

## Summary of Lesson Plan

### ► Preview/Practical conversations (Student pages 85-87)

Suggested teaching time: 60 minutes  
includes Language note & Culture note  
Your actual teaching time: \_\_\_\_\_



### Preview and Practical conversations (Student pages 85-87)

Suggested teaching time: 60 minutes  
Your actual teaching time: \_\_\_\_\_

#### Warm up. What's the problem?

##### Procedure:

- Ask questions about the picture, such as *What do the signs say?* (No parking between signs, No parking Monday through Friday 6:00 a.m. to 6:00 p.m.) *What's the problem in the picture?* (A car is parked between the "No parking" signs.) *What's the police officer doing?* (writing a ticket)
- To access students' prior experience, ask *Have you or has anyone in your family gotten a parking ticket? Why? How much did you have to pay? What are the parking restrictions in your neighborhood? Near your work? Near the school?*

**Field project:** If appropriate, have students look at parking signs in the neighborhood around your school. Have students note street names and rules. Set a time limit, such as 15 minutes. When students return to class, have them work in groups to write sentences on chart paper explaining the parking rules in the area, for example, *You can't park on New Street between 6:00 a.m. and 8:00 a.m. and between 4:00 p.m. and 6:00 p.m.* Have each group present to the class its rules about parking near the school.

#### Unit 7 objectives

##### Procedure:

- Read the objectives. For each objective, discuss the meaning of any unfamiliar words and then elicit examples from students. For example, for *Ask about and understand rules and laws*, students might say *Can I park here?* or *You can't park on New Street between 6:00 a.m. and 8:00 a.m. and between 4:00 p.m. and 6:00 p.m.* When the class can't think of an example, provide one; for example, for *Ask someone to be more considerate*, say *Could you please turn down the TV? It's too loud. I can't sleep.*
- As a class, identify situations that call for apologizing, making small talk, offering congratulations, and expressing sympathy.
- Have students underline the two objectives that are most useful or interesting to them. Have students tell a partner why they chose those two objectives.

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<h2>Your notes</h2>

## Lesson Plan, Unit 7: Preview/practical conversations (for Student pages 85-87)–continued

### Model 1

**Content:** asking someone to be more considerate; giving a reason for the request; apologizing for inconsiderate behavior

**Procedure:**

#### 🔊 A–B.

- ▶ To set the scene for the conversation, ask questions about the photo, such as *Are these men the same age?* (No. The man on the left is older.) *What is happening in the photo?* (The older man is at the door. The younger man is answering the door.) *What gesture is the older man making with his hand?* (Students should imitate the gesture.) *What does the gesture mean?* (to keep the noise down)
- ▶ After students listen to the conversation, check comprehension by asking *What time is it?* (after 11:00) *What does the older man ask the younger man to do?* (to turn down the music) *How does the younger man respond?* (He apologizes, or says he's sorry.)
- ▶ In groups, have students brainstorm problems with neighbors, such as *loud parties, arguments, barking dogs, not taking care of the yard.* Draw on the board a three-column chart with the headings *Inconsiderate behavior, Request,* and *Reason.* Have each group write one of their problems on the board under the heading *Inconsiderate behavior.*

#### 🔊 Vocabulary

- ▶ After students listen to and repeat the vocabulary, have them look at the chart on the board. For each problem students listed under *Inconsiderate behavior,* brainstorm a request for someone to be more considerate and write it under *Request* in the second column. For example, for *loud parties,* you could ask someone to *turn down the music* or *to keep the noise down.*
- ▶ Read each request the class generated and have students repeat.

#### C. Pair work . . .

- ▶ Have volunteers read the reasons in the box out loud. Elicit or explain the meanings of *driveway* and *allergic.* If necessary, draw on the board and explain *driveway* as the place for cars between a house and the street. For *allergic,* point to the cigarette on page 86 and / or the cat on page 85 and pretend to sneeze.

- ▶ Have students match each request from the *Vocabulary* box with a reason. Point out that there is more than one possible reason for each request. To review, call on students and ask *Why do you want me . . . ?* and complete the question with one of the requests from the *Vocabulary* box. Students answer with one of the reasons from the box in Exercise C, for example, *Why do you want me to turn down the music?* (It's too loud to work.)
- ▶ Have students look at the chart on the board. Brainstorm a reason for each request and write it in the third column under *Reason.* For example, for *to turn down the music,* students might say *I can't sleep* or *I have a job interview tomorrow morning.*
- ▶ Point out that in the first line of the conversation, Student A should use a request and a reason from page 86 or from the board.

**Option:** As a class, discuss polite ways to ask someone to be more considerate. Copy on the board the model conversation, in which the man asks his neighbor to be more considerate about noise. Ask students to identify polite language that Speaker A uses to express his complaint. Underline this language and point out that the man begins with a polite apology (*Excuse me*); phrases his complaint as a request, not as a demand (*Would it be possible for you to turn down the music?* instead of *Turn down the music*); offers a reason for his complaint (*It's after 11:00*); and expresses his appreciation when the man agrees to turn down the music (*Thanks. I appreciate it*).

#### If your students are ready . . .

**Language note:** *Would it be possible for you to . . . ?* is a very polite way to make a request. *Would you mind \_\_\_\_\_ ing . . . ?*, *Could you (please) . . . ?*, and *Can you . . . ?* can also be used to ask someone to do something. When making a difficult request of someone you don't know very well, *Would it be possible for you to . . . ?* is most appropriate.

**Culture / Civics note:** Americans and Canadians generally expect consideration from others and feel entitled to speak up when a friend, acquaintance, neighbor, or even a stranger is behaving inconsiderately. Because considerable value is placed on preserving harmony in interpersonal relationships, complaints are usually made in a calm, non-confrontational, friendly manner.

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## Model 2

**Content:** asking about rules and laws; admitting that you're not sure; making a suggestion to ask someone else; impersonal *it*

**Procedure:**

### 🔊 A–B.

- Have students cover up the conversation and describe the photos in pairs. One partner says as much as he or she can about the larger, square photo. The other partner says as much as he or she can about the round photo. For example, for the square photo, a student might say *An older woman is driving the car. She is asking a younger woman a question. The younger woman is pointing to a man . . .*
- Ask *What do you think the woman in the car is asking? Have you ever asked someone for information while driving? Who did you ask? How did you get the person's attention? What did you want to know?*
- After students listen to the conversation, ask questions such as *What does the woman in the car want to know? (if it's legal to park there) Does the woman on the right know? (She's not sure.) Does the man know? (He thinks it's OK, but he's not really sure.)*
- Have students underline *to tell you the truth* and *as far as I know* in the conversation. Explain that *to tell you the truth* is used when admitting something. The woman in the street admits that she doesn't know the answer to the driver's question. Explain that *as far as I know* is used when you think something is true, but you are not sure.

### 🔊 To say you're not sure

- After students listen to and repeat the phrases, write the phrases on the board from left to right in the following order: *I'm not positive, I'm not sure, I don't know, I have no idea*. Point out that *I'm not positive* and *I'm not sure* indicate that you have some knowledge of a situation and can make a guess about the answer to a question, while *I don't know* and *I have no idea* indicate that you know nothing about a situation and can't even make a guess.

### 🔊 Vocabulary

- After students listen to and repeat the vocabulary, discuss whether or not it's legal in your community *to let a dog off the leash* and *to make a right turn on red*. Discuss any special provisions. For example, there may be certain parks where dogs are allowed to run free, or you may be able to make a right turn on red unless it's posted that you can't.

- Brainstorm and write on the board other things that might be against the rules or the law in your community, such as *to use a cell phone while driving* or *to ride a bicycle or motorcycle without a helmet*.

### C. Group work . . .

- Model the conversation with two more advanced students. Play the role of Student A. Demonstrate repeating the same possibly illegal activity in Student A's second line. If necessary, prompt Student B to use a phrase from the yellow language note for the first blank and to use *him, her*, or Student C's name in the second blank. Turn toward Student C when you read Student A's second line.
- Have students practice the conversation in groups of three. Have volunteers act out their conversations in front of the class.

**Workbook Link: Exercises 1, 2**

## ➤ Do it yourself!

**Procedure:**

- Write on the board several statements beginning with *It's illegal here*, for example, *It's illegal here to smoke in any public building* or *It's illegal here to ride in a car and not wear a seatbelt*. Write some statements that are true for your community or state and some that are false. In groups, students read and discuss each statement, deciding whether they think it's true or false.
- Groups report their answers for each statement. Discuss the correct answers as a class. Then students complete the exercise, listing things they were surprised to learn are illegal here.

**Option:** Students form groups with other students from the same country. Together they make a list of things that the class might be surprised to learn are illegal in their country. Groups read their lists to the class.

**Field project:** Brainstorm and write on the board a list of questions about local rules and laws. Have students begin their questions with *Is it legal to . . . ?* They might say, for example, *Is it legal to make a right turn on red? Is it legal to burn trash or leaves? Is it legal to smoke in restaurants?* Depending on the number of questions generated, assign one question per student or one question to every few students. Explain that students should try to find an answer to their question by the next class meeting. Suggest that students ask neighbors, co-workers, community members, or school staff.

## Summary of Lesson Plan

### ► PRESENTATION

#### Practical conversations (Student pages 88-89)

Suggested teaching time: 60 minutes  
includes Culture note

Your actual teaching time: \_\_\_\_\_



### Practical conversations (Student pages 88-89)

Suggested teaching time: 60 minutes

Your actual teaching time: \_\_\_\_\_

### Model 3

**Content:** starting a conversation; making small talk; talking about good news; using *just* to talk about something that happened very recently

#### Procedure:

#### 🔊 A–B.

- Ask questions about the photo, such as *What are the two men doing?* (talking, smiling) *How do they feel?* (happy)
- After students listen to the conversation, ask questions such as *Which man is Steve?* (the man on the right) *What good news does the man on the left have?* (He just got engaged.)

#### 🔊 To start a conversation

- After students listen to and repeat the questions, point out that some ways to start a conversation are less formal than others. *How are you?* and *How are you doing?* are more appropriate than *What's up?* or *How's it going?* when you don't know the person you are speaking to very well.

#### 🔊 Vocabulary

- After students listen to and repeat the phrases, ask them to circle the occasions they have experienced themselves. Have them put a star next to any occasion that they experienced recently. Then have students note below the photos any family members who have recently experienced these happy events.

- Ask students if they or their family members have recently experienced any other happy occasions, for example, *graduate*, *get a new job*, *buy a new home*. Write these occasions on the board.

#### C. Pair work ...

- Elicit the past tense of the happy occasions listed in the book and on the board, for example, *got engaged*, *had a baby*, *graduated*.
- Model the activity with a more advanced student. Play the role of Student A. Demonstrate using one of the questions from the yellow language note in Student A's first line. For Student A's second line, talk about a happy event in the life of a relative; for example, say *My sister-in-law just had a baby*.
- Have students walk around the room and practice the conversation with at least two different partners.

**Option:** Ask students to bring in photos of happy occasions in their lives, such as weddings, birthdays, and graduations. In groups, students show and talk about their photos, for example, *This is when I got married*, *This is when my daughter graduated from high school*. Encourage students to say as much as they can about each photo. Model the activity by showing and talking about photos of happy events in your life.

**Challenge:** In groups, have students compare engagement and marriage customs in their home countries. Then ask students what they know about engagement and marriage customs in North America and discuss as a class.

**Field project:** If appropriate, have students go to a stationery store or any store with a large selection of greeting cards. Ask students to make a list of happy and unhappy occasions that they find greeting cards for. Have students look for a card for each of the happy occasions in the *Vocabulary* box. Students write down the happy occasion and, next to it, one line from the card that they understand and might use to congratulate someone on good news. When students return to class, have volunteers read the lines they wrote down for each occasion. As a class, discuss the meaning and / or appropriateness of each.

(continued on p. 5)

### Model 4

**Content:** asking about how someone feels; talking about bad news; offering sympathy and help

**Procedure:**

#### 🔄 A–B.

- Have students look at the photo and speculate about how the woman on the right feels and why she feels this way.
- After students listen to the conversation, point to the woman on the right and ask *What is her bad news?* (Her sister and brother-in-law are getting a divorce.)
- In pairs, have students discuss who they feel comfortable talking to when they have bad news.

**Option:** Under the heading *Language expression*, write the sentences from the conversation on the board separately: *You look upset; Is there anything wrong?; Well, actually, my sister and brother-in-law are getting a divorce; Oh, I'm so sorry to hear that; Is there anything I can do?; and Not really. But thanks for offering.* Under the heading *Purpose*, write, in random order, what the different sentences in the conversation accomplish: *Notice someone's feelings, Ask about how someone feels, Tell bad news, Express sympathy, Offer help, Express thanks.* Students match each language expression with its purpose.

#### 🔄 Unhappy feelings

- After students listen to and repeat the words, explain that they are all ways that you feel when something bad has happened to you or to someone else.
- Ask *When do you feel unhappy?* Elicit a variety of responses from the class.

#### 🔄 Vocabulary

- After students listen to and repeat the vocabulary, ask them to think about an unhappy event in their lives or in the life of a family member or friend. Elicit examples from a couple of volunteers.
- If students or their family members have recently experienced any other unhappy occasions, such as *break up with a boyfriend or girlfriend, have an illness in the family*, write them on the board.

**Note:** *Get divorced* has the same meaning as *get a divorce*.

#### C. Pair work ...

- Elicit the past tense of the unhappy occasions listed in the book and on the board, for example, *had a death in the family, got separated, lost a job*. Point

out that if a separation or divorce is in process, students should say *is / are getting separated* or *getting divorced*, as in the model conversation.

- Model the activity with a more advanced student. Play the role of Student B. If necessary, prompt Student A to choose an unhappy feeling from the yellow language note. For Student B's first line, talk about an unhappy event in the life of a friend or family member, for example, *My husband lost his job*. For Student B's second line, point out that *But* in the next sentence indicates that a negative response is needed in the blank.

**Workbook Link: Exercises 3, 4**

### ➤ Do it yourself!

**Procedure:**

- Ask questions about the picture, such as *What is the man thinking about?* (the death of a family member or friend) *How does he probably feel?* (upset, down, sad, depressed) *What can the woman say to express sympathy?* (I'm so sorry to hear that.) *To offer help?* (Is there anything I can do?)
- Students create a conversation for the man and the woman. Have volunteers role-play their conversations for the class.

**Challenge:** In diverse groups, have students compare customs surrounding death in their home countries. Then ask students what they know about how death is dealt with in North America and discuss as a class.

#### If your students are ready ...

**Culture / Civics note:** Funeral rituals and mourning etiquette differ greatly in ethnically diverse North America. Generally speaking, however, expressions of condolence and offers of support are appropriate and appreciated. When learning that someone has suffered a loss, it is common to express sympathy by saying *I'm so sorry*. Sending a short, handwritten letter or a card with a few personal words, giving flowers, or making a charitable donation in the name of the deceased are also common. In addition, offers of help—such as bringing meals, baby-sitting children, or caring for pets—are welcome gestures. The funeral may be for family members only or open to the public. Death announcements are usually printed in the local newspaper. If the hours and location of the funeral are printed, then anyone wishing to pay their respects may attend.

## Summary of Lesson Plan

► **PRESENTATION**  
**Practical grammar (Student pages 90-91)**

Suggested teaching time: 60 minutes

includes Culture note

Your actual teaching time: \_\_\_\_\_



### Practical grammar (Student pages 90-91)

Suggested teaching time: 60 minutes

Your actual teaching time: \_\_\_\_\_

### Impersonal *it*

**Content:** expressing judgments with *It is* + an adjective and an infinitive

**Procedure:**

- Read the adjectives in the grammar box and have students repeat. Review the meanings of any that are unfamiliar. If necessary, provide simple definitions; for example, *polite* is acting or speaking in a way that is appropriate or correct for the social situation you are in.
- Draw on the board a two-column chart with the headings *Positive (+) judgments* and *Negative (-) judgments*. In pairs, have students decide which column of the chart each adjective belongs in; for example, *polite* should be written under *Positive (+) judgments* and *impolite* under *Negative (-) judgments*.
- Have students look at the picture. Ask two volunteers to read the speech balloons. Write on the board *It's wrong to throw trash on the ground*. Ask *Who says this?* (a mother, or a baby-sitter) *Who does she say it to?* (a child) Have a volunteer read the explanation in the grammar box. Point to the sentence on the board. Underline *It's* and then ask *What's the adjective?* (wrong) *What's the infinitive?* (to throw) Underline and label *wrong* and *to throw*.
- Have groups create four original sentences using *It is* + an adjective from the box and an infinitive, for example, *It is important to understand rules and laws*. Remind students that an *infinitive* is *to* + the base form of a verb. Groups choose one of their sentences to read to the class. After each group reads its sentence, have students who agree with the judgment raise their hands, and then have students who disagree raise their hands.

**Option:** Have students match each adjective with its opposite. Elicit the pairs of opposites from the class and write them on the board: *polite—impolite, rude; right—wrong; easy—hard; convenient—inconvenient; possible—impossible; good—bad*. As a class, come up with opposites for *great* and *important*, such as *terrible* and *unimportant*. Point out that some opposites are formed by adding *im-*, *in-*, *un-*, or *il-* (*illegal*) to the beginning of the original word.

### A. Complete each sentence . . .

**Option:** After students complete the exercise, introduce the terms *strongly agree, agree, disagree, and strongly disagree*. Have students read items 1 through 5 again, decide how they feel about each one, and write one of the new terms to the right of each sentence. Then students read each sentence to a partner, checking their answers, and discuss how strongly they agree or disagree with each judgment.

### B. Write a question . . .

- Have groups change the four original sentences they wrote previously into questions by reversing the order of *it* and *is* and adding question marks, for example, *Is it important to understand rules and laws?* Each group reads one of its questions (not the same one read earlier in statement form) and calls on another group to answer.
- For items 1 through 5, students use the cues to write questions.
- Before students ask and answer the questions with a partner, review ways students can say that they're not sure by having them look back at the yellow language note on page 87. Point out that students can preface their answers with *To tell you the truth* and can also use *As far as I know, it is*.

**Option:** For further practice, have students rewrite the statements in Exercise A as questions and then ask and answer the questions with a partner. For example, for item 1, Student A asks *Is it bad to be rude to your neighbors?* Student B might respond *Yes, it's terrible to be rude to your neighbors*.

#### If your students are ready . . .

**Culture / Civics note:** Littering—or leaving pieces of paper, garbage, or other waste material in a public place—is not acceptable in the United States and Canada. It is also illegal, and those caught littering can be given large fines. Waste material should be placed in trash receptacles provided in most public parks, city streets, and buildings. In many cities, pet owners must clean up any mess that their pets leave in public areas.

**Workbook Link: Exercise 5**

(continued on p. 7)

## Lesson Plan, Unit 7: Practical grammar (for Student pages 90-91)–continued

### C. Rewrite each sentence ...

- If helpful, point out that each sentence begins with a gerund, or *-ing* word. Remind students that they used gerunds to talk about their skills, likes, and dislikes in Unit 1. Write on the board *I'm good at working with people*, and then underline *working with people* and label it *gerund*.
- Write item 1 on the board and circle *illegal*. Then have students circle the adjectives in items 2 through 5. Point to the underlined gerund in item 1. Explain that in each item students will change the gerund to an infinitive. Cross out *Parking here* and write *to park here* above it. Write on the board *It's + (adjective) + infinitive*. Elicit from the class the answer to item 1, *It's illegal to park here*.

**Option:** Have students rewrite the sentences from Exercise A on page 90 so that they begin with a gerund and end with the adjective, for example, *Being rude to your neighbors is bad*.

**Challenge:** Have students rewrite the questions from Exercise B on pages 90 and 91 using a gerund instead of an infinitive, for example, *Is parking in a bus stop legal?*

**Workbook Link: Exercises 6, 7, 8**

### ➤ Do it yourself!

**Procedure:**

#### A–B.

- Make sure that students understand the difference between customs and laws. Explain that a *custom* is something that is done in a particular society because it is traditional. A *law* is a rule that people in a particular country, city, or state must obey or follow. Write on the board *not asking a co-worker about salary or religion* and *walking across the street in an area that is not marked for walking*. Have student read the examples. Then ask *Which one is a custom in this country?* (not asking a co-worker about salary or religion) *Which one is against the law?* (jaywalking)

- Have students work in groups with classmates from the same or similar backgrounds. Draw on the board two two-column charts, one for *Customs* and one for *Laws*. On each chart, write the headings *My country* and *This country*. Have each group copy the charts. To provide a model, write *OK to ask a co-worker about salary or religion* under *My country* on the *Customs* chart. Write *impolite to ask those questions* under *This country* on the same chart. On the *Laws* chart, write *legal to cross the street wherever you want* under *My country* and *against the law to jaywalk* under *This country*. Groups fill in their charts with differences between their home country and this country in customs and laws.
- Students use one idea from each of their group's charts to complete Exercise A.
- If possible, have each group join another group of students from a different cultural background. Groups present their charts to each other and discuss.

**Option:** For extra practice comparing customs and laws, have students look at the recycling poster on page 158 and then compare recycling practices and regulations in their home countries and here.

**Challenge:** Have students use their group's charts to write one paragraph comparing customs and one paragraph comparing laws in their country and this country.

**Field project:** Have students pick up a driver's manual from the local department of motor vehicles. Have students scan the booklets for traffic rules that are different from those in their countries. If helpful, divide the pages among groups of students. Have each group post a list of traffic and / or parking laws that newcomers might not know.

## Summary of Lesson Plan

### ► PRESENTATION

#### 2 Authentic practice sections (Student pages 92-95)

Suggested teaching time: 60 minutes  
includes Culture notes & Language note

Your actual teaching time: \_\_\_\_\_



### Authentic practice (Student pages 92-93)

Suggested teaching time: 60 minutes

Your actual teaching time: \_\_\_\_\_

#### Procedure:



- Ask *Is there anything that your co-workers do that bothers you or makes it difficult for you to get your work done?* Note one or two students' situations on the board, for example, *The person who works the afternoon shift is always late. I can't leave until she arrives, so my kids are home alone after school.*
- After students listen to and read the picture story, check comprehension by asking questions such as *Who has a problem?* (the woman wearing a gray sweater) *What's the problem?* (She can't work because there's too much talking.) *What suggestion does her co-worker make?* (asking Jim and Marie to keep it down, asking them to close the door) *How do Jim and Marie react when she asks them to close the door?* (They say they're sorry, say they had no idea they were bothering her, say they're glad she spoke up.)
- Ask *Is it rude to speak up at work when something is bothering you?* (no, as long as you are polite about it) Have students find and underline in the picture story the polite language that the woman in the gray sweater uses when she talks to her co-workers about the noise. Students should underline *Could I ask you two a big favor?; Well, I hate to complain, but; do you think it would be possible to.*
- Have students look at the situations that are on the board. Using the language students underlined in picture 3, have pairs come up with polite ways their classmates can speak up about problems they have with co-workers, for example, *I hate to complain, but could you please try to get to work on time? I really need to get home by 3:30 to take care of my kids.*

**Option:** Ask *Where does the woman in the picture story talk to her co-workers about the problem?* (in the break room or kitchen) *Are there any other people in the room?* (no) *Why is this a good place to talk about the problem?* (It's away from work and from supervisors or other co-workers.) *At your work, where is a good place to talk to a co-worker about a problem?* (outside the building, in the cafeteria, in an office) *How can you make someone feel more comfortable when talking about a problem?* (by discussing the problem privately, sitting down, speaking in a friendly voice, using polite language)

### 🎧 A. Read and listen again ...

- Before students read and listen again, have them circle in the picture story the phrases that are underlined in items 1 through 4. Explain that as students listen, they should pay particular attention to the circled phrases and what is said right before and after them.
- Students read and listen to the picture story again and then complete Exercise A individually.
- Review the answers as a class. If students have trouble determining the meaning of the phrases from the context, read the items substituting each answer choice for the underlined phrase. Then ask students which sentence makes more sense, based on their understanding of what happens in the picture story. For example, say *Listen to that work. Listen to that noise. Which sentence makes more sense?*

### 🎧 B-C.

- Before playing the cassette or reading the items from the tapescript, have students find *a big deal* in picture 2. Write on the board the last two sentences from this speech balloon, *Just ask them politely. Don't make it a big deal.* Underline *make it a big deal* in the second sentence. Then elicit alternative endings to this sentence, such as *Don't get upset or angry.*
- Allow students to listen as many times as necessary to complete the activity. Have students check their answers to Exercise B with a partner before they read their responses out loud in Exercise C.

#### Tapescript

1. Are we bothering you?
2. Just ask them. Don't make it a big deal.
3. Your radio is really loud. I'm having trouble working.

(continued on p. 9)

**If your students are ready ...**

**Language note:** When speaking up about a problem, it is customary for native English speakers to avoid confrontation by using polite language. One method is to use language that suggests the speaker’s own responsibility for the difficult situation. In the picture story on page 92, the woman making a complaint puts the focus on herself: *Could I ask . . . a big favor? I hate to complain; I have trouble concentrating.* By using *I* instead of *you*, she suggests that maybe she is the one who is making things difficult and helps to avoid bad feelings between herself and her co-workers.

**Workbook Link: Exercises 9, 10**

**Neighborhood etiquette**

**Procedure:**

**🎧 A. Listening comprehension ...**

- Tell students that they are going to listen to two separate conversations between neighbors.
- After students listen the first time, ask *What’s the same in both conversations?* (Someone has a problem with a neighbor and makes a polite request.)

**🎧 B. Now listen ...**

- Pause between each conversation to allow students to answer the questions. Play the cassette or read each conversation as many times as necessary for students to complete the exercise.
- Have students check answers with a partner. Then review as a class.

**Challenge:** Play the cassette or read each conversation again and have students write down three examples of polite language used by Mark or Phil to speak up about a problem. Possible answers include *I just wanted to make a request, I hate to complain, Do you think there’s some way to . . . ?, I’ve got to ask you a big favor, It’s hard to ask you this, Am I wrong?*

**C. True story ...**

- Model the activity by talking about a problem that you have with a neighbor and what you have done or can do about it, for example, *The people who live in the apartment below us have their TV in the room below our bedroom. They watch TV until 1:00 or 2:00 in the morning, with the volume high . . .*
- Explain that students should read and answer each of the four questions included in the directions when they tell their stories to a partner. Have students also practice polite ways of speaking up about the problem.

**Tapescript**

**Conversation 1**

[telephone rings]

**Diane:** Hello?

**Mark:** Diane? It’s Mark downstairs. Have you got a minute?

**Diane:** Sure, Mark. Everything OK?

**Mark:** Absolutely. We’re all fine. But I just wanted to make a request.

**Diane:** Sure. What’s the problem?

**Mark:** Well, I hate to complain, but you know Maxine’s mom is just home from the hospital, and . . .

**Diane:** Oh, I didn’t realize she’d been sick. I’m sorry to hear that. Is she OK?

**Mark:** Yes, she’ll be fine. She had some minor surgery, and she’s supposed to just rest for a few days. And, well, your kids have been a little noisy when they get home from school.

**Diane:** Oh, I know. With all this rain, they haven’t been able to go outside. I’m at my wits’ end with their noise too. I’m sorry.

**Mark:** Do you think there’s some way to keep the racket down a bit?

**Diane:** Hmm. I have an idea. Why don’t I get them a couple of videos this afternoon?

**Mark:** Thanks so much. We really appreciate it.

**Conversation 2**

[buzzer sound] [door opens]

**Wendy:** Phil? Hi. What’s up?

**Phil:** Wendy, hi. I’ve got to ask you a big favor.

**Wendy:** Sure.

**Phil:** Well, it’s hard to ask you this, but do you think your sister could find another parking space?

**Wendy:** Another parking space? What do you mean?

**Phil:** Well, she takes the space I used to use. Ever since she moved in with you, I haven’t been able to park in the driveway. There are two apartments in this building and only two spaces. I think each apartment ought to get one of the spaces. Am I wrong?

**Wendy:** No, actually, you’re right. I hadn’t realized she was taking your space. I get home early and take the one I always did. Don’t worry. I’ll talk to her. She’ll park somewhere else from now on.

**Phil:** Thanks, Wendy. I appreciate it. Your sister probably doesn’t even realize she’s been taking my space.

*(continued on p. 10)*

## Lesson Plan, Unit 7: Authentic practice (for Student pages 92-95)–continued

### ► Do it yourself!

#### Procedure:

#### A. Write your own response ...

- Tell students to imagine that they are this woman's neighbor and respond to her complaint.
- Have students read the speech balloons. Ask *What's the problem?* (Your kids played music until after midnight and made a mess.) *What solution does the woman suggest?* (The kids should pick up the pizza boxes and soda cans.)
- After students complete the activity individually, review as a class. Read each speech balloon and elicit a variety of responses.
- Students read their conversations out loud with a partner and then change roles to practice both parts.

#### B. Culture talk ...

- Have students think about the problem they described in the *True story* activity. Ask *If you had this problem with a neighbor or co-worker in your country, what would you do?* Students discuss the answer to this question with classmates from different cultural backgrounds.
- Then read the question in the directions and have students discuss.



### Authentic practice (Student pages 94-95)

#### Awareness of community rules and laws

#### Procedure:

#### 🔊 A. Read and listen to the letters.

- Pause after the first letter and ask *What's the problem?* (Manuel let his dog off the leash and got a ticket.)
- After students read and listen to the second letter, say *Joan talks about four types of laws that newcomers should be aware of, or know about. What are they?* (laws about animals, laws that protect children, laws about weapons, laws about driving and parking)

- With a partner, have students read the four bulleted items in Joan's letter again. Draw a two-column chart on the board with the headings *It's usually required to . . .* and *It's illegal to . . .* Pairs copy and fill in the chart with the information from the four items. For example, students should write *have a license for a dog* in the first column and *leave young children at home alone* in the second column.
- Ask *Whose responsibility is it to know what is legal and what is not legal?* (each person's, mine)

**Option:** Have students underline in the letters all the instances of *It's* + an adjective and an infinitive. Students should find and underline *It's difficult for a dog to live, it's necessary to keep, It's hard to know, it's important to be aware, It's not acceptable to be unaware.*

#### B. Check True or False ...

- After students complete the activity individually, review and discuss the answers as a class.
- Have students explain why items 3 and 5 are false. Say *Imagine that a friend or co-worker says, "It's illegal to have a gun anywhere in this country." What would you say in response?*

#### If your students are ready ...

**Culture / Civics note:** An important principle in the legal systems of the United States and Canada is that ignorance of the law is no excuse. If you violate a law, you are held accountable, regardless of whether you were aware of the law. For this reason, it is important to find out the laws in your community. Traffic and parking regulations are usually clearly posted on signs, as are littering and dog clean-up rules. Government agencies provide brochures explaining regulations; these can be found at public libraries, government offices, and on the Internet. For example, the department of motor vehicles for each state or province publishes a driver's handbook that states traffic and parking regulations. Most community public works departments publish a guide to recycling regulations. People in your community, such as neighbors or building superintendents, are also good sources of information.

#### Workbook Link: Exercise 11

(continued on p. 11)

## Lesson Plan, Unit 7: Authentic practice (for Student pages 92-95)–continued

### C. What's your advice ...

- Before doing this activity with your class, research your state's or community's laws about gun ownership and age requirements for baby-sitters. Resources you might use include the Internet, the community liaison at the local police department, and the reference desk at the local library.
- Have volunteers read the speech balloons. Then have students refer to page 87 to review ways to say they're not sure and how to suggest asking someone else.
- Point out the warning in the directions: *Ignorance of the law is no excuse*. Elicit or explain that *ignorance* is not knowing about something.
- Ask *How can you find out about the rules and laws in your community?* For each item, brainstorm community resources on the board. For example, to find out about local gun laws, you could ask a salesperson at a gun shop. To find out how old baby-sitters have to be, you could ask a teacher or administrator at your child's school.
- Have students work with a partner to complete the exercise. Then review as a class. Tell students what the gun law is in your state and what the age requirement for baby-sitters is. Tell students how you found out this information.

**Challenge:** Brainstorm and write on the board other questions students have about what is legal and what is not legal. Use the Internet or community resources to research the answers to the questions as a class.

### ➤ Do it yourself!

#### Procedure:

### A. Pair work ...

- Have partners take turns reading the signs in the picture. Elicit or explain the meanings of *to gutter* and *littering*. If necessary, point to the gutter and explain that when a dog has to "go to the bathroom," the owner should move the dog to the area between the sidewalk and the street and then clean up after the dog. To explain *littering*, point to the boy near the trashcan and ask *What is he doing?*
- Have partners take turns talking about the people in the picture. For example, a student could point to the woman wearing a purple skirt and say *She's guttering her dog.*

- Have students find two laws that are being violated in the picture (The red car is parked between the "No parking" signs. The boy is littering.). Then ask *What do you think the penalty is for parking between the "No parking" signs?* (a ticket) Ask about other penalties, for example, *What is the fine for not cleaning up after your dog?* (\$50) *What is the fine for not using your seatbelt?* (\$100) Ask students what other laws are indicated in the picture, for example, *No U turn*, *No parking in bus stop*.

### B. Discussion ...

- Have students read the ticket and answer the two questions. Then have students find the person in the picture who broke this law.
- As a class, read and discuss the meaning of each of the violations listed on the ticket. Ask which box would be checked on a ticket for the driver of the red car or for the boy who is throwing trash on the sidewalk.

**Option:** In groups, have students assign a fine amount for each of the four violations that aren't checked on the ticket. Then write the four violations as headings on the board. Under each heading, have groups write the fine amounts they agreed upon. Demonstrate how to calculate the average of all the fines assigned for the first violation. Have groups calculate the average fines assigned for the other violations. Review as a class. Discuss which violation was assigned the highest average fine and why the class feels this violation is the most serious.

**Challenge:** Have students calculate the fine after 30 days, after 60 days, and after 90 days (\$50, \$50.75, \$51.51).

### If your students are ready ...

**Culture / Civics note:** In the United States and Canada, a ticket is issued for many minor violations of the law such as illegal parking, littering, or failing to wear a helmet while riding a bicycle or motorcycle. These tickets are not paid to the police officer issuing the ticket. Information about the violation, how to contest the violation, the fine that you must pay, and instructions on how to pay are printed on the ticket. Generally, payment or notice that you plan to contest the violation must be made to the municipal office printed on the ticket, either by mail or by visiting the office in person. You must respond to tickets before the date stated on the ticket. Unpaid violations may result in further penalties such as an increased fine, and you may be prevented from renewing your motor vehicle registration.

**Workbook Link: Exercises 12, 13, 14**

## Summary of Lesson Plan

### ► Review (Student pages 96-98)

Suggested teaching time: 60 minutes

Your actual teaching time: \_\_\_\_\_

### ► UNIT REVIEW

Includes expansion activities

- role play
- dialogues
- writing
- Workbook activities
- outside reading
- realia applications
- math skills applications
- civic lesson applications
- Booster Pak activities

## ► Review (Student pages 96-98)

Suggested teaching time: 60 minutes

Your actual teaching time: \_\_\_\_\_

### Procedure:

#### A. Pair work or group work.

- Make sure students know the word *hydrant*. Point out and have students label the fire hydrant in the picture.

#### Ask and answer questions.

- For each of the three pairs of people in the picture, have students ask and answer the questions *What is happening?* and *What is the problem?*
- Then ask the class *Who in the picture didn't understand or didn't follow the law?* (the man who is running to his car) *Who needs to ask someone to be more considerate?* (the woman with her hands over her ears) *Who is expressing sympathy?* (the woman sitting at the table)

#### Create conversations.

- Explain to students that they will create conversations for each of the three pairs of people in the picture. For each pair, partners decide who will play which role. Then have students look back through the unit for ideas.

- Explain that students will have one minute to role-play a conversation for each pair of people in the picture and that they should continue talking until you say *Stop*. Model the activity with a more advanced student. Point to the two women near the top of the page. Ask the student which role he or she would like to play. Ask a volunteer to time your conversation and to say *Stop* after one minute. If, for example, the student chooses to play the role of the woman wearing green, start the conversation by saying *Listen to that noise! It's rude to play music too loud*. The student responds, with help from the class if necessary. Keep the conversation going for one minute.
- For each pair of people in the picture, have one set of volunteers present their minute-long conversation.

**Option:** Have pairs draw an additional problem on the picture, such as a dog not on a leash, a person crossing in the middle of the street, a person throwing trash on the sidewalk, a car parked in front of the *Bus Stop* sign. Pairs create a conversation for the new problem. If possible, make a transparency of the picture on page 96. Pass the transparency around the classroom for students to draw their additional problems.

#### Tell a story.

**Option: Create a character.** Have students choose one person in the picture and tell about a recent happy or unhappy event in the person's life. Explain that students should make up the details surrounding the event. Model the activity. For example, point to the man walking his dog and say *He just got married. He's very happy. He and his wife live across from the flower shop. They just got a new dog . . .*

**Challenge: Give a report.** Put the transparency you made on the overhead. Then ask students to imagine that they are a police officer patrolling this neighborhood. They should tell a co-worker or their supervisor about their day, for example, *I had a busy day today. A man parked his car next to a fire hydrant. I wrote a ticket. Down the street someone was playing music too loud. The neighbor was upset. She asked me to help. I asked the man to turn down the music. A girl let her dog run free. I gave her a ticket. It's illegal to let a dog off the leash . . .*

(continued on p. 13)

## Lesson Plan, Unit 7: Review (for Student pages 96-98)—continued

### B. Listen to the conversations ...

- Tell students that they are going to listen to conversations between co-workers in an office building.
- After students listen to the conversation the first time, ask *What's the problem?* (Harold smokes in his cubicle. Nina has the cubicle next to his, and the smoke bothers her.) *What's the solution?* (Nina politely asks Harold to open the window or smoke in the break room.) *What does Nina do before she asks Harold to be more considerate about smoking?* (She introduces herself, congratulates him on his promotion, and welcomes him to the floor.)
- Students read the statements so that they know what to listen for and then listen to the conversation again. Play the cassette or read the tapescript as many times as necessary for students to complete the exercise.

**Option:** As a class, discuss laws and customs about smoking in your community. Ask *Where is it legal to smoke? Where is it against the rules? Is it considerate to smoke near people who don't smoke? Why or why not?* Ask students about smoking laws and customs in their countries.

### C–E.

- Students work individually to complete the review exercises.
- Circulate to offer help as needed.
- Have students check answers with a partner. Review answers as a class.
- Identify any areas of difficulty that may require additional instruction and practice.

**Option:** For Exercise D, have students choose one of the three items and create an extended conversation.

### Tapescript

**Nina:** I can't believe it's still legal in this day and age to smoke in an office building.

**Woman:** Who's smoking?

**Nina:** Harold—you know, that guy who just moved into the cubicle next to mine.

**Woman:** Oh, yeah, the guy who just got promoted. I met him at the meeting yesterday. He's not so bad.

**Nina:** Maybe not. But he sure is rude! If we had *real* offices with doors, I could close my door to keep the smoke out. But in a cubicle, there's no way to get away from it. What do you think I ought to do?

**Woman:** Well, why don't you start by introducing yourself? Congratulate him on his promotion. Welcome him to the floor. Then politely bring up the subject of the smoke.

**Nina:** I guess it's worth a try.

[pause]

**Nina:** Harold? Hi. I'm Nina. I sit in the next cubicle. I wanted to congratulate you on your promotion and welcome you to the floor.

**Harold:** Thanks, Nina. Nice to meet you. It's good to be here.

**Nina:** And I was wondering if I could ask you a big favor.

**Harold:** Sure. What is it?

**Nina:** Well, would it be possible for you to open the window when you smoke? Or even better, would you mind smoking in the break room down the hall? The smoke travels from your cube—it's not like an office with a door. And there's just that one window.

**Harold:** Oh, I'm sorry. I didn't realize the smoke was bothering you. No problem. I'll go to the break room to smoke. It might even help me smoke less!

**Nina:** Thanks, Harold. I really appreciate it.

(continued on p. 14)

## Lesson Plan, Unit 7: Review (for Student pages 96-98)–continued

### F-G.

- Students work individually to complete the review exercises.
- Circulate to offer help as needed.
- Have students check answers with a partner. Review answers as a class.
- Identify any areas of difficulty that may require additional instruction and practice.

**Challenge:** For Exercise G, encourage students to infer meaning from context by having them work in groups to create a key to the abbreviations used on the ticket, for example, *MO.* = *month*, *NY* = *New York*.

### H. Composition ...

- Provide students with concrete approaches to writing about the picture on page 96. Use one of the following options, give students a choice of options, or assign options based on students' levels of proficiency. Model what is expected of students for each option.
- Advise students to look back through the unit for help and ideas as they write.
- Circulate to offer help as needed.

**Option:** For each of the four situations in the picture on page 96, have students write a sentence expressing a judgment with *It's* + an adjective and an infinitive. Students might write *It's rude to play music too loud*, *It's right to have your dog on a leash*, *It's hard to talk about bad news*, *It's illegal to park next to a fire hydrant*.

**Option:** Have students write a sympathy note to the man in the picture on page 96 who had a death in his family. For example, *Dear Brian, I'm so sorry to hear about your mother. It's very hard to lose a family member. She was a great woman. Is there anything I can do? Please call me if you want to talk. I am home after 5:00 every night. Sincerely, Anna. P.S. Would you like to have coffee or go to a movie sometime?*

**Challenge:** Put the transparency from the *Challenge* activity on page 96 on the overhead. Ask students to imagine that they are the police officer patrolling this neighborhood and write up a report of what happened today, for example, *I had a busy day today. A man parked his car next to a fire hydrant. I wrote a ticket. Down the street someone was playing music too loud. The neighbor was upset. She asked me to help. I asked the man to turn down the music. A girl let her dog run free. I gave her a ticket. It's illegal to let a dog off the leash . . .*

### Now I can

- Read the first item in the box out loud, *Now I can ask about and determine rules and laws*. Elicit from the class an example of how to ask about or determine rules and laws, such as *Is it legal to make a right turn on red?*
- In pairs, have students take turns reading each item in the box and giving an example of what they have learned. When students can provide an example, they should check that objective. For the items students weren't able to check, they should look back through the unit for ideas.
- When students are finished reviewing with their partners, read each item out loud and elicit an example from the class.

#### Oral test (optional)

You may want to use the *Now I can* box as an informal evaluation. While students are working on the *Composition* activity, you can call them up individually and check their ability with two or three objectives.