

1 “We’re going to be roommates!”

教学目标

层次	板块	目标
Core (核心)	Vocabulary Builder	<ul style="list-style-type: none"> 掌握与房屋租赁相关的词汇。
	Show Time	<ul style="list-style-type: none"> 听懂视频中人物间的对话内容； 学会如何与房东沟通租房相关事宜。
	Reading	<ul style="list-style-type: none"> 看懂问卷中的 10 个问题并作答； 学会描述自己的性格特征。
Bonus (星奖)	Chat Time	<ul style="list-style-type: none"> 能够向别人介绍自己的基本情况和性格特征。
	Writing	<ul style="list-style-type: none"> 学会撰写非正式电子邮件。
Super Bonus (超星奖)	Grammar	<ul style="list-style-type: none"> 掌握直接引语变间接引语的方法。
	My Story	<ul style="list-style-type: none"> 学会描述自己梦想中的房子。

教学过程建议

WARM-UP

Teaching Steps

- Have students look at the picture and ask them to tell you as much as they can about it. You can ask: What is this picture of? Who are these people? Where are they? What are they doing? Elicit as much information as possible from students.
- Put students into pairs or small groups and have them practice asking and answering the questions. Point out that they can use EXAMPLE to help them with their answers.
- Once they have finished, go around the class asking individual students to answer.

Answers

Sample:

1. I am a shy person. I like to stay home and study. I don't really like going out and meeting new people.
2. Yes, I do. I live with my roommates. We are all students at the same college. I enjoy living with them.
3. Yes, I do. I'm a tidy person. Messy room makes me crazy.



VOCABULARY BUILDER

Teaching Steps

Exercises A & B

- Have students listen and repeat the words in Exercise A, teaching the definition of each one. You can check comprehension by asking questions, such as: How do we describe a house that is small and comfortable? (*cozy*) How do we describe a house that is large inside? (*spacious*) What do we call the outdoor area of an apartment? (*balcony*) What is an underground train called? (*subway*)
- Once students seem comfortable with the new words, have them complete Exercise B and then switch books. Go through the answers, calling on different students each time. Correct any errors.
- If you want to give homework, tell students that next week you will give a spelling test of this week's vocabulary. If you do this, you can start each class with a short spelling test, which works quite well as a warm-up.

Exercise C

- Tell students they will hear a conversation in which a woman asks a landlord about an apartment he has for rent. Play the audio to them once.
- Ask students to read through the conversation. Play the audio again and have students fill in the blanks. Pause it if necessary.
- Once they have finished, have them switch books and go through each answer.

Exercise D

- Focus students' attention on the text. Elicit that the text is advertising an apartment for rent.
- Give students a minute to complete the advertisement with words from Exercise A.
- Allow students to check their answers with a partner before reading the completed advertisement around the class. Focus on the accurate pronunciation of the missing words.



Get students to imagine they want to rent out their own house / apartment. Ask them to write an advertisement similar to the one in Exercise D.

Answers

Exercise B

- | | | | | |
|------------|-------------------|--------------|-------------|-------------|
| 1. balcony | 2. administrative | 3. amenities | 4. spacious | 5. cozy |
| 6. duplex | 7. housing | 8. subway | 9. tenant | 10. privacy |

Exercise C

- | | | |
|---------------|---------------|-----------------|
| (1) apartment | (2) available | (3) convenient |
| (4) subway | (5) text | (6) information |

Exercise D

- | | | | | |
|------------|-------------|---------------------|---------------|------------|
| (1) duplex | (2) balcony | (3) cozy / spacious | (4) amenities | (5) subway |
|------------|-------------|---------------------|---------------|------------|

Script

Exercise C

- W: Hello, is this Mr. Lin?
 M: Yes, this is Mr. Lin speaking.
 W: Hi, I am calling about the apartment you have for rent.

M: Which one? I have several.

W: The one over on Ashford Street. Is it still available?

M: Yes, it is. Would you like to come and see it?

W: Yes, I would. Do you mind if I ask you a few questions first?

M: Sure, not at all.

W: Is the apartment located in a convenient area? I don't have a car.

M: Yes, it is very convenient. There are shops and a subway station all within walking distance.

W: Great! Which subway line is that?

M: Line 3. How about you come today at 6 p.m.? I'll text you the address.

W: Can we make it seven? I finish work at six.

M: Seven is fine. I'll see you then. What is your name?

W: My name is Kelly Zhou. Thanks for the information.

M: Bye, Kelly. See you later.

W: Bye.



SHOW TIME

Teaching Steps

Exercise A

- Tell students to look at the pictures and ask some basic comprehension questions, such as: Who are these people? Where are they? What are they doing?
- Ask students to guess what happened in this video. Have students watch the video in its entirety and match the pictures to the sentences.
- Ask them to check their answers with a partner.

Exercises B, C & D

- For Exercise B, play the video again and have students complete the chart with the correct information.
- For Exercise C, play the video again and have students fill in the blanks and check the

answers. Have a group of three students read out the conversation. For an extension activity, you can also have students rewrite a conversation using different names. Students can also role-play the conversation using the vocabulary learned in this unit.

- For Exercise D, have students put the words in the correct order. You can ask confident students to share the answers with the class.
- To check the answers for Exercises B, C, and D, have students switch books and correct errors as you go through the answers.

Answers

Exercise A

1. c	2. b	3. a	4. d
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Exercise B

Length of lease	12 months
Rent	\$1,500
Basic deposit (before the administrative fee)	\$1,500
Administrative fee	\$100
Cleaning deposit	\$300
Total deposit	\$1,900

Exercise C

(1) deposit	(2) extra	(3) administrative	(4) cleaning
(5) refundable	(6) hidden	(7) lease	

Exercise D

1. How much is the rent?
2. How much is the deposit?

3. How long is the lease?
4. Are there any other fees?
5. Can I have a copy of the lease?

Script

Naomi: Look at all this stuff! Where do we start, you guys?

Mateo: Don't stress out, Naomi. Everything will be OK.

Naomi: I guess I'm worried about the landlord. He's going to bring the lease in a few minutes.

Mateo: Yeah, the landlord is pretty tough. You've got to be careful with him. Whatever you do, don't sign anything until you read the lease.

Hector: Good advice. In the meantime, let's open some of these boxes. What's in here? A lamp! That will be useful.

Naomi: That's my favorite lamp. We can put it right here on top of the end table.

Mateo: What about these?

Naomi: Oh! Those are pillows for the sofa. Don't they look nice? Home, sweet home! Oh, you guys! We're going to be roommates! I'm so excited.

Hector: You know something? This is the first time I've ever lived away from my parents. I think I'm going to cry.

Mateo: Don't worry, Hector. We'll take care of you.

Naomi: That must be the landlord! Mateo, answer the door.

Landlord: Hello, hello. I see you started to move in. Looks very cozy. Anyway, I just came by to bring you a copy of the lease. You can just sign here on the last page.

Naomi: Well, can't we read it first? I'd like to read the lease before I sign it.

Landlord: Well, I am in a little bit of a hurry. What don't you understand?

Naomi: Oh, for one thing, how long is the lease?

Landlord: A year. 12 months.

Hector: How much is the deposit?

Landlord: The deposit is equal to the rent.

Hector: The rent is \$1,500, so the deposit is 1,500, too?

Landlord: Actually, the deposit is 1,600.

Hector: Excuse me? What's the extra \$100 for?

Landlord: That's an administrative fee.

Mateo: In other words, we need \$3,100 to move in?

Landlord: Plus a cleaning deposit.

Hector: A cleaning deposit? How much is that?

Landlord: The cleaning deposit is \$300. It's refundable, as long as the apartment is in perfect condition when you move out.

Mateo: Let me see if I got this right. \$3,100 plus \$300 is \$3,400.

Landlord: Correct, Einstein.

Hector: Is that it, or are there other hidden fees, too?

Landlord: No, that's all. So you can sign right here.

Naomi: I'm sorry, but I need to read the lease before I sign it. Can't we just send you a signed copy later on?

Landlord: I guess so. I'll need it by tomorrow at the latest.

Naomi: Well, let's get comfortable, you guys.

Hector: Start at the top.

Mateo: And read every word.

Naomi: The landlord, Larry Thomas, hereby enters an agreement...

READING

Teaching Steps

Exercise A

- Read the rubric aloud to students. Focus students' attention on the title of the quiz. Check students' understanding of the words "introvert" and "extrovert" by asking questions, such as: If I'm an introvert, do I like going to parties? Am I usually quiet and thoughtful? If I'm an extrovert, do I like meeting new people? Do I like staying home alone?
- Direct students' attention on the quiz. Read the introductory paragraph aloud and give students an opportunity to ask if there is anything they are not sure about.
- Give students a couple of minutes to read the questions and to choose the answers which are true for them.

Exercise B

- Ask students to choose the sentence which best summarizes the purpose of the quiz they have completed.
- Allow students to compare their answers with a partner before conducting class feedback.

Exercise C

- Read the rubric aloud. Ask students to read the text which corresponds to their choices.
- Give students an opportunity to ask questions about any unfamiliar words or expressions in their text.
- Conduct class feedback. Ask students to tell you whether they agree with the answer they got to the quiz. Encourage them to give reasons.

Exercise D

- Explain to students that each question from the quiz may have more than one possible answers.
- Give students a minute to scan the answers, and allow them to ask questions about any words or expressions which are new to them.
- Ask students to match the answers to the correct questions. Circulate as students do this, offering support where necessary.
- Collect answers around the class.

Exercise E

- Organize students into pairs. Challenge them to see who can be the first to match the words and the expression to the correct definitions.
- Conduct class feedback. Focus on the correct pronunciation and word stress of the new words and the expression.
- For an extension activity, you can get students to write sentences about themselves using the new words and the expression.

Exercise F

- Read the words and expressions in the boxes around the class. Drill pronunciation individually, focusing on the correct pronunciation and word stress.
- Ask students to complete the sentences using the words and expressions in the boxes. Remind them that they may have to change the form of the words or expressions.

- Collect answers around the class. Personalize the new words and expressions from Exercises E and F by asking students questions, such as: Do you like to keep to yourself or are you extroverted? Do you like to be in the spotlight? What words would you use to describe your personality?

Exercise G

- Direct students' attention to the puzzle. Challenge them to see who can be the first to finish it. Check answers orally.
- For an extension, you can get each student to create a similar puzzle about new words they have learned in this unit. They should give it to a partner to solve.

Answers

Exercise A

Open-ended.

Exercise B

2

Exercise C

Open-ended.

Exercise D

1. Q10	2. Q7	3. Q8	4. Q9	5. Q5
6. Q4	7. Q3	8. Q2	9. Q1	10. Q6

Exercise E

1. b	2. e	3. f	4. c	5. a	6. d
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Exercise F

1. depends on	2. keep to themselves	3. leaning towards
4. extroverted	5. comes to mind	6. introverted

Exercise G

1. introvert

2. extrovert

3. alone

4. difficult

BEYOND THE TEXT

Teaching Steps

Exercise A

- Organize students into pairs. Read the rubric aloud. Get them to discuss the jobs with their partners and to put each one into the right circle. Ask students to give reasons for their choices.
- When students have completed the chart, ask each pair to compare their choices with another pair. They should discuss any differences between their choices and try to reach a consensus. Circulate as students do this, offering support where necessary.

Exercise B

- Read the rubric aloud to students. Focus students' attention on EXAMPLE and give them a minute to read it.
- Get students to summarize what they have just read, asking prompt questions, such as: Besides actor, what other job(s) would suit the speaker's personality type? Why?
- Organize students into pairs and ask them to complete the task. Circulate, offering support where it is needed.
- Bring the class together. Nominate several students to tell you about their partners' choices and reasons.

Answers

Exercise A

Open-ended.

Exercise B

Open-ended.

核心 教学笔记

CHAT TIME

Teaching Steps

Exercises A & B

- Explain to students that they will hear a conversation in which two people discuss becoming roommates. Introduce the key words and expressions for this conversation.
- For Exercise A, tell students to listen carefully and write down what they hear in the blanks. If necessary, pause the audio so that students have time to write. Check the answers when they have finished.
- For Exercise B, have students practice talking about their personality using the vocabulary they have learned in this unit.
- Have students read through LANGUAGE NOTE, which teaches the words “extrovert” and “introvert”.

Extra
Activity!

Write "first", "middle" and "youngest" on the blackboard and ask students to review the qualities commonly associated with each child. Next, you can make signs for each one and put them up around the classroom. Have students go to their respective sign and then compare their personalities.

Exercise C

- Read the rubric aloud and have students read through the words and expressions in Useful language, focusing on the correct pronunciation, sentence stress and intonation.
- Organize students into pairs, focus their attention on EXAMPLE and get them to work on their role-plays.
- Circulate as students do this, listening and making notes of any examples of good language you hear.
- Nominate a couple of confident pairs to perform their role-plays to the rest of the class.
- Conduct class feedback, taking time to discuss any issues you have observed and sharing any examples of good language and communicative skills.

Answers

Exercise A

- (1) Tell me something about yourself
- (2) Sounds like you are a real extrovert
- (3) Yes, I have two older brothers
- (4) No, I am an only child
- (5) How about the middle child

Exercise B

Open-ended.

Exercise C

Sample:

A: What do you look for in a girlfriend, Sam? I'm talking about personality, not looks!

B: Well, I'd like a girlfriend who isn't needy. I like independent girls, who know their own minds and can make their own decisions. Also, I like intellectual girls, who I can have interesting conversations with. My ideal girl would be fun, too.

A: Yeah, I think a sense of humor is the most important thing. In girls and in boys, too.

B: What about you, Maria? What do you look for in a boyfriend?

A: Apart from a sense of humor? Someone who loves life and who has lots of interests. I also like kind-hearted boys who are kind to their friends and families.

Script

Exercise A

Vicky: Hi, are you Natalie?

Natalie: Yes, I am.

Vicky: Hi! I'm Vicky! I'm your new roommate.

Natalie: Nice to meet you. Tell me something about yourself.

Vicky: Well, I love meeting new people. I love to go out and go to parties. I am studying law. I don't like studying alone in the library though. I prefer to be around people.

Natalie: Sounds like you are a real extrovert.

Vicky: Yeah, I really am. How about you?

Natalie: I'm more of an introvert. I like to be alone. I have a few close friends I see sometimes.

Vicky: I have many friends. I also like to make people laugh! I'm quite creative, too. I like to paint.

Natalie: Do you have any siblings?

Vicky: Yes, I have two older brothers.

Natalie: That makes sense. They say the youngest child is often creative, extroverted and enjoys the spotlight.

Vicky: Interesting! How about you? Do you have any siblings?

Natalie: No, I am an only child. They say that usually an only child will be hard-working and self-critical. I think that's pretty accurate.

Vicky: How about the middle child? My older brother Luke is a middle child.

Natalie: They say the middle child is often popular, but very rebellious. Does that describe Luke?

Vicky: Yes, it does. Maybe there is some truth to what they say about birth order.



WRITING

Teaching Steps

Exercise A

- Ask students: How often do you write emails? Who do you write to? Explain to students that they are going to learn to write an informal email and elicit the features of this genre (*friendly tone, informal language, friendly greetings and sign-offs, use of contractions, etc.*).
- Read the rubric aloud and give students a minute to read the email and answer the question.
- Allow students to compare their answers with a partner before conducting class feedback.

Exercise B

- Have students read the email again and answer the questions. Monitor as students complete the exercise, offering support with writing full sentences where necessary.
- Allow students to compare their answers with a partner before conducting class feedback.
- Ask students: What would you do if you were Amanda? Generate as many ideas and as much discussion as possible.

Exercise C

- Read the rubric aloud. Monitor as students complete the matching activity.
- Collect solutions around the class.
- Ask students: Can you think of any other solutions? Write down any ideas on the blackboard.

Exercise D

- Read the rubric aloud to students. Focus students' attention on the list of things that should be included in their emails.
- Direct students to the expressions at the bottom of the page. Read the expressions aloud and give students an opportunity to ask questions about any new expressions.
- Circulate as students write their emails, offering support where necessary.
- Ask students to switch their finished emails with a partner. Get them to check that their partner has included all of the information required and that the tone is appropriately informal.
- Collect students' finished emails.

Answers

Exercise A

She is writing to Bella because she needs advice about how to handle her roommate.

Exercise B

1. She moved in a month ago.
2. Amanda finds Sara strange because she never leaves her room.
3. Amanda rarely sees Sara. She only hears her at nighttime.
4. She eats in the middle of the night and never clears up or washes the dishes.
5. Sara got angry when Amanda tried to talk to her.

Exercise C

1. b 2. c 3. a

Exercise D

Sample:

Hi Amanda,

It's lovely to hear from you, although I'm so sorry to hear about your problems with your roommate. It must be really difficult for you, because it's so important to have a

roommate who you get on well with. It makes living away from home much easier!

Her behavior is really strange! It sounds as if she's depressed. Maybe she should see a doctor. Perhaps you could offer to go with her. I think you should try speaking to her, but you could wait till nighttime when she's awake.

Everything is well with me! I've just moved into a new apartment. And guess what? I have a spare room. Why don't you come and visit me?

See you soon, I hope.

Love,
Bella

星奖 教学笔记



 GRAMMAR

Teaching Steps

Exercise A

- Start by explaining to students that we use indirect speech to talk about what someone said in the past. Since what we report has already been said, it is thus necessary to shift the tense of the speech. You can illustrate this by going through each of the examples given in the student book.

- Explain the change of pronouns and certain time words.
- Have students complete the exercise and then switch books to correct the mistakes.

Exercise B

- Read the rubric aloud. Focus students' attention on the conversation. Give them a minute to read it in order to get the gist.
- Ask students to complete the conversation using indirect speech. Check students' comprehension by asking questions, such as: Why does Roberto need help? Who promised to help him? Why isn't Harry helping him?
- Nominate several students to read the conversation. Encourage them to use intonation and expression when reading.

Answers

Exercise A

1. He said that he was tired that day.
2. He said that he could run really fast.
3. She said that she would come over the following day.
4. He said that he had already eaten.
5. He said that he had seen you the previous day.

Exercise B

- (1) would help you
- (2) he was visiting his brother in hospital this morning
- (3) his brother was very ill
- (4) he had won two tickets to see the baseball match today.

MY STORY

Teaching Steps

Exercises A & B

- Tell students that they will see a video in which real people talk about their dream houses.
- For Exercise A, play the video and have students complete the true or false statements. In some cases, you may need to pause the video to help them. Have students tell you the answers, correcting any mistakes.
- For Exercise B, play the video again and have students answer the questions, pausing the video if necessary. Check students' answers, correcting any mistakes.

Exercise C

- Give students your own answers to the questions.
- Have students discuss the questions in pairs or in groups.
- Have several students give their answers to the class.

Answers

Exercise A

1. F 2. F 3. F 4. T 5. F

Exercise B

1. She wants to live by a lake.
2. He wants a large garden, so he can eat outside.
3. He wants a high-tech stove.
4. He wants a 52-inch plasma TV.
5. She wants a wide veranda, so she can sit during the evenings, read books and watch the sunset.

Exercise C

Open-ended.

Script

Jennifer: I want my dream house to be by a lake with a big yard. I want to have three bedrooms, and a big living room, family room, kitchen area, so I can have parties and everyone can be together.

Calum: I'd like to have a big swimming pool and a large garden, so I could eat outside.

Dennis: If I could have anything in my dream house, I would like to have a high-tech stove.

Martin: Of course a 52-inch plasma TV would be nice.

Alejandra: I would love to have a veranda, a wide veranda where I can sit during the evenings, and read books, and watch the sunset.

超星奖 教学笔记

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