

UNIT 8

Overview

TOPICS

- The road test for a driver's license
- Traffic safety
- Traffic signs
- Accident prevention
- Transportation expenses

GRAMMAR

- *Had better*
- Gerund as subject
- Gerund after preposition
- Questions with *How*
- *It is* + adjective + infinitive

COMMUNICATION GOALS

Listening and Speaking

- Listening for details
- Giving advice
- Describing a personal experience
- Listening and role-playing a similar situation

Reading and Writing

- Interpreting driving regulations
- Identifying traffic signs
- Filling in information on a form
- Reading and making conclusions
- Interpreting information from a bar graph
- Reading and inferring the main idea

SKILL STANDARDS

WORKPLACE FUNDAMENTALS AND COMPETENCIES / SCANS*

Fundamentals

Basic Skills

Reading, writing, listening, and speaking
Arithmetic and mathematics

Thinking Skills

Decision making
Problem solving
Seeing things in the mind's eye
Knowing how to learn

Personal Qualities

Responsibility
Sociability—demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings
Self-management

Competencies

Information

Acquires and evaluates information
Organizes and maintains information
Interprets and communicates information

Interpersonal

Participates as a member of a team
Exercises leadership
Negotiates

Resources

Time—allocates time and prepares and follows schedules
Money—uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives

Technology

Applies technology to task

GENERAL COMPETENCIES / CASAS*

0 Basic Communication

- 0.1.2 Identify or use appropriate language for informational purposes
- 0.1.3 Identify or use appropriate language to influence or persuade
- 0.2.2 Complete a personal information form

1 Consumer Economics

- 1.1.3 Interpret maps and graphs
- 1.9.1 Interpret highway and traffic signs
- 1.9.2 Identify driving regulations and procedures to obtain a driver's license
- 1.9.7 Recognize what to do in case of automobile emergencies

5 Government and Law

- 5.3.5 Interpret information about traffic tickets

6 Computation

- 6.0.3 Identify information needed to solve a given problem
- 6.0.4 Determine appropriate operation to apply to a given problem
- 6.1.1 Add whole numbers
- 6.1.2 Subtract whole numbers
- 6.1.5 Perform multiple operations using whole numbers
- 6.6.6 Calculate with units of time
- 6.6.7 Solve measurement problems in stipulated situations
- 6.7.2 Interpret data given in a bar graph
- 6.8.1 Interpret statistical information used in news reports and articles

7 Learning to Learn

- 7.1.1 Identify and prioritize personal, educational, and workplace goals
- 7.1.3 Demonstrate personal responsibility and motivation in accomplishing goals

* See Introduction, page viii, for additional information on SCANS and CASAS.

Lesson 1

WARM UP

- Ask your students whether they have a driver's license. Do any of them have licenses in more than one country? Ask the students what people must do to get a driver's license in the students' countries. Note the responses on the board.
- Remind the students that different countries have different driving regulations and laws and

that it is important to know the laws of the country in which you're driving. Ask your students what some of these differences might be. Write their responses on the board. (If you are teaching in the United States, point out that driving laws also vary from state to state.)

PRESENTATION

Pablo Takes the Road Test

- **Set the stage.** Direct the class's attention to the illustration. Elicit the meaning of the presentation title (*Pablo is taking a driving-skills test to get his driver's license*). Ask the class to describe what Pablo is doing in the illustration and whether it looks like Pablo will pass his driving test.
- **Personalize the situation.** Elicit from those students who have a license what they did in order to prepare for the driving test. Prompt them to describe how they practiced or studied for the test, how they had to do during the test, how they felt, and whether they passed the test the first time.
- **Focus on selected items.** Write the following terms on the board and elicit their meanings: *parking lot, rear-view mirror, emergency brake, seat belt, lane, signal, illegal*.
- **Set the listening and reading task.** Write on the board: *What mistakes did Pablo make during his test?* Instruct the students to read along while they listen to the conversation between Pablo

and the officer. (Note: If your class is having an easy time with the listening, instruct the students to cover the conversation while they listen.)

- **Check the listening and reading task.** Ask the students for their answers to the listening comprehension question. Encourage them to use the past tense to describe Pablo's actions. (*He didn't fasten his seat belt. He didn't signal before he changed lanes. He passed a school bus when its lights were flashing.*)
- **Engage the students in pair work.** Read the discussion questions aloud. In pairs, have the students discuss Pablo's driving test. Remind them to support their opinions.
- **Circulate and monitor progress.** As you circulate, encourage the students to refer to specific information in the dialog to support their opinions. Recap the discussions as a class. Elicit what Pablo should do to prepare for taking the test a second time.

1 You should slow down before an intersection.

► *Reading*

- Read the instructions aloud. Ask for volunteers to read the excuses in the left column. Elicit the meaning of *license plate* versus *driver's license*.
- Instruct the students to match the excuses with the appropriate responses. Ask the students to compare their answers with those of a partner. Recap the answers as a class by having pairs of students role play each situation between an officer and a driver. Following each role-play, ask

the students to explain the problem in their own words. Ask the class whether they think these excuses can help someone avoid getting a ticket.

Answers

- | | |
|------|------|
| 1. e | 4. a |
| 2. f | 5. c |
| 3. b | 6. d |

2 Observe the traffic signs.

► *Reading*

- **Group.** Read the instructions aloud. Point out that both of the signs in each pair mean the same thing. In small groups, have the students discuss the traffic signs and their meanings. If signs in the students' own countries are different, they should draw them on a piece of paper.
- Ask the class to explain the meaning of each pair of traffic signs. As you discuss each pair, ask for volunteers to draw their own countries' signs on the board.
- **Pair.** Ask the students to work in pairs to match the traffic signs with the appropriate traffic regulations. Review the answers as a class.

Answers

- | | |
|------|------|
| 1. e | 4. d |
| 2. b | 5. a |
| 3. c | 6. f |

Expansion: For homework, ask your students to look for other kinds of traffic signs in the area. Ask them to draw the signs and bring their drawings to class. Have volunteers draw the signs on the board and ask their classmates to guess the meanings. Assist with explanations as necessary.

Additional Activity See Unit 8 Appendix.

3 You'd better park somewhere else.

► Speaking ► Writing

- Ask for volunteers to read the example statements aloud. Ask what the contraction *you'd better* stands for (*you had better*). Elicit the meaning of *had better* (*You really should do this; if you don't, something bad will happen*). Emphasize that this phrase expresses strong advice with a potential negative consequence. Elicit or explain that *had better* is followed by the affirmative or negative simple (base) form of the verb.
- **Pair.** Read the instructions aloud. Ask the students to work in pairs to write advice statements about each pair of signs in Exercise 2. Remind them that they can use affirmative or negative verbs after *had better*. After they have finished, ask them to practice saying their advice statements to their partners.
- Ask for volunteers to write their advice statements on the board and then read them aloud. As each answer is given, elicit other ways to give

the same advice. Encourage the students to restate their advice by changing affirmative statements to negative statements and vice versa.

- Ask whether any of your students have ever received a ticket for disobeying one of the traffic regulations. Ask the students to explain what they should do if they get a ticket. Make the students aware of the options that are available for people who get tickets. (In some areas, the ticket can be contested in court or a person can attend traffic school in order to avoid paying the ticket.)

Expansion: Ask the students to work in groups and write five pieces of advice for people driving in the country where your school is located. Remind the students to assign group roles (Manager, Secretary, Reporter, and Time-keeper). Recap by asking each group to write its advice on the board or read it aloud.

4 Getting a driver's license.

► Reading ► Writing

- Read the instructions aloud. Ask for volunteers to read the information in the chart aloud. Elicit the meaning of any unfamiliar terms. Check for comprehension by asking the students to explain each of the requirement categories. If the students are unsure of the license requirements in their countries, allow them to confer with classmates from the same country.
- While the students are completing the activity, copy the chart onto the board. Make a column for each of the countries your students come from. Ask for volunteers to complete the chart on the board with information about their countries.
- As a class, compare the license requirements of different countries. Ask the students which country has the strictest requirements and which has the most lenient. Ask the students which set or combinations of requirements they think is best.

Expansion: Write the following questions on the board: *Do you think driver's license requirements should be stricter for younger drivers? For drivers over a certain age (for example, 70 years of age)? How should they be different?* Ask the students to share their opinions in small groups. (It is not necessary to assign group roles.) Recap with a class discussion.

5 Hear it. Say it.

► Listening ► Speaking

- Explain that there are many words in English that are both verbs and nouns. Ask the students to identify the words that are the same in each pair of sentences (*permit, progress, present, records*). Do not correct pronunciation at this point. Elicit the part of speech for the key word in a few sentences.
- Explain that with many two-syllable words, the stress changes depending on whether the word is used as a noun or a verb. Read the instructions aloud. Tell the students to mark the stressed syllable in each of the target words as they listen. Play the cassette two or three times as necessary.
- Recap by playing the cassette again, pausing after each sentence. Ask the class which syllable is stressed. Confirm the part of speech of the key word in the sentences. Write the first pair of sentences on the board. Ask the students what relationship they see between stress and part of

speech in these words (*When the word is a noun, the first syllable is stressed; when the word is a verb, the second syllable is stressed*). Elicit that this pattern applies to each pair in the exercise.

Answers

- | | |
|---------------------------|--------------------------|
| 1. permit (noun) | 5. present (noun) |
| 2. permit (verb) | 6. present (verb) |
| 3. progress (noun) | 7. records (noun) |
| 4. progress (verb) | 8. records (verb) |

- **Pair.** In pairs, have the students practice saying the sentences. Remind them to help each other use correct stress with the target words. Recap by asking several students to read each pair of sentences.

6 Driving carefully can prevent accidents. ▶ Listening ▶ Reading ▶ Writing

- Write on the board: *Stopping completely is required by this sign.* Ask the class to identify the verb in the sentence (*is*). Underline and label the verb. Then elicit the complete subject of the sentence (*stopping completely*). Underline and label the subject.
- Point to the word *stopping*. Elicit or provide the name of the form (*gerund*) and write it on the board. Point out that we can form a noun by adding *-ing* to a verb. This noun can then be used as a subject or an object. Ask the class whether the verb in the sentence is singular or plural (*singular*). Point out that gerunds are almost always used as non-count nouns and therefore take singular verbs.
- Ask the students to turn back to Exercise 2. Ask the students to identify the complete subject in each sentence. Then ask them to identify the gerund that is the head noun (the main noun around which the sentence is constructed) for each subject. (For example, in the first sentence, *driving in the rain* is the complete subject; *driving* is the gerund.)
- Read the instructions for Exercise 6 aloud. Ask for volunteers to read the pairs of verbs and gerunds aloud.
- Ask the students to skim the passage before they listen to the officer's presentation. Explain that skimming, or reading quickly, is a good way to prepare for listening or for more careful reading.
- Play the cassette two or three times as the students fill in the gerunds that they hear. Check the answers by reading the passage aloud and letting the class supply the correct gerund. Alternatively, let volunteers read the passage aloud, including the gerunds they used to complete the sentences. Write the responses on the board.

Answers

- | | |
|-------------|---------------|
| 1. Driving | 7. talking |
| 2. Driving | 8. Listening |
| 3. changing | 9. Putting on |
| 4. keeping | 10. talking |
| 5. Being | 11. obeying |
| 6. sitting | |

WORKBOOK Assign Workbook Lesson 1 for homework, or do in class.

Lesson 2

WARM UP

- Ask the students: *What documents must drivers carry with them in your country? Do drivers need to carry a driver's license? Proof of insurance? Any other documents?* Write the answers on the board.
- Ask the class what documents drivers must carry with them in the country in which you

are teaching. Are drivers required to have auto insurance in your area? Write the responses on the board. If the students' answers are incorrect, inform them of the laws and regulations that exist in your area. (You can obtain this information from your local department of motor vehicles or police department.)

PRESENTATION

Fender Bender

- **Set the stage.** Ask the students to cover the conversation and look at the illustration. Ask them to describe the situation and how they think the characters feel. Direct the class's attention to the title. Elicit the meaning of the expression *fender bender* (*a minor traffic accident*).
- **Personalize the situation.** Ask the class whether they have seen a fender bender recently. How did the two drivers react? Were the police called to the scene of the accident?
- **Focus on selected items.** Ask the class to guess what the police officer will say to Ivan. Ask them to predict what documents she will ask him for. Write their responses on the board.
- **Set the listening and reading task.** Write on the board: *Why did the accident happen? Why did Ivan get a ticket?* Ask the students to read along as they listen to the conversation. (If you wish, tell the students to keep the conversation covered while they listen.) Play the cassette once or twice.
- **Check the listening and reading task.** Ask the students to compare their answers with those of a partner. Then go over the answers as a class. Write the responses on the board. Ask what advice the class would give Ivan about driving. (*You'd better be more careful. You shouldn't drive so*

close to other cars. You had better carry your insurance information with you.) Encourage the students to use the key phrase *had better*.

- **Engage the students in pair work.** Read the discussion questions aloud. Encourage the students to refer to specific things Ivan says in order to decide how he is feeling. Remind the students to tell their partners what they did and felt after their own accident, as well as what happened to cause the accident.
- **Circulate and monitor progress.** If neither student in a pair has ever had a car accident, instruct them to tell each other about a ticket or other traffic problem they might have had. Recap as a class, asking for volunteers to tell the class about their experiences. If your class is reticent to share their own information, you may wish to tell about one of your own experiences.

Expansion: Divide the class into groups of three to prepare a role-play. If you have one or two additional students, assign them the roles of the man's two daughters. Ask the students to re-enact Ivan's accident without referring to their books. Point out that they do not have to remember the exact dialog. Encourage them to use their own words and to develop the scene further if they wish. Ask the groups to perform for the class.

1 How long do I have to wait for a tow truck? 🎧

▶ *Listening* ▶ *Speaking* ▶ *Reading* ▶ *Writing*

- Tell the class that, following his accident, Ivan decides to call his insurance company, the Interstate Auto Club. Read the instructions aloud. Elicit the meaning of *dispatcher*.
- Direct the class's attention to the chart. Ask what specific information the class will need to listen for. Clarify any unfamiliar vocabulary.
- Play the cassette two or three times while the students listen and take notes. Ask the students to repeat the information that Ivan gave the dispatcher. Write their responses on the board.

Answers

Auto Club ID Number: 9968842; Location of accident: Santa Monica Blvd; Description of car: light blue; License Plate Number: 132-ZEB; Estimated tow truck arrival time: two hours.

- **Pair.** Read the instructions aloud. Check for comprehension by asking the class to restate the instructions. Remind the students that they are creating a role-play of a roadside emergency, but not specifically re-enacting Ivan's conversation with the dispatcher.
- After the students have practiced their role-plays, ask each pair to perform. If possible, use telephones as props.

2 There are problems with owning a car.

▶ *Speaking* ▶ *Reading* ▶ *Writing*

- Direct the students' attention to the example box. Ask the class to identify the part of speech of the words in bold type (*preposition* and *gerund*). Explain that there are many cases where gerunds, and not infinitives, must follow prepositions.
- Write on the board: *How did Ivan cause an accident?* Elicit the answer (*by driving too close to another car*) and write it on the board. Explain that the pattern *by + gerund* is often used to explain *how* something is done. Check for comprehension by asking the students how they can avoid traffic accidents (*by obeying the traffic laws, by being careful drivers*).
- Write on the board: *What did Ivan apologize for?* Elicit the answer (*hitting the other vehicle*) and write it on the board. Underline *apologize for*. Explain that some verbs require a preposition when they are followed by an object. Point out that these verb + preposition combinations must be learned when the students learn the verbs. Explain that the preposition must be

followed by a noun. Since a gerund acts like a noun, it can come after the preposition. Check for comprehension by asking the students what they have apologized for recently. Encourage them to answer in complete sentences (*I apologized for being late to class*).

- Read the exercise instructions aloud. Ask the students to complete the sentences with appropriate gerund phrases. Recap by asking for volunteers to write their answers on the board and read them aloud.

Answers

missing a payment	selling his car
taking the bus	buying a bicycle

- **Group.** Read the discussion questions aloud. Divide the class into groups of three or four. Remind the students to assign group roles. Set a time limit for the discussion. Ask each group to share its answers with the class.

3 Transportation is expensive.

► Reading ► Writing

- Read the instructions aloud. Ask for volunteers to read each question and answer aloud. Instruct the students to answer the comprehension questions. Specify whether you want the students to work individually or with partners.
- Review the answers as a class. Write the students' responses on the board.

Answers

1. \$480
2. \$330 (*Note: This assumes that Ivan has no car expenses and that the total fare to and from work is \$150 per month.*)
3. ten minutes
4. (*Answers will vary.*)

4 How far do you travel to school?

► Listening ► Speaking

- **Pair.** Read the instructions aloud. Ask for volunteers to read the example questions aloud. Assist with pronunciation and grammatical accuracy as necessary. Practice the questions as a class.
- Check for comprehension by asking one or two students each question. As the students answer, write the *Wh-* phrase on the board along with their answers (*How far? Two miles; How much? Three dollars*).
- Ask the students to interview each other about their commuting habits. Remind them to answer the general discussion questions that follow.
- Recap by asking the students to report their partners' information. Note the responses on the board, grouping them according to topic (*how far the students have to travel, how long it takes, etc.*). As a class, brainstorm ways to save time and/or money commuting. Write the students' ideas on the board. Ask the students whether they would be willing to try some of the suggestions.

5 Word Bag: Apologies and Regrets

► Speaking ► Reading ► Writing

- Direct the students' attention to the example box. Elicit the meaning of *expressing regret* (*saying you're sorry*). Point out that there are many expressions in English that express regret and this exercise practices three of them. Write *I feel bad about . . .* on the board, and ask the students how Ivan would complete the sentence. (*I feel bad about hitting your car. I feel bad about the accident.*) Write their responses on the board. Point out that the prepositions in these expressions can be followed either by a noun or a gerund.
- Explain that intonation is very important when using these expressions of apology or regret. If a speaker does not use appropriate intonation, he or she will not seem to be telling the truth.

Demonstrate by saying one of the phrases sincerely. Then repeat the phrase in an insincere manner. As a class, practice the expressions for *expressing regret* and *accepting apologies*. Focus on sentence stress and intonation.

- **Pair.** Read the instructions aloud. Remind the students that they should use all of the expressions in the example box. While the students write their conversations, circulate and help with form and vocabulary as necessary. Help the students to use appropriate intonation with the expressions.
- Have the students perform the conversations for the class. Ask the class whether Lynn and the man sounded sincere.

6 Avoid trouble on the road by staying calm.

► Speaking ► Reading

- Direct the students' attention to the article and accompanying graphic. Elicit the term *bar graph*. Write the following reading comprehension questions on the board: *What is "road rage"? What does the bar graph show?*
- Ask the students to read the article silently. (After they have had a chance to read the article individually, you may want to read it aloud to the class.) Ask for the students' responses to the comprehension questions. Encourage them to

use their own words when answering. Check for understanding of the bar graph by asking the students how many incidents of road rage occurred in various years.

- **Class.** Ask the class why they think road rage occurs. Inquire whether any of your students have experienced road rage. Were they angry, or was it another driver who was angry? What happened? How could the situation have been handled better?

WORKBOOK Assign Workbook Lesson 2 for homework, or do in class.

Lesson 3

WARM UP

- Collect several examples of different types of graphs (pie charts, bar graphs, etc.). You can find these in news magazines or newspapers, or you can create your own. Make enough photocopies of the graphs for each pair of students. As an alternative, use a transparency of the graphs or draw them on the board.
- In pairs, have the students compare the different types of graphs. Instruct them to decide which type is easiest to understand, which seems to be most accurate, and which is the most visually appealing. Recap the discussion as a class. Suggest that students look for other styles of graphs in newspapers and magazines and bring in any interesting examples they find.

PRESENTATION

Teen Driving and Safety on the Road

- **Set the stage.** Ask the class to cover the article. Read the presentation and article titles aloud. Elicit reasons why teenage drivers may be different from others. Ask whether the class thinks teenagers are unsafe drivers.
- **Personalize the situation.** Ask the students if they were ever unsafe drivers as teenagers. If so, what were some of the things they did? How are their driving habits different now?
- **Focus on selected items.** Ask the class what type of graph is in this article (*a bar graph*). Ask what information is represented by the graph (*For each year from 1991 through 1997: the total number of teenage motor vehicle deaths, the number of males killed, and the number of females killed*). Ask whether a bar graph communicates this information well, or whether another type of graph might be more effective.
- **Set the reading task.** Write on the board: *What is the main idea of the article? What is the main idea of each paragraph?* Instruct the students to state each main idea in a complete sentence. Explain that although the main ideas of the paragraphs are not stated directly, they can be inferred based on the content of the paragraphs. If you wish, play the cassette while the students read along.
- **Check the reading task.** Ask the students for their responses to the reading comprehension questions. Write their responses on the board. (*Main idea of the article: In every motorized country, teenage driving represents a major hazard. Main ideas of the paragraphs: Teenage drivers are not well prepared for driving. Teenage drivers are often distracted.*) Ask what specific details the writer gives to support these main ideas (*licenses at an early age, not much driver training; talking and laughing with friends, playing loud music*). Make brief notes of the details on the board.
- **Engage the students in group work.** Read the discussion question aloud. Divide the class into groups of three or four. Remind them to assign group roles. Allow about ten minutes for the discussions.
- **Circulate and monitor progress.** Remind the students that this is a brainstorming session and that they should work as quickly as possible. Recap by having each group write its suggestions on the board. If this is not practical, each group can report to the class orally.

1 5,697 teenagers died in car crashes in 1997.

► Reading

- **Pair.** In pairs, have the students answer the questions by interpreting the information provided in the bar graph on page 106. Give the students five to seven minutes to complete the task, then check as a class.

Answers

1. Not significantly. It has remained between 5,000 and 6,000 per year.
2. males
3. 1992
4. no

2 It's exciting to drive over 70 miles an hour. ► Listening ► Speaking ► Reading

- **Pair.** Read the instructions aloud. Elicit the meaning of a *one-in-five chance* (out of five accidents, one will be the fault of someone between 17 and 20 years of age). Point out that these dialogs contain slang and informal speech. Read the dialogs aloud. Practice as a class, focusing on natural intonation. Elicit the meaning of any unfamiliar words.
- Ask the students to practice the short dialogs in pairs. Have four pairs perform the dialogs.
- Point out that three of the dialogs contain a similar grammatical pattern. Ask the students to find this structure. Elicit or point out that the first lines of conversations 1, 2, and 4 use the pattern *it's + adjective + infinitive*. Explain that this is a

common way to express an opinion or feeling about something. Check for comprehension by asking the students what they think is exciting, dangerous, or fantastic. (*It's exciting to ride a roller-coaster. It's dangerous to get angry at other drivers.*) If necessary, remind them to use the target pattern. Write their responses on the board.

- **Pair.** Read the instructions aloud. Elicit one or two pieces of advice that a parent might give the young person in each of the situations. Encourage the students to be creative as they design role-plays based on the situations portrayed in the activity. After the students have developed and practiced their role-plays, have them perform for the class.

3 Online *(Teacher's Notes for each Online activity can be found on the Web page for that activity.)*

4 Wrap Up

► **Listening** ► **Speaking** ► **Reading**

- **Pair.** Read the instructions aloud. Ask for volunteers to read each idea aloud. Clarify meaning if necessary. Have the students, in pairs, compare their opinions about the ideas. Remind the students to support their opinions. Point out that each pair must choose the two most important ideas and be ready to explain their decisions.
 - Copy the list of ideas onto the board or a transparency. As the pairs of students report their opinions, tally their results and determine the class's majority opinion.
- Expansion:** Provide large sheets of paper and markers to the students. Ask each pair to make a poster for one of the ideas that they decided was most important, and then give a short presentation explaining their poster.

WORKBOOK Assign Workbook Lesson 3 for homework, or do in class.

STRATEGIES FOR SUCCESS

1. For Exercise 1, tell the students that good language learners will find and read authentic material in English and that newspapers and magazines often provide interesting, entertaining items.
Make sure that the students continue the practice of asking each other for clarification when needed and of giving signals of understanding.
2. This journal activity in Exercise 2 suggests an opportunity to practice writing about something that has potential intrinsic interest for the student.
Remind the students to compare their ideal car to some other (perhaps less desirable) car so that they will use the comparative form of adjectives.
3. Before doing Exercise 3, tell students that, at this point, there are only two units left in this course book, and any remaining goals for learning need to be itemized now. Good learners do a lot of planning and goal-setting.
You may want to prompt the students by suggesting some specific goals, such as: *I will work extra hard on pronouncing the ___ sound in English. I will speak up in class more often. I will read an extra ___ pages in English outside of class.*

CHECKPOINT

Checkpoint activities help the students identify their areas of success in using the communicative skills presented in the unit as well as areas in which they need improvement. *Checkpoint* activities can be done in class, or they can be done as homework once students have learned the procedures.

- As a class, read the communicative skills listed at the beginning of each lesson and in the Communication Summary. Make a list of these skills on the board. Ask the students to decide their level of competence with each skill and write it in one of the two columns in the book. Ask for volunteers to tell the class one skill they have learned well and one skill they need to practice.
- In the *Learning Preferences* section, the students decide which kind of activity they enjoyed most in this unit. Explain that we do different types of activities so that students can learn things in different ways. In some units, a student may prefer one type of activity but may prefer a different type of activity in another unit. Before completing this section, elicit examples of each type of activity from the unit. Ask the students to rank the types of activities according to

which type they liked the best (1) and which they liked the least (4).

- Finally, the students analyze specific activities in the lesson on the basis of how much they felt the activities helped them improve their listening, speaking, reading, and writing skills. As a class, review the activities for each specific skill area. After you have reviewed one skill area, ask the students to decide which activity helped them improve the most in that skill area. Make sure the students write their responses in their books. They should also decide which specific activities they liked most and least. When answering these questions, the students should indicate which lesson the activity came from. A possible format for this would be 2 (4), meaning Lesson Two, Exercise Four. Remind the students to give specific reasons why they liked or disliked the activity.
- From time to time you may want to analyze your class's responses to the *Checkpoint* activities. This can be done by asking the students to photocopy the pages from their books after they complete the activity.

GRAMMAR AND COMMUNICATION SUMMARY

- Draw the students' attention to the summaries of the forms and skills they have learned in this unit. Tell the class that they can use these summaries to review and practice what they learned.
- Briefly model how to review using the Grammar Summary. Direct the students' attention to the example box for *had better*. Ask the students to work with a partner to write three pieces of strong advice about how to succeed as a language learner. (If you prefer, you may choose a different topic.) Ask several students to write their suggestions on the board.
- Next, ask the students if there is a way to restate any of the advice using a gerund as the subject. (For example, *You'd better not fall asleep in class* can be restated as *Falling asleep in class is a bad thing to do.*) Write several of the restatements on the board.
- Other grammar points in the Grammar Summary can be practiced in a similar manner.
- Look at the Communication Summary with the students. Read the name of each communication skill, and ask the students to raise their hands if they feel they need more practice with that skill. Elicit ways that the students can practice each skill in their daily lives. If enough students need extra practice with a particular skill, you may wish to devote class time to additional activities or role-plays that use the skill.

Lesson 1, Exercise 2 (p. 98)

Traffic Sign Concentration

- In this activity, the students review the meanings of traffic signs while developing their visual and memory skills. The focus of this activity should be on signs used in the country in which you are teaching.
- Use index cards to create a set of “concentration” cards. The set should consist of pairs of cards: one card in each pair should have an illustration of a traffic sign and the other should have a short explanation of the sign (*stop; railroad crossing; maximum speed 65 mph*). You can find illustrations of common traffic signs in a driver’s manual or handbook, usually available from your local motor vehicle department. (If you are unable to obtain a driver’s handbook, copy the signs from the textbook.) There should be between twelve and fifteen pairs of cards in the set.
- Shuffle the cards and place them on a table or tape them to the board, face down. Divide the class into two teams. The teams take turns choosing two cards. Make sure that each person on a team has a chance to take a turn, but allow the team members to advise the person who is taking a turn. If the cards contain a matching sign and meaning, that team scores a point. If the cards do not match, turn them face down again. The teams continue uncovering pairs of cards until all pairs of cards have been matched. The team that makes the most points wins the game.
- If your class is very large, make two or more sets of cards. Model the game for the class, then divide the class into smaller groups for playing the game.

WORKBOOK UNIT 8 ANSWER KEY

Lesson 1, pp. 64–67

Exercise 1

Wording will vary.

2. You'd better not run near the pool. You'd better walk instead.
3. You'd better not eat or drink in the computer room. You'd better eat and drink outside.
4. You'd better not swim in this river. You'd better swim somewhere else.
5. You'd better not hunt in this park. You'd better just enjoy the animals.
6. You'd better not walk your dog without a leash at the beach. You'd better keep your dog on a leash.

Exercise 2

2. Running
3. Eating or drinking
4. Swimming
5. Hunting
6. Walking

Exercise 3

2. Having your air filter checked every 3,000 miles
3. Washing your car every now and then
4. Checking your tire pressure
5. Taking your car in for a checkup once a year

Exercise 4

2. You should call some other companies.
3. You'd better change your air filter.
4. You should contact your car dealer.
5. You'd better balance your tires.
6. You'd better add coolant to the radiator.

Exercise 5

Answers will vary.

Exercise 6

2. should
3. should
4. 'd better
5. shouldn't
6. 'd better

WORKBOOK UNIT 8 ANSWER KEY

Lesson 2, pp. 68–70

Exercise 1

2. How far 3. How many 4. How much 5. How soon 6. How early

Exercise 2

Answers will vary.

Exercise 3

Answers will vary.

Exercise 4

Answers will vary.

WORKBOOK UNIT 8 ANSWER KEY

Lesson 3, pp. 71–73

Exercise 1

1. Heading 1: What Is MADD?
Heading 2: MADD's History
Heading 3: Drunk Driving Is Not an Accident.
Heading 4: Making a Difference
2. Mothers Against Drunk Driving
3. (a) ordinary people

Exercise 2

1. to invite
2. to plan
3. to prepare
4. to avoid
5. to ask
6. to offer
7. to serve
8. to follow
9. to hold
10. to serve
11. to drink

Exercise 3

Completed paragraph:

When you find a new word that you want to learn, **it's essential to** write it down, **[to]** cut it out, and **[to]** stick it on a piece of cardboard. **It is fundamental to** look at the word and try to recall the sentence it was in and its meaning. **It's helpful to** create mental pictures or associations to help you remember it, **and above all**, be imaginative! **It is important to** keep the word in a "word bag." This can be a cloth bag or even your pocket. Later, **it's fun to** take out a card, **[to]** look at the word on the

card, and **[to]** try to recall its meaning. (7) You will probably find that your picture or association will help you. **Finally, it is necessary to** keep a separate record of each word in its original context so that you can check to see if you were right. **It's better not to** use a dictionary unless you really have to.

Note: The word "to" is optional where it appears in brackets.

Exercise 4

Answers will vary.