

## Summary of Lesson Plan

### ► Preview/Practical conversations (Student pages 43-45)

Suggested teaching time: 60 minutes  
includes Culture note

Your actual teaching time: \_\_\_\_\_



### Preview and Practical conversations (Student pages 43-45)

Suggested teaching time: 60 minutes

Your actual teaching time: \_\_\_\_\_

### Warm up. What's the problem?

#### Procedure:

- Ask questions about the photos, such as *Who's talking?* (a man and a woman) *What do you think they're talking about?* (the notice, the Infant World high chair)
- Have students look at the notice from the Consumer Product Safety Commission. Have a volunteer read the notice. Ask questions such as *What product is pictured?* (a high chair) *What company makes the high chair?* (Infant World Inc.) *What's wrong with the high chair?* (It's defective.)
- Elicit or explain the meaning of *defective* as not made correctly or not working correctly. Then have students find and circle the words *recalled* and *recall* in the notice. Ask *What's a "recall"?* Have students try to determine the meaning of *recall* from the context. If necessary, explain that a *recall* occurs when a company asks people to return a product they bought because there is a problem with it.
- To activate students' prior knowledge, ask *Where can you hear about product recalls?* *Have you ever purchased something that was recalled?* *What was it?* *Was the product repaired or replaced, or did you get a refund?* *Why is it especially important to know about recalls of products for babies?* *Are products recalled in your country?*

- Brainstorm and write on the board a list of types of products that are often recalled. As a class, think of specific problems for a couple of the products, for example, for a car, *the brake pedal sticks*. Review the vocabulary *clogs*, *crashes*, *freezes*, *jams*, and *sticks* from pages 32 and 33.
- Summarize and check comprehension by reading the *Warm up* question and having students give an answer to a partner. Circulate and listen to students' answers.

#### If your students are ready ...

**Culture / Civics note:** The United States Consumer Product Safety Commission and the Product Safety Bureau of Health Canada are government agencies that protect consumers from dangerous products. These agencies work with industry to develop product safety standards, collect information about unsafe products, and announce product recalls.

A product *recall* is a request by a manufacturer for consumers and sellers to return defective or unsafe products so that the manufacturer can fix the problem, replace the product, or offer a refund. Recall announcements are posted in stores that originally sold the product and are reported in newspapers, in popular magazines, on news programs, and on the Internet.

### Unit 4 objectives

#### Procedure:

- Read the objectives. Discuss any unfamiliar vocabulary; for example, *discontinued* means not made or produced anymore.
- Explain that a *consumer* is someone who buys and uses products and services. Have students underline in the objectives the skills that will give them more protection as a consumer. Students should underline *Discuss a defective, discontinued, or recalled product; Understand and act on a product safety recall; Write a consumer complaint letter.*

(continued on p. 2)

## Lesson Plan, Unit 4: Preview/practical conversations (for Student pages 43-45)–continued

### Model 1

**Content:** asking someone to check the quality of a product; reporting complaints from buyers and sellers; discussing a defective item

**Procedure:**

#### 🔊 A–B.

- To set the scene for the conversation, ask questions about the photo, such as *What does the sign on the wall say?* (Quality Control) *What are the men looking at?* (faucets)
- After students listen to the conversation, check comprehension by asking questions such as *Who works in the quality-control department?* (Ed, the man on the right) *Who has been complaining about the faucets?* (the salespeople) *What is the problem with the faucets?* (They're not up to code.)

#### 🔊 Poor quality

- Review other ways to describe poor quality that can be substituted for *not up to code* in the conversation. Point out that *not up to code* and *below standard* refer to rules or laws not being followed in making something. Remind students that *defective* means not made correctly or not working correctly.
- To activate students' prior knowledge, ask *In your jobs, are there codes, standards, or guidelines that have to be followed?* Ask *Why do we have codes and standards?* (for safety, to protect consumers)

#### 🔊 Vocabulary

- After students listen to and repeat the vocabulary words, write the headings *Buyers* and *Sellers* on the board. Ask *Is a customer a buyer or a seller?* Write *a customer* under *Buyers*. Then ask *Is a salesperson a buyer or a seller?* Write *a salesperson* under *Sellers*. Explain that a dealer buys and sells a particular product. Write *a dealer* under both *Buyers* and *Sellers*. Brainstorm other words for buyers and sellers and add them to the lists, for example, *a consumer, a client, a cashier, a sales representative / rep.*

#### C. Pair work ...

- Have students look at the products in the pictures. As a class, match an expression of poor quality with each product. Point out, for example, that *defective* is appropriate only with the manufactured products, not with *cookies*.

- Ask *What products do you make, package, or sell at work?* Brainstorm additional products and write them on the board in plural form.
- Write *a customer*—*customers* on the board. Have students tell you the plural forms of the other words for buyers and sellers, the ones in the *Vocabulary* box and on the board.
- Model the activity with a more advanced student. Play the role of Student A. Demonstrate using one of the products pictured in Student A's first line and the plural of a buyer or seller in Student A's second line. If necessary, prompt Student B to choose a phrase from the yellow language note.

#### If your students are ready ...

**Culture / Civics note:** A building code is a set of rules for builders that are designed to protect the health, safety, and general welfare of the public. For example, building codes require that construction materials such as faucets, pipes, and concrete meet specified standards of quality and performance. To ensure the safety and durability of a structure, building codes also specify the manner in which materials must be assembled. In addition, codes require fire safety systems such as sprinklers, fire alarms, and fire escapes. Generally, each local area has its own building code, which is adopted, modified, and enforced by local government.

### Model 2

**Content:** requesting a brand; offering an alternative; describing locations in a store; *used to*; comparisons with *as* and *not as*

**Procedure:**

#### 🔊 A–B.

- Ask questions about the photo, such as *Where are these two people?* (in a hardware store) *Who is the customer?* (the woman) *Who is the salesperson?* (the man) *What are they looking at?* (saws)
- After students listen to the conversation, ask questions such as *What brand of tools is the woman looking for?* (Atlas) *Does the store have them?* (no) *Did the store have them before?* (yes) *What brand does the store have now?* (Hercules)

(continued on p. 3)

## Lesson Plan, Unit 4: Preview/practical conversations (for Student pages 43-45)–continued

### 🔊 Locations in a store

- Use your classroom to demonstrate the locations. Count off the aisles between the desks and have them represent aisles in a store. Point down for *downstairs* and up for *upstairs*.
- After students listen and repeat, read each phrase again and have the class point to locations in the classroom to convey *over here / there, in aisle 2, downstairs, upstairs, in the back / front*. Repeat several times, changing the order in which you read the locations.
- Ask where different objects in your classroom are, eliciting the locations taught here.

**Option:** On the board, draw a diagram of the aisles in a hardware store. Write the products found in each aisle on the diagram; for example,

BACK OF STORE				
drills	power drills	faucets	vacuum cleaners	ant traps
saws		shower heads	mops	locks
hammers	power saws			paint
1	2	3	4	5
FRONT OF STORE				

Ask where different items are located. For example, ask *Where are the power drills?* and elicit *They're in the back, in aisle 2*. To practice *over here / there*, draw a stick figure on the diagram, ask where an item is located, and elicit *over here* or *over there*. Erase the stick figure, draw a new one in a different location, and repeat.

### C. Pair work . . .

- Ask students how *No-Mor* is normally spelled. Point out that companies sometimes use different spellings of ordinary words as product names, perhaps to get customers' attention.
- Model the activity. Play the role of Student B to demonstrate offering the alternative brand of the product Student A asks for and choosing a location from the yellow language note.

## ➤ Do it yourself!

### Procedure:

#### A–B.

- Describe your own experience buying a poor-quality or defective product. Then ask *What product did I buy? What was the problem with it? Where did I buy it? / What was the dealer's name? What did I do?*
- Have students complete the first line of the chart about a product they bought. Then have them describe their experience to a partner. As they listen to their partners' experiences, have students fill in the second line of their chart.
- Ask *What did you do about the defective product?* Have students discuss with their partners.

**Option:** Have students make a chart for conducting a poll or survey, or provide handouts. Have students draw eight columns and ten rows and write one of the following eight responses to *What did you do about the defective product?* at the top of each row: *exchanged it, took it to a repair shop, sent it to a service center, fixed it myself, called the dealer, wrote a letter of complaint, did nothing, threw it away*. Students then walk around the room and ask ten different students *What did you do about the defective product you bought?* They write each student's name to the left of a row and check the box for the response he or she gives. When they are finished, students tally the results and determine the most common response.

	exchanged it	took it to a repair shop							

## Summary of Lesson Plan

### ► PRESENTATION

#### Practical conversations (Student pages 46-47)

Suggested teaching time: 60 minutes  
includes Culture note

Your actual teaching time: \_\_\_\_\_



### Practical conversations (Student pages 46-47)

Suggested teaching time: 60 minutes  
Your actual teaching time: \_\_\_\_\_

### Model 3

**Content:** explaining about a discontinued product; expressing disappointment; describing good quality; offering an alternative

#### Procedure:

#### 🔊 A-B.

- Ask questions about the photo, such as *Where are the people?* (in a hardware store) *What are they looking at?* (shower heads)
- Ask what *EPA* stands for. If necessary, explain that it stands for Environmental Protection Agency and that this is the department of the U.S. government that is responsible for protecting the air, water, and land.
- After students listen to the conversation, ask comprehension questions such as *What is the customer looking for?* (Speedy shower heads) *What happened to the Speedy brand?* (It was discontinued.) *Why?* (Their shower heads didn't meet EPA rules.)
- Ask *Why does the EPA have rules about shower heads?* (because this agency is responsible for protecting the water supply; to keep people from using too much water) *Why didn't the Speedy shower heads meet EPA rules?* (probably because they used too much water)

#### 🔊 Good quality

- Review other ways to describe good quality that can be substituted for *great* in the conversation. Point out that *great* and *fantastic* are very positive.

Explain that a product is *effective* if it does what it is supposed to do and that a product is *convenient* if it makes something easier or saves you time.

Ask students to name products they use that are effective. Ask students to think of a machine or product they use daily that makes their lives easier or is convenient.

- Brainstorm and write on the board other words to describe good quality, such as *excellent*, *reliable*, and *dependable*.

#### 🔊 Vocabulary

- Have students repeat the vocabulary words and the brand names. Ask how *Qwik Kool* is normally spelled.
- Brainstorm and write on the board other products that have to meet environmental standards, such as *faucets*, *motor oil*, *batteries*. Say *Think of products that could use too much water or that could contaminate, or have a bad effect on, the air, water, or land.*

#### C. Pair work ...

- As a class, brainstorm alternative responses for the first blank in Student A's last line and for Student B's last line. Then have students practice the conversation.

**Field project:** If appropriate, have students go to a store that sells hardware and / or small appliances and look for the types of products from the *Vocabulary* box and board. Have students check the labels to see if any note EPA rules or environmental standards. For any labels that do, have students write down the type of product and brand name. For additional practice, have students ask for the location of two different products, and ask a salesperson the difference between two different brands of the same product. Students should practice asking questions before they take the trip and report their findings when they return.

#### If your students are ready ...

**Culture / Civics note:** The United States Environmental Protection Agency, or EPA, is a government agency responsible for protecting and improving the quality of the natural environment. The EPA develops and enforces national pollution-control regulations and works with industries to promote pollution prevention programs and the conservation of renewable resources. Environment Canada is the Canadian equivalent of this agency.

(continued on p. 5)

## Lesson Plan, Unit 4: Practical conversations (for Student pages 46-47)–continued

### Model 4

**Content:** discussing a product safety recall; offering to make good; requesting a different resolution; agreeing; using *so long as* to state a condition; products for babies and children

#### Procedure:

#### 🔊 A–B.

- Have students look at the photos and the notice. Ask *Have you seen this before?* (yes) *Where?* (on page 43) *What can you remember from our discussion?* *What is a “recall”?* (when a company asks people to return a product they bought because there is a problem with it)
- After students listen to the conversation, check comprehension by asking questions such as *What type of product was recalled?* (a high chair) *What does the salesperson offer?* (a replacement) *What does the woman ask for instead?* (a credit)
- Ask *What does the woman need to get a credit?* (her receipt) *Can she get a credit if she doesn’t have her receipt?* (no) Explain that she can get a credit only if, or *so long as*, she has her receipt.

#### 🔊 Ways to make good

- Write *a replacement, a credit, a refund* on the board. Ask *If the woman in the conversation accepted a replacement, what would she get?* Write *a new high chair* next to *a replacement*. Say *The woman in the conversation wants a credit. What will she get?* Write *a slip of paper for the amount of money she spent* next to *a credit*. Explain that she can use it to buy something else at the store. Ask *If the woman in the conversation got a refund, what would she get?* Write *her money back* next to *a refund*.

#### 🔊 Vocabulary

- After students repeat the vocabulary words, brainstorm and write on the board other products for babies or children that students know, such as *a changing table, a baby monitor, a swing*.

#### C. Pair work . . .

- Read the conversation out loud, pausing at each blank substitution line and eliciting an appropriate word or phrase from the class. If necessary, prompt students to choose a product from the *Vocabulary* box in the second line of the conversation and two different ways to make good from the yellow language note in the third and fourth lines of the conversation. When you get to the last line, elicit a variety of possible responses from the class.

**Option:** If possible, have students look at the U.S. Consumer Product Safety Commission Web site at [www.cpsc.gov](http://www.cpsc.gov). Have students look at actual recalls of products for babies and children. Have them choose one recall and find as much as they can of the following information: the type of product, the brand name, the model number, the problem with the product, when the product was sold, how much it cost, who to contact, and what to do about the recall.

#### If your students are ready . . .

**Culture / Civics note:** In the United States and Canada, children riding in automobiles are required by law to use passenger restraint systems such as car seats, booster seats, and seat belts. The type of safety restraint required depends on the child’s age and size. Laws governing child passenger safety vary by state or province.

**Workbook Link: Exercises 1, 2, 3, 4**

#### ➤ Do it yourself!

#### Procedure:

- Have students look at the photos and read the man’s speech balloon. Ask *Who is the man?* (a salesperson) *Who is the woman?* (a customer)
- In pairs, have students read the four model conversations from this unit again. Before they begin, have them decide who will read Student A’s lines and who will read Student B’s lines. Also, have students review the yellow language notes on pages 44 through 47.
- Have students choose a product and create a phone conversation between the two people pictured. Suggest that students talk about a defective product, a brand the store doesn’t carry anymore, a discontinued product, or a product recall. Have volunteers present their conversations to the class.

## Summary of Lesson Plan

### ► PRESENTATION Practical grammar (Student pages 48-49)

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

Your actual teaching time: \_\_\_\_\_

### ► Practical grammar (Student pages 48-49)

Suggested teaching time: 60 minutes  
Your actual teaching time: \_\_\_\_\_

### Used to

**Content:** statements and questions with *used to*

#### Procedure:

- Use *used to* to talk about your own life. Provide several examples. For example, say *I used to live in California. Now I live in New York. I used to work in an office. Now I teach.*
- Ask questions about the examples you gave: *Did I use to live in California? Do I live in California now? Where did I use to work? Do I work in an office now?*
- Have students look at the picture and read the speech balloons. Explain that *We used to carry it* means that we carried it before, but we don't carry it now / anymore. As a class, read and discuss the information in the box. Point out that there is no *d* on *use* in the questions because *did* tells us that the question is in the past. Write on the board *Dora Mee didn't use to live in the United States*. Point out that there is no *d* on *use* in a negative sentence either.
- Write *I used to + verb* on the board. Have students think of something that they did in the past but that they no longer do, for example, *I used to live in El Salvador*. Note several responses and use them to ask questions, for example, *Did Gabriel use to live in El Salvador? Where did Myung use to work?* Use the same notes to ask questions with *Do you . . . ?* For example, *Gabriel, do you live in El Salvador now?* Point out the last example under *Questions* in the box and elicit the student's answer *No, but I used to*.

### A. Read and write about . . .

- Have students circle *lived* in item 1 on the chart. Then have them circle *used to live* in the example and point out that we don't put *live* in the past because *used* already tells us that the sentence is in the past.
- After students complete the exercise, have them exchange books and check a partner's work. Instruct students to make sure that the first sentence in each item has *used to +* the verb in the base form, not in the past tense. As a class, review the base forms of the verbs in the exercise before partners check each other's work.

### B–C.

- After students complete the chart about themselves, they ask each other *What did you use to do?* and *What do you do now?* You may wish to have students think of more specific questions to ask, such as *Where did you use to shop? Where do you shop now? Did you use to walk to work?*
- After students practice asking and answering the questions with a partner, have them share with the class something their partners used to do and something their partners do now.

**Option:** Say *I used to buy Brand X. Now I buy Brand Y because . . .* Then have students discuss brands they used to buy and brands they buy now. Give examples of types of products to talk about, such as cookies, shampoos, detergents. Have students tell why they changed brands. Circulate as students discuss, listening to make sure students use correct verb forms.

**Challenge:** Have students think about a job they used to have. Have them write sentences with *used to* about their duties and responsibilities at that job, for example, *I used to order supplies, I used to fix office machines*. Point out that they might need to write sentences like these on a job application or use them in an interview. Encourage students to be specific.

### Workbook Link: Exercises 5, 6

(continued on p. 7)

### Comparisons with as and not as

#### Procedure:

- ▶ Have two students who are tall and roughly the same height and one student who is shorter come to the front of the room. Say (*Student 1 is as tall as Student 2. Student 3 is not as tall as Student 2. Student 3 isn't as tall as Student 1.*) Use other students or objects in the classroom to give more examples of comparisons with *as* and *not as*.
- ▶ Have volunteers read the examples in the box. Ask *Which tools are better, Safe-Tee tools or Topnotch tools? (They're the same quality.) Which spray is more effective, Kick Weed or Bug-Dead? (Bug-Dead) Were these tools stronger before or are they stronger now? (before)* Then ask *How many times is as used in each sentence? (twice)*
- ▶ In groups, have students use *as* and *not as* to make comparisons among themselves or using objects in the classroom. Before students begin, elicit a couple of comparisons to write on the board and serve as a model. Circulate, listening to make sure students are forming their comparisons correctly and providing help as needed.

#### D. Write comparisons . . .

- ▶ Have students look at the example and circle *as* both times it occurs in the sentence. Point out that to make sentences from the words, students will need to add *is* or *are* and *as* twice.

#### If your students are ready . . .

**Language note:** All the sentences in the grammar box and in Exercise D use the verb *be* and an adjective. With other verbs, the pattern is the same, but an adverb is used to make the comparison instead of an adjective (e.g., *Maria doesn't weigh as much as Dmitri*).

### Comparative forms: Review

#### Procedure:

- ▶ Remind students that they can also make comparisons using comparative forms with *than*. Point out that comparative forms end in *-er* or have *more* or *less* in front of them and that there are some irregular comparatives, such as *better* and *worse*.

#### E. Write comparisons . . .

- ▶ Ask students if they prefer old cars or new cars. Have students look at the words in the box and then ask why. Read the example. If students can form other comparisons about old and new cars, they should write their own sentences to the right of the example. Have students read their sentences.

#### If your students are ready . . .

**Language note:** Following are rules for forming the comparative of adjectives.

- For one-syllable adjectives and two-syllable adjectives ending in *-y*, use adjective + *-er*. The spelling rules for adding *-er* are as follows.
  1. Add *-er* to one-syllable adjectives.  
cheap cheaper
  2. If the adjective ends in *-e*, add *-r*.  
late later
  3. If a two-syllable adjective ends in a consonant and *-y*, change *y* to *i* before adding *-er*.  
spicy spicier
  4. If the adjective ends in a consonant-vowel-consonant (CVC), double the final consonant before adding *-er*.  
big bigger  
Exception: Don't double the consonant in words ending in *-w* or *-y*.  
slow slower
- For most other adjectives of two or more syllables, use *more* + adjective and *less* + adjective.

**Workbook Link: Exercises 7, 8, 9**

### ▶ Do it yourself!

#### Procedure:

#### A–B.

- ▶ Write the headings *Food, Public transportation, and Weather* on the board. Brainstorm adjectives to describe each, for example, for *Public transportation: fast, slow, clean, dirty, convenient, dependable*.
- ▶ Have students use the adjectives to describe the food, public transportation, and weather where they used to live, filling in the first column of empty boxes.
- ▶ Then have students use *as*, *not as*, or the comparative forms of the adjectives to compare this country's food, public transportation, and weather to that where they used to live.

**Challenge:** Have students use the information on their chart and their own ideas to write sentences comparing where they used to live with this country. For example, *The weather in this country is not as cold as the weather in Russia, Russia is bigger than the United States*. Remind students to use a capital letter at the beginning and a period at the end of each sentence.

## Summary of Lesson Plan

- ▶ **PRESENTATION**  
**Authentic practice (Student pages 50-51)**  
 Suggested teaching time: 60 minutes  
 includes Cultural discussion  
 Your actual teaching time: \_\_\_\_\_



### Authentic practice (Student pages 50-51)

Suggested teaching time: 60 minutes  
 Your actual teaching time: \_\_\_\_\_

#### Procedure:



- ▶ To activate students' prior knowledge, ask questions about service stations, such as *What can you do at a service station?* (get gas, get your oil checked, get oil, clean your windshields / windows, get air in your tires, use the restroom, buy drinks or snacks) *What is "self-service"?* (You pump the gas yourself.) *What is "full-service"?* (An attendant pumps the gas.) *How many grades of gas can you choose from?* (usually three) *What are the names of some of the gas stations in our area? Is gas more or less expensive here than it is in your country?*
- ▶ After students have read and listened to the story, ask *What are the three things that the customer gets done at the service station?* (gets gas, gets the oil checked / gets oil, gets air in his tires) *Which oil is better, Auto-Lube or Regal?* (Regal, or They're the same quality.)
- ▶ Ask the class *What is "a quart of 15 w 40"?* If necessary, explain that the customer is asking for a type of motor oil. Point out that a quart is a unit of liquid measurement and that the metric system is not used in the United States.
- ▶ Have students close their books. Read the following lines and ask who says each one, an attendant at a service station or a customer: *Fill it up, Pull up to the pump, You're down a quart, Give me a quart of 15 w 40, Check the oil?* Make sure to read *Check the oil?* with question intonation.

**Option:** In groups, have students discuss the differences between gas stations here and those in their native countries. To prompt discussion, ask ques-

tions such as *Did you use to have a car in your country? Where did you use to buy gas? Are gas stations in your country self-service or full-service? Is gas cheaper or more expensive in your country? Are service stations here more or less convenient than in your country? Why?*

**Field project:** Have students who drive pay attention to the following information the next time they are at a service station and then report to the class: *Does the station have self-service, full-service, or both? What is the difference in price? How many grades of gas are offered? What are the names? What are the prices? If there are mechanics or service station attendants in the class, have them talk about routine car maintenance, such as how often to have your oil changed, what kind of oil to use, how often to have your tires rotated, and so on.*

#### **A. Read and listen again ...**

**Note:** For item 4, students may also answer *tire pressure* or *air pressure in tires*.

**Option:** In pairs, have students create their own item 5, for example, *The brand of oil the service station now carries is \_\_\_\_\_*. Have students close their books. Ask for volunteers to read their items. Elicit the correct answers from the class.

#### **B-C.**

- ▶ Review the answers before having students read responses out loud. Ask *When you read your responses, are you an attendant or a customer?* (a customer)

#### Tapescript

1. Yes, sir?
2. Check the oil?
3. You're down a quart.

(continued on p. 9)

## Lesson Plan, Unit 4: Authentic practice (for Student pages 50-51)–continued

### If your students are ready ...

**Culture / Civics note:** Canada uses the metric system of measurement; the United States does not. In the United States, motor oil is usually sold in quart containers. For an approximate conversion of quarts to liters, multiply the amount in quarts by 0.95. Gasoline is measured in U.S. gallons (which are smaller than UK imperial gallons). To convert gallons to liters, multiply the amount in gallons by 3.8.

In North America, motor oil is classified according to its viscosity, or thickness. Containers of motor oil are labeled with numbers; the lower the number, the thinner the oil. The type of oil required depends on the type of vehicle you are driving, how you use your vehicle, and the outdoor temperature that you're driving in. For example, thinner oil is required for lower temperatures while thicker oil is better for higher temperatures.

In the *Authentic practice* conversation on page 50, the customer asks for 15 w 40 motor oil, a commonly used, mid-range oil. The 15 w indicates the viscosity of the oil at cold temperatures. (Five grades are available: 5 w, 10 w, 15 w, 20 w, and 25 w.) The 40 refers to the viscosity of the oil at engine operating temperatures. (The five grades are: 20, 30, 40, 50, and 60.)

**Workbook Link: Exercises 10, 11**

## Product safety recalls

### Procedure:

#### A. Listening comprehension ...

- Tell students that they will hear two announcements about product recalls. To review, ask *What is a "recall"?* (when a company asks people to return a product they bought because there is a problem with it)
- Have students read the items before listening to the announcements again.
- Pause between the announcements and allow students to complete the items. Read each item in the tapescript out loud or play the cassette as many times as necessary for students to complete the exercise.

#### B. True story ...

- To model the activity, talk about a product safety recall that you have heard or read about.
- Have students discuss in groups. If students have trouble thinking of product recalls, use the Consumer Product Safety commission Web site, [www.cpsc.gov](http://www.cpsc.gov), as a resource.
- Each group tells the class about one recall, describing the problem with the product, what the company is offering / offered, and what purchasers should do / had to do.

**Workbook Link: Exercises 12, 13**

### Tapescript

#### Announcement 1

The U.S. Environmental Protection Agency, the EPA, is announcing a consumer product recall for two widely used home pesticide products because of container problems. The spray container that the Smith Company uses for its Bug-Dead insect spray and its Kick Weed weed killer can malfunction and expose the user to pesticides.

The Smith Company has voluntarily stopped shipment and use of the Atomic Spray and is asking that all Bug-Dead and Kick Weed in this container be returned to the place of purchase for a full refund.

The products affected by this recall are only those sold in the Atomic Spray container. Other packages are not affected by this recall.

#### Announcement 2

The Jones Company announced today a four-state recall of its new infant carrier. The model affected is the Gran Turismo that bears the following model number: 1311-X. The company says that the handle is defective, and when a baby is in the carrier, the handle can rotate suddenly, causing the baby to fall out to the ground, suffering serious injury.

Jones is offering a free repair kit to address the problem. Jones Chairman Ann Stern says, "It's an easy repair to make, and it is designed to protect your baby from very serious injury." To arrange for the repair kit, call Jones's toll-free recall line: 1-877-555-4500. Once again, that's 1-877-555-4500.

(continued on p. 10)



## Summary of Lesson Plan

- **PRESENTATION**  
**Authentic practice (Student pages 52-53)**  
 Suggested teaching time: 45 minutes  
 Your actual teaching time: \_\_\_\_\_

### **Authentic practice** (Student pages 52-53)

Suggested teaching time: 45 minutes  
 Your actual teaching time: \_\_\_\_\_

### Environmental protection laws

**Procedure:**

 **A. Read and listen to the letters.**

- Pause after the first letter. Check comprehension by asking questions such as *Where does Confused in Kentucky work?* (in a parking garage) *How do the parking attendants make extra money?* (running errands and doing favors for customers) *How did the co-worker get in trouble?* (He threw used oil from a customer's car in the garbage.) *How did the owner of the garage react?* (He was very angry.)
- After students read and listen to Joan's response, ask *Who makes rules about what you can and cannot throw into the garbage?* (the EPA) *What happens if you don't follow the rules?* (You have to pay large fines.) *What can used motor oil damage?* (the water supply) *What other things can hurt the environment?* (batteries, pesticides, weed killers, and other chemicals)

**Option:** There are several synonyms in the letters. With a partner, have students find in the letters the following words or phrases: *threw in the garbage, serious problem, rules, damage*. Then have them find and circle words or phrases that have the same meaning. As a class, review the answers: *disposed of, big deal, standards or laws, hurt*.

**B. Choose an answer ...**

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

**Field project:** If appropriate, have students go to an auto parts store or gardening center and look for disposal directions on containers of oil, pesticides, or weed killers. Students take notes and then, in groups, make a sign to post in an auto repair shop or in the office of a landscape / gardening business. On their signs, students use words and pictures to show how to dispose of the product properly.

**If your students are ready ...**

**Language note:** Conjunctions are used to combine two sentences. The most common conjunctions are *and* and *but*. In the *Ask Joan* letters, *and* is used to combine sentences four times, and *but* is used as a conjunction once. Examples: *Sometimes we earn a little extra money running errands and doing favors for our customers, and the boss says that's OK; One little container of oil is a small thing, but if everyone threw one container of used oil into the garbage . . .* When using conjunctions to combine sentences, a comma is placed at the end of the first sentence, before the conjunction.

**Workbook Link: Exercises 14, 15**

(continued on p. 12)

<h2>Your notes</h2>

## Lesson Plan, Unit 4: Authentic practice (for Student pages 52-53)–continued

### C. What's your advice ...

- ▶ Have students look at the pictures. Ask *What is the man throwing in the garbage?* (a car battery) *What is the woman throwing in the garbage?* (weed killer and pesticide) Review ways to give advice, such as *Maybe you'd better . . .* and *Why don't you . . . ?*
- ▶ Have students look back at Joan's letter on page 52. Have students read the second-to-last paragraph and underline two ways to find out how to properly dispose of products that can hurt the environment. Review, making sure students found *Your boss can tell you where to find recycling bins* and *Be sure to read the directions on the container.*
- ▶ Students complete the items individually and then read their advice to a partner.

**Option:** Ask students if they have to dispose of any harmful or dangerous materials at work or at home. As a class, make a chart like this one.

Item	Proper disposal
Used medical supplies	Medical waste container
Transmission fluid	Recycling container

### Consumer complaint letters and responses

#### Procedure:

#### A. Read the consumer complaint letter ...

- ▶ Ask *What is a complaint?* Elicit the response that it is a statement in which you say that you are unhappy or not satisfied with something.
- ▶ Have students read the complaint letter individually. Then check comprehension by asking questions such as *What product is Peter Plummer unhappy with?* (the Enviro-Flush toilet) *What toilet did Plumb Good use to carry?* (the Vesuvius toilet) *Why was the Vesuvius toilet discontinued?* (It didn't meet EPA guidelines for water conservation.) *What is the problem with the Enviro-Flush toilet?* (It has to be flushed four times.)
- ▶ Explain that *P.S.* is an abbreviation that stands for *post script*, a Latin phrase meaning to write after. It is used to add a note after the end of a letter.
- ▶ Have students read the dealer's response individually. Then check comprehension by asking questions such as *Why can't the dealer give a refund?* (because the toilet is used) *What does the company offer?* (a discount on Mr. Plummer's next purchase)

### B. On a separate sheet of paper ...

- ▶ Have students think of something they bought that they were dissatisfied with. Using Peter Plummer's letter as a model, students write their own complaint letters. Have students begin their letters in the same way, *I'm writing to complain about . . .*, and include the sentence *I am very dissatisfied with . . . because . . .* Brainstorm and write on the board other information students can include in their letters, such as *what was purchased, when it was purchased, what the problem is, how you would like the company to make good.* Have students copy this list and make notes regarding their own purchase before they begin writing their letters.

**Option:** Have students write their letters using standard business-letter format. Refer to page T4 in the Teacher's Edition. Have students include the date, their return address, and the recipient's address. If possible, have students use telephone books or the Internet to find the store's or dealer's address.

**Workbook Link: Exercise 16**

### ▶ Do it yourself!

#### Procedure:

#### 🔄 Ways to make good on a complaint

- ▶ After students listen to and repeat the phrases, have them explain each way to make good by referring to the situation with Peter Plummer and the Enviro-Flush toilet; for example, if Plumb Good offered a refund, he would get his money back.
- ▶ Have students look at the letter from Plumb Good again. Ask *What is another way to make good on a complaint?* Elicit the response *offer a discount on the customer's next purchase.*
- ▶ Have students exchange complaint letters written in Exercise B with a partner.
- ▶ Students read their partners' letters and write a response, using the letter from Plumb Good Plumbing Supply as a model. Have students begin their letters in the same way: *I am sorry that you are dissatisfied with the . . . you purchased from us,* and include an explanation and an offer to make good.

**Option:** If appropriate, have students send complaint letters they wrote for recent purchases. Have students bring to class any responses they receive. Read the letters to the class and ask how the company offered to make good on the complaint.

## Summary of Lesson Plan

### ► Review (Student pages 54-56)

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 54-56)

Suggested teaching time: 60 minutes

Your actual teaching time: \_\_\_\_\_

#### Procedure:

#### A. Pair work or group work.

**Note:** The *Refunds & Exchanges* sign contains an ampersand. If necessary, point out that this symbol means *and*.

- Students take turns pointing to things in the picture and naming them, for example, *a high chair, shower heads, toilets, strollers, cribs, a car seat, tools*.
- Have students list everything they can name in the picture.
- Help students with any vocabulary they don't know, for example, *bunk beds, wrench, urinal*.

**Option: Alphabet game.** One group begins by saying a word or phrase from their list that begins with an *A*, such as *Atlas brand tools*. The next group says an item from the picture that begins with a *B*, such as *baby*. Continue through the end of the alphabet, with groups taking turns naming something in the picture that begins with the next letter. Groups earn a point each time they give an appropriate word or phrase.

#### Ask and answer questions.

- Ask *Who are the employees?* Have students identify the three employees in the picture. Ask *How many customers are there?* (seven, including the baby)
- Point to the customer at the bottom of the page and ask *What does she want?* Elicit an appropriate response, such as *She bought Be Gone Paint Remover, and there's been a recall. She wants a refund.* Students point to the other customers in the picture and discuss with their partners what the people want.

#### Create conversations.

- Have pairs number the speech balloons and, on a separate sheet of paper, write one line of conversation for each person in the picture.
- Then have pairs choose one of the four scenes in the picture and create an extended conversation. Remind students to refer to the four model conversations on pages 44 through 47 for help and ideas.
- Have volunteers role-play their conversations for the class.

#### Tell a story.

**Option: Describe locations.** Have students play the role of the salesperson near the products for babies and children or of the male employee behind the counter. Students describe the locations of products in the store, using vocabulary such as *over here, over there, in the back, in the front, across from, between, next to*.

**Option: Create a character.** Have students choose a person in the picture and talk about his or her life now and in the past. Remind students to use *used to* and tell them that they will need to make up the information about the person's life.

**Option: Announce a recall.** Have students create a recall announcement for *Be Gone Paint Remover*. Have students include the problem with the paint remover, what the company is offering, and what purchasers should do.

(continued on p. 14)

## Lesson Plan, Unit 4: Review (for Student pages 54-56)—continued

### B. Listen to the conversation . . .

- Tell students that they are going to listen to a conversation between a wife and a husband about a product recall.
- After students listen to the conversation the first time, have students read items 1 through 4, so that they will know what to listen for. Allow students to listen to the conversation as many additional times as necessary to complete the exercise.
- Have students check answers with a partner. Then have pairs change the false statements to make them true.
- Ask additional comprehension questions such as *What product was recalled?* (tomato soup) *What's the problem with it?* (bacteria) *What should purchasers do?* (take the soup back to the place of purchase for a refund)

**Challenge:** Write the sentence *Food isn't as safe as it used to be* on the board. Ask students if they think this is true. In groups, have students think of other things that were better in the past and write one or two similar sentences, for example, *Salespeople aren't as helpful as they used to be*. Then have students think of things that are better now than they were in the past. Provide an example, such as *Computers are cheaper than they used to be*, and have students write one or two similar sentences. Have groups write one of each type of sentence on the board. Read and discuss the sentences as a class.

### C–D.

- 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.

**Challenge:** For Exercise D, have students use the information in the chart to write a short letter of recommendation for Ines Ramirez, for example, *I have known Ines Ramirez for 10 years. She used to live in Mexico. She used to teach mathematics in a primary school. Now she lives in Denver, Colorado. She teaches Spanish in a high school. She really enjoys working with children . . .* Encourage students to add information not included in the chart.

#### Tapescript

**Wife:** Listen to this, honey.

**Husband:** What is it?

**Wife:** You know that tomato soup we bought yesterday at Foods of the World?

**Husband:** Mm-hmm.

**Wife:** Well, it's been recalled.

**Husband:** How do you know?

**Wife:** I just saw it on the news. Not five minutes ago. There's a nationwide recall. Every can of soup. Can you believe it?

**Husband:** What's wrong with it?

**Wife:** Something about bacteria. They said it's really dangerous.

**Husband:** You didn't eat any of it, did you?

**Wife:** No, thank goodness. They said to bring the soup back to the place of purchase for a refund.

**Husband:** It's really a shame, isn't it? Food isn't as safe as it used to be.

(continued on p. 15)

## Lesson Plan, Unit 4: Review (for Student pages 54-56)—continued

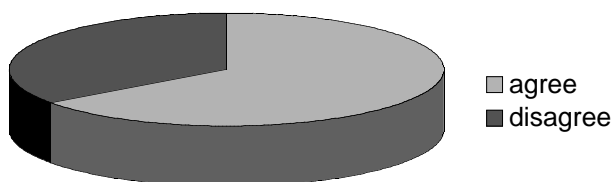
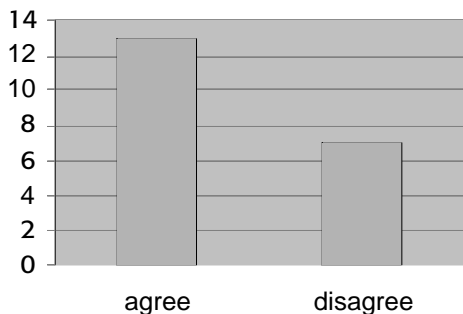
### E–F.

- ▶ Students work individually to complete the review exercises.
- ▶ Circulate to offer help as needed.
- ▶ Have students check answers with a partner. Review answers as a class.
- ▶ Identify any areas of difficulty that may require additional instruction and practice.

**Option:** For Exercise E, give students a list of topics to use in creating additional comparisons with *as* and *not as*. Possible topics include *countries*, *movies*, *sports*. Provide an example such as *Soccer is not as dangerous as hockey*. Have volunteers write sentences on the board. Read each comparison and have students raise their hands if they agree with the statement. Then have students who disagree raise their hands. Keep a tally on the board of the responses to each comparison. Discuss the results as a class.

**Challenge:** Have students create a bar graph or a pie chart showing the class's responses to one of the comparisons. For example,

*Soccer is not as dangerous as hockey.*



### G. Composition ...

- ▶ Provide students with concrete approaches to writing about the picture on page 54. Use one of the following options, give students a choice of options, or assign options based on students' levels of proficiency. Model what is expected of students for each option.
- ▶ Advise students to look back through the unit for help and ideas as they write.
- ▶ Circulate to offer help as needed.

**Option:** Have students write sentences comparing products in the picture. Have students use the brand names in the picture and add their own brand names. For example, *The Sleepy Time crib is safer than the Infant World crib*.

**Option:** Have students write an extended conversation for one group of people in the picture. Have students refer to the model conversations on pages 44 through 47 for an example of the form to use.

**Option:** Have students write a complaint letter about one of the products in the picture on page 54. Before they write, have students decide on a product, a purchase date, a problem with the product, and how they would like the dealer to make good. Students may also include the length and terms of the warranty and whether the product has been serviced before.

### Now I can

- ▶ Read the first item in the box out loud, *Now I can discuss a defective, discontinued, or recalled product*. Elicit from the class an example of how to discuss a defective, discontinued, or recalled product, such as *The shower heads are not up to code*.
- ▶ 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.