

# 1 PLACES

### Learning objectives


Go through the learning objectives with the class to make sure everyone understands what they can expect to achieve in this unit. Point out that learners will have a chance to review these objectives again at the end of the unit.

### UNLOCK YOUR KNOWLEDGE

#### Lead-in

Print out some world maps from the Internet (search for images of ‘world map outline’, and choose a map with national boundaries marked). Divide the class into teams and give each team a map. Then read out the list of place names (see below), pausing for about thirty seconds between each place to allow the teams time to discuss where on the map the place might be. They draw a cross (for cities) or shade in a country/region, and mark them with the number of that place (see below). You could also write the place names on the board. At the end, they swap maps with another team to check their answers. Explain where each place really is. (Important: You will need to check that you know all the answers before the lesson!) Award one point for a cross/shading in the right country. At the end, the team with the most points is the winner. Note that all the places are mentioned in this unit.

- 1 Delhi (city) 2 Dubai (city) 3 Egypt (country)  
4 Istanbul (city) 5 Jakarta (city) 6 Moscow (city)  
7 Nepal (country) 8 Siberia (region) 9 Tarragona (city)  
10 Oman (country) 11 Tokyo (city)


 Learners work in pairs to discuss the questions on page 15. You could extend the discussion by asking follow-up questions for each question (i.e. 1 How do you know? What can you see in the photo? 2 How many similarities and differences can you list? 3 What are the good and bad things about a place like the one in the photo?). After a few minutes, open up the discussion to include the whole class.

**Answers will vary (the photograph shows Dubai).**

## WATCH AND LISTEN

### PREPARING TO WATCH

#### UNDERSTANDING KEY VOCABULARY

- 1  If you have access to class sets of dictionaries (or online dictionaries), encourage learners to check the words rather than simply guessing their meaning. Learners work in pairs to check the words and match them with their opposites.

#### Answers

- 1 b 2 c 3 a

#### Video script

##### Places

On mountains, in deserts, in forests and by the sea, in high temperatures and in low temperatures, humans have learnt how to live in every place on Earth. Today, most of us live in urban areas – around 50% of the world’s population live in a city.

However, in many places, traditional rural life continues in the same way as it has for hundreds of years.

In the far north of Russia – thousands of miles from the capital Moscow – this Khanty village in Siberia is one of the most remote places in the world. Siberia is covered in snow and ice for most of the year. In winter, temperatures here can fall to –53°C. The snow blocks the roads for over 250 days a year. The only way to travel is on skis or on a sledge. This means that life here has developed very differently to the rest of Russia. People here have their own traditions and even their own language. They live in small villages and have a quiet, traditional life.

Over 7,000 kilometres away, in Egypt, Siwa is just as remote. Siwa is a small town in the middle of the Sahara desert. Temperatures here can rise to 58°C, so it is too hot for most things to live. However, Siwa is built on an oasis, a series of lakes, which means that people can live here. For hundreds of years, Siwa was completely isolated and left alone – there were no

roads to other towns. This means that, like in Siberia, Siwa has its own language and traditions. Most people use donkeys instead of cars and people speak Siwi, a language spoken only in Siwa. However, recently, a new road has been built, opening Siwa up to the world. Many people in Siwa are worried that this will change their way of life, and bring new cultures and traditions to the town.

Will people in these places be able to keep their traditional way of life? Or will modern life change the way they live forever?

WHILE WATCHING

UNDERSTANDING MAIN IDEAS

- 2 Play the video for learners. They then complete the sentences. They check in pairs and feed back to the class.

**Answers**  
1 Russia 2 cold 3 Egypt 4 town  
5 hot

UNDERSTANDING DETAIL

- 3 Go through the statements briefly with the class to check understanding of all the words (e.g. *temperatures, reach, skis, donkeys, instead of*) and the pronunciation of °C (degrees centigrade or Celsius). Then play the video for learners to complete the task. They check in pairs and feed back to the class. During feedback they should correct the false statements.

**Answers**  
1 F (it's in Siberia) 2 T 3 T 4 F (it's very traditional)  
5 T 6 F (temperatures can reach 58°C) 7 T 8 T 9 T

MAKING INFERENCES

- 4, 5 Tell learners to read the sentence while you play the clip (0.56–1.04). Elicit the meaning of the word *remote* from the class, and how they found the answer (see **Optional activity** below). If they already knew the meaning of *remote*, you could ask them what clues another learner might use to understand the word (e.g. *In the far north of ...; thousands of miles from ...*).

**Answers**  
4 a  
5 1 and 2

**Optional activity**

Discuss the three techniques with the class: which pictures and words helped them guess the answer? How might a speaker's voice help you guess their meaning? Point out that the skill of using clues like this to guess meaning from context, rather than checking everything in a dictionary, is very useful when learning a language.

Suggested answers

Pictures: there are no houses, people, roads, etc. in this part of the video.  
Words: *In the far north ... thousands of miles from ...*  
Voice: For example, the speaker's voice may show emotions like sadness or happiness, which can help us guess if a word is negative or positive.

- 6 Make sure everyone understands the abbreviations *adj* (= adjective), *v* (= verb) and *n* (= noun). Note that these terms will be fully explained in the Language development section. Point out also that the words do not appear in the same order as they are in the book. Play the video (from 1.04) for learners to listen for the words. With weaker classes, you could pause the video after the sentences containing each word. They discuss their answers in pairs, including the clues they used to work out the meaning, and feed back to the class. With stronger classes, you could extend the activity by asking them to guess or work out the meaning of other words and phrases from the video using the words and pictures as clues (e.g. *sledge, traditions, donkeys, way of life*).

**Answers**  
1 remote (Clues include the following words: ... *left alone. There were no roads ...*)  
2 close a space (Clues include the following sentence: *The only way to travel is on skis ...*)  
3 lakes or rivers in a desert (Clues include the picture of people in a lake, plus the words 'a series of lakes')

DISCUSSION

- 7, 8 Check that everyone understands the meaning of *transport*. Learners discuss the questions in pairs, including the advantages and disadvantages of living in the two places. After a few minutes, open up the discussion to include the whole class.

**Answers will vary.**

READING 1

PREPARING TO READ

UNDERSTANDING KEY VOCABULARY

- 1 Learners work alone to complete the exercise and then check in pairs. When you check with the class, you could ask whether these four things cause problems in the place where they live.

Answers  
1 d 2 c 3 a 4 b

MAKING PREDICTIONS

- 2 Discuss the question with the class, but avoid confirming or rejecting their ideas. You could elicit some other words with the prefix *mega-* (e.g. *megabyte*, *megastore*).

Answers c

- 3 Learners read the article to check.

Optional activity

While reading the article, learners could find and underline words and phrases related to the size of megacities, as well as good and bad things about them. They compare their answers in pairs before feeding back to the class.

Suggested answers

Size: more than 10 million inhabitants; very big; More than 6.3 million people; the largest city in Africa  
Good: better opportunities; more jobs; a choice of schools and universities; exciting places to live; different people, languages and restaurants; interesting things to do; exciting; modern; lots of jobs; excellent place to study; beautiful monuments; interesting museums; modern restaurants; exciting mix of different cultures;  
Bad: pollution; poor housing; very busy; not enough houses; large slums

WHILE READING

READING FOR MAIN IDEAS

- 4 Learners work alone to read the text and answer the questions. They check in pairs, including why the false statements are false, and feed back to the class.

Answers

1 T 2 T 3 T 4 F (75% are in Asia, South America and Africa) 5 T 6 T

READING FOR DETAIL

- 5 Learners work in pairs to complete the exercise. Encourage them to work fairly quickly, to find the words from the box without reading closely, as this is an important reading skill. When you check with the class, discuss what was said in the text about each phrase.

Answers

Tokyo: lots of jobs, good place to study, busy trains, business centre, traffic jams  
Delhi: interesting places to visit, different cultures, housing problem  
Cairo: mix of different people, important industries

SCANNING TO FIND INFORMATION

- 6, 7 Learners work alone to circle all the numbers as quickly as possible and then compare their answers in pairs. They should include numbers written as words (e.g. two). They then work as quickly as possible to write numbers in the notes.

Answers

6  
1950's two 4 percent 8 billion 2025 27 twenty  
10 million 75% 36.4 million 20% 6.3 million  
22.5 million Four 16.9 million one 1,200  
7  
1 2 2 27 3 4 4 8 5 6.3 6 20 7 22.5 8 4  
9 1,200

Scanning for numbers

Learners read the information in the box to find out what scanning means. Elicit from the class why it is a useful technique (Suggested answer: it saves a lot of time).

READING BETWEEN THE LINES


WORKING OUT MEANING

- 8 Learners discuss the question in pairs. Encourage them to look for clues to the meaning in the text. When you check with the class, discuss what clues helped them guess the answer.

Answers

a  
Clue: *not enough houses ... outside the city*

Optional activity

 Elicit from the class some more difficult words from the text (e.g. *opportunities, industries*) and write them on the board. Learners then work in pairs to use clues to work out the meaning of these words and then feed back to the class. You could elicit some examples of industries from the class (see suggested answers).

Suggested answers

*Opportunities:* the text suggests these are positive (*better*) and gives examples of some opportunities. Another clue is that the word expands on why people are leaving the countryside and moving to the city.  
*Industries:* The text gives examples (*car and film*) which show that industries aren't always industrial (i.e. connected with factories).

Optional activity

With stronger classes, you could ask them to find words and phrases connected with the three topics in Exercise 1.

Suggested answers

Geography: *around the world, in the north of, mountains, village, rivers, by the sea, in the south-west of, beaches, rivers and forests, town, centre*  
Tourism: *hotels, places to stay, guests, stay in another country*  
History: (no examples)

Background note


**Nepal** is a country in the mountains between India and China. The official language is Nepali.

3 Discuss the question with the class.

Answers

Possible answers: homestay, holiday, a home away from home, places to stay, guests, stay in another country


DISCUSSION

9  Learners discuss the questions in pairs. Encourage them to use the ideas from the table in Exercise 5. After a few minutes, open up the discussion to include the whole class.

Answers will vary.

WHILE READING


READING FOR MAIN IDEAS

4  Learners work in pairs to match the headings and then feed back to the class.

Answers

1 c 2 a 3 b

READING FOR DETAIL

5  Learners work alone to complete the summaries. They check in pairs before feeding back to the class.

Answers

1 **city** village, **busy** quiet, **cold** beautiful  
2 **north** south / south-west, **theatres** sports, **cheap** expensive  
3 **small** large, **English** Arabic, **at night** during the day

Optional activity

Discuss any remaining vocabulary problems with the class. Encourage learners to work out the meaning of difficult words (e.g. *a local, run homestays, kayaking, get around*) from context.

READING 2


PREPARING TO READ

SCANNING TO PREDICT CONTENT

1 Check that everyone understands the three topics (*geography, tourism, history*). Discuss the question with the class. Draw attention to the useful skill of predicting content from the title.

Answers

b

2  Learners read the first paragraph of the text quickly to check. Discuss the answer with the class.

READING BETWEEN THE LINES

MAKING INFERENCES

- 6 👤 Learners discuss the answers in pairs and then feed back to the class. Encourage discussion of the questions, as this will help learners to engage with the text and read between the lines.

Answers

- 1 They are not as expensive as hotels. They may not cost anything.  
2 two – Arabic and French  
3 no

DISCUSSION

- 7 👤 Learners discuss the questions in pairs. You could extend Question 1 by getting learners to imagine staying in a village or the countryside, for a week or a year (e.g. to learn the language). After a few minutes, open up the discussion to include the whole class.

Answers will vary.

👁 LANGUAGE DEVELOPMENT

NOUNS, VERBS AND ADJECTIVES

- 1 Read the sentence with the class. You could also write the sentence on the board and check that learners understand the terms by pointing to each word in turn to elicit what type of word it is.

Answers

- 1 noun 2 verb 3 adjective

- 2 👤 Learners work alone to complete the definitions. When you check with the class, you could elicit examples of ways of extending the definitions with more information and examples – see Language note below.

Answers

- 1 b 2 c 3 a

Language note

Word class labels are often difficult to define, and the most inclusive definitions (e.g. nouns are words that behave grammatically like other nouns) are not especially helpful. The best way is to start with simple definitions like the ones in the book and extend them with more examples. So we find that nouns include people, animals, events, abstract concepts (e.g. *information, disadvantage*), etc. Verbs include states (e.g. *have, know*) as well as actions. We can use adjectives to describe pronouns (e.g. *I am happy*) as well as nouns.

- 3 👤 Learners work alone to add the words to the box and then check in pairs before feeding back. With stronger classes, you could ask them to think of more examples of each type of word.

Answers

- noun: town, café, building  
verb: live, drive, have  
adjective: excellent, exciting, different

Adjectives

Learners close their books. Elicit from the class whether adjectives come before or after nouns (**Answer:** before), and what happens to the adjective when the noun is plural (**Answer:** nothing). Elicit some examples of adjective–noun combinations from the class. Learners then read the information in the box to check.

- 4 👤 Learners work alone to match the opposites, then check in pairs and feed back.

Answers

- 1 b 2 a 3 c 4 e 5 d

Optional activity 1

Learners close their books. Test the class by reading each adjective in turn to elicit its opposite. Learners could also test each other in pairs in the same way.

Optional activity 2

Elicit from the class examples of suffixes (= endings) from the ten adjectives in Exercise 4. For each ending, elicit more adjectives with the same endings. You could elicit from the class a sentence for each adjective, to check everyone understands how to use them.

- 5 👤 Learners work alone to complete the sentences. They compare their answers in pairs and feed back to the class. Encourage a range of creative answers, not just the most obvious ones.

Answers

1 polluted 2 expensive 3 quiet 4 interesting 5 ugly

CRITICAL THINKING

Go through the instruction and the Writing task carefully with the class. Check that everyone understands the meaning of descriptive sentences, with some examples. Make sure they understand that such sentences should be more than simple opinions (e.g. *It is boring*) or facts (e.g. *It is big*). See Exercise 5 above in the Students’ Book for some examples of better descriptive sentences.

UNDERSTAND

- 1 👤 Learners discuss the question in pairs and then feed back. Encourage them to use words from this unit (e.g. *urban, rural, etc.*). Elicit from the class the connection between this question and the Writing task (i.e. many of the positives and negatives are connected with whether a place is urban or rural). Learners could take inspiration from whichever text describes places more similar to where they themselves live.

Answers

Reading 1 is about megacities;  
Reading 2 is about smaller parts of cities, towns and villages.

Using a T-chart

Learners close their books. Elicit from the class what a T-chart might be. You could give a clue by drawing a large T shape on the board, with the ends stretching out to the left, right and bottom edges of the board to make a two-column table. Learners then read the information in the box to check.

EVALUATE

- 2 👤 Learners complete the exercise alone and then check in pairs before feeding back.

Answers

1 + 2 + 3 – 4 + 5 –

- 3, 4 👤 Learners work alone to complete the table and add more ideas. They compare their ideas in pairs. After a few minutes, brainstorm a list of positive and negatives onto the board.

Answers

Positive: 1, 2, 4 Negative: 3, 5

ANALYZE

- 5 Learners work in small groups to brainstorm ideas to complete the chart. After a few minutes, collect their ideas onto the board. You could award points for each good idea – the group with the most points at the end is the winner.

CREATE

- 6, 7 👤 Learners work in pairs to brainstorm ideas and write them in the chart, using the list to help them. After a few minutes, collect ideas from the class.

Optional activity

With stronger classes, for each brainstorming activity (4, 5, 6), you could hold a class discussion, i.e. encourage learners to justify their ideas, and to disagree with each other politely. You could also challenge them to find positive aspects of some problems (e.g. *the roads are terrible, but it means we don’t get too much traffic*) and negative aspects for some good things (e.g. *we have excellent universities, but that means we have too many learners*).

WRITING

GRAMMAR FOR WRITING

Sentence structure 1: subject + verb

Learners close their books. Elicit from the class what two things are necessary for every sentence. They may not know the technical terms (e.g. *subject*), but they could use simpler language (e.g. *a person or thing who/that does something*). Elicit whether the two things must be single words, or whether they can be longer phrases. Elicit some examples of subjects and verbs in sentences. Finally, tell learners to read the information in the box to check.



- 1 👤 Learners complete the task alone and check in pairs before feeding back.

Answers

- 1 Paris (S), is (V)
- 2 The town (S), does not have (V)
- 3 I (S), live (V)
- 4 Istanbul (S), has (V)
- 5 Many students (S), live (V)
- 6 The village (S), is not (V)
- 7 The shops (S), are (V)
- 8 The houses (S), are not (V)

- 2 👤 Learners work alone to write the sentences. When you check with the class, elicit whether contractions (e.g. *I'm*) are possible in each sentence (**Answer:** contractions are possible in every sentence except number 3).

Answers

- 1 I am Saudi.
- 2 He is an engineer.
- 3 The people are nice.
- 4 We are happy.
- 5 Jakarta is beautiful.
- 6 It is a small village.

- 3 👤 Learners complete the task in pairs and then feed back.

Answers

- 1 I (S), am (V)
- 2 He (S), is (V)
- 3 The people (S), are (V)
- 4 We (S), are (V)
- 5 Jakarta (S), is (V)
- 6 It (S), is (V)

Language note

Learners close their books. Write the two example sentences on the board. Elicit from the class the function of the first two words in each sentence and why the verb is different in the two sentences. You could also elicit the negative forms of each sentence and possible contractions (e.g. *there's* / *there isn't*). Finally, learners read the information in the box to check. You could point out that there is no important difference between *lots of* and *many* (see Language note below).

- 4 👤 Learners work alone to complete the sentences. They check in pairs and feed back to the class. Stronger classes could also change the sentences (orally) so they are true for the place where they live. Note that they will have a chance to write sentences like this for the final Writing task.

Answers

- 1 are 2 is 3 are 4 are 5 is 6 are

- 5 👤 Point out that the sentences are incorrect in terms of style (i.e. they sound very unnatural), rather than grammatical accuracy. Learners work in pairs to rewrite the sentences. Check with the class.

Answers

- 1 There are five restaurants in my town.
- 2 There is a museum in my town.
- 3 There is a river near my village.
- 4 There are lots of cars in my city.

- 6 👤 Learners work alone to make sentences about Doha. They check in pairs before feeding back.

Answers

- 2 There are lots of museums.
- 3 There are twelve universities.
- 4 There is a port.
- 5 There is an/one airport.
- 6 There are many five-star hotels.
- 7 There is a castle.

Background note

**Doha** is the capital city of the state of Qatar. It is located on the coast of the Arabian Gulf. The city became the nation's capital following the independence of Qatar in 1971.

Optional activity 1

Learners work in pairs. They cover their sentences and take turns to make sentences with *there is* / *there are* using only the fact file.

Optional activity 2


With the class, brainstorm a similar fact file about the country (or town/city) where you / your learners live, and make notes on the board (similar to the ones for Doha). Learners then work in pairs to make sentences (orally) using *there is* / *there are*.

ACADEMIC WRITING SKILLS

Capital letters and full stops

Learners close their books. Elicit from the class what we mean by capital letters and full stops and when we use them. Elicit what *proper nouns* are (= nouns that always start with a capital letter) and some examples of categories (see Language

note below). Learners then read the information in the box to check. Point out that we don't use a capital letter for *you* (except at the beginning of a sentence).

 Learners work in pairs to complete the task. Go through the answers carefully with the class. Discuss why each capital letter is used.


Answers

I live in a city called Tarragona. It is in Spain. It is a beautiful city. There are many shops and restaurants. The people are friendly. There is a flower festival in June.


WRITING TASK

Point out that the *Writing task* is the same as they looked at earlier (in the *Critical thinking* section).


PLAN

- 1  Learners work alone to choose the things that they will write about. Encourage them to choose the most interesting things, and ideally to choose different things from others in the class. You could tell them that they will receive extra points for their writing if it is original and different from other people's.

WRITE A FIRST DRAFT

- 2  Learners work alone to write their sentences. Remind them to use *there is / there are* where appropriate. Monitor carefully to offer support (e.g. with vocabulary) where necessary.

EDIT

- 3, 4, 5, 6  Learners go through the checklists in pairs. They should check each other's work as well as their own, and make any necessary changes.

Answers

Model answer: see page 129 of the Teacher's Book

OBJECTIVES REVIEW

See Introduction, page 9 for ideas about using the Objectives Review with your learners.

WORDLIST

See Introduction, page 9 for ideas about how to make the most of the Wordlist with your learners.

REVIEW TEST

See page 98 for the photocopiable Review Test for this unit and page 94 for ideas about when and how to administer the Review Test.

RESEARCH PROJECT

Help other learners understand how your country has changed.


Divide the class into groups and ask them to brainstorm what their country is like now compared to the past. This can include the physical appearance of cities, the lifestyles of the people and what jobs they do. They may also want to look at reasons for these changes. Explain that they will share this information with people outside their class.

Learners can use blogs, leaflets, presentations and social media to convey information. They could also organize a trip to a local museum or ask a local expert to give a talk.



# 2 FESTIVALS AND CELEBRATIONS

### Learning objectives

 Go through the learning objectives with the class to make sure everyone understands what they can expect to achieve in this unit. Point out that learners will have a chance to review these objectives again at the end of the unit.

## UNLOCK YOUR KNOWLEDGE


### Lead-in

Divide the class into teams. The teams race to write out the names of the twelve months of the year and the seven days of the week. The first team with the correct answer is the winner. When you check with the class, elicit the spelling of each day/month from the class and write it on the board. You could also award points for each correct spelling, with a bonus of five points for the correct total. As a follow-up, you could elicit some examples of famous festivals in each month.

With weaker classes, you may have to teach the spelling and pronunciation of the days and months first, and then use this race as a revision game in a later lesson. Alternatively, you could use only the months for the race, or provide the first and last letter of each month as a clue (e.g. J...y = January).

### Answers

Months: January, February, March, April, May, June, July, August, September, October, November, December.  
Days: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.

 Learners work in pairs to discuss the questions. You could extend the discussion by asking them to say how they know (or can guess) what is happening, and what they can see in the photos.


### Answers

- 1  
(left to right) a wedding, a religious celebration, a birthday party  
2  
Korea, Saudi Arabia, the USA

## WATCH AND LISTEN

### PREPARING TO WATCH


#### UNDERSTANDING KEY VOCABULARY

- 1  Learners work alone to match the vocabulary. When you check with the class, you could check the pronunciation and stress of some of the words like ancient, unique and jockey ('anʃent, /ju:'ni:k/, /'dʒɒki:/). Elicit from the class some examples of races, folk stories and traditions.


### Answers

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

#### USING YOUR KNOWLEDGE

- 2  Learners discuss the statements in pairs and then share their ideas with the class. Write notes of their ideas on the board. Avoid confirming or rejecting their ideas at this stage.

Answers will vary.

- 3  Play the video for learners to check whether their ideas from the board were correct. They discuss their answers in pairs and feed back to the class.

### Answers

1 F 2 T 3 T 4 F

### Background note

Naadam is also called *eriin gurban naadam* which means *the three games of men*. The three games are wrestling, horse racing and archery. Women can now participate in horse racing and archery. The games take place over the summer holidays throughout the country. However, the main festival takes place in the Mongolian capital Ulaanbaatar in July and it has been running for centuries. It also commemorates the 1921 revolution when Mongolia declared its independence. The horse race is across country, not a track, and is 15–30 km long. The younger horses run longer distances. The jockeys are children aged from 5 to 13 who train for months before the race.

Videoscript

FESTIVALS: MONGOLIA

This is China. Many different groups of people live in this country. Each group has its own history and culture. In northern China is the region of Inner Mongolia. In these thousands of miles of mountains and open grassland, the Mongolian people continue to celebrate their unique culture.

The day is finished. This family are putting up their tents and tonight they will have fresh lamb for their evening meal. They prepare the food and make an open fire. The Mongolians are a fun-loving people. They love to spend time together, eating and singing traditional folk songs. For these people, it is very One of the biggest and oldest festivals here in the summer is called 'Naadam'. 'Naadam' means 'games' and the horse races are amazing to watch. Up to a thousand horses take part, and the jockeys show great skill. This is the largest horse race in the world.


In the Mongolian tradition, all the jockeys are children. There are 200 jockeys and they train for months before the race. The race starts, and the jockeys run to their horses. They begin to ride across the open grasslands. The jockeys follow the old customs. They do not have seats and they have nothing to hold on to with their feet. This means that the horses are very difficult to ride.

This race is one of the most dangerous in the world. It is a true test of horse-riding skill. And it is a unique example of traditions continuing for hundreds of years. The sun is going down on this year's Naadam festival. Here, on the Mongolian grasslands, the horses will rest until next year.

Answers

- 1 grasslands
- 2 old
- 3 Mongolian
- 4 festival
- 5 thousand
- 6 the jockeys
- 7 practise
- 8 This horse race is

Optional activity


 Write the following four points on the board: *different groups of people, fun-loving-people, the horse races and the jockeys are children*. Learners work in pairs to remember what was said about each point. Ask learners to talk about each point in their own words and feed back to the class.

Possible answers:

- *different groups of people*: Many different groups of people live in this country. Each group has its own history and culture.
- *fun-loving-people*: The Mongolians are a fun-loving people. They love to spend time together, eating and singing traditional folk songs.
- *the horse races*: the horse races are amazing to watch. Up to a thousand horses take part, and the jockeys show great skill. This is the largest horse race in the world.
- *the jockeys are children*: This is because they are small and the horses can run for longer distances. There are 200 jockeys and they train for months before the race. The race starts, and the jockeys run to their horses. They begin to ride across the open grasslands. The jockeys follow the old customs. They do not have seats and they have nothing to hold on to with their feet.

WHILE WATCHING


UNDERSTANDING MAIN IDEAS

- 4  Go through the statements with the class to check everyone understands the key words: *to prepare dinner, to have their own culture, a festival*. Play the video for learners to put the statements in order. When they check in pairs, they could also try to remember as much as they can about each topic.


Answers

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

LISTENING FOR KEY INFORMATION

- 5  Play the video for learners to choose the correct answers. They check in pairs and then feed back. When you go through the answers, check everyone understands the meaning of *take part* (= join an activity).


MAKING INFERENCES

- 6, 7  Learners discuss the questions in pairs. After a few minutes, open up the discussion to include the whole class. You could discuss the different things that are at the heart of other cultures and other skills jockeys might require.

Answers

- 6 2
- 7 1 and 3

DISCUSSION

- 8  Learners discuss the questions in pairs. After a few minutes, open up the discussion to include the whole class.

Answers will vary.