

# UNIT 2 A WORLD OF THINGS

## IN THIS UNIT YOU

- learn language to talk about everyday objects and prices
- listen for the price of things in a shop
- learn how to link sentences using *and*
- read short adverts about things on sale
- describe a room and talk about the things in it
- learn ways to study and practise new vocabulary
- ▶ watch a video about shopping for everyday objects

## UNIT TOPIC



Look at the pictures in the unit. What is the unit topic? Tick (✓) the best answer.

- everyday objects
- making friends
- money

## LISTENING

for numerical information

Say a number from 1–10 to a partner. Your partner writes what you say.

## WRITING

combining sentences with *and*

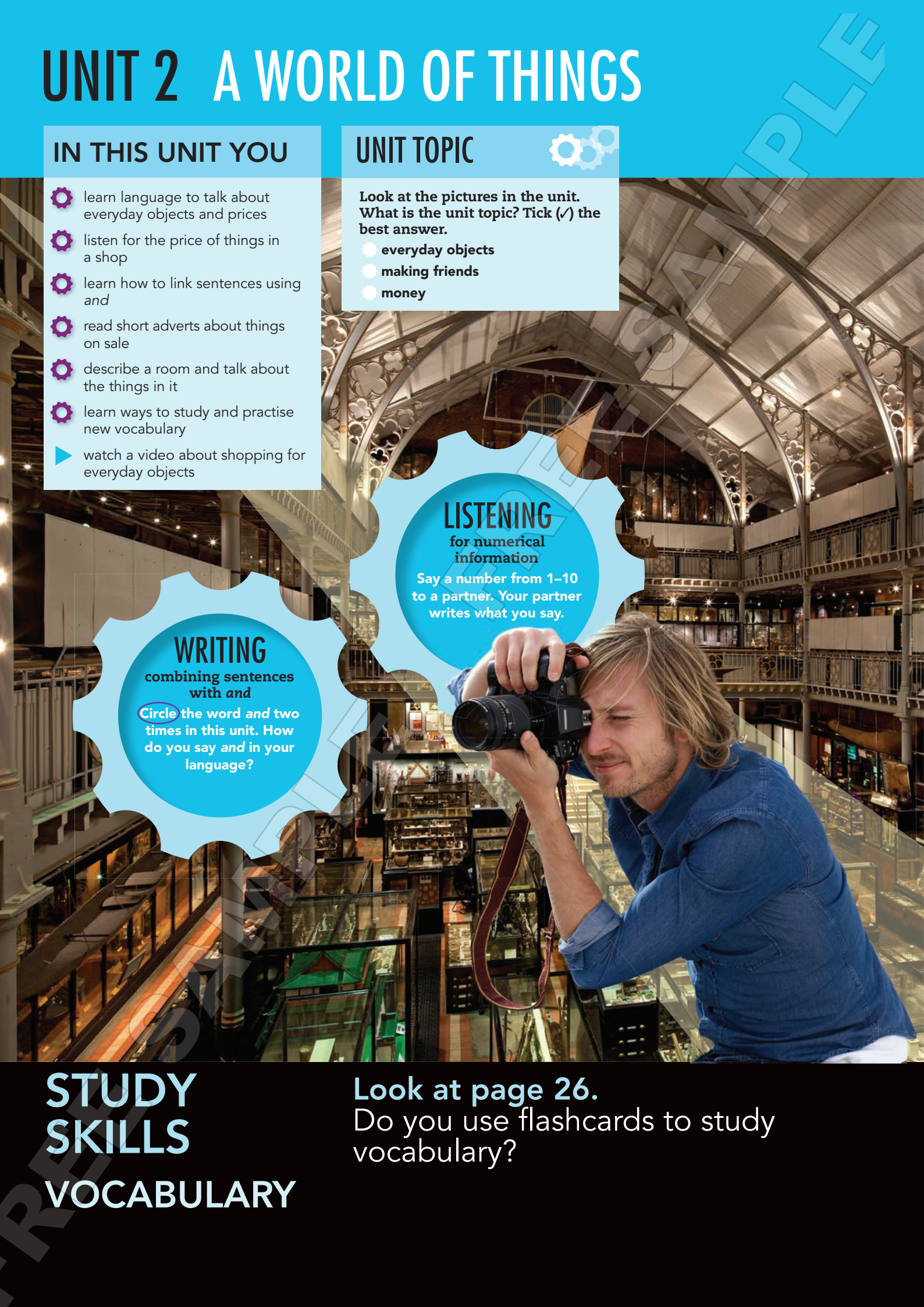
Circle the word *and* two times in this unit. How do you say *and* in your language?

## STUDY SKILLS

## VOCABULARY

Look at page 26.

Do you use flashcards to study vocabulary?



**A** Look at the picture. Count the items you can name in English. What are they?



**B** Work in pairs. Look again at the picture. Find the items.

- |                  |                  |                      |                  |
|------------------|------------------|----------------------|------------------|
| • backpack _____ | • desk _____     | • laptop _____       | • table _____    |
| • bicycle _____  | • DVD _____      | • laptop case _____  | • umbrella _____ |
| • camera _____   | • e-reader _____ | • mobile phone _____ | • watch _____    |
| • chair _____    | • key _____      | • pen _____          |                  |

**C** 15 Work in pairs. Listen. What do you hear? Find the item in the picture. Then write the word.

- |         |         |         |
|---------|---------|---------|
| 1 _____ | 3 _____ | 5 _____ |
| 2 _____ | 4 _____ | 6 _____ |

**D** Work with a new partner. Ask and answer questions. Find the items in the picture.

**A:** Where's the key?

**B:** It's here.

# GRAMMAR: plural nouns, the indefinite article, *there is / there are*

**A** **16 LANGUAGE IN CONTEXT** Listen to the conversation.  
How many items do you hear?



**Will:** Look, Bruno. There's a sale.  
**Bruno:** Really? That's good. Oh, wow!  
There's a laptop!  
**Will:** Yes. And look over there. There's a camera and a bicycle!  
**Bruno:** There's an umbrella and an e-reader over here. And there are DVDs on that table, too.  
**Will:** There are chairs here. And there are backpacks over there.  
 They look great! I want everything!  
**Bruno:** Let's buy it all!

## NOTICE!

Look at the underlined phrases. Which one is singular? Which one is plural?

## B ANALYSE: PLURAL NOUNS

**Form** Complete the examples with the correct form of the nouns.

### Spelling Rules

To form most plurals, add -s: one book – two (1) \_\_\_\_\_; one (2) \_\_\_\_\_ – two cameras  
 For words ending in -s, -sh, -ch, -x and -o, add -es: one box – two (3) \_\_\_\_\_;  
 one (4) \_\_\_\_\_ – two watches

## ANALYSE: THE INDEFINITE ARTICLE (A/AN)

**Form** Complete the table with *a*, *an* or – (nothing).

*a/an/– + noun*

Singular nouns		Plural nouns	
(1) _____ camera	(3) _____ e-reader	(5) _____ chairs	
(2) _____ bicycle	(4) _____ umbrella	(6) _____ boxes	

## ANALYSE: THERE IS / THERE ARE

**Form** Complete the table with *is* ('s) or *are*.

<i>There</i> (1) _____ + singular noun		<i>There</i> (3) _____ + plural noun	
	a sale.		backpacks.
<i>There</i> (2) _____	a laptop.	<i>There</i> (4) _____	chairs.
	an umbrella.		DVDs.

### Function

We use *there is / there are* to talk about what exists.

**C PRACTISE** Look at the nouns. Complete the sentences with *there is / there are* and the correct form of *a/an*, if necessary.

- 1 \_\_\_\_\_ key.      3 \_\_\_\_\_ e-reader.      5 \_\_\_\_\_ books.  
 2 \_\_\_\_\_ DVDs.      4 \_\_\_\_\_ laptop.      6 \_\_\_\_\_ umbrella.

**D** **NOW YOU DO IT** Work in pairs. Describe an imaginary classroom. Your partner draws what you describe. Are they correct?

*There are books and there are e-readers. There's a teacher and there's a desk.*

## WHAT'S RIGHT?

- There are cameras.  
 There're cameras.  
 There's camera.  
 There's a camera.



## PRONUNCIATION: plural -s

**A** **17** What are the sounds at the end of the plural nouns? Are they the same or different? Listen and repeat.

book – books camera – cameras case – cases

**B** **18** Listen to the sounds. Then listen to the words and categorise them in the table.

backpacks bicycles boxes laptops pens watches

/s/	/z/	/ɪz/

**C** **19** Work in pairs. Practise saying the sentences. Listen and check.

- |                      |                      |                    |
|----------------------|----------------------|--------------------|
| 1 There are laptops. | 3 They are books.    | 5 There are boxes. |
| 2 They are watches.  | 4 There are cameras. |                    |

## VOCABULARY: numbers 11–101

**A** **20** Listen and repeat the numbers.

11 eleven	21 twenty-one	30 thirty
12 twelve	22 twenty-two	40 forty
13 thirteen	23 twenty-three	50 fifty
14 fourteen	24 twenty-four	60 sixty
15 fifteen	25 twenty-five	70 seventy
16 sixteen	26 twenty-six	80 eighty
17 seventeen	27 twenty-seven	90 ninety
18 eighteen	28 twenty-eight	100 one hundred
19 nineteen	29 twenty-nine	101 one hundred and one
20 twenty		

**B** Work in pairs. Guess how much the items cost. Underline the price.



- 1 mobile phone  
£16 / £60 / £70



- 2 pack of 8 DVDs  
£21 / £22 / £23



- 3 camera  
£90 / £95 / £99



- 4 laptop case  
£14 / £40 / £44



- 5 pens  
£12 / £13 / £20



- 6 backpack  
£34 / £46 / £53

**A:** I think the laptop case is £40.

**B:** Really? I think it's £44. And I think the DVDs are £21.

**C** **21** Listen and check your answers to Exercise B. Choose the correct price.

### HOW TO SAY IT

£40 = forty pounds

## READING: adverts

### A Read the adverts. What is for sale?

**1** **Everything is £1!**  
50 DVDs, DVD cases,  
over 100 books.  
Only £1 each.  
Email Karen at  
kajones@mymail.com  
or call 07642-460-381 (mobile)



**2** **Bicycle for Sale**  
It isn't new, but it's a great bicycle.  
£35  
Call Mark on  
01623-359-920  
(home)



### B Read the adverts again and match the columns.

- |                       |                         |
|-----------------------|-------------------------|
| 1 mobile phone number | a) furn4sale@mcmail.com |
| 2 number of DVDs      | b) Mark                 |
| 3 email address       | c) Yorkshire            |
| 4 name                | d) 50                   |
| 5 price               | e) £35                  |
| 6 place               | f) 07642-460-381        |

**C** Write an advert like one of the ones in Exercise A. Include a phone number or an email address. Put your adverts on the wall. Walk around and read your classmates' adverts.

### D Work in pairs. Tell your partner about the ads that interest you.

- A: There's an advert for a bicycle.  
B: Yes. And there are two adverts for books.

### 3 **Three chairs and a table for sale**



Delivery in Yorkshire and north-east England.

Email Tahar at furn4sale@mcmail.com

## GRAMMAR: be – yes/no questions

### A 22 LANGUAGE IN CONTEXT Listen to the conversation and choose T (true) or F (false).

- Kim:** Excuse me. Are you busy?  
**Emma:** No, I'm not.  
**Kim:** Oh, good. Are these CDs?  
**Emma:** No, they aren't. They're DVDs.  
**Kim:** Are they new?  
**Emma:** Yes, they are. They're £10 each.  
**Kim:** OK, great. And, is this a mobile phone?  
**Emma:** Yes, it is. It's £45.

- |                             |       |
|-----------------------------|-------|
| 1 Emma and Kim are friends. | T / F |
| 2 The DVDs are new.         | T / F |
| 3 The mobile phone is £45.  | T / F |

### NOTICE!

Which phrase is used in a question: **You are** or **Are you**? Which phrase is used in a statement: **They are** or **Are they**?

**B ANALYSE** Read the conversation in Exercise A again.

**Function**

We use *yes/no* questions when we expect the answer *yes* or *no*.

**Form** Complete the table.

**Yes/No questions**

be	subject		short answers	
Am	I	late?	Yes, you are.	No, you aren't.
(1) _____	you	busy?	Yes, I am.	No, (6) _____.
Are	you	students?	Yes, we are.	No, we aren't.
(2) _____	they	new?	Yes, (4) _____.	No, they aren't.
Is	he/she	here?	Yes, he/she is.	No, he/she isn't.
(3) _____	it	expensive?	Yes, (5) _____.	No, it isn't.

**WHAT'S RIGHT?**

- Yes, they are.
- Yes, they're.

**C PRACTISE** Complete the questions and short answers.

- |   |  |  |
|---|--|--|
| 1 A: Are they students?<br>B: Yes, _____. | 3 A: _____ at work?<br>B: No, she isn't. | 5 A: _____ a teacher?<br>B: Yes, he _____.             |
| 2 A: _____ at home?<br>B: Yes, I _____.   | 4 A: _____ I late?<br>B: Yes, _____.     | 6 A: _____ this a new backpack?<br>B: _____, it isn't. |

**D NOW YOU DO IT** Work in pairs. Take turns asking questions with the verb *be* and cross (X) the answers your partner uses. The first person to cross off all of the answers in the box wins!

A: Are you a student? B: Yes, I am.

Yes, I am.	No, I'm not.	Yes, he/she is.	No, he/she isn't.
No, it isn't.	Yes, they are.	Yes, it is.	No, they aren't.

**LISTENING: for numerical information**

- Practise numbers that sound similar, e.g. 14/40, 15/50, 17/70.
- Practise numbers that can be confusing, e.g. 34/43, 59/95, 62/26.

**A** Work in pairs. Choose some of these numbers and say them to your partner. They write down the number they hear. Is it correct?

39 14 57 60 17 15 46 93 50 40 75 30 13 18 90 80 64 19

**B** Listen and choose the price you hear.

- |                                 |                                     |                                      |
|---------------------------------|-------------------------------------|--------------------------------------|
| 1 The DVD is 13 / 30 pounds.    | 3 The calculator is 25 / 52 pounds. | 5 It's on sale. It's 18 / 80 pounds. |
| 2 The laptop is 16 / 60 pounds. | 4 They're 47 / 74 pounds.           |                                      |

**C** Listen and write the correct price for each item.

1



\_\_\_\_\_

2



\_\_\_\_\_

3



\_\_\_\_\_

# VOCABULARY: prepositions of place

**A** **25** Where is the mobile phone? Listen and repeat.



**B** Look at the picture and choose T (true) or F (false). Correct the false sentences.



- |   |                                       |       |       |
|---|---------------------------------------|-------|-------|
| 1 | There's a laptop on the desk.         | T / F | _____ |
| 2 | The umbrella is next to the box.      | T / F | _____ |
| 3 | There are books under the desk.       | T / F | _____ |
| 4 | There's a chair behind the desk.      | T / F | _____ |
| 5 | The laptop is in front of the camera. | T / F | _____ |
| 6 | The keys are in the laptop.           | T / F | _____ |

**C** **Work in pairs. Student A, close your book. Student B, ask questions about the picture in Exercise B. Then switch roles.**

- B:** Is the umbrella in the box?  
**A:** Yes, it is.  
**B:** Correct!  
**A:** Are the pens next to the laptop?  
**B:** No, they aren't. Try again!

## WRITING: combining sentences with *and*

When we want to add more information about the same idea we can use the word *and*.

**A** Read the text. Then close your book. Say three things you remember.

In our classroom, there is a teacher **and** there are 20 students. There are desks **and** chairs. There is a laptop **and** a laptop case. There are books on the desk **and** there is an e-reader under the desk. There are pens **and** there are backpacks.

**B** Join the sentences using *and*.

- 1 There is a pen. There is an e-reader.  
\_\_\_\_\_
- 2 There are books. There are backpacks.  
\_\_\_\_\_
- 3 There are students. There is a teacher.  
\_\_\_\_\_
- 4 There is a laptop. There are DVDs.  
\_\_\_\_\_

**C** Write a description of your classroom. Connect your ideas with *and*.

## SPEAKING: describing a room

**A** Look at the pictures of the rooms. Circle the items from the box in each picture.

books camera DVDs keys laptop laptop case mobile phone umbrella

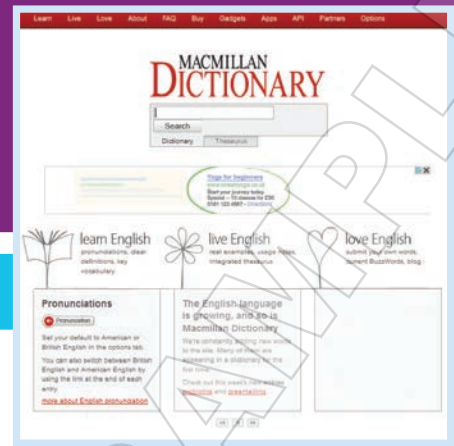


**B** Work in pairs. Look at the two rooms in Exercise A again. Compare the different locations of the items in each picture.

- A:** In picture B, there's a laptop case next to the laptop.  
**B:** And in picture A, the laptop case is on the floor under the laptop.





# StudySkills



## WORDS YOU KNOW

**A** How much English vocabulary do you know? In one minute (exactly 60 seconds!), write down as many words in English as you can. When the time is up, count your words.

**B**  Work in pairs. Share your words. Were any of them different?

**C**  Work in groups. Play a vocabulary game. One player chooses a letter. The other students have 30 seconds to write down English words that begin with that letter. The student with the most correct words wins!



## MAKING FLASHCARDS


**A** Look at the two sides of a flashcard. What information is there?



**umbrella**

*My umbrella is in my bag.*

**B** Create three flashcards for three words you learnt in this unit or Unit 1.

**C**  Exchange flashcards with a partner. Test each other like this:

**A:** (showing the picture) What's this?

**B:** It's an umbrella.

**A:** How do you spell it?

**B:** U-M-B-R-E-L-L-A.

**A:** Please say a sentence with 'umbrella'.

**B:** My umbrella is in my bag.

## MY WAY TO PRACTISE ... VOCABULARY

**A** Read about how these students practise vocabulary. Which student is like you?



**Hamid:** I write new words in a notebook. I sometimes write the meaning in English or draw a picture. I sometimes write a translation in my own language.




**Sebastian:** I like to learn new words! When I hear a new word, I say it out loud, then I type it into my mobile phone. Then I email it to my laptop.



**Padma:** I make vocabulary flashcards and I keep them together. I use them everywhere – at home, at school and on the bus.

**B** Are these ways of learning and practising vocabulary good for you? Tick (✓) the correct column for you.

	no	sometimes	yes
1 Read the textbook again.			
2 Make flashcards with words.			
3 Make flashcards with words and pictures.			
4 Write words in a notebook and draw pictures.			
5 Write words in a notebook with a translation.			
6 Say words out loud.			
7 Check new words in a dictionary.			
8 Listen to the class CD.			
9 Learn five words every day.			
10 Learn the new words from a unit at the end of the week.			

**C**  Work in pairs or in groups. Share your answers from Exercise B. Talk about more ideas to practise vocabulary.

**A:** I make mind maps with words in the same category. What about you?

**B:** I write words in a notebook, with example sentences to show the meaning.

### SET A GOAL:

Write one new way you plan to practise vocabulary:

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# Language wrap-up

## 1 VOCABULARY

### A Match the words to the numbers. (5 points)

1 thirty-seven    2 ninety-five    3 forty-nine    4 twelve    5 sixty

a) 12                      b) 37                      c) 49                      d) 60                      e) 95

### B Look at the picture and choose the correct option to complete the sentences. (5 points)



- 1 There's a chair **in front of** / **between** the desk.
- 2 There are DVDs **on** / **in** the desk.
- 3 There is a bicycle **behind** / **next to** the desk.
- 4 The umbrellas are **under** / **in** the desk.
- 5 The watch is **between** / **behind** the DVDs and the books.

**8 – 10 correct:** I can identify and name everyday objects, understand numbers from 11 to 101 and describe where things are using prepositions of place.

**0 – 7 correct:** Look again at the Opener and the Vocabulary sections on pages 19, 21 and 24.

SCORE:                /10

## 2 GRAMMAR

### A Choose *a*, *an* or *–* (nothing). Then complete the sentences with the correct form of *there is* / *there are*. (5 points)

- 1 \_\_\_\_\_ a / an / – keys on the desk.
- 2 \_\_\_\_\_ a / an / – umbrella under the table.
- 3 \_\_\_\_\_ a / an / – DVDs in my room.
- 4 \_\_\_\_\_ a / an / – university in my town.
- 5 \_\_\_\_\_ a / an / – camera on the table.

### B Write the correct form of the verb *be*. (5 points)

- |                                       |                          |
|---------------------------------------|--------------------------|
| 1 <b>A:</b> Is she your teacher?      | <b>B:</b> No, she _____. |
| 2 <b>A:</b> _____ he your friend?     | <b>B:</b> Yes, he is.    |
| 3 <b>A:</b> Are you students?         | <b>B:</b> No, we _____.  |
| 4 <b>A:</b> Are you a singer?         | <b>B:</b> Yes, I _____.  |
| 5 <b>A:</b> _____ they good students? | <b>B:</b> Yes, they are. |

**8 – 10 correct:** I can use *a/an*, singular and plural nouns, *there is* / *there are*, and ask and answer *yes/no* questions with the verb *be*.

**0 – 7 correct:** Look again at the Grammar sections on pages 20, 22 and 23.

SCORE:                /10


# Communicative wrap-up

Units 1 & 2

## 1 WHO IS IT?

**A** Write this information on three pieces of paper:

- Your middle initial
- Your phone number
- Your age

**B**  Work as a class. Give the three pieces of paper to your teacher. Your teacher will give you three different papers. Find the students!

**A:** Good morning, Sophia.

**A:** Good afternoon.

**A:** Hi. Are you twenty-three?

**B:** Hi.

**B:** Hi.

**B:** Yes, I am!

**A:** Is your middle initial 'A'?


**A:** Is your phone number 738-2465?

**A:** Thank you. See you later!

**B:** Yes, it is! My middle name is Anne.

**B:** No, it isn't, sorry.

## 2 FIND THE DIFFERENCES

**A**  Work in pairs. Each choose a picture. Student A, cover Student B's picture. Student B, cover Student A's picture. Take turns asking and answering questions about your pictures. Circle the differences.



**A:** In your picture, is the bicycle next to the table?

**B:** Yes, it is. And ... is the backpack on the bicycle?

**A:** No, it isn't! In my picture, the backpack is ...

## SCORE YOURSELF!

Score 1 – 5 for the items below. Score 5 for things that are easy and 1 for things that are difficult.

I can greet people.	5	4	3	2	1
I can use numbers to give personal information.	5	4	3	2	1
I can ask and answer yes/no questions with the verb <i>be</i> .	5	4	3	2	1
I can name everyday objects and describe where they are.	5	4	3	2	1

If you give yourself 1 or 2 for any of the statements, look at the material in Units 1 and 2 again.