

Summary of Lesson Plan

► Vocabulary (Student pages 36-37)

Suggested teaching time: 60 minutes

Your actual teaching time: _____



Vocabulary (Student pages 36-37)

Suggested teaching time: 60 minutes

Your actual teaching time: _____

Content: common workplace machines and machine parts; verbs for machine operation

Procedure:

A–B.

- Write the word *machines* on the board. Point to any machines in the classroom, such as a cassette player, overhead projector, TV, or cell phone. Say the word *machines* and have students repeat several times.
- Use any appropriate machine to dramatize *press the button* and *unplug*. Demonstrate *open / close* by opening and closing the classroom door.

Note: The use of phrasal verbs like *turn on* or *plug in* has been avoided due to their structural complexity. Phrasal verbs and object pronouns (*turn it on*) are introduced in Book 2, Unit 3.

How to say it

- Point to the pictures and read the words in the *How to say it* note or play the cassette. Students listen and repeat.
- To further demonstrate the concept of *on / off*, turn off the classroom lights and say *off*. Turn on the lights and say *on*.

C. Now listen and point ...

Option: After completing Exercises A through C, use the vocabulary builder flashcards provided in the Teacher's Resource Binder for reinforcement. Photocopy a set of flashcards for each student and have students quiz each other in small groups.

Challenge: Create large vocabulary flashcards to present additional equipment and machines. Advertising circulars and catalogs are good sources of pictures. Refer students to the *Supplementary word list* for Unit 3 on pages 141 and 142 for more equipment and machines.

Tapescript

a coffee maker, a lawn mower, a copier, a lid, a door, a button, press, turn, unplug, call

Workbook Link: Exercise 1

D. Match the pictures ...

- Focus attention on the pictures by asking students to identify the machines in items 1 through 5. Point to item 1 and say *a coffee maker*. Point to the other items and elicit the name of each machine. For items 2 and 5, elicit the part of the machine in the box. Read out loud sentences a through e. on the right. Point to item 1 and elicit the correct answer from the class.
- Students complete the exercise individually, writing the corresponding letter on the line. Have students check their answers with a partner and then review answers as a class.

Summary of Lesson Plan

► PROGRESS CHECK

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

► REVIEW/WARMUP

Do it yourself! (Student page 37)
Suggested teaching time: 15 minutes
Your actual teaching time: _____

► PRESENTATION

**Practical conversations
(Student pages 38-39)**
Suggested teaching time: 35 minutes
Your actual teaching time: _____

► Do it yourself! (Student page 37)

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

Procedure:

A–B.

- As a class warm-up, brainstorm a list of machines and write them on the board. This activity could be conducted as a contest, with small groups of students competing to list the most machines.
- Model the task by copying the chart on the board. Mime pressing a button and write *a copier* under the column *a button*. Mime turning a key and elicit from the class an example of a machine that has a key. Write the name of the machine on the board under *a key*. Mime opening both a lid and a door. Elicit an example and write the name of the machine on the board under *a lid or door*.
- Divide the class into small groups. Students complete the chart, using machines from the *Picture dictionary* on page 36 or their own machines.
- Have volunteers read their group's chart to the class. Encourage students to dramatize any new vocabulary they introduce by miming use of the machine or by drawing pictures on the board.

Workbook Link: Exercise 2



Practical conversations (Student pages 38-39)

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

Model 1

Content: expressing dismay; getting help; making suggestions with *Let's*; agreeing to a suggestion

Procedure:

🔁 A–B.

- To set the scene for the conversation, ask questions about the picture: *Where are they? What's their occupation? What machine is in the picture?*
- Circle the exclamation point at the end of the sentence *Oh, no!* and encourage students to say these words with added emphasis and emotion. Role-play minor problems to dramatize that this expression is used to express dismay when something bad has happened; for example, pretend to knock over a cup of coffee or a folder full of papers and say *Oh, no!*
- To convey that the expression *out of order* is used to indicate that a machine is not working, refer students to the following illustrations of malfunctioning machines: the copier ejecting paper on page 40, the overflowing coffee maker on page 41, and the broken machine on page 42.

C. Pair work ...

- Model the activity with a more advanced student. Play the role of Student A to demonstrate that students should use the name of a machine.

Option: Ask students why the cashier says *the cash register*, not *a cash register*, to reinforce the concept that the article *the* is used for specific references and the articles *a / an* are used for general references.

If your students are ready ...

Language note: Exclamation points are used after an emphatic statement (*Don't open the door!*), an interjection (*Oh!*), or a command (*Stop!*) to show strong emotion.

Culture / Civics note: Employees are expected to ask for help if they can't fix something themselves. People are usually very helpful in the workplace. When something breaks, most people will offer help—even the boss!

(continued on p. 3)

Models 2 and 3

Content: giving directions and warnings about the use of machines; acknowledging commands

Procedure:

🔊 A–B.

- To introduce commands, write on the board *Open the door* and *Don't open the door*. Say both commands and have students repeat several times.

🔊 How to say it 

- To illustrate the meaning of *don't*, point to the picture and say *Don't open the door!* or play the cassette. Students listen and repeat.

C. Pair work ...

- Model the activity with a more advanced student, playing the role of Student A to demonstrate use of the pictures. Point to the picture of the microwave and say *Close the door*. Elicit either *OK* or *No problem* from Student B.

If your students are ready ...

Language note: *OK* and *No problem* can be used to respond to both affirmative and negative commands and warnings. *OK* and *No problem* are very common in spoken English and can be used in many different situations.

Note the different uses of *OK* and *No problem* in the following sentences: *Are you feeling OK?* (not ill or injured) *Does my hair look OK?* (satisfactory) *OK, let's continue.* (a way to signal that you will begin speaking) *A: Thanks! / B: No problem.* (You're welcome.) *A: Don't push the button. / B: No problem.* (That's acceptable.)

Model 4

Content: asking how to start a machine; expressing lack of knowledge

Procedure:

🔊 A. Listen and read.

- To set the scene for the conversation, point to the picture. Write on the board and ask *What machine is in the picture?*
- To convey that the word *how* is used to talk about the way to do something, refer students to the illustrated microwave instructions on page 46. Ask *How do I start the microwave?*

Note: The simple present tense previewed here in the question *How do I start the coffee maker?* is presented in Unit 4.

🔊 B. Listen again and repeat.

- Encourage students to use appropriate body language when saying *I don't know*; for example, have students shrug their shoulders with palms turned up and adopt appropriate facial expressions.

C. Pair work ...

- Model the activity with a more advanced student. Play the role of Student A to demonstrate that students can use either the machines pictured or their own machines.

Workbook Link: Exercises 3, 4

Your notes

Summary of Lesson Plan

► PROGRESS CHECK

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

► REVIEW/WARMUP

Do it yourself! (Student page 39)
Suggested teaching time: 20 minutes
Your actual teaching time: _____

► PRESENTATION

Practical grammar (Student pages 40-41)
Suggested teaching time: 40 minutes
Your actual teaching time: _____

► Do it yourself! (Student page 39)

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

Procedure:

- Ask students to name the machines pictured on page 39. To review vocabulary, ask students to name more machines.
- Role-play the activity with a more advanced student. Mime a problem with one of the machines pictured and say *Oh, no!* Elicit the question *What's wrong?* from the student partner and respond *The (machine) is out of order.* Continue eliciting appropriate responses until the conversation is concluded.
- As students create their own conversations in pairs, circulate to offer help as needed.

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

Your students can say ...

A: Oh, no! **B:** What's wrong? **A:** The microwave is out of order. **B:** Let's call the manager. **A:** Good idea.

A: How do I start the cash register? **B:** Press the on button. **A:** OK. **B:** Don't turn the key. **A:** No problem. Thanks. **B:** You're welcome.

A: Where's the telephone? **B:** I don't know. / It's in the hall.



Practical grammar (Student pages 40-41)

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

Suggestions with Let's

Procedure:

- To introduce suggestions with *Let's*, write on the board *Let's read.* Circle *Let's* and under it write *Let's = Let us = you and I.*
- Write on the board *Let's start the coffee maker. Let's read.* Say each sentence and have students repeat several times. To dramatize that *Let's* includes both the speaker and those being addressed, point to a student and to yourself and say *you and I. Let's start the coffee maker.* Gesture to include the entire class, point to yourself, and say *you and I. Let's read.*

A. Complete the suggestions. Use Let's.

- Copy item 1 on the board. Ask the class to complete the suggestion and write on the board *Let's call.* Students complete the suggestions individually and check their answers with a partner.

Option: Have students read the three conversations out loud with a partner and change roles to play both parts.

Workbook Link: Exercise 5

B. Write suggestions with Let's ...

- On the board, copy the words in the word box and have a volunteer read them out loud.
- Point to the picture in item 1, cross out *start the computer* from the box on the board, and write *Let's start the computer.* To remind students to use correct capitalization and punctuation, underline the initial capital letter and the period at the end of the sentence.
- Students work individually, using the words in the word box to write suggestions with *Let's*. Circulate to offer help as needed. Have students check answers with a partner and review answers as a class.

(continued on p. 5)

If your students are ready ...

Language notes: *Let's* is the contracted form of *Let us*. *Let's* is followed by the simple form of a verb. The negative form is *Let's + not + simple verb*. *Let's* includes at least two people—the speaker and whoever is being addressed. It is a friendly way to suggest that someone do something with you. It is also sometimes used to soften a command, making it sound less like an order and more like a request.

Commands

- Use tone of voice to dramatize the difference between suggestions and commands. For example, to communicate that *Let's* is used to suggest that someone do something with you, open your book, gesture to include everyone in the class, and say in a pleasant voice *Let's open our books*. Then, to communicate that commands tell other people to do something, change to a commanding tone, point to the class, and say sternly *Open your books*.

C. Complete the sentences ...

- On the board, copy the words in the word box and have a volunteer read them out loud. Read item 1 out loud, cross out *Press* from the box on the board, and write *Press the on button*. To remind students to capitalize the first word of a sentence, underline the initial capital letter in *Press*.

Workbook Link: Exercise 6

Negative commands

- To introduce negative commands, write on the board *Don't press the off button*. *Don't unplug the computer, please*. Circle the word *Don't* in each sentence and suggest the meaning by drawing a circle with a slash through it on the board.

D. Write negative commands ...

- Copy item 1 on the board. Include the two answer choices but omit the correct answer. Point to the first answer choice and say *Don't start the lawn mower*. Point to the second answer choice and say *Don't open the lawn mower*. Point to the picture for item 1 and mimic turning a key. Elicit the correct choice from the class and complete the sentence on the board with *Don't start*.

Option: Create flashcards by enlarging the action illustrations for items 13 through 18 in the *Picture dictionary* on page 36 and the negative command illustrations in Exercise D. To practice affirmative and negative commands, hold up each flashcard, say the command, and have students repeat. Then hold up random flashcards and elicit the corresponding command from the class or individual students.

If your students are ready ...

Language notes: Adding the word *please* to the beginning or end of a command makes it more polite. Note the use of *please* in Exercise D, items 2 (*Don't unplug the copier, please*) and 3 (*Please don't start the coffee maker*).

Workbook Link: Exercise 7

Summary of Lesson Plan

► PROGRESS CHECK

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

► REVIEW/WARMUP

Do it yourself! (Student page 41)
Suggested teaching time: 20 minutes
Your actual teaching time: _____

► PRESENTATION

Authentic practice 1 (Student pages 42-43)
Suggested teaching time: 25 minutes
Your actual teaching time: _____

► Do it yourself! (Student page 41)

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

Procedure:

- To focus attention on the situation, ask questions about the picture: *What machines are in the picture? What's wrong?*
- With a partner, students give directions to the office workers. Review answers on the board as a class.

Option: Introduce the word *broken* as a synonym for *out of order*.

Your students can say ...

Press the off button. Call the manager. Let's call (name of manager). Don't start the coffee maker.

Workbook Link: Exercise 8



Authentic practice 1 (Student pages 42-43)

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

Procedure:

A. Listen and read.

- To set the scene for the conversation, point to the picture and ask *What's wrong?*
- Read the conversation out loud or play the cassette. With books open, students listen and read.

Note: The *Co-worker* role contains the following new language: *extension, What's wrong with it?* In addition, language learned in prior exercises has been modified. For example, *What's the problem?* is a variation of *What's wrong?* on page 38; *Well, maybe we need to call the manager* is similar to *Let's call Ms. Rivas* on page 38.

Although students are encouraged to comprehend this new language through context and its similarity to language they know, it is not essential for students to know this new language to complete the task.

B. Listen to the co-worker. Read ...

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

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

C. Listen and read. Choose ...

- Model the task by writing the question and the two answer choices for item 1 on the board. Ask *What's wrong?* Elicit the correct response from the class. Demonstrate that students must circle the letter of the correct answer by circling *a* on the board.
- Check answers by reading the next two items out loud and having the class give the correct response.

(continued on p. 7)

Lesson Plan, Unit 3: Authentic practice 1 (for Student pages 42-43)–continued

D. Listen. Choose your response ...

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

Challenge: Have students listen again and write the questions for items 1 through 3 on the board.

Tapescript

1. What's wrong with this copier?
2. Let's call the manager. What's the telephone number?
3. Oh, no!

Workbook Link: Exercise 9

Listening comprehension

Procedure:

A. Listen to the conversations ...

- ▶ Read the three conversations in the tapescript or play the cassette. Students listen to the conversations.
- ▶ Write on the board and read out loud the sentences for items 1 and 2. Students work individually, writing *yes* or *no*.

Note: Although these conversations contain new language (*having trouble with, turn it off, on the side, ordered, right away, get this microwave to work, nothing happens*), it is not essential for students to know this language to complete the task.

B. Listen again ...

- ▶ Ask the class or individual students for the names of the machines in items 1 through 3.
- ▶ Have volunteers read both answer choices for each machine.
- ▶ Read the three conversations in the tapescript again or play the cassette. Students listen with books open.
- ▶ Write on the board and read out loud directions a. and b. for item 1. Elicit the correct directions from the class and circle letter *b* on the board. Students work individually, reading the directions for each machine and circling the letter of the correct choice.
- ▶ Have students check answers with a partner and then review answers as a class.

Option: To focus students on the listening task, have students read each of the direction choices out loud before listening again to the conversations.

Tapescript

Conversation 1

- Man:** Excuse me, Jane. I'm having trouble with the coffee maker.
- Jane:** The coffee maker? What's the matter?
- Man:** How do I turn it off?
- Jane:** Oh, just press the off button. It's here on the side.
- Man:** OK. Thanks, Jane.

Conversation 2

- Mr. Anderson:** Well, Henry, here's the new lawn mower we ordered for you.
- Henry:** Thanks, Mr. Anderson. It looks great . . . Uh, Mr. Anderson, this lawn mower is different from the old one. How do I start it?
- Mr. Anderson:** Oh, let me explain. Use this key. Turn the key to the left. The lawn mower will start right away.
- Henry:** Thanks, Mr. Anderson.

Conversation 3

- Woman:** Sandy, I can't get this microwave to work. I press start and nothing happens.
- Sandy:** Really? Is it unplugged?
- Woman:** No, it's OK. I checked.
- Sandy:** Well, let's see . . . Oh, look at the door. It's not closed completely. Close the door and press start.
- Woman:** Oh, you're right. Now it's working. Thanks, Sandy.

Workbook Link: Exercises 10, 11

Summary of Lesson Plan

► PROGRESS CHECK

Workbook pages not assigned for Lesson Four.

► REVIEW/WARMUP

Do it yourself! (Student page 43)

Suggested teaching time: 10 minutes

Your actual teaching time: _____

► PRESENTATION

Authentic practice 2 (Student pages 44-45)

Suggested teaching time: 35 minutes

Your actual teaching time: _____

► REVIEW

Do it yourself! (A plan-ahead project) (Student page 45)

Suggested teaching time: 15 minutes

Your actual teaching time: _____

► Do it yourself! (Student page 43)

Suggested teaching time: 10 minutes

Your actual teaching time: _____

Procedure:

A. Write your own response ...

- Model the activity. Read the first speech balloon and elicit responses from the class; for example, *The machine is out of order* or *I don't know*.
- Working individually, students write their own responses to complete the conversation. To check answers, have students read their conversation out loud with a partner.

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

B. Discussion ...

- Model the activity by talking about machines at your home, school, or workplace; for example, *The copier at school is out of order*.
- Students talk about machines at home or at work in small groups or as a class.



Authentic practice 2 (Student pages 44-45)

Suggested teaching time: 35 minutes

Your actual teaching time: _____

Note: For the plan-ahead project on page 45, students should bring a phone card to class.

Reading

Critical thinking skill: applying knowledge to new situations

Procedure:

A. Look at the card. Then write **yes** or **no**.

- Write the word *instructions* on the board. Ask students for another word with the same meaning. To communicate that *directions* and *instructions* are synonyms, refer students to the coffee maker directions sign on page 41 and the copier directions in illustration 12 on page 36.
- Read items 1 and 2 out loud. Working individually, students look at the card and then write *yes* or *no*.

B. Critical thinking ...

- Write on the board and ask the class *How do I call Good Morning Restaurant?*
- To demonstrate that students must use the phone card, have volunteers read out loud the directions printed on the card.
- Students work individually or in pairs. Circulate to offer help as needed.

Option: Copy advertisements for local restaurants, schools, supermarkets, florists, and bookstores from a telephone directory. Have students write directions for calling these businesses using the Worldwide Telephone Company card.

Workbook Link: Exercise 12

(continued on p. 9)

Writing

Procedure:

- ▶ Have students look at the pictures. Write on the board *a coin*. Illustrate the meaning with an actual coin. Write on the board the word *put*, point to the *Coin calls* illustration, and mime inserting a coin into the coin slot to demonstrate the meaning.
- ▶ Point to the *911 calls* illustration. Write on the board *a 911 call*. For an illustration of a 911 call, refer students to page 107. Write on the board the word *free*. Draw a quarter on the board and then cross it out to show that you don't need to put in a coin to call 911.

Option: To identify coins commonly used in the United States, bring to class a quarter, a dime, a nickel, and a penny. Hold up each coin, say its name, and have students repeat. Write on the board *a quarter = 25 cents, a dime = 10 cents, a nickel = 5 cents, a penny = 1 cent*. Hold up each coin and have students say its value.

If your students are ready ...

Culture / Civics note: 911 is a national quick-response system offering immediate access to police, fire, and ambulance services. Dialing 911 on any telephone connects you to an operator who determines the nature of the emergency and quickly alerts the appropriate emergency services. There is no charge for 911 calls.

Workbook Link: Exercise 13

▶ Do it yourself!

(A plan-ahead project) (Student page 45)

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

Procedure:

A. Discussion ...

- ▶ Remind students ahead of time to bring a phone card to class. (If students don't have a telephone card, they can use the one pictured on page 45.)
- ▶ To encourage students to compare the directions on their phone cards, read out loud step 1 of the ABC Telephone Company phone card instructions. Have several volunteers read out loud step 1 of the directions on their cards. Write the different directions on the board.
- ▶ Divide the class into small groups and have students compare the directions on their telephone cards.

B. Pair work ...

- ▶ Write on the board the telephone number of your school or classroom. Have student volunteers give directions on how to call this number using the ABC Telephone Company phone card.
- ▶ Students work with a partner, using their phone cards to give directions about making a phone call.

Workbook Link: Exercise 14

► Do it yourself! (Student page 47)

Procedure:

1. Point. Name the machines.

- Hold up the Student's Book and point to the copier. Write on the board and say *a copier*. Have students repeat. Ask students to point to other machines in the picture. Elicit the names of the two other machines and write on the board *a telephone / a phone, a coffee maker*.

2. What's wrong? Tell your partner.

- Point to the coffee maker. Write on the board and ask *What's wrong?* Have students repeat. Elicit a response from the class and write on the board *The coffee maker is out of order*.
- In pairs, students talk about problems in the picture by asking *What's wrong?* Circulate to offer help as needed.

Your students can say ...

The copier / telephone is out of order.

3. Create conversations for the people.

- Point to the office workers next to the coffee maker. Write on the board *A: Oh, no! B: What's wrong?* Model this conversation with a more advanced student. Play the role of office worker A on the left. Demonstrate that students should continue the conversation by eliciting further responses from the class.
- In pairs, students create conversations for people in the picture. To review, have each pair of students act out their conversations in front of the class.

Option: Create conversations. Select language from the *Your students can say ...* box and write it on the board; for example, *Oh, no!*; *out of order*; *press*; *Let's*. Have students work in pairs to create conversations incorporating all the words on the board.

Option: Writing activity. Have students write their conversations in dialogue form. (For more ideas on using the picture for writing activities, see the Teacher's Resource Binder.)

Your students can say ...

(The two office workers)

A: Oh, no! **B:** What's wrong? **A:** The coffee maker is out of order. **B:** Press the off button. / Unplug the coffee maker. / Let's call the manager. **A:** OK. Good idea. What's the number?

(The two women)

A: Don't press the on button. **B:** No problem. How do I start the copier? **A:** Close the lid. / Press the start button. / I don't know.

(The woman and the man at the telephone)

A: How do I call (name of person or place)? **B:** Press 1, the area code, and the phone number. Press the calling card number. **A:** What's the calling card number?

4. Say more about the picture ...

- Model the activity by encouraging the class to say as much as they can about the picture, either single words or complete sentences.
- In small groups, students continue to say as much as they can about the picture. Circulate to offer help as needed.

Option: Competition. One group begins by saying a word or sentence about the picture, and each other group follows by saying something more. Groups that can no longer say anything are eliminated until only one group remains.

Your students can say ...

She is a manager. They're housekeepers / not unemployed. (Unit 1) The supply room is across from / next to the copier. They are in the supply room right now. They are at work / in the office / not at home. The supply room is on the left. The telephone is on the right. The coffee maker is down the hall. (Unit 2)

Oral test (optional)

Use the *Do it yourself!* illustration on page 47 for an oral test. Ask students questions about the picture, such as: *What's wrong? How do I start the coffee maker? What's their occupation? What does he do? Is he a student?* Evaluate students on correctness, intelligibility, and completeness.