VENTURES 4
Unit 1.3 Lesson Plan and Materials

Packet Contents

- Lesson Plan (3 pages)
- Add Ventures 1B/1D (1 page)
- Student Interview 1B (1 page)
- Conversation Cards 1C
- Add Ventures 1C (1 page)

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>LESSON SUMMARY AND PREPARATION</th>
</tr>
</thead>
</table>
| **UNIT 1: PERSONAL INFORMATION (PP.6-17)** | - Lesson B: Grammar (PP.10-11)  
- CBL: Ventures Arcade |
| **OBJECTIVES** | - Students will be able to contribute positively to group or class discussions. (SL1.C.b,c,d; SL3.A; SL4.A)  
- Students will be able to demonstrate command of conventions of Standard English grammar and usage when speaking. (L1.B.b,c,g,j; L1.C.b,k)  
- Students will be able to practicing computer user skills. |
| **MATERIALS** | Text: Ventures 4 Student’s Book 2nd edition, Ventures 4 Workbook 2nd edition  
Printed Material: Add Ventures Handout 1A, PQRST Reading Strategy, PQRST Worksheet, Add Ventures Handout 1B & 1D  
Teaching Aids: Ventures 4 Class Audio CD-1 |
| **CCRS** | Unit 1: SL1.C.b,c,d; L1.C.k; W2.A  
Lesson C: L1.C.b |
| **CASAS** | 0.1.2, 0.1.4-6, 0.2.1-4, 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 |
| **INSPIRATIONAL QUOTE** | “Tell me and I forget. Teach me and I remember. Involve me and I learn.”  
-Benjamin Franklin |

 vita
decide.learn.grow.
### ESL LESSON PLAN

#### Unit 1.3

**CLASSROOM INSTRUCTION**

** Ventures 4 **

<table>
<thead>
<tr>
<th>TIME/MAT.</th>
<th>CLASSROOM SESSION</th>
</tr>
</thead>
</table>
| **Before Class Begins...** | - Arrive at Vita at least 15 minutes before class is scheduled to begin.  
- Retrieve your 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.  
- Go to the lunchroom and fill a pitcher of water for your students. Extra cups are located in the cabinet beneath the microwave.  
- Check your dry-erase markers to make sure that work. The on duty Vita staff member can provide replacement markers for you.  
- Make sure you are familiar with how to operate the CD player.  
- Start class on time. |

| Attendance | Students who arrive before 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 arrive late or leave early need to write the actual time they arrive and/or leave. |

| Warm Up! (15 minutes) | Choose a warm up activity which is suitable to the level and size of your class. Be sure the activity does not last longer than 15 minutes.  
**Note:** 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. |

| English in Real Life (5 minutes) | 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. |

| Review (35 minutes) | **Taking a another look at previous lessons**  
**Homework review (10 minutes)**  
1. Instruct the students to take out the *Add Ventures 1B/1D* handout.  
2. Ask the class if there was any part of the homework they did not understand.  
3. Preview this section and try to help them to grasp the content covered.  
4. Check their answers together as class.  
**More Practice (15 minutes)**  
1. Instruct the students to open their *Workbooks* to pp.8-9.  
2. Complete the exercise individually, in pairs, or together as a class.  
**Note:** You may skip exercises which the class comprehend, but make sure everyone is comfortable with the material before moving on.  
**Collaborative Activity (10 minutes)**  
1. Give each student a copy of the *Student Interview 1B* handout.  
2. *Exercise A:* Students will ask different classmates the questions in the chart and write their names and their responses in the space provided in the exercise. Students should ask as many classmates as possible the questions.  
3. *Exercise B:* Students will write sentences using the information in the chart in exercise A.  
4. Ask students to share 1-2 of their sentences aloud with the class. |
# ESL LESSON PLAN

## CLASSROOM INSTRUCTION

<table>
<thead>
<tr>
<th>Section 1</th>
<th>Grammar focus: <em>that</em> clauses as objects</th>
</tr>
</thead>
<tbody>
<tr>
<td>(10 minutes)</td>
<td></td>
</tr>
<tr>
<td><strong>Materials</strong></td>
<td>Ventures 4 Student Book</td>
</tr>
<tr>
<td><strong>Student Book</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Class Audio</strong></td>
<td>CD-1</td>
</tr>
<tr>
<td><strong>Note:</strong> Be sure that students are asking and answering questions using complete sentences using the model provided above the chart on the handout.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ask students to turn to p.10 in the <strong>Student Book</strong>.</td>
</tr>
<tr>
<td></td>
<td>1. Review the grammar chart together.</td>
</tr>
<tr>
<td></td>
<td>2. Be sure to review the orange boxes which provide helpful introductory clauses.</td>
</tr>
<tr>
<td></td>
<td>3. Turn to p.141. Review the chart titled “clauses.”</td>
</tr>
<tr>
<td><strong>Note:</strong> Students have already reviewed p.141 in the last lesson, but it is so good to give it a second look.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section 2</th>
<th>Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>(10 minutes)</td>
<td><strong>Exercise A (Write)</strong></td>
</tr>
<tr>
<td><strong>Materials</strong></td>
<td>Student Book</td>
</tr>
<tr>
<td><strong>Class Audio</strong></td>
<td>CD-1</td>
</tr>
<tr>
<td></td>
<td>1. Complete the exercise together as a class.</td>
</tr>
<tr>
<td></td>
<td>2. Play CD-1, track #10 and instruct the students to repeat what they hear.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TIME/MAT.</th>
<th>COMPUTER LAB SESSION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before the Lab Session Begins…</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Check the students’ laptops to make sure they are on and all programs are closed.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Turn the projector on to sync it with the Tutor Laptop (press the “source” button on the top of the projector).</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section 2</th>
<th>Practice (continued)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(15 minutes)</td>
<td><strong>Exercise B (Talk)</strong></td>
</tr>
<tr>
<td><strong>Materials</strong></td>
<td>Ventures 4 Student Book</td>
</tr>
<tr>
<td></td>
<td>1. Complete the exercise on p.11 together as a class.</td>
</tr>
<tr>
<td></td>
<td>2. Instruct the students to observe the picture in the exercise.</td>
</tr>
<tr>
<td></td>
<td>3. Then practice forming questions and the correct response using the phrases in the yellow box and the model below the large picture next to the speech bubbles.</td>
</tr>
<tr>
<td></td>
<td>4. Once students have a grasp of how to ask and answer these types of questions, instruct the students to ask another student questions about the people in the picture.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Collaborative Activity</th>
<th>Conversation Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>(15 minutes)</td>
<td><strong>Materials</strong> Conversation Cards 1C</td>
</tr>
<tr>
<td></td>
<td>1. Give each student 2-3 <em>Conversation Cards</em>.</td>
</tr>
<tr>
<td></td>
<td>2. Ask individual students to choose a classmate to answer a question on the cards.</td>
</tr>
<tr>
<td></td>
<td>3. The person who answers the question will be the next one to read the question on his/her card to another classmate.</td>
</tr>
<tr>
<td></td>
<td>4. Continue until all the cards have been answered.</td>
</tr>
</tbody>
</table>
### Ventures Arcade

#### Getting Started

1. Instruct the students to locate and click on the *Ventures Arcade* icon on the desktop screen.
2. Once the site uploads, instruct the students to click one on the **purple “4” box.**
3. Click on Unit 1: Personal information and the exercises for the unit appear.
4. Instruct them to click on the first exercise on the top titled **Lesson A: Ways to be smart.**
5. When students complete the exercise, students have a choice of two options
   - If they missed several answers and need more practice, they should click on the “Start Again” button on the lower left-hand corner of the webpage.
   - If they have mastered the exercise, they should click on the “Next Activity” button located in the lower right-hand corner of the webpage.
6. Students should use the remainder of the time working through the exercises.

### Logging Off

#### (2 minutes)

1. Tell the students to stop what they are doing about 2 minutes before the computer session is over.
2. Students should close any running programs and shut the lid of the desktop.
3. **Do not turn the computers off or put them in sleep mode (this is already programmed after so many minutes have passed).**

### Homework

**Materials**
- *Add Ventures 1C Handout*

**Note:** Be sure to convey how important homework is in the learning process. They need to do the assigned homework **every time** it is assigned.

### Dismiss the class

Be sure the students **sign out** on the attendance sheet before they leave.

### Before You Leave...

1. **Materials:**
   - Place unused material in your plastic folder and return it to the alcove.
   - Put the attendance list in your partner’s folder.
   - Return the **Class Audio CD** to the rack in the hall alcove.

2. **Classroom:**
   - 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.

3. **Computer Lab:**
   - Erase the whiteboard
   - All computers screens are down.
   - The projector is in sleep mode
   - Any water in cups is removed from the room.
ADDENDUM:
Operating the Laptop & Projector

Classroom Instructions for Tutor Laptop and Projector
1. Flip the screen up on the laptop.
2. Hit any button to get to the sign in screen and type Learn2014. The computer will automatically load the desktop screen.
3. If you want to project the articles or exercises, point the project to the blank wall above the table and hit the “ON” button on the projector. It will take a few minutes to become bright enough to see, but the image on your laptop screen will appear on the wall.
   - To sharpen the focus, turn the grave dial around the lens.
   - To make the projection smaller or larger, adjust using the gray lever about the lens.
4. Speakers are already connected to the laptop in case you want to play the audio features on the website. Adjust the sound using the keys mark on the keyboard.
5. When you are finished, hit the power button on the projector 2x. Do NOT unplug the projector! The lamp needs to cool gradually or else it may crack.
6. To end your session on the computer, click off the internet and shut down all running programs. Shut the lid of the laptop. Do NOT turn it off or unplug it.

Classroom Instructions for Student Laptops
1. Flip the screen up on the laptop.
2. Hit any button to get to the sign in screen and type Learn2014. The computer will automatically load the desktop screen.
3. To end your session on the computer, click off the internet and shut down all running programs. Shut the lid of the laptop. Do NOT turn it off or unplug it.
A Complete the chart.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Adverb</th>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. skillful</td>
<td>skillfully</td>
<td>5. fast</td>
<td></td>
</tr>
<tr>
<td>2. easy</td>
<td></td>
<td>6.</td>
<td>clearly</td>
</tr>
<tr>
<td>3. bad</td>
<td>well</td>
<td>7. perfect</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td>8.</td>
<td>beautifully</td>
</tr>
</tbody>
</table>

B Complete the sentences with the correct form of the word in parentheses.

1. We played very ______ badly ______ in the soccer game, and we lost.

2. Joe got 100 percent on the test because it was very ______ easy ______.

3. My brother is a very ______ slow ______ driver.

4. Sharon talks very ______ quick ______, and I can't always understand her.

5. Daniela never makes mistakes. She checks her work very ______ careful ______.

6. Henrietta lived in France for many years, and she speaks French ______ perfect ______.

C Complete the chart with information about yourself. Then write sentences. Use the information in the chart.

<table>
<thead>
<tr>
<th>cook</th>
<th>dance</th>
<th>play guitar</th>
<th>speak English</th>
<th>write</th>
<th>(your own ideas)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Well</th>
<th>Not well</th>
<th>Skillfully</th>
</tr>
</thead>
<tbody>
<tr>
<td>dance</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Example: _I dance well_.

1. 
2. 
3. 

© Cambridge University Press 2014 Photocopiable
A Match the words with their definitions.

1. verbal ______ a. good at seeing or drawing pictures
2. logical ____  b. good at communicating
3. musical ____  c. good with words
4. visual ____  d. understands their own feelings
5. kinesthetic ____ e. good at solving puzzles
6. interpersonal ____ f. likes to move around
7. intrapersonal ____ g. skillful with plants and animals
8. naturalist ____ h. gifted in singing or playing an instrument

B Read the title of the article and the headings in bold. What is this article about?

a. what you do at home    b. what you are good at and enjoy    c. what your job is

C Read the article. Match the numbers in the text with the words in Exercise A.

What Types of Intelligence Do You Have?

The theory of multiple intelligences says that all of us have a variety of different types of intelligence. How do we find out what they are? Think about different aspects of your life: school, work, home, and free time. Try to identify the things you are good at and enjoy most.

At school: (1) Do you like to read and write and talk about your opinions? (2) Do you prefer to work with other students and discuss things in groups?

At work: (3) Do you like figuring out how things work and solving problems? (4) Do you like creating new images and designs?

At home: (5) Do you like listening to CDs while you cook or clean? (6) Do you prefer to spend time alone quietly thinking about your feelings?

In your free time: (7) Do you enjoy taking care of pets or looking after your garden? (8) Are you good at sports or dancing?

1. ______ verbal  4. ______
2. ______  5. ______ musical
3. ______  6. ______
7. ______
8. ______

D Write sentences about intelligences you have. Use the back of this paper.

Example: I like talking to people. I am verbal.
Lesson B  Parts of speech

Student interview

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

A Alicia, are you an excellent cook?
B Yes, I am.
A Lorenzo, do you play the guitar well?
B Yes, I do.

<table>
<thead>
<tr>
<th>Find someone who:</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. is an excellent cook</td>
<td>Alicia</td>
</tr>
<tr>
<td>2. plays the guitar well</td>
<td>Lorenzo</td>
</tr>
<tr>
<td>3. fixes up cars easily</td>
<td></td>
</tr>
<tr>
<td>4. is a skillful carpenter</td>
<td></td>
</tr>
<tr>
<td>5. is a fantastic dancer</td>
<td></td>
</tr>
<tr>
<td>6. sings beautifully</td>
<td></td>
</tr>
<tr>
<td>7. does English homework carefully</td>
<td></td>
</tr>
<tr>
<td>8. is a wonderful seamstress</td>
<td></td>
</tr>
<tr>
<td>9. types quickly</td>
<td></td>
</tr>
</tbody>
</table>

B Write sentences about your classmates.

1. Alicia is an excellent cook.

2. Lorenzo plays the guitar well.

3. 

4. 

5. 

6. 

7. 

8. 

9. 

C Find a classmate who does something that you think is interesting. Find out more and share it with the class.
Lesson C  Noun clauses

Conversation cards

A Everyone takes a card.

B Find a classmate. Ask your question. Your classmate answers. Then change cards.


Do you believe that animals are intelligent? Why or why not?

Do you think that you’re good at your job? Why or why not?

Do you feel that women are smarter than men? Why or why not?

Do you believe that men are better at fixing things than women? Why or why not?

Do you think that mechanical skills are more important than musical skills? Why or why not?

Do you believe that men are not good at talking about how they feel? Why or why not?

Do you feel that everyone is gifted in something? Why or why not?

Do you think that you have an aptitude for learning English? Why or why not?

Do you believe that men are better at sports than women? Why or why not?

Do you feel that women can do anything men can do? Why or why not?

Do you feel that women are better parents than men? Why or why not?

Do you think that women are better at dancing than men? Why or why not?

Do you believe that women are better at cooking than men? Why or why not?

Do you think that men are better at driving than women? Why or why not?

Do you feel that women are better at remembering things than men? Why or why not?

Do you believe that people over 65 years old can learn new things easily? Why or why not?
A Write questions. Use noun clauses.

1. Computer skills are important for everyone.
   Do you think that *computer skills are important for everyone*?

2. Science is more important than art.
   Do people believe that ____________________________?

3. You need mechanical skills to fix up a car.
   Do you suppose that ____________________________?

4. Everyone has some musical skills.
   Do you believe that ____________________________?

5. It is important to learn grammar.
   Do you feel that ____________________________?

6. More education helps people get better jobs.
   Do you think that ____________________________?

B Correct the mistake in each sentence. Each mistake is underlined.

1. Jean thinks that *is Aimee good at singing.*

2. *Are you believe that* mathematical skills are important?

3. Everyone *is knowing* that education is important.

4. Do you think that I ___ good at dancing?

5. Frank *realize* that he has an aptitude for science.

C Choose a topic. Write a question. Then write your answer.

```
computer skills    mechanical skills    musical skills
```

Example:
Question: Do you think that *musical skills are important*?
Answer: *Yes, I think that we need musical skills to enjoy music.*

Question: Do you think that ____________________________?
Answer: ____________________________