

VENTURES 1

Unit 5.5 Lesson Plan and Materials

Packet Contents

- Lesson Plans (3 pages)
- Unscramble 5D (1 page)
- Add Ventures 5D (1 page)
- Add Ventures 5E (1 page)

Lesson Summary & Preparation

TOPIC	Unit 5: Around Town (pp.58-69) <ul style="list-style-type: none"> • Lesson E: Writing (pp.66-67)
OBJECTIVES	<ul style="list-style-type: none"> • Students will recall concepts specific concepts learned in previous lessons. • Students will be able to contribute positively to group and class discussions. • Students will be able to demonstrate command of the rules of capitalization and simple sentence punctuation. • Students will be able to identify unit vocabulary. • Students will practice listening comprehension skills. • Students will be to develop their reading comprehension skills. • Students will be able to ask and answer questions about a text.
MATERIALS	<p>Text: <i>Ventures 1 Student's Book 2nd Edition, Ventures 1 Workbook 2nd Edition Oxford Picture Dictionary 2nd ed., OPD Workbook 2nd ed. (Low Beginning)</i></p> <p>Student Handouts: <i>Add Ventures 5D, Add Ventures 5E</i></p> <p>Teaching Aids: <i>V1 Workbook CD, V1 Class Audio CD-, Unscramble 5D</i></p>
CCRS	Unit 5: SL1.A.a,b; SL6.A; L1.A.1 Lesson E: L1.A.e; L2.A.b,c,d,h; W5.A
CASAS	0.1.2-4; 0.2.1; 0.2.3; 1.1.3; 1.3.7; 1.4.1; 1.9.2; 1.9.4; 2.2.1; 2.2.3; 2.2.5; 2.5.4; 2.6.3; 4.8.1; 5.2.4; 6.0.1; 6.6.5; 7.1.2; 7.1.4; 7.2.2; 7.2.4; 7.2.7; 7.3.2; 7.3.4; 7.4.8; 7.5.6; 8.3.2
WEEKLY QUOTE	<i>A good teacher is like a candle – it consumes itself to light the way for others.</i> -Mustafa Kemal Atatürk

Materials/Time	Lesson Plan
<p>Before Class Begins...</p>	<ol style="list-style-type: none"> 1. Arrive at Vita at least 15 minutes <u>before</u> class is scheduled to begin. 2. Retrieve your folder in the hall alcove and make sure all the necessary material is provided. 3. Go to the lunchroom and fill a pitcher of water for your students. Extra cups are located in the cabinet beneath the microwave. 4. Check your dry-erase markers to make sure that work New markers are available in the metal mesh box in the hallway alcove. 5. Make sure you are familiar with how to operate the CD player. 6. Start class <u>on time</u>.
<p>Attendance</p>	<p>Students who arrive <u>before</u> the start time should enter the time class begins. Students who leave at the time you dismiss the class should enter the dismissal time. Students who <u>arrive late</u> or <u>leave early</u> need to write the actual time they arrive and/or leave</p> <p>Make sure students <u>SIGN THEIR NAME EACH TIME!</u></p>
<p>Warm Up! (15 minutes)</p>	<p>Choose a warm up activity which is suitable to the level and size of your class.</p> <p>Note: <i>Warm-ups activities should relate to the lesson theme,</i></p>
<p>English in Real Life (5 minutes)</p>	<p>Ask students to think about a time since the last class when they used English outside the classroom. Ask a few students to share about this experience</p>
<p>Review (50 minutes)</p> <p>Materials <i>Add Ventures 5D</i> <i>Workbook</i> <i>Workbook CD</i> <i>Oxford Picture Dictionary</i> <i>OPD Workbook</i></p>	<p><u>Homework Review</u> (15 minutes)</p> <ol style="list-style-type: none"> 1. Review the Add Ventures 5D handout homework assignment. 2. Check to see if there are any students who had trouble and assist them. <p><u>Workbook Practice</u> (20 minutes)</p> <ol style="list-style-type: none"> 1. Ask the students to open their Workbooks to pp.60-61 2. Work together to complete exercises 1-2 & 4-5. <p><u>OPD Workbook</u> (15 minutes)</p> <ol style="list-style-type: none"> 1. Have the students turn to pp.124-125 in the OPD Workbook. 2. Review the vocabulary in the wordlist. 3. Complete exercises 2-4 together as a class.
<p>(10 minutes)</p>	<p>Break</p>
<p>Collaborative Activity (15 minutes)</p> <p>Materials <i>Unscramble 5D</i></p>	<p>Unscramble</p> <p>Divide the class into pairs and give each group an Unscramble 5D envelope.</p> <ol style="list-style-type: none"> 1. The students will work collaboratively to determine the correct order of the conversation and place the sentence strips in that order. 2. When all the groups have completed the assignment, review the correct order together as a class.

<p>Section 1 (35 minutes)</p> <p>Materials <i>Student Book</i> <i>Class CD-1</i></p>	<p>Before you write</p> <p>Instruct the students to turn to pp.66-67 in the <i>Student Book</i>.</p> <p><u>Exercise A</u></p> <ol style="list-style-type: none"> <i>Part A (Listen)</i> <ul style="list-style-type: none"> Play Class Audio CD-1, track #49. Students will trace the directions on the excerpt on the map in the exercise. Play the track again and check their answers. <i>Part B (Write)</i> <ul style="list-style-type: none"> Divide the class into pairs and instruct the groups to complete the exercise using the map and the phrases in the yellow word bank. When the groups are finished, reconvene the class and check their answers. <p><u>Exercises B (Write)</u></p> <ol style="list-style-type: none"> Complete the exercise as directed together as a class. Write corrections on the whiteboard so students are clear how to make the corrections in their books. <p><u>Exercise C (Write)</u></p> <ol style="list-style-type: none"> If a student is not familiar with the roads and stores in the area of the classes, instruct students to use their local community to complete the exercise. Write the chart on the whiteboard and model what to do.
<p>Section 2 (35 minutes)</p> <p>Materials <i>Student Book</i></p>	<p>Write</p> <p><u>Exercise B (Write):</u></p> <ol style="list-style-type: none"> Inform the students that they will write directions on how to get their English class from their home. Remind them that they should use the vocabulary in exercise 1A in their directions. Write an example of the exercise on the whiteboard <p><u>EX:</u> <i>From the Doylestown SEPTA station, go straight on Clinton Street. Turn right on Bridge Street. Turn left on S. Main Street. Go straight for 3 blocks. Turn right on E. Court Street. Vita is across from the Bucks County Courthouse next to Primos.</i></p> <ol style="list-style-type: none"> When the students are finished, check their assignment for any serious grammatical issues. Ask each student to read their directions aloud to the class.
<p>Recap</p>	<p>Ask the students what did in class today.</p>

Homework	Give each student a copy of the <i>Add Ventures 5E</i> handout for homework.
Dismiss the class	Instruct the students to <u>sign out</u> on the attendance sheet before they leave.
Before You Leave...	<ol style="list-style-type: none">1. Materials:<ul style="list-style-type: none">• Place unused material in your plastic folder and return it to the alcove.• Put the attendance list in your partner's folder.• Return the <i>Class Audio CD</i> to the rack in the hall alcove.2. Classroom:<ul style="list-style-type: none">• Erase the whiteboard.• Pick up any trash and throw away used cups.• Push in the chairs.• Empty the water pitcher and return it to the lunchroom.

Lesson D Reading

Name: _____



A Read about Lisa's new home. Complete the sentences.

This is a picture of my new apartment. It is on the corner of Main Street and Park Avenue. The neighborhood is great. It is very friendly. There is a playground next to the apartment building. The library is across from my building. The school is next to the library. My children walk to school. They like their new school. We are happy in our new neighborhood.



1. Where's Lisa's new apartment? It's on the corner of Main Street and Park Avenue.
2. Where's the playground? It's _____ the apartment building.
3. Where's the library? It's _____ Lisa's building.
4. Where's the school? It's _____ the library.

B Look at the pronouns. What is Lisa talking about? Write the answers.

the apartment the playground the school

1. **It** is on the corner of Main Street and Park Avenue. the apartment
2. **It** is next to the library. _____
3. **It** is next to the apartment building. _____

C Look at the pronouns. Write the answers.

children neighborhood new home

1. **It** is an apartment on the corner of Main Street and Park Avenue.
It = Lisa's new home
2. **It** is very friendly.
It = Lisa's _____
3. **They** like their new school.
They = Lisa's _____

Lesson **D** Reading

Unscramble

A Work with a partner. Cut out the strips. Mix them up. Put the conversation in the correct order.

B Practice with your partner.

✂

Excuse me. How do I get to the bus stop?

Go straight three blocks. Turn right. The bus stop is on the corner of Price Street and Johnson Avenue.

Sorry, could you please repeat that?

Sure. Go straight three blocks. Turn right. The bus stop is on the corner of Price Street and Johnson Avenue.

I see. Go straight three blocks. Turn right. The bus stop is on the corner of Price Street and Johnson Avenue.

Right.

Is the bus stop next to the post office?


No. The post office is on Grant Street.

Thank you.

You're welcome.

Lesson **E** Writing

A Read the directions. Complete the sentences.



Directions to Lincoln Adult School from the train station:
 From the train station, turn right.
 Go straight on Park Street.
 Cross Third Avenue.
 Go straight one block.
 Turn right on Fourth Avenue.
 Turn right on Sunset Road, and go straight two blocks.
 The school is on the corner of Sunset Road and North Avenue.
 It's across from the community center.

1. Directions to Lincoln Adult School from the train station:
2. From _____.
3. Go _____ on _____ Street.
4. _____ Avenue.
5. Go straight one block.
6. Turn _____ on Fourth _____.
7. Turn _____ on Sunset _____, and go
 _____ two blocks.
8. The school is _____ Sunset _____ and
 North Avenue.
9. It's _____ the community center.

B Correct the sentences. Add capital letters.

1. Turn right on ^{Pine Street}~~pine street~~.
2. Turn left on national boulevard.
3. Cross second Avenue.
4. Go straight one block to First street.