

## Unit Overview

### Topic: Asking Questions

In this unit students focus on asking about unfamiliar things. In the Conversation, students listen as Kate asks Sam questions about items in the office. Students learn the rules for this/that, these/those, and clarification questions in How English Works and ask information questions in different Situations. In the Communication activity, students ask about and describe items. In English Out There, students talk about cultural objects.

### Audio CD-1:

|                    |              |                              |              |
|--------------------|--------------|------------------------------|--------------|
| Vocabulary Preview | CD1 track 16 | Conversation questions (1-3) | CD1 track 18 |
| Conversation       | CD1 track 17 | How English Works (1-10)     | CD1 track 19 |
|                    |              | Situations (1-5)             | CD1 track 20 |

### Warm Up (books closed)


This activity will help the students activate vocabulary and become familiar with asking questions.

1. Walk around the room and ask students about their belongings. T: *Today we're going to ask about things. Point to a student's book. What's that? Put your hand on the desk. What's this?*
2. Ask about a few different items and then encourage students to ask their own questions. T: *Now it's your turn. Point at something in the room and ask the person next to you about it. Use what's that (pointing) or what's this (holding something). Be sure to ask at least one question to each student sitting near you.*
3. As students ask questions, walk around the room, helping as needed. Each student should ask at least 5 questions.

### Unit Goals & Vocabulary Preview page 27

- 1 Read over the Unit Goals with the stu-

dents and answer any questions.

- 2 Introduce the vocabulary. T: *In this unit, we're going to ask about unfamiliar things. Let's start by asking about things in an office.*
- 3  Read the words or play the audio. T: *Let's look at some office items.*
- 4 Provide simple definitions or draw sketches on the board if students are not familiar with any of the words. T: *Are there any words you do not know?*
- 5 Have students repeat the words. Emphasize the stressed syllable. T: *Repeat the words: computer, printer, etc. Ask the students for some additional words. T: Can anyone think of other office items?*
- 6 Have the students work with a partner to think of additional words. Allow 1 minute.
- 7 Then have the pairs share their new items with the class.
- 8 Repeat Steps 3 through 7 for **Work places, Clarification questions and, responses.**

### Vocabulary Preview: word stress and other examples

|   |   |  |  |  |
|---|---|--|--|--|
| Office items<br>computer<br>printer<br>photocopier<br>calendar<br>desk<br>chair | fax<br>file<br>phone<br>cell phone<br>laptop<br>computer<br>modem | Work places<br>office<br>room<br>cubicle<br>workspace<br><br>Other examples<br>meeting room<br>reception area<br>copy room | Clarification questions<br>What do you call this?<br>What is this called?<br>How do you spell that?<br>How do you pronounce that?<br>How do you say that in English?<br>Could you repeat that?<br><br>Other examples<br>What's this?<br>What is the English name for that? | Responses<br>I think it's...<br>I don't know.<br>I'm not sure.<br><br>Other examples<br>It's...<br>That's a... |
|---|---|--|--|--|


## Conversation page 28


This conversation provides models for asking about and identifying things.

❶ Introduce the activity. Ask students questions about individual frames in the story. Encourage the students to guess, even if they are not sure. T: *Now turn to page 28.*

*Look at the illustrations. In Frame 1, what is the woman holding? [a folder] Look at Frame 2. Where are these people? [in a travel agency] In Frame 3, what is the man doing? [holding a folder/taking a folder] Look at Frame 6, what is the woman saying? [This place is a mess.]*

❷ Set up the situation before playing the audio. T: *This is a travel office, called I-Travel. Kate is the office manager and Sam works at I-Travel part time. Kate is looking for something. Let's listen.*

❸  Play the audio and ask students to follow along with the conversation. T: *Listen to the conversation and read along.* Play the audio twice so that the students become familiar with the conversation. Ask the students to close their books as they listen a second time.

❹  Play the Conversation questions in Step 2 or read the questions yourself. Have students listen to the questions and circle the answers. T: *Now we're going to listen to questions about the conversation. Listen to the questions and circle the correct answers.*

Question 1: *What does Kate think?*

Question 2: *Look at Frame 4. What are the papers?*

Question 3: *Look at Frame 5. What are the brochures?*

❺ Elicit answers from students. T: *(Name), what did you circle for number 1?*

Answers

1. (a) The office is a mess. (In Frame 6, Kate says, "Sam, this place is a mess.")

2. (c) receipts (Sam says, "These are receipts.")

3. (c) We don't know. (Sam says, "Hmm. I don't know.")

Optional

Ask students a few additional, open-ended questions about the conversation. T: *How does Kate feel? How does Sam feel? What will happen next?*

❻ Put the students into pairs. T: *Work with*

*your partner and practice the conversation. After you read it once, switch characters and read it again.*

### Practice Point

As students practice, have them use props and focus on the emotion of the speaker.

- Use props for: the two folders, a pile of papers, some brochures. Make up new names for the folders, papers, and brochures.
- Choose an emotion for each speaker. For example, Kate is a little angry or sympathetic. Sam is a little sleepy or frustrated.

❼ After the students have practiced the conversation at least two times, have them replace the words in red. T: *Now practice the conversation again, but this time, replace the words in red.* Indicate the words at the bottom of the page. Walk around the classroom, helping students as necessary.


### Culture Notes

- Kate is upset because the office is a mess, but she tries to stay calm with her co-worker, Sam. She shows she is upset by her voice and gestures.
- "Come here a second" or "Can you come here a second?" (Frame 1) is an informal way of asking someone to come to you. Normally, a boss might say this to an employee, but an employee wouldn't say this to a boss.
- Sam uses some expressions to show he needs a little time to think before he answers: This one? (Frame 3) ... Let me see (Frame 4) ... Hmm (Frame 5).

## How English Works page 29

This section focuses on questions with this/that, these/those.

### Checking students knowledge

- 1 Have students read the examples and the rules and fill in the blanks.
- 2  Play the audio so students can check their answers.
- 3 Answer any questions students have.

### Explaining the Grammar Points

#### Grammar Point 1: This/That

- 4 Say the example: *That's the Europe folder.*  
Ask: *Can you find a statement like this in the Conversation? (Frame 2: That's the Europe file.)*  
*Can you find other statements or questions with "that"?* (Frame 3: Then what's that folder?)  
*Can you find other statements or questions with "this"?* (Frame 2: What is this folder?)  
Frame 3: This one? This is the North American folder. Frame 6: This place is a mess.)

- 5 Write on the board:  
That's the Europe folder.  
This is the North America folder.

Underline this and that.

Ask: *Do we use "that" for "near" (point in front of you) or for "far away" (point away from you)? (far away) Etc.*

- 6 Add your own examples, using items in the classroom, and pointing.
- 7 Go through the rest of the section.

#### Grammar Point 2: These/Those

- 8 Say the example: *What are these papers?*  
Ask: *Can you find this question in the Conversation? (Frame 4.)*  
*Can you find other statements or questions with "these" or "those"?* (Frame 4: These are receipts. Frame 5: And those brochures?)

- 9 Write on the board: These are receipts.  
Those are brochures.

Underline these and those.

Ask: *Do we use "these" for "near" or for "far away"?* (near)

*Do we use "those" for "near" or for "far away"?* (far away)

*What's the difference between "this" and "these"?*  
*What's the difference between "that" and "those"?*

- 10 Read through the rest of the Rule. Add your own examples.

- 11 Go through More about it: Answers with "they".

#### Grammar Point 3: Clarification questions

- 12 Say the example: *What's this?*  
Ask: *How many questions can you find in the Conversation? (8 questions total)*
- 13 Write on the board: *What's this?*  
What's this called?

Underline what in each question.

Ask: T: *Why do we use "what" here?* (to ask a question).

- 14 Go through the rest of the Rule and More about it. Make up some questions, using items in the classroom.

### Using the grammar

- 15 Ask students questions about their things or other things in the classroom.
  - Clarification questions: T: *What's this? What's that? What's this called in English? How do you spell (object)? What's the meaning of (object)? How do you say...?*

#### Grammar Guide

Grammar Point 1: "This" is used to refer to objects that are "close to the speaker". This "distance" can be physical (in close proximity) or psychological (in current memory).

Grammar Point 2: "These/Those" are used for plural nouns only. For non-count nouns, such as "milk" or "money", we have to use "this/that".

Grammar Point 3: Clarification questions are any questions that someone asks to find out more about the identity or meaning of something. The most common clarification questions are "What's that?", "What's that called?", and "What does that mean?"

#### Answers

1. This is a desk.
2. That's my folder.
3. It's the North America file.
4. What are those folders?
5. These are the North America folders.
6. They're the North America files.
7. What's this?
8. What's this called in English?
9. How do you spell "brochure"?
10. How do you pronounce that?

## Situations page 30

These situations focus on this/that and these/those.


❶ Preview the situations by asking questions about each frame. It is not important for students to answer every question; the goal is to get them thinking about the situations. T: *Let's look at the illustrations. In Frame 1, where are they? [a classroom] Where are the people in Frame 2? [an art museum/an art gallery] In Frame 3, what is one woman holding? [a gift/a present] Where are the people in Frame 4? [an office] In Frame 5, where do these people work? What is the man doing? [a supermarket/a storage room; he's lifting the boxes/he's moving the boxes]*

❷ Put students into pairs and have them fill in the missing parts of the conversations.

❸ Allow about 10 minutes for students to fill in all the blanks and check to see if the class has questions.

❹ Have the students practice the conversations together orally. T: *Now, practice Conversations 1 through 5 with your partner.*

❺ Have students switch A-B roles and read the conversations again.

❻  Play the audio to provide a spoken model of the conversations. T: *Now we'll listen to the conversations. Listen and check your answers.*

❼ After students have corrected their conversations, have them cover the words and try to have the same conversations again. T: *Now, cover all the words. Try to have the conversations without looking at the words.* After students have practiced all 5 conversations, have them ask each other some questions. T: *Now look at number 6. Ask your partner questions about new words or spelling.*

❽ Elicit some questions from students. T: *(Name), what question did you ask your partner?*

### Extension for Frame 6

Ask students to choose one of the following situations and create a dialogue.

**Situation 1:** *You are teaching your language to an English speaker. Your student asks you some questions.*

**Situation 2:** *You are in an unusual place. (Think of a place.) Ask about some things.*

After students have created their own dialogues, have volunteers stand up and present their dialogues to the class.

### Everyday Expressions

Write these expressions on the board. Students who finish early can practice the conversations again, using the following substitutions:

Frame 1: How do you spell Brazil? = Psst!  
How do you spell Brazil? (Note: In a quiet place like a classroom, we often say "psst" to get someone's attention.)

Frame 2: Maybe it's a person. = It looks like a person.

Frame 3: This present is for you. = I've got a present for you.

Frame 4: And what's that? = And what on earth is that?  
(Note: If you're very surprised about something, you can ask, "What on earth is that?!")

Frame 5: That's cereal. = It's cereal.  
Those are bananas. = They're bananas.

### Answers

1. A: How do you spell Brazil?  
B: B-r-a-z-i-l.  
A: Thanks.

2. A: What's this?  
B: Hmm. Maybe it's a person.  
A: No, I think it's a tree.

3. A: This present is for you.  
B: Oh, thank you. How do you say "thank you" in Japanese?  
A: "Arigato."

4. A: What are those?  
B: They're my zip disks.  
A: And what's that?  
B: That's my robot, RXD!

5. A: What is this box?  
B: That's cereal. Put it in Aisle 7. (that)  
A: What about these boxes? (those)  
B: Those are bananas. Put them in Aisle 2.

## Communication page 31

This activity encourages students to ask about the meaning of new words.

① Warm up: Bring in some pairs of similar items, such as: a watch - a clock, a handkerchief - a tissue, a CD - a CD player. Ask students about the items as you hold them up.

T: *What's this?* Encourage students to answer. *It's a... I think it's a... What do you call this in English?*

② Introduce the activity. T: *Please look at the pictures on page 31. Write the name of each item below the picture. If you don't know what an item is called, ask someone about it or ask me. Check to make sure students understand what to do.* T: *Got that?*

③ Allow students some time to write the names of the items. Walk around the class to offer help.

④ Put students in pairs. T: *Next we're going to ask our partners about these items. First, let's practice the questions. "What's this?" "What do you call this?" "What's this called in English?" Ask your partner about the items above using these questions.*

⑤ Make sure students understand the directions. T: *Does anyone have any questions?*

⑥ Ask for volunteers to model the dialogue. T: *First, let's read the example conversation. Does anyone want to read the example for the class?*

⑦ Walk around the room and help students name objects. Elicit correctly formed questions. T: *How do you ask about something? Right, "what is this called?" "That is a calculator." "How do you spell calculator?"*

### Communication expansion

1. Have each student draw a picture of an original item (not pictured in the book) and write the spelling on the back. The students may use their dictionaries.
2. When students are finished drawing, divide the class into groups of at least 5 students each.
3. Have each group stand in a circle and one by one, hold up their picture and say, "What's this?" The other students must answer the name of the item. The student with the picture then asks, "How do you spell it?" The other students must then spell the item's name.

4. After all students have showed their pictures, the groups must put their items in alphabetical order.
5. The first group finished is the winner – be sure to check to make sure they have put their items in the correct order before declaring a winner.

### Bonus

⑧ Introduce the activity. T: *We're going to ask our partners about English words. First, think of 4 questions about English words. For example, "How do you say (a native language word) in English?" Write the questions on a piece of paper.*

⑨ Allow students time to write their questions and then put them into pairs. T: *Now we're going to ask our partners our questions. After you finish, have your partner ask you his or her questions.*

⑩ Ask if students understand the activity. T: *Are there any questions?*

⑪ Walk around the class and offer help as the students do the activity.

⑫ Have pairs think of two more questions to ask the class. T: *After you have answered each other's questions, think of two more questions for the class.*

⑬ Elicit several questions from the students. Ask if anyone in the class can answer. T: *(Name), would you please ask the class one of your questions? Who can answer this question?*

### Optional Writing Activity

1. Write definitions or descriptions of an object. Use short, simple sentences. (It's small. It's clear. You put it in your eye.)
2. Write a conversation between a homestay student and a host family. Use expressions such as "What's ...?" "It's a ..."

## English Out There page 32

This activity allows students to talk about cultural objects.

① Warm up: Bring in an object (or a picture of an object) from another culture. Show it to the students and ask them about it. T: *Does anyone know what this is? Do you know where it comes from? Does anyone know how to use it?*

② Ask students to look at the pictures on page 32. T: *Turn to page 32 and look at the pictures. What are these pictures of?*

③ Elicit answers from students while pointing at the pictures. T: *(Name), what is this? What's this called?*

④ Put students in pairs. T: *Work with your partner and match all of the words to the pictures.*

⑤ After students have matched the pictures, ask them to ask questions about the items. T: *Now ask each other what culture the objects come from. Then ask how you use each item. Finally, try to think of some other cultural objects.*

⑥ Wrap up the activity by eliciting answers from students. T: *(Name), how do you use this item? Does anyone know what culture this item comes from? (Names), what other cultural objects did you think of? (Students may not know the names of their new objects in English, so you or someone may have to translate.)*

### Out There homework

⑦ Read instructions for the homework assignment. T: *Look at the bottom of page 32. Read the homework instructions. Find a cultural item (or a picture of it) and bring it to class.*

⑧ Give students ideas of how to find pictures of cultural items online. T: *Look at page 111. It has a list of websites that have information on cultures of the world.*

⑨ Explain how the homework will be presented in a later class. T: *Bring the item or the picture to our next class and we'll take turns asking questions about your item.*

### In the Computer Lab

Page 111 lists resources for learning about cultures around the world from past and present.

1. Students can click on the name of a country or region they're interested in,

or click on the word "features" to be taken to a page featuring a menu of interesting cultural places.

2. Students will then be able to choose from a menu of various aspects of the culture they're interested in.

Encourage students to browse around the sites, exploring different aspects of different cultures. T: *Don't worry if there are words or sentences you don't understand. Just try to understand the main idea. Have fun exploring different cultures.*

### Out There follow up (next class)

If you have assigned the homework:

⑩ Have students place their item or picture in front of them on their desk.

⑪ Ask half of the class to walk around and look at the items as if they were in a museum. They should ask questions about the items and write down a few notes about each item.

⑫ After a few minutes, have the students switch places.

⑬ Have students return to their seats and elicit information about the items. T: *(Name), what did you look at? What did you learn? what culture is it from?*

If you haven't assigned the homework:

Before class, bring pictures of unusual items from magazines or the Internet.

1. As students walk in, hand out the pictures and give them 5-10 minutes to write up a brief description of the item.
2. Follow the steps above, having the students walk around asking questions and taking notes.

### English in the Real World

Encourage students to use the ideas from this unit outside the classroom. Here are some ideas.

**With another student or a native speaker**

Describe something you own that means a lot to you. Tell the person why it means a lot to you and where you got it. Ask about something they own.

**Take it further**

Go to a shop and ask about an item in the store. Ask them where it comes from, what it is used for, etc.