

UNIT 4

Overview

TOPICS

- My Home
- My Neighborhood
- Apartments
- Classified Ads

GRAMMAR

- *There is/There are*
- *Yes/No* questions and short answers (recycle)
- Present Continuous: Verb + *-ing*
- Information (*wh-*) questions (recycle)
- Prepositions: *across from, at, next to, close to*, etc.

COMMUNICATION GOALS

Listening and Speaking

- Getting information from a real estate ad
- Calling to inquire about an apartment
- Describing an apartment
- Describing the neighborhood
- Describing locations

Reading and Writing

- Reading real estate ads
- Writing a description of an apartment
- Reading about furnishings
- Reading about a neighborhood
- Writing a classified ad
- Writing an e-mail

SKILL STANDARDS

WORKPLACE FUNDAMENTALS AND COMPETENCIES / SCANS*

Fundamentals

Basic Skills

Reading, writing, listening, speaking

Thinking Skills

Knowing how to learn

Seeing things in the mind's eye

Personal Qualities

Adaptability and politeness in group settings

Competencies

Information

Acquires and evaluates information

Interprets and communicates information

Uses computers to process information

Interpersonal

Participates as member of a team

Contributes to group efforts

Technology

Applies technology to task

GENERAL COMPETENCIES / CASAS*

1 Consumer Economics

1.1.3 Interpret maps

1.2.1 Interpret advertisements, labels, charts, and price tags in selecting goods and services

1.2.2 Compare price or quality to determine the best buys for goods and services

1.4.1 Identify different kinds of housing, areas of the home, and common household items

1.4.2 Select appropriate housing by interpreting classified ads, signs, and other information

2 Community Resources

2.2.1 Ask for, give, follow, or clarify directions

2.2.5 Use maps relating to travel needs

* See Introduction, page viii, for additional information on SCANS and CASAS.

Lesson 1

WARM UP

- Teach the class that the term *home* refers to a place where individuals or families live (for example, a house or an apartment). Make sure the students understand the words *telephone*, *dog*, *many*, *books*, and *blue chair*.

Put the following grid on the board. Have the students copy it in their notebooks, leaving enough space for names.

Find someone who . . .	Names
has a telephone at home.	
has a dog at home.	
has many books at home.	
has a blue chair at home.	

- Have the students circulate, asking each other questions. Give them a time limit (5 to 10 minutes) to complete the mixer.

PRESENTATION

I'm calling about the apartment on Summer Street.

- **Set the stage.** Ask the students to read the title and look at the picture. Tell them to guess what is happening (*Lynn is looking at a newspaper and calling about an ad*). Ask students where in a newspaper they would look for an ad for a house or apartment. Display some real classified ads.
- **Personalize the situation.** On the board, write the following sentences. Have the students copy the sentences and put a check (✓) before the ones that apply to them. Explain that a *roommate* is someone with whom one shares a living space; often, this helps keep the expenses down. Go over the new vocabulary words on the board.

___ I live with my family.

___ I live with my roommate.

___ I live in an apartment.

___ I live in a house.

- **Focus on selected items.** Elicit from students the different types of rooms in an apartment or house. Write the words on the board and show pictures from the Student Book to clarify them.
- **Set the listening task.** Draw the following chart on the board or use an OHP. Tell the students to copy it in their notebooks. Ask them to listen to the conversation and check the parts of the house mentioned. Play the cassette or read the conversation aloud.

bedroom		kitchen	
dining room		bathroom	
living room		garage	

- **Check the listening task.** After the students have filled out their charts individually, have a volunteer fill out the chart on the board (students should check the bedroom, living room, kitchen, and bathroom).
- **Play or read the conversation aloud with pauses.** Have the students listen and repeat each line. Make sure they use natural speed and intonation.
- **Engage students in pair work.** Have the students practice reading the conversation aloud. Each student reads one part, and then they switch roles. Have the pairs do the *true/false* exercise. Check answers by calling on volunteers.

Answers

1. True
2. Don't know
3. False
4. True
5. Don't know

- **Circulate and monitor progress.** As students practice the conversation, help them with pronunciation and intonation.

1 Word Bag: Household Items ▶ *Listening* ▶ *Speaking*

- Have the students look at the picture. See if they can name any of the items. Write the words on the board.
- Play the cassette or say the words one at a time. Have the students repeat. Correct any pronunciation problems.
- Repeat the words in random order and have the students point to each item in the picture.

2 The stove is in the kitchen.▶ *Writing*

- As headings on the board, write the name of each room, then explain the task. If you wish, ask a volunteer to come to the board and write an item from the pictures under the appropriate room.
- Explain to the students that some of the items may be found in more than one room. For instance, the TV can be either in the bedroom or in the living room.
- Have the students work in pairs, writing the names of objects from the pictures under the appropriate rooms. Ask students to think of three more things to add to each list in their books. Then have pairs compare their answers.
- Finally, have volunteers come to the board and list the items for each room.

3 Place Lynn's furniture in her living room.

► **Listening** ► **Reading**

- Using examples from your classroom setting, illustrate the meaning of some of the prepositions in this exercise. For example, place a pen under your book and say: *The pen is **under** (emphasis) the book.* If you have a map on the wall, point to it and say: *The map is **on** the wall.* Ask two students to come to the front of the class. Have them stand next to each other and say: *Judy is standing **next to** Maria.* Then stand between the students and say: *I am standing **between** Judy and Maria.* To illustrate "in front of," step in front of one of the students and say: *I am standing **in front of** Maria.*
- Now have the students look at the seven drawings. Play the cassette or read the sentences aloud one at a time. Have the students repeat.
- Next, focus attention on the floor plan and the symbols. Explain any new vocabulary in the floor plan and go over the symbols. Draw the floor plan on the board or use an OHP.
- Put the students into pairs. Explain that they are to read the sentences and draw the symbols of the items where they belong on the floor plan. To illustrate, read the first sentence and draw the first three items on the board or on the OHP.
- Have the students do the activity. Circulate to monitor progress.
- To verify answers, ask volunteers to come to the board and draw the furniture symbols in the appropriate spots in the living room.

4 There are pictures on the walls.

► **Speaking** ► **Writing**

- Discuss objects in the classroom. On the board, make a list of singular nouns in the classroom: **book, door, chair**, and so on. Make a second list of plural items: **books, doors, chairs**, and so on. Have the class listen and repeat after you the singular and then the plural nouns.
- Introduce *there is/there are*. Next, familiarize students with the contraction *there's*.
- Ask the students to look at the living room floor plan on page 39. Have them make up sentences about the contents and furniture using *there is/there are*. Finally, ask the students to look around and write five sentences about items they see in their classroom. Then ask volunteers to read their sentences aloud.

Additional Activity See *Unit 4 Appendix*.

5 Hear it. Say it.

► **Listening** ► **Speaking**

Rising and Falling Intonation

- Play the cassette or say the sentences one at a time. Exaggerate the natural intonation patterns slightly. Point out the rising and falling intonations in the questions and declarative sentences.
- Play the cassette. Have students listen and repeat.
- Have the students volunteer their own questions. Be sure they use a rising intonation pattern. Have other students answer these questions.

6 There aren't any pictures on the walls.

► **Speaking** ► **Reading**

- Introduce the word *any*. On the board, write the following sentences about objects in your room:
Are there *any* books on my desk?
Yes, there's one.
No, there aren't *any*.
- Read the first question aloud. As you answer, point to a book on your desk and say: *No, there aren't any*, and so on. Explain that *any* is used in questions and negative statements with plural countable nouns. Introduce *there isn't/there aren't*. On the board make a list of objects.
Include some objects that are in your classroom: **clock, maps, books, desks**, etc. Then list some items not in the classroom: **gorillas, banana trees, swimming pool, lions**, etc. Make statements using the names of these objects.
There's a clock in the room.
There aren't any gorillas in the room.
- Go over the instructions with the students. Have the students work in pairs. Then call on different pairs to read their sentences aloud.

Additional Activity See *Unit 4 Appendix*.

7 Are there public phones in this school?

► **Speaking** ► **Writing**

- Have pairs of students read the examples aloud for the class.
- Give students five minutes to visualize and list at least five different facilities at their school. For example: *restrooms, public phones, cafeteria*.
- Have the students, in pairs, ask and answer questions about facilities in their school, using the sample exchanges as a model.
- Ask several pairs to come to the board and write their questions. Have the class correct any mistakes and answer the questions orally.

WORKBOOK In class or for homework, assign Workbook Lesson 1.

Lesson 2

WARM UP

- Ask the students where they go to shop in their neighborhood. On the board, list the names of stores they frequent. Then have the students tell you where these stores are located, using street names. Write the street names next to the store. On the board, write sentences using the information students just gave you. For example:
- Elicit from the students the difference between the use of the prepositions *at* and *on* when describing locations in the neighborhood: Use *at* for the name of a specific place. Use *on* for the name of a street where a specific place is located.
- On the board, write this model sentence:

I buy my stamps *at* the post office.

The post office is *on* Central Park West.

I buy (*item*) *at* (*store name*) *on* (*street name*).

Have the students fill in the blanks. Call on several students to say their sentences aloud.

PRESENTATION

Lynn's new address is 317 Elm Street.

- **Set the stage.** Tell the students that they will listen to and read Lynn's letter to her parents about the neighborhood where she lives. Have the students look at the map on page 41 and make predictions about the topic of the lesson (*places in the neighborhood*).
- **Personalize the situation.** On the board, write these sentences. Have the students put a check (✓) before the sentences that apply to them. Make sure students are familiar with the vocabulary.
 - ___ I live in a quiet neighborhood.
 - ___ I live in a busy neighborhood.
 - ___ There is a post office near my house/apartment.
 - ___ There is a swimming pool near my home.
- **Focus on selected items.** To introduce the vocabulary for *neighborhood places*, have the students read the names of the places on the map on page 41. Introduce the following prepositions by giving examples from the map: *on*, *across from*, *next to*, *on the corner*, *near*, and *between*. Make sure students understand the meanings of the prepositions.
- **Set the listening task.** Write the following grid on the board. Have the students copy it. Tell the

students to fill in the chart by checking off the places mentioned in Lynn's letter as they listen to the cassette. Play the cassette or read the letter aloud.

park		gym	
supermarket		movie theater	
drugstore		school	
post office		library	

- **Check the listening task.** Call a volunteer to fill in the grid on the board.

Answers

Students should check *park*, *supermarket*, *drugstore*, *post office*, *movie theater*, and *library*.

- **Play or read the letter again with pauses after each line.** Have the students listen and then repeat each sentence after you.
- **Engage students in pairs work.** Have the students practice reading the letter aloud twice, alternating paragraphs.
- **Circulate and monitor progress.** As students practice reading, help with pronunciation and intonation.

1 The apartment is across from a park. ▶ *Listening* ▶ *Speaking* ▶ *Reading*

- Tell the students to examine carefully the different buildings on the map on page 41. Play the cassette or say the words one at a time and have the students repeat as they point to the appropriate picture.
- Working in pairs, have the students match the words to the pictures. Then call on individual students to give the correct answers.

Answers

9 bank	6 apartment building
8 supermarket	2 police station
4 hospital	1 movie theater
3 drugstore	5 library
7 bus stop	

2 It's in a very nice neighborhood.

▶ *Reading* ▶ *Writing*

- Go over and review prepositions introduced in the lesson's presentation.
- Assign a partner for each student. Before doing the exercise, have the students read the letter on page 41 again. Tell them to pay special attention to the prepositions Lynn used in her note.
- Have the students do the exercise individually, then check their answers with their partner.

Call on several students to read the sentences aloud to verify the answers.

Answers

1. on	4. on the corner
2. across	5. near
3. next	

3 There's a drugstore on Washington Street.

► *Listening* ► *Speaking* ► *Reading* ► *Writing*

- Have the students look at the map on page 43 as they listen to the cassette. Then have the students read the sentences and locate on the map the places in boldface type. Have them write the names of each place on their map. Demonstrate how this is done.
- To verify the answers, call on pairs to point to the different spots on the map.
- On the board, draw a simple map with several intersecting streets. Label the streets and add a couple of landmarks, such as a park and a bank. Leave plenty of room for additional landmarks. Draw arrows that indicate north, east, south, and west. Explain these direction words to the students if necessary.
- Call on individual students to come to the board and write the names of three or four places you will tell them. Allow students to ask for any needed clarification. For example:

Teacher: There's a post office next to the bank.

Student: On the left or the right?

T: On the right. (Student draws a box to represent a post office.)

T: My house is on the corner of _____ and _____ streets.

S: On this corner?

T: No. On the southeast corner.

S: Here?

T: Yes.

When the map has been completed, tell the students to ask each other questions about it. For example:

A: Where's the post office?

B: It's next to the bank.

- Now repeat the procedure. This time have a student draw the initial map on the board. Dictate additional features and have a second student add them to the map.

4 Information Gap Activity, pages 125 and 126.

► *Listening* ► *Speaking*

- Put the students into pairs. Have Student A look at page 125 and Student B look at page 126. Remind them not to glance at each other's books.
- Explain that each student has a drawing of a neighborhood map. In both drawings some of the places are missing. Their objective is to determine the missing places by questioning their partners.
- Demonstrate the activity with a student.

Teacher: Is there something on your map on Pine Street between Park Avenue and Spring Street?

Student: Yes, there is. There's a park.

Teacher: Let me write it down on my map.

- Have the students work in pairs to take turns asking questions. Each student should describe the points on his or her map to his or her partner. Tell the students to write the name of the missing places on their maps.
- When both partners feel that they have discovered all the missing places and written the names on their maps, they should compare their pages.

Additional Activity See *Unit 4 Appendix*.

5 Excuse me. Where's the library?

► **Listening** ► **Speaking**

- Model the sample exchange with a volunteer. Emphasize the intonation patterns. Make sure the class can distinguish between questions and statements.
- Set up pairs. Looking at the map on page 43, have students ask about all the places shown, alternating which student begins the conversation. Tell the students to use the model exchange.
- For additional practice, have pairs ask about places in the neighborhood of your school. To help them, write several place names on the board (preferably place names that are not on the map on page 43): *bookstore, museum, hotel, garage, fire station, department store, laundromat, gym, etc.*

6 I live in a quiet neighborhood.

► **Speaking** ► **Writing**

- On the board, write a short description of your neighborhood as a model. Use simple language and short, clear sentences. Follow the general questions suggested in the student book, and make your work lively.
- Have the students read aloud the questions in their book. Suggest that they use these questions for ideas when they are writing descriptions of their neighborhoods.
- Encourage the use of vivid language to describe what one likes in one's own neighborhood.
- Call students' attention to the given prepositional phrases: *across from, next to, near, and between*. Review usage if necessary.
- Have the students write a brief description of their own neighborhood. Suggest that students write a rough draft first in their notebooks, then develop a finished paragraph and copy it into the space in the student books. Encourage revision. If necessary, students may attach an additional sheet to write a longer description.
- Have several volunteers read their paragraph aloud to the class, or set up small groups and have each group member read his/her essay aloud. Encourage group members to give positive feedback and constructive criticism.
- Circulate to monitor progress and model feedback techniques.

WORKBOOK In class or for homework, assign Workbook Lesson 2.

Lesson 3

WARM UP

- Make sure that students understand the meaning of the phrases *to rent* and *to own* a home. Ask the students whether they rent or own their homes.
- Brainstorm ways to find a new place to live. Elicit from students information about how they found their homes. List this information on the board in a chart format:

Name of student	Own/Rent?	How did they find the place?
Maria	rents	newspaper ad
Oi King	owns	real estate agent
Son	owns	family member
Livorio	rents	sign at the Student Center

- Have the students summarize all the ways to find a new place to live. Add any others you can think of yourself. On the board, write the following information:

Ways to find a new home

Ask a friend or family member

Read the newspaper advertisements (called *want ads* or *classified real estate section*)

Find a real estate agent (if necessary, explain what a real estate agent is—someone who helps you find a place; agents have lists of different kinds of places for rent or to buy)

Find a roommate who has a place already

Live with your family

PRESENTATION

There's a large 1 BR Apt. Furn.

- **Set the stage.** Bring to class several local newspapers with the classified real estate sections. Show the students how to use the index to find real estate classifieds in the paper. Have the students explain why one consults the real estate ads (*to find a place to live*). Go over several advertisements with the students. You may also want to pass out Xeroxed copies. Read the ads aloud.
- **Personalize the situation.** Describe how you found your house or apartment. If appropriate, ask different students to tell how they found their homes.
- **Focus on selected items.** Explain what an *abbreviation* is. Have the students find abbreviations using the ads in their student book and/or the additional ads you distributed. Have them dictate abbreviations while you list them in a column on the board. Have the students try to guess the meanings. Help them decipher difficult abbreviations.
- **Set the reading task.** Have the students work in pairs. Have the pairs match the words with the

abbreviations. Play the cassette or read the ads aloud after students have completed the task.

- **Check the reading task.** Have pairs of students compare answers. Then go over the answers with the class by calling on different students to say the actual words for each abbreviation.
- **Play or read aloud the ads again with pauses.** Have the students listen to the ads, one at a time.
- **Engage students in pair work.** Have the students read the ads aloud, switching parts in turn.
- **Circulate and monitor progress.** As students practice reading the ads, help with pronunciation and intonation.

Answers

- | | | |
|------|------|-------|
| 1. d | 5. f | 9. g |
| 2. i | 6. h | 10. a |
| 3. b | 7. e | |
| 4. c | 8. j | |

EXERCISES

1 Online *(Teacher's Notes for each Online activity can be found on the Web page for that activity.)*

2 Wrap Up

► **Speaking** ► **Writing**

- Explain that the students are to write a newspaper ad about an imaginary apartment/house they want to rent. On the board, write one of the ads from Student Book page 45. Tell your students that they are going to follow the model when they write their ads.
- Set up small groups. Have the groups read the questions. Answer any questions the students may have. Explain that there is no right or wrong answer; students can make up any information needed. Ask each group to do their ad on a large sheet of paper, using colorful magic markers if these are available. Have each group sign their names at the bottom of the ad.
- Circulate and offer help as the groups do the activity.
- Display the ads on a class bulletin board.

STRATEGIES FOR SUCCESS

- See Units 1 and 2 for your introduction. Briefly review the earlier strategies for the benefit of the students.
- Give the students some suggestions where they can find an English-language newspaper, particularly if you are in an EFL context. Show them how to find *for rent* classified advertisements, using a copy of the newspaper as a model.
- Review exercises in this unit that would help them to write descriptions of their own houses or model a description briefly.
- Demonstrate how to walk around, naming objects in the classroom and practicing the vocabulary orally. Have the students go home and do this exercise by themselves, practicing new words. Have the students use a bilingual dictionary to look up the name of any unknown household items.
- Have the students bring their journals to class. Solicit brief oral reports from volunteers during the next class period. If time permits, encourage students to show you their journals and provide constructive feedback.

WORKBOOK In class or for homework, assign Workbook Lesson 3.

CHECKPOINT

The Checkpoint is a quick self-assessment of the students' level of comfort with each proficiency in this unit.

- Have the students read along while you read each entry under the **I Can** heading. Explain that they should make a checkmark in their books next to each entry to show what they have learned in the unit.
- Explain that students should check the appropriate column, depending upon how comfortable they feel with each new learning topic. If they are certain they can communicate specific information, for example, they should check the **Yes!** column. If they are in some doubt, they should check the **Sometimes** box. And if they feel unable to communicate the information, they should check the **Not Yet** box. Have the students evaluate themselves in regard to each of the items under the **I Can** heading.
- Monitor all the **Checkpoints** in the classroom for a quick assessment of your students' self-reported level of comfort with each competency.
- Explain the **Learning Preferences**. In terms your students can understand, discuss the importance of identifying and using various learning strategies. Tell the students that we all learn new things in different ways. Some prefer to work with a partner; others learn better by working alone. The student book tries to give all students a chance to learn in various ways through listening, speaking, reading, writing, doing activities, and playing games.

GRAMMAR AND COMMUNICATION SUMMARY

- Point out to the students the vocabulary, grammar summaries, and communication summaries on the last two pages of each Student Book unit. Explain any unfamiliar

terms on these pages as clearly as possible. Have the students review these pages before they go on to the next unit, or as needed while studying the unit.

Appendix

ADDITIONAL ACTIVITIES

Lesson 1, Exercise 4 (p. 40)

Add On Game

- Play the Add On Game. The first player says: *There's a TV in my house*. The second player says: *There's a TV and a stereo in my house*. The third player says: *There's a TV, a stereo, and a dog in my house*, and so on. Consecutive players must remember and recite the entire list of objects, adding a new item at the end.
- The game can also be played using *There are . . .*

Lesson 1, Exercise 6 (p. 40)

Memory Game

- Place a variety of objects on a table and have students look at the collection carefully. Cover the objects. Then have a few volunteers ask questions about the objects on the table. Other students should try to answer from memory. Verify their answers by uncovering the table.

Lesson 2, Exercise 4 (p. 43)

My Neighborhood

1. Have the students write a paragraph-length composition about the neighborhood map they just completed in the previous exercise, describing different places.
 2. For advanced students: suggest that they write a story set in the neighborhood. They might wish to describe a dramatic event that happens to a character of their own invention. This story should be set in one of the locations in the neighborhood.
- Students may share their stories with their peers by reading their work aloud in small groups and having group members listen and respond.
 - Circulate and monitor progress while the groups read their stories aloud.

WORKBOOK ANSWER KEY Lesson 1, pp. 25-27

Exercise 1

- | | | | | |
|------|------|------|------|-------|
| 1. A | 3. A | 5. B | 7. B | 9. A |
| 2. A | 4. B | 6. B | 8. A | 10. B |

Exercise 2

- | | | | |
|--------|--------|--------|---------|
| 1. are | 4. are | 7. is | 10. is |
| 2. is | 5. are | 8. are | 11. are |
| 3. is | 6. is | 9. is | |

Exercise 3

Answers will vary. Sample answers:

- | | | |
|--|--|----------------------------------|
| 1. The rug is in the middle of the room. | 3. The bed is in the corner of the room. It is in front of the window. | 4. There are clothes on the bed. |
| 2. The desk is next to the door. | | 5. There is a cat under the bed. |

Exercise 4

There aren't any curtains.	There aren't any pictures.	There aren't any cabinets.
There isn't a clock.	There isn't a microwave.	There isn't a stove.

Exercise 5

- | | | |
|---------------------|----------------------------------|---------------------------|
| 1. No, there isn't. | 4. No, there aren't. | 7. There is one clock. |
| 2. Yes, there are. | 5. No, there isn't. | 8. There are two windows. |
| 3. Yes, there is. | 6. There are four student desks. | |

WORKBOOK ANSWER KEY Lesson 2, pp. 28–29

Exercise 2

- | | | |
|--|--|---|
| 1. A: Excuse me. Where's the drugstore? | B: It's on Elm Street, next to the bus stop. | A: Thank you. |
| B: It's <i>across from</i> the gym on Walnut Street. | A: <i>Thank you.</i> | 4. A: <i>Excuse me. Where's the hotel?</i> |
| A: <i>Thank you.</i> | 3. A: <i>Excuse me. Where's the gym?</i> | B: <i>It's next to the movie theater on Elm Street.</i> |
| 2. A: Excuse me. <i>Where's the movie theater?</i> | B: It's <i>on the corner of</i> Midway Avenue and Walnut Street. | A: <i>Thank you.</i> |

Exercise 3

Answers will vary.

WORKBOOK ANSWER KEY Lesson 3, pp. 30-32

Exercise 1

- | | | |
|---------------------|---------------|-------------|
| 1. Houston | 7. bus stop | 13. kitchen |
| 2. sunny | 8. 555-3277 | 14. school |
| 3. bathrooms | 9. Clearlake | 15. smoking |
| 4. living room | 10. large | 16. \$900 |
| 5. air conditioning | 11. bedrooms | |
| 6. dogs | 12. fireplace | |

Exercise 2

Answers will vary.

- | | | |
|--------------------------|--|----------------------------------|
| 1. It's big. | 4. There are two bedrooms. | 7. The phone number is 555-8190. |
| 2. It's on State Street. | 5. Yes, it's furnished. | 8. Yes, there is. |
| 3. There are four rooms. | 6. It's near the park, schools, and good transportation. | |

Exercise 3

Answers will vary. Sample answers:

The apartment is big. It's on State Street. It has four rooms. Two are bedrooms. The apart-	ment is furnished already. It's near a park, some schools, and good transportation. There is	parking, too. The phone number in the classified ad is 555-8190.
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Exercise 4

Answers will vary. Sample answers:

- | | | |
|---|-----------------------------|------------------|
| 1. four | 6. \$144,000 | 10. bedrooms |
| 2-5. houses, mobile homes, condominiums, apartments | 7. \$443.36 | 11. bathrooms |
| | 8-9. New York, Philadelphia | 12. 2-car garage |