

Unit One: Urban Challenges

Unit Opener

Think & Discuss, pg. 1

What is a [green building](#)?

Explore the Theme

What are the ten [most diverse cities in the world](#)?

What were the [top 10 tourist destinations in 2019](#)?

Lesson A

Vocabulary

Vocabulary from context

Review Context Clues—[context clue bookmark](#)

[Context Clue Four in a Row](#)

Activity A

Matching sentences—activity B

Skill—Suffixes

Review prefixes and suffixes—[handout](#)

[Prefix and Suffix Puzzles 2](#)

[Prefix Spinner Game](#)

Activity C

Listening

Listening Skill—parts of an introduction

How can we apply this to our own speeches?

What should introductions to our speeches look like?

Activity B—lecture introduction

Review abbreviations, handout available on Blackboard, if needed

Main ideas—activity C

Details—Activity D

Critical Thinking—inferences

Review what an inference is

[Practice passages](#) on PP

[It Might Be...](#)

[Ambivalent Inferences](#)

Activity E

Speaking

Grammar: Passive Voice

Review active vs. passive voice--[handout](#)

[Active vs. Passive PP](#)

[Active & Passive Voice with Dr. Seuss](#) task cards

[Active/Passive Voice Board Game](#)

Activity C

Video

Before Viewing

Predict—to guess what will happen next

Activity A

Vocabulary—activity B

While Viewing

Main ideas—activity C

Details—activity D

Activity E—answers to activity A

Lesson B

Vocabulary

Activity A

Activity B

Parts of speech—activity C

How do you change the part of speech of a word?

Listening

Activity A—class discussion

Main ideas—activity B

Details—activity D

Activity E #2, 3

Activity F---pair, four, share

Homework

1. [Active/passive voice](#)--quizz
2. TED—[urban agriculture](#)

Unit Two: Protecting the Wild

Unit Opener

Think & Discuss

Explore the Theme

How many critically endangered species? 17

Most endangered species today

Lesson A

Vocabulary

[Context Clues Jeopardy](#)

Activity A—vocabulary from context

Activity B—matching

Skill

Phrasal Verbs—[dictionary](#) and [reference chart](#) on Blackboard

[Grammar Fluency MC video](#)

[Phrasal Verb PP show](#)

[Phrasal Verb Tic-Tac-Toe](#)

[Phrasal Verb Jeopardy](#)

[Phrasal Verb Verb Category Particle Generation](#)

[Phrasal Verb Particle Collection Card Game](#)

[Phrasal Verb Cover Up](#)

Skill Box, pg. 25

Activity C

Listening

Activity A #3 & 4

Activity B—previewing

Activity D—note taking

Speaking

Grammar: adjective/relative clauses

[Relative Clause PP](#)—teach

[Which pronoun should I use flowchart](#)

[Relative Clauses PP](#)—practice, slide 8

[Relative Clause Memory](#)

[Relative Clause Taboo](#)

Activity C

Video

Before Viewing

Activity B—definition from context

While Viewing

Activity C & D—details

Activity F—class discussion

After Viewing

Activity G--#1, evaluating

Lesson B

Vocabulary

Activity A—meaning from context

Activity B—matching

Activity C—true & false

Activity D #1-3: reflecting

Listening

Skill—prior knowledge

Activity A #1-2

Activity B—previewing

Activity C—note taking

Activity F—evaluating

Speaking

Activity C—analyzing a chart

Final Task

Activity A

Opposition / Affirmative

Homework:

1. [Phrasal verbs](#)—quizz
2. Relative Clauses--edpuzzle
3. Speech 1---Should wild animals be kept in zoos? Pretend you are giving the opening argument for a debate on this topic. You may use the statements in activity A on page 40 of your book to help you, but you will need to include other information. Choose a viewpoint and try to persuade us to your position. Your speech must be at least 3 minutes long and include a visual of some sort, which must be submitted on Blackboard (if it is a poster or other paper visual, you may type in the submission box “paper visual” and submit that as your assignment). You may use the attached [graphic organizer](#) to help you, but it is not required.

Unit Three: Beauty and Appearance

Unit Opener

Think & Discuss

Boy Meets World Clips—[season 7, episode 17](#)

Topanga feels fat and unfavorably compares herself to her friends

Explore the Theme

Google Slide presentation with photos of beautiful people—students contribute photos ahead of class for extra credit points; photo can be any person as long as all private body parts are covered

Why did you choose these photos?

What is beauty? What makes someone beautiful?

What makes someone's clothes look good?

Lesson A

Vocabulary

[Dove Evolution Video](#)

How does this video change, or not change, your perception of models?

Do you think it is good/right for companies to use these techniques?

Activity A—meaning from context

Activity B—definition matching

Activity C—complete sentences

Activity D—collocations; choose the correct word

Activity F #4

Listening

Activity A—evaluating

Activity B—main ideas

Activity C—note taking

Activity D

[Beauty Standards Around the World](#) video

Does culture affect your idea of beauty?

Examples of what is considered beautiful in one culture, but not another?

Pale skin in Asia vs. tan skin in USA

Speaking

Home Improvement clips—[season 3, episode 23](#)

Jill does a story about women who get plastic surgery to please husbands

Activity A & B—understanding a bar graph

[Photoshopping Real Women](#) video

How did the women perceive themselves at the beginning of the video? The end?

Activity C—personalizing

Video

Before Viewing

Vocabulary—activity A

While Viewing

Activity C—main ideas

Activity D—details

Lesson B

Vocabulary

Activity A—meaning from context

Activity B—matching

Listening

Men wearing skirts photos

What would be your reaction if you saw a man dressed like this on campus?

Why does this seem unusual to us?

Do men wear “skirts” in parts of the world today?

Men Without Trousers book—LLI Teal System, Fountas & Pinnell

look at pics and read captions / subheadings

Activity B—main ideas

Activity C—details

Activity D—note taking

Activity E--#2, 4

Speaking

Grammar—tag questions

Go over box

Activity B

[She didn't? She did! Cover Up Game](#)

Homework

1. TEDTalk: [How our brain determines what is beautiful](#)
2. Extra credit TEDTalk: If you would like to earn extra credit you may watch the TED Talk, “[From Stigma to Supermodel](#)” and look at his [website](#) before writing a summary paragraph. Your paragraph should tell me the topic of the man’s speech, the theme (not the same as the topic) and why he does what he does. The paragraph will be due on the same day as the final paper for this unit. It will be graded in the same way all of your papers are graded and the extra credit points will count towards the writing portion of your grade.

Unit Four: Going Global

Unit Opener

Think & Discuss

Define virtual reality

Discuss questions

Explore the Theme

Questions #1-2

[5 Ways Technology is Transforming the Workplace](#)

Questions #3-4

[The 10 Vital Skills You Will Need for the Future of Work](#)

Lesson A

Vocabulary

[Contranym Context Clues](#)

Activity a-definition from context

Activity B—matching

Skill—collocations

[How to Use video](#)

Handout of [most common](#)—be sure to go over differences between British & American

Activity D

[Adjective – Noun Dominos](#)

Listening

Activity A, #2—prior knowledge

Activity B—details

Speaking

Activity B—matching (use definitions in activity A)

Activity D—think, pair, share

Activity E—poll students for each topic before revealing the answers

[Top 10 countries for PC ownership?](#)

[Highest internet penetration rate?](#)

[Languages used online](#)

[High broadband connectivity](#)

[Social networking sites](#)

[Online purchasing](#)

Daily number of: Websites/blogs/tweets/searches

Grammar—gerund phrases

[Gerunds PowerPoint](#)

Handouts—[menu](#) & [verbs commonly followed by gerunds list](#)

Activity F

Video

Before Viewing

Activity A—discuss who a Sherpa is (Himalayan people on border of Nepal & Tibet famous for mountaineering skills)

Activity B—note taking

Activity C—main ideas

Activity D—details

Activity E—evaluating

Lesson B

Vocabulary

Go over vocabulary words

Activity C—cloze

Activity B—analyze

Activity D—parts of speech

Listening

Activity B—main ideas

Activity C—details

Homework

1. Speech 2—Prepare a 3-minute answer to one of the following scenarios:
 - a. Answer the common interview question: Tell me a little about yourself and why you are a good fit for this job. (You may use the questions from Activity A, pg. 71 to help you think.) You may choose the job you are interviewing for, but your choice must be submitted on Blackboard before your speech. You should dress appropriately for a job interview for your desired position. The only thing you need to submit on Blackboard in the job you are “interviewing” for; simply type it into the submission box and click submit.
 - b. Activity C, pg. 79—Choose one of the four emerging trends and discuss the benefits and drawbacks your chosen trend could have on people, businesses, or organizations. You should dress appropriately for a business meeting. The only thing you need to submit on Blackboard is the trend you will be discussing. Simply type the trend into the submission box and click submit.
 - c. Final Task, pg. 79-80—Choose one social media platform to research. Use the outline on page 80 to present your findings. You should dress appropriately for a research presentation. The only thing you need to submit on Blackboard is the platform you will be researching. Simply type the name into the submission box and click submit.

Unit Five: Migration

Unit Opener

Think & Discuss

Define migration

Relationship between human development & animal migration

Why do people migrate?

Explore the Theme

Lesson A

Vocabulary

[Context Clue Four in a Row](#)

Activity A—definition from context

Activity B—matching

Skill—suffixes (handout: unit one)

[Prefix and Suffix Puzzles 2](#)

Activity D

[Prefix Spinner Game](#)

Listening

Activity A—discuss what a Neanderthal was; #3

Critical Thinking—fact vs. theory

Activity C

Note-taking skill: timeline

Activity D

Speaking

Skill: approximating, Activity A

Grammar: modals of past possibility

[Modals of deduction clues](#)—in PowerPoint

[Modal Verb board game](#)

[Modal Verbs Four in a Row](#) game—make sentences with past possibility

Video

Before Viewing

Activity A—critical thinking

Activity B---vocabulary

While Viewing

Activity C—main ideas

Activity D—note taking

Lesson B

Vocabulary

Activity A—definition from context

Activity B—matching

Activity C—interpreting a map

Listening

Activity A #1—class discussion

Activity B—main ideas

Activity C—details

Skill: clarification

Activity D—clarification

Speaking

Activity D—fact or theory

Homework

1. TEDTalk— [What archaeology and DNA can teach us about prehistoric migration](#)
2. Past modals--Edpuzzle

Unit Six: Tradition and Progress

Unit Opener

Think & Discuss--#2, #3

Explore the Theme--#2, 3

Lesson A

Vocabulary

[Whatchamacallit](#) context clues game

Activity A—meaning from context

Activity B—matching

Skill—collocations

Review from unit 4

Blue box

Activity D

Listening

Activity A #3—previewing

Activity B—main ideas

Activity C—details

Note Taking Skill—idea map

Graphic organizer

Activity D

Speaking

Skill—rhetorical questions

Activity A—listen and write

Activity B—categorize—tell what type of question each of the three are (not activity order)

Activity C—class discussion

Grammar—verb+object+infinitive

Review infinitives---[handout](#)

subject + verb + infinitive = subject does both actions

Subject + Verb + object + infinitive = subject does first action, object does second

[How to use video](#)

Activity F

Gerunds vs. infinitives

[When to use article](#)

[Fluency MC Song](#)

[Gerund or Infinitive?](#) Task cards

Video

Before Viewing

Discuss [endangered languages](#)

Activity A—read the box

Activity B—vocabulary from context

While Viewing

Activity C—main ideas

Activity D—details

Lesson B

Vocabulary

Activity A—definition from context

Activity B—matching

Activity C—parts of speech

Activity D—synonyms

Listening

Activity A—predicting

Activity B—checking predictions

Activity C—details

Activity D—note taking

Homework

1. Changing Traditions—You are going to be giving a 5-7 minute speech about a tradition that has changed. The tradition may be the way a holiday is celebrated, a festival, or something related to family, school, food, clothing, sports, or a life event (wedding, birthday, graduation...). Your speech should describe the original tradition as well as the modern, comparing and contrasting the two. Your speech must include at least one rhetorical question and you must use supporting visuals of some kind.
2. [Gerund or infinitive?](#)—quizizz

Unit Seven: Money in Our Lives

Unit Opener

Think & Discuss

Explore the Theme

Lesson A

Vocabulary

Activity A—meaning from context

Do and discuss survey—views on money

Activity B—matching

Skill—choose the right definition (context clues)

Review types of context clues—[handout](#) (also unit 1 handout)

[Context Clue Jeopardy](#)

[Contranym Context Clues](#)

Activity D

Listening

Activity A—ranking

Can money buy happiness? [CNBC article](#)

Activity B---main ideas

Note Taking—summarizing

Activity C—details

Activity D—body scoot

Speaking

Skill—referencing research studies

Claim Evidence Reasoning---[CER Board Game](#)

Activity C—interpreting visuals

Activity D—interpreting visuals

Video

Before Viewing

[Bitcoin for Beginners](#) video

Activity A

Activity B—vocabulary

While Viewing

Activity C—main ideas

Activity D—confirming predictions (answers to A)

Activity E—details

After Viewing

Activity F--#3-5

Lesson B

Vocabulary

Activity A—vocabulary from context

Activity B—matching

Activity C—which tip do you think is the most valuable? Think, pair, share

Listening

Activity A—prior knowledge

Activity B—main ideas

Activity C—details

Skill—shifts in topic

Activity D

Speaking

Grammar—connectors of concession

Activity B

Homework

1. TEDTalk—[How to Buy Happiness](#)

Unit Eight: Health and Technology

Unit Opener

Think & Discuss

Questions on page

[Top 10 Medical Technologies of All Time](#)

Explore the Theme

[Top 10 new medical technologies 2019](#)

Lesson A

Vocabulary

Activity A—meaning from context

Activity B—matching

Activity D—cloze, try without listening

Skill—synonyms

[French Fry Synonyms Sort](#)

[Kangaroo Words](#)—context clues & synonyms game

Activity E

Listening

Activity A—prior knowledge

Activity B—what is big data?

Activity C—main ideas

Activity D—note taking

Activity E--#1-2

Speaking

Grammar—noun clauses with that

Video—[object noun clauses with that](#)

Activity C

Video

Before Viewing

Activity A--#1, 3

Activity B—vocabulary

While Viewing

Activity C—main ideas

Activity D—details

After Viewing

Activity E--#4

Lesson B

Vocabulary

Activity A—meaning from context

Activity B—matching

Activity C—collocations (review from units 4 & 6)

Listening

Activity A—prior knowledge

Activity B—main ideas

Skill—listening for assessments

Activity C—details

Activity D—personalizing

Homework

1. Speech 4—Give a 3-5 minute presentation on a health/fitness technology product. It can be a gadget, app, website, or anything else that helps you monitor and manage your health and fitness. Be sure to present both the advantages and disadvantages of your chosen product. You may use the questions in Final Task, letter B, pg. 159 to help guide your research. You must have visuals to support your speech.

Unit Nine: The Mysterious Mind

Unit Opener

Think & Discuss

Explore the Theme

Parts of the Brain movie---[How to Learn the Major Parts of the Brain Quickly](#)

Lesson A

Vocabulary

[Whatchamacallit](#) Context Clues Board Game

Activity A—context clues

Activity B—cloze

Skill—suffixes (review from unit 1, 3, 5)

[Suffix Dominoes](#)

Activity C

Listening

Activity A—prior knowledge

Activity B—main ideas

Note Taking Skill—highlight conclusions

Activity C—note taking

Speaking

Skill—causal relationships

[Childhood Troubles Cover Up Game](#)

[The Day Jimmy's Boa Ate The Wash](#) cause and effect [flow chart group activity](#)

[Cause and Effect Pictures](#)

[Cause and Effect Picture Prompts Game](#)

Activity A

Activity B

Activity C

Activity E—check C's answers

Activity F—jig saw

Activity G

Video

Before Viewing

Activity A

While Viewing

Activity B—main idea

Activity C—details

After Viewing

Activity D—ranking

Lesson B

Vocabulary

Activity A—definitions

Activity B—cloze

Activity C—matching

Listening

Activity A—predicting

Activity B—checking predictions

Skill—appositives

Video—[appositives 2 minute teacher](#)

Handout—[grammar bytes](#)

Difference between appositives and adjective/relative clauses

Activity C

[Appositives Board Game](#)

Activity D—details

Activity E—note taking

Speaking

Grammar: subject-agreement with quantifiers

Homework

1. TEDTalk— [Parkinson's, depression and the switch that might turn them off](#)
2. [Cause and effect](#) EdPuzzle

Unit Ten: The Future of Food

Unit Opener

Think & Discuss

Genetically modified food definition

Explore the Theme

[Svalbard Global Seed Vault](#) movie

Lesson A

Vocabulary

[Context Clue Four In A Row](#)

[Whatchamacallit](#)

Activity A—meaning from context

Activity B—matching

Listening

Activity B—main ideas

Note Taking Skill: Cornell Method ([example](#) on Blackboard)

Activity C

Speaking

Activity C—read & discuss

Activity D—categorizing

Video

Activity A

Activity B—main ideas

Activity C—details

Activity D—cloze

Lesson B

Vocabulary

Activity A—vocabulary

Activity B—cloze

Activity C—synonyms

[Kangaroo Words](#) synonyms game

Activity D—collocations

Listening

Activity A—prior knowledge

Activity B—main ideas

Activity D—details

[CER Board Game](#)

[Compounding Conjunctions](#)