

Summary of Lesson Plan

► Vocabulary (Student pages 24-25)

Suggested teaching time: 60 minutes

Your actual teaching time: _____



Vocabulary (Student pages 24-25)

Suggested teaching time: 60 minutes

Your actual teaching time: _____

Content: workplaces and areas within the workplace; the prepositions *in* and *at*; the article *the*

Procedure:

🔊 A–B.

- Write the words *workplace* and *room* on the board. Say each word and have students repeat. Hold up the *Picture dictionary* page, point to the illustration of the school (4), and write the word *school* under *workplace*. Point to the illustration of the *restroom* (8), and write the word *restroom* under *room*. Say each word and have students repeat.
- For additional illustrations of the vocabulary in the *Picture dictionary*, refer students to page 25. If necessary, demonstrate the words *new* and *old* with objects in the classroom like a new and old eraser, pencil, or textbook.
- To review the concept that article selection depends on the initial sound of the word, write *restroom* and *office* in two columns on the board. Underline the initial letter *r* in *restroom* and pronounce the *r* sound. Write the article *a* before it. Say *a restroom*. Then underline the initial letter *o* in *office* and say the *o* sound (as it is pronounced in *office*). Write the article *an* before it. Say *an office*, pausing a moment on the article's final *n* sound to link *an* and *office*.
- Ask students for the other places on page 24 that use *an*. Write on the board *exit* and *entrance*. Underline the initial letter *e* in both words and pronounce the *e* sound. Write the article *an* before both words. Say *an exit*, *an entrance*, and *an old school*, making sure students hear the linking.

🔊 C. Now listen and point ...

Option: After completing Exercises A through C, use the vocabulary builder flashcards in the Teacher's Resource Binder for reinforcement. Photocopy a set of flashcards for each student and have students quiz each other in small groups.

Tapescript

a school, a restaurant, a restroom, an exit, an entrance, a supply room, a hall, old, new

Workbook Link: Exercise 1

🔊 How to say it

- Write *at* and *in the* in two columns on the board. Under *at*, write *at home*, *at work*, *at school*, *at 22 Church Street*. Under *in the*, write *in the restroom*, *in the parking lot*, *in the supply room*, *in the hospital*.
- Say each line in the *How to say it* notes or play the cassette. With books open, students listen and repeat.

Note: Language research has shown that correct preposition use is most efficiently and effectively acquired through exposure and practice. Repeated review and reinforcement make the link between certain words memorable. The two *How to say it* notes at the top of the page prepare students to link certain place words with *at* and others with *in the*. Examples of correct preposition use are illustrated in text examples and language notes throughout the unit. Note that complex rules regarding the use of prepositions have been avoided at this early stage.

Option: Some students may ask for a distinction between the articles *a / an* and *the*; for example, between *a restroom* and *the restroom*. To begin to convey the distinction between general and specific, write on the board *a student*. Below this write *student's name = ?* Point to the question mark and shrug your shoulders to demonstrate that the specific identity of the student is unknown. Write on the board *the student*. Below this write *student's name = _____*. Suggest the student's identity is known by pointing to a student and writing the student's name on the line.

Workbook Link: Exercise 2

(continued on p. 2)

Summary of Lesson Plan

- ▶ **PROGRESS CHECK**
Check assigned **Workbook** pages
Suggested teaching time: 10 minutes
- ▶ **REVIEW/WARMUP**
Do it yourself! (Student page 25)
Suggested teaching time: 15 minutes
Your actual teaching time: _____
- ▶ **PRESENTATION**
Practical conversations
(Student pages 26-27)
Suggested teaching time: 35 minutes
Your actual teaching time: _____

▶ Do it yourself! (Student page 25)

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

Procedure:

A. Write the names . . .

- ▶ To more accurately reflect the students' own environment, this activity encourages the class to brainstorm the places where they live and work. Although some students will be able to produce additional vocabulary, expect that true beginners may not. Students with limited vocabulary may recycle language from the *Picture dictionary*, thus building the critical thinking skill of classification.
- ▶ Write and underline *Other rooms and places* on the board. Under this, write *a kitchen*. Say the words and have students repeat. For an illustration of the word *kitchen*, refer students to page 95. Elicit from the class more workplaces, rooms, and other areas and write them on the board.
- ▶ Divide the class into small groups. Have students brainstorm and write a list of other places. Circulate to offer help as needed.

Option: To present additional vocabulary, create large vocabulary flashcards by cutting out pictures of common workplaces, rooms, and other places from magazines. As a warm-up activity, have students try to list the places illustrated in the pictures. Refer students to the *Supplementary word list* for Unit 2 on page 141 for more places in the community.

B. Pair work . . .

- ▶ Divide the class into pairs. Pair students who were in different groups in Exercise A so that their lists of other places are different. Have students read their list to their partner.
- ▶ Review by having students write their ideas on the board.

▶ Practical conversations (Student pages 26-27)

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

Model 1

Content: asking about and providing a person's location; clarifying information; plural forms of *be*; plural forms of nouns

Procedure:

🔄 A-B.

- ▶ To introduce the pronoun *they*, ask questions about the picture. Point to the man and ask *Is he in the office?* Elicit the answer *No, he's not*. Point to the woman and ask *Is she in the office?* Elicit the answer *No, she's not*. Point to both people and ask *Are they in the office?* Write the question on the board and underline the word *they*. Elicit the answer *no* and say *No, they're not*. Repeat in the same manner with the following questions: *Are they at home?* *Are they in the restroom?* *Are they in the parking lot?* Finally, ask the class *Are they in the supply room?* Elicit the answer *yes* and say *Yes, they are*.
- ▶ As students respond to several of the questions above, ask *Excuse me?* while cupping your ear to dramatize that this language is used to ask for repetition.

(continued on p. 4)

Lesson Plan, Unit 2: Practical conversations (for Student pages 26-27)–continued

C. Pair work . . .

- To demonstrate that students should ask about real people, select two students and write their names on the board. Ask these two students to stand in the hall, just outside the door. To model the activity, play the role of Student B and have a more advanced student begin the conversation by using the names of the two students in the hall. Respond by saying *They're in the hall*.

If your students are ready . . .

Culture / Civics note: It's acceptable here to ask a stranger for information or directions. Police officers and mail carriers are the most knowledgeable about addresses and locations. It's also acceptable to ask people to repeat or clarify information. In fact, listeners are expected to ask questions if they don't understand. *Excuse me?* is a polite way to ask for repetition or clarification.

Model 2

Content: asking about and describing the location of a room; plural forms of *be*

Procedure:

🔄 A–B.

- As a warm-up, have the class draw a floor map of the school or workplace. Have students label each room.
- To introduce plural forms of nouns, write in two columns on the board 1 and 2+. Write the word *restroom* in the 1 column. Say the word and have students repeat. Write the plural form *restrooms* in the 2+ column and underline the final *-s*. Say the word and have students repeat. Continue in this manner with the singular and plural forms of *supply room*, *meeting room*, and *office*. Emphasize the /iz/ plural sound in *offices*. Practice the singular and plural forms until students can pronounce these sounds accurately.
- Copy the map on page 26 on the board without labeling the rooms. Write *restroom* in each of the two restrooms on the map. Point to both restrooms and say *restrooms*. Below the map, write *down the hall*, *on the right*. Start with your finger on the two figures. Say *down the hall* and move your finger to your right, down the hall. Have students repeat several times. Say *on the right* and move your finger to the right into the restrooms.

Have students repeat several times. Give directions to the supply rooms in this manner. Have student volunteers continue by giving directions to the meeting rooms and offices.

Left and Right



- Say the words *left* and *right* and have students repeat several times.
- Write *on the left* on the left side of the board and *on the right* on the right side. Point to an object on the right side of the classroom and say *on the right*. Repeat for *on the left*.

C. Pair work . . .

- Model the activity with a more advanced student. Play the role of Student A to demonstrate that students must use the plural form of each place.

Workbook Link: Exercise 3

Model 3

Content: initiating a conversation; asking for and giving directions; expressing and acknowledging thanks; *on*, *across from*, *between*, and *next to*

Procedure:

🔄 A–B.

- Note that the meaning of the statement *Excuse me* in Model 3 is different from the meaning of the question *Excuse me?* in Model 1. To be sure students understand that *Excuse me* can also be used to start a conversation, have a student stand in front of the class, engaging in an activity like reading a textbook. Then get the student's attention by saying *Excuse me*.

🔄 How to say it



- Point to each picture as you read each line in the *How to say it* note or play the cassette. With books open, students listen and repeat.

C. Pair work . . .

- Copy the street map in the textbook on the board using simplified shapes. Label each building, say the name of the place, and have students repeat. Say *I'm looking for the hospital*. Point to Main Street and write on the board the word *on*. Write the sentence *It's on Main street*. Have students repeat. Say *I'm looking for the restaurant*. Point to the bank and write the words *across from*. Write the sentence *It's across from the bank*. Have students repeat. Model the examples for *between* and *next to* in this manner.

(continued on p. 5)

Summary of Lesson Plan

► PROGRESS CHECK

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

► REVIEW/WARMUP

Do it yourself! (Student page 27)
Suggested teaching time: 20 minutes
Your actual teaching time: _____

► PRESENTATION

Practical grammar (Student pages 28-29)
Suggested teaching time: 40 minutes
Your actual teaching time: _____

► Do it yourself! (Student page 27)

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

Procedure:

- To focus attention on the picture, ask the class to point to the following places: *the supermarket, the post office, the bank, Main Street.*
- Model the activity. Ask a more advanced student *Excuse me. I'm looking for the bank.* Encourage the student to respond *The bank? It's on Main Street. It's next to the supermarket.* Say *Thanks* and elicit the response *You're welcome.*
- In pairs, students create their own conversation from the picture. Circulate to give help as needed.

Challenge: Ask students to point to the following new places: *the theater, the public library.* To show that a library is a place where books can be read or borrowed, bring a library card or book to class and mime checking out and returning a book. To explain the meaning of *theater*, bring in some newspaper movie ads. Have students ask for and give directions to these new places.

Your students can say ...

A: I'm looking for the post office / supermarket / bank. **B:** It's on Oak Avenue / Main Street. It's next to the bank / the supermarket.



Practical grammar

(Student pages 28-29)

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

Be: plural

Content: the plural form of *be*; the pronouns *we, you, and they*; contractions and questions with *we, you, and they*

Procedure:

- First review the singular forms presented in Unit 1 on page 16 (see page T16 for suggested procedure).
- To introduce the plural forms of *be*, write on the board the pronouns *we, you, they*. Gesture to indicate everyone in the classroom, including yourself, and say *We are in the classroom.* Point to the whole class and say *You are in the classroom.* Gesture to include several students and say to the rest of the class *They are in the classroom.* Write the three sentences on the board. Say each sentence and have students repeat several times.
- To present the negative form of *are*, point to the class, then write on the board and say *You are students.* Write *Yes? No?* Elicit the correct response from the class and circle the word *Yes.* Point to the class, then write on the board and say *You are teachers.* Elicit the correct response from the class and circle the word *No.* Write *You are not teachers.* Circle the word *not* to highlight its correct placement.

Option: To practice both the singular and plural forms of *be*, write *am, is, and are* in three columns on the board. Ask the class to write the pronouns *I, she, he, they, you, and we* in the appropriate column.

🔊 Contractions

- To introduce contracted forms, write on the board *we are = we're.* Circle the contracted part *'re.* Write *you are = _____, they are = _____, we are not = _____.* Have volunteers write the contracted form on each line. Say each contraction and its corresponding full form in the *Contractions* note or play the cassette. Students listen and repeat.

(continued on p. 7)

A. Complete the conversations ...

- Point out the use of the capital letter at the beginning of each sentence. Explain that the answer choices contain a capitalized and noncapitalized form of the word *they're*.
- Copy item 1 on the board. Have a volunteer write the correct answer on the board. If the initial *T* in *They're* is not capitalized, underline the letter and elicit a correction from the class.
- Students complete the exercise individually. Have students check answers by practicing these conversations out loud with a partner.

Option: To practice pronouns and *be* forms, write *am, is, and are* on the board. Say the pronoun *I* and elicit from the class or individual students the corresponding *be* form, *am*. Continue with the remaining subject pronouns *she, he, they, you, and we*.

Option: Have students complete the exercise again, this time writing the full forms *We are, They are, and they are*.

Workbook Link: Exercise 6

Be: plural (yes / no questions)

- To present *yes / no* questions with plural *be* forms, point to two students. Say *They are students* and write it on the board. Point to the two students. Ask the class *Are they students?* and write it on the board. Write on the board and say *Yes, they are*. To indicate that short answers with *yes* are not contracted, write *Yes, they're*. Then cross it out. Gesture to indicate the entire class. Ask *Are you at home?* and write it on the board. Write and say *No, we're not*. Continue to ask *yes / no* questions with plural *be* forms in this manner and elicit appropriate student responses; for example, *Are they at work? Are we in the supply room? Are you engineers? Are we across from the restroom?*

B. Complete the conversations ...

- Copy item 1 on the board. Have a volunteer write the correct answer, *they're*, on the board.
- Students complete the exercise individually. Have students check answers by practicing these conversations out loud with a partner.

Workbook Link: Exercise 7

Be: information questions and question words

Content: information questions with *where, what,* and *who*

- Dramatize the meaning of the word *where* by pretending to look for your Student's Book. Shade your eyes with your hand, look around the classroom, and ask *Where's my book?*
- To introduce the new contractions, write on the board *where's = where is*. Circle the contracted part 's. Write *what's = _____, who's = _____*. Have volunteers write the full form on each line. Say each contracted sentence and its corresponding full sentence. Students listen and repeat.
- Copy on the board the questions and responses in the grammar box. Say each sentence and have students repeat several times.

C. Complete the questions. Choose words ...

- Copy item 1 on the board. Include the two answer choices but omit the correct answer. Point to the two answer choices, elicit the correct choice from the class, and complete the sentence on the board with *Where*.
- Students complete the exercise individually. Have students check answers with a partner by reading out loud the two sentences in each item.

Option: To reinforce information questions, ask and elicit answers to questions using *what, where,* and *who*; for example, *What's your address / last name / phone number / area code? Who are they? Who's next to / across from (student's name)? Who's between (student's name) and (student's name)? Where are you from? Where's the restroom? Where's (student's name)?* Divide students into pairs and have students alternate asking and answering questions.

Workbook Link: Exercises 8, 9

Summary of Lesson Plan

► PROGRESS CHECK

Check assigned **Workbook** pages

Suggested teaching time: 15 minutes

► REVIEW/WARMUP

Do it yourself! (Student page 29)

Suggested teaching time: 20 minutes

Your actual teaching time: _____

► PRESENTATION

Authentic practice 1 (Student pages 30-31)

Suggested teaching time: 25 minutes

Your actual teaching time: _____

► Do it yourself! (Student page 29)

Suggested teaching time: 20 minutes

Your actual teaching time: _____

Procedure:

A. Ask questions about the picture ...

- Write the words *Maple St.* on the board. Ask the class what *St.* means. Then write the full form *Street* on the board.
- To review correct preposition use, write on the board *at, between, in,* and *on.* Copy the following words on the board and ask students to supply the correct preposition: *Main Street, 22 Main Street, the parking lot, home, school, the classroom, the restaurant and the post office.*

Challenge: Introduce the new place names in the illustration. Write on the board the words *florist* and *bookstore.* Say each word and have students repeat. Point to the bookstore in the illustration and ask the class *What's in the bookstore?* Elicit the answer *books.* Repeat with *florist.* For more stores, refer students to the *Supplementary word list* for Unit 4 on page 142.

Your students can say ...

A: Where's the school / parking lot? **B:** It's next to the restaurant / across from the parking lot.

A: Who is she? **B:** She's Eva. **A:** What's her / his / their occupation? **B:** She's a cook / homemaker. He's a plumber / teacher / bus driver. They're students.

B. Personalization ...

- To model the task, draw a map of your own neighborhood on the board. Label several places and describe their location.
- Students work in pairs, telling their partner about a place in their neighborhood.

Option: While students playing role A talk about places in their neighborhood, have students playing role B draw a map, correctly positioning and labeling each place. Student A then checks the map for accuracy. Have students change roles.

If your students are ready ...

Language note: The names of roadways are often abbreviated on signs. Some common abbreviations are *Ave.* (Avenue), *Blvd.* (Boulevard), *Dr.* (Drive), *Ln.* or *La.* (Lane), *Pl.* (Place), *Rd.* (Road), *Sq.* (Square), and *St.* (Street).



Authentic practice 1 (Student pages 30-31)

Suggested teaching time: 25 minutes

Your actual teaching time: _____

Procedure:

🔊 A. Listen and read.

- To set the scene for the conversation, point to the picture and ask *Where are they?* Elicit from the class an appropriate answer; for example, *They're on River Street.*
- Read the conversation out loud or play the cassette. With books open, students listen and read.

Note: The *Man* role contains the following new language: *right around the corner, sure, no problem.* In addition, language learned in previous exercises has been slightly modified. For example, *down that street* is similar to *down the hall* on page 26; *on the right-hand side* is a variation of *on the right* on page 26; and *Do you know where that is?* is similar to *Where's the parking lot?*

Although students are encouraged to comprehend this new language through context and its similarity to language they know, it is not essential for students to know this new language to complete the task.

(continued on p. 9)

Lesson Plan, Unit 2: Authentic practice 1 (for Student pages 30-31)–continued

B. Listen to the man. Read . . .

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

Challenge: After practicing with books open, students listen with books closed and say the **YOU** role out loud.

C. Listen and read. Choose . . .

- Model the task by writing the question and the two answer choices for item 1 on the board. Ask *Do you know where the parking lot is?* Elicit the correct response from the class. Demonstrate that students must circle the letter of the correct answer by circling *a* on the board.
- Check answers by reading the next two items out loud and having the class give the correct response.

D. Listen. Choose your response . . .

- Read each item in the tapescript out loud or play the cassette as many times as necessary for students to complete the exercise.

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

Tapescript

1. Do you know where Hill Street is?
2. It's right next to the parking lot.
3. May I help you?

If your students are ready . . .

Language note: The articles *a*, *an*, and *the* are rarely used with proper nouns that name a specific person, place, or thing and begin with a capital letter. For example, in Exercise A, *Manuel's Restaurant* does not use an article because it is the capitalized name of one specific restaurant. If the speaker was looking for any restaurant, he would have said *I'm looking for a restaurant*. Note that in the grammar box on page 29, the article *the* is used in the sentence *I'm a cashier in the new restaurant* to identify the new restaurant known to the reader. If the sentence stated *I'm a cashier in a new restaurant*, it would be assumed that the specific restaurant was unknown to the reader.

Workbook Link: Exercise 10

Listening comprehension

Procedure:

- To prepare students for the conversations, point out the male and female figures on each map. Note that these figures represent the speakers; for example, conversation 1 involves two male speakers, as shown.
- To identify the listening task, ask a student to read items 1 through 3 out loud.
- Students look at the maps and listen to the conversations with books open.

Note: Although these conversations contain new language (*deliver, copy paper, need, Got it, You bet, Great, happen to know*), it is not essential for students to know this language to complete the task.

Tapescript

Conversation 1

- Man 1:** Hi. I'm here to deliver this copy paper. Do you know where the supply room is?
- Man 2:** Excuse me?
- Man 1:** The supply room.
- Man 2:** Sure. The supply room is down the hall on the right. It's across from the office.
- Man 1:** Down the hall, and across from the office. Thanks. I'm sure I can find it.

Conversation 2

- Man:** Excuse me. I'm looking for the supermarket. Do you know where that is?
- Woman:** The supermarket? Hmmm. It's down the street on the left. It's across from the bank.
- Man:** Across from the bank. Got it. Thanks.
- Woman:** You're welcome.

Conversation 3

- Woman:** Hi. I need some directions. Do you happen to know where the hospital is?
- Man:** The hospital? You bet. It's down the street on the left. It's between the parking lot and . . . uh . . . Washington School.
- Woman:** Between what?
- Man:** Between the parking lot and the school.
- Woman:** Great. Thanks a lot.
- Man:** No problem.

Summary of Lesson Plan

► PROGRESS CHECK

Workbook pages not assigned for Lesson Four.

► REVIEW/WARMUP

Do it yourself! (Student page 31)

Suggested teaching time: 10 minutes

Your actual teaching time: _____

► PRESENTATION

Authentic practice 2 (Student pages 32-33)

Suggested teaching time: 35 minutes

Your actual teaching time: _____

► REVIEW

Do it yourself! (A plan-ahead project) (Student page 33)

Suggested teaching time: 15 minutes

Your actual teaching time: _____

► Do it yourself! (Student page 31)

Suggested teaching time: 10 minutes

Your actual teaching time: _____

Procedure:

A. Use the map from question 3. Write ...

- Copy the map from item 3 in the *Listening comprehension* on the board using simplified shapes. In more advanced classes, have students label each building to create more potential responses.
- Copy the first speech balloon, the **YOU** balloon, and the answer line on the board. Read the question out loud. Point to the **YOU** balloon to elicit a response from the class and write it on the line.
- Students write their own responses individually.
- In pairs, students read their conversations out loud. Have students change roles to practice both parts.

Option: Have students do Exercise A again using the map in item 1 or 2. To create new responses, have students label each room or building. Students substitute a new place on the map for the words *parking lot* in the first conversation balloon.

Your students can say ...

YOU The parking lot? Yes. It's next to the hospital / down the street, on the left.

YOU It's next to the hospital / down the street, on the left.

YOU You're welcome.

B. Discussion ...

- Model the discussion by talking about a new or interesting place in the neighborhood; for example, *A new Mexican restaurant is next to the parking lot, across from the supermarket.*
- In small groups, students talk about other places. Circulate to offer help as needed.
- Have several volunteers tell the class about a place at work or in the neighborhood.

Option: To stimulate discussion, bring to class material advertising places in your community, such as a takeout menu from a new restaurant or a department store circular advertising a sale.

Workbook Link: Exercise 11



Authentic practice 2 (Student pages 32-33)

Suggested teaching time: 35 minutes

Your actual teaching time: _____

Reading

Critical thinking skill: inferring information

Procedure:

A. Look at the poster. Circle ...

- To focus attention on the help-wanted poster, point to the photo of the hospital worker. Write on the board and ask *What's her occupation? What does she do? What's her job?* Elicit an answer. (Students learned the word *nurse* on page 21, Unit 1.)
- Have students look at the poster and circle the occupations.

(continued on p. 11)

Lesson Plan, Unit 2: Authentic practice 2 (for Student pages 32-33)–continued

Note: Although the help-wanted poster contains new language (*pharmacist assistants, ambulance, respiratory therapists, nurse’s aides, interviews, park in the lot*), it is not essential for students to know this language to complete the task.

Option: Bring to class the help-wanted section of a newspaper. Write the words *help wanted* and *new jobs* on the board. Hold up the help-wanted section and point to the ads. Circle and read out loud several occupations that students know and list them on the board; for example, *plumber, cook, cashier, mechanic, electrician, housekeeper, nurse*.

B. Now read the poster. Check ...

- Have students read the poster. Copy the *yes* and *no* boxes on the board. Read out loud item 1 and elicit the correct answer from students. Check the *yes* box on the board.
- If students have difficulty understanding item 4 (*Central Hospital is looking for office managers*), remind them of the language presented in Model 3 on page 27: *I’m looking for the post office*.
- Students work individually and then check their answers with a partner.

C. Critical thinking ...

- Demonstrate the task by asking a student *What’s your job?* Elicit an answer from the student and write on the board (*student’s name*) *is a(n) (student’s occupation)*. Point to the list of occupations on the poster and ask *Can (student’s name) work at Central Hospital?* Elicit the appropriate answer and write either *yes* or *no* on the board.
- Students work individually and then check their answers with a partner.

Workbook Link: Exercises 12, 13

Writing

Procedure:

A–B.

- To demonstrate the task, draw a floor map with two figures on the board. To avoid confusion, be sure the map has a different layout from the map in the Student’s Book. Copy the word box from Exercise A on page 33 on the board. Point to the word box, say the word *entrance*, and label the entrance on the map. Then point to the word box and say *supply room*. Have a volunteer select any room and write *supply room* on the board. Have other students use the remaining words in the word box to label the other places on the map in the same manner.
- Copy on the board the notes about the map in Exercise B. Point to the note about the office and say *I’m in the office right now*. Point to the office on the map on the board. Point to the male and female figures and trace their route to the office. Say *It’s down the hall, on the _____*. Elicit the appropriate word, *left* or *right*, from the class. Complete the note on the board with these directions. Continue in the same manner with the supply room note.
- Students complete the task in Exercise A individually, using the words in the word box to label the rooms and other places on the map in the Student’s Book. Students then complete the notes in Exercise B about their new map.

C. Discussion ...

- To encourage students to compare their maps and notes, have two volunteers hold up their maps in front of the class. Point to one map and say a sentence about the location of the office; for example, *The office is down the hall on the right*. Repeat with the other map. Write the sentences on the board. Point to the supply room on each map. Elicit sentences from the class about the locations of the supply rooms.
- Divide the class into pairs. Have students compare their maps and notes with their partner’s.

Workbook Link: Exercises 14, 15

Summary of Lesson Plan

► PROGRESS CHECK

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

► Review (Student page 34)

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

► UNIT REVIEW

Do it yourself! (Student page 35)

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



Review (Student page 34)

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

Procedure:

A–E.

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

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

Pronunciation (optional)

Rising and falling intonation of questions:
concept and practice

To introduce the concept of rising and falling intonation of questions, read the following series of *yes / no* questions, using rising intonation: *Are you a teacher? Is Sandra here? Is the copier out of order? Do you need a uniform?*

Write the questions on the board and ask students to repeat each question after you. As each question is repeated, draw an upward-curving arrow at the end of the question.

Read the following series of information questions, using falling intonation: *Where are you from? Where's the supermarket? How do I start the coffee maker? What does she like?*

Write the questions on the board and ask students to repeat each question after you. As each question is repeated, draw a downward-curving arrow at the end of the question.

	Review notes Areas for further review and practice

▶ Do it yourself! (Student page 35)

Procedure:

1. Point. Name the places.

- ▶ Hold up the picture and point to the bank. Write on the board and say *a bank*. Have students repeat. Point to another place in the picture. Elicit responses from the class.
- ▶ Divide the class into pairs. One student names a place in the picture and the other student points to the place. Students then change roles.

Your students can say ...

a bookstore, a florist, a post office, a restaurant, a supermarket, a school, a parking lot, a hospital, an entrance, an exit

2. Point. Talk about the people.

- ▶ Hold up the picture and point to the students next to the school. Write on the board and say *They're students*. Have students repeat. Point to the bus driver in the picture. Elicit from the class the response *He's a bus driver*.

Option: True or False. In pairs, students write three true statements and three false statements about the picture. Regroup students into groups of four. One pair reads their statements to the other pair, who say *true* or *false*.

Your students can say ...

They're classmates. (Welcome unit) They are managers / homemakers. He is a teacher / bus driver / plumber. She's Eva / a cook / not unemployed. (Unit 1) They're on Maple Street. They are not in the office.

3. Create conversations for the people.

- ▶ Point to the two shoppers next to the supermarket. Write on the board *A: Excuse me. Where's the post office? B: It's across from the restaurant*. Model this conversation with a more advanced student. Play role A. Demonstrate that students should continue the conversation by saying *Thanks*. Elicit an appropriate response from the student playing role B.

Option: Listening test. Have two volunteers act out their conversation in front of the class. Have the class listen and try to remember exactly what was said. Working in pairs, students try to re-create the exact conversation that they heard.

Your students can say ...

(The two women next to the supermarket)

A: Excuse me, I'm looking for Lincoln School.

B: Lincoln School? It's on Maple Street. It's next to Eva's Restaurant. / It's between the restaurant and the hospital. **A:** Thanks. **B:** You're welcome.

(The two men next to the bank)

A: Are you (Todd)? **B:** Yes, I am. **A:** Oh, hi. Good to meet you. I'm (Kevin). **B:** Nice to meet you too. (Unit 1)

4. Say more about the picture ...

- ▶ 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.
- ▶ In small groups, students continue to say as much as they can about the picture.

Option: Competition. One group begins by saying a word or sentence about the picture, and each group follows by saying something more. Groups that can no longer say anything are eliminated until only one group remains.

Your students can say ...

a book, a picture, a word, a bus number, a first name (Welcome unit) The school is between the restaurant and the hospital. Lincoln School is on Maple Street. It's next to the restaurant. The post office is across from the restaurant.

Oral test (optional)

Use the *Do it yourself!* illustration on page 35 for an oral test. Ask each student the location of one place in the picture. For example, ask *Where is the post office?* The student could respond *It's on Park Street*. Evaluate students on correctness, intelligibility, and completeness.