

11

Get well soon!

Lesson 1

The body • Make an appointment

Classroom Materials/ Extra Practice



CD 6
Tracks 2–24



Transparencies 11.1–11.9
Vocabulary Cards Unit 11



MCA
Unit 11



Workbook
Unit 11



Interactive Practice
Unit 11

Unit Goals

- Identify parts of the body
- Make a medical appointment
- Follow medical instructions
- Identify common health problems
- Offer suggestions to sick people
- Call 911 for emergencies
- Read a medicine label
- Write about going to a doctor

Getting Started

5 minutes

Books closed.

- Elicit vocabulary students may already know. Point to different parts of your body and ask: *What part of the body is this?*
- Give students the opportunity to answer without correcting their English.
- Repeat students' answers for the class to repeat. Write the words on the board.
- State the lesson objective: *We're learning the names of parts of the body.*

Presentation

15 minutes

A Look at the parts of...

- Show Transparency 11.1 or hold up your book. Point to the picture and say: *Parts of the body.*
- Play CD 6, Track 2. Point to each part of the body. Students listen.
- Continue playing Track 2. Point to each part of the body again and have students repeat.

Books open.

- Play Track 2 again. Students listen and point to the parts of the body in their books.
- Continue playing Track 2. Students point as they listen and repeat.

Expansion: Vocabulary Practice for A

- Form pairs. Student A points to a part of the body. Student B says the body part. Then students switch roles.

B Listen and read...

- Play CD 6, Track 3. Students listen and read.
- Continue playing Track 3. Ask students to listen and repeat as they read.

Expansion: Writing Practice for B

- Ask students to write any words in the word box that can be made plural. Say: *Ear—we have two of these. Ears.*
- Have students compare their lists with a classmate. Ask for answers and write a final list on the board.

Presentation

15 minutes

C  **Listen. Listen and repeat.**

- Show Transparency 11.2 or have students look at their books. Cover the dialog or have students cover the dialog in their books.
- Elicit information about the picture. Ask: *What do you think? Who is the man calling? What is he talking about?*
- Play CD 6, Track 4. Students listen. Pause the CD. Ask the comprehension questions again.
- Continue playing Track 4. Ask students to listen and repeat.
- Now show the dialog on Transparency 11.2 or have students read in their books. Play Track 4 again. Students listen and read silently.
- Continue playing Track 4. Students listen and repeat.

Controlled Practice

15 minutes

D PAIRS. Practice the conversation.

- Model the conversation in Exercise C. Say the lines for Speaker A. Have the class say the lines of Speaker B chorally.
- Pairs practice the conversation two times. Have each student role-play Speakers A and B.
- Ask volunteers to role-play the conversation for the class.

E PAIRS. Make new conversations...

- Show Transparency 11.1 or hold up your book showing page 178. Choose a part of the body. Say the word for students to repeat chorally.
- Model a new conversation with the new word. Say the lines for Speaker B. The class says the lines of Speaker A. Point to the part of the body during the new conversation.
- Tell students to make three or four new conversations. Have students role-play Speakers A and B.
- Walk around and help as needed. Then ask volunteers to role-play one of their new conversations for the class.

Communicative Practice

10 minutes

Show what you know!**GROUPS. Play a guessing game...**

- Tell the class to look at the illustration. Say the sentence in the speech bubble and have the class repeat the sentence.
- Students choose a part of the body from page 178 and take turns acting out a problem and saying what it is: *Your _____ hurts.*
- Circulate and assess students' ability to talk about parts of the body. If students need more practice, review pages 178 and 179.

Extra Practice

Interactive Practice



Pages 122–123

Getting Started

5 minutes

Culture Connection

In some cultures, it is impolite to use a finger to point at a person. Instead of pointing to indicate a student, you can use your open hand, with palm facing up, to indicate which student you are choosing.

Teaching Tip

Total Physical Response (TPR) is a language-learning activity where commands and actions are first modeled and then performed. TPR activities address the learning style of kinesthetic learners; students are involved physically as they learn and practice language. Exercises A, B, and C are TPR activities.

 Books closed.

- Elicit vocabulary students may already know. Say: *I'm at the doctor's. I'm getting a checkup. The doctor and the nurse are asking me to do different actions. Can you tell me some actions? For example, I have to take off my jacket.*
- Act out some of the actions in Exercise A. Do not speak while doing the actions.
- Elicit what students know without correcting their answers. Repeat what students say and write the sentences on the board.
- State the lesson objective: *We're learning about medical instructions.*

Presentation

15 minutes

A Your teacher will say and do...

- Show Transparency 11.3 or hold up your book. Ask students to look at the pictures. Point to the group of pictures. Say: *Medical instructions.*
- Say: *Listen.* Point to each picture. Say each action.
- Say: *Listen. Watch me.* Say each action again and do them for the class.

Expansion: Vocabulary Practice for A

- Form pairs. Use the Vocabulary Cards for page 180. Student A points to a card. Student B says the instruction. Then students switch roles.

B Your teacher will say and do each action...

- Say: *Listen. Do the actions with me. Don't repeat.* Encourage students to stand up and move around.
- Remind students that they are not talking during this exercise.

C Your teacher will say...

- Say: *Listen. Do the actions with me and repeat the words.*
- If necessary, model the exercise one or two times with an above-level student.

 Books open.**D**  Listen and read...

- Play CD 6, Track 5. Students listen and read.
- Continue playing Track 5. Ask students to listen and repeat as they read.

Expansion: Listening Practice for D

- Say the actions in random order. Have students do the actions. Encourage students to help each other do the correct action.

Presentation

10 minutes

E Listen. Listen and repeat.

- Show Transparency 11.4 or have students look at their books. Cover the dialog or have students cover the dialog in their books.
- Elicit information about the picture. Ask: *What do you think? Are they a doctor and a patient? What is the problem?*
- Play CD 6, Track 6. Students listen. Pause the CD. Ask the comprehension questions above again.
- Continue playing Track 6. Students listen and repeat.
- Now show the dialog on Transparency 11.4 or have students read in their books. Play Track 6 again. Students listen and read silently.
- Continue playing Track 6. Students listen and repeat.

Controlled Practice

10 minutes

F PAIRS. Practice the conversation.

- Model the conversation in Exercise E. Say the lines for Speaker A. A volunteer is Speaker B.
- Pairs practice the conversation two times. Have each student role-play Speakers A and B.
- Ask volunteers to role-play the conversation.

Presentation

10 minutes

G Listen and read the story.

- Play CD 6, Track 7. Students listen and read.
- Students underline words they do not understand. Review the words by acting them out, giving definitions, or drawing on the board.
- Play Track 7 again.

H Read the story again...

- Do item 1 with the class. Model circling *Yes*.
- Have students compare answers with a partner.
- To correct this exercise, ask a volunteer to read the sentences. Tell students to hold up their YES or NO cards to answer.

MULTILEVEL INSTRUCTION for H

Pre-level Students read the sentences and then circle *Yes* or *No*.

Above-level Students write the correct answer for sentences with *No*. For example: 2. *Sonia has a doctor's appointment on Monday.*

Communicative Practice

10 minutes

Show what you know!

GROUPS. Look at page 180...

- Tell the class to look at the illustration of the doctor and the patient. Say the sentence in the speech bubble and have the class repeat.
- Have students choose a medical instruction from page 180. Students take turns giving the group the instructions. The group acts out the instructions.
- Circulate and assess students' ability to follow medical instructions. If students need more practice, review pages 180 and 181.

Critical Thinking Skill: Sequencing

- Set the context. Ask: *What are some medical commands we learned? For example, take off your jacket.* Write answers on the board.
- Tell students to think about a doctor's visit and to write as many commands as they remember. They may include some commands not already presented.
- Form groups. Tell groups to prepare one list of at least six commands in the order (sequence) in which they happen during a visit.
- To finish this activity, have groups write their lists on the board. Review the order of the commands in each list.

Extra Practice



Interactive Practice




Pages 102–103



Pages 124–125

Getting Started

5 minutes

 **Books closed.**

- Elicit vocabulary students may already know. Say: *Sometimes classmates don't come to school or go to work because they don't feel well. When you are sick or don't feel well, describe your health problems. For example, do you cough?* Show coughing.
- Repeat students' answers for the class to repeat. Write the words on the board.
- State the lesson objective: *We're learning about common health problems.*

Presentation

10 minutes

A  **Look at the health problems...**

- Show Transparency 11.5 or hold up your book. Point to the group of pictures and say: *Common health problems.*
- Play CD 6, Track 8. Point to each picture. Students listen.
- Continue playing Track 8. Point to each picture and have students repeat.

 **Books open.**

- Play Track 8 again. Students listen and point to the pictures in their books.
- Continue playing Track 8. Students point as they listen and repeat.

B  **Listen and read...**

- Play CD 6, Track 9. Students listen and read.
- Continue playing Track 9. Ask students to listen and repeat as they read.

Expansion: Vocabulary Practice for B

- Form pairs. Use the Vocabulary Cards for page 182. Students work together to match the pictures with the words.

Expansion: Writing Practice for B

- Tell students to use the words in the word box and write a list of health problems with *-ache*. Write the final list on the board.

Controlled Practice

10 minutes

C PAIRS. Take turns. Point...

- Student A points to the pictures in Exercise A. Student B says: *She has _____.* or *He has _____.* Then students switch roles.

Presentation

15 minutes

 **Books closed.****D**  **Listen. Listen and repeat.**

- Play CD 6, Track 10. Students listen. Pause the CD. Ask comprehension questions: *Does the man have a cold? Should he see a doctor now? Should he drink a lot of liquids?*
- Continue playing Track 10. Ask students to listen and repeat.

 **Books open.**

- Show Transparency 11.6 or have students look at their books. Cover the pictures on the transparency. Play Track 10 again. Students listen and read silently.
- Continue playing Track 10. Students listen and repeat.

E **Read the sentences.**

- Show Transparency 11.6 or have students look at their books. Cover the sentences or have students cover the sentences in their books.
- Say: *Your classmate doesn't feel well. Look at the pictures. What should your classmate do?* Encourage students to describe what they see.
- Point to each picture and say each sentence. Students listen and read the sentences. Point to each picture and say each sentence again. Students listen and repeat.

Expansion: Vocabulary Practice for E

- Form pairs. Use the Vocabulary Cards for page 183. Student A points to a picture. Student B says the suggestion. Then students switch roles.

Controlled Practice

10 minutes

F **PAIRS. Make new conversations...**

- Model the conversation in Exercise D. Say the lines for Speaker A. Ask a volunteer to say the lines of Speaker B.
- Tell students to use the suggestions in Exercise E to make new conversations. Have each student role-play Speakers A and B.
- Ask volunteers to role-play one of their new conversations for the class.

Communicative Practice

10 minutes

Show what you know!**GROUPS. Look at the problems on page 182...**

- Say the sentences in the speech bubbles for the class to repeat.
- Have students choose a health problem on page 182.
- Then students take turns telling their classmates their problem. The group gives suggestions.
- Circulate and assess students' ability to say the health problems and offer suggestions. If students need more practice, review pages 182 and 183.

Critical Thinking Skill: Associating

- Set the context. Say: *Good habits means good health. We should exercise, eat good food, not smoke, and more.*
- Form cross-ability groups. Write on the board: *What should we do to have good health?* Students make a list of suggestions.
- Talk about the suggestions as a class. Write a list on the board.

Extra Practice

Interactive Practice



Pages 104–105



Pages 126–127

Getting Started

5 minutes

Books closed.

- Elicit vocabulary students may already know.
Ask: *What is an emergency? If you have a headache, is that an emergency? When someone can't get up and walk, is that an emergency? What else is an emergency?*
- Repeat students' answers for the class to repeat.
Write the words on the board.
- State the lesson objective: *We're learning to call 911 for emergencies.*

Presentation

10 minutes

Look at the emergencies...

- Show Transparency 11.7 or hold up your book.
Point to the group of pictures and say: *Emergencies.*
- Play CD 6, Track 11. Point to each picture.
Students listen.
- Continue playing Track 11. Point to each picture and have students repeat.

Books open.

- Play Track 11 again. Students listen and point to the pictures in their books.
- Continue playing Track 11. Students point as they listen and repeat.

Expansion: Vocabulary Practice for A

- Form pairs. Use the Vocabulary Cards for page 184. Students work together to match the pictures with the sentences.

Listen and read...

- Play CD 6, Track 12. Students listen and read silently.
- Pause the CD. Check comprehension. Tell students to hold up their YES or NO cards to answer.
Ask: 1. *Is the man having a heart attack?*
2. *Is there a train accident?* 3. *Is there a car on fire?*
4. *Did someone rob the house?*
- Continue playing Track 12. Ask students to listen and repeat as they read.

Expansion: Vocabulary Practice for B

- Form pairs. Students work together to match the pictures with the information.

Controlled Practice

10 minutes

PAIRS. Take turns. Point...

- Student A points to the pictures. Student B says the emergencies. Then students switch roles.

MULTILEVEL INSTRUCTION for C

Pre-level Students A and B point to the pictures and say the emergencies at the same time.

Above-level Student A points to the pictures in Exercise A and covers the words in Exercise B. Student B says the emergencies without reading the words in Exercise B.

Teaching Tip

For any emergency, the responders will want to know the *cross street* for the address. This helps them confirm the location. Draw a simple map showing the street the school is on and the nearest cross streets. Point to the cross street and say: *The cross street is the closest street to where you are.*

Presentation

10 minutes

D  **Listen. Listen and repeat.**

- Show Transparency 11.8 or have students look at their books. Cover the dialog or have students cover the dialog in their books.
- Elicit information about the picture. Ask: *Who is the man calling? Why? What is the problem? What information does the man give the woman?*
- Play CD 6, Track 13. Students listen. Pause the CD. Ask the comprehension questions again.
- Continue playing Track 13. Ask students to listen and repeat.
- Now show the dialog on Transparency 11.8 or have students read in their books. Play Track 13 again. Students listen and read silently.
- Continue playing Track 13. Students listen and repeat.

Controlled Practice

15 minutes

E  **Listen again...**

- Have students read the sentences.
- Play CD 6, Track 14. Students circle the answers.
- To correct this exercise, ask a volunteer to read the sentences. Tell students to hold up their YES or NO cards to answer.

F PAIRS. Practice the conversation.

- Model the conversation in Exercise D. Say the lines for Speaker A. The class says the lines of Speaker B chorally.
- Pairs practice the conversation two times. Have each student role-play Speakers A and B.
- Ask volunteers to role-play the conversation for the class.

G PAIRS. Make new conversations...

- Model a new conversation. Call on a volunteer to choose an emergency. You say the lines for Speaker A, and the volunteer says the lines for Speaker B.
- Tell pairs to take turns role-playing Speakers A and B for each new conversation.
- Walk around and help as necessary. Then ask volunteers to role-play one of their new conversations.

Communicative Practice

10 minutes

Show what you know!**CLASS. Take turns. Perform...**

- Say the sentences in the speech bubbles for the class to repeat.
- Call on volunteer pairs to perform one of their conversations in Exercise G.

Critical Thinking Skill: Checking

- Tell students that they need to check to make sure they are ready if they need to call 911.
- Students need to be ready to answer four questions. Write on the board:
 1. *What's your emergency? (What happened?)*
 2. *Where's the emergency? (Give address and cross street.)*
 3. *Who needs help? (Say age and number of people.)*
 4. *Are they conscious and breathing? (Talk about the person who is hurt.)*
- Form pairs. Instruct students to look at page 184 for examples of emergencies and page 185 for helpful vocabulary. Students take turns asking and answering the questions.
- Walk around and help as necessary. Help students with pronunciation.

Extra Practice

Interactive Practice



Pages 106–107



Pages 128–129

Getting Started

5 minutes

 **Books closed.**

- Elicit vocabulary students may already know.
Ask: *When you are sick, do you take medicine? Does medicine help you get well? What medicines do you take?*
- Say students' answers for the class to repeat. Write the words on the board.
- State the lesson objective: *We're learning to read a medicine label.*

Presentation

15 minutes

 **A Listen and point...**

- Hold up your book. Point to the group of pictures and say: *Taking medicine when you are sick.*
- Play CD 6, Track 15. Point to each picture. Students listen.
- Continue playing Track 15. Point to each picture and have students repeat.

 **Books open.**


- Play Track 15 again. Students listen and point to the pictures in their books.
- Continue playing Track 15. Students point as they listen and repeat.

Expansion: Vocabulary Practice for A

- Form pairs. Student A points to the pictures and Student B says the words. Then students switch roles.

Controlled Practice

15 minutes

 **B Listen for the information about...**

- Tell students they are going to listen to two conversations.
- Play CD 6, Track 16 for Conversation 1. Students listen. Pause the CD so that students can read and circle *a* or *b* to complete items 1 and 2.
- Continue playing Track 16 for Conversation 2. Ask students to complete items 3 and 4.
- Play Track 16 again. Have students listen and check their answers.
- Ask various volunteers to read the sentences and say the answers.

Presentation

10 minutes

C Read the directions on the label.

- Tell the class: *Every medicine has directions. It is very important to read the label before you take the medicine. Be sure you follow the directions exactly.*
- Instruct students to read the label silently. They should underline any words they don't understand.
- Help students understand the words by drawing on the board or giving definitions.
- Read the directions on the label to the class.

Controlled Practice

15 minutes

D Read the directions again...

- Students read the directions again silently.
- Do item 1 with the class. Ask students to point to the information on the label that answers the question. Model circling *b* as the answer.
- Have students compare answers. Then say the answers and have students check their work.

Expansion: Writing Practice for D

- Have students write the complete sentences on a separate piece of paper.

Extra Practice

Interactive Practice



Pages 108–109



Pages 130–131

Getting Started

5 minutes

 Books closed.

- Elicit students' ideas. Ask the class: *Do you ever see a doctor? Do you have a health problem? Why do you see a doctor? For emergencies? For accidents? For a high fever?*
- Say the students' answers correctly for the class to repeat chorally. Write the words on the board.
- State the lesson objective: *We're listening to Mariam. She's talking about her health.*

Presentation

20 minutes

A CLASS. Look at each picture...

- Show Transparency 11.9 or hold up your book. Point to each picture and ask: *What do you see?*
- Elicit information without correcting students' answers. If students have difficulty expressing an idea, try to say it for them.
- Write words or phrases on the board about the pictures.

 Books open.**B**  Listen to the story.

- Play CD 6, Track 17. Point to each picture on Transparency 11.9 or have students look at their books. Students listen.
- Check comprehension. Show Transparency 11.9 or hold up your book. Ask:
 1. *What is her name? How old is she?*
 2. *In Mariam's country, do sick people see a doctor?*
 3. *How old is Mariam's daughter?*
 4. *What does her daughter want Mariam to do?*
 5. *How is Mariam's health now?*
 6. *Does Mariam want to go to a doctor?*
- Play Track 17 again. Ask students to listen and look at the pictures in their books.
- Check comprehension. Ask the questions above again. Say the answers and have the class repeat.

Presentation

5 minutes

C  Listen again and read.

- Play CD 6, Track 18. Have students listen and read the story in their books.
- Ask students to identify any words they don't understand. Write the words on the board and encourage students to guess the meaning.

Expansion: Reading Practice for C

- Form pairs. Students take turns reading the story out loud to each other.

Controlled Practice

20 minutes

D Read the story again...

- Write item 1 on the board and demonstrate circling *No* as the answer.
- To review answers, ask volunteers to read a sentence and say their answer.

E **GROUPS.** Read the questions...

- Model the discussion. Ask various students some questions about how people take care of their health in their country or culture: *How often do people go to a doctor? Does it cost a lot of money? Do people go to a doctor every year? Why do they go to a doctor? What kind of health problems do people have? Do children get checkups?*
- Write on the board the roles for the group:
Student 1: Read each question out loud.
Student 2: Make sure each student talks.
Student 3: Tell the class the group's answers.
- Walk around and encourage each student to participate in the discussion. To finish the activity, ask each group to share its information.

F Write about going to a doctor.

- Model writing the sentences on the board. Use information about the United States.
- Walk around the room and help as necessary.

MULTILEVEL INSTRUCTION for F

Pre-level Students copy Mariam's story in Exercise C on a piece of paper.

Above-level Students write their own stories on a piece of paper about going to the doctor in their country. Exercise C is the model.

Communicative Practice

10 minutes

G **GROUPS.** Take turns. Read...

- Form cross-ability groups. Encourage above-level students to help as they share their information.

Critical Thinking Skill: Inferring Consequences

- Set the context: Say: *Mariam does not want to see a doctor. She's not sick, so she doesn't want to spend money to see a doctor. Ask students: Why should she see a doctor for regular checkups?*
- Ask: *What can happen if you don't see the doctor each year?* Talk about different health problems with the class. Encourage students to see a doctor or visit a clinic.

Extra Practice

Interactive Practice



Page 132

1 THE SOUNDS OF E (SLEEP) AND I (IN)

Language Note

The sounds of *e* (*sleep*) and *i* (*in*) are vowel sounds. This *e* is a long sound. Open your mouth a little. You will look like you are smiling. Practice the sound with the word *sleep*. This *i* is a short sound. Open your mouth a little. Relax your mouth and tongue. Practice the sound with the word *in*.

A Read the words out loud...

- Have students work individually. Students point to each word and say it out loud softly two or three times.
- Walk around and provide help as needed.

B  Listen and repeat.

- Play CD 6, Track 19. Students listen and repeat to self-correct.
- Walk around and check students' pronunciation of *e*.
- Play the audio two or three times.

C Read the words out loud...

- Have students work individually. Students point to each word and say it out loud softly two or three times.
- Walk around and provide help as needed.

D  Listen and repeat.

- Play CD 6, Track 20. Students listen and repeat to self-correct.
- Walk around and check students' pronunciation of *i*.
- Play the audio two or three times.

E  Listen. Write *e* or *i*...

- Explain that students will complete each word with *ee* or *i*.
- Do the first two items with the class. Write on the board: 1. g__ve 2. kn___. Say each word. Have a volunteer come up and write the correct letter.
- Play CD 6, Track 21. You may want to play the track two times.
- Have students check their answers with a partner.

F DICTATION. PAIRS. Student A...

- Form cross-ability pairs.
- Model the activity with a higher-level student. Ask the student to say a word from Exercise A. Write it on the board. Ask the class to check your spelling.
- Encourage students to check spelling after each word.

G DICTATION. SAME PAIRS. Student B...


- Tell students to switch roles. Student B says the words from Exercise C. Student A writes the words.
- If necessary, model the activity again with a word from Exercise C.

MULTILEVEL INSTRUCTION for F and G

Pre-level Have students copy the words in Exercises A and C on a piece of paper. Have a classmate check the spelling.

Above-level Students write five more words with *ee* and *i*. They can use any words they know. Form pairs. Have students share their words. Check for the choice of words to make sure they match the same *e* and *i* sounds of these exercises.

2 VOCABULARY

A  Listen. Listen and repeat.

- Play CD 6, Track 22. Have students listen and read.
- Continue playing Track 22. Have students listen and repeat chorally.
- Check comprehension. Say each word in the word box. Have students give a definition or draw a picture on the board. Or show Transparency 11.1 and have students come up and point to the items.

B PAIRS. Point to each part...


- Form like-ability pairs. Have students take turns pointing to and saying the parts of the body.
- Walk around and help as needed. Help students with pronunciation.

3 SPEAKING

The doctor asks: *What's the problem...*

- Have students read the situation and answer choices in their books.
- Say: *Circle the answer that completes the dialog.*
- Have students compare answers with a classmate.
- Ask a volunteer to write the correct answer on the board.

CD-ROM Practice

 Go to the CD-ROM for more practice.

If your students need more practice with the vocabulary, grammar, and competencies in Unit 11, encourage them to review the activities on the CD-ROM. This review can also help students prepare for the final role play on the following Expand page.

Extra Practice

Interactive Practice



Pages 110–111



Page 133

1 FOLLOW MEDICAL INSTRUCTIONS**Teaching Tip**

To prepare students for the activity, show Transparency 11.3 or review the medical instructions on page 180.

A  **Listen. A doctor is talking...**

- Set the context. Say: *A doctor is telling a patient what to do.*
- Play CD 6, Track 23. Have students listen. Ask: *What did the doctor ask?* Write the answers on the board.
- Play Track 23 again. Have students check the answers on the board.

B GROUPS. Review the actions...

- Review the medical instructions on page 180 with the class.
- Tell each group to choose one person as the doctor and the other two as patients.
- Have the “doctor” student say the direction and the other students do the action.
- Have students switch roles until each student has role-played the doctor.

2 TALK ABOUT HEALTH PROBLEMS**Teaching Tip**

To prepare students for the activity, review health problems. Show Transparency 11.5 or review page 183.

A  **Listen. Two friends are talking about...**

- Set the context. Say: *Listen to the two people talk about their health problems.*
- Play CD 6, Track 24. Have students listen. Ask: *What problems did they say?* Write the answers on the board.
- Play Track 24 again. Have students check the answers on the board.

B ROLE PLAY. PAIRS.

- Form cross-ability pairs.
- Have students look at the information for Role Play 1, Student A. Model the role play with an above-level student.
- Tell students to do Role Plays 1 and 2.
- Walk around and help as necessary. Ask pairs to perform one of their conversations for the class.

3

UNDERSTAND A MEDICINE LABEL

A Read the directions on the label.

- Read each line of the label and have the class read silently.
- Ask questions about the label: *What is the name of the medicine? Is it for children?* etc.
- Read each line of the label and have the class repeat.

B Read the directions again...

- Write item 1 on the board and do it together with the class. Write the answer on the board.
- Have students work individually. Then have them compare answers with a classmate.
- Have volunteers write their answers on the board. Make any necessary corrections.

4

CONNECT

For your Team Project...

- Go to page T-xi for the general teaching notes for the projects.