

## Unit Overview

### Topic: Describing people and things

In this unit students focus on describing people and things. In the Conversation, students listen as Emi tells Sam about Japanese food. Students learn the rules for using relative clauses, tag questions and information questions in How English Works. They describe people and things in the Situations. In the Communication section, students play a definition guessing game. In English Out There, students describe unusual gadgets.

### Audio CD-2:

Vocabulary Preview	CD 2 track 26	Conversation questions (1-3)	CD 2 track 28
Conversation	CD 2 track 27	How English Works (1-10)	CD 2 track 29
		Situations (1-5)	CD 2 track 30

### Warm Up (books closed)

This activity activates common vocabulary for describing people and things.

1. Greet students and introduce the warm up. T: *Hi, everyone. Today we're going to describe people and things. Let's start with some foods.*

2. Ask the students about their favorite foods. T: *What is your favorite food? Can you describe it? What does it look like? What does it taste like?*

3. Put the students into groups of 5-6 and have each student describe an unusual food. T: *Describe an unusual food to your group. See if your group can guess what it is.*

4. Walk around the class, offering help as needed.

5. As a wrap up, ask each group to describe the most unusual food they talked about. See if the class can guess the food.

2 Introduce the vocabulary. T: *In this unit, we're going to practice describing people and things.*

3 Read the words or play the audio. T: *Let's start with sightseeing and tourism.*

4 Mime any unfamiliar sightseeing or tourism words or draw sketches on the board. T: *Does anyone have any questions about these sightseeing and tourism words?*

5 Have students repeat the words. Emphasize the stressed syllables. T: *Repeat the words: tour, tour guide, etc.*

6 Elicit additional words. T: *Can anyone think of other words about sightseeing or tourism?*

7 Have the students work with a partner to think of additional words. Allow 1 minute. Then have the pairs share their new items with the class.

8 Repeat Steps 3 through 7 for International foods and A kind of...

### Unit Goals & Vocabulary Preview page 95

1 Read over the Unit Goals with the students.

### Vocabulary Preview: word stress and other examples


Sightseeing / tourism	International foods	A kind of...	Other examples
<b>tour</b>	<b>sushi</b>	<b>food</b>	<i>car</i>
<b>tour guide</b>	<b>tempura</b>	<b>game</b>	<i>vegetable</i>
<b>guide book</b>	<b>pizza</b>	<b>sport</b>	<i>movie</i>
<b>souvenirs</b>	<b>pasta</b>	<b>hobby</b>	
<b>take pictures</b>	<b>burrito</b>	<b>job/profession</b>	
<b>buy postcards</b>	<b>curry</b>	<b>tool</b>	
	<b>cappuccino</b>	<b>machine</b>	
<b>Other examples</b>		<b>animal</b>	
<b>package tour</b>	<b>Other examples</b>	<b>plant</b>	
<b>photographs</b>	<i>kimchee</i>		
<b>map</b>	<i>nachos</i>		
	<i>chai</i>		


## Conversation page 96

This conversation provides model language for describing foods.

❶ Introduce the activity. Ask students questions about the illustrations. T: *Now turn to page 96. Look at the illustrations. In Frame 1, what is Sam pointing at? [a small bowl] Look at Frame 3. Where are they? [a sushi bar] How can you tell? [they are sitting at a long food bar and there is a sushi chef on the right] What is Sam doing in Frame 6? [eating something]*

❷ Set up the situation before playing the audio. T: *Emi and Sam are eating at a sushi bar. Sam has never eaten sushi before. Let's listen.*

❸  Play the audio twice. Ask students to follow along with the conversation, once with their books open (T: *Listen to the conversation and read along.*) and once with their books closed. (T: *Now listen again with your books closed.*)

❹  Play the Conversation questions in Step 2 or read the questions yourself. Have students listen to the questions and circle the answers. T: *Listen to the questions and circle the correct answers.*

Question 1: *Where are Sam and Emi?*

Question 2: *What is wasabi?*

Question 3: *What is wasabi like?*

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

Answers

1. (a) at a restaurant
2. (a) It's a kind of spice. (In Frame 5, Emi says, "It's like horseradish. It's a spice that you mix with soy sauce.")
3. (b) It's spicy. (In Frame 4, Emi says, "Careful. It's very spicy.")

Optional

Ask students a few additional, open-ended questions about the conversation. T: *Do you think Sam will like sushi? Why or why not? How do you think he will like wasabi? 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 focus on actions as they speak.

- Pretend to sit at a counter in the restaurant.
- Use gestures.
- It's okay to use original lines. You don't have to follow the Conversation lines exactly.
- Continue the conversation. What happens next?

❼ Now have students say the conversation again, using the substitution words.

❽ Walk around the classroom, helping students as necessary.

❾ As a follow up, you can have a few pairs of students perform the conversation for the class.


## Culture Notes

Emi uses some Japanese words when she speaks with Sam. When we explain items and ideas from our own culture, it is okay to use some native language words.

## How English Works page 97

This section focuses on relative clauses, tag questions, and information questions.

### Checking Students Knowledge

- 1 Have students 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: Relative clauses

4 Say the example. T: *It's a dish that you use for the soy sauce.*

T: *Can you find this statement in the Conversation? (Frame 2)*

T: *Can you find other statements like this? (Frame 5: It's a spice that you mix with the soy sauce.)*

5 Write on the board: Pizza is a kind of food. It's popular in the U.S. Pizza is a kind of food that is popular in the U.S.

T: *What word is used to join 2 sentences into 1?*

Underline: which. Say the rule.

6 Add your own examples. (example: *I love roti. Roti is a kind of bread that people eat with Indian curries.*)

7 Go through the rest of the Rule and the More about it: pronouns.

#### Grammar Point 2: Tag questions

8 Say the example. T: *This is the soy sauce, isn't it?*

T: *Can you find this statement in the Conversation? (Frame 3)*

9 Write on the board: Today is Tuesday, isn't it?

T: *What does "isn't it" mean? Underline: isn't it. Say the rule. T: *To confirm a statement, use a positive statement and a negative tag.**

10 You can add a few more examples.

(example: *It's 10 o'clock, isn't it?*)

11 Go through the rest of the Rule.

#### Grammar Point 3: Information questions

12 Say the example. T: *What is it?*

13 Write on the board: What is it? What's that?

T: *When do you ask this question? Say the rule: Use these questions to ask about unfamiliar things.*

14 Ask students a few questions about uncommon items they have with them.

15 Go over the rest of the Rule and the More about it: asking about appearance.

### Using the Grammar

16 Ask students a few questions about themselves or things they know.

- Prompt students to answer using relative clauses:

T: *What is sushi? What is jello?*

- information questions:

T: *What's...? What is... used for? What does a... look like?*

### Grammar Guide

**Grammar Point 1:** We use relative clauses to show close connections between ideas. A relative clause is a clause beginning with "that", "which", or "who".

**Grammar Point 2:** A tag question ends with a short phrase that asks for confirmation. We use them to see if our understanding is correct. If your question has a positive statement, use a negative tag (ex.: You're American, aren't you?). If your question has a negative statement, use a positive tag (ex.: You're not American, are you?). Answer the statement portion of a tag question, not the tag (ex.: Yes, I am).

**Grammar Point 3:** Information questions begin with "-wh" words, and most of them begin with "what" (ex.: What is this? What's it used for?). Answer them with specific information (ex.: It's a kind of dessert. It's used for keeping food cool)

Refer the students to Grammar Tables 14, 15, and 16 on page 117 of the Student Book.

### Answers

1. Pizza is a kind of food which is popular in the U.S.
2. A sushi chef is someone who makes sushi.
3. A receptionist is someone who answers the phone.
4. You don't like sushi, do you?
5. She's your friend, isn't she?
6. No, they aren't.
7. It's a kind of fish.
8. What's it used for?
9. It's used for drinking.
10. What does it look like?

## Situations page 98

This section focuses on describing people and things.

- ① As a warm up, ask students about the illustrations. T: *Let's look at the illustrations. In Frame 1, where are they? [in a restaurant] Where are the men in Frame 2? [at work/in an office] In Frame 3, what is the woman doing? [ordering food/ordering a sandwich] Where is the man in Frame 4? [in a store] In Frame 5, what are the mother and daughter looking at? [a loom/ a kind of machine]*
- ② Have students fill in the missing words in pairs. T: *Now work with your partner and fill in the missing words.*
- ③ Allow about 5 minutes for students to fill in all the blanks and then ask if there are any questions.
- ④ Have the students say the conversations together. T: *Now, say the conversations with your partner.*

### Everyday Expressions

If students are comfortable with the dialogues, they can substitute these expressions:


Frame 1: Okay, I'll try it. = Okay, I'll give it a try.

Frame 2: Who's that? = Who's that guy over there?

Frame 3: Would you like one? = Would you like to try one?

Frame 4: What's this? = What is this called?  
That's expensive, isn't it? = Isn't that expensive?

Frame 5: What's that? = What's that thing?

- ⑤ Have students switch roles and read the conversations again. T: *Now switch roles. A, you're B. B, you're A.*
- ⑥  Play the audio so students can check their answers. T: *Now we'll listen to the conversations. Check your answers.*
- ⑦ Next have students cover the words and try to say the conversations again. T: *Now, cover all the words and say the conversations again. Remind students that looking at the illustrations can help them remember the words.*
- ⑧ After students have practiced all 5 conversations, have them talk about a historical or cultural item. T: *Now look at number 6. Talk*

*to your partner about a historical or cultural item. Say what it is and what it's used for.*

- ⑨ Elicit a few answers from the class. T: *(Names), what item did you talk about? What is it used for? Has anyone seen or used one of these items?*

### Extension for Frame 6

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

Situation 1: *Tell your friend about the best gift you ever received.*

Situation 2: *Order a meal at one of your favorite restaurants.*

It's okay for students to write out their dialogues. Ask a few volunteers to present their dialogues to the class.

### Answers

1. A: That's *wasabi*, isn't it?  
B: No, that's *daikon*. It's a vegetable that you mix with the tempura sauce. (OR which)  
A: Okay, I'll try it.
2. A: Who's that?  
B: That's Andrew.  
A: Oh. He's the receptionist, isn't he?  
B: No, he's the person who fixes our computers.
3. A: What's a submarine sandwich?  
B: It's a sandwich that has a lot of things in it.  
A: It has meat in it, doesn't it?  
B: Yes. Would you like one?
4. A: What's this?  
B: It's a *mat mee* scarf. *Mat mee* is a kind of silk.  
A: Oh, it costs 20,000 baht! That's expensive, isn't it?  
B: No, it's only 2,000 baht.
5. A: What's that?  
B: It's a loom.  
A: A loom?  
B: It's used for making cloth.

## Communication page 99

In this activity, students make definitions of cultural items.

❶ Warm up: Bring in some pictures of items the students may not be familiar with. (Ads for unusual items from specialty or hobby magazines work well. So do pictures of antique items.) Ask the students about the items as you hold up the pictures. T: *What is this? Can you guess? What's it used for? Can you guess?*

❷ Introduce the main activity. T: *Look at the top of page 99. Read the chart. Make definitions: match the names, categories, and information. Go over the example with the class and make sure students understand what to do.*

❸ Elicit definitions from the class. T: *What is the definition of "lei"? What does "piñata" mean?*

❹ Put students into pairs and have them write definitions together. T: *Choose one of the pictures and make definitions for it. It's okay if students only make one definition. If possible, though, encourage them to make several definitions for the same item. T: Then, think of another cultural item and write a definition for it.*

❺ Walk around the room, helping students with their definitions.

❻ After several minutes, ask students to read their definitions to the class.

❼ Choose 2 students to model the example. T: *(Names), would you read the example together before we begin?*

❽ As students read their definitions, have the rest of the class guess the item. T: *Who can guess the item?*

❾ Continue for several items.

### Bonus

❿ Introduce the activity. T: *Let's play a game. Think of something in the classroom. What color is it? Give students a moment to think of an item.*

⓫ Put students in pairs and have them guess each other's items. T: *Say the color of the item. Your partner will ask questions to guess the item.*

⓬ Choose 2 students to model the example. T: *(Names), would you read the example*

*together before we begin? Check to make sure students understand the rules. T: Does everyone understand how to play? Okay, let's start.*

⓭ Walk around the room as the students ask questions. Offer suggestions for new questions. T: *Did you ask what it is used for? Do you know how big it is?*

⓮ Wrap up the activity with a few questions. T: *(Name), what did your partner describe? Was it difficult to guess? How did your partner describe it?*

### Communication Expansion

1. Put students into groups of 5-6 students and have them each write a definition on a piece of paper. Tell them to fold the paper in half and write the word on one half and the definition on the other.
2. Have students cut or carefully tear their words and definitions apart. Then they should gather the words in one pile and the definitions in another.
3. Walk around the room and hand each student one word and one definition. Make sure that no one has a matching set. (Or, have a group leader pass out words and definitions.)
4. Ask students to read their words and definitions to their group members and try to find matches. Students shouldn't guess the answers: Tell them that if they don't know a word, they should just say, "I don't know."
5. Students should give their definitions to the students with the correct words. (They should not give the words away.)
6. When students have finished the activity, go over the words and definitions as a class.

### Extension Writing Activity

1. Write 3 or 4 short sentences describing a cultural item.
2. Write 3 or 4 sentences about your favorite toy from childhood.

## English Out There page 100

This section encourages students to explain the function of different items.

① **Warm up:** Bring in a few common kitchen utensils – things that are not pictured on page 100 – and ask students about them as you hold them up. T: *Does anyone know what this is called in English? Do you know how to use it?*

② **Introduce the activity.** T: *Now look at the items on page 100. Match each item with the name. What is each used for?*

③ **Allow some time for students to match the items with their names and then go over the matching activity with the class.** T: *What is this called? And what is it used for? How about this one?*

④ **Put students into pairs.** T: *Work with your partner. Think of some items that most people don't know. Hold up your book and show students where to record their ideas.* T: *Write the name of the item, the English translation, and a definition in the chart.*

⑤ **Walk around the classroom and help students fill in their charts, if necessary.**

⑥ **Elicit some items from the pairs.** T: *(Names), what item did you choose? Could you describe it for the class? Has anyone heard of this item?*

### Out There Homework

⑦ **Read instructions for the homework assignment.**

⑧ **Give students ideas of how to find gadgets (small machines with a particular use) online.** T: *Page 111 has a list of websites with gadgets. You can use these sites or find your own.*

⑨ **Explain how the homework will be presented in a later class.** T: *Bring the gadget or picture and your description to the next class and we'll tell each other how our gadgets work.*

### In the Computer Lab

Page 111 lists gadget sites.

1. Have students click on a featured gadget, or click on the kind of gadget they're interested in (for example, "household" or "tools").
2. Students will find more information about the featured gadget or a page of links they can browse.

Before students read about the gadget, have them look at the picture and guess what it is. They can do this with a partner or in small groups. T: *Look at the gadget with your partner. Can you guess what it is?*

### Out There Follow Up (Next Class)

If you have assigned the homework:

⑩ Have students bring the gadget or picture and their description to class.

⑪ Put students into groups of 6-8 and have all students put their pictures in the middle of their group.

⑫ Students should look at the pictures and try to figure out what the gadgets are and how they are used.

⑬ After everyone makes a guess at how to use the item, the student with the description should explain the gadget to the group.

⑭ Continue until all gadgets have been described.

If you haven't assigned the homework:

1. Print some pictures of gadgets from the websites listed above.
2. Put the pictures on the wall. Have students guess what they're used for.

### English in the Real World

Here are some ways of using the ideas in this unit outside of class:

**With another student or a native speaker**

Find out about an unusual item. Share your information with your partner.

**Take it further**

Find out about a new invention.