

## Unit Overview

### Topic: Asking about possessions

In this unit students focus on talking about possessions. In the Conversation, they listen to Emi and Mrs. Arnello talk about clothing. Students learn the rules for using possessive adjectives, possessive pronouns, and -'s in How English Works and talk about possessions in different Situations. The Communication section offers students a chance to talk about their own possessions. In English Out There, students talk about fashion styles.

### Audio CD-1:

Vocabulary Preview	CD1 track 31	Conversation questions (1-3)	CD1 track 33
Conversation	CD1 track 32	How English Works (1-10)	CD1 track 34
		Situations (1-5)	CD1 track 35

### Warm Up (books closed)


This activity will help the students activate vocabulary about possessions.

1. Greet students and introduce the warm up. T: *Hello again, class. Today we're going to talk about possessions.*
2. Walk around the classroom and pick up 3-5 possessions from the students' desks. Bring them to the front of the class. Hold each item up as you ask about it. T: *Whose (sweater, pen, book) is this? Is it yours?*
3. Return the items and pick up a few more. Ask about each item, but make sure not to ask the real owner at first. T: *Does this belong to (name)? Is it (name's)? Whose is it? Oh, is this yours? Return the item. Thank you.*
4. Repeat the process with a few more possessions.

### Unit Goals & Vocabulary Preview page 49

- 1 Read over the Unit Goals with the students and answer any questions they may have about the unit's contents.
- 2 Introduce the vocabulary. T: *In this unit,*

*we're going to practice talking about possessions. Let's look at the words and expressions on page 49.*

- 3  Read the words or play the audio. T: *Let's look at some kinds of clothing.*
- 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 here you do not know?*
- 5 Have students repeat the words. Emphasize the word stress. T: *Repeat the words: dress, shirt, etc.*
- 6 Elicit additional items of clothing. T: *Can anyone think of other kinds of clothing?*
- 7 Have the students work with a partner to think of additional words. Have the pairs share their new items with the class. Make a master list of clothing items on the board.
- 8 Repeat Steps 3 through 7 for **Other items and colors**. You may want to introduce colors by showing the class cards with the colors and asking them to say what the colors are.

### Vocabulary Preview: word stress and other examples


<b>Clothing</b> <b>dress</b> <b>shirt</b> <b>pants/slacks</b> <b>skirt</b> <b>blouse</b> <b>suit</b> <b>sweater</b>  <b>Other examples</b> <i>sweatshirt</i> <i>pullover</i>	<b>t-shirt</b> <b>jacket</b> <b>coat</b> <b>socks</b> <b>shoes</b>  <i>sandals</i> <i>tie/necktie</i>	<b>Other items</b> <b>watch</b> <b>CD</b> <b>backpack</b> <b>briefcase</b> <b>jewelry</b>  <b>Other examples</b> <i>bag</i> <i>cell phone</i> <i>radio</i> <i>glasses</i>	<b>Colors</b> <b>black</b> <b>white</b> <b>red</b> <b>blue</b> <b>green</b> <b>yellow</b> <b>purple</b> <b>orange</b> <b>brown</b> <b>gray</b>	<b>Other examples</b> <i>pink</i> <i>turquoise</i> <i>salmon</i> <i>beige</i> <i>tan</i>
---	--	--	--	---


## Conversation page 50

This conversation provides models for talking about clothing.

① Warm up by asking about individual frames in the story. It's okay if students give only one-word answers. T: *Now turn to page 50. Look at the illustrations. Where are Emi and Mrs. Arnello?* [at home/in a house/in the laundry room] Look at Frame 1. What is Mrs. Arnello doing? [the laundry/folding clothes/holding clothes] Look at Frame 7. What is Mrs. Arnello holding? [clothing/clothes]

② Set up the situation before playing the audio. T: *Mrs. Arnello is doing laundry. She is asking Emi about the clothes.*

③  Play the audio and ask students to follow along with the conversation. T: *Listen to the conversation and read along.* Play the audio twice. Have students listen once with books open, once with books closed.

④  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 carefully and circle the correct answers.*

Question 1: *Who is doing the laundry?*

Question 2: *Is the blue shirt Emi's?*

Question 3: *Does Mrs. Arnello like Emi's sweater?*

⑤ Go over the answers with the students.

T: *(Name), what did you circle for number 1?*

Answers

1. (c) Mrs. Arnello (Mrs. Arnello is holding the laundry basket.)
2. (b) No (In Frame 3, Mrs. Arnello asks, "Is this your shirt?" Emi answers, "No, that's not mine.")
3. (c) Yes (In Frame 5, Mrs. Arnello says, "It's cute.")

Optional

Ask a few open-ended questions about the conversation. T: *How does Mrs. Arnello feel about doing the laundry? Do you think Mrs. Arnello and Emi like the same kinds of clothes? Why or why not? Do you think Mrs. Arnello always does the laundry?*

⑥ 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 the Conversation, have them use props and gestures.

- Use props and gestures. Pick up clothing items. Point to items and hand the items to each other.
- Don't rush through the conversation. Take your time.

⑦ After the students have practiced the conversation at least 2 times, have them replace the words in red. T: *Now practice the conversation again. Replace the words in red. Use the words at the bottom of the page.*

⑧ Walk around the classroom, helping students with grammar as necessary.

⑨ Have students practice a third time, but replace the phrases in red with their own expression. T: *Now practice the conversation and try to replace the words in red with new words.*

⑩ Have the students close their books. Ask some pairs of students to reconstruct the conversation from memory. The words do not have to be exact, but the meaning should be the same.


## Culture Notes

- Emi is a homestay student. Homestay students usually pay the family for rent and food. The family usually offers other free services such as transportation and laundry.
- Mrs. Arnello says, "It's cute." (Frame 5). Women tend to use "cute" more than men.
- Emi says, "I really appreciate it." (Frame 7) We can add "I really appreciate it" to "thank you" also. This shows we are very sincere.

## How English Works page 51

This section focuses on possessive forms.

### Checking students knowledge

- 1 Have students work individually or in pairs to read the examples and the rules and to fill in the blanks.
- 2  Play the audio so students can check their answers. Have students record their score.
- 3 Answer any questions students have.

### Explaining the Grammar Points

#### Grammar Point 1: Possessive adjectives

- 4 Say the example: *Is this your shirt?*  
Ask: *Can you find this question in the Conversation? (Frame 3)*  
*Can you find other statements like this? (Frame 6: And these are your socks, right?)*
- 5 Write on the board: *Is this your shirt?*  
Underline: your. Say: *Your is a possessive adjective. What are some other possessive adjectives? (my, her, his, our, their)*
- 6 Read through the rest of the Rule and add your own examples, using personal items from the students.  
(Note: You may wish to introduce Grammar Point 3 (name + 's) at this time.)
- 7 Go through the More about it section: forms of possessive adjectives. Ask if the students have any questions about the rules or examples.

#### Grammar Point 2: Possessive pronouns

- 8 Say the example: *That's not mine.*  
Ask: *Can you find this statement in the Conversation? (Frame 3)*  
*Can you find other statements like this? (Frame 4: That's mine.)*
- 9 Write on the board:  
*That's my shirt. That's mine.*  
Underline: mine. Say, *My is a possessive adjective. Mine is a possessive pronoun. What are some other possessive nouns? (yours, his, hers, ours, theirs)*
- 10 Go over the rest of the Rule. Again, make up your own examples, pointing to your own and students' items. (*Is that her backpack? Yes, it's hers.*)
- 11 Go through the More about it: forms of possessive pronouns. Have the students fill in the missing words for items 5-6. Check to see if students have questions about possessive adjectives or nouns.

#### Grammar Point 3: Name + 's

- 12 Say the example: *That's Maggie's.*  
Ask: *Can you find a statement in the Conversation like this? (Frame 3: It's Maggie's.)*
- 13 Write on the board:  
*That's Maggie's shirt. That's Maggie's.*  
Underline Maggie's in both sentences. Say, *Maggie's is a possessive. Here (in the first sentence) it's a possessive adjective, Maggie's shirt. Here (in the second sentence) it's a possessive noun.*
- 14 Read through the rest of the Rule. Follow up with new examples.  
Go through the More about it section: use of "whose" and "have" for possessions.

### Using the grammar

- 15 Collect a few of the students' possessions and ask questions about them. T: *Is this (name's) jacket, scarf, umbrella...? Whose jacket, scarf, umbrella...is this?*

### Grammar Guide

Grammar Point 1: This section omits the pronoun "it", the possessive adjective "its", and the possessive pronoun "its" because they are confusing to many students to learn these at the same time. It is best to introduce this form later.

Grammar Point 2: Students may want to use *It's a mine*. However, we don't use articles (a, the) or demonstratives (this, that) with possessives (my, mine).

We don't say: ~~That his coat, The my friend~~, etc.

Grammar Point 3: Remind students that the form of name + 's doesn't change, whether it's used as an adjective or a noun.

Make sure students understand that name + 's isn't a contraction: *It's Alan's = It belongs to Alan.*

Refer the students to Grammar Table 7 on page 115 in the student book for the full grammar paradigm for possessive adjectives and possessive pronouns.

### Answers

1. Is this your shirt? 6. They're his.
2. No, it's her shirt. 7. This is Emi's purse.
3. It's my shirt. 8. This is Sam's.
4. It's his sweater. 9. Whose shoes are these?
5. That's mine. 10. The Arnellos have a nice house.

## Situations page 52

These situations provide models for talking about common possessions.

❶ Preview the situations by asking questions about each frame. T: *Let's look at the illustrations. In Frame 1, where are these people? [at a laundromat] What are they doing? [doing their laundry/folding clothes] In Frame 2, what are the men talking about? [a paper/a report] Look at Frame 3. What are the boys doing? [playing/arguing] Where are the people in Frame 4? [an ice cream shop] In Frame 5, what is the woman in front doing? [looking for a CD]*

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

❸ Allow a couple of minutes for students to fill in all the blanks. Check to see if there are any questions.

❹ Have the students say the conversations. T: *Now, practice Conversations 1- 5 with your partner.*

❺ Have students switch A-B roles and read the conversations again. T: *When you finish, switch roles. A, you're B. B, you're A.*

### Everyday Expressions

Write these expressions on the board.

If students are comfortable with the dialogs they can substitute them:

Frame 1: Is this your sweater? = Is this sweater yours?


Frame 2: Whose is it? = I wonder whose it is.

Frame 3: No, it isn't. = Uhn-uh, it isn't. (This is an informal way to say "no".)

Frame 4: I don't know = I'm not sure.

It's not mine. = It sure isn't mine.

Frame 5: Then where's mine? = Then where the heck is mine? (This is an informal way to show frustration.)

❻  Play the audio to provide a spoken model of the conversations. T: *Now listen and check your answers.*

❼ Have students say the conversations from memory. T: *Now, cover all the words. Try to have the conversations without looking at the words.*

❽ After students have practiced all 5 conversations, put them in pairs. T: *Now look at number 6. Pick up an object near you. Ask*

*your partner whose it is. To make this meaningful, one student should close their eyes while the other picks up an object.*

❾ Ask for volunteers to identify objects for the class. T: *Could someone show an object? Whose is it?* Students can present the objects in front of the class, or remain at their seats.

### Extension for Frame 6

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

**Situation 1:** *You are a waiter/waitress with a large order. Talk to the customers and find out who ordered what.*

**Situation 2:** *You have done the laundry for your family. Sort out the items.*

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

### Answers

1. A: Is this your sweater?

B: Yes, it's mine.

A: Are these your socks?

B: No, they aren't.

2. A: Is this your report?

B: No, it isn't.

A: Whose is it?

B: Maybe it's Robert's.

3. A: This is my toy.

B: No, it isn't. It's mine.

A: No, it's not. Yours is green. This is blue.

A: Mom! Billie has my toy!

4. A: Whose ice cream is this?

B: I don't know. It's not mine.

A: Is it lemon?

B: No, it's orange.

A: Oh, it's mine. Thanks.

5. A: Where's my Aladin CD?

B: I don't know.

A: Is this it?

B: No, that's Julie's. (it's)

A: Then where's mine?

## Communication page 53

This activity allows students to talk about their favorite possessions.

❶ Warm up: Bring 3 pictures of your own special things, or the things themselves, and show them to the class. Explain what they are. T: *This is a picture of my dog. This is a letter from my grandfather. This is my guitar.* Encourage students to ask a few questions about each item.

❷ Introduce the activity. T: *Now think of 3 of your own special things. Make 3 cards, each with a picture and the name of your special item.*

❸ Put students in groups of at least 4 and introduce the main activity. T: *Now we're going to play a game with our cards. Everyone put their cards together. Put them face down. (Demonstrate or mime this.) One of you will pick a card. Then you'll guess whose possession it is.*

❹ Make sure students understand the directions to the game. You might need to demonstrate the activity. T: *Any questions?*

❺ Choose 2 students to model the example. T: *(Names), would you read the example together? Now work with your groups and play the game.*

❻ Walk around the room and offer help as necessary.

❼ After students have finished, ask about some of the possessions. T: *Can someone tell me about your group's possessions? What are they? Whose are they?*

❽ Introduce the second activity. T: *Now let's see how much you can remember. Look at number 3. Fill in the blanks with your classmates' names and possessions.*

❾ Ask a few wrap-up questions. T: *Can anyone remember all the possessions in their group? Who? (Name), can you tell us one of (Name's) possessions?*

“Memory” and that, in turn, they will chose 2 cards and turn them over.

4. As each card is turned over, students should ask their group members about the item, “Is this your necklace?” until they identify the item. If the cards match, students should keep them. If they don't match, students should turn them face down again.
5. Tell students to try to remember what each card is. They should try to choose matching cards.
6. Have students continue playing until all cards have been matched.
7. If students want or need more practice, mix up the groups and have the new groups play again.

### Bonus

❿ Model the activity. T: *I'm thinking of something in this room. I see something round. What is it?*

⓫ You may need to preview the vocabulary for colors, sizes, shapes, textures, and features. Identify 1 item for each new word or phrase. T: *What's something in the classroom that is (square, made of cloth, etc.)?*

⓬ Choose 2 students to model the example. T: *(Names), would you read the example together? Great. Now work with your partners to play the game.*

⓭ Check to see if students understand the activity. T: *Does everyone understand?*

⓮ After the students have played the game for about 5 minutes, wrap up the activity with a few questions. T: *(Name), did your partner guess the object? What is it?* Alternatively, you can have a few students repeat their “I see something...” sentences so the class can guess.

### Extension Writing Activity

1. Write 3 or 4 sentences describing the best gift you have ever received.
2. Write a few sentences about your favorite outfit (either one you own or want to own).

### Communication extension

1. Have each student make duplicates of his or her 3 special object cards. Then divide the class into new groups of about 7-10 students.
2. Students should mix all of their cards up and place them face down in rows.
3. Tell students that they are going to play

## English Out There page 54

In this activity, students talk about and research fashion.

- ① Warm up: Work with the whole class. Generate as many descriptions of fashion as you can. T: *What are some words we can use to talk about fashion? Some possible descriptors: cowboy, punk, business dress, rave, preppy, casual.*
- ② Ask students about their own fashion sense. T: *What word describes your fashion sense? (examples: simple, business like, casual)*
- ③ Introduce the activity. T: *Now look at the pictures on page 54. What do you think of the different styles? Think of a name for each one.*
- ④ Elicit some names from the class. T: *What names did you choose? Have students hold their books up and indicate the picture they're talking about. T: Did anyone else choose the same name?*
- ⑤ After a few moments, have students rank their answers. T: *Now rank the styles from 1 to 9, where 1 is your favorite style and 9 is your least favorite.*
- ⑥ Put students into pairs to compare rankings. T: *Work with a partner and compare your answers. Do you like the same styles?*

### Out There homework

- ⑦ Read instructions for the homework assignment. T: *Look at the bottom of page 54. Read the homework instructions. Find a fashion magazine or go to a fashion magazine site.*
- ⑧ Give students ideas of how to find fashion sites online. T: *Page 111 has a list of fashion websites. You can find a picture of a fashion idea online and print it out to bring it to our class.*
- ⑨ Explain how the homework will be presented in a later class. T: *In the next class, we'll talk about the pictures we found and explain why we like them.*

### In the Computer Lab

Page 111 lists fashion sites.

1. Students will go to the main page of a popular fashion magazine. They can click on an interesting picture, or look for words like "style", "trends", or "fashion" and click on the link.

2. Note: These sites offer slide shows of recent fashion events. As students browse, they can click on "fashion shows" or "slide show" to see them.
3. Students can search on their own, in pairs, or in small groups. T: *Look at some different styles together. What styles do you like? What styles don't you like? Do you agree?*

### Out There follow up (next class)

If you have assigned the homework:

- ⑩ Have students bring their pictures to class and post them on the walls.
- ⑪ Allow students time to walk around and look at each of the pictures.
- ⑫ Ask for volunteers to tell the class why they chose the picture they did and why they like it.
- ⑬ After each presentation, ask the other students their opinions of the style.

If you haven't assigned the homework:

1. Print a few pictures from the websites listed on this page. Post the pictures on the walls.
2. Continue with Step 2 above.

### English in the Real World

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

With another student or a native speaker

Tell each other about your favorite or most special possessions, including why these items are special.

Take it further

Ask some people you know (parents, friends, etc.) to tell you about their favorite possession.