

# 8 David's Apartment Is on the Third Floor

## Possessives

**Target patterns:** My / your / his / -'s . . .  
Whose . . . ?  
Mine / yours / his . . .

**Communication skills:** Describing houses / apartments  
Talking about what people own

**Language sets:** Rooms in a house  
Things in a house

### Warm Up

#### Guess What It Is

Think of something belonging to one of the students and say “(Name)’s is/has . . . What is it?” The students try to guess what the thing is. The students take turns thinking of things belonging to other students either as a class, in pairs or in small groups.

### It's Small and Messy

The students can listen to the dialog, read it, or do both.

#### Anticipation questions

*Is his apartment on the first floor?*  
*Is it large?*

#### Follow-up questions

*Where are his books and clothes?*  
*Where are the pictures?*  
*Where are your books and clothes?*

#### Comprehension—Personalization

T: *Is David's apartment on the second floor?*  
S1: *No, it isn't.*

T: *Where.*  
S1: *Where's David's apartment?*  
S2: *It's on the third floor.*

T: *Your apartment/room*  
S2: *Where's your apartment?*  
S3: *It's on the sixth floor.*

T: *Are David's books and clothes under the sea?*  
S4: *No, they aren't.*

T: *Where.*

S4: *Where are David's books and clothes?*  
S5: *They are all over the floor.*

T: *Your books and clothes.*  
S5: *Where are your books and clothes?*  
S6: *My books are on my bookshelves and my clothes are in my closet.*

### Personalization

In pairs, groups or as a whole class, one student talks about a man that everybody knows, making sentences starting with “His . . .” The other student(s) try and guess who the man is.

### Warm Up

#### Who Is She?

Think of somebody female that they all know and make sentences about her starting with “Her . . .” The students try to guess who the person is. The students take turns doing the activity as a class, in pairs, or in small groups.

### Their Apartment Is Modern

The students can listen to the dialog, read it, or do both.

#### Anticipation questions

*Where are Paula's paintings?*  
*Where is the swimming pool?*

#### Follow-up questions

*Where is the antique furniture?*  
*What's in Sachiko and Michelle's living room?*  
*What's in your living room?*

#### Comprehension—Personalization

T: *Where's Paula's antique furniture?*  
S1: *It's in her living room.*  
T: *Where's your - antique furniture?*  
S2: *It's . . . or I don't have any!*

T: *Where are Paula's paintings?*  
S3: *They are in her studio.*  
T: *Your.*  
S3: *Where are your paintings?*

S4: *They are . . . or I don't have any!*

T: *Where's Sachiko and Michelle's piano?*

- S5: *It's in their living room.*  
 T: *Your.*  
 S5: *Where's your piano?*  
 S6: *It's in . . . . or I don't have a piano.*
- T: *Where's Sachiko and Michelle's swimming pool?*  
 S7: *It's in their yard.*  
 T: *Your.*  
 S7: *Where's your swimming pool?*  
 S8: *It's . . . . or I don't have one!*

## Personalization

In pairs, groups or as a whole class, one student talks about a sports team that everybody knows, making sentences starting with *"Their . . . ."* The other student(s) try and guess what the team is.

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## Word Building

### Whose Are They?

The students look at the pictures in turn and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

#### Sample answers

*This briefcase is mine.*  
*That dictionary is his.*  
*That watch is hers.*

## Controlled Practice

### Possessives

The students make sentences about each picture.

#### Sample answers

- This is my kitchen.*
- These are my husband's golf clubs.*
- That's my neighbor's car.*
- Those are my dog's bones.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

#### Sample answers

*There are my ears.*  
*Those are his books.*  
*Those are Bob's shoes.*

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## Warm Up

### Leaving the Room

One student leaves the room. Each of the other students places one of their possessions on a table. The student re-enters the room and tries to guess who each of the things belongs to, using the patterns *"I think this/these is/are his"* and *"I think this/these is/are hers."* Students can take turns leaving the room.

## Whose Painting Is That?

The students can listen to the dialog, read it, or do both.

#### Anticipation questions

*Who is Donald?*  
*Does he like reporters?*

#### Follow-up questions

*What's very big?*  
*Why is it big?*

*What does Donald like for breakfast?*  
*What do you like for breakfast?*

#### Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

## Personalization

One student is a reporter asking *"Whose . . . is this?"* about things in the room or in photographs or pictures. The other student tries to guess who they belong to using *"I think . . ."*

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## Communication Activities

### A. Guess Who

One person makes a series of statements about a well-known person or band—e.g. *"Her hair's red."* *"Her team's very strong."* After each statement, he/she asks *"Who is he/she?"* or *"Who are they?"* Each student or team has a fixed amount of time to make a guess.

### B. Bleep

One student makes a series of statements substituting the word "bleep" for the word to be

guessed—e.g. “*Our bleeps are noisy.*” “*Akiko’s bleep is black.*” After each statement he/she asks “*What is it?*” or “*What are they?*”

### C. Whose Is It?

Each student has pictures of a collection of objects. One asks the other who he/she thinks each object belongs to, and writes his/her guesses down. One student, or the teacher, has a master sheet with his/her guesses on it. If the students like drawing, the activity can be extended by using pictures they have drawn.

## Review Exercises

It is best if the students first write their answers individually. They can then do the exercises in pairs, groups, or as a class.

### Sample answers

#### Mixed questions

1. *My favorite actor is . . . .*
2. *Go first left. There’s a coffee shop on the right.*
3. *I think there are about one million.*
4. *I’d like a new bicycle.*
5. *There’s one carton.*

#### Puzzle sentences

1. *They are in the glass on the shelf.*
2. *Go out of this building and turn left.*
3. *Is that a house at the bottom on the right?*
4. *Would you like to try it on?*
5. *What kind of soup would you like?*

You

1. *I think dogs are very cute.*
2. *There’s a bookstore near my home.*
3. *There are a few plants in my room.*
4. *I have a new shirt.*
5. *There’s some cheese in my fridge.*

## Personal Record

### Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

### Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words/patterns into flash/flip card software or write them down on flash/flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words/patterns.