3

Road Trip

Classroom Materials/Extra Practice







Workbook Unit 3



Interactive Practice

Unit Overview

Goals

• See the list of goals on the facing page.

Grammar

- Inseparable and separable phrasal verbs
- Gerunds and infinitives in general statements

Listening and Speaking

- Discuss responses to minor accidents
- Communication Skill: Taking part in discussions

Reading

- Learn about car breakdowns on the highway
- Reading Skill: Paraphrasing
- Identify what to do if the police stop you
- Reading Skill: Understanding Sequence

Writing

- State your opinion about cell phone use
- Writing Tip: Supporting details and examples

Life Skills

- Identify car parts and related problems
- Decide which insurance is best for you
- Describe traffic problems
- Use the Internet to get maps and directions

Preview

- Welcome students and have them look at page 45.
- Say: Look at the picture. Where are the people? What's happening? (Possible answers: A family has just arrived home or at a hotel. They seem to be unloading luggage.)
- Say: In this unit, we'll talk about cars, traffic, and commuting to work or school. But first, I want to find out how many of you know how to drive. How many of you used to drive in your home country? How many of you drive here?
- Ask the first Preview question: *Do you have a car?*
- Say: For those of you who answered yes to the last question, how many of you drive to work? To school? How many of you use your car for vacations?
- Say: In this unit, you'll learn more about cars. You'll talk about car parts, driving safety, and ways to respond to accidents. You'll also learn about car insurance, traffic problems, and ways to use the Internet to get and interpret maps and directions.

Unit Goals

- Ask students to read the Unit Goals.
- Explain unfamiliar vocabulary as needed. (For example: *Highway safety do's and don'ts*—things that you should and shouldn't do in order to drive safely on a highway)
- Tell students to circle the goal that is the most important to them.
- Take a poll by reading the goals aloud, with students raising their hands for the goals they checked. On the board, write the goal that the most students checked.
- Say: As we complete this unit, we will look back at this page and reread the goals. We will check each goal as we complete it.

Lesson 1

Identify car parts and related problems

Getting Started

10 minutes

Community Building

Set the stage for this lesson and help students visualize the topic by taping to the board pictures of vehicles from magazine ads. Say: Today we're going to talk about cars. Which of these cars or trucks would you like to drive? Why? Have students walk around and discuss with classmates which vehicle they would choose.

1

IDENTIFY CAR PARTS

A GROUPS. Discuss. What parts of your car...

- Have students form small groups. Ask them to read and discuss the question and note answers on a sheet of flipchart or notebook paper.
- Say: If you don't remember the word for a car part, look at the vocabulary chart in Exercise 1B and see if you can find it there.
- *Optional*: To guide students, write some discussion prompts on the board:

You should check the	_ because _
You should check to see if	_

- Have students complete the exercise.
- Have each group choose a representative to present its ideas to the full group. Ask clarification questions as needed (*What could happen if you didn't have enough air in your tires?*).

Teaching Tip

Be sure that each group includes at least one student who said in the Preview that he or she has a car, since that person may be more familiar with vocabulary relating to car parts.

Presentation

20 minutes

B PAIRS. Identify the parts...

- Say: Now, we have talked about some parts of the car that we should always check before a long trip and about some of the problems that we can have with these parts. Let's look at the vocabulary for car parts.
- Read the vocabulary from the box aloud, eliciting students' help to clarify unfamiliar terms as needed.

- Check students' understanding by asking them to differentiate between pairs of similar items. (For example: Where are the headlights? Taillights? When I want to stop the car, do I use the gas pedal or the brake? How is the rear-view mirror different from the side-view mirror? If I hear a strange sound in my engine and want to check it, should I open up the trunk or the hood?)
- Say: Now you are going to look at the pictures in Exercise 1B and label the parts of the car that you see, using the numbers of the words in the list.
- Have students complete the exercise. Offer help as needed. (For example, *Is the rear-view or the side-view mirror on the side of the car?*)
- Call on students to say the answers.

Language Note

Ask students to look at the picture on the right. Say: *The floor area of this car has two brakes.*Does anyone know why? (One is the emergency brake.) What is the emergency brake used for? (Possible answers: to make sure the car doesn't roll backward when parked on a hill; for extra safety with a standard car)

@ What are the different fluids...

- Ask students to read the directions.
- Clarify vocabulary as needed. (For example: A *fluid* is a liquid. To *lubricate* means to use something to reduce the friction between different parts that are in motion.)
- Have students complete the exercise. Walk around and check their work.
- Call on students to say the answers.

Language Note

Direct students attention to the unlabeled clutch (next to the brake) in the diagram on the right. Ask students if they know the difference between an automatic and standard (or *stick-shift*) car. If needed, explain that an automatic car changes gears automatically. With a standard car, you must use both a *clutch* and a gas pedal to change gears and make the car go faster or slower. Ask students how many know how to drive a standard car and whether they prefer to drive this or an automatic car—and why. Offer prompts. (*Which car do you think is more fuel efficient? Better for driving in the city?*)

Identify car parts and related problems

Controlled Practice

15 minutes



PRACTICE

Write the name of the correct...

- Ask students to read the directions.
- Have students complete the exercise.
- Call on students to say the answers.



LISTEN



A Listen to each conversation...

- Tell students that they will now practice listening to conversations about car problems.
- Ask students to read the directions and the questions about the three conversations.
- Say: *In one of these conversations, you will hear the* term jump-started. What does that mean? Elicit a definition from students, providing clarification as needed (You need to use jumper cables connected to another person's car battery to jump-start your dead car battery.).
- Play CD 1, Track 16. Have students listen to the conversations and complete the exercise.
- Tell students that they may listen to the conversations again and see if they hear anything that they may have missed the first time.
- Play Track 16 again.

B PAIRS. Listen to the excerpts and try...

- Ask students to read the directions.
- Say: You'll listen to parts of three conversations. Try to guess the meaning of the words in items 1-3.
- Play the excerpts from CD 1, Track 17. Have students listen and complete the exercise.
- Optional: Tell students that they'll now listen to the complete conversations and will check their answers. Say: You'll listen to the complete conversations again. You'll see if knowing the context—that is, the full situation—helps you to understand the meanings of the words. Play Track
- *Optional:* Ask: *Did you change any of your answers* after hearing the complete conversations again? If so, what helped you to understand the meaning of the word or words the second time around?

Culture Connection

Say: For many people, driving is an important part of life in the U.S. The age when one can legally drive differs from state to state, but in many states a teenager can receive a provisional driver's license—called a learner's (or learning) permit—slightly before or at the age of 16. Depending on the state, a person with a learner's permit can drive as long as there is an adult with a driver's license in the car. To receive a driver's license, one must pass a multiple-choice written test with questions about driving rules, as well as a road test to demonstrate to an instructor the ability to drive and/or park in a specified area.

Communicative Practice 15 minutes



MAKE IT PERSONAL

GROUPS. Discuss the questions.

- Set up groups.
- Ask students to read the directions.
- Ask a student to read each question aloud. Model the answers with real information about yourself.
- Ask students to discuss the questions, encouraging them to share their experiences with car repairs.

Progress Check

Can you . . . identify car parts and related problems?

 Say: We have practiced identifying car parts and related problems. Can you do this? If so, check the

Extra Practice



Interactive Practice

Learn about car breakdowns on the highway

Getting Started

10 minutes

• Say: In Lesson 1, we talked about car parts and typical problems cars can have. In this lesson, we are going to read and talk about a specific, dangerous problem: what to do if your car breaks down on the highway.

Expansion: Vocabulary Practice

- Tell students that there are many different English words for roads, based on both the size of the road and geography. (For example: *Drivers in California probably say* freeway to describe large limited-access roads, but people in Michigan often say expressway for the same type of road.)
- Say: There are many types of roads. Learn the vocabulary we use around here first. Then, if you travel out of state, find out what kinds of roads you will be on—and the names used for them.
- Brainstorm road types with students (such as *freeway*, *highway*, or *interstate*), specific important roads in your area, and local travel issues (such as drawbridges or toll roads).
- Before class, develop a simple grid with these or other categories, possibly including amounts of fees and other relevant information.
- Pass out the grids at the beginning of the brainstorm so that as you write your own information and that of students on the board, students can easily record this information.

Presentation

15 minutes



BEFORE YOU READ

CLASS. Discuss the kinds of car trouble...

- Ask students to read the directions.
- Give a personal example of car trouble you've had or use an example from "a friend." Say: *Once my car stopped working at night on a two-lane highway in the mountains*—40 *miles from nowhere*...
- List problems students mention and add others from Lesson 1 and your own knowledge.
- Say: Now we are going to listen to and read what the experts say a person should do if his or her car breaks down on the highway.

2

READ



Listen to and read the article...

- Ask students to read the directions.
- Remind students to look at all the clues—the title, photo, and initial question—to help them understand the reading.
- Point out that the words and phrases in boldface—shoulder, interstate, emergency flashers, interior, equipment, professional, highway patrol, flag down, tow truck operators, uniformed, personnel, and priority—appear in the glossary on page 245. Encourage students to read the entire article first, before going to the glossary.
- Play CD 1, Track 18 while students read the article and listen.
- After students listen and read, ask if they have any questions about the content, vocabulary, or pronunciation. Answer questions, but also encourage other students to answer questions.

Culture Connection

- Discuss what to do if students come across "road rage" on the highway.
- Say: One important issue to watch out for in the U.S. is road rage. Ask: Can anyone give me an example or definition of road rage? (For example, threatening angry behavior from other drivers)
- Tell students that if they see someone in a road rage, to try to keep away, by dropping back or taking the next exit off the road. Advise them not to respond to another driver's anger by becoming angry themselves.
- Say: If you have a cell phone, call the Highway Patrol or state troopers. Give the local number to students. If you think you are in danger, call 911. Try to tell the operator where you are (For example: a mile or two after Exit 71.).

Learn about car breakdowns on the highway

Controlled Practice

15 minutes

3 CHECK YOUR UNDERSTANDING

A Write the answers to the questions.

- Ask students to read and answer the questions by going back to the article.
- Walk around the room as students write. Observe whether anyone is having trouble finding the answers in the article; provide help if needed.
- Ask a different volunteer to answer each of the four questions. Check with the whole class to see if they agree. If there is any disagreement, ask students to go back to the article for the answer.

Reading Skill: Paraphrasing

- Direct students to the Reading Skill box.
- Ask a student to read the text.
- If some students seem unsure of the content, ask the same student or another student to reread it.
- Ask students to state the three reasons that being able to paraphrase is a useful skill. (It helps you identify areas you don't understand, enables you to practice writing about the topic, and helps you remember information.)

B Read this paraphrase...

- Ask students to read the directions.
- Review the meaning of *skim* if necessary.
- Ask students to read the paraphrase. Ask: Counting from the top, what paragraph (1, 2, etc.) does this text paraphrase? (paragraph 5)

GROUPS. Each student should...

- Ask students to read the directions.
- Restate or repeat directions as needed. Say: Because there are five paragraphs in the article—not counting the one we already worked on and the introduction—we'll have five people in each group.
- Set up groups by directing students to count (1-2-3-4-5). Say: *Make your own groups, but make sure each group has a 1, 2, 3, 4, and 5.*
- Ask group members to give one another feedback on their paraphrases.

4 WORD WORK

GROUPS. Choose three words...

- Set up groups of three.
- Ask students to read the directions.
- Say: Remember when you write in your vocabulary logs, you can always write more than three words or phrases. You can also use the vocabulary log for words you read or hear outside of class.

Communicative Practice 20 minutes

5 MAK

MAKE IT PERSONAL

GROUPS. Discuss. Have you experienced...

- Keep the same groups as above.
- Walk around the room as students talk. If someone in a group is sharing an amusing or exciting story, ask that person to share it with the class.

Teaching Tip

- Explain to students that they have been working hard and that you think they need a change of pace. Most students will probably welcome a change, but confirm that you will continue the work shortly.
- This change could be anything from explaining a common yoga stretch, to chanting prepositions of place—still an issue for higher-level students—with descriptive hand movements, to taking a walk around the school to identify the vocabulary of less common objects (such as *podium* or *lectern*).

Extra Practice Interactive Practice pages 32–33

Talk about highway safety do's and don'ts

Getting Started

5 minutes

• Say: In Lesson 2, we talked about what to do if your car breaks down on the highway. Today we're going to talk more about highway safety. To do so, we'll practice the grammatical structure of phrasal verbs.

Presentation

20 minutes

Inseparable Phrasal Verbs

- Copy the grammar chart onto the board. Discuss Column 1: Inseparable Phrasal Verbs.
- Say: *Phrasal verbs have two parts: a verb and a particle*. Have a volunteer read the first two sentences in the Grammar Watch aloud. Have another volunteer circle the verb in the first sentence on the chart (*run*) and underline the particle (*into*).
- Ask students for more examples of particles and write them on the board: *through*, *around*, *across*, and so on.
- Explain that particles look like prepositions, but when combined with a verb, they act as a unit and can have a different meaning than the verb alone. Use *run* and *run into* to show the difference in meaning between a verb and a phrasal verb: *I often* run *at night*. *Did you* run into *your sister on the way here?*
- Say: *In an inseparable phrasal verb, the verb and the particle must stay together.* Write on the board: *He ran into a car.* Have volunteers underline the verb, circle the particle, and draw a box around the object.
- Say: When the phrasal verb takes an object pronoun, the verb and particle also stay together. Write on the board: He ran into it. Draw a box around the object pronoun it.
- Have a volunteer read the rest of the Grammar Watch. Remind students that some phrasal verbs have two particles, such as *follow through with*, *take off with*. These are always inseparable.

Separable Phrasal Verbs

- Direct students' attention to the right-hand section of the grammar chart: Separable Phrasal Verbs.
- Read each sentence aloud. Ask volunteers to underline the verb and circle the particle in each sentence.
- Explain that in separable phrasal verbs, the verb and the particle do **not** have to stay together. In fact, if you use a pronoun, the particle must always come after the pronoun. Point to Sentence 3 in the grammar chart. (Don't try to flag them down.) Draw a box around the pronoun *them*.

Teaching Tip

 To help students with transitive and intransitive phrasal verbs, write the following chart on the board.

Transitive	Intransitive
She handed in her essay.	The noise died down.
He called off the meeting.	She grew up quickly.

- Say: Transitive verbs always take objects, and intransitive verbs never take objects.
- Ask students to copy the sentences into their notebooks and circle the phrasal verbs and draw a box around any objects. Give help as needed.
- Explain that most transitive phrasal verbs are separable and that intransitive phrasal verbs are always inseparable.

Controlled Practice

5 minutes



PRACTICE

There are seven phrasal verbs...

- Ask students to read the directions and complete the exercise.
- Call on students to say the phrasal verbs. After each one, ask: *Is that separable?*

Talk about highway safety do's and don'ts

Controlled Practice

15 minutes

Communicative Practice 15 minutes



PRACTICE

A PAIRS. Complete the sentences with...

- Say: Now you will practice using phrasal verbs in sentences. Ask students to read the directions.
- Have students form pairs to complete the exercise.
- Optional: Ask students which sentences had separable phrasal verbs (items 2 and 6). Write them on the board. Then ask students to rewrite them so that the object appears between the verb and the particle. (2. Never pick a hitchhiker up on the highway. 6. Always drive slowly in construction zones when workers are repairing roads or putting new ones in.)

B Circle the object in each...

- Ask students to read the directions. Remind them that with separable phrasal verbs, the object pronoun always goes between the verb and the particle; with inseparable phrasal verbs, the pronoun goes after the particle.
- Have students complete the exercise.
- Point out that all the verbs in this exercise were separable, so the object pronouns were all placed between the verb and particle. (1.... turn it on; 2.... flag them down; 3.... hang it out; 4.... put them up)

Expansion: Writing Practice for 2A and 2B

To help familiarize students with phrasal verbs, have them generate language themselves:

- Have students form pairs and look at the list of separable phrasal verbs on page 224.
- Each partner writes 10 sentences, with a different phrasal verb in each sentence—omitting the particle. (The partner leaves a blank for the particle.)
- Have partners swap papers and, with books closed, guess what particle completes the phrasal verb.
- Repeat the exercise with the list of inseparable phrasal verbs on page 224.

Show what you know!

GROUPS. Discuss. What can drivers do...

- Before the discussion, call students' attention to the Communication Skill box, *Taking Part in Discussions*. Ask a student to read it aloud.
- Read the discussion question, and tell students that they will talk with their group members about it.
 Encourage students to use the phrasal verbs from the grammar chart and word box to frame their discussion.
- Remind students to use the expressions in the Communication Skill box while they are talking.
- Have students form groups and complete the exercise.
- Walk around the room and monitor conversations.
- Call on groups to share their responses.
- *Optional:* As groups present their ideas, make a chart on the board of dangerous situations and ways to deal with them.

Teaching Tip

To help students get into the habit of organizing and presenting notes, have them make notes that they can use to answer the discussion question. Suggest that they look over the phrasal verbs on pages 50–51, choose at least five, write them in a list, and think about their meanings. Then have them add words to the phrasal verbs that relate to highway safety. For example, if a student writes *watch out*, he or she might add *for fast drivers*. They can then use these words to help them answer the discussion question.

Progress Check

Can you . . . talk about highway safety do's and don'ts?

• Say: We have practiced talking about highway safety do's and don'ts. Can you do this? If so, check the box.



Discuss responses to minor accidents

Getting Started

10 minutes

- Say: Unfortunately, we can't talk about cars without talking about car accidents. Some accidents are terrible—with passengers getting injured or killed but luckily many accidents are minor. In this lesson, we will be focusing on what to do in case of minor accidents.
- Make sure that all students understand what *minor* means (most speakers of Romance languages will understand, but speakers of Arabic or African or Asian languages may not). Contrast with *major*—a minor accident vs. a major accident.
- Ask students to share experiences they've had with minor accidents. Say: Have any of you had a minor accident? If students indicate ves, say: Would anyone like to share his or her experience with the class?



BEFORE YOU LISTEN

CLASS. Look at the photo. What has...

- Ask students to read the directions.
- Accept all responses, but if any responses seem unreasonable, ask the class: Does this seem like a reasonable (or good) idea? Encourage students who want to describe their own experiences to do so.

Presentation

10 minutes



LISTEN



A Listen to a driving instructor...

- Ask students to read the directions. Confirm that all students know what a driving instructor is.
- Reiterate that students are supposed to take simple notes. Go over the example to make sure that students understand what the directions mean by "objects of the verbs." If some are not sure, provide examples ("close the door," "make dinner," "kick the ball," "watch TV"). Say: The object answers the *question* "What?" after the verb.
- Play CD 1, Track 19.
- Walk around the room as students listen; observe whether any students are having difficulty writing the objects of the verbs.

• After students listen, ask: How was that listening easy, medium, or difficult? Note the general response or ask for a show of hands. It's useful to get a general idea of whether the listening is the correct level of difficulty for students. If it is too difficult, add more support before the listening; if it is too easy, consider bringing related authentic audio clips from the radio. Asking for—and acting on—adult student input validates your respect for students and their control over their own learning.

Teaching Tip

- You may occasionally have students whose proficiency is on-level, but who may not have a formal background in grammar; they may know how to appropriately use objects in sentences, but they may not know grammar terms, such as object, direct object, or transitive verb.
- If you have one or two students in this situation, work with them explicitly on basic grammar and grammar vocabulary at regular times when the rest of the class is working on group activities. Give them grammar sheets for self-study at home.

Controlled Practice

15 minutes

B STEP 1. GROUPS. Compare your simple notes.

- Ask students to read the directions.
- Set up informal groups. Say: Work with two or three people sitting near you.



STEP 2. Add more details...

- Say: *As you listen again, check and add to your notes.*
- Play Track 19 again.

STEP 3. GROUPS. Discuss. Were any of...

- Keep the same groups. Ask students to read the directions and respond to the questions.
- Ask the class whether all the instructions make sense to them. Accept all comments, but encourage students to explain their opinions or ideas.

Discuss responses to minor accidents

Controlled Practice 10 minutes

- Have students read the Grammar Watch.
- Briefly review gerunds. Say: *Just like nouns*, *gerunds* often act as subjects. You can think of a gerund as a verbal noun—an -ing verb acting as a noun. Mention that the structure shown in the note is very common.
- Write on the board: *It's* + *adjective* + *infinitive*. Underneath, write: It's nice to see you again. Ask students to complete sentences like *It's dangerous* to . . . (drive too fast) It's illegal to . . . (stop at an intersection). Then ask them to say one or two more sentences with, for example, easy and *difficult*. Review the infinitive as *to* + base form of the verb.
- Say: Americans use this form often; start listening for it outside of class and see how often you hear it.



PRACTICE

PAIRS. Take turns reading and explaining...

- Ask students to read the directions.
- Model with an above-level volunteer, using the dialogue as an example. Point out that Student B can say more than just Why. (For example: If it's *just a minor accident, what does it matter?)*
- Set up pairs and have students do the exercise.
- Answer any questions or comments related to the practice itself or the topic of what to do when there is an accident.

Communicative Practice 15 minutes



MAKE IT PERSONAL

GROUPS. Discuss. What new facts...

- Ask students to read the directions.
- Say: Now we are going to work in small groups to talk about laws and customs in the U.S. related to driving. We are also going to compare these customs with those in your home countries. How are these driving customs similar to or different from those in your home countries? After you talk together, we will come together to see what we've learned.

- Set up groups. Have students discuss the questions.
- Bring the class back together. Say: What was one interesting piece of information you heard from your group? Take a response from at least two or three groups; if time allows, take a comment from every group. Continue: Basically, do you think driving rules—specifically, rules involving traffic accidents are more similar or different around the world? Accept all comments.

Teaching Tip

- Not all topics will be of interest to all students. This may be true in this case, especially if some students don't drive and/or didn't drive in their home countries.
- Since a main point of group work is for students to communicate in authentic ways, it is OK if students veer off topic, such as comparing countries on other aspects than car or accident customs or talking about how they travel to work.

Expansion: Writing Practice for 4

- Ask students to freewrite a description of one of the following topics: traffic in my hometown; a minor car accident I was involved in; how to get from class to my home.
- Suggest that students share their writing with a partner and offer each other feedback.
- *Optional*: You may want to collect paragraphs either at the end of this class or at the beginning of the next class. Read the paragraphs and give one overall positive comment, one substantive comment on structure, one comment on usage, and one comment on mechanics. Thank students when you return the papers.

Extra Practice



Interactive Practice

Decide which insurance is best for you

Getting Started

5 minutes



UNDERSTAND CAR INSURANCE

A CLASS. Car owners in the U.S....

- Say: When you're in a minor car accident, you usually report the accident to your insurance company. Today we'll learn more about car insurance. Do people in your home countries have auto insurance?
- Say: In the U.S., car owners are required by law to have car insurance. Why do you think that is? Offer additional prompts as needed. (What happens if there's a car accident and one driver doesn't have insurance? If neither driver has insurance?)
- Read and discuss the second question.

Presentation

15 minutes

B Read about important terms...

• Say: *Now we'll look at some important terms used in car insurance.* Ask students to read the information about different types of auto insurance coverage.

Language Note

Explain that the verb cover means to protect something or someone by putting something physically over it (He covered me from the rain with his umbrella.) or to take the place of someone if that person can't do something. (I asked her to cover for me at work tomorrow night because I have to go to my son's school.) Cover can also refer to being insured and thus protected from liability. (My car insurance covers me for collisions.) The noun coverage refers to the possession of insurance and what it protects us from. (I have bodily injury coverage with my insurance policy.)

- Clarify other vocabulary as needed. (For example: bodily—of or relating to the body; lost wages—money that you would have earned if you had been able to work; vandalism—the destruction of property; hit-and-run driver—someone who causes a car accident, such as hitting another car, but does not stop to leave information with the victim.)
- Check students' understanding of deductible. Ask: If you have a \$500 deductible, how much do you have to pay before the insurance company pays anything? (\$500)

Write the answers...

 Have students read the directions and complete the exercise.

Answers: 1. bodily injury, personal injury protection, property damage liability; 2. personal injury protection, collision, comprehensive, uninsured and underinsured motorist coverage

Controlled Practice

15 minutes

2

PRACTICE

PAIRS. Read the situations....

- Ask students to read the directions and the items in Exercise 2.
- Say: Now you're going to discuss with a partner which types of coverage would be the most helpful in each situation.
- Have students complete the exercise.

Possible answers:

- 1. collision (His car was damaged by another vehicle; Glen didn't cause the accident.)
- 2. property damage liability (She damaged another car, and it was her fault.)
- 3. comprehensive (Mr. Chen's car wasn't damaged by a collision.)
- 4. personal injury protection (She injured herself.)
- 5. bodily injury (He caused an injury to another person.)

M

MULTILEVEL INSTRUCTION for 2

Cross-ability Group students in cross-ability pairs for Exercise 2 so that the above-level partner can help the pre-level partner find the information.

Decide which insurance is best for you

Controlled Practice

15 minutes



UNDERSTAND CAR INSURANCE TERMS

PAIRS. Underline the correct word or words...

- Say: Now look at the vocabulary in italics. You'll hear this vocabulary used in the next exercise.
- Have students read the directions, form pairs, and complete the exercise.

Expansion: Reading Practice for 3

If students have computers, have them use the Internet for a critical thinking exercise in shopping around for auto insurance. Elicit ideas for ways to find out insurance rates on the Internet. Have students look up information about—and possibly quotes for—different types of insurance coverage (collision, bodily injury, etc.).



PRACTICE



A Read the questions. Listen to...

- Ask students to read the directions.
- Say: We'll listen to the conversation two times. The second time, you'll check to see if your answers were correct—and you'll fill in any missing information.
- Play CD 1, Track 20. Have students listen and complete the exercise.
- Play Track 20 again so that students can check their answers.

Answers:

- 1. Yes. (Possible answers may include: She works in a hospital and knows that if you're in an accident, you're responsible for very expensive medical care costs. She thinks that insurance is so important that she recommends buying more than the minimum to cover health care and car repair costs.)
- 2. The state has laws about whether you must have car insurance—and if so, what type and how much.
- 3. bodily injury and property damage
- 4. For each occupant in a vehicle who is injured, the insurance will pay up to \$15,000 to cover medical expenses; if more than one person is injured, it covers up to \$30,000 total.
- 5. property damage in a car accident
- 6. Yes, because it's required by state law.

Expansion: Speaking Practice for 4A

Have students role-play a telephone call to a car insurance company to report an accident and file a claim. In small groups, students brainstorm questions that the insurance agent might ask. (Examples: When did the accident occur? What was the location of the accident? Please describe what happened. Who was at fault? What type of coverage do you have? What is your insurance policy number?)

Communicative Practice 10 minutes

Teaching Tip

Discuss deductibles and how they may affect the cost of monthly or annual insurance premiums. Ask: *If you needed to buy insurance*, would you buy a policy with a high or a low deductible? How do you think this would affect your premiums? Explain that generally, with any type of insurance, the higher the deductible, the lower the premium—and vice versa. Discuss the implications with students. (You'll pay less each month or year, but when you have an accident, you'll pay more up front.)

B GROUPS. Discuss the questions.

• Have students discuss the questions.

Teaching Tip

Remind students to use the conditional to talk about a hypothetical situation—that is, what kind of auto insurance they would buy. (I would choose a policy with comprehensive coverage because it would _____

Progress Check

Can you . . . decide which insurance is best for you?

• Say: We have practiced talking about how to choose which auto insurance is best for you. Can you do this? If so, check the box.

Extra Practice Interactive Practice pages 36-37

Identify what to do if the police stop you

Getting Started

10 minutes

- Say: We've been talking, reading, and writing about cars—car parts, accidents, safety, insurance—almost everything about cars. We also need to talk about what to do if the police stop you. The police or state troopers (or Highway Patrol—use the local name of the law enforcement officers who patrol the highways in your state) can stop you if you're driving too fast or breaking another law. They can stop you for other reasons, too, even if you are not breaking any traffic rules. In this lesson, we going to talk about how to talk to the police.
- Ask for a quick hand count of how many people in class have a driver's license.
- Ask if anyone wants to talk about an experience he or she has had being stopped by the police. Students may or may not want to share, so don't press the issue.
- Say: Before we go any further on this topic, you're going to take a quick true/false quiz to see what you think you should do if you're stopped by the police.

Presentation

25 minutes



BEFORE YOU READ

- A Do you know what to do...
- Students read the directions and complete the quiz.

B PAIRS. Compare answers.

- Say: Now compare your answers with the answers of someone sitting next to you. Because this is a simple exercise and the correct answers are already evident, you don't need to ask students to read the directions or to set up formal pairs.
- Say: In a few minutes, we will read a story about a person who was stopped by the police.

Teaching Tip

For important, real-life topics such as how to interact with the police or the justice system, bring in local information to make sure you are giving students the correct information. For example, call up the local police department or local office of the state police to see whether they have a written list of what drivers should do if pulled over.

Culture Connection

- Talk about perceptions of police in the U.S. and in other countries.
- Say: Young children in the U.S. are taught that police officers are friends who will help them if they are lost, scared, or in trouble. What do you think about that idea? Is that how you think about the police?
- Ask students to compare the police in their home countries with the police in the U.S.

Reading Skill: Understanding Sequence

- Have students read the Reading Skill box.
- Elicit an example of *sequence* and *clue*.
- Ask students to give examples of other sequence words. Write them on the board and add less familiar words or phrases (such as *previously*, afterwards, at last) to a running list. Suggest that students add unfamiliar words to their vocabulary logs.

READ



Listen to and read...

- Note: Before this exercise, find out whether using a cell phone while driving is illegal in your jurisdiction. If it is not illegal, mention that after the reading, but also stress that, legal or not, it is dangerous to use a cell phone while driving.
- Ask students to read the directions.
- Point out that the words and phrases in boldface display, distracted, approached, and registration appear in the glossary on page 245. Encourage students to read the entire story first, before going to the glossary.
- Play CD 1, Track 21. Ask students to listen and
- Ask: Did you notice the sequence words? Did the sequence words help you understand the order in which events occurred?

Identify what to do if the police stop you

Controlled Practice

15 minutes



CHECK YOUR UNDERSTANDING

Write the answers to the questions.

- Tell students to write the answers to the questions in their notebooks.
- After students finish writing their answers, read or paraphrase each question and ask for one or two students to answer. Ask: *Do you think this story is realistic—is this what you think would happen here in [your community]? Why or why not?* Accept all answers, but ask students to use examples and details to prove their points.

Possible answers: 1. Miriam knew it was against the law. 2. She thought it was an emergency. 3. It was Mr. Mitchell, vice principal of her son Daniel's school. He told her Daniel had broken the school's rule and answered his cell phone in class. 4. a warning; 5. She probably wasn't right to answer the phone: it's dangerous and it's against the law.

Communicative Practice 10 minutes



WORD WORK

GROUPS. Choose three words...

- Set up groups and ask students to read the directions.
- If time permits, offer and explain other relevant police-related vocabulary to add to the discussion and word lists. (For example: *sir*, *ma'am*, *squad car*, *intoxicated*, *drunk driving*, *DUI*—*driving under the influence*, *DWI*—*driving while intoxicated*)
- Say: Remember when you write in your vocabulary logs, you can always write more than three words or phrases. You can also use the vocabulary log for words you read or hear outside of class.

Networking

- If possible, invite a police officer (perhaps a police information officer) or state trooper to come to class (or the whole program, since this is an important topic for everyone) to discuss what to do when stopped by police and related topics.
- *Note*: Local officials and other people active in the community (such as firefighters, representatives from the League of Women Voters, and community health care workers) often want to come to adult ESL programs so that they can explain important information. If students understand rules and procedures, it makes the officials' jobs easier.
- Set up the visit a month or two in advance. Several days before the visit, brainstorm with students a list of questions to ask the officer. Most of the questions should be related to the specific topic—what to do when stopped by a police officer—but also allow other, more general police-related questions because this may be the only time that students will have the opportunity to ask questions in a comfortable and anonymous setting.
- Write the questions on the board, an overhead, or a flipchart; later, copy and pass out the questions in advance to the students. Draw lines after every question so that students can take notes.
- Provide the officer with the list of questions in advance, but say that other questions will come up.
 Explain in advance to the officer that he or she may want to repeat comments, ask for clarification, use only limited idiomatic speech, etc., to maximize students' comprehension.
- Review general greeting and expressing gratitude protocol; ask for volunteers to ask each question.
- After the officer leaves, ask students what they thought of the presentation, what they learned, and what they still would like to know more about. (For example: What was the most important thing you learned?)
- Brainstorm with students the language for a short thank-you to the police officer. Send the note.



Lesson 7

Describe traffic problems

Getting Started

5 minutes



CHECK ONLINE DETOUR INFORMATION

A CLASS. Do you ever listen...

- Say: In the last lesson, we talked about what to do if the police stop you. Let's see what you remember. What are some things that you should—and shouldn't—do? Elicit answers from students, offering prompts as needed. (Should you get out of your car? Try to make the police officer understand that he was wrong? Pay the police officer?)
- Say: Now we're going to talk about another problem that you may have on the road: traffic. Have any of you ever been stuck in traffic?
- Ask: What do you do when you're stuck in traffic? (Possible answers: listen to music or the news, try to relax)
- Ask the questions in the directions. Note radio and TV stations and websites on the board that students may use to check traffic or road conditions. (Be sure to write station numbers and URLs and have students copy them for future use.)

Presentation

20 minutes

B Look at the map. What does...

- Tell students that there are websites that show traffic and road conditions. Ask: *How can this help you?* (If you know before you leave the house that a road is closed or that there is a lot of traffic, you can take a different route.)
- Say: Look at the map. What does it show? (Possible answers: downtown Los Angeles area, roads and highways in downtown Los Angeles, road closures and alternate routes in downtown Los Angeles)
- Ask some basic questions to help students focus on the map. Examples:

Major streets are known as main thoroughfares. What are some of the main thoroughfares in downtown Los Angeles? (Possible answers: 4th St., Cesar E Chavez, Mission, Alameda)

What is the blue line with the number 101? (a highway)

What are the blue lines with the numbers 10 and 5? (freeways)

Do you see a bridge on the map? (yes) *Where?* (in the middle)

Language Note

Explain that the terms *freeway* and *highway* designate large roads. A *freeway* (or *expressway*) has more lanes than a highway and is meant for high-speed travel. It generally has few intersections and no stops for tolls. You can also mention that these terms vary from region to region: In the Eastern United States, for example, people don't use the term *freeways*.

GROUPS. Discuss the following words...

- Say: Now you're going to look at the map more closely and try to guess the meaning of some words used to talk about roads and traffic conditions.
- Ask students to read the directions. Emphasize that they should use the map to give examples of the words
- Model the exercise by holding up the map. Say: Closure. This means that a road is not open. For example, if you look at [name a street], you'll see a road closure, so drivers must take a different route.
- Have students form small groups and complete the exercise. Walk around and monitor conversations, offering help as needed.
- Call on students to say answers. As they do so, remind them as needed to give an example from the map.

Possible answers: *alternate*—a different way to get somewhere; *closure*—the act of closing something; *detour*—a way you must travel when a road is closed; *legend*—a box that explains symbols and abbreviations in the map (see Teaching Tip below); *primary*—main; *route*—a particular road that something follows to get from one place to another

Teaching Tip

To ensure that students understand the concept of a legend, draw students' attention to the map legend and ask some comprehension questions. Examples:

Why are some roads green, red, blue, or purple? (They are detours.)

What freeway is roughly parallel to Cesar E Chavez? (10)

What is the problem with the bridge? (It's closed.)

Describe traffic problems

Controlled Practice

20 minutes

2

PRACTICE

A Read the notes that the...

- Say: Now we're going to read the notes from the Los Angeles Department of Transportation about the bridge closure. Ask students to read the notes.
- Clarify unfamiliar terms as needed. (Examples: *weather permitting*—as long as the weather allows something to happen; *emergency responders*—fire trucks and ambulances; *pedestrian*—a walker)
- Check students' comprehension with a few basic questions. Examples: How long will the First Street Bridge be closed? (for approximately 1 month, weather permitting); Will the bridge be open during certain hours? (no—closed 24 hours/day except for emergency responders); Will pedestrians be allowed to use the bridge? (yes—on the south side of the bridge)

B PAIRS. Use the map on page 58...

- Ask students to read the questions, form pairs, and complete the exercise.
- Have students say the answers. (*Note*: For Question 1, a student should point to Mission Road on the map and the yellow marks showing the closure.)

Possible answers: 2. N/B—northbound, or going northward (show by pointing up); W/B—westbound, or going westward (show by pointing to the left); S/B—southbound, or going southward (show by pointing down); E/B—eastbound, or going eastward (show by pointing to the right). 3. Emergency responders (fire trucks and ambulances) will be allowed on the bridge. 4. Pedestrian access will be allowed on the south side of the bridge.

Communicative Practice 15 minutes

GROUPS. Discuss the questions.

- Have students form small groups and complete the exercise.
- *Optional:* Have students note their responses in list form for Questions 1–3 on flipchart paper so that they may present them in the class discussion.
- Call on groups to share their responses. For Questions 2 and 3, note responses on the board to make sure that all students are aware of them.

• As students discuss Question 4, react with sample phrases students can emulate to demonstrate empathy. (What a terrible experience—you must have felt so upset!)

Teaching Tip

For the discussion, remind students to use the infinitive with the verb *advise* and a gerund with the preposition *of*. Using *would* with the expression makes it more polite. To guide students, write on the board: *I would advise* people to avoid Hollywood Boulevard because of filming in the streets. *I would advise* people to ______ because of ______.

Expansion: Writing Practice for 2C

• Have students write a paragraph addressing Question 4. Encourage them to include details about how they felt when the incident happened and what they could have done differently. To show regret or missed possibility, explain that students will use a grammatical structure—the past modal—that they will practice in the next unit. Write some examples on the board: I could have taken an alternate route. I should have called my boss to let her know that I'd be late. When students finish, ask for volunteers to read their paragraphs aloud if time allows.

Culture Connection

Say: In some parts of the U.S., being stuck in traffic is a part of everyday life. However, arriving promptly to work or to an appointment is also an expectation in this country.

Progress Check

Can you . . . describe traffic problems?

• Say: We have practiced describing traffic problems. Can you do this? If so, check the box.



Use the Internet to get maps and directions

Getting Started

5 minutes

Controlled Practice

15 minutes



INTERPRET INTERNET MAPS AND DIRECTIONS

A PAIRS. How good are you at following...

- Say: We've talked about traffic problems and practiced checking a map for road closures and other traffic conditions. Today we're going to practice reading a map and following directions.
- Have students form pairs and answer the questions. Afterwards, ask students what Internet sites they have used for driving directions. Write them on the board.

Community Building

Have students ask one another about their favorite places in the community and how to get there. For a starting point, use your school. (For example: What's your favorite coffee shop? How do I get there from here?)

Presentation

15 minutes

B GROUPS. Two students are planning to...

- Ask: Have any of you ever been to a baseball stadium? How did you know how to get there?
- Say: We're going to use directions from the Internet to find our way to the ballpark.
- Ask students to read the directions; then have them look at the map on page 61.
- Have students answer the questions.
- *Note*: If students ask about the terms *fork*, *head*, *merge*, *ramp*, or *up to*, explain that they will discuss their meanings in Exercise 2B.

Answers: 1. starting and ending addresses; 2. *N*—north, S—south, *E*—east, *W*—west; 3. *Blvd*.—Boulevard, *Ave*.—Avenue; *Fwy*.—Freeway; 4. turn left or right; 5. purple

MULTILEVEL INSTRUCTION for 2A

Cross-ability Group students in cross-ability pairs for the following exercise so that the above-level partner can show the pre-level partner where to find information.

2 PRACTICE

A PAIRS. Reread the map...

- Have students read the directions and the questions.
- Say: Let's make sure that we're familiar with all of the abbreviations used in the directions. Write these abbreviations on the board and elicit the complete terms: *mi* (miles); *min* (minutes).
- Have students form pairs and complete the exercise.

Answers: 1. 6.4 mi.; 2. about 19 min.; 3. N. Alvarado St.; 4. (Possible answer) They could take W. Olympic Blvd. to S. Alvarado St., then head south to S. Hoover St. until they reached the university. Then they would take S. Hoover St. north to S. Alvarado St. and follow it to W. Sunset Blvd. and Elysian Park Ave.

Communicative Practice 25 minutes

B PAIRS. Use the map on page 61...

- Tell students to form pairs.
- Explain that Student A gives directions, and Student B traces the route on the map. Then they change roles and repeat.
- Have the pairs check each others' routes.

Teaching Tip

If students have computers, ask them to use a website to find directions to get to a certain point (for example, from their home address to the school). Then have them explore options with the web tool, such as a route that avoids highways.

Progress Check

Can you . . . use the Internet to get maps and directions?

• Say: We have practiced using the Internet to get maps and directions. Can you do this? If so, check the box.

Use the Internet to get maps and directions

NOTES FOR MAP OF LOS ANGELES

Use the map for a speaking activity:

- Set up pairs.
- Have Student A pick out a starting point and a destination on the map and tell Student B the starting point but not the destination.
- Ask Student A to give directions: You're at the University of Southern California. Take S. Vermont Ave. north until you cross Melrose Ave. Where are you? (Answer: Los Angeles City College)
- Reverse roles and repeat
- Possible starting and ending points:

Hollywood Forever Cemetery Los Angeles City College Wilshire Country Club Elysian Park

Rancho Cienega Recreation Center Exposition Park



State your opinion about cell phone use

Getting Started

5 minutes

• Say: We have been talking about driving in the U.S. We have practiced vocabulary and grammatical structures to talk about traffic problems, responses to accidents, and highway safety do's and don'ts. Today we are going to apply all of this knowledge as we write about another safety issue: cell phone use while driving.

Reasons for	Reasons against
1.	1.
2.	2.
3.	3.

Teaching Tip

If students are using computers in class, have them use the "Table" feature in Microsoft Word to compose their list.

Presentation

10 minutes

1

BEFORE YOU WRITE

A You are going to write...

- Read the directions. Ask: What is a letter to the editor? (a letter that someone writes to a newspaper or other publication to express an opinion) Say: Today we're going to write a letter to the editor about cell phone use while driving.
- Ask students to read the FYI note and Writing Tip.
- Clarify vocabulary as needed. (Examples: editorial pages—pages in a newspaper or magazine that have columns and letters expressing opinions; backed up—supported with information and examples)

Language Note

Explain that the term *op-ed page* refers to the page opposite the editorial page. Newspapers frequently have a left-hand page with editorial columns stating the newspaper's opinion on important issues and letters written by readers; the right-hand page has opinion columns written about a variety of issues by professional journalists or guest columnists. Bring in examples of editorial and op-ed pages from different newspapers, such as the *New York Times*, a local paper, or *USA Today*.

B Brainstorm about the writing topic....

- Say: Today you're going to write a letter to the editor stating your opinion about whether people should be allowed to use cell phones while driving. To organize your thoughts, make a list of reasons for and against cell phone use while driving.
- Write the following chart on the board and have students use it to make their list.

@ Read the writing model on page 207....

- Ask: What are some other possibly dangerous things people do while driving? (listen to the radio, fall asleep, put on makeup)
- If no one mentions eating, tell the class that they will now read a letter to the editor about eating while driving.
- Have students turn to page 207 and read the letter.
- Clarify vocabulary as needed. (Examples: banned—officially not allowed; coordination—the way parts of the body work together; distracted—anxious and not able to think clearly; have a bite—to have a quick meal)

Controlled Practice

10 minutes

2

ANALYZE THE WRITING MODEL

PAIRS. Discuss the questions.

- Tell students that they will work together to find answers to the questions.
- Have students work in pairs to answer the questions. Ask students to share their responses to Question 5 with the class.

Answers: 1. Eating while driving is not safe and should be banned. 2. forces driver to take hands off wheel and lose control; can spill on car or driver and distract driver. 3. Eating requires coordination, for example, unwrapping a burger or taking out a French fry involves taking a hand off steering wheel. 4. Eat at home before driving. 5. Possible answer: The danger of food dropping on the driver or car parts is Fazil's most convincing argument.

State your opinion about cell phone use

Communicative Practice 35 minutes

3

THINK ON PAPER

A Before Fazil wrote his letter...

- Say: Now let's look at how Fazil organized his letter.
- Ask students to read the directions and the chart.
- Ask: What information does Fazil give to support his argument that eating while driving is dangerous?
- Say: We've talked about the information and examples that Fazil included in his letter. Do you feel that he gave enough reasons to support his argument? Why or why not? Offer prompts as needed to elicit discussion. (Did you find that you agreed with him after you read his examples? Which example convinced you the most of his argument?)

B Look at the list you wrote...

- Say: Now you're going to prepare to write your letter to the editor. First, you need to decide whether you're for or against cell phone use while driving.
- Ask students to look at the chart in Exercise 3A.
- Say: Before you write, use a chart like Fazil's to organize your ideas. List your reasons; under each reason, note supporting details and examples.
- Ask students to create their organizational charts.

Teaching Tip

If students are on computers with a wordprocessing program, they may cut and paste notes from Exercise 1B into their organizational charts. Then they may cut or copy these notes and paste them into the body of their letters.

4

WRITE

Use your chart to write your...

- Read the directions, and have students write the first draft of their letter to the editor.
- Say: When you finish writing, you're going to read your letter and revise it.

5 CHECK YOUR WRITING

A STEP 1. Revise your work.

- Say: You'll read over your letter a first time and answer the questions; if any answers are no, revise your work.
- Optional: Have students form pairs, exchange letters, and give each other feedback, noting whether they found their partner's argument convincing and why.

B STEP 2. Edit and proofread.

- Say: Now you'll read over your letter a second time and edit and proofread your work. Direct students to check their letters for grammar, spelling, punctuation, and typos.
- *Optional:* Have students complete a "clean" second draft of their letter at home, incorporating revisions and corrections from the revision and editing steps.

Teaching Tip

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

MULTILEVEL INSTRUCTION for 5A and 5B

Above-level Have students who finish writing and self-editing read and edit a peer's letter using the criteria in Exercises 5A and 5B. Then ask them to discuss the letter with the writer.

Pre-level Have students complete a checklist with the revising and editing criteria from Exercises 5A and 5B, checking off a box for

each question and making any changes.

Extra Practice Interactive Practice page 42



Show what you know!



REVIEW

For your grammar review, go to page 228.

- Say: Today we're going to review the skills that we have practiced in this unit and apply them to a problem. What are some of the skills we have practiced? Elicit answers, noting them on the board. (identifying car parts and problems, talking about highway safety do's and don'ts, making decisions about auto insurance, identifying what to do if the police stop you, describing traffic problems, using the Internet to get directions)
- Ask students to complete the grammar review exercise at the top of page 228.

2

ACT IT OUT

PAIRS. You are discussing car problems...

- Ask students to read the directions. Explain that they will help each other review the skills they practiced in this unit. Say: Student A will look back at Lessons 1 and 2, describe some things that can go wrong with a car, and explain what to do if your car breaks down on the highway; Student B will look back at Lessons 3 and 4 and describe what to do in case of a car accident—for example, if someone hits your car on the highway.
- *Optional:* Write prompts on the board to help students get started. Examples:

If your car breaks down on the highway/If you have a car accident, the first step is to . . .

Next, you should . . .

It's also a good idea to . . .

Be sure to . . .

Your last step is to . . .

• Have students complete the exercise.



READ AND REACT

STEP 1. Read about Elena.

- Say: Now we're going to apply our knowledge from this unit to a problem involving a character, Elena. Let's read about Elena.
- Have students read the story. Clarify unfamiliar vocabulary as needed. Examples: layout—the way things are arranged; harshly—strictly; put on warning—given notice that something will occur (such as losing a job) if a condition is not met

STEP 2. GROUPS. What is Elena's...

- Ask students to form small groups.
- Say: In your group, you will discuss what Elena's problem is and what she can do about it.
- Give each group a sheet of flipchart paper and markers, or ask them to make notes on a sheet of paper. Tell them that they will write a brief description of Elena's problem and a list of at least three possible solutions.
- Ask groups to choose a representative to present the group's ideas to the class.
- Have students discuss the questions.
- After each presentation, encourage feedback, prompting students as needed (*What do you think about Group 1's suggestions for Elena? Which idea do you like best?*)

Possible answers: *Problem:* Elena's problem is transportation to work. *Solution:* She should leave the house earlier, find another route to work, carpool with a colleague who knows the city better, take the bus.

Teaching Tip

Write sample feedback prompts on the board: *I really like the idea of* . . .

I don't think Elena should . . . Instead, I think she should . . .

I like the idea for Elena to..., but it might not work because... What about trying...?

4

CONNECT

Turn to page 214 for the Study Skills Activity. See page Txii for general teaching notes for Study Skills activities.

Progress Check

Which goals can you check off? Go back to page 45.

Ask students to turn to page 45 and check off any remaining goals they have reached. Call on them to say which goals they will practice outside of class.

CD-ROM Practice



Go to the CD-ROM for more practice.

If your students need more practice with the vocabulary, grammar, and competencies in Unit 3, encourage them to review the activities on the CD-ROM.