Teacher's Guide – B1.37.1 How do you communicate and learn?

CEFR Level: B1+ | ELPA 21: Early Adv | CA ELD: Expanding+ | AZ: Intermediate

WIDA Level: Expanding | TELPAS: Advanced | NY: Expanding

Estimated Time: 60 minutes

Language Objectives
Students will tell subject questions from object questions and form both with who, what and which.
Students will place prepositions at the end of object questions, e.g. Who did you make this cake for?

Vocabulary
communicator, extrovert, introvert, sociable, reluctant, embrace, close-knit, desperate, tech-savvy, a wide circle of friends, thrive, struggle

Content Objectives
Students will read about four types of communicators and decide which type they are.
Students will listen to two people talk about how they communicate and make questions about them.

Materials Needed
- Off2Class lesson and projector
- Off2Class teacher notes
- Notebook/paper and pens/pencils

Optional:
- Lesson audio
- Speakers

Language Prerequisites
Ability to form yes/no and Wh- questions with auxiliary verbs in common tenses.
Familiarity with the terms subject, verb and object.

Related Lessons
B1.25.1 Socializing
B1.37.2 How do you communicate and learn?
B2.47.2 Understood?

Lesson Procedure

Stage	Domain	Time	Slides	Activities	Diff – Lower	Diff – Higher
Warm-up	Speaking	4 min	1-2	1. Show Slide 1. Say: "Today we will talk about how we communicate and practice two kinds of Wh- questions." 2. Show Slide 2. Pair students to answer the questions on the slide and report back. 3. Ask the question in the teacher notes about chatting or finding out information.	Give the frame "I usually communicate with ... by ..."	Ask students to compare how they communicate with how their parents communicate.
Lead-in	Speaking	4 min	3-4	1. Show Slide 3. Have students describe how the people in each image are communicating, then compare with the examples in the teacher notes. 2. Show Slide 4. Pair students to choose the best way to communicate each situation and give a reason, following the model on the slide. 3. Ask the questions in the teacher notes about which situations are difficult.	Give the frame "If I wanted to ..., I would ... because ..."	Ask students to say when a different way of communicating would be better.
Pre-reading	Speaking	3 min	5	1. Show Slide 5. Read the four types of communicators with students and ask them to predict the answers to the questions on the slide. 2. Ask the questions in the teacher notes about age and communication styles.	Let students choose one type that describes them and say why.	Ask students to name a famous person who fits each type.
Reading	Reading	6 min	6-7	1. Show Slide 6. Have students read the text and the vocabulary, then answer the questions on the slide. 2. Ask the questions in the teacher notes about delivering bad news in person. 3. Show Slide 7. Have students read the text and answer the questions on the slide in pairs. 4. Ask the questions in the teacher notes about friends and people students have never met.	Read each text aloud while students follow.	Ask students to explain which words show that this type finds relationships difficult.

Stage	Domain	Time	Slides	Activities	Diff – Lower	Diff – Higher
Grammar: subject and object questions	Reading	5 min	8	1. Show Slide 8. Go through the object and subject questions on the slide. 2. Use the two Aysha questions at the bottom of the slide to show which part of the answer each question asks about. 3. Have students write a full sentence answer to each example question to see whether it asks about the subject or the object.	Color-code the subject and object in one answer on the board.	Ask students to write one subject and one object question about a classmate.
Grammar: rules	Reading	4 min	9	1. Show Slide 9. Go through the example questions and answers on the left of the slide. 2. Go through the three rules, including the preposition at the end of a question. 3. Ask: "In 'Who sent you text messages?', do we use an auxiliary verb?" Students answer: "No, because who is the subject."	Write a simple sentence on the board and make one subject question and one object question from it.	Ask students to make a question that ends with a preposition, e.g. about, to or for.
Practice: identify question types	Writing	6 min	10-11	1. Show Slide 10. Have students write an answer to each question, then decide if it asks about the subject or the object. 2. Check answers using the examples in the teacher notes. 3. Show Slide 11. Have students decide if each question is about the subject or the object. 4. Check answers using the teacher notes.	Assign the first five questions on Slide 11 only.	Ask students to explain which rule from Slide 9 they used for each answer.
Practice: make questions	Writing	5 min	12	1. Show Slide 12. Have students put the words in order to make questions and decide if each is a subject or object question. 2. Check answers using the teacher notes.	Tell students the first word of each question.	Ask students to write a short answer to each question.

Stage	Domain	Time	Slides	Activities	Diff – Lower	Diff – Higher
Reading	Reading	5 min	13-14	1. Show Slide 13. Have students read the text and answer the questions on the slide. 2. Ask the questions in the teacher notes about parents and texting. 3. Show Slide 14. Have students read the last type of communicator and answer the questions. 4. Ask the question in the teacher notes about text language and emoticons.	Pre-teach introvert by contrasting it with extrovert from Slide 6.	Ask students which type of communicator would be best in their job or studies and why.
Listening: Jordan	Listening/ Writing	5 min	15	1. Show Slide 15. Play the audio once for students to listen for general meaning. 2. Have students read the answers on the slide, then play the audio again. 3. Pair students to write a question for each answer. Compare with the examples in the teacher notes.	Tell students the question word for each answer.	Ask students to say if each question they wrote is a subject or object question.
Listening: Marissa	Listening	4 min	16	1. Show Slide 16. Have students read the statements. 2. Play the audio. Students decide if each statement is true or false and correct the false ones. 3. Check answers using the teacher notes.	Play the audio twice.	Ask students which type of communicator Marissa is and why.
Practice: questions about Marissa	Writing	5 min	17	1. Show Slide 17. Pair students to find the subject and objects in each sentence of Marissa's text. 2. Have pairs write at least five questions about Marissa. 3. Have pairs ask another pair their questions. Compare with the examples in the teacher notes.	Give question starters: When does she...?, Who does she...?, What does she...?	Ask students to include at least two subject questions.

Stage	Domain	Time	Slides	Activities	Diff – Lower	Diff – Higher
Speaking	Speaking	4 min	18	1. Show Slide 18. Ask students to imagine what Anders is like. 2. Pair students to write a question for each of Anders's answers. 3. Have pairs role-play the conversation, with one student as Anders.	Do the first two questions together.	Ask the student playing Anders to add an extra detail to each answer, and the other student to ask a follow-up question.

Assessment ideas

Formative Assessment

1. Subject or object checks
When: Slides 10-12
How: Check answers using the teacher notes. Ask students to name the rule from Slide 9 for one question they got wrong.

2. Listening checks
When: Slides 15-16
How: Check answers using the teacher notes.

Summative Assessment

1. Questions for Anders
When: Slide 18
How: Check that each student writes and asks at least six correct questions, including subject and object questions.