

Summary of Lesson Plan

► Preview/Practical conversations (Student pages 29-31)

Suggested teaching time: 60 minutes
includes Culture note and Discussion

Your actual teaching time: _____



Preview and Practical conversations (Student pages 29-31)

Suggested teaching time: 60 minutes

Your actual teaching time: _____

Warm up. What's a warranty?

Procedure:

- Have students read the warranty. Ask questions such as *What is the name of the company?* (MicroTastic) *What product is the warranty for?* (a microwave oven) *What number do you call for service?* (1-800-MTASTIC) *For how long does the warranty cover all defective parts?* (one year) *Is there any charge for parts or labor during this time?* (no) *For how long does the warranty cover the magnetron tube?* (three additional years) *Is there any charge for replacing the magnetron tube?* (Yes. You have to pay the labor costs, but there is no charge for the part.)
- Ask *What's a warranty?* Elicit or explain that it is a written promise that a company will fix or replace something if it breaks after you have bought it.
- Ask students if any of them have recently purchased a product that came with a warranty. Brainstorm and write on the board a list of products that typically have warranties—such as *computers, refrigerators, tools*—and a list of products that don't normally come with warranties—such as *clothes, food, shampoo*.
- In small groups, have students make a list of what kind of information is usually given in a warranty, such as *the name of the company, the name of the product, a telephone number, the length of the warranty, and what the company will replace or repair*.

If your students are ready . . .

Culture / Civics note: Most major purchases, such as cars, appliances, and electronic items, come with a *warranty*. This is a written promise that the seller or manufacturer will repair or replace the product if it breaks or does not work correctly. There is no additional charge for a warranty; it is included in the price of the product.

Sellers are required by law to provide a copy of the warranty for you to read before you buy. As the amount of coverage that a warranty provides varies greatly, it is important to read the warranty carefully. Warranties specify conditions under which the company will repair the product, replace it, or refund your money. Most warranties are valid for only a fixed period of time, such as one year, beginning from the date of purchase.

Unit 3 objectives

Procedure:

- Choose one difficult word from each objective and write a simple definition on the board. For example, for *troubleshoot*, write *try to solve a difficult problem*. Write only the definitions, not the words, and don't write them in order. Label the definitions *a* through *e*.
- Say the five words you've chosen and have students underline them in their books. Students read the objectives and use context clues to try to match the words with the definitions. Students write the letter of the definition next to the objective that contains the matching word.
- Discuss the meanings of the words and of each objective.
- Ask *Which objectives are related to feelings?* Elicit *admitting an error, reassuring someone, and expressing frustration*. Ask students which situation is most difficult for them.

(continued on p. 2)

Lesson Plan, Unit 3: Preview/practical conversations (for Student pages 29-31)–continued

Model 1

Content: making an inquiry with *I wonder*; using *ago* to tell how far back in the past something happened; discussing warranties on equipment and machines; the passive voice

Procedure:

🔊 A–B.

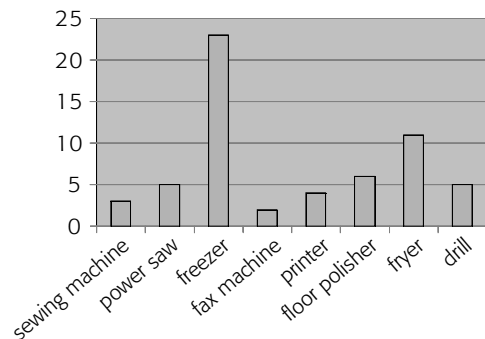
- To set the scene for the conversation, ask questions about the photo and freezer label, such as *What are the women doing?* (looking inside the freezer) *Where do you think they work?* (in a restaurant or cafeteria) *What brand is the freezer?* (Tip Top) *Does the freezer have a warranty?* (yes)
- After students listen to the conversation, check comprehension by asking questions such as *When was the freezer purchased?* (about six months ago) *What is the length of the warranty?* (one year) *What does the warranty cover?* (parts and labor)
- Explain the difference between *parts* and *labor*. *Parts* are the separate pieces that a machine or piece of equipment is made of. *Labor* is the work that a repairperson does to fix a machine or piece of equipment.
- Have students explain in their own words what the warranty means, for example, *The company promises to fix the freezer if it breaks during the first year. There will be no charge for new parts or for the work.*
- To make sure students understand *I wonder*, brainstorm several inquiries with *I wonder*, for example, *I wonder if the weather will be nice tomorrow, I wonder if (a student's name) likes studying English.*
- To make sure students understand the use of *ago*, ask what the date was six months ago. Model the use of *ago* by making statements about yourself, such as *I moved to this city three years ago, I started teaching English nine years ago.* Have students use *ago* to answer questions such as *When did you move to this country? When did you start learning English? When did you learn to drive?*

🔊 Vocabulary

- After students listen to and repeat the vocabulary, ask questions about the pictures in the box, such as *How long is the warranty on the sewing machine?* (two years) *What does the warranty on the power saw cover?* (parts)

- Explain that *unlimited* is another way to state that a warranty includes parts and labor for a given period of time. With a partner, have students take turns reading out loud the terms of the warranties for the equipment and machines. Point out that the terms of warranties, as well as the wording, can vary greatly.
- Have students discuss with a partner which machines they have used or purchased. Write the machines on the board. Take a poll of how many students have used each machine.

Option: As a class, show the results of the poll on a bar chart like the one that follows. Elicit students' help in drawing the bar for *sewing machine*. Ask *What do the numbers on the left represent?* (the number of students) *How many students have used a sewing machine before?* Begin drawing a line up from sewing machine, asking the class to tell you when to stop. When the appropriate height is reached, make a bar from the line. Have volunteers come up to the board to draw the bars for the other equipment and machines. When the bar chart is finished, erase any other poll results that are on the board. Then call on students to interpret the chart; for example, ask *How many students have used a fryer before?*



C. Pair work ...

- Model the activity with a more advanced student. Play the role of Student A to demonstrate substituting a product from the *Vocabulary* box for *freezer*. Prompt Student B to find the product in the box and give the accurate length of the warranty.

Note: If Student A responds with a period of time that is longer than the terms of the warranty, Student B will not be able to use a response such as *No problem*. You may wish to brainstorm responses Student B can use if the machine was purchased too long ago and the warranty is not valid or good anymore, for example, *Too bad* or *Oh, no. It has a one-year warranty.*

Workbook Link: Exercise 1

(continued on p. 3)

Model 2

Content: admitting a possible error; asking for clarification; giving advice about what to do when something is broken; reassuring someone

Procedure:

A–B.

- To activate prior knowledge, ask students to share with a partner an experience when they broke something. To prompt discussion, ask questions such as *What did you break? Whose was it? How did you feel? What did you do?*
- Ask questions about the photo, such as *What is the man on the left holding?* (a machine) Have students look at his expression and speculate about how he feels and what problem he has.
- After students listen to the conversation, ask comprehension questions such as *What did the man on the left break?* (the sander) Elicit or explain that a *sander* is an electric tool used for making surfaces smooth. Then ask *How does he feel about breaking the sander?* (worried, scared) *Why is he worried?* (He doesn't want to get in trouble.) *What advice does his co-worker give?* (to tell someone)
- Point to the man on the left and say *He is worried that he will get into trouble for breaking the sander. What could happen to him?* Elicit responses such as *He could lose his job* or *He could have to pay for the sander.*
- Have students practice using *you'd better* to strongly suggest that someone do something. Brainstorm sentences with *you'd better* that parents might say to their children, such as *You'd better do your homework, You'd better wash the dishes.* Explain that *Maybe you'd better* is a less forceful way of offering advice.
- Make sure students understand that *fault* refers to responsibility for something bad that has happened.
- Ask students the meaning of *speak up*. Elicit responses such as *talk about it, tell someone, say something*. Discuss other situations when it's good to speak up.

Vocabulary

- Have students close their books. Ask *What can you do when something at work is broken?* Brainstorm ideas and write them on the board.
- Have students open their books and listen to and repeat the vocabulary. Compare the solutions in the *Vocabulary* box to the ones on the board.

C. Pair work ...

- Have students practice the conversation with a partner. Point out that Student A will use *the* with one of the machines pictured or one of the machines on page 30 and that Student B will give advice using one of the phrases from the *Vocabulary* box.
- Have students practice again, this time using machines they have at work.

If your students are ready ...

Culture / Civics note: In the North American workplace, employees are expected to speak up when they note equipment problems on the job, even if they contributed to the breakdown. Admitting mistakes is considered a positive trait. For unintentional mistakes, the emphasis is usually on fixing the problem and restoring productivity rather than assigning blame or punishment. Concealing or ignoring problems, especially those that hurt productivity, is considered a much greater offense than making the original mistake.

Workbook Link: Exercise 2

Do it yourself!

Procedure:

A–B.

- If you or the students have brought in warranties, have students use them to fill in their charts. If students do not know the terms of warranties for machines they have, they can ask about machines classmates have. If students have warranties at home, they can complete their charts outside of class.
- Have students compare their charts and identify the machines with the best warranties.

If your students are ready ...

Culture / Civics note: The ability to use money carefully and wisely is highly valued in North America. Buying used goods is one popular method of saving money here, and there is no shame attached to this practice. In particular, automobiles are often bought used, as buying a one- or two-year-old car can be significantly less expensive than buying a new car. One drawback to purchasing used goods is that they may not be covered by a warranty. Thrift stores, resale shops, consignment stores, online auctions, flea markets, and yard sales are good sources of used products.

Summary of Lesson Plan

PRESENTATION

Practical conversations (Student pages 32-33)

Suggested teaching time: 60 minutes

Your actual teaching time: _____



Practical conversations (Student pages 32-33)

Suggested teaching time: 60 minutes

Your actual teaching time: _____

Model 3

Content: expressing frustration with an equipment malfunction; describing a mechanical problem; talking about machine maintenance; empathizing; the passive voice

Procedure:

A-B.

- With books closed, explain that *frustration* is the feeling of being upset or angry because you can't control or change a situation. Ask students what causes them to feel frustrated. Ask students what they do when they are frustrated.
- Read the bar for Model 3 aloud. Make sure students understand that a *malfunction* is a problem in the way a machine works and that *empathize* is to understand someone else's feelings and problems.
- Ask questions about the photo, such as *What are the maintenance workers looking at?* (a hose, a commercial vacuum cleaner) *What's on the wall behind them?* (repair or replace order forms)
- Have students look at the repair or replace order below the photo. Ask *How many times has the vacuum cleaner been serviced?* (three times) *On what dates was it serviced?* (3/15, 5/2, and 5/10)
- After students listen to the conversation, ask comprehension questions such as *What is the problem?* (The hose is clogged.) *Have there been problems with this vacuum cleaner before?* (yes) *When was the last problem?* (last week)

- Have students underline the word *frustration* in the Model 3 bar and then underline in the conversation the different ways frustration is expressed: *Can you believe it?*, *You're kidding*, *That's ridiculous*, *What a waste of time!* Have students circle the word *Empathize* in the Model 3 bar and then circle *You can say that again!* in the conversation.



Machine maintenance

- After students repeat the words, point out that *cleaned* or *fixed* can be substituted for *serviced* in the conversation. Explain that to keep machines working well, they must be cleaned and serviced regularly and that, when broken, they need to be fixed. Elicit or explain the meaning of *serviced* as looked at or examined and fixed if necessary. Ask students for another word for *fixed*. Elicit *repaired*.
- Point out that all three words end in *-ed*. Have students underline *-ed* in each word, in anticipation of learning the passive voice later in the unit.



Vocabulary

- After students listen to and repeat the vocabulary, brainstorm and write on the board at least two machines or pieces of equipment that can have each problem, for example, *clogged: toilets, sinks, bathtubs, hoses*.

Option: Throw a light ball or beanbag to a student and call out a kind of machine, such as *a copier*. The student responds with a mechanical problem that a copier could have, such as *It's jammed*, and tosses the ball back. Throw the ball to another student and call out a different machine. Repeat several times.

C. Pair work . . .

- Model the activity with a more advanced student. Play the role of Student A to demonstrate using a machine from the box or board and the new vocabulary. Point out that Student B can insert *serviced, cleaned, or fixed* in the blank.

Challenge: Have partners practice a version of the conversation until they have memorized it. Have volunteers present their conversations to the class. Encourage students to be dramatic, exaggerating their frustration. Have students use props if available.

(continued on p. 5)

Model 4

Content: inquiring about a problem; talking about computer activities and malfunctions; troubleshooting a problem

Procedure:

A–B.

- To activate students' prior knowledge and to learn about students' experience with computers, take a poll. Say *If you have used a computer, raise your hand.* Write on the board *used a computer* and the number of positive responses. Continue, asking students to raise their hands if they have *sent e-mail messages, used the Internet, typed a document on the computer, printed a document.* Tally the responses. Discuss the results.
- Ask questions about the photo, such as *Where are the women?* (in an office or computer lab) *How does the woman on the right look?* (frustrated) *What do you think they are talking about?* (a computer problem)
- After students listen to the conversation, ask questions such as *What's the problem with the computer?* (It crashed.) *What does the woman on the right need to do?* (order supplies) *What suggestion does the woman on the left make?* (to try restarting the computer)

Computer malfunctions

- After students repeat the words, ask what the words mean. If necessary, explain that *frozen* means that nothing on the screen will move or respond to clicking or typing. The rest of the words refer to general computer malfunctions and mean that the computer isn't working. Ask the class *Have you ever experienced a computer malfunction? What did you do? Then what happened?*

Vocabulary

- After students listen to and repeat the vocabulary, ask questions about each activity, for example, *In what business do you order supplies? What do you order?*
- Brainstorm and write on the board other activities computers are used for, such as *buy something online, check / send e-mail, balance bank accounts, check the weather, print labels.* Ask students what they use computers for at work and at home.

Option: If appropriate based on your poll, have students use a Venn diagram to compare their computer use at work and at home. (Refer to page T7 in the Teacher's Edition for an example of a Venn diagram.) On the board, draw two overlapping circles and label the first one *At work* and the second *At home.* Model the activity by listing in the appropriate places on the Venn diagram computer activities you

do at work, at home, and in both places. For example, write *order supplies* on the left side of the diagram and *balance my checking account* on the right side. In the area where the circles overlap, write *send e-mail.*

C. Pair work ...

- Model the activity with a more advanced student. Play the role of Student B to demonstrate using a computer malfunction from the yellow language note in the first blank and a computer activity from the *Vocabulary* box or board in the second blank. Refer Student A to the *Vocabulary* box on page 31 for different ways of giving advice on what to do.

Field project: If students have limited experience with computers, take them to the school's computer lab or to a public library. Familiarize them with the basics of using a computer, including how to turn the computer on and off, how to use the mouse, how to open and close programs, and so on. Then guide the class through a specific task, such as doing the tutorial for a software application, setting up a free e-mail account, using a search engine to find news on their countries, checking the weather, or using a Web site that has games or activities for ESL students.

Workbook Link: Exercises 3, 4

Do it yourself!

Procedure:

A. Pair work ...

Note: The mechanical problems are listed in the simple present here. On page 32, the past participles were given.

- Ask *Do you have any problems with machines at work or at home? What is the problem?* Talk about the meaning of the example, *My camera jams.*
- Have students complete the chart. Refer them to the illustrations of equipment and machines on pages 30 and 31 and of mechanical problems on page 32.

B. Discussion ...

- Model the activity by talking about your own experience with a machine malfunctioning.
- Ask questions to prompt discussion, such as *What machine did you have a problem with? What was the problem? What did you do? Was the problem fixed? Were you frustrated? Did anyone empathize with you?*
- Refer students to the *Vocabulary* box on page 31 for help in discussing how they solved the problem.

Summary of Lesson Plan

- **PRESENTATION**
Practical grammar (Student pages 34-35)
 Suggested teaching time: 60 minutes
 includes Language note (10 minutes)
 Your actual teaching time: _____



Practical grammar (Student pages 34-35)

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

The passive voice

Procedure:

- Write on the board (*Your school's or program's name*) *offers this class*. Draw a box around *this class* and then an arrow to the beginning of a new sentence. Write *This class is offered by (your school's or program's name)*. Write *Active voice* above the first example and *Passive voice* above the second. Explain that in the first sentence the focus is on the school or program and that in the second sentence the focus is on *offered*, or the action. Underline *offers* in the first sentence and *is offered* in the second.
- Read and discuss the examples in the box. Make sure students understand that the passive is formed with the verb *be* + the past participle. Elicit the present and past forms of the verb *be* from students. Point out that past participles for regular verbs end in *-ed*. Brainstorm a few examples on the board.
- Give a student a command that involves acting on an object; for example, say *Maria, turn off the lights*. Then ask *What happened to the lights?* Write on the board *The lights* and elicit the class's help in finishing the sentence with the passive voice. Write *were turned off by Maria* on the board. Give similar commands to several different students, asking what happened to the object after each, and practice forming the passive voice as a class.

A. Underline the forms of *be* ...

- Use the passive voice examples on the board to model the activity. For example, in *This class is*

offered by (your school's or program's name), underline *is* and circle *offered*. In *The lights were turned off by Maria*, underline *were* and circle *turned off*. Then write the sentence from item 1 on the board. Ask *What is the form of be?* Elicit and underline *was* in the sentence. Ask *What is the past participle?* Elicit and circle *served* in the sentence.

- After students complete the exercise individually, review the answers as a class. Then read item 1 again and ask *Who serviced the freezer three times last year?* Elicit the response that we do not know who serviced the freezer. Read item 2 and ask *Who cleans the hose? Who uses the machine?* Point out that the passive voice is most often used when it is not known or not important to know who performs an action.

Option: Point out the examples of the passive voice in the model conversations on pages 30 and 32, such as *When was it purchased?* Have students underline the forms of *be* and circle the past participles.

B–C.

- Students complete the exercises individually. Have students check answers with a partner, or review as a class.

Note: In Exercise C, students may be unfamiliar with the use of *dead* to mean not working in item 4.

Option: For Exercise B, have students create answers to the questions and then ask and answer the questions with a partner.

If your students are ready ...

Language note: The passive voice can be formed only from a sentence in the active voice that contains an object of the verb. The object is moved into the subject position to form the passive.

The passive can be used to avoid saying who did something. For example, if my co-worker puts too much paper in the printer and jams it, I can report the problem to my supervisor by saying *The copier is jammed because too much paper was added*. In this way, someone can speak up about a problem without assigning blame or feeling uncomfortable about telling on someone else.

Workbook Link: Exercise 5

(continued on p. 7)

D. Complete each sentence ...

- Point out that the questions are in the passive voice and that the answers should be also. Have students underline the forms of *be* and circle the participles in the questions.
- Do item 1 as a class. Students complete items 2 through 4 individually and then check their work by reading the questions and answers with a partner.

Irregular past participles: Review

Procedure:



- Have students listen to and then repeat the three forms of each verb. Ask which verbs have the same form for the simple past and the past participle. Elicit *bring, buy, make, sell, send*.
- Point to the date or some other information you have already written on the board. Say *I wrote the date at the beginning of class*. Then say *The date was written at the beginning of class*. Using verbs from the grammar box, write a couple of sentences in the simple past on the board and as a class change them to the passive voice, for example, *She bought the computer last week*. → *The computer was bought last week*.

E. Complete each sentence ...

- Write item 1 (without the answer) on the board. Have students find the verb *write* in the box. Ask *What is the past participle of write?* (written) Redirect students' attention to the board and elicit the correct form of *be* for item 1. Write the answer on the line.
- Students complete items 2 through 4 individually. Review as a class, making sure students have used a form of *be* in the past. If necessary, point out the phrases, such as *a week ago* and *last time*, that indicate past tense.

Option: Using the irregular verbs from the box and the equipment and machines vocabulary on page 30, have students write one positive statement, one negative statement, and one question in the passive voice, for example, *The drill was bought six months ago*, *The sewing machine wasn't made in the United States*, *When was the printer given to you?*

Workbook Link: Exercises 6, 7, 8

➤ Do it yourself!

Procedure:

- Have students look at the service receipts. Ask for the names of the two auto repair shops. Have students find *Services(s) performed* on both receipts. Have volunteers read the services performed at each shop.
- Write on the board *What work was done at Vinny's?* and *What work was done at Maisie's?* Read the first question and ask a volunteer to respond by reading the first speech balloon. Read the second question and ask another volunteer to respond by reading the second speech balloon.
- With a partner, students continue comparing the other services performed at the two auto repair shops. Point out that the verbs used are all regular, so the past participles will end in *-ed*.
- When students are finished, ask *What was done at both Vinny's and Maisie's?* Elicit *A state inspection was performed*.

Option: Have students bring in service receipts from their workplaces or from places in your community such as repair shops, dry cleaners, medical or dental offices, and customer service counters. In small groups, have students share their receipts and talk about the services that were performed.

Summary of Lesson Plan

PRESENTATION Authentic practice (Student pages 36-37)

Suggested teaching time: 60 minutes

includes Cultural discussion

Your actual teaching time: _____



Authentic practice (Student pages 36-37)

Suggested teaching time: 60 minutes

Your actual teaching time: _____

Procedure:



- Have students look at the burner with wires coming out of it in the first picture. Ask what other appliances and machines have wires, such as *stereos, light fixtures, car engines*.
- After students read and listen, check comprehension by asking questions such as *Where are the women?* (at work in a restaurant or cafeteria) *What is broken?* (the wires to the burner) *Who broke the wires?* (the woman on the left, Laura) *What does the woman on the right first suggest?* (trying to reconnect the wires)
- Have students circle *in hot water* in picture 1 and *a big deal* and *in a jiffy* in picture 2. Have a volunteer read each speech balloon that contains one of these expressions. Encourage students to speculate about what the expressions mean based on the context. As a class, come up with simple definitions for each expression, for example, *in trouble, serious, very quickly*.
- Draw a chart on the board like this one.

Action	+	–
Trying to reconnect the wires		
Not doing anything		
Speaking up		

- Elicit and list on the chart the three actions that are suggested in the picture story—*trying to reconnect the wires, not doing anything / cooking with the other three burners, and speaking up*. Ask students to think of a positive and a negative result for each action. For example, for *trying to reconnect the wires*, the positive result could be *The problem is fixed*, and the negative result could be *They get in trouble*.
- When the chart is complete, ask students which solution they think is best. Ask *What would you do if you were in this situation?* Ask students to predict what Laura, the woman in the picture story, will do.
- Have students close their books and retell the story in their own words to a partner.

Challenge: In pairs, have students role-play a conversation in which the cook reports the problem to her supervisor. Have volunteers present their conversations to the class.



A. Read and listen again ...

- Have students read and listen again and answer the items. Then have them find and underline in the picture story a sentence that supports each answer. To demonstrate, have a volunteer read and answer item 1. When the student says that the item is true, ask *How do we know?* The class finds and underlines *This is the third time I've done that*. Have students work with a partner to find sentences to support items 2 and 3, and then review as a class.



B–C.

- Read each item in the tapescript out loud or play the cassette as many times as necessary for students to complete the exercise.
- Review the answers before having students read their responses out loud.
- Read each item from the tapescript again, and ask the class to restate it in their own words; for example, for *I'm really in hot water now*, students might say *I'm really in trouble now*.

Tapescript

1. I'm really in hot water now.
2. It's really a big deal. It'll take two hours to fix.
3. No problem. We can do it in a jiffy.

(continued on p. 9)

Technical assistance on the telephone

Procedure:

A. Listening comprehension ...

- If necessary, familiarize students with computer terminology before they listen to the conversation. Use a computer in your classroom or a picture of a computer to point out the *screen*, *mouse*, *keyboard*, and *control* and *escape* keys.
- Tell students that they are going to listen to a man call a help line about a computer problem. With books closed, students listen to the conversation.
- Have volunteers read the items out loud before students listen to the conversation again and check the boxes.
- After reviewing the answers, have students change item 3 to make it true.

B. True story ...

- Tell your own story about having a machine or piece of equipment serviced or repaired. Then ask *What did I have repaired? Did I send it to a service center, take it to a repair shop, or fix it myself?*
- Ask *What have you had serviced or repaired?* Have students write the name of a machine or piece of equipment in the margin. Ask *Did you send it to a service center, take it to a repair shop, or fix it yourself?* Have students circle the caption that tells what they did. If necessary, brainstorm other possibilities. Then students tell their stories to a partner.

Option: With books closed, brainstorm a list of machines and write it on the board. Bring in telephone books, or ask students to bring telephone books in. Have students search for repair shops or service centers that fix each type of machine. Have students write down each shop's name and telephone number. Point out that service may be abbreviated as *svc*. Discuss other abbreviations that students find. If appropriate, have students call one of the shops and ask for directions.

Challenge: Have students retell their partners' stories, using the passive voice. For example, if one student told the story *I broke my stereo last month. I took it to a repair shop ...*, his or her partner would say *The stereo was broken last month. It was taken to a repair shop ...*

Workbook Link: Exercises 9, 10

Tapescript

Man: Oh, no! It crashed again. Judy, where's that number for the computer service center? Oh, thanks. 1-800-555-3333.

[man dials as he says each number]

Recorded message: Welcome to the Electronics World Service Center, the largest computer service center in the state. If you have a touchtone phone, please touch 1 now. If you have a rotary phone, please stay on the line. A technician will be with you shortly to walk you through our telephone service. [beep]

Recorded message: To speed our response, please enter your 15-digit model number at the sound of the tone. [beep]

[eight telephone tones]

Man: Oops. [beep]

Recorded message: That is not a valid model number. Please try again.

[fifteen telephone tones]

Recorded message: Thank you. To speak to a technician, please touch zero now. [beep] [music]

Trish: This is Trish. How can I help you?

Man: I have a problem with my laptop. When I use the mouse, the computer crashes.

Trish: Let me ask you a few questions. When was your computer purchased?

Man: About six months ago. It's still under warranty.

Trish: Thank you. That's good. Now, first of all: Are you sure that the mouse and the keyboard are connected?

Man: Let me check. ... Yes, they are.

Trish: And have you tried holding down the control and escape keys?

Man: Yes. But that doesn't help at all.

Trish: And have you tried shutting down and restarting the computer?

Man: Yes. And that works. But sooner or later, if I use the mouse, the computer crashes again.

Trish: It sounds like the computer needs to be serviced. Are you in Maplewood?

Man: Yes, I am. Not far from the service center.

Trish: Can you bring the computer in to the center tomorrow? We can have a look at it. I'm not sure what the problem is. It might need more memory.

Man: Thanks. I'll bring it in tomorrow.

(continued on p. 10)

► **Do it yourself!**

Procedure:

A. Write your own response ...

- Say *The man in the photo is your co-worker. He admits to you an error he has made. Find out what happened. Empathize with him. Then give him advice.*
- Have students read the speech balloons and write their responses.
- Have a volunteer read any one of the three responses. Ask the class which speech balloon the response goes with. Then have students take turns reading their responses out of order to a partner and having their partners match each response with the appropriate speech balloon.
- Have students take turns practicing their conversations with a partner.

B. Culture talk ...

- Write on the board 1. *Do people tell a supervisor when they make a mistake?* 2. *Do people tell a supervisor about their co-workers' mistakes?* Ask students to think about their workplaces in their home countries. Give each student a slip of paper. Have them write *Yes* or *No* to each question. Have volunteers collect the slips of paper and tally the responses on the board. Discuss the results as a class.
- Read the directions out loud. Ask students to imagine that the mistake described in Exercise A was made by a worker in their home country. In small, diverse groups, have students discuss what the worker would probably do.

Option: Have students imagine themselves in the situations described in the model conversation on page 31 and in the picture story on page 36. Have students discuss with their groups what they would have done in their home countries.

Your notes

Summary of Lesson Plan

- **PRESENTATION**
Authentic practice (Student pages 38-39)
 Suggested teaching time: 45 minutes
 Your actual teaching time: _____
- **REVIEW**
Do it yourself! (A plan-ahead project)
(Student page 39)
 Suggested teaching time: 15 minutes
 Your actual teaching time: _____



Authentic practice (Student pages 38-39)

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

Note: For the plan-ahead project on page 39, students should bring to class a warranty from a product they have purchased.

Speak up about equipment breakdowns.

Procedure:

A. Read and listen to the letters.

- Have students look back at the picture story on page 36. Ask students to recall what the problem was. Explain that the *Ask Joan* letter is from Laura, the woman who broke the burner wires in the picture story.
- After students read and listen to the letters, check comprehension by asking questions such as *What do some workers do instead of reporting a problem?* (avoid working with the machine) *What do managers want?* (for the work to get done) *What is Joan's advice?* (to speak up)
- Discuss how Laura can tell her manager about the problem with the burners. As a class, draft what she should say on the board.

B. Choose an answer ...

- After students complete the exercise individually, have them check answers with a partner.

Challenge: In groups, have students write a letter to Joan from the man who broke the sander in the model conversation on page 31. Write on the board *Worker's name? Job? Length of time employed? Responsibilities? Error?* Have volunteers read the model conversation on page 31 out loud. As a class, note on the board the information provided in the conversation. Each group then makes up the information not provided. Using this information and the letter from Laura as a model, groups write letters to Joan.

(continued on p. 12)

Your notes

C. What's your advice ...

- Ask questions about the picture, such as *Where does the man on the right work?* (at Bright Laundry Service) *What mistake did he make?* (He put too much soap in the washing machine.) *What should he do?* Brainstorm and write on the board a list of possible solutions to the problem, such as *Turn off the machine* or *Ask someone for help*.
- Practice making suggestions to the worker as a class. Have volunteers use the ideas on the board with the prompts in the speech balloons. Point out that the *-ing* form of the verb must be used with *Try* _____. Then, have partners practice giving and responding to advice.

Option: In small groups, have students think of another situation in which a person makes a mistake at work and causes a problem, for example, *In the break room, someone puts a metal spoon in the microwave. Sparks and then smoke come out of the microwave.* Have each group write or draw its situation on the board. When all groups' situations are on the board, have a volunteer from each group read or describe its situation. If necessary, ask the group questions to clarify the situation. Then have each group choose one of the situations, not their own, and brainstorm suggestions they could make to the person. Have groups use the situation they have chosen and their list of suggestions to create a conversation. Have groups present a role-play of the situation to the class. During the presentations, have the other students write down one suggestion they hear in each conversation.

Workbook Link: Exercises 11, 12

Product warranties and proof-of-purchase cards

Procedure:

- Have students look at the form on the right. Have a volunteer read the directions in parentheses under *Proof of purchase*. Ask what a proof of purchase is for and what you do with it. Explain that this form is sometimes called a *product registration card*.
- After students read the documents and answer the questions, have them check answers with a partner and / or review as a class. Then ask additional questions about the documents, such as *What does the warranty cover in the first year?* (parts and labor) *When was the microwave oven purchased?* (January 1, 2002) *Who purchased the microwave oven?* (Tina Park) *Where can she find a list of customer service centers?* (on the back of the card)

Challenge: Have students imagine that Tina Park has a problem with her microwave oven. In pairs, students create a telephone conversation between Tina Park and a customer service representative. Brainstorm and write on the board what information the customer service representative should ask for, such as *model number*, *when purchased*, *where purchased*, *whether or not she sent in the proof-of-purchase card*, *what the problem is*, *if it has been serviced before*. Have volunteers role-play their conversations for the class.

➤ Do it yourself! (A plan-ahead project) (Student page 39)

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

Procedure:

- Have students look at the warranties they brought to class or at a warranty on page 154 and ask *What's the warranty for?* *How long is it good for?* *Is there a customer service number?* *What is it?* *Are parts covered?* *Is labor covered?* *Is there a proof-of-purchase or product registration card?* Pause between each question and allow students time to locate the information on their warranty and tell their partners the answer.
- Draw a chart on the board like the one here and have each pair of students copy it, or provide handouts. Have students fill in the information for their own and their partners' warranties, then have pairs exchange warranties. Continue until pairs have filled in their charts. Circulate, providing help as necessary.

Name of product	Length of warranty	Customer service number	Parts covered?	Labor covered?	Conditions

- Have students use their charts to compare warranties. To prompt discussion, ask questions such as *Which warranties are better?* *Why?* *Which warranty would you not like to have?* *Why not?* *Do any of the warranties have proof-of-purchase cards to fill out?*

Workbook Link: Exercises 13, 14

Summary of Lesson Plan

► Review (Student pages 40-42)

Suggested teaching time: 60 minutes

Your actual teaching time: _____

► UNIT REVIEW

Includes expansion activities

role play

dialogues

writing

Workbook activities

outside reading

realia applications

math skills applications

civic lesson applications

Booster Pak activities



Review (Student pages 40-42)

Suggested teaching time: 60 minutes

Your actual teaching time: _____

Procedure:

A. Pair work or group work.

Ask and answer questions.

- Ask general questions about the picture, such as *What is the name of this store?* (Bestway) *What is sold at Bestway?* (appliances) *What is at the back of the store?* (a service center) *How many employees are in the picture?* (four)
- Have students take turns pointing to and naming the different machines in the picture. Then have the pairs label in their books all the machines they know. Review as a class. Write the machines on the board and have students check their spelling.

- Ask *Which two machines in the picture have problems?* (the coffee maker, the cash register) In pairs, have students describe the problem with each machine. Review as a class.

Create conversations.

- Have students look at the two people at the top of the page. Play the role of the customer with the coffee maker, and have a more advanced student come to the front of the room and play the role of the employee behind the counter. Initiate a conversation; for example, say *Excuse me. This coffee maker is broken.* If necessary, the class can help the student playing the role of the employee to respond. Continue the conversation for as long as possible, with each of you making a tally mark on the board every time you speak. When finished, count the marks.
- In pairs, have students create conversations for the other two scenes—in the vacuum cleaner department and at the cash register—and keep track of how many times they speak. Explain that the goal is to say as much as you can. Have pairs count their tally marks and report how many times they spoke.

Option: Have pairs create a third conversation, either between the female employee at the cash register and the male employee pointing toward the manager's office or between a customer on the telephone and a store employee.

Tell a story.

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

(continued on p. 14)

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

Option: Bingo game. Have students make a Bingo board with sixteen squares, four across and four down, or provide handouts. Write the following list of words on the board: *cash register, returned, warranties, coffee maker, headache, manager, activated, service counter, clogged, buttons, serviced, charge, suggested, stuck, jammed, bought, problem, try, vacuum cleaner, trouble*. Have students choose sixteen of these words / phrases, and write them one to a box, in any order. Once students have filled in their boards, read the story that follows. Students mark off their boxes as they hear the words in the story. When a student marks off four words across, down, or vertically, he or she calls out *Bingo*, interrupting the story. Have the student read his or her words. Check them, and then continue reading until another student calls *Bingo*.

What a day! Everything went wrong at once. First I jammed the cash register by pushing two buttons at once. Marvin came over and told me to try turning the key, so I did, but the machine was still stuck. Then Carlo suggested we tell the manager, but I was afraid I'd get into trouble. I've broken the register before. While we tried to fix the problem, one of the customers clogged a vacuum cleaner by sucking up the packing foam that came in the box. Well, the vacuums have warranties, but the customer hadn't bought it yet, so we didn't know if we should charge him to have it serviced. Meanwhile, Tim was at the service counter where a coffee maker was returned because it was broken. But the woman had never activated the warranty. So she started yelling at Tim, and I got a headache.

B. Listen to the conversation ...

- Tell students that they're going to listen to a conversation between an employee and a customer at an electronics repair shop.
- After students listen to the conversation the first time, ask *What machine does the customer have a problem with?* (a fax machine) Then review the meanings of *crashes, clogs, sticks, and jams*. Have a volunteer read the four items whose malfunctions students will listen for.

Option: Discuss feelings related to problems with machines and equipment. Ask *How do you feel when a machine or piece of equipment doesn't work? How do you feel when something you just bought doesn't work? What do you do? How do you feel when you have to explain the problem to someone at the store? To someone on the phone?*

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.

Tapescript

Woman: Can I help you?

Man: Yes, thanks. I bought this fax machine here and I have a problem with it. Actually, I have several problems.

Woman: What's the matter?

Man: Well, first, the paper jams.

Woman: [writes] paper . . . jams. Yes, and what else?

Man: Well, second, the button sticks.

Woman: What do you mean?

Man: I have to press the fax button at least four times to get the machine to send a fax. And the toner is a problem too. The hose that the toner goes through gets clogged up, and the warning light goes on.

Woman: Is the fax machine connected to a computer?

Man: Yes, it is.

Woman: Can you send a fax through the computer?

Man: Yes, I can. But then the computer crashes.

Woman: I'm so sorry. It sounds like you have a lot of problems!

Man: You can say *that* again.

(continued on p. 15)

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

F–G.

- 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.

H. Composition . . .

- Provide students with concrete approaches to writing about the picture on page 40. Use one of the options that follow, give students a choice of options, or assign options based on students' levels of proficiency. Model what is expected of students for each option.
- Advise students to look back through the unit for help and ideas as they write.
- Circulate to offer help as needed.

Option: Have students create a simple warranty and proof-of-purchase card for the lawn mower.

Option: Have students imagine that they are Bestway customers and have purchased something that isn't working. The employee at the service center doesn't know whether the product should be repaired or replaced. He asks them to write down their name, phone number, and the details of their purchase—what was bought, when it was bought, what the problem is, if the machine has been serviced before, what the length and terms of the warranty are, and whether they activated the warranty—so that the manager can call them later.

Challenge: Have students write an *Ask Joan* letter from the female employee at the cash register. Advise students to include the employee's name, position, how long she has worked at Bestway, her responsibilities, and the mistake she made. Have students use the letter from Laura on page 38 as a model.

Now I can

- Read the first item in the box out loud, *Now I can read and understand a product warranty*. Elicit from the class an example of how to read and understand a product warranty; for example, a student could point to the warranty on page 29 and say *The microwave has a one-year warranty on parts and labor*.
- 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.