

8 Lost and found

8.1


Goals: talk about attitudes to possessions
describe objects

Core language:

VOCABULARY Multi-word verbs: tidying and cleaning
Describing products

Clutter, rubbish, stuff

READING

- 1 a  Focus the class on the heading of the article and the picture of Michelle Passoff and ask learners to predict what it might be about. Learners then read the introduction to the article and talk about the questions together. Check the three words and get some feedback from the class. Finally, ask learners what they think *declutter* means and explain that it is a 'creative' play on the word *clutter*, making it negative.

a rubbish b clutter c stuff



- b Give learners time to read through the rest of the article and the comments in the tint panel below it, then discuss the potential benefits of decluttering as a whole class.

Language note: clutter, rubbish, stuff


The three words have a similar meaning in this context, but very different uses beyond the text. *Stuff* is extremely high frequency (195 in the CIC frequency list) because, like *thing*, it is a general noun (uncountable) which is used to refer to everything from physical objects to ideas, events or states. It is commonly used in vague expressions, e.g. *and stuff like that, that kind of stuff*. See further examples in the comments at the end of the article. *Rubbish* refers both to physical things and to ideas of no value (e.g. *That's absolute rubbish!*), while *clutter* refers only to physical objects.

- 2 *Reading for detail.* Learners scan the article to find who says the things in sentences 1–5. Learners check their ideas in pairs. Then feed back as a class.

1 Manuel (in comments) 2 Michelle Passoff 3 Roger (in comments) 4 Don Aslett 5 Ana (in comments)

- 3  /  Learners discuss the opinions in pairs or groups. In feedback, find out what learners feel about the topic.

VOCABULARY Multi-word verbs: tidying and cleaning

- 4  *Focus on multi-word verbs.* Make sure learners cover the article and then complete the sentences in pairs. They can check their own answers in the article when they're ready.

1 throw away 2 tidy up 3 clean up 4 put away
5 get rid of 6 give away



Language note: Separable multi-word verbs

Most of the multi-word verbs in 4 are separable, i.e. the object pronoun goes between the verb and the particle: *throw (it) away, tidy (it) up, clean (it) up, put (it) away, give (it) away*. However, you can only say *get rid of it (not get rid # of)*. When the object is stated (not a pronoun), it follows the multi-word verb, e.g. *clean up the kitchen*. Remind learners to record new words and expressions in their vocabulary notebooks and to write sentences to illustrate meaning and use.



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

SPEAKING

- 5  /  Learners discuss the questions in pairs or groups. In feedback, ask one or two learners for their answers to the third question. This will lead into the next activity.

Freecycle

VOCABULARY Describing products

- 1 Learners read about the website, Freecycle. Check any global problems together before learners discuss the questions in pairs.
- 2 a *Focus on expressions.* Do the first expression with the class, then learners continue in pairs.

Good points: instructions are included; in good working order; comes with; in quite good condition; ideal for
Bad points: play up; could do with


- b Learners cover the previous offers and complete the microwave text. They can do this in pairs, or individually before checking with a partner.

1 order 2 play 3 included 4 with 5 for



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

WRITING AND SPEAKING

- 3 Give learners a few moments to think of something to describe. Walk round and help with ideas if necessary. Monitor while learners are writing their descriptions and help as necessary.
- 4  Learners exchange descriptions with three or four people. This should enable them to find something they need and to find a new home for their unwanted products. Encourage learners to find out more about each other's products.

Alternative: Milling

In 4, learners can walk round the class reading each other's descriptions and asking questions. Set an appropriate time limit, e.g. three or four minutes. Then learners get into groups of three or four and talk together.

8.2

Goals: talk about unexpected travel situations
discuss options and decide what to do
make deductions

Core language:

VOCABULARY Travel situations
GRAMMAR Modals of deduction and speculation
PRONUNCIATION Emphatic stress

A nightmare journey

LISTENING

- Pre-listening discussion.* Focus learners on the pictures and elicit some ideas about what Alice and Javier might be talking about. Direct attention to the question and discuss it as a class or in pairs.
- Listening for main idea.* Explain that Alice and Javier (pictured next to this activity) are on a journey and that a number of things go wrong. Point out that A–F relate to conversations at the different times shown. Learners read the first two questions, then listen to recording 2.21A. Learners discuss their ideas in pairs. Play the conversation again if necessary before checking as a class. Continue as above for each conversation, B–F.

- A** 1 *They're going to Sue's birthday party (a barbecue).*
2 *They get on the wrong train (to Newmont, not Beauville where they want to go).*
- B** 3 *They need to go (direct) to Newmont, get a train back to where they started, then get a train to Beauville.*
- C** 4 *All the trains to Beauville are cancelled, so they have to get a bus instead.*
5 *Learners' own ideas*
- D** 6 *The bus breaks down.*
7 *Learners' own ideas (e.g. hitchhike)*
- E** 8 *They should wait for the next bus.*
9 *Alice thinks they should start walking and try to get a lift with someone.*
- F** 10 *No. They miss the party.*

VOCABULARY Travel situations

- Focus on expressions.* Learners read through Alice's description of her journey. Remind them to think about the form of the verbs. Do the first one together, then learners continue in pairs.

1 *got on* 2 *got off* 3 *were cancelled* 4 *broke down*
5 *got a lift* 6 *got stuck* 7 *got lost* 8 *gave us a lift*

SPEAKING

- a** Focus learners on the situations and give them a few minutes to remember travel problems they've had and think about what to say. Tell learners not to worry if they don't have a story for all the situations; when they talk together in **b**, other learners' stories may remind them of similar things that have happened to them.
- b** Walk round while learners are talking and take a note of uses of the target language for a feedback session at the end of the activity.

Optional extra

In a multicultural class, encourage learners to compare the efficiency of transport systems in their countries. In a monocultural class, focus on transport that is available in the learners' country, e.g. if there are no trains, talk about buses and how reliable they are.

Lost

GRAMMAR Modals of deduction and speculation

- a** Read the example sentences, stressing the modal verbs for emphasis. This will help learners with the meaning and also with the pronunciation work on emphatic stress which follows.

- 1 *The train must go from here.*
2 *There might be a local bus that goes past.*
There could be one further along.
3 *This can't be our train!*

- b** Direct learners to p154 to find another example of each modal verb in the scripts. Remind them that they should only look for modal verbs with the meanings in **a**.

- C** *That can't be the only way, surely!*
D *There must be a problem with the engine.*
Well, it could be an hour before it gets here.
E *We might be able to hitchhike.*

- a** Learners complete the conversation with modal verbs.
- b** Play recording 2.22 so learners can check their own answers. Point out that *could* is also possible in gap 3.

1 *can't* 2 *must* 3 *might* 4 *must* 5 *can't*

Note: Grammar practice

You could do the grammar practice on p140 at this point.

PRONUNCIATION Emphatic stress

- a** Play recording 2.23 or say the sentences yourself and ask learners in which sentences the stress makes the speaker sound more or less certain.

1, *a more certain*, 2, *b less certain*

- b** Learners practise saying the sentences, emphasising the modal verbs in each one.


SPEAKING

- a** Focus learners on the picture and give them time to read the situation. Explain that the activity is a sort of puzzle and that they need to discuss and choose the best option in each case as a pair or group. Remind them that they should discuss the options using modals of deduction as appropriate, and decide what to do at each stage. Discuss the first four options as a class, putting learners' ideas on the board if they're different from the examples. This will serve as a reminder to learners to try to use the target language in their discussions. Then learners continue in pairs, following their chosen paths through the different scenarios at the back of the book. Monitor while

learners are talking and help if there are any problems moving forward. Take a note of how learners use the modals for a feedback session.

- b *Round-up.* Find out who got home first and last and feedback on learners' use of language.

8.3 Target activity

Goals: describe objects
make deductions 

Core language:

TASK VOCABULARY Describing objects
8.1 VOCABULARY Describing products
8.2 GRAMMAR Modals of deduction and speculation

Find something at lost property

TASK LISTENING

- Pre-listening discussion.* Focus learners on the pictures of the objects and ask learners where they might find them all in one place (to elicit *lost property office*). Discuss the questions as a class or in pairs. This will set the context for the listening.
- Explain the situation and give learners time to read the questions, then play recording 2.24. Learners match the pictures with the conversations.

1 1 E 2 D 3 F
2 It has the mobile phone, but not the black leather wallet or the sports bag.


TASK VOCABULARY Describing objects

- 3 a Learners match sentences 1–7 with the pictures.


1 E 2 F 3 E 4 D 5 D 6 D 7 F

- b Learners work through a–c in pairs, before checking as a class.

a size – colour – material
b Learners' own answers
Possible answers: colour: red, blue, gold, purple, yellow, etc.; material (adjectives): plastic, metal, canvas, glass, wooden, etc.; size: tiny, large, huge, medium-sized
c on the top; on the back

- a *Writing.* Give learners time to think of a possession and to write a description of it. Remind them not to say what the possession is. Walk round and help as necessary.
-  Learners listen to each other's descriptions and guess what the possessions are. Monitor and be prepared to help out if there are problems that impede communication.

TASK

- 5  *Preparation.* Set up the role play and walk round while learners are preparing and help as necessary.

Alternative for weaker groups

Learners prepare for the role play in A/A and B/B pairs.

- a *Role play.* Learners have their conversations. In feedback, find out if the lost property office has their possession (it does).
- Learners change roles and have another conversation using different information. Monitor while learners are talking. You may want to feed back to learners on useful and incorrect language from their conversations before they continue with further role plays.
- Learners do two further role plays.
- Round-up.* Find out if learners found all the things they lost.

8 Explore

Keyword: have

Goal: use *have* in a range of different uses


Core language

have in present and past perfect
have to for obligation
Causative *have*
have + noun
Expressions with *have* + noun


Uses of have

- 1 a Focus learners on the questions, then play recording 2.25. Feed back as a class.

1 her coat
2 at the bus stop

- b  Learners read the sentences from the conversation (1–4) and match them to a–d. Check as a class.

1 c 2 d 3 b 4 a

- c  Learners read the email and do questions 1 and 2 together.

1 An old man found it at the bus stop outside her office.
2 Guess what! I've found my coat. It took most of the day to find it. I couldn't get through to lost property on the phone so I had to go there, but nobody had handed it in. I thought it might be at the office so I had to go all the way into town to check but it wasn't there either. I had some lunch with Lorna, and I then saw an old man wearing my coat! I asked him about it and he said he had found it at the bus stop outside the office. I said he could keep it, as I had just bought a new one. Have you found your phone yet? Anyway, I have to go now. See you later.
Mx

Causative have


- 2 a Focus learners on the short conversation and answer the questions as a class. Write the pattern on the board so learners can refer to it when they write their questions in b. Point out that *get* and *have* are interchangeable in this structure and add *get* to the pattern on the board.

1 *Someone else did it (the dry cleaners).*
2 *have + noun + past participle*

- b *Writing questions.* Do the first one with the class and write it on the board as an example. Point out that learners can also ask for information such as *where* (do you have your hair cut?) or *how often*, etc.

Possible questions

Do you have your car fixed or do you do it yourself?
Do you have your windows cleaned or do you do them yourself?
Where do you have your hair cut?
How often do you have your nails manicured?
Do you have to have your accounts done by someone?
How often do you have your home cleaned?

- c  *Asking and answering.* Learners talk in pairs or groups. Encourage them to ask for more details, e.g. *how often*, *where*, etc., and decide who is the most self-sufficient.


Alternative: Survey

You could do this as a class survey, with each learner taking one action and writing two or three questions for it (as suggested above). Learners then mill around the class asking their questions. Give them a time limit, e.g. three or four minutes. Depending on the size of the class, learners then get into groups to share what they found out or report their information to the class.


Common expressions with have + noun

- 3 a Draw attention to the highlighted expressions in a–g. Learners do the matching in pairs or individually before comparing with a partner.

1 e 2 a 3 g 4 d 5 c 6 b 7 f

- b  *Find someone who.* Elicit a question for the first item from the class and write it on the board. Then give learners a moment to prepare the rest of the questions to ask a partner.

2 *Do you always have a word with your boss when you have a problem?*
3 *Do you have a go at fixing things in the home? / Have you ever had a go at fixing things in the home?*
4 *Have you had a chance to do your homework?*
5 *Do you have something boring to do at the weekend, but don't have a choice (about this)?*
6 *Do you have a feeling that something exciting will happen today?*

- c  *Asking and answering.* Learners talk together. Encourage them to find out more information by asking questions. Monitor while they are talking and feed back as necessary.



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

Explore speaking

Goals: describe objects you don't know the name of
use vague language to describe things

Core language:

Vague language

- 1 Focus learners on the pictures and talk about what the objects might be used for with the class.
- 2 *Listening for main idea.* Play recording 2.26 and get learners to match the conversations to the objects in the pictures. Then they discuss the three questions in pairs before checking as a class.

1 B 2 A 3 C
1 *the mbira (conversation 3)*
2 *the tallboy (conversation 1)*
3 *the bilum (conversation 2)*

- 3 a *Listening for detail.* Play recording 2.26 again, stopping after each conversation so pairs can discuss the similarities and differences. Don't go through the answers at this stage.



- b Learners check their ideas in the conversations on the page.

Possible answers

1 *It's not nearly as big and it's made of wood with metal keys.*
2 *It's much taller.*
3 *It's like rope, but more delicate than rope.*

- 4 The distinctions between the three categories are quite subtle, so do this with the class and don't spend too much time on the differences between the three sets of expressions.

1 c 2 a 3 b

- 5 a  *Preparation.* Give learners time to choose something to describe and to prepare what they want to say. Walk round and help with ideas and vocabulary as necessary while they're working.
- b  *Speaking and listening.* Learners take turns to describe and listen to each other's descriptions and guess what they're describing (and perhaps draw the object). Encourage them to find out more information about the objects by asking further questions. Monitor while they're talking and take a note of good and incorrect language use for a feedback session at the end.

8 Look again

Review


GRAMMAR Modals of deduction and speculation

- 1 a Look at the first sentence and examples with the class and elicit more ideas from learners. Write the ideas on the board to demonstrate the activity, then learners continue in pairs.
- b Walk round while learners are writing more situations and help as necessary. Put pairs into groups to guess what is happening. Feed back as a class by asking learners to present and guess situations in open pairs.


VOCABULARY Travel situations

- 2 a Learners do the matching individually before checking with a partner.

*get stuck, get on/off, get a lift, get lost, (get down)
give somebody a lift
break down
be stuck, be cancelled, be lost*

- b  Learners read the situations and complete the sentences by inserting expressions at the points indicated. Remind them that they may have to change the forms of the verbs.



1 get stuck 2 broken down 3 is cancelled 4 get on

- c  Give learners a few minutes to think about the situations and to come up with ideas. Then they can take turns to tell each other what they did. Ask different learners to give an idea for each situation.

CAN YOU REMEMBER? Unit 7 – Matching people to jobs and activities

- 3 a  Learners complete the sentences. Check as a class.

1 someone 2 person 3 something 4 thing

- b  *Writing sentences.* Walk round while learners are writing and help as necessary.
- c  *Speaking.* Learners discuss the activities. In feedback, find out if they agreed with each other.

Extension


SPELLING AND SOUNDS /ɑː/

- 4 a Say the /ɑː/ sound for the class so learners know what to listen for, then play recording 2.27 or say the words yourself. Learners underline the letters (one or two letters) which make the /ɑː/ sound, then check with a partner. In feedback, check learners are aware of the silent *l* in *calm*, *half* and *halve* (/ɑː/).

argument, dance, dark, article, bar, calm, alarm, half, castle, star, example, halve, arm, large, far

Language note: Variation in pronunciation

For many speakers, *ar* is pronounced /ɑːr/, depending on where the speaker comes from (e.g. USA, Scotland, Ireland). *A* in the middle of words is pronounced /æ/ by many speakers, e.g. in the North of England and in the USA.

- b  Learners match the spelling patterns to the words in a. Remind learners to say the words out loud to each other.

*1 argument, dark, article, bar, alarm, star, arm, large, far
2 calm, half, halve
3 dance, castle, example*

- c *Spellcheck with books closed.* Play recording 2.28 or say the words for learners to write them down. They can check their own spelling at the end.

NOTICE Using synonyms

- 5 This activity draws attention to the use of synonyms in written English. If learners are struggling, let them look back at the article to find the words.

*1 rubbish, stuff, things, possessions
2 Learners' own answers
3 throw away, have a clear out, get rid of, give away*

Self-assessment

Go through the list of goals, eliciting language from the unit for each one. You may need to remind learners of the contexts for the goals and let them look back through the unit if necessary. Then they circle the appropriate number for each goal. Walk round while they are doing this and talk to learners about their progress. Remind learners about the extra practice opportunities under the box, and ask where they can find things.

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 Clearing out



Joe

Love Mum

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8A Clearing out

Activity type: Speaking and writing – Reconstruct note from visual cues and a ‘word cloud’ – Individuals/Pairs

Aim: To practise using multi-word verbs for cleaning and tidying

Language: Multi-word verbs: tidying and cleaning – Use at any point from 8.1.

Preparation: Make one copy of the worksheet for each learner (and one copy of the original note for each learner if desired).

Time: 20–30 minutes

8B Freecycle happy families 2

8B Freecycle happy families 1

Mum

phone computer bicycle hobby

Dad

phone computer bicycle hobby

Brother

phone computer bicycle hobby

Sister

phone computer bicycle hobby

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8B Freecycle happy families

Activity type: Speaking – Card game – Groups

Aim: To practise describing products and asking for things politely

Language: Describing products – Use at any point from 8.1.

Preparation: Make one copy each of Worksheets 1 and 2 for each group. Cut up Worksheet 1 to make a set of four Character cards. Cut up Worksheet 2 to make a set of 16 Object cards. Shuffle the Object cards.

Time: 15–20 minutes

8C Story generator

Introduction slip

You are going to invent a story.

First you will need a main character. Decide together:

- Who is it? Describe him/her.
- What is his/her job?
- Where does he/she live?
- Where is he/she, and what is he/she doing when the story starts?

Story slips

Your main character has a secret. What is it? Why is it important?

Your main character has to do something he/she doesn't want to. What is it? Why doesn't he/she want to do it?

Someone else has a message to give to your main character – what happens when he/she hears it?

Someone has an accident. Who? What causes it?

Your character has to have his/her suit cleaned in a hurry. Why?

Your character has a problem. What is it?

Somebody has a dream. Who? What does he/she dream of?

Something terrible has happened. What? Why is it a problem?

Two old friends have a chat. What do they talk about?

Your main character has a chance to solve his/her problem, but he/she chooses not to. Why not?

Somebody has a word with your main character that changes everything. Who? What does he/she say?

Somebody has to travel far away. Where to? Why?

A character has a choice to make. What is it?

An old woman has a feeling something is wrong. Who is she? What does she do?

Someone has to tell your main character something important but can't. Why not? What is it?

Your main character has a mysterious meeting. Who with? Where?

Your main character has a friend who helps. Who is the friend? How does he/she help?

Someone has a brilliant idea. What is it?

Your main character has a job to do, but he/she doesn't have time to do it.

Your main character has a bit of good luck.

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8C Story generator

Activity type: Speaking and writing – Collaborative story-building/rehearsal/retelling – Groups

Aim: To practise uses of *have*

Language: Keyword *have* – Use at any point from Keyword *have*, p67.

Preparation: Make one copy of the worksheet for each group of learners. Cut up each worksheet to make one Introduction slip and one set of 20 Story slips.

Time: 20–30 minutes (plus further writing time if required)

Unit 8 Self-study Pack

In the Workbook

Unit 8 of the *English Unlimited 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 Interview video, giving your learners the opportunity to hear and react to authentic spoken English.

- Vocabulary:** Multi-word verbs: tidying and cleaning; Describing products; Travel situations; Describing objects
- Grammar:** Modals of deduction
- Time out:** Quiz: Are you organised or disorganised?
- Explore writing:** Selling things online
- Interview:** Nightmare journeys – Clare and Andrés

On the DVD-ROM

Unit 8 of the *English Unlimited Intermediate Self-study 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, with the possibility for learners to record themselves, and a video of authentic spoken English to use with the Workbook.

- Vocabulary and grammar:** Extra practice activities
- Pronunciation:** Emphatic stress
- Explore speaking:** *What a ... !*
- Explore listening:** A lost item
- Video:** Nightmare journeys