

Module 3 includes topics such as cultural heritage, the environment, weather and animals.

### Lead-in p. 35

With books closed, get students to think of three man-made and three natural things which they see around them on a normal day. Compare ideas as a class. Then ask them to look at the photos and say which place they would prefer to visit and why. Explain *World Heritage Sites* briefly (see Background below). Then get students to discuss the questions in pairs or small groups, followed by class feedback.

### Background

A World Heritage Site is a place listed by the UNESCO (United Nations Educational, Scientific and Cultural Organization) as one of special cultural or natural significance. The World Heritage List includes over 980 properties which the World Heritage Committee considers as having outstanding universal value.

The Historic Centre of Kraków, the former capital of Poland, is situated at the foot of the Royal Wawel Castle. The town has Europe's largest market square and numerous historical houses, palaces, churches and monasteries, with magnificent interiors. The entire medieval old town is among the first sites chosen for UNESCO's World Heritage List.

The Los Glaciares National Park in Santa Cruz, Argentina was chosen as a World Heritage Site as an area of exceptional natural beauty. The park has two distinct regions: forests and grassy plains in the east, and needle-like peaks, lakes, large glaciers and snowfields in the west. Wildlife includes chinchillas, pudu and guemal (two species of deer), condors and rheas.

## 3A Our cultural heritage

### Reading pp. 36–37

- 1 With books closed, ask students what they know about London and its history.
- 2 Refer students back to the strategy boxes on page 8 and remind them of the difference between skimming and scanning. Ask them first to skim to get a general idea of its content. If necessary, set a time limit of about 2–3 minutes. They then scan the text to find information about the items listed.

the Romans: developed the area around the River Thames into a trading centre, in the hope of establishing the city as the future capital of England  
 the Vikings: burnt the city to the ground in the ninth century  
 the Normans: the city continued to grow, although overcrowding resulted in fires and illness  
 Henry VIII: gave away much of the land previously owned by the church for private development, the first theatres were built  
 the Plague: caused panic and wiped out much of the population.  
 the Great Fire: ended the Plague, but burnt down four-fifths of the city  
 the Industrial Revolution: arrival of the railways, London became the centre of trade, population increased to six million  
 World War II: bombs ruined much of the city

- 3 As this is the first time students have encountered a gapped text, spend some time going through the rubric and strategy box with them. Point out that the sentences must fit logically with both the preceding and following sentences, and also grammatically. The example demonstrates this. Do not confirm answers at this stage, as students are asked to compare and discuss their answers in the next exercise.

2 F 3 C 4 E 5 B 6 A

- 4 Allow enough time for students to compare and discuss their answers in pairs or small groups, then check answers with the class.
- 5 Give students time to think about the questions before they discuss them in pairs or small groups, then as a whole class.
- 6 Students could do this exercise in pairs or individually. Encourage them to record near synonyms in their vocabulary notebooks.

1 put off 2 hygiene 3 wipe out 4 fatal 5 calamity  
 6 sprang up

### Language development 1 pp. 38–39

- 1a Ask students to look at the photos. Do they know what the three sites are and where they are?

The sites in the photos are (top to bottom): the Taj Mahal (India), the Statue of Liberty (New York, USA) and the Islamic centre of Marrakesh (Morocco).

## Background

The Taj Mahal, near Agra in India, was built by the Mughal emperor Shah Jahan in memory of his wife, Mumtaz Mahal ('Chosen One of the Palace'), of which the name Taj Mahal is a corruption. She died in 1631 and the building was commenced around 1632. It took 16 years to complete and is estimated to have cost 32 million rupees (530,000 US dollars).

The Statue of Liberty stands in New York Harbor. It is 92 metres high and made of copper sheets over a steel frame. Begun by the French sculptor Frédéric-Auguste Bartholdi in 1875, it was dismantled in 1885, shipped to New York and reassembled.

Marrakesh, a major city in central Morocco, was founded in 1070–1072. The lively medina contains an impressive number of architectural masterpieces, including the walls and the monumental gates, the Kutubiya Mosque with its 77-metre-high minaret, the Saadian tombs and characteristic old houses.

- 1b** After they have read the text, ask students if they know any other World Heritage Sites, perhaps in their own country.

They are all World Heritage Sites.

- 2a** Students write the words in italics from the text in the correct column. You could ask them to compare answers in pairs before checking with the class.

Adjectives: cultural, best-known, lively, impressive, fascinating, bleak, worrying, political, full

Adverbs: fast, hard, actively, extremely, hardly, well

- 2b/c** Before feedback, refer students to the Expert grammar section (page 186) and ask them to check their answers. During feedback, go through the questions one by one with the class. If necessary, use further examples to highlight the difference between the adverbs *hard* and *hardly* (e.g. *He works hard.* = *He works a lot.* *He hardly works.* = *He doesn't work very much at all – he does almost no work.*).

**1** fast, hard, well **2** lively **3** hard – hardly

- 3a** You could ask students to compare answers in pairs before checking with the class.

**1** easy **2** incredibly **3** fast **4** classic **5** late, hard

**6** surprising, imaginatively

- 3b** Remind students that World Heritage Sites can be cultural and/or natural and should be of 'outstanding universal value'. It would be interesting for students to check whether their chosen place is already a World Heritage Site – they may not even know that it is!

- 4** Tell students that this language is frequently tested in Paper 1 and that it can make their writing and speaking more interesting in Papers 2 and 4. Get them to compare answers in pairs before checking with the class.

**1** D **2** C **3** A **4** C **5** B **6** D **7** B

- 5** This is an opportunity for less controlled, personalised practice of the language, probably best in small groups followed by class discussion.
- 6** Correcting is a vital element of writing and students should be encouraged to check their own writing, looking for typical mistakes such as these. Get students to compare answers in pairs before checking with the class.

**1** It's easy to find my house. There's **a huge/an absolutely huge** statue on the other side of the road.

**2** The park is really lovely and the new theatre is **fantastic/ absolutely fantastic**.

**3** You don't need to be **smartly** dressed. People dress casually here in summer.

**4** They are working very **hard** to restore the Town Hall before the president's visit next month.

**5** It's a fairly lively town, which I like, but the streets are sometimes **a** bit noisy at night.

## Photocopiable activity

Activity 3A (p. 94) can be used here. It gives further practice of adjectives and adverbs.

## Writing pp. 40–41

- 1** This exercise introduces the topic of the essay. Students could discuss the questions in pairs or small groups, making notes which they will later use to plan their essay.
- 2** Remind students that in the exam, they will be required to write an essay for Part 1 and that they should aim to write 140–190 words. Ask them to read the task carefully and discuss the questions in pairs. Then go through the answers with the whole class. Emphasise that it is very important for students to think about these questions in all their essay writing. It would be useful to encourage students to get into the habit of underlining the key words in all tasks.

**1** a teacher; to summarise a discussion and give an opinion

**2** most likely: for and against

**3** the past, the future and your own idea

**4** fairly formal

**5** a balanced discussion, good organisation, inclusion of all the ideas and supporting information, clear linking of ideas and a range of structure and vocabulary, a mix of simple and complex sentences, register consistently appropriate, ideas effectively communicated

- 3a** Ask students to look at their notes from Exercise 1 and see if any of their points can be used in the essay. If not, ask them to think about things to include for points 1 and 2 and make notes.
- 3b** Students think about the third point in the essay and make notes. They could do this on their own or in pairs.
- 3c** Remind students that their writing needs to be well organised. A good plan should include key points to include in each paragraph, as well as supporting points for each general/introductory statement. Go through the rubric, strategy box and paragraph plan with the class and then ask students to make notes for each paragraph in their essay.

- 4a** Point out to students that normally, an essay would be semi-formal/neutral. Ask them to choose the best option in each pair, then discuss the answers with the class.
- 4b** Students match the sentences from the previous exercise with the paragraphs in Exercise 3. They could do this individually or in pairs.
- 4c** Again, students could do this exercise on their own or in pairs before class feedback.

**4a–c**

- A** 1; last paragraph, first sentence  
**B** 2; para 1, first sentence  
**C** 2; para 3/4, second sentence or second part of first sentence  
**D** 1; para 2, first sentence

- 4d** Students think of supporting points for each of the main/introductory sentences in Exercise 4a.

**Example answers:**

- A** 1 However, it's not realistic to try and save everything.  
**B** 2 Nevertheless, there is a strong argument we should look forwards, not backwards  
**D** 1 Once it is lost, it is lost for ever.

- 4e** Check answers to the matching task before students write complete sentences for their own essay. When they have written their sentences, you could ask them to swap with a partner and check each other's work.

**Suggested answers:**

- 1** arguments against (paras 3/4)  
**2** arguments for (paras 2/3)  
**3** arguments against (paras 3/4)  
**4** conclusion (para 4 or 5)  
**5** introduction (para 1)  
**6** arguments for (paras 2/3)  
**7** introduction (para 1)  
**8** conclusion (para 4 or 5)  
**9** arguments against (paras 3/4)

- 5** As students now have a detailed paragraph plan, the writing should take only about 20 minutes. In the exam, if students aim to spend 15 minutes planning and 20 minutes writing, they will have ten minutes to check their work.

**Sample answer:**

Most countries spend large sums of money protecting their national heritage. However, there is strong argument that we should look forwards not backwards, spending less money on preserving the past and more on securing our future.

On the one hand, it is important that we remember our heritage. Once it is lost, it is lost forever. Caring for important monuments helps with this. It also attracts tourists, which has an economic benefit for everyone.

On the other hand, governments spend a lot of money on museums and keeping historic sites in good condition when poor people need houses to live in and businesses need better roads for transporting their goods.

Another argument is that by making heritage sites attractive for tourists – for example, by putting on entertainment – we give a very untrue picture of the past and sometimes damage the local environment.

To conclude, while there are strong arguments for not spending too much on preserving the past, I believe it is important to protect the most famous sites for future generations but it is not realistic to try and save everything. We need to invest in the future too.

- 6** After students have checked their own essay using the checklist here, you could ask them to work in pairs, swap essays and evaluate each other's work using the same checklist.

**Expert language: Punctuation**

Although poor punctuation is not specifically penalised in the exam, the overall impression mark may be adjusted if communication is impeded. Students could use the Punctuation section in Expert writing (page 206) to help them with any they are not sure about, and/or to help check when they have finished.

When you're in England you must visit Chester. It dates back to Roman times, so there are lots of fascinating ruins, which I'm sure will interest you and which English Heritage, a branch of the British Government, wants to preserve. The Roman amphitheatre is well worth a visit, with its guides dressed up as Roman soldiers. There is also a cathedral and a church and there are red sandstone walls all around the town. It takes about an hour and a half to walk round them but it's a lovely walk. Henry James, the American writer, wrote about how much he loved these walls. Unfortunately, many of Chester's heritage sites were destroyed in the 20th century to make way for a ring road and more are under threat in this century.

**3B Our natural heritage**

As a lead-in, with books closed, play a quick game to introduce the topic of animals: go round the class asking different students to name an animal beginning with a different letter of the alphabet (*ant, bee, crocodile, dog, elephant, frog, goat, hamster*, etc.), with those who can't think of one quickly dropping out until one winner remains.

**Speaking pp. 42–43**

- 1a** Get students to identify the animals in the photos. Many students are confused by the difference between mice and rats (mentioned in the text on London on page 37). Ask students to think of other words ending in *-f* or *-fe* that change to *-ves* in the plural (e.g. *shelf, knife*).

- A** butterfly – butterflies   **B** goat – goats  
**C** lizard – lizards   **D** goldfish – goldfish   **E** wolf – wolves  
**F** sea lion – sea lions   **G** mouse – mice   **H** parrot – parrots

- 1b–e** Use the photos to get examples of the words listed and then elicit other suggestions from students.

**1b**

**Suggested answers:** farm: goat (mouse); jungle: parrot (butterfly, lizard); forest: wolf (butterfly); house: goldfish, mouse (parrot)

**Others:** butterfly: garden, countryside; lizard: desert, forest, house; sea lion: sea/beach; mouse: field, house

**1c**

**Suggested answers:** insect: butterfly, rodent: mouse, reptile: lizard, sea animal: sea lion, domestic pet: parrot, goldfish, mouse

**1d**

1 mouse, wolf, goat 2 butterfly, parrot 3 lizard, wolf, sea lion, mouse, parrot 4 wolf, sea lion, mouse 5 parrot 6 goat 7 goat, wolf, mouse 8 goldfish, sea lion

**1e**

1 mouse 2 wolf 3 parrot

- 2** Students can work individually or in pairs for this exercise. Point out that sorting new vocabulary into lists is a good way to process the language and helps to remember it.

**1** guinea pig, hamster, pigeon, rabbit, tortoise **2** bee, bull, calf, sheep **3** ant, bear, beaver, bee, beetle, dolphin, giraffe, leopard, moose, mosquito, penguin, shark, rabbit, squirrel, vulture, whale **4** penguin, pigeon, vulture **5** ant, bee, beetle, mosquito

- 3** After checking answers with the class, elicit or teach the parts of the animal used for the verbs in 1–4 (*bite*: teeth, *peck*: beak, *sting*: sting, *scratch*: claw).

**Example answers:**

**1** dog, mosquito **2** bird **3** bee, wasp, scorpion **4** cat **5** bear **6** most birds **7** Siberian tiger, sea turtle, mountain gorilla, African black rhino, giant panda

- 4a–b** Allow a certain amount of individual interpretation here.

**Example answers:**

**1** crocodile **2** snake **3** lion **4** tiger **5** fox **6** jaguar **7** cat **8** donkey **9** dog

- 5** You could add: *What animal would you most like to be and why?*
- 6** There may be some discussion about exactly what each person's job is, which gives you the opportunity to teach some useful vocabulary. The man in the photo on the left could be a farmer or a shepherd. The woman in the photo on the right could be a vet, a veterinary nurse or a veterinary assistant. In British English, *vet* is the most common word; *veterinary surgeon* is more formal. In American English, *veterinarian* is more common.
- 7** This activity aims to train students to compare the pictures rather than simply describe each one separately, a common mistake in Paper 4 Part 2.

**1** They both showing someone looking after animals. **2** In the one on the left a man (a shepherd or farmer) is looking after sheep outdoors, whereas in the other one a woman vet is helping to make a sick dog better.

- 8a** Point out that the instructions for this part usually have two parts: first *compare ...* and then *say ...* (i.e. give a personal reaction of some kind).

you think the jobs might be difficult

- 8b** Point out to students that as they listen, they need to think about what the candidate says compared with what they said in Exercise 7.
- 8c** Play the recording again, for students to tick the expressions the candidate uses to express personal opinion.

1

- 8d** Play the recording again and ask students to discuss their answers in pairs. Point out that in Paper 4, if students don't know a word, they should explain it in another way, just as the candidate does on the recording. They will be given credit for this by the examiner. If they make no attempt to explain a word they don't know, they could lose marks.

*vet*: a kind of doctor who looks after animals, a doctor for animals  
*pets*: small animals who live in the home  
*upsetting*: it must upset her

- 8e** Students could discuss the questions in pairs, small groups or as a whole class.
- 9** Divide students in pairs and go through the strategy box before they complete the task.
- 10** Encourage students to discuss their own and each other's performance in the task.
- 11** Get students to discuss the questions in pairs or small groups, followed by a brief class discussion.

## Listening p. 44

- 1** First ask students to look at and briefly describe the photo. Elicit or teach *jaguar* and *rainforest*. Let students discuss the question in pairs, then explain that they will hear the answer on the recording.
- 2a** Get students to do this in pairs. It is important that students think about what kind of word could go in each gap. Look at the example with them and perhaps do question 2 together, to make sure they know what to do.

**1** a plural noun **2** a noun **3** a noun **4** an adjective  
**5** a measurement **6** a noun **7** a noun **8** a plural noun  
**9** a noun **10** a noun/noun phrase

- 2b** Go through the strategy box with the students, then play the recording for them to complete the exam task. During feedback, point out that an abbreviation such as *km* in question 5 would be acceptable. The most important thing is to show the examiner that they have understood the material on the recording.

**1** tropical birds **2** (day)light **3** motorbikes **4** emotional  
**5** 170 km **6** spider **7** respect **8** landowners **9** dogs  
**10** lecture tours

- 3** Let students compare and discuss their answers in pairs. You could finish off by asking students if they would like to do the job that Jay Carter does, and why.

## Use of English 1 p. 45

- 1** This is to generate interest in the topic of animals' unusual abilities – you might want to reassure students that they don't need to know facts like these for the exam! Let students discuss the questions in pairs before you confirm the answers.

All the statements are true.

- 1** Although cats distinguish some colours better than others, they don't generally distinguish colours very well.  
**2** It is estimated to be anywhere between 100 and a million times better.  
**3** They have a very large brain and live for a very long time. They particularly remember extremes of kindness and cruelty on the part of humans.  
**4** The snowy tree cricket (*Oecanthus fultoni*) is popularly known as 'the thermometer cricket' because the approximate temperature (Fahrenheit) can be estimated by counting the number of chirps in 15 seconds and adding 40.  
**5** It is believed that they sense changes of air pressure in their digestive system.
- 2a** Discuss the question with the class and point out that students should always look at the title of a text, as it will give them a clear indication of the content.

### Possible answer:

Animals help us to predict when an earthquake is coming.

- 2b** Again, point out that students should always read any text for a general understanding before they start the exam task.

- 1** Fish jump onto land. Mice seem dazed.  
**2** They evacuated a city and saved many lives after the strange behaviour of some animals alerted the authorities to a major earthquake.  
**3** Some animals' senses are very sensitive, so perhaps they can detect seismic activity before an earthquake.

- 2c** Ask students to read the strategy on page 31 before they do the task. If you think it necessary, do the first one or two items with the whole class so that they can see the process of deciding what the missing words are.

**1** have **2** to **3** had **4** too **5** the **6** Since **7** for **8** It  
**Help:**  
**1** present perfect simple **3** past perfect simple **5** the

- 3** This focuses students on choices they made and highlights typical areas tested in this part of the exam.

**1** 5 **2** 1, 3 **3** 2

## Language development 2 p. 46

- 1a** Students could do this exercise on their own or in pairs.

main verb + to-infinitive: scientists began to receive reports  
 main verb + infinitive without to: people have seen fish jump  
 adjective + infinitive: too frightened to enter buildings

- 1b** This is a brief lead-in to the grammar exercise that follows. Check that students know the meaning of *solar eclipse*, then discuss the questions.

- 1** The moon passes exactly in front of the sun and blocks out its light.  
**2** Students' own answers

- 1c** Get students to compare answers in pairs before checking answers with the class.

- 1** to settle down **2** sleeping **3** fly **4** noticing **5** solving  
**6** going/go **7** not recording **8** feel **9** to talk **10** not to drive

- 2a** After checking answers, you could point out to students that these three verbs are commonly tested in the exam.

- 1a** He remembered that he needed to wear them and then put them on.  
**b** He remembered that he had worn them at some point before then.  
**2a** She experimented with using one to see if it would work or was a good idea.  
**b** She physically attempted to do it. Maybe she didn't succeed.  
**3a** He stopped doing something (e.g. driving) in order to look at the lights.  
**b** He was looking at the lights and then he didn't look at them.

- 2b** Get students to compare answers in pairs before checking with the class.

- 1** to buy **2** to get **3** drinking **4** to post **5** calling **6** adding

- 3a** Ask students to look at the photo and tell you what, if anything, they know about this natural phenomenon (see Background below).

### Background

The Northern Lights is the popular name for the *aurora borealis*, which occurs when solar particles enter the earth's atmosphere over the North Pole and react with gases, causing them to emit light. In the southern hemisphere, the corresponding phenomenon is known as the Southern Lights or *aurora australis*.

- 3b** Get students to compare answers in pairs before checking with the class. Encourage them to record the collocations in their vocabulary notebooks.

- 1** of seeing **2** to going **3** in getting **4** on putting up **5** for not helping **6** to go **7** to her going **8** on walking **9** her (from) doing **10** of getting

- 4a–b** Encourage students to write true sentences. Get them to compare and discuss their answers in pairs or small groups, then ask a few students to share their sentences with the class.



**Photocopiable activity**

Activity 3B (p. 96) can be used here. It provides further practice in *-ing* forms and infinitives.

**Use of English 2 p. 47**

- 1** Discuss the question with the class. Any students who have seen the film will be familiar with *Groundhog Day*. Get them to explain it briefly to the others.

**Background**

In the fantasy comedy film *Groundhog Day* (1993) a weatherman, fed up with reporting on the Punxsutawney story every year, suddenly wakes up and finds himself in a world where every day is 2 February and all the events of that day are repeated daily.

- 2a** Give students one or two minutes to read the text, ignoring the gaps. They could discuss the questions in pairs, small groups or as a whole class.

- 1** The groundhog 'Punxsutawney Phil' comes out of his hole and people make weather predictions based on his behaviour.  
**2** The 1993 film *Groundhog Day* has made the event better known in recent years.

- 2b** Remind students to use the strategy on page 19 and the Help notes if they need to.

**1 B 2 C 3 A 4 B 5 D 6 A 7 B 8 C**

- 3a** Ask students to work on this individually first, then compare answers in pairs.

phrasal verbs: 5, 6  
 linking words: 7

- 3b** Weather collocations are practised further in Exercise 3a on page 48. Remind students that knowledge of collocation is tested in various parts of the exam. Encourage them to record collocations in their vocabulary notebooks.

clear sky, severe weather, cloudy day, early spring, good weather

**Language development 3 p. 48**

- 1** This could be done in pairs or small groups, followed by class discussion. Get students to expand their answers and to support them with reasons.  
**2a** Point out to students that some words may go into more than one category (e.g. *hurricane* could go with both *Wind* and *Storm*; *snow* and *hail* could go with both *Rain* and *Storm*). Encourage students to discuss their answers in pairs or small groups. If they give reasons for their answers, it will help them to understand the meanings of the words. If necessary, use the short definitions in the answer key to help clarify meaning.

**Rain:** downpour (a lot of rain in a short time), drizzle (light rain), hail (frozen rain), shower (a short period of rain)

**Wind:** breeze (a light wind), gale (a very strong wind), gust (a sudden, short, strong wind), hurricane (a violent storm, especially in the Western Atlantic; we often associate hurricanes with strong wind)

**Storm:** lightning (light in the sky caused by electricity), thunder (a loud noise in the sky)

- 2b** If there is time, after feedback you could ask students to write sentences using the incorrect options in italics.

**1** lightning **2** gusts **3** hail **4** Hurricanes **5** snow

- 3a** Remind students of the weather collocations they saw in Exercise 3b on page 47. Get them to compare answers in pairs before checking with the class.

**1** c, e **2** a, b, c, e, g **3** a, f **4** b, c, e **5** f **6** a, b, e, f **7** d  
**8** f **9** e **10** e **11** a, f

- 3b** Get students to think of the context of each sentence before completing it. Point out that more than one answer may be possible.

**1** high/strong **2** heavy **3** gentle/light **4** loud **5** heavy  
**6** chilly **7** torrential/tropical/heavy

- 4a** There may be more than one possibility here, but students should look for the strongest collocations. Get students to compare answers in pairs before checking with the class.

**1** d **2** c **3** e **4** a **5** b

- 4b** After feedback, encourage students to record these collocations in their vocabulary notebooks, along with their meaning and possibly an example sentence.

**1** a relationship that is full of strong and often angry feelings  
**2** a discussion that is full of angry and excited feelings  
**3** a look that shows you feel annoyed with or unfriendly towards someone  
**4** a friendly smile  
**5** happy, confident and relaxed manner

- 5** Check that students understand all the vocabulary in the questions. There are no 'right' answers here but encourage students to give reasons for their choices.