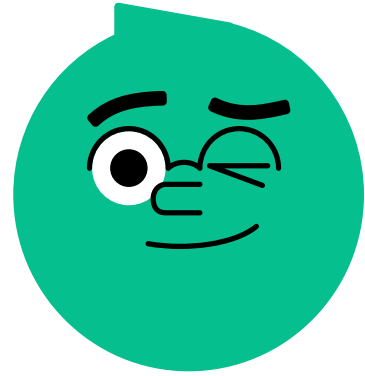


Learning and Evaluation Situation

English as a Second Language

Secondary II



The Curious Cryptid Case



Teacher Booklet

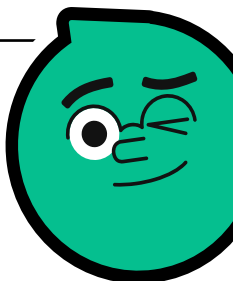
Activity Summary

In this learning activity, students use COMPETENCY 1 *Interacts orally in English* to provide and ask for information. They will alternately assume the role of an eyewitness recounting a recent run-in with a cryptid, and the role of a podcast investigator looking to break the story.

Duration	3 75-minute periods	
Specific Objectives	Uses functional language	<ul style="list-style-type: none"> • Greetings • Identifications • Fillers • Providing clear and structured information • Asking clear and structured questions • Expressing feelings • Asking about feelings • Stating opinions • Asking for opinions
	Uses targeted vocabulary	<ul style="list-style-type: none"> • Animal anatomy and body parts • Descriptives for shape, size, look
Material	Student Booklet Podcast episode	

Useful Alloprof Resources

Click to visit page	
Conversation phrases & vocabulary	Using <i>there is</i> & <i>there are</i>
Question forms & uses	Using richer adjectives
Verb forms & uses	Forming & using comparative/superlative adjectives
Verb tenses comparisons	Using determiners



Activity Overview

Period 1

Introduction & Context	1a. Activation	What's a cryptid?	Class discussion	20m
	1b. Context	Podcast listener	Read to students	
		<i>Melvin's Mysterious Mysteries</i> podcast	Listen to podcast episode	
	1c. Student tasks	Role A: The Eyewitness Role B: The Investigator	Clarify these roles with students	
Prior Activation	2. Descriptions & Reminders		Class overview	20m
Preparation	3. Role Preparation Overview		Class overview	5m
	4. Eyewitness Preparation (part 1 of 2)		Small groups	15m

Period 2

Role Preparation	1. Role Preparation Overview (<i>refresh from period 1</i>)		Class overview	5m
	2. Eyewitness Preparation (part 2 of 2)	Build cryptid vocabulary	Small groups	25m
	3. Investigator Preparation	Build questions Test & adjust questions	Small groups	30m

Period 3

Setup	1. Preparation	What's a cryptid?	Whole class	15m
Interviews	2. The Investigator & the Eyewitness—Interview 1	Students prepare Optional extra instructions (<i>to make the activity more challenging</i>) Interview	Small groups	10m
	3. The Investigator & the Eyewitness—Interview 2	Role reversal Students prepare Optional extra instructions (<i>to make the activity more challenging</i>) Interview	Small groups	10m
Briefing	4. The Briefing	Present interview results to other investigators	Small groups	10m
Wrap-Up	5. Wrap-up activity	Review of the activity	Whole class	15m

The indicated duration of each activity is provided as a suggestion. An estimated 60 minutes of activities was planned for each period to allow time for class management and setup.

Feel free to extend or shorten activities where needed and to make adjustments. Modify to your preferences by removing or repeating activity blocks as you prefer.

Extra activities are available if needed (see Teacher Booklet B). Suggestions on which activity to include are indicated at the bottom of each detailed period planning.



Evaluation

Evaluation opportunities are suggested below and repeated in each period breakdown.

The activity is designed to place students in interaction situations as much as possible for its duration. An **Observation Rubric** is available for evaluation purposes at the end of the Teacher's Guide.

The **Extra Activities** included (see Teacher Booklet B) can also be used to increase the number of opportunities for evaluation observations.

A suggested evaluation format is provided, along with 2 possible variations, depending on the teacher's needs. Feel free to adjust and modify as you see fit.



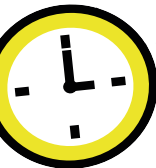
Suggested Evaluation Format: Live Interactions

Live Interactions (Interviewer, Eyewitness)

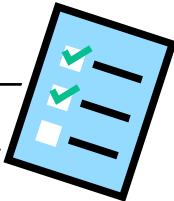
- The teacher moves around, from team to team, Observation Rubrics in hand, taking notes on how students are interacting with each other.
- Ensure students are aware they are being evaluated for *COMPETENCY 1 Interacts orally in English*, with the emphasis on *interaction*.
- If needed, prompt students with questions on the task they are currently doing. Adjust the Observation Rubric if you judge it necessary.

* The **Extra Activities** included (see Teacher Booklet B) can also be used to increase the number of opportunities for evaluation observations.

Period 1	<p>During activity 4: Eyewitness Role Preparation (Part 1 of 2) This is a good time to familiarize yourself with the rubrics if you haven't already. Circulating and observing team discussions will give you an idea of what to expect from the students and how the Observation Rubric can be applied to their interactions. You may already be able to make valid observations or provide feedback about how some students are interacting.</p> <p>If you notice students making errors that would lead to a poor interaction mark using the Observation Rubric, this would be a good time to provide them with feedback before they are formally evaluated.</p>
Period 2	<p>During activity 2: Eyewitness Role Preparation (Part 2 of 2) In this part of the activity, the focus is on brainstorming and creation. It is a good opportunity to observe the <i>Participation & Interaction</i> section of the Observation Rubric as well as the <i>Vocabulary & Grammar</i> and <i>Language</i> sections.</p> <p>During activity 3: Investigator Role Preparation In this part of the activity, the focus is on building and testing out questions. Pay attention to each point mentioned in the Observation Rubric. If time allows, this is a good opportunity to observe select students a second time if any doubts or discrepancies were noted during the first observation.</p>
Period 3	<p>During activities 2 & 3: The Investigator & the Eyewitness—Interviews 1 & 2 This part of the activity is focused on having students interact with each other. Since students play different roles in parts 2 and 3 of this period, it is important to identify if there is a need to observe specific students in a specific role. For instance, if you need to see student X in the role of the interviewer, because you feel like their questions are often difficult to understand, make sure to observe that student at the right moment.</p>



Possible Evaluation Format Variations




1. Podcast Creation / Recorded Interview
<p>Done at the end of period 3 or after period 3</p> <ul style="list-style-type: none">Students record their interviews (briefings) and submit them at the end of the LES.Ensure students are aware they are being evaluated for COMPETENCY 1 <i>Interacts orally in English</i>, with the emphasis on <i>interaction</i>.Use the suggested Observation Rubric to evaluate the recordings and provide feedback directly to the students once they are graded.
2. Interview Performed as a Skit for the Class
<ul style="list-style-type: none">Students perform their interviews (briefings) live for the class and the teacher evaluates them on the spot.Ensure students are aware they are being evaluated for COMPETENCY 1 <i>Interacts orally in English</i>, with the emphasis on <i>interaction</i>.If needed, prompt students with questions on the task they are currently doing. Adjust Observation Rubric observations accordingly if you judge it necessary.

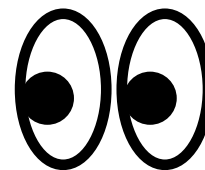
Period 1 Breakdown

1. Introduction & Context		
1a. Activation	Whole class	10 min.
<p>Activate the class's prior knowledge by discussing examples of cryptids without using the term <i>cryptid</i> just yet.</p> <p>Suggested activation questions</p> <ul style="list-style-type: none"> • Have you ever heard of the Loch Ness Monster, or Bigfoot? • What have you heard? • What do you know about these creatures? • What other creatures like this do you know? <p>Eyewitness account examples</p> <p>Two examples of eyewitness accounts are provided. These examples are designed to give students context and an idea of the types of questions interviewers may ask and the types of answers eyewitnesses may give.</p> <p>Students do not have to emulate the given examples, but they can use them as a starting point when they prepare their interviews and cryptids at the end of period 1 and in period 2.</p> <p>The eyewitness accounts can be read to the class, handed out for students to read by themselves, or acted out by volunteers.</p>		
<p>Introduce the term <i>cryptid</i>.</p> <p>Suggestion:</p> <p>There is a name for these creatures; they are called <i>cryptids</i>.</p> <p>Cambridge Dictionary definition: <i>A creature that is found in stories and that some people believe exists or say they have seen, but that has never been proven to exist.</i></p> <p>Hand out Student Booklet and take a look at the cryptid files.</p> <p>Emphasize that information can be drawn from both the text and the images of the cryptids.</p> <p>Identify and resolve any questions or misunderstandings students may have at this point.</p>		
1b. Context	Whole class	5 min.
<p>Introduce podcast context:</p> <p>There is a podcast, titled <i>Melvin's Mysterious Mysteries</i>, that investigates all things strange and unexplained. It is starting a series on cryptids; here's the first episode.</p> <ul style="list-style-type: none"> • Play podcast for the class • A transcript is available in the Student Booklet for students to follow if necessary. <p>After the episode was released, a few listeners contacted the podcast team.</p> <p>Those listeners apparently saw something, a creature, that can only be identified as a cryptid.</p> <p>The podcast team decided to send out investigators to interview the eyewitnesses.</p> <p>Students: That's going to be your job!</p>		



1c. Student Tasks	Whole class	5 min.
<p>Students will assume 2 roles for the activity. Each student will have a turn being an eyewitness and an investigator.</p> <p>Students will go through a series of tasks and activities designed to help them build their knowledge and plan for the interview in period 3.</p> <p>Role A–The Eyewitness: The person with information to share, or a story to tell. In this role, students will need to provide a description and answer questions in a coherent and convincing manner.</p> <p>Role B–The Investigator: The person looking for information. In this role, students will need to ask questions, get clarifications, gather information, and share it with others.</p>		
2. Refreshers & Reminders		
2a. Descriptions	Whole class	10 min.
<p>Examine what makes a good description.</p> <p>Suggested questions for the class:</p> <ul style="list-style-type: none"> • What makes a clear and useful description? • What elements need to be part of a description? <p>Direct students to Vocabulary List > either project on the board or refer to them using the Student Booklet</p> <p>Suggested procedure:</p> <ul style="list-style-type: none"> • Select a few of the more challenging words to present and use in examples • Ask students to highlight challenging words <ul style="list-style-type: none"> ◦ Ask how they could be used (examples in context) ◦ Use the cryptid files from the Student Booklet • Ask students how words can be used in combination to make better descriptions (e.g., short pointy beak, big hairy feet) 		
2b. Questions	Whole class	10 min.
<p>Look at question forms.</p> <p>Direct students to the question form reminder page in the Student Booklet.</p> <p>> Compare & contrasty/no questions vs. information questions</p> <p>> Focus on the use of question words to get more information</p> <p>Present Subject Questions and share a few examples.</p> <p>Suggested Subject Question examples:</p> <ul style="list-style-type: none"> • What happened? • Who saw it? • What connects them? • Who lives around here? 		
3. Refreshers & Reminders		
<p>(Refresh student roles and tasks) *Skip if unnecessary.</p> <p>Students assume 2 roles for the activity. They will alternately play the eyewitness and the investigator. Students will go through a series of tasks and activities designed to help them build their knowledge and plan for the interview in period 3.</p>		

4. Eyewitness Role Preparation (Part 1 of 2)	Groups of 2-3	15 min.
<p>This part of the activity will be completed in the second period. > 25 minutes is planned in period 2 to finish this part.</p> <p>Direct students to the Cryptid Template page in the Student Booklet.</p> <p>Students select one of the templates to create and represent the cryptid they “saw”. On the templates, students should:</p> <ul style="list-style-type: none"> ● Add/draw additional features and body parts. ● Indicate & identify features using appropriate vocabulary. <ul style="list-style-type: none"> ◦ Encourage word combinations (“long sharp claws,” “tiny friendly eyes”) ◦ Writing complete sentences should be avoided at this stage. ● Look up any additional necessary vocabulary of expression. <p>Refer students to the Cryptid Creation Checklist in the Student Booklet to ensure they haven’t forgotten anything.</p> <p>Suggested directives for the cryptid creation:</p> <ul style="list-style-type: none"> ● Regardless of how strange the cryptid they create is, it must still make sense in the context, or in the habitat where it was spotted (e.g., the Loch Ness Monster is a very big aquatic creature <ul style="list-style-type: none"> > it lives in a large and deep lake). ◦ Adding details and interesting features is key to make the cryptid memorable. ◦ Reference peculiar animals to compare and spark ideas (e.g., the platypus > a mammal that lays eggs, tardigrades can survive in boiling water, the archerfish can shoot insects down, dung beetles can pull 1,141 times its own weight) ● Students provide and receive feedback on their and their teammates’ creations. <ul style="list-style-type: none"> ◦ How appropriate/accurate/precise is the vocabulary used? Are there any suggestions for improvement? ◦ How well does the creature fit the definition of a cryptid? Any suggestions for improvement? <ul style="list-style-type: none"> ■ What’s missing? Is any information unnecessary? ■ Why is each chosen feature/characteristic used? ◦ What happened during the encounter? How did it feel? ● Ask students to create more than one cryptid if time allows 		
<p>Evaluation suggestions</p> <p>This is a good time to familiarize yourself with the Observation Rubrics if you haven’t already. Circulating and observing team discussions will give you an idea of what to expect from the students and how the rubric can be applied to their interactions.</p> <p>If you notice students making errors that would lead to a poor interaction mark using the Observation Rubric, this would be a good time to provide them with feedback before they are formally evaluated.</p>		
Total period time estimation		60 min.
<p>★ It is recommended that the teacher collect the Student Booklets so they aren’t misplaced between now and the next period.</p>		
<p>Extra activity suggestion – <i>Cryptid Guessing Game</i> (see Teacher Booklet B)</p>		



Period 2 Breakdown

1. Role Preparation Overview		
<p>(Refresh/repeat from period 1) > Warm-up activity</p> <p>Students assume 2 roles for the activity. They will alternately play the eyewitness and the investigator. Students will go through a series of tasks and activities designed to help them build their knowledge and plan for the interview in period 3.</p> <ul style="list-style-type: none"> ● Role A–The Eyewitness: The one with information to share, a story to tell. In this role, students will need to provide a description and answer questions in a coherent and convincing manner. ● Role B–The Investigator: The one looking for information. In this role, students will need to ask questions, get clarifications, gather information, and share it with others. Investigators will also share what they found with other investigators. 		
2. Eyewitness Role Preparation (Part 2 of 2)	Groups of 2-3	25 min.
<p>(Continued from previous period)</p> <p>It's time for the students to finish creating their cryptid in the Student Booklet.</p>		
<p>Evaluation suggestions</p> <p>In this part of the activity, the focus is on brainstorming and creation. It is a good opportunity to observe the <i>Participation & Interaction</i> section of the rubric as well as the <i>Vocabulary & Grammar</i> and <i>Language</i> sections.</p>		
3. Investigator Role Preparation	Groups of 2-3 (same as #2)	30 min.
<p>Direct students to the Investigation Questions page in the Student Booklet.</p> <p>Students prepare a list of questions to help them gather as much information as possible on the cryptid story they are going to investigate.</p> <p>Reminder for students:</p> <ul style="list-style-type: none"> ● They will have to share the information they gather. ● Information questions provide more information than yes/no questions. ● Actively listening to answers to spontaneously ask follow-up questions on the spot is the secret to being a good investigator. <p>Model follow-up questioning (optional)</p> <p>Ask a volunteer to pick one of the cryptid files from the Student Booklet and answer a few of their formulated questions.</p> <p>Question & follow-up suggestions</p> <ul style="list-style-type: none"> ● I was told you saw something very strange. How would you describe what you saw? <ul style="list-style-type: none"> ○ <i>If size is mentioned:</i> How big/small would you say it was? What could you compare its size to? ○ <i>If another animal is mentioned:</i> What made you think of this specific animal? How was it similar to this animal? How was it different? ○ <i>If movement is mentioned:</i> How fast did it move? What would you compare its movement to? Did it move easily or laboriously? 		

- *If the description is vague:* What would you compare it to? Which features made you think of this? Did it make any noise? What did you hear, see, smell, or experience?

Suggested directives for question formation:

- Students should prepare 10 to 12 main questions
 - Think of possible follow-up questions for each of their main questions
- Limit the number of yes/no question to 3 or 4
- Students should prepare at least 1 Subject Question

Test questions with teammates

- * This activity can occur simultaneously while students are formulating their questions, or as a separate activity once the questions are mostly done. If done separately, make sure to allow 10–15 minutes for this part of the activity.

Since students are familiar with the cryptids they're asking about, they should have a clear idea of what information they want.

This gives them an opportunity to evaluate their own questions depending on the kind of answers they receive.

- Use prepared questions to perform a mock interview with teammates.
- Students receive feedback on questions.
 - Are questions clear enough?
 - What can be improved with their formulation / word choice?
 - Are they getting the information they need from their questions?
 - If not: what do they need to change?
- Students create follow-up questions.
 - What works / doesn't work?
 - What kinds of follow-up questions get the most detailed answers?
- Students can use teammates' questions and ideas to inspire new/better questions for themselves.
- Advice or pointers can be provided on how answers are given. For example:
 - The answer is off-topic, or does not answer the question.
 - The answer provides too much information, making it way too easy for the investigator.
 - Slow down if the pace is too fast.
 - Ask for clarifications if the question isn't clear.

Evaluation suggestions

In this part of the activity, the focus is on building and testing out questions. Pay attention to each of the points mentioned in the Observation Rubric.

If time allows, this is a good opportunity to observe select students a second time if any doubts or discrepancies were noted during the first observation.

Total period time estimation

60 min.

- ★ It is recommended that the teacher collect the **Student Booklets** so they aren't misplaced between now and the next period.

Extra activity suggestions – *The Hoax* and *The Nursery Rhyme* (see Teacher Booklet B)

Period 3 Breakdown

1. Preparation	Whole class	15 min.
<p>Remind students what they have to do in this part of the activity.</p> <ul style="list-style-type: none"> ● They will alternately play the following roles: <ul style="list-style-type: none"> ◦ The investigator > the one asking questions ◦ The eyewitness > the one providing answers to the questions ● Investigators will share what they have found with other investigators <p>Optional: Listen to the podcast episode once more.</p> <p>Role attribution</p> <p>Groups of 2 if possible, 3 if necessary.</p> <p>Groups should be different from the ones used in period 2 so that the students aren't too familiar with the cryptids previously created.</p> <ul style="list-style-type: none"> ● Student 1 > eyewitness ● Student 2 > investigator ● If 3 students, 2 can work together as a duo <ul style="list-style-type: none"> ◦ Eyewitness <ul style="list-style-type: none"> ■ They should agree on using 1 cryptid between the 2 of them, <i>or</i> ■ They can be 2 independent eyewitnesses with separate stories (which will be more challenging for the investigator interviewing them) ◦ Investigators <ul style="list-style-type: none"> ■ They both ask questions, trying not to repeat questions. <p>Ask students to join their teammates and take their places for the interview. Tell them to wait for the signal to start.</p> <p>Optional additional directives for each interview</p> <p>For each interview, an additional directive is suggested. These directives will add an element of surprise for the students that they will not have prepared for. The goal is to prevent students from reading full sentences or questions from their notes and to force them to interact orally in real time.</p> <p>If using the optional additional directive, make sure students do not start the interview before you have given it to them.</p>		
2. The Investigator & the Eyewitness – Interview 1	Groups of 2-3	10 min.
<p>Once roles are assigned and students are ready to begin, give them the signal to start or the additional directive if you are using it.</p> <p>Additional directive—Interview 2</p> <p>The investigator just received a text from the podcast team. They want to know more about the personal background of the eyewitness to focus on the human angle of the story. They want to know who the person is, where they come from, and if they can be trusted as a reliable eyewitness.</p> <p>Students will have to come up with new questions (investigators) and a backstory for their character (eyewitnesses). Give them a few minutes to note down a few elements if necessary. Encourage them to <i>make it up</i> as best they can and not to worry.</p>		

Give the signal to start.

Suggested duration: 5 minutes

Keep the interview short, around 5 minutes. It could be a good idea to set a timer so that students can see how much time they have to get the information they want. Remind the investigators that it isn't a lot of time and that they most likely won't have time to ask all the questions they prepared in addition to the ones they needed to come up with following the additional directive. This will help to make sure students interact in real time instead of reading the prepared questions and text.

Evaluation suggestions

This part of the activity is focused on having students interact with each other. Since parts 2 and 3 of this period are different in what role students play, it is important to identify if there is a need to observe specific students in a specific role. For instance, if you need to see student X in the role of the interviewer, because you feel like their questions are often difficult to understand, make sure to observe that student at the right moment.

3. The Investigator & the Eyewitness – Interview 2

Groups 2-3 (same as previous)

10 min.

Have students switch roles.

Once roles are reversed and students are ready to begin, give them the signal to start or the additional directive if you are using it.

Additional directive – Interview 1

The investigator just received a text from the podcast team. They have been getting a lot of reports from other eyewitnesses in the area who have also seen a strange creature. However, the more they analyze the information they are getting, the more it sounds like what people are describing is an animal and not a cryptid.

The podcast team wants to make sure you aren't interviewing someone who just saw a big or different-looking animal. They want you to get as many specific details and features about the cryptid as possible. Anything and everything that could only be found in a cryptid and not an animal. Make sure you bring back as much information as you can.

Students will have to come up with new questions (investigators) and a backstory for their character (eyewitnesses). Give them a few minutes to note down a few elements if necessary. Encourage them to make it up as best they can and not to worry if they stray from their previously prepared information.

Give the signal to start.

Evaluation suggestions

Same as in part 2 of the period.

4. The Briefing

Groups of 2-3 (same as period 2)

10 min.

Once interviews are done, students go back to the groups formed in period 2.

During this part of the activity, every student is an investigator.

One by one, the investigators share the information gathered during their interviews. The goal is to explain what they gathered from the eyewitness account and paint a picture for the other investigator(s), so they get a clear idea of what was seen.

In this part of the activity, students play 2 roles:

- Presenting investigators > recounting their interview, providing information
- Listening investigators > Trying to get an idea of what was witnessed, asking for clarifications to make sure they understand

Evaluation suggestions

This part of the period can be used to complete observations. It is the last part of the period where students will interact.

If ever you need additional time for observations, you can extend the briefing by adding extra directives or inserting **extra activities**, like the *Cryptid Guessing Game* (see Teacher Booklet B), for instance.

5. Wrap-up activity

Whole class

15 min.

Reflect on the activity to see what was gained or learned, what was challenging, and what could be done differently.

Suggested questions

- What worked / didn't work in the preparation?
 - Why did/didn't it work?
- What was the easiest/hardest part of the activity?
 - What made it easy/difficult?
- If you were to do a similar activity again, what would you do differently?
 - Why would you do it differently?
 - Why do you think it would make a difference?
- What skills do you think you need to improve to be able to find the information you are trying to find?
- What skills do you think you need to improve to be able to provide the right information when people are asking you questions?



Share your own feedback on how students performed during the activity.

If possible, give a few examples of (positive) surprises you noticed.

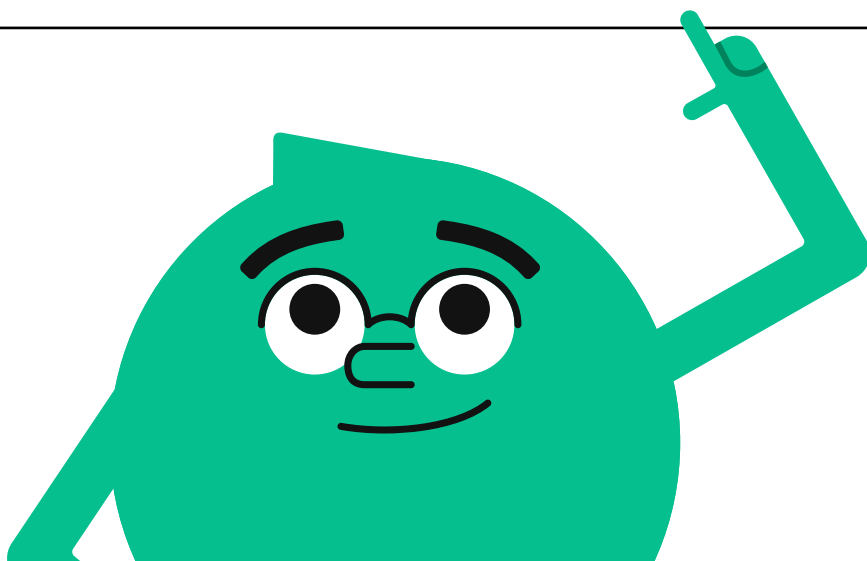
For instance:

- Use of great vocabulary, idioms, or phrasal verbs
- Quick adjustment during interactions between eyewitnesses and investigators
- Good use of creativity in the answers given to interviewers
- Interesting cryptid creation, original features and descriptions

Total period time estimation

60 min.

Extra activity suggestions – *The Hoax*, *The Nursery Rhyme*, and *The Cryptid Journal* (see Teacher Booklet B)



Eyewitness Account Examples

Example 1

Eyewitness: Sammy, college student

Location: Lake area behind college campus

Interviewer

Tell me, what did you see?

Eyewitness (Sammy)

Okay, so it was, like, really REALLY big, like as tall as me. Maybe taller!

And, I think it was hairy. I couldn't see very well, 'cause it was getting dark.

Interviewer

Okay, no problem. How would you describe what you could see?

Eyewitness (Sammy)

Well, like shaggy and stringy. Maybe there were some spikes in there, you know, like porcupine spikes... uhh... quills? They're called quills, right? Anyway, I think there were some of those sticking out of its arms.

Interviewer

What do you mean by arms?

Eyewitness (Sammy)

I say arms 'cause I think that they weren't front legs, or anything like that. It sort of was standing on its hind legs, all hunched over. It leaned on its knuckles, like gorillas do, you know?

Interviewer

How would you compare it to animals you have seen before?

Eyewitness (Sammy)

It kind of reminded me of a cross between an opossum, a porcupine, and a...uhh, a bear! Yeah, a bear! Well, uhhh... I think. I've never seen a bear for real.

But I'm pretty sure I know what they look like.

Interviewer

How would you describe its movements?

Eyewitness (Sammy)

Uhh... (pause to think) It moved in short, quick steps. It almost seemed like it moved when you blinked. Like it was just there, you blinked, and it was now in a different spot. It was really weird.

Interviewer

One last question: Did you manage to take a picture or take a video of what you saw?

Eyewitness (Sammy)

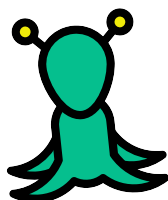
So yeah, well no... I, like, you know, tried to take a picture, but, you know, my phone battery was dead.

Interviewer

Okay, thank you for your time.

Eyewitness (Sammy)

Yeah, okay, no sweat.



Example 2**Eyewitness:** Tina, high school student**Location:** Woods next to the mall**Interviewer**

Can you tell me what happened exactly?

Eyewitness (Tina)

Me and my BFF were going to the woods, to get some pictures of our cute new outdoor outfits, you know, rugged, but you know, still cute! And we were setting up the lights and our phones and we heard something.

Interviewer

What did you hear?

Eyewitness (Tina)

It sounded like leaves rustling. And every time we looked in the direction the sounds came from, it just stopped.

We thought it was a raccoon or something, and we tried to scare it away, throwing sticks and little rocks wherever we thought it was hiding.

But then, it jumped out of its hiding place and ran straight past us! It bumped into our light and phone setup, sending everything flying.

Interviewer

What was your reaction when it jumped out?

Eyewitness (Tina)

I was scared out of my mind and I screamed-what do you think!

Interviewer

That is understandable. Where was your phone at that time? Did you use it to get any pictures?

Eyewitness (Tina)

I thought I managed to get a picture as it ran by, but the camera was reversed and I got a picture of my face instead. Not even a good shot! I looked awful! Instant delete.

Interviewer

Right, what did you see when it passed you?

Eyewitness (Tina)

From what I saw, it was about the size of a raccoon, but a different shape. It was kind of really flat and close to the ground, and it had no tail.

Interviewer

How would you describe its movement?

Eyewitness (Tina)

It was weird. It never followed a straight line for long. It's like it was zigzagging, with really sharp and quick turns.

Then, it climbed up a tree, and I lost track of it.

Interviewer

What other details can you remember about its appearance?

Eyewitness (Tina)

It had white stripes from its head running all the way down its backside. The rest of it was dark brown or grey. I couldn't see its legs, but they had to be short, because it was very low and close to the ground. Its eyes glowed yellow for a second. I hope it wasn't trying to hypnotize me!

Interviewer

Uh-huh, okay, I see. What else can you tell me about it?

Eyewitness (Tina)

Oh...

Maybe that's why I can't remember much... Oh no...

Observation Rubric – Oral Interaction

Name: _____

Participation & Interaction	<p>Participates & interacts throughout whole discussion.</p> <p>Always listens, reacts to what others say.</p> <p>Actively contributes to discussion.</p>	<p>Participates & interacts actively in discussion.</p> <p>Generally listens & reacts to what others say.</p> <p>Contributes to discussion.</p>	<p>Occasionally participates & interacts in discussion.</p> <p>Listens to some of what others say & sometimes reacts.</p>	<p>Participates or interacts very little with others.</p> <p>Pays little attention to what others say.</p>	<p>Speaks very little.</p> <p>Does not participate or interact.</p>
Message	<p>Message is detailed & engaging.</p> <p>Message expresses new ideas relevant to topic.</p> <p>Message is effortless to understand.</p>	<p>Message is clear & complete.</p> <p>Message is on-topic & relevant to the task.</p> <p>Message is easy to understand.</p>	<p>Message is somewhat clear & complete.</p> <p>Message is on-topic & relevant to the task most of the time.</p> <p>Message is sometimes difficult to understand.</p>	<p>Message sometimes unclear & incomplete.</p> <p>Message is sometimes off-topic & irrelevant to the task.</p> <p>Message is difficult to understand.</p>	<p>Message unclear & incomplete.</p> <p>Message is off-topic & irrelevant to the task.</p> <p>Message makes little to no sense.</p>
Vocabulary & Grammar	<p>Spontaneously uses relevant functional language & targeted vocabulary to build a variety of sentences.</p> <p>Contains few or no errors.</p>	<p>Uses mostly relevant functional language & targeted vocabulary to build clear & simple sentences.</p> <p>Contains a few errors, but meaning is unaffected.</p>	<p>Uses some relevant functional language & targeted vocabulary to build simple, basic sentences.</p> <p>Contains some errors. May affect meaning.</p>	<p>Uses little relevant functional language & targeted vocabulary and builds incomplete sentences.</p> <p>Contains several errors, affecting the meaning.</p>	<p>Uses mostly irrelevant functional language & targeted vocabulary.</p> <p>Contains enough errors to hinder meaning completely.</p>
Language	<p>Uses English at all times.</p> <p>Intonation & pronunciation help convey meaning and contain very few or no mistakes.</p>	<p>Uses English throughout discussion.</p> <p>Intonation & pronunciation help convey clear meaning and contain a few mistakes. Meaning is unaffected.</p>	<p>Uses English most of the time.</p> <p>Intonation & pronunciation convey some meaning and contain some mistakes. Meaning is slightly affected.</p>	<p>Uses English some of the time.</p> <p>Intonation & pronunciation contain several mistakes, making it difficult to convey meaning.</p>	<p>Uses mostly another language.</p> <p>Intonation & pronunciation contain too many mistakes to convey meaning.</p>