

# 8 Things

## 8.1

**Goal:** ask about and buy things

### Core language:

|               |                    |
|---------------|--------------------|
| VOCABULARY    | Buying things      |
| GRAMMAR       | some, any          |
| PRONUNCIATION | Contrastive stress |

## Portobello Market

### LISTENING

- To introduce the topic, look at the photos with the class and ask what they show (A: carpets, rugs; B: antiques (coffee pots, furniture, books, a globe); C: clothes, shirts, jackets). Teach:  
– *antiques* (= old things which are valuable)  
– *junk* (= old things which are not valuable)  
– *second-hand* (= not new, originally belonging to someone else).  
Read through the questions and check the meaning of *pay the full price* (= the price they ask) and *bargain* (= offer a lower price). Talk about the questions with the class.

#### Alternative

To make this activity more focused, you could ask learners to think of a time they visited a market. They note down answers to these questions:

- Where was the market?
- What did they sell?
- What did you buy?
- Did you bargain?

Then they talk about their answers in groups or together as a class.

- Listening for main idea.* Play recording 2.33, pausing after each conversation to give learners time to find the answer.

**Picture A:** the white rug  
**Picture B:** the small silver candlesticks  
**Picture C:** the red leather jacket

- Listening for details.* Play recording 2.33 again. Pause after each part and check the answers.

**She buys the rug for £85 and the jacket for £75.**

You could also ask other questions, e.g.

- How much does the stallholder ask for? (Answer: £100.)
- How much are the candlesticks? (Answer: £35, then £30.)
- Is the jacket second-hand? (Answer: No.)  
What size is it? (Answer: Medium.)  
How does she pay? (Answer: By credit card.)

### VOCABULARY Buying things

- a** *Verbs: looking, bargaining, buying.* Learners complete the expressions.

2 have 3 see 4 give, take 5 take, leave 6 want  
7 is 8 try 9 have

Focus on these points:

- (1, 2) You *look at* things or *have a look at* them (= look for a short time). A useful question is: *Can I have a look at ...?*
- (4, 5) If you buy things, you *give* the stallholder money; he/she *takes* your money; you *take* the (rug). (Show this with gestures.)
- (8) Before you buy an article of clothing, you *try it on* (= wear it to see how it looks and if it fits).

- b** Learners look at the script on p150 to check.

### PRONUNCIATION Contrastive stress


- a** *Books closed: focus on stress.* Play recording 2.34 and ask which words have the strongest stress.

*Books open.* Play recording 2.34 again. Ask why these words are stressed (Answer: To make a contrast: X? No, Y.).


- b** *Noticing task.* Look at extracts 3 and 5 in 4a with the class and ask which words have the strongest stress.

3 orange, white 5 twenty, thirty

- c** Play recording 2.35 to check.

 Learners practise conversations 2–5.

- Practise an example conversation from 4a with the class. You play the stallholder and learners answer with their own ideas.

 Learners role play the conversations, taking turns to be the stallholder and the customer. The customer responds with their own ideas. If necessary, guide this by writing prompts on the board, e.g.  
– rug red? brown  
– candlesticks black? silver  
– jacket grey? knitted

#### Language note: one, ones

We use *one* or *ones* to refer back to a noun:

- the red jacket → the red one
- the big candlesticks → the big ones

## Do you have any ...?

### GRAMMAR some, any

- Go over the examples with the class. Learners complete sentences 1–4.

1 some 2 any 3 any 4 some

Alternatively, ask the class questions to focus on *some* and *any*, e.g.

- Look at the positive (+) sentences. Do we use ‘some’ or ‘any’?
- Look at the negative sentence. Do we use ‘some’ or ‘any’?

Make these points:

- We usually use *some* in positive sentences and *any* in negative sentences.
- We can use either *some* or *any* in questions.
- In most questions (when we don’t know the answer), we use *any*. If we expect the answer ‘yes’, we can use *some*. Compare:
  - Do you need any help? (= I don’t know if you need help or not.)
  - Do you need some help? (= I think you need help.)

#### Language note: some in offers and requests

We often use *some* in offers and requests. This is because they are not real questions (i.e. we are not asking for information).  
 – Would you like some coffee? (= Please have some coffee.)  
 – Can you buy some bread? (= Please buy some bread.)

- 2 a Adding ‘some/any’ to a conversation. To show what to do, look at sentences 1 and 2 with the class. Ask learners to add *some* or *any*.

Possible answers:

- 1 ... any help? or ... some help?  
 2 ... any bookcases?

👤 / 👤 Learners add *some* or *any* to the other sentences.

Possible answers:

- 3 ... some nice bookcases  
 4 ... some cheaper ones  
 5 ... get some more? or ... get any more?

- b Discuss the answers together, and play recording 2.36 for learners to compare.
- c 👤 Conversations. Go through the conversations with the class. They use *some* or *any* and change the underlined expressions.

Learners have the conversations.

#### Note: Grammar practice

You could do the grammar practice on p138 at this point.

## SPEAKING

- 3 a Preparation for role play. Choose one of the stalls on p66, then give learners a letter, A or B. As decide prices for the things at the stall, and Bs decide what they want to buy.
- b 👤 Role play 1. Learners have a conversation.
- 4 👤 Role play 2. Learners change roles, choose another stall and have a second conversation.
- 5 Round-up. Learners report on what they bought and how much they paid.

#### Alternative: Use the class as a marketplace

This activity covers and combines 3 and 4. Choose some learners (about a third of the class) to be stallholders: give them each one of the three stalls on p66 or let them choose. The other learners are customers who move from stall to stall, looking at things and buying them.

## 8.2

**Goal:** describe objects

**Core language:**

VOCABULARY Describing objects  
 GRAMMAR Passives

## Mystery objects

### READING

- 1 a Pre-reading activity. Learners cover the webpage. Ask them what they think the objects are, how old they are and where they come from.
- b Reading to check. Learners read the webpage. Then ask what the objects are. Don’t go into too much detail at this point, but present key words, e.g.
- manuscript (= handwritten pages)
  - herbs (= plants for medicine)
  - secret (= something other people don’t know)
  - pot (see picture).

Possible answers:

The Voynich Manuscript: It’s a book with pictures of plants and herbs. It’s written in a secret language.  
 The Baghdad Battery: It’s a small pot, about 2,000 years old. It has two pieces of metal inside, and people think it was a battery.  
 The Saqqara Bird: It might be a model bird, or perhaps a model aeroplane. It’s over 2,000 years old.

- 2 👤 / 👤 Reading for details. Learners read again and complete the table.

|  |  |
|--|--|
| A Voynich Manuscript<br>Frascati, near Rome<br>1912<br>25 x 18 cm<br>15th–17th century | C Saqqara Bird<br>Saqqara, Egypt<br>1898<br>18 cm<br>200 BC (over 2,000 years old) |
| B Baghdad Battery<br>a village near Baghdad<br>1930s<br>15 cm tall<br>2000 years old   |  |

#### Option: New vocabulary

Learners read again and underline three words they don’t know. Discuss them together and ask if they can guess what they mean.

- 3 Discussion. Ask learners which ideas about each object they think are probably correct, and why. Ask them also why they think other ideas might be incorrect.

### VOCABULARY Describing objects

- 4 a Key expressions. Learners match the sentences with the pictures.

1 B 2 A 3 A 4 B 5 C 6 C

To focus on the expression *It’s made of ...*, ask what the objects in the pictures are made of, and write on the board:

clay.  
*It’s made of* paper.  
 wood.

Write on the board: *It weighs ...* . Point out that this is a verb. (Give other examples: *I weigh X kilos. How much do you weigh?*)

**Option: Presentation with books closed**

Write on the board:


*It's \_\_\_\_\_ clay.*

*It \_\_\_\_\_ 40 grams.*

*It \_\_\_\_\_ wings like an aeroplane.*

Learners look at the pictures, complete the sentences and say which object each one is about. Use this activity to present the key expressions.

Then open books and do **4a**.

- b**  *Focus on colours and materials.* Learners answer the questions.

Discuss the answers with the class. Establish that the opposite of *light* is *dark*, and build up a list of colours on the board.

Present any new words for materials and give examples. Focus on the pronunciation of *leather* and *metal*.

- c** *Practice: writing descriptions.* To show what to do, describe something in the classroom and ask learners to guess what it is.

Learners choose objects and write sentences about them. Go round and check, helping with vocabulary as necessary.

## SPEAKING

- 5** Learners read out their sentences. The others listen and guess the object. (They can do this in groups or as a whole class.)

## It was made in ...

### GRAMMAR Passives

- 1 a** *Focus on meaning.* Read the sentences, and ask which sentence is in the paragraph (*Answer: 2*).

- b** Use the questions to establish that:
- the active sentence (1) tells us something about Wilfred Voynich
  - the passive sentence (2) means the same, but the emphasis is different: it tells us about the book (how it was discovered).

Point out that the passive is not a tense – we can use it in the present, past or future.

**Option: Monolingual classes**

Ask students if they have the passive in their own language. This will help them to understand what the passive is in English and what it is used for.

- 2 a** *Focus on form.* Learners complete the sentences.

... it is written ...

... it was made ...

The pages are illustrated ...

... electric batteries were used ...

Show these forms on the board:

Present simple passive: *am/is/are* + past participle

*write* → *the book is written* ...

*illustrate* → *The pages are illustrated* ...

Past simple passive: *was/were* + past participle

*make* → *The book was made* ...

*use* → *batteries were used* ...

- b** *Noticing task.* Learners underline nine more examples of the passive.

Go through the answers and write the passive forms on the board.

*A was discovered*

*was made*

*B was ... discovered*

*is made of*


*was written*

*C was found*

*was thought*

*was put*

*was rediscovered*

- 3**  Divide the class into pairs or groups and give each group a letter, A or B, alternating round the class.

Groups read their own information on p125 (As) or p129 (Bs) and add the verbs. Point out that some verbs are active, and some are passive. Go from group to group and check.

*Group A*

*was found*

*is made*

*was drawn*

*shows*

*think*

*was discovered*

*say*

*Group B*

*were discovered*

*were made*

*were used*

*do not know*

*were moved*

*were found*


*are called*

**Note: Grammar practice**

You could do the grammar practice on p138 at this point.

## SPEAKING

- 4 a** *Preparation for pair work.* In their groups, learners practise giving the information from the notes on p69.

- b**  In A/B pairs, learners tell each other about their object from **3**.

*Round-up.* Students tell you what they understood about their partner's object. You could do this round the class, getting a sentence from different learners.


- 5** *Discussion.* Ask learners to choose the object (from A–E) they think is most interesting, or which is the greatest mystery.

Find out which object most learners chose and why.



You could use photocopiable activity 8A on the Teacher's DVD-ROM at this point.

## 8.3 Target activity: Talk about a favourite possession

**Goals:** describe objects   
talk about possessions

### Core language:

VOCABULARY Talking about a possession  
8.2 VOCABULARY Describing objects  
8.2 GRAMMAR Passives

### TASK LISTENING

- 1 *Listening for general idea.* Write the word *possession* on the board, and ask what it means (= something you own). Learners give a few examples of possessions. Ask what the objects in the pictures are (*a pebble, a passport, a wide-screen TV, books*).  
Play recording 2.37, pausing after each person's part. Learners match the people and the possessions.

Anna: C Alba: D Claudia: B Eren: A

### TASK VOCABULARY Talking about a possession

- 2 a *Matching task.* Read the sentences, presenting any new expressions, e.g.  
– *reminds me of* (= makes me remember)  
– *I absolutely love it* (= I really love it)  
– *a mosaic* (= a pattern of tiles)

Point out the sentence:

*They were given to me by my mother.* (passive)  
(= My mother gave them to me. (active))

Ask what possession each sentence is about.


1 TV (Anna) 2 passport (Claudia) 3 TV (Anna)  
4 books (Alba) 5 books (Alba) 6 pebble (Eren)  
7 passport (Claudia) 8 pebble (Eren)

- b Play recording 2.37 again to check.

#### Alternative: Prediction activity

- Before you play recording 2.37 the first time, look at the sentences in 2a and ask learners to guess which possession each one is about.
- Then play recording 2.37 again to check. (This is a good way to increase learner motivation to listen.)

### TASK

- 3 a *Preparation for speaking.* Learners think about a favourite possession, and make notes. Go round and give help with any new words.  
b  *Speaking activity.* Learners tell each other about their favourite possessions and ask further questions.  
4 *Round-up.* Find out which is the oldest, smallest and most unusual possession. You could do this by asking, e.g., *Who thinks their possession is the oldest?* and getting a learner to tell the class about it.

#### Alternative: Mingling activity

Learners move freely round the class and tell other people about their favourite possession.  
*Round-up.* Ask the class who they think has the oldest, smallest and most unusual possession.

## 8 Explore

### Keyword: *by*

**Goal:** use *by* with a range of meanings

### Core language:

*by* to talk about books, films etc. (*by* a person)  
*by* to say how you do things  
*by* + time (= at or before a time)  
*by* + place (= next to)

1

#### Optional lead-in with books closed

To introduce the four groups of *by* meanings, write on the board:

*The book was discovered by Wilfred Voynich.*

*I usually go by bus.*



*Please be there by 6.00.*

*We sat by the window.*

Ask the class: *What questions do these expressions answer?* (Answer: Who? How? When? Where?)

Then open books and do 1.

Look at sentence 1 with the class and ask which group it goes in (Answer: A).

 /  Students read the other sentences and decide which group they go in.

Group A  
*by Wilfred Voynich*  
*by an admiral*  
Group B  
*by card*  
*by putting your feet*  
*by plane*

Group C  
*by Friday*  
*by the time you arrive*  
Group D  
*by the canal*

#### Language note

Group A

We often use *by* to talk about books, films, paintings, etc.  
Group B

We often use *by* to talk about transport (*by bus, by car*), communications (*by phone, by email, by post*) and money (*pay by card, by cheque*).

Group C

*by* means *at that time or before*. Compare:

*I'll be home at 6.00.* (= not before and not after)

*I'll be home by 6.00.* (= not later than 6.00)

Group D

We usually use *next to* for things of the same size or type:

*His shop is next to the bank.*

*She was sitting next to me.*


We use *by* to mean *next to something bigger*:

*I sat by the window.*

*We live by the sea.*

- 2 a Learners add *by* to the questions.



1 ... *by the end of this week* 2 ... *by your cooker*  
3 *by letter* 4 *by your family* 5 *by car* 6 *by the sea*  
7 *by the end of next year* 8 *by 2020*

- b  Learners ask and answer the questions.

*Round-up.* Ask a few learners what they found out from their partner.

## Independent learning: Ways of reading

**Goals:** develop learners' awareness of different ways of reading (e.g. skimming, careful reading)  
encourage learners to read in different ways according to their reading aims/needs

- 1 *Focus on types of reading.* Look at the list and pictures and ask what they show. Check the meaning of:
  - *bank statement* (= tells you how much money you have)
  - *recipe* (= instructions for cooking)
  - *listings* (= lists of what's on).Look at each kind of reading with the class and ask:  
*Do you read it on a computer or on paper?*
- 2 a *Focus on ways of reading.* Read through a–d, then ask learners how they read a bank statement (probably a, b or c – not d!).  
Learners look at the other items and decide how they read them.
- b  /  *Discussion.* Learners compare their ideas.  
Look at each way of reading (a–d) in turn, and ask learners what things they read in this way.
- 3 *Focus on reading in English.* Discuss question 1 together, and build up a list of types of reading on the board, e.g. *newspaper, blog, dictionary, instructions in the coursebook*. As you do this, ask learners how they normally read these things.  
Make these points:
  - sometimes it's important to read carefully and understand every word (e.g. following instructions, reading examples)
  - sometimes it's better to try to read more quickly, and guess words as you go along (e.g. reading a story or a long news report)
  - sometimes you only need to find particular information, so you don't need to read everything in detail (e.g. dictionaries).
- 4 Discuss the article on p68. Learners decide individually or in pairs/groups which ways of reading **1b** and **2** practise.

**1b** Reading quickly to get a general idea  
**2** Reading carefully to find detailed information

Point out that the reading activities in the Coursebook aim to practise all four kinds of reading in **2a**.

## Explore speaking

**Goal:** explain words you don't know

### Core language:

Saying you don't know a word: *I don't know what you call them. What's it called? I don't remember the word in English.*  
Describing things: *They're made of ... They're like ... They have ... It's a kind of ...*  
Opinions: *You (write in it). You usually find it in ... You use it to ...*

- 1 a *Listening.* Learners cover the conversations. Look at the pictures with the class and ask if learners know what they are in English. Explain that they will hear people talking about them, but these people don't know what they are called.

Play recording **2.38**. Pause after each conversation to allow learners to answer the questions.

**1** a restaurant (in Poland) C (kluski)  
**2** an office B (diary)  
**3** a classroom E (kettle)

- b Learners look at the scripts on the right of the page. Establish what happens in each conversation.


**1** Agnieszka explains a Polish word. (c)  
**2** Nazif can't remember 'diary' in English, so he describes it. (a)  
**3** Manuel explains what a kettle is. (b)

- 2 *Useful expressions.* Learners add expressions to each group. You could write them on the board in three lists.


**1** What's it called?  
*I don't remember the word in English.*  
**2** They're made of ...  
*They're like ...*  
*They have ...*  
*It's a kind of ...*  
**3** You (write in it).  
*You usually find it in ...*  
*You use it to ...*

### Language note

To talk about words for things, we can use the verb *call* in the active or passive:  
– *What do you call this? I don't know what you call it.*  
– *What's this called? I don't know what it's called.*

- 3 a  *Describing.* Learners try describing the things in A and D.
- b Then discuss them together. Alternatively, you could discuss them with the whole class.

**Possible answers:**  
**1** *It's a small bag made of paper. It has tea in it. You put it in a cup with hot water to make tea.*  
**2** *It's like a big cat. It lives in Africa. It's yellow with black spots.*

- 4 a *Speaking activity.* Learners choose four things and think about how to describe them.
- b  In turn, learners describe their objects.
- c *Round-up.* Each group chooses one of their words. One learner describes it to the class.  
Let the learners look up the words in a dictionary or tell them the meanings.

## 8 Look again

### Review

#### VOCABULARY Describing objects

- 1 a Play recording 2.39, and ask what the object is.

*mobile phone*

Ask learners to repeat what she says about it.

- b Learners choose an object to describe. Alternatively, you could give them pictures of objects to describe. They think how to describe the object and make notes.
- c In turn, learners describe their object. The others listen and guess what the object is.



You could use photocopiable activity 8B on the Teacher's DVD-ROM at this point.

#### GRAMMAR The passive

- 2 a *Focus on passive forms.* Read through the quiz questions and ask learners to give the verb forms. If necessary, remind them of present and past passive forms:

*am/is/are + past participle*

*was/were + past participle.*

*1 is spoken 2 were taken 3 is located 4 was sold  
5 was written 6 was given 7 are called 8 was won*

- b / *Quiz.* Learners do the quiz.

Go through the answers together and play recording 2.40 to check.

*1 b 2 a 3 b 4 a 5 c 6 c 7 b 8 c*

- c *Writing quiz questions.* Together, learners write four more quiz questions, using the same style. To guide this, you could write useful passive verbs on the board:

|                                  |                                |
|----------------------------------|--------------------------------|
| <i>... is spoken in ...</i>      | <i>... is/are called ...</i>   |
| <i>... is located in ...</i>     | <i>... was won by ...</i>      |
| <i>... was written in/by ...</i> | <i>... was built in/by ...</i> |
| <i>... was painted by ...</i>    | <i>... is made in/by ...</i>   |

Go round and check, giving help where necessary.

- d *Quiz.* Groups give their questions to another group, and that group does the quiz.

*Round-up.* Groups read out the questions they received and their answers. Check with the group who wrote them whether they are correct.

#### Alternative

Collect all the quiz questions and type them out on a worksheet. Give it out in the next lesson as a complete quiz.

#### CAN YOU REMEMBER? Unit 7 – *will, might*

- 3 a *Writing sentences.* To show what to do, say some sentences about yourself using the beginnings 1–6. Learners write sentences using the sentence beginnings given.

- b *Speaking activity.* Learners read out their sentences and ask questions to find out more.

*Round-up.* Ask a few learners what their partner wrote.

### Extension

#### SPELLING AND SOUNDS *ow*

- 4 a Play recording 2.41, or say the words yourself. Learners repeat. Check that they pronounce the two sounds correctly. If they have problems, practise saying the individual sounds then run them together.
- b Learners add the words to the correct group.

*/aʊ/ brown, crowded, flower, how, town, vowel  
/əʊ/ borrow, flown, follow, snow, tomorrow, window*

- c *Spellcheck: books closed.* Play recording 2.42 or say the words. Learners write them down.
- d *Open books.* Learners check the spelling in the script on p151.

#### NOTICE Describing opinions and beliefs

- 5 a Read the sentences and ask what they are about.

*1 Voynich Manuscript 2 Voynich Manuscript  
3 Piri Reis map 4 Piri Reis map*

Look at the highlighted expressions. Point out that these are useful ways to describe opinions or beliefs.

- b Ask what learners can remember about the other objects. If necessary, let them check back to find out. They should use expressions in 5a. Possible answers:

**Baghdad Battery:**  
*People believe it was an old battery.  
Some people think that batteries were used in the ancient world.  
No one knows for sure what it is.*

**Saqqara Bird:**  
*Some people think it is a model of an aeroplane.  
Other people say it is just a bird.*

**Stone Balls:**  
*No one knows for sure when they were made.  
No one knows for sure what they were used for.*

#### Alternative

Learners write sentences, referring back to the webpages if they need to. Then ask them to read out their sentences.



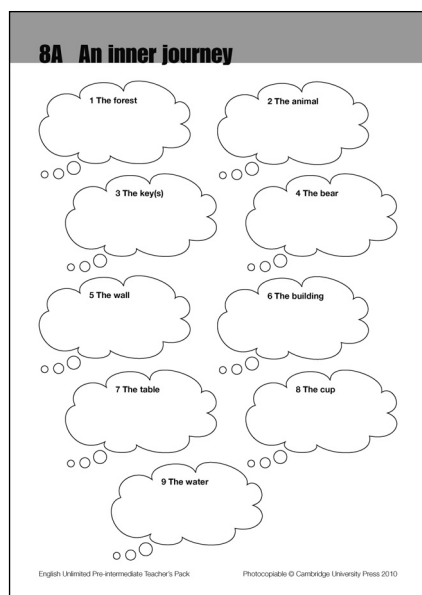
You could use photocopiable activity 8C on the Teacher's DVD-ROM at this point.

#### Self-assessment

To help focus learners on the self-assessment, you could read it through, giving a few examples of the language they have learned in each section (or asking learners to tell you). Then ask them to circle a number on each line.

# Unit 8 Extra activities on the Teacher's DVD-ROM

Printable worksheets, activity instructions and answer keys are on your Teacher's DVD-ROM.



## 8A An inner journey

**Activity type:** Listening – Guided imagining – Individuals / Pairs

**Aim:** To describe objects, animals and places

**Language:** Language of description – Use any time after 8.2.

**Preparation:** Make one copy of the worksheet for each learner.

**Time:** 20–30 minutes



## 8B Who on earth ...?

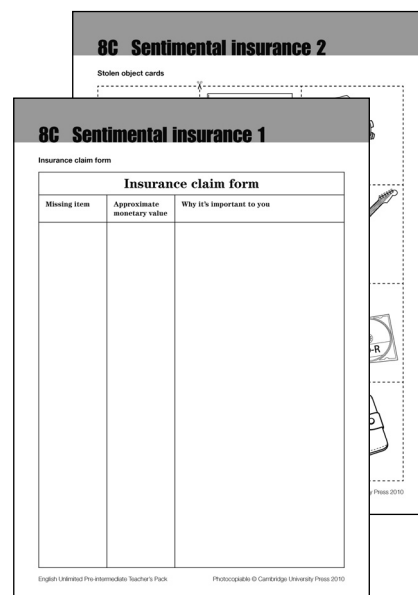
**Activity type:** Speaking – Guessing game – Groups

**Aim:** To describe the use, composition and origin of objects

**Language:** Passive forms – Use any time after 8.2.

**Preparation:** Cut up the invention cards.

**Time:** 20 minutes



## 8C Sentimental insurance

**Activity type:** Speaking – Making an insurance claim – Groups of four

**Aim:** To talk about possessions and their value

**Language:** Describing personal possessions – Use any time after 8.3.

**Preparation:** Make one copy of Worksheet 1 for each learner and enough copies of Worksheet 2 to allow three 'stolen object' cards for each learner in each group of four.

**Time:** 20–30 minutes

## Unit 8 Self-study Pack

### In the Workbook

Unit 8 of the *English Unlimited Pre-intermediate Workbook* offers additional ways to practise the vocabulary and grammar taught in the Coursebook. There are also activities which build reading and writing skills and a whole page of listening and speaking tasks to use with the DVD-ROM video, giving your learners the opportunity to hear and react to authentic spoken English.

- **Vocabulary:** Buying things; Describing objects; Talking about a possession
- **Grammar:** *some, any*; The passive
- **My English:** Contrastive stress
- **Explore writing:** Advert on an online auction website
- **DVD-ROM Extra:** A favourite thing – Anna Laura, Justyna and Laura

### On the DVD-ROM

Unit 8 of the *English Unlimited Pre-intermediate Self-study Pack DVD-ROM* contains interactive games and activities for your learners to practise and improve their vocabulary, grammar and pronunciation, and also their speaking and listening, plus an animated video, with the possibility for learners to record themselves, and a video of authentic spoken English to use with the *Workbook*.

- **Vocabulary, Grammar and Keyword:** Extra practice activities
- **Pronunciation:** Contrastive stress
- **Explore speaking:** *Right*
- **Animated video:** At the market
- **DVD-ROM Extra:** A favourite thing