This unit includes

Vocabulary: parts of buildings · people and buildings compound nouns • prepositions of place • retail • synonyms: cheap or expensive? • shopping

Grammar: present perfect • contrast: present perfect and past simple

Skills: listening and talking about shopping

Writing: an informal letter

Workbook pages 18-25

Reading PAGES 20-21

Warm-up

- Look at the unit title and ask students when they give or receive gifts. [religious festivals, passing an exam, a wedding, etc.]
- Read the title of the reading page, Famous gifts. Tell students that the three buildings, or monuments, in the photos were gifts. Ask them who would give these gifts to whom, and why.

Before Reading

- · Focus on the words in the box. Elicit or explain difficult vocabulary, and model the pronunciation.
- Students discuss the questions in pairs, then discuss students'ideas as a class.

ANSWERS

Students' own answers.

Read

Exercise 1

- Read the Reading tip as a class. Ask: What is scanning? [reading something quickly to find specific information] Why is it useful? [It's a quick way to find specific information.]
- Students read the texts quickly to find the information. Say: You don't have to understand every word to do this.
- · Check the answers. Explain that monumental, in the title, means big.

ANSWERS

- 1 Balmoral Castle (It was completed in 1856. The Statue of Liberty was completed in 1886 and the Palace of Culture and Science in 1955.)
- 2 The Palace of Culture and Science
- 3 The Palace of Culture and Science (It is 231 metres high. The Statue of Liberty is 93 metres and the tower of Balmoral Castle is 30 metres.)

Exercise 2 (%) 1.13

• 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

- 1 c (Work on the building lasted from May 1952 until July 1955.)
- 2 b (... including a swimming pool, a museum and a congress
- 3 b (At the time, the Statue of Liberty was the tallest structure in New York ...)
- 4 c (... until 1902 the Americans used it as a lighthouse. Ships' captains could see its electric light from 40 kilometres away.)
- 5 a (... the queen and her family always reside at Balmoral ... the grounds have been open to the public for over 35 years.)

Exercise 3

• Students complete the exercise individually or in pairs.

ANSWERS

- 1 Balmoral Castle
- 2 The Statue of Liberty
- 3 The Palace of Culture and Science
- 4 Balmoral Castle
- 5 The Palace of Culture and Science
- 6 The Statue of Liberty

Understanding Ideas

- Put students into groups of three. In each group, student 1 answers questions 1 and 2 for A Present from Russia, student 2 does the same for Taking Liberties and student 3 does the same for Queen of the Castle.
- Students present their answers to the group, then discuss question 3 together. Discuss the questions as a class.

Teaching Tip: Jigsaw reading

Do the above activity by jigsaw reading. Divide students into small groups and tell each student to focus on one part of the text only, in order to look at it in more detail. Each student then presents their ideas or answers to the rest of the group.

SAMPLE ANSWERS

- 1 The Palace of Culture and Science: to enjoy the view from the top / to see the museum. The Statue of Liberty: to climb to the top and see the view / to learn about the statue's history. Balmoral Castle: to visit the castle grounds / to see a historical building.
- 2 The Palace of Culture and Science because it's very tall. The Statue of Liberty because it's a very famous statue. Balmoral Castle because it's very historical / the grounds are beautiful.
- 3 Students' own answers.

Optional Activity: Silent letters

Aim: To focus on the silent letters in the text vocabulary. **Preparation:** Write building, castle, exhibition and climbed on the board.

Explain that these words contain silent letters. Elicit the silent letters. [building, castle, exhibition, climbed.]

Dictate the following sentences: See you in half an hour. Listen to me, please. It's a statue on Liberty Island. He works for the gover<u>n</u>ment. Ans<u>w</u>er the question.

Students underline the silent letters.

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 generation 2 belonged to 3 hosts 4 structure 5 lighthouse 6 landmarks 7 lasted 8 dominated 9 reside 10 skyline 11 parade 12 grounds 13 property 14 shipped 15 construction
- 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).

belong to is a phrase which means is owned by. **construction** is a noun which means the process of building something.

dominate is a regular verb which means (in this context) to be more important or noticeable. The third person form is *dominates* and the past simple form is *dominated*.

generation is a noun which means (in this context) all the people in a family, group or country who were born at about the same time

grounds is a plural noun which means the land and gardens around a large house or building.

host is a regular verb which means to organize an event and provide the things that you need to do it, such as providing the place where it happens. The third person form is *hosts* and the past simple form is *hosted*.

landmark is a noun which means a well known building or object that you can easily see and which helps you to know where you are.

last is a regular verb which means to exist or continue for a period of time. The third person form is *lasts* and the past simple form is *lasted*.

lighthouse is a noun which means a tall building with a light at the top which warns ships of danger and guides them around the coast.

parade is a noun which means a public celebration where people walk through the streets, often in uniforms or special costumes.

property is a noun which means buildings and land or other things that someone owns.

reside is a regular verb which means to live in a place. The third person form is *resides* and the past simple form is *resided*.

ship is a regular verb which means to send goods by air, land or sea. The third person form is *ships* and the past simple form is *shipped*.

skyline is a noun which means the shape made by buildings or natural features like mountains against the sky. **structure** is a noun which means a building or man-made object that is built from different parts.

Exercise 2

- Students find the words in the text and read the sentences which contain them. Elicit the meaning of the words.
- Students write a sentence containing each word. Monitor and help.
- Students take turns to read out their sentences to the class, without saying the target word. (They replace the target word by saying the word 'blank', 'gap', etc.) The other students listen and say the target word.

Optional Activity: Definitions snap

Aim: To practise the vocabulary in **Vocabulary** 1 and 2. **Preparation:** On separate pieces of paper, write ten words from exercises 1 and 2. On another ten pieces of paper, write definitions for these words. Shuffle each set of papers. Put them in two piles.

Two students come to the front of the class. Each one takes a piece of paper from one of the piles, and reads it out.

If the definition doesn't match the word, the students put their papers at the bottom of the pile. Another pair of students comes to the front, and repeats the process. If the definition matches the word, the class shouts *Snap!* The first student to shout *Snap!* wins a point. When all the words and definitions have been read out, the student with the most points wins.

Quick Test: Hot seat

Put a chair in front of the board, facing the class. One student sits on the chair, so that they can't see the board. Write one of the words from **Vocabulary** exercise 1 or 2 on the board. Students say a definition of the word for the student on the chair to guess what it is. If the student says the correct word, write another word on the board for the class to define. Change the student on the chair when they make a mistake, or after three correct words.

More practice Workbook page 18

Vocabulary PAGE 22

Target Vocabulary

Monumental gifts: belong to construction dominates generation grounds host landmark lasts lighthouse parade property resides ship skyline structure

Parts of buildings: arch beam column dome minaret steps terrace tiles

People and buildings: audience diners quests spectators visitors

Compound nouns: boardroom earthquake headquarters housekeeper landlord oilfield skyline

Prepositions of place: at in on

Activate

- Focus on the words in the box. Review their meaning by asking a few questions, e.g. What's a public celebration where people walk through the streets? [parade] What's another word for the land and buildings that someone owns?
- Students complete the sentences. Check the answers.

ANSWERS

1 property 2 Construction 3 dominates 4 parade 5 lighthouse 6 lasts 7 skyline 8 grounds 9 host 10 landmark 11 ship 12 structure 13 resides 14 generation 15 belong to

Extend

Exercise 1 Parts of buildings

- Focus on the pictures, Ask: What are these buildings? [a mosque, an ancient Greek hall]
- Students match the words in the box with the parts of the buildings. Check the answers.

ANSWERS

1 tiles 2 beam 3 column 4 dome 5 terrace 6 minaret 7 steps 8 arch

Exercise 2 People and buildings

- · Focus on the words in the box. Elicit or explain new vocabulary, and model the pronunciation.
- Students complete the sentences. Check the answers.

ANSWERS

1 spectators 2 guests 3 visitors 4 audience 5 Diners

Exercise 3 Compound nouns

- Write skyline on the board. Elicit what a compound noun is. [a noun that is made up of two other words] Say: Compound nouns can be a single word, two words or two words joined with a hyphen.
- Students match the words individually, then compare their answers in pairs. Check the answers.

ANSWERS

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

Exercise 4 Prepositions of place

- Write at, in and on on the board. Elicit that they are prepositions.
- Students complete the sentences. Check the answers.

1 in 2 on 3 at 4 on 5 at 6 on 7 in 8 on

Language Note: at and in with places

When talking about someone being somewhere for a purpose, we use at. When we want to stress someone's physical location, we use in:

Mv friend is at the restaurant, = Mv friend is eating a meal. My friend is in the restaurant. = My friend is inside the restaurant building.

With places which are not buildings, we use at to refer to

My friend is at the bus stop. = My friend is standing by the

Optional Activity: Prepositions of place

Aim: To practise at, in, and on.

Preparation: Divide the class into As, Bs, and Cs.

Students A write two sentences using at, Students B write two sentences using in and Students C write two sentences using on. Monitor and help.

Put students into groups of three, each containing A, B and C students. Students read out their sentences to the group. Groups read out their sentences to the class.

Quick Test: Say the word

Divide the class into teams A and B. Read out the following definitions. The first team to say the correct word gets a point. The team with the most points at the end is the winner.

- 1 A slim tower that you find on a mosque. [minaret]
- 2 When people walk along a street in a celebration.
- 3 People who watch a presentation, [audience]
- 4 An area with a lot of trees. [woodland]
- 5 To send big or heavy things from one place to another.
- 6 You find these on the roof of some buildings. [tiles]
- 7 All the people that were born at the same time. [generation]
- 8 You climb these to get to the next storey of a building.
- 9 This is when the ground shakes. [earthquake]
- 10 People who are eating in a restaurant. [diners]

Vocabulary Notebooks

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

More practice

Workbook page 19

Grammar PAGE 23

Present perfect

Explore

Exercise 1

- Read out the example sentence. Ask: When did the castle open? [over 35 years ago] Is it open now? [Yes] How do we know? [because the sentence is in the present perfect]
- Students read Amanda's postcard. Ask: Where did she go on Sunday? [Cairo] is she still there? [Yes]
- Students find the examples of the present perfect.

ANSWERS

We've been, We've seen, I've taken, we've been shopping, I haven't bought, Suzie has spent, She's gone to, She's been there, She's just sent, She's tried on, Have you fed ...?

Background Notes

Khan Al-Khalili market is a huge area of shops, food stalls and coffee houses that was founded in 1382. Giza is home to the biggest and most famous of the 138 pyramids found so far in Egypt. City Stars is a shopping, business, and residential area near Cairo airport.

Exercise 2

• Students complete the box with the words in the postcard.

1 been 2 has 3 haven't 4 Have 5 fed

Exercise 3

· Read the Learn this! box as a class. Students match uses 1-4 with the examples in the postcard. Check the answers.

- 1 We've seen, I've taken, we've been shopping, I haven't bought, Suzie has spent, She's gone to, she's just sent, She's tried on, Have you fed ...?
- 2 She's been there for hours.
- 3 We've been in Cairo since Sunday.
- 4 No examples

Exercise 4

- Read the Look out! box as a class.
- · Students find the examples of been and gone in the postcard. Ask: Has Amanda been to Khan Al-Khalili? [Yes] Is she still there? [No] Has Suzie been to City Stars? [Yes] Is she still there? [Yes]

ANSWERS

been: We've been in Cairo, we've been shopping,

She's been there

gone: She's gone to City Stars.

Language Note: been and gone

Have been is be in the present perfect, but it also means gone somewhere and come back again. Have gone means gone somewhere and not come back yet.

Follow-up

Grammar Reference page 64

Exploit

Exercise 1

Students complete the text messages. Check the answers.

ANSWERS

- 1 've tried on 2 Have you bought 3 haven't 4 've spent
- 5 's gone 6 Has Dad phoned 7 haven't spoken
- 8 've written

Exercise 2

• Students complete the sentences individually. Check the answers.

ANSWERS

1 gone 2 been 3 been 4 gone

Exercise 3

 Students complete the sentences with for or since. Some students read out their sentences. Correct any mistakes on the board with the class.

ANSWERS

Students' own answers.

Ouick Test: Dictation

Instructions: See Quick Test on page 17.

Dear Grandma,

I hope you're well. We've been in London for three days. We've been on a river tour and we've seen a lot of sights. Dad and I have just been to an art gallery. He's bought lots of postcards. We haven't met Dad's friends vet because they've gone shopping in Oxford Street. The shops are great in London. We've bought you a really nice present!

Love Josh

More practice

Workbook page 20

Grammar Builder page 65, exercises 1-4

ANSWERS GRAMMAR BUILDER 3 (PAGE 65)

Exercise 1

- 1 've found 2 've bought 3 hasn't changed
- 4 haven't spoken 5 Have you found 6 haven't
- 7 've just looked 8 haven't decided 9 Have you started
- 10 have 11 've given 12 hasn't paid

Exercise 2

Students' own answers.

Exercise 3

1 for 2 since 3 since 4 for 5 since 6 for Exercise 4

- 1 How long have you been a teacher? Since last year. / For a year.
- 2 How long have you lived near the coast? For three years.
- 3 How long has she been married? For two years.
- 4 How long have you known Mary? Since last December.
- 5 How long has your cousin worked in a factory? Since 2005.
- 6 How long have you played tennis? Since 2001.
- 7 How long have you had a passport? For three years.

Skills PAGE 24

Retail

Target Vocabulary

Shops and shopping: browsing cash till charity shop clothes rail corner shop delicatessen department store food counter hardware store label newsagent's price tag queuing up window shopping

Vocabulary

Exercise 1

- · Focus on the box. Elicit or explain difficult vocabulary.
- Students write what the shops are, then use eight of the words in the box to write sentences.

ANSWERS

- 1 delicatessen
- 2 department store
- 3 hardware store
- 4 corner shop

Students' own answers.

Exercise 2

• Students discuss the items in pairs and think of shops where you can buy them. Discuss the answers as a class.

SUGGESTED ANSWERS

- 1 delicatessen / bakery / supermarket
- 2 jeweller's / department store
- 3 department store / electrical shop
- 4 newsagent's / corner shop 5 delicatessen / supermarket
- 6 charity shop / discount store
- 7 electrical shop / department store 8 hardware store
- 9 department store 10 supermarket / corner shop

More practice

Workbook page 21

Listen

Exercise 1 @ 1.14

Play the CD twice. Students listen and number the words.

ANSWERS

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

TAPESCRIPT

Presenter Welcome to Out and About. I'm Chris Burrows and I'm from America. I'm travelling out and about in the UK discovering what life is like in the small towns and villages. Today I'm with Rachel Syers who lives in the village of Hale – a historic village near Liverpool. In a moment, we're going to go out and about in Hale to see what the village and its shops are like. Are you ready, Rachel? Rachel Yes, I'm just getting my keys. OK, let's go!

Presenter Oh, look! We aren't in the village centre yet, but there's a small shop on the comer of your street, next to some houses.

Rachel That's the corner shop. Most neighbourhoods have one. They're really useful.

Presenter What do they sell?

Rachel They're similar to a newsagent's, but they also sell food and things, even washing-up liquid!

Presenter Are they open till late?

Rachel Yes, they are. I sometimes go and get milk from there at about nine o'clock at night!

Presenter We're in the centre of the village now, and we're just walking along the main street. The first shop on our left is a clothes shop.

Rachel Well, it sells clothes, but they aren't new. They're second-hand because it's a charity shop.

Presenter Really? The clothes look in very good condition. I like that jacket on the clothes rail over there. How much is it? Rachel Sorry, I can't see the price tag. Let's go in and ask.

It's a charity shop, so it won't cost a fortune!

Presenter It's only £7.00.

Rachel That's amazing! Are you going to buy it?

Presenter No, it's too small for me! ... OK, we're still on the main street of Hale and we're just outside a shop which smells delicious. What is it, Rachel?

Rachel It's a delicatessen, but most people call it a deli.

Presenter What does it sell?

Rachel Lots of lovely food like cheese and fresh olives! A lot of the food comes from different parts of the world, but some of it's local, like those strawberries.

Presenter Why are those people waiting at the food counter? **Rachel** It's lunchtime and they're queuing up to buy sandwiches. That lady makes them while you wait.

Presenter They look great. Why don't we get one for lunch?

Rachel Good ideal Cheese and tomato for mel

Presenter Mmm, that was one of the most delicious sandwiches I've ever had.

Rachel Good. Are you ready to see the rest of Hale now? Presenter Yes, I'm looking forward to ...

Exercise 2 (9) 1.14

Play the CD again. Students answer the questions.

ANSWERS

1 making a TV / radio programme 2 milk

3 a jacket 4 lt's too small. 5 sandwiches

6 a cheese and tomato sandwich

Speak

Exercise 1

• Students talk about shops in pairs. Monitor and help.

Exercises 2 and 3

• Students make notes individually, then present their ideas to the class.

Optional Activity: Dialogue

Aim: To practise talking about shopping.

Preparation: Write the following dialogue on the board.

- A Who are you going to buy gifts for?
- B For my uncle John, and my best friend Lucy.
- A What are you going to buy?
- B I'm going to buy some earphones and a DVD player for my uncle, and a brooch and a second-hand book for Lucy.
- A What shops do you need to visit?
- B An electrical shop, a jeweller's and a charity shop.

Students practise the dialogue in pairs. Then rub out the underlined words. Students insert their own ideas.

Grammar PAGE 25



Present perfect and past simple

Explore

Exercise 1 (%) 1.15

- Focus on the photo. Ask: Where is this place? [Peru] Do you know what it's called? [Machu Picchu] Do you know who built it? [The Incas. They started building it in 1430.]
- Play the CD. Students read and listen to the dialogue. Elicit or explain ever [at any time] and never. [at no time]
- Students say which tenses the blue words are in. Check the answers

ANSWERS

Present perfect: Have you ever travelled ...? I've never been ... Past simple: I went ... Was it ...? I visited ...

Exercise 2

- Read the Learn this! box as a class. Check understanding of at any time and a specific occasion.
- · Students decide why the verbs are in the past simple or the present perfect. Check the answers.

ANSWERS

The past simple verbs all refer to a specific event in the past. The present perfect verbs all refer to an experience at any time in the past up to now.

Teaching Tip: Present perfect and past simple

Draw the following timelines on the board to help students visualize the difference between the two tenses.

I went to a football match on 16th February.



Follow-up

Grammar Reference page 64

Exploit

Exercise 1

Students choose the correct tenses. Check the answers.

- 1 I've received 2 gave 3 We had 4 I've never eaten
- 5 She's seen 6 We saw

Exercise 2

• Students complete the dialogues. Check the answers.

- 1 Have you ever forgotten, forgot
- 2 Have you ever seen, saw
- 3 Have you ever met, met
- 4 Have you ever eaten, ate
- 5 Have you ever found, found

Exercise 3

• Students complete the questions. Check the answers.

- 1 Have you ever bought
- 4 Have you ever heard
- 2 Have you ever had
- 5 Have you ever received
- 3 Have you ever borrowed
- 6 Have you ever forgotten

Exercise 4

- Students ask and answer the questions in exercise 3 in
- Remind them to reply with Yes, I have or No, I've never ..., and if they answer affirmatively, to give details in the past

Quick Test: Write the questions

Write the following answers on the board. Students write the questions.

- 1 Yes, I have. I went to Egypt last year. [Have you ever been to Egypt?]
- 2 Yes, we had a great time on Saturday. [Did you have a great time on Saturday?]
- 3 No. I've never eaten Thai food. [Have you ever eaten Thai food?]
- 4 Yes, we really enjoyed the film last night. [Did you enjoy the film last night?]
- 5 No, I've never ridden a horse. [Have you ever ridden a horse?]
- 6 Yes, I passed the test. [Did you pass the test?]
- 7 No, I haven't seen Jim today. [Have you seen Jim today?]

More practice

Workbook page 22

Grammar Builder page 65, exercises 5-7

ANSWERS GRAMMAR BUILDER 3 (PAGE 65)

Exercise 5

- 1 Have ... (ever) visited 2 went 3 did ... stay
- 4 Have ... (ever) received 5 gave 6 did ... say
- 7 wasn't 8 opened 9 wrote

Exercise 6

- 1 Have you ever been snowboarding?
- 2 Have you ever been to France or Germany?
- 3 Have you ever swum in the sea?
- 4 Have you ever broken a bone?
- 5 Have you ever played a computer game?
- 6 Have you ever borrowed money from a friend?
- 7 Have you ever visited a museum?

Students' own answers.

Exercise 7

- 1 I went to London yesterday.
- 2 She wrote three emails last night.
- 3 correct
- 4 correct
- 5 Last year my parents gave me a bicycle.
- 6 I've lived in London since last year.
- 7 Have you bought any presents yet?
- 8 Yes, I went snorkelling last summer.

Writing PAGE 26

An informal letter

Target Language

Informal letter: Dear ... I hope you're well. thanks again Best wishes thank you so much for Lots of love Love

Colloquial words: brilliant give sth back gorgeous I reckon mates plane

Warm-up

- · Ask: Have you ever received a letter? From who? Have you ever written a letter? Who did you write to and why?
- · Brainstorm reasons why people send letters. [to thank someone, to invite someone somewhere, to stay in touch with friends or relatives, etc.]

Read

- · Students read the letter and find the three things that Michael got. Check the answers.
- Ask: How do we know that the letter is informal? [Michael is writing to his aunt, it contains informal phrases.]

ANSWERS

a scarf, some money and a DVD

Prepare

Exercise 1

· Students find the words and phrases in the letter. Check the answers

1 gorgeous 2 gives (things) back 3 I reckon 4 plane 5 mates 6 brilliant

Exercise 2

· Students put the sentences in the correct order and under the correct paragraph numbers. Check the answers.

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

Exercise 3

• Read the Writing tip as a class. Ask students to find examples of the items in Michael's letter. Ask: How does Michael end his letter?

ANSWER

Lots of love

Teaching Tip: Giving extra information

Tell students: In an informal thank-you letter, it's a good idea to give positive extra information about what you are saying. Write the following example on the board:

I really liked the book. It was very exciting and the characters were great.

Focus on the letter again. Ask: Does Michael like the scarf? [Yes] How do we know? [He says it's gorgeous, warm, and that he's worn it every day for the last week.]

Write the following statements on the board. Students write a sentence giving extra information about each one. My new trainers are fantastic.

I really needed a new computer.

I loved the DVD.

Write

- Read the instructions and the writing plan as a class. Students make notes for their letters using the plan.
- · If the writing is done in class, circulate, monitor, and correct common errors on the board.
- Students use the Check your work box to check their finished thank you letters.

SAMPLE ANSWER

53 Crescent Road Gleeveham on Tyne Newcastle 16th November

Dear Uncle Andrew.

Thank you so much for the fantastic digital camera that you sent me. I was so happy when I opened it. It's the perfect present for me because I love taking photographs, and I'm making a new website at the moment too. I can put lots of photos on it now! I had a great weekend. We went to a Lebanese restaurant, and Danny and Late too much food! Mum and Dad bought me a cool new pair of trainers, which was great because I've just joined a running club with a mate from school. Danny bought me a brilliant DVD. It's a really funny film and I've already watched it

I hope you're well and that the weather is nice in Florida. It's freezing here in England! Thanks again for the wonderful present. Love

Robbie

Marking scheme

- Use of informal style. [1 mark]
- Correct letter layout. [1 mark]
- Appropriate greeting and ending. [1 mark]
- Three paragraphs, containing all the information in the writing plan, [1 mark]
- Extra information giving reasons for statements in the letter.
- Colloquial words and expressions. [1 mark]
- Letter opens and closes with thanks for the present. [1 mark]
- Correct word length. [1 mark]
- Accurate spelling and punctuation. [1 mark]
- Accurate grammar and vocabulary. [1 mark]

More practice

Workbook page 23

Review PAGE 27

Language Skills

Exercise 1 @ 1.16

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

- 1 brilliant 2 with 3 glad 4 on 5 give 6 borrow
- 7 lend 8 seen 9 mates 10 round

Exercise 2

• Students read the dialogue again and answer the questions. Check the answers.

ANSWERS

- 1 The school football kit.
- 2 With his family.
- 3 His brother.
- 4 A digital camera, a few books and a DVD about famous footballers.
- 5 The DVD about famous footballers.

Exercise 3

Students choose the correct words. Check the answers.

ANSWERS

- 1 long 2 since 3 for 4 ever 5 went
- 6 haven't been 7 've been 8 was

Dictionary Corner

Exercise 1 Synonyms: cheap or expensive?

bargain1 w0 /borgen/noun[6] 1 something that is cheaper or at a lower price than usual: At that: price, it's an absolute bargoin! of found a lot of bar-goins in the sale. 2 an agreement between people or groups about what each of them will do for the other or others: Let's make a bargoin — I'll lend you the money if you II help me with my work. of lent him the money but he didn't keep his side of the bargoin.

- Students turn to the entry for bargain in their dictionaries. Elicit or highlight the following information:
 - bargain is a countable noun.
 - the meaning of sense 1 refers to prices.
 - the meaning and example sentence indicate that bargain refers to something cheap.
- Students use their dictionaries to put the rest of the words in the correct columns. Check the answers.

cheap: a bargain, economical, half-price, inexpensive expensive: costly, dear, extortionate, pricey

Teaching Tip: Compound nouns and adjectives

In dictionaries, compound nouns and adjectives are listed alphabetically according to the first word. Remind students that if they are trying to find a compound noun or adjective, they must scan down the page to see if it is there.

Activity: Divide the class into groups and give each group one of these words: shop, air, first, clothes, photo, Groups use their dictionaries to find as many compound nouns for their word in one minute. After one minute, shout Stop! Groups read out their compound nouns. Which group found the most?

Exercise 2 Exploring vocabulary: shopping

shopping w⁰ /'Jopes/noun[U] 1 the activity of going to the shops and buying things: We always do the shopping on a Friday night. o a shopping basket! bag/trolley 2 (especially BrE) the things that you have bought in a shop

'shopping centre (Ami 'shopping mall; mall) noun C] a place where there are many shops, either outside or in a covered building

shopping mall (also mall) noun [6] (especially AmE) a large building or covered area that has ma shops, restaurants, etc. inside it a look at arcade

window wo /window/nown [C] 1 the opening in a building, car, etc. that you can see through and that lets light in. A window usually has glass in it: Open the window. It's hot in here, a shop window These windows need cleaning. 2 (computing) an area inside a frame on a computer screen, that has a particular program operating in it, or shows a parti-cular type of information: to create/open/close a window 3 a time when you have not arranged to do anything and so are free to meet sb, etc.

windowpane / windsopem/ nour [C] one piece

window-shopping noun [U] looking at things in shop windows without intending to buy anythin

- · Students turn to the entry for shopping in their dictionaries.
- Remind them to look for compound words below the entry, and point to shopping centre.
- The third compound noun also uses shopping, so ask students to look up window and to find the entry for window-shopping.
- Students use their dictionaries to complete the table by adding the correct word to each group. Point out that they only need to find one compound noun in each row in order to complete the row.
- Check the answers.

ANSWERS

- 1 shopping list, window-shopping, shopping centre
- 2 flea market, hypermarket, supermarket
- 3 high season, low season, off season
- 4 birthday card, credit card, identity card
- 5 chain store, storekeeper, department store
- 6 estate agent, newsagent, travel agent

Follow-up

Self Check, Workbook pages 24-25 Test Unit 3, Teacher's Book pages 74-75

