

**Unit One: Healthy Lives**

**Unit Opener**

Think & Discuss, pg. 1

Global health Security Index—[10 healthiest countries in the world](#) (2021)

Explore the Theme, pg. 2-3

[20 Health tips for 2020](#)—World Health Organization

[27 Health & Nutrition Tips](#)—Health Line

[10 Tips for a Healthy Lifestyle](#)—Medicine Net

**Lesson A**

Vocabulary

Review context clues—handout, pg. 4 [anchor chart](#)

Activity A, Meaning from Context, pg. 4

Activity C, pg. 4

Activity D, pg. 5

Activity E #3, 4, pg. 5

Listening

Activity A, pg. 6

Activity B—predicting, pg. 6

Activity C, pg. 6 (check predictions for B)

Activity D—main ideas, pg. 7

Activity E—details, pg. 7

## Speaking

Pronunciation—final -s sounds

Blue Box, pg. 8

All vowels are voiced= -s endings in words ending with a vowel sound are /z/

Additional syllables can be spoken with schwa sound with /ɪ/ as in hit (teaches)

[How to Pronounce Words Ending in S](#)—good subtitles

[I'm Out! Card Game](#)

Grammar: Frequency Expressions

Blue Box, pg. 8

[Frequency Adverbs poster/handout](#)

Activity C, pg. 9

[How Often Do You? Game/Activity](#)

Activity D, pg. 9

Important to give advice politely—especially about health

[Polite Suggestions with Modal Verbs Game](#)

## **Video**

### Before Viewing

Activity A, class discussion—difference between modern & traditional medicine

Vocabulary, Activity B, pg. 12

Activity C, class discussion, pg. 13

### While Viewing

Activity D, main ideas, pg. 13

Activity E, details, pg. 13

## **Lesson B**

### Vocabulary

Activity A—vocabulary from context, pg. 14

Activity B, pg. 14

Skill—meaning from context (give examples), pg. 15

#### [Contranym Context Clues Game](#)

Activity C, pg. 15

### Listening

Activity A, pg. 16

Activity B—main ideas, pg. 16

Activity C—note taking, pg. 16

Activity D—interpreting a bar graph, pg. 17

Activity E #3

### Speaking

Skill—keeping a conversation going, pg. 18

\*avoid yes/no questions and ask Wh- questions

[Picture Prompts](#)—question version: expanding conversation twist

Student A states a sentence about the picture.

Student B rolls the die and asks student A a question w/question word

Student A answers the question, rolls, and moves

## **Homework**

1. TED Talk—[Got a Meeting? Take a Walk](#) listening comprehension

**Unit Two: Technology Today and Tomorrow**

**Unit Opener**

Think & Discuss, pg. 21

[25 Most Popular Mobile Games of the Decade](#)—Newsweek, 2021

Explore the Theme, pg. 22

[10 Best Examples of How AI is Already Used in Our Everyday Life](#)—Forbes, 2019

**Lesson A**

Vocabulary

Context Clue Practice

[Whatchamacallit? Board game](#)

Activity A, pg. 24—meaning from context

Activity B, pg. 25

Activity D, pg. 25

Collocations, pg. 25

Handout of most common from [English Post](#)

[How to Use Collocations video](#)

Activity E, pg. 25

Listening

Skill—using abbreviations, pg. 27

Discuss difference between abbreviation and acronym

[Helpful Abbreviations Handout](#)

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

Activity A, pg. 26—prior knowledge

#1—[The Top 10 Most Popular Search Engines in the World](#), 2022

#2—[18 Amazing Online Shopping Statistics 2022](#)

[Online Shopping Statistics You Need to Know in 2022](#)

Activity B—Main Ideas, pg. 26

Activity C—Note Taking, pg. 27

Speaking

Action vs. Nonaction (Stative) Verbs, pg. 28

Activity A, pg. 28

Speaking Skill—Giving Reasons, pg. 29

Activity C, pg. 29

[CER Board Game](#)—state opinion & give a reason for it

**Video**

Before Viewing

Activity A, pg. 32—class discussion

Vocabulary—go over the words

Activity B, pg. 32

Activity C, pg. 33

While Viewing

Activity D—Details, pg. 33

Activity E—Details, pg. 33

After Viewing

Activity F—class discussion

Are there any ways that robots and artificial intelligence make our lives worse?

(homework connection)

**Lesson B**

Vocabulary

Activity A—meaning from context

Activity B, pg. 35

Activity C, pg. 35

Activity D, pg. 35

[Primary energy consumption worldwide in 2020](#)

## Listening

Activity A, pg. 36

[Mr. Trash Wheel has collected over a million pounds of garbage from the Harbor](#)[Solar Powered Water Wheel Can Clean 50K Pounds per day video](#)

Activity B, pg. 36

Define infographic

Activity C, pg. 37—main ideas

Activity D, pg. 37—details

## Speaking

Everyday Language, pg. 38—giving advice

Be polite &amp; give a reason

[CER Board Game](#)—state opinion & give a reason for it[Making Polite Suggestions Game](#)—be sure to give a reason for advice

Pronunciation, pg. 39—stressed content words

Content words—main verbs, nouns, adj, adv, negatives, ? words, interjections (stressed)

function words—articles, conjunctions, prepositions

[Stress & Rhythm in English Pronunciation](#) Elemental English video

Activity D, pg. 39

[Clip It Or Pass It](#)--Clip content words above word, function words below**Homework**

Speech 1—Technology Speech: choose one of the following to prepare and give an oral presentation about. Your presentation must be at least 3 minutes in length. Visuals are encouraged but not required

- a. Would you own a self-driving car? Why or why not? Use the information and questions in the lesson task on pages 30-31 to help inform and guide your presentation preparation.
- b. Should scientists continue to develop robot artificial intelligence? Why or why not? Use information from the unit, as well as the attached readings to help inform your presentation. NewsELA articles: "[Sophia, the Robot Says AI is Good for the World](#)", "[Escape from Russian lab: Robot Enjoys Brief Freedom](#)"
- c. Do humans need to fear losing their jobs to robots? Why or why not? Use information from the unit, as well as the opinions presented in the attached TED Talks, to help inform your presentation. TED Talks: [Are droids taking our jobs?](#) And [The key to growth? Race with the machines.](#)

**Unit Three: Culture and Tradition**

**Unit Opener**

Think & Discuss, pg. 41

Explore the Theme, pg. 42-43

[Wedding Gift Etiquette is Confusing](#)—Real Simple

[American gift-giving customs](#)

**Lesson A**

Vocabulary

Context Clue Review/Practice

[Context Clues Jeopardy](#)

Activity A, pg. 44

Activity B, pg. 44

Activity C, pg. 45

Listening

Prior Knowledge—Activity A, pg. 46

Main Ideas—Activity B, pg. 46

Details—Activity C, pg. 47

Making Inferences

Discuss difference between inference & observation

[Inference pictures](#)

[It Might Be... Game](#)

Activity D, pg. 47

Activity F, pg. 47 #2

## Speaking

Asking for Clarification, pg. 48

Activity A, pg. 48-49

Past Continuous, pg. 49

Activity D, pg. 50

[Why in the World? Board Game](#)

[What were you doing...? Cover Up Game](#)

[Past Continuous World History BCE Board Game](#)

## **Video**

### Before Viewing

Activity A, pg. 52—meaning from context

Activity B, pg. 53

Activity C, pg. 53—personalizing—[25 Best Things about the United States of America](#)

### While Viewing

Activity D, pg. 53—main ideas

Activity E, pg. 53—details

## **Lesson B**

### Vocabulary

Activity A, pg. 54—meaning from context

Activity B, pg. 54

Skill—Keeping a Journal, pg. 55

Consider using a binder so you can alphabetize the words and add as needed

[Vocabulary World Circle Graphic Organizer](#)

[Master the Term Vocabulary Graphic Organizer](#)



## Listening

Skill: Asking Questions While Listening, pg. 57

Review Question Words—[Question Word Notes](#)

[Picture Prompts Board Game](#): Question Words Version

Activity A, pg. 56—prior knowledge—[Balkan Gypsy Music](#)

Activity B, pg. 57—note taking

Activity C, pg. 57—main ideas

## Speaking

Review from unit two: content vs. function words

Content words—main verbs, nouns, adj, adv, negatives, ? words, interjections (stressed)

function words—articles, conjunctions, prepositions

[Function Words—American English pronunciation + Intonation](#) video

Pronunciation, pg. 59: Reduced Function Words

Reductions happen a lot in casual speech, but they also happen in more formal settings

[Reduction in Presidential Speeches](#) video

Activity D, pg. 59

## **Homework**

TED Talk listening comprehension: [Who Counts as a Speaker of a Language?](#)

## **Unit Four: A Thirsty World**

### **Unit Opener**

Think & Discuss, pg. 61

Explore the Theme, pg. 62-63

[Virtual Water: All You Need to Know](#) video

[The Global Water Crisis: How Much Water Do We Really Use Everyday?](#) Video

### **Lesson A**

#### Vocabulary

Context Clue Review & Practice [Context Clues Four in a Row Game](#)

Activity A, pg. 64

Activity B, pg. 64

Vocabulary Skill, pg. 65: Suffixes

Review prefixes & suffixes and what they do for words

Handout of the [most common prefixes and suffixes](#)

[Prefix & Suffix Puzzles](#), level 1

Activity E, pg. 65

#### Listening

Activity A, pg. 66—prior knowledge

Activity B, pg. 66—main ideas

Activity C, pg. 67—note taking

Activity D, pg. 67—analyzing

## Speaking

Grammar: Active and Passive Voice, pg. 68

[Active and Passive Voice Tutorial](#) PowerPoint

[Active and Passive Voice Handout](#)

Activity A, pg. 68

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

[Active & Passive Voice Board Game](#)

Pronunciation: Suffixes and syllable stress, pg. 69

[Accent's Way English with Hadar](#) –video (good subtitles online)

Activity D, pg. 69

## **Video**

### Before Viewing

Activity A, pg. 72

Activity B, pg. 72--predicting

### While Viewing

Activity C, pg. 73

Activity D, pg. 73—details

### After Viewing

Activity E, pg. 73 (use of passive)

**Lesson B**

Vocabulary

Activity B, pg. 74—meaning from context

Activity C, pg. 75

Activity E, pg. 75—interpreting a map

Listening

Activity A, pg. 76

Activity B, pg. 76—main ideas

Activity C, pg. 77—problems & solutions

Speaking

Skill: giving your opinion, pg. 78

Remember: it is important to give a reason for your opinion

Activity B, pg. 78-79

[CER, The Board Game](#)—use a phrase from the box to begin statement and give a reason

**Homework:**

Give an oral presentation of at least 3 minutes, including visuals, about one of the following topics:

1. Present a clean water device. Use the lesson task information (and your own research) and directions on pages 70-71 in your textbook to help guide your preparation.
2. Describe your day in terms of virtual water. Create a presentation that shows an average day in your life and discusses how much water each activity in your day consumes. You may use the infographic on pages 62-63 in your book, the videos we saw in class, and your own research to inform your presentation.
3. Do a little more research about dam-release rafting. Use the information you learn, and the information from the unit video (pg. 72-73), to prepare a presentation about this sport. Also answer the questions presented in activity G on page 73.

**Unit Five: Inside the Brain**

**Unit Opener**

Think & Discuss, pg. 81

Explore the Theme, pg. 82-83

[A Workout for Your Brain](#)—Harvard Health Publishing

**Lesson A**

Vocabulary

Activity A, pg. 84—meaning from context

Activity B, pg. 84-85

Parts of Speech review: nouns, verbs, adjectives

Review what each major part of speech is/does (noun, verb, adjective, adverb...)

[Parts of Speech Match Up Cards](#)

[Parts of Speech Land](#)

Activity C, pg. 85

[Noun, Verb, or Adjective? Stress It!](#) Card game

Listening

Activity A, pg. 86—predicting

Activity B, pg. 86—main ideas

Activity C, pg. 87—details

## Speaking

Infinitives after verbs, pg. 88

[The Infinitive Reference Sheet](#)

[Infinitives to Indicate](#) music video

[Verbs commonly followed by infinitives](#) handout

Activity A, pg. 88

[Infinitive Four In A Row Game](#)

Pronunciation: Linking, pg. 89

Linking—connecting of words; allows us to speak more quickly

Makes it hard to distinguish words and thought groups

Sounds sometimes changed based on what they are linked to

This is not “lazy” speaking, it is natural and normal

Important for understanding others & sounding more natural

[Linking & Connected Speech](#) video

Activity D, pg. 89

Making Suggestions with modals, pg. 89

Review modal verbs: [Modal Axillary Verbs PowerPoint](#)

Print slide 4 as a handout

Activity F, pg. 90

Lesson Task, Activity A, pg. 90-91

[Making Polite Suggestions game](#)

## **Video**

### Before Viewing

Activity A, pg. 92—vocabulary

Activity B, pg. 92—analyzing

### While Viewing

Activity C, pg. 93—main ideas

Activity D, pg. 93—details

**Lesson B**

Vocabulary

Skill: context clues, pg. 95

Handout from unit one—types of context clues

[Whatchamacallit?](#) Game

Activity A, pg. 94—meaning from context

Activity C, pg. 95

Listening

Activity A, pg. 96 #1—difference between short & long-term memory

Activity B, pg. 96—main ideas

Activity C, pg. 96—details

Activity D, pg. 97—steps in a process

Activity F, pg. 97—reflecting

**Homework**

TED Talk listening comprehension: [How Technology Changes Our Sense of Right and Wrong](#)

**Unit Six: Let's Eat!**

**Unit Opener**

Think & Discuss, pg. 101

Most popular foods from various countries—make a guessing game in PowerPoint

[Most Popular Food from Different Countries Around the World](#)

Explore the Theme, pg. 102-103

What are the most popular foods in the world?

[10 Most Popular Foods in the World](#)—2022

**Lesson A**

Vocabulary

Activity A, pg. 104—go over definitions

Activity B, pg. 104

Activity C, pg. 105

[My Plate Quiz](#)—how healthy is your diet really?

Activity D, pg. 105 #1—[My Plate](#) resources (graphics, videos, etc.)

How does religion impact diet?

[World Religions, Food Practices & Restrictions, Rational chart](#)

Listening

Skill: numerical data

Place value helps us to read/understand numbers—[place value quiz](#) handout

[Place Value Mystery Number Cards](#)

Activity A, pg. 106—prior knowledge

Activity B, pg. 106—main ideas

Activity D, pg. 107—numerical data

Activity E, pg. 107, #3, 5

5—use charts from [What's on your table?](#) to see how American diet has changed



## Speaking

Real Conditionals: present & future (zero & first), pg. 108

[Conditionals reference chart handout](#)

Activity A, pg. 108—use words/phrases to make complete sentences

Activity C, pg. 109—finish the statements

[Connected Conditionals game](#)—zero and first version

Pronunciation: intonation

Intonation--the fluctuation of one's voice as you speak

[Introduction to Intonation](#) video

Intonation: finished & unfinished sentences, box, pg. 110

Activity E, pg. 110

Intonation Conveys meaning—Change the intonation, change the meaning

If you don't get the intonation correct, people may misunderstand you.

["I'm Sorry" Practice Intonation with The Big Bang Theory](#)

Big Bang Theory, season 3, ep. 10, 14:36-15:39—Sheldon teaches Penny physics

## **Video**

Before Viewing

Activity A, pg. 112—[15 Delicious Dishes You Can't Leave Oaxaca Without Trying](#)

While Viewing

Activity D, pg. 112—details

Activity E, pg. 113—details

After Viewing

Activity G, pg. 113—conditionals

## **Lesson B**

### Vocabulary

Context Clue Review/Practice—[Context Clue Four In A Row](#)

Activity A, pg. 114

Activity B, pg. 115

Parts of Speech review: blue box on pg. 115 & unit 5

Review what each major part of speech is/does (noun, verb, adjective, adverb...)

[Parts of Speech Match Up Cards](#)

[Clip It or Pass It activity](#)

Activity D, pg. 115

### Listening

Activity A, pg. 116

Activity B, pg. 117—note-taking

Activity F, pg. 117—group discussion

### Speaking

Activity A, pg. 118

[\\$100 Food Truck Challenge](#) video

Activity B, pg. 118

Activity C, pg. 119

## **Homework**

Oral Presentation: healthy diets—prepare an oral presentation of at least three minutes in length on the topic of healthy eating. You may choose one of the following options:

1. Choose a type of diet (vegetarian, flexitarian, omnivorous, vegan...). Describe the diet and analyze its advantages and disadvantages for one's health.
2. Use the resources from My Plate and other sources to prepare a presentation for either children, teenagers, or adults (specify your audience before beginning) about the government's recommendations for a healthy diet.
3. Many people are busy and do not always have time to cook. Research some meal deliver programs (such as Blue Apron, Hello Fresh, Every Plate, etc.) and compare/contrast them. End with your recommendation for which is the best and why you believe this.
4. Eating out is a popular option but often seen as unhealthy. Is it possible to eat healthy and eat out regularly (at least 3-4 times a month)? If so, how? If not, what do you recommend instead?

**Unit Seven: Our Active Earth**

**Unit Opener**

Think & Discuss, pg. 121—[Volcano 101 video](#)

Explore the Theme, pg. 122-123—[Earthquake 101 video](#)

**Lesson A**

Vocabulary

Context Clue Practice—[Whatchamacallit game](#)

Activity A, pg. 124

Activity B, pg. 125

Activity C, pg. 125

Listening

Activity A, pg. 126—interpreting a map

Activity B, pg. 126—main ideas

Activity C, pg. 127—note-taking

Speaking

Using Transitions, pg. 128

[One page list of transitions handout](#)

Activity A, pg. 128

Gerunds as subjects & objects, pg. 129

[Intro to gerunds & gerund phrases PowerPoint](#)

[House of -ing handout](#)

Activity C, pg. 130

Gerund vs. Infinitive (infinitives: unit 5)

[When to Use gerunds & Infinitives: 5 Simple Rules](#)

[Gerund or Infinitive? task cards](#)

Lesson Task, Activity A, pg. 130-131

**Video**

Before Viewing

Activity A, pg. 132—vocabulary/diagram

Activity B, pg. 133—prior knowledge

While Viewing

Activity C, pg. 133—details

Activity D, pg. 133—inferences

**Lesson B**

Vocabulary

Activity A, pg. 134—meaning from context

Activity B, pg. 135

Activity C, pg. 135

Skill: Affect vs. Effect, pg. 135

[Affect vs. Effect handout](#)

Activity D, pg. 135

Listening

Activity A, pg. 136—predicting

Activity B, pg. 136—main ideas

Activity C, pg. 136—details

Activity D, pg. 137—transitions

## Speaking

Pronunciation—syllable number and stress review (unit 4), pg. 138

Why important to perceive and produce correct # of syllables?

Might miss presence of weak, unstressed syllables (center vs. senator)

Important to know which endings are sounds (liked) and which are syllables (waited)

[Divide the Word Syllables Task Cards](#)

[Syllables Mystery Picture](#)—extra practice, online

Why important to get correct stress?

Help listeners identify the words they hear

Tip-off to where words begin and end in speech stream

[Pronounce English words correctly-word stress-syllables video](#)

Activity A, pg. 138

The stress can change the word—present (n) vs. present (v)

[Engvid list of 35 words](#)

[English words that change their meaning depending on stress placement](#)

[Noun, Verb, or Adjective? Stress It! Card Game](#)

## **Homework**

Oral Presentation: Natural Disasters

Choose another natural disaster to research. You may not do volcanos or earthquakes, there is a list of possibilities in activity A on page 140 of your book. Create an oral presentation of at least three minutes in length about the natural disaster. Use the questions in activity D on page 140 of your book to help guide your preparation. Your presentation must include visuals of some sort.

**Unit Eight: Wonders from the Past**

**Unit Opener**

Think & Discuss, pg. 141

Answer the same questions for Stonehenge photo

Explore the Theme, pg. 142-143

**Lesson A**

Vocabulary

Activity A, pg. 144—meaning from context

Activity B, pg. 145

Skill—antonyms (also review what synonyms are)

Activity D, pg. 145

[Kangaroo Words](#)—synonyms, antonyms, and context clues game

Listening

Activity A, pg. 146—prior knowledge

[Uxmal, Mexico 4K video](#) (no narration)

[Ancient City of Uxmal, virtual reconstruction video](#) (no narration)

Activity B, pg. 146—main ideas

Activity C, pg. 147—details

Review question words (unit 3)

[Question Land game](#)

Activity D, pg. 147

Speaking

Pronunciation: Question Intonation, pg. 148

[Question Intonation – One Easy Tip to Remember](#)

Activity A, pg. 145

[Picture Prompts](#)—question word version—concentrate on intonation

Grammar: Passive Voice with the Past (review active/passive voice from unit 4), pg. 149

Activity D, pg. 149

[Active & Passive Board Game](#)—concentrate on passive and make sentences past tense

## **Video**

### Before Viewing

Vocabulary—go over definitions for words in Activity A

Activity A, pg. 152

Activity C, pg. 152-153—inferences

### While Viewing

Activity D, pg. 153—main ideas

Activity E, pg. 153—details

## **Lesson B**

### Vocabulary

Activity A, pg. 154—meaning from context

Activity B, pg. 155

Activity C, pg. 155

Activity D, pg. 155 #2—[Explore Ancient Egypt](#) (virtual tour of a pyramid)

### Listening

Activity A, pg. 156—class discussion; read the notes—what’s good/bad about them?

Activity B, pg. 156—main idea

How do the notes in Activity A look now? What’s good/bad about them?

Activity C, pg. 157—note-taking

### Speaking

Summarizing, pg. 158

Activity A, pg. 158

Activity B, pg. 158

Activity C, pg. 158

Discuss [matchbox summaries](#)

Summaries are easy when you have unlimited words/space

Difficult to get the most important things into a short amount of space

Watch [How to Write a Better Summary](#)

Challenge: write a summary of the video in 25 words or less (3 passes, not days)

### **Homework**

TED Ed. [Hidden Treasures of Timbuktu](#) listening comprehension

Write a 25 word (or less) summary of the main idea and important details. Then answer these questions:

1. Why did Timbuktu's location make it a target for conquerors?
2. Why do you think the texts were in such high demand?
3. What threat did the scholars and their libraries pose for the Moroccan king?
4. To whom do you think the remaining ancient texts belong? The people of Mali, the descendants of the original purchasers? Someone else? Support your opinion with reasons and evidence.



## **Unit Nine: Species Survival**

### **Unit Opener**

Think & Discuss, pg. 161

Species- a group of living things that can mate with one another but not others

Explore the Theme, pg. 162-163

Adaptation- a characteristic developed by a plant or animal to help it survive

Types of Adaptations- [Amazing Animal Adaptations](#) (pg. 2)

Examples: [15 Unique Examples of Animal Adaptations](#)

Why animals adapt- [Animal & Plant Adaptations for Kids](#)

### **Lesson A**

Vocabulary

Context Clue Review/Practice—[Context Clue Four In A Row](#)

Activity A, pg. 164

Activity B, pg. 164

Activity C, pg. 165

Listening

Activity B, pg. 166—main ideas

Activity C, pg. 167—details

## Speaking

Activity A, pg. 168 (syllable review, unit 4 & 7)

Pronunciation: stress in multi-syllable words, pg. 168

Strongest syllable; longer, clearer, louder, and higher

3+ syllable words often have 3 levels of stress: strong/primary, light/secondary, none

[Word Stress and Three Syllable Words](#)—American English, Rachel's English

Activity B, pg. 168

Activity C, pg. 168

Cause & Effect, pg. 169

[Childhood Troubles Cause & Effect Cover Up Game](#)—identify cause and effect

[The Day Jimmy's Boa Ate The Wash](#) – identify cause & effect in larger text

[Read & outline cause and effect chain](#) in groups

[Cause & Effect Pictures](#)—talk about causes and effects

Activity E, pg. 169

## Video

### Before Viewing

Activity A, pg. 172—vocabulary from context

Activity B, pg. 172

### While Viewing

Activity C, pg. 173—main ideas

Activity D, pg. 173—details

## **Lesson B**

### Vocabulary

Skill: identifying the correct definition, pg. 175

Activity D, pg. 175

[Contranym Context Clues](#) game

Activity A, pg. 174—meaning from context

Activity B, pg. 175

### Listening

Activity A, pg. 176—prior knowledge

[Species Directory](#)—WWF: endangered, threatened, and vulnerable species list

Activity B, pg. 176—main ideas

Activity C, pg. 177—details

### Speaking

Phrasal Verbs, pg. 178

Resources: [Phrasal Verb Chart](#) and [Oxford Phrasal Verb Dictionary](#)

Songs: Fluency MC—[That's What's Up](#) and [Turn It On](#)

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

[Phrasal Verb Cover Up Game](#)

[Phrasal Verb Jeopardy](#)

[Phrasal Verb: Verb Category Particle Generation \(Scattergories\)](#)

[Phrasal Verb Particle Collection Card Game](#)

Activity D, pg. 179

## **Homework**

Oral Presentation: Life Lesson--Use the directions and prompts in the Lesson Task on page 171 to help you prepare an oral presentation of at least 3 minutes in length about a life lesson you have learned.

## **Unit Ten: Entrepreneurs and Innovators**

### **Unit Opener**

Think & Discuss, pg. 181

Entrepreneur- a person who organizes and operates a business or businesses, taking on greater than normal financial risks in order to do so

Innovator- a person who introduces new methods, ideas, or products

Explore the Theme, pg. 182-183

What do you think are the greatest inventions in history?

[The Greatest Inventions in the Past 1,000 Years](#)—OSU eHistory

[The 10 Inventions That Changed the World](#)—Live Science

### **Lesson A**

Vocabulary

[Context Clue Jeopardy](#)

Activity A, pg. 184—meaning from context

Activity B, pg. 184-185

Skill: adjectives & adverbs

Activity D, pg. 185

Commonly confused words: good vs. well

[Good vs. Well quadruple play activity](#)

Listening

Skill: fact vs. opinion, pg. 186

[Fact or Opinion Ice Cream Sort Activity](#)

Activity B, pg. 186—main ideas

Activity C, pg. 187—details

Review (unit 2 & 4): when giving your opinion, it's important to give a reason

Activity E, pg. 187—class discussion

[The CER Board Game](#)

Speaking

Grammar: the present perfect, pg. 188

[Presenting Perfectly Grammar Rap](#)—Fluency MC

Activity A, pg. 188

[Present Perfect Pronoun Pursuits Game](#)

[Present Perfect Cover Up Game](#)

Pronunciation: Thought Groups, pg. 189

[Thought Groups & Pausing in Spoken English](#)

Punctuation is powerful examples: (Thought groups = oral punctuation)

I'm giving up eating chocolate for a month.

I'm giving up. Eating chocolate for a month.

Punctuate these sentences:

Hunters please use caution when hunting pedestrians using walking trails

Rachel Ray finds inspiration in cooking her family and her dog.

He is a husband and father of three school-age children.

Activity C, pg. 189

Did you know: more than one way to divide a sentence, but there are incorrect ways.

Remember: incorrect divisions inhibit meaning: [Eats, Shoots & Leaves](#)

Read each sentence (without showing it), allow students to guess meaning

Show sentences & discuss how the pauses (commas) affect meaning

[Proverbs from Around the World](#)—practice reading them with correct thought groupings

Skill: Rephrasing, pg. 190

[Paraphrasing Practice PowerPoint](#) = how to paraphrase

[Informational Text Paraphrase Warm Up](#) = practice

Activity D, pg. 190

Activity E-F, pg. 190-191

## **Video**

### Before Viewing

Activity A, pg. 192

### While Viewing

Activity B, pg. 193—main ideas

Activity C, pg. 193—details

## **Lesson B**

### Vocabulary

Activity A, pg. 194—context clues

Activity B, pg. 194

Activity C, pg. 195

### Listening

Activity A, pg. 196

Activity B, pg. 197—main ideas

Activity C, pg. 197—details

Activity D, pg. 197—ranking: \*be sure to explain why you ranked as you did

### Speaking

Grammar: Infinitives to Show Purpose

Review infinitives (unit 5)

Activity A & B, pg. 198

[Escape! The Infinitive Grid game](#)

## **Homework**

TED Talk Listening Comprehension: [Five Ways to Kill Your Dreams](#)