

## Summary of Lesson Plan

### ► Vocabulary (Student pages 96-97)

Suggested teaching time: 60 minutes

Your actual teaching time: \_\_\_\_\_



### Vocabulary (Student pages 96-97)

Suggested teaching time: 60 minutes

Your actual teaching time: \_\_\_\_\_

**Content:** health and safety vocabulary; health problems; parts of the body

#### Procedure:

#### 🔊 A. Listen.

- To introduce the topic of health and safety, talk about health and safety occupations. Write *health and safety occupations* on the board. Below this, write *a doctor*. Elicit more health and safety occupations from the class, such as *a nurse, a paramedic, a police officer, a firefighter, an EMT (emergency medical technician), a pediatrician*.
- To present health problems, mime actions associated with the problem as you say each word. For example, to demonstrate *a backache*, hold your back with your hands and use facial expressions to show you are in pain. Write each health problem on the board and have students repeat several times.
- To introduce the parts of the body, point to the parts of your own body as you say each word. Then say the words in random order and have students point to the appropriate part of their body.

**Note:** Students from some cultures may find pointing to parts of their bodies offensive. In this situation, have the class point to pictures instead.

- Remind students that the article *a* is used with words beginning with a consonant sound and the article *an* is used with words beginning with a vowel sound. Write on the board and say *a fire, a ambulance*. Point to *a ambulance* and underline the article *a* and the initial letter *a*. Say *a ambulance*, emphasizing the difficulty in pronouncing two consecutive vowel sounds. Cross out the article *a* before *ambulance* and replace it with *an*. Say *an ambulance* and have students repeat several times.

**Option:** Present more health problems, such as *have a stomachache / an earache / a toothache / a sore throat / a runny nose / a stuffy nose / watery eyes / sore muscles*. As you say each health problem, mime the actions of someone suffering from that problem. For example, to convey *a sore throat*, rub your throat with your hands and speak in a hoarse voice.

**Option:** Present more words identifying parts of the body, such as *a throat, an ear, a nose, a stomach*. For more words, refer students to the *Supplementary word list* for Unit 8 on page 143.

**Option:** Play a Simon Says game to practice parts of the body. Have students stand up facing you. Present commands such as *Touch your arm* or *Touch your wrist*. Explain that students are to follow a command only if you say *Simon says*. Students who follow a command when you have not said *Simon says* or who do not follow a command correctly are out of the game and must sit down. The last student standing becomes the leader of the next round.

#### 🔊 B. Listen again and repeat.

**Option:** Students may have difficulty pronouncing words in which the pronunciation is not apparent from the spelling, such as *headache*. For additional pronunciation practice, choose any words on page 96 that students had difficulty pronouncing. Say each word and have the class repeat. Say one of the words and point to a student. Ask the student to repeat. Quickly say the word again, point to another student, and have the student repeat. Continue this procedure with other students until pronunciation improves.

**Workbook Link: Exercises 1, 2**

(continued on p. 2)

**Lesson Plan, Unit 8: Vocabulary (for Student pages 96-97)–continued**

**C. Listen to the conversations . . .**

- Point to each of the six pictures and elicit the problem from the class. While students look at the pictures, read Conversations 1 through 3 in the tapescript out loud or play the cassette.
- Read Conversation 1 in the tapescript out loud again or play the cassette. Have the class identify the picture that corresponds to Conversation 1. Have students circle letter *a*.
- Read Conversations 2 and 3 out loud again or play the cassette. Students listen again and circle the letter of the picture that corresponds to each conversation.

**Option:** Play a variation of the game Charades to reinforce health vocabulary. Write on the board *What's the problem?* Mime a health problem. For example, mime a fever by putting your hand on your forehead and pretending to check your temperature with a thermometer. The first student who can correctly guess the problem continues the game by miming another health problem.

<b>Tapescript</b>
<b>Conversation 1</b>
<b>Woman:</b> How come Vera's not at work today?
<b>Man:</b> She had to stay home. She has a high fever.
<b>Woman:</b> Oh, I'm sorry to hear that.
<b>Conversation 2</b>
<b>Man 1:</b> Oh, no! There's a fire on Main Street.
<b>Man 2:</b> There goes the fire truck.
<b>Conversation 3</b>
<b>Woman 1:</b> Ouch!
<b>Woman 2:</b> What happened?
<b>Woman 1:</b> I just closed the door on my wrist. Wow, does that hurt!

**D. Choose words. Write the words . . .**

- Copy item 1 on the board. Point to the two answer choices and elicit from the class the word that correctly completes the sentence. Complete the sentence on the board with the word *hand*.
- Students work individually, choosing the correct words and writing them on the line.
- Have students check their answers with a partner. To review, have volunteers write items 2 through 4 on the board.

<b>Your notes</b>

## Summary of Lesson Plan

- **PROGRESS CHECK**  
Check assigned **Workbook** pages  
Suggested teaching time: 10 minutes
- **REVIEW/WARMUP**  
**Do it yourself! (Student page 97)**  
Suggested teaching time: 15 minutes  
Your actual teaching time: \_\_\_\_\_
- **PRESENTATION**  
**Practical conversations**  
**(Student pages 98-99)**  
Suggested teaching time: 35 minutes  
Your actual teaching time: \_\_\_\_\_

### ➤ Do it yourself! (Student page 97)

Suggested teaching time: 15 minutes  
Your actual teaching time: \_\_\_\_\_

#### Procedure:

#### A–B.

- Point to the photo of the two women. Have the class look at the photo while a volunteer reads the speech balloon. To introduce the topic of health problems and remedies, ask the class questions about the photo, such as *What are they talking about? What does she eat when she has a cold? What does she drink?*
- Point to the three pictures and have students identify the *aspirin*, *soup*, and *tea*. Say each word and have students repeat several times. If necessary, remind students of the meaning of the word *soup* by referring them to the tomato bean soup recipe on page 81 in Unit 6.
- To prepare students for the activity, write in three columns on the board *medicine*, *foods*, *drinks*. Have students write the words *aspirin*, *soup*, and *tea* in the correct columns. As a class, brainstorm a list of other medicines and food and drink remedies and write them on the board in the appropriate columns. If necessary, refer students to the *Picture dictionary* on page 72 for a list of foods and drinks.

- To model the task, copy the chart on the board, omitting the answers in blue. Ask the class *When you have a cold, do you take medicine?* Discuss common types of medicines with the class, such as *aspirin*, *cold medicine*, and *pain reliever*, and write them on the board. Continue in this manner for *foods* and *drinks*.
- Working in pairs or small groups, students read the health problems and complete the chart.
- To review as a class, talk about the health problems and what you can do to treat them.

**Option:** As a class, brainstorm other health problems and have students add one of these to their chart.



### Practical conversations (Student pages 98-99)

Suggested teaching time: 35 minutes  
Your actual teaching time: \_\_\_\_\_

#### Model 1

**Content:** conducting a telephone conversation; identifying yourself on the phone; asking if someone is available to talk; offering to call back later; accepting an apology; the present continuous

#### Procedure:

#### 🔄 A–B.

- To set the scene for the conversation, point to the photo of the man on the left who is fixing the door. Ask the class *Is he busy?* (Yes, he is.) *What is he doing now?* (He's fixing a door.)
- Read the conversation out loud or play the cassette. Students listen and read.
- The following new vocabulary should be comprehensible from context: *Hello?* (to answer the telephone), *This is Bill* (to identify yourself on the phone), *Can you talk?* *Can I call you back?* and *Talk to you later.*

(continued on p. 4)

## Lesson Plan, Unit 8: Practical conversations (for Student pages 98-99)—continued

### C. Pair work ...

- To prepare students for the activity, brainstorm as a class other situations in which you are too busy to talk and must ask someone if you can call them later. Some ideas include *cleaning your kitchen / cooking / installing a computer / working / eating / studying*.
- Model the activity with a more advanced student. Play the more difficult role of Student B. Demonstrate that students should use their own names and activities.

### Model 2

**Content:** making an appointment; expressing sympathy; offering good wishes; expressing appreciation; possessives; the simple present tense

#### Procedure:

#### 🔊 A–B.

- Read the conversation out loud or play the cassette. Students listen and read.
- The following new vocabulary should be comprehensible from context: *How can I help you? make an appointment, hurt, How about tomorrow? That's fine, See you then, Feel better, and Thanks a lot.*
- If necessary, practice the meaning of *appointment* by eliciting from the class other places where you need to make an appointment, such as *a garage, a beauty shop, and a dentist's office*.

**Option:** After students listen to the conversation, check comprehension by asking questions. For example, point to the woman in the photo and ask the class *Where does she work?* (a doctor's office) *What's the doctor's last name?* (Baker) Point to the photo of the man and ask *What's his name?* (Dan Kim) *What's the matter?* (He hurt his back.)

#### If your students are ready ...

**Culture / Civics note:** It is common for people in certain occupations—such as doctors, police officers, university professors, judges, church leaders, and government officials—to be addressed with a title followed by their last name. For example, a doctor named John Jones would be addressed as Doctor Jones. With the exception of these occupations, however, most occupational titles are not used as a form of address. For example, a manager named Dan Kim would not be addressed as Manager Kim but as Mr. Kim or, informally, simply Dan.

### 🔊 Health problems

**Option:** Elicit from the class other health problems to use in the conversation. For example, hold your neck and make sounds or facial expressions to indicate that it hurts. Then write on the board *I hurt my neck*. In this manner, elicit other sentences such as *I hurt my arm / wrist / leg / ankle. I have a fever / a cold.*

### C. Pair work ...

- Point out that students should use a last name in the phrase *Doctor \_\_\_\_\_'s office*. To introduce the concept that the possessive ending 's is used to indicate belonging, write on the board \_\_\_\_\_'s book. Then hold up a student's book and write the student's name in the blank. Say the sentence and have the class repeat several times. Continue in this manner with other students.
- To prepare students for the activity, write on the board *How about tomorrow at 9:30?* Elicit other possible appointment times from the class, such as *today at noon* or *Wednesday at two fifteen*.
- Model the activity with a more advanced student. Play the role of Student B to demonstrate that students should use the language in the *Health problems* note or their own words.

**Note:** Possessives are presented in detail in the *Practical grammar* section on page 100.

#### Workbook Link: Exercises 3, 4

(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 99)**  
Suggested teaching time: 20 minutes  
Your actual teaching time: \_\_\_\_\_

### ► PRESENTATION

**Practical grammar (Student pages 100-101)**  
Suggested teaching time: 40 minutes  
Your actual teaching time: \_\_\_\_\_

## ► Do it yourself! (Student page 99)

Suggested teaching time: 20 minutes  
Your actual teaching time: \_\_\_\_\_

### Procedure:

- To set the scene for the conversation, point to the woman in the picture on the left and ask *Where is she?* (a doctor's office) *What is the doctor's name?* (Doctor John Jones) Point to the two people on the right and ask *Where are they?* (at home) Have students speculate about the daughter's health problem; ask *What's the problem?* (She has a fever / the flu / a cold.)
- Model the activity with a more advanced student. Play the role of the man on the right to demonstrate that students should use their own words to make an appointment.
- In pairs, students continue the conversation for the people in the picture. Have students switch roles to play both parts.

**Option:** Have several pairs of students act out their conversation in front of the class.

### Your students can say ...

A: Doctor Jones's office. May I help you? / How can I help you? B: This is \_\_\_\_\_. I need to make an appointment. My daughter has a fever / the flu / a cold. A: Oh, I'm sorry. How about today / tomorrow at three thirty? B: OK. That's fine. See you then. A: Bye.



## Practical grammar

(Student pages 100-101)

Suggested teaching time: 40 minutes  
Your actual teaching time: \_\_\_\_\_

### Possessives

**Content:** possessive adjectives; noun possessives

### Procedure:

- To demonstrate the concept of possession, write on the board *This is his book*. Hold up a book belonging to a male student, point to the owner, and say the sentence on the board. Continue in this manner with *my*, *her*, and *their*. To introduce the singular and plural forms of *your*, hold up a student's book, say the student's name to indicate you are speaking to the individual student, and say *This is your book*. Then hold up books belonging to three students, say the three students' names, and say *These are your books*. To present *our*, gesture to indicate everyone in the class and say *This is our class*.
- To introduce the use of an apostrophe to show possession, write on the board: A: *Is this your book?* B: *No, it's \_\_\_\_\_'s book*. Hold up a student's book, point to the book, and ask a second student *Is this your book?* Elicit the name of the owner of the book and write it on the line on the board.
- To remind students that an apostrophe is also used for contractions, point to the contraction *it's*, elicit the full form from the class, and write *it is* on the board. (For further review, refer students to the *Contractions* notes on pages 16 and 17 in Unit 1 and page 28 in Unit 2.)

### A. Choose words. Write the words ...

- Read item 1 out loud. Pause at the blank and elicit the missing word from the class.
- Students complete items 2 through 4 individually, choosing the correct words to complete the sentence and writing them on the line.
- Have students check answers with a partner. To review, have volunteers write items 2 through 4 on the board.

**Option:** Have students write new sentences using the alternate answer choices for items 1 through 4. For example, to use the word *his*, students could change item 1 to *This is my son, and his name is John*.

**Workbook Link: Exercises 5, 6, 7, 8**

(continued on p. 7)

### Never, sometimes, always

**Content:** adverbs of frequency

**Procedure:**

- To present adverbs of frequency, write on the board *never, sometimes, always*. Write 0% above *never*, and 100% above *always*.
- Demonstrate that *never, sometimes, and always* go before the simple present tense verb; write on the board *I never drink \_\_\_\_\_. I always drink \_\_\_\_\_. I sometimes drink \_\_\_\_\_. As a class, make a list of drinks on the board, such as coffee, tea, milk, juice, and water. Complete the three sentences on the board about yourself using the drinks on the board. Then elicit sentences from the class.*
- To demonstrate that *never, sometimes, and always* go after forms of the verb *be*, write on the board *I'm \_\_\_\_\_ busy. I'm \_\_\_\_\_ late. I'm \_\_\_\_\_ on time. I'm \_\_\_\_\_ early. Complete the four sentences on the board about yourself using never, sometimes, or always. Then elicit sentences from the class.*

### B. Answer the questions ...

- Copy item 1 on the board, omitting the response in blue. Read the question out loud. Elicit possible responses with *never, sometimes, or always* from the class.
- Students complete items 2 through 4 individually, answering the questions with *never, sometimes, or always*.

**Option:** As a class, have students create more frequency questions, such as *Do you eat eggs / work on Saturdays / drive to school / cook / study English / stay home on Sundays?* Have students ask and answer these questions in small groups. Encourage students to answer with *never, sometimes, or always*.

**Workbook Link: Exercise 9**

### The simple present tense and the present continuous

**Procedure:**

- To distinguish between the simple present tense and the present continuous, write in two columns on the board *simple present* and *present continuous*.
- Remind students that the simple present tense is used with the verbs *have, want, need, and like*; list the verbs in the *simple present* column and write an example sentence for each of the four verbs, such as *I need a blue shirt*. Elicit other sentences from the class.
- Indicate that the simple present is also used with the frequency adverbs *never, sometimes, and always*; add the three adverbs to the *simple present* column and write an example sentence for each, such as *I always eat early*. Elicit other sentences from the class.
- To remind students that the present continuous is used to talk about what you are doing right now, write on the board *You are studying English right now*. Elicit other sentences from the class about what they are doing right now, such as *listening, talking, and writing*.
- Demonstrate that the present continuous is generally not used with *never, sometimes, or always*; write on the board *I'm sometimes drinking tea right now*. Cross out the word *sometimes*. To show that the present continuous is generally not used with *have, want, need, or like*, write on the board *I am having a headache right now*. Cross out the words *I am having* and replace them with the words *I have*.

### C. Choose ...

- Copy item 1 on the board. Elicit the correct answer from the class and write the word *has* on the line.
- Students complete items 2 through 4 individually, choosing the correct words and writing them on the line.

**Workbook Link: Exercise 10**

### D. Complete the chart ...

- Copy the chart on the board. Model the activity by telling the class how often you have colds, have headaches, and take medicine. Write your name on the chart and have volunteers use the information you gave to complete the chart.
- Students work individually, completing the chart about themselves and a friend or family member.
- To review, have students tell the class about one person in their chart.

## Summary of Lesson Plan

- **PROGRESS CHECK**  
Check assigned **Workbook** pages  
Suggested teaching time: 15 minutes
- **REVIEW/WARMUP**  
**Do it yourself! (Student page 101)**  
Suggested teaching time: 20 minutes  
Your actual teaching time: \_\_\_\_\_
- **PRESENTATION**  
**Authentic practice 1 (Student pages 102-103)**  
Suggested teaching time: 25 minutes  
Your actual teaching time: \_\_\_\_\_

### ➤ Do it yourself! (Student page 101)

Suggested teaching time: 20 minutes  
Your actual teaching time: \_\_\_\_\_

#### Procedure:

- To model the activity, point to and talk about the picture. For example, point to the two injured men and say *He hurt his arm. He hurt his head.* Elicit more sentences about the picture from the class.
- In pairs, students point to and talk about the picture. Circulate to offer help as needed.

#### Your students can say ...

There is an accident in the picture. (Unit 6) It's five twenty. (Unit 5) They need an ambulance / a doctor / a nurse / a paramedic. They don't need a fire truck. (Unit 4) This is his car. His car is blue. He needs a mechanic / a new car. (Units 1, 2, and 7) He can't drive. (Unit 7) They are talking. (Welcome Unit)

## Authentic practice 1 (Student pages 102-103)

Suggested teaching time: 25 minutes  
Your actual teaching time: \_\_\_\_\_

#### Procedure:

#### 🔊 A. Listen and read.

- To set the scene for the conversation, ask questions about the picture. For example, point to the woman and ask *What's her occupation?* (She's a nurse.) Point to the man and ask *What's the problem?* (He hurt his back.)
- Read the conversation out loud or play the cassette. With books open, students listen and read.
- Point out that *aspirin* is used as both a count and non-count noun. Write on the board *Take these two aspirins. Can you take aspirin?*

**Note:** The *Nurse* role contains the following new language: *see, let me give you some medicine, and Have a seat.* In addition, language learned in prior exercises has been modified; for example, the phrase *anywhere else?* resembles the phrase *anything else?* on page 74 in Unit 6. The phrase *in about an hour* is similar to *In an hour* on page 87 in Unit 7, and *I hope you feel better soon* is a variation of *Feel better!* on page 98.

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.

#### 🔊 B. Listen to the nurse ...

- Read out loud the *Nurse* 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.

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**C. Listen and read. Choose ...**

- Model the task by writing the statement and the two answer choices for item 1 on the board. Say *How can I help you?* Elicit the correct response from the class.
- Demonstrate that students must circle the letter of the correct answer by circling *b* 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.

**Tapescript**

1. Can you point to the place it hurts?
2. That backache sounds bad. Can you take aspirin?
3. Please have a seat and fill out this form.

**Workbook Link: Exercise 11**

**Listening comprehension**

**Procedure:**

**A. Listen to the conversation ...**

- To prepare students for the listening task, tell students they are going to hear a conversation between two women. Read items 1 and 2 out loud.
- If students need help understanding the word *van*, refer them to the illustration of a delivery van on page 35 in Unit 2.
- Read the tapescript out loud or play the cassette. Students listen to the conversation and then circle the letter of the selection that correctly completes the sentence.

**Note:** Although the conversation contains new language (*It's me, You sound terrible, I feel terrible, just, What happened? on my way to, hit me, You're kidding, ran right into me, I couldn't believe it, I don't think it's anything serious, see how you're doing*) it is not essential for students to know this language to complete the task.

**B. Read the questions. Then listen ...**

- To prepare students to listen for numbers in the conversation, read the questions out loud.
- Read the tapescript out loud again or play the cassette. Students listen to the conversation and then circle the letter of the correct answer

**Note:** This exercise serves as a preview of the past tense, which will be fully introduced in Unit 10. The use of the past tense should not present comprehension problems, and understanding of the past tense is not necessary to complete the activity.

**Tapescript**

**Nina:** Hello?  
**Mary:** Hi, Nina. It's ... It's me.  
**Nina:** Mary? What's wrong? You sound terrible.  
**Mary:** I feel terrible. I just had an accident.  
**Nina:** Oh, no! What happened?  
**Mary:** I ... I was on my way to work ... about eight thirty. I was driving down King Street when this van hit me.  
**Nina:** A van? You're kidding.  
**Mary:** No. The driver just ran right into me. I couldn't believe it.  
**Nina:** Was anyone hurt?  
**Mary:** Well, there were three people in the van. One person hurt her leg and a guy hurt his head. But the driver was OK.  
**Nina:** Then what?  
**Mary:** Well, the driver called 911, then an ambulance came with two paramedics.  
**Nina:** And what about you? Are you OK?  
**Mary:** Well, my neck hurts a little. But I don't think it's anything serious. Maybe I'll just stay home today.  
**Nina:** That's a good idea. I'll call you back later and see how you're doing.

**Workbook Link: Exercise 12**

## Summary of Lesson Plan

### ➤ PROGRESS CHECK

**Workbook** pages not assigned for Lesson Four.

### ➤ REVIEW/WARMUP

**Do it yourself! (Student page 103)**

Suggested teaching time: 10 minutes

Your actual teaching time: \_\_\_\_\_

### ➤ PRESENTATION

**Authentic practice 2  
(Student pages 104-105)**

Suggested teaching time: 35 minutes

➤ Your actual teaching time: \_\_\_\_\_

### REVIEW

**Do it yourself! (A plan-ahead project)  
(Student page 105)**

Suggested teaching time: 15 minutes

Your actual teaching time: \_\_\_\_\_

## ➤ Do it yourself! (Student page 103)

Suggested teaching time: 10 minutes

Your actual teaching time: \_\_\_\_\_

### Procedure:

#### A. Write your own response ...

- Model the activity. Read the first speech balloon out loud and elicit appropriate responses from the class.
- Students work individually, writing their own responses to complete the conversation.
- Divide the class into pairs. Students read their conversations out loud with their partner and then change roles to practice both parts. Circulate to check pronunciation and intonation.

**Option:** Have several pairs of volunteers act out their conversations in front of the class.

#### Your students can say ...

**YOU** Hello. / Hi. This is \_\_\_\_\_.

**YOU** I hurt my neck / arm / wrist / hand / leg / ankle / foot. I have a backache / a cold / a headache / a fever / the flu.

**YOU** Thank you. / Thanks. / Thanks a lot.

## B. Discussion ...

- Model the discussion by talking about your health or the health of a family member.
- Circulate to offer help as needed.
- To review, have volunteers tell the class about their health or the health of a family member.



## Authentic practice 2 (Student pages 104-105)

Suggested teaching time: 35 minutes

Your actual teaching time: \_\_\_\_\_

## Reading

**Critical thinking skill:** reasoning (making inferences and drawing conclusions)

### Procedure:

#### A. Read Mr. Reyes's accident report ...

- Have the class read Mr. Reyes's accident report. If necessary, show that the word *injury* means damage to the body because of an accident or attack by referring students to the injured people in the *Do it yourself!* illustration on page 101.
- Copy item 1 on the board. Ask the class *Does the report ask for the worker's name?* Elicit an affirmative answer and check the box next to item 1.
- Students work individually, checking the boxes next to the information asked for on the report. Have students check answers with a partner and then review as a class.

#### B. Critical thinking ...

- To prepare students for the activity, list the numbers 1 through 12 in a column on the board. Next to the number 1, write *January*. Have the class name the twelve months of the year. Have volunteers write the remaining months on the board in the correct order.
- Write the current date on the board in words and numbers; for example, *July 3, 2001*. Label the *month*, *day*, and *year*. Then write the current date using only numbers; for example, *7/3/01*. Point out that, in the United States, dates are usually written with the month first, the day next, and then the year.
- Students work individually, circling the letter of the correct answer to each question.

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**C. Write the following dates with numbers.**

- Copy item 1 on the board. Have a volunteer write the date with numbers on the board.
- Students work individually, writing the dates with numbers.

**Option:** Dictate dates using words and numbers and have students write each date using numbers. For example, say the date *August thirteenth, 1970* and have students write *8/13/70*. Have students check answers with a partner.

**D. Personalization ...**

- Copy the form on the board. To demonstrate the task, complete the form about yourself, writing the dates in numbers.
- Circulate to offer help as needed.

**If your students are ready ...**

**Culture / Civics note:** In the United States and Canada, laws exist to protect workers and create a safe work environment. Workers who are injured on the job may be eligible through the state workers' compensation system for benefits such as medical treatment, lost wages, compensation for permanent disability, and job retraining. Each state has its own system, and employers are required to post a notice regarding workers' compensation rights and procedures for filing a claim form where it can be seen by all employees.

**Workbook Link: Exercises 13, 14**

**Writing**

**Procedure:**

- To set the scene for the activity, ask if anyone in the class has ever had an accident. If so, ask when and where the accident occurred and whether they went to an emergency room.
- Have students read about Mary Costa's accident. To check comprehension, ask questions about the accident, such as *When was the accident? Where was the accident? What did Mary hurt?*
- Then have students read the important information about Mary Costa. Ask questions about the information, such as *What's her address / zip code / date of birth / phone number?*
- To demonstrate the task, copy part of the report form on the board. Write *Patient's name: \_\_\_\_\_*. Below the line, write *first* and *last or family*. Elicit the correct information from the class and write *Mary Costa* on the line.
- Students work individually, completing the emergency room report form for Mary Costa. Have students check their work with partner. To review, have several volunteers copy the report form on the board.

**If your students are ready ...**

**Language note:** Forms often ask for a current or present address, meaning the place where you are now living. Because people often change addresses, forms may also ask for a permanent address, the place where you can always be reached. For example, university students may have a current address at school but a permanent address at their parents' home. If you plan to live at your current address for a long time, your permanent address is the same as your current address.

**Workbook Link: Exercises 15, 16, 17**

**➤ Do it yourself!**

**(A plan-ahead project) (Student page 105)**

Suggested teaching time: 15 minutes  
Your actual teaching time: \_\_\_\_\_

**Procedure:**

- To set the scene for the conversation, ask questions about the photo, such as *Where are they?* (an emergency room or doctor's office) *What's the problem?* (He hurt his back.)
- If students need further explanation of the words *receptionist* and *patient*, refer them to the photo of a receptionist and a patient on page 98.
- Model the activity with a more advanced student. Play the role of the patient to demonstrate that students should create a conversation using the picture and their own words.
- In pairs, students create a conversation for the receptionist and patient in the picture. Have students switch roles to play both parts.

**Option:** Have several pairs of students act out their conversation in front of the class.

**Your students can say ...**

**A:** May I help you? / How can I help you? **B:** I need a doctor. I hurt my back. / I have a back-ache. **A:** Oh, I'm sorry. What's your name, please? Is that your first name? Is that \_\_\_\_\_? And what's your last name? And what's your address / zip code / telephone number / date of birth? Is that \_\_\_\_\_ or \_\_\_\_\_? Thanks. **B:** You're welcome.

## Summary of Lesson Plan

- ▶ **PROGRESS CHECK**  
Check assigned **Workbook** pages  
Suggested teaching time: 20 minutes
- ▶ **Review (Student page 106)**  
Suggested teaching time: 40 minutes  
Your actual teaching time: \_\_\_\_\_
- ▶ **UNIT REVIEW**  
**Do it yourself! (Student page 107)**  
Includes expansion activities
  - role play
  - dialogues
  - writing
  - outside reading
  - realia applications
  - math skills applications
  - civic lesson applications
  - Booster Pak activities

### Pronunciation (optional)

Vowel sound change with the word *the*: concept and practice

To introduce the concept that individual words can be pronounced in different ways, write the following on the board: *the flu, the fire truck, the hospital*. Read the words out loud. Be sure to pronounce the *e* in *the* like the *u* in *bus*.

Then write the following words on the board: *the appointment, the accident, the ambulance*. Read the words out loud. Be sure to pronounce the *e* in *the* like the *e* in *eat*.

Read the words again and ask students to pronounce them after you. As you pronounce the first group of words, underline the initial consonant in each word. As you pronounce the second group, underline the initial vowel in each word.



### Review (Student page 106)

Suggested teaching time: 40 minutes  
Your actual teaching time: \_\_\_\_\_

#### Procedure:

#### A–D.

- ▶ 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 B, read items 1 through 3 out loud and have students circle the correct responses.



► **Do it yourself!** (Student page 107)

**Procedure:**

**1. Point. Name things in the picture.**

**Option: Scavenger hunt game.** Divide the class into groups of three. List the following twenty people or things on the board: *an apple, a fire truck, a fire, an egg, a bus, a supermarket, a parking lot, a paramedic, a copier, a computer, a bus driver, a clock, a telephone, a restaurant, an accident, a lawn mower, students, a black skirt, a brown jacket, a green uniform.* Have each group try to find each of the people or things in the picture. Explain to students that five words in the list are not in the picture. The first group to find the fifteen items shown in the picture is the winner.

**Your students can say ...**

An ambulance, a paramedic, a fire truck, an accident, a headache, a backache, an arm, a 911 call, a bus driver, a bus, students (Unit 1), a parking lot, a bank, a supermarket, a post office, a school (Unit 2), a computer, a telephone (Unit 3), a green uniform, an orange jacket, a blue suit (Unit 4), a clock (Unit 5), an apple (Unit 6), a car (Unit 7)

**2. Point. Talk about the people.**

**Option: Sentence pairs.** Divide the class into pairs. Student A makes five sentences about people in the picture and Student B points to the people being talked about. Students then change roles.

**Your students can say ...**

This is his car. His car is blue. (Unit 4) He can't drive. She needs an ambulance. The paramedic / ambulance is coming right now. (Unit 7) It's on its way. He has a headache. He is eating an apple. (Units 6 and 7) They're talking. (Units 1 and 7) He needs help / a mechanic / a new car. They need a doctor. (Units 1 and 4) They're at the corner of Main Street and Grand Avenue. She is across from the parking lot. (Unit 2) She's calling 911. (Units 3 and 7) She doesn't need a fire truck. (Units 3 and 4) She hurt her back. He hurt his arm / head.

**3. Create conversations for the people.**

**Option: Conversation cues.** Select language from the *Your students can say ...* box below and write it on the board; for example, *This is 911, What's the problem? name, ambulance.* Have students work in pairs to create conversations incorporating all the words on the board.

**Your students can say ...**

(The woman and the 911 operator)

**B:** This is 911. **A:** There's an accident at the corner of Main Street and Grand Avenue. **B:** Do you need an ambulance or a fire truck? **A:** An ambulance. **B:** OK. It's on its way.

(The two men next to the bank)

**A:** What's wrong / the problem? (Unit 3) **B:** I hurt my arm. Call an ambulance / a paramedic. (Unit 3)

(The two women next to the bus)

**A:** Are you a doctor? **B:** No, I'm not. Do you need a doctor? **A:** Yes, I think so. I hurt my back. (Unit 4)

**4. Say more 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 ...**

It's five twenty. The supermarket never closes / is always open. (Units 2 and 5) The post office is between the supermarket and the school. The phone is across from the parking lot. The school is down the street, on the left. (Units 2 and 3) There's an accident on Grand Avenue. The accident is at the corner of Main Street and Grand Avenue, next to the bank. (Unit 2)

**Oral test (optional)**

Use the *Do it yourself!* illustration on page 107 for an oral test. Ask students the following questions: *What time is it? What's the problem? Where's the accident? Do they need a fire truck / an ambulance?* Point to the bus driver or paramedic and ask *What's his occupation?* Point to the woman calling 911 and ask *What is she doing right now?* Evaluate students on correctness, intelligibility, and completeness.