Getting There Safely

Classroom Materials/Extra Practice

CD 2 Tracks 28–45



Unit Overview

Goals

• See the list of goals on the facing page.

Grammar

- A, An, The
- Past continuous
- Time clauses

Pronunciation

- Vowels in unstressed syllables
- *A*, *an*, *the*

Reading

- Read an article about dangerous drivers
- Reading Skill: Interpreting Charts

Writing

• Write an opinion letter

Preview

- Hold up your book or have students look at their books. Read the unit title aloud.
- Set the context of the unit. Ask questions about the picture: *What do you see? What do you think the problem is? What does the title mean?*
- Read the preview questions aloud.
- Ask volunteers to share answers. You can help students explain their ideas by writing their information on the board, for example, *flat tire, burning oil, expensive gas.*
- You may want to summarize some of the problems cars and car owners have. Use the board.

Unit Goals

- Tell the class: This list of unit goals shows us what we will be studying in Unit 7.
- Have students read the goals silently.
- Say each goal and have students repeat. Explain unfamiliar vocabulary as needed. Explain maintenance: Comes from the verb maintain, which means to keep something in good condition. Explain city official: A person in the city government. Explain driving costs: There are many costs to driving a car. Some costs are insurance, maintenance, gas, washing, and parking.
- Say: We will come back to this page at the end of the unit. You will be able to write a check next to the goals you learned and practiced in this unit.

Community Building

Ask: *Who has a car*? Ask for a show of hands. Have volunteers talk about where they go when they have problems with their cars. Helping students share helpful information about their communities builds connections.

Getting Started

10 minutes

WHAT DO YOU KNOW?

Teaching Tip

Encourage fluency by listening to students' ideas and not correcting their mistakes. Encourage accuracy by restating correctly what a student says and having the student or the class repeat.

- Set the context of the lesson. Ask: *What are some words we already know that are related to driving?* Write students' ideas on the board.
- Say each word and have the class repeat. Say: Use these words and talk about cars and driving.
- Call on volunteers to talk about their experiences with cars and driving. Model correct English by restating what the student said and having the student or the class repeat.
- Say: Talk to a classmate about the picture. What are some things you see happening in the picture?
- State the lesson objective: We're learning words that relate to driving and traffic.

Presentation

5 minutes

A Look at the pictures...

- Call on volunteers to say what they think the words mean. Ask them for explanations or examples for each word.
- Say each word and have students repeat.

Controlled Practice

15 minutes

B Match the pictures...

- Students can work alone or in pairs.
- Have students compare answers.

G States and check...

- Play CD 2, Track 28. Have students circle any incorrect answers. Play Track 28 again and have students correct these items.
- Play Track 28 again. Have students repeat.

Expansion: Vocabulary Practice for 1C

- Form pairs. Say: Use the new vocabulary and talk about the pictures.
- Point to the picture and say: *This lane is closed because of construction.*
- Call on volunteers to say one of their sentences.

Learning Strategy: Translate words

- Read the directions. Students can use index cards or pieces of paper.
- Model the activity by making a card for one of the words in Exercise 1B. Write the English word on the board. Call on volunteers to write the word in their language on the board.
- Say: *You can remember new vocabulary when you translate words into your own language*. Tell students to use this strategy with other new vocabulary.

Teaching Tip

Give students time to review all their vocabulary cards from the first six units. In pairs, give them time to create sentences with the vocabulary words.

Controlled Practice

15 minutes

PRACTICE

WORD PLAY. Listen to the first part...

- Tell students they are going to listen to a radio traffic report. Ask: *What information are we listening for?* (what city is the report for)
- Play CD 2, Track 29.
- Call on a student to say what city the report is for.

Expansion: Listening Practice for Word Play

- Tell students they are going to write down information they hear.
- Write on the board: *time of report, name of radio station, city of report, name of freeway.*
- Play CD 2, Track 30 two or three times.
- Call on students to say the information from the board.
- Play Track 30 again to confirm.

B *P* Listen to the entire...

- Call on students to read the statements and answer choices first.
- Play CD 2, Track 30 twice.
- Play Track 30 again, pausing after each item's information. Have students repeat what they heard. Then have a student read the completed sentence.
- To review, play Track 30 again.

Expansion: Speaking Practice for 2

- Write on the board: *Have you ever been stuck in a traffic jam? Do you ever hear traffic reports? Who do you think listens to traffic reports? What are some reasons people get stuck in traffic jams?*
- Form pairs. Have students answer the questions from the board.
- Call on volunteers to answer a question.

Communicative Practice 15 minutes



GROUPS. Compare traffic...

- Ask: Did you drive in your country? Do your family and friends drive in your country?
- Walk around and help as necessary.
- To review this activity, ask each group to say one thing about each country represented in their group.

MULTILEVEL INSTRUCTION for Show what you know!

Cross-ability Above-level students write the information for their group. Have them write the countries represented and some key ideas being discussed. Call on pre-level and on-level students to share the information with the class.



Lesson 2 Talk about car maintenance

Getting Started

10 minutes

Presentation

10 minutes

BEFORE YOU LISTEN

A GROUPS. What are common...

- Write on the board: *Have you ever had car problems? What was the problem? What did you have to do to take care of it?*
- To review, ask volunteers from each group to say some common problem and what to do to maintain a car.

MULTILEVEL INSTRUCTION for 1A

Pre-level Have students write one problem and one thing you have to do to maintain a car in good condition.

Above-level Have students write four problems and four things you have to do to maintain a car in good condition.

B Look at the pictures....

- Read the words aloud.
- Call on volunteers to match the words with the pictures.

Expansion: Writing Practice for 1B

- Call on volunteers to write sentences using the words on the board.
- Correct the sentences with the class.
- Have students copy the sentences into their notebooks.

2 LISTEN

A 🥟 Listen to the first part...

- Have students read the directions and the answer choices.
- Ask: *Who is having the conversation?* (Li and a mechanic)
- Play CD 2, Track 31. Then ask a volunteer to answer. Write the correct answer on the board.

B *P* Read the statements....

- Have students read the statements silently.
- Play CD 2, Track 32. Have students compare answers.
- Then play Track 32 again.
- Review the answers by asking volunteers to read the statements and say if they are true or false.

Expansion: Vocabulary Practice for 2B

- Some words and phrases from the conversation might be difficult for students. Write on the board: *Front brakes are gone. Parts and labor. Treads on the tires. Dent.*
- Call on volunteers to write simple definitions or give examples of the words and phrases on the board. Explain as necessary.

Expansion: Writing Practice for 2B

• Play CD 2, Track 32 again. Have students change false statements to true. Call on volunteers to write the new sentences on the board.

Lesson 2 Talk about car maintenance

Presentation

15 minutes

CONVERSATION

A 🥟 Listen to the phrases...

- Write on the board: *Are you going to <u>the</u> dance? She has to buy <u>a</u> new car. Would you like <u>an</u> apple? Tell students that the articles have a weak stress. Say the sentences. Have the students repeat.*
- Play CD 2, Track 33. Have students read the phrases and sentences.
- Play Track 33 again. Have students repeat.

Expansion: Pronunciation Practice for 3A

• Have above-level students write sentences with articles on the board. Say the sentences. Have students repeat. Then have them say the sentences in pairs.

B *P* Listen and read...

- Have students close their books. Play CD 2, Track 34 while students listen.
- Have students open their books.
- Play Track 34 again. Have students listen and read silently.

Controlled Practice

10 minutes



A PAIRS. Practice the conversation.

- With an above-level student, model the conversation for the class, using correct word stress and appropriate emotion.
- Tell students to role-play both Li and the mechanic. Walk around and help as needed.
- Call on volunteers to role-play the conversation for the class.

Communicative Practice 15 minutes

Teaching Tip

While pairs are performing role plays, use the scoring rubric for speaking on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and how well he or she completes the task. You may want to review the completed rubric with the student.

B ROLE PLAY. PAIRS. Look at the information...

- While students are completing the task, walk around and help as necessary.
- Call on pairs to role-play their conversation for the class.

MULTILEVEL INSTRUCTION for 4B

Pre-level Have pre-level students play the role of the car owner.

Above-level Have above-level students play the role of the mechanic.

Extra Practice



Interactive Practice

Lesson 3 Talk about car maintenance

Getting Started

5 minutes

- Write on the board: *I'm looking for <u>a car</u>*. Point and say: *This is the first time I've talked about it*.
- Write on the board: *The car I bought is blue*. Point and say: *We know what car we're talking about*.
- State the lesson objective: We are going to learn how to use a, an, and the. We'll use these when we talk about car maintenance.

Presentation

10 minutes

Language Note

A and *an* mean one. They are used with singular nouns. *The* is used with singular, plural, and non-count nouns. Read the Grammar Watch note with the class. Give examples for each item.

A, An, The

- Have students read the sentences in the grammar box silently.
- Then say each sentence in the Grammar Watch and point to the grammar charts to show the corresponding information.
- Form pairs. Have students write sentences using *a*, *an*, and *the*.
- Call on students to write some sentences on the board.
- Review each sentence on the board for meaning and grammar. Ask: *Was the article used correctly?*

Controlled Practice

15 minutes

PRACTICE

A Read the sentences....

- Say: Alex and Claudia are talking about a car Alex bought.
- While students are completing the task, write numbers 1 through 4 on the board.
- Have students compare answers.
- Call on volunteers to read the completed sentences. Make corrections as necessary.

B Complete the sentences....

- Say: *Tell me what you know about articles.* Answers should include: Accept various answers, including: We use *a* and *an* when we are talking about something for the first time. *A* and *an* are singular. We use *the* when we're talking about something for the second time. We use *the* when we know what thing we're talking about.
- As students are completing the task, walk around and help as necessary.
- Call on students to read the completed paragraph, pausing after each filled-in blank. Ask the class: *Is that correct? Why?* (or *Why not?*)

Expansion: Reading Practice for 1B

• Form pairs. Have students alternate reading the paragraph. Encourage them to help each other with their pronunciation.

Lesson 3 Talk about car maintenance

Controlled Practice

10 minutes

PRACTICE

(A) Complete the conversations...

- Read conversation 1 with a student.
- Tell students to read each conversation first for content and then to complete it.
- Have students compare answers.

B Listen and check...

- Play CD 2, Track 35. Have students check their work.
- Have pairs practice the completed conversations.

Controlled Practice

5 minutes

G Practice the conversations.

- Have pairs alternate reading A and B.
- Walk around and correct pronunciation, tone, and pace as needed.

Communicative Practice 15 minutes

Show what you know!

Teaching Tip

Students may need more support when asked to discuss a general topic. Write specific ideas on large pieces of paper and hang them around the room. For example: *Problems I have had with my car* or *Problems I have had with a mechanic/ garage* or *Problems I had getting to work/school.* Ask students to stand near the idea they would like to discuss. Have students talk with the other students who choose the same idea.

GROUPS. Discuss. Talk about an experience...

- While students are completing the task, walk around and help as necessary.
- Call on a student from each group to talk about a different problem.

MULTILEVEL INSTRUCTION for Show what you know!

Cross-ability Above-level students can help pre-level students focus on one experience and tell the story.

Progress Check

Can you . . . talk about car maintenance?

Ask students to review problems a car can have. Make a list on the board. Ask students: *Can you check this goal?*



Lesson 4 Identify parts of a car

Getting Started

10 minutes

Community Building

If you have students who know about cars and you can take your class outside, have your "expert" students show a few basic things, such as tires, engine, jumper cables, battery, etc. Giving students a chance to show their expertise while other students also practice their vocabulary builds rapport and makes the content relevant.

Presentation

10 minutes

PRACTICE

A Look at the picture...

- Call on "expert" students to read the new words aloud.
- Say the words and have students repeat.
- Say the lesson objective: We're going to talk about parts of a car, inside and outside.

Controlled Practice 10 minutes

B PAIRS. Complete the sentences...

- Call on a student to read number 1. Remind students to check off the words they use from the list.
- Have pairs compare their answers with other pairs.
- Call on volunteers to read the completed sentences. Make necessary corrections.

MULTILEVEL INSTRUCTION for 1B

Pre-level Give students extra time to complete the exercise. Have them check their answers against the answers on the board.

Above-level Have students compare answers with above- and on-level students. Then have volunteers write the answers on the board.

Controlled Practice

15 minutes

PRACTICE

A Look at the picture...

- Call on "expert" students to read the new words.
- Say the words and have students repeat.

B Write the name...

- Have students compare their answers.
- To review, say the instructions and have students say the car part.

Expansion: Vocabulary Practice for 2A & B

- There is a lot of new vocabulary in this unit. Give students time to write words on small cards. They can write the part on one side, and the instruction for using it on the other.
- Give pairs time to review the words. Have them add these words to their ziplock bag. They can paper clip these words together with a note that says *Parts of a Car*.

Communicative Practice 15 minutes

Progress Check

Can you . . . identify parts of a car?

Ask the class to say some parts of a car. Make a list on the board. Ask students: *Can you check this goal?*



Lesson 5 Talk about traffic accidents

Getting Started5 minutesControlle1BEFORE YOU LISTENImage: Classic control of the second control of the sec

A 🥟 Listen. A police officer is...

- Say: You're going to listen to a police officer talking to two people involved in an accident. What is the cause of the accident?
- Have students read the three answer choices first.
- Play CD 2, Track 36. Have students mark their answers.
- Play Track 36 again. Have students raise their hands when they think they hear the answer. Say each answer and have students check their answers.

Controlled Practice

10 minutes

B *P* Read the statements....

- Have students read the statements first.
- Play CD 2, Track 37. Then have students compare answers.
- Call on volunteers to read the statements and say if they are true or false.
- Play Track 37 again to confirm the answers. Pause the CD if necessary and have students repeat what they heard.

G *P* Read the questions....

- Have students read the four statements and possible choices silently.
- Play CD 2, Track 38.
- Ask the class for the answers. Write them on the board.
- To review, play Track 38 again.

Expansion: Reading Practice for 2C

• Form pairs. Have students read the completed statements.

Lesson 5 Talk about traffic accidents

Presentation

5 minutes

3 CONVERSATION

A 🥟 Listen to the words....

- Play CD 2, Track 39. Have students read the words.
- To help students understand that syllables are units of sound, separate the words into their syllables. Write on the board: *hap pen in sur ance ac ci dent con struc tion*
- Play Track 39 again. Have students repeat.
- Have students read the Pronunciation Watch.

Expansion: Pronunciation Practice for 3A

• Have students say words they know that have two or three syllables. Write them on the board. Review the stress for each word.

Controlled Practice

10 minutes

B States Listen to the words....

- Play CD 2, Track 40.
- Have students compare answers with a classmate.
- Then play Track 40 again. Write the answers on the board and have students check their answers.
- Play the audio as many times as necessary.

Presentation

5 minutes

G 🥟 Listen and read...

- Ask: What do you see in the photo? What is happening?
- Tell students they are going to hear a conversation between a police officer and a woman.
- Write on the board: *What happened?* Encourage students to cover the conversation in their books.
- Play CD 2, Track 41. Call on students to say what they understood. Write answers on the board.
- Then play Track 41 again. Have students listen and read silently.
- Review the answers on the board. Correct as necessary.

Controlled Practice

5 minutes

4 PRACTICE

A PAIRS. Practice the conversation.

- With an above-level student, model the conversation for the class, using correct word stress and appropriate emotion.
- Tell students to role-play both A and B.
- Call on volunteers to role-play the conversation for the class.

Communicative Practice 15 minutes

Teaching Tip

While pairs are performing role plays, use the scoring rubric for speaking on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and how well he or she completes the task. You may want to review the completed rubric with the student.

B ROLE PLAY. PAIRS. Make a similar...

- Say: Student A, think for a minute about what a police officer needs to know. Student B, read the description and think for a minute about what you will say.
- Walk around and help as necessary.
- Call on pairs to role-play their conversation.

MULTILEVEL INSTRUCTION for 4B

Pre-level Students follow the model conversation. **Above-level** Students extend their conversation. Have the officer ask some difficult questions. Have the driver act upset and confused.



Lesson 6 Talk about traffic accidents

Getting Started

5 minutes

- Write on the board: *I am driving the blue car*. Ask: *What tense is this?* (present continuous)
- Say: Let's change this to past continuous.
- Elicit ideas, and then write on the board: *I was driving the blue car*. Point out that the *-ing* word does not change. The form of *be* changes to past.
- Say: Can you make this past continuous sentence negative? Write on the board: I was driving the blue car.
- Erase *I* and write *You* in both sentences. Ask students to fix both sentences.
- State the lesson objective: We're going to learn the past continuous while we talk about traffic accidents.

Presentation

10 minutes

Past continuous

- Call on a volunteer to read the sentences in the box.
- Reinforce the information. Ask: *How do we make the past continuous tense? What does affirmative mean? What's the negative past continuous tense?*
- Then have students read the information in the Grammar Watch.
- To review, say: Let's review what we now know. What is the difference between present and past continuous? (Answers should include: Present is used to say something is happening right now; the be form is in present or past; past continuous is used to say something was happening at a specific time in the past.)

Controlled Practice

15 minutes

PRACTICE

A Underline four more examples...

- Tell students they are going to read the paragraph two times.
- Have them read the first time to understand the story. Write on the board: *What is the paragraph about? What happened? What were people doing? What do you think* rubberneck *means?* Call on students to answer the questions. Write on the board: *rubbernecking = when drivers slow traffic down because they are slowing down and turning their heads to look at something, usually an accident.*
- Have students read the paragraph again and underline the past continuous verbs.
- Walk around and help as necessary.
- Call on volunteers to read one sentence and say the past continuous verbs they underlined.

Expansion: Reading Practice for 1A

• Read the paragraph sentence by sentence. Have the class repeat. Finish by forming pairs and having students alternate reading the paragraph.

B Unscramble the sentences....

- Write item 1 on the board. Point out to students that they need to put in punctuation.
- Have students form the correct sentence. Write it on the board.
- To review, have students compare answers with a classmate. Then have volunteers write the sentences on the board. Make any necessary corrections.
- Form pairs. Have students take turns saying the sentences.

Lesson 6 Compare price and quality

Controlled Practice

15 minutes

PRACTICE

A Complete the sentences...

- Tell students to read the paragraph for context first. Ask: *What is the paragraph about?*
- Call on a volunteer to complete the first sentence. Write the correct answer on the board.
- Have students compare answers.
- To review, have students read the sentences aloud. Make necessary corrections.

Expansion: Speaking Practice for 2A

- Write questions on the board. Why were they driving through the city? Why did it take a long time? Why were they lucky? What happened on 14th Street? How was the weather after the rain? Who came to help?
- Form pairs. Have students answer the questions orally. Review together.

Culture Connection

Public officials want to be accessible to their constituents. Writing to them about community concerns is a way to express your opinion. Writing letters to your mayor and/or local representatives about an issue such as traffic safety is a great way to connect your students to their community.

B Complete the letter....

- Tell students to read the paragraph for context first. Ask: What is the paragraph about? Who is it to? Who is it from?
- Walk around and help as necessary.
- Have students compare answers.
- Call on students to read the completed letter. Make any necessary corrections.

Communicative Practice 15 minutes



GROUPS. Talk about an accident...

- Give students a few minutes to jot down ideas for what they want to talk about.
- Set a time limit for groups to talk. Walk around and help as needed.
- Call on a student from each group to share one story with the class.

MULTILEVEL INSTRUCTION for Show what you know!

Pre-level Students work in pairs or groups of 3. This gives them more time to form their ideas, speak, and listen.

Above-level Students work in groups of 5 or even 6 students. This challenges them to stick to the time limit, while speaking and listening to more students.

Progress Check

Can you ... talk about traffic accidents?

Ask the class to say some reasons for traffic accidents. Make a list on the board. Ask students: *Can you check this goal?*



Lesson 7 Identify causes of car accidents

Getting Started

10 minutes

Presentation

15 minutes

BEFORE YOU READ

GROUPS. Discuss. Do you know...

- Ask: Who has seen a dangerous driver? What are some things an unsafe driver does?
- Extend the discussion. Ask: *Do you have any advice for new drivers?*
- State the lesson objective: We are going to read about dangerous drivers.

Teaching Tip

An alternative approach to reading is to have students close their books and listen to the audio CD before reading along. Ask comprehension questions, then listen to the audio a second time while students read along.

2 READ

Listen and read the article....

- Tell students they are going to listen to and read information about dangerous drivers. Ask them to think about the ideas they talked about.
- Play CD 2, Track 42. Students listen and read silently.
- Check comprehension. Ask: *What is the article about?* (the different unsafe things dangerous drivers do) *What are some things you can do to be a safe driver?* (don't tailgate, don't speed, watch signs and lights, don't change lanes unsafely, don't drive under the influence)
- If students want definitions of vocabulary words now, tell them that there is vocabulary practice on the next page.

Expansion: Reading Practice for 2

- Write on the board: P1: What two things can speeding mean? P2: What is tailgating, and why is it dangerous? P3: What is the safe way to change lanes? P4: What are some traffic signs? P5: What two things can DUI mean? P6: How can you be a safer driver?
- Say: We're going to read the article again. Look for information to help you answer these questions.
- Ask students to read the article silently. Have them work with a classmate to answer the questions on the board.
- To review, ask volunteers for answers. Write them on the board.

Controlled Practice

15 minutes

Community Building

Encourage students to rely on each other for help during class. Tell them to talk to a classmate about words they don't know instead of using a dictionary.

3 AFTER YOU READ

A Read the article...

- Say: Look at the first few sentences of an article. They can help identify the main idea.
- Have students raise their hands to show which choice they think is the main idea, *a*, *b*, or *c*.
- Remind students that because an idea is true doesn't mean it is the main idea.

B Write *T* (true)...

- Call on students to read the sentences and say if they are true or false. Write *T* or *F* on the board.
- Call on students to correct the false sentences.

G Look at the chart...

- Have students read the Reading Skill silently.
- Form pairs to read the chart together.
- Ask: What information can we find in the chart? (top three causes of accidents) *How many people got hurt driving under the influence*? (7,441)
- Call on a student to read the question in C and another student to say the answer.

4 VOCABULARY IN CONTEXT

Look at the boldfaced...

- Write the boldfaced words on the board.
- Have students read the story again and pay attention to these words.
- Ask the class to give definitions for the words on the board. Then have the class do the exercise.
- To review, ask volunteers to read the completed sentences aloud. Make any necessary corrections.

Communicative Practice 20 minutes



GROUPS. Discuss. What are other...

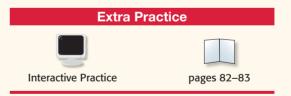
• Write a T-chart on the board:

Causes of Car	Tips for Avoiding
Accidents	these Causes
1.	1.

- Call on a student to say one cause of an accident. Write this under the *Causes* side.
- Call on another student to say how to avoid this cause. Write this under the *Tips for Avoiding* side.
- Form groups. Assign Student A to write the *Causes*, Student B to write the *Tips*, and Student C to keep track of the time.
- Walk around and help as necessary.
- Have each group write its T-chart on the board.
- Have a class discussion about the ways to improve your driving skills.

MULTILEVEL INSTRUCTION for Show what you know!

Pre-level Students write two causes and tips. **Above-level** Students write as many causes and tips as they can.



Lesson 8 Write a letter to a city official

Getting Started

5 minutes

BEFORE YOU WRITE

Culture Connection

In the United States, it is common to write a letter to a mayor or representative of your community. This is one way community members can express their opinions to the people and politicians who make decisions.

A GROUPS. Discuss the traffic...

- Tell students to think about children and the elderly in their community as well as general safety issues.
- State the lesson objective: We are going to write a *letter about a traffic problem.*

Presentation

10 minutes

Language Note

There are six parts to a business letter.

- 1. The *heading* (return address) and the *date*.
- 2. The *inside address*, which is the recipient's
- name, place of business, and address.
- 3. The greeting.
- 4. The *body* or content.
- 5. The closing, for example, Sincerely.

6. The *signature* which sometimes has the name typed underneath.

B Read the letter.

- Tell students to read the letter silently. Ask: *What are the parts of a business letter?* Write the parts on the board.
- Elicit ideas on why the letter is important. Ask: *Do you think the mayor will read it? Why or why not?* Accept various answers, then tell students that this is an important way an elected person stays in touch with his or her constituents.
- Have students read the letter again. Ask: *What problems does Marison Jimenez write about?* (a dangerous intersection with lots of parked trucks, cars turning right, and pedestrians who can't see the cars)

Controlled Practice

15 minutes



Write a letter...

- Take a few minutes before writing to brainstorm with the class. Ask students to tell you real traffic problems in their communities or your school community. Write these problems on the board.
- Provide or have the students research the name and mailing address of the mayor of the community.

3 CHECK YOUR WRITING

- Have students check their own papers first.
- Then ask students to check a classmate's paper using these same questions. Walk around and help as necessary.

Expansion: Reading Practice for 3

• Form pairs. Have students read their letters aloud to their partners.

Teaching Tip

You may want to collect student papers and provide feedback. Use the scoring rubric for writing on page T-xiv to evaluate vocabulary, grammar, mechanics and how well they complete the task. You may want to review the completed rubric with the students.

Lesson 9 Identify steps to take after an accident

Getting Started

5 minutes

BEFORE YOU LISTEN

Community Building

Community visitors are a great way for students to learn more about their community while practicing their new language. Invite a safety expert or a police officer to come to your class to talk about driver safety.

GROUPS. What should you do...

- Write on the board: You witnessed an accident. What should you do? What shouldn't you do?
- Call on each group to say one or two ideas. Write the information on the board.

Presentation

10 minutes

2 LISTEN

Culture Connection

In the United States, specific laws govern what a person should or should not do if involved in an accident. The consequences of not doing the right thing can include jail time. Students can research this issue on the Internet and share their findings with the class.

A *listen* to a radio show...

- Write on the board: Felony Hit and run Insurance Driver's license number License plate number.
- Play CD 2, Track 43.
- Ask students to say what they think the words mean. Write simple definitions or examples on the board.
- Then play Track 43 again.
- Call on students to say if the CD mentioned any ideas from Before You Listen.

Teaching Tip

If more than one class meeting goes by between the presentation of a listening exercise and its follow-up exercises, have students retell what they heard. Ask questions so that students remember the topic and any specific important points.

Controlled Practice

15 minutes

B *O* Read the statements....

- Have students read the statements first.
- Play CD 2, Track 44. Then have students compare answers.
- Ask the class for the answers. Write them on the board.
- Play Track 44 again to confirm the answers.

G *P* Read the statements....

- Have students read the statements first.
- Do item 1 with the class. Play CD 2, Track 45 and pause the audio when you hear the answer. Ask: *Why should you not move the person?* (It may injure them further.)
- Continue playing Track 45 and have students write the answers.
- To review, say the answer and have students check their work.
- To review, play Track 45. Pause when you hear the answer. Ask students to repeat what they heard.

Expansion: Reading Practice for 2C

• Form pairs. Have students alternate reading all four completed sentences.



Lesson 10 Talk about driving costs

Getting Started

5 minutes

• Write on the board:

<u>Before you come to class</u>, you wash and get ready.
<u>When you come to class</u>, you say hi to your classmates and your teacher.

3. <u>After you leave class</u>, you go home or to work.

- Point to the underlined words. Say: *These time words introduce time clauses.*
- State the lesson objective: We're going to use time clauses while we talk about driving costs.

Presentation

10 minutes

Present time clauses

- Call on volunteers to read the complete sentences. Point out that the time clause begins with a time word.
- Have students read the Grammar Watch silently.
- Work with the class to create examples for each item in the Grammar Watch. Write them on the board and make any necessary corrections.

Language Note

You is used in English to mean any person. This is called the *impersonal you*. Use it to make generalizations about people.

Controlled Practice

15 minutes

PRACTICE

A Circle the main clause...

- Say: Let's review what we know. What are some words that come at the beginning of time clauses? (when, before, after) Write the words on the board.
- Have students compare their answers with a classmate.
- Call on volunteers to read the sentences, say what they circled, and say what they underlined.

Expansion: Reading Comprehension Practice for 1A

- Form pairs. Have students alternate reading the sentences aloud.
- Then have them tell their partners three things they learned about car insurance.

B Write sentences...

- Do item 1 together. Call on students to say the sentences. Write correct answers on the board and review verb tense and punctuation.
- Have students compare answers with a classmate.
- Call on students to write the sentences on the board. Have them write all possible answers.
- Review each sentence and make corrections as necessary.

Possible Answers:

- 1. When you read the Sunday newspapers, look for coupons for auto service specialists.
- 2. Before you take your car to the garage, make a list of all its problems.
- 3. When you bring your car in, describe any problems to the mechanic.
- 4. You should ask how much it will cost before a mechanic works on your car.
- 5. Take your car for a test drive after the mechanic works on your car.

Lesson 10 Talk about driving costs

Controlled Practice

15 minutes

PRACTICE

G Complete the paragraph....

- Review the use of present tense. Ask: *Do you remember when we use simple present tense?* (when we're talking about a usual or general occurrence)
- Ask students to skim the paragraph. Ask: *What is it about?* (how the service at Tom's usually is) Point out that the simple present will be used.
- Have students compare answers with a classmate.
- To review, have a student read the paragraph aloud. Make necessary corrections.

Teaching Tip

To check comprehension, have students retell the information with books closed. For example, before continuing, have students tell a partner why Tom at Tom's Automotive is a good mechanic. Then call on students to share what they remember about Tom.

D Combine the sentences...

- Call on a student to read item 1. Then do item 2 together.
- Call on a volunteer to say the combined sentence. Write it on the board. Make necessary corrections.
- Have students compare answers.
- Call on volunteers to write completed sentences on the board. Make corrections as necessary.

Communicative Practice 15 minutes



GROUPS. Look at the tips...

- Call on students to read some of the tips you have learned from these two pages.
- Have groups make a list of the tips they follow and all the ways they save on driving costs.
- Have one person from each group write the group's ideas on the board.

MULTILEVEL INSTRUCTION for Show what you know!

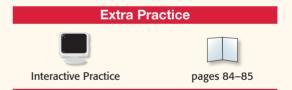
Pre-level Have students make a list of five tips they follow.

Above-level Have students make a list of ten tips they follow.

Progress Check

Can you . . . talk about driving costs?

Ask the class to review with a partner some things they do to save on driving costs. Ask students: *Can you check this goal?*



Review & Expand

REVIEW

For your Grammar Review...

- Have students turn to page 251 to review the grammar for this unit.
- Answer any questions students may have.

2 ACT IT OUT

Teaching Tip

While pairs are performing role plays, use the scoring rubric on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and how well he or she completes the task. You may want to review the completed rubric with the student.

STEP 1. CLASS. Review the conversation...

- Write on the board: The conversation is about
- Play CD 2, Track 41.
- Have students work with a classmate to fill in the blank. Then have volunteers say what the conversation was about.

STEP 2. ROLE PLAY. PAIRS. Read the situation....

- Have each pair read their role play information. Check comprehension. Ask: *Who are the people? What happened? What will the police officer want to know?*
- Ask the class to say their ideas. Write the information on the board. Answer any questions students may have.
- As pairs role-play a conversation, walk around and help students with vocabulary, pronunciation, and grammar.
- Ask volunteers to role-play their conversation for the class.

3 READ AND REACT

STEP 1. Read about Julia.

- Have students read the problem silently.
- Check comprehension. Ask: Who is Julia? Where was she? What did she do? What is the problem?

STEP 2. PAIRS. What is the problem?...

- Tell students to summarize, without reading, the problem Julia is having.
- Have groups complete the task.
- Call on a student from each group to say one thing they would tell Julia.



For general teaching notes about the Self-Evaluation Activities, go to page T-xi. For general teaching notes about the Team Project,

go to page T-xi.

Progress Check

Which goals can you check...

Tell students to turn to page 125 (the first page of Unit 7). Have them read the goals and check the ones they believe they can do. Have them talk to a partner about which goals they checked. Remind them that if they didn't check a goal they can review with Extra Practice.



Go to the CD-ROM for more practice.

If your students need more practice with the vocabulary, grammar, and competencies in Unit 7, encourage them to review the activities on the CD-ROM.

