

# 1

# Home Sweet Home

Temat gimnazjalny Dom

**Grammar** Present simple and Present continuous; Verb + -ing

**Exam Vocabulary** Rooms and parts of the house; Furniture and household objects

**Speaking** Describing a place

**Exam Writing** A description of a room

## Exam Vocabulary

### Rooms and parts of the house

- 1 1.3 Match the pictures of the parts of the house (1–16) to these words. Then listen, check and repeat.

#### Exam Words

attic	balcony	ceiling	cellar
drive	fireplace	floor	garage
hall	landing	lawn	office
patio	roof	stairs	wall

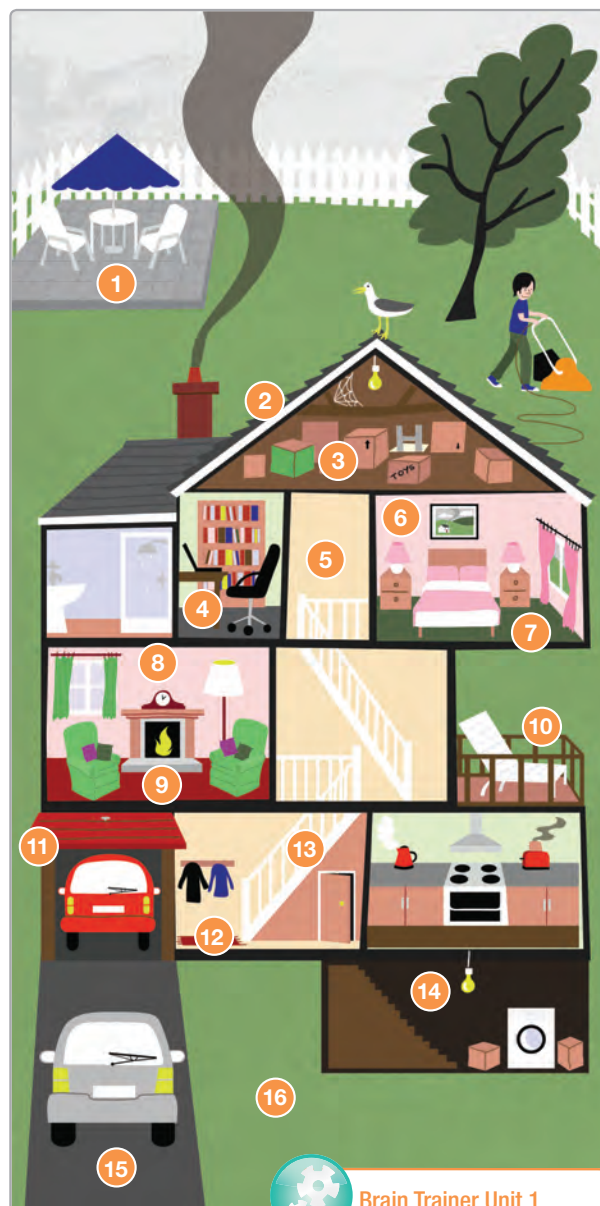
Word list page 43 Workbook page 104

- 2 Complete the sentences with the words in Exercise 1.

- The *stairs* go up to the bedrooms at the top of a house.
- You come into the house through the \_\_\_\_\_.
- There's a bird on the \_\_\_\_\_.
- The \_\_\_\_\_ is next to the bathroom.
- The red car is inside the \_\_\_\_\_.
- There are boxes of old toys in the \_\_\_\_\_.
- It's warm near the \_\_\_\_\_ in the living room.
- Someone is cutting the grass on the \_\_\_\_\_.

- 3 Tell a partner about your home.

- Have you got a house or a flat?
- Describe the outside of your house or flat.
  - Is it big or small?
  - What colour are the walls and roof?
  - Is there a balcony, a lawn, a garage, a drive?
- Describe the inside of your house or flat.
  - Is there a hall, an attic, a cellar, an office?
  - What colour are the walls, floor and ceiling in your bedroom and your living room?



*Our house is small. It's got white walls and a red roof. There's...*



Brain Trainer Unit 1

Activity 2 Go to page 112

## Unit contents

### Temat gimnazjalny

Dom

### Grammar

- Present simple and Present continuous
- Verb + *-ing*

### Exam Vocabulary

- Rooms and parts of the house – *attic, balcony, ceiling, cellar, drive, fireplace, floor, garage, hall, landing, lawn, office, patio, roof, stairs, wall*
- Furniture and household objects – *alarm clock, armchair, blind, bookcase, chest of drawers, curtains, cushions, duvet, mirror, pillow, rug, vase, wardrobe*

### Speaking

- Describing a place

### Exam Writing

- Writing a description of a room; Linking words: addition and contrast – *and, also, too, but, however*

### Pronunciation

- /v/, /w/ and /b/

### Key competences

- Linguistic competence
- Competence in knowledge and interaction with the physical world
- Interpersonal, social and civic competence
- Learning-to-learn
- Autonomy and personal initiative

## Exam Vocabulary Rooms and parts of the house

### Extra activity

Books closed. Draw a simple picture of the exterior of a house on the board and pre-teach some of the vocabulary from Exercise 1 for pronunciation only, e.g. *balcony, drive, garage, patio, roof, wall* and *lawn*. Elicit any other vocabulary students know, e.g. *window, door, fence* and *gate*. Do not allow students to write anything down and do not write down or spell the words yourself. Drill the vocabulary for pronunciation and word stress. In pairs, students then write down how they think the words might be spelt. They check their answers by opening the book and looking at the vocabulary box.

### Exercise 1 (Track 1.3)

- Individually, students match the words with the pictures.
- Play the recording for students to listen and check.
- Repeat the recording. Pause after each word to check students' pronunciation.

### Answers

2 roof	10 balcony
3 attic	11 garage
4 office	12 hall
5 landing	13 stairs
6 wall	14 cellar
7 floor	15 drive
8 ceiling	16 lawn
9 fireplace	

### Exercise 2

- Students complete the sentences.
- They then check in pairs before checking answers as a class.

### Answers

2 hall	6 attic
3 roof	7 fireplace
4 office	8 lawn
5 garage	

### Extra activity

Stronger groups write four or five gapped sentences using words not covered in Exercise 2, i.e. *balcony, ceiling, cellar, drive, floor, landing, patio, wall*. Monitor and point out errors for students to self-correct. In groups of four, students look at each other's sentences and complete the missing words.

### Exercise 3

- Ask one student to read aloud the example.
- Students work in pairs, asking and answering the questions.
- Monitor and help with vocabulary, but do not interrupt fluency.

### Extra activity

Students draw a plan of their home and label it using vocabulary from the lesson. In pairs, they then talk about their house or flat, using '*There is(n't)/There are(n't) ...*' and '*It's got/It hasn't got ...*'. Correct students' pronunciation as appropriate. Ask some students to draw their plan on the board and tell the class about it. Alternatively, students can write sentences about their house or flat for homework.

### Further practice

Workbook pages 8 and 104

### Brain Trainer Unit 1 Activity 2

See Teacher's Book page 210

## Reading

### Revision

**First** – Revise with students the 16 rooms and parts of the house covered on the previous Exam Vocabulary page.

**Second** – Read the following definitions and ask students to identify the words.

- 1 It's green and outside. You can play on it. (Answer: *lawn*)
- 2 It's inside the roof. You can put old things here.  
Answer: *attic*
- 3 It's often got a computer and books. You can work here.  
(Answer: *office*)
- 4 It connects the house to the street. You walk on it or put your car here. (Answer: *drive*)
- 5 These connect the bottom of the house to the top. You go up them to go to bed. (Answer: *stairs*)
- 6 It's the room in the house that connects to the other rooms and the door. You put your coat here. (Answer: *hall*)

**Third** – Check answers and spelling by asking individual students to write words on the board.

### Cultural notes

- *Austin Hay* lives near San Francisco in California and started work on his house in 2010. He began the project by using the money he earned working on a summer camp and has been able to continue thanks to donations from family, friends, and people from around the world via his website. Although still a teenager, he has strong views on protecting the environment and on the waste of energy and materials in the modern construction industry. He regularly posts information and photos of his project on his blog and his home is often featured in newspapers and magazines.

### Extra activity

Books closed. Write the following word skeleton on the board:

E \_ \_ \_ \_ \_ (Answer: *Europe*)

Pick individual students, asking them to say a letter. If the letter they choose is in the word, write it in the correct position. If it is not, write it in a column on one side of the board. When students think they know what the word is, they put their hands up.

Repeat the process with:

N \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ (Answer: *North America*)

Tell students they're going to read a text about an unusual home but that first you want them to think about what a typical home is like in Europe or North America. Ask students to give you ideas and collate all suggestions on the board before they open their books and look at the photo.

### Exercise 1

- Draw attention to the photo and ask students what they can see.
- Students work in pairs, talking about what they think the building is for.

### Exercise 2

- Make sure students understand not to read in detail at this point.
- Students read the text quickly and choose the correct options.
- Check answers as a class.

### Answers

- 2 a complete house
- 3 live in it

### Exercise 3 (Track 1.4)

- Individually, students answer the questions.
- If you wish, play the recording for students to listen and read.
- They then check in pairs before checking answers as a class.
- Elicit from stronger students or explain yourself the meaning of any new vocabulary.

### Answers

- 2 Big homes are more expensive and heating them is bad for the environment.
- 3 Austin's bedroom is in the attic.
- 4 Austin's home is 3.7 metres long.
- 5 Austin likes the wheels on his house.
- 6 Austin's dad helps him with the difficult things.
- 7 No, he doesn't. In the winter the house is cold because it doesn't have a fireplace.
- 8 Because Austin can take his house with him and live in it anywhere (and university will be cheaper for him).

### Exercise 4

- Check the pronunciation of the questions before students work in pairs.
- In pairs, students ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency.

### Extra activity

Take feedback as a class on the questions in Exercise 4. Encourage students to tell you about their own homes and say if they think they are bigger than they need to be. Elicit some of the possible negative consequences for the environment of having extremely larger houses, e.g. *they use a lot of energy; there is environmental damage to get wood and stone to build them, etc.* Finally, find out how much consensus there is amongst the group regarding living in a house like Austin's.

### Further practice

Workbook page 9

## Reading

- 1 Look at the photo. What do you think this building is for?
- 2 Read the text quickly. Choose the best answer.
  - 1 Austin is a *schoolboy* / *builder*.
  - 2 The building is *his bedroom* / *a complete house*.
  - 3 He wants to *live in it* / *sell it*.



- 3  1.4 **EXAM TRAINER** Read the text again. Answer the questions.

- 1 How are families in Europe and North America changing?  
*The size of an average family is getting smaller.*
- 2 What are the disadvantages of big homes?
- 3 Where is Austin's bedroom?
- 4 What is 3.7 metres long?
- 5 What does Austin like about his house?
- 6 What happens when a building job is difficult for Austin?
- 7 Does Austin live in his house all the time? Why?/Why not?
- 8 Why is his house useful for the future?

- 4 **What about you?** In pairs, ask and answer.
  - 1 Are many homes in your country bigger than they need to be?
  - 2 Imagine your family in a house that is half the size of your home now. How is your life different? What is better? What is worse?
  - 3 Would you like to live on your own in a house like Austin's? Why?/Why not?

# LiveSmall



In Europe and North America, the size of an average family is getting smaller, but homes are not. In many countries they are getting bigger. Bigger homes are more expensive and heating them in cold weather is worse for the environment. Many people believe it's time to think again about the size of our homes.

Sixteen-year-old Austin Hay is building a home on his parents' drive. It's got everything important, including a shower room, a kitchen and an attic bedroom with a low ceiling, but it's only 2.4 metres wide and 3.7 metres long. 'When I was a kid, I wanted to build a tree house,' Austin explains. 'But this house is on wheels and that's a lot cooler.'

Austin doesn't do any building during the week – he's busy with school work and playing baseball. But he usually works hard on his house at the weekend. 'At the moment I'm working on the doors. They're quite easy, so my dad isn't helping me. He only helps with the difficult things.' Austin is sleeping in his little house this summer. There isn't a fireplace at the moment, so in winter he'll move back across the lawn to his parents' house. And in the future? 'University is very expensive in the USA, but it'll be cheaper for me because I can take my little house with me. I can live in it anywhere.'



## Grammar

### Present simple and Present continuous

Present simple	Present continuous
He <b>always makes</b> nice food.	He <b>is making</b> dinner <b>at the moment</b> .
I <b>live</b> with my dad.	They're <b>staying</b> in a house without any adults.

Grammar Reference Workbook page 86

#### 1 Study the grammar table. Match the sentence beginnings (1–2) to the endings (a–d) to complete the rules.

- 1 We use the Present simple  
 2 We use the Present continuous
- a for routines and habits.  
 b for actions in progress.  
 c for temporary situations.  
 d for permanent situations and general truths.

#### 2 Choose the correct options.

- 1 Sophie and Kat *don't talk* / ***aren't talking*** to me today.  
 2 I *always go* / ***am always going*** to bed at nine o'clock.  
 3 We *often go* / ***are often going*** to the cinema at the weekend.  
 4 *I'm learning* / ***I learn*** about electricity in Science this week.  
 5 British people *use* / ***are using*** a lot of electricity in their homes.  
 6 Where's Kieran? *Does he have* / ***Is he having*** a shower?

#### 3 Complete the phone conversation with the Present continuous form of the verbs.

- A Hi, Ellie. How are you?  
 B Fine, thanks, Gran.  
 A How <sup>1</sup> ***are you feeling*** (you/feel) about your exams?  
 B Not too bad, thanks. I <sup>2</sup> .... (study) on the balcony at the moment.  
 A <sup>3</sup> .... (the sun/shine) there?  
 B Yes, it <sup>4</sup> .... (shine). It's lovely!  
 A You're lucky! Your grandad and I <sup>5</sup> .... (wear) our coats in the house because it's so cold! What <sup>6</sup> .... (Callum and Leo/do)?  
 B They <sup>7</sup> .... (listen) to music in the cellar. Do you want to talk to them?  
 A Actually, I want to talk to your dad.  
 B OK. He <sup>8</sup> .... (wash) the car on the drive. Wait a minute ...

#### 4 Complete the text with the Present simple or Present continuous form of the verbs.



I usually <sup>1</sup> ***have*** (have) a bath before bed but tonight I <sup>2</sup> .... (wait) on the landing. Why? Because my brothers Mick and Todd <sup>3</sup> .... (use) the bathroom for band practice. Most people <sup>4</sup> .... (not wear) their clothes in the bath, but Todd is different. At the moment he <sup>5</sup> .... (lie) in the bath with all his clothes on. Mick <sup>6</sup> .... (sit) on the side of the bath and he <sup>7</sup> .... (play) something on the guitar. They usually <sup>8</sup> .... (practise) their band music in the garage, but my mum <sup>9</sup> .... (paint) flowers on her car in there tonight! I <sup>10</sup> .... (live) with the world's craziest family!

#### 5 Make questions.

- 1 you / always / have / a shower or bath / before bed?  
***Do you always have a shower or bath before bed?***  
 2 what time / you / usually / go to bed?  
 3 you / often / get up / late / at the weekend?  
 4 you / listen / to music / at the moment?  
 5 where / you / usually / do / your homework?  
 6 you / work / hard / right now?

#### 6 What about you? In pairs, ask and answer the questions in Exercise 5.

*Do you always have a shower or bath before bed?*

*No, I usually have a shower in the morning.*

## Grammar Present simple and Present continuous

### Language notes

- This unit revises the Present simple for routines, habits, permanent situations and general truths, and contrasts this with the Present continuous for actions in progress at the moment of speaking and temporary situations. In *Next Move 2* students also saw how the Present continuous is used to talk about the future. However, in order not to confuse students that usage is not revised at this point.
- The spelling rules relating to the formation of the Present continuous will probably be familiar to your students, but you may wish to revise them nevertheless. They are as follows:  
In most cases we simply add *-ing* to the infinitive of the verb to form the Present continuous. However there are three exceptions to this rule:
  - Infinitive ends consonant + stressed vowel + consonant: double the consonant, e.g. *stop*, *run* and *begin* which become *stopping*, *running* and *beginning*.
  - Infinitive ends vowel + consonant + *-e*: omit the *-e*, e.g. *write*, *have* and *become* which become *writing*, *having* and *becoming*.
  - Infinitive ends *-ie*: *-ie* changes to *-y*, e.g. *lie* and *die* which become *lying* and *dying*.
- Your students' L1 may or may not distinguish between routines, habits, permanent situations and general truths, and actions in progress at the moment of speaking and temporary situations. Some languages tend to use a simple form in both cases leaving a lot to be inferred from the context of the oration. Depending on your teaching context, you may find students need more support to help them make this distinction.
- Another common confusion arises with the group of stative verbs (*like*, *love*, *hate*, *want* etc.) which are rarely found in the continuous form. This distinction is not covered at this point in *Next Move* and the exception posed by these forms is not an issue here.

### Exercise 1

- Read the grammar table with students.
- Check answers as a class.

#### Answers

1 a, d 2 b, c

### Exercise 2

- Students choose the correct options.
- Check answers by asking individual students to read the sentences.

#### Answers

2 always go 5 use  
3 often go 6 Is he having  
4 I'm learning

### Exercise 3

- Students complete the conversation.
- They then check in pairs before checking answers as a class.
- Check spelling by asking individual students to write answers on the board.

#### Answers

2 'm studying 6 are Callum and Leo doing  
3 Is the sun shining 7 're listening  
4 is shining 8 's washing  
5 are wearing

### Extra activity

Drill the conversation for correct pronunciation. Divide the class in half down the centre. Tell the half on the left that they are going to be A and the half on the right that they are going to be B. Build up the conversation step by step until students can perform it unprompted. Change over the two groups and repeat the procedure so that both groups have practised both parts. Students then work in pairs, acting out the conversation.

### Exercise 4

- Remind students to use contractions in this exercise where possible.
- Individually, students complete the text.

#### Answers

2 'm waiting 7 's playing  
3 are using 8 practise  
4 don't wear 9 's painting  
5 's lying 10 live  
6 's sitting

### Exercise 5

- Students use the prompts to make questions.
- Check the questions before students work in pairs in Exercise 6.

#### Answers

2 What time do you usually go to bed?  
3 Do you often get up late at the weekend?  
4 Are you listening to music at the moment?  
5 Where do you usually do your homework?  
6 Are you working hard right now?

### Exercise 6

- Ask two students to read aloud the example question and answer.
- Check the pronunciation of the questions before students work in pairs.
- Monitor, but do not interrupt fluency unless students make mistakes with the Present simple or continuous.

### Further practice

Workbook pages 10 and 86–87

## Exam Vocabulary Furniture and household objects

### Revision

**First** – Prepare a *Live Listening* about a member of your family, talking about both what he or she is doing now and his or her normal daily routine. This can be real or fictional. Remember to grade your language appropriately. Include both Present simple and continuous forms and use adverbs of frequency and expressions such as *now*, *at the moment* and *today*. Do not say the name of the person in the family or his or her relationship to you. Use the following text as an example: *It's twelve o'clock so at the moment, he's sitting in front of the TV, but he isn't sleeping. He's eating his lunch now – on the floor! He likes meat and he loves biscuits and he drinks a lot of water. He isn't making a noise, but he's often very noisy when he's excited. He usually gets up very early in the morning and he has breakfast and plays with his toys. He sometimes goes for a walk and he plays in the park. He never has a shower, but he sometimes has a bath. He sleeps a lot and he loves playing with me in the evenings. (Answer: My dog.)*

**Second** – Students listen and make a note of the different actions you talk about, and if they are routine or if they are happening at the moment. They also decide who you are talking about.

**Third** – Students compare their answers in pairs. Collate answers on the board.

### Extra activity

Stronger groups or individual students cover the words in the box and complete Exercise 1 'blind'. They then uncover the box and see if they used the same words or different ones. This type of activity is very valuable as it helps students notice the gap between their knowledge and the target language.

### Exercise 1 (Track 1.5)

- Individually, students match the words and the pictures.
- Play the recording for students to listen and check.
- Repeat the recording. Pause after each word to check students' pronunciation.

#### Answers

2 vase	8 curtains
3 mirror	9 blind
4 chest of drawers	10 rug
5 duvet	11 bookcase
6 pillow	12 cushions
7 alarm clock	13 armchair

### Exercise 2

- In pairs, students match the descriptions with words from Exercise 1.
- Check answers as a class.

### Answers

2 a mirror	7 a blind and curtain
3 a vase	8 an armchair
4 an alarm clock	9 a duvet
5 a bookcase	10 a pillow
6 a rug	11 cushions

### Exercise 3

- Students write sentences about their own homes.
- Monitor and help with vocabulary if necessary.
- Ask some students to say their sentences for the class to hear.

### Pronunciation /v/, /w/ and /b/

#### Exercise 4a (Track 1.6)

- Play the recording for students to listen and repeat.
- Highlight and drill the three sounds (/v/, /w/ and /b/) in isolation.

#### Exercise 4b (Track 1.7)

- Play the recording for students to listen and repeat the sentences.
- In pairs, students practise saying the sentences.

### Extra activity

Books closed. Give your students a ten-item spelling test using words with /v/, /w/ and /b/. Students listen and write the following words:

1 brilliant	6 wallet
2 everything	7 wardrobe
3 bowling	8 rubbish
4 expensive	9 homework
5 vegetables	10 skateboarding

Check answers by asking individual students to write words on the board. Students self-correct and give themselves one point for each word they spell correctly. Drill the vocabulary for pronunciation and word stress.

### Further practice

Workbook page 123

### Exercise 5

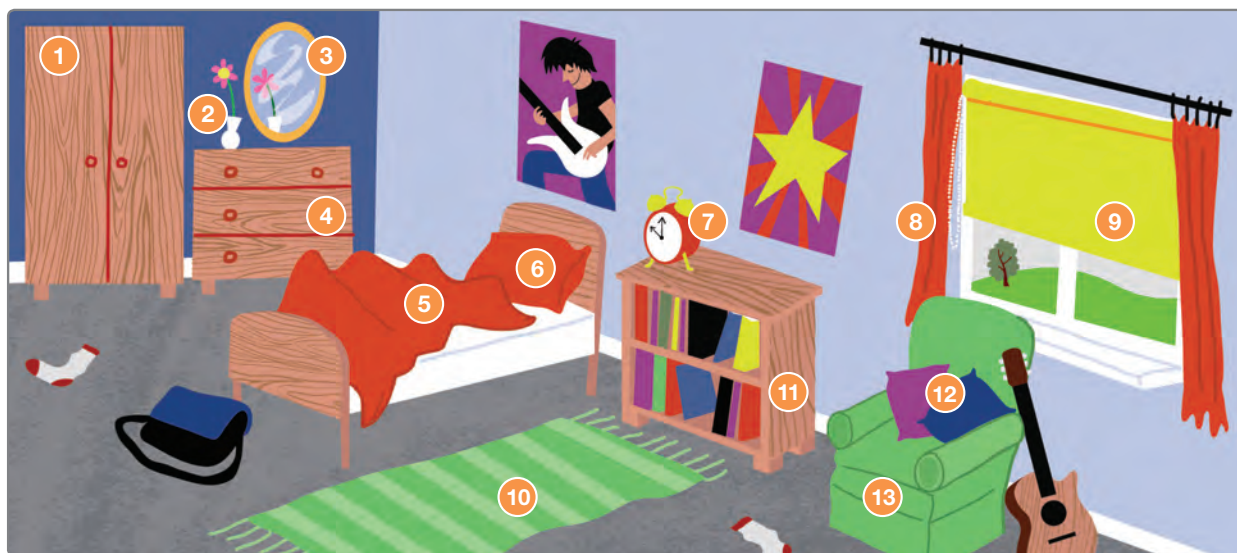
- Ask two students to read aloud the example question and answer.
- Monitor and correct students' pronunciation as appropriate.

### Further practice

Workbook pages 11 and 104

### Brain Trainer Unit 1 Activity 3

See Teacher's Book page 210



## Exam Vocabulary

### Furniture and household objects

- 1 1.5 Match the pictures (1–13) to these words. Then listen, check and repeat.

#### Exam Words

alarm clock	armchair	blind	bookcase
chest of drawers	curtains	cushions	duvet
mirror	pillow	rug	vase
wardrobe	1		

Word list page 43    Workbook page 104

- 2 Read the descriptions. Say the thing or things.

- 1 You put clothes in this. (two things)  
*a wardrobe and a chest of drawers*
- 2 You can see your face in this.
- 3 You put flowers in this.
- 4 This wakes you up in the morning.
- 5 You put books in this.
- 6 This is on the floor. You can walk on it.
- 7 When you are using these, you can't see out of the window. (two things)
- 8 You sit in this.
- 9 This keeps you warm in bed.
- 10 You put your head on this in bed.
- 11 You put these on your bed or on a chair.

- 3 Which things from Exercise 1 are in your home? Make sentences.

*There's a bookcase in the hall, next to the living room door.*

### Pronunciation /v/, /w/ and /b/

- 4a 1.6 Listen and repeat.

balcony	bookcase	drive
vase	wall	window

- b 1.7 Listen and repeat. Then practise saying the sentences.

- 1 My favourite vase in the living room is very heavy.
- 2 Why did you wash the windows and walls?
- 3 There's a big blue blind above the bookcase.
- 4 I love black and white duvets.
- 5 Do you want to have a shower before breakfast?

- 5 Say a sentence about the picture in Exercise 1. Your partner says *True* or *False*.

*There's a blue rug on the floor.*

*False! There's a green rug on the floor.*



#### Brain Trainer Unit 1

Activity 3 Go to page 112

Dom: Meble i wyposażenie domu



13



# Chatroom

## Describing a place

### Speaking and Listening

- 1 Look at the photo. Whose house do you think this is?
- 2  1.8 Listen and read the conversation. Check your answer.
- 3  1.8 Listen and read again. Choose the correct options.
  - 1 Ruby *wants* / *doesn't want* to move house again soon.
  - 2 Ash *likes* / *doesn't like* Ruby's new house.
  - 3 Ruby's bedroom is *big* / *small*.
  - 4 There's a computer in *Ruby's bedroom* / *the office*.
  - 5 Ash *wants* / *doesn't want* to go into the living room.
  - 6 Ella *likes* / *doesn't like* the town.
- 4 Act out the conversation in groups of four.



**Brain Trainer Unit 1**  
Activity 1 Go to page 112

- Ruby** Thanks for carrying these boxes in from the drive, guys.  
**Tom** No problem! We don't mind helping.  
**Ruby** I can't stand moving house. I never want to see another cardboard box again!  
**Ash** Your new house is really cool.  
**Ruby** Thanks, Ash.  
**Ella** *What's your bedroom like?*  
**Ruby** *It's a bit small*, but that's OK. There's space for a chest of drawers and a little desk for my computer. Anyway, I prefer spending time in the garden.  
**Ella** What's behind that door?  
**Ruby** The living room. It's got a big door out to the patio.  
**Ash** Let's go out there now. It's a lovely day.  
**Tom** Hang on! Let's show Ruby the town first.  
**Ruby** I'd like that. *What's the town like?*  
**Ella** *It isn't very big*, but *it's quite nice*.  
**Ash** Come on, then. Let's go!



**Say it in your language ...**

guys  
No problem!  
I'd like that.  
Come on, then.



14

Funkcje językowe: Opis miejsca

## Chatroom Describing a place

### Revision

**First** – Students draw a table in their notebooks with three columns marked *regular*, *no -e*, and *double consonant*.

**Second** – Tell students you are going to read out 12 verbs and that they must write them in the correct column according to the correct spelling of the *-ing* form. They will get one point for each correct answer. Use *paint* as an example of a word in the first column.

**Third** – Read the following items and then check answers by asking individual students to write the words on the board: close, dance, do, get, go, have, play, practise, run, stop, swim, watch

(Answers: *regular* – *doing, going, playing, watching*; *no -e* – *closing, dancing, having, practising*; *double consonant* – *getting, running, stopping, swimming*)

## Speaking and Listening

### Exercise 1

- Check students are clear about the names of the characters before they complete the exercises. (From left to right: Tom, Ella, Ash and Ruby)
- In pairs, they discuss whose house they think it is.

### Exercise 2 (Track 1.8)

- Play the recording for students to listen, read and check their answer to Exercise 1.

#### Answer

It's Ruby's house.

#### Extra activity

Ask students what they remember about the characters from the Starter Unit. Use the photo to elicit basic information about the characters, e.g. how old they are, what they are wearing, what they are doing and what hobbies they might enjoy. Remember to grade your language appropriately.

### Brain Trainer Unit 1 Activity 1

See Teacher's Book page 210

### Exercise 3 (Track 1.8)

- Students choose the correct options.
- They then check in pairs before checking answers as a class.

#### Answers

- |                  |                |
|------------------|----------------|
| 2 likes          | 5 doesn't want |
| 3 small          | 6 likes        |
| 4 Ruby's bedroom |                |

### Exercise 4

- Divide the class into groups of four.
- Groups act out the conversation.
- Monitor and correct students' pronunciation as appropriate.
- Nominate one group to perform the conversation for the class.

#### Extra activity

Stronger, more fluent students will complete this task before weaker ones. Suggest stronger students repeat the conversation four times, taking different parts each time. Alternatively, give them one minute to try to memorise their part. They then cover the conversation and try to perform it from memory. After they have tried to reproduce the conversation they look at the version in the book and see where their version was different. Note that this activity can be re-used at any point during the course when you want to extend work on a conversation.

### Say it in your language ...



Ask students to find the phrases in the conversation and look at them in context to try to deduce the meaning.

**guys** – often used colloquially to refer to a group of men, but in the plural form it can also be directed at a mixed group of men and women. The equivalent expression for a group of women would be 'girls'.

**No problem!** – commonly used phrase in response to an expression of thanks. Used when we want to make our efforts sound more minor than they were. 'You're welcome' is also commonly used but sounds more formal.

**I'd like that.** – expression indicating that a person agrees with an offer which someone has just made them. It's usually used when someone is really genuinely interested and is not simply a polite neutral response.

**Come on, then.** – phrase used to motivate people to do something and get them moving. This is usually something pleasurable, therefore suggesting the idea of 'What are we waiting for?'

Exercise 5

- Students read the conversation again and find the expressions.
- Check answers as a class.

Answers

- 2 It's a bit small.  
 3 What's the town like?  
 4 It isn't very big; it's quite nice.

Exercise 6

- Read through the phrases for describing a place with the class.
- Make sure students understand that the intensifiers *a bit*, *quite*, *very* and *really* are on a scale from the least to the most.

Exercise 7 (Track 1.9)

- Play the recording for students to listen to the conversations.
- Repeat the recording, pausing after each line to check students' pronunciation.
- In pairs, students act out the conversations.

Exercise 8

- Read the examples in the speech bubbles with the class. Then elicit a second conversation from the class using *the park*.
- Students then make their own conversations by replacing the words in purple.
- Monitor, but do not interrupt fluency unless students make mistakes with the use of the words and phrases for describing a place.

Further practice

Workbook pages 12 and 113

Grammar Verb + -ing

Language notes

In some languages verbs of preference are followed by the infinitive form and this can cause L1 interference for some learners. Although in British English the use of the infinitive is in fact possible after these verbs, in certain circumstances it is a complicated area usually taught only at higher levels. Throughout *Next Move* the form taught after verbs of preference is *-ing*.

Exercise 1

- Read the grammar table with students.
- Students work individually, completing the rule and referring back to the grammar table where necessary.

Answers

can't stand, prefer

Exercise 2

- Individually, students complete the sentences with the correct form of the verbs.
- They then check in pairs before checking answers as a class.

Answers

- 2 sleeping 3 listening 4 swimming 5 doing  
 6 getting 7 waiting

Exercise 3

- Read through the example with students, showing how the two sentences have the same meaning.
- Monitor and point out errors for students to self-correct.
- Check answers as a class.

Answers

- 2 doesn't like 3 loves riding 4 prefer having  
 5 can't stand

Exercise 4

- Ask two students to read aloud the example question and answers.
- Individually, students write three questions with *Do you like + -ing*.
- Students then work in pairs, asking and answering their questions.
- Monitor, but do not interrupt fluency unless they make mistakes with the verb + *-ing* forms.

Extra activity

Write the following prompts on the board:

A *you / like / study / bedroom / Emma ?*

B *no / prefer / work in the office*

A *why ?*

B *bedroom / bit small / not got / computer*

A *OK / what / office / like ? / be / quiet ?*

B *yes / very quiet / got / bookcase / books / balcony*

A *great*

Elicit a conversation from the students using the prompts. Do not allow students to write anything down. Drill the conversation for correct pronunciation. Divide the class in half down the centre: A and B. Build up the conversation step by step until students can perform it unprompted.

(Complete conversation:

A *Do you like studying in your bedroom, Emma?*

B *No, I don't. I prefer working in the office.*

A *Why?*

B *Because my bedroom is a bit small and it hasn't got a computer.*

A *OK. What's the office like? Is it quiet?*

B *Yes, it is. It's very quiet and it's got a bookcase for all my books and a balcony.*

A *Great!*)

Further practice

Workbook pages 13 and 86

5 Look back at the conversation. Find these expressions.

- 1 a question asking about Ruby's bedroom  
*What's your bedroom like? (Ella)*
- 2 an expression describing Ruby's bedroom
- 3 a question asking about the town
- 4 two expressions describing the town

6 Read the phrases for describing a place.

Exam Functions

**Describing a place**

What's it like?

It's	a bit quite very really	small.
------	----------------------------------	--------

7 1.9 Listen to the conversations. Act out the conversations in pairs.

- Ruby** What's <sup>1</sup> *your bedroom* like?  
**Ella** It's got <sup>2</sup> *pretty red walls* and a *white wardrobe*.  
**Ruby** Is it <sup>3</sup> *quite big*?  
**Ella** Yes, it is.  
**Ruby** What's <sup>4</sup> *the swimming pool* like?  
**Ash** It's very nice. It's <sup>5</sup> *quite cold* but it's got <sup>6</sup> *a lovely café*.

8 Work in pairs. Replace the words in purple in Exercise 7. Use these words and/or your own ideas. Act out the conversations.

*What's your kitchen like?*

*It's got green walls and a cooker.*

1 your kitchen / your living room / your bathroom

2 green walls and a cooker / white walls and a big sofa / pink walls and a large bath

3 a bit small / very big / really small

4 the park / the library / the shopping centre

5 quite small / very quiet / really busy

6 a lake / lots of interesting books / some boring shops

## Grammar Verb + -ing

### Verb + ing

I **prefer spending** time in the garden.

Tom, Ash and Ella **don't mind helping** Ruby.

Ruby **can't stand moving** house.

Do you **like living** here?

Grammar Reference Workbook page 86

1 Study the grammar table. Complete the rule.

After the verbs *like, love, hate, enjoy, don't mind, ...* and *....*, we use verb + *-ing*.

2 Complete the sentences with the correct form of these verbs.

do   get   listen   ~~live~~   sleep   swim   wait

- 1 He doesn't like *living* in England because it's colder than Spain.
- 2 She hates beds. She prefers .... on the floor.
- 3 I can't stand .... to rap music.
- 4 They love .... in the sea.
- 5 We don't mind .... our homework.
- 6 Do you prefer .... up late in the morning?
- 7 I don't enjoy .... for buses in the rain.

3 Complete the second sentence so it has a similar meaning to the first sentence. Use the correct form of the word in brackets and one other word.

- 1 I think skateboarding is OK. (mind)  
I *don't mind* skateboarding.
- 2 She never wants to have breakfast. (not like)  
She .... having breakfast.
- 3 He's very happy when he rides his bike. (love)  
He .... his bike.
- 4 It's better when we have band practice in the cellar. (prefer)  
We .... band practice in the cellar.
- 5 They hate doing homework. (not stand)  
They .... doing homework.

4 Make three questions with *Do you like + -ing*. Then ask and answer in pairs.

*Do you like going to the beach?*

*Yes, I love it. What about you?*

*I don't mind it, but I prefer going to a swimming pool.*

Środki językowe: Czasownik + -ing

15



## Reading

1 **EXAM TRAINER** Read the magazine article quickly. Choose the best heading.

- 1 Tidy your room!
- 2 What does your bedroom say about you?
- 3 How to have a cool bedroom

You can't always choose your room, but you can choose the things inside it. Because of that, your bedroom says a lot about your personality.

And we're not only talking about your favourite hobbies or your taste in music and books. Of course, a guitar behind the door or sci-fi stories in your bookcase give people information about you, but a careful look at your bedroom can teach them a lot more than that.

The colours in your room, for example, are very interesting. Has your room got bright colours on the walls, curtains, rug or duvet? Then you probably love trying new experiences. People with pale walls are often friendly and talkative, but people with dark walls don't like meeting new people. Black and white is a popular choice for people with strong opinions.

How big is your wardrobe? A big wardrobe often means that you are into fashion, but not always. It can also be a sign that you hate throwing old things away and prefer keeping everything behind your wardrobe door. Someone with a tidy room is usually cheerful, but someone with an untidy room is moodier and often unhappy. The pictures on your walls say a lot, too. Generous people like decorating their rooms with photos of their friends and family, but if your own face is in every picture or you have more than one mirror, watch out! This shows that you are probably a bit selfish.

So, before you invite your friends into your bedroom, think carefully. What message will your bedroom give them about you?



### New Words

taste	careful	bright
pale	be into	decorate

2 **1.10** Read the article again. Answer the questions.

- 1 What two things give information about your tastes and interests?  
*The colours in your room and the pictures on the walls.*
- 2 What type of colours do shy people often have on their walls?
- 3 Why do people have big wardrobes? Find two reasons in the article.
- 4 You are usually smiling. What does the article say about your room?
- 5 You like buying presents for people. What do you probably have on your walls?
- 6 What two things show that a person thinks only about him/herself?

## Listening

1 **1.11** **EXAM TRAINER** Hannah is talking to a friend about her bedroom and the article above. Listen and choose the correct options.

- 1 How much of the article is correct about her?  
a all of it   b a lot of it   c some of it   d nothing
- 2 Does she want:  
a a tidier room?   b a lock on her door?

**Listening Bank Unit 1** page 118

2 **In pairs, ask and answer. Is the article right about you?**

- 1 What colour are your bedroom walls?
- 2 Have you got any bright colours in your bedroom?
- 3 Are there any pictures of your friends on the walls?
- 4 Are there any pictures of you?
- 5 How many mirrors are there?
- 6 Is your room tidy?

## Reading

### Exercise 1

- Draw attention to the cartoon and the text and ask students what they can see.
- Students skim the text quickly and choose the best heading for the article.
- Make sure students understand not to read in detail at this point.

#### Answer

- 2 What does your bedroom say about you?

### New Words

Be prepared to focus on the New Words, either by pre-teaching them, eliciting their meaning after students have read the text, or through dictionary or definition writing work.

**taste** – the things you choose, your personal preferences, often used in the phrases ‘good taste’ and ‘bad taste’

**careful** – an adjective meaning with attention to detail, can be used in exclamations to prevent accidents, e.g. ‘*Be careful with my new vase!*’

**bright** – intense, strong, vibrant colours, e.g. *green, yellow and purple*

**pale** – gentle colours which are relaxing to look at, e.g. *cream, beige and pink*

**be into** – be interested in or enthusiastic about, often used to indicate a hobby, e.g. ‘*My brother is really into classical music.*’

**decorate** – to use objects, pictures and other items to give character to a room, often also applied to the process of painting the walls of a room

### Exercise 2 (Track 1.10)

- Students read the text again and answer the questions.
- If you wish, play the recording for students to listen and read.
- Check answers as a class.
- Elicit from stronger students or explain yourself the meaning of any new vocabulary.

#### Answers

- 2 Shy people often have dark colours on their walls.
- 3 People have big wardrobes because they are into fashion or because they hate throwing old things away.
- 4 The article says that you probably have a tidy room.
- 5 You probably have photos of your friends or family on your walls.
- 6 If someone has lots of photos of him/herself or if he/she has more than one mirror.

### Extra activity

Write the following sentences on the board. Students read the text again and decide if the sentences are true or false, according to the article (answers in brackets).

- 1 People can learn about you by looking at the objects in your room. (*True*)
- 2 People who play the guitar often like science fiction stories. (*False*)
- 3 Someone with bright walls is probably friendly and talkative. (*False*)
- 4 People with strong opinions usually have big wardrobes. (*False*)
- 5 A person with an untidy room is probably not very happy. (*True*)
- 6 It's a really bad idea to invite your friends into your bedroom. (*False*)

They then compare their answers in pairs.

## Listening

### Exercise 1 (Track 1.11)

- Students read the questions and predict the answers.
- Play the recording for students to listen and check.

#### Answers

- 1 b 2 b

### Audioscript

See Teacher's Book page 226

### Listening Bank

See Teacher's Book page 216

### Exercise 2

- In pairs, students ask and answer the questions.
- Discuss the questions as a class and find out whether students agree with the idea that your bedroom reflects your personality.

### Extra activity

Stronger groups or individual students prepare a short text saying whether they think their bedroom reflects their personality. Encourage them to recycle and adapt phrases from the lesson as far as possible and to include a photo.

When checking students' work, focus on the positive use of grammar and vocabulary taught so far. After correcting the texts you could display them as the basis for further comprehension work with your class.

### Further practice

Workbook page 14

## Exam Writing

### A description of a room

#### Revision

**First** – Write the following sentences on the board:

- 1 My mum's car is listening to rap music.
- 2 They're moving house and we're beautiful flowers in a vase on the fireplace.
- 3 She's standing on the balcony on the patio.
- 4 I always eat my breakfast and looking at the lawn.
- 5 There are some helping.
- 6 My dad doesn't like in the garage.

**Second** – Tell students that the sentences have got mixed up. In pairs, they break each sentence into two pieces and reorganise them to make six logical sentences.

**Third** – If students find the activity difficult, show them where the break is in each sentence. Check answers as a class. (Answers: 1 My mum's car is in the garage.; 2 They're moving house and we're helping.; 3 She's standing on the balcony and looking at the lawn.; 4 I always eat my breakfast on the patio.; 5 There are some beautiful flowers in a vase on the fireplace.; 6 My dad doesn't like listening to rap music.)

#### Exercise 1

- Read the Exam Writing box with the class.

#### Exercise 2

- Students read the text and find the linking words.
- Check answers as a class.

#### Answers

It's a bit small, but it's really light and it's always very quiet. On the desk there's a computer and a lamp. There's a box of pens and pencils, too. ... there's a chair with green cushions and next to it there's a bookcase ... The walls are white and there's a blue and green blind on the window. The rug in front of the desk is also blue and green. I love sitting at the desk and watching all the people. I usually do my homework in the room. However, when I don't have any homework, ...

#### Exercise 3

- Individually, students complete the sentences.
- Check answers by asking individual students to read the sentences.

#### Answers

2 too 3 also 4 However 5 also 6 but 7 However 8 too

#### Exercise 4

- Students read the text again and answer the questions.
- They then check in pairs before checking answers as a class.
- Check answers by asking pairs of students to read questions and answers.

#### Answers

- 2 It's small, light and quiet.
- 3 There's a desk, a chair and a bookcase.
- 4 The walls are white.
- 5 Yes, there are. There are green cushions, a blue and green blind and a blue and green rug.
- 6 He likes sitting at the desk and watching all the people in the street, and playing games on the computer.

#### Exercise 5

- Explain that students should only make notes at this point or write short sentences.
- Encourage students to ask you for any vocabulary they need.

#### Exercise 6

- Show students how the example text is divided into three paragraphs and tell them that they should now organise their notes in the same way.
- Read through the 'My favourite room' writing guide. Make sure students understand that they should answer questions 1 and 2 in Exercise 4 in the first paragraph, questions 3, 4 and 5 in the second paragraph and question 6 in the third paragraph.
- Draw students' attention to the 'Remember!' checklist.

#### Extra activity

At the end of each unit make a set of Word cards with 10–15 vocabulary items from the unit for students to memorise. In the Teacher's Book notes at the end of each Exam Writing page from Units 2–9 there are games and ideas to exploit these cards and revise the chosen vocabulary. Prepare some blank cards in advance, minimum 6 cm x 10 cm and an envelope or bag to keep them in. On the front of the card, write the lexical item in large clear letters. Use the cards to make sure fast finishers always have something to do. Have them decorate the front of the card with a picture or a design to help students remember the word. On the back they write the following: a definition of the word in English or in their L1 and an example sentence in English containing a blank where the word appears.

**Further practice**  
Workbook page 15

## Exam Writing

### A description of a room

1 Read the information below.

#### Exam Writing

#### Linking words: addition and contrast

You can link similar ideas with **and**, **also** and **too**.

You're really talkative **and** you like having new experiences.

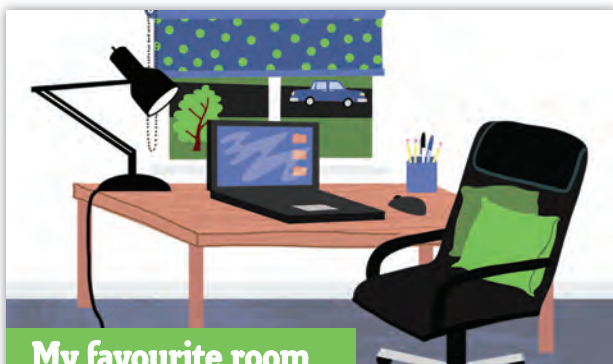
The rug is green. The duvet is **also** green. The colours are interesting. The pictures are interesting, **too**.

You can link contrasting ideas with **but** and **however**.

I've got some pictures of friends, **but** I haven't got any pictures of myself.

**I love red. However**, I don't like the bright red walls in my living room.

2 Read about Matt's favourite room. Find the linking words.



#### My favourite room

by Matt Davies

My favourite room is the office at home. It's a bit small, but it's really light and it's always very quiet.

There's a big desk under the window. On the desk there's a computer and a lamp. There's a box of pens and pencils, too. In front of the desk there's a chair with green cushions and next to it there's a bookcase full of interesting books. The walls are white and there's a blue and green blind on the window. The rug in front of the desk is also blue and green.

I love sitting at the desk and watching all the people in the street. I usually do my homework in the room. However, when I don't have any homework, I like playing games on the computer.

3 Complete the sentences with **and**, **also**, **too**, **but** and **however**.

- He's got a big wardrobe for his clothes **and** he's got two big chests of drawers.
- My alarm clock wakes me up in the morning and it can play the radio, ....
- We watch TV in the kitchen and we .... do our homework there.
- I like playing tennis. ...., I don't play very often.
- I've got three pet lizards in my bedroom and I've .... got a pet snake.
- There's a pillow on the bed, .... there isn't a duvet.
- Her pink armchair is very pretty. ...., she never sits on it.
- I live with my mum, and my grandparents live with us, ....

4 Read Matt's description again. Answer the questions.

- What room is it? *The office.*
- What adjectives does he use to describe it?
- What furniture is there in the room?
- What colour are the walls?
- Are there other things in the room of a different colour?
- What does he like doing in the room?

5 Think about your favourite room. Use the questions in Exercise 4 to help you. Make notes.

6 **EXAM TRAINER** Write a description of your favourite room. Use 'My favourite room' and your notes from Exercise 5.

#### My favourite room

##### Paragraph 1

Introduce the room and give a general description.

*My favourite room is .... There's a ....*

##### Paragraph 2

Describe the furniture and walls.

*The walls are .... and ....*

##### Paragraph 3

Say what you like doing in the room.

*I like ....*



#### Remember!

- Use linking words **and**, **also**, **too**, **but**, **however**.
- Use the vocabulary in this unit.
- Check your grammar, spelling and punctuation.



# Refresh Your Memory!

## Grammar Review

- 1 Complete the conversation with the correct form of the verbs.**
- A What <sup>1</sup> *are you reading* (you/read)?  
B A postcard from my dad. He <sup>2</sup> .... (work) in Paris at the moment, so we only <sup>3</sup> .... (see) him at weekends.  
A <sup>4</sup> .... (he/like) Paris?  
B Yes, he loves it. He <sup>5</sup> .... (look) for a new home for us there, but my mum doesn't want to go. All our friends and family <sup>6</sup> .... (live) here in London and she <sup>7</sup> .... (not speak) any French.  
A <sup>8</sup> .... (you/speak) French?  
B Well, we <sup>9</sup> .... (have) French lessons every day at school, but people in France always <sup>10</sup> .... (talk) very fast. I <sup>11</sup> .... (not understand) very much!

- 2 Complete the sentences with the correct form of these verbs.**


cook	eat	go	learn	live	not do
not listen	play	visit	watch		

- 1 My dad usually *cooks* our supper, but tonight we .... in a restaurant.  
2 We .... about China in Geography at the moment. 1.3 billion people .... in China!  
3 They .... to their new CD. They .... a film.  
4 She .... judo on Thursdays. She .... volleyball.  
5 I .... to school in Brighton, but today we .... a museum in London.
- 3 Make sentences and questions.**
- 1 he / love / play / basketball  
*He loves playing basketball.*  
2 you / enjoy / run?  
3 she / not mind / go / by bus  
4 you / hate / lose  
5 I / not like / learn / French  
6 he / prefer / do / Computer Studies?  
7 they / can't stand / listen / to rap music

## Exam Vocabulary Review


- 4 Complete the sentences with the correct rooms and parts of the house.**
- 1 Come and have a drink on the *patio*. It's so sunny today.  
2 The light on the l \_ \_ \_ \_ \_ outside my bedroom doesn't work.  
3 The dog usually sleeps under the table in the h \_ \_ \_ .  
4 The c \_ \_ \_ \_ \_ in the attic is very low. I can't stand up in there.  
5 There's a big mirror above the f \_ \_ \_ \_ \_ .  
6 When there isn't any rain, the grass on the l \_ \_ \_ looks a bit brown.
- 5 Match the beginnings (1–6) to the endings (a–f) of the sentences.**
- 1 There are flowers in the *f*  
2 On the floor there's a  
3 He went to bed and put his head on the  
4 I woke up early because of my brother's  
5 She loves looking at herself in the  
6 That window needs a
- a pillow.  
b mirror.  
c blind.  
d alarm clock.  
e rug.  
f vase.

## Speaking Review

- 6**  1.12 Put the conversation in the correct order (1–6). Then listen and check.
- a Do you spend any time there?  
b It's a bit small and it isn't very sunny.  
c It's quite nice. It's got very big windows and some really comfortable armchairs.  
d What's your balcony like? *1*  
e No, I don't. I prefer sitting in the living room.  
f What's that like?

## Dictation

- 7**  1.13 Listen and write in your notebook.

 My Assessment Profile: Workbook page 127

## Refresh Your Memory!

### Exercise 1

#### Answers

- 2 's working      7 doesn't speak  
 3 see              8 Do you speak  
 4 Does he like    9 have  
 5 's looking      10 talk  
 6 live              11 don't understand

### Exercise 2

#### Answers

- 1 're eating  
 2 're learning; live  
 3 aren't listening; 're watching  
 4 doesn't do; plays  
 5 go; 're visiting

### Exercise 3

#### Answers

- 2 Do you enjoy running?  
 3 She doesn't mind going by bus.  
 4 You hate losing.  
 5 I don't like learning French.  
 6 Does he prefer doing Computer Studies?  
 7 They can't stand listening to rap music.

### Exercise 4

#### Answers

- 2 landing    3 hall    4 ceiling    5 fireplace    6 lawn

### Exercise 5

#### Answers

- 2 e    3 a    4 d    5 b    6 c

### Exercise 6 (Track 1.12)

#### Answers

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

### Exercise 7 (Track 1.13)

#### Answers and Audioscript

- 1 I don't like using a duvet.  
 2 I'm looking for the stairs to the cellar.  
 3 He can't stand having a tidy bedroom.  
 4 Why is the chest of drawers dirty?  
 5 What's your attic like?  
 6 That cushion is quite pretty.

### Extra activity

Revise the vocabulary and the grammar of the unit:

- Copy the plan of the flat onto the board. Tell students that this is where you live.
- Elicit the vocabulary for different parts of your home, e.g. *hall, living room, kitchen* and ask students to suggest some extra items for the picture and tell you where to put them, e.g. *some cushions on the sofa, an alarm clock next to the bed, a chest of drawers in the bedroom*, etc.
- Read the following sentences. Students must identify where exactly you are according to the information in the sentences:

- I'm lying here, watching the television and I'm looking at the plants on my big balcony. (Answer: *on the bed in the bedroom*)
- I'm relaxing here in the warm water. It's lunchtime but it's dark. (Answer: *in the bath*)
- I'm making the breakfast here. My wife is sitting at the table talking to me. (Answer: *in the kitchen*)
- I'm using the internet and I can see the blue sky through the window. (Answer: *at the table in the living room*)
- I'm sitting here reading a book. I can't see the television but I can hear it. (Answer: *on the chair in the living room between the door and the balcony*)
- I love this room. It's my favourite. I usually sleep here but today I'm tidying my clothes. (Answer: *by the wardrobe in the bedroom*)

– Ask students to draw a plan of their own home in their notebooks and to prepare six sentences, like yours, talking about where they are and what they are doing. Check students' sentences before continuing.

– Tell students to work in pairs, showing their plan to their partner and reading their sentences for students to identify where they are.



### My Assessment Profile Unit 1

See Workbook page 127

### Culture 1 – Homes in the UK

See Teacher's Book page 219

## Geography File

### Houses around the world

#### Cultural notes

- *Mongolia* is in Asia and is landlocked, meaning that it has no sea. It is sandwiched between Russia to the north and China to the south and has been heavily influenced by both cultures over the centuries. Mongolia is one of the largest countries in the world, yet has one of the smallest populations – only 2.75 million people. The typical homes, yurts, are common in Central Asia and are designed to be strong, but also easy to dismantle and transport with horses. A yurt can often be put up in as little as two hours.
- *Hong Kong* has a population of over 7 million people, who live in just over 1,000km<sup>2</sup>, which makes it one of the most densely populated places on the planet. It has nearly 1,250 skyscrapers, more than anywhere else in the world. Given the lack of space, homes are obviously small, but the quality of life is generally good due to it being an important financial centre. It has an extremely good education system and some of the best hospitals and healthcare anywhere in the world.
- *Belize* lies to the east of Guatemala and south of Mexico and has a long coastline on the Caribbean Sea with a very large barrier reef. It is the least densely populated country in South America and, as a large part of the interior is jungle, the majority of the population lives along the marshy coastline. Due to the tropical climate, the stilt house is an ideal solution, as it protects residents both from the dangers of flooding and insects and animals.

#### Exercise 1 (Track 1.14)

- Students read about the three homes and match the photos to the paragraphs.
- Check answers as a class.

#### Answers

1 c 2 a 3 b

#### New Words

Be prepared to focus on the New Words, either by pre-teaching them, eliciting their meaning after students have read the text, or through dictionary or definition writing work.

**peninsula** – a piece of land which has sea almost all the way around it, but is connected to another bigger piece of land in one place

**space** – the area available for something, more often used in negative phrases than positive, e.g. ‘We haven’t got any space in the kitchen.’, ‘There isn’t enough space on the bookcase for these books.’

**stilt** – a support, often made of wood, which raises something vertically from the ground, usually used in plural as four or more are generally needed to give stability. Unlike the legs of a table or chair, for example, stilts are not an integral part of the object.

**blow** – the strong movement of air, typically used for the wind

**ground** – the surface of the earth that we walk on and that creatures like snakes live on

#### Exercise 2 (Track 1.15)

- Draw attention to the photo and ask students what they can see.
- Play the recording for students to choose the correct alternative.
- Check answers as a class.

#### Answers

1 mountains 2 warm 3 snowy 4 big  
5 centre 6 balcony

#### Audioscript

See Teacher’s Book page 226

#### My Geography File

#### Exercise 3

- In groups, students prepare a fact file about a home in another part of the world.
- Monitor and help with grammar and vocabulary and feed in ideas if necessary.

#### Exercise 4

- Give students time to practise their presentation.
- Make a note of any mistakes related to the content of this unit in students’ presentations to go over with the class afterwards.

#### In this unit have you ...

- ... used Grammar and Exam Vocabulary worksheet?
- ... used Reading and Listening worksheet?
- ... used Exam Writing worksheet?
- ... used Speaking worksheet?
- ... used Unit test?

#### With the exception of the Speaking and Exam Writing worksheets, all the Teacher’s Resources are at two levels of difficulty:

- \* For students who need extra help and support
- \*\* For students who require an additional challenge

# Geography File

## Houses around the world

**1** Mongolia is near Russia and China in north-east Asia. The winters in Mongolia are very long and very cold. Many Mongolians keep horses. They move from place to place two or three times a year so their animals have enough food. When they move, their homes come with them. Their homes are called yurts and they must be strong because there are often winds of 160 km an hour.

**2** The city of Hong Kong in the south of China is on a peninsula and two small islands. There are lots of mountains in Hong Kong, so there isn't a lot of space for houses. The buildings are very tall to save space. There are more tall buildings here than in any other city in the world. Forty percent of people live higher than the fourteenth floor! Most people live in really small apartments, but they don't mind. They often eat in restaurants and they don't spend a lot of time at home.

**3** Belize is a small country in Central America. It is hot all year with a wet and a dry season. A lot of people live in stilt houses near the ocean. This type of house stays cool because the wind blows through it. It is also safer from snakes and other animals because it is not on the ground. People often leave their car under the house, out of the hot sun. From June to November, there are sometimes terrible storms, but the sea water doesn't come into the house.



### New Words

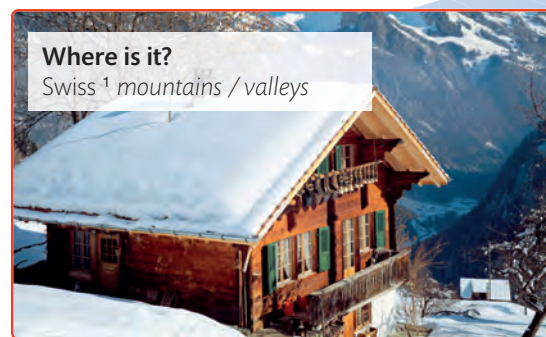
peninsula    space    stilt  
blow            ground

## Reading

- 1** 1.14 Read about these homes. Match the photos (a–c) to the paragraphs (1–3).
- 2** 1.15 Listen to a description of another home. Choose the correct words to complete the fact file.

### My Geography File

- 3** In groups, make a fact file about a home in another part of the world. Use the questions in Exercise 2 to help you.
- 4** Prepare a presentation for the class, including pictures or photos if possible. Then give your presentation.



### Where is it?

Swiss <sup>1</sup> mountains / valleys

What is the climate like?

<sup>2</sup> warm / windy in summer <sup>3</sup> snowy / rainy in winter

**What is the home like? Why?**

<sup>4</sup> big / small roof – protects the walls from bad weather  
fireplace in the <sup>5</sup> centre / back of the house – keeps people warm

<sup>6</sup> patio / balcony – people can enjoy the sun in summer