

3.

ROOM TO LET
Lots of privacy.
Leave message
at 555-5520.

Furnished? Is it furnished?
Bathroom? Is the bathroom shared?
Laundry? Is there a laundry room?
Location? Where is it located?
Rent? How much is the rent?

Part 2

Conversation: Touring an Apartment

Before You Listen



1 Prelistening Questions You will hear a conversation between Beth and an apartment manager showing her the apartment. Before you listen, answer these questions with a partner.

1. What do you like and dislike about the home where you live now? Name two good things and two bad things.
2. Who found your current home for you: you? your parents? a housing advisor? an agent?
3. In your experience, in what ways are apartment managers generally helpful or unhelpful?



2 Previewing Vocabulary Listen to the underlined words from the conversation. Then write the letter of the correct definition for each underlined word beside each sentence.

Sentences

1. D My apartment lease says that I have to stay there for one year.
2. A I need a new apartment. Is there an available apartment in your building?
3. B My shower is broken. Can you fix it?
4. E You don't have to sign a lease for this apartment. You can just rent it month-to-month.
5. C A pipe in my bathroom has a leak, and now my bathroom is full of water.

Definitions

- a. able to be bought/rented/acquired
- b. to repair; to make something work again
- c. a crack or hole that allows liquid to escape
- d. a contract; a signed agreement to live in a home for a period of time
- e. without a yearly contract

Listen

CD 2, Track 22



3 Listening for Main Ideas Beth is looking at an apartment in Ming's building. Listen to her conversation with the manager. To help you remember the main points, take notes on these questions while you listen.

- Which rooms is the manager showing Beth?
living room - kitchen - bedroom - bathroom
- Is this a good apartment or not?
for Beth - probably not
- What's Beth's decision?
likely to be: "No!"

4 Taking Notes on Specific Information Listen again. Take more detailed notes about the good things and the bad things in the apartment. Compare your list with a partner.

Rooms Visited	Good Points	Bad Points
<i>living room</i>	<i>lots of light fireplace</i>	<i>green color no air conditioning noisy</i>
<i>kitchen</i>	<i>electric stove big refrigerator dishwasher room for table</i>	
<i>bedroom</i>	<i>new carpeting closet space</i>	<i>small</i>
<i>bathroom</i>	<i>shower + bathtub</i>	<i>leak</i>
<i>apartment in general</i>	<i>lease or month-to-month available soon</i>	<i>raised rent</i>

After You Listen



5 Summarizing Ideas Compare notes with a partner. Together, summarize the conversation. As you speak, look at your notes from Activities 3 and 4 to help you remember.




6 Using Vocabulary Discuss the following questions with a partner. Use the underlined vocabulary in your answers.

1. What is the advantage of a lease for (a) the renter? (b) the landlord?
2. Why do some people prefer to rent a place month-to-month rather than for a whole year?
3. If anything breaks in your home, who fixes it?
4. If your friend is moving to a new house or apartment, what days are you available to help him or her?
5. If your ceiling has a leak, what should you do?

Using Language Functions

MAKING AND ANSWERING REQUESTS

It is important to learn how to make and answer formal and informal requests correctly.

Making Requests		Answering Requests	
		Yes	No
Formal  Informal (or stronger)	Could you ...?	Certainly.	I'm afraid I can't.
	Would you please ...?	Of course.	I'm sorry, I can't.
	Can you please ...?	I would be happy to.	I'm sorry, but that's impossible.
	Would you mind* _____ ing ...?	I don't mind.*	
	I'd like you to ...	Sure.	Absolutely not.**
	I need you to ...	Okay.	No way.**
	I want you to ...	No problem.	
<p>* "Would you mind ...?" means "Is it a problem for you?" The answer is negative: "I don't mind" means "It's not a problem."</p> <p>** "Absolutely not" and "No way" are strong refusals which could be considered rude.</p>			



7 Role-Play Beth likes the apartment in Ming's building. However, she wants some of the "bad things" corrected. She decides to ask the manager about these things:

changing the wall color
 putting in air conditioning
 fixing the bathroom leak

lowering the rent
 having some pets

1. With a partner, role-play a conversation between Beth and Mr. Azizi, the manager. Use the expressions in the chart above.
2. After you practice, perform your role-plays for the class. Then talk about the levels of politeness that each pair used and how that possibly affected the results in each role-play.

Part 3

Strategies for Better Listening and Speaking

Getting Meaning from Context

TOEFL® iBT

CD 2, Track 23



Focus on Testing

Using Context Clues Many tests such as the TOEFL® iBT measure your academic listening and speaking abilities. This activity, and others in the book, will develop your social and academic communication abilities, and provide a foundation for success on a variety of standardized tests. Listen to the following conversations between roommates.

1. Listen to the beginning of each conversation.
2. Listen to the question for each conversation. Stop the recording and choose the best answer to each question. Remember to use clues, signals, words you know, grammar, stress, and intonation to help you guess.
3. In the **Clues** column, write the words that helped you choose your answer.
4. Listen to the last part of each conversation to hear the correct answer.

Answers

1. ☐ A studied for an exam
☒ B made noise until 3:00 A.M.
☐ C went to sleep
2. ☒ A because she is messy and doesn't clean
☐ B because she won't talk to her
☐ C because she doesn't take care of the furniture
3. ☐ A they like the same television shows
☐ B they usually watch the news
☒ C there's only one television in the house
4. ☒ A his roommate should pay more than half
☐ B his roommate uses the phone too much
☐ C his roommate should pay all the bills
5. ☐ A it has four bedrooms
☒ B it's not comfortable for four people
☐ C the rent is shared by four roommates

Clues

couldn't study
couldn't sleep

dishes unwashed
clothes on floor

news or
comedy
same last night

more phone calls
more cooking

staying with them
1 bathroom, 1 kitchen
sft sleep on floor

Talk It Over



1 Finding a Roommate Nabil and Roberto don't know each other. They meet at "Roommate Finders," because they are both looking for roommates. Read about Nabil and Roberto and decide if they will agree to be roommates.

Nabil

His rent just went up. To save money, he wants to share his apartment with someone. He is a very clean, quiet, and neat guy. He has a job and a cat.

Roberto

He wants to move out of his parents' home. He is looking for a cheap place to rent. He is messy and plays for a baseball team. He has a part-time job and goes to school part-time. He has a small dog.

With a partner, prepare and perform a role-play between Nabil and Roberto.



Part 4

Real-World Tasks: Caring for Someone's House

Strategy

Graphic Organizer: Multi-Column Chart

A multi-column chart can help you keep track of things that you have to do. For example, you can use this kind of chart to plan your homework for the week. List your classes in the left column, the task you have for each class in the second column, how long each task will take, when you plan to do the task, and so on:

<i>Classes</i>	<i>Tasks</i>	<i>How long will it take me?</i>	<i>When will I do it?</i>
<i>English</i>	<i>write a paragraph</i>	<i>two hours</i>	<i>Monday afternoon</i>
<i>Math</i>	<i>p. 46, Exercise A</i>	<i>one hour</i>	<i>Tuesday morning</i>

CD 2, Track 24



1 Preparing to Leave Home for Vacation Before going on vacation, some people ask a friend or neighbor to take care of their home while they are gone.

1. Look at the list of items to take care of in the chart on the next page. Think about the things you or your family would need done if everyone left home for a month. Discuss the possibilities with a partner or in a small group.
2. Before Beth's uncle went away for a month-long vacation, he called to ask her to take care of his house while he was away. Listen to their conversation. Complete the chart to show what Beth's uncle wants her to do.



Homecare Vacation Instructions

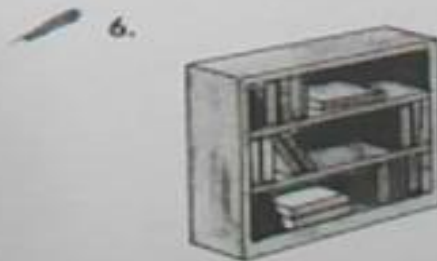
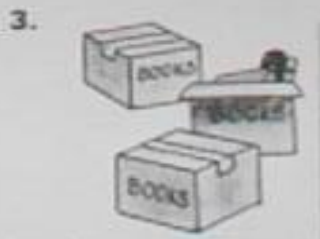
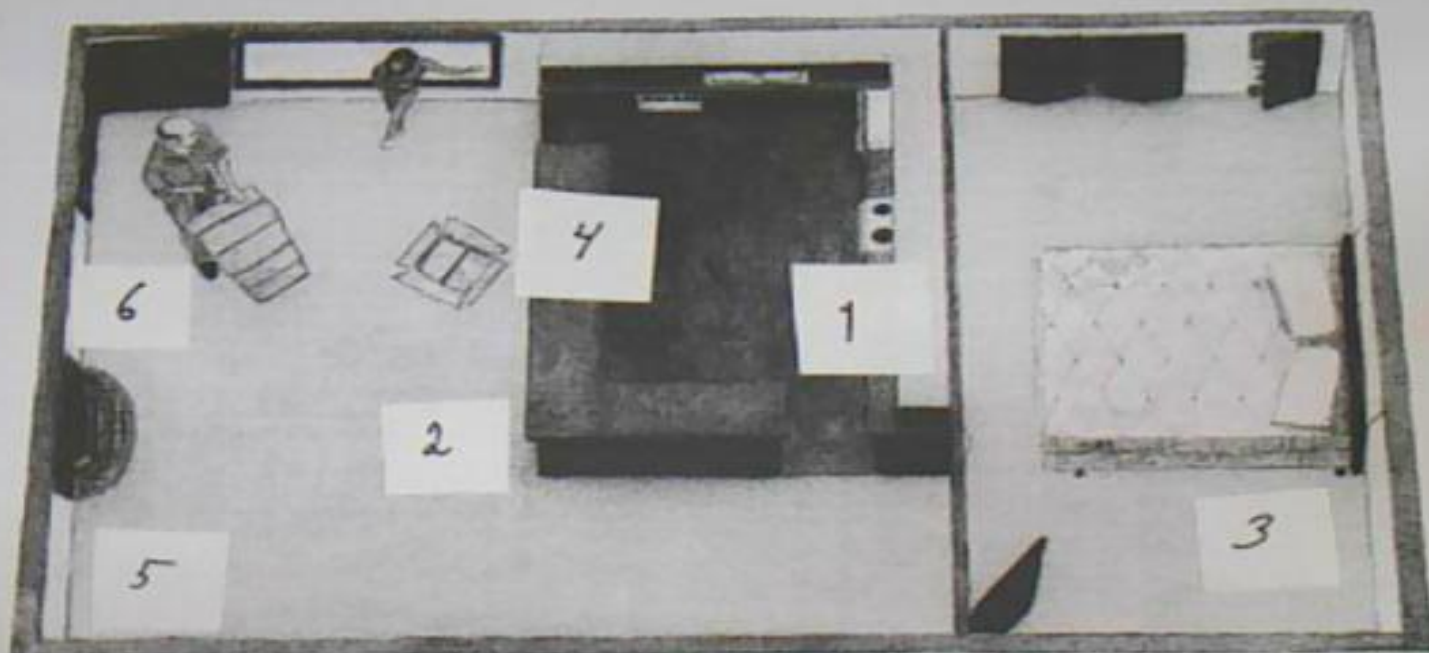
Item to Take Care of	What to Do	How Often/When to Do it	Details, Notes
1. mail newspaper	a) mail from mailbox b) pick up from yard	every day	put in bag inside front door
2. dog	a) feed it b) walk it c) water it	- 2 x a day 8:00 - 5:00 - 2 x a day - when needed	Dog food will be in bag in kitchen
3. garbage	a) bring can from street to backyard	once / next Tuesday	Uncle will take garbage to street
4. rose bushes	a) water them	2-3 x / week	less if it rains
5. swimming pool and house	a) clean up	after use	welcome to use not BMW!!

Listen again, then compare your chart with one or more classmates to try to complete the list accurately.



2 Listening to Moving Instructions Look at Beth's empty new apartment. She is going to tell the movers where to put each item.

1. Before you listen, look at the apartment and predict where the furniture and other things will go.
2. Now listen to Beth's instructions to the movers. Write the number of each thing in the correct place on the picture.





3 Comparing Pictures Work in pairs. Student A should look at the picture on page 201. Student B should look at the picture on page 205. Tell each other about each item and its location in the room. Find ten differences without looking at each other's pictures.

Example

A: In my picture, there is a shoe beside the bed.

B: In mine, the shoe is in front of the closet.

Self-Assessment Log

Check the words you learned in this chapter.

Nouns

- ☐ closet
- ☐ fireplace
- ☐ landlord
- ☐ leak
- ☐ lease
- ☐ studio
- ☐ vacancy

Verbs

- ☐ fix
- ☐ move (in/out)
- ☐ raise

Adjectives

- ☐ available
- ☐ furnished/unfurnished
- ☐ stressed out

Adverbs

- ☐ pretty

Expressions

- ☐ month-to-month

Check the things you did in this chapter. How well can you do each one?

	Very well	Fairly well	Not very well
I can listen to and practice stress and reductions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can listen to and pronounce -ed endings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can talk about finding an apartment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can take notes on a conversation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can summarize my notes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can make and answer requests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can guess meanings from context.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can talk about homecare.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Write what you learned and what you liked in this chapter.

In this chapter,

I learned _____

I liked _____