


## READING

- 4 Check that learners know what is meant by a *design classic* (a design which is well known and regarded as high quality or special in some way) and elicit a few examples of design classics (e.g. company logos).

*Reading for main ideas, responding to the text.*

Learners read and decide whether the paperclip deserves to be called a design classic.

 Then they compare and explain their opinions.


- 5 *Reading for details.* Learners read again and gather information on the four topics.

1 Norwegian; an inventor; the first man to patent the paperclip, though it didn't make him any money; there's a statue of a giant paperclip in memory of him outside Oslo.

2 As a tool; to make into miniature animals and buildings; to clean fingernails, pipes and teeth; as something to fiddle with when stressed; as poker chips; to hold clothes together; as a national symbol.

3 The well-known 'Gem' paperclip was first made by Gem Manufacturing Ltd, a British company, though they didn't patent the idea. A few years later, in 1899, Johan Vaaler took out a patent for his own version of the paperclip in Germany.

4 During the Second World War, Norwegians were forbidden from wearing national symbols, so they used the paperclip as an 'unofficial' national symbol. The paperclip suggests the idea of togetherness, of people sticking together.

- 2  *Practice.* Learners combine the pairs of sentences into single sentences using past participle clauses. Tell learners that in some sentences, the participle clause can go in two places (because it's non-defining).

1 The famous soy sauce bottle made by the Kikkoman Company was designed by Kenji Ekuon in 1961.

2 The Boeing 747, first flown in 1969, was chosen by architect Norman Foster as his favourite 'building'. / First flown in 1969, the Boeing 747 was chosen by architect Norman Foster as his favourite 'building'.

3 More than five million cigarette lighters made by Bic are sold every day.

4 Zhang Xiaoquan scissors, first produced in 1663, are made in Hangzhou, China. / First produced in 1663, Zhang Xiaoquan scissors are made in Hangzhou, China.

5 A Swiss Army knife known as The Giant features 85 tools and weighs a kilo.

### Note: Grammar practice

You could do the grammar practice on p134 at this point.

## PRONUNCIATION Groups of words 1

- 3 a Play recording 2.4 a few times. Learners listen and at the same time read the two sentences. Point out how the speaker says the words in groups to make the sentences easier to understand.

Then focus on the participle clauses in each sentence and elicit answers to the question.

1 Defining 2 Non-defining

### Alternative for stronger classes

*Books closed.* Write the sentences on the board (if you wrote them up while looking at the answers to 2, you can use these) and play recording 2.4. Ask learners to:

- identify the groups of words and say where the // symbols should go;
- explain why the participle clause is sometimes in the same group as the noun it describes, and sometimes separate.

- b Learners repeat the sentences together as a class. Listen carefully to make sure they say the words in the groups as shown.

### Optional extra


*Peer drill.* For more practice, learners say the other sentences in 2. In pairs, they take turns to point to sentences and say them in groups of words.

#### Suggested answers

// The famous soy sauce bottle made by the Kikkoman Company // was designed by Kenjo Ekuon // in 1961. //  
 // Zhang Xiaoquan scissors, // first produced in 1663, // are made in Hangzhou, // China. //  
 // First produced in 1663, // Zhang Xiaoquan scissors // are made in Hangzhou, // China. //  
 // A Swiss Army knife known as The Giant // features 85 tools // and weighs a kilo. //

## A survey conducted by ...

### GRAMMAR Describing objects – past participle clauses

- 1  Presentation. Learners read the grammar box, then answer the two questions below it.

1 a Defining b Non-defining  
 2 a Defining b Non-defining c Non-defining

#### Alternative

*Books-closed presentation.* Write on the board:

1 Of every 100,000 paperclips which are made in the United States, 17,200 hold clothing together.

2 The humble paperclip, which was first patented by Johan Vaaler, remains indispensable.

Ask:

- What are the underlined parts called? (relative clauses)
- Which relative clause could you delete without changing the meaning? Why? (2, because it only adds an extra detail about the paperclip. In 1, the relative clause is necessary because it tells us that the sentence is specifically about paperclips made in the USA.)
- What do we call the two kinds of relative clause? (1 defining, 2 non-defining)

Now write equivalent sentences with past participle clauses.

1 Of every 100,000 paperclips made in the United States, 17,200 hold clothing together.

2 The humble paperclip, first patented by Johan Vaaler, remains indispensable. (non-defining)

or

First patented by Johan Vaaler, the humble paperclip remains indispensable.

Point out how:

- defining participle clauses are simple: they always go straight after the noun (and in writing have no commas);
- non-defining participle clauses can go before or after the noun (and in writing are separated by commas).

## SPEAKING

- 4 a *Decision-making.* Learners think of objects or designs to include in an exhibition of design classics. They write a list similar to the example, using past participle clauses. Each learner should make their own copy of the list.
- b / *Report.* Put learners into new groups. Learners tell each other which objects and designs they chose in a, and why.

### Optional extra

*Class discussion.* As a class, listen to each group's ideas from 4a and write them on the board. Discuss the various ideas and have a class vote to choose the final six objects or designs.



You could use photocopiable activity 5B on the Teacher's DVD-ROM at this point.

## 5.3 Target activity

**Goals:** describe and give opinions about images   
 describe designs and designed objects   
 participate in a decision-making discussion

### Core language:

TASK VOCABULARY Getting a consensus  
 5.1 VOCABULARY Describing an image  
 5.2 GRAMMAR Describing objects – past participle clauses

## Choose a logo

### TASK LISTENING

- 1 *Pre-listening discussion.* To introduce the topic of the listening, ask learners to look at the picture of Callie, Brett and Kim.
- / Then learners look at logos 1–3 and tell each other which they think is best, and why.
- Round off with a quick class discussion. Ask learners to summarise what they see as the strengths and weaknesses of each logo.

- 2 *Listening for main ideas.* Play recording 2.5. Learners listen and answer the questions.

1 *Design 2*  
 2 *They'll ask for the colours to be toned down (made less bright).*

- 3 *Listening for details.* Play recording 2.5 again. Learners listen and match each statement a–e with one of the designs.

a 1 b 1 c 2 d 3 e 3

### TASK VOCABULARY Getting a consensus

- 4 a / *Presentation.* Learners put expressions from the listening into three groups a–c.

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

- b Play recording 2.6. Learners listen to the three groups of sentences and check their answers. Then practise saying the sentences with the class.

## TASK

- 5 a *Preparation for meeting.* Tell learners they're going to have a meeting to choose a logo for a business called From Nature To You. Learners read the description of the business and underline points which might be important to bear in mind for someone designing a logo for this business. Then compare key points as a class.

### Suggested answers

*organic food, in your town and city (= local), vegetables and fruit, nuts, seeds and oil, baskets, courier*

- b Learners prepare for the meeting. They look at the three logos, A–C, and think about the questions 1–4 individually. Remind learners that they can talk about the logos using expressions from VOCABULARY Describing an image and GRAMMAR Describing objects – past participle clauses.
- c *Meeting.* Learners discuss and choose the most suitable logo. They also decide if they'd like to ask the designer to make any changes to their chosen logo. Tell learners they'll need to describe and explain their decisions to the class. Encourage them to make use of the expressions in 4a to manage their meeting.
- 6 *Report.* Each group explains its decisions to the class.
- Round-up.* The class votes to find the most popular logo. Each learner can give two votes to their favourite design (two hands up) and one vote to their second favourite design (one hand up).

## 5 Explore

### Keyword: as

**Goals:** use as to describe the identity or purpose of something  
 use common referring expressions with as

### Core language:

*as, like, such as*  
*as you know, as promised, as you suggested, ...*



### as compared with like

- 1 a / *Presentation.* Explain that the sentences 1–5 are extracts from texts which learners have already seen earlier on in the course. Learners complete the sentences with *as*, *such as* or *like*. Two answers are possible in two of the sentences.

1 as 2 such as / like 3 as 4 such as / like 5 like

### Optional extra

Learners check their answers by finding and looking in the relevant texts from earlier in the course. Point out the unit numbers given at the end of each sentence.

- b**  /  Learners identify the functions of *as*, *such as* and *like*.

1 *as* 2 *like* 3 *such as, like*

To further clarify the difference between *as* and *like*, put these sentences on the board:

- 1 *I work as a waiter in a local café.*  
 2 *I look like a waiter in these clothes.*

For each sentence, ask: *Is the speaker a waiter? (In 1, yes. In 2, the speaker is not a waiter, but is similar to a waiter in one way, i.e. in his appearance.)*


Ask learners to translate these sentences into their first languages, and find out whether the words for *as* and *like* would be the same or different.

#### Language note

This section focuses exclusively on *as* and *like* as prepositions (= followed by noun phrases). Both words can also be used as conjunctions (= followed by clauses), but in this case, *as* and *like* are **both** used to describe sameness or similarity: *It was a great party – exactly as/like I imagined it!* However, the use of *like* as a conjunction is less formal and some people consider it wrong.



The conjunction *as* can also be used in a similar way to *when/while* and *because*:

*As I came out of the shop, I saw my car pulling away.*  
*As we're so busy, perhaps we should delay the meeting until next week?*


- 2 a**  *Practice*. Learners complete the sentences with *as / like / such as* + their own ideas to make six sentences, four true and two false. Monitor closely during this stage to check correct use of the target expressions and provide assistance as necessary.

#### Possible answers



*I once worked as a teacher.*  
*I really don't like films such as / like 'The Ring'.*  
*I know someone who looks a bit like Angela Merkel.*  
*At school, I was known as 'Brainbox'.*  
*I think my friends see me as a reliable person.*  
*I wouldn't mind a career as a translator.*

- b**  /  Learners listen to each other's sentences and ask questions to find out more about them. They then try to guess which sentences are true and which are false.



## Referring expressions with *as*

- 3 a**  *Reading for main ideas*. Learners read and put the chain of emails between Keith and Leona in order. Then they compare their answers.



A, C, D, B, F, E

- b**  /  *Presentation*. Learners find eight expressions with *as* in the emails and put them into three groups according to their function.

1 *as you know, as you probably remember*  
 2 *as you suggested, as agreed (last time), as I mentioned (last week), as promised, as planned*  
 3 *as you'll see*

- c**  /  Learners look at four more common expressions with *as* and decide which expression in the emails each one could replace.

*as arranged: as planned, as agreed*  
*as I said: as I mentioned*  
*as you proposed: as you suggested*  
*as you're aware: as you know*

- 4**  /  *Practice*. Divide the class into two groups, A and B. Group A learners (as a single big group or as a number of sub-groups) look at Leona's emails on p120 and reconstruct Keith's emails from memory. Group B learners look at Keith's emails on p123 and reconstruct Leona's emails. Learners' emails do *not* have to be exactly the same as the originals, but they should have roughly the same meaning (i.e. they need to fit into the chain of correspondence) and include some expressions with *as*.

*Round-up*. Elicit the learners' emails onto the board in order (Group B, Group A, Group B, etc.) or ask members from each group to come and write their emails up on the board.

Learners read the complete sequence of emails. They suggest corrections and, if necessary, changes to make the sequence of emails coherent. Work with the class to perfect the emails, focusing in particular on use of expressions with *as*.

#### Option for weaker classes

Provide each group with a few key expressions, and/or the relevant expressions with *as*, to help them write their emails.

## Explore speaking

**Goals:** express disagreement in different situations  
 make concessions and counter-arguments

#### Core language:

*Are you joking? I see what you mean. But even if that's the case, ...*

- 1** *Listening for main ideas*. Tell learners they're going to listen to extracts from two conversations they've already heard in this unit. Play recording 2.7. Learners listen and answer the questions.



 /  Learners check their answers together.

#### Conversation 1

- 1 *In a shop*  
 2 *They're choosing posters for their home.*  
 3 *They live together (probably as a couple).*



#### Conversation 2

- 1 *In a meeting at work*  
 2 *They're choosing a logo for their company.*  
 3 *They're colleagues.*

- 2 a**  /  *Presentation*. Learners complete the conversation scripts on the right-hand side of the page using the expressions a–h.

- b** Play recording 2.7 again. Learners listen to check their answers.

1 a 2 d 3 c 4 f 5 g 6 b 7 h 8 e

- 3 a  /  Point out that the expressions in 2a are arranged in three groups according to their function. Learners add the expressions from the box to the correct groups.



Group 1: *Are you serious?; How can you say that?; I have to disagree with you there; I wonder about that.*  
 Group 2: *I'd go along with you there; Maybe you're right about that.*  
 Group 3: *That may be so, but ...; I take your point, but ...*

- b Play recording 2.8, in which learners hear all the expressions in each group. Learners listen and check their answers. Alternatively, learners look at script 2.8 on p147.



**Optional extra: Focus on form and pronunciation**


Write these three expressions on the board: *the cost, it's expensive, what's the alternative?*  
 Play recording 5.8 again, pausing between each sentence so that learners can repeat. Where a sentence is 'unfinished' (e.g. *I wouldn't exactly say*), learners complete it using one of the expressions on the board. Check that learners stress the sentences correctly and choose the correct expressions to complete the 'unfinished' ones.



1  
*Are you joking?*  
*I wouldn't exactly say it's expensive.*  
*I'm not so sure about the cost.*  
*Oh, come on.*  
*Are you serious?*  
*How can you say that?*  
*I have to disagree with you there.*  
*I wonder about that.*  
 2  
*I have to admit that it's expensive.*  
*I see what you mean.*  
*I'd go along with that.*  
*Maybe you're right about that.*  
 3  
*It's true that it's expensive but what's the alternative?*  
*But even if that's the case, what's the alternative?*  
*That may be so, but what's the alternative?*  
*I take your point, but what's the alternative?*

- 4  /  Learners look through all the expressions and answer the questions about appropriacy.

1 *Are you joking?; Oh, come on; Are you serious?; How can you say that?*  
 2 *The rest*

- 5 a  /  *Practice.* Tell learners they're going to prepare for four discussions. Divide learners into two groups, A and B. Learners in Group A read the four situations on the page. Learners in Group B read the four corresponding situations on p121. In their groups (or in smaller sub-groups or pairs), they brainstorm reasons to support their opinions, making notes if they wish.

- b  Put learners into pairs, one person from Group A with one person from Group B. They have the four discussions in turn and try to persuade their partner of their opinion. Encourage them to use expressions from 2a and 3a.  
 Set a time limit for each discussion (e.g. four minutes).

- 6  /  Learners go back to their pairs/groups from 5a. They tell each other about the discussions they had and what conclusions, if any, they reached.





You could use photocopiable activity 5C on the Teacher's DVD-ROM at this point.

## 5 Look again

### Review




#### VOCABULARY Choosing something for a room

- 1 a  /  Learners choose the correct verbs in 1–6. Then they look back at VOCABULARY Choosing something for a room on p39 to check their answers.


1 look 2 put 3 go 4 see 5 suit 6 feel

#### Alternative: Gapped dictation

*Books closed.* Write these verbs on the board: *feel, go, look, put, see, suit.* Read the sentences 1–6 aloud, saying *gap 1, gap 2*, etc. in place of the verbs. Learners listen and write down the verb which goes in each gap, then check in pairs/groups.

- b  Learners think of one or two specific items they'd like to have in their homes. They think about how to describe their appearance and where they would put them, using highlighted expressions from a.  
 /  Learners tell each other about their ideas.


#### GRAMMAR Past participle clauses

- 2 a  Learners change 1–6 into questions with past participle clauses. To demonstrate, do the first one as a class.



#### Possible answers

1 *Do you live in a house built more than a century ago?*  
 2 *Do you eat fruit grown in your own garden?*  
 3 *Have you still got any presents given to you when you were very young?*  
 4 *Have you recently seen a film based on a true story?*  
 5 *Are you wearing shoes made in Italy?*  
 6 *Do you like raisins covered in chocolate?*



Then they think of two more questions for the people in their class with past participle clauses.

- b Learners move around the room talking to different people. They try to find at least one person who answers 'yes' to each question, and ask follow-up questions to get more details.  
 c  Learners return to their pairs from a and compare their findings.

### CAN YOU REMEMBER? Unit 4 – Recalling details

- 3 a  /  Learners look at 1–6 and unscramble the anagrammed words in the underlined expressions. Then they look back at TASK VOCABULARY Recalling details on p34 to check their answers.

1 If I remember rightly 2 I think I'm right in saying that  
 3 As far as I can remember 4 I read somewhere that  
 5 I've heard that 6 They say that



- b Learners think of someone who's very well known (for good or bad reasons) in their country at the moment. They get ready to say what they know about the person, choosing expressions from **a** to help them.
- c  /  Learners tell each other what they know about the people.

#### Alternatives: Mono- and multilingual classes



- With a monolingual group, brainstorm a list of well-known people at the board. Then learners work alone to think about what they know about the people before talking together and sharing/correcting each other's ideas.
- With a multilingual group, put learners of the same nationalities in the same groups. In their groups, they think of some well-known people from their countries and share what they know about them. Then put the learners into new, mixed-nationality groups so they can find out about well-known people from each other's countries.

## Extension


### SPELLING AND SOUNDS /g/

- 4 a  /  Learners find and underline the letters or combinations of letters in each group which make the /g/ sound.

guide, ghost, bigger, guard, colleague, fog, degree, hugged, dialogue, blogger, global, digging, guarantee, logo, guest, vague  
 The following letters make the /g/ sound: gu, gg, gh, gue, g.

- b  /  Learners find words in **a** to exemplify each statement 1–4.



1 fog, degree, global, logo  
 2 bigger, hugged, blogger, digging  
 3 guide, guard, guarantee, guest; colleague, dialogue, vague  
 4 ghost

- c  *Spellcheck*. Learners take turns to choose and read aloud any eight words from **a** and **b**, while their partner listens (book closed) and writes them down. Then they check their spellings and correct any mistakes.

### NOTICE *the* with times and places

- 5 a Write three headings on the board: *a) decades or centuries, b) important historical events, c) places in a picture or document*. With the class, go through the sentences 1–4 and ask learners to identify expressions with *the* to go under each heading a–c.


a the early 1960s  
 b the English Civil War  
 c the far left, the foreground

- b  /  Learners think of a few more expressions which could go in each group a–c.

Then elicit and write learners' ideas up on the board, adding suggestions of your own.

#### Possible answers

a the First World War (but: the World War One), the Mexican Revolution, the Renaissance, ...  
 b the twentieth century, the mid-seventies, the late nineties, ...  
 c the right, the bottom, the background, the side, ...

- c  Learners think about how to answer the four questions, including expressions with *the* like those in **a** and **b**.

 /  Learners ask and answer the questions.

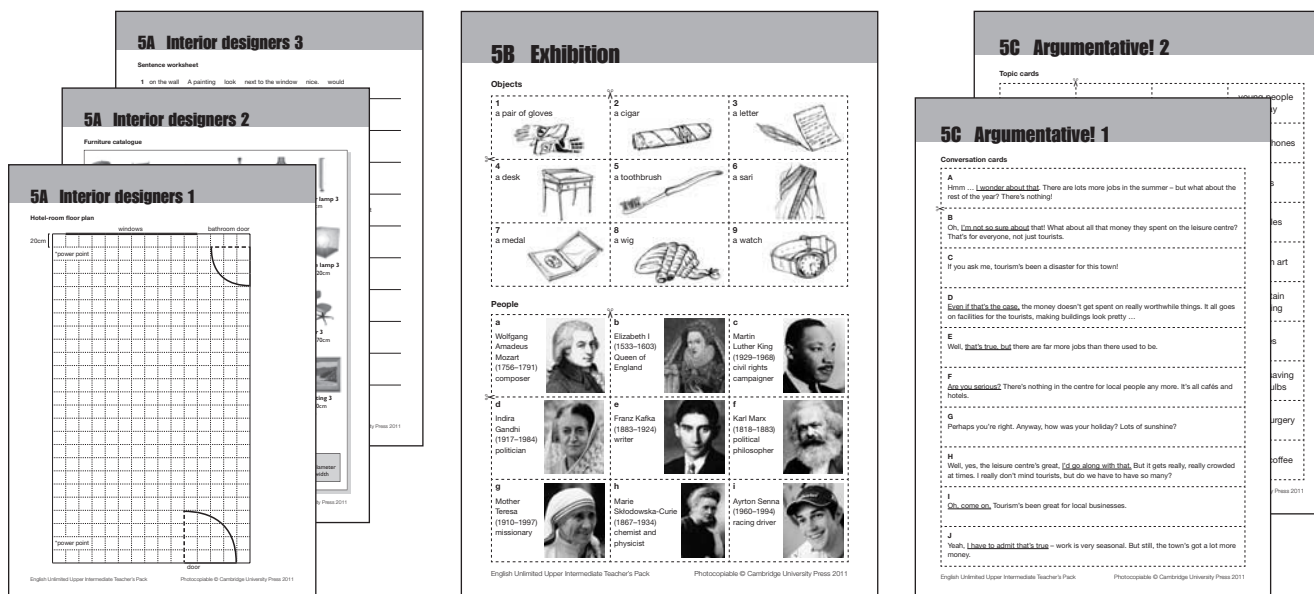
*Round-up*. For each question, ask a few pairs/groups to tell the class about their answers.

### 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 the numbers on each line.

## Unit 5 Extra activities on the Teacher's DVD-ROM

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



### 5A Interior designers

**Activity type:** Reading and speaking – Decision-making and presentation – Pairs / Small groups

**Aim:** To practise expressions for choosing things for a room

**Language:** Choosing something for a room – Use at any point from 5.1.

**Preparation:** Make one copy each of Worksheets 1–3 for each pair.

**Time:** 30 minutes

### 5B Exhibition

**Activity type:** Writing and speaking – Generating and presenting ideas – Small groups

**Aim:** To practise describing objects with past participle clauses

**Language:** Describing objects – past participle clauses – Use at any point from 5.2.

**Preparation:** Make one copy of the worksheet for every group of learners. Cut up the worksheet to make a set of nine Object cards and nine People cards.

**Time:** 25 minutes

### 5C Argumentative!

**Activity type:** Reading and speaking – Mingle / Forced debate – Pairs / Whole class

**Aim:** To practise expressing disagreement, making concessions and making counter-arguments

**Language:** Expressions for the above – Use at any point from Explore speaking.

**Preparation:** Make one copy of Worksheet 1 for every pair of learners. Cut up the worksheet to make a set of ten Conversation cards. (Note: the Conversation cards are pre-jumbled, so needn't be cut up at all if time is short.) Make one copy of Worksheet 2 for the class. Cut up the worksheet to make a set of 40 Topic cards.

**Time:** 30 minutes

## Unit 5 Self-study Pack

### In the Workbook

Unit 5 of the *English Unlimited Upper 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 two whole pages of listening and speaking tasks to use with the Documentary video, giving your learners the opportunity to hear and react to authentic spoken English.

- **Vocabulary:** Describing an image; Choosing something for a room; Discussing design; Getting a consensus
- **Grammar:** Describing objects – past participle clauses
- **Explore writing:** Posting on a website
- **Documentary:** The sculptors

### On the DVD-ROM

Unit 5 of the *English Unlimited Upper 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:** Groups of words
- **Explore speaking:** Agreeing and disagreeing
- **Listening:** An evening-class lecture
- **Video:** Documentary – The sculptors