Integrate READING & WRITING

TEACHER'S GUIDE WITH ANSWER KEY

2

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COMPONENTS



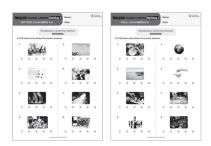
Student Book with CD-ROM



Pull-out Practice Book



Free downloadable worksheets



Free downloadable tests



Teacher's Guide and Answer Key

• Word lists and more supplementary materials are available on the homepage.



Mobile version



Desktop version

Integrate Viewer App







Class Booster

■ Visit our homepage for additional information: www.compasspub.com/IRWBuilding

TEACHER DEVELOPMENT

Pedagogical Notes for Reference and Teacher's Development

Four-strand theory

- Intensive reading → Reading fluency development
- Input → Output
- Linked skills: Reading → Listening → Writing → Speaking

Five-step SQ3R theory

- Survey, Question, Read, Recite, and Review
- Improved vocabulary retention, reading comprehension, and fluency

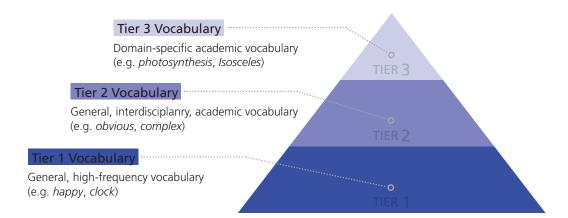
21st Century Skills

- The four Cs (Critical thinking, Communication, Collaboration, Creativity)
- Real-world passage formats
- Digital literacy
- Media literacy
- Visual literacy
- IT skills

Contextual learning (as opposed to rote learning)

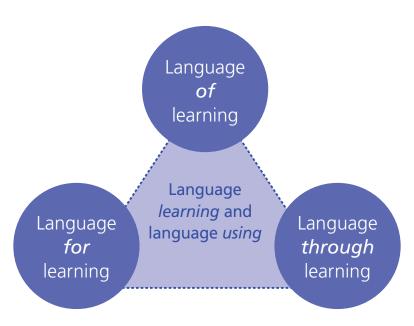
Scaffolding, Preview, and Review

Vocabulary Tiers



Integrate Reading & Writing covers a range of different types of vocabulary. The new words in each unit can be classified into one of the three vocabulary tiers from the chart above. Oftentimes, the higher the vocabulary tier a word is in, the more attention must be given to the word based on its frequency and the cognitive ability and language of the learners. Be mindful of the school subject in each unit and which words you may need additional preparation for before instruction.

Language Through Learning Pedagogy



Language for learning

Social language needed for routine tasks in an English-language learning environment

- For understanding instructions
- For asking questions
- For working in groups
- For having discussions

Language of learning

New, key vocabulary and language related to the subject, theme, or topic

• Content-specific language, new words e.g. carnivore, herbivore, omnivore

Language through learning

New, unanticipated language that comes up in the process of learning

- Needs to be captured and recycled to become part of learner's lexicon
- Encourage students to ask about unknown words or language and things they are curious about

*Use page 120 to record and recycle language through learning.

SCOPE AND SEQUENCE

UnitryPAGE Title / Word Count Trapic Title / Word Count Topic Title / Word Coun							
Topic To	TOPIC AREA	UNIT/PAGE		DET	AILS		
Academic Objective Reading Format Website Reading Format Website Reading Format Website Structure Reading Format Website Nocabulary Vocabulary Vocabulary Reading Skill Integrate IT OR Code Video Tritle / Word Count Travel to India Structure Reading Format Academic Objective Reading Skill Integrate IT OR Code Video Tritle / Word Count Travel to India Structure Reading Format Structure Academic Objective Reading Format Structure Academic Objective Reading Format Structure Adverbial phrases: recently, currently Support, fascinating, expect, pass, porn, adult, shrink, crisis Bonus: currently, satually Porpositional phrases: recently, currently Support, fascinating, expect, pass, porn, adult, shrink, crisis Bonus: currently, satually Tritle / Word Count Travel Topic Tritle / Word Count Reading Skill Cause and Effect Writing Skill Linegrate IT OR Cade Video Wandering Rocks of Death Valley Linedrate IT Word Count Reading Format Structure Academic Objective Reading Format Structure Reading Format Structure Academic Objective Reading Format Tritle / Word Count Tritle /		(± 01),,,,,,,,,	Title / Word Count	Understanding Cultures	Lesson A [183W] Less	on B [182W]	
Reading Format Website Itime expressions: today, a few hundred years ago native, population, ethnic, minority, unique, particular, detail, impressive Bonus; pattern, fact Reading Skill Using Synonyms Writing Skill Adding Details Integrate IT Arevel to India Lessons, [2089] A friend sends an e-mail to another friend about his plans to travel to India. The e-mail includes lacits, including demographic comparisons to other countries like Area and Japan. A friend sends an e-mail to another friend about his plans to travel to India. The e-mail includes lacits, including demographic comparisons to other countries like Area and Japan. A friend sends an e-mail to another friend about his plans to travel to India. The e-mail includes lacits, including demographic comparisons to other countries like Area and Japan. Academic Objective Academic Objective Advertibal phrases: recently, currently Vocabulary Bonus: currently, actually Reading Skill Organizing Details Writing Skill Compare and Contrast Title / Word Count Wandering Rocks of Death Valley Reading Format Title / Word Count Wandering Rocks of Death Valley Compare and Contrast Writing Skill Countries like seasons cause both obvious and puzzling changes to the earth's surface. Blog Structure Propositional phrases of movement: along, across, behind climate, century, trail, sheet, overnight, solve, scrape, skate Bonus: mysterous, powerful Vocabulary Reading Skill Cause and Effect Writing Skill Sequencing Title / Word Count Title / Word Count Topic What would be needed to sustain life somewhere else in our solar system besides Earth? Learn about a likely candidate that could possibly support life. Academic Objective Reading Format Structure Madas of possibility: may, could solar system, sustain, surface, appropriate, condition, atmosphere, e		(SU I J Nonliction	Topic	very important and specia	l part of the culture. Use	history to learn about,	
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TOPIC AREA	UNIT/PAGE		DET	ΓAILS	
14	(=OE)	Title / Word Count	The Rise of E-books	esson A [207W] Lesson B	[165W]
	(\$05) Nonfiction	Topic	What is an e-book? What the increase in e-book sa		ta and a line graph present t books sales in the US.
		Academic Objective	Understand that graphs of can use to analyze and di		n in graphic form that you
		Reading Format	Traditional passage		
	3	Structure	Gerund & Infinitive: be +	adjective (for someone) t	o + verb
	4	Vocabulary	device, carry, text, brightne	ess, screen, increase, exp	ert, predict Bonus: thin, rise
		Reading Skill	Interpreting Data	Writing Skill	Drawing Conclusions
	11	Integrate IT	QR Code Video		
	(\$06) Fiction	Title / Word Count	Book Genres Lesson A	[186W] Lesson B [192W]
HIA		Topic			r favorite book genres and a bar graph and pie chart.
		Academic Objective	Understand that survey r chart.	esults are often displaye	d in a bar graph or pie
		Reading Format	Journal		
		Structure	Conjunctions: but		
		Vocabulary	survey, choice, puzzling, Bonus: fantasy, technolo		art, series, tie
		Reading Skill	Analyzing Data	Writing Skill	Evaluating Findings
		Integrate IT	QR Code Video		
	1 Nonfiction	Title / Word Count	Excellent Exercise Les	sson A [200W] Lesson B	[174W]
<u> </u>	(SU/J ^{ROIIIICIOII}	Topic	Exercise has both physical them both and plan an ex		stics. We can learn about
		Academic Objective	Learn how exercise is im	portant for your physical	and mental health.
		Reading Format	Website		
		Structure	Comparative adjectives: t	the more , the more	
		Vocabulary	benefit, sick, heart, pump	o, blood, brain, memory,	stress Bonus: alone, stairs
	(H)	Reading Skill	Main Idea and Supporting Details	Writing Skill	Using Synonyms
		Integrate IT	QR Code: Video		
	ENS Fiction	Title / Word Count	Healthy Habits Lesson	A [190W] Lesson B [180	W]
	(\$08) Fiction	Topic	A presentation describes	healthy habits and how	to keep them.
SUBJE		Academic Objective	Understand that healthy important to have healthy		ay healthy, so it is
		Reading Format	Presentation		
		Structure	Adverbs of Frequency: of	ten, sometimes	
		Vocabulary	habit, list, occasionally, pol	ite, floss, dentist, sneeze, e	elbow Bonus: junk food, break
1		Reading Skill	Organizing Details	Writing Skill	Writing About Frequency
		Integrate IT	QR Code Video		

SUBJECT	REVIEW UNITS	PROJECT TYPE	PROJECT DESCRIPTION	PAGE
Social Studies	Units 1-2 Review	E-mail	Imagine you will travel to the country and city you choose from the summary. Use the information from the summary to write an e-mail. Give a presentation.	104
Science	Units 3-4 Review	Magazine Article	Write a magazine article to summarize the events that cause the rocks of Death Valley to move.	108
Math	Units 5-6 Review	Journal	Imagine you are writing a journal for homework. Use the information from the summary and evaluate your findings. Draw a bar graph of the results. Include an idea for a second survey you would do to find out more. Give a presentation.	112
Special Subject	Units 7-8 Review	Presentation	Use the information from the summary to prepare a presentation. Present three of your good habits and what you do to keep them. Give a presentation.	116

HOW TO USE TO

UNIT STRUCTURE

Units are divided into two lessons, A and B, so that students have more time to learn, practice, and demonstrate competency.

UNIT INTRO PAGES

A clear overview summarizes what students will do throughout the unit.

Officially recognized academic standards and objectives give a clear purpose to each unit.



A big, captivating, impactful image helps stimulate the students' minds and gets them thinking about the topic of the unit.

Preview questions help guide the students' focus.

LESSON A INTRO

Students cognize the academic objective with warm-up questions.

Learn the meaning of new vocabulary.

Teacher's notes describe the purpose of each activity and are neatly tucked away at the bottom of each page.



Key grammatical structures from the reading passage highlight authentic, practical use.

The academic question in each unit helps students to approach the reading passage in a more purposeful way.

LESSON A PASSAGE

Background knowledge is provided to help activate the students' schemas.

Reading passages are formatted in realistic ways to provide context and meaning.



Infographics with captions provide visual support, additional information, and context.

The academic objective in context is reviewed immediately after the reading.

LESSON A POST-READING

Comprehension questions ensure understanding.



Students use a graphic organizer to practice a reading skill and summarize information from the passage.

LESSON B INTRO

Warm-up questions help students recall information from Lesson A to activate prior knowledge.



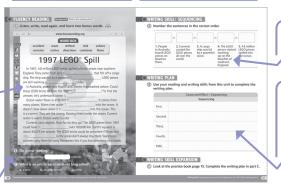
The vocabulary review requires students to demonstrate their knowledge of the meaning and use of each word.

LESSON B PASSAGE

LESSON B SKILL TRANSFERENCE

Activities get students to recall the background of the reading and specify information about the passage format. Students also learn two bonus words from context.

Lesson B passages develop reading speed and fluency through a variety of activities, and progress is tracked in the back of the book.



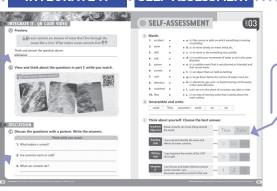
A graphic organizer gives students practice with a writing skill.

The reading and writing skills practiced in each unit are transferred to develop a writing plan. This bridges the classroom and home by linking the student and practice books.

INTEGRATE IT

Engaging IT content teaches students modern literacy. Questions ask students to make inferences before viewing the IT content.

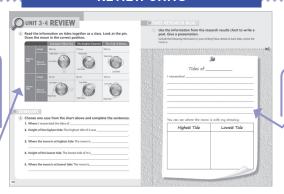
After viewing the IT content, students discuss the questions with a partner and write their answers on the page.



A self-assessment checklist helps students and teachers to track learning.

REVIEW UNITS

The review units utilize projectbased learning and allow students to produce tangible outcomes and demonstrate linguistic competency and development.

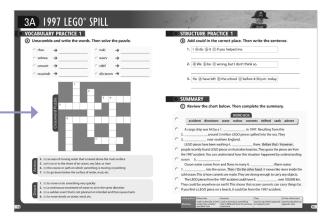


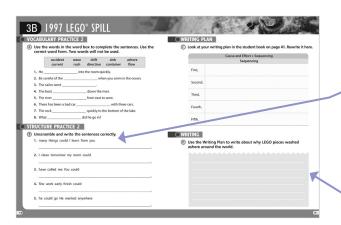
The detachable project templates can be customized and used to create a portfolio.

PRACTICE BOOK

The practice book provides students ample opportunity to use vocabulary and grammar structures from the unit.

The vocabulary practice activities strengthen students' vocabulary acquisition, comprehension, and fluency.





The grammar activities bolster the students' knowledge and ability to use the structure.

The writing plan links the student book with the practice book and the classroom with the home. Students practice the skills they have learned throughout the unit and use them to summarize the unit contents.

READING ACTIVITIES

Use one of the following reading activities suggested on the Lesson B passage page to reread the passage, practice reading speed, and develop fluency in a fun way.



- **Sustained silent reading:** The teacher tells the students when to begin reading. Students read silently and individually until they have finished the passage.
- Popcorn reading: The teacher or a student starts by reading between one and three sentences and then says "Popcorn to..." and calls a student's name. That student then reads between one and three sentences and then says "Popcorn to..." and calls another student's name. The process continues until each student has had a chance to read.
- **Choral reading:** The teacher starts the activity at the same time with all the students. Students read aloud and in unison.



In addition to our free Class Booster app, *Integrate Reading & Writing* offers an additional free mobile app that is intended for use with the IT page in the student book.

Use the different functions and features. Allow the students to enjoy viewing while thinking about the inference and the discussion questions from the student book. Talk about those questions while viewing the AR content to enhance the educational experience.





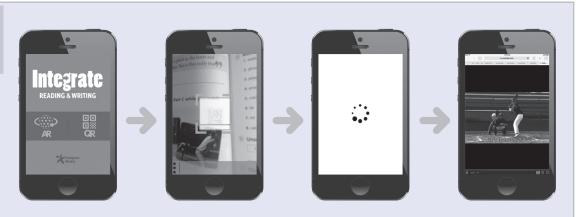
View the multimedia contents on the IT pages of each unit on a mobile device by downloading our free app. Search for "Integrate Viewer" in the Apple App Store or the Google Play Store.





For units with AR images, simply open the app, select the AR viewer, and point your mobile device's camera at the target image.





For units with QR codes, simply open the app, select the QR code scanner, and point your mobile device's camera at the target QR code.

GRADING RUBRIC

Area	Grading Area	Location in SB
Academic Objective	 The academic objective in each unit is based on actual learning standards and is related to the academic subject area. Students should complete each unit with a significant level of understanding of the academic concept in each unit and in English. In addition, comprehension questions may also frequently ask students questions related to the academic concepts and objectives in each unit. Use the proper locations in the student book in the right column along with the grading rubric criteria on the next page to help you accurately assess each student. 	Sections related to the academic objective are in the following places in every unit: the unit introduction page, the 2nd page of Lesson A, the 4th page of Lesson A, and Part C of the self-assessment page.
Language Learning	 The language learning objectives in each unit are based on content-specific language determined by the topic of each unit. In lesson A, the activities are intended to help students become familiar with the meaning of new words. In lesson B, the activities are intended to help students with using new words in context. Use the proper locations in the student book in the right column along with the grading rubric criteria on the next page to help you accurately assess each student. 	• Sections related to language learning are in the following places in every unit: the 1st and 2nd pages of Lesson A, the reading passages in Lesson A and B, the 1st page of Lesson B, and Parts A and B of the selfassessment page.
Reading & Writing Skills Fluency Development	 The reading and writing skill objectives and reading fluency development objectives in each unit are strategically chosen and placed within each unit. In lesson A, the reading skill activity helps students develop cognitive skills to use while reading about certain topics and with certain reading formats. In lesson B, the writing skill activity helps students develop cognitive skills to use while writing about information from the reading passage. Reading and writing skills are combined and used in the writing plan in each unit so that students can transfer the cognitive skills they have developed and use them to independently complete a summarizing task. Reading fluency skills are developed with the lesson B passage and tracked with the reading speed chart. (See page 119 of this Teacher's Guide for additional information.) 	• Reading and writing skills and fluency development are in the following places in every unit: the 5th page of Lesson A, the reading passages in Lesson B, the third page of Lesson B, and Part C of the self-assessment page.
IT Skills & Literacy	 IT skills and literacy are increasingly important for teaching modern students. The level of emphasis a teacher wants to place on this area of assessment depends on the access to IT in the classroom, the ability of the students to use it, and the teacher's preference. Use the Integrate app, Class Booster, the premium CD, and others either with mobile devices or desktop computers at your own discretion. 	• IT skills and literacy are in the following places in every unit: the 4th page of Lesson B and Part C of the self-assessment page.

GRADING RUBRIC

Area	Below Standard	Approaching Standard	At Standard
Academic Objective	 Student often struggles to understand both the academic concepts and the target English. Student still needs to ask questions about the concepts and language to understand. 	 Student often struggles to understand either the academic concepts or the target English. Student needs to ask questions about concepts or language to understand. 	 Student often understands both the academic concepts and the target English. Student asks questions about concepts or language to clarify understanding.
Language Learning	Student often struggles with and needs help to understand: problems-solutions, main idea & supporting details, decoding multisyllabic words, distinguishing genres, identifying literary elements, and using graphic organizers to sort information.	Student sometimes struggles with and needs help to understand: problems-solutions, main idea & supporting details, decoding multisyllabic words, distinguishing genres, identifying literary elements, and using graphic organizers to sort information.	Student doesn't usually struggle with understanding: problems-solutions, main idea & supporting details, decoding multisyllabic words, distinguishing genres, identifying literary elements, and using graphic organizers to sort information.
Reading & Writing Skills Fluency Development	 Student often struggles to answer comprehension questions. Student needs to asks questions to recall general information. Student reading fluency is improving slowly and sporadically. 	 Student sometimes struggles to answer comprehension questions. Student needs to asks questions to recall detailed information. Student reading fluency is improving moderately. 	 Student rarely struggles to answer comprehension questions. Student usually asks questions about questions for clarification. Student reading fluency is improving rapidly and steadily.
IT Skills & Literacy	 Student often struggles to connect the passage format to the context of the reading passage and needs to ask questions about formats to understand context. Student doesn't understand that IT is used to access additional information. 	 Student sometimes struggles to understand the passage format or the context of the reading passage and needs to ask questions to understand. Student sometimes understands that IT is used to access additional information. 	 Student understands the passage format and the context of the reading passage and asks clarification questions . Student understands that IT is used to access additional information.

±01

UNDERSTANDING CULTURES

UNIT SUMMARY

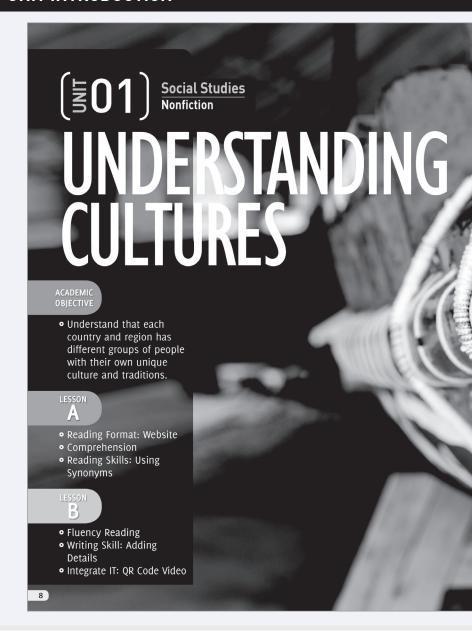
UNIT INTRODUCTION

Unit 1: Social Studies / Nonfiction

Academic Objective: Understand that each country and region has different groups of people with their own unique cultures and traditions.

Academic Objective in Context:

Understanding minority cultures helps us to appreciate and accept cultural diversity.



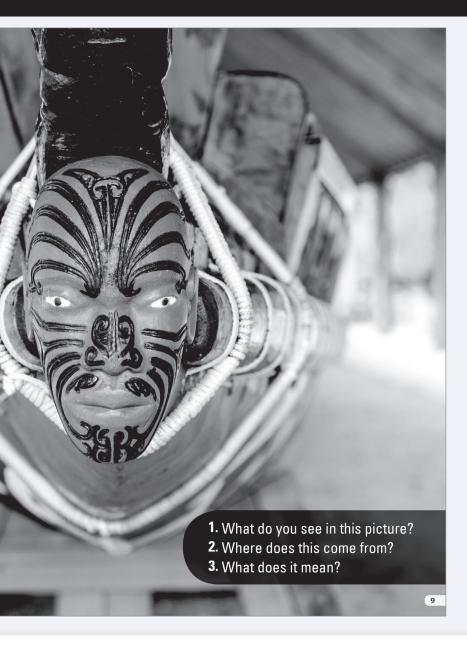
Introduce the topic with the picture on the unit introduction page. Get students thinking and talking about the topic.

Review the academic objective on the page.

Preview the learning objectives in Lesson A. Discuss the three warm-up questions to see how much background information students possess about the subject, objectives, topics, and language learning points.

LESSON A

UNIT SUMMARY



Language Learning Objectives

New Words: native, population, ethnic, minority, unique, particular, detail, impressive

Bonus Words: pattern, fact

Structure Focus: Time Expressions

Reading Format: Website

Discuss the three warm-up questions to see how much background information students possess about the subject, objectives, topics, and language learning points.

1. What do you see in this picture?

Sample answer: I see a wood carving of a man with a painted face.

2. Where does this come from?

Sample answer: I think it comes from New Zealand.

3. What does it mean?

Sample answer: *I think it is used as a symbol for protection.*

EO1 LESSON

TEACHING TIPS

NEW WORDS



Low-Level Students: After completing the new words activity on page 10, check the answers by asking students to read the words and spell them.

High-Level Students: After completing the new words activity on page 10, check the answers by giving students 1-2 minutes to memorize the new words on page 10, and then ask them to close the book and recall each word from memory.



Use the picture to activate students' prior knowledge about the topic of the unit. Ask the students why they think different cultures exist. Focus the attention of the students on the picture and ask them the warm-up questions:

- 1. What kinds of cultures and traditions are there in your country? Sample answer: We celebrate the lunar new year. We get together as a family and eat a big meal.
- 2. Are the people in different parts of a country the same or different?

Sample answer: People are the same.

3. How are they different? How are they the same? Sample answer: They all speak the same language.

Explain to the students that they will learn about understanding different cultures and why it's important. Tell them that they will learn about the native people of New Zealand. Explain that students will learn new words related to traditions and the importance of learning about different cultures. Play audio track 02 and ask students to say and write each word as they hear them.

GRAMMATICAL STRUCTURE



Low-Level Students: Use the free downloadable worksheet for additional practice with the structure before.

TEACHING TIPS

High-Level Students: Write a few more examples on the board with intentional mistakes. Call on individual students to correct the mistakes.



- **STRUCTURE: TIME EXPRESSIONS**
 - B Read.
 - 1. Europeans came to North America a few hundred years ago.
 - 2. Today, we have different ideas.
 - C Unscramble and write.

. [past,	had differen	t peop	people		he	ideas
2. [paper	She	wrot	e	th	e	last week
. [Today,	together	enjoy	ре	ople	diffe	rent cultures
. <u>I</u>	n the past,	people had dif	ferent idea	s.			
_		ne paper last w					

GEFOREYOUREAD Academic Objective Question: Why is it important to understand minority cultures?

The structure in each unit is meant to highlight a key grammatical structure that is covered in the reading

passages of the units.

The intended purpose of highlighting the structure is to review and demonstrate how the structure is used in an authentic way.

Read the structure together as a class.

3. Today, people enjoy different cultures together

Write a few more examples on the board to help familiarize the structure in the students' minds.

Complete the matching activity as a class and review the correct answers with the students.

Before turning the page, ask the students the academic objective question. This question focuses on the academic content learning goals of the unit. Focus more on that than on the language learning goals when you discuss answers with students. Use your native language if necessary. Teach students unknown words that may arise as they try to answer the academic objective question. Probe the class to see if there are differing opinions or if everyone agrees on a consensus answer. Ask the students to keep this question in mind as they read the passage on the next page.

EO1 LESSON A

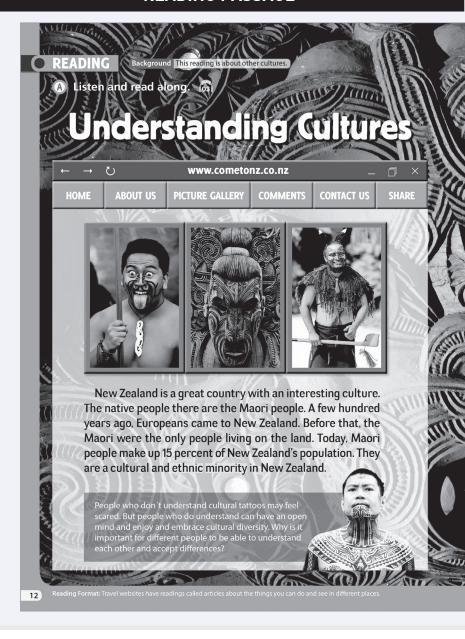
TEACHING TIPS

READING PASSAGE



Low-Level Students: After listening to the audio, reading, and clarifying any additional unknown words, read the passage together again as a class.

High-Level Students: Ask the students to make connections between the contents of the passage and a unique tradition found in their culture. Ask them what the tradition is, what it means, and how and when it's honored.



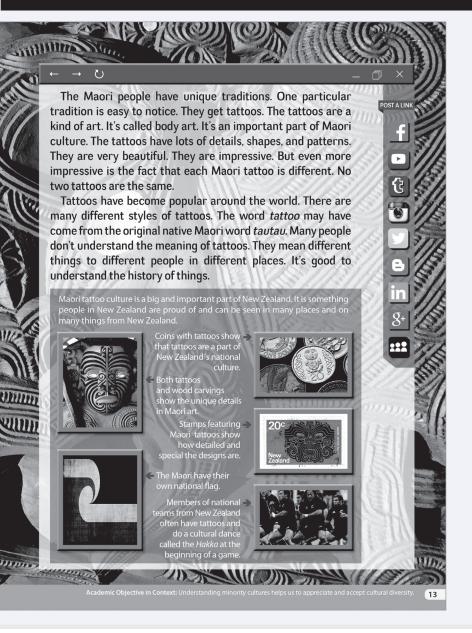
Introduce the background of the reading using the background information at the top of the page.

Explain to the students that the reading format of this passage is a website. Tell the students that travel websites have articles that tell you all the things you can see and do in different cities and countries.

Review the title of the reading: Understanding Cultures. Ask the students why they think this is the title. Explain this is because they will learn about a minority culture.

READING PASSAGE

PASSAGE DETAILS



Reading Format: Website

Academic Objective: Understand that each country and region has different groups of people with their own unique cultures and traditions.

Academic Objective in Context:

Understanding minority cultures helps us to appreciate and accept cultural diversity.

Tell students to read along quietly while they listen to the audio track. Tell them to circle any unknown words while they listen. Play audio **track 03.**

After the track is finished, ask the students if there are any unknown words that they circled. Review the meaning of those words and how they are used in the passage. Use your native language to do this if necessary.

Call students to read the captions with each picture. Ask the class to compare the traditions from the passage to traditions in their own culture.

Ask the students to recall the academic objective question from the second page of lesson A. Now ask them to read the academic objective in context at the bottom of this page. This should help the students with the academic content learning goal of this unit. Discuss and explain further if necessary.

EO1 LESSON A

TEACHING TIPS

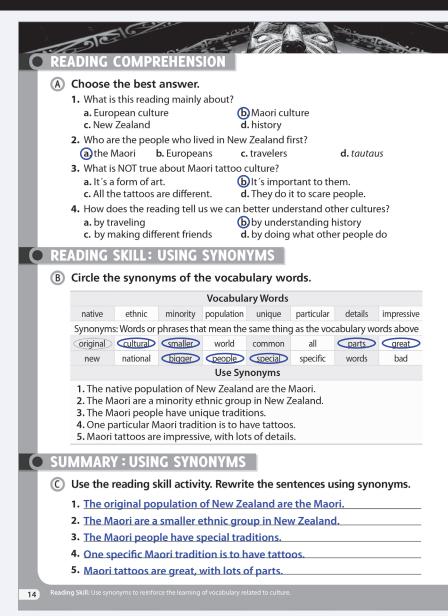
READING COMPREHENSION & READING SKILL DEVELOPMENT

Level Tips

Low-Level Students: While completing both the comprehension questions and the reading skill activity, allow the students to turn back to the passage to locate the correct answers in the passage. Offer guidance and assistance as needed, such as pointing out which paragraph students should look in to find each correct answer.

High-Level Students: Ask students follow-up questions to the comprehension questions, i.e.

3. What is NOT true about Maori tattoo culture? Correct answer: d. They do it to scare people. Ask the students how Maori tattoos can be considered art.



Reading Comprehension:

Ask the students to recall the correct information from the passage. Go through each question and correct answer together as a class. Ask students to record how many answers they get correct or incorrect with circles and slashes over each question number.

Reading Skill:

Explain to the students that a *using synonyms* means using different words that have the same meaning. Tell the students to select the correct synonym for each word.

Ask students to write the sentences by using the synonyms. After allowing students enough time to write all the answers in the summary section, randomly call students to read their answers.

LESSON B

LESSON B INTRODUCTION & VOCABULARY REVIEW

TEACHING TIPS



OVOCABULARY REVIEW

(A) Fill in the blank with the correct word.

	population native ethnic minority details impressive unique particular
1.	The town has a small <u>population</u> of only twenty-two people.
2.	The design of your shirt is very <u>unique</u> . I've never seen anything like it before.
3.	This <u>particular</u> song is my favorite one by this singer.
4.	The game was very <u>impressive</u> ! I really enjoyed watching it.
5.	Minority groups may be smaller, but they need to be understood.
6.	The <u>native</u> people have been in America the longest.
7.	The painting has lots of <u>details</u> . It must have taken a long time to finish.
8.	Every ethnic group has its own culture

Level Tips

Low-Level Students: Tell the students to turn back to the new words page in Lesson A and review the meaning of each word. Then use the free downloadable worksheet for additional vocabulary practice before completing the vocabulary review on this page.

High-Level Students: Ask students to write one additional sentence for each vocabulary word in a notebook or beneath each sentence on this page in the student book. Randomly call students to share the sentences they wrote.

Quickly review the learning objectives of Lesson B.

Look at the picture. Discuss the picture and the warm-up question on the first page of Lesson B

1. Why do you think that is?

Sample answer: It is a form of art. People can express themselves and their cultures through art.

Complete the vocabulary review as a class or individually and then check the answers together as a class.

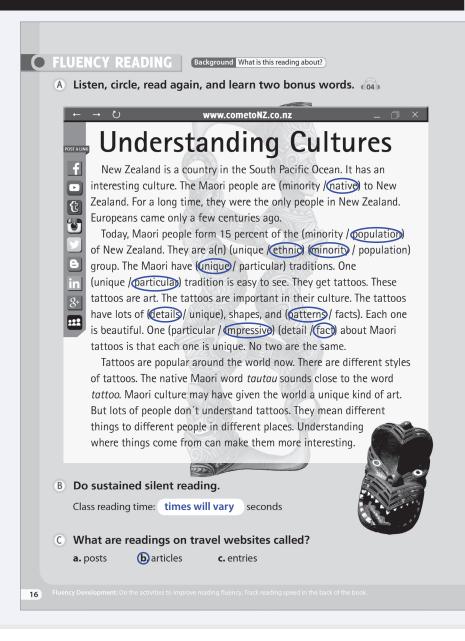
TEACHING TIPS

READING FLUENCY DEVELOPMENT & BONUS WORDS

Level Tips

Low-Level Students: Set up a timer in class that all students can see. Tell the students to read the passage a third time and record their individual reading time in the second reading column on the reading speed chart for this unit.

High-Level Students: Teach the students how to do the reading speed calculation. Tell the students that they can track their individual reading time at home in the second reading column on the reading speed chart for this unit.



Read the background question at the top of the page. Ask students if they remember what the reading is about.

Sample answer: It's about the Maori in New Zealand and their tattoo culture.

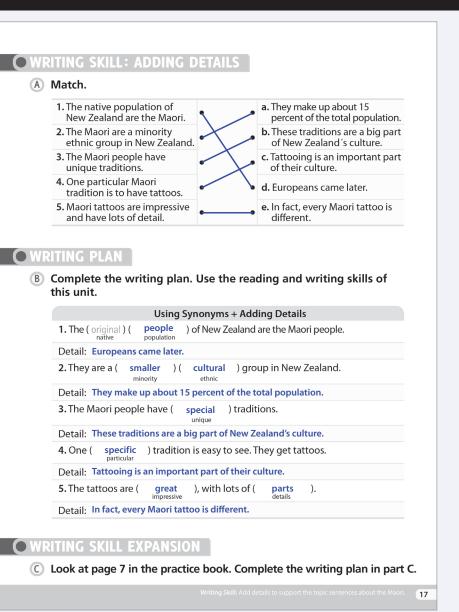
Find the two bonus words in the table of contents. Teach the students what these words mean. Ask the students to listen and underline the vocabulary words and bonus words in the passage. Underline the first instance of each word and underline each word only once. Tell the students to listen and read along with the audio. Play audio **track 04**.

After listening to the audio, tell the students to do the reading activity in activity B. Record the class reading time and record it in the reading speed chart in the back of the book.

Ask the students if they remember what the reading format of this passage is. Briefly discuss it and circle the correct answer.

READING + WRITING SKILL TRANSFERENCE & WRITING PLAN

TEACHING TIPS



Level Tips

Low-Level Students: Complete the writing plan together as a class. Then have students transfer the information in the chart from the student book to the practice book. Have students close the student book and double-check the accuracy of the writing plan in their practice books.

High-Level Students: Have students complete the writing plan individually. Check the answers together as a class. Then have students transfer the information in the writing plan from their student book to the practice book. Encourage students to write an additional sentence in their homework.

Writing Skill:

Introduce the writing skill to the students. Tell the students that *adding details* means writing additional and useful information in the sentence. Tell them that they need to match the information with the correct details.

Writing Plan:

Ask the students to recall the reading skill from this unit: *using synonyms*. Tell the students that they will use that reading skill again to put the information from the writing skill activity into the correct category. Complete the chart and review as a class. After completing the writing plan chart, have the students record that information in their practice books. Tell them to write a paragraph to summarize the information in the writing plan. Explain that the writing plan is there to help guide them, but also that their writing doesn't need to follow the writing plan verbatim. Use your native language as necessary. Tell the students to write with small, neat letters so that all of the information can fit into the chart.

EO1 LESSON B

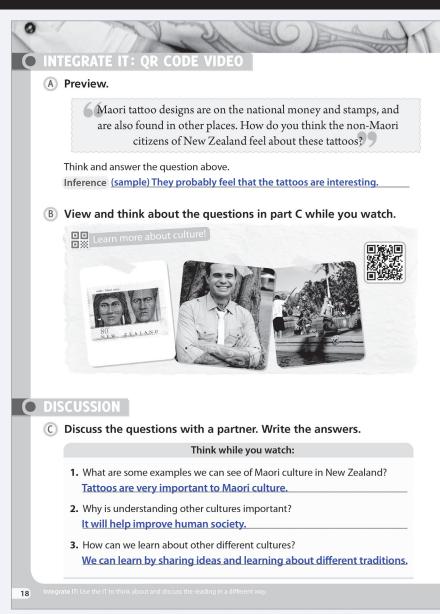
TEACHING TIPS

INTEGRATE IT SKILLS & DIGITAL LITERACY

Level Tips

Low-Level Students: Ask the students if there were any parts of the video that they didn't understand. Replay those sections and explain in your native language to promote and support deeper understanding.

High-Level Students: Ask the students to record any unfamiliar words from the video and review the meaning of those words together as a class to support vocabulary expansion.

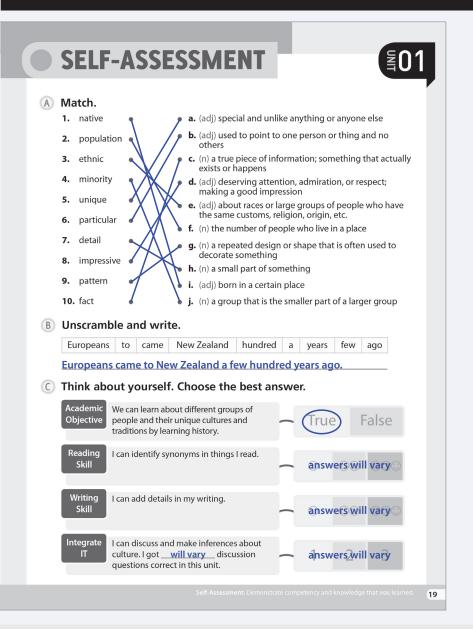


Explain to the students that they will now watch a video about the Maori people. Read the quote from the preview and brainstorm answers as a class. Come to an agreement about the inference answer that you will write down as a class.

Sample answer: They probably feel that the tattoos are interesting.

Ask the students if they know what a QR code is. Point it out on the page. Explain how it works and demonstrate it if possible using the *Integrate Viewer* app. Before watching the video, read each question in part C together as a class. Tell the students these questions will be answered as they watch the contents of the video. Show the video. Give the students some time to discuss the questions. This can be done in pairs, in small groups, or together as a class. Go over the answers as a class.

SELF-ASSESSMENT & UNIT WRAP-UP



TEACHING TIPS

Use the grading rubric to perform your own assessment of each student's progress for this unit.

Adjust the rubrics to match the level of your students as necessary.

Level Tip

Low-Level Students: Allow students to turn back to the pages of the unit to find the answers. Check the answers together as a class.

High-Level Students: Treat the page as a sort of quiz.

Complete the vocabulary check. Review the correct answers as a class. Ask students to record how many answers they get correct or incorrect with circles and slashes over each question number.

Ask students to unscramble the sentence individually. Check the answers together as a class. Review the academic objective statement. Ask the students who think the answer is true to raise their hands. Do the same for students who think the statement is false. Tell students the correct answer and talk about why that answer is correct.

Ask students to evaluate their own work on the reading skill section in Lesson A, the writing skill section in Lesson B, and the questions on the Integrate IT page. Tell them to use the number of mistakes they made to guide their self-assessment. If they couldn't get anything correct they should fill in the single smiley face; if they made a few mistakes, two smiley faces; and if they only made a couple of small mistakes, or none at all, they can fill in three smiley faces. This allows the students to assess where they need to improve and you to align assessment as the teacher with the students' understanding of their own performance.

TRAVEL TO INDIA

UNIT SUMMARY

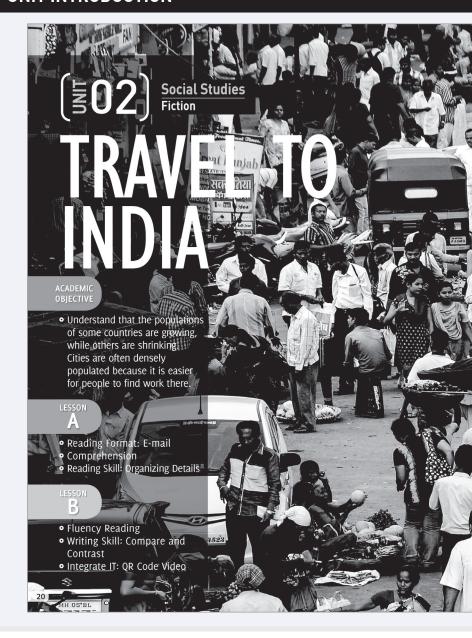
UNIT INTRODUCTION

Unit 2: Social Studies / Fiction

Academic Objective: Understand that the populations of some countries are growing while others are shrinking. Cities are often densely populated because it is easier for people to find work there.

Academic Objective in Context:

The population of some countries are growing, while others are shrinking. Cities are often densely populated because it easier for people to find work there.



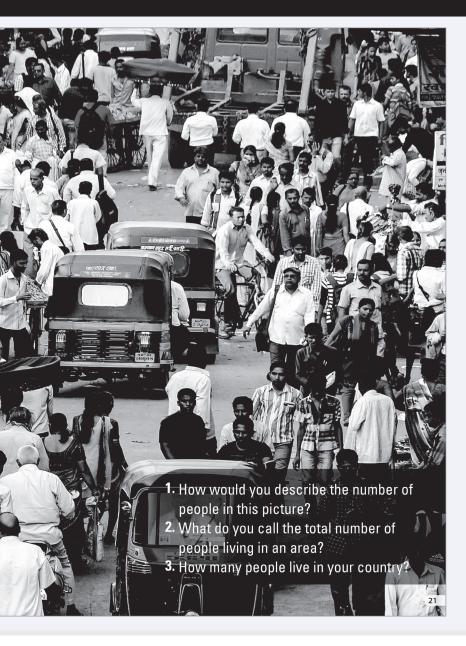
The population of some countries are growing, while others are shrinking. Cities are often densely populated because it easier for people to find work there.

Review the academic objective on the page.

Preview the learning objectives in Lesson A. Discuss the three warm-up questions to see how much background information students possess about the subject, objectives, topics, and language learning points.

LESSON A

UNIT SUMMARY



Language Learning Objectives

New Words: support, fascinating, expect, pass, born, adult, shrink, crisis

Bonus Words: currently, actually

Structure Focus: Adverbs

Reading Format: E-mail

Discuss the three warm-up questions to see how much background information students possess about the subject, objectives, topics, and language learning points. Ask students which countries are known to have high populations to activate prior knowledge.

1. How would you describe the number of people in this picture?

Sample answer: There are many people in the picture. It looks very crowded.

2. What do you call the total number of people living in an area?

Sample answer: The total number of people living in an area is called a population.

3. How many people live in your country?

Sample answer: I think there are around 50 million people.

E02 LESSON A

TEACHING TIPS

NEW WORDS



Low-Level Students: After completing the new words activity on page 22, check the answers by asking students to read the words and spell them.

High-Level Students: After completing the new words activity on page 22, check the answers by giving students 1-2 minutes to memorize the new words on page 22, and then ask them to close the book and recall each word from memory.



Use the picture to activate students' prior knowledge about the topic of the unit. Ask the students what they know about India. Focus the attention of the students on the picture and ask them the warm-up questions:

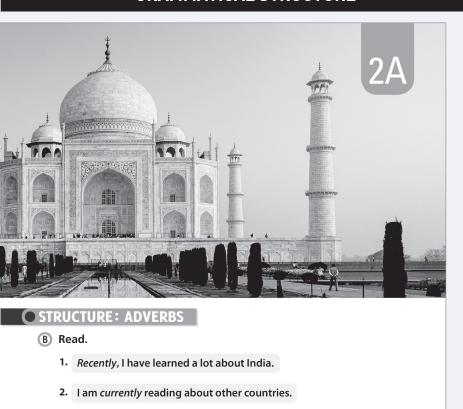
- 1. Which country is this building in?
 - Sample answer: I think this building is in India.
- 2. How many people do you think live here?
 - Sample answer: I think a billion people live here.
- 3. What is the population of your country?

Sample answer: I think the population is around 50 million.

Explain to the students that they will learn about India and get more information about the population of India. Tell them that many countries are having population problems. Some are growing too quickly and some aren't growing quickly enough.

Play audio track 05 and ask students to say and write each word as they hear them.

GRAMMATICAL STRUCTURE



changed

understood

live

@EFORE YOU READ Academic Objective Question: What is the pattern of population gro

The

rules

peacefully

TEACHING TIPS



Low-Level Students: Use the free downloadable worksheet for additional practice with the structure before reading.

High-Level Students: Write a few more examples on the board with intentional mistakes. Call on individual students to correct the mistakes.

The structure in each unit is meant to highlight a key grammatical structure that is covered in the reading passages of the units.

government

the

The

The intended purpose of highlighting the structure is to review and demonstrate how the structure is used in an authentic way.

Read the structure together as a class.

C Unscramble and write. the law

She

people

eventually

easily

together

1. The government eventually changed the law.

2. She easily understood the rules 3. The people live peacefully together.

Write a few more examples on the board to help familiarize the structure in the students' minds. Complete the matching activity as a class and review the correct answers with the students.

Before turning the page, ask the students the academic objective question. This question focuses on the academic content learning goals of the unit. Focus more on that than on the language learning goals when you discuss answers with students. Use your native language if necessary. Teach students unknown words that may arise as they try to answer the academic objective question. Probe the class to see if there are differing opinions or if everyone agrees on a consensus answer. Ask the students to keep this question in mind as they read the passage on the next page.



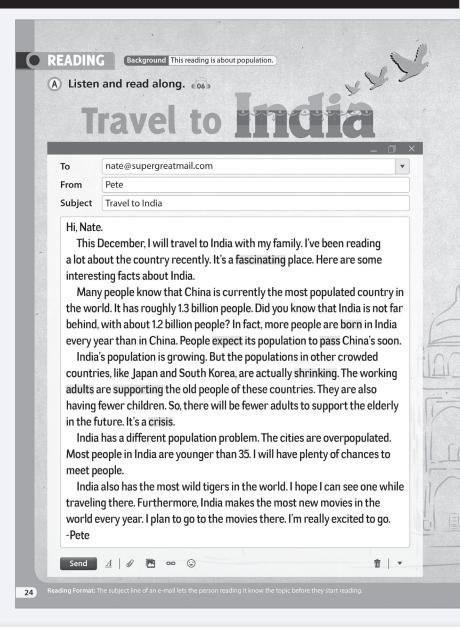
TEACHING TIPS

READING PASSAGE



Low-Level Students: After listening to the audio, reading, and clarifying any additional unknown words, read the passage together again as a class.

High-Level Students: Ask the students to make connections between the contents of the passage and the population in their own country.



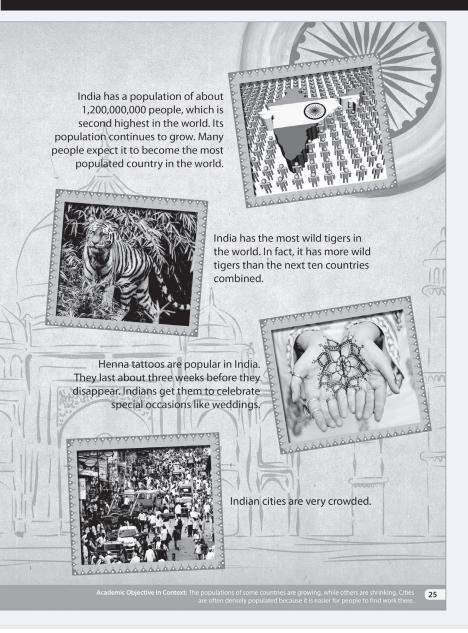
Introduce the background of the reading using the background information at the top of the page.

Explain to the students that the reading format of this passage is an e-mail. Tell them that the subject line lets the person reading the e-mail know what the topic is before they start reading. Ask the students what the subject line of this e-mail is.

Review the title of the reading: Travel to India. Ask the students why they think this is the title. Explain this is because the reading is about traveling to India.

READING PASSAGE

PASSAGE DETAILS



Reading Format: E-mail

Academic Objective: Understand that the populations of some countries are growing while others are shrinking. Cities are often densely populated because it is easier for people to find work there.

Academic Objective in Context:

The population of some countries are growing, while others are shrinking. Cities are often densely populated because it easier for people to find work there.

Tell students to read along quietly while they listen to the audio track. Tell them to circle any unknown words while they listen. Play audio **track 06**.

After the track is finished, ask the students if there are any unknown words that they circled. Review the meaning of those words and how they are used in the passage. Use your native language to do this if necessary.

Call students to read the captions and look at the pictures. Discuss any new information about India they have learned today. Ask the students if they have any other questions about India.

Ask the students to recall the academic objective question from the second page of lesson A. Now ask them to read the academic objective in context at the bottom of this page. This should help the students with the academic content learning goal of this unit. Discuss and explain further if necessary.



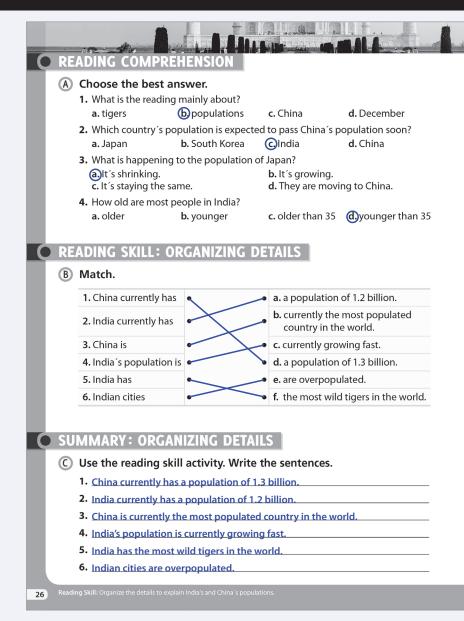
TEACHING TIPS

READING COMPREHENSION & READING SKILL DEVELOPMENT

Level Tips

Low-Level Students: While completing both the comprehension questions and the reading skill activity, allow the students to turn back to the passage to locate the correct answers in the passage. Offer guidance and assistance as needed, such as pointing out which parts of the reading students should look in to find each correct answer.

High-Level Students: Ask students follow-up questions to the comprehension questions, i.e. 2. Which country's population is expected to pass China's population soon? Correct answer: c. India. Ask the students what the current population of India is.



Reading Comprehension:

Ask the students to recall the correct information from the passage. Go through each question and correct answer together as a class. Ask students to record how many answers they get correct or incorrect with circles and slashes over each question number.

Reading Skill:

Explain to the students that organizing details means matching details to the correct topic helps you better understand everything. Tell the students to match the details to the topic.

Ask students to write the sentences they have underlined. After allowing students enough time to write all the answers in the summary section, randomly call students to read their answers.

LESSON B INTRODUCTION & VOCABULARY REVIEW

TEACHING TIPS



A Fill in the blank with the correct word.

2	support	tascinating	expect	pass	born	adults	snrinks	crisis
1. L	ast night,	, my new baby	/ brother	was	b	orn		
2. E	Bring your	r umbrella. The	e news sa	ys they		expect	it v	vill rain.
3. N	Nost stud	ents are childı	en, but _	a	dults	ca	ın always l	earn too.
4. T	he balloc	on <u>shri</u>	nks	whe	n I let th	e air out	of it.	
		ected \$95 in d arget next we		, and I tl	hink I ca	ın	pass	
6. L	earning a	about space is	fas	<u>cinatin</u>	g			
7. P	lease tell	me if there's	anything	l can do	to	suppo	ort	you.
8. T	here's a k	oig <u>cr</u>	isis	, so \	we need	d your he	lp right aw	vay!

Level Tips

Low-Level Students: Tell the students to turn back to the new words page in Lesson A and review the meaning of each word. Then use the free downloadable worksheet for additional vocabulary practice before completing the vocabulary review on this page.

High-Level Students: Ask students to write one additional sentence for each vocabulary word in a notebook or beneath each sentence on this page in the student book. Randomly call students to share the sentences they wrote.

Quickly review the learning objectives of Lesson B.

Look at the picture. Discuss the picture and the warm-up questions on the first page of Lesson B. Make a connection to the real world using the picture.

27

1. How are they different from other kinds of tattoos?

Sample answer: Henna tattoos wash off after some time. Ink tattoos are permanent.

Complete the vocabulary review as a class or individually and then check the answers together as a class.

TEACHING TIPS

READING FLUENCY DEVELOPMENT & BONUS WORDS

Level Tips

Low-Level Students: Set up a timer in class that all students can see. Tell the students to read the passage a third time and record their individual reading time in the second reading column on the reading speed chart for this unit.

High-Level Students: Teach the students how to do the reading speed calculation. Tell the students that they can track their individual reading time at home in the second reading column on the reading speed chart for this unit.



Read the background question at the top of the page. Ask students if they remember what the reading is about.

Sample answer: It's about the population of India.

Find the two bonus words in the table of contents. Teach the students what these words mean. Tell the students to listen, read along, and circle the words from the word box as they listen to the audio. Play audio **track 07**.

After listening to the audio, tell the students to do the reading activity in activity B. Record the class reading time and record it in the reading speed chart in the back of the book.

Ask the students if they remember what the reading format of this passage is. Briefly discuss it and circle the correct answer.

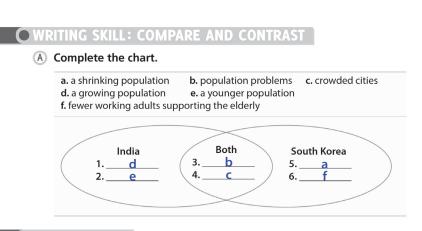
READING + WRITING SKILL TRANSFERENCE & WRITING PLAN

TEACHING TIPS



Low-Level Students: Complete the writing plan together as a class. Then have students transfer the information in the chart from the student book to the practice book. Have students close the student book and double-check the accuracy of the writing plan in their practice books.

High-Level Students: Have students complete the writing plan individually. Check the answers together as a class. Then have students transfer the information in the writing plan from their student book to the practice book. Encourage students to write an additional sentence in their homework.



WRITING PLAN

B Complete the writing plan. Use the reading and writing skills of this unit.

	Organizing Details + Compare and Contrast
Place	What
India has	a growing population
	a younger population
South Korea	a shrinking population
has	fewer working adults supporting the elderly
Both have	population problems
	crowded cities

• WRITING SKILL EXPANSION

C Look at page 11 in the practice book. Complete the writing plan in part C.

Writing Skill: Compare and contrast two populations in Asia.

Writing Skill:

Introduce the writing skill to the students. Tell them that compare means finding how things are the same or similar and contrast means finding how things are different. Explain that organizing information in this way will make them better writers.

Writing Plan:

Ask the students to recall the reading skill from this unit: organizing details. Tell the students that they will use that reading skill again to put the information from the writing skill activity into the writing plan chart. After completing the writing plan chart, have the students record that information in their practice books. Tell them to write a paragraph to summarize the information in the writing plan. Explain that the writing plan is there to help guide them, but also that their writing doesn't need to follow the writing plan verbatim. Use your native language as necessary.

EO2 LESSON B

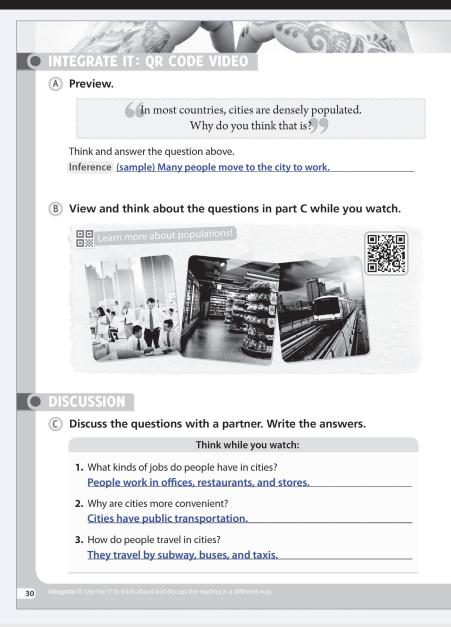
TEACHING TIPS

INTEGRATE IT SKILLS & DIGITAL LITERACY

Level Tips

Low-Level Students: Ask the students if there were any parts of the video that they didn't understand. Replay those sections and explain in your native language to promote and support deeper understanding.

High-Level Students: Ask the students to record any unfamiliar words from the video and review the meaning of those words together as a class to support vocabulary expansion.

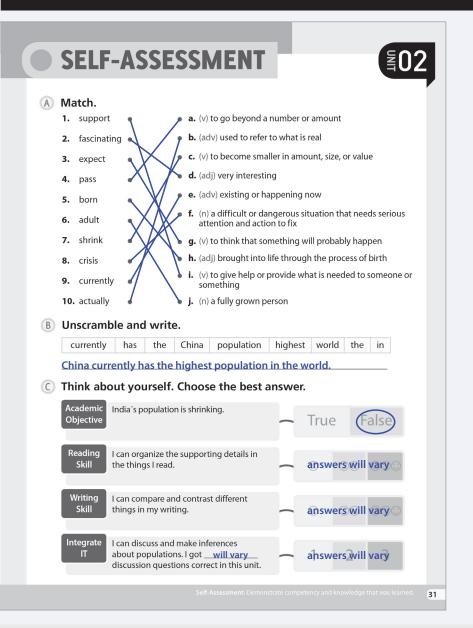


Explain to the students that they will now watch a video about populations in cities. Read the quote from the preview and brainstorm answers as a class. Come to an agreement about the inference answer that you will write down as a class.

Sample answer: Many people move to the city to work.

Ask the students if they remember what a QR code is. Point it out on the page. Ask them how it works. Demonstrate it if possible using the *Integrate Viewer* app. Before watching the video, read each question in part C together as a class. Tell the students these questions will be answered as they watch the contents of the video. Show the video. Give the students some time to discuss the questions. This can be done in pairs, in small groups, or together as a class. Go over the answers as a class.

SELF-ASSESSMENT & UNIT WRAP-UP



about why that answer is correct.

TEACHING TIPS

Use the grading rubric to perform your own assessment of each student's progress for this unit.

Adjust the rubrics to match the level of your students as necessary.

Level Tip

Low-Level Students: Allow students to turn back to the pages of the unit to find the answers. Check the answers together as a class.

High-Level Students: Treat the page as a sort of quiz.

Complete the vocabulary check. Review the correct answers as a class. Ask students to record how many answers they get correct or incorrect with circles and slashes over each question number.

Ask students to unscramble the sentence individually. Check the answers together as a class.

Review the academic objective statement. Ask the students who think the answer is true to raise their hands. Do the same for students who think the statement is false. Tell students the correct answer and talk

Ask students to evaluate their own work on the reading skill section in Lesson A, the writing skill section in Lesson B, and the questions on the Integrate IT page. Tell them to use the number of mistakes they made to guide their self-assessment. If they couldn't get anything correct they should fill in the single smiley face; if they made a few mistakes, two smiley faces; and if they only made a couple of small mistakes, or none, they can fill in three smiley faces. This allows the students to assess where they need to improve and you to align your assessment as the teacher with the students' understanding of their own performance.

SIRAFFES GIRAFFES

UNIT SUMMARY

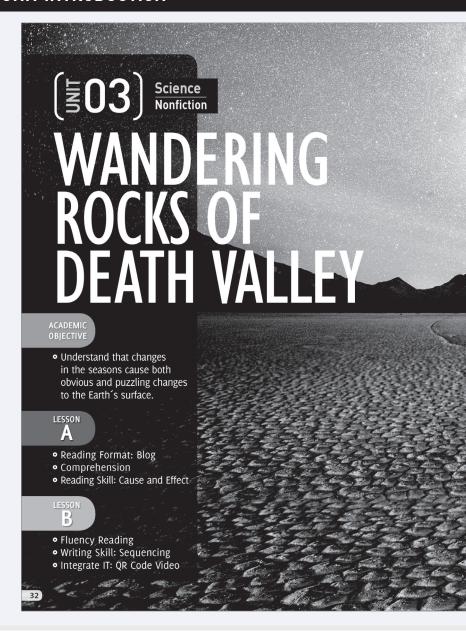
UNIT INTRODUCTION

Unit 3: Science / Nonfiction

Academic Objective: Understand that changes in the seasons cause both obvious and puzzling changes to the Earth's surface.

Academic Objective in Context:

Changes in the seasons cause both obvious and puzzling changes to the Earth's surface.



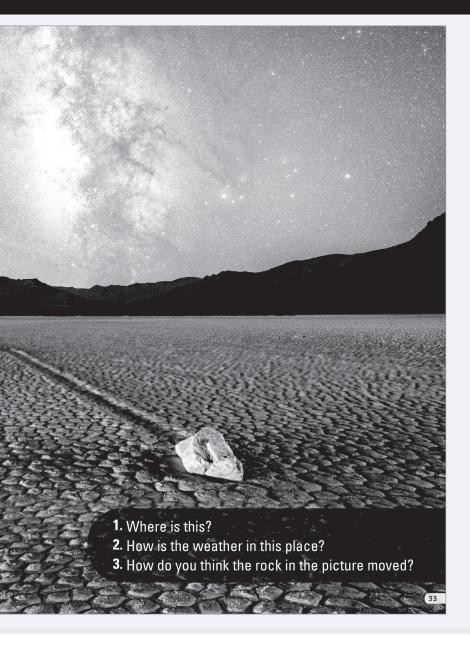
Introduce the topic with the picture on the unit introduction page. Get students thinking and talking about the topic.

Review the academic objective on the page.

Preview the learning objectives in Lesson A. Discuss the three warm-up questions to see how much background information students possess about the subject, objectives, topics, and language learning points.

LESSON A

UNIT SUMMARY



Language Learning Objectives

New Words: accident, wave, drift, sink, ashore, current, rush, direction

Bonus Words: container, flow

Structure Focus: Prepositions of Movement

Reading Format: Blog

Discuss the three warm-up questions to see how much background information students possess about the subject, objectives, topics, and language learning points. Ask students what they know about how things travel in the ocean to activate prior knowledge.

1. Where is this?

Sample answer: It looks like a desert.

2. How is the weather in this place?

Sample answer: It doesn't seem to be hot.

3. How do think the rock in the picture moved?

Sample answer: I think strong winds pushed the rock.

EO3 LESSON A

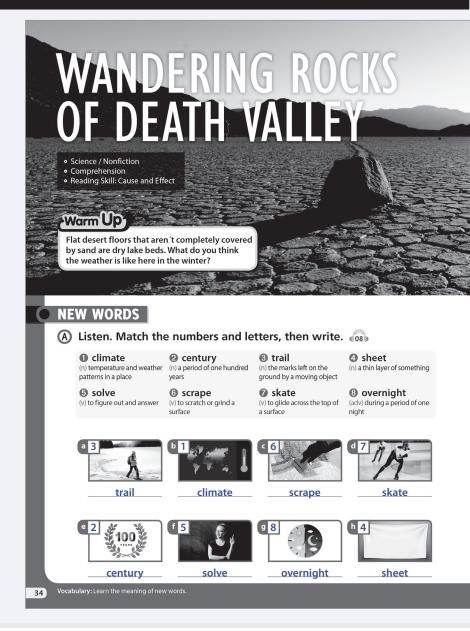
TEACHING TIPS

NEW WORDS

Level Tips

Low-Level Students: After completing the new words activity on page 34, check the answers by asking students to read the words and spell them.

High-Level Students: After completing the new words activity on page 34, check the answers by giving students 1-2 minutes to memorize the new words on page 34, and then ask them to close the book and recall each word from memory.



Use the picture to activate students' prior knowledge about the topic of the unit. Ask the students they see in the picture. Focus the attention of the students on the desert ground in the sand and ask them the warm-up questions:

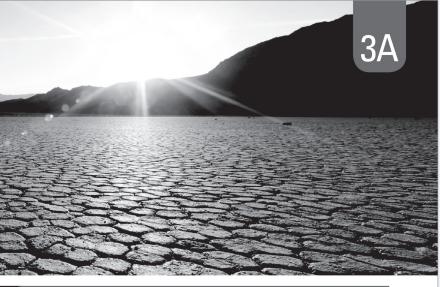
1. What do you think the weather is like here in the winter?

Sample answer: I think it is very hot, even in the winter.

Tell that students that there are many mysterious events that happen in nature, but they can usually be explained. Explain to the students that temperatures in a desert can go from very low to very high in a short time.

Play audio track 08 and ask students to say and write each word as they hear them.

GRAMMATICAL STRUCTURE



STRUCTURE: PREPOSITIONAL PHRASES OF MOVEMENT

- (B) Read.
 - 1. They skate *along* the ice and leave a trail *behind* them.
 - 2. In Canada, winds blow large rocks across the snow in the winter.
- C Correct the underlined word and write.
 - 1. People saw lights flying behind the sky.
 - **2.** How can rocks move <u>down</u> the desert floor?
 - 3. They skate under the ice.
 - 1. People saw lights flying in the sky.
 - 2. How can rocks move across the desert floor?
 - 3. They skate on the ice.

GEFOREYOU READ Academic Objective Question: How does seasonal change affect the earth's surface?

35

TEACHING TIPS



Low-Level Students: Use the free downloadable worksheet for additional practice with the structure before reading.

High-Level Students: Write a few more examples on the board with intentional mistakes. Call on individual students to correct the mistakes.

The structure in each unit is meant to highlight a key grammatical structure that is covered in the reading passages of the units.

The intended purpose of highlighting the structure is to review and demonstrate how the structure is used in an authentic way.

Read the structure together as a class.

Write a few more examples on the board to help familiarize the structure in the students' minds. Complete the matching activity as a class and review the correct answers with the students.

Before turning the page, ask the students the academic objective question. This question focuses on the academic content learning goals of the unit. Focus more on that than on the language learning goals when you discuss answers with students. Use your native language if necessary. Teach students unknown words that may arise as they try to answer the academic objective question. Probe the class to see if there are differing opinions or if everyone agrees on a consensus answer. Ask the students to keep this question in mind as they read the passage on the next page.

EO3 LESSON A

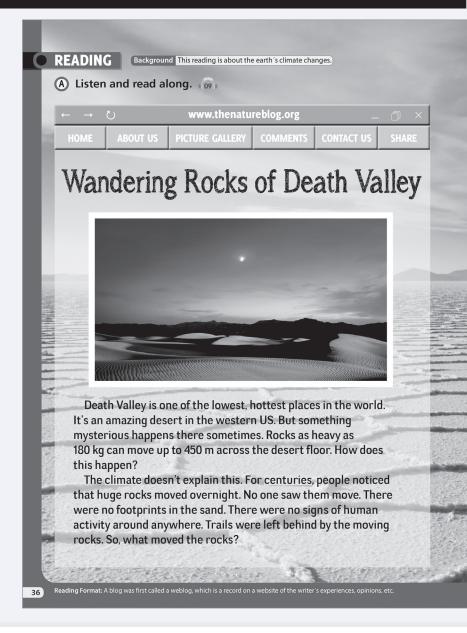
TEACHING TIPS

READING PASSAGE



Low-Level Students: After listening to the audio, reading, and clarifying any additional unknown words, read the passage together again as a class.

High-Level Students: Ask the students to make connections between the contents of the passage and what they already know about deserts.



Introduce the background of the reading using the background information at the top of the page.

Explain to the students that the reading format of this passage is a blog. Tell the students that a blog is a place on the Internet where people can write about things they are interested in. Tell them that an article on the Internet was first called a weblog. Writers would post about their experiences, opinions, etc.

Review the title of the reading: Wandering Rocks of Death Valley. Ask the students why they think this is the title. Explain this is because the passage is about heavy rocks that move across the desert floor.

READING PASSAGE

The hottest temperature ever recorded in Death Valley was 57°C in 1913. When the sun sets the temperature starts to quickly fall. As the temperature continues to fall in the night, ice starts to form on the desert floor. The coldest temperature ever recorded in Death Valley was -9°C, also in 1913. Powerful winds blow the heavy rocks across the ice, leaving behind mysterious-looking trails on the desert floor Scientists couldn't understand how the rocks moved. For years, people saw strange lights in the night sky. Did the lights move the rocks? Finally, a scientist solved the mystery. Deserts are hot in the day, but they get very cold at night. In winter, the ground freezes. On the desert floor, thin sheets of ice form. Not many plants grow in the

desert. Powerful winds blow heavy rocks across the ice in the bare desert. The rocks scrape the desert floor as they

It's a simple answer to an old mystery. The climate

Academic Objective in Context: Changes in the seasons cause both obvious and puzzling changes to the earth's surface

skate along the ice. A trail is left behind.

explains a lot, after all.

PASSAGE DETAILS

Reading Format: Blog

Academic Objective: Understand that changes in the seasons cause both obvious and puzzling changes on the Earth's surface.

Academic Objective in Context: Changes in the seasons cause both obvious and puzzling changes to the Earth's surface.

Tell students to read along quietly while they listen to the audio track. Tell them to circle any unknown words while they listen. Play audio **track 09**.

After the track is finished, ask the students if there are any unknown words that they circled. Review the meaning of those words and how they are used in the passage. Use your native language to do this if necessary.

Call students to discuss how the temperatures change in Death Valley. Ask students to explain how the rocks move across the desert.

Ask the students to recall the academic objective question from the second page of lesson A. Now ask them to read the academic objective in context at the bottom of this page. This should help the students with the academic content learning goal of this unit. Discuss and explain further if necessary.

EO3 LESSON A

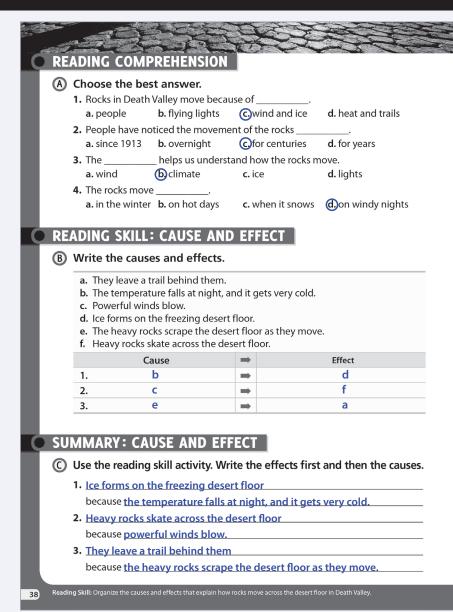
TEACHING TIPS

READING COMPREHENSION & READING SKILL DEVELOPMENT



Low-Level Students: While completing both the comprehension questions and the reading skill activity, allow the students to turn back to the passage to locate the correct answers in the passage. Offer guidance and assistance as needed, such as pointing out which parts of the reading students should look in to find each correct answer.

High-Level Students: Ask students follow-up questions to the comprehension questions, i.e. 3. The _____ helps us understand how the rocks move. Correct answer: b. climate. Ask students to describe the climate.



Reading Comprehension:

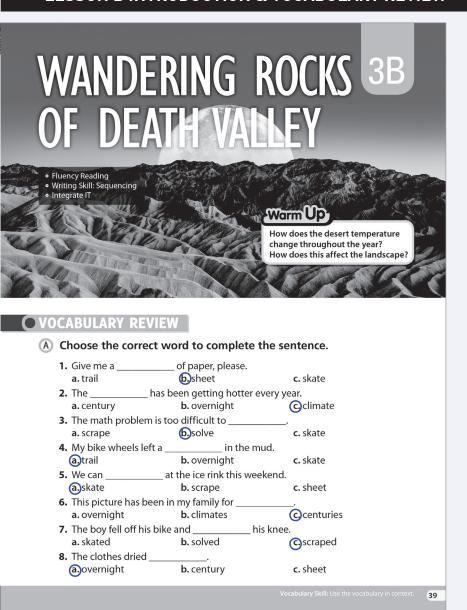
Ask the students to recall the correct information from the passage. Go through each question and correct answer together as a class. Ask students to record how many answers they get correct or incorrect with circles and slashes over each question number.

Reading Skill:

Explain to the students that *cause* is the reason why something happens and *effect* is the result of what happens because of the cause. Tell them that they need to match each cause with its effect. Tell the students to write the correct letters in the chart. Complete the activity together as a class.

Ask students to write sentences connecting the effect to the cause with because in the summary section, and then randomly call students to read their answers.

TEACHING TIPS



Level Tip

Low-Level Students: Tell the students to turn back to the new words page in Lesson A and review the meaning of each word. Then use the free downloadable worksheet for additional vocabulary practice before completing the vocabulary review on this page.

High-Level Students: Ask students to write one additional sentence for each vocabulary word in a notebook or beneath each sentence on this page in the student book. Randomly call students to share the sentences they wrote.

Quickly review the learning objectives of Lesson B.

Look at the picture. Discuss the picture and the warm-up questions on the first page of Lesson B. Make a connection to the real world using the picture.

1. How does the desert temperature change throughout the year?

Sample answer: Desert temperatures change a lot.

2. How does this affect the landscape?

Sample answer: Hills of sand are created by the wind.

Complete the vocabulary review as a class or individually and then check the answers together as a class.

EO3 LESSON B

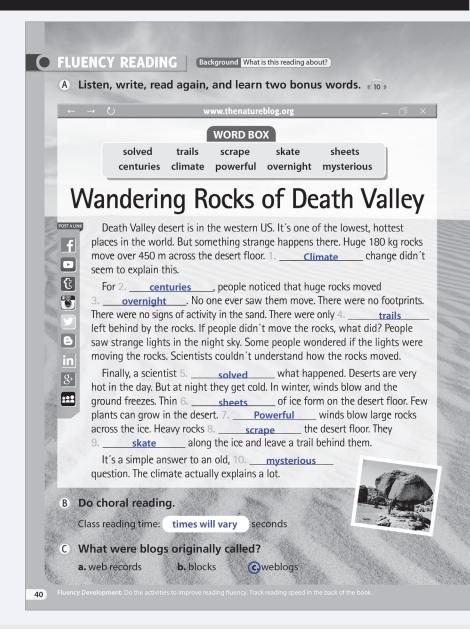
TEACHING TIPS

READING FLUENCY DEVELOPMENT & BONUS WORDS



Low-Level Students: Set up a timer in class that all students can see. Tell the students to read the passage a third time and record their individual reading time in the second reading column on the reading speed chart for this unit.

High-Level Students: Teach the students how to do the reading speed calculation. Tell the students that they can track their individual reading time at home in the second reading column on the reading speed chart for this unit.



Read the background question at the top of the page. Ask students if they remember what the reading is about.

Sample answer: *It's about heavy rocks that move across Death Valley because of the climate.*Find the two bonus words in the table of contents. Teach the students what these words mean. Tell the students to listen, read along, and write the words from the word box into the blanks of the passage as they listen to the audio. Play audio **track 10**.

After listening to the audio, tell the students to do the reading activity in activity B. Record the class reading time and record it in the reading speed chart in the back of the book.

Ask the students if they remember what the reading format of this passage is. Briefly discuss it and circle the correct answer.

READING + WRITING SKILL TRANSFERENCE & WRITING PLAN

TEACHING TIPS

Level Tips

Low-Level Students: Complete the writing plan together as a class. Then have students transfer the information in the chart from the student book to the practice book. Have students close the student book and double-check the accuracy of the writing plan in their practice books.

High-Level Students: Have students complete the writing plan individually. Check the answers together as a class. Then have students transfer the information in the writing plan from their student book to the practice book. Encourage students to write an additional sentence in their homework.

• WRITING SKILL: SEQUENCING

A Number the sentences in the correct order.

- 1 The sun sets in Death Valley.
- 3 Ice forms on the freezing desert floor.
- 2 The temperature falls, and it gets cold.
- 4 Powerful winds blow, and heavy rocks skate across the desert floor.
- 6 The sun rises, and the ice melts.
- 5 The heavy rocks scrape the desert floor, and they leave a trail behind them.

OWRITING PLAN

B Complete the writing plan. Use the reading and writing skills of this unit.

	Cause and Effect + Sequencing					
When	Cause	Effect				
First,	when <u>the sun sets in Death</u> <u>Valley</u>	the temperature falls, and it gets cold.				
Then,	when <u>ice forms on the</u> freezing desert floor	powerful winds blow, and heavy rocks skate across the desert floor.				
As they move,	the heavy rocks scrape the desert floor	and <u>leave a trail behind</u> them.				
In the morning,	the sun rises	and the ice melts.				

WRITING SKILL EXPANSION

C Look at the practice book page 15. Complete the writing plan in part C.

Writing Skill: Sequence the events that explain how the heavy rocks move in Death Valley.

Writing Skill:

Introduce the writing skill to the students. Tell them that sequencing means putting things in the correct order from start to finish. Tell them that they need to organize the information from the chart in this way. Explain that organizing information in this way will help them to explain things better and make them good writers.

Writing Plan:

Ask the students to recall the reading skill from this unit: *cause and effect*. Tell the students that they will use that reading skill again to put the information from the writing skill activity into organized information about the story. Complete the chart and review as a class. After completing the writing plan chart, have the students record that information in their practice books. Tell them to write a paragraph to summarize the information in the writing plan. Explain that the writing plan is there to help guide them, but also that their writing doesn't need to follow the writing plan verbatim. Use your native language as necessary. Tell the students to write with small, neat letters so that all of the information can fit into the chart.

EO3 LESSON B

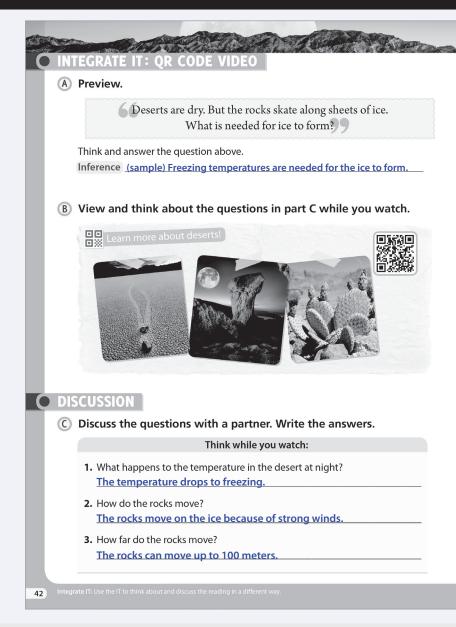
TEACHING TIPS

INTEGRATE IT SKILLS & DIGITAL LITERACY

Level Tips

Low-Level Students: Ask the students if there were any parts of the video that they didn't understand. Replay those sections and explain in your native language to promote and support deeper understanding.

High-Level Students: Ask the students to record any unfamiliar words from the video and review the meaning of those words together as a class to support vocabulary expansion.



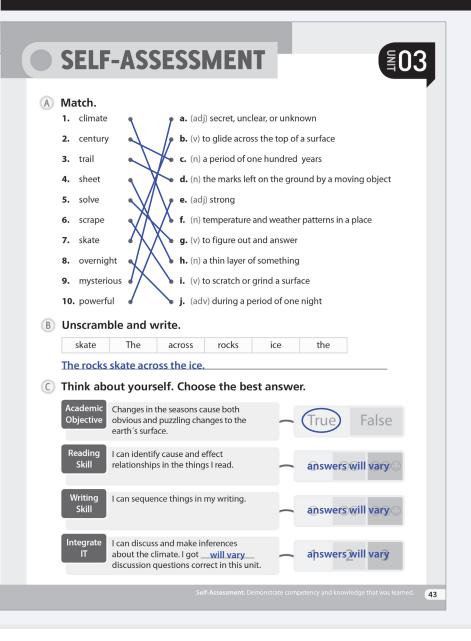
Explain to the students that they will now watch a video about Death Valley and the climate. Read the quote from the preview and brainstorm answers as a class. Come to an agreement about the inference answer that you will write down as a class.

Sample answer: Freezing temperatures are needed for the ice to form.

Ask the students if they remember what a QR code is. Point it out on the page. Ask them how it works. Demonstrate it if possible using the *Integrate Viewer* app. Before watching the video, read each question in part C together as a class. Tell the students these questions will be answered as they watch the contents of the video. Show the video. Give the students some time to discuss the questions. This can be done in pairs, in small groups, or together as a class. Go over the answers as a class.

SELF-ASSESSMENT & UNIT WRAP-UP





Use the grading rubric to perform your own assessment of each student's progress for this unit.

Adjust the rubrics to match the level of your students as necessary.

Level Tips

Low-Level Students: Allow students to turn back to the pages of the unit to find the answers. Check the answers together as a class.

High-Level Students: Treat the page as a sort of quiz.

Complete the vocabulary check. Review the correct answers as a class. Ask students to record how many answers they get correct or incorrect with circles and slashes over each question number.

Ask students to unscramble the sentence individually. Check the answers together as a class. Review the academic objective statement. Ask the students who think the answer is true to raise their hands. Do the same for students who think the statement is false. Tell students the correct answer and talk about why that answer is correct.

Ask students to evaluate their own work on the reading skill section in Lesson A, the writing skill section in Lesson B, and the questions on the Integrate IT page. Tell them to use the number of mistakes they made to guide their self-assessment. If they couldn't get anything correct they should fill in the single smiley face; if they made a few mistakes, two smiley faces; and if they only made a couple of small mistakes, or none, they can fill in three smiley faces. This allows the students to assess where they need to improve and you to align your assessment as the teacher with the students' understanding of their own performance.

SPACE COLONY

UNIT SUMMARY

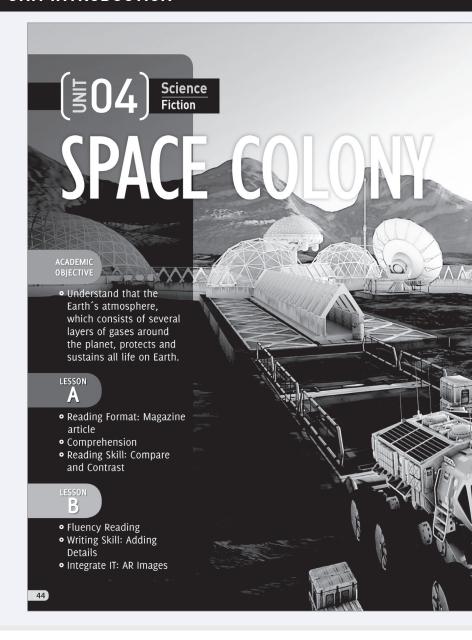
UNIT INTRODUCTION

Unit 4: Science / Fiction

Academic Objective: Understand that the Earth's atmosphere, which consists of several layers of gases around the planet, protects and sustains all life on Earth.

Academic Objective in Context:

Earth's atmosphere, which consists of several layers of gases around the planet, protects and sustains all life on Earth.



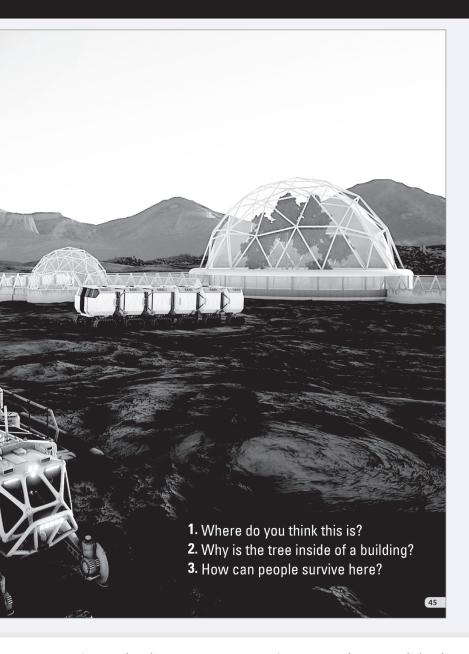
Introduce the topic with the picture on the unit introduction page. Get students thinking and talking about the topic.

Review the academic objective on the page.

Preview the learning objectives in Lesson A. Discuss the three warm-up questions to see how much background information students possess about the subject, objectives, topics, and language learning points.

LESSON A

UNIT SUMMARY



Language Learning Objectives

New Words: solar system, sustain, condition, appropriate, atmosphere, essential, suitable, surface

Bonus Words: colony, survive

Structure Focus: Modals

Reading Format: Magazine article

Discuss the three warm-up questions to see how much background information students possess about the subject, objectives, topics, and language learning points. Ask students what they know about space travel to activate prior knowledge.

1. Where do you think this is?

Sample answer: I think this is on another planet.

2. Why is the tree inside of a building?

Sample answer: Trees make oxygen and they need oxygen in the building.

3. How can people survive here?

Sample answer: They live inside the buildings.

E04 LESSON A

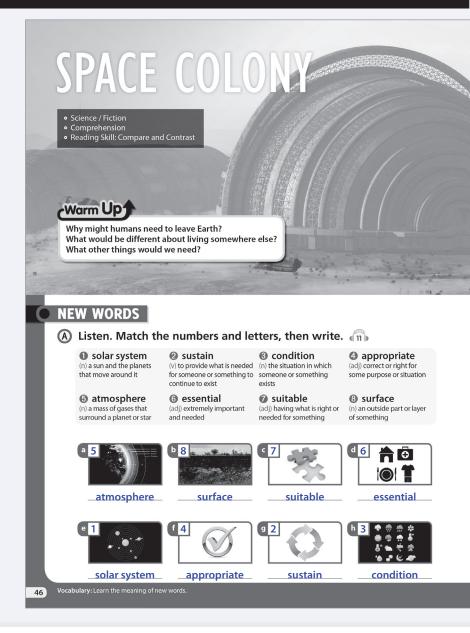
TEACHING TIPS

NEW WORDS



Low-Level Students: After completing the new words activity on page 46, check the answers by asking students to read the words and spell them.

High-Level Students: After completing the new words activity on page 46, check the answers by giving students 1-2 minutes to memorize the new words on page 46, and then ask them to close the book and recall each word from memory.



Use the picture to activate students' prior knowledge about the topic of the unit. Ask the students about the location of where this picture was taken. Focus the attention of the students on the picture and ask them the warm-up questions:

1. Why might humans need to leave Earth?

Sample answer: Humans might need to leave Earth because of overpopulation.

2. What would be different about living somewhere else?

Sample answer: The air and landscape would be different.

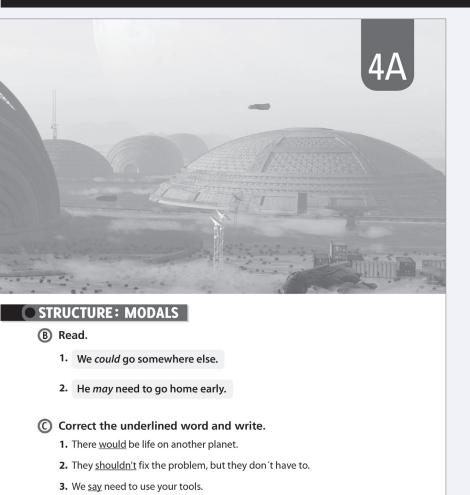
3. What other things would we need?

Sample answer: We would need food and water.

Explain to the students that a colony is an area people go to and make a new home. These people live and work together. Discuss the possibilities of living on other planets.

Play audio track 11 and ask students to say and write each word as they hear them,

GRAMMATICAL STRUCTURE



TEACHING TIPS



Low-Level Students: Use the free downloadable worksheet for additional practice with the structure before reading.

High-Level Students: Write a few more examples on the board with intentional mistakes. Call on individual students to correct the mistakes.

The structure in each unit is meant to highlight a key grammatical structure that is covered in the reading passages of the units.

The intended purpose of highlighting the structure is to review and demonstrate how the structure is used in an authentic way.

Read the structure together as a class.

2. They should fix the problem, but they don't have to.

GEFORE YOU READ Academic Objective Question: What makes Earth suitable for humans to live on?

1. There may be life on another planet.

3. We may need to use your tools.

Write a few more examples on the board to help familiarize the structure in the students' minds. Complete the matching activity as a class and review the correct answers with the students.

Before turning the page, ask the students the academic objective question. This question focuses on the academic content learning goals of the unit. Focus more on that than on the language learning goals when you discuss answers with students. Use your native language if necessary. Teach students unknown words that may arise as they try to answer the academic objective question. Probe the class to see if there are differing opinions or if everyone agrees on a consensus answer. Ask the students to keep this question in mind as they read the passage on the next page.

504 LESSON A

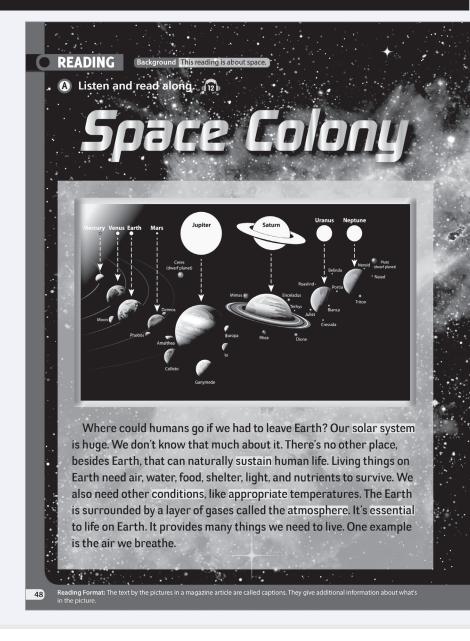
TEACHING TIPS

READING PASSAGE



Low-Level Students: After listening to the audio, reading, and clarifying any additional unknown words, read the passage together again as a class.

High-Level Students: Ask the students to make connections between the contents of the passage and other ways electricity is made.



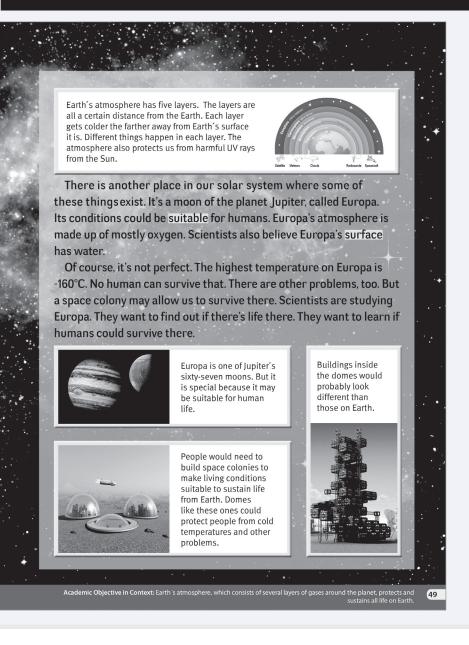
Introduce the background of the reading using the background information at the top of the page.

Explain to the students that they will read a magazine article. Tell them that the text by the pictures in a magazine article is called a caption. Explain that captions give the readers additional information.

Review the title of the reading: Space Colony. Ask the students why they think this is the title. Explain this is because they will read about living another planet.

READING PASSAGE

PASSAGE DETAILS



Reading Format: Traditional passage

Academic Objective: Understand that the Earth's atmosphere, which consists of several layers of gases around the planet, protects and sustains all life on Earth.

Academic Objective in Context:

Earth's atmosphere, which consists of several layers of gases around the planet, protects and sustains all life on Earth.

Tell students to read along quietly while they listen to the audio track. Tell them to circle any unknown words while they listen. Play audio **track 12**.

After the track is finished, ask the students if there are any unknown words that they circled. Review the meaning of those words and how they are used in the passage. Use your native language to do this if necessary. Call students to discuss the ways in which Earth can sustain human life. Ask students to explain what the atmosphere is.

Ask the students to recall the academic objective question from the second page of lesson A. Now ask them to read the academic objective in context at the bottom of this page. This should help the students with the academic content learning goal of this unit. Discuss and explain further if necessary.



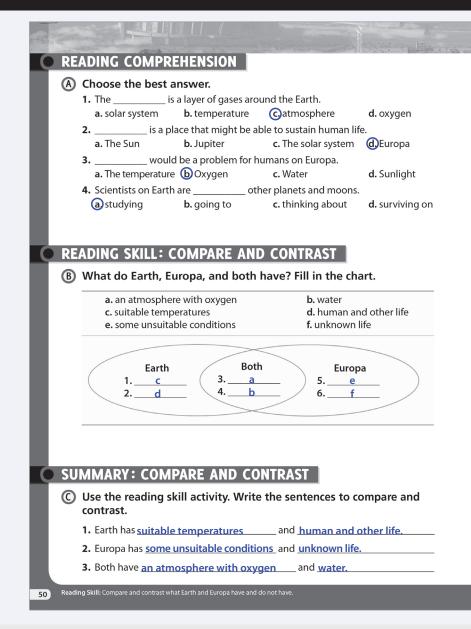
TEACHING TIPS

READING COMPREHENSION & READING SKILL DEVELOPMENT



Low-Level Students: While completing both the comprehension questions and the reading skill activity, allow the students to turn back to the passage to locate the correct answers in the passage. Offer guidance and assistance as needed, such as pointing out which parts of the reading students should look in to find each correct answer.

High-Level Students: Ask students follow-up questions to the comprehension questions, i.e. 2. _____ is a place that might be able to sustain human life. Correct answer: d. Europa. Ask the students what Europa is.



Reading Comprehension:

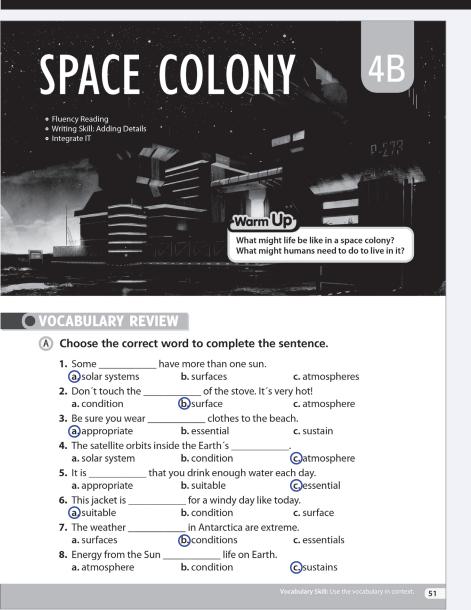
Ask the students to recall the correct information from the passage. Go through each question and correct answer together as a class. Ask students to record how many answers they get correct or incorrect with circles and slashes over each question number.

Reading Skill:

Explain to the students that compare means finding how things are the same or similar and contrast means finding how things are different. Tell the students to compare and contrast the Earth with Europa. Complete the activity together as a class.

Ask students to combine this information and complete the sentences. After allowing students enough time to write all the answers in the summary section, randomly call students to read their answers.

LESSON B INTRODUCTION & VOCABULARY REVIEW



Level Tip

Low-Level Students: Tell the students to turn back to the new words page in Lesson A and review the meaning of each word. Then use the free downloadable worksheet for additional vocabulary practice before completing the vocabulary review on this page.

High-Level Students: Ask students to write one additional sentence for each vocabulary word in a notebook or beneath each sentence on this page in the student book. Randomly call students to share the sentences they wrote.

Quickly review the learning objectives of Lesson B.

Look at the picture. Discuss the picture and the warm-up question on the first page of Lesson B. Make a connection to the real world using the picture.

1. What might life be like in a space colony?

Sample answer: Life might be interesting and exciting.

2. What would humans need to live in it?

Sample answer: They would need food, water, and air.

Complete the vocabulary review as a class or individually and then check the answers together as a class.

EO4 LESSON B

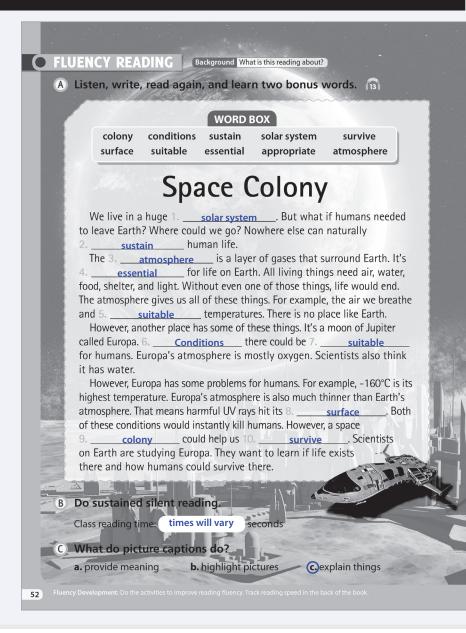
TEACHING TIPS

READING FLUENCY DEVELOPMENT & BONUS WORDS

Level Tips

Low-Level Students: Set up a timer in class that all students can see. Tell the students to read the passage a third time and record their individual reading time in the second reading column on the reading speed chart for this unit.

High-Level Students: Teach the students how to do the reading speed calculation. Tell the students that they can track their individual reading time at home in the second reading column on the reading speed chart for this unit.



Read the background question at the top of the page. Ask students if they remember what the reading is about.

Sample answer: It's about the possibility of living in a space colony on Europa.

Find the two bonus words in the table of contents. Teach the students what these words mean. Tell the students to listen, read along, and write the words from the word box into the blanks of the passage as they listen to the audio. Play audio **track 13**.

After listening to the audio, tell the students to do the reading activity in activity B. Record the class reading time and record it in the reading speed chart in the back of the book.

Ask the students if they remember what the reading format of this passage is. Briefly discuss it and circle the correct answer.

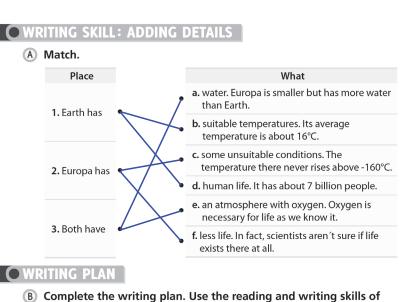
READING + WRITING SKILL TRANSFERENCE & WRITING PLAN

TEACHING TIPS



Low-Level Students: Complete the writing plan together as a class. Then have students transfer the information in the chart from the student book to the practice book. Have students close the student book and double-check the accuracy of the writing plan in their practice books.

High-Level Students: Have students complete the writing plan individually. Check the answers together as a class. Then have students transfer the information in the writing plan from their student book to the practice book. Encourage students to write an additional sentence in their homework.



B Complete the writing plan. Use the reading and writing skills of this unit.

	Compare and Contrast + Adding Details				
Place	Has What?	Additonal Details			
Earth	suitable temperatures	Its average temperature is about 16°C.			
has	human life	It has about 7 billion people.			
Europa	some unsuitable conditions	The temperature there never rises above -160°C.			
has	less life	In fact, scientists aren't sure if life exists there at all.			
Both	water	Europa is smaller but has more water than Earth.			
have	an atmosphere with oxygen	Oxygen is necessary for life as we know it.			

• WRITING SKILL EXPANSION

C Look at page 19 in the practice book. Complete the writing plan in part C.

Writing Skill: Add details to support the topics about Earth and Europa.

Writing Skill:

Introduce the writing skill to the students. Tell them that adding details means writing additional and useful information in the sentence. Tell them that they need to organize the information from the chart and put things together. Explain that adding details in this way will make them good writers.

Writing Plan:

Ask the students to recall the reading skill from this unit: *compare and contrast*. Tell the students that they will use that reading skill again to put the information from the writing skill activity into organized information about the story. Complete the chart and review as a class. After completing the writing plan chart, have the students record that information into their practice books. Tell them to write a paragraph to summarize the information in the writing plan. Explain that the writing plan is there to help guide them, but also that their writing doesn't need to follow the writing plan verbatim. Use your native language as necessary. Tell the students to write with small, neat letters so that all of the information can fit into the chart.

EO4 LESSON B

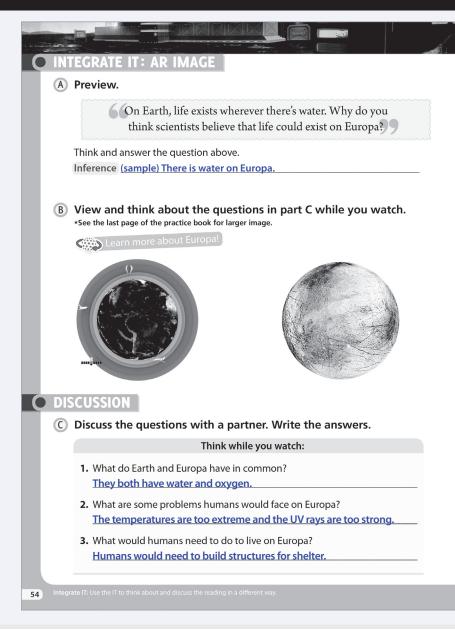
TEACHING TIPS

Level Tips

Low-Level Students: Ask the students if there were any parts of the video that they didn't understand. Replay those sections and explain in your native language to promote and support deeper understanding.

High-Level Students: Ask the students to record any unfamiliar words from the video and review the meaning of those words together as a class to support vocabulary expansion.

INTEGRATE IT SKILLS & DIGITAL LITERACY

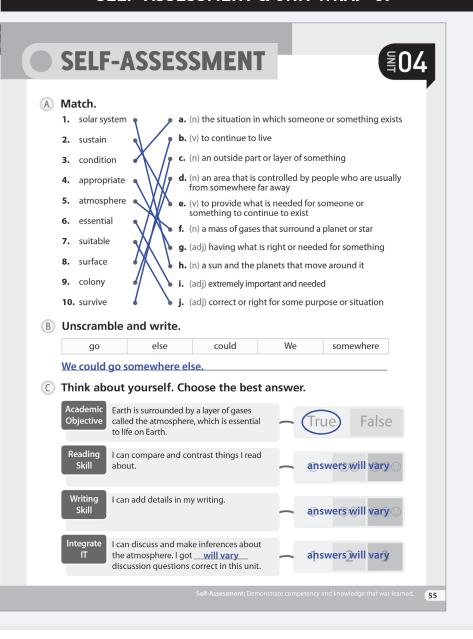


Explain to the students that they will now look at and listen to video about the Earth and Europa Read the quote from the preview and brainstorm answers as a class. Come to an agreement about the inference answer that you will write down as a class.

Sample answer: There is water on Europa.

Explain to the students that they will look at a special kind of picture called "AR," which stands for augmented reality. Demonstrate it if possible using the *Integrate Viewer* app. Before looking at the images in detail, read each question in part C together as a class. Tell the students these questions will be answered as they view the AR images. Show the video. Give the students some time to discuss the questions. This can be done in pairs, in small groups, or together as a class. Go over the answers as a class.

SELF-ASSESSMENT & UNIT WRAP-UP



TEACHING TIPS

Use the grading rubric to perform your own assessment of each student's progress for this unit.

Adjust the rubrics to match the level of your students as necessary.

Level Tips

Low-Level Students: Allow students to turn back to the pages of the unit to find the answers. Check the answers together as a class.

High-Level Students: Treat the page as a sort of quiz.

Complete the vocabulary check. Review the correct answers as a class. Ask students to record how many answers they get correct or incorrect with circles and slashes over each question number.

Ask students to unscramble the sentence individually. Check the answers together as a class.

Review the academic objective statement. Ask the students who think the answer is true to raise their hands. Do the same for students who think the statement is false. Tell students the correct answer and talk about why that answer is correct.

Ask students to evaluate their own work on the reading skill section in Lesson A, the writing skill section in Lesson B, and the questions on the Integrate IT page. Tell them to use the number of mistakes they made to guide their self-assessment. If they couldn't get anything correct they should fill in the single smiley face; if they made a few mistakes, two smiley faces; and if they only made a couple of small mistakes, or none, they can fill in three smiley faces. This allows the students to assess where they need to improve and you to align your assessment as the teacher with the students' understanding of their own performance.

±05

THE RISE OF E-BOOKS

UNIT SUMMARY

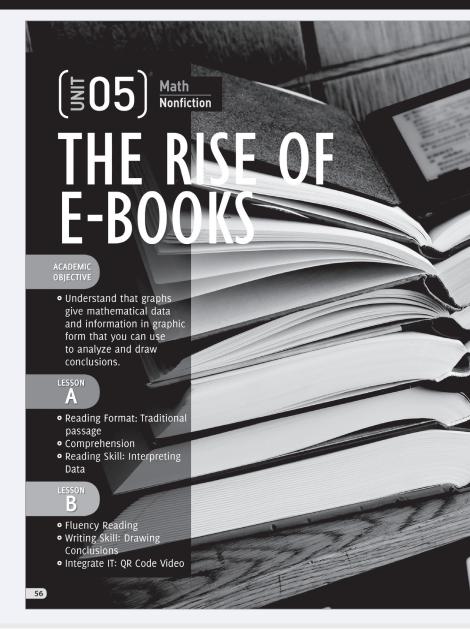
UNIT INTRODUCTION

Unit 5: Math / Nonfiction

Academic Objective: Understand that graphs give mathematical data and information in graphic form that you can use to analyze and draw conclusions.

Academic Objective in Context:

Graphs give data and information in graphic forms that you can use to analyze and draw conclusions.



Introduce the topic with the picture on the unit introduction page. Get students thinking and talking about the topic.

Review the academic objective on the page.

Preview the learning objectives in Lesson A. Discuss the three warm-up questions to see how much background information students possess about the subject, objectives, topics, and language learning points.

LESSON A

UNIT SUMMARY



Language Learning Objectives

New Words: device, carry, text, brightness, screen, increase, expert, predict

Bonus Words: thin, rise

Structure Focus: Gerunds & Infinitives

Reading Format: Traditional passage

Discuss the three warm-up questions to see how much background information students possess about the subject, objectives, topics, and language learning points. Ask students if they have read an e-book before to activate prior knowledge.

1. What do you see in the picture?

Sample answer: I see an e-book reading device on top of books.

2. Which one is newer?

Sample answer: The e-book reader is newer.

3. Which one do you like better?

Sample answer: I prefer the e-book reader.

505 LESSON A

TEACHING TIPS

NEW WORDS



Low-Level Students: After completing the new words activity on page 58, check the answers by asking students to read the words and spell them.

High-Level Students: After completing the new words activity on page 58, check the answers by giving students 1-2 minutes to memorize the new words on page 58, and then ask them to close the book and recall each word from memory.



Use the picture to activate students' prior knowledge about the topic of the unit. Ask the students what they see in the picture. Focus the attention of the students on the picture and ask them the warm-up questions:

1. Do you like to read?

Sample answer: I like to read mystery stories.

Ask a follow-up question to establish background knowledge and give attention to details.

2. How do you like to read?

Sample answer: I like to read paper books.

3. What do you like or not like about paper books and e-books?

Sample answer: I like to touch the paper pages. I don't like the touching the screen.

Explain to the students that they will read about the popularity of paper books and e-books. If possible, bring an e-book reading device to class to show the students what it looks like and how it works. Play audio **track 14** and ask students to say and write each word as they hear them.

GRAMMATICAL STRUCTURE

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STRUCTURE: GERUNDS & INFINITIVES B Read. 1. It is difficult to use.

- 2. Games are fun to play with friends.
- C Unscramble and write.

1.	The bag	comfortable	carry	to	is
2.	easy	drive	is	The car	to
3.	follow	to	These recipes	hard	are

- 1. The bag is comfortable to carry.
- 2. The car is easy to drive.
- 3. These recipes are hard to follow.

BEFORE YOU READ Academic Objective Question: What are graphs used for?

TEACHING TIPS



Low-Level Students: Use the free downloadable worksheet for additional practice with the structure before reading.

High-Level Students: Write a few more examples on the board with intentional mistakes. Call on individual students to correct the mistakes.

The structure in each unit is meant to highlight a key grammatical structure that is covered in the reading passages of the units.

The intended purpose of highlighting the structure is to review and demonstrate how the structure is used in an authentic way.

Read the structure together as a class.

Write a few more examples on the board to help familiarize the structure in the students' minds. Complete the matching activity as a class and review the correct answers with the students.

Before turning the page, ask the students the academic objective question. This question focuses on the academic content learning goals of the unit. Focus more on that than on the language learning goals when you discuss answers with students. Use your native language if necessary. Teach students unknown words that may arise as they try to answer the academic objective question. Probe the class to see if there are differing opinions or if everyone agrees on a consensus answer. Ask the students to keep this question in mind as they read the passage on the next page.

EO5 LESSON A

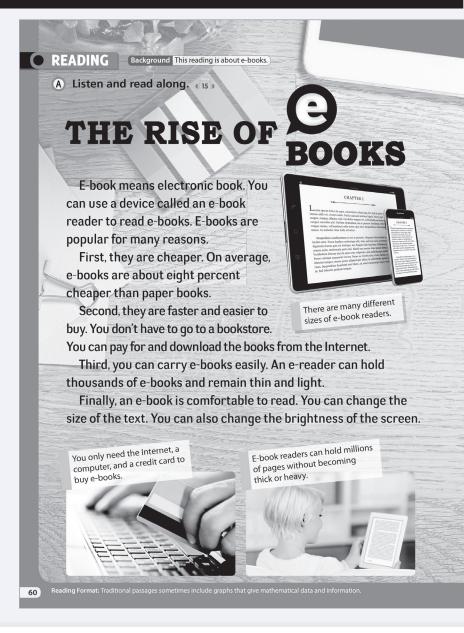
TEACHING TIPS

READING PASSAGE



Low-Level Students: After listening to the audio, reading, and clarifying any additional unknown words, read the passage together again as a class.

High-Level Students: Ask the students to make connections between the contents of the passage and a other devices that make life more convenient.



Introduce the background of the reading using the background information at the top of the page.

Explain to the students that the reading format of this passage is a traditional passage. Tell them that traditional passages sometimes include visuals, such as pictures or graphs. Graphs give the readers mathematical data and information.

Review the title of the reading: The Rise of E-books. Ask the students why they think this is the title. Explain this is because e-books are becoming more and more popular.

READING PASSAGE

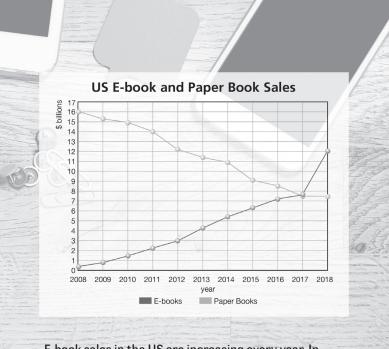
PASSAGE DETAILS



Academic Objective: Understand that graphs give mathematical data and information in graphic form that you can use to analyze and draw conclusions.

Academic Objective in Context:

Graphs give data and information in graphic forms that you can use to analyze and draw conclusions.



E-book sales in the US are increasing every year. In contrast, paper book sales have been going down. In 2012, e-book sales were \$3.04 billion in the US. Paper book sales were \$11.9 billion. In 2014, e-book sales climbed to \$5.7 billion. Paper book sales fell to \$10 billion.

Some experts say that e-books will sell more than paper books. They predict this will happen in the US by 2018. Experts say that e-book sales will rise to \$12.8 billion. On the other hand, paper book sales will shrink to \$7.9 billion. These numbers show that e-books are becoming more popular.

Academic Objective in Context: Graphs give data and information in graphic form that you can use to analyze and draw conclusions from.

Tell students to read along quietly while they listen to the audio track. Tell them to circle any unknown words while they listen. Play audio **track 15**.

After the track is finished, ask the students if there are any unknown words that they circled. Review the meaning of those words and how they are used in the passage. Use your native language to do this if necessary. Call students to discuss the advantages of e-books.

Ask the students to recall the academic objective question from the second page of lesson A. Now ask them to read the academic objective in context at the bottom of this page. This should help the students with the academic content learning goal of this unit. Discuss and explain further if necessary.

EO5 LESSON A

TEACHING TIPS

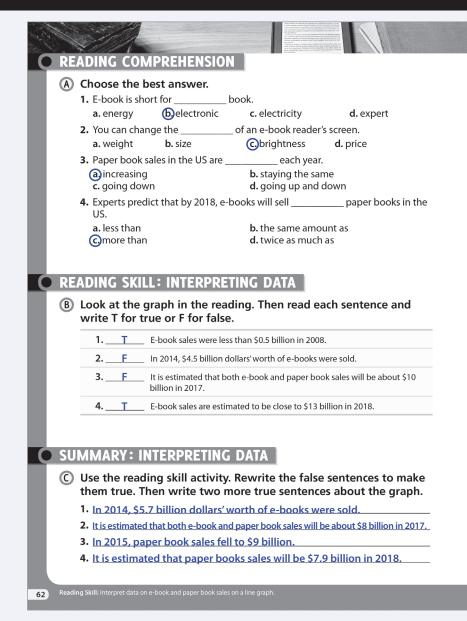
READING COMPREHENSION & READING SKILL DEVELOPMENT



Low-Level Students: While completing both the comprehension questions and the reading skill activity, allow the students to turn back to the passage to locate the correct answers in the passage. Offer guidance and assistance as needed, such as pointing out which parts of the reading students should look in to find each correct answer.

High-Level Students: Ask students follow-up questions to the comprehension questions, i.e.

3. Paper book sales in the US are _____ each year. Correct answer: c. going down. Ask the students why this may be.



Reading Comprehension:

Ask the students to recall the correct information from the passage. Go through each question and correct answer together as a class. Ask students to record how many answers they get correct or incorrect with circles and slashes over each question number.

Reading Skill:

Explain to the students that *interpreting data* means looking at data and understand what it is. Tell students to read each sentence and determine if it is true or false. Complete the activity together as a class. Ask students to combine this information and complete the sentences. After allowing students enough time to write all the answers in the summary section, randomly call students to read their answers.

LESSON B INTRODUCTION & VOCABULARY REVIEW

5B Writing Skill: Drawing Conclusions Integrate IT Warm Up Why do you think people like to read e-books? What are some bad points about e-books? **VOCABULARY REVIEW** (A) Fill in the blank with the correct word. carry predict brightness device text expert screen increasing 1. The world's population is _____increasing_ 2. The scientists _ <u>predict</u> the volcano will erupt soon. text is so small that it is very difficult to read. 4. Josh likes to watch movies on a big ___ screen 5. My uncle is a(n) expert __ on dinosaurs. He knows everything about them. 6. Please help me _ carry ___ the groceries inside. **brightness** of the screen started to hurt my eyes. 8. You can use this device _ to check the weight of fruit and vegetables.

TEACHING TIPS



Low-Level Students: Tell the students to turn back to the new words page in Lesson A and review the meaning of each word. Then use the free downloadable worksheet for additional vocabulary practice before completing the vocabulary review on this page.

High-Level Students: Ask students to write one additional sentence for each vocabulary word in a notebook or beneath each sentence on this page in the student book. Randomly call students to share the sentences they wrote.

Quickly review the learning objectives of Lesson B.

Look at the picture. Discuss the picture and the warm-up questions on the first page of Lesson B. Make a connection to the real world using the picture.

1. Why do you think people like to read e-books?

Sample answer: E-books are light and you can have hundreds of books on one device.

2. What are some bad points about e-books?

Sample answer: They need power to work.

Complete the vocabulary review as a class or individually and then check the answers together as a class.



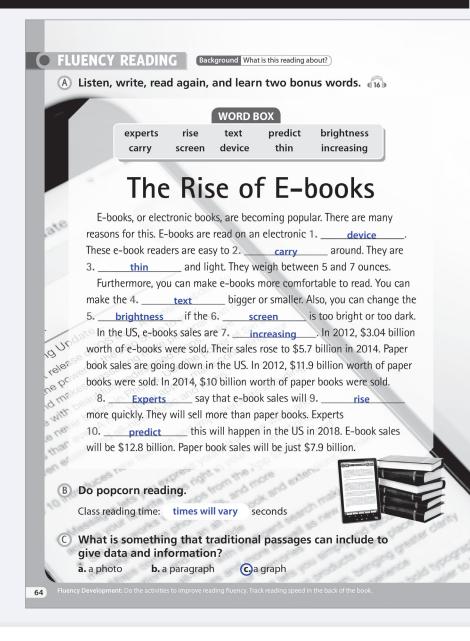
TEACHING TIPS

READING FLUENCY DEVELOPMENT & BONUS WORDS

Level Tips

Low-Level Students: Set up a timer in class that all students can see. Tell the students to read the passage a third time and record their individual reading time in the second reading column on the reading speed chart for this unit.

High-Level Students: Teach the students how to do the reading speed calculation. Tell the students that they can track their individual reading time at home in the second reading column on the reading speed chart for this unit.



Read the background question at the top of the page. Ask students if they remember what the reading is about.

Sample answer: It's about e-books becoming more popular than paper books.

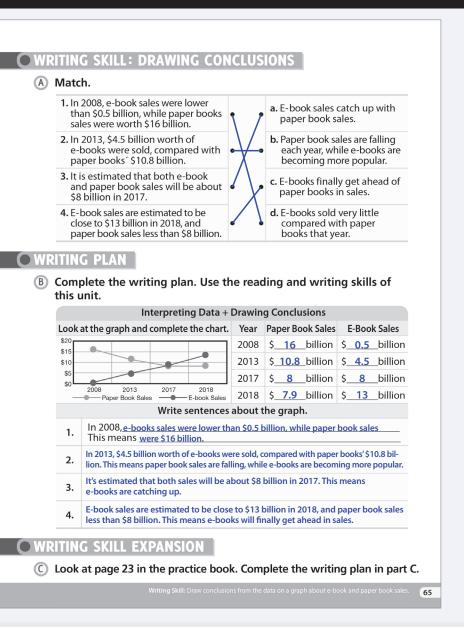
Find the two bonus words in the table of contents. Teach the students what these words mean. Tell the students to listen, read along, and write the words from the word box into the blanks of the passage as they listen to the audio. Play audio **track 16**.

After listening to the audio, tell the students to do the reading activity in activity B. Record the class reading time and record it in the reading speed chart in the back of the book.

Ask the students if they remember what the reading format of this passage is. Briefly discuss it and circle the correct answer.

READING + WRITING SKILL TRANSFERENCE & WRITING PLAN

TEACHING TIPS



Level Tips

Low-Level Students: Complete the writing plan together as a class. Then have students transfer the information in the chart from the student book to the practice book. Have students close the student book and double-check the accuracy of the writing plan in their practice books.

High-Level Students: Have students complete the writing plan individually. Check the answers together as a class. Then have students transfer the information in the writing plan from their student book to the practice book. Encourage students to write an additional sentence in their homework.

Writing Skill:

Introduce the writing skill to the students. Tell them that *drawing conclusions* means using details and information to make a judgment. Explain that organizing information in this way will help them to explain things better and make them good writers.

Writing Plan:

Ask the students to recall the reading skill from this unit: *interpreting data*. Tell the students that they will use that reading skill again to put the information from the writing skill activity into organized information about the story. Complete the chart and review as a class. After completing the writing plan chart, have the students record that information in their practice books. Tell them to write a paragraph to summarize the information in the writing plan. Explain that the writing plan is there to help guide them, but also that their writing doesn't need to follow the writing plan verbatim. Use your native language as necessary. Tell the students to write with small, neat letters so that all of the information can fit into the chart.

EO5 LESSON B

TEACHING TIPS

INTEGRATE IT SKILLS & DIGITAL LITERACY

Level Tips

Low-Level Students: Ask the students if there were any parts of the video that they didn't understand. Replay those sections and explain in your native language to promote and support deeper understanding.

High-Level Students: Ask the students to record any unfamiliar words from the video and review the meaning of those words together as a class to support vocabulary expansion.

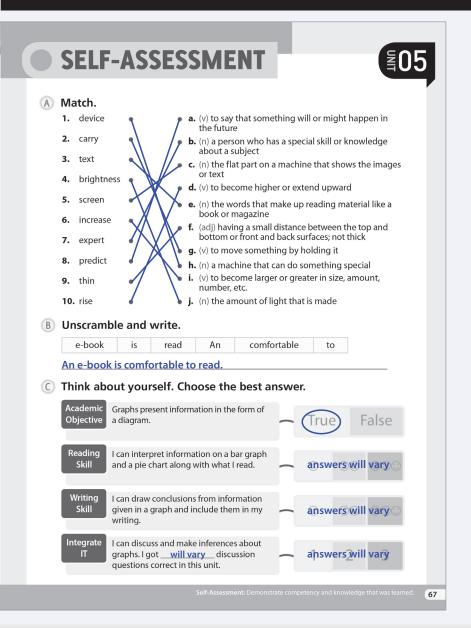


Explain to the students that they will now watch a video about using graphs and how the data can help people make decisions. Read the quote from the preview and brainstorm answers as a class. Come to an agreement about the inference answer that you will write down as a class.

Sample answer: We can see the trend and predict the future.

Ask the students if they remember what a QR code is. Point it out on the page. Ask them how it works. Demonstrate it if possible using the *Integrate Viewer* app. Before watching the video, read each question in part C together as a class. Tell the students these questions will be answered as they watch the contents of the video. Show the video. Give the students some time to discuss the questions. This can be done in pairs, in small groups, or together as a class. Go over the answers as a class.

SELF-ASSESSMENT & UNIT WRAP-UP



TEACHING TIPS

Use the grading rubric to perform your own assessment of each student's progress for this unit.

Adjust the rubrics to match the level of your students as necessary.

Level Tip

Low-Level Students: Allow students to turn back to the pages of the unit to find the answers. Check the answers together as a class.

High-Level Students: Treat the page as a sort of quiz.

Complete the vocabulary check. Review the correct answers as a class. Ask students to record how many answers they get correct or incorrect with circles and slashes over each question number.

Ask students to unscramble the sentence individually. Check the answers together as a class. Review the academic objective statement. Ask the students who think the answer is true to raise their hands. Do the same for students who think the statement is false. Tell students the correct answer and talk about why that answer is correct.

Ask students to evaluate their own work on the reading skill section in Lesson A, the writing skill section in Lesson B, and the questions on the Integrate IT page. Tell them to use the number of mistakes they made to guide their self-assessment. If they couldn't get anything correct they should fill in the single smiley face; if they made a few mistakes, two smiley faces; and if they only made a couple of small mistakes, or none, they can fill in three smiley faces. This allows the students to assess where they need to improve and you to align your assessment as the teacher with the students' understanding of their own performance.

BOOK GENRES

UNIT SUMMARY

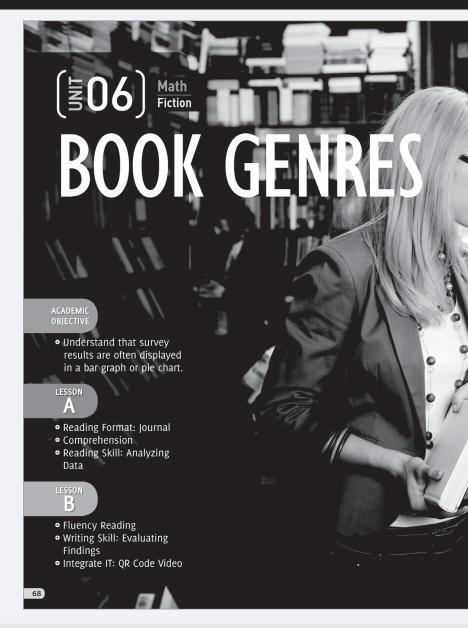
UNIT INTRODUCTION

Unit 6: Math / Fiction

Academic Objective: Understand that survey results are often displayed in a bar graph or pie chart.

Academic Objective in Context:

Survey results are often displayed in a bar graph or pie chart.



Introduce the topic with the picture on the unit introduction page. Get students thinking and talking about the topic.

Review the academic objective on the page.

Preview the learning objectives in Lesson A. Discuss the three warm-up questions to see how much background information students possess about the subject, objectives, topics, and language learning points.

LESSON A

UNIT SUMMARY



Language Learning Objectives

New Words: survey, choice, puzzling, result, bar graph, pie chart, series, tie

Bonus Words: fantasy, technology

Structure Focus: Conjunctions

Reading Format: Journal

Discuss the three warm-up questions to see how much background information students possess about the subject, objectives, topics, and language learning points. Ask students where they get books from to read to activate prior knowledge.

1. Where are these people?

Sample answer: They are in a bookstore.

2. What are they doing?

Sample answer: They are reading books.

3. What are some of your favorite books?

Sample answer: I like the Harry Potter series.

E06 LESSON A

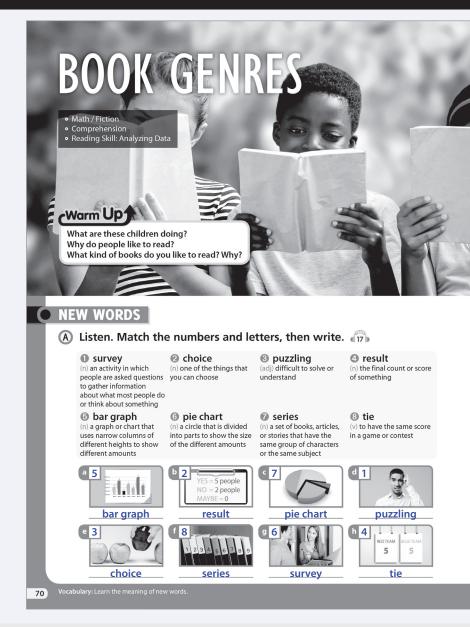
TEACHING TIPS

NEW WORDS



Low-Level Students: After completing the new words activity on page 70, check the answers by asking students to read the words and spell them.

High-Level Students: After completing the new words activity on page 70, check the answers by giving students 1-2 minutes to memorize the new words on page 70, and then ask them to close the book and recall each word from memory.



Use the picture to activate students' prior knowledge about the topic of the unit. Ask the students what they see in the picture. Focus the attention of the students on the picture and ask them the warm-up questions:

1. What are these children doing?

Sample answer: They are reading books.

2. Why do people like to read?

Sample answer: Reading is fun. We can also learn new information by reading.

3. What kind of books do you like to read? Why?

Sample answer: I like to read comic books because they make me laugh.

Explain to the students that they will learn about different book genres and how surveys work. They will also learn about two different types of graphs.

Play audio **track 17** and ask students to say and write each word as they hear them.

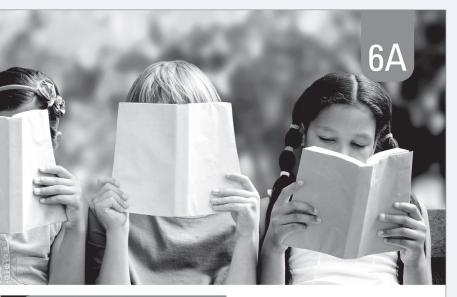
GRAMMATICAL STRUCTURE





Low-Level Students: Use the free downloadable worksheet for additional practice with the structure before reading.

High-Level Students: Write a few more examples on the board with intentional mistakes. Call on individual students to correct the mistakes.



STRUCTURE: CONJUNCTIONS

- B Read.
 - 1. I liked the book, but it was too long.
 - 2. Dennis ate a big lunch, but he was still hungry.
- C Unscramble and write.

1.	slow	is	He	smart,	but
. (you	I called,	asleep	were	but
. [everyone,	She asked	answered	but	only I

- 2. I called, but you were asleep.
- 3. She asked everyone, but only I answered.

BEFORE YOU READ Academic Objective Question: How are the results of a survey usually displayed?

The structure in each unit is meant to highlight a key grammatical structure that is covered in the reading passages of the units.

The intended purpose of highlighting the structure is to review and demonstrate how the structure is used in an authentic way.

Read the structure together as a class.

Write a few more examples on the board to help familiarize the structure in the students' minds. Complete the activity as a class and review the correct answers with the students.

Before turning the page, ask the students the academic objective question. This question focuses on the academic content learning goals of the unit. Focus more on that than on the language learning goals when you discuss answers with students. Use your native language if necessary. Teach students unknown words that may arise as they try to answer the academic objective question. Probe the class to see if there are differing opinions or if everyone agrees on a consensus answer. Ask the students to keep this question in mind as they read the passage on the next page.

BO6 LESSON A

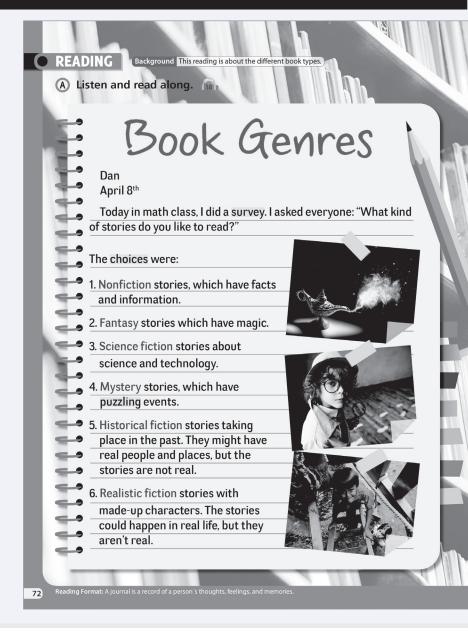
TEACHING TIPS

READING PASSAGE



Low-Level Students: After listening to the audio, reading, and clarifying any additional unknown words, read the passage together again as a class. Allow students to role-play different characters.

High-Level Students: Ask the students to make connections between the contents of the passage and any surveys they have done or taken.



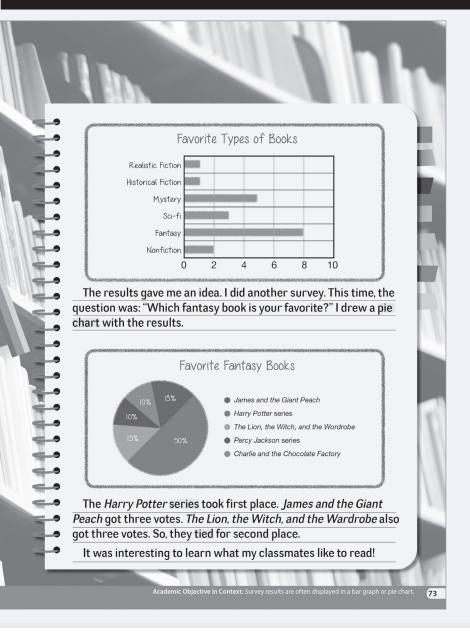
Introduce the background of the reading using the background information at the top of the page.

Explain to the students that the reading format of this passage is a journal. Tell them that a journal is a record of someone's thoughts, feelings, and memories. Explain that journals can be written in a notebook or on a computer. Some journals have photographs, pictures, and drawings.

Review the title of the reading: Book Genres. Ask the students why they think this is the title. Explain this is because the journal describes different kinds of stories and books.

READING PASSAGE

PASSAGE DETAILS



Reading Format: Journal

Academic Objective: Understand that survey results are often displayed in a bar graph or pie chart.

Academic Objective in Context:
Survey results are often displayed in a bar graph or pie chart.

Tell students to read along quietly while they listen to the audio track. Tell them to circle any unknown words while they listen. Play audio **track 18**.

After the track is finished, ask the students if there are any unknown words that they circled. Review the meaning of those words and how they are used in the passage. Use your native language to do this if necessary.

Call students to describe what the two graphs are showing. Discuss why graphs are good at showing survey results.

Ask the students to recall the academic objective question from the second page of lesson A. Now ask them to read the academic objective in context at the bottom of this page. This should help the students with the academic content learning goal of this unit. Discuss and explain further if necessary.

EO6 LESSON A

TEACHING TIPS

READING COMPREHENSION & READING SKILL DEVELOPMENT

Level Tips

Low-Level Students: While completing both the comprehension questions and the reading skill activity, allow the students to turn back to the passage to locate the correct answers in the passage. Offer guidance and assistance as needed, such as pointing out which parts of the reading students should look in to find each correct answer.

High-Level Students: Ask students follow-up questions to the comprehension questions, i.e. 3. Dan made a _____ for his first survey. Correct answer: a. bar graph. Ask what he made for his second survey.

	a. lantasy book b. lavonice book	c. magic stories (d) math class
	2. The students could choose from	
	a. three b. five	C)six d. ten
	3. Dan made a for his first	t survey.
	a) bar graphb. pie chart	c. line graph d. table
	4. The <i>Harry Potter</i> series got	·
B	Favorite Kinds of Stories	e the sentences. 1. Mystery stories got
		1. Mystery stories got votes.
	Realistic	2. Nonfiction got two votes.
	Historical Fiction	
	Mystery	3. The third-most popular type of story
	Sci-fi	is <u>sci-fi</u> .
ı	Sci-fi Fantasy	is <u>sci-fi</u> . 4. <u>Realistic</u> and
	Nonfiction 0 2 4 6 8 10 JMMARY: ANALYZING DATA Use the reading skill activity. Wr	is <u>sci-fi</u> . 4. <u>Realistic</u> and <u>historical</u> fiction got the fewest votes.
	JMMARY: ANALYZING DATA Use the reading skill activity. Wr least popular book type to the management of the management o	is <u>sci-fi</u> . 4. <u>Realistic</u> and <u>historical</u> fiction got the fewest votes. rite the sentences in order from the most popular.
	Nonfiction 0 2 4 6 8 10 JMMARY: ANALYZING DATA Use the reading skill activity. Wr	is <u>sci-fi</u> . 4. <u>Realistic</u> and <u>historical</u> fiction got the fewest votes. rite the sentences in order from the most popular.
	JMMARY: ANALYZING DATA Use the reading skill activity. Wr least popular book type to the management of the management o	is <u>sci-fi</u> . 4. <u>Realistic</u> and <u>historical</u> fiction got the fewest votes.
	JMMARY: ANALYZING DATA Use the reading skill activity. Wr least popular book type to the n 1. Realistic and historical fiction go 2. Nonfiction got two votes.	is <u>sci-fi</u> . 4. <u>Realistic</u> and <u>historical</u> fiction got the fewest votes.

Reading Comprehension:

Ask the students to recall the correct information from the passage. Go through each question and correct answer together as a class. Ask students to record how many answers they get correct or incorrect with circles and slashes over each question number.

Reading Skill:

Explain to the students that *analyzing data* means looking at a graph and coming to conclusions. Tell the students to complete the sentences by looking at the data displayed in the graphs. Complete the activity together as a class.

Ask students to combine this information and complete the sentences. After allowing students enough time to write all the answers in the summary section, randomly call students to read their answers.

LESSON B

LESSON B INTRODUCTION & VOCABULARY REVIEW

IK ROWLING JARO HARRY POTTER HARRY

What books do you see in the picture? Have you seen the movies? What are some other books that were made into movies?

VOCABULARY REVIEW

A Fill in the blank with the correct word.

·····			
1. Many	puzzling	events happened	in the mystery movie.
2. The	results	of Amy's test were i	not good.
3. There were	many different	choices	we could make.
4. There are to	n books in this	series	·
5. A <u>pie c</u>	hart makes	a circle when all the	parts are put together.
6. Nobody sco	red any points,	so the teams	tied
	3	bar graph outer every day.	shows how many hours
8. Diana did a week.	survey	of how man	y books her friends read in a

series bar graph survey tied results choices pie chart puzzling

TEACHING TIPS

Level Tips

Low-Level Students: Tell the students to turn back to the new words page in Lesson A and review the meaning of each word. Then use the free downloadable worksheet for additional vocabulary practice before completing the vocabulary review on this page.

High-Level Students: Ask students to write one additional sentence for each vocabulary word in a notebook or beneath each sentence on this page in the student book. Randomly call students to share the sentences they wrote.

Quickly review the learning objectives of Lesson B.

Look at the picture. Discuss the picture and the warm-up questions on the first page of Lesson B. Make a connection to the real world using the picture.

1. What books do you see in this picture?

Sample answer: I see the Harry Potter series.

2. Have you seen the movies?

Sample answer: Yes, I have seen them all.

3. What are some other books that were made into movies?

Sample answer: The Lord of the Rings series was made into movies.

Ask students to provide additional information by giving examples.

Complete the vocabulary review as a class or individually and then check the answers together as a class.

EO6 LESSON B

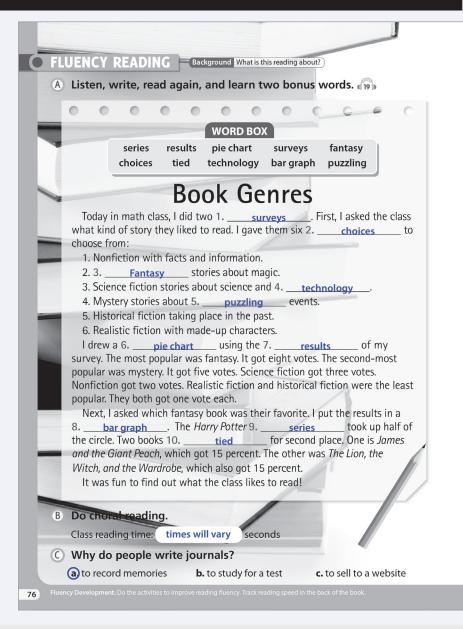
TEACHING TIPS

READING FLUENCY DEVELOPMENT & BONUS WORDS

Level Tips

Low-Level Students: Set up a timer in class that all students can see. Tell the students to read the passage a third time and record their individual reading time in the second reading column on the reading speed chart for this unit.

High-Level Students: Teach the students how to do the reading speed calculation. Tell the students that they can track their individual reading time at home in the second reading column on the reading speed chart for this unit.



Read the background question at the top of the page. Ask students if they remember what the reading is about.

Sample answer: It's about a survey on favorite types of stories.

Find the two bonus words in the table of contents. Teach the students what these words mean. Tell the students to listen, read along, and write the words from the word box into the blanks of the passage as they listen to the audio. Play audio **track 19**.

After listening to the audio, tell the students to do the reading activity in activity B. Record the class reading time and record it in the reading speed chart in the back of the book.

Ask the students if they remember what the reading format of this passage is. Briefly discuss it and circle the correct answer.

READING + WRITING SKILL TRANSFERENCE & WRITING PLAN

TEACHING TIPS

Level Tips

Low-Level Students: Complete the writing plan together as a class. Then have students transfer the information in the chart from the student book to the practice book. Have students close the student book and double-check the accuracy of the writing plan in their practice books.

High-Level Students: Have students complete the writing plan individually. Check the answers together as a class. Then have students transfer the information in the writing plan from their student book to the practice book. Encourage students to write an additional sentence in their homework.

WRITING SKILL: EVALUATING FINDINGS

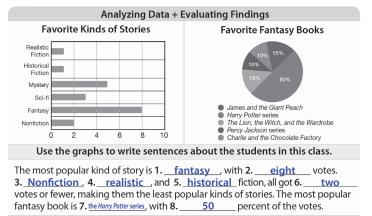
Read each sentence and look at the pie chart. Write T for true and F for false.

Favorite Fantasy Books

- 10% 15% 10% 15% 50%
- James and the Giant Peach
 Harry Potter series
 The Lion, the Witch, and the Wardrobe
- Percy Jackson series
 Charlie and the Chocolate Factory
- 1. F The Percy Jackson series is the most popular.
- T The Harry Potter series got 50 percent.
 F James and the Giant Peach is the least
- 4. <u>F</u> Charlie and the Chocolate Factory got more votes than The Lion, the Witch, and the Wardrobe.
- 5. _T_ James and the Giant Peach got 15 percent. The Lion, the Witch, and the Wardrobe also got 15 percent.

WRITING PLAN

B Complete the writing plan. Use the reading and writing skills of this unit.



WRITING SKILL EXPANSION

C Look at page 27 in the practice book. Complete the writing plan in part C.

Writing Skill: Evaluate the findings in the data about what people like to read.

Writing Skill:

Introduce the writing skill to the students. Explain to the students that evaluating findings means looking at data and results and deciding if they are important or not. This is useful when deciding what results were important to a survey or a study. Tell the students to look at the data and determine if each sentence that describes a finding is true or not.

Writing Plan:

Ask the students to recall the reading skill from this unit: analyzing data. Tell the students that they will use that reading skill again to put the information from the writing skill activity into organized information about the story. Complete the chart and review as a class. After completing the writing plan chart, have the students record that information in their practice books. Tell them to write a paragraph to summarize the information in the writing plan. Explain that the writing plan is there to help guide them, but also that their writing doesn't need to follow the writing plan verbatim. Use your native language as necessary. Tell the students to write with small, neat letters so that all of the information can fit into the chart.

EO6 LESSON B

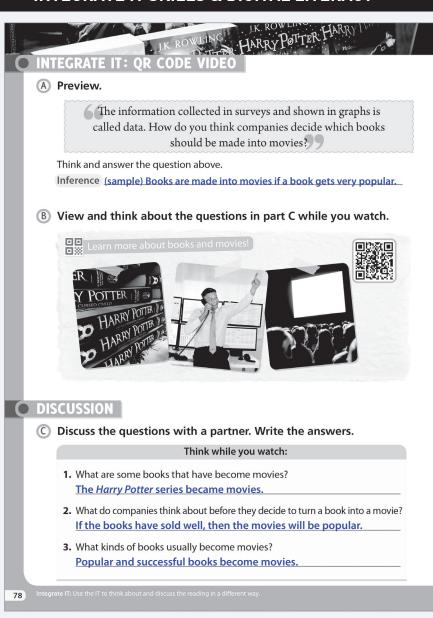
TEACHING TIPS

Level Tips

Low-Level Students: Ask the students if there were any parts of the video that they didn't understand. Replay those sections and explain in your native language to promote and support deeper understanding.

High-Level Students: Ask the students to record any unfamiliar words from the video and review the meaning of those words together as a class to support vocabulary expansion.

INTEGRATE IT SKILLS & DIGITAL LITERACY



Explain to the students that they will now watch a video about how companies use graphs to determine what is popular. Come to an agreement about the inference answer that you will write down as a class. Sample answer: Books are made into movies if a book gets very popular.

Ask the students if they remember what a QR code is. Point it out on the page.

Ask them how it works. Demonstrate it if possible using the *Integrate Viewer* app. Before watching the video, read each question in part C together as a class. Tell the students these questions will be answered as they watch the contents of the video. Show the video. Give the students some time to discuss the questions. This can be done in pairs, in small groups, or together as a class. Go over the answers as a class.

SELF-ASSESSMENT & UNIT WRAP-UP

SELF-ASSESSMENT A Match. 1. survey a. (adj) difficult to solve or understand **b.** (v) to have the same score in a game or contest 2. choice (n) an activity in which people are asked questions to gather information about what most people do or think about something 3. puzzlina d. (n) the use of science to invent useful things or to solve 4. result problems e. (n) a book, movie, etc. that tells a story about things that 5. bar graph happen in an imaginary world (n) a set of books, articles, or stories that have the same group of pie chart characters or the same subject 7. series (n) a circle that is divided into parts to show the size of the different amounts **8.** tie h. (n) one of the things that you can choose (n) a graph or chart that uses narrow columns of different 9. fantasy heights to show different amounts 10. technology j. (n) the final count or score of something **B** Unscramble and write. They might real people and places, the stories have but real are not They might have real people and places, but the stories are not real. C Think about yourself. Choose the best answer. Graphs are created before a survey is done to predict the results. False I can analyze data presented in a graph along with what I read. answers will vary I can evaluate findings from a graph and Skill write about them. answers will vary I can discuss and make inferences about answers will vary making books and movies. I got will vary discussion questions correct in this unit.

TEACHING TIPS

Use the grading rubric to perform your own assessment of each student's progress for this unit.

Adjust the rubrics to match the level of your students as necessary.

Level Tips

Low-Level Students: Allow students to turn back to the pages of the unit to find the answers. Check the answers together as a class.

High-Level Students: Treat the page as a sort of quiz.

Complete the vocabulary check. Review the correct answers as a class. Ask students to record how many answers they get correct or incorrect with circles and slashes over each question number.

Ask students to unscramble the sentence individually. Check the answers together as a class.

Review the academic objective statement. Ask the students who think the answer is true to raise their

Review the academic objective statement. Ask the students who think the answer is true to raise their hands. Do the same for students who think the statement is false. Tell students the correct answer and talk about why that answer is correct.

Ask students to evaluate their own work on the reading skill section in Lesson A, the writing skill section in Lesson B, and the questions on the Integrate IT page. Tell them to use the number of mistakes they made to guide their self-assessment. If they couldn't get anything correct they should fill in the single smiley face; if they made a few mistakes, two smiley faces; and if they only made a couple of small mistakes, or none, they can fill in three smiley faces. This allows the students to assess where they need to improve and you to align your assessment as the teacher with the students' understanding of their own performance.

07 EXCELLENT EXERCISE

UNIT SUMMARY

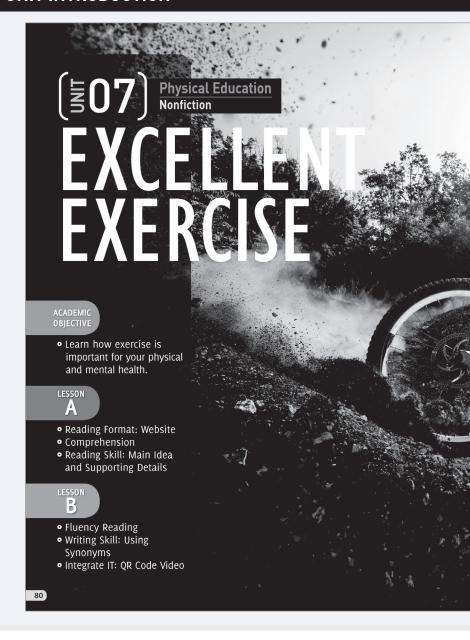
UNIT INTRODUCTION

Unit 7: Geography / Nonfiction

Academic Objective: Learn how exercise is important for your physical and mental health.

Academic Objective in Context:

Exercise is important for your physical and mental health.



Introduce the topic with the picture on the unit introduction page. Get students thinking and talking about the topic.

Review the academic objective on the page.

Preview the learning objectives in Lesson A. Discuss the three warm-up questions to see how much background information students possess about the subject, objectives, topics, and language learning points.

LESSON A

UNIT SUMMARY



Language Learning Objectives

New Words: continent, hemisphere, landscape, diverse, grassland, wetland, desert, mountain range

Bonus Words: flat, point

Structure Focus: Comparative Adjectives

Reading Format: Website

Discuss the three warm-up questions to see how much background information students possess about the subject, objectives, topics, and language learning points. Ask students what they know about exercise and health to activate prior knowledge.

1. What is this person doing?

Sample answer: He's mountain biking.

2. Is it good for your health?

Sample answer: Yes. He is exercising.

3. What do you like to do for exercise?

Sample answer: I like to play soccer with my friends.

507 LESSON A

TEACHING TIPS

NEW WORDS



Low-Level Students: After completing the new words activity on page 82, check the answers by asking students to read the words and spell them.

High-Level Students: After completing the new words activity on page 82, check the answers by giving students 1-2 minutes to memorize the new words on page 82, and then ask them to close the book and recall each word from memory.



Use the picture to activate students' prior knowledge about the topic of the unit. Focus the attention of the students on the picture and ask them the warm-up questions:

1. Where are these people doing?

Sample answer: They are running.

Ask a follow-up question to establish background knowledge and give attention to details.

2. Why is it important?

Sample answer: Running is good for your body.

3. How often do you do this?

Sample answer: I run once a week on the weekend.

Explain to the students that they will read about the benefits of exercise. Tell them that they will learn about the human body.

Play audio **track 20** and ask students to say and write each word as they hear them.

GRAMMATICAL STRUCTURE

TEACHING TIPS



STRUCTURE: COMPARATIVE ADJECTIVES

- B Read.
 - 1. The more you walk, the stronger your legs get.
 - 2. The more you study, the smarter you get.
- C Correct the underlined word and write.
 - **1.** A more you exercise, the healthier you become.
 - 2. The many you smile, the better you feel.
 - **3.** The more you exercise, the more strong you get.
 - 1. The more you exercise, the healthier you become.
 - 2. The more you smile, the better you feel.
 - 3. The more you exercise, the stronger you get.

BEFORE YOU READ Academic Objective Question: Why is exercise important?

83

Level Tips

Low-Level Students: Use the free downloadable worksheet for additional practice with the structure before reading.

High-Level Students: Write a few more examples on the board with intentional mistakes. Call on individual students to correct the mistakes.

The structure in each unit is meant to highlight a key grammatical structure that is covered in the reading passages of the units.

The intended purpose of highlighting the structure is to review and demonstrate how the structure is used in an authentic way.

Read the structure together as a class.

Write a few more examples on the board to help familiarize the structure in the students' minds. Complete the matching activity as a class and review the correct answers with the students.

Before turning the page, ask the students the academic objective question. This question focuses on the academic content learning goals of the unit. Focus more on that than on the language learning goals when you discuss answers with students. Use your native language if necessary. Teach students unknown words that may arise as they try to answer the academic objective question. Probe the class to see if there are differing opinions or if everyone agrees on a consensus answer. Ask the students to keep this question in mind as they read the passage on the next page.

E07 LESSON A

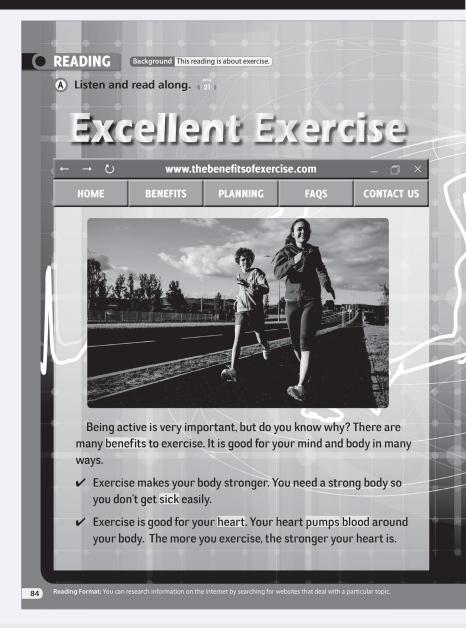
TEACHING TIPS

READING PASSAGE



Low-Level Students: After listening to the audio, reading, and clarifying any additional unknown words, read the passage together again as a class.

High-Level Students: Ask the students to make connections between the contents of the passage and what other benefits exercise has on the body.



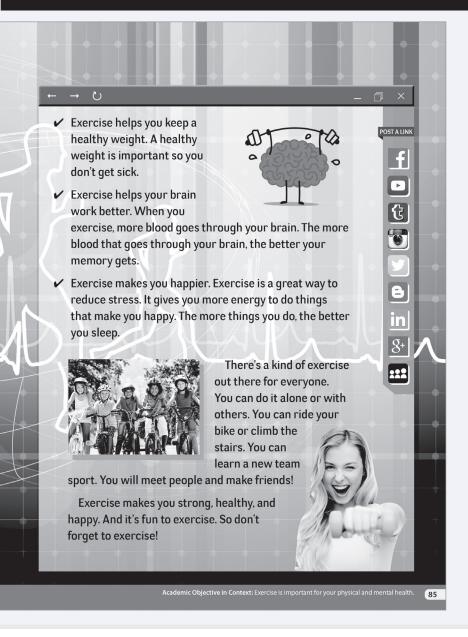
Introduce the background of the reading using the background information at the top of the page.

Explain to the students that the reading format of this passage is a website. Tell the students they can search for information using the Internet. Explain what a search engine is and how to search for particular topics.

Review the title of the reading: Excellent Exercise. Ask the students why they think this is the title. Explain this is because the passage talks about the benefits of exercise.

READING PASSAGE

PASSAGE DETAILS



Reading Format: Website

Academic Objective: Learn how exercise is important for your physical and mental health.

Academic Objective in Context: Exercise is important for your physical and mental health.

Tell students to read along quietly while they listen to the audio track. Tell them to circle any unknown words while they listen. Play audio **track 21**.

After the track is finished, ask the students if there are any unknown words that they circled. Review the meaning of those words and how they are used in the passage. Use your native language to do this if necessary. Call students to discuss the benefits of exercise. Ask the students how often they exercise and how they feel after they do a physical activity.

Ask the students to recall the academic objective question from the second page of lesson A. Now ask them to read the academic objective in context at the bottom of this page. This should help the students with the academic content learning goal of this unit. Discuss and explain further if necessary.

507 LESSON A

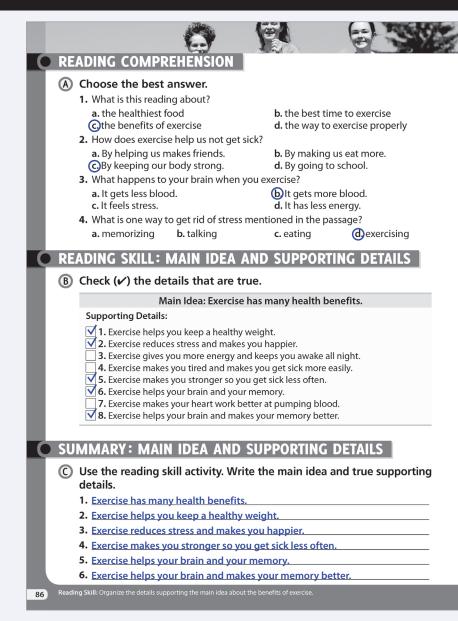
TEACHING TIPS

READING COMPREHENSION & READING SKILL DEVELOPMENT

Level Tips

Low-Level Students: While completing both the comprehension questions and the reading skill activity, allow the students to turn back to the passage to locate the correct answers in the passage. Offer guidance and assistance as needed, such as pointing out which parts of the reading students should look in to find each correct answer.

High-Level Students: Ask students follow-up questions to the comprehension questions, i.e. 3. What happens to your brain when you exercise? Correct answer: b. It gets more blood. Ask the students why this is a good thing.



Reading Comprehension:

Ask the students to recall the correct information from the passage. Go through each question and correct answer together as a class. Ask students to record how many answers they get correct or incorrect with circles and slashes over each question number.

Reading Skill:

Explain to the students that main idea and supporting details means determining what the message of the passage is about and which information makes the message stronger. Ask the students to find the details that support the main idea. Allow students enough time to write all the answers in the summary section, and then randomly call students to read their answers.

LESSON B

LESSON B INTRODUCTION & VOCABULARY REVIEW

Fluency Reading Writing Skill: Using Synonyms Warm What kind of exercise is this? Name other types of exercise that you like to do. Why do you like doing them? **VOCABULARY REVIEW** A Choose the correct word to complete the sentence. 1. This machine air into a bicycle tire. a.pumps **b.** stresses c. sick 2. She knows a lot of things because she has a good (a) memory **b.** heart c. stress 3. The doctor took some _ _ from Lisa's arm with a needle. (a) blood b. stress c. heart is located in your chest. **4.** Your _ a. memory b. brain **(c.**)heart 5. Reading has many _ , such as improving your vocabulary. **(b)** benefits a. pumps c. stress 6. My father has a lot of _ from his work. a. heart (b) stress c. brain 7. Thoughts and feelings are formed in your _ (a) brain b. sick c. pump 8. Brett was so he went to see his doctor.

TEACHING TIPS

Level Tip

Low-Level Students: Tell the students to turn back to the new words page in Lesson A and review the meaning of each word. Then use the free downloadable worksheet for additional vocabulary practice before completing the vocab review on this page.

High-Level Students: Ask students to write one additional sentence for each vocabulary word in a notebook or beneath each sentence on this page in the student book. Randomly call students to share the sentences they wrote.

Quickly review the learning objectives of Lesson B.

Look at the picture. Discuss the picture and the warm-up question on the first page of Lesson B. Make a connection to the real world using the picture.

1. What kind of exercise is this?

(b) sick

a. heart

Sample answer: This is a sport called soccer.

2. Name other types of exercise you like to do.

Sample answer: I like to walk, play basketball, and swim.

c. benefit

3. Why do you like doing them?

Sample answer: The are fun and they make me feel good.

Complete the vocabulary review as a class or individually and then check the answers together as a class.

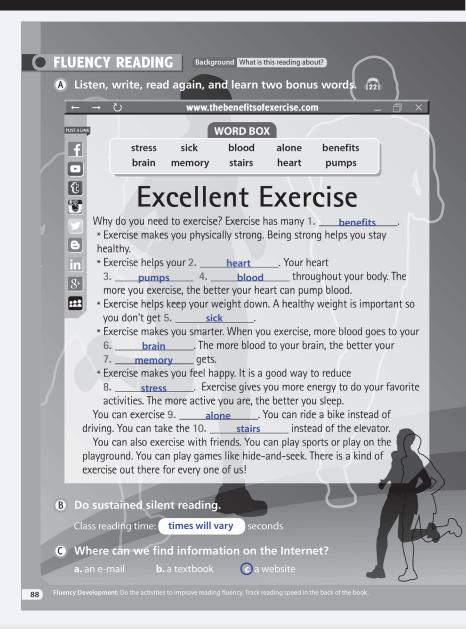
TEACHING TIPS

READING FLUENCY DEVELOPMENT & BONUS WORDS

Level Tips

Low-Level Students: Set up a timer in class that all students can see. Tell the students to read the passage a third time and record their individual reading time in the second reading column on the reading speed chart for this unit.

High-Level Students: Teach the students how to do the reading speed calculation. Tell the students that they can track their individual reading time at home in the second reading column on the reading speed chart for this unit.



Read the background question at the top of the page. Ask students if they remember what the reading is about.

Sample answer: It's about why exercise is good for your health.

Find the two bonus words in the table of contents. Teach the students what these words mean. Tell the students to listen, read along, and write the words from the word box into the blanks of the passage as they listen to the audio. Play audio **track 22**.

After listening to the audio, tell the students to do the reading activity in activity B. Record the class reading time and record it in the reading speed chart in the back of the book.

Ask the students if they remember what the reading format of this passage is. Briefly discuss it and circle the correct answer.

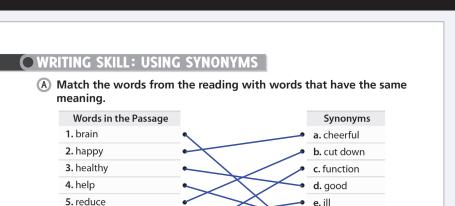
READING + WRITING SKILL TRANSFERENCE & WRITING PLAN

TEACHING TIPS



Low-Level Students: Complete the writing plan together as a class. Then have students transfer the information in the chart from the student book to the practice book. Have students close the student book and double-check the accuracy of the writing plan in their practice books.

High-Level Students: Have students complete the writing plan individually. Check the answers together as a class. Then have students transfer the information in the writing plan from their student book to the practice book. Encourage students to write an additional sentence in their homework.



OWRITING PLAN

6. sick

7. strong

(B) Complete the writing plan. Use the reading and writing skills of this unit. Use synonyms from above to replace words from the reading.

f. improve

g. mind

Main Idea and Supporting Details + Using Synonyms
Main Idea:
Supporting Details:
1. Exercise helps you keep a good weight.
2. Exercise cuts down stress and makes you more cheerful.
3. Exercise improves your brain and makes your memory better
4. Exercise makes you stronger so you get ill less often.
5. Exercise helps your mind and memory
6. (Answers will vary)

C Look at page 31 in the practice book. Complete the writing plan in part C.

Writing Skill:

VRITING SKILL EXPANSION

Introduce the writing skill to the students. Tell them that *using synonyms* means using different words that have the same meaning to add variety to your writing. Tell them to look back at the story and match the synonyms. Explain that using synonyms in this way will make them better writers.

Writing Plan:

Ask the students to recall the reading skill from this unit: *main idea* and *supporting details*. Tell them that they will use that reading skill again to put the information from the writing skill activity into organized information about the reading. Complete the chart and review as a class. After completing the writing plan chart, have the students record that information in their practice books. Tell them to write a paragraph to summarize the information in the writing plan. Explain that the writing plan is there to help guide them, but also that their writing doesn't need to follow the writing plan verbatim. Use your native language as necessary.

EO7 LESSON B

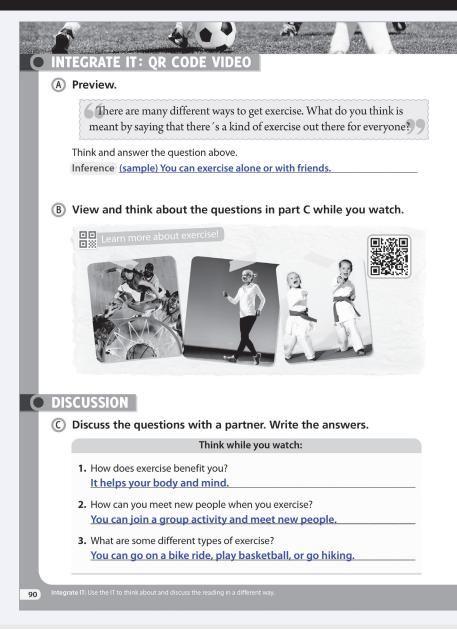
TEACHING TIPS

Level Tips

Low-Level Students: Ask the students if there were any parts of the video that they didn't understand. Replay those sections and explain in your native language to promote and support deeper understanding.

High-Level Students: Ask the students to record any unfamiliar words from the video and review the meaning of those words together as a class to support vocabulary expansion.

INTEGRATE IT SKILLS & DIGITAL LITERACY

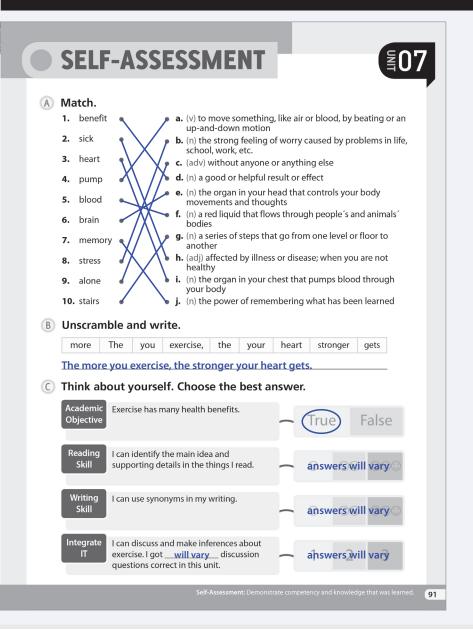


Explain to the students that they will now watch a video about exercising alone or in a group. Read the quote from the preview and brainstorm answers as a class. Come to an agreement about the inference answer that you will write down as a class.

Sample answer: You can exercise alone or with friends.

Ask the students if they remember what a QR code is. Point it out on the page. Ask them how it works. Demonstrate it if possible using the *Integrate Viewer* app. Before watching the video, read each question in part C together as a class. Tell the students these questions will be answered as they watch the contents of the video. Show the video. Give the students some time to discuss the questions. This can be done in pairs, in small groups, or together as a class. Go over the answers as a class.

SELF-ASSESSMENT & UNIT WRAP-UP



TEACHING TIPS

Use the grading rubric to perform your own assessment of each student's progress for this unit.

Adjust the rubric to match the level of your students as necessary.

Level Tips

Low-Level Students: Allow students to turn back to the pages of the unit to find the answers. Check the answers together as a class.

High-Level Students: Treat the page as a sort of quiz.

Complete the vocabulary check. Review the correct answers as a class. Ask students to record how many answers they get correct or incorrect with circles and slashes over each question number.

Ask students to unscramble the sentence individually. Check the answers together as a class.

Review the academic objective statement. Ask the students who think the answer is true to raise their hands. Do the same for students who think the statement is false. Tell students the correct answer and talk about why that answer is correct.

Ask students to evaluate their own work on the reading skill section in Lesson A, the writing skill section in Lesson B, and the questions on the Integrate IT page. Tell them to use the number of mistakes they made to guide their self-assessment. If they couldn't get anything correct they should fill in the single smiley face; if they made a few mistakes, two smiley faces; and if they only made a couple of small mistakes, or none, they can fill in three smiley faces. This allows the students to assess where they need to improve and you to align your assessment as the teacher with the students' understanding of their own performance.

EO8 HEALTHY HABITS

UNIT SUMMARY

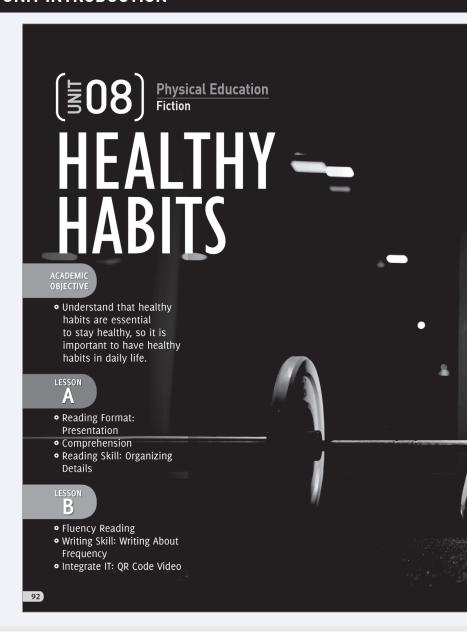
UNIT INTRODUCTION

Unit 8: Physical Education / Fiction

Academic Objective: Understand that healthy habits are essential to stay healthy, so it is important to have healthy habits in daily life.

Academic Objective in Context:

Healthy habits are essential to stay healthy, so it is important to have healthy habits in daily life.



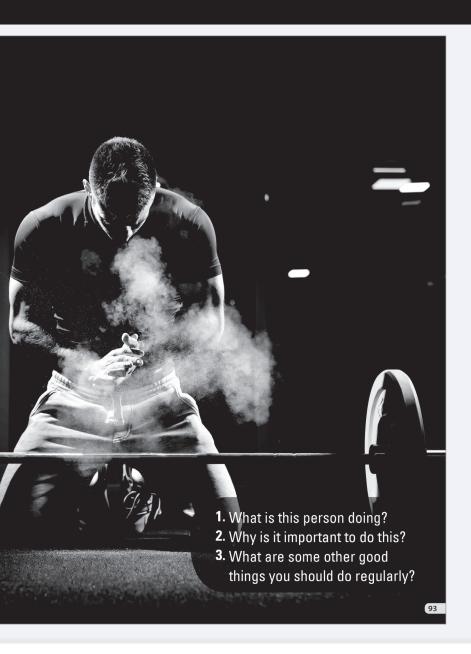
Introduce the topic with the picture on the unit introduction page. Get students thinking and talking about the topic.

Review the academic objective on the page.

Preview the learning objectives in Lesson A. Discuss the three warm-up questions to see how much background information students possess about the subject, objectives, topics, and language learning points.

LESSON A

UNIT SUMMARY



Language Learning Objectives

New Words: habit, list, occasionally, polite, floss, dentist, sneeze, elbow

Bonus Words: junk food, break

Structure Focus: Adverbs of Frequency

Reading Format: Presentation

Discuss the three warm-up questions to see how much background information students possess about the subject, objectives, topics and language learning points. Ask students what kinds of exercises they do regularly to activate prior knowledge.

1. What is this person doing?

Sample answer: This person exercising at a gym.

2. Why is it important to do this?

Sample answer: This makes your muscles and body stronger.

3. What are some other good things you should do regularly?

Sample answer: You should eat healthy meals and get enough sleep.

EO8 LESSON A

TEACHING TIPS

NEW WORDS



Low-Level Students: After completing the new words activity on page 94, check the answers by asking students to read the words and spell them.

High-Level Students: After completing the new words activity on page 94, check the answers by giving students 1-2 minutes to memorize the new words on page 94, and then ask them to close the book and recall each word from memory.



Use the picture to activate students' prior knowledge about the topic of the unit. Ask the students what the people in the picture are doing. Focus the attention of the students on the picture and ask them the warm-up questions:

1. What do you see in the picture?

Sample answer: I see a hamburger and an apple.

2. What is the message of this picture?

Sample answer: The message is that you should eat healthy food.

3. Do you agree or disagree? Why?

Sample answer: I agree because fast food is not healthy.

Explain to the students that they will read about healthy habits. Tell them that habits are things that people do regularly, sometimes without thinking.

Play audio **track 23** and ask students to say and write each word as they hear them.

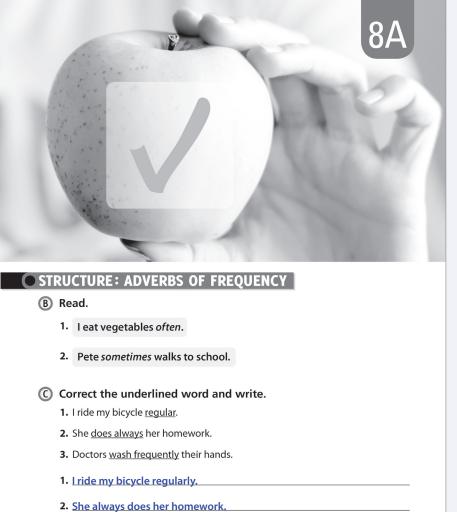
GRAMMATICAL STRUCTURE

Level Tips

Low-Level Students: Use the free downloadable worksheet for additional practice with the structure before reading.

TEACHING TIPS

High-Level Students: Write a few more examples on the board with intentional mistakes. Call on individual students to correct the mistakes.



GEFORE YOU READ Academic Objective in Context: Why are healthy habits important in daily life?

The structure in each unit is meant to highlight a key grammatical structure that is covered in the reading passages of the units.

The intended purpose of highlighting the structure is to review and demonstrate how the structure is used in an authentic way.

Read the structure together as a class.

3. Doctors frequently wash their hands.

Write a few more examples on the board to help familiarize the structure in the students' minds. Complete the matching activity as a class and review the correct answers with the students.

Before turning the page, ask the students the academic objective question. This question focuses on the academic content learning goals of the unit. Focus more on that than on the language learning goals when you discuss answers with students. Use your native language if necessary. Teach students unknown words that may arise as they try to answer the academic objective question. Probe the class to see if there are differing opinions or if everyone agrees on a consensus answer. Ask the students to keep this question in mind as they read the passage on the next page.

EO8 LESSON A

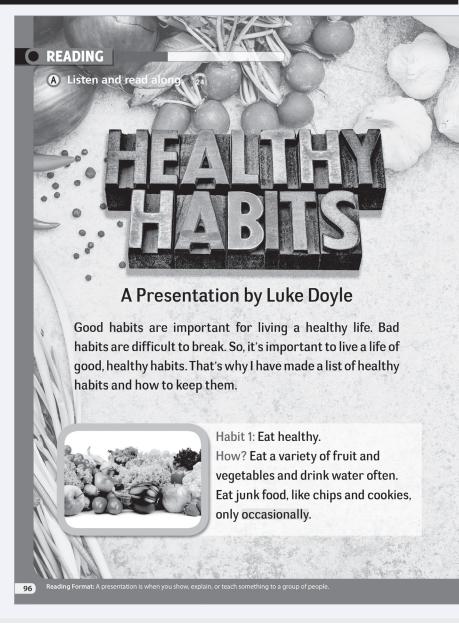
TEACHING TIPS

READING PASSAGE

Level Tips

Low-Level Students: After listening to the audio, reading, and clarifying any additional unknown words, read the passage together again as a class.

High-Level Students: Ask the students to make connections between the contents of the passage and their own good habits. Ask them to explain what they do to keep these good habits.



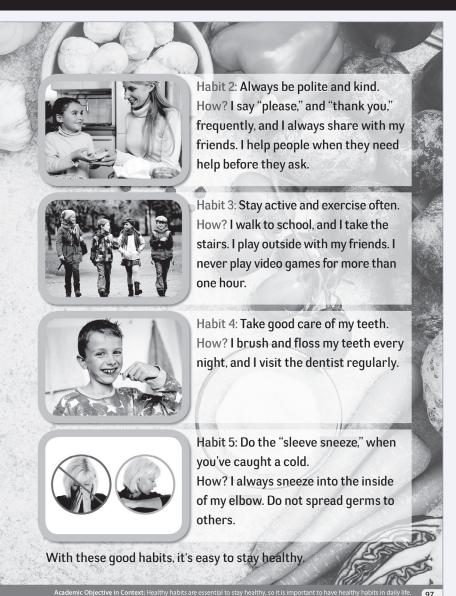
Introduce the background of the reading using the background information at the top of the page.

Explain to the students that the reading format of this passage is a presentation. Tell them that a presentation is when you show, explain, or teach a topic to a group of people. You can prepare pictures, photos, or diagrams. You can make a poster to show what you want to present.

Review the title of the reading: Healthy Habits. Ask the students why they think this is the title. Explain this is because it's presentation on good habits to have in your life.

READING PASSAGE

PASSAGE DETAILS



Reading Format: Presentation

Academic Objective: Understand that healthy habits are essential to stay healthy, so it is important to have healthy habits in daily life.

Academic Objective in Context: Healthy habits are essential to stay healthy, so it is important to have healthy habits in daily life.

Tell students to read along quietly while they listen to the audio track. Tell them to circle any unknown words while they listen. Play audio **track 24**.

After the track is finished, ask the students if there are any unknown words that they circled. Review the meaning of those words and how they are used in the passage. Use your native language to do this if necessary. Call students to discuss Luke's habits and what he does for each one. Ask them why each habit is considered a healthy habit.

Ask the students to recall the academic objective question from the second page of lesson A. Now ask them to read the academic objective in context at the bottom of this page. This should help the students with the academic content learning goal of this unit. Discuss and explain further if necessary.

EO8 LESSON A

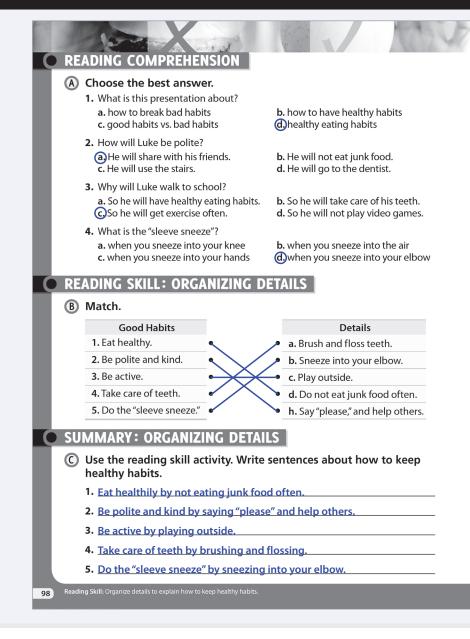
TEACHING TIPS

READING COMPREHENSION & READING SKILL DEVELOPMENT

Level Tips

Low-Level Students: While completing both the comprehension questions and the reading skill activity, allow the students to turn back to the passage to locate the correct answers in the passage. Offer guidance and assistance as needed, such as pointing out which parts of the reading students should look in to find each correct answer.

High-Level Students: Ask students follow-up questions to the comprehension questions, i.e. 2. How will Luke be polite? Correct answer: a. He will share with his friends. Ask the students what else he can do to be polite.



Reading Comprehension:

Ask the students to recall the correct information from the passage. Go through each question and correct answer together as a class. Ask students to record how many answers they get correct or incorrect with circles and slashes over each question number.

Reading Skill:

Explain to the students that *organizing details* means putting details together to better understand everything. Tell the students to match the details together. Complete the activity together as a class. Ask students to complete the summary. After allowing students enough time to write all the answers in the summary section, randomly call students to read their answers.

LESSON B INTRODUCTION & VOCABULARY REVIEW

Writing Skill: Writing About Frequence -Warm Up What do you see? Why is this a bad habit? What are your bad habits? **VOCABULARY REVIEW** A Choose the correct word to complete the sentence. 1. people have good manners. a. List **b.** Habit **(c.)**Polite 2. My mother gave me a of things I need to buy. **(b)**list c. floss a. habit **3.** The _ _ examined Rick's teeth. **6.** dentist c. habit a. floss _, so she needs to see a doctor. 4. Marissa hurt her _ (a) elbow **b.** floss c. habit 5. I have a bad of biting my nails. (a) habit c. polite 6. Please cover your mouth when you **c.** sneeze a. occasionally **b.** elbow 7. I'm very busy, so I only go to the movies _ (a) occasionally **b.** sneeze c. list 8. I have some food stuck in my teeth, so I need to (a) floss b. dentist c. sneeze

TEACHING TIPS

Level Tips

Low-Level Students: Tell the students to turn back to the new words page in Lesson A and review the meaning of each word. Then use the free downloadable worksheet for additional vocabulary practice before completing the vocabulary review on this page.

High-Level Students: Ask students to write one additional sentence for each vocabulary word in a notebook or beneath each sentence on this page in the student book. Randomly call students to share the sentences they wrote.

Quickly review the learning objectives of Lesson B.

Look at the picture. Discuss the picture and the warm-up question on the first page of Lesson B. Make a connection to the real world using the picture.

1. What do you see?

Sample answer: I see a person biting her nails.

2. I see a person biting her nails.

Sample answer: Nails can be dirty and she can hurt her fingers.

3. What are your bad habits?

Sample answer: I am always late for school.

Complete the vocabulary review as a class or individually and then check the answers together as a class.

EO8 LESSON B

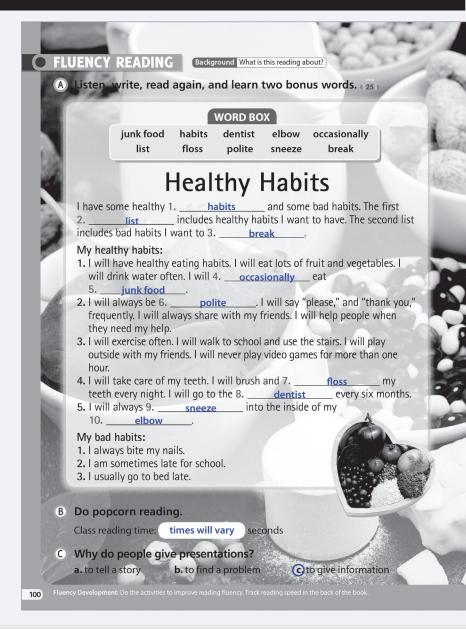
TEACHING TIPS

READING FLUENCY DEVELOPMENT & BONUS WORDS



Low-Level Students: Set up a timer in class that all students can see. Tell the students to read the passage a third time and record their individual reading time in the second reading column on the reading speed chart for this unit.

High-Level Students: Teach the students how to do the reading speed calculation. Tell the students that they can track their individual reading time at home in the second reading column on the reading speed chart for this unit.



Read the background question at the top of the page. Ask students if they remember what the reading is about.

Sample answer: It's a presentation about healthy habits.

Find the two bonus words in the table of contents. Teach the students what these words mean. Tell the students to listen, read along, and write the words from the word box into the blanks of the passage as they listen to the audio. Play audio **track 25**.

After listening to the audio, tell the students to do the reading activity in activity B. Record the class reading time and record it in the reading speed chart in the back of the book.

Ask the students if they remember why people give presentations. Briefly discuss it and circle the correct answer.

READING + WRITING SKILL TRANSFERENCE & WRITING PLAN

TEACHING TIPS

Level Tips

Low-Level Students: Complete the writing plan together as a class. Then have students transfer the information in the chart from the student book to the practice book. Have students close the student book and double-check the accuracy of the writing plan in their practice books.

High-Level Students: Have students complete the writing plan individually. Check the answers together as a class. Then have students transfer the information in the writing plan from their student book to the practice book. Encourage students to write an additional sentence in their homework.

WRITING SKILL: WRITING ABOUT FREQUENCY

A Look back at the story. Complete the chart by checking (✓) how often Luke does each activity.

	Always	Frequently / Regularly / Often	Sometimes / Occasionally	Never
Drink water		/		
Eat junk food			V	
Be polite	V			
Share with friends	V			
Exercise		V		
Brush and floss	V			
Visit the dentist			V	

WRITING PLAN

Complete the writing plan. Use the reading and writing skills of this unit

Organizing Details + Writing About Frequency Write about how Luke keeps his healthy habits and how often he does these.		
Habit	What to Do and How Often	
1. Eat healthy	I'll occasionally eat junk food.	
2. Be polite	I'll always share with my friends.	
3. Exercise	I'll exercise often.	
4. Take care of teeth	I'll brush and floss every night.	
5. <u>Sleeve sneeze</u>	I'll always sneeze into my elbow.	

WRITING SKILL EXPANSION

C Look at page 35 in the practice book. Complete the writing plan in part C.

Writing skill: Write about the frequency of daily activities related to healthy habits.

Writing Skill:

Introduce the writing skill to the students. Tell them that writing about frequency means including adverbs and time expressions to describe how often an activity is done. Students should look back at the story to determine the frequency of each activity. Explain that giving reasons will help them become strong writers.

Writing Plan:

Ask the students to recall the reading skill from this unit: *organizing details*. Tell them that they will use that reading skill again to put the information from the writing skill activity into organized information about the reading. Complete the chart and review as a class. After completing the writing plan chart, have the students record that information in their practice books. Tell them to write a paragraph to summarize the information in the writing plan. Explain that the writing plan is there to help guide them, but also that their writing doesn't need to follow the writing plan verbatim. Use your native language as necessary.

EO8 LESSON B

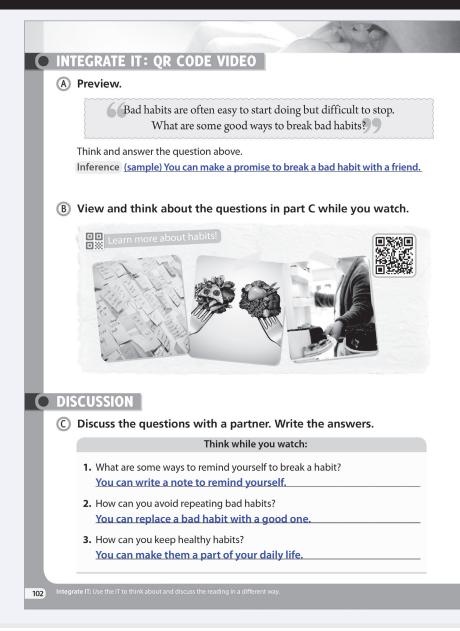
TEACHING TIPS

INTEGRATE IT SKILLS & DIGITAL LITERACY

Level Tips

Low-Level Students: Ask the students if there were any parts of the video that they didn't understand. Replay those sections and explain in your native language to promote and support deeper understanding.

High-Level Students: Ask the students to record any unfamiliar words from the video and review the meaning of those words together as a class to support vocabulary expansion.

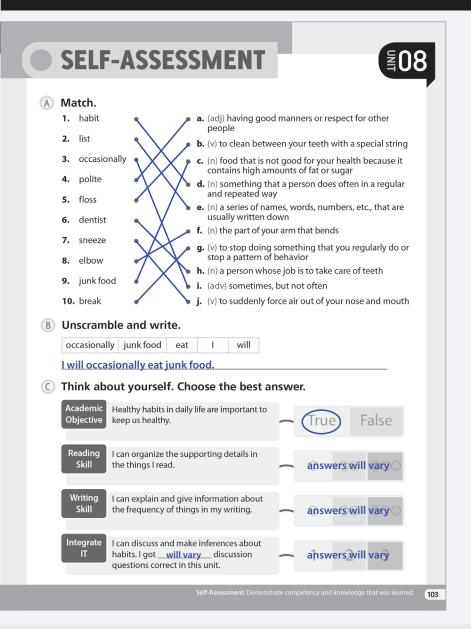


Explain to the students that they will now watch a video about the importance of good, healthy habits and how to break bad habits. Read the quote from the preview and brainstorm answers as a class. Come to an agreement about the inference answer that you will write down as a class.

Sample answer: You can make a promise to break a bad habit with a friend.

Ask the students if they remember what a QR code is. Point it out on the page. Ask them how it works. Ask a student to demonstrate how it works, if possible, using the *Integrate Viewer* app. Before watching the video, read each question in part C together as a class. Tell the students these questions will be answered as they watch the contents of the video. Show the video. Give the students some time to discuss the questions. This can be done in pairs, in small groups, or together as a class. Go over the answers as a class.

SELF-ASSESSMENT & UNIT WRAP-UP



TEACHING TIPS

Use the grading rubric to perform your own assessment of each student's progress for this unit.

Adjust the rubrics to match the level of your students as necessary.

Level Tips

Low-Level Students: Allow students to turn back to the pages of the unit to find the answers. Check the answers together as a class.

High-Level Students: Treat the page as a sort of quiz.

Complete the vocabulary check. Review the correct answers as a class. Ask students to record how many answers they get correct or incorrect with circles and slashes over each question number.

Ask students to unscramble the sentence individually. Check the answers together as a class.

Review the academic objective statement. Ask the students who think the answer is true to raise their hands. Do the same for students who think the statement is false. Tell students the correct answer and talk about why that answer is correct.

Ask students to evaluate their own work on the reading skill section in Lesson A, the writing skill section in Lesson B, and the questions on the Integrate IT page. Tell them to use the number of mistakes they made to guide their self-assessment. If they couldn't get anything correct they should fill in the single smiley face; if they made a few mistakes, two smiley faces; and if they only made a couple of small mistakes, or none, they can fill in three smiley faces. This allows the students to assess where they need to improve and you to align your assessment as the teacher with the students' understanding of their own performance.

₹1-2 REVIEW

TEACHING TIPS

UNIT 1-2 REVIEW LESSON



Low-Level Students: Replay the contents from the IT pages to help activate prior knowledge.

High-Level Students: Ask students to explain why give additional information and details on the three interesting facts.



(A) Complete the chart together as a class. Do research about three other countries and cities, preferably in different continents. Record the information you find. Summarize the information.

Continent	Name of Country	Population	Biggest City	Population of City
North America	USA	325 million people	New York City	8.41 million people

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- B Choose one country from the chart above. Find three more interesting facts or details about the country, city, and the people that live there. Then answer the questions.
 - 1. What is the name of the country? ______.
 - 2. What continent is that country in?
 - 3. What is the population of the country? _______.
 - 4. What is the biggest city in that country? _______.
 - 5. What is the population of the biggest city? ______.
 - 6. Interesting fact 1: ______.
 - 7. Interesting fact 2: ________.
 - 8. Interesting fact 3: _____

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Review units are optional. Think about how best to utilize them if you decide to do them. Review units cover the general topic, ideas, and vocabulary covered in one nonfiction and fiction pair of units about the same school subject. Students should review the vocabulary and concepts before completing the review unit. Review units can be completed after completing the two units or as review prior to a test. The objective is to get students to use the information and language they have learned in a creative way to complete a project. Therefore, the outcome of each page will have variation. Teachers should provide students with the tools and information that are necessary to complete the page. Complete an example of the project page so that students have an example to follow.

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TEACHING TIPS

Before presenting, check for mistakes in the students' writing.



Low-Level Students: Move around the room as students are completing the writing portion of the project and help correct their mistakes.

High-Level Students: Tell the students what kinds of mistakes they should look for, i.e. spelling, punctuation, etc. Tell them to check a partner's writing and help fix mistakes.

Review the information in units 1 and 2. Discuss the parts of an e-mail and the purpose of each part. Discuss possible attachments they would add to the e-mail.

Show the students an example of a completed project page and explain the tasks they need to do to complete the project and the goal of the project.

\$3-4 REVIEW

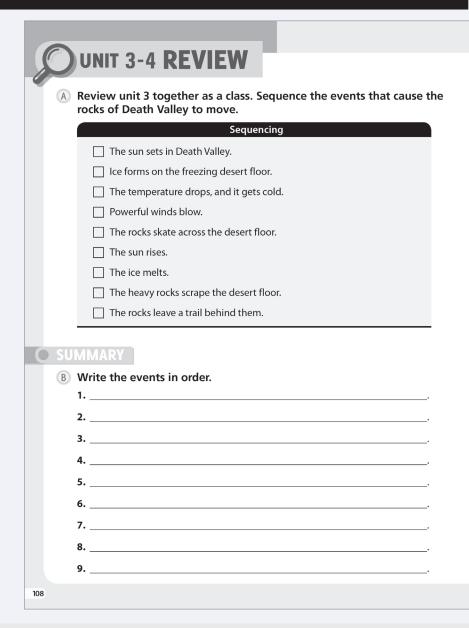
TEACHING TIPS

UNIT 3-4 REVIEW LESSON



Low-Level Students: Replay the contents from the IT pages to help activate prior knowledge.

High-Level Students: Ask students to research another natural phenomenon caused by climate.



Review units are optional. Think about how best to utilize them if you decide to do them. Review units cover the general topic, ideas, and vocabulary covered in one nonfiction and fiction pair of units about the same school subject. Students should review the vocabulary and concepts before completing the review unit. Review units can be completed after completing the two units or as review prior to a test. The objective is to get students to use the information and language they have learned, as well as additional information, in a creative way to complete a project. Therefore, the outcome of each page will have variation. Teachers should provide students with the tools and information that are necessary to complete the page. Complete an example of the project page so that students have an example to follow.

TEACHING TIPS

MAGAZINE ARTICLE C Write a magazine article to summarize the events that cause some rocks in Death Valley to move. Title:

Before presenting, check for mistakes in the students' writing.



Low-Level Students: Move around the room as students are completing the writing portion of the project and help correct their mistakes.

High-Level Students: Tell the students what kinds of mistakes they should look for, i.e. spelling, punctuation, etc. Tell them to check a partner's writing and help fix mistakes.

Review the information in units 3 and 4. Discuss what happens with the climate in Death Valley and how the mystery of the moving rocks was solved.

Show the students an example of a completed project page and explain the tasks they need to do to complete the project and the goal of the project.

You can prepare some pictures of Death Valley for the students before class and ask them to draw pictures on their own to complete the project as homework.

\$5-6 REVIEW

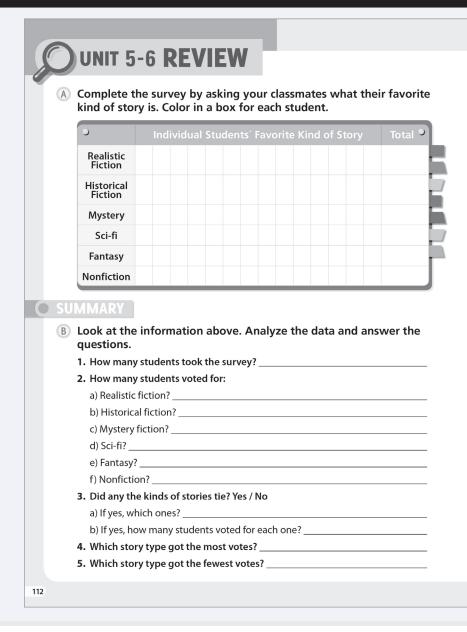
TEACHING TIPS

UNIT 5-6 REVIEW LESSON



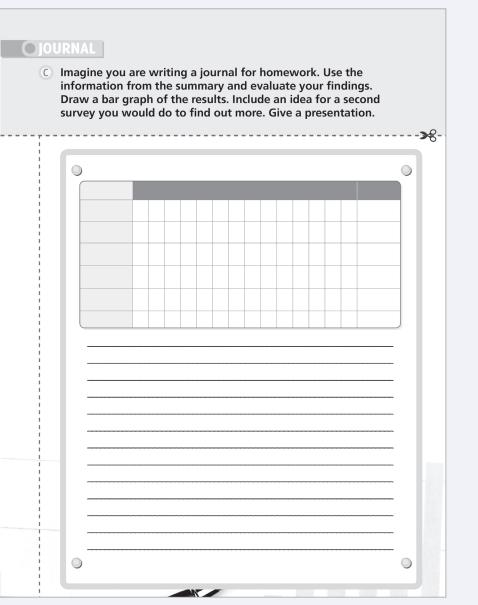
Low-Level Students: Replay the contents from the IT pages to help activate prior knowledge.

High-Level Students: Ask students to do a second survey on the most popular books or series.



Review units are optional. Think about how best to utilize them if you decide to do them. Review units cover the general topic, ideas, and vocabulary covered in one nonfiction and fiction pair of units about the same school subject. Students should review the vocabulary and concepts before completing the review unit. Students can learn how to do simple research independently, but you should provide some guidance and structure for them. Review units can be completed after completing the two units or as review prior to a test. The objective is to get students to use the information and language they have learned, and new information they research on their own, in a creative way to complete a project. Therefore, the outcome of each page will have variation. Teachers should provide students with the tools and information that are necessary to complete the page. Complete an example of the project page so that students have an example to follow.

TEACHING TIPS



Before presenting, check for mistakes in the students' writing.



Low-Level Students: Move around the room as students are completing the writing portion of the project and help correct their mistakes.

High-Level Students: Tell the students what kinds of mistakes they should look for, i.e. spelling, punctuation, etc. Tell them to check a partner's writing and help fix mistakes.

Review the information in units 5 and 6. Discuss the topics that are covered in those units. Discuss what a bar graph is and what a pie chart is. Talk about the functions of both types of diagrams.

Show the students an example of a completed project page and explain the tasks they need to do to complete the project and the goal of the project. You can prepare another bar graph and also show them a pie chart.

₹7-8 REVIEW

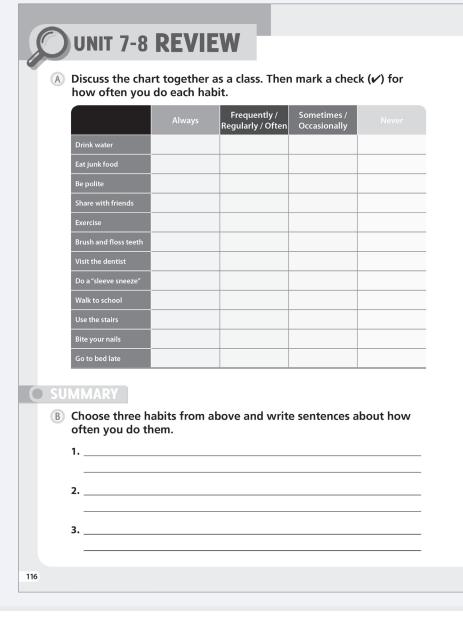
TEACHING TIPS

UNIT 5-6 REVIEW LESSON



Low-Level Students: Replay the contents from the IT pages to help activate prior knowledge.

High-Level Students: Ask students to write about their bad habits and how they can break them.



Review units are optional. Think about how best to utilize them if you decide to do them. Review units cover the general topic, ideas, and vocabulary covered in one nonfiction and fiction pair of units about the same school subject. Students should review the vocabulary and concepts before completing the review unit. Review units can be completed after completing the two units or as review prior to a test. The objective is to get students to use the information and language they have learned, as well as new information, in a creative way to complete a project. Therefore, the outcome of each page will have variation. Teachers should provide students with the tools and information that are necessary to complete the page.

Complete an example of the project page so that students have an example to follow.

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	rom the summary to prepare a presentatior good habits and what you do to keep then
	© ,
	´s Class Presentation
Habit 1:	
How?	paste picture here
	paste picture here
	paste picture here

TEACHING TIPS

Before presenting, check for mistakes in the students' writing.



Low-Level Students: Move around the room as students are completing the writing portion of the project and help correct their mistakes.

High-Level Students: Tell the students what kinds of mistakes they should look for, i.e. spelling, punctuation, etc. Tell them to check a partner's writing and help fix mistakes.

Review the information in units 7 and 8. Discuss the different good habits mentioned in the passage. Discuss the bad habits and how they can be fixed.

Show the students an example of a completed project page and explain the tasks they need to do to complete the project and the goal of the project.

READING SPEED CHART

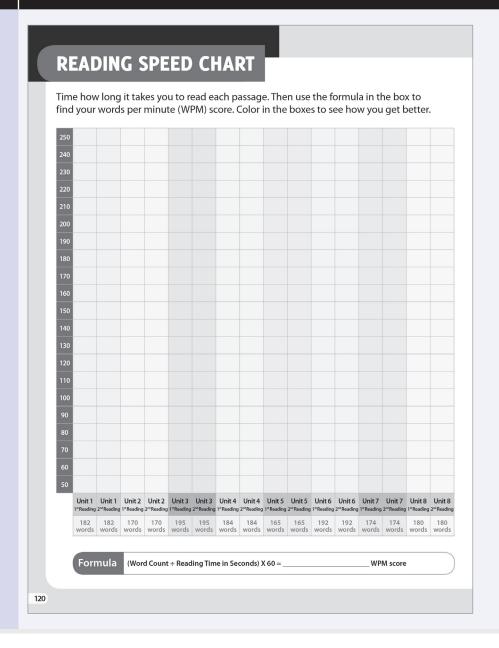
TEACHING TIPS

READING SPEED CHART



Low-Level Students: Track reading speed in class.

High-Level Students: Allow the students to track individual reading speed as homework.

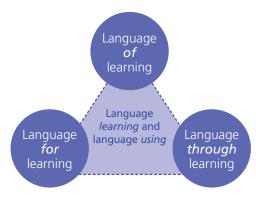


The reading speed chart is designed to track reading speed and fluency development. There are two columns per unit. Students can track their reading speed as a class and then again for the same reading independently. The reading speed chart is intended to be completed with the passage in lesson B after all of the reading activities have been completed. Do not use the reading speed chart with lesson A passages, as students will encounter lots of new and unknown words and information. Reading speed and fluency should only be recorded with passages that the students know roughly 98 percent of the language and content of. Therefore, only use this chart with the passages in lesson B. The reading passage in lesson B is written to be slightly shorter and slightly easier than the passage in lesson A. Sometimes new or alternative information is introduced to prevent too much redundancy.

LANGUAGE THROUGH LEARNING

LANGUAGE THROUGH LEARNING	NOTES
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Use this page to record unknown, unanticipated words and language that students encounter throughout this book. Record the words in the Language Through Learning column and add any relevant notes to the Notes column, such as the date, page number, whether the student asked the teacher, or vice versa. This will help you to plan for future lessons by better anticipating which language points you may need to prepare for. Use the language noted on this page wherever possible in future lessons to help expand the students' command of and ability to use language acquired through learning.



*See page 5 to understand language through learning

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