

Summary of Lesson Plan

► Preview and Practical conversations (Student pages 15-17)

Suggested teaching time: 60 minutes
includes Language Notes & Discussion

Your actual teaching time: _____

► Preview and Practical conversations (Student pages 15-17)

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

Warm up. Look at this section of a lease. What is a lease for? Have you ever signed a lease?

Procedure:

- Ask students to stand and sort themselves into groups according to the type of housing they live in. When students are grouped—perhaps into *apartment, house, condo*—form new small groups consisting of a student from each type of housing.
- To access students' own experience, ask the small groups to answer questions such as *Where do you live now? Do you rent or do you own? What are some differences between buying a residence and renting or leasing one?* (When you buy a residence, you usually take out a mortgage, you have monthly payments, you gain equity over time, you are responsible for upkeep and repairs; when you lease, the landlord is responsible for at least some maintenance and repairs, you pay rent each month, you have responsibilities toward the property.) *What are some advantages of renting? Of owning?* One student from each group should be the recorder and one the reporter of the group's ideas.
- Write *Advantages of renting* and *Advantages of owning* on the board. Elicit students' ideas from the reporters in each group. Your lists might look like the following:

Advantages of renting	Advantages of owning
Less money up front	Mortgage payments are tax deductible
Landlord responsible for major repairs	It's an investment that you can then sell or rent
May be cheaper	More stable
More available	

- Ask students to look at the sections of the lease. To encourage reading strategies, ask *What are the headings in this section of the lease?* (pests, utilities)

Remind students that headings help readers know what topics will be discussed.

- Check comprehension of terms. Ask *What are pests?* (bugs, rodents) *What are utilities?* (gas, electricity or power, cable, telephone) *Who is the lessee?* (the person renting) *Who is the lessor?* (the landlord or property owner).
- Have pairs of students read the sections of the lease and summarize the terms. Review the terms of the lease as a class, explaining difficult wording as necessary.

If your students are ready ...

Language note: Tell students that they will see the *-or* (or *-er*) ending in *lessor* and the *-ee* ending in *lessee* attached to different base words. For example, elicit that an *employer* is the person who employs or hires (the boss) and that an *employee* is the person who gets employed or hired (the worker). Elicit that a *lessor* is the person who gives the lease, and the *lessee* is the person who receives the lease. Brainstorm other words with the same endings, such as *supervisor* and *super-visee*, and discuss the meanings of the words and the endings.

Unit 2 objectives

Procedure:

- Have students read the objectives. Ask them to put a check next to the objectives that they can do now and circle those they want to work on most.
- Ask students to underline any words they do not understand. Write any unfamiliar terms on the board. Some students may not be familiar with *tenant rights, the Fair Housing Act, or housing discrimination*. Give a quick explanation of these terms.
- Focus students' attention on the issues in the unit. Ask *What are housing emergencies?* (no heat, no hot water, a broken pipe) *What would you look for in a potential rental?* (safety features, evidence of good building maintenance, laundry facilities). Tell students they will learn more about these topics in the unit.

(continued on p. 2)

Model 1

Content: asking for an emergency repair, talking about household emergencies

Procedure:

🔊 A. Listen and read.

- ▶ Direct students' attention to the picture. Set the scene by asking questions such as *Who are the people?* (a tenant and a building manager) *Where are they?* (outside the building manager's office) *How do you know?* (There's a sign on the manager's door, and he's got a name tag on his shirt.)
- ▶ After students have listened to the conversation, check for comprehension. Ask questions such as *What is A's problem?* (There's no heat in his apartment.) *When does B say he can look at it?* (tomorrow) *What is A's response?* (It's urgent, meaning that tomorrow is too late.)
- ▶ Point out that, in A's first line, *I've got* is not the present perfect. It's an expression that means I have.
- ▶ Explain that A's response *I'm sorry* is not an apology for something the speaker has done but an expression of disagreement. A does not agree with B's plan to take care of the problem with the heat tomorrow.

🔊 B. Pronunciation and intonation practice.

- ▶ Tell students that they will listen to the conversation again and have the opportunity to repeat each speaker's lines. Play the cassette or read the conversation again. Encourage students to imitate the rhythm, stress, and intonation of the conversation as closely as possible. Correct where necessary, helping students to pronounce the language clearly.

Option: Have the class read the conversation chorally, with half the class reading A's part and half reading B's part. Then have students switch parts. Or have the entire class read one part while you read the other.

🔊 Vocabulary

- ▶ Compare the household emergencies to those the students volunteered when they discussed the objectives on page 15. Brainstorm other household emergencies. Your list might include these problems: *The ceiling is leaking, the basement is flooded, there's no electricity.*
- ▶ Point out to students that the expression *There's no . . .* is the same as *There isn't any . . .* Have students rephrase *There's no heat, hot water, air conditioning* using *There isn't any.*
- ▶ Play the cassette or read the phrases and have students repeat the household emergencies.

Option: Put students in small groups to discuss household problems that they are responsible for fixing vs. those problems that they have to get help for. Have students consider how their responsibilities change depending on whether they are renters or owners.

C. Pair work . . .

- ▶ Model the conversation with a more advanced student. Play the role of Student A. Make sure students understand that they can use any of the household emergencies from the *Vocabulary* in the first slot.
- ▶ Repeat the conversation playing the role of Student B. Make sure that students understand that they must use a future time in Student B's first slot. You can exaggerate the manager's unwillingness to cooperate by responding *Well, I can't look at that until Thursday* in the last slot.
- ▶ Students practice the conversation with a partner, taking turns playing the roles of Student A and Student B. Circulate and offer help as needed.

If your students are ready . . .

Language note: Point out that the first emergency states that *A pipe burst*, whereas the next two emergencies state *The lock is broken* and *The window is broken*. Direct students' attention to the use of the indefinite article in one emergency and the use of the definite article in the other situations. If necessary, explain that in the case of the lock and the window, we are looking at one specific lock and one specific window. In the case of a pipe bursting, it could be any one of the many pipes that provide water to the household.

Workbook Link: Exercises 1, 5

(continued on p. 3)

Model 2

Content: extending a casual greeting, discussing an outage with another tenant, talking about utilities

Procedure:

A–B.

- Read the bar for Model 2. Explain that *an outage* is a way of saying that something electrical doesn't work.
- To set the scene for the conversation, direct students' attention to the photo. Ask questions such as *Who do you think the people are?* (tenants, neighbors) *Where are they?* (in an apartment building lobby) Have students look at the corner picture of the TV. Ask *What's the matter with the TV?* Elicit or state the phrase *bad reception* and ask students to think about why the reception might be bad.
- Draw on students' experience by asking *How many of your neighbors do you know by name? Speak to on a regular basis? Feel you can call on for help?*
- Play the cassette or read the conversation and then check comprehension. Ask questions such as *What is the man's name?* (Peter) *What is the problem?* (Their cable is out.) *What is the woman going to do?* (check her cable and let Peter know)

Vocabulary

- After students repeat the words, tell them that *power* is a synonym for *electricity*. We can say that *our power's out* or *our electricity's out*. We can also talk about a *power outage* although not an *electricity outage*.
- Relate to the students' experience by asking questions such as *Who has cable? Gas? Phones?* Explain that most people have electricity, but the other utilities may be less common. Ask whether students have satellite dishes rather than cable and cell phones rather than a land line.

C. Pair work ...

- Model the conversation with a more advanced student. Play the part of Student B to demonstrate a negative response to Student A's question and describe a problem. Note that Student B says *Our* (or *My*) *cable, power, gas is out* but *Our* (or *My*) *phones are out*. Students can use *my* or *our*.
- Have students practice the conversation in pairs, stating a variety of problems with their utilities.

Workbook Link: Exercises 2, 3, 4

▶ Do it yourself!

Procedure:

A. Pair work ...

- Direct students' attention to the picture on the right. Ask *What's the problem?* (There is a flood in the woman's kitchen.)
- Put students in pairs to create a conversation between the woman and the building manager. The woman reports the urgent problem and asks for help. Have pairs practice the conversation, switching roles for more practice.

B. Discussion ...

- Ask volunteers to read the speech balloons at the bottom of the page and match each solution to a household emergency or outage.
- Students may see the term *super* rather than *building manager*. Explain that *super* is a shortened form of *superintendent* and is common in urban areas. *Superintendent* and *building manager* are often used interchangeably.

Option: Create a chart on the board. Write the headings *Problem, Called the manager, Called the utility company, Called a specialist, Fixed it myself*. Ask students what household emergencies they have had. As they describe the problems, write them in the left-hand column under the heading *Problem*. When you have a list of problems, ask *How many people called the building manager for this problem? How many people called the utility company? How many people called a specialist such as an electrician or a plumber? How many people fixed the problem themselves?* As students raise their hands, put a tally mark in each column. You might have a chart like the one following:

Problem	Called the manager	Called the utility company	Called a specialist	Fixed it myself
A power outage	///	/// /// //		
A broken pipe	////		//	/
A cable outage		////		
A broken lock	/		/	
A broken window	/			/

Summary of Lesson Plan

- ▶ **PRESENTATION**
Practical grammar (Student pages 18-19)
 Suggested teaching time: 60 minutes
 includes Language Notes (10 minutes)
 Your actual teaching time: _____

Practical grammar (Student pages 18-19)

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

The present perfect

Content: contrast between the use of the present perfect when an exact past time is not stated and the simple past tense when an exact past time is known

Procedure:

- ▶ Review the formation of the present perfect. Remind students that the past participle for regular verbs ends in *-ed*. They can refer to page 145 for the past participle of irregular verbs. If necessary, review the structure of negatives and questions in the present perfect.

- ▶ Have volunteers read the information in the box aloud. Make sure students understand the term *stated*. Ask students to circle the stated time in the last example sentence.
- ▶ Review the adverbs that indicate the use of the present perfect (*ever, never, still, yet, already*). Have students underline these adverbs in the first five example sentences.
- ▶ Remind students of the difference between the simple past tense (an action completed at a specific stated time in the past) and the present perfect (an action not completed, or one for which the past time is not known or not important).

A. Complete the paragraph ...

- ▶ Tell students that they can contract the subject pronoun *I* with *have* in each sentence: for example, *I've seen*.
- ▶ After the students have completed the exercise, correct as a class.
- ▶ Point out the adverbs that cued the use of the present perfect: *still* in item 5 and *yet* in item 8.

Option: Ask students to write their own paragraphs about trying to find a place to live, a school, or a job. Tell them to use the present perfect at least five times. When they are finished, ask them to exchange paragraphs with a partner to read and correct.

(continued on p. 5)

<h2>Your notes</h2>

B. Complete each sentence ...

- To model item 1, write down the sentence with each possible answer inserted. Have students choose the correct sentence. Point out that the phrase *on Monday* states a specific time in the past and therefore requires the simple past tense.
- Have students complete the exercise individually and then check answers with a partner. Review as a class.

Option: To reinforce the use of the present perfect in questions with *ever*, play *Have you ever ... ?* Ask students to write five questions that begin with *Have you ever*. The questions should be about things that most people have done, such as *Have you ever eaten fast food?* Have students sit in chairs arranged in a circle. One student stands in the middle of the circle and asks one of his or her questions. Students who can answer *yes* to the question must stand up and find a new place to sit. The student in the middle also tries to find a place to sit. The student left standing goes to the middle and asks a question. Play the game long enough so that most students have a chance to ask a question.

Workbook Link: Exercise 6

For and since

Procedure:

- Write example sentences on the board, underlining *for* and *since*. Use these sentences or create your own: *I've lived here for a long time, I've lived in my apartment for 10 years, I've had this VCR for three years, I've had my TV since 2000, I've worked at my current job since 1998.* Elicit the use of the present perfect with *for* and *since* to talk about actions that began in the past and that continue in the present.
- Review the use of *for* with numbers and intervals of time (for example, *for five years*) and *since* with a specific point in time (*since last Monday*). Write examples such as the following and ask students to add *for* or *since*: (*for*) *three weeks*, (*since*) *yesterday*, (*since*) *2:30*, (*for*) *a month*, (*since*) *December*.
- Tell students that with *for* and *since* certain verbs (*work, live, study, teach*) have the same meaning in the present perfect continuous as in the present perfect. Read the pair of example sentences in the box and create other pairs with the class.

- Brainstorm with the class the non-action verbs that they remember from Unit 1. Tell students that non-action verbs take the present perfect rather than the present perfect continuous for actions that began in the past and continue to the present. Read aloud the example sentence in the box: *Ms. Drake has been our landlord for ten years.*
- Have students read the rules and the example sentences in the box silently.

C. Complete the paragraph ...

- Have students complete the paragraph and compare answers with a partner. Review as a class.

Option: Have students interview a partner, using these questions as a guideline: *How long have you lived at your present address? How long have you lived in this city? How long have you worked at your present job? How long have you studied at this school?* Students can then write a paragraph or report to a group about their partners.

Workbook Link: Exercises 7, 8

➤ Do it yourself!

Procedure:

A–B.

- Ask students to explain why the simple past tense is used for the last question on the form. (“Before that” is a “stated” time.)
- After students have completed the form, put them in small groups to brainstorm questions that a rental agent might ask.
- Write students’ ideas on the board. Questions might include the following: *How long have you lived at your current address? Where did you live before that? What kind of work do you do? How long have you worked there? How many people are in your household? What size apartment are you looking for?*
- Have students work in pairs and role-play a conversation between a rental agent and a prospective tenant, using the information in their housing history forms and providing additional personal information as necessary. Have students switch roles for more practice.

Workbook Link: Exercises 9, 10

Summary of Lesson Plan

PRESENTATION

Authentic practice 1 & 2: Listening (Student pages 20-23)

Suggested teaching time: 60 minutes

Your actual teaching time: _____



Authentic practice 1 (Student pages 20-21)

Suggested teaching time: 30 minutes

Your actual teaching time: _____

Renting a house or apartment

Procedure:



- ▶ To set the scene for the picture story, ask questions about the pictures, such as *Who's in the pictures?* (a man and a woman) *Where are they?* (in a rental office) *What do you think they are talking about?* (the lease; renting an apartment)
- ▶ Play the cassette or read the picture story. With books open, students read along silently.
- ▶ Check for comprehension by asking questions such as *Who is having the conversation?* (a rental agent and a prospective tenant) *Does the tenant have to pay for repairs?* (only if the tenant is at fault, or has done something that caused the damage) *What does the tenant want to do with his apartment this summer?* (rent it to his uncle)
- ▶ Students may see some terms that are unfamiliar but whose meaning can be inferred from context: *at fault, fair enough, not off the top of my head, get back to you, take your time.* If necessary, explain.

Option: Have students read the speech balloons again. Ask *What questions does the man ask?* (Who's responsible for repairs? What do you mean, "at fault"? Is that a problem? Does that include cable? Do you mind if I take the lease home and get back to you tomorrow?) Have volunteers read the man's questions and the agent's answers.

A. Read the picture story ...

- ▶ Have students read the statements and then reread the picture story.
- ▶ Have students individually check *True* or *False* and then compare answers with a partner. Students should be prepared to support their answers with direct quotations from the picture story.

Option: Students rewrite each false statement to make it true (for example, *Landlords are responsible for repairs unless the tenant is at fault*).

B. Listen ...

- ▶ Tell students that they will listen to the tapescript or the cassette and read aloud the responses in their text.
- ▶ Read each item in the tapescript out loud or play the cassette. Allow students to listen as many times as necessary to complete the exercise. If students have difficulty, prompt them by reading the response yourself.

Challenge: Use the prompts for Exercise B as a dictation. Have students listen to the questions and write what they hear. Allow students to listen as many times as necessary. Ask volunteers to write the questions on the board. Make corrections as a class. Students can then practice the prompts and responses with a partner.

Tapescript

1. Have you had a chance to look over the lease?
2. Do you mind if I take the lease home and get back to you tomorrow?

(continued on p. 7)

C. Vocabulary . . .

- Have students complete the exercise. If necessary, let them refer to the picture story to use the context to infer meaning.

Challenge: Put students in pairs to write definitions for the words that were not used to complete the sentences. In item 1, for example, students write a definition for *leasing*: paying money to a landlord for the use of an apartment for a certain period of time. Encourage students to use dictionaries. As a variation, students can form two teams to write the definitions of the unused words. Each team can challenge the other to provide the word that matches their definition.

D–E.

- Have students answer the questions in Exercise D individually and then compare responses with a partner before reading aloud the items and responses.

Option: After both students have practiced reading the items and responses in Exercise D, have Partner B in each pair close his or her book. Partner A then reads the item, and Partner B responds from memory.

Challenge: Have pairs of students work together to write a statement or a question for each unused response in Exercise D. For example, in item 1, a statement that could elicit the response *Fair enough* might be *If you break it, you fix it*. Have students take turns reading the new items and responses.

Workbook Link: Exercises 11, 12

▶ Do it yourself!

Procedure:

- Tell students to imagine that this rental agent is discussing their new lease with them. Have students write their own responses.
- Before students practice with a partner, have a volunteer play the part of the rental agent and read each speech balloon aloud. Respond to each statement or question for yourself, giving students an opportunity to check the appropriateness of their responses.
- Have students interview each other in pairs to check their responses.

(continued on p. 8)

Your notes

 **Authentic practice 2**
(Student pages 22-23)

Tips for apartment hunters

Suggested teaching time: 30 minutes
Your actual teaching time: _____

Procedure:

 **A. Listening comprehension ...**

- To help students attend to important information in the listening, ask them to read the bar above the pictures.
- To set the scene for the listening, ask students about the picture on the left: *Who do you think the man is?* (someone on the radio, a talk show host) Have students look at the pictures on the right and repeat the captions after you. Make sure students understand what each item is used for.
- Ask students to predict what the tips will be about. Elicit the topics *pests, security, and electrical concerns*. Brainstorm other issues that might be important to apartment hunters: *appliances, general maintenance, cleanliness, facilities on site*. Write students' ideas on the board.
- Tell students that the caller on the radio show is going to take notes about the tips and that they should too. To practice the important academic skill of note taking, ask students to write down the topics and then add details under these headings.
- Sequential connectors are important cues. To help students follow the listening and take good notes, brainstorm words and phrases that give the order of information (*first, second, third, next, then, finally*). Tell students to listen for these words.
- Read the instructions for Exercise A out loud. Then read the selection or play the cassette through once and have the students write down the main topics using the sequencing connectors. They should note nine points (*the neighborhood at night, security, emergency exits, plumbing, appliances, electrical problems, pest infestation, maintenance, laundry facilities*). Read the selection out loud or play the cassette again so students can write down supporting details. Have students compare notes with a partner.

Option: Have volunteers come up to the board and write down their notes for each of the nine points mentioned in the selection.

B–C.

- After students answer the questions individually, have them compare answers with a partner.

Option: In preparation for a class discussion, have students list reasons for their answer to item 3 and discuss the topic with their partners. Ask the class which piece of advice they thought was most important. Write students' reasons on the board. After the discussion, have students vote on the most important piece of advice.

 **D. Which subjects ...**

- Have students read the list of subjects.
- Let students listen to the selection again and then check the appropriate boxes.
- Have students check their answers with a partner, and then review as a class.

E. Vocabulary ...

- Tell students to go over the notes they took in Exercise A. Reading the main topics and the details will help them do the matching vocabulary exercise.
- Read the first item in column A and the related item in column B. Make sure students understand that they are to write the letter of the term in column B. Ask students if they noted any other terms under the topic *Security* (window locks).
- After students match the terms in column A with those in column B, have them compare answers with a partner. Review as a class. Ask if reviewing the notes helped them complete this exercise.

Tapescript

Jack: This is Jack Mee at "Rent Talk," W-A-L-K's call-in show with tips for tenants. Our number's 1-800-TENANTS, that's 1-800-836-2687. Let's go to our phones. Irene in Moline. Speak to me.

Irene: Jack?

Jack: Yes, Irene. You're on the air.

Irene: Thank you for taking my call. I was recently separated from my husband, and I'm looking for my own place. Tomorrow I'm going to see a bunch of apartments, and I don't know what to look for.

Jack: Do you live alone, Irene?

Irene: Well, I have a ten-year-old daughter.

Jack: OK. Let me make a few suggestions. Do you have a pencil and paper for a few tips? You might want to jot them down. They'll save you a lot of grief down the line.

Irene: OK, Jack. I'm ready.

Jack: First: Check the neighborhood at night. Does it feel safe? If you came home late with your daughter, would you feel frightened? If you took a
(Tapescript is continued on page 9.)

Lesson Plan, Unit 2: Authentic practice 1 & 2 (for Student pages 20-23)–continued

Tapescript (continued from page 8)

bus, could you walk from the bus stop without looking over your shoulder?

Irene: [writing] Hmm. Check the neighborhood at night. That is a good idea.

Jack: Second: Still thinking about security, check the doors and windows. Are there dead-bolt locks on the front and back doors? Do the windows lock?

Irene: [writing] Dead-bolt locks.

Jack: Third: And this might seem unnecessary, but check the emergency exits, fire stairs, and fire escapes, and see that there are smoke detectors. Fire code violations are common, especially if you're renting an apartment in a smaller building or a private home. Better safe than sorry.

Fourth: Check the plumbing. Look for leaks, drips, and evidence of past damage. You don't want to deal with burst pipes and ruined possessions.

Irene: You can say *that* again.

Jack: Fifth: Check the appliances. For example, turn on the stove. Raise and lower the oven temperature. Turn on the broiler. Turn on all the burners to make sure they all work.

Irene: That's a good idea.

Jack: Sixth: Look for electrical problems—frayed wires, blown fuses or tripped circuit breakers, missing switches, and the like.

Seventh: Look for evidence of pest infestation: roaches and other insects, mice, or worse, rats. Are there bait traps or sprays around, in cabinets and under sinks? You know where to check!

Eighth: Check the maintenance of the common areas: stairs, halls, basement, elevators. Is there trash or other evidence of neglect?

Ninth: Check laundry facilities. If there are no washers and dryers in the building, is there a laundromat in the neighborhood? And while you're at it, look for other facilities in the neighborhood: a supermarket, dry cleaner's, etc. Did you get all that?

Irene: I hope so! Those are good tips. Thanks, Jack. If I could ask you one more question.

Jack: I'm sorry. I've got another call waiting. Give us a call back and let us know how it goes. [click] This is Jack Mee at "Rent Talk," 1-800 T-E-N-A-N-T-S. Nathan, what's on *your* mind?

F–G.

- Have students work individually to complete the self-test.
- Model the activity in Exercise G by telling the class about your neighborhood and home. Give your answers from the self-test and add any other details.

Challenge: Tally the results for each question. Questions are worded so that a *no* answer indicates a potential problem. Put students in small groups to problem-solve the issues. Ask groups to fill in a chart like the one following. Planning action is important to getting students to be more proactive.

Problem	Possible solutions	Action steps
Don't feel safe in neighborhood.	Get to know neighbors, form a neighborhood watch.	Organize a meeting to discuss safety with neighbors.

Challenge: Ask students to write a composition based on one of the problems identified in the chart. Students can discuss a course of action for dealing with the problem using sequential or chronological connectors, just as Jack Mee did in the listening comprehension exercise on page 22. For example: *If you don't feel safe in your neighborhood, you should take action. First, call a meeting with your neighbors. Second . . .*

FYI . . .

- Read the list of other places to look for apartments. Ask students to raise their hands if they used any of these ways to find their apartment.
- Make sure students know what *word of mouth* is. Brainstorm people whose word-of-mouth recommendations students would trust.
- Have students investigate the Web site and report their findings. Ask questions such as *Would you use this Web site? Why? Why not?*

➤ Do it yourself!

Procedure:

A. Write a list . . .

- Remind students of the issues discussed in the listening comprehension selection and in the other exercises in this *Authentic practice* section.
- Have students in pairs or small groups brainstorm a list of questions to ask a rental agent.

B. Pair work . . .

- Model the role play with a more advanced student. Have the student use his or her own questions to play the role of the prospective tenant while you play the rental agent.
- Tell students they can use their own house or apartment as the model on which to base the answers to the questions the "tenant" asks.
- Ask volunteers to present their role play.

Workbook Link: Exercises 13, 14

Summary of Lesson Plan

- **PRESENTATION**
Authentic practice 3:
Reading and critical thinking (Student
pages 24-25)
 Suggested teaching time: 60 minutes
 includes Cultural Discussion
 Your actual teaching time: _____

Authentic practice 3 (Student pages 24-25)

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

Fair housing and equal opportunity

Procedure:

A. Read about ...

- Have students read the information on the Fair Housing Act. Ask them to focus on identifying the seven factors that cannot be used as a basis for discrimination and the four actions that are specifically prohibited.
- Make sure students understand the meaning of *race*, *national origin*, *sex*, *familial status*, *color*, *religion*, and *handicap*. Put each word or phrase on the board and ask the class for examples for each category.
- With students, discuss the meaning of the actions that are prohibited. Have students reword these actions to make sure they understand the meaning. Be sure students understand the difference between *renting* and *selling*.
- To demonstrate the relevance of the Fair Housing Act to the students, ask them to look at the seven factors again and identify those that apply to them.

Option: Coming up with strategies to remember key information is an important academic skill. Brainstorm with the class strategies that could help them remember the information in the reading. Write the strategies on the board. Ideas might include *remembering the first initials*, *creating a mental picture*, *linking the concepts to something already known*.

Challenge: Have students access the Web site whose address is given at the top of the monitor screen. Ask them to summarize the additional information they read about the Fair Housing Act.

B. Vocabulary ...

- Have volunteers read the eight definitions aloud. Discuss and reword as necessary to make sure students understand the terms and definitions. Ask students for examples of each term and together create example sentences.
- Brainstorm other disabilities. Write them on the board.
- Point out that some of the terms (*an act*, *refuse*, *a complaint*) have other definitions. Elicit these other meanings and remind students to use the context to determine the specific meaning.
- Have students complete the sentences. Then correct as a class.

Challenge: All of the words in the *Vocabulary* belong to word families, words that are different parts of speech but have the same base. Have students work in pairs to identify nouns and verbs with the same base. The list may include *act*, *action*; *prohibit*, *prohibition*; *refuse*, *refusal*; *disability*, *disable*; *discrimination*, *discriminate*; *complaint*, *complain*; *dwelling*, *dwell*.

Workbook Link: Exercises 15, 16

(continued on p. 11)

Lesson Plan, Unit 2: Authentic practice 3 (for Student pages 24-25)–continued

C–D.

- Put students in pairs or small groups to read the case studies and then discuss whether the landlord has committed a violation of the Fair Housing Act in refusing to rent to the person.
- Have students give advice about how to handle the situation to each person.

Option: Assign one case study to each pair of students. Give students about 10 minutes to prepare a role play between the prospective tenant and the landlord that presents the issues. After students have presented their role play, ask the class to identify the issues and vote on whether the landlord committed a violation of the Fair Housing Act.

Option: Print out the complaint form from HUD and give a copy to each group. Ask students to fill out the form based on the situation in one of the case studies. Circulate and offer help as needed.

Option: Refer students to the picture story on page 20. Point out that the prospective tenant has a disability and is in a wheelchair. Ask *Is the rental agent discriminating against the man because of his handicap? How can you tell?* Have students suggest how landlords can encourage or discourage tenants with disabilities. If necessary, suggest that a building may or may not have wheelchair access, doors that are wide enough to accommodate wheelchairs, or bathrooms that can accommodate wheelchairs.

Workbook Link: Exercises 17, 18

➤ Do it yourself!

Procedure:

A. Discussion ...

- If your students come from different countries, put them in small groups according to home country.
- Ask them to discuss the three questions according to practices in their country. Tell students to be prepared to offer specific examples to support their discussion.

B. Culture talk ...

- Explain that students will now be “ambassadors” to a new group to whom they will explain housing rights in their home country.
- Form new groups of students consisting of “ambassadors” from different home countries.
- Have groups discuss the differences and similarities between their countries in terms of housing rights and discrimination.
- Lead a class discussion about housing rights in various countries. Be sure to include whether discrimination occurs, what factors affect discrimination, and what tenants do about suspected discrimination.

Your notes

Summary of Lesson Plan

► Review (Student pages 26-28)

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 26-28)

Suggested teaching time: 60 minutes

Your actual teaching time: _____

Procedure:

A. Pair work or group work.

- Have students take turns pointing to and naming as many things as they can in the picture.

Ask and answer questions.

- Point out the two questions asked in the directions. Point to one of the three numbered buildings on High Street. Ask *What are the people doing?* (301: repairing a problem with the cable; 303: talking about renting one of the three available apartments; 305: The tenant is complaining to the building manager.) Ask *What is the problem?* (301: The cable is out; 303: There may be discrimination against the family because of their children, pets, color, religion, or national origin; 305: There's a flood in the kitchen.)

Option: Working in pairs, students can write their own questions about the picture. Elicit example questions before they begin, such as *Who is the man in the apartment at 301 High Street? What does the sign*

in the window of 303 High Street say?) Create a game by separating the students into two teams. Teams take turns asking the questions team members have created. Give points for each correct answer.

Option: Give students one minute to study the picture, trying to remember all they can about it. Remind them of some of the memory strategies you discussed earlier. Then have students close their books and form small groups. Ask questions about the picture and keep a record of the correct answers. After each question, allow the groups time to discuss and record the group's answer on a sheet of paper. Possible questions include *How many people are walking on the other side of the street?* (two) *How many dogs are in the picture?* (two) *What street are the three apartment buildings on?* (High Street) *Who is crossing the street?* (a woman pushing a child in a stroller) *Is there a parking lot in the picture?* (yes)

Create conversations.

- Hold up the book and point to the tenant and the manager in the lobby of 305 High Street. Play the role of the tenant and say *I've got an emergency in my apartment.* Elicit from the class an appropriate response for the manager, such as *What's the problem?* Respond, and then elicit an appropriate next line for the manager. Continue playing the role of the tenant and eliciting responses for the manager from the class.
- Put students in pairs and have them choose two people in the picture and create a conversation for them. Ask volunteers to role-play their conversations for the class.

Option: After students have created the conversations suggested by the picture, give them a new task. Have them imagine conversations between different pairs, such as the two tenants in the lobby of 305 High Street, or the parents of the family in front of 303 High Street.

Tell a story.

Option: Create a character. Point to one person in the picture and relate the details or his or her life. For example, for the woman crossing the street with a child in the stroller, say *Her name is Maria Arenas. She's from Chile. She's been living in the neighborhood for five years. She's been studying English since 2001 . . .* Then have students tell the story of at least one person in the picture to a partner. Explain that they will need to make up the information they relate.

(continued on p. 13)

Lesson Plan, Unit 2: Review (for Student pages 26-28)–continued

Option: Describe the family. Have students describe the family members in front of 303 High Street. Students should include details such as a description of their clothing, their ages, and how long they have been looking for an apartment. They will need to make up some of the information.

Option: How's it going? Point to one person in the picture and give his or her extended response to the question. For example, for the tenant getting her mail at 305 High Street, say *Not so hot. My air conditioning's out again. And I've had a problem with my phone for a week . . .* Circulate through the room, encouraging students to make up as much as possible about each person's situation.

B. Listening comprehension . . .

- Tell students they are going to listen to five different conversations, one corresponding to each number in Exercise B. The task is to decide which problem is being discussed and fill in the oval.
- Ask students to read the options for item 1. Brainstorm terms related to an electrical problem that they might listen for, such as *outage, circuit, fuse, wire*.
- Read the first conversation or play the cassette.
- To model item 1, write out the two choices and have students choose the correct problem. Model how to select an answer by filling in the oval with the correct answer.
- Have students read the options for items 2 through 5.
- Read conversations 2 through 5 or play the cassette. Students fill in the correct ovals according to what they hear.
- Have students check answers with a partner. Then review as a class.

C. Read each sentence . . .

- Students work individually to complete the exercise.
- Have students check answers with a partner. Review answers as a class.

Challenge: Have partners create a statement or question that would require the alternate response. For example, for item 1, a student might write *The landlord wouldn't rent to me because I'm in a wheelchair.* This sentence might lead to the response *That's a violation of the Fair Housing Act!*

Tapescript

Conversation 1

A: Oh, no! Not again.

B: What?

A: I blew a fuse. It's this ridiculous hair dryer.

B: Better get a new one. Meanwhile, I'll call the super.

Conversation 2

A: Hello?

B: Hello, Mr. Cramden? This is Mrs. Norton in 3B. There's no hot water. And the cold water is dark brown.

A: You're kidding. I'll be right up to have a look.

Conversation 3

A: I can't believe the cable's out. I wanted to see the fight tonight.

B: Maybe it'll be back on by then. Did you call?

A: Sure. But it always takes a day or two until they get out to *this* neighborhood.

Conversation 4

A: Let's check the cabinets under the sink before we sign the lease.

B: Good idea. Hey, what's *this*?

A: What?

B: These boxes with blue stuff . . . I don't know what it is . . . Oh. Rat Resort? What???

A: Well, that's that. They've had rats. Forget this dump!

Conversation 5

A: We're here to see the apartment.

B: Certainly, Mr. . . . ?

A: Sirinivatsu.

B: Serina-who?

A: Sirinivatsu. It's a Chappaquakian name. We're from Chappaqua.

B: I see . . . Oh, your wife has a wheelchair? Well, I think you'd be happier in a different building. This apartment is in the basement.

(continued on p. 14)

Lesson Plan, Unit 2: Review (for Student pages 26-28)–continued

D–E.

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

Option: Review the vocabulary from the unit. You should include the terms for housing emergencies on page 16, utilities on page 17, the vocabulary items from Exercise E on page 22 and from Exercise B on page 24. Divide the class into two teams. Ask the members of Team A to define the first word. Give students a couple of minutes to prepare their definition. Teams get 1 point for each correct definition. If a team can't give an acceptable definition, the other team can try. Ask Team B to define the second word. Continue playing until all the words have been defined.

F. Composition ...

- Provide students with concrete approaches to writing about the picture on page 26. Use one of the following options, give students a choice of options, or assign options based on students' level 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 choose one of the pairs of people who are talking to each other in the picture, label them *A* and *B*, and write an extended conversation for them. Students can later role-play their conversations for the class.

Option: Have students number the people in the picture and then write two sentences about each one. To reinforce the grammar points in the unit, one sentence can tell something about the person using the present perfect with *for* or *since*. For example, for the cable repairperson, students might write *He's been repairing the cable since 2:00, He's been working for an hour.*

Option: Have students use sequential or chronological connectors to write a story about a situation in the picture. They should write each sentence on a different line and skip lines between sentences. Then ask students to cut up their papers so that each sentence is on a different strip. Have students scramble the strips and exchange them with a partner to reorder. Students can read aloud the reordered story to a group or the class.

Now I can

- Read the first item in the box out loud: *Now I can describe a housing emergency.* Elicit from the class an example of a housing emergency, such as *A broken pipe is a housing emergency.*
- In pairs, 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 have 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.