

VENTURES 3

Unit 1.1 Lesson Plan and Materials

Packet Contents

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| ⇒ Lesson Plan (3 pages) | ⇒ Add Ventures 1A (1 page) |
| ⇒ Student Interview (1 page) | ⇒ Add Ventures 1B (1 page) |

Lesson Summary and Preparation

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| TOPIC | Unit 1: Personal Information (pp.6-17) <ul style="list-style-type: none"> • Lesson A: Listening (pp.6-7) • Lesson B: Grammar (pp.8-9) |
| OBJECTIVES | <ul style="list-style-type: none"> • Students will be able to observe a picture and respond to inquiries about it. (SL2.A-B.) • Students will be able to develop a logical dialog in conjunction with a role playing collaborative activity. (SL4.A-C; L1.B.e,i,l; W2.A; L2.B.a,b) • Students will be able to contribute positively to group or class discussions. (SL1.A.a,b,c,d; SL2.B; SL3.A; SL4.A) • Students will be able to demonstrate command of conventions of Standard English grammar and usage when speaking. (L1.A.c,e) • Students will be able to ask and answer questions about likes/dislikes. (SL1.A.a,b) • Students will practice listening comprehension skills.(SL2.A) • Students will be able to describe feelings. (SL1.A.f) |
| MATERIALS | Textbooks: <i>Ventures 3 Student's Book 2nd edition, Ventures 3 Workbook 2nd edition</i> Student Handouts: <i>Student Interview 1B, Add Ventures Handout 1A/1B</i> Teaching Aids: <i>Ventures 3 Class Audio CD-1</i> |
| CCRS | Unit 01: SL1.B.a,b,c,d; SL3.B; SL6.B; L1.B.i,l; L2.B.a,b Lesson A: R1.B; L1.B.e; SL2.B; SL4.B Lesson B: L1.B,b |
| CASAS | 0.1.2; 0.1.4-6; 0.2.1; 0.2.3-4; 1.1.6; 1.1.9; 1.2.1; 1.2.5; 1.3.1; 1.3.3-4; 1.3.9; 1.6.4; 2.4.2; 2.6.1; 4.8.1-3; 6.0.2; 7.2.1; 7.4.7; 7.5.1; 8.1.2; 8.1.4 |
| WEEKLY QUOTE | <i>“What sculpture is to a block of marble, education is to a human soul.”</i> - Joseph Addison- |

| Time/Materials | Lesson Plan |
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| <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 you folder in the hall alcove and make sure all the necessary material is provided. If you are missing any material, contact the on duty Vita staff member. 3. Go to the café kitchen and fill a pitcher of water for your students. Extra cups are located in the crate in the storage room. 4. Check your dry-erase markers to make sure that work. Extra markers are in the bin in the storage room. 5. Make sure you are familiar with how to operate the CD player. 6. Start class on time. |
| <p>Attendance</p> | <ul style="list-style-type: none"> • 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 can enter the dismissal time. • Students who <u>arrive late or leave early</u> need to write the actual time they arrive and/or leave |
| <p>Warm Up! (15 minutes)</p> | <ol style="list-style-type: none"> 1. Choose a warm up activity which is suitable to the level and size of your class. 2. Be sure the activity does not last longer than 15 minutes. <p>Note: <i>You may develop your own warm up activities, but they need to follow two criteria: they need to relate to the lesson theme and not exceed 15 minutes in length.</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 (15 minutes)</p> <p><u>Materials</u> <i>Ventures3</i> <i>Workbook</i></p> | <p>Taking another look at previous lesson material</p> <p><u>Homework Review</u></p> <ol style="list-style-type: none"> 1. Assigned homework from previous class: Workbook exercises, pp.2-5 2. Review the homework assigned during the previous class session. 3. Answers are found in the back of the workbook starting on p.132. |
| <p>Section 1 (15 minutes)</p> <p><u>Materials</u> <i>Ventures</i> <i>23Student Book</i></p> | <p>Before you Listen</p> <p>Ask students to open their <i>Ventures 3 Student Book</i> and turn to p.6</p> <ol style="list-style-type: none"> 1. Instruct the students to study the picture for a few moments. 2. Ask students to say aloud things they see in the picture and write their responses on the whiteboard. |

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| | <p>3. Ask various questions to the students about the picture using three levels of questions:</p> <ul style="list-style-type: none"> • Yes/no questions: EX- <i>Is the trumpet player wearing a white hat?</i> • “Or” questions: <i>Are there three couples or six couples dancing?</i> • “Wh-” questions: <i>What? Who? When? Where? How?</i> |
| <p>Section 2 (15 minutes)</p> <p>Materials <i>Ventures 3 Student Book</i> <i>Ventures 3 Class Audio CD-1</i></p> | <p>Listen Ask students to turn to p.7.</p> <p><u>Exercise A (Listen)</u></p> <ol style="list-style-type: none"> 1. Play CD-1, track #7 and instruct the students to complete the exercise. 2. Play the track again to allow them another chance to complete the exercise 3. Review the answers afterward. <p><u>Exercise B (Listen again):</u> Play track #7 again and complete the exercise together as a class.</p> |
| <p>(10 minutes)</p> | <p>Break</p> |
| <p>Section 3 (20 minutes)</p> <p>Materials <i>Ventures 3 Student Book</i> <i>Ventures 3 Class Audio CD-1</i></p> | <p>After you listen Students should remain on p.7.</p> <p><u>Exercise A (Read)</u></p> <ol style="list-style-type: none"> 1. Review and define the words in yellow the word bank. 2. Instruct the students to complete the exercise independently. 3. Play Class Audio CD, track #8 so they students can check their answers. <p><u>Exercise B (Talk)</u></p> <ol style="list-style-type: none"> 1. Divide the class into pairs and instruct the students to ask each other the questions in the exercise. 2. Listen and observe them to make sure they are grasping the concept. 3. After a few minutes, ask each student to share what their partner said about their personality and interests. |
| <p>Section 1 (15 minutes)</p> <p>Materials <i>Ventures 3 Student's Book</i> <i>Ventures 3 Class Audio CD-1</i></p> | <p>Grammar Focus: Questions and statements Ask students to turn to p.8.</p> <ol style="list-style-type: none"> 1. Review the chart and explain the correct adjective order used to the describe clothing. Be sure to review the grammar highlighted in the salmon box. 2. Direct the students to the top sections of p.141 in the Student Book further review. <ul style="list-style-type: none"> • Using the verbs in the white box labeled “Verbs gerunds often follow” to practice making sentences using gerunds. • You can either select a verb to ask the class to make up sentences or assign a verb to a student or ask them to create a sentence using it. |
| <p>Section 2 (15 minutes)</p> <p>Materials <i>Ventures 3 Student's Book</i></p> | <p>Practice</p> <p><u>Exercise A (Write)</u></p> <ol style="list-style-type: none"> 1. Instruct the students to complete the exercise independently. 2. After 5 minutes, play CD-1, track #9 to check their answers. |

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| | <p><u>Exercise B (Talk)</u></p> <ol style="list-style-type: none"> 1. Divide the class in pairs. 2. Review the two dialog boxes next to the speech bubbles at the top of the p.9. 3. Instruct them to work collaboratively to complete the exercise as describing the people in the picture using the dialogue model. 4. Do the first one together as a class to demonstrate how to do the exercise. |
| <p>Collaborative Activity (20 minutes)</p> <p><u>Materials</u> <i>Student Interview 1B</i></p> | <p>Student Interview</p> <p>Give each student a copy of the <i>Student Interview 1B</i> handout.</p> <p><u>Exercise A</u></p> <ol style="list-style-type: none"> 1. Students will ask different classmates about their interests and write their names on the appropriate space provided. 2. Students should ask as many classmates as possible the different questions. <p><u>Exercise B</u></p> <ol style="list-style-type: none"> 1. Students will write a sentence for each of the states in the chart in Exercise A using the verb + gerund form. 2. Review the answers together as a class |
| <p>Recap (5 minutes)</p> | <p>Ask students about what the class reviewed today. Write their responses on the whiteboard.</p> |
| <p>Homework</p> <p><u>Materials</u> <i>Add Ventures 1A/1B Handout</i></p> | <ol style="list-style-type: none"> 1. Give each student a copy of the <i>Add Ventures 1A/1B</i> handout. 2. Instruct the students to complete the handout for homework <p>Note: <i>Be sure to convey how important homework is in the learning process. They need to do the assigned homework <u>every time</u> it is assigned.</i></p> |
| <p>Dismiss the class</p> | <p>Instruct the students to <u>sign out</u> on the attendance sheet before they leave.</p> |
| <p>Before You Leave...</p> | <ol style="list-style-type: none"> 1. <u>Materials:</u> <ul style="list-style-type: none"> • Place unused material in your plastic folder and put it in the drawer. • Put the attendance list and <i>Class Audio CD</i> in your partner's folder. 2. <u>Classroom:</u> <ul style="list-style-type: none"> • Erase the whiteboard. • Pick up any trash and throw away used cups. • Empty the water pitcher and return it to the kitchen. |

Lesson B Verbs + gerunds

Student interview

A Talk to your classmates. Ask questions. Complete the chart.

A Sarah, do you love talking on the phone?

B No, I don't.

| Find someone who: | Name |
|--------------------------------------|--------------|
| 1. doesn't love talking on the phone | <i>Sarah</i> |
| 2. likes playing cards | |
| 3. doesn't enjoy shopping | |
| 4. dislikes doing homework | |
| 5. enjoys waking up early | |
| 6. hates cleaning the house | |
| 7. doesn't mind ironing | |
| 8. enjoys listening to music | |

B Write sentences about your classmates.

1. *Sarah doesn't love talking on the phone.*

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

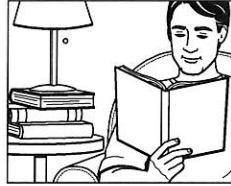
Lesson A **Listening**



A Look at the pictures. Complete the paragraphs. What did Paolo and Andrea do last weekend?



stay home /
watch TV /
eat popcorn



read a book /
go to bed / be
alone all day

Paolo stayed home and _____ .
There was a movie on Saturday afternoon.
He _____ . Then he _____
_____ and _____
_____ early. He _____ .



meet some
friends / drink
coffee / talk



go to a dance
club / dance
until 1:00 a.m.

Andrea met some friends _____ in a café.
They _____ and _____ .
Then she _____
with her friends. They _____
_____ .

B Complete the sentences. Use each word once.

being alone friendly outgoing quiet reading shy

1. Paolo is shy _____ .
2. Paolo isn't _____ .
3. Paolo likes _____ .
4. Andrea is _____ .
5. Andrea isn't _____ .
6. Andrea dislikes _____ .

C Complete the sentences about you.

1. I am _____ .
2. I am not _____ .
3. I like _____ .
4. I dislike _____ .

Lesson B

Verbs + gerunds



A Write the gerund forms of the verbs under the correct heading.

dance do eat get shop stay swim take write

| Drop e | Double consonant | No change |
|---------|------------------|-----------|
| dancing | | |
| | | |
| | | |

B Write sentences.

- Nina / like / listen to music *Nina likes listening to music.*
- Erin / enjoy / do homework _____
- Ahmad / like / watch movies _____
- Yolanda and Sam / hate / pay bills _____
- Trudy / dislike / take out the garbage _____
- Alma and Lara / don't mind / clean the house _____

C Write questions using the verb in parentheses. Write short answers.

- Nina likes swimming.
(like) *Does Nina like swimming* _____ ? *Yes, she does.*
- Ahmad loves dancing.
(love) _____ ? _____
- Yolanda and Sam hate shopping.
(hate) _____ ? _____
- Trudy doesn't mind cleaning.
(mind) _____ ? _____
- Alma and Lara enjoy playing cards.
(dislike) _____ ? _____

D Write two questions to ask a classmate. Use *like*, *dislike*, or *enjoy*.

- _____ ?
- _____ ?