

Background Note

UNIT OPENER pages 92–93

The photo shows mountain ranger Brian Scheele on his way to the Windy Corner of Denali (formerly Mount McKinley) in Alaska, US. He is wearing a large backpack, holding a pair of climbing poles, and towing a sled full of supplies. Visible behind Scheele is another ranger who is climbing with him.

Expansion Activity 1

UNIT QUESTION page 93

1. Introduce the Unit Question: *What is a sport?* Ask related information questions or questions about personal experiences to help students prepare to answer the more abstract Unit Question. Ask: *What sports did you play when you were a child? What sports do you play now? What games do you like to play with your friends? Do you play any games online?*
2. Put students in teams of three or four. Tell the groups they will be playing a game. Say: *You will have two minutes to write down the name of any sport or game you can think of. At the end of two minutes, the team with the most sports and games listed wins. Ready? Set? Go!* Start a timer for two minutes. At the end of two minutes, call time.
3. Have members of each group count and report the number of sports and games they listed to determine a winner. Have a member of the winning team read the group's list. As the list is read, write down names of any sports or games that other students might not be familiar with and briefly describe them. If you wish, allow the other teams to challenge the items on the winning list.
4. Next, have each group make a T-chart, labeling the left column "Sports" and the right column "Games." Tell students: *Now work with your team to divide your list of sports and games into the correct categories.* If necessary, model the T-chart on the board for students to copy. Give students five to ten minutes to complete the activity. Circulate and notice if there is any discussion or disagreement about whether something is a "sport" or a "game."
5. Bring the class back together and have a volunteer from each group name its sports and games. Write them on the board, and help with any pronunciation questions. Alternatively, have student volunteers come to the board to write them down.
6. After students list their sports and games, circle activities that are classified as both games and sports.
7. Finally, have a class discussion about the similarities and differences between sports and games. Ask: *What is a sport? What is a game? What is the difference between a sport and a game? How are they similar? Can an activity be both a sport and a game?* After the discussion, tell students they may be able to use these ideas in their final Unit Assignment.

Background Note

READING 1 page 95

The amount and kind of exercise a person should get depend on his or her goals, metabolism, and calorie intake. The average woman needs roughly 2,000 calories per day, while the average man needs about 2,500. When people take in more calories from food than they burn through general movement and exercise, they will likely gain weight. When people want to lose weight through exercise, they need to consider how many calories a specific type of exercise typically burns. For example, cardiovascular or aerobic exercises, such as running, cycling, and rowing, burn more calories than activities such as walking or low-impact yoga, as heart rate and breathing rates are much higher, thus requiring more energy. The number of calories a person can burn during exercise is also related to his or her muscle weight and metabolism. Those with more muscle mass have higher metabolisms, meaning they burn calories more quickly, even when at rest. Metabolism tends to slow down as people age, often making it harder to maintain or lose weight. Therefore, people over 40 generally have to eat fewer calories and exercise more to get the same weight loss results as those in their 20s and 30s. However, there are exceptions, with some people naturally maintaining a high metabolism throughout most of their adult life.

Multilevel Option 1

B. IDENTIFY page 97

1. Remind students that the main idea of a reading is the writer's opinion or observation about the topic.
2. Ask students to complete the activity individually.
3. Go over the answer with the class.

MULTILEVEL OPTION

Group lower-level students together and assist them with the task. Discuss each choice and talk about why it is or is not the main idea. Have higher-level students close their books and work in pairs to write their own sentences stating the main idea. Have several students write their sentences on the board and discuss their answers as a class. They can check their answers by looking at the activity in the book.

Reading Skill Note

IDENTIFYING SUPPORTING SENTENCES AND DETAILS page 99

1. Present the reading skill. Elicit differences between *supporting sentences* and *details*. Include the content of the following Skill Note if you feel it will help.
2. Model meanings of *supporting sentences* and *details* using texts you have with you: this book, the textbook, other books, newspapers, magazines, etc.

3. Check comprehension by asking questions: *What do good readers look for? What do supporting sentences support? What do details support? How do details support supporting sentences?*

Skill Note

The human body can be seen as a metaphor for paragraphs: You need bones and muscle to make the whole thing stay together. In a paragraph, the topic and supporting sentences are the bones. Without these sentences, there is no structure to the paragraph.

However, without details, there is no form to the structure—there is no “muscle.” The details are what give strength and depth to the paragraph, much like muscles give strength and depth to the human body. A body needs both bones and muscles, and so do paragraphs.

Practice this academic writing skill by pairing students and giving them a paragraph that has a topic sentence, supporting sentences, and details. Have students find and label these various sentences in the paragraph. Check answers as a class.

Multilevel Option 2

READING 2: Games or Sports?

A. VOCABULARY page 101

1. Write the vocabulary words on the board in two or three sections. Each section features all bolded vocabulary words. Divide the class into as many groups as there are sections on the board, and line groups up an equal distance from the board. When you read a definition, a member of each team at the front of the line should run up to the board and “slap” the word to which the definition refers.
2. Correct as necessary. The “runner” rewrites any words that have been erased and goes to the back of his or her group’s line. Repeat until students “slap” correct words most of the time.

MULTILEVEL OPTION

Have lower-level students rewrite the words that are “slapped” off the board. Have higher-level students provide an example sentence with the vocabulary item they “slap.”

Background Note

READING 2 page 102

While both games and sports have rules, there are some differences between them. According to the *Oxford English Dictionary*, *sports* are considered activities that one does for pleasure, require physical skill, have specific rules, and are done in a special area, such as a court or field. Typical examples include basketball, racquetball, tennis, soccer, football, and baseball. A *game* is defined by the *OED* as a sport or activity in which people or teams compete against one another or as the occasion of playing a game, such as a basketball game, a soccer game, or a baseball game.

Interestingly, there is much debate today about whether professional video gaming should be considered a sport. Many people believe it should

because it requires a lot of stamina and coordination (“physical skill”), has rules, and is usually done in special arenas. Many also call video gaming a sport because it is competitive, but others would consider that a characteristic of games, not sports.

Expansion Activity 2

WORK WITH THE VIDEO page 105

1. Tell students that they will work in pairs to role-play an interview between Zion’s father and a reporter writing an article about parenting child athletes.
2. Write the following questions on the board. Have pairs copy down the questions think about how Zion’s father might answer them.
 - Are you proud of Zion? Why or why not?
 - Why do you support Zion’s skateboarding career?
 - How would you describe Zion? What’s his personality like?
 - Do you want Zion to go to the Olympics one day? Why or why not?
 - Do you think skateboarding is good for Zion? Why or why not?
 - What can parents do to make sure their child athletes are healthy and happy?
3. Bring the class back together. Ask for volunteers to share their ideas about how Zion’s father might answer the questions. Go over any vocabulary students might need to express their ideas.
4. Have students do the role play in pairs. One student will be Zion’s father and the other the reporter/ interviewer. Allow lower-level students to refer to their notes as they answer the questions as Zion’s father. Then have students switch roles. Take notes on any common errors you hear to report back to students after they have finished their role plays.
5. If time permits, have students pair up with a new partner and do the interview again. This time, encourage lower-level students not to use their notes to help them.

Multilevel Option 3

? WRITE WHAT YOU THINK page 106

1. Ask students to read the questions and reflect on their answers.
2. 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.
3. Give students five minutes to discuss the questions. Call time if conversations are winding down. Allow them an extra minute or two if necessary.
4. Call on each group’s reporter to share ideas with the class.
5. Have each student choose one of the questions and write two or three sentences in response.
6. Call on volunteers to share their ideas with the class.

MULTILEVEL OPTION

Put two higher-level and two lower-level students in each group. Assign the lower-level students the roles of timekeeper and group leader. Assign the higher-level students the roles of note-taker and reporter. If you have a group of three, combine the roles as needed.

Vocabulary Skill Note

THE PREFIX *UN-* page 106

1. Present the information to students. Present students with several different prefixes and their related words (e.g., *dis-* and *disappear*) from the Skill Note below. Ask: *Which of these prefixes have you seen before? How do you think these prefixes change the meaning of the words?* Point out that prefixes can be added to adjectives, nouns, and verbs.
2. Check comprehension: *What is a prefix? How does the meaning change when you add un- to an adjective? What are some other words you know that have the prefix un-? Re-?*
3. Have students put the prefixes *un-* and *re-* in front of words they already know to see if they can discover new words. Have students write their ideas on the board, and correct as needed.

Skill Note

Prefixes are a strong, quick way to increase a student's vocabulary. Simply by adding a few letters to the beginning of an already-known word, students can begin experimenting and using new vocabulary items quite quickly. Here are a few more prefixes that students can practice adding to verbs.

Prefix	Meaning	Example
<i>dis-</i>	not	<i>disappear</i>
<i>pre-</i>	before	<i>preview</i>
<i>re-</i>	again	<i>rewrite</i>

Here are a few prefixes that you can add to nouns.

Prefix	Meaning	Example
<i>non-</i>	absence	<i>non-smoker</i>
<i>pro-</i>	in support of	<i>pro-school</i>
<i>anti-</i>	against	<i>anti-drug</i>

Writing Skill Note

WRITING SUPPORTING SENTENCES AND DETAILS page 108

1. Tell students that they've learned how to identify supporting sentences and details in a paragraph and now it's time for them to learn to write them themselves.
2. Have students read the information in pairs. Each pair should focus on one of the topics: supporting sentences or details. Then put pairs together to teach each other about their topic. (Those who read supporting details teach that information to the pair that read details, and vice versa.)

3. Check comprehension by asking questions: *What do supporting sentences do? Reasons, facts, and dates are kinds of what? What's the difference between the supporting sentences and details in the sample paragraph in the box on page 108? What are some other details that could be added to this paragraph?*

Skill Note

Paragraphs are like arguments: You need facts to support your ideas, which then support the main part of the argument. For example, your boss wants you to stay late at work, but you can't because you have to pick up your son from school (the topic sentence of your argument). You are the only one available to pick up your son (supporting sentence) because you have the only car (detail). Furthermore, your son needs you to meet with his teacher after school today (supporting sentence) because you have to sign a form for him to be able to participate in an after-school activity tomorrow (detail). Thus, you cannot stay late at work because your son is depending on you (restating the topic sentence).

Students can transfer skills they already possess in their social lives into their academic writing lives. In life, people often make well-reasoned, detailed *oral* arguments for or against certain ideas. Some people might even make such arguments every day and find that they are good at getting their points across. Such skills can translate into paragraph writing.

Grammar Note

GRAMMAR: PREPOSITIONS OF LOCATION page 112

1. Read the description of the grammar skill aloud, focusing on one preposition at a time. Ask for volunteers to read the prepositional phrases.
2. As you present the information, elicit examples from students of times when they use the words *in*, *on*, and *at*. Write a few of their examples on the board.
3. Write a few example sentences on the board: *I'm at school. My friend is in Germany. I fell asleep on the bus yesterday.* Have students select the preposition of location from these sentences. Create more examples as needed or if time permits.
4. Check comprehension: *What does a preposition of location do? When can we use at? Which preposition should you use with large areas like countries?*

Skill Note

Despite the general rules described here, there are some notable exceptions. For example, we say **on** *the bus/train/plane* but **in** *the car/truck/taxi*. *I am at school* means I am physically at a school now, but *I'm in school* means I'm a student (i.e., I'm enrolled in a school or college). *I am at the beach* means I've arrived at the destination, but *I am on the beach* means I'm standing on the sand by the shore. *I'm in the water* means I'm swimming in the water, but *I'm on the water* means I'm floating on the water, such as on a boat.

Expansion Activity 3

A. BRAINSTORM page 113

Read the directions aloud. Refer students to the checklist on page 114 to guide their brainstorming. Direct students to write their ideas on the lines and then share them with a partner.

21ST CENTURY SKILLS EXPANSION

Synthesizing, or making connections between information and arguments, is a crucial workplace and academic skill. Labor costs are going down, but thinking skills are more important now than they ever have been. People who can look at a problem, make connections between parts of the problem, and create a solution will be valued by colleagues. To offer a solution that works, a person must show how his or her solution improves upon flawed answers and solves a current problem.

Help students practice synthesizing and making connections between information and arguments by presenting them with a problem or a series of problems (e.g., the school needs more money to stay open, crime in the city is going up, the local river is becoming polluted). Ask students to break apart the problems into small pieces by asking questions: *Why does this problem exist? Who can help fix the problem? How long would it take to fix the problem?* With answers to these and other questions, students can brainstorm possible solutions and make connections between their proposals and an argument for how they can solve the problem.

Unit Assignment Rubrics

Unit 5 Sports Science

Unit Assignment Rubric

Student name: _____

Date: _____

Unit Assignment: *Write a paragraph about your favorite sport.*

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

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

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

0 points = Presentation element was not successful.

Writing a Paragraph About Your Favorite Sport	20 points	15 points	10 points	0 points
The first line of the paragraph is indented; sentences begin with capital letters and end with appropriate punctuation.				
Prepositions of location are correct.				
Supporting sentences and details clearly describe the sport.				
The paragraph includes vocabulary from the unit.				
Spelling is correct.				

Total points: _____

Comments: