

Summary of Lesson Plan

► Vocabulary (Student pages 54-55)

Suggested teaching time: 60 minutes

Your actual teaching time: _____



Vocabulary (Student pages 54-55)

Suggested teaching time: 60 minutes

Your actual teaching time: _____

Content: transportation and commuting words; ways to say the time; present and past tense forms of common transportation verbs

Procedure:

A. Listen.

- Have students look at the illustrations in the *Picture dictionary*. To help students understand that the theme of this unit is how people go from one place to another, ask *What are we going to talk about in this unit?* Elicit responses from the class and then write the words *transportation* and *commuting* on the board. Say each word and have students repeat.
- If necessary, convey that *leave* means to go away from a place and that *arrive* means to get to a place, using the actual times that you usually arrive at and leave class. Write on the board *English class: I arrive at _____. I leave at _____.* Mime arriving and leaving class and point to your watch to elicit these times from the class.
- Point out that the word *take* is used to talk about traveling by public transportation. Point to illustrations 3 through 5 in the *Picture dictionary*. Write on the board *I take a bus / a train / a taxi / the subway to work.* Say each phrase and have students repeat several times. Then write ~~*I take a car to work.*~~ *I drive to work.*
- If necessary, help students understand that the word *stuck* means not able to move and that *traffic* means the vehicles moving on a road. Point to the traffic jam in illustration 11 and mime the behavior of a driver who becomes stuck in traffic.
- To convey that *run out of* means to use all of something until there is none, write on the board *run out of money* and mime spending money until all of the money in your wallet is gone. Then write *run out of gas*. Mime driving and then point

to the empty fuel gauge in illustration 12 and mime running out of gas. Elicit from the class other things you can run out of, such as milk, ink, time, and energy.

- To demonstrate *one way* and *round trip*, write *Union* and *Chester* on the board. Draw an arrow from *Union* to *Chester* and write *one way* next to the arrow. Next, draw an arrow from *Union* to *Chester* and another arrow from *Chester* to *Union*. Write *round trip* next to the arrows.
- Ask the class *What's the difference between an express train and a local train?* If necessary, help students discover the answer by pointing to illustrations 16 and 17 and asking *Where does the train start / end? What do the circles mean? How many stops are there? If you travel from South St. to North End, which train is faster, the express or the local?*

Option: As a class, do a chain activity on modes of transportation. Start by saying *I take the bus / train / subway / a taxi to school. How do you get to school?* Point to a student and prompt the student to answer your question and then ask the next student the same question. Continue until every student has had a turn.

Challenge: Elicit other methods of transportation and transportation problems from the class. Use pictures cut out of magazines to introduce other transportation language such as *drive, walk, ride a bicycle, ride a motorcycle, have an accident, break down, and get a traffic ticket*. Write on the board and say each word or phrase while pointing to the corresponding picture. Have students repeat several times.

If your students are ready ...

Culture / Civics note: Each method of public transportation often has its own rules as to how the fare must be paid. For example, some city buses require that fares be paid with exact change. This means that passengers must pay the exact amount of the fare with coins and that the driver is not able to give change. Some public transportation systems require a ticket, which must be purchased in advance at a ticket window. Some trains charge passengers an additional fee if they buy their tickets on the train rather than at a ticket window in the station.

Workbook Link: Exercise 1

(continued on p. 2)

Lesson Plan, Unit 5: Vocabulary (for Student pages 54-55)–continued

Ways to say the time

- To review ways to say the time, bring a large clock with movable hands to class or draw a clock face on the board. Move the hands to the five o'clock position. Point to the clock and ask *What time is it?* Elicit the correct time from the class and write on the board *five o'clock*. Then write the digital time *5:00*. Continue in the same manner to illustrate the following times: 7:10, 11:15, 9:30, and 2:45. Point out that the different ways to say each time all have the same meaning.
- To remind students that *o'clock* is used only after the exact hour, write on the board *three o'clock*, *three fifteen o'clock*.

Option: For more practice, move the clock hands to random times and elicit the correct time from the class or individual students. Then say various times and have the class write the digital equivalent. For example, say *half past three* and have students write *3:30*.

How to say it

Option: Have students close their books. Say the present form and have individual students say the past form. Then say the past form and have individual students say the present form. (For more irregular past-tense forms, refer students to page 135.)

B. Listen again and repeat.

Option: While students listen and repeat, note words that students have difficulty pronouncing. Then reinforce the correct pronunciation of these words with a short, fast-paced pronunciation drill.

C. Listen to the conversations ...

- To prepare students for the listening task, point to clocks *a* through *e*. For each clock, elicit from the class several ways to say each time.

Tapescript Conversation 1

Man: Excuse me. What's the next local to White River City?

Woman: White River City? That'd be at eleven thirteen.

Man: Eleven thirteen? Thanks.

Conversation 2

Woman: Good morning, everyone. This is WPP radio. I hope you're having a great Monday. The time right now is exactly a quarter past six, and the weather looks great. So get up and get out there!

Conversation 3

Man: Marco, look at the time! It's seven forty-five! We're going to be late!

Marco: Oh, you're right, it is seven forty-five! We'd better take a taxi if we're going to get to the train station on time.

Conversation 4

Woman: Sofia, it's half past eight. You're going to miss the school bus!

Sofia: Oh, Mom! Couldn't you drive me to school, just today?

Woman: No way! I have to get to work.

Conversation 5

Man: Hey, Min, is it twelve o'clock yet?

Min: It's a quarter after.

Man: A quarter after? Are you kidding? I'm late!

Workbook Link: Exercise 2

D. Complete the paragraph ...

- To prepare students to complete the paragraph, have a volunteer read the words in the box out loud.
- Have students check their answers with a partner and then review as a class.

Workbook Link: Exercise 3

Summary of Lesson Plan

► PROGRESS CHECK

Check assigned **Workbook** pages
Suggested teaching time: 10 minutes

► REVIEW/WARMUP

Do it yourself! (Student page 55)
Suggested teaching time: 15 minutes
Your actual teaching time: _____

► PRESENTATION

**Practical conversations
(Student pages 56-57)**
Suggested teaching time: 35 minutes
Your actual teaching time: _____

► Do it yourself! (Student page 55)

Suggested teaching time: 15 minutes
Your actual teaching time: _____

Procedure:

A. Personalization ...

- To model the activity, talk about how you get to work or school. For example, say *I take the bus to work. The fare is \$1.25. I use a ticket.* Then copy the chart on the board and complete the chart with your own information.

B. Discussion ...

- To model the discussion, talk about the local public transportation. For example, say *I take the subway to work. It's cheap, but it's dirty.*
- As a class, brainstorm a list of expressions to describe public transportation, such as *cheap / expensive; clean / dirty; fast / slow; good / bad; convenient / inconvenient; noisy / quiet.*



Practical conversations (Student pages 56-57)

Suggested teaching time: 35 minutes
Your actual teaching time: _____

Model 1

Content: buying a ticket; specifying one-way or round trip; information questions with *What* and *When*; *in* and *at* for time

Procedure:

🔊 A–B.

- After students listen to the conversation, check comprehension by asking questions about the people in the picture. Ask *Where are they?* (a train station) *What is the man doing?* (buying a ticket) *Where does he want to go?* (San Pedro) *What time is it?* (8:05) *When does the next train leave?* (8:15)
- Write on the board and say *What's the fare?* Elicit similar expressions from the class, such as *How much is the fare?* and *How much is a round-trip ticket?*
- Students should be able to understand from context that *When's the next train?* means *When does the next train to San Pedro leave?*
- Write on the board *In 10 minutes. At 8:15.* Underline the prepositions *in* and *at*. Convey that the preposition *in* refers to the future at the end of a period of time and that *at* refers to a specific time. Write a timeline indicating the current time and the time the class will end. Then look at your watch and say, for example, *It's 10:45 now. The class will end at 11:00. The class will end in 15 minutes.*

(continued on p. 4)

Lesson Plan, Unit 5: Practical conversations (for Student pages 56-57)–continued

C. Pair work ...

- Have students read the Denson to San Pedro schedule. To check comprehension, point to the schedule and ask *What is this?* (a train schedule) *Does the schedule have information about trains on Sundays?* (no, Monday through Friday) *What's the fare from Denson to Carson?* (\$3.85)
- Have students speculate about the cost of a round trip ticket from Denson to Carson. Point out that a round-trip ticket is often cheaper than two one-way tickets. Point to the clock and ask *What time is it now?* (5:00) Then point to the schedule and ask *When's the next train?* (at 5:12 / in 12 minutes)
- Model the activity with a more advanced student. Play the role of Student A to demonstrate that students should use the clock, the schedule, and their own words.

Model 2

Content: asking about arrivals and departures; the time expressions *five minutes ago* and *every 15 minutes*; expressing disappointment; *could* for possibility

Procedure:

A–B.

- To remind students that pronouns refer to someone or something that has been mentioned before, point to the pronoun *it* in the sentence *You just missed it*. Elicit from the class that *it* refers to the bus to Pleasantville. Next, point to the pronoun *one* in the question *When's the next one?* and elicit that *one* also refers to the bus. Then point to the pronoun *they* in the sentence *Well, they leave every 15 minutes* and elicit that *they* refers to the buses to Pleasantville.
- If necessary, explain that *ago* is used to refer to a specific time in the past. Draw a timeline for the current day's class on the board. Note the time class started and the time it is now. Then talk about the start of class using *ago*. For example, write on the board and say *It is 2:30 now. Class started at 2:00. Class started 30 minutes ago.*

- Students should be able to understand from context that the word *yet* in the sentence *Did the bus... leave yet* is used to suggest that something did not happen before now but that it may happen in the future. Students should also understand that *just* in the phrase *You just missed it* means a short time ago and that the phrase *Oh, no* is used to express disappointment. Point out that a train that leaves at 3:15 could be referred to simply as *the 3:15*.
- Write on the board *The buses leave every 10 minutes* and underline the phrase *every 10 minutes*. To illustrate that the phrase is used to show how often something occurs, point to the Denson to San Pedro schedule in Model 1. Point out that buses leave every 10 minutes at 5:12, 5:22, and 5:32.
- To check comprehension after students listen, ask questions about the people in the photo. Ask *Where are they?* (a bus station) *Where does she want to go?* (Pleasantville) *Did she take the bus?* (no) *What time is it now in this conversation?* (3:05)

Note: This model offers students a preview of the use of *could* for talking about possibility, which is presented in the *Practical grammar* section on page 58.

C. Pair work ...

- As a class, create on the board a train or bus schedule for your city or town. Train or buses should leave at regular intervals, such as every 30 minutes or every hour.
- Model the *Pair work* activity with a more advanced student. Play the role of Student A to show that students should use the information on the board and the current time.

Option: Have a pair of volunteers act out their conversation in front of the class.

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Lesson Plan, Unit 5: Practical conversations (for Student pages 56-57)—continued

Model 3

Content: asking about lateness; the adverbs *still* and *already*; *should* for giving advice

Procedure:

A–B.

- ▶ Students may not understand the idiomatic usage of the verb *make* in the sentence *Can I still make the 5:22?* If necessary, help students understand that in this sentence *make the 5:22* means to take the bus / train that leaves at 5:22. You may also wish to present the expression *catch a bus / train* at this time. (Another usage of *make*—*make the bed*—is presented in Unit 6.)
- ▶ Students should be able to understand from context that *still* is used when something continues to exist from past to present without change and that *already* conveys that something happened before now.
- ▶ If necessary, help students understand that *soon* means a short time in the future and that *hurry* means to do something or go somewhere faster than usual.
- ▶ To check comprehension after students listen, ask questions about the people in the photo. Ask *What time is it?* (5:17) *Where are they?* (a bus or train station) *Does the man need a ticket?* (No, he has a ticket.) *Will the bus or train leave in 30 minutes?* (no, in 5 minutes)

Note: The sentence *It's leaving soon* offers students a preview of the use of the present continuous to talk about future plans that have already been arranged, which is presented in Unit 6. This model also offers students a preview of the use of *should* for offering advice, which is presented in the *Practical grammar* section on page 58.

Option: To help convey the use of *still* and *already*, tell the class things about yourself that have remained the same from the past to present. For example, say *I lived in an apartment in college. I live in an apartment now. I still live in an apartment.* Elicit sentences using the word *still* from the class. Then talk about things that have happened before now. For example, say *We finished page 56 yesterday. We have already finished page 56.* Elicit sentences using the word *already* from the class.

C. Pair work ...

- ▶ Have volunteers read out loud the departure and arrival times in the schedule. Elicit from the class several ways of saying each time. For example, for the time 9:05, students could say *nine oh five, five after / past nine, or five past.*
- ▶ Brainstorm expressions students can use to replace *soon*, such as *in a moment, in five minutes, shortly, in a short while.*
- ▶ Model the conversation with a more advanced student, playing the role of Student A to demonstrate that students should use the times on the schedule.

Workbook Link: Exercise 4

<h2>Your notes</h2>

Summary of Lesson Plan

► PROGRESS CHECK

Check assigned **Workbook** pages
Suggested teaching time: 10 minutes

► REVIEW/WARMUP

Do it yourself! (Student page 57)
Suggested teaching time: 20 minutes
Your actual teaching time: _____

► PRESENTATION

Practical grammar (Student pages 58-59)
Suggested teaching time: 40 minutes
Your actual teaching time: _____

► Do it yourself! (Student page 57)

Suggested teaching time: 20 minutes
Your actual teaching time: _____

Procedure:

- To prepare students for the activity, ask questions about the illustration. Ask *What time is it?* (6:10) *Where are they?* (North Station) *What cities can you travel to from this station?* (South Station, Chester) *When's the next train to Chester?* (6:50 / in 40 minutes) *Is the next train to South Station leaving soon?* (no)

Option: Have several pairs of students act out their conversation in front of the class.

Workbook Link: Exercise 5



Practical grammar (Student pages 58-59)

Suggested teaching time: 40 minutes
Your actual teaching time: _____

Should

Content: asking for and giving advice with *should*; negative contractions

Procedure:

- To demonstrate that *should* is used for asking for and giving advice, have students look at the train schedule in the *Do it yourself!* exercise on page 57. Draw a clock indicating the time 6:55 on the board and say *It's 6:55 now*. Ask *Which train to Chester should I take?* Elicit advice from the class with *should*, such as *You should take the 7:05. It's the express*. Then ask *Should I take the local?* Elicit a negative response such as *No, you shouldn't. It's slower*.
- To highlight the contracted form, underline *shouldn't* on the board. Elicit the full form *should not* and write it on the board.
- Read out loud the sentences in the grammar box and have students repeat several times. Then copy the sentences on the board. Point out the position of the word *should* and the verb in the sentences. Also point out that we use the base form of the verb after *should*.

A. Complete each sentence ...

- Copy item 1 on the board. Elicit the correct answer from the class and write *should take* on the line.
- Working individually, students complete each sentence with *should* and the verb. Have students check answers with a partner and then review as a class.

Option: For further practice with *should*, elicit advice from the class. For example, pretend to have a sore throat by coughing and rubbing your throat. Say *I have a sore throat. What should I do? Should I go to bed? Should I drink tea? Should I take medicine?* Elicit appropriate advice from the class and write it on the board. Other topics for advice could be vacation destinations, good places to go on a date, or tips for improving English.

(continued on p. 7)

Lesson Plan, Unit 5: Practical grammar (for Student pages 58-59)–continued

Challenge: Divide the class into small groups. Have each group write several questions asking for advice using the word *should*. For example, students could write *My skin is not soft. Which brand of soap should I buy?* Then have each group exchange questions with another group. Students then answer the questions by giving advice using *should*. For example, students could respond to the example question with *You should buy So Soft soap. It's terrific.* Encourage students to include a reason with the advice they give.

Workbook Link: Exercises 6, 7

Could

Content: asking about and expressing possibility with *could*; negative contractions

- ▶ To demonstrate that *could* is used for talking about possibility, have students look at the train schedule in the *Do it yourself!* exercise on page 57. Draw on the board a clock indicating the time 6:55 and say *It's 6:55 now.* Ask *Which train to Chester could I take?* Elicit appropriate responses from the class, such as *You could take the 7:00 / 7:05.* Then ask *Could I take the 6:50?* Elicit a negative response such as *No, you couldn't. The 6:50 already left.*
- ▶ To highlight the contracted form, underline *couldn't* on the board. Elicit the full form *could not* and write it on the board.
- ▶ Read out loud the sentences in the grammar box and have students repeat several times. Then copy the sentences on the board. Point out the position of the word *could* and the verb in the sentences. Also point out that we use the base form of the verb after *could*.

B. Complete the conversations ...

- ▶ To model the task, copy the conversation on the board. Read the conversation out loud, leaving a pause for the answer blank. Elicit the words *could take* from the class and write them on the line.
- ▶ Working individually, students complete the conversations by writing *could* and the verb on the line.
- ▶ To check answers, have volunteer pairs read the conversations out loud in front of the class.

Challenge: Bring a small box to class or draw one on the board. In pairs, students make a list of five things that you could put into the box and five things that you couldn't put into the box. For example, students could say *I could put a camera in the box. I couldn't put a drugstore in the box.* To review, have each pair tell the class about their list.

Challenge: To practice talking about possibility with *could*, write on the board and ask *What could we do if we visited your native country?* Encourage discussion with questions such as *Could we eat a special food? Could we wear a T-shirt in winter? Could we buy a terrific brand of shampoo?*

Workbook Link: Exercises 8, 9

<h2>Your notes</h2>

Summary of Lesson Plan

► PROGRESS CHECK

Check assigned **Workbook** pages
Suggested teaching time: 15 minutes

► REVIEW/WARMUP

Do it yourself! (Student page 59)
Suggested teaching time: 20 minutes
Your actual teaching time: _____

► PRESENTATION

**Authentic practice 1
(Student pages 60-61)**
Suggested teaching time: 25 minutes
Your actual teaching time: _____

► Do it yourself! (Student page 59)

Suggested teaching time: 20 minutes
Your actual teaching time: _____

Procedure:

- Have students look at the train schedule. To check comprehension, point to the schedule and ask *What's this?* (a train schedule) *Why are some of the times in blue?* (They're for express trains.) *What do the blue dashes mean?* (The train doesn't stop at this station.) *What are the names of the stations?* (Central Station, Northway, Hot Springs, Oak Plains, Carmel) *How many stations does the 7:25 train stop at?* (three) *Does the 7:25 stop at Hot Springs?* (no) *Why doesn't the 7:25 stop at every station?* (It's an express.) *Does the 7:25 arrive at Carmel before 9:00?* (yes)
- Point to the photos of Linda and Edward Kim. Have students read about the Kims. To check comprehension, ask questions such as *Where are they?* (Central Station) *Where do they need to go?* (Oak Plains) *Why?* (They work there.) *When do they need to arrive in Oak Plains?* (before 9:00)
- Write on the board *What trains could they take?* *What trains should they take?* In pairs, students answer the questions. To review, have volunteers explain their answers to the class.

Option: Change the Kims' workplace to Hot Springs and the time they start work to 8:30. Ask *Which trains could / should they take?*

Workbook Link: Exercise 10



Authentic practice 1 (Student pages 60-61)

Suggested teaching time: 25 minutes
Your actual teaching time: _____

Procedure:

A. Listen and read.

- To set the scene for the conversation, ask questions about the people in the pictures. Point to the woman in blue and ask *Where is she?* (in an office) Point to the woman in red and ask *Is she in an office?* (no, at the train station) *What are they doing?* (talking on the telephone)
- Read the conversation out loud or play the cassette. With books open, students listen and read.

Note: The *Supervisor* role contains the following new language: *Are you OK? I'm afraid you might miss the computer training class, nine sharp, thanks for calling.* In addition, language learned in prior exercises has been modified; for example, *What's wrong* is similar to *What's the problem?* in Unit 3, page 33; *It's already twenty to* is similar to *a quarter to* on page 55; and *Please hurry in* is a variation of *You should hurry* presented on page 57. Although students are encouraged to comprehend this new language through context and its similarity to language they know, they are not expected to produce this new language themselves.

B. Listen to the supervisor ...

- Read out loud the *Supervisor* role in Exercise A or play the cassette. Have students read the YOU role out loud as a class.

Challenge: After practicing with books open, students listen with books closed and say the YOU role out loud.

(continued on p. 9)

Lesson Plan, Unit 5: Authentic practice 1 (for Student pages 60-61)–continued

C. Listen and read. Choose ...

- Model the task by writing the statement and the two answer choices for item 1 on the board. Say *I'm afraid you might miss the 7:18*. Elicit the correct response from the class. Circle *b* on the board to demonstrate that students must circle the letter of the correct answer.
- To check answers, read items 2 and 3 out loud and have the class give the correct response.

D. Listen. Choose your response ...

- Read each item in the tapescript out loud or play the cassette as many times as necessary for students to complete the exercise.

Challenge: Have the class create a correct statement for the incorrect responses for items 1 through 3. For example, for the response *What's the problem?* in item 1, students could create the statement *Oh, no* or *I'm going to be late today*.

Tapescript

1. Universal Office Furniture. Patrick Rossini.
2. Can you be here by twenty to?
3. The six twenty-two is still here. But you'll have to hurry.

If your students are ready ...

Culture / Civics note: Punctuality at work is highly valued in North America. In general, Americans and Canadians are very conscious of time and avoid being late. Employees are expected to begin and end work at the exact time scheduled and to call their supervisor if they are going to be more than a few minutes late. Employees are expected to take breaks only during specified break periods and to return to work promptly.

Workbook Link: Exercise 11

Listening comprehension

Critical thinking skill: reasoning (using logic to draw conclusions about available information)

Procedure:

A. Listen to the conversation ...

- To prepare students for the listening task, read out loud the questions and two answer choices for items 1 and 2.
- If necessary, explain that a *delivery driver* is a person who takes things to a particular place in a truck. Use the illustration of the two cashiers on page 53 to show the meaning of a *co-worker*.

Note: Although this conversation contains new language (*Can you believe it? brought it in, supposed to, Let me think, uh-uh, nowhere near here, way too expensive, That's perfect, You're the greatest*), it is not essential for students to know this language to complete the task.

B. Listen again for the times ...

- To prepare students for the listening task, read items 1 through 3 out loud.
- Write on the board 6:30, 6:45, 7:00, 7:15. Elicit from the class the different ways to say each time.

C. Critical thinking ...

- Write on the board and say *When did the truck arrive at the company?* Read out loud the four answer choices.

(continued on p. 10)

Lesson Plan, Unit 5: Authentic practice 1 (for Student pages 60-61)–continued

D. In your own words ...

- ▶ Ask the class *What is Daniel going to do?* Then read out loud the conversation in the tapescript again or play the cassette. Students listen again and answer the question.
- ▶ Divide the class into pairs. Have students explain their answer to their partner.
- ▶ To review, have several volunteers tell the class about their partner's answer.

Tapescript

Ana: Sandra's Bread Company. Ana Rivera speaking.

Daniel: Hi, Ana? This is Daniel. I'm going to be late. I missed my bus. Can you believe it?

Ana: Daniel! Your truck's already here. Miguel brought it in 15 minutes ago. What time does your shift start?

Daniel: Well, It's supposed to start at seven. But it's already a quarter to. I'm going to be really late. What should I do?

Ana: Let me think. Could you take a taxi? Or what about the subway? It's much faster than the bus anyway.

Daniel: No, uh-uh. I'm at Central Station. The subway's nowhere near here. And a taxi's way too expensive. Besides, in a taxi, I could get stuck in traffic.

Ana: I have an idea. Your first stop is the Full Moon Diner, right around the corner from where you are. Miguel could drive the truck and meet you there.

Daniel: Yeah, that's a great idea. When do you think Miguel could be here?

Ana: I'll check. But I think he could be there by a quarter after seven.

Daniel: That's perfect! Ana, you're the greatest. I owe you one.

Ana: No problem, Daniel. Just go to the diner and wait for Miguel.

Workbook Link: Exercise 12

Summary of Lesson Plan

► PROGRESS CHECK

Workbook pages not assigned for Lesson Four.

► REVIEW/WARMUP

Do it yourself! (Student page 61)

Suggested teaching time: 10 minutes

Your actual teaching time: _____

► PRESENTATION

Authentic practice 2 (Student pages 62-63)

Suggested teaching time: 35 minutes

Your actual teaching time: _____

REVIEW

Do it yourself! (A plan-ahead project) (Student page 63)

Suggested teaching time: 15 minutes

Your actual teaching time: _____

► Do it yourself! (Student page 61)

Suggested teaching time: 10 minutes

Your actual teaching time: _____

Procedure:

A. Write your own response ...

- Model the activity. Read the first speech balloon and elicit responses from the class such as *I'm at the bus station. I missed my bus.*

Option: Have several pairs of volunteers act out their conversations in front of the class.

B. Personalization ...

- Model the activity by talking about a problem you had going to your work or school. For example, say *I was stuck in traffic two weeks ago. I was very late to work. I called my supervisor and explained my problem.*
- In small groups, students talk about a problem they had going to work or class. To review, have several volunteers tell the class about what they talked about.



Authentic practice 2 (Student pages 62-63)

Suggested teaching time: 35 minutes

Your actual teaching time: _____

Note: For the plan-ahead project on page 63, students should bring a train or bus schedule to class.

Reading

Critical thinking skills: reasoning (making inferences and drawing conclusions); decision making (evaluating and choosing the best alternative)

Procedure:

A. Look at the schedule ...

- Have students look at the schedule. To check comprehension, ask questions such as *What is the name of the train line?* (the State Street Line) *What color is the State Street Line on the map?* (green) *What does the "E" symbol mean?* (express) *What does an "X" on the schedule mean?* (no stop at this station)
- Working individually, students write the names of the State Street Line stops on the line. Have students check their answers with a partner and then review as a class.

B. Critical thinking ...

- To demonstrate the task, point to the photo of Jack Hong and read item 1 out loud. Then point to the State Street Line schedule and elicit from the class the correct answer, 7:22.
- Working individually, students read items 2 through 4 and circle the letter of the correct answer. Have students check answers with a partner and then review as a class.

Challenge: In pairs, students create information and a question about a new worker, using items 1 through 4 as a model. Then have each pair exchange questions with another pair and answer the question.

Workbook Link: Exercises 13, 14, 15, 16

(continued on p. 12)

Writing

Procedure:

A. Listen. Where does the customer ...

- To prepare students for the listening task, write on the board and say *Where does the customer want to go? a. Los Angeles. b. Rialto.*
- Read out loud the announcement on the tape-script or play the cassette as many times as necessary for students to answer the question.

B. Mario, Laura, and Hans ...

- Read out loud the information about Mario, Laura, and Hans. To check comprehension, ask *Where are Mario, Laura, and Hans going? (Rialto) Why are they traveling to Rialto? (for a computer training class) Can they leave at 7:15 a.m.? (no) Can they arrive at 10:00 a.m.? (no) At 9:30? (yes)*
- Read the announcement on the tapescript again or play the cassette as many times as necessary for students to complete the task.
- Working individually, students write the departure and arrival times of the trains that the people could take. Have students check their answers with a partner and then review as a class.

Tapescript

Thank you for calling the Metrotrak Commuter Train Information Line. Please listen carefully to the following menu options.

For train arrival and departure information, press or say 1. [beep]

Please select the city you are leaving from.

For Los Angeles, press or say 1.

For... [beep]

Please select the city you are traveling to.

For Pomona, press or say 1.

For Rialto, press or say 2.

For... [beep]

For morning departures, press or say 1. [beep]

The following are morning commuter departure and arrival times for trains from Los Angeles to Rialto. All trains depart from Union Station, Los Angeles, and arrive at Rialto: leaving Los Angeles at 6:17 a.m. and arriving in Rialto at 7:36 a.m.; leaving Los Angeles at 7:03 a.m. and arriving in Rialto at 8:23 a.m.; leaving Los Angeles at 7:54 a.m. and arriving in Rialto at 9:14 a.m.; leaving Los Angeles at 8:09 a.m. and arriving in Rialto at 9:29 a.m.; leaving Los Angeles at 8:24 a.m. and arriving in Rialto at 9:46 a.m.; leaving Los Angeles at 9:00 a.m. and arriving in Rialto at 10:21 a.m.

C. Mario and Laura decide to take ...

- Point to the departure and arrival times of the trains that Mario, Laura, and Hans could take. Ask the class *What time does the first possible train leave Los Angeles? (7:54) When does it arrive in Rialto? (9:14) Are there any later trains? (yes, the 8:09 and the 8:24)*
- Have students read the e-mail message from Mario and Laura. Explain that Mario and Laura decided to take the first possible train, which leaves Los Angeles at 7:54 and arrives in Rialto at 9:14. Point out that they will take a taxi from the train station. Elicit other ways of traveling from the station, such as taking a bus or the subway.
- Point to the e-mail message from Hans. Explain that Hans has to take a later train.
- Working individually, students complete the e-mail message from Hans. Circulate to offer help as needed.
- To review, have several volunteers write their messages on the board.

Challenge: For practice filling out an authentic commuting document, refer students to the Mail & Go monthly commuter pass application on page 143.

Workbook Link: Exercises 17, 18

➤ Do it yourself!

(A plan-ahead project) (Student page 63)

Suggested teaching time: 15 minutes
Your actual teaching time: _____

Procedure:

- To model the activity, talk about a place you would like to visit. Then make plans about how to get there using a train, bus, or subway schedule.

Challenge: Bring in brochures for tourist attractions, such as a zoo, park, or museum, that your students would be interested in visiting. Have students form small groups according to the place they would like to visit. Then use the train or bus schedules to plan how and when to go there. Have each group make a presentation to the class about its plans.

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► **Do it yourself!** (Student page 65)

Procedure:

1. Point. Name things in the picture.

- Hold up the illustration, point to the taxi, and say *a taxi*. Have students point to and name other people, things, and places in the picture, such as *a bus, a car, a parking lot, fare cards, tokens, tickets, a clock*.

Option: Competition. Divide the class into two teams. To begin, a student from team A holds up the textbook and points to any person or place in the illustration. A student from team B must then make a sentence about the person or place. If the sentence is grammatically correct, team B is awarded one point. The teams then reverse roles.

2. Talk about the schedule and the times.

- Point to the schedule for North Station. Say *The express to Chester leaves at 7:05*. Elicit more information about the schedule, such as *The express to Chester leaves at 7:05. The local to Chester leaves at 6:50 and 7:00*.

Option: True / false statements. Have students write one true statement and one false statement about the train schedule in the picture. For example, students could write *The express to Chester leaves at 7:05*. (true) *The 7:05 stops at South Station*. (false) Then have each group read their sentences to another group, who must determine whether each sentence is true or false.

3. Create conversations for the people.

- Point to the customer and the clerk at the ticket window. Model their conversation with a more advanced student. Play role A. For example, A: *What's the fare to Chester?* B: *Round trip or one way?* A: *One way.* B: *One-fifty.* A: *Here you go.*

Option: Scrambled sentences. In pairs, have students write their conversations in dialogue form. Each group then writes each line of their conversation on a slip of paper, mixes up the order of the slips, and gives them to another group. The other group must then put the conversation back in the correct order. (For more ideas on using the picture for writing activities, see the Teacher's Resource Binder.)

4. Say more about the picture ...

- Model the activity by brainstorming as a class more words about the picture. Encourage students to say anything they can, either single words or complete sentences.

Option: Word game. Think of a word or phrase that can be found in the picture. Then draw a blank line on the board for each letter of the word or phrase, leaving a space between words. (Do not write the letters on the lines.) Divide the class into teams and have students alternate guessing letters, one team member at a time. If a student guesses a correct letter, write it on the appropriate line on the board and allow another member of the same team to guess another letter. If a student makes an incorrect guess, a member of another team guesses the next letter. The student who guesses the correct word or phrase can select the new word or phrase to be guessed.

Oral test (optional)

Use the *Do it yourself!* exercise on this page as an oral test. Divide the class into pairs. Have students select two people in the picture and then role-play asking for and giving advice with *should*. For example, students could point to the customer and the clerk at the information counter and say A: *Should I take the local or the express train to Chester?* B: *You should take the express; it's faster.* Evaluate students on correctness, intelligibility, and completeness.