Summary of Lesson Plan

➤ **Vocabulary (Student pages 18-19)**
Suggested teaching time: 60 minutes
Your actual teaching time: _____

➤ Vocabulary (Student pages 18-19)

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

Content: types of housing; areas inside a building; neighborhood places; household bills; expressions of location

Procedure:

A. Listen.

➤ To introduce the topic of housing, write on the board *a house* and point to illustration 1 in the *Picture dictionary*. Say the words and have students repeat several times. In this manner, present *an apartment*. Then take a class housing poll; have students raise their hands to indicate whether they live in an apartment or a house.

➤ If necessary, review ordinal numbers. Draw a building on the board with ten floors. Point to and identify each floor, starting with the first floor. Then point to random floors and elicit the correct floor name. To practice talking about floors, ask the class *On what floor is your classroom / bedroom / workplace*?

➤ Highlight the use of indefinite and definite articles in items 1 through 17. For example, point out the use of the article *a* in the phrase *a house* and *an* in the phrase *an elevator* but the use of the article *the* in *the second floor*. Although the use of indefinite and definite articles is formally introduced in Unit 6, repeated exposure to correct usage will reinforce this important concept.

➤ Write on the board *the neighborhood*. Name familiar places surrounding your school or workplace to convey that a neighborhood is a small area of a town. To further practice the meaning, have volunteers name places in their own neighborhoods.

➤ If necessary, point out that *a bill* is a list of things or services you have bought and the amount of money you have to pay for them. Elicit various kinds of household bills from the class, such as *a gas bill, an electric bill, a water bill,* and *a telephone bill*.

Option: Write the words *Housing, Rooms,* and *Floors* in three columns on the board. Hold up the *Picture dictionary* and point to illustration 1. Say the words *a house* and write them in the *Housing* column. Point to illustration 3, say the words *a living room*, and write them in the *Rooms* column. Point to illustration 9, say the words *the second floor*, and write them in the *Floors* column. Then, in random order, point to the remaining housing illustrations, say the corresponding vocabulary words, and have volunteers write them in the correct column on the board.

Challenge: Talk about the different ways of naming the floors of buildings. Compare customs in North America and in the students' native countries. Ask if there are any traditional superstitions about numbers that affect the way floors are named.

Challenge: In small groups, students brainstorm various activities or furniture commonly associated with each room illustrated in the *Picture dictionary.* For example, for the living room, students could list *watch TV* and *read a book* or *a sofa, a table*.

If your students are ready . . .

Language note: The article *the* is used with nouns that have been talked about before or that are known to the listener. For example, in Exercise A, item 9, we say *the second floor* because a building has only one second floor. The speaker expects the listener to understand which area is being referred to.

Culture / Civics note: The street-level floor is called the ground floor or the first floor. In North America, a traditional superstition is that the number 13 is unlucky. For this reason, some buildings, especially older ones, do not have a thirteenth floor.

(continued on p. 2)

Expressions of location

Option: To practice expressions of location, draw on the board a map of an intersection near your classroom. Have students identify the various places on the map. As a class, identify the location of these places in relation to your classroom, using the expressions *down the street, around the corner, across the street,* and *next door*.

Challenge: Use the map on the board to present other expressions of location such as *next to, between, across from, at the corner of (Main Street) and (Second Avenue), on (Main Street)*.

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. Where are the people? Listen . . .

- ➤ Read out loud conversations 1 through 3 in the tapescript or play the cassette. With books closed, students just listen.
- ➤ Read the directions and the two answer choices for each conversation.
- ➤ Read conversations 1 through 3 again or play the cassette. Pause after each conversation to allow students time to select an answer. Allow students to listen to the conversations as many times as necessary to complete the exercise.
- ➤ Have students check answers with a partner and review as a class. Encourage students to explain their answers by asking *Why do you think so?*

Tapescript

Conversation 1

Woman 1: Let's make a salad.

Woman 2: Good idea. What do we need?

Woman 1: Well, get the lettuce, an onion, cheese, and tomatoes from the fridge.

Woman 2: OK.

Conversation 2

Jack: [singing in the shower]

Woman: Jack? How long are you going to be in there?

Jack: [continues singing]

Conversation 3

Man 1: OK, the washing machine's finished. I'll put these clothes in the dryer. You put the other clothes in the washing machine.

Man 2: OK. Let's hurry. I want to go watch TV.

Man 1: Me too.

D. Complete each sentence . . .

- ➤ To demonstrate the task, copy item 1 on the board. Point to the two answer choices, elicit from the class the correct answer *bedrooms*, and write it on the line. Have students explain their answer. Ask *Can an apartment have two ground floors?*
- ➤ Have students check their answers with a partner and review answers as a class. Encourage students to explain their answers by asking *Why do you think so?*

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 19)
Suggested teaching time: 15 minutes
Your actual teaching time: _____

➤ **PRESENTATION**
Practical conversations (Student pages 20-21)
Suggested teaching time: 35 minutes
Your actual teaching time: _____

➤ Do it yourself! (Student page 19)

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

Procedure:

A. Personalization . . .

➤ To prepare students for the activity, elicit from the class other places in the neighborhood, such as a *grocery store, a supermarket, a bank, a laundromat, a restaurant, a school, a post office.*

B. Pair work . . .

➤ To model the activity, talk about your own neighborhood. For example, say *In my neighborhood, there's a bus stop across the street.*

➤ In pairs, students compare their neighborhoods. To review, have volunteers talk about both their own neighborhood and their partner's neighborhood.

➤ Practical conversations (Student pages 20-21)

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

Model 1

Content: asking about renting an apartment or a house; reading rental ads; *can* for requests; time expressions

Procedure:

A-B.

➤ After students listen to the conversation, check comprehension by asking questions about the photo. For example, point to the woman and ask *What is she looking for?* (an apartment) Point to the man and ask *Does he have an apartment to show her?* (yes) *Where?* (on Beach Street) *How much is the rent?* ($550 a month)

➤ Explain that *rent* is the money you pay to live in a house or apartment that is owned by another person. Use a calendar to indicate that *$500 a month* means that $500 must be paid every month.

➤ To convey that the word *nice* is used to show that you like something, walk around the classroom and admire various objects. For example, point to a student's coat and say *That's a nice coat!* Elicit from the class other words to show that you like something, such as *great, terrific,* and *beautiful*.

➤ Students may be familiar with the use of the verb *can* to mean ability (*I can drive a car*) but may not be aware that *can* is also used in spoken English to make a request. Point out the use of *can* in the question *Can you show it to me today?* Have students create other sentences using *can*, such as *Can I go to the restroom?* and *Can you loan me a pen?*

Option: To practice talking about rental amounts, write on the board *$500*. Say *five hundred dollars* and have students repeat several times. Then write other amounts such as *$450, $975, $630* and have the class say each amount.

(continued on p. 4)

Other times

➤ Create a timeline on the board to convey the meaning of each time expression. Use pictures and actual times to indicate that *tonight* includes the time from dusk until dawn and that *tomorrow morning* begins when the sun rises and lasts until noon.

Challenge: Elicit other times from the class, such as *tomorrow afternoon, tomorrow night, this weekend, this Friday.*

C. Pair work . . .

➤ Have volunteers read the *for rent* ads out loud. Ask questions about the ads to check comprehension. For example, point to the ad on the left and ask *Is this ad for an apartment or a house?* (an apartment) *How much is the rent?* ($450 a month) *Where is the apartment?* (on Center Street)

➤ Model the activity with a more advanced student. Play the role of Student B to demonstrate that students should use the information from one of the *for rent* ads or their own information.

If your students are ready . . .

Culture / Civics note: A convenient way to find housing is to visit a real estate agency. For a fee, real estate agents match buyers and renters with available properties. However, fees can be as much as a full month's rent or more. Other sources for finding housing are friends and co-workers, newspaper classified ads, community bulletin boards, fliers posted on the street, and real estate listings on the Internet.

Model 2

Content: talking about the neighborhood; asking questions with *Is there…* and *What about…;* describing location

Procedure:

A–B.

➤ Students should be able to understand from context that *a few* means a small number of something and that *nearby* means only a short distance away. Students should also understand that *Sure* can be used to agree to a request.

➤ Point out that the phrase *what about* can be used to introduce a new subject in a conversation. If necessary, provide other examples of this phrase. For example, write on the board *Do you like ice cream? And what about candy?*

➤ To check comprehension after students listen to the conversation, ask *What questions does she ask about the neighborhood? Why does she ask these questions?*

C. Pair work . . .

➤ To familiarize students with the neighborhood, say the names of various places on the map and have students point to each place.

➤ To review expressions of location, copy the map on the board. Point to the apartment and say *We are here.* Point to the restaurant and say *It's right next door.* Then point to the bus stop and elicit the phrase *It's right across the street.* In this manner, elicit the expressions *right around the corner* and *down the street.*

➤ Model the activity with a more advanced student. Play the role of Student A to demonstrate that students should use the information in the map.

Challenge: Have students draw a simple map of their own neighborhood and label the important places, such as a bus stop or subway station, park, supermarket, and restaurant. Then have students do the *Pair work* activity again using their own map.

(continued on p. 5)

Model 3

Content: signing a lease; expressing agreement; talking about a security deposit; object pronouns

Procedure:

A–B.

- First, point to the photo of the two people and the rental agreement. Read the rental agreement out loud while students listen and read. Elicit what students understand about the words *lease, rental agreement, term,* and *security deposit.* Help students understand the meaning of these words.
- After students listen to the conversation, check comprehension by asking questions. For example, ask *What does the woman want to do?* (rent the apartment) *What does the man give her?* (the lease) *How much is the security deposit?* ($550) *When will the woman pay the security deposit?* (tonight)
- To be sure students understand the importance of reading and understanding a lease, ask the class why the man says *Please read it carefully*.
- Students should be able to understand from context that the verb *to rent* means to pay money for the use of housing that someone else owns. Students should also understand that *OK, No problem,* and *That's fine* can be used to express agreement.

Note: The sentences *Please read it carefully* and *Can I give it to you tonight?* offer students a preview of the use of object pronouns, which is presented in the *Practical grammar* section on page 22.

C. Pair work . . .

- To prepare students for the activity, have volunteers read the ads on page 20 out loud. For each ad, elicit the rent from the class and ask whether the ad is for a house or an apartment.
- Model the activity with a more advanced student. Play the role of Student A to demonstrate that students should use the information in one of the ads on page 20 and their own words.

Challenge: Talk about rental customs in students' native countries. Discuss the use of leases, the payment of rent, housing costs, and security deposits.

If your students are ready . . .

Culture / Civics notes: A *lease* is a legally binding rental agreement. In signing it, you promise to follow the conditions of the lease and to pay the rent during the length of the lease. It is important to read a lease carefully before signing it. If you don't understand any part of the lease, ask someone to explain it.

Most leases require tenants to pay a *security deposit.* This is an amount of money, usually between one and two months' rent, that the landlord holds as protection in case the tenant damages the property or stops paying the rent. At the end of the lease, this money is returned to the tenant if all the rent has been paid and if the property has not been damaged.

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 21)
Suggested teaching time: 20 minutes
Your actual teaching time: _____

➤ **PRESENTATION**
Practical grammar (Student pages 22-23)
Suggested teaching time: 40 minutes
Your actual teaching time: _____

➤ Do it yourself! (Student page 21)

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

Procedure:

➤ To focus students' attention on the picture, have the class point to the following places: *an apartment, a convenience store, a subway station, Garden Avenue, a for rent ad.*

➤ To model the activity, play the role of the people looking for an apartment and have the class play the man showing the apartment. Say *We're looking for an apartment.* Elicit an appropriate response from the class, such as *Well, there's a nice apartment here on Garden Avenue.* Then ask questions about the apartment, such as *How much is the rent? Is there a park nearby? Can you show it to me today?* Elicit appropriate responses from the class.

➤ Practical grammar (Student pages 22-23)

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

Object pronouns it and them

Procedure:

➤ To introduce the object pronoun *it,* write on the board *I like the book. I like it.* Hold up a book, point to the book, and say *I like the book.* Point to the book again and say *I like it.* Draw an arrow on the board linking the pronoun *it* and the noun phrase *the book* to convey that they both refer to the same thing.

➤ To introduce the object pronoun *them,* write on the board *I like the books. I like them.* Hold up two books, point to the books, and say *I like the books.* Point to the books again and say *I like them.* Draw an arrow linking the pronoun *them* and the noun phrase *the books* to convey that they both refer to the same thing. Point out that *it* is used for one object and that *them* is used for more than one object.

➤ Copy the speech balloons in the first illustration on the board. Read the conversation out loud. Underline the pronoun *it* in the question *Would you like to see it?* Ask the class *What would she like to see?* Elicit the answer *the apartment* and draw an arrow linking the words *it* and *apartment.* In this manner, link the words *them* and *the bedrooms* in the second illustration.

A. Complete each sentence . . .

➤ Copy item 1 on the board. Elicit the pronoun *it* from the class and write it on the board.

➤ Working individually, students complete each sentence with *it* or *them*.

➤ To check answers, have students practice reading items 1 through 6 out loud with a partner. Have students change roles to practice both parts.

(continued on p. 7)

Challenge: To allow students to hear and use object pronouns in quick succession, challenge students with a quick transformation drill. Say a short sentence and have students respond, using an object pronoun. Repeat the exercise using a different object each time. For example, *T: I like the living room. S: You like it. T: I like the windows. S: You like them. T: He rented the apartment. S: He rented it. T: She painted the kitchen and the bathroom. S: She painted them.*

Workbook Link: Exercises 5, 6

Placement of object pronouns

Content: the placement of two object pronouns in a sentence

Procedure:

- Review the object pronouns *me, you, him, her,* and *us*, which were presented in Unit 1. (See page T10 for suggested presentation methods.)
- To demonstrate the placement of two object pronouns in a sentence, write on the board *Give this book to (female student's name). = Give it to her.* Draw arrows on the board to show that the pronoun *it* refers to the noun phrase *this book* and that *her* refers to the student's name. Continue in this manner for the sentences *Give the books to Mariana and me. = Give them to us.*
- Emphasize the sentence structure verb + object + preposition + object. Write on the board *Give to her it,* then cross it out and write *Give it to her.*

B. Put the words in order . . .

- Copy item 1 on the board but omit the answer. Point to the subject *They* and write the word on the board. Then point to the verb *left* and write it after the word *They*. Have the class finish the sentence by putting the remaining words in the correct order.
- Remind students that the first word of a sentence always starts with a capital letter and that each sentence should end with a punctuation mark.
- Working individually, students put the words in order and write each sentence on the line. Have students check answers with a partner. To review, have volunteers write their sentences on the board.

C. Write sentences . . .

- Copy item 1 on the board, underlining *the electric bill* and *to Claire*. Elicit the correct answer with two object pronouns from the class and write on the board *Please give it to her.* Ask students why they chose particular object pronouns (for example, *it* instead of *him* or *them*).
- Working individually, students write sentences with two object pronouns. Have students check their answers with a partner and then review as a class.

Workbook Link: Exercises 7, 8, 9

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 29)
Suggested teaching time: 20 minutes
Your actual teaching time: _____

➤ **PRESENTATION**
Authentic practice 1
(Student pages 24-25)
Suggested teaching time: 25 minutes
Your actual teaching time: _____

➤ Do it yourself! (Student page 23)

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

Procedure:

A. Give some of these things . . .

➤ To model the activity, copy the chart on the board. Then give four items, such as a set of keys, a pen, a book, and a pair of gloves to four different students. Then, as a class, list the items you distributed and the people you gave them to in the chart on the board.

B. Discussion . . .

➤ Write on the board *A: What did you do with your keys? B: I gave them to Jose*. Say the question and answer out loud and have students repeat several times. Ask the class *What does "What did you do with your keys" mean?* If necessary, explain that it means *Where did you put the keys?*

➤ Model the discussion with a more advanced student. Replace the words *keys* and *Jose* with items and classmates from the chart on the board. Remind students to use *them* to refer to plural items and *it* for singular items.

➤ Authentic practice 1
(Student pages 24-25)

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 *Are the people inside or outside?* (inside) *Are they inside a house?* (no) Point to the man and ask *What is he doing?* (talking) Have students speculate about his occupation. Encourage students to explain their answers by asking *Why do you think so?*

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

Note: The *Manager* role contains the following new language: *interested in, Let's see, a couple of, available, utilities, a no-pet policy*. Although students are encouraged to comprehend this new language through context and its similarity to language they know, they are not expected to produce this new language themselves.

B. Listen to the manager. Read . . .

➤ Read out loud the *Manager* 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 out loud the question and the two answer choices for item 1. Ask *Is a one-bedroom OK?* Elicit from the class the correct response *Yes, that's fine*.

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

(continued on p. 9)

If your students are ready . . .

Culture / Civics notes: In the United States and Canada, it is illegal for landlords to discriminate based on race, national origin, religion, disability, marital status, gender, or family status (the presence of children under 18 in the household). For example, it is illegal for a landlord to refuse to rent to someone because he or she is of a particular race or from a different country. It is also illegal for a landlord to refuse to rent to families with children or to require families with children to pay a higher security deposit. In Canada and in some U.S. states and cities, it is also illegal to discriminate based on sexual orientation.

However, leases can legally include rules that exclude certain tenants. For example, because pets can damage the property and annoy other tenants, many leases do not allow tenants with pets. Leases that do allow pets may require a larger security deposit from pet owners to cover potential damage.

D. Listen. Choose your response . . .

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

Challenge: Have students listen again. Ask volunteers to write the sentences for items 1 through 3 on the board.

Tapescript

1. What size apartment are you interested in?
2. There's a two-bedroom apartment right next door.
3. We have a no-pet policy.

Workbook Link: Exercise 10

Listening comprehension

Procedure:

A. Listen to the conversation . . .

➤ To prepare students for the listening task, read out loud items 1 and 2 before students listen to the conversations.

Note: Although this conversation contains new language (*Here you go, Do you have a minute? a couple of, unfortunately, not so bad, Another thing, by the tenth of the month, moving in, right away, Wow! give me a call*), it is not essential for students to know this language to complete the task.

B. Read the questions . . .

➤ To prepare students for the listening task, have a student read out loud the questions and answer choices for items 1 through 3.

➤ Ask students what the words *due* and *late fee* mean. Help students understand that *When is the rent due?* means *When does the rent need to be paid?* and that a rental *late fee* is extra money you have to pay when you don't pay the rent on the date written on the lease.

C. In your own words . . .

➤ Working individually, students listen again and answer the questions.

➤ Divide the class into pairs. Have students talk about their answers with a partner. To review, have volunteers tell the class about their answers.

If your students are ready . . .

Culture / Civics note: When two adults meet for the first time in the course of a business transaction, they often address each other with a formal title such as *Mr.* or *Ms.* and their last name. If they are likely to have a lot of future contact with each other, it is common for them to invite each other to use their first names. Addressing each other informally is seen as demonstrating friendliness.

Tapescript

Dan: Good morning, Mrs. Molina. I'm here to get my apartment keys.

Pilar: Oh, hi, Mr. Azizi. Welcome to the building. The keys? I'm sorry. Didn't I give them to you yesterday? . . . Here you go. This one is for the door to the street, and this one is for the apartment door. By the way, please call me Pilar. Everyone in the building does.

(Tapescript is continued on page 10.)

Workbook Link: Exercises 11, 12

Tapescript

Dan: OK. Thanks. And you can call me Dan.

Pilar: Great. Do you have a minute, Dan? There are a couple of important things I need to tell you.

Dan: Sure.

Pilar: Well, first of all, the laundry room's open six days a week, Monday through Saturday.

Dan: What about Sundays? I work Monday through Saturday. I usually do my laundry on Sundays.

Pilar: No. Unfortunately we had to close the laundry room on Sundays because I'm not here.

Dan: Oh, that's a problem for me.

Pilar: Well, maybe it's not so bad. What time do you get home in the evenings?

Dan: About seven thirty most nights.

Pilar: Well, the laundry room's open late on Thursdays and Fridays—until ten.

Dan: Which nights did you say?

Pilar: Thursday and Friday.

Dan: OK. That's OK.

Pilar: Another thing. The rent's due by the tenth of the month. If you pay it after the tenth, you'll have to pay a late fee. The late fee is $25. I'm sorry, but that's the rule.

Dan: No problem.

Pilar: That's about it. So when are you moving in?

Dan: Right away. This afternoon! We'll be here in about an hour.

Pilar: Wow! Well, if you need any help, give me a call. My number is 621-5963.

Dan: I will. Thanks, Mrs. Molina!—I mean, thanks, Pilar!

Pilar: You're very welcome.

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Summary of Lesson Plan

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

➤ **REVIEW/WARMUP**
Do it yourself! (Student page 25)
Suggested teaching time: 10 minutes
Your actual teaching time: _____

➤ **PRESENTATION**
Authentic practice 2
(Student pages 26-27)
Suggested teaching time: 35 minutes
Your actual teaching time: _____

➤ **REVIEW**
Do it yourself! (A plan-ahead project)
(Student page 27)
Suggested teaching time: 15 minutes
Your actual teaching time: _____

➤ Do it yourself! (Student page 25)

Suggested teaching time: 10 minutes
Your actual teaching time: _____

Procedure:

A. Write your own response . . .

➤ Model the activity. Point to the first speech balloon and ask *What size house are you interested in?* Elicit appropriate responses from the class such as *A two-bedroom house* or *I need three bedrooms.*

B. Personalization . . .

➤ As a class or in small groups, have students talk about the rules in their apartment or house, such as no pets, no water beds, no smokers. Discuss the reasons for these rules and whether or not they are fair.

➤ Authentic practice 2
(Student pages 26-27)

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

Note: For the plan-ahead project on page 27, students should bring apartment ads from the newspaper to class.

Reading

Critical thinking skill: decision making (evaluating options and choosing the best alternative)

Procedure:

A. Read the questions. Then read the ads . . .

Option: Create more questions about the ads, such as *How many apartments or houses have free parking?* (three) *In how many are pets OK?* (one) *How many apartments or houses have two bedrooms?* (three)

Challenge: To familiarize students with common "for rent" ad abbreviations, write on the board *Main St.* Point to the abbreviation *St.* and below it write *Street.* Then write *1 BR.* Elicit from the class that the abbreviation *BR* stands for *bedroom.* Have students find other abbreviations such as *rm, bldg, sm, bath, bsmnt, bed, fl, elev, bth,* and *util.* Write these on the board and have the class guess what each stands for.

B. Critical thinking . . .

➤ Copy item 1 on the board. Point to the photo of the Mees and read item 1 out loud. Ask questions about the people, such as *Do the Mees want a house or an apartment?* (an apartment) *How many bedrooms do they need?* (one) *What do they need nearby?* (a bus stop) *Can they pay $500 a month?* (no, only $450)

➤ Students should be able to understand that the word *only* means "not more than" a particular amount. If necessary, write on the board *They can pay only $450 a month.* Ask *Can they pay $500 a month?* Elicit from the class that they cannot pay more than $450 each month.

(continued on p. 12)

Option: In pairs, students talk about which apartment or house in the "for rent" ads would be good for them. Have students explain their choice.

If your students are ready . . .

Language note: Married couples are sometimes identified by a pluralized form of their shared last name. For example, in item 2, the photo of Hugo and Marta Rivera is labeled *The Riveras.*

Workbook Link: Exercises 13, 14

Writing

Procedure:

- Have the class read the rental information form for Alvaro and Rosa Cordova. Then have volunteers read it out loud.
- Students should be able to understand the meaning of the new words on the form through context. If necessary, help students understand that *desired location* means the general area where you want to live, that *maximum rent* means the highest rent you want to pay, and that *off-street parking* is a place to park your car that is not on the street, such as a parking lot, driveway, or garage.
- Read the directions for the Exercise out loud. Ask the class *What does "fill out" mean?* If necessary, explain that *fill out* means to write all the necessary information on an official document such as a form or application.
- Working individually, students fill out the form and then compare answers with their partner's.

Option: Have volunteers describe in their own words what the Cordovas are looking for. Be sure students mention the type and size of housing they need, the maximum rent they can pay, and any special needs they have. In pairs, students write a paragraph about the Cordovas, using items 1 through 4 in Exercise B on page 26 as a model.

Challenge: For extra practice in filling out real estate agency forms, refer students to page 140 for an authentic sales commission and fee agreement. Help students fill out the form using their own information. Point out any essential new language, such as *date of desired occupancy, price range,* and *annual income.*

Workbook Link: Exercises 15, 16

➤ Do it yourself!
(A plan-ahead project) (Student page 27)

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

Procedure:

A. Pair work . . .

- Remind students ahead of time to bring apartment ads from the newspaper to class. Bring a selection of apartment rental ads to class for students who don't have their own.
- Model the activity by talking about one of the apartment ads you brought to class. For example, say *I like this apartment. It has two bedrooms and one bath. It's near a bus stop and a park. The rent is six hundred dollars a month including utilities.*
- In pairs, students talk about the apartment ads they brought to class. Circulate to offer help with pronunciation and vocabulary.
- To review, have volunteers tell the class about their ads. Be sure students explain why they chose these ads.

B. Collaborative activity . . .

- Tell the class about your own apartment or house. Talk about the apartment size, its location, nearby places in the neighborhood, the rent, special features (such as a laundry room or free parking), and rental policies (such as no pets).
- As a class, create a "for rent" ad for your apartment. Have volunteers come to the board to write the ad.
- In pairs, students talk about their own apartments or houses and then write ads for them. Point out that students can use the ads on page 26 as models.
- To review, have several volunteers read their ads to the class or write them on the board.

Challenge: Help students use abbreviations in their ads. Point out that students can use the abbreviations in the ads on page 26 as models.

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Summary of Lesson Plan

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

➤ **Review (Student page 28)**
Suggested teaching time: 40 minutes
Your actual teaching time: _____

➤ **UNIT REVIEW**
Do it yourself! (Student page 29)
Includes expansion activities
- role play
- dialogues
- writing
- outside reading
- realia applications
- math skills applications
- civic lesson applications
- Booster Pak activities

Pronunciation (optional)

Rising and falling intonation of questions:

To introduce the concept of rising and falling intonation of questions, read the following series of *yes / no* questions using rising intonation: *Will Tom be back later? Would you like to eat lunch now? Is there a park nearby? Is there anything else? Can I give it to you tonight?*

Write the questions on the board and ask students to repeat each question after you. As each question is repeated, write an upward-curving arrow at the end of the question.

Then read the following series of information questions, using falling intonation: *Who's calling? When will he be back? What's it like outside? How much is the rent?*

Write the questions on the board and ask students to repeat each question after you. As each question is repeated, write a downward-curving arrow at the end of the question.

(continued on p. 15)

➤ Review (Student page 28)

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 answers with a partner. Review answers as a class.
- ➤ Identify any areas of difficulty that may require additional practice.

Option: For Exercise B, read items 1 through 3 out loud and have students circle the correct responses.

	Review notes **Areas for further review and practice**

➤ Do it yourself! (Student page 29)

Procedure:

1. Point. Name things in the picture.

➤ Hold up the textbook, point to the house in the upper right corner of the picture, and say *a house.* Elicit other items from the class, such as *a parking lot, Garden Avenue, a "for rent" ad, a pet, an umbrella, a basement.*

➤ In pairs, students point to and name things in the picture.

Option: True/false statements. In pairs, students write five *true / false* statements with *There is* or *There are* about the picture. Divide the class into groups of four. One pair reads their statements to the other pair, who says *True* or *False*. For example, *A: There are 12 cars in the picture. B: False. There are 10 cars in the picture. A: There is a bicycle in the picture. B: True.*

2. Ask questions . . .

➤ To demonstrate the task, point to the convenience store. Write on the board and ask *Where is the convenience store?* Elicit a response from the class and write on the board. For example, students could say *On the corner of Garden Avenue and Water Street.*

➤ In pairs, students point to and ask and answer questions about the picture.

Option: Question prompts. For less advanced classes, write on the board some of the words that students could use to create questions. For example, write on the board *How much* and *rent.* Have students use these words as prompts for questions about the picture.

3. Create conversations for the people.

➤ Point to the woman with the umbrella and the man in the red shirt. Write on the board *A: How many bedrooms does it have? B: Two.* Elicit more appropriate dialogue from the class.

➤ In pairs, students create conversations for the people in the picture.

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

4. Say more about the picture . . .

➤ Model the activity by encouraging students to say anything they can about the picture, either single words or complete sentences.

➤ In small groups, students continue to say as much as they can about the picture. Circulate to give help as needed.

Option: Competition. Divide the class into groups of three or four. Each team takes turns making one true sentence about the picture. If the sentence is true and grammatically correct, the team gets one point. If the sentence is not true or is grammatically incorrect, the sentence passes to the next team, who can win an extra point for correcting it. The team with the most points at the end of the game wins.

Oral test (optional)

Use the *Do it yourself!* exercise on this page as an oral test. Point to the items or people in the picture and have individual students make a statement about each person or thing. For example, if you point to the bus stop sign in the picture, students could say *I need an apartment near a bus stop.* Evaluate students on correctness, intelligibility, and completeness.

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