

01 The First Week

Introduction

Activity A-D, pg. 2-3

Culture note—taboo subjects: money/salary, religion, politics

Active Grammar: Simple Present (Affirmatives)

Form, pg. 4-- [Simple present tense handout](#)

Activity A, pg. 4

[Simple Tense Traveling Pronouns](#)—[Simple Present Version](#)

Activity B, pg. 4—write 4 sentences

Partner with someone, choose 4 sentences from those you each wrote

Partner with another pair (make groups of 4), choose 4 sentences

Share your 4 sentences with the class

Interview everyone in class, use the [graphic organizer](#) included in the unit folder

Activity C, pg. 5

Activity D, pg. 5—make groups of 4, introduce your partners to one another

Active Grammar: there is / there are & prepositions

Review is/are--[Conjugation of Be](#) [handout](#)

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

Review prepositions- Use the [preposition word wall cards](#)—can be given as a handout and/or displayed in classroom

Activity A, pg. 6

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 E, pg. 7—sentence stress

The more important words (called content words) receive more stress

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

Less important words (called function words) receive less stress and are squeezed in

function words—articles, conjunctions, prepositions

[Stress and Rhythm in English Pronunciation](#) ([show downloaded version](#))

Active Grammar: Quantifiers

Review vocabulary, pg. 8

This [visual](#) from ESL Lifeline is a good one to use as a [handout](#)

Activity A-C, pg. 8-9

Activity D, pg. 9—complete the table

play [How Often Do You](#) board game version—student draws a card & asks question

all players respond, student who drew makes sentence (quantifier + adverb)

Most of us always drink coffee.

The Big Picture

Activity A, pg. 10

After students circle, discuss each statement—how do they compare to the USA

Activity B-D, pg. 11

Activity E, pg. 11—do students have any questions about the class? If so, answer them.

Reading

Discuss the genre (personal narrative)-- Story from a person's life

English is Frustrating!, pg. 12

For fun, show [this clip](#) from *I Love Lucy* about Ricky trying to read a children's book

Talk about what students have found frustrating about learning English

Activity B, pg. 13

Activity C, pg. 13

Discuss why chose each suggestion for each person

Activity D, pg. 13

What suggestions do the students have for learning a language?

Give students the 2 PDF handouts with links to resources & practice activities ([blog post](#))

Do this digitally (email or class website) so the links will work

Writing Our Stories

Activity A, pg. 14

Activity B, pg. 15

Review the use of a vs. an—a for nouns with a beginning consonant sound; an for nouns with beginning vowel sound---Box, pg. 87

practice the use of articles with a game:

[A or An Card Games: Noun Cards](#)

[Article Sliding Sorts](#) ([blog post](#))

Review the rules for plural nouns: most add -s, some add -es, some irregular

Use page 1 of the [plurals rule chart](#) as a reference handout

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

Activity C, pg. 15

Activity D-E, pg. 15

English in Action

Activity A, pg. 16

Activity B, pg. 16—class discussion

02 Life in the United States

Introduction

Activity A-C, pg. 18, 19

Active Grammar: Simple Present

Form, affirmative & negative statements, pg. 20-- [Simple present tense handout](#)

Activity A-B, pg. 20

Activity C, pg. 21—pronunciation of final -s [handout](#)

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, offices)

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

Activity D, pg. 21

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

Activity E, pg. 21

Play a game to review the simple present

- [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](#) all sentences should be present simple

Active Grammar: Singular & Plural Subjects

Review: the subject and verb of a sentence must agree in number

Activity A-C, pg. 22-23

[Verb Tense Four in a Row](#) [Partner Game](#)—simple present version

Active Grammar: Time Expressions

Review vocabulary: every, once/twice, in, on, at

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

Activity A, pg. 24

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

Activity B, pg. 24— play [How Often Do You](#) board game version

Instead of using frequency adverbs (covered in the next section) use time expressions

Active Grammar: Adverbs of Frequency

Vocabulary, pg. 25 [Adverbs of Frequency Handout](#)—[Frequency Adverbs Poster](#)

Activity A, pg. 25

Activity B, pg. 25--[How Often Do You?](#) [Cover Up Game](#)—use frequency adverbs

The Big Picture

Activity A-C, pg. 26-27

Blue Box—family is singular because it is a collective or group noun

The reason we use “they” is because we are referring to multiple members of a group

For more practice with collective nouns, try [Singular-Plural-Collective Noun Spoons](#)

Reading

Discuss different types of higher/further education in USA

i.e.: Trade school, apprenticeship, community college, university, graduate school

The Average Community College Student, pg. 28

Activity B-C, pg. 29

Writing Our Stories

Discuss the difference between main idea and details

Activity A-B, pg. 30-31

Activity C-D, pg. 31

Activity E, pg. 31

English in Action

Activity A, pg. 32

Activity B—write sentences to describe the information

03 Working and Saving

Unit Theme Extension: money

Many English learners, including advanced speakers, are unfamiliar with USA coins

This can lead to being confused & even taken advantage of at times

The skill may seem outdated in our world of credit/debit cards, but it's still important

Use multiple activities from [USA Coin Activities Bundle](#) to practice:

- [Coin clip cards](#)- place [clothes pins](#) on coins to make the correct amount
- [Coin puzzles](#)- put together the six piece puzzles for the various forms of USA money
- [Coin Spin](#)—use the [cd spinner stands](#) to practice naming and giving the value of various coins, two extra games using the spinners (make a dollar and spin your wheels) are included
- [Hungry Piggy Banks](#)—match the coin purses with the piggy banks
- [Match Up Cards](#)—use the [match up boards](#) to match the terms/values with the coins
- [Money](#) Jeopardy—two round Jeopardy game to practice USA coins

Introduction

Review occupations vocabulary with [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 Board Game](#)—students should state a sentence for the occupation they land on

Activity A-B, pg. 34

Active Grammar: Present yes/no Questions

Form, pg. 35 (do/does) -- [Simple present tense handout](#)

Activity A, pg. 35

Activity B, pg. 35—use the graphic organizer in unit folder to interview 5 students & take notes

There is space to add another question of the student's choosing

Activity C, pg. 36

Active Grammar: Present Wh- Questions

Form, pg. 37 & 40 (who) – included on [Simple present tense handout](#)

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

- 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
- [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 A-F, pg. 37-39

[Question Land Board Game](#)—ask/answer questions about daily activities

Activity A-B, pg. 40

Active Grammar: yes/no questions review

Activity A-B, pg. 41

[Occupations Board Game Activity](#)

Answer previous question; ask a yes/no question about occupation drawn

The Big Picture

Activity A, pg. 42—go over definitions for vocabulary words

Activity B-D, pg. 42-43

Activity E, pg. 43—

write suggestions on own

get with partner and choose best 2 suggestions

make group of four & choose best 2 suggestions

share your group's suggestions with the class

Reading

Activity A, pg. 44

Average Total Cost of a Degree—[Education Data](#)

Average College Tuition By State. – [Education Data](#)

Activity B—Paying for College, pg. 44

Activity C, pg. 45

Discuss [FAFSA](#) and the need for the form to be filled out to get federal assistance

Activity D-E, pg. 45

Activity F, pg. 45—class discussion

Discuss the Bureau of Labor Statistics [Occupational Outlook Handbook](#)

Gives information about various careers & expected growth/decline

Writing Our Stories

Activity A-B, pg. 46

Activity C, pg. 47

Writing Note: Capitalization of proper nouns, pg. 47

[What Needs A Capital Letter](#) handout

[Common/Proper](#) handout & [Noun Category Slap Game](#)

Optional: discuss how emails are the modern-day version of letters

Read one, or both, of these children's books centered around letters ([blog post](#))

Discuss the different parts of the letter, compare to parts of an email

[I Wanna Iguana](#) by Karen Kaufman Orloff

[Mr. Lincoln's Whiskers](#) by Karen B. Winnick

Activity D, pg. 47—do in pairs, assign each set of partners one of the scenarios listed

English in Action

Activity A, pg. 48

Discuss bold vocabulary word meanings

Activity B-- Choose and use 1 [budget template](#) from those included in the unit folder

Be sure students understand all of the different vocabulary represented

Challenge them to complete the form with their spouse (if they have one) at home

Extension: complete [Outfit on a Budget Challenge](#)—have students use their phones to shop for an outfit based on the card and budget they drew. Students should show and describe their final outfit to the group, including the total cost.

04 The States

Note: This lesson combines Active Grammar sections to make it easier for students to grasp the concepts of countable vs. uncountable nouns. Therefore, there will be some page flipping required & sections will be done out of order.

Introduction

Activity A-C, pg. 50—have pics of each of the vocabulary words

Active Grammar: Count & Noncount Nouns

Discuss the difference between count and noncount nouns—pg. 51, 54

Use the [countable or uncountable handout](#) for a reference

Activity A-B, pg. 51

Activity A, pg. 54

Practice distinguishing between them with some activities:

[Noun Category Slap](#): count/noncount version ([blog post](#) for full game directions)

[Count Noun or Noncount Noun: It All Comes Out In The Wash Sort](#)

[Countable or Uncountable Sliding Sorts](#) ([blog post](#))

Activity C, pg. 52—syllables

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

[Di-vid-e the Word Task Cards](#)

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

Activity D, pg. 52—syllable stress

[Word Stress in English How To Pronounce Nouns & Verbs](#) —[good subtitles online](#)

General Rule: noun = first syllable; verb = second syllable

Activity E, pg. 52

[Noun, Verb, or Adjective? Stress it!](#)

Active Grammar: Quantifiers for Count & Noncount Nouns

Vocabulary/Form, pg. 53 & 55

Activity A-B, pg. 53

Activity A-B, pg. 55

Active Grammar: Much/Many

How Much / How Many—pg. 56 & 57

Activity A-B, pg. 56

Extension: use the graphic organizer in the unit folder

interview 5 other students about their home countries

Activity A, pg. 57

[Much or Many Aussie Style Task Cards](#)

Activity B, pg. 57—optional change/extension: talk about home countries

Extension: Quantifier / Article Review

Now that students have learned about and reviewed countable/uncountable nouns, articles, and quantifiers, they can play [Article Jeopardy Class Game](#) to review them in a mixed game.

The Big Picture

Activity A-E, pg. 58-59

Video & Reading

Activity A-C, pg. 60

Review main idea & details

Death Valley, pg. 60-61

Activity D-E, pg. 61

Writing Our Stories

Activity A, pg. 62

Writing Note, pg. 63---Review: capitalizing proper nouns (unit 3)

Activity C, pg. 63

Activity B, pg. 63—There are 2 **graphic organizers** in the unit folder students can use to help research their chosen/assigned state

English in Action

Activity A, pg. 64—class discussion about presentation techniques

Focus on general techniques not specific to the state presentation

Activity B, pg. 64

Activity C, pg. 64—encourage students to prepare ahead and challenge them to speak for at least 2 minutes on their state; a **graphic organizer** is provided in the unit folder for students to use & take notes while they listen

05 Technology

Introduction

Activity A, pg. 66—vocabulary

Discuss some interesting facts about technology & the world

Ask students what they think the highest/lowest countries will be

[Percentage of population in each country with smartphone](#)

[Percentage of people in each country with broadband internet at home](#)

[Average time per day spent by online users on social media](#)

Activity B, pg. 66

Active Grammar: Present Continuous

Present Continuous Form: sentence, pg. 67

[Present Continuous Tense Chart](#) Handout

Activity A, pg. 67

choose a game or two to practice:

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

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

Activity B, pg. 67

[Crime & Punishment Board Game](#)—state what the person was doing if they broke the law

Active Grammar: Present Continuous

Yes/No question form, pg. 68 (included on handout)

Activity A-B, pg. 68

[What Are You Doing At?](#)—present continuous version & make yes/no questions

Present Continuous: Wh- Questions & Who Questions

Form: pg. 69 & 71 (included on handout)

Activity A-B, pg. 69

Pronunciation of Wh- questions, pg. 70

Watch: [Question Intonation – One Easy Tip to Remember by mmmEnglish](#)

Try to show the online version, it has excellent subtitles

Use rising intonation for yes/no questions; falling intonation for all others

Activity C-D, pg. 70

Activity A-B, pg. 71

[Picture Prompts Board Game](#)—[present continuous question version](#)

Ask a question about the picture in the present continuous tense

The next person must answer the question before taking own turn

Active Grammar: Stative Verbs

Discuss what they are, pg. 72—verbs that do not show action, state of being verbs

Activity A, pg. 72

Active Grammar: Present Continuous vs. Present Simple

Difference between the two tenses, pg. 73

Can use the present simple and present continuous [tense charts](#) to compare/contrast

Activity A-C, pg. 73

[What Are You Doing At...?](#) [Dual Tense Version](#)

The Big Picture

Activity A, pg. 74—class discussion

Activity B-E, pg. 74-75

Activity F, pg. 75

What do you think are the most popular apps in the world? (2021)

What do you think are the most popular apps in the USA? (2021)

[Business of Apps](#)

Extension: Listening Comprehension: Show the [TED Talk](#) How Technology Changes Our

Sense of Right and Wrong and challenge students to answer the [comp. questions](#)

Discuss the questions/answers as a class

Reading

Technology Addiction, pg. 76

Activity A, pg. 77

[Time Spent Online By Country](#)

Activity B, pg. 77

Discuss difference between topic and main idea

[Finding Topics and Main Ideas](#) PowerPoint

Activity C, pg. 77

Activity D, pg. 77

Writing Our Stories

Activity A-D, pg. 78-79

English In Action

Activity A-E, pg. 80

Extension: Choose 1 of these two writing/directions giving activities

[Lego Prepositions](#)—you'll need [Legos](#) for each pair and [picture building directions](#)

[Mr. Potato Head Description Writing Activity](#)

[The Gaming Grammarian](#)

06 A Healthy Lifestyle

Introduction

Activity A, pg. 82—class discussion

Extension: One of the most difficult parts of visiting a doctor is completing the medical history form. Use the [adult medical history form](#) from the unit folder to discuss the various sections. Give students time to practice filling it out.

Active Grammar: be going to

Form & Use, pg. 83--[handout](#)

Activity A-B, pg. 83

Choose a game or two to practice using be going to for the future tense

[For Sure!](#)—don't worry about using adverbs of degree, just have students make predictions about the future

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

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

[What Are You Doing At? Board game](#)—future tense version

Draw a card and answer the question: What are you going to do at the _____?

Library: I'm going to check out a book.

Syllable Stress Practice

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

[Di-vid-e the Word Task Cards](#)

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

Deciding the correct syllable to pronounce is difficult in long words

Watch this video: [How to Pronounce Long Words](#)

Try to show the online version because the subtitles are very good

Activity C, pg. 83

Activity D, pg. 84

Activity E, pg. 84

Play [Daily Schedule game](#)—students should state the sentences in the future tense

Active Grammar: Future Questions be going to

Form, yes/no questions, pg. 85 (included on handout)

Activity A-B, pg. 85

Active Grammar: Future Questions be going to

Form, wh- questions, pg. 86 (included on handout)

Activity A-C, pg. 86-87

Activity D, pg. 87 alternative option

[Making Polite Suggestions](#) game – use this to practice asking and answering questions

Student 1: draws a card that says fever

asks: How am I going to reduce my child's fever?

Rolls, and moves

Student 2: answer's student 1's question: I am going to give her aspirin.

Draws a card, asks a question, rolls, and move

Active Grammar: will

Form & Use, pg. 88 (included on handout)

Activity A-C, pg. 89

Choose a game or two to practice using will for the future tense

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

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

[What Are You Doing At?](#) [Board game](#)—future tense version

Draw a card and answer the question: What will you do at the _____?

Library: I will check out a book.

Activity D, pg. 89 alternative: use—[For Sure](#) [Board Game](#)

Make a prediction about whether or not the item in the square will come true

The Big Picture

Activity A, pg. 90—discuss vocabulary words

Activity B-G, pg. 90-91

Reading

Asthma, pg. 92

Activity A, pg. 93—class discussion

Activity B, pg. 93

Reading Note—Context Clues, pg. 93

[Context clues anchor chart](#) handout—pg. 4

[Context Clue Jeopardy](#) Class Game

Activity C, pg. 93

Writing Our Stories

Activity A-B, pg. 94

Writing Note—Infinitives, pg. 95

[Infinitive Anchor Chart](#) handout—pg. 2-3

An infinitive is to + base form of a verb

Infinitives do not function as verbs; they are functioning as nouns, adjectives, or adverbs

Activity C, pg. 95

Practice with infinitives more with one or two games

[Infinitive Four In A Row](#)

[Escape! The Infinitive Grid](#)

[Infinitive Cover Up](#)

Activity D-F, pg. 95

English in Action

Activity A, pg. 96—class discussion

Activity B, pg. 96

Activity C-- Discuss emergency procedure in the USA:

call 911 (police, fire department, ambulance)

The call-taker will need to know:

Location of the emergency: cross streets and/or address

Phone number you are calling from

What the problem is

Details about the emergency

With a partner, make a 911 conversation based on a scenario from Activity C, pg. 90

Have partners read their conversation to the class

07 Around the World

Introduction

Activity A, pg. 98

Review that adjectives describe nouns & pronouns & usually come before the noun in English

Activity B, pg. 98

Choose an activity or two to review using adjectives:

[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](#))

[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: Comparative & Superlative Adjectives

(Note: comparatives & superlatives are easiest to teach simultaneously. This lesson combines them which means some page flipping within the unit.)

Form & Usage, pg. 99 & 102

Activity A-B, pg. 99

Activity C, pg. 99

take this opportunity to point out the use of the word than after comparative adjectives

Activity D-F, pg. 100

Activity A-B, pg. 102

Activity C, pg. 102

Take this opportunity to point out the use of the word the before superlative adjectives

Activity D-F, pg. 103

Play a game to practice using comparatives and superlatives more:

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

Active Grammar: More/Less/Fewer (noun) than

Form & Use, pg. 101

Used in comparative sentences to compare the amounts of things

Review count & noncount nouns (unit 4) with some activities:

[Noun Category Slap](#): count/noncount version ([blog post](#) for full game directions)

[Count Noun or Noncount Noun: It All Comes Out In The Wash Sort](#)

[Countable or Uncountable Sliding Sorts](#) ([blog post](#))

Activity A-B, pg. 101

Active Grammar: as...as

Form & use, pg. 104

Used in comparative sentences to say 2 things are or are not the same

Activity A-B, pg. 105

Active Grammar: contrasting with comparative and superlative adjectives

Discuss: you can show a contrast between things or disagree with someone

The conjunction but is used to introduce a contrast

Activities A-C, pg. 105

Play [Appetizing Adjectives](#)—students should draw 2 cards and make a contrasting sentence

Draw: cookies and green beans

Green beans are healthier than cookies, but cookies are sweeter and taste better.

The Big Picture

Activity A, pg. 106—class discussion

Activity B-D, pg. 106-107

Reading

The Busiest Airports, pg. 108

Activity A, pg. 109—class discussion

Reading Note, pg. 109—scanning (also called skimming)

Show the video--[Skim Reading \(Study Skills\) video](#)

Discuss: why do we need/want to skim/scan?

Find information quickly

decide if want to read something or it has information we're looking for

don't have much time (timed exam)

Activity B, pg. 109—answers go by airport

Activity C, pg. 109

Writing Our Stories

Activity A, pg. 110

Writing Note, pg. 111—commas in a series

Activity B, pg. 111

Activity D, pg. 111

Activity C, E, pg. 111—alternative: have students make a [travel brochure](#) for home town

English in Action

Activity A, pg. 112—class discussion

Activity B-C, pg. 112

Extension: word partnerships are also called collocation

A collocation is a group of words frequently used together (i.e. fast food)

Other words mean the same thing but we don't typically say them (i.e. quick food)

A fun way to practice is [Collocations Feud](#) (students may find this game rather difficult)

08 Moving

Introduction

Activity A, pg. 114

Active Grammar: Past Regular Verbs

discuss the simple past tense form of regular verbs ([handout](#)), pg. 115

Activity A, pg. 115

Activity B, pg. 116---Pronunciation of regular verbs

[\[t\] \[d\] or \[ɪd\] “-ed” Past Tense Pronunciation video](#)—Elemental English

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](#))

Activity C, pg. 116---linking of -ed + vowel sound

[Pronunciation: Consonant-Vowel Linking](#) ([online](#))

Activity D-E, pg. 116

Active Grammar: Irregular Past Tense Verbs

Form, pg. 117

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

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

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

Activity B, pg. 117

Active Grammar: Past of Be (note: this is out of order according to the book)

Review the form of be with the [conjugation of be handout](#)

Activity A-B, pg. 121

Play a review game:

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

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

Active Grammar: Time Expressions

Vocabulary: Yesterday, Last, Ago, pg. 118

Activity A-B, pg. 118

[Escape the Irregular Past Tense Verb Grid Board Game](#) ([blog post](#))

Use a time expression in your sentence.

Active Grammar: Negative Simple Past

Form, pg. 119 (included on handout)

Activity A-F, pg. 119-120

[Simple Tense Traveling Pronouns](#)—[Negative Past Tense Version](#)

Make a negative past tense sentence for the card you draw.

Example: I went to Cosa Rica, but I did not release baby turtles into the ocean.

Play a game to bring the simple past tense all together: [Simple Past Tense Cover Up](#)

The Big Picture

Activity A, pg. 122—class discussion

Activity B-F, pg. 122-123

Video & Reading

Tiny Living, pg. 124

Activity A, pg. 125—class discussion

Activity B-E, pg. 125

Writing Our Stories

Writing Note: conjunction so, pg. 126

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

Activities A-F, pg. 126-127

English in Action

Activity A-B, pg. 128

Activity C, pg. 128 alternative: bring in business cards from local businesses. Have students draw one and work in pairs to write a conversation for the business drawn.

09 Natural Disasters

Introduction

Activity A, pg. 130—vocabulary

Activity B-C, pg. 131

Active Grammar: Past Tense Questions

Form: was/were, pg. 132 (covered on [handout](#))

Review use of was/were:

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

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

Activity A, pg. 132

Form: Yes/No Questions, pg. 133 (covered on [handout](#))

Activity A pg. 133—pronunciation

Did you is often reduced to “didja”

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

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

Activity B-C, pg. 133—write questions on their own, check together

Form: Wh- Questions, pg. 134 (covered on [handout](#))

Activity A-E, pg. 134-136

Play a game to review the past tense:

[Simple Past Q&A](#) [Cover Up Game](#)

Form: Who Questions, pg. 137 (covered on [handout](#))

Activity A-C, pg. 135

Play another game to review asking questions in the past tense:

[Escape The Question Grid](#) [Board Game](#)—ask past tense questions

[Family Questions](#) [Board Game](#)—must be past tense questions

[Picture Prompts](#)—past tense question version

The Big Picture

Activity A-D, pg. 138-139

[Question Land Board Game](#)—must be past tense questions

Video & Reading

Tornadoes, pg. 140

[Tornado 101 video](#)

Discuss signs to watch for, difference between watch/warning, how to stay safe

Reading Note, pg. 141: true/false statements

Activity A, pg. 141

Synonyms—discuss that they are words that mean approximately the same thing

Activity B-C, pg. 141

[Synonym Puzzles](#) [Sorting Activity](#)

[French Fry Synonyms](#) [Sorting Activity](#)

Activity D, pg. 141—class discussion

Writing Our Stories

Activity A-C, pg. 143

Writing Note: discuss that there is no one right or wrong way to take notes

Absolutely wrong: if you can't understand them later

Discuss plagiarism and the importance of noting where you found information

English In Action

Activity A-D, pg. 144

10 Wedding Plans

Introduction

Activity A, pg. 146

Activity B, pg. 147—class discussion; be sure to talk about traditions here in USA

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

[American gift-giving customs](#)

Activity C, pg. 147

Active Grammar: Modal Verbs Have to / Had to

Modal Verb Introduction: [Modal Verbs and How to Use Them](#) **Video**

Modal Verb Handout—slide 4 of [Modal Auxiliary Verbs PowerPoint](#)

Have to / Had to

Form (present tense, positive & negative): pg. 148, 149

Review have/has: [Have or Has? School Supply Rush](#) **Task Cards**

Activity A-D, pg. 148

Activity A-D, pg. 149

Active Grammar: Have to / Has to Questions

Form, pg. 150

Activity A-B, pg. 150

Active Grammar: Had to / Didn't have to (past tense)

Form, pg. 151

Activity A-B, pg. 151

Active Grammar: Modals, Should / Shouldn't

Form: pg. 152

Activity A, pg. 152

Activity B, pg. 152—class discussion

Activity C, pg. 152—add 2-3 things to the list,

Get with a partner and make a list of 3-4 things

Make a group of 4 and make a list of 3-4 things

Share your list with the class

Activity D, pg. 153

Activity E, pg. 153

[Using Modal Verbs for Making Polite Suggestions](#) **Board Game**

--give advice for the ailment using should or have

The Big Picture

Cultural Note—discuss destination weddings

Also discuss etiquette changes for [guests at a destination wedding](#)

Activity A-B, pg. 154—discuss meaning of vocabulary words

Activity C-F, pg. 154-155

Reading

Attending a Wedding, pg. 156

Activity A-D, pg. 157

[Wedding Guest Etiquette](#)

Writing Our Stories

Activity A-B, pg. 158-159

Activity C--Review Conjunctions (unit 8)

Activity D, pg. 159

[Compounding Conjunctions:](#) [Conjunctions Board Game](#)

English In Action

Activity A-B, pg. 160

Unit Extension: for more practice with have/should, play [Crime & Punishment](#)

Students should state what the law says people have to / don't have to do and what they should / should not do instead

11 At Work

Introduction

Review Occupations vocabulary (unit 3)

Activity A-B, pg. 162

Activity C, pg. 162

[Occupations Board Game](#) Activity

State sentence using can or have for occupation drawn (review of unit 10)

An accountant can add numbers. A florist has to arrange flowers.

Active Grammar: Modals: could/would

form, pg. 163

Activity A-D, pg. 163

Active Grammar: Must/Can't

Form, pg. 164

Activity A-D, pg. 164-165

[Crime & Punishment](#) Board Game—state the law using must/must not/can't

Active Grammar: May/Might

Form, pg. 166

Activity A, pg. 166

Activity B, pg. 166—write a sentence for each picture

Extension: Discuss the difference between can (ability) and may (permission)

[Can or May? Modal Verb](#) Task Cards

Active Grammar: May/Might—Future Predictions/Plans

Form, pg. 167

Activity A-C, pg. 167

[For Sure! Future Adverbs of Certainty or Degree](#) [Board Game](#)

Express each event using may/might or won't

In the future scientists might be able to predict earthquakes.

Active Grammar: Modal Contrast

Summary review, pg. 168

Modal Verb Review: [Modal Verbs of the English Language](#) [video](#)

[Modal Verb Handout](#)—slide 4 of [Modal Auxiliary Verbs PowerPoint](#) (unit 10)

Activity A-E, pg. 168-169

Choose a game or two to practice using modals:

[Modal Verbs](#) [Board Game](#)

[Modal Verb Four In A Row](#) [Partner Game](#)

The Big Picture

Activity A, pg. 170—class discussion, be sure they understand “diagnostic medical lab”

Activity B-E, pg. 170-171

Reading

Discuss irony and how it can be used for humor—say opposite of what you mean

How to Lose Your Job in Five Easy Steps, pg. 172

Activity A-C, pg. 173

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

Show the [video](#) & have students complete the [questions](#)

Discuss the answers after

Writing Our Stories

Activity A, pg. 174

Activity B-E, pg. 175

English in Action

Activity A, pg. 176

Activity B-C, pg. 176-- 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.

Activity D, pg. 176

12 Working Parents

Introduction

Activity A, pg. 178—label each picture with a sentence

Activity B, pg. 178

Active Grammar: Present Time Clauses

Go over vocabulary: Before/after, when, as soon as, until, pg. 179

Activity A-G, pg. 179-181

Play [Daily Schedule Game](#)

For each card, state a sentence that uses one of the time phrases based on die roll

1: before, 2: after, 3: when, 4: as soon as, 5: until, 6: free choice

i.e.: (roll a 2) I eat breakfast at 7 o'clock after I get dressed.

Active Grammar: Phrasal Verbs

Form & use, pg. 182

[Most Common Phrasal Verbs](#) [Handout](#)

[Oxford Phrasal Verbs Dictionary](#)—give as a [digital reference](#), 200+ pages

[Phrasal Verb Reference Chart](#) ([blog post](#)) – this is a digital reference chart

Activity A, pg. 182

[That's What's Up](#)—[Fluency MC Phrasal Verb Rap](#)

Activity B-D, pg. 182-183

Choose a few games to practice phrasal verbs (all are included in the Phrasal Verb Bundle)

This is the only skill for this unit and a difficult one, play as many games as possible

[Phrasal Verb Jeopardy](#) [Class Competition](#)

[Phrasal Verb Particle Generation](#) [Game](#)—copy [recording sheets](#)

[Phrasal Verb Cover Up](#) [Game](#)

[Phrasal Verb Particle Collection](#) [Game](#)

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

The Big Picture

Activity A, pg. 184—vocabulary

Activity B, pg. 184—write a phrase/sentence for each picture

Activity C-E, pg. 185

Reading

Activity A, pg. 187

Before- and After-School Care, pg. 186

Activity B-D, pg. 187

Writing Our Stories

Activity A, pg. 188—what about for work? Do you write notes for work?

Activity B-F, pg. 188-189

Activity D-F, pg. 189

Extension: (review from unit 3) discuss how emails are the modern-day version of notes

Read one, or both, of these children's books centered around letters ([blog post](#))

Discuss the different parts of the letter, compare to parts of an email

[I Wanna Iguana](#) by Karen Kaufman Orloff

[Mr. Lincoln's Whiskers](#) by Karen B. Winnick

English in Action

Activity A-B, pg. 190

Activity C, pg. 190—remember to be polite & use modals should/could

13 Crime

Introduction

Activity A, pg. 192

Activity B, pg. 192—use discretion, some students may have experience trauma related to this question and may not be comfortable answering

[Crime & Punishment Board Game](#)—play this just for fun & to see some of the craziest laws

Active Grammar: Past Time Clauses

Review Time Clauses (unit 12, pg. 179), pg. 194

Activity A-B, pg. 193

Activity C, pg. 193—pronunciation

Discuss the difference between content words and function words

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

Stressed – carry the meaning

Function words—articles, conjunctions, prepositions

Unstressed – carry the grammar

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

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

You may modify this and just have students write the part of speech with a dry erase marker. You can even go so far as to modify it so they just put a blank clip above or below based on content or function and don't worry about the part of speech

Activity D, pg. 194

Activity F-G, pg. 195

Active Grammar: Past Continuous

Form & Use, pg. 196—[Tense Handout](#)

Activity A-B, pg. 196

[Past Continuous World History BCE](#) board game

Active Grammar: Past Continuous with While

Form & Use, pg. 197

Activity A-B, pg. 197

[What Were You Doing](#) cover up game

Add in a while clause to every sentence:

Yesterday afternoon I was cleaning the kitchen while listening to music.

Active Grammar: Past Continuous & Simple Past

Form & Use, pg. 198

The first action (the interrupted action) is past continuous, the 2nd action simple past

Activity A-C, pg. 198-199

[Why in the World](#) board game—

Students should make a sentence that includes both tenses

i.e.: I was eating with a spoon, but I dropped it, and there were no more clean ones.

The Big Picture

Activity A-B, pg. 200

Activity D-F, pg. 201

Reading

Serving on a Jury, pg. 202

Activity A-C, pg. 203

Writing Our Stories

Activity A-B, pg. 204

Using Quotations, pg. 205

Activity C, pg. 205

[Quotation Wheel](#) [Spinner Game](#)

[Inferring Dialogue Activity](#) ([blog post](#))

Print the various pages of the [writing dialogue version](#) of the activity

Have students work in pairs to write the dialogue for 1 or more picture

Have various pairs share their dialogue(s) with the class

Activity D-F, pg. 205---rather than follow the directions and force possible traumatic memories

encourage students to make something up

English in Action

Activity A, pg. 206

Culture Note, pg. 206—discuss what these rights are/mean

14 Careers

Introduction

Activity A, pg. 208

Review occupations vocabulary (unit 3, 11) 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

Activity B, pg. 208—class discussion

Activity C, pg. 209—first discuss how many years each degree takes on average (lower box)

do with a partner, discuss answers as a class

Occupations Board Game Activity

State the education required for each occupation you land on/draw

Active Grammar: Future Time Clauses

Form/vocabulary, pg. 210--[handout](#) Review future form (unit 6)

Choose a game or two to practice using the future tense

[For Sure!](#)—don't worry about using adverbs of degree, just have students make predictions about the future

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

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

[What Are You Doing At? Board game](#)—future tense version

Draw a card and answer the question: What are you going to do at the _____?

Library: I'm going to check out a book.

Activity A-H, pg. 210-213

[Picture Prompts Board Game](#)—state a sentence using the future tense & a time clause

The girl will do well on her test after she finishes studying.

The mom will be angry when she comes home and sees the messy house.

Active Grammar: Future Time Clauses: Questions

Form/vocabulary, pg. 214 (included on [handout](#))

Activity A, pg. 214—question intonation

Watch: [Question Intonation – One Easy Tip to Remember by mmmEnglish](#)

[Try to show the online version, it has excellent subtitles](#)

[Use rising intonation for yes/no questions; falling intonation for all others](#)

Activity B-D, pg. 214-215

[Question Land Board Game](#)—ask & answer questions about the future

When will you go on vacation next? I am going to visit my family in two weeks.

Activity E-F, pg. 215—give time to write, share with a partner, volunteers share with the class

The Big Picture

Activity A-C, pg. 216-217

Activity D, pg. 217—class discussion

Reading

Occupational Outlook Handbook, pg. 218-219

Activity A, pg. 219

Activity B, pg. 219

Take a look at the [online handbook](#)

Look up a few careers & discuss the information you find

Activity C, pg. 219—have students each choose a career to look up & report back about

Students can use the [graphic organizer](#) from the unit folder to help them & take notes on other presentations

Writing Our Stories

Look over the resume on page 220

Discuss what a resume is & the various parts

[Applied Digital Skills](#) from Google has a nice series of free lessons

[Create a Resume in Google Docs](#)

[Start a Resume](#)

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

Activity A--Work together to start writing a resume & have students complete for homework

Activity B-- [Edit Your Resume](#)

English In Action

Culture Note, pg. 222—class discussion

Also discuss job sites such as Indeed and LinkedIn

Activity A-B, pg. 222

Complete on own, volunteers can share with the class

Consider having students complete a [free career aptitude test](#)

[The Balance Careers](#) list of free tests

[Career One Stop Interest Assessment](#)

[Extension: redo the interview practice activity from unit 11](#)

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.