what you say is accurate. **Organize** your topics in a logical order.

STRATEGY

Refer to the model listicle on pages 13 and 14 in the unit.

Title: _____

1. Subheading: _____

Text: _____

2. Subheading: _____

Text: _____

3. Subheading: _____

Text: _____

4. Subheading: _____

Text: _____

5. Subheading: _____

Text: _____

3. **Write** a draft of your listicle. **Refer** to the model on pages 13 and 14. **Use** the unreal conditional along with infinitives and gerunds wherever possible.
4. **Revise** and **edit** your listicle. **Use** the writing checklist.
5. **Exchange** your draft with a partner. **Ask** for feedback.
6. **Write** your final copy. **Integrate** feedback, changes and corrections.
7. **Publish** your work. **Read** and **discuss** your classmates' listicles.

WRITING CHECKLIST

- My subheadings clearly state each topic to be covered.
- All information in the text is accurate.
- The language is simple and concise.
- I checked my work for spelling and punctuation.
- I correctly used the unreal conditional along with infinitives and gerunds whenever possible.



Evaluation Guidelines

Go over the evaluation grid with your teacher. **Use** what you learned from the unit's texts and **make sure** your information is accurate. **Personalize** your text. **Integrate** feedback from peers. **Include** all the components of a listicle. **Eliminate** errors.



OPPOSITES ATTRACT C2

How does wealth—or the desire for it—get in the way of our relationships with other people?

1. First impressions can say a lot about a person. **Indicate** what the following details might reveal about someone when you meet them for the first time.
 - a. Clothes: Possible answers: personal interests, wealth
 - b. Accent: geographic origin, education
 - c. Manners: personal values, self-respect, social class
 - d. Vocabulary: level of education, reading habits
 - e. Name: nationality, celebrity

2. What characteristics make you judge a person either negatively or positively?
Students' answers will vary.

3. **Read** the text below. As you read, **underline** clues in the text that foreshadow how the story will end.

F Y I

Foreshadowing is a literary device where the author leaves clues about plot twists to come later in a story.



STORY BY O. HENRY
 STAGE ADAPTATION BY WALTER WYKES

T wilight. A GIRL in gray sits alone on a bench, reading her book. [...] When she turns a page, the book slips from her hand, and a YOUNG MAN, who has been **hovering** nearby, pounces upon it. He returns it to her with a gallant and hopeful air.

GIRL: Oh, thank you.

[Pause.]

YOUNG MAN: Nice weather we're having.

YOUNG MAN: Well . . .

GIRL: Yes.

GIRL: You may sit down, if you like.

YOUNG MAN: [Eagerly.] Are you sure? →

CHARACTERS

- Girl
- Young Man
- Waitress
- Chauffeur

SETTING

- 1920s
- A quiet corner of a city park

GLOSSARY

hovering > standing close

EXTRA READING



GLOSSARY

stunningest > most beautiful

petty > simple, common

surmise > guess

candidly > being honest

weary > tired

palls > suffocates

gilding > unnecessary decoration

fad > trend

whim > impulse

lowly > humble; not very important

I don't want to interrupt your reading.

GIRL: Really, sit. I would like very much to have you do so. [...] I would prefer to talk.

YOUNG MAN: Well, if you insist.

You know, you've got to be the **stunningest** girl I've ever seen.

Honest. I had my eye on you since yesterday.

GIRL: Yesterday? [...] Whoever you are, you must remember that I am a lady. [...]

YOUNG MAN: Sorry. I'm sorry. I didn't mean to offend you. I just thought . . . well, I mean, there are girls in parks, you know—that is, of course, you don't know, but—

GIRL: Abandon the subject, if you please. Of course I know.

YOUNG MAN: Right.

GIRL: Now, tell me about these people passing and crowding, each way, along these paths. Where are they going? Why do they hurry so? Are they happy?

YOUNG MAN: It is interesting to watch them—isn't it? [...]

GIRL: Yes! How fascinating they seem to me—rushing about with their **petty** little dreams and their common worries! [...] Can you **surmise** why I spoke to you, Mr.—?

YOUNG MAN: Parkenstacker. And your name . . . ?

GIRL: No, you would recognize it immediately. It is simply impossible to keep one's name out of the papers. Or even one's portrait. [...] **Candidly**, there are five or six names that belong in the holy of holies, and mine, by the accident of birth, is one of them. I spoke to you, Mr. Stackenpot—

YOUNG MAN: Parkenstacker.

GIRL: —Mr. Parkenstacker, because

I wanted to talk, for once, with a natural man—a real man—one unspoiled by the despicable gloss of wealth and supposed social superiority. Oh! You have no idea how **weary** I am of it—money, money, money! [...]

YOUNG MAN: I always had the idea that money must be a pretty good thing.

GIRL: A competence is to be desired, certainly. But when you have so many millions that—!

[She concludes the sentence with a gesture of despair.] It is the monotony of it that **palls**.

Drives, dinners, theatres, balls, suppers, balls, dinners, more balls, followed of course by dinners and suppers, with the **gilding** of superfluous wealth over it all. Sometimes the very tinkle of the ice in my champagne glass nearly drives me mad.

YOUNG MAN: You know . . . I've always liked to read up on the habits and customs of the wealthy class. I consider myself a bit of a connoisseur on the subject. But I like to have my information accurate. Now, I had formed the opinion that champagne is cooled in the bottle and not by placing ice in the glass.

GIRL: *[Laughing]* You must understand that we of the non-useful class depend for our amusement upon departure from precedent. Just now it is a **fad** to put ice in champagne. The idea was originated by a visiting Prince of Tartary while dining at the Waldorf. It will soon give way to some other **whim**. [...]

YOUNG MAN: I guess that's true.

GIRL: For my part, I have always thought that if I should ever love a man it would be one of **lowly**

station. One who is a worker and not a drone. [...] What is it that **impels** me to tell you these things, Mr. Packenwacker?

YOUNG MAN: Parkenstacker.

GIRL: Of course.

YOUNG MAN: I don't know why you should bare your soul to a common man like me, but you can't know how much I appreciate your confidences.

[The girl contemplates him with the calm, impersonal regard that befits the difference in their stations.]

GIRL: What is your line of business, if you don't mind my asking?

YOUNG MAN: A very humble one. But I hope to rise in the world someday. [...]

GIRL: I admire your enthusiasm. I, myself, can find very little to be enthused about, **burdened**, as I am, by the constant pleasures and diversions of my class.

YOUNG MAN: Did you really mean it, before, when you said you could love a man of lowly station?

GIRL: Indeed I did. But I said "might."

YOUNG MAN: Why only "might?" [...]

GIRL: I am sure you understand when I say there are certain expectations of a young lady in my position. It would be such a disappointment to certain members of my family if I were to marry a commoner as we like to call them. You simply cannot imagine the scandal it would cause. [...] And yet . . . no calling could be too humble were the man I loved all that I wish him to be.

YOUNG MAN: I work in a restaurant.

GIRL: [**Shrinking** slightly] Not as a waiter? Labor is noble, but personal attendance, you know—valets and—

YOUNG MAN: Not a *waiter*. I'm a cashier in . . . in that restaurant over there.

GIRL: [*With a strange, suspicious look.*] That . . . that one there? [*He nods.*] That one?

YOUNG MAN: Yes.

GIRL: [*Confused.*] Are you sure?

YOUNG MAN: Quite sure.

GIRL: But— [*Suddenly looking at her watch and rising with a start*]

GIRL: Oh!

YOUNG MAN: What is it? What's wrong?

GIRL: I . . . I am late for an important engagement. [...]

YOUNG MAN: Will I see you again?

GIRL: I do not know. [...] I must go quickly now. There is a dinner, and a **box** at the play—and, oh! The same old round! Perhaps you noticed an automobile at the upper corner of the park as you came. One with a white body.

YOUNG MAN: [**Knitting his brow** strangely.] And red running gear?

GIRL: Yes. I always come in that. Pierre waits for me there. He supposes me to be shopping in the department store across the square. Conceive of the **bondage** of the life wherein we must **deceive** even our chauffeurs. Goodnight.

YOUNG MAN: Wait! It's getting dark, and the park is full of questionable characters. Can't I walk you to your—

GIRL: [*Quickly.*] No! I mean . . . no. If you have the slightest regard for my wishes, you will remain on this bench for ten minutes after I have left. I do not mean to question your intentions, but you are probably aware that autos generally **bear** →



GLOSSARY

impels > obliges or forces

burdened > held down or constrained by

shrinking > recoiling

box > special reserved seating

knitting his brow > making a confused face

bondage > being enslaved or oppressed

deceive > mislead into thinking something is true when it is not

bear > display

My Notes

the monogram of their owner.
Again, goodnight.

[Suddenly a WAITRESS approaches, wearing a soiled, dirty uniform—evidently just coming off her shift.]

WAITRESS: Mary-Jane! Mary-Jane Parker! [...] Don't you know what time it is?!

GIRL: *[A little flustered.]* To whom are you speaking, Madame?

WAITRESS: To whom am I . . . to you! Who do you think, you **ninny**?!

GIRL: Then I'm sure I don't know what you're talking about.

WAITRESS: Your shift started fifteen minutes ago! Mr. Witherspoon's in a rage! [...] You'd better get yourself over there and into uniform before he **cuts you loose** for good!

GIRL: I—

WAITRESS: Go on, now! I know you can't afford to miss a paycheck!

GIRL: *[Attempting to maintain her dignity.]* You must have me confused with—with someone else.

WAITRESS: Confused with—why, Mary-Jane Parker, we've known each other for three years! We **swap** shifts! Have you been drinking?! Why are you wearing that ridiculous hat?!

GIRL: *[To the YOUNG MAN.]* I . . . I'm sorry, Mr. Porkenblogger—

YOUNG MAN: Parkenstacker.

GIRL: Parkenstacker.

WAITRESS: *Parkenstacker?*

YOUNG MAN: Yes, Parkenstacker.

WAITRESS: As in THE Parkenstackers?! From the society pages?!

GIRL: *The society pages?*

YOUNG MAN: If only I were so fortunate.

GIRL: You . . . you must excuse me. My chauffeur is waiting.

WAITRESS: Chauffeur?! What kind of crazy **airs** are you putting on?! You've never had a chauffeur in your life! You don't even own an automobile!

GIRL: I do so!

WAITRESS: Since when?!

GIRL: Since . . . Oh, get away from me! I don't know you!

WAITRESS: Don't know me?! You *have* been drinking! I'm going to tell your mother!

[The GIRL rushes off, followed closely by the WAITRESS.]

YOUNG MAN: Wait! You forgot your book—

[But they are gone. After a few moments, a CHAUFFEUR approaches cautiously.]

CHAUFFEUR: Begging your pardon, sir.

YOUNG MAN: Yes, Henri?

CHAUFFEUR: I don't mean to **intrude**, but your dinner reservation—shall I cancel or—

YOUNG MAN: No . . . I'm coming.

CHAUFFEUR: Very good, sir. The auto is waiting.

[The CHAUFFEUR exits and leaves the YOUNG MAN standing alone for a moment as the lights fade.] ●



GLOSSARY

flustered > nervous, agitated or confused

ninny > a foolish person

cuts you loose > fires you

swap > exchange

airs > an impression of a quality or manner given by someone

intrude > interrupt or disturb

4. The identities of the main characters change throughout the text. How are the characters different at the beginning of the story and at the end?
Complete the table below.



	GIRL	YOUNG MAN
Beginning	<p><i>She is rich; she comes from the elite class;</i></p> <p><i>she has two suitors competing for her hand;</i></p> <p><i>she feels pressure from the society around her.</i></p>	<p><i>He is a working-class man who labours as a</i></p> <p><i>cashier in a restaurant but hopes to rise in the</i></p> <p><i>world; he finds the girl in the park beautiful.</i></p>
End	<p><i>She is a working-class girl who labours in a</i></p> <p><i>nearby restaurant; she has no chauffeur.</i></p>	<p><i>He is a man of fair wealth; his family has</i></p> <p><i>a reputation; he has a chauffeur and does</i></p> <p><i>not appear to work.</i></p>

5. Why do you think the girl has difficulty remembering the young man's name? Do you think she was doing it on purpose?

Possible answer: She wants to give the impression that he is too lowly to be memorable.

6. What reason does she give for not revealing her own name? What was her real reason?

She says that he would recognize it immediately. In reality, she knew it would probably give away her lie.

7. Why do you think the two characters purposely misled each other? What were they trying to achieve?

Possible answer: They wanted to experience what life would be like if they were living in different circumstances.

8. Can you think of any other stories where the characters lie about their identity? **List** them below.

Possible answers: Mulan, The Wizard of Oz, The Talented Mr. Ripley, Sleeping Beauty, Twelfth Night, the Odyssey, Mrs. Doubtfire

9. The girl says that a "real" man is not "spoiled by wealth and superiority." What does this mean? Do you share her opinion?

Students' answers will vary.



EXTRA WATCHING



MO' MONEY, MO' PROBLEMS DVD C2

Most people agree that it is time to raise the minimum wage. But what would be the consequences of such a decision?

1. **Read** the following job descriptions and **think** about what each job is worth in terms of money. **Decide** how much you would pay someone per hour to complete the task required.

A

Ride Operator—Canada's Wonderland

Job duties:

Managing people in large crowds; supervising guests getting on and off of rides; enforcing park rules; ensuring everyone's safety during extreme weather conditions

Job requirements:

Must be good with people; calm and responsible; first aid course an asset

Wage:

\$ _____ / hour

B

Research Assistant—University of Toronto

Job duties:

Setting up research equipment; collecting information about participants' health history; administering surveys; entering data into the computer

Job requirements:

Must have good computer skills; be enrolled in science faculty; be a team player

Wage:

\$ _____ / hour

C

Barista—Coffee shop

Job duties:

Taking orders from customers; operating espresso machines; ringing up and delivering orders; managing money; cleaning washrooms

Job requirements:

Must be polite; be able to work under pressure; have good customer-service skills

Wage:

\$ _____ / hour

D

Lifeguard—Laurier Park Pool

Job duties:

Monitoring pool activities; enforcing pool rules for safety; teaching swim lessons; checking daily chlorine levels in pool

Job requirements:

Must have lifeguard certification and updated first aid course; experience an asset

Wage:

\$ _____ / hour

FYI


Currently, the minimum wage in Québec is \$11.25 per hour. The province or territory with the lowest minimum wage is Newfoundland, while Nunavut and the Yukon are tied for highest-paying province or territory with \$13.

2. Which of the above jobs should pay the highest? Why?

Students' answers will vary.

3. Which should pay the lowest? Why?

Students' answers will vary.

4.  **Read** the statements below. As you watch the video, **indicate** whether they are true or false.

Statement	T	F
a. Raising the minimum wage has no direct effect on employment.		X
b. California recently made \$15 the new minimum wage.	X	
c. Young and inexperienced workers are the hardest hit when the minimum wage is increased.	X	
d. Raising the minimum wage helps reduce poverty.		X
e. Minimum wage hikes would threaten independent shops without a corporate parent.	X	
f. During the survey, some people chose to abolish the minimum wage completely.		X
g. Working for no money could give people valuable experience or important contacts.	X	

5. The video discusses several of the unintended consequences of raising the minimum wage. **Name** one of those mentioned.

Possible answer: It will mean an increase in unemployment for young and inexperienced workers.

6. According to the video, why are people reluctant to abolish the concept of minimum wage all together?

If there is no minimum wage, employers could take advantage of their employees and make them work for no pay.

7. What does California Governor Jerry Brown mean when he says raising the minimum wage may not make sense “academically” but it is a “moral” and “social” duty?

Students’ answers will vary.

8. Is a minimum-wage salary an entry point into the job market for young and inexperienced workers, or should it be enough for a person be able to live their whole life on that salary?

Students’ answers will vary.

GLOSSARY

- no-brainer** > obvious
- enclave** > a small area or region that has a unique character
- sustenance** > the minimum for keeping someone alive
- hike** > increase
- spike** > increase
- quirky** > strange or peculiar
- deemed** > considered
- subsidy** > money given by the government to keep a service in business
- foothold** > secure position
- in a pinch** > in a difficult situation
- on the low** > illegally

USEFUL LANGUAGE

- *That’s not enough money to live on.*
- *I would rather have a job that . . .*
- *The minimum wage should be . . .*
- *Living in Québec costs . . . than living in . . .*

EXTRA VOCABULARY

TALKIN' MONEY

Idiomatic expressions are informal expressions that have a different meaning from the words that make up the expression.

1. **Work** with a partner to guess the money idioms below based on the illustrations.

<p>a. I didn't buy the new shoes I wanted because they <u>cost an arm and a leg.</u></p> <p>_____</p> <p>_____</p>		<p>c</p>
<p>b. Jeremy forgot his wallet, so his father offered to <u>foot the bill.</u></p> <p>_____</p> <p>_____</p>		<p>d</p>
<p>c. My cousin just got a promotion, so she has <u>money to burn.</u></p> <p>_____</p> <p>_____</p>		<p>e</p>
<p>d. In Montréal, good restaurants are on every street corner. They are <u>a dime a dozen.</u></p> <p>_____</p> <p>_____</p>		<p>a</p>
<p>e. You have to work hard for your money; it doesn't just <u>grow on trees.</u></p> <p>_____</p> <p>_____</p>		<p>f</p>
<p>f. I was just hired at La Ronde! I'm going to be able to <u>bring home the bacon.</u></p> <p>_____</p> <p>_____</p>		<p>b</p>

2. **Match** the correct definition to each idiom above.

- | | |
|---|---|
| a. very common and of no particular value | d. pay for; cover the expenses |
| b. provide money; earn a living | e. have money to spend any way you choose |
| c. very expensive | f. act as an infinite resource |

3. **Write** your own sentences using each idiom.

R-E-S-P-E-C-T



Do you treat others the way you want to be treated?

Is there more to being polite and respectful than just saying "please" and "thank you"? Is it possible to disagree without hurting or offending someone else? Although interactions can be challenging and even confusing, it's how we act in social situations that can make all the difference.

ONE-MINUTE CHALLENGE

Make a list of scenarios in which you would reply, "Thank you! That was so nice!"

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

IMPROVING GROUP DISCUSSION SKILLS

IN THIS WORKSHOP, LEARN ABOUT THE ELEMENTS OF EFFECTIVE ORAL INTERACTION.

- **LEARN** conversational devices that will help you respond effectively during discussions 28
- **TAKE NOTES** on texts to prepare for group discussions 29
- **PRACTISE** strategies for effective oral interaction 32
- **PARTICIPATE** in group discussions 34

1. ELEMENTS OF ORAL INTERACTION C2

Using conversational devices can improve your ability to express and discuss opinions in groups. In order to do well on the Ministry oral interaction examination, you will not only need to express your own opinion, but you will also need to use the following conversational devices to interact during the group discussion:

- A. React / Comment → *I didn't know that! Good point. However, . . .*
- B. Build on / Add details → *Moreover, . . . Did you know that . . . ?*
- C. Agree / Disagree → *I totally (dis)agree with you because . . .*
- D. Ask questions → *What do you think about . . . ? Why do you say that?*
- E. Ask for clarification → *Could you explain that a little more?*

1. **Read** the two opinion statements below. For each statement, **write** a sentence using each of the conversational devices listed above. **Possible answers:**

STATEMENT 1	STATEMENT 2
In my opinion, people were more respectful before they started using technology to communicate.	I think it's okay to insult or make fun of people as long as they don't hear it.

REACT / COMMENT

You're not the only person who That's an interesting point of view.
thinks so. _____

BUILD ON / ADD DETAILS

Researchers study the impact of I hear people doing that and it
technology on human interactions. makes me uncomfortable.

AGREE / DISAGREE

I agree with you because people I disagree; I think we should show
don't really talk anymore. respect no matter who is listening.

ASK QUESTIONS

Are you more respectful in person What if that person finds out what
than you are over text messaging? you said?

ASK FOR CLARIFICATION

Can you give me an example? What do you mean by "okay"?



2. RESPECT, EMPATHY AND TOLERANCE C2

Read the texts on pages 29 to 31. For each text, **write** a response using one of the conversational devices identified on page 28. **Write** the letter (**A**, **B**, **C**, **D** or **E**) that corresponds to the device. Then **take notes** using the questions in the margins to guide you.

Taking notes is an effective way to prepare for a group discussion based on texts. As you read, form an opinion on the topic and look for arguments to support your opinion.

A PROBLEM OF SIZE

In today's fast-paced world we are quick to anger and even quicker to act. Some experts have wondered if humans are getting ruder with each new generation. The answer is that while human nature hasn't changed much over time, our environment sure has. Sociologists note that throughout history people tended to gather in groups of about 150. Traditional hunter-gatherer societies and even small farming villages did not tend to **exceed** a population of 200. Our brains evolved to manage these small, community-based interactions and size kept our tendency towards rudeness **in check**. People in small communities rely on their reputation; if you aren't nice to your neighbour you may not benefit from their generosity at a later date. So although it might be selfish, our ancestors probably treated one another better.

Today, almost everyone lives in a world of strangers and getting to know your neighbours seems charmingly old-fashioned. This reorganization doesn't mean that we are becoming less tolerant and respectful of one another, but it does mean that we have to work a bit harder to keep our communities nicer.

DEVICE	<u>Students' answers will vary.</u>
_____	_____
_____	_____
_____	_____

THE "EVERYONE ELSE" BIAS

Although it may seem as if people everywhere are becoming increasingly disrespectful to one another, a recent study published in Europe's *Journal of Psychology* claims it's a matter of perspective. Participants were given two different scenarios and asked to rate so-called "rude" behaviour. Not surprisingly, participants were more tolerant of bad behaviour when they or their friends were playing the role of the **perpetrator**. When playing the victim, the same actions were less excusable. Therefore, we tend to believe that strangers are more disrespectful than our friends. And since we now live in a world of strangers, it makes sense to believe this world is becoming ruder.

DEVICE	<u>Students' answers will vary.</u>
_____	_____
_____	_____
_____	_____

GLOSSARY

- exceed** > be greater in number or size
- in check** > under control
- perpetrator** > a person who does wrong

Notes

Are humans losing respect for one another? Why or why not?



I (RESPECTFULLY) DISAGREE

Humans live in a perpetual state of conflict. We disagree with each other all the time, sometimes over the most **mundane** subjects like which laundry detergent to choose or when to leave for school. But we can avoid getting into a heated argument if we remember a few simple rules:

- The person you’re talking to has feelings. Think about how you would feel if you were being spoken to the way you are speaking. Don’t say anything you know you will regret later.
- Listen, listen, listen. If you’re trying to convince someone of something, it’s important to know what the argument is. Make sure you hear what the other person is saying instead of just waiting for an opening to talk. Ask questions to indicate that you are listening and curious.

- Take a step back. If you can feel yourself spinning out of control, pause for a moment and think about what it is you’re really trying to say. It’s okay to disagree, but it isn’t okay to be mean.
- Accept the fact that people have different backgrounds, values and opinions, and try to see it in a positive light. It might be less complicated if we all shared the same views, but it would also be less interesting. Conflict is often a sign of progress—but although it is healthy to disagree, it isn’t healthy to disrespect.

GLOSSARY

mundane > dull or unremarkable

Notes

What types of situations cause you to lose your cool?

DEVICE	<i>Students’ answers will vary.</i>
<input type="text"/>	<hr/> <hr/> <hr/> <hr/>

IT STARTS WITH YOU

Humans are quick to react when angry, upset or frustrated. Instead of looking at the big picture, we tend to make a value judgment based on the situation: “You’re being difficult!” or “You obviously don’t care about me.” Experts agree that a more respectful way to diffuse the situation is to frame the feelings around yourself. Instead of casting blame onto the other person, explain how the situation is making you feel. When you . . . it makes me feel . . . is a good place to start.

DEVICE	<i>Students’ answers will vary.</i>
<input type="text"/>	<hr/> <hr/> <hr/> <hr/>



LISTENING WITH EMPATHY

Empathy, or the ability to put oneself in another person's shoes and share their feelings, is essential to developing respect. When we listen with empathy, we are going beyond asking comprehension questions that reassure our interlocutor we are paying attention. Listening with empathy means that we **acknowledge** their feelings and ask questions that make them feel "felt." For instance, if you are speaking to someone who is particularly frustrated you might say something like, "I bet it's tough to feel like you're the only person who . . ." Even if your guess is incorrect, you demonstrate that you care just by mentioning what you think they are feeling. You indicate that you've already asked yourself, "What is it like to be this person?" When people sense that their feelings are heard, they are more likely to begin an open, honest interaction rather than a hostile one. Listening with empathy is the key to resolving many of life's daily conflicts.



DEVICE	Students' answers will vary.
_____	_____
_____	_____
_____	_____

GLOSSARY

acknowledge > recognize or admit the existence of
legislation > laws
hard and fast > defined or fixed

Notes

How can we practise empathy and tolerance in our daily lives?

TEACHING TOLERANCE

How do we develop respect for one another? Many argue that respect should begin at home, with parents modelling good behaviour both inside and outside the house. Others maintain that schools and other institutions of learning should be responsible for cultivating respect among students. As political activist Helen Keller once said, "The highest result of education is tolerance." Although there is no class specifically devoted to teaching respect and acceptance of others, Canadian teachers are encouraged to work such topics into their lesson plans. Initiatives like www.tolerance.org and www.learningtogive.org provide teachers with free classroom resources and lesson plans that encourage respect, acceptance and appreciation of others. Across Canada, anti-bullying **legislation** has been passed to increase awareness in schools and prevent violence. While there is no **hard and fast** rule when it comes to teaching tolerance, it is encouraging to see so many different classroom initiatives in action.



DEVICE	Students' answers will vary.
_____	_____
_____	_____
_____	_____
_____	_____

3. THE DEVICE IS RIGHT C1

USEFUL LANGUAGE

React / Comment:

- *That's really interesting.*
- *That reminds me of something that happened ...*

Build on / Add details:

- *In addition, ...*
- *On top of that, ...*
- *Plus, ...*
- *What's more, ...*

Ask questions:

- *Why do you think that?*
- *When did this happen?*
- *Do you think that ... ?*

Ask for clarification:

- *Can you explain ... ?*
- *What do you mean by ... ?*
- *Can you give an example?*

1. In teams of four, **discuss** the questions below. For each statement, **designate** a different team member to listen and record as the other three discuss.

- ▶ The recorder must listen for teammates' use of each conversational device, and take notes on how each device is used and by whom.
- ▶ When all four devices have been used, the recorder must tell the team and report how the devices were used. Then, teams should move on to the next statement and change the recorder.

QUESTIONS FOR DISCUSSION

- a. Are you ruder to people you know or people you don't know?
- b. Where should we learn the rules of good behaviour: at home or at school?
- c. Is it possible to be too respectful of others?
- d. Where do you demonstrate the most respect: at home, at school, while playing sports or at work?

RECORDER'S NOTES FOR QUESTION:

REACT / COMMENT	BUILD ON / ADD DETAILS
<p><i>Students' answers will vary.</i></p> <hr/> <hr/> <hr/> <hr/> <hr/> <p><i>Students should indicate the letter of the question in the table. They can write the comment or question in the correct section and add initials to indicate who used the conversational device.</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
ASK QUESTIONS	ASK FOR CLARIFICATION
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



2. Who deserves your respect?

a. **Make** a list of ten different people or groups who deserve your respect.

• Possible answers: Parents	• Teachers
• Religious leaders	• Referees
• Political leaders	• Political activists
• Coaches	• Classmates
• Performers	• Bosses

b. With a partner, **compare** your answers and **express** your opinions. **Say** whether you agree or disagree with your partner's choices. **Use** the language prompts and expressions for help.

3. **Ask** questions to find out how your partner demonstrates respect.

a. **Write** one sentence about a person you greatly respect. **Share** it with your partner.

Students' answers will vary.

b. Why does your partner respect this person, and how does he or she demonstrate this respect? **Write** five questions about your partner's choice. **Interview** each other using the questions you have prepared.

- Possible questions: What are some of the things this person does that you respect?**
- Why does . . . make you respect this person?**
- How does this person make you feel?**
- Do you try to be like this person?**
-

Note: During the interview, **ask** two follow-up questions based on your partner's answers.

USEFUL LANGUAGE

Agreeing:

- I totally agree with . . .
- You're absolutely right about . . .
- I couldn't have said it better myself.
- We share the same opinion about . . .
- I was just going to say that!
- That's so true.

Disagreeing:

- I'm sorry, but I don't agree.
- I have to disagree on that point.
- I don't think so.
- I see your point, but . . .
- True, but . . .
- I don't see it like that.



Interaction is at the heart of the Competency 1 evaluation. It is not enough to express opinions—you must also take an active part in discussions by using the conversational devices you have practised in this workshop.

4. TIME TO TALK C1

Now it's time to put what you have learned about group discussions into practice.

1. In teams of four, **compare** your reactions to the texts on pages 29 to 31 using your notes and the conversational devices you wrote.

- a. What opinions do you have in common with your team members?

Students' answers will vary.

- b. What points do you disagree on?

2. With your teammates, **take turns** initiating a discussion on the issues raised by the questions below. **Use** conversational devices to keep the discussion going.

- a. Is technology making it easier to be rude to one another?
- b. Should you step in if you hear someone being disrespectful?
- c. Do people have to earn your respect before you give it?
- d. Are signs of respect universal or culture-specific?
- e. How did you learn the rules of good behaviour?
- f. In what ways might someone lose your respect?

3. **Reflect** on your performance.

- a. Did you express your opinion well? Why or why not?

Students' answers will vary.

- b. Did you use conversational devices? Which device was the most useful?

- c. Did you use the prompts and expressions from the Useful Language boxes? Which ones did you use?



COVER TO COVER

LIFE IS A STORY FILLED WITH ADVENTURE, LIKE A BOOK THAT YOU READ FROM COVER TO COVER. IT CAN BE A BARREL OF LAUGHS OR A SERIES OF UNFORTUNATE EVENTS. IMAGINE TELLING THE STORIES OF YOUR LIFE. ARE THEY GRIPPING ADVENTURES, ROMANTIC TRAGEDIES OR HILARIOUS COMEDIES?

Which role do you prefer to play: class clown or tragic hero?

IN THIS UNIT, YOU WILL:

- **FIND OUT** if you are a class clown or a tragic hero.
- **WATCH** a video about a funny misadventure.
- **READ** the tragic tale of two teenagers and their forbidden love.
- **READ** a comedy about a complicated dinner party.
- **PRACTISE GRAMMAR:** adverbs; perfect tenses.

REINVESTMENT TASK:

- **REWRITE** part of a story featuring a new character.



Interactive Workshops

ONE-MINUTE CHALLENGE

Make a list of your favourite stories, books and movies, and classify them as tragedies, comedies or both.

1. CLOWNS AND HEROES C1

Learn about the characteristics of comedies and tragedies and their heroes. A better understanding of this will help you in the reinvestment task.

1. **Read** the descriptions of tragic and comic heroes below. **React** by circling the key words that you think define you. **Decide** which description best describes you.

YOU ARE A COMIC HERO.

You are a flexible person, you often use your imagination and are prepared to adapt to life's ups and downs. You don't mind when things are not structured or when they don't follow a logical order. You use your sense of humour to avoid trouble. You feel awkward in emotional situations and sometimes laugh or giggle at inappropriate times. You might be considered the underdog in a group. You've been known to fool around in class and don't always respect authority. You are also not afraid to stand up to authority and might even look for unconventional ways to solve your problems. You are willing to learn from your mistakes and change your ways, if necessary. You like adventure, unpredictability and surprise. You forgive people easily and are willing to make friends with your enemies.

YOU ARE A TRAGIC HERO.

You feel emotions strongly and view the world in extremes like good or bad, fair or unfair, beautiful or ugly. You face up to your problems and confront them head on. When faced with a conflict, you choose a solution and stick to it. But you sometimes get caught up in your problems and can take things too seriously. You like routine and predictability and when things follow a logical order. Your lack of flexibility can occasionally lead to problems. People look up to you and admire your honesty and strong moral character. You have great respect for authority and you rarely disobey or confront people in power. You tend to hold a grudge against people and will look for ways to get revenge if someone hurts you.

GLOSSARY

underdog > someone who is weaker than the others

grudge > bad feeling

USEFUL LANGUAGE

- *I do that all the time!*
- *This sounds like me, but that does not.*
- *You never do that!*
- *I am surprised that . . .*
- *Wouldn't you say that story is more of a comedy?*



DISCUSS C1

Choose three sentences from the definitions and **give** examples of your recent behaviour that demonstrate each one.

What tragic or comic hero from literature, television or film do you most admire? What characteristics does this protagonist display?

Do you think that the definitions accurately represent your personality? **Explain.**

Tell a story of when you were the class clown or the tragic hero.



2. With a group, **compare** your lists from the One-Minute Challenge. **Choose** one or two of each that everyone in your group knows well and list them below.

Students' answers will vary.

3. **Read** about tragedies and comedies. **Discuss** how your chosen films and books demonstrate the characteristics listed below. **Highlight** the elements that you find.

Tragedy		Comedy
<ul style="list-style-type: none"> • Serious 	< Tone >	<ul style="list-style-type: none"> • Light and happy, amusing
<ul style="list-style-type: none"> • Male in traditional literature • Male or female in modern literature • Serious, stubborn and rigorous • Does not like to adapt or change • Suffers downfall because of weakness 	< Protagonist >	<ul style="list-style-type: none"> • May be male or female • Funny, creative and clever • Flexible and willing to adapt • Escapes the consequences of the situation and achieves goal
<ul style="list-style-type: none"> • Serious and painful 	< Conflict/struggle >	<ul style="list-style-type: none"> • Not serious or painful
<ul style="list-style-type: none"> • Pity, fear, sadness 	< Emotions >	<ul style="list-style-type: none"> • Happiness, humour, amusement
<ul style="list-style-type: none"> • The reader or audience feels pity and sadness for the tragic hero because they have failed or lost their battle. 	< Impact on reader or audience >	<ul style="list-style-type: none"> • The reader or audience supports the comic hero, even if they are not perfect, and is happy that the hero achieves their goal in the end.
<ul style="list-style-type: none"> • Sad and depressing 	< Ending >	<ul style="list-style-type: none"> • Happy and amusing

Grammar IN CONTEXT Adverbs

ANALYZE & PRACTISE

1. **Underline** the adverbs in the hero definitions on page 36, and **highlight** the verbs that they qualify. **Notice** their position.
2. **Read** the text below. **Underline** all the adverbs that are positioned correctly. **Highlight** those that are positioned incorrectly and **draw** a line to their correct position.

Once you are familiar with the characteristics of tragedies and comedies, you **easily** can identify their differences. The tone of a tragedy is always very serious. Tragic heroes often find themselves in extremely serious and painful conflicts and the story usually **badly** ends. Comedies are very light and amusing. You know **never** what can happen but the protagonist will probably find a way to achieve his or her goal, even if it means acting immorally.

Go to page 205 of the Grammar Section for more practice and access to an interactive workshop.

2. MIXED NUTS C2

Learn about the pyramid of action, a story structure that will help you complete the reinvestment task.

1. **Read** the text. **Highlight** the parts of the pyramid of action: exposition, incident, rising action, crisis point, climax, falling action and denouement. Then **underline** the definition of each part.

Authors use the pyramid of action to structure their stories. Readers can also use the pyramid to help them analyze the main events in the story. All stories begin with the **exposition**. The author introduces the characters and the setting. The readers learn who is in the story and where and when it takes place. An important event begins the series of conflicts in the story. This event is called the **incident**. The hero tries to solve the conflicts that arise. The important events and situations that the main character has to face make up the rising action of the story. Sometimes, the protagonist faces a **crisis point**, an event that changes the direction of the story. The story then reaches the **climax**, the most intense or most important event in the story. The events that follow the climax make up the falling action of the story. At this point, the conflict has been resolved and the story is nearing its end. Finally, the **denouement** is the ending of the story and at this point, the hero may learn an important lesson about life.


GLOSSARY

rule of thumb > rule to follow based on experience

grateful > feeling thanks

understatement > statement that is not strong enough

drenched > wet

2.  While watching, **check** the characteristics of a comedy seen in the video "Rule of Thumb."


- | | |
|---|--|
| <input checked="" type="checkbox"/> light and happy tone | <input checked="" type="checkbox"/> storyline has twists and turns |
| <input checked="" type="checkbox"/> feeling of humour and amusement | <input checked="" type="checkbox"/> setting of story is ordinary place like a house, school, store |
| <input type="checkbox"/> hero achieves his goal | <input checked="" type="checkbox"/> conflict is not very serious or painful |
| <input checked="" type="checkbox"/> main character is ordinary person who might even be slightly immoral or mischievous | <input checked="" type="checkbox"/> audience approves of and supports main character |

3. **Read** the events from the video. **Decide** if each statement is true or false. **Write** T or F on the line.

- T a. Mike works at a grocery store stocking the shelves and sweeping the floor.
- F b. Mike helps an old lady carry her grocery bags to her car in the hopes of getting a big tip.
- F c. Mike looks for a snack but can't find anything to eat.
- T d. Mike only gets 15 cents for his troubles.
- T e. After a very long walk through a strange neighbourhood, Mike and Granny finally arrive at her house.

- F f. Granny is very angry with Mike for eating the nuts because she was keeping them for a special occasion.
- T g. Mike apologizes to Granny because he ate the whole jar of mixed nuts.
- F h. Mike learns the lesson that he should never offer to carry an old lady's bags ever again.

4. **Complete** the pyramid of action using the events from Step 3 and what you saw in the video. **Put** the events in the correct order and **correct** the false statements.

ACT I	ACT II	ACT III
	<p>3 RISING ACTION</p> <ul style="list-style-type: none"> • Mike sets off on his adventure, carrying Granny's bags to her house far away. • After a very long walk through a strange neighbourhood, Mike and Granny finally arrive at her house. • Mike is exhausted and starving. He looks for a snack while Granny goes to get him a tip. 	<p>5 CLIMAX</p> <ul style="list-style-type: none"> • Granny gives Mike a rather disappointing 15-cent tip but he is happy that he at least got a free snack.
<p>1 EXPOSITION</p> <ul style="list-style-type: none"> • Mike works at a grocery store stocking the shelves and sweeping the floor. 	<p>4 CRISIS POINT</p> <ul style="list-style-type: none"> • Mike looks in the cupboards and finds lots of strange food. He eventually finds some mixed nuts in a jar and eats them all. 	<p>6 FALLING ACTION</p> <ul style="list-style-type: none"> • Mike apologizes to Granny because he ate the whole jar of mixed nuts.
<p>2 INCIDENT</p> <ul style="list-style-type: none"> • Mike helps an old lady carry her grocery bags to her house (she has no car) in the hopes of getting a big tip. 		<p>7 DENOUEMENT</p> <ul style="list-style-type: none"> • Granny is not angry with Mike for eating the nuts because she already sucked the chocolate off them. • Mike learns the lesson that he should never eat on the job.

3. FORBIDDEN LOVE C2

Read about two teenagers who fall in love despite an ongoing feud between their families. This story could inspire you in the reinvestment task.

WORD BOX

betrayal
go-between
high-rise
lavish
lifeless
mischievous

STRATEGY

Use context clues such as the surrounding words or root words to guess the meaning of words you do not know.

1. **Complete** the sentences with the vocabulary from the Word Box.
 - a. The Montréal skyline is spectacular with its backdrop of high-rise buildings.
 - b. When I visited my friend's house, I was very impressed with the elegant furniture and lavish decoration.
 - c. Melissa was too nervous to talk to Mark directly so she asked Jacob to act as their go-between.
 - d. One of the things that she loved about Kathryn was her playful personality and mischievous blue eyes.
 - e. When she woke up, Shereen found her lifeless goldfish floating on its side in its fishbowl.
 - f. The worst kind of betrayal is when the person you trust the most goes behind your back and lies to you.
2. As you read, **use** context clues to define the words in bold in the text on pages 41 to 43. **Write** your definitions in the notes section in the margins.

Grammar IN CONTEXT Perfect Tenses

1. **Underline** the verbs that are in the perfect tense in the sentences below.
 - a. Stories have been around ever since people began living together.
 - b. I have been thinking about it and I don't think we should see each other again.
 - c. Sam had stopped believing in love long before she met Jamie.
 - d. Our families had been feuding for many years before they finally made peace.
2. **Specify** the type of perfect tense that each underlined verb is in.

a. <u>present perfect</u>	b. <u>present perfect continuous</u>
c. <u>past perfect</u>	d. <u>past perfect continuous</u>
3. **Underline** ten past perfect verbs in the story on pages 41 to 43.

Go to page 155 to 166 of the Grammar Section for more practice and access to an interactive workshop.

THE TRAGIC TALE OF ROWAN AND JUNIPER



BY MONIQUE POLAK

Part 1

ROWAN'S BROKEN HEART

Rowan wasn't interested in going climbing.

Rowan had loved climbing ever since he was a kid and his nature-loving parents **dragged** him to Val-David every weekend. He was a Montour after all. For decades, the Montours had worked to save the planet.

"How about watching that documentary about carbon emissions you were talking about last week?" Ben suggested.

Rowan wasn't in the mood to watch a movie either.

"Let me guess," Ben said. "Some girl rejected you again."

"Rosemary isn't some girl," Rowan corrected Ben. "She's the hottest girl in Secondary 5. She's also brilliant and funny."

"I know how to make you forget Rosemary!" Ben said. "There's a protest at Mount Royal this weekend. The Capelet family wants to build a high-rise in the park. The place will be crawling with just your kind of girl!"

"What's wrong with those Capelets?" Rowan wondered out loud. "Don't they realize that will mean destroying habitat? I'm definitely joining that protest! Meeting girls will be a bonus."

Rowan designed a placard that said, "Down with Capelet high-rises!"

On Saturday, he stepped off the bus near Mount Royal. When the placard he was carrying momentarily blocked his view, Rowan collided with a **raven-haired** girl standing on the sidewalk.

"Watch out!" The girl sounded angry, but when her eyes met Rowan's, she flashed a smile that was both angelic and mischievous. "I'm Juniper Capelet. And you are..." She stopped to read the words on the placard.

"Did you say Capelet? I'm a Montour... Rowan Montour."

Their families had been sworn enemies for decades. As that reality sank in for both, they stared at each other thoughtfully.

"Our high-rise project isn't as despicable as you think, you know. It will have a community roof garden," Juniper told Rowan.

Rowan wasn't so sure about that. One thing he did know: he had to find a way to see this girl again.

Part 2

THE BALCONY SCENE

The Capelets owned a lavish condominium in Outremont. When Rowan arrived, he saw the Capelets barbecuing on their balcony. Rowan's heart **skipped a beat** when he **spied** Juniper on the next balcony.

Juniper sang as she **flipped** through posts on her phone. When Rowan leaned in to listen, he realized that Juniper was singing Rowan's name! It had never sounded sweeter!

Rowan climbed the fire escape. "Juniper!" he whispered.

"Rowan? Is that you?" Juniper's parents would be furious if they discovered them and knew she had fallen for a Montour.

With other girls, Rowan had never known for certain if they cared for him. It was different with Juniper. →

My Notes

GLOSSARY

spied > saw

TEXT FEATURES

NARRATIVE TEXT

Topic: love story

Language: informal, descriptive

Purpose: to entertain

Audience: general, teenagers and young adults

TEXT COMPONENTS

1) Title

2) Parts: Beginning (introduction of characters, setting, conflict), middle (rising action, climax, falling action), end (denouement of story)

3) Details revealing information about the characters and events



GLOSSARY

nuzzling > cuddling
disown > no longer associate with
enmity > friction, conflict
exchanged blows > fought with their fists

"I have never felt this way before," they said at the same time.

Their first kiss was soft, tender. Their second had hunger in it.

"I was just checking you out online," Juniper said. "It looks like you get around. I think I counted a dozen photos of you **nuzzling** up to pretty girls!"

Rowan reached for his phone and quickly deleted the offending posts from his various accounts.

The two lovebirds kissed again, and Juniper snapped a picture of them getting cozy.

"Send me that pic," Rowan said.

"Okay, but don't post it anywhere. My friends won't think it's cool, me hanging out with a Montour. And my parents would **disown** me! So would my cousin Tyler—he's a **hothead** who hates environmentalists. I guess we should avoid texting and phoning, too. My friend Viva can be our go-between."

Leaving the condominium, Rowan passed the herb garden and spotted Mr. Lawrence, the school's guidance counsellor, someone Rowan spent a **fair** amount of time with. Why was Mr. Lawrence snipping herbs outside Juniper's condo?

"I live in this building and like to dabble in medicinal herbs," Mr. Lawrence explained.

Mr. Lawrence already knew all about Rowan's trouble with girls. Now he guessed Rowan had a crush on Juniper.

"It's mutual," Rowan confided.

Mr. Lawrence watched Rowan stride down the street. "Maybe this young love will end the bitter **enmity** between the Capelets and Montours."

Part 3

TROUBLE AT THE METRO

It was midnight. Rowan and his friend Mark were standing in front of the Vendome metro station. Mark wanted to hang a banner that would say "Death to the Capelets" on the cross at the top of

Mount Royal. All Montréal would see it!

A muscular boy kicked open the metro station door. "Did I hear someone say 'Death to the Capelets'?" he demanded. "Because I'm Tyler Capelet!"

This was the cousin Juniper had **warned** Rowan about.

"Our goal is to protect the environment—not to fight," Rowan reminded Mark. Rowan turned to Tyler. "Someone told me that the high-rise your family is proposing will have a roof garden—"

Tyler and Mark both ignored Rowan's words. The pair **exchanged blows**. Tyler dropped to the ground and struggled to get up.

Mark tried kicking Tyler back to the ground. But Tyler stepped away and Mark's boot hit a post instead. Something glimmered in the darkness. Tyler had **pulled** a knife from his side pocket.

"Watch out! He has a kni—" Rowan warned his friend.

The warning came too late. Tyler had **stabbed** Mark in the belly. In the faint light from the streetlamp, Mark's blood looked black as it soaked through his shirt. Rowan grabbed for Mark's arm.

"Let's get out of here," he cried, but his friend was non-responsive. He was dead. The anger **bubbled** in Rowan like a pot boiling over.

Tyler spun around, wielding his knife in the air. Rowan ducked and grabbed Tyler's arm. The two boys rolled on the pavement. In the scuffle, Tyler fell on the knife.

A siren **wailed** in the distance. Rowan ran.

The gruesome news travelled quickly. Juniper and her parents learned that the only teen who had **survived** the deadly fight was Rowan Montour, son of their sworn enemies. They were furious, but it was Juniper who reacted most strongly, collapsing on the floor in tears.

Her parents were desperate to console her. "We've invited some business associates to a cocktail party tomorrow.

It will cheer us all up. We hear they have a charming son, and they have come all the way from Paris.”

Part 4

HERBS MAY HELP

Juniper could not sleep. She was tormented by thoughts of the cousin she had lost, the Parisian boy her parents were forcing her to meet, and, of course, Rowan, whom no one had heard from.

Someone tapped lightly on her bedroom window. Rowan! Blood **dribbled** from his nose; otherwise, he was more handsome than ever.

“I saw Mr. Lawrence downstairs. He said I should go to the police and explain but I’m sure that would be a mistake. Can I hide out here tonight? Tomorrow I’ll hide out on the mountain. I’ve got to get away.”

Juniper wasn’t sure it was a great idea, but she said nothing. She knew that these could be their last hours together. They laughed and cried with pleasure and sorrow. The precious hours passed like seconds.

Rowan left before sunrise. After they kissed good-bye, Juniper whispered, “Remember, no texts or calls. My parents can’t find out about you! I will send news through Viva.”

After breakfast, Juniper sought Mr. Lawrence’s advice. He was the only adult who knew the truth. “I am so terrified that I will never see Rowan again, and that my parents will find out that I love him,” Juniper told him.

“Agree to meet the young man from Paris. It will make your parents think you’re feeling better.”

“But what about Rowan?” Juniper asked.

“If he’s smart he will follow my advice and everything will get sorted out. Here, try this herbal **tincture**. It will relax you and make it easier to endure dinner with the Parisian. Have your friend Viva text Rowan to tell him you think he should go to the police.”

Part 5

A MISUNDERSTANDING

Juniper drank the tincture and made her way to the cocktail party with her father’s associates and their charming son. The tincture made her more relaxed than she wanted to be and friendlier than she **had planned**. She completely forgot to text Viva. The party was such a success that photographs were **splashed** all over social media.

Rowan hoped for news from Viva, but all he saw online was Juniper’s seeming betrayal. He was devastated. Viva saw the posts, too, and contacted Rowan to reassure him that Juniper was only pretending to like the Parisian for her parents’ sake. Rowan was relieved but he also no longer cared what the Montours and Capelets thought. He would hang a banner on the cross at Mount Royal just like Mark **had imagined**. Instead of writing “Death to the Capelets,” he would declare his love for Juniper and damn the consequences. “Heaven is in her arms. Rowan Montour will always love Juniper Capelet.”

He made his way up the cross. At the same moment, a **groggy** Juniper awoke and saw the banner **flapping** in the breeze. She could just make out her name and Rowan sitting **dejectedly** on top of the cross. She rushed up the mountain.

Rowan was so happy to see her. He scrambled to get down but slipped and fell to the ground in his **haste**.

Mr. Lawrence **had seen** the banner, too, and hurried over, but when he arrived all he found was Juniper sobbing over Rowan’s lifeless body.

The Montour family mourned their son’s death. The Capelets grieved when they learned about the love affair gone wrong. The senselessness of it all eventually led to reconciliation. Mr. Lawrence was right on that **score**. As for Juniper, she never forgot the words on the banner: “Heaven is in her arms.” ●

F Y I

This story is a modern-day adaptation of William Shakespeare’s play *Romeo and Juliet*. In the original, Friar Laurence gives Juliet poison to fake her death and avoid marrying another man. Romeo, believing Juliet is dead, takes his own life. Juliet, upon waking, kills herself, too.

READING

UNIT 2

My Notes

GLOSSARY

groggy > sleepy or weak

flapping > waving

dejectedly > sadly

score > account



3. **Read** the excerpts from the story. **Write** the part of the pyramid in the yellow box. Then, **explain** in your own words what each excerpt means.

Excerpt	Pyramid of Action and Explanation
Rowan wasn't in the mood to watch a movie either. "Let me guess," Ben said. "Some girl rejected you again."	Exposition Rowan is depressed. Ben wants to help him meet other girls at a protest at Mount Royal.
"I'm Juniper Capelet. And you are..." "Did you say Capelet? I'm a Montour... Rowan Montour."	Incident Juniper and Rowan meet and realize their families have been enemies for decades.
When Rowan leaned in to listen, he realized that Juniper was singing his name! Rowan's name had never sounded sweeter!	Rising action Rowan has fallen in love with Juniper and when he hears her singing his name, he realizes that she loves him too.
"Send me that pic," Rowan said. "Okay, but don't post it anywhere."	Rising action Rowan and Juniper know that they cannot go public with their relationship.
"Maybe this young love will end the bitter enmity between the Capelets and Montours."	Rising action Mr. Lawrence, the guidance counsellor, knows about Rowan and Juniper. He hopes that their love will end their parents' feud.
The gruesome news travelled quickly. Juniper and her parents learned that the only teen who had survived the deathly fight was Rowan Montour, son of their sworn enemies.	Rising action Both Mark and Tyler have been killed in the fight at the metro. Rowan is the only survivor. The tension between the families is intensified.
Juniper wasn't sure it was a great idea, but she said nothing. She knew that these could be their last hours together.	Rising action Juniper lets Rowan hide out at her house before he goes into hiding.
"Here, try this herbal tincture. It will relax you and make it easier to endure dinner with the Parisian."	Rising action Mr. Lawrence gives Juniper an herbal tincture to help her relax during the dinner with the Parisian boy her parents want her to meet.
The party was such a success that photographs were splashed all over social media.	Crisis point Rowan sees photos of her and the boy on social media and he is upset.

Excerpt	Pyramid of Action and Explanation
<p>Rowan was relieved but he also no longer cared what the Montours and Capelets thought.</p> <p>He would hang a banner on the cross at Mount Royal just like Mark had imagined.</p>	<p>Climax Rowan is tired of letting the Montours and Capelets control him and Juniper. He hangs a banner on the cross to declare his love for Juniper.</p>
<p>Rowan was so happy to see her. He scrambled to get down but slipped and fell to the ground in his haste.</p>	<p>Falling action Because of his excitement at seeing Juniper, Rowan slips on the cross and falls.</p>
<p>As for Juniper, she never forgot the words on the banner: "Heaven is in her arms."</p>	<p>Denouement Juniper is devastated because Rowan is dead. The two families reconcile and Juniper never forgets the words he wrote on the banner.</p>

4. **Give** four reasons why this story can be considered a tragedy in the traditional sense. **Use** information from the table in the opening task on page 37 for help.

Possible answers: 1. Serious tone. 2. The protagonist, Rowan, is male.

3. He suffers a downfall because of his love for Juniper. 4. Rowan and Juniper have to face a difficult conflict. 5. The reader feels pity and sadness for the young couple, especially when Rowan tragically dies at the end of the story.

5. Have you or anyone you know ever been in a relationship that had to be kept hidden from parents? Why? **Compare** your answer with the class.

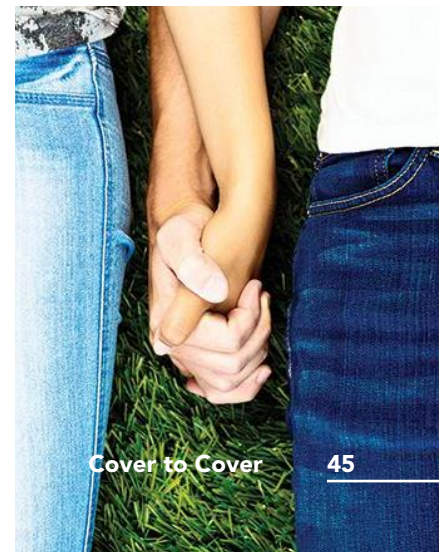
Students' answers will vary.

6. How might the story have ended differently if Rowan and Juniper had told their parents about their relationship?

Students' answers will vary.

7. If you were Rowan or Juniper, what would you have done in their situation? How would you have acted differently?

Students' answers will vary.



4. ONE-MINUTE IMPROV C1

Practise the genres of tragedy and comedy by acting out some improvisation scenarios. This will help you better understand the genres in the reinvestment task.

1. **Read** the scenarios below. With your partner, **discuss** the characters, their character traits, their actions and the tone your improv should take. **Do not take** notes. Simply **discuss** what might happen. **Make sure** you respect the assigned genre.
2. **Read** the tips for successful improvisation. Then, **perform** a one-minute improvisation scene for each situation
 - a. **Agree** with your partner's comments and **build** on what he or she says.
 - b. **Do not ask** questions. It means your partner has to think of an answer and this stops the flow. Instead, **add** new information to what your partner says.
 - c. **Do not try** too hard to be funny or overly dramatic. **Be** natural and the humour or drama will come on its own.
 - d. **Work** with your partner. You are not in competition with them.
 - e. **Tell** a story. **Provide** details, **elaborate** on the characters and **keep** the storyline moving.



USEFUL LANGUAGE

- *I think so, too.*
- *We / You could try . . .*
- *What about if I . . .*
- *Why don't you try this.*
- *Don't worry.*
- *I'm not sure about that.*
- *I'm not sure I understand.*

TRAGEDIES

Scenario 1

Characters: two strangers

- Two strangers have been stuck in an elevator for about ten minutes. One person has an important interview in an hour. The other person is heading to meet his/her girlfriend or boyfriend to break up with them.

Scenario 3

Characters: a popular high-school football player and a manager at a fast food restaurant

- A popular football player is being interviewed for a job at a local fast food restaurant. People idolize and look up to this player and he/she is used to getting his/her own way and being successful. The restaurant manager is not impressed with the football player and doesn't think he/she will be able to handle the job.

COMEDIES

Scenario 2

Characters: two friends

- Two friends are waiting in line to ride the newest, highest, scariest roller coaster. One friend is terrified of roller coasters, the other one adores them. The terrified friend doesn't want to admit that he/she is scared but tries to convince the other one not to go on the ride.

Scenario 4

Characters: a customer and a waiter in a restaurant

- A customer is at a restaurant. He/she has different food allergies and dietary restrictions. He/she wants to order from the menu but every meal requires a modification to the original dish. It is the waiter's first day on the job and he/she is having a difficult time helping the customer.

5. A DINNER PARTY C2

Comedies are full of twists and turns. Find out what happens when unexpected events interfere with a fancy dinner party. Consider rewriting part of this story in the reinvestment task.

1. What do you think makes a dinner party successful?

Possible answers: Good food, people who already know and like each other, a varied group of guests, not 13 people, a potluck, a beautiful table, cooking together, ordering in.

2. Match each word with its definition.

Word	Definition
a. debutante 4	1. a childhood disease that causes fever and an itchy rash
b. receiver 6	2. a person who is staying at someone's house
c. snow drift 7	3. the act of only thinking about oneself
d. chicken pox 1	4. a young woman from the upper class who is introduced to formal society
e. house guest 2	5. the act of being impolite
f. selfishness 3	6. the part of the telephone that converts the electric current into sound
g. rudeness 5	7. pile of snow formed by the wind

FYI

One theory why the number thirteen is considered unlucky involves a biblical reference to the Last Supper where there were thirteen people present, one of whom betrayed Jesus. Also, according to Norse legend, evil was introduced to the world by the god Loki at a dinner party where he was the thirteenth guest. Because of this, many people avoid having thirteen guests present at the dinner table.



BY ALICE GERSTENBERG

MRS. PRINGLE: Dunham, I've just had word from Mr. Harper that he was called away to the bedside of a friend who is very ill. *[Looking at the table anxiously and then at her watch.]*

It's too bad—after you've set it all so beautifully—and it's getting so late—someone might be coming any moment. Where's Gustave? →

CHARACTERS

- MRS. HORACE PRINGLE: a woman of fashion
- ELAINE: her debutante daughter
- DUNHAM: the butler or maid

SETTING

- The dining-room of a New York residence
- A long table is elaborately set for fourteen.



TEXT FEATURES

PLAY

Topic: hosting a dinner party

Language: informal

Purpose: to entertain

Audience: general, teenagers and young adults

TEXT COMPONENTS

1) Characters: list of characters in the play

2) Dialogue: words spoken by the characters in the play

3) Stage directions: information about the actions of the characters; they are written in square brackets and italics in the dialogue

GLOSSARY

Prince of Wales > title given to the heir to the British throne

DUNHAM: There's such an awful blizzard out he's sweeping off the sidewalk.

MRS. PRINGLE: Oh! Dear me, yes!

[*ELAINE, a young debutante in evening gown, comes running in with a bunch of place-cards.*]

ELAINE: Here are the place-cards, mother. Shall I put them around?

MRS. PRINGLE: Yes, dear. Remove one plate, Dunham.

DUNHAM: Remove one plate, madam? Oh! Madam! It is a certainty! You wouldn't sit down with thirteen.

MRS. PRINGLE: [*Drawing back.*] Thirteen! Why, you're right—thirteen! We can never sit down with thirteen. I wonder whom I could get to come in the last minute.

DUNHAM: Mr. Morgan, madam, he always tells a joke or two.

MRS. PRINGLE: Why, yes, Dunham—that's clever of you! [*On the telephone.*] Hello, this is Mrs. Pringle speaking—from across the street. Yes. When Mr. Morgan comes in, please tell him to call me up right away. I want him to dine with us. Have him call me right away. [*She hangs up the receiver.*]

ELAINE: Well, mother, *I* don't have to be at the table.

MRS. PRINGLE: Didn't I place you next to Oliver Farnsworth? Millions! He's worth millions! Can't he marry you? I fling every eligible man I can at your head. Can't you finish the rest yourself?

ELAINE: It's no use, mother, your trying to marry me off to anyone as important as he is. He frightens me to death. I'm as afraid of him as I'd be afraid of the **Prince of Wales**!

MRS. PRINGLE: The Prince of Wales! Oh! What wouldn't I give to have the Prince of Wales in my house!

I was just telling Mr. Farnsworth yesterday that I'd give anything to have the Prince here! [*The telephone rings.*] Hello—Mrs. Sedgwick. What? No—Oh! Caught in a snow drift—can't get another car? [*She puts her hand over the telephone and speaks delightedly to ELAINE.*] Good! That leaves us twelve—remove two plates, Dunham. [*At the telephone.*] Oh! That's a shame! I'm heartbroken. Good-bye, dear. [*She hangs up the receiver, and picks it up again.*] Well, I'm glad she dropped out. [*At the telephone.*] Has Mr. Morgan come in yet? Well, don't give him the message. I telephoned before about crossing the street to Mrs. Pringle's for dinner. It's too late—you understand? [*She hangs up the receiver.*]

MRS. PRINGLE: [*The telephone rings.*] Answer it, Dunham.

DUNHAM: Hello. What, sir?—Mr. Darby—the doctor says your baby has the chicken-pox— [*He hangs up the receiver.*] Mr. and Mrs. Darby feel obliged to regret and also their house-guests, Mr. and Mrs. Fleetwood—

MRS. PRINGLE: That's four out.

ELAINE: Then you're only eight!

MRS. PRINGLE: Don't we know someone to invite the last minute—

ELAINE: The Greens—

MRS. PRINGLE: She's not interesting enough—

ELAINE: Where's our book? [*She runs her finger down the address book.*] The Tupper's?

MRS. PRINGLE: The Tupper's! Good Heavens, Elaine, six in the family.

ELAINE: That would get us back to fourteen.

MRS. PRINGLE: Well, try them.

ELAINE: [*At the telephone.*] This is Elaine Pringle. Oh, Ella, hello! We had a party arranged here and the last

moment everybody's been dropping out—the blizzard—Can't you **flock** your family around the corner and eat with us? You would? Oh! fine! [To DUNHAM.] Six more plates, Dunham. [In the telephone.] What?—Oh—well—but yes—yes—of course [Not enthusiastically.], all right. [She hangs up.]

MRS. PRINGLE: [Rushes in followed by DUNHAM.] What's the matter—Elaine—what is—

ELAINE: Now I've done it! I've just done it.

MRS. PRINGLE: What *is* it?

ELAINE: I invited Ella and the family and she accepted and then she said they had two house-guests and would it be all right and of course I said it would and now we're sixteen!

MRS. PRINGLE: Elaine! That's just like you, if I'd been at the phone I'd have politely said that my table—

ELAINE: But you weren't at the phone.

MRS. PRINGLE: But I must not be **disgraced**.

ELAINE: But mother, I needn't sit at the table.

MRS. PRINGLE: [Pointing to the chair authoritatively.] You're going to sit right next to Oliver Farnsworth! Now I don't wish to hear another word about it.

ELAINE: But can't we squeeze them in?

MRS. PRINGLE: Have you forgotten that Mr. Tupper weighs something like two hundred and fifty pounds? And Mrs. Conley has no waist line?

ELAINE: But I really wouldn't have to be at the table.

MRS. PRINGLE: Be still! [She starts as the telephone rings.] The telephone! Now what? Hello—yes—what!—the blizzard—your cold—too dangerous! [DUNHAM, ELAINE and MRS. PRINGLE are delighted and relieved

but MRS. PRINGLE pretends otherwise over the telephone.] Oh! Jessica—you poor dear, so sorry! [She hangs up the receiver.] There—that's wonderful—now we are just fourteen—There's the front door-bell, Dunham. [As DUNHAM goes out, the telephone rings. MRS. PRINGLE eyes it suspiciously.] You murderous instrument! Now what? Hello! Who! Mr. Oliver Farnsworth? No—you're his secretary? He had to leave for Boston at once on very important business—Oh! [She hangs up the receiver . . . and hits the telephone in a temper . . .] How dare he! The last moment like this! I don't believe it! Selfishness—downright rudeness—and worth millions I'm perfectly furious—I'll never speak to him again!

ELAINE: Now I *will* have to stay away from the table. His not coming makes us thirteen again.

MRS. PRINGLE: [In a temper.] Go to bed! I'll send you milk and crackers! I certainly won't sit down to thirteen—go to bed—get out of my sight—

[DUNHAM enters from left.]

DUNHAM: It was Mr. Morgan, madam—

MRS. PRINGLE: Mr. Morgan! But I telephoned his maid to tell him *not* to come.

ELAINE: That makes you thirteen again—unless you don't want me to go to bed—

MRS. PRINGLE: Of course I don't want you to go to bed. We're back to where we started—fourteen, Dunham.

[The telephone rings.]

MRS. PRINGLE: Hello—what is it? [Sharply.] Yes—yes? Mrs. Tupper! But now you *must* come—we're prepared for you. It wasn't an imposition at all. Of course my daughter had authority to invite the guests, the table is all set.



My Notes

GLOSSARY

flock > gather together in a group

disgraced > embarrassed or humiliated





[*She hangs up the receiver.*] Now, what do you think of that? Mrs. Tupper is perfectly furious at Ella for telling you about the house-guests so she's leaving Ella and Henry at home—only six are coming. Remove two plates, Dunham—we're twelve after all. I shall go mad! I'll never entertain again—never—never—people ought to know whether they're coming or not. They drive me wild. This is my last dinner party—*my very last*—a fiasco—an utter fiasco! It's impossible. I'm through! *Through* with men like Oliver Farnsworth!—I don't care how rich they are! They're nothing without courtesy and consideration, He's not good enough for you! I won't let you marry him! I hate Oliver Farnsworth!

[*DUNHAM enters.*]

DUNHAM: A note from Mr. Farnsworth, madam. There are two strange gentlemen in the lower hall. They presented this letter. He said he was the secretary. All the other guests are upstairs, madam, I counted twelve in all, including you and Mr. Pringle and Miss Elaine. But the two gentlemen downstairs, madam, are

waiting for your answer—the one gentlemen's face looked very familiar, madam, but I just can't place him.

MRS. PRINGLE: [*She has been reading the note and is almost fainting with surprise and joy.*] Oh, my goodness! Elaine—It's the Prince of Wales!

ELAINE: Then we'll be thirteen again—

DUNHAM: There's the secretary, Miss, he is his bodyguard—

MRS. PRINGLE: Certainly, the secretary, Elaine. We shall be fourteen at dinner. The guests may sit anywhere they choose.

ELAINE: [*Following.*] But mother, wasn't it nice of Oliver Farnsworth to send a Prince in his place?

MRS. PRINGLE: Didn't I always say that Oliver Farnsworth was the most considerate of men?

ELAINE: I think I *shall* like Mr. Farnsworth.

MRS. PRINGLE: Silly child! It is too late now to like Mr. Farnsworth. It's time now to like the Prince. [*Starting out.*] Thank God for the blizzard!

CURTAIN ●

3. Number the events in the order in which they happened in the story.

<u>5</u>	Elaine phones the Tupper family to invite them to the party.
<u>7</u>	Mr. Morgan arrives at the house because he did not receive the second phone message.
<u>6</u>	Jessica cannot come to the party because the blizzard is too dangerous.
<u>4</u>	Mr. and Mrs. Darby and their house-guests cannot attend the party because the baby is sick.
<u>3</u>	Mrs. Pringle calls Mr. Morgan to cancel the invitation to her party.
<u>8</u>	The Tupperts decide to come to the party but will not bring Ella and Henry.
<u>2</u>	Mrs. Sedgwick calls to say that she cannot attend the party because she is caught in a snow drift.
<u>1</u>	Mrs. Pringle invites her neighbour, Mr. Morgan, to her party.
<u>9</u>	Mrs. Pringle swears that she will never have another dinner party.

4. What incident begins the series of conflicts in the play?

Mrs. Pringle receives a phone call that Mr. Harper will not be at her dinner party. That means that there will be thirteen guests at the party and they will not sit down with thirteen.

5. Why does Mrs. Pringle want Elaine to sit beside Oliver Farnsworth?

Mrs. Pringle wants Elaine to sit beside Oliver Farnsworth because he is a millionaire and she wants her to marry him.

6. How is the conflict solved at the end of the story?

Mr. Farnsworth sends the Prince of Wales to the dinner party in his place. With the Prince and his secretary, there will be fourteen dinner guests and all the problems are resolved.

7. The play *Fourteen* is a comedy. **Read** the characteristics of a traditional comedy below and **find** an example of each one in the play.

Characteristic	Example
The conflict in the story is not very serious or painful.	<u>Mrs. Pringle will not sit down with thirteen guests at her dinner party. When her guests cancel their attendance, she has to find people to replace them.</u>
Women play a larger role in the story.	<u>The protagonist is Mrs. Pringle. Her daughter, Elaine, is also an important character.</u>
The storyline is full of twists and turns.	<u>Mrs. Pringle constantly runs into problems with people who cancel their attendance at the dinner party. She has to find replacements to make sure that she does not have thirteen guests at her party.</u>
The story has a light-hearted tone and evokes feelings of humour and amusement.	<u>Mrs. Pringle's problems and the conflicts she faces are funny. The problems are not very serious so it evokes a feeling of amusement.</u>
The story ends with a happy ending.	<u>Mrs. Pringle has the correct number of guests at her dinner party. One of her guests is the Prince of Wales and he will sit next to her daughter.</u>

F Y I

The Prince of Wales is a title given to the member of the royal family who is heir to the throne. When the play *Fourteen* was written, the Prince of Wales was Edward VIII. Edward VIII broke many traditions of the royal family. He had romantic relationships, a very active social life and enjoyed balls and parties. Edward VIII was very popular.



6. WHAT'S THE STORY? C1

Reflect on the unit's tasks so far. Whether tragedy or comedy, what makes a good story great?

1. **Look back** on the unit's texts. **React** to what you've learned so far. **Take** some **notes**.
2. In groups of four, **demonstrate** competency in interacting orally in English by participating in a discussion on books, films and tragedies and comedies.
3. **Select** a question or statement from your card. **Take turns** initiating a 15-minute discussion with your classmates by giving your opinion about the topic presented in your question or statement.
4. To interact, you may:
 - a. **agree** and **disagree** with what your classmates say;
 - b. **build** on and **add** details to what your classmates say;
 - c. **react** to and **comment** on their opinions;
 - d. **express** opinions and ideas that are related to the issues but also to what your classmates say;
 - e. **ask questions** or **ask for clarification** about what they say.

GLOSSARY

flaw > personal weakness or defect

Student A

- Tragedies are the best kind of stories.
- Compare the books you have read in high school so far. Are they mostly tragedies or comedies?
- Is everyone's life a mix of both tragedy and comedy?

Student B

- Consider the books you have read in high school so far. Which ones were the most tragic?
- Teenagers generally prefer comedies over tragedies.
- How might some popular books and movies be considered a tragicomedy—a combination of both genres?

Student C

- Everyone has a fatal **flaw**.
- Consider the books you have read in high school so far. Which ones were the best comedies?
- Females can be strong protagonists in tragedies, too.

Student D

- Which are better, movies or books?
- Would the book or movie of your life be a tragedy or a comedy? Explain.
- Most people prefer stories that have a happy ending.

Refer to Workshop A: Group Discussion Skills on page 27 and functional language on page 222 of the Reference Section for help.



7. TELL A STORY C2 C3

Find out how adding a new character adds new twists and changes the ending of an existing story.

- Choose** a story from the options below. You will create a new character who will influence how the story ends. Your character's actions and the events you choose to include in the story may change the story from a tragedy to a comedy or vice versa. You can also choose to write your story as dialogue in a play, or as a narrative.

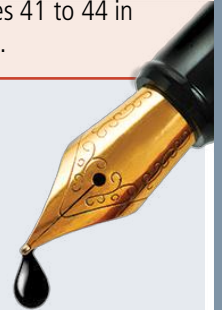
- The Tragic Tale of Rowan and Juniper
 Rule of Thumb
 Fourteen

- Plan** your character. **Look** at the definitions in Task 1 on pages 36 and 37 and **decide** if your character will be a tragic or comic hero. **Think about** your character's qualities and weaknesses and what actions they will take to become part of the storyline.

CHARACTER'S NAME: _____		
QUALITIES	WEAKNESSES	ACTIONS
• _____	• _____	• _____
• _____	• _____	• _____
• _____	• _____	• _____
• _____	• _____	• _____

STRATEGY

Refer to the model texts on pages 41 to 44 in the unit.



- Plan** the action of your part of the story. **Decide** how the original story will change with the new character and events.

Exposition	_____
Incident	_____
Rising action	_____

Climax	
Falling action	
Denouement	

4. **Write** the draft of your text. **Include** some sentences from the original story in your text. **Use** the same point of view as in the original story and **respect** the verb tenses. **Refer** to the models on pages 41 to 44. **Check** your use of adverbs and the perfect tenses.
5. **Revise** and **edit** your text. **Use** the writing checklist.
6. **Exchange** your draft with a partner. **Ask** for feedback.
7. **Write** your final copy. **Integrate** feedback, changes and corrections.
8. **Publish** your story. **Read** and **discuss** your classmates' stories.

WRITING CHECKLIST

- I rewrote part of a story featuring a new character.
- I included the parts of the pyramid of action.
- I used prose in my narrative or dialogue in my play.
- I respected the characteristics of a tragedy or comedy.
- I used perfect tenses and adverbs correctly.

Evaluation Guidelines

Go over the evaluation grid with your teacher. **Use** what you learned from the unit's texts and **make sure** your information is accurate. **Personalize** your text. **Integrate** feedback from peers. **Include** all the components of your chosen text form. **Eliminate** errors.

DO YOU NEED MORE TRAGEDY IN YOUR LIFE? DVD C2

The English playwright William Shakespeare wrote many plays that were divided into three genres: tragedy, comedy and history.



- 1. Read** about some of Shakespeare’s most well-known plays. Based on each description, **decide** if you think the play is a comedy (C) or a tragedy (T) and **give** one reason to explain your choice. **Think** about the characteristics of comedies and tragedies that you learned about in Task 1.


Play and Summary	C or T	Reason
<p>Taming of the Shrew</p> <p>Bianca and Katherine are sisters. Bianca is kind and gentle, Katherine is bad-tempered and rude. Many men want to marry Bianca but her father will not let her marry until they can find someone who will marry Katherine. The play tells of the girls’ romantic and absurd adventures. In the end, both Bianca and Katherine get married and everyone is happy.</p>	C	<p>The protagonist is female. The play is about romantic and absurd adventures. It does not sound like a very serious play. There is a happy ending because both girls get married and everyone is happy.</p>
<p>Antony and Cleopatra</p> <p>This is the story of a romance between two powerful people: Antony, ruler of the Roman Empire, and Cleopatra, Queen of Egypt. While Antony defends his empire, Cleopatra becomes extremely jealous and pretends to be dead. When Antony hears this, he tries to kill himself. He is taken to Cleopatra and he dies in her arms. Cleopatra is so upset that she commits suicide by letting a poisonous snake bite her.</p>	T	<p>The conflicts in the story are serious. It is about powerful rulers and defending empires. The story is sad and depressing. The reader might feel pity or sadness for the hero because he loses his battle. Both the main characters die at the end.</p>
<p>Comedy of Errors</p> <p>Two sets of identical twin boys are separated from their parents and each other after a shipwreck. The boys find themselves in some silly situations of mistaken identity and funny adventures. Everyone is finally reunited and the families are complete once again.</p>	C	<p>There is the word “comedy” in the title. The boys experience silly situations and funny adventures. The story has a happy ending because the families are reunited.</p>

GLOSSARY

betrayal > to go against someone who trusts you
downer > something sad
sprites, pixies > fairies
dire > very serious and terrible
dreariest > most depressing
snagging > catching
wallow > be sad

USEFUL LANGUAGE

- *I didn't know that . . .*
- *I thought . . . was . . .*
- *The story includes . . .*
- *This part means . . .*

2.  While watching the video, **check** the characteristics of a tragedy mentioned in the video that apply to the play *Macbeth*.

- | | |
|---|---|
| <input checked="" type="checkbox"/> serious theme | <input checked="" type="checkbox"/> sad and depressing ending |
| <input type="checkbox"/> hero does not like to adapt or change | <input checked="" type="checkbox"/> main character is involved in serious and painful conflicts |
| <input checked="" type="checkbox"/> male protagonist has a major flaw | <input type="checkbox"/> storyline evokes emotions of pity, fear and sadness |
| <input checked="" type="checkbox"/> protagonist suffers downfall | <input type="checkbox"/> audience feels sorry for the tragic hero |

3. **Complete** the sentence prompts with your thoughts about and reactions to the video. **Discuss** your ideas with your partners.

a) I liked/disliked the video because:

Students' answers will vary.

b) I think that *Macbeth* is about:

Possible answers: A man is told by three witches that he will one day be king. He does everything he can to achieve his goal, even if it means murder. Macbeth suffers a downfall when he dies at the end.

4. Why do people read or watch tragedies?

They want to learn about themselves as human beings and what leads people to take drastic measures.

5. What element is common to most Shakespearean tragedies?

Most Shakespearean tragedies involve death. Hardly anyone makes it out alive. Other elements are greed, love and evil.

6. What is Macbeth's major flaw?

Macbeth's major flaw is his ambition.

7. **Look back** at your answer to Step 3 b. How could the story of *Macbeth* be retold as a comedy?

STORY TIME

PROJECT

A

BOOK JACKET PRESENTATION C2 C3

Prepare a poster-sized book jacket for your favourite tragedy or comedy, classic or modern. Include a front cover and a back cover in your book jacket.

1. **Think about** your favourite stories (books, TV shows, films, real life). **Select** the story that you relate to or that brings out your emotions.
2. **Look** at the book jackets of some popular English-language books for inspiration.
3. **Note** important information about characters in the story and the storyline of your chosen story. **Use** the pyramid of action for help.
4. **Choose** which story elements you will include on the back cover.
5. **Write** a few short reviews of your story for the back cover. **Highlight** why this is such a good story.
6. **Choose** a photo for the front cover. **Include** the title and author's name.

PROJECT TIPS

- Use the steps of the production process.
- Refer to the information in the unit.
- Revise and edit your work using a writing checklist.
- Ask for and integrate feedback from classmates.
- Share your work.

PROJECT

UNIT 2

PROJECT

B

SKETCH C1 C3

Work in teams to **adapt** a story that you will then perform as a short sketch. **Perform** the sketch for your classmates.

1. **Choose** a story from a movie, a television show, a book or real events.
2. **Plan** your sketch. **Think about** the characters and the storyline. **Use** the pyramid of action.
3. **Write** a short script based on the story.
4. **Include** dialogue and stage directions.
5. **Assign** different roles to the members of your group.
6. **Present** your sketch to your classmates.



PLAY ON WORDS

Review some of the literary terms you learned in the unit and learn some new ones, too.

1. **Complete** the text with words from the Word Box.

There are different literary genres like tragedy and comedy but all stories follow the same structure whether in the form of a play or in prose. Every story begins with the exposition. The reader discovers when and where the story takes place and is introduced to the characters. In a traditional tragedy, the main character, also called the protagonist, is usually male. The kind of narration and point of view depends of who is telling the story. The protagonist faces an initial incident which starts the action. The main events of the story make up the rising action where the protagonist is faced with problems that they must solve. As they face each conflict, it evokes emotion in the reader. The audience may feel fear, sadness, happiness or pity as they watch the hero struggle with these problems. These events lead to the most intense moment in the story, the climax. As the story winds down to its conclusion, the character experiences a few final events called the falling action. Near the end of the story, there is usually a resolution of conflict and the story finally ends with a denouement where the character usually learns a lesson about life.

2. **Find and circle** the words in the puzzle.

N	A	R	R	A	T	I	O	N	T	P	N
E	Y	D	E	G	A	R	T	N	R	R	O
X	Y	C	S	E	R	N	E	G	E	I	I
P	R	O	R	E	H	D	E	A	T	S	T
O	E	N	M	I	I	S	X	C	C	I	U
S	C	F	D	C	O	P	A	O	A	N	L
I	N	L	N	R	L	N	M	M	R	G	O
T	E	I	P	A	O	O	I	E	A	V	S
I	I	C	Y	I	F	A	L	D	H	I	E
O	D	T	T	C	T	I	C	Y	C	E	R
N	U	C	E	M	O	T	I	O	N	W	O
N	A	T	N	E	M	E	U	O	N	E	D

WORD BOX

- action
- audience
- character
- climax
- comedy
- conflict
- denouement
- emotion
- exposition
- genres
- hero
- incident
- narration
- play
- prose
- resolution
- rising
- tragedy
- view

3. Circle the remaining letters. Write them below to find the phrase.

Mystery Phrase (15 letters):

PYRAMID OF ACTION

ARE YOU GAME?



Where do you stand on organized sports?

Most people do not dispute the health benefits of physical activity, and team sports certainly teach children to work together. However, for some people organized sports are a source of stress and unhappiness. Examine how society glorifies sport, from professional sports and the Olympics, to school athletics and the local soccer field.

ONE-MINUTE CHALLENGE

Make a list of the most challenging or stressful sports offered at your school or in your neighbourhood.

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

THE PERFECT PARAGRAPH

IN THIS WORKSHOP, LEARN HOW TO CRAFT PERSUASIVE PARAGRAPHS FOR OPINION PIECES.

- **DISCOVER** the dos and don'ts of strong reasoning... 60
- **PRACTISE** writing coherent supporting paragraphs 62
- **LEARN** to anticipate and refute counter-arguments 64
- **WRITE** strong supporting paragraphs for an opinion piece..... 66

1. BUILD YOUR ARGUMENT C2

Use strong reasoning.

Not all reasons are equal when it comes to supporting paragraphs, and it is easy to make errors of logic. Read the following lists of **dos** and **don'ts** for constructing arguments:

- ▶ **Do** use convincing reasons.
- ▶ **Do** support those reasons with examples and facts.
- ▶ **Do** use the writing techniques for supporting paragraphs described on page 99 in Workshop C.
- A. **Don't** present opinion as fact. *Swimmers are the best athletes.*
- B. **Don't** generalize. *I once got picked on by a girl in my class who is on the basketball team, so this proves that basketball players are bullies.*
- C. **Don't** assume cause and effect. *I won the race after buying new running shoes. Therefore, the shoes caused me to win the race.*
- D. **Don't** use stereotypes. *Football players are all brawn and no brain.*
- E. **Don't** use circular arguments. *The Montréal Canadiens team has the best players because they are better than the other players in the league.*

For a review of the key elements of an opinion piece, see Workshop C on pages 109 to 120.

1. **Read** the model supporting paragraph below. **Underline** the topic sentence. **Number** each reason, example or fact used to support the topic sentence.

POSITION: Organized team sports are more beneficial to children and teenagers than individual sports.

Young people get more from organized team sports than individual sports. To begin with,¹ children and teenagers who participate in team sports develop stronger social skills because they spend time with their friends or even meet new ones.² While young people who play individual sports focus on their own achievement, those who practise a team sport learn to cooperate with others in order to achieve a common goal.³ In addition, participation in a team sport provides a safe, structured environment in which to learn the benefits of healthy competition. Finally,⁴ although participating in an individual sport might help a person become a strong, healthy athlete, the experience of being on a team will also make them sociable and accountable to others.

2. **Summarize** the reasoning and evidence given by the writer to support the topic sentence.

Young people who practise individual sports become strong athletes

but they do not have the added benefit of developing social skills.

Those who play individual sports are focused on themselves whereas

the team players focus on the success of the team.

3. The following sentences have errors of reasoning. **Write** the letter of the “don’t” (**A, B, C, D** or **E**) from page 60 beside each sentence.

1. Sports fans idolize professional athletes because they wish they could be like them.

B or E

2. It takes a lot of skill to be a great swimmer whereas anybody can be a good runner.

A

3. Jason is really tall so he is probably a very good basketball player.

D

4. My brother and his friends are on the basketball team and they love to buy new shoes, so this proves that basketball players are obsessed with shoes.

B

5. My English teacher is also the volleyball coach and she didn’t pick me for the team because I didn’t do well on my last English assignment.

C

4. **Identify** the errors of reasoning in this paragraph by writing the sentences that you feel give weak arguments. **Write** the letter of the “don’t” from page 60 that applies in each case.

POSITION: Parents place too much importance on performance in sports.

Parents who are too serious about sports often ruin their child’s chances of becoming a lifelong athlete. Instead of being proud of their child’s efforts, these parents constantly pick on their weaknesses and make them feel stressed. Parents force their children to compete even when they just want to practise a sport for fun. They think they know better just because they’re the adults. Unfortunately, the child is afraid to disappoint their parents and then this causes them to perform poorly. Then, the child loses motivation and doesn’t want to participate in the sport at all. The worst kind of parents are those who are also athletes!

Possible answers: A or B: They think they know better just because they’re the adults.
A: Parents force their children to compete even when they just want to practise a sport for fun.
B: Instead of being proud of their child’s efforts, these parents constantly pick on their weaknesses and make them feel stressed.
C: Unfortunately, the child is afraid to disappoint their parents and this causes them to perform poorly.
D: The worst kind of parents are those who are also athletes.



2. MAKE IT CLEAR C2

Write a coherent paragraph.

A supporting paragraph is coherent when:

- ▶ All the sentences support the paragraph's topic sentence.
- ▶ The supporting arguments are introduced in a logical sequence.
- ▶ One supporting argument doesn't contradict another.
- ▶ Conjunctions and transition words help connect arguments in a logical fashion.

For more on conjunctions and transition words, see pages 214 to 217 of the Grammar Section.

1. **Read** the model paragraph below. **Highlight** the conjunctions and transition words used to connect arguments in the paragraph.



POSITION: Famous athletes take advantage of their celebrity status in society.

Famous athletes think that they can get away with things just because they bring success and honour to their country. **However**, being an Olympic athlete does not mean that you are above the law. **For example**, after winning the gold medal at the 2016 Olympic Games in Rio, members of the American swim team found themselves in trouble with the police. **To begin with**, team member Ryan Lochte lied to the police claiming that he and his teammates were robbed. **In fact**, the young men were drunk and had vandalized a toilet at a gas station. **In my opinion**, winning a gold medal doesn't give you a free pass to do whatever you like.

- a. In your own words, **write** the main argument in the model paragraph.

Possible answer: Famous athletes take advantage of their celebrity status by doing whatever they like and think they can get away with it.

- b. **Summarize** the supporting reasons and evidence given by the writer.

Being an Olympic athlete does not mean that you are above the law. The American Olympic swim team is used as an example to support this claim. The swimmers showed a lack of judgment by acting inappropriately and lying to the police.

2. **Read** the sentences below. **Highlight** the conjunctions and transition words used to connect arguments. Then, **rewrite** the sentences in the correct order to form a coherent paragraph.

a. POSITION: Professional hockey players make an important contribution to society.

- **Finally**, some hockey players donate large amounts of money to charities and children's hospitals and contribute to making this world a better place.
- **Although** some people may argue that professional hockey players are overpaid, they give back to society in different ways.
- **Next**, they help the economy because fans pay a lot of money to watch the games and buy hockey-related products that help businesses.
- **To begin with**, professional hockey players are good role models for young athletes.



Although some people may argue that hockey players are overpaid, they give back to society in different ways. Hockey players are good role models for young athletes. They help the economy through ticket sales and sales of hockey-related products. Finally, some players donate to charities and hospitals and contribute to making this world a better place.

b. POSITION: Forcing teenagers to play team sports in gym class ruins their self-esteem.

- **Although** everybody is supposed to have the same opportunity to practise, the "real athletes" run around with confidence while the less-adept players are ignored.
- **First of all**, each student's individual ability is obvious to everyone in the gym.
- **Unfortunately**, the bottom line is that forcing kids to play team sports teaches them to be anxious, stressed and, ultimately, to hate physical exercise and maybe even themselves.
- **In fact**, teens have nowhere to hide from their insecurities and failures as they are visible to everyone in the class.



First of all, each student's individual ability is obvious to everyone in the gym. In fact, teens have nowhere to hide from their insecurities and failures as they are visible to everyone in the class. Although everybody is supposed to have the same opportunity to practise, the "real athletes" run around with confidence while the less-adept players are ignored. Unfortunately, the bottom line is that forcing kids to play team sports teaches them to be anxious, stressed and, ultimately, to hate physical exercise and maybe even themselves.

3. KNOW YOUR OPPONENT C2

Use arguments and counter-arguments.

For every opinion, there is an opposite opinion:

→ *Participation in team sports teaches cooperation and collaboration. vs. Participation in team sports promotes unhealthy competition.*

Because the primary goal of an opinion piece is to convince readers, it is helpful to assume that those readers may hold an opposing opinion and disagree with your arguments. An effective technique is to:

1. Predict the readers' counter-arguments.
2. Address those counter-arguments.
3. Refute them with even stronger arguments.

POSITION: Professional athletes deserve their salaries.

Step 1: Predict possible counter-arguments.

→ *Professional athletes are overpaid. They don't deserve millions of dollars for playing a sport a few times a week.*

→ *They contribute to charities to make themselves look good.*

Steps 2 and 3: Address counter-arguments and refute them.

Although it is true that professional athletes are paid very high salaries, one can argue that the continued support and interest of their fans keeps them in business. It's a question of supply and demand. Many professional athletes support children's hospitals and other charities. Others have used their money to create foundations that raise money for cancer research or other illnesses.

Language to address and refute counter-arguments:

Although . . .

It may be true that . . . but . . .

Some people think . . . However, . . .

It is a mistake to think that . . .

1. Practise addressing and refuting counter-arguments.

- **Read** the writer's position and the counter-argument.
- **Write** arguments that address and refute the counter-arguments.

a. POSITION: High-school athletes are serious about their responsibility to the team and their contribution to the school's reputation.

Possible counter-argument: High-school athletes are self-centred and see themselves as superior to everyone else in the school.

Address and refute: Possible answer: It is true that some high-school athletes may come across as self-centred but it is because they are focused on working hard. They are conscious of their role in bringing success and glory to the school and do not want to let the team or the school down. This might make them seem elitist and intimidating. However, it is just because they take their role seriously and put a lot of pressure on themselves.

b. POSITION: Organized team sports for children should focus only on participation and not on competition.

Possible counter-argument: It is important to have an element of competition in team sports so that children learn to push themselves in order to achieve a goal and feel the satisfaction of winning a game.

Address and refute: Possible answer: Although it is important for children to learn to work hard and feel the satisfaction of accomplishing a goal, it is more important that they learn to love the sport and discover the benefits of physical activity. Moreover, it is a mistake to think that winning a game is the only way to feel satisfaction. Children can learn to feel satisfied after doing their best and giving everything they have out on the field, regardless of the result.

2. Prepare well-conceived arguments by considering both sides of this topic.

Parental pressure and expectations in organized sports can affect a teenager’s motivation and self-esteem.

- **Decide** on your position and **write** a position statement.
- **Consider** both sides of the issue.
- In point form, **write** arguments and counter-arguments for your position.

Position statement: Students’ answers will vary.



Arguments for	Possible counter-arguments
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

3. On a separate sheet of paper, **write** a supporting paragraph based on some of your arguments and counter-arguments from Step 2.

4. WHAT'S YOUR OPINION? C3

Now it's time to apply what you have learned to your own writing.

Write two effective supporting paragraphs for an opinion piece that presents your position on the following question.

Does participation in an organized team sport help or hinder a young person's physical and psychological development?



Instructions

- **Decide** which position to take and **write** a topic sentence for each paragraph.
- **Plan** your paragraphs in the graphic organizer below.
- **Brainstorm** arguments for and against your position. Then, **number** them in a logical order.
- **Write** a first draft of your two paragraphs on page 67.
- **Use** the writing checklist on page 67 to make adjustments to your paragraphs.
- **Write** your final copy on page 68.

Position statement: Students' answers will vary. _____

Topic sentence for paragraph 1: _____

Topic sentence for paragraph 2: _____

Supporting arguments	Possible counter-arguments
<p>Paragraph 1:</p> <hr/> <hr/> <hr/> <hr/>	<p>Paragraph 1:</p> <hr/> <hr/> <hr/> <hr/>
<p>Paragraph 2:</p> <hr/> <hr/> <hr/> <hr/>	<p>Paragraph 2:</p> <hr/> <hr/> <hr/> <hr/>

First draft of the supporting paragraphs

- **Write** your first draft of the two paragraphs here.
- **Use** the checklist to verify and revise your text.

Paragraph 1: _____

Paragraph 2: _____



WRITING CHECKLIST

My supporting paragraphs include:

A topic sentence

- It opens the paragraph.
- It supports my position on the question.
- It clearly expresses a single idea.

Supporting sentences

- They provide reasons, facts, examples or anecdotes to support the topic sentence.
- The arguments use strong reasoning.
- Counter-arguments are anticipated and refuted.
- The arguments are organized in a logical sequence.
- The arguments do not contradict each other.
- I used transition words and conjunctions effectively.
- I checked my spelling and grammar.

Final version of the supporting paragraphs

- **Write** the final version of your supporting paragraphs here.
- **Make sure** you integrate all the adjustments, revisions and corrections you made on your first draft.

Paragraph 1: _____

Paragraph 2: _____



BIONIC EYES, 3-D PRINTED SKULLS AND CRYONICS WERE ONCE THE STUFF OF SCIENCE-FICTION FANTASY. TODAY, THIS IS JUST EVERYDAY WEIRD MEDICINE! GOING BEYOND WHAT WE EVER DREAMED, BREAKTHROUGHS LIKE THESE RAISE ETHICAL DILEMMAS AND MAKE US ASK: "HOW FAR IS TOO FAR?"

WEIRD MEDICINE

UNIT 3

How do we decide if medicine is going too far?

IN THIS UNIT, YOU WILL:

- **TALK** about some unusual medical breakthroughs.
- **READ** about three controversial medical practices of our times.
- **WATCH** a video about a woman who changed modern medicine.
- **READ** arguments for and against embryonic stem cell research.
- **PRACTISE GRAMMAR:** simple past vs. present perfect; the passive and active voices; modals.

REINVESTMENT TASK:

- **WRITE** a discussion text presenting arguments for and against a controversial medical breakthrough.



ONE-MINUTE CHALLENGE

Make a list of what you think will be or should be the next breakthroughs in modern medicine.

1. CURIOUS MEDICINE C1

Modern medicine can lead to unusual and surprising discoveries. You will consider one such discovery in the reinvestment task.

WARM-UP

STORY Anthology

In the Story Anthology, read the short story "2BRØ2B" by Kurt Vonnegut. In the story, a man makes a difficult choice to ensure the survival of his newborn triplets.

UNIT 3

USEFUL LANGUAGE

- *I have already heard about . . .*
- *I would have to say that . . .*
- *I would definitely (not) agree to . . .*
- *Some people might think that . . .*
- *However, . . .*

1. **Read** about four recent medical discoveries below. With a group, **answer** these questions about each discovery.
 - a. Which breakthroughs have you heard about before?
 - b. Can you think of any negative consequences of any of these medical breakthroughs?
 - c. If you were in a situation where you could benefit from these treatments, which ones would you agree to? Why?
 - d. Which of these discoveries or treatments might be controversial or present an ethical dilemma? Why?
2. Which breakthrough do you think is the most unusual? Most disgusting? Most innovative? With your group, **complete** the table below.

Category	Our choice	Reason
most unusual		Students' answers will vary.
most disgusting		
most innovative		



1. A Tooth for an Eye

When Martin Jones from Rotherham, England, was blinded in a work accident, doctors took one of his teeth and drilled a hole in it to make it into a holder for an optical lens. They then placed the tooth inside his cheek so that it could grow tissue and blood vessels. After three months, doctors removed the tooth from Jones's cheek and implanted it in his eyeball. Two weeks later, Jones had regained sight in his right eye.

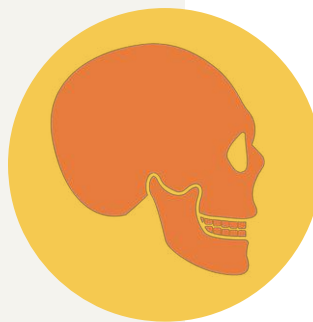
2. Booger Bacteria

You've always been told not to pick your nose but researchers in Germany have discovered that some people carry a type of bacterium in their noses that produces an antibiotic that can kill infections like MRSA (methicillin-resistant *Staphylococcus aureus*). MRSA can infect a person's blood and cause blood poisoning, or sepsis, which can then lead to death. Maybe the antibiotics of the future are actually right under, or up, our noses.



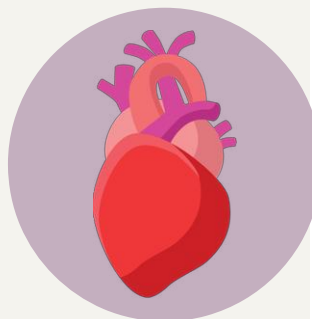
3. The Next Generation of Body Parts

3-D printing has changed modern medicine in many ways. It allows researchers to create model body parts that surgeons can use to test and practise risky procedures on before **hitting** the operating room. But it doesn't stop there. In 2014, doctors actually replaced a woman's entire skull with a 3-D-printed plastic model. By replacing her skull with the plastic model, doctors gave her a second chance at life.



4. From Man to Machine

Some people might **wear their heart on their sleeve** but there aren't too many who carry it around in a backpack. In 2014, a 25-year-old man lived for 555 days with a device called a Syncardia, an artificial heart made of plastic and connected to a pump that fits into a backpack. Other patients have worn this artificial heart for up to four years! It allows them to function until a real heart becomes available for transplant. Without this innovative technology, many people would die before receiving a transplant.



GLOSSARY

hitting > arriving in
wear their heart on their sleeve > show their emotions

F Y I

Ethics refers to the principles or rules that help us as a society to decide what is morally right or wrong. Bioethics is a field of study that is concerned with the ethical issues related to situations that arise because of new biological and medical procedures and treatments.

STRATEGY

The main idea of a text is the message the author wants you to retain. Pay attention to the general message instead of only specific details.

3. **Summarize** the main idea of each discovery in one sentence.

1. **Doctors put an optical lens in a tooth and implanted it in a person's eyeball to give them back their sight.**
2. **Researchers have discovered a type of bacteria in noses that produces a powerful antibiotic.**
3. **Doctors can create body parts, bones and organs by using 3-D printers.**
4. **People can survive with an artificial plastic heart for up to four years while waiting for a heart transplant.**

2. EXTREME MEDICINE C2

Certain medical practices raise questions about what is morally right or wrong. Consider these topics for your discussion text in the reinvestment task.

1. **Place** the words from the Word Box in the correct column of the chart. **Be careful:** some words can serve different functions depending on the context. **Find** the words in bold in the text to help you decide on their function.

WORD BOX

adverse
altruistic
bleak
cavity
deplete
endorse
fad
far-fetched
fecal
flushes
gut
resuscitator
solace
tissue

Nouns	Verbs	Adjectives
<u>resuscitator, cavity,</u>	<u>deplete, endorse,</u>	<u>altruistic, bleak,</u>
<u>solace, fad</u>	<u>flushes</u>	<u>far-fetched, tissue,</u>
_____	_____	<u>fecal, gut, adverse</u>
_____	_____	_____
_____	_____	_____

2. While reading the text, **record** an argument for and an argument against each of the treatments described in the following three articles in the notes section beside each text.

Grammar IN CONTEXT

Simple Past vs. Present Perfect

1. **Read** the sentences below. **Identify** the verb in each one.
- During the operation, doctors **replaced** her heart.
 - Greg **received** a new heart in 2016.
 - A young girl **has lived** without a human heart for over a year.
 - Researchers **have discovered** a new bacterium.
2. Which sentence above describes the following?
- an action that happened at a specific moment in the past
 - an action that happened at an unspecified time in the past
 - an action that started and ended in the past
 - an action that started in the past and continues in the present
3. **Highlight** at least ten examples of verbs in the simple past and present perfect tenses in the texts on pages 73 to 77.

RED FLAG

Don't use the present perfect tense with a specific time word like *yesterday, last year, a week ago, in 2015*, etc.

 b/a

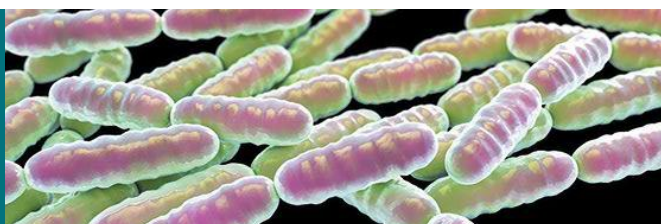
 d

 a/b

 c

Go to page 155 of the Grammar Section for more practice and access to an interactive workshop.

THE DEMAND FOR POOP



My Notes

BY CATHERINE MCINTYRE

Farmers and gardeners will know that a diversity of microorganisms in the soil is essential for healthy **crops**; the same is true for the human **gut flora**. Low diversity allows some bacteria to take over and disrupt the gut's microbial harmony—these **skewed** proportions of bacteria are detected in people with chronic digestive problems and other ailments.

With **fecal** transplantation, the theory goes, a person with unbalanced or limited bacteria can regain health by introducing someone else's more balanced bacteria into their gut. The limits of poop's powers to heal are defined by who you ask, but the illnesses for which the best evidence exists are, predictably, disorders of the gut, like colitis, as well as inflammatory bowel disease and Crohn's. Beyond these, early studies have correlated gut issues to everything from chronic fatigue syndrome to MS, arthritis, Parkinson's, diabetes, obesity and even autism.

The mysteries of the gut have only just started to be **unravelling** by researchers, but one thing we do know for sure is that gut bacteria can be influenced and changed, and that each person has their own unique profile—something Dr. Emma Allen-Vercoe calls a "pooprint."

"Every person you meet is going to have a different makeup of microbes in their gut," says the Guelph University-based microbiologist, who, in 2008, helped crack the code on how to "culture the unculturable" for the Human Microbiome Project.

To understand the enthusiasm for healthy poop, it's useful to start with *C. diff*, the illness for which this treatment is unambiguously helpful. The infection is frequently contracted in hospital, when antibiotic and other treatments

deplete healthy gut flora leaving a patient susceptible.

"With *C. diff*, the problem is caused by this **clearcutting** of the rainforest by antibiotics, and FMT is basically re-seeding the rainforest," explains Allen-Vercoe. "It works really well, really quickly."

The FDA gave clinicians in the United States approval to use FMT (fecal matter transplantation), at their discretion, to treat recurrent *C. diff* only. Canada didn't adopt that exception until March 2015, and for any other illness, fecal transplant remains restricted to **clinical trial settings**.

While success stories are abundant, the procedure is no magic bullet, and it's not without risks.

"There's potential for unintended consequences," says Mark Smith, a microbiologist and co-founder of OpenBiome a Boston-based non-profit **stool** bank that provides screened feces to doctors and hospitals. "You're effectively re-engineering a very complex system that we're just starting to understand. So we want to be quite cautious about **rolling** this **out** without having evidence to know it's both **safe** and effective."

Microbiome pioneer Emma Allen-Vercoe worries about FMT becoming the next big health **fad**. "It seems to be more of a trend these days," she says, expressing concern that healthy



READING

UNIT 3

GLOSSARY

crops > plants we eat
skewed > unbalanced
unravelling > taken apart
clearcutting > cutting down all trees
clinical trial settings > regulated research contexts
stool > feces
rolling out > making something public

people will start using FMT as a way to fix imperfections, like clearing up acne or melting away that extra 10 pounds. (Early animal studies suggest that gut bacteria correlate to weight. In one experiment, feces from an obese person was transplanted into a mouse, who then became obese.)

If Allen-Vercoe has her way, the future is a place where no one will need fecal transplants, at least not with real feces. The pioneer microbiome researcher is now developing a way to take FMT beyond its infancy and into

the future via the Robogut. Modelled on the human digestive system, the stainless steel and glass contraption is meant to make fecal transplant safer, more effective and ultimately more accessible.

Allen-Vercoe invented the Robogut as a research tool and alternative to FMT, which she describes as risky and “pretty disgusting.” In the future, she predicts synthesized poo will open the door to customized bacterial formulas based on individuals’ unique bacterial imbalances. ●

3. What is fecal transplantation?

Fecal transplantation is when a person who has limited bacteria introduces someone else’s more balanced bacteria into their gut.

4. Why is fecal transplantation not yet a common practice?

Fecal transplantation is not yet a common practice because doctors still do not know what the adverse effects could be. They want to be cautious about using this method.

5. What is Allen-Vercoe’s plan for the future of fecal transplants?

Allen-Vercoe hopes to develop a way to carry out fecal transplants with the Robogut, which will make synthesized poop and hopefully make fecal transplant safer, more effective and more accessible.

Grammar IN CONTEXT

The Active and Passive Voices

The two sentences below have the same meaning.

- a. The research **was conducted** by scientists at McGill University.
- b. Scientists at McGill University **conducted** the research.

How are they different grammatically?

- Who is initiating the action in sentence a?
- Who receives the action in sentence b?

Find and underline one verb in the passive form in each of the three texts on pages 73 to 77.

➤ Go to page 179 of the Grammar Section for more practice and access to an interactive workshop.

TODDLER WHO DIED FROM A BRAIN TUMOUR IS FROZEN BY PARENTS



BY ANNA HODGEKISS

A two-year-old girl who died from a brain tumour has been frozen—in the hope she will one day be revived by advances in science. Matheryn Naovaratpong, from Thailand, is thought to be the youngest person ever cryogenically preserved.

Cryonics is a practice that involves freezing the body of a person who has died from an incurable disease in order to preserve it until future medical breakthroughs allow scientists to bring the person back to life. Bodies are stored at temperatures below -150°C.

The **toddler** was diagnosed with an aggressive form of cancer last April. The outlook was **bleak** from the start—the disease has a five-year survival rate of 30 per cent. To make matters worse, Matheryn—known to her family as Einz—had fallen into a coma.

After months of intensive treatment, including 12 rounds of brain surgery, 20 chemotherapy treatments, and 20 radiation therapy sessions, it became clear there was little more doctors could do. She died on January 8, 2016 after her parents switched off her life support machine.

Matheryn is currently at the Arizona-based Alcor, her brain and body frozen separately at -196°C.

Her family’s main—although many would argue, **far-fetched**—hope is that one day, science will have progressed enough to restore life to her. Alternatively, her parents want the cells from her brain and other parts of her body to be saved, so the disease that killed her can be studied in the future. But as a family of doctors, they are hopeful rather than unrealistically optimistic.

“They didn’t want their daughter’s life to end in vain,” said Aaron Drake, Alcor’s medical response director. “They’re hoping that by preserving the **tissue** cells of this particular cancer, they can come up with a better treatment plan, and maybe even eventually cure it. If you look at the global picture of what they’re trying to accomplish, it’s very **altruistic**.”

Matheryn underwent a procedure called a “neuro.” This is where the

brain is removed and stored, rather than the whole body. It is now sitting in a stainless steel, vacuum-insulated container in Arizona filled with liquid nitrogen at -196°C.

But the question still remains as to how—if science did eventually progress enough—any frozen body would actually be revived. “We know we can regenerate a small organ, and grow a new heart,” said Mr. Drake. “We know we can 3-dimensionally print cells and hearts. So at some point we would need to regenerate her entire body, or at least her organs, and put it all together. Then we’d need to transplant that brain into a new body.”

For Matheryn’s family, it provides peace of mind and gives them some **solace** from the tragedy of her death.

“At least, we devoted her life and body for the progress and development of science,” said her mother, Nareerat.

HOW HER BODY WAS FROZEN

- › The patient is moved onto an ice bed and **coated** in freezing materials; the heart is artificially restarted with a “heart-lung-**resuscitator**.”
- › Over a dozen different medications are administered before blood is drained from the body and replaced with medical-grade antifreeze.
- › The chest **cavity** is then opened to attach the major blood vessels to a machine that **flushes** out all remaining blood. The body’s temperature is slowly lowered at a rate of 1°C every hour.
- › After two weeks, the body reaches deep cryofreeze at -196°C. ●

My Notes

GLOSSARY

toddler > young child
coated > covered

6. When and how did Einz die?

Einz died on January 8, 2016, of an aggressive form of brain cancer.

7. What part of Einz's body has been stored and could eventually be revived?
Einz's brain has been preserved and could eventually be transplanted into a new body.
8. What do you think pushed Einz's parents to choose this option for their daughter?
They are hopeful that medicine can eventually come up with a treatment plan or cure for their daughter.

ARE WE OVERSTATING THE BENEFITS OF MEDICAL MARIJUANA?



BY CHRISTOPHER LABOS

In July 2016, Health Canada announced it was modifying its rules for medical marijuana and would allow producers to sell oils and fresh leaves, as well as the dried plant that is currently available. Even as Health Canada **loosens** restrictions, it maintains that marijuana is not an approved medicine, nor does it **endorse** its use for any specific disease. Of course, that hasn't done anything to slow down its increasing popularity.

Claims have been made in recent years that marijuana can be used for a wide range of conditions. For their part, many patients and their physicians claim to have seen dramatic improvements with **cannabis**. Michael Dworkind, medical director of Santé Cannabis in Montréal, Québec's first medical marijuana clinic, has treated many patients with chronic pain or palliative cancer and has seen dramatic results.

But some doctors and researchers are raising concerns about how little we know about marijuana's efficacy, how few reliable studies there are, and how expectations might not match the evidence. Skepticism about the health benefits of marijuana have been **bolstered** by a recent meta-analysis in the *Journal of the American Medical Association* commissioned by the Swiss Federal Office of Public Health. After reviewing 79 randomized trials, with 6462 patients, researchers found

evidence of moderate quality to suggest marijuana helps for chronic nerve pain, nausea due to chemotherapy and spasticity due to **MS**—but that was it.

Robert Wolff, the study's co-author, points out that if marijuana were a new medication, the lack of evidence means it would not be approved by the FDA or Health Canada.

But the absence of evidence is not the evidence of absence, according to Mark Ware, associate professor in family medicine at McGill University. "I hope we don't interpret the lack of evidence as evidence that it doesn't work. The lack of evidence means we don't have the studies of whether or not it does work," he says.

As it stands, many significant questions remain. Most of the research done to date has used oral cannabinoids, prescription pills that contain extracts from marijuana plants. In Wolff's study, only two of the 79 clinical trials used



GLOSSARY

loosens > makes less tight
cannabis > marijuana
bolstered > increased
MS > multiple sclerosis

smoked marijuana, with the rest using these oral cannabinoids. "I don't think it's right to **extrapolate** [these findings] to medical marijuana," says Deepak D'Souza, professor of psychiatry at Yale University. He says we can't take studies done with prescription medications and use them to justify smoked marijuana. "You have to test exactly the same product you want to sell."

Another major issue is safety. Wolff's review found medical cannabis was associated with an increased risk of many side effects. While most were minor, such as dry mouth and dizziness, there was also a risk of major **adverse** psychiatric events, including hallucinations and confusion.

A number of studies have also linked heavy marijuana use in early adolescence to schizophrenia later in life. But Ware cautions we can't use studies of recreational marijuana use and apply them to the medical setting.

Uncertainty still remains about both the benefits and risks of medical marijuana, with the medical issue often **clouded** by the legal debate. According to D'Souza, more research is **needed** before governments approve its use. But he also says governments should support that research. "We need more evidence, because we really **jumped the gun** and **put the cart before the horse**." ●

GLOSSARY

extrapolate > generalize
clouded > obscured
jumped the gun > started before we were ready
put the cart before the horse > did not do things in the correct order

9. In what ways has Health Canada loosened restrictions for medical marijuana use?

Producers are allowed to sell oils and fresh leaves, as well as the dried plant.

10. What concerns do some doctors and researchers have regarding the use of medical marijuana?

Some doctors and researchers are concerned that we do not know enough about marijuana's efficacy. There are very few reliable studies and the expectations might not match the evidence.

11. What does Deepak D'Souza mean when he says, "We need more evidence, because we really jumped the gun and put the cart before the horse"?

Medical marijuana has become popular but we need more evidence on the benefits of medical marijuana.

12. **Get** into six groups. Each group will argue for or against the medical procedure or treatment in one of the three articles. **Share** your arguments from Step 2 with the people in your group. Each group must **choose** the best argument for or against the treatment and present it to the class. Then, as a class, choose the side whose argument you think is the strongest for each article.



13. Complete the chart with information about each medical treatment.

Fecal transplants	Cryogenics	Medical marijuana
a. What are some negative aspects of the treatment?		
<ul style="list-style-type: none"> • Researchers unsure of adverse affects • Not enough evidence that it is safe and effective • Could cause weight issues 	<ul style="list-style-type: none"> • Getting people's hopes up • Doctors still do not know how to revive a frozen body or transplant a brain. 	<ul style="list-style-type: none"> • Potential side effects such as dry mouth, dizziness, hallucinations, confusion • Expectations might not match evidence • Possible risk of psychiatric events such as schizophrenia
b. What could be gained from the treatment?		
<ul style="list-style-type: none"> • Works really well and really quickly to cure C. diff infections • May heal certain gut disorders • Early studies connect gut issues to other illnesses so if gut issues are resolved, maybe there will be an improvement in other symptoms 	<ul style="list-style-type: none"> • A second chance at life for a little girl who only lived two years • Give people the chance to be healed from their illness at some point in the future 	<ul style="list-style-type: none"> • Can possibly provide relief for people suffering from certain diseases and disorders • Might also provide some relief from chronic nerve pain, nausea due to chemotherapy and spasticity due to MS
c. What is your gut feeling about the treatment?		
<p>Students' answers will vary.</p>	<p>Students' answers will vary.</p>	<p>Students' answers will vary.</p>
d. Why do you think this treatment is controversial?		
<ul style="list-style-type: none"> • Unpleasant for people to think about or discuss • Still is not commonly used • Still too much potential for unintended consequences 	<ul style="list-style-type: none"> • Possible answers: interfering with death, stopping a natural process • Far-fetched; not yet a reality and may never be 	<ul style="list-style-type: none"> • Not an approved medicine • Legal issues • Safety concerns • Little known about marijuana's efficacy

3. A MEDICAL HERO DVD C2

The story of Henrietta Lacks may inspire your discussion in the reinvestment task.

1. **Put** a check mark next to the research studies you would consider participating in. Then, **compare** your answers with a group or the class.

I would participate	Research study	Description
<input type="checkbox"/>	Sleep study	Subjects spend a weekend in a laboratory. Scientists measure the effect of light on the body's internal clock.
<input type="checkbox"/>	Acne treatment	Subjects use two different treatments for acne. They compare the effects of each one on the formation of acne scars.
<input type="checkbox"/>	Oral immunotherapy (peanut allergy)	Subjects take an experimental medication in order to desensitize them to the effects of peanut allergy.
<input type="checkbox"/>	Anxiety disorder	Subjects test a new drug to be used to treat anxiety.
<input type="checkbox"/>	Brain study	Researchers use brain imagery to track the development of the subjects' brain from adolescence into adulthood.

2. **Watch** the video and **check** whether the statements are true or false.

Statement	T	F
a. Henrietta Lacks was a slave in southern Virginia.		X
b. Doctors took some of Henrietta Lacks' cells without her permission.	X	
c. The cells are nicknamed "HeLa" cells.	X	
d. Henrietta Lacks' cells have helped researchers in hundreds and thousands of studies.	X	
e. In the 1970s, Lacks' family agreed to let scientists use her cells for medical research.		X
f. The Lacks family has made \$100 000 from the sales of Henrietta's cells.		X

3. What obstacle did doctors in the 1940s face with regard to medical research?

Researchers did not have enough human cells for testing.

USEFUL LANGUAGE

- *I would never do that.*
- *That would be helpful.*
- *It might actually be fun to do that.*
- *You would have to pay me a lot of money to do that.*

WATCHING

UNIT 3



GLOSSARY

on the brink > about to begin

hampered > prevented

took off > succeeded rapidly

cornerstone > critical part

tick off > create a list

left in the dark > without information

vial > small bottle

bypass > heart

wing > part of a building

FYI

In 2013, 62 years after Henrietta's death, the Lacks family reached an agreement with the National Institute of Health. The family now has some control over the use and disclosure of information pertaining to Henrietta Lacks' cells. Shortly after this report was broadcast, a headstone was donated for Henrietta's grave.



4. How are Henrietta Lacks' cells different than other human cells?
Human cells eventually die but Lacks' cells stay alive because there is a certain enzyme in them that rebuilds the ends of their chromosomes. The cells never get old.

5. **List** some of the ways in which Lacks' cells have been used in medicine.
HeLa cells have been used to help test the polio vaccine, to see what happens to human cells in zero gravity, to map genes, in cloning, to help create some of the basic cancer drugs.

6. Why did Johns Hopkins Hospital initially contact the Lacks family?
The hospital contacted the family because they wanted to test the members.

7. How does the Lacks family feel about the fact that the hospital used Henrietta's cells without her consent?
The family feels like the hospital took advantage of her and them. One family member says that the family feels raped. They feel angry and feel like she should be recognized.

8. What is ironic about the Lacks family's situation?
Henrietta Lacks' cells changed medical history and yet her family cannot afford health insurance. One of her children is \$100 000 in debt after bypass surgery.

9. Do you think that the Lacks family has finally found justice? **Explain** your answer.
Students' answers will vary.

10. **Write** a letter to the Lacks family from an administrator at Johns Hopkins Hospital justifying the hospital's decisions and actions and explain how Henrietta has helped the progress/evolution of modern medicine. **Use** information from the text.

4. IN THE NAME OF RESEARCH C1

Reflect on the unit's tasks so far. To what lengths should research go? Would you be a willing participant?

1. **Look back** on the unit's texts. **React** to what you have learned so far. **Take** some **notes**.
2. In groups of four, **demonstrate** competency in interacting orally in English by participating in a discussion on issues related to research studies.
3. **Select** a question or statement from your card. **Take turns** initiating a 15-minute discussion with your classmates by giving your opinion about the issue presented in your question.
4. To interact, you may:
 - a. **agree** and **disagree** with what your classmates say;
 - b. **build** on and **add details** to what your classmates say;
 - c. **react** to and **comment** on their opinions;
 - d. **express** opinions and ideas that are related to the issues but also to what your classmates say;
 - e. **ask questions** or **ask for clarification** about what they say.

Student A

- Research that uses live test subjects, either human or animal, is a necessary part of medicine.
- Would you ever consider participating in a research study or clinical trial? Why or why not?
- Families should be compensated for tissue that is used to make medical breakthroughs.

Student B

- Who do you think owns human tissue that has been removed during surgery?
- I think medical marijuana is a good thing.
- Would you consider donating your body for research? Why or why not?

Student C

- The fact that something is disgusting is irrelevant when it comes to good medical care.
- If I died from an incurable disease, I would agree to have my body frozen so that I could be brought back to life when a cure for my illness was found.
- Do the obligation to eliminate or prevent suffering and the obligation to respect human life contradict each other?

Student D

- Would you accept a medical treatment for yourself if it was successful—but unethical?
- If I received a transplanted organ, I would want to know about the person who donated the organ.
- Research in the gut biome deserves more attention.

Refer to Workshop A: Group Discussion Skills on page 27 and the functional language on page 222 of the Reference Section for help.

5. A COMPLEX RESEARCH ISSUE C2

Embryonic stem cell research is one of the most controversial medical practices of modern times. Breaking down ethical arguments will help you in the reinvestment task.

1. **Read** the facts about embryonic stem cells.

Stem cells are capable of dividing and renewing themselves for long periods; they are unspecialized; and they can give rise to specialized cell types.

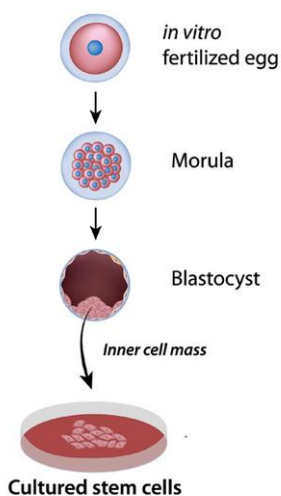
Embryonic stem cells can come from human embryos. When stem cells are obtained from living human embryos, the harvesting of such cells necessitates the destruction of the embryos.

Research using embryonic stem cells has enormous potential to treat blood and immune-system-related genetic diseases, cancers and disorders; juvenile diabetes; Parkinson's disease; blindness and spinal cord injuries.

READING

UNIT 3

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



Word	Definition
a. embryo	1. fertilized egg
b. conception	2. procedure where eggs are fertilized in the laboratory to create embryos
c. fetus	3. unborn baby from approximately eight weeks after conception
d. IVF (in vitro fertilization)	4. when an egg and sperm form a union

3. While you read the text on pages 83 and 84, **circle** what you think is the most compelling argument for and the most compelling argument against each opinion.

Grammar IN CONTEXT Modals

ANALYZE & PRACTISE

1. **Read** the sentences below. Which sentence suggests . . . ?

Certainty: d Obligation: c Possibility: a Recommendation: b

- Researchers could use embryonic stem cells to help find treatments for incurable diseases.
- Researchers should use embryonic stem cells to help find treatments for incurable diseases.
- Researchers must use embryonic stem cells to help find treatments for incurable diseases.
- Researchers will use embryonic stem cells to help find treatments for incurable diseases.

2. Modals are always used with a main verb. **Highlight** the modals and their main verbs in the text on pages 83 and 84.

Go to page 167 of the Grammar Section for more practice and access to an interactive workshop.

Grammar IN CONTEXT

A DISCUSSION ON ETHICS



In our society, two important moral principles help us live in community. These are the obligation to eliminate or prevent suffering and the obligation to respect human life. One of the most controversial issues of today is embryonic stem cell research. This practice involves using cells from human embryos for medical research. It **pits** these two moral principles **against** each other.

OPINION 1: Embryonic stem cell research is a moral **endeavour**.

ARGUMENTS FOR THIS OPINION	ARGUMENTS AGAINST THIS OPINION
<ul style="list-style-type: none"> We have a moral obligation to help people who are suffering from conditions such as diabetes, Alzheimer's and heart disease. Because stem cells <u>can be directed</u> to become any type of cell in the human body, their possibilities are endless. Scientists <u>could use these cells</u> to create new <u>organs</u>, tissues and blood vessels and alleviate human suffering. Embryonic stem cell research <u>could help</u> scientists find the cures or treatments for these incurable diseases and many more. 	<ul style="list-style-type: none"> However, we <u>must also respect human life</u>. The <u>fertilization of an egg</u> means the creation of human life. By destroying an embryo which has the potential to become a person, we are preventing this life from developing. Terminating this creation of life <u>could be considered</u> equivalent to <u>murder</u>. In addition, by programming the embryo to transform into certain cells, scientists prevent the embryo from becoming a human being. They interfere with a natural process.

OPINION 2: An embryo is not a person.

ARGUMENTS FOR THIS OPINION	ARGUMENTS AGAINST THIS OPINION
<ul style="list-style-type: none"> Before implantation in a uterus, an embryo does not have the potential to have the body and ability to think and feel of a person so it <u>should not be considered as one</u>. At that moment, a blastocyst is nothing more than a group of cells. This analogy illustrates this argument: An athlete has the potential to become an Olympic athlete but until they participate in the Olympic Games, they <u>should not be treated like an Olympian</u>. 	<ul style="list-style-type: none"> Yet, some <u>might argue</u> that within two weeks, the embryo's central nervous system will develop and therefore, scientists <u>should allow it</u> to do so because it is now a person. A person who is brain dead and who <u>cannot think or feel</u>, is still considered to be a person. These people are given the same respect and dignity that they were given when they were conscious, functioning individuals.



TEXT FEATURES

DISCUSSION TEXT

Topic: embryonic stem cell research

Language: scientific terms related to research

Purpose: to inform

Audience: anyone interested in bioethics of stem cell research

TEXT COMPONENTS

1) Introduction

introduces the topic; catches the reader's attention

2) Supporting paragraphs

present opinions 1, 2 and 3; present arguments for and against each opinion; facts and examples that support the arguments

3) Conclusion

restates the main idea; summarizes the positive and negative aspects of the practice

GLOSSARY

pits against > puts into conflict

endeavour > enterprise

alleviate > reduce

implantation > the moment when a fertilized egg attaches to the lining of the uterus

blastocyst > embryo that has developed for 5 to 7 days

analogy > something similar between two situations

STRATEGY

Refer to Workshop B: on writing supporting paragraphs on page 59.



GLOSSARY

spinal cord > nerve tissue in vertebrae

pinpoint > identify

full-fledged > complete

stroke > when an artery in the brain is blocked or fails

OPINION 3: As embryos develop, their status changes.

ARGUMENTS FOR THIS OPINION

- There is a difference between a human fetus or born baby and a fertilized egg before implantation.
- Many scientists believe that an embryo should only begin to have the same rights as a person approximately 14 days after fertilization because this is when the fertilized egg attaches to the uterus.
- An embryo's central nervous system, the brain and **spinal cord**, begins to form approximately 16 days after conception. Before that, the embryo cannot be considered to have any senses. It cannot think or feel, and therefore, should not be considered to be a person.

ARGUMENTS AGAINST THIS OPINION

- On the other hand, some people believe that it is impossible to **pinpoint** the moment in development that "becoming a person" begins. It is an ongoing process.
- This means that even if an embryo begins as simply a fertilized egg, it could continue to develop into a full-fledged person and therefore should have the same rights as a person from conception onward.
- Also, it is arbitrary to decide that the development of a nervous system makes an embryo a human. This would suggest that someone who has lost nerve cells because of a **stroke** is less human than someone who has a perfectly functioning nervous system.

The potential benefits of stem cell research are extensive. In fact, it could contribute as much to healthcare and medical advancement as the discovery of antibiotics. However, the opposition of the two moral principles is a problem that remains to be solved. Until society agrees which principle holds the most weight, the debate will continue. ●

4. What is the biggest controversy surrounding embryonic stem cell research?

It is the fact that it puts two moral principles in opposition to each other—the obligation to eliminate suffering and the obligation to respect human life.

5. Why are stem cells so precious to researchers?

They can be directed to become any type of cell in the human body.
They could be used to create new organs, tissues and blood vessels.

6. What happens to unused embryos in an in vitro fertilization procedure?

Unused embryos are frozen cryogenically for an indefinite period and may never be used again.

F Y I

A counter-argument is an idea that opposes another argument.

7. At what point does an embryo's central nervous system begin to form?
An embryo's central nervous system begins to form approximately 16 days after conception.
8. According to the text, when does an embryo attain the same status as a person?
It is debated. Some people believe that it is from the moment of conception and others believe that it is approximately 14 days after fertilization.
9. **Match** each of the arguments below with the appropriate counter-argument. **Use** information from the text.

Argument	
a. Scientists could use embryonic stem cells to create new organs, tissues and blood vessels and help people who are suffering.	<u>3</u>
b. Unused embryos that are created for in vitro fertilization are frozen for an indefinite period and may never be used again.	<u>5</u>
c. Before the age of 16 days, an embryo cannot think or feel and cannot be considered to be a person.	<u>1</u>
d. A fertilized egg cannot develop into a person unless it is implanted in a woman's uterus.	<u>4</u>
e. An embryo should begin to have the same rights as a person approximately 14 days after fertilization.	<u>2</u>

Counter-argument	1. A person who is brain dead cannot think or feel but is still considered to be a person.	2. We should not judge at what point a human being becomes a "real" human being.	3. Embryonic stem cell research means that embryos are destroyed so researchers are ending a potential human life.	4. Even if the egg is not implanted in a woman's uterus, it has the potential to develop into a person and should have the same rights.	5. Frozen embryos can be thawed at a future date and implanted in a woman's uterus.

DISCUSS C1

Compare the arguments you circled for each opinion in Step 3 with a partner.

Are you in favour of or against embryonic stem cell research? **Explain** your answer.

If you or a family member could be helped by stem cell research, do you think it would affect your opinion? **Explain** your answer.

Are you for or against animal testing? Do you think there are any parallels between animal testing and embryonic stem cell research? **Explain** your answer.

USEFUL LANGUAGE

- *This is very convincing, in my opinion.*
- *The argument doesn't support the opinion.*
- *I think it's wrong to carry out this kind of research.*
- *I think we have an obligation to pursue this research.*
- *I might change my mind if . . .*
- *When you compare . . .*

6. MEDICAL ETHICS: THE DEBATE C1

Medical professionals use four principles to help them make decisions about whether a medical practice is ethical or not. Consider these principles in your discussion in the reinvestment task.

1. **Discuss** these questions with your group.
 - a. What does it mean when we say that something is ethical or unethical?
 - b. What kind of behaviour might be considered unethical for a teenager?
2. **Read** about the four principles of bioethics that doctors and scientists rely on to guide them in their decision-making.



FOUR PRINCIPLES OF BIOETHICS



It's up to you!

A patient's autonomy must be respected. The patient must be able to think for themselves and make their own decisions without being influenced.

The doctor must provide the patient with all of the information they need and then allow them to decide what path to take. The patient's decision might conflict with the doctor's opinion of what should be done or what treatment should be followed.



Do no harm.

Medical staff must not harm or injure a patient intentionally. Doctors must provide proper care without taking unnecessary or reckless risks.

Some medical treatments or procedures might cause certain harm. For example, the side effects of chemotherapy treatment to fight cancer might make a person extremely sick. However, the person's life-threatening disease is the greater danger or injury in this case. The ultimate goal is to treat the problem that poses the greatest risk.



Do what's best.

Doctors must do what is best for their patient. The treatment and action proposed must be of benefit to the patient.

To apply this principle, doctors must consider the patient's physical and mental suffering. They must take into account the patient's quality of life. This is extremely important in situations where the patient is unable to make decisions for themselves, for example, in an emergency situation where the doctor must act quickly without the person's consent.



Be fair.

Everyone should be treated fairly. Patients with similar problems have the right to be treated equally regardless of their status in society.

Doctors must prioritize treatment according to the patient's needs. They cannot discriminate based on a person's social status, age, religion, ethnic background or anything else. They must also make sure that they respect the law.

3. **Read** the scenarios below. With your group, **discuss** how you would react in each scenario.

SCENARIO 1

Andrea, a 25-year-old pregnant woman, is admitted to hospital to have her baby. During delivery, Andrea needs to have a blood transfusion but refuses because of religious beliefs. If she does not have the transfusion, she and her baby will die. Andrea’s husband wants the doctor to give her the transfusion because he does not want to lose his wife and baby. Andrea has not signed any consent forms for the transfusion.

SCENARIO 2

Megan is a 13-year-old teenager who has gotten pregnant by a 17-year-old that she barely knows. She will not reveal the father’s name. Megan tells the doctor that she wants to have an abortion but she knows her parents will disagree because they believe it is immoral. Below the age of 14, a teenager must have parental consent for an abortion.

SCENARIO 3

Simon is a 15-year-old who has been diagnosed with leukemia. He does not want to follow the conventional treatment (chemotherapy) because he believes that his quality of life will be negatively affected (hair loss, nausea, etc.). The five-year survival rate with treatment for this type of illness is over 80%. Without chemotherapy, Simon will most likely die. His parents do not agree with his decision but they support his right to decide for himself. Simon is a minor and it is his parents’ responsibility to protect and care for him.

USEFUL LANGUAGE

- *I think that ethical means . . .*
- *An example would be when . . .*
- *If I were in that situation, I would . . .*
- *I know someone who . . .*
- *I think this applies here. The doctor should have . . .*
- *This principle says they/we should . . .*
- *As a teenager, I think . . .*

4. **Analyze** one scenario and **decide** how a medical professional should act in that situation. **Take notes** in the table below. **Use** the four principles of bioethics to guide your decisions and justify your decisions. **Present** your decisions to another team.

Scenario: _____	
<p>It’s up to you!</p> <p><i>Students’ answers will vary.</i></p> <p>_____</p> <p>_____</p>	<p>Do no harm.</p> <p>_____</p> <p>_____</p>
<p>Do what’s best.</p> <p>_____</p> <p>_____</p>	<p>Be fair.</p> <p>_____</p> <p>_____</p>

5. As a team, **imagine** other scenarios that you as teens might find yourselves in that call on one or more of the four principles. **Share** your examples with the class.

7. FOR AND AGAINST C2 C3

Reinvest your understanding of a controversial medical practice by writing a discussion text with arguments for and against that practice.

STRATEGY

Refer to the model discussion text on pages 83 and 84 in the unit.

1. **Choose** one of the controversial medical practices from the list below.

I will write about:

- | | | |
|---|--|--|
| <input type="checkbox"/> cryonics | <input type="checkbox"/> fecal transplants | <input type="checkbox"/> 3-D printing |
| <input type="checkbox"/> using HeLa cells | <input type="checkbox"/> bionic eyes | <input type="checkbox"/> artificial hearts |
| <input type="checkbox"/> nose bacteria | <input type="checkbox"/> medical marijuana | |

2. **Make** a list of the points for and against the issue. **Provide** examples and statistics if possible. **Write** your ideas in the graphic organizer. If necessary, **conduct** further research on the topic in order to complete your ideas.

Introduction

Students' answers will vary.

OPINION 1:

ARGUMENTS FOR

ARGUMENTS AGAINST

OPINION 2:

ARGUMENTS FOR

ARGUMENTS AGAINST

OPINION 3: _____

ARGUMENTS FOR	ARGUMENTS AGAINST
_____	_____
_____	_____
_____	_____
_____	_____

Conclusion

3. **Write** the draft of your text. **Refer** to the model on pages 83 and 84. **Check** your use of modals, the simple past and the present perfect.
4. **Revise** and **edit** your text. **Use** the writing checklist.
5. **Exchange** your draft with a partner. **Ask** for feedback.
6. **Write** your final copy. **Integrate** feedback, changes and corrections.
7. **Publish** your work.



WRITING CHECKLIST

- I presented the medical issue and provided some background information.
- I included a compelling introduction and conclusion.
- I provided three opinions related to the issue.
- I presented arguments for and against each opinion.
- I used information from the tasks in the unit to develop my ideas.
- I used formal language.
- I used the simple past, the present perfect and modals whenever possible.



Evaluation Guidelines

Go over the evaluation grid with your teacher. **Use** what you learned from the unit's texts and **make** connections to create your arguments. **Personalize** your text. **Integrate** feedback from peers. **Include** all the components of a discussion text. **Eliminate** errors.



**TEEN BREAKTHROUGH**  

Find out how a Canadian teenager has made a medical breakthrough in concussion medicine.

1. **Discover** your concussion IQ. **Answer** the questions below.

a. A concussion can be caused by:

- | | |
|---|--|
| i. a direct blow to the head | iii. a sudden movement which causes the brain to hit the skull |
| ii. a fall which results in the head hitting a hard surface | iv. all of the above |

b. Which of the following are possible symptoms of a concussion?

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> loss of consciousness | <input checked="" type="checkbox"/> memory problems | <input checked="" type="checkbox"/> neck pain |
| <input checked="" type="checkbox"/> blurred vision | <input checked="" type="checkbox"/> nausea and vomiting | <input checked="" type="checkbox"/> fatigue |
| <input checked="" type="checkbox"/> concentration problems | <input checked="" type="checkbox"/> headaches | <input checked="" type="checkbox"/> seeing stars |

c. Which of the following statements is NOT true?

- | | |
|--|--|
| i. Concussions are difficult to diagnose because they cannot be detected on X-rays or CT scans. | iii. When a person has a concussion, they automatically lose consciousness. |
| ii. Children are more sensitive to the effects of a concussion. | iv. Concussions could be prevented by changing the rules to eliminate head contact in certain sports. |
| d. TRUE OR FALSE: Some people who suffer concussions do not display any symptoms. | f. TRUE OR FALSE: Concussions are usually not life-threatening but can sometimes lead to serious injury and even death. |
| e. TRUE OR FALSE : An athlete who has suffered a concussion can return to the sport as soon as they feel better. | g. TRUE OR FALSE : One recommended treatment for a concussion is complete brain rest. |

GLOSSARY

blow > forceful impact


patent > exclusive right to manufacture and sell a product

2. Have you or anyone you know ever had a concussion? What were the consequences?

Students' answers will vary.

3. What are some ways to prevent concussions?

Possible answers: wear protective equipment properly when playing a contact sport; avoid head contact in sports; respect the rules and be a good sport; play fairly

4.  **Watch** the video and **put** a checkmark (✓) beside the information that is mentioned in the video.

Statement	
Concussions are difficult to diagnose.	✓
Thousands of children in Canada are diagnosed with concussions every year.	
This new impact sensor is designed to be worn under a hockey helmet.	✓
Sophie enjoys playing many different sports.	
Sophie submitted her invention as part of the school's science-fair project.	✓
The skull cap could be used in a wide range of sports.	✓
Sophie's project is called Common Sensors.	✓

5. What are Sophie's two passions?

Sophie's two passions are hockey and science.

6. **Describe** the skull cap, how it works and how it helps medical professionals.

The skull cap is fitted with sensors that are made of gel packs with a chemical mix. It is worn under a hockey helmet. The gel packs light up when there is an impact of 16 km per hour or more. The Common Sensors shows the location and relative force of an impact. Knowing this can help medical professionals know which symptoms to look for based on the affected area of the brain.

7. What are the next steps for Sophie's project?

They need to find a company who will sponsor them, to get a patent and to possibly build a prototype of the skull cap.

8. With a partner, **write** a letter to a potential sponsor persuading them to invest in the Common Sensors. **Support** your arguments with facts and statistics from Step 1 and information from the video.



IDIOMS

Idiomatic expressions are informal expressions that have a different meaning from the words that make up the expression.

For example, when someone uses the expression *It's raining cats and dogs* they mean that it is raining very heavily. The idiom does not mean that cats and dogs are literally falling from the sky.

1. **Complete** each sentence with the correct expression. **Choose** from the expressions below.

wear your heart
on your sleeve

an eye for an eye and
a tooth for a tooth

right under
your nose

room
for error

a. If someone hits you, you should hit them back. I believe
in an eye for an eye and a tooth for a tooth.

b. I can't believe you spent so much time looking for your book when
it was right under your nose.

c. Everybody knows how you're feeling because you
wear your heart on your sleeve.

d. There's no room for error
during a complex medical procedure.

2. **Replace** the underlined words in the text with idiomatic expressions from the list below.

brush it off

drop a hint

go behind someone's back

gut feeling

Last week, my friend and I went to a party at some guy's house. We didn't tell our boyfriends that we were going. Some people might think it was wrong of us to keep it a secret from our boyfriends go behind their backs but we didn't mean any harm by it. As soon as I walked into the house, I knew that something wasn't right. I should have trusted the instinct that I felt inside my gut feeling. I tried to tell my friend very discretely drop a hint that we should probably leave but she didn't take my concerns very seriously brushed it off.

3. **Choose** one of the following idiomatic expressions and **use** it as a prompt to write a short text.

drop a hint

jump the gun

an eye for an eye and a tooth for a tooth

gut feeling

drop a hint

wear your heart on your sleeve

go behind someone's back

right under your nose

room for error



WORLDS COLLIDE



How does human survival depend on animals?



THE OPINION PIECE

The lives of humans and animals are intimately linked on this shared planet. What issues arise when the interests of the human population collide with those of the animal population? What rights and responsibilities do we have? Consider the everyday choices you make and how they affect the planet's well-being, including our own.

IN THIS WORKSHOP, LEARN ABOUT THE PURPOSE AND STRUCTURE OF OPINION PIECES.

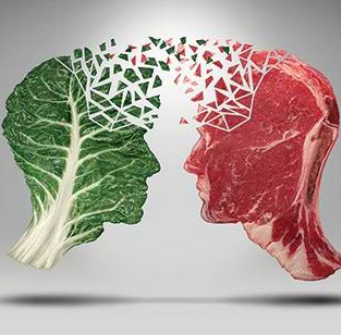
- **ANALYZE** the components of an opinion piece 94
- **LEARN** some writing techniques 96
- **PRACTISE** writing:
 - Introductions 96
 - Supporting paragraphs..... 98
 - Conclusions 101
- **WRITE** your own opinion piece..... 103

ONE-MINUTE CHALLENGE

Make a list of the ways you rely on animals or animal by-products in a single day.

• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____

1. MODEL OF AN OPINION PIECE C2



An effective **opinion piece** has an organized structure and convincing arguments. Writers must plan their texts carefully and keep in mind the following:

- ▶ The **purpose** of an opinion piece is for the writer to express an informed, personal opinion on an issue and to convince readers to agree with that position.
- ▶ Writers should address their **audience**, using arguments that it can relate to. Writers should consider that the audience may have little knowledge about the topic. Therefore, arguments should be expressed clearly and concisely.

1. **Read** the opinion piece on vegetarianism on page 95. **Pay close attention** to its different parts and components.
2. **Underline** and **label** the following sentences in the opinion piece:
 - a. the opening statement
 - b. the position statement in the introduction
 - c. the topic sentence in each supporting paragraph
 - d. the reformulation of the writer's opinion in the conclusion
 - e. the closing statement in the conclusion

3. **Explain** the writer's purpose in "Meat: To Eat or Not To Eat."

Possible answer: The writer feels that everyone can benefit from reducing or eliminating meat consumption from their diet.

4. Who is the writer's audience? How do you know?

The writer is addressing a general audience, people from different age groups. The writer mentions that reducing meat consumption can reduce the risk of certain illnesses. We assume that they are writing for a teenage or adult audience.

5. Where do you think you might find this text?

Possible answers: school essay, magazine for teenagers, editorial in a school newspaper or site, blog

Meat: To Eat or Not To Eat

Meat has been a part of the human diet for so long that most people do not even question the practice. However, vegetarian diets are increasingly popular, as people consider the impact of meat consumption on our health, the environment and the lives of animals. In my opinion, adopting a vegetarian or near-vegetarian diet has benefits and should be encouraged.

First of all, vegetarianism can contribute to maintaining good health. Not eating red meat can significantly reduce a person's risk of suffering from heart disease, cancer, Type 2 diabetes and obesity. Vegetarianism forces us to come up with alternative ways to get essential nutrients; this in turn contributes to a healthy digestive system.

Secondly, reducing meat intake can have a positive impact on the environment. Raising animals for human consumption requires a large quantity of natural resources. Also, cattle produce large amounts of methane gas, a greenhouse gas that contributes to global warming. Exportation necessitates the use of trucks and boats which travel great distances further contributing to environmental decline.

Finally, vegetarianism has ethical benefits. Animals raised in factory farms are often kept in dark, cramped quarters and packed tightly into cages. Often, they can go their entire lives and never see sunlight, breathe fresh air or walk freely. These barbaric practices turn animals into products, rather than living beings.

In conclusion, while I understand that it may be difficult to change a diet humans have kept for thousands of years, I believe that we should at least try to reduce our meat consumption. The benefits for our health and the environment, as well as the ethical treatment of animals are far more important than our preference for a juicy burger.



Parts of an Opinion Piece

A catchy title

The introduction:

- presents the topic
- captures the reader's interest with a strong **opening statement**
- provides background information on the topic
- contains a **position statement** (the writer's opinion)

Supporting paragraphs:

- contain a **topic sentence** that supports the position statement
- provide strong arguments that support the writer's opinion
- use a variety of writing techniques

The conclusion:

- reformulates the writer's opinion
- summarizes the main arguments
- ends with an interesting **closing statement**

2. THE INTRODUCTION C2

The **introduction** is the first paragraph of an opinion piece.

- ▶ It starts with a strong opening statement to engage the reader.
- ▶ It then briefly introduces the topic and gives some background information.
- ▶ It finishes with a **position statement**.

The **position statement** is the most important sentence in an opinion piece. It summarizes the writer's opinion on the topic. It also limits the scope of the topic.

Elements of a Good Position Statement

- ▶ It is limited to a single controlling idea.
- ▶ It expresses an opinion, not a fact.
- ▶ It is a statement, written as a complete sentence, not a question.

Language for topic sentences

Verbs: *be, think, feel, believe*

Adverbs: *strongly, firmly, clearly, definitely*

Expressions: *in my opinion, without a doubt*

1. **Explain** what is wrong with the position statements below and then **correct** them.

a. Meat consumption continues to rise throughout the world.

It is a fact, not an opinion. Possible answer: I believe that the rise in consumption of meat is unhealthy for humans and for the planet.

b. Vegetarianism: the healthier diet for humans and the planet.

It is not a complete sentence. Possible answer: Without a doubt, vegetarianism is healthier for both humans and the planet.

c. Is a predominantly meat-based diet destroying our planet?

It is a question. Possible answer: I believe that a predominantly meat-based diet will eventually destroy our planet.

d. Some people think eating meat is an essential part of healthy living, but others think you can have a well-balanced diet without meat.

It does not express the writer's opinion. Possible answer: Meat can be part of a healthy diet, but in my opinion, it isn't essential.

2. **Write** a strong position statement for the introduction on the left.

Students' answers will vary.

Vegetarianism is a growing trend with people of all ages. I believe that if everybody made an effort to reduce their meat consumption, the world would be a better place. What can you do to convince people to follow the trend and reduce the negative impact that excessive meat consumption has on our planet?

Writing Techniques for Introductions

Using a variety of writing techniques helps writers to introduce the topic and their opinion effectively.

- A. Strong opening statement → *To eat or not to eat meat, that is the question!*
- B. Surprising fact → *Some people practise fruitarianism, a diet that is mostly made up of fruit, nuts and seeds.*
- C. Open-ended question → *How can you reduce your meat intake while maintaining a healthy, balanced diet?*
- D. Background information → *Vegetarians avoid eating meat, poultry and seafood whereas vegans eliminate all animal products from their diet.*
- E. Definition → *Factory farming is an industry that involves raising large numbers of animals for food, often in poor conditions.*

3. **Read** the introduction to an opinion piece by Sarah B., a teenage blogger. In the boxes before each sentence, **write**:
- a. **P** for the position statement
 - b. The letter of the writing technique (**A**, **B**, **C**, **D** or **E**) used in the other sentences

Eating Meat: An Unethical Practice

A The next time you dig in to that big, juicy steak, think about how it ended up on your plate! **C** What did the animal go through? **B** Some argue that animals don't have rights because they are a lesser species. **B/D** However, many experts believe animals feel pain and pleasure just like humans do. In my opinion, eating meat is unethical. **E** When something is unethical, it means it is morally wrong. **P** We should not expose animals to the barbaric practices of factory farming.



4. **Write down** your ideas for an introduction to an opinion text on the question "How is eating meat a justified practice and beneficial for humans?" **Use** at least three writing techniques in your paragraph.

Opening statement: *Students' answers will vary.* _____

Information about the topic: _____

Position statement: _____

3. SUPPORTING PARAGRAPHS C2

Supporting paragraphs form the body of an opinion piece.

- ▶ They develop the main idea presented in the introduction.
- ▶ They provide arguments to support the position statement.
- ▶ They convince the reader of the writer's opinion.

Elements of a Good Supporting Paragraph

- ▶ Each supporting paragraph focuses on one clear argument that directly supports the position statement in the introduction.
- ▶ A **topic sentence** opens the paragraph and presents the argument. The topic sentence should be a complete sentence that clearly expresses a single idea.
- ▶ **Supporting sentences** provide reasons, facts, examples or anecdotes that support the argument outlined in the topic sentence.

For more information on writing supporting paragraphs, see Workshop B on pages 59 to 68.

1. **Read** the following supporting paragraph from an opinion text titled "Animals Helping Humans." The writer's position statement in the introduction is: Animal testing has allowed for scientific and medical progress and has great benefits for humanity.
 - a. **Highlight** the argument in the topic sentence.
 - b. **Underline** the reasons, facts, examples or anecdotes used in the supporting sentences.

To begin with, **drug testing on animals has allowed doctors to save millions of lives.** In fact, of all the Nobel Prizes awarded in medicine over the last 40 years, only one breakthrough did not depend on animal research. Years ago, when someone contracted a bacterial infection, it meant almost certain death. However, thanks to medical experiments carried out on mice in 1940, researchers were able to develop penicillin. Nowadays, if you find yourself with a bacterial infection, you will probably be back in good health within a week, thanks to penicillin. In addition, animal testing in the 1920s allowed researchers to develop an insulin solution that would treat diabetes. Since then, this amazing discovery has allowed people with diabetes to live a relatively normal life. These breakthroughs would not have been possible without animal testing.



Writing Techniques for Supporting Paragraphs

Using a variety of writing techniques helps writers to support the argument presented in the topic sentence effectively.

- A. Reason → *Drug testing on animals is beneficial because it allows researchers to develop medication that saves both human and animal lives.*
- B. Exaggeration → *Maybe one day we'll live in a society where animals test drugs on humans and see how they like it.*
- C. Example → *An example of how animal research is beneficial to both humans and animals is that it allowed the medical community to develop treatments and cures.*
- D. Anecdote → *I have injected myself with insulin three times a day since I was 14 years old to keep my diabetes under control.*
- E. Fact → *Cures for many of the world's illnesses have been found thanks to animal research.*

Refer to the list of **don'ts** for constructing arguments on page 60 or Workshop B.

2. **Read** the following supporting paragraph for an opinion piece titled "Medical Research without Animal Abuse." The writer's position statement in the introduction is: Animal testing is an archaic practice that belongs in the past.
 - a. **Underline** the argument in the topic sentence.
 - b. **Highlight** the transition and example words.
 - c. In the boxes before the sentences, write the letter of the writing technique (**A**, **B**, **C**, **D** or **E**) used in each supporting sentence.

A First of all, there are other ways to conduct medical research without exploiting helpless animals. **E** Developments in modern technology have allowed scientists to find alternate methods that keep both animals and humans safe. **E** **Indeed**, researchers have created simulators that imitate the human biological system and its response to medical interventions. **E** **In addition**, certain experiments can be carried out on human volunteers. **C** **For example**, a technique called "microdosing" can be used to test drugs on humans. **E** This technique involves giving an extremely low dose of an experimental drug to a person who has consented to the testing. **D** My aunt volunteered to participate in a clinical trial using this technique for Alzheimer's disease. **D** **Finally**, brain imaging techniques can be used instead of subjecting animals to invasive procedures that cause pain or even death.

Language for supporting paragraphs

Transition words smoothly introduce supporting sentences: *first of all, to begin with, in the first place, secondly, next, also, furthermore, in addition, indeed, however*

Others introduce examples: *for example, for instance, another example*

3. **Write** supporting paragraphs for the following position statements. In each paragraph, **use** at least two different writing techniques from the box on page 99.

a. Position statement: *When it comes to medical testing, human survival takes precedence over animal welfare.*

Topic sentence: *Students' answers will vary.*

Supporting sentences:

b. Position statement: *Animals used for medical research are subjected to pain and torture and then thrown away when they are no longer of any use.*

Topic sentence: *Students' answers will vary.*

Supporting sentences:

c. Position statement: *Animal testing is a valid and necessary practice as long as the methods used are ethical and humane.*

Topic sentence: *Students' answers will vary.*

Supporting sentences:

4. THE CONCLUSION C2

The **conclusion** is the final paragraph of an opinion piece.

- ▶ It reformulates the position statement to reaffirm the writer's opinion.
- ▶ It summarizes the main arguments.
- ▶ It ends with an interesting closing statement to make the reader reflect further on the topic.

Writing Techniques for Conclusions

Using writing techniques helps writers to conclude their opinion piece effectively.

- A.** Reformulation → *Animals have the right to live in a pain-free, secure environment and humans have the responsibility to make that happen.*
- B.** Summary → *We have made great progress in terms of animal welfare but we still have a long way to go.*
- C.** Prediction → *As people become more aware of the poor treatment of animals in factory farms, more of them will take a stand against these inhumane practices.*
- D.** Suggestion for a solution → *We should all make one small change in our daily habits in order to help make the world a better place.*

1. **Read** the following conclusion to an opinion piece titled "Can Humans and Animals Live Together in Harmony in Today's Society?" In the boxes before the sentences, **write** the letter of the writing technique (**A**, **B**, **C** or **D**) used in each sentence.

A To sum up, I believe that humans and animals really can coexist and be of benefit to one another in today's society. **B** There is already a growing trend to raise people's awareness of the importance of treating animals in an ethical way. **C** I am convinced that this trend will continue to grow. **D** We should all make an effort to change our habits and make ethical choices that will allow us to live in harmony with the animal world. **C** Maybe one day we'll live in a world where we all end up as winners.

2. Using the information in one of the supporting paragraphs you wrote on page 100, **write down** your ideas for a conclusion paragraph that includes the following techniques:

Reformulation: Students' answers will vary.

Summary of main arguments: _____

Closing statement (prediction or suggestion): _____

3. **Write** an outline for an opinion piece that addresses the question “Is vegetarianism the key to a better lifestyle and a healthier planet?”

Position statement: *Students' answers will vary.*

First topic sentence:

Second topic sentence:

Third topic sentence:



4. **Write** a complete conclusion for your outline using the following techniques.
- Reformulation of the position statement
 - Summary of the main arguments
 - Closing statement (prediction or suggestion)

Conclusion: *Students' answers will vary.*



5. PUTTING IT ALL TOGETHER C3

Now it's your turn to write a complete opinion piece.

Write an opinion piece for a high-school newspaper. **Explain** your opinion on the following question:

Is it possible for humans to survive without relying on animals?

Instructions

- **Use** your own ideas.
- **Plan** your text using the chart on this page and on page 104.
- **Write** a rough draft of your opinion piece on a separate sheet of paper.
- **Use** the writing checklist to verify your text and **make** any necessary changes.
- **Get** feedback from peers or your teacher.
- **Integrate** feedback and **write** the final copy. **Give** it a catchy title.

Introduction

Opening statement: *Students' answers will vary.* _____

Information about the topic: _____

Position statement: _____

Supporting paragraph 1

Topic sentence: _____

Supporting arguments: _____

WRITING CHECKLIST

My opinion text includes:

An introduction

- It presents the topic in an engaging way.
- It takes a firm position on the question.
- It addresses the target audience.

Supporting paragraphs

- Topic sentences are clear. They support the position statement.
- Arguments are convincing and coherent.
- Paragraphs are well organized.

A conclusion

- The position statement is reformulated.
- Main arguments are summarized.
- The closing sentence makes an impression.



Supporting paragraph 2

Topic sentence: _____

Supporting arguments: _____

Supporting paragraph 3

Topic sentence: _____

Supporting arguments: _____

Conclusion

Reformulation of the position statement: _____

Summary of the main arguments: _____

Closing statement: _____

WHAT WOULD YOU DO IF YOU HAD TO DEAL WITH THE LAW?
DO YOU KNOW YOUR RIGHTS? LEARN ABOUT LAW AND ORDER
AND HOW YOUR RIGHTS AFFECT YOUR DAILY LIFE.

LAW AND ORDER

UNIT 4

Do you
know your
rights?

IN THIS UNIT, YOU WILL:

- **DISCOVER** how well you know the law.
- **READ** about the law and how it applies to you.
- **WATCH** a video about a young man's crime and arrest.
- **READ** about laws related to sexting and people's opinions on them.
- **TALK** about real-life cases and recognize the legal dimensions of a situation.
- **PRACTISE GRAMMAR:** real conditionals; conjunctions and other transition words.



Interactive
Workshops

REINVESTMENT TASK:

- **WRITE** an opinion piece about whether the law treats young people fairly.

ONE-MINUTE CHALLENGE

Make a list of the laws that you, as a teenager, have to obey. Are they fair in your opinion?

This unit gives general information only, not legal advice. If you need legal advice, seek the help of a lawyer. There are also many online sites and legal helplines available to teens.



1. YOU AND THE LAW C1

We live in a society that is governed by the rule of law. These laws have a big impact on our daily lives.

1. **Find out** how well you know the law by completing the following quiz. **Read** the statements with a partner and **indicate** if they are true or false.

Statement	T	F
a. The police do not need a warrant to search your locker at school.		X
b. Your parents need your permission to search your personal belongings .		X
c. <u>If you are under 18, you can't be held responsible for your actions.</u>		X
d. <u>If you are under 18 and being detained or arrested, your parents must be notified.</u>	X	
e. When walking in the street, you must answer the police's questions.		X
f. The police do not have to tell you why you are being detained or arrested.		X
g. Your youth criminal record disappears when you turn 18.		X
h. <u>You can have a small amount of drugs in your possession if it's for your personal consumption.</u>		X
i. <u>If you give drugs to someone instead of selling them, you cannot be accused of drug trafficking.</u>		X
j. You can be charged with assault for throwing a drink or food at someone.	X	
k. You can be charged with sexual assault for forcing a kiss on someone.	X	
l. <u>If you borrow something from someone and decide to keep it, you could be charged with theft.</u>	X	
m. You can be found guilty of mischief or vandalism if you engrave your name into a school desk.	X	
n. <u>If you do not know that what you are doing is against the law, you cannot be charged.</u>		X

USEFUL LANGUAGE

- *I would like to know . . .*
- *Me too.*
- *What will happen if I . . .*
- *What really surprised me is . . .*
- *What I find strange is . . .*
- *I didn't know that . . .*
- *Me neither.*
- *In theory, we should resolve conflicts because . . .*
- *Definitely.*

GLOSSARY

- belongings** > possessions
- detained** > confined for questioning
- notified** > informed
- assault** > physical attack
- theft** > crime of stealing
- mischief** > bad behaviour

2. With your group or as a class, **think** of three other situations where you are unsure of whether an action is legal or illegal. **Do** some research on the Internet to find the answers.

Students' answers will vary.

3. Which facts surprised you and your group members the most? **Explain** your answer.

Students' answers will vary.

4. Which facts did you and your group find to be the most fair or unfair? **Explain** your answer.

Students' answers will vary.



DISCUSS C1

Why do we have laws?

Why must we respect rules?

Why should we try to resolve conflicts?

What would your school be like without a code of conduct?

What impact does the school code of conduct have on you?

Grammar IN CONTEXT Conditional Sentences (Real Conditions)

- These sentences describe the consequences of driving under the influence of alcohol. **Identify** the verb tenses used to describe the real conditions.
 - If you're under the age of 22, you will lose your licence for 90 days.

The verb in the if-clause is in the simple present.

The verb in the main clause is in the future with will.
 - You could do jail time if you blow above 0.08.

The verb in the if-clause is in the simple present.

The verb in the main clause is in the simple present with could.
- Underline** five real conditional sentences in the quiz statements on page 106. **Choose** one of the sentences and then **identify** the verb in its *if*-clause and the verb in its main clause below.

The verb in the *if*-clauses is in the Students' answers will vary.

The verb in the main clauses is in the _____.

Go to page 171 of the Grammar Section for more practice and access to an interactive workshop.

2. DO YOU KNOW YOUR RIGHTS? C2

Rights, responsibilities and privileges—understanding these will help you make sense of how laws are created. You will consider these issues when writing your opinion piece in the reinvestment task.

1. **Define** the following terms in your own words. **Give** examples. Then, **compare** your answers with the rest of the class.
 - a. freedom: Possible answers: the power to live your life as you want unless you infringe on the rights of others (go to church)
 - b. right (noun): a moral, legal or social entitlement to act in a certain way protected by the government (own a house)
 - c. responsibility: a duty or something you should do (obey laws)
 - d. privilege: permission to do something as a reward for good behaviour (drive a car)

2. **Decide** if the following actions are rights, responsibilities or privileges.

	Right	Responsibility	Privilege
a. getting a driver's licence			X
b. getting a university education			X
c. practising a religion	X		
d. speaking French	X		
e. having a locker at school			X
f. meeting a group of friends after school	X		
g. participating in a peaceful demonstration	X		
h. voting in the provincial elections	X	X	

3. **Read** the text. As you read, **put** a check mark (✓) next to questions and answers you think are fair, an **X** next to those you think are not fair and an exclamation point (!) next to those that are surprising to you. Keeping track of this information will help you write your opinion piece in the reinvestment task.



Q&A: TEENS: YOUR RIGHTS AND THE LAW



My Notes

WHAT IS THE CANADIAN CHARTER OF RIGHTS AND FREEDOMS?

The *Canadian Charter of Rights and Freedoms* identifies Canadians' fundamental freedoms and rights. It was signed into law in 1982 and became an integral part of the Canadian **Constitution**. The Constitution says that the Charter takes priority over all other **legislation** because it is part of the "supreme law of Canada." The Charter describes how we must be treated as citizens and limits the power of the government over the people.

WHAT ARE MY FUNDAMENTAL FREEDOMS UNDER THE CHARTER?

The Charter includes a list of fundamental freedoms. They are the freedom of conscience, the freedom of religion, the freedom of **thought**, the freedom of **belief**, the freedom of expression, the freedom of the press and other media, the freedom of peaceful assembly and the freedom of association.

WHAT ARE SOME OF MY RIGHTS PROTECTED UNDER THE CHARTER?

Your rights under the Charter are often **multi-faceted** and complex. Here are some of the protections you have.
Democratic rights: the rights to vote and to **run for** government office
Mobility rights: the rights to enter, remain in and leave Canada, and to live and work in any part of Canada
Legal rights: the rights to life, liberty and security of person; to be free from unreasonable **search** and **seizure**; to not be arbitrarily detained or imprisoned; to legal counsel on arrest; to remain silent on arrest; to be innocent

until proven guilty; to not be subjected to any cruel or unusual treatment or punishment

Equality rights: the right to equal benefit and protection of the law without discrimination of race, origin, colour, religion, sex, sexual orientation, age, mental or physical disability

Language rights and minority language education rights: the right to speak either official language (French or English) in all Parliament and government institutions; the right for certain minority communities to be educated in their own language

CAN I BE ARRESTED IF I AM NOT 18?

Yes, you can be arrested as of the age of 12. If you are under 18, you fall under the *Youth Criminal Justice Act*. You are responsible for your actions and will be held **accountable** for crimes you commit. You will not be **sentenced** in the same way as an adult unless the crime is very serious, then the judge can decide that you be judged as an adult. Under the Act the sentencing aims to rehabilitate rather than punish. If you are arrested, you have the rights to know why you are being arrested, to remain silent and to speak to a lawyer. A parent or a responsible adult must be present when you are being questioned.

IF THE POLICE STOP ME, DO I HAVE TO ANSWER THEIR QUESTIONS?

No, you have the right to remain silent. Remember, anything you say can be held against you in a court of law. Stay calm and polite and ask to call a lawyer and your parents or another adult in private before saying anything. If you do →

GLOSSARY

Constitution > the supreme law in Canada

legislation > laws

thought > an idea or an opinion

belief > a confidence in someone or something

multi-faceted > having many different parts

run for > try to obtain

search > trying to find something

seizure > taking possession of something or someone

accountable > responsible

sentenced > given a punishment

F Y I

Drug laws vary widely from one country to another, ranging from the Netherlands, where hash is sold in coffee shops, to Singapore, where possession of a single joint can lead to time in prison, and the Philippines where you can be executed for a drug offense. China has a zero tolerance law on drug use. They execute between 2000 to 15 000 people a year for assorted drug offenses.

GLOSSARY

- safety** > protection
- search warrant** > document authorizing the police to enter and search somewhere
- position of trust** > position of authority
- harassment** > intimidation
- spreading lies** > making false statements
- defamatory libel** > false communication

not know a lawyer, the police must put you in touch with one. Have a lawyer and your parents with you when you make a statement to the police.

WHAT ARE MY RIGHTS IF I AM STOPPED BY THE POLICE WHILE IN A CAR?

If you are the driver you must give the officer your name and address. You must also show your driver's licence, car registration and insurance. If you are the passenger, you do not have to give your name if the car was stopped for a driving violation, but you must give your name and address if you are stopped for not wearing your seatbelt or if drugs are involved or there is evidence that a crime has been committed.

CAN SCHOOL AUTHORITIES SEARCH MY LOCKER AND PERSONAL BELONGINGS?

Yes, school officials can search you and your locker without your consent, because while you are in school they stand in place of the parent and are responsible for your **safety** and well-being. They must have a good reason to do so, however. Police can search only if they have a **search warrant**, are arresting you or have your consent. If not, it is considered an illegal search and anything they find cannot be used against you.

CAN I LEGALLY ENGAGE IN SEXUAL ACTIVITY IF I AM 14 YEARS OLD?

Since 2008, the legal age of consent for sexual activity is 16 years old. There are some exceptions: 12- and 13-year-olds can engage in sexual activity with other young people who are no more than two years older than them; 14- and 15-year-olds can engage in sexual activity with people who are no more than 5 years older than them. In addition, neither partner can be under the influence of drugs or alcohol. You must be 18 years old in order to be sexually active with someone who is in a **position of trust** or



If you have received a lot of mean messages online and are afraid for your safety, this can be considered criminal harassment.

authority, such as a doctor, a therapist, a coach or a teacher.

DO I HAVE LEGAL RIGHTS IF SOMEONE IS CYBERBULLYING ME?

Yes. Depending on the situation or how you are being bullied it can be a crime. If you have received a lot of mean messages and are afraid for your safety, this can be considered criminal **harassment**. If the person is **spreading lies** about you and trying to ruin your reputation, this can be considered **defamatory libel**. If the person is telling you that he will wait for you after school to break your legs, this can be considered a threat. If the person is encouraging you to commit suicide, this is definitely a crime.

DO I NEED MY PARENTS' PERMISSION TO GET A TATTOO?

Because getting a tattoo represents serious health risks with possible permanent side effects, you need your parents' permission. In fact, reputable tattoo and piercing studios have their own minimum age, often 16, and will refuse you if you are underage or will require written parental permission.

CAN I GET AN ABORTION?

If you are over 14 years old, you can decide to end a pregnancy on your own. You do not need your parents', partner's, friend's or health professional's permission. They cannot decide for you. Abortion is legal in Canada. There are many options open to you if you are pregnant.

IF I HAVE A PART TIME JOB, CAN I SPEND MY MONEY AS I PLEASE?

In general, once you start working your pay cheque is yours. You can decide how to **manage** the money you make. Until you turn 18, your guardians are responsible for managing your money if you have inherited a large sum or if you are making a large amount of money. When a lot of money is involved, a judge will decide how much your parents will manage and how much you will be allowed to manage yourself.

CAN SOMEONE TAKE MY PICTURE AND PUT IT ON THE NET WITHOUT MY PERMISSION?

Photos and videos of you are personal. Nobody has the right to publish photos of you without your permission. There are some exceptions. If you are in a **crowd** or you are a famous person, your picture can be published without your permission.

CAN I BE CHARGED IF I GIVE MY PRESCRIBED MEDICATION TO A FRIEND?

Yes. There are strict rules for the use of many drugs even if they are not illegal. It's against the law to try to get certain drugs without a valid prescription. You can be charged with trafficking if you sell or give someone a prescription drug that does not belong to them.

WHAT HAPPENS IF I AM CAUGHT WITH ILLEGAL DRUGS?

Illegal drug use falls under the *Criminal Code*. The criminal code lists five main types of drug offences: possession,

trafficking, possession for the purpose of trafficking, production and possession with the purpose of trafficking and importing and exporting. The punishment for the first can vary from a fine to a prison sentence. Remember, there does not have to be an exchange of money for it to qualify as trafficking and the police do not have to prove that you were going to sell the drugs.

WHAT HAPPENS IF I AM STOPPED FOR DRINKING AND DRIVING AND I AM NOT 18?

The consequences of drinking and driving are serious whether you are 18 or not. For drivers under 22 years of age and learner drivers there is a zero-tolerance policy for alcohol. If you have more than 0.00 blood alcohol content, your license will be immediately suspended for 90 days and you will get four demerit points and a fine between \$300 and \$600. The penalties are more severe if you are older and if your blood alcohol level is above 0.08. ●



You can be charged with trafficking if you sell or give someone a prescription drug that does not belong to them.

My Notes

Series of horizontal lines for taking notes.

GLOSSARY

manage > administer
crowd > a large number of people

USEFUL LANGUAGE

- I was really surprised by . . .
- Yeah, I agree with you.
- I definitely think Canadians . . .
- I've never really thought about it, but . . .
- I didn't realize that . . .
- For me, the right to . . . is . . .
- As far as I'm concerned . . .
- How about you?
- I disagree because . . .

4. How does your list in the One-Minute Challenge compare with what you learned in this text?

Students' answers will vary.

5. What responsibilities do you think come with democratic rights?

Possible answer: making sure to vote when possible

6. **Choose** three fundamental freedoms and **give** examples of what these freedoms allow you to do.

Possible answers: Freedom of thought allows me to publish an article in the school newspaper; Freedom of association allows me to join a political party or a sporting club; Freedom of peaceful assembly allows me to gather with others in peaceful protest.

7. How does the *Youth Criminal Justice Act* protect young people?

It does not treat young people under the age of 18 like adults because its goal is to rehabilitate rather than to punish.

8. If you could have only one freedom and one right listed in the Charter, which ones would you keep? Why?

Students' answers will vary.

DISCUSS C1

Compare the annotations (✓, X, !) you added to the text while reading. **Discuss** what you agree and disagree on in the text and what surprised you.

Do you have a legal question that was not answered in the text? Which categories of rights and freedoms would the question fall under?

What rights are the most important to you? Why?

Do you think Canadians take their rights and freedoms for granted? **Explain** your answer.

What rights and freedoms do you have at school?

3. LOSING YOUR COOL ISN'T COOL DVD C2

In any form, aggressive behaviour is a choice and could be punishable by law. Your opinion about this story will help you in the reinvestment task.

1. **Name** some forms of aggression and violence found in a school.


Possible answers: pushing someone into the lockers with the intention of hurting or intimidating, stealing, bullying, verbal abuse, fighting

2. **Match** the legal vocabulary words to their definitions.

Word	Definition
a. process <u>5</u>	1. erased or removed completely
b. assault <u>6</u>	2. prosecuting attorney
c. bail <u>7</u>	3. bad behaviour that causes minor damage or trouble
d. trespassing <u>4</u>	4. entering private property without permission
e. mischief <u>3</u>	5. begin the criminal procedures when someone is arrested
f. the crown <u>2</u>	6. crime of physically attacking someone
g. expunged <u>1</u>	7. money paid for temporary release of an accused person awaiting trial
i. uttering threats <u>8</u>	8. telling someone you will cause them trouble

Setting the scene:

Caleb's girlfriend Ariel is pregnant. He isn't sure he wants to keep the baby or even if he wants to continue seeing Ariel. Meanwhile, Caleb's mother is sick. The stress of the situation causes him to lose his cool.

3.  **Watch** the video a first time with your book closed and **pay attention** to the details of each scene. After watching the video, **answer** the questions below to see how reliable a witness you would be.
- Did Caleb knock before entering the apartment? no
 - What was Ariel doing when he arrived? folding clothes
 - What was Caleb wearing? a green T-shirt, blue check shirt, black pants
 - What did Caleb punch? the wall
 - What did Caleb throw on the floor? a jar of pencils
 - Who pushed whom first? Ariel pushed Caleb first.
 - How many times did Ariel push Caleb? three times



WATCHING

UNIT 4

GLOSSARY

losing your cool > becoming very angry
charged > accused
ambushed > surprised
recant > change your mind
shove > push
jail time > time spent in prison
appearance notice > legal notification to appear in court on a specific date
summary offences > minor crimes in the Criminal Code



STORY Anthology

Read "All the Years of Her Life" by Morley Callaghan for another story about a young man who commits a crime.

4. As you watch a second time, **correct** your answers.
5. Based on how many details you remembered, would you be a good witness to a crime? Why or why not?

Students' answers will vary.

6. **Use** the knowledge you gained from the reading on pages 109 to 111 to answer the following questions.

- a. Were Caleb's rights respected when the police went to pick him up for questioning? **Explain** your answer.

Yes, he was told why he was being questioned and that he did not have to go to the police station.

- b. Did the officer have to let Caleb's mother see him? Why or why not?

No, he is 18 years old.

7. Why is Caleb being accused of trespassing? **Circle** the correct answer.

- a. He and Ariel were no longer a couple.
- b.** He went into Ariel's apartment without her permission.
- c. He broke the lock to get into the apartment.

8. Do you think Ariel was right to call the police? Why or why not?

Students' answers will vary.

9. In your own words, describe the charges against Caleb and the outcome of events.

Possible answer: Caleb will not be charged with assault because Ariel's injuries were too minor. If he pleads guilty to the minor charges of trespassing and mischief, the crown will not charge him with threats uttered. He must perform 100 hours of community service and stay out of trouble for four years.

10. Do you think 100 hours of community service and four years of good behaviour are fair consequences in this situation? Why or why not?

Students' answers will vary.

4. YOU BE THE JUDGE C1

Sometimes our rights and freedoms have to be limited in order to protect the rights and freedoms of others. When important rights clash and difficulties arise, the courts must decide. Judging these cases will help you in the final task.

1. **Read** the four cases below on your own to familiarize yourself with each one.

2. **Form** groups of four. Each group will complete the questions below for one case and come to a consensus on which party they will rule in favour of.

a. Which case are you working on?

Students' answers will vary.

b. **Identify** the opposing parties.

Students' answers will vary.

c. Which rights or freedoms were infringed upon for each party?

Students' answers will vary.

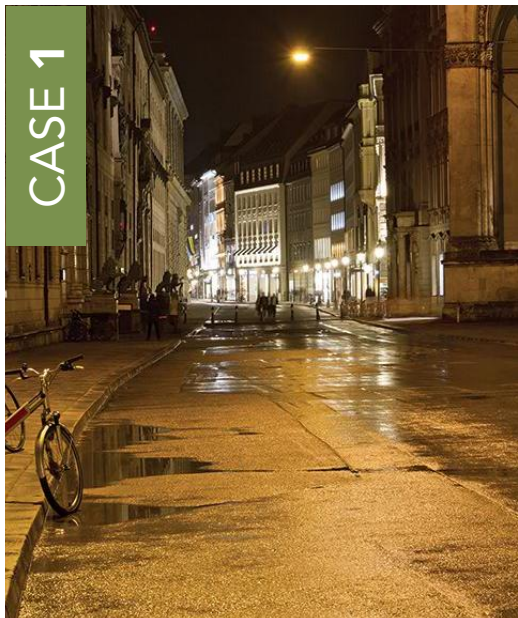
d. **Identify** the arguments for or against each party.

Students' answers will vary.

e. What is your ruling?

Students' answers will vary.

3. **Share** your rulings with the other groups in the class. **Be prepared** to explain and defend your rulings.



CASE 1

A small town wants to impose an overnight **curfew**. The curfew would ban teenagers younger than 16 from being out in public between 10:30 p.m. and 6 a.m. without parental supervision. The city has been the target of vandalism in the past months, including graffiti, paintball attacks against public property, and damage to windows and gravestones. The mayor encounters opposition from local young people, including his own daughter.

USEFUL LANGUAGE

- *This may be controversial, but . . .*
- *I can't help thinking that . . .*
- *I might change my mind later, but . . .*
- *I suggest we . . .*
- *It's a difficult issue, but . . .*
- *How do you feel about . . .*

GLOSSARY

curfew > a law that limits how late people can be outdoors

CASE 2



An orthodox **Sikh** high school student's religion requires him to wear a **kirpan** at all times. The principal prohibits him from wearing his kirpan to school because the school's code of conduct prohibits carrying weapons and dangerous objects. The school board suggests that he replace the metal kirpan by a symbolic plastic one. The student's father disagrees and thinks that this refusal violates his son's freedom of religion. The father suggests that the real kirpan be in a **sealed** case and sewn inside his clothes.

CASE 3

A fifteen-year-old girl is strip-searched at her high school and suspended because the school believes she has been selling drugs on school property. The girl is asked to remove all her clothing even her underwear. A female staff member holds up a blanket in front of the girl while the female principal searches her clothes. There is no visual or physical contact with the girl. No drugs are found. The girl's mother says the family is traumatized by the incident and is upset about not being called before the search. The family's lawyer files a lawsuit questioning the search policy.



CASE 4



GENDER NEUTRAL

Some schools are planning to offer their students gender-neutral bathrooms in response to a call to create a safe place for transgender

students. Washrooms are a place where not all kids feel safe and where many are bullied. Some parents are also asking to convert the gym changing rooms to make them gender neutral. Not everyone accepts these changes and some parents are pulling their children out of these schools over the transgender issue. They say that their children will feel **ill at ease** using these washrooms.

GLOSSARY

Sikh > follower of a monotheistic religion popular in India

kirpan > symbolic knife

sealed > closed

ill at ease > uncomfortable

DISCUSS C1

How do emotions come into play when your rights are being infringed upon? **Explain** using examples from the cases above.

Should freedoms and rights be limitless? **Explain** giving examples.

How can someone else's rights deny you your rights? **Explain** giving everyday examples.

5. TO SEXT OR NOT TO SEXT? C2

Read about sexting and the law and discover what two teens think about sexting. Their opinions will help you write your own opinion piece in the reinvestment task.

1. Why do you think laws must evolve with advances in technology? **Share** your answers with the class.

Students' answers will vary.

2. **Give** three examples of how technology can threaten our fundamental rights.

Possible answer: loss of privacy, physical surveillance, hacking, loss of confidentiality, stolen identity, defamatory allegations, cyberbullying, fraud, scams

3. What do you know about how the law currently protects your online privacy?

Students' answers will vary.

4. **Read** the following situations. **Circle** the situations where consent was needed. **Explain** your answers to the class..

- a. Your favourite coffee shop features a photo of you at the shop—you are always there—on an advertisement flyer.
- b. Your social media feed is full of pictures of feathers—you are famous for them. Some of your followers decide to make and sell T-shirts with your pictures.
- c. You present a poem you wrote for one of your class projects. The following week your poem appears in the school newspaper.

5. As you read the text "Sexting and the Law," **put** a check mark (✓) next to information you think is fair, an **X** next to what you think is not fair and an exclamation point (!) next to information that is surprising to you.

6. As you read the opinion pieces on pages 119 and 120, **identify** and **label** the parts of an opinion piece for each one.

- a. the opening statement
- b. the position statement in the introduction
- c. the topic sentence in each supporting paragraph
- d. the reformulation of the writer's opinion in the conclusion
- e. the closing statement in the conclusion

STRATEGY

Refer to Workshop C:
The Opinion Piece
on pages 93.



SEXTING AND THE LAW

BY KIDSHELPPHONE



hen sexting goes too far it can be illegal. Understanding your rights can be a powerful way to make the **behaviour** stop.

SO WHAT DOES THE LAW SAY ABOUT TEEN SEXTING?

A lot of teens have questions about sexting and the law. It is important to know that the law is complicated and is used in specific ways depending on the situation. So it is impossible to say exactly how the law will respond to sexting each and every time. There are situations where teens sending sexual images and videos of people under 18 can be illegal. But typically, the law does not get involved when the images or videos are sent voluntarily between two individuals who both consent and are close in age, do not **depict** abuse or assault, and remain private (are not shared).

THE FACTS

While there are no specific laws that deal with sexting at the moment, there are laws that have been used in court cases about teen sexting. Here are the facts:

- It is against the law in Canada to send sexual pictures or videos of anyone who is, or appears to be, under 18 years old. This includes taking and sending sexual pictures or videos of yourself.
- According to section 163.1 of the Canadian Criminal Code, sexual pictures or videos of people under 18 years old, or who look like they are under 18 years old, are child pornography.

- It is illegal to store (which means keep or save) child pornography on a phone, computer, cloud storage, or any other type of **device**. This is called possession.
- It is also illegal to sell or share child pornography. This is called distribution. It includes showing people sexual images or pictures of minors on your phone or computer, **forwarding** them through text or email, or posting them on the Internet.

However, the Supreme Court of Canada decided in 2001 that young people have a right to express themselves sexually by creating and sharing sexual images of themselves AS LONG AS:

- It is 100% **consensual**.
- The images stay PRIVATE (are not shared or distributed by the person who receives them to someone else who was never supposed to see them).
- There is no physical or sexual assault or abuse **depicted** in the image or video.
- The *Protecting Canadians from Online Crime Act* (Bill C-13) changed the way sharing sexual images and videos without consent is **prosecuted** under the Criminal Code of Canada. It also gives the police more power to access someone's online information.

This can all be pretty confusing, but the two main things to think about when wondering about sexting and the law are consent and control.

GLOSSARY

behaviour > the way a person acts

depict > represent

device > tool

forwarding > passing on to someone

consensual > voluntary

depicted > shown

prosecuted > taken to court

CONSENT

The law is more likely to get involved when images or videos are shared, forwarded, posted (distributed) without the permission or consent of the person in them. This happens when someone forwards, posts, or shows others a sexual image or video that was sent to them and was only meant to be seen by them. So, for example, if a guy receives a sext from his girlfriend and then shows it to his friend on his phone without her permission, this could be illegal. Or, if a girl posts a sexual photo of someone on the Internet, this could also be illegal. If this behaviour is reported by anyone, such as a parent, another teenager, or a teacher from school, the police can be called in to investigate and criminal charges can be laid.

Distributing sexual images can cause a lot of harm to the person pictured in the message. It's a **betrayal** of their trust and can damage their social and emotional well-being.

The law recognizes this and is there to protect people and stop this from happening.

CONTROL

It is impossible to know for sure what will happen when a sexual image or video is created and goes out into the world. Will someone find a personal picture on your phone and forward it to other people? How far will it go and what will end up happening? Who will see it? Will the other teen's parents contact the police? Once a digital image is created, it is almost impossible to control what happens to that image. It may never be deleted.

There are ways to protect yourself and others. Never share, send, post, or forward a sexual image or video of another person. Even if you have their consent. It is also a good idea to delete sexual images or videos of yourself and others off of your phone, computer, cloud, and all other devices. ●

My Notes

TWO OPINION PIECES: SHOULD SEXTING BE ILLEGAL?



YES. WE MUST END TEEN SEXTING.

When sexts fall into the wrong hands, lives can be ruined. Yet we teens continue to send intimate images of ourselves to others. Without a doubt, the only way to protect us from the consequences of sexting is to make teen sexting illegal.

To begin, people under 18 are too young to understand the consequences of sexting. Developments in the adolescent brain cause us teens to take risks as we pursue pleasurable

experiences and opportunities for social **bonding**. We do not have the life experience to understand how a sext could affect whether we are chosen for a future scholarship or job. Making teen sexting illegal will protect us from the long-term consequences of sexting.

Next, teen sexting should also be illegal because of the emotional repercussions involved. When a sext is shared publically without the permission of the person in the image, that person can feel humiliated. Subsequent



STRATEGY

When reading an opinion piece, identify the text type features. Ask yourself: Does the author state their opinion clearly from the start? Do the arguments support the author's opinion? Did the author convince me?

GLOSSARY

betrayal > act of disloyalty
bonding > connecting

TEXT FEATURES

OPINION PIECE

Topic: sexting

Language: powerful and convincing

Purpose: to convey an opinion and persuade an audience

Audience: general

TEXT COMPONENTS

1) Catchy title

2) Introduction

presents the topic and give your opinion

3) Supporting paragraphs

provide strong arguments that support your opinion

4) Conclusion

reformulates your opinion and summarizes the arguments

bullying can have **devastating** emotional consequences. Recently, the media has covered multiple cases of teen suicide resulting from sexts becoming public. Making teen sexting illegal will limit these dangerous emotional repercussions.

Finally, if sexting were illegal it would protect vulnerable teens from being pressured by their partners. Some teens might not want to send explicit

photos to their partners but might feel pressured to do it. A law that prohibits sexting could make it easier for them to say no.

To conclude, teen sexting should be illegal. In making it illegal, we as teens will understand the gravity of its consequences and be protected from its dangerous emotional repercussions. It is time to put a stop to this trend.

NO. TEACH, DON'T PUNISH!

Teen sexting can be risky but it is not a crime! Sexting is becoming an increasingly regular part of teens' sexual development. In my opinion, teen sexting should not be illegal since it punishes teens as criminals for a generally innocent act.

First of all, sexting is a private matter between two consenting individuals. When a teen sends an intimate image of themselves to another teen, it is a form of self-expression. As long as that sext is not forwarded, posted or shown to others without the permission of the person in the image, sexting is a consensual and respectful act.

Secondly, making teen sexting a crime is excessive. A juvenile record can

hinder a teen's plan to go to university, get a job or enlist in the military. Instead of punishing sexting as a crime, we should look for **non-punitive** family and educational solutions to deal with issues related to sexting.

Lastly, it is unrealistic to **monitor** sexting. How will law enforcers monitor the billions of texts that teens send each day in order to find nude images sent to a boyfriend or girlfriend? Without a real threat of being caught, teens will not stop sexting if it is made illegal.

Finally, teen sexting should not be illegal. When sexting occurs between two consenting individuals, it is not an act that needs to be monitored by the police and punished as a crime. Instead, we should teach teens to respect their bodies and the privacy of their peers.

7. In what circumstances is sexting illegal?

When it is not consensual, concerns a minor with an adult, depicts abuse or assault or the picture is shown to someone who was not supposed to see it.

8. In your own words, **explain** what consent means in the context of sexting.

Students' answers will vary.

9. What fundamental right under the Charter do you think protects your right to sext?

Freedom of expression

GLOSSARY

devastating > destructive

non-punitive > not involving punishment

monitor > check

10. **Compare** and **contrast** the two opinion pieces. **Complete** the following chart.

Should sexting be illegal?	Opinion piece 1	Opinion piece 2
Author's opinion:	Sexting should be illegal.	Sexting should not be illegal.
Arguments:	<ul style="list-style-type: none"> Teens do not understand the consequences. emotional consequences too high protects against feeling pressured 	<ul style="list-style-type: none"> okay if consensual and respectful non-punitive solutions to deal with related issues too difficult to monitor

11. Did one of the authors convince you to agree with their point of view? **Explain** your answer.

Students' answers will vary.

Grammar IN CONTEXT Conjunctions and Other Transition Words

ANALYZE & PRACTISE

- Underline** the conjunctions and transition words in the following sentences. **Look** at the chart on page 214 in the Grammar Section for help.
 - Usually, we can't use our cellphones in class but today we can.
 - Clearly, he didn't understand the rules because he couldn't do the activity.
 - Even though he was driving safely, he was stopped because of a burnt-out headlight.
- Underline** conjunctions in the first opinion piece on page 119.
- Write** the transition words used at the beginning of the supporting paragraphs and the conclusion in the second opinion piece on page 120 in the space below and **replace** them by another appropriate word.

Supporting paragraph 1: first of all; possible replacement: to start

Supporting paragraph 2: secondly; possible replacement: also

Supporting paragraph 3: lastly; possible replacement: above all

Conclusion: finally; possible replacement: to conclude

Go to page 214 of the Grammar Section for more practice and access to an interactive workshop.

6. MY RIGHTS! C1

Reflect on the unit's tasks. Are your rights and privileges respected on a daily basis?

1. **Look** back on the unit's texts. **React** to what you've learned so far and to the comments made in the Notes section for each text. **Take notes** on a separate sheet of paper.
2. In groups of four, **demonstrate** competency in interacting orally in English by participating in a discussion on issues related to the law.
3. **Select** a question or statement from your card. **Take turns** initiating a 15-minute discussion with your classmates by giving your opinion about the issue presented in your question.
4. To interact, you may:
 - a. **agree** and **disagree** with what your classmates say;
 - b. **build on** and **add details** to what your classmates say;
 - c. **react to** and **comment** on their opinions;
 - d. **express** opinions and ideas that are related to the issues but also to what your classmates say;
 - e. **ask questions** or **ask for clarification** about what they say.



Student A

- I have confidence in the justice system and the police.
- Drivers under the age of 22 years old should be allowed to have a blood alcohol level of 0.08, like older drivers.
- In Samoa, it is illegal to forget your wife's birthday.

Student B

- Do you think your attitude to your rights will change as you get older? Why or why not?
- At this point in my life, my right to privacy is the most important of all my rights.
- Making teen sexting illegal violates teens' right to self-expression.

Student C

- Do your parents treat you fairly when you get punished for something? Why or why not?
- Some teens say they send nude or semi-nude photos of themselves to someone in hope of starting a relationship. What do you think of this method of connecting with someone?
- Canadians take their rights and freedoms for granted.

Student D

- Do your parents respect your fundamental rights and freedoms? Why or why not?
- Collective rights are more important than individual rights.
- In Alabama, it is illegal to throw confetti or spray silly string.

Refer to Workshop A: Group Discussion Skills on page 27 and functional language on page 222 of the Reference Section for help.

7. TAKE A STAND C2 C3

It's your turn to exercise your freedom of thought and expression. Look back at the unit's texts for examples of whether the law treats young people fairly. Reinvest your understanding of the question by writing an opinion piece.

- 1. Use** the information in the unit's tasks to form an opinion about young people and the law. Do you think that our laws treat young people fairly?
 Yes, our laws treat young people fairly.
 No, our laws do not treat young people fairly.
- 2. Refer** back to the notes you took for each task about what was fair and unfair in how the law treats young people.
- 3.** Next, **plan** your introduction. **Start** with a good opening statement and an interesting fact or information about the topic to grab the reader's attention. **State** your opinion clearly in your position statement.

STRATEGY

Refer to the model opinion texts on pages 119 and 120 in the unit.

Introduction

Opening statement: **Students' answers will vary.** _____

Interesting fact or information: _____

Position statement: _____

- 4. Plan** your supporting paragraphs. Each supporting paragraph should contain a clear topic sentence and one argument that supports your opinion. **Use** examples from the unit.

Supporting argument 1

Topic sentence: _____

Supporting argument 2

Topic sentence: _____

Supporting argument 3

Topic sentence: _____

5. **End** with a conclusion that reformulates your opinion, summarizes the main arguments and has a closing statement.

Conclusion

Reformulation of opinion: _____

Summary of main arguments: _____

Closing statement: _____

6. **Write** a draft of your opinion piece. **Refer** to the models on pages 119 and 120 and Workshop C on page 93. **Use** the real conditional, transition words and conjunctions whenever possible.
7. **Revise** and **edit** your opinion piece. **Use** the writing checklist.
8. **Exchange** your draft with a partner. **Ask** for feedback.
9. **Write** your final copy. **Integrate** feedback, changes and corrections.
10. **Publish** your work. **Read** and **discuss** your classmates' opinion pieces.

Evaluation Guidelines

Go over the evaluation grid with your teacher. **Select** information from the texts to support your opinion. **Personalize** your text. **Integrate** feedback from peers. **Include** all the components of an opinion text. **Eliminate** errors.

WRITING CHECKLIST

- My introduction clearly states the topic and my opinion.
- The topic sentences in my supporting paragraphs support my opinion.
- My arguments are convincing and support my opinion.
- I reformulated my position statement and summarized my arguments in the conclusion.
- My closing sentence makes an impression.
- The language is direct and persuasive.
- I checked my work for spelling and punctuation.
- I used the real conditional, transition words and conjunctions whenever possible.



GIVING BACK TO THE COMMUNITY

C2

A teenage girl is sentenced for her participation in the violent accident that killed her best friend.

1. Why do you think that sentencing for a crime is different for a young person than for an adult?

Possible answer: A teen is not as mature and is still learning. It is important to try to help young people to improve their behaviour and to avoid further crimes.

2. Do you think it is fair that a 17-year-old is sentenced differently for the same crime committed by an 18-year-old? **Explain** your answer.

Students' answers will vary.

3. How can doing community work help rehabilitate a young offender?

Possible answers: By giving back to the community, they learn to be better a citizen and to help others. They avoid incarceration where they can become more involved in the criminal world. They do something positive with their time.

4. As you read, **underline** a sentence in the text that demonstrates that Alexandra is not always in touch with reality. **Highlight** a sentence that demonstrates that Alexandra feels that she is responsible for her friend's death.

F Y I

Under the *Youth Criminal Justice Act* a sentence given to a young person under the age of 18 is meant to rehabilitate instead of punish.

STORY Anthology

In the Story Anthology, read the short story "Thank You, M'am" by Langston Hughes. In the story, a young boy tries to steal an older lady's purse with surprising consequences.

EXTRA READING

UNIT 4

THE COLOR OF SILENCE (excerpt)

BY LIANE SHAW

At seventeen, Alexandra feels that her life is over. She blames herself for the traumatic car accident that killed her best friend, Cali. She will never forget the night a boy at the party gave Cali his car keys. Since the accident Alexandra lives in silence. Why bother speaking? She feels that no one wants to hear what she has to say anyway. In this excerpt, she is being sentenced for her role in the accident.



EXTRA READING

My Notes

GLOSSARY

harsh > rough

creeps up > comes up

drifted away > lost contact with reality

joyriding > taking a car without the owner's permission

glance > look briefly

nod > movement of the head

nod > movement of the head

deep breath > a lot of air into the lungs

pleading > making an emotional request

whisper > expression in a soft voice

pounding > painful pulsations

willing myself > making myself

keeping on track > doing what you have to do

"Alex, I fail to see any humor in the situation."

The words slap into me, **harsh** and flat—totally without music. I look up, startled by the anger. My hand **creeps up** to my mouth, and I look up into my father's eyes. I shake my head and shrug my shoulders at him.

"I'm sorry," he says, as if he's the one who's done something wrong instead of me. But he's not apologizing to me. He's looking at the other two people in the room. "Please, go ahead with what you were saying."

I look around the room that isn't mine, panic bubbles rising up my throat. How did I do that? How could I have drifted away like that in front of these people?

This is a room in a courthouse where I am finally being sentenced.

Eleven months, sixteen days, and thirteen hours later they've finally got around to judging me.

Eleven months, sixteen days, and thirteen hours after I already judged myself.

"Two hundred hours of community service. One full year probation."

"I don't understand why she is being punished at all. I think she's suffered enough." My father's voice is sandpaper scraping over my ears. It stings, and I want to make them all stop talking but I can't.

"Mr. Taylor, Alexandra participated in the removal of a vehicle without the owner's express permission. **Joyriding** is a criminal offence. There are legal consequences to your daughter's actions."

Joyriding? Did she actually say that? Does she think it was fun?

"Alexandra? Do you understand the terms?" The judge looks away from my father and taps her pencil in the paper sitting in front of me.

Written proof that I'm a criminal.

I look at the paper for a moment. I **glance** at her quickly and **nod** my head.

"Please speak aloud for the record."

I open my mouth to speak but nothing comes out. I try to take a **deep breath**, but it doesn't work. Gravity is working against me, pressing my head down into my body so that I can't feel my neck. I close my eyes and try to concentrate, pushing back against it, trying to keep myself in the room. I have to do this for my dad. I have to listen to these people and do what they tell me to do.

"Alex!" My father's voice slaps again, harder this time, and I open my eyes, trying to focus on his face.

"I'm sorry," he says, apologizing for me again. "She has trouble speaking since the . . . accident. It seems to hurt her to talk. I think we told you this before." He's looking at the lawyer, who's looking at the judge, who's nodding.

No one is looking at me.

"I do understand that. But since she is able to speak, we do need a verbal response. A yes or no will do."

"Alex?" My father's voice is soft, without edges, a **pleading whisper** that slips inside me, making my eyes sting and filling the bubble inside of my throat until I can feel my oxygen supply cutting off. I try to swallow, but it gets stuck. My throat aches, and the **pounding** has reached my head, smashing into my brain like a bat trying for a home run.

I close my eyes for a second, willing myself to stay here and to force back the migraine that's threatening to take me over.

I have to do this or, unbelievably, I could make things worse.

I take a deep breath, hoping it doesn't choke me.

"Yes." Someone else's voice comes out of my throat, weak and raw.

"Probation means you have to check in regularly with an officer of the court to be sure you're **keeping on track** and following the conditions."

"Conditions? What do you mean?" My father rubs his hand over his face,

EXTRA READING

My Notes

belong in a plastic bag, waiting on the curb for a truck to take me away with the other garbage.

She's right.

"Alexandra, I need an answer now."

"Yes!" A word bullet shooting out and hitting her right between the eyes. My father gets an embarrassed look on his face. He doesn't like it when I'm rude to people. He thinks it reflects badly on him, splashing him with bad manners and **staining** his reputation as a father.

He always told me it was important for him to be seen as a good father because when my mother died, everyone told him how hard it would be for him to bring me up on his own. He wanted to prove them wrong. The only way to do that was to make me into someone who let him look in the mirror and see World's Greatest Dad written across his forehead.

But instead, I broke the glass and shattered his reflection.

[...]

"Alex. You didn't . . ."

"I know what you're going to say, Dad, but you just don't know! **I should have stopped her, taken the keys away when I had the chance—or driven the car myself, or stayed with her in the first place so she didn't take the stupid keys.**" My throat is starting to close up, and my eyes are beginning to burn. I shouldn't have said anything. I do know what he's going to say.

"Maybe."

"What?" That's not what I thought he was going to say.

"Do you know that you wouldn't have had the same problems on that dark road?"

A flash of colorless sound crashed into my head. Gravel flying. Cali screaming. Me silent.

I didn't know what to do.

Would I have known what to do if I was driving? Would it have **mattered**?

"Even if I had the same problems, at least Cali wouldn't be the one who's dead."

"You can't be sure of that."

"I'm not sure of anything."

"Maybe you should have done things differently. And maybe that would have made everything turn out differently. But you'll never know. You didn't take Matt's keys. And you tried to convince Cali not to drive—"

"Don't blame Cali! She didn't take the keys either!"

"It's not about blaming anyone. Alex, honey, it's over. Cali is gone. And you're here. And I know you wish you could go back and make it all OK. Cali's



It's not about blaming anyone. Alex, honey, it's over. Cali is gone. And you're here. And I know you wish you could go back and make it all OK.

parents feel the same way. Her mother told me that she blames herself for letting Cali go to the party. She believes she should never have let her go to a house in a strange neighborhood with people she didn't know. She wishes she could go back in time and tell Cali she couldn't go."

I look at him, totally confused. Cali's mother blames herself. Not me?

"I should talk to her. She should know it wasn't her fault. **It was mine!**"

"I know you believe that. When

GLOSSARY

staining > discrediting
mattered > made a difference

someone dies like that, it's hard not to look for someone to blame, even if it's yourself." He pauses for a second and rubs his eyes. "You know, I felt that way when your mother died."

"Mom died because she was sick. Cancer—right? You didn't do anything wrong."

"I know that—now, most of the time anyway. But I was full of guilt for a long time. She had been so tired for so long, and I wasn't paying close enough attention. I just thought she was worn out from trying to work and be a full-time mom at the same time."

"I still don't see how her dying was your fault."

"I could see it. I couldn't stop thinking that I would have noticed her illness sooner if I had been paying more attention. I should have made her go to the doctor so we could have caught the cancer in time for treatment to work. I just knew it was my fault . . ." He stops talking and rubs his hand over his eyes. He looks so sad that I feel like I'm going to cry. He looks at me and shakes his head, shrugging his shoulders. I reach out and touch his hand, just a little. He gives me kind of a shaky smile and **strokes** my cheek. Just a little. ●

My Notes

GLOSSARY

strokes > touches gently

5. Why are Alexandra's father and the judge frustrated with Alexandra in the courtroom?

She nods her head at first and does not give a verbal response to the judge.

6. What do you think Alexandra's self-imposed silence represents?

Possible answer: It represents her grief and her guilt. It is a way to deal with the loss and the mourning of her best friend. She feels guilty so she is punishing herself.

7. **Describe** with examples from the text how Alexandra's father feels in this excerpt.

He is angry, apologetic for Alexandra's behaviour and tired. He sounds like he is going to cry and looks embarrassed when Alex is rude.

8. What does Alexandra discover that she and her father have in common?

They both feel guilt and blame themselves for someone's death (Alexandra for Cali's death and her father for her mother's death).

F Y I

A cautionary tale is a story with a moral message warning of the consequences of certain actions.

9. What kind of self-punishment would you impose on yourself if you were in Alexandra's situation?

Students' answers will vary.

10. Does this story seem realistic to you? **Explain** your answer.

Students' answers will vary.

11. Do cautionary tales have an effect on you? Does this story make you think twice about joy riding? **Explain** your answer.

Students' answers will vary.

12. **Think** of a type of community service that would be appropriate for Alexandra. **Remember** that she must perform 200 hours. **Explain** your answer.

Students' answers will vary.

GLOSSARY

misdemeanour > minor unacceptable behaviour

13. In your opinion, how severe are these crimes, **misdemeanours** and punishments? **Rank** them from 1 to 4, with 1 being least severe and 4 being most severe.

Crimes and misdemeanours	Punishments
_____ Illegally downloading music.	_____ Grounded (not going out at all) for 4 weeks.
_____ Damaging another car in a parking lot and not leaving a note claiming responsibility.	_____ No screen time for 4 weeks.
_____ Taking money from your sister's wallet.	_____ Admitting to your misdeed and suffering the consequences.
_____ Cheating on an exam.	_____ Suspension of driver's licence for 3 months.





SEEDS OF DEMOCRACY DVD C2

Learn about the important role our Charter plays in defining Canadian democracy.

1. **Define** the word democracy in your own words.

Students' answers will vary.

2. In your opinion, what are some of the advantages of living in a democratic country?

Possible answers: electing the government; equality under the law; possibility of citizens influencing the economy, social and political values; pursuit of economic gain; many rights and freedoms

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

Word	Definition
a. provide <u> 3 </u>	1. incorrect
b. fair <u> 5 </u>	2. cut branches of a tree
c. belief <u> 7 </u>	3. give
d. seeds <u> 8 </u>	4. breaking a rule
e. wrongful <u> 1 </u>	5. equitable; just
f. infringement <u> 4 </u>	6. people who look after something
g. caretakers <u> 6 </u>	7. feeling that something is true
h. prune <u> 2 </u>	8. things that grow

4. **Watch** the video once to familiarize yourself with the text and what it says about democracy. **Take notes.** **Write** as much information as possible. **Compare** your answer with a partner's.

Democracy

The will of the people that gives the government its authority to rule through free and fair elections. Free and fair elections depend on rights and freedoms. A democratic government stays in power only so long as it has the support of the people it represents.

F Y I

The Quebec *Charter of Human Rights and Freedoms* covers fundamental human rights, but also social and economic rights. Only the Constitution of Canada, which includes the *Canadian Charter of Rights and Freedoms*, enjoys priority over the Quebec Charter. Quebec was the first jurisdiction larger than a city to prohibit anti-gay discrimination. The Charter began protecting gender identity and expression in 2016.

GLOSSARY

- will** > desire
- restore** > bring back
- run** > enter in a competition
- shield** > protection
- dawn** > beginning

5. **Read** the table below before watching the video a second time. As you watch, **complete** the table. **Write** as much information as possible.

<p>a. How is the Constitution like a rule book?</p>	<p><u>It lays out how powers are divided between different levels of government and institutions.</u></p>
<p>b. Who is responsible for administering the charter?</p>	<p><u>The courts of Canada, the Supreme Court</u></p>
<p>c. How is the Charter like a living tree?</p>	<p><u>It is not frozen in time and can be adapted to the realities of modern life.</u></p>
<p>d. Give examples of supreme court rulings that have allowed the Charter to grow.</p>	<p><u>Legalization of same sex marriage; redefinition of privacy based on computer use and the Internet</u></p>
<p>e. Name two things that allow the Charter to grow.</p>	<p>1. <u>Rulings of the Supreme Court</u> 2. <u>The amending formula</u></p>
<p>f. Name the two caretakers of the Charter.</p>	<p>1. <u>Parliament and legislature</u> 2. <u>The courts</u></p>

6. **Compare** your notes with a group of classmates. **Add** any information to the chart that you may have missed.

7. Why is the Charter so difficult to change?

It's a guarantee of our rights and freedoms.

8. Some say it is a good thing that the Charter is so difficult to change; others say that it should not be so difficult. **Write** key words describing how you would define the Charter and how you think it should evolve. **Explain** your choices to a group or the class as a whole.

Students' answers will vary.

USEFUL LANGUAGE

- *What did you understand about . . . ?*
- *What did you put for . . . ?*
- *I didn't understand . . . ?*
- *I didn't catch the answer to . . . ?*

SERVING JUSTICE

PROJECT

A

Case Study **C1 C2 C3**

Read past and current English-language news sources and **find** a story related to the rights and freedoms covered by the Charter. With a partner, **present** your case and ruling to the class. **Be prepared** to answer your classmates' questions and **defend** your point of view.

- 1. Research** a real-life case of infringed rights.
- With your partner, **write** a short summary of the case. **Identify** the opposing parties and the rights or freedoms infringed upon.
- One partner must rule on one side of the case and one partner on the other. **Use** the Charter and solid arguments to make your ruling.
- With your partner, **present** your rulings to the class and **defend** each of your arguments. **Get** your classmates' opinions. **Put** the rulings to a vote and **see** which partner's arguments were the most convincing.

PROJECT TIPS

- Use the steps of the production process.
- Refer to the information in the unit.
- Revise and edit your work using a writing checklist.
- Ask for and integrate feedback from classmates.
- Share your work.

PROJECT

B

Mock Trial **C1 C3**

Imagine a legal case between two parties. The case you choose could be an imagined dispute between two students in your school (theft or assault causing bodily harm, for example). **Write up** questions for the accused and the victim. **Role-play** the trial and ask the class to be the judge. If the accused is found guilty, **decide** on a sentence.

- 1. Distribute** the roles.
 - In teams of four, **decide** who will be the accused, the victim, the lawyer for the accused and the prosecuting attorney.
- 2. Prepare** for the trial.
 - As a group, **plan** the scenario.
 - The accused and the victim prepare their versions of events.
 - The lawyer for the accused and the prosecuting attorney write up questions to ask the accused or victim to verify their stories.
- 3. Role-play** the trial.
 - The lawyer and the prosecuting attorney take turns questioning the accused and the victim. They should listen carefully to the answers and adjust their questions accordingly.
 - The class must take notes and decide if the accused is guilty and what the sentence should be.

LEGALESE

Learn useful terms that will help you describe the legal system.

WORD BOX

appeal
court
criminal
evidence
felony
jury
plea
prosecutor
sentence
testimony
verdict
witness

- Write the words in the Word Box next to their corresponding definitions. Use your dictionary for help. The circled letter indicates the letter from the word that you must place on the corresponding line in the mystery saying at the bottom of the page.
 - a place where lawyers defend their clients c o u r t
 - a serious crime punishable by one year of prison or more f e l o n y
 - a lawyer who represents the crown p r o s e c u t o r
 - a judge's or a jury's decision v e r d i c t
 - a person who has broken the law c r i m i n a l
 - what a witness says in court t e s t i m o n y
 - a request for a higher court to review a decision a p p e a l
 - a fact or proof that something is true e v i d e n c e
 - a group of 12 people who decide if a person is guilty or not guilty j u r y
 - to declare oneself guilty or not guilty p l e a
 - when a jury discusses the evidence d e l i b e r a t e
 - a punishment ordered by the court s e n t e n c e
 - a person who sees a crime happen w i t n e s s
 - when a witness gives information in court t e s t i f y
 - when a prisoner is released after a prison sentence p a r o l e

Only a c₁ o₂ p₃ and a v₄ a₅ m₆ p₇ i₈ r₉ e₁₀ need an invitation to e₁₁ n₁₂ t₁₃ e₁₄ r₁₅.

GRAMMAR AND REFERENCE SECTIONS

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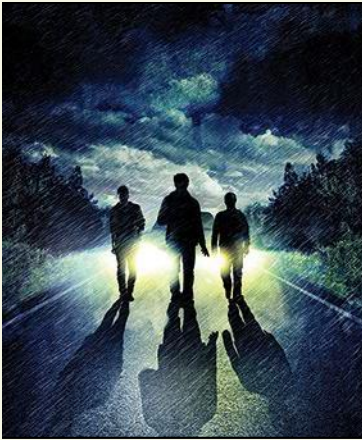
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SIMPLE PRESENT



1. Read the paragraph. **Underline** all the verbs in the simple present tense. Then, **highlight** the present tense of the verb *to be*. **Look** at the chart below for help.



The Curfew Debate

Where I live, the municipal council recently imposed a curfew on teens. The new law states that all teenagers must be inside by midnight. The council members believe that keeping teens in their homes means fewer problems on the streets. This isn't at all fair to young people! Just because a few jerks cause trouble, they treat us all like criminals? My friends and I are frustrated with the law and we want the council to rethink this proposition. Most teenagers are responsible young adults, and we want to be treated that way!

➤ We use the **simple present** to describe:

- Facts *Jon **plays** rugby.*
- Habits *Julie **goes** to bed late every night.*
- Present states *I **am** a good skier.*

RED FLAG

The verb *to have* is irregular in the 3rd person singular: **has**.

➤ It does not tell us that the action is being performed at the moment.

Keywords used with the simple present tense include: *always, normally, usually, frequently, regularly, often, sometimes, occasionally, rarely* and *never*.

Affirmative	Negative
All verbs	
Subject + base form of the main verb (+ s or es for 3rd person singular)	Subject + do not (don't) / does not (doesn't) + base form of the main verb
<i>I like to eat pizza.</i> <i>She/He/It likes to eat pizza.</i> <i>We/You/They like to eat pizza.</i>	<i>I do not (don't) like to eat pizza.</i> <i>She/He/It does not (doesn't) like to eat pizza.</i> <i>We/You/They do not (don't) like to eat pizza.</i>
Verb to be	
Subject + am / is / are	Subject + am / is / are + not
<i>I am ('m) tired.</i> <i>She/He/It is ('s) tired.</i> <i>We/You/They are ('re) tired.</i>	<i>I am ('m) not tired.</i> <i>She/He/It is ('s) not tired.</i> <i>We/You/They are ('re) not tired.</i> There are two types of contractions: <i>She's not tired. / She isn't tired.</i> <i>We're not tired. / We aren't tired.</i>

2. In the text below, **underline** the subject that precedes each verb in parentheses. Then, **complete** the sentences with verbs in the simple present.

Do you realize that you probably (get, negative) do not/don't get enough sleep, and that a lack of sleep (affect) affects not only your mood, but also the way you (act) act? A new study (show) shows that 70% of high school students (sleep, negative) do not/don't sleep the minimum eight hours they (need) need. The consequence (be) is that their chances of risky behaviour really (increase) increase. Risky behaviours (include) include just about anything that (be, negative) is not / isn't good for you. Teens already (abuse) abuse more drugs and alcohol, (eat) eat more junk food, (get) get less exercise, and generally (feel) feel less happy. Many teenagers also (look) look for trouble. When sleep-deprived, they (be) are less prudent than they (be) are when well rested. That (mean) means that they might get into trouble more often. So, do yourself a favour—get to bed at a decent hour on school nights!

3. Use the text above to decide whether the following sentences are true or false. **Underline** all the verbs in the simple present in the sentences below. **Rewrite** the false sentences to correct them.

	TRUE	FALSE
a. Most teenagers <u>get</u> enough sleep.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<u>Most teenagers do not/don't get enough sleep.</u>		
b. A lack of sleep <u>affects</u> behaviour.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

c. The consequences of risky behaviour <u>aren't</u> serious.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<u>The consequences of risky behaviour are serious.</u>		
d. Junk food <u>is</u> good for you.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<u>Junk food is not/isn't good for you.</u>		
e. Six hours of sleep <u>is</u> sufficient.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<u>Six hours of sleep is not/isn't sufficient.</u>		
f. Tired people <u>have</u> good judgment.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<u>Tired people do not/don't have good judgment.</u>		
g. Well-rested people <u>are</u> more prudent.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

QUESTION FORMATION

Yes/no questions	Information questions
Verb to be	
<i>Am/Is/Are</i> + subject	Question word + <i>am/is/are</i> + subject
<i>Am</i> I tired? <i>Is</i> she/he/it tired? <i>Are</i> we/you/they tired?	Where <i>am</i> I from? Where <i>is</i> she/he/it from? Where <i>are</i> we/you/they from?
Other verbs	
<i>Do/Does</i> + subject + base form of the main verb	Question word + <i>do/does</i> + subject + base form of the main verb
<i>Do</i> I enjoy staying up late? <i>Does</i> she/he/it enjoy staying up late? <i>Do</i> we/you/they enjoy staying up late?	When <i>do</i> I go to bed? What time <i>does</i> she/he/it go to bed? Where <i>do</i> we/you/they go to bed?

For more on question formation, see pages 227-228 of the Reference Section.

4. **Complete** the interview with the mayor by adding yes/no questions in the simple present.

a. **Are you serious about this law?**

Yes, we are serious about this law.

b. **Do we really need this curfew?**

Yes, we really need this curfew because there are too many teens causing trouble at night.

c. **Do you have the support of all council members?**

Yes, we have the support of all council members.

d. **Do you think all teens are troublemakers?**

No, I don't think all teens are troublemakers.

e. **Do you think it will affect teens negatively?**

No, I don't think it will affect teens negatively.

f. **Are you against teenagers?**

No, I'm not against teenagers.

g. **Are citizens happy about the curfew?**

Yes, citizens are happy about the curfew.

h. **Does the opposition support the new law?**

Yes, the opposition supports the new law.

PRESENT CONTINUOUS



1. **Read** the email message. **Find** all the verbs in the present continuous tense. **Underline** all the auxiliary verbs and **highlight** all the present participles. **Look** at the chart below for help.



To: Zen Zack
Subject: Help!

Dear Zen Zack,

I am trying to relax like you suggested. I am doing the breathing exercises and I'm focusing on the activity I'm doing at the time, but I'm not calming down at all! How can I focus when everybody is always interrupting me? Even right now as I'm writing to you, my cellphone is ringing, text messages are constantly coming in—it's like the universe is conspiring to keep me stressed out. I'm going crazy! What else can I do? Ommm. OMMMM!!!

Wired Wendy

➤ We use the **present continuous** to describe actions that:

- Are happening *right now* *You **are working** on your project right now.*
- Are planned for the near future *I **am working** on my project this weekend.*
- Are ongoing *The team **is working** really hard this year.*

➤ The present continuous is sometimes used with adverbs such as *always*, *constantly* or *continually* to show that something is annoying or perpetual:

- *She **is** always **causing** trouble.* • *He **is** constantly **smiling**.*

Keywords used with the present continuous tense include: *right now*, *today*, *presently*, *currently* and *at this moment*.

RED FLAG

When we use verbs such as *have*, *know*, *like* or *need* to express permanent states, we do not use the present continuous:

have
I **am having** a dog.

Affirmative	Negative
Subject + am/is/are + present participle *	Subject + am/is/are + not + present participle *
<i>I am ('m) meditating.</i> <i>She/He/It is ('s) meditating.</i> <i>We/You/They are ('re) meditating.</i>	<i>I am ('m) not meditating.</i> <i>She/He/It is ('s) not meditating.</i> <i>We/You/They are ('re) not meditating.</i> There are two types of contractions: <i>She's not meditating. / She isn't meditating.</i> <i>We're not meditating. / We aren't meditating.</i>

* present participle = *verb + ing*

2. **Complete** the sentences with the present continuous of the verbs in parentheses.

Brain Break!

Imagine you (*sit*) are sitting on a beach. The sun (*shine*)

is shining. The waves (*lap*) are lapping gently at the shore.

A soft breeze (*blow*) is blowing. A sailboat (*glide*) is gliding

gently across the water. You (*breathe*) are breathing deeply, and you (*feel*)

are feeling more relaxed with each breath.

3. **Write** two sentences about what you are doing right now.

What I'm doing that is relaxing:

Students' answers will vary.

What I'm doing that is not relaxing:

Students' answers will vary.

4. **State** two actions that you find annoying. **Use** the present continuous tense and one of the following adverbs: *always*, *constantly* or *continually*.

a. Students' answers will vary.

b. _____

QUESTION FORMATION

Yes / no questions	Information questions
<i>Am / Is / Are</i> + subject + present participle	Question word + <i>am / is / are</i> + subject + present participle
<i>Am I doing</i> it correctly? <i>Is she / he / it doing</i> it correctly? <i>Are we / you / they doing</i> it correctly?	How <i>am I doing</i> ? When <i>is she / he / it taking</i> a break? What <i>are we / you / they thinking</i> ?

5. **Use** the prompts to write questions in the present continuous.

a. why / you / act so strange Why are you acting so strange?

b. I / ask / the right questions Am I asking the right questions?

c. when / your family / take a vacation When is your family taking a vacation?

d. he / run a marathon / this spring Is he running a marathon this spring?

e. why / your brother / point at me Why is your brother pointing at me?

SIMPLE PRESENT OR PRESENT CONTINUOUS?

Simple present	Present continuous
<ul style="list-style-type: none"> • Facts <i>This book is a bestseller.</i> • Habits <i>She goes to her piano lesson twice a week.</i> • Present states <i>He sings very loudly.</i> 	<ul style="list-style-type: none"> • Actions happening right now <i>It is snowing outside.</i> • Actions planned for the near future <i>We are going to the cinema tonight.</i> • Ongoing actions <i>The class is studying animals this week.</i>

6. Decide if the following sentences are correct or incorrect. **Make** the corrections where necessary.

- | | CORRECT | INCORRECT |
|--|-------------------------------------|-------------------------------------|
| a. I am always listening to music before I go to bed.
<u>I always listen to music before I go to bed.</u> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| b. I'm working hard to prepare for my exams next spring.
_____ | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| c. My cellphone is constantly ring.
<u>My cellphone is constantly ringing or My cellphone rings constantly.</u> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| d. Boaz is always texting me.
_____ | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| e. We are gradually learn to relax.
<u>We are gradually learning to relax.</u> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| f. Zack is knowing how to relax.
<u>Zack knows how to relax.</u> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| g. This situation is stressing me out.
_____ | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| h. Every year, stress is causing burnouts.
<u>Every year, stress causes burnouts.</u> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

7. Write your own *Brain Break!* (see Exercise 2 on page 140). **Imagine** that you are in your favourite place to relax. **Describe** the setting and your actions. **Circle** the auxiliary *to be* and **underline** the present participles.



SIMPLE PAST



GRAMMAR CHECK

1. Read the paragraph and **find** all the verbs in the simple past tense. **Underline** the irregular verbs and **highlight** the regular verbs. **Look** at the chart below for help.



Dance FAIL!

I was so embarrassed last night! My friends and I were at a party, and everybody was dancing. A cute girl came up behind me and tapped me on the shoulder, so I started dancing with her... except she didn't want to dance with me! She just wanted me to move so she could get past me. Duh! So then I just pretended to dance with somebody else and hoped that nobody noticed.

VERBS

GRAMMAR SECTION

➤ We use the **simple past** to describe actions that:

- Were completed in the past at a definite time *I **went** to a party last night.*
- Took place over a completed period of time in the past *I **played** hockey for five years.*
- Describe a past habit. *I always **slept** during grammar lessons.*
- Interrupt an action that was in progress in the past *The phone **rang** while I was sleeping.*

Keywords used with the simple past tense: *yesterday, last night, three hours ago and when I was young . . .*

Affirmative	Negative
To be	
Subject + was / were	Subject + was / were + not
<i>I / She / He / It was upset.</i> <i>We / You / They were upset.</i>	<i>I / She / He / It was not (wasn't) upset.</i> <i>We / You / They were not (weren't) upset.</i>
Regular verbs	
Subject + base form of the main verb + ed	Subject + did not + base form of the main verb
<i>I / She / He / It walked to school.</i> <i>We / You / They walked to school.</i>	<i>I / She / He / It did not (didn't) walk to school.</i> <i>We / You / They did not (didn't) walk to school.</i>
Irregular verbs	
Subject + past form of verb	Subject + did not + base form of the main verb
<i>I / She / He / It left the game early.</i> <i>We / You / They left the game early.</i>	<i>I / She / He / It did not (didn't) leave the game early.</i> <i>We / You / They did not (didn't) leave the game early.</i>

➤ For a list of irregular verbs, see pages 231-232 of the Reference Section.

2. **Complete** the sentences with verbs in the simple past. **Write** an (I) beside the irregular verbs and an (R) beside the regular verbs.

Kate's Most Awkward Moments

- a. I (*get*) got (I) stuck in an elevator with my ex-boyfriend's sister.
- b. I (*fall*) fell (I) asleep in class and the teacher (*call*) called (R) on me.
- c. I (*bend*) bent (I) over to tie my shoe and my pants (*rip*) ripped (R).
- d. A cute guy (*try*) tried (R) to pat my dog, but my dog (*bite*) bit (I) him.
- e. I (*offer*) offered (R) the guy some gum but the package (*be*) was (I) empty.
- f. The fire department (*come*) came (I) when I (*burn*) burned (R) my supper.
- g. The cute guy's father (*turn*) turned (R) out to be the fire chief.
- h. At the beach, I (*lose*) lost (I) my bikini bottom in the current.
- i. I (*trip*) tripped (R) and (*fall*) fell (I) while walking across the stage at school.
3. **Use** the prompts to write negative sentences about Kate in the simple past.

- a. made – a good impression

Kate did not/didn't make a good impression.

- b. had – any gum

Kate did not/didn't have any gum.

- c. made – a good supper

Kate did not/didn't make a good supper.

- d. bought – good quality pants

Kate did not/didn't buy good quality pants.

- e. controlled – her dog

Kate did not/didn't control her dog.

- f. appeared – graceful

Kate did not/didn't appear graceful.

- g. stayed – awake in class

Kate did not/didn't stay awake in class.

- h. kept – her bathing suit on

Kate did not/didn't keep her bathing suit on.

- i. had – a great day

Kate did not/didn't have a great day.



QUESTION FORMATION

Yes/no questions	Information questions
Verb to be	
<i>Was/Were</i> + subject	Question word + <i>was/were</i> + subject
<i>Was</i> //she/he/it embarrassed by the picture? <i>Were</i> we/you/they embarrassed by the picture?	Where <i>was</i> //she/he/it last night? Why <i>were</i> we/you/they embarrassed?
Other verbs	
<i>Did</i> + subject + base form of the main verb	Question word + <i>did</i> + subject + base form of the main verb
<i>Did</i> //she/he/it enjoy the show? <i>Did</i> we/you/they enjoy the show?	Why <i>did</i> //she/he/it leave early last night? What <i>did</i> we/you/they buy at the grocery store?

For more on question formation, see pages 227-228 of the Reference Section.

4. **Read** the text. **Use** the underlined verb to write either a yes/no or an information question in the simple past.

Pranked!

The most embarrassing thing that ever happened to me was a prank.

(a) One time, a guy offered me a food sample that was supposed to be

jam, but it was really hot sauce. (b) It happened at the mall downtown.

(c) When I took a bite, my tongue started to burn. There was smoke coming

out of my ears! (d) I realized it was a prank when I saw everyone laughing. (e) The guy said

that it was just a joke for a TV show. (f) I felt mad, but I didn't say I was mad. I saw a TV

camera, so I had to just laugh. (g) The guy didn't apologize. (h) I was happy to be on TV,

but I looked a little stupid. (i) It wasn't a good experience, but I survived!



a. **Possible answers: What did he offer you?**

b. **Where did this happen?**

c. **When did your tongue start to burn?**

d. **When did you realize it was a prank?**

e. **What was it for?**

f. **How did you feel?**

g. **Did the guy apologize?**

h. **Were you happy to be on TV?**

i. **Was it a good experience?**

PAST CONTINUOUS



1. **Read** the text and **find** all verbs in the past continuous tense. **Underline** all the auxiliary verbs and **highlight** all the present participles. **Look** at the chart below for help.



Ski Boot Mix-Up

The other day I was **skiing** with my friends. It was a great day—the snow was **falling** and everyone was **having** a great time. We went in for lunch and I took off my boots for a few minutes. When we went back out, my feet were **hurting** more and more. My moves weren't **flowing** well at all, and I was **feeling** unstable on my skis. When I sat down in a snowbank for a break, I looked down and saw that my boots were on the wrong feet. Duh!

➤ We use the **past continuous** to describe actions that were happening:

- At a *specific moment* in the past
*I **was cycling** at 9:00 last night.*
- While another action was happening
*She **was cycling** while I **was snowboarding**.*
- When they were interrupted by another action
*He **was cycling** when it started to rain.*

Keywords used with the past continuous tense include: *at, during, while* and *when*.

RED FLAG

When we use verbs such as *have, know, like* or *need* to express permanent states, we do not use the past continuous.

Affirmative	Negative
Subject + was/were + present participle *	Subject + was/were + not + present participle *
<i>I/She/He/It was studying when you called.</i> <i>We/You/They were studying when you called.</i>	<i>I/She/He/It was not studying when you called.</i> <i>We/You/They were not studying when you called.</i>
Yes / no questions	Information questions
Was/Were + subject + present participle *	Question word + was/were + subject + present participle *
<i>Was I/she/he/it waiting for a long time?</i> <i>Were we/you/they waiting for a long time?</i>	<i>Why was I/she/he/it waiting for so long?</i> <i>How long were we/you/they waiting?</i>


* present participle = *verb + ing*

2. **Complete** the sentences with actions in the past continuous. **Write** one affirmative (+) and one negative (-) sentence.

- a. + At 7:00 last night, he Students' answers will vary.
 - At 7:00 last night, he _____
- b. + During English class, we _____
 - During English class, we _____
- c. + When the fire alarm went off, I _____
 - When the fire alarm went off, I _____
- d. + While you were sleeping, you _____
 - While you were sleeping, you _____
- e. + When the librarian walked in, they _____
 - When the librarian walked in, they _____

3. **Read** what Luc did yesterday. **Write** information questions using the past continuous that fit the underlined information in Luc's answers.

10:00 a.m.	<u>got out of bed</u>
11:30 a.m.	<u>talked to Max</u>
12:00 p.m.	<u>drove to the ski hill</u>
all afternoon	<u>skied with friends</u>
8:00 p.m.	<u>ate a burger</u>
9:00 p.m.	<u>watched the new Xavier Dolan movie</u>
11:15 p.m.	<u>fell asleep</u>



- a. At 10:00 a.m., what were you doing? I was getting out of bed.
- b. At 11:30 a.m., who were you talking to? I was talking to Max.
- c. At 12:00 p.m., where were you driving? I was driving to the ski hill.
- d. In the afternoon, who were you skiing with? I was skiing with friends.
- e. At 8:00 p.m., what were you eating? I was eating a burger.
- f. At 9:00 p.m., what movie were you watching? I was watching the new Xavier Dolan movie.
- g. At 11:15 p.m., why were you sleeping? I was sleeping because I was tired!

SIMPLE PAST OR PAST CONTINUOUS?

Simple past	Past continuous
<ul style="list-style-type: none"> Completed actions <i>I worked last night.</i> Actions that interrupt other actions <i>They arrived while I was working.</i> A sequence of completed actions <i>After I worked, I went home and took a shower.</i> 	<ul style="list-style-type: none"> Actions occurring at a <i>specific time</i> in the past <i>I was working from 7 to 10 p.m. last night.</i> Actions that were interrupted by another action <i>I was working when they arrived.</i>

4. **Complete** the text with verbs in the simple past or the past continuous. There may be more than one correct answer.

A woman (walk) was walking through a shopping mall when she (receive) received a text message. She (decide) decided to respond while she (walk) walked/was walking. Because she (be) was distracted, she (pay, negative) wasn't paying any attention to what (happen) was happening around her. She (continue) continued right up to a fountain, (flip) flipped over the side and (land) landed face first in the water. People nearby (laugh) laughed/were laughing and (point) pointed/were pointing at her. The woman (be) was very embarrassed and (leave) left the scene quickly, but the mall security camera (catch) caught the whole thing on film. Someone (post) posted the video online, and it (go) went viral.

5. **Unscramble** the words to write sentences.

a. crashed computer I web the surfing was my when

I was surfing the web when my computer crashed.

b. was daydreaming I name the when teacher called my

I was daydreaming when the teacher called my name.

c. walking fell down while I street tripped was and the I

While I was walking down the street, I tripped and fell.

6. **Write** a paragraph describing a moment that you remember vividly: learning about a big news story, moving to a different place, being very scared or achieving something great. What were you doing when IT happened? **Underline** the verbs in the past continuous and **circle** the verbs in the simple past.

THE FUTURE



GRAMMAR CHECK

1. Read the text below. **Underline** all the verb phrases that express the future. **Look** at the chart below for help.

Is This Really Going to Happen?

In the future, you won't need to touch a mouse, keyboard or keypad in order to control computers or other forms of technology. They will soon be controlled by your thoughts. You'll be able to think a command, the technology will transmit your intention to the device and the device will execute the command. All hands-free! Neurotechnology, as it is called, will change the way we interact with our machines—and it is going to radically alter our world. Although it's difficult to imagine, it's going to be the new normal. Scientists are already testing mind-controlled video games, and soon we will see the results in our everyday lives.

VERBS

GRAMMAR SECTION

► We talk about the **future** using *will* to:

- Describe future actions and states
- Make predictions and promises
- Announce spontaneous decisions

He'll call me later.

We will never forget you!

I'll get the phone.

RED FLAG

You may hear English speakers say **gonna** instead of **going to**, but never use it in writing!

► We can also talk about the **future** using *be + going to* to:

- Describe intentions
- Make predictions based on evidence

I'm going to get a summer job.

It looks like it's going to rain.

Keywords used with the future tense include: *tomorrow, then, later, probably, likely, definitely, soon* and *never*.

Affirmative	Negative
Will	
Subject + will + base form of the main verb	Subject + will + not + base form of the main verb
<i>I/She/He/It will ('ll) see you later.</i> <i>We/You/They will ('ll) see you later.</i>	<i>I/She/He/It will not (won't) need help.</i> <i>We/You/They will not (won't) need help.</i>
Be going to	
Subject + am/is/are + going to + base form of the main verb	Subject + am/is/are + not + going to + base form of the main verb
<i>I am ('m) going to study physics.</i> <i>She/He/It is ('s) going to study physics.</i> <i>We/You/They are ('re) going to study physics.</i>	<i>I am ('m) not going to get upset.</i> <i>She/He/It is ('s) not going to get upset.</i> <i>We/You/They are ('re) not going to get upset.</i> There are two types of contractions: <i>She's not going to sing. / She isn't going to sing.</i> <i>We're not going to sing. / We aren't going to sing.</i>

2. How will mind-controlled technology change our world? **Choose** the most logical prompt and **complete** the sentences by using *will* or *won't*.

- operate his prosthesis with voice commands
- control our heating from anywhere
- use a keypad to enter data
- need to drive their car

a. Billy and Jean **won't need to drive their car.**

b. Mr. Martinez **will operate his prosthesis with voice commands.**

c. We **will control our heating from anywhere.**

d. I **won't use a keypad to enter data.**

3. Use *be going to* + the prompts to describe various post-graduation plans.

a. (I) buy a new computer

I am going to buy a new computer.

b. (we) work at a summer camp

We are going to work at a summer camp.

c. (Mallory) go to Europe

Mallory is going to go to Europe.

WILL OR BE GOING TO?

➤ We often use both *will* or *be going to* when talking about the future, but there are subtle differences.

<i>Will</i>	<i>Be going to</i>
<ul style="list-style-type: none"> • Unpremeditated action / spontaneous decisions <i>I'll have the steak, please.</i> • Prediction or guess not based on evidence <i>The Habs will win the Stanley Cup this year.</i> 	<ul style="list-style-type: none"> • Premeditated action / planned intentions <i>Tonight I'm going to have steak for dinner.</i> • Prediction based on evidence <i>It's going to rain.</i>

4. **Complete** the sentences with *will* or *be going to*.

a. The phone is ringing. I **Possible answers: 'll** answer it.

b. Jen **is going to** babysit all weekend.

c. You **are going to** work harder this season.

d. I'd like the pork but my father **will** have the fish.

QUESTION FORMATION

Yes/no questions	Information questions
Will	
Will + subject + base form of the main verb	Question word + will + subject + base form of the main verb
<i>Will she/he/it tell me the answer?</i> <i>Will we/you/they arrive on time?</i>	<i>When will I/she/he/it get a driver's licence?</i> <i>Where will we/you/they pick me up?</i>
Going to be	
Am/Is/Are + subject + going to + base form of the main verb	Question word + am/is/are + subject + going to + base form of the main verb
<i>Is she/he/it going to come to the game tonight?</i> <i>Are we/you/they going to stay up late?</i>	<i>What time is she/he/it going to see the movie?</i> <i>How are we/you/they going to arrive on time?</i>



For people who are unable to move their hands or operate computers, mind-controlled technology (MCT) will help them carry out everyday tasks. Today the technology is being used to operate cursors on computer screens. Eventually, MCT will help disabled people to operate robotic arms or other prosthetic limbs in order to gain more independence so they will be able to feed themselves or manipulate household objects. Some versions of the technology work with electrodes that are implanted in the brain. Other versions use electrodes that are placed outside the skull. Although this technology is being developed, it won't likely be common in the near future.

5. Use the prompts to write questions in the future. Then, **answer** the questions based on the information you have read.

a. Who – MCT – help?

Q: Who will MCT help?

A: MCT will help people who are unable to move their hands.

b. How – MCT – aid disabled people?

Q: How will MCT aid disabled people?

A: It will enable them to operate robotic arms or prosthetic limbs.

c. What tasks – machines perform?

Q: What tasks will the machines perform?

A: The machines will feed people or pick up objects.

SIMPLE PRESENT AND PRESENT CONTINUOUS AS FUTURE FORMS

- The *simple present* and *present continuous* can both be used to indicate a future event:
 - My plane **leaves** tonight.
 - My plane **is leaving** tonight.
- Use the **simple present** to indicate a future reality, such as a schedule or itinerary:
 - Tomorrow the store **opens** at 9 a.m.
 - We **leave** at seven, **arrive** at eleven and **have** time for lunch at noon.
- Use the **present continuous** to express a future arrangement or plan that has not happened yet:
 - I **'m driving** to the lake house this weekend.
 - They **are meeting** tonight at the restaurant.
- If you use the present tense to indicate a future event, specify the time to avoid confusion.

6. **Complete** the dialogue with verbs in the simple present or present continuous.

Jim: a. What (you, do) are you doing tonight?

Tim: b. I (go) am/'m going to Karen's house later. Her brother (take) is taking us downtown to a show. It (start) starts at 9 p.m. What (you, do) are you doing ?

Jim: c. I (work) am/'m working all evening at the restaurant. My boss said he (come) is coming in around 8 to see if we (do) are doing a good job. The place (open) opens/is opening at 5 tonight so that (give) gives us a few hours to get organized.

Tim: d. We (have) have an extra football practice tomorrow. Did you forget?

Jim: e. Almost! What time (you, pick) are you picking me up?

Tim: f. Practice (begin) begins at 11. I (leave) am/'m leaving around 9. I'll pick you up, and we'll have time to stop for breakfast.

Jim: g. Sounds good! I (go, neg.) am/'m not going to get much sleep tonight so if I (do, neg.) do not/don't answer the doorbell you'll know why. I (count) am/'m counting on you to be my alarm clock!

Tim: h. Very funny. You'd better be ready when I (arrive) arrive or I (leave) am/'m leaving without you!

Jim: Yeah, yeah, just kidding!



FUTURE CONTINUOUS



1. **Read** the text and **find** all the verbs in the future continuous tense. **Underline** all the auxiliary verbs and **highlight** all the present participles. **Look** at the chart below for help.



A PREDICTION FROM 1980

In the 21st century, people will be **using** little hand-held devices that can access all information within seconds. They'll be constantly **checking** the devices to monitor what their friends are thinking and doing. They'll be **sending** short messages back and forth to each other with their little machines, and they won't be **calling** each other on the telephone as often. All this information will be **travelling** through waves in the air—no need for wires. And what will they be **doing** with these miraculous machines? They'll be **spending** their time watching funny cat videos! Doesn't it sound strange?

- We use the **future continuous** to describe actions that are:
 - Ongoing over a period of time in the future *You **will be using** a GPS for the scavenger hunt.*
 - Interrupted in the future *I **will be waiting** for you when your bus arrives.*
- If actions are interrupted in the future, the action doing the interruption is always in the present tense:
 - *We **will probably be eating** dinner when you call.*
 - *I **will be sleeping** when you get home.*

Keywords used with the future continuous tense: *eventually, probably, constantly and continually.*

Affirmative	Negative
Will	
Subject + will be + present participle *	Subject + will not be + present participle *
<i>In the future, we will ('ll) be using e-readers.</i> <i>In a few minutes, the plane will ('ll) be landing.</i>	<i>Soon, we will not (won't) be using watches.</i> <i>Sarah will not (won't) be cooking until 8 p.m.</i>
Going to be	
Subject + am/is/are + going to be + present participle *	Subject + am/is/are + not going to be + present participle *
<i>I am ('m) going to be meeting him in an hour.</i> <i>They are ('re) going to be eating when I arrive.</i>	<i>I am ('m) not going to be meeting him in an hour.</i> <i>They 're not going to be eating when I arrive.</i> <i>They aren't going to be eating when I arrive.</i>

* present participle = **verb + ing**



2. **Complete** the sentences below using the future continuous with *will*.

- a. Soon, we (receive) will be receiving packages from flying drones.
- b. In a couple of years, I (type) will be typing on a virtual keyboard.
- c. Before long, computers (control) will be controlling the weather.
- d. In a few years, robots (perform) will be performing surgical operations.
- e. Within a decade, cars (drive) will be driving themselves.
- f. Someday, we (experience) will be experiencing holographic movies.
- g. Eventually, people (teleport) will be teleporting from one place to another.

3. In your opinion, which of the sentences will NOT be happening in the future? **Choose** two and **write** them in the negative form.

- a. Possible answers: People are not going to be teleporting from one place to another.
- b. We won't be experiencing holographic movies.

4. **Complete** the sentences using the future continuous.

- a. When I become rich, I will be eating caviar every day.
- b. When you arrive at your next class, Students' answers will vary.
- c. When Ben's summer holidays start, _____
- d. When you move out on your own, _____
- e. When Li and Tanya take their first road trip, _____

QUESTION FORMATION

Yes / no questions	Information questions
Will	
Will + subject + be + present participle	Question word + will + subject + be + present participle
<i>Will you be watching the Grammy awards?</i> <i>Will Grandma be baking a pie this year?</i>	<i>When will I/she/he/it get a driver's licence?</i> <i>Where will we/you/they pick me up?</i>
Going to be	
Am/Is/Are + subject + going to be + present participle	Question word + am/is/are + subject + going to be + present participle
<i>Is your friend going to be joining us for dinner?</i> <i>Are you going to be watching the Oscars?</i>	<i>What time is Mom going to be picking me up?</i> <i>How often are we going to be visiting?</i>

5. **Transform** each sentence into a yes/no or information question. **Use** the words in parentheses for help.

a. John will be going to the new technologies conference next week. (where)

Where will John be going next week?

b. He's going to be checking out new technologies. (what)

What will he be checking out?

c. He'll be leaving on Friday. (yes/no)

Will he be leaving on Friday?

d. Companies will be presenting their latest inventions. (who)

Who will be presenting their latest inventions?

e. He'll be looking for the next great thing. (what)

What will he be looking for?

6. **Complete** the table with sentences in the past, present and future continuous tenses.

In the old days	Today	Someday
a. <u>We were watching videos on television.</u>	We are watching videos on computers.	<u>We will be/are going to be watching videos on . . .</u>
b. We were travelling by horse.	<u>We are travelling in cars.</u>	<u>We will be/are going to be travelling in . . .</u>
c. <u>We were eating food from gardens.</u>	We are eating food from the grocery store.	<u>We will be/are going to be eating food from . . .</u>
d. <u>We were using only paper money to buy things.</u>	<u>We are using credit cards to buy things.</u>	We will be/are going to be using smart phones to buy things.
e. <u>We were reading books.</u>	We are reading e-books.	<u>We will be/are going to be reading . . .</u>

7. **Write** about what new technologies you'll be using in the future and what you'll be doing with them. **Use** the future continuous tense.



PRESENT PERFECT



GRAMMAR CHECK

1. **Read** the text and **find** all the verbs in the present perfect tense. **Underline** all the auxiliary verbs and **highlight** all the past participles. **Look** at the chart below for help.



I'm 17 years old and I've been a part of the National Slopestyle ski team since last winter. I've participated in several major ski competitions, but I haven't made the podium yet. I've travelled all over the world where I've met hundreds of other skiers my age, and I've worked with some amazing coaches. By now, my mom has gotten used to my exotic postcards. My friends have asked if I'll be at the X Games this year, and I've told them they haven't seen the best of me yet!

➤ We use the **present perfect** to link the past and the present. It describes actions that:

- Occurred at an unspecified time in the past *I've been to Calgary, but never to Vancouver.*
- Were recently completed *They have just finished doing their homework.*
- Began in the past and continue into the present
 - when used with **for** + time duration *He's lived here for three years.*
 - when used with **since** + event or specific moment in time *He's lived here since 2004.*

➤ Place adverbs between the auxiliary and the past participle: *He has recently returned from China.*

Keywords used with the present perfect tense include: *for, since, never, ever, already, yet and just.*

Affirmative	Negative
Subject + has/have + past participle *	Subject + has/have + not + past participle *
<i>She/He/It has ('s) left the building.</i> <i>I/We/You/They have ('ve) run a marathon.</i>	<i>She/He/It has not (hasn't) finished the work.</i> <i>I/We/You/They have never learned to swim.</i>

* past participle (for all regular verbs) = **verb + ed**

2. **Underline** the errors in the sentences and **rewrite** them correctly using the present perfect tense.

a. He is never went to a poetry reading.

He has never gone to a poetry reading.

b. Eli have go away for the weekend.

Eli has gone away for the weekend.

c. We never has heard a live concert.

We have never heard a live concert.

3. Write sentences about your own experiences. Follow the example and use the verbs provided.

- a. visit *I have never visited Rome, but I have visited Athens.* _____
- b. eat **Students' answers will vary.** _____
- c. see _____
- d. own _____
- e. try _____
- f. learn _____
- g. hear _____
- h. taste _____

QUESTION FORMATION

Yes / no questions	Information questions
<i>Has/Have</i> + subject + past participle	Question word + <i>has/have</i> + subject + past participle
<i>Has</i> she/he/it passed the driving test? <i>Have</i> I/we/you/they visited New York City?	Why <i>has</i> she/he/it stopped working out? How long <i>have</i> I/we/you/they known Jim?

➤ *Ever* is often used with question formation in the present perfect: **Have** you ever **seen** a ghost?

4. Write a question based on the prompts using the construction *Have you ever . . . ?* Then, answer the questions in complete sentences. Use *never* for things you have never done.

- a. stay up all night *Have you ever stayed up all night?* _____
- b. write a song **Possible answers: Have you ever written a song?** _____
- c. go to a concert **Have you ever gone to a concert?** _____
- d. study Spanish **Have you ever studied Spanish?** _____
- e. drive a truck **Have you ever driven a truck?** _____
- f. bake a cake **Have you ever baked a cake?** _____



5. Unscramble the song titles.

a. have how been lately you?—S.H.E., 2007

How have you been lately?

b. been have where you life all my?—Ted Nugent, 1975

Where have you been all my life?

c. lately have what me you done for?—Janet Jackson, 1986

What have you done for me lately?

d. rain you seen ever have the?—Creedence Clearwater Revival, 1970

Have you ever seen the rain?

PRESENT PERFECT OR SIMPLE PAST?

Present perfect	Simple past
<ul style="list-style-type: none"> Past actions completed at an unspecified time <i>I have gone to Japan several times.</i> Past actions that continue into the present <i>She has played piano her whole life.</i> 	<ul style="list-style-type: none"> Past actions completed at a specific time <i>I went to Japan last year.</i> Past actions that are completed <i>She took piano lessons for two years.</i>

6. Identify the errors in the text and **write** the corrections above them.

Novak Djokovic ~~dominated~~ **has dominated** tennis courts since he ~~has been~~ **was** a teen. He ~~has~~ **was** born in Serbia on May 22, 1987, and ~~have begin~~ **began** playing tennis at the age of four. At six, a famous coach ~~have seen~~ **saw** him play and recognized his potential. By the time he was twelve, his coach ~~has realized~~ **realized** that he needed to go abroad if he ~~want~~ **wanted** to continue to improve. Since 2006, he ~~impressed~~ **has impressed** fans around the world with his incredible tennis skills, as well as his sense of humour. His hilarious impersonations of other tennis legends ~~is become~~ **have become** popular on the Internet, and he ~~earn~~ **has earned** the nickname “the Djoker.” In 2007, he ~~has created~~ **created** his own foundation to raise money for underprivileged children.

7. Write about how a favourite celebrity has changed the world. **Use** the present perfect and simple past tenses.

PRESENT PERFECT CONTINUOUS



1. **Read** the text and **find** all the verbs in the present perfect continuous tense. **Underline** all the auxiliary verbs and **highlight** all the present participles. **Look** at the chart below for help.



Pet This!

The B.C. Ministry of Environment has announced that, after further investigation, a woman will be allowed to keep her pet deer. A decade ago, a Vancouver Island resident rescued a fawn who has been sharing her home ever since. Today, Bimbo and the woman have been living and sleeping together for nearly ten years. She has been taking care of Bimbo by feeding her and letting her watch TV. In return, Bimbo has been providing the woman with entertainment. For example, Bimbo has been dancing to rock and roll music. One thing is for certain, though. Bimbo has been getting to know another deer—she’s pregnant!

➤ We use the **present perfect continuous** to describe actions that:

- Began in the past and have just finished
I've been thinking it over, and I've decided to stay.
- Began in the past and continue into the present
She has been texting all day.

➤ Use either the present perfect or the present perfect continuous for actions continuing into the present:

- If the action is completed, use the present perfect: *I've cleaned my room.*
- If the action is not completed, use the continuous: *I've been cleaning my room.*

➤ Place adverbs after the first auxiliary: *The baby has only been walking for two weeks.*

Keywords used with the present perfect continuous tense include: *for, since, just, recently, lately* and *all day*.

RED FLAG

Some verbs that are not normally used in other continuous tenses (*see, hear, have, want*) can be used in this tense:

I've been wanting a new car for years.

Affirmative	Negative
Subject + has/have + been + present participle*	Subject + has/have + not + been + present participle*
<i>She/He/It has ('s) been crying.</i> <i>I/We/You/They have ('ve) been crying.</i>	<i>She/He/It has not (hasn't) been crying.</i> <i>I/We/You/They have not (haven't) been crying.</i>

* present participle = **verb + ing**

2. **Complete** the message with verbs in the present perfect continuous. **Remember** to place the adverbs in the correct order.

Dear Matt,

At your mother's request, I (*babysit*) have been babysitting your dog all week. It's been a terrible experience. First, he's run away every day and he (*terrorize*) has been terrorizing all the old ladies in the neighbourhood. He (*eat, also*) has also been eating my shoes. Did I mention that he (*dig, even*) has even been digging holes all over the lawn? I'm a patient person, and I normally love dogs. But yours is awful. He (*behave, negative*) hasn't been behaving at all, and I (*receive*) have been receiving complaints from your neighbours. This dog (*make*) has been making me consider adopting a cat—or a hamster. Now I understand why your mother (*avoid*) has been avoiding my phone calls. Please come home soon and get your horrible pet!

Liz

3. Marine is sad because people have not been responding to her calls and messages. **Formulate** their excuses based on the prompts. **Use** the present perfect continuous.

a. Paula: study Spanish

Paula has been studying Spanish.

b. Vincent: play basketball every evening

• Vincent has been playing basketball every evening.

c. Serena: learn to drive

• Serena has been learning to drive.

d. Her grandparents: renovate their house

• Her grandparents have been renovating their house.

e. Julia and Per: apply to college

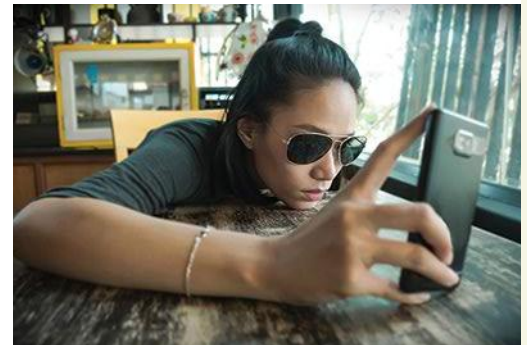
• Julia and Per have been applying to college.

f. Manue: plan the Secondary Five Prom

• Manue has been planning the Secondary Five Prom.

g. Katrin: work late every night

• Katrin has been working late every night.



4. **Choose** two sentences from Exercise 3 and **rewrite** them in the negative form.

a. Possible answers: *Serena has not been learning to drive.*

b. *Julia and Per have not been applying to college.*

5. **Complete** the sentences using the present perfect continuous.

a. Since the holidays, *Students' answers will vary.*

b. _____ for the last ten minutes.

c. _____ since last summer.

d. _____ for the last five years.

QUESTION FORMATION

Yes / no questions	Information questions
<i>Has / Have + subject + been + present participle</i>	Question word + <i>has / have + subject + been + present participle</i>
<i>Has she / he / it been paying attention?</i> <i>Have I / we / you / they been getting some exercise?</i>	<i>How long has she / he / it been waiting in line?</i> <i>Why have we / you / they been avoiding me?</i>

6. **Write** yes/no or information questions in the present perfect continuous to fit the prompts.

a. Tim – teaching his parrot to sing opera

What has Tim been teaching his parrot to sing?

b. Jess – training her snake to dance

Who has been training her snake to dance?

c. Misha – practising a dance routine with her monkey

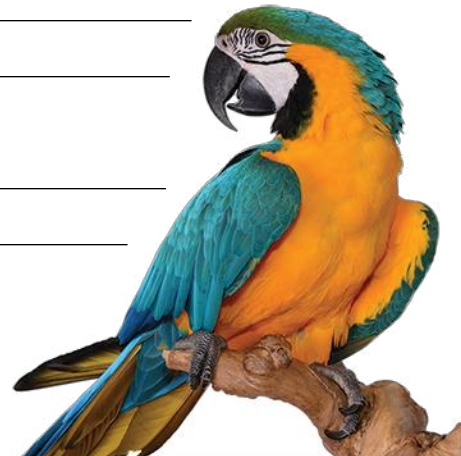
Who has been dancing with Misha? or Who has

Misha been practising a dance routine with?

d. Elijah – working on a magic show with his rabbit

What has Elijah been doing with his rabbit?

7. **Write** about something fun or silly that you have been doing lately. **Describe** the activity and the reactions of your friends using the present perfect continuous. **Remember** to use *for* or *since* to describe how long you have been doing the activity.



PAST PERFECT



GRAMMAR CHECK

1. **Read** the text and **find** all the verbs in the past perfect tense. **Underline** all the auxiliary verbs and **highlight** all the past participles. **Look** at the chart below for help.

The Pursuit

I tried to break through the door, but my adversary had **barricaded** it. He had **disappeared** by the time I got it open. By then, my teammates had **gone** in another direction. The enemy had **seen** me following and was prepared to do battle, so I would have to be stealthy. I looked around and saw that he had **hidden** behind a door. As I raised my paintball gun to my shoulder, I saw the trap he had **set** for me. The grenade he had **tossed** across the floor exploded, covering me with sticky blue paint. He had **won** this round!

- We use the **past perfect** to sequence two events in the past. It describes actions that:
 - Occurred before another event or time in the past *Mia **had left** by the time I arrived.*
- We often use the same sentence to talk about two separate events. When this happens, we use:
 - The past perfect for the event that occurred earlier *Because I **had studied**, I passed my exam.*
 - The simple past for the event that occurred later *Because I had studied, I **passed** my exam.*

Keywords used with the past perfect tense include: *already, never, for, since, ever, once, twice* and *just*.

Affirmative	Negative
Subject + had + past participle *	Subject + had + not + past participle *
<i>She/He/It had ('d) visited the museum before.</i> <i>I/We/You/They had ('d) already gone camping.</i>	<i>She/He/It had not (hadn't) finished the work.</i> <i>I/We/You/They had ('d) never been to Morocco.</i>

* past participle (for all regular verbs) = **verb + ed**

2. **Match** the beginnings and ends of the sentences.

- | | | |
|---|------------------|---|
| 1. We were seated quickly because | <u> c </u> | a. she had already bought a new one. |
| 2. I didn't eat any supper because | <u> e </u> | b. because I hadn't seen him for years. |
| 3. I bought my mother a scarf, but | <u> a </u> | c. I had made a reservation. |
| 4. When I turned on the TV | <u> d </u> | d. my favourite show had already started. |
| 5. It was fun to see your brother again | <u> b </u> | e. I had eaten three burgers for lunch. |

PAST PERFECT WITH WHEN AND UNTIL

- Use **when** + **past perfect** to emphasize the completion of one action before another:
- **When** she **had finished** singing, she sat down.
 - **When** he **had eaten** all of the beef, he started on the peas.
- Use **until** + **past perfect** to emphasize that one action had to finish before the other could start:
- I refused to leave **until** I **had seen** the principal.
 - We waited **until** the rain **had stopped** to go running.

3. Complete the sentences using the past perfect.

- a. By the time the police arrived, **Students' answers will vary.** _____
- b. Jay refused to pay the bill until _____
- c. When you saw the thief driving your car, you noticed that _____

- d. They began to feel sick and realized that _____

- e. When I saw the mess, I knew that _____
- f. When I saw that everything was wet I concluded that _____

- g. The kids were in trouble because _____
- h. He waited at the station until _____

4. Complete the sentences with either the past perfect or the simple past depending on which event occurred first.

- a. By the time we (leave) _____ **left** _____, the rain (stop) _____ **had stopped** _____.
- b. I (get) _____ **got** _____ some dessert after I (finish) _____ **had finished** _____ the pasta.
- c. The movie still (begin, neg.) _____ **hadn't begun** _____ by the time we (arrive) _____ **arrived** _____.
- d. I (recognize, neg.) _____ **didn't recognize** _____ Rosalie because she (dye) _____ **had dyed** _____ her hair.
- e. By the time the concert (be) _____ **was** _____ over, I (hear) _____ **had heard** _____ enough opera.
- f. Yesterday, I (go) _____ **had gone** _____ to sleep by the time you (call) _____ **called** _____.
- g. Max still (finish, neg.) _____ **hadn't finished** _____ the work by the time I (arrive) _____ **arrived** _____.
- h. They still (arrive, neg.) _____ **hadn't arrived** _____ so I (give up) _____ **gave up** _____ and
(leave) _____ **left** _____.

QUESTION FORMATION

Yes / no questions	Information questions
<i>Had</i> + subject + past participle	Question word + <i>had</i> + subject + past participle
<i>Had</i> we bought the tickets? <i>Had</i> Yuri tried crepes before he visited France?	When <i>had</i> he stopped calling? How long <i>had</i> you been friends?

5. Use the prompts to write complete questions using the past perfect.

a. Before you wrote this bestseller / you / already write other books?

Before you wrote this bestseller, had you already written other books?

b. When you chose the subject / you / consider the consequences?

When you chose the subject, had you considered the consequences?

c. Before you started writing / you / try other professions?

Before you started writing, had you tried other professions?

d. How long / you / research before you sat down to write?

How long had you researched before you sat down to write?

e. You / think of the title / before you started to write the book?

Had you thought of the title before you started to write the book?

f. You / always know / you wanted to be a writer?

Had you always known you wanted to be a writer?

6. Last year, Hakim needed a change and decided to move to Italy. **Write** six questions to ask Hakim about his trip preparation using the past perfect tense.

a. Had you studied Italian before you moved?

b. **Possible answers:** How long had you thought of moving?

c. Had you looked at a map of the city before you left?

d. Had you rented an apartment before you arrived?

e. How many times had you reconsidered your decision?

f. **f.** Who had you talked to before you made your decision?

7. **Write** about something you wish you had done when you were a child, and something you wish you had not done. **Use** the past perfect tense.



PAST PERFECT CONTINUOUS



1. **Read** the text and **find** all the verbs in the past perfect continuous tense. **Underline** all the auxiliary verbs and **highlight** all the present participles. **Look** at the chart below for help.



THE SALE

We had all been standing there for hours. I had been waiting since midnight. The lineup was long and people were tired and hungry, but there was no way anyone was leaving now. It hadn't been raining hard, but it was cold enough to make me shiver. The sun was barely up but the line had been getting longer, and people had been getting impatient. The guy behind me had been arguing on the phone with his girlfriend, and the woman in front of me had been snoring loudly. In a few minutes, the doors would open and the object I had been waiting to get my hands on would be mine.

➤ We use the **past perfect continuous** to describe actions that were in progress:

- Before another activity occurred *I **had been waiting** for hours before I saw a doctor.*
- In relation to another time or activity in the past *Sue's eyes were red because she **had been crying**.*

Keywords used with the past perfect continuous tense include: *for, since, already, until, still, only* and *just*.

Affirmative	Negative
Subject + had been + present participle *	Subject + had + not + been + present participle *
<i>I had ('d) been coughing all night.</i> <i>They had ('d) been passing notes in class.</i>	<i>We had not (hadn't) been dancing for long.</i> <i>Biha had not (hadn't) been sleeping well.</i>

* present participle = **verb** + **ing**

2. **Complete** the sentences with the past perfect continuous.

- Kirk (*plan*) had been planning to buy the latest tablet computer for weeks.
- He (*read*) had been reading reviews of the tablet and was totally convinced.
- He (*save*) had been saving every penny he earned.
- His sisters (*help*) had been helping him find odd jobs.

3. Use the prompts from each column to construct sentences using the past perfect continuous.

Félix	work (neg.)	until she called my name
I	drive peacefully	before she got a lollipop
My little sister	look for the dog for two hours	until I won the lottery
Things	audition	before he went to bed
The actress	cry	until she got a role in a new film
Arnold	go well (neg.)	when he heard it barking
The twins	study	before they found their new job
We	pay attention (neg.) to the teacher	until we ran out of gas

- Felix had been studying before he went to bed.
- Possible answers: I hadn't been paying attention to the teacher until she called my name.**
- My little sister had been crying before she got a lollipop.**
- Things hadn't been going well until I won the lottery.**
- The actress had been auditioning until she got a role in a new film.**
- Arnold had been looking for the dog for two hours when he heard it barking.**
- The twins hadn't been working before they found their new job.**
- We had been driving peacefully until we ran out of gas.**

4. Complete the text with the simple past, past perfect or past perfect continuous.

Dear Jenn,

I'm sorry I (call, negative) didn't call last night, but there (be) was a *Star Trek* marathon on TV that I (wait) had been waiting to see for two weeks. I (plan) had planned / had been planning to record it, but my video recorder (stop) stopped. At that point, I (have) had no choice but to watch the entire thing live. I (turn) had turned my cellphone on vibrate, so I (hear, negative) didn't hear it ringing. When I (get) got your twelve messages this morning, I (realize) realized that you (wait) had been waiting for my call all evening. Sorry about that, but *Star Trek* is *Star Trek*! I hope you understand.

Yours truly,
Leonard

5. **Identify** the errors in the text and **write** the corrections above them. **Use** the simple past, past perfect or past perfect continuous.

~~had been waiting~~ **had been waiting**
 Yes, I ~~had waiting~~ for your call all evening because we ~~had agree~~ **had agreed** to go out last night,
 remember? We ~~had been plan~~ **had been planning** for two weeks to try the new Thai restaurant downtown.
 Seriously—*Star Trek*? I guess you forgot that my father ~~had gave~~ **had given** me the entire series on
 DVD last Christmas, although I don't know why. I ~~have told~~ **had told** him years ago that I don't
 particularly care for pointy-eared extraterrestrials. And yes, I ~~leaved~~ **left** you twelve messages
 because I ~~had been~~ **was** really annoyed. Don't expect to hear from me any time soon.

QUESTION FORMATION

Yes/no questions	Information questions
<i>Had</i> + subject + <i>been</i> + present participle	Question word + <i>had</i> + subject + <i>been</i> + present participle
<i>Had</i> we been paying attention? <i>Had</i> Mehdi been playing the piano?	Why <i>had</i> Mr. Jackson been looking for me? Where <i>had</i> the cat been hiding ?

6. **Write** yes/no or information questions to go with the answers. **Use** the past perfect continuous.

Purchasing a new car!

a. **Had you been saving to buy a new car for a long time?**

Yes, I had been saving to buy a new car for about three years.

b. **How long had you been shopping (for it)?**

I had been shopping for three weeks. I wanted to know which model was best.

c. **Had you been expecting to pay so much?**

No, I hadn't been expecting to pay so much, but it's a great car.

d. **Had you been taking driving lessons?**

Yes, I had been taking driving lessons.

e. **Had your friends been planning to ask for lifts?**

Oh yes, my friends had been planning to ask for lifts. I get calls every day!



1. Read the article. **Underline** all the modals. **Look** at the chart below for help.

Watch Your Eyes!

How many times have your parents told you to take a break from your computer because staring at it for too long could hurt your eyes? Where would an idea like that come from? The answer may surprise you. Until the end of the 1960s, sitting too close to a TV screen actually could damage viewers' eyes. Back then, experts warned that televisions might produce more radiation than was safe for everyday exposure and that viewers should not sit too close to the set. Although televisions no longer emit high levels of radiation, sitting too close to the television or staring at screens for too long can still leave you with dry eyes or even eye strain. Whatever the case, you must take care of your eyes. You only have one pair for life. Glasses or contact lenses can cost a pretty penny, and you should avoid buying them for as long as possible!



➤ **Modals** add meaning to the main verb.

Modal	Meaning	Example
can, could	Ability	I can (can't) go to the beach with you. He could (couldn't) do a backflip when he was younger.
can, could, might, may	Possibility	Louis and Vincent might (might not) go skiing. It may (may not) snow while they are there.
will	Certainty	The roads will (won't) be slippery tonight.
would	Desire, condition or polite request	I would (wouldn't) like the beef stew. Would you please tutor him?
must, have to	Obligation	Laura must (mustn't) finish her homework. You have to (don't have to) eat more vegetables.
should, ought to	Suggestion, recommendation	You should (shouldn't) eat your fruit first. I ought to (ought not to) eat more.

Affirmative	Negative
Subject + modal + base form of the main verb	Subject + modal + not + base form of the main verb
I could eat ice cream every day! Mrs. Audet should go to the doctor. Justin would like a bike for his birthday.	Antoine will not (won't) listen to me. Lucie and Kai cannot (can't) work together. You should not (shouldn't) drive so fast.

QUESTION FORMATION

Yes/no questions	Information questions
Modal + subject + base form of the main verb	Question word + modal + subject + base form of the main verb
<i>Can Jenna give Liam a call this evening?</i> <i>Could we drive by the library first?</i>	<i>Why can't we start warming up right away?</i> <i>How long will Aunt Louise stay in Canada?</i>

- Modals never change form. *Hakim ~~can~~s go to the park with you.*
- Use only one modal for each verb. *My friend might ~~can~~ sleep over tonight.*
- Don't write *to* after a modal*. *I'm so hungry I could ~~to~~ eat an elephant!*

*The modals *have to* and *ought to* are exceptions since they already include *to*.

➤ For more on question formation, see pages 227-228 of the Reference Section.

2. **Read** the following sentences. **Underline** the modal and **write** the corresponding meaning. **Look** at the chart on page 167 for help.

a. You shouldn't work at the computer for long periods of time without looking up occasionally to rest your eyes.

_____ **recommendation** _____

b. When you are at the beach, you must always wear sunglasses to protect your eyes from bright sunlight. _____ **obligation** _____

c. Clients buying glasses this week at that store can get an extra pair for free.

_____ **possibility** _____

d. Superman could see through walls. _____ **ability** _____

e. Cassie says she may start wearing contact lenses, and Ariane says that she will get laser eye surgery later this year. _____ **possibility; certainty** _____

f. Would you please read line three of the eye chart? _____ **polite request** _____

g. Milan would like to have a funky pair of glasses, but his parents will only buy him a practical pair. _____ **desire; certainty** _____

h. Do you think it might rain tonight? _____ **possibility** _____



3. **Read** the following dialogue. **Circle** the modal(s) that best fit(s) each sentence. In some cases, there may be more than one answer.

Savin: a. Hey Adrien, (would / might / can) you come snowboarding with me this afternoon?

Adrien: b. I don't know. I (should / have to / can) finish my French project first.

Savin: c. What do you mean? You told me yesterday you (could / might / must) come!

Adrien: d. I know, but I really (*may not* / can't / shouldn't) leave without finishing it.

I (*must* / could / may) not have time later.

Savin: e. Is everything okay? You really (*should* / must / *will*) be stressed out if you are willing to skip snowboarding!

Adrien: f. I (*must* / *should* / would) like to do well in French this year. It (will / may / *ought to*) be important when I study abroad next year.

Savin: g. Okay, but snowboarding (*couldn't* / *can't* / won't) be the same without you.

Adrien: h. Thanks, I (*can* / might / *must*) be free next weekend, if you want to reschedule.

Savin: i. Okay, but you (could / *can* / *might*) have math or English homework . . .

Adrien: j. At least I (won't / *can't* / *shouldn't*) have French!

4. **Invent** a yes/no question using the modal to match the answers below.

a. Will I make it to China if I dig deep enough?

No, the outcome is highly unlikely. (*will*)

b. Students' answers will vary.

In all likelihood, yes. (*can*)

c. _____

Yes, that is an excellent idea! (*should*)

d. _____

Unfortunately, all signs say no. (*will*)

e. _____

The answer is yes, without a doubt. (*must*)

f. _____

No, there is little hope. (*could*)

5. **Unscramble** the words to write an information question.

a. my get licence when I will driver's

When will I get my driver's licence?

b. could such how movie a anyone confusing understand

How could anyone understand such a confusing movie?

c. should many pizzas I the how for buy party

How many pizzas should I buy for the party?

d. the why tickets be must expensive concert so

Why must the concert tickets be so expensive?

e. invite her Danielle party can tomorrow to who night

Who can Danielle invite to her party tomorrow night?

6. **Read** the situations. **Give** advice to each student, using the modals *could*, *should*, *would*, *may* or *must*.

a. Every day after school I work at a restaurant. I want to keep up my grades, but it is difficult to concentrate on my schoolwork when I am so tired from my job.

Students' answers will vary.

b. Yesterday I was studying at a café when the guy sitting next to me handed me a business card with his number on it. He seemed much older, but I'm a little curious.

c. On my way home from school, I saw my friend's girlfriend kissing someone else. It's none of my business, but I don't want my friend to get hurt.

7. **Write** a letter to the director of a movie you saw recently. **Explain** what you liked, but mention a few problems as well. **Write** how you would change some aspects (characters, dialogue, ending) to make the film better. **Use** the modals *can*, *could*, *should*, *would* and *may* in your letter.



CONDITIONAL SENTENCES



GRAMMAR CHECK

1. **Read** the conversation. **Highlight** the real conditional sentences and **underline** the unreal conditional sentences. **Look** at the chart below for help.



Emilio: What are we going to do? If the snow continues like this, we will be trapped up here over night!

Luis: If only I had listened to my mom, I would have worn an extra pair of socks. I'm freezing!

Emilio: Me too. Do you think if we shout loudly enough someone will hear us?

Luis: I don't know. But if we had checked the weather before coming, we would not have attempted to snowboard in this. I can't see anything!

Emilio: If we stay close, our body heat can keep us warm. And if we get through the night, we can walk down tomorrow in the daylight.

Luis: I'm hungry. I would be more confident if I had food and water. Emilio, I'm getting really scared!

Emilio: If you calm down, this will be easier. Do you have a flashlight?

Luis: Yes, but if I had known we would be stuck, I would have brought more batteries.

Emilio: If we turn the flashlight on and off, it will attract the attention of the ski patrol.

We'll be okay. Look! Do you see that helicopter? If it comes this way, wave your arms over your head!

Luis: It's landing—the flashlight trick worked! Maybe if I had been in Scouts as a kid I would have known what to do.

Emilio: Emergencies are always scary. But if you panic, it's worse.

➤ Conditional sentences have two parts:

- An **if-clause** that describes a condition *If you have a ticket,*
- A **main clause** that describes a result *you can see the show.*

➤ You can invert the clauses in conditional sentences:
You can see the show if you have a ticket.

RED FLAG

Remember to remove the comma when you invert clauses in conditional sentences.

The real conditional	The unreal conditional
<ul style="list-style-type: none"> ▶ Describes a condition that is true or realistic ▶ Gives instructions or advice ▶ Explains the result of a possible event 	<ul style="list-style-type: none"> ▶ Describes a condition that is untrue, unlikely or hypothetical

Real conditional	If-clause	Main clause
Truth or reality	If + simple present	simple present or modal
	If water reaches 0 degrees,	➔ it turns into ice.
Instructions or advice	If + simple present	imperative
	If an emergency happens ,	➔ call 911 immediately.
Result of possible event	If + simple present	will + base form of the main verb
	If a student gets hurt,	➔ we will notify the parents as soon as possible.

2. Match the *if*-clauses with the appropriate main clause.

If-clause		Main clause
a. If children lose their parents at the mall,	<u>2</u>	1. you should hang up on them.
b. If you lose your debit card,	<u>10</u>	2. they should go to an information booth.
c. If you receive an email with a suspicious subject line,	<u>5</u>	3. you should run to the first house you see for help.
d. If a stranger calls and asks for your banking information over the phone,	<u>1</u>	4. stand under a door frame.
e. If you think you are being followed,	<u>3</u>	5. don't open it.
f. If a close friend talks about ending his life,	<u>8</u>	6. you will be sent to the emergency room.
g. If you get lost in the woods,	<u>7</u>	7. you ought to stay where you are and try to make a smoke fire.
h. If an earthquake occurs while you are at home,	<u>4</u>	8. take it seriously and tell a professional.
i. If you get into a serious car accident,	<u>6</u>	9. you will need to show proof of identity.
j. If you want to get a social insurance card,	<u>9</u>	10. you should call the bank's 1-800 number.



Unreal conditional	If-clause	Main clause
Untrue, unlikely or hypothetical event	If + simple past *	would / could / might / should + base form of the main verb
	If Joanie had a million dollars, ➔	she would buy herself a new car.
Untrue, unlikely or hypothetical event (past)	If + past perfect	would / could / might / should + present perfect
	If Joanie had won the lottery, ➔	she would have bought herself a new car.

*The verb *to be* always takes the form *were* in the unreal conditional: *If I were rich, I would go to Europe.*

4. Highlight the verbs in the *if*-clause and **complete** the sentences with the correct form of the verbs in parentheses.

- If Jean-Louis **had known** the ladder was broken, he (*climb*, negative) would / might not have climbed it!
- If athletes **took** first aid classes, they (*intervene*) would / could intervene when accidents occur during practice.
- If the girls **had heard** the whistle, do you think they (*stay*) would have stayed in the water?
- If homeowners **changed** their fire alarm batteries more often, many home fires (*happen*, negative) would not happen.
- If the helicopter pilots **had seen** the mountain climber, they (*lower*) would have lowered the rescuer to help him.
- If the neighbour **had not noticed** the smoke coming out of the window, she (*call*, negative) would / might not have called the firemen.
- If my parents **had let** me drive their car, I (*be*) would have been very careful.
- The speaker told students that if they **checked** the hotel fire exits, they (*see*) would see that they are often blocked off.
- If you **fell** off a ladder, you (*need*) would need an ambulance.



QUESTION FORMATION

Yes/no questions	Information questions
If-clause + simple present or modal + subject + verb*	If-clause + question word + simple present or modal + subject + verb
If you have a ticket, can you see the show? If she had come home, would she have stayed?	If a student gets hurt, when do you notify the parents? If she had come home, how long could she have stayed?

* except for main clauses with the verb to be: If you **measure** less than 4', **are** you **allowed** to ride the horses?

4. Write a yes/no or information question to match the underlined answer.

a. If I drive, should I always buckle up?

Yes! If you drive, you should always buckle up.

b. If I get lost while driving, where should I stop to ask for directions?

If you get lost while driving, you should stop at a gas station to ask for directions.

c. If I am tired, should I get behind the wheel of a car?

No! If you are tired, you should never get behind the wheel of a car.

d. If my boyfriend uses his cellphone while driving, should I be worried?

Yes! If your boyfriend uses his cellphone while driving, you should be worried because multitasking distracts drivers and causes accidents.

e. If I give my friends a ride home, why do my parents worry?

If you give your friends a ride home, parents worry because accidents often occur when teens are driving other teens.

f. If I see an accident, what should I do?

If you see an accident, you should call the police immediately.

g. If it's snowing outside, can I still drive?

Yes, you can still drive if it's snowing outside. Make sure your car has winter tires!



5. **Write** two complete sentences to answer the following questions. In your answer, **include** one affirmative and one negative conditional structure.

a. If your classmate suddenly fainted, what would you do?

Students' answers will vary.

b. If there were a fire drill, where would the class go?

c. If you saw someone slip on the ice, how would you react?

d. If you wanted to ask someone on a date, what would you do?

6. **Write** the *if*-clause for the following set of results.

a. *Students' answers will vary.* _____, I would call 911.

b. _____, they would not have had the accident.

c. _____, he would have worn his bicycle helmet.

d. _____, you should find the nearest exit.

7. **Choose** one of the following prompts and **write** a short text using conditional sentences. **Highlight** the real and unreal conditionals using different colours. **Use** the theory boxes to correct your errors.

- *If you really want to learn a language . . .*
- *If I were going on a trip to New York City . . .*
- *If I had invented a time machine . . .*



GERUNDS AND FULL INFINITIVES



1. **Read** the online forum. **Highlight** the gerunds and **underline** the infinitives. **Look** at the information below for help.

We see graphic images and read about horrific tragedies in the news. Should we consider filtering our access to information?

Amir: I think we need to have access to all information. Ignoring tragic events would be like hiding from the real world. We need to wake up and understand how the rest of the world lives!

Lauren: I agree that it is important to be aware of the plights of other countries. However, showing the suffering that occurs in refugee camps in the name of entertainment is wrong.

Wendy: Who's talking about entertainment? Showing other people's reality is educational!

Andres: News in real time is a privilege. From our rooms, we can choose to travel anywhere. Imagine learning about countries our parents never even heard of!

Tionda: Maybe, but I feel that we need to consider our role as a consumer of information. The news helps us to learn about our world, but it is important to remember that there are real stories behind the images. Imagine being in that person's shoes. Perhaps they wouldn't want us to see their reality.

Gerunds and **infinitives** are verb forms acting as nouns. They can both be used:

➤ As the subject of a sentence

- **Driving** while texting has become a social plague.
- **To write** well is a goal that many have but few achieve.

➤ As the object of a verb

- Do you prefer **going** out or **staying** in?
- Do you prefer **to deal** with your own problems or **to get** help?

➤ **Gerunds** can be used after a preposition:

- Many people change dramatically after **having** a near-death experience.
- Some people learn better by **doing** than by **watching**.

➤ **Infinitives** can be used after certain adjectives (*angry, excited, happy, sad, worried, etc.*):

- Claudia was happy **to learn** that she had won.
- The cyclists were angry **to hear** that it would rain.

RED FLAG

Don't mix gerunds and infinitives in the same sentence.
*Ed loves **skiing** and **playing** the guitar.*

GERUNDS OR FULL INFINITIVES?

➤ Some verbs can only be followed by gerunds, some can only be followed by infinitives, while others can be followed by either gerunds or infinitives.

Gerunds		Both		Infinitives	
admit	finish	allow	love	agree	learn
appreciate	imagine	begin	prefer	ask	plan
avoid	mind	continue	regret	choose	promise
consider	practise	forget	remember	decide	seem
deny	risk	hate	start	expect	want
enjoy	suggest	like	try	hope	wish
Gene avoided going outside in the rain.		Gene hates playing in the rain. Gene hates to play in the rain.		Gene wanted to go inside because it was raining.	

➤ For a list of verbs followed by gerunds or infinitives, see page 233 of the Reference Section.

2. Complete the sentences with a gerund or an infinitive of the verb in parentheses. **Highlight** the preposition, adjective or verb that justifies your response.

- a. Our greatest glory is not **in** never (*fall*) falling, but **in** (*get*) getting up every time. —Confucius
- b. Do not wait to strike till the iron is hot; but make it hot **by** (*strike*) striking. —William B. Sprague
- c. I **choose** (*live*) to live, not just exist. —James Hetfield
- d. Setting an example is not the main means **of** (*influence*) influencing others; it is the only means. —Albert Einstein
- e. We must **learn** (*live*) to live together as brothers or perish together as fools. —Martin Luther King, Jr.
- f. You must be the change you **wish** (*see*) to see in the world. —Gandhi
- g. It is the possibility **of** (*have*) having a dream come true that makes life interesting. —Paulo Coelho
- h. Trust yourself. Create the kind of self that you will be **happy** (*live*) to live with all your life. —Golda Meir
- i. The possibilities are numerous once we **decide** (*act*) to act and not react. —George Bernard Shaw

3. **Circle** the gerund or infinitive to complete the text. **Use** the verb chart on page 177 for help.

This is it! I just have to finish (to pack / packing) and I'm off! A month in Spain—I can't forget (to take / taking) my camera. I always wanted (to travel / travelling) to Europe, but I had never actually considered (to go / going). That all changed when my best friend Stacey decided (to study / studying) in Madrid for her Secondary Five. I promised (to visit / visiting) her over the summer so she wouldn't be lonely. Stacey and I stayed in touch by (to write / writing) emails and (to talk / talking) on the phone. She says that she's excited (to see / seeing) me and that I will love Madrid. We plan (to meet / meeting) at the airport and then begin our adventure together. Although I am scared (to fly / flying), I know it will be worth it. After all, (to reconnect / reconnecting) with Stacey will be incredible. I expect (to have / having) difficulty understanding Spanish, but I hope (to communicate / communicating) using some English as well. My mother suggested (to take / taking) a dictionary with me, but I plan (to ask / asking) Stacey for help. I can't wait to see her again! It's been forever!



4. **Complete** the following sentences with a gerund or an infinitive.

- Every morning, Mona enjoys (gerund) Students' answers will vary.
- Before you leave, you must finish (gerund) _____
- The best way to learn English is by (gerund) _____
- In my Secondary Five year, I plan (infinitive) _____
- The hockey players were excited (infinitive) _____
- If you travel abroad, you should avoid (gerund) _____
- My English teacher expects us (infinitive) _____

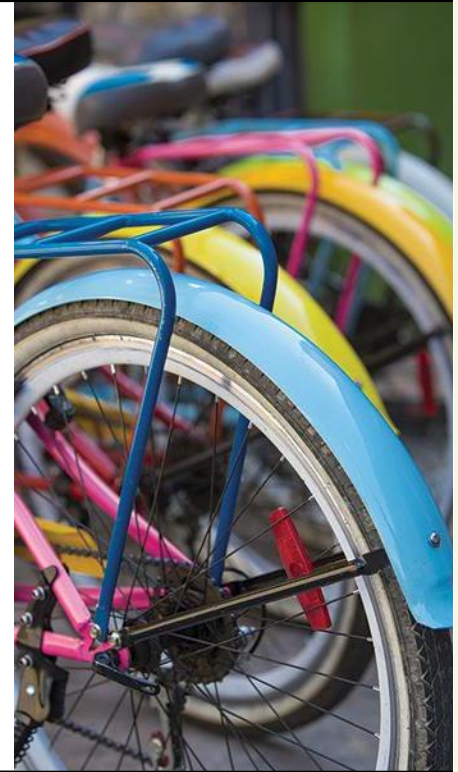
5. After Secondary Five, what do you hope *to accomplish*? Do you plan *to travel* or *to study*? What would you consider *doing*, or what would you avoid? Will you continue *playing* sports or will you try *writing* a book? **Write** a short text describing your future hopes and plans. **Include** five gerunds and five infinitives, underlining each.

GRAMMAR CHECK

1. Read the article. **Underline** all the verbs in the passive form. **Look** at the chart below for help.

A Cycle of Stolen Cycles

Bike theft is a major problem in most Canadian cities. In Montréal, anti-crime organizations estimate that 15 000 to 30 000 bikes are stolen annually. Yet, only a fraction of these bicycle thefts are reported to police. Therefore, when the stolen bikes are recovered, most are never claimed by their owners and end up being sold at police auctions. Experts say that owners fail to report their stolen bikes for a number of reasons. First of all, many bicycle owners fear that their bikes may have been stolen in the first place and are afraid to turn to the police for help. Second, although serial numbers are engraved on all bicycles and are used by police to track down stolen bikes, many cycle owners do not know their bikes' serial number. Finally, many cyclists simply do not report the theft because they do not believe that the police will be able to find their bikes. In fact, as one crime researcher points out, often one stolen bike is replaced with another stolen bike, ensuring that the underground market will continue to thrive.



- Use the **active voice** to emphasize that the subject initiates the action.
 - *Usain Bolt **established** a new world record.*
 - *The Williams sisters **have won** their match.*
- Use the **passive voice** to emphasize that the subject receives the action or when the doer of the action is unknown, not important or needs to remain anonymous.
 - *A trophy **was presented** to the winner.*
 - *Autographed tennis balls **were thrown** to the crowds.*

RED FLAG

Overuse of the passive voice can make your writing wordy and awkward to read. Use the active voice when possible.

Affirmative	Negative
Object + was/were + past participle (+ subject)	Object + was/were + not + past participle (+ subject)
<i>The cake was made by César.</i> <i>The brownies were made by Tara.</i>	<i>The cake was not made by Tara.</i> <i>The brownies were not made by César.</i>

Verb tense	Active voice	Passive voice
Simple present	<i>remove/removes</i>	<i>is removed/are removed</i>
Present continuous	<i>am/is/are removing</i>	<i>is/are being removed</i>
Simple past	<i>removed</i>	<i>was/were removed</i>
Past continuous	<i>was/were removing</i>	<i>was/were being removed</i>
Future with <i>will</i>	<i>will remove</i>	<i>will be removed</i>
Future with <i>going to</i>	<i>am/is/are going to remove</i>	<i>is/are going to be removed</i>
Present perfect	<i>has/have removed</i>	<i>has/have been removed</i>
Past perfect	<i>had removed</i>	<i>had been removed</i>

For the past participles of irregular verbs, see pages 231-232 of the Reference Section.

2. **Underline** the verbs in the following sentences. **Write** an (A) or a (P) to indicate whether they are in the active or passive voice.

- P a. The turtles of Volusia County in Florida are considered an important part of the local ecosystem.
- P b. Regulations regarding their welfare are posted and are distributed to tourists and residents.
- P c. The laws are reinforced throughout the area from May 1 to October 1.
- A d. Law breakers can receive maximum fines of \$50 000 and prison sentences lasting up to one year.
- P e. Approximately 500 nests are laid in the sand each year.
- A f. Over 45 000 baby turtles emerge from these nests and crawl to the water's edge to begin their long ocean voyage.
- A g. However, in recent years, human activity has caused a disturbing trend.
- A h. The light from beachside residences and roadways distracts many young turtles from their trek toward the ocean's edge.
- P i. The hatchlings are confused by beachside lights.
- A j. Instead of heading towards safety, they meet their fate in sand dunes, drains and other dangerous locations.
- A k. Ocean storms pose another danger to turtles.
- P l. After a recent storm, more than 3 000 turtles were washed onto the beach by rough waves.
- P m. Residents are updated on regulations via a journal page on the county's website.

3. Rewrite the following sentences in the active voice.

- a. Last Sunday, a race to raise money for cancer was run by more than 500 runners.

Last Sunday, more than 500 runners ran a race to raise money for cancer.

- b. Cold and rainy weather were endured by the runners.

The runners endured cold and rainy weather.

- c. First place was won by an athlete from Kenya.

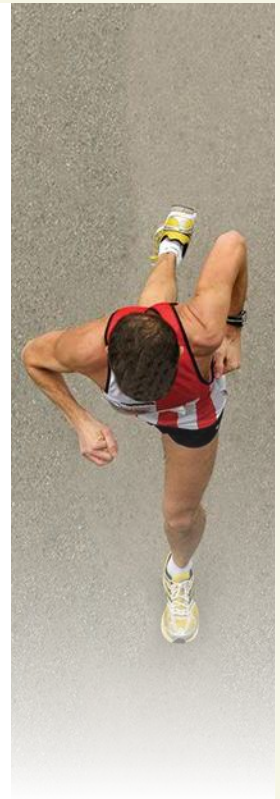
An athlete from Kenya won first place.

- d. Disqualifications were received by several runners.

Several runners received disqualifications.

- e. A shortcut was taken by one runner, improper gear was worn by another, and to reach the finish line faster, a bus was even taken by a third.

One runner took a shortcut, another wore improper gear and a third even took a bus to reach the finish line faster.



4. Write questions in the passive voice that match the answers in the interview.

Interviewer: Have computer companies been affected by the environmental movement?

Expert: Yes, computer companies have certainly been affected by the environmental movement.

Interviewer: a. Which companies have been targeted by environmentalists?

Expert: Many have been targeted: for example, Apple, IBM and Microsoft.

Interviewer: b. Are social media companies also being watched closely?

Expert: Oh, yes, Google, Twitter and Yahoo are also being watched closely.

Interviewer: c. How are they evaluated?

Expert: They are evaluated according to the environmental impact they have on the local communities, as well as the amount of greenhouse gases they release annually.

Interviewer: d. Are any of these companies known for their efforts to reduce their environmental impact?

Expert: Yes, Google is known for its efforts to reduce its environmental impact. For example, a Google data centre in Atlanta reuses part of its waste water to cool its servers. It purifies the rest of its waste water.

Interviewer: e. How is that done? / How is the water reused?

Expert: The water is sent to the data system's cooling towers. The water that does not evaporate there is then purified and returned to the Chattahoochee River.

5. **Underline** and **correct** the errors in the use of the passive and active voices.

- a. A white lobster was caught by a Lower North Shore fisherman in July. was caught
- b. The white lobster has was named Blondie because it is an albino. was named
- c. He hopes a new home will found for Blondie. will be found
- d. A search on the Internet revealed that only one in a hundred million lobsters are estimated to be albino. is estimated
- e. However, the number of albino lobsters has been increased in recent years. has increased
- f. The increase in albino lobster sightings may be linked to the fact that at least four times more lobsters are been caught today in comparison with 20 years ago. are being caught
- g. Fishermen are required a permit if they want to keep a lobster. require
- h. In June, another lobsterman caught a blue lobster and was tried to sell it on Kijiji with the condition that the buyer not eat it. tried
- i. After the report is aired on the radio, the owners of an aquarium said they would consider the request. was aired
- j. To date, all fishermen who have caught albino lobsters have been sent them to museums. have sent

6. **Read** the following sentences and **write** why you think the passive voice was used.

- a. The Lascaux Caves in southern France **were painted** more than 17 000 years ago.
Possible answers: No one knows who did the paintings in the Lascaux Caves.
- b. When asked to explain the actions of her company, the CEO replied, "Mistakes **were made**."
The persons who made the mistakes want to remain anonymous.
- c. Experts estimate that almost 200 000 cars **are built** every day.
Who built the cars is not important in this case.
- d. Each year over a million people **are diagnosed** with HIV.
It is impossible to know the identity of the doctors making the diagnosis.

7. **Write** a short article for the school newspaper about a scandalous or embarrassing event that actually occurred during your years at high school. **Include** the facts about the event but use the passive voice to hide the identities of the perpetrators. **Underline** the verbs. **Draw a line** from the verbs to the objects.



DIRECT AND INDIRECT SPEECH



1. **Read** the dialogue. **Underline** the examples of direct speech and **highlight** the examples of indirect speech. **Look** at the chart below for help.

MAKE YOURSELF AT HOME

VANCOUVER, B.C.—As real estate prices on the West Coast continue to rise, many young adults say that they are having a difficult time finding affordable apartments. Roommates Iona and Cathy claim that they looked at over 25 different places before finding one that would fit within their budget.

"You'd be amazed at what is out there," confesses one girl. "The only places we could afford were so small they didn't even have a separate bathroom!"

"Some people get really creative," her roommate adds. She admitted that she took notes on how her friends organized their space. "I've seen apartments where adults sleep in bunk beds to save room. My favourite was a bookcase that doubled as a coat rack in the winter."

The situation can be discouraging for young professionals, but the girls remained optimistic. Their perseverance paid off; they signed a lease last week. They admit that they were frustrated at first, but they were able to change their expectations to fit their budgets. "The key is to see potential in everything!" Iona advises.



- Use **direct speech** to repeat the speaker's exact words.

Use quotation marks to identify the exact words said and capitalize the speaker's first word.

- *The real estate agent said, "If you need extra space, convert the closet to an office!"*

- Use **indirect speech** to report what someone says without using their exact words.

- *My mom said that she preferred the first apartment we looked at.*

Both forms employ verbs to report speech: *say, complain, report, mutter, reply or shout.*

- To use indirect speech, make these changes: *He complained, "I'm hungry."*

a. Add the word **that**.

*He complained **that***

b. Change pronouns and possessives as needed.

*He complained that **he***

c. Change the tense of the speaker's words.

*He complained that he **was***

d. Omit the comma and the quotation marks.

*He complained **that he was hungry.***

- For information questions, remember to invert the subject and the verb.

- *She asked, "When **can we** go to the park?" She asked when **we could** go to the park.*

Direct speech	Indirect speech
Simple present Nico said, "I play the trumpet."	➔ Simple past Nico said that he played the trumpet.
Present continuous Nico said, "I am playing the trumpet."	➔ Past continuous Nico said that he was playing the trumpet.
Simple past Nico said, "I played the trumpet."	➔ Past perfect Nico said that he had played the trumpet.
Future Nico said, "I will play the trumpet."	➔ Present conditional Nico said that he would play the trumpet.
Yes / no questions	
Simple present Nico asked, " Does she play the flute?"	➔ whether + Simple past Nico asked whether she played the flute.
Information questions	
Simple present Nico asked, "When does Kal practise ?"	➔ Simple past Nico asked when Kal practised .

2. Rewrite the sentences using indirect speech. Check the verb tense in the chart above.

a. The police told journalists, "We **cleaned** up the neighbourhood for the residents."

The police told journalists that they had cleaned up the neighbourhood for the residents.

b. The landlord explained, "Since you **have** free parking, you **pay** the electricity bills."

The landlord explained that since we had free parking, we paid the electricity bills.

c. Ann said, "In Montréal, you **will see** many homes with iron staircases on the outside."

Ann said that in Montréal we would see many homes with iron staircases on the outside.

d. My roommate asked, "Don't you **wish** we had a bigger apartment?"

My roommate asked whether I wished that we had a bigger apartment.

e. Kelly asked, "Where **can** we find a laundromat nearby?"

Kelly asked where we could find a laundromat nearby.

3. **Choose** one verb from the box to report speech and **rewrite** each statement to form a complete sentence using direct speech. **Pay attention** to the rules of punctuation.

a. "You have to turn down your music!"—upstairs neighbours.

Possible answers: The upstairs neighbours shouted, "You . . .!"

b. "Will we be able to get this sofa up the stairs?"—movers.

The movers asked, "Will we . . .?"

c. "This house is too small for a big family!"—mother of three.

"This house . . .!" protested a mother of three.

d. "Will the city impose mandatory composting?"—residents.

The residents inquired, "Will the . . .?"

e. "It's your turn to do the dishes."—angry roommate.

"It's your turn . . ." complained the angry roommate.

VERBS TO REPORT SPEECH

say
argue
announce
shout
inquire
complain
protest
reply
demand
ask

4. **Change** the sentences to direct speech.

a. The sisters said that they had wanted to live together ever since they were young.

"We have wanted to live together ever since we were young," the sisters said.

b. Ben complained that his old apartment had been too noisy.

"My old apartment was too noisy," complained Ben.

c. His roommate Yuki added that they were much happier in their new place.

His roommate Yuki added, "We are much happier in our new place."

d. Their friend Bartholomew wondered whether there was a pizzeria nearby.

"Is there a pizzeria nearby?" their friend

Bartholomew wondered.

e. He confessed that he was hungry and wanted to grab a slice or two.

He confessed, "I'm hungry and I want to grab a slice

or two."



5. **Invent** an imaginary argument between two roommates. Who are they, where do they live and why are they fighting? **Report** it in a newspaper article, using both direct and indirect speech. **Use** the text in the Grammar Check on page 183 as a model.

TAG QUESTIONS



1. Read the conversation. **Underline** all the question tags. Then, **highlight** the main verb that the question tag is reflecting. **Look** at the chart below for help.



Amélie: Let's get started. Everyone is here, aren't they?

Pierre-Antoine: I think Suzie left early for a dentist appointment, didn't she?

Amélie: Oh, right. Listen guys, we really have to get going with this yearbook.

Cyndy: I know! We only have four weeks until we have to send it to the printer, don't we?

Amélie: And there's our problem. The texts from the students aren't all in.

Pierre-Antoine: Mr. Tessier said that we could make an announcement, didn't he?

Amélie: True. You can make the announcement, Cyndy, can't you?

Cyndy: Sure.

Pierre-Antoine: Maxime sent me the layout. It looks amazing, doesn't it?

Amélie: Definitely! Hey, that was the second bell, wasn't it?

Cyndy: We should hurry. We don't want to be late!

➤ **Tag questions** are statements that have a “mini-question” (question tag) at the end of them.

Use question tags:

- To confirm information
*You made the reservations for Saturday, **didn't you**?*
- To seek agreement
*This is great pizza, **isn't it**?*

RED FLAG

If the subject of the statement is *none, anybody, nobody, no one or neither*, use **they** in the question tag.

➤ There are three main types of question tags:

Verb*	Affirmative Statement Positive statement + negative tag	Negative Statement Negative statement + positive tag
Modal or auxiliary verb • Use the <i>same word</i> for the question tag.	You can come tonight, can't you? Zoe will leave now, won't she? They have left, haven't they?	You can't come tonight, can you? Zoe won't leave now, will she? They haven't left, have they?
The verb to be • Use <i>to be</i> for the question tag.	The snow is very pretty, isn't it? They were twins, weren't they? I am late, aren't I?	The snow isn't very pretty, is it? They weren't twins, were they? I'm not late, am I?
Any other verb • Use <i>to do</i> for the question tag.	Magda eats pie, doesn't she? Ali went to school, didn't he? You saw the film, didn't you?	Magda doesn't eat pie, does she? Ali didn't go to school, did he? You didn't see the film, did you?

* Remember to keep your question tag in the same tense as the verb.

2. **Highlight** the main verb in each statement. Then, **write** the correct question tag.

- a. Yearbooks are a popular tradition in many high schools, aren't they ?
- b. The yearbook never costs more than \$25, does it ?
- c. You're not going to put that picture of me in the yearbook, are you ?
- d. None of these photos are very clear, are they ?
- e. Nobody forgot that it was class photo day, did they ?
- f. Everybody remembered to bring their deposit for the yearbooks, didn't they ?
- g. The theme has already been chosen for the yearbook, hasn't it ?
- h. This will be the best yearbook the school has ever produced, won't it ?

3. **Read** the following sentences and **indicate** whether the question tags are correct or incorrect. **Rewrite** the sentences to correct the errors.

- | | CORRECT | INCORRECT |
|--|-------------------------------------|-------------------------------------|
| a. You can ask students to pay ahead of time, can't you? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <hr/> | | |
| b. You should choose a theme that everyone likes, didn't they? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <u>You should choose a theme that everyone likes, shouldn't you?</u> | | |
| <hr/> | | |
| c. Students can begin collecting texts in September, don't they? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <u>Students can begin collecting texts in September, can't they?</u> | | |
| <hr/> | | |
| d. No one thought of doing an electronic version, didn't they? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <u>No one thought of doing an electronic version, did they?</u> | | |
| <hr/> | | |
| e. Nobody will want to include any baby pictures, will you? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <u>Nobody will want to include any baby pictures, will they?</u> | | |
| <hr/> | | |
| f. Sports, clubs and projects are all topics to cover, aren't they? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <hr/> | | |
| g. It is important to include photos of everybody, won't you? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <u>It is important to include photos of everybody, isn't it?</u> | | |

4. It is January and the prom committee is meeting to plan the event. **Write** a dialogue between several students as they talk about various topics such as the theme, the location, the cost, the colour scheme, etc. **Include** at least five question tags.

THERE + TO BE



1. Read the conversation below. **Underline** the use of *there + to be*.



Ron: What's going on outside? There are a bunch of police cars next door.

Milo: There could be a party happening. There have been a lot of weird people going into that house tonight.

Ron: Weird people? That's a yoga centre. There may be a party, but I can't imagine it would attract the police.

Milo: One thing is for sure—there's going to be a lot of action on the Internet about this. I just saw the mayor walk out wearing stretchy pants!

- Use **there + to be** to identify things or to say that something does (or does not) exist.
- The noun that follows *there + to be* is the subject of the sentence and must agree with the verb *to be*.

Affirmative	Negative	Questions
Simple tenses		
There + to be + subject <i>There is</i> a party.	There + to be + not + subject <i>There isn't</i> a party.	(Question word) + to be + there + subject (Why) was there a party?
Perfect tenses		
There + has/have been + subject <i>There's been</i> a party here.	There + has/have not been + subject <i>There hasn't been</i> a party yet.	(Question word) + has/have there been + subject (Why) has there been a party?
Simple future tense		
There + will be + subject <i>There will be</i> a party.	There + will not (won't) be + subject <i>There won't be</i> a party.	(Question word) + will there be + subject (When) will there be a party?
Modals		
There + modal + be + subject <i>There might be</i> a party.	There + modal + not be + subject <i>There shouldn't be</i> a party.	(Question word) + modal + there be + subject (How) can there be a party?
Continuous tenses		
There + to be + subject + present participle <i>There is</i> a party happening .	There + to be + not + subject + present participle <i>There isn't</i> a party happening .	(Question word) + to be + there + subject + present participle (When) was there a party happening ?

- Indefinite pronouns are often used with *there + to be*: *Is there **anything** I can do?*
- Quantifiers are often used with *there + to be*: *There was **a lot of** rain.*

2. **Complete** the sentences with *there + to be* in the simple present, simple past or simple future, using affirmative or negative forms.

- a. There was a game last night.
- b. There weren't enough players, so our team lost by forfeit.
- c. There is a practice today.
- d. There are many things the team has to work on.
- e. The coach says there aren't any excuses for being absent.
- f. We're sure there will be another speech from the coach at practice today.
- g. We just found out practice is cancelled because there isn't a field available.



3. **Complete** the sentences using *there + to be* and the verb tense or modal provided.

- a. present perfect There have been rumours at school.
- b. might There might be a good reason for it.
- c. simple past There was a fight last week.
- d. simple past (negative) There weren't many witnesses who were willing to talk.
- e. simple future There will be a meeting about it at noon.

4. **Write** questions by putting *there + to be* in the indicated verb tense or modal, and by using the words provided.

- a. simple present – anybody outside?

Is there anybody outside?

- b. simple present – any questions I forgot to ask?

Are there any questions I forgot to ask?

- c. present perfect – any games lately?

Have there been any games lately?

- d. could – snow day tomorrow?

Could there be a snow day tomorrow?

- e. why – simple future – an NHL lockout?

Why will there be an NHL lockout?

5. **Write** about a favourite vacation spot. **Describe** what you can expect to find at this place using the construction *there + to be*.



GRAMMAR CHECK

1. Read the text. **Underline** all the singular nouns and **highlight** all the plural nouns. **Look** at the chart below and at the theory box on page 191 for help.



Become a Volunteer Firefighter!

The Morin Heights Fire Department is currently accepting applications for volunteer firefighters from men and women who live in the municipality. Applicants must:

- Complete the necessary paperwork
- Pass a test of mental abilities
- Pass a physical aptitude test
- Have a valid driver's licence
- Provide reference letters
- Attend an orientation session
- Pass an interview

Please attend the information sessions on January 25 and February 13 at the Morin Heights Fire Hall.

➤ A **noun** can act as a subject or an object.

Type	Used to identify	Example
Common	People or physical things	<i>child, cat, hamburger</i>
Proper (always capitalize)	Names, places, days, months, holidays, languages and nationalities	<i>Santa Claus, Paris, Friday, May, Eid, Belgian, Dutch</i>
Abstract	Feelings, activities, qualities and concepts	<i>love, courage, eating, memory</i>
Collective	A group considered as a whole	<i>team, crowd, furniture</i>

Plural nouns: spelling rules

Noun	Rule	Example
Most nouns	Add s .	<i>boyss, catss, hamburgerss</i>
Nouns ending in <i>ch, sh, s, o</i> or <i>x</i>	Add es .	<i>watches, brushes, potatoes</i>
Nouns ending in consonant + <i>y</i>	Change y to i and add es .	<i>babies, parties</i>
Nouns ending in <i>o</i> that are derived from foreign or shortened words	Add s .	<i>cellos, sopranos, photos, autos</i>
Most nouns ending in <i>f</i> or <i>fe</i> (except <i>cliff, chief, roof, safe</i>)	Change f or fe to ves .	<i>wives, scarves, knives</i>

Exceptions

Some nouns change form in the plural:	<i>child → children</i> <i>mouse → mice</i> <i>tooth → teeth</i> <i>man → men</i> <i>person → people</i> <i>foot → feet</i>
Some nouns do not change in the plural:	<i>fish, salmon, deer, moose, sheep</i>
Some nouns are always plural:	<i>police, clothes, glasses, pants, stairs, savings</i>

2. Read the text. **Underline** the nouns and **classify** them in the chart below.

FIRE!

The men pulled up in front of the Midtown Municipal Library, sirens blaring. It was one of the coldest mornings in January, and the building was already engulfed in flames. Smoke was pouring out of the roof. The librarian, Ms. Bhatia, who was clutching a copy of the Canadian Oxford Dictionary in her arms could be seen leaning out of a window, filled with fear and screaming for help. Some members of the team grabbed a ladder, preparing for the rescue. Others threw on their equipment and ran into the building in order to save its priceless collection.

Common	Proper	Abstract	Collective
men, sirens, mornings, building (x2), flames, smoke, roof, librarian, copy, arms, window, members, ladder	Midtown Municipal Library, Ms. Bhatia, January, Canadian Oxford Dictionary	fear, help, rescue	team, equipment, collection

➤ **Compound nouns** are made of two or more nouns. Sometimes they are written as one word and sometimes they are written as two words.

- The first word provides information about the main noun: *mystery novel, hockey stick*.
- The compound noun may have a different meaning than the nouns that compose it: *grapefruit*.

3. **Form** compound nouns using the word bank below. Then, **match** each word to its correct definition.

A	B	Compound noun	Definition
arm	cage	1. <u>armpit, c</u>	a. western hero who herds cows
bird	boy	2. <u>birdcage, e</u>	b. device worn over the ears to listen to music
cow	paste	3. <u>cowboy, a</u>	c. body part underneath the shoulder
head	pit	4. <u>headphones, b</u>	d. paste for cleaning your teeth
tooth	phones	5. <u>toothpaste, d</u>	e. home for pet birds

UNCOUNTABLE NOUNS

- **Uncountable nouns** do not have a plural form. They include:
 - Names of substances: *snow, oil, wood*
 - Abstract nouns: *anger, knowledge, courage, death*
- Uncountable nouns are not used with *a/an* but they always take singular verbs:
 - *Help **is** on the way! This information **is** very helpful.*
- Some nouns can be either countable or uncountable:
 - *I am making **chicken** for dinner tonight.* (uncountable)
 - *How many **chickens** do you have on the farm?* (countable)
- Uncountable nouns are often preceded by quantifiers like *some, any, no, or a little* or by nouns such as *bit, piece, slice, or sheet* to make them countable.
 - *I need a **sheet** of paper. Do you have **any** advice for me?*

RED FLAG

Nouns that are countable in other languages are often uncountable in English: *news, homework, advice*.

➤ For more on quantifiers, see pages 194 and 195 of the Grammar Section.

4. Rewrite the sentences, correcting the errors.

a. I have three homeworks.

I have some homework / I have three homework assignments.

b. I got my hairs cut last week.

I got my hair cut last week.

c. I have lots of informations.

I have lots of information / I have a lot of information.

d. A police came to investigate.

The police came to investigate / A police officer came to investigate.

e. We bought some new furnitures.

We bought some new furniture.

f. My luggages are ready.

My luggage is ready.

g. Let me give you an advice.

Let me give you some / a piece of advice.

5. Imagine that you win a shopping spree to your favourite store. What would you buy? For whom? Write a short text using countable and uncountable nouns.

ARTICLES AND QUANTIFIERS



1. Read the joke. **Underline** all the indefinite articles and **highlight** all the definite articles.



BAD JOKE!

A man walked into an antique store. There was a small dog sitting beside the counter. The man, who loved dogs, thought it was a really cute dog and wanted to pet it. So the man asked the clerk, "Does your dog bite?" The clerk replied, "No, my dog doesn't bite." The man bent down to pat the dog. Just as his hand reached the dog's head, the dog snarled and bit the man's hand. The man, who was furious, yelled at the clerk, "HEY! You said you had a good dog!" The clerk smiled and responded, "That's not my dog."

RED FLAG

When the first letter of a noun is a vowel with a consonant sound (*unique, one*), we use the indefinite article **a** before that noun.

ARTICLES

➤ We use **articles** to help define nouns.

Article	Rule	Example
Indefinite article: a, an *	A or an before singular, nonspecific nouns	<i>I see a cat! That's a unique colour. I'll wait for an hour. Eat an apple.</i>
No article	Omit the article before plural, uncountable or nonspecific nouns	<i>Buy milk and eggs at the store. They eat vegetables for lunch.</i>
Definite article: the	The before specific nouns	<i>Go brush the snow off the car. Did you see the animals in the zoo?</i>

* **a** before consonant sounds; **an** before vowel sounds

2. Place **a** or **an** before the nouns.

- | | |
|-----------------------------------|--------------------------------|
| a. <u> a </u> history class | f. <u> an </u> accident |
| b. <u> an </u> example | g. <u> a </u> university |
| c. <u> an </u> FBI agent | h. <u> an </u> ugly duckling |
| d. <u> a </u> European vacation | i. <u> an </u> opening |
| e. <u> a </u> unicorn | j. <u> a </u> haunted house |



3. Complete the text with *a*, *an*, *the* or *—* (when no article is required).

I recently took a / the train across the country to Vancouver. It was a fantastic trip. The seats were very comfortable. I chose a seat beside a / the window because I didn't want to miss the scenery. — Ontario was kind of tedious to cross, but the lakes and forests were beautiful. I was expecting to find the prairies really long and boring, too, but I was pleasantly surprised. The sky looks so much bigger there than it does here in — Québec. — Saskatchewan is a really flat place! Luckily, the train had Wi-Fi, so I was able to post — photos of my journey online.



QUANTIFIERS

- **Quantifiers** give information about the amount or quantity of something.
- For uncountable nouns, we can also describe quantity with quantifiers such as *a piece of*, *a slice of*, *a bottle of*, etc.

	Quantifiers	Positive	Negative
Countable nouns	<i>(too) many / more, (a) few / fewer, every, both, each</i>	Both boys were absent. A few girls were absent.	Not many people came.
Countable / Uncountable nouns	<i>all of, a lot of, lots of, some, any, several, enough, none of, no</i>	All of the guests came. Some cake is left.	None of the guests came. No cake is left.
Uncountable nouns	<i>(too) much, (a) little / less, a bit of</i>	<i>I have too much work!</i> <i>I need a little help.</i>	Not much has changed.

4. Complete each sentence with *a lot of* + the correct form of the noun provided. **Remember** to make countable nouns plural.

- a. wood To make a fire, we collected a lot of wood.
- b. mouse In my basement, there are a lot of mice.
- c. sandwich She made us a lot of sandwiches.
- d. cold weather Last winter, there was a lot of cold weather.
- e. milk Babies and teenagers drink a lot of milk.
- f. cash When he went to the casino, he brought a lot of cash.
- g. potato I peeled a lot of potatoes.

5. **Complete** the text using the words in the Word Box.

Dear Kevin,

Once again, we had to forfeit last night's game because there weren't enough players present. I know the team is having some / a few / lots of problems, but that's no reason for you and Haroun to pretend you're sick every time we have a game. All (of) the players need to be present to avoid losing by forfeit—and this includes both of you. I can't think of any reason you wouldn't want to support your team. Sure, maybe we haven't won enough/lots of/any games this season, but the team's not ready to give up yet.

We just need some more practice time together.

A few / All / Some of the players have asked me to speak to you.

So, I expect to see you at all of the practices for the rest of the season, and at every game.

We need every player to contribute, and that includes both you and Haroun.

See you next week,

Coach

WORD BOX

a few
all (of)
any
both (of)
enough
every
lots of
no
some

6. **Make** the nouns countable by adding a quantifier from the Word Box.

- | | |
|----------------------------------|--------------------------------------|
| a. <u>a bar of</u> soap | l. <u>a drop/bottle of</u> cream |
| b. <u>a slice of</u> bread | m. <u>a piece of</u> information |
| c. <u>a bottle of</u> lemonade | n. <u>a tube of</u> toothpaste |
| d. <u>a grain of</u> salt | o. <u>a strand of</u> hair |
| e. <u>a drop of</u> blood | p. <u>a grain of</u> sand |
| f. <u>a piece of</u> advice | q. <u>a bar of</u> gold |
| g. <u>a slice/piece of</u> pizza | r. <u>a grain of</u> rice |
| h. <u>a piece of</u> news | s. <u>a piece of</u> chalk |
| i. <u>a strand of</u> DNA | t. <u>a piece of</u> luggage |
| j. <u>a drop/bottle of</u> water | u. <u>a tube/bottle of</u> superglue |
| k. <u>a slice/piece of</u> cake | v. <u>a grain of</u> truth |

WORD BOX

a bar of
a bottle of
a drop of
a grain of
a piece of
a slice of
a strand of
a tube of

7. Do you and your friends ever disagree about anything? **Write** about a disagreement. **Describe** how you felt and whether this particular disagreement happens often or rarely. **Use** quantifiers to make your ideas clear.

PRONOUNS AND POSSESSIVES



1. **Read** the lines from the poem. **Underline** all the pronouns. **Look** at the chart below for help.



Six Honest Serving Men

by Rudyard Kipling

I keep six honest serving-men
 (They taught me all I knew);
 Their names are What and Why and When
 And How and Where and Who.

I send them over land and sea,
 I send them east and west;
 But after they have worked for me,
 I give them all a rest.

RED FLAG

Possessive adjectives are the same gender as the subject, not the nouns they are describing: *Annie called **her** boyfriend.*

- We use **pronouns** to replace nouns.
- **Possessive adjectives** indicate belonging or ownership.

Subject pronouns	Object pronouns	Possessive adjectives	Possessive pronouns	Reflexive pronouns
<i>We are friends.</i>	<i>You helped me.</i>	<i>This is my dog.</i>	<i>That dog is mine.</i>	<i>He hurt himself.</i>
<i>I</i>	<i>me</i>	<i>my</i>	<i>mine</i>	<i>myself</i>
<i>you</i>	<i>you</i>	<i>your</i>	<i>yours</i>	<i>yourself</i>
<i>she</i>	<i>her</i>	<i>her</i>	<i>hers</i>	<i>herself</i>
<i>he</i>	<i>him</i>	<i>his</i>	<i>his</i>	<i>himself</i>
<i>it</i>	<i>it</i>	<i>its</i>	<i>its</i>	<i>itself</i>
<i>we</i>	<i>us</i>	<i>our</i>	<i>ours</i>	<i>ourselves</i>
<i>you</i>	<i>you</i>	<i>your</i>	<i>yours</i>	<i>yourselves</i>
<i>they</i>	<i>them</i>	<i>their</i>	<i>theirs</i>	<i>themselves</i>

2. **Replace** the underlined words with the appropriate pronouns and possessive adjectives.

a. Arthur and Sika wanted to visit Arthur and Sika's cousin.

They wanted to visit their cousin.

b. Where are Jack's keys?

Where are his keys?

c. Give the book to Avery and Thomas.

Give it to them.

3. Fill in the blanks with the pronouns that best fit the sentences.

When I was a kid, all I did was ask questions. My parents say I used to drive them crazy. One time I asked a lady why she had so many wrinkles. I said that they made her look like an elephant. The lady was pretty angry at my mother and told her to better control me. Another time I asked a man with a bandage if he had cut himself on purpose. He got really insulted and yelled at me. Once, when we were at a restaurant, I asked a big biker if he was a criminal. I said that his tattoos made him look like a thief. He wasn't very happy with my question. It took some fast talking to get us out of that situation. After that, I finally realized that I needed to control myself before I really got us into trouble!

RELATIVE PRONOUNS

➤ We use **relative clauses** to describe, identify or give more information about a noun. They connect two ideas in one sentence using a **relative pronoun**.

- *This is the school **that** I attended when I was young.*
- *The guy **who** helped me just left.*

➤ Use relative pronouns to describe the preceding noun.

RED FLAG

We can omit the relative pronoun when it is an object: *The man **who** I saw was angry.*

	Subject	Object	Possessive
	<i>The boy who fell is hurt.</i>	<i>The boy whom I hit is mad.</i>	<i>The boy whose arm hurts is crying.</i>
People	who, that	who / whom (formal), that	whose
Things	which, that	which, that	whose

4. Complete the sentences with the correct relative pronoun.

- The movie that I saw was exciting.
- The girl who / that you were talking to is really strange.
- I apologized to the man whose car I hit.
- The old car which / that is in the driveway is mine.
- I thanked the man who / that helped me.



5. **Combine** the two sentences. **Use** the second sentence as the relative clause.

a. I saw the cat. The cat caught a mouse.

I saw the cat that caught a mouse.

b. The guy was at the party. The guy lives next door to me.

The guy who/that lives next door to me was at the party.

c. I hugged my friend. My friend's dog died.

I hugged my friend whose dog died.

d. The class was very long. I went to the class.

The class that I went to was very long.

e. I called the man. The man's son stole my bike.

I called the man whose son stole my bike.

f. We saw the woman. The woman was dancing in the street.

We saw the woman who/that was dancing in the street.



INDEFINITE PRONOUNS

- We use **indefinite pronouns** to refer to a person, place or thing that is not specific. They are always used with verbs in the 3rd person singular.
- We often use the word **else** with these pronouns to indicate *other, more or the rest of*.
 - I would like **something else** to eat, please.

RED FLAG

Do not use no-pronouns with negative verbs: *I didn't do **nothing**.*
I did **nothing**. I didn't do **anything**.

Pronoun	Meaning	Example
everybody / everyone everything everywhere	All	Everyone else went home. He lost everything he had. We looked everywhere for the dog.
someone / somebody something somewhere	Specific information is unknown or unimportant	Someone called me last night. I want something else to eat. He went somewhere .
anybody / anyone anything anywhere	Practically every one, or no particular one	Anybody can help me. Did you hear anything else about the job?
	Any becomes negative when used with a negative verb.	I didn't go anywhere last night. I didn't ask anybody else to come over.
nobody / no one nothing nowhere	Negative	Nobody was home. I have nothing else to do tonight. He went nowhere on the weekend.

6. **Underline** the indefinite pronoun in each sentence and **decide** if it is used correctly. For those that are incorrect, **write** the correct indefinite pronoun in the space provided.

- a. I'm not going somewhere tonight. anywhere
- b. I've looked anywhere for my glasses. everywhere
- c. Is anybody home? _____
- d. I don't know nothing about grammar. anything
- e. He asked everybody at school where I was. _____
- f. We went anywhere last night. nowhere / somewhere
- g. I didn't realize absolutely anybody knew my secret. everybody / everyone / no one
- h. There was something anyone could do to help me. nothing
- i. If anybody asks me about you, I won't tell them something. anything
- j. He did nothing, so I had to do everything myself. _____
- k. They can do anything they put their minds to. _____

7. **Complete** the sentences with an indefinite pronoun + *else*.

- a. Everyone / Everybody else thinks it's a great idea. Why don't you?
- b. Someone/Everybody/Everyone else will finish the job. Let's leave now.
- c. Is there anything / something else you wanted to talk about? I have a few more minutes.
- d. Let's go somewhere else. This place is boring!
- e. If you don't want to come with me I'll ask someone / somebody else.
- f. No one / Nobody else wants to come, so I'll have to go by myself.
- g. Would you like anything / something else to eat?
- h. In Bromont, and pretty much everywhere else, it's snowing.
- i. There isn't anywhere else to go. We'll have to stay here.
- j. It wasn't me—you must be thinking of someone / somebody else.
- k. No one / Nobody else is going get you out of this mess except yourself.

8. **Think about** a time you were in a new, unfamiliar place. **Describe** your experience using as many pronouns (subject, object, definite and indefinite) as possible.





GRAMMAR CHECK

1. Read the article. Highlight all the adjectives. Look at the chart below for help.



Using Video Games to Learn

MONTRÉAL—Video games are finding a new purpose as software companies introduce fun, educational games. The latest gaming trend is to teach students scientific concepts and to help them develop reasoning and problem-solving skills. Imagine learning all about physics through three-dimensional video simulations! Or, if you are more interested in the environment, you may enjoy learning how to clean up a polluted lake by gathering virtual data (such as water samples, test results and witness testimonials). Future doctors and lab technicians will love certain games that replicate medical catastrophes. Players will need to use cutting-edge technology to locate infected humans and contain a dangerous virus. Each level is trickier than the last—making it perfect for players of all abilities! How do you feel about conventional textbooks being replaced by interactive video games? Are you ready for this digital revolution?

➤ **Adjectives** are used to modify and describe nouns.

- Adjectives usually appear before a noun or after a verb like *be*, *seem*, *feel*, *become* or *get*.

*My father is an **amazing** cook. He is **terrific**.*

- Adjectives do not agree with the noun they are describing:

*I bought two **news** pairs of jeans.*

- Adjectives are almost never placed directly after the noun they are describing:

*I bought two **new** pairs ~~new~~ of jeans.*

➤ When several adjectives are used to add information, they follow this order:

RED FLAG

Although it is possible to use any number of adjectives together, avoid stringing together more than three, particularly when they precede the noun.

Order of adjectives

Quantity	Size	Description	Age	Shape	Colour	Origin	Material
five	miniature	shiny	current	circular	orange	Japanese	fabric
several	huge	expensive	ancient	square	grey	local	marble
few	small	inspirational	young	triangular	turquoise	African	wooden

*You can still see **many priceless Mayan** beads on display in Mexican museums.*

2. **Unscramble** the adjectives in parentheses to put them in the proper order.

- a. While flying over the ocean, we saw (large / many / colourful) schools of fish.

While flying over the ocean, we saw many large colourful schools of fish.

- b. The photo shows (green / five / small) eels.

The photo shows five small green eels.

- c. Genevieve and Martin meandered along the (cobble-stoned / narrow / European) lane.

Genevieve and Martin meandered along the narrow cobble-stoned European lane.

- d. Stella dreamed of (countless / green / tropical) trees lining a silvery beach.

Stella dreamed of countless tropical green trees lining a silvery beach.

- e. The (spectacular / eighteenth-century / stained-glass) roof took Hugo's breath away.

The spectacular eighteenth-century stained-glass roof took Hugo's breath away.

➤ Using adjectives can make ideas **clearer** and **more concise**. Consider these two sentences:

- *The principal gave an award to the students **who worked very hard**.*
- *The principal gave an award to the **hard-working** students.*

Place an adjective before the noun it is describing to avoid long, confusing ideas.

RED FLAG

When a compound adjective is placed before the noun it describes it is often hyphenated. When it comes after, it is not.

*They are **hard-working** students.*
*The students are **hard working**.*

3. **Rewrite** the sentences using adjectives to replace the words in bold and make the sentences clearer and more concise.

- a. Studying abroad is an experience **without a price**.

Studying abroad is a priceless experience.

- b. The sign in **the shape of a diamond** indicated that it was a historic site.

The diamond-shaped sign indicated that it was a historic site.

- c. What kind of souvenirs **from Peru** did you buy while you were there?

What kind of Peruvian souvenirs did you buy while you were there?

- d. The brochure showed how the destination was **full of magic and charm**.

The brochure showed how magical and charming the destination was.



COMPARATIVES AND SUPERLATIVES

- Use the comparative form of an adjective to compare two things:
 - *Salsa the poodle is **smaller than** Pico the Labrador.*
- Use the superlative form of an adjective to compare more than two things:
 - *Jim said that last year's concert was definitely **the most / least impressive** show he has seen.*
- Use **as + adjective + as** to show that two things are equal:
 - *For some, math is **as easy as** French.*

Adjective	Comparative	Superlative
One-syllable (and some two-syllable) adjectives: <i>cold</i>	adjective + er + than <i>Yellowknife is colder than Alma.</i>	the + adjective + est <i>Yellowknife is the coldest city.</i>
One-syllable adjectives that end in one vowel and a consonant: <i>big</i>	adjective (double final consonant) + er + than <i>Toronto is bigger than Halifax</i>	the + adjective (double final consonant) + est <i>Toronto is the biggest city in Canada.</i>
Two-syllable adjectives ending in <i>y</i> : <i>tiny</i>	adjective (change y to i) + er + than <i>My phone is tinier than yours.</i>	the + adjective (change y to i) + est <i>My phone is the tiniest phone in the class.</i>
Most other two-syllable (or longer) adjectives: <i>positive</i>	more / less + adjective + than <i>I am more positive than you. You are less positive than I.</i>	the + most / least + adjective <i>I am the most positive person. You are the least positive person.</i>
Irregular adjectives: <i>bad</i> <i>good</i> <i>far</i>	worse / better / further + than <i>The team was worse than ever. Your cake is better than mine. He jumped further than I did.</i>	the + worst / best / furthest <i>They were the worst team ever. You make the best cake in history. He jumped the furthest of all.</i>

4. **Circle** the option you prefer. **Write** a sentence using a comparative to explain your choice.

a. Bath or shower?

Possible answers: Showers are quicker than baths.

b. Jeans or sweats?

I am more comfortable in sweats than in jeans.

c. Tropical vacation or ski trip?

Ski trips are more exciting than tropical vacations.

d. Mac or PC?

PCs are less expensive than Macs.

e. Winter or summer?

Summer is hotter than winter.

f. Chocolate or fruit?

Fruit is healthier than chocolate.

g. Dogs or cats?

Cats are more independent than dogs.

h. Tofu or meat?

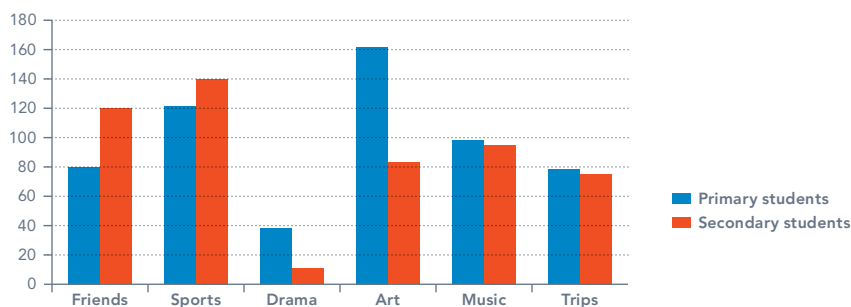
Tofu is tastier than meat.

i. Car or bicycle?

A car is more efficient than a bicycle.

5. **Study** the graph. **Write** an observation using a comparative or a superlative for each item.

School Survey Results: Student Satisfaction



a. Sports vs. trips

Possible answers: All students were happier with school sports than school trips.

b. Primary vs. secondary students commenting on art

Secondary students were less satisfied than primary students with the art program.

c. Top three items for student satisfaction for secondary students

The three items that rated the highest for secondary students were sports, friends and music.

d. Popularity of drama vs. music

The drama program was less popular than the music program.

e. Friends vs. sports

Students were more satisfied with the sports program than with their friends.

f. Item in last place

The drama program was the least popular item with students.

6. Use the indications in parentheses (+, – or =) to form a comparative (C) or superlative (S) sentence.

- a. (C) Parachuting / dangerous / bungee jumping (+)

Parachuting is more dangerous than bungee jumping.

- b. (C) Surfing / difficult / skiing (=)

Surfing is as difficult as skiing.

- c. (C) Reading / enjoyable / texting (–)

Reading is less enjoyable than texting.

- d. (C) Morocco / hot / Russia (+)

Morocco is hotter than Russia.

- e. (C) Pizza / tasty / broccoli (+)

Pizza is tastier than broccoli.

- f. (S) History / difficult / of all my classes (+)

History is the most difficult of all my classes.

- g. (S) Studying / exciting / of all my activities (–)

Studying is the least exciting of all my activities.

- h. (S) The Maple Leafs / bad / team in history (–)

The Maple Leafs are the worst team in history.

7. Identify the factors to consider when choosing a university or CEGEP. Which is the most important? Are some factors more important than others? **Give reasons** for your answers. **Remember** to use comparative and superlative adjectives in your text.





GRAMMAR CHECK

1. **Read** the email. **Underline** all the adverbs. **Look** at the chart below for help.



To: Distraction Doctor

Subject: Help!

Dear Distraction Doctor,

I am definitely losing it. These days, I feel hopelessly out of control by the time my head finally hits the pillow. Every morning, as soon as my eyes fly open, I religiously check my phone for messages from my friends. Suddenly, I realize I'm already running late. I have to shower and dress hurriedly, then grab a bite to eat as I frantically dash through the door to catch the bus. Once I get to school, I try extremely hard to pay attention in class. It's almost impossible when I'm so busy! After school, I change quickly into my work uniform and before I know it, I'm smiling sweetly and helping customers. I hardly have any time to do my homework once I get home. Around midnight, I drop into bed, totally exhausted. Is there any way I can possibly regain control of my life?

Distressed in Drummondville

➤ **Adverbs** add information about a verb, an adjective or another adverb. They often explain:

- Where *The turtle followed **closely** behind the hare.*
- When *Niels read the message and responded **immediately**.*
- How *I held the newborn baby **carefully** in my arms.*

➤ To turn an adjective into an adverb:

Adjective	Rule	Adverb
Most adjectives <i>definite, creative</i>	adjective + ly	<i>definitely, creatively</i>
Adjectives ending with a consonant + <i>le</i> <i>probable, gentle</i>	adjective (drop the final e) + y	<i>probably, gently</i>
Adjectives ending with <i>y</i> <i>crazy, lucky</i>	adjective (change y to i) + ly	<i>crazily, luckily</i>
Some words are spelled the same whether they are adjectives or adverbs <i>right, well, far, fast</i>	No change	<i>right, well, far, fast</i>

2. **Rewrite** the sentences to include the correct form of the adverb.

a. Before you give a speech, wait until the audience is (*absolute*) quiet.

Students' answers will vary. absolutely

b. When you are ready to speak, stand (*right*) in front of the microphone and speak (*loud*).

right; loudly

c. Look (*direct*) at your listeners and smile (*confident*).

directly; confidently

d. Try not to speak too (*quick*) or (*slow*) so that people can follow you.

quickly; slowly

e. Add examples and stories to (*thorough*) illustrate your points.

thoroughly

f. At the end, thank your audience (*warm*) for having listened to you.

warmly

g. If audience members ask questions, respond (*respectful*).

respectfully

h. If you're not sure of an answer, admit (*open*) and (*humble*) that you are uncertain, but that you can (*easy*) do a bit of research to find out.

openly; humbly; easily

COMPARATIVES AND SUPERLATIVES

➤ To form the comparative and superlative of adverbs use the following rules:

Adverb	Comparative	Superlative
One-syllable adverbs <i>fast</i>	adverb + er + than <i>Marc runs faster than Amy.</i>	the + adverb + est <i>Marc runs the fastest in the class.</i>
Two-syllable (or longer) adverbs <i>often, loudly</i>	more/less + adverb + than <i>You go more often than I do.</i> <i>He sings less loudly than she.</i>	the + most/least + adverb <i>I go the most often of anyone.</i> <i>He sings the least loudly of all.</i>
Irregular adverbs: <i>badly</i> <i>far</i> <i>little</i> <i>much</i> <i>well</i>	Their form varies: worse further less more better	Their form varies: worst furthest least most best

3. **Circle** the correct form of the adverb in the following text.

To: Distraction Doctor
Subject: Am I the only one?!

Dear Distraction Doctor,

It is homework time, but my social life is calling (loudly / **more loudly** / the most loudly) than my backpack, which is slouching (**dejectedly** / more dejectedly / the most dejectedly) beside my desk. My list of assignments is not nearly as exciting as the list of friends to text, articles to read and videos to watch. My thoughts wander (**restlessly** / more restlessly / the most restlessly) and I suspect that I am working (little / less / **the least**) of all my classmates. The last time we did peer evaluations, my friends said I'd talked (a lot / **more** / the most) than any of my team members. But they didn't mean that I was contributing (much / more / **the most**)! Doctor, there must be a way to (good / **better** / the best) control my inability to concentrate. I want to be known for having come (far / further / **the furthest**) of all my classmates by the end of the year. I am (**anxiously** / more anxiously / the most anxiously) awaiting your response.

Anxious Armando



TYPES OF ADVERBS & ADVERB PLACEMENT

➤ To know where to place an adverb in a sentence:

Time <i>When something happens</i>	<i>before, immediately, now, recently, since, soon, still, then, today, yet, never, ever, already</i>	Usually placed after the verb
Frequency <i>How often something happens</i>	<i>always, rarely, consistently, constantly, invariably</i>	Usually placed before the verb
Manner <i>How something happens</i>	<i>badly, carefully, fast, neatly, quickly, quietly, seriously, slowly, well</i>	Usually placed after the verb (but <u>never</u> between the verb and the direct object)
Degree <i>How much something happens</i>	<i>almost, completely, enough, extremely, just, rather, really, so, too, very, only</i>	Usually placed before the word they modify
Orientation <i>Where something happens</i>	<i>toward, to, from, up, down, to the right/left, around, anywhere, nowhere, here, there, everywhere</i>	Usually placed after the verb

4. **Read** the text. Then, **place** the adverbs in bold in the correct category in the chart below.

Welcome back to your **regularly** scheduled programming! Today we are **finally** learning how to make pasta with meat sauce. This one is a recipe you'll **definitely** use again, folks. First, bring the water to a boil and **carefully** drop the pasta in. Make sure it cooks **completely**. Then, fry your ground beef and your tomatoes until they are **well** done. **Always** season with **enough** salt and pepper to taste. Drain the pasta and **immediately** toss it with the sauce. Be careful not to splash **everywhere**! **At last**, you are ready to **proudly** serve the meal. Bon appétit!

Time	Frequency	Manner	Degree	Orientation
finally	regularly	carefully	completely	everywhere
immediately	always	well	enough	
at last		proudly		
		definitely		

5. **Read** the sentences and **decide** whether the adverbs are in the correct place. **Rewrite** the sentences to correct the errors.

CORRECT **INCORRECT**

a. My mom buys rarely the sugary cereal that I love.

My mom rarely buys the sugary cereal that I love.

b. I dropped the tennis balls and they rolled everywhere!

c. Ranjid must learn carefully to think before he speaks.

Ranjid must learn to think carefully before he speaks.

d. Are you still hungry, or did you enough eat?

Are you still hungry, or did you eat enough?

e. The students sat quietly and waited for the exam.

f. Ali placed neatly the name tags on the table.

Ali neatly placed / Ali placed the name tags neatly on the table.

6. **Describe** the behaviour of your favourite character (book or movie) using as many adverbs as possible. **Compare** the character to another character of your choice. If necessary, **use** the chart on page 207 to check the formation and placement of the adverbs in your text.

PREFIXES AND SUFFIXES



1. **Read** the text. **Highlight** all the prefixes and **underline** all the suffixes. **Look** at the chart below and on page 210 for help.



Last week, I had the most unconventional first date. First, we ate supper at an incredible restaurant—completely in the dark! It was impossible to see anything, but we had some hilarious conversation. Then, out of curiosity, we took the subway to the last stop. We discovered that the local neighbourhood was hosting a small music festival, so we danced for hours under the stars. It was magical! I am grateful to my date for being so creative. I can't recall ever having so much fun!

PREFIXES

➤ Use **prefixes** before a word to add meaning:

Prefix	Meaning	Example
co	together	<i>cooperate, coexist</i>
de	away, down	<i>destruct, deform</i>
mis, dis	negates	<i>disappoint, disappear</i>
homo	similar, like	<i>homogenous</i>
in, im	not	<i>impossible, indecisive</i>
re	again	<i>regain, rebuild</i>
semi	half	<i>semi-detached, semi-sweet</i>
sub	below	<i>substitute, subterfuge</i>
trans	across	<i>transform, transfigured</i>
un	not	<i>undetermined, undecided</i>

2. **Add** the correct prefix to write the opposite meaning of the words.

- | | | | |
|---------------|---------------------|------------------|-------------------------|
| a. behave | <u>misbehave</u> | f. communicative | <u>uncommunicative</u> |
| b. encourage | <u>discourage</u> | g. adequate | <u>inadequate</u> |
| c. controlled | <u>uncontrolled</u> | h. sympathetic | <u>unsympathetic</u> |
| d. interest | <u>disinterest</u> | i. polite | <u>impolite</u> |
| e. motivated | <u>unmotivated</u> | j. identified | <u>un/misidentified</u> |

SUFFIXES

➤ Use **suffixes** at the end of a word to change its function:

Noun or adjective		
<i>ity</i>	quality, condition	<i>insanity</i>
<i>ment, ness, hood</i>	abstraction of	<i>enjoyment, happiness, fatherhood</i>
<i>tion</i>	presentation of an act or activity	<i>imitation, motivation</i>
<i>able, ible</i>	capable of	<i>doable, feasible</i>
<i>al</i>	of, relating to	<i>logical, biblical</i>
<i>ful, ous</i>	filled with, full of	<i>thankful, gracious</i>
<i>ic, ish</i>	like, related to	<i>heroic, childish</i>
<i>ive</i>	having the nature of	<i>festive, creative</i>
<i>less</i>	without	<i>fearless, nameless</i>
Verb		
<i>ify</i>	transform into, shape	<i>solidify, deify</i>
<i>ize</i>	perform an action	<i>minimize, realize</i>

3. Highlight the key word in each phrase. **Add** suffixes to form the word that matches the definition.

- a. to make clearer: clarify
- b. the years when you are an adult: adulthood
- c. to make more intense: intensify
- d. like or related to a tragedy: tragic
- e. having the nature of attracting: attractive
- f. the condition of being without any spots: spotless
- g. the quality of being addicted: addiction
- h. the action of putting into categories: categorize
- i. filled with delight: delightful
- j. like or related to a baby: babyish

4. Choose a photo that you love—either one of your own or one you found on the Internet. **Use** your imagination to add details about the people, places and events shown in the picture. **Integrate** as many prefixes and suffixes as possible.



1. Read the text and underline all of the prepositions that you find.

A Funny Thing Happened on the Way to the Hospital

Imagine being born in the middle of the night, in January's sub-zero temperatures, on the side of Highway 401 in Milton, Ontario!

The expectant parents were rushing to the Brampton General Hospital by car, when their baby began to arrive with such urgency that the couple stopped the car and Mom got out. Dad frantically turned on his cellphone and called an ambulance as Mom went into the final moments of labour between the car and the guardrail. By the time a Halton police sergeant managed to get to the scene, Mom was giving birth and Dad was taking instructions from paramedics on the phone. The sergeant took over, and the baby was born in seconds. The sergeant wrapped the baby in a blanket and tied its umbilical cord with yellow crime scene tape. A short while later, the ambulance arrived on the scene and rushed the family to the hospital. The parents were relieved when their baby girl was finally in a warm, safe place.



➤ We use **prepositions** to:

- Express a connection or relationship between things, events and ideas
- Indicate the relative position of people, places and things
- Indicate where someone or something is moving
- Indicate the time, date or duration of an event

RED FLAG

The preposition **to** is used with verbs of direction like *go*, *travel* and *send*. The preposition **at** is used with verbs of position such as *be*, *arrive* and *stay*.

Position	Direction	Time	Manner
<i>above, across, at, behind, below/under, beside, between, in, in front of, inside, near, next to, on, of, on the bottom/top, on/to the left/right, on top, over</i>	<i>across, along, at, beyond, down, from, in, into, through, to, up</i>	<i>after, at, before, by, during, from . . . to, for, in, on, since, until</i>	<i>with, by, like, in</i>

2. **Underline** the prepositions in the following sentences and **state** whether they are prepositions of position, direction, time or manner.

Sentence	Type of preposition
a. Winter officially starts <u>on</u> December 21.	<u>time</u>
b. Temperatures begin dropping <u>in</u> October.	<u>time</u>
c. Arctic winds sweep <u>across</u> the mountain face.	<u>direction</u>
d. Winter sports enthusiasts arrive <u>at</u> the resort <u>by</u> bus and car.	<u>position, manner</u>
e. Guests staying <u>at</u> the hotel are invited to visit the spa and outdoor pool.	<u>position</u>
f. As we went <u>to</u> the top of the hill <u>on</u> the ski lift, we saw a rabbit cross the slope <u>below</u> us.	<u>direction, position, position</u>
g. The last lift going <u>up</u> the mountain leaves <u>at</u> 6 p.m.	<u>direction, time</u>
h. You can buy your lift pass <u>at</u> the wickets <u>in</u> the chalet.	<u>position, position</u>
i. Please do not leave any valuable items <u>in</u> the cloakroom.	<u>position</u>
j. All resort employees serve clients <u>with</u> courtesy <u>in</u> both English and French.	<u>manner, manner</u>

3. **Write** the appropriate preposition of position or direction in the following sentences.

Dominique Maltais is a world-class athlete from the Charlevoix region of Québec. Living at the foot of a ski resort, Dominique grew up doing many activities and sports in the snowy outdoors. However, when describing her first experience on a board, she laughs as she remembers being scared and crying, halfway down the mountain. She swore that she would never get back on a board again. But her adventurous spirit pushed her back to the top of the slopes the following winter, and in 2006, Dominique won her first Olympic medal at the Turin Olympics. She won another medal in Sochi at the 2016 Winter Olympics. Doubtlessly, Dominique will always be a snowboard enthusiast!



4. **Write** the appropriate preposition of time in the following sentences.

- a. The Secondary Five students are going to have a ski and snowboard day on February 15.
- b. You have two weeks to register, but make sure you sign up at the physical education office by next Friday.
- c. Please make your deposit at least three days before the activity so the organizers have time to confirm the number of students participating.
- d. The buses will leave at 8 a.m. sharp, so don't be late! The drivers are always on time.
- e. We will be leaving in fifteen minutes, so hurry up and find a seat!
- f. You have from now until 4 p.m. to ski.
- g. We recommend that you stop for lunch at some point during the day.
- h. The last lift for the top of the mountain will depart at 3 p.m. After that time, the lift will be closed.
- i. This is the best activity I have done since I started high school.



5. **Write** the appropriate preposition of manner in the following sentences.

- a. The wind was blowing with such force that the competitors had to carefully calculate the jumps they were doing.
- b. During the interview, the Spanish snowboarder spoke in broken English.
- c. The injured athlete was transported to the infirmary by snowmobile.
- d. The competitors blasted into the air like bullets.
- e. Medalists were awarded with a substantial cheque and a trophy.
- f. After the ceremony, the athletes were taken back to their hotels by shuttle.
- g. The hotel staff treated the athletes like kings and queens.
- h. The Mayor spoke in glowing terms of the event's success.
- i. All competitors left the event with a smile.

6. **Write** a journal entry about a particularly memorable winter day. **Describe** when it happened, where you were, who was there and what activities you did. **Use** as many prepositions of place, direction, time and manner as possible.

CONJUNCTIONS AND TRANSITION WORDS



GRAMMAR CHECK

1. **Read** the student discussion. **Underline** all the conjunctions and transition words. **Look** at the chart below and on page 215 for help.

Juno: Jules Shear once said, “The same people who never did their homework in high school are still doing that to this very day out in the real world.” In other words, he is saying that if you don’t do your homework now, you’ll have to work hard all your life to catch up. Of course, I agree that homework is important and I always do mine. On the other hand, doing your homework is no guarantee that you will have an easy life. What do you think?

Kate: I agree. After all, not all homework is helpful. Usually, it depends on the subject. For instance, I think French homework is important since we have to pass the Ministry exam.

Dominique: Clearly, doing your homework is no guarantee of success. However, if you don’t do what it takes to learn the basics, you’ll be penalized later in life.

Kate: All in all, I guess we agree that doing your homework is a good idea. It may not be fun now, but it will help you get your diploma, and that will help you find work more easily.



CONJUNCTIONS

► We use **conjunctions** to connect words or ideas in the same sentence.

- Coordinating conjunctions never begin a sentence: *He likes tacos, **and** she likes pizza.*
- Subordinating conjunctions always begin an idea: ***If** it rains, we’ll have to play inside.*

Coordinating conjunction	Function	Subordinating conjunction	Example
<i>and</i>	To add information	<i>that</i>	<i>He cooks and she cleans.</i>
<i>so, for</i>	To introduce a reason or a result	<i>if, when, because, as, since</i>	<i>I’m tired so I’ll go to bed. Because I’m tired, I’ll go to bed.</i>
<i>or, nor, either . . . or</i>	To indicate a choice	<i>whether</i>	<i>Do you prefer fish, beef or tofu?</i>
<i>but, yet</i>	To compare or contrast two different ideas	<i>although, while, even though, whereas</i>	<i>I detest red, but I love blue. While I detest red, I love blue.</i>
	To indicate a condition	<i>if, unless, even if</i>	<i>If you’re hungry, have a snack.</i>

TRANSITION WORDS

► We use **transition words** to add logic and structure to our ideas. They always begin a sentence.

Transition word	Function	Example
<i>also, besides, furthermore, in addition, moreover, likewise</i>	To add another idea	<i>New York is more exciting than Winnipeg. Furthermore, it is a shorter flight.</i>
<i>evidently, above all, clearly, obviously</i>	To add emphasis	<i>Lysanne was smiling from ear to ear when she saw her uncle. Clearly, she was happy.</i>
<i>however, instead, on the other hand</i>	To compare or contrast two different ideas	<i>Many students wanted to go to Paris. However, the administration refused to approve the trip.</i>
<i>after all, for example, specifically, in other words</i>	To provide an example or more detail	<i>There are a number of ways we can go to the concert; for example, by car, bus or subway.</i>
<i>consequently, as a result, therefore, accordingly</i>	To introduce a reason or result	<i>Numerous items of proof were discovered on the scene. As a result, the suspect was charged with murder.</i>
<i>usually, generally, on the whole, for the most part</i>	To indicate a generalization	<i>Secondary Five students begin applying for CEGEP early. For the most part, these students apply online.</i>
<i>of course, granted, naturally</i>	To concede a point	<i>Cellphones are becoming a nuisance. Granted, cellphones are an extremely important communication tool.</i>
<i>before, afterward, earlier, lately, to begin, first, second, then, next, since, in the past</i>	To sequence events or ideas	<i>Earlier today, the leaves began to tremble in the wind. Then branches began falling as the wind picked up speed.</i>
<i>finally, in the end, all in all, in brief, in summary, in short, in conclusion, to conclude</i>	To summarize or conclude	<i>To conclude, we cannot hold the event because the site has not been approved.</i>

2. Indicate whether the underlined word is being used as a conjunction or a transition.

- a. I will have the fish because I don't eat meat. conjunction
- b. Usually, Québec City gets more snow than Sherbrooke. transition
- c. I will eat the broccoli even though I don't like vegetables. conjunction
- d. Finally, I am beginning to understand calculus! transition
- e. Since today is your birthday, you can stay up late. conjunction



3. **Highlight** the conjunction or transition word used in each example. Then, **identify** its function.

Example	Function
a. Would you like the burger or the salad?	<i>to indicate a choice</i>
b. First , you must enter your password. Next , choose the type of transaction you wish to make.	to sequence events or ideas
c. Brian stepped off the bus without his cellphone. Obviously , he hadn't noticed that he had forgotten it.	to add emphasis, to add information
d. If it rains tonight, we will have the party indoors.	to indicate a condition
e. Jean's flight may be delayed. After all , the storm is worse than they had predicted.	to provide an example or more detail
f. They decided to confiscate any cellphones used during class. Furthermore , any student found using one during an exam would be expelled.	to add another idea
g. Maya was too scared to go in the water since she didn't know how to swim.	to introduce a reason or result
h. I will make pasta tonight, unless you are allergic to gluten.	to indicate a condition
i. Daniel was thinking about quitting his job. As a result , he started updating his CV.	to introduce a reason or result
j. Nathan can play the bass, the guitar and the keyboard. Evidently , he is a talented musician.	to add information, to add emphasis
k. Lindy needs to be in direct contact with her clients all the time. Naturally , she decided to get a Bluetooth.	to concede a point
l. I had problems with question three, but I still think I passed the exam.	to compare or contrast two different ideas

4. **Complete** the texts with the correct conjunctions and transition words.

then • obviously • of course • if • therefore • and

LAUNDRY 101

_____ **If** _____ you are doing laundry, it is a good idea to separate the clothes by colour. **Obviously / Of course**, white clothes must not be mixed with others, as colours might run. Separate the clothes _____ **and** _____ choose one pile to put into the washing machine. _____ **Then** _____, add the laundry detergent. **Obviously / Of course**, you have to make sure to close the machine lid before turning it on! Wet clothes will become smelly if they stay in the machine for too long. _____ **Therefore** _____, move the clothes to the dryer as soon as possible.

and • naturally • clearly • however • but • although • since

MAGIC ON THE ICE

Last winter, my best friend Theo got a new hockey stick for his birthday. _____ **Naturally** _____, that night he called me up _____ **and** _____ we met at the local park to try it out. _____ **Since** _____ it was a Thursday night, we thought the rink would not be crowded. _____ **However** _____, that night the ice was packed! It was wonderful. _____ **Although** _____ we both had a math exam the next day, we played for hours. We had a blast that night, _____ **but** _____ we did learn an important lesson the next day when we both failed the math exam: _____ **clearly** _____, we should have studied instead of playing hockey!

obviously • in conclusion • however • usually • as a result • and

BYOD?

_____ **Usually** _____, students are not allowed to bring their digital devices to school. _____ **However** _____, some multimedia experts are encouraging classrooms to adopt a bring-your-own-device policy. Personal devices may motivate students to participate more in class, _____ **and** _____ they give students immediate access to limitless information and ideas. _____ **As a result** _____, students enjoy richer and more realistic learning situations. Despite the advantages, teachers worry that too much technology may distract students. _____ **Obviously** _____, teens themselves don't agree! _____ **In conclusion** _____, the debate over allowing personal devices in the classroom is far from over.

SENTENCE STRUCTURE

➤ A **simple sentence** contains only one main clause (a subject and a verb).

I quit!

My cousin lives in Alberta.

➤ A **compound sentence** has two or more independent clauses that are joined by a conjunction. Each clause must have a subject and a verb.

My salary is too low so I quit!

My cousin lives in Alberta and he loves it there.

➤ A **complex sentence** has two parts:

- an **independent** or main clause
 - The independent clause has a subject and a verb.
 - The independent clause, like a simple sentence, can stand alone.
- a **dependent** clause
 - The dependent clause also has a subject and a verb, but it cannot stand alone because it depends on or completes the independent clause.
 - The dependent clause is connected to the independent clause by a subordinating conjunction.
 - The dependent clause can begin the sentence or complete it. When the dependent clause comes first, it is followed by a comma.

Subordinating conjunction	Dependent clause	Independent clause
<i>When</i>	<i>we get home from the ski hill,</i>	<i>I will make some hot chocolate.</i>
Independent clause	Subordinating conjunction	Dependent clause
<i>I will go shopping with Jeremy</i>	<i>if</i>	<i>we can go to the movies after.</i>

1. **Indicate** if the following sentences are simple (S), compound (C) or complex (X).

- | | |
|---|---|
| a. I love cycling in the mountains and swimming in the ocean. | S |
| b. Carl said he wanted to get in shape so he started riding his bike to work. | C |
| c. Nachos are my favourite snack. | S |
| d. When it rains it pours. | X |
| e. Last summer I hiked in the Rockies and then I worked in Banff. | C |
| f. This summer I will travel in Spain and Portugal but not France. | S |
| g. I called you at 9:30 but there was no answer. | C |
| h. It is –19°C but with the wind chill it feels like –25°C! | C |
| i. I knew my foot was broken because it hurt so much. | X |
| j. My favourite meals are spaghetti carbonara and veal parmesan. | S |

CAPITALIZATION AND COMMA USE



GRAMMAR CHECK

1. Read the text. **Underline** all the words that need capital letters. **Look** at the chart below for help.



a biography of punctuation

did you know that the earliest texts used neither punctuation nor capitalization? This was because early civilizations, such as the chinese and the mayan, used symbols to convey ideas. the first known document to use punctuation, the mesha stele, tells the story of king moab of modern-day Jordan. this inscribed stone tablet originates from the 9th century bce and is now on display at the louvre in paris, france.

the greeks first used punctuation in their writing around the 5th century bce. playwrights such as euripides employed colons in their scripts to indicate which character was speaking. in europe, medieval copyists began adding punctuation to the bible to make it easier to read aloud. today, we have many punctuation marks: colons, periods, semicolons, parentheses, commas, etc. Punctuation enthusiasts celebrate national punctuation day every september 24th!

CAPITALIZATION

➤ We use **capital letters** for:

- The first word of every sentence
- Proper nouns (names, places, days, months, holidays)
- Proper adjectives (races, nationalities, languages)
- Words used as essential parts of proper nouns
- Trade names
- Acronyms

➤ When writing newspaper and magazine headlines and titles of books, movies, plays, operas and musical works, capitalize all the words EXCEPT*:

- Short prepositions
- Articles
- Conjunctions

➤ These titles are always italicized:

- We are reading *Frankenstein* in English class.

* all first and last words are capitalized

The meeting began at 2 p.m.

Mr. Hunter, Boston, Tuesday, Remembrance Day

Spanish, Vietnamese

Upper Canada, Middle East, St. Lawrence River

Coca-Cola, Google

BMO, CTV, CEGEP

Anne of Green Gables

Through the Looking-Glass

Of Mice and Men

2. **Correct** the movie and book titles by capitalizing them appropriately.

a. *the handmaid's tale*

The Handmaid's Tale

b. *the vegetarian's complete quinoa cookbook*

The Vegetarian's Complete Quinoa Cookbook

c. *a portrait of the artist as a young man*

A Portrait of the Artist as a Young Man

d. *the good, the bad and the ugly*

The Good, the Bad and the Ugly

e. *the absolutely true diary of a part-time indian*

The Absolutely True Diary of a Part-Time Indian

f. *the sound and the fury*

The Sound and the Fury

g. *the spy who came in from the cold*

The Spy Who Came in from the Cold

h. *one hundred years of solitude*

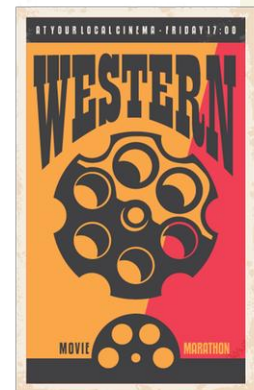
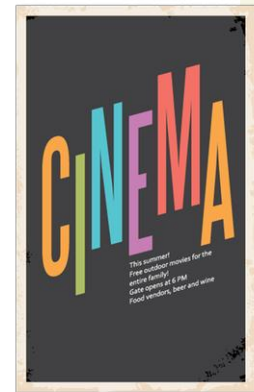
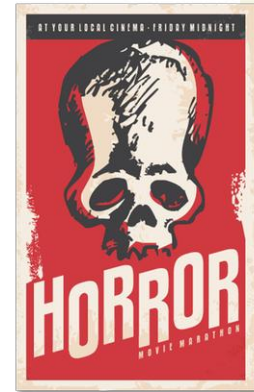
One Hundred Years of Solitude

i. *romeo and juliet*

Romeo and Juliet

j. *midnight in the garden of good and evil*

Midnight in the Garden of Good and Evil



3. **Rewrite** the sentences, capitalizing letters where necessary.

a. every december 25, santa claus visits from his house in the north pole.

Every December 25, Santa Claus visits from his house in the North Pole.

b. ciaran and i want to climb mount kilimanjaro.

Ciaran and I want to climb Mount Kilimanjaro.

c. did you know that many portuguese-speaking people of japanese heritage live in brazil?

Did you know that many Portuguese-speaking people of Japanese heritage live in Brazil?

COMMA USE

➤ We use **commas** to separate:

- Items in a list *Please buy milk, eggs, butter and flour.*
- Complete ideas *The bell rang, so we rushed to class.*
- Introductory elements *If you are sick, you should see a doctor.*
- Parenthetical elements *Mr. Bluth, who is a lawyer, is coming tonight.*
- Dates, cities and provinces *It happened on May 8, 1982, in Ottawa, Ontario.*

➤ A coordinating conjunction must follow the comma to separate complete ideas:

- ~~*He likes broccoli, he hates spinach.*~~
- *He likes broccoli, **but** he hates spinach.*

4. Rewrite the sentences, correcting the errors in comma use.

a. I like cooking animals and the company of good friends.

I like cooking, animals and the company of good friends.

b. My dog a black Labrador loves to play catch.

My dog, a black Labrador, loves to play catch.

c. While you were in Mexico we bought a new house.

While you were in Mexico, we bought a new house.

d. My mom, likes to play squash, but she only plays, on Sundays.

My mom likes to play squash, but she only plays on Sundays.

e. Some, students like my friends Aisha and Tom, enjoy studying together.

Some students, like my friends Aisha and Tom, enjoy studying together.

f. My sister went to the store, she forgot to buy toothpaste.

My sister went to the store, but she forgot to buy toothpaste.

g. Tarik was hungry, he made himself a pizza.

Tarik was hungry, so he made himself a pizza.

5. Describe your neighbourhood and the people who live there. **Add** as many details as you can. **Make sure** you use correct capitalization and punctuation.

FUNCTIONAL LANGUAGE

Teamwork and Encouragement

Do you have a partner / group?
Would you like to work with me / us?
Can I work with you?
What do you think / suggest?
That's a great idea! Good job.
I think we can use your idea.

Asking for and Offering Help

How do you write / say / spell . . . ?
Can you show me how to . . . ?
Could you give me a hand with this?
Do you want me to help you?
I can help you with that.

Advice and Feedback

Could you give me your feedback?
I really need your opinion.
Do you have any suggestions?
Why don't you try to . . . ?
You could . . .
If I were you, I would . . .

Reporting and Learning about Events, Experiences, Ideas and Issues

I'm going to talk about . . .
It happened / takes place . . .
The interesting thing was . . .
There was a problem when . . .
What happened next?
Can you tell me more about . . . ?

Goal Setting

My goal / objective is to . . .
This year, I plan to . . .
I need to work on . . .
By the end of the year, I will . . .
When I think about the future . . .

Reassuring

It doesn't matter.
Don't worry about it!
It's not important.
No problem.
The same thing happened to me . . .

Reflecting

I was able to understand because . . .
I had difficulty with . . .
A better way to do it is . . .
The strategy I used was . . .
Next time I will . . .



Giving Your Opinion

When you give an opinion, use this model:
OPINION + REASON + EXAMPLE.

I think we should wear polos at school + because it makes everybody more equal. + For example, because we all wear the same thing, nobody looks more stylish than anyone else.

Stating and Supporting an Opinion

*In my opinion . . .
I think that . . . because . . .
I'm for / against . . . because . . .
I believe this because . . .
For example . . .*

Discourse Markers

*First of all, Firstly, First,
It started / began when . . .
In the beginning . . .*

*Second, Third,
Then, Next, After that,
In addition . . . Plus . . .
On the other hand, However,
Furthermore,*

*Finally,
Lastly,
In conclusion,
To sum up*

Agreeing and Disagreeing

*I agree. I think you're right because . . .
I disagree. I think you're wrong because . . .
Exactly. That's what I was thinking.
That's a good point because . . .
That's not entirely true because . . .
In my opinion . . .
Are you for or against the decision?
Based on the text . . .
Why do you have that opinion?
What are your arguments / reasons?*

Interacting and Elaborating

*What do you think about . . . ?
Can you explain your opinion?
Give me an example.
Has that ever happened to you?
Why would you say that?
What do you mean when you say . . . ?
I didn't know that . . .
On the other hand . . .
I think we should also consider . . .
That reminds me of . . .
It's really interesting that . . .*

Building on/Adding Details

*In addition, . . .
Plus, . . .
Did you know that . . . ?
I heard that . . .
You know what?*

Asking questions

*What do you think about . . . ?
Why do you think that?
What do you mean when you say . . . ?
Can you explain . . . ?
Do you have an example or a reason to support that?*

Stalling for Time

*Let me think about it.
Can I have a minute?
Hold on a second.
I mean . . .
I'm thinking about it . . .*

STRATEGIES FOR ORAL INTERACTION **C1**

- Set short-term and long-term goals and objectives to improve your English. Remind yourself that you are improving every day.
- If you have difficulties speaking, you can:
 - gesture
 - stall for time
 - substitute different words
 - use movements to clarify your message
 - use less precise words to describe what you mean
- Self-monitor and self-evaluate while you are speaking. Pay attention to the language you're using and correct your mistakes.
- Don't be afraid to ask questions to get feedback about how you are doing. Ask friends to rephrase their ideas using different words if you don't understand the first time.
- Practise speaking English outside of class as often as you can. Encourage yourself and others to speak English as much as possible.
- If you hear mistakes, don't be afraid to correct your classmates. You can help others learn, too!
- Remember that language learning involves taking risks and that it's okay to make mistakes!
- Develop your cultural understanding of native English speakers to fully understand the language. Learn jokes and watch English TV and movies to actively participate in anglophone culture.



STRATEGIES FOR UNDERSTANDING TEXTS C2

- Focus your attention and avoid distractions. Plan which information you will need to pay attention to. This will help lower anxiety. You will not understand everything, but that's normal when learning a new language!
- Activate your prior knowledge. Think about what you already know about the subject that may be helpful.
- Skim the text to get the general idea. Then, scan it to look for the information you need.
- It may help to organize the ideas in the text visually. Charts and graphic organizers can help show the relationships between ideas. Compare texts so you can focus on similarities and differences. Make sure to take notes and write down important information.
- Predict what will happen. Make intelligent guesses based on what you know. Remember to infer or make deductions from context clues.
- Don't be afraid to ask questions if your resources cannot help you.
- Practise! Read and listen to English outside the classroom—from cereal boxes to TV shows.

STRATEGIES FOR WRITING TEXTS C3

- Before beginning to write, focus your attention and avoid distractions. Pay attention to model texts when they are available.
- Plan your work: think about the steps needed to produce your text or project. Include all of the necessary elements. Follow the phases of the writing or production process.
- Activate your prior knowledge. Think about what you already know about the subject that may be helpful.
- Learn new grammar points and transfer them to your text. Recombine language or ideas to give your text a fresh, interesting perspective.
- Cooperate with classmates to complete your project together. Ask questions if your resources cannot help you or ask others for feedback on your draft.
- Pay attention to how you're doing by self-monitoring and self-evaluating. Check and correct your own work and reflect on what you've learned.



VERB TENSE OVERVIEW

Regular Verbs		
Tense	Affirmative	Negative
Simple present	I / We / You / They talk. She / He / It talk s .	I / We / You / They do not talk. She / He / It does not talk.
Simple past*	I / We / You / They talk ed . She / He / It talk ed .	I / We / You / They did not talk. She / He / It did not talk.
Present continuous	I am talk ing . We / You / They are talk ing . She / He / It is talk ing .	I am not talk ing . We / You / They are not talk ing . She / He / It is not talk ing .
Past continuous	I / She / He / It was talk ing . We / You / They were talk ing .	I / She / He / It was not talk ing . We / You / They were not talk ing .
Future with will	I / We / You / They will talk. She / He / It will talk.	I / We / You / They will not talk. She / He / It will not talk.
Future with going to	I am going to talk. We / You / They are going to talk. She / He / It is going to talk.	I am not going to talk. We / You / They are not going to talk. She / He / It is not going to talk.
Future continuous	I / We / You / They will be talk ing . She / He / It will be talk ing .	I / We / You / They will not be talk ing . She / He / It will not be talk ing .
Present perfect	I / We / You / They have talk ed . She / He / It has talk ed .	I / We / You / They have not talk ed . She / He / It has not talk ed .
Present perfect continuous	I / We / You / They have been talk ing . She / He / It has been talk ing .	I / We / You / They have not been talk ing . She / He / It has not been talk ing .
Past perfect	I / We / You / They had talk ed . She / He / It had talk ed .	I / We / You / They had not talk ed . She / He / It had not talk ed .
Past perfect continuous	I / We / You / They had been talk ing . She / He / It had been talk ing .	I / We / You / They had not been talk ing . She / He / It had not been talk ing .
Modals	I / We / You / They should talk. She / He / It could talk.	I / We / You / They should not talk. She / He / It could not talk.

*See the list of irregular verbs on pages 231–232.



QUESTION WORDS

Question Word	To Ask About	Example
Who	a person	<i>Who is your history teacher?</i>
What	a thing or event	<i>What is your favourite sport?</i>
Where	a place	<i>Where do you go to school?</i>
When	a date or time	<i>When does your next class start?</i>
Why	a reason	<i>Why are you raising your hand?</i>
How	a way or manner	<i>How do you do this exercise?</i>
Which	a choice or distinction	<i>Which classes are you taking?</i>
Whose	a possession	<i>Whose question should I answer first?</i>

How + Adjective / Adverb	To Ask About	Example
How much	a quantity (uncountable)	<i>How much money will I need?</i>
How many	a quantity (countable)	<i>How many cats do you have?</i>
How old	an age	<i>How old is your sister?</i>
How big / small	a size	<i>How big is the apartment?</i>
How long	a duration or length	<i>How long will you be here?</i>
How often	a frequency	<i>How often do you exercise per week?</i>
How far	a distance	<i>How far is the nearest grocery store?</i>



QUESTION FORMATION

Verb To Be		
Tense	Yes / No Questions	Information Questions
Simple present	Am I happy? Is she / he / it happy? Are we / you / they happy?	When am I happy? Why is she / he / it happy? How often are we / you / they happy?
Simple past	Was I / she / he / it happy? Were we / you / they happy?	When was I / she / he / it happy? Why were we / you / they happy?

Regular Verbs		
Tense	Yes / No Questions	Information Questions
Simple present	Do I / we / you / they cook? Does she / he / it cook?	When do I / we / you / they cook? How often does she / he / it cook?
Simple past	Did I / we / you / they cook? Did she / he / it cook?	What did I / we / you / they cook? Where did she / he / it cook?
Present continuous	Am I cooking? Is she / he / it cooking? Are we / you / they cooking?	Why am I cooking? When is she / he / it cooking? What are we / you / they cooking?
Past continuous	Was I / she / he / it cooking? Were we / you / they cooking?	At what time was I / she / he / it cooking? Why were we / you / they cooking?
Future with <i>will</i>	Will I / we / you / they cook? Will she / he / it cook?	When will I / we / you / they cook? How often will she / he / it cook?
Future with <i>going to</i>	Am I going to cook? Is she / he / it going to cook? Are we / you / they going to cook?	Why am I going to cook? How is she / he / it going to cook? When are we / you / they going to cook?
Future continuous	Will I / we / you / they be cooking? Will she / he / it be cooking?	When will I / we / you / they be cooking? What will she / he / it be cooking?
Present perfect	Have I / we / you / they cooked? Has she / he / it cooked?	What have I / we / you / they cooked? Where has she / he / it cooked?
Present perfect continuous	Have I / we / you / they been cooking? Has she / he / it been cooking?	What have I / we / you / they been cooking? Why has she / he / it been cooking?
Past perfect	Had I / we / you / they cooked? Had she / he / it cooked?	When had I / we / you / they cooked? What had she / he / it cooked?
Past perfect continuous	Had I / we / you / they been cooking? Had she / he / it been cooking?	Why had I / we / you / they been cooking? How long had she / he / it been cooking?
Modals	Should I / we / you / they cook? Could she / he / it cook?	What should I / we / you / they cook? What can she / he / it cook?

COMMON PHRASAL VERBS

A phrasal verb combines a verb with a preposition or adverb. A phrasal verb can have a different meaning from the original verb. Some phrasal verbs take a direct object. The object can sometimes be placed in between the two words: She **called him back**.

Base Verb	Phrasal Verb	Meaning	Example
ask	ask out	invite on a date	Jean asked Maria out on a date.
back	back out (of)	withdraw	He backed out of the deal.
	back up	move backwards or make a copy of	You should back up all of your computer data.
break	break up	end a relationship	My boyfriend and I broke up last week.
call	call back	return a call	You must call back in two hours to claim your prize.
	call off	cancel	They called off the beach party because of the rain.
calm	calm down	relax or compose oneself	Mrs. Fox calms down from a stressful day with a cup of tea.
cheer	cheer up	comfort, encourage	Cheer up! Tomorrow is a new day.
dress	dress up	put on fancy clothes	You have to dress up for the concert tonight.
drop	drop in / by	arrive informally	Aunt Marcia dropped in for a visit.
	drop off	deliver	Can you drop me off at basketball practice?
	drop out (of)	quit	Andrew dropped out of economics class.
fill	fill out	complete	Please fill out this form before seeing the doctor.
	fill up	make full	We need to fill the car up with gas.
find	find out	discover	I just found out that I failed the exam.
get	get along	have a good relationship	My brother and I get along well.
	get away	escape	The mouse got away from the cat.
	get in	enter	Get in the car; we're leaving.
	get on / off	embark / disembark	I get on the bus at 7 a.m. and I get off at 7:40 a.m.
	get over	recover from	I'll never get over the death of my mother.
	get through	finish	The game was a disaster, but we got through it.
	get up	rise	My dad gets up every morning at 6 a.m.
get together	meet	We should get together for a coffee next week.	
give	give up (on)	abandon, quit	I gave up on the chess game after an hour.
go	go ahead	proceed	You should go ahead and buy that dress!
	go out (with)	date	I didn't know you were going out with him!
grow	grow up	become an adult	Little kids grow up so quickly!
	grow out of	become too old for	By high school, you grow out of playing tag.
hand	hand in	give work to a teacher	Please hand in the exam when you are finished.
	hand out	distribute	Who can hand out these papers for me?
hang	hang out	spend time with	Do you want to hang out and watch a movie?

Base Verb	Phrasal Verb	Meaning	Example
keep	keep up	maintain, persevere	<i>Keep up the good work, guys!</i>
look	look after look over look up look down (on)	take care of review check for information disapprove	<i>I have to look after my little sister tonight. Johnny looked over all the problems one last time. Use a dictionary to look up unfamiliar words. My grandmother looks down on my generation.</i>
make	make up	reconcile after a disagreement	<i>Sara and Jill finally made up after their fight.</i>
meet	meet up	reunite, get together	<i>We should meet up for a coffee next week.</i>
pass	pass away pass out	die lose consciousness	<i>My grandfather passed away last year. If you hold your breath too long, you will pass out.</i>
pay	pay back	return money	<i>Please pay me back by next week.</i>
pick	pick out	choose, select	<i>I want to pick out the perfect gift for my mother.</i>
put	put off	delay, procrastinate	<i>Don't put off until tomorrow what you can do today.</i>
run	run away run out of	escape finish a supply	<i>When I was little, I ran away from home. We ran out of coffee!</i>
show	show off	brag, exhibit flashily	<i>Fernando does backflips to show off his talent.</i>
stay	stay up stay out stay in	remain awake remain away from home remain at home	<i>I always wanted to stay up all night. Don't stay out late; tomorrow is our big game. She always stays in on Friday nights.</i>
take	take away take off	remove leave	<i>My parents took away my cellphone. The plane takes off at 6 p.m. tonight.</i>
try	try on try out	wear or inspect audition	<i>You should try on the shoes before buying them. Juan decided to try out for the basketball team.</i>
turn	turn on / off turn up / down	start or stop working increase or decrease volume	<i>Mario turned on the television. Please turn down the volume; it's way too loud!</i>
work	work out	solve exercise	<i>Don't worry—everything will work out in the end. Mehdi works out at the gym three times a week.</i>

Write your own examples in the *My Examples* chart.

My Examples			
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

COMMON IRREGULAR VERBS

Base Form	Simple Past	Past Participle
awake	awoke	awoken
be	was / were	been
bear	bore	born
beat	beat	beaten
become	became	become
begin	began	begun
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fling	flung	flung
fly	flew	flown
forbid	forbade	forbidden
forecast	forecast	forecast
forget	forgot	forgotten

Base Form	Simple Past	Past Participle
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got / gotten
give	gave	given
go	went	gone
grind	ground	ground
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
mislead	misled	misled
mistake	mistook	mistaken
outgrow	outgrew	outgrown
overcome	overcame	overcome
overhear	overheard	overheard
oversleep	overslept	overslept
overthrow	overthrew	overthrown
pay	paid	paid
put	put	put
quit	quit	quit

Base Form	Simple Past	Past Participle
read	read	read
rebuild	rebuilt	rebuilt
repay	repaid	repaid
reset	reset	reset
rewrite	rewrote	rewritten
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
slide	slid	slid
speak	spoke	spoken
speed	sped	sped
spend	spent	spent
spit	spat	spat
split	split	split
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
stink	stank	stunk
strike	struck	stricken
swear	swore	sworn

Base Form	Simple Past	Past Participle
sweep	swept	swept
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
upset	upset	upset
wake	woke	woken
wear	wore	worn
weave	wove	woven
weep	wept	wept
win	won	won
wind	wound	wound
withdraw	withdrew	withdrawn
write	wrote	written



GERUND OR INFINITIVE?

Verbs Followed by Gerunds	
Verb	Example
appreciate	Did you appreciate seeing your first opera?
avoid	I can't avoid hitting all the potholes in the road.
can't help	I can't help wishing I had blue eyes.
care (about)	Elijah cares about saving the environment.
consider	The criminal considered robbing a bank.
detest	My sister detests going to the beach.
dislike	My brother dislikes asking for directions.
enjoy	Cara enjoyed backpacking around Europe.
feel like	Do you feel like getting some ice cream?
finish	When you finish doing your homework, we can watch TV.
imagine	Can you imagine living without a cellphone?
keep	If you keep shouting , I'm going to turn this car around.
mind	Would you mind checking my homework?
miss	The athlete missed competing at a world-class level.
practise	You must practise playing your scales if you want to become a pianist.
quit	Quit hitting me! That hurts!
regret	Do you regret skipping class today?
spend time	I would love to spend time reading in a hammock.
can / can't stand	My mother can't stand cleaning up after us.
think (about)	Have you ever thought about taking circus classes?
worry (about)	I worry about getting into CEGEP next year.

Verbs Followed by Infinitives	
Verb	Example
agree	Will Carlos agree to play on our team?
ask	I will ask to reserve three tickets for the show tonight.
choose	What language will you choose to learn next year?
decide	Mia decided to buy a plane ticket to Vancouver.
expect	I don't expect you to understand on the first try.
hope	Next year, the twins hope to attend the same college.
learn	You have to learn to crawl before you can walk.
offer	Mr. Gentile offered to stay after school and give us extra help.
plan	Do you plan to work while you attend university?
promise	You have to promise to keep this a secret.
want	Shira and Zohar want to start a band.
wish	My father wishes to buy season tickets.

VOCABULARY LOG

Keep track of new words that you have learned and would like to use again.

Words	Definitions	Synonyms
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UNIT 2 **p. 41:** "The Tragic Tale of Rowan and Juniper," by Monique Polak, adaptation of Romeo and Juliet by William Shakespeare • **p. 47:** "Fourteen," Gerstenberg, A. (1921). Ten One-Act Plays. New York: Longmans, Green & Co.

UNIT 3 **p. 73:** "The Demand for Poop," McIntyre, C. (2016) The National Post • **p. 74:** "Toddler who died from a brain tumour is frozen by parents," Hodgekiss, A. (2015) Mail Online • **p. 76:** "Are we overstating the benefits of medical marijuana?" Labos, C. © 2015 Maclean's.

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ENGLISH AS A SECOND LANGUAGE
SECONDARY 5

UPSIDE

Arielle Aaronson
Gillian Baxter
Monique Soublière
with the collaboration of
Claire Maria Ford and Derek Wright

Teacher's Guide

CHENELIÈRE
ÉDUCATION

Upside

English as a Second Language
Secondary 5

Teacher's Guide

Arielle Aaronson, Gillian Baxter, Claire Maria Ford,
Monique Soublière, with the collaboration of Derek Wright

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Editor: Jennifer McMorrán

Project Manager: Leila Marshy, Paula Keilstra

Proofreader: Nancy Perreault

Permissions Researcher: Marc-André Brouillard

Book and Cover Designer: Micheline Roy

Typesetter: Danielle Dugal

Digital Content

Editor: Jennifer McMorrán

Project Managers: Vanessa Forget-Babin, Rosalie Roy-Boucher

Contributing Authors: Mariya Pakhomova, Kay Powell

Copy Editor: Leila Marshy, Paula Keilstra

Proofreader: Nancy Perreault

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5800 rue Saint-Denis, Suite 900
Montréal (Québec) H2S 3L5 Canada
Telephone: 514 273-1066
Fax: 514 276-0324 / 1 800 814-0324
info@cheneliere.ca

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Digital Tools from Chenelière Éducation

The *Upside* collection is available to students and teachers in an interactive digital flipbook format on Chenelière Éducation's  Interactif platform.

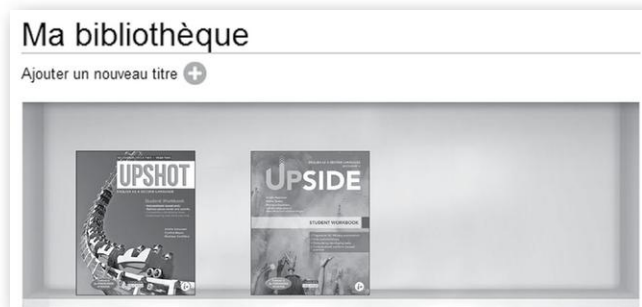
A **video** guided tour (in French) of Chenelière Éducation's  Interactif platform is viewable at www.cheneliere.ca. Click on *Secondaire* under the *Interactive* column, then *Tour d'horizon* on the navigation bar.

Tutorials are offered (in French) that describe how to use the  Interactif platform's basic tools at www.cheneliere.ca. Click on *Secondaire* under the *Interactive* column, then *Tutorials* on the navigation bar.


THE LIBRARY

The Chenelière Éducation website allows teachers to access a personal library containing all the digital books they have acquired.


Teachers can access their library at www.cheneliere.ca > *Ma bibliothèque*.




Chenelière Éducation's Interactif **PLATFORM**

The  Interactif platform is user-friendly and adapted for in-class viewing of digital books. It offers a number of advantages, including the ability to enhance a workbook with personalized material as well as consult various interactive content (hyperlinks, interactive maps, etc.) and reproducible documents offered by the publisher.

THE MAIN MENU

In the  Interactif platform, teachers can consult the digital version of each of the printed and digital components of a collection.

 The main menu contains the following buttons.

1. Table of Contents
2. Additional Material
3. Interactive Workshops
4. My Course
5. Presentations
6. Profile
7. Notes
8. Monitoring Coursework

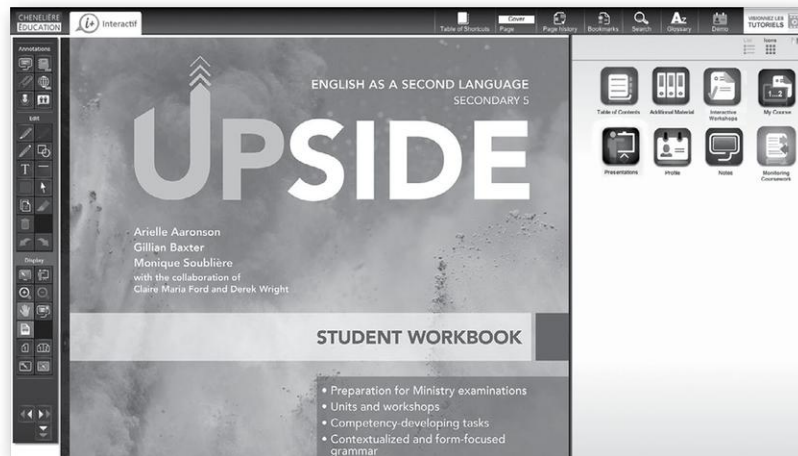




Table of Contents leads to the flipbook's table of contents and allows teachers to explore the book.



Additional Material accesses the reproducible documents and various interactive content offered by the publisher, as well as personal files added by teachers. Searches can be carried out by chapter or by type of material (reproducible documents, hyperlinks, etc.).



Interactive Workshops allows teachers to consult the list of interactive workshops related to a title, create groups, assign online activities in learning or evaluation mode to students and access their results.



My Course allows teachers to group together in one space all the resources required to teach a course. It is also possible to organize the content of a course in the order best suited to that course, and to share it with students or with colleagues.



Presentations allows for the creation of animated presentations and slideshows. It is possible to integrate screen captures, text, images, hyperlinks, page references, audio and video files and much more!



Profile allows teachers to modify their personal information. It also provides the possibility of creating student groups and colleague groups with which teachers can then share notes and documents.



Notes groups together all personal and public notes in a single directory. In addition, filters allow for refining note search results.



Monitoring Coursework allows teachers and students using the digital flipbook to monitor the exchange of coursework.

1. Digital flipbook

The digital flipbook of the *Upside* collection can be projected using an interactive whiteboard or a projector. Teachers can display answers, either one by one or all at once, or consult the teacher's notes for each page with a single click.

The pages of the workbook also contain direct access to digital and interactive content. The following clickable icons can be found throughout the digital flipbook.

The image displays three sample pages from the digital flipbook, illustrating various interactive features:

- Page 1 (Left):** Titled "2. MIXED NUTS", it features a "Hyperlink" icon pointing to a globe, a "Video" icon pointing to a play button, and a "Page link" icon pointing to a document icon. The page contains a reading comprehension exercise with multiple-choice questions.
- Page 2 (Middle):** Titled "TODDLER WHO DIED FROM A BRAIN TUMOUR IS FROZEN BY PARENTS", it features a "Page link" icon pointing to a document icon and an "Audio clip" icon pointing to a speaker icon. The page includes a news article snippet and a grammar exercise.
- Page 3 (Right):** Titled "THE ACTIVE AND PASSIVE VOICES", it features an "Interactive workshop" icon pointing to a document icon and a "Reproducible document (handout)" icon pointing to a document icon. The page contains a grammar lesson on active and passive voices with a table of examples.

As with the workbook, the digital flipbook version of the Teacher's Guide of *Upside* (which brings together all of the additional material) allows teachers to project reproducible documents using an interactive whiteboard or a projector. Teachers can also display all answers in a single click. This digital version contains all the reproducible documents in PDF format for easy printing, as well as in modifiable Word format that allows teachers to adapt documents according to their needs.

2. Interactive workshops

The digital version of *Upside* Secondary 5 contains 24 interactive workshops or quizzes that are related to the content of the workbook and sorted by theme or by grammar notion. Workshops are accessible throughout the pages of the digital flipbook as well as via the table of contents of the interactive workshops. They can be completed in class using an interactive whiteboard or completed individually in learning or evaluation mode. Students can complete them on their own in class, in the lab, or at home using a computer or a tablet.

Each of the workshops consists of 8 to 12 questions (true or false, multiple choice, fill-in-the-blank, matching, drag-and-drop, drop-down menus, etc.). In learning mode in most workshops, students can ask for a hint to help them answer questions, then ask for the answer and feedback once they have submitted their answers. They also have access to two additional tries per question. In evaluation mode, they get no additional tries, no hints and no answer. In both modes accumulated points are displayed and are updated as the students answer questions.

Pages of the workbook related to the workshop content

The screenshot shows the digital flipbook interface for an interactive workshop. At the top, it indicates 'Learning mode' and 'Upside, Secondary 5 • Unit 3 Workshop 10: The Active and Passive Voices (Workbook, pp. 74, 179-182)'. The main content area displays 'Question 2: 5 points' with '1st try' and '2nd try' indicators. The question asks to choose whether sentences use active or passive voice. Five options are listed, each with a dropdown menu and a checkmark icon. On the right side, there are buttons for 'Hint', 'Answer', and 'Next try'. At the bottom, there are navigation tabs (1-5), a 'Total points' display showing '10/32', and a 'Next question' button with a checkmark icon.

Navigation tabs


Accumulated points

Go to the next question

User-friendly learning management tools are available to teachers with the interactive workshops. These tools allow for the creation of student groups, for assigning activities to these groups in learning or evaluation mode, and for consulting the results.

3. Tablet versions of the interactive workshops and student flipbooks

In addition to being available on desktop and laptop computers, Chenelière Éducation's interactive workshops are also accessible on iPad and Android tablets. This allows students to complete workshops on their tablets.

For more information regarding the Chenelière Éducation application for iPad, consult the user's guide available at cheneliere.ca under the tab  Interactif > Secondaire > Guides de l'utilisateur and > Tutoriels.

DIGITAL TOOLS OFFERED WITH *UPSIDE*

The *Upside* collection is available on the online  Interactif platform and includes the following elements.

For students

- The digital flipbook version of the workbook.
- Access (controlled by the teacher) to 24 interactive workshops and quizzes that are linked to the workbook's themes and grammar notions. These exercises offer automatic feedback and can be completed in class, in the lab, or at home.
- Access to audio files (recorded texts).
- Complementary documents and all other digital content made available by the teacher.

For teachers

- All printed components in digital version.
- Control access to 24 interactive workshops and quizzes with automatic feedback that can be completed as a group or individually.
- Tools for managing students' results in interactive workshops.
- All reproducible documents in PDF and modifiable Word formats.
- Answers that can be displayed one by one.
- More than 60 hyperlinks.
- Access to 10 CD tracks.
- Access to 9 videos with and without English subtitles.

OVERVIEW OF INTERACTIVE WORKSHOPS

Completion time for each workshop is approximately 30 minutes. Each interactive workshop can be completed over the course of one class.

The 24 interactive workshops consist of:

- 15 interactive grammar workshops (2 to 3 per unit plus 6 additional workshops related to the Grammar Section).
- 4 unit vocabulary workshops (1 per unit) that review the vocabulary from the unit.
- 4 unit quizzes (1 per unit) that review the vocabulary and grammar of the unit, and also include a reading text and comprehension questions related to the unit's theme.
- 1 opinion piece workshop.

See the Overview on page xii for a list of the workshops offered with *Upside* Secondary 5.

**The Teacher's Guide
continues on the next pages.**

Suggested Websites

Workbook	Task	Page	Description	Website
UNIT 1 MONEY MATTERS	1	2	Government resources to help you manage your money	https://www.canada.ca/en/financial-consumer-agency/services/make-budget.html
	2	3	Article on creative ways to manage your money	http://greatist.com/happiness/ways-save-money
	3	6	Video about one young woman figuring out what it takes to be financially literate	https://www.youtube.com/watch?v=0laiuaq74Z0
		8	Article on teaching teens to spend and save responsibly	http://www.canadianliving.com/life-and-relationships/money-and-career/article/teach-teens-to-spend-and-save-responsibly
		9	Article on how cash used to be king	http://www.bbc.com/capital/story/20160922-the-countries-where-cash-is-on-the-verge-of-extinction
	4		Website of Kenneth Rogoff, a leading economist who argues that it's time to get rid of paper money	www.Kennethrogoff.com
		10	Overview of the Canada Pension Plan	http://www.esdc.gc.ca/en/cpp/index.page
5	10	Website of Mr Money Mustache who retired at 30	http://www.mrmoneymustache.com/	
	15	Video that asks the question: Is Monopoly broken—or brilliant?	https://www.youtube.com/watch?v=xelPNVmerzg	
	Extra Watching	24	CBC News report that explores the issue of minimum wage	https://www.youtube.com/watch?v=qL9F6cLejgg
WORKSHOP A: R-E-S-P-E-C-T	2	29	Article about whether rudeness is on the increase—or does it just feel that way?	https://digest.bps.org.uk/2016/06/08/your-sense-that-rudeness-is-on-the-increase-is-probably-just-another-self-serving-bias/
		30	Video of Kid President helping you figure out how to agree to disagree	https://www.youtube.com/watch?v=ghk-nDJB3Tk
	31		Article on social media etiquette for students	http://www.huffingtonpost.com/diane-gottzman/social-media-etiquette-fo_1_b_6838796.html
			Website that teaches tolerance	http://www.tolerance.org/
			Website that helps educate students about giving, sharing and philanthropy	http://www.learningtogive.org/
	31	Article about Canada being the most tolerant country in the world. Is it because we're so great—or just lucky?	http://www.theglobeandmail.com/news/politics/why-is-canada-the-most-tolerant-country-in-the-world-luck/article19427921/	
3	32	Article about children taking etiquette classes	http://www.macleans.ca/society/life/too-busy-to-teach-your-kids-table-manners/	
UNIT 2 COVER TO COVER	Unit Opener	35	List of ten authors for Canadian students	http://news.nationalpost.com/arts/books/ten-authors-you-have-to-read-if-youre-a-canadian-student
	1	36	Definition of a tragic hero, and other literary terms	https://literarydevices.net/tragic-hero/
			Video about comedy and why it matters	https://www.youtube.com/watch?v=mgsErxFEPSE
			Video about winners and losers	https://www.youtube.com/watch?v=ip97YDkvbTY

Workbook	Task	Page	Description	Website
	2	38	Oscar-winning short film from the NFB: Special Delivery	https://www.nfb.ca/film/special_delivery/
	3	43	Trailer for Baz Luhrmann's film <i>Romeo + Juliet</i> (1996)	https://www.youtube.com/watch?v=6S6lJWilpx4
	4	46	Article with improv ideas and activities for students	http://www.tefl.net/esl-activities/improvisations.htm
			Article on ten reasons for teachers to use improv in the classroom	http://www.secondcity.com/network/network10-reasons-teachers-use-improv-classroom/
	7	53	Video explaining the elements of a plot	https://www.youtube.com/watch?v=WH5jkk4aUI
	Extra Watching	55	Article that connects Shakespeare's plays with real life issues and challenges	https://hubpages.com/literature/Connecting-William-Shakespeares-Plays-with-Real-Life
WORKSHOP B ARE YOU GAME?	1	61	Government of Canada paper on Kids' Sports	http://www.statcan.gc.ca/pub/11-008-x/2008001/article/10573-eng.htm#a6
	2	62	Video of American athlete Ryan Lochte apologizing for his behaviour	https://www.youtube.com/watch?v=DRmhXdk_RB0
		63	Article about Canadian soccer star, Christine Sinclair	http://news.nationalpost.com/sports/soccer/why-christine-sinclair-might-be-the-most-important-canadian-athlete-of-her-time
			Article about PK Subban donating to Montreal Children's Hospital	http://www.si.com/2015/09/16/pk-subban-montreal-canadiens-10-million-donation-hospital
	4	66	Article about how sports is good for your body and your brain	http://ed.ted.com/lessons/how-playing-sports-benefits-your-body-and-your-brain-leah-lagos-and-jaspal-ricky-singh
			Article about how kids are dropping out of sports	http://www.cbc.ca/sports/sports-participation-canada-kids-1.3573955
UNIT 3 WEIRD MEDICINE	1	70	Article on medical breakthroughs that sound like science fiction	http://www.menshealth.com/health/medical-breakthroughs
			CBC audio report about Banting and Best, discoverers of insulin	http://www.cbc.ca/archives/entry/banting-and-best-develop-the-miracle-drug
			Article on some remarkable facts about the future of health care	https://www.entrepreneur.com/article/243297
		71	Video of intro to the 1970s television series, <i>The Six Million Dollar Man</i>	https://www.youtube.com/watch?v=HoLs0V8T5AA
			Video of intro to the 1970s television series, <i>The Bionic Woman</i>	https://www.youtube.com/watch?v=4Wd6luVya4M
	2	73	Video of Seeker report on how fecal transplants save lives	https://www.youtube.com/watch?v=i6RBfoITbls
		74	Website of Alcor, a company that provides cryonics technology	http://www.alcor.org/
		76	Article about medical marijuana and some of its uses	http://www.nationalgeographic.com/magazine/2015/06/marijuana-science-drug-research-legality/
	3	79	Ted-Ed video about Henrietta Lacks	http://ed.ted.com/lessons/the-immortal-cells-of-henrietta-lacks-robin-bulleri
	5	82	Ted-Ed video about stem cell transplants	http://ed.ted.com/lessons/what-are-stem-cells-craig-a-kohn

Workbook	Task	Page	Description	Website
	6	86	Trailer for the film <i>My Sister's Keeper</i> , about a young girl who does not want to donate a kidney to help her dying sister	https://www.youtube.com/watch?v=HP4NxUFgFrs
			Short Harvard course trailer about medical ethics	https://www.youtube.com/watch?v=nPbis0Hggsg
	Extra Watching	90	Video of Heritage Minute about Lucille Teasdale	https://www.historicacanada.ca/content/heritage-minutes/lucille-teasdale
WORKSHOP C WORLDS COLLIDE	2	97	Website for PETA, People for the Ethical Treatment of Animals	http://www.peta.org/
	3	98	Article on the pros and cons of cosmetics testing on animals	https://greengarageblog.org/12-pros-and-cons-of-animal-testing-on-cosmetics
	4	102	Article on meal planning for the vegetarian teen	https://www.eatrightontario.ca/en/Articles/Adolescents-teenagers/Meal-planning-for-the-vegetarian-teen.aspx
	5	103	Article on 5 animals we could not live without	http://www.onegreenplanet.org/animalsandnature/animals-that-help-us-to-survive/
UNIT 4 LAW AND ORDER	Unit Opener	105	Website of Educaloi, Quebec's legal information website	https://www.educaloi.qc.ca/en
			Website of Ontario's Teen Legal Help Line	https://www.teenlegalhelpline.org
			Video about the meaning and symbolism of justice	http://study.com/academy/lesson/lady-justice-meaning-symbolism.html
			Q & A about what the scales of justice represent	https://www.reference.com/world-view/scales-justice-represent-ca29e6f8a83f5d12
	2	109	Website from Kids Help Phone with information about the law and your rights	https://www.kidshelpphone.ca/Teens/InfoBooth/Money-jobs-laws/Laws/The-law-and-your-rights-at-home-work-and-school.aspx
			Website with information about the Miranda law in the US vs the Charter warning in Canada	https://lighthouselaw.wordpress.com/2011/07/19/miranda-rights-and-police-caution-in-canada/
	4	115	CBC article about parents challenging a curfew in Huntingdon	http://www.cbc.ca/news/canada/huntingdon-parents-to-challenge-curfew-1.471321
		116	CBC article about the right to wear a kirpan to school	http://www.cbc.ca/news/canada/montreal/top-court-says-sikh-student-may-carry-kirpan-1.609555
			CBC article and audio about a Quebec high school strip searching students	http://www.cbc.ca/radio/thecurrent/the-current-for-feb-19-2015-1.2963314/quebec-high-school-strip-search-of-student-deprives-teens-of-rights-1.2963328
	6	122	Article about 67 ridiculous laws from around the world that still exist	http://thoughtcatalog.com/rachel-hodin/2013/10/67-ridiculous-laws-from-around-the-world-that-still-actually-exist/
	Extra Reading	125	Collection of six videos about teens and the criminal justice system in Canada	https://www.youtube.com/playlist?list=PLjp6GdJz-EA7LS0JLqdlx5CXI9sCexram
	Projects	133	Website with mock trial scripts	http://lawlessons.ca/teaching-resources/mock-trial-scripts
STORY ANTHOLOGY	Thank You, M'am	67	Short film version "Thank You, M'am"	https://www.youtube.com/watch?v=UMrBMTgLPxc

Audio CD Track List

Track	Section		Duration	Page
▶ 1	Introduction		0:48 min	
▶ 2	Unit 1 Money Matters	"CBC Radio Day 6: Mr. Money Mustache"	9:24 min	Workbook page 10
▶ 3		"While the Auto Waits"	9:16 min	Workbook page 19
▶ 4	Unit 2 Cover to Cover	"Fourteen"	8:39 min	Workbook page 47
▶ 5	Unit 3 Weird Medicine	"The Demand for Poop"	5:08 min	Workbook page 73
▶ 6		"Toddler Who Died from a Brain Tumour Is Frozen by Parents"	4:00 min	Workbook page 74
▶ 7		"Are We Overstating the Benefits of Medical Marijuana?"	4:09 min	Workbook page 76
▶ 8	Unit 4 Law and Order	"Q&A Teens: Your Rights and the Law"	9:38 min	Workbook page 109
▶ 9	Teacher's Guide	Evaluation Situation 1: Task 3	6:34 min	Teacher's Guide page 353
▶ 10		Evaluation Situation 2: Task 2	5:14 min	Teacher's Guide page 368

DVD Track List

Track	Section		Duration	Page
▶ 1	Unit 1 Money Matters	"Taking Responsibility"	3:07 min	Workbook page 3
▶ 2		"The Cost of Owning a Car"	3:07 min	Workbook page 3
▶ 3		"How High Would You Make Minimum Wage?"	6:51 min	Workbook page 24
▶ 4	Unit 2 Cover to Cover	"Rule of Thumb"	4:12 min	Workbook page 38
▶ 5		"Features of a Shakespearean Tragedy"	3:08 min	Workbook page 55
▶ 6	Unit 3 Weird Medicine	"The Gift of Life"	9:20 min	Workbook page 79
▶ 7		"Maritime Teen Makes Big Impact with Invention"	2:07 min	Workbook page 90
▶ 8	Unit 4 Law and Order	<i>This Life</i> (excerpt)	8:49 min	Workbook page 113
▶ 9		"The Charter of Rights and Freedoms"	6:34 min	Workbook page 131

Reader's Theatre

What is Reader's Theatre?

Reader's Theatre is a type of theatre where actors are not required to memorize their lines. Instead, they perform a dramatic reading of a script. Emphasis is placed on vocal expression rather than on visuals such as sets and costumes. Readings can be done seated or can be staged.

This is a dramatic style that is easily adaptable to the classroom context. With its focus on vocal expression, Reader's Theatre requires only a script. The *Upside Teacher's Guide* contains prepared Reader's Theatre scripts tailored to second language learners. You may also choose to have students form teams and adapt a text from a book to create their own original script. Read the guide below for a step-by-step explanation of how to implement this approach in your classroom.



What are the benefits of Reader's Theatre?

- It enhances comprehension.
- It allows students to play and experiment in English.
- It offers a great opportunity to practise English pronunciation.
- Rehearsals allow students the time to repeat phrases. This repetition offers a chance to focus on form, improve prosody (rhythm, speed, pitch, intonation, pausing), and develop and gain fluency.
- With its set lines, scripts reduce the pressures associated with independently producing fluent stretches of speech. For weaker students, the opportunity to fluidly read scripted lines may boost their confidence to speak in English in front of a group.
- It engages multiple language skills. Students practise reading and speaking as performers, and listening skills as members of the audience.
- It is easy to implement within a classroom setting as it requires only a script.

How-to guide

1. Ask students to silently read the text to familiarize themselves with it.
2. Model the text for the students. To do this, you may choose to employ reading strategies such as:
 - *choral reading*: the class reads the entire text aloud together
 - *shared reading*: you read the text aloud and students choose when to join in and read aloud
 - *echo reading*: you read a portion of the text and students repeat
3. As a class, discuss the plot, the characters and the setting. Brainstorm what each character might look like and/or sound like.

4. Divide the class into smaller groups so that all students have the opportunity to participate in the reading.
5. Assign roles. You may choose to assign the roles based on students' levels. Alternatively, students can negotiate and make this decision as a group.
6. Provide students with time to practise and rehearse. Use this time to correct pronunciation. Focus on aspects such as:
 - intonation
 - speed
 - enunciation
 - volume
 - stress
 - rhythm
7. Pay attention to the stage directions. Some plays include information about the actions of the characters, such as to whom they are speaking or how they are speaking, as well as any movements they might make. This information is usually given in square brackets.
8. Have groups perform. You may choose to have students perform one group at a time in front of the class or, if space permits, to have multiple groups perform for one another in different areas. Remind students to look at the audience as well as at the other characters while performing.

Tips

- Bring small props such as hats or masks.
- Use sound effects or music to help students get into character.
- Place scripts on a music stand so that students' hands are free.
- Have students employ strategies used in theatre, such as freezing as a group to signal the end of a scene. Characters that need to exit a scene in Reader's Theatre normally turn their backs to the audience rather than leave the performance area.
- Film or record performances so that students can see or hear themselves speak. This offers students an opportunity to independently notice errors.

Helpful websites and examples

- <https://hip-books.com/browse-books/professional/hip-readers-theater-plays/>
- <http://www.aaronshep.com/rt/RTE.html>
- <http://en.copian.ca/library/learning/howtokit/theatre/theatre.pdf>
- http://curriculumplus.ca/Docs/Guides/RT_resource.pdf
- https://www.youtube.com/watch?v=Bq00hvo_b1U
- <https://learning.blogs.nytimes.com/2012/08/10/readers-theater-drama-strategies-to-use-with-any-days-times-part-5/>

THE RESPONSE PROCESS

Use the response process to construct the meaning of written, spoken and visual texts.

1. EXPLORE THE TEXT

Before you read, listen or view the text, ask yourself these questions:

- What do I notice about the **title** and **illustrations**?
- What do I think is the **topic** of the text?
- What do I **already know** about this topic?
- What is the **general message** of the text?
- What do I want to **learn** from this text?
- What's my **plan** for reading?
- What **resources** should I use?

While you listen, read or view the text, ask yourself these questions:

- Which of my **predictions** and **inferences** were correct?
- Which details will help me answer the **guiding questions** for the text?
- What are the **important elements** of this text?
- What types of **semantic mapping** can I use to organize information?
- Which **keywords** do I need to look up in the dictionary?

After you are finished, ask yourself these questions:

- How can I find the answers to the **guiding questions** for the text?
- What are my **reactions** to the text?
- What did I **have trouble understanding** in this text?
- What parts of the text should I **reread**?
- What have I **discovered** from this text?
- What **questions** do I still have about the text?
- What have **others** understood from this text?

2. CONNECT WITH THE TEXT

Ask yourself the following questions, and compare your answers with your classmates:

- What **surprised** me in this text?
- What did I find **interesting** in this text?
- What type of **personal connection** do I have with the text?
- What is my **opinion** about the text?

3. GENERALIZE BEYOND THE TEXT

Relate what you have learned to your community and to life in general. Ask yourself:

- How does this topic affect **my community**?
- How is this topic important on a **bigger scale**?
- How should people **act** in this type of situation?
- How can I make people in my community or my school more **aware** of this topic?

THE WRITING PROCESS

1. PREPARE TO WRITE

- Choose your topic.
- Reflect on your purpose.
- Identify your audience.
- Select the appropriate text type.
- Set the tone for your language.
- Plan your text.
- Investigate possible resources.

2. WRITE A DRAFT

- **Write:** Include ideas, opinions, thoughts and feelings. Leave space to make adjustments and add new ideas. Support your ideas with facts, examples and arguments.
- **Compare:** Check your outline or graphic organizer to make sure your draft follows the same structure. Recheck your instructions. Compare your text with the model text, if one has been provided. Add new ideas to your draft.
- **Cooperate:** Discuss your ideas with your classmates. Modify your draft with new ideas or changes that result from your discussion.

3. REVISE YOUR TEXT

Clarity	• The message and your ideas are clear.
Organization	• Your text is well organized.
Language	• Your choice of words is appropriate.
Purpose	• Your text achieves your intended purpose.
Audience	• Your text reaches your target audience.
Feedback	• You considered feedback from your classmates or your teacher.
Rewriting	• You added, substituted, removed and rearranged ideas and words when you reworked your draft.

4. EDIT YOUR TEXT

- Use resources.
- Get feedback.
- Use an editing checklist.
- Create your final copy.

5. PUBLISH YOUR TEXT (OPTIONAL)

- Consider presentation formats.
- Use resources and strategies.
- Think about how to reach your target audience.
- Do a self-evaluation.

THE PRODUCTION PROCESS

1. PRE-PRODUCTION: PLAN YOUR MEDIA TEXT

In the production process, you will create a media text. Some examples of media texts are posters, videos, computer presentations, web pages and books.

- Choose your topic.
- Reflect on your purpose.
- Select the appropriate text type.
- Set the tone for your language.
- Plan your visuals and techniques.
- Decide which strategies you will use.
- Investigate possible research resources.
- Research possible production resources.
- Think about how to cooperate with your team.
- Establish the roles and responsibilities of each team member.
- Write a focus sentence for your text.
- Decide whether to create a script or a storyboard for your text.

2. PRODUCTION: PRODUCE YOUR MEDIA TEXT

- Decide how to create the text.
- Choose the media conventions and techniques you will use.
- Check your resources.
- Identify the editing techniques you will use for your text.

3. POST-PRODUCTION: PRESENT AND REFLECT ON YOUR MEDIA TEXT

Present your media text to your target audience and reflect on:

- Audience feedback and reactions to your text
- Teamwork
- How to improve your text
- Your goals for future media texts

The writing process has five phases: preparing to write, writing a draft, revising, editing and publishing. During the writing process, you may need to go back and forth between the phases as you develop your text.

PREPARING TO WRITE

- I chose a topic that I want to write about and that meets the task requirements.
- I reflected on the purpose of the text (express ideas, give information, persuade, entertain, narrate, describe).
- I identified my target audience (teacher, classmates, family and friends, general public).
- I selected an appropriate text type (letter, poem, story, play, opinion piece, news article).
- I chose a tone for my language (simple or complex, formal or informal, humorous or serious) that is appropriate to my message, audience and text type.
- I planned my text (used a graphic organizer, wrote an outline).
- I researched and used appropriate resources.

WRITING A DRAFT

- I included my own ideas, opinions, thoughts and feelings as instructed.
- I supported my ideas with facts, examples and arguments where necessary and appropriate.
- I checked my instructions.
- I compared my text to the model texts, if provided, and to my outline and graphic organizer to make sure the structure of my text was correct.
- I discussed my ideas with classmates and cooperated as instructed.
- I added, substituted, removed and rearranged ideas and then reworked my draft.

REVISING YOUR TEXT

- I reread my text aloud to help identify errors more quickly.
- I used the targeted language conventions accurately (vocabulary and grammar).
- My text is well organized.
- My message and my ideas are clear and coherent.
- My text achieves my intended purpose.
- My text addresses my target audience.
- I received and considered feedback from my peers and teacher when I reworked my draft.

EDITING YOUR TEXT

- I used resources such as model texts, dictionaries, grammar references, my teacher and classmates.
- I received feedback from my teacher and classmates.
- I checked for errors in:
 - spelling
 - capitalization
 - punctuation
 - grammar
 - sentence structure
- I wrote a final draft.

PUBLISHING YOUR TEXT (OPTIONAL)

- I considered different presentation formats.
- I used resources to create and present my final text.
- I considered my audience when publishing and presenting my text.

Name: _____ Date: _____ Group: _____

Graphic Organizer

Monthly Budget

Handout GO 2

INCOME	AMOUNT RECEIVED
Employment income	
Loans, bursaries, scholarships	
Help from parents	
TOTAL	

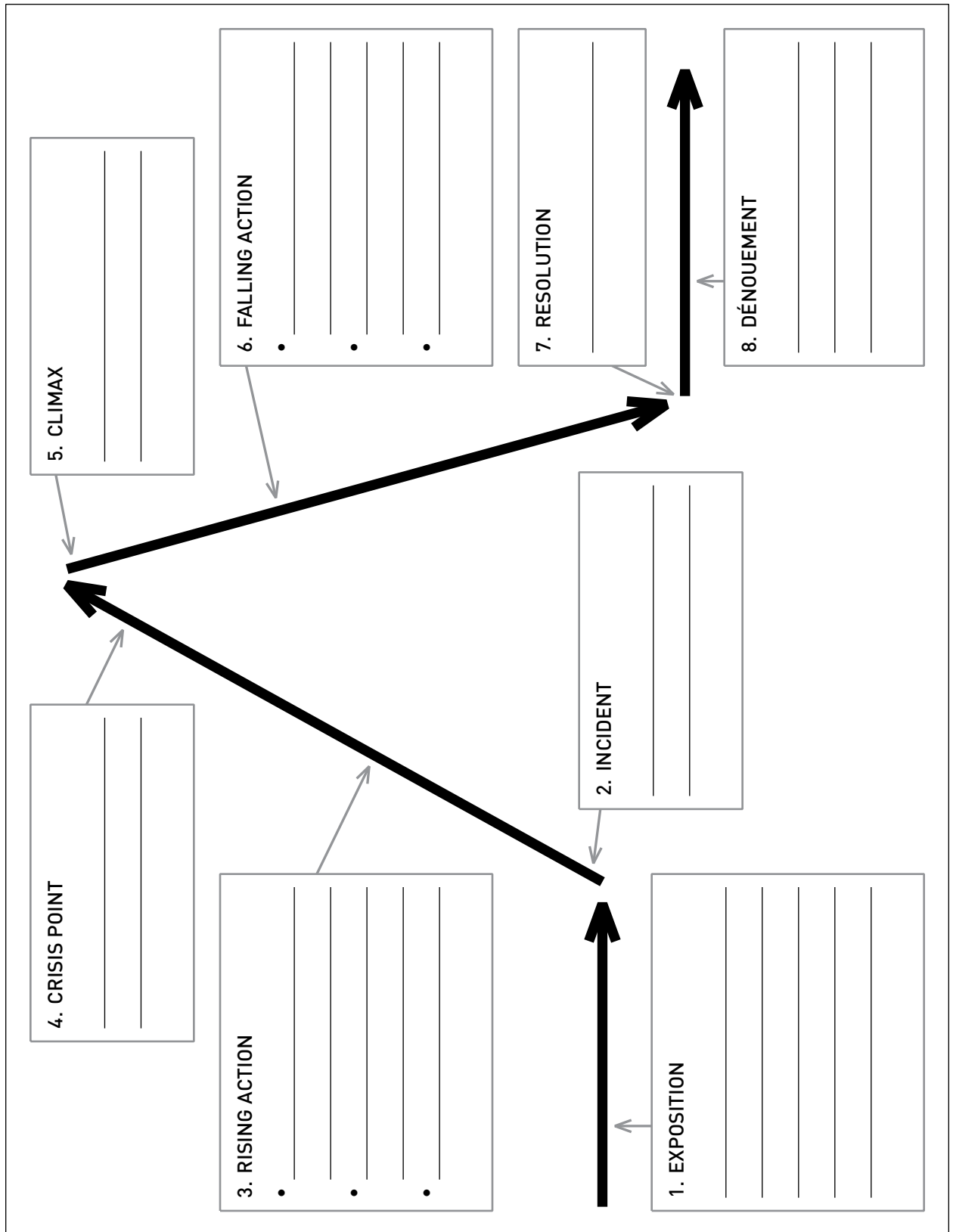
EXPENSES	AMOUNT BUDGETED	AMOUNT SPENT
HOUSING		
Utilities		
Other		
SUB-TOTAL		
FOOD		
Groceries		
Eating out		
Snacks		
Other		
SUB-TOTAL		
TRANSPORTATION		
Bus or metro pass		
Bike repairs		
Taxis		
Car costs		
Other		
SUB-TOTAL		
ENTERTAINMENT & SHOPPING		
Cellphone		
Internet		
Cable TV		
Movies and concerts		
Gym membership		
Activities and hobbies		
Clothing		
Other purchases		
Other		
SUB-TOTAL		
TOTAL		

TOTAL INCOME	
TOTAL EXPENSES	

Graphic Organizer

Pyramid of Action

Handout GO 3



Graphic Organizer

The Opinion Piece

Handout GO 4

Opinion piece topic: _____

INSTRUCTIONS

Refer to Workshop B: The Perfect Paragraph on pages 60–68 and Workshop C: The Opinion Piece on pages 93–104 for information on writing an opinion piece.

- **Use** your own ideas.
- **Plan** your text using the graphic organizer.
- **Write** a rough draft of your opinion piece on a separate sheet of paper.
- **Use** the writing checklist to verify your text and **make** any necessary changes.
- **Get** feedback from peers or your teacher.
- **Integrate** feedback and **write** the final copy. **Give** it a catchy title.

INTRODUCTION

Opening statement: _____

Information about the topic: _____

Position statement: _____

SUPPORTING PARAGRAPH 1

Topic sentence: _____

Supporting arguments: _____

Graphic Organizer

The Opinion Piece

**Handout GO 4
(cont.)**

SUPPORTING PARAGRAPH 2

Topic sentence: _____

Supporting arguments: _____

SUPPORTING PARAGRAPH 3

Topic sentence: _____

Supporting arguments: _____

CONCLUSION

Reformulation of the position statement: _____

Summary of the main arguments: _____

Closing statement: _____

WRITING CHECKLIST

My opinion text includes:

An introduction

- It presents the topic in an engaging way.
- It takes a firm position on the question.
- It addresses the target audience.

Supporting paragraphs

- Topic sentences are clear. They support the position statement.
- Arguments are convincing and coherent.
- Paragraphs are well organized.

A conclusion

- The position statement is reformulated.
- Main arguments are summarized.
- The closing sentence makes an impression.

EXTRA READING, LISTENING, PROJECTS AND VOCABULARY

EXTRA READING	Handout	Guide Page
▶ Unit 1: “My Financial Career” By Stephen Leacock	ER 1	261
▶ Unit 2: “Darwin’s Vampire” By Elise Moser	ER 2	266
▶ Unit 3: <i>Brave New World</i> (adapted excerpt) By Aldous Huxley	ER 3	272
▶ Unit 4: “As teens learn their rights, they’re defending them—and winning” By Luc Rinaldi	ER 4	279
EXTRA LISTENING	Handout	Guide Page
▶ Unit 1: “While the Auto Waits” (adapted) By O. Henry / Stage adaptation by Walter Wykes	EL 1	285
▶ Unit 2: “Fourteen” (adapted) By Alice Gerstenberg	EL 2	287
▶ Unit 3: “The Demand for Poop,” by Catherine McIntyre; “Toddler Who Died From a Brain Tumour is Frozen by Parents,” by Anna Hodgekiss; “Are We Overstating the Benefits of Medical Marijuana?” by Christopher Labos	EL 3	289
▶ Unit 4: “Q&A Teens: Your Rights and the Law”	EL 4	291
EXTRA PROJECTS	Handout	Guide Page
▶ Unit 1	EP 1	293
A. An App for That		
B. Project Planning		
▶ Unit 3	EP 2	294
A. Timeline		
B. Story		
VOCABULARY	Handout	Guide Page
▶ Unit 1	V 1	295
▶ Unit 2	V 2	296
▶ Unit 3	V 3	297
▶ Unit 4	V 4	298

My Financial Career

By Stephen Leacock

When I go into a bank I get **rattled**. The **clerks** rattle me; the **wickets** rattle me; the sight of the money rattles me; everything rattles me.

The moment I cross the **threshold** of a bank and attempt to transact business there I become an irresponsible idiot.

I knew this **beforehand**, but my salary had been raised to fifty dollars a month, and I felt that the bank was the only place for it.

So I **shambled** in and looked timidly around at the clerks. I had an idea that a person about to open an account must needs consult the manager.

I went up to a wicket marked "Accountant." The accountant was a tall, cool devil. The very sight of him rattled me. My voice was **sepulchral**.

"Can I see the manager?" I said, and added solemnly, "alone." I don't know why I said "alone."

"Certainly," said the accountant, and **fetches** him.

The manager was a grave, calm man. I held my fifty-six dollars clutched in a **crumpled** ball in my pocket.

"Are you the manager?" I said. God knows I didn't doubt it.

"Yes," he said.

"Can I see you?" I asked. "Alone?" I didn't want to say "alone" again, but without it the thing seemed self-evident.



**Extra Reading
Unit 1****Money Matters****Handout ER 1
(cont.)**

The manager looked at me in some alarm. He felt that I had an awful secret to reveal.

“Come in here,” he said, and led the way to a private room. He turned the key in the lock.

“We are safe from interruption here,” he said. “Sit down.”

We both sat down and looked at one another. I found no voice to speak.

“You are one of **Pinkerton’s** men, I presume,” he said.

He had gathered from my mysterious manner that I was a detective. I knew what he was thinking and it made me worse.

“No, not from Pinkerton’s,” I said, **seemingly** to imply that I came from a rival agency. “To tell the truth,” I went on, as if I had been **prompted** to lie about it, “I am not a detective at all. I have come to open an account. I intend to keep all my money in this bank.”

The manager looked relieved, but still serious; he concluded now that I was a son of Baron Rothschild or a young Gould.

“A large account, I suppose,” he said.

“Fairly large,” I whispered. “I propose to deposit fifty-six dollars now and fifty dollars a month regularly.”

The manager got up and opened the door. He called to the accountant.

“Mr. Montgomery,” he said, **unkindly** loud, “this gentleman is opening an account, he will deposit fifty-six dollars. Good morning.”

I rose.

A big iron door stood open at the side of the room.

“Good morning,” I said, and stepped into the safe.

“Come out,” said the manager coldly, and showed me the other way.

I went up to the accountant’s wicket and **poked** the ball of money at him with a quick, convulsive movement, as if I were doing a **conjuring** trick.

My face was **ghastly** pale.

“Here,” I said, “deposit it.” The tone of the words seemed to mean, “Let us do this painful thing while the **fit** is on us.”

He took the money and gave it to another clerk. He made me write the sum on a slip and sign my name in a book. I no longer knew what I was doing. The bank swam before my eyes.

“Is it deposited?” I asked in a **hollow**, vibrating voice.

“It is,” said the accountant.

“Then I want to **draw** a cheque.”

My idea was to draw out six dollars of it for present use. Some one gave me a cheque-book through a wicket, and some one else began telling me how to write it out. The people in the bank had the impression that I was an invalid millionaire. I wrote something on the cheque and thrust it in at the clerk. He looked at it.

“What! Are you drawing it all out again?” he asked in surprise. Then I realized that I had written fifty-six instead of six. I was too **far-gone** to reason now. I had a feeling that it was impossible to explain the thing. All the clerks had stopped writing to look at me.

**Extra Reading
Unit 1****Money Matters****Handout ER 1
(cont.)**

Reckless with misery, I made a plunge.

“Yes, the whole thing.”

“You **withdraw** your money from the bank?”

“Every cent of it.”

“Are you not going to deposit any more?” said the clerk, astonished.

“Never.”

An idiot hope struck me that they might think something had insulted me while I was writing the cheque and that I had changed my mind. I made a **wretched** attempt to look like a man with a fearfully quick **temper**.

The clerk prepared to pay the money.

“How will you have it?” he said.

“What?”

“How will you have it?”

“Oh!”—I caught his meaning, and answered, without even trying to think—“in fifties.”

He gave me a fifty-dollar bill.

“And the six?” he asked dryly.

“In sixes,” I said.

He gave it to me and I rushed out.

As the big doors swung behind me I caught the echo of a roar of laughter that went up to the ceiling of the bank. Since then I bank no more. I keep my money in cash in my **trousers** pocket, and my savings in silver dollars in a sock.

GLOSSARY

rattled → nervous

clerks → people who work in a bank

wickets → small counters in a bank

threshold → doorway

beforehand → in advance

shambled → walked dragging his feet

sepulchral → sad or scary

fetched → picked up

crumpled → folded up in a ball

Pinkerton → security and detective agency

seemingly → apparently

prompted → persuaded

unkindly → disagreeably

poked → pushed with a finger

conjuring → magic

ghastly → horribly

fit → mood

hollow → empty

draw → take from

far-gone → in a bad state

reckless → careless

withdraw → take money out of a bank account

wretched → very bad

temper → angry state of mind

trousers → pants

Extra Reading Unit 1 **Money Matters**

Handout ER 1 (cont.)

Before Reading

1. Have you ever been embarrassed because you didn't know the procedure to follow in an unfamiliar situation? **Explain** your answer.

2. If you got a substantial raise at work, what would you do with the extra money?

While Reading

3. **Read** the short story a first time to familiarize yourself with the text. As you read a second time, **complete** the following chart. In the second column, **describe** the narrator's behaviour using words from the story. In the third column, **indicate** what feelings you can infer from the behaviour.

Moments	Narrator's Behaviour	Narrator's Feelings
Entering the bank	_____ _____ _____	_____ _____ _____
With the accountant	_____ _____ _____	_____ _____ _____
With the manager	_____ _____ _____	_____ _____ _____
At the wicket	_____ _____ _____	_____ _____ _____
Leaving the bank	_____ _____ _____	_____ _____ _____

After Reading

4. Describe three blunders the narrator commits during his visit to the bank.

5. Explain the humour of the story's title.

6. Why do you think the humour of this story works?

7. Explain how the banking experience is different today.

8. Name three everyday situations that might cause you the same kind of anxiety as the narrator experiences during his visit to the bank.

9. In your opinion, why are financial institutions intimidating for some people?

Darwin's Vampire
by Elise Moser

Carola was washing dishes, singing along with the radio, and didn't see the vampire until it had landed on her wrist, but then it was too late; she'd already felt the sting. She smacked at the vamp with her other hand and suds flew everywhere. She peered around, but it must have flown off. There were two bright red dots of blood beginning to **well up** in the centre of a pinkish **welt** just beside her wrist bone. "Darn it," she muttered.

She held her wrist up, while, with the other hand, she pulled open the kitchen junk drawer and **rummaged** for the VampStop. There was masking tape, a Baggie full of twist-ties, a plastic fork. Where was it? She heard a faint buzzing, but her hand was starting to throb and she knew she didn't have time to look around; she needed to apply the VampStop within a minute or it would have no effect. She started tossing things onto the counter. A pencil with a broken end, the warranty from the coffee machine . . . she **expelled** a quick breath. There it was. The trademark blood-red applicator, there, at the back. It had been a while since there'd been a vampire around here; in the winter they usually liked to go south.

Carola pulled the tube out, and the cap fell off and rolled under the counter. Damn it, Greg never closed things properly. The spongy end of the applicator was bone dry. She frantically **dabbed** it at her puffed-up hand, but there was no moisture

left at all. She hurled it onto the kitchen floor and ran to the bathroom, throwing open the medicine cabinet and sweeping everything from the shelf into the sink. There had to be another VampStop in here. Greg said that vampires were once as big as humans, but it seemed so unlikely. "Darwin's finches," he said, with that superior scientific air of his. There used to be a VampStop in here, Carola was sure of it. Her breath was starting to come in short gasps, close to **sobs**. She threw two lipsticks and a bottle of cough syrup into the bathtub. Where was it?

"Don't panic, don't panic," she **chanted** under her breath. Last summer when they were packing to go camping, she'd asked Greg to buy a fresh one for the trip, but he packed the one from the bathroom instead. *Darn it*. She fled to the front hallway. She had a mini in her purse. Why hadn't she just gone for that one right away? Her bitten hand was bright pink now, and radiating heat. She tore open her purse and **upended** it. There, right there—she grabbed it and tore the cap off with her teeth; she couldn't bend the fingers of her other hand at all now. She viciously **jabbed** the **spongy** end of the applicator at the **wound**, jabbing and jabbing until the mini VampStop was empty. Then she watched in horror as the liquid on her hand turned blue. Too late.

Carola sat on the floor in the hallway, slumped against the wallpaper, the contents of her purse strewn around her. Her brain was **foggy**,

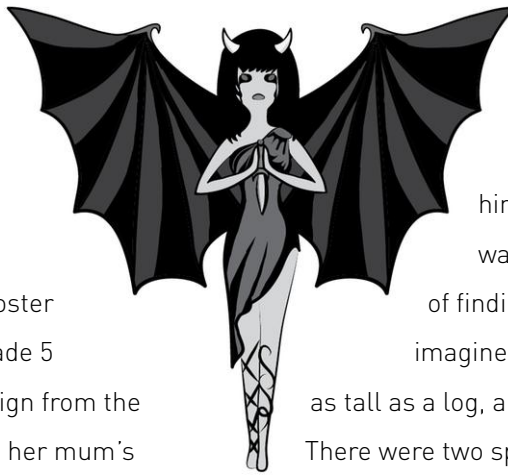
**Extra Reading
Unit 2****Cover to Cover****Handout ER 2
(cont.)**

and her bones felt weirdly compressed. It was uncomfortable.

She'd miss Greg and his science stories. His favourite was about the finches on the Galapagos Islands. Carola remembered how, when they first fell in love, she and Greg used to sit in the dark and look at the pictures on his computer. The finches had all evolved different beaks—a large one, for eating hard seeds; a short one, for eating insects; a long, slender one, for feeding on cactus pulp. They developed so quickly that scientists could track the changes from generation to generation.

Carola's face was damp and itchy from dried tears, and her skin felt tight all over. She suddenly thought of the poster they used to have up in her grade 5 classroom, an old-fashioned sign from the time of the Eradication, during her mum's childhood. It was a photograph of a grinning hunter holding the small head of a vamp, which he'd presumably just chopped off. The body, about the size of a cat, lay at his feet, stumpy wings crushed against its back.

Carola's mum used to tell them stories about when the vamps started flying in through the windows; by the time she was in high school, she said, they were as small as sparrows, and the Eradication almost ground to a halt because they were so hard to hunt. Then someone invented



the electricity-field nets. The only vamps that survived were those small enough to pass through them. "That," Greg used to say at parties, "was an evolutionary leap." Carola sighed **wistfully**; he loved to lecture. "Devastating for the population," he'd **drone**, rocking back on his heels, "but an evolutionary leap." Then he'd go on about insect robotics, and aerospace engineering based on mosquito flight dynamics.

Carola noticed that the hall light fixture seemed very high up, the ceiling cavernous. The sound of passing traffic vibrated dully against the walls. She wondered if she should try to leave a note for Greg to tell him what happened, but everything was so far away. The prospect of finding a pen defeated her; she imagined herself carrying a **ballpoint** as tall as a log, and it just made her feel tired. There were two spots on her shoulder blades that felt hot and sore and **nubby**; she wondered if she'd hurt herself somehow without knowing it, maybe while she was flinging the contents of her bathroom around.

The cool **dimness** of the hallway was soothing. It occurred to her that her cell phone must be on the floor somewhere; she could call Greg. She forced herself to crawl through the large detritus from her handbag to look for it, but when she found it it was a huge thing, the size of a rowboat. She reached up and tried to press



the button to unlock the keypad, but it wouldn't move. She thought she might be able to jump on it; she surprised herself by opening her stiff new wings, and, with a startling feeling of strength, lifted herself onto the phone, landing lightly on the asterisk key.

Now that she was here, she found that she didn't want to phone Greg anymore. She was trying to remember why she'd wanted to before, when she heard a distant buzzing from the direction of the kitchen. Maybe it was that vamp again. She turned quickly, in time to see a dark spot flitting through the lighted doorway. As he flew closer Carola could make out his clean, sharp features. He approached, and the sound got clearer; she sensed it resonating in the vast space. Suddenly she realized that she could understand it in a whole new way. It wasn't buzzing at all—he was singing!

The vamp flew over and landed on the screen of Carola's cell phone, and the two of them stood and looked at each other for a moment. She found herself thinking that she would like to see Greg again after all. He'd always had a sort of meaty smell. She'd like to bite him.

GLOSSARY

- well up** → come up or emerge
welt → painful raised mark
rummaged → searched quickly and carelessly
expelled → let out
dabbed → touched lightly
sobs → cries
chanted → repeated words
upended → turned over
jabbed → poked with quick movements
spongy → soft and absorbent
wound → injury to the body
foggy → unclear
wistfully → do something sadly
drone → speak in a monotonous tone
ballpoint → pen
nubby → covered with bumps
dimness → with no light

F Y I

Darwin's finches refer to a group of 15 distinct species of birds that live on the Galapagos Islands in the Pacific Ocean. The most significant difference between the species is the size and shape of their beaks, which are highly adapted to their food source, mostly seeds and plants. One species is the vampire finch, which lives in dry areas. Vampire finches feed on parasites that live on the backs of animals such as tortoises and iguanas. They have a buzzing song. When times are particularly hard, the finches feed on the blood of seabirds. They are small enough that their feeding habits are not enough to kill the seabirds.

Extra Reading
Unit 2

Cover to Cover

Handout ER 2
(cont.)

Before Reading

1. Before you read the story, **define** some characteristics of a vampire. **Describe** any vampires you have read about or seen in a television show or movie.

2. What do you know about Darwin?

3. **Complete** the sentences with the verbs in the word box.

Word Box	chant	dab	expel
	jabbed	rummaged	upended

- 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) Kevin _____ through his school bag, frantically searching for his English assignment.
- e) The principal threatened to _____ the students for their inappropriate behaviour.
- f) Marie accidentally _____ Nicole with her pencil when they bumped into each other in the hallway.

While Reading

4. While reading, **underline** the verbs in the past perfect and present perfect tenses.

Extra Reading Unit 2 **Cover to Cover**

Handout ER 2 (cont.)

After Reading

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

Statement	Proof from the story
1. Vampires are not usually present throughout the year.	<hr/> <hr/> <hr/>
2. Carola believes that the VampStop applicator is dry because Greg forgot to put the cap on.	<hr/> <hr/> <hr/>
3. Carola becomes increasingly nervous when she realizes that she is running out of time to use the VampStop.	<hr/> <hr/> <hr/>
4. Carola realizes that she is going to turn into a vampire.	<hr/> <hr/> <hr/>
5. The vamps became smaller and smaller over time and survived because they adapted to their environment.	<hr/> <hr/> <hr/>
6. Carola has shrunk.	<hr/> <hr/> <hr/>
7. When Carola becomes a vamp, her feelings about Greg change.	<hr/> <hr/> <hr/>

6. What happens next? **Continue** the story with a text of 150-200 words on a separate sheet of paper. **Think** about what Carola and the other vamp will do next. **Consider** the following questions:

- How does Carola feel now that she is a vamp?
- Will Carola decide to bite Greg or not?
- How will the story end?

7. Complete the pyramid of action with information from the story “Darwin’s Vampire.”

PYRAMID OF ACTION	
Exposition	<hr/> <hr/> <hr/>
Incident	<hr/> <hr/> <hr/>
Rising action	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Crisis Point	<hr/> <hr/> <hr/>
Climax	<hr/> <hr/> <hr/>
Falling action	<hr/> <hr/> <hr/>
Dénouement	<hr/> <hr/> <hr/>

Brave New World (adapted excerpt)

By Aldous Huxley

Brave New World tells the story of a dystopian society set in a future world where there is no more natural reproduction. Instead, ovaries are surgically removed to produce eggs that are then fertilized. The human embryos are developed in hatcheries and conditioning centres. In this excerpt, new students are being given a tour of the Central London Hatchery and Conditioning Centre by the centre's director. The hatchery produces thousands of human embryos which are conditioned to belong to one of five social classes: Alpha, Beta, Gamma, Delta and Epsilon. The alpha and beta embryos will become the leaders of society, while the others are the workers. The director is explaining the Bokanovsky Process where the lesser embryos, Gamma, Delta and Epsilon, undergo a specific transformation.

A **squat** grey building of only thirty-four stories. Over the main entrance the words, CENTRAL LONDON HATCHERY AND CONDITIONING CENTRE, and, in a shield, the World State's motto, COMMUNITY, IDENTITY, STABILITY.

The enormous room on the ground floor faced towards the north.

The overalls of the workers were white, their hands gloved with a pale corpse-coloured rubber. The light was frozen, dead, a ghost.

"And this," said the Director opening the door, "is the Fertilizing Room."

Bent over their instruments, three hundred Fertilizers were **plunged**, as the Director of

Hatcheries and Conditioning entered the room, in absorbed concentration. A **troop** of newly arrived students, very young, pink and callow, followed nervously, rather **abjectly**, at the Director's heels. Each of them carried a notebook, in which, whenever the great man spoke, he desperately scribbled.

Straight from the horse's mouth. It was a rare privilege. The D. H. C. for Central London always made a point of personally conducting his new students round the various departments.

"Tomorrow," he would add, smiling at them with a slightly menacing geniality, "you'll be settling down to serious work. You won't have time for generalities. Meanwhile . . ."

Meanwhile, it was a privilege. Straight from the horse's mouth into the notebook. The boys scribbled like mad.

Tall and rather thin but **upright**, the Director advanced into the room. He had a long chin and big rather prominent teeth, just covered, when he was not talking, by his full, **floridly** curved lips. Old, young? Thirty? Fifty? Fifty-five? It was hard to say. And anyhow the question didn't arise; in this year of stability, A. F. 632, it didn't occur to you to ask it.

"I shall begin at the beginning," said the D.H.C. and the more zealous students recorded his intention in their notebooks: *Begin at the beginning*. "These," he waved his hand, "are the incubators." And opening an insulated door he showed them **racks** upon racks of numbered test-tubes.

"The week's supply of ova. Kept," he explained, "at blood heat; whereas the male **gametes**," and here he opened another door, "they have to be

**Extra Reading
Unit 3****Weird Medicine****Handout ER 3
(cont.)**

kept at thirty-five instead of thirty-seven. Full blood heat sterilizes.”

Still leaning against the incubators he gave them, while the pencils scurried illegibly across the pages, a brief description of the modern fertilizing process; how the fertilized ova went back to the incubators; where the Alphas and Betas remained until definitely bottled; while the Gammas, Deltas and Epsilons were brought out again, after only thirty-six hours, to undergo Bokanovsky’s Process.

“Bokanovsky’s Process,” repeated the Director, and the students underlined the words in their little notebooks.

One egg, one embryo, one adult-normality. But a bokanovskified egg will **bud**, will **proliferate**, will divide. From eight to ninety-six buds, and every bud will grow into a perfectly formed embryo, and every embryo into a full-sized adult. Making ninety-six human beings grow where only one grew before. Progress.

“Essentially,” the D.H.C. concluded, “bokanovskification consists of a series of arrests of development. We **check** the normal growth and, paradoxically enough, the egg responds by budding.”

Responds by budding. The pencils were busy.

He pointed. On a very slowly moving band a rack-full of test-tubes was entering a large metal box, another rack-full was emerging. Machinery faintly purred. It took eight minutes for the tubes to go through, he told them. Eight minutes of hard X-rays being about as much as an egg can stand. A few died; of the rest, the least susceptible divided into two; most put out four buds; some eight; all were

returned to the incubators, where the buds began to develop; then, after two days, were suddenly chilled, chilled and checked. Two, four, eight, the buds in their turn budded; and having budded were dosed almost to death with alcohol; consequently **burgeoned** again and having budded—bud out of bud out of bud—were thereafter—further arrest being generally fatal—left to develop in peace. By which time the original egg was in a fair way to becoming anything from eight to ninety-six embryos—a prodigious improvement, you will agree, on nature. Identical twins—but not in piddling twos and threes as in the old viviparous days, when an egg would sometimes accidentally divide; actually by dozens, by **scores** at a time.



**Extra Reading
Unit 3****Weird Medicine****Handout ER 3
(cont.)**

“Scores,” the Director repeated and flung out his arms, as though he were distributing **largesse**. “Scores.”

But one of the students was fool enough to ask where the advantage lay.

“My good boy!” The Director **wheeled** sharply **round** on him. “Can’t you see? Can’t you see?” He raised a hand; his expression was solemn. “Bokanovsky’s Process is one of the major instruments of social stability!”

Major instruments of social stability.

Standard men and women; in uniform **batches**. The whole of a small factory staffed with the products of a single bokanovskified egg.

“Ninety-six identical twins working ninety-six identical machines!” The voice was almost tremulous with enthusiasm. “You really know where you are. For the first time in history.” He quoted the planetary motto. “Community, Identity, Stability.” Grand words. “If we could bokanovskify indefinitely the whole problem would be solved.”

Solved by standard Gammas, unvarying Deltas, uniform Epsilons. Millions of identical twins. The principle of **mass production** at last applied to biology.

“But, alas,” the Director shook his head, “we *can’t* bokanovskify indefinitely.”

Ninety-six seemed to be the limit; seventy-two a good average. From the same ovary and with gametes of the same male to manufacture as many batches of identical twins as possible—that was the best (sadly a second best) that they could do. And even that was difficult.

“For in nature it takes thirty years for two hundred eggs to reach maturity. But our business is to stabilize the population at this moment, here and now. **Dribbling** out twins over a quarter of a century—what would be the use of that?”

Obviously, no use at all. But Podsnap’s Technique had immensely accelerated the process of **ripening**. They could make sure of at least a hundred and fifty mature eggs within two years. Fertilize and bokanovskify—in other words, multiply by seventy-two—and you get an average of nearly eleven thousand brothers and sisters in a hundred and fifty batches of identical twins, all within two years of the same age.

“And in exceptional cases we can make one ovary yield us over fifteen thousand adult individuals.”

Beckoning to a fair-haired, ruddy young man who happened to be passing at the moment.

“Mr. Foster,” he called. The ruddy young man approached. “Can you tell us the record for a single ovary, Mr. Foster?”

“Sixteen thousand and twelve in this Centre,” Mr. Foster replied without hesitation. He spoke very quickly, had a vivacious blue eye, and took an evident pleasure in quoting figures. “Sixteen thousand and twelve; in one hundred and eighty-nine batches of identicals. But of course they’ve done much better,” he rattled on, “in some of the tropical Centres. Singapore has often produced over sixteen thousand five hundred; and Mombasa has actually touched the seventeen thousand mark. But then they have unfair advantages. You should see the way a negro ovary responds to **pituitary**! It’s quite astonishing,

**Extra Reading
Unit 3****Weird Medicine****Handout ER 3
(cont.)**

when you're used to working with European material. Still," he added, with a laugh (but the light of combat was in his eyes and the lift of his chin was challenging), "still, we mean to beat them if we can. I'm working on a wonderful Delta-Minus ovary at this moment. Only just eighteen months old. Over twelve thousand seven hundred children already, either **decanted** or in embryo. And still going strong. We'll beat them yet."

"That's the spirit I like!" cried the Director, and clapped Mr. Foster on the shoulder. "Come along with us, and give these boys the benefit of your expert knowledge."

Mr. Foster smiled modestly. "With pleasure."

They went.

GLOSSARY

hatcheries → facilities to grow humans

squat → short

plunged → immersed in

soliloquizing → as if speaking to oneself

troop → group

abjectly → humbly

straight from the horse's mouth → to get information directly from a trustworthy source

upright → straight

floridly → of a reddish colour

racks → shelves that hold materials

gametes → reproductive cells (ex. sperm) that unite with another cell to create a new organism

bud → begin to develop

proliferate → to increase in number very quickly

check → halt or stop

burgeoned → grew, increased rapidly

score → a group of 20 things

largesse → the act of giving money away

wheeled round → turned around

batches → a quantity of materials made at one time

mass production → the manufacturing of large amounts of standardized products

dribbling → slowly producing

ripening → becoming ready or mature

beckoning → signalling to come closer

pituitary → gland in the brain that produces hormones and influences development and growth

decanted → put into a container

Extra Reading
Unit 3

Weird Medicine

Handout ER 3
(cont.)

Before Reading

1. **Use** a dictionary to look up the definitions of the adjectives in the Word Box. **Complete** the sentences below.

Word Box	callow	piddling	prodigious	ruddy
	tremulous	vivacious	viviparous	zealous

- a. The _____ students in the class write down everything the teacher says.
- b. Her face was _____ from being outside in the cold all afternoon.
- c. Jeremy spoke nervously with a _____ voice.
- d. Corinne captured everyone’s attention with her energetic and _____ presentation.
- e. Most mammals are _____ creatures as they give birth to babies that develop inside the mother.
- f. The teacher has a _____ knowledge of the most recent scientific breakthroughs.
- g. The _____ doctor was not prepared to deal with such a complex medical issue.
- h. The guests arrived at my house in _____ numbers. It felt like the evening would never end.

2. What are alpha, beta, gamma, delta and epsilon?

3. What does it mean when an animal or a person is considered to be the alpha?

4. What is a dystopia? What are some examples of dystopian stories that you already know of?

**Extra Reading
Unit 3** **Weird Medicine**

**Handout ER 3
(cont.)**

While Reading

5. **Read** the novel excerpt. While reading, **underline** the words and phrases that relate to Bokanovsky's Process.

After Reading

6. **Put** the statements in order to describe the steps of the modern fertilizing process.

- _____ The Alphas and Betas stay in the incubators until bottled.
- _____ The Gammas, Deltas and Epsilons are taken out of the incubators to undergo Bokanovsky's Process.
- _____ The ova are put back in the incubators.
- _____ The Gammas, Deltas and Epsilons stay in the incubators for thirty-six hours after fertilization.
- _____ The ova are fertilized.

7. Where and when does the story take place?

8. **Describe** the new students.

9. What is the difference between an egg that would divide in a natural reproductive process and those that are put through Bokanovsky's Process?

Extra Reading
Unit 3

Weird Medicine

Handout ER 3
(cont.)

10. What do you think are some of the positive and negative aspects of the processes used to create humans in this story?

Positive Aspects	Negative Aspects

11. What do you think the Director means when he says, "If we could boganovskify indefinitely, the whole problem would be solved."

12. What do you think it would be like to live in a world such as this one and to work at the Hatchery? What social class would you choose for yourself?

As teens learn their rights, they're defending them—and winning

By Luc Rinaldi

Teen rights used to be, in effect, whatever their parents dictated. But Millennials and Generation Z have pushed back, and the balance of power is shifting.

Ron Felsen had been a teacher since 1998 and a vice-principal for five years when he got the top job at Northern Secondary School in **tony** north Toronto. The new principal—who already had at least 10 proms under his belt—was hardly inexperienced. A month later, he was presiding over the Halloween dance when he decided to shut it down one hour in. “We’re not talking about one or two kids drunk,” he says. “We’re talking about a cafeteria full of kids falling over on each other.”

To combat the culture of drinking, Felsen asked police to deliver a school-wide presentation on safe partying—**to no avail**. Six times in three years Felsen had to remove inebriated students from school dances, sending them home or even to the hospital to have their stomachs pumped. Eventually he cancelled all senior dances **save** the prom, a **milestone** often marked by much pomp and excess. He was already at his wit’s end when sharply dressed students spilled out of limos and filed into the hall’s front doors for 2013’s end-of-year dance. Once again he had to call the parents of one extremely intoxicated girl who was slurring her words and staggering around. The next year, he held her up as an example to the student council as he **pressed**

his case for a Breathalyzer at the prom-dance door as a last resort.

The council argued against it, but after Felsen discovered at least one school in each of Ontario’s 32 English school boards used them before prom, he pitched the idea to the parent council and they bought it. “They know their kids and they know their kids’ friends,” he says. “They hear stories.” Two days before tickets went on sale for the 2014 dance, Felsen announced that, from now on, entry to the prom would require a ticket—and a breath test.

Student council vice-president Simon Gillies was incredulous. “Is this legal?” he asked president Brett Gorski. Other students were equally enraged; one put up posters depicting Felsen with the **Orwellian** caption, “Big Brother is watching you.” As heads of the student council, Gorski and Gillies figured it was up to them to fight back.

Gillies swiftly started doing his own research. He found Section 8 of the Canadian Charter of Rights and Freedoms—protection from unreasonable search and seizure—and a Toronto District School Board policy that warned against unreasonable **grounds** for search and seizure. At the recommendation of his father, a lawyer, Gillies contacted the Canadian Civil Liberties Association, which quickly lent its support to a lawsuit—**quashing** Gillies’s worries that they might dismiss council as “just a bunch of **whiny** kids” fighting for the right to



**Extra Reading
Unit 4****Law and Order****Handout ER 4
(cont.)**

party. They connected the students with Jonathan Lisus, a Toronto lawyer willing to work the case for free. “They basically knew what the issues were,” says Lisus, who **filed** a Charter challenge against the school board. “They just needed help procedurally advancing them.”

Despite meetings and letters, Felsen—who had sought his own legal advice—wouldn’t **budge**. As the two sides waited for a court date, they made an interim agreement: there would be no Breathalyzers at the 2014 prom. Before the dance, Gorski and Gillies held a meeting for all Grade 12 students. “We worked for this,” Gorski told them. “Let’s do it right.” Three hundred and ninety people attended prom. Not one was reprimanded or removed for underage drinking.

Teenagers used to be second-class citizens whose rights were, in effect, whatever their parents decided they were. And kids, for the most part, accepted that. But, like all teenagers who have challenged authority, Millennials and Generation Z have started pushing back and the balance of power is shifting.

“Young people today are much smarter and more aware of their rights than may be fashionable to admit,” says Sukanya Pillay, executive director and general counsel for the civil liberties group that helped with the Breathalyzer case. “They’re not taking things lying down. They’re not just going to accept whatever’s prescribed to them.” Kids these days know their rights, and, for better or worse, they’re defending them. And winning.

Young people, on the **cusp** of adulthood and **itching** to assert their independence, have always had a don’t-come-into-my-room kind of attitude that **hearkens** back to James Dean in *Rebel Without a Cause*, says Pillay. But today’s youth have grown up in a wildly different environment than previous generations. “We always hear about how kids don’t understand privacy rights because they’re ceding their privacy with social media and Facebook.” But Pillay sees Twitter, Instagram, and Snapchat as a testing ground where kids are introduced to the concept of rights by trial and error—who can see what they post, whom they can block and whom they can delete from their online lives.

Today’s cohort of teens is the first to grow up almost entirely in a digital, post-9/11 world. Because of their technological sophistication, they can witness and participate in conversations about rights, whether the topic is invasive anti-terror legislation or WikiLeaks and government secrecy. “We’re facing mass state surveillance,” Pillay says. “There’s a **trickle-down effect**. In schools, administrations are taking a more **heavy-handed** approach to the students. But the students, exercising their democratic rights, are saying, ‘Wait, that’s not right.’”

Never have young people had so much power, but most don’t **grasp** the need for great responsibility. Michele Peterson-Badali, an Ontario Institute for Studies in Education psychologist who specializes in children’s rights, says there’s a gap between young people’s **awareness** of their rights and their understanding of what it **entails**: the responsibility

**Extra Reading
Unit 4****Law and Order****Handout ER 4
(cont.)**

to respect the rights of others. “They might think they’re **savvy** and act like they’re savvy, but they’re not,” she says. “Even at 16 . . . few kids will understand that rights are a **bounded entitlement**. I can’t do whatever I want. I can’t say things that are hateful. I can’t hurt somebody.” And that’s what throws adults into an **uproar**: if they’re still the same old irresponsible, mischievous and occasionally nefarious kids, why hand them so much power? “There tends to be a **gut reaction** on the part of adults to feel threatened by the idea—‘these kids, they have too many rights,’” says Peterson-Badali. “I think that’s a misconception.” The trick, she says, is to ensure kids properly appreciate what rights really mean.

These days, they’re learning much of what they know from television and YouTube videos. “We’ve interviewed thousands of children, and I haven’t met one who knew their rights,” says Katherine Covell, co-founder of the Cape Breton University Children’s Rights Centre. The centre developed a curriculum that incorporates rights-based case studies and role-play exercises and shopped it around to schools, but Canadian educators weren’t interested. “If you’re going to respect the rights of the child, you have to listen to them and give them opportunities to express their opinions,” Covell says. “A lot of teachers were wary of that.” British schools, meanwhile, embraced the program and saw a drastic transformation over its 10-year implementation: bullying all but disappeared, discipline issues **dwindled** and children

performed better academically. “You can’t just have Rights Week or Rights Day,” Covell explains. “It’s not a quick fix.”

Nine months after the 2014 Northern Secondary School prom, Ontario’s Superior Court ruled in favour of Brett Gorski and Simon Gillies, deciding that mandatory Breathalyzer tests violated their constitutional right to freedom from unreasonable search and seizure. The two teens were relieved—and proud. “I hear in my classes, ‘Don’t ever put anything you did in high school on your resumé,’” says Gorski, now a business management student at McGill. But you’ll find the case on her CV; taking the school board to court taught her more than any law course could. “It was interesting that two 18-year-olds, fresh out of high school, were able to make an impact,” says Gorski, who intends to continue being an advocate for social justice. “When I talk to Grade 9s, they think it’s exciting that they can stand up for their rights. It’s kind of foreign to take a principal to court.”

Now Principal Felsen has a most pressing concern: with the 2015 prom about three months away, how does he prevent the usual **bacchanal**? “It does tie our hands a bit,” he says of the court’s decision. Parents expect him to put on a prom year after year, but he, like other administrators, is running out of tools to combat underage drinking. Because of the decision, Malvern Collegiate in east Toronto, which has used the Breathalyzer on students for years, will stop using the test, and



**Extra Reading
Unit 4****Law and Order****Handout ER 4
(cont.)**

dozens of other schools will likely follow suit. Felsen wouldn't be surprised if high schools decide to get out of the prom business altogether, even though he knows that would cause even more of an uproar than the Breathalyzer did, given their social status as a rite of passage.

He does see one upside, though. "I think it's a great civics lesson," he says. "We teach kids about rights and responsibilities, so here's a great lesson about how decisions are made and what you do about decisions you're not happy with. We have appeal measures and all sorts of different things we as adults do, and certainly kids should know they have that ability as well." He's heartened by Gillies and Gorski, who were professional and polite throughout the case. As for future students, "I'm confident that kids will do the right thing," he says. "If I didn't have confidence in kids, I wouldn't be a school principal."

GLOSSARY
.....**tony** → fashionable, expensive**to no avail** → no success**save** → except**milestone** → significant action or event**pressed** → presented**Orwellian** → refers to George Orwell, author of *1984* in which "Big Brother" watches everything you do**grounds** → reasons**quashing** → putting an end to something**filed** → submitted**budge** → move**cusp** → beginning**itching** → anxious**hearkens** → brings us**trickle down effect** → affects many people**grasp** → comprehend**awareness** → knowledge or perception of a situation**entails** → demands or requires**bounded entitlement** → rights within limits**uproar** → furor**gut reaction** → reaction based on instinct and experience**dwindled** → diminished**bacchanal** → wild and drunken behaviour, from the Greek god Bacchus

**Extra Reading
Unit 4**

Law and Order

**Handout ER 4
(cont.)**

Before Reading

1. **Match** the words with their definitions.

Words	_____	Definition
a. stagger	_____	1. complain
b. slur	_____	2. walk as if about to fall
c. whine	_____	3. evil
d. heavy-handed	_____	4. disobedient
e. savvy	_____	5. careful
f. mischievous	_____	6. knowledgeable
g. nefarious	_____	7. speak unclearly
h. wary	_____	8. oppressive

2. Have you ever felt strongly that your rights were not being respected? If so, **describe** the situation. If not, **imagine** a situation where your rights are not respected.

3. How did or how would you react to the situation you described in Step 2?

While Reading

4. **Complete** the chart with information from the text.

The case	_____
Opposing parties	_____
Rights or freedoms infringed upon	_____

After Reading

5. **Discuss** with a partner or group possible arguments for and against the students in the case described in the article. **Take notes** below.

FOR: _____

AGAINST: _____

6. According to the article, why are teens today more aware of their rights?

7. According to the article, do most teens recognize the responsibilities that come with expressing their rights? **Explain** your answer.

8. What does Principal Felsen feel is the positive side of this experience?

9. Do you think that the Breathalyzer test was reasonable considering the circumstances? **Explain** your answer.

10. What is your opinion on the case described in the article? **Pick** an argument from Step 5 that reflects your opinion and **write** a supporting paragraph.

Extra Listening
Unit 1

Money Matters

Handout EL 1


While the Auto Waits (adapted)

By O. Henry / Stage Adaptation by Walter Wykes

1. Do you believe opposites attract? Why or why not?

2. **Use** a dictionary to find the definitions of the following words.

Word	Definition	Character
bondage		
burdened		
common		
connoisseur		
fortunate		
humble		
ninny		
stunning		

3. **Listen** to the audio recording of “While the Auto Waits”  once to familiarize yourself with the text. As you listen a second time, **take note** of the words from Step 2. **Indicate** in the third column which character they describe, the girl or the young man.

4. **Describe** the faux-pas made by the young girl and how she recovers from it.

Extra Listening
Unit 1

Money Matters

Handout EL 1
(cont.)

5. **Describe** the twist at the end of story.

6. Even when the truth is revealed, both characters carry on with the charade. Why do you think they behave that way?

7. What makes a situation ironic? **Describe** how this story is ironic.

8. What is a “white lie”? Do you think the two main characters have told white lies in this story?

9. What message do you think the author is trying to make with the plot twist and irony of this story?

**Extra Listening
Unit 2** **Cover to Cover**


Handout EL 2

Fourteen (adapted)
By Alice Gerstenberg

1. What do you think makes a party successful? **Place** the following variables in order of importance, with 1 being most important and 5 being least important.

- _____ Number of guests
- _____ Food
- _____ Music
- _____ How well the guests know each other
- _____ How cool the guests are

2. What do you know about social class? How does social class affect who we are, how we behave, and what we aspire to?

3. **Read** the questions in Steps 4, 5 and 6, then **listen** to the audio recording of “Fourteen”  and **answer** the questions.

4. What do Elaine and Mrs. Pringle say that foreshadows the ending of the play.

5. **Give** examples of Mrs. Pringle’s preoccupation with social climbing.

6. **Give** three pieces of evidence that show the party is taking place in an upper-class household.

**Extra Listening
Unit 2** **Cover to Cover**


**Handout EL 2
(cont.)**

7. **Complete** the pyramid of action with information from the play. **Listen** to the recording a second time if necessary.

Pyramid of action	
Exposition	_____ _____ _____
Incident	_____ _____ _____
Rising action	_____ _____ _____ _____
Crisis Point	_____ _____ _____
Climax	_____ _____ _____ _____
Falling action	_____ _____ _____
Dénouement	_____ _____ _____ _____

8. **Imagine** a funny or dramatic exchange between your friends or family, or **recall** one from memory. On a separate sheet of paper, **write** a short dialogue with two to three characters based on this exchange. **Include** stage direction for your characters.


**Extra Listening
Unit 3****Weird Medicine****Handout EL 3****Extreme Medicine**

1. **Listen** to the audio recording of “The Demand for Poop”  once to familiarize yourself with the text. Then **read** the statements below. As you listen a second time, **check** true or false.

Statement	T	F
a. Fecal transplants require introducing your own bacteria back into your gut.		
b. Fecal transplants have been used for centuries.		
c. Fecal transplants have been very successful at treating <i>C. difficile</i> infections.		
d. Fecal transplants are not a magic bullet.		
e. Doctors no longer believe caution is required with fecal transplants.		
f. The Robogut will produce synthesized fecal matter.		
g. The Robogut is an old-fashioned mechanism to help with digestion.		

2. **Describe** fecal transplantation in your own words.

3. If doctors suggested you follow this treatment, would you be skeptical and uncomfortable or would you trust your doctor’s recommendation?

4. **Listen** to the audio recording of “Toddler Who Died from a Brain Tumour Is Frozen by Parents”  once to familiarize yourself with the text. Then **read** the statements below. As you listen a second time, **check** true or false.

Statement	T	F
a. Matheryin Naovaratpong, known as Einz, lived for five years with a brain tumour.		
b. Einz’s parents are both physicians.		
c. Einz underwent a procedure called a “neuro” before her death.		
d. In order to revive Einz, her brain would have to be transplanted into a new body.		
e. Alcor is located in the United States.		
f. Alcor is doing research on brain tumours.		
g. Einz’s body was frozen two weeks after her death.		


Extra Listening
Unit 3

Weird Medicine

Handout EL 3
(cont.)

5. In your own words, **describe** how Einz’s body and brain were preserved.

6. If doctors suggested that a family member be preserved after their death, would you be skeptical and uncomfortable or would you trust your doctor’s recommendation?

7. **Listen** to the audio recording of “Are We Overstating the Benefits of Medical Marijuana?”  once to familiarize yourself with the text. Then **read** the statements below. As you listen a second time, **check** true or false.

Statement	T	F
a. Marijuana was legalized in July 2016.		
b. There are not enough studies confirming marijuana’s efficacy.		
c. Recent studies have made doctors less skeptical.		
d. Marijuana is a new medication.		
e. Smoked marijuana and oral cannabinoids have been shown to be equally effective.		
f. Studies have shown that adolescents who smoke a lot of marijuana are more at risk of developing schizophrenia later in life.		
g. The government is not concerned with the legal debate about marijuana.		

8. In your own words, **explain** how we might have overstated the benefits of medical marijuana.

9. The Canadian government supports the legalization of marijuana. Do you think this helps protect young people like you?

Q&A: Teens: Your Rights and the Law


1. What would do if you were walking down the street and were stopped by the police?

2. Do you know if your answer to Step 1 is the appropriate response? **Explain** your answer.

3. What advice would you give a friend who is experiencing cyberbullying?

4. Many applications and websites expect you to share personal photos or information about yourself on almost a daily basis. Do you think it is always wise to do so? Why or why not?

5. **Give** an example of a situation that you might find yourself in where it would be helpful to know your rights.

6. **Listen** to the audio recording of “Teens: Your Rights and the Law”  once to familiarize yourself with the text. Then **read** the statements below. As you listen to the recording a second time, **check** if each statement is true or false.

Statement	T	F
a. The <i>Canadian Charter of Rights and Freedoms</i> is part of the Supreme Law of Canada.		
b. One of our freedoms under the <i>Charter</i> is the freedom of peaceful assembly.		
c. Our right to mobility allows us to work in the United States.		
d. You can't be arrested if you are not over 18 years old.		

Extra Listening Unit 4 **Law and Order**

Handout EL 4 (cont.)

Statement	T	F
e. The <i>Youth Criminal Justice Act</i> aims to rehabilitate rather than to punish.		
f. If school officials have a good reason to do so, they can search my locker but not me.		
g. If you are 15 years old, you can engage in sexual activity with a 21-year-old.		
h. Cyberbullying is never considered a crime.		
i. I can be charged with trafficking if I give a friend my mother's sleeping pills.		
j. There are five main types of drug offences under the Criminal Code.		

7. According to the text, in what circumstances can someone younger than 18 be treated as an adult?

8. Do you think the zero-tolerance policy for alcohol for drivers and learner drivers under 22 years of age is fair? Why or why not?

9. What rule do you think should be added to your school's code of conduct? Why?

10. The *Charter* protects you against discrimination on the basis of age. Yet there are age limits for voting, driving, drinking and sexual activity that discriminate against young people. The right to security of the person under the *Charter* allows the government to set these age limits. In your opinion, are these limits justifiable?

**Extra Projects
Unit 1****Money Matters****Handout EP 1****PROJECT TIPS**

- **Use** the steps of the production process.
- **Go over** the criteria from the evaluation rubric 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 classmates.
- **Share** your work.

● **PROJECT****A****AN APP FOR THAT** C1 C3

There are many online programs and smartphone apps dedicated to helping you manage your money. Which is the best one? **Research** several different apps and **try** them out. Then, **create** a multimedia presentation and **report** your findings to the class.

1. In groups of three, **select** three different money-management apps or programs to research.
2. **Prepare** a table that will list whom they target, what types of services they offer, and their strengths and weaknesses.
3. **Download** the programs or apps and use each one for a day or two to keep track of your finances. You could also recruit friends or family members to test the programs.
4. **Gather** your research findings and **decide** which app is best and why. **Justify** your decision with concrete arguments.
5. **Create** a multimedia presentation to profile each money-management app. **Include** a demonstration of the app if possible. **Present** your final conclusions to the class.

● **PROJECT****B****PROJECT PLANNING** C1 C3

The key to a successful event or project is in the planning, and the biggest part of any such plan is the budget. With a partner or in a group, **create** a budget for an event or big project. It could be a party, school trip or fundraising project, or even something big like the renovation of your school's cafeteria or student lounge.

1. With your group, **come** to a consensus on your project or event. **Get** your idea approved by your teacher.
2. **Brainstorm** the details of your project or event. **Try** to anticipate all of the people, resources and time that you will need. For example, **consider** things like a guest list, food, beverages, entertainment, accommodation or room rental, renovation materials, staff, timeline.
3. **Add up** all the costs of your event or project.
4. **Brainstorm** ways to raise funds and cover your costs. For example, will you charge admission, take donations or raise money to cover costs?
5. **Create** a document with the following columns: Date, Item, Cost, Revenue, Total. How much is the total cost of your event or project? Does it seem doable?

**Extra Projects
Unit 3**

Weird Medicine

Handout EP 2

PROJECT TIPS

- **Use** the steps of the production process.
- **Go over** the criteria from the evaluation rubric 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 classmates.
- **Share** your work.

• **PROJECT**

A

TIMELINE C1 C3

There is something about the teenage brain that makes it more open to trying new things. Sometimes the result is an incredible medical breakthrough—made by a teen! With a partner, **prepare** a timeline about medical or scientific breakthroughs that were made by teenagers. **Include** biographical information about the teenager and details about their discovery or project. **Present** the information to your classmates.

1. **Conduct** research to find out about teenagers who have contributed to scientific or medical breakthroughs. **Select** the breakthroughs that are the most interesting to you.
2. **Note** important information about the teenager such as their name, age, residence, education and reasons why they decided to carry out their research.
3. **Gather** information about the discovery such as what it is, how it was discovered and the positive and negative aspects of the project.
4. **Include** at least one discovery that presents an ethical dilemma and **explain** it clearly.
5. **Decide** how you will present your project. You can prepare a poster, a slide-show presentation, a listicle or a profile article.

• **PROJECT**

B

STORY C3

Write the story of a person you know who benefited from a medical breakthrough, past or present. **Share** your story with classmates.

1. **Think** of people you know who have had to deal with medical issues and who have been helped by a medical breakthrough or a controversial treatment.
2. **Plan** your story. **Answer** the questions who, when, where, what happened, what the breakthrough was, as well as positive and negative aspects of the treatment and the final result. **Use** the texts and videos in Unit 3 for inspiration (pages 70, 71, 73–77, 79 and 91).
3. **Choose** the format for your story. You can write a profile or a news article or tell the story in a narrative text.

**Vocabulary
Unit 1****Money Matters****Handout V 1**

allowances → money that you receive regularly from your parents

airs → an impression of a quality or manner given by someone

badassity → being extreme and cool

bankrupt → having no money left to pay for life expenses

bear → display

bird droppings → bird poop

bondage → being enslaved or oppressed

box → special reserved seating

broke → having no money

burdened → held down

candidly → being honest

claim → report or request

coffers → reserves of money

comes in handy → is useful

compound interest → interest that is calculated on interest

credit → money owed for goods purchased

cut back on → reduce

cuts you loose → fires you

deceive → mislead into thinking something is true when it is not

deductions → money taken off a paycheque

deemed → considered

distilled → condensed or concentrated

dividends → regular payments from investments

enclave → a small area or region that has a unique character

fad → trend

falling through the cracks → being forgotten by the government system

flustered → nervous, agitated or confused

foothold → secure position

forego → live without

gaps → holes or spaces where something is missing

gilding → unnecessary decoration

gross pay → salary before taxes and deductions are removed

handouts → charity

hike → increase

hovering → standing close

impels → obliges or forces

in a pinch → in a difficult situation

in the long run → over time

intrude → interrupt or disturb

junkie → addict

kick back → relax

knitting his brow → making a confused face

legion → a great number of

listicle → an article in list form with information on a particular topic

lowly → humble; not very important

lure → tempt, usually by offering a reward or benefit

means → financial resources

mortgage → a loan for buying a house

net pay → salary after taxes and deductions are removed

ninny → a foolish person

no-brainer → something that is obvious

on the low → illegally

out of the red → out of debt

outlier → exception

palls → suffocates

pampering → indulging or spoiling

pension → money paid at the time of retirement

per se → in itself (Latin)

petty → simple, common

premium → amount of money contributed to a fund

prey → victim

quirky → strange or peculiar

rule of thumb → guideline

rundown → summary

seek out → try to obtain

shares → portions of a larger part

shaving → reducing

shrinking → recoiling

spike → increase

stashing → hiding something in a secret place

stashing aside → saving

statement → record of the monthly activity in your bank account

stock → shares in a company

stumbled → fell into something accidentally

stunningest → most beautiful

subsidy → money given by the government to keep a service in business

surmise → guess

sustenance → the minimum for keeping someone alive

swap → exchange

swipe → pass your credit card through a machine that reads it

taken issue with → disagreed strongly with

trade-off → compromise

weary → tired

whim → impulse

yield → give or produce

**Vocabulary
Unit 2**

Cover to Cover

Handout V 2

action → the main part of a story

audience → spectators

betrayal → to go against someone who trusts you

bubbled → built up

character → a person in a story

chicken pox → an illness that causes spots on the skin

climax → the peak of a story

comedy → a funny story

conflict → a state of disagreement or argument

debutante → young woman who goes to fashionable events

dejectedly → sadly

dénouement → the ending of a story after the climax

dire → very serious and terrible

disgraced → embarrassed or humiliated

disown → no longer associate with

downer → something sad

dragged → pulled, forced

dreariest → most depressing

drenched → wet

dribbled → dripped

emotion → feelings

enmity → friction, conflict

exchanged blows → fought with their fists

exposition → the beginning of the elements of a story

fair → significant amount

flapping → waving

flaw → personal weakness or defect

flipped → went through

flock → gather together in a group

genres → types of stories

go-between → a middle person

grudge → bad feeling

grateful → feeling thanks

groggy → sleepy or weak

haste → speed

hero → the protagonist of a story

high-rise → very tall building with apartments

house guest → someone who visits or stays at your home

hothead → someone who does things without thinking them through

incident → event or happening

lavish → luxurious

lifeless → dead

mischievous → someone who causes trouble

narration → the way a story is described or written

nuzzling → cuddling

play → a story written in dialogue

Prince of Wales → title given to the heir to the British throne

prose → a story written in sentences and paragraphs

raven-haired → dark-haired

receiver → handheld part of a telephone

resolution → the ending or final decision

rising → increasing or peaking

rudeness → impoliteness

rule of thumb → rule to follow based on experience

score → account

selfishness → only thinking about oneself

skipped a beat → heart fluttered

snagging → catching

snow drift → pile of snow formed by the wind

spied → saw

splashed → put everywhere

sprites, pixies → fairies

sworn → promised to do something

tincture → herbal potion

tragedy → a story with much drama and conflict

underdog → someone who is weaker than the others

understatement → statement that is not strong enough

view → a perspective

wailed → cried

wallow → be sad

**Vocabulary
Unit 3**

Weird Medicine

Handout V 3

adverse → not good
alleviate → reduce
altruistic → selfless, generous
analogy → something similar between two situations
blastocyst → embryo that has developed for 5 to 7 days
bleak → depressing
blow → forceful impact
bolstered → increased
bypass → heart
cannabis → marijuana
cavity → a hole
clearcutting → cutting down all trees
clinical trial settings → regulated research contexts
clouded → obscured
coated → covered
conception → when an egg and sperm form a union
cornerstone → critical part

crops → plants we eat
deplete → to reduce or empty
embryo → fertilized egg
endeavour → enterprise
endorse → support
extrapolate → generalize
fad → trend
far-fetched → unbelievable
fecal → feces
fetus → unborn baby approximately 8 weeks after conception
full-fledged → complete
flushes → rinses out
gut → intestines, innards
hampered → prevented
hitting → arriving in
IVF (in vitro fertilization) → procedure where eggs are fertilized in the lab to create embryos

implantation → the moment when a fertilized egg attaches to the lining of the uterus
jumped the gun → started before we were ready
left in the dark → without information
loosens → makes less tight
MS → multiple sclerosis
on the brink → about to begin
patent → exclusive right to manufacture and sell a product
pinpoint → identify
pits against → puts into conflict
put the cart before the horse → did not do things in the correct order
resuscitator → a machine that resuscitates, or brings back to life

rolling out → making something public
safe → free from harm
skewed → unbalanced
spinal cord → nerve tissue in vertebrae
solace → comfort
stool → feces
stroke → when an artery in the brain is blocked or fails
tick off → create a list
tissue → the layers of skin and muscle
toddler → young child
took off → succeeded rapidly
unravelling → taken apart
vial → small bottle
wear their heart on their sleeve → show their emotions
wing → part of a building

**Vocabulary
Unit 4**

Law and Order

Handout V 4

accountable → responsible
ambushed → surprised
appeal → a request for a higher court to review a decision
appearance notice → legal notification to appear in court on a specific date
assault → physical attack

bail → money paid for temporary release of an accused person awaiting trial
behaviour → the way a person acts
belief → a confidence in someone or something
belongings → possessions
betrayal → act of disloyalty
bonding → connecting

caretakers → people who look after something
charged → accused
consensual → voluntary
Constitution → the supreme law in Canada
court → a place where lawyers defend their clients
creeps up → comes up
criminal → a person who has broken the law
crowd → a large number of people
[the] Crown → prosecuting attorney
curfew → a law that limits how late people can be outdoors

dawn → beginning
deep breath → a lot of air into the lungs
defamatory libel → false communication
deliberate → when a jury discusses the evidence
depict → represent
detained → confined for questioning

devastating → destructive
device → tool
drifted away → lost contact with reality
expunged → erased or removed completely
evidence → a fact or proof that something is true

fair → equitable, just
felony → a serious crime punishable by one year of prison or more
forwarding → passing on to someone
freedom → the power to live your life as you want unless you infringe on the rights of others

glance → look briefly
harassment → intimidation
harsh → rough

ill at ease → uncomfortable
infringement → breaking a rule

jail time → time spent in prison
joyriding → taking a car without the owner's permission
jury → a group of 12 people who decide if a person is guilty or not guilty

keeping on track → doing what you have to do
kirpan → symbolic knife

legislation → laws
losing your cool → becoming very angry

manage → administer
mattered → made a difference
messed up → emotionally confused
mischief → bad behavior

misdemeanor → minor unacceptable behaviour
monitor → check
multi-faceted → having many different parts

nod → movement of the head
non-punitive → not involving punishment
notified → informed

parole → when a prisoner is released after a prison sentence

plea → to declare oneself guilty or not guilty
pleading → making an emotional request

pluck → pull out
position of trust → position of authority

pounding → painful pulsations

privilege → a right or advantage

process → begin the criminal procedures when someone is arrested

prosecuted → taken to court

prosecutor → a lawyer who represents the Crown

provide → give

prune → cut branches of a tree

recant → change your mind
responsibility → a duty or something you should do (obey laws, vote)

restore → bring back

right → a moral, legal or social entitlement protected by the government

run → enter in a competition

run for → try to obtain

safety → protection

sealed → closed

search → trying to find something

search warrant → document authorizing the police to enter and search somewhere

seeds → things that grow
seizure → taking possession of something or someone

sentence → a punishment ordered by the court

sentenced → given a punishment

shield → protection

shove → push

Sikh → follower of a monotheistic religion popular in India

spreading lies → making false statements

staining → discrediting

strokes → touches gently

summary offences → minor crimes in the Criminal Code

testify → when a witness gives information in court

testimony → what a witness says in court

theft → crime of stealing

thought → an idea or an opinion

trespassing → entering private property without permission

uttering threats → telling someone you will cause them trouble

verdict → a judge's or a jury's decision

whisper → expression in a soft voice

will → desire

willing myself → making myself

witness → a person who sees a crime happen

worried → troubled by a problem

wrongful → incorrect

EXTRA GRAMMAR

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**Grammar Exercise
Unit 1**

**Conditional Sentences
(Unreal Conditions)**

Handout GE 1.1

1. **Use** the correct form of the verb to **complete** the 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 dollars 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. **Use** the correct form of the verb to 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

Grammar Exercise Unit 1 **Gerunds and Infinitives**

Handout GE 1.2

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

Word Box	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*) _____^a financial or personal decisions. Some people practise avoidance, which happens when you want (*avoid*) _____^b negative results at all costs. If you admit (*agonize*) _____^c over decisions and prefer (*take*) _____^d your time to look at all the options before you risk (*commit*) _____^e to something, you may consider (*choose*) _____^f an approach that is more secure. Then again, some people hate (*sign*) _____^g their name on a dotted line, so they opt (*fly*) _____^h by the seat of their pants and follow their intuition, another approach. They imagine (*benefit*) _____ⁱ from luck and destiny. If you are somewhere in the middle, chances are you never forget (*balance*) _____^j 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.

**Grammar Quiz
Unit 1**

**Conditional Sentences
(Unreal Conditions)**

Handout GQ 1.1

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 ten 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 realize 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

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

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

/15

a. **Question:** Will (*possess*) _____¹ a credit card help (*increase*) _____² my monthly buying power?

Answer: It depends. (*Have*) _____³ a credit card is like (*borrow*) _____⁴ money. This allows you (*buy*) _____⁵ more and (*increase*) _____⁶ your buying power. However, you still have (*reimburse*) _____⁷ your credit card and if you do not pay it all off at once, you will have spent more in the end.

b. **Question:** During the month, I may need (*withdraw*) _____⁸ some cash from my credit card. Is it okay (*wait*) _____⁹ and (*pay*) _____¹⁰ the loan back only at the end of the month?

Answer: It is only okay if you don't mind (*pay*) _____¹¹ the daily interest! The interest starts (*compound*) _____¹² the day after you withdraw the cash. This means, the amount of interest starts (*grow*) _____¹³ right away. If you want (*avoid*) _____¹⁴ paying interest, you need (*find*) _____¹⁵ another solution.

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

/5

Is it that important to think about to keep your online bank 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, now do everything you can keeping it!

**Grammar Exercise
Unit 2**

Adverbs

Handout GE 2.1

1. **Indicate** whether you usually place the following adverbs before or after the verb. **Write** the **type** of adverb in the last column.

Adverb	Before	After	Type
a. almost			
b. toward			
c. frequently			
d. intensely			
e. worse			
f. today			
g. slowly			
h. confidently			
i. somewhere			
j. really			

2. **Underline** the adverbs in the following text. **Notice** their position. **Highlight** the ten adverbs that are positioned incorrectly or that could also be positioned elsewhere. **Draw** an arrow to their correct or alternate position.

It's Friday afternoon and your eyes slowly are glazing over. Through the haze, you hear your French teacher enthusiastically assigning a writing assignment. "How am I ever going to find an idea for that?" you dejectedly think. Before you can slump glumly back into your increasingly hard school chair, the principal barges dramatically in and excitedly announces that every student in the class is going to board a private helicopter. "To where?" you catch dimly yourself wondering. Before a single hand can be timidly raised, the teacher loudly cuts in, "Who is your favourite novelist? That is who your helicopter brings you to!" Within minutes you find yourself abruptly landing at the country estate of Madame de Sévigné in Ille-et-Vilaine, France. You text frantically your best friend and find out that she is in England at the Hampshire manor of Jane Austen. You go to look at your phone, shaking your head disbelievingly. Whoa! You missed almost a message from your boyfriend. He's grinning wildly from ear to ear as he stands proudly by the columns of the stately Georgian home of Agatha Christie in Devon. The helicopter returns with a loud bump. "What? Time to go already?" you feebly protest. You hear hysterically students laughing and come to your senses. "Celia! What on earth? You fell off your chair!" A student helps you back up. Blindly ignoring the laughter, you grab a paper and start frantically writing. Inspiration!

**Grammar Exercise
Unit 2****Adverbs****Handout GE 2.1
(cont.)**

3. Rewrite the sentences to include the correct form of the adverb in the correct position.

- a. (*generous*) The Pixar storyboard artist shared some storytelling tips.

- b. (*careful*) If you consider the guidelines, you may just write a masterpiece!

- c. (*skillful*) To develop a character, write about more than just their successes.

- d. (*lazy*) Don't just take your first or second ideas, use the fourth or fifth.

- e. (*religious*) Follow your plot diagram to avoid useless detours and information.

4. Highlight the correct adjective or adverb to complete the sentences.

- a. Jonah writes (*skillful/skillfully*). His last writing assignment was very (*skillful/skillfully*).
- b. If you want to acquire more vocabulary, you must read (*voracious/voraciously*). A (*voracious/voraciously*) appetite for reading will expose you to many new ideas.
- c. After Shakespeare died, many (*daring/daringly*) questioned whether he had written all those works of literature himself. Many (*daring/daringly*) questions were raised about his work.
- d. The characteristics of tragedy and comedy vary (*considerable/considerably*). A (*considerable/considerably*) number of characteristics distinguish them one from the other.
- e. If a writer (*real/really*) wants to improve their craft, they must write (*consistent/consistently*). A person who has a (*real/really*) desire to improve their writing must produce on a (*consistent/consistently*) basis.
- f. Many authors write (*incredible/incredibly*) early in the morning. They get up at an (*incredible/incredibly*) hour to be at their desk typing when inspiration strikes.
- g. To fuel an (*endless/endlessly*) passion for storytelling, experts recommend books and travel. By travelling and reading, many authors (*endless/endlessly*) feed their passion for storytelling.
- h. Being able to improvise (*spontaneous/spontaneously*) is not only a gift, but an art to hone (*diligent/diligently*). If you want to be able to engage in (*spontaneous/spontaneously*) improvisation, you need to be (*diligent/diligently*) in honing your art.

**Grammar Exercise
Unit 2**

Perfect Tenses

Handout GE 2.2

1. **Identify** the perfect tenses in the questions and answers and **highlight** the parts of the perfect tense verbs. Then **match** each question with an appropriate answer.

Verb Tense	Question		Answer	Verb Tense
_____	1. What has Mihai's team chosen to write for English class?		a. No, I think that she has been too busy lately.	_____
_____	2. Do you think Marisa had been saving her story in the cloud when the computers crashed?		b. They have decided to write a modern adaptation of the <i>The Taming of the Shrew</i> .	_____
_____	3. Have any of the Secondary 5 students been watching the TED Talks about the culture of storytelling?		c. In a way. We had thought about how life can be hilarious one minute then depressing the next.	_____
_____	4. Why haven't you been writing?		d. Most of them have never even heard of those talks before!	_____
_____	5. How long had Marvin and Lucas been practising their improvisation before they presented it in class?		e. Those class clowns have been practising in an informal way for ages!	_____
_____	6. Had Rosalie told Louis-Gabriel she didn't have time to work on the project?		f. Yes! Some people have even been working on them during lunch hour!	_____
_____	7. Before reading about the differences in tragedy and comedy, had you ever thought about it before?		g. I just haven't had any inspiration!	_____
_____	8. Have you noticed that ever since we've been studying this unit, everyone wants to write a blog?		h. No, but she had been putting her files on a USB stick.	_____

Grammar Exercise Unit 2 **Perfect Tenses**

Handout GE 2.2 (cont.)

2. Complete the dialogue with the correct form of the perfect tense verbs.

Leena: (present perfect, *think*, you) _____^a about which scene from the book we are going to use?

Estivaliz: No. I (present perfect, *start*, negative) _____^b reading it yet!

Leena: Why not?

Estivaliz: I (present perfect, *have*, negative) _____^c the time. The coach (present perfect continuous, *add*) _____^d extra basketball practices. (present perfect, *hear*, you) _____^e about the tournament coming up?

Leena: Yes, but (present perfect, *forget*, you) _____^f the deadline? This assignment is due in two weeks!

Estivaliz: I know. It's not like I (present perfect continuous, *do*, negative) _____^g my part in class!

Leena: I'm not so sure about that. You (present perfect continuous, *talk*) _____^h with your teammates more than anything else.

Estivaliz: Sorry. I guess we (present perfect, *lose*) _____ⁱ a bit of time. I (present perfect continuous, *have*) _____^j a hard time thinking about anything other than basketball lately.

Leena: It's okay, but if we don't get busy our project is going to be a real tragedy!

3. Write the question to match the answer. **Pay attention** the underlined information in the answer.

a. **Q:** _____

A: I had been researching the tradition of storytelling.

b. **Q:** _____

A: No, I really hadn't gotten very far.

c. **Q:** _____

A: I hadn't done much because I got sidetracked.

d. **Q:** _____

A: I'd been reading about Canada's indigenous populations.

e. **Q:** _____

A: Yes, I had thought of basing my project on a real story.

Grammar Quiz
Unit 2 **Adverbs**

Handout GQ 2.1

1. **Complete** the sentences with the appropriate adverb from the Word Box. /10

Word Box	apparently	daily	everywhere	fairly	near
	never	often	once	quite	yesterday

Jeremy talked to me about an interesting article he read _____^a on the habits of two famous writers. _____^b, E.B. White _____^c listened to music while working. However, he said he was _____^d able to work with ordinary distractions like household noises. He _____^e worked in a living room that served as a passageway to get almost _____^f. Jack Kerouac, an American writer of Québec heritage, was _____^g superstitious. At one point, he tried to jump up and down nine times _____^h. He also _____ⁱ had a ritual of working by candlelight. He concluded that he preferred to work in his room _____^j the bed from midnight 'til dawn.

2. **Write** a sentence with the form of the adverb based on the prompts provided. /10

- a. Comparative – positive – *dramatic*

- b. Superlative – negative – *often*

- c. Comparative – equal – *quick*

- d. Superlative – negative – *creative*

- e. Comparative – negative – *effective*

**Grammar Quiz
Unit 2**

Perfect Tenses

Handout GQ 2.2

1. **Circle** the errors in the following sentences and **rewrite** the verb correctly using the perfect tense.

/5

a. Rowan had been rock-climbed since he was very young boy.

b. The Capelets had not to realize that building a high-rise could harm the environment.

c. Juniper has was to have such a good time at the party that she forgets to call Rowan.

d. Rowan had fall from the cross on top of Mount Royal when Juniper found him.

e. Perhaps the tragedy would never had occurred if Juniper and Rowan's parents not had been so petty.

2. **Write** questions using perfect tenses based on the prompts. **Pay attention** to the time markers to help you.

/5

a. hear the story behind the abdication of Edward VIII - ever - you

b. read the book - before - she saw the movie - Selena

c. the novelist - work on a new book - lately

d. William and Jacob - write - their play - when the power went out

e. Romeo - break - many hearts - before meeting Juliet

**Grammar Exercise
Unit 3**

Simple Past vs. Present Perfect

Handout GE 3.1

1. **Circle** the correct form of the verbs in the following dialogue.

Sylvio: Oh no! I think I (*have had / had*)^a a little too much poutine in the last few weeks.

Max: Are you feeling sick, buddy?

Sylvio: I have such a stomach ache! My grandmother (*has told / told*)^b me yesterday to drink a tea of apple cider vinegar and honey every four hours. But it (*hasn't done / didn't do*)^c much to help.

Max: My uncle (*has suggested / suggested*)^d ginger and lemon last year after our big family cookout. Try that.

Sylvio: I hate ginger, Max! You know that.

Max: Hmm, . . . I think I (*have found / found*)^e something: a drink of simple baking soda and water is supposed to calm your stomach.

Sylvio: That sounds too bland! I think I'll just go back to bed!

2. **Complete** the sentences with the correct form of the verbs from the Word Box.

Use the present perfect or the simple past.

Word Box	be	claim	develop	do	offer
	open	raise	remain	start	work

I suspect acne _____^a a concern for teens since the invention of mirrors! Dermatologists _____^b a number of different treatments over the years. In the beginning, doctors _____^c that topical treatments _____^d best. They _____^e seem to be effective—until people _____^f reporting skin inflammation. Then researchers _____^g oral antibiotic treatments. More recently, however, doctors _____^h concerns about the health risks related to long-term oral antibiotic treatments. Fortunately, this _____ⁱ the door for new, safer and more holistic treatments to come on the market. Despite the evolution of treatments, the most effective solution _____^j a combination of creams and medication along with a healthy diet and plenty of exercise.

**Grammar Exercise
Unit 3** **Simple Past vs. Present Perfect**

**Handout GE 3.1
(cont.)**

3. Read the following questions. **Underline** the verbs in the present perfect or simple past. **Indicate** whether they refer to either a general (G) or a specific (S) time frame in the past.

- a. _____ How long has Malini suffered from anxiety attacks?
- b. _____ When did your migraine start?
- c. _____ How many times has Micah had a concussion?
- d. _____ Why has the ambulance come to the arena?
- e. _____ Which part of her back did the snowboarder injure?
- f. _____ Have the school authorities contacted Jamal's parents?
- g. _____ Why has Britta stopped taking her medication?
- h. _____ Did the teacher take a first aid kit on the outing?
- i. _____ Have all the parents signed the waiver forms?
- j. _____ When did her parents call to say she was home with the flu?

4. Answer the questions with either the present perfect or the simple past.

- a. Have you ever used an application or device to help you meet your health objectives? **Explain** with an example.

- b. When you were little, did you mind going to the doctor or the dentist? Have your feelings changed? **Explain**.

- c. Have you ever used a cure or treatment that you found on social media? **Describe** what you did and how it worked.

**Grammar Exercise
Unit 3****The Active and Passive Voices****Handout GE 3.2**

1. **Indicate** if the verbs in bold are in the active (A) or passive (P) voice.

- a. _____ Many discoveries **have been made** by scientists in the quest for a cure.
- b. _____ German researchers **identified** a type of bacteria found in nasal secretions that can kill infection.
- c. _____ 3-D printing **will change** modern medicine in new and exciting ways.
- d. _____ Joannie's life **was saved** by wearing a Syncardia while she waited for a heart transplant.
- e. _____ It's incredible to think that a tooth **can be used** to grow tissue and blood vessels for later use.
- f. _____ Warnings **are being posted** online to inform people of the risk.
- g. _____ My cousins **have participated** in two research experiments.
- h. _____ The clinic **has been trying** to reach patients all day.

2. **Circle** the correct form of the passive verb in the following sentences.

- a. The article entitled "The Demand for Poop" (*was written / was wrote*) by Catherine McIntyre.
- b. In the article, McIntyre explains how many gut issues (*were link / are linked*) to health disorders like MS, arthritis and Parkinson's.
- c. Although the mysteries are only beginning to (*been understood / be understood*), the findings are important.
- d. First of all, we learn that bacteria can (*be modified / be modify*) deliberately.
- e. This means doctors can intervene when healthy gut flora (*be depleted / is depleted*) by medical treatments, as in the case of *C. difficile*.
- f. In March 2015, Canadian researchers (*were given / have been given*) the go-ahead to use FMT in clinical trial settings.
- g. Some scientists are wary of longer-term consequences that (*can be cause / could be caused*) by playing around with such a complex system.
- h. Others are concerned that FMT (*will to be adopt / will be adopted*) as the next health fad.
- i. People will think fecal transplants (*could be used / could to be used*) to clear up acne or lose weight.
- j. The Robogut (*has to be invented / was invented*) to make fecal transplants safer and more accessible.

**Grammar Exercise
Unit 3**

The Active and Passive Voices

**Handout GE 3.2
(cont.)**

3. Choose five sentences from Exercise 2 and **rewrite** them with the active form of the verb.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

4. Unscramble the sentence elements to form a sentence using the passive form.

- a. an ice bed / move / onto / the patient

- b. with / the body / freezing materials / coat

- c. blood-removal / the chest cavity / open / for

- d. temperature / lower / the body's / gradually

- e. two weeks / deep cryofreeze / finally / reach / after

5. Answer the following questions. **Use** at least 1 active and 2 passive verbs in your answer.

- a. Do you believe that animals should be used in testing for new medications? **Explain.**

- b. Are you for or against having your body frozen until the day a cure is found? **Explain.**

**Grammar Exercise
Unit 3**

Modals

Handout GE 3.3

1. **Complete** the sentences with a modal. **Pay attention** to the meaning in parentheses.

- a. The doctor felt that Luis _____ stay home from school to rest after his concussion. (recommendation)
- b. A bionic eye _____ give sight to a person who was non-seeing from birth. (ability)
- c. Medical marijuana _____ become the norm in treating advanced cancer patients. (possibility)
- d. If the family sees that Aunt Maud’s condition doesn’t improve, they _____ sign the permission forms for assisted dying. (certainty)

2. **Write** a yes/no or information question to match the answers below. **Make sure** your question matches the information that is underlined in the answer.

- a. _____
No, I won’t take the recommended dose.
- b. _____
Yes, you can donate blood.
- c. _____
You should donate blood as often as you can.
- d. _____
You can’t participate in the marathon because you have stress fracture.
- e. _____
I would call a chiropractor about back pain.

3. **Read** the following paragraph. **Circle** the modals that best fit each sentence. In some cases there may be more than one answer.

As of noon today, students { *can / would / might* } sign up to volunteer for the blood drive. They { *can / must / might* } commit to two three-hour shifts in order to volunteer. Organizers { *can / might / would* } like volunteers to arrive 15 minutes before their shift. Volunteers have a choice of tasks: they { *can / might / must* } help donors fill out the forms, they { *can / could / have to* } work at the doughnut table or they { *should / can / will* } assist the nurses. I do it every year and it is always a fun event. I have no doubt that anyone who volunteers { *might / would / will* } enjoy it. Come on, you { *will / might / should* } sign up, too!

**Grammar Quiz
Unit 3****Simple Past vs. Present Perfect****Handout GQ 3.1**

1. **Read** the following sentences. **Underline** the verbs in the simple past and **highlight** the verbs in the present perfect. **Identify** the verb errors and **write** the corrections above them.

/10

You may never heard of Jack Andraka, but he is well-known in the field of oncology (cancer treatment). When Jack was only 15 he has invented a cheap and quick way to detect pancreatic cancer. That test changed his life; he has won the Grand Prize Intel Science Fair in 2012, as well as many other awards. Why has Jack begun researching a new method to screen pancreatic cancer? When a family friend of Jack's died from it, he decided to use his passion for biology to find a cure. Jack has soon realized that the main cause of death from this form of cancer was late detection. Jack's test strip detects the mesothelin protein that is present in greater quantities in cancer patients.

2. **Complete** the sentence with the correct form of the verb. **Use** the present perfect or the simple past. **Pay attention** to the time markers.

/10

- a. A camera integrated into sunglasses wirelessly transmits images to the retinas of individuals who *(lose)* _____ their vision.
- b. Clara *(get)* _____ three concussions during the two years she played hockey.
- c. Jerome was skiing with his cousins when he *(break)* _____ his leg.
- d. Researchers *(invent, negative)* _____ a replacement for human blood yet.
- e. My grandfather's pacemaker *(allow)* _____ him to live an active life since it was installed last year.
- f. The migraine medication *(cause)* _____ heart palpitations for Meredith right away.
- g. Genevieve *(try)* _____ four different acne treatments and none of them works.
- h. I *(keep)* _____ a food journal when I had those bad cramps.
- i. Before getting laser eye surgery, Naim *(wear)* _____ glasses for 12 years.
- j. The nurse practitioner *(handle)* _____ many cases of strep since joining the clinic staff.

**Grammar Quiz
Unit 3**

The Active and Passive Voices

Handout GQ 3.2

1. **Rewrite** the following sentences using the active voice. **Include** an appropriate subject. /5

a. A number of elements were considered when making the decision to operate.

b. Four main principles have been identified.

c. A patient's autonomy must be respected.

d. These principles will be applied to all patients.

e. All patients are being treated fairly.

2. **Write** questions in the passive voice to match the answers, particularly the parts that are underlined. /5

a. **Q:** _____

A: Erin's appendicitis operation was performed a few days ago, on Halloween.
She was home alone and started feeling very poorly.

b. **Q:** _____

A: She was brought to the hospital by ambulance.

c. **Q:** _____

A: No, her appendicitis was not diagnosed right away. The doctors thought she had just eaten too much candy! On top of that they couldn't reach her parents.

d. **Q:** _____

A: Her parents were not called because Erin couldn't remember their phone number.
She was really out of it!

e. **Q:** _____

A: Yes, she has been released from the hospital. She went home yesterday.

Grammar Quiz
Unit 3

Modals

Handout GQ 3.3

1. Unscramble the words to write an information question with a modal.

/4

a. anyone / could / how / endure / so much pain

b. take / must / I / this horrible cough syrup / why

c. if doctors / would / put a chip in my brain / what / happen

d. who / about my end-of-life wishes / I / to / should / speak

2. Unscramble the words to write a yes/no question with a modal.

/4

a. your / Matt / borrow / can / crutches

b. I / keep / these antibiotics / do / taking / have to

c. you / my dentist appointment / to / drive / would / me

d. these viruses / should / take more precautions / researchers / with

3. Complete the paragraph with the appropriate modals.

/7

Carl isn't feeling well. His dad thinks he _____^a (possibility) have strep throat and tells him he _____^b (suggestion) go to the clinic for a strep test. His dad has a big meeting in an hour and so he _____^c (certainty, negative) be available to drive Carl to the clinic. Carl decides to take the bus instead, but he _____^d (ability, negative) find his bus pass. He probably left it at school again. He _____^e (obligation) stop forgetting it there! Carl has two choices now: he _____^f (possibility) walk to the clinic or wait for his sister to get home. She _____^g (possibility) drive him.

**Grammar Exercise
Unit 4**

**Conditional Sentences
(Real Conditions)**

Handout GE 4.1

1. **Write** an appropriate *if*-clause or main clause to complete these real conditional sentences.
- a. Even if you are dying to leave home _____
 - b. If Loic's parents can't take care of him _____
 - c. Frederico needs his parents' permission _____
 - d. Run as fast as you can _____
 - e. Nicola will get into so much trouble _____
 - f. If the principal gets involved _____
 - g. If the laws treats you unfairly _____
 - h. Kathleen is sure that if she explains the situation to the police officer _____

2. **Write** a yes/no or information question to match the answers below. **Make sure** your question matches the information that is underlined in the answer.
- a. _____
Yes, if you want to get a tattoo, you need your parents' permission.
 - b. _____
If you are driving with your seat belt unbuckled you will get a ticket.
 - c. _____
If you are being harassed online, call the police.
 - d. _____
If you are accused of a crime, the *Charter of Rights and Freedoms* protects your right to have a fair trial.
 - e. _____
No, if you are 13 you cannot decide which parent you want to live with.

**Grammar Exercise
Unit 4****Conditional Sentences
(Real and Unreal Conditions)****Handout GE 4.2**

1. **Circle** the correct verb form to complete the conditional sentences. In the margin, **write** R (real) or U (unreal) to indicate if the sentence describes a real condition or an unreal condition.

- a. _____ The principal decided that if students wanted to get into the prom, they (*will have to / would had to / would have to*) pass a breathalyzer test. The students were enraged. The student council president and vice-president
- b. _____ figured that nothing (*change / will change / would change*) if they didn't fight
- c. _____ back. The student council president wondered, "What (*would / will / won't*) the lawyer think of us, if we ask for help?" Fortunately, the lawyer accepted. After numerous meetings, the principal finally relented: "If the graduates don't want a breathalyzer and can prove themselves responsible, then there
- d. _____ (*wasn't going to be / wouldn't be / won't be*) one." Consider this: If those student council leaders hadn't questioned their principal's decision, the near-400
- e. _____ graduates of that school (*wouldn't have had / won't have had / won't had had*) a breathalyzer-free prom!

2. **Read** the information then **write** a real or unreal conditional sentence to describe the situation.

- a. A transgender teen requested a name change one month before a Québec bill allowing transgender minors to change their gender on their birth certificates came into effect.

- b. Young people in Canada don't care about politics because they cannot vote until they are 18.

- c. André and Alain's landlord says he will not return their security deposit because they broke the bathroom mirror.

- d. My exam took longer than expected so when I got back to my car I had a parking ticket!

- e. We told our neighbours about the strange person we saw in their backyard. They asked us to call them right away next time.

**Grammar Exercise
Unit 4**

**Conjunctions and
Transition Words**

Handout GE 4.3

1. **Highlight** the conjunction or transition word in each sentence. Then **identify** its function.

<p>a. Do you prefer running or swimming?</p>	<p>to indicate a choice _____</p>
<p>b. First, you must heat the butter and flour. Then you add the milk and whisk.</p>	<p>_____</p>
<p>c. Karen left the cabin without her bear bell. Clearly, she didn't think she would need it.</p>	<p>_____</p>
<p>d. If Jenny calls, we will pick her up at the train station.</p>	<p>_____</p>
<p>e. My soccer team might win the championship. After all, we are undefeated this season.</p>	<p>_____</p>
<p>f. Matteo decided to make banana muffins for the bake sale. Furthermore, he prepared signs and got extra change to make sure things went smoothly.</p>	<p>_____</p>
<p>g. The cat was too scared to go outside since it was pouring rain and there was lightning.</p>	<p>_____</p>
<p>h. Joe will come to the party unless he has to work.</p>	<p>_____</p>
<p>i. Arlo was thinking about going to social work school. As a result, he started volunteering at the food bank.</p>	<p>_____</p>
<p>j. Clara can play the flute, the piano and the guitar. Obviously, she is a talented musician.</p>	<p>_____</p>
<p>k. I love being with animals and have four cats. Naturally, I decided to study veterinary medicine.</p>	<p>_____</p>
<p>l. I had problems with my knee injury, but I still did well in the race.</p>	<p>_____</p>

**Grammar Quiz
Unit 4**

**Conditional Sentences
(Real Conditions)**

Handout GQ 4.1

1. **Match** the *if*-clause with the main clause you think is the most appropriate.

/10

If you see someone being harassed _____	a. you should tell the police.
If you are arrested _____	b. if you see a car accident.
Change lanes to get out of the way _____	c. stand with them to make them feel safe.
If you have evidence _____	d. wait for the car's owner or leave a note.
Your parents will worry _____	e. you should give it to the police.
If you know who did the graffiti _____	f. you can call your parents.
If you hit a parked vehicle _____	g. if you see someone shoplifting.
It will ruin Joanne's party _____	h. tell her the truth.
Locate and tell a store manager _____	i. if you don't tell them where you're going.
If Stacey asks who stole her boots _____	j. if someone shows up at her house with drugs.

2. You are attending your first demonstration to protest an oil pipeline. Your parents are worried and ask you questions to make sure you know what to do in every circumstance. **Choose** a response then **write** your answer in a full sentence using an *if*-clause and a main clause.

/10

a. What will you do if the violence erupts?

- i) stay at the edge of the crowd ii) leave
-

b. What will you do if you are arrested?

- i) remain calm ii) tell the police I have a right to protest
-

c. What will you do if there are counter protesters?

- i) tell them what I think ii) ignore them
-

d. What will you do if you get separated from your friends?

- i) meet at the designated meeting spot ii) call them
-

e. What will you do if it starts to rain?

- i) take shelter in a coffee shop ii) keep demonstrating
-

**Grammar Quiz
Units 1 and 4**

**Conditional Sentences
(Real and Unreal Conditions)**

Handout GQ 4.2

1. **Indicate** if the following conditional sentences describe real (**R**) or unreal (**U**) conditions.

/5

	R or U
a. If I let Stacey win at Monopoly, she will be happy.	
b. If my sister heard the dog barking, she would let him in.	
c. The fight will happen again if I don't say something about it.	
d. If I had known about the storm, I would have stayed home.	
e. If the chef de cuisine calls for cream, get it quickly!	

2. **Complete** the sentences with the correct verb tense. **Pay attention** to the intended meaning for each sentence.

/10

- a. If there is enough money left over after the move and renovation, we (*buy*) _____ a new car. (real condition/truth or reality)
- b. I will call you later if I (*remember*) _____. (real condition/truth or reality)
- c. (*lock*) _____ the door if you go to bed after me. (real condition/instructions or advice)
- d. If you know of a good Italian restaurant in the neighbourhood, (*give*) _____ me the address. (real condition/instructions or advice)
- e. Aude will visit her cousins in France, if she (*have*) _____ enough money for the flight to Paris. (real condition/result of possible event)
- f. If Jamal makes this save, he (*win*) _____ the game for his team. (real condition/result of possible event)
- g. If Frédérique (*know*) _____ the way, she would be here by now. (unreal condition/untrue, unlikely or hypothetical event)
- h. They (*make*) _____ a pie for Dario's birthday if he liked apples. (unreal condition/untrue, unlikely or hypothetical event)
- i. I (*invite*) _____ Stella to the rally if I had known she really wanted to go. (unreal condition/untrue, unlikely or hypothetical past event)
- j. If (*finish*) _____ our homework, we wouldn't have gotten a detention. (unreal condition/untrue, unlikely or hypothetical past event)

**Grammar Quiz
Unit 4**

**Conjunctions and
Transition Words**

Handout GQ 4.3

- 1. Underline** the conjunction or transition word(s) in each sentence and **indicate** whether they are being used as a conjunction or a transition word. /10
- a. I will plant tulip bulbs even though the squirrels will eat them. _____
 - b. At first I thought I wasn't going to drama class. _____
 - c. I have cheese and crackers because I prefer salty snacks. _____
 - d. Usually, carrots cook faster than potatoes. _____
 - e. Since it's raining, we'll go camping next weekend. _____

- 2. Complete** the texts by adding the correct conjunctions and transition words. /10

Word Box	and	but	obviously
	of course	then	

My new apartment was perfect _____^a it needed a fresh coat of paint. _____^b it had not been painted in years! I started with a coat of primer on all the walls, _____^c I put two coats of a light shade of turquoise on one accent wall _____^d white on the other walls. It wasn't easy, _____^e, but if you want things done right, it takes time.

Word Box	and	as a result	but
	even though	therefore	

Fifteen paintings have been stolen from the museum in the last three years _____^a there are guards in every gallery. The museum has _____^b installed a new high-tech security system in the hopes that it will stop future thefts. It is costly, _____^c the insurance company insisted on it. _____^d, visitors cannot bring big bags into the museum _____^e admission to the museum has gone up.

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Self-Evaluation Log **C1 Interacts Orally in English**

Handout SE 1

Instructions

- **Evaluate** your progress once a month. **Give** yourself a score for each criterion.
3 = Always **2** = Most of the time **1** = Rarely
- **Add up** your score. **Try** to improve your score each time you complete the evaluation.

Criterion	Performance	Score									
	Date										
Participation in oral interaction	I use English at all times.										
	I contribute throughout the discussion.										
	I react to and build on what others say.										
Content of the message	My ideas are pertinent and relate to the topic.										
	I explain and support my ideas.										
	I bring up new ideas to enrich the discussion.										
Articulation of the message	I communicate my message with ease.										
	I do not hesitate when I speak.										
	I use the targeted language correctly.										
Management of strategies and resources	I know which strategies help me and I use them.										
	I know which resources help me and I use them.										
Total											

Date	Skills and strategies I need to work on	What I manage well

Teacher's comments:

Self-Evaluation Log **C2 Reinvests Understanding of Texts**

Handout SE 2

Instructions

- **Evaluate** your progress once a month. **Give** yourself a score for each criterion.
3 = Always **2** = Most of the time **1** = Rarely
- **Add up** your score. **Try** to improve your score each time you complete the evaluation.

Criterion		Performance	Score												
		Date													
Evidence of understanding of texts through the response process	I show a detailed understanding of the reading text/audio recording/video.														
	I make pertinent links between the reading text/audio recording/video and my own experience.														
Use of knowledge from texts in a reinvestment task	I select relevant ideas and language from the reading text/audio recording/video to reinvest.														
	I combine ideas from the reading text/audio recording/video with my own ideas.														
Management of strategies and resources	I know which strategies help me and I use them.														
	I know which resources help me and I use them.														
Total															

Date	Skills and strategies I need to work on	What I manage well

Teacher's comments:

Self-Evaluation Log **C3 Writes and Produces Texts**

Handout SE 3

Instructions

- **Evaluate** your progress once a month. **Give** yourself a score for each criterion.
3 = Yes **2** = Partially **1** = No
- **Add up** your score. **Try** to improve your score each time you complete the evaluation.

Criterion	Performance	Score									
	Date										
Participation in the writing and production processes	I use all steps of the process to complete the task.										
	I cooperate with others to give, receive and integrate feedback.										
Content of the message	My ideas are pertinent. I consider the audience and purpose.										
	My ideas are well organized.										
	I develop and support my ideas.										
Formulation of the message	I use the targeted vocabulary and grammar accurately.										
	My message is clear and easy to understand.										
	I use appropriate text features and components.										
Management of strategies and resources	I know which strategies help me and I use them.										
	I know which resources help me and I use them.										
Total											

Date	Skills and strategies I need to work on	What I manage well

Teacher's comments:

Unit and Workshop Reflection Sheet

What Did You Learn?

Handout SE 4

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.

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. Look back at 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. In teams:

- **Discuss** your answers to the questions in Step 1 and Step 2.
- **Elaborate** on your answers by 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.

Peer Evaluation Sheet **C3 Writes and Produces Texts**

Handout SE 5

Instructions

- **Evaluate** your classmate’s work. **Check** either *yes*, *partially* or *no* for each criterion. **Comment** on each criterion.

Name of classmate: _____

Date: _____

Task number: _____

Criterion	Performance	Yes	Partially	No	Comment
Participation in the writing and production processes	My classmate used all steps of the process to complete the task.				
	My classmate was open to giving, receiving and integrating feedback.				
Content of the message	The ideas are pertinent. The product is appropriate for the audience and purpose.				
	The ideas are well organized.				
	The ideas are well developed and supported.				
Formulation of the message	The targeted vocabulary and grammar are used accurately.				
	The message is clear and easy to understand.				
	The required text components and features are included.				
Production process only	The images, video and/or music enhance the message of the text.				

Describe one aspect of your classmate’s product that you liked. _____

Describe one aspect of your classmate’s product that could be improved. _____

General Competency Rubric **C1 Interacts Orally in English**

Handout TE 1

		A	B	C	D	E
Participation in oral interaction*		<input type="checkbox"/> Interacts throughout the discussion and uses a variety of techniques to help the discussion move forward (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 rarely interacts with peers, 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
	Content of the message	<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 can apply 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
Targeted language conventions						
Type of error			Very few	Some	Many	Too many
Management of strategies and resources***		<input type="checkbox"/> Independently selects and manages a variety of strategies and resources effectively	<input type="checkbox"/> Selects and manages appropriate strategies and resources	<input type="checkbox"/> Requires some prompting to use strategies and resources	<input type="checkbox"/> Uses strategies and resources when explicitly told which to use	<input type="checkbox"/> Despite prompting, does not make use of strategies or resources
		<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 notions 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 Rubric **C2 Reinvests Understanding of Texts**

Handout TE 2

		A	B	C	D	E
Evidence of understanding of texts through the response process		<input type="checkbox"/> Shows superior understanding of texts <input type="checkbox"/> Makes pertinent links between texts and own experience <input type="checkbox"/> Supports others in negotiating meaning	<input type="checkbox"/> Shows solid understanding of texts <input type="checkbox"/> Makes some links between texts and own experience <input type="checkbox"/> Negotiates meaning with others and adjusts understanding as needed	<input type="checkbox"/> Shows some understanding of texts <input type="checkbox"/> Makes few links between texts and own experience <input type="checkbox"/> Negotiates and adjusts understanding with others	<input type="checkbox"/> Shows little understanding of texts <input type="checkbox"/> Makes no links between texts and own experience <input type="checkbox"/> Relies on others to adjust understanding	<input type="checkbox"/> Shows no understanding of texts <input type="checkbox"/> Responses not linked to texts
Use of knowledge from texts in a reinvestment task	Selection and use of information / ideas / language	<input type="checkbox"/> Selects highly appropriate, accurate and pertinent information/ ideas/language from texts	<input type="checkbox"/> Selects appropriate, accurate and pertinent information/ ideas/language from texts	<input type="checkbox"/> Selects some appropriate, accurate and pertinent information/ ideas/language from texts <input type="checkbox"/> Text shows some weaknesses, such as: <ul style="list-style-type: none"> • some inaccurate content • too general or irrelevant content • some content copied directly from texts 	<input type="checkbox"/> Selects little appropriate, accurate or pertinent information/ ideas/ language from texts <input type="checkbox"/> Text shows many weaknesses, such as: <ul style="list-style-type: none"> • inaccurate content • too general or irrelevant content • chunks of content copied from texts 	<input type="checkbox"/> Information/ideas/ language are inaccurate or invented OR <input type="checkbox"/> Large parts copied from source texts**
	Coherence of organization, combination with own ideas	<input type="checkbox"/> Skillfully combines information from source texts with own ideas to create a 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: <ul style="list-style-type: none"> • lacking coherence • lacking organization 	<input type="checkbox"/> Text shows weaknesses, such as: <ul style="list-style-type: none"> • lacking coherence • lacking organization 	<input type="checkbox"/> Text lacks coherence and organization
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"/> Requires some prompting to use strategies and resources	<input type="checkbox"/> Uses strategies and resources when explicitly told which to use	<input type="checkbox"/> Despite prompting, does not make 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 rubric but ignore copied passages when evaluating competency 2.

General Competency Rubric **C3 Writes and Produces Texts**

Handout TE 3

	A	B	C	D	E	
Participation in the writing and production processes*	<input type="checkbox"/> Personalizes the process to plan and carry out the task <input type="checkbox"/> 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	
Content of the message	Pertinence and coherence	<input type="checkbox"/> Writes a text well adapted to the task requirements (topic, audience, purpose) <input type="checkbox"/> Provides well-organized and coherent ideas	<input type="checkbox"/> Writes a text suited to the task requirements <input type="checkbox"/> Provides generally well-organized and coherent ideas	<input type="checkbox"/> Writes a text somewhat suited to the task requirements <input type="checkbox"/> Provides somewhat organized and coherent ideas	<input type="checkbox"/> Writes a text somewhat unsuited to the task requirements <input type="checkbox"/> Provides ideas that lack some organization and coherence	<input type="checkbox"/> Writes a text unsuited to the task requirements <input type="checkbox"/> Provides ideas that lack organization and coherence
	Development	<input type="checkbox"/> Provides well-developed and supported ideas and viewpoints <input type="checkbox"/> Demonstrates originality and cognitive maturity	<input type="checkbox"/> Provides generally well-developed and supported ideas and viewpoints	<input type="checkbox"/> Provides somewhat developed and supported ideas and viewpoints	<input type="checkbox"/> Provides somewhat underdeveloped or supported ideas and viewpoints	<input type="checkbox"/> Provides ideas and viewpoints that are not developed or supported
Formulation of the message	Accuracy of targeted language conventions**	<input type="checkbox"/> Text contains very few or no errors in the use of targeted or familiar language conventions (vocabulary/mechanics/grammar)	<input type="checkbox"/> Text contains few errors in the use of targeted or familiar language conventions	<input type="checkbox"/> Text contains some errors in the use of targeted or familiar language conventions	<input type="checkbox"/> Text contains many errors in the use of targeted or familiar 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"/> Does not complete the task OR <input type="checkbox"/> Copies most passages from the source text****
	Clarity	<input type="checkbox"/> Errors may be present but do not affect readability or understanding***	<input type="checkbox"/> Produces errors that may affect readability but not understanding	<input type="checkbox"/> Produces errors or awkward structures that sometimes affect readability and understanding	<input type="checkbox"/> Produces errors or awkward structures that repeatedly affect readability and understanding	
	Text components	<input type="checkbox"/> Includes all required components and skillfully tailors them	<input type="checkbox"/> Includes all required components and properly structures them	<input type="checkbox"/> Includes most of the required components	<input type="checkbox"/> Includes some of the required components	
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"/> Requires some prompting to use strategies and resources	<input type="checkbox"/> Uses strategies and resources when explicitly told which to use	<input type="checkbox"/> Despite prompting, does not make 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 notions from the unit.
 *** Readability is impeded when the reader has to slow down his or her reading but does not have to stop. Understanding is impeded when the reader has to either stop to figure out what the student meant or reread a passage in order to understand it.
 **** If only a few passages were copied from the reading texts, but several were written by the student, use the rubric but ignore copied passages when evaluating competency 3.

Individual Progress Log **Competencies C1, C2 and C3**

Handout TE 4

Competency	Date and level of proficiency									
C1 Interacts Orally in English										
• Participation in oral interaction										
• Content of the message										
• Articulation of the message										
• Management of strategies and resources*										
Comments:										
C2 Reinvests Understanding of Texts										
• Evidence of understanding of texts through the response process										
• Use of knowledge from texts in a reinvestment task										
• Management of strategies and resources*										
Comments:										
C3 Writes and Produces Texts										
• Participation in the writing and production processes*										
• Content of the message										
• Formulation of the message										
• Management of strategies and resources*										
Comments:										

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

A Exceeds expectations B Meets expectations C Acceptable but needs improvement D Does not meet all expectations E Has serious difficulties		Evaluation Criteria											
		Participation in oral interaction			Content of the message			Articulation of the message			Management of strategies and resources		
Task and date	Students												

A Exceeds expectations B Meets expectations C Acceptable but needs improvement D Does not meet all expectations E Has serious difficulties		Evaluation Criteria								
		Evidence of understanding of texts through the response process			Use of knowledge from texts in a reinvestment task			Management of strategies and resources		
Students	Task and date									

A Exceeds expectations B Meets expectations C Acceptable but needs improvement D Does not meet all expectations E Has serious difficulties	Evaluation Criteria																					
	Task and date	Participation in the writing and production processes			Content of the message			Formulation of the message			Management of strategies and resources											
Students																						

Write a listicle with money tips	Unit 1 Money Matters	Reinvestment Task Evaluation Rubric	Handout TE 8
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		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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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*
	C3 Participation in the writing and production processes**	<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 Formulation of the message	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*
	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	
	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 rubric 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 notions 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.

Rewrite part of a story featuring a new character	Unit 2 Cover to Cover	Reinvestment Task Evaluation Rubric	Handout TE 9
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		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 a tragedy or comedy in the unit to rewrite part of a story featuring a new character	<input type="checkbox"/> Selects appropriate, accurate and pertinent information from a tragedy or comedy in the unit to rewrite part of a story featuring a new character	<input type="checkbox"/> Selects some appropriate, accurate and pertinent information from a tragedy or comedy in the unit to rewrite part of a story featuring a new character <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 a tragedy or comedy in the unit to rewrite part of a story featuring a new character <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*	
	Coherence of organization, combination with own ideas	<input type="checkbox"/> Skillfully combines information from tragedy or comedy in unit with own ideas to create a highly coherent, organized and convincing story	<input type="checkbox"/> Combines information from tragedy or comedy in unit with own ideas to create a clear and organized story	<input type="checkbox"/> Combines information from tragedy or comedy in unit with own ideas <input type="checkbox"/> Text shows some weaknesses, such as: • lacking coherence • lacking organization	<input type="checkbox"/> Text shows weaknesses, such as: • lacking coherence • lacking organization		
C3 Participation in the writing and production processes**		<input type="checkbox"/> Personalizes the process to plan and rewrite part of a story featuring a new character <input type="checkbox"/> Seeks and integrates feedback from peers and teacher	<input type="checkbox"/> Uses the steps of the process to rewrite part of a story <input type="checkbox"/> Integrates feedback from peers and teacher	<input type="checkbox"/> With some support, uses the steps of the process to rewrite part of a story <input type="checkbox"/> Integrates some feedback from others	<input type="checkbox"/> Despite support, does not use the steps of the process to rewrite part of a story <input type="checkbox"/> Has difficulty integrating feedback	<input type="checkbox"/> Does not use the steps of the process to rewrite part of a story OR <input type="checkbox"/> Does not complete the task	
C3 Formulation of the message		Accuracy of targeted language conventions***	<input type="checkbox"/> Text contains very few or no errors in the use of perfect tenses and adverbs	<input type="checkbox"/> Text contains few errors in the use of perfect tenses and adverbs	<input type="checkbox"/> Text contains some errors in the use of perfect tenses and adverbs	<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*	
		Clarity	<input type="checkbox"/> Errors in the use of perfect tenses and adverbs may be present but do not affect readability or understanding****	<input type="checkbox"/> Errors in the use of perfect tenses and adverbs may affect readability but not understanding	<input type="checkbox"/> Errors in the use of perfect tenses and adverbs sometimes affect readability and understanding		<input type="checkbox"/> Errors in the use of perfect tenses and adverbs repeatedly affect readability and understanding
		Text components	<input type="checkbox"/> Includes all required components for narrative or play and skillfully tailors them: text is written in prose or dialogue and includes title, elements of pyramid of action, details about the characters and events and stage directions (for play); text includes a new character and characteristics of a tragedy or a comedy	<input type="checkbox"/> Includes all required components for narrative or play and properly structures them; text includes a new character and most of the characteristics of a tragedy or a comedy	<input type="checkbox"/> Includes most of the required components for narrative or play; text includes a new character and most of the characteristics of a tragedy or a comedy		<input type="checkbox"/> Includes some of the required components for narrative or play; text includes a new character and some of the characteristics of a tragedy or a comedy

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

** 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 notions 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.

Write a discussion text	Unit 3 Weird Medicine	Reinvestment Task Evaluation Rubric	Handout TE 10
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		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 texts to write a discussion text presenting arguments for and against a controversial medical breakthrough	<input type="checkbox"/> Selects appropriate, accurate and pertinent information from texts to write a discussion text presenting arguments for and against a controversial medical breakthrough	<input type="checkbox"/> Selects some appropriate, accurate and pertinent information from texts to write a discussion text presenting arguments for and against a controversial medical breakthrough <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 texts to write a discussion text presenting arguments for and against a controversial medical breakthrough <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*
	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 • lacking organization	<input type="checkbox"/> Text shows weaknesses, such as: • lacking coherence • lacking organization	
C3 Participation in the writing and production processes**		<input type="checkbox"/> Personalizes the process to plan and write a discussion text presenting arguments for and against a controversial medical breakthrough <input type="checkbox"/> Seeks and integrates feedback from peers and teacher	<input type="checkbox"/> Uses the steps of the process to write a discussion text <input type="checkbox"/> Integrates feedback from peers and teacher	<input type="checkbox"/> With some support, uses the steps of the process to write a discussion text <input type="checkbox"/> Integrates some feedback from others	<input type="checkbox"/> Despite support, does not use the steps of the process to write a discussion text <input type="checkbox"/> Has difficulty integrating feedback	<input type="checkbox"/> Does not use the steps of the process to write a discussion text OR <input type="checkbox"/> Does not complete the task
C3 Formulation of the message		Accuracy of targeted language conventions***	<input type="checkbox"/> Text contains few errors in the use of the simple past, the present perfect and modals	<input type="checkbox"/> Text contains some errors in the use of the simple past, the present perfect and modals	<input type="checkbox"/> Text contains many errors in the use of the simple past, the present perfect and modals	<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*
		Clarity	<input type="checkbox"/> Errors in the use of the simple past, present perfect and modals may be present but do not affect readability or understanding****	<input type="checkbox"/> Errors in the use of the simple past, present perfect and modals may affect readability but not understanding	<input type="checkbox"/> Errors in the use of the simple past, present perfect and modals sometimes affect readability and understanding	
		Text components	<input type="checkbox"/> Text includes all required components for discussion text and skillfully tailors them: introduction, three supporting paragraphs that present arguments for and against; facts and examples that support the arguments; conclusion	<input type="checkbox"/> Text includes all required components for discussion text and properly structures them: introduction, three supporting paragraphs that present arguments for and against; facts and examples that support the arguments; conclusion	<input type="checkbox"/> Text includes most of the required components for discussion text: introduction, three supporting paragraphs that present arguments for and against; facts and examples that support the arguments; conclusion	

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

** 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 notions 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.

Write an opinion piece	Unit 4 Law and Order	Reinvestment Task Evaluation Rubric	Handout TE 11
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		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 / ideas / language from texts to support opinion	<input type="checkbox"/> Selects appropriate, accurate and pertinent information from texts to support opinion	<input type="checkbox"/> Selects some appropriate, accurate and pertinent information from texts to support opinion <input type="checkbox"/> Opinion presents some weaknesses, such as: <ul style="list-style-type: none"> • inaccurate or irrelevant information • some content copied from texts 	<input type="checkbox"/> Selects little appropriate, accurate or pertinent information from texts to support opinion <input type="checkbox"/> Opinion presents many weaknesses, such as: <ul style="list-style-type: none"> • inaccurate or irrelevant information • chunks of content copied from texts with little evidence of opinion 	<input type="checkbox"/> Information is inaccurate or invented OR <input type="checkbox"/> Large parts copied from source texts*
	C3 Participation in the writing and production processes**	<input type="checkbox"/> Personalizes the process to plan and write an opinion piece <input type="checkbox"/> Seeks and integrates feedback from peers and teacher	<input type="checkbox"/> Uses the steps of the process to write an opinion piece <input type="checkbox"/> Integrates feedback from peers and teacher	<input type="checkbox"/> With some support, uses the steps of the process to write an opinion piece <input type="checkbox"/> Integrates some feedback from others	<input type="checkbox"/> Despite support, does not use the steps of the process to write an opinion piece <input type="checkbox"/> Has difficulty integrating feedback	<input type="checkbox"/> Does not use the steps of the process to write an opinion piece OR <input type="checkbox"/> Does not complete the task
C3 Formulation of the message	Accuracy of targeted language conventions***	<input type="checkbox"/> Text contains very few or no errors in the use of the perfect tenses and adverbs	<input type="checkbox"/> Text contains few errors in the use of the perfect tenses and adverbs	<input type="checkbox"/> Text contains some errors in the use of the perfect tenses and adverbs	<input type="checkbox"/> Text contains many errors in the use of the perfect tenses and adverbs	<input type="checkbox"/> Produces a text that is mostly incomprehensible OR <input type="checkbox"/> Does not respect the task requirements <input type="checkbox"/> Does not complete the task OR <input type="checkbox"/> Copies most passages from the source text*
	Clarity	<input type="checkbox"/> Errors in the use of real conditional sentences, transition words and conjunctions may be present but do not affect readability or understanding****	<input type="checkbox"/> Errors in the use of real conditional sentences, transition words and conjunctions may affect readability but not understanding	<input type="checkbox"/> Errors in the use of real conditional sentences, transition words and conjunctions sometimes affect readability and understanding	<input type="checkbox"/> Errors in the use of real conditional sentences, transition words and conjunctions repeatedly affect readability and understanding	
	Text components	<input type="checkbox"/> Includes all required components of an opinion piece (introduction, supporting paragraphs, conclusion) and skillfully tailors them	<input type="checkbox"/> Includes all required components of an opinion piece and properly structures them	<input type="checkbox"/> Includes most of the required components for an opinion piece	<input type="checkbox"/> Includes some of the required components for an opinion piece	

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

** 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 notions 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.

Project A An App for That	Unit 1 Money Matters	Project Evaluation Rubric	Handout TE 12
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		A	B	C	D	E
C1 Articulation of the message	Accuracy	<input type="checkbox"/> Speaks with ease and confidence when discussing ideas with group and presenting applications and findings to classmates	<input type="checkbox"/> Speaks with ease when discussing ideas with group and presenting applications and findings <input type="checkbox"/> Hesitates, but pauses do not interfere with discussion or presentation	<input type="checkbox"/> Speaks with some difficulty when discussing ideas with group and presenting applications and findings <input type="checkbox"/> Hesitations and pauses sometimes hinder discussion or presentation	<input type="checkbox"/> Speaks with much difficulty when discussing ideas with group and presenting applications and findings <input type="checkbox"/> Hesitations and pauses often hinder discussion and presentation	<input type="checkbox"/> Expresses messages that are mostly incomprehensible OR <input type="checkbox"/> Does not participate*
	Fluency	<input type="checkbox"/> Expresses messages that are clear and contain few errors, if any	<input type="checkbox"/> Makes errors that sometimes affect clarity of messages <input type="checkbox"/> Messages understood with little interpretation	<input type="checkbox"/> Makes errors that affect clarity of messages <input type="checkbox"/> Messages understood with some interpretation	<input type="checkbox"/> Makes errors that consistently affect clarity of messages <input type="checkbox"/> Messages mostly understood but require a lot of interpretation	
C3 Content of the message	Pertinence and coherence	<input type="checkbox"/> Produces a presentation well adapted to the task requirements (topic, audience, purpose) <input type="checkbox"/> Provides well-organized and coherent ideas	<input type="checkbox"/> Produces a presentation suited to the task requirements <input type="checkbox"/> Provides generally well-organized and coherent ideas	<input type="checkbox"/> Produces a presentation somewhat suited to the task requirements <input type="checkbox"/> Provides somewhat organized and coherent ideas	<input type="checkbox"/> Produces a presentation somewhat unsuited to the task requirements <input type="checkbox"/> Provides ideas that lack some organization and coherence	<input type="checkbox"/> Produces a presentation unsuited to the task requirements <input type="checkbox"/> Provides ideas that lack organization and coherence
C3 Formulation of the message	Accuracy of targeted language conventions**	<input type="checkbox"/> Presentation contains very few or no errors in the use of unreal conditional sentences, infinitives and gerunds	<input type="checkbox"/> Presentation contains few errors in the use of unreal conditional sentences, infinitives and gerunds	<input type="checkbox"/> Presentation contains some errors in the use of unreal conditional sentences, infinitives and gerunds	<input type="checkbox"/> Presentation contains many errors in the use of unreal conditional sentences, infinitives and gerunds	<input type="checkbox"/> Produces a presentation that is mostly incomprehensible OR <input type="checkbox"/> Does not respect the task requirements OR <input type="checkbox"/> Does not complete the task
	Clarity	<input type="checkbox"/> Errors in the use of 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	

Note: * 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 accuracy of language, target language conventions for the task based on the *Progression of Learning* and notions 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.

Project B Project Planning	Unit 1 Money Matters	Project Evaluation Rubric	Handout TE 13
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		A	B	C	D	E
C1 Articulation of the message	Accuracy	<input type="checkbox"/> Speaks with ease and confidence when discussing project ideas with group and preparing the budget	<input type="checkbox"/> Speaks with ease when discussing project ideas with group and preparing the budget <input type="checkbox"/> Hesitates, but pauses do not interfere with discussion	<input type="checkbox"/> Speaks with some difficulty when discussing project ideas with group and preparing the budget <input type="checkbox"/> Hesitations and pauses sometimes hinder discussion	<input type="checkbox"/> Speaks with much difficulty when discussing project ideas with group and preparing the budget <input type="checkbox"/> Hesitations and pauses often hinder discussion	<input type="checkbox"/> Expresses messages that are mostly incomprehensible OR <input type="checkbox"/> Does not participate*
	Fluency	<input type="checkbox"/> Expresses messages that are clear and contain few errors, if any	<input type="checkbox"/> Makes errors that sometimes affect clarity of messages <input type="checkbox"/> Messages understood with little interpretation	<input type="checkbox"/> Makes errors that affect clarity of messages <input type="checkbox"/> Messages understood with some interpretation	<input type="checkbox"/> Makes errors that consistently affect clarity of messages <input type="checkbox"/> Messages mostly understood but require a lot of interpretation	
C3 Formulation of the message	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
	Clarity	<input type="checkbox"/> Errors in the use of 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	
	Text Components	<input type="checkbox"/> Text includes all required components for a project plan and budget and skillfully tailors them: project plan; budget document with date, item, cost, revenue, total cost; project feasibility	<input type="checkbox"/> Text includes all required components for a project plan and budget and properly tailors them: project plan; budget document with date, item, cost, revenue, total cost; project feasibility	<input type="checkbox"/> Text includes most of the required components for a project plan and budget and tailors them: project plan; budget document with date, item, cost, revenue, total cost; project feasibility	<input type="checkbox"/> Text includes some of the required components for a project plan and budget and weakly tailors them: project plan; budget document with date, item, cost, revenue, total cost; project feasibility	

Note: * 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 accuracy of language, target language conventions for the task based on the *Progression of Learning* and notions 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.

Project A Book Jacket	Unit 2 Cover to Cover	Project Evaluation Rubric	Handout TE 14
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		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 favourite tragedy or comedy, classic or modern, to create a book jacket for the story	<input type="checkbox"/> Selects appropriate, accurate and pertinent information from favourite tragedy or comedy, classic or modern, to create a book jacket for the story	<input type="checkbox"/> Selects some appropriate, accurate and pertinent information from favourite tragedy or comedy, classic or modern, to create a book jacket for the story <input type="checkbox"/> Text shows some weaknesses, such as: <ul style="list-style-type: none"> • some inaccurate content • too general or irrelevant content 	<input type="checkbox"/> Selects little appropriate, accurate and pertinent information from favourite tragedy or comedy, classic or modern, to create a book jacket for the story <input type="checkbox"/> Text shows many weaknesses, such as: <ul style="list-style-type: none"> • inaccurate content • too general or irrelevant content 	<input type="checkbox"/> Information is inaccurate or invented
	C3 Formulation of the message	Accuracy of targeted language conventions*	<input type="checkbox"/> Text contains very few or no errors in the use of perfect tenses and adverbs	<input type="checkbox"/> Text contains few errors in the use of perfect tenses and adverbs	<input type="checkbox"/> Text contains some errors in the use of perfect tenses and adverbs	<input type="checkbox"/> Text contains many errors in the use of perfect tenses and adverbs
Clarity		<input type="checkbox"/> Errors in the use of perfect tenses and adverbs may be present but do not affect readability or understanding**	<input type="checkbox"/> Errors in the use of perfect tenses and adverbs may affect readability but not understanding	<input type="checkbox"/> Errors in the use of perfect tenses and adverbs sometimes affect readability and understanding	<input type="checkbox"/> Errors in the use of perfect tenses and adverbs repeatedly affect readability and understanding	<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
Text components		<input type="checkbox"/> Text includes all required components for book jacket and skillfully tailors them: title, author's name and photo on the front cover; reviews of the story on the back cover; summary of the story including information about characters and the storyline	<input type="checkbox"/> Text includes all required components for book jacket and properly structures them: title, author's name and photo on the front cover; reviews of the story on the back cover; summary of the story including information about characters and the storyline	<input type="checkbox"/> Text includes most of the required components for book jacket and tailors them: title, author's name and photo on the front cover; reviews of the story on the back cover; summary of the story including information about characters and the storyline	<input type="checkbox"/> Text includes some of the required components for book jacket and weakly tailors them: title, author's name and photo on the front cover; reviews of the story on the back cover; summary of the story including information about characters and the storyline	

Note: * For accuracy of language, target language conventions for the task based on the *Progression of Learning* and notions 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.

Project B Sketch	Unit 2 Cover to Cover	Project Evaluation Rubric	Handout TE 15
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		A	B	C	D	E
C1 Articulation of the message	Accuracy	<input type="checkbox"/> Speaks with ease and confidence when discussing ideas with group and presenting sketch to classmates	<input type="checkbox"/> Speaks with ease when discussing ideas with group and presenting sketch <input type="checkbox"/> Hesitates, but pauses do not interfere with discussion or presentation	<input type="checkbox"/> Speaks with some difficulty when discussing ideas with group and presenting sketch <input type="checkbox"/> Hesitations and pauses sometimes hinder discussion or presentation	<input type="checkbox"/> Speaks with much difficulty when discussing ideas with group and presenting sketch <input type="checkbox"/> Hesitations and pauses often hinder discussion and presentation	<input type="checkbox"/> Expresses messages that are mostly incomprehensible OR <input type="checkbox"/> Does not participate*
	Fluency	<input type="checkbox"/> Expresses messages that are clear and contain few errors, if any	<input type="checkbox"/> Makes errors that sometimes affect clarity of messages <input type="checkbox"/> Messages understood with little interpretation	<input type="checkbox"/> Makes errors that affect clarity of messages <input type="checkbox"/> Messages understood with some interpretation	<input type="checkbox"/> Makes errors that consistently affect clarity of messages <input type="checkbox"/> Messages mostly understood but require a lot of interpretation	
C3 Content of the message	Pertinence and coherence	<input type="checkbox"/> Writes a script well adapted to the task requirements (topic, audience, purpose) <input type="checkbox"/> Provides well-organized and coherent ideas	<input type="checkbox"/> Writes a script suited to the task requirements <input type="checkbox"/> Provides generally well-organized and coherent ideas	<input type="checkbox"/> Writes a script somewhat suited to the task requirements <input type="checkbox"/> Provides somewhat organized and coherent ideas	<input type="checkbox"/> Writes a script somewhat unsuited to the task requirements <input type="checkbox"/> Provides ideas that lack some organization and coherence	<input type="checkbox"/> Writes a script unsuited to the task requirements <input type="checkbox"/> Provides ideas that lack organization and coherence
C3 Formulation of the message	Accuracy of targeted language conventions**	<input type="checkbox"/> Script contains very few or no errors in the use of perfect tenses and adverbs	<input type="checkbox"/> Script contains few errors in the use of perfect tenses and adverbs	<input type="checkbox"/> Script contains some errors in the use of perfect tenses and adverbs	<input type="checkbox"/> Script contains many errors in the use of perfect tenses and adverbs	<input type="checkbox"/> Produces a script that is mostly incomprehensible OR <input type="checkbox"/> Does not respect the task requirements OR <input type="checkbox"/> Does not complete the task
	Clarity	<input type="checkbox"/> Errors in the use of perfect tenses and adverbs may be present but do not affect readability or understanding***	<input type="checkbox"/> Errors in the use of perfect tenses and adverbs may affect readability but not understanding	<input type="checkbox"/> Errors in the use of perfect tenses and adverbs sometimes affect readability and understanding	<input type="checkbox"/> Errors in the use of perfect tenses and adverbs repeatedly affect readability and understanding	
	Text components	<input type="checkbox"/> Text includes all required components for script and skillfully tailors them: written in dialogue and includes characters, elements of the pyramid of action and stage directions	<input type="checkbox"/> Text includes all required components for script and properly structures them: written in dialogue and includes characters, elements of the pyramid of action and stage directions	<input type="checkbox"/> Text includes most of the required components for script: written in dialogue and includes characters, elements of the pyramid of action and stage directions	<input type="checkbox"/> Text includes some of the required components for script: written in dialogue and includes characters, elements of the pyramid of action and stage directions	

Note: * 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 accuracy of language, target language conventions for the task based on the *Progression of Learning* and notions 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.

Project A Timeline	Unit 3 Weird Medicine	Project Evaluation Rubric	Handout TE 16
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		A	B	C	D	E
C1 Articulation of the message	Accuracy	<input type="checkbox"/> Speaks with ease and confidence when discussing ideas with partner and presenting timeline to classmates	<input type="checkbox"/> Speaks with ease when discussing ideas with partner and presenting timeline to classmates <input type="checkbox"/> Hesitates, but pauses do not interfere with discussion or presentation	<input type="checkbox"/> Speaks with some difficulty when discussing ideas with partner and presenting timeline to classmates <input type="checkbox"/> Hesitations and pauses sometimes hinder discussion or presentation	<input type="checkbox"/> Speaks with much difficulty when discussing ideas with partner and presenting timeline to classmates <input type="checkbox"/> Hesitations and pauses often hinder discussion and presentation	<input type="checkbox"/> Expresses messages that are mostly incomprehensible OR <input type="checkbox"/> Does not participate*
	Fluency	<input type="checkbox"/> Expresses messages that are clear and contain few errors, if any	<input type="checkbox"/> Makes errors that sometimes affect clarity of messages <input type="checkbox"/> Messages understood with little interpretation	<input type="checkbox"/> Makes errors that affect clarity of messages <input type="checkbox"/> Messages understood with some interpretation	<input type="checkbox"/> Makes errors that consistently affect clarity of messages <input type="checkbox"/> Messages mostly understood but require a lot of interpretation	
C3 Content of the message	Pertinence and coherence	<input type="checkbox"/> Writes a script well adapted to the task requirements (topic, audience, purpose) <input type="checkbox"/> Provides well-organized and coherent ideas	<input type="checkbox"/> Writes a script suited to the task requirements <input type="checkbox"/> Provides generally well-organized and coherent ideas	<input type="checkbox"/> Writes a script somewhat suited to the task requirements <input type="checkbox"/> Provides somewhat organized and coherent ideas	<input type="checkbox"/> Writes a script somewhat unsuited to the task requirements <input type="checkbox"/> Provides ideas that lack some organization and coherence	<input type="checkbox"/> Writes a script unsuited to the task requirements <input type="checkbox"/> Provides ideas that lack organization and coherence
C3 Formulation of the message	Clarity	<input type="checkbox"/> Errors in the use of the simple past vs. present perfect and active and passive voices may be present but do not affect readability or understanding***	<input type="checkbox"/> Errors in the use of the simple past vs. present perfect and active and passive voices may affect readability but not understanding	<input type="checkbox"/> Errors in the use of the simple past vs. present perfect and active and passive voices sometimes affect readability and understanding	<input type="checkbox"/> Errors in the use of the simple past vs. present perfect and active and passive voices repeatedly affect readability and understanding	<input type="checkbox"/> Produces a timeline that is mostly incomprehensible OR <input type="checkbox"/> Does not respect the task requirements OR <input type="checkbox"/> Does not complete the task
	Text components	<input type="checkbox"/> Text includes all required components of chosen text form (poster, slide-show presentation, listicle or profile article)	<input type="checkbox"/> Text includes all required components of chosen text form (poster, slide-show presentation, listicle or profile article)	<input type="checkbox"/> Text includes most of the required components of chosen text form (poster, slide-show presentation, listicle or profile article)	<input type="checkbox"/> Text includes some of the required components of chosen text form (poster, slide-show presentation, listicle or profile article)	

Note: * 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 accuracy of language, target language conventions for the task based on the *Progression of Learning* and notions 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.

Project B Story	Unit 3 Weird Medicine	Project Evaluation Rubric	Handout TE 17
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		A	B	C	D	E
C3 Content	Pertinence and coherence	<input type="checkbox"/> Writes a text well adapted to the task requirements (topic, audience, purpose) <input type="checkbox"/> Provides well-organized and coherent ideas	<input type="checkbox"/> Writes a text suited to the task requirements (topic, audience, purpose) <input type="checkbox"/> Provides generally well-organized and coherent ideas	<input type="checkbox"/> Writes a text somewhat well suited to the task requirements (topic, audience, purpose) <input type="checkbox"/> Provides somewhat well-organized and coherent ideas	<input type="checkbox"/> Writes a text somewhat unsuited to the task requirements (topic, audience, purpose) <input type="checkbox"/> Provides ideas that lack some organization and coherence	<input type="checkbox"/> Writes a text unsuited to the task requirements <input type="checkbox"/> Provides ideas that lack organization and coherence
	C3 Formulation of the message	Accuracy of targeted language conventions*	<input type="checkbox"/> Story contains very few or no errors in the use of the simple past vs present perfect, modals and active and passive voices	<input type="checkbox"/> Story contains few errors in the use of the simple past vs present perfect, modals and active and passive voices	<input type="checkbox"/> Story contains some errors in the use of the simple past vs present perfect, modals and active and passive voices	<input type="checkbox"/> Story contains many errors in the use of the simple past vs present perfect, modals and active and passive voices
Clarity	<input type="checkbox"/> Errors in the use of the simple past vs. present perfect, modals and active and passive voices may be present but do not affect readability or understanding**	<input type="checkbox"/> Errors in the use of the simple past vs. present perfect, modals and active and passive voices may affect readability but not understanding	<input type="checkbox"/> Errors in the use of the simple past vs. present perfect, modals and active and passive voices sometimes affect readability and understanding	<input type="checkbox"/> Errors in the use of the simple past vs. present perfect, modals and active and passive voices repeatedly affect readability and understanding		
Text components	<input type="checkbox"/> Text includes all required components of chosen text form (profile, news article, narrative)	<input type="checkbox"/> Text includes all required components of chosen text form (profile, news article, narrative)	<input type="checkbox"/> Text includes most of the required components of chosen text form (profile, news article, narrative)	<input type="checkbox"/> Text includes some of the required components of chosen text form (profile, news article, narrative)		

Note: * For accuracy of language, target language conventions for the task based on the *Progression of Learning* and notions 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.

Project A Case Study	Unit 4 Law and Order	Project Evaluation Rubric	Handout TE 18
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		A	B	C	D	E	
C1 Participation in oral interaction		<input type="checkbox"/> Interacts throughout the discussion and uses a variety of techniques to help the discussion move forward (e.g. 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 rarely interacts with peers, 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*	
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 / ideas / language from texts about the Charter to make ruling	<input type="checkbox"/> Selects appropriate, accurate and pertinent information / ideas / language from texts about the Charter to make ruling	<input type="checkbox"/> Selects some appropriate, accurate and pertinent information / ideas / language from texts <input type="checkbox"/> Text shows some weaknesses, such as: • some inaccurate content • too general or irrelevant content • some content copied from texts	<input type="checkbox"/> Selects little appropriate, accurate and pertinent information / ideas / language from texts <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 / ideas / language are inaccurate or invented OR <input type="checkbox"/> Large parts copied from source texts**	
C3 Formulation of the message		Accuracy of targeted language conventions***		Clarity		Text components	
		<input type="checkbox"/> Case study contains very few or no errors in the use of real conditional sentences and transition words and conjunctions	<input type="checkbox"/> Case study contains few errors in the use of real conditional sentences and transition words and conjunctions	<input type="checkbox"/> Case study contains some errors in the use of real conditional sentences and transition words and conjunctions	<input type="checkbox"/> Case study contains many errors in the use of real conditional sentences and transition words and conjunctions	<input type="checkbox"/> Produces a case study that is mostly incomprehensible OR <input type="checkbox"/> Does not respect the task requirements OR <input type="checkbox"/> Does not complete the task	
		<input type="checkbox"/> Errors in the use of real conditional sentences and conjunctions may be present but do not affect readability or understanding****	<input type="checkbox"/> Errors in the use of real conditional sentences and conjunctions may affect readability but not understanding	<input type="checkbox"/> Errors in the use of real conditional sentences and conjunctions sometimes affect readability and understanding	<input type="checkbox"/> Errors in the use of real conditional sentences and conjunctions repeatedly affect readability and understanding		
		<input type="checkbox"/> Text includes all required components (summary, opposing parties, rights and freedoms infringed upon, arguments, rulings)	<input type="checkbox"/> Text includes all required components (summary, opposing parties, rights and freedoms infringed upon, arguments, rulings)	<input type="checkbox"/> Text includes most of the required components (summary, opposing parties, rights and freedoms infringed upon, arguments, rulings)	<input type="checkbox"/> Text includes some of the required components (summary, opposing parties, rights and freedoms infringed upon, arguments, rulings)		

Note: * 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.
 ** If only a few passages were copied from the reading texts, but several were written by the student, use the rubric but ignore copied passages when evaluating competency 3.
 *** For accuracy of language, target language conventions for the task based on the *Progression of Learning* and notions 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.

Project B Mock Trial	Unit 4 Law and Order	Project Evaluation Rubric	Handout TE 19
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		A	B	C	D	E
C1 Participation in oral interaction		<input type="checkbox"/> Interacts throughout the preparation for and role-playing of the trial and uses a variety of techniques to help the trial move forward (e.g. asks for details, comments on what others say, prompts peers)	<input type="checkbox"/> Interacts throughout the preparation for and role-playing of the trial	<input type="checkbox"/> Interacts sporadically	<input type="checkbox"/> Rarely expresses ideas or responds to peers OR <input type="checkbox"/> Speaks but rarely interacts with peers, if at all	<input type="checkbox"/> Reverts to a language other than English often enough that evaluation is not possible OR <input type="checkbox"/> Does not participate*
	C1 Articulation of the message					
C1 Articulation of the message	Accuracy	<input type="checkbox"/> Speaks with ease and confidence with partners when preparing for and role-playing the trial	<input type="checkbox"/> Speaks with ease with partners when preparing for and role-playing the trial <input type="checkbox"/> Hesitates, but pauses do not interfere with discussion or presentation	<input type="checkbox"/> Speaks with some difficulty with partners when preparing for and role-playing the trial <input type="checkbox"/> Hesitations and pauses sometimes hinder discussion or presentation	<input type="checkbox"/> Speaks with much difficulty with partners when preparing for and role-playing the trial <input type="checkbox"/> Hesitations and pauses often hinder discussion and presentation	<input type="checkbox"/> Expresses messages that are mostly incomprehensible OR
	Fluency	<input type="checkbox"/> Expresses messages that are clear and contain few errors, if any	<input type="checkbox"/> Makes errors that sometimes affect clarity of messages <input type="checkbox"/> Messages understood with little interpretation	<input type="checkbox"/> Makes errors that affect clarity of messages <input type="checkbox"/> Messages understood with some interpretation	<input type="checkbox"/> 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
C3 Formulation of the message	Accuracy of targeted language conventions**	<input type="checkbox"/> Mock trial contains very few or no errors in the use of real conditional sentences and transition words and conjunctions	<input type="checkbox"/> Mock trial contains few errors in the use of real conditional sentences and transition words and conjunctions	<input type="checkbox"/> Mock trial contains some errors in the use of real conditional sentences and transition words and conjunctions	<input type="checkbox"/> Mock trial contains many errors in the use of real conditional sentences and transition words and conjunctions	<input type="checkbox"/> Produces a mock trial that is mostly incomprehensible OR <input type="checkbox"/> Does not respect the task requirements OR <input type="checkbox"/> Does not complete the task
	Clarity	<input type="checkbox"/> Errors in the use of real conditional sentences and conjunctions do not affect understanding***	<input type="checkbox"/> Errors in the use of real conditional sentences and conjunctions are evident but do not affect understanding	<input type="checkbox"/> Errors in the use of real conditional sentences and conjunctions sometimes affect understanding	<input type="checkbox"/> Errors in the use of real conditional sentences and conjunctions repeatedly affect understanding	
	Text components	<input type="checkbox"/> Mock trial includes all required components (questions and answers)	<input type="checkbox"/> Mock trial includes all required components (questions and answers)	<input type="checkbox"/> Mock trial includes most of the required components (questions and answers)	<input type="checkbox"/> Mock trial includes some of the required components (questions and answers)	

Note: * 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 accuracy of language, target language conventions for the task based on the *Progression of Learning* and notions from the unit.

*** *Understanding* is impeded when the listener is unable to understand what the student meant.

Evaluation Situation 1

Stories of Deception

For use after Units 1 and 2

Components of the Evaluation Situation

Teacher's Guide

- Overview of Evaluation Situation 1 350
- Evaluation Rubrics for C1, C2 and C3 (Handouts ES 1.1–ES 1.2) 351
- Transcript for Task 3 (Handout ES 1.3, Audio CD Track 9) 353

Student Handouts (ES 1.4–1.7) 355

ESL Competencies Evaluated

C1 Interacts Orally in English

- Participation in oral interaction
- Content of the message
- Articulation of the message

C2 Reinvests Understanding of Texts

- Evidence of understanding of texts through the response process

C3 Writes and Produces Texts

- Content of the message
- Formulation of the message

General Procedure

Make sure students understand each step of the procedure.

Step 1: Theme and Questions

- Describe the theme of the evaluation situation in general terms. Students will read and listen to texts about con artists and how they trick their targets. They will reflect on questions related to scams and their potential dangers, as well as some techniques con artists use to fool their victims. Students will then write a story about a scam.
- Go over the new vocabulary of the evaluation situations.
- Lead a class discussion about con artists and scams. Suggested questions and prompts:
 - Are there scams that target young people or students? Some examples: fake modelling contracts, student credit cards with exorbitant interest rates, fake friend requests.
 - Do you think you are safe from frauds, cons and scams? Why or why not?
 - Look at real headlines about scams:
 - Toronto woman loses \$450K in online romance scam
 - Facebook promoted scam ads based on fake news headlines
 - Stolen passwords fuel cardless ATM fraud
 - Police warn of impersonators forcibly seeking donations

Step 2: Student Handouts and Evaluation Criteria

- Distribute the student handouts. At the beginning of each task, go over the instructions and make sure students understand what is expected of them. If neither students nor anyone they know has ever had an experience with a con artist or a potential scam, invite them to make up a story based on what they have learned from the texts in the ES.
- Give students the Task 4 handouts only once they have completed Tasks 1 to 3.
- For each task, present the evaluation criteria and the task requirements using the evaluation rubrics provided on pages 351 and 352.
- Tell students which resources they are allowed to use.
- At the end of each period, be sure to collect all handouts.
- Evaluate the students using the appropriate answer keys and evaluation rubrics.

Overview of Evaluation Situation 1

In Task 1, students will engage in a discussion about frauds, cons and scams. In Tasks 2 and 3, students will read and listen to texts to learn about some “successful” con artists and their powers of persuasion. In Task 4, students will write a real or imagined narrative about somebody falling victim to a con artist or a potential fraud or scam.

Approximate Time	ESL Competency and Evaluation Criteria	Text Type	Language Repertoire
Task 1: The World of Frauds and Scams			
45 min	C1 Interacts Orally in English <ul style="list-style-type: none"> Participation in oral interaction Content of the message Articulation of the message 	<ul style="list-style-type: none"> Discussion 	<ul style="list-style-type: none"> Present perfect Expressing opinions Expressing feelings
Task 2: Lies People Tell			
60 min	C2 Reinvests Understanding of Texts <ul style="list-style-type: none"> Evidence of understanding of texts through the response process 	<ul style="list-style-type: none"> Biographical stories 	<ul style="list-style-type: none"> Perfect tenses
Task 3: The Power of Persuasion			
45 min	C2 Reinvests Understanding of Texts <ul style="list-style-type: none"> Evidence of understanding of texts through the response process 	<ul style="list-style-type: none"> Informative; special report 	<ul style="list-style-type: none"> Idioms
Task 4: A Story of Deception			
75-90 min	C3 Writes and Produces Texts <ul style="list-style-type: none"> Content of the message Formulation of the message 	<ul style="list-style-type: none"> Narrative 	<ul style="list-style-type: none"> Unreal conditionals Gerunds and infinitives Adverbs Perfect tenses

Evaluation Situation 1 **Evaluation Rubrics for Tasks 1, 2 and 3**

Handout ES 1.1

Task 1: C1 Interacts Orally in English

		A	B	C	D	E
C1 Participation in oral interaction *		<input type="checkbox"/> Interacts throughout the discussion about cons, frauds and scams and uses a variety of techniques to help the discussion move forward (e.g. asks for details, comments on what others say, prompts peers)	<input type="checkbox"/> Interacts throughout the discussion <input type="checkbox"/> Gives examples, shares own experiences and opinions	<input type="checkbox"/> Interacts sporadically or mostly when prompted	<input type="checkbox"/> Interacts very little unless prompted OR <input type="checkbox"/> Speaks but rarely interacts with peers, if at all	<input type="checkbox"/> Reverts to a language other than English often enough that evaluation is not possible OR <input type="checkbox"/> Does not participate
	C1 Content of the message	<input type="checkbox"/> Discusses the targeted topics in depth, shares relevant ideas to enrich the discussion 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 can apply to any topic (e.g. <i>I think it's true!</i>)	<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
C1 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 OR <input type="checkbox"/> Does not participate
	Content	<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	

Note: * 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.

Tasks 2 and 3: C2 Reinvests Understanding of Texts

	A	B	C	D	E
C2 Evidence of understanding of texts through the response process	<input type="checkbox"/> Shows superior understanding of motivations and consequences of scams based on information in the texts <input type="checkbox"/> Makes pertinent links between text and own experience	<input type="checkbox"/> Shows solid understanding of motivations and consequences of scams based on the information in the texts <input type="checkbox"/> Makes some links between text and own experience	<input type="checkbox"/> Shows some understanding of motivations and consequences of scams based on the information in the texts <input type="checkbox"/> Makes few links between text and own experience	<input type="checkbox"/> Shows little understanding of motivations and consequences of scams based on the information in the texts <input type="checkbox"/> Makes no links between text and own experience	<input type="checkbox"/> Shows no understanding of motivations and consequences of scams based on the information in the texts <input type="checkbox"/> Responses not linked to text

Evaluation Situation 1 **Evaluation Rubrics for Task 4**

Handout ES 1.2

Task 4: C3 Writes and Produces Texts

		A	B	C	D	E
C3 Content of the message	Pertinence and coherence	<input type="checkbox"/> Narrative text is well adapted to the task requirements (topic, audience, purpose) <input type="checkbox"/> Ideas are well organized and coherent	<input type="checkbox"/> Narrative text is suited to the task requirements (topic, audience, purpose) <input type="checkbox"/> Ideas are generally well organized and coherent	<input type="checkbox"/> Narrative text is somewhat suited to the task requirements (topic, audience, purpose) <input type="checkbox"/> Ideas are somewhat organized and coherent	<input type="checkbox"/> Text is somewhat unsuited to the task requirements <input type="checkbox"/> Ideas lack some organization and coherence	<input type="checkbox"/> Text is unsuited to the task requirements <input type="checkbox"/> Ideas lack organization and coherence
	C3 Formulation of the message	<input type="checkbox"/> Contains very few or no errors in the use of targeted or familiar language conventions (unreal conditionals, gerunds and infinitives, adverbs, perfect tenses)	<input type="checkbox"/> Contains few errors in the use of targeted or familiar language conventions	<input type="checkbox"/> Contains some errors in the use of targeted or familiar language conventions	<input type="checkbox"/> Contains many errors in the use of targeted or familiar language conventions	<input type="checkbox"/> Text is mostly incomprehensible OR <input type="checkbox"/> Does not respect the task requirements OR <input type="checkbox"/> Task not completed
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"/> Text is understood with some interpretation	<input type="checkbox"/> Errors and/or awkward structures repeatedly affect readability and/or understanding but text is understood with a good deal of interpretation		
C3 Formulation of the message	Text Components	<input type="checkbox"/> Includes all required components of a narrative text and skilfully tailors them <input type="checkbox"/> Meets all task requirements (parts of story from the pyramid of action)	<input type="checkbox"/> Includes all required components and properly structures them <input type="checkbox"/> Meets all task requirements	<input type="checkbox"/> Includes most of the required components of a narrative text <input type="checkbox"/> Meets most task requirements	<input type="checkbox"/> Includes some of the required components of a narrative text <input type="checkbox"/> Meets some task requirements	<input type="checkbox"/> Unsuited to task requirements

Note: * *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.

Special Report: The Power of Persuasion 

We all think we can recognize a scam a mile away and that we are safe from fraud, cons and scams. We truly believe that we're not stupid enough to fall into these traps. But the truth is that everybody is at risk and millions of people are victims of fraudsters every year. Chances are high that you could be one of them.

The people behind these scams are con artists, and they are much smarter than you might think. There's a reason why they are successful and manage to swindle even the most intelligent of people. One of the best ways to protect yourself is to learn about con artists' tricks of the trade so you don't fall into their traps.

It's all about confidence

First of all, con artists are aptly named. They are real artists—actors who play the part of a character and tell stories of deception. They are so convincing that we end up believing their story, which opens the door for them to swoop in, to deceive and to exploit. Originally known as “confidence men,” they exude confidence, gaining the victim's trust and playing on people's better instincts.

You might think of a con artist as a shady-looking character lurking in a dark alleyway but that's not always the case. Con artists usually dress well, are charming and command authority. They often have business cards or wear uniforms because they know that people are generally trusting of signs of authenticity and authority. A con artist can easily

trick you by showing you official-looking papers or by wearing the right clothes. We are more likely to believe a story, no matter how “out there” it might be, if the person telling it looks the part and has the documentation to back it up.

Smooth talkers but even better listeners

Con artists are good orators and use the right words to capture a person's attention. Even more importantly, con artists are good listeners. People are more likely to open up to people who seem to be giving them their full attention and con artists use this to their advantage. They don't interrupt and the more they listen, the more they learn about you.

By building a relationship with you, the con artist gets you to trust them and eventually let your guard down. While you open up to them, con artists pay attention to details and store the information in their memory. The more you talk with a con artist, the more you may notice similarities or common elements that you share with him or her. This isn't a coincidence; it's part of their plan! They might even convince you that you've actually met before or that they know you or someone you know. All it takes is a few details slipped into the conversation for you to develop confidence in this person and to feel safe. This is exactly what the fraudster wants!

Like a scout: always be prepared

One secret to the con artist's success is preparation. Con artists don't act impulsively or come up with last-minute scams. They do their



**Evaluation
Situation 1****Transcript for Task 3
Audio CD Track 9****C2****Handout ES 1.3
(cont.)**

research and make sure they have covered all the bases. For example, when Frank Abagnale posed as an airline pilot at the age of 16, he had to learn as much as he could about flying a plane. He pretended to be a high school student doing research about an airline company in order to gain valuable information about the ins and outs of airports and the aircraft industry.

Con artists think about what can possibly go wrong and then find strategies to deal with any problems that could arise. They usually have an explanation or an excuse for everything. They are very good at improvising and looking for creative solutions to the problems and questions they might face.

No shame in this game

Con artists take advantage of others without the guilt that most people would naturally feel, and they are not afraid to invent stories that play on people's emotions and sympathy in order to gain what they want. Their stories and lies are often so outrageous that victims never imagine they are being scammed. Some con artists will claim to have a sick child or an illness, while others make

up stories of international intrigue. The con artist Samantha Azzopardi went as far as to say that she was a victim of human trafficking, sexual assault and torture. This resulted in countless people giving her money and support.

Unfortunately, the people who feel the most shame in a scam are usually the victims. This is one of the reasons why con artists are so successful. Some people are so embarrassed at having been conned that they don't even report it, allowing con artists to repeat their crimes over and over again. Many con artists think it's all the victim's fault anyways, because they allowed themselves to be taken in and fooled. In fact, they consider their crimes to be victimless, because there was never any violence and the people they targeted were not forced to do anything against their will.

So, without becoming totally paranoid, we need to be aware that con artists are out there and that they are ready to use their powers of persuasion to trick us all. We must remember to trust our instincts and believe that if something feels wrong, then it probably is. Better to be safe than sorry!

Evaluation Situation 1

Task 1: The World of Frauds and Scams

C1

Handout ES 1.4

1. **Familiarize** yourself with the vocabulary of frauds and scams.

cheat	behave dishonestly
con	to get money from someone dishonestly; the person who does the deceiving
deception	deliberately making someone believe something that is untrue
fraud	crime of lying to get money or goods
scam	dishonest way to get money
swindle	get money by lying
target	person who is chosen to be attacked

2. **Select** a statement or question from your card below. In groups of 4, **use** the prompts on the cards to **take turns** initiating a discussion with your classmates. **Use** the Useful Language box below for help.

Student A

- Do you think that you could be a con artist's target?
- Describe a time when you tried to trick someone.
- Are you suspicious of strangers asking for help, offering rewards or asking for donations?
- Do you think it is really necessary to use password protection on your computer or cell phone?

Student B

- What would you do if you received an online message from a secret admirer who seemed to know you?
- What age group do you think is most at risk for falling victim to con artists?
- Is false advertising a type of scam? Explain.
- What common characteristics do you think successful con artists share?

Student C

- What is the most outrageous scam you have ever heard of?
- Who do you think is more likely to fall for an online scam—a person who is very comfortable using technology or a person who is almost computer illiterate?
- How do con artists choose their victims?
- Do you think people who fall for scams are gullible?

Student D

- What are some things besides money that could motivate a con artist to trick someone?
- What clues might tip you off to a scam?
- Don't we all tell and benefit from little lies? Is scamming any different?
- What would you do if you received an email or a phone call offering you a prize or a job but that said you had to first pay a shipping charge or a processing fee in order to claim it?

Useful Language

- | | |
|--|---|
| • <i>I have never/already heard about...</i> | • <i>I see your point but...</i> |
| • <i>I see what you mean but...</i> | • <i>You're absolutely right about...</i> |
| • <i>Don't forget about...</i> | • <i>I would never do that!</i> |
| • <i>Do you really think so?</i> | • <i>What about...?</i> |

Evaluation Situation 1

Task 2: Lies People Tell

C2

Handout ES 1.5

1. Before you read the biographies **explain** why you think people become con artists. What makes a person choose a life of deception?

2. Do you think you could recognize a con artist if you were approached by one? What characteristics or behaviour would you look for?

3. While you read the biographies, **complete** the bio profiles in the chart below.

Con Artist		
Name	_____	_____
Personal Information (3)	_____ _____ _____	_____ _____ _____
First Offence(s)	_____ _____	_____ _____
False Identities (3)	_____ _____ _____	_____ _____ _____
Type of Scam	_____	_____
Current Situation	_____ _____	_____ _____

Catch Me If You Can: From Teenager to International Con Artist

Frank Abagnale Jr. grew up in New York state with his parents and three siblings. His was no extraordinary story to begin with but Abagnale turned it into the one of the most fascinating and daring tales of deception ever.

Abagnale's parents divorced when he was a young teenager. After the divorce, Abagnale lived with his father and worked at his stationery business. But it wasn't long before Abagnale started committing small crimes. He began with minor offences such as shoplifting and then moved on to a credit card scam. Frank would use his father's gas credit card to buy gas then ask for an additional cash advance on the card. The advances got bigger and bigger until the day his father received a bill for thousands of dollars. When the deception was revealed, Abagnale's mother arranged for him to attend a school for delinquent teenagers. Instead, Abagnale ran away from home. He was only 16 years old and on his own with no education, no money and the challenge of **making ends meet**.

Now in survival mode, Abagnale's first strategy was to change his story. Modifying the date on his driver's license, he claimed to be ten years older and college educated. That is when he took his scams to a new level, starting by writing bad cheques on an empty bank account. This continued until he had **overdrawn** thousands of dollars. It was only a matter of time before

the bank caught up with him so Abagnale went into hiding.

Abagnale's courage and confidence grew with every crime he committed. One of his most impressive cons was when he posed as a pilot for Pan Am Airlines in an effort to get free airline travel all over the world. The secret to his success was careful preparation. First, he posed as a high school student doing research in order to gain valuable information about the ins and outs of airports and the aircraft industry. He then forged a fake employee ID and acquired a pilot's uniform by claiming he had lost his while travelling. Finally, he **forged** a flying license. Knowing that people in uniform seemed to automatically **elicit** trust, he was dressed for success! While Abagnale never actually had to pilot an aircraft, he played the part of a respected pilot for two years, travelling on over 250 flights to 26 countries, staying in hotels and eating for free. Between the ages of 16 and 18, the teenager lived a life of wealth and luxury.

Eventually, the airline company and the police became suspicious of Abagnale and he was forced to change identities. His next con was to pose as a pediatrician in Georgia, stopping only when he realized that his dangerous scam could cost children their lives. He moved on to posing as a Harvard University graduate and then pretended to be a lawyer in Louisiana.



**Evaluation
Situation 1****Task 2: Lies People Tell****C2****Handout ES 1.5
(cont.)**

Abagnale even took the Louisiana Bar Exam and passed it on his third attempt!

After a few years, Abagnale wanted a quieter life and moved to France, hoping to settle down and live an honest and respectable life. However, an ex-girlfriend recognized his photo on a wanted poster and called the police. Abagnale was arrested and served jail time in France, Sweden and the United States. The government eventually made a deal with Abagnale, and offered to release him from prison if he would

agree to teach them his methods in order to prevent other **fraudsters** from getting away with the same crimes.

Over the course of his career, Abagnale cashed about \$2.5 million worth of bad cheques, fraudulently posed as authority figures, escaped from custody twice, and spent several years in prison. Today, however, he works for the FBI and runs his own business teaching people how to avoid becoming victims of fraud. Does crime pay? Rarely... unless you're Frank Abagnale Jr.

A Life of Deception: Just Another Good Story

It was a cold day in Dublin, Ireland, in 2013. A fourteen-year-old girl, shivering in a sweatshirt and jeans, walked down a road looking scared and lost. Eventually, someone called the police and she was taken to a hospital. She could not speak English very well but she drew disturbing pictures to explain what had happened to her. It was clear to all concerned: she was a victim of human trafficking and had been brought to Ireland where she had managed to escape from her captors.

For three weeks, authorities tried to find out more. They went from house to house, checked lists of missing persons, and reviewed **footage** from security cameras, but nothing produced results. Even though she was a minor, the police eventually released her photograph to the public.

They believed that it was the only way to find out the identity of this poor young girl.

Ten hours after the picture was broadcast, a man called Joe Brennan phoned the police to say that he was the former boyfriend of the girl's mother, and that she had stayed with him for three weeks during the summer. Then one day she had just picked up and left.

To everyone's shock, the girl was a con artist and this was not her first scam. Samantha Lyndell Azzopardi was a twenty-five-year-old Australian who could speak English perfectly. She had grown up in a small town near Sydney, Australia, with her brother and their mother. Other than those bare facts, everything else seemed to be deception and disguise.

**Evaluation
Situation 1****Task 2: Lies People Tell****C2****Handout ES 1.5
(cont.)**

For years before her time in Ireland, Azzopardi had pulled off multiple scams in her native Australia, almost all of them **preying** on people's willingness to help a girl in distress. Eventually, among other things, she had claimed to be sexually abused, had pretended to be a professional Russian gymnast whose family had died tragically in France in a murder-suicide, had convinced a family to adopt her, had stolen and forged pieces of identification, had written fake letters and attestations and had even pretended to be a princess. She was arrested many times and sentenced to prison, but never actually served any time.

She was arrested in Ireland, too, but got away without spending any time in jail there either. One year later, Azzopardi turned up in Canada. A 14-year-old girl named Aurora Hepburn walked into a Calgary clinic and told a terrible story of torture and abduction. Canadian police spent

over \$150,000 investigating before discovering her true identity. She was deported to Australia in December 2014.

Over her career, Azzopardi used over forty different **aliases**. She did not scam people to make millions of dollars or to live a life of luxury. Hers was a game of emotional manipulation, conning people with her stories and counting on their pity and sympathy. She invented stories that were so disturbing and horrific that nobody questioned whether or not they were really true.

Azzopardi deceived people in the worst way possible, by breaking their trust and taking advantage of their kindness and goodwill. She underwent psychological evaluation but was found to have no apparent mental health issues. Azzopardi's failed scam in Canada is the last episode on record. Whether it's her last scam ever remains to be seen.

GLOSSARY

making ends meet → having enough money to survive

overdrawn → having taken more money from your bank account than is allowed

forged → made a fake or illegal copy of something

elicit → produce a strong feeling

fraudster → person who commits fraud

footage → filmed material

preying → victimizing

aliases → false identities

Evaluation Situation 1

Task 2: Lies People Tell

C2

Handout ES 1.5 (cont.)

4. **Compare** the motivations of Frank Abagnale and Samantha Azzopardi. What drove them to repeatedly con people? What did they get out of their scams? **Support** your answer with information from the text.

5. Abagnale and Azzopardi told convincing stories—his were about success, while hers were about desperation. What is it about these stories that was so convincing or that made people want to believe them? What reactions were these con artists counting on?

6. Frank Abagnale now has a career using his experience from his life as a con to help prevent other cons. Has he benefited from his crimes? Do you think that is fair?

7. If someone making claims like the ones Samantha Azzopardi made showed up at your high school, would you believe her? Explain your answer.

8. A “victimless crime” is a crime in which no individual is harmed and in which most people willingly participate. Do you think Abegnale and Azzopardi’s scams were victimless? **Explain** your answer. **Consider** how the people caught up these scams might have felt.

Evaluation Situation 1


Task 3: The Power of Persuasion

C2

Handout ES 1.6

1. Before you listen to the special report, **match** each idiomatic expression with its meaning.

Expression		Meaning
a. trick of the trade	_____	1. being able to see the truth
b. open the door for something	_____	2. succeed in making something happen
c. see something from a mile away	_____	3. special details of a situation
d. pull something off	_____	4. prepare for every possibility
e. cover all the bases	_____	5. special skill associated with a particular profession
f. ins and outs of something	_____	6. allow something to happen

2.  While you listen to the special report, **read** the statements below. As you listen, **check** if the statement is true (T) or false (F). **Correct** the false statements in the final column.

Statement	T	F	Corrections
a. Con artists are usually poorly dressed, suspicious looking people who lurk around dangerous places in order to trap their victims.			_____ _____
b. People are more likely to trust people in uniform or individuals with business cards and official-looking documents.			_____ _____
c. Con artists have usually met their victims before or they have some common acquaintances.			_____ _____
d. Con artists are able to carry out their scams because they do not feel the same guilt that most people would feel in taking advantage of others.			_____ _____
e. Thanks to consistent reports by victims, most con artists are caught before they are able to repeat their crimes.			_____ _____

3. When a person is a victim of a scam, what emotional impact might it have on him or her?

Evaluation Situation 1

Task 4: A Story of Deception

C3

Handout ES 1.7

Almost everyone will fall victim to a con artist or a scam at one time or another. **Write** a narrative text telling the story about someone’s experience with a con artist or a scam. Your text could describe real or imagined events.

- 1. Use** the graphic organizer on this page and the next page to plan your text. **Use** information from the discussion and texts in Tasks 1, 2 and 3 for ideas.
- 2. Include** the parts of the pyramid of action in your story. **Use** the questions in the chart below to help you **take notes** about the different parts of your story.

<p>EXPOSITION</p> <p>Who is the victim?</p> <p>Where and when does the event take place?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>INCIDENT</p> <p>What happens first?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>RISING ACTION</p> <p>How do the events unfold?</p> <p>What techniques does the con artist use?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>CLIMAX</p> <p>What is the most exciting or most stressful moment?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



Evaluation Situation 1

Task 4: A Story of Deception

C3

Handout ES 1.7 (cont.)

<p>FALLING ACTION</p> <p>How does the story end? Is the con artist successful or not?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>DÉNOUEMENT</p> <p>What lesson can be learned from this experience?</p> <p>What impact does it have on the victim?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

3. **Write** the first draft of your narrative text on a separate sheet of paper. **Follow** your plan from Step 2. **Use** unreal conditionals, gerunds and infinitives, adverbs and perfect tenses where appropriate. **Give** your story a title.

4. **Use** the writing checklist to revise and edit your text.

Writing Checklist

- I wrote a story about a person's experience with a con artist or a scam.
- I included the parts of the pyramid of action.
- I used prose in my narrative.
- The language is direct and persuasive.
- I checked my work for spelling and punctuation.
- I used unreal conditionals, gerunds and infinitives, adverbs and perfect tenses whenever possible.

5. **Write** your final copy on a separate sheet of paper. **Integrate** the changes and corrections you made in Steps 3 and 4.

Evaluation Situation 2

Perfection: At What Cost?

For use after Units 3 and 4

Components of the Evaluation Situation

Teacher's Guide

- Overview of Evaluation Situation 2 365
- Evaluation Rubrics for C1, C2 and C3 (Handouts ES 2.1–ES 2.2) 366
- Transcript for Task 2 (Handout ES 2.3, Audio CD Track 10)..... 368

Student Handouts (ES 2.4–ES 2.7) 370

ESL Competencies Evaluated

C1: Interacts Orally in English

- Participation in oral interaction
- Content of the message
- Articulation of the message

C2: Reinvests Understanding of Texts

- Evidence of understanding of texts through the response process

C3: Writes and Produces Texts

- Formulation of the message
- Content of the message

General Procedure

Make sure students understand each step of the procedure.

Step 1: Theme and Questions

- Describe the theme of the evaluation situation in general terms. Students will read and listen to texts about plastic surgery for cosmetic reasons. They will reflect on the ethical, legal, psychological, social and medical aspects of cosmetic surgery. Finally, they will give their personal opinion about cosmetic surgery.
- Lead a class discussion. Suggested questions: Just because cosmetic surgery can “fix” something for you, should you fix it? What other reasons besides cosmetic is plastic surgery used for? What defines beauty? What are some of the factors that influence how we see beauty today? How can we help young people to not be so obsessed with body image?

Step 2: Student Handouts and Evaluation Criteria

- Distribute the student handouts. At the beginning of each task, go over the instructions and make sure students understand what is expected of them.
- Do not reveal the final task (Task 4) to students right away. Give students the Task 4 handouts only once they have completed Tasks 1 to 3.
- For each task, present the evaluation criteria and the task requirements using the evaluation rubrics provided on pages 366 and 367.
- Tell students which resources they are allowed to use.
- At the end of each period, be sure to collect all handouts.
- Evaluate the students using the appropriate answer keys and evaluation rubrics.

Overview of Evaluation Situation 2

In Tasks 1 and 2, students will read and listen to texts about cosmetic surgery for teens. In Task 3, they will discuss different statements related to cosmetic surgery. In Task 4, they will write an opinion piece about cosmetic surgery.

Approximate Time	ESL Competency and Evaluation Criteria	Text Type	Language Repertoire
Task 1: Teens Under Construction			
60 min	C2 Reinvests Understanding of Texts <ul style="list-style-type: none"> Evidence of understanding of texts through the response process Reading for understanding (not evaluated; preparation for final task) 	<ul style="list-style-type: none"> Fact sheet Blog comments Newspaper article 	<ul style="list-style-type: none"> Simple past and present perfect Modals Gerunds and infinitives Active and passive voices
Task 2: How Young Is Too Young?			
60 min	C2 Reinvests Understanding of Texts <ul style="list-style-type: none"> Evidence of understanding of texts through the response process Listening for understanding (not evaluated; preparation for final task) 	<ul style="list-style-type: none"> Radio interview 	<ul style="list-style-type: none"> Perfect tenses Adverbs Modals
Task 3: Teens and Cosmetic Surgery			
75 min	C1 Interacts Orally in English <ul style="list-style-type: none"> Participation in oral interaction Content of the message Articulation of the message 	<ul style="list-style-type: none"> Discussion 	<ul style="list-style-type: none"> Expressing opinions Expressing feelings Modals Real conditionals
Task 4: Take A Stand			
75 min	C3 Writes and Produces Texts <ul style="list-style-type: none"> Content of the message Formulation of the message 	<ul style="list-style-type: none"> Opinion piece 	<ul style="list-style-type: none"> Expressing opinions Modals Real conditionals Conjunctions and transition words

Evaluation Situation 2 **Evaluation Rubrics for Tasks 1, 2 and 3**

Handout ES 2.1

Tasks 1 and 2: C2 Reinvests Understanding of Texts

	A	B	C	D	E
C2 Evidence of understanding of texts through the response process	<input type="checkbox"/> Shows superior understanding of the implications of cosmetic surgery for teens based on the information in the texts	<input type="checkbox"/> Shows solid understanding of the implications of cosmetic surgery for teens based on the information in the texts	<input type="checkbox"/> Shows some understanding of the implications of cosmetic surgery for teens based on the information in the texts	<input type="checkbox"/> Shows little understanding of the implications of cosmetic surgery for teens based on the information in the texts	<input type="checkbox"/> Shows no understanding of the implications of cosmetic surgery for teens based on the information in the texts
	<input type="checkbox"/> Makes pertinent links between text and own experience	<input type="checkbox"/> Makes some links between text and own experience	<input type="checkbox"/> Makes few links between text and own experience	<input type="checkbox"/> Makes no links between text and own experience	<input type="checkbox"/> Responses not linked to text

Task 3: C1 Interacts Orally in English

	A	B	C	D	E
C1 Participation in oral interaction *	<input type="checkbox"/> Interacts throughout the discussion and uses a variety of techniques to help the discussion move forward (e.g. asks for details, prompts peers)	<input type="checkbox"/> Interacts throughout the discussion <input type="checkbox"/> Gives examples, shares own experiences and ideas	<input type="checkbox"/> Interacts sporadically or mostly only when prompted	<input type="checkbox"/> Rarely expresses ideas or responds to peers OR <input type="checkbox"/> Speaks but rarely interacts with peers, if at all	<input type="checkbox"/> Reverts to a language other than English often enough that evaluation is not possible OR <input type="checkbox"/> Does not participate*
C1 Content of the message	<input type="checkbox"/> Discusses the targeted topics in depth, shares relevant ideas to enrich the discussion 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 can apply to any topic	<input type="checkbox"/> Expresses messages that are not relevant OR <input type="checkbox"/> Reverts to a language other than English often enough that evaluation is not possible
C1 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 <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"/> 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	

Note: * 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 notions from the units.

Evaluation Situation 2 **Evaluation Rubrics for Task 4**

Handout ES 2.2

Task 4: C3 Writes and Produces Texts

		A	B	C	D	E
C3 Content of the message	Pertinence and coherence	<input type="checkbox"/> Writes a text well adapted to the task requirements (topic, audience, purpose) <input type="checkbox"/> Provides well-organized and coherent ideas	<input type="checkbox"/> Writes a text suited to the task requirements <input type="checkbox"/> Provides generally well-organized and coherent ideas	<input type="checkbox"/> Writes a text somewhat suited to the task requirements <input type="checkbox"/> Provides somewhat organized and coherent ideas	<input type="checkbox"/> Writes a text somewhat unsuited to the task requirements <input type="checkbox"/> Provides ideas that lack some organization and coherence	<input type="checkbox"/> Writes a text unsuited to the task requirements <input type="checkbox"/> Provides ideas that lack organization and coherence
	Development	<input type="checkbox"/> Provides well-developed and supported ideas and viewpoints <input type="checkbox"/> Demonstrates originality and cognitive maturity	<input type="checkbox"/> Provides generally well-developed and supported ideas and viewpoints	<input type="checkbox"/> Provides somewhat developed and supported ideas and viewpoints	<input type="checkbox"/> Provides somewhat underdeveloped or supported ideas and viewpoints	<input type="checkbox"/> Provides ideas and viewpoints that are not developed or supported
Formulation of the message	Accuracy of targeted language conventions	<input type="checkbox"/> Contains very few or no errors in the use of targeted or familiar language conventions	<input type="checkbox"/> Contains few errors in the use of targeted or familiar language conventions	<input type="checkbox"/> Contains some errors in the use of targeted language conventions	<input type="checkbox"/> Contains many errors in the use of targeted language conventions	<input type="checkbox"/> Text is mostly incomprehensible OR <input type="checkbox"/> Does not respect the task requirements OR <input type="checkbox"/> Task not completed OR <input type="checkbox"/> Most passages are copied from the 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. Text is understood with some interpretation	<input type="checkbox"/> Errors and/or awkward structures repeatedly affect readability and/or understanding but text is understood with a good deal of interpretation	
	Text components	<input type="checkbox"/> Includes all required components of an opinion piece and skillfully tailors them <input type="checkbox"/> Meets all task requirements	<input type="checkbox"/> Includes all required components of an opinion piece and properly structures them <input type="checkbox"/> Meets all task requirements	<input type="checkbox"/> Includes most of the required components of an opinion piece <input type="checkbox"/> Meets most task requirements	<input type="checkbox"/> Includes some of the required components of an opinion piece <input type="checkbox"/> Meets some task requirements	

Note: * *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.

**Evaluation
Situation 2****Transcript for Task 2
Audio CD Track 10****C2****Handout ES 2.3****How Young Is Too Young?** 

Host: Now, we know society puts tons of emphasis on physical perfection. That's not news. We know that more people and younger people are now having plastic surgery, reconstructive surgery, hoping that the knife and the needle can make them feel better about themselves but here's a question, how young is too young?

Doctors Amy and Michelle offer their informed intelligent insights on matters of mind and body each week at this time.

Now do you have regular patients who are teenagers though?

Dr. Amy Brodsky: Oh yeah, that's a huge portion of my practice.

Host: What are they coming in for? Acne, one?

Dr. Amy Brodsky: Most of them are for acne, I mean various other things. But I would say one of the most common procedures is dermabrasion for acne scarring and kids are really mortified. The reason why teens want to have plastic surgery, or do certain types of procedures, is because they want to fit in and be acceptable. But the reason why adults have plastic surgery is they want to look different, they want to look remarkable. And so it's very different reasons.

Host: Dr. Epstein, Dr. Amy is a dermatologist but she has to play psychologist to some degree here because of the underlying thinking that's going on, and the real reasons behind maybe the stated reasons.

Dr. Michelle Epstein: Absolutely. I think that it's important to explore expectations. So, if you think that changing your nose is going to drastically transform your entire life and your social functioning and your self-esteem, those are pretty high expectations because sometimes a nose job just makes your nose look different. So, looking at those underlying expectations is really important and what we do know—not every kid who wants to make a change is being bullied. But certainly kids who are being targeted often want to change anything they can to make themselves inconspicuous and fit in.

Dr. Amy Brodsky: My thinking has changed so much since I've been doing this and now I get it. I have my own kids. I understand that they feel self-conscious. They're feeling self-conscious younger and younger and younger because there is so much pressure to be normal and to fit in, and I actually take it on a case-by-case basis. And so if you ask me what is the youngest I've Botoxed someone, it's really young. Because I do it on a case-by-case basis. How is it affecting the patient, not how is it affecting the parent, necessarily—I listen to the parent—but if it's the patient that it's really affecting them in a social situation, I'll listen to that.

Host: But Dr. Amy, is the option, though, necessarily. . . why would you suggest that? I mean, for the rest of that child's life, through adulthood, they have to keep taking those injections, don't they?

**Evaluation
Situation 2****Transcript for Task 2
Audio CD Track 10****C2****Handout ES 2.3
(cont.)**

Dr. Michelle Epstein: I'm curious, what is the Botox for? Because in my mind Botox is for wrinkles.

Dr. Amy Brodsky: Well, yes, of course it is for wrinkles but there are cases where I've had one child whose one eyebrow is higher than the other, and so she looks strange in pictures. And so as young as twelve years old we did a drop of Botox and it worked on her symmetry of her eyebrows. Because kids were making fun of her, her one eyebrow that was higher than the other. Case-by-case basis.

Host: Is it dangerous—I'm asking both of you—to take the option of plastic surgery for a teenager. . . Does that suggest in any way, though, that a mechanical readjustment of, let's just say the face, or for a woman the breasts, or some part of the body you don't like, might they be more inclined through their lives, though, to continually to want all kinds of little adjustments to be made because they're now so self-aware about—okay the nose, that's corrected, now look at that eyebrow—and on and on?

Dr. Amy Brodsky: Right, a slippery slope.

Host: The ears are too big, the nose?

Dr. Michelle Epstein: And what we know about body awareness and body appreciation is that our body images tend to improve with age. So as you get older. . .

Host: You feel more comfortable about yourself, you're not as critical.

Dr. Amy Brodsky: Yeah. As you get older and mature you're a little bit more accepting, you're less inclined to feel like you have to fit in. So even in the absence of, you know, plastic surgery or physical intervention, what we know from studies is that we usually end up feeling better about ourselves as we get into our twenties.

Host: If we can get to adulthood without having some psychological emotional trauma take over.

Dr. Michelle Epstein: You know, there is no question that there are times when making these changes can really impact the way that people feel and decrease teasing, increase self-confidence, and be transformational, there's no question. But, at the same time, it does send this message that there are certain physical standards that are acceptable and others that aren't, and it kind of sends a message that the bullies were right. The bullies were right his ears were funny and so he had them fixed. I'm not saying that makes it wrong but I think you have to talk to kids, I guess, about these underlying issues so that they have realistic expectations about what the changes can and can't do in their lives.

Host: Dr. Amy, Dr. Epstein, thank you so much.

Evaluation Situation 2

Task 1: Teens Under Construction

C2

Handout ES 2.4

1. Before you read the following three texts, **describe** in your own words the distinction between surgery and cosmetic surgery.

2. **Match** the vocabulary words on the left with the correct definition on the right.

Words		Definitions
a. spike	_____	1. rise, increase
b. distinctive	_____	2. marks left on the skin
c. odd	_____	3. small
d. appalled	_____	4. avoid
e. bypass	_____	5. nose
f. proboscis	_____	6. private
g. protruding	_____	7. strange
h. scarring	_____	8. make upset or sad
i. discreet	_____	9. a distinguishing characteristic
j. taunt	_____	10. sticking out
k. negligible	_____	11. enlargement
l. swelling	_____	12. shocked

3. While you read the following three texts, **take notes** in the chart on page 374. **Complete** as much of the chart as possible. You will complete the third column in Task 2.

Plastic Surgery Fact Sheet

- Plastic surgeons perform **reconstructive surgery** to repair damage caused by accidents, diseases and birth defects. **Cosmetic surgery** is a type of plastic surgery used to improve someone’s physical appearance and self-image.
- There are no official plastic surgery statistics available in Canada. Cosmetic surgery is conducted both publically and privately. Private clinics are not regulated.
- You don’t have to be an accredited surgeon to perform cosmetic surgery in Canada.
- Canadian plastic surgeons report an increase in cosmetic procedures for young people. The number of patients under 30 years old has doubled in the past 10 years.
- It’s recommended that teens have cosmetic treatments only after they have fully developed physically, usually after the age of 18. Before that age, the face and body are still growing.
- A child’s body weight doubles between the ages of 10 and 18 and changes can continue into the 20s.
- There is no legal age for plastic surgery in Canada. Every case is evaluated individually and parental consent is required for patients under the age of 18.
- More parents are seeking cosmetic surgery for their children and teens.

Extreme Makeovers: Demand for cosmetic surgery on the rise among Canadian youth

MONTREAL – When Claire finished high school she was ready for a change. She wasn't thinking about college or even a job: she wanted cosmetic surgery. After years of taunting and harassment, she was determined to make her distinctive nose "normal."

Her parents, sympathetic to her cause, approved. Her older sister went one step further: she also made an appointment to get a "nose job."

Through the process they met many other young people, males and females, who were having work done. Like them, some were having nose jobs, while others were waiting to have procedures to fix protruding ears, small chins, thin lips or acne scarring.

Canadian doctors are reporting a spike in cosmetic surgery operations for young people. Some of them are appalled and believe not only should features not be altered but that young people are not emotionally mature enough to make such decisions. Others take the opposing view, believing that it's never too early to get work done. This way, youth can benefit from looking "good" and bypass years of teasing and cruelty.

"It's about taking advantage of the opportunity," says Dr. Pietro Fantoni, a Calgary-based cosmetic surgeon. "If a child has prominent or odd features, repairing them at a young age means

they can avoid years of emotional distress. Who wouldn't want to offer that?"

Rhinoplasty (for noses) can be done on youth in their mid to late teens when the nose stops growing, while otoplasty (for ears) can be done as early as age five, he says. Both procedures require general anesthetic and are considered major operations. The most common procedure for teens is dermabrasion for acne scarring.

Dr. Fantoni operates on more than 100 teenagers and 50 younger children every year. About 60% of the ear operations were on children younger than 10. Last year, he operated on five teens in just two days: all of them heading off to university and each wanting their proboscis to look "perfect" before they left.

Not so fast, say others. Who is to say what is normal or even beautiful? Those are the questions that Dr. Nathalie Côté, a plastic surgeon in Montréal, asks first. "Yes, there is a huge upswing in young people coming into my office wanting this and that. If a 50-year-old wants to finally fix their nose, that's one thing, but a 15-year-old? When that happens I spend a lot of time with the patient and their parents. Sometimes we discover that the desperation behind wanting to make these changes is because there is one person out there who has bullied them. I truly believe that the best response to teasing and bullying is to accept yourself."



**Evaluation
Situation 2****Task 1: Teens
Under Construction****C2****Handout ES 2.4
(cont.)**

Sometimes parents bring their kids to her because *they* were teased as children about their features and they do not want their kids to go through the same thing. “They’re projecting,” says Dr. Côté. “Sometimes the kids don’t even feel bad about how they look. It’s the parents who are worrying about a narrow ideal of physical appearance and they don’t want their child to suffer.”

But if previous generations were cautious about going under the knife, youth today do not have the same worries. Nor are they discreet about it—social media is full of before and after photos posted by the teens themselves.

“That’s what they see all around them,” says Dr. Côté. “It’s part of the image-obsessed, celebrity culture that they follow. Their favourite celebrities have all had ‘work’ done. The growing plastic surgery market makes it all so normal. It’s not like when I was younger and people never admitted to it. Today, they brag.”

These concerns are echoed by organizations like the National Youth Health Network, which issued a statement saying, “It’s a disturbing trend when people—particularly parents—are willing to see children go under the knife in order to meet some unrealistic beauty standard. In the long run, it does harm to society as a whole because it narrows the range of what we find acceptable, which in turn increases prejudice.”

“We are sending mixed messages. On the one hand we want young people to be unique and accept themselves and their place in the world. But on the other hand, we’re telling them not be *too* unique. It’s a fine line with huge risks. Surgery is a massively invasive process, so much can go wrong both during and after. Is it really worth it?”

Complications associated with cosmetic surgery are not negligible. Patients can suffer long-term bruising, nerve damage, infection, excessive bleeding, scarring, organ damage and dissatisfaction with the results. In Canada, while plastic surgeons are fully trained and licensed doctors, cosmetic surgeons do not have to be trained in surgery and are neither licensed nor regulated by the Royal College of Physicians and Surgeons of Canada.

Dr. Fantoni is not too worried. “In a perfect world, we would have more important things to worry about than random beauty standards. But this is our reality. I feel obligated to help people who ask me for a new look. I can encourage them to accept themselves, but at the end of the day if this is what they want, I give it to them.”

In the weeks following her surgery, Claire wondered if she had done the right thing. It took a long time for the swelling to go down, and just as long to get used to the new face in the mirror. “It’s funny,” she says. “Hardly anyone even noticed! But I notice, and that’s what counts. I need to like what I see when I look in the mirror.”

Evaluation Situation 2	Task 1: Teens Under Construction	C2	Handout ES 2.4 (cont.)
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☰ **Body IMAGE**
#blogchat #videos #reviews #about

SEARCH

Nicolai commented on May 11 at 20:51:37 • My brother had always hated his chin. He used to say that when he started working after university, his first big purchase would be cosmetic surgery. My family always told him he didn't need to change a thing, but he was self-conscious. When he did finally graduate, he decided his chin was kind of distinctive and that he didn't want to change it. I guess if he'd really wanted to do it, it would be his business, but we are all glad he waited and came to appreciate himself for who he is.

Gary commented May 4 at 9:15:20 • My son is 17 and wants to have laser treatments to remove the acne scars on his face. The dermatologist explained that it's important to understand that the scars will never disappear completely. She discouraged him from having any treatment until he has finished growing. I'm glad he spoke to me about it and that we consulted a professional. We will see about getting the procedure in a year or two.

Roslyn commented May 3 at 16:21:22 • I'm 16 years old and I absolutely want to have a breast augmentation. My parents agreed and were ready to give their consent but the surgeon refused to do the surgery because he said I lacked emotional maturity and that I had to wait until I was at least 18. What? I'm going to find another surgeon who will accept to do the procedure. And then I want to have cheek implants!

TinyTim commented May 2 at 24:09:17 • I dreamed about being taller. I'd heard about leg-lengthening procedures that are performed in other countries and had even researched getting the operation closer to home. But then I read that the procedure was agonizing: they break your legs, implant metal rods and then slowly and gradually stretch your leg one millimetre every day! It sounds like medieval torture and it costs \$85 000. Why was I even considering such a thing? Was it the bullies, the movies? That kind of thing shouldn't even be available.

JackO commented Apr 30 at 06:18:22 • Plastic surgery doesn't solve the root of the problem. All it does is change a person's appearance, it doesn't change the person's mental state. Even after altering one aspect of their look they will always find something else they're not happy with. They need psychological help to learn to accept themselves the way they are.

Claradot commented Apr 28 at 21:38:06 • I think teens my age are too easily influenced by social media. A girl at school attempted to plump up her lips by aggressively sucking the air out of a shot glass. Her lips were severely swollen and bruised for days! There are more and more teens trying these tricks to alter their looks. I think it's ridiculous and dangerous. I wouldn't try them nor would I opt for surgery. I wish social media was better at promoting healthier body image. It would be even better if it just focused on something else!

4. What was the most surprising thing you learned from these texts?



Evaluation Situation 2 **Task 1: Teens Under Construction**

C2

Handout ES 2.4 (cont.)

Topic	Notes	
	While Reading	While Listening
Facts and information about cosmetic and plastic surgery	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Reasons young people seek treatment	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Ethical and legal issues	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

5. **Compare** and **complete** your chart with a partner.


**Evaluation
Situation 2**

**Task 2: How Young
Is Too Young?**

C2

Handout ES 2.5

1. Before you listen to the interview, what is your opinion on the minimum age for undergoing cosmetic surgery? **Explain** your answer.

2.  While you listen to the interview, **take notes** in the third column of the chart on page 374. **Complete** as much of the chart as possible.

3. **Compare** and **complete** your chart with a partner.

4. According to the interview, how does body appreciation change with age?

5. According to the interview, allowing teens to have cosmetic surgery tells them that self-improvement is important and that they should change what they don't like. Is this a mixed message? **Explain** your answer.

6. **Explain** what the doctor means when she says "the bullies were right." Do you think that's true? **Explain** your answer.

Evaluation Situation 2

Task 3: Teens and Cosmetic Surgery

C1

Handout ES 2.6

1. In groups of 4, **demonstrate** competency in interacting orally in English by participating in a discussion on issues related to cosmetic surgery.
2. **Look** back on the texts in Tasks 1 and 2 and your notes on page 374.
3. **Select** a statement from your card below. **Use** the prompts on the cards to **take turns** initiating a discussion with your classmates. **Use** the Useful Language box below for help.
4. To interact, you may:
 - a. **agree** or **disagree** with your classmates
 - b. **build on** and **add details** to what your classmates say
 - c. **react to** and **comment on** your classmates' opinions
 - d. **express** opinions and ideas that are related to the issue and also to what your classmates say
 - e. **ask questions** or **ask for clarification**

Student A

- Cosmetic surgery is a pathway to feeling better about yourself.
- Celebrities and social media perpetuate the idea that if you are beautiful and perfect you will be rich, famous and loved.
- Each case of cosmetic surgery should be considered on an individual basis.
- We are judged on our appearance all the time.

Student B

- Body appreciation improves with age.
- Men feel as much pressure about their looks as women.
- People who have cosmetic surgery are very insecure and easily influenced.
- Cosmetic surgery has become too normalized.

Student C

- If someone wants to alter their appearance it's their right.
- We should accept what Mother Nature gave us.
- Cosmetic surgery has become a dangerous trend with young people.
- If we ban sexist advertising would it help people to be more accepting of themselves?

Student D

- How do we get young people to stop caring so much about body image?
- Beauty standards today are too strict and demanding.
- People can change the way they look with exercise, makeup, clothes, and hairstyle.
- Parents should not have the right to decide if their child can have cosmetic surgery or not.

Useful Language

- *I can't help thinking that...*
- *I might change my mind later, but...*
- *I agree/disagree because...*
- *It's a difficult issue, but...*
- *How do you feel about...*
- *It depends on...*
- *What do you think?*

**Evaluation
Situation 2**

Task 4: Take a Stand

C3

Handout ES 2.7

Write an opinion piece addressing the following question:

Should there be stricter guidelines for cosmetic surgery, including banning it for people under the age of 18?

- 1. Use** the graphic organizers on this page and the next page to plan your opinion piece.
 - **Select** and **adapt** information and ideas from Tasks 1, 2 and 3.
 - **Combine** them with your own ideas in your opinion piece.
- 2. Plan** your introduction. **Start** with an opening statement and an interesting fact or information about the topic to grab the reader’s attention. **State** your opinion clearly in your position statement.

Introduction

Opening statement: _____

Interesting fact or information: _____

Position statement: _____

- 3. Plan** your three supporting paragraphs. Each supporting paragraph should contain a clear topic sentence and arguments that supports your topic sentence. **Use** examples from the texts.

Supporting paragraph 1

Topic sentence: _____

Arguments: _____

Supporting paragraph 2

Topic sentence: _____

Arguments: _____



Evaluation Situation 2

Task 4: Take a Stand

C3

Handout ES 2.7 (cont.)

Supporting paragraph 3

Topic sentence: _____

Arguments: _____

4. **End** with a conclusion that reformulates your opinion, summarizes the main arguments, and has a closing statement.

Conclusion

Reformulation of opinion: _____

Summary of main argument: _____

Closing statement: _____

5. **Write** the first draft of your opinion piece on a separate sheet of paper. **Follow** your plan from Steps 2, 3 and 4. **Use** modals, conditional sentences, conjunctions and transition words where appropriate. **Do not copy** sentences from the readings. **Use** your own words.
6. **Use** the writing checklist to revise and edit your opinion piece.

Writing Checklist

- My introduction clearly states the topic and my opinion.
- The topic sentences in my supporting paragraphs support my opinion.
- My arguments are convincing and support my opinion.
- I reformulated my position statement and summarized my arguments in the conclusion.
- My closing sentence makes an impression.
- The language is direct and persuasive.
- I checked my work for spelling and punctuation.
- I used the modals, conditional sentences, conjunctions and transition words whenever possible.

7. **Write** your final copy on a separate sheet of paper. **Integrate** the changes and corrections you made in Steps 5 and 6.

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

Students' answers will vary.

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.

Possible answers: It might be easier to find the owner if you found the money at school, then you could return it to them. It would also be difficult to get away with not returning the money.

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

Explain your answer.

Students' answers will vary.

4. What do you think your answers to previous questions reveal about you?

Students' answers will vary.

5. While reading, **record** the vocabulary words that are underlined. For each word, **use** context clues to write a definition. Then, **check** the words in the dictionary and **compare** the dictionary definition to yours.

Word	Definition
munificent	generous
wholesome	homemade, good for you
newsworthy	interesting enough to talk about
shoplifting	stealing from a store
whining	complaining with a sad voice
sulking	being silently angry
penniless	having no money
inconspicuous	not easily noticed

6. As you read, **place** the main character's choices in chronological order.

Chris chooses:

- to pick up the money in the street
- to tell his family that he found some money
- to tell his family the amount of money he found
- not to try to find the owner
- not to put the money back where he found it
- not to give the money to his mother and not to share it
- not to buy a leather jacket
- to buy a Walkman with the money
- to change the \$100 bill into one hundred one-dollar bills
- to share the money with his family

After Reading

1. **Reread** the first paragraph. How does it engage the reader right from the start of the story?

Possible answer: It begins with "I found it." We don't yet know what he has found and want to continue reading to find out.

2. Why do you think Chris is hesitant to tell his family about the money?

Possible answer: Because he doesn't want to share the money he found.

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

Possible answer: Many things changed when Chris's father left. His mother had to work outside the home and there were no more nutritious snacks. Chris's brother Danny now sits around watching TV and eating chips. He is fat and has pimples. The family often eats frozen dinners.

4. What does Chris mean when he says, "At mother school, they're taught how to ignore the obvious to go after what they want." Do you agree with him?

Possible answer: Mothers have a way of making their children feel guilty about things they have but also cheated out of what they deserve.

5. Is the main character's conflict external or internal? **Explain** your answer.

It's mainly internal. Chris struggles with the difficult choice of deciding what to do with the money. The conflict is also external because his mother and brother want their share of the money.

6. How is the conflict resolved?

Chris eventually shares the money with his family.

7. Why do you think Chris finally decides to share the money with his mother and brother?

Possible answer: He realizes the value of money and that he couldn't buy all that much with \$100. He probably realizes that his mother works hard and needs the money. He also might realize that sharing the money could bring him as much enjoyment and satisfaction as spending it on himself.

8. What do you think Chris's choices reveal about him?

It shows that he's not selfish and wants to help his mother and make her and his brother happy.

9. Why do you think Chris sends \$1 to his father's post-office box?

Possible answer: Chris is angry with his dad for leaving. He is probably hurt by the indifference he shows by sending a few dollars only once a year while the rest of the year he is "missing in action" (MIA). Chris feels his father might as well not send anything. The \$1 that Chris sends is meant to send the message that they are doing fine without him. On the other hand, it might be a way to maintain contact with his father, but in a passive aggressive way.

10. Some stories add sensory details—what a character feels, sees, hears, touches, smells and tastes—to engage the reader and enrich the story. **Find** examples of such details in the way the money is described.

Chris says he saw the money not exactly glistening in the sunlight, because bills don't glisten. He says it has a well-used green look to it. We get a sense of the dullness of a paper bill. He bends down fast and scoops the money. He has a heart-beating sensation of having done something exciting and wrong. He thinks he sees Ben Franklin winking. His fingers shake as he searches for the key. He clutches the money hard. Later he describes searching for the money in the lining of his pocket and his fingers making contact with the bill. Then he looks at the bill and remarks how Ben Franklin looks great in green. The next day, Chris wiggles his toe in his boot to make sure the money is there until he ends up with a cramp. At the mall, the change from the gum jingles in his pocket. At the bank, the crumpled bill is held up to the light and crinkled by the bank teller. The envelope containing the 100 singles is thick.

11. **Describe** how Chris's choices are similar or different to the choices you might have made in a similar situation.

Students' answers will vary.

12. **Come up** with an alternate title for this story.

Students' answers will vary.

Beyond the Lines

13. Write a note from Chris to his father that would accompany the dollar that he sent him.

Students' answers will vary.

14. Considering what you learned about Chris's father and their relationship, how do you think his father will react to the one-dollar bill?

Students' answers will vary.

15. Considering what you know about Chris's mother, how do you think she will spend the money? **Explain** your answer.

Possible answer: She might spend the money on some healthy food. She might also buy a treat for her and her sons.

16. In Unit 1, you worked on a budget. **Make** a table of how much money Chris has (money in) and the purchases he considers (money out).

Money In	Money Out
<ul style="list-style-type: none">• found \$100• change in his pocket \$2.35	<ul style="list-style-type: none">• leather jacket originally priced at \$120, reduced to \$98, plus tax = \$104.03• Walkman \$29.95 plus tax• car \$100• newspaper less than \$2.35• insurance• chewing gum• gift to brother \$33• gift to mother \$33• to father's post-office box \$1

17. What important choices have you made lately? What factors influenced your decisions?

Students' answers will vary.

1. Are you an adventurous eater? **Explain** your answer.

Students' answers will vary.

2. Have you ever found yourself in an awkward situation where the language, food or customs were very different from your own? If so, how did you react? If not, how do you think you would react?

Students' answers will vary.

3. Have you ever been embarrassed by something your parents or a member of your family said or did? **Explain** your answer.

Students' answers will vary.

4. Do you think that table manners are important? **Explain** your answer.

Students' answers will vary.

5. The author uses many words that appeal to our senses to help us imagine the story.

Organize the words and expressions below into the following categories: sight, touch, hearing and taste. As you read, **find** the words and expressions and **verify** your answer.

burning	candied	colourful	crunch
invisible	murky	pink	sparkle
sweet	sweet and sour	tinkling	zingy

Sight	Touch	Hearing	Taste
pink	burning	crunch	sweet and sour
invisible		tinkling	candied
sparkle			sweet
colourful			zingy
murky			

After Reading

1. Would you say that the two families in the story are more alike or different?

Explain your answer using examples from the text.

Possible answers. Both families struggle to adapt to the other's way of eating; both families are coping as well as they can in that situation; they both slurp; they were in the same situation at the dinner parties because they didn't know the other's customs; both families have an eating etiquette; the mothers don't plan when preparing food for parties, they just hope for the best; both families find themselves embarrassed when learning about another culture; the two girls are similar in size and like to try on one another's clothing.

2. Have you ever felt that your culture makes you stand out from the crowd?

Explain your answer.

Students' answers will vary.

3. **Give** examples of how the members of the Lin family each try to become "normal" Americans.

The Lins all taste the celery. The narrator wants to have a pair of jeans so she doesn't always have to wear a skirt. Her brother learned to play baseball and quickly learned English. Her father tried hard to learn his English verbs and he took driving lessons. Her mother memorized a list of polite phrases and discovered rummage sales.

4. **Explain** how Chinese people eat soup, according to the narrator.

She says that the best way to eat soup is to slurp it because it helps to cool it down and prevents you from burning yourself. It also shows your appreciation.

5. In your opinion, whose dinner party, the Lins' or the Gleasons', is the most successful?

Explain your answer.

Possible answer. The Lins because Mrs. Lin adapted her choice of food to her guests and set the table Chinese-American style. The Gleasons were more familiar with Chinese food than the Lins were with American food.

6. What social norms are the Lins unaware of at the Gleasons' dinner party?

They don't know that you don't sit down at a buffet, but that you serve yourself by taking the food you want and then sitting at another table.

7. What rule or rules of Chinese food etiquette do the Gleasons break at the Lins' dinner party?

You don't mix your food on your plate. You eat one type of food at a time from the centre of the table and place it in your bowl of rice. They don't use the chopsticks properly.

8. Why do you think the narrator's mother finally bought her daughter a pair of jeans?

Explain your answer.

Possible answer: It was not only to allow her to ride a bicycle. The narrator's mother might have finally come to accept that in the United States it was not inappropriate for a young girl to wear jeans.

9. **Give** three examples where the author uses hyperbole, an exaggeration of the truth, to add humour to the story.

Possible answers. We disgraced ourselves while eating celery; packed ourselves into a sofa; sat stiffly in a row; the menu is so big I almost have to stand up again to read it; I died at least fifty times; the toilet cubicle had a few drawbacks as a permanent residence; horrified at the way the Gleasons were eating; she ladled prawns and gravy on top of the rice and mixed everything together, the way you mix sand, gravel and cement to make concrete.

10. An onomatopoeia is a word that is written phonetically—like it sounds. **Find** three onomatopoeias in the story. How do these words add humour to the story?

Crunch, zip, slurp, shloop. They are humorous because the words sound like what they mean. The family is eating celery for the first time, they don't quite know how and they are attracting attention to themselves with all the crunching and the zipping. They also attract attention with the noise they make when they slurp their soup.

11. Why does the narrator get "hot all over" when she thinks about what happened at the Lakeview Restaurant?

She gets embarrassed (hot all over) when she remembers the dinner.

12. Which of the dinner customs, both American and Chinese, surprised you the most?

Explain your answer.

Students' answers will vary.

13. Do you think the characters and situations described in this story are stereotypes?

Explain your answer.

Students' answers will vary.

14. Why does the narrator pay for the milkshake at the end of the story?

Students' answers will vary.

15. What is the moral of this story?

Possible answer: Everyone feels a little bit out of place sometimes.

Beyond the Lines

16. **Write** a short letter to prepare someone from another culture for a dinner party at your house.
Students' answers will vary.
17. **Write** a how-to guide explaining how to order food from your school cafeteria.
Students' answers will vary.
18. **Describe** either the dinner party at the Gleasons, the party at the Lins, or the dinner at the Lakeview Restaurant from the perspective of Mrs. Lin.
Students' answers will vary.
19. **Describe** some aspects of Québec's food culture and people's eating habits. If they are different from what you are used to, **explain** the differences.
Students' answers will vary.
20. **Research** the culinary customs of another culture or country. **Share** your findings with the class.
Students' answers will vary.

1. **Define** the word *tragedy* and **give** some examples of tragedies we hear about in our daily lives.
Students' answers will vary. Possible answer: A tragedy is an event causing great suffering.
2. How would you define the literary genre known as tragedy?
A tragedy in literature has a serious tone; the protagonist is serious, stubborn or rigorous and suffers a downfall; there is a painful struggle; the audience feels pity for the hero; the ending is sad and depressing.
3. **Look up** the definition of the word *regicide*.
Regicide is the crime of killing a king or queen.

4. **Replace** the words in bold in the following sentences with an appropriate word from the box.

doomed	eager	farewell	foul
madness	shameful	scheming	wicked

- a. He was very **anxious eager** to get started.
- b. His uncle was an **evil wicked** man.
- c. He pretended to suffer from **mental illness madness**.
- d. The man said **goodbye farewell** before leaving.
- e. The ghost was **condemned doomed** to walk the earth at night.
- f. They were **making deceitful plans scheming** to overthrow their leader.
- g. The king's sudden and suspicious death was **unnatural foul**.
- h. Her cruel and unexplained behaviour was **deplorable shameful**.

5. Metaphors and similes are used to make comparisons. A metaphor is a figure of speech where one thing is used to describe something else; a simile uses the words *like* or *as* to compare things. As you read, **write** down the comparisons in the text and **indicate** if they are similes or metaphors.

Metaphors

- Hell is described as a sulphurous and tormenting flames and a prison house.
- The spirit describes Hamlet's uncle as the serpent that stung his father.
- Hamlet describes his uncle as the animal who seduced his queen.
- The royal bed is described as a nest for incest.
- All villains dwelling in Denmark are knaves.
- The dead and buried king is called an old mole.

Similes

- A tale that would set your hair on end like porcupine quills
- The poison spread like quicksilver.
- One falls to revenge as quickly as one falls in love.
- My skin erupted like a leper.

After Reading

1. Why is the ghost of Hamlet's father doomed to walk the Earth at night?
He is doomed to walk the Earth at night because of past sins.
2. How did Claudius kill King Hamlet?
He poured a vial of poison in the king's ear while he was sleeping.

3. **Use** examples from the text to show that Hamlet's father did not live a virtuous life.

"I must return to the sulphurous and tormenting flames." "And be confined in the fires of purgatory by day, burning and purging my past sins." "He cut me off in the middle of a sinful life."

4. Why do you think the ghost wants Hamlet to do no harm to his mother, Gertrude?

King Hamlet's ghost believes Claudius is the guilty party in the story. He remarks that Gertrude fell from far, meaning he believes she was good. The ghost wants Hamlet to focus on Claudius instead of his mother. He tells Hamlet to leave his mother to God and her own guilt.

5. Why does King Hamlet's ghost think that Queen Gertrude let herself be seduced by Claudius?

He believes that she was virtuous and that Claudius is a serpent who seduced her with wicked words, scheming gifts and shameful lust.

6. What does Hamlet mean when he says "fall to revenge as quickly as one falls in love"? Is this an effective metaphor? **Explain** your answer.

Hamlet may be referring to how quickly his mother supposedly fell in love with the King and hopes that he can get revenge for his father's death just as quickly.

7. **Find** and **explain** two other metaphors in the text.

The king is called an old mole because he has been buried in the ground but has also been busy at work. Hell is a prison house because the king has to live there forever. The royal bed is a nest for incest because the king and queen are related and are behaving like animals. The villains in Denmark are knaves, meaning they are dishonest.

8. Why do you think that pretending to be insane will help Hamlet avenge his father's death? Do you think Hamlet is already insane? **Explain** your answer.

Possible answer: Hamlet believes that if he pretends to be mad then Claudius and his followers may not suspect he knows about the murder and it will be easier for him to get revenge. If you do not believe in ghosts, Hamlet must have imagined it all. The stress of the situation has caused him to lose touch with reality and he could be considered insane.

9. Foreshadowing is a technique used by an author to provide clues about what will happen later on in the story. What do you think the ghost's visit foreshadows?

The ghost's visit foreshadows a possible tragic end to the story. Hamlet's plan to act insane in order to avenge his father's murder foreshadows that the whole situation does eventually drive him mad.

10. **Describe** themes that are present in Act 1, Scene 5.

Possible answers. Revenge: Hamlet wants to avenge his father's murder. Reality and illusion: Hamlet will pretend that he is mad. Spirituality: Hamlet believes in spirits. Evil: Claudius poisons his own brother and seduces his wife. Regicide: the murder of a king. Incest and adultery: Claudius seduces and marries his brother's wife. Destiny: Hamlet must avenge his father.

11. Hamlet is a tragic hero because of his tragic flaws. One of these is his indecisiveness and inability to act. **Find** evidence of this in this excerpt.

The excerpt begins with Hamlet asking where the ghost will lead him. He questions the murder. He needs to hear the story so that he can be convinced to act, knowing that without it he might not do anything. He has been shaken by the ghost's visit. He begs his heart to keep beating and his muscles to keep him standing. At first he does not want to tell his friends what has happened and he barely trusts them to keep the secret. The closing line of the excerpt reveals that he is fearful that he is the one who must set things right.

Beyond the Lines

12. **Write** a paragraph describing a possible tragic end to the story. In your paragraph try to answer some of these questions: Does Hamlet's plan work? What problems do you think he will encounter? Will he avenge his father's murder?
13. **Imagine** that you are Hamlet's friend Horatio and even though you are sworn to secrecy, tell others what happened that night. **Write** a testimony of the events from Horatio's perspective.

Students' answers will vary.

Students' answers will vary.

14. **Research** the beliefs in ghosts and spirits of the dead that people held in this period of history. How did Shakespeare use the people's belief in spirits to build his tragedy? **Share** your findings with the class.

Students' answers will vary. Possible answer: In Shakespeare's plays ghosts and spirits often served a purpose: to move the action forward, to encourage characters to seek revenge, to protect loved ones, to warn of impending doom, to create chaos, to add drama or to suggest political chaos.

1. How many family members live with you in your home? How would life be different if that number either doubled or was cut in half?

Students' answers will vary.

2. What do you think the world would be like if a medical breakthrough eliminated aging and disease? **Consider** the advantages and disadvantages.

Possible answer: People would not die of sickness or old age. But there might eventually be a problem of overpopulation, a lack of water, a strain on natural resources, and a lack of space. People would have to fight to survive.

3. Would you want to live forever?

Students' answers will vary.

4. **Find** and **write** the definition of each of the words below.

Possible answers:

Word	Definition
bounded	jumped, skipped
coarse	rough, not refined
curdled	became sour, filled with horror
foul	dirty
gloomy	depressed, unhappy
handsome	good-looking
humble	not proud, unpretentious
hunched	bent over
keen	excellent
pulpy	fleshy, full of liquid
rumpled	untidy, creased, messy
sardonic	cynical, angry
spattered	stained, dirty
spike	a narrow sharp point
swell	very good

5. As you read, **find** the descriptive words in Step 4. **Write** down what each of these words is used to describe.

Word	What the word describes
bounded	the way Dr. Hitz walked into the room
coarse	Leora Duncan, the gas-chamber hostess
curdled	the painter's face
foul	the dropcloth
gloomy	the painter
handsome	Dr. Benjamin Hitz, chief obstetrician
humble	Leora Duncan, the gas-chamber hostess
hunched	how Wehling is sitting in the chair
keen	population control
pulpy	the grain of the blackberry
rumpled	Wehling's appearance
sardonic	the painter
spattered	the dropcloth
spike	the heels of the woman's shoes
swell	life on Earth

6. Literature uses objects, images and people to symbolize complex ideas. As you read, **take note** of the following objects. What do you think each one symbolizes?

Possible answers:

- the mural: **The mural is supposed to be art, but it is propaganda representing an idealized vision of the world. It is an example of how everything is controlled by the government**
- the dropcloth: **The dropcloth is what life should really be like, messy.**
- the colours white and purple: **The men and women in the mural that are planting and tending to the plants are in white, which represent life. White is normally associated with purity and positivity. The men and women who are pulling up weeds, cutting branches and hauling away dead leaves and garbage are dressed in purple, which represents death.**
- the faceless bodies in the painting: **The faceless bodies represent a lack of individuality in the world; government control has led to a situation where people and individuals no longer count.**
- the medallion of an eagle perched on a turnstile on the FBT woman's bag: **The eagle represents the government. It sits on the turnstile, which represents the passage between life and death, and keeps close track of how many people are born and die.**
- the FBT woman's moustache: **All the women who work as gas-chamber hostesses eventually turn ugly and grow a mustache. It is a sign of the ugliness of the FBT.**
- the song: **The song is propaganda and another example of the government controlling things. It sounds like a love song, but is really a tribute to the gas chambers and population control.**

After Reading

1. **Find** the passage early in the story that predicts what will happen to Dr. Hitz.
"It was being redecorated as a memorial to a man who had volunteered to die."

2. What are Dr. Hitz's two main roles in this society?

Dr. Hitz is the hospital's Chief Obstetrician. He was also responsible for setting up the very first gas chamber in Chicago.

3. Why did Leora Duncan not want her face painted on the body of a woman carrying dead plants?

Because she doesn't see herself as a disposal person, but as more of a hostess.

4. Doctor Hitz believes that population control increases human happiness. Do you agree?

Explain your answer.

Students' answers will vary.

5. The following names are used for the municipal gas chambers of the Federal Bureau of Termination. **Pick** two names. **Look up** the words in the dictionary to help you explain their meaning.

Description	Meaning (Possible answers)
Automat	An automat is an automatic laundromat, where people drop off their dirty clothes to have them cleaned. They allow people to avoid having to deal with their own messes. The FBT also allows people to avoid dealing with the mess of dying. It provides a very automatic death.
Easy-go	The FBT makes going or leaving this world easy.
Good-bye, Mother	At the FBT, we say goodbye to Mother Earth.
Kiss-me-quick	Kiss-me-quick is an Elvis Presley song about holding on to good times before they are over.
Weep-no-more	To weep means to cry. The FBT makes things automatic and means there is no longer any need to worry, wonder or cry about how long life will last.
Why Worry?	The FBT removes the worry about life and death. Let the government do the thinking and the worrying for you.

6. Why do you think Wehling refers to himself as the invisible man?

Possible answer: He is invisible because he feels helpless; his life and his children's lives are interchangeable and meaningless; he doesn't have any say in the situation; he must follow the rules. He will no longer be around when his children are grown so he is invisible to them.

7. Were you expecting Wehling to react the way he did? What would have been another solution to his problem?

Students' answers will vary.

8. In your opinion, what is more disturbing in this story, the problem of overpopulation or the solution chosen by the government? **Explain** your answer.

Students' answers will vary.

Beyond the Lines

9. In the story, the population is stabilized at 40 million. Currently, the world population is approximately 7.4 billion. The United Nations estimates it will be 11.2 billion in the year 2100. Knowing this, do you think the author's vision of the future is realistic? **Explain** your answer.

Students' answers will vary.

10. Should people be able to choose the moment they wish to die? **Explain** your answer.

Students' answers will vary.

11. The title of this story is inspired by the famous soliloquy from the tragic play *Hamlet*, in which Hamlet wonders if life is worth living. Do you think life would be worth living in the world described in this story? **Explain** your answer.

Students' answers will vary.

1. In what circumstances do you think a person should not be held accountable for the crime they committed?

Students' answers will vary.

2. What does it mean to “grow up”? At what point in life do you think a youth becomes an adult?

Students' answers will vary.

3. **Describe** a time when your impressions of someone were completely changed or you had a sudden realization about someone.

Students' answers will vary.

4. **Find** and **write** the definitions of the descriptive words below that the author uses to describe the characters' feelings and emotions.

Possible answers:

Word	Definition
bitterly	with sadness and anger
blustered	speak loudly and angrily
brightly	happily, with energy
brusquely	rudely and with few words
contempt	feeling that someone or something does not deserve respect
crisply	quickly but not polite
earnestly	seriously, honestly
falter	to become weak and uncertain
gravely	seriously
grimly	unhappily, worried
groping	reaching to feel for something
indignation	surprised anger
puzzled	confused
soft	not hard to the touch

5. As you read, **find** the descriptive words in Step 4 in the text and **indicate** if the words describe Mr. Carr, Alfred Higgins or Mrs. Higgins. **Write** the words in the correct column.

Mr. Sam Carr	Alfred Higgins	Mrs. Higgins
brightly	blustered	bitterly
brusquely	indignation	contempt
crisply		earnestly
puzzled		falter
		gravely
		grimly
		groping
		soft

6. **Complete** a story map. **Indicate** the main events of the five parts of the plot structure: exposition, rising action, climax, falling action and resolution.

Exposition: Alfred is leaving the drugstore after work when Mr. Carr, the store manager, asks him to empty his pocket.

Rising action: Alfred takes the stolen items out of his pocket. He tries to lie to get out of trouble. Mr. Carr threatens to call the police and then calls Alfred's mother. Mrs. Higgins arrives and behaves very differently than Alfred was expecting. She tries to convince Mr. Carr not to call the police.

Climax: Mr. Carr decides not to call the police on Alfred but does fire him from his job at the drugstore.

Falling action: Mrs. Higgins and Alfred walk home. Mrs. Higgins reprimands her son. Alfred goes to his room. Mrs. Higgins makes herself a cup of tea and sits alone at the kitchen table.

Resolution: Alfred sees his mother drinking her tea and finally realizes how tired and discouraged she is. This experience leads Alfred to a better understanding of his mother and is possibly the beginning of his coming of age.

After Reading

1. Why do you think Sam Carr waits to speak to Alfred about his stealing even though he knows he has been doing it for a while?

Possible answer: Sam Carr may have wanted to give Alfred a chance to stop stealing before confronting him.

2. How does Sam Carr feel about Alfred before he discovers that he was stealing things from the drugstore?

Sam Carr liked Alfred and would have trusted him.

3. Why does Sam Carr tell Alfred, "You're a fool"? Do you agree with this assessment?

Explain your answer.

Students' answers will vary. Possible answer: Sam Carr probably sees that Alfred doesn't have much ambition and thinks he is foolish to have stolen from the drugstore and risks being locked up by the police.

4. **Describe** how Alfred imagines that his mother will look and react and **compare** it with her actual reaction.

Alfred expected his mother to come rushing in with her eyes blazing, or maybe even crying. She would push him away when he tried to talk to her and would make him feel how angry and disappointed she was. Instead she smiled when she arrived and remained calm, dignified and polite. Alfred does not understand his mother's reaction.

5. How does Sam Carr's demeanour change while Mrs. Higgins is speaking to him?

Use examples from the text.

At first Sam Carr speaks crisply to Mrs. Higgins and is hard-faced and stern. He wants to get a cop. Sam Carr soon becomes embarrassed by her lack of fear and her simplicity. He is puzzled. He feels a bit ashamed by her vast tolerance. In the end, he is the one who apologizes.

6. **Find** examples in the story of Alfred's immaturity and lack of responsibility.

Alfred reacts defensively when Sam Carr asks him to empty his pocket. He is frightened and doesn't know what to say. He does not meet Sam Carr's eyes. He does not feel ashamed but rather fearful. Even as he tries to convince Sam Carr not to call his parents, he feels a childish longing that someone at home would come and help him. He downplays what has happened while walking home with his mother. Alfred has been getting into trouble ever since he left school. He can't keep a job.

7. At what point does Alfred realize that his behaviour is affecting his mother in a negative way?

When Alfred sees his mother making herself tea he comes to a realization. Her face is a frightened, broken face, unlike the face of the woman in the drugstore.

8. Who do you think has the stronger character, Sam Carr or Mrs. Higgins? **Support** your answer using information from the text.

Possible answer: Mrs. Higgins is the stronger character because she remains calm and steady under difficult circumstances. She is not afraid to stand up to Sam Carr and defend her son, even though it is a very difficult situation. Although Sam Carr looks hard-faced and stern when Mrs. Higgins enters the store, she smiles and remains dignified. She introduces herself to Sam Carr and makes him feel slightly ashamed as he recognizes her qualities.

9. Does Sam Carr treat Alfred fairly considering what he has done? Does his mother treat him fairly? Did they do the right thing? **Explain** your answers.

Students' answers will vary.

Beyond the Lines

10. **Explain** the meaning of the story's title.

Possible answer: Mrs. Higgins appears strong to everyone, but she is really very fragile. She has probably had to deal with incidents like the one with Alfred and Sam Carr many times in her life, and all of those things have marked her.

11. Which experience—being turned over to the police or seeing how his behaviour has affected his mother—do you think would have had the biggest impact on Alfred?

Students' answers will vary.

12. Should a parent always defend their child? **Explain** your answer.

Students' answers will vary.

Story Anthology
Unit 4

Thank You, M'am
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Answers

1. **Describe** an act of kindness that you recently witnessed in your own life or in the news.

Students' answers will vary.

2. How would you react if someone tried to mug you and steal something from you?

Students' answers will vary.

3. Have you ever made a mistake and instead of being punished were given a second chance? **Describe** how you felt. If you have not experienced this personally, **imagine** how you would feel in that circumstance.

Students' answers will vary.

4. Have you ever wanted to communicate your feelings to someone, but it was just too difficult to say the words? **Explain** your answer.

Students' answers will vary.

5. **Match** the vocabulary words to their definitions

1c; 2e; 3a; 4b; 5f; 6d

6. While reading the text, **underline** the parts of the story that show that Mrs. Jones is self-assured. **Highlight** the parts of the story that show that Roger is not an experienced thief.

Possible answers:

Mrs Jones is self-assured.

Lines 8-17: The large woman simply turned around . . . ashamed of yourself?"

Lines 25-26: "If I turn you loose . . . asked the woman.

Line 32-33: "I got a great mind to wash your face for you."

Line 36-37: "Then it will get washed . . . frightened boy behind her.

Line 50: "When I get through with you, . . . Mrs. Luella Bates Washington Jones."

Roger is not an experienced thief.

Lines 6-9: But the boy's weight . . . his legs flew up.

Line 30-31: "Lady, I'm sorry," whispered the boy.

Line 90-93: After he had dried his face . . . wondering what next.

7. The author uses an authentic style of language spoken by some African Americans in the 1950s. At one point in the story, Mrs. Jones says, "Now ain't you ashamed of yourself?" As you read a second time, **find** five other examples of the African-American dialect used by the characters and **rewrite** them in standard English.

Examples	Standard English
You a lie!	You're a liar!
Yes'm.	Yes, M'am.
Ain't you got nobody home to tell you to wash your face?	Haven't you got anybody at home to tell you to wash your face?
No'm.	No, M'am.
I would not take you nowhere.	I would not take you anywhere.
"Here I am trying to get home to cook me a bite to eat and you snatch my pocketbook. Maybe you ain't been to your supper either, late as it be."	"Here I am trying to cook myself a bite to eat and you snatch my pocketbook. Maybe you haven't had your supper either, since it's so late."
You could of asked me.	You could have asked me.
I were young once.	I was young once.
I got to get my rest now.	I have got to get my rest now.

After Reading

1. The sentences below summarize the main events of the story. **Number** the events in the order in which they happen.

- 1) Roger breaks the strap of Mrs. Jones's pocketbook.
- 2) Mrs. Jones kicks Roger.
- 3) Roger apologizes to Mrs. Jones.
- 4) Roger washes his face.
- 5) Roger decides not to run out the door.
- 6) Mrs. Jones tells Roger about the hotel beauty shop.
- 7) Mrs. Jones makes Roger dinner.
- 8) Mrs. Jones gives Roger ten dollars.

2. **Compare** the description of Mrs. Jones to the description of her purse. What do you notice about how they are described?

Mrs. Jones and her purse are similarly described. "She was a large woman with a large purse."

3. **Visualize** the scene where Mrs. Jones physically drags Roger to her apartment. What makes it comical?

Possible answer: It is comical because of the physical differences between Mrs. Jones and Roger. She is a big woman and he is small and frail. The situation itself is also comical: Mrs. Jones kicks Roger and then drags him home after he tries to steal her purse.

4. Why do you think that one of Mrs. Jones's first reactions is to wash Roger's face?

Possible answer: It might have given Mrs. Jones an excuse to get Roger to her house and try to help him. Perhaps she feels motherly towards him and recognizes that he does not have an easy life.

5. Why do you think Mrs. Jones leaves the door to her room open?

Possible answer: Because she doesn't want Roger to be afraid. She wants him to accept responsibility for his actions and she wants him to decide if he will stay or run away. Because she feels that he is a good boy.

6. Why do you think that Roger does not run away when he has the chance to?

Possible answer: Roger wants to show Mrs. Jones that he is trustworthy because she is being kind and generous to him.

7. Mrs. Jones says that when she was younger she also wanted things she could not get. Why do you think she tells Roger this?

Possible answer: She wants Roger to understand that it is normal to want things we can't have. She wants him see that even if he misbehaved once it does not mean he can't reform his ways, just as she has done.

8. Inferences are ideas or opinions that are not stated explicitly in the text but can be understood based on what someone says or does. *To infer* means to read between the lines.
- a. What does Mrs. Jones infer about Roger when he says he has no one to tell him to wash his face?

She infers that he is neglected and has no one to take care of him and therefore he probably has not learned right from wrong.

- b. What does Mrs. Jones infer about Roger when he does not touch her purse when she leaves it on the day bed?

She infers that that he is not a bad kid even if he tried to steal her purse and that he can be saved.

- c. Knowing about Mrs. Jones's past, what can we infer about her motives for helping Roger?

We can infer that she has learnt hard lessons and that she doesn't want that for the boy.

9. How do Roger's motives change from the beginning of the story when he tries to steal the purse to the end when he leaves Mrs. Jones?

Possible answer: At the beginning of the story, Roger wants money to buy blue suede shoes. At the end he wants to behave in such a way as to win Mrs. Jones's approval. He wants to thank her for helping him.

10. In your opinion, why does Mrs. Jones handle the situation in this manner instead of calling the police?

Possible answers. She probably doesn't like the police or want to deal with them because of her past. She may have been in this situation herself and wishes to help the boy. Maybe she senses by the way he is acting that he is not a hardened criminal and that she can help him take the right path.

11. **Explain** in your own words what you think Mrs. Jones means when she says, "shoes come by devilish like that will burn your feet."

Possible answer: She may mean that he would never really enjoy shoes that he had purchased with stolen money, that it isn't worth it to steal.

12. The following themes are present in “Thank You, M’am”: forgiveness, empathy, trust and kindness. **Choose** two themes and **show** how the author develops them in the story.

Forgiveness: Even though Roger attacked Mrs. Jones and tried to steal her purse, she forgives him and brings him home to clean him up and try to help him. She even gives him money to buy shoes. **Empathy:** Because of her past, Mrs. Jones is able to put herself in Roger’s shoes. **Trust:** Mrs. Jones trusts her instincts and believes that Roger is not a bad kid and that she can help him. She demonstrates that he can be trusted by leaving her purse in the apartment unsupervised. Roger realizes that it is important that people trust him so he proves it by sitting where she can see him. **Kindness:** Instead of calling the police, Mrs. Jones helps Roger. Even though she seems poor she shares her meal and gives him money.

Beyond the Lines

13. What do you think Roger wanted to tell Mrs. Jones other than “thank you, m’am”?

Students’ answers will vary.

14. What do you think would have happened to Roger if Mrs. Jones had reported him to the police?

Possible answer: He would have probably been punished or even taken away from his home because no one was taking care of him. He may have continued his life of crime.

15. **Imagine** that you are Roger many years later. **Write** a letter to Mrs. Jones explaining how her act of kindness changed your life.

Students’ answers will vary.

16. You learned about Canada’s *Youth Criminal Justice Act* in Unit 4. How is Mrs. Jones’s solution to Roger’s attempted theft of her purse in line with the act?

The *Youth Criminal Justice Act* seeks to rehabilitate youth instead of punish them. Mrs. Jones tries to teach Roger right from wrong instead of just punishing him. She acts as a role model and teaches him trust, respect and responsibility.

17. **Research** “blue suede shoes” and the Harlem Renaissance online. **Share** your findings with the class.

Answers may include: *Blue Suede Shoes* was a song made popular by Elvis Presley in 1956. It is considered to be one of the first rock-and-roll records. The Harlem Renaissance was the name given to a cultural, social and artistic movement in Harlem spanning the 1920s and early 1930s. For the first time in history, African-American artists were recognized for their contributions. Langston Hughes is among the writers whose work emerged at that time.

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