

5

At Home

Classroom Materials/Extra Practice



CD 2
Tracks 2–14



Transparencies 5.1–5.5
Vocabulary Cards Unit 5



MCA
Unit 5



Workbook
Unit 5



Interactive Practice
Unit 5

Unit Overview

Goals

- See the list of goals on the facing page.

Grammar

- Present continuous: Affirmative and negative statements
- *There is / There are*: Affirmative and negative statements, questions, and short answers

Pronunciation

- Stress in compound nouns
- Voiced and voiceless *th* sounds

Reading

- Read an article about a U.S. city
- *Reading Skill*: Skimming

Writing

- Write about your community
- Write driving directions
- Write a housing classified ad

Life Skills Writing

- Complete an application for an apartment

Preview

- Set the context of the unit by asking questions about the home (for example, *Where do you live? Do you live in a house or an apartment? Who fixes problems in your home?*).
- Hold up page 85 or show Transparency 5.1. Read the unit title and ask the class to repeat.
- Say: *Look at the picture.* Ask the Preview questions: *What do you see?* (a woman under a sink) *What is the problem?* Elicit or tell the class: *The sink is clogged.* Ask: *What happens when the sink is clogged?* (The water doesn't go down.)

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:
 - Application*: a form you complete when you want an apartment, a job, etc . . .
 - Directions*: instructions about how to get from one place to another
- Tell students to circle one goal that is very important to them. Call on several students to say the goal they circled.
- Write a checkmark (✓) on the board. Say: *We will come back to this page again. You will write a checkmark next to the goals you learned in this unit.*

Getting Started

5 minutes

1


WHAT DO YOU KNOW?

A CLASS. Look at the pictures. Which household...

- Show Transparency 5.2 or hold up the book. Tell students to cover the list of words on page 87.
- Read the directions. Elicit a household problem (for example, *In number 6, the mailbox is broken.*).
- Students call out answers. Help students pronounce household problems if they have difficulty.
- If students call out an incorrect household problem, change the student's answer to a question for the class (for example, *In number 2, the sink is clogged?*). If nobody can identify the correct household problem, tell students they will now listen to a CD and practice the household problems vocabulary.

Presentation

10 minutes

B  Look at the pictures and listen....

- Read the directions. Play CD 2, Track 2. Pause after number 12 (*There's no hot water.*).
- To check comprehension, say each household problem in random order and ask students to point to the appropriate picture.
- Resume playing Track 2. Students listen and repeat.

Controlled Practice

20 minutes

2

PRACTICE

A PAIRS. Student A, point to a picture. Ask, "What's..."

- Read each line in the example and ask the class to repeat. Model correct intonation.
- Play Speaker A and model the example with an above-level student. Point to picture 1.

- Continue the conversation. Prompt B to point to a picture and say: *What's the problem?*
- Pair students and tell them to talk about at least three pictures each.
- Walk around and help with pronunciation of the household problems as needed.

MULTILEVEL INSTRUCTION for 2A

Pre-level Allow pairs to refer to the list of words at the bottom of page 87 as needed.

Above-level Tell pairs to cover the list of words on page 87 when they practice.

B WORD PLAY. PAIRS. Complete the chart. Use...

- Pair students. Read the directions.
- Say: *Look at the pictures. Point to a ceiling. Point to a toilet.* Continue in the same way with the other words in the box.
- Tell students to switch partners and compare their chart with another classmate.
- To check answers, copy the chart onto the board. Ask three students to write the words in the chart. Elicit a fourth word for *Things that leak*.
- Point to each word on the chart, say a sentence, and ask the class to repeat, for example: *The faucet is leaking. The door is stuck. The toilet is clogged.*

EXPANSION: Vocabulary practice for 2B

- Tell students to look at the list of household problems on page 87 and the chart in Exercise 2B. Ask: *Which household problems do you have?* Tell students to write a checkmark next to any problems in their home.
- Pair students. Say: *Tell your partner what problems you have.*

Communicative Practice 20 minutes

Learning Strategy: Make labels

- Read the directions. Tell students to look at the vocabulary list and underline the words that name things in their home. Tell them to look at the words that come after *The*.
- Say each noun from items 1–10 and ask the class to call out *a* or *an* and the thing. For example, you say *ceiling* and the class calls out *a ceiling*.
- Tell students to make five cards for things in their house.
- Walk around as students work. If misspellings occur, tell them to check the vocabulary list on page 87.
- Say: *Put your cards on things in your home. Practice saying the words.* Remind students to use this strategy to remember other new vocabulary.

Show what you know!

STEP 1. Look at the list of household problems. Circle...

- Read the directions.
- Ask: *Which household problem do you really not want to have?* Tell students to circle this problem.
- On the board, write the household problem that you think is the worst (for example, 11. *There's no heat.*).

STEP 2. GROUPS OF 3. What is the worst household...

- First, group students who chose the same problem. Tell them to brainstorm reasons their problem is bad. Tell them to write the reasons on a sheet of paper and to circle the reason they like the best.
- Form new groups of 3 students who chose different problems and tell them to ask each other: *Which is the worst household problem?*
- With a student, model the activity, for example:
S: *What is the worst household problem?*
T: *I think number 11 is the worst problem because I hate to be cold.*
- To wrap up, say each problem from the list and ask students to raise their hands for the problem they chose. Call on a student whose hand is raised to give a reason.

EXPANSION: Vocabulary and listening practice for STEP 2

- Collect one list of reasons from each group. Put the lists in random order and number each sheet. Tell students to number a sheet of paper according to the number of lists you have.
- Say: *I'm going to read the reasons that a group thought a problem was the worst. Guess the problem I'm reading about and write your guess next to the number on your paper. Number 1 . . .*
- Read the reasons again and elicit the answers from the class. Ask if anyone guessed all the problems correctly.

Extra Practice



Interactive Practice



pages 50–51

Getting Started

5 minutes

1

BEFORE YOU LISTEN

CLASS. Look at the pictures. When there is a...

- Tell the class to look at the second picture. Ask: *What's the problem?* (The sink is clogged / leaking.) Tell the class to look at the third picture. Ask: *What's the problem?* (The lock is broken.)
- Tell the class to look at the first picture. Ask: *What isn't working?* (the electricity) Tell the class to look at the fourth picture. Ask: *What isn't working?* (the light)
- Ask: *When there is a problem in your home, who fixes it?* Say each type of repairperson and ask the class to repeat. Explain that if you own your own home, you call an electrician, a plumber, or a locksmith to fix problems. If you rent an apartment, you call the building manager to fix problems.
- As a follow-up, ask: *When the toilet is clogged, who fixes it?* (a plumber) *If the ceiling in your rental apartment is leaking, who fixes it?* (a building manager) *If a light isn't working in a house you own, who fixes it?* (an electrician)

Presentation

10 minutes

2

LISTEN

A CLASS. Look at the picture of Harry fixing...

- Read the directions. Tell students to look at the picture and to point to Harry, the radiator, and the phone.
- Ask: *What is Harry doing?* (fixing the radiator, talking on the phone) *If the radiator is broken, what problem does Harry have?* (There's no heat.) *Do you have a radiator in your home?* Ask for a show of hands.
- Ask: *Does Harry live in a house or an apartment?* (an apartment)

- Tell students to read the question and answer choices. Students circle the letter of the answer they think is correct.
- Ask students to raise their hands for the answer they chose. For each answer choice, ask a couple of students who raised their hands to explain their answer.

B



Listen to the conversation. Was...

- Read the directions. Play CD 2, Track 3.
- Ask: *Is Harry talking to a plumber?* (No, he isn't.) *Is he talking to the building manager?* (No, he isn't.) *Is he talking to his friend?* (Yes, he is.) *What's his friend's name?* (Joe)
- Ask: *Was your guess correct?*

Teaching Tip

Optional: If students need additional support, tell them to read the Audio Script on page 300 as they listen to the conversations.

Controlled Practice

10 minutes

C



Listen again. What does Joe say?

- Read the directions. Ask: *What does Joe think Harry should do about the broken radiator?*
- Play Track 3 again.
- Elicit the correct answer from the class. Ask: *Do you think Joe's advice is good? Why?* (Yes, because Harry rents an apartment.)

D



Listen to the whole conversation....

- Read the directions. Play CD 3, Track 4. Students write the answer on the lines provided.
- Students compare answers with a partner.
- Ask: *Why can't Harry call the building manager?* Elicit the answer and write it on the board.

Presentation

5 minutes

3 CONVERSATION

 Listen and repeat the conversation.

- Note: This conversation is the same one students heard in Exercise 2B on page 88.
- Play CD 2, Track 5. Students listen and repeat.

Controlled Practice

10 minutes

4 PRACTICE

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

- Pair students and tell them to practice the conversation in Exercise 3. Tell them to take turns playing each role.
- Then, in Exercise 4A, ask students to look at the information in the boxes. Say each word or expression and ask the class to repeat. Then say: *My lock is broken. Who should I call?* (a locksmith) *My bathroom light isn't working. Who should I call?* (an electrician) *My faucet is leaking? Who should I call?* (a plumber)
- Read the directions.
- Copy the conversation onto the board and complete it with words from the boxes.
- Play Speaker B and model a new conversation with an above-level student. Tell the student to look at the blue box and circle one household problem. Use the student's and your name when you complete Speaker B's first line.
- Tell pairs to take turns playing each role and to use the boxes to fill in the blanks.
- Walk around and as needed, remind students to switch roles and practice both parts. Tell them to use a different household problem each time they practice.
- Tell students to stand, mingle, and practice the conversation with several new partners.
- Call on pairs to perform for the class.

Communicative Practice

20 minutes

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

- Tell the class that they're going to practice the conversation in Exercise 4A again but with different household problems.
- Tell students to write the following in their notebooks:
 1. a different household problem (not one from the blue box in Exercise 4A)
 2. who they should call to fix this problem
- Pair students. Tell Student B to use the household problem he or she wrote down. Tell Student A to respond with who to call to fix the problem. Say: *If you don't know the name for the correct type of repairperson, you can say the building manager.*
- 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 Student A can show Student B the name for the correct type of repairperson to call.

Above-level Tell Student A not to show Student B the name for the correct type of repairperson to call.

EXPANSION: Vocabulary and graphic organizer practice for 4B

- On the board, draw a web diagram and write *plumber* in the circle. Draw four lines radiating out from the circle.
- Ask students to look at the vocabulary on page 87. Tell them to copy the diagram and write on it the four problems that you should call a plumber to fix (vocabulary items 2, 3, 4, and 12).
- Pairs students and tell them to use the language from the Venn diagram to practice a new conversation like the one in Exercise 4A.

Extra Practice



Interactive Practice

Getting Started

5 minutes

- Say: *We're going to study the present continuous. In the conversation on page 89, Harry used this grammar.*
- Play CD 2, Track 5. Students listen. On the board, write: *I'm trying to fix it.* Underline *'m trying*.

Presentation

10 minutes

Present continuous

- Copy the grammar charts onto the board or show Transparency 5.3 and cover the exercise.
- Point to the picture of Harry on page 88. Ask: *What is Harry doing?* On the board, write: *Harry _____ fix _____ the radiator.*
- Tell students to look at the left grammar chart. Ask: *What form of be goes with Harry?* Write *is* in the first blank in the sentence on the board. Ask: *What do I add to fix to form the present continuous?* Write *ing* in the second blank. Read the completed sentence: *Harry is fixing the radiator.*
- Change the subject of the sentence on the board by adding *and I* after *Harry*. Ask: *What else needs to change?* Elicit the answer. Erase *is* and write *are*.
- Point to the picture of Harry on page 88 again. On the board, write: *Harry is calling the building manager.* Ask: *Is this sentence true or false? (false)* *How can I change it to make it true?* Tell students to look at the right grammar chart. Add *not* between *is* and *calling*. Read the new sentence: *Harry is not calling the building manager.* Underline *is not*. Ask: *What's the short form for is not?* Elicit *isn't* and write it above *is not*.
- Read the Grammar Watch note. Say: *Look around the classroom. What's taking place at the present time?* Elicit a few affirmative and negative sentences and write them on the board. Elicit the contractions for the negative sentences (for example, *Ahmed is listening. Amaya and Yoko aren't talking.*).
- If you are using the transparency, do the exercise with the class.

Controlled Practice

20 minutes

1 PRACTICE

A Complete the sentences. Use the present...

- Write item 1 on the board. Ask: *What's the subject? (the building manager) What's the correct form of be? (is)*
- Point to the verb *help*. Ask: *How do we form the present continuous? (is helping)*
- Write item 2 on the board. Point to the verb *use*. Ask: *What letter does use end in? (-e)* Say: *When a verb ends in -e, take off the -e before you add -ing.* Cross out the *-e* in *use* and add *-ing*. Then write *using*.
- Walk around and check for the correct form of *be* and the verb + *-ing*.
- Students compare answers with a partner.
- To check answers, call on students to read the sentences out loud. Elicit contractions as appropriate. Ask the student who reads item 3 how to spell *making*. Write it on the board.

B Read the sentences. Correct the mistake in each...

- Say: *These sentences are in the present continuous. What do you need to form the present continuous? Elicit and write on the board:*
the correct form of be
a verb + -ing.
- Read the directions.
- Write item 1 on the board. Ask: *Is the mistake in the form of be or in the verb + -ing? (the verb + -ing)*
- Tell students to read each sentence and check for the two things on the board.
- Walk around and, if students have difficulty, tell them to underline the form of *be* and ask: *Is it correct?* Then tell them to underline the verb + *-ing* and ask: *Is it correct?*
- Students compare answers with a partner.
- To check answers, ask students to write the corrected sentences on the board. Ask: *Which items had a mistake in the form of be? (2, 3, 4, and 5) Which items had a mistake in the verb + -ing? (1 and 6)*

2 PRACTICE

Complete the e-mail. Use the present continuous and...

- Write the sentence for item 1 on the board. Read the sentence out loud. Ask: *What's the subject?* (Everyone) *What's the form of be?* (*is*) Point out that even though *everyone* refers to many people, it's singular. Underline *one* in *everyone* and say: *The word one in everyone can help you to remember that it's singular.*
- Ask: *What's the verb in the example?* (*is working*) Say: *Point to the verb work in the box. What was added in the example?* (*is* and *-ing*)
- Read the first part of the e-mail. Stop after the sentence that contains item 2. Tell students to look at item 2. Ask: *What's the subject?* (The bathroom sink) *What's the correct form of be?* (*is*) *Which verb in the box goes with The bathroom sink and water all over the floor?* (*leak*) *What do you need to add to leak?* (*-ing*)
- Walk around and, if students have difficulty with the correct form of *be*, tell them to underline the subjects.
- Students compare answers with a partner.
- Number from 2 to 7 on the board. Ask students to write answers on the board. If there are any incorrect answers, review the item with the class.
- Tell students to read the e-mail silently. Ask: *What are the problems with the house?* (The bathroom sink is leaking. The kitchen light isn't working. The lock on the front door is broken.)

Communicative Practice 20 minutes

Show what you know!

STEP 1. PAIRS. Student A, look at the picture on...

- Pair students and assign roles of Speaker A and Speaker B. Read the directions. Walk around and check that Student A is looking at the picture on page 91 and Student B is looking at the picture on page 246.
- Remind students: *Don't show your picture to your partner.*

STEP 2. SAME PAIRS. Talk about the pictures...

- Read the directions. Ask a pair to read the example out loud.
- Draw a two-column chart on the board. Label the columns *A* and *B*. In the left column write: *A man is fixing a sink.* In the right column write: *A man is cooking in a kitchen.* Tell students to copy the chart into their notebooks.
- Tell partners to take turns describing their pictures by talking about what a person is doing or a problem. Tell students to write at least four differences in their charts.
- Walk around and check that students are using the present continuous correctly.
- To check answers, call on pairs to say differences. For example,

A: *In my picture, the stove isn't working.*

B: *In my picture, the freezer isn't working.*

A: *In my picture, the ceiling is leaking.*

B: *In my picture, the window is stuck.*

A: *In my picture, a woman is calling the building manager.*

B: *In my picture, an electrician is fixing the electricity.*

Write the differences in the chart on the board.

MULTILEVEL INSTRUCTION for Step 2

Cross-ability Partners don't look at each other's pictures but can work together to complete the chart. To wrap up, ask a higher-level student to describe Student A's picture for the class. Ask another higher-level student to describe Student B's picture for the class. Tell the class to look at both pictures and point to the activities and problems as they are described.

Progress Check

Can you . . . describe problems in your home?

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

Extra Practice



Interactive Practice



pages 43–44



pages 52–53

Getting Started

10 minutes

- Tell the class to look at the ad. Ask: *What is the ad for?* (an apartment) Explain:
Security deposit: The money that you give to the landlord before you rent an apartment. The landlord returns the money to you when you move out if you have not damaged the apartment. (The *landlord* owns the apartment.)
Fee: The money that you pay to the agent who shows you the apartment if you decide to rent it. (An *agent* helps people find apartments to rent or houses to buy.)
- Tell the class to look at the ad. Ask: *How much is the rent?* (\$1,200 a month) *How much is the security deposit?* (one month's rent = \$1,200) *How much is the fee?* (one month's rent = \$1,200) *How much does it cost to move into this apartment?* (\$3,600)

Culture Connection

- Ask: *To rent an apartment in your country, do you have to pay a fee? Do you have to pay a security deposit?* Discuss as a class.

Presentation

15 minutes

1 READ APARTMENT ADS

- **A** Look at the ad for a rental apartment. Read...
 • Read the first sentence. Tell students to find and underline the number of bathrooms in the ad. Ask: *What did you underline?* (1 bathroom) *Is the sentence true or false?* (false)
 • Tell students to read the sentences, underline information in the ad, and then circle *True* or *False*.
- **B** PAIRS. Check your answers.
 • Pair students. Say: *Student A, read the sentences. Student B, say the answers. Switch roles after item 3. If you have different answers, look at the information you underlined in the ad.*

- Ask: *Which sentences are false?* (1, 5) Tell pairs to use the information they underlined in the ad and rewrite the false sentences to make them true.
- Call on two students to write the new sentences on the board (1. The apartment has one bathroom. 5. It's not OK to have a pet. / No pets allowed.).

C Look at the abbreviations below. Then look at...

- Ask: *Why do classified ads use a lot of abbreviations?* (because people pay for them per line, so longer ads are more expensive)
- Tell students to look at the list. Say: *These are the short forms of words that are often in apartment ads. Look at item 1. Circle air-conditioning in the ad. Ask: Why is A/C the abbreviation for air-conditioning?* (because *air* starts with a and *conditioning* starts with c)
- Read the directions.

D  Listen and check your answers. Then...

- Play CD 2, Track 6. Students listen, check their answers, and circle any incorrect answers.

EXPANSION: Writing practice for 1D

- Tell students to rewrite the ad for a rental apartment. Tell them to replace the circled words with abbreviations and to pay attention to capitalization and use of periods in the abbreviations. Tell students they shouldn't use articles (*a, an, the*).
- The rewritten ad should look like this:
Furn. 2 BR, 1 BA apt. on third fl. of elevator building. Large LR. Sunny EIK with separate DR. Washer/dryer in bsmt. Convenient location. Nr shopping and public trans. No pets allowed.
Rent: \$1,200/mo. **Fee:** One mo.'s rent
Sec. Dep.: One mo.'s rent
Util. incl.: ht., hw, A/C, and electricity included
Contact: Joshua 510-555-5432

Controlled Practice

25 minutes

2 PRACTICE

A Look at the newspaper apartment ads. Read...

- Say: *Look at the newspaper apartment ads. There is one new abbreviation. Circle it. Elicit Pkg. (in ad b) and write it on the board.*
- Point to *Pkg.* and elicit ideas about the word it stands for. Write *parking* next to the abbreviation.
- Call on students to read the answers for one of the three apartments.

EXPANSION: Vocabulary and speaking practice for 2A

- Pair students. Say: *Choose one apartment ad and read it to your partner. Say the full words, not the abbreviations. Choose different ads. Check that your partner substitutes the correct words for the abbreviations.*
- To model the activity, read the first sentence of the first ad: *South End. Large two-bedroom, living room, eat-in kitchen, two bathrooms.*

B GROUPS OF 3. Read about the two families...

- Read the directions. Tell students to read silently about the two families.
- Form groups of 3 and tell them to take out two sheets of paper. Hold up a sheet of paper, turn it horizontally, and point to the left side. Tell groups to list each family's needs on the left side of one sheet and to use abbreviations. To model the activity, elicit one of the Marshalls' needs and write it on the board (for example, 2+ BR).
- Elicit and write on the board each family's needs. (The Marshalls: 2+ BR; *in South End/nr. trans. Rent: \$1,250/mo. or less. Sec. dep.: \$3,000 or less.* The Wilsons: 2 BR. *Pets OK/allowed. Rent: \$1,000/mo. or less. Util. incl.*)
- Create charts from the lists of the families' needs on the board. To the right, add columns for: *Apartment a*, *Apartment b*, and *Apartment c*. Tell groups to do the same.
- Tell groups to read each apartment ad and check the things it has that the family needs. To model the activity, ask: *Does Apartment a have two or more bedrooms? (Yes.) Is it in the South End? (Yes.)* Put checkmarks in the first two rows under *Apartment a* on the Marshalls' chart.

- Tell groups to complete their charts for both families. Tell them to discuss which apartment is best for each family (The Marshalls: a. The Wilsons: b.).
- As a class, discuss the best match for each family. Ask students to explain their choices.

EXPANSION: Writing practice for 2B

- Tell students to write an ad for their home. Post the ads on the board and number them.
- Say: *Imagine you need to find a new place to live. What are your needs?* Tell students to list their needs and create a chart like the one they completed in Exercise 2B (with their needs as row headings and apartment numbers from the board as column headings).
- Tell students to go apartment / house hunting. Tell them to read the ads on the board and make checkmarks on their chart.
- Form small groups. Say: *Tell your group which home is best for you. Explain why.*

Communicative Practice 10 minutes

C GROUPS OF 3. Look at the list of ways to find...

- Read the directions.
- Form groups of 3. Students discuss the best way to find an apartment.
- Walk around and make sure students explain their answers.

3 LIFE SKILLS WRITING

Turn to page 260 and ask students to complete the application for an apartment. See p. T-xii for general notes about the Life Skills Writing activities.

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 54–55

Getting Started

5 minutes

1 BEFORE YOU LISTEN

CLASS. Imagine you are calling about an apartment...

- Read the directions. Call on students to read the questions.
- Tell students to look at the ads on pages 92 and 93 for ideas for other questions and write them on the board. (Some other possible questions: *Is there a fee? How many bathrooms are there? Is it near public transportation?*)

Presentation

10 minutes

2 LISTEN

A  Look at the picture of Paula...

- Tell students to look at the picture. Say: *Paula is calling a landlady. Point to Paula. Point to the landlady. What is a landlady?* (A woman who owns an apartment or house and rents it to another person.)
- Read the directions and the answer choices. Ask: *Why do you think Paula is calling? Circle the letter of the answer that you think is correct.*
- Tell students to listen to the CD and find out if they are right. Play CD 2, Track 7.
- Elicit the correct answer. Ask: *Who do you call if you have a problem with your apartment?* (the building manager)

Teaching Tip


Optional: If students need additional support, tell them to read the Audio Script on page 301 as they listen to the conversations.

Controlled Practice

10 minutes

B  Listen again. Read the sentences...

- Play Track 7 again. Students read the sentences silently and circle *True* or *False*.
- Ask students to read the sentences and call on classmates to answer *True* or *False*. Ask a student to correct the false sentence (There's *no* laundry room . . .).
- Ask: *What is the apartment near?* (a laundromat and a park)

C  Listen to the whole conversation....

- Read the question and the answer choices.
- Play CD 2, Track 8. Students listen and circle the letter of the correct answer.
- Ask: *According to the ad, how much is the rent?* On the board, write: \$200/mo. Ask: *Is the ad correct?* (No.) *How much is the rent really?* On the board, write: \$2,000/mo. Ask: *What happened? What was the mistake?* (A zero was dropped from the price. / The rent is \$2,000, but the ad says it is only \$200.)
- Elicit the correct answer.

EXPANSION: Speaking practice for 2C

- Pair students and tell them to take turns asking and answering the questions from Exercise 1 about one of the ads on pages 92 and 93.

Presentation

10 minutes

3 CONVERSATION

A  Listen. Then listen and repeat.

- Read the Pronunciation Watch note.
- Tell students to look at the nouns in Exercise 3A. Say: *Nouns can be two words, like bus stop and laundry room, or one word, like dishwasher. Ask: Which is stressed, bus or stop? (bus) laundry or room? (laundry) dish or washer? (dish)*
- Play CD 2, Track 9. Tell students to listen for the stress on the first word.
- Resume playing Track 9. Students listen and repeat.

B  Listen and repeat the conversation.

- Note: This conversation is the same one students heard in Exercise 2A on page 94.
- Tell students to read the conversation silently and to circle the nouns *bedrooms, living room, and laundry room*.
- Tell students to underline the stressed word. Check that students underlined *bed, living, and laundry*.
- Play CD 2, Track 10. Students listen and repeat the conversation.

Controlled Practice

10 minutes

4 PRACTICE

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

- Pair students and tell them to practice the conversation in Exercise 3B. Tell them to take turns playing each role.
- Walk around and check students' pronunciation of *bedrooms, living room, and laundry room*. Model the stress as needed.
- Then, in Exercise 4A, ask students to look at the information in the boxes. Ask: *Are there any compound nouns? Circle them and underline the first word in each.* Check that students circled and underlined as follows: *bathroom, dishwasher, parking lot, living room, bus stop, shopping center,*

supermarket. Pronounce each compound noun (with the stress on the first word) and ask the class to repeat.

- Read the directions.
- Copy the conversation onto the board and complete it with words from the boxes.
- Ask two above-level students to model a new conversation. Say: *Student A, you're the landlord. What does your apartment have? Choose one thing from the blue box and one from the red box. Student B, you're calling about the apartment. What do you hope the apartment has? Choose one thing from the green box and one thing from the yellow box.*
- Tell pairs to take turns playing each role and to use the boxes to fill in the blanks.
- Walk around and check that students are properly substituting information into the conversation. Model stress in compound nouns as needed.
- Tell students to stand, mingle, and practice the conversation with several new partners.
- Call on pairs to perform for the class.

Communicative Practice 10 minutes

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

- Pair students and tell them to take turns playing Speakers A and B.
- Say: *Student A, imagine you are going to rent your house or apartment to someone. Write the number of bedrooms and two other nice things it has. Student B, you want to rent a house or apartment. What do you want the house or apartment to have? What do you want to have nearby? Write two things to ask about.*
- Tell pairs to use their own information in the conversation in Exercise 3B and to make changes as needed. Tell Student A to answer Student B's questions truthfully, either *yes* or *no*. Ask an above-level pair to model the role play. Help them use their own information.
- Walk around and help as needed.

Extra Practice



Interactive Practice

Getting Started

5 minutes

- Say: *We're going to study there is and there are. In the conversation on page 95, the landlady and Paula used this grammar.*
- Play CD 2, Track 10. Students listen. On the board, write: *There are two bedrooms* and *No, there isn't.* Underline *There are* and *there isn't.*

Presentation

15 minutes

There is / There are

- Copy the grammar charts onto the board or show Transparency 5.4 and cover the exercise.
- Read the Grammar Watch note.
- On the board, draw a word box with *is* and *are*. Side-by-side write: 1. *There _____ a dishwasher.* 2. *There _____ shops nearby.* Say: *Look at item 1. What comes after the blank? (a dishwasher) Look at item 2. What comes after the blank? (shops) Which do you think is the answer for item 1, is or are? (is) Why? (because dishwasher is singular) Which do you think is the answer for item 2, is or are? (are) Why? (because shops is plural)*
- Point to item 1 on the board and ask: *How do I make this sentence negative?* Point to the grammar chart. Elicit and write under item 1: *There isn't a dishwasher. / There's no dishwasher.* Repeat with item 2 and write: *There aren't any shops. / There are no shops.*
- Point to item 1 on the board and ask: *How do I make this sentence into a question?* Point to the grammar chart. Elicit and write under item 1: *Is there a dishwasher?* Repeat with item 2 and write: *Are there any shops?*
- Elicit affirmative and negative short answers to each question and write them on the board.
- Tell students to point to the question with *How many* in the grammar chart. Read the question. Elicit other words to substitute for bedrooms when asking about an apartment (for example, *How many bathrooms / closets / windows are there?*).
- If you are using the transparency, do the exercise with the class.

Controlled Practice

25 minutes

1 PRACTICE

A Complete the sentences. Underline the correct...

- Say: *Look at item 1. What comes after There is / There are? (a bus stop) Why is the answer There is? (because bus stop is singular)*
- Say: *Look at item 3. With a lot of, look at what comes after. Is children singular or plural? (plural)*
- To check answers, call on students to read the sentences out loud.

B Complete the conversation. Use the correct form...

- Read the directions and the example.
- Point out that for *there is* students can also write *there's*.
- Students compare answers with a partner. Tell pairs to read the conversation out loud.
- *Optional:* Call on pairs to perform the completed conversation for the class.

EXPANSION: Grammar and writing practice for 1B

- Pair students and tell them to write sentences with *There is* and *There are* about their own house or apartment (for example, *There are two bedrooms. There's no dishwasher. There's a laundry room in the building. There are a lot of restaurants nearby.*).
- Say: *Student A, read your sentences to your partner. Student B, listen and take notes about your partner's home. Use abbreviations.*

2 PRACTICE

Read the answers. Write the questions. Use...

- Tell students to look at the *Questions* and *Short answers* boxes in the grammar charts on p. 96. Say one short answer from each line and elicit the corresponding question (for example, say: *Yes, there is.* Elicit: *Is there a laundry room?*).
- Read the directions and the example. Walk around and remind students to read Speaker B's answer before they write Speaker A's question.
- Say each item number and tell the class to call out their questions. Then tell students to check their questions and make sure they used question marks.
- *Optional:* Pair students and tell them to read the completed questions and answers out loud. Students switch roles after item 3.

Communicative Practice 15 minutes

Show what you know!

STEP 1. PAIRS. Student A, you are looking for...

- Divide the class in half and tell one group to play Student A and the other to play Student B. Read the directions.
- Form small groups within the Student A group. Tell them to look at the chart on page 97 and practice forming questions (for example, *How many bedrooms are there?*).
- Form small groups within the Student B group. Tell them to read the apartment ad on page 246 out loud, saying full words, not abbreviations. Tell them to say sentences about the apartment with *There is* and *There are* (for example, *There are three bedrooms.*).
- Direct students in the Student A group and then the Student B group to number off. Tell students with the same number to form a pair.

STEP 2. SAME PAIRS. Student A, ask about...

- Read the directions.
- Tell Student A to note Student B's responses in the chart on this page. Walk around and help as needed.

- To follow-up, tell Student A to check the information in the chart by reading it back to Student B (for example, Student A: *There are two bedrooms, right?* or *Are there two bedrooms?*).

STEP 3. SAME PAIRS. Change roles. Student A,...

- Read the directions.
- Tell Student B to note Student A's responses in the chart on page 246. Walk around and help as needed.
- To follow up, tell Student B to check the information in the chart by reading it back to Student A (for example, A: *There are three bedrooms, right?* or *Are there three bedrooms?*).

EXPANSION: Speaking and grammar practice for STEP 3

- Have students bring in apartment ads from the newspaper. Tell them to practice asking and answering questions about the ads.

EXPANSION: Grammar and writing practice for STEP 3

- Have students bring in apartment ads from the newspaper.
- Say: *Imagine your friend is looking for an apartment. Write your friend an e-mail message about the apartment in one of the ads. Make up a neighborhood name for the apartment. Use There is / There are and has / have (for example, *There's an apartment for rent in Mayfair. It has two bedrooms, and the rent is only \$950! There's no fee.*).*

Progress Check

Can you . . . ask about an apartment?

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

Extra Practice



Interactive Practice



pages 45–46



pages 56–57

Getting Started

10 minutes

1

BEFORE YOU READ

A Look at the map of the continental U.S. Write...

- Tell students to find the compass on the map and to point to north, south, west, and east on the map.
- Read the directions. Say: *Write the names of the regions you know. Then use the compass to help you guess the other regions.*

B PAIRS. Compare your answers.

- Say the directions on the compass and the region names in the box and ask the class to repeat.
- Students compare answers with a partner.
- Say the colors from the map and ask the class to call out the region names.
- Say each region name and elicit a few of the states that are in the region.
- Ask: *What region do we live in? What regions have you visited? Would you like to live in another region? Which one? Why?*

C Skim the article on page 99. What is one of the...

- Read the Reading Skill note. Ask: *When you skim something, do you read it carefully or quickly? (quickly) Do you look for specific information or the general idea? (the general idea)*
- Read the directions. Give students a minute to skim the article.
- Ask: *What is one of the important ideas discussed in the article?* Tell students to write one idea.

D PAIRS. Compare your answers.

- Pair students and tell them to ask each other the question from the directions.
- Ask: *What is one of the important ideas discussed in the article? Call on each pair to say one idea (for example, *Springville is growing fast. People move to Springville for a lot of reasons. There are new problems in Springville.*).*

Presentation

15 minutes

2 READ

A  Listen. Read the article.

- Tell the class to look at the newspaper article. Read the title and ask: *What's happening in Springville?* (It's growing fast. / A lot of people are moving there.) Explain that *record growth* means growing faster than it ever has before.
- Tell the class to look at the picture and ask: *What do you see?* (a lot of houses) Read the caption and ask: *Are the houses old or new?* (new) *Do we have new housing developments like this in our area? Do they cause any problems?*
- Play CD 2, Track 11. Students listen and read along silently.

Controlled Practice

20 minutes

3 CHECK YOUR UNDERSTANDING

A Read the article again. Then answer the...

- Read the directions. Call on two students to read the questions.
- Tell students to read the article again and underline the reasons why people move to Springville and the problems caused by Springfield's growth. Ask: *How many reasons are there?* (four) *How many problems are there?* (two)
- Tell students to look at the information they underlined and write answers to the questions in their notebooks.
- Call on students to say answers and write them on the board.

B PAIRS. Compare your community to Springville...

- Read the directions.
- On the board, draw a Venn diagram. Label the circles *Springville* and *[the name of your community]*. Point to the first reason on the board. Say: *There's warm weather in Springville. Is there warm weather in our community?* As a class, decide whether to write *warm weather* on the left side of the Venn diagram or in the middle.

- Tell pairs to decide where in the Venn diagram to write each reason and problem from Exercise 1B.
- Ask: *How is [our community] the same as Springville?* Call on pairs to say an item from the middle of their Venn diagram. Encourage them to use *There is / There are*. For example, *There are a lot of jobs here, too*. Repeat with: *How is [our community] different from Springville?*
- Ask: *Where would you like to live? Do you prefer Springville or [our community]? Why?* Discuss as a class.

Communicative Practice

15 minutes

Show what you know!

PRE-WRITING. NETWORK. PAIRS. Find a partner...

- Read the directions. On the board, draw a T-chart with the headings *I like* and *I don't like*. Tell students to copy the chart into their notebook.
- Tell pairs to look at their answers to the questions in Exercise 3B for ideas and to talk about things such as weather, jobs, cost of living, and traffic. Tell them to think of other things to add to their charts.
- Ask each pair to write something on the chart on the board. Tell them first to read what other pairs have written and not repeat.
- Read and discuss the chart on the board as a class.

WRITE. Write about your community...

Ask students to turn to page 270 and write about their community. See page T-xii for general notes about the Writing Activities.

Teaching Tip

You may want to collect student papers and provide feedback. Use the scoring rubric for writing on page T-xiv to evaluate vocabulary, grammar, mechanics, and how well he or she completes the task. You may want to review the completed rubric with the students.

Extra Practice



Interactive Practice



pages 46–47



pages 58–59

Getting Started

10 minutes

1 BEFORE YOU LISTEN

A Look at the pictures. Write the directions...

- Stand with your back to the class. Say and use your hand to indicate *straight*, *right*, and *left*. Do it again and ask the class to repeat.
- Read the directions. Students write the directions on the lines.
- Point to each picture and elicit the direction from the class.
- Point to each picture again, say the direction, and ask the class to repeat.

B CLASS. Imagine that you need directions to a...

- Read the directions.
- As a class, brainstorm and write on the board different ways to get directions (for example, *go online*, *use a GPS in your car*, *look at a map*, *call the place where you are going and ask*).
- *Optional*: Elicit some websites for getting directions and write the URLs on the board.

Presentation

5 minutes

2 LISTEN

A  Listen to the phone message. Number...

- Read the directions. Tell students to read the directions silently.
- Play CD 2, Track 12. Students listen and number the directions.
- Play Track 12 again. Tell students to listen and check their answers.

Controlled Practice

10 minutes

B  Listen again. Find the “start here”...

- Tell students to look at the map and find the red “start here” box. Ask: *What direction are we starting from?* (west)
- Read the directions. Tell students to take out a pencil and place it at the red “start here” box. Play Track 12 again. Students draw the route on the map and circle the library.
- Play Track 12 again. Tell students to listen and check the route they drew.
- Students compare routes with a partner.
- Ask the class: *Where is the library on the map?* (northeast) Ask a student to hold up the book and point to the library.

Teaching Tip

Remember that if students need additional support, they can read the Audio Script on page 301 as they listen.

EXPANSION: Speaking practice for 2B

- Pair students and tell them to practice giving directions from the “start here” box to the library.
- Tell students to choose another building on the map. Say: *Give your partner directions from the “start here” box to the building. Don’t tell your partner which building it is. See if your partner can follow your directions and find the right building.*


Controlled Practice

20 minutes

3 CONVERSATION

A  Listen. Then listen and repeat.

- Read the Pronunciation Watch note.
- Tell students to practice the tongue position for the *th* sounds. Say: *Keep your tongue flat. Stick it out a little bit. Gently bite the tip of your tongue.*
- Tell students to keep their tongues in this position. Tell them to put their hands on their throats. Say: *To make the th sound in then, use your voice. You should feel vibration in your throat.* Say the voiced *th* sound several times and ask the class to repeat.
- Tell students to keep their tongues in position and their hands on their throats. Say: *To make the th sound in thanks, do not use your voice. You should not feel vibration in your throat.* Say the voiceless *th* sound several times and ask the class to repeat.
- Play CD 2, Track 13. Students listen.
- Resume playing Track 13. Students listen and repeat.

B  Carrie has a new neighbor, Lan...

- Tell students to look at the map. Tell them to circle the people and the Save-Rite Pharmacy.
- Ask: *What street are the people on?* (Third Street) *What street is the pharmacy on?* (Davis Road) *Are there any traffic lights or stop signs?* (Yes. There's a stop sign.) *Is the stop sign on Third Street or Davis Road?* (Third Street)
- Read the directions. Tell students to read the conversation silently and underline words that start with *th*. (*Third, the*) Ask: *Which word has a voiced th?* (*the*) *Which word has a voiceless th?* (*Third*) Say the words and ask the class to repeat.
- Play CD 2, Track 14. Tell students to follow the directions on the map with their finger as they listen and repeat.

4 PRACTICE

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

- Pair students and tell them to practice the conversation in Exercise 3B. Tell them to take turns playing each role. Walk around and check students' pronunciation of *th* sounds.

- Then, in Exercise 4A, ask students to look at the maps. Say: *Speaker A asks for directions to a place in blue on the maps and Speaker B gives directions first with information that is green on the maps, then with information that is red, and finally with information that is yellow. Speaker A wants to make sure he remembers the directions and so repeats what Speaker B says.*
- Read the directions.
- Copy the conversation onto the board and use the color-coded map to fill in the blanks in the conversation.
- Ask two above-level students to model a new conversation.
- Tell pairs to take turns playing each role and to use the boxes to fill in the blanks. Tell Student A to follow the directions on the map and repeat them by completing his or her lines.
- Walk around and check that students are properly substituting information into the conversation. Tell partners to switch roles and choose different places.

MULTILEVEL INSTRUCTION for 4A

Cross-ability The lower-level student plays Speaker A first. When it's the lower-level student's turn to play Speaker B, the higher-level student says Speaker A's first line, and then helps Speaker B to write the directions before they practice the rest of the conversation.

Communicative Practice 15 minutes

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

- Read the directions. If possible, post or distribute local maps for students to use.
- Model a conversation with an above-level student. Play Speaker B. Tell the student to look at the conversation in Exercise 4A and complete Speaker A's first line with a place in your community. Give directions to the place. Pause after each direction for Speaker A to repeat.
- Form pairs. Tell students to refer back to Exercise 1A on page 100 for help with giving directions.

Extra Practice



Interactive Practice



pages 48–49



pages 60–61

1 GRAMMAR**A** Imagine you are interested in renting an...

- Tell students to review the grammar chart on page 96 (*There is / There are*).
- Read the directions. Ask a student to read the example. Tell students to look at page 96 for other phrases to use in place of *nearby* (for example, *near here, in the neighborhood, near the apartment, on this street*).
- Students compare answers with a partner.
- Ask the class: *Which questions begin with Is there?* (items 1, 2, 7, and 8) *Which questions begin with Are there?* (items 3–6)

B ROLE PLAY. PAIRS. Take turns. Ask the questions...

- Tell students to look at the map and find the apartment for rent. Tell students to point to the laundromat. Ask two students to read the example.
- Read the directions. Form new pairs.
- Students take turns asking and answering the questions from Exercise 1A.
- Call on pairs to ask and answer questions 2–8 for the class.

EXPANSION: Vocabulary and speaking practice for 1

- Ask students: *Which of these places is most important to have near your apartment? What other places do you want near your apartment?*
- Pair students and have them brainstorm additional places (for example, a bookstore, a coffee shop, a bus stop).
- Have students add the places they listed to the map on page 102. Then tell them to practice Exercise B again, using the new places.

2 GRAMMAR

A WRITE. Look at the map on page 102. Write...

- Read the directions. Draw a people icon on the board. Point to it and say: *Choose a place to start. Draw a people icon on the map. Then say: Choose a place to finish. Circle the place on the map.*
- Ask students to review the directions on page 100 and the conversation on page 101. Tell students to then write directions from the people icon to the place they circled on the map.

B PAIRS. Student A, read your directions from...

- Model the activity. Choose a starting and ending point. Tell the class the starting point and give directions. Tell the class to follow your directions on the map. Ask: *Where are you?*
- Pair students and tell them not to show each other their maps. Say: *Student A, tell your partner where to start. Read your directions from Exercise A. Then ask your partner: Where are you? If your partner answers incorrectly, check your directions and then repeat them. If your partner answers correctly, switch roles and repeat the activity.*
- For more practice getting directions, ask a couple of students to give the class a starting point, read their directions from Exercise 1A, and then ask the class: *Where are you?*

C Complete the conversations with the present...

- Tell students to review the grammar chart on page 90 (Present continuous).
- Read the directions. Remind students to use the correct form of *be* and the verb + *-ing*. Read the example.
- Walk around and spot-check spelling of *-ing* verbs in item 2. Refer students to the spelling rules for *-ing* verbs on page 290 as needed.
- Students compare answers with a partner by reading the conversations out loud.
- Call on two pairs to read the conversations for the class. Discuss any errors.
- Ask: *What's the problem in Conversation 1? (The light isn't working.) Who's fixing the light? (Dad and Uncle Jerry) What's Mom doing? (She's calling an electrician.) Why? (because Dad and Uncle Jerry aren't very good at fixing stuff)*
- *Optional:* Call on pairs to perform the completed conversation for the class.

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 5, 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 50–51

3 ACT IT OUT**STEP 1. CLASS. Review the Lesson 5 conversation...**

- Tell students to review the conversation in Exercise 3B on page 95. Tell them to read the conversation silently and underline the questions. Tell students to review the questions at the top of page 94.
- Play CD 2, Track 10. Students listen.
- Tell students to write three questions to ask a landlord. Remind students that they can use *Is there*, *Are there*, and *How many . . . are there?*

STEP 2. ROLE PLAY. PAIRS. Student A, you are...

- Read the directions.
- Pair students. Tell A to ask his or her questions from Step 1. Tell B to make up answers to the questions.
- Walk around and check that students use *there is / there are* correctly.
- Call on pairs to perform for the class.
- While pairs are performing, use the scoring rubric on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and how well he or she completes the task. You may want to review the completed rubric with the students.
- *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 Anita'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, *What is broken? Who does she call? What does he say? Why doesn't he want to fix the lock?*).

STEP 2. PAIRS. What is Anita's problem? What...

- Pair students. Read the ideas in the list. Give pairs a couple of minutes to discuss possible solutions for Anita.
- Ask: *Which ideas are good?* Call on students to say their opinion about the ideas in the list (for example, S: *I think she can call the city housing office and ask for help. This is a good idea.*).
- Now tell pairs to think of one new idea not in the box (for example, *She can write a letter to the landlord and explain the problem.*) and to write it in the blank. Encourage students to think of more than one idea and to write them in their notebooks.
- Call on pairs to say their additional solutions. Write any particularly good ones on the board and ask students if they think it is a good idea too (*Do you think this is a good idea? Why or why not?*).

MULTILEVEL INSTRUCTION for STEP 2

Cross-ability Tell students to read the ideas in the book and think about the pros and cons of each. Direct the higher-level student to say a pro and con for one idea and the lower-level student to identify the idea. For example, *She can pay a locksmith to fix the lock.* Pro: *It's easy.* She doesn't have to discuss the problem. Con: *It's expensive. She has to pay to fix the lock.*

5 CONNECT

Turn to page 251 for the Study Skills Activity and page 278 for the Team Project. See page T-xi for general notes about teaching these activities.

Progress Check**Which goals can you check off? Go back to page 85.**

Ask students to turn to page 85 and check off any remaining goals they have reached. Call on students to say which goals they will practice outside of class.