

Summary of Lesson Plan

► Vocabulary (Student pages 66-67)

Suggested teaching time: 60 minutes

Your actual teaching time: _____



Vocabulary (Student pages 66-67)

Suggested teaching time: 60 minutes

Your actual teaching time: _____

Content: furnishings and household items; cleaning products; housework activities

Procedure:

A. Listen.

- To introduce the topic of the unit, write on the board *Supplies and Resources*. To help convey that these are things you need in your daily life, list supplies that you use as a teacher, such as *board markers, erasers, paper*, and classroom furnishings such as *desks, tables*, and *the whiteboard*.
- Ask students why some nouns are presented with an article (*a desk*) and others are not (*toilet paper*). If necessary, remind students that count nouns use an article but non-count nouns do not.
- Ask why some nouns (*paper towels, trash bags, rubber gloves*) are presented in the plural form. (because you can't buy just one) Elicit the singular forms from the class.
- To check comprehension, point to various cleaning products in the *Picture dictionary* and ask *What do you do with this product? Where do you use it? What does it clean?* Ask students which of these cleaning supplies they use at home.

- If necessary, point to a wastebasket in the classroom to convey that *trash* is waste material that we throw away. Mime pouring a substance on a sponge and then make a scrubbing motion to convey the use of *cleansers*. In the same manner, mime actions associated with *furniture polish* and *glass cleaner*.

Option: Practice vocabulary with a categorization activity. Write on the board the two column headings *Bedroom, Bathroom*. In the *Bedroom* column, write *bed* and in the *Bathroom* column, write *sink*. Elicit from the class other common furnishings for each room and write them on the board. In this manner, have students also categorize bedroom and bathroom cleaning products.

Challenge: Elicit more supplies and resources vocabulary from the class. Introduce or elicit additional furnishings (*lamp, night stand, shelf, a mattress, medicine cabinet, mirror, towel rack*) and cleaning-related items (*laundry detergent, a broom, fabric softener, a wastebasket, a toilet brush, a dust mop, a cart*).

Housework

- Point out that the article *the* is used with these expressions. Point out that we say, for example, *empty the trash* and not *empty a trash*. (Trash is a non-count noun.)

Challenge: Help students identify the objects in illustrations 25 through 29, such as *a wastebasket, a trash bag, a uniform, trash / garbage, sheets, a mattress, a dresser, a vacuum cleaner, a carpet, a washing machine, a dryer, and a laundry basket*.

Challenge: Present additional housekeeping activities such as *mop / wash the floor, mow the lawn, water the plants, polish / dust the furniture, scrub the sink, clean the windows*.

B. Listen again 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.

(continued on p. 2)

Lesson Plan, Unit 6: Vocabulary (for Student pages 66-67)–continued

C. Listen to the hotel housekeepers ...

- To prepare students for the listening task, point to pictures *a* through *c* and have students identify items in the illustrations, such as *a toilet, a sink, a bed, a door*. Then have students identify the name of each room.

D. Complete each sentence ...

- To prepare students for the task, read items 1 through 5 out loud, pausing before each answer blank. With books open, have students listen and read.
- If necessary, to help students understand that to be *out of trash bags* in item 2 means not to have any more trash bags, remind students of the expression *sold out* presented in Unit 4, page 44.
- For item 5, ask students why the article *the* and not *a* is used with *desk* and *windows*. If necessary, explain that the speaker and listener know which desk and window are being talked about.
- Copy item 1 on the board. Point to the answer blank and elicit from the class the word that correctly completes the sentence. Write the word *do* on the line and read the completed item out loud.

Option: For further practice, mime actions associated with housework. Then elicit from the class the name of each action and the housekeeping product that would be used. For example, mime vacuuming the floor to elicit the expression *vacuum the carpet* and the item *a vacuum cleaner*.

Workbook Link: Exercise 1

<p style="text-align: center;">Tapescript</p> <p style="text-align: center;">Conversation 1</p> <p>Woman 1: Could you please give me a hand changing these sheets? I have a terrible backache.</p> <p>Woman 2: Sure I'd be glad to.</p> <p>Woman 1: I really appreciate it.</p> <p style="text-align: center;">Conversation 2</p> <p>Man 1: You'd better put on some rubber gloves. This cleanser is terrible on your hands.</p> <p>Man 2: Yeah, you're right. But it sure cleans these sinks fast!</p> <p style="text-align: center;">Conversation 3</p> <p>Man: Here are the paper towels you ordered. What should I do with them?</p> <p>Woman: How many rolls are in the carton?</p> <p>Man: Twenty-four.</p> <p>Woman: Why don't you give me six rolls and put the rest on the shelf.</p>

<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 67)
Suggested teaching time: 15 minutes
Your actual teaching time: _____
- ▶ **PRESENTATION**
Practical conversations
(Student pages 68-69)
Suggested teaching time: 35 minutes
Your actual teaching time: _____

▶ Do it yourself! (Student page 67)

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

Procedure:

A. Personalization ...

- ▶ Copy the chart on the board. In the *Product* column, write the words *glass cleaner*. Ask the class *What does glass cleaner clean?* Elicit several responses and write them in the *Cleans* column. Then ask *Where do you use glass cleaner?* Elicit appropriate responses and write them in the *Room* column.
- ▶ Working individually, students add two or more cleaning supplies and complete the chart. Have students check answers with a partner and then review as a class.

B. Discussion ...

- ▶ To model the discussion, talk about the cleaning products you use, what they clean, and where you use them.

Workbook Link: Exercise 2

▶ Practical conversations (Student pages 68-69)

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

Model 1

Content: asking for a favor; expressing willingness; expressing and responding to gratitude

Procedure:

▶ A–B.

- ▶ To set the scene for the conversation, have students identify the various items in the photo, such as *uniforms*, *glass cleaner*, *towels*. Then have students speculate about where the people are, what jobs they have, and what they are talking about.
- ▶ To prepare students for the grammar presentation of *a / an* and *the* on page 70, point out the use of the article *the* in the question *Could you please get me some towels from the cart?* Ask the class why Speaker A says *the cart* and not *a cart*. Ask *How many carts do you see? Does the listener know which cart the speaker is talking about?*
- ▶ Point out the difference between a polite request and a command. Write on the board *Could you please get me some towels?* Below this, write *Get me some towels*. Say both sentences, using a more polite, gentle tone for the first sentence and a more direct, forceful tone for the second sentence. Ask students which is more polite.
- ▶ Students should be able to understand from context that *I'd be glad to* means that you are willing to do something, and that *Anything else?* is used to ask if more is needed or wanted. In addition, students should understand that *Thanks for the help* and *I appreciate it* are used to show that you are grateful for something kind that has been done for you.
- ▶ If necessary, point out that a common response to an expression of thanks is *Anytime*, which is similar in meaning to *You're welcome*. Elicit other ways to respond to thanks, such as *No problem*, *Sure*, and *Don't mention it*.

(continued on p. 4)

Lesson Plan, Unit 6: Practical conversations (for Student pages 68-69)–continued

C. Pair work ...

- Write on the board *Could you please get me some _____?* Elicit from the class other plural count nouns (*washcloths, rubber gloves*) and non-count nouns (*furniture polish, toilet paper*) that could be used to complete the sentence.
- Model the activity with a more advanced student. Play the role of Student A to demonstrate that students should use the items in the pictures or their own words.

Challenge: As a class, talk about situations when you asked someone for a favor. Did the person help you? How did you thank that person for their help? When was the last time you did someone a favor?

If your students are ready ...

Culture / Civics note: When asking someone to do something for you, it is very important to ask the person politely, regardless of their occupation or their relationship to you. For example, in Model 1 on page 68, the woman asks her co-worker *Could you please get me some towels?* Other polite ways of saying this include *Would you get me some towels please?* *May I please have some towels?* and *Would you mind getting me some towels?*

Model 2

Content: offering to help with *Would you like me to...*; accepting and declining an offer of help; making a suggestion with *You could...*

Procedure:

🔊 A–B.

- To set the scene for the conversation, have students identify items in the photo such as *uniforms, trash bags, and toilet paper*. Then have students speculate about where the people in the photo are, what jobs they have, and what they are doing.
- Point out the use of the article *the* in the question *Would you like me to put away the supplies?* Ask *What supplies are they talking about?* (the ones on the cart) *Does the woman know which supplies the man is talking about?* (yes)
- Students should be able to understand from context that to *offer to help* means to say that you are willing to do something. Students should also be able to understand that the phrase *Would you like me to...* is used to politely offer help, and that *Actually* is used to give new information politely.

C. Pair work ...

- Have a student read the items in the box at the right.
- Write on the board *Actually, you could get me _____.* Elicit phrases from the class that could be used to complete the sentence, such as *a mop, the vacuum cleaner, or some cleanser*. Remind students that they should use *a / an* or *the* with singular count nouns and that they can use the word *some* with plural nouns and non-count nouns.
- Model the activity with a more advanced student. Play the role of Student A to demonstrate that students should use the words in the box or their own words.

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Summary of Lesson Plan

- ▶ **PROGRESS CHECK**
Check assigned **Workbook** pages
Suggested teaching time: 10 minutes
- ▶ **REVIEW/WARMUP**
Do it yourself! (Student page 69)
Suggested teaching time: 20 minutes
Your actual teaching time: _____
- ▶ **PRESENTATION**
Practical grammar (Student pages 70-71)
Suggested teaching time: 40 minutes
Your actual teaching time: _____

▶ Do it yourself! (Student page 69)

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

Procedure:

- ▶ To prepare students for the activity, ask students questions about the picture. For example, ask *Where are the people?* (in a kitchen) *What kind of note is on the refrigerator?* (a "To do" list) *What do the people need to do?* (buy paper towels and soap, do laundry).
- ▶ Have students speculate about answers to the following questions: *What are the husband and wife saying?* *What are they doing?* *What are they going to do next?* Encourage students to explain their answers by asking *Why do you think so?*
- ▶ Model the activity with a more advanced student. Play the role of the man (A) to demonstrate that students should create a conversation using the picture and their own words. For example, you could say *A: I'm going to the supermarket. Would you like me to get some paper towels?* *B: Yes, thanks. And could you also get some laundry soap? I'm going to do laundry tonight.* *A: I'd be glad to.* *B: Thanks a million.*

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

Challenge: Have students write their own "To do" list of the household chores they need to do. Model the activity by writing your own list on the board. For example, write *TO DO: do laundry, wash the dog, empty the trash, vacuum the carpet.*

If your students are ready ...

Culture / Civics note: As the illustrations in the *Do it yourself!* exercises on pages 69 and 77 show, the refrigerator door often serves as a family posting area for important memos, schedules, reminders of appointments, "To do" lists of household chores, and shopping lists. It also often serves as a gallery of family photographs and children's artwork. These items are often held to the refrigerator door by decorative magnets.

▶ Practical grammar (Student pages 70-71)

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

Agreeing with too and either

Procedure:

- ▶ Demonstrate that the adverb *too* is used to show agreement or that one thing or fact is the same as another. Write on the board:

*A: He needs a book. B: I need a book too.
or I do too.*

Explain that Speaker A needs a book and Speaker B also needs a book. Point out that when expressing agreement to an affirmative statement, a form of the verb *do* can be used with *too*. Continue with examples from class. For example, point to a student with brown hair and say *He has brown hair.* Then point to another student with brown hair and say *She does too.*

(continued on p. 7)

The present continuous for the future

Procedure:

- To review the use of the present continuous for the present, talk about what you are doing right now. Point to your watch and write the current time on the board. Write *What are you doing right now? I am teaching English right now.* Point out that the present continuous is formed with a form of *be + verb + -ing*. Elicit other sentences in the present continuous from the class and write them on the board.
- To prepare students for the activity, review future time expressions. Use a large calendar to elicit future times from the class such as *tomorrow, next Wednesday, next week, next weekend, next month, and next spring*. Write each expression on the board as you say it out loud.
- Tell the class about plans you have for the future. Use the present continuous in your sentences with a future time expression. For example, tell the class *I'm seeing a movie tonight* or *I'm going to the park tomorrow*.

C. Answer the questions ...

- Copy on the board item 1 with the response in blue. Underline the word *them* in the response and ask *What is the person cleaning?* Point out that the pronoun *them = the halls*.
- Working individually, students answer questions 2 through 4 with their own information.

Option: In pairs, have students create more questions about the future using the present continuous. Then have volunteers pose one of their questions to a classmate.

Challenge: Students work in pairs or small groups to talk about their plans for tonight, tomorrow, or this weekend. Encourage students to use the present continuous for the future. Circulate and offer help as needed. Have several volunteers tell their plans to the class.

If your students are ready ...

Language note: Use the present continuous to talk about something that is happening right now. You can also use the present continuous to talk about an event in the future that you have planned in advance. The use of the present continuous for the future is especially common with verbs associated with movement or transportation, such as *come, go, stay, arrive, leave, fly, walk, ride, drive, and take*.

Workbook Link: Exercise 8

<h2>Your notes</h2>

Summary of Lesson Plan

► PROGRESS CHECK

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

► REVIEW/WARMUP

Do it yourself! (Student page 71)
Suggested teaching time: 20 minutes
Your actual teaching time: _____

► PRESENTATION

**Authentic practice 1
(Student pages 72-73)**
Suggested teaching time: 25 minutes
Your actual teaching time: _____

► Do it yourself! (Student page 71)

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

Procedure:

- To prepare students for the activity, point to the three pictures and ask *What are they doing this weekend?* Elicit answers using the present continuous. If necessary, introduce the expressions *mop the floor*, *do my homework*, and *fix my car*.
- As a class, brainstorm other weekend activities and write them on the board.
- To model the discussion, talk about your plans for the weekend using the present continuous. For example, say *I am doing the laundry this weekend*.
- In small groups, students talk about their plans for the weekend. To review, have volunteers report their group's plans to the class.

Workbook Link: Exercise 9

► Authentic practice 1 (Student pages 72-73)

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

Procedure:

🎧 A. Listen and read.

- To set the scene for the conversation, point to the people in the picture and ask *Are they at home?* (no, at work) *Why do you think so?* (They are wearing uniforms.) *Are they brother and sister?* (no, co-workers) *What supplies and equipment are in the picture?* (a vacuum cleaner, a mop, a bucket, a cart, paper towels, cleansers)
- Read the conversation out loud or play the cassette. With books open, students listen and read.

Note: The *Co-worker* role contains the following new language: *I'm so glad you're here*, *shift*, *practically everything*, *guys*, *restock*, *Would you be nice enough to...*, *stockroom*, *a couple*, *containers*, *a bunch of*, *That's it for now*, *without the right supplies*. Although students are encouraged to comprehend this new language through context and because of its similarity to language they know, they are not expected to produce it themselves.

🎧 B. Listen to the co-worker. Read ...

- Read out loud the *Co-worker* 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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Lesson Plan, Unit 6: Authentic practice 1 (for Student pages 72-73)–continued

🔊 C. Listen and read. Choose ...

- Model the task by reading the question and the two answer choices for item 1. Ask *Could you do me a big favor?* Elicit the correct response from the class. Circle *b* on the board to demonstrate that students must circle the letter of the correct answer.
- To check answers, read items 2 and 3 out loud and have 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. Ask volunteers to write the dialogue for items 1 through 3 on the board.

Tapescript

1. Would you be nice enough to get me the vacuum cleaner?
2. I think I can do that myself.
3. You'll have to hurry. The shift is starting in a half hour.

Workbook Link: Exercises 10, 11

Listening comprehension

Procedure:

🔊 A. Listen to the conversation ...

- To prepare students for the listening task, read items 1 and 2 out loud before students listen to the conversation. If necessary, use the illustration of a worker ordering supplies and the requisition form on page 75 to convey that *order supplies* means ask for goods and services.

Note: Although this conversation contains new language (*Oh, my gosh; That way you can get ready; we've really got to go; as a matter of fact; a mess; I just hate to be late*), it is not essential for students to know this language to complete the task.

🔊 B. Listen again. Check ...

- To prepare students for the listening task, have a student read items 1 through 4 out loud. If necessary, refer students to the *Practical conversation* for Model 2 on page 68 to remind students that *accept* means to take something that someone offers you.

🔊 C. In your own words ...

- Copy items 1 and 2 on the board. Have a volunteer read both questions out loud. If necessary, point out that *solve a problem* means to find an answer to a difficult situation.
- Read the conversation in the tapescript or play the cassette as many times as necessary for students to answer the questions.

Tapescript

[sound of a doorbell, then a door opening]

Marie: Victor, hi. Oh, my gosh! Is it already four o'clock? I don't even have my uniform on. Oh, no. We're going to be late for work again! I'm so sorry... And look at this place. I just went shopping.

Victor: Well, can I help you put the food away? That way you can get ready.

Marie: Thanks for offering, but I think I can put it away faster myself.

Victor: Well, Marie, we've really got to go. Remember we're picking up Corinne and Jack today. Isn't there anything else I can do to help?

Marie: As a matter of fact, you could put this laundry in the laundry room. That way, the place won't be a mess when Jose comes home.

Victor: Sure. Be glad to.

Marie: The laundry room's right next to the bathroom, down the hall.

Victor: Great. I'll be right back.

Marie: Thanks so much. I just hate to be late.

Victor: I do too.

Workbook Link: Exercise 12

Summary of Lesson Plan

► PROGRESS CHECK

Workbook pages not assigned for Lesson Four.

► REVIEW/WARMUP

Do it yourself! (Student page 73)

Suggested teaching time: 10 minutes

Your actual teaching time: _____

► PRESENTATION

Authentic practice 2 (Student pages 74-75)

Suggested teaching time: 35 minutes

Your actual teaching time: _____

► REVIEW

Do it yourself! (Student page 75)

Suggested teaching time: 15 minutes

Your actual teaching time: _____

► Do it yourself! (Student page 73)

Suggested teaching time: 10 minutes

Your actual teaching time: _____

Procedure:

A. Write your own response ...

- Model the activity. Read the first speech balloon and elicit responses from the class, such as *I'd be glad to, Sure, OK, No problem.*
- Working individually, students write their own responses to the three speech balloons.
- Have students read their conversations out loud with a 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.

B. Personalization ...

- Model the activity by talking about housework you normally do at home; for example, *My husband and I share the housework. He cleans the shower and I clean the sink in the bathroom.*
- In small groups, students talk about housework they do and how they share it with the members of their household. To review, have several volunteers tell the class about what they talked about.



Authentic practice 2

(Student pages 74-75)

Suggested teaching time: 35 minutes

Your actual teaching time: _____

Reading

Critical thinking skill: problem solving; reasoning (drawing conclusions from available information)

Procedure:

A. Read the supply checklist ...

- Allow students ample time to read and familiarize themselves with the supply checklist.
- To check comprehension, ask questions about the checklist, such as *What personal care products are on the checklist?* (shampoo, conditioner, lotion, soap) *What items are used on a bed?* (flat sheet, fitted sheet, pillowcases) *What needs to be done every day?* (change bed linens and towels, replace personal care products, empty trash) *How many face towels are needed for each room every day?* (two) *How many flat sheets?* (one) *Who uses this checklist?* (a housekeeper) *What is The Wilton Towers?* (a hotel)
- Ask the class *What is conditioner? What is body lotion? What's the difference between face towels and bath towels?* If necessary, explain that *conditioner* is a personal care product that you put on your hair after washing it to make it easier to comb. Also explain that *body lotion* is a personal care product that you put on your skin to make it soft.
- Use illustration 22 in the *Picture dictionary* on page 30 to remind students that the verb *replace* means to put something new in the place of something that is old or not working. Point out that *replace* can also be used when putting new personal care products in the place of those that have been used.

(continued on p. 12)

Lesson Plan, Unit 6: Authentic practice 2 (for Student pages 74-75)–continued

B. Critical thinking ...

- Have students read the directions for Exercise B. To check comprehension, point to the photo of Ms. Palenko and ask *What's her name?* (Alex Palenko) *What does she do?* (She's a housekeeper.) *Where does she work?* (on the third floor of The Wilton Towers Hotel) *How many guest rooms are on the third floor?* (ten)
- To familiarize students with the items on the cart, point to the supply cart and ask *What's this called?* (a supply cart) *How many bath towels are on the cart?* (five) *Washcloths?* (four) *How much body lotion is there?* (none)
- To demonstrate the task, copy item 1 on the board. Point to the supply checklist in Exercise A and ask *How many bottles of shampoo does each room need?* (one) Then point to the directions for Exercise B and ask *How many rooms are there on the third floor?* (ten) Point to the supply cart and ask *How many bottles of shampoo are on the cart?* (five) Finally, point to item 1 and ask *How many more bottles of shampoo does Ms. Palenko need?* Elicit the correct answer from the class and write the number 5 on the line.
- In pairs, students write the number needed for each item on the line. Circulate to offer help as needed.

- Have students check their answers with a partner. To review, have volunteers read their answers out loud. Have students explain the reasons for their answers.

Option: Do a categorization activity. Write on the board the two column headings *Bedroom* and *Bathroom*. Have students categorize the items on the supply cart by listing them on the board in the appropriate column.

If your students are ready ...

Culture / Civics note: A bed generally consists of a box spring and a mattress, which are usually raised above the floor on a frame. *Bed linen* consists of sheets and pillowcases. When making a bed, a *fitted sheet* is put on first. It has corners sewn with elastic to keep the sheet tightly attached to the mattress. This is followed by a *flat sheet*, which does not have elastic and is usually tucked under the mattress at the foot. Over this, a blanket and sometimes a comforter or bedspread are added. A *pillowcase* is a cloth bag that prevents the pillow from getting dirty.

Workbook Link: Exercise 13

(continued on p. 13)

Your notes

Your notes

Lesson Plan, Unit 6: Authentic practice 2 (for Student pages 74-75)–continued

Writing

Critical thinking skill: reasoning (drawing conclusions)

Procedure:

A. This is the supply room ...

- ▶ Have students read the directions. Then have students look at the illustration and the inventory list.
- ▶ If necessary, use illustration 16 in the *Picture dictionary* on page 66 and the illustration on page 75 to show the difference between a carton and a roll. Ask *How many rolls are inside a carton of paper towels?* (twenty-four) Point out that a dozen equals twelve.
- ▶ Students should be able to determine from context that an *inventory* is a list of supplies.
- ▶ To prepare students for the activity, point to the woman in the illustration and ask *What's her name?* (Luisa Cantu) *Does she work in a hotel?* (no, a hospital) *What's her occupation?* (She's a housekeeper.) *Where is she?* (in a supply room)
- ▶ Point to the inventory list and ask *How many cartons of paper towels are needed in the supply room?* (six) Point to the supply room and ask *How many cartons of paper towels are in the supply room now?* (one) Continue in this manner for other items on the inventory list.
- ▶ Write on the board *Does Ms. Cantu need to order supplies? Write yes or no. ____.* Working individually, students answer the question by writing *yes* or *no* on the line. To review, elicit the correct answer from the class and write *yes* on the line.

B. Fill out the requisition form ...

- ▶ To prepare students for Exercise B, write on the board the two column headings *Item* and *Quantity*. In the *Item* column, write *paper towels*. Then point to the illustration in Exercise A and ask *How many cartons of paper towels does Ms. Cantu need to order?* Elicit the correct answer from the class and in the *Quantity* column write *five cartons*.

- ▶ Working individually, students fill out the requisition form for the supplies that the Metropolitan Hospital needs.
- ▶ Have students check answers with a partner and then review as a class.

Option: Talk about buying household supplies. Ask the class *Which of these items do you buy for your home? Do you buy these items in cartons? Where do you keep your supplies at home?*

Challenge: Refer students to page 144 for extra practice with an online supply order form.

Workbook Link: Exercises 14, 15

▶ Do it yourself! (Student page 75)

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

Procedure:

A. Personalization ...

- ▶ To prepare students for the activity, write on the board the three column headings *the bathroom, the kitchen, the bedroom*. Explain that students have a new apartment and that they are to list the items they will need for each room. As a class, brainstorm several items that students will need for each room. For example, for the bathroom, students could list *soap, a toothbrush, and a washcloth*.
- ▶ Divide the class into pairs. On a separate sheet of paper, students list the supplies necessary for their new apartment. Circulate to offer help as needed.

B. Discussion ...

- ▶ Have several volunteers copy their lists for the bathroom on the board. Then, as a class, compare the lists. Note which items are the same and which are different. Continue in this manner for the kitchen and bedroom lists.

Summary of Lesson Plan

► PROGRESS CHECK

Check assigned **Workbook** pages

Suggested teaching time: 20 minutes

► Review (Student page 76)

Suggested teaching time: 40 minutes

Your actual teaching time: _____

► UNIT REVIEW

Do it yourself! (Student page 77)

Includes expansion activities

role play

dialogues

writing

outside reading

realia applications

math skills applications

civic lesson applications

Booster Pak activities

Pronunciation (optional)

Stressed syllables and words within sentences and phrases

Introduce the concept that within sentences or groups of words, certain syllables or words are more strongly stressed than others. Write the following sentences on the board:

I take the subway to work.

What's the fare?

These sheets aren't dirty.

I'd be glad to.

Say each sentence out loud, and have students repeat. To highlight that the underlined words should be stressed, point to each underlined word as it is said. Write additional sentences on the board. Ask one or more students to come to the board and mark the stressed syllables or words after you say each one.

Challenge: Explain that nouns, main verbs, adjectives, adverbs, demonstratives (such as *this, that, these, those*), and information question words usually receive stress. Articles (*a, an, and the*), prepositions, conjunctions (*and, but, and so on*), personal pronouns, forms of *be*, and the auxiliaries *do / does* ordinarily do not receive stress.

(continued on p. 16)



Review (Student page 76)

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 their 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.

	<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 picture.

- Hold up the textbook, point to the blankets on the floor and say *blankets*. Elicit from the class other items in the picture, such as *a vacuum cleaner, a pillowcase, a bucket, a mop, washcloths, bath towels, face towels, a bath mat, a refrigerator*.
- In pairs, students point to and name things in the picture.

Option: True / false statements. In pairs, students write five true / false statements with *There is* or *There are* about the picture. Divide the class into groups of four. Within each group, one pair reads their statements to the other pair, who say *True* or *False*. For example, *A: There are three blankets in the picture. B: True. A: There is a hair dryer next to the refrigerator. B: False. There isn't a hair dryer next to the refrigerator.*

2. Ask questions about the picture.

- Point to the man in the purple shirt. Write on the board and ask *What's Rob doing on Monday?* Point to the enlarged weekly schedule on the refrigerator and elicit a response from the class, such as *He's going to work at 8:30.*
- Elicit other questions from the class about the picture, such as *What time is it? Are the people in the kitchen brother and sister? What's the woman's name? How many people live here? Are there towels in the bathroom?*
- In pairs, students point to and ask questions about the picture.

Option: Question prompts. For less advanced classes, write on the board some of the words that students could use to create questions. For example, write on the board *Where* and *hair dryer* to elicit the question *Where is the hair dryer?*

3. Create conversations for the people.

- Point to the boy and woman in the kitchen. Model their conversation with a more advanced student, playing role A. For example, you could say *Would you like me to put the laundry away?* Elicit an appropriate response from the student, such as *Yes. Thanks a million* or *Thanks for offering but I can do that myself*. To demonstrate that students should continue the conversation, make an appropriate reply such as *Anytime* or *Well, let me know if there's anything I can do*.
- In pairs, students create their own conversations for the two people. For example, students could say *A: I'm going to the store. I need some new shirts. B: OK. See you later. A: Would you like me to get you some shirts from the store? B: Oh, thanks for offering, but I can do that myself.*

Option: Writing activity. Have students write their conversations in dialogue form. (For more ideas on using the picture for writing activities, see the Teacher's Resource Binder.)

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. For example, students could say *He is making the bed, There is a hair dryer in the bathroom, offer to help.*
- In small groups, students continue to say as much as they can about the picture. Circulate to give help as needed.

Option: Competition. Divide the class into teams of three or four students. Each team takes turns to say one sentence about the picture. If the sentence is true and grammatically correct, the team gets one point. If the sentence is not true or is grammatically incorrect, the sentence passes to the next team, who can win an extra point for correcting it. The team with the most points at the end of the game wins.

Oral test (optional)

Use the *Do it yourself!* exercise on this page for an oral test. Point to items or people in the picture and have individual students make a statement about each person or thing. For example, if you point to the boy in the yellow shirt in the picture, students could say *He is offering to help* or *He will put the laundry away*. Evaluate students on correctness, intelligibility, and completeness.