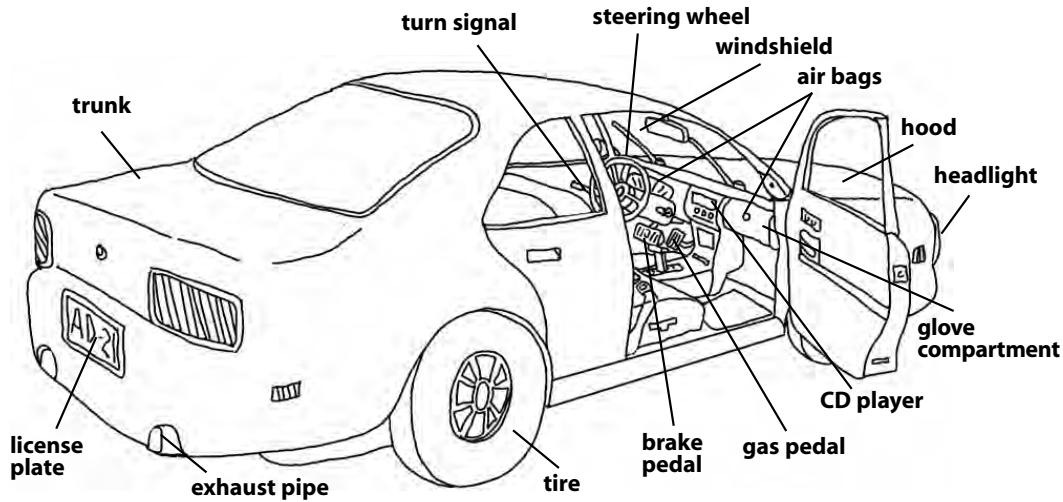


Stacy's Car

Language Objectives
Associate driving activities with parts of a car. Write about a car.

Stacy has to drive to a friend's birthday party. This is the car she is driving.



A In the column at the right are some parts of Stacy's car. Decide what each part does. Read the sentences on the left. Draw a line from the sentence to the part of the car Stacy will use. The first one is done for you.

- | | |
|--|----------------------|
| 1. Stacy is turning. | a. brake pedal |
| 2. Stacy is going too fast. | b. air bags |
| 3. Stacy listens to music. | c. steering wheel |
| 4. Stacy wants to tell other drivers she is turning. | d. hood |
| 5. Stacy wants to put something away. | e. turn signal |
| 6. These protect Stacy in an accident. | f. glove compartment |
| 7. Stacy looks under this to see the car's motor. | g. CD player |

B In your notebook, write about the car you have or would someday like to have. Tell as much as you can about it. What kind is it? What color is it? Is it old or new? How big is it?

SKILL OBJECTIVES: Interpreting a diagram; making inferences; writing a paragraph. Study the car diagram with the class. Ask questions about the labeled parts: "When do you use the brake pedal? How do you clean the windshield? How do you speed up the car?" etc. *Part A:* Teach any new vocabulary, then assign for independent work. *Part B:* If possible, display magazine pictures of cars. If they wish, students may choose one of these pictures to describe.