

Free AGENTS

Teacher's Guide

Planning Tool and Annotated Answer Key

Everything you need to simplify your teaching!

Excerpt

The Teacher's Guide is available in print and digital formats.

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

- Planning Tool with a:
 - "Year at a Glance" scope and sequence table
 - "Unit at a Glance" table for each unit
- Four-colour annotated answer key pages with teacher's notes, evaluation notes, differentiation and more
- More than 175 pages of reproducible materials including:
 - Audio transcripts
 - Extra activity handouts
 - Extra reading handouts
 - Extra vocabulary handouts
 - Extra grammar handouts
 - Checkpoints
 - General competency grids
 - Final task evaluation grids
 - Observation grids
 - Evaluation situations

The **digital** resources on

the  **Interactive elementary** platform include:

- Optional *Step Out* activities
- Interactive unit workshops
- Interactive grammar workshops
- Online group games
- Authentic videos
- Episodes of *The Free Agents Break Out*, an interactive animated miniseries
- Recorded model dialogues
- Recorded texts
- Numerous hyperlinks

PROVISIONAL EXCERPT

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Free Agents Planning Tool

Unit at a Glance

Unit 6 Ready for More!

DURATION

UNIT TASKS

⌚ 310 min / approx.
5–6 one-hour periods

+ STEP OUTS (i+)

+ BREAK OUT (i+)

⌚ 20 min + 20 min + 40 min

+ RESOURCES (Digital (i+), Handouts , Kit Components)

⌚ variable

STRATEGIES	VOCABULARY	FUNCTIONAL LANGUAGE
- Ask for clarification - Take notes - Plan - Self-evaluate - Self-monitor - Activate prior knowledge	- Theme-related vocabulary (responsibilities, personal qualities) - Modals (<i>would, could</i>)	- Asking for help and clarification - Capabilities - Requests for information
	LANGUAGE CONVENTIONS - Simple Present and Present Continuous - Simple Past and Future with <i>Will</i> and <i>Going To</i>	

UNIT OPENER Ready for More!	TASK 1 Are We Ready?	TASK 2 Who, Me?	STEP OUT TASK 6.1 I Am ... Who Is?	TASK 3 Summer Helpers	TASK 4 Getting Ready
Introduce the theme of responsibilities and first jobs. pp. 88–89 FB C1 <i>Participation in exchanges</i> ⌚ 25 min Unit 6 Flash Cards ⌚ 5 min (i+) Ⓜ Jobs ⌚ 1 min	Learn how the Free Agents feel about their summer project. Review present tenses. p. 90 EV C2 <i>Evidence of understanding of texts</i> FB <i>Grammar</i> ⌚ 30 min (i+) Ⓜ Conversation ⌚ 1 min (i+) Ⓜ Words ⌚ 1 min GR 6.1: Grammar Refresh Handout ⌚ 30 min	Learn about the personal qualities that make us responsible. p. 92 FB EV C1 <i>Participation in exchanges</i> FB ⌚ 35 min (i+) Ⓜ Model Dialogue ⌚ 3 min (i+) Ⓜ Qualities ⌚ 1 min EV 6: Extra Vocabulary Handout ⌚ 30 min	Talk about different responsibilities. FB C1 <i>Participation in exchanges</i> FB C1 <i>Use of functional language</i> ⌚ 20 min (i+) Step Out! 6.1: I Am, Who Is ...	Read and share information about summer helpers. pp. 93–94 EV C2 <i>Evidence of understanding</i> FB C3 <i>Application of targeted language conventions</i> ⌚ 60 min (i+) Ⓜ Summer Helper Program: Last Year's Participants ⌚ 3 min GR 6.2: Grammar Refresh Handout ⌚ 30 min	Consider ways of learning new skills and play a board game. pp. 95–96 EV C1 <i>Participation in exchanges</i> FB C2 <i>Use of strategies: Scan</i> EV C2 <i>Evidence of understanding of texts</i> ⌚ 45 min (i+) Ⓜ Summer Help Program Podcast ⌚ 5 min (i+) Ⓜ Modals ⌚ 1 min (i+) Ⓜ Model Dialogue ⌚ 3 min



GRAMMAR REFRESH

Review: Simple Present and Present Continuous	Review: Simple Past and Future with <i>Will</i> and <i>Going To</i>
Review the verb tenses. p. 98 FB C3 <i>Application of targeted language conventions</i> ⌚ 30 min	Review the verb tenses. p. 99 FB C3 <i>Application of targeted language conventions</i> ⌚ 30 min

PEDAGOGICAL INTENTION

To understand what it means to be responsible. To acquire basic vocabulary about personal qualities related to being responsible.
 To reinvest knowledge acquired in the unit to write a job ad to offer help.

ESL COMPETENCIES COVERAGE All three ESL competencies are developed throughout the unit.

C1 To Interact Orally in English

EVALUATE

- Participation in exchanges
- Use of functional language

FEEDBACK

- Use of functional language
- Participation in exchanges
- Use of strategies

C2 To Reinvest Understanding of Oral and Written Texts

EVALUATE

- Evidence of understanding of texts
- Use of knowledge from texts in a reinvestment task

FEEDBACK

- Evidence of understanding of texts
- Use of knowledge from texts in a reinvestment task
- Use of strategies

C3 To Write Texts

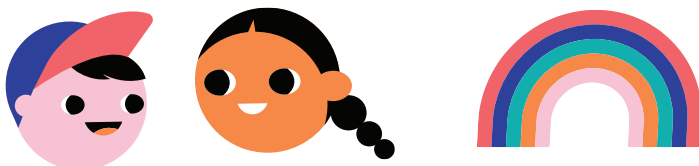
EVALUATE

- Application of targeted language conventions
- Characteristics of the written text

FEEDBACK

- Application of targeted language conventions
- Characteristics of the written text
- Use of strategies

 STEP OUT TASK 6.2 Four Corners	TASK 5 When We're Responsible . . .	Challenge Summer Surprise	WIND UP! Help Offered!	 BREAK OUT 3
Decide which new responsibilities you're ready for. FB C1 Participation in Exchanges ⌚ 20 min	Watch and discuss a video about being responsible. p. 96 EV C1 Participation in exchanges FB C1 Use of strategies: Ask for clarification ⌚ 40 min	Discover the Free Agents' surprising summer project. p. 97 FB C2 Evidence of understanding of texts ⌚ 20 min	Write a job ad to offer your service. pp. 100–101 EV C1 Participation in exchanges EV C2 Use of knowledge from texts in a reinvestment task EV C3 Application of targeted language conventions; Characteristics of the written text FB C3 Use of strategies: Plan ⌚ 75 min	Watch Episode 3 of the <i>Free Agents Break Out</i> miniseries. FB C1 Participation in exchanges FB C2 Use of knowledge in a reinvestment task FB C3 Application of targeted language conventions ⌚ 40 min
 Step Out! 6.2: Four Corners	  How to Be Responsible ⌚ 5 min		  Model job ad sheet ⌚ 2 min  WU 6.1: Wind Up Final Draft and Evaluation Grid Handout	 The Free Agents Break Out Episode 3  BO 3.1: Break Out Project Handout ⌚ 2x40 min



EXTRA RESOURCES

 Workshop 12: Unit 6 Grammar Review ⌚ 15 min	 Unit 6 Group Game ⌚ 20 min	 EA 6.1A-6.1B: Extra Activity A & B Handouts ⌚ 30 min	 CP 6.1: Checkpoint Handout ⌚ 20 min	 Unit 6 Task Cards ⌚ variable
 Workshop 13: Unit 6 Unit Review ⌚ 15 min		 ER 6.1: Extra Reading Handout ⌚ 40 min	 ES 2.1-2.4: Evaluation Situation 2 ⌚ 180 min	 Unit 6 Game Board ⌚ 20 min

Ready for More!

Teacher's Notes

- Introduce the theme of growing up and getting ready for new responsibilities.
- Explain to students that they'll be exploring different summer experiences and projects for young people their age.
- Hold a class discussion: *Does anyone have responsibilities like taking care of a younger sibling? Helping out at home? Helping a neighbour? Are you looking forward to being old enough to get a summer job?*
- Tell students that they will talk about personal qualities that they already have, and those they would like to develop to become more responsible.
- Tell students that at the end of the unit they will write an ad to offer a service to help people in their community.
- Read the Challenge to the students. Tell them they will find clues throughout the unit tasks to discover the Free Agents' surprising summer project.
- Point out and read the driving question with the students. Tell them they will consider which new responsibilities they are ready for.

In this unit:

Consider which new responsibilities you're ready for.

Talk about your own qualities.

Learn about students with interesting summer projects.

Present a service you would like to offer to your community.

★ **Discover** the Free Agents' surprising summer project.

What new responsibilities are you ready for?



Resource

Unit 6 Flash Cards

Resources

- ➔ Student Workbook p. 88
- 📄 EV 6: Extra Vocabulary Handout

📄 To access digital content on the platform, click the page reference to the corresponding Student Workbook page and look for this icon.



GAME

PLAY Guess the Job with a classmate.

- ▶ **LOOK AT** the job ads on the Summer Helper Program board.
- ▶ **CHOOSE** an ad and **ASK** your classmate to guess it. **USE** the Jobs box for help.
- ▶ **GIVE** your classmate another clue if needed.

Teacher's Notes

- Before reading the job ads, activate prior knowledge by asking students to look at the Jobs box and see which jobs they know something about. *What types of tasks do you have to do in these jobs?*
- Model the game with a student. Emphasize using the functional language to play the game.
- Tell students that they will find information to use for clues in the job ads.

Differentiation

- ▣ Read the job ads aloud to the students to ensure that they understand them before they play the game.
- ▣ Play the game as a class. The teacher gives the clues, and the students work in pairs or small groups to find the answer. Call on a team to respond.
- ▣ Have students play again, this time naming a job and asking the partner what the responsibilities are. Provide more functional language as needed.

Jobs

assistant	nature observer
babysitter	pet sitter
cleaner	reading buddy
dog walker	tech helper
house sitter	visitor

In this job you ...

Is it ... ?

No, you work with ...

I think it's a ...

You need to be good at ...

It's an indoor/outdoor job.

Feedback

FB C1 Use of functional language
Observe and give feedback on students' use of functional language, stopping to model again or provide more, as necessary.

Resources

- ➔ Student Workbook p. 29
- 🎧 Jobs

1

Are We Ready?

Teacher's Notes

- Step 1 uses the think-pair-share structure. Encourage students to write a few words to help them answer the question.
- Before Step 2, go over the words with the students and make sure they understand them. Read the comic with the class, using the audio support if desired.
- For the Grammar, emphasize the difference in usage of the simple present and the present continuous. Provide more examples and review how to form them if necessary. You may wish to use the Grammar Refresh on page 98 and Grammar Refresh Handout 6.1 at this point.

Differentiation

Do Step 3 as a class. Emphasize the different reactions of the kids to the project. Let them know that it's normal to have different reactions and feelings about new experiences.

Have students read the comic aloud in groups of four.

Resources

- Student Workbook p. 90
- Free Agents Conversation
- Words
- Grammar Refresh 6.1: Review: Simple Present and Present Continuous

- 1 What are responsibilities? Do you have any at home? At school? **Think** about your answers and **share** your ideas with a classmate. Then, **participate** in a class discussion.

I think responsibilities are . . . What do you think?

I think they are . . .

- 2 Read the conversation.



I'm excited about the summer project with your grandfather. And the best part is that we're working outside! His job is so cool . . . an entomologist? An insect expert? I didn't know that existed. 🌟 We will learn a lot about insects.

I think it sounds exciting! I feel ready for new responsibilities.



I'm getting a little worried. Do you think we can handle it? I'm not very organized.



Words

Don't worry. I feel a little nervous, too! My grandfather thinks we are old enough to help him. He will explain everything.



handle: take care of something by yourself
enough: adequate or sufficient

- 3 How does each Free Agent feel about the summer project?

- a. Noor feels ready. c. Mason feels excited.
b. Shen feels worried. d. Laurence feels nervous.

- 4 What is Laurence's grandfather's job? He is an entomologist.

Grammar

Review: Simple Present and Present Continuous

Use the **simple present** for facts, habits and personal information.

Noor likes insects.

We don't have plans today.

Use the **present continuous** for actions that are in progress.

We are working hard today.

He is not visiting Abitibi.

For more practice with the simple present and the present continuous, go to Grammar Refresh page 98 or to the platform.

- 5 Reread the conversation in Step 2. **Underline** the verbs in the simple present and **circle** the verbs in the present continuous.

90

ninety • Ready for More!

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Evaluation

EV C2 Evidence of understanding of texts
Evaluate students' responses in Steps 3 and 4.

Feedback

FB Grammar
Observe whether students seem to understand the difference between the simple present and present continuous. If they're having difficulty, refer them to the grammar page of the Tool Kit.

- 1 Write an action that shows responsibility. **Share** your idea with your class.
Students' answers will vary.

- 2 Watch the video about being responsible. Then, read the sentences and **number** them in the correct order.

- 3 When people **trust** me, I might be allowed to do new things or I might get new responsibilities.
- 1 When I do the right thing and make good decisions, I show that I am being responsible.
- 2 When I show that I am responsible, people will trust me more.

Words

trust: have confidence in

- 3 Talk with a classmate. **Make** a list of things you are responsible for.

● MODEL waiting for my sister after school	OK
●	
●	
●	
●	
●	
●	
●	

I am responsible for ...

Can you tell me more about that?

I don't understand. Can you explain?

I Can Do It!

I can explain my responsibilities. - [] +

I can ask for clarification. - [] +

Look at your list in Step 3. **Write E** if you think your responsibility is easy, **OK** if it's okay, and **H** if it's hard work. Then, **talk** about which responsibilities you like and dislike with a classmate.

I think this responsibility is okay.

I like/dislike doing ...

What do you mean?

Teacher's Notes

- Name a few actions to help students get started: *taking out the garbage, remembering to feed a pet, being on time, doing a chore without being asked, etc.*

Differentiation

- For Step 1, brainstorm ideas as a class.
- For Step 3, elicit responsible actions from the video to use as examples.
- Have students write down all the responsible actions they see in the video.

Resources

- Student Workbook p. 91
- How to Be Responsible*

Evaluation

EV C1 Participation in exchanges
Evaluate perseverance in using English in Step 3 and I Can Do It!

Feedback

FB C1 Use of strategies
If students have difficulty *asking for clarification*, model again and provide more functional language if necessary.

Extra Activity A
Unit 6

Logic Puzzle A

Handout
EA 6.1A

1 **Read** each clue. **Put** a ✓ to confirm an answer, and an X to eliminate an answer. When you put a ✓, put an X in all the other boxes in that category.

- a. Laurence is not the dog walker.
- b. The garden assistant is not a boy.
- c. The house sitter is not Shen.
- d. Noor is not the house sitter or the babysitter.
- e. Shen likes to take care of small children.
- f. The garden assistant is not Mason.
- g. The dog walker is not a girl.



		Helper Jobs			
		Garden Assistant	Dog Walker	House Sitter	Babysitter
Free Agents	Laurence				
	Mason				
	Noor				
	Shen				

2 What summer job does each student have? **Write** a sentence about which Free Agent does each helper job. **Follow** the model.

MODEL Noor's sister is a library assistant.

- _____
- _____
- _____
- _____

3 **Complete** the sentence to say which job you want this summer.

This summer, I want to be a _____.

Extra Activity A
Unit 6

Logic Puzzle A

Handout
EA 6.1A (cont.)

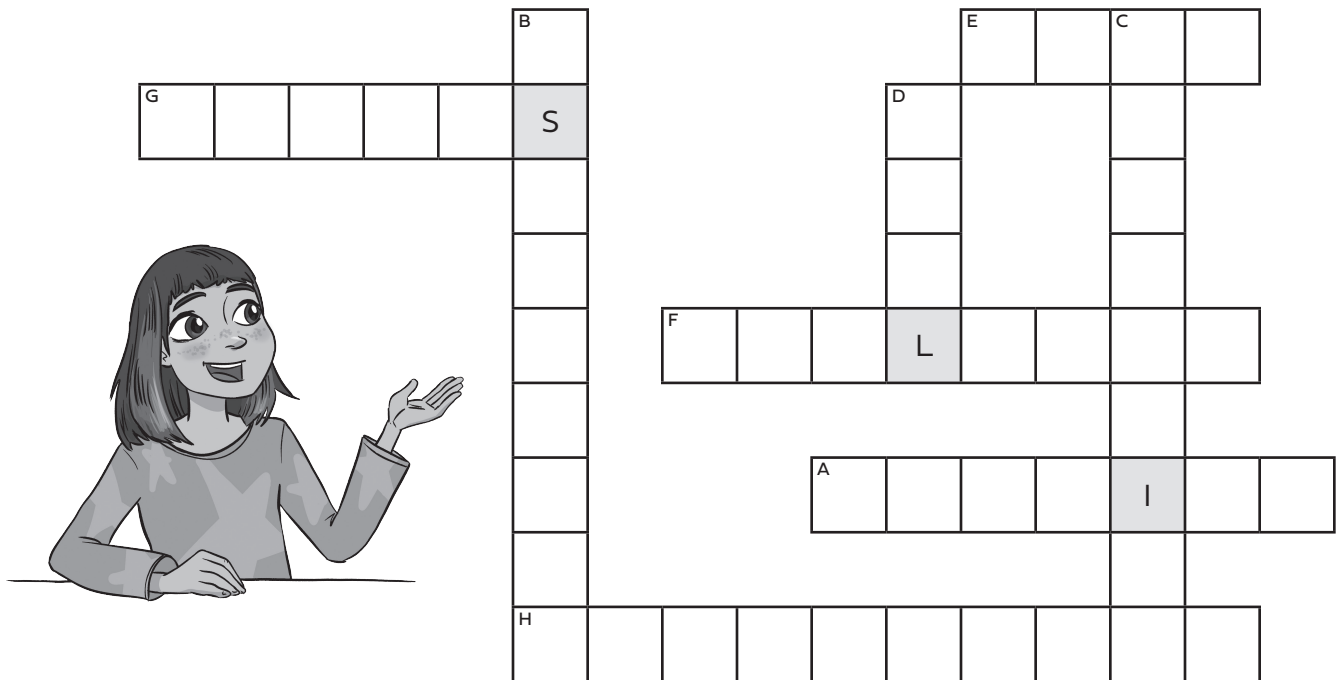
4 Match the clues to their words. **Place** the words in the crossword puzzle.

Clues

- a. Children learn this at school.
- b. I help someone do a job.
- c. You do this work outside, in the summer.
- d. I can collect this when you are away.
- e. We like to go for walks.
- f. We need someone to take care of us when our parents are absent.
- g. I can water these when you go on vacation.
- h. Sometimes older people need help with this.

Words

- _____ 1. plants
- _____ 2. children
- _____ 3. dogs
- _____ 4. reading
- _____ 5. gardening
- _____ 6. assistant
- _____ 7. technology
- _____ 8. mail



5 Write the words in alphabetical order.

Extra Activity B
Unit 6

Logic Puzzle B

Handout
EA 6.1B

1 **Read** each clue. **Put** a ✓ to confirm an answer, and an X to eliminate an answer. When you put a ✓, put an X in all the other boxes in that category.

- | | |
|---|--|
| <p>a. Laurence is not the dog walker, but she is trustworthy.</p> <p>b. The dog walker is punctual.</p> <p>c. Noor is not the house sitter or the babysitter.</p> <p>d. Shen is not very organized, but he is very patient.</p> | <p>e. Mason is never late.</p> <p>f. The house sitter is trustworthy.</p> <p>g. Shen likes to take care of small children.</p> <p>h. The garden assistant is very organized.</p> |
|---|--|

		Helper Jobs				Qualities			
		Garden Assistant	Dog Walker	House Sitter	Babysitter	Patient	Organized	Punctual	Trustworthy
Free Agents	Laurence								
	Mason								
	Noor								
	Shen								
Qualities	Patient								
	Organized								
	Punctual								
	Trustworthy								

2 **Write** a sentence to say which Free Agent does each helper job and which quality they have. **Follow** the model.

MODEL Noor's sister is a library assistant. She is responsible.

- _____
- _____
- _____
- _____

3 **Write** a sentence to say which job you want this summer.

Extra Activity B
Unit 6**Logic Puzzle B****Handout**
EA 6.1B (cont.)

- 4** Read the clues. Find the answers in the word bank and place them in the crossword puzzle.

ACROSS

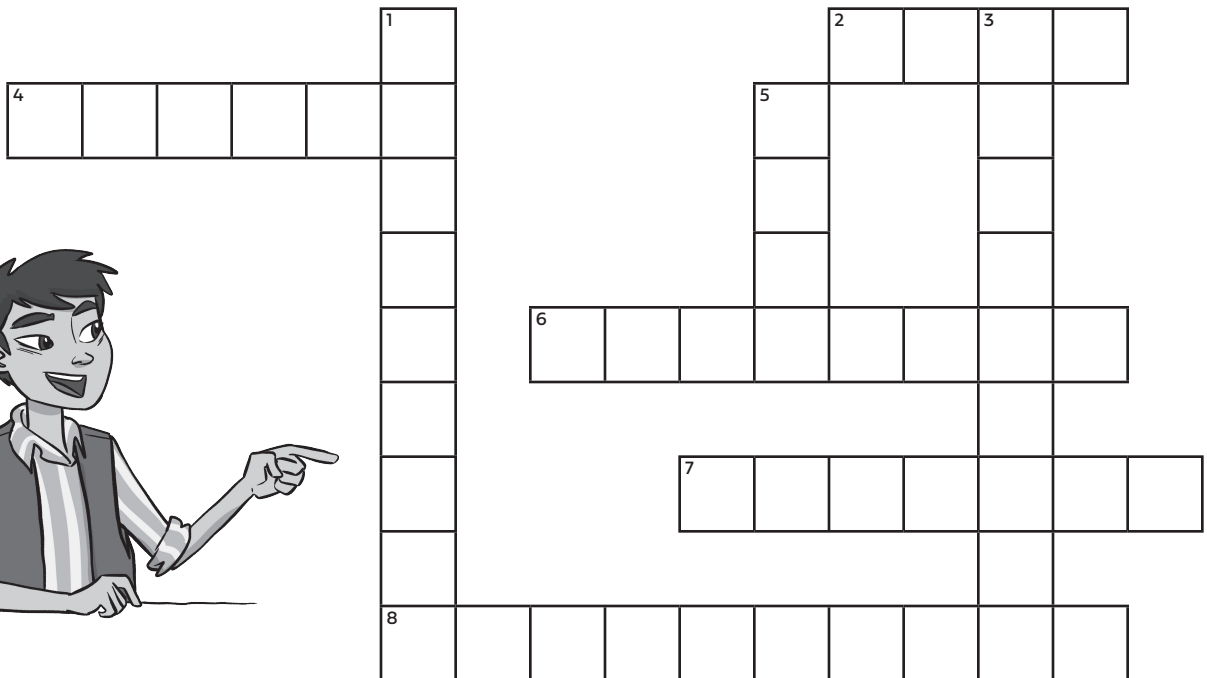
2. We like to go for walks.
4. I can water these when you go on vacation.
6. We need someone to take care of us when our parents are absent.
7. Children need help learning to do this.
8. Sometimes older people need help with this.

DOWN

1. I help someone do a job.
3. You do this work outside, in the summer.
5. I can collect this when you are away.

Words

assistant	gardening	reading
children	mail	technology
dogs	plants	



- 5** Write the words in alphabetical order.

1 How many types of insects can you name? _____

2 Read about Noor's first day observing insects in the nature reserve. Use the Words box for help.



Noor's Journal

Today was our first day. Laurence's grandfather, Daniel, explained what we have to do. He gave us each a research notebook, a small digital camera, an insect identification sheet, and a magnifying glass. He told us to find a place in the park to sit quietly.

When we see an insect, we have to take a picture of it. We can use the magnifying glass to look closely at the insect. If we can identify it, we write the name down in the research notebook. If we can't identify it, we put a question mark and write some words to describe it. We will also estimate the number of them that we see.

Here are some of the insects I observed today:

- Several white admiral butterflies. I learned that this is the official insect of Québec!



- A lot of ants! Some big black ants, and some little red ones. Daniel hopes that we will find a special species, the Québec ant. Its scientific name is *Myrmica quebecensis*. It's a light brown ant. They are not very common. They live in the nests of other types of ants.
- Three big, black and yellow bumble bees. It was fun to watch them collect nectar from the flowers. They are bigger than honey bees. They look so soft . . . but I didn't touch them because I didn't want them to sting me!
- Too many mosquitoes! Several of them bit me. Daniel gave me some insect repellent and a hat with a net on it. Mosquitoes like me, unfortunately. 😞

Laurence was really lucky. She saw a long, skinny walking stick! I hope I get the chance to see one of those. They are difficult to spot. Maybe I'll see one tomorrow!

Words

magnifying glass: a lens that makes something look bigger

quietly: not making any sound or movement

skinny: very thin

3 Answer the questions.

a. What materials did the Free Agents receive to do their job?

b. What do they do if they can't identify an insect?

c. **Write** the names of the insects Noor observed.

d. Which two insects does she hope to see?

e. What did Noor use to protect herself from mosquitoes?

4 Which types of insects do you like to observe? Which types do you not like to observe?

Like to see: _____

Don't like to see: _____

5 What do you think people need to learn about insects?

6 Here are some insects Noor observed on day two. **Write** a journal entry that describes her day.

• A yellow and black swallowtail butterfly

• A big nest with hundreds of wasps

• A 2-cm-long big, brown June bug

Extra Vocabulary
Unit 6

Ready for More!

Handout
EV 6.1

Words

careful hard-working honest independent patient punctual
focused helpful kind organized polite tidy

1 Write the qualities from the Words beside the descriptions.

- a. You like to help other people. _____
- b. You keep your things and time in order. _____
- c. You tell the truth. _____
- d. You are on time. _____
- e. You use good manners. _____
- f. You can do things by yourself. _____
- g. You try your best and don't give up. _____
- h. You can wait calmly. _____
- i. You are clean and neat. _____
- j. You are nice to others. _____
- k. You do things slowly and safely. _____
- l. You pay attention and don't get distracted. _____

2 Write the qualities from the Words box that are the opposites of these words.
Highlight the letters the two words have in common.

_____	independent	_____	dishonest
polite	_____	organized	_____
_____	unkind	_____	impatient

3 Write your name and the names of three friends. Write a sentence about each friend using the Words box.

_____	_____
_____	_____
_____	_____
_____	_____

Grammar Refresh
Unit 6
Review: Simple Present and Present Continuous
Handout
GR 6.1

- 1** Look at this week's classroom responsibilities calendar. **Circle** the verbs. **Write** sentences about what the kids do. **Follow** the model.

Monday	Tuesday	Wednesday	Thursday	Friday
Clean the hamster's cage Noor and Mason	Tidy the classroom library Laurence	Wash the desks Everybody	Clean the whiteboard Shen	Empty the recycling box Shen and Mason

MODEL Each day, a student has a responsibility.

- a. On Monday, _____
- b. On Tuesday, _____
- c. On Wednesday, _____
- d. On Thursday, _____
- e. On Friday, _____

- 2** Complete the messages with verbs in the present continuous.



I (do) _____ my science project,
but it (work, negative) _____.

I (follow) _____ the instructions
carefully. Mine (work) _____.



I (try) _____ to remember
what we are supposed to do!

I (take) _____ a picture of the instructions for you right now.



- 3** Complete the chart with the simple present and the present continuous.

Simple Present	Present Continuous
Every day, I (make) _____ my bed.	Right now, I (make) _____ my bed.

1 Complete the text with verbs in the simple past.

Last night, I (babysit) _____ my three-year-old twin cousins. First, we (play) _____ with little cars, but they (throw) _____ the cars at each other. Next, I (give) _____ them a bath. They (splash) _____ water all over the bathroom. They (make) _____ a huge mess! After that, I (try) _____ to put pyjamas on them. They (want, negative) _____ to put them on. I (chase) _____ them all over the house! I finally (put) _____ them to bed, but they (go, negative) _____ to sleep. They just (jump) _____ on the bed. I (be) _____ exhausted!

2 Write sentences in the future about what Mason will do tomorrow.

MODEL Today, I don't want to do anything.
I will do everything tomorrow.

a. I don't want to clean my bedroom.

b. I don't want to wash the dishes.

c. I don't want to make my lunch.

d. I don't want to visit Shen.

3 Complete the sentences with the simple past or the future using *will*. Then, **check** if each sentence is in the past or the future.

	Past ☐	Future ☐
Last night we (have) _____ a meeting about the summer helper program.	☐	☐
Tomorrow, I (help) _____ the soccer coach.	☐	☐
Later, I (babysit) _____ my little brother.	☐	☐
Yesterday, I (visit) _____ the nursing home.	☐	☐

1 Complete each sentence with the correct quality.

Qualities

hard-working patient helpful punctual honest tidy

- I am _____ when I wait calmly.
- I am _____ when I assist other people.
- I am _____ when I am clean and neat.
- When I try my best and don't give up, I am _____.
- If I am on time and never late, I am _____.
- When I tell the truth, I am _____.



2 Match each verb to the verb tense it is in. Complete the sentences below with the verbs.

is going will go goes went

Simple Present	Present Continuous	Simple Past	Future
_____	_____	_____	_____

3 Choose a verb. Write sentences about yourself using the verb in the four verb tenses.

Verb: _____

a. Simple present: Every day, _____

b. Present continuous: Right now, _____

c. Simple Past: Yesterday, _____

d. Future: Tomorrow, _____

Help Offered!

Workbook pages 100–101



Check What You Did

- | | |
|--|--|
| ☐ I wrote a title for my ad. | ☐ I listed the materials or equipment I will bring. |
| ☐ I clearly presented the service I'm offering. | ☐ I checked my use of verb tenses. |
| ☐ I used three qualities to describe my service. | ☐ I checked my spelling, capitalization and punctuation. |
| ☐ I included details about my experience. | |

**Wind Up
Evaluation Grid
Unit 6**

Help Offered!

Workbook pages 100–101

**Handout
WU-EG 6**

	C1 To Interact Orally	C2 To Reinvest Understanding of Oral and Written Texts	C3 To Write Texts		
Evaluation Criteria	Participation in exchanges	Use of knowledge from texts in a reinvestment task	Application of targeted language conventions / Characteristics of the written text		
A Exceeds expectations	☐ Student almost always perseveres in using English during the job fair role play.	☐ Text almost always uses unit language and ideas correctly. ☐ Text is coherent and well organized.	☐ Text contains very few errors in the use of verb tenses. ☐ Text respects all task requirements.		
B Meets expectations	☐ Student mostly perseveres in using English during the job fair role play.	☐ Text mostly uses unit language and ideas correctly. ☐ Text is mostly coherent and well organized.	☐ Text contains a few errors in the use of verb tenses. ☐ Text respects all task requirements.		
C Acceptable but needs improvement	☐ Student sometimes uses English during the job fair role play.	☐ Text sometimes uses unit language and ideas correctly. ☐ Text is somewhat coherent and/or well organized.	☐ Text contains some errors in the use of verb tenses. ☐ Text respects most task requirements.		
D Does not meet all expectations	☐ Student rarely English during the job fair role play.	☐ Text rarely uses unit language and ideas correctly. ☐ Text is incoherent and/or lacks organization.	☐ Text contains frequent errors in the use of verb tenses. ☐ Text respects few task requirements.		
E Serious difficulties	☐ Student does not use English during the job fair role play.	☐ Text shows very little use of unit language and ideas. OR ☐ Text is a verbatim copy of the model.			
		Targeted and familiar language conventions			
Type of error		Very few	A few	Some	Frequent
Verb tenses					
Feedback Notes:					

