7

Behind the Wheel

Classroom Materials/Extra Practice







Interactive Practice Unit 7



Workbook Unit 7

Unit Overview

Goals

• See the list of goals on the facing page.

Grammar

- Would rather and would prefer to express preferences
- Embedded wh- questions
- Embedded yes/no questions
- Past perfect statements, questions, and answers

Pronunciation

- Using stress and intonation for content words
- Pronunciation of had, would, and 'd

Reading

- Discuss consumer-protection laws
- Reading Skill: Using visuals

Writing

• Write about a good or bad purchase

Life Skills

• Talk about buying car insurance

Preview

- Have students look at the photo. Say the unit title. Ask: What do you think this unit will be about?
- Ask the preview questions. You can also ask: How many people own a car? What kind? What do you like and dislike about it?

Unit Goals

- Point to the Unit Goals. Have students read them silently.
- Tell students they will be studying these goals in Unit 7.
- Say each goal and explain unfamiliar vocabulary as needed, for example, *maintenance: the upkeep or care of property or equipment; consumer: someone who buys goods or services; purchase: to pay money for, to buy.*
- Tell students to circle one or more goals that are very important to them. Call on several volunteers to say the goals they circled.
- Write a checkmark (✓) on the board. Say: We will come back to this page again. You will write a checkmark next to the goals you learned in this unit.

Talk about things to consider when buying a car

Getting Started

10 minutes

Presentation

10 minutes



BEFORE YOU LISTEN

When you buy a car, you need to consider...

- Have students read the items and definitions. Make sure that students understand the difference between mileage and gas mileage. Define power steering (a steering system that makes it easy to turn the wheel of a car), SUV (Sport utility vehicle—a car with a large, boxy shape, designed for driving off the road), pickup (a kind of small truck).
- Answer other questions about vocabulary. Elicit additional examples of vehicle type, make and model, optional features, and safety features.
- Tell students to imagine they are shopping for a car. Have them choose the two factors that are most important to them.
- Go around the room and have each student name the two items he or she picked.

LISTEN

- A Listen to the first part...
- Have students look at the photo. Ask: Who are the speakers? How old are they? Where are they?
- Remind students that it is not necessary to understand every word in the conversation. They should listen specifically for the answers to the questions.
- Play CD 2, Track 2. Have students compare answers with a classmate.
- Call on volunteers to share questions with the whole class.

Controlled Practice 20 minutes



B Read the statements. Then listen...

- Have students read the statements and predict the answers.
- Play CD 2, Track 3. Have students compare answers with a partner.
- Call on students to read the statements and answers out loud.
- If students have difficulty with an answer, play the corresponding part of the recording again.

Talk about things to consider when buying a car

CONVERSATION



Read and listen to Mark and Eva's conversation...

- Play CD 2, Track 4. Have students listen and read along silently.
- Check comprehension. Ask: What kind of car are *Mark and Eva looking at? How much does it cost?* How many miles does it have? Who was the previous owner? What are Mark and Eva going to do?

MULTILEVEL INSTRUCTION for 3

Pre-level Give students time to read the Audio Script before listening.

Above-level Have students listen with their books closed

PRACTICE

A GROUPS. Practice the conversation.

- Form groups of three and have students take turns reading each role.
- As needed, explain: I can let you have it for *means* I will sell it to you for (this price); There are (number) miles on the car means The car has been driven (number) miles.
- Walk around and listen as students are practicing. Provide help as needed.
- Ask volunteers to perform the conversation for the class.

Communicative Practice 20 minutes

B MAKE IT PERSONAL. Think about...

STEP 1. What are the three most important factors...

- Read the items. Explain vocabulary as needed.
- Have students rank the items, working alone.
- Form pairs. Have students compare answers with a partner.

STEP 2. CLASS. Share your results. Explain...

- Call on volunteers to share their answers and explain their choices. Ask questions to involve the whole class, for example, Do you agree? Who has a different answer?
- Read each item in Step 1 and have students vote on the one they think is most important.

GROUPS. Imagine that you want to buy a used car...

- With the class, look at each picture. Ask students to describe what they see.
- Form groups. Give a time limit for discussion.
- Call on volunteers to say which car they chose and why they chose it.

Expansion: Speaking Practice for 4C

- On the board, write: What make and model of car do you own now? Which cars have you owned in the past? Which factors helped you decide to buy these cars?
- Put students in groups of four or five. Instruct them to look at the factors in Exercise 4B as they discuss the questions on the board.
- While students are talking, walk around and provide help as needed.
- To wrap up, take a class survey. Ask each student the model of their most recent car. Find out which car model is the most popular.

Extra Practice Interactive Practice

Describe preferences in cars

Getting Started

5 minutes

- Write several pairs of related items on the board (or use pairs of pictures), for example: *1. peaches, pears; 2. blue, orange; 3. soccer, baseball.*
- Select a student and interview him or her. Point to each pair of items and ask, for example: Which fruit do you like better? Which color do you like more? Which sport do you like to play?
- Compare the student's preferences with your own. Use *prefer* and *would rather*. For example: *Jorge likes to eat peaches, but I prefer pears. Jorge likes the color blue, but I prefer orange.* Write the sentences on the board.
- Repeat with another student. This time have the class form the comparisons, for example: T: *Marta likes pears*. Ss: *I prefer peaches* or *I would rather eat peaches*. Write a few more sentences with *prefer* and *would rather* on the board.
- Say: *In this lesson we'll learn how to express preferences with* prefer *and* would rather.

Presentation

25 minutes

Would rather and would prefer to express preferences

- Copy the grammar chart onto the board. Underline the boldfaced words.
- Read the first Grammar Watch note. Then read the first two statements. After each statement, ask the class: *Which thing do Mark and Eva like better?*
- Read the second Grammar Watch note. Then read all the sentences with *would rather*.
- Read the third Grammar Watch note and all the sentences with *would prefer*.
- Point out the contractions. Say each pronoun and would and have students say the contracted form, for example: T: *I would*; Ss: *I'd*. Ask: *Can we use a contraction if the subject is a noun?* (no)

Language Note

The sentence *Mark and Eva would prefer buying a small car to a large one* can also be expressed as *Mark and Eva would prefer buying a small car to buying a large one*. When you make comparisons with *would prefer* followed by a gerund, repetition of the gerund in the comparison is optional.

Expansion: Grammar Practice

- On index cards, write pairs of similar items, for example, in the categories of foods, sports, TV shows, types of music, seasons, colors, etc. Each card will have a pair of related items on it, such as *cat/dog*. Try to make one card per student.
- Distribute the cards among the students.
- Have students stand up and mingle. Classmates should form pairs consisting of Student A and Student B. Student A should show his or her card to Student B and make a sentence using would rather or would prefer, for example, I'd rather have a dog than a cat. Student B should agree or disagree, for example, Me too. / Not me. I'd rather have a cat.
- The pair should repeat the process, this time speaking about the items on Student B's card. Student B should speak first and Student A should agree or disagree.
- After the pair has spoken about both cards, students should swap cards, then each student should move on and speak with another classmate.
- Allow enough time for four or six swaps.
- Have several students write sentences on the board.
 Have other students read the sentences and correct errors as needed.

Controlled Practice

20 minutes



PRACTICE

Look at the pictures. Check....

- Pair students and have them look at the art. Tell them to take turns reading the speech balloons.
- Read the first item with the class. Ask: *Which picture matches the statement?*
- Have students complete the remaining items, working in pairs. While they are working, walk around and provide help as needed.
- Check answers. Read each sentence and have students say *check* or *no check* and which photo gave them the answer: left, right, or middle.

Expansion: Grammar Practice for 1

• Have students paraphrase each speech balloon. For example, if the speech bubble uses *would prefer*, have students restate it with *would rather*.

Describe preferences in cars

2

PRACTICE

A Circle the correct words.

- Explain that FYI means for your information and SUV means sport utility vehicle.
- Remind students that *would rather* is followed only by the base form and *would prefer* is followed by an infinitive, gerund, or noun. In the comparison, *would rather* uses *than* and *would prefer* uses the gerund.
- Read the first sentence with the class and go over the first item.
- Have students complete the remaining items on their own, then compare answers with a partner.
- Go over the answers. Call on students to read the sentences with the correct words. Correct errors as needed.

B Complete the conversation. Use...

- Read the example.
- Tell students to complete the exercise on their own.
- Have students compare answers with a classmate.
- Go over the answers. Read the conversation and have students call out the missing words.

Expansion: Speaking Practice for 2B

- Form groups of three. Instruct students to practice reading the conversation.
- Have students switch roles and practice again.
- Call on volunteers to read the conversation for the class.

MULTILEVEL INSTRUCTION for 2B

Cross-ability Have the higher-ability students help the lower-ability students with pronunciation.

Communicative Practice 15 minutes

Show what you know!

STEP 1. Write the make and model...

- Remind students that they saw this vocabulary in Lesson 1.
- Ask: What is your dream car? What make and model of car would you prefer owning? Why?
- Have students write their answers, working alone.

STEP 2. Groups. Discuss your choices.

- · Form groups.
- Instruct students to read their answers and reasons from Step 1 and discuss each one in turn. Encourage them to politely agree and disagree.
- Give a time limit for discussion. While students are talking, walk around and provide help as needed.

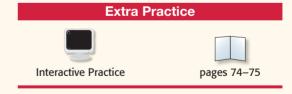
Expansion: Speaking Practice for STEP 2

- Have students call out the make and model of a car they would not buy and write these names on the board.
- Have students discuss the list of cars on the board.

Progress Check

Can you . . . describe preferences in cars?

Tell students to look at the question at the bottom of the page and write a checkmark in the box.



Talk about buying car insurance

Getting Started

5 minutes

Controlled Practice

5 minutes



READ A CAR INSURANCE RENEWAL NOTICE

CLASS. All drivers in the U.S....

- Have students look at the insurance card. If you have a real card, bring it to class and pass it around.
- Read the questions and call on volunteers to answer.
- Discuss with the class: What other information appears on an auto insurance card?

Culture Connection

Most states require drivers to have auto insurance in case of an accident involving injury to persons or damage to property. Auto insurance laws and rates differ from state to state.

Presentation

5 minutes



PRACTICE

(A) Once or twice a year, car owners are required...

- Write the words *renew* and *renewal* on the board. Ask: *What do these words mean*? If necessary, point out that the prefix *re-* means *again*.
- Read through the renewal notice with the class.

Language Note

The following terms may be found on an auto insurance renewal notice: insured: the person named in the policy; policy: the contract between the insured person and the insurance company, which describes the details of the person's insurance; period: an amount of time; vehicle: a car, truck, or motorcycle; agent: the insurance company employee who writes a client's policy.

B Read the questions. Circle...

- Have students answer the questions. Then have them compare answers with a partner.
- Go over answers with the whole class.

Communicative Practice 15 minutes

3

TALK ABOUT BUYING CAR INSURANCE

CLASS. Discuss.

- Read each question and call on volunteers to answer.
- List students' responses on the board. For question 2, suggest that students can ask questions corresponding to the information in the renewal notice above.

Expansion: Role Play for 3

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 students.

• Have students role-play a conversation between an insurance agent and a prospective customer. The customer can ask the questions from item 2. The agent can answer using information from the renewal form above, for example: Customer: *How much is the deductible?* Agent: \$500.00.

Talk about buying car insurance

Controlled Practice

20 minutes



PRACTICE



A Tom's co-worker Amy is planning...

- Before listening, have students review the answers to Exercise 3, item 1. Say: Let's see if the information in the listening matches your ideas.
- Play CD 2, Track 5. Have students take notes.
- Have students compare answers with a partner.
- Call on individual students to say the answers.
- If students have difficulty answering a question, play the corresponding part of the recording again.

B PAIRS. What are some things...

- If possible, pair students who have auto insurance with students who don't. You can also form larger groups centered around a student who has insurance.
- Have students complete the activity. Students who have insurance should share their experience.

O Now Amy and Tom are talking about...

- Explain *insurance quote*: On the basis of a customer's answers to a set of questions, an insurance agent informs the customer how much his or her policy will cost.
- Play CD 2, Track 5.
- Have students review their answers to Exercise B Then have them compare answers with a partner.
- Go over the answers with the whole class. If students have difficulty with any items, replay the part of the recording that provides the answer to the item.

D Tom mentions several things...

- Have students predict the answers. List their predictions on the board.
- Play CD 2, Track 6 and have students take notes.
- Check answers. Point to the items on the board and ask: Were your predictions correct?

MULTILEVEL INSTRUCTION for 4D

Pre-level Have students listen for at least one thing that can raise a person's insurance premiums.

Above-level The instructions for the activity ask students to list three things that can raise premiums. The speaker, Tom, actually mentions six (some are implied.) Have students listen for as many factors as possible.

Communicative Practice 10 minutes

© CLASS. Discuss.

- Read item 1. Then read each item in Exercise B. Ask students to raise their hands if they checked it.
- Call on one above-level student to explain why insurance companies want to know this information.
- Read item 2. Take a class vote. Ask: Who thinks it's *fair?* Have students raise their hands.
- Call on several speakers to explain their reasons. List the reasons on the board.
- Ask: *Does anyone have a different opinion?* Call on students to raise their hands.

Progress Check

Can you . . . talk about buying car insurance?

Say: We have practiced talking about buying car insurance. Now, look at the question at the bottom of the page. Can you talk about buying car insurance? Write a checkmark in the box.



Getting Started

10 minutes

Presentation

5 minutes



BEFORE YOU LISTEN

A Read the tips from a website...

- Have students read silently. Then form cross-ability
- Tell students to define as many terms as possible.
- Give a time limit for discussion. Walk around and provide help as needed.
- Go over all the terms with the whole class. Have a volunteer say what each boldfaced item is. If no one knows, provide the definition yourself.

MULTILEVEL INSTRUCTION for 1A

Cross-ability In each group, have an abovelevel student read the passage out loud while pre-level students read silently. Above-level students should also help other group members by defining the vocabulary.

B CLASS. Discuss.

- Say the phrase in good condition. Have students repeat. Explain: *Something is working properly* when it is in good condition.
- Have students look at the boldfaced items in the website tips and repeat them. Point out that the vowel sounds in tread and leak are different although they use the same spelling. Tell them to form sentences about those items. For example, for oil, they can say: You should check the oil in your car regularly.
- List students' answers on the board.

LISTEN

A Jake Alexander is the host...

- Remind students to listen specifically for the answer to the question. It is not necessary to understand every word.
- Play CD 2, Track 7.
- Call on a volunteer to answer the question. Note: The answer is *Don't delay*. *Do it today*. Students may not know the word *delay*. Explain as needed: Don't delay *means* don't postpone or waste time.

Controlled Practice 5 minutes

B Read the questions. Then listen...

- Have students read the questions and predict the answers.
- Play Track 7 again. Have students listen and circle the correct answers.
- Have students complete the exercise alone or in
- Check answers. If students have difficulty answering a question, play the corresponding part of the recording again.

Presentation

20 minutes



CONVERSATION

Pronunciation Watch

- On the board, write: *I'd like to buy a new car.* Maybe I'll get a Honda. Read both sentences, stressing the last word of each sentence. Ask students: Which word has the strongest stress? (the last one) What happens to the intonation? (It rises, then falls.) Say the sentences again and have students repeat.
- Read the Pronunciation Watch note.

Language Note

Typically, the word with the heaviest stress is the last content word (that is, noun, verb, adjective, or -ly adverb) of a sentence or clause—not necessarily the last word. In the sentence, I'd like to buy a new car, the word car gets the heaviest stress. In contrast, in the sentence. I'd like to buy a blue one, the heaviest stress falls on the word blue because the last word, one, is a pronoun, and pronouns typically do not receive heavy stress.

A Listen to the sentences. Notice...

- Play CD 2, Track 8. Have students listen.
- Play Track 8 again. Have students listen and repeat.

Teaching Tip

Suggest that students close their books when they are listening to items in a pronunciation lesson. Listening without reading will help students focus on the sound.

B Listen to these sounds...

- Write the words *squeal*, *squeak*, and *ping* on the
- Play CD 2, Track 9. Have students listen. Point to the words on the board as they are explained in the audio.

Compare the compare of the compar

• Play CD 2, Track 10. Have students listen and read along silently.

• Check comprehension. Ask: What is the problem with Lester's car? When does the mechanic tell him to bring it in?

Controlled Practice

5 minutes



PRACTICE

A PAIRS. Practice the conversation.

- Form pairs of similar ability and have students practice reading at least twice. They should practice reading both roles.
- Walk around and listen as students are practicing. Correct errors in sentence stress.
- Ask volunteers to perform the conversation.

MULTILEVEL INSTRUCTION for 4A

Pre-level Have students practice the same role several times.

Above-level After students read the conversation in the book, have them close their books and practice again without reading.

Communicative Practice 15 minutes

B MAKE IT PERSONAL. What do you know...

STEP 1. Write four car-care tips.

Have students work alone or in pairs.

STEP 2. CLASS. Share your car-care tips.

- Go around the room and have students share their tips. Have them write each new tip on the board.
- Read the sentences and correct errors as needed.

Expansion: Speaking Practice for STEP 2

• Have an Ask the Expert session in your class. First, find out if any of your students work as mechanics or if they are good at car repairs. Designate that person as the expert. Have other students ask the expert about car maintenance or car repair.

Extra Practice



Interactive Practice

Getting Started

10 minutes

- On the board, write this mini-dialogue: *Mechanic: What's the problem? Car owner: I don't know.*
- Point to the mechanic's question. Ask the class: What did the mechanic ask the customer? Write: The mechanic asked the customer and have students complete the statement. Students are likely to say: The mechanic asked the customer what is the problem. Write this incorrect response on the board. Then, very obviously, erase the word is and write it at the end of the sentence. Read the corrected sentence and have the class repeat.
- Point to the customer's answer. Ask: What doesn't the customer know? Write: The customer doesn't know and elicit what the problem is and write it on the board. Again, make it obvious that the verb is attached at the end of the sentence.
- Underline the embedded question and say: A question that comes after another question or statement is called an embedded question. Embedded means inside.

Language Note

In embedded clauses, the word order is subject + verb. Sometimes this means the verb will be the last word in the clause, for example, Can you tell me what the problem is? But if the sentence ends with a prepositional phrase or an adverb, the verb precedes them, for example: I don't know what I did with my keys.

Presentation

15 minutes

Embedded wh- questions

- Copy the items from the grammar chart onto the board. Read the direct questions and the corresponding embedded questions. Explain that *I wonder* means *I would like to know the answer to something*.
- Read the first Grammar Watch note. Point out that adding please makes a question even more polite, for example, Can you please tell me what time it is?
- Read the second Grammar Watch note. Say: In other words, we can put one question inside another question. Have students look at the first two examples. Point to the items on the left and say: These are direct questions. Then point to the embedded questions. Point out that Can you tell

- *me* and *Could you explain* are also questions, so the embedded questions have question marks at the end.
- Read the third note. Then have students look at the third and fourth examples. Say: We can also put a question inside statements. Explain that I don't know and I wonder are statements; therefore, the statements with the embedded questions end with a period.

Expansion: Grammar Practice

- Remind students that embedded questions are polite, so we often use them when we're speaking with strangers. Tell the class to imagine that they are waiting for a bus at a crowded bus stop. Have them write on a slip of paper a direct question they might ask a stranger, for example, What time is it? Which bus goes downtown? or Has the number 10 bus already come?
- Collect the slips and put them into a box or hat.
- Call students to the front of the room. Have them pull a slip out of the hat and form an embedded question with it, for example, *Can you tell me what time it is?*
- Have another student answer with *I don't know*, for example, *Sorry*, *I don't know what time it is*.

Controlled Practice

10 minutes

1

PRACTICE

A Read the conversation. Underline...

- Read the example with the class.
- Have students do the exercise.
- Call on students to read the embedded questions they underlined.

B Complete the conversation. Put the words...

- Read the example. Remind students that the verb in the embedded question comes after the subject.
- Have students complete the remaining items.
 While they are working, walk around and provide help as needed. Note: The sixth item is not an embedded question.
- Have students compare answers with a partner.
- Have students come to the board and write the questions. Correct errors as needed.

Presentation

10 minutes

Embedded Yes/No Questions

• Copy the items from the grammar chart onto the board. Read the direct questions and the corresponding embedded questions. Explain that *if* and *whether* mean the same thing, though *whether* is more formal.

Language Note

If and whether are similar in meaning but somewhat different in usage. Whether can be used with the phrase or not, for example, I don't know whether I need new tires or not and I don't know whether or not I need new tires.

• Tell students that all the information from the Grammar Watch notes on page 134 is also true for embedded *yes/no* questions. The punctuation and word order are also the same.

Expansion: Grammar Practice

- Make a two-column chart on the board. In the left column, write *Can you tell me, Do you know, I don't know,* and *I wonder.* In the right column write four or five *yes/no* questions, for example, *Does the car need oil? Is the tire pressure too low? Has the bus come yet? Can I take my bicycle on the bus?*
- Have students form embedded questions by choosing one item from the left column and one item from the right. Have them write their sentences on the board.
- Read the sentences on the board and correct any errors.

Controlled Practice

5 minutes

2

PRACTICE

A Circle one embedded yes/no question...

- Have students look at the practice on page 134 and complete the exercise.
- Ask them which embedded question they circled. (Do you know if the car will be ready tomorrow?)

B Pilar is shopping in an auto parts store. Change...

- Read the example. Remind students that the verb in the embedded question comes after the subject.
- Have students complete the remaining items.

© Correct the mistakes in the embedded questions...

- Read the example.
- Have students complete the remaining items.

Communicative Practice 10 minutes

Show what you know!

CLASS. What other things do you want to know...

- Do an example with the class. Ask an embedded question, for example, *Can someone tell me where I can buy leather seat covers?* Call on one person to answer.
- Have each student write one embedded question.
- Call on students to ask and answer the questions.

Community Building

- Invite a professional mechanic to be a guest speaker in your class.
- Before class, have students write questions they would like to ask the speaker. For example, students could ask the speaker about his or her job, about the parts of a car or car repair in general, or about a specific problem they have or have had with a particular car.

Progress Check

Can you . . . discuss car maintenance and repairs?

Say: We have practiced discussing car maintenance and repairs. Now, look at the question at the bottom of the page. Can you discuss car maintenance and repairs? Write a checkmark in the box.

Extra Practice Interactive Practice pages 78–79

Read about consumer-protection laws

Getting Started

10 minutes

Presentation

15 minutes



BEFORE YOU READ

- Read the lesson title. If necessary, define consumer as someone who buys goods or services.
- Define consumer protection laws as laws that protect consumers against, for example, dangerous or defective products, fraud, and credit card theft.

PAIRS. Look at the title...

- Read the title. Ask the class: What kind of taste is sour? Is it good or bad? Is a sour purchase good or bad? What does turn mean here? (change) What does the title mean, in other words? (a bad purchase changed into a good one)
- Read the two subheadings. On the basis of this information, ask students: What information is in the article? (a problem and a solution)
- Say: If you look at the title and the headings, what do you think the article is about? List students' predictions on the board.

Expansion: Reading Practice for 1

- Have students look at the article's title, headings, and art. Based on this information, have them write two questions they would like the article to answer, for example: What was the sour purchase? Who made the purchase? What is TexDOT? What does the art show? What is a lemon law? What is a defect?
- Call on students to share their questions. Write them on the board.
- Explain that asking questions about a text provides a purpose for reading and helps people to read faster, with better concentration.

READ

A Read and listen. Was your prediction...

- Have students read silently. Give a time limit, but extend the reading time if necessary.
- Point to the predictions on board and ask: Were your predictions correct? Have a volunteer restate the topic of the article.
- Tell students they are going to do an exercise to improve reading fluency. Play CD 2, Track 11. Have students read along as they listen to the audio.
- Call on students to answer the other questions. Elicit the definition of a *lemon*. Have students provide examples, if possible.

Answer: A lemon is a car that has problems.

• Have another student answer the question about Shawn Chastain.

Possible answers: Shawn kept a complete record of all interactions with the manufacturer and dealer. Because of this, the TexDOT was able to help him solve his car problems.

• Call on students to answer the questions from the Expansion activity.

Read about consumer-protection laws

Controlled Practice

15 minutes



CHECK YOUR UNDERSTANDING

(A) Complete the statements. Circle...

- Have students do the exercise. Give a time limit.
- Have them compare answers with a partner.

Reading Skill: Use Visuals

- Read the *Reading Skill*. Explain that *visual* means *something we can see*. Visuals include charts, graphs, photos, and illustrations—all non-text items that accompany a reading.
- *Charts* tend to present information in the form of tables, with columns and rows. *Graphs* can take other shapes, for example, a pie chart, a bar graph, a line graph, a pictograph, etc.

B Read the Reading Skill. Then look at the pie chart...

- Look at the pie chart with the class. Ask: *What is the pie chart about?* (the number of lemon law defects that were reported to the Texas Department of Transportation in 2005)
- Hold up your book and point to the pie chart. Say: *This is called a* pie chart.
- Point to the key. Say: *This is called* the key. *It explains the colors and the parts of the pie chart.*
- Pair students and have them answer the questions.
- As a follow-up, have students form sentences about the percentage of defects shown in the pie chart.

4

WORD WORK

Find the boldfaced words...

• On the board write discuss/discussion. Point to the first word and ask: What's the part of speech—the grammar—of this word? (verb) Then point to the second word and ask again: What's the part of speech of this word? (noun) How do you know? (The -ion ending shows that the word is a noun.) Explain that endings that identify a word's part of speech, or grammar, are called suffixes.

- Make a three-column chart on the board with the headings *Adjective*, *Verb*, and *Noun*. Read each boldfaced word in the text and have students say in which column it belongs. Circle the suffixes.
- Elicit other words that end with the same suffixes.
- Form cross-ability pairs. Have students find the boldfaced words in the text, read the sentence in which they appear and guess what they mean.
- Have students work together to circle the correct words. Go over the answers.

MULTILEVEL INSTRUCTION for 4

Cross-ability Have the above-level student help the lower-level student use the context to guess the meaning of the boldfaced words.

Expansion: Vocabulary Practice for 4

- Have students write sentences using the words in Exercise 4 and the other boldfaced words from the reading (*reliable*, *enforce*, *record*, *interaction*, and *aggravation*).
- For each word, call on several students to share their sentences with the whole class.

Communicative Practice 20 minutes

Show what you know!

- Have students find information about lemon laws in their own state.
- Direct them to sources of information about lemon laws. In addition to their state's DMV website, they can also consult a lawyer who specializes in consumer protection cases, an insurance agent, their state's Department of Consumer Affairs, and the Internet in general (students can do a search for *state name* + *lemon law*).
- Have students work in teams to locate the answers and report their findings to the class.



Getting Started

5 minutes

Controlled Practice

10 minutes



BEFORE YOU LISTEN

PAIRS. Nora Peters and Frank Liu were...

- Have students look at the picture. Say each car part and have the class repeat.
- Pair students and have them answer the question.
- Bring the class back together and call on volunteers to explain the function and importance of each car part.

Presentation

5 minutes

LISTEN



A Listen. Why did the...

- Ask the class if anyone has been involved in a fender bender. Say: A fender bender is a minor car accident. Refer students to the illustration on page 138. Point out the fender. Have the student describe the accident and what happened afterwards. If students cannot provide an example, tell of an incident from your own experience.
- Remind students to listen for the answer to the question. They do not need to understand every word.
- Play CD 2, Track 12.
- Have students choose their answer and compare with a partner.
- Play Track 12 again, if necessary.
- Call on a student to say the answer. Ask the class: Is that correct?

B Listen to Nora and Frank's...

- Have students read the questions and predict the answers before listening.
- Play Track 12 again.
- Call on students to answer the questions. Replay the recording if necessary.

Teaching Tip

In exercises that ask students to listen for multiple pieces of information, you can simplify the task for pre-level students by asking them to listen specifically for just one.



C Listen to the conversation again...

- Play Track 12 again.
- Call on students to say the answers. Write them on the board.

Communicative Practice 10 minutes

- **D GROUPS.** Discuss. What do you think Nora...
- Form groups. Have each group choose a timekeeper, a note-taker, and a reporter.
- Give a time limit for discussion. While students are talking, walk around and provide help as needed.
- Have each group's reporter share the group's answers to the questions.

Expansion: Speaking Practice for 2D

- Write the following questions on the board. *In* an accident, what should you do if . . . 1. someone *is injured? 2. the other driver refuses to show you* his or her driver's license? 3. the other driver starts shouting at you? 4. the other driver is drunk? 5. you discover that your vehicle registration or insurance information is not in your car? 6. you do not have a *cell phone with a camera?*
- Form groups. Have students discuss the questions.
- Have students share their ideas with the class.

Presentation

10 minutes



CONVERSATION

Pronunciation Watch

- On the board, write: *I'd like to go to the bank this* afternoon. / At 5 P.M., I'd already finished work. Point to *I'd* in the two sentences. Ask: *What does* the 'd mean in the first sentence? (would) What does the 'd mean in the second sentence? (had)
- Say the two sentences. Ask: Does I'd sound the same or different in the two sentences? (the same)
- Read the Pronunciation Watch note. Point out that pronouns with 'd are not normally stressed. Therefore, it's hard to hear the 'd.

A Listen to the sentences. Notice...

- Play CD 2, Track 13. Have students listen.
- Play Track 13 again. Have students listen and repeat.

Controlled Practice 10 minutes

B Listen to the sentences. Circle...

- On the board, write: 1. She/She'd; 2. He/He'd; 3. He/He'd; 4. We/We'd; 5. They/They'd.
- Play Track 14. Stop after item 1 and elicit the answer from students.
- Play the rest of Track 14. Have students complete the exercise.
- Check answers.

PRACTICE

A Nora is talking to an officer. Listen and read...

- Play Track 15. Have students listen and read along silently.
- Check comprehension. Ask: What does Nora need to fill out? Which documents does the officer ask to see? Where did the accident happen? Had anything unusual happened before the accident?

B PAIRS. Practice the conversation.

- Form pairs and have students take turns reading each role.
- Take notes on pronunciation errors involving features that have been taught so far.
- Go over pronunciation errors. Have the class repeat the correct form.
- Ask volunteers to perform the conversation.

Communicative Practice 10 minutes

© ROLE PLAY. PAIRS. Role-play this situation.

Teaching Tip

While pairs are performing role plays, use the scoring rubric for speaking on page T-iii 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 students.

- Read the role descriptions.
- With the class, make a list of questions the police officer might ask. Write them on the board.
- Model the activity with an above-level student. Have the student play the role of the police officer.
- Form cross-ability pairs. Tell them to practice at least twice.
- Give a time limit. Walk around and provide help as needed.
- Have volunteers role play their conversation.

MULTILEVEL INSTRUCTION for 4C

Cross-ability Have the higher-level student play the role of Student A (the driver). Have the lower-level student play the role of Student B (the police officer) and use the questions on the board.

Extra Practice



Interactive Practice

Getting Started

10 minutes

Controlled Practice

15 minutes

- On the board, write: Judy entered the cafeteria. Sam left. Write 1 above entered and 2 above left. Ask: How can we make one sentence that shows this order of events? Elicit one or more of the following sentences: When Judy entered the cafeteria, Sam left; Sam left after (when) Judy entered the cafeteria; As soon as Judy entered the cafeteria, Sam left. Write these sentences on the board.
- Erase 1 and 2 and write them again, reversing the order. Again ask: How we can make one sentence showing this order of events? Students may respond with Sam left before Judy entered the cafeteria. If so, write this sentence on the board. Then say: Here's another way of saying the same thing. On the board write: By the time Judy entered the cafeteria, Sam had left.
- Underline *had left* and say: *This is the past perfect tense. It consists of* had (not) + *past participle.* Write the formula on the board.

Presentation

15 minutes

Past perfect statements, questions, and answers

- Read the Grammar Watch note.
- Copy the grammar chart onto the board. Read each sentence and have students tell you which event happened (or didn't happen) first. Write 1 above the past perfect verb.
- Circle the adverbs when and before. Explain that the past perfect is often used in sentences with an adverb clause and a main clause.
- Point to the first example. Explain that *just* emphasizes that the first event occurred shortly before the second one.
- Focus on the question with *already*. Explain that the past perfect is often used to emphasize that one event was finished (or not) before another event happened.
- In the questions, remind students of the word order: *had* + subject + past participle, for example, *Had Nora looked* . . . ?

PRACTICE

There was an accident on Center Avenue...

- Read item 1 with the class.
- Have students complete the exercise alone or in pairs. Walk around and provide help as needed.
- Have students compare answers with a partner.
- Check answers. For each item, have students say which word they marked with *1* and which word they marked with *2*.

Expansion: Grammar Practice for 1

- On a slip of paper, have each student write down an activity he or she did yesterday, for example, talked to my mother, got gas, or walked my son to school.
- Collect the slips and put them into a box or hat.
- On the board, write: *I had just _____ when*
- Have students take turns picking a slip out of the box and forming a sentence using the formula on the board. For example, if the slip says *talked to my mother*, the student could say *I had just talked to my mother when my father called*.
- Model one or two examples.
- Remind students to use the past participle, not the past, with *had just*. However, the verb in the main clause should be in the past.

2

PRACTICE

A Match the clauses to describe...

- Read item 1.
- Have students complete the exercise.
- Have them compare answers with a partner.
- Check answers. Have students read the complete sentences.

B Complete the conversations. Use...

- Read the example with an above-level student.
- Have students complete the exercise alone or in pairs. Walk around and provide help as needed.
- Call on pairs of students to read the completed items. Make corrections as needed.

Expansion: Speaking Practice for 2B

- Pair students and have them practice reading the conversations. Then have them switch roles.
- Call on pairs to perform the conversations in front of the class.

Communicative Practice 20 minutes

Show what you know!

GROUPS. Discuss. Talk about a car accident...

STEP 1. Describe what happened. Remember...

- Tell students to take out a piece of paper and list the events just before, during, and after their accident. Tell them to include five or six events. If students have not had an accident, tell them to imagine one.
- Demonstrate by telling about an accident you have had. For example, I had just stopped at a red light when a truck ran into me. The truck pushed my car into the intersection. Unfortunately, there was a pedestrian in the crosswalk right in front of my car . . .
- Form groups. Have students use their notes to tell about their accidents.

STEP 2. Ask and answer questions...

• As each student is telling about his or her accident, members of the group should ask questions with *who, what, when, where, why,* and *how* to elicit more details about what happened.

Expansion: Speaking Practice for Show What You Know

- On the Internet you can find photographs of car accidents. (Do a search for *car crashes*.) Find some photos that are not violent. Make copies of several accidents for the class.
- Group students and give each group a photo. Have them invent stories describing what happened just before, during, and after the accident.
- Have a representative from each group show the photo and repeat the story for the class.

Progress Check

Can you . . . describe a car accident?

Say: We have practiced describing a car accident. Now, look at the question at the bottom of the page. Can you describe a car accident? Write a checkmark in the box.



Write about a good or bad purchase

Getting Started

5 minutes



BEFORE YOU WRITE

A GROUPS. Discuss.

- Read the questions and give an example for question 2. For example, say: *My last major purchase was a new refrigerator.*
- Group students. Have them choose a note-taker to write down their responses.

Presentation

15 minutes

B CLASS. Share your lists.

• Have a representative from each group read the group's list of major purchases.

© Read the writing model. Why was...

- Read the model out loud while students follow along silently. Tell them not to worry about unfamiliar vocabulary but rather to focus on finding the sentences that answer the question.
- Call on volunteers to answer the question.

D PAIRS. Answer the questions.

- Have students read the paragraph again, silently this time, and answer the questions.
- Have them compare answers with a partner.
- Go over the questions with the class. Note that the definition of *buyer's remorse* is given in the second sentence of the paragraph.

Writing Tip: Using Time Words

- Read the Writing Tip.
- Ask the class: *What are some common time signals?* (First, Next, Finally, etc.) Write them on the board.
- Point out that time signals are usually followed by a comma.

(E) Find four time words or phrases...

- Have students circle the time expressions, then list them in their books.
- Go over the answers.

Expansion: Speaking Practice for E

• Pair students. Instruct them to talk about a recent process or sequence of events, such as cooking something or their previous evening's routine. Tell them to use at least four time expressions.

Write about a good or bad purchase

Controlled Practice

20 minutes

2

THINKING ON PAPER

A BRAINSTORM. Think about your recent...

- Remind students that when they brainstorm, they should try to think of a lot of ideas. Later they will choose the one they want to write about.
- Pair students and have them share their charts with each other.

B Choose one purchase to describe. Plan...

- Demonstrate the activity. Select a purchase you made and list on the board the steps you followed. Then explain.
- Have students complete the steps. While they are working, walk around and provide help as needed.
- Pair or group students and have them share their notes with one another.

MULTILEVEL INSTRUCTION for 2B

Pre-level Have students write four steps or fewer.

Above-level Have students write four steps or more. Tell them they can use the time expressions in their book or substitute others.

Communicative Practice 20 minutes

3

WRITE

Write a paragraph about your good purchase...

- Say: Now use your notes from Exercise 2B to write your paragraph. It's OK to change or add ideas while you are writing.
- Review paragraph format. Remind students to give their paragraph a title, indent the first line, begin each sentence with a capital letter, and doublespace the lines.
- Encourage students to use the past perfect tense.
- Have students write in class.

4 CHECK YOUR WRITING

- Read the questions in the checklist.
- Have students read their paragraphs and check off the questions in the checklist. Alternately, have them revise their paragraphs according to the items in the checklist.
- *Optional:* Pair students. Have them read each other's papers and check them for the items in Exercise 4.

Teaching Tip

When doing peer editing, give the editors a specific list of criteria to check for. You can organize the criteria in increasing order of complexity to match your students' ability. At the most basic level, have students check one another's papers for formatting features: presence or absence of a title, margins, doublespacing, and indenting. At the next level, students can check basic punctuation such as capital letters and periods. The next level can include grammar points that have been taught and that students are expected to know. The highest level of peer editing can address content issues such as the clarity of supporting details, the organization of information, and the use of connectors.

Teaching Tip

You may want to collect student papers and provide feedback. Use the scoring rubric for writing on page T-xiv to evaluate each student's vocabulary, grammar, mechanics, and how well he or she has completed the task. You may want to review the completed rubric with the students.

Extra Practice Interactive Practice page 84



Show what you know!



REVIEW

Turn to page 251 for the Grammar Review.

2

ACT IT OUT

STEP 1. Review the conversation...

• Play CD 2, Track 15. If necessary, direct students to the script on page 139.

STEP 2. ROLE PLAY. GROUPS. Role-play this...

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 students.

- Have students look at the illustration. Ask: *Where is this? Who are the people? What happened?*
- Read the role descriptions. Work with the students to flesh out the details of the role play. For example, ask: How does Student A feel? What will he or she say? How about Student B? Who will probably speak first?
- Model the role play with two above-level students. Play the role of Student A or B. The police officer should speak first. For example, the officer can say: *What's the problem here?*
- Remind students to try to use the unit grammar in their role play.
- Tell students to practice out loud at least twice.
- Have volunteers role-play for the class.

MULTILEVEL INSTRUCTION for 2

Pre-level Have students play the role of the police officer. Tell them to begin by asking what the problem is. They should listen to the other speakers, then tell them to come to the police station to fill out a report.

Above-level Have students play the role of Student B. Tell them to act angry, even when Student A tries to apologize and exchange information.

3

READ AND REACT

STEP 1. GROUPS. Read about Maria's problem.

• Read the paragraph while students follow along silently.

STEP 2. GROUPS. What is Maria's problem?...

- Form groups of three or four. Have each group choose a timekeeper, a note taker, and a reporter.
- Give a time limit for discussion.
- Walk around and provide help as needed.
- Have the reporter from each group share the group's ideas. Write all the ideas on the board.
- Have the class vote on the best solution.

Expansion: Speaking Practice for STEP 2

• Ask students if they have had a similar experience and how they dealt with it.

4

CONNECT

Turn to page 260 for the Planning for Learning Activity and page 269 for the Team Project. See page T-xi for classroom management tips for these activities.

Progress Check

Which goals can you check off? Go back to page 125.

Ask students to turn to page 125 and check off any remaining goals they have reached. Call on students to say which goals they will practice outside of class.



Go to the CD-ROM for more practice.

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