

Summary of Lesson Plan

► Vocabulary (Student pages 6-7)

Suggested teaching time: 60 minutes

Your actual teaching time: _____



Vocabulary (Student pages 6-7)

Suggested teaching time: 60 minutes

Your actual teaching time: _____

Content: weather-related terminology; times of day; meals

Procedure:

A. Listen.

- To introduce the unit theme, write the word *weather* on the board. Say the word and have the class repeat. Point outside and describe the current weather in your area; for example, say *It's sunny and warm*. Write this description on the board and have the class repeat.
- Read out loud the words in the *Picture dictionary* or play the cassette. With books open, students listen and read.
- For items 1 through 8, point out the contraction *It's*. Write on the board *It's = It is*. Then write on the board and say *It is cold. It's cold*. Have students repeat several times.
- Point out the use of the preposition *in* in the phrases *in the morning* and *in the afternoon* but the preposition *at* in *at night*.
- To review the concept that article selection depends on the initial sound of the word, write *coat* and *umbrella* on the board. Underline the initial letter *c* in *coat* and pronounce the *c* sound. Write the article *a* before it. Say *a coat*. Then underline the initial letter *u* in *umbrella* and say the *u* sound (as it is pronounced in *umbrella*). Write the article *an* before it. Say *an umbrella*, pausing a moment on the *-n* sound in *an* to link *an* and *umbrella*.

Option: Create a time line on the board to show that the abbreviation *p.m.* is used after numbers to show times from noon until 11:59, and that *a.m.* is used from midnight until 11:59. List each hour of the day with either *a.m.* or *p.m.*, beginning with 7:00 *a.m.* Above 12:00 *a.m.* write *midnight*, and above 12:00 *p.m.* write *noon*.

Challenge: Have a discussion about eating habits. Tell the class about what you usually eat for breakfast, lunch, and dinner, the time you eat, where you eat, and who you eat with. Have students talk about their eating habits both here and in their native country. Organize a class party, with each student bringing in typical food from their native country.

Challenge: As a class, brainstorm more weather expressions. Elicit other weather expressions from the class and write them on the board. Some examples include *It's humid / muggy / chilly / breezy / partly cloudy / foggy / hailing / sleeting / sprinkling / pouring*.

If your students are ready . . .

Language notes: The article *a* is used before nouns that begin with a consonant sound. The article *an* is used before words that begin with a vowel sound. Note that some words contain an initial vowel letter but do not begin with an initial vowel sound; for example, *a uniform*.

The prepositions *in*, *at*, and *on* are frequently used with time expressions. *In* is used with a specific month or year (*in March, in 1970*) and in the phrases *in the morning, in the afternoon, and in the evening*. *At* is used with a specific time on the clock (*at three o'clock*) and in the phrase *at night*. *On* is used with a specific day of the week (*on Wednesday*) and a specific date (*on March 29*).

Good and bad weather

- To point out that the adjectives describing good and bad weather can also be used for other nouns, write on the board *That was a terrible breakfast. She is wearing a terrific coat*.

Challenge: Present other adjectives such as *fantastic, wonderful, excellent, unpleasant, dreary, miserable*.

(continued on p. 2)

Lesson Plan, Unit 1: Vocabulary (for Student pages 6-7)–continued

B. Listen again and repeat.

- Again read out loud the words in the *Picture dictionary* or play the cassette. With books closed, students listen and repeat.

Option: While students listen and repeat, note words that students have difficulty pronouncing. Then reinforce the correct pronunciation of these words with a short, fast-paced pronunciation drill.

Option: To reinforce vocabulary, say random words from the *Picture dictionary* on page 6 and have the class point to the corresponding illustration. Next, call out the numbers of random illustrations and have individual students say the corresponding word or phrase.

C. Listen to the conversations ...

- To prepare students for the listening task, have them look at illustrations *a* through *c*. Point to each picture and ask the class *What's the weather? Is it hot / cloudy / sunny?* Have the class describe the weather in each picture.
- Read out loud conversations 1 through 3 or play the cassette while students listen.
- Again read out loud conversations 1 through 3 or play the cassette. Have students listen again and match each picture with a conversation. Allow students to listen as many times as necessary to complete the exercise.

Tapescript

Conversation 1

Woman: Hey, Pete—It's snowing!
Pete: Snowing? In May? That's crazy.
Woman: I know. But look at that snow!

Conversation 2

Man 1: What's the weather going to be tomorrow?
Man 2: I'm not sure. Let's call the weather line. The number's 976-1212.
Man 1: OK. [sound of touch-tone dialing]
Man 2: Well?
Man 1: It's going to rain cats and dogs. Take your umbrella!

Conversation 3

Woman 1: What's the weather like this morning?
Woman 2: Warm and sunny. Just beautiful!

D. Complete each sentence. Write the word ...

- To model the activity, copy item 1 on the board. Point to the two answer choices and elicit the correct word, *lunch*, from the class.

Workbook Link: Exercise 1

Your notes

Summary of Lesson Plan

► PROGRESS CHECK

Check assigned **Workbook** pages
Suggested teaching time: 10 minutes

► REVIEW/WARMUP

Do it yourself! (Student page 7)
Suggested teaching time: 15 minutes
Your actual teaching time: _____

► PRESENTATION

Practical conversations (Student pages 8-9)
Suggested teaching time: 35 minutes
Your actual teaching time: _____

► Do it yourself! (Student page 7)

Suggested teaching time: 15 minutes
Your actual teaching time: _____

Procedure:

A. Personalization ...

- Model the activity by copying the chart on the board. As a class, complete the information for the row labeled *Today*. Ask *What's the date today?* Write the current month and day in the *Date* column.
- Point to the weather outside and ask *What's the weather today?* Elicit words describing today's weather and write them in the *Weather* column.
- Point to your clothes and ask *What am I wearing today?* Elicit the names of several items of clothing and write them in the *Clothes* column.

B. Discussion ...

- To model the activity, copy the two speech balloons on the board. Read each sentence out loud and have the class repeat several times. Point out the use of *it's* and *I'm wearing* in the speech balloon that begins with the word *Today* and the use of *it was* and *I wore* in the speech balloon that begins with the word *Yesterday*.

- Write on the board *Today it's _____ and _____. I'm wearing _____.* Then write *Yesterday it was _____ and _____. I wore _____.* Complete the sentences on the board for yourself. Then have several volunteers make sentences about themselves.

Option: For homework, have students keep a weather notebook for one week. Students should record the date, the weather, and items of clothing that they wore.

Challenge: As a class or in small groups, have students brainstorm other clothing vocabulary for hot and cold weather, such as *a scarf, gloves, mittens, a jacket, boots, a sweater, shorts, a swimsuit, a tank top.*

Workbook Link: Exercise 2



Practical conversations (Student pages 8-9)

Suggested teaching time: 35 minutes
Your actual teaching time: _____

This section presents conversational models that are usable and practical in the lives of all students. Each model can be personalized and/or adapted, as shown by the *Pair work* that always follows.

Model 1

Content: answering the phone at work; identifying yourself on the telephone; asking to speak with someone; transferring a call

Procedure:

🎧 A. Listen and read.

- To set the scene for the conversation, ask questions about the people in the photos. For example, point to the two Copies Plus employees and ask *Are they at school?* (no, at work) *Where do they work?* (Copies Plus)
- Read the conversation out loud or play the cassette. With books open, students listen and read.
- The following new vocabulary should be comprehensible from context: *I'm calling . . . , Is he in? It's for you.*

(continued on p. 4)

Lesson Plan, Unit 1: Practical conversations (for Student pages 8-9)–continued

- ▶ Students should be able to understand from context that the phrase *This is . . .* is used to identify yourself on the telephone. Point out that we introduce ourselves as *I'm . . .* when speaking in person. If necessary, point out that the phrase *Just a moment, please* is used to politely ask someone to wait for a short time.

Option: To check comprehension after students listen to the conversation, ask questions about the people in the pictures. For example, have students point to Jack Santos and Jim Olcott in the pictures. Then ask *Who is the caller?* (Jack Santos) *Who does he want to talk to?* (Jim Olcott) *Is Jim Olcott in?* (yes)

A B. Listen again and repeat.

- ▶ Encourage students to imitate the rhythm, stress, and intonation of the conversation as closely as possible. Correct where necessary, helping students to pronounce the language clearly.

C. Pair work . . .

- ▶ Model the activity with a more advanced student. Select a third student as the person you are calling. Play the role of Student A, using your own name or the name of your school to demonstrate that students can use their own information.
- ▶ Divide the class into pairs. Students practice the conversation using the names of companies or people in the word box or their own information. Have students change roles to practice both parts. Circulate to offer help as needed.

Option: To review, have several pairs of volunteers act out their conversation in front of the class.

If your students are ready . . .

Culture / Civics notes: At many businesses, especially those that receive calls from customers, it is appropriate to answer the telephone by first saying the name of the company.

When making a telephone call, it is polite to identify yourself before asking for the person you wish to speak with.

Model 2

Content: stating that someone is unavailable; asking the name of a caller; offering to take a message; leaving a message

Procedure:

A–B.

- ▶ The following new vocabulary should be comprehensible from context: *Is (Art Singer) there? He's not in right now. Who's calling? When will he be back? Would you like to leave a message?*
- ▶ To check comprehension after students listen, ask questions about the conversation. For example, point to the woman and ask *What's her name?* (Ann Chang) *Who is she calling?* (Art Singer) Point to the man and ask *Where does he work?* (City Rentals) *Is he Art Singer?* (no) *Is Art Singer in?* (no)
- ▶ Again read the conversation out loud or play the cassette. With books closed, students listen and repeat.

Option: Highlight different expressions used to ask if someone is available. Point out *I'm calling Jim Olcott. Is he in?* in Model 1 and *Is Art Singer there?* in Model 2. Elicit other language such as *May / Can / Could I speak to _____, please? Is _____ home?*

If your students are ready . . .

Culture / Civics note: The title *Ms.* is used to address a woman whose marital status is unknown. The title *Ms.* is very common in the workplace, where marital status is regarded as private information.

C. Pair work . . .

- ▶ Model the activity with a more advanced student. Select a third student as the person you are calling. Play the role of Student A, using your own name or the name of your school to demonstrate that students can use their own information.

Option: Write on the board *B: When will he be back?* *A: I'm not sure.* Elicit from the class alternate responses to the question, such as *At two o'clock, Tomorrow, Next week, or May fifth.* Have students do the *Pair work* again using these new responses.

(continued on p. 5)

Model 3

Content: talking about the weather; introducing a new or related topic; asking about messages

Procedure:

A–B.

- ▶ To set the scene for the conversation, have students speculate about answers to the following questions: *Are they at home / at work? Is it snowing outside? What are the two people holding?* After each response, ask *Why do you think so?* to encourage students to explain their answers.
- ▶ Read the conversation out loud or play the cassette. With books open, students listen and read.
- ▶ If necessary, point out that the question *What's it like outside?* is used to ask about weather conditions. It may also be helpful to role-play different situations in which the expression *By the way* is used to introduce a new topic in a conversation.

C. Pair work ...

- ▶ To prepare students to describe the weather, review the good and bad weather vocabulary from the *Picture dictionary* on page 7.
- ▶ Model the activity with a more advanced student. Play the role of Student B to demonstrate that students can describe the weather using a weather expression from the *Picture dictionary*.

Note: Throughout this Teacher's Edition, lists of relevant language that students could use in the *Pair work* exercises have been added in green print to the interleaved Student's Book pages. This material consists entirely of language that students have learned in prior exercises and units. For example, note that the words *Good, Terrific, Beautiful, Great, Bad, Awful, Terrible, and Horrible* from the *Picture dictionary* on page 7 have been added to Model 3 on page 9.

If your students are ready ...

Language notes: The word *like* has multiple meanings. For example, *like* can indicate enjoyment (*I like ice cream*), similarity (*He looks like his brother*), and to ask for a description or opinion (*What's the weather like?*).

Workbook Link: Exercises 3, 4

<h2>Your notes</h2>

Summary of Lesson Plan

► PROGRESS CHECK

Check assigned **Workbook** pages
Suggested teaching time: 10 minutes

► REVIEW/WARMUP

Do it yourself! (Student page 9)
Suggested teaching time: 20 minutes
Your actual teaching time: _____

► PRESENTATION

Practical grammar (Student pages 10-11)
Suggested teaching time: 40 minutes
Your actual teaching time: _____

► Do it yourself! (Student page 9)

Suggested teaching time: 20 minutes
Your actual teaching time: _____

Procedure:

- To prepare students to create a conversation, ask questions about the picture. For example, point to the woman on the left and ask *What does she do?* (She's a receptionist.) *What company does she work for?* (Palmer Office Supplies) *What is she writing?* (a phone message) Point to the manager's office and ask *Who works in this office?* (Martin Vargas) *Is he in right now?* (no) Point to the woman on the right and ask *What is she doing?* (talking on the telephone)
- Model the activity with a more advanced student. Play the role of the receptionist. Mime answering a telephone. To indicate that students should use the information in the picture, point to the Palmer Office Supplies sign and begin the conversation by saying *Palmer Office Supplies. Can I help you?* Point to the name Martin Vargas on the office door and elicit an appropriate reply from the student such as *Hello. Is Martin Vargas there?* Continue the conversation, prompting the student in this manner if necessary.



Practical grammar (Student pages 10-11)

Suggested teaching time: 40 minutes
Your actual teaching time: _____

This section offers more practice with unit vocabulary and social language while presenting the grammatical structure that permits students to broaden their use of new language.

Will and won't for the future

Content: *will* and *won't* for the future; contractions; questions and answers with *will*

Procedure:

- Write a timeline on the board to introduce the future tense. For example, if the current date is Wednesday, March 13, write on the board

<i>Yesterday</i>	<i>Today</i>	<i>Tomorrow</i>
<i>Tues., Mar. 12</i>	<i>Wed., Mar. 13</i>	<i>Thurs., Mar. 14</i>
<i>past</i> _____	<i>present</i> _____	<i>future</i> _____

Hold up a large calendar and point out the dates for yesterday, today, and tomorrow.
- Present the use of *will* for the future by talking about what you are doing now, what you did yesterday, and what you will do tomorrow. Point to the word *present* on the timeline and say *We are studying today.* Point to the word *past* and write *We studied yesterday.* Point to the word *future* and say *We will study tomorrow.* Write the three sentences on the board and have students repeat several times. Point out that for future statements with *will* the order of the sentence is subject + *will* + base form of the verb.
- To introduce the contracted forms of *will*, write on the board *I will = I'll.* Then write the words *you will* and elicit from the class the contraction *you'll.* In this manner, elicit the contractions *he'll, she'll, we'll, and they'll.* To present the use of *won't* for the future, write on the board *will + not = won't.*
- Introduce questions and answers with *will* by copying the questions and answers from the grammar box on the board. Point out that in *yes / no* questions, the order of the words is *will* + subject + base form of the verb. In information questions, the order is the *wh-* word + *will* + subject + base form of the verb.

(continued on p. 7)

Lesson Plan, Unit 1: Practical grammar (for Student pages 10-11)–continued

Option: To reinforce contractions, say each contracted form and elicit the corresponding full form from the class; for example, say *I'll* and elicit *I will*. Next, say each full form and elicit the contracted form.

Challenge: Use a large calendar to elicit other future time expressions from the class, such as *the day after tomorrow, this weekend, next Wednesday, next week, next month, in three days*.

A. Where and when ...

► To demonstrate the task, copy the chart on the board. Emphasize that you are talking about tomorrow by writing tomorrow's date on the board. Tell the class what you'll do for breakfast tomorrow. For example, say *Tomorrow I'll eat breakfast at home at 7:00*. Complete the chart with your own information for the row labeled *Breakfast*.

B. Write short answers about yourself ...

Challenge: Have students change the three *yes / no* questions in Exercise B into information questions. For example, students could change item 1 to *When will you eat lunch in a restaurant?*

Workbook Link: Exercises 5, 6

Object pronouns me, you, him, her, us

Procedure:

- Write on the board *Subject pronouns*. Below this heading, in one column, write *I, you, he, she, and we*. Point to the pronoun *I*, point to yourself, and say *I am (your name)*. Point to *you*, point to a student, and say to that student *You are (student's name)*. Continue in this manner for *he, she, and we*.
- Show the relationship between subject and object pronouns. Point to a male student. Then say *He is (student's name). I know him*. Next to the words *Subject pronouns* on the board write *Object pronouns*. Write the object pronoun *him* next to the subject pronoun *he*. Then write the object pronouns *me, you, her, and us* next to the corresponding subject pronoun.

Option: To practice further with object pronouns, do a transformation activity. Write on the board *Are there any messages for _____?* Say a subject and elicit the correct object pronoun from the class or individual students. For example, say the subject *Ms. Garcia* and elicit *Are there any messages for her?* Continue the drill by prompting students with other subjects such as *my son, Mr. Kim and me, and Mr. Cruz*.

C. Complete each sentence ...

► To demonstrate the task, copy item 1 on the board. Point to the words *Marie and me* and elicit the object pronoun *us* from the class.

Workbook Link: Exercise 7

Would like to + verb

Content: *would like to + verb*; the contracted form of *would*; *yes / no* questions; information questions with *When* and *Where*

Procedure:

- To convey that *would like* can be used to say politely that you want to do something, tell the class about things that you would like to do. For example, write on the board and say *I would like to buy a new car*. Point to a male student and say *He would like to go to a movie*. Write the sentence on the board and underline *would like*. Point out that *would like* is a fixed expression used for all persons.
- To present the contracted form of *would*, write on the board *I + would + like = I'd like*. Then write the words *you would like* and elicit from the class the contraction *you'd like*. In this manner, elicit the contractions *he'd like, she'd like, we'd like, and they'd like*. To practice pronunciation, say both the full and contracted forms and have the class repeat several times.
- Write on the board *He would like to eat lunch*. Below this, write *Would he like to eat lunch?* Point out that *would* comes before the subject in a question.
- Copy on the board the three questions and short answers in the grammar box. Say each question and answer and have students repeat.

(continued on p. 8)

Summary of Lesson Plan

► PROGRESS CHECK

Check assigned **Workbook** pages
Suggested teaching time: 15 minutes

► REVIEW/WARMUP

Do it yourself! (Student page 11)
Suggested teaching time: 20 minutes
Your actual teaching time: _____

► PRESENTATION

**Authentic practice 1
(Student pages 12-13)**
Suggested teaching time: 25 minutes
Your actual teaching time: _____

► Do it yourself! (Student page 11)

Suggested teaching time: 20 minutes
Your actual teaching time: _____

Procedure:

A–B.

- To demonstrate the activity, write a list of activities on the board that you would like to do tomorrow. For example, write *see a movie, buy new shoes*. Elicit more ideas from the class and add them to the list.
- Working individually, students make a list of at least three things they'd like to do tomorrow. Circulate and give help as needed.
- Write on the board *Tomorrow I'd like to _____*. Tell the class about the activities from your list that you would like to do tomorrow.
- Divide the class into pairs. Have students talk about their list with their partner.
- To review, have volunteers tell the class about what their partner would like to do.

Option: To provide students with ideas, cut out pictures of activities from magazines, such as swimming, dancing, or going to the movies. As a warm-up, have students identify the activities in the pictures and then talk about which activities they would like to do.

Workbook Link: Exercise 9



Authentic practice 1 (Student pages 12-13)

Suggested teaching time: 25 minutes
Your actual teaching time: _____

In this section, students practice responding to authentic models of spoken and written English with the limited language they know. These activities build students' confidence and skill in coping successfully with the language of the real world.

Procedure:

🎧 A. Listen and read.

- To set the scene for the conversation, ask questions about the picture. For example, point to the man and ask *Where is he?* (in an office) *What does he do?* (He's a receptionist.)
- Read the conversation out loud or play the cassette. With books open, students listen and read.
- Write on the board *She stepped away*. Have the class guess at the meaning of this expression. Elicit other expressions with similar meanings that students may have heard, such as *She's not in/here/in the office/at her desk; She's in a meeting/on her lunch hour/on another line*.

Note: The **YOU** role never contains new language; it is composed exclusively of language students have produced in prior exercises.

The *Receptionist* role contains the following new language: *How may I direct your call? I'll see if she's here. How long will you be at that number? Would you like me to tell her you called? and Just a minute*. Although students are encouraged to comprehend this new language through context and its similarity to language they know, they are not expected to produce it themselves. Unless students ask, avoid giving explanations of the new language presented in the *Authentic practice* sections.

Option: Point out the use of the nicknames *Maggie* for *Margaret* and *Jenny* for *Jennifer* in the conversation. Ask students if they use nicknames or other shortened names in their native countries.

(continued on p. 10)

Lesson Plan, Unit 1: Authentic practice 1 (for Student pages 12-13)–continued

B. Listen to the receptionist. Read ...

- Read out loud the *Receptionist* role in Exercise A or play the cassette. Have students read the **you** role out loud as a class.

Challenge: After completing Exercises A and B, have students try to restate or explain the conversation in their own words. To encourage experimentation, allow students to make mistakes without corrections. This exercise will increase students' confidence in dealing with unknown language.

If your students are ready ...

Culture / Civics note: Some people use a nickname in place of their full first name, such as *Mike* for *Michael* or *Jenny* for *Jennifer*. Using nicknames is seen as a sign of friendliness and informality. However, it is important to learn a person's preference before addressing him or her with a nickname.

C. Listen and read. Choose ...

- Model the task by writing the statement and the two answer choices for item 1 on the board. Say *Health Care Center. How may I help you?* Point to the two answer choices and elicit the correct response from the class. Circle the letter *b* on the board.
- Check answers by reading the next two items out loud and having the class give the correct response.

Challenge: Have the class create a correct statement for the incorrect responses for items 1 through 3. For example, for the response *Yes, please* in item 1, students could create the question *Would you like to leave a message?*

D. Listen. Choose your response ...

- Read out loud each item in the tapescript or play the cassette as many times as necessary for students to complete the exercise. In addition to building students' confidence, multiple exposure to this language will make it more comprehensible outside the classroom.

Challenge: Have students listen again and write the statements for items 1 through 3 on the board.

Tapescript

1. Just a minute. I'll check.
2. Would you like me to tell them you called?
3. Good morning. Bell Bus Company. How may I direct your call?

Workbook Link: Exercise 10

Listening comprehension

By further exposing students to authentic models of both already learned and comprehensible unknown language, these activities increase students' listening confidence. They also reduce students' potential panic when dealing with unknown language outside of class.

Critical thinking skill: reasoning (using logic to draw conclusions from available information)

Procedure:

A. Listen to the weather report ...

- Read out loud the weather report in the tapescript or play the cassette. Read items 1 through 4 to prepare students for the listening task. Then read the weather report again or play the cassette.
- Students listen and check the weather report they hear. Allow students to listen to the weather report as many times as necessary to complete the exercise.

B. Critical thinking ...

- To prepare students for the listening task, read out loud the questions and answer choices in items 1 and 2. Then read the weather report again or play the cassette.
- Students listen and then circle the letter of the correct answer to each question.
- Have students check answers with a partner and then review as a class. Have students explain the reasoning behind their answers.

(continued on p. 11)

Lesson Plan, Unit 1: Authentic practice 1 (for Student pages 12-13)–continued

Tapescript

Welcome to the Greater Miami Weather Line for Friday, May twelfth.

We give up-to-date weather reports for local and national weather. If you have a touch-tone telephone, please press 1 now. [beep]

Please listen to the following options before making your selection.

If you'd like to know today's weather in Miami, please press 1.

If you'd like to know today's weather in another city or state, please press 2.

If you'd like to know tomorrow's weather in Miami, please press 3. [beep]

Here's the weather for tomorrow, Saturday, May thirteenth. Miami will have beautiful weather in the early part of the day. The morning will start out warm and sunny, with temperatures in the low eighties. Later in the afternoon, clouds will come in, pushing temperatures down to the sixties, bringing rain and wind by nightfall.

C. In your own words ...

- To prepare students to answer the questions, brainstorm as a class sources of weather information, such as the newspaper, the radio, TV, and the Internet.
- Working individually, students answer the questions. Then divide the class into pairs. Have students talk about their answers with their partner. To review, have volunteers tell the class about their conversation.

Option: For homework, have students call a weather line or listen to the weather report on TV or on the radio and take notes on any unknown weather-related language.

Workbook Link: Exercise 11

Your notes

Your notes

Summary of Lesson Plan

► PROGRESS CHECK

Workbook pages not assigned for Lesson Four.

► REVIEW/WARMUP

Do it yourself! (Student page 13)

Suggested teaching time: 10 minutes

Your actual teaching time: _____

► PRESENTATION

Authentic practice 2 (Student pages 14-15)

Suggested teaching time: 35 minutes

► Your actual teaching time: _____

REVIEW

Do it yourself! (A plan-ahead project) (Student page 15)

Suggested teaching time: 15 minutes

Your actual teaching time: _____

► Do it yourself! (Student page 13)

Suggested teaching time: 10 minutes

Your actual teaching time: _____

Procedure:

A. Write your own response ...

- Model the activity. Point to the first speech balloon and read it out loud. Elicit an appropriate response from the class, such as *Hello. Is Mr. Novak there?* or *Hi. I'm calling Mark Novak. Is he in?*
- Point out that *Would you care to . . .* is a more polite way of saying *Would you like to . . .*
- Working individually, students write their own response. Then divide the class into pairs. Have students read their conversations out loud and then change roles to practice both parts. Circulate to check pronunciation and intonation.

B. Personalization ...

- Model the discussion by talking about a telephone call you made. For example, say *Yesterday I called my friend Jim at work. He was at lunch so I left a message.*
- In pairs, students talk about a telephone call they made. To review, have volunteers tell the class about their partner's call.



Authentic practice 2 (Student pages 14-15)

Suggested teaching time: 35 minutes

Your actual teaching time: _____

Note: For the plan-ahead project on page 15, students should bring a weather map to class.

This section offers students a real-world reading and writing rehearsal. It is intended to build students' confidence and their ability to understand and use authentic documents that they will encounter in their own lives.

Reading

Content: reading and understanding a weather map

Procedure:

A. Look at the weather map ...

- Point to the newspaper illustration and ask the class *What's this?* (a weather map) *Where would you find this weather map?* (in a newspaper, on TV, on the Internet)
- As a class, talk about the meaning of the different elements on the map. Have students name the countries, states, and cities, such as *Mexico, Texas, and Austin*. Ask *What do the broken white lines mean?* (national and state borders). Point to the symbols and have students identify the weather conditions they represent. For example, point to the symbol of a cloud and elicit the term *cloudy*.
- Elicit from the class the meaning of the different colors on the map. For example, point to the green area on the map. Help the class use the color-coded temperature scale at the bottom of the map. Ask *Which colors show hot temperatures?* (yellow, orange) *Cool temperatures?* (green) *Cold temperatures?* (purple).

(continued on p. 13)

Lesson Plan, Unit 1: Authentic practice 2 (for Student pages 14-15)—continued

- Write on the board *The map tells about _____.*
a. the future b. the past. Elicit the correct answer from the class and circle the letter *a* on the board. Ask *How do you know?* and elicit that the headline states “Tomorrow’s Texas Weather.”

Note: An important goal of this activity is the development of visual literacy—the ability to interpret material that is graphic rather than narrative—an essential academic skill.

Challenge: To prepare students to talk about temperature, write on the board $50^{\circ}\text{F} = 10^{\circ}\text{C}$. Point out the use of both Fahrenheit (F) and Celsius (C) temperatures on the map. Say *fifty degrees Fahrenheit* and *ten degrees Celsius* and have students repeat several times.

If your students are ready ...

Culture / Civics note: The Fahrenheit scale is used to measure temperature in the United States. For an approximate conversion of Celsius to Fahrenheit, multiply the Celsius temperature by 2 and add 30. To convert Fahrenheit to Celsius, subtract 30 from the Fahrenheit temperature and divide by 2.

B. What will the weather be tomorrow? ...

- Write the word *Amarillo* on the board. Have students locate the city of Amarillo on the weather map in Exercise A. Point to the sun symbol next to the city of Amarillo and ask *Will it be rainy in Amarillo tomorrow?* (no, sunny) Then ask *Will it be hot?* (no, cold) Next to the word *Amarillo* on the board, write the words *sunny and cold*.
- Working individually, students write one or two words from the box to describe tomorrow’s weather for each city. Have students check their answers with a partner.

Option: To review answers, write on the board *Tomorrow’s weather in Amarillo will be sunny and cold.* Have volunteers describe tomorrow’s weather for each city, using the sentence on the board as a model.

Challenge: Have students use words from the box to talk about weather conditions in your city or town or their native country.

Workbook Link: Exercise 12

C. Critical thinking ...

- To demonstrate the activity, point to the photo of Jesse Gale. Read out loud item 1 and ask *Where does Jesse Gale live?* (Amarillo) Have students point to Amarillo on the map on page 14. Ask *What will the weather be like in Amarillo tomorrow?* (sunny and cold) *What does Jesse have to do tomorrow morning?* (work outside) Read the advice in the speech balloons. Elicit from the class that *You’ll need a coat* is the best advice for Jesse Gale. Have the class explain their answers.

Workbook Link: Exercises 13, 14

Writing

Procedure:

A. Listen to the conversation. Answer ...

- Read out loud the conversation in the tapescript or play the cassette. Then have students listen to the conversation again while looking at the telephone memo.
- To check comprehension, ask questions about the conversation. For example, ask *Who called?* Elicit the answer and point to the name *Mary Potter* on the memo. Then ask *When did she call?* Point to the memo and elicit the answer *9:30 a.m.* *Who did she want to talk to?* Elicit the answer and point to the name *Joan Corwin* on the memo. Ask *Did she speak to Mrs. Corwin?* (No, Mrs. Corwin wasn’t in.) *Did she leave a message?* (Yes. Call her at 238-5804.) Point to the telephone number and the checked box next to the words *please call* on the memo.

Note: Although the telephone conversation contains new language (*We’ll get you clean in no time. Mary speaking. She won’t be in until later. She’s on a job outside today. Please ask her to call me at 238-5804. Of course.*), it is not essential for students to know the new language to complete the task.

(continued on p. 14)

Lesson Plan, Unit 1: Authentic practice 2 (for Student pages 14-15)–continued

Tapescript

Marie: Total Cleaning Company. We'll get you clean in no time. Marie speaking. How can I help you?

Mary: This is Mary Potter. I'm calling Mrs. Corwin. Is she in?

Marie: No, I'm sorry, Ms. Potter. She won't be in until later. She's on a job outside today. Would you like to leave her a message?

Mary: Yes, please. Please ask her to call me at 238-5804.

Marie: Of course. 238-5804. And do you spell Potter P-O-T-T-E-R?

Mary: Yes, that's right. Thanks.

Marie: I'll give her the message.

B. Listen to the conversation. Take ...

- ▶ Read out loud the conversation in the tapescript or play the cassette. To demonstrate the task, ask the class *Who is the message for?* Elicit the correct answer and have the class write the name *Rick Ross* on the correct line of the message blank.
- ▶ Allow students to listen to the conversation as many times as necessary to complete the exercise. Have students check answers with a partner and then review as a class.

Challenge: For extra practice, refer students to the message blank on page 139. Have students listen to the conversation for Model 2 on page 8 and take a message for Art Singer.

Tapescript

Woman: Good Morning. Computer Repair. How may I direct your call?

Tom: Good morning. Is Rick Ross there?

Woman: Just a minute. Let me check. [pause] No, I'm sorry. He must have stepped away from his desk. Who's calling?

Tom: This is Tom Allen.

Woman: A-L-L-E-N?

Tom: Yes, that's right.

Woman: Would you like him to call you, Mr. Allen?

Tom: Yes, please. I'll be at home. The number is 787-6622.

Woman: I'm sorry. Could you repeat that number please?

Tom: Sure. That's 787-6622.

Woman: Thanks. I'll give him the message as soon as he gets back.

Workbook Link: Exercises 15, 16

▶ Do it yourself!
(A plan-ahead project) (Student page 15)

Suggested teaching time: 15 minutes
Your actual teaching time: _____

Procedure:

- ▶ Remind students ahead of time to bring to class a weather map from the newspaper or Internet.
- ▶ Bring in a weather map and give a weather report for an area other than your own. Write your report on the board to serve as a model for student presentations.
- ▶ Divide the class into small groups. Have groups choose one weather map and write their own weather report for the regions on their map. Have a volunteer from each group present a weather report to the class.

Summary of Lesson Plan

► PROGRESS CHECK

Check assigned **Workbook** pages
Suggested teaching time: 20 minutes

► Review (Student page 16)

Suggested teaching time: 40 minutes
Your actual teaching time: _____

► UNIT REVIEW

Do it yourself! (Student page 17)

Includes expansion activities
 role play
 dialogues
 writing
 outside reading
 realia applications
 math skills applications
 civic lesson applications
 Booster Pak activities



Review (Student page 16)

Suggested teaching time: 40 minutes
Your actual teaching time: _____

Procedure:

A–D.

- Working individually, students complete the review exercises.
- Circulate to offer help as needed.
- Have students check answers with a partner and then review as a class.
- Identify any areas of difficulty that may require additional practice.

Option: For Exercise B, read the sentences out loud and have students circle the correct responses.

E. Writing...

- Read the conversation or play the cassette. Have students listen and write the message on the telephone memo.

Tapescript

[sound of telephone ringing, then being picked up]

Man: Green Street Clinic. How may I help you?

Don: Is Dr. Smith in? I have to talk to her.

Man: No, I'm sorry. She's at the hospital right now. Would you like to leave a message?

Don: Yes, please. This is Don Gore. That's G-O-R-E. Please ask her to call me.

Man: Thanks, Mr. Gore. Does Dr. Smith have your number?

Don: I don't think so. It's 222-5111.

Man: 222-5111?

Don: Yes, that's right.

(continued on p. 17)

	<p style="text-align: center;">Review notes Areas for further review and practice</p>

► **Do it yourself!** (Student page 17)

Procedure:

1. Point. Name things in the pictures.

- To model the activity, hold up the illustration and point to the raincoat. Write on the board and say *a raincoat*. Elicit from the class the name of other items or events in the picture such as *a photocopier*, *bad weather*, and *a weather map* and write them on the board.
- In pairs, students alternate pointing and naming items in the picture.

Option: Memory game. Divide the class into pairs. Allow students to look at the picture for one minute. Then have students close their books and write down all the things they can remember from the picture. To review, elicit answers from the class. Hold up the picture and point to each item as it is identified. Then have students open their books and look for any items they missed.

2. Ask questions about the pictures.

- Point to the picture. Write on the board and ask *What's the weather like today?* Elicit a response from the class, such as *It's raining*. Elicit other questions about the picture. For example, students could point to the caller and ask *Would she like to leave a message?* or *When did she call?*
- In pairs, students alternate asking and answering questions about the picture.

Option: Question and answer practice.

Working in pairs, students write four information questions about the picture, such as *What's she doing?* Then regroup the students into groups of four. Have each pair point and ask the other pair their questions. Students should respond in a full sentence; for example, *She's copying a letter*.

3. Create conversations for the people.

- Point to the two people on the telephone. Write on the board *A: Would you like to leave a message?*
B: No, thanks. I'll call back later. Model this conversation with a more advanced student.
- In pairs, students create conversations for the people in the picture.

Option: Role play. Have two volunteers act out their conversation in front of the class. Have the class listen and guess which people in the picture they are portraying. The volunteers then act out their conversation again and the class tries to remember exactly what was said. Working in pairs, students try to re-create the exact conversation they heard.

4. Say more about the pictures ...

- Model the activity by brainstorming as a class more words about the picture. Encourage students to say anything they can, either single words or complete sentences. For example, students could point to the clock and say *It's 10 o'clock in the morning* or point to the breakfast dishes and say *breakfast*.
- In small groups, students continue to say as much as they can about the picture.

Option: Word prompt game. Divide the class into small groups. Prompt each group with a word from the picture. Each group must make a grammatically correct sentence using that word. For example, *Teacher: breakfast. Student: They eat breakfast at 7 a.m.*

Oral test (optional)

Use the *Do it yourself!* exercise on this page as an oral test. Have students talk about future events in the picture using the words *will* or *won't*. For example, students could point to the man in the brown uniform and say *He will wear a raincoat. He won't wear a coat*. Evaluate students on correctness, intelligibility, and completeness.