

Unit 2: Living with animals

SUMMARY

You can use this summary to guide the learning objectives and target setting for your class.

Can-do statements

By the end of this unit, students will be able to say:

- I can listen for gist and for specific information.
- I can understand informal discussions on the topic of animals.
- I can distinguish between ironic and genuine surprise.

Skill focus

Listening for gist: **Part A ①, Part B ①**

Listening for detail: **Part A ② ③ ⑤, Part B ②**

Listening for tone: **Part A ④**

Vocabulary

Horses: *pony, moorland, farrier, blacksmith, groom*

Moods: *sulky, moody, grumpy, miserable, pining*

Animal idioms: *dog tired, dog-eared, a cat nap, set the cat among the pigeons, let the cat out of the bag, a catty remark, a dogsbody*

Usage

Constructive advice: *This is something to expect when ..., Don't be surprised when ..., Feel free to ..., Be aware that ..., Make sure that you ..., Don't be afraid to ...*

CLASSROOM EXTENSION IDEAS

You can use some or all of these ideas to check and enhance your students' understanding as they work their way through *Unit 2 of Listening B2+* in class.

Using *In this unit*

1. Put students into small groups and ask them to discuss the following questions:
 - What are the most popular pets in your country?
 - What are the benefits and problems of keeping animals?
2. Ask students to work in pairs and to think of three more questions on the topic of pets. Then they should swap partners and ask and answer the questions. Ask two or three students to tell the class about their partner.

Using *Part A (track 03)*

Before listening

1. Books closed. Ask students to think of the challenges and rewards of owning a horse or pony. Some students may have their own experience to share with the class.
2. Direct students to the *Useful vocabulary and phrases* box. Go through the vocabulary and check understanding. Clarify that *Bertie* is the name of Fiona's pony.
3. Ask students to look back at their answers to *Step 1*. Elicit more challenges and rewards using the vocabulary and phrases in the box.
4. Tell students to look at the questions in *Exercise 2* and predict the answers, using the information from the box, own knowledge or guesswork. They can compare their ideas with a partner.

While listening

1. Complete *Exercise 2* and check answers.
2. Play the recording again. Ask students to take notes on the following topics:
 - Bertie's breed (Answer: *New Forest pony, native to the UK*)
 - Passports (Answer: *All horses in England have one by law, it has a drawing of the horse and its markings*)
 - Bertie's character and behaviour (Answer: *Doesn't like being left alone or changes to his routine, cheeky, naughty, grumpy, excitable, mood is changeable*)
 - Horse and pony intelligence (Answer: *Smaller horses more intelligent than larger ones*)

Students can compare their answers with a partner. Ask different pairs to feedback on each topic to the class.

3. Complete *Exercise 3*. Discuss how students know the answers by asking *Is it due to the words he uses or his tone of voice? What facts does he find most surprising?* Listen again, or read the transcript, and collate the phrases that the speaker uses to
 - show he knows something (Answers: *Mhmm. Yeah, okay. Right.*)
 - show he doesn't know something (Answers: *Have you? He's got a passport? Sorry, what's a farrier?*)
4. Complete *Exercise 4*. It may be unclear to students what is meant by irony. Explain that in this conversation, Ian sometimes asks questions out of genuine interest, and sometimes because he is pretending to show interest in something that actually amuses him. See if students can identify the places where Ian shows amusement.

(Suggested Answers: *Is it? He's got a passport? In what way is he a psycho?*)

5. Complete *Exercise 5*. Ask students to predict the missing words before they listen. You could pause the recording after each one to give students time to write. Allow students to compare their answers with a partner before checking as a whole class.

After listening

1. Tell students that they will act out the conversation between Ian and Fiona in pairs. 'Fiona' should:

- introduce the same topics
- give correct information.

'Ian' should:

- show or ask when he doesn't understand, using phrases from *Exercise 4*
- show surprise where relevant.

After a few minutes, ask students to swap roles. Then get two or three pairs to act out their conversation to the class.

2. Get students to have a similar conversation, but change some details, e.g. the type of pet, the pet's personality, events that happened with the pet.

Using the Speech bubble

Ask students to make a note of this use of *actually* in their vocabulary notebooks.

Using Clear usage

- Books closed. Write the different tenses from the box on page 13 on the board, and ask students to give you an example sentence for each one. Elicit when each tense is used. See *Collins COBUILD Intermediate Grammar and Practice* pages 116–127 for further practice.
- Tell students to pretend that they are Fiona, and that they are going to talk about Bertie. Give them a minute or two to plan their talk, which can include some of the phrases from *Clear usage*. They should use at least four different tenses. Then put students into pairs and tell them to talk about Bertie for one minute each. Students may find it useful to repeat the exercise with another partner.

Using COBUILD check

- Tell students to read the sentences and check that they understand the meanings by asking concept questions, such as *What makes you feel grumpy? When did you last feel moody? Why?*
- Ask students to write sentences that are true for them, using the words in bold. You can give them these prompts, or they can make sentences of their own.
 - *I feel ... when I ...*
 - *Someone I know who is always ... is ...*
 - *My friend gets ... when ...*
- Tell students to share their sentences in pairs. Then ask two or three students to tell the class about their partner.

Using Part B (track 04) 🎧

Before listening

Write up or dictate the following statements:

- *Man's best friend is his dog.*
- *In a perfect world, every dog would have a home and every home would have a dog.*
- *A dog is the only thing on earth that loves you more than he loves himself.*

Put students into pairs or small groups to discuss whether they agree or disagree with the statements. Feed back as a class.

While listening

- Write up or dictate the following. Play the recording and tell students to tick the topics Hussain mentions.
 - Dogs' role in the family (✓)
 - Dog mess
 - Taking dogs out (✓)
 - Dangerous dogs
 - The value of dogs to society
- Tell students to look at *Exercise 1*, and ask if they share the same attitude as Hussain.
- Play the recording again and ask students to make notes on how Hussain's attitude to dogs is different from many British people's attitude. Tell students to complete *Exercise 2*.

After listening

- Complete *Exercise 3*. Encourage students to refer to the Collins COBUILD dictionary www.collinsdictionary.com/cobuild to see how these idioms can be used in context.
- Get two students to come up and read out the following mini-dialogue.

A: *I told Maria we were getting her a cake because she's leaving.*

B: *You told her? No way! That was supposed to be a surprise! You ...!*

Ask students what the missing idiom is. (Answer: *let the cat out of the bag*)

- Ask students to work in pairs to write three more mini-dialogues, each representing one of the idioms. Put students into groups of six and have students perform their mini-dialogues. The other students in the group must guess the idiom. This will help you deduce whether students are using the idioms correctly, and you can clarify meaning if necessary.

Using *Clear usage*

Direct students to the *Clear usage* box. Ask students to make sentences offering constructive advice on keeping dogs in their own country. Alternatively, they can make sentences about the UK or Saudi Arabia. Discuss some ideas as a class.

Using *COBUILD check*

1. Put students into pairs and tell them to make questions using the phrases in bold.
2. Make groups of four and ask students to ask and answer their questions. Ask each group to feed one interesting piece of information back to the class.

Optional extension work: *Idioms*

Ask students to look up more animal idioms and write mini-dialogues showing their usage. This can be set as a homework task. In the following class, students can read their dialogues in pairs for other students to guess the idiom.

Using *Next steps*

Ask students to find another short video about pets online. Make a copy of the photocopiable *Listening Log* for each student, and tell them to complete it while they watch the video. They must write something in every box. In the following lesson, get students to tell their partner about what they watched. Discuss some of the videos as a class.

PHOTOCOPIABLES

Listening log

Complete this log when you watch a video or listen to a radio programme.

LISTENING LOG	
Title:	
What's the video about?	
What did you learn?	
Useful phrases and vocabulary	
Comments	

Comments can include:

- a constructive review or critique
- who you think the video is aimed at
- your opinion of the video
- notes on the speaker's accent or pronunciation
- whether you'd recommend the video and why / why not.