

Summary of Lesson Plan

► Preview/Practical conversations (Student pages 15-17)

Suggested teaching time: 60 minutes
includes Culture note and Language note

Your actual teaching time: _____



Preview and Practical conversations (Student pages 15-17)

Suggested teaching time: 60 minutes

Your actual teaching time: _____

Warm up. What time should the guests arrive?

Procedure:

- To activate students' prior knowledge, ask questions such as *How do we invite people to special events?* (in person, by phone, in writing) *What events are written invitations used for?* (weddings, wedding and baby showers, children's birthday parties, surprise parties, company parties) *What information is usually included on a written invitation?* (time, date, place, telephone number, directions / map, occasion, what to bring)
- Have students read the invitation. Ask questions such as *What is this?* (an invitation) *What is it for?* (a dinner party) *What time is the party?* (6:30) Elicit or explain that *RSVP* means that you should tell the person who invited you whether you can attend the party or not.
- Say *The dinner party is at 6:30. What time should the guests arrive?* Write on the board 6:15, 6:30, 6:45, and 7:00 or later. Have students raise their hands for the time they would arrive at the party. Keep a tally on the board. Discuss the results. Explain that in the United States, arriving late, especially for a dinner party, may be considered impolite.

Option: In groups, have students write their own invitations for a party, using the invitation on page 15 as an example. Have a volunteer from each group read the invitation to the class.

If your students are ready ...

Culture / Civics notes: Written invitations are common for formal events such as birthday parties, weddings, and graduation ceremonies. Invitations generally include a description of the event followed by its date, time, and location. Invitations are usually intended only for those to whom they are addressed. Bringing additional guests of your own without asking the host for permission is impolite. Invitations should be answered promptly, especially if they contain the acronym RSVP (*Répondez s'il vous plaît*, French for *Please reply*). Never accept an invitation unless you really plan to attend. If you are unable to attend, a common reply is *Thank you for the invitation, but I am unable to attend*. Guests are expected to arrive at or close to the scheduled time. Arriving more than 15 or 30 minutes late to a social event is considered impolite.

Although table settings vary depending on the formality of the occasion and the food served, the following basic rules commonly apply. The fork goes on the left side of the plate. The knife goes on the right side of the plate, with the cutting edge toward the plate. The spoon is placed to the right of the knife. The napkin is placed to the left of or under the fork, and the drinking glass goes above the knife.

Unit 2 objectives

Procedure:

- After students read the objectives, brainstorm words used to give directions, places in buildings, and forms of public transportation that students already know. Write these words on the board or on a sheet of chart paper and save them for use on pages 16 and 18.

(continued on p. 2)

Model 1

Content: beginning a conversation; asking for and giving directions within a building

Procedure:

A–B.

- To set the scene for the conversation, ask questions about the photo, such as *Who's in the photo?* (a woman and a building receptionist or security guard) *What is the receptionist doing?* (He's pointing.) *What do you think they are talking about?* (directions, where something is)
- Have students compare the places on the diagram with the places in buildings they brainstormed on page 15. Ask *What places on the diagram are also on our list?* *What are some places on the diagram that are not on our list?* Ask if there are any words on the diagram that are new to students. Provide simple definitions; for example, *Human Resources* is the department in a company that deals with employing, training, and helping people.
- After students listen to the conversation, ask comprehension questions such as *Where does the woman want to go?* (to the parking garage) *What floor is it on?* (the third floor) *What should the woman do first?* (Take either the elevator or the escalator to the second floor.)
- Have students label the elevator, escalator, and stairs in the diagram.

Challenge: In small groups, ask students to think about what people can do in each place on the diagram. Have students write at least one verb or verb phrase for each place. Elicit examples such as *Soda & Ice Machines—drink, buy*; *Office—call, write, talk, use the computer*. Focusing on verbs in base form will help students get ready for the *Practical grammar* section of this unit.

Vocabulary

- Compare the vocabulary words to the words used to give directions that students brainstormed on page 15.
- As a class, come up with a simple hand gesture for each vocabulary item, such as pointing straight in front of oneself for *Go straight*. Use the steps that follow to help students internalize the vocabulary. Repeat each step several times, moving on to the

next when most of the class seems ready. First, have students use the gestures as they repeat the words. Then have them repeat and use the gestures with books closed. Next, give the directions in a different order and have students respond with the appropriate gesture. Finally, use each gesture and have the class call out the directions.

- Review ordinal numbers so that students will be able to give directions in a multi-floor building. Write several numbers on the board and elicit the corresponding ordinal number, for example, 4—*fourth*, 12—*twelfth*, 21—*twenty-first*. Then have students count off from their seats using ordinal numbers.

Note: In addition to *Turn left* and *Make a left*, students may hear *Take a left* when asking for directions outside of class.

Option: Make clear walkways between the rows of desks. Call these *halls*. Have a volunteer start at the front of the class. Point to a walkway and say *Go down the hall*. *Go to the end of the hall*. *Turn right*. *Go straight*. *Make your second right*. *Go down the hall*. Repeat with several volunteers. Also, students can give directions for you or each other to follow.

Challenge: Make cards with directions to places in your building. Use only the directions from the *Vocabulary* box, substituting *left* for *right* or using a different ordinal number (e.g., *Make your fourth right*.) as necessary. In pairs, have students follow the directions on their cards to find out which room you have sent them to. Set a five-minute time limit. Ask students where they went when they return. Students can exchange cards and repeat the activity.

C. Pair work ...

- Have students look at the diagram in Exercise A and find the front desk on the first floor. Give directions from the front desk to several different places in the building and have the class identify where you sent them.
- Model the activity with a more advanced student. Play the role of Student B. Demonstrate giving detailed directions to the place Student A asks about.

Challenge: Give pairs of students a large sheet of paper. Have them draw and label a diagram of the building in which your class is located. If appropriate, allow students to leave class to get a better idea of where places are. When they finish, have students practice the conversation again, this time asking for and giving directions to places in your building.

(continued on p. 3)

Model 2

Content: making a polite request; asking for and giving directions in an elevator; talking about locations in a building; complying with a request

Procedure:

A–B.

- Ask questions about the people in the photo, such as *Where are they?* (in an elevator) *What is the woman on the right doing?* (holding the elevator door open for the other woman)
- After students listen to the conversation, ask comprehension questions such as *What is the woman on the left doing?* (getting into the elevator) *What question does she ask?* (Going up?) *What question does the woman in the elevator ask?* (Where are you going?) *What floor is the woman on the left going to?* (two, the second floor)

Note: *Going up?* is a reduction. The complete question is *Are you going up?* Students can also use the reduction *Going down?* Also, *What floor?* is another way of asking *Where are you going?* in an elevator.

Vocabulary

- After students repeat the phrases, review the use of *on* and *in* to describe location in buildings. *On* is used to tell which floor. *In* is used to talk about which room or place in the building.
- Use the building directory in Exercise C to practice the vocabulary. If necessary, explain that rooms in the 100s are on the first floor, 200s on the second floor, and so on. Ask questions such as *Where are the Executive Offices?* (on the ground floor) *Where is the Human Resources Office?* (in 211) *What floor is it on?* (on the second floor) If students don't use the preposition or use it incorrectly, cue them by responding with a puzzled expression and asking *Where?* When the student self-corrects and says the preposition correctly, repeat the answer, emphasizing the preposition.

C. Pair work ...

- Ask students if any words on the building directory are new to them. Provide simple definitions for any unknown words; for example, *benefits* refers to such things as medical insurance, dental insurance, or a retirement plan that employees receive as a part of their job.
- Draw a simple four-story building on the board. Label the basement and first / ground floor through third / top floors. Draw a stick figure to

indicate what floor of the Brimstone Building you're on and a star to indicate where you want to go. Then play the role of Student A and model the conversation with a student.

- Have students practice the conversation in pairs. Point out that students don't need to use the prepositions *on* and *in* in the *Pair work* conversation.

If your students are ready ...

Language note: When talking about destination rather than location, the preposition *to*, rather than *on* or *in*, is used. For example, the response to the question *Where are you going?* is [*I'm going*] *to the basement*, not [*I'm going*] *in the basement*. Often the preposition is dropped in the response: *Where are you going?* *The basement*.

Workbook Link: Exercises 1, 2

Do it yourself!

Procedure:

A–B.

- If there isn't enough space on the board for all groups to make a building directory or diagram, hand out sheets of chart paper or transparencies and overhead pens.
- Refer students to the example of a building diagram on page 16 and the example of a building directory on page 17. In groups, have students create their own building directories or diagrams and then take turns giving directions to places on them, or use one or both of the options that follow.

Option: Bring in enough mall and building diagrams for each group to have one. Have students collaborate to make a building directory based on their diagram. Then have students use the diagram and their directory to practice giving directions within a building and in an elevator.

Option: Have students make a diagram or directory for the building where they work or live or a building they are very familiar with. Display the diagrams and directories on the classroom walls. Have students move around the room asking for and giving directions based on the diagram or directory they are looking at. You may want to have an inside and an outside circle of students rotating in different directions so that students practice with a different partner each time.

Summary of Lesson Plan

► PRESENTATION

Practical conversations (Student pages 18-19)

Suggested teaching time: 60 minutes
includes Culture note & Discussion

Your actual teaching time: _____



Practical conversations (Student pages 18-19)

Suggested teaching time: 60 minutes
Your actual teaching time: _____

Model 3

Content: asking for and giving directions for public transportation; describing locations

Procedure:

🔊 A. Listen and read.

- Ask students for examples of public transportation (or refer to the list brainstormed on page 15). Elicit responses such as *bus, train, subway* or *metro, trolley, streetcar*. Ask what kinds of public transportation your community has. Take an informal poll. Have students who use the bus raise their hand, students who use the train, and so on.
- Ask students which types of local transportation post maps for users. Ask where the maps are posted.
- Have students look at the map in Exercise A. Ask questions such as *What does the map show?* (bus lines in Arbor City) *How many bus lines are shown?* (six) *What are the bus line numbers?* (1 through 6) Have students point to different streets and places on the map; for example, say *Point to Main Street, Point to Arbor Adult School*.
- After students listen to the conversation the first time, have them find on the map the places mentioned in the conversation. Have them point to the corner of Fulton and Redwood, the number 6 bus line, Hunter Street, the number 1 bus line, the corner of Hunter and Elm, and Ben's Warehouse.

- Have students place a finger on the corner of Fulton and Redwood. Read the directions slowly and have students follow along on the map.

🔊 B. Listen again and repeat.

- When students listen to the conversation the second time, have them trace the directions on the map as they repeat.
- Have students close their books. Ask questions such as *Where does the man want to go?* (to Ben's Warehouse) *How is he going to get there?* (by bus) *How many buses does the man have to take?* (two) *Where is Ben's Warehouse?* (at the corner of Hunter and Elm)

🔊 Vocabulary

- After students repeat the phrases in the *Vocabulary* box, ask them to describe your school's or program's location using the same directions. Write on the board *The school's on _____, It's across from _____, It's between _____ and _____, It's next to _____*. Elicit students' help in filling in the blanks.

C. Pair work ...

- Have students find and circle on the map the school, the post office, and the hospital.
- Practice the directions from the school to the post office as a class. Elicit *Take the number 3 to Elm St and transfer there to the 2. Get off at Fulton*. Then model the conversation with a more advanced student. Play the role of Student A and demonstrate answering the phone as if you work at the post office.
- Students practice the conversation with their partners. For further practice, have students call for and give directions from the school to other places on the map.

Option: Give students a starting point and directions to a place on the map. Students follow the directions and then tell you where they ended up. For example, say *You are at the corner of Fulton and Elm. Take the number 2 to Main Street and transfer there to the 5. Get off at Pine. Where are you?* (the coffee shop or train station) Then have students do the same thing with a partner.

Option: Bring in maps for the different forms of public transportation in your community. Have students use them to practice asking for and giving directions.

(continued on p. 5)

Lesson Plan, Unit 2: Practical conversations (for Student pages 18-19)–continued

Field project: If appropriate, have students use the local public transportation maps to plan a short trip. Have groups of students take the trip they have planned outside of class. Even though they have planned the route, have them ask a couple of people for directions along the way. As a class, brainstorm questions students can ask, such as *Can you tell me how to get to . . . ? Where do I get off for . . . ?*

Workbook Link: Exercise 3

Model 4

Content: extending and accepting an invitation for a social activity; making plans to meet

Procedure:

A–B.

- Ask questions about the photo, such as *Who's talking?* (two couples) *What do you see in the room?* (a child at a desk) *Where do you think they are?* (in a classroom) *Why do you think they're in a classroom?* (Maybe they're at a meeting for parents.)
- After students listen to the conversation, ask comprehension questions such as *What does the woman on the left invite the other couple to do?* (have coffee) *When are they going to have coffee?* (Saturday afternoon, around 2:00) *Where are they going to meet?* (at the coffee shop on Main)
- Ask the class *How does the woman on the left suggest a time and place to meet?* Have students find and underline in the conversation *How about . . . ?* and *Why don't we . . . ?* If necessary, explain that *around* is a way to give an approximate time.

Ways to accept an invitation

- Have students find *We'd love to*, in blue, in the third line of the conversation. Then have them look at the yellow language note. Explain that these are alternate responses students can use to accept an invitation.
- Have volunteers read Student A's first line to you. Respond with a different expression from the box each time. Then have students listen to and repeat the expressions.

Vocabulary

- After students repeat the phrases, brainstorm and write on the board other social activities, such as *go to a game*, *go to a party*, *go dancing*, *go to a museum*.

C. Pair work . . .

- Write *I was wondering. Would you like to . . . ?* on the board. Have a volunteer finish the sentence with one of the phrases from the *Vocabulary* box or board, posing the question to another student in the class. That student answers with one of the expressions from the yellow language note and then extends an invitation to a different student. Continue the chain until the new vocabulary has been practiced. Point out that students can say *I'd* (instead of *We'd*) *love to*.
- Model the conversation with a more advanced student. Play the role of Student A to demonstrate using *me* instead of *us* in the first line. With the class, look at the map on page 18 for the name of a place and its location.

Option: Make copies of the movie listings from the local newspaper. Have students create a conversation in which they make plans to meet and go to a movie. For further practice, the conversation can also include directions to the movie theater.

Challenge: Use the social activities in the *Vocabulary* box and on the board. In groups, have students talk about who they would and would not invite to do each activity and why. Then lead a class discussion about the appropriateness of inviting different people to various social activities. You may point out, for example, that it would probably not be appropriate to invite your boss or your teacher to go dancing.

If your students are ready . . .

Culture / Civics note: In North America, it is common for social events to include both men and women. In some cultures, social activity is segregated by gender. For example, some cultures prohibit unmarried females from socializing with males who are not related to them or require unmarried females to be accompanied by a family chaperon.

Workbook Link: Exercise 4

(continued on p. 6)

► **Do it yourself!**

Procedure:

A. Personalization ...

- Point out that students can use words from the *Vocabulary* box on page 18 to describe the locations of places they include in their charts.

B. Pair work ...

- If possible, bring in maps of your community and local bus maps for students to refer to in giving directions. Have students give their partner directions to at least two of the places on their chart. Have students give directions from your school or from some other place that they agree on.

Challenge: On the board, write the names and telephone numbers of several local places, such as movie theaters or department stores, that have a recorded message that includes directions. For homework, have students call two of the places on the list and listen to the recorded directions. They should write down the directions and check their accuracy by comparing directions with other students during the following class.

Your notes

Your notes

Summary of Lesson Plan

PRESENTATION

Practical grammar (Student pages 20-21)

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

Your actual teaching time: _____



Practical grammar (Student pages 20-21)

Suggested teaching time: 60 minutes

Your actual teaching time: _____

Directions, warnings, requests, and suggestions

Content: imperatives; *Let's*, *Let's not*, and *Why don't ...?*

Procedure:

- Have a volunteer stand up. Use imperatives to give the student directions, such as *Go straight*, *Turn right*, *Walk to the board*. Then read and discuss the first rule and example in the grammar box. Explain that an imperative is a verb that is used to tell someone to do something. The imperative is the same as the base form of the verb.
- Have a different volunteer stand up. Use an imperative to give this student a warning, for example, *Don't open the windows. The heater / air conditioner is on*. Read and discuss the second rule and example in the box.
- Have a third volunteer stand up. Use imperatives to make polite requests for this student to comply with, such as *Please come to the front of the class*, *Please write your name on the board*, *Please sit down*. Read and discuss the third rule (imperatives with please) and the two examples.
- Read the last rule and its examples in the grammar box. Elicit other examples of suggestions with *Let's*, *Let's not*, and *Why don't ...?*

A. Read what each person says ...

- Elicit from the class an appropriate response to item 1. Have students complete the rest of the exercise independently.

Option: On the board or on a transparency, draw a large chart like the one that follows. When students have completed Exercise A, ask for several responses to item 1. Write the responses in the appropriate places in the first row of the chart. Elicit students' help in filling in any gaps in this row. Possible answers include *Quit*, *Don't quit yet*, *Let's look in the newspaper for a new one*, *Why don't you talk to your supervisor?* Continue in the same manner with items 2 through 4, or have students work in small groups to fill in the chart.

Situation	Imperative	Don't	Let's Let's not	Why don't ...?
"I don't like my new job."				
"Where should we have the meeting?"				
"I'd like to see that new movie at the Metroplex."				
"I'm hungry."				

If your students are ready ...

Language note: Although no subject is written in imperatives, the subject *you* is implied. Writing out *Let us*, the uncontracted form of *Let's*, provides a clue to the subject *we*. The subject of the suggestions beginning with *Why don't* is determined by the pronoun that follows *don't*.

Indirect commands

Content: using *ask* or *tell* to give indirect commands

Procedure:

- Write *Indirect commands* on the board. Explain that an indirect command is a way to give directions to someone without speaking to him or her directly. It is a command given through another person; one person tells another person to tell another person to do something. Draw three stick figures on the board and label them A, B, and C. Draw arrows from one to the other as you say *A tells B to tell C to do something*.
- Have students look at the pictures. Have three volunteers read the speech balloons. Then read and discuss the explanation below the pictures.

(continued on p. 8)

Lesson Plan, Unit 2: Practical grammar (for Student pages 20-21)–continued

- Act out the conversation among Janet, Laura, and Pete with more advanced students. Play the role of Laura. When you read Laura's line, move away from Janet and speak directly to Pete to reinforce that you are relaying Janet's command.
- Brainstorm and write on the board several classroom commands such as *Stand up*, *Walk to the window*, *Write your name on the board*. Have Student 1 use one of these commands to give directions for Student 2 to relay, for example, Student 1: *Gina, tell Edgar to stand up*. Student 2 (Gina): *Edgar, please stand up*. Edgar then stands up and continues the chain by giving an indirect command to another student.

Workbook Link: Exercises 5, 6, 7

B. Continue each person's speech ...

- Review the example. Point out that students will begin their sentences with *Please ask* or *Please tell* followed by the person or people indicated below the line. Remind students to add *to* to the verb to make an infinitive.
- After students complete items 2 through 5 independently, have students check answers with a partner and then review as a class.

Option: Have students form groups of three. Assign each group one item from Exercise B. Groups practice and then role-play for the class giving, relaying, and complying with the indirect command. For example, Student 1 reads item 2. Student 2 role-plays making a phone call and says *Bill? Walk to the corner of Grand and Third and turn left*. Then Student 3 (Bill) says *Grand and Third . . . turn left*. OK. Thanks.

Challenge: In pairs, have students create three to five situations similar to those given in the speech balloons. Encourage students to think of situations they might encounter at work. Have students write indirect commands for their own situations, or have them exchange commands with another pair.

Workbook Link: Exercise 8

➤ Do it yourself!

Procedure:

- Have volunteers role-play the three people in the pictures and read the speech balloons. Have students label the three people in the pictures A, B, and C. (The woman is B, and students will need to label her twice.) Point out that Person A tells Person B to tell Person C (Mark) how to get to his house.
- In groups of three, students practice using indirect commands to give directions from the school to their own houses. Have students rotate so that each person in the group has an opportunity to play the part of Partner A, B, and C.

Option: Have groups write directions from the school to a place in your community. Each person in the group should write down the directions. Then have students form new groups of three. Each person in the new group takes a turn playing the role of Partner A and using an indirect command to relay the directions written by his or her previous group. The student playing the part of Partner C tries to determine where the directions are leading.

Summary of Lesson Plan

- **PRESENTATION**
Authentic practice (Student pages 22-23)
 Suggested teaching time: 60 minutes
 includes Cultural Discussion
 Your actual teaching time: _____

Authentic practice (Student pages 22-23)

Suggested teaching time: 60 minutes
 Your actual teaching time: _____

Procedure:



- To set the scene for the picture story, ask questions about the pictures, such as *Who's in the pictures?* (a man and a woman) *What are they doing?* (talking on the telephone) *What is the man also doing?* (writing) *What do you think they are talking about?* (directions)
- After students listen and read, have them read the speech balloons again and give you directions to Ms. Benson's house from Arbor City. On the board, model writing down directions in shortened form, for example, *Interstate west, Green St. exit.* Then elicit students' help in using the directions to draw a simple map on the board.
- Have a volunteer read the directions Ms. Benson gives in the second, third, and fourth boxes. As the student reads the directions, trace the path that Pete will take on your map and add any details not included previously, such as the *North State* and *dead end* signs or the school. Use the map you have drawn to illustrate the meaning of any unknown words. For example, draw Maple Street as a cul-de-sac to illustrate *dead end*. Draw houses on Maple Street and use an arrow to indicate the *next-to-last* house.

A. Read and listen again ...

- After students listen again and complete the exercise, review the answer as a class. Once each correct answer has been identified, talk about why the other answer is incorrect, for example, in item 2, *Ms. Benson's house isn't in Arbor City. It's on Maple Street. Who's in Arbor City?* (Pete)

Option: Have students create additional comprehension questions based on the conversation. Give students an index card and have them write their own comprehension question with two possible answers, for example, *Where does Pete work?* (a) *At Perillo Plumbing* / (b) *On Green Street*. Circulate through the room, helping students to formulate their questions correctly. Students take their cards and walk around the room. They find a partner, ask each other their questions, and then exchange cards and find a different partner. Continue until students have had an opportunity to ask and answer several questions.

B–C.

- Have students check answers to Exercise B with a partner before reading their responses out loud in Exercise C.

Option: Once the correct answers have been identified, work as a class to create questions or statements that would require the other response. Write them on the board. Then write the items from the tapescript on the board. Have students practice both sets of questions and responses with a partner.

Challenge: In pairs, have students choose one question or statement and response and add to it to create an extended conversation. Have students write one comprehension question, similar to those in Exercise A, about their conversation. Have volunteers present their conversations to the class and ask their comprehension question.

Tapescript

1. Where are you calling from?
2. You get on the Interstate.
3. And where do I get off?

If your students are ready ...

Culture / Civics note: In many countries, knowing the street address of a place you are looking for is of little help due to a lack of road signs and the haphazard numbering of buildings. However, knowing the street address of a place you are looking for is very helpful in North America. Each building on a street is assigned a number, which is usually posted prominently near the entrance. Numbers are sequential, with odd numbers on one side of the street and even numbers on the other. Nearly all roads are named, with signs posted at intersections identifying each street.

Workbook Link: Exercises 9, 10

(continued on p. 10)

Directions on the elevator

Procedure:

A. Listening comprehension ...

- After students listen to the conversation the first time, ask comprehension questions such as *Where are these people?* (on an elevator) *Where does the first man want to go?* (to the fourth floor) If students have trouble answering the questions, play the cassette or read the tapescript again, pausing periodically to ask questions, for example, *What direction is the elevator going now, up or down?*
- After students complete the exercise, review the answers as a class. Discuss the *False* and *Maybe* answers, for example, *The fourth floor is not the top floor. How do you know this?* (because the second man is going to the tenth floor)

B. Listen again ...

- Read the first event, *The man gets on the elevator.* Ask students what happens next. Elicit *The elevator goes down* and have students put a 2 next to this sentence. Have students complete the exercise independently.
- When students have finished, ask *What happens first? What happens second?* and so on, and have different students read the sentences in order.
- Review the conversation. For example, say *The man is in a hurry. He is looking for the karate school. He has a difficult time finding it.* Then ask *What are the two problems he has?* (He wants to go up to the fourth floor, but the elevator's going down. / The karate school isn't on the fourth floor; it has moved to the basement.)

C. True story ...

- Write on the board *Did you ever have a difficult time finding a place?* Answer the question yourself, for example, *Yes, I had a difficult time finding this school the first time I came here.* Have students write in the margin of their books a place they had a difficult time finding.
- Write *What happened?* on the board. Point out the problems that might make it difficult to find a place: *reading a map, understanding directions, and losing directions.* Brainstorm and write on the board other problems that can make it difficult to find a place, such as *not seeing a sign, not wanting to ask for directions in English, getting off at the wrong bus or subway stop.*

- Circle the problem that made it difficult for you to find the place you mentioned, for example, *understanding directions.* Have students circle the problem that made it difficult for them to find the place they wrote down. (If it is one of the problems on the board, have them write it in their book.)
- Tell the class your story, providing details, for example, *The director told me to turn right on First Street, but I thought he said to make the first right.* Ask questions about your story to check comprehension. Encourage students to tell their stories with details.

Tapescript

Man 1: Hold it, please!

Woman 1: Sure.

[elevator doors start to close, are stopped]

Man 1: Wow! Thanks. I'm in a real hurry.

Woman 1: No problem. What floor?

Man 1: Four, please.

Woman 1: Uh-oh. This elevator's going down.

Man 1: You're kidding! Oh, well ...

[elevator stops]

Woman 1: Well, this is my floor. Have a nice day.

Man 1: You too.

[elevator doors open and close] [pause] [doors open]

Man 2: Going up?

Man 1: Yup.

Man 2: Great. Could you hit 10, please?

Man 1: Sure. No problem.

[elevator doors close, elevator goes up]

[doors open, footsteps as man walks up and down hallway looking for the karate school]

Man 1: [to woman in hallway] Excuse me. I'm looking for the karate school.

Woman 2: The karate school? They moved to the basement. Just get back on the elevator and hit B. That'll take you right there.

(continued on p. 11)

► Do it yourself!

Procedure:

A. Write your own response ...

- Explain to students that they should respond to the man in the photo with directions to their house.
- Have students read the speech balloons and write their responses.
- Before students practice with a partner, have a volunteer interview you. Respond, giving students an opportunity to check the appropriateness of their own responses.
- Have students interview each other in pairs to check their responses.

B. Culture talk ...

- Elicit or explain that *etiquette* is polite behavior, or how people are expected to act.
- Model the activity for students by talking about elevator etiquette in North America. Explain, for example, that people normally face front and don't talk to each other.
- Have students discuss elevator etiquette in their countries in small, diverse groups. Circulate and prompt discussion, if necessary, by asking questions such as *Who moves first, the person getting on or the person getting off the elevator? Who pushes the buttons? When do people hold the door for other passengers? Where do people look? Do they talk to each other? What do they talk about?*
- Have a spokesperson from each group tell the class how, or if, elevator etiquette differs in the group's cultures.

Your notes

Summary of Lesson Plan

- **PRESENTATION**
Authentic practice (Student pages 24-25)
 Suggested teaching time: 45 minutes
 Your actual teaching time: _____
- **REVIEW**
Do it yourself! (A plan-ahead project)
(Student page 25)
 Suggested teaching time: 15 minutes
 Your actual teaching time: _____



Authentic practice (Student pages 24-25)

Suggested teaching time: 45 minutes
 Your actual teaching time: _____

Note: For the plan-ahead project on page 25, students should bring a public transportation map, town or city map, or mall or building diagram to class. Encourage students to bring in local maps and diagrams, which may also be used on pages 17 through 19.

Elevator etiquette and social etiquette

Procedure:

A. Read and listen to the letters.

- Tell students that the two *Ask Joan* letters will ask for advice on how to act in an elevator and at a party.
- As students read and listen to the letters, pause after each letter and ask the class to identify the writer's problem(s) or Joan's advice.
- With books closed, have students listen to the letters again.
- Draw on the board two t-charts with the headings *Do's* and *Don'ts*. Label one *In an elevator* and the other *At a party*. Fill in the charts with the advice students can recall from Joan's letters, for example, *In an elevator: Do face front, Don't stand too near any of the other passengers.*

Option: Explain that pausing in the right places when they read out loud will make students easier to understand. Have students make slash (/) marks over the commas, periods, and question marks in Joan's letter to Otis. Play the cassette or read the letter and have students observe the pauses after punctuation. Then have students read the letter to a partner and practice pausing in the appropriate places.

Challenge: Have students circle the imperatives in the letters. Make a list on the board. Imperatives include *let me tell you, face front, don't stand too near, offer to press buttons.*

B. Read Joan's advice again ...

- Working individually, students mark each item *True* or *False*. Have students check answers with a partner and then review as a class.
- For each of the two false answers (items 2 and 4), have students find and underline the sentence in Joan's letters that shows that the item is false: *First of all, face front* and *If the party is a sit-down dinner . . . 6:30.*

Note: *It doesn't matter* in item 4 may be unfamiliar to students. If students don't understand, rephrase it as *It's not important.*

If your students are ready ...

Culture / Civics note: In North America, respecting the personal space of others is highly important. When North Americans are talking to or standing next to each other, they unconsciously tend to keep a specific distance apart. The space required varies according to the relationship of the people involved and the situation. For example, when talking to friends, the average person maintains a distance of about one arm's length. If this space is violated, most people feel very uncomfortable and back away to re-establish a more comfortable distance.

Workbook Link: Exercises 11, 12

(continued on p. 13)

Written directions to a place

Procedure:

- Read the description of the situation in bold out loud.
- Have students look at the map and locate Paul's house, Nadia's house, and the Luna Italian Restaurant. Have students locate bus lines 1, 2, and 3.
- To make sure students understand the task, ask questions such as *Where are Tran and Nadia going?* (to Paul's house) *Where is Nadia going from?* (her house) *Where is Tran going from?* (the Luna Italian Restaurant) *How can they get there?* (walk, drive, or take a bus)
- Explain that students should complete the letter to the right of the map, writing either to Tran or to Nadia and providing directions, a date, and a time. For help with giving directions, refer students to page 18. Review the *Writing tip*. Then circulate through the room as students work individually, checking their use of capital letters and periods.
- Have students check answers with a partner who chose the same co-worker.
- Have students read their directions to a partner who chose the other co-worker. The partner traces the directions on the map as they are read.

Option: On a sheet of paper, have students write a letter with directions for the co-worker they didn't choose.

Option: Students imagine that they are Nadia and invite Paul to dinner. On a sheet of paper, students write a letter to Paul from Nadia with directions from the restaurant to her house.

Workbook Link: Exercises 13, 14

➤ Do it yourself! (A plan-ahead project) (Student page 25)

Suggested teaching time: 15 minutes

Your actual teaching time: _____

Procedure:

A–B.

- Have students take out the maps and diagrams they brought in, or have them turn to page 153. If possible, bring in maps or print them from the Internet.
- Have students work with a partner who has a different map or diagram. Students compare maps. To prompt discussion, give students specific suggestions about what to look for, such as what the map shows, symbols, use of color, orientation (north, south, east, west).
- Have students circle a starting point and a destination on their maps. Students give directions to their partners. After both partners have given directions, they exchange maps and find a new partner. Students use the starting point and destination on the map to give directions to a new partner. Repeat until students have had an opportunity to use several maps.

Field project: If appropriate, plan a field trip to a mall. Give each pair of students a blank index card. Have students use the mall directory and diagram to write directions on their card to one shop or place in the mall. They should write the name of the shop or place on the back of the card. Have each pair walk to the place they chose to check the accuracy of their directions. Set an appropriate time limit. When students return, have pairs exchange cards and follow the directions on the card they receive. When they arrive at their destination, they should look at the back of the card to see if they followed the directions correctly. The pair then returns to the directory and exchanges cards with another pair of students. Send students out several times with different cards. Later, have students ask salespeople or security guards for directions to different places in the mall. They can also use the elevator and ask other passengers *Going up? Going down? Where are you going? What floor?*

Workbook Link: Exercises 15, 16

Summary of Lesson Plan

► Review (Student pages 26-28)

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 26-28)

Suggested teaching time: 60 minutes

Your actual teaching time: _____

Procedure:

A. Pair work or group work.

- Have students take turns pointing to and naming as many things as they can in the picture.

Ask and answer questions.

- Point out the two questions asked in the directions. Ask *Where are the people?* Elicit the response *at a mall*. Hold up the textbook, point to the man in the upper right corner of the picture, and ask *Where is this person?* Elicit an appropriate response, such as *on the second floor*. Point to the same man and ask *What is he doing?* Elicit the response *talking on the telephone*. Then have students take turns pointing to different people in the picture and asking their partners *Where is this person? What is he or she doing?*

Option: Give students one minute to study the picture and remember all they can about it. Then have students close their books and form small groups. Ask questions about the picture and keep a record of the correct answers. After each question, allow the groups time to discuss and record the group's answer on a sheet of paper. Possible questions include *How many people are cleaning the floor?* (two) *Is the person on the escalator a man or a woman?* (a woman) *Is she going up or down?* (up) *What street is the mall on?* (Union Street) When you have finished asking questions, have students open their books. Review the answers as a class, and have each group add up the number of correct responses it has.

Create conversations.

- Hold up the textbook and point to the two women cleaning the floor. Play the role of the woman on the left and ask *I was wondering. Would you like to go to the movies with me later?* Elicit from the class an appropriate response for the woman on the right, such as *I'd love to. What time?* Respond, and then elicit from the class an appropriate next line for the woman on the right.
- In pairs, have students choose two people in the picture and create a conversation for them. Ask for volunteers to role-play their conversations for the class.

Option: Have pairs write one line of conversation for each person in the picture. Students can add speech balloons for the people who don't already have them and draw thought balloons for the people who aren't interacting with someone else. Then each pair of students joins another pair. Pairs take turns reading their lines and guessing who in the picture is speaking.

Option: Have students locate the different pairs of people talking to each other in the picture. Working with a partner, students create the first line of a conversation for five different pairs in the picture, for example, for the woman at the information booth, *Excuse me. Can you tell me where Dinah's is?* Then, each pair of students joins another pair. They take turns pointing to a person in the picture and saying the line they've prepared. The other pair of students gives a response, such as *No problem. It's down the hall, on the right.*

(continued on p. 15)

Lesson Plan, Unit 2: Review (for Student pages 26-28)—continued

Tell a story.

Option: Describe the mall. Have students describe the mall. Review vocabulary words they can use, such as *the escalator, the elevator, the end of the hall, on the first (or ground) floor, across from, between, next to.*

Option: Create a character. Point to one person in the picture and relate the details of his or her life. For example, for the woman who is cleaning the floor and asking her co-worker to the movies, say *Her name is Elizabeth. She's from Mexico. She has been working at the mall for six months. She doesn't mind cleaning, but she loves working with children . . .* Then have students tell the story of at least one person in the picture to a partner. Explain that they will need to make up the information they relate.

Option: Tell shoppers' plans. Point to one shopper in the picture and explain what he or she is doing at the mall. For example, for the woman on the escalator, say *She's going to the department store on the second floor. She's going to a party on Saturday, and she's looking for a new dress.* Then, in pairs, students take turns telling what different shoppers in the picture are doing at the mall. Circulate through the room, encouraging students to make up as much as possible about each person's situation.

B. Listen to the conversation . . .

- Tell students they are going to listen first to a boss giving his assistant instructions for the next day, and then to the assistant announcing the instructions to the workers.
- Read the selection on the tapescript out loud or play the cassette while students listen with books closed.
- After students listen to the conversation the first time, ask who is giving indirect commands (Ben).
- Have students open their books. Read the instructions out loud. Have volunteers read items 1 through 7 out loud so that students know what to listen for.
- Read the tapescript or play the cassette again. Students check the boxes next to the imperatives that they hear.

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 write directions from their houses or apartments to other familiar places in your community.

Tapescript

Ben: [on interoffice phone] Mary? Ben. Have you got a minute? I need to give you some instructions for tomorrow, and I don't have much time.

Mary: Sure, Ben. Would you mind if I got a pencil and paper? I don't want to miss anything this time. I'll be right back.

Ben: OK. [pause] [phone is put down, man whistles as he waits]

Mary: OK. I'm back. Shoot.

Ben: Get Ron to open up a little early tomorrow. The truck's coming in around seven, and I want to be open when it gets there. Ask Phil to leave the keys on my desk. I'll need them later. And be sure that Nan checks the cartons when they come off the truck. And when the cartons are unloaded, tell Ivan to put two cartons of the new laundry detergent in my office. Oh, and please ask Tim not to put cheese on my sandwich. I really hate that cheese he bought. Have you got all that?

Mary: Sure thing. Bye, Ben.

Ben: See you later.

Mary: [over a public address system] Attention, everyone. I've got tomorrow's orders. Listen carefully. Any questions, give me a call at 322. OK, Ron, please open up a little early tomorrow. The truck'll be here around seven. Phil, after Ron opens up, get the keys from him and leave them on Ben's desk. Nan, be sure to check the cartons while they're offloading the truck. Let's see. Oh, yes, Ivan—please put two cartons of the new detergent in Ben's office. He wants to check that the labels are better this time. And Tim, Ben says he hates the new cheese and not to put any on his sandwich. OK, guys. That's about it. Over and out.

(continued on p. 16)

Lesson Plan, Unit 2: Review (for Student pages 26-28)–continued

F. Look at the building plan ...

Option: Have students change the false sentences to make them true. Then have students write two additional true statements based on the building plan.

Option: Have students create a building directory based on the map.

G. Composition ...

- Provide students with concrete approaches to writing about the picture on page 26. 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: Review *there is / are*. Have students write sentences about the picture using *there is / are*, for example, *There is an elevator across from the information booth*, *There is a telephone on the second floor*.

Option: Have students create a building plan for the first floor of the mall.

Option: Have students choose one of the pairs of people who are talking to each other in the picture on page 26, label them *A* and *B*, and write an extended conversation for them.

Option: Have students imagine that they are one of the people in the picture and describe themselves in a paragraph, for example, *I have worked at the mall for a year. I really enjoy working with people, so my job is perfect for me. I answer people's questions and give directions . . .* Collect the paragraphs and read each one aloud. Students try to determine which person in the picture is speaking.

Now I can

- Read the first item in the box out loud, *Now I can extend and accept an invitation and make plans to meet*. Elicit from the class an example of how to extend an invitation, accept an invitation, or make plans to meet, such as *Would you like to go out to eat with me sometime?*
- 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 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.