

Say it another way

B1 · Adults and older teens · Describe objects and check understanding

You need something, but you cannot remember its English name. What can you say?

1a. Look at the pictures. Which things do you use? Explain what one does before naming it.

1



2



3



4



5



6



7



8



9



1b. Which two pictures both hold paper together? How are they different?

Useful language

Name the type: **It is a tool / a clip / something you use at home.**

Say its purpose: **You use it to mix eggs. / It is for mixing eggs.**

Add a detail: **It is made of metal. / It has two handles.**

Check: **Do you mean ...? / Not quite. I mean the one that ...**

1c. Choose the correct words. Then match each sentence to a picture.

a. You use it to hold / holding a phone. Picture: ____

b. It is for make / making holes in paper. Picture: ____

c. It is made of / to fabric and keeps cold air out under a door. Picture: ____

1d. Picture challenge

Choose a picture. Describe it without its name or number. Your partner asks a question, then guesses. Give a different clue if needed. Swap roles. Each successful guess earns one shared point. Can you reach six points using six different pictures?

Which one do you mean?

B1 · A Teams chat, a practical task and a conversation

2 Clear messages

2a. Read the conversation. Which picture on page 1 does A need? Why?

Teams | Event preparation | A and B

A Can you bring the thing for the papers? The one you press.

B Do you mean the one that makes holes?

A No. I need to hold 12 pages together. I want to remove it later without damaging the paper.

B: Write a clear reply below. Ask a question if you need more information.

Office supplies: small clips hold 8 pages; large clips hold 20. Both are in the left drawer.

2b. Write B's reply. Say which size is suitable and where A can find it.

2c. Rewrite A's first message so B can choose the right object immediately.

3 Find what you need

Work in pairs. A takes page 3; B takes page 4. Read only your own page. Take turns asking for something and helping your partner. Describe the object before using its name. Agree on an item, price and location.

4 Keep talking

Choose three questions. Ask a follow-up question after each answer.

- What useful object do you often lend to someone? What do they use it for?
- When did you last forget a word? How did you explain what you meant?
- What tool or device could you teach your partner to use? Explain it.
- What would you change about one object on page 1? Why?

Optional homework is on your A or B page. Your teacher has the answers.

Find what you need: A

B1 · Your role page · Do not show this page to your partner

Take turns. First explain a problem below. Your partner has the stock information. Then help your partner using your own stock list. Ask questions before suggesting an item.

1. Cooking for friends

You need to lift hot pieces of food out of a frying pan. You can spend up to £6. Ask where to find the item.

2. Setting up a meeting

A normal meeting-room door keeps closing. You need to keep it open. You can spend up to £4. Ask where to find the item.

Your stock list - use this when your partner asks for help



Whisk

£4 · In stock
Kitchen shelf 1



Stapler

£6 to buy · Sold out
One to borrow free
Office desk; staples included



Binder clip

£2 · In stock
Holds pages; no holes
Office shelf 2



Lemon squeezer

£6 · In stock
Kitchen shelf 1

Useful questions

What do you need it for? · How much is it? · Can I borrow it?
Do you mean the one that ...? · Where can I find it? · So, that is ...?

My choices: 1. _____ 2. _____

Optional homework

Complete: a. You use it to ____ eggs. (mix) b. It is for ____ paper. (hold)
c. It is made ____ metal. d. Could you ____ me where it is? (tell)
In your notebook, describe another useful object in three sentences. Do not name it.
Next lesson, read your clues. Can your partner guess?

Find what you need: B

B1 · Your role page · Do not show this page to your partner

Take turns. First explain a problem below. Your partner has the stock information. Then help your partner using your own stock list. Ask questions before suggesting an item.

1. Making breakfast

You need to mix eggs in a bowl. You can spend up to £6. Ask where to find the item.

2. Preparing handouts

You need to join eight pages so they stay together. A removable clip is not suitable. You can spend up to £5, or borrow something free. Ask where to find it.

Your stock list - use this when your partner asks for help



Kitchen tongs

£5 · In stock
Lift hot food
Kitchen shelf 2



Rubber doorstop

£3 · In stock
Holds a door open
Home shelf 1



Phone stand

£5 · In stock
Holds a phone upright
Office shelf 3



Draught excluder

£8 · In stock
Keeps cold air out
Home shelf 2

Useful questions

What do you need it for? · How much is it? · Can I borrow it?
Do you mean the one that ...? · Where can I find it? · So, that is ...?

My choices: 1. _____ 2. _____

Optional homework

Complete: a. You use it to ____ eggs. (mix) b. It is for ____ paper. (hold)
c. It is made ____ metal. d. Could you ____ me where it is? (tell)

In your notebook, describe another useful object in three sentences. Do not name it.
Next lesson, read your clues. Can your partner guess?

Teacher notes & answers

S05E15 · B1 · Adults and older teens · No recording required

Aim and preparation

Learners describe an object when its name is unknown, clarify a request and agree on a suitable solution. Give everyone student pages 1-2. Give each learner only their A or B page: student page 3 for A, page 4 for B. All stock details are fictional. No cutting is needed.

1. Pictures, language and guessing

Elicit uses before names. Model one description and one listener question. Check the language choices, then run the picture challenge. A guess counts after a description and a listener question; a successful pair earns one shared point. Use a different picture each round. Accept understandable wording; naming vocabulary is optional.

2. Teams chat

Let pairs identify the misunderstanding before writing. Check page capacity and location. Compare replies, then rewrite A's opening message. Accept natural alternatives. Ask which detail prevented the wrong choice.

3. A/B task and feedback

Demonstrate with an unrelated object, such as an umbrella. Alternate: A asks about problem 1; B asks about problem 1; A asks about problem 2; B asks about problem 2. The helper checks the purpose, then gives stock, price and location. The customer confirms the choice. Check the borrowing solution before feedback. Ask pairs to retry one exchange with clearer language.

4. Final speaking and adaptation

Use the four conversation questions on student page 2. Encourage examples and follow-up questions. One-to-one: teacher takes the other role. For 3 or 5 learners, use one trio: customer, helper and listener; rotate roles. For 2, 4 or 6, use pairs. Online, send only the assigned role PDF page or screenshot privately. For extra support, allow the language box and notes. For a B2 extension, explain a tool from work or a hobby to a non-specialist and check their understanding.

Answers: pictures and practice

Pictures: 1 whisk; 2 kitchen tongs; 3 lemon squeezer; 4 stapler; 5 hole punch; 6 binder clip; 7 doorstop; 8 phone stand; 9 draught excluder. 1b: 4 and 6; a stapler uses staples through the paper; a clip holds it without holes and can be removed. 1c: a hold, picture 8; b making, picture 5; c of, picture 9.

Answers: Teams and role-play

2a: picture 6, a binder clip. 2b example: "Use a large binder clip. It holds 20 pages. You can find one in the left drawer." 2c example: "Could you bring a large binder clip from the left drawer? I need to hold 12 pages together without making holes." A1: tongs, £5, kitchen shelf 2. A2: doorstop, £3, home shelf 1. B1: whisk, £4, kitchen shelf 1. B2: borrow the stapler free from the office desk; staples included. Buying is over budget and sold out.

Homework key

a mix; b holding; c of; d tell. Accept any accurate object description with a type, purpose and useful detail. Next lesson, partners guess and ask a follow-up. These activities have been checked for consistency and layout; classroom effectiveness has not yet been tested.