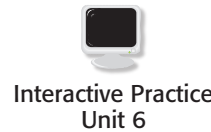
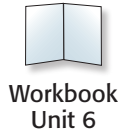


# 6

# Home, Sweet Home

## Classroom Materials/Extra Practice



## Unit Overview

### Goals

- See the list of goals on the facing page.

### Grammar

- *There is/There are*; contractions
- *Is there/Are there*; short answers; contractions
- Prepositions *at, from, in, on, to*

### Pronunciation

- Stress in compound nouns

### Reading

- Read an article about smoke alarms

### Writing

- Write sentences about houses and things in them
- Write directions to a place

### Life Skills Writing

- Address an envelope

## Preview

- Set the context of the unit by saying: *There are different types of homes—a house is one. What else?* (Possible answers: an apartment, a condo/ townhouse)
- Hold up page 105 or show Transparency 6.1. Read the unit title and explain: *This is the title of an old American song. It means your home is important to you and a place where you feel good.*
- Say: *Look at the picture.* Ask the Preview questions: *Where are the people?* (They are in a new home.) *Why are they there?* (They want a new home.)

## Unit Goals

- Point to the Unit Goals. Explain that this list shows what the class will be studying in this unit.
- Tell students to read the goals silently.
- Say each goal and ask students to repeat. Explain unfamiliar vocabulary as needed:
  - Rent: *To pay money to use a house or apartment*
  - Address: *The number and street of a place*
  - Directions: *A list of streets and turns that tells you how to go from one place to another place*
- Show an envelope. Explain: *Address can be a verb also. To address an envelope means to write the address on the envelope.* Draw an envelope on the board and write an address on it. As you write, say: *I am addressing this envelope. I am writing the address.*
- Tell students to circle one goal that is very important to them. Call on several students to say the goal they circled.

## Getting Started

5 minutes

## Culture Connection

- Ask: *Do people rent apartments in your country? Are houses expensive in your country?*
- Say: *Apartments are very popular in the United States. Houses can be very expensive. So, many people start in an apartment and then buy a house later.*


## 1 WHAT DO YOU KNOW?

## A CLASS. Look at the pictures. Which rooms...

- Show Transparency 6.2 or hold up the book.
- Tell students to cover the list of words on page 107.
- Point to picture D and read the first sentence in the example. Ask: *Which things in this room do you know?*
- Students call out answers (for example, *Number 10 is a bed.*). Point to the other rooms (A–E). For each, ask: *What room is this? Which things in this room do you know?* Students call out answers.
- If students call out an incorrect room or item, change the answer into a question for the class (for example, *Number 13 is a shower?*). If nobody can identify the correct item, tell students they will now listen to a CD and practice the names of the rooms of the house and things in the rooms.

## Presentation

10 minutes

B  Listen and point to the pictures....

- Play CD 2, Track 43. Pause after number 14 (*toilet*).
- Walk around and check that students are pointing.
- To check comprehension, say each room and each item in random order and ask students to point to the appropriate picture.
- Resume playing CD 2, Track 43. Students listen and repeat. Explain: *The things in the living room, bedroom, and living room are called furniture. The things in the kitchen are called appliances.* On the board, write these as headings and then write the furniture and appliances under them for students to copy into their notebooks.

## Controlled Practice

10 minutes

## 2 PRACTICE

## A PAIRS. Student A, look at the pictures. Name...

- Read the directions. Read each line in the example and ask the class to repeat. Model correct intonation.
- Play A and model the example with an above-level student. Pair students and tell them to take turns playing A and B. Say: *Student A, don't point to the pictures.*
- Walk around and, as needed, remind students not to point to the pictures. To check comprehension, say things in one room and call on individual students to say the room (for example, T: *Table, chair.* S: *Dining room?* T: *Yes!*).

## MULTILEVEL INSTRUCTION for 2A

**Pre-level** Students first label the rooms and the things in them for easy reference.

**Above-level** For each room, ask Student A to say an additional item not in the pictures (for example, A: *A TV.* B: *Is it the living room?* A: *Yes.*) Partners take turns playing A and B.

## B WORD PLAY. GROUPS OF 3. Student A,...

- Ask students to look at the picture. Ask: *What's the student drawing?* (a refrigerator)
- Read the directions. To practice, draw a picture of an item (for example, a microwave) on the board. Call on students to guess it.
- Form groups of 3 and tell students to take turns playing each role.
- Call on a few individual students to draw one item on the board. Students call out answers.

## Expansion: Vocabulary Practice for 2B

- Tell students to create flashcards for the vocabulary on page 107, with the word on one side of the card and a drawing or (if catalogs or magazines are available) a photo on the other.
- Pair students. Student A holds up the picture side of one card while Student B guesses what it is. When Student B guesses correctly, B then holds up another card while A guesses the item.

# Lesson 1 Vocabulary

## Learning Strategy: Make labels

- Read the directions.
- In class, tell students to make three or four cards to label things in the classroom (for example, *a desk, a chair*). Ask students to tape their cards to nearby things in the classroom.
- Tell students to make three or four cards for things in their house.
- Walk around as students work. If misspellings occur, tell them to check the vocabulary list on page 107.
- Say: *Put your cards on things in your home. Practice saying the words.* Remind students to use this strategy to remember other new vocabulary.

## Communicative Practice 25 minutes

### Show what you know!

#### STEP 1. Think about your dream house....

- Read the directions.
- Ask students to look at the list. Say: *This dream house has a living room, a dining room, . . .*
- Explain: A laundry room *has a washing machine and a dryer.*
- Ask: *What does your dream house have?*

#### Teaching Tip

Expose students to authentic materials to inspire creative thinking and genuine opportunities to practice English. Bring in real estate magazines or home ads with pictures from your local newspaper to pass around to give students ideas about what can be in their dream house. Write any new vocabulary on the board and explain as needed (for example, *a two-car garage, a balcony, a guest room*).

#### STEP 2. PAIRS. Talk about your dream house.

- Read the directions and the example.
- On the board, write, *My dream house has \_\_\_\_\_ rooms.* Ask: *How many rooms are in your dream house? What rooms does it have?* Call on students to answer in complete sentences (*It has . . .*).
- Say: *Use and before your last room.* Read the example again and emphasize *and*.
- Pair students. Say: *Take turns talking about your dream house. Say how many rooms it has, and then name all the different rooms.*
- Walk around and check that students are saying *My dream house has \_\_\_\_\_ rooms and It has. . . .* As you walk around, ask individual students: *What's in your dream house?* (four bedrooms, two kitchens)
- Call on students to talk about their dream house.

#### MULTILEVEL INSTRUCTION for STEP 2

**Pre-level** Walk around and ask *Wh-* questions to help students start talking (for example, *How many bedrooms do you want?*).

**Above-level** Encourage students to use vocabulary they know that is not listed on page 107.

#### Expansion: Speaking Practice for STEP 2

- Pair students. Tell A to say a room and B to say as many things as possible that go in that room:  
A: *Kitchen.*  
B: *A refrigerator, a stove, . . .*
- If B doesn't name all the things listed for that room on page 107, A can prompt B to say more items (for example, *What else is in a kitchen?*). Students then switch roles and continue.

#### Expansion: Speaking Practice for STEP 2

- Pair students and tell them to take turns discussing what things they need or want (for example, A: *I need a new dresser. Do you?* B: *No, I don't. I need a new bed, and I want a new stove.*).

#### Extra Practice



Interactive Practice



pages 62–63

## Getting Started

5 minutes

## Presentation

15 minutes

## 1 BEFORE YOU LISTEN

**PAIRS.** Label the pictures. Use the words in the box.

- Read the directions.
- Read each word in the box and ask the class to repeat. Write one pair of opposites on the board (for example, *cheap/expensive*). Tell students these are opposites. To clarify, write additional examples on the board: *black/white*, *off/on*, and *up/down*.
- For the remaining pairs, say a word and ask the class to call out its opposite (for example, T: *What is the opposite of dark?* Ss: *Sunny*. T: *Good!*).
- If possible, demonstrate the meaning of these adjectives by using what's available in your classroom. For example, to demonstrate *sunny*, open the blinds to allow sunlight into your room. To demonstrate *dark*, close the blinds and turn off the classroom lights momentarily.
- Pair students. Remind them to cross out the words they use in the box.
- Call on students to say answers. Hold up the book, point to a picture, and ask: *What is this?*
- To wrap up, pronounce \$2,000 (two thousand dollars) vs. \$200 (two hundred dollars) and ask the class to repeat.

**MULTILEVEL INSTRUCTION for 1**

**Pre-level** Tell students to look at all the pictures first and guess the answer before they write.

**Above-level** Tell pairs to discuss why each room has a certain label (for example, A: *Why is this a new kitchen?* B: *Because it has new appliances.*).

**Expansion: Vocabulary Practice for 1**

- Pair students. Student A says a word (for example, *expensive*). Student B says the opposite word (for example, *cheap*).
- Each pair writes a list of opposites in their notebooks.

## 2 LISTEN

**A** Dan and Emily Reed are looking for a house....

- Read the directions and have students look at the picture. Ask: *How many people are in Dan and Emily's family?* (three—Dan, Emily, and their baby)
- Ask students to describe the house. (Possible answers: *It's small but new. It's sunny. It's cheap/not expensive.*)

**Expansion: Critical Thinking Practice for 2A**


- Ask the class: *What do you think? Does the Reed family need a house? Why or why not?* (Possible answer: Yes, because they have a baby.)

**B**  Listen to the conversation. Check...

- Read each question and the answer choices. Ask the class to repeat. Tell students that number 2 has two answers.
- Play CD 2, Track 44. Students listen and check the correct answer.
- Students compare answers with a partner.
- Say each sentence and call on the class to say the answer.

**Teaching Tip**

*Optional:* Remember, if students need additional support, tell them to read the Audio Script on page 284 as they listen to the conversations.

**C**  Listen to the whole conversation....

- Play CD 2, Track 45. Students listen and circle the correct answer.
- Call on the class to say the answer.

## Controlled Practice

15 minutes

## Communicative Practice

10 minutes

## 3 CONVERSATION



## Listen and read the conversation....

- Note: This conversation is the same one students heard in Exercise 2B on page 108.
- Play CD 2, Track 46. Students listen and read along silently.
- Explain: *Wow!* is a common expression to show that you are excited and *Really?* is an expression to show that you are interested in something.
- Resume playing Track 46. Students listen and repeat.

## 4 PRACTICE

## A PAIRS. Practice the conversation. Then make new...

- Pair students and tell them to practice the conversation in Exercise 3.
- Then, in Exercise 4A, ask students to look at the pictures and the words in the boxes. Say *garage*, *laundry room*, and *yard* and ask the class to repeat.
- Point to the pictures and explain the new vocabulary as needed: *A garage is where you put your vehicles or cars. A laundry room is where you clean your dirty clothes or laundry. A yard is outside. Yards sometimes have grass.*
- Read the directions.
- Copy the conversation onto the board with blanks. Read through it. When you come to a blank, fill it in with information from the boxes (*new bathroom* and *garage*). As you fill in the blanks, remind A to repeat the last thing that B says.
- Ask two on-level students to practice the conversation in front of the class.
- Tell pairs to take turns playing each role and to use information from the boxes to fill in the blanks.
- Tell students to stand, mingle, and practice the conversation with several new partners.

## MULTILEVEL INSTRUCTION for 4A

**Pre-level** Play Track 46 again and allow students to listen and repeat a few more times.

**Above-level** Tell students to continue the conversation by asking about two more rooms.

## B ROLE PLAY. PAIRS. Make your own...

- With an above-level student, make up a new conversation and practice for the class. Base the conversation on Exercise 3.
- Tell students to copy the vocabulary words for rooms from pages 107 and 109 into their notebooks and direct them to use these words in their conversations.
- Pair students and tell them to take turns playing A and B.
- Walk around and check that students are using correct intonation for statements and questions and are using appropriate adjectives (for example, *sunny*, *nice*, *large*) for each room or place.
- Call on pairs to perform for the class.
- To wrap up, on the board write some of the errors you heard during the role plays. Ask students to correct the mistakes. Go over the corrections by saying the words or sentences correctly and asking the class to repeat.

## MULTILEVEL INSTRUCTION for 4B

**Pre-level** Tell students to use the same conversation as in Exercise 4A and to just change one or two lines (for example, A: *Oh, wow! This house looks wonderful!*).

**Above-level** Tell students to close their books and create a new conversation without looking at the conversation. Students may first copy important vocabulary (for example, *new bathroom*, *garage*) into their notebooks before they close their books.

## Expansion: Vocabulary Practice for 4B

- Bring a local real estate magazine to class and write new vocabulary on the board (for example, *walk-in closet*, *eat-in kitchen*) from the ads. Explain unfamiliar vocabulary as needed.
- Tell students to practice the conversation in Exercise 4A using the new vocabulary on the board.

## Extra Practice



Interactive Practice

## Getting Started

5 minutes

- Say: *We're going to study There is and There are. In the conversation on page 109, Dan used this grammar.*
- Play CD 2, Track 46 again. Students listen. Write on the board: *There are two bedrooms.* Underline *There are* and the final *-s* in *bedrooms*.

## Presentation

10 minutes

*There is/There are*

- Copy the grammar charts onto the board or show the charts on Transparency 6.3 and cover the exercise.
- Read the Grammar Watch note while students read along silently. Write it on the board.
- Say sentences from the left chart and ask the class to repeat. Ask: *When do I use There is?* (for singular nouns) *When do I use There are?* (for plural nouns)
- Write on the board: \_\_\_\_\_ *one bathroom.* Ask: *Do I write There's or There are? How do you know which one to use?* (You look at the noun—*bathroom* is singular.) Repeat with other examples from the chart.
- Point to items in your classroom and make statements with *there is/are* (for example, *There are two books on my desk.*). Call on students to say other examples.
- Read the sentences from the right chart and ask the class to repeat. Explain: *Use no after there's or there are to make a negative statement.* Again, use your classroom as an example and say negative statements (for example, *There are no computers in this room.*). Call on students to say other examples.
- If you are using the transparency, do the exercise with the class.

## Controlled Practice

15 minutes

## 1 PRACTICE

## A Look at the apartment ad. Read the sentences....

- Read the directions, ad, and example. Remind students that *there is* is singular and *there are* is plural and to look at the noun to decide which to use.
- Walk around and check that students are correcting the false sentences.
- Students compare answers with a partner.
- Call on students to say answers. For the false items, call on the class to say the correction.

## B Look at the picture on page 111. Complete...

- Read the directions and the example.
- Remind students that *there is* is singular and *there are* is plural and to look at the noun before answering.
- Tell the class to look at the picture on page 111. To warm up, discuss the house with the class (for example, T: *How many rooms are in the house? What do you see?*).
- Walk around and if students have difficulty, point out the noun in each sentence (singular or plural) and also use the picture on page 111 to confirm if the answer should be affirmative or negative.
- Also check that students are using capital letters as needed.
- Students check answers with a partner by role-playing the completed conversation.
- Call on a pair to perform the conversation for the class. Another student can copy the conversation onto the board for added reinforcement.

## Expansion: Writing and Speaking Practice for 1B

- Tell students to create an apartment ad for their own home or one they make up.
- Pair students and tell them to exchange ads. Students can take turns telling their partner what's in the apartment using *there is*, *there are*, *there's no*, and *there are no*.

## Communicative Practice 30 minutes

## 2 PRACTICE

**WRITE.** Look at the picture of the house. What's in...

- Read the directions and the example.
- Copy the example sentence on the board and point out the possessive nouns that help to identify each room (for example, *parents' bedroom*). Point to the word *bedroom* and ask the class: *Whose bedroom?* (the parents' bedroom)
- Help students identify each room. Hold up your book, point to a room, and ask: *What room is this?* *Optional:* Ask students to label each room in the picture using the words from the directions (for example, *upstairs bathroom, downstairs bathroom, . . .*).
- As students call out the name of each room, write it on the board and tell the class to come up with at least one example sentence that you copy onto the board under the room name.
- For every example sentence on the board, point to the punctuation and ask the class: *What is this?* (an apostrophe/a comma/a period) Label the punctuation marks and remind students about their meaning, as needed: *The apostrophe makes the noun possessive. The comma separates the two parts of the sentence. The period ends the sentence.*
- As needed, explain *upstairs* and *downstairs* by drawing an example of a two-story house on the board with arrows pointing to each floor or by using the existing picture to illustrate.
- Walk around and check that students are using the three sentence beginnings (*There is . . .*, *There's no . . .*, and *There are no . . .*).
- Students take turns reading their writing to a partner and pointing to the rooms in the picture on page 111 to illustrate what they say.
- To wrap up, choose each room in turn and call on as many students as possible to say the sentences they wrote about it.

## Teaching Tip

Ask students to first write their sentences on a sheet of notebook paper before transferring them to the textbook page. This way, if students make mistakes or you spot errors in their writing, they can correct them and then write a clean version in the textbook page.

## Show what you know!

**GROUPS OF 3.** Talk about things in the rooms...

- Read the directions.
- Play A and read the example conversation with two above-level students.
- First, talk about the things and rooms in your home and call on two above-level students to ask you questions, as in the example.
- Form groups of 3 and tell them to take turns playing each role.
- Walk around and check that students are using *there is/are* in the affirmative and negative.
- As you walk around, participate briefly in each group to ensure that all members are actively listening, asking relevant questions, and describing their own homes relative to what others in the group are saying, as in the example.

## MULTILEVEL INSTRUCTION

**Pre-level** Sit with groups and prompt them to help get them started (for example, T: *What things are in your living room?*). If available, ask above-level students to sit in with groups and prompt students with similar questions.

**Above-level** Groups of students talk about things they want or need for each room of their home (for example, A: *In my kitchen, there's an old green table. I want a new table.*).

## Progress Check

**Can you . . . describe a house?**

Say: *We have practiced describing houses. Now, look at the question at the bottom of the page. Can you describe a house?* Tell students to write a checkmark in the box.

## Extra Practice



Interactive Practice



pages 52–53



pages 64–65

## Getting Started

25 minutes

## 1 BEFORE YOU READ

**A** Look at the pictures. Complete the sentences....

- Read the directions and the example.
- Use the pictures to explain the vocabulary in the box. If there is a smoke alarm in your classroom, point to it and say: *There's the smoke alarm. If there is smoke, it will go off. Go off means to make a sound like beep, beep! beep!* On the board, write *go off = make a sound (beep! beep! beep!)*. Explain *smoke* by pointing to the smoke rising up from the trash can in the pictures. As needed, explain: *A neighbor is a person who lives next to (or near) you.*
- Students compare answers with a partner.
- Call on students to write answers on the board. Call on other students to read each answer on the board.

**B** CLASS. Talk about it. What do smoke alarms do?

- Read the directions.
- Call on several students to say what smoke alarms do (*Possible answers:* They go off when there is smoke. They detect smoke. They make a loud noise when there is smoke. They tell people when there is a fire.)

**C** Look at the pie chart. How many people...

- Read the first sentence of the directions. Then ask: *What is the title of the chart?* (Number of people hurt or killed every year because of fires at home)
- Read the questions in the directions and tell the class to call out answers.

## Expansion: Math Practice for 1C

- Ask pairs to use the pie chart to calculate the percentage of people killed and the percentage of people hurt because of fires at home. Ask: *What percentage of people are killed?* (17%) *What percentage of people are hurt?* (83%) To figure out these amounts divide the number of people hurt or killed by the total number of people ( $3,200 \div 19,200 \times 100 = \% \text{ of people killed}$ ).
- Students copy the pie chart into their notebooks and write the percentages on each piece.

**D** Do you have smoke alarms in your home? Where...

- Read the questions. Tell the class your answers to the questions as an example.
- *Optional:* Before calling on individuals, ask pairs or groups of 3 to discuss the questions.
- Call on several students to answer the questions. Then, to check listening comprehension, ask the rest of the class questions about what the student just reported (for example, T: *How many smoke alarms are in Lupe's home? Where are they? Does she have a smoke alarm in her bedroom?*).

## Community Building

When asking the class the questions, focus your attention on different groups of students to ensure that all students get a chance to speak. Make eye contact with all students and encourage students who do not often speak to answer at least one question.

## Expansion: Speaking Practice for 1D

- Ask the class: *Where can you buy a smoke alarm?* Call on several students to share information about which stores have smoke alarms and how much they cost.
- Write this information on the board for students to copy into their notebooks.



## Presentation

15 minutes

## 2 READ



Listen. Read the article.

- Ask: *What's the title?* (Smoke Alarms—A Life-Saver!) Ask: *What does Life-Saver mean?* (something that can save your life)
- Ask students to look at the pictures.
- Play CD 2, Track 47. Students listen and read along silently.
- *Optional:* Play Track 47 again. Pause the CD after each of the following four parts:

Title and introductory sentence: *How many people get hurt?* (16,000) *How many people get killed?* (3,200)

First column: *Should you put an alarm in the kitchen?* (No.) As needed, use the drawing to explain the meaning of *hallway* (for example, T: *In this picture, the smoke alarm is in the hallway.*).

Second column: *How do you test your alarm?* (Push the test button and listen for the sound.)

Third column: *What does the "chirp" sound mean?* (It's time to replace the battery.)

## Controlled Practice

5 minutes

## 3 CHECK YOUR UNDERSTANDING

## A Read the article again. What is the main idea?...

- Remind students: *The main idea is the most important idea of the article.*
- Ask students to read the article again silently and complete the sentence.
- Students compare answers with a partner.
- Call on a student to write the completed sentence on the board.
- To wrap up, point to the sentence on the board and ask: *What is this?* (the main idea of the article)

## B Read the sentences. Underline the correct words.

- Do item 1 with the class.
- Call on students to read the completed sentences.

## Expansion: Writing Practice for 3B

- Students make a safety poster for display in their home or in the classroom. Using available materials (construction paper, markers), students copy the completed sentences from Exercise 3B and add information from the article (for example, *In the U.S., about 3,200 people get killed every year . . .*).

## Expansion: Grammar Practice for 3B

- Students rewrite items 2–4 of Exercise 3B in the imperative form (for example, 2. *Put a smoke alarm . . .*). Call on students to say the imperatives.

## Communicative Practice

15 minutes

## Show what you know!

## Draw a floor plan of your home. Put smoke alarms...

- Read the directions.
- To warm up, draw a simple floor plan of your own home, indicating where smoke alarms are.
- Create a symbol to represent the smoke alarm (for example, a circle) for students to use in their own drawings.
- If students don't know where the smoke alarms are in their house, ask them to draw them where they think they should go. Students should follow the advice in the article.
- Call on students to present their drawing to the class and to say where the smoke alarms are (for example, S: *Here is my home. There's a smoke alarm in the hallway next to my bedroom.*).

## Expansion: Critical Thinking Practice

- Pairs discuss the following questions: *Why should you check the alarm every month?* (to make sure the battery isn't dead and that the alarm works) *What are other ways to stay safe in your home?* (Possible answer: Keep a fire extinguisher nearby, unplug appliances not in use, keep home clean and organized.)
- Discuss answers to the questions as a class.

## Extra Practice



Interactive Practice



pages 54–55



page 66

## Getting Started

10 minutes

## 1 BEFORE YOU LISTEN

## A READ. Read about Amy and Lei Sun.

- Ask students to look at the pictures of the studio apartments. Ask: *What's a studio apartment?* (An apartment with one room that is both the living room and the bedroom. Studios also have a bathroom and usually a very small kitchen.)
- Ask: *What's in the picture on the left?* Students call out things in the room using *There's* or *There are* (for example, *There's a sofa.*).
- Ask: *What about the picture on the right? What's not there?* Students call out things not in the room using *There's no* or *There are no* (for example, *There's no sofa.*).
- Read the directions and the information while students read along silently.
- On the board, write *furnished* and *unfurnished*. Say each word and ask the class to repeat. Point to *un-* and say: *-un means no; furnished means with furniture; unfurnished means no furniture.*
- On the board, write the heading *Appliances*. Say: *A refrigerator is an appliance. What are some others?* As students call out answers, write them on the board under the heading. Before you write an answer, ask the class to spell the word (for example, T: *A stove? How do you spell stove? Ss: S-T-O-V-E.*).

## B CLASS. Look at the pictures. Which apartment...

- Tell students to look at the pictures. Ask: *Which apartment is furnished?* (the one on the left)
- Ask: *What about your apartment? Was it furnished or unfurnished?* Call on students to say answers. Ask students who reply *unfurnished*: *Did it have appliances? What appliances?*

## Presentation

15 minutes

## 2 LISTEN

## A Look at the picture.... Guess:...

- Read the directions.
- Ask: *What is Amy asking about?* Call on students to guess. Write their guesses on the board.

B  Listen to the conversation. Was...


- Read the directions. Play CD 2, Track 48.
- Circle the correct answer on the board. Ask: *Was your guess correct?* (Answer: *an apartment*)

## Teaching Tip

*Optional:* Remember that if students need additional support, tell them to read the Audio Script on page 285 as they listen to the conversations.

## Listen again. Underline the correct words.

- Read the directions. Play Track 48 again. Students listen and underline the correct word to complete each sentence.
- Students compare answers with a partner.
- Call on students to say answers.

C  Listen to the whole conversation....

- Read the directions and questions. Say: *For each question in number 1, you must write Amy or Lei.*
- Play CD 2, Track 49. Students listen and answer the questions. Say: *Yes and no is a common expression that means that part of the answer to a question is yes and part is no.*
- Students compare answers with a partner.
- Call on students to say answers. For number 2, ask students to explain why they think Amy and Lei want or don't want the apartment. (Yes: Because it has some appliances and furniture. No: Because it doesn't have some appliances and furniture.) List the students' reasons on the board.

## Expansion: Graphic Organizer Practice for 2C

- Tell students to make a two-column pro and con chart in their notebooks about having a furnished apartment. Write *Pro* and *Con* on the board and say: *Pros are good things. Cons are problems.*
- Ask: *What's good about a furnished apartment?* (You don't have to buy furniture.) *What's bad about a furnished apartment?* (It's probably more expensive.)
- Students can work with a partner or in small groups to get more ideas. Higher-level students in pairs or groups can help their partners phrase answers correctly. Call on students to read their charts out loud.

## 3 CONVERSATION

A  Listen. Then listen and repeat.

- Read the directions and Pronunciation Watch note. Say: *A two-word noun is a noun that has two words, like floor lamp or dining room.*
- Write the two-word nouns on the board. Add *living room* and *table lamp* as additional examples. Say: *The first word is stressed.*
- Draw circles above the words on the board and point to them. Ask students if they remember what a syllable is (a part of a word). Say: *Some of the first words in these two-word nouns have two syllables: table, living, dining. In these words, the first syllable is stressed.*
- Play CD 2, Track 50. Students listen.
- Play Track 50 again. Students listen and repeat.

B  Listen to the sentences. Mark (•)...

- Read the directions. Play CD 2, Track 51.
- Students compare answers with a partner. Call on a couple of students to write answers on the board.

## Controlled Practice 20 minutes

C  Listen and read the conversation....

- Note: This conversation is the same one students heard in Exercise 2B on page 114.
- Say: *There are two people talking—a building manager and a customer.*
- Play CD 2, Track 52. Students listen and read along silently.
- Resume playing Track 52. Students listen and repeat.
- Ask: *How many bedrooms are in a one-bedroom apartment? (one) What are appliances? (things in the kitchen, such as a stove, or a refrigerator)*

## 4 PRACTICE

## A PAIRS. Practice the conversation. Then make new...

- Form groups of 3 and tell students to practice the conversation in Exercise 3C.

- Then, in Exercise 4A, point to the words in the boxes, say them, and ask the class to repeat. As needed, tell students to look back at pages 106–107 for pictures of these words.
- Read the directions.
- Copy the conversation onto the board with blanks. Read through the conversation. When you come to a blank, fill it in with information from the boxes (*studio, sofa, and coffee table*).
- Ask two on-level students to practice the conversation in front of the class.
- Pair students and tell them to take turns playing each role and to use the words in the boxes to fill in the blanks.
- Walk around and check that students are stressing two-word nouns correctly.
- Tell students to stand, mingle, and practice the conversation with several new partners.

## Communicative Practice 10 minutes

## B ROLE PLAY. PAIRS. Make your own...

- On the board, write: *A—looking for an apartment* and *B—building manager*. Under each one, write things that the person can say. Use expressions from the conversations on page 115.
- With an above-level student, play A and make up a new conversation and practice for the class. Use information from the board. Base the conversation on Exercise 3C. Continue the conversation for three or four exchanges.
- Pair students. Walk around and check for appropriate stress on two-word nouns.
- Call on pairs to role-play for the class.

## MULTILEVEL INSTRUCTION for 4B

**Cross-ability** Ask above-level students to sit in with pairs and take the role of B, the rental manager. The pre-level pair can be a couple or friends looking for an apartment for rent. B's job is to make sure that each pre-level partner asks at least one question.

## Extra Practice



Interactive Practice

## Getting Started

5 minutes

- Say: *We're going to study questions with Is there/Are there. In the conversation on page 115, Amy used this grammar.*
- Play CD 2, Track 52. Students listen. Write *Is there an apartment for rent in this building?* on the board. Underline *Is there an apartment.*

## Presentation

10 minutes

*Is there/Are there*

- Copy the grammar charts onto the board or show the charts on Transparency 6.4 and cover the exercise.
- Read the questions in the left chart and ask the class to repeat. Then read the possible answers from the right chart and ask the class to repeat.
- Write on the board: *There is a table.* Point to it and say: *This is a statement.* Point to a table in your classroom and say: *There is a table.* Erase *There is* and replace with *Is there.* Also change the period into a question mark. Point to the question and say: *This is a question.*
- Ask: *Is there a table?* (Make it true for your classroom.) Students call out *Yes, there is.*
- Ask: *Are there tables?* (Make it true for your classroom.) Students call out *Yes, there are.*
- Use the top picture and bottom picture to ask the class questions about things in the pictures (for example, [top picture] T: *Are there chairs?* Ss: *Yes, there are.*).
- Call on individual students to make up a question about one of the pictures. Call on other students to say answers. Write the questions and answers on the board for reinforcement of the grammar points.
- Ask students more questions about singular and plural things in your classroom. Give students the opportunity to answer in the affirmative and negative (for example, T: *Is there a refrigerator?* Ss: *No, there isn't.*).
- If you are using the transparency, do the exercise with the class.

## Controlled Practice

25 minutes

## 1 PRACTICE

## A Complete the conversations. Underline...

- Read the directions and the example.
- Remind students to look at the subject (the thing) in each line. Say: *Use is with singular nouns and are with plural nouns.* Ask: *What is the subject in number 1? (a bathtub) Is it singular or plural? (singular)*
- Walk around and if students are having difficulty, ask them to circle the subject in line A of each conversation. Then ask them to write *singular* or *plural* next to it before they answer.

B  Listen and check your answers.

- Play CD 2, Track 53. Students listen and check their answers.
- Call on students to say answers.

## C PAIRS. Practice the conversations in Exercise A.

- Pair students and tell them to take turns playing A and B.
- Walk around and check that students are pronouncing *isn't* and *aren't* correctly. Model as needed.

## MULTILEVEL INSTRUCTION for 1C

**Cross-ability** The above-level students play A. Ask the above-level students to help their partners with pronunciation.

## Expansion: Writing and Speaking Practice for 1C

- Students write three sentences about things in the classroom (for example, *There's a whiteboard.*) and three sentences about things not in the classroom (for example, *There's no refrigerator.*).
- Then, after each sentence, students rewrite their sentences as questions (for example, *Is there a whiteboard?*).
- Pair students and tell them to ask each other their questions. Students must answer *Yes, there is/are* or *No, there isn't/aren't.*

## 2 PRACTICE

**WRITE.** Write questions. Use the words in parentheses....

- Read the directions and the example question. Students call out *Yes, there are.*
- Copy the example question and answer onto the board. Read the note about capitalization and punctuation and use the example to illustrate the points in the note.
- Tell students to look back at the grammar chart on page 116 if they need help in writing a question.
- Say: *Remember, look at the picture before you answer.* Walk around and check for correct word order, capitalization, and punctuation.
- *Optional:* Pair students and ask them to practice the conversation. Call on pairs to perform for the class.

## Communicative Practice 20 minutes

## Show what you know!

**STEP 1.** Complete this picture of a kitchen.

- Ask: *What appliances are in a kitchen?* As students call out answers, write words on the board (for example, *a refrigerator, a stove*).
- Ask: *What furniture is in a kitchen?* (for example, *a table, chairs*) Again, write words on the board as students call out answers.
- Read the directions. Walk around, point to things in students' pictures and ask: *What's this?*

**STEP 2. PAIRS.** Don't look at your partner's picture!...

- Ask an above-level student: *Is there a table in your picture?* (S: *Yes, there is. It's across from the stove.*)
- Tell students to use *next to* and *across from* in their answers. As needed, refer to page 59 to review these prepositions with the class or demonstrate by using things in the classroom. Demonstrate *next to* by holding up two books next to each other and saying: *This book is next to the other book.* Demonstrate *across from* by stating, for example, *I'm across from the window.*
- Pair students and tell them to take turns playing A and B. Tell A to ask questions. Remind students not to look at their partner's picture.

- Walk around and check that pairs are accurately describing their pictures. If not, ask the student where things are located in their picture and model an answer for the student to repeat.
- To check comprehension, ask individual students what things are in their picture. Check students' pictures to confirm their description.

## MULTILEVEL INSTRUCTION for STEP 2

**Pre-level** Students draw lines connecting furniture and appliances and label each line with *across from* or *next to* (for example, a line—labeled *next to*—connecting the stove and a refrigerator on the same wall).

**Above-level** Student B says two pieces of information about the location of each thing (for example, *It's across from the stove, and it's next to the refrigerator.*).

**STEP 3. SAME PAIRS.** Look at your partner's...

- On the board, draw a sample kitchen picture.
- Look at an above-level student's picture. Ask: *What is different?* (S: *In my picture, the refrigerator is next to the stove. In your picture, the refrigerator is across from the stove.*) *What is the same?* (S: *In our pictures, the sink is next to the stove.*) Write these answers on the board as examples of what to say.
- Read the directions. Point to the example sentences on the board and tell the class to talk about what is the same and what is different about their pictures.
- Check that students are discussing similarities and differences while using *across from* and *next to* accurately. Model corrections.

## Expansion: Speaking Practice

- Tell students to repeat the "Show what you know!" exercises with a different room.

## Progress Check

**Can you . . . ask about things in a house?**

Say: *We have practiced asking about things in a house. Now, look at the question at the bottom of the page. Can you ask about things in a house?* Tell students to write a checkmark in the box.

## Extra Practice



Interactive Practice



pages 56–57



pages 67–68

## Getting Started

5 minutes

## Culture Connection

- Tell students to write an address from their home country in their notebooks. Ask: *What information do you need in this address?* (for example, street number, street name).
- Say: *In the United States, an address needs the street number and the name of the street.*

## Presentation

5 minutes

## 1 READ ADDRESSES

A  Listen and read the addresses. Then...

- Play CD 2, Track 54. Students listen and read along.
- Resume playing Track 54. Students listen and repeat.

## Controlled Practice

15 minutes

## B PAIRS. Listen to your teacher. Repeat...

- Read the example conversation. The class repeats.
- Pair students. Pairs take turns playing A and B.
- Walk around and help with pronunciation.
- Call on pairs to perform for the class.

## 2 PRACTICE

## A PAIRS. Make new conversations. Use the...

- Play A and practice the conversation given in Exercise 1B with an on-level student.
- Say each address given in Exercise 1A and ask the class to repeat.
- Pair students. Tell them to take turns playing A and B and to use all the addresses.
- Walk around and help with pronunciation.
- Call on pairs to perform for the class.

## B Look at the addresses again. Write the words...

- Tell students to write the words they know.
- For each abbreviation, ask: *What's the word for . . . ?* Tell the class to call out the spelling as you write the word on the board.
- Tell students to fill in any words they left blank.

## C Write your street address. Use abbreviations.

- Read the directions and the note.
- Remind students to write the street number, street name, and if applicable, a comma plus an apartment number.

## Communicative Practice 10 minutes

## D CLASS. Walk around the room. Ask three...

- Play A and model the conversation with an on-level student. After B says the address, ask: *Can you spell the street, please?*
- Say: *Take your notebook, stand up, and ask three students for their address. Write the addresses. Also ask, Can you spell that, please?* Remind students that they can make up an address.

## E NETWORK. Who lives in your neighborhood...

- Read the directions. Ask an above-level student: *What are your cross streets?* When the student answers, draw a simple picture of the cross streets and a dot to represent the student's home. Use the drawing on the board to illustrate *cross street*.
- Students stand, mingle, and ask one another for cross streets to determine who lives in similar neighborhoods. After students have divided themselves into groups, say: *Ask people in your group, What street do you live on?*
- Ask a few students to state the street they live on.

## 3 LIFE SKILLS WRITING

Turn to page 258 and ask students to fill out the envelope. See pages Txi–Txii for general notes about the Life Skills Writing activities.

## Progress Check

## Can you . . . read addresses and give your address?

Say: *We have practiced reading and giving addresses. Now, look at the question at the bottom of the page. Can you read addresses and give your address?* Tell students to write a checkmark in the box.

## Controlled Practice

10 minutes

## 4

## READ APARTMENT ADS

**PAIRS.** Look at the words. Find their abbreviations...

- Read the directions and each ad. Say each abbreviation as its full word when you read.
- Read the note about utilities.
- Say: *Look at number 1. Air conditioning is A/C. Read the ads until you find an abbreviation that could mean air conditioning.* (Ad B. It says A/C.)
- Do item 2 with the students in the same way.
- Walk around and if students are having difficulty, point out which ad to read.
- Students compare answers with a partner.
- Call on students to write answers on the board.

**MULTILEVEL INSTRUCTION for 4****Pre-level** Form groups of 3 to complete the exercise.**Above-level** When students finish, ask them to copy each ad into their notebooks but to use the full words and not abbreviations.

## 5

## PRACTICE

**A** Look at the ads again. Answer the questions...

- Read the directions. Ask the example question: *Which apartment or house has three bedrooms?* Students call out *D*. Repeat for item 2.
- Students compare answers with a partner.
- Call on students to say answers.

## Communicative Practice

10 minutes

**B PAIRS.** Talk about it. Which apartment or house...

- Read the directions.
- Play A and model the conversation with an on-level student. Then practice again using true information.
- Pair students. Say: *Student B, use need and have when you answer why you like the apartment or house.*
- Walk around and check that students are using *need* and *have* and are clearly pronouncing plural nouns (for example, . . . *because it has three bedrooms*).

**MULTILEVEL INSTRUCTION for 5B****Pre-level** Students first write out the reasons they like one of the apartments before they talk about it.**Above-level** Students give at least three reasons why they like a house or apartment.**Expansion: Speaking Practice for 5B**

- Ask students to write three important things they need when they look for an apartment or house (for example, *a yard, a laundry room, and a large kitchen*).
- Students compare answers with a partner and then tell the class what their partner needs (for example, *José needs a yard, a laundry room, and a large kitchen.*).

**Progress Check****Can you . . . read apartment ads?**

Say: *We have practiced reading apartment ads. Now, look at the question at the bottom of the page. Can you read apartment ads?* Tell students to write a checkmark in the box.

**Extra Practice**

Interactive Practice



pages 69–71

## Getting Started

5 minutes

## 1 BEFORE YOU LISTEN

**CLASS:** Look at these words: *north, south, east,...*

- Ask the class to look at the picture. Ask: *What's N?* (north) Repeat for the other directions.
- Ask: *Where do you see these words?* (on a map, on the highway, in street names, in city names)
- Draw a simple four-way direction cross on the board. Label each direction with a single letter. Point to each letter and ask: *What direction is this?*
- Point to directions in a random order and call on individual students to say the direction.
- Bring in a local map and use it to practice *north, south, east, and west* with the class (for example, T: *We are here* [pointing]. *The mall is north of our school. The highway is . . .*).


## Presentation

15 minutes

## 2 LISTEN

**A** Look at the picture.... Guess....

- Read the directions.
- Ask: *Why is Lei calling?* Write the answer choices on the board and read them.
- As needed, remind students that *directions* are a list of instructions on how to go from one place to another place. Explain: *Store hours are the days and times the store is open.*
- Call on students to guess.

**B**  Listen to the phone call. Was...

- Read the directions. Play CD 2, Track 55.
- Circle the correct answer on the board. Ask: *Was your guess correct?*

## Teaching Tip


*Optional:* Remember that if students need additional support, tell them to read the Audio Script on page 285 as they listen to the conversations.

Listen again. Answer the questions.

- Read the directions. Say: *Listen for the numbers to press.* Read the questions. Explain *from the north/south* by using a local map and explaining the directions to your school from the north and then the directions to your school from the south.
- Play Track 55 again. Students listen and answer the questions.
- Students compare answers with a partner.
- Call on students to say answers.

## Controlled Practice

25 minutes

**C**  Listen to the whole phone call....

- Copy the map onto the board and draw arrows to explain *turn left* and *turn right*.
- Play CD 2, Track 56. Students listen and fill in the blanks.
- Explain: Once again *means one more time*.
- Play Track 56 again if students need more time.
- Students read the completed directions to a partner.

Listen again and draw the route.

- Read the last line of the directions. Say: *Route means the streets you take to go from one place to another place.*
- Look at the street map with the students. Point out the “You are here” symbol (or draw it on the map on the board) and ask students to find the direction symbol (or draw it on the board). Say: *Start here.*
- Play Track 56 again. Students listen and draw the route.
- Walk around and check for accuracy and completeness.
- Students compare completed routes with a partner.

## Expansion: Listening Practice for 2C

- Think of directions to a local store. Say the directions, using *north, south, east, and west* while students copy into their notebooks (for example, *Go north on Main. Turn left on 17th. Then turn south on Broadway.*).



## 3 CONVERSATION



Two friends are talking. Listen and read...

- Read the directions.
- Play CD 2, Track 57. Students listen and read along silently.
- Explain: How do you get to . . . *is a very common way to ask for directions. Uh-huh is a quick way of saying Yes, that's right in conversation. You can't miss it means that it is easy to see.*
- Resume playing Track 57. Students listen and repeat. Note that there is an extra pause in B's last line (after *Continue for one block*) to give students time to repeat.

## 4 PRACTICE

**A PAIRS.** Practice the conversation. Then make new...

- Pair students and tell them to practice the conversation in Exercise 3.
- Then, in Exercise 4A, point to each word in the boxes, say it, and ask the class to repeat.
- Read the directions.
- Copy the conversation onto the board with blanks. Read through the conversation. When you come to a blank, fill it in with information from the boxes (*Sam's Appliances, south, and computer store*).
- Ask two on-level students to practice the conversation in front of the class.
- Tell pairs to take turns playing each role and to use the words in the boxes to fill in the blanks.
- Walk around and check that students are stressing important words such as direction words and names and saying the directions clearly.
- Tell students to stand, mingle, and practice the conversation with several new partners.
- Call on pairs to perform for the class.

**MULTILEVEL INSTRUCTION for 4A**

**Pre-level** Partners read through all the lines together before taking roles and practicing.

**Above-level** Ask A to draw out the directions that B says after each practice.

## Communicative Practice 15 minutes

**B MAKE IT PERSONAL. PAIRS.** Make your own...

- Read the directions. Brainstorm for places students can ask about, for example, their favorite restaurant/movie theater/mall and write them on the board. Draw a simple map and sketch the directions from here (school) to various destinations. As you do so, say the directions and ask the class to repeat.
- Play B and model the conversation with an on-level student.

**MULTILEVEL INSTRUCTION for 4B**

**Pre-level** Tell A and B to write in the key directions on their map before practicing (for example, *go east, turn right, continue for 3 miles*).

**Above-level** Tell students they can try to give directions without using a map. Also, to confirm the directions, tell A to repeat the directions that B says (*A: OK, so I go north on Bristol.*).

**Expansion: Speaking Practice for 4B**

- Form groups of 4 or 5. Each student says their favorite store and how to get there from school.
- Then one person in the group draws a map that includes everyone's stores.
- Students can then practice asking and answering how to get from one store to another on the map.

**Extra Practice**

Interactive Practice

## Getting Started

5 minutes

- Say: *We're going to study prepositions. In the conversation on page 121, B used this grammar.*
- Play CD 2, Track 57. Students listen. Write on the board: *It's on the left.* Underline *on*.

## Presentation

5 minutes

## Prepositions

- Copy the grammar charts onto the board or show the charts on Transparency 6.5 and cover the exercise. Say: *Prepositions help us understand where things are.*
- Elicit the prepositions students already know (*across from* and *next to*) by placing classroom objects (for example, books and pencils) next to each other or across from each other and asking *Where is the book?* (next to the pencil) Repeat with more examples.
- Use common classroom objects to demonstrate *on* by placing a pencil on a book. Point to the pencil and ask the class: *Where is the pencil?* (on the book)
- Read the two sentences in the left chart while pointing to the picture under it. Say: *Use from for where you start. Use to for where you want to go.*
- Read the sentences in the right chart. Say: *Use at for a specific place. Use in for cities. Use on for streets.* Read the sentences again and point to the map to illustrate. Write the headings *In*, *At*, and *On* on the board. Ask students to come up with more examples using *in*, *at*, and *on*. Write them on the board.
- If you are using the transparency, do the exercise with the class.

## Controlled Practice

20 minutes

## PRACTICE

## A Complete the directions. Underline the correct words.

- Read the directions.
- Remind students: Use *at* for a specific place. Use *in* for cities. Use *on* for streets.
- Students compare answers with a partner.
- Call on students to read the completed sentences.

## B Complete the conversation. Use the words in the box.

- Read the directions and the example. Ask: *Why do we say at?* (Because *649 Second Avenue* is an address—a specific place)
- Students compare answers with a partner.
- Copy the conversation onto the board with blanks. Call on students to write in the answers. Read the completed conversation while the class repeats.
- *Optional:* Pair students and ask them to practice the conversation. Call on pairs to perform the completed conversation for the class.

## Expansion: Writing Practice for A

- Tell students to write directions from their home to school using *in*, *at*, *on*, *from*, and *to*.

## Expansion: Grammar Practice for A

- Create flashcards that each have one preposition from the grammar chart. Create other flashcards that each have a street name, a city, a light location (for example, *the second light*), a street address, or the name of a store.
- Form groups of 5. Each group receives a batch of mixed-up flashcards and must make pairs that match a preposition with an appropriate word (for example, *at* and *555 Main St.*).
- Groups lay out the paired cards on their desks while you walk around and check.

## Extra Practice



Interactive Practice



pages 58–59



pages 72–73

**1 GRAMMAR****Complete the conversation between Ana and...**

- Read the directions and the example.
- Tell students to refer back to the grammar charts on pages 110 (*there is/there are*) and 116 (*is there/are there*) as needed.
- Explain: A good sale *means that things in the store have a special low price.*
- Students compare answers with a partner.
- Read the conversation and call on individual students to say answers.
- *Optional:* Pair students and ask them to practice the conversation. Call on pairs to perform the completed conversation for the class.

**2 WRITING****STEP 1. Look at the map. Complete the directions...**

- Tell students to look carefully at the map before they complete the directions and to read each sentence completely before answering.
- Tell students to refer back to the grammar chart on page 122 (prepositions) as needed.
- Students compare answers with a partner.
- Call on students to come to the board and write each line of the completed directions.

**STEP 2. Now write directions from Ted's Furniture...**

- Read the directions.
- On the board, write *second street*. Ask: *What's the problem?* (no capital letters) Remind students to use a capital letter for street names. Rewrite as *Second Street*.
- Tell students to trace the directions with their finger and say them. Hold up your book and demonstrate the following example: T: [While tracing up 2nd St.] *Go north on 2nd Street, and turn left on 3rd Avenue . . .*
- Walk around and spot-check students' writing for accuracy, proper capitalization, and use of periods.

**Expansion: Writing Practice for STEP 2**

- Ask students to write the reverse directions:
  1. From Al's Appliance Store to Ted's Furniture Store
  2. From Ted's Furniture Store to Ana's apartment

**CD-ROM Practice**

Go to the CD-ROM for more practice.

If your students need more practice with the vocabulary, grammar, and competencies in Unit 6, encourage them to review the activities on the CD-ROM. This review can also help students prepare for the final role play on the following Expand page.

**Extra Practice**

pages 60–61

### 3 ACT IT OUT

#### STEP 1. Listen to the conversation.

- Play CD 2, Track 58. Students listen and read along silently.
- As needed, play Track 58 again to aid comprehension.

#### STEP 2. PAIRS. Student A, you want to rent...

- Read the directions and the guidelines for Students A and B.
- Pair students. Students practice at their desk with their partner.
- Walk around and check that Student A is asking about the apartment and for directions to it. Student B can make up directions. Student A needs to listen carefully and remember them.
- Call on pairs to perform for the class. While pairs are performing, use the scoring rubric on page Txiv to evaluate each student's vocabulary, grammar, fluency, and how well they complete the task.
- *Optional:* After each pair finishes, discuss the strengths and weakness of each performance either in front of the class or privately.

### 4 READ AND REACT

#### STEP 1. Read about Silvia's problem.

- Say: *We are going to read about a student's problem, and then we need to think about a solution.*
- Read the directions.
- Read the story while students follow along silently. Pause after each sentence to allow time for students to comprehend.
- Periodically stop and ask simple *Wh-* questions to check comprehension (for example, *How many bedrooms are there in Silvia's apartment? How much is the rent?*).

#### STEP 2. PAIRS. Talk about it. What is....

- Pair students. Read the directions and the question.
- Tell pairs to cover the list before reading it. Give pairs a couple of minutes to discuss possible solutions for Silvia.
- Call on pairs to say their ideas.
- Then tell the class to uncover the list. Read each solution and discuss if anyone already suggested that solution (for example, *Julia said she can get a second job.*).
- Give pairs a couple of minutes to discuss their opinion about each idea in the list.
- Call on students to say their opinion about the ideas in the list (for example, S: *She doesn't need to get a second job. She just needs to save more money for rent.*).
- Now tell students to think of one new idea not in the box (for example, *She can spend less money at restaurants.*) and to write it in the blank. Encourage students to think of more than one idea and to write them in their notebooks.

#### MULTILEVEL INSTRUCTION for STEP 2

**Cross-ability** The higher-level partner says an idea from the list and the lower-level partner states an opinion about it (for example, A: *She can get a second job.* B: *Yes, this is a good idea.*).

### 5 CONNECT

Turn to page 248 for the Goal-setting Activity and page 268 for the Team Project. See pages Txix–Txii for general notes about teaching these activities.

#### Progress Check

**Which goals can you check off? Go back to page 105.**

Ask students to turn to page 105 and check off any remaining goals they have reached. Call on students to say which goals they will practice outside of class.