

In this chapter, students will produce two short pieces of writing: one about their home or a house they have lived in, and the other about a dream or ideal home. They prepare for a first draft by working with house-related vocabulary items, as well as by learning and practicing sentences beginning with *there is* and *there are* and the present tense of the verb *have*. After that, students expand their vocabulary by learning or practicing the common prepositions of place, learn to connect ideas using *too* and *also*, and review the use of the articles *a* and *an*. With your students, read the chapter introduction on page 23 and give students time to think about their answers to the questions.

## I GETTING STARTED

### A Useful vocabulary *page 24*

Point out to students that the words and phrases are in alphabetical order. Bring in magazine or newspaper pictures to illustrate any pieces of furniture or appliances you think will be problematic.

#### Possible answers

**Living Room:** blinds, bookcase, bookshelf, carpet, chair, closet, coffee table, couch, curtains, desk, fireplace, mirror, rug, shelf

**Dining Room:** blinds, carpet, chair, closet, curtains, rug, shelf, table

**Kitchen:** blinds, bookshelf, chair, closet, counter, curtains, dishwasher, refrigerator, rug, shelf, sink, stove, table, towel racks

**Bedroom:** bed, blinds, bookcase, bookshelf, carpet, chair, closet, curtains, desk, dresser, mirror, nightstand, rug, shelf, table

**Bathroom:** bathtub, blinds, bookshelf, chair, closet, counter, curtains, mirror, rug, shelf, shower, sink, toilet, towel racks

Have students describe a room they know well. You may want to model this by eliciting or giving a description of your classroom. Remember that the purpose of this activity is to have students discover what they already know and what they need to know about giving descriptions. It is not recommended that you correct students' errors at this time.

## **B Vocabulary in context** *page 25*

Check students' comprehension of the term *dream home*. After students complete the exercise, call on volunteers to share their answers with the class and the things that they underlined in the descriptions. Alternatively, you can put the page on an overhead and circle, or have volunteers circle, the relevant pictures.

### Answers

1 c            2 d            3 b            4 a

## **C Get ideas** *page 26*

Call students' attention to the picture of an apartment, pointing out the use of circles and squares to symbolize furniture. Read the questions under the picture and either have students answer the questions in pairs, or together as a class. Encourage pairs to ask and answer questions about each other's room descriptions to extend the conversation and use more vocabulary items.

## **D Freewrite** *page 26*

Explain that students are going to use all the ideas they've been talking about, and any new words they remember, to freewrite about their home and their dream home. For more complete freewriting instructions, see page v.

# **II PREPARING YOUR WRITING**

## **A Learn about *there is / there are*** *pages 27–28*

Write a few sample sentences on the board with *there is / there are* describing your classroom, for example: *There are 25 desks in the classroom. There is a bulletin board next to the door.* Ask if students can explain why the first *be* form is *are* and the second one is *is*, eliciting that the choice of *are* and *is* is determined by the following noun or nouns. You may want to have volunteers come up to the board to circle the nouns that follow *are* and *is* and say which one is singular and which one is plural.

Call students' attention to the information box *Using There Is / There Are* and have them follow along as you read the information. Make sure they understand the way to make *there is / are* negative. Note that the form *There isn't a fireplace* and *There aren't any chairs* is not being taught at this time because of the need for the article *a* in the singular form, and the use of *any* with the plural form.

Test students' understanding of the points in the information box by writing additional sentences on the board with missing forms of *be* and have students supply them.

### **Practice 1** *page 27*

Remind students to pay attention to the noun following *be* and to use it to help them make their choices.

### Answers

- |       |       |       |        |        |
|-------|-------|-------|--------|--------|
| 1 is  | 4 is  | 7 are | 10 are | 13 are |
| 2 are | 5 is  | 8 are | 11 are |        |
| 3 is  | 6 are | 9 is  | 12 is  |        |

### Practice 2 page 28

Check students' comprehension of the term *dormitory*. Have students read the writing and the questions that follow. When they finish, have volunteers write their sentences on the board and discuss their answers with the class.

### Answers

- 1 There are two closets.
- 2 No, there aren't. / No, there are no couches.
- 3 Yes, there is. / Yes, there's / there is one window in each room.
- 4 There's / There is a kitchen on the first floor.
- 5 There's / There is a stove and two large sinks.
- 6 (Because) There are no tables or chairs in the kitchen.

## B Learn about *has* / *have* pages 28–31

Write on the board: *There is a carpet on the floor. My classroom has a carpet on the floor.* Ask students to discuss the differences in the two sentences. Circle the verbs *is* and *has* and elicit or explain that they are both used with singular nouns. Then draw arrows to illustrate that *there is* is determined by the noun that follows, whereas *has* is determined by the noun that precedes it.

Call students' attention to the information box *Using Has / Have*. Check their understanding by writing a few sentences on the board with the *have* verb missing and having students come up and write the correct form of the verb.

### Practice 3 page 29

Have students say which form of *have* should follow *My kitchen*. Tell students to decide first whether or not they need to find an item with *has* or *have*.

### Answers

- |     |     |     |     |      |
|-----|-----|-----|-----|------|
| 1 d | 3 i | 5 h | 7 b | 9 e  |
| 2 g | 4 a | 6 j | 8 f | 10 c |

### Practice 4 page 29

You may want to do the first item together as a class.

### Answers

- |                                |                           |
|--------------------------------|---------------------------|
| 1 My building / has            | 5 The living room / has   |
| 2 All of the apartments / have | 6 All of the rooms / have |
| 3 My bedroom / has             | 7 The kitchen / has       |
| 4 The living room / has        |                           |

### Practice 5 page 30

Write a few sentences about your classroom on the board using only *there is / are*, then a few with only *has / have*, and then some examples with both forms.

Ask students which sounds better. Point out that you can combine the two forms and that good writing has more than one type of sentence.

Call students' attention to the information box *Using Has / Have and There Is / There Are*. Go over the example with the students. Then have students complete the exercise.

#### Answers

- 1 The living room has three windows.
- 2 The living room has a coffee table.
- 3 Both bathrooms have a bathtub and a shower.
- 4 The living room and the kitchen have blue walls.
- 5 The closet door has a mirror.
- 6 The bedroom has two nightstands.
- 7 My neighborhood has three apartment buildings.
- 8 The yard has a table and chairs.

### Practice 6 page 31

Tell students they are going to read sentences with six *be* and *have* mistakes in addition to the example. Explain that not every sentence has an error.

#### Answers

<sup>1</sup>My family lives in a big house in the country. <sup>2</sup>There ~~is~~<sup>are</sup> lots of rooms in this house. <sup>3</sup>The house ~~have~~<sup>has</sup> five bedrooms. <sup>4</sup>I ~~has~~<sup>have</sup> five brothers and three sisters. <sup>5</sup>I share a bedroom with two brothers. <sup>6</sup>My bedroom has three beds. <sup>7</sup>There ~~are~~<sup>is</sup> a dresser and a big closet, too. <sup>8</sup>There are two desks in my bedroom. <sup>9</sup>My three sisters ~~has~~<sup>have</sup> one bedroom, too. <sup>10</sup>The house ~~have~~<sup>has</sup> a big yard. <sup>11</sup>There is a chair in the yard. <sup>12</sup>There ~~is~~<sup>are</sup> also a lot of apples trees in the yard.

### Practice 7 page 31

Have students read the sentences as they are. Then ask students how they sound, eliciting that they don't sound good because all the sentences use *there is / are*. Check that students understand that they are only changing six sentences and that this will improve the writing.

### Answers

- 1 New York City has some very old apartment buildings.
- 3 Each floor has one apartment.
- 5 Each apartment has a kitchen and small bathroom.
- 7 The kitchen has no oven.
- 9 These apartments have one or two bedrooms.
- 11 These apartments have no dining room, either.

### C Write the first draft *page 31*

For complete instructions, see page vi.

## III REVISING YOUR WRITING

### A Expand your vocabulary *page 32*

Write on the board the list of prepositions from the information box *Prepositions of Place*. Have students stand up and walk around the room, making sentences about things that illustrate these prepositions in your classroom. Alternatively, have students place themselves or their possessions in positions in the classroom that illustrate the prepositions, and have them ask other students to make appropriate sentences about them. After practicing the prepositions with the students, have students read the information box.

### Practice 8 *page 32*

After finishing the exercise, have students compare their pictures in pairs. Alternatively, while the students draw their pictures, you can draw the pictures incorrectly on the board and have students tell you what is wrong with your pictures.

### Answers

- 1 Students should draw a sink with a window above it. Next to the sink, students should draw a stove with a pot on it.
- 2 Students should draw a room with a couch, a coffee table in the middle of the room with a vase of flowers on it, and a TV in the corner.
- 3 Students should draw a bathtub, a window to the right of the bathtub with a shelf underneath it, and a door opposite the window. There are more shelves behind the door.

### Practice 9 *page 33*

Check that students understand that there are two tasks for them to do: first, complete the sentences, and then find the object that is depicted in the sentences in the picture and number them.

### Answers

- |               |                  |                 |
|---------------|------------------|-----------------|
| 1 The dresser | 3 The closet     | 5 The telephone |
| 2 The mirror  | 4 The nightstand |                 |

### Practice 10 page 33

Check students' comprehension of all the items. Then have students complete the exercise individually in class or for homework before having them compare their answers with a partner.

### Answers

- |                    |           |                |
|--------------------|-----------|----------------|
| 1 on               | 3 next to | 5 to the right |
| 2 in the middle of | 4 under   |                |

### B Connect your ideas page 34

Write two sample sentences on the board with two similar ideas, for example:  
*My house has a porch. There's a yard.*

Ask students if they know of any words that can be added to the end of the second sentence to connect the ideas in the two sentences, eliciting the words *too* and *also*. Add *too* to the second sentence to make it *There's a yard, too*. Rewrite the two sentences without *too* and tell students you can do the same thing with *also*. Elicit or explain that *also* goes after *be* and before the main verb. Add *also* to the second sentence to make *There's also a yard*. Then add *It has many trees*. Have students tell you where to add *also* to this sentence, showing that *also* goes before *has*. Direct students' attention to the information box *Using Too and Also*.

### Practice 11 page 34

Remind students to put a comma before *too*. After completing the exercise, have volunteers write their answers on the board and go over them as a class.

### Answers

- 1 It's very comfortable, too.
- 2 There's also a dresser with a mirror.
- 3 There's a shelf, too.
- 4 The desk also has a big TV on it.
- 5 The dresser has books on it, too.
- 6 There are also blinds on the windows.
- 7 There's a chair at the desk, too.
- 8 There's also a picture behind the bed.

### C Give and get feedback page 35

Have students get into pairs and exchange their books and their first drafts. See page vii for more complete instructions.

## D Write the second draft *page 35*

Have students use the feedback they just received to write a second draft. Remind them to refer to the charts that their partners filled in. See page vii for more complete instructions.

## IV EDITING YOUR WRITING

### A Focus on mechanics *page 36*

Draw students' attention to the information box *Using the Articles A and An*. Have students look back at the chapter to find examples of *a* and *an* and to notice the first letter of the next word.

#### Practice 12 *page 36*

Write a sample incorrect sentence on the board, such as *I live in a apartment.*

Have volunteers call out the error. After students complete the exercise, write the incorrect sentences on the board for students to come up and correct, or project the sentences on an overhead projector and make the corrections with the class.

#### Answers

<sup>1</sup>Raul lives in <sup>an</sup> ~~a~~ apartment building in <sup>a</sup> ~~an~~ noisy neighborhood. <sup>2</sup>It isn't in <sup>a</sup> ~~an~~ very good location. <sup>3</sup>It's <sup>an</sup> ~~a~~ hour away from school. <sup>4</sup>It's also <sup>an</sup> ~~a~~ old building. <sup>5</sup>The apartment is small, but it has <sup>Ø</sup> ~~a~~ large windows in the living room. <sup>6</sup>Raul also has <sup>a</sup> ~~an~~ nice kitchen. <sup>7</sup>The kitchen has <sup>Ø</sup> ~~a~~ long counters and <sup>an</sup> ~~a~~ electric stove.

### B Check for common mistakes *page 37*

Go over the material in the information box *Confusing There Is and There Are*. Particularly confusing for students is when *there is* is followed by a singular noun joined to another noun by *and*. Write an additional example on the board, if necessary, such as *There is a dresser and two desks in the room.*

#### Practice 13 *page 37*

Have students compare their corrections with a partner. You may want to write the incorrect sentences on the board for students to come up and correct, or project the sentences on an overhead projector and make the corrections with the class.

## Answers

<sup>1</sup>My dream home is a small house in the country. <sup>2</sup>There ~~are~~<sup>is</sup> a living room and a dining room. <sup>3</sup>~~There's~~<sup>There are</sup> also two bedrooms. <sup>4</sup>In the living room, there ~~is~~<sup>are</sup> a couch and two chairs. <sup>5</sup>Opposite the couch, there ~~are~~<sup>is</sup> a fireplace and a bookshelf. <sup>6</sup>~~There's~~<sup>There are</sup> two beds and a dresser in one bedroom. <sup>7</sup>There is a desk and a big chair in the other bedroom. <sup>8</sup>There ~~are~~<sup>is</sup> also a sunny kitchen and a big bathroom.

### **C** Edit your writing *page 37*

Have students look for and check each item on the checklist. Have them make their corrections directly on their draft.

### **D** Write the final draft *page 38*

Have students incorporate all their mechanics edits into a final, polished draft. Remind students that they can make additional changes, if they wish.

## **V** FOLLOWING UP

### **A** Share your writing *page 38*

You might want to have students rate the drawings on a scale of 1 to 5, with 1 being very different from the room they wrote about and 5 being very similar. You might also want to post the writings with their corresponding pictures on the wall for students to peruse at their convenience.

### **B** Check your progress *page 38*

Have students complete the *Progress Check* and turn it in or show it to you.