

GOING BEYOND THE PAGE

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Literacy KC

AGENDA

“Instead of doing 10 different things, do **one** thing in 10 different ways.” (Patsy Egan)

How can I stretch an activity or a theme to increase cohesiveness and go deeper?

- Practical approach

- Listening
- Reading
- Develop Themes

- Theoretical approach

- 4 Competencies

PRACTICAL APPROACH

- Listening
- Reading
- Develop Units or Themes
 - think about whole process and logical chronological order

LISTENING

2 Listen

A Listen. Write the letter of the conversation.



1. _____



2. _____



3. a



4. _____



5. _____



6. _____



CD2, Track 13

B Listen again to the conversations. Write the price that you hear.

A. \$ 2.69

C. \$ _____ / lb.

E. _____ ¢ / lb.

B. _____ ¢ each

D. \$ _____ / lb.

F. \$ _____



CD2, Track 13

LISTENING

- What do students need to know to understand this?
- May or may not choose to do the activity as designed
- **Cloze** of entire passage or **dictation** of selected sentences from passage
- **Linking**
- Create a **substitution drill** worksheet based on the dialogue
- **Speaking practice**

WHAT DO STUDENTS NEED TO KNOW?

Listen

A Listen. Write the letter of the conversation.



1. ____



2. ____



3. a



4. ____



5. ____



6. ____

B Listen again to the conversations. Write the price that you hear.

- | | | |
|-------------------|-------------------|------------------|
| A. \$ <u>2.69</u> | C. \$ _____ / lb. | E. _____ ¢ / lb. |
| B. _____ ¢ each | D. \$ _____ / lb. | F. \$ _____ |

Conversation A

A We need some milk. Is there any milk on sale?

B Yes. Milk is two sixty-nine.

A Two sixty-nine? That's cheap.

B How much do we need?

A A lot.

Conversation B

A Let's get some onions. Are there any good onions?

B Here are the onions. They're seventy-nine cents each.

A Whoa! Seventy-nine cents each! That's expensive.

B How many do we need?

A We just need one.

B OK.

VOCABULARY

GRAMMAR

■ Singular / Plural

■ Count / N  nt

Produce





CLOZE

(COUNT ONLY)

Listen. Complete the sentences.

- A: Let's get some _____.

B: _____ are the onions. _____

A: Woah! _____! That's _____

B: How _____ we _____?

A: We just _____.

B: OK
- A: _____ there _____.

We _____ tomatoes.

B: Oh, look! _____.

A: Really? That's _____!

B: How _____ we _____?

A: Let's get _____!
- A: We _____.

Listen. Complete the sentences.

Ventures 1 p85 A

- A: Let's get some onions. Are there any good onions?

B: Here are the onions. They're 79 cents each.

A: Woah! 79 cents each! That's expensive!

B: How many do we need?

A: We just need one.

B: OK
- A: Are there any tomatoes on sale?

We need some tomatoes.

B: Oh, look! They're 1.29 a pound.

A: Really? That's cheap!

B: How many do we need?

A: Let's get a lot!

LINKING

C+V

SUBSTITUTION DRILL

Write conversations about the produce below.



2.99^{lb.}
Basket & Bushel red
seedless grapes

1. A: We need some grapes. Are there any grapes on sale?

B: Yes, grapes are \$2.99 a pound.

A: Wow! That's a good price! / Wow! That's expensive!

B: How many do we need?

A: A lot. / Only one

2. A: We need some _____. Are there any _____ on sale?



1.68^{lb.}
Organic sweet potatoes

B: Yes, _____.

A: Wow! That's a good price! / Wow! That's expensive!

B: How many do we need?

A: A lot. / Only one

3. A: We need some _____. Are there any _____ on sale?



\$0.99^{ea.}

Bell Peppers
Orange, Red or Yellow

B: Yes, _____.

A: Wow! That's a good price! / Wow! That's expensive!

B: How many do we need?

A: A lot. / Only one



.79^{lb.}
Organic Chiquita bananas

4. A: We need some _____. Are there any _____ on sale?

B: Yes, _____.

A: Wow! That's a good price! / Wow! That's expensive!

B: How many do we need?

A: A lot. / Only one

SPEAKING PRACTICE

Write conversations about the produce below.



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Basket & Bushel red
seedless grapes

1. A: We need some grapes. Are there any grapes on sale?

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2. A: We need some _____. Are there any _____ on sale?



1.68^{lb.}
Organic sweet potatoes

B: Yes, _____.

A: Wow! That's a good price! / Wow! That's expensive!

B: How many do we need?

A: A lot. / Only one

3. A: We need some _____. Are there any _____ on sale?



\$0.99^{ea.}
Bell Peppers
Orange, Red or Yellow

B: Yes, _____.

A: Wow! That's a good price! / Wow! That's expensive!

B: How many do we need?

A: A lot. / Only one



.79^{lb.}
Organic Chiquita bananas

4. A: We need some _____. Are there any _____ on sale?

B: Yes, _____.

A: Wow! That's a good price! / Wow! That's expensive!

B: How many do we need?

A: A lot. / Only one

Non-Count Food Items

Very Small Pieces

flour
sugar
salt
rice
pasta
cereal
corn

Meat

meat
beef
pork
chicken
fish
lamb

Liquid

water
coffee
tea
milk
orange juice
soda
soup
ketchup
mustard
mayonnaise
ranch
sauce
honey
oil
vinegar

Liquid Turned Solid

butter
ice cream
yogurt
cheese
cottage cheese
jam
chocolate
bread
cake

Other

food
pizza
lettuce
cabbage
broccoli
cauliflower

Non-Count Nouns are always singular.

There **is** ice cream in the freezer.
There **is some** ice cream in the freezer.
There **isn't any** pizza in the freezer.

How much **is** the rice? (price)
How **much** rice do you want?

Count Nouns can be singular or plural.

There **is a** banana on the table.
There **are three** bananas on the table.
There **aren't any** bananas.

How much **are** the bananas? (price)
How **many** bananas do you want?



Write sentences with "there is" or "there are".

1. There is some corn.

2. There are some grapes.

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

CLOZE

(COUNT & NONCOUNT)

Listen. Complete the sentences.

Conversation A

1. A: Let's get some _____.
B: Yes. _____ \$2.69.
A: \$2.69? That's _____.
B: How _____ do we need?
A: _____.

Conversation B

2. A: Let's get _____. _____ there _____ good onions?
B: Here are the onions. _____ 79 cents each
A: Woah! 79 cents each! That's _____!
B: How _____ do we need?
A: We just need _____.
B: OK

Listen. Complete the sentences.

Ventures 1 p85 A

Conversation A

1. A: Let's get some milk. Is there any milk on sale?
B: Yes. milk is \$2.69.
A: \$2.69? That's cheap!
B: How do do we need?
A: A lot.

LINKING

C+V

SUBSTITUTION DRILL



2/\$4

Heinz Ketchup
20 oz
Selected Varieties
5 points

8. A: We need some _____. _____ there any on sale?

B: Yes, _____.

A: Wow! That's a good price! / Wow! That's expensive!

B: How _____ do we need?

A: A lot. / Only one



\$0.99 ea.

Bell Peppers
Orange, Red or Yellow

9. A: We need some _____. _____ there any on sale?

B: Yes, _____.

A: Wow! That's a good price! / Wow! That's expensive!

B: How _____ do we need?

A: A lot. / Only one



\$2.99 ea.

**Best Choice
Instant Rice**
28 oz

10. A: We need some _____. _____ there any on sale?

B: Yes, _____.

A: Wow! That's a good price! / Wow! That's expensive!

B: How _____ do we need?

A: A lot. / Only one

SPEAKING PRACTICE



2/\$4

Heinz Ketchup
20 oz
Selected Varieties
5 points

8. A: We need some _____. _____ there any on sale?

B: Yes, _____.

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\$0.99 ea.

Bell Peppers
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**Best Choice
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28 oz

10. A: We need some _____. _____ there any on sale?

B: Yes, _____.

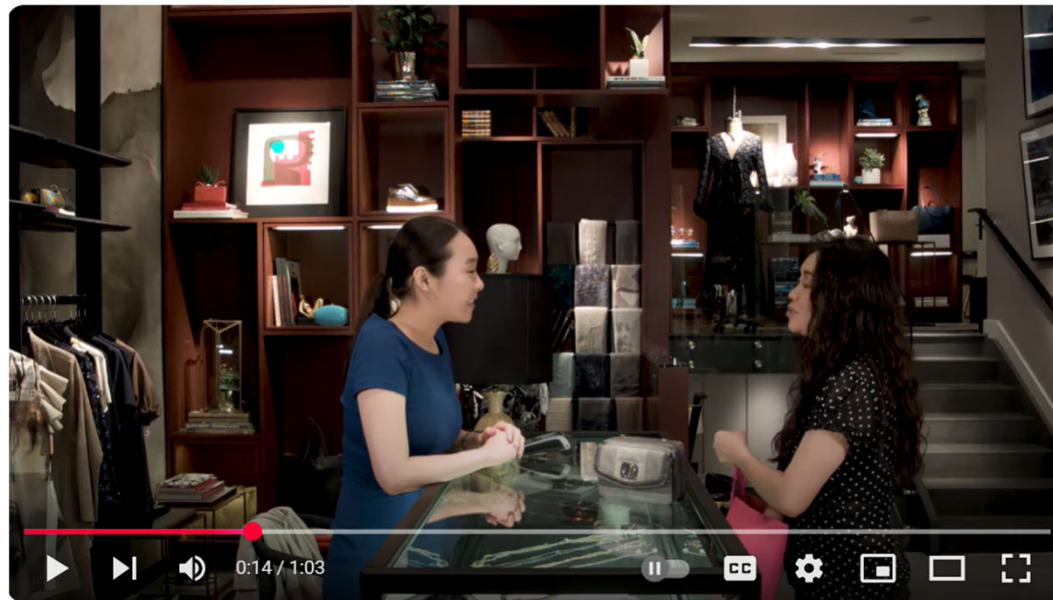
A: Wow! That's a good price! / Wow! That's expensive!

B: How _____ do we need?

A: A lot. / Only one

VIDEO MAKING A RETURN

What do students need to know?



MAKING A RETURN

Vocabulary clothing, problems, colors

Grammar singular/plural, this/these, has/have

What's the problem?

Reasons for a return or exchange

Is there anything wrong?

1. It doesn't fit.



They're too big.



They're too small.



They're too long.



They're too short.

2. Yes



It has a rip.



It has a hole.



It has a stain.

3. I don't like the color.



I need a different color.

<https://youtu.be/TiUp5X9iSX4?si=5qsFXFfsqtRL9CTQ>

CLOZE

Making a Return

Salesperson: Hello, _____ may I _____ you?

Customer: I would like to _____.

I bought it two weeks ago.

Salesperson: _____ are you returning it?

Customer: Oh, it doesn't _____ me.

Salesperson: I see. Do you have your _____?

Customer: Yes, I do.

Salesperson: OK, I see you paid by _____.

Can I have your credit card, please?

Customer: Sure.

Salesperson: I need your _____ on the receipt, please.

Customer: Sure.

Salesperson: Is there anything _____ I can do for you today?

Customer: No, thanks.

LINKING

C+V

Making a Return

Salesperson: Hello, how may I help you?

Customer: I would like to return this dress.

I bought it two weeks ago.

Salesperson: Why are you returning it?

Customer: Oh, it doesn't fit me.

Salesperson: I see. Do you have your receipt?

Customer: Yes, I do.

Salesperson: OK, I see you paid by credit.

Can I have your credit card, please?

SUBSTITUTION DRILLS

Salesperson: Hello, how may I help you?

Customer: I would like to return _____.

Salesperson: Why are you returning _____?

Customer: Oh, _____.

Salesperson: I see. Do you have your receipt?

Customer: Yes, I do.



Salesperson: Hello, how may I help you?

Customer: I would like to return _____.

Salesperson: Why are you returning _____?

Customer: Oh, _____.

Salesperson: I see. Do you have your receipt?

Customer: Yes, I do.



Salesperson: Hello, how may I help you?

Customer: I would like to return _____.

Salesperson: Why are you returning _____?

Customer: Oh, _____.

Salesperson: I see. Do you have your receipt?

Customer: Yes, I do.



SPEAKING PRACTICE

Salesperson: Hello, how may I help you?

Customer: I would like to return _____.

Salesperson: Why are you returning _____?

Customer: Oh, _____.

Salesperson: I see. Do you have your receipt?

Customer: Yes, I do.



Salesperson: Hello, how may I help you?

Customer: I would like to return _____.

Salesperson: Why are you returning _____?

Customer: Oh, _____.

Salesperson: I see. Do you have your receipt?

Customer: Yes, I do.



Salesperson: Hello, how may I help you?

Customer: I would like to return _____.

Salesperson: Why are you returning _____?

Customer: Oh, _____.

Salesperson: I see. Do you have your receipt?

Customer: Yes, I do.





READING

READING - LOWER LEVELS

- Pronouns
- Transition Words
- Relate to something in their lives
- Graphic Organizers

PRONOUNS

A GOOD DEAL ON FANS

- The weather*
- 1 **It** is hot. **It** is very hot.
 - 2 Bob can't sleep. Bob can't cook.
 - 3 **It** is too hot to sleep.
 - 4 **It** is too hot to cook.
 - 5 Bob thinks, "**I** need a fan.
 - 6 A fan can help in this heat."

- 7 Bob rides the bus to Home Store.
- 8 Bob sees a sign.
- 9 **It** says, "Beat the Heat."
- 10 **It** says, "Get a Good Deal."
- 11 Bob sees a man in a green vest.
- 12 The man works at Home Store.
- 13 Bob asks **him**, "Do **you** have fans?"
- 14 "Yes, **we** have fans," says the man.
- 15 "We have a good deal on fans today.
- 16 The deal is buy 1, get 1 free."
- 17 "**That** is a good deal," says Bob.
- 18 Bob buys 1 fan. He gets 1 fan free.

TRANSITION WORDS

Breakfast Around the World

Most people eat breakfast. People in different countries eat different kinds of food for breakfast. **For example**, people in Vietnam **and** China often eat rice and soup for breakfast. In India, people like rice, eggs, and vegetables for breakfast, **but** people in South America usually eat something small, such as a piece of bread. In the United States **and** England, people often eat cereal with milk, **but** people in Russia sometimes eat cereal with cheese. People all over the world drink tea or coffee for breakfast. People in Asia drink tea for breakfast, **but** in the U.S. and Europe people usually drink coffee.



GRAPHIC ORGANIZER

Complete the chart with information from the reading.

	Vietnam and China	India	South America	United States and England	Russia
Breakfast food					
Breakfast drink					

CLASS DISCUSSION

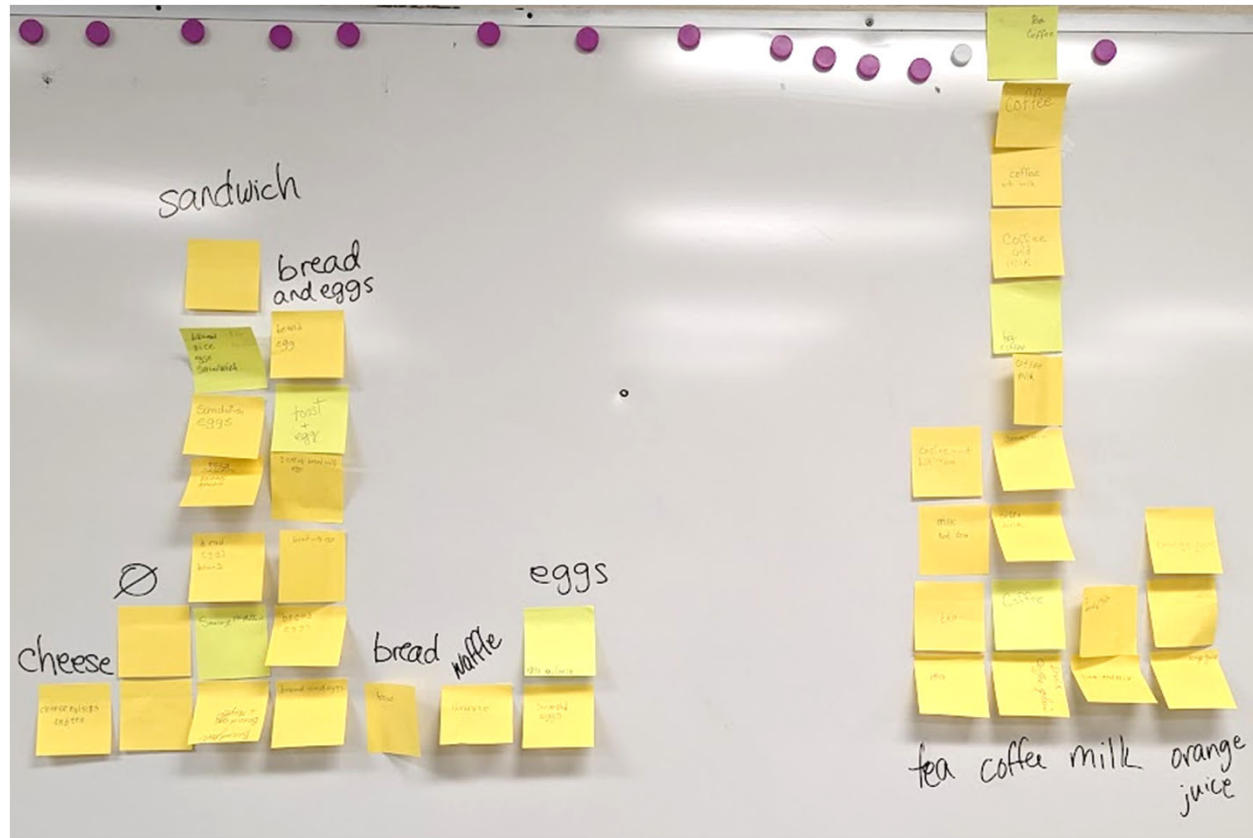
Make connections to the students' lives

- What do you eat for breakfast?
- What do you drink for breakfast?

BAR GRAPH

Each student received
2 sticky notes

- 1 for a breakfast food
- 1 for a breakfast drink



READ TO A PARTNER

Breakfast Around the World

Most people eat breakfast. People in different countries eat different kinds of food for breakfast. For example, people in Vietnam and China often eat rice and soup for breakfast. In India, people like rice, eggs, and vegetables for breakfast, but people in South America usually eat something small, such as a piece of bread. In the United States and England, people often eat cereal with milk, but people in Russia sometimes eat cereal with cheese. People all over the world drink tea or coffee for breakfast. People in Asia drink tea for breakfast, but in the U.S. and Europe people usually drink coffee.



NEXT DAY

Make
connections to
the students' lives

Breakfast Around the World

People in Haiti often eat _____ and drink
_____ for breakfast.

People in Somalia usually eat _____ and drink
_____ for breakfast.

People in the Democratic Republic of the Congo often eat
_____ and drink _____
for breakfast.

People in Sudan often eat _____ and drink
_____ for breakfast.

People in Mauritania often eat _____ and drink
_____ for breakfast.

COMPREHENSION QUESTIONS

Make use of the reading OR the chart from yesterday

- What do they eat for breakfast in South America?
- Where do they eat cereal with cheese?
- What do people in the United States eat with their cereal?

LEAVE YOU HANGING?

Talk of the Block

CHECK THE SIZE!

- 1 Jack was at the men's store on Monday.
- 2 He wanted a nice jacket for work.
- 3 Jack did not have much time to shop on Monday.
- 4 He had to shop fast.
- 5 Jack got a nice jacket.
- 6 He got the jacket at a good price.



- 7 But Jack had to shop fast.
- 8 He did not try the jacket on.
- 9 He did not check the size.
- 10 Did Jack shop too fast?

- 11 What size is the jacket? Size 36.
- 12 What size is Jack? Size 38.

- 13 The jacket is too tight.
- 14 The jacket is not the right size.
- 15 Jack did not check the size.
- 16 He got the jacket in the wrong size.

- 17 Jack has to go back to the store.
- 18 He can get another jacket.
- 19 He can get a jacket in the right size.
- 20 Jack has time to shop on Wednesday.
- 21 He can go back to the men's store on Wednesday.



C : Can I help you?
cashier

J : Yes, I want to exchange this jacket, please.
Jack

C : What's the problem?

J : It is too small. I shopped too fast on Monday.

C : Do you have the receipt?

J : Yes, I do.

C : Leave this here. Go find the right size.

J : This one is good.

C : Sign here. Thank you. Have a good day.

READING - HIGHER LEVELS

- Pronouns and Synonyms
- Transition Words
- Punctuation
- Highlight Grammar you're currently covering
- Read articles in small chunks and go deep
- Graphic organizers

PRONOUNS AND SYNONYMS

'TIS THE SEASON for overbuying food—which is why it's also a good time to contemplate that the average American throws out almost a pound of food every day, according to the Department of Agriculture. Why? It's often hard to know how long packaged foods are still safe to eat because there are no federal regulations on date labeling, with the exception of those on infant formula.

PRONOUNS AND SYNONYMS

Making the World Safer for Pedestrians

Jeff Plungis

Auto-safety experts have been increasingly alarmed by the rising number of pedestrians killed by vehicles over the past decade. Some types of traffic deaths have been declining, but the number of pedestrians fatally hit by vehicles has gone up over time – and at an increasing rate. In 2009 there were 4,109 such[↑] deaths, according to the National Highway Traffic Safety Administration. By 2017 it was 5,977, a 45 percent increase. In 2007 they were 11 percent of all traffic fatalities; in 2017 they were 16 percent.

PRONOUNS AND SYNONYMS

Pedestrian-detection systems are an innovation that's quickly making its way into new cars.

3 They're standard on about one-third of new vehicles and available as an option on about 30 percent more. Automakers are increasingly putting this feature into their automatic emergency braking (AEB) systems to prevent deaths and reduce the severity of injuries – even when human drivers can't or don't react quickly enough.

PUNCTUATION

GIVE MORE INFORMATION ABOUT A NOUN

Katrina can make you feel worried.

But there are reasons to relax. Now more than ever, many people—*dash* from individuals to government officials—*dash* are working to prepare for and respond to disasters. Here is a description of who does what. *extra information*

Officials in California try to prevent large floods, which could occur if levees *extra information* (walls of earth that help control flooding) in the Sacramento-San Joaquin Delta region break because of an earthquake or a big storm. A few years ago, California's former Gov. Arnold Schwarzenegger declared a state of emergency in that area because of damage from big rainstorms.


Students at Pine View Middle School in Land O' Lakes, Fla., *extra information* for example, sometimes practice evacuating buildings, just as they would during a tornado. The school's principal, David Estabrook, is a shelter manager. He received special training. "It's a whole lot of people working together—the Red Cross, the sheriff's office, [and] the school," he says. *extra information*

IDENTIFY / NOTICE / DISCUSS FUNCTION OF GRAMMAR

Highlight and discuss any grammar feature present that you are currently studying.

ADJECTIVE CLAUSES


2. Did you read about the bus drivers who are demonstrating?



Yes, I did. They've been demonstrating for two weeks.

They're asking for higher pay and better health care.

3. Did you hear about the 20-car collision that happened this morning? Someone's car broke down on the freeway. The driver who was behind that car didn't see it, so he hit it. Then, 18 more cars crashed.



PASSIVE

A Watching Nation

Many government groups prepare for possible disasters and respond to them.

The Federal Emergency Management Agency (FEMA) was created to help people both before and after disasters. FEMA does everything from helping make sure that buildings are designed to withstand damage to training emergency workers. When Hurricane Katrina hit New Orleans, many people criticized FEMA for not responding as well as it could have.

Other federal disaster responders include the National Guard and the U.S. Coast Guard. The National Guard is a group that can quickly be activated in the event of a national emergency, such as a hurricane, a flood, or a war. The Coast Guard is the nation's oldest agency for protecting U.S. waters. It carries out search-and-rescue missions during and after disasters.

**SMALLER CHUNKS OF READING —
DEEPER QUESTIONS**

SMALLER CHUNKS OF READING — DEEPER QUESTIONS

comprehension, text structure, word structure,
guessing meaning, inference

Aedes aegypti makes up about 4% of the mosquito population in the Keys, a chain of tropical islands off the southern tip of Florida. But it is responsible for practically all mosquito-borne disease transmitted to humans in the region, according to the Florida Keys Mosquito Control District (FKMCD), which is working closely with Oxitec on the project.

12. What explanation of “the Keys” are given? What punctuation mark begins this explanation?
a chain of tropical islands off the southern tip of Florida *comma*
13. In the sentence, “But it is responsible for ...” what does “it” refer to?
*The *Aedes aegypti* mosquitoes.*
14. If only 4% of all the mosquitos in southern Florida are the *Aedes aegypti*, why is this species the target?
Because it is responsible for practically all mosquito-borne disease.
Because they are the ones that harm people the most.
15. What do you think “mosquito-borne disease” means?
Disease transmitted by mosquitoes. Disease that is spread by mosquitoes.

SMALLER CHUNKS OF READING — DEEPER QUESTIONS

comprehension, text structure, word structure,
guessing meaning, inference

PROTECTS AGAINST AGING AND SKIN CANCER

This is not a regulated term, but it's safe to say that if used properly, any broad-spectrum sunscreen with an SPF of 30 or higher will help to protect you from skin aging and skin cancer. Proper use involves applying enough sunscreen—a teaspoon per body part, such as the torso or a leg—reapplying it every 2 hours you're in the sun, and using it in combination with other sun-protection measures.

5. What does it mean to “apply” sunscreen? What does “reapply” mean? What prefix helped you with this meaning?

to put it on to put it on again re

6. When should you reapply water-resistant sunscreen?

- a. every 2 hours
- ☒ b. when you get out of the water
- c. every 40 minutes

7. How much sunscreen should you apply?

a teaspoon per body part

8. Think of some examples of “other sun-protection measures.”

stay in the shade, wear a hat & sunglasses, wear long-sleeved white shirts
don't go out between 10am and 3pm.

GRAPHIC ORGANIZER



Label	FDA regulated	Not regulated	It doesn't say
SPF			✓
Broad Spectrum	✓		
Water-Resistant	✓		
Protects against aging and skin cancer		✓	
Sport		✓	
Baby or Kid		✓	
Dermatologist Tested or Approved		✓	

Tap Water

pros

safe
healthy
inexpensive

can be
portable in
a reusable
bottle

cons

In less
developed
countries

- not accessible
- not safe

↳ cause
sickness

Bottled Water

pros

* plastic is
recyclable
+ makes useful
things

* portable -
easy to carry

* important
alternative in
less developed
countries

* healthier
than soda

cons

expensive

- gas for transportation
- wastes water
- make plastic bottles

Most Americans
throw bottles in trash
- harms environment

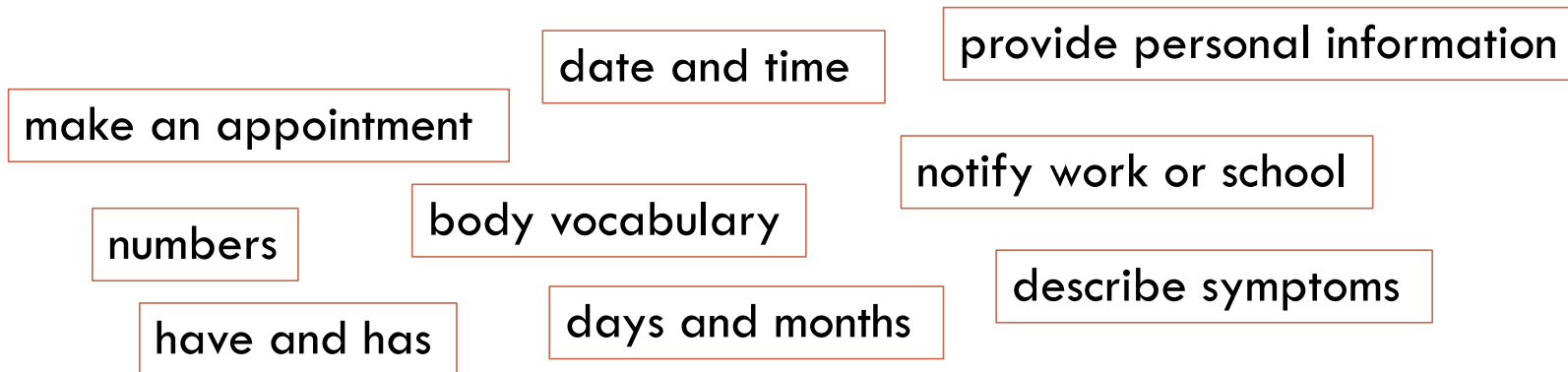
plastic harms
animals

if plastic is heated,
it leaks chemicals

DEVELOPING A THEME

Goal: Deciding to go to work or stay home

- What do they need to know in order to do this?
- Logical order
- Use all modalities



DEVELOPING A THEME

- Melinda's Method
 - Scour all available resources for what lessons they have relating to my theme.
 - Put those activities in a logical order
 - Then ask, is anything missing?

Goal: Deciding
to go to work
or stay home

1 Listen to learn: going to the doctor

Step Forward 1 p123



3-09

A Listen to the radio program. Check the symptoms you hear.



fever



headache



congestion



sore throat



cough



3-09

B Listen again. Check the speaker's advice.

1. a fever
2. a bad sore throat
3. a cold
4. a high fever

☐ stay home
☐ stay home
☐ stay home
☐ stay home

☐ call the doctor
☐ call the doctor
☐ call the doctor
☐ call the doctor

C Discuss this question: Do you agree with the speaker? When do you stay home/
call the doctor?

COLD OR FLU?

Reading

■ Building knowledge

Cold or Flu?

The [flu](#) and the common cold are both types of [upper respiratory infections \(URIs\)](#). Both are caused by viruses. But the flu is not the same as the common cold.

Flu symptoms

Flu symptoms are usually much worse than a cold. The flu usually comes on suddenly and lasts longer.

Symptoms may include:

- Fever
- Cough
- Chills
- Body aches
- Headache
- Feeling very tired

Symptoms are usually worse for the first few days. But it can take up to a few weeks to get completely better. The flu usually doesn't cause vomiting or diarrhea in adults.

The flu usually occurs during the late fall and winter.

Cold symptoms

Cold symptoms usually come on slowly over the course of a couple of days.

Symptoms may include:

- Runny nose and sneezing
- Red eyes
- Sore throat and cough
- Headache
- Mild body aches

Colds usually last 1 to 2 weeks. As the cold gets worse, your nose may get stuffy with thicker [mucus](#). You can catch a cold at any time of year, but they are more common in late winter and early spring.

Current as of: June 12, 2023

Author: [Healthwise Staff](#)

<https://healthy.kaiserpermanente.org/health-wellness/health-encyclopedia/the-difference-between-the-flu-and-a-cold.abr7766>

COLD OR FLU?

Listening cloze

■ Building knowledge

1 Listen to learn: going to the doctor

A Listen to the radio program. Check the symptoms you hear.



fever



headache



congestion



sore throat



cough

B Listen again. Check the speaker's advice.

- | | | |
|----------------------|------------------------------------|--|
| 1. a fever | <input type="checkbox"/> stay home | <input type="checkbox"/> call the doctor |
| 2. a bad sore throat | <input type="checkbox"/> stay home | <input type="checkbox"/> call the doctor |
| 3. a cold | <input type="checkbox"/> stay home | <input type="checkbox"/> call the doctor |
| 4. a high fever | <input type="checkbox"/> stay home | <input type="checkbox"/> call the doctor |

C Discuss this question: Do you agree with the speaker? When do you stay home/ call the doctor?

Listen. Complete the sentence.

Step Forward 1 p123

When you are _____, you have _____ questions.

The _____ question is: Do I go to _____? Think about this:

Do you have a _____? _____! Do you have a bad _____
_____? _____! If you go to work, your _____ can
get sick, too!

The _____ question is: Do I go to the _____?

Do you have _____, and a _____? You probably have a _____.

You don't have to see a _____ for a _____. _____,

_____, and _____ fluids. But if you feel _____ sick, or if you have a

_____, call the _____!

COLD OR FLU?

Read again the
next day

Cold or Flu?

The [flu](#) and the common cold are both types of [upper respiratory infections \(URIs\)](#). Both are caused by viruses. But the flu is not the same as the common cold.

Flu symptoms

Flu symptoms are usually much worse than a cold. The flu usually comes on suddenly and lasts longer.

Symptoms may include:

- Fever
- Cough
- Chills
- Body aches
- Headache
- Feeling very tired

Symptoms are usually worse for the first few days. But it can take up to a few weeks to get completely better. The flu usually doesn't cause vomiting or diarrhea in adults.

The flu usually occurs during the late fall and winter.

Cold symptoms

Cold symptoms usually come on slowly over the course of a couple of days.

Symptoms may include:

- Runny nose and sneezing
- Red eyes
- Sore throat and cough
- Headache
- Mild body aches

Colds usually last 1 to 2 weeks. As the cold gets worse, your nose may get stuffy with thicker [mucus](#). You can catch a cold at any time of year, but they are more common in late winter and early spring.

Current as of: June 12, 2023

Author: [Healthwise Staff](#)

<https://healthy.kaiserpermanente.org/health-wellness/health-encyclopedia/the-difference-between-the-flu-and-a-cold.abr7766>

COLD OR FLU?

Match

Vocabulary

_____ 1. body aches

_____ 2. congestion

_____ 3. usually

_____ 4. worse

_____ 5. both

_____ 6. symptoms

_____ 7. mild

_____ 8. suddenly

a. more bad

b. changes in your body from sickness

c. muscles hurt

d. not bad, little

e. 80 – 85%

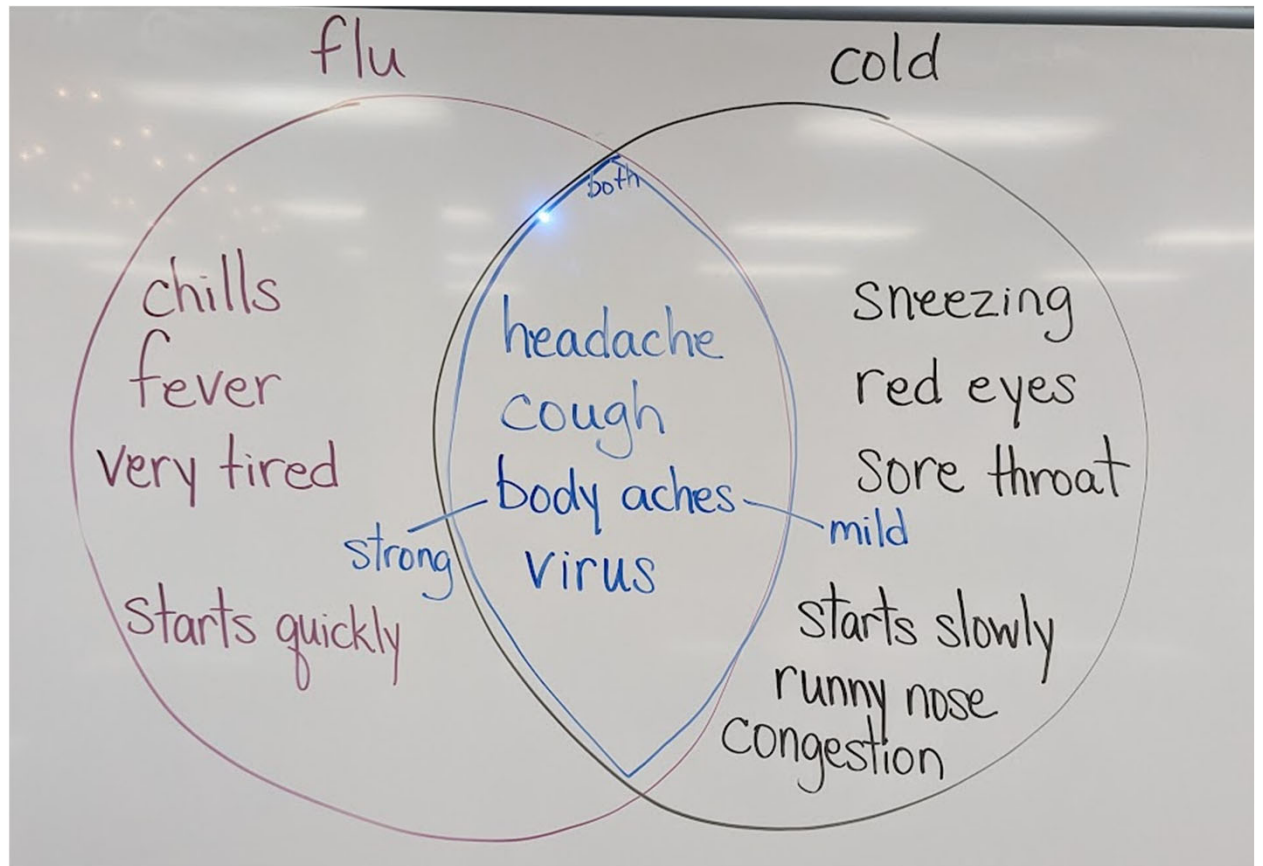
f. very quickly, very fast

g. nose is blocked, difficult to breathe

h. the two

COLD OR FLU?

Venn Diagram



COLD OR FLU?

Application

1. Michael has a fever.
2. Eduardo has a headache and a dry cough.
3. Lily has a runny nose.
4. Norman has a high fever and his muscles ache.
5. Laura has a sore throat and a runny nose.

3 Practice making an appointment

Step Forward 1 p124



3-12

A Listen and read the conversation.

Hello, doctor's office.

Hi. This is Carl. I have a terrible cold. I have to see the doctor.

I'm sorry but I don't have any openings today. Is tomorrow OK?

OK.

How about 10 a.m.?

That's fine. Thanks.

OK. See you on Wednesday, May 12th at 10:00.



3-13

B Listen and circle *a* or *b*.

1. ☐ a. He has a fever. ☐ b. He has a cold.
2. ☐ a. Yes, it is. ☐ b. No, it isn't.
3. ☐ a. on Wednesday ☐ b. on Thursday
4. ☐ a. at 10:00 ☐ b. at 2:00

COLD OR FLU?

Listen to people making doctor's appointments

Listen. Complete the chart.

Patient	Symptoms	Appointment time
Daniela Lopez		
Charlie Foss		
Mrs. Chan's son		
Mrs. Rios's daughter		
Kara Woods		

COLD OR FLU?

Practice making appointments

- printed script (substitution drill)
- pictures of symptoms



A. Dr. Brown's office. May I help you?

B. Yes, I need an appointment.

A. What's your name?

B. _____

A. How do you spell that?

B. _____

A. What's your date of birth?

B. _____

A. What's the problem?

B. _____

A. How long have you felt this way?

B. _____

A. Ok. I have an appointment available on Thursday, May 2nd at 10:00am.

Is that ok?

B. Yes, thank you.

I'm sorry. I can't come at that time.

Do you have a different time?

Can I come in the afternoon?

Can I come on Friday?

COLD OR FLU?

Practice making appointments
- receptionists and patients



Hello. This is ____.

Can I please speak to ____?

I'm sorry. ____ is not available.

Can I leave a message please?

What is your name?

This is ____.

What is your phone number?

My number is ____.

Thank you Have a great day.

THEORETICAL APPROACH

Communicative Competence

- Language Forms
 - Language Knowledge
- Social Interactions
 - Ability to use language appropriately in social contexts
- Language Skills
 - Ability to read, write, listen, and speak for different purposes
- Learning Strategies
 - Ability to use strategies to make yourself understood, independent learning

Language Forms

grammar

pronunciation

spelling

vocabulary

Social Interactions

greetings

making requests

making complaints

polite intonation

interrupting politely

formal / informal language

body language

Language Skills

write to persuade

interpreting charts and graphs

listen for specific information

identify main idea

complete a form

Learning Strategies

guessing meaning from context

asking for a definition

asking someone to speak more slowly

asking for clarification



- Language Forms
- Language Knowledge
 - Vocabulary
 - spelling, pronunciation
 - Grammar



■ Social Interactions

Ability to use language appropriately in social contexts

- greetings
- requests, complaints
- intonation
- formal/informal language
- body language



■ Language Skills

Ability to read, write, listen, speak for different purposes

- complete forms
- interpret charts/graphs
- listen for specific info
- write for different purposes
- read for different purposes



■ Learning Strategies

Ability to use strategies to make yourself understood, independent learning

- ask speaker to slow down
- guess meaning from context
- ask for clarification
- ask for a definition

Language Forms

- Vocabulary
 - spelling, pronunciation
- Grammar

Social Interactions

- greetings
- requests, complaints
- intonation
- formal/informal language
- body language

Language Skills

- complete forms
- interpret charts/graphs
- listen for specific info
- write for different purposes
- read for different purposes

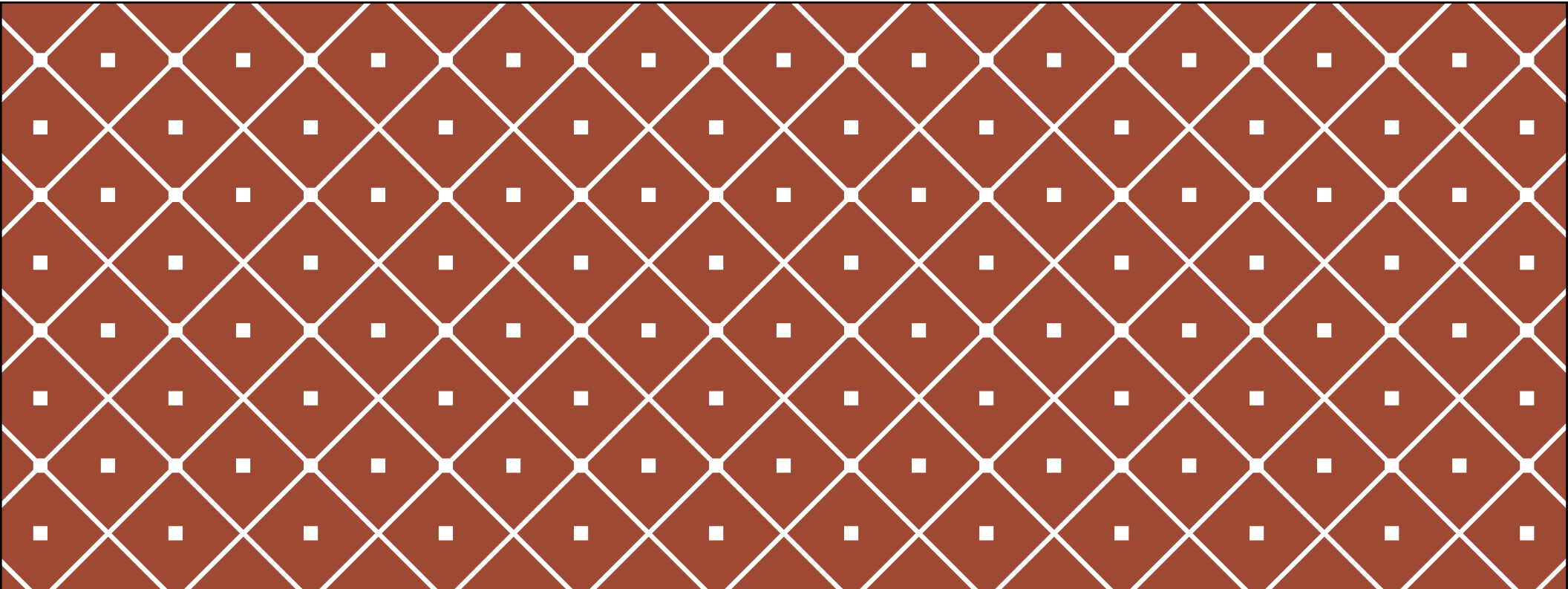
Learning Strategies

- ask speaker to slow down
- guess meaning from context
- ask for clarification
- ask for a definition



ORGANIZE

- What do my resources provide?
- Where do my resources leave me hanging?
 - How will I fill in the gaps?
- Put ideas in logical chronological order



THANK YOU

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Literacy KC