

## Summary of Lesson Plan

### ► Preview and Practical conversations (Student pages 29-31)

Suggested teaching time: 60 minutes  
includes Language Notes

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



### Preview and Practical conversations (Student pages 29-31)

Suggested teaching time: 60 minutes

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

**Warm up. Do you have all the “should haves” in your car? Have you ever needed to use this equipment?**

#### Procedure:

- Ask students to read the title of the magazine article: “The Responsible Driver.” Have them close their books. Put them in small groups to discuss what being a responsible driver means.
- Ask for students’ reactions and write their ideas on the board. The list may include *having a driver’s license, registration, and insurance; obeying the traffic laws; not drinking and driving; being considerate of other drivers; maintaining the car properly; having the proper safety equipment*. If students have not included proper safety or emergency equipment, elicit by asking *What should a responsible driver do in an emergency? If the car breaks down?* Keep the students’ list on the board.
- Tell students that scanning is a necessary academic skill. Remind them that scanning involves reading quickly to find specific information. Ask students to open their books and scan the article to find the five pieces of equipment that they should have in their car (a flashlight, a spare tire, a jack, flares, jumper cables). If necessary, remind students that formatting—headings, subheadings, boldfaced words, bullets, check boxes, pictures, etc.—can help with scanning.
- Some terms in the article may be unfamiliar to students. If necessary, review the meanings of *a moment’s notice, better safe than sorry, ASAP, common sense, spare*. Point out that *spare* can be both a noun (*a spare*) and an adjective (*a spare tire, a spare battery*).

- Have students read the article silently. Ask questions such as *Can we plan for emergencies?* (No, but we can be equipped to handle them.) *When do drivers need these five pieces of equipment?* (in a breakdown or to help other drivers) *Why should drivers keep a jack in their car?* (to change a flat tire)
- Point out the use of exclamation marks in the article. Exclamation marks are used to emphasize a particular point or to convey emotion. Exclamation marks also make written text seem more like spoken English. Have students find the phrases that end with exclamation marks (*Better safe than sorry! keep some spares!*) and repeat them after you for proper emphasis and intonation.

#### Unit 3 objectives

##### Procedure:

- Have students read the objectives. Ask them to put a check next to the objectives that they can do now and circle those they want to work on most.
- Ask students to underline any words they do not understand. Write any unfamiliar terms on the board. Some students may not be familiar with the terms *road rage* and *Golden Rule*. Give a quick explanation of these terms. Students will find out more about road rage in the listening comprehension exercise on page 36. Students will read about driving by the Golden Rule in the advice column on page 38.
- Focus students’ attention on the issues in the unit. Ask *Have you ever been stopped by a police officer because of a traffic violation? Have you ever been in a traffic accident?* Have students share their experiences. Tell students they will learn more about these topics in the unit.
- Refer to the students’ list on the board about responsible driving. If the students listed anything that now appears in the objectives, put a check mark next to it. Point out that meeting these objectives will help students be more responsible drivers.

(continued on p. 2)

## Model 1

**Content:** responding appropriately in a traffic stop, apologizing for a traffic violation, traffic violations, gerunds

**Procedure:**

### 🎧 A–B.

- To set the scene for the conversation, ask questions about the photo and the inset, such as *Who is in the picture?* (a police officer and a driver) *What is happening?* (The police officer has stopped the driver, and the driver is giving her his license.) *What documents are in the inset?* (a car registration, a driver’s license)
- Ask students about their own experiences with questions such as *Have you ever been stopped by a police officer while driving?* *How does an officer stop a motorist?* *What did you do when the officer flashed the lights?*
- After students listen to the conversation, check comprehension by asking questions such as *What was the traffic violation?* (speeding) *What does the driver say when the officer tells him that he is getting a ticket for speeding?* (You’re right. I’m sorry.) *What documents does the officer ask for?* (the driver’s license and registration)
- Play the cassette or read the conversation again. Encourage students to imitate the rhythm, stress, and intonation of the conversation as closely as possible. Correct where necessary.

**Option:** Play the role of the police officer and have the class respond chorally as the driver. Tell students that it is important to show the correct attitude through their voices, so they should be serious and respectful.

### 🎧 Vocabulary

- Play the cassette or read the traffic violations. Ask students to point to each picture as the caption is read.
- Call students’ attention to the form of the verb in each violation. Tell students that the *-ing* form is called a gerund. Point out that the negative form of a gerund is *not* in front of the gerund.
- Play the cassette or read the traffic violations again and have students repeat.
- Ask questions about the pictures, such as *How fast is the driver going?* (70 mph) *What does the abbreviation “mph” mean?* (miles per hour) *What is the speed limit?* (55 miles per hour) *In the second picture, why is the pedestrian upset?* (Not stopping at a stop sign is dangerous, could cause an accident, is illegal.)

**Option:** Ask pairs of students to write descriptions or definitions to clarify each violation. For instance, *Speeding is going faster than the speed limit. Tailgating is following another car very closely.* Ask each pair to join another pair and compare explanations. Share explanations as a class to make sure students understand all the terms.

**Option:** Tell students that talking on a hand-held cell phone while driving is illegal in some states. Even if it is not a violation, it can be dangerous to talk on cell phones while driving. Tell students or elicit information about cell phone regulations in your state. Ask *Do you think talking on a cell phone should be a traffic violation? Why or why not?*

### C. Pair work ...

- Before students practice the conversation, direct their attention to B’s second response, *Here you go.* Ask students to brainstorm other possible responses: *Here they are; Here; OK; I have them here.* Direct attention to B’s last response. Make sure students understand that they must give an affirmative response such as *Yes, officer; Sure; Of course.*
- Model the conversation with a more advanced student. Play the role of Student A to demonstrate substituting a traffic violation from the *Vocabulary* box for *speeding*.
- Have students practice the conversation in pairs, using different violations from the *Vocabulary* box and switching roles so each student plays the part of the driver.

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

**Culture / Civics note:** In this culture, a traffic stop can sometimes lead to misunderstandings. It is important for drivers to stay in the car until told otherwise and to let the officer begin the interaction. Drivers should not do anything that the officer has not asked for, including taking out their license or registration. Sudden moves may be interpreted by the officer as threatening. If a driver receives a ticket, he or she must either pay it by the date specified or go to court to challenge the ticket. Failure to do either of these things can lead to more serious charges.

(continued on p. 3)

## Model 2

**Content:** describing an accident, reactions to accidents, car accidents

### Procedure:

#### A. Listen and read.

- Set the scene for the conversation by asking questions about the photo, such as *Who do you see in the picture?* (a man and a woman, a husband and wife) *Where do you think they are?* (at home) Have students look at the man's expression and speculate about how he feels and what problem he has.
- After students listen to the conversation, check comprehension by asking questions such as *What happened?* (The man had a car accident.) *Was anyone hurt?* (no) *Was the accident serious?* (No, it was just a fender bender.) *How will he pay for the car repair?* (The insurance will cover it.)
- Explain that a *fender bender* is an accident that causes minor damage. A fender is the part of a car that covers the wheels. A fender bender is a collision that bends or dents the fender but doesn't damage the rest of the car.
- After students listen to *Reactions to accidents*, direct their attention to the conjunctions *but* and *and* used in the two sentences. Ask the students how the two conjunctions are used. Elicit or point out that *and* is used to add information that is similar, and *but* is used to add information that is contradictory. The first sentence presents two pieces of information: the damage is minor, the driver is upset. We expect the driver not to be upset about minor damage, so *but* is used to add information that contradicts our expectation.

#### B. Pronunciation and intonation practice.

**Option:** Play the cassette or read the conversation again, stopping after the formulaic expressions that indicate emotion: *Oh, no; thank goodness; take it easy.* Ask students to repeat just these expressions.

#### Vocabulary

- Play the cassette or read the captions, and have students repeat the different car accidents.
- Explain that *sideswipe* means to brush or swipe against the side of another car. Sideswiping usually scratches or dents the side panels of one or both cars.

**Option:** Point out the verb forms in the second and fourth sentences. The past continuous (*was following, wasn't paying attention*) is used to describe a past

action in progress, and the simple past tense (*rear-ended, hit*) is used to describe a past action that interrupted the action in progress.

**Challenge:** Brainstorm other car accidents (*bumped into another car, hit a sign, scratched the door*). Begin sentences in the past continuous and have students describe car accidents in the simple past: *I was following too closely, and I bumped into another car; I wasn't paying attention, and I hit a stop sign.*

**Workbook Link: Exercises 1, 2**

#### C. Pair work ...

- Ask students what information should go in the first slot (a type of car accident) and in the second (a reaction to the accident).
- Brainstorm other sympathetic responses for Student B if Student A says *But there was a lot of damage, and I'm really upset.* Responses might include *That's really too bad, I'm so sorry to hear that, Don't worry.*
- Model the conversation with a more advanced student. Play the role of Student A to demonstrate substituting a car accident from the *Vocabulary* box and a reaction.

**Workbook Link: Exercises 3, 4**

## Do it yourself!

### Procedure:

#### A–B.

- Have students read the example in the chart. Ask them to complete the second line of the chart with their own information. Prompt students by asking *Have you been in an accident recently? Has anyone you know been in an accident recently? What caused it?*
- Pair students to talk about the information in their charts.

#### C. Discussion ...

- If you or the students have brought in articles about traffic accidents, have students take them out. On the board, write the following questions: *What type of accident was it? What was the cause? What happened? Was anyone hurt?* Working individually, students scan the article and underline the answers to the questions on the board.
- Put students in small groups to discuss the accidents. Have them report the answers they underlined as well as any other important details.

## Summary of Lesson Plan

### ► PRESENTATION Practical grammar (Student pages 32-33)

Suggested teaching time: 60 minutes  
includes Language Notes (10 minutes)

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

### ► Practical grammar (Student pages 32-33)

Suggested teaching time: 60 minutes

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

### Using gerunds

#### Procedure:

- Write three sentences on the board:
  1. She is smiling.
  2. She is the smiling woman.
  3. Smiling is a sign of friendliness.
- Ask the students which word is repeated in all three sentences (smiling). Tell them that this -ing word has a different use in each sentence. In one, it is an adjective; in another, it is a noun; and in the other, it is part of the verb. Ask students to tell you how this -ing word is used in each sentence. Elicit that it is part of the verb in sentence 1, an adjective in 2, and a noun in 3.
- Tell students that, in this section, they will be focusing on -ing words when they act as nouns. Mention that these -ing words are called gerunds. This term was introduced earlier in the Vocabulary section on page 30.
- Direct students' attention to the box. Have volunteers read the information aloud. Make sure that students know what a complement is (it completes sentences that have linking verbs such as the verb be).

**Option:** Point out the gerund (speeding) in the model conversation on page 30. Note that all the traffic violations in the *Vocabulary* box are gerunds.

**Option:** To help students practice using gerunds as objects of verbs or prepositions and as complements, have them play a game. Read aloud the following

incomplete sentences or create your own. Students should complete each sentence with a single word—a gerund. Model the activity by completing the first two sentences yourself. Brainstorm gerunds for the third sentence to make sure students understand that they should use a gerund and not another kind of noun. Move up and down the rows, reading the incomplete sentences and having students answer. Change the sentence frequently.

1. I really enjoy \_\_\_\_.
2. I don't like \_\_\_\_.
3. I appreciate \_\_\_\_.
4. I am afraid of \_\_\_\_.
5. I am excited about \_\_\_\_.
6. My favorite activity is \_\_\_\_.
7. One thing that really annoys me is \_\_\_\_.
8. Most people are worried about \_\_\_\_.
9. Everyone is hurt by \_\_\_\_.
10. Police will stop you for \_\_\_\_.

#### A. Complete the sentences ...

- Model the activity by writing the sentence on the board. Point to the word *stop* below the line. Ask students to supply the correct verb form and write it in the blank.
- Review the spelling rules for gerunds. Remind students to double the last consonant in one-syllable verbs that end in a consonant-vowel-consonant pattern (stop ➡ stopping), and to drop the -e from the simple form before adding -ing (hope ➡ hoping). Refer to page 147 for additional rules.
- After students have completed the sentences individually, have them compare answers, including spellings, with a partner. Review as a class.
- The word *rotary* in item 3 may be unfamiliar to students. In some areas it is called a circle, a traffic circle, or a roundabout. If necessary, draw a picture on the board.

**Challenge:** Ask students how the gerund is used in each sentence—as subject (s), object of a verb (ov), object of a preposition (op), or complement (c). Elicit the following: 1 (op); 2 (s); 3 (op); 4 (s); 5 (op); 6 (op); 7 (c); 8 (s); 9 (op), (ov); 10 (op,) (ov).

#### Workbook Link: Exercise 5

(continued on p. 5)

## Infinitives of purpose

### Procedure:

- Ask a series of *why* questions like the ones following, or create your own. Answer the first two questions yourself to demonstrate the use of the infinitive. *Why did you turn on the TV?* (to watch the news) *Why did you buy the newspaper?* (to read the news) *Why did you go to the supermarket?* (to buy bread) *Why did you go to the drugstore?* (to buy aspirin) *Why did you go to the post office?* (to buy a money order) Write down the infinitives that students use in their answers.
- Remind students that *to* plus the simple form of the verb is an infinitive. Refer to the list of infinitives on the board and add the heading *Infinitives*.
- Tell students that, like gerunds, infinitives are used in several ways. Explain that infinitives of purpose often answer the question *why*.
- Create a series of example sentences on the board that show the use of infinitives after the verbs *forget*, *need*, *plan*, and *want*. Use the following sentences or create your own. Ask volunteers for additional sentences that follow the pattern. *I forgot to stop at the stop sign*, *He needs batteries*, *She didn't plan to total the car*, *The officer wanted to see my license and registration*. Tell students that another use of infinitives is after certain verbs.
- Have students read the information in the grammar box. Point out that a list of verbs followed by infinitives appears on page 146.

### B. Read ...

- Ask students if they ever make “to-do” lists, lists of chores or errands that they need to accomplish on a certain day or at a certain time. Elicit examples of what kinds of things they write on their lists. Write a few items on the board, beginning each one with the simple form of the verb. For example, students may say *do the laundry*, *buy pet food*, *pay the car insurance bill*.
- Have students read Dr. Jamie Greene’s “to-do” list. Students then answer the questions individually. Correct as a class.
- Point out that students have to convert the wording of some of the tasks in their answers. For example, the list says *renew my driver's license*, but the answer for item 1 is *her driver's license*. In item 4, students have to change *pay my parking ticket to her* (or *a* or *the*) *parking ticket*.

**Option:** On a separate sheet of paper, students write their own “to-do” lists with at least five items. Have students exchange lists with a partner and make up an appropriate *why* question for each item. The writer of the list then answers, using an infinitive of purpose. The task, question, and answer might look like this: *do the laundry*. *Why did you go to the laundromat?* *to do the laundry*

### C. Complete each answer ...

- Model the exercise by writing the question on the board. Write the first part of the answer, *They stop speeders*, and ask the class for possible answers. List students’ suggestions on the board, using an infinitive of purpose for each idea.
- Students work individually to answer the questions and then compare answers with a partner.

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

**Language note:** The verbs *remember* and *forget* can be followed by either an infinitive or a gerund, but each choice produces a very different meaning. *I remembered to get new tires* means that I didn’t forget, I accomplished my task. *I remembered getting new tires* means I have a memory of doing it. *I forgot to get new tires* means I didn’t accomplish my task, whereas *I forgot getting new tires* means that I bought the tires, but I forgot that I did so. Refer students to the list of verbs that are followed by gerunds or infinitives on page 146.

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

## ➤ Do it yourself!

### Procedure:

#### A. Make a list ...

- Direct students’ attention to the example and ask *Why did I go to the ATM yesterday?* (to get money for groceries)
- Have students write down one activity they did yesterday and the purpose of the activity. On a separate sheet of paper, have students write down three or four more actions they completed yesterday with the purpose for each one.

#### B. Pair work ...

- Put students in pairs. Student A says where he or she went yesterday, and Student B asks why. Student A answers with an infinitive of purpose. Students take turns reading their activities until all the items on their lists have been discussed.

**Workbook Link: Exercise 9**

## Summary of Lesson Plan

### PRESENTATION

#### Authentic practice 1 & 2: Listening (Student pages 34-37)

Suggested teaching time: 60 minutes  
includes Cultural Discussion

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



### Authentic practice 1 (Student pages 34-35)

Suggested teaching time: 30 minutes  
Your actual teaching time: \_\_\_\_\_

### Appropriate behavior with a police officer

#### Procedure:



- To set the scene, have students look at the picture story. Ask *Who are the people in the story?* (a police officer and a driver) *What are they doing?* (talking) *What does the sign say?* (Speed Limit 65) *What do you think their conversation is about?* (how fast the man was driving)
- Have students listen with their books closed for answers to the following questions: *Why did the police officer stop the driver?* *What explanation does the driver give?*
- After students have listened to the picture story once, ask *Why did the police officer stop the driver?* (He was speeding.) *Why was the driver speeding?* (to get to the bank before it closed)
- Have students open their books and read along as you read the picture story or play the cassette again.
- Ask comprehension questions such as *How fast was the driver going?* (74 miles per hour) *How fast does he think he was going?* (about 65, maybe 70) *Why is it a good idea to leave yourself a little extra time?* (to avoid having to speed) *What will happen the next time the driver speeds?* (He'll get a ticket and points.)

- Some terms may be unfamiliar to students but can be inferred from the context. Make sure they understand the meanings of *hand over*, *pull over*, *clocked*, *a big hurry*, *let off*, and *pull out*. Point out that the speed limit is given in miles on the sign. The officer and the driver also discuss how fast the driver was going in miles. Give the speeds in kilometers if necessary (65 mph = 105 kilometers; 70 mph = 113 kilometers; 74 mph = 119 kilometers).
- Ask the students to describe the driver's behavior and give supporting examples from the story. If necessary, prompt with questions such as *Why does the driver say "Yes, officer" and "Thank you very much, officer"?* *What does the sentence "I'll be more careful in the future" express about the driver's attitude?* You may want to discuss whether students think the driver's behavior and attitude are appropriate.

**Option:** In pairs, students read the picture story, playing the roles of the police officer and the driver.

#### A. Read the picture story again ...

- Point out that item 1 is a *why* question. Write the question on the board and ask students for possible answers. Model the answer (*to give the driver a warning about his speeding*) to demonstrate the use of an infinitive of purpose and write it on the board.
- Have students complete the exercise individually and then check answers with a partner. Review as a class.

#### B. Vocabulary ...

- Working individually, students complete the sentences and check answers with a partner.
- Review the answers as a class before having students read their completed sentences out loud.
- Discuss the choices in item 2 and elicit or point out that *cop* and *officer* have the same meaning but are very different in tone. Make sure students understand that *cop* is an informal term. It is not appropriate to address a police officer as *cop*.

**Challenge:** Assign one sentence to each pair of students. Have partners work together to create a conversation that contains that sentence. Ask volunteers to read their conversations in front of the class.

**Challenge:** Ask pairs of students to create sentences for each of the unused phrases or words. Have them share their sentences with another pair or small group.

(continued on p. 7)

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

**Culture / Civics note:** In some areas, drivers who commit moving violations earn points. In a point system, each moving violation is assigned a certain number of points. If a driver gets more than a certain number of points in a given time (typically eight to twelve points over three years), the driver’s license is suspended for a period of time. Moving violations are assigned different numbers of points, depending on the severity of the violation. Students need to be aware of how moving violations can result in the loss of their licenses. If appropriate, help students get information from your state’s Department of Motor Vehicles.

**Procedure:**

**C. Listen ...**

- Read each item in the tapescript out loud or play the cassette as many times as necessary for students to complete the exercise. If students have difficulty, prompt them by reading the response yourself.
- Review the answers before having students read their responses out loud.

**Challenge:** Use the items in the tapescript as a dictation. Have students listen to the items and write what they hear. Allow students to listen as many times as necessary. Ask volunteers to write the questions on the board. Make corrections as a class. Students can then practice the prompts and responses with a partner.

**D–E.**

- Students complete the exercise individually and then compare responses with a partner.
- Partners read the items and responses, switching roles for more practice.

**Option:** After both students have practiced reading the items and responses in Exercise D, have Partner B in each pair close his or her book. Partner A then reads each item, and Partner B responds from memory.

**Challenge:** Have pairs of students work together to write a statement or a question for each unused response in Exercise D. For example, in item 2, a question that could elicit the response *To get to the bank* might be *Why were you speeding?* Have students take turns reading their new items and responses.

**Workbook Link: Exercises 10, 11**

**➤ Do it yourself!**

**Procedure:**

**A. Write your own response ...**

- Tell students to imagine that the police officer in the pictures has just pulled them over for a traffic violation. Have students read the speech balloons

and write an appropriate response to each one.

- Remind students that they can refer to the model conversation on page 30 or to the picture story on page 34 for help in responding.
- Before students practice with a partner, have a volunteer play the part of the police officer and read each speech balloon aloud. Respond to each statement for yourself, giving students an opportunity to check the appropriateness of their responses. Remind students of the importance of appropriate, respectful behavior in a traffic stop.
- Have students interview each other in pairs to check their responses.

**B. Culture talk ...**

- Put students in small groups, trying to include people from different cultures in each group.
- Ask one student in each group to be the facilitator, one to be the recorder, and one to be the reporter. Elicit or tell students what each role involves: the facilitator asks questions and encourages everyone to talk, the recorder takes notes of the group’s discussion, and the reporter tells the class about the discussion. When students have an active role in the discussion, they are more likely to be involved.
- Circulate and offer help as necessary.
- Have reporters tell the class about the discussions.

**Option:** Write the names of the countries represented in the class across the top of the board. Down the left side write *traffic violations, penalties, appropriate responses*. Have one student from each group fill in the columns on the board. You may have a chart like this one following:

	Mexico	Somalia	Vietnam	Russia
Traffic violations				
Penalties				
Appropriate responses				

**Tapescript**

1. Hand over your license and registration, please.
2. Are you aware how fast you were going?
3. Are you in a big hurry to get somewhere?
4. I’ll let you off easy with just a warning this time. Next time it’s a ticket and points.

(continued on p. 8)



## Authentic practice 2 (Student pages 36-37)

### Aggressive driving and road rage

Suggested teaching time: 30 minutes

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

**Note:** For the *Discussion* on page 31, have students bring in articles from the newspaper about traffic accidents.

#### Procedure:

- Have students read the bar. Brainstorm ideas about the two terms. Write ideas on the board.
- Lead a discussion about the students' experiences with aggressive driving and/or road rage by asking questions such as *Have you ever been in a situation where another driver did something that made you angry? What did the other driver do? How did you respond?*

#### A–B.

- Have students read the question.
- Read the tapescript out loud or play the cassette as many times as necessary for students to complete the exercise.
- Students work individually to write an answer to the question. When students have finished, elicit the difference between the two terms according to the selection. (*Aggressive driving* is cutting other drivers off, excessive honking, and other behaviors that can be dangerous. *Road rage* is a driver's behavior that purposely results in injury to another driver, to a pedestrian, or to another driver's car.)
- Refer to the list of students' ideas about the two terms that you wrote on the board earlier. Check how closely their ideas resemble the descriptions in the selection.

#### C. Listen to the panel discussion ...

- Read the six pieces of advice. Tell students to listen to the advice the panel gives and check the advice the panelists offer.
- Read the tapescript or play the cassette again so students can check the advice as they hear it.
- Read the tapescript or play the cassette again so students can confirm their responses. Have students compare answers with a partner.

#### D. Look at the examples ...

##### Vocabulary

- Put students in pairs or small groups. Make sure they know the examples of aggressive driving given in the panel discussion. Brainstorm other examples and write them on the board.
- Read the examples of aggressive driving or play the cassette, and ask students to point to the pictures.
- Read the examples or play the cassette again and have students repeat the phrases.
- Refer to the list of examples students brainstormed earlier and check those that are included in the *Vocabulary*.

**Option:** To review gerunds as subjects and as objects of verbs, ask students to use the examples of aggressive driving in the *Vocabulary* box to complete these sentences.

1. \_\_\_\_\_ really annoys me.
2. I really hate \_\_\_\_\_.

Ask volunteers to share their sentences with the class.

#### E. Discussion ...

- If necessary, review the examples of aggressive driving given in the panel discussion, in the list on the board, and in the *Vocabulary*. Ask students which of the speakers at the bottom of the page best express their own reactions.
- Have students discuss their reactions with a partner or a group. Students can use these questions as discussion starters: *Which behavior makes you angry? How do you respond?*

(continued on p. 9)

## Lesson Plan, Unit 3: Authentic practice 1 & 2 (for Student pages 34-37)–continued

### Tapescript

**Jessica:** This is Jessica Mondale. Welcome to “Driving Smart.” Today’s segment deals with a serious subject that many of us have to confront on a daily basis: Aggressive driving and road rage. Today’s panel of experts includes Dr. James Levin, senior administrator of the Behavior Management Institute. The institute specializes in teaching drivers to stay cool when traffic gets hot. Welcome, Dr. Levin.

**Levin:** Thanks, Jessica.

**Jessica:** Next is Jane Taylor, author of *When Good Drivers Go Bad*, a self-help encyclopedia of coping skills for driving in heavy traffic. Hello, Jane.

**Jane:** Hello, Jessica.

**Jessica:** And our third expert today is Detective Clarence Breen of the Rapid City Traffic Enforcement Department. Welcome to all of you. Let’s start with Detective Breen. Detective Breen, has Rapid City been experiencing a rise in aggressive driving incidents recently? It seems that everyone has a terrible story to tell.

**Breen:** Yes, Jessica, I’m afraid so. Just yesterday, we had two complaints, one quite serious, that I would describe more as road rage than as aggressive driving.

**Tapescript** (continued from page T36)

**Jessica:** What exactly is the difference between aggressive driving and road rage?

**Breen:** Aggressive driving is just that: cutting other drivers off, excessive honking, pulling out in front of another driver, cutting into a lane too close to the front of another car, et cetera. Aggressive driving is also the cause of a lot of accidents. Aggressive drivers get too close to other drivers, and they’re unpredictable. Especially in heavy, fast traffic, the consequences of aggressive driving can be catastrophic.

**Jessica:** And road rage? Dr. Levin, I’ll let you tackle that one.

**Levin:** Road rage describes a driver’s behavior that purposely results in injury to another driver, to a pedestrian, or to another driver’s car. These are the cases we read about in the newspaper and see on the nightly news. A driver gets angry at another driver or a pedestrian for some real or imagined cause and then yells, or worse, purposely slams into the other driver’s back bumper. There’s actually been a case of an argument between two drivers leading to one driver’s running over another driver. We’ve even heard of shootings and stabbings. People need to step back from their anger and control themselves.

**Jessica:** Ms. Taylor, what can drivers do to avoid getting carried away with their anger when faced with other drivers who are aggressive or incompetent?

**Taylor:** I’m glad you asked me that question, Jessica, since that’s the subject of my book, *When Good Drivers Go Bad*, published by Lyman and Bluster, and which you can receive by calling 1-800-DRIVERS, and ...

**Jessica:** Ms. Taylor. What can an angry driver do to calm down?

**Taylor:** Yes, of course. Well, in my book, I have a three-step program for avoiding the road rage trap.

First: Recognize that you have no control over other drivers, only over yourself.

Second: Don’t take others’ driving personally. They don’t even know who you are.

Third: Get a life. Driving is not life: It’s just a way to get somewhere.

**Breen:** And if I might break in—don’t forget the serious legal consequences of road rage. Assault is a felony, and the law takes it very seriously.

**Jessica:** That’s very good advice. And that’s all for today’s segment of “Driving Smart.” This is Jessica Mondale, wishing you happy driving and saying thank you to today’s panelists. Until next week!

**Workbook Link: Exercises 12, 13**

(continued on p. 10)



## Summary of Lesson Plan

- **PRESENTATION**  
**Authentic practice 3:**  
**Reading and critical thinking (Student pages 38-39)**  
 Suggested teaching time: 60 minutes  
 includes Cultural Discussion  
 Your actual teaching time: \_\_\_\_\_

### Authentic practice 3 (Student pages 38-39)

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

### Driving by the Golden Rule

**Procedure:**

**🔊 A–B.**

- Have students read along silently while you read the letters or play the cassette.
- Some words and phrases may be unfamiliar to students: *I'm with your wife, over and above, put yourself in the shoes, let this be a lesson to you, common sense, Golden Rule.* Make sure students understand how these expressions are used.
- Working individually, students answer the questions and then compare answers with a partner.

**Option:** Have students practice focused listening by doing this activity. Write the following list of words from the advice letters on the board: *baby, parking lot, court, bottle, bumped, threw, leave, scratch, dent, damage, wife, law, shoes, shoulder, passenger, family, life, advice, phone, doctor, reached, think, understand, stop, help, behave, sick.* Draw a four by four grid and tell students to create their own grids on a separate sheet of paper. Ask students to choose 16 words from the list and write one word in each of the 16 boxes in their grid, in any order they choose. Tell students that they will not use every word. Have students listen to the letters with books closed. Every time they hear a word in their grid, they should put a check in that box. The goal is to check all of their boxes. After students have listened to the letters once, find out who checked the most boxes.

**Option:** To boost academic skills, have students express Joan's advice in their own words.

**C. Pair work ...**

- Have students read the speech balloons and work individually to write advice.
- Put students in pairs and ask them to take turns reading the speech balloons and responding with their advice.
- Circulate and offer help as needed. If students are having trouble, model the exercise with a student. The student reads the driver's speech balloon and you give the driver advice.
- Have volunteers read their advice aloud. Ask the class which advice is best and why.

**Workbook Link: Exercise 16**

(continued on p. 12)

**Lesson Plan, Unit 3: Authentic practice 3 (for Student pages 38-39)–continued**

**D. Read ...**

- Remind students of the magazine article they read at the beginning of the unit. Review the equipment responsible drivers should have in the car (a flashlight with working batteries, a spare tire, a jack, flares, jumper cables).
- Elicit from students the other items that they now know they should have in the car. If necessary, prompt by asking *What do you need to show if you are stopped by a police officer?* (the car registration, your driver’s license) *What else do you need if you have an accident?* (an insurance card)
- Have students open their books and read the entire article, paying special attention to the section headed “Must haves.” Explain that *damages* is a legal term meaning an amount of money. It is not used here as an ordinary non-count noun. Tell students that they already know the information presented in the article.
- Be sure students observe the infinitives of purpose in the “should haves” and “must haves” sections of the article.

**Challenge:** Discuss the difference between *should* (advisable, a good idea) and *must* (necessary, a requirement). Ask students to make a chart of things they should do and things they must do as good drivers or responsible community members. Have them explain why they must do these things using an infinitive of purpose. Their chart may look like the following:

<b>I should</b>	<b>(because)</b>	<b>I must</b>	<b>(because)</b>
pay my bills on time	to avoid a late fee.	get a driver’s license	to drive here legally.

When students have completed their charts, have them read their sentences to a partner.

**E. Critical thinking ...**

- Students should first identify the objects in each trunk and then decide what equipment is missing based on the “should haves” self-check in the article in Exercise D. Then have them work individually and write the missing equipment on the line.
- Put students in pairs to compare answers and make sure that each list includes all five “should have” items mentioned in the article. If any items are still missing, have students scan the article again.

**Workbook Link: Exercise 17**

**➤ Do it yourself!**

**Procedure:**

**A–B.**

- Have students read the list of topics and choose one that they would like to talk about.
- Put students in small groups. Tell them to make sure their true stories include answers to the questions *What was the problem? What happened? What was the solution?* Give them a few minutes to plan what they’re going to say. Encourage them to make notes of specific details they want to include.
- Circulate and offer help as needed. If students are having difficulty, you may want to model the activity by telling a true car story of your own.

**Challenge:** Have students write their true car story. They should explain the problem and what happened but not write the solution. Students exchange papers with a partner who then writes advice about how to solve the problem.

## Summary of Lesson Plan

### ► Review (Student pages 40-42)

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 40-42)

Suggested teaching time: 60 minutes

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

#### Procedure:

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

##### Ask and answer questions.

- Ask general questions about the picture, such as *What is the police officer doing?* (writing a ticket) *What is the driver doing?* (giving the officer her license and registration) *What's the problem with the yellow car on the left?* (a flat tire, no spare tire or jack)
- Ask *What examples of aggressive driving do you see in the picture?* (flashing lights, weaving, honking, gesturing, using a cell phone while driving, tailgating)

**Option:** Have students write a question about the picture and its answer on two separate slips of paper. Collect all the slips and distribute either a question or an answer to each student. Have students walk around the room, asking and answering questions until they have their match.

#### Create conversations.

- Have the students look at the two people in the traffic stop at the top of the page. Play the role of the police officer and have a more advanced student come to the front of the class and play the role of the driver. Initiate a conversation; for example, say *I'm going to have to give you a ticket for not stopping at a stop sign.* If necessary, the class can help the student playing the role of the driver to respond. Continue the conversation as long as possible, with each of you making a tally mark on the board every time you speak. When finished, count the marks.
- In pairs, have students create conversations for the people with a flat tire and keep track of how many times they speak. Explain that the goal is to say as much as they can. Have pairs count their tally marks and report how many times they spoke.

**Option:** Have pairs create a third conversation between one of the drivers in the picture and a friend. In the conversation, the driver should tell the friend about a problem they had on the road. The friend should ask questions, express concern, and give advice.

#### Tell a story.

- Have a student time you while you talk about the picture for one minute. Then, put students in pairs or small groups and have each student talk about the picture for one minute. Encourage students to describe each of the scenes in the picture and to say as much as they can. Tell students to continue talking until you say *Stop*, indicating that the minute is up.

(continued on p. 14)

## Lesson Plan, Unit 3: Review (for Student pages 40-42)–continued

### B. Listening comprehension ...

- Tell students that they are going to hear a conversation between a father and his teenage daughter. Have students read the list of equipment and identify the “should have” items (items 4 through 8). Ask students to speculate which items they think the daughter’s car has and which she needs.
- After students listen to the conversation the first time, ask questions such as *Where is the daughter going?* (to a concert) *Does the daughter have a spare tire?* (no) *Why doesn’t she have a spare?* (The tires are new, nothing’s going to happen to them.) *Why does she carry jumper cables?* (One of her friends always needs a jump.)
- Have students read the list of equipment and listen again to complete the exercise. Discuss whether students’ speculations were accurate.

**Challenge:** Divide the class into two teams. Ask the teams to listen to the conversation again and then to create comprehension questions. The two teams alternate asking and answering questions. Keep score on the board of the correct answers for each team.

### C–D.

- 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.

### Tapescript

**Father:** I don’t believe you’re going to drive all the way to the concert in this car!

**Daughter:** What’s wrong?

**Father:** What’s wrong? What *isn’t* wrong? Didn’t you take driver’s ed? Didn’t you pass the driver’s test? Doesn’t it occur to you that something can go wrong? You’re just looking for trouble.

**Daughter:** Calm down. You’re ridiculous. What’s going to go wrong?

**Father:** Did you ever hear of a flat tire?

**Daughter:** But these tires are brand new. Nothing’s going to happen to them!

**Father:** It’s just common sense to have a spare. And what about a jack? Of course, if you have no tire, you certainly don’t need a jack.

**Daughter:** You are so ridiculous. Nothing’s going to go wrong. Take it easy!

**Father:** You wait until you have children. Then you’ll understand. Let’s go through the checklist.

**Daughter:** Oh, come *on*. I’ve got to go.

**Father:** Young lady, you’re not going anywhere until I’m sure you have the minimum of equipment in case there’s a problem. Ready?

**Daughter:** Oh, all right.

**Father:** License?

**Daughter:** Yup.

**Father:** Registration and insurance card?

**Daughter:** Yup, yup.

**Father:** Spare tire? Get that from the garage, ASAP. And we have a spare jack in Mom’s car. Get that too.

**Daughter:** Yes, *sir*.

[pause, door slamming]

**Daughter:** OK. Bye, Dad. See you on Sunday.

**Father:** What about a flashlight?

**Daughter:** Yes.

**Father:** Flares?

**Daughter:** You are paranoid. You need help.

**Father:** Flares?

**Daughter:** Yes. What else? I’m going to be late.

**Father:** I saw the jumper cables. Congratulations!

**Daughter:** Yeah. Well, one of my friends always needs a jump.

(continued on p. 15)

## Lesson Plan, Unit 3: Review (for Student pages 40-42)–continued

### E–F.

#### Vocabulary

- Read aloud the items in *Vocabulary* box or play the cassette. Have students repeat each item.
- Model item 1 in Exercise E to demonstrate that students will have to modify the phrases in the *Vocabulary* when they write infinitives of purpose, changing the pronoun *you* to *me*. Write on the board *I have a flashlight* and ask students what purposes it might serve. Answers may include *to read a map, to look in the glove compartment, to find something under the seat*. List the answers on the board, underlining the infinitives of purpose. Complete item 1: *to help me look under the hood in the dark*.
- 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.

### G. Composition ...

- Provide students with concrete approaches to writing about the picture on page 40. Use one of the options that follow, 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:** Have students choose one of the pairs of people who are talking to each other in the picture, label them *A* and *B*, and write an extended conversation for them. Students can later role-play their conversations for the class.

**Option:** Have students look at the traffic violations in the picture and then write two sentences about each driver's dangerous behavior. To reinforce the grammar in the unit, one sentence should tell something about the violation using a gerund.

**Option:** Tell students to focus on the equipment shown in the scenes with the police officer and the flat tire. Have them create a car safety equipment checklist and add any missing equipment. To reinforce the grammar in the unit, have students write about car equipment using infinitives of purpose.

**Challenge:** Have students write an *Ask Joan* letter from the driver receiving the ticket. Advise students to include the driver's name, length of time in this country, the reason for the traffic stop, and how drivers would respond to such a traffic stop in their home countries.

#### Now I can

- Read the first item in the box out loud: *Now I can respond appropriately to a police officer in a traffic stop*. Elicit from the class an example of how to respond appropriately; for example, a student could say *I should be polite and apologize for my mistake*.
- Put students in pairs and have them 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 box. 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.