

Lesson Plan

(Approximately 1 ½ hours)

I. Lesson preparation

- A. Prayer for your students
- B. Name of book or resources: Ventures 2
- C. Lesson title and /or number: Unit 4 Lesson C page 48-49
- D. Lesson objective: The student will be able to express necessity and identify the appropriate action after an accident by using “have to” plus a verb in questions and sentences with 80% accuracy. Student “I Can” Statement: I can express necessity and identify the appropriate action after an accident by using “have to” plus a verb in questions and sentences.
- E. Visual or teaching aids needed: Picture flashcards, Collaborative Worksheets printed, Multilevel worksheets for homework.

II. Classroom instruction

Warm UP and Scripture:
Luke 5:31-32 – Pray with students

I have/He has chant.

Oral presentation of new material (30 min-beginner, 20 min-intermediate/advanced)

1. Eight to twelve new words or phrases (TPR and repetition drill). (I have 16 words so it may take two lessons to complete.)

Go home early	keep this medicine in the refrigerator	take this medicine with food
Take with water	shake well	keep this medicine out of reach of children
Call me	take this medicine twice a day	take this medicine every 4 hours
Avoid sunlight	take this medicine in the morning	swallow this medicine whole

2. New words in sentences: Question/Answer (Repetition and /or substitution drill)
Use sentences from the book that uses the new words (beginners) or have students make original sentences using the new words (intermediate-advanced).

(You, they, we, I) have to _____.
He/She has to _____.

Question: What do they, we, you, I, have to do? What does he/she have to do?

3. Pronunciation practice (5-10 min)

Has to/have to song

4. Communication Practice using new material (15 min-beginner, 20-30 min-intermediate/advanced). Students generate their own conversation relating to new material.

- **Board Race 1:** T divides board in half with vertical line, then writes all pronouns in a column on each side of the vertical line. Ss on relay teams race to the board and write has to or have to beside each pronoun. Race ends when one team finishes. Team with the most CORRECT answers wins.
- **Board Race 2:** T divides board in half with vertical line, then writes all pronouns in a column on each side of the vertical line. Ss on relay teams race to the board and write do or does beside each pronoun. Race ends when one team finishes. Team with the most CORRECT answers wins.
- **Pantomime (Charades).** Prepare one picture card for each vocabulary word. Place all cards face down on a table. S1 chooses a card and acts out; other Ss must guess the illness or ailment. Then S1 asks, “What do I have to do?” Ss answer, “You have to _____.”

- **Pantomime (part 2).** S1 chooses a card, examines it closely, then hands the card to S2. S1 acts out; other Ss must guess the illness or ailment. Then S2 asks class, "What does **s/he have to do?**" Ss answer, "**S/he has to _____.**"
 - **Pantomime (part 3).** S1 and S2 choose a card, examines it closely, then hand the card to S3. S1 and S2 act out; other Ss must guess the illness or ailment. Then S3 asks the class, "What do **they have to do?**" Class answers, "**They have to _____.**"
 - **Role play** using Page 49, Part B to practice I have to & You have to. Students repeat model conversation, substituting examples of pharmacist's instructions for what the patient has to do.
Example: Student A: Here's **your** prescription. **You** have to _____.
Student B: **I** have to _____.
Student A: Yes, call me if **you** have any questions.
 - **Concentric Circles** (Same as Facing Lines except Ss stand in a circle within a circle. Outer circle faces inner circle). This is a variation of the Role Play on Page 49, Part B.
Make Student A cards: Copy and enlarge prescription labels found on Student Book Page 49 Exercise B. On the front of each index card, place one label; on the back, place a skeleton of sample conversation. Students A (Pharmacists) (outer circle) will use these cards and say a name (not a pronoun) and what he/she has to do. Students B repeat the instruction using he has to or she has to.
Example: Student A: Here's Alma's prescription. She has to _____.
Student B: She has to _____.
Student A: Yes, call me if she has any questions.
Place Ss in concentric circles. Give one prescription label card to Ss in outer circle. Ss carry out the conversation with Ss they are facing. After each pair of Ss finish, the Inner Circle rotates. After all Ss have interacted, switch roles so that inner circle plays the role of Student A.
*If you're ambitious, you may want to attach a picture of each person named on Student A cards.
 - **Information Gap 1 (singular):** Make one copy of gap activity for each pair of students. Cut paper in half and give one half to each student in the pair. Students take turns asking their partner questions to get the missing information. (See attached handout)
 - **Information Gap 2 (plural):** Make one copy of gap activity for each pair of students. Cut paper in half and give one half to each student in the pair. Students take turns asking their partner questions to get the missing information. (See attached handout)
5. Homework check/review (5-10 min)
Ventures Multilevel worksheets Unit 4 Lesson B
Check the homework assignments for the different levels.
 6. Reading(5-10 min; 15-20 min. with illiterate students, combined with writing)
Collaborative Worksheet Unit 4 Lesson C – partner emails.
 7. Writing (5 min)
 8. Assignment

Additional Communication Practice Activities (for Beginners):

1. Board Race*

- T draws line to divide white board into two equal columns.
- T writes skill or theme at the top.
- T divides Ss into two teams and gives each team one marker (different colors).
- T gives directions, then (with a volunteer) demonstrates how to do the Relay.
- T says, "GO!" and one S for each team races to the board, writes one word that fits the theme, then races back to give the marker to the second S on his/her team.
- S2 races to the board to continue the game.
- When one team finishes, the race stops.
- T and Ss check for accuracy of words listed on the board.
(T may decide whether words must be spelled correctly.)
- Team with the most correct answers wins a prize!
- Example of grammar review:

	-er	-more		-er	-more
		tall			tall
		useful			useful <i>more useful</i>
		colorful			colorful
<i>faster</i>		fast			fast
		short			short
		interesting			interesting
		small			small
		expensive			expensive

(T)

(S)

(S)

(S) (S)

(S) (S)

(S)

(S) (S)

(S) (S)

- Example of vocabulary review: In a relay, Ss list words that apply to the theme.

Illnesses & Ailments		
broken arm		asthma

(T)

(S)

(S)

(S) (S)

(S) (S)

(S)

(S) (S)

(S) (S)

2. My Bluff

- a. Ss writes 3 statements about him/herself, two true and one a lie.
- b. T pairs up students
- c. S1 reads his/her 3 statements and S2 asks questions and decides which statement was a lie.
- d. Ss change roles.
- e. Then Ss change partners and begin again.
- f. A variation of this is that S1 make three statements from the lesson and S2 says which is a lie. Example:
 - i. My arm hurts
 - ii. I have a runny nose
 - iii. I have a cold

Lie

 1. I have a cough
 2. I have a runny nose.
 3. I have a cold.

True

3. Teacher Says (Simon Says)

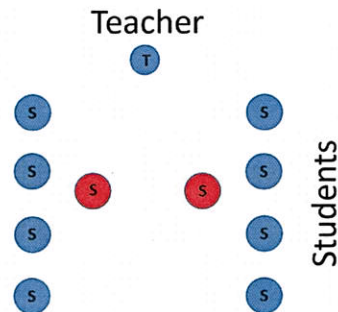
- a. T gives command beginning with "Teacher says . . ."
- b. Ss obey
- c. T gives command that does NOT begin with "Teacher says . . ."
- d. Ss do NOT obey.
- e. Example:
 - i. Teacher says, "Cough."
 - ii. "Sneeze!"
 - iii. Teacher says, "Point to a backache."
 - iv. "Point to a headache."
- f. If S accidentally follows command that did not begin with "T says," S must sit down.
- g. Last S standing becomes the teacher and gives commands.

4. Word Jumble

- a. T preparation for each team:
 - i. Write 3 – 5 sentences (Different colors for each sentence).
 - ii. Cut up sentences into individual words.
 - iii. Put each sentence into separate cups.
- b. T divides students into 2, 3, or 4 teams.
- c. T gives one cup of each sentence to each team.
- d. T says, "Go!" and teams race to put words in the correct order to make sentences.
- e. First team to correctly construct all sentences wins a prize.
- f. All students read all sentences together.

5. Hot Seat

- T divides students into two (or more) teams
- One S per team sits in a chair facing his/her team (the Hot Seat)
- T holds up a word or picture for everyone to see (except those in the Hot Seats).
- Teams describe the word (or give clues). Ss may NOT say, spell, or draw the word.
- Ss in Hot Seats guess the word.
- First S in Hot Seat to guess word wins a point for his/her team.
- Variation: Only one person per team gives clues, and game continues until all Ss on a team have described (or given clues for) one word or picture.



6. What's my problem?

- T writes ailment (or illness) on stick notes.
- T puts one ailment (or illness) on the back of each S.
- Ss mingle and ask, "What should I do?" Other students give them advice about how to solve their problem, based on their ailment or illness.
- S guesses his/her problem based on advice s/he received from other students.

7. Last Man Standing

- T writes on the board and reads the theme.
- T tosses a ball (or a rolled up clean sock to S1)
- S1 shouts out word that fits the theme
- S1 tosses sock to S2
- S2 shouts out word that fits the theme
- If a S receives the sock but can't think of a word, repeats a word already used, or takes too long to think of a word, s/he must sit down.
- Last S standing is the winner.

8. What am I thinking?

- T pairs students.
- T asks Ss to think of one object
- Each S writes 5-10 words that describe the object
- After time is called, Ss trade papers.
- Partners try to guess what the writer was thinking.
- After Ss have guessed, Ss trade partners.
- At this point, Ss immediately trade with new partners and try to guess that the new partner was thinking.
- Variation: When students trade partners, ask them to choose a different object, and repeat instructions c – f above.

9. SWAT

- a. T tapes (or writes) words, pictures, or sounds on the board (with spaces between)
- b. T gives a flyswatter to each of two students.
- c. T says word or sound.
- d. Ss race to see who can SWAT the word or sound first.
- e. Winner stays at the board; other S gives his/her flyswatter to another S
- f. Game continues until all students have had opportunity to SWAT

10. Tic Tac Toe

- a. Instead of using a blank grid, fill the spaces with information
- b. Example:
 - i. T shows one large Tic Tac Toe board with Nine different colored dots, one in each square
 - ii. T divides Ss into two teams.
 - iii. Team O must say the sentence, "I Like _____" and name the color before covering that color.
 - iv. Team X must say, "I **don't** like _____" and name the color before covering that color.
- c. Example:
 - i. T shows one large Tic Tac Toe board with verbs (study, walk, cook, etc.)
 - ii. T divides Ss into two teams.
 - iii. Team O must say, "I can _____" and say the word before covering it on the Tic Tac Toe board
 - iv. Team X must say, "I can't _____" and say the word before covering it on the Tic Tac Toe board
- d. Example:
 - i. Same as above except substitute past tense verbs and sentences, "I _____ yesterday" or I didn't _____ yesterday."

Activities 1 – 6 are adaptations from

<https://www.gooverseas.com/blog/10-best-games-esl-teachers>

The teacher on the video says that she doesn't know a single ESL teacher overseas who does not use this activity (I've never seen it before)!

Activities 7 – 9 are adaptations from www.fluentU.com 10 ESL Vocabulary Games to Get Your Students Seriously Engaged.

Activity 10 was on Youtube.com, but I can't find its address!

Information Gap, Student 1

Singular

Ask questions to learn information about each person. Write the missing information.

Q: What's wrong with _____?
(person)

A: _____ (has/have) _____ (a) _____ (ailment)

Q: What _____ (do/does) _____ (I, you, he, she, they, we) _____ have to do?

A: _____ (I, you, he, she, they, we) _____ (has/have) _____ to _____ (advice)

Person	Ailment	Advice
Maria		Take some aspirin
Kim	Broken leg	
Jon		Put a bandage on it
Claudia	Toothache	
Roberto		See a doctor

----- cut here -----

Information Gap, Student 2

Singular

Ask questions to learn information about each person. Write the missing information.

Q: What's wrong with _____?
(person)

A: _____ (I, you, he, she, they, we) _____ (has/have) _____ (a) _____ (ailment)

Q: What _____ (do/does) _____ (I, you, he, she, they, we) _____ have to do?

A: _____ (I, you, he, she, they, we) _____ (has/have) _____ to _____ (advice)

Person	Ailment	Advice
Maria	Headache	
Kim		Get an X-ray
Jon	Bad cut	
Claudia		See a dentist
Roberto	Chest pains	

Information Gap, Student 1

Plural

Ask questions to learn information about each person. Write the missing information.

Q: What's wrong with _____?
(person)

A: _____ (I, you, he, she, they, we) _____ (has/have) _____ (a) _____ (ailment)

Q: What _____ (do/does) _____ (I, you, he, she, they, we) _____ have to do?

A: _____ (I, you, he, she, they, we) _____ (has/have) _____ to _____ (advice)

Person	Ailment	Advice
Maria & Anna		Take some aspirin
Kim & Lily	Broken leg	
Juan & Rosario		Put a bandage on it
Claudia & Monika	Toothache	
Roberto and Julio		See a doctor

----- cut here -----

Information Gap, Student 2

Plural

Ask questions to learn information about each person. Write the missing information.

Q: What's wrong with _____?
(person)

A: _____ (I, you, he, she, they, we) _____ (has/have) _____ (a) _____ (ailment)

Q: What _____ (do/does) _____ (I, you, he, she, they, we) _____ have to do?

A: _____ (I, you, he, she, they, we) _____ (has/have) _____ to _____ (advice)

Person	Ailment	Advice
Maria & Anna	Headache	
Kim & Lily		Get an X-ray
Juan & Rosario	Bad cut	
Claudia & Monika		See a dentist
Roberto & Julio	Chest pains	

Lesson C *You have to see a doctor.*

Partner dictation

Student A

A Read the email to Student B. Student B will complete the email.

New Message Send

To: dora@cup.org
From: julian@cup.org
Subject: My leg

Hi Dora,

Yesterday, I hurt my leg at work. I have to stay in bed for five days, and I have to put ice on my leg. I have to take medicine. After five days, I can get up, but I have to use crutches. I hope I feel better soon!

Julian

B Listen to Student B. Complete the email.

New Message Send

To: carla@cup.org
From: benita@cup.org
Subject: Call me!

Hi Carla,

I had an _____ today at home. I _____ my _____, and I have to stay in the _____ tonight. I also _____ get an _____. Then, I have to _____ for a week. I have to take _____ every morning. Call me!

Benita

C Check your answers with Student B.

Lesson C *You have to see a doctor.*

Partner dictation

Student B

A Listen to Student A. Complete the email.

New Message
Send

To: dora@cup.org
From: julian@cup.org
Subject: My leg

Hi Dora,

Yesterday, I _____ my leg at work. I _____
_____ stay in bed for _____ days, and I have to put
ice on my _____. I have to _____
. After five days, I can _____, but I have to use
_____. I hope I _____ better soon!

Julian

B Read the email to Student A. Student A will complete the email.

New Message
Send

To: carla@cup.org
From: benita@cup.org
Subject: Call me!

Hi Carla,

I had an accident today at home. I broke my arm, and I have to stay in the
hospital tonight. I also have to get an X-ray. Then, I have to stay in bed for a
week. I have to take medicine every morning. Call me!

Benita

C Check your answers with Student A.

Has to & Have to (Variation of tune of “Sweet Caroline” by Neil Diamond)

Items needed: 8 x 10 (or larger) pictures, taped to the wall

Doctor nurse doctor with nurse X-ray that shows broken arm (or leg)

(To introduce, T pretends to have an injury—preferably an arm or leg injury--that requires a visit to the doctor.)

Use many physical movements while you're singing:

- Point to self when saying **I**, to student(s) when saying **you**.
- Use sweeping hand motion that includes self and all students when saying pronoun **we**.
- Point to picture of doctor and nurse (**they**), nurse (**she**), doctor (**he**), X-ray (**it**).
- Pretend to turn steering wheel (**drive**), hold hand over ear (**call**), break a stick in half (**break**), give injection (shot), reach out hand and extend arm (**reaching**).
- Pretend to scold with finger (**I'm telling you**).

<https://www.youtube.com/watch?v=IhlaVhurhsw> youtube instrumental

Begin music at Click 102 (which is the Chorus)

Chorus:

I **have to** go (Oh! Oh! Oh!) I **have to** go to see the doctor.
You **have to** drive (Oh! Oh! Oh!) You **have to** drive the car for me.

Verse:

He has to ask	How did you hurt your _____
	How did you hurt your _____ so bad?
I have to say	I don't know how I did it
	But it is causing me much pain.
Hand	Touching arm (leg)
Reaching out	Helping me
	I'm Telling you!

Chorus:

We **have to** call (Oh! Oh! Oh!) We **have to** call the doctor's office.
They **have to** see (Oh! Oh! Oh!) They **have to** see me right away.

Interlude

He <u>has to</u> see (Oh! Oh! Oh!)	He <u>has to</u> see my painful arm (leg)
She <u>has to</u> do (Oh! Oh! Oh!)	She <u>has to</u> do an X-ray on me.
It <u>has to</u> show (Oh! Oh! Oh!)	It <u>has to</u> show a broken bone.
He <u>has to</u> give (Oh! Oh! Oh!)	He <u>has to</u> give a shot for pain.