

Unit 1: Family Life

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 understand people saying how many brothers and sisters they have.
- I can understand people talking about who is the youngest or oldest in their family.
- I can listen for details about family members – for example, where they live.
- I can understand people talking about relationships and personalities in their family.

Skill focus

Listening for general understanding:

Part A ①, Part B ②, Part C ①

Listening for specific details and information:

Part B ① ③, Part C ② ③

Vocabulary

Family members: *grandmother/father, mother/father, sister/brother*

Personality: *funny, clever, talkative, getting on (with), quite*

Grammar

try to (+ verb) for making an effort to do something.

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 1 of Listening A2* in class.

Using *Getting started*

You can use the *Getting started* questions in a variety of ways.

1. Write the questions on card, cut the individual words up and get students to work in pairs or small groups to reassemble them. (For clarity, use different coloured card for each question, or give one question to each group).
2. Clarify key vocabulary (*brother, sister, youngest, oldest, personality*).
3. Get students to ask each other the questions.
4. Elicit adjectives for personality and write them on the board. This vocabulary will be useful later on.

Using *Part A (track 01)* 🎧

Students may notice the different forms of *I've got* [Brit.] and *I have (I've)* [US] for describing relationships (also for the possession of things).

1. Model both for the students.
2. Allow students to practise in pairs using the transcript.

Using *Useful vocabulary and phrases: your family*

Get students talking about the relationships in their families.

1. Familiarise the students with the family tree in the diagram, and model the family member names (*brother, mother, grandfather, etc.*).
2. Draw your family tree on the board and tell them about your family. *I have two sisters.*
3. Get students to draw their family tree.
4. Monitor and expand students' vocabulary as you go round.
5. Allow students to work in pairs and describe their family to their partner using the family tree for support.
6. Feed back as a whole group or have students swap partners and repeat the process.
7. The exercise can be expanded by adding personal names to the family tree.

Using *Part B (track 02)* 🎧

This recording involves identifying some English place names. You can use this exercise to expand students' cultural awareness of the UK if you feel that it would be appropriate for them.

1. Read the names on the map (*Durham, Salisbury, Boscombe, London*).
2. If you feel the students may have sufficient cultural awareness, ask them if they know any other 'English' place names with the same endings:
Durham: Birmingham, Nottingham, Fulham
Salisbury: Canterbury, Aylesbury
Boscombe (quite hard): Salcombe, Ilfracombe, Combe
3. Focus on the endings (*...ham, ...bury, ...combe*) and write the words *valley, castle, and home* on the board. Ask them to match the ending with the meaning:
-bury: castle/fort
-ham: home/settlement
-combe: valley

(Explain that these are ancient names that many English people might not be familiar with.)

4. Students may wish to share the meanings of place names in their own language if they know them.
5. You can add further English place name endings that might interest the students:
 - on-sea
 - mouth
 - bridge

Students may find it useful to understand the time expressions used in the recording:

1. After you have completed all the exercises in *Part B*, ask your students to identify time expressions from the recording (many have already been highlighted in questions and gap fills but you may have to play it several times or get them to use the transcript to identify them all): *several hours away, at the moment, when we meet up, this summer, now, still*
2. In pairs, get students to tell their partners something about their relationship with their family using some of these expressions, e.g. *I still live with my parents. I'm staying with my sister at the moment.*

Using Listening tip: hearing repeated words

This *Listening tip* encourages students to filter out the repeated short filler words we all use in daily dialogue.

1. Ask students to look at the type of words that get repeated (articles, pronouns, conjunctions).
2. Ask students if they recognize the same trait in their own language.
3. Play the recording and see how many they can hear.

There are five:

we— we still play

play tennis or— or squash

This— this summer

the— the four of us

make excuses to— to meet up

4. Students can use the transcript on p.108 to check their answers in pairs.
5. Play the recording again and feed back with the whole class.

Using Useful vocabulary and phrases: personality

Expand students' vocabulary for describing personality:

1. Ask students to work in pairs or small groups to think up as many personality adjectives as they can and write each of them on small pieces of paper.
2. Collect them up, put them in a hat, box or bowl.
3. Pick them out one by one and ask the students to decide if they are positive or negative characteristics – remembering that they could be both or just neutral as well.

MUSIC IN CLASS

If you want music and songs in your classroom you might want to use *She's Electric* by Oasis as a lyrics gap fill exercise. It contains some key vocabulary from the unit: *family, sister, brother, mother, cousin, I've got, she's got, get on with*. Do be aware that this song contains lyrics that might cause offence, or be unsuitable for some audiences.