

## UNIT 2: TOOLS OF THE TRADE LESSON 1: OBJECTS & TECHNOLOGY

### Unit overview

- Inventions & technology (AI, apps)
- Describing and comparing objects
- Giving instructions (imperatives)
- Linking words & phrases (sequence)
- Comparatives, superlatives, and adverbs of degree
- Explaining how to do something

### Lesson aims:

- Describe objects and their uses
- Talk about the location of an object
- Compare objects to each other
- Express degree or intensity in descriptions

### Lead-In

1. *Let's play "What's it like?" The teacher will say the name of an object. You will have 15 seconds to write down as many words to describe the object as you can. For example: "door" → big, heavy, wood, metal, hard, open, closed.*

Word	Description

2. *Compare your words with some of your classmates' words. Are they similar, the same, different?*

### LANGUAGE NOTE: Adjectives

Remember: Adjectives don't change in form.

- *This book is long / These books are long*
- *The difficult exercise / The difficult exercises*

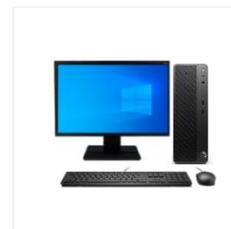
## Vocabulary

1. Write the name of the object below the picture:

card reader	lap-top	backpack	printer	projector	e-scooter
3-D printer	smartphone		debit card		paper towels
tablet	desktop computer	scissors	air conditioner		elevator



1	2	3	4
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5	6	7	8
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9	10	11	12
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13	14	15
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2. *Speaking. Which items do you have? Which items do you use? Which items do you want to have? Compare with a partner.*
3. *Speaking. Work with a partner. Which items do you associate with the following activities? After you associate the item with the activity, make statements using the phrase "...is used for..."*

texting	going up or down	paying	writing	creating an object
taking notes	drinking	watching videos	carrying things	cleaning up spills
feeling cool	making copies	showing visual information		cutting

**LANGUAGE NOTE: Word Formation**

**...IS USED FOR DOING:**

- A bike is used for getting around.
- Some websites are used for buying tickets.

**...IS USED TO DO:**

- A bike is used to get around.
- Some websites are used to buy tickets.

4. *Work with a partner. Where do people usually keep these objects?*

Object	Place	Object	Place
1. 3-D printer		2. desktop computer	
3. lap-top		4. paper towels	
5. tablet		6. e-scooter	
7. debit card		8. air conditioner	
9. projector		10. cups	
11. printer		12. smartphone	
13. scissors		14. car	
15. plates		16. keys	

**Typical places to keep things**

in my room  
in a lab or workshop  
in a wallet

in a drawer  
in a backpack or bag  
in my room

in a classroom  
in the kitchen  
in a cupboard

## Listening

1. *Before listening. You will listen to two people talking about a new phone. How do you think a new phone is better than an old one? Compare your ideas with a partner*

2. *Answer the questions below based on what you hear.*

a) How is the new camera?  
.....

b) Why does the new phone look special?  
.....

c) What's the brand?  
.....

d) What reason does the woman give for buying the phone online?  
.....

e) What website does the woman recommend for buying the new phone?  
.....

3. *Would you buy this new phone? Why or why not?*  
.....

## Speaking

1. *Work with a partner and compare each pair of items. Look at the example first. Notice the expressions in **bold face**.*

Example: Paper towel compared to a regular kitchen towel

- 1 similarity: Both **are used for cleaning**
- 1 difference: The paper towel is disposable and the kitchen towel is washable
- Price: The paper towel is **cheaper** per unit, but is **more expensive** because you buy many
- Size: Maybe the regular towel is a little **bigger than** the paper towel
- How advanced the technology is: The technology **for producing** paper towels is **more advanced**

**A book compared to an e-book reader (Kindle)**

- 1 similarity:
- 1 difference:
- Price:
- Size:
- How advanced the technology is:

**E-scooter compared to a bicycle**

- 1 similarity:
- 1 difference:
- Price:
- Size:
- Which is the superior item:

**Smartphone compared to a tablet**

- 1 similarity:
- 1 difference:
- Price:
- Size:
- How is the versatility:

**Grammar: Adverbs of degree**

Subject + verb	Adverb of degree	Adjective
This article is The presentation was Dr. Romero’s lecture was The students were I have been feeling The last assignment was	<b>very</b> <b>quite</b> <b>pretty</b> <b>fairly</b> <b>extremely</b>	long hard to understand informative tired nervous important

1. *What do you notice about the adverb of degree’s position in the sentence? Fill in the information below.*

The adverb of degree goes ..... the subject and verb, but ..... the adjective.

The expressions **very**, **pretty**, **quite**, **a little**, **fairly**, and **extremely** are all **intensifiers**.

We use them to modify the intensity of the adjective (or adverb) that comes after them. Though their meanings can seem relatively similar, each expression gives a special flavor to the sentence. Some of these expressions add intensity (make the meaning stronger), while some other expressions decrease intensity (make the meaning weaker).

2. *Write the adverbs of degree in the right box. Does the adverb add intensity or decrease intensity?*

<b>very</b>	<b>quite</b>	<b>pretty</b>	<b>fairly</b>	<b>extremely</b>
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Add intensity	Decrease intensity

3. *Complete the sentences with one of the adverbs of degree so that the sentence is true for you. Then compare with a partner. Use the word “not” if you want.*

- a) My weekly schedule is (not) ..... convenient for me.
- b) My favorite app is (not) ..... useful.
- c) The growth of AI has (not) made me ..... nervous.

### Final Lesson Task:

1. Write a short description of an object, preferably an object from today's class. Don't mention the name of the object. Make sure to use at least one adverb of degree.

Example:

"It can move, so it is mobile. You can buy food from it, but it's fairly expensive."  
(ANSWER: food truck)

**Write your description on a piece of paper and give it to your teacher.**

Your teacher will give you the instructions.

### Exit Ticket

Can you do these things?

<input type="checkbox"/>	I can describe objects and their uses.
<input type="checkbox"/>	I can say where objects are located or kept.
<input type="checkbox"/>	I can compare objects to each other.
<input type="checkbox"/>	I can describe objects using more precise description.

### My Top 5 Words from this lesson:

1	
2	
3	
4	
5	

### Homework: Self-study

[90 minutes per week]

1. **GRAMMAR SUPPLEMENTS**
2. **Extra practice** (online): Adverbs of degree  
<https://test-english.com/grammar-points/b1-b2/pretty-rather-quite-fairly-intensifiers/>