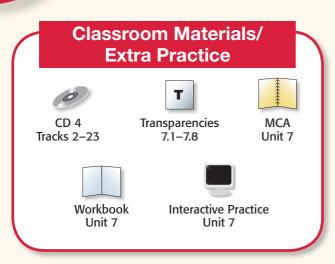
Apartment for Rent

Lesson 1



Unit Goals

- Identify rooms in a home
- Ask about an apartment
- Use There is/There are
- Ask about furniture and appliances
- Ask questions with Is there/Are there
- Ask for and give an address
- Read a "For Rent" ad
- Address an envelope
- Write about living with or away from family

Getting Started

5 minutes

Books closed.

- Elicit vocabulary students may already know. Ask: Do you live in an apartment or a house? What rooms do you have in your home? Have students draw on the board if they need help describing their home. Give students the opportunity to answer without correcting their English.
- Repeat students' answers out loud and have the class repeat chorally. Write the words on the board.
- State the lesson objective: We're learning the names of rooms in a home.

Presentation

15 minutes

A Cok at the rooms in the home...

- Show Transparency 7.1 or hold up your book. Point to the picture and say: *Rooms in a home*.
- Play CD 4, Track 2. Point to each room. Students listen.
- Continue playing Track 2. Point to each room and have students repeat.

Books open.

- Play Track 2 again. Students listen and point to the rooms in their books.
- Continue playing Track 2. Students point as they listen and repeat.

Expansion: Vocabulary Practice for A

• Form pairs. Student A points to a room. Student B says the word. Then students switch roles.

B Ø Listen and read...

- Play CD 4, Track 3. Students listen and read.
- Continue playing Track 3. Ask students to listen and repeat as they read.

Expansion: Writing Practice for B

• Ask students to circle the words in the word box with the word *room*. Then have students write the words with *room*.

Presentation

10 minutes

G *P* Listen. Listen and repeat.

- Show Transparency 7.2 or have students look at their books. Cover the dialog or have students cover the dialog in their books.
- Elicit information about the picture. Tell students to hold up their YES or NO cards to answer. Ask: What do you think? Is the woman talking on the telephone? Is she in an apartment? Is she unhappy? Is she happy?
- Play CD 4, Track 4. Students listen. Pause the CD. Ask the comprehension questions again.
- Continue playing Track 4. Ask students to listen and repeat.
- Now show the dialog on Transparency 7.2 or have students read in their books. Play Track 4 again. Students listen and read silently.
- Continue playing Track 4. Students listen and repeat.

Controlled Practice

15 minutes

D PAIRS. Practice the conversation.

- Model the conversation in Exercise C. Say the lines for Speaker A. Have the class say the lines of Speaker B chorally.
- Pairs practice the conversation two times. Have each student role-play Speakers A and B.
- Ask volunteers to role-play the conversation for the class.

MULTILEVEL INSTRUCTION for D

Pre-level Students role-play the conversation for the class with books open.

Above-level Students role-play the conversation for the class with books closed.

B PAIRS. Look at the apartments...

- Have the class look at the picture for Conversation 1. Ask: *What rooms do you see in the apartment?* Write the rooms on the board. Say each room and have the class repeat.
- Model a new conversation with an above-level student. The student says the lines for Speaker A. You say the lines for Speaker B.
- Tell pairs to take turns role-playing Speakers A and B for each new conversation.
- Walk around and help as necessary. Then ask volunteers to role-play one of their new conversations.

Communicative Practice 15 minutes

Show what you know!

GROUPS. Take turns. Talk about...

- Say the sentence in the speech bubble and have the class repeat. Ask various students to say a sentence about their home. Write the sentences on the board.
- Circulate and assess students' ability to say the rooms of a home. If students need more practice, review pages 114 and 115.

Critical Thinking Skill: Comparing and Contrasting

- Tell students to write a list of rooms in their home or the home of someone they know.
- Draw a diagram of your apartment or house on the board and write the names of the rooms. Say: *This is my home (apartment, house)*. Write on the board: *My home has* _____. *My home also has* _____. *My home doesn't have* _____.
- Then ask: *Is my home on the board similar or different to your home?* Ask various students to say sentences about their homes using the models on the board. Make any necessary corrections to their sentences.



Getting Started

5 minutes

Books closed.

- Elicit vocabulary students may already know. Say: Imagine you are looking for a new place to live. What rooms do you want? What size rooms? How much light in the rooms?
- Repeat students' answers out loud and have the class repeat chorally. Write the information on the board.
- State the lesson objective: We're learning to describe an apartment.

Presentation

10 minutes

Books open.

A *C*Listen and point to the rooms...

- Show Transparency 7.3 or have students look in their books. Point to the group of pictures and say each word. Say: *These are words that describe*.
- Play CD 4, Track 5. Students listen and point.
- Continue playing Track 5. Students listen and repeat.

B States Listen and repeat.

- Show Transparency 7.3 or have students look at the pictures in Exercise A in their books. Cover the dialog or have students cover the dialog in their books.
- Play CD 4, Track 6. Students listen. Pause the CD. Ask comprehension questions. Tell students to hold up their YES or NO cards to answer. Ask: *Is the woman asking about a house for rent? Is there a large living room? Is there a modern kitchen?*
- Continue playing Track 6. Ask students to listen and repeat.
- Now show the dialog on Transparency 7.3 or have students read in their books. Play Track 6 again. Students listen and read silently.
- Continue playing Track 6. Students listen and repeat.

Controlled Practice 10 minutes

O PAIRS. Practice the conversation.

- Model the conversation in Exercise B. Say the lines for Speaker A. Have the class say the lines of Speaker B chorally.
- Pairs practice the conversation two times. Have each student role-play Speakers A and B.
- Ask volunteers to role-play the conversation for the class.

D PAIRS. Look at the apartments...

- Have the class look at the picture for Conversation 1. Say: *Talk about the rooms you see in the apartment*. *Use describing words*. Write students' responses on the board.
- Model a new conversation. You say the lines for Speaker A. The class says the lines for Speaker B.
- Instruct pairs to say each new conversation two times so students role-play Speakers A and B.
- Walk around and help pairs say the new conversations. Then ask volunteers to role-play one of their new conversations.

MULTILEVEL INSTRUCTION for D

Pre-level Write a new conversation on the board. Students practice this conversation. **Above-level** Students write their own new conversations. They can role-play for the class.

Lesson 2 Ask about apartments • *There is/There are*

Presentation

10 minutes

Look at the home...

- Have students study the picture of the home.
- Use Transparency 7.3 or have students look at the chart in their books. Say each sentence in the chart and have students read silently. Say each sentence again and have students repeat chorally.
- Circle *a* in the first sentence in the chart. Explain: A *means there is one. It is singular. Use* There is *with* a. *There is a modern kitchen.*
- Circle *two* and the *-s* in *bedrooms* in the second sentence in the chart. Explain: Two *means more than one. The -s in bedrooms means more than one—it is plural. Use* There are *with plural words. There are two bedrooms.*

Controlled Practice

15 minutes

B Read the story...

- Ask students to read the story silently.
- Write the story with blanks on the board. Do item 1 with the class.
- Ask: *How many rooms are there*? (6) *Is six singular or plural*? (plural) *Do we need* there is *or* there are? Model writing *There are* in the first blank.
- Have students compare answers with a classmate. Then read the completed story out loud and have students check their answers.

Expansion: Reading Practice for F

• Form pairs. Tell each student to take turns reading the story to his or her partner.

G Read the story again...

- Ask students to read the story in Exercise F silently.
- Write item 1 on the board and read it out loud with the class. Model circling *No*.
- To review this exercise, ask a volunteer to read the sentences. Tell students to hold up their YES or NO cards to answer.

Communicative Practice 15 minutes

Show what you know!

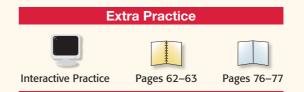
GROUPS. Take turns. Talk about...

- Say the sentences in the speech bubble and have the class repeat.
- Call on a volunteer to describe his or her dream home. Guide the discussion by asking: *How many bedrooms are there? Are they large or small? How many bathrooms? Is there a modern kitchen? Is there a sunny living room?* Write the student's description on the board.
- Students can also write each other's information as they take turns describing their dream homes.
- Circulate and assess students' ability to talk about their dream home. If the class needs more practice, review pages 116 and 117.

Critical Thinking Skill: Retrieving

• Same groups. Ask groups to describe their dream homes again. Say: As you talk, you need to find (retrieve) at least one thing (the same thing) you all want to have in your dream home. Write it on a piece of paper!

• Write on the board: *We all wanted* ______ *in our dream homes.* Ask a student from each group to report to the class using this model.



Lesson 3 Furniture/Appliances • Is there/Are there

Getting Started

5 minutes

Books closed.

- Elicit vocabulary students may already know. Show Transparency 7.4. Ask: What furniture and appliances do you have in your apartment or house? What do you need? Give students the opportunity to answer without correcting their English.
- Repeat students' answers out loud and have the class repeat chorally. Write the words on the board.
- State the lesson objective: We're learning the names of furniture and appliances.

Presentation

10 minutes

A Cook at the furniture...

- Show Transparency 7.4 again or hold up your book. Point to the group of pictures and say: *Furniture and appliances.*
- Play CD 4, Track 7. Point to each picture. Students listen.
- Continue playing Track 7. Point to each picture and have students repeat.

Books open.

- Play Track 7 again. Students listen and point to the items in their books.
- Continue playing Track 7. Students point as they listen and repeat.

Expansion: Vocabulary Practice for A

• Form pairs. Student A points to the furniture and appliances. Student B says the word. Then students switch roles.

Language Note

Help students differentiate between furniture and appliances. For example, appliances usually need electricity. Write on the board: *furniture appliances*. Have students tell you which vocabulary words belong in each group. If you feel students are ready, ask them for more examples for each category.

B States Listen and read...

- Play CD 4, Track 8. Students listen and read.
- Continue playing Track 8. Ask students to listen and repeat as they read.

Expansion: Writing Practice for B

• Dictation. Books closed. Say and spell three words from the box. Students write the words on a piece of paper. Then students check their spelling. Repeat this activity two more times.

Controlled Practice

10 minutes

G Look at the words in Exercise B...

- Model the exercise. Ask: *Do you have a refrigerator in your apartment or house? A stove? A sink?* etc. Write students' answers on the board.
- Then have students write their own answers.

D PAIRS. Tell your classmate...

• Students take turns reading their lists in Exercise C.

Expansion: Speaking Practice for D

• Say: *Talk about any furniture or appliances that both of you have on your lists.* Write on the board: *We both have _____ on our lists.* Call on volunteers to talk about their lists using this model.

Lesson 3 Furniture/Appliances • Is there/Are there

Presentation

15 minutes

Elisten. Listen and repeat.

- Show Transparency 7.5 or have students look at their books. Cover the dialog or have students cover the dialog in their books.
- Set the context. Elicit information about the picture without correcting students' answers. Tell students to hold up their YES or NO cards to answer. Ask: *What do you think? Is there an apartment for rent? Is the woman asking questions? Is the man giving information? Is he her husband?*
- Play CD 4, Track 9. Point to each speaker during the conversation. Students listen. Pause the CD. Ask the comprehension questions again.
- Continue playing Track 9. Ask students to listen and repeat.
- Now show the dialog on Transparency 7.5 or have students read in their books. Play Track 9 again. Students listen and read silently.
- Continue playing Track 9. Students listen and repeat.

• Read the sentences.

- Use Transparency 7.5 or have students look at the chart in their books. Cover the dialog on the transparency.
- Say each sentence in the chart and have students read. Say each sentence and have the class repeat.
- Point to the first question. Circle *is* and *a*. Explain: *We use* is *because* a *means it is one dishwasher*. *It's singular*. Then point to the short answers and say: *The answers use* is. Say the question and answers and have the class repeat.
- Point to the second question. Circle *are* and *beds*. Explain: *We use* are *because* beds *means more than one—it's plural*. Then point to the short answers and say: *The answers use* are. Say the question and answers and have the class repeat.
- Show the dialog on Transparency 7.5 or have students look at Exercise E in their books. Ask a volunteer to come up and circle *Is there* and *Are there* on the transparency or have students circle in their books.
- Then have a volunteer come up and circle *there is* and *there are* or have students circle in their books. Ask: *Why do we use* is? are? (singular, plural)

Controlled Practice

10 minutes

G Write the questions...

- Write item 1 with blanks on the board and do it together with the class.
- Ask: Will the answer be singular or plural? (singular) Fill in the blank with there is.

() *(P)* Listen and check your answers...

- Play CD 4, Track 10. Tell students to circle any mistakes in their answers in Exercise G.
- Pause the CD. Ask students to correct their mistakes. Start Track 10 again and have students check their answers again.
- Then continue playing Track 10. Have the class listen and repeat.

Communicative Practice 10 minutes

Show what you know!

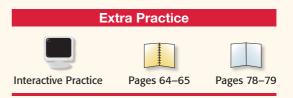
PAIRS. Ask the questions in Exercise G...

- Say the sentences in the speech bubbles. Have students repeat.
- Model the activity with a volunteer. Make sure the student uses the short form to answer.
- Circulate and assess students' ability to ask about furniture and appliances. If the class needs more practice, review pages 118 and 119.

Critical Thinking Skill: Categorizing

- Write names of rooms on the board.
- Form cross-ability groups. Tell students to list the furniture and appliances usually put in these rooms. Tell the class that these may not be the same in every country or culture.

• To review, have each group write its list on the board.



Getting Started

5 minutes

Books closed.

- Elicit vocabulary students may already know. Show Transparency 7.6. Ask the class: *Every house and apartment has an address. What information does an address give us?* Give an example by writing the school's address on the board. Include the building number and street name. Say the address and have the class repeat chorally.
- Point to each part of the address and say the information it gives us (the number of the building and the street name).
- State the lesson objective: *We're learning to ask for and give an address.*

Presentation

5 minutes

A Cook at the addresses...

- Show Transparency 7.6 again or hold up your book. Play CD 4, Track 11. Point to each address. Students listen.
- Continue playing Track 11. Point to each address and have students repeat.

Books open.

- Play Track 11 again. Students listen and point to the addresses in their books.
- Continue playing Track 11. Students read as they listen and repeat.

Controlled Practice

15 minutes

B *Solution* Listen for the address...

- Write item 1 on the board and do it together with the class. Play CD 4, Track 12. Pause after item 1. Ask students to say the answer. Model circling *b* on the board.
- Continue playing Track 12. Tell students to circle the correct answers.
- Then have students compare their answers with a partner.
- Play Track 12 again and have students check their answers. Discuss any questions students may have.
- Students may want to hear the audio two or three times.

G *O* Listen. Complete the addresses.

- Write item 1 on the board.
- Play CD 4, Track 13. Pause after item 1. Ask students to say the answer. Model writing the number (75).
- Continue playing Track 13. Tell students to write the answers.
- Then have students compare their answers with a partner.
- Play Track 13 again and have students check their answers. Discuss any questions students may have.
- Students may want to hear the audio two or three times.

Presentation

10 minutes

20 minutes

D 🥟 Listen. Listen and repeat.

- Show Transparency 7.7 or have students look at their books. Cover the dialog or have students cover the dialog in their books.
- Elicit information about the picture. Tell students to hold up their YES or NO cards to answer. Ask: What do you think? Is the woman looking for an apartment to rent? Is the man helping her?
- Play CD 4, Track 14. Students listen. Pause the CD. Ask the comprehension questions again.
- Continue playing Track 14. Ask students to listen and repeat.
- Now show the dialog on Transparency 7.7 or have students read in their books. Play Track 14 again. Students listen and read silently.
- Continue playing Track 14. Students listen and repeat.

Controlled Practice

Iisten again...

- Play CD 4, Track 15. Students circle Yes or No.
- To review the answers, ask a volunteer to read the sentences. Tell students to hold up their YES or NO cards to answer.

F PAIRS. Practice the conversation.

- Model the conversation in Exercise D. Say the lines for Speaker A. Have the class say the lines of Speaker B chorally.
- Pairs practice the conversation two times. Have students role-play Speakers A and B.
- Ask volunteers to role-play the conversation for the class.

G PAIRS. Read the ads...

- Have the class read the ad for Conversation 1. Model a new conversation with an above-level student. You say the lines for Speaker A. Then say the new conversation again. Have the student say the lines for Speaker A.
- Tell students to role-play both Speakers A and B. Walk around and help students say the new conversations.
- Then ask volunteers to role-play one of their new conversations for the class.

Communicative Practice

5 minutes

Show what you know!

PAIRS. Ask: What's your address...

- Say the sentences in the speech bubbles and have the class repeat chorally. Remind students that they can use their own or made-up information.
- Circulate and assess students' ability to say their addresses. If the class needs more practice, review pages 120 and 121.

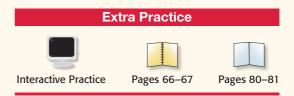
Critical Thinking Skill: Decision Making

• Write two column heads on the board: Good reasons to buy a house Problems if you have a house.

• Set the context. Ask: *Why do people want to buy a house? What are some problems you can have with a house?* Write some of the students' ideas under each column.

• Form cross-ability groups. Ask students to write at least three ideas for each column. Say: *Make a decision for your group: Do you want to buy a house?*

• To review this activity, take a poll. Ask: *How many groups want to buy a house?* Have students give their reasons.



Lesson 5 Life Skills • Address an envelope

Getting Started

5 minutes

Books closed.

- Elicit vocabulary students may already know. Hold up a letter or business-size envelope. Ask: *Do you get letters? Do you write letters? What do you write on an envelope?* (name, address, city, state, zip code, return address)
- Say students' answers correctly for the class to repeat chorally. Write the words on the board.
- State the lesson objective: *We're learning to address an envelope*.

Presentation

25 minutes

Language Note

Tell students that abbreviations are pronounced like the full word. For example, you write *St.* and you say *street*.

Books open.

(A) Write the abbreviation.

- Have students study the abbreviations in the word box. Say: *These are not words*. *They are abbreviations*. Say *abbreviations* and have the class repeat. Say: *This is a short way to write a word*. *Use a period at the end of an abbreviation*.
- Write on the board: *Street Avenue*. Ask students to find the abbreviations that match. Ask volunteers to come up and write them next to the words.
- Have students compare answers with a partner. Then review the answers with the class.

B Read the envelope.

- Ask students to read the envelope.
- Hold up your book and point to the mailing address, the return address, and the stamp. Write *mailing address, return address,* and *stamp* on the board and review the terms with the class.

G Read the envelope again...

- Write item 1 on the board.
- Read the question out loud and ask the class to answer. Model circling the letter *b*.
- Call on various students to read the sentences and say the answers.

Expansion: Speaking Practice for C

• Form pairs. Students take turns asking and answering the questions in Exercise C.

Controlled Practice

25 minutes

D Write your answers...

- Tell students they are going to prepare an envelope to mail. Ask them to answer the questions and write their information.
- Tell students to write short answers. You can write model answers on the board using your own information.

B PAIRS. Ask your classmate...

- Have students take turns interviewing each other to answer the questions.
- Tell students to write short answers in the blanks.
- Circulate and help students fill in the blanks with their classmate's information. If the class needs more practice, review pages 122 and 123.

Teaching Tip

To prepare students for Exercise F, review the envelope on page 122. Make sure students know the correct placement of the return address and the mailing address by pointing to them and asking: *What is this?* Also review what should be written on each line of the mailing address and the return address.

6 Address the envelope to...

- Encourage students to use the envelope on page 122 as a model. Tell students to use their information in Exercises D and E.
- To review this exercise, you can have students draw envelopes and write their information on the board. Make any necessary corrections.

Expansion: Writing Practice for F

• Have students address an envelope to you at the school address. Students can take the envelope home and use it if they need to contact you.

Extra Practice	
Interactive Practice	Pages 82–83

Getting Started

5 minutes

Books closed.

- Elicit students' ideas. Tell students to hold up their YES and NO cards to answer. Ask: *Do you live in a house? Do you live in an apartment? Do you live with your family? Do you live with friends? Do you live alone?*
- Keep a tally on the board of the answers. Count the totals and say the number for each question.
- State the lesson objective: We're listening to Alicia, a young woman. Alicia is talking about how she and her parents have different ideas about where she should live.

Presentation

15 minutes

A CLASS. Look at each picture...

- Show Transparency 7.8 or hold up your book. Point to each picture and ask: *What do you see*?
- Elicit information without correcting students' answers. If students have difficulty expressing an idea, try to say it for them.
- Write words or phrases on the board about the pictures.

Books open.

B *I* Listen to the story.

- Play CD 4, Track 16. Point to each picture on Transparency 7.8 or have students look at their books. Students listen.
- Check comprehension. Show Transparency 7.8 or hold up your book. Ask:
 - 1. What is her name? How old is she?
 - 2. Who does Alicia live with now?
 - 3. What does Alicia do? Is it a good job?
 - 4. What do she and her friends want to do now?
 - 5. Why are Alicia's parents unhappy?
 - 6. Does Alicia know what to do?
- Play Track 16 again. Ask students to listen and look at the pictures in their books.
- Check comprehension. Ask the questions above again. Say the answers and have the class repeat.

Presentation

10 minutes

G *P* Listen again and read.

- Play CD 4, Track 17. Have students listen and read the story in their books.
- Ask students to identify any words they don't understand. Write the words on the board and encourage students to guess the meaning.

Expansion: Reading Practice for C

• Form cross-ability pairs. Students take turns reading the story out loud.

Controlled Practice

15 minutes

D Read the story again...

- Write item 1 on the board and demonstrate circling *No* as the answer.
- To review answers, ask volunteers to read a sentence and say the answer.

GROUPS. Read the questions...

- Model the discussion. Ask various students some questions about how people live in their country or culture: *In your country do single people live with their families? Do they live with parents? Do they live with brothers or sisters?*
- Write on the board the roles for the group: Student 1: Read each question out loud. Student 2: Make sure each student talks. Student 3: Tell the class the group's answers.
- Walk around and encourage each student to participate in the discussion. To finish the activity, ask each group to share its information.

() Write about single people.

- Model writing the sentences. Use information about the United States or about your family.
- Walk around the room and help as necessary.

MULTILEVEL INSTRUCTION for F

Pre-level Students copy Alicia's story in Exercise C on a piece of paper.

Above-level Students write their own stories on a piece of paper. Exercise C is the model.

Communicative Practice 15 minutes

G GROUPS. Take turns. Read...

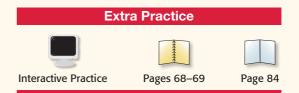
• Form cross-ability groups. Encourage above-level students to help as they share their information.

Critical Thinking Skill: Problem Solving

• Set the context. Say: Alicia makes \$1,600 a month. She spends \$800 a month for lunch, clothes, telephone, the bus, and other expenses. Do you think she should rent an apartment with two friends? How much can she spend for rent? What are some expenses she will have because she doesn't live with her family?

• Form cross-ability groups. Students discuss and decide what Alicia should do.

• To finish the activity, ask groups to share their ideas. Write all the ideas on the board. Ask which ones are common to all groups.



REVIEW

THE SOUNDS OF *L* AND *R*

Language Note

The sounds of l and r are voiced sounds. The throat vibrates for these sounds. To make the l sound, put your tongue to the back of your upper teeth. Open your lips. Practice the sound with the word *lamp*. To make the r sound, put your tongue to the back of your mouth. Practice the sound with the word *refrigerator*. The l and the r sounds can be especially difficult for students from Asian countries. The sounds are reversed in some Asian languages.

A Read the words out loud...

- Have students work individually. Students point to each word and say it out loud softly two or three times.
- If you demonstrated the information in the Language Note, you can have students look in a hand mirror to check placement of their tongues and lips. Walk around and provide help as needed.

B States Listen and repeat.

- Play CD 4, Track 18. Students listen and repeat to self-correct.
- Walk around and check students' pronunciation of *l*.
- Play the audio two or three times.

G Read the words out loud...

- Have students work individually. Students point to each word and say it out loud softly two or three times.
- If you demonstrated the information in the Language Note, you can have students look in a hand mirror to check placement of their tongues and lips. Walk around and provide help as needed.

D 🖉 Listen and repeat.

- Play CD 4, Track 19. Students listen and repeat to self-correct.
- Walk around and check students' pronunciation of r.
- Play the audio two or three times.

Iisten. Write *l* or *r*...

- Explain that students will complete each word with *l* or *r*.
- Do the first two items with the class. Write on the board: *1. __arge 2. __ent*. Say each word. Have a volunteer come up and write the correct letter.
- Play CD 4, Track 20. You may want to play the track two times.
- Have students check their answers with a partner.

DICTATION. PAIRS. Student A...

- Form cross-ability pairs.
- Model the activity with a higher-level student. Ask the student to say a word from Exercise A. Write it on the board. Ask the class to check your spelling.
- Encourage students to check spelling after each word.

G DICTATION. SAME PAIRS. Student B...

- Tell students to switch roles. Student B says the words from Exercise C. Student A writes the words.
- If necessary, model the activity again with a word from Exercise C.

MULTILEVEL INSTRUCTION for F and G

Pre-level Students copy the words in Exercises A and C on a piece of paper. Have a classmate check the spelling.

Above-level Students write five more words with *l* and *r*. They can use any words they know. Form pairs. Have students share their words.

REVIEW

Show what you know!

VOCABULARY

A 🥟 Listen. Listen and repeat.

- Play CD 4, Track 21. Have students listen and read.
- Continue playing Track 21. Have students listen and repeat chorally.
- Check comprehension. Say each word in the word box. Have students give a definition or draw a picture on the board. Or show Transparencies 7.1 and 7.4 and have students come up and point to the items.

B Look at the picture...

- Do item 1 with the class. Ask: *What room is the line pointing to?* Have a volunteer write the answer on the board.
- Have students compare answers with a classmate.
- Then have students come up to the board to write the answers. Make necessary corrections.

G PAIRS. Look at the picture...

- Form cross-ability pairs. Tell students to take turns pointing to the rooms and saying the words for furniture and appliances in each room.
- To review this exercise, write names of rooms on the board and have students write the furniture and appliances they said for each room.

3 SPEAKING

Your classmate tells you...

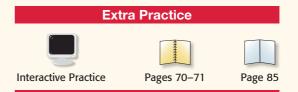
- Have students read the situation and answer choices in their books.
- Say: Circle the answer that completes the dialog.
- Have students compare answers with a classmate.
- Ask a volunteer to write the correct answer on the board.

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 7, 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.



Expand

TALK ABOUT ROOMS IN A HOME

Teaching Tip

To prepare students for the activity, review words for rooms in a home. Ask: *Do you live in an apartment? Do you live in a house? What rooms are in your home?* Students can also look at the vocabulary on page 114.

A 🖉 Listen. Two friends are talking...

- Set the context. Say: *Two friends are talking about an apartment. They are talking about the rooms.*
- Play CD 4, Track 22. Have students listen.
- Ask students to say the names of the rooms in the apartment. Write the words on the board.

B Draw the floor plan of a house...

- Have students look at the examples of a floor plan on pages 114, 117, and 124.
- Tell students to draw a floor plan of their home or of a dream home. Ask them to write the names of the rooms.
- Walk around to help students create their floor plans. Check their writing.

G PAIRS. Show your classmate...

- Form cross-ability pairs. Students take turns showing each other their floor plans and saying the names of the rooms.
- Then ask volunteers to present their floor plans to the class.

ASK ABOUT AN APARTMENT

Teaching Tip

To prepare students for the activity, review language needed to ask about an apartment or a house. Review the vocabulary on pages 114, 116, and 118.

A Contraction A woman is asking...

- Set the context. Say: A woman is asking for information about an apartment.
- Play CD 4, Track 23. Have students listen. Ask: *What does she know about the apartment now?* Write the answers on the board: *It has a kitchen, a living room, and a bedroom.*
- Play Track 23 again and check the information on the board.

B ROLE PLAY. PAIRS.

- Form cross-ability pairs. Have students study the floor plan.
- Have students look at the information for Role Play 1, Student A. Ask students to create the questions needed: *Is there a stove? Is there a refrigerator? Is there a table? Are there chairs?*
- Model the role play with an above-level student.
- Walk around and help as necessary. Tell students to point to the rooms and furniture that they are talking about.
- Ask various pairs to perform one of their role plays for the class.

Expand

3 READ AN AD FOR AN APARTMENT

A Read the ads.

- Read each line of Ad A and have the class repeat.
- Check comprehension. Ask questions about the information in the ad, for example: *How many bedrooms are there? What is the rent?* etc.
- Read each line of Ad B and have the class repeat.
- Check comprehension. Ask questions about the information in the ad, for example: *What is for rent, an apartment or a house? Is there a laundry room?* etc.

B Read the sentences...

- Write item 1 on the board. Say: *Look at both ads. Which apartment has furniture?* Ask students to point to the ad with the answer.
- Then model writing *A* next to item 1.
- To review this exercise, first have students compare answers. Then go over the answers with the class.

4 WRITE ABOUT YOURSELF

Write an ad for your apartment or house...

- If necessary, form cross-ability pairs so that prelevel students can work with an above-level student to write one ad.
- Students can look at the ads in Exercise A and the abbreviations on page 122 for support.
- Walk around and provide help if necessary.
- Students can walk around the room with their books to share their ads.

5 CONNECT

For your Team Project...

• Go to page T-xi for general teaching notes about the projects.