


# 1 PLACES

### Learning objectives


Before you start the Unlock your knowledge section, ask students to read the Learning objectives box so that they have a clear idea of what they are going to learn in this unit. Tell them that you will come back to these objectives at the end of the unit when they review what they have learned. Give them the opportunity to ask you any questions they might have.


### Optional activity

 Put students into pairs/groups with other students who chose the same place they would like to live. Ask them to research this place to find out some information about why it is a good place to live and/or why they would like to live there. This could be done in class if time/facilities allow or as homework. Alternatively, brainstorm what students would like in their ideal place to live and then ask students to research on the internet a place that matches their criteria.

## UNLOCK YOUR KNOWLEDGE

### Lead-in

 Ask students for a show of hands as to who lives in a flat/an apartment or a house. Put students into groups of 3 or 4. Ask students to think of the advantages and disadvantages of living in these different types of home. Allow 2–3 minutes for this, before inviting feedback from the class.

 Allow 4–5 minutes for students to discuss the questions in pairs and then invite feedback from the class. Select one pair and ask them for a summary of their response to question 1, and then invite feedback from other pairs on this. Continue through to question 4.

### Answers


- 1 Answers will vary, but reasons for wanting to live in a block of flats could include: cheaper, better for small families, easier to clean, views if the block is tall. Reasons for wanting to live in a house could include: more spacious for a family, has a garden, maybe in a better part of the city.
- 2 Yes, because they are made of mud.
- 3 Possible reasons: They live there because their families always have. They have to live there for their work. They might like the snow, sea, mountains, etc.
- 4 Answers will vary.

### Background note

*Flat* and *apartment* mean the same thing; *flat* is specifically British English. A block of flats, or apartment block, is a building containing flats/apartments.

## WATCH AND LISTEN

### Video script

 Alaska: the largest state in the United States of America. It has the fewest people living in it, with a population of only seven hundred and twenty two thousand people. Why do so few people live here? One reason is the long winter. Winter lasts eight months in Alaska. In some places the temperature can drop as low as –60 ° Celcius. Everyone is waiting for winter to come: the people, wolves, bears and moose. Kachemak Bay is on the Kenai Peninsula on the south coast of Alaska.

People in this part of Alaska live from the land. They are not close to shops or other services that are normally in towns. And they don't go to the supermarket and buy food from the shelves.

The Kilcher family has lived in the bay for many years. They know that they have to prepare their home for the long winter. They have to chop wood and save it for the winter months. It is important to store the pieces of wood next to their house because in winter there is too much snow to do this job. The wood is used for fuel to heat the house for the whole of the winter. The wood is put into a fire called a stove. The stove is in the middle of the kitchen.

Another job to do before winter is to move all their cows. In the summer months the cows live in Kachemak bay. But the men must move the cows before winter comes. Moving the cows is called 'driving the cattle home'. It is not an easy job. The two brothers, Otto and Atz, have to get the cattle home before the weather gets too bad.

It is also important to collect all the vegetables from the garden. The vegetables are put into boxes and stored in the house to keep them safe. They store fruit in cans and jars.

A big storm is coming. Brothers Otto and Atz are still driving the cattle home. The brothers will have to spend the night outdoors. Atz's son Atz Lee is worried. Winter has come early. Luckily, Otto and Atz make it home with the cattle after two days and everyone is safe.

PREPARING TO WATCH

UNDERSTANDING KEY VOCABULARY

- 1 Students work individually to match the verbs to the phrases. Point out the example and, if appropriate, do the second one together. Allow 2–3 minutes for this. Ask students to check with a partner, before inviting feedback from the class.

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

- 2 Students work individually to write down three ideas about the difficulties of living in Alaska. Allow about 2 minutes for this. Then put students into pairs and ask them to compare ideas. Allow a further 2 minutes for this, before inviting feedback from the class.

**Answers**  
Answers will vary, but could include: winter in Alaska is very hard, the weather is very cold, there is not much daylight.

**Background note**  
Alaska is the northernmost and coldest state of the USA, separated from the rest of the country by Canada. It is the largest American state.

WHILE WATCHING

LISTENING FOR KEY INFORMATION

- 3 Play the video and ask students to see how many of their ideas from Exercise 2 were correct. Ask students to check with a partner, before inviting feedback from the class. You could point out that the USA uses Fahrenheit not Celsius to measure temperature and that –60 ° Celsius is –80 ° Fahrenheit. Ask students if they know which one is used in their country.

**Answers will vary.**

- 4 Ask students to look at the photographs. Tell them they are going to watch a video and that they should put the photographs in the order they see them in the video. Play the video. If this is a strong class, Exercises 4 and 5 could be done together, with answer checking after Exercise 5. If the class is weaker, check answers to Exercise 4 before going on to Exercise 5.

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

- 5 Students work with a partner to decide what is happening in each photograph. Highlight the vocabulary from Exercise 1 and encourage students to use it. If the class is weak, do the first one together. Allow about 3 minutes for this, before inviting feedback from the class.


**Answers**  
The Kilchers are: a collecting vegetables from the garden b chopping wood c driving the cattle home d storing wood e storing vegetables f putting wood in the stove

- 6 Students work individually to match the questions to the answers. Allow about 2 minutes. If the class is weak, ask students to check with a partner. Do not check answers at this stage.
- 7 Play the video again while students check their answers individually. Invite feedback from the class.

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

DISCUSSION

- 8 Students work with a partner to discuss the questions. Allow 2–3 minutes for student discussion, and then invite feedback from the class. Encourage students to give reasons for question 2 in particular.

- 9  Tell the class that they are going to spend next winter in Alaska. If you think your class needs more support, start by eliciting what things they need to take with them to make life comfortable. Put the suggestions on the board, e.g. very warm clothes, lots of heaters, transport that can survive the cold. Then put students into groups and ask them to choose just three items from the list on the board and to give reasons for their choice. Allow about 5 minutes for this. Put students into pairs, with each partner coming from a different group. Ask students to tell each other about the things they have chosen. Have they chosen the same or different things? Allow about 5 minutes for this, before inviting feedback from the class. If there is a wide variety of things that students wish to take, write them on the board and then have a vote to decide which three things the class will take with them to Alaska.


LISTENING 1

PREPARING TO LISTEN

PREDICTING CONTENT USING VISUALS


Optional lead-in

Refer students back to the lead-in on page 12 when you asked about where they live, and ask students if they can think of other interesting places where people can live. Encourage students to be as creative as possible and put all reasonable ideas on the board. Suggested ideas: in an ice house (igloo), in caves, in trees, on a boat, underground, in tents, in skyscrapers.

- 1  Read the Predicting keywords and activating knowledge box while students read along. Students then work with a partner to match the pictures to the words in the box. Point out that some words will be used more than once. Do this without dictionaries if you think students can manage. Allow 2–3 minutes for this, before inviting feedback from the class.


Answers

a cave, ancient, rock b cave, rock, mushroom-shaped c bridge d industrial, bridge

- 2  Students work individually to match the words to their definitions. Allow about 1 minute for this. If appropriate, ask students to check with a partner, before inviting feedback from the class.

Answers


1 recognize b 2 strange a 3 located c

- 3  Students work with a partner to answer the questions in Exercise 2 for the photographs in Exercise 1. Allow about 3 minutes for this, before inviting feedback from the class. Tell students the names of the places but not the countries they are in as this is checked when they listen in Exercise 10.

Answers


Answers will vary, but the places are: a Matmata, Tunisia b Cappadocia, Turkey c Ponte Vecchio, Florence, Italy d Neft Dashlari, Azerbaijan

PRONUNCIATION FOR LISTENING

- 4  1.1 Tell students to listen to the words in the table and repeat them, noticing how the vowel sounds correspond to the IPA symbols in the column headings. Play the audio.

Optional activity

Copy the table onto the board and drill students through the IPA sounds and the words, firstly by modelling the sound/word for them to repeat. Point out the first vowel sound is long and the other three are short. Demonstrate this by exaggerating the lengths. Then point to a sound/word and ask students to repeat. Encourage students to say the sound/word clearly and confidently. Gradually increase the speed at which you point, encouraging students to keep up by calling out the sounds/words as fast as you point to them. This gives students less time to think and helps with learning.

- 5  Students work in pairs to practise saying the words in Exercise 4 and then put the words from Exercise 1 in the correct column, according to the underlined letters there. Allow 3–4 minutes for this, before inviting feedback from the class.

Answers

(The words in brackets are the answers to Exercise 6.)

/eɪ/	/ɒ/	/ɪ/	/ʌ/
place	hot	quick	up
cave	rock	bridge	mushroom-shaped
ancient	(long)	(beautiful)	industrial
(strange)			(lovely)

- 6 Ask students to work on their own and put the four words in the box in the correct column in the table, according to the underlined letters there. If appropriate, ask students to check with a partner, before inviting feedback from the class.

Answers

See the words in brackets in the table above.

- 7 To illustrate the importance of the vowel sounds, tell students to imagine that you are all in a café and you'd like 'a *hit* coffee'. Do they know what you want? Give them a clue: *hit* is supposed to be the opposite of *cold*, to elicit that it should be *hot*. Give another example: 'I'd like a coffee with *lets* of milk'. Clue: *lets* is supposed to be the opposite of a *little*, to elicit that it should be *lots*. Demonstrate this activity with a strong student. Students then work with a partner to say the words from the table while the other students guess the row and the column.

WHILE LISTENING

LISTENING FOR MAIN IDEAS

- 8 1.2 Before you play the audio, refer students back to the pictures in Exercise 1 and ask students what they think the listening will be about. Play the audio. Students work individually to answer the questions. If appropriate, ask students to check with a partner, before inviting feedback from the class.

Answers

1 c 2 b

LISTENING FOR DETAIL

- 9 Ask students to look at the table in Exercise 10 and allow them about 2 minutes to circle the correct words in sentences 1–3. If appropriate, do these with the class, eliciting answers from the students. Ask students what clues there are in the table, e.g. *years*, *kilometres* are likely to have a number before them.

Answers

1 names 2 numbers 3 place; numbers

- 10 1.2 Play the audio again. Students work individually to answer the questions. If appropriate, pause the audio after each section/number to allow them time to write. Check in pairs, before inviting feedback from the class.

Answers

1 Tunisia 2 700 3 355 4 Turkey 5 8,000 6 Italy  
7 1345 8 Azerbaijan 9 30 10 5,000

DISCUSSION

- 11 To avoid students all choosing the same question, randomly assign numbers 1, 2 and 3 to different students. Ask them to think about answers to the question they have been given. Give them 1 minute thinking time. Circulate and help with any vocabulary.
- 12 Put students into pairs, with each student having a different question to talk about. Encourage the student listening to ask follow-up questions. Allow 5 minutes for this, before inviting feedback from the class.

LANGUAGE DEVELOPMENT

REVIEW OF THE PAST SIMPLE

**Optional lead-in**

To focus students' attention on the Past simple, say: 'Every day I come to class by bus but yesterday I "mmmm" by taxi.' to elicit *came*. 'I usually have coffee for breakfast but yesterday I "mmmm" tea.' to elicit *had*. Say a few more examples applicable to you to allow students to call out the Past simple form that is needed.

- 1 Students work in pairs and circle the Past simple verbs in the sentences. Allow about 1 minute for this, before inviting feedback from the class.

Answers

1 started 2 went 3 did ... know 4 changed  
5 was, destroyed 6 decided, needed, built 7 put

Language note

The Past simple is not a difficult concept for students, but both irregular Past simple forms and the construction of Past simple question forms need to be learned now to help students progress in future. The irregular forms, which are generally the most common verbs, e.g. *go/went, make/made, take/took*, have to be memorized. Regular quizzes and spelling tests are good ways of helping students learn these irregular forms.

- 2 👤 Students work in pairs to answer the questions. Allow about 2 minutes for this. If the class is weak, do this with the whole class and put answers on the board.

Answers

1 3: Did you know ...? *did* (past of *do*) is the auxiliary verb used 2 the infinitive form

- 3 👤 Students work in pairs to complete the table. Allow about 2 minutes for this, before inviting feedback from the class.

Answers

Past simple verbs: regular	Past simple verbs: irregular
started (x 2)	went
changed	knew
destroyed	was
decided	built
needed	put

- 4 👤 Students work on their own to complete the questions. Allow about 2 minutes for this, before inviting feedback from the class.

Answers

1 did you start 2 was 3 did you go 4 did you know 5 did you change

- 5 👤 Students work in pairs. If time allows, they should ask and answer all the questions rather than just two of them. Allow about 4 minutes for this, before inviting feedback from the class. Finish by asking a few students the same questions about their partner if it is a strong class, and about themselves if it is a weaker class.

Optional activity

Students research another unusual home, possibly one suggested in the lead-in on page 14 that didn't feature in the listening. Suggested ideas: on boats, in trees, underground, in tents.

PLACES WE LIVE AND WORK

- 6 Ask students where they would expect to find the places given.

Answers

in a town

- 7 👤 Students work in pairs to match the words in the box to the correct pictures. Allow 5 minutes for this, before inviting feedback from the class. As you check answers, write the words on the board.

Answers

a traffic lights b river c bus stop d cottage  
e tourist information office f street g forest  
h mountain i lake j field k coffee shop l wildlife


- 8 👤 Start this exercise by doing the first question together as a class. Put students into small groups of 3 or 4 to complete the activity. Allow about 5 minutes for this. Circulate and monitor, giving assistance where appropriate.


Possible answers

1 at a bus stop for a bus, at a coffee shop for your friend, at traffic lights for them to go green 2 **Town**: street, river; **Countryside**: river, field, lake, mountain 3 tourist information office 4 coffee shop, lake, mountain, field 5 Answers will vary.

- 9 👤 Students work in pairs to choose five words or objects from the pictures. Tell students that they are going to describe the words/objects they have chosen to their partner, who has to guess what each one is. Read aloud the example and check understanding. Allow 1 minute thinking time for students to decide what they are going to say. Which partner is able to guess most correctly? Allow about 8 minutes for this, before inviting feedback from the class about how good they were at guessing their partner's objects.

Optional activity

 As an alternative to Exercise 9, make a set of cards, with each card having one of the words/objects in the box in Exercise 7. If you have pictures of these things, you can use these instead. Put students into small groups of 3 or 4. Put the cards face down in the middle of the group. Students take it in turns to pick up a card and describe the word or object on the card to the rest of the group. The student who guesses the word/object keeps the card. The winner is the student who has the most cards at the end. Allow about 10 minutes for this. Circulate and monitor, giving assistance where appropriate.

- 10  Students work in small groups of 3 or 4 and tell each other about the places. Remind them to give reasons for their answers. Tell students to ask as many questions about each place as possible. Which are the most interesting places? Allow about 8–10 minutes for this, depending on the size of the groups. Finish by inviting feedback from the class and deciding which is the most interesting place for each of the three questions.


LISTENING 2


PREPARING TO LISTEN

UNDERSTANDING KEY VOCABULARY

Optional lead-in

Books closed. Ask students if any of them have got lost when they were driving (or being driven) in a new place or even in their own city. Ask: ‘What did you do?’ Then ask students: ‘What can we use so that we don’t get lost?’ to elicit *street signs, maps, satnav, asking other people for directions*, etc.

- 1  Ask students to open their books at page 23 and tell students that the words in colour are called a word cloud. Explain that it is an image made up from words in a text, where the more often the word is used in the text, the bigger it is in the word cloud. People can make their own word clouds using *wordle* on the internet. Tell students that they are going to listen to a teacher giving a lecture and ask: ‘Which two words are used most often in the lecture you are going to hear?’ to elicit *satnav* and *GPS*. Students work in pairs to make predictions about the lecture. Allow about 2 minutes for this, before inviting feedback from the class. Write predictions on the board for checking later.



- 2  Students work individually to match the sentence halves. Allow about 2 minutes for this, before asking students to check with a partner. Invite feedback from the class and then concept-check the vocabulary by asking the following questions: ‘When we *process* information, does it mean that we just understand it?’ to elicit *no, we organize it as well*. ‘What does *organize* mean?’ to elicit *putting things in an order so that we can understand them*. ‘Is something that is *complicated* or *complex* easy to understand?’ to elicit *no, it is difficult to understand*. ‘Do we use *obviously* with a *fact* or an *opinion*?’ to elicit *fact*. ‘What is an *opinion*?’ to elicit *something we feel, think or believe*.

Answers

1 c 2 a 3 b 4 d


WHILE LISTENING

LISTENING FOR GIST

- 3  1.3  Highlight the three options before students listen and refer to the predictions that they made in Exercise 1 which you have written on the board. Play the audio. After listening, invite feedback from the class and refer to the predictions on the board. Were any of them correct?

Answers

b

- 4  Tell students to decide about the sentences based on what they can remember from the lecture. Do the first question with the class and point out the phrase that tells us that it is a fact (*are usually*). Ask the class to think of any phrases that could suggest opinion to elicit *I think, I believe*. Tell students that they should think about who is speaking and to what purpose (why?). Are they giving information or ideas about the topic? Do they want you to agree with them? Allow about 3 minutes for this. Do not check answers at this stage.



- 5 1.3 Either listen again to check or read from the audioscript on pages 209–210 if the class is weak.

**Answers**  
1 F 2 F 3 DK 4 F 5 F 6 F 7 F 8 O

POST-LISTENING

DISTINGUISHING FACT FROM OPINION

- 6 If this is a strong class, ask students to work with a partner to guess which words go in the gaps, before checking with the audioscript. If the class is not so strong, ask students to work with a partner and to look at the audioscript on pages 209–210 to find the answers. Allow about 5 minutes for this, before inviting feedback from the class.

**Answers**  
1 Obviously 2 we know 3 have found 4 I think  
5 believe 6 personally feel 7 my opinion 8 seems to me

- 7 Elicit answers to the questions from the whole class.

**Answers**  
**Opinions:** I think, I believe, I personally feel, in my opinion, it seems to me  
**Facts:** obviously, as we know, have found.  
The tense often used to give facts is the Present simple.

- 8 Allow 2–3 minutes for students to fill in the Fact and Opinions grouping diagrams with phrases from Exercise 6.

DISCUSSION

- 9 Students work in pairs to discuss how they find out where to go when they are travelling to new places. Ask students to give reasons for their choices. Allow about 2 minutes for this, before inviting feedback from the class. Alternatively, if there are a number of students who don't drive or have a car, they could talk about what their friends or relations use, or what they would prefer to use if they had a car. Ask students to give reasons for their choices. Allow about 2 minutes for this, before inviting feedback from the class.

CRITICAL THINKING

At this point in each unit students are asked to begin to think about the Speaking task they will do at the end of the unit (*Create a presentation for your classmates about an interesting place. Give factual information and your opinion about the place you choose.*) Give them a minute to look at the box. Then explain that the place could be either a location or a type of home.

REMEMBER

- 1 You could introduce this activity by describing your home, giving two facts and two opinions. Write key words on the board and ask students: 'Which are the facts? Which are the opinions?' Refer students back to Exercise 8 on Student's Book page 25 for the language they need for giving facts and opinions. Students then work individually to plan their own descriptions. Allow 2–3 minutes for this. They then work with a partner and describe their homes to each other. Encourage them to ask questions about each other's homes. Allow about 4 minutes speaking time, before inviting feedback from the class.

**Answers will vary.**

- 2 Remind students of the places in Listening 1 and any notes they made about them. Read out each piece of information given about the Ponte Vecchio (b). Students then work individually or with a partner to label the other three photos. When students have done as much as they can, they could use the audioscript 1.2 on page 209 to complete and check their answers.

**Answers**  
a 700 years old; in Tunisia 355 kilometres south of the capital, Tunis; houses in caves c 8,000 years old; in Cappadocia in the centre of Turkey; cave houses like mushrooms d new; Neft Dashlari in Azerbaijan; it is a city on a bridge above the sea that is 30 miles long

EVALUATE

- 3 Do the Ponte Vecchio example (b) as a class, eliciting opinions from students first. Students work in pairs to add two opinions to the other three photographs (a, c, d). Allow about 3 minutes for this, before inviting feedback from the class.

Answers will vary.

CREATE

- 4 Read out the Planning a presentation box while students read along. Then give each student a letter to correspond with the places in Exercise 2 (a–d). Allow 1 minute for students to make notes about their place.
- 5 Students work alone. Allow 1 minute for them to check their ideas against the information in the table.
- 6 Students work alone to put the headings in the correct place in the table.

Answers

1 Introduction and general facts 2 History 3 Opinion (advantages) 4 Opinion (disadvantages) 5 Summary

- 7 Students work alone to complete the table. Allow about 6 minutes for this. Circulate and monitor, giving assistance where required.
- 8 Students work in pairs. Make sure the two people in each pair are not describing the same place. Allow about 4 minutes to complete the task, before inviting feedback from the class. Did everyone guess which place their partner was describing?

SPEAKING

PREPARATION FOR SPEAKING

Optional lead-in

Refer students to the table in Exercise 6 on page 27 and ask: ‘What is this table helping us to do?’ Elicit, ‘to organize our presentation’ Then ask: ‘Is organization important?’ (Yes) ‘Why?’ (It makes it easier for the listener to understand what we are saying).

- 1 Students work individually to match the topics to the sentences. Allow about 1 minute for this, before inviting feedback from the class.

Answers

1 d 2 a 3 b 4 c

- 2 1.4 Play the audio and stop after the first sentence and check the answer with the class. Play the rest of the audio. Students work individually to complete the exercise.

Answers

1 I’d like to talk about 2 First of all  
3 I’d also like to talk about 4 Finally

PRONUNCIATION FOR SPEAKING

- 3 1.5 Play the audio or model the sentence yourself. Write *talk about* on the board and then add the link between the *talk* and *about* to show that they are linked. Drill *talk\_about* with the class and then the whole sentence so they can pick up the rhythm.
- 4 Students work in pairs to complete the rule. Allow about 1 minute for this.

Answers

consonant; vowel

- 5 Write the sentence *First of all let’s look at the advantages.* on the board. Ask students to work on their own to draw links between the words.

Answers

*First\_of\_all* let’s *look\_at* the advantages.

- 6 1.6 Either play the audio or model the sentence. First, drill *first\_of\_all*. Then drill *look\_at*. Then drill the whole sentence.



- 7 👤 Students work in pairs to mark the links. Write the phrases on the board and invite students to add the links. Drill each phrase with students, starting first with the linked words and then expanding to the whole phrase. Point out that the -e in *some* is silent so the link is from the -m in *some* to the i- in *information*. Keep these phrases on the board to help students with the next activity.

Answers

- 1 I'd like to give some information about ...  
2 Now let's talk about ... 3 The next topic is ...  
4 Finally let's look at.

ORGANIZING INFORMATION FOR A PRESENTATION

- 8 Put students into pairs and nominate each student A or B. Tell Student A to look at the information on page 194 and Student B to look at the information on page 196. Allow students 4 minutes to complete their table with the correct information. Students should decide what they want to say in the Summary. Circulate and monitor. When students have completed their table, remind them of the phrases on the board which will help them organize their presentation. Allow about 2 minutes for this.

Answers

Student A

Introduction (name of place and location): Sentenil de Las Bodegas; located 157 miles northeast of Cádiz, in Spain  
General facts / history: people lived there – Roman times; first people – in caves then built into mountain side; castle built – 12th century  
Opinion – advantages: unusual; nice building  
Opinion – disadvantages: houses – dark?  
Summary: answers will vary.

Student B

Introduction (name of place and location): Hadhramaut; in Shibam, centre of Yemen; in the desert of Ramlat al sab'atayn  
General facts / history: mud houses – built 16th century; rebuilt many times over last hundred years; some of the mud houses – 30 metres high  
Opinion – advantages: unusual; very interesting place to live  
Opinion – disadvantages: dangerous in rain  
Summary: answers will vary.

SPEAKING TASK

PREPARE

- 1 Give students a minute to read the box and remind themselves of the Speaking task they are going to do. If students have problems thinking of interesting places or to avoid all of them choosing the same place. You could write the names of some unusual places on small pieces of paper which students select at random. Suggestions: Beppu, Japan; Mount Roraima, South America; Lake Nakuru, Kenya; Death Valley, California; Pamukkale, Turkey; Perito Moreno Glacier, Argentina; Rotorua, New Zealand; Plitvice Lakes, Croatia; Chocolate Hills in Bohol, Philippines. Additional suggestions could include places that are the opposite of where your students live, e.g. capital cities if they live in small towns, cold places if they live in hot places, wet places if they live in dry places.
- 2 This is best done for homework, but if the internet is available in the class and students have access to it via laptops or tablets, then it can be done in class, and this would work well if students are going to give group presentations (see alternative below).
- 3 Students work individually to prepare their talks, using the table to make notes. They should plan to talk for 1 minute. While students are preparing their presentations, circulate and give assistance where needed.

PRESENT


- 4 Put students into small groups of 3 or 4, making sure that no two students are going to talk about the same place. Students present their place to the rest of their group, speaking for about 1 minute each. Encourage those listening to ask questions at the end.
- 5 Finish by asking for feedback from the class about the most interesting place. Have a vote for the place students would most like to visit.


Alternatively, if the class is small enough and/or you have the time, this can be done as a group presentation to the whole class. Put students into groups of 3 and let them choose a place or give them one from the suggestions in Exercise 1 above. Tell students to divide their presentation into three sections, with each student preparing to speak for about 1 minute. Preparation can be done for homework. If appropriate, allow visual aids to be included in the presentation. When presenting to the class, impose a time limit of 3 minutes for each group’s presentation. At the end of the presentations, take a vote on which place most students would like to visit.

ADDITIONAL SPEAKING TASK

See page 134 for the Additional speaking task (*Describing an interesting home*) and Model language for this unit.

Make a photocopy of page 134 for each student but cut off the details about homes (A, B, C) at the foot of the page. Cut up the details about the homes into 3 (A, B or C).

 Divide the class into 3 groups (A, B, C) and give each member of the group the details about one of the homes. Tell the students that they are going to describe ‘their’ home to other students. They should use the table on their sheet to plan their talks. Encourage students to be as creative as possible and to add new details (e.g. *It has 15 rooms.*) and opinions (e.g. *It’s really beautiful.*). Allow about 10 minutes for this.

 Put students into new groups of 3 (A, B and C), so that each student will talk about a different home. Ask students to present their homes to each other. Encourage them to ask questions. They should then decide which home they like best. Allow 10 minutes for this.

Finish off by inviting feedback from the class. Which is the most popular home?

TASK CHECKLIST AND OBJECTIVES  
REVIEW

Refer students to the end of the unit for the Task checklist and Objectives review. Students complete the tables individually to reflect on their learning and identify areas for improvement.

WORDLIST

See Teaching tips page 10, section 6, for ideas about how to make the most of the Wordlist with your students.

REVIEW TEST

See pages 114–115 for the photocopiable Review test for this unit and page 107 for ideas about when and how to administer the Review test.

RESEARCH PROJECT

Create a documentary about Alaska

Divide the class into groups and ask each group to investigate a different aspect of Alaska, e.g. its geography, nature, history, industry or literature. Tell students that they need to find images, sounds, music and videos to create a class documentary entitled *Alaskan life: Past and present*. Students could use the Cambridge LMS to create a wiki to share their research with the rest of the class.

The class will use the information from each group to create a short documentary film about Alaska. To plan the documentary, students will need to create a script or storyboard. They will also have to think about who in the class will direct the documentary, who will work the camera, who will edit the video, and who will present or narrate the documentary. They could then upload the film to a video-sharing website.

# REVIEW TESTS ANSWERS AND AUDIO SCRIPTS

The *Review tests* are designed to be used after students have completed each unit of the Student's Book. Each *Review test* checks students' knowledge of the key language areas and practises the listening skills from the unit. The *Review tests* take around 50 minutes to complete, but you may wish to adjust this time depending on your class or how much of the Student's Book unit you covered.

*Review tests* can be given for homework as general revision. *Review test* audio is accessed from the Cambridge LMS. Use the *Additional speaking tasks* at the end of the Teacher's Book or in the Online Workbook to test your students' speaking skills. Photocopy one test for each student. Students should do the tests on their own. You can check the answers by giving students their peers' papers to mark, or correct the papers yourself. Keep a record of the results to help monitor individual student progress.

## REVIEW TEST 1 ANSWERS

- 1 1 The house was built \_in\_ 1800.  
2 Is\_it\_a bridge?  
3 They built\_a kind\_of city above the sea.  
4 Did you have your\_own room when you were\_a child?
- 2 A (in any order) ancient castle desert traditional  
B (in any order) glass modern unusual
- 3 1F 2F 3F 4O 5O
- 4 1 heat  
2 drive  
3 store  
4 chop  
5 prepare
- 5 1 lived  
2 did you go  
3 recognized  
4 collected  
5 thought
- 6 1 traffic lights  
2 coffee shop  
3 wildlife area  
4 ancient  
5 route

## REVIEW TEST 1 AUDIO SCRIPTS

**1.1** 1 The house was built in 1800.  
2 Is it a bridge?  
3 They built a kind of city above the sea.  
4 Did you have your own room when you were a child?

**1.2** Hello, my name's Sultan and I'd like to tell you about two of my favourite buildings in my country, Saudi Arabia. A lot of people think that Saudi Arabia is such a new country that we don't have much history. This isn't true. We may not have such a long history as the Egyptians or Syrians, but we do have some very old buildings. My particular favourite is Masmak Fort. This is an ancient castle and is very important in our history. When it was built it was in the middle of the desert, but now it is in the middle of our capital, Riyadh. It is made of traditional materials: mud-bricks. It is important in our history because the future King won it in a battle and from this came the Kingdom of Saudi Arabia.

My other favourite building is one of the newest in the country. It's called Kingdom Tower, or Mamlaka, which means Kingdom in Arabic, Tower. It's got a really unusual design. Some people don't like it at all, but I love it as it is just so modern and exciting. The walls of the building are made of glass and look like mirrors and reflect the colour of the sky. At night the top part of the building is lit up with different colours and it just looks wonderful. And of course the views from the top of the building are amazing.

## REVIEW TEST 2 ANSWERS


- 1 1 The film was really good but I didn't like the ending.  
2 Are you enjoying the festival?  
3 What time does the festival start?  
4 Will you get a job after you finish school?
- 2 1 Wednesday  
2 August  
3 town  
4 tomatoes
- 3 1 festival  
2 the seasons  
3 culture  
4 biggest  
5 the early 1940s

REVIEW TEST 1


Name: ..... Date: .....

LISTENING (20 marks)

LISTENING 1

- 1  1.1 Listen to the sentences and draw the links between the consonants and vowels. You will hear each sentence twice. 2 marks for each correct answer.
- 1 The house was built in 1800.
  - 2 Is it a bridge?
  - 3 They built a kind of city above the sea.
  - 4 Did you have your own room when you were a child?

LISTENING 2

- 2  1.2 You are going to listen to someone talking about the two photographs. Before you listen, predict which words in the box will be used to describe each building. Some words are not used. Listen and write the correct words under the photos. 1 mark for each correct answer.

forest   ancient   glass   bridge   modern   castle   unusual   desert   cave   traditional



A Masmak Fort, Riyadh

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_




B Mamlaka Tower, Jeddah

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 3  1.2 Listen again and mark the sentences F for fact or O for opinion. 1 mark for each correct answer.
- 1 But we do have some very old buildings.
  - 2 This is an ancient castle.
  - 3 It's got a really unusual design.
  - 4 I love it as it is just so modern and exciting.
  - 5 It just looks wonderful.

LANGUAGE DEVELOPMENT (15 marks)

- 4 Complete the sentences below with words from the box.

store   prepare   heat   drive   chop

- 1 In winter we need to \_\_\_\_\_ our homes to stay warm.
  - 2 Some people use the bus to go to work but others prefer to \_\_\_\_\_.
  - 3 It is important to \_\_\_\_\_ food carefully in a fridge.
  - 4 Before making soup you need to \_\_\_\_\_ the vegetables into small pieces.
  - 5 Busy people often \_\_\_\_\_ their dinner in the mornings so they can eat it as soon as they get home.
- 5 Complete the sentences with the correct form of the words in brackets.
- 1 I \_\_\_\_\_ (live) in Spain for 5 years from 2005 to 2010.
  - 2 Where \_\_\_\_\_ (do / go / you) for your holiday last year?
  - 3 She \_\_\_\_\_ (recognize) his face but couldn't remember his name.
  - 4 When he was a child, he \_\_\_\_\_ (collect) stamps and coins.
  - 5 She \_\_\_\_\_ (think) her keys were in her bag but they were on the table.
- 6 Choose the correct word to complete the sentence.
- 1 The car stopped at the *traffic lights* / *bus stop* as they turned red.
  - 2 She likes to meet her friends at the *tourist information office* / *coffee shop* on Saturday morning.
  - 3 There is a beautiful *traffic light* / *wildlife area* by the lake.
  - 4 There is an *ancient* / *modern* castle near the top of the mountain.
  - 5 The best *tour* / *route* to the hotel is over the bridge and along the road by the lake.

TOTAL \_\_\_\_/ 35

ADDITIONAL SPEAKING TASK 1

DESCRIBING AN INTERESTING HOME

1 You are going to describe an interesting home. Work with your group and read the information your teacher has given you. Decide what you are going to say about your home and how you will organize your talk. Fill in the table. Use the Model language below to help you.

Introduction	
General facts	
Advantages	
Disadvantages	
Summary	

2 Work in groups of 3 (A, B, C). Take turns to present your 3 homes. Give as much detail as you can. Ask each other questions about your homes. Use the Model language below to help you. Then decide which is the best home and why. Be ready to present your group’s best home to the class.

MODEL LANGUAGE

TALKING ABOUT PEOPLE

Presenting information

I’d like to talk about / I’d like to tell you about ...  
First of all / Firstly, let’s look at the advantages.  
I’d also like to talk about / I’d also like to give you some disadvantages.  
In summary / Finally ...

Describing places

*For giving facts*  
This house / building has (number or type of rooms).  
It was built in (year).  
It is (number) years old.  
Obviously ...  
As we know ...

*For giving opinions*  
I think ...  
I believe ...  
In my opinion ...  
I personally feel that ...  
It is interesting, because ...



<b>A</b> <b>Place:</b> Germany <b>Year built:</b> 1870 <b>Made of:</b> stone and brick <b>Interesting fact:</b> not finished <b>Price:</b> \$24,500,000	<b>B</b> <b>Place:</b> Spain <b>Year built:</b> 2012 <b>Made of:</b> glass and cement <b>Interesting fact:</b> next to sea <b>Price:</b> \$6,000,000	<b>C</b> <b>Place:</b> Australia <b>Year built:</b> 2003 <b>Made of:</b> wood <b>Interesting fact:</b> good for the environment <b>Price:</b> \$800,000
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