Summary of Lesson Plan

➤ **Vocabulary (Student pages 30-31)**
Suggested teaching time: 60 minutes
Your actual teaching time: _____

➤ Vocabulary (Student pages 30-31)

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

Content: types of cars and trucks; car and truck parts; products for cars; verbs for car maintenance; two-word verbs

Procedure:

A. Listen.

➤ Write the words *cars and trucks* on the board. Point to pictures 1 through 6 and say the corresponding vocabulary word for each picture. Take a poll to find out what kind of vehicle is the most popular in your class. Point to pictures 1 through 6 and ask each student *What kind of car or truck do you like?*

➤ Ask students what the letters in the acronym *SUV* mean. If necessary, point out that *SUV* stands for *sport utility vehicle.*

➤ If necessary, ask questions about the items in the *Picture dictionary* to check comprehension. For example, point to the headlight (9) and ask *When do we use a headlight?* (at night) Point to the windshield wipers and ask *In what weather do we use windshield wipers?* (rain or snow)

➤ Ask the class why we say *a tire* but not *a gas.* Remind students that things we can count, such as a tire, use an article (*a, an*) and have plural forms (*two tires*) but that things we can't count, such as gas, do not use an article and do not have plural forms.

Option: For more listening practice, read words from the *Picture dictionary* in random order. Have students point to the corresponding picture on page 30 as you say each word. Then divide the class into pairs. Have students alternate saying words and pointing to the picture.

Challenge: Elicit additional car-related vocabulary from the class. Use the illustration of a dashboard on page 38 to present the terms *a fuel gauge, a temperature gauge, an odometer, a speedometer.* Use pictures cut out of car magazines to present other words, such as *a steering wheel, a battery, a bumper, a taillight, a seat belt, a clutch, a gearshift, an ignition, a sedan, a station wagon, a hatchback, a convertible.*

Challenge: To reinforce the concept of count and non-count nouns, do a classification activity. Write *Count* and *Non-count* on the board as column headings. Below the word *Count*, write *an engine*. Below the word *Non-count*, write *gas*. Then elicit other car-related vocabulary words and have students write them on the board in the appropriate column. For example, count nouns could include *a tire, a door, a gas pedal*. Non-count items could include *oil, water, air.*

(continued on p. 2)

Your notes

Two-word verbs

➤ If necessary, convey the meaning of the new vocabulary by asking questions about the illustrations. For example, to convey that *drop off* means to take someone or something to a place when you are going somewhere else, point to illustration 24 and ask *What time is it?* (7:30 a.m.) *What is the woman giving the man?* (keys) *Are they house keys?* (no, car keys) Have students speculate about why she is giving him her car keys.

Challenge: Elicit other two-word verbs from the class, such as *fill out*, *take out*, *put away*, *put on*, and *take off*.

If your students are ready . . .

Language note: The meaning of a two-word verb is often different from the meaning of the individual words that make it up. For example, in the sentence *I dropped my car keys*, the verb *dropped* means to let something that you are holding fall to the ground. However, in the sentence *I dropped off my car at the repair shop*, the two-word verb *dropped off* means you took something to a place when you were going somewhere else.

B. Listen again and repeat.

Option: While students listen and repeat, note words that students have difficulty pronouncing. Then reinforce the correct pronunciation of these words with a short, fast-paced pronunciation drill.

C. Listen to the conversations . . .

➤ To prepare students for the listening task, have students look at pictures *a* through *c*. Point to the driver in picture *a* and ask *What does he need?* (gas) Point to the tow truck in picture *b* and ask *What's this called in English?* Point to picture *c* and ask *What is he doing?* (checking the oil)

Tapescript

Conversation 1

Woman: Mario's Tow Trucks. We tow. You go.

Al: Hello. This is Al Soto. I need a tow.

Woman: Sure, Mr. Soto. Where are you now?

Al: I'm at the corner of Main Street and First Avenue, in the parking lot.

Woman: OK. We'll be there right away.

Conversation 2

Woman: Could you check the oil, please?

Man: Sure. [sound of hood being opened] Well, ma'am, you do need oil.

Woman: I thought so. Could you put in a quart?

Conversation 3

Man 1: We need gas.

Woman: Look, there's a gas station. [sound of car pulling in and stopping]

Man 2: Can I help you?

Man 1: Fill it up with regular, please.

Man 2: Sure thing.

D. Complete each sentence. Write . . .

➤ To model the exercise, copy item 1 on the board. Elicit the correct answer from the class and write the words *fill it up* on the line.

➤ If necessary, convey that the sentence *The car is ready* in item 3 means that the car has been repaired and can be used now.

Workbook Link: Exercises 1, 2

Your notes

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Summary of Lesson Plan

➤ **PROGRESS CHECK**
Check assigned **Workbook** pages
Suggested teaching time: 10 minutes

➤ **REVIEW/WARMUP**
Do it yourself! (Student page 31)
Suggested teaching time: 15 minutes
Your actual teaching time: _____

➤ **PRESENTATION**
Practical conversations
(Student pages 32-33)
Suggested teaching time: 35 minutes
Your actual teaching time: _____

➤ Do it yourself! (Student page 31)

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

Procedure:

A. Personalization . . .

➤ To model the activity, copy the chart on the board. Point to the word *Check* and the first example *supplies*. Talk about situations when you need to check supplies. For example, a hotel housekeeper would need to check supplies of towels, cleaning products, and soap. As a class, brainstorm other things that you could check, such as the oil in a car, the weather, a baby, mail or e-mail, and the expiration date on milk.

➤ As students work individually, circulate to help them express their ideas. Encourage students to dramatize any new vocabulary they might introduce by miming or drawing pictures on the board.

B. Pair work . . .

➤ Divide the class into pairs. Have students compare their charts and talk about more items to add.

➤ To review, have each pair present their ideas to the class and then add them to the chart on the board.

➤ Practical conversations
(Student pages 32-33)

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

Model 1

Content: describing a problem with a machine; asking for a repair estimate

Procedure:

A–B.

➤ Before students listen, set the scene for the conversation by asking questions about the picture. Ask *Where are they?* (a garage / an auto repair shop) Point to the man and ask *What does he do?* (He's a mechanic.) Have students identify items in the picture, such as *a truck, tires,* and *a door.*

➤ Students should be able to understand from context that to *leave* something means to let something stay in a particular place. If necessary, explain that *an estimate* is a statement of how much it will probably cost to repair something.

➤ Highlight the use of the word *will* to talk about the future. Write on the board *It'll be about $50.* Underline *It'll.* Elicit the full form from the class and write *It will.* To convey that the word *about* can mean a little more or a little less than a particular amount, ask the class *How much will it cost to fix the door? Could it cost $48? $53?*

Note: The sentence *You can pick it up at about five* offers students a preview of the use of *it* with two-word verbs, which is presented in the *Practical grammar* section on page 34.

Mechanical problems

➤ To introduce the use of *won't* for mechanical problems, dramatize problems with items in your classroom. For example, pretend to have difficulty opening a window and say *It won't open*.

➤ Write on the board *won't open, won't close*. As a class, brainstorm parts of a car that could have this problem, such as *a door, a window, a trunk, a hood.* Then elicit things that *won't go on / off,* such as *headlights, windshield wipers, an air conditioner* and things that *won't start,* such as *a car, a truck, an engine.*

(continued on p. 4)

➤ Write on the board *won't open, won't close*. As a class, brainstorm parts of a car that could have this problem, such as *a door, a window, a trunk, a hood.* Then elicit things that *won't go on / off,* such as *headlights, windshield wipers, an air conditioner* and things that *won't start,* such as *a car, a truck, an engine.*

C. Pair work . . .

➤ To prepare students for the activity, copy the words in the box on the board. For each word, elicit from the class an appropriate mechanical problem from the *Mechanical problems* note. For example, for the word *headlights,* elicit *won't go on / off.*

➤ Model the activity with a more advanced student, playing the role of Student A to demonstrate that students should use the words in the box.

If your students are ready . . .

Culture / Civics note: It is a good idea to first ask for a written estimate before authorizing any repairs at a repair shop. An estimate is a statement of how much a repair will probably cost. When you get an estimate, you know before the repair has been done if it's worth repairing the item. Sometimes it is cheaper to replace the item.

Model 2

Content: reporting a problem; scheduling a repair; classifying things with *What kind of;* agreeing to a suggestion

Procedure:

A–B.

➤ After students listen to the conversation, check comprehension by asking questions about the people in the photos. Point to the man and ask *What's his name?* (Tony) *What does he fix?* (cars) Point to the woman and ask *What's her problem?* (her car's windshield wipers aren't working)

➤ Students should be able to understand from context that the expression *Tony speaking* is short for *This is Tony speaking*. Students should also infer that *What kind of* is used to ask about what type something is and that *That's good for me* can be used to agree to a suggestion.

➤ Point out the contraction in the sentence *My windshield wipers aren't working.* Elicit from the class that *aren't* stands for *are not.* Write the words *is not* on the board and elicit the contraction *isn't.*

Problems

➤ If necessary, dramatize *not working* by pretending that a machine in the classroom is broken.

➤ Point out that the word *funny* can mean comical and also unusual or unexpected. Write on the board *I laughed at the funny joke. The broken windshield wipers made a funny sound.* Elicit from the class the meaning of *funny* in each sentence.

Challenge: Present other onomatopoeic words associated with mechanical problems, such as *squeaking, thumping, clicking, scraping, grinding, knocking,* and *rattling.* Ask students what words they use in their native language to describe these sounds.

C. Pair work . . .

➤ Point to the three pictures and say the words. Have students repeat several times.

➤ To prepare students for the activity, write on the board *My windshield wipers are making a funny sound. My horn isn't working.* Elicit other car problems from the class, such as *My radio isn't working* or *My engine is making a funny sound.*

➤ Model the activity with a more advanced student, playing the role of Student B to demonstrate that students should use the pictures and their own words. Point to the picture labeled *a horn* and say *My horn isn't working.*

Challenge: Have students act out the situation when Student B can't drop off his or her car at the time suggested by Student A. Have Student B arrange for another drop off time.

(continued on p. 5)

Model 3

Content: leaving a car for a repair; asking about and describing a problem; asking and answering what time a repair will be completed

Procedure:

A–B.

- Before students listen, set the scene for the conversation by asking questions about the picture. Point to the man on the right and ask *What's his name?* (Tony, from Model 2) *What does he do?* (He's a mechanic. / He fixes cars.) *Where does he work?* (Auto Repair) Have students speculate about what the man on the left is doing. (dropping off his car)
- Students should understand from context that *I'm here to* can be used to explain the reason why you have come somewhere, that *I'll give you a call* means "I will call you on the telephone later," and that *Great!* is used to show that something is very good.
- Write on the board *oil pressure warning light* and point to the illustration in Exercise C. Ask students to explain what this symbol means. If necessary, use illustration 23 in the *Picture dictionary* to convey that the warning light shows that there is a problem and that the oil needs to be checked. In this manner, have students explain the meaning of the engine and brake fluid warning lights.

Note: The sentence *I was driving to work, and my oil pressure warning light went on* offers students a preview of the past continuous and the simple past tense presented in the *Practical grammar* section on page 35.

C. Pair work . . .

- To prepare students for the activity, write on the board *I was driving to work.* As a class, brainstorm other places students could use in the sentence, such as *school, class, the park, the convenience store.* Remind students to use the article *the* with places in the neighborhood but not with the words *work, school,* or *class.*
- Write on the board and say *Great!* with enthusiasm. Elicit similar exclamations from the class, such as *Good! Very Good!* and *Terrific!*
- Model the activity with a more advanced student, playing the role of Student A to demonstrate
that students should use the pictures and their own words.

Workbook Link: Exercises 3, 4

Your notes

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Summary of Lesson Plan

➤ **PROGRESS CHECK**
Check assigned **Workbook** pages
Suggested teaching time: 10 minutes

➤ **REVIEW/WARMUP**
Do it yourself! (Student page 33)
Suggested teaching time: 20 minutes
Your actual teaching time: _____

➤ **PRESENTATION**
Practical grammar (Student pages 34-35)
Suggested teaching time: 40 minutes
Your actual teaching time: _____

➤ Do it yourself! (Student page 33)

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

Procedure:

A–B.

➤ To prepare students for the activity, point to the picture on the right and ask *What kind of machine is in the picture?* (a microwave oven) As a class, brainstorm and write on the board other common machines, such as *a TV, a VCR, a photocopier,* and *a coffeemaker*.

➤ To prepare students to talk about repairs, brainstorm and write on the board the problems that each machine could have, such as *The door won't open. It's making a funny sound / not working. It won't turn on.*

➤ Model the activity with a more advanced student. Elicit *What's the problem?* from the student. Then mime a problem with one of your classroom machines. For example, hold up your cassette player and say *My cassette player won't start.* Elicit a suitable response from the student, such as *OK. Can you leave it here?* In this manner, continue role-playing the conversation using language from the models in the *Practical conversations* section until the conversation is concluded.

➤ To review, have several pairs of volunteers act out their conversations in front of the class.

➤ Practical grammar (Student pages 34-35)

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

It and them with two-word verbs

Content: object pronouns *it* and *them; it* and *them* with two-word verbs

Procedure:

➤ To review the use of the object pronouns *it* and *them* with one-word verbs, write on the board *This door won't close. Can you fix it?* Have a volunteer come to the board and underline the verbs (*close, fix*). To remind students that object pronouns come after one-word verbs, circle the object pronoun *it*. Draw an arrow to indicate that the word *it* refers to the words *this door*.

➤ Then write on the board *My turn signals don't work. Can you fix them?* Have another volunteer come to the board and underline the verbs (*work, fix*). Circle the object pronoun *them* and ask what it means. Draw an arrow to indicate that the word *them* refers to the words *my turn signals.*

➤ To present the use of *it* with two-word verbs, write on the board *We can't fix your car today. Please drop it off tomorrow*. Have a volunteer underline the verb in the first sentence and the two-word verb in the second sentence (*fix, drop off*). Circle the object pronoun *it* and ask what it means (*your car*). Draw an arrow to indicate that the word *it* refers to the words *your car.*

➤ To emphasize the placement of the object pronoun with a two-word verb, write *drop off it* and cross it out. Write *drop it off.*

➤ To present the use of *them* with two-word verbs, replace the word *car* in the first sentence with *cars.* Then point to the word *it* in the second sentence. Elicit the object pronoun *them* from the class and replace the word *it* with *them.*

(continued on p. 7)

A. Review . . .

➤ To model the activity, copy item 1 on the board. Elicit the correct answer from the class and complete the sentence on the board with the word *them.*

B. Put the underlined words in order . . .

➤ Copy item 1 on the board. Point to the subject *I* in the second sentence and write *I* on the line. Elicit the complete sentence from the class.

➤ 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. Circulate to offer help as needed. Have students check answers with a partner and review answers as a class.

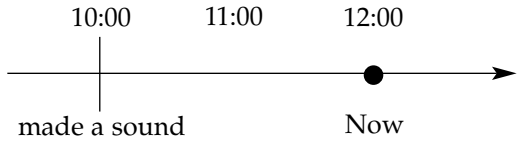
Option: For further practice, play a word scramble game. Divide the class into pairs. Have each pair create a new sentence using two-word verbs. Provide students with large cards and have students write one word from the sentence on each card. Students then exchange cards with another pair and put the cards in order to make a correct sentence.

Workbook Link: Exercise 5

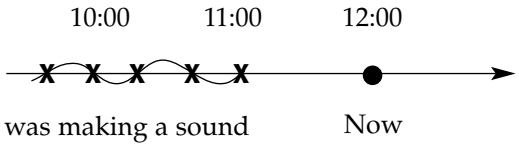
The past continuous

Procedure:

➤ To review the simple past tense, write on the board *The car* <u>*made*</u> *a funny sound.* Use a time line to indicate that the sentence describes something that happened once in the past and then stopped. For example, if it is currently 12:00, write



➤ To introduce the past continuous, write *The car* <u>*was making*</u> *a funny sound.* Use a time line to demonstrate that the past continuous describes an activity that continued in the past. For example, if it is currently 12:00, write



➤ To highlight that the past continuous is formed using *was* or *were* + verb + *-ing*, underline the words *was making*. Then write several sentences in the simple present and have the class rewrite them in the simple past and then the past continuous. For example, write *I drive the car.* Have the class rewrite this as *I drove the car* and *I was driving the car.*

➤ Point out that for verbs ending in the letter *e*, we drop the final *e* before adding *-ing*. Write *You drive*. Next to this write *You were driving.* Then write *You write* and elicit from the class the sentence *You were writing.*

If your students are ready . . .

Language note: For most verbs, add *-ing* to the base form to create the past continuous tense. If the base form ends in the letter *e* (*drive*), delete the *e* before adding *-ing* (*driving*). With one- and two-syllable verbs ending with a sounded consonant + vowel + consonant (*cut*), double the final consonant before adding *-ing* (*cutting*). The verbs *have, know, like, love, want,* and *need* are generally not used in the past continuous.

C. Complete the paragraph . . .

➤ To model the exercise, copy the first sentence on the board. Elicit the past continuous form from the class and write *was making* on the line.

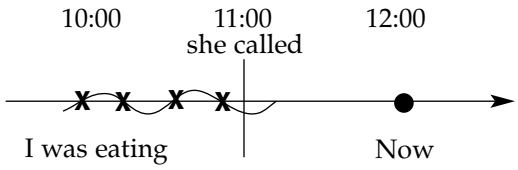
Workbook Link: Exercise 6

(continued on p. 8)

The past continuous and the simple past tense

Procedure:

➤ To demonstrate the use of the past continuous with the simple past tense, write on the board *I was eating lunch when she called.* Use a time line to convey that the sentence describes one event in the past interrupting an action in progress in the past. For example, if it is currently 12:00, write



➤ To further clarify the contrast between actions that occur at a specific time in the past with those that have a continuous aspect, write on the board *I ate lunch before she called. I was eating lunch when she called. I ate lunch after she called*. Solicit from the students their understanding of the differences.

D. Choose . . .

➤ Working individually, students choose the past continuous or the simple past tense and write the verb on the line.

Workbook Link: Exercises 7, 8

Your notes

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Summary of Lesson Plan

➤ **PROGRESS CHECK**
Check assigned **Workbook** pages
Suggested teaching time: 15 minutes

➤ **REVIEW/WARMUP**
Do it yourself! (Student page 35)
Suggested teaching time: 20 minutes
Your actual teaching time: _____

➤ **PRESENTATION**
Authentic practice 1
(Student pages 36-37)
Suggested teaching time: 25 minutes
Your actual teaching time: _____

➤ Do it yourself! (Student page 35)

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

Procedure:

A–B.

➤ To prepare students to talk about their own activities, write on the board *What were you doing?* Below this, write in two columns *this morning at 10:00 a.m.* and *yesterday at 9:00 p.m.* Then elicit common morning and evening activities from the class and write them on the board in the appropriate column. For example, for 10:00 a.m. students could list *drive to the post office, drop off the laundry.* For 9:00 p.m. students could list *watch TV, read a book.*

➤ Model the activity with a more advanced student. Talk about what you were doing at 10:00 a.m. this morning and yesterday at 9:00 p.m.

Workbook Link: Exercise 9

➤ Authentic practice 1
(Student pages 36-37)

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

Procedure:

A. Listen and read.

➤ To set the scene for the conversation, ask questions about the people in the picture. For example, ask *What's the woman giving to the man?* (keys) *Where do they work?* (at a bus company) Have students speculate about what kind of keys the woman is holding.

➤ Read the conversation out loud or play the cassette. With books open, students listen and read.

Note: The *Driver* role contains the following new language: *bad news, It started fine, it just stopped, in the middle of the exit, maintenance, They're working on it, kids, I'm already late, I owe you one.* Students are encouraged to comprehend this new language through context and its similarity to language they know. However, students are not expected to produce this new language themselves.

B. Listen to the driver. Read . . .

➤ Read out loud the *Driver* role in Exercise A or play the cassette. Have students read out loud the YOU role 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 reading the question and the two answer choices for item 1. Say *Bad news.* Elicit from the class the correct response *What's the problem?*

➤ Check answers by reading the next two items out loud and eliciting the correct response from the class.

(continued on p. 10)

D. Listen. Choose your response . . .

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

Challenge: Have the class create a correct statement for the incorrect responses for items 1 through 3. For example, for the response *Turn it off* in item 1, students could create the statement *The coffee machine isn't working.*

Tapescript

1. It won't start.
2. You can have the van at four o'clock when Marie drops it off.
3. What's the problem with the truck?

Workbook Link: Exercise 10

Listening comprehension

Procedure:

A. Listen to the conversation . . .

➤ To prepare students for the listening task, have students read items 1 and 2. If necessary, convey that *too expensive* means that the cost of the repair is more than the customer wants to pay.

Note: Although this conversation contains new language (*watching a video, the picture kept going on and off, What do you mean . . . , you know . . . , suddenly, the next minute, won't come on at all, really busy, Why don't you . . . , later this afternoon, I'll take a look at it, Talk to you tomorrow.*), it is not essential for students to know this language to complete the task.

B. Listen to the conversation again . . .

➤ To prepare students to listen for details, have volunteers read items 1 through 6 out loud.

➤ Explain that students should check *yes* if the statement is correct, *no* if the statement is not correct, and *I don't know* if they don't have enough information to answer the question.

C. In your own words . . .

➤ Read items 1 and 2 out loud. If necessary, point out that *be going to* is used in item 2 to ask about the future.

➤ To review, have students talk about their answers with a partner.

Tapescript

Man: Good morning. Can I help you?

Woman: This VCR isn't working.

Man: What's the problem?

Woman: Well, I was watching a video last night, and the picture kept going on and off.

Man: What do you mean, going on and off?

Woman: You know, the picture was OK, and then suddenly there was no picture. The next minute the picture came back on. And today the picture won't come on at all.

Man: Well, you'll have to leave it here for a couple of days. I'm really busy right now.

Woman: No problem. But do you think you can fix it?

Man: I'm not sure. Why don't you give me a call later this afternoon or tomorrow morning.I'l take a look at it and give you an estimate.

Woman: That's fine. Talk to you tomorrow.

Workbook Link: Exercise 11

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Summary of Lesson Plan

➤ **PROGRESS CHECK**
Workbook pages not assigned for Lesson Four.

➤ **REVIEW/WARMUP**
Do it yourself! (Student page 37)
Suggested teaching time: 10 minutes
Your actual teaching time: _____

➤ **PRESENTATION**
Authentic practice 2
(Student pages 38-39)
Suggested teaching time: 35 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: _____

➤ Do it yourself! (Student page 37)

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 appropriate responses from the class, such as *It isn't working* or *I'm not sure*.

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

B. Personalization . . .

➤ Model the activity by telling the class about a problem with your own vehicle or machine.

➤ In pairs or small groups, students talk about problems with their own vehicles or machines. Circulate to offer help as needed.

➤ To review, have volunteers from each group tell the class about the problems they talked about.

➤ Authentic practice 2
(Student pages 38-39)

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

Note: For the plan-ahead project on page 39, students should bring an instruction manual for a car or other machines to class.

Reading

Critical thinking skill: problem solving (recognizing a problem and implementing a plan of action)

Procedure:

A. Look at the owner's manual. Read . . .

➤ Write on the board and say *an owner's manual.* Have the class repeat several times. Have students look at the illustration of an owner's manual. Ask *What's an owner's manual?* Help students understand that an owner's manual gives instructions on how to use something. Then ask *Is this an owner's manual for a photocopier?* (no, a truck) *What are warning lights?* Help students understand that warning lights show that there is a problem with the truck.

➤ Divide the class into small groups. Assign a warning light to each group. Have students read the instructions for their warning light and then answer the following questions: *What's the problem? What do you have to do?*

➤ Circulate to offer help as needed. If necessary, draw a picture of a light bulb on the board to convey that *a bulb* is the glass part of an electric light. Use the illustration on page 41 to show that *a dealer* is someone who buys and sells a particular product and that the verb *tow* means to pull one vehicle with another vehicle. Convey that *a battery* is a part of a car or machine that holds and provides electricity.

➤ Have volunteers from each group tell the class about the instructions in their own words.

Option: Bring several owner's manuals from vehicles or machines to class. Ask the class if they have owner's manuals for other products at home, such as a microwave oven or a TV set.

(continued on p. 12)

B. Critical thinking . . .

- ➤ To demonstrate the task, point to the photograph of Ms. Lim and the brake warning light. Ask the class *What's the problem?* Elicit from the class that the brake warning light went on.
- ➤ Copy item 1 on the board and then read the statement and two answer choices out loud. Ask *What does Ms. Lim have to do?* Elicit the correct answer from the class and circle the letter *b* on the board.
- ➤ Working individually, students complete the sentences by circling the correct letter. Have students check answers with a partner and then review as a class.

Option: Have students match the alternate answer choices with their corresponding warning light. For example, students could match *fill the car with gas* with the low fuel warning light.

Workbook Link: Exercise 12

Writing

Procedure:

A. Read Ms. Lim's repair order . . .

- ➤ Have students read the repair order. To check comprehension, ask *Is this repair order for a coffee maker?* (no, a truck) *What kind of truck needs repair?* (a pickup truck) *Whose truck is it?* (It's Connie Lim's truck.) *When did she drop it off?* (at 8:20 a.m.) *What's the problem?* (The brake fluid light went on.) *How much will the repair cost?* ($85) *Why will the Universal truck dealership call Ms. Lim at 4:30?* (to tell her she can pick up the truck)
- ➤ If necessary, convey the meaning of *a license plate* using the illustration of the red pickup truck on page 41. Use car ads from magazines to convey the meaning of the *model name* of a car. Elicit from the class the model names of popular cars and trucks and write them on the board.
- ➤ Have a volunteer read items 1 and 2. Working individually, students look at the work order and answer the questions. Have students check answers with a partner and then review as a class.

B. Collaborative activity . . .

- ➤ Have a volunteer read the information for Partners A and B.
- ➤ To model the activity, play the role of the Monsoon repair shop worker (Partner B) and have the class play the customer (Partner A). Ask the class *Can I help you?* and elicit an appropriate response, such as *I'm here to drop off my car*. To demonstrate that students should use the information provided in the exercise, point to the information about Partner A on page 39, Exercise B, and ask *What's wrong? What kind of vehicle is it? What's your license plate number?* In this manner, continue to create a conversation.
- ➤ In pairs, students create their own conversation. Students then work together to fill out the repair order based on their conversation.

Challenge: For extra practice with authentic documents, refer students to the repair and service invoice on page 141. Point out additional vocabulary on the document, such as *car make, odometer, tune-up, labor,* and *parts.*

Workbook Link: Exercises 13, 14

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

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

Procedure:

- ➤ Remind students ahead of time to bring to class a manual for a car or another machine, such as a VCR, telephone, or TV. If possible, bring several manuals to class for students who do not have one.
- ➤ To model the activity, point to the illustration of coffee spilled on a fax machine. Ask the class *What's the warning?* Elicit the answer from the class and write on the board *Do not spill liquids on the machine.*
- ➤ In small groups, students look at their manuals and talk about the warnings. Circulate to help students with new vocabulary in the manuals.

Option: Have volunteers from each group tell the class at least one warning from the manuals.

Workbook Link: Exercises 15, 16

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Summary of Lesson Plan

➤ **PROGRESS CHECK**
Check assigned **Workbook** pages
Suggested teaching time: 20 minutes

➤ **Review (Student page 40)**
Suggested teaching time: 40 minutes
Your actual teaching time: _____

➤ **UNIT REVIEW**
Do it yourself! (Student page 41)
Includes expansion activities
- role play
- dialogues
- writing
- outside reading
- realia applications
- math skills applications
- civic lesson applications
- Booster Pak activities

➤ Review (Student page 40)

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

Procedure:

A–D.

➤ Students work individually to complete the review exercises.

➤ Circulate to offer help as needed.

➤ Have students check their answers with a partner.

➤ To review, have volunteers read their answers out loud. Encourage students to explain their answers by asking *Why do you think so?*

➤ Identify any areas of difficulty that may require additional practice.

Option: For Exercise B, read the sentences out loud and have students circle the correct responses.

	Review notes Areas for further review and practice

➤ Do it yourself! (Student page 41)

Procedure:

1. Point. Name things in the picture.

➤ Hold up the textbook, point to the tow truck, and say *a tow truck*. Point to other items in the picture, such as *an oil pressure warning light, an umbrella, a new car, a tire,* and elicit the name of each item from the class.

Option: Competition. Divide the class into pairs. Allow students ten minutes to list as many items in the picture as they can. The pair with the most items on its list is the winner.

2. Talk about the people.

➤ To demonstrate the task, point to the customer and say *She's dropping off her car.* Elicit from the class more about the customer. For example, students might say *Her oil pressure warning light went on, She's wearing a raincoat,* and *She has a problem.*

Option: Actions. As a class, choose a name for each person in the picture. Then for each person in the picture, have students write a sentence describing what the person is doing. For example, for the customer, students could write *She's dropping off her car.* Students then pass the four sentences to a partner, who must write the identity of each person described.

3. Create conversations for the people.

➤ To model the activity, point to the two mechanics. Role-play a conversation with a more advanced student. For example, ask the volunteer *What's the problem?* Point to the headlights to elicit the reply *The headlights aren't working.* Then ask *Can you replace the tires?* In this manner, demonstrate that students should continue the conversation.

Option: Conversation cues. List the following language on the board: *warning light, check, estimate, pick up, headlight, tire, replace.* Have students work in pairs to create conversations incorporating all the words on the board.

4. Say more about the picture . . .

➤ Model the activity by encouraging the class to say as much as they can about the picture, with either single words or complete sentences. For example, students could say *It's raining, in the morning,* or *There's a bus stop nearby.*

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

Oral test (optional)

Use the illustration in the *Do it yourself!* exercise on this page as an oral test. Have students talk about what the people were doing when it rained. Have students create sentences using the past continuous and the simple past. For example, students could point to the customer and say *She was dropping off her car when it rained.* Evaluate students on correctness, intelligibility, and completeness.

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