

## Background Note

### UNIT OPENER pages 20–21

The large photo shows a group of South African students attending class in an outside auditorium. Students are sitting on the steps of the auditorium. Some are holding books, tablet computers, and notebooks. The instructor is standing in front of the group and gesturing to students who have their hands raised.

## Expansion Activity 1

### UNIT QUESTION page 21

1. Introduce the Unit Question: *Can students learn in different ways?* Ask related information questions: *Do you like to study in the morning or in the evening? Do you study at home or at school? Do you like to study alone or with others?*
2. Tell students: *Let's start off our discussion by listing different ways people study. Think about where you study, who you study with, and how you study.*
3. Put students into small groups. Give each group a piece of blank paper. Direct a member of each group to make a three-column chart, labeling the columns: *Where we study, Who we study with, and How we study.*
4. Direct groups to pass around the paper as quickly as they can, with each group member adding an item to one of the columns. Tell them they have two minutes to make the lists and they should write as many ideas as possible. Tell them to focus on key words and phrases, not complete sentences.
4. Call time and ask a reporter from each group to read the lists aloud.
5. Use items from the list as a springboard for discussion of the Unit Question. For example: *From our lists, we see that many students prefer to study with others. How does studying with other people help you learn better? When is it better to study alone? Can you learn new material in different ways?*

## Background Note

### READING 1 page 23

Unusual schools exist in many parts of the world. Many are unique because of the classroom setting, such as the boat schools of Bangladesh, train platform schools in India, and the "Cave School" in China. These schools offer education to children who wouldn't otherwise be able to attend because of weather conditions or inability to access traditional schools because they live too far away or in impoverished areas. Other schools repurpose old buildings and turn them into schools, such as the River Plate school in Argentina and Abo Elementary in New Mexico, USA, which is a repurposed fallout shelter from the Cold War era. Other schools distinguish themselves in their curriculum, such as focusing on wildlife studies in the outdoors, digital technology, the arts, or pre-medicine.

## Multilevel Option 1

### B. CATEGORIZE page 24

1. Read the directions aloud.
2. Ask students to mark the statements *T* or *F* and correct the false statements.
3. Have volunteers read the statements and share their answers. You may wish to have students write the corrected statements on the board.

### MULTILEVEL OPTION

Group lower-level students and go through the activity together with them. Guide them to look back at the article to find key words from each statement, such as the name of the country.

Have higher-level students complete the activity individually and compare answers with a partner.

## Vocabulary Skill Note

### RECOGNIZING WORD FAMILIES page 25

1. Have a student read the information in the box.
2. Review with students what a noun, verb, and adjective are. Elicit definitions from the class. Help students with basic definitions such as these: *A noun can be a person, place, thing, or idea; a verb shows action or a state (be); an adjective describes a noun.*
3. Check comprehension: *What is a word family? What parts of speech are shown in this skill box? What are some other parts of speech?*
4. Write on the board: *He gave me some help. I help my classmates.*
5. Say: *Sometimes, a noun and a verb are the same word. The word help is both a noun and a verb. Look at the sentence. Where is the word in the sentence? Does it act like a noun or a verb in the sentence? Have students identify what part of speech help is in the two sentences.*

### Skill Note

Suffixes can be added to English words to change their part of speech. In the following activities, students will see *-ness* added to adjectives to make nouns (*happiness*) and *-ful* added to nouns to make adjectives (*helpful*). Which suffix should be used is not always predictable, making it confusing for students. At this level, it is best to focus on the most commonly used words with suffixes.

## Expansion Activity 2

### WORK WITH THE VIDEO page 29

1. Have students create a timeline about the events in Tim's life. On the board, make a timeline with the following times indicated: *9:00 a.m., 10:00 a.m., 12:40 p.m., end of the day.* Ask students to take out a piece of paper and copy down the timeline.

- Play the video again. Have students write down the event that matches each time:
  - 9:00 a.m.: starts first class
  - 10:00 a.m.: takes a short break
  - 12:40 p.m.: eats lunch
  - end of the day: plays tennis and studies/does homework
- Have students work in pairs to compare their answers and go over them as a class.
- Have students make a timeline for their own typical school day. Then have them work with a partner to describe their daily schedule. On the board, write useful time expressions students can use to describe their schedule: *At 9:00, After that, Then, In the evening*, etc. Ask the other partner to take notes on their partner's schedule.
- Finally, ask students to write sentences about their partner's daily schedule based on the notes they took. Then ask them to write one or two sentences about how their schedule is similar to or different from their partner's. Collect the students' sentences and provide feedback.

## Multilevel Option 2

### WRITE WHAT YOU THINK page 30

- Ask students to read the questions and reflect on their answers.
- Seat students in small groups and assign roles: a group leader to make sure everyone contributes, a note-taker to record the group's ideas, a reporter to share the group's ideas with the class, and a timekeeper to watch the clock.
- Give students five minutes to discuss the questions. Call time if conversations are winding down. Allow them an extra minute or two if necessary. Call on reporters to share the groups' answers.
- Direct students to answer one of the questions from Activity A.

#### MULTILEVEL OPTION

Put lower-level students in pairs and have them write the answer to one of the questions together. Have higher-level students work individually and write a response to two or all three questions. Then have them share their responses with a partner and provide feedback on their ideas.

## Expansion Activity 3

### A. IDENTIFY page 31

- Read the directions.
- Do item 1 as a class. Write the sentence on the board. Ask for a volunteer to come to the board to correct it. Provide feedback as necessary.
- Have students complete the activity individually or in pairs. Circulate and help as necessary.
- Go over the answers with students. Lead into a discussion on the importance of proper capitalization and punctuation in the workplace (see Expansion note below).

## 21<sup>ST</sup> CENTURY SKILLS EXPANSION

Professional email communication is a vital skill in the 21<sup>st</sup> century workplace. Employers expect their employees to follow the rules of professional emails, including using proper capitalization and punctuation, including a subject line and clear greeting (*Dear XXX*), and having correct spelling. This is often referred to as "email etiquette."

Help students to see the differences between formal emails and texts so they understand the importance of adhering to capitalization and punctuation rules when at work. Ask: *In a work email, do you need to capitalize the pronoun I? Do you need to end sentences with periods? What about when you send a text to a friend? Why are these two situations different? What about spelling? Can you spell words differently in a text versus in a work email? Can you think of an example? (for example, using U for you).*

## Grammar Note

### SIMPLE PRESENT page 32

- Go through the information in the skill box, having students read the sentences and questions.
- Check comprehension: *When do we use the simple present? What are the negative contractions? How do you make a question? What are some question words?*

### Skill Note

In the simple present, some teachers call *do* a helping verb because it helps form the negative (*I do not swim.*) and it helps form questions (*Does she speak Chinese?*). It is important for students to understand that *do* is also used as a verb, usually related to the concept of work. *What do you do? Do you do your homework in the library?*

## Multilevel Option 3

### A. CREATE page 33

- Call on a volunteer to read the directions and item 1.
- Give students time to complete the activity. Then have students compare answers with a partner.
- Go over the answers orally with the class.

#### MULTILEVEL OPTION

Group lower-level students and go through the activity together with them. Guide them to identify the correct form of the verb. Have higher-level students complete the activity independently. When they have finished, have them write sentences using the correct form of the verb used in each sentence. You may wish to have them read their sentences aloud.

# Unit Assignment Rubrics

## Unit 2 Education

### Unit Assignment Rubric

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

Unit Assignment: *Give information about a school.*

20 points = Writing element was completely successful (at least 90% of the time).

15 points = Writing element was mostly successful (at least 70% of the time).

10 points = Writing element was partially successful (at least 50% of the time).

0 points = Writing element was not successful.

Write Sentences About a School	20 points	15 points	10 points	0 points
Sentences describe aspects of school.				
Every sentence starts with a capital letter and ends with a period.				
Every sentence has a subject and a verb.				
Simple present verbs are in the correct form.				
Sentences include vocabulary from the unit.				

Total points: \_\_\_\_\_

Comments: