

# 6

## Moving In

### Classroom Materials/Extra Practice



CD 1  
Tracks 64–75



Interactive Practice  
Unit 6



Workbook  
Unit 6

### Unit Overview

#### Goals

- See the list of goals on the facing page.

#### Grammar

- Expressing expectation and permission
- Tag questions with *be*
- Tag questions with *do* as an auxiliary verb
- Reported speech

#### Pronunciation

- Intonation in tag questions
- Intonation in exclamations

#### Reading

- Read about why people move
- *Reading Skill:* Distinguishing an author's main ideas from details

#### Writing

- Write a letter of complaint

#### Life Skills

- Interpret a lease

### Preview

- Hold up your book or have students look at their books. Set the context by asking the preview questions. You can also ask: *Where are the people? Why? What do you think the woman is pointing at?*

### Unit Goals

- Set the context of the unit by asking questions about housing and how to find a place to live, for example, *Where do you live—in a house, an apartment, or somewhere else? How did you find the place where you live?*
- Hold up your book or have students look at their books. Read the title and ask the preview questions if you have not already done so. You can also ask: *What do you think will happen next?*
- Point to the Unit Goals. Have students read them silently.
- Tell students they will be studying these goals in Unit 6.
- Say each goal and explain unfamiliar vocabulary as needed, for example, *tenant: a person who rents a house or apartment; lease: a contract between a tenant and a landlord; landlord: the person who owns a house or apartment that tenants are renting.*
- Tell students to circle one or more goals that are very important to them. Call on several volunteers to say the goals 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 BEFORE YOU LISTEN

**CLASS.** When you rent a house...

- Write the word *tenant* on the board and call on a student to define it.
- Read question 1 and list answers on the board.

**Possible answers:** Pay rent on time, put garbage and recyclables in designated cans, keep the hallways clear, report problems with the apartment.


- Call on students to answer question 2.

**Answer:** A security deposit encourages renters to take good care of their unit because if they damage it, the landlord can keep all or part of the deposit.

## Presentation

10 minutes

### 2 LISTEN

**A**  Jessica is talking to her...

- Have students look at the picture. Ask: *Who is talking? Who is listening? How does Jessica look?*
- Play CD 1, Track 64. Have students listen.
- Call on students to answer the question.


**Answer:** They are talking about Jessica's new apartment.

#### Culture Connection


In the U.S. young people usually move out of their parents' home after they finish high school. If they go away to college, they usually live in a dormitory with other students. If they get a job or go to college locally, they may rent an apartment with roommates.

## Controlled Practice

10 minutes

**B**  Read the statements. Then...

- Have students read the statements silently and predict if they are true or false.
- Play Track 64 again.
- Call on students to read each item and say if it is true or false. If it is false, ask the student to correct it. Write the answers on the board.

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

- Say the answer choices. Have students pantomime the meanings with facial expressions.
- Play CD 1, Track 65.
- Survey the class. Ask: *How many people chose answer a? answer b? answer c?* Confirm the correct answer and ask: *How did you know?* List the clues on the board. If necessary, replay the recording.

**D** Read the statements. Listen...

- Play Track 65 again. Instruct students to check the statements as they listen.
- Read each statement and have students raise their hands if they checked it.
- Discuss the statements that the class disagrees about. If necessary, play the recording again.

## Communicative Practice

10 minutes

**E** **PAIRS.** Do you think parents...

- Have one or more students share their opinions with the class.

#### Expansion: Speaking Practice for 2E

- On the board, make a grid consisting of three columns and two rows. Across the top, write the headings *Live Together*, *Live Near Each Other*, and *Live Far Away*. Along the side, write *Advantages* and *Disadvantages*.
- Group students and have them discuss the advantages and disadvantages of each living arrangement. Each group should select a timekeeper, a note taker to copy the grid and take notes on the group's ideas, and a reporter.
- Give a time limit for discussion.
- Have the reporter from each group summarize the advantages and disadvantages that the group discussed.
- Have the class vote. Ask: *Imagine you are eighteen years old. You have just finished high school. Where would you prefer to live—with your family, near your family, or far away from your family?*
- Call on volunteers to explain their vote.

## Presentation

5 minutes

## 3 CONVERSATION



Jessica is talking to her new...

- Play CD 1, Track 66. Have students listen and read along silently.
- Check comprehension. Ask: *How many parking spaces will Jessica and her roommates have? What does Jessica mean when she says I guess we'll have to take turns? Who is we? What is a permit? Where are tenants supposed to park? Where are visitors supposed to park? Why can't they park in the lot?*

- Form cross-ability pairs.
- Tell students to practice out loud at least twice.
- Have volunteers perform their role play.

## MULTILEVEL INSTRUCTION for 4B

**Cross-ability** Have the higher-level student play the role of Student B.

## Controlled Practice

10 minutes

## 4 PRACTICE

**A PAIRS.** Practice the conversation.

- Form pairs. Have them practice the conversation. Then have them switch roles and practice again.
- Walk around and listen as students are practicing. Provide help as needed.
- Ask volunteers to perform the conversation.

## Expansion: Speaking Practice for 4B

- Have students discuss the rules shown in the illustrations. On the board, write: *What is the rule where you live? Do you think it is fair?*
- Group students. Give a time limit for discussion. Walk around and provide help as needed.
- Call on volunteers to share their answers to the questions.

## Communicative Practice

10 minutes

## Teaching Tip

While pairs are performing role plays, use the scoring rubric for speaking 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.

- Point to each illustration and ask: *What do you see? What does the sign say? What does it mean?*
- Choose one situation and model a role play with an above-level student. Play the role of Student B, the landlord. Student A can begin like this: *Hello, [name]. I forgot to ask you: Is smoking allowed in the hallways?*

## Extra Practice



Interactive Practice

## Getting Started

5 minutes

- Write the word *responsibilities* on the board. Draw a circle around it and four spokes from the edge of the circle outward. On each spoke, write: *am required to*, *am supposed to*, *am not allowed to*, and *am not permitted to*.
- Talk about your job responsibilities. For example, say: *In every job, employees have responsibilities. Here are some responsibilities that I have in my job: First, I am supposed to arrive on time. Second, I am required to take attendance at every class. Third, I'm not allowed to photocopy chapters of books. And fourth, I'm not permitted to cancel class without telling my boss.*
- Point to each expression on the board as you say it.
- On the board, write: *be (not) + (supposed/required/allowed/permitted) + to + verb*. Say each expression and point to the corresponding part of the formula.
- Ask students to repeat your responsibilities. Point to each spoke on the wheel.
- Say: *In this lesson, we will learn how to use these four expressions to talk about tenants' responsibilities.*

## Presentation

10 minutes

### Expressing obligation, expectation, and permission

- Copy the grammar chart onto the board
- Read out loud the first Grammar Watch note. Then read the first example on the chart. Say: *Tenants are required to recycle glass, metal, and paper. It means that there is a rule that people must follow.* Have students rephrase the sentence with *must*.
- Read out loud the second note and second example. Explain that it means that there is a rule that people should follow. Have students rephrase the sentence using *should*.
- Read out loud the third note. Explain that the negative forms of *allowed to* and *permitted to* express *prohibition*, that is, that people *can't* do something. Read the third and fourth examples. Have students rephrase the sentences with *can't*.
- Read the fourth note. Explain that *more formal* means that something is used more often in writing rather than in speaking.
- Read the last example. Have the class change the other sentences into questions.

- To conclude, ask: *Which sentence talks about obligation? (the first) Which one talks about expectation? (the second) Which sentences talk about prohibition? (the third and fourth) Which one asks about permission? (the last)*
- Remind students that subjects and verbs must agree. To practice, point to an example sentence on the board. Change the subject and have students complete the sentences correctly. For example: T: *You . . .* Students: *are supposed to recycle glass, metal, and paper.* T: *I . . .* Students: *am required to pay a security deposit.*

### Expansion: Grammar Practice

- On the board, write the following incomplete sentences: 1. *Landlords are \_\_\_\_\_ keep the building clean. (should)* 2. *Landlords are \_\_\_\_\_ fix broken plumbing. (must)* 3. *Landlords are \_\_\_\_\_ raise the rent without giving notice. (can't)* 4. *Landlords are \_\_\_\_\_ force tenants to move without notice. (can't)*

**Answers:** 1. *supposed to* 2. *required to* 3. *not permitted / allowed to* 4. *not permitted / allowed to*

- Pair students. Tell them to fill in the blanks with expressions from the chart. They should use each expression once.

## Controlled Practice

10 minutes

### 1 PRACTICE

#### Read the apartment building rules. Circle...

- Read the rules out loud. Explain vocabulary as needed, for example, *stroller: a chair with wheels, used for pushing babies around.*
- Ask: *Does the first sentence talk about obligation or expectation? (obligation)*
- Walk around and provide help as needed.
- Check answers. Have students say which words they circled, underlined, or double underlined. Have them say if the meaning is obligation, expectation, or permission.

### Expansion: Grammar Practice

- Form pairs consisting of Student A and Student B. Have Student A read the first apartment building rule. Tell Student B to restate it using *should*, *must / have to*, *can*, or *can't*. Have students switch roles on the second item. Continue taking turns until the end of the list.

## Controlled Practice

15 minutes

## 2 PRACTICE

## A Complete the rules. Use the correct...

- Read item 1. To reinforce the structure, repeat each word in the blank and point to the formula on the board. Then ask: *What is the meaning here: Is it obligation, expectation, prohibition, or permission?*
- Have students complete the exercise, working alone or in pairs. Walk around and provide help with vocabulary as needed. For example: *late fee: a fine or penalty imposed when someone pays his or her rent or a bill late; common areas: in an apartment building, the areas outside of people's apartments, such as the entryway, lobby, laundry room, garage, etc., that everyone in the building uses; dispose of: throw away; lease term: the length of time that the lease is for.*
- Write the numbers 2 through 10 on the board. Call up students to write the answers.
- Have other students read the sentences and say if they are correct or incorrect. If there is an error, have students correct it.

## Teaching Tip

To guide students to correct errors, try the following techniques: 1. Point to the whole item containing the error and ask the class, *What's wrong here?* 2. Point to the specific incorrect word and have the class make the correction. 3. Read or say an item, stopping right before the incorrect word. Then pause, indicating to students that the next word is the one they need to correct.

- Give a time limit for discussion. While students are talking, walk around and provide help as needed.
- To conclude, ask the class: *Which items are unreasonable, in your opinion? Why?*

## MULTILEVEL INSTRUCTION for 2B

**Pre-level** Have students answer question 1 only. Have them read an item out loud and then say *This is true where I live* or *This is not true where I live*.

**Above-level** Have students read the items and then discuss questions 1 and 2 together.

## Show what you know!

## CLASS. Discuss tenant responsibilities...

- Instruct the class to think from the point of view of a building manager.
- Call on students to provide tenant responsibilities, and write them on the board.
- Discuss as a class the relative importance of each item on the board. Encourage students to politely disagree and to support their opinions.
- Finally, have students vote on the responsibilities and tally the votes on the board. Rank the top five according to the vote tally.

## Progress Check

## Can you . . . identify tenant responsibilities?

Say: *We have practiced identifying tenant responsibilities. Now, look at the question at the bottom of the page. Can you identify tenant responsibilities? Write a checkmark in the box.*

## Communicative Practice

20 minutes

## B GROUPS. Look at the rules...

- Define *reasonable* as *something that is fair and that people are usually willing to do*.
- Form groups.
- Instruct students to look at the list of items in Exercise A and discuss each one in turn. Or to save time, have students take turns discussing the items. For example, Student 1 discusses item 1, Student 2 discusses item 2, etc.

## Extra Practice



Interactive Practice



pages 62–63



## Lesson 3 Interpret a lease

### Getting Started

5 minutes

#### 1 INTERPRET A LEASE

##### A GROUPS. When people rent an apartment...

- Write *lease* on the board. Ask: *What is a lease?* (an agreement or contract between a landlord and a tenant) *What is the purpose of a lease?* (to protect the rights of both the tenant and the landlord)
- Survey the class. Ask: *How many of you live in an apartment? Do you have a lease?*
- Call on students who have a lease to say what kinds of information their lease includes. List responses on the board.

**Possible answers:** The starting and ending dates of the lease, the rent, the security deposit, the landlord's responsibilities in the building, the building rules that the tenant agrees to follow.

### Presentation

10 minutes

##### B CLASS. Read the first part...

- Tell students they are going to read the first part of the lease without using a dictionary. Explain that they should try to guess the meaning of unfamiliar words. To illustrate, read the first line of the agreement out loud. Ask the class: *What does parties mean in this case? Does it mean celebration?* (no) *Does it mean people?* (yes) *Which people?* (Vaslav Novak and Anita Cruz or the landlord and the tenant)
- Have students read.
- Refer the class to the items you listed on the board in Exercise 1. Point to each one and ask: *Does the lease talk about this? Where?* Have students read the part of the lease that corresponds to each item on the board. Have them define pertinent vocabulary, using the context if possible.

### Controlled Practice

10 minutes

#### 2 READ

##### B Look at the lease again. Complete...

- Again, encourage students to guess the meaning of words they don't know. The items in the exercise can help. For example, after students do item 2, they should be able to figure out that a *term* is a period of time.
- Tell students to underline the part of the lease that gives the answer to each question.
- Have students complete the items. Then have them compare answers with a partner.
- Call on volunteers to say the answers.

#### MULTILEVEL INSTRUCTION for 2B

**Cross-ability** Pair proficient readers with weaker readers. Have students take turns reading sections of the lease out loud. The higher-level student can help the lower-level student with reading.

#### Expansion: Speaking Practice for 2B

- Put students in groups. Make sure each group has one or more students who have signed a lease on their apartment. Have students compare the lease in their book with their actual leases. Ask the following questions: 1. *Who is your landlord?* 2. *When did your lease begin?* 3. *What is the term of your lease?* 4. *How much is the rent? When is it payable?* 5. *How much is your security deposit? What does it cover?* 6. *If you want to terminate your lease, how far in advance do you need to tell your landlord?* 7. *If you damage the premises accidentally, are you required to pay for repairs?*

## Lesson 3 Interpret a lease

### Presentation

10 minutes

#### 3 PRACTICE

##### A Read the second part of the lease. What...

- Have students read the words in capital letters. Ask: *What does shall mean?* (will) *What information is in the section that starts The landlord shall?* (things the landlord is required to do) *What information is in the section that starts The tenant shall?* (things the tenant is required to do)
- Have students continue reading.
- Have students answer the question.

**Answers:** who pays for the utilities, rules about pets, landlord's responsibilities, and tenant's responsibilities

### Controlled Practice

10 minutes

##### B Read the statements. Write...

- Do item 1 with the class. Read the item and ask the class if it is true or false. When students answer, ask: *How do you know?* Have students read the part of the lease that provides the answer.
- Have students complete the exercise alone or in pairs.
- Check answers.

### Communicative Practice

15 minutes

##### C GROUPS. Before you sign a lease,...

- Point out the word *terms* in the instructions. It means *rules*. Ask: *What did the word term mean in the lease?* (a period of time) Remind students that the same word can have different meanings, depending on the context.
- Group students.
- Give a time limit for discussion. While they are talking, walk around and provide help as needed.
- Go over the questions with the whole class.

**Possible answers:** 1. You might not be able to move when you want to. 2. You might not be able to have your friends or relatives live with you. 3. You might be stuck in an apartment because you can't get out of the lease.

### Culture Connection

When reading legal documents, it is important to read and understand every word (this is called *reading the fine print*) before signing anything. Even people who speak English as their first language will often have a lawyer read a legal document and advise them before they sign it.

#### MULTILEVEL INSTRUCTION for 3C

**Cross-ability** Pair proficient readers with weaker readers. Have students take turns reading sections of the lease out loud. The higher-level student can help the lower-level student with reading.

### Progress Check

#### Can you . . . interpret a lease?

Say: *We have practiced interpreting a lease. Now, look at the question at the bottom of the page. Can you interpret a lease? Write a checkmark in the box.*

#### Extra Practice



Interactive Practice



pages 64–65

## Getting Started

5 minutes

### 1 BEFORE YOU LISTEN

#### GROUPS. Where can you go...

- If possible, tell about a time when you or someone you know had a problem with a landlord. Tell which person, agency, or organization you or they contacted in order to resolve the problem.
- Read the directions. Define *agency* as *a government or private organization that provides a service*
- Form groups of three or four. Tell them to appoint a note taker who will list the group's ideas.
- Have a representative from each group come to the board and write the group's list.
- Ask: *Which answers were given by more than one group? What is the best way for tenants to get help, in your opinion?*

#### Culture Connection

Most cities have an agency that specializes in resolving landlord-tenant conflicts. To find such an agency on the Internet, type the name of your city and *tenant's rights, resources for tenants, or housing department*. Another resource for low-income renters is the legal aid society or foundation.

## Presentation

5 minutes

### 2 LISTEN

#### A Manuel Rodriguez is a guest...

- Explain *radio talk show* as *radio programs that allow listeners to call in and share their ideas on a particular topic*. Ask: *Do you enjoy listening to talk shows? Which ones?*
- Explain *tenant rights lawyer* as *a lawyer who specializes in helping tenants when they have problems with their landlords*.
- Play CD 1, Track 67. Remind students to listen specifically for the answer to the question.
- Call on students to share their answers.

**Answer:** He answers questions about tenant law in Texas.

## Controlled Practice

10 minutes

#### B Read the statements. Then listen...

- Have students read the questions and predict the answers.
- Play Track 67 again.
- Call on students to answer the questions and correct false statements.

#### C Listen to the second call. Circle...

- Have students read the items before listening. Answer questions about vocabulary as needed.
- Define *in effect*: *describes a condition that is still true*.
- Play CD 1, Track 68.
- Call on students to share their answers.

## Communicative Practice

10 minutes

#### D GROUPS. Discuss. Why does Manuel...

- Form groups, each with a timekeeper.
- Give a time limit for discussion.
- To wrap up, call on each group to share the group's answer to the question.

**Answer:** If she has done either of these things, the landlord has a right to break the lease.

#### Expansion: Speaking Practice for 2D

- Ask students if they have ever had either of the problems described by the two callers. If so, what did they do to resolve the problem?

#### Expansion: Writing Practice for 2D

- With the class, brainstorm other landlord-tenant problems that they'd like to ask Manuel. For example, say: *Your kitchen faucet leaks. You called the landlord a week ago and so far no one has come to fix it. You want to know if you can call a plumber yourself and give the bill to the landlord*. List the ideas on the board.
- Form groups of three. Have them practice reading the Audio Script on page 289 for Exercises 2A, 2B, and 2C.
- Instruct students to write a conversation between a third caller and Manuel. They can choose an idea from the board and use the Audio Script as a model for their conversation.



## Presentation

10 minutes

### 3 CONVERSATION

#### Pronunciation Watch

- On the board, write several sentences with tag questions, for example: *You live in a house, don't you? Ping is married, isn't she? Samuel doesn't have a job, does he?*
- Read each sentence and have the class repeat. Ask: *What does your voice do at the end of the sentence?* (It goes up.)
- Explain: *The question at the end of the sentence is called a tag. Questions with tags are called tag questions.*
- Read the Pronunciation Watch note.

#### A Listen to the sentences. Notice...

- Play CD 1, Track 69. Have students listen.
- Play Track 69 again. Have students listen and repeat.

#### B Lisa Ming is calling...

- Play CD 1, Track 70. Have students listen and read silently.
- Optional:* Have above-level students close their books while they listen.
- Check comprehension. Ask: *What problem does Lisa report? What is the landlord going to do? What is Lisa concerned about?*

## Controlled Practice

5 minutes

### 4 PRACTICE

#### A PAIRS. Practice the conversation.

- Form pairs and have students read the conversation in Exercise 3B. Have them switch roles and read again.
- Walk around and listen as students are practicing. Provide help as needed.
- Have pairs perform the conversation for the class.

## Communicative Practice

15 minutes

### B ROLE PLAY. PAIRS. Role-play this situation....

#### Teaching Tip

While pairs are performing role plays, use the scoring rubric for speaking 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.

- Read the roles. If necessary, explain *locksmith: a person who fixes and installs locks.*
- Model the role play with an above-level student. Play the role of Student A. You can begin like this: *Hello, [name]? This is [name] in apartment [number and letter]. I'm calling because . . .*
- Pair students of similar ability. Tell students to practice out loud at least twice.
- Have volunteers perform their role play.

#### MULTILEVEL INSTRUCTION for 4B

**Pre-level** Have students write out their conversation and practice several times.

**Above-level** Have students practice without writing a script. You can also tell them to practice twice, switching roles the second time.

### C MAKE IT PERSONAL. GROUPS. Discuss.

- Form groups of three or four. Give a time limit.
- Have volunteers share their answers with the class.

#### Community Building

Ask students to share their knowledge about community resources for helping tenants in disputes with landlords. For example, ask them for the names of any such organizations, where they're located, what kinds of problems they can help with, and what they charge.

#### Extra Practice



Interactive Practice

## Getting Started

5 minutes

- Write two sentences from Lesson 4, Exercise 3A on the board. For example: *The repairman isn't there yet, is he? He has to replace the smoke detectors, doesn't he?* Focus attention on the form of tag questions. Point to the examples and explain: *Tag questions consist of a statement and a short question called a tag. The tag consists of be or do and a subject.*
- Demonstrate the rising intonation of the tag. Read the examples and have students repeat. Ask: *Does your voice go up or down at the end?* (up)
- Say: *In this lesson, we'll learn about tag questions with be and do.*

## Presentation

15 minutes

### Tag questions with **be**; Tag questions with **do** as an auxiliary verb

- Copy the grammar charts onto the board
- Read the sentences and have students repeat. (Note: This lesson deals only with tags that have rising intonation. Make sure to pronounce all the tags consistently.)
- For tags with *be*, draw a line from each boldfaced verb to the matching boldfaced auxiliary. Elicit the rule. Ask: *If the main verb is be, what verb is used in the tag? (be)*
- Similarly, draw lines from the main verbs to the auxiliaries in the *do* chart. Ask: *If the verb isn't be, what verb do we use in the auxiliary? (a form of do)*
- Circle the subjects in the statements and the subjects of the tags. Explain that they agree in number.
- Read the first Grammar Watch note. Rephrase: *We use tags in conversation when we think something is true or correct but we want to make sure.*
- Read the second note. Illustrate by pointing to the verbs and tags in the chart. As you point, remind students: *Affirmative statement, negative tag. Negative statement, affirmative tag.*

### Expansion: Grammar Practice

- Say a few statements about the students in the class. Use *be* and *do* and have the class provide the tags, for example: *José is a gardener . . . (isn't he?) Amelia has two children . . . (doesn't she?) Sonya isn't working now . . . (is she?) Tina and Sandra aren't sisters . . . (are they?)*

- *Optional:* Have students change the sentences in the chart from singular to plural.
- *Optional:* Play a game. Instruct students to write four present-time statements on a piece of paper. Two should be affirmative and two should be negative. Encourage students to use a variety of subjects (singular and plural). Pair students and have them exchange papers. Students should read their partners' sentences and attach matching tags.

## Controlled Practice

15 minutes

### 1 PRACTICE

#### A Match the beginnings of the sentences...

- Do item 1 with the class. To guide students toward the correct answer, ask: *Is the main verb be or something else? Will the tag use be or do? Is it present or past?*
- Clarify vocabulary as needed, for example, *mice is the plural of mouse, lead paint is paint with lead, a dangerous chemical.*
- Instruct students to work alone or in pairs.
- Call on students to say the answers.
- Read all the sentences and tags and have the class repeat after you. Check that students are using correct intonation.

#### B Complete the sentences. Circle...

- Read the example with the class. Remind students that a positive statement requires a negative tag and vice versa.
- Instruct students to work alone or in pairs.
- Call on students to read the sentences. Have the whole class repeat each item. Check for correct intonation of the tag.

### Expansion: Grammar Practice for 1B

- On the board, write tag questions with errors, for example: *The apartment is too cold, doesn't it? Sam forgot to take out the trash, doesn't he? You didn't call the landlord, don't you? The refrigerator is broken, is it?*
- Pair students and have them correct the errors.
- Have students write the corrected sentences on the board.

## Controlled Practice

10 minutes

## Communicative Practice

15 minutes

## 2 PRACTICE



## Complete the conversations...

- Do item 1 with the class.
- Have students complete the remaining items, working alone or in pairs.
- While students are working, walk around and provide help with vocabulary as needed.
- Play CD 1, Track 71.
- Check answers. If students missed any items, lead them through the steps of choosing the correct tag. That is, ask: *Is the main verb be or something else? Will the tag use be or do? Is it present or past?*

## Show what you know!

**ROLE PLAY. PAIRS.** Role-play this situation. Ask...

## Teaching Tip

While pairs are performing role plays, use the scoring rubric for speaking 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.

- Read the directions, roles, and example.
- Have the class turn to pages 110–111 and reread the lease. Elicit another sample tag question and response and write it on the board.
- Form cross-ability pairs and have students work together to write the five tag questions.
- Instruct students to practice their role play at least twice.
- Have volunteers perform their role play for the class.

## MULTILEVEL INSTRUCTION

**Pre-level** Have students play the role of Student A and ask the tag questions they wrote in the previous activity.

**Above level** Have students play the role of Student B and answer the tag questions according to the information in the lease.

## Progress Check

**Can you . . . check that information is correct?**

Say: *We have practiced checking that information is correct. Now, look at the question at the bottom of the page. Can you check that information is correct? Write a checkmark in the box.*

## Extra Practice



Interactive Practice



pages 66–67

## Getting Started

10 minutes

### 1 BEFORE YOU READ

**GROUPS.** What are some reasons...

- Elicit one reason from the class and write it on the board, for example, *Some people move to find a better job.*
- Put students in groups of three or four. Tell them to choose a timekeeper, a note taker, and a reporter. Ask them to brainstorm reasons. Give them a time limit for discussion.
- Call on reporters to give their group's answers. List the reasons on the board.

**Possible answers:** to be closer to family or friends, to be closer to place of work, for the climate, for the lifestyle and attractions of the area, etc.

## Presentation

15 minutes

### 2 READ



Listen and read the article. Does...

- With the class, read the title of the article. Explain that *on the move* is an idiom that means something is moving or changing.
- Play CD 1, Track 72. Ask students to listen and read along with the article.
- Tell students to look for the reasons people move. Tell them to place a checkmark next to reasons found both on the board and in the article.
- Note: This part of the lesson focuses on main ideas. Do not preteach the boldfaced vocabulary. The words will be taught in Exercise 4.
- When students have finished reading, turn to the list of reasons on the board, point to each one and ask: *Is this reason in the article? Where?* Have students read out loud the sentences in the article that correspond to the reasons on the board.
- To wrap up, ask and discuss: *Does the article mention any reasons that are not on the board? Are there any reasons on the board that are not in the article?*

#### Teaching Tip

In English writing, information is normally organized from the general to the specific. The most general sentence, which gives the main idea, is often (but not always) the first sentence of a paragraph. Therefore, to get a quick idea about the content of an article, students should read the first paragraph and then the first sentence of each subsequent paragraph.

## Controlled Practice

20 minutes

## 3 CHECK YOUR UNDERSTANDING

**Reading Skill: Distinguishing an Author's Main Ideas from Details**

- Read the Reading Skill.
- Ask: *Which sentence gives the main idea?* (Why are so many Americans on the move?) Point out that in an article with several paragraphs, the main idea is usually in the first paragraph. The main idea is then developed in the paragraphs that follow.
- Tell students to circle the connecting words that introduce each reason (*one of the biggest reasons, another reason, a third reason*). Explain that writers use connectors like these to help readers recognize and remember the details that support the main idea.

**PAIRS. Read the article again. Answer...**

- Form cross-ability pairs. The above-level student should help the pre-level student with vocabulary.
- Have students write their answers to the questions. For question 1, students should rewrite the question as a statement. For question 2, they should list the three reasons introduced by the connecting words they circled above. For question 3, they should choose one detail within each of the three paragraphs that provide the reasons why Americans move.
- Have each pair of students compare answers with another pair.
- Go over answers with the whole class.

**MULTILEVEL INSTRUCTION FOR 3**

**Pre-level** For question 3, have students underline the details in the text on page 116.

**Above-level** For question 3, have students take notes on the details in the space on page 117. Then have them add one more detail that they know about from their experience.

## 4 WORD WORK

**Find the boldfaced words...**

- On the board, write *re-* and *dis-*. Ask students to say words that begin with these syllables (use the

word *prefixes* if your students are familiar with it). Ask: *What does re- mean?* (again) *What does dis- mean?* (opposite of) Tell students that they can use prefixes to help them guess the meanings of words they don't know.

- Tell students they can also use *suffixes* to help them guess. Suffixes tell the part of speech of a word. For example, in the word *assimilation*, the *-tion* ending identifies the word as a noun. A noun can be a person, place, thing, or concept.
- Do item 1 with the class. Have students reread the first sentence of the second paragraph. Ask: *Which word in paragraph 1 has the same meaning as relocate?* (*move*)
- Pair students and have them do the exercise. Tell them not to use a dictionary. Instead, they should find each item in the text, read the sentence in which it appears, and guess what it means.
- Have volunteers say the answers and explain how they guessed the meaning. Correct as needed.

**EXPANSION: Vocabulary Practice**

- Select other words from the text and have students use the context to guess what they mean. Possible words to select are *residents*, *suburbs*, and *enrich*.

## Communicative Practice 15 minutes

**Show what you know!****GROUPS. Discuss.**

- On the board, create a chart with the headings *Positive* and *Negative*. Tell students to discuss both positive and negative reasons for moving.
- Form groups of three or four. Have each group select a timekeeper, a note taker, and a reporter. The note taker should copy the chart from the board and take notes.
- Give a time limit for discussion.
- Have each group's reporter share the group's positive and negative reasons for moving.

**Extra Practice**

Interactive Practice



pages 68–69



## Getting Started

5 minutes

### 1 BEFORE YOU LISTEN

#### GROUPS. Discuss.

- Model answers to the questions. Tell about a problem you or someone you know had with a neighbor and what you or the other person did about it.
- Form groups. Give a time limit for discussion.
- Have several volunteers share their answers. Write them on the board under the headings *Types of Problems* and *Solutions*.

**Possible answers:** 1. People have problems when neighbors make noise frequently, when they don't keep the property neat and clean, when they're nosy, etc.  
2. You should talk to your neighbor to make him or her aware of the problem. If that doesn't work and if the neighbor is breaking a building rule, you can talk to your building manager or landlord. If those things don't work, you may want to move out!

## Presentation

5 minutes

### 2 LISTEN

#### A Oscar and Marta live...

- Hold up your the book and point to the picture or have students look in their own books. Ask: *Who are the speakers? Where are they? How do they look? (annoyed or upset) Why? Can you guess what the conversation will be about?*
- Play CD 1, Track 73.
- Ask: *What is the problem with the neighbors? Was your guess correct?* Call on volunteers to answer.

**Answer:** The problem is that their neighbors are noisy.

## Controlled Practice

10 minutes

#### B Read the statements. Then listen...

- Tell students to read the statements silently and predict the answers.
- Play Track 73 again. Have students circle the answers.
- Write the numbers 1 through 6 on the board. Call on students to read the statements and say the correct answers. Have them explain how they chose their answers.
- If necessary, play the recording again. Have students raise their hands when they hear the answer to a question. Stop the recording and ask students to repeat what they heard.

## Communicative Practice

10 minutes

#### C GROUPS. Discuss. What should...

- Put students in small groups. Tell them to choose a timekeeper, a note taker, and a reporter.
- Point to the list of solutions already on the board. Remind students they can choose one of these solutions or think of something different.
- Give a time limit for discussion.
- While students are talking, walk around and provide help as needed.
- Have reporters share their group's solution(s). Add any new solutions to the list on the board.

#### Expansion: Speaking Practice for 2C

- Read each solution on the board and have students vote on the best one. Then call on one or more students to explain why the solution with the most votes is indeed the best.

#### D MAKE IT PERSONAL. PAIRS. Have you ever...

- Try to pair students so that each pair contains someone who has had a problem with neighbors.
- Have students discuss their experiences. Circulate and provide help as needed.

## Presentation

10 minutes

### 3 CONVERSATION

#### Pronunciation Watch

- Before class, locate several facts that will evoke a strong reaction from the class. For example, go to the website for the Guinness Book of World Records and find some facts there. The point is to elicit expressions such as *Wow!* or *That's amazing!* from the students.
- Write the expressions on the board. Repeat them and ask: *What does my voice do?* Elicit the fact that it rises quite high and then falls.
- Read the Pronunciation Watch note. Explain that *strong feeling* can be positive or negative, for example, surprise, joy, shock, or disgust.

#### A Listen to the sentences. Notice...

- Play CD 1, Track 74. Have students listen.
- Play Track 74 again. Have students listen and repeat.

#### B Two neighbors are talking. Listen...

- Write the word *exterminator* on the board. Ask: *What does an exterminator do?* (kills insects and other pests) Say: *This word is in the conversation. What do you think the conversation will be about?*
- Play CD 1, Track 75. Have students listen and read along silently.
- Check comprehension. Ask: *What did Maria see? Where did she see it? Where did it come from? Who is she going to call?*

## Controlled Practice

5 minutes

### 4 PRACTICE

#### A PAIRS. Practice the conversation.

- Form pairs and have students read the conversation in Exercise 3B. Tell them to take turns reading each role.
- Walk around and listen as students are practicing. Notice their pronunciation of expressions of strong feeling (*Oh, no! That's horrible!*) Correct if needed.
- Ask volunteers to perform the conversation for the class.

## Communicative Practice

15 minutes

### B ROLE PLAY. PAIRS. Role-play this situation....

#### Teaching Tip

While pairs are performing role plays, use the scoring rubric for speaking 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.

- Read the role descriptions. Discuss with the class: *How can Student B find out who has been parking in his or her space?* (knock on the neighbors' doors and ask them if they know who owns the car; get the license number and call the DMV to find out who the owner is; or report the problem to the landlord)
- Form cross-ability pairs.
- Tell students to practice out loud at least twice.
- Have volunteers perform their role play.

### C PROBLEM-SOLVING.

#### STEP 1. Read the problem. Think...

- Read the situation and clarify vocabulary.
- Instruct students to think about the problem by themselves and make a list of solutions.

#### STEP 2. GROUPS. Discuss the problem...

- Group students and have them share the solutions they wrote down in Step 1.
- Have a representative from each group tell the class which solution the group voted the best. List all solutions on the board.
- Have the class vote on the best solution among those on the board.

#### Expansion: Speaking Practice for STEP 1

- Ask if anyone has ever had a problem similar to Pedro's and what they did to solve it.

#### Extra Practice



Interactive Practice

## Getting Started

5 minutes

- Ask a simple question, for example, *When did you move to [name of city]?*
- Call on several students to answer the question. Write the answers on the board in quotation marks, for example, "I moved last March."
- Next, write *[name of student] said \_\_\_\_\_*. Ask the class: *What did [name of student] say? ([name of student] said he moved to [name of city] last March.)* Write this sentence on the board without quotation marks.
- Point to the first response. Say: *This kind of answer is called direct speech. When we write it, we use quotation marks.*
- Point to the second response. Say: *This kind of response is called reported speech. When we write it, we don't use quotation marks.*
- Say: *In this lesson, we'll learn about the differences between direct speech and reported speech, and you'll practice using reported speech.*

## Presentation

10 minutes

### Reported speech

- Copy the grammar chart onto the board.
- Read the sentences. Ask: *Do the sentences with direct speech repeat the speaker's exact words? (yes) What about the sentences with reported speech? (no)*
- Read the first Grammar Watch note. Point to the two sides of the grammar chart and say: *The information in the two types of statements is the same, but the words are not exactly the same.*
- Point to the verbs *said* and *told* in the examples. Ask: *What comes after said? What comes after told? (Told is followed by an object.)* Then read the second Grammar Watch note.
- Read the first and second examples in the Direct Speech column. For each sentence, ask the class: *What is the time of the direct statement? (present) What is the time of the reported statement? (past)* Make sure students notice the tense change. Then read the third Grammar Watch note. Point out that the first two examples in the chart follow the rule for formal, or written English.
- Read the third example. Circle and draw a line from *'ll* in the direct statement to *would* in the indirect one. Explain: *'ll changes to would in indirect speech when the reporting verb is in the past.*

- Read the fourth note. Point out that in the first example, the direct *you* changes to the indirect *they*. In the second example, the direct *your* changes to the indirect *his*. In the third example, the direct *I* changes to the indirect *he*.
- Point out that in reported speech, the *that* before the reported statement is optional.

### Expansion: Grammar Practice

- Make a four-column chart on the board. In the first column, write several nouns, such as *The teacher* and *My mother*. In the second column, write *say* and *tell*. In the third column, write *me*, *him*, and the names of two students. In the fourth column write two or three sentences with verbs in the present or past tense, for example, *He was late / I am too noisy*.
- Point to elements from each column and have students build reported statements, for example, *The teacher told Miguel he was late. / My mother said I am too noisy.*

## Controlled Practice

15 minutes

1

### PRACTICE

#### A Read the advice column questions...

- Tell students that *Q* means *question*. A real advice column would also have an *A*, meaning *answer*.
- Read the example.
- Have students complete the exercise.
- Check answers.

### Culture Connection

Advice columns are very popular in the U.S. Most newspapers have an advice column to help people with their personal problems. There are also many advice columns on the Internet. Some of them are specialized, for example, advice columns that deal with medical questions, home improvement, finance, etc.

#### B Complete the statements. Use...

- Read the first three sentences. Remind students that *told* is followed by an object.
- Have students work alone or in pairs.
- Have students read the completed sentences. Correct errors as needed.

## Controlled Practice

15 minutes

2

## PRACTICE

**A Read the tenants' problems. Rewrite...**

- Read the directions. Remind students that in informal English, they don't need to change the verbs in the reported statement to the past.
- Do item 1 with students.
- Have students complete the exercise. Then have them compare answers with a partner.
- Write the numbers 2 through 5 on the board. Call on students to write their sentences on the board.
- Have other students read the sentences on the board and say if they are correct. If there are errors, have students try to correct them.

**B Complete the paragraph about...**

- Read the directions. Remind students that in formal English, they need to change the verbs in the reported statement to the past. Also remind them that *will* changes to *would* in reported speech.
- Do the example with students.
- Have students complete the exercise. Then have them compare answers with a partner.
- Have students read the sentences with the verbs filled in. Write them on the board. Correct errors as needed.

## Communicative Practice

15 minutes

## Show what you know!

**PAIRS. Talk about a problem...**

- Model the activity. Talk about a problem you had with a neighbor and what you did or said. Also say how you resolved the problem.
- Pair students. Give a time limit for discussion. While students are talking, walk around and provide help as needed.
- Call on volunteers to share their answers with the class.

**Expansion: Speaking Practice**

- Tell pairs of students to choose one of the problems they discussed and role-play a conversation about it.

**Progress Check****Can you . . . discuss problems with neighbors?**

Say: *We practiced discussing problems with neighbors. Now, look at the question at the bottom of the page. Can you discuss problems with neighbors? Write a checkmark in the box.*

## Extra Practice



Interactive Practice



pages 70–71

## Getting Started

5 minutes

## Presentation

15 minutes

## 1 BEFORE YOU WRITE

**A CLASS.** When a tenant...

- Ask the class: *What does complain mean, as in the sentence I complained to my landlord about my noisy neighbors?* Explain that a *letter of complaint* is a letter in which you formally complain about a problem and ask that the problem be corrected.
- Read the directions.
- Call on volunteers to answer the question. List students' reasons on the board.

**Possible answer:** It's good to write a letter because then you have a record of your complaint.

**B GROUPS.** Have you ever written...

- Ask students to raise their hands if they have written a letter of complaint. (It is likely that few, if any, students will have written such a letter.) Have the other students form groups with those students. The students who have written letters should tell about their experience. The other members of the group should ask questions.
- Give a time limit for discussion.
- (Note: If just one or two students have written a complaint letter, have the whole class interview them. If no student has written such a letter, tell the class about a real letter that you have written or describe an imaginary one. Explain what the letter was about, why you wrote it, and what kind of response you got.)

**Writing Tip: Writing a Complaint**

Read the Writing Tip. Emphasize that you have a much better chance of getting your problem solved if you ask for a solution than if you just complain about the problem.

**C Read the writing model. Underline...**

- Instruct students to read the body of the letter, underline the complaint, and circle the solution. Explain that the complaint is the problem that the writer wants the landlord to fix or resolve, and the solution is the action that the writer wants the landlord to take.
- Give a time limit for reading.
- Call on students to say which parts of the letter they underlined and circled.

**Answers:**

Underline: my stove is broken

Circle: The oven needs to be fixed or replaced.

**Expansion: Parts of a Formal Letter**

- With the class, look at the letter of complaint and name all the parts, beginning with the writer's name and address at the top and concluding with the writer's name and signature at the bottom.
- Go over each body paragraph. Ask students: *What is this paragraph about?*
- Read the last sentence of the letter and the closing. Point out that these parts of the letter should be formal and very polite.



## Controlled Practice

20 minutes

## 2 THINKING ON PAPER

**A BRAINSTORM.** Think about problems...

- Brainstorm one or two problems with the class and write them on the board.
- Have students choose two other problems and write them in their books. If they don't have real problems, tell them to write invented ones.
- Have students share their lists with one or two classmates.

**B Choose one problem. Think...**

- Copy the diagram onto the board and model the task. Ask one student to name a problem. Ask the class to provide solutions. Write the class's ideas on the diagram. Point out that the diagram should contain ideas, not complete sentences. (Note: It is not necessary to include four solutions. Include as many as the class suggests.)
- Allow students to work alone, in pairs, or in groups. Give a time limit.
- As students are working, circulate and help them think of solutions, if necessary.
- Have several volunteers copy their diagrams on the board. Point to each diagram and ask the class: *How many have had a similar problem? Did you try one of these solutions? Did it work?*

## Communicative Practice

20 minutes

## 3 WRITE

## Write your own letter of complaint. Focus...

- Remind students to include a problem and one or more solutions.
- Have students include the first paragraph of the writing model only if it is true. Otherwise, they can begin their letter with the second paragraph.
- While students are writing, walk around and provide help as needed. Make sure that they are following correct letter form.

## MULTILEVEL INSTRUCTION for 3

**Pre-level** Have students write one sentence about the problem and one sentence about the solution.

**Above-level** Have students include more than one solution or write several sentences about one solution.

## 4 CHECK YOUR WRITING

## Teaching Tip

You may want to collect student papers and provide feedback. Use the scoring rubric for writing on page T-xiv to evaluate each student's vocabulary, grammar, mechanics and how well he or she has completed the task. You may want to review the completed rubric with the students.

- Read the questions in the checklist.
- Have students read their paragraphs and check off the questions in the checklist.
- Collect papers and correct them. Make corrections as needed in paragraph format, content, and the items in the writing checklist.

## Expansion: Writing Practice

- Have students rewrite their letters in class, incorporating your comments. Then pair students and have them read their letters to each other.

## Extra Practice



Interactive Practice



page 72

## 1 REVIEW

Turn to page 250 for the Grammar Review.

## 2 ACT IT OUT

### STEP 1. CLASS. Review...

- Play CD 1, Track 75. Have students listen as they read the script on page 119.
- Tell them to read the conversation with a partner.
- Have volunteers perform the conversation for the class.

### STEP 2. ROLE PLAY. PAIRS. Role-play this...

#### Teaching Tip

While pairs are performing role plays, use the scoring rubric for speaking 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.

- Have students look at the illustration. Ask: *Where is the woman? What is the problem? What should she do?*
- With the class, discuss: *What are some ways that the building manager might respond?* (He could agree to fix the problem immediately; he could say that he will send someone to fix it; he could refuse to fix the problem because it was caused by the tenants' carelessness; or he could say that the problem is not his responsibility because it is not covered in the lease.)
- Pair students. Instruct them to choose roles and practice at least twice.
- While students are practicing, walk around and provide help as needed.
- Call on pairs to perform for the class.

## 3 READ AND REACT

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

- Read the problem. Tell students to think about a solution to Gustavo's problem.

### STEP 2. GROUPS. What is Gustavo's problem?...

- Put students in groups of three or four. Tell them to choose a timekeeper and a reporter.
- Give a time limit for discussion. While students are talking, walk around and provide help as needed.
- When time is up, call on the reporters to share their group's solution. Write all solutions on the board.

#### MULTILEVEL INSTRUCTION for STEP 2

**Pre-level** While other students conduct a discussion of the pros and cons of each solution, have pre-level students listen. Then have them vote on the best one.

**Above-level** Have students conduct a discussion of the pros and cons of each solution and write the pros and cons on the board. Then have the class vote on the best solution.

## 4 CONNECT

Turn to page 259 for the Self-Evaluation Activity and page 268 for the Team Project. See page T-xi for teaching tips for 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.



**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.