



Chapter 13

Modals, Part 2: Advice, Necessity, Requests, Suggestions

CHAPTER SUMMARY

OBJECTIVE: In this chapter, students learn to use modals to carry out many important functions. Modals allow speakers to give advice, talk about what is needed, make requests, and offer suggestions. Students are reminded how to form modal structures, and they continue to explore their many uses.

APPROACH: One aspect of modals is that they can be imagined as increasing in strength or urgency. Thus, this chapter first focuses on giving advice to students with *should*. Advice is not something anyone is required to take, and thus, modals for advice can be conceived as less urgent than what follows. The modals that follow express requirements (*have to* and *must*). Presenting these modals on a continuum often helps students understand the difference. The chapter then presents polite questions and requests as well as commands and imperative statements. The charts explicitly state degrees of formality, which is important for students who are just beginning to learn how to modify register according to different situations. The chapter concludes with making suggestions and a review.

TERMINOLOGY: As is the case throughout the text, grammar terminology is used when the terminology actually helps students better understand use. This chapter builds on the term *modal*. The chapter focuses on what modals do rather than which words are modals. This functional approach, presented with minimal terminology, best serves students' whole language needs and helps students internally categorize new structures.

☐ EXERCISE 1. Warm-up. Page 383 Time: 5–10 minutes

As is common with target structures throughout the text, beginners will certainly be familiar, intuitively, with the function of giving advice but may have had no experience using *should*.

- Read the direction line aloud.
- Ask a student to read Ella's problem aloud.
- Write the word *problem* on the board and ask students what words they already know that are related to *problem*. In this way, create a word web on the board containing related words that students may know. For example:

<i>problem</i>	<i>answer</i>
<i>difficulty</i>	<i>solution</i>
<i>challenge</i>	<i>advice</i>
<i>question</i>	

- Focus students' attention on the terms *problem* and *solution*.
- Explain to students that advice consists of possible solutions, and that the modal *should* is used to show advice.
- Have students discuss which of the solutions listed would best solve Ella's problem.
- Have students discuss which pieces of advice are most likely to be useful to Ella.
- Ask students which solutions they think Ella *should* choose.

CHART 13-1. Using *Should*. Page 383 Time: 10–15 minutes

Everyone loves giving advice. As students are mastering control of the structure, give them natural opportunities to say what people *should* do throughout the chart presentation.

- Write the chart title on the board.
- Have students take turns reading example sentences (a)–(c) aloud and write these on the board.
- Stress, by reading the example sentences in (d) aloud, that *should* does not change form and that like other modals, it is followed directly by the base form of the verb.
- Ask students to read example sentences (e) and (f) aloud and review the contraction of *should not* to *shouldn't* with students.

☐ EXERCISE 2. Looking at grammar. Page 384

Time: 10 minutes

- Read the direction line to students.
- Have a student read the completed example conversation aloud.
- Emphasize that speaker A is asking for advice and that each speaker B response must begin with *You should*.
- Give students time to complete the exercise as seatwork.

- Correct by having two students read the completed exchanges aloud. Respond immediately to any errors in structure or pronunciation.

□ **EXERCISE 3.** Let's talk: small groups.

Page 385

Time: 10–15 minutes

- Put students into small groups.
- Read the direction line aloud.
- Give each group enough time to discuss each situation and make sentences using *should* or *shouldn't*. Circulate while they are doing so.
- Check in with the quietest groups first to ensure that they are on task and are able to carry out the directions successfully.
- Review by having students read their sentences (or write them on the board).
- Provide clear and immediate correction, using the board as much as possible.

Expansion: Tell students that in addition to making sentences with *should* / *shouldn't*, they should rank the sentences the groups make in terms of best to worst suggestion. Try to get a class consensus on the best and worst piece of advice for each situation.

□ **EXERCISE 4.** Looking at grammar.

Page 386

Time: 10 minutes

- Read the direction line and completed examples aloud.
- Lead the exercise on sight, having students complete sentences aloud as you randomly call on them to do so.
- Correct the form—and, importantly, the pronunciation—of both affirmative and negative modals immediately as students give responses.
- Ask students if there are any “correct” answers that they disagree with or that are at least debatable (for example, items 3 and 10).

□ **EXERCISE 5.** Let's talk: small groups.

Page 387

Time: 10–15 minutes

- Have students choose new small groups.
- Ask a student to read the direction line aloud.
- Circulate around the room to ensure that students are taking turns presenting each of the five situations to their group.
- After students have had time to give advice in response to each situation, review by having groups read their completed sentences aloud.
- Ask students from each group to write a few sentences on the board and have other students correct the grammar and usage.

Expansion: Prepare white labels with simple problematic situations presented in the second person. Explain to students that you will put a sticker describing a problem on each student's back so that

each student is not able to see his or her situation. Instruct students to stand up, walk around, and show their backs to other students. Students should give each other advice based on the specific problem given to each student (and stated on their labels).

You may want to prepare students by modeling this yourself. You can turn your back to the class, give the stack of white labels with problematic situations written on them to a student, and have the student put one on your back. Your students will then give you advice (for example, “You should go to the police.” “You should cancel your credit cards.”) based on your particular situation.

Possible problematic situations include:

Your girlfriend / boyfriend is flirting with another friend.

Someone stole your wallet.

You lost your passport.

You are going to babysit for your sister's children.

You are going to take care of a neighbor's dog.

You have a bad cold, but you also have an important test tomorrow.

Someone you don't know well is angry at you.

Your parents are angry at you.

You want to learn English very fast.

You want to get in good shape.

You have never traveled before, but you want to travel to another country alone.

You want to learn to be a good cook.

You have a very noisy upstairs neighbor.

Your best friend smokes cigarettes, and you are worried about his or her health.

You have a lot of studying to do, but you also want to go to a party.

Someone broke your heart.

□ **EXERCISE 6.** Listening. Page 387

Time: 10 minutes

- Have the CD player and track ready.
- Read the direction line aloud.
- Repeat that students need to both circle the word they hear (*should* or *shouldn't*) and decide whether they agree with the advice they hear.
- Stress that students should decide whether they agree right away, before they forget what the advice was.
- Correct by having students tell you what words they heard and whether they agreed.
- If there are any discrepancies or challenges, refer to the script.
- Correct usage, pronunciation, and vocabulary as students justify their responses.

Optional Vocabulary

heel	hoarse
missed	hitchhike
glue	chance
Band-Aid	skip class
get some cash	waste
toothache	intersection
cavity	jaywalk
blister	

□ **EXERCISE 7.** Warm-up. Page 387
Time: 5 minutes

Don't spend too much time teasing out whether items 2 and 3 have exactly the same meaning. Rather, facilitate that these two items are closest in meaning. In order to help students discover this, ask them to think about *why* for each situation.

- Read the direction line to students.
- Have students discuss the meaning of each sentence, which sentences are closest in meaning, and *why* each could be true.
- Compare students' responses and highlight similarities (and common *why*-explanations) for items 2 and 3.

CHART 13-2. Using *Have* + Infinitive (*Have To / Has To / Had To*). Page 388
Time: 10–15 minutes

When presenting forms of *have to* as synonymous with *need to*, point out that they are both followed by the infinitive. Explain that with *should*, the subject has a choice to accept or reject the advice that is given. Here the subject doesn't have a choice and necessity is present.

- Write the chart title on the board.
- Have students take turns reading example sentences (a)–(d) aloud while you write these on the board.
- Stress, by reading example sentences aloud, that *need to* and *have to* share a common meaning.
- Read the notes explaining the similarities (at the right of the chart) aloud to students.
- Ask students to provide the past of *have* and write *had* on the board.
- Have a student read example sentence (e) aloud while you write this on the board.
- Ask students to provide the question form and auxiliary verbs needed for questions with *have*.
- Ask a student to read example sentences (f)–(h) aloud while you write these on the board.
- Write the question forms of *have to* on the board and read the additional notes to the right aloud.
- Ask students how to put *have* into the negative.
- Ask students to read example sentences (i) and (j) aloud.
- Review notes on the negative form.
- Ask random students to tell you what they *want to* do and then what they *have to* do.
- Write students' sentences on the board and underline the verb phrases for comparison. For example:

Suzette wants to go to Quebec.

Suzette has to return to Paris and return to her job.

Wei-Ling wants to become a poet.

Wei-Ling has to pay her bills.

□ **EXERCISE 8.** Looking at grammar. Page 388
Time: 10 minutes

- Read the direction line aloud.
- Ask a student to read the completed example aloud.
- Give students time to complete the exercise as seatwork.
- Correct by having students read the *need to* sentences transformed into *have to* sentences aloud.
- Provide immediate correction of all aspects of their production.

□ **EXERCISE 9.** Let's talk: class activity. Page 388
Time: 10 minutes

- Lead this exercise from the center.
- Read the direction line.
- Direct questions to different students and ask students to share the reasons *why* they *want to* and *have to* do certain things.
- Write responses on the board and compare them with other students' responses to the same questions.
- If students provide responses in the wrong tense, correct them as they are speaking.

□ **EXERCISE 10.** Let's talk: class activity. Page 389
Time: 10–15 minutes

- Continue by also leading this exercise from the center.
- Read the direction line aloud.
- Model the example by involving two strong students in its completion.
- Direct particular items to particular students and correct as students speak.
- Use the board to clarify production and explanations as needed.

□ **EXERCISE 11.** Looking at grammar. Page 389
Time: 10–15 minutes

- Read the direction line aloud.
- Review the completed example with the class before they begin to work.
- Give time for students to complete the exercise as seatwork.
- Correct by having students read the completions aloud.
- Provide immediate and explicit correction for any errors in structure, usage, and / or pronunciation.

□ **EXERCISE 12.** Listening. Page 391
Time: 5–10 minutes

- Have the CD player and track ready.
- Read the direction line aloud to students.

- Explain and model the reduced pronunciation students are likely to hear in actual conversations.
- Play the track and have students circle what they hear.
- Correct by having students read their answers aloud.
- Refer to the script to clarify any discrepancies.

Optional Vocabulary

responsibilities immigration office
cross postpone

□ **EXERCISE 13.** Warm-up. Page 391
Time: 5 minutes

Help students understand that *must* is one of the strongest and most emphatic modals. It is used in those situations where no other choice is possible and where the speaker strongly wants the reader or listener to adhere to a requirement. It is used exactly as it is here—in written instructions and especially when restating rules to children.

- Read the direction line to students.
- Ask students to match sentences and discuss / correct their choices.

CHART 13-3. Using *Must*, *Have To / Has To*, and *Should*. Page 392
Time: 10–15 minutes

The most important consideration here is the freedom from obligation versus the prohibition against doing something. Stress that *don't have to* simply means that there is no necessity or obligation. However, *must not* is a prohibition against doing something and *should not* is advice *not* to do something. Work through the chart carefully. By using the terms *no necessity / you have a choice* and *prohibition against / you don't have a choice* consistently, students will be able to hang on to the main distinction.

- Write the chart title on the board.
- Ask a student to read example sentences (a) and (b) aloud.
- Write these sentences on the board.
- Explain and reiterate the notes describing how *must* is used (primarily in writing and when speaking to children) and give additional examples.
- Ask a student to read example sentence(s) (c) aloud and conjugate it on the board with students' assistance.
- Write the subheading *Negative: Must vs. Have To* on the board, calling students' attention to the fact that this is the crux of the difference.
- Stress, by reading example sentences (d) and (e) aloud, that *must not* and *don't have to* are not at all the same.
- Read the notes explaining the difference (included at the right of the chart) aloud to students and write these on the board.

- Explain the differences between *must* (no choice) and *should* (good idea but not required) clearly.
- Ask students to read example sentences (f) and (g) and then (h) and (i) aloud.
- Ask students to think of things they *must do* as foreign students studying in another country and ask them to think of things they *should do*.
- Have students share their ideas with the class and write sentences from those that all agree are true. Underline the target grammar. For example:

We must have valid passports.
We should study hard.

□ **EXERCISE 14.** Let's talk: small groups.
Page 392
Time: 10 minutes

- Read the direction line aloud to students.
- Either assign small groups or have students arrange themselves.
- Before students begin, have them discuss which rules are universal and which may differ, depending on the country to which they apply.
- Give students time to work in groups, and circulate, asking leading questions to get students talking.
- After students have had time to come up with two more rules for each situation, have each group read the situations and the given rules aloud and then add their group's rules.
- Correct structure, usage, and pronunciation.
- Have other groups comment on one another's rules and decide whether the rules are truly universal.

□ **EXERCISE 15.** Looking at grammar.
Page 393
Time: 10 minutes

- Read the directions aloud.
- Give students an opportunity to complete the exercise independently as seatwork.
- When most students have completed the exercise, correct by having students read their completions aloud.
- If there is any disagreement on which phrase successfully completes each blank, discuss as a group and write the sentences on the board.

□ **EXERCISE 16.** Looking at grammar.
Page 394
Time: 10–15 minutes

- Read the direction line aloud.
- Give students an opportunity to complete the exercise independently as seatwork.
- Once they have completed the exercise, have students read the sentences with the correct choices.
- Provide immediate correction of structure as well as pronunciation.
- Ask students to explain why their choices are correct.

□ **EXERCISE 17.** Let's talk: small groups

Page 395

Time: 15 minutes

- Read the direction line aloud.
- Have students get into small groups, encouraging them to work with classmates they have not recently partnered up with.
- With one student, model the example and expand on it, inviting more completions.
- While students are working in groups, circulate and challenge students to explain why students *should* / *have to* / *don't have to* for each item.
- Have students from each group share their completions and discuss as a class.

Expansion: Particularly when working with a group of students from many different backgrounds, there will be some discrepancies regarding behaviors expected and not expected of students. Have students compare student behaviors in certain countries with others and ask students to consider other factors that could impact such expectations. For example, there are different expectations for students of different ages as well as students in different historical time periods. There are also differences that have to do with the subject and context in which one is a student. There are different expectations for a student in a yoga class than one at a military academy. In order to expand this discussion, ask students to consider the following settings and write the phrases on the board.

Students in kindergarten, primary school, elementary school, high school, college, postgraduate programs
Students from Europe, the Americas, the Middle East, Asia, Africa

People who were students in the middle of the previous century, the 1800s

Students in a military academy, martial arts school, yoga class, ballet school, auto repair shop, police academy, aesthetician school, college

□ **EXERCISE 18.** Listening. Page 395

Time: 5–10 minutes

- Make sure the CD player and track are ready.
- Read the direction line aloud to students.
- To ensure that students know what to anticipate, model the completed example by having students decide which they agree with.
- Play the track and have students decide which sentences they agree with.
- As there are no correct responses, have the script ready so you can use each item to promote discussion as you review with the class.

Optional Vocabulary

text and drive	matches
apply	polluted
in person	charge
income tax	taking off
tablet	memorize
uniforms	

□ **EXERCISE 19.** Warm-up. Page 395

Time: 5 minutes

Because many beginners may have been exposed to a more formal register of English than is actually used in the United States currently, they may be able to readily determine which form is the most polite. Help them by giving actual contexts for each request.

- Read the direction line aloud.
- Have students discuss the two more polite requests and ask which one they consider more polite.

CHART 13-4. Polite Questions: *May I*, *Could I*, and *Can I*. Page 396

Time: 10–15 minutes

There are some subjective considerations when it comes to register and politeness. Help students understand that their subjective experiences inform their choice of modals for each social situation. First have students consider different social situations and explain that while some may think a formal dinner requires more politeness than a job interview, others may not. This is fine, but discuss the subjective nature so that students know not to expect to use or hear these questions the same in every situation.

Further, with your explaining the continuum on which these questions can be imagined, students will better understand how to adjust their questions to be maximally communicative. Students will gain by understanding that there are not exact rules of social register in conversation. Remind students that you can never go wrong by adding *please*.

- Begin by asking students about which situations they need to be most polite in.
- Write the following situations on the board:

job interview
doctor's appointment
formal dinner party
cookout / picnic / barbecue
class
business presentation

- Invite a couple of students to rank these situations in terms of how polite a person is required to be, from most polite (1) to least polite (6).
- Compare and discuss the situations that require the most politeness.
- Ask a student to read example sentences (a)–(c) aloud.
- Review the notes to the right and draw a line to illustrate this continuum.

can _____ *could* _____ *may*
least polite _____ *most polite*

- Ask different students to read example sentences (d)–(f) aloud.

- Reiterate that including *please* in any situation where you hope to be served or helped is always a good idea.
- Ask students to read typical responses (g)–(k) aloud and to decide which responses go with which polite question.

□ **EXERCISE 20.** Let's talk: pairwork.

Page 396

Time: 10 minutes

- Encourage students to work with a new partner.
- Read the direction line aloud.
- Have pairs begin writing appropriate conversations, both the polite questions and the responses.
- Circulate and ensure students are working productively together.
- After pairs have written a conversation for each illustration, have students read their conversations aloud and / or write them on the board.

□ **EXERCISE 21.** Let's talk: pairwork.

Page 397

Time: 10 minutes

- Ask students to switch partners.
- Read the direction line aloud.
- Model the example with a student, taking the role of Partner A.
- Have students begin the dialogues, using the appropriate questions.
- Walk around the room, helping pairs speak as fluidly and correctly as possible.
- When the pairs have worked through both sets of situations, ask them to share their dialogues with the class and invite other students to both correct them and comment on the politeness level employed.

Optional Vocabulary

snack	eraser
borrow <i>versus</i> lend	server
calculator	

□ **EXERCISE 22.** Warm-up. Page 397

Time: 5 minutes

- Read the direction line aloud.
- Ask students to discuss the meanings and help them understand that the meanings are very similar.

CHART 13-5. Polite Questions: *Could You* and *Would You*. Page 397

Time: 10–15 minutes

Could you and *Would you* both mean that the speaker wants the listener to perform an action on the speaker's behalf. Though both *could* and *would* have alternative meanings in the past, they both refer to a not-yet-real (but asked-for) future.

- Ask a student to read example sentences (a) and (b) aloud.
- Stress that both questions are very polite and share the same meaning.
- Write the following on the board:
Could you _____? = Would you _____?
- Explain that both are true modals and are followed by the base form of the verb, not the *to*-infinitive.
- Review the typical responses included in the chart and model typical conversations.

□ **EXERCISE 23.** Let's talk: pairwork.

Page 398

Time: 10 minutes

- Ask students to choose a partner.
- Read the direction line aloud.
- Have students discuss what they see in each illustration.
- Circulate and interact with each pair to ensure that they are able to produce appropriate questions with *Could you* or *Would you* and typical responses.
- Invite students to share their exchanges with the class. Write these on the board to promote discussion.

□ **EXERCISE 24.** Let's talk: pairwork.

Page 398

Time: 10–15 minutes

- Have students remain with their current partner.
- Read the direction line aloud.
- Remind students that both *Could you* and *Would you* are used to get another person to do what you want.
- Model the example with a student.
- Now have students use the items 1–8 to promote a minidiologue. Encourage them to write down their miniconversations for later reference.
- Have students share their dialogues with the class and encourage peers to provide immediate correction, if possible. If peer correction is not practical, make sure to correct clearly and immediately.

□ **EXERCISE 25.** Let's talk: pairwork.

Page 399

Time: 10–15 minutes

- Have students work with a new partner.
- Read the direction line aloud.
- Model the example with a few students.
- Have students begin working with their partner and ensure that they use specific, polite questions and vocabulary to clearly demonstrate the situations.
- Review as a class by having students “perform” these dialogues or simply describe what was said.
- Compare with what other pairs invented as dialogues and provide correction to all immediately.

Optional Vocabulary

glad	translate
typical	hand you
pass	

□ **EXERCISE 26.** Warm-up. Page 399

Time: 10–15 minutes

- Read the direction line.
- Have students discuss what the wisest course of action is for each situation.
- Ask students why the suggested answers are not questions.

CHART 13-6. Imperative Sentences.

Page 400

Time: 10–15 minutes

There are two considerations for the imperative: how urgent the situation is and what the relationship between the speaker and the listener is. Emphasize these aspects in each chart example, and highlight the way they change from situation to situation.

- Write the title of the chart on the board.
- Ask a student to read example sentence (a) aloud.
- Write it on the board.
- Ask students about other relationships in which it is normal for one person to simply direct or order another person to do something, and have students compare these cross-culturally and even within families. (Some parents and spouses use the imperative more with each other than others do.)
- Ask students to read sentences (b) and (c), and write these on the board.
- Ask students to imagine situations in which you would use the imperative, no matter what the relationship. (It is usually used in urgent situations where a negative consequence [such as an injury] could follow if the direction is not immediately followed.)
- Emphasize that the subject in all imperatives is always understood to be *you*, as is explained in the accompanying note.
- Ask a student to read example sentences (d) and (e) aloud.
- Ask students to give other examples of negative commands and write them on the board. For example:

Don't put your coffee there. It might spill.

Don't cross the street in the middle of the block.

Don't slam the door.

- Have various students read example sentences (f)–(i) aloud. Write each category for the imperative on the board and have students come up with original examples of each.
- Write these examples on the board. For example:

Orders: Be quiet, kids.

Directions: Go straight till the end of the road.

Advice: Don't work too hard.

Requests: Please give me your name.

□ **EXERCISE 27.** Let's talk. Page 400

Time: 10 minutes

- Read the direction line aloud.
- Lead this activity from the center.

- Give students just a few minutes to decide which commands go with which pictures.
- Have students read the commands aloud and explain why they have chosen each one for each picture.
- Correct any confusion immediately and remind students to tell you who the subject is and when the action takes place (the immediate future).

□ **EXERCISE 28.** Looking at grammar.

Page 401

Time: 10 minutes

- Read the direction line aloud.
- Give students time to underline all the imperative verbs.
- Have students read the underlined (imperative) verbs aloud and ask students to identify what the precise use is (order, direction, advice, request).

□ **EXERCISE 29.** Looking at grammar.

Page 401

Time: 10 minutes

- Read the direction line aloud.
- Ask students to write an imperative sentence for each illustration.
- If a student finishes early, have him / her write alternative sentences.
- When everyone has completed the exercise, have students read their imperatives aloud.

Expansion: Discuss the elements of a good imperative sentence and why the elements are important. Write these on the board. For example:

The sentence has to be very clear.

The sentence has to be very short.

The sentence has to have an immediate impact.

To be effective, the listener has to know immediately what to do.

Then, going back to Exercise 29, have students vote on which precise imperative sentences would be most effective in each situation.

□ **EXERCISE 30.** Reading and writing.

Page 402

Time: 15–20 minutes

Part I

- Go through the highlighted vocabulary with students before they read the conversation.
- Have a couple of students read the conversation aloud.
- Ask other students to paraphrase the meaning of what they have just heard.

Part II

- Ask students to complete the question by choosing a common location, known to most students in the class.
- Then have students write directions, using imperative verbs.

- Ask students to share their directions with other students and have classmates decide on their clarity. You may want to have students actually follow the directions and mark any commands that don't work.

□ **EXERCISE 31.** Let's talk: class activity.

Page 402

Time: 10–15 minutes

- Read the direction line to students.
- Model the example with five students.
- Ask students to close their books and listen to the descriptions of each situation.
- Write students' imperatives in response to each setting on the board and discuss as a class.
- Provide immediate correction if students use the conjugated form or say the subject.
- Review responses to all six situations and decide which are the most effective imperatives.

Optional Vocabulary

command	wastebasket
march	scholarship
relax	tourist
hiccups	

□ **EXERCISE 32.** Warm-up. Page 403

Time: 5 minutes

- Read the direction line aloud.
- Have students complete all the possible sentences, using the verbs given.
- Ask students which verbs are followed by *to* and which are not.

CHART 13-7. Modal Auxiliaries. Page 403

Time: 10–15 minutes

This chart draws a clear distinction between modal auxiliaries, which come right before the base form of a verb, and other verb phrases that include *to*.

- Write the title of the chart on the board.
- Ask a student to read example sentence(s) (a) with all the auxiliaries aloud.
- Remind students that like other auxiliaries (*do*, *have*), a modal auxiliary comes in front of the base form of a main verb.
- Ask another student to read example sentence(s) (b) aloud.
- Remind students to consider whether the verb is followed by the base form of a verb or the complete infinitive. If the verb is followed by only the base form, then it is a true modal.

□ **EXERCISE 33.** Looking at grammar.

Page 403

Time: 10 minutes

- Read the direction line.
- Explain that students will be choosing whether they need to add *to*.
- Ask a student to read the completed example items 1 and 2 aloud.
- Give students time to complete the remainder of the items as seatwork.
- Ask students to take turns reading the correct sentences aloud.
- Provide immediate correction and write any challenging items on the board.

CHART 13-8. Summary Chart: Modal Auxiliaries and Similar Expressions. Page 404

Time: 10–15 minutes

- Write the chart title on the board.
- Give each student a different letter in the chart to read aloud. They should read the modal auxiliary, the meaning, and the example.
- Ask students to identify which of these are very similar in meaning [(a) and (i); (g) and (j)].

□ **EXERCISE 34.** Let's talk: small groups.

Page 405

Time: 15–20 minutes

- Assign students small groups to work in.
- Read the direction line aloud.
- Ask three students to model the example given.
- Ask the members of each group to follow the direction in each item.
- Circulate around the room, helping small groups and ensuring that the time is used productively.
- Have a few students share their answers with the class.

□ **EXERCISE 35.** Looking at grammar.

Page 405

Time: 10 minutes

- Read the direction line aloud.
- Give students time to choose the correct completion for each blank.
- Correct by having students take turns reading the completed items aloud and explaining why they chose the options they did.

□ **EXERCISE 36.** Listening. Page 406

Time: 10 minutes

- Have the CD player and track ready.
- Read the direction line to students.

- Remind students that sometimes the sentence closest in meaning is not particularly close in form or hearing. They need to pick the one sentence that is closest in meaning to what they just heard.
- Review by having students read aloud the sentences they chose.
- Turn to the script for any particularly difficult items and correct by referring to it.

□ **EXERCISE 37.** Reading and grammar.

Page 407

Time: 15–20 minutes

Part I

- Read the direction line aloud.
- Preview the highlighted vocabulary and discuss the meanings.
- Ask a few students to read parts of the passage aloud.
- Ask other students to paraphrase the meanings of what they have just heard.

Part II

- Give students time to complete each item according to what they have just read.
- Review and correct by asking different students to read a completed item aloud. If there are any questions, ask the reader to point to the exact place in the passage where the information was found.

□ **EXERCISE 38.** Warm-up. Page 408

Time: 5 minutes

- Read the direction line aloud.
- Ask one student to read Speaker A's part.
- Ask another student to read all of Speaker B's suggestions.
- Ask the class to discuss and decide which suggestions go with Speaker A's description.

CHART 13-9. Using *Let's*. Page 409

Time: 10 minutes

- Write the chart title on the board.
- Explain that though *Let us* is the verb phrase that *Let's* is contracted from, we do not say *Let us* to make such suggestions.
- Ask two students to read the exchanges in (a) and (b).
- Review the notes to the right of the chart.
- Explain that *Let's* is usually a spontaneous decision, made when one is aware of a change or a question about what to do.

□ **EXERCISE 39.** Looking at grammar.

Page 409

Time: 10 minutes

- Read the direction line.
- Ask two students to read the completed example aloud.

- Have students complete the remaining eight items in the exercise independently or with a partner.
- When students have completed the exercise, have pairs take turns reading their completed exchanges and discussing whether they are correct.

□ **EXERCISE 40.** Let's talk: pairwork.

Page 410

Time: 10–15 minutes

- Ask students to find a new partner.
- Read the direction line aloud.
- Model the example as Partner A with a student as Partner B.
- Give students time to work together while you circulate.
- Once students have worked through most of the items, ask them to take turns reading their suggestions for each situation aloud.
- Write these suggestions on the board and have students correct and compare suggestions.

□ **EXERCISE 41.** Check your knowledge.

Page 410

Time: 5–10 minutes

- Read the direction line aloud.
- Have students take turns correcting on sight.
- For further clarification, have students explain their corrections.

□ **EXERCISE 42.** Reading and writing.

Page 411

Time: 10–15 minutes

Part I

- Read the direction line aloud.
- Preview the highlighted vocabulary items.
- Ask students to take turns reading paragraphs aloud.
- Ask other students to paraphrase the different paragraphs.

Part II

- Read the direction line aloud.
- Have students read the questions included as prompts aloud and discuss these.
- Discuss the options that follow the direction "Begin this way".
- Give students time to write.

Part III

- Read the direction line aloud.
- Have students either swap paragraphs or use the editing check to review their own work.
- Ask students to write second drafts following the editing check.

Optional Vocabulary

free time	wait times
interrupt	hometown
amazing	