

### Unit 00 Welcome

#### Dictionary—Introductions

Activity A-C, pg. 2

Activity D-E, pg. 3

Pronouns, Activity F, pg. 3

[Pronoun Quick Reference Sheet](#) **handout**

[Subject Pronoun Practice](#)—**Family Pronoun Noun Covers** ([blog post](#))

#### Word Builder—Introductions

Activity A, pg. 4

Activity B, pg. 4

[Subject Pronoun Practice](#)—**Task Cards** ([blog post](#))

Write on the board: “What is his/her name?” “Where is he/she from?” “His/her name is \_\_\_\_\_, and he/she is from \_\_\_\_\_.”

Famous people conversation practice—give each student a **picture of a famous person** (use the file famous people are from). Ahead of time, fold the name and country up so students will be able to read it while showing the picture to a classmate. Have students circulate and ask one another: “What is his/her name?” and “Where is he/she from?” Students should answer: “His/her name is \_\_\_\_\_, and he/she is from \_\_\_\_\_.” You can also review the alphabet by having students complete the **famous person names and origins graphic organizer**. If you are doing this, also write on the board the question, “How do you spell that?”

## Active Grammar—Simple Present of Be

[Conjugation of Be](#) [handout](#), pg. 5

Activity A & B, pg. 5

Activity A & B, pg. 6

Activity C & D, pg. 7—replace with a contraction

be sure to point out contraction form on handout

Activity E, pg. 7          partner A = even          partner B = odd

Activity F, pg. 7

Choose 1-2 activities to practice present tense to be—encourage use of contractions

Directions for each activity in individual files

- a) [Spin, Conjugate, and Make a Sentence](#)—requires [CD spinner stands](#)
- b) [Present Tense To Be: But Which One? Task Cards](#)
- c) [Present Tense To Be: Hungry! Task Cards and Game](#)
- d) [Present Tense To Be: Mystery Picture Color-By-Sentence](#) (good for homework)

## Active Grammar—Questions with Be

Discuss the format of yes/not questions in the simple present tense

[Simple present tense handout](#)

Activity A, pg. 8          partner A = #1-5          partner B = #6-10

Activity B-C, pg. 8, 9

Activity D—play [Picture Prompts Board Game](#) ([blog post](#))

Ask yes/no questions about each picture.

## The Big Picture

Activity A-C, pg. 10, 11

Activity D—Have students use [class introductions organizer](#) & interview everyone

Extension: complete a sample school registration form—one is in the unit folder

Reading

Activity B, pg. 12

My Classroom Expectations, pg. 12

Writing Our Stories

Activity A-C, pg. 13, 14

Capitalization of proper nouns, pg. 14

[What Needs A Capital Letter](#) [handout](#)

[Common/Proper](#) [handout](#) & [Slap Game](#) ([blog post](#))

Activity D, pg. 14

English In Action

Activity A-B, pg. 15

Discuss and distribute (digitally) the [PDFs with links](#) to help students ([blog post](#))

Activity C, pg. 15

Activity A-B, pg. 16

**Unit 01 My School**

## Dictionary—Inside the Classroom

Activity A, Vocabulary, pg. 18

Use the sort cards and other activities from the [School Supplies Vocabulary Bundle](#) to practice the vocabulary for this section. Choose multiple activities.

- **Sort Cards**—match the picture to the term
- **Clip Cards**—place a **clothes pin** on the term for the center picture
- **Match Up Cards**— use the **match up boards** and **rubber bands** to match the picture to the term
- **Magnet Spelling**—use **alphabet magnets** to spell the words for the pictures
- **CD Spinner**— use the **CD Spinners** for this game. The student spins, names the word, and spells the word to gain a point
- **Guess the Word PowerPoint Game**—whole class practice, directions in file

## Word Builder

Activity A-C, pg. 19

## Active Grammar—Singular &amp; Plural Nouns

Articles, pg. 20—discuss a vs. an

Activity A, pg. 20

Play 1-2 of the games:

[A or An Card Games](#)

[A or An Sliding Sorts](#) (blog post)

Plural Noun Spelling Rules, pg. 20

[Plural Noun Rule Chart](#)—handout

Activity B, pg. 20

Practice by playing a game or two:

[Fishing for Plural Nouns](#)—this game practices spelling plural nouns & requires fishing “ponds” (oatmeal or other round containers that have been spray painted blue)

[Escape the Irregular Plural Noun Grid](#)—requires dry erase markers

[Irregular Plural Noun Clash](#)—[blog post](#) with full directions

Discuss the pronunciation of the final -s/-es; pg. 21

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

Additional syllables can be spoken with schwa sound with /l/ as in hit (teaches, offices)

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

Practice with a game or two:

[Final -s/-es Pronunciation Spoons Game](#)—requires spoons

[Y'm Out!](#)—includes collective nouns, may be too difficult for this level

[Final -s/-es Sliding Sorts Game](#)—[blog post](#) with full directions

Activity C-D, pg. 21

Activity E, pg. 21

Active Grammar—There is/are

Affirmative/Negative rules, pg. 22

Review present tense to be (unit 1) with a game or two

[Spin, Conjugate, and Make a Sentence](#)

[Present Tense To Be: In Touch Board Game](#)

[Present Tense To Be: Am, Is Are Triple Play](#)

Activity A-B, pg. 22

Question form, pg. 23

Activity A, pg. 23

Activity B—ask and answer the questions

Partner A = odd (3, 5, 7)

Partner B = even (2, 4, 6)

Dictionary—Inside the School Building

Activity A-C, pg. 24-25

In vs. On: In=room, On=floor

Activity D, pg. 25

## The Big Picture

Activity A-C, pg. 26-27

Review question words: [Question Word Bundle](#)

- [Question Words Foldable Notes Handout](#)
- Use the [match up boards & Question Word Match Up Cards](#) to practice question words
- Beach Ball Questions—write question words on [beach ball](#), toss, ask question, toss, answer question & ask new question; [blog post](#) with full directions
- [Escape the Question Grid](#)—you'll need [dry erase](#) markers for this game
- Interrogative Images—this can be done [digitally](#) or on [paper](#), whole class or in pairs/small groups; have students write at least one question about the picture for each question word listed.
- [Question Land Board Game](#)—this game is played similarly to Candy Land
- [Picture Prompts](#)—question version
- [Family Questions Game](#)—included in Family Relationships Vocabulary Bundle
- [Paint Can Question Words](#)- this activity can be challenging but is fun; [the blog post](#) has full directions; a digital alternative is [Question Word Mystery Picture Pixel Art](#)

Activity D, pg. 27

## Reading

Activity A, pg. 28

College in the United States, pg. 28

Activity B, pg. 28

## Writing

Activity A, pg. 29

Activity B-D, pg. 29-30---have students write about a school they have attended

Review plural nouns--Practice by playing a game or two:

[Fishing for Plural Nouns](#)—this game practices spelling plural nouns & requires fishing “ponds” (oatmeal or other round containers that have been spray painted blue)

[Escape the Irregular Plural Noun Grid](#) – requires dry erase markers

[Irregular Plural Noun Clash](#)—[blog post](#) with full directions

## English in Action

Activity A-B, pg. 31

## Telling Time

Activity A-C, pg. 32

Review the vocabulary for telling time. Choose a few practice activities to complete. Have students write the time in words, not numbers. (covered in level 1, unit 9)

- **Telling Time Spinner**—use the **CD Spinners** for this game. The student spins the CD and reads the time aloud. If correct, he/she gets a point. The person with the most points wins.
- **Eggcellent Time Skills**—creation directions in Activity Creation Directions folder. Give students a set of separated egg halves. Students match the clock halves with the time halves to form complete eggs.
- **Match Up Time**—use the **match up boards** and **rubber bands** to match the digital times with the words.
- **Angle Time**—the directions for this activity (and included recording sheet) tell students to use a protractor to measure the angle of the clock hands as well as write the time. Do not do the angle measurement part. The best thing to do is simply have students number a blank sheet of paper 1-12 and write the time for each clock on the correct line.
- **Time Zone Differences Practice: What Time Is It In?**—students will already be familiar with time zones. Use this game to help them practice figuring out the correct time and saying times for various places around the USA and the world.



## Unit 02 The Family

### Dictionary

Vocabulary, Activity A, pg. 34 Use the activities from [Family Vocabulary Bundle](#)

**Family Relationships Handout**—print sort cards pages from [vocabulary pack](#)

- **Sort Cards**—match the picture to the term
- **Clip Cards**—place a **clothes pin** on the term for the center picture
- **Match Up Cards**— use the **match up boards** and **rubber bands** to match the picture to the term
- Guess the Word **PowerPoint Game**—whole class practice, directions in file

### Word Builder

Activity A-C, pg. 35

**Family Relationships Grid Conquest Game**—do not use the extended version that includes step-parents/siblings (included in family vocabulary bundle)

### Active Grammar—Possessive Adj.

[Pronoun Quick Reference Sheet](#) (**welcome unit handout**)

Activity A-B, pg. 36

[Possessive Adjectives Four Corners](#) **Activity PowerPoint**

Activity C-F, pg. 36-37

Activity G, pg. 37—use the included **graphic organizer** and have students interview everyone

## Dictionary

Vocabulary, Activity A, pg. 38 practice with activities from [Occupations Vocabulary Activity](#)

[Practice Bundle](#)—choose multiple activities to practice

- [Sort Cards](#)—match the picture to the term
- [Clip Cards](#)—place a [clothes pin](#) on the term for the center picture
- [Match Up Cards](#)— use the [match up boards](#) and [rubber bands](#) to match the picture to the term
- [Magnet Spelling](#)—use [alphabet magnets](#) to spell the words for the pictures
- [CD Spinner](#)— use the [CD Spinners](#) for this game. The student spins, names the word, and spells the word to gain a point
- [Guess the Word PowerPoint Game](#)—whole class practice, directions in file

[Occupations Handout](#)—print cut and paste answer key from [vocabulary pack](#)

Activity B, pg. 38

## Word Builder

Activity A, pg. 39

[Occupations Board Game Activity](#) (included in vocabulary bundle)

Activity D, pg. 39—use the [Family Questions Board Game](#) state a sentence for the card you draw

## Active Grammar—Simple Present

Review the simple present tense—Activity A, pg. 40 & [simple present tense handout](#)

- [Active Pronouns Tenses Board Game](#)—all sentences should be present simple
- [Simple Present Tense Grid Conquest Game](#)—will need [dry erase markers](#)
- [Simple Tense Traveling Pronouns Board Game](#) (more difficult) again, all sentences should be present simple

Activity A-B, pg. 40

Activity C, pg. 40—use [Family Questions Board Game](#) again; answer the questions for each card

Activity D-E, pg. 41

## The Big Picture

Activity A-E, pg. 42-43

[Family Questions Board Game](#)—included in Family Vocabulary Bundle

## Reading

Families, pg. 44

Activity B, pg. 44

## Writing Our Stories

Activity A-B, pg. 45

Answer B from photo/reading in A.

Activities C-D, pg. 45

## Active Grammar—Possessive Nouns

Activity A-B, pg. 46

[Possessive or Contraction? It All Comes Out In The Wash](#) [Sort Activity](#)

English in Action

Activity A-C, pg. 47

Activity A-B, pg. 48

Discuss and distribute (digitally) the **PDFs with links** to help students ([blog post](#))

--these are from unit 00 Welcome

### Unit 03 Home

#### Dictionary

Vocabulary, pg. 50, 52--use activities from [Rooms in a House & Household Items Vocabulary Practice & Review Game Bundle](#)

- **Clip Cards**—place a **clothes pin** on the term for the center picture
- **Sort Cards**—match the picture to the term
- **Match Up Cards**— use the **match up boards** and **rubber bands** to match the picture to the term
- **Magnet Spelling**—use **alphabet magnets** to spell the words for the pictures
- **CD Spinner**— use the **CD Spinners** for this game. The student spins, names the word, and spells the word to gain a point
- **Rooms & Furniture** board game—practice both sets of vocabulary with this game

**Rooms in a House Handout**—Print cut & paste answer key from [vocabulary activities](#)

**Household Items Handout**—Print cut & paste answer key from [vocabulary activities](#)

#### Word Builder

Activity A-B, pg. 51

#### Active Grammar—Prepositions

Discuss that a preposition tells where something is in relation to something else

Use the **preposition word wall cards**—can be given as a handout and/or displayed in classroom

Activity A, pg. 53—label each picture with the correct preposition

Activity B, pg. 53

Choose 1-2 activities to practice prepositions

- **Mousy Prepositions**- you'll need a **toy mouse** and a **box** with a hole cut through it for each group to use while playing
- **Going Buggy for Prepositions**—you'll need a toy bug and a small container for each group to use while playing
- **Picture Perfect Prepositions**—you'll need a list of 5-10 prepositions and some **old magazines** for students to cut
- **Lego Prepositions**—you'll need a good amount of **Legos** for each pair and **picture building directions**

Activity C, pg. 53

## Word Builder

Activity A-B, pg. 54

Activity C, pg. 54

Review that a syllable is a word part with a single vowel sound

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

**Extra Independent Practice:** [Syllables Mystery Picture Pixel Art](#)

Activity E-F, pg. 55

Activity G, pg. 55—bring some [real estate rental ads](#), either from a local paper or a local office

Alternative: use realtor.com or similar site to search online

## Word Builder

Vocabulary, Activity A, pg. 56, choose some activities from the [Community Place Vocabulary Activity Bundle](#) to practice vocabulary:

- [Sort Cards](#)—match the picture to the term
- [Clip Cards](#)—place a [clothes pin](#) on the term for the center picture
- [Match Up Cards](#)— use the [match up boards](#) and [rubber bands](#) to match the picture to the term
- [Magnet Spelling](#)—use [alphabet magnets](#) to spell the words for the pictures
- [CD Spinner](#)— use the [CD Spinners](#) for this game. The student spins, names the word, and spells the word to gain a point
- [Guess the Word PowerPoint Game](#)—whole class practice, directions in file

[Community places handout](#)—print sort cards from [vocabulary activity pack](#)

Activity B, pg. 56

[Occupations Board Game](#)—state the occupation and where the person works.

Activity C, pg. 56—[What Are You Doing At... Board Game](#)—simple present only (voc. Bundle)

### Active Grammar

Activity A-B, pg. 57

**Community Places Task Cards:** [Where Do I Need To Go?](#)

Activity C-D, pg. 58

[Preposition Pictionary](#) **drawing game**

Activity F-G, pg. 59

### The Big Picture

Activity A-E, pg. 60-61

Activity B, pg. 60

Activity C-E, pg. 61

Activity F, pg. 61— Play Directions Around My Town—you'll need a **map of your community, and business cards from local businesses** (alternative: use cards with business names on them) for each group; have students draw a card and ask another student: Where is A+ Plumbing? The other student answers: It's next to the library. Full directions and alternative play options in this blog post: [Where Do I Need To Go?](#)

### Reading

Activity A, pg. 63

Little Havana and Little Saigon, pg. 62

Activity B-D, pg. 63

### Writing Our Stories

Read—Activity A, pg. 64

Activity B-D, pg. 64

### English in Action

Activity A-B, pg. 65

Activity A-C, pg. 66

**Unit 04 A Typical Day**

## Dictionary

Vocabulary, pg. 68

Give each pair of students a set of [daily routine sentence strips](#). Students should work together to put them in sequential order.

## Word Builder

Activity A, pg. 69

## Active Grammar—Present Simple Affirmatives

Present Simple Review (unit 2 review—[Present Simple Tense Chart](#))

Activity A-C, pg. 70

Activity D, Pronunciation of Final S, pg. 71

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

Additional syllables can be spoken with schwa sound with /l/ as in hit (teaches, offices)

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

Activity E, pg. 71

Practice with a game or two:

[Final -s/-es Pronunciation Spoons Game](#)—requires spoons

[I'm Out!](#)—includes collective nouns, may be too difficult for this level

[Final -s/-es Sliding Sorts Game](#)—[blog post](#) with full directions



## Active Grammar—Time Expressions &amp; When

[The At, On, In Time Pyramid Handout](#)—[TEFL.net](#)

[Time Prepositions Board Game](#)—[Teach This](#)

Activity A, pg. 72      Student A= odd      Student B= even

Activity B, pg. 72

Activity C, pg. 73--[Daily Routine Sentence Strips](#) Sequencing Activity

Show the film [Daily Routine](#). It is mostly silent and goes through one young man's daily routine.

The routine is shown multiple times. Students should take notes about what he does.

Students should work with a partner to write sentences describing the routine.

## Active Grammar—Present Simple Negatives

Review the format (included on [Present Simple Tense Chart](#))

Activity A-B, pg. 74

Activity C, pg. 75

Activity D, pg. 75- [Occupations Board Game](#)—[simple present affirmative & negative](#)

Must state 1 thing a person with given occupation does & one thing he doesn't

## Active Grammar—What Time

Review the vocabulary for telling time. Choose a few practice activities to complete. Have students write the time in words, not numbers. (covered in unit 1)

- **Telling Time Spinner**—use the **CD Spinners** for this game. The student spins the CD and reads the time aloud. If correct, he/she gets a point. The person with the most points wins.
- **Eggcellent Time Skills**—creation directions in Activity Creation Directions folder. Give students a set of separated egg halves. Students match the clock halves with the time halves to form complete eggs.
- **Match Up Time**—use the **match up boards** and **rubber bands** to match the digital times with the words.
- **Angle Time**—the directions for this activity (and included recording sheet) tell students to use a protractor to measure the angle of the clock hands as well as write the time. Do not do the angle measurement part. The best thing to do is simply have students number a blank sheet of paper 1-12 and write the time for each clock on the correct line.
- **Time Zone Differences Practice: What Time Is It In?**—students will already be familiar with time zones. Use this game to help them practice figuring out the correct time and saying times for various places around the USA and the world.

Activity A-B, pg. 76

Play **Daily Schedule Game**: When do you \_\_\_\_\_? And What time do you \_\_\_\_\_?

## Active Grammar—Adverbs of Frequency

**Adverbs of Frequency Handout**—[Frequency Adverbs Poster](#)

Activity A, pg. 77

Activity B, pg. 77

[How Often Do You?](#) **Cover Up Game**

## The Big Picture

Activity A-B, pg. 78

Activity C-E, pg. 79

Video & Reading

Activity A, pg. 81

Read Walking, pg. 80

Activity B-E, pg. 81

Writing Our Stories

Activity A, pg. 82

Activity B-D, pg. 82

English in Action

Activity A-C, pg. 83

Activity A-C, pg. 84

Extension: show the **TED Talk** [Got a meeting? Take a walk.](#)

Have students answer the [comprehension questions](#) as they watch.

Discuss the answers after you've viewed the video at least twice; three times is better.

**Unit 05 Airport Jobs**

Dictionary

Activity A-B, pg. 86

Word Builder

Activity A-C, pg. 87

[Occupations Board Game](#)—form sentences that state the job, work location, description

Ex: A chef works in a restaurant and cooks food.

Active Grammar—Yes/No Questions, Present Tense

Form—question & answer, pg. 88—[Present Simple Tense Chart](#)

Activity A-D, pg. 88-89

[Occupations Board Game](#)—[questions version](#)

Answer the question asked by the previous student

Roll & move, ask a yes/no question about the occupation you land on

Activity E-F, pg. 89

## Active Grammar—Present: Wh- questions

Review question words (unit 1): [Question Word Bundle](#)

- [Question Words Foldable Notes Handout](#)
- Use the [match up boards & Question Word Match Up Cards](#) to practice question words
- Beach Ball Questions—write question words on [beach ball](#), toss, ask question, toss, answer question & ask new question; [blog post](#) with full directions
- [Escape the Question Grid](#)—you'll need [dry erase](#) markers for this game
- Interrogative Images—this can be done [digitally](#) or on [paper](#), whole class or in pairs/small groups; have students write at least one question about the picture for each question word listed.
- [Question Land Board Game](#)—this game is played similarly to Candy Land
- [Picture Prompts](#)—question version
- [Family Questions Game](#)—included in Family Relationships Vocabulary Bundle
- [Paint Can Question Words](#)- this activity can be challenging but is fun; [the blog post](#) has full directions; a digital alternative is [Question Word Mystery Picture Pixel Art](#)

Review format, pg. 91—included on [Present Simple Tense Chart](#)

Activity A-B, pg. 91

[Question Land Board Game](#)—try to make questions related to occupations

## Active Grammar—Who Questions

Activity A-B, pg. 92

Activity C, pg. 93—use the [graphic organizer](#) from the unit folder to interview more people

Activity D-E, pg. 93—class discussion

Activity F-I, pg. 94-95

Activity I, pg. 95

Discuss examples of benefits and how in the USA, benefits are not guaranteed & vary

### The Big Picture

Activity A-D, pg. 96-97

Activity E, pg. 97 use the [top 10 job interview questions](#) to practice interviewing

First use the [job interview graphic organizer](#) to make notes about your answers

Take turns practicing interviewing with a partner

Tell your partner your dream job & then answer the questions

Take notes about your partner's answers in the last column of the graphic org.

### Reading

Activity A-D, pg. 98-99

Activity B-D, pg. 99

Extension: print out and bring in several different [job applications](#)

Practice filling them out in class so students know what each section is asking for

[Printable Job Applications](#)

[Job Application Form--Standard](#)

[Employment Application](#)

[Standard Application for Employment](#)

### Writing Our Stories

Activity A-C, pg. 100

English in Action

Activity A-E, pg. 101-102

Look at another example of a pay stub (2 in the unit folder)

Discuss the various sections, abbreviations, and how to read it

Extension: talk about the importance of resumes and cover letters

Discuss parts of resume/cover letter & how to write one

Challenge students to write a resume & cover letter

Google Applied Digital Skills Lesson: [Create a Resume in Google Docs](#)

[Start a Resume](#)

[Edit Your Resume](#)

Google Applied Digital Skills Lesson: [How to Write a Cover Letter](#)

[Write a Cover Letter for Your First Job](#)

**Unit 06 Safety At Work**

## Dictionary &amp; Word Builder

Activity A, pg. 104

Activity A-B, pg. 105

## Active Grammar: Present Continuous

Present Continuous Form, pg. 106 (affirmative)

[Present Continuous Tense Chart Handout](#)

Activity A-C, pg. 106-107

Present Continuous Form, pg. 108 (negative—included on handout)

Activity A-B, pg. 108

choose a game or two to practice:

[Active Pronouns Tenses Board Game](#)— present continuous[Simple Tense Traveling Pronouns Board Game](#) (use present continuous)

Even=affirmative statement      odd=negative statement

[What are you doing at...?](#)—present continuous tense only

## Dictionary &amp; Word Builder

Activity A-C, pg. 110

Activity A-B, pg. 111

## Active Grammar: Present Continuous vs. Present Simple

Difference between the two tenses, Activity B, pg. 112

Activity B-C, pg. 112

choose a game or two to practice:    even = simple      odd = continuous

[Active Pronouns Tenses Board Game](#)[Simple Tense Traveling Pronouns Board Game](#)[What are you doing at...?](#)



Active Grammar: have/has

Review the difference between have (plural) / has (singular), pg. 113

[Have/Has School Supply Rush Task Cards](#)

Activity A-B, pg. 113

Activity C, pg. 113—Work in groups, make a list of at least four regulations for your job.

The Big Picture

Activity A-E, pg. 114-115

Video & Reading

Activity A, pg. 116

Holiday Deliveries, pg. 116

Activity B-C, pg. 117

Writing Our Stories

Activity A, pg. 118—brainstorm differences & make a list on the board

Activity B, pg. 118

English in Action

Activity A, pg. 119

[OSHA Quick Card Pictograms](#)—show and discuss meanings

Activity C-F, pg. 120

**Unit 07 Eating Out**

Dictionary

Review the present continuous tense form (unit 6—[handout](#))

Activity A-D, pg. 122-123

Word Builder

Activity A, pg. 124

Activity B, pg. 124—discuss why the word does not belong with the others

1. Pay--Not a cleaning word
2. Eat--Not a word having to do with preparing food
3. Customers--Not a person who works at the store
4. Wear--Not related to drinking
5. Wash--Not a word related to paying
6. Cook—related to preparing food, not serving/eating it

Activity C, pg. 124      person A = #1-4      person B = #5-8

Active Grammar—Present Continuous questions

Present Continuous yes/no question form ([handout](#) unit 6), pg. 125

Activity A-B, pg. 125

Activity C-D, pg. 126

## Active Grammar—present continuous questions

Review question words: [Question Word Bundle](#)

- Use the [match up boards & Question Word Match Up Cards](#) to practice question words
- Beach Ball Questions—write question words on [beach ball](#), toss, ask question, toss, answer question & ask new question; [blog post](#) with full directions
- [Escape the Question Grid](#)—you'll need [dry erase](#) markers for this game
- Interrogative Images—this can be done [digitally](#) or on [paper](#), whole class or in pairs/small groups; have students write at least one question about the picture for each question word listed.
- [Question Land Board Game](#)—this game is played similarly to Candy Land
- [Family Questions Game](#)—included in Family Relationships Vocabulary Bundle (unit 4 video challenge)
- [Paint Can Question Words](#)- this activity can be challenging but is fun; [the blog post](#) has full directions; a digital alternative is [Question Word Mystery Picture Pixel Art](#)

Review question form in present continuous ([handout](#) unit 6), pg.127

Activity A-D, pg. 127-129

[Picture Prompts](#)—[questions version](#), ask questions in the present continuous ([blog post](#))

Turn directions: Answer previous person's question

Take a card, ask a question about the picture

Roll, move, pass card to next person to answer your question.

## Active Grammar—I'd like

I'd like = I would like, means "I want" but more polite

Activity A-C, pg. 130-131

Activity D, pg. 131

For more fun, bring in menus from local restaurants ([take out menus](#) are fine)

Students can pair up—one be the customer, the other the waitress/waiter (switch later)

They can place take-out orders over the phone or pretend to be in the restaurant

## The Big Picture

Activity A-E, pg. 132-133

## Reading

Food trucks, pg. 134

Activity A-B, pg. 135

Discuss what an inference is and how it is different from an observation

**Inference Pictures Activity** ([blog post](#) download)

Activity D, pg. 135

## Writing Our Stories

Activity A-D, pg. 136

Extension: have students work in groups to create menus. They can make up their own foods or use the local school's lunch menu for the foods (samples included in unit folder). Use the menu activity from [Appetizing Adjectives blog post](#) to help guide your projects. Students should name the restaurant and organize the menu as if it were a real restaurant. They should also include at least one adjective in the description of each food item. Be sure to have plenty of white paper and colored pencils on hand for students to use.

## English in Action

Activity A, pg. 137

Activity B, pg. 138

Activity C, pg. 138

Bring in a variety of **clean, empty food containers**

Have students randomly choose 1 each from the selection

Work in partners to write sentences comparing/contrasting the two foods

**Unit 08 Good Weekend, Bad Weekend**

## Dictionary—Adjectives

Activity A-B, pg. 140

Discuss what an adjective is and where it comes in the sentence.

Describes a noun

Comes before a noun unless there is a special verb—be verb is a common one

## Word Builder

Activity A, pg. 141; Review the term antonym: a word that means the opposite

Play [Very + Adjective Antonyms Fortune Hunting PowerPoint Game](#)

Activity B-C, pg. 141

Choose an activity or two to practice using adjectives:

[Adjective Hunt](#): give students a list of 5-10 adjectives; have them search magazines for pictures that match the adjectives, cut them out, and write sentences

[Alphabet Adjective Zig-Zag](#): students name either a noun or an adjective for the letter they roll; examples: roll S—green snake, shiny ring, soft sheets ([blog post](#))

Play [Appetizing Adjectives](#)—students should make a sentence about the food they draw

Example: I like to eat red apples.                  Hamburgers are delicious.

[Picture Prompts Game](#)

State a sentence describing something in the picture with at least 1 adjective.

There is a tall man in the wet water.

[Very + Adjective Synonyms Fortune Hunting PowerPoint Game](#)

## Active Grammar—Past Simple of Be

Review the positive form of [past simple be](#): pg. 142 ([handout](#) in unit 0-welcome)

Activity A-E, pg. 142-143

[Simple Tense Traveling Pronouns](#)—[describing using the past tense of be version](#)

Take a card.

State a sentence describing the activity using the simple past of be &amp; an adjective

Driving a sled dog team in Alaska *was* very *cold*.

#### Active Grammar—Past Simple of to Be

Review the negative form of [past simple be](#): pg. 142 (past simple tense chart [handout](#))

Activity A-C, pg. 144

Play a review game:

[Was or Were: Past Tense of To Be Quadruple Play](#)

[Was/Were Slap](#) ([blog post](#))

#### Active Grammar—Questions with Be

Past simple Yes/no & How formats: pg. 145, 146 + wh- format

It's not covered in the book, but go over the format of wh- questions

past simple tense chart [handout](#)

Activity A-B, pg. 145

Activity A-E, pg. 146-147

[Appetizing Adjectives Board Game](#)—questions version

Use only the cards for meals (breakfast, lunch/dinner, dessert)

Turn directions: Answer the question asked by the previous player.

Take a card, ask a past tense be question about the food pictured.

(Q: What flavor was the ice cream? A: It was chocolate.)

Roll and move your piece.

#### The Big Picture

Activity A-E, pg. 148-149

#### Reading

Activity A, pg. 150

Restaurant Reviews, pg. 150-151

Activity C-E, pg. 151

Writing Our Stories

Activity A-C, pg. 152

Students may need help thinking of restaurants. Bring in [menus from various restaurants](#) to help them think of places/things to write about.

English in Action

Activity A-E, pg. 153-154

Activity F—bring in business cards from local businesses. Have students draw one and work in pairs to write a conversation for the business drawn.

Extension: play [What Are You Doing At?](#)

Students should politely complain about a problem at the location drawn.

Ex: grocery store: The milk I bought was expired.

**Unit 09 Last Weekend**

## Dictionary / Word Builder

Activity A-B, pg. 156

Activity A-B, pg. 157

## Active Grammar—Regular Past Tense Verbs

discuss the simple past tense form of regular verbs ([handout](#))

Activity A-B, pg. 158

Activity D, pg. 159

Discuss the pronunciation of the -d/-ed ending

All vowel sounds are voiced = -ed endings are /d/ (played guaranteed)

When -ed is a syllable, may sound like /ed/ or /id/

[Pronunciation: Past Tense Regular Verbs -ed](#)—[good subtitles](#)

Activity E, pg. 159

[Regular Past Tense Pronunciation Packing](#)[Fishing for Regular Past Tense Verbs Pronunciation](#)[Regular Past Tense Pronunciation Spoons](#)[Past Tense Pronunciation Sliding Sorts](#) ([blog post](#))[\[t\] \[d\] or \[ɪd\] “-ed” Past Tense Pronunciation](#) [video](#)—[Elemental English](#)

Review that a syllable is a word part

Practice identifying the number of syllables in a word: [Di-vide the Word Task Cards](#)

Activity F, pg. 159

Activity A-B, pg. 160

Spelling rules are on pg. 252

Review In/On/At ([handout](#) in unit 4)

Activity C, pg. 161

Activity D, pg. 161

Activity E, pg. 161—have students write a sentence and then read for the class



## Active Grammar—Irregular Past Tense Verbs

Activity A, pg. 162

[Irregular Verb Rap Song Stick, Stuck, Stuck](#) by Fluency MC

[Handout with list of Irregular Verbs](#)---[e-grammar.org](#)

- [Escape! The Irregular Past Tense Verb Grid](#)
- [Fishing for Irregular Past Tense Verbs](#)
- [Irregular Past Tense Verb Puzzles](#)
- Irregular Verb Clash ([blog post](#))

Activity B, pg. 162

[Simple Past Tense Cover Up](#)

[Active Pronouns Tenses Board Game](#)—all sentences should be past simple

[Simple Tense Traveling Pronouns Board Game](#) (more difficult) again, all sentences should be past simple

Activity C-D, pg. 163

Play [Picture Prompts](#)—make a simple past tense statement about each picture

Activity E-F, pg. 164

[What Are You Doing At?](#)— simple past tense statement about what you did at location

## Active Grammar—Negative Statements

Review the form, pg. 165 ([handout](#))

Activity A-C, pg. 165

[Simple Tense Traveling Pronouns](#)—[simple past tense version](#)

If roll an even number, make statement affirmative; odd number, make negative

## The Big Picture

Activity A-E, pg. 166-167

## Reading

Activity A, pg. 168

Five Tips for Remembering Where You Parked, pg. 168

Video & Writing Our Stories

Activity A-G, pg. 169-170

Activity H, pg. 170

English in Action

Activity A-B, pg. 171

[Crime & Punishment Board Game](#)—state what you can or can't do based on the law

Activities A-B, pg. 172

## 10 Growing Up

### Dictionary

Activity A-B, pg. 174

Match each picture in activity B to a phrase from activity A before listening

### Word Builder

Activity A-B, pg. 175

Activity C, pg. 175--Have students create a human timeline—

State an important life event

Birth, high school graduation, first job, moved to USA, got married,

Birth of first child, learned to drive, flew in an airplane for first time...

Students line up in order based on year it took place

### Active Grammar—questions in the simple past

Format for yes/no questions, pg. 176 ([handout](#) from unit 9)

Activity A, pg. 176

Review In/On/At (handout unit 4, reviewed unit 9)

Activity B, pg. 176

Activity C-D, pg. 177

Review reductions in speaking

Reductions is when we eliminate or combine sounds when speaking

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

[Reduction in Presidential Speeches](#) (very good subtitles online)

Activity E, pg. 178

Activity F, pg. 178

## Active Grammar—who questions in the simple past

Who can be used to ask about a subject. (blue boxes, pg. 179)

In these cases, the did and the subject move into the answer.

Activity A-C, pg. 179

## Active Grammar—wh- questions in simple past

Review question words: [Question Word Bundle](#)

- Use the [match up boards & Question Word Match Up Cards](#) to practice question words
- Beach Ball Questions—write question words on [beach ball](#), toss, ask question, toss, answer question & ask new question; [blog post](#) with full directions
- [Paint Can Question Words](#)- this activity can be challenging but is fun; [the blog post](#) has full directions; a digital alternative is [Question Word Mystery Picture Pixel Art](#)

Activity A-C, pg. 180-181

[Simple Past Cover Up Game](#)

Activity D-E, pg 182

Activity F, pg. 182—use the graphic organizer in the unit folder to have students interview all of their classmates; if necessary go over how to phrase the questions together first

Activity G, pg. 183

Choose a game to practice questions in the simple past

- [Escape the Question Grid](#)—you'll need [dry erase](#) markers for this game
- [Question Land Board Game](#)—this game is played similarly to Candy Land
- [Family Questions Game](#)—included in Family Relationships Vocabulary Bundle

Activity H, pg. 183—alternative: use [Picture Prompts Game](#), questions version

All questions should be in the past tense

## The Big Picture

Activity A-E, pg. 184-185

Reading

Jackie Chan, pg. 186

Activity A-D, pg. 187

Writing Our Stories

Activity A-D, pg. 188

English in Action

Activity A-B, pg. 189

Picture of documents listed in B included in unit folder

I-20 Visa = F-1, student visa

Form 1-94 = arrival/departure record

Activity C, pg. 190

Activity D, pg. 190

Talk about fireproof safes & which documents should be in them

Talk about how long to keep documents (i.e. taxes for 7 years)

Talk about how to properly dispose of / shred important documents

**Unit 11 People and Places**

Dictionary

Review what an adjective is, pg. 192

Adjectives describe nouns & pronouns

Adjectives generally come before the noun but some verbs (i.e. to be) change this

[Alphabet Adjective Zig Zag Board Game](#)

Roll the letter die, state a noun that begins with the letter

Use the noun in a sentence that includes an adjective

Ex: S—The man wore a black suit to the wedding.

Word Builder

Activity A-C, pg. 193

Extension: play [Guess Who](#)

Active Grammar—Comparative Adjectives

Discuss usage: state how two things are the same or different

Form of short adjectives, (-er + than) pg. 194

Activity A-D, pg. 194-195

## Active Grammar—Comparative Adjectives

Form of longer comparatives (more + adjective + than), pg. 196

Can use less + adjective + than as well (Apples are less expensive than steak.)

Activity A-C, pg. 196

Activity D, pg. 196

alternative use [Family Questions Board Game](#) from [Family Vocabulary Bundle](#)

student states a comparative sentence about him/herself & family member drawn

ex: I am taller than my sister.

Activity E-F, pg. 197

Activity G-J, pg. 198-199

Extension: use the occupations board game & sort cards from [Occupations Vocabulary Activity Practice Bundle](#)

Student rolls, moves, and draws a card.

Student then makes a comparative sentence about the 2 occupations (square & card)

Ex: A doctor goes to university longer than a teacher.

## Extension: Superlative adjectives

The book does not cover superlatives but they are important to know the difference

Superlative compares 3 or more things

Form: the + -est                      the + most/least + adjective

[Spelling/rules handout](#)—[pg. 3 of Teach This Comparatives and Superlatives Practice](#)

Play a game to practice using comparatives and superlatives more:

[Comparative and Superlative Adjective Board Game](#)

[Big, Bigger, Biggest: A Comparative & Superlative Board Game](#)

## The Big Picture

Activity A-D, pg. 200

Reading

Activity A, pg. 203

Two Bosses, pg. 202

Activity C-D, pg. 203

Extension: Language Note, pg. 203

Review the most common conjunctions (and, or, so, but)

And = including, in addition

Or = choice

So = reason

But = difference, opposite

Use [The Tie That Binds](#) to practice combining sentences with the correct conjunction

Writing Our Stories

Activity A-D, pg. 204

English in Action

Activity A-D, pg. 205-206

If Time—this is an advanced skill and not necessary to master at this point

Discuss order of adjectives

[Chart/Handout](#) from [K12reader.com](http://K12reader.com)

[Adjectives Word Order: English Grammar Lesson and Activity](#) from [Tolentino Teaching](http://Tolentino Teaching)

[Orderly Adjectives Descriptions](#) [Group Card Game](#)



**Unit 12 Goals and Plans**

## Dictionary &amp; Word Builder

Activity A-B, pg. 208

Activity A-B, pg. 209

Activity C-D, pg. 209--- Discuss the difference between short and long-term goals

## Active Grammar: Future Tense: going to

Introduce the Future Tense with be going to, affirmative statements, pg. 210--[handout](#)

Activity A-B, pg. 210

Pronunciation-- Review reductions in speaking (unit 10)

Reductions is when we eliminate or combine sounds when speaking

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

[How to use gonna, wanna, gotta, oughta](#)—[Let Them Talk TV](#)

Activity C, pg. 211

Activity D-E, pg. 211

Activity F, pg. 211—use [Family Questions](#) game

State a sentence about plans of family member drawn

## Active Grammar: Future Time Expressions

Future Time Expressions, pg. 212

Activity A-B, pg. 212

[What are you doing at....?](#) [Board Game](#)

Draw a card, state what you will do at that place & when

EX: library: I am going to check out a book tomorrow.

Activity C-E, pg. 213

## Active Grammar: Future Time Expressions

Introduce the Future Tense with be going to, negative statements, pg. 212--[handout](#)

Activity A, pg. 214

Activity B, pg. 214--[What are you doing at....? Board Game](#)

Draw a card, state what you will NOT do at that place

EX: library: I am not going to get my car fixed at the library.

Practice the future tense with another game or two

[Active Pronouns Tenses Board Game](#)—all sentences should be future simple

[Simple Tense Traveling Pronouns Board Game](#) all sentences should be future simple

## Active Grammar: Object Pronouns

Review Pronouns ([handout](#) in welcome unit and unit 2), pg. 215

Activity A, pg. 215

Activity B, pg. 215--[Family Questions Board Game](#)—[pronoun version](#)

Turn directions: Answer previous question using an object pronoun.

Ask a question, roll the die, move your piece.

Use questions from Activity B as examples.

## Active Grammar: Future Tense: will/won't

Form, pg. 216

Activity A-C, pg. 216

Activity D, pg. 217

[For Sure!](#)—don't worry about using adverbs of degree; just have students make predictions about the future—play similarly to directions for activity D

Activity F, pg. 217

The Big Picture

Activity A-E, pg. 218-219

Reading

Becoming a Citizen, pg. 220

Activity A-C, pg. 221

Writing Our Stories

Activities A-D, pg. 222

English in Action

Activity A-B, pg. 223

Activity C, pg. 224—discuss the actual [Questions for the Naturalization Test](#)

[128 Civics Questions and Answers with MP3 Audio](#)

It's not necessary to discuss all the questions, but discuss several of them

Students may or may not be familiar with USA history and you'll want to talk about voc.

**Unit 13 Vacations**

## Dictionary &amp; Word Builder

Activity A-B, pg. 226

Activity A-B, pg. 227

[Pronoun Likes and Dislikes Game](#)

## Active Grammar: Future Questions

Yes/no, pg. 228; [handout](#)

Activity A-D, pg. 228-230

## Active Grammar: Future Questions

Wh- questions, pg. 231

Activity A, pg. 231

Play [Picture Prompts](#)—all questions should be future tense

## Active Grammar: Future Questions

Activity A, pg. 232

Review reductions, if you feel it'd be helpful, reshow the video from unit 12

Activity B-C, pg. 232

Activity D-E, pg. 233

Activity F, pg. 233—play [Daily Schedule Game](#)

Students should ask questions in the future tense based on the card they draw

Example: 2:30, Who is going to study English at 2:30?

Example: leave the house, When are you going to leave the house tomorrow?

Activity G, pg. 234

Activity H, pg. 235

[What Are You Doing At...?](#) [Follow directions for activity H](#)

Ask two questions: first pres. progressive, second future

The Big Picture

Activity A-E, pg. 236-237

[Escape! The Question Grid](#)—future tense version

Challenge: Focus on asking questions relating to taking a vacation

Video & Reading

Activity A-D, pg. 238-239

[Question Land](#)—Future Tense version

Challenge: again, focus on questions relating to vacations

Writing Our Stories

Activity A-B, pg. 240

English in Action

Activity A-D, pg. 241-242

[Simple Tense Traveling Pronouns](#)—future tense version

Challenge: review all tenses and play a mixed tense version