

**Unit 01 Education**

## Unit Opener

Activity A-B, pg. 2

Activity C, pg. 3

You may want to have a campus map available

Consider taking a walking tour of the campus & discuss what happens in each division

## Active Grammar: Simple Present Statements Review

Go over form & usage, pg. 4 [present simple tense handout](#)

Activity A-B, pg. 4

choose a game or two to practice:

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

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

## Active Grammar: Simple Present Questions Review (combines 2 sections)

Yes/No Questions, pg. 5; Wh- questions, pg. 6

Format included on [present simple tense handout](#)

Review question words with [foldable notes handout](#)

Activity A, pg. 5

Activity A-B, pg. 6

Activity C, pg. 6—play [Daily Schedule Game](#)

Choose a game or two to practice simple present tense statements & questions

[Simple Present Grid Conquest Game](#)

[Question Land](#)—simple present only

### Active Grammar: Present Continuous Statements

Go over form & usage, pg. 7 [Present Continuous Tense Chart](#) Handout

Activity A, pg. 7

choose a game or two to practice:

[Present Continuous Pronoun Pursuits Game](#) (active pronoun tenses)

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

Even=affirmative statement      odd=negative statement

### Active Grammar: Present Continuous Questions

Form & Usage, pg. 8

Included on [Present Continuous Tense Chart](#) Handout

Activity A-C, pg. 8

[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: Stative Verbs

Go over stative verbs & usage, pg. 9

Discuss what they are—verbs that do not show action, state-of-being verbs

No continuous form, usually in the simple form

Activity A, pg. 9

[What are you doing at...? Game](#) (double tense version)

### The Big Picture

Activity A-D, pg. 10-11

Reading

Scanning/Skiming: discuss what it is and how it works

[Skim Reading \(Study Skills\) video](#)

Activity A, pg. 13

Read: New Jersey Institute of Technology, pg. 12

Activity B, pg. 13

Writing Our Stories

Activity A-C, pg. 14

Writing Note, pg. 15

Activity D, pg. 15

Activity E, pg. 15 (grammar review)

English in Action

Rather than completing the sample application, complete the [actual application](#) for your local community college, samples included in unit folder

[Mock College Application](#)

[Lansing Community College](#)

[Mott Community College](#)

[Wayne County Community College District](#)

**Unit 02 Colonial Times**

## Unit Opener

Activity A, pg. 18

## Active Grammar: Simple Past

Review form & usage, pg. 19 past simple tense chart [handout](#)[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 A-E, pg. 19-20

[Simple Past Tense Cover Up](#)

## Active Grammar: Simple Past of Be

Review form, pg. 21

[Conjugation of to be handout](#)

Activity A-B, pg. 21

[Was or Were Quadruple Play](#)

## Active Grammar: Past Continuous

Form & Use, pg. 22—[Tense Handout](#)

Activity A-B, pg. 22

[What were you doing...? Cover Up](#)[Why in the World](#) [board game](#)

Active Grammar: used to...

Form & usage, pg. 23

Activity A-C, pg. 23

[Past Continuous World History BCE](#)—state each sentence using “used to”

i.e.: The Egyptians used to weave flax into fabric.

Active Grammar: Simple Past Questions

Form & usage, pg. 24 & 25 included on past simple tense chart [handout](#)

Activity A-B, pg. 24

[Picture Prompts Game](#)—ask all questions in the past tense

The Big Picture

Activity A-C, pg. 26-27

Reading

Activity A, pg. 29

Reading Note, pg. 29—context clues

[Types of context clues](#)—[handout \(pg. 4\)](#)

Choose a game or two to practice:

[Context Clues Jeopardy](#)

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

[Context Clues Puzzles](#)

Activity B, pg. 29

Read: Plymouth Plantation, pg. 28

Activity D-E, pg. 29

Writing Our Stories

Activity A-C, pg. 30-31

Activity D-E, pg. 31—write a travel brochure about your country

[Travel Brochure Graphic Organizer](#)

Activity F, pg. 31—grammar review

English in Action

Activity A, pg. 32

Activity B—turn travel brochure from writing into a presentation

**Unit 03 Changing Lifestyles**

Unit Opener

Activity A-C, pg. 34

Active Grammar: Future with Be Going To Statements

Go over form & usage, pg. 35 [handout](#)

Activity A-B, pg. 35

[Are You Going To worksheet activity](#)—Teach This

Active Grammar: Future with Be Going to Questions

Form & usage, pg. 36; included on [handout](#)

Activity A-B, pg. 36

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

[For Sure! Game](#) (without adverbs of degree)

i.e.: People will vacation on the moon after we colonize Mars.

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

Active Grammar: Present Continuous with Future Meaning

Go over form & usage, pg. 37

Activity A-B, pg. 37

Activity B, pg. 37

[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.

## Active Grammar: Future with Will

Go over form & usage, pg. 38; included on [handout](#)

Activity A-D, pg. 38-39

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

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

[Making Polite Suggestions Game](#)

State what you will do to help the person—I will get you lotion for your sunburn.

## Active Grammar: Future Time Clauses

Go over vocabulary & form, pg. 40

Activity A-D, pg. 40-41

[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.

## The Big Picture

Activity A-E, pg. 42-43

## Reading

Activity A, pg. 45

Review context clues (un it 2); Reading Note, pg. 45

Choose a game or two to practice:

[Context Clues Jeopardy](#)

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

[Context Clues Puzzles](#)

Activity B, pg. 45

Read: Empty Nesters, pg. 44

Activity D, pg. 45

Activity E, pg. 45—context clues



Writing Our Stories

Activity A, pg. 46

Transition Words, pg. 46--[handout](#)

Activity B, pg. 46

Activity C-F, pg. 47

Activity G, pg. 47—grammar review

English in Action

Activity A, pg. 48

Extension: bring in some [listings from local realtors](#) (or [display from their websites](#))

Read through them & talk about vocabulary

## Unit 04 Driving

### Unit Opener

Activity A, pg. 50

Extension: go over more traffic signs and symbols—[US Road Symbol Signs](#)

### Active Grammar: Modals: Must/Must not

Form & usage, pg. 51

Activity A-C, pg. 51

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

### Active Grammar: Modals: Have to, Doesn't/Don't Have to

Form & usage, pg. 52

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

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

Activity A-E, pg. 52-53

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

Must state something the person has to or doesn't have to do at each location

Even roll = have to      Odd roll = does/do not have to

i.e.: I have to return a book at the library. I don't have to check out a dvd.

Active Grammar: Modals: Can/Can't, Could/Couldn't

Form & usage, pg. 54, 55

Discuss the difference between can/may

Can = ability    May = permission

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

Activity A, pg. 54—hearing the difference can be difficult

Activity B, pg. 54—use [Active Pronouns Tenses Board Game](#)

Students should ask one another: Can you \_\_\_\_\_? And answer Yes/No, I can/can't....

Activity A-C, pg. 55

[Modal Verbs Board Game](#)

State something you can or could do with each item

i.e.: I can use my passport to travel abroad.

Active Grammar: Modals: Should/Shouldn't, Had better/Had better not

Form & usage, pg. 56, 57

Discuss how should is less forceful and more polite than had better

Activity A, pg. 56

Activity B, pg. 56—class discussion

Activity A-B, pg. 57

[Making Polite Suggestions Game](#)

Even roll = give advice with should (He should take an aspirin.)

Odd roll = give a warning with had better (He had better start exercising more.)

## The Big Picture

Activity A-C, pg. 58-59

Modal Review:

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

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

Choose a game or two to practice using modals:

[Modal Verbs Board Game](#)

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

Activity D, pg. 59 some information is included in the unit folder:

Note: you do not have to take the test in English

[Michigan licensing process](#)

Michigan—[What Every Driver Must Know](#)

Michigan—[Driving Skills Test Study Guide](#)

## Reading

Activity A, pg. 60

Activity B, pg. 60-61

Extension: have students practice with the Michigan [practice test](#)

## Writing Our Stories

Activity A-B, pg. 62-63

Writing Your Opinion, pg. 63

Should include claim (opinion), evidence (facts), reasoning (logic)

[Claim, Evidence Reasoning handout](#) (print pg. 5)

Activity C, pg. 63—[use ELA graphic organizer](#)

Activity D-E, pg. 63

Activity F, pg. 63—grammar review

[Claim, Evidence, Reasoning game](#)

Students should state an opinion & back it up with evidence & reasoning

English in Action

Activity A-B, pg. 64

Activity B, pg. 64

Extension: go over common [dashboard warning lights](#)

**Unit 05 Leisure Activities**

Unit Opener

Activity A-B, pg. 66

Active Grammar: Yes/No Question Review

Review form: be/do/does + subject + verb (unit 1 & pg. 225)

Activity A-C, pg. 67

[Picture Prompts Board Game](#)—ask yes/no questions only

Active Grammar: Who/Whose Questions

Difference between who/whose, pg. 68

Form & usage, pg. 68 & 69

Activity A-B, pg. 68

Activity A-B, pg. 69

Active Grammar: How Questions

Types of how questions & answers, pg. 70

Review the difference between much (noncount) & many (count)

[Much or Many? Aussie Style task cards](#)

Activity A-C, pg. 70

Active Grammar: Questions—Past, Present, Future (*note: out of order from the book*)

Review [question words](#) and their answers (unit 1)

Review form with [tense handouts](#) (units 1, 2, 3)

Activity A-C, pg. 72=73

Review question words (mix the tenses): [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](#)- [the blog post](#) has full directions; a digital alternative is [Question Word Mystery Picture Pixel Art](#)

Active Grammar: Tag Questions

Form & Usage, pg. 71

Activity A-B, pg. 71

[Didn't she? She did! Cover Up Game](#)

The Big Picture

Activity A-D, pg. 74-75

## Video and Reading

Activity A, pg. 76

Community Gardening, pg. 76

Activity B, pg. 77

Word Forms, pg. 77

[Word Hippo](#)—an online dictionary that has a word forms function

Demonstrate and show students how to use

Activity C, pg. 77

Activity D, pg. 77

Alternative: [TED Talk listening comprehension: Urban Agriculture](#)

View the TED Talk [How Urban Agriculture is Transforming Detroit](#)

Students complete the [comprehension questions](#) as they watch

Discuss student answers when finished

## Writing Our Stories

Activity A, pg. 78

Transition Words Review (unit 4), pg. 78—used for sequencing

Discuss difference between then (time) / than (comparison)

Funny short [video](#) about the difference—[Twinkl ESL](#)

[Then or Than Task Cards](#)

Activity B, pg. 79

Activity C, pg. 79

Extension Activity: [Lego Preposition Build](#) Activity ([blog post](#)) using sequencing words

Activity D-E, pg. 79

Activity D, pg. 79—grammar review



English in Action

Activity A, pg. 80

Activity B, pg. 80—use [How Often Do You](#)

Create chart for each activity and adverbs of frequency

Activity C, pg. 80

Alternative: reading a pie chart using [Google Form](#) version of activity ([blog post](#))

**Unit 06 Travel**

Unit Opener

Activity A-B, pg. 82

Active Grammar: May & Might for Possibilities

Form and usage, pg. 83 & 84

Activity A, pg. 83

Activity C-D, pg. 84

**Why in the World?**—use simple present & present continuous

Use game board w/o questions

State what each person may or might be doing

Active Grammar: Must for Inferences

Review that an inference is an educated guess

Take what you already know + what you can observe & draw a conclusion

Form & usage, pg. 85

Activity A-B, pg. 85

**It Might Be..** game (It must be an apple.)

Active Grammar: Could for Suggestions

Form & usage, pg. 86

Activity A-B, pg. 86

**Simple Tense Traveling Pronouns**

Suggest that the person do each activity

i.e.: You could run with the bulls while you're in Spain.

Active Grammar: Would rather and Would prefer to

Form & usage, pg. 87

Activity A, pg. 87

[Past Perfect Travel Adventure Board Game](#)—don't use past perfect tense

Even = rather    Odd = prefer

State a sentence using the information on each card and the modal

i.e.: I would rather learn how to make maple syrup in Canada than in Michigan.

i.e.: I would prefer to walk slowly on the Great Wall.

Activity B-C, pg. 87

Active Grammar: Modal Review

Review modal verbs (unit 4-6)

Activity A-C, pg. 88-89

[Modal Verbs Board Game](#)

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

The Big Picture

Activity A-E, pg. 90-91

Reading

Activity A, pg. 92

Context Clue Review

[Context Clue Four in a Row](#)

Activity B, pg. 92

Read: A Visit to Argentina, pg. 93

Activity D, pg. 92

Writing Our Stories

Activity A, pg. 94

Activity B, pg. 95

Activity C-D—write a [travel brochure](#) describing the vacation people should take

Activity E, pg. 95

Activity F, pg. 95

Extension: play [Simple Tense Traveling Pronouns](#)

Suggest that the person do each activity using a modal

i.e.: You could/should/might/must run with the bulls while you're in Spain.

i.e.: I would rather run with the bulls in Spain than go scuba diving in Jamaica.

English in Action

Activity A, pg. 96

Activity B, pg. 96

Extension: read about and discuss [TSA prohibited items](#)

## Unit 07 Sports

### Unit Opener

Activity A, pg. 98

\*Be sure to discuss the difference between professional and amateur

### Active Grammar: Present Perfect Continuous

Go over the form & usage, pg. 99, use the [Present Perfect Continuous Tense Chart Handout](#)

Include for & since, pg. 101

Activity A-D, pg. 99-100

Activity A-B, pg. 101

[For and Since with the Present Perfect Continuous Game](#)

### Active Grammar: Present Perfect Continuous Questions

Yes/no form, pg. 102 (included on [Present Perfect Continuous Tense Chart Handout](#))

Activity C, pg. 102-103

### Active Grammar: Present Perfect Continuous How Long Questions

How long form, pg. 104

Activity A-E, pg. 104-105

[Picture Prompts Game](#)

Ignore the required question word: even = yes/no question      odd=how long question

On each turn: student 2 answers the question student 1 asked

Student 2 rolls, draws a card, asks a question in the present perfect continuous

Student 2 passes card to student 3 to answer question & student 2 moves piece

### The Big Picture

Activity A-E, pg. 106-107

Video & Reading

Activity A, pg. 109

Information & statistics about [FIFA World Cup](#) & teams: [FIFA website](#)

Read: The World Cup, pg. 108

Context Clue Review

[Context Clue Four in a Row](#)

Activity B, pg. 109

Activity C-D, pg. 109

Activity E, pg. 109

Writing Our Stories

Activity A-B, pg. 110

Writing Note: combining sentences with conjunctions

Discuss what a conjunction is & the most common coordinating conjunctions

FANBOYS: for, and, nor, but, or, yet, so

Most common = for, and, but, or, so

[Tie That Binds: Conjunction activity](#)

Activity C, pg. 111

[Compounding Conjunctions Game](#)

Activity D-E, pg. 111

Activity F, pg. 111—grammar review

Extension: cultural learning opportunity

compare/contrast activity with a popular American sport & a similar world sport

Baseball & Cricket is a good choice ([blog post](#))

[Baseball Overview Video](#)

[Disney's How To Play Baseball Cartoon](#)

[Baseball Vocabulary](#)

[Who's On First Listening Activity](#)

English in Action

Activity A, pg. 112

Activity B, pg. 112

[Modals for Polite Suggestions](#) game—sort the cards and focus on only possible sports injuries

Challenge: answer must use a grammar function from lesson

Even = present perfect continuous tense

He has been icing his sprained ankle for twenty minutes.

Odd = conjunction

He broke his leg playing soccer, so he must use crutches for six weeks.

**Unit 08 Life Events**

Unit Opener

Activity A-B, pg. 114

Active Grammar: Present Perfect

Form & usage, pg. 115; use the [Present Perfect Tense Chart Handout](#)

Activity A-C, pg. 115-116

[Present Perfect Cover Up](#)

Challenge: add since or for to your answer

I haven't won a prize since third grade.

I have cried for half of this movie.

Active Grammar: Present Perfect for the Recent Past

Form & usage, pg. 117

Activity A-B, pg. 117

[Present Perfect Board Game](#)—ESL Base

Challenge: add just or recently to your answer

I have just lied about my age because I was embarrassed.

I have recently bought myself an expensive new dress.



Activity C, pg. 118—stress for clarification/Correction

\*\*Be careful to be very polite—tone matters a lot!

[How To Tell Someone They Are Wrong](#) (online-autogenerated captions but fast)

Did you know?—actually softens correction

I'm afraid that's not quite right...

Actually, I think you'll find that...

I'm afraid you're mistaken....

I don't think you're right about....

x-No, you've got it wrong.

x-If you check your facts, you'll find...

X-Rubbish!

X-Where did you hear that?

X-No, that's all wrong.

Rules for correcting someone: private, gentle, explanatory

Activity D-E, pg. 118

Active Grammar: Already & Yet

Usage, pg. 119

Activity A-C, pg. 119-120

Activity D---[Pronoun Pursuits Game](#)

Use the present perfect, not the present continuous

Use already & yet in each answer      even roll = already      odd roll = yet

I have already returned the library books.

I have yet to buy groceries.

Active Grammar: Tense Contrast

Review the form & usage of each tense, pg. 121 (also review the tense chart handouts)

Activity A, pg. 121

Verb Tense Four in A Row

Before taking a card, student must roll to determine tense for sentence

1-Simple Present, 2-Simple Past, 3-Present Perfect,

4-Present Continuous, 5-Present Perfect Continuous, 6-free choice

The Big Picture

Activity A-F, pg. 122-123

Reading

Activity A, pg. 124

Reading Note: Skimming (review, unit 1)

Activity B, pg. 124

Context Clue Review

Context Clue Four in a Row

Activity C, pg. 124

Read, The Navarros in the News, pg. 125

Activity D, pg. 124

Writing Our Stories

Activity A-F, pg. 126-127

English in Action

Cultural Note

discuss how this still happens and how it's not as popular as in the past due to e-cards

Activity A, pg. 128

Extension: get a [box of assorted greeting cards](#)

Students read & sort by occasion

Activity B, pg. 128

Extension: divide into groups & give each group a piece of [blank paper, colored pencils](#)  
& an occasion

Students should design their own oversize card for the given occasion

Have groups share with the class

**Unit 09 Job Performance**

## Unit Opener

Activity A, pg. 130

Review jobs with [Occupations Board Game](#)

Challenge: state a sentence using the correct verb tense, based on roll result

1-Simple Present, 2-Simple Past, 3-Present Perfect,

4-Present Continuous, 5-Present Perfect Continuous, 6-Simple Future

## Active Grammar: How long / How many

Review difference in usage, pg. 131 (long: time/distance; many: amount/number)

Include vocabulary note: so far

Activity A-B, pg. 131

[Active Pronoun Tenses Board Game](#)

Don't worry about the tense, instead roll determines phrase to use

Student must answer previous question (if applicable)

Student must then form question or sentence for his/her verb & phrase

1, 4 = how long?      2, 5 = how many?      3, 6 = so far

## Active Grammar: Present Perfect for Repeated Actions

Review the Present Perfect Tense with the [tense chart](#)

Usage and vocabulary (ever, never, from time to time, a few times), pg. 132

Activity A-D, pg. 132

[Present Perfect Cover Up](#)

Must include a time vocabulary word/phrase in answer in order to cover square

(ever, never, from time to time, a few times)

## Active Grammar: Present Perfect Word Order

Usage & vocabulary, pg. 133

(since, for, so far, never, always, just, finally, already, recently, yet)

Activity A, pg. 133

[Picture Prompts Game](#)

Even roll = present perfect      Odd roll = simple past

Must make a sentence about picture with a time word/phrase

1= for/since      2=so far 3=frequency adverb (unit 5)

4=just/finally      5=already      6=recently/yet

## Active Grammar: Present Perfect vs. Present Perfect Continuous

Review the differences, pg. 134 use the [tense charts](#)

Activity A, pg. 134

[For or Since Board Game](#)

Sentence & for/since based on roll

Roll 1-3 = present perfect      Roll 4-6 = present perfect continuous

Even roll = for      Odd roll = since

## Active Grammar: Simple Past &amp; Present Perfect

Review differences between present perfect & simple past, pg. 135 use the [tense charts](#)

Activity A-F, pg. 135-137

[Verb Tense Four In A Row](#) w/ number cube

Roll number cube before turn

Sentence must be correct tense based on roll

1-2: present perfect; 3-4: simple past; 5-6: present perfect continuous

The Big Picture

Activity A-D, pg. 138-139

Video & Reading

Activity A, pg. 140

Fastest Growing occupations—[U.S. Bureau of Labor Statistics](#)

[15 Disappearing Jobs that Won't Exist in 2030](#)

[Jobs That Might Not Exist in 50 Years](#)

Read: The Changing Workforce, pg. 141

Context Clue Review

[Context Clues Jeopardy](#)

Activity B, pg. 140

Activity C, pg. 140

Activity D, pg. 140

Activity E, pg. 140

Writing Our Stories

Activity A, pg. 142

Activity B-C, pg. 143

Be sure to discuss how benefits packages are very important in job offers

[Activity D, pg 143](#)—[Occupational Outlook Handbook](#)

Writing Note—Citing Sources—discuss importance, why we do it, and how to do it

Helpful tool: [Knight Cite](#) (included on [Helpful Free Resources PDF](#))

[How to add citations to a Google Doc](#)

[How to add citations to a Word document](#)

Activity E-F, pg. 143

English in Action

Activity A-C, pg. 144

[The Gaming Grammarian](#)

**Unit 10 Regrets and Possibilities**

Unit Opener

Activity A, pg. 146

Active Grammar: Should have for regrets

Review modals (unit 4-6)

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

Discuss the form & usage of should have for regrets, pg. 147

Activity A, pg. 147

Review irregular verb participles (unit 2): [Irregular Verb Puzzles](#)

Activity B-C, pg. 147

Review contractions: should've (unusual in written English, common in spoken)

shouldn't have (unusual to not use contraction)

Activity D-E, pg. 147-148

Activity F—[Making Polite Suggestions Game](#)

Make a statement with should have or shouldn't have for each card

i.e.: I should have used sunscreen. (card = sunburn)

Active Grammar: Should have for expectations

Form & usage, pg. 149

Activity A-B, pg. 149

[Crime & Punishment Game](#)

Make a sentence with should have or shouldn't have for each law (don't use roll keys)

i.e.: You should advertise with something other than a billboard in Hawaii.

## Active Grammar: May have, Might have, Could have for Past Possibilities

Form & usage, pg. 150

Activity A-B, pg. 150

[Why in the World? Game](#)

Do not require the usage of past continuous tense

Give an explanation of why something may/could/might have happened

i.e.: He may have been watching TV with the sound off because the baby was sleeping.

The baby could have been sleeping. –also acceptable answer

## Active Grammar: Must have for inferences

Form & Usage, pg. 151

Activity A, pg. 151

[Picture Prompts Game](#)

Do not worry about question words or cause/effect

Draw a picture and make an inference using “must have”

i.e.: The zebras are running, they must have smelled or heard a lion.

## Pronunciation: Sentence Stress, Content Words

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

\*Stressed – carry the meaning

function words—articles, conjunctions, prepositions

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

Activity C, pg. 152

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

Alternative: write part of speech above or below

Alternative: don't worry about part of speech & use blank clothes pins



Active Grammar: Must have for empathy

Form & usage, pg. 153

Activity A-B, pg. 153

[Childhood Troubles Cove Up](#)

Do not have to identify cause/effect to cover square

Must make empathizing sentence with “must have” to cover square

i.e.: You must have been disappointed you couldn't have a dog growing up.

The Big Picture

Activity A-G, pg. 154-155

Reading

Activity A, pg. 156

Reading Note: skimming (review, unit 1) / activating prior knowledge

Activity B, pg. 156

Read: Language and Cultural Programs, pg. 157

Context Clue Practice: Activity C, pg. 156

[Whatchamacallit](#) game

Activity D, pg. 157—class discussion

Extension: Listening Comprehension: Who Counts As A Speaker of a Language

Play the [TED Talk](#) while students work to answer the [comprehension questions](#)

Go over the answer together after watching the talk two times

Writing Our Stories

Activity A, pg. 158

Writing Note: Quotation Marks, pg. 159

[Wheel of Quotations Board Game](#)

Activity C, pg. 159

Activity B, pg. 158

Activity D-F, pg. 159

English in Action

Only one wrong way to take notes: if you can't understand what you wrote

Activity A, pg. 160

[Helpful Abbreviations for Speedy Note-Taking handout](#)

Activity B: Choose a [TED Talk](#) to use as a practice video

Give students a [Cornell Notes Graphic Organizer](#) to use while taking notes

A few TED Talks I recommend are (choose one that will most interest your students):

[A Life Lesson from a Volunteer Firefighter](#) 3:51 ([comprehension questions](#))

[Grit: The Power of Passion and Perseverance](#) 6:00 ([comprehension questions](#))

[How to Practice Effectively](#) 4:36 ([comprehension questions](#))

[What You Might Not Know About the Declaration of Independence](#)

3:24 ([comp.](#))

Have students watch the video 2x and take notes

Students then use their notes to try and answer the [comprehension questions](#)

## Unit 11 Business and Industry

### Unit Opener

Activity A, pg. 162

Extension: What are the most common industries in your state?

[Most Profitable Industry in Every US State](#)—Visual Capitalist

[Largest Industries in Every State](#)—USA Today

### Active Grammar Review

*(note: the book has exercises but no explanation of this skill, it is review from level 3)*

Review the difference between count and noncount nouns

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

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 A-B, pg. 163

Active Grammar: Simple Present Passive (active vs. passive voice—covered again in unit 12)

Form & usage of active & passive voice, pg. 163, 166

Combining 2 sections because by is one of the easiest ways to recognize a passive

Identify the verb

Ask who/what (verb)

If doer of action is before the verb = active

if doer is after verb or unnamed = passive

Be sure to discuss how to change an active sentence to passive and vice versa

Identify the verb

Move the doer of the verb in front of it (active) or after it (passive)

If making passive, add a be verb & change the verb to the past participle form

#### [Active or Passive Voice Task Cards](#)

Activity C-D, pg. 164

Activity A-C, pg. 166-167

Activity G, pg. 168-169

#### [Passive Voice Board Game](#)

Pronunciation: Stress in Word Forms (funny video example: [Love Lucy](#))

Activity D, pg. 168

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

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

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

[Change the stress, Change the meaning](#)

[Spelled the SAME, Pronounced DIFFERENTLY](#)—mmm, English

Activity E, pg. 168

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

Active Grammar: Passive Wh- Questions

Form, pg. 165

Activity A-B, pg. 165

The Big Picture

Activity A-D, pg. 170-171

Reading

Reading Note: listing pros and cons

Can also help make decisions

**Gilmore Girls clip:** [season 3, episode 17](#) (approximately first 2 minutes, 15 seconds)

Activity A, pg. 173

Read: A Renewable Energy Source, pg. 172

Activity B-D, pg. 173

Writing Our Stories

Activity A, pg. 174

Writing Note: Introducing Examples, pg. 174

Activity B-F, pg. 175

English in Action

Activity A-B, pg. 176

Give students a **graphic organizer** to help them organize their research two in unit folder

Activity C, pg. 176

**Unit 12 Technology: Yesterday and Today**

Unit Opener

Activity A, pg. 178

Active Grammar: Simple Past Passive

Review passive voice (unit 11)

Form, pg. 179

If necessary review irregular verb participles (unit 2 & 10)

[Fishing for Irregular Past Tense Verbs](#)—must say past tense & past participle

[Irregular Past Tense Verb Puzzles](#)

Activity A-B, pg. 179

Active Grammar: Active vs. Passive Voice

Form & usage, pg. 180

Active vs. Passive Voice: [Active and Passive Voice Tutorial PowerPoint](#)

Easy way to tell a passive sentence:

Can you add “by zombies” to the end of the sentence?

Form & usage, pg. 182

[Active and Passive Voice Handout](#)

Activity A-D, pg. 180-181

[Active and Passive Voice Board Game](#)

Active Grammar: Past Passive with By

Form & usage review, pg. 182

Activity A, pg. 182

Activity C-E, pg. 184-185

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

Activity F-G, pg. 184

Pronunciation: Compound Nouns

Activity B, pg. 183

[How to Pronounce: Word Stress—Compound Nouns](#)—video has captions embedded

NOTE: Stress can be supplanted by focus:

word = coffee mug    sentence = I need a coffee mug. (not coffee pot)

Games—concentrate on pronunciation

[Compound Word Guessing Game](#)

[Open Compound Taboo](#)

Active Grammar: Other Passive Forms

Form, pg. 185

Activity A, pg. 185

[Active Pronouns Tenses Board Game](#)

All sentences must be in the passive voice

Roll determines tense

1=simple present, 2=present continuous, 3=simple past

4=past continuous, 5=future, 6=present perfect simple

The Big Picture

Activity A-F, pg. 186-187

Reading

Activity A-B, pg. 188

Read: Cellphones in the Workplace, pg. 189

Activity D, pg. 188

Writing Our Stories

Activity A, pg. 190

Writing Note: Expressing an opinion, pg. 190

Remember: when stating an opinion, it should be supported with evidence & reasoning

[Claim, Evidence, Reasoning: The CER Board Game](#)

Must state opinion and give reasons for it

Activity B-E, pg. 191

English in Action

Activity A, pg. 192

Activity B, pg. 192—context clues

[Context Clues Puzzles](#)

Activity C, pg. 192



**Unit 13 Music**

Unit Opener

Activity A-B, pg. 194

Active Grammar: Relative Clauses, Who/Which

Form & usage, pg. 195

Activity A, pg. 195

Active Grammar: Relative Clauses, Whom/Whose

Form & usage, pg. 196

Activity A-E, pg. 196-197

Active Grammar: Relative Clauses, That

Form & usage, pg. 198

Activity A-D, pg. 198-199

Active Grammar: Relative Clauses, When/Where

Form & usage, pg. 200

Activity A-B, pg. 200

Active Grammar: Review of Relative Clauses

[Relative Clauses PowerPoint](#)

[Which Relative Pronoun Should I Use? handout](#)

Activity A-C, pg. 201

[Relative Clause Games: Memory & Taboo](#)

The Big Picture

Activity A-D, pg. 202-203

Video & Reading

Activity A, pg. 205

Read: Music and New Orleans, pg. 204

Activity B, pg. 205

Reading Note: Word Forms (review from unit 5)

[Word Hippo](#)—an online dictionary that has a word forms function

Demonstrate and show students how to use

Activity C, pg. 205

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

Stress is not as important as identify the part of speech / recognizing word form

Activity D, pg. 205

Writing Our Stories

Activity A-B, pg. 206

Writing Note: Run-On Sentences

Discuss difference between sentence, fragment, run-on

[The Great Sentence Race game](#)

Activity C, pg. 207

Extension: just for fun play the game [Timeline](#)

Activity D-F, pg. 207

English in Action

Activity A, pg. 208—allow students to do presentation on any famous person

Activity B-C, pg. 208

### Unit 14 Becoming a Citizen

*Note: It may not seem like there is much to this unit as far as activities go, but take it slow. Gerunds and infinitives are difficult and require a lot of practice and reinforcement.*

#### Unit Opener

Activity A-C, pg. 210

[Becoming a U.S. Citizen: An Overview of the Naturalization Process](#) (11:12 minutes)

[Naturalization Guide List](#)

[US Citizenship website](#) with information and application instructions and forms

#### Active Grammar: Verb + Infinitive

Form & usage, pg. 211

[Infinitive handout](#)

[Verbs commonly followed by infinitives handout](#)

Activity A-B, pg. 211

[Infinitive Four in a Row game](#)

#### Active Grammar: Verb + Object + Infinitive

Form & usage, pg. 212

[Nouns Followed by Infinitives handout](#)

Activity A-B, pg. 212

[Infinitive Cover Up game](#)

#### Active Grammar: Be + Adjective + Infinitive

Form & usage, pg. 213

[Be + adjective combinations followed by infinitives handout](#)

Activity A-C, pg. 213

[Infinitives The Board Game](#)

Active Grammar: Verb + Gerund

Form & usage, pg. 214

[House of Ing Gerunds handout](#)

[Verbs Followed by Gerunds handout](#)

Activity A-F, pg. 214-215

[Comparing Men and Women Using Gerunds activity](#)

Active Grammar: Preposition + Gerund

Form & usage, pg. 216, 217

[Verbs with Prepositions followed by Gerunds handout](#)

Activity A-D, pg. 216-217

Extension: Infinitive or Gerund?

Students often get confused about when to use an infinitive vs. a gerund

[When to Use Gerunds and Infinitives: 5 Simple Rules](#) (FluentU)

[Gerund or Infinitive? Task cards](#)

The Big Picture

Activity A-E, pg. 218-219

Writing Our Stories

*(Note: The plan takes things out of order because the Reading & English in Action sections go well together.)*

Writing Note: review sentence, fragment, run-on (unit 13)

[The Great Sentence Race game](#)

Activity C, pg. 223

Activity A-B, pg. 222

Activity D-F, pg. 223

Reading & English in Action

Activity A, pg. 220

Culture Note, pg. 224

[The Naturalization Interview and Test video](#)

Reading Note

Activity B-C, pg. 220-221

Activity A-C, pg. 224

[Naturalization Test Questions and Answers](#)

[Civics Questions and Answers with audio](#)