

2

Town and country

This unit includes

Vocabulary: towns and cities • people on the move • *do* and *make* • homophones • synonyms • urban or rural

Grammar: quantifiers: *some, any, much, many, a lot of, a little, a few* • definite, indefinite and zero article

Skills: describing landscapes • listening to directions

Writing: a leaflet

Workbook pages 10–17

Reading PAGES 12–13

Warm-up

- Look at the unit title and ask students if they prefer to live in a town or in the country. Students discuss the advantages and disadvantages of living in a town or in the country.
- Read the title of the reading page, *Are you lonesome tonight?* Elicit that *lonesome* is another word for *lonely*. Ask students if you are more likely to feel lonely if you are living in a town or in the country.

Before Reading

- Students discuss the questions in pairs.
- Discuss the questions as a class.

ANSWERS

Students' own answers.

Background Notes

There are many 'ghost towns' in the centre of the USA, where nobody lives any more. A few towns, like Monowi, Nebraska, have one or only a few people living there. Although much of Nebraska is very fertile, many small towns in the area are losing their inhabitants. Small farmers can't compete economically with big farms, so people move to big cities in search of work.

Read

Exercise 1

- Students read the **Reading tip**. Check understanding.
- Students read the first sentence of each paragraph and match them with the titles. Check the answers.

ANSWERS

Paragraph 1 E Paragraph 2 A Paragraph 3 C Paragraph 4 B Paragraph 5 D

Exercise 2 1.7

- Play the CD while students read the text a second time and do the exercise, underlining the relevant lines in the text. Check the answers.

ANSWERS

- b (Why has she got a lot of different jobs? Because there's nobody else to do them.)
- c (There are about 12 empty one-storey wooden houses.)

- a (It was a shop but it closed in the 1950s.)
- a (Elsie's son and daughter migrated years ago to find work in bigger towns.)
- c (Her food is good and farmers and truck drivers travel a long way to eat at her café.)

Exercise 3

- Students read the text again and decide if the sentences are true or false. Students correct the false sentences.
- Check the answers.

ANSWERS

- T
- T
- T
- F (The farmers left Monowi because they couldn't compete with enormous industrialized farms.)
- F (Elsie's husband died.)
- T
- F (Elsie likes Monowi and wants to stay.)

Understanding Ideas

- Put students into groups. Each group considers one of the questions.
- Discuss the questions as a class. On the board, write a list of good and bad points about living in a town alone.

Teaching Tip: Changing groups

Do the above activity by putting students into three groups. Assign a question to each group and tell them to take notes. When they have finished, mix the groups up so that they contain students who have discussed each of the questions. Students then present their ideas on the question they just discussed to the rest of their new group.

SAMPLE ANSWERS

- You could feel very lonely, have nobody to talk to, go crazy, or be very bored because there's nothing to do. You could do whatever you wanted, nobody would tell you what to do, it would be very peaceful.
- Students' own answers.
- Students' own answers.

Optional Activity: Ghost town debate

Aim: To explore the topic of the reading text.

Preparation: Put the class into groups A and B. Tell them they are the last residents of a small town called Cedarwood. Group A wants to leave the town, and Group B wants to stay.

Both groups look at the text again. Group A brainstorms reasons to leave the small town. Group B brainstorms reasons to stay in the small town.

Chair a debate between the two groups, eliciting reasons to stay and go from both sides and writing them on the board. At the end, the whole class votes on whether they should stay or go.

Vocabulary

Exercise 1

- Students match the highlighted words in the text with the definitions. Students check their answers in pairs.
- Check the answers.

ANSWERS

1 rural 2 immigrants 3 inhabitant 4 clerk 5 thriving
6 storey 7 abandoned 8 industrialized 9 rusting
10 dust 11 founded 12 in ruins 13 treasurer 14 junk
15 migrated

- Give students more information about the words from the text and ask them to make notes in the **Vocabulary Notebook** section of their Workbooks (see Workbook pages 58–69).

abandoned is an adjective which describes something that has been left and will not be used again.

clerk is a noun which means someone who works or looks after accounts in a place like an office or a bank. A town clerk keeps records in a town, such as births, marriages, voter registrations and deaths.

dust is a noun which means very small pieces of dirt. Dust is often in the air and covers things when you leave them for a long time.

found is a regular verb which means to establish or start something like a company or a town. The third person form is *finds* and the past simple form is *founded*.

immigrant is a noun which means a person who comes to a place from another country.

industrialized is an adjective which describes places with a lot of factories or other types of industry.

inhabitant is a noun which means a person who lives in a particular place.

in ruins is an expression which means badly damaged or destroyed. The plural noun *ruins* means what is left of a building after it has been destroyed.

junk is a noun which means old things that aren't very useful.

migrate is a regular verb which means to move to live in another place, often to look for work. The third person form is *migrates* and the past simple form is *migrated*.

rural is an adjective which means relating to the countryside.

rusting is an adjective which means that something iron is being turned red by iron oxide.

storey is a noun which means a floor or level of a building.

thriving is an adjective which means growing or doing well.

treasurer is a noun which means a person who looks after an organization's money, e.g. a town treasurer controls a town's finances.

Exercise 2

- Students find the words in the text and read the sentences which contain them. Elicit the meaning of the words.

- Write the following sentences on the board, or dictate them. Students complete the sentences.

- I never forget things because I've got a good _____.*
[memory]
- The city was _____ called New Amsterdam, but later they changed its name to New York.* [originally]
- If you need to catch a train, the _____ station is opposite the post office.* [railway]
- It's a _____ village. There are only three houses.* [tiny]
- We live on a small island so we are _____ water.*
[surrounded by]
- The _____ is the most important person in the town.*
[mayor]
- This _____ of my country is very dry in the summer.* [region]
- They live in an _____ house. It's got ten bedrooms!*
[enormous]

Optional Activity: Sentence race

Aim: To practise the vocabulary presented in the lesson.

Preparation: Write twelve words from **Vocabulary** exercises 1 and 2 on the board.

Put students in pairs. Explain that they have two minutes to write sentences using as many of the words as they can. They can skip any words they don't want to use, or use the words in any order. They can only use one word per sentence.

Time two minutes while students write their sentences.

Pairs read out their sentences. The class corrects any mistakes. The pair with the most correct sentences wins.

Quick Test: Correct the definitions

Write the following words and definitions on the board.

Tell students that one word in each definition is incorrect. Students find the word and correct it.

- abandoned – something that is not left any more* [used]
- industrialized – having a lot of trees* [factories / machines / industry]
- mayor – the most important person in a country* [town]
- storey – a room of a building* [floor / level]
- enormous – something very small* [big]
- immigrants – people who go to another town* [country]
- inhabitant – a person that visits a place* [lives in]
- thriving – doing very badly* [well]
- region – a part of a town* [country]
- rural – relating to the city* [country / countryside]
- found – to start destroying a town* [building]
- junk – new things that don't have much value* [old]

More practice

Workbook page 10

Vocabulary PAGE 14

Target Vocabulary

Monowi, population 1: abandoned clerk dust found immigrants industrialized inhabitant in ruins junk migrate rural rusting storey thriving treasurer

People on the move: commuter emigrant globetrotter immigrant nomad pilgrim refugee

do and make: do badly do harm do a job do maths do well make an appointment make a bad impression make a living make a mistake make money

My home town: blocks cosmopolitan harbours local neighbourhood resort suburbs urban

Homophones: blue / blew break / brake deer / Dear died / dyed groan / grown new / knew sighed / side storey / story

Activate

- Focus on the words in the box. Review their meaning by giving a few definitions to elicit the words, e.g. *very small* [tiny], *people who come to live in your country*. [immigrants]
- Students complete the sentences. Check the answers.

ANSWERS

- abandoned, junk, in ruins
- rusting, dust
- thriving, industrialized, founded
- clerk, treasurer, storey
- migrate, immigrants, rural, inhabitants

Extend

Exercise 1 People on the move

- Students match the words to complete the sentences. Check the answers.

ANSWERS

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

Exercise 2 do and make

- Students complete the table. Check the answers.

ANSWERS

do: badly, harm, a job, maths, well

make: money, a living, a mistake, a bad impression, an appointment

Teaching Tip: collocations

Students often find it difficult to remember collocations with *do* and *make*. Tell them to start a list of these expressions in their notebooks that they can refer to and learn from.

Exercise 3 My home town

- Students complete the text individually, then read the text again and try to guess the correct city.
- Students compare answers in pairs.
- Students vote on which city they think is being described.

ANSWERS

1 urban 2 harbours 3 cosmopolitan 4 suburbs
5 resort 6 neighbourhood 7 blocks 8 local
The city is Alexandria, Egypt.

Background Notes

Athens has a population of less than one million and doesn't have beaches next to the city, although it is close to the sea. Istanbul has a few beaches near the city centre, but has a population of about 12.6 million. Beirut has a lot of beaches, but a population of about 1.8 million people. Alexandria has beaches and a population of over four million people.

Exercise 4 Homophones

- Write *storey* on the board and elicit its meaning. [floor in a building] Ask: *Which word sounds the same as storey?* [story] Students spell this word. Write it on the board.
- Students complete the exercise individually, then check answers in pairs. Check the answers.
- While doing this exercise, tell students to say the bold words silently to themselves. This will help them to remember the pronunciation.

ANSWERS

1 story 2 dyed 3 Dear 4 side 5 blew 6 brake
7 grown 8 knew

Optional Activity: Homophones

Aim: To practise homophones.

Preparation: Write the homophones from exercise 4 in two columns on the board.

Students close their books. Read out the sentences in exercise 4 in random order. As you read out each sentence, students point to the correct spelling of the word on the left or right of the board, or call out 'left' or 'right'.

Quick Test: Team spelling

Put the class into teams A and B. Draw a short line on the board for each letter in the following words. One by one, start filling in the letters of each word. The first student to call out the word and spell it correctly wins a point for their team. If a student makes a mistake, the other team wins a point.

<u>R</u> U <u>S</u> T <u>I</u> N <u>G</u>	<u>S</u> U <u>B</u> U <u>R</u> B <u>S</u>
<u>H</u> A <u>R</u> B <u>O</u> U <u>R</u>	<u>R</u> U <u>R</u> A <u>L</u>
<u>C</u> O <u>M</u> M <u>U</u> T <u>E</u> R	<u>R</u> E <u>S</u> O <u>R</u> T
<u>N</u> O <u>M</u> A <u>D</u>	<u>G</u> R <u>O</u> A <u>N</u>
<u>S</u> T <u>O</u> R <u>E</u> Y	<u>P</u> I <u>L</u> G <u>R</u> I <u>M</u>

Vocabulary Notebooks

Remind students to make notes on new vocabulary in the **Vocabulary Notebook** section of their Workbooks.

More practice

Workbook page 11

Grammar PAGE 15

Quantifiers: *some, any, much, many, a lot of, a little, a few*

Warm-up

- Focus on the picture. Brainstorm words to describe it. [modern, exciting, ugly, crowded, etc.]
- Ask students: *Do you know 'SimCity'? What can players do in SimCity?* [create and manage a simulated city]

Background Notes

SimCity is a computer game which allows players to design and manage their own city. Because the game teaches players about the problems of running a city, it is used in many schools in the UK and the USA.

Explore

Exercise 1

- Students read the text and find the examples of *some* and *any*. Students then complete the **Learn this!** box.

ANSWERS

It's got **some** great clothes and shoe shops. There aren't **any** ugly buildings. There's **some** beautiful scenery. Is there **any** pollution? There isn't **any** traffic. Are there **any** unfriendly people?

1 some 2 any

Exercise 2

- Review the meaning of *countable / uncountable* by asking a few questions, e.g. *Is water countable?* [No] *Are bottles of water countable?* [Yes] Say: *You can often check if a noun is countable or uncountable by imagining it, and seeing if you can really count it.*
- Students find the plural countable nouns and uncountable nouns in the text. Check the answers.

ANSWERS

plural countable: restaurants, cafés, parks, playgrounds, shops, buildings, accidents, people

uncountable: scenery, pollution, traffic, time

Exercise 3

- Students complete the table. Check the answers.

ANSWERS

With uncountable nouns: much, a lot of, a little

With plural countable nouns: a lot of, many, a few

- Read the **Look out!** box with the class. Ask: *Do we use 'many' in questions?* [Yes] *Do we normally use 'much' in affirmative sentences?* [No]

Language Note: Quantifiers

A few and *a little* refer to a smaller quantity than *a lot*, *much* and *many*, but have a positive feeling, i.e. *There are a few parks in our town* focuses on the fact that the parks exist, rather than on how few of them there are. To express that something is insufficient, we say: *There aren't many ... / There isn't much ...*, or *There are few ... / There is little ...*. *Lots of* means the same as *a lot of*, but is less formal.

Follow-up

Grammar Reference page 62

Exploit

Exercise 1 1.8

- Students complete the dialogue individually.
- Play the CD. Students listen and check.

ANSWERS

1 some 2 any 3 any 4 some 5 some 6 some
7 any

Exercise 2 1.9

- Students choose the correct words individually.
- Play the CD. Students listen and check.

ANSWERS

1 a lot of 2 many 3 a few 4 a little 5 much
6 a lot of

Exercise 3

- In pairs, students discuss their ideal city for a few minutes. Monitor and help with vocabulary.
- Pairs write six sentences about their ideal city. Remind them to use the quantifiers listed in this exercise.
- Some pairs read out their sentences. Correct any mistakes on the board with the class.

ANSWERS

Students' own answers.

Quick Test: Dictation

Read out the following text while students listen. Read the text again, repeating each sentence twice and pausing for students to write it down. Then read the whole text again for students to listen and check.

My grandmother lives in a small town. There are a few historical buildings in the centre. Some tourists visit it in the summer and spend a little money in the shops. Nobody spends much time there because there aren't many things to do. There are a few nice lakes near the town with a lot of birds, but there aren't any good places for young people to go. It's a pretty town, but there isn't much entertainment.

More practice

Workbook page 12

Grammar Builder page 63, exercises 1–4

ANSWERS GRAMMAR BUILDER 2 (PAGE 63)

Exercise 1

1 some 2 any 3 any 4 any 5 some 6 any

Exercise 2

1 a little 2 a few 3 a little 4 a few 5 a few 6 a little

Exercise 3

1 many 2 much 3 many 4 many 5 much 6 many

Exercise 4

1 a lot of money	4 a lot of old people
2 a lot of traffic	5 a lot of countries
3 a lot of goals	6 a lot of homework

Skills PAGE 16

Landscapes

Target Vocabulary

Rural landscapes: cottage field footpath gate hedge hill lane stream valley wood

Urban landscapes: advertisement bus stop pavement pedestrian crossing postbox road sign roadworks rubbish bin street lamp traffic lights

Prepositions of movement: across over past through along

Warm-up

- Draw two overlapping circles on the board. Write *Rural landscapes* and *Urban landscapes* above each circle. Elicit what they mean. [country scenery and town scenery]
- Brainstorm things that you can see in these landscapes. Students tell you which circle to write them in. If students say things which can be in both places, such as *river*, write them in the overlapping area between the two circles.

Vocabulary

Exercise 1 1.10

- Students label the two pictures individually or in pairs.
- Play the CD. Students listen and check their answers. Play the CD again for students to repeat the words.

ANSWERS

- 1 hill 2 valley 3 wood 4 cottage 5 field
6 footpath 7 gate 8 hedge 9 stream 10 lane
11 advertisement 12 road sign 13 bus stop
14 postbox 15 pedestrian crossing 16 pavement
17 traffic lights 18 street lamp 19 roadworks
20 rubbish bin

Optional Activity: Word Stress

Aim: To focus on word stress patterns.

Preparation: Write the following word and stress pattern on the board.

• •
cottage

Model the stress pattern by clapping the rhythm and saying the word at the same time.

Students work in pairs and find words with the same stress pattern in exercise 1. [footpath, valley, bus stop, pavement, postbox, road sign, roadworks, street lamp]

Exercise 2

- Students label the pictures individually or in pairs.
- Check the answers.

ANSWERS

- 1 across 2 past 3 through 4 along 5 over

More practice

Workbook page 13

Listen 1.11

- Focus on the picture. Tell students they are going to listen to the route that the arrowed walker (in the yellow trousers) is about to take, and mark it on the picture.
- Play the CD. Students mark the route. Play the CD again for students to check their answer.
- Check the answer by asking different students to describe the parts of the route. If necessary, prompt them, e.g. Teacher: *Field*. Student: *We walked across the field*.

ANSWER



TAPESCRIPT

We walked across the field to the gate. We walked through the gate into the lane. We turned right and walked along the lane. We walked over a stream and past a cottage. Then we went over the river. We turned left onto a footpath. We walked over the river again. Then we walked along a footpath between two hedges. There was a small wood on our right. We came to a beautiful lake. We walked along the edge of the lake and stayed there the rest of the day.

Optional Activity: Directions

Aim: To practise landscape vocabulary and giving directions.

Preparation: With weaker students, write the following model directions on the board before you begin the next activity.

Walker in blue trousers to: the cottage

Walk across the field to the gate. Walk through the gate into the lane. Turn left. Walk along the lane. Walk over a stream and round a corner. Turn right. The cottage is in front of you!

Speak

- Model the activity. Say: *Imagine you are the walker in the blue trousers. You want to get to the cottage. Give directions to the cottage while students follow your route on the picture. Make some deliberate mistakes and pause for students to correct you, e.g. Teacher: Walk across the gate. Students: Through the gate!*
- Put students in pairs. Student A chooses a new walker and a new destination, then gives directions. Student B follows the route. Monitor and help.
- Students swap roles and repeat the activity.

Grammar PAGE 17

Definite, indefinite and zero article

Warm-up

- Focus on the photo. Ask: *Where do you think this town is? What is the weather like? Would you like to live there?*
- Students quickly read the text and write two things they have learnt about Grimsby, e.g. It's in England. It's by the sea. It's got a harbour with boats in it.

Explore

Exercise 1

- Read the **Learn this!** box as a class.
- Students match the rules in the **Learn this!** box with the articles in the text. Check the answers.

ANSWERS

- I live in a town ... The town is called Grimsby. He's got a boat ... fishing with him on the boat
- It's a nice place. My dad's a fisherman ... it's a small boat
- ... the east coast of England, by the sea
- in stormy weather

Exercise 2

- Students choose the correct words. Check the answers.

ANSWERS

- Life 2 The weather 3 bicycles, pedestrians
- Indian food 5 The fields 6 advertisements

Follow-up

Grammar Reference page 62

Exploit

Exercise 1

- Students read the text and choose the best answers individually. Check the answers.

ANSWERS

- a 2 the 3 a 4 (x) 5 a 6 the 7 an 8 (x)
- a 10 a 11 the 12 a

Teaching Tip: Articles

Tell students that there are lots of different rules about when to use the indefinite article (*a / an*) and definite article (*the*), but a good general rule is that we use the definite article when it is clear what we mean. This is why we use *a / an* when we mention something for the first time, then use *the* when we continue to talk about it. e.g. *I saw a great film last night. The film was about a dog. The dog was called Buck.*

Exercise 2

- Students complete the text individually. Check the answers.

ANSWERS

- a 2 the 3 a 4 the 5 the 6 (x) 7 (x) 8 an
- a 10 a 11 (x) 12 a 13 The 14 a 15 (x)

Exercise 3

- Look at the table as a class. Elicit which items are generalizations. [big cities, Italian food, talkative people, optimistic people]
- Students ask and answer questions in pairs. Monitor and help. Encourage students to give reasons for their opinions.

Quick Test: Using articles

Write the following prompts on the board. Students write the sentences with the correct articles.

- you / like / playing / sport?* [Do you like playing (x) sport?]
- weather / be / very hot yesterday* [The weather was very hot yesterday.]
- you / have got / computer at home?* [Have you got a computer at home?]
- let's go to / beach / next weekend* [Let's go to the beach next weekend.]
- She / often / watches / English documentaries* [She often watches (x) English documentaries.]
- there / be / new café in my street* [There's a new café in my street.]
- we / not go / to / school on Saturdays* [We don't go to (x) school on Saturdays.]

More practice

Workbook page 14

Grammar Builder page 63, exercises 5–8

ANSWERS GRAMMAR BUILDER 2 (PAGE 63)

Exercise 5

- | | |
|------------------|------------------|
| 1 a, a, The, the | 4 a, a, The, the |
| 2 a, The | 5 a, a, the |
| 3 a, a, the | 6 a, a, The, the |

Exercise 6

- a, the 2 the, a 3 the, a 4 a, the 5 a, The 6 the, a

Exercise 7

- I saw the President of France on TV last night.
- I'd like to travel round the world.
- It was cold but the sun was shining.
- If you see an accident, you should phone the police.
- My brother wants to join the army.
- It's too cold to swim in the sea.
- The moon came out from behind the clouds.
- Paris is the capital of France.

Exercise 8

- cold coffee 2 the coffee 3 cats 4 the children
- sport 6 football 7 the books 8 The water

Writing PAGE 18

A leaflet

Target Language

Leaflet: don't miss if you like + *ing* ...
imperative + where you can ... learn about
marvel at relax spend some time at / on
take a trip to visit wander through

Adjectives: ancient atmospheric famous fascinating
historic sandy stunning vast winding wonderful

Warm-up

- Focus on the texts. Elicit that they are leaflets. Ask: *Where do we get leaflets?* [in museums, from people on the street, sometimes in the post] *What do you think the leaflets on page 18 are about?*

Read

- Students read the leaflets and discuss in pairs which is their favourite place.
- Students tell the class their preferences. Check meaning of *stretches* [areas], *moorland* [high, open land], *wander* [walk around slowly], *winding*, [narrow, twisting path or street], *don't miss* [you must see this], *marvel* [be amazed by] and *scenery*. [landscape]

Background Notes

Devon is a county (region) in south-west England which is popular for its natural beauty. York is a historic city in North Yorkshire, in north-east England. It was founded by the Romans in AD 71 and later occupied by the Vikings. York has a lot of historic buildings and tourist attractions.

Prepare

Exercise 1

- Students answer the questions. Ask: *Why do we use bullet points?* [to make information easier to read / see]

ANSWERS

1 A 2 B

Exercise 2

- Students identify the structure. Say: *Imperatives are useful for leaflets because they address the reader directly.*

ANSWER

Imperatives

Exercise 3

- Students look at the leaflets again. Ask: *How many topics are covered in each bullet point in leaflet B?* [one]
- Students read leaflet A again and insert three bullet points where they think appropriate.

SUGGESTED ANSWERS

Bullet point 1: Come and visit ...

Bullet point 2: If you like walking ...

Bullet point 3: Devon has got lots of ...

Exercise 4

- Students find the adjectives. Check the answers.

ANSWERS

1 vast 2 historic 3 atmospheric 4 ancient 5 famous
6 fascinating 7 wonderful 8 stunning

Teaching Tip: Extreme adjectives

Extreme adjectives mean *very* + adjective. They make our writing sound more interesting. Brainstorm words which mean *very* + ... [amazing, awful, brilliant, fantastic, huge, tiny, etc.] Students find the extreme adjectives in the leaflets. [vast, ancient, fascinating, wonderful, stunning]

Optional Activity: Collocations

Aim: To focus on the collocations used in the leaflets.

Preparation: Write the following words on the board in two columns.

1 relax, 2 wander, 3 spend, 4 learn, 5 marvel, 6 take

A some time, B on the beach, C at the scenery, D about the ancient castle, E a trip, F through the streets

Students match the verbs with the phrases. [1B, 2F, 3A, 4D, 5C, 6E]

Write

- Read the **Writing tip** and the instructions as a class. Make sure students understand what they are going to write. Brainstorm places and ideas for the items in the instructions.
- Students choose a place to write about and make notes.
- If the writing is done in class, circulate and monitor. Correct common errors on the board.
- Students use the **Check your work** box to check their finished leaflets. Ask students to check each other's work.

SAMPLE ANSWER

Aquaba: Red Sea Paradise

- If you like water sports, Aquaba is the place for you. Relax on the beach, snorkel or learn to dive at one of Aquaba's professional diving schools.
- Wander through the atmospheric town centre, buy great gifts and try some delicious Jordanian food.
- Take a two-day tour to the stunning Wadi Rum desert. Ride a camel and camp under the stars.
- For wonderful beaches, beautiful weather and fantastic entertainment, visit Aquaba!

Marking scheme

- An interesting title. [1 mark]
- Use of bullet points. [1 mark]
- Short, clear sentences. [1 mark]
- Content is informative. [1 mark]
- Use of imperatives and language that addresses the reader. [1 mark]
- A variety of descriptive and extreme adjectives. [1 mark]
- Use of semi-formal, leaflet style. [1 mark]
- Correct word length. [1 mark]
- Accurate spelling and punctuation. [1 mark]
- Accurate grammar and vocabulary. [1 mark]

More practice

Workbook page 15

Review PAGE 19

Language Skills

Exercise 1 1.12

- Students complete the dialogue individually. Play the CD for students to check their answers.
- Students practise the dialogue in pairs.

ANSWERS

1 keen 2 mean 3 town 4 setting 5 historic
6 miss 7 fascinating 8 wander 9 atmospheric

Exercise 2

- Students read the dialogue again and correct the false sentences. Check the answers with the class.

ANSWERS

- F (It isn't Sara's home town because she wants to visit it.)
- F (They are setting off at 10 a.m.)
- T
- T
- F (Angela thinks Henley Street has changed a bit since Shakespeare's time.)

Exercise 3

- Students complete the sentences individually. Check the answers.

ANSWERS



1 lot 2 any 3 many 4 little 5 much 6 some
7 few



Dictionary Corner



Teaching Tip: Synonyms



Synonyms are words with the same or similar meaning. Dictionaries help students to increase their vocabulary by giving the exact synonyms of the word (after the abbreviation **SYN**), or by using a synonym of the word in the definition. Cross-references (arrows) also indicate close synonyms and related words.

Exercise 1 Synonyms

tiny   /ˈtaɪni/ **adj.** (tinier, tiniest) very small: the baby's tiny fingers

enormous   /ɪˈnɔːməs/ **adj.** very big or very great: an enormous building • enormous pleasure → enormously  **adv.**

huge  /hʌdʒ/ **adj.** very big: a huge amount/quantity/sum/number • a huge building • The film was a huge success. → hugely  **adv.**: hugely successful/popular/expensive

vast  /væst/ **adj.** extremely big: a vast sum of money • a vast country → vastly  **adv.**: a vastly improved traffic system

- Students turn to the entry for *tiny* in their dictionaries. Elicit or highlight the following information:
 - tiny* is an adjective: *adj.*
 - tiny* means very small.
- Students look up *enormous*, *huge* and *vast*. They all mean very big. Therefore *tiny* is wrong because it means small.

- Students use their dictionaries to identify the adjective that is different in each group. Check the answers.

ANSWERS

- tiny (It means very small. The others mean very big.)
- infamous (It means known for bad things. The others mean known for generally good things.)
- dreadful (It means very bad. The others mean very good.)
- antiquated (It means very old-fashioned. The others mean of the present day.)
- fascinating (It means interesting. The others mean boring.)

Exercise 2

Teaching Tip: Using the correct context

Students must be careful to use words in the correct context. Dictionaries are useful because they provide information about the contexts in which particular words can be used.

antique /ænˈtiːk/ **adj.** (used about furniture, jewellery, etc.) old and therefore often valuable: an antique vase/table • antique furniture/jewellery
→ **antique** **noun** [C]: That vase is an antique. • an antique shop (= one that sells antiques)

- Students turn to the entry for *antique* in their dictionaries. Elicit or highlight the following information:
 - We use *antique* to refer to furniture.
 - The definition explains that antique means old and valuable. This means that *old* and *antique* are related words, but don't have exactly the same usage.
 - antique* is an adjective: *adj.*
- Students use their dictionaries to complete the sentences with the words in the box. Elicit that they are all adjectives with similar meanings to *old*, but each is used in a different context.
- Check the answers.

ANSWERS

- antique (refers to furniture, jewellery, etc.)
- second-hand (refers to things that were used before by somebody else)
- archaic (refers to very old-fashioned things)
- obsolete (refers to inventions that are no longer used)
- elderly (refers to people)

Exercise 3 Urban or rural?

- Students turn to the entry for *barn* in their dictionaries. Elicit or highlight the following information:
 - barn* is a noun.
 - barn* has a subject label, AGRICULTURE.
 - the definition for *barn* shows that it is found on a farm, in other words it's part of rural life.
- Students use their dictionaries to check the other words and complete the table. Check the answers.

ANSWERS

urban life: pedestrian crossing, parking meter, square, traffic jam

rural life: barn, crops, irrigation, plough

Follow-up

Self Check, Workbook pages 16–17

Test Unit 2, Teacher's Book pages 72–73

