

**Unit One: Living for Work**

**Unit Opener**

Look at picture on page 1--Read caption and discuss questions at the bottom

Look at picture on page 2-3

What are millennials?

Discuss questions in explore the theme.

**Lesson A**

Vocabulary

Discuss vocabulary in letter A

Context Clues

Discuss what they are

[Context Clues Video](#)

[Using context to determine meaning PP](#)

Activity B & C, pg. 4

Word families

Discuss what they are

Activity D, pg. 5

Activity E, pg. 5

Listening

Main Idea & Details, pg. 6

Discuss what each is

[Main Idea and Details Envelopes](#)

Activity B & C, pg. 6-7

Inferencing

Discuss what it is

Activity D, pg. 7

## Speaking

Simple present & present continuous tenses

[Simple Present Tense Grid Conquest](#)

[Present Continuous Chart](#)--handout

[What Are You Doing At...? Board Game](#)

[Occupations Board Game](#)

Even roll = simple present sentence; odd roll = present continuous sentence

Activity A, pg. 8

## Video

Before Viewing

Discuss: what is a butler?, Activity A

Vocabulary, activity B

While Viewing

Activity C & D

After Viewing

Pro / con lists—vocabulary

## **Lesson B**

### Vocabulary

Listen and use context clues to guess the definitions

Activity B & C

Play [Occupations Board Game](#)

Watch: PodEnglish [Job Candidates](#)

[Who Would You Hire](#) – group discussion project

## Listening

Syllables—what are they? How do we know how many?

[Di-vide the Word Syllables Task Cards](#)

[Syllables Mystery Picture Pixel Art](#)—extra practice at home

Activity B—do on own and check

Vocabulary—go over & do activity C

Review main idea & details

Activity D, E, F

## Speaking

Discuss phrases for misunderstanding

Activity A

Activity D

## **Homework**

1. Speech 1 Holiday or Celebration Speech: Among the things that make people happy are holidays and celebrations. Celebrations can be things such as birthdays or weddings. Choose a holiday or celebration and describe what people in your home country do on that day. You may choose any special day or event. Your speech should be 1-2 minutes in length.
2. [Present Perfect or Present continuous](#)- Quizizz
3. [Syllables](#)- Quizizz

## Unit Two: Good Times

### Unit Opener

Look at pic on page 21 and discuss the questions at the bottom of the page.

Info graphic, pg. 22-23

[World Happiness Report](#), pg. 27-29

### Lesson A

Vocabulary

Activity B—pg. 24: listen and use context clues to guess definitions

Activity C & D

Prefixes and Suffixes

What are they & [English Language Learning Tips Video](#)

[Most common handout](#)

[Prefix and suffix puzzles 1](#)

Listening

Prediction—what is it?, how does it help?

Activity A—pg. 26

Speaker purpose—why are they talking?

[Grog and Sheep video](#)

[Author's Purpose Interactive PP](#)

Activity B

Activity D, E—pg. 27

Speaking

Simple Present question formation

[Question Word Foldable Notes](#)

[Question Word Match Up Cards](#)

[Interrogative Images](#)—do in partners or small groups

Activity A, C—pg. 28-29

[Beach Ball Questions](#)

[Family Questions](#)

[Question Land](#)

[Escape! The Question Grid](#)

[Paint Can Questions](#)

## Video

### Before Viewing

Activity B—vocabulary from context clues

Activity C—prediction

### While Viewing

Activity D & E—main idea and details

Activity F

## **Lesson B**

### Vocabulary

Activity A—definitions using context clues

Activity B & C

Pro-Con list for spending money on parks

### Listening

Activity A—predict

Activity B & C—main idea and details

Activity E—think, pair, share

### Speaking

Public Speaking presentation in preparation for first speech.

## **Homework**

1. EdPuzzle [Present Simple Yes/No Questions](#)
2. EdPuzzle [Prefixes and Suffixes](#)
3. Quizizz: [Speaker's Purpose](#)

### **Unit Three: Marketing Machine**

#### **Unit Opener**

Think and Discuss—pg. 41

Vocabulary: marketing

Explore the Theme—pg. 42-43

Vocabulary: on-demand, economy

#### **Lesson A**

Vocabulary

Activity A—vocabulary from context

Activity B & D

Prefix and Suffix

[Prefixes, Suffixes and Roots Rap](#)

[Prefix and Suffix puzzles level 2](#)

Activity C

Listening

Activity A—vocabulary: mascot, spokesperson, logo

[Kahoot](#): Mascots & Logos

Abbreviations—what are they

[Common for notetaking](#) handout

Activity B

Activity C & D—details

Activity E, question 1 & 4

## Speaking

Clarifying—definition & examples

Activity A (indicate clarifying statements as well as asking for clarification), B, C

Simple Past Tense

[Stick, Stuck, Stuck](#) by Fluency MC video & [most common handout](#)

[Irregular Verb Puzzles](#)

[Fishing for Irregular Verbs](#)

[Escape! The Verb Grid](#)

Activity F

[Verb Tense Four in a Row](#)

[Simple Tense Traveling Pronouns](#)

[Simple Past Tense Cover Up](#)

## Video

Activate Prior Knowledge—Activity A

Vocabulary—go over definitions

Activity B

Main Idea—activity C

Details—Activity D

Comprehension—Activity E

Activity F--#3, 4

MI slogan/spokesperson; What could be a good mascot for Michigan? Why?

## **Lesson B**

### Vocabulary

Activity B---definitions from context

Activity C & D

### Listening

Pronunciation of past tense -ed endings

Video—[{t} {d} {ed} -ed past tense English pronunciation](#)

[Handout](#)

Activity A, pg. 56

[Fishing for Regular Past Tense Verb Pronunciation](#)

[Regular Past Tense Verb Pronunciation Parking](#)

Predicting—Activity B

Main Idea—Activity C

Details—Activity D

### Speaking

Infographic—what is it? Why is it good for marketing?

Activity B

Activity C #2

Activity D #1, 3

## **Homework**

1. Listening Comprehension 1: [4 P's of Marketing](#)
2. Quizizz: [Irregular Past Tense Verbs](#)



**Unit Four: Wild Weather**

**Unit Opener**

Think & Discuss, pg. 61

Explore the theme, pg. 62-63

[Weather vocabulary activities](#)

Other natural disasters? Sinkhole, volcano, tsunami, avalanche, hail storm, lightning strike

**Lesson A**

Vocabulary, pg. 64

Activity A---listen and circle the correct word

Definition from context

Activity B, C

Activity D #1 & 2, 6

Listening, pg. 66

Prior knowledge—what it is, why it's important

Activity A—discuss questions / picture on pg. 67

Main ideas—Activity C

Details---Activity D

Speaking, pg. 68

Grammar—count and noncount nouns

[Handout & Count/noncount slap game](#)

[Laundry sort activity](#)

[Much or Many task cards](#)

Activity C, pg. 69

Activity D, pg. 70 #1, 3, 4, 5

[Article Jeopardy](#)

Video, pg. 72

Activity A---definition from context

[Tornado 101 video](#)

Activity B #2

Activity C #2

Main idea—activity D

Details—activity E

Activity F #1, 3

### **Lesson B**

Vocabulary, pg. 74

Activity A—definitions from context

Activity B

Synonyms

What are they?—[Grog and Sheep Explain Synonyms](#) video

[Synonym Puzzles](#)

Activity C

Activity D

Listening, pg. 76

Activity A—think, pair, share

Main ideas—activity C

Details—activity D & E

Speaking, pg. 78

Synonyms for like

Use a [food game](#)---

use synonyms for I like and I don't like to make sentences about food drawn

Activity B

### **Homework**

1. Prepare a two-minute speech about the weather in your country of origin. How many seasons does your country have? What are their names? What is the weather like during each season? You must have a visual of some kind to use with your speech.
2. Edpuzzle: [How Many or How Much?](#)
3. Quizizz: [Quantifiers](#)

**Unit Five: Focus on Food**

**Unit Opener**

Think & discuss, pg. 81

Explore the Theme, pg. 82-83

**Lesson A**

Vocabulary

Activity A—definition from context

Activity B—think, pair share

Activity D

Review noun & verb

Activity E

Listening

Activity A—vocabulary for food pictured

Main ideas—Activity B

Skill: reasons, because / so

A Camping Weekend—pass out sheets, students select 30 items, pairs explain why they chose what they did and choose 25 items; explain again in groups of 4 and choose 20 items (from: [Grammar Games and Activities 2](#) by Deirdre Howard-Williams, Penguin Books)

Details – Activity C

Activity D #1, 2, 3

Speaking

Time Markers—in, at, on

Handout—[at, on, in time pyramid](#)

[Time Prepositions Game](#)

[Mousy Prepositions](#)

Descriptive adjectives

Adjectives + linking verbs [handout](#) and [practice](#)

[Food adjectives](#)

[Appetizing Adjectives](#)

[Orderly Adjectives Descriptions](#)

Lesson Task Activity A, pg. 91

Video

Vocabulary

Activity A, B, C

Main ideas- activity D

Details, Activity E

Activity F #2

**Lesson B**

Vocabulary

Activity B—listen, fill in the blanks, meaning from context

Activity C

Activity D #1, 2

Listening

Activity A

Main ideas—activity B

Note Taking skill---outlining, [handout](#)

Activity C

Activity D, #1, 2

Speaking

Activity A & B

Activity C

**Homework**

## **Unit Six: Housing for the Future**

### **Unit Opener**

Think & Discuss questions

Ecocapsule [website](#) & [video](#)

Dimensions: LWH 4.67 m x 2.2 m x 2.5 m

Weight: 1,350 kg – 1,570 kg (depending on water)

Usable floor area: 6.3 m<sup>2</sup>      gross floor area: 8.2m<sup>2</sup>

Explore the theme

Countries ranking index [website](#)

### **Lesson A**

Vocabulary

Go over definitions & do activity A

Activity B

Activity C #1, 2

Adjective endings [handout & exercises](#)

Activity D

Listening

Context clues

[Anchor chart handout](#), pg. 4

[Contranym Context Clues Board Game](#)

[Half page task cards](#)

Activity A

Main idea- activity B

Making note of numbers—[handout](#) of terms, symbols & definitions

Activity C

## Speaking

Coordinating Conjunctions—and, but, or, so;

Schoolhouse Rock Song—[Conjunction Junction](#)

[The Tie That Binds](#)—game board version

Activity B

Agreeing & Disagreeing—pg. 109 & 111

Activity D—discuss some of them as a class

Activity E

Activity F—think, pair, share

## Video

Activity A--#2

[Ranker](#)—most beautiful buildings website

[World competition](#) most beautiful homes winners website

Vocabulary from context—Activity B

Predicting – activity C

Details – activity E

Activity F—class discussion

**Lesson B**

Vocabulary

Go over words together

Activity A & C

Listening

Prior knowledge—activity A

Main ideas—activity B

Class discussion—activity D

Speaking

Activity A—listen to the article

[Video](#)—tale of two straw-bale homes

Activity C—class discussion

Activity D

**Homework**

1. Listening Comprehension 2: [How to Reinvent the Apartment Building](#)
2. Speech 3 Flipgrid Submission: Descriptive Speech—Your speech must be at least 2 minutes long and include visual aids of some kind. Choose ONE option:
  - a. Describe a typical house in your home country. What is it made of? How big is it? What do you find inside?
  - b. Describe your dream home. If you could build any house you wanted, what would it look like? How big would it be? What would be inside it?
  - c. Choose an unusual home and describe how it's made. You may choose from treehouses, micro homes, underground homes, egg houses, or dome houses.
3. Quizizz [Coordinating conjunctions](#)

**Unit Seven: Exploring Space**

**Unit Opener**

Think & Discuss, pg. 121

Explore the Theme, pg. 122-123

[Listening Extra](#) by Miles Crave, Cambridge University Press—"Next Stop Mars" (17.2)

**Lesson A**

Vocabulary

Definition from context—Activity A

Activity B

Activity C

Multiple meaning words from context

Activity D

Listening

Predicting—activity A

Main ideas—Activity B

Mind Maps---webs

Activity C

Inferences

Introduction to Reading Skills [Making Inferences Video](#)

[It Might Be...](#)

Activity D



Speaking

Contractions--[handout](#)

[Contraction Eggs](#)

[Fishing for Contractions](#)

Future: will + be going to

[Simple Tense Traveling Pronouns](#)

[Verb Tense 4 In A Row](#)

[For Sure!](#)

Activity D

Activity E

Activity A, pg. 131

Video

Activity A

Vocabulary from context—Activity B

Details—activity C

Main ideas—activity D

**Lesson B**

Vocabulary

Meaning from context—Activity A

Activity B

Activity C

Prior knowledge—Activity D

## Listening

### Inferences

[Inferencing pictures](#)

[Picture Prompts Board Game](#) (make an inference about the picture)

### Activity A

Main ideas—Activity D

Details—Activity E

Activity F--#2

## Speaking

Activity A—explain WHY & ask follow up questions

## **Homework**

1. Speech 3: Descriptive Speech—Your speech must be at least 2 minutes long and include visual aids of some kind. Choose ONE option:
  - a. Describe a typical house in your home country. What is it made of? How big is it? What do you find inside?
  - b. Describe your dream home. If you could build any house you wanted, what would it look like? How big would it be? What would be inside it?
  - c. Choose an unusual home and describe how it's made. You may choose from treehouses, micro homes, underground homes, egg houses, or dome houses.
2. Quizizz--[Contractions](#)
3. Edpuzzle—[Simple Future](#)

**Unit Eight: Creative Arts**

**Unit Opener**

Think & Discuss, pg. 141

Explore the Theme, pg. 142-143

**Lesson A**

Vocabulary

Prefixes & Suffixes—review (handout unit 2)

Vocabulary words—go over definitions

Activity B

Activity D

Listening: [TEDTalk Jason DeCaires Taylor](#)

Do the best can with the [comprehension questions](#)

Gallery: <https://www.underwatersculpture.com/works/recent/>

Listening

Cause & Effect—[handout](#)

[Cause & Effect with Grog the Zombie and Sheep](#)

[Frog Task Cards](#)

[Childhood Troubles Cover Up](#)

[C&E Pictures](#)

[Picture Prompts Board Game](#)—Cause and Effect version

Use Arrows to show, Note-Taking Skill

Activity B

Activity D #1, E #1

Speaking

Grammar: Modals

[Modal Auxiliary Verbs PP](#)

[Modal Verbs & How To Use Them](#) video

[Modal Verb Board Game](#)

[Modal Verb Four in a Row](#)

Activity C

Video

Activity A, pg. 132: found art

Activity B---meaning from context

Activity C

Main ideas—Activity D

Details—Activity E

Activity F—class discussion

Activity G #2

**Lesson B**

Vocabulary

Activity A—meaning from context

Activity C & E

Listening

Main ideas—Activity B

Details—activity C

Speaking

Activity A—listen and underline

Activity B—think, pair, shar

**Homework**

1. Listening Comprehension 3—[Weird or Just Different?](#)
2. [Cause & effect](#)--quizizz
3. [Modals](#)--Edpuzzle

**4. Unit Eight: Creative Arts**

**Unit Nine: Our Relationship With Nature**

**Unit Opener**

Think & Discuss, pg. 161

Explore the Theme, pg. 162-163

Define conservationist

**Lesson A**

Vocabulary

Skill—collocations

[What is a collocation?](#)

[Most common collocations](#)—go over differences between USA and Britain

Activity A—definitions

Activity B

Activity C, #1-2

Activity D

Listening

Critical thinking---compare and contrast

[3 circle Venn](#): Maasai, Sami, Aborigine

Main ideas—activity C—listen to activity A first

Skill: Fact vs. Opinion

[Ice Cream Fact or Opinion Sort](#)

Speaking

Grammar—comparative and superlative adjectives

[Handouts / practice sheets](#)

Activity A & B

[Big, Bigger, Biggest](#)

[Comparative and Superlative Adjective Board Game](#)

Critical thinking—compare & contrast bear studies with [Venn diagram](#)

Use activity E to help

Video

Activity A—class discussion

Vocabulary—go over definitions

Activity B

Main Ideas—Activity D

Details—Activity E

Activity F—class discussion

**Lesson B**

Vocabulary

Read facts in activity F

Go over definitions—Activity A

Activity B, D

Listening

Activity A—class discussion

Main ideas—activity B

Details—activity C

Ending a conversation: 3 steps

Speaking

Activity A---use words to make sentences

Activity B

Activity C

Activity E—[Venn Diagram](#) and then create sentences

**Homework**

1. Speech— choice: compare & contrast or opinion
  - a. Compare & Contrast: Speak for 2-3 minutes comparing and contrasting the wildlife of your home country and that of the USA. Tip: choose 1-2 species of animals to compare (fish, bear, bird, etc.). Your presentation must include a visual of some kind.
  - b. Opinion: Speak for 2-3 minutes about how the natural world is important to you. You may use the directions in the Final Task section of your book (pg. 179-180) to help you. Your presentation must include a visual of some kind.

**Unit Ten: How We Communicate**

**Unit Opener**

Think and Discuss, pg. 181

Cell Phone use—[global statistics](#)

Explore the Theme, pg. 182-183

[Global internet use statistics](#)

**Lesson A**

Vocabulary

Define the words

Activity A, B

Activity C #1, 4

Notetaking symbol handout—unit 3

Math symbols handout—unit 6

Activity D

Listening

Skill—repeated words

Main ideas—activity D

Do in 2 parts—go over # times heard, listen again for main idea and details

Details—activity E

Activity F #2, 3

## Speaking

Grammar—Present Perfect (handout with past participle verbs in unit 3)

Present Perfect Videos

[Presenting Perfectly](#) = sentences

[Have you or Haven't you](#) = questions

Activity A

Activity B

Activity D

[Present Perfect Cover Up Game](#)

[Present Perfect Pronoun Pursuits](#)

## Video

Activity A #1-2

Activity B—meaning from context

Main ideas—activity C

Details—activity D

Activity E #3

## **Lesson B**

### Vocabulary

Activity A—meaning from context

Activity B, C, D

### Listening

Activity A

Activity B

Activity C

Activity D

## **Homework:**

1. Listening Comprehension 4: [How Miscommunication Happens and how to avoid it](#)