

Listening, Speaking
& Critical Thinking

UNLOCK

3

THIRD EDITION

STUDENT'S BOOK
WITH DIGITAL PACK



Greg Archer, Nancy Jordan,
Sabina Ostrowska, with Chris Sowton



CAMBRIDGE

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CONTENTS

Map of the book	4
Your guide to <i>Unlock</i>	8
UNIT 1 Animals	14
UNIT 2 The environment	36
UNIT 3 Transport	58
UNIT 4 Customs and traditions	80
UNIT 5 Health and fitness	102
UNIT 6 Discovery and invention	124
UNIT 7 Fashion	146
UNIT 8 Economics	168
Glossary	190
Video and audio scripts	201
Acknowledgements	223
<i>Unlock</i> Advisory Panel	224

MAP OF THE BOOK

UNIT	VIDEO	LISTENING	VOCABULARY
<p>1 ANIMALS</p> <p>Listening 1: A debate about using animals for work (Biology / Zoology) Listening 2: A presentation about human threats to the African forest elephant (Biology / Zoology / Environmental science)</p>	<p>The mental skills of chimpanzees</p>	<p><u>Key listening skills:</u> Taking notes Listening for contrasting ideas Listening for signposting language</p> <p><u>Additional skills:</u> Understanding key vocabulary Using your knowledge Predicting content using visuals Listening for main ideas Listening for text organization Listening for detail Synthesizing</p> <p><u>Pronunciation for listening:</u> Intonation of lists</p>	<p>Word families</p>
<p>2 THE ENVIRONMENT</p> <p>Listening 1: A lecture about hydroponic agriculture (Ecology / Environmental science) Listening 2: A debate about nuclear power (Environmental science / Political science)</p>	<p>Blowing in the wind: offshore wind farms</p>	<p><u>Key listening skills:</u> Listening for explanations Listening for counter-arguments</p> <p><u>Additional skills:</u> Understanding key vocabulary Predicting content using visuals Using your knowledge Listening for main ideas Listening for detail Listening for text organization Identifying for and against arguments Synthesizing</p> <p><u>Pronunciation for listening:</u> Connected speech: linking sounds</p>	<p>Negative prefixes</p>
<p>3 TRANSPORT</p> <p>Listening 1: A podcast about traffic in cities (Sociology / Civil engineering) Listening 2: A presentation about cycling to work (Sociology / Civil engineering)</p>	<p>Sustainable transport</p>	<p><u>Key listening skill:</u> Listening for rhetorical questions</p> <p><u>Additional skills:</u> Understanding key vocabulary Using your knowledge Listening for main ideas Taking notes on detail Listening for detail Listening for text organization Synthesizing</p> <p><u>Pronunciation for listening:</u> Word stress</p>	<p>Talking about problems and solutions</p>
<p>4 CUSTOMS AND TRADITIONS</p> <p>Listening 1: A podcast about changing customs in the modern world (Anthropology) Listening 2: A discussion about gift-giving (Sociology)</p>	<p>Chinese moon cakes</p>	<p><u>Key listening skills:</u> Identifying cause and effect Listening for opinion</p> <p><u>Additional skills:</u> Understanding key vocabulary Using your knowledge Listening for main ideas Taking notes on detail Synthesizing</p> <p><u>Pronunciation for listening:</u> Connected speech: /t/ and /d/ at the end of words</p>	<p>Suffixes</p>

	GRAMMAR	CRITICAL THINKING	SPEAKING
	Modals for obligation, prohibition and advice	Creating a talk for a specific audience	<p><u>Preparation for speaking:</u> Using signposting language Introducing examples Expressing general beliefs</p> <p><u>Pronunciation for speaking:</u> Signposting a presentation</p> <p><u>Speaking task:</u> Give a two-minute presentation about the human threats to an endangered species.</p>
	Modal verbs to express future possibility	Making counter-arguments	<p><u>Preparation for speaking:</u> Linking ideas with transition words and phrases Talking about advantages and disadvantages Giving counter-arguments</p> <p><u>Speaking task:</u> Take part in a debate about allowing a new wind farm near your town.</p>
	Comparative and superlative adjectives	Evaluating problems and proposing solutions	<p><u>Preparation for speaking:</u> Giving recommendations Expanding on an idea</p> <p><u>Speaking task:</u> Give a presentation on a transport problem and suggest solutions to solve the problem.</p>
	Present perfect	Creating a convincing argument	<p><u>Preparation for speaking:</u> Being polite in a discussion Using adverbs for emphasis Phrases with <i>that</i></p> <p><u>Pronunciation for speaking:</u> Stress patterns in phrases for agreeing and disagreeing</p> <p><u>Speaking task:</u> Take part in a discussion about whether special occasions have become too commercial.</p>

UNIT	VIDEO	LISTENING	VOCABULARY
5 HEALTH AND FITNESS Listening 1: A podcast about why some people live a long life (Health Science) Listening 2: Four presentations about programmes to improve your health (taekwondo, team sports, cycling, acupuncture) (Health Science / Sports management)	Brain health	<u>Key listening skills:</u> Listening for attitude Identifying references to common knowledge <u>Additional skills</u> Understanding key vocabulary Using your knowledge Listening for main ideas Taking notes on detail Synthesizing <u>Pronunciation for listening:</u> Attitude and emotion	Adjectives to describe well-being
6 DISCOVERY AND INVENTION Listening 1: A museum tour about inventions from the Middle Ages (History) Listening 2: A lecture about the history of smartphone apps (Art and design)	A career as a research scientist	<u>Key listening skills:</u> Understanding references to earlier ideas Understanding lecture organization <u>Additional skills:</u> Understanding key vocabulary Using your knowledge Listening for main ideas Predicting content using context Taking notes: jigsaw reading Listening for detail Synthesizing <u>Pronunciation for listening:</u> Weak and strong forms	Uses of the verb <i>make</i>
7 FASHION Listening 1: A discussion about fast fashion (Fashion design / Business) Listening 2: An interview with a fashion designer (Fashion design / Business / Marketing)	Interview with College of Art graduate Christopher Raeburn	<u>Key listening skills:</u> Taking notes on main ideas and details Auxiliary verbs for emphasis <u>Additional skills:</u> Understanding key vocabulary Predicting content using visuals Taking notes on detail Using your knowledge Listening for main ideas Making inferences Synthesizing <u>Pronunciation for listening:</u> Vowel omission	Talking about recent events and actions
8 ECONOMICS Listening 1: A podcast about millionaire lifestyles (Sociology / Economics / Business) Listening 2: A discussion about whether university students should be paid for good grades (Sociology / Economics)	Money management	<u>Key listening skill:</u> Understanding paraphrases <u>Additional skills:</u> Understanding key vocabulary Using your knowledge Listening for main ideas Taking notes on detail Listening for detail Listening for opinion Synthesizing <u>Pronunciation for listening:</u> Silent letters	Collocations with <i>pay</i> and <i>money</i>

	GRAMMAR	CRITICAL THINKING	SPEAKING
	Phrasal verbs	Brainstorming and evaluating ideas using an ideas map	<p><u>Preparation for speaking:</u> Problem–solution organization Presenting persuasively</p> <p><u>Speaking task:</u> Give a presentation to a group of students about an idea for a health product or programme.</p>
	Passive verb forms	Summarizing information using <i>Wh-</i> questions	<p><u>Preparation for speaking:</u> Previewing a topic Organizing ideas Explaining how something is used</p> <p><u>Speaking task:</u> Give a presentation about an invention or a discovery which has changed our lives.</p>
	Adverbs <i>already, just, yet</i> and <i>still</i> Predictions and expectations about the future	Creating a purpose statement Evaluating interview questions	<p><u>Preparation for speaking:</u> Asking for opinions and checking information Asking follow-up questions</p> <p><u>Speaking task:</u> Take part in an interview to find out attitudes about uniforms and dress codes.</p>
	Conditional sentences	Evaluating arguments	<p><u>Preparation for speaking:</u> Using gerunds as subjects to talk about actions Presenting reasons and evidence to support an argument Using paraphrases</p> <p><u>Speaking task:</u> Take part in a discussion about whether young people should be allowed to have credit cards.</p>

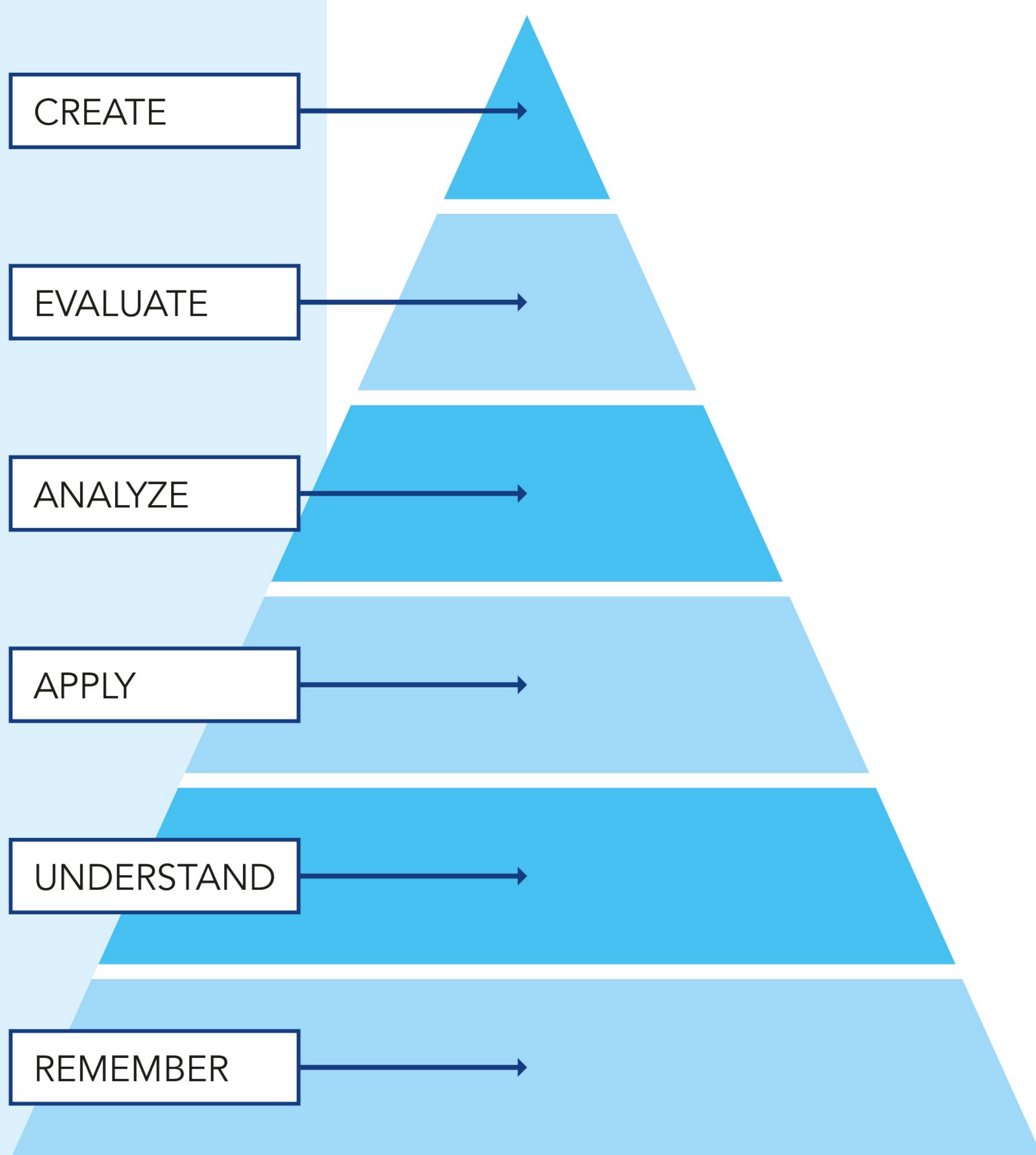
YOUR GUIDE TO UNLOCK

UNLOCK YOUR ACADEMIC POTENTIAL

Unlock Third Edition is a six-level, academic-light English course created to build the skills and language students need for their studies (CEFR Pre-A1 to C1). It develops students' ability to think critically in an academic context right from the start of their language learning. Every level has inspiring videos on a range of academic topics.

CRITICAL THINKING


Unlock Third Edition includes the right mix of lower- and higher-order thinking skills development in every unit, with clear learning objectives. Students are better prepared for their academic studies and have the confidence to apply the critical thinking skills they have developed. Critical thinking in *Unlock Third Edition*:



- is **informed** by a range of academic research from Bloom in the 1950s, to Krathwohl and Anderson in the 2000s, to more recent considerations relating to 21st Century Skills
- has a **refined** syllabus with a better mix of higher- and lower-order critical thinking skills
- is **measurable**, with objectives and self-evaluation so students can track their critical thinking progress
- is **transparent** so teachers and students know when and why they're developing critical thinking skills
- is **supported** with professional development material for teachers so teachers can teach with confidence


TEACHER RESOURCES

We've carried out research with teachers across the world to understand their needs and how we can better meet them with *Unlock*. All teacher resources can be accessed on our learning platform, Cambridge One cambridge.org/one.

- Fully interactive presentation software, **Presentation Plus**, with pop-up activities to type or automatically display answers.
- Downloadable **Model Answer Booklet** with model answers for all end-of-unit productive activities and example answers for all 'Answers may vary' activity types in the Student's Book.
- **Variations of unit tests, mid- and end-of-course tests** give teachers options when assessing student understanding and progress.
- **Teacher Manual and Development Pack** supports your teaching with flexible lesson plans with timings for every unit.
- **Digital Workbook with videos** to assign additional practice for your students whenever you see this symbol 

RESEARCH

Unlock Third Edition is informed by consulting with a global advisory panel and comprehensive review of the material so you can be assured of the quality of every lesson.

- **extensive market research** with teachers and students to fully understand their needs throughout the course's development
- consulting **academic research** into critical thinking
- refined vocabulary syllabus using our **exclusive Corpus research** 

HOW UNLOCK WORKS

UNLOCK YOUR KNOWLEDGE

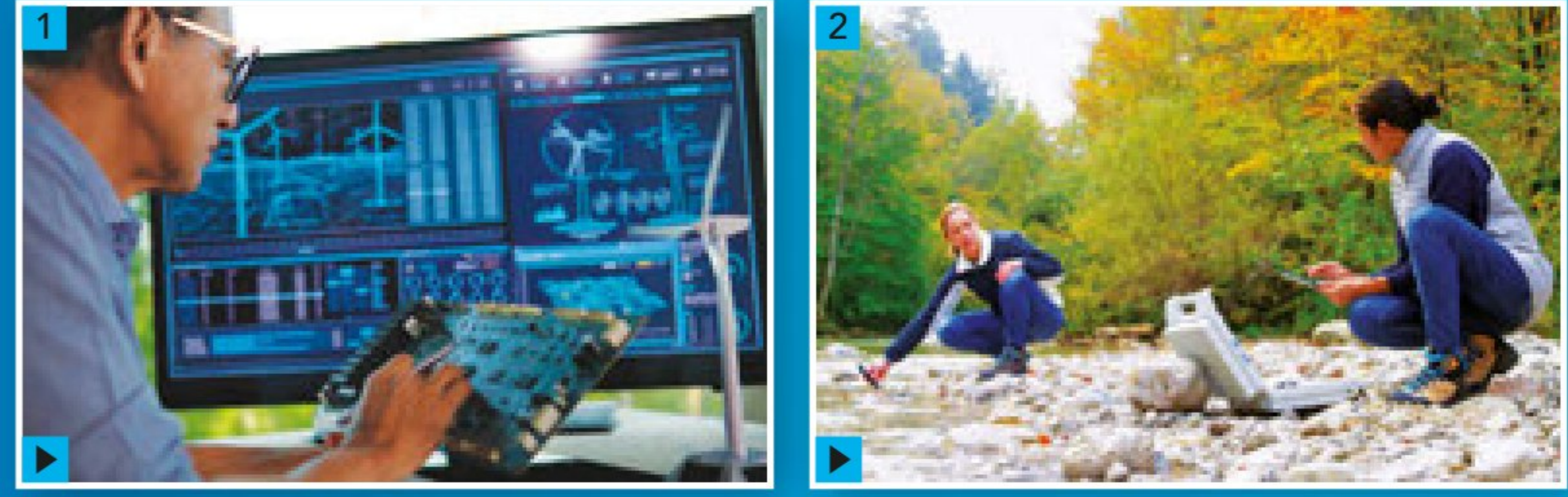
Work with a partner. Look at the photo and answer the questions.

- 1 The photo shows an early computer. When do you think this photo was taken?
- 2 How does this computer compare to modern ones?
- 3 What do you think is the most important invention or discovery in the last 50 years? Why is it important?

Unlock your knowledge

Encourages discussion around the themes of the unit with inspiration from interesting questions and striking images.

WATCH AND LISTEN



PREPARING TO WATCH

ACTIVATING YOUR KNOWLEDGE

- 1 Work with a partner and answer the questions.
 - 1 What are the four 'STEM' subjects?
 - a Science, Technology, Engineering, Mechanics

Watch and listen

Features an engaging and motivating video which generates interest in the topic and develops listening skills.

LISTENING

LISTENING 1

PREPARING TO LISTEN



- 1 Work in groups. Look at the photos and discuss the questions.
 - 1 Which of these inventions do you think is the oldest?
 - 2 Which do you think is the newest?
 - 3 Which do you think has been the most useful?
 - 4 Where in the world do you think they were invented?

Listening 1

Provides information about the topic and practises pre-listening, while-listening and post-listening skills. This section may also include a focus on pronunciation which will further enhance listening comprehension.

LANGUAGE DEVELOPMENT

USES OF THE VERB MAKE

VOCABULARY

The verb *make* has three main meanings: *force*, *cause* or *produce*.

Force: *My boss made me work late last night.*

Cause: *Water and weights make the mechanical clocks work.*

Produce: *The first fountain pen was made in 953.*

- 1 Work with a partner. Discuss the meaning of *make* in each sentence. Write C (cause), F (force) or P (produce).
 - 1 Gunpowder was first **made** in China. P
 - 2 My professor **made** me rewrite my assignment because there were too many mistakes. C
 - 3 Social media **makes** it easy for people to stay in touch. C

Language development

Practises the vocabulary and grammar from Listening 1 and pre-teaches the vocabulary and grammar for Listening 2.

LISTENING 2

PREPARING TO LISTEN

PREDICTING CONTENT USING CONTEXT

- 1 Read the introduction to a lecture about an invention. Answer the questions.
 - 1 Can you guess the name of the invention? _____
 - 2 What two words are used to refer to it? _____ and _____

In today's lecture, I want to discuss an invention which has changed our lives. This product has made a huge difference in the way we work, travel, communicate and socialize with friends. Can you guess what it is? I'm talking here about mobile phone. The word _____ comes from _____. Traditionally, _____ were used in computers to help them perform better. However, with the invention of smartphones, the word _____ is used to refer to phone _____. In this lecture, we'll start by discussing the very first _____ and their development. We will then discuss how _____ have changed our lives. Finally, we'll focus on some of the most popular _____ used by people today.

Listening 2

Presents a second listening text on the topic, often in a different format, and serves as a model for the speaking task.

- 3 How will you find your way to your destination? What will you do if you get lost?
- 4 Where are the address and phone numbers of the hotels where you want to stay?

- 6.5 Listen to the lecture. Are your answers to the questions in Exercise 5 similar to the speaker's? Check your notes and add ideas.
- 7 Work in groups of three students, A, B and C. Your teacher is going to give a text to each student in the group. Read your text and underline the key information in it. Then make notes about it.
- 8 Work in your group from Exercise 7. Use your notes to tell each other about the key information in your text.
- 9 Work in your groups again. Use your notes to underline eight mistakes in the notes. Write the correct words or numbers in gaps 1–8 on page 138.

LISTENING FOR MAIN IDEAS



TAKING NOTES: JIGSAW READING

first apps used for: _____ second generation apps: _____ another effect of apps: _____ negative effects of apps: _____

QR codes

Allows students to easily access the audio of the listening passages and activities.

SPEAKING

CRITICAL THINKING

At the end of this unit, you will do the speaking task below.

Give a presentation about an invention or a discovery which has changed our lives.

Summarizing information using *Wh-* questions

When you do research on a topic, try asking yourself the following questions: *Who? What? When? Where? Why?* Many researchers add *How?* to this list. Then search for the answers to these questions. To organize your research, it is helpful to make an ideas map like the one in Exercise 1. This is a quick and easy way to focus on the key details of a topic.

- 1 Choose one of the inventions from Listening 1 or one of the apps from Listening 2. Write this in the Topic box below. Complete the ideas map for the invention or app. Use information from your notes on page 130 or 137. Try answering some of these questions:
 - 1 When was the last time you used this thing?
 - 2 What are its uses?
 - 3 What would life be like without it?
 - 4 How has it affected our lives?

UNDERSTAND

SKILLS

Critical thinking

Develops the lower- and higher-order thinking skills required for the speaking task.

PREPARATION FOR SPEAKING

PREVIEWING A TOPIC

In the introduction to a presentation, give a preview of what you will talk about. This helps your audience follow your talk. Here are some examples of language you can use to preview a topic:

I'd like to begin my talk by looking at ...
After that, I'm going to explain ...
Then, I'll discuss ...
Finally, I'll explore ...

- 1 6.6 Listen to an introduction to a presentation which previews what the speaker will talk about. Circle the things that the speaker does.
 - 1 mentions the invention's name in the first sentence
 - 2 gives a description of the invention
 - 3 says how you can use it
 - 4 gives specific details of how it was invented
 - 5 explains what will happen next in the presentation
- 2 Work with a partner. Practise giving an introduction about a simple



SKILLS

Preparation for speaking

Presents and practises functional language, pronunciation and speaking strategies for the speaking task.

SPEAKING TASK

Give a presentation about an invention or a discovery which has changed our lives.

PREPARE

- 1 Look at the ideas map you created in Exercise 4 in the Critical thinking section. Add any new information. Decide in what order you will answer the *Wh-* questions and write them below.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

- 2 Make notes about the language you will use. Use language like this:

To preview your topic	To explain how something is used
<i>I'd like to start by talking about ...</i>	_____ helps people to ...
<i>Then, I'll discuss ...</i>	Without _____, ...
<i>Finally, I'll explore ...</i>	_____ makes it _____ to ...
Passive verbs	References to earlier ideas

Speaking task

Uses the skills and language learned throughout the unit to support students in producing a presentational or interactional speaking task. This is the unit's main learning objective.

OBJECTIVES REVIEW

- 1 Check your learning objectives for this unit. Write 3, 2 or 1 for each objective.

3 = very well 2 = well 1 = not so well

I can ...

- watch and understand a video about research scientists. _____
- understand references to earlier ideas. _____
- understand lecture organization. _____
- summarize information using *Wh-* questions. _____
- use passive verb forms. _____
- preview a topic. _____
- organize ideas. _____
- explain how something is used. _____
- give a presentation about an invention or a discovery which has changed our lives. _____

Objectives review

Allows learners to evaluate how well they have mastered the skills covered in the unit.

WORDLIST

access (v)	make a comparison (v phr)	make attempts (v phr)
allow (v)	make a contribution (v phr)	make improvements (v phr)
app (n)	make a decision (v phr)	make public (v phr)
contribution (n)	make a difference (v phr)	outcome (n)
create (v)	make an investment (v phr)	product (n)
device (n)		scholar (n)
diagram (n)		technology (n)
discovery (n)		user (n)
industry (n)		weapon (n)
install (v)		

= high-frequency words in the Cambridge Academic Corpus

Wordlist

Lists the key vocabulary from the unit. The most frequent words used at this level in an academic context are highlighted with this icon

COMPONENTS

Unlock offers 70–90 hours per Student’s Book, which is extendable with the Digital Pack, and other additional activities in the Teacher’s Manual and Development Pack.

Unlock is a paired-skills course with two separate Student’s Books per level. For levels 1–5 (CEFR A1 – C1), these are **Reading, Writing and Critical Thinking** and **Listening, Speaking and Critical Thinking**. They share the same unit topics so you have access to a wide range of material at each level. Each Student’s Book includes access to the Digital Pack.

Unlock Basic has been developed for pre-A1 learners. **Unlock Basic Skills** integrates reading, writing, listening, speaking and critical thinking in one book to provide students with an effective and manageable learning experience. **Unlock Basic Literacy** develops and builds confidence in literacy. The Basic books also share the same unit topics and so can be used together or separately, and **Unlock Basic Literacy** can be used for self-study.

STUDENT COMPONENTS

All material in the Student’s Digital Pack (Levels 1–5) can be accessed on Cambridge One, our learning platform using the unique code printed on the inside front cover of the Student’s Book.

Resource	Description
Student’s Book with Digital Pack	<ul style="list-style-type: none">• 8 units per level (Levels 1–4); 10 units (Level 5)• QR codes for students to easily access the Class Audio• Levels 1–5 includes access to the Digital Pack:<ul style="list-style-type: none">– Interactive eBook with videos– Digital Workbook– Downloadable audio for listening activities and pronunciation (Listening and Speaking strand)– Downloadable audio for reading passages (Reading and Writing strand)• <i>Unlock Basic Skills</i> comes with downloadable audio and video (11 units)• <i>Unlock Basic Literacy</i> comes with downloadable audio (11 units)
Interactive eBook with videos	<ul style="list-style-type: none">• Levels 1–5• Digital version of the Student’s Book with auto-graded activities• Student’s Book videos for students to watch on their own
Digital Workbook with videos	<ul style="list-style-type: none">• Levels 1–5• Extension activities to further practise the language and skills learned• Additional video comprehension and extension activities that are different from the activities in the Student’s Book.

TEACHER COMPONENTS

All teacher components can be accessed on Cambridge One, our learning platform. Teachers can access the Digital Workbook with videos by creating an account. To access the Teacher's Resources and Presentation Plus, please request an access code from your local Cambridge representative.

Resource	Description
Audio	<ul style="list-style-type: none"> • Downloadable audio for listening activities and pronunciation (Listening and Speaking strand) • Downloadable audio for reading passages (Reading and Writing strand)
Teacher's Manual and Development Pack	<ul style="list-style-type: none"> • Flexible lesson plans with timings, lesson objectives and lesson observation templates • Downloadable Model Answer Booklet with model and example answers for productive skills • Supplementary classroom materials for Levels 1–4 • Common student errors • <i>Developing critical thinking skills in your students</i>, a teacher development material with clear objectives, in-practice activities and opportunities for review and self-evaluation.
Teacher Development Resources	<p>Additional materials which can be used for professional development:</p> <ul style="list-style-type: none"> • Peer-to-peer training workshop materials with PowerPoint presentations • In-session worksheets, trainer's notes • Pre- and post- workshop quizzes
Presentation Plus	<ul style="list-style-type: none"> • Fully interactive presentation software, with pop-up activities to type or automatically display answers • Embedded audio and video for easy access to play in class
Tests	<ul style="list-style-type: none"> • Unit, mid- and end-of-course tests for the assessment of student understanding and progress

TEACHING WITH UNLOCK THIRD EDITION

This online training course gives you a thorough knowledge of how *Unlock* works, what it includes and acquaints teachers with the methodological principles behind the course.

UNIT 1

ANIMALS

LEARNING OBJECTIVES

Watch and listen

Watch and understand a video about the mental skills of chimpanzees.

Listening skills

Take notes; listen for contrasting ideas; listen for signposting language.

Critical thinking

Create a talk for a specific audience; organize information for a presentation.

Grammar

Use modals for obligation, prohibition and advice.

Speaking skills

Use signposting language; introduce examples; express general beliefs.

Speaking task

Give a presentation about threats to an endangered species.



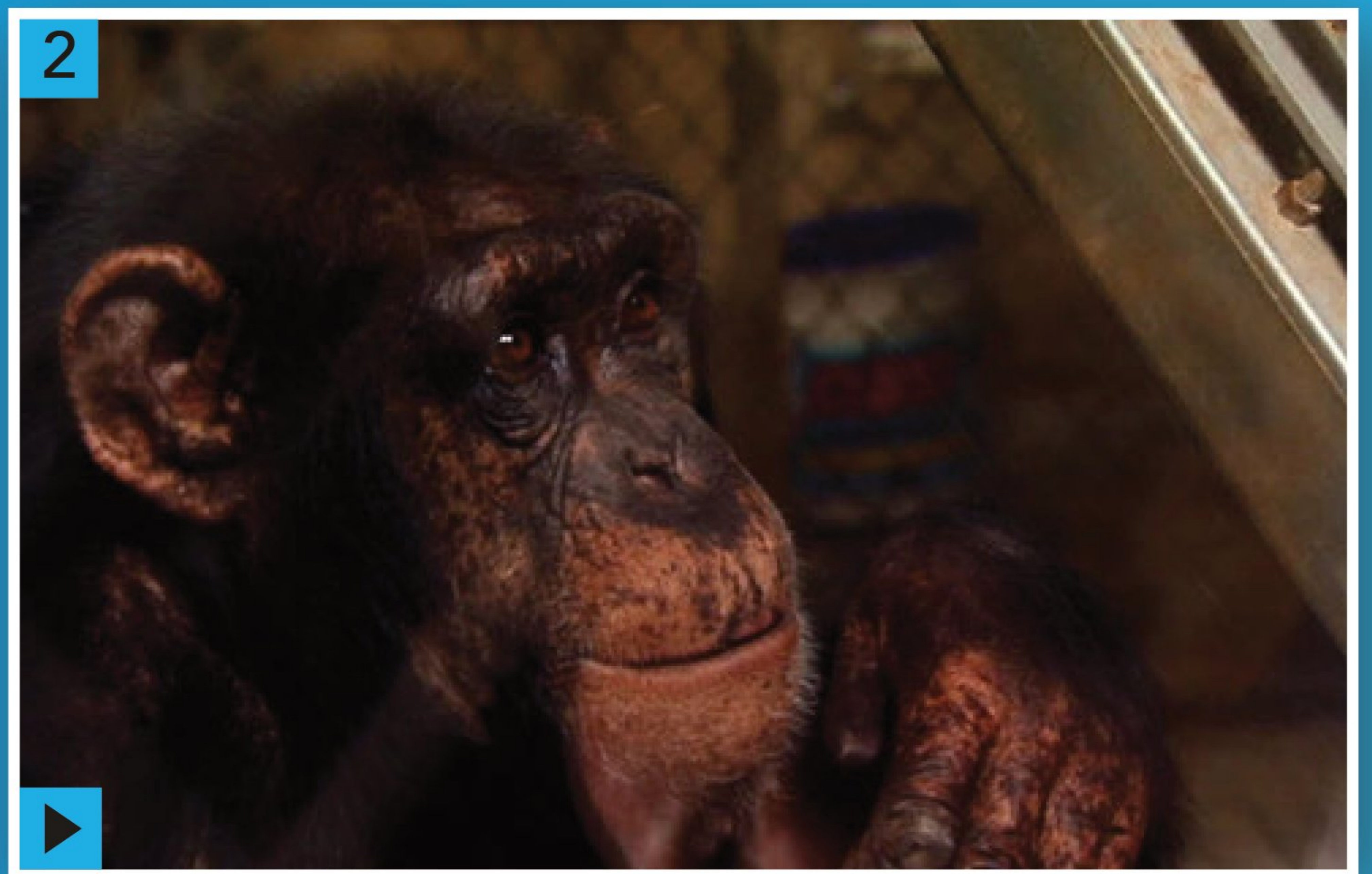
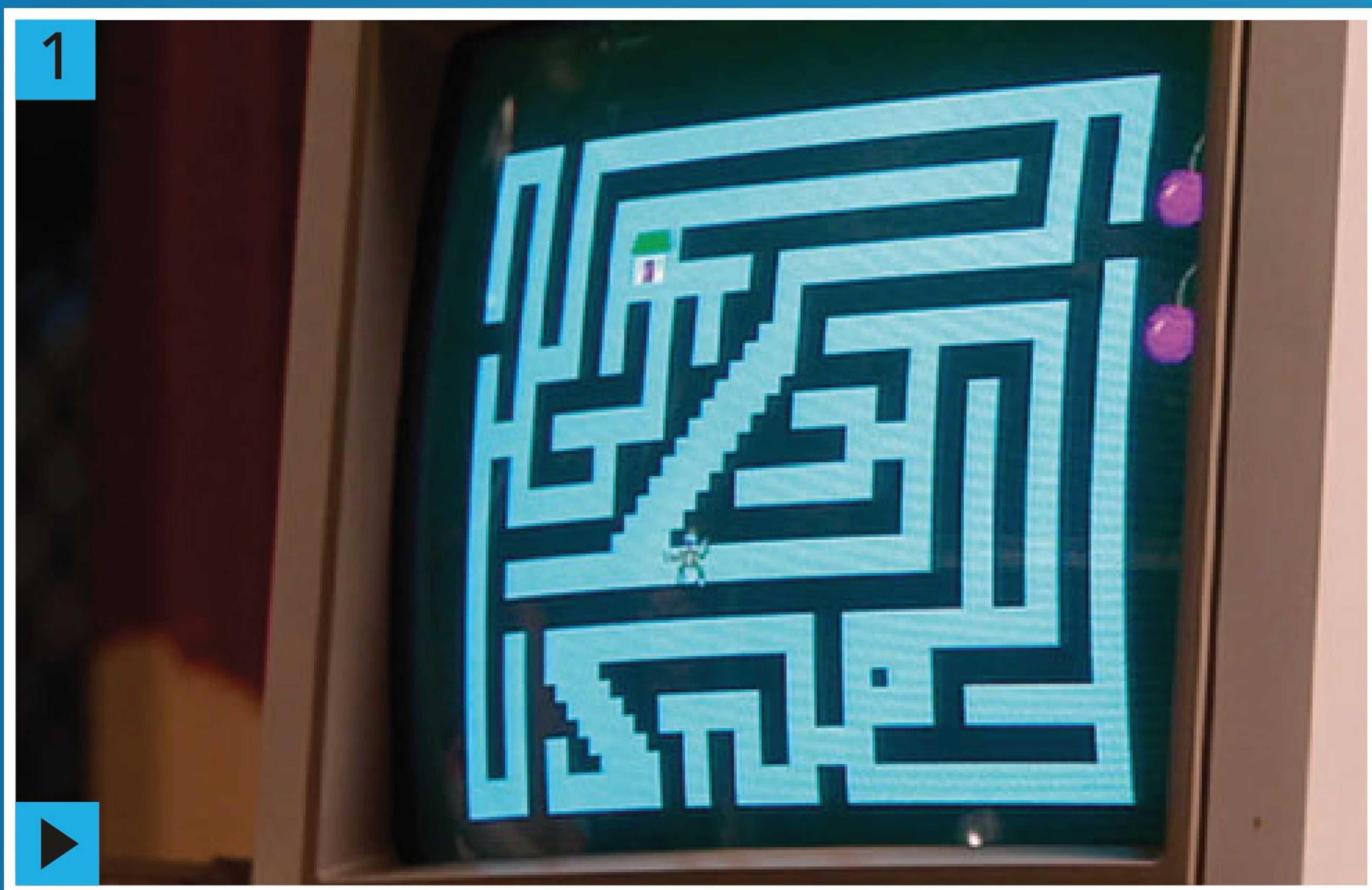


UNLOCK YOUR KNOWLEDGE

Work with a partner. Look at the photo and answer the questions.

- 1 What work are the animals doing?
- 2 Do people use animals for work in your country? If yes, what work do they do?
- 3 What other types of work can animals do?

WATCH AND LISTEN



ACTIVATING YOUR KNOWLEDGE

PREDICTING CONTENT USING VISUALS

UNDERSTANDING MAIN IDEAS

PREPARING TO WATCH

- 1 Work with a partner and answer the questions.
 - 1 Can animals solve problems? Give examples.
 - 2 How do animals play? Do you think they like puzzles or games? Why / Why not?
- 2 You are going to watch a video about the mental skills of chimpanzees. Before you watch, look at the photos from the video. Discuss the questions with your partner.
 - 1 What is the goal of a game like a maze?
 - 2 In your opinion, is the chimpanzee thinking? Why / Why not?
 - 3 Do you think the chimpanzee and the man are happy or angry?

GLOSSARY


mental (adj) relating to the mind

maze (n) a type of puzzle with a series of paths from entrance to exit

in the wild (phr) in nature, not in a zoo, on a farm or as a pet


reflect upon (phr v) to think about in a serious and careful way

WHILE WATCHING

- 3  Watch the video. Circle the correct answer.
 - 1 The scientists wanted to find out if chimpanzees could ...
 - a look for food.
 - b plan ahead.
 - c protect themselves.
 - 2 The chimpanzee is able to ...
 - a use a computer.
 - b ask for food.
 - c listen to commands.



- 3 The goal of the game is to ...
- climb the stairs.
 - eat the cherries.
 - find the exit.
- 4 Sometimes Panzee, the chimpanzee, is able to solve a maze more quickly than ...
- a human.
 - a computer.
 - the scientist.
- 5 According to the professor, chimpanzees are able to ...
- communicate.
 - make plans.
 - think faster than people.

4  Watch again. Write *T* (true), *F* (false) or *DNS* (does not say) next to the statements below. Then correct the false statements.

- _____ 1 In the wild, chimpanzees have to look for friends.
- _____ 2 Panzee can often complete mazes which she has never seen before.
- _____ 3 Planning before acting is just a human skill.
- _____ 4 The scientist says that chimpanzees reflect upon the past.
- _____ 5 Chimpanzees can plan ahead for centuries.

DISCUSSION

5 Discuss the questions below in a small group. Then compare your answers with another group.

- Make a list of five animals which are very intelligent.
- For each animal you chose, give an example of its intelligence.
- Do you think animals remember things? Give reasons and examples for your answer.

LISTENING

LISTENING 1

PREPARING TO LISTEN

- 1 You are going to listen to a debate about using animals for work. Before you listen, read the definitions below. Complete the sentences with the words in bold.

abuse (n) violent or unfair treatment of somebody
conditions (n pl) the situation in which somebody lives or works
cruel (adj) not kind
issue (n) a topic or problem which causes concern and discussion
protect (v) to keep safe from danger
suffer (v) to feel pain or unhappiness
survive (v) to continue to live, in spite of danger and difficulty
welfare (n) somebody's or something's health and happiness

- 1 Everybody should give more money to organizations that _____ animals which are in danger.
 - 2 People who let animals go hungry are _____ and should be punished for their actions.
 - 3 Animals living in cages in zoos _____ for no good reason.
 - 4 There are too many laws which defend the _____ of animals.
 - 5 The use of animals in scientific experiments is a hugely important _____ that everybody should care about.
 - 6 People must make big changes to the way they live to make sure animals can _____ in the future.
 - 7 If zoo animals live in good _____ with plenty of space, scientists can learn a lot from their behaviour.
 - 8 The _____ of circus animals should not be permitted.
- 2 Compare your answers to Exercise 1 with a partner. Which words are new for you?
- 3 Work with a partner. Discuss your opinions on the statements in Exercise 1.


I agree with number 1 because ... What do you think?

- 4 Discuss the questions below in a small group.
- 1 It's said that using animals for work is an essential part of human development. What reasons can you think of to support this idea?
 - 2 What is your opinion of buying and selling animals?

UNDERSTANDING
KEY VOCABULARY

USING YOUR
KNOWLEDGE

WHILE LISTENING

- 5  1.1 Listen to a debate on using animals for work and complete the table. What are the animals used for?

LISTENING FOR
MAIN IDEAS

	protection	building	transport	war
dogs	✓			
horses				
elephants				
camels				

Taking notes


Taking notes while listening will make you a more active listener. There are many ways to take notes while listening. One way to take notes is by using a T-chart. T-charts can help you organize information into two aspects of a topic, such as pros and cons, or facts and opinions. Remember, notes should be short. Only write the most important words. You do not need to write complete sentences.

Using Animals for Work

cons (against)	pros (for)
<i>live in difficult conditions</i>	<i>keep us safe</i>



SKILLS

- 6  1.1 Listen to the debate again. Complete the student's notes about the pros and cons of using animals for work. Write a word you hear from the recording in each gap.

TAKING NOTES
ON DETAIL

<i>cons (Ms Johnson's ideas)</i>	<i>pros (Dr Kuryan's ideas)</i>
<i>suffering of working animals (e.g. horses, dogs, elephants) rarely recognized</i>	<i>humans lack skills and strength for some jobs</i>
<i>(1) _____ available today can replace work animals</i>	<i>(4) working animals necessary part of life for _____ people</i>
<i>(2) not enough people who represent animals or _____ their rights</i>	<i>(5) use of animals for work not always _____</i>
<i>(3) old-fashioned and _____ to use animals for work</i>	<i>(6) domesticated animals wouldn't have been able to _____ without humans</i>

POST-LISTENING

SKILLS

Listening for contrasting ideas

Speakers use certain words and phrases to signal a contrast, or difference, between two ideas. To identify contrasting ideas, listen for these transition words and phrases: *yet, but, on the contrary, even though, however.*

*Animals, like elephants and horses, were used to build amazing structures, like the pyramids in Egypt. **Yet/But** their hard work and suffering are hardly ever recognized.*

*Not all animal use is abuse. **On the contrary**, without humans, these domesticated animals would not have been able to survive.*

***Even though** animals work hard for us, they are often abandoned when they get sick or too old to work.*

*These animals work long hours and live in difficult conditions. **However**, they get very little reward.*

Use *even though* to connect two contrasting ideas in the same sentence. It is followed by a subject and verb.

Use *however* and *on the contrary* followed by a comma to add a contrasting idea in a new sentence.

You can use *yet/but* to start a new sentence. Do not put a comma after *yet/but*.

LISTENING FOR TEXT ORGANIZATION

7 Circle the correct contrasting transition words and phrases. Use the examples from the Skills box above to help you.

- 1 *Even though / However* I love animals, I don't think people should keep them in their homes.
- 2 Some people think the reason I became a vegetarian is because I love animals. *Even though / On the contrary*, I am a vegetarian for health reasons and not because I care about animal rights.
- 3 Many people are against animal testing. *Even though / Yet* without such tests, we would not have developed new medicines.
- 4 *Even though / Yet* people claim that animal rights aren't protected, there are many organizations which focus on this issue.
- 5 Many people eat meat. *Yet / On the contrary* humans don't need animal protein to stay healthy.



- 8 Work with a partner. Discuss whether the words and phrases in bold are used correctly. Suggest how you could correct them.
- 1 People talk a lot about protecting animals, **on the contrary** they often don't do anything to help the animals.
 - 2 Zoos are fun places for children to visit. **But**, some zoos do not provide good living conditions for their animals.
 - 3 **However** I like animals, I wouldn't want to be a vet.
 - 4 Animal charities are doing a huge amount of work to save endangered animals. **Yet** this may not be enough to save some species.
 - 5 Most people aren't cruel to animals. **Even though**, they care a lot about animal welfare.

DISCUSSION

- 9 Read the statements. Do you agree or disagree with them? Work alone and make notes. Think of reasons for your opinion.
- 1 In the modern world, there is no longer any need to use animals for work. We have developed technology which can replace them.
 - 2 People often spend too much time and money on improving animal welfare.
- 10 Work in a group of three. Discuss your opinions on the statements in Exercise 9. Use language from the Skills box for contrasting ideas.

In my opinion, replacing working animals with technology isn't always possible. On the contrary ...

Even though animal charities receive huge amounts of money every year ...

- 11 Choose one of the statements from Exercise 9. Write around 100 words to explain the reasons for your opinion(s).

