Old or new?

1 Complete the crossword using the clues below.

Across:
1 adjective used to describe a very old building
3 adjective used to describe things or clothes that are in keeping with ideas that have existed for a long time
6 we say that something which has already had one owner is second-_ _ _ _
7 something that has existed for a long time
8 the opposite of 7 across
9 very up-to-date

Down:
1 old and often very valuable - adjective used to describe things
2 popular, especially for a short period of time
4 not modern and considered not to be 2 down anymore
5 _ _ _ _ _ _ clothes are influenced by the most fashionable styles/ideas

2 Write a sentence for each of the answers in Ex.1 connected with your own country, family, favourite things or clothes.
Old or new?

TEACHER’S NOTES:

Aim: to practise and consolidate key vocabulary; adjectives to describe old and new. This warmer is designed to be used in conjunction with unit 3

Time: 40 minutes

Materials: photocopies of the worksheet for each student

1 This quiz is based on the key vocabulary from the Students’ Book unit 3, page 45. Explain to students that all the words in the crossword are connected with adjectives to describe age, and vocabulary that they have recently been introduced to. Students read the clues. Check to see if there are any questions. Tell students to work on each clue filling in the crossword. Monitor to check they are on the right lines. When students finish, they compare their answers and spellings with their partner. Elicit answers from students.

<table>
<thead>
<tr>
<th>Answers:</th>
<th>1 (Across) ancient</th>
<th>1 (Down) antique</th>
<th>2 (Down) fashionable</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>3 (Across) traditional</td>
<td>4 (Down) old-fashioned</td>
<td>5 (Down) trendy</td>
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<tr>
<td></td>
<td>6 (Across) hand</td>
<td>7 (Across) old</td>
<td>8 (Down) new</td>
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2 Ask students to write a sentence for each of the answers in Ex. 1 related to their own experience. Tell them it can be about a place they like to visit, a style they admire, something they have heard/read about and are interested in, something on a TV programme, as long as they put the word in the correct context. Monitor as they work to check they are working along the right lines. Get students to exchange their sentences with a partner and encourage peer correction. Tell students to also ask follow-up questions. At the end of the activity call out a few of the answers from Ex. 1 and ask students to read out their sentences to the rest of the class.