

Unit One: The Science of Shopping

Unit Opener

Photo prompt, pg. 1

Explore the theme, pg. 2-3

Photos—look at and discuss the content of the photos

Timeline organization

[Timeline](#) or [Sort It Out](#) game—play a few rounds just for fun

Explore the theme questions, pg. 2

Lesson A

Vocabulary

Activity A, pg. 4—discuss the questions

Activity B, pg. 4—do together as a class

Discuss context clues and what they are / how they work

[Context clues video](#)

[Context clues bookmarks](#)

[Whatchamacallit?](#) A Context Clues Board Game

Activity C, pg. 5—do and underline context clues

Activity D, pg. 5---do all questions as a class discussion

Listening

Activity A, pg. 6—think, pair, share to create list of before/duing/after

Activity B, pg. 6

Discuss the difference between main idea and details

[Video: Introduction to Reading Skills](#)

[Main Idea and Details Board Game](#)

Activity C, pg. 6—listen and choose two answers

Note-Taking Skill: use abbreviations

Make a list of abbreviations students know on the board

[Common abbreviations](#) handout & [texting](#) handout

[Abbreviation / Acronym Translation Grid Conquest Game](#)

Activity D, pg 6 & 7—listen, take notes, then use notes to complete D

Listening Skill: Recognize a Speaker’s Attitude, pg. 7

Review the box contents & read each example with appropriate intonation

Practice using real life scenarios

You are on a crowded train and need to exit. What do you say?

You were invited to a turkey dinner, but don’t eat meat. What do you say?

A friend invites you to a concert, but you don’t like the band. What do you say?

Your friend gets a new haircut that looks terrible. What do you say?

Your husband comes home with flowers for you. What do you say?

Your sister asks you to watch her kids but you don’t want to. What do you say?

Activity E, pg. 7—play audio & discuss answers

Note-Taking Skill: review your notes, pg. 7

Activity G, pg. 7—discuss as a class

Speaking

Grammar—conditionals, pg. 8

Discuss first conditional—box

If I study English,...

I do well on tests if...

If you work hard,...

I'll....if I win a million dollars.

If my family lived closer, ...

Read: [If You Give A Mouse A Cookie](#)

[Connected Conditionals Board Game](#)—First Conditional Only

Activity A, pg. 8—do and check

Activity B, pg. 8—think, pair, share

Pronunciation—question intonation, pg. 9

[Beach Ball question activity](#)—questions having to do with money/shopping

Critical Thinking—pros & cons, pg. 10

Discuss difference between the two

Everyday language box

Some people make lists to help with decisions—[Gilmore Girls clips](#)

Activity D—choose one thing and make a list with partner, share with class

Activity E—do with a partner, discuss as a class

Lesson Task

Photo, pg. 11

Video: The Decoy Effect

Before Viewing

Activity A, pg. 12—do individually, underline context clues, check together

Activity B—class discussion

Watch the video

Activity C—What is the main idea?, pg. 13

Activity D—Taking notes on the details, pg. 13 (watch again)

After viewing

Activity E—think, pair, share: write a summary of the video

Activity F—class discussion

Lesson B

Vocabulary

Activity A, pg. 14—play each conversation & pause to do answers, after all the conversations are played students should compare answers and then check as a class

Activity B, pg. 15—class discussion

Vocabulary Skill—participial adjectives

Discuss box & examples

Watch video: [common mistakes](#)

Activity C, pg. 15—do individually, check as a class

[Participial Adjective Cover Up](#)

Are these verbs or participial adjectives?

She was relaxed. –past tense verb

She was relaxing. –past participial adjective

It was a relaxing evening. –past progressive verb

She relaxed. ---present participial adjective

Listening

Define inference—introduction to reading skills, [inference video](#)

[Inference Pictures](#)

[Ambivalent Inferences](#)—assign as extra credit

[It Might Be...](#)

Activity A, pg. 16

Listen to lecture and take notes

Activity B, pg. 17

Activity C—listen again, take notes in a T-chart (men/women) then do activity, pg. 18

Activity D, pg. 17—class discussion

Activity E, pg. 17—work with a partner/group that is similar to you (age, country, gender, etc)
Then present ideas to the class

Speaking

Speaking Skill: quoting stats, pg. 18

Activity A, pg. 18

Activity C, pg. 19—do with partner then make groups of 4 and tell about the other person

Activity D—make a chart on the board: question / yes / no to help figure percentages

Homework

1. Elevator pitch—Record yourself (video or audio) giving a short talk about a shopping app. This can be one that you know of and use or one that you think someone should create. Your talk should be 45- 60 seconds long. You may use the activities under “Final Task”, pg. 19-20 in your book to help you.
2. Edpuzzle: [Conditionals](#)
3. Quizizz: [participle adjectives](#)

Unit Two: Mother Nature

Unit Opener

Unit Photo, pg. 21

Explore the theme, pg. 22-23

Lesson A

Vocabulary

Activity A, pg. 24

Activity B, C, D, pg. 25—use context clues in the reading to complete

Critical Thinking: Evaluate

Discuss what it means to evaluate something

Activity E, pg. 25—class discussion

Listening

Activity A, pg. 26—discuss questions

What is the purpose of a documentary?

Watch crittercam documentaries: [Tree Kangaroos](#) [Great White Shark](#)

Activity B, pg. 26—listen to determine the speaker and main idea

Note-Taking Skill: noting who says what

Review abbreviations—handouts unit 1

[Abbreviation / Acronym Translation Grid Conquest Game](#)

Activity C, pg. 27

Activity D—think, pair share, pg. 27

Critical Thinking: deciding on criteria

Activity E—do with a partner

Activity F

Speaking

Critical Thinking: Interpreting a Flowchart

Flowchart= type of diagram representing a process involved in a complex system or activity, it typically shows the steps as boxes and their order, or sequence by connecting them with arrows

Activity C, pg. 28-29

With a partner create a summary of the steps of cloning in your own words

Activity D, pg. 29

What other processes could you represent in a flow chart?

Partners: Choose one and make a quick flow chart to share with the class

Grammar: Adjective (Relative) Clauses

Go over info in box & pass out [handout](#) [Flowchart](#)

[Relative Clauses PowerPoint](#)

[Adjective Clause matching game](#)—project pictures, students write on white boards
Each correct answer gets one point

[Adjective Clause Memory / sort cards](#)

[Adjective Clause Taboo](#)

Activity E, pg. 30

Video, pg. 32

Vocabulary: species, conservation, extinction

Activity A

What does low-tech mean? How is it different from high-tech?

Activity B, pg. 32

Activity C, pg. 33

Why is the Turtle Excluder Device considered a low-tech solution?

With a partner make a flow chart of how Turtle Excluder works, use to summarize video

Activity D, pg. 33

Activity E—do with partner then form groups of four & compare before reporting to class

Lesson B

Vocabulary

Activity A, pg. 34—as they listen underline or mark context clues for vocabulary

Vocabulary Skill—Context Clues, pg. 35

[Context Clue Detective PowerPoint](#)

[Context Clue dominos](#)

[Contranym Context Clues](#)

Activity C, pg. 35

Listening

Listening Skill: Content Words, pg. 36

Which sentence makes more sense? Why? (use sentences in teacher guide)

Difference between function words and content words?

Function = grammar

Content = meaning

What category would different parts of speech fall into?

Function = auxiliary verbs, pronouns, articles, prepositions

Content = nouns, main verbs, adjectives, adverbs

Activity A, pg. 36—do individually and check

Activity B, pg. 37—listen to whole conversation before marking an answer

Activity C, pg. 37

Activity D, pg. 37—class discussion

Speaking

Activity A, pg. 38—webs

Speaking Skill- making suggestions, pg. 39

Review the information in the box

How can you make a suggestion more or less strong?

What are suggestions for studying a language?

Giving suggestions for medial ailments—[board game](#).

Homework:

1. Presentation One: [Cittercam](#) Speech: Two-minute speech answering the question: “If you could deploy Cittercam on any animal in the world, what would it be and why?”
2. Edpuzzle: Relative Clauses

Unit Three: On The Move

Unit Opener

Unit Photo, pg. 41

Migration Map, pg. 42-43

Lesson A

Vocabulary skill, pg. 44

Review context clues—[Context Clue Four In A Row](#)

Activity A, pg. 44—read over the words and sentences, listen to audio & try to find synonyms

Activity B, pg. 44

Discuss terms emigration (e- = from out), immigration (im- = in into), migration

Activity C, pg. 45

Activity D, pg. 45—class discussion

Listening

Activity A, pg. 46

Activity B, pg. 46—find the main ideas

Note-Taking Skill: noting contrasting ideas, pg. 46

Use of slash, also making a T-chart can be effective if you know there will be two mains

Activity C, pg. 47

Activity D, pg. 47---Pretend you are on the city council, what are some reasons people should immigrate to Michigan?

Speaking

Grammar, pg. 48—[Too/Enough Cover Up](#)

Activity A, pg. 48—partners, then groups of 4, then class

Activity C, pg. 49—class discussion

Activity E, pg. 50---do about Detroit as class discussion

Lesson Task

Case study = real-life situation / dilemma / problem

Critical thinking (it is common to repeat the question when giving reasons)

Activity A, pg. 51—do with a partner

Activity B, pg. 51—do as a class “debate”

Video

What do you know about Ellis Island?

Activity A, pg. 52—do as a class

Activity B, pg. 53

Current [naturalization test information](#) for compare / contrast

How is the current test different from the interview at Ellis Island?

What are some of the topics they ask about on the current test?

Do you think people should still have to pass this kind of test?

Should natural-born citizens have to pass this test to vote?

Activity C & D, pg. 53

Lesson B

Vocabulary

Activity A, pg. 54—underline the context clues you see / find

Activity B, pg. 54—do with a partner, check as class

Activity D & E, pg. 55

Listening

Listening skill, pg. 56—review box

Activity B & C, pg. 56

Activity D, pg. 57

Activity E, pg. 57—class discussion

Speaking

Speaking skill, pg. 58—**For Sure!**

Talk about how this relates to the weather and chance of precipitation

Activity A, pg. 58—class discussion

Activity C, pg. 58-59---do with a partner

Activity D & E, pg. 59—class discussion

Homework

1. Should people migrate to your home country? Discuss the push or pull factors that support your opinion. Record yourself (video or audio) speaking for at least 60 seconds. You could make a chart similar to the one in exercise D on page 47 of the book to help you organize your thoughts.
2. Quizizz: [enough too](#)
3. TEDTalk: [Let's not use Mars as a backup planet](#)

Unit Four: Our Changing Planet

Unit Opener

Think and discuss, pg. 61

Explore the theme, pg. 62-63

Lesson A

Vocabulary

Activity A, pg. 64—class discussion

Activity B, pg. 64-65

Activity C, pg. 65—think, pair, share

Activity D, pg. 65—suffix changes the part of speech, not the meaning

Listening

Activity A, pg. 66—class discussion

Activity B, pg. 66—take notes as listen

Use notes to complete the sentence

Activity C, pg. 66—use notes to complete exercise

Listen again and check answers

Create a summary of the steps in own words

Listening Skill, pg. 67

Discuss digress / digression

Activity D & E, pg. 67

Activity F, pg. 67---Make a T-chart and discuss #2

Examples of situations where digressions are not appropriate?

(job interviews, important meetings, timed speeches)

Speaking

Grammar, passive voice—pg. 68

[PowerPoint](#) & [handout](#)

[Active & Passive Voice with Dr. Seuss](#) Task Cards

Activity A, pg. 68

[Active & Passive Voice Board Game](#)

Speaking skill, answering questions effectively—pg. 69

Other examples of ways to ask for clarification?

Come again? What do you mean by...? I didn't understand.

Can you say that again?

Other examples to confirm understanding?

If I understand you correctly; I see, so in other words

Video

Activity A, pg. 72

Activity B & C, pg. 73

Watch the video

Activity D, pg. 73

Activity F, pg. 73

Lesson B

Vocabulary

Activity A, pg. 74

Activity C, pg. 75—class discussion

Vocabulary skill, pg. 74

Listening

Activity A, pg. 76—think, pair, four, share

Activity B, pg. 76

Note-Taking skill

Activity C, pg. 76

Activity D, pg. 77—class discussion

Activity E, pg. 77—think. Pair, share

Speaking

Pronunciation—stress words for emphasis, pg. 78

[Stress It! Card Game](#)

Everyday Language, pg. 78

Activity A & B, pg. 78—class discussion

Homework

1. [Biosphere 2](#) TEDTalk

Unit Five: Making a Living, Making a Difference

Unit Opener

Think and Discuss, pg. 81

Explore the Theme, pg. 82-83

Lesson A

Vocabulary

Go over words from activity A & D as a class, pg. 84

Activity B, pg. 84

Activity C, pg. 84—class discussion

Activity E, pg. 85

Activity F, pg. 85—class discussion

Vocabulary skill, pg. 85; Prefixes and suffixes

[Prefix, suffix roots video](#)

[Most common affixes handout](#)

[Prefix and suffix puzzles level 2](#)

Listening

Activity A, pg. 86

Note-Taking Skill, pg. 86: using abbreviations

Review from unit 1—handout & [Abbreviation / Acronym Translation Game](#)

Activity B, pg. 87

Activity C & D. pg. 87

What's the most interesting thing you've learned?

Speaking

Speaking skill, pg. 88: using numbers & statistics

Variation in how say number

Say oh for zero in number series (zip code, phone number, room number, etc.)

Say zero when talking about math or science

Pronunciation box, pg. 90---commas show how to group numbers

[Place value quiz](#)—use answer key as handout for vocabulary

[Monsters vs. Aliens](#)

[Place Value Mystery Number](#)

Activity B, pg. 88

Activity C, pg. 88

Activity D, pg. 89—class discussion

Activity E, pg. 90

Lesson Task: discussing small businesses

Activity A, pg. 91

Discuss microloans—[Watch: the world of microloans](#)

Video

Discuss vocabulary, pg. 92

Activity A, pg. 92

Activity B, pg. 92—class discussion

Off-the-grid = living without access to electricity; people who choose to live without reliance on public utilities; lifestyle of those who refrain from using electronic devices for a time

***difference between choosing to live off-the-grid and no choice

Watch video

Activity C & E, pg. 93

Critical Thinking, pg. 93—personalizing

Activity F—think, pair, 4, class

Expansion: Your group has just won \$125,000 grant to develop a solution to one of society's most pressing social problems.

What are some pressing problems in society?

What social problem will you address?

What country or region will you focus on?

What is your sustainable solution?

How will you use the \$125,000?

Lesson B

Vocabulary

Go over words in activity A, pg. 94

Activity B, pg. 94

Activity C, pg. 95

Activity D, pg 95—class discussion

Listening

Activity A, pg. 96

Activity B, pg. 96

Listening Skill, pg. 96—compare and contrast

[Venn diagram handout](#)

Activity C, pg. 97

Activity D, pg. 97—class discussion

Speaking

Grammar—indirect questions, pg. 98

When are they more appropriate? (more formal sit, w/strangers)

Activity A, pg. 98

Homework

1. [Microloan TedTalk](#)
2. Edpuzzle: [Prefixes and Suffixes](#)

Unit Six: Design with Purpose

Unit Opener

Think & Discuss

Explore the Theme

Lesson A

Vocabulary

[Context Clue Jeopardy](#)

Activity A, pg. 104—listen and use context clues to define the words

Listening

Activity A, pg. 106—do with partner, check as class

Activity B, pg. 106

Activity C, pg. 106

Activity D, pg. 107

Listening Skill—inferences, pg. 107

Review inference (unit 1)

Verb form = infer, synonyms? (to deduce, conclude, interpret, understand, presume)

Critical Thinking & Everyday Language, pg. 109

Inference video—[Grog, Sheep, Leno, & President Bush Infer](#)

[Inference pictures](#)

[It Might Be...](#)

Activity E, pg. 107

Activity F, pg. 107—class discussion

Speaking

Grammar, pg. 108—comparatives & superlatives

[Handout](#)

Activity A & B, pg. 108

[Big, Bigger, Biggest Board Game](#)

[Comparative and Superlative Adjective Board Game](#)

Speaking Skill, pg. 109

Go over box—specific adjectives = use synonyms

[French Fry Synonyms](#)

[Synonym Puzzles](#)

[Kangaroo Words Game](#)

Activity C

Activity E, pg. 110—class discussion

Activity F, pg. 111

Video

Activity A, pg. 112—vocabulary

Activity B, pg. 112

Watch the video

Activity C, D, E—pg. 113

Activity F, pg. 113—class discussion

Lesson B

Vocabulary

Activity A, pg. 114—use context clues to find answers

Activity B & C, pg. 115

Listening

Activity A, pg. 116—class discussion

Activity B, pg. 116

Note-Taking Skill—Flow Chart, pg. 117

Activity C, pg. 117

Discuss design process and how what we've learned fits

Speaking

Activity A, pg. 118

Homework

1. Design speech: Your speech should be at least 3 minutes in length and you should have a visual of some kind to support your talk.
 - a. Option One: Research a building or object whose design appeals to you. Consider the following questions: Who was the main designer or architect? When was this building or object built? How would you describe its design? Why is it appealing to you?
 - b. Option Two: Choose one type of design from Exercise A on page 106 to learn more about. Research answers to the following questions: What is the purpose of this kind of design? What kinds of products do these designers make or what kinds of services do they provide? What kinds of skills do you need to be this kind of designer? Why is this type of design important?
 - c. Option Three: Think of a website or software application you know well. Talk about how well it matches the five principles of good UX design from page 118. You may use the graphic organizer on page 119 to help you.
2. [Comparatives & Superlatives](#)- Quizizz

Unit Seven: Inspired to Protect

Unit Opener

Think & Discuss, pg. 121

Explore the theme, pt. 122-123

Lesson A

Vocabulary

Activity A, pg. 124

Vocabulary Skill, word maps

[Circle Graphic Organizer](#)

[Master the Term Organizer](#)

Activity C, pg. 125

Activity E, pg. 125—class discussion

Listening

Activity A—pg. 126

Activity B & C, pg. 126

What is environmental fatigue? (own words)

Listening Skill, pg. 127—understanding purpose

Knowing why something is said is just as important as knowing what was said

Explicit vs. implicit

Activity D

Activity E, pg. 127

Speaking

Grammar, Tag Questions, gp. 128

Activity A, pg. 128

Activity B, pg. 129

[Didn't she? She did! Tag question cover up](#)

Speaking Skill, analogies

[Analogies with Grog the Zombie and Sheep](#)

[Teaching analogies PowerPoint](#)

Falling in love is like _____.

The human body is like _____.

Leaving home for the first time is like _____.

Learning English is like _____.

[Analogy types book and worksheet](#)

Activity D, pg. 130

Activity E, pg. 130—Think, Pair, 4

Video

Frequency Adverbs review—[handout](#)

[How often do you?](#)

Activity A, pg. 132

Vocabulary, activity B, pg. 132

Watch video

Activity C & E, pg. 132-133

Activity F & G, pg. 133—class discussion

Lesson B

Vocabulary

Define words using context clues in sentences from Activity A, pg. 134

Activity B, pg. 134

Activity C, pg. 134

Activity E, pg. 135—class discussion

Listening

Activity A, pg. 136—class discussion

Activity B, pg. 136

Activity D, pg. 137

Often end an important point with a tag question before moving on

Homework

1. Environmental Talk—Record yourself (audio or video) answering the questions. Your talk must be at least 60 seconds long.
 - a. Option One: Do you have environmental fatigue? Why or why not? Are you optimistic or pessimistic about the future? Why?
 - b. Option Two: Encourage people to donate to your environmental non-profit. Look at page 131, activity B for specifics (your talk only needs to be at least 1 minute long, not 3).
 - c. Option Three: Choose one of the four young people mentioned in the listening from pages 136-137 to research. Find out what the person has done recently, including any special conservation efforts and give your report.
 - d. Option Four: Think about the questions in activities B & C on page 138. Prepare a talk giving your answers to those questions

Unit Eight: Traditional & Modern Medicine

Unit Opener

Think & Discuss, pg. 141

Explore the Theme, pg. 142

Cosby Show: [Season 7](#), episode 20 clips—make a list of all the home remedies you hear

Reading: [home remedies](#)

Create a [T-chart](#) comparing and contrasting modern & traditional medicine

Lesson A

Vocabulary

Activity A & B, pg. 144-145

Activity C, pg. 145 #2 & 4—class discussion

Skill—word families, pg. 145

Review prefixes and suffixes

[Prefix & Suffix puzzles 2](#)

Listening

Activity A, pg. 146: consider drug development flow chart & questions

FDA = government org. responsible for safety of food & medicine; regulate new ones

Activity B & C, pg. 146

Speaking

Grammar, adverb clauses—pg. 148

Activity A, pg. 148

Activity B, pg. 148---class discussion

Activity C, pg. 149—class discussion

Activity D, pg. 149

Speaking Skill, pg. 150

CER—claim, evidence, reasoning [graphic organizer](#)

[CER Board Game](#)—use reason phrase in answer

[Making Polite Suggestions Game](#)—“You have a cold, because of this you should...”

Activity G, pg. 150—class discussion

Video

Activity A, pg. 152—class discussion

Activity B, pg. 152—go over voc & do

Activity C & D, pg. 153

Activity E, pg. 153 #2—class discussion

Lesson B

Vocabulary

Activity A, pg. 154—discuss vocabulary

Activity B, pg. 154

Activity C & D, pg. 155

Activity E, pg. 155

Activity F—class discussion

Listening

Bionics Close Reading

From *Inside*, Level B workbook (pg. 132-133), unit 4, [National Geographic Learning](#)

Activity B, pg. 156-157

Activity C, pg. 157

Thesis Statements

[Thesis statement PowerPoint](#)

[How to write a good thesis statement](#)-ThoughtCo.

[Writing Thesis Statements: Explanation and Activity](#)-Video

[Speed Thesis: Can You Write Thesis Statements in 30 Seconds?](#)--video

[CER Board Game](#)—phrase answer as a thesis statement

Homework

1. [Bionics TEDTalk](#)- Human Exoskeletons, listen and answer questions
2. Medicine Talk: Prepare a speech of 2-3 minutes in length. You must have some form of visual to support your talk. Your speech should include a thesis statement. You may use the graphic organizer to help you prepare but it is not required.
 - a. Option One: Research a home remedy and its effectiveness. Explain the history of it and its use.
 - b. Option Two: Choose a bionic device (skin, eyes, ears, arm, bodies) to research. Explain the history and development of it and its use.
 - c. Option Three: Do you think plant-based medicine is more popular in particular countries or particular regions within a country? Explain where and why.
 - d. Option Four: Research a medical plant. Include: common name & where it's from, main properties or chemicals, what it's used for in traditional & modern medicine
 - e. Option Five: In the video (pg. 152), Dr. Engel says, "Early medicine was based on observing the behavior of sick animals. It's relatively recently that we've stopped looking." What do you think Dr. Engel means when she says "we've stopped looking"? How have medical research and drug development changed in recent years? If humans can learn so much about our health from observing animals, what will happen if most animals become extinct?

Unit Nine: Uncovering the Past

Unit Opener

Think & Discuss

Define CE & BCE

Explore the Theme

Define archeologist

Lesson A

Vocabulary

Activity A, pg. 164

Activity B, pg. 164

Listening

Activity A, pg. 166—class discussion

Activity B, pg. 166

Listening Skill, pg. 167---Pronoun-Antecedent review

Handout and worksheet

Rule 11, pg. 43-44, [Grammar and Punctuation, Grade 6](#), Evan-Moor Corp.

Activity C, pg. 167

Activity D, pg. 167—think, pair, share

Speaking

Grammar—Demonstratives, pg. 168

[Pictures](#) of various people/situations—caption them in some way using demonstratives

Activity C, pg. 169

Video

Activity A, pg. 172—class discussion

Activity B, pg. 172—go over vocabulary & do

Activity C & D, pg. 173

Lesson B

Vocabulary

Activity A, pg. 174

Activity B, pg. 174 #1 & 3

Vocabulary Skill, pg. 175—phrasal verbs

phrasal verbs [PowerPoint](#) and [most common handout](#)

[Oxford Dictionary](#) & [phrasal verb chart](#) on Blackboard

[Phrasal Verb Jeopardy](#)

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

[Phrasal Verb Verb Category Particle Generation](#)

[Phrasal Verb Cover Up](#)

[Phrasal Verb Particle Collection](#)

Activity C, pg. 175

Listening

Activity B & C, pg. 176-177

Critical Thinking—drawing conclusions (inference), pg. 177

Activity E, pg. 177

Activity F, pg. 177—think, pair, four, class

Speaking

Everyday Language, pg. 178

Activity D & E, pg. 178—class discussion

Homework

1. [Demonstratives](#)—Edpuzzle: R7G5 Pronouns Demonstrative Pronouns
2. [Phrasal Verbs](#)—Quizizz

Unit Ten: Emotions and Personality

Unit Opener

Think and Discuss

Explore the theme

Vocabulary: snapshot—short description telling what a place or situation is like at a time

What does the [Gallup Positive Experience Poll](#) measure?

Why do you think the top ten countries listed in the survey results reported more positive experiences than other countries in the world?

Where do you think your home country and the USA would rank?—[World Happiness Report](#)

Lesson A

Vocabulary, pg. 184

[Context Clue Four In A Row](#)

Go over vocabulary words using context to guess definition

Activity C, pg. 185—do in order of words in selection, pg. 184

Listen to the selection, Activity A, pg. 184

Based on listening, do you think facial expressions are universal?

Activity B, pg. 184—class discussion

Activity D, pg. 185

Listening

Photo, pg. 186

Activity A, pg. 186—class discussion

Activity B, pg. 186

Note taking skill, pg. 187 (review, unit 2)

Activity C, pg. 187

Activity D, pg. 187

Speaking

Read the article

Activity A, pg. 188—class discussion

Critical thinking, pg. 188—making judgements

Activity B, pg. 189

Grammar, pg. 189

[Growing Up Board Game](#)

Activity D, pg. 189

Activity F, pg. 190—class discussion---Life before and after the internet

Video

Activity A—vocab, pg. 192

Activity B, pg. 192—class discussion

Activity C & D, pg. 193

Activity E, pg. 193--#3

Lesson B

Vocabulary

Activity D, pg. 195—use order of words in reading on pg. 194

Activity B, pg. 194

Vocabulary skill, pg. 195

[Prefix & suffix puzzles](#)

Listening

Activity A, pg. 196—class discussion

Listening skill, pg. 196

Activity B, pg. 196

Make up own answers, listen, what did the speaker say?

Activity C & D, pg. 196-197

Activity E, pg. 197

Speaking

Activity B, pg. 198

Activity F, pg. 199

In the listening, Alma says that we have to be realistic about the personality changes we want to make. In your opinion, what are some examples of realistic and unrealistic personality changes?

Luis talks about how his grandfather got calmer and more pleasant as he got older. Do you think your personality has changed as you've aged? How? Do you think it'll continue to change?

Speaking Skill, pg. 199

Activity G, pg. 199

Homework

1. Fear Talk—record yourself (video or audio) answering one of the following questions. Your talk must be at least 2 minutes long.
 - a. Think back to the class discussion about learned vs. instinctual fears (Activity A, pg. 186). Choose a learned fear and explain how and from whom someone may learn it.
 - b. Think of something that many people fear. Why do you think it causes so much fear? Do you think it is learned or instinctive?