

1 ANIMALS


Learning objectives

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

UNLOCK YOUR KNOWLEDGE


Background note

The photo shows animals working. In this picture, a team of dogs are pulling the sledge. This particular breed of dog is called a husky, and they are very fast and powerful. They are found in the arctic, in regions such as Alaska, Canada, Scandinavia and Russia.

- 1  Students discuss the questions in pairs. Allow a minute for discussion, before inviting feedback the class.


Possible answers

The dogs are huskies. Their job is to pull sledges in northern regions, such as Alaska, Scandinavia or Russia.

- 2  Ask the students to work together in pairs or small groups and think of other working animals and the types of task these animals perform. Allow 3–4 minutes for discussion and then invite feedback from the class. During the feedback, you could also ask the class which one animal they think can perform the greatest number of tasks.

Possible answers

Answers will vary, but examples of working animals include hunting, herding sheep, guiding the blind, carrying things and searching for people.

- 3  If your class are mostly from the same country, quickly elicit ideas from the whole group. If you have students from a number of different countries or regions, ask them to form small groups with at least two different nationalities in each group. Allow up to two minutes for discussion, then invite feedback from the class.

WATCH AND LISTEN

Video script

This is the South African savannah: a huge open area of grassland in the east of the country. Warm air from the Indian Ocean brings plenty of rainfall and a land full of life.

Here you will find lions and rhinos, zebras, elephants and giraffes, and a South African gazelle called the springbok, all living in one of the world's great natural wildlife parks.

Wildlife vets like Jana Pretorius work hard to protect South Africa's animal species. Jana moves 6,000 animals across the country each year, taking them back to places where they used to live and helping to increase the population.

It is thanks to people like Jana that South Africa leads the world in wildlife conservation, with 10% of the country set aside for the protection of wildlife. Today, Jana and her team have to find, capture, and relocate a male giraffe which is five and a half metres tall.

Jana flies over the savannah in a helicopter, searching for the giraffe. The helicopter flies low over the trees, travelling at 160 kilometres an hour. When Jana finds the giraffe she will have to shoot it with a sedative dart. The sedative is very strong. One teaspoon of it would kill 25 people.

On the ground, Jana's team travel in trucks. It is their job to control the giraffe after Jana has sedated it.


This is very dangerous work. It takes Jana an hour to find the giraffe herd. She isolates the tallest male and shoots him with the sedative dart.

The team need to get to the giraffe and keep it in the open. If Jana doesn't give the giraffe the antidote quickly enough, it will die.

Everything goes well. Jana wakes the giraffe up and the team gets the animal on the truck. It will now travel 800 kilometres to its new home, while Jana flies off to her next job.

PREPARING TO WATCH

UNDERSTANDING KEY VOCABULARY

- 1  Give students one minute to read the information and be ready to explain what the organization does. Elicit a brief explanation from one of the students. With a stronger class, you could ask the students to read through the text and pay special attention to the words in bold. With a partner, they should then take it in turns to try and explain the meanings of the bolded words.

- 2 Allow the students two minutes to match the words with the definitions either individually or with a partner (stronger students may need less time).

Answers

1 herd 2 capture 3 wildlife conservation 4 sedate
 5 savannah 6 relocate

WHILE WATCHING

UNDERSTANDING MAIN IDEAS

- 3 Students watch the video and decide which animals are mentioned.

Answers

lions, rhinos, zebras, elephants, giraffes and gazelles

- 4 Ask the class to read the three captions for each photo and to decide with a partner which are the best. Then play the video a second time and ask the students to check their answers. Elicit the answers from the class.

Answers

1 b 2 a 3 b 4 c

UNDERSTANDING DETAIL

- 5 Ask students to read statements 1–8 first, and decide whether they might be true or false. Then play the video again for them to check their answers.

Answers

1 T 2 T 3 F 4 T 5 T 6 F 7 F 8 F

DISCUSSION

- 6 Students discuss the questions in pairs. Allow 3–5 minutes for discussion, then quickly elicit two or three ideas for each of the four questions from the class.

LISTENING 1

Optional activity

Students often like discussing TV programmes they remember from their childhood, and this provides a good opportunity to personalize the next section. Ask students to think of some TV programmes they remember from their childhood that involved animals. In groups of three, the students should take it in turns to describe one of the TV programmes they thought of, but not to say its name. The other students should try and guess the name of the programme. Allow up to five minutes for the discussion, then quickly elicit the names of all of the TV programmes described from the class.

PREPARING TO LISTEN

UNDERSTANDING KEY VOCABULARY

- 1 Give the students three minutes to complete the task individually and then check their answers in pairs. Quickly go through the answers with the class.

Answers

b lab
 c take care of
 d vets
 e feed
 f poisonous
 g emergencies
 h specialization
 i results
 j harmless

USING VISUALS TO PREDICT CONTENT

- 2 Allow a minute for the students to complete the task individually. Elicit suggestions from the class, but do not feed back at this point.
- 3 **1.1** Students complete the task individually. Quickly elicit the answers from the class.

Answers

1 c 2 b 3 a

PRONUNCIATION FOR LISTENING

Language note

We use a special intonation pattern when reading out items in a list. Each item has a rising tone until the final item. The final item has a falling tone. This indicates to the listener that the list is finished. Examples of this are given in the next listening task. However, do not be surprised if some students find the differences in intonation hard to distinguish. Some people find it difficult to detect differences in intonation (listening in their own, or in a second language).

- 4 1.2 Tell the students that they are going to hear two clips from a radio programme, and that their task is to listen carefully to the intonation of the lists. First, ask the students to read the extracts and the rules so that they know exactly what they have to do.

Play the recording once and ask students to quickly compare ideas with a partner. Then, play the recording again and tell the students to check their answers. Elicit the completed rules from the class.

Answers

- 1 The speaker pauses between each animal in the list, and stresses each word. In this example, the last word in the list has rising intonation. This means that the speaker thinks this is **not** a complete list
- 2 The speaker pauses between each activity in the list. In this example, the **last** activity has falling intonation. This means that the speaker **doesn't want** to add more examples and the list is **finished**.
- 5 1.2 Play the recording again and ask students to repeat the sentences. Allow 1–2 minutes and carefully monitor the students to check that each pair is using the appropriate intonation pattern.

Optional activity

Write the names of five types of food that you like on the board (e.g. *bananas, grapes, cheese, coffee, cakes* – any five will do). Call on one student to read the list out. Give feedback on the student's intonation. Next, ask each student to write their own list of five items personal to them. You could give examples, such as *favourite songs, countries I have visited, food I don't like*, etc. In pairs, the students read out their lists. Finish off by inviting some of the students to read their lists out to the class.

WHILE LISTENING LISTENING FOR DETAIL

Optional activity

Ask the students to read the box on taking notes. If you feel comfortable talking about yourself in class, choose a topic that might interest your students based on one aspect of your life (e.g. *How I became a teacher / My first job / My studies*, etc.). Tell the students that you are going to talk about the topic for two minutes and that they should take notes. Give an informal talk, then ask the students to compare their notes in small groups. During their discussions, they should focus on similarities and differences in their note-taking style. For example, did they write full sentences? Did they use any abbreviations?

- 6 1.3 Ask the students to read through the notes first. Then, play the recording and ask the students to complete the notes.

Answers

Specializations

- 1 **small animals**
 2 **large animals**
 3 exotic animals
 Vet studies
 1st & 2nd yr. **basic sciences**
 3rd yr. **lab work**
 4th yr. **work with a vet**

Emergencies

- food poisoning, e.g. **chocolate** can poison cats & dogs
- **snake bites**

Tips for vet sts.

- think about it **carefully**
- **get experience** e.g. animal shelter, zoo, etc.

- 7 Teach the word *abbreviation* (= the short form of a longer word or phrase). Students complete the task individually or in pairs. Quickly go through the answers with the class.

Answers

- 1 e
 2 d (e.g. is an abbreviation of the Latin phrase *exempli gratia*)
 3 b
 4 c (= and so on)
 5 a (the symbol & is called an *ampersand*. It is based on a joining of the letters e and t, which spell *et*, the Latin word for *and*.)

POST-LISTENING

- 8 Give the students up to two minutes to complete the task individually or in pairs. Quickly go through the answers with the class.

Answers

1 b 2 a 3 b 4 b

DISCUSSION

- 9 Give the students 3–5 minutes to discuss the questions in small groups, then elicit one or two ideas for each question from the class.

LANGUAGE DEVELOPMENT

WORD FAMILIES

Optional activity

Ask the students to read the explanation box and to quickly look through the table below. Ask them if they notice anything about some of the parts of speech (the noun / verb / adjectival / adverbial form of each word). Elicit the fact not all word families have parts of speech for each word, and that there are sometimes more than one noun form and more than one adjectival form. Point out that it is useful to note down the different parts of speech, and that it is also important to know how to use these words. Elicit other ways of recording vocabulary effectively. One example would be to write down the words in a sentence that illustrates the meaning, or that contrasts the meanings of, for example, two different noun forms: *The continued **survival** of the **survivors** depends on how quickly the emergency services are able to reach them.* You could point out that while it may seem like a great deal of effort to write down an example sentence for each word, the students can easily find good examples online and simply copy and paste these into their smartphone notepad (or similar device).

- 1 Give the students up to 10 minutes to complete the task individually or in pairs. Remind them that they can use dictionaries, and point out that many good dictionaries are available for free online (for example, by typing *Cambridge dictionary* into a search engine). If some students finish early, ask them to either go online and find examples of these words in use, or to write down sentences of their own illustrating the use of the words. Elicit answers from the class. If any students have written example sentences, elicit examples of these and comment as appropriate.

Answers

noun	verb	adjective	adverb
abandonment	abandon	abandoned	
abuse	abuse	abused / abusive	abusively
analysis	analyze	analytical	analytically
benefit / benefactor / beneficiary	benefit	beneficial	beneficially
communication	communicate	communicated / communicative	communicatively
debate	debate	debated / debating / debateable	debatably
	domesticate	domesticated / domestic	domestically
environment		environmental	environmentally
involvement	involve	involved	
survivor / survival	survive	survivable / surviving	
treatment	treat	treatable / treated	

- 2 Give the students 5–10 minutes to complete the task individually and then check their answers with a partner. Go through the answers with the class.

Answers

- 2 Domestic/Domesticated; survive
 3 abandon
 4 treatment
 5 environmental
 6 communicate
 7 involved
 8 beneficial
 9 debate
 10 abusive

MODALS FOR OBLIGATION AND SUGGESTIONS

- 3 Ask the students to read the information in the box and to complete the task individually. Give the students up to two minutes, then elicit the answers from the class.

Answers

- 1 obligation
 2 recommendation
 3 obligation
 4 recommendation

- 4 👤 Give the students two minutes to complete the task individually and then check their answers with a partner.

Answers

- We can use *need to*, *have to*, *must* and *have got to* to express obligation. This means things that you believe are important and necessary, or the things that are required by a school or a formal authority.
- We can use *should*, *shouldn't* and *ought to* to make a recommendation.

- 5 👥 Ask students to complete the task in pairs.

Answers

1 a 2 a 3 b 4 a

LISTENING 2

PREPARING TO LISTEN

UNDERSTANDING KEY VOCABULARY

- 1 👥 Challenge the students to complete the task in under one minute.

Answers

1 c 2 b 3 e 4 i 5 g 6 h 7 d 8 f 9 a

- 2 👥 Challenge the students to complete the task in under three minutes (two minutes in the case of a stronger class).

Answers

1 Zoology 5 conditions
2 protect 6 issue
3 humane 7 domesticated
4 suffer 8 search

PREDICTING CONTENT

- 3 👥 Elicit one reason in favour of using animals for work and one reason against from the class. Then give the students four minutes to list as many reasons for or against as they can. Go through the answers with the class. Begin by calling on the student sitting furthest away from you to give one reason for using animals for work, then quickly ask each student in turn to give a different idea until all ideas are exhausted. Repeat the same procedure for question 2. Finish off by getting a show of hands of those in favour and those against.

- 4 🎧 1.4 👤 Students complete the exercise and check which of the ideas suggested during the class feedback session for Exercise 3 are mentioned.

WHILE LISTENING

LISTENING FOR MAIN IDEAS

- 5 🎧 1.4 👥 Play the recording again. Students complete the task individually and then check their answers with a partner. You could ask them to try and complete the table using their own ideas and what they remember from the first playing of the recording. Then, they check their answers during the second playing. Go through the answers with the class.

Answers

	protection	building	transport	war
dogs	✓		✓	
horses		✓	✓	✓
elephants		✓	✓	✓
camels			✓	✓

LISTENING FOR OPINION

- 6 🎧 1.4 👥 Ask students to discuss the possible answers to questions 1–6 in pairs. Then play the recording a third time and ask the students to complete the task in pairs.

Answers

1 A 2 K 3 A 4 K 5 K 6 A

POST-LISTENING

CONTRASTING IDEAS

Language note

We use linkers (*but*, *yet*, *on the contrary*, *even though*, *however*, etc.) to contrast ideas and help the audience understand our point of view.

- 7 👤 Ask the students to complete the extracts. Go through the answers with the class.

Answers

1 Yet / But / However
2 Yet / But / However
3 Even though
4 On the contrary

- 8 Students complete the task individually and then check their answers with a partner. Go through the answers with the class.

Answers

- 1 Even though 2 On the contrary 3 Yet
 4 Even though 5 Yet

DISCUSSION

- 9 Give students three minutes to complete the task individually in preparation for Exercise 10.
- 10 Give the students five minutes to discuss their ideas in small groups, and tell each group to be ready to provide a brief summary of the arguments put forward. Then ask the first group to summarize their discussion. Ask each group in turn if they have anything to add that hasn't already been said.

CRITICAL THINKING

APPLY

- 1 Students read the introduction to this section. Then put them into small groups and ask them to see how many places and situations they can list in two minutes. One person in each group should act as secretary. After two minutes, tell the secretaries to put their pens down and find out which group has the most ideas. Ask that group to present their ideas, then elicit any other suggestions from the rest of the class.

Possible answers

Answers may include circuses, zoos, animal shows, safaris, tourism, and animals used in television and film.

- 2 Ask students to read the question, then lead a class discussion on the problems faced by working animals. Keep the discussion fairly fast paced, bringing it to a conclusion when ideas start to run out.
- 3 Students complete the task individually or in pairs. Allow 2–3 minutes, then go through the answers with the class.

Answers

- 1 against 2 for 3 against 4 for 5 for
 6 against 7 for 8 against

CREATE

- 4 Students complete the task in pairs. Tell them that they should find examples to support the arguments made in Exercise 3, not arguments to support their own ideas. Allow up to five minutes for students to think of an example for each argument, then elicit ideas for each from the class.

SPEAKING

PREPARATION FOR SPEAKING

OPENING STATEMENTS

Language note

In law, an opening statement is made by each side at the start of a trial. During their opening statements, which are usually quite brief, the two sides in a case outline their version of the facts to the judge and/or jury. In a debate, the opening statement serves a similar purpose. Each side presents their main argument to the audience before going into greater detail during the debate. In a trial, the judge or jury decide on a party's guilt (in criminal law) or liability (in civil law). In a debate, the audience decide on the winning side by voting for the debating team that had the best arguments.

- 1 **1.5** Ask the class to guess what an opening statement is. Elicit an explanation of the term 'opening statement' from the class (see Language note above). Tell the students to quickly read the four questions so that they know what to listen out for. Play the recording and ask the students to answer the questions. At the end of the recording, ask the students to check their answers with a partner. Elicit the answers from the class.

Answers

- 1 Keeping animals in zoos helps to protect them; it educates people about animals. We should support zoos.
 2 Zoos protect animals; they educate our children; modern zoos are comfortable and in good condition.
 3 Many endangered species (e.g. the giant panda, the snow leopard) are kept safe in zoos; speaker learnt about exotic animals as a child after being taken to the zoo; animals in zoos now have large areas which resemble their natural habitat.
 4 A summary and a recommendation to visit zoos or give financial support.

- 2 1.5 Ask the students to read the notes in the box to find out how 'signposting language' is used during public speaking. Then ask the students to read the 12 examples of signposting language. Play the recording again and ask the class to circle the examples of signposting language that they hear. Quickly go through the answers with the class.

Answers

2, 7, 10, 12

- 3 Give the students two minutes to complete the task in pairs. Elicit the answers from the class.

Answers

1 1, 2 2 3, 6, 7 3 8, 10

Language note

Learners of English often stress syllables that would usually be unstressed. This is especially true of words that contain the schwa sound, which is the unstressed vowel sound (as in *mother*), written as the /ə/ symbol in the International Phonetic Alphabet (IPA). When grammar words such as *of*, *some*, *a*, *the* and *to* are said together with other words, the vowel sound in each becomes weak. Compare the stressed forms of *to* and *the* with their unstressed forms when used as part of a sentence:

to /tu:/ *the* /ði:/

to the shops /təðə'ʃɒps/

When used in normal everyday speech, there are no artificial pauses between the words. They run together, and the vowels in the grammar words that link them become weak.

PRONUNCIATION FOR SPEAKING

- 4 1.6 Do the first extract together as a class. Point out that the words in the signposting phrases run together. The phrases are pronounced as one speech unit, or 'chunk'. It is important that your students hear and understand this, as many learners of English overstress individual words, which can be distracting and lead to misunderstandings. Play the rest of the recording and ask the students to underline the stressed syllable in each signposting expression.

Answers

- 2 For example
 3 Another point is that
 4 To summarize the main points
 5 Finally

- 5 1.6 Play the first extract again and then repeat the phrase *First of all*. Signal to the class that they should repeat it. Repeat the phrase, again asking the class to repeat it back. Continue until you are satisfied that most people are pronouncing it correctly. Repeat this procedure for each of the extracts.

- 6 Ask the students to read the information box on introducing examples. Then ask them to complete the arguments with their own examples.


- 7 Ask the students to read the information box on expressing general beliefs. With a higher-level class, you could point out that it makes your argument even stronger if you can attribute the claim being made to a particular source (e.g. *It's believed that animals suffer from being kept in cages. A recent article in Psychology Today suggested that animals in zoos are less happy than those in the wild*).

Ask the students to think of a topic that interests them and about which they have an opinion. For example, sport, fashion, computers or books. Then ask them to work in pairs and complete the three sentences with their own ideas about their chosen topic. Ask the students to write the sentences down. Monitor the pairs as they work, giving feedback as appropriate. Give the students 2–3 minutes to complete the sentences, then elicit ideas from the class, giving feedback on the language used. You could encourage discussion by inviting students to comment on the statements made.



SPEAKING TASK

PREPARE


- 1 Remind the class of the debate topic: Using animals for entertainment should be banned. Ask them to decide if they are for or against using animals for entertainment, and give them five minutes to take notes to support their opinion.
- 2 Give the students five minutes to develop their three strongest arguments. If they have access to the internet, you could give them 10–15 minutes to research the topic online.

- 3  Give the students 5–10 minutes to sketch out their final notes according to the outline in the box. Encourage them to write their ideas in note form so that when they refer to them during their talk they will sound more fluent. You could point out that it is often very dull to listen to someone reading prepared sentences out loud. Using notes encourages a more natural delivery, although may require more preparation and confidence.

PRACTISE

- 4  Students complete the task in pairs, each reading their statement out once. Remind the students that their statements should be about two minutes long. Tell students to time each other and to say when two minutes have passed, at which point the student speaking must finish off his or her statement. Allow up to five minutes for the complete task.
- 5  Give the students five minutes to give each other feedback and up to five minutes to make any changes to their outline notes based on the feedback they are given.

PRESENT

- 6  Students present their opening statements in groups of three. You could try to make sure that both sides of the debate are represented in each group by getting a show of hands for or against the statement and organizing the groups accordingly. Allow up to 10 minutes for the delivery of the opening statements and encourage follow-up discussion.

Optional activity

You could ask each group to decide which member of their group gave the best opening statement. Those students then give their opening statements to the whole class. Once each student has given their opening statements, the class then vote (either on paper or by a show of hands) for the person they think gave the best statement. This can be beneficial in several ways. It can give the student elected to speak in front of the class a huge confidence boost, whether or not they win the final vote; it shows the other students that speaking in front of a class in English is possible, and may encourage the quieter students to be more forthcoming; finally, it gives all members of the group the chance to participate in three aspects of a genuine debate, giving the opening statements, listening to and following arguments presented, and voting on the best speaker.

TASK CHECKLIST AND OBJECTIVES REVIEW

Refer students to the end of each 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, pages 9–11 for ideas about how to make the most of the Wordlist with your students.

REVIEW TEST

See pages 98–99 for the photocopiable Review test for this unit, and page 91 for ideas about when and how to administer the Review test.

ADDITIONAL SPEAKING TASK

See page 118 for an Additional speaking task related to this unit.

Put students in groups of four and focus them on the job advert. Then, ask them to read their role (A, B, C or D). Point out that students A and B are interviewers who work for the zoo. Students C and D would like the job. Put students A and C together, and students B and D together, to conduct the interviews. After five minutes, swap pairs so that A and D are working together, and B and C are working together. They repeat the interviews. Then, ask students A and B who they would choose to fill the job position.

RESEARCH PROJECT

Give a lecture on the most endangered species in the world.

Divide the class into groups and ask each group to investigate the most endangered species. Students can search for 'the top-ten endangered species in the world'. Give each group one of the animals listed and ask them to find out about their behaviour, diet, their natural environment and other interesting facts. Students could use tools on the Cambridge LMS, for example the wiki, to share their initial research with the rest of the class.

Each group will then prepare a 15-minute presentation, including time for questions. Learners could develop the wiki further with their final research and refer to this during their presentation, create slides using presentation software and produce a leaflet to email to the rest of the class.

2 CUSTOMS AND TRADITIONS


Learning objectives

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

UNLOCK YOUR KNOWLEDGE

Background information

The photo shows people selling fresh flowers, fruit and vegetables at one of Bangkok's floating markets. Bangkok, the capital of Thailand, has many canals, and only recently have these been renovated and cleaned, allowing these traditional marketplaces to open and begin trading again.

 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 responses.

WATCH AND LISTEN

Video script

Japan is an island nation made up of a group of islands surrounded by the sea. The island of Japan has a population of just under 130 million people. This population is falling as people age, and fewer and fewer babies are born.

In Japan, the average life expectancy is 79 for Japanese men, and Japanese women live even longer with an average age of 86.

On the main island of Honshu is a small town called Toba. Here, a 2,000-year-old tradition is being kept alive by a group of women who are in their 80s. They are *ama* divers. *Ama* means a sea person.

Ama are normally women. This is because the Japanese believe that women have more fat in their bodies which helps keep them warm in the cold water. Diving keeps them fit and feeling young.

Many of this generation have been diving since they left school in their teens. The women free dive without tanks of oxygen, but they wear white clothing which is meant to protect the women from shark attacks. The *ama* believe sharks don't like the colour white.


ama divers used to dive for pearls, but due to large pearl farms this practice is now no longer profitable. *Ama* now dive mainly for seafood.

Meanwhile, all over Japan, people are celebrating the arrival of spring and the cherry blossom, or *sakura*. Cherry blossom is a national symbol of Japan. The flowers are white or pink.

During the spring, there are programmes every day on TV that tell people when the flowers will arrive. When they arrive, everyone in the towns, cities and countryside joins in the celebrations. People go to parks and gardens to look at the flowers. They take lots of photos on their phones and cameras. People eat and drink under the trees, and celebrations carry on well into the night.

PREPARING TO WATCH



UNDERSTANDING KEY VOCABULARY

-  Give the students 3–5 minutes to read the sentences and match the words with the definitions, either individually or with a partner.

Answers

- a alive
- b generation
- c pearl
- d identity
- e dive(d)
- f life expectancy
- g blossom
- h die out

PREDICTING FROM VISUALS

-  Students work together in small groups. Ask them to do task 1 as a guessing task, each taking it in turn to describe a photograph while the other students guess which is being described.
-  Play the video for students to check their ideas.

Answers

The first two photographs show the *ama* pearl divers of Japan. The last two photographs show the Cherry Blossom festival, also in Japan.

WHILE WATCHING

UNDERSTANDING MAIN IDEAS

- 4 Ask the students to read the questions and to try and guess the answers with a partner before watching the video. Then play the video again for students to check.

Answers

1, 2, 4, 5, 6, 8

UNDERSTANDING DETAIL

- 5 Students complete the task individually and check their answers in pairs. Do not give feedback at this point.
- 6 Play the video again for students to check.

Answers

1 F 2 T 3 T 4 F 5 T 6 F 7 F 8 F

DISCUSSION

- 7 Put students into groups for this discussion. Allow about three minutes for this, before inviting feedback from the class.

LISTENING 1

PREPARING TO LISTEN

UNDERSTANDING KEY VOCABULARY

- 1 Allow 2–3 minutes for students to complete the task individually and then check their answers in pairs. Quickly go through the answers with the class.

Answers

1 many different cultures
 2 no longer exists
 3 do things together
 4 get used
 5 made for the first time
 6 cause it to change
 7 human culture and society
 8 an important date in the past

PREDICTING CONTENT

- 2 Students complete the task individually. Go through the answers with the class. Ask them what an *anthropologist* is

(someone who scientifically studies humans and their customs, beliefs and relationships). They should be able to guess this from the word *anthropology* in the previous task and from the advert.

Answers

1 an anthropologist
 2 traditions in the modern world
 3 Sunday, 1300 GMT

WHILE LISTENING

LISTENING FOR MAIN IDEAS

- 3 Students complete the task individually and then check their answers in pairs. Quickly go through the answers with the class.

Answers

A shaking hands
 (the other pictures show: B playing board games,
 C listening to the radio, D watching television,
 E sending greetings cards, F preparing food)

LISTENING FOR DETAIL

- 4 Ask the students to answer the questions from what they can remember of the recording. Then play the recording a second time and ask the students to check their answers.

Answers

1 b 2 b 3 b 4 a 5 b 6 b

PRONUNCIATION FOR LISTENING

Language note

We usually pronounce a /t/ or /d/ sound if it is in the final position in a word, and if it is followed by a vowel sound. However, we don't always pronounce /t/ or /d/ if it is followed by a consonant sound.

- 5 Ask the students to underline the final /t/ and /d/ sounds that they think that they will be able to hear in each sentence. Then play the recording and ask the students to check their answers. Ask the students to briefly discuss any differences between their original