

Unit 2: Daily 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 talking about regular activities.
- I can listen for different times of day.
- I can understand what time of day people do things.
- I can understand how regularly people do things.

Skill focus

Listening for general understanding:

Part B ①, Part C ①, Part D ①

Listening for specific details and information:

Part A ①, Part B ②, Part C ②, Part D ②

Vocabulary

Numbers: *one to twelve, fifteen, thirty, forty-five*

Times: *half/quarter past, quarter to/before/after, ... thirty, ... fifteen, ... o'clock*

Routines: *get up, brush my teeth, go to work/bed, have breakfast/lunch/dinner*

Grammar

Adverbs of frequency: *usually, normally, sometimes*

Present simple for routine

Intonation

Listening for word stress: important content words

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 A2* in class.

Using *Getting started*

Use the *Getting started* questions as a mingle activity.

1. Ask the students to write their (numbered) answers to the questions on a piece of card (giving a couple of options for question 2 and just one for question 3).
2. Collect them and redistribute them – checking that you don't give a student their own answers back!
3. Students can then move around the class asking each other the questions and trying to find the person whose card they have.

Using *Part A (track 04)* 🎧

This exercise is about listening for the time. You can play a game of Time Bingo to help with their listening skills.

1. Photocopy one bingo card (below) per student, and one set of times (below) or simply write them out yourself.
2. Distribute the bingo cards to the students and ask them to randomly fill in the empty boxes with any time on the quarter hour between six o'clock and nine thirty (which is the primary focus of this exercise). You may want to write them all on the board to make it as clear as possible to the class. Students should then have a unique card with nine different times in that range.
3. Put the cut up numbers in a hat, bag or bowl, pick them out and read ('call') them. You can use the same way of saying the times, or use the alternate methods shown in *Clear usage*: '*getting up*' in the morning to make it a little harder. Remember to keep the times you read out so you can check the winner's card.
4. Students mark the times they hear on their bingo card and the winner is the first student to correctly mark all the times. When they do, remind them to shout 'Bingo!'

Using *Part B (track 05)* 🎧

Part B Exercise 1 deals with routines. You can adapt the *I-went-to-the-shop-and-I-bought-a...* game to practise listening, speaking, and memory.

1. Get students to sit in a round and begin by describing a morning routine, for example *In the morning, I brush my teeth* and provide an action or gesture to represent the activity.
2. The next person in the round then repeats this phrase and action and adds their own.
3. Continue round the group with an ever longer series of activities.
4. You might want to make it competitive. Rather than have students drop out when they slip up, they could lose a point instead. The winner would be the person with the fewest lost points at the end of the game.
5. The actions can be very literal (the action of brushing your teeth) or can be much more abstract (an out-stretched arm with upturned fingers for bristles to represent toothbrush) depending on your class. After an initial round, you can add an adverb of frequency (*sometimes, normally, usually*) or a sequencing word (*then, after that*) and make remembering that part of the activity also.

Using Listening tip: using images

In preparation for the class ask students to bring in six images which define their morning (or evening) in the same way as the photographs from this exercise.

1. Put students in pairs and get them to swap their photos.
2. Each student arranges their partner's routine using the photos.
3. The students can then recount their routine, and their partners can see if they were right and rearrange the photos if necessary.

Using Clear usage: 'usually', 'normally', and 'sometimes'

In this unit, the only adverbs of frequency we hear are *usually*, *normally*, and *sometimes*, but you can take the opportunity to elicit more from the students including the more obvious ones such *rarely*, *often*, *never*, and *always* as well as more difficult adverbial phrases such as *once a week*, *hardly ever*, and *virtually never* if you wish. When the students have a range of adverbs to employ you can play this card game with groups of between two and four.

1. Decide on your target adverbs of frequency.
2. Make pack of cards (one pack for each group). Each card should have one of the target adverbs of frequency on it. So, if you wanted to focus on seven adverbs, these could be repeated about five times making a pack of thirty-five cards – but you can play around with the numbers if you like.
3. In groups, students deal out the cards, discarding uneven numbers, and keeping their cards secret.

4. Students ask *How often ...?* questions to one person in the group who should reply using one of the target adverbs of frequency.
5. If the reply uses an adverb of frequency that the questioner has in their hand, then they can put that card down; if not, the turn moves on.
6. The winner is the first person to lay down all their cards.

MUSIC IN CLASS

If you want music and songs in your classroom, there are many songs which use an adverb of frequency as (part of) the title (*always*, *never*, *sometimes*, etc). If you have the time you can make a mix of snatches of these songs, play it to the class and see how many they can hear.

Alternatively, you could use a song like *The Day Before You Came* by Abba which describes a daily routine including times of the day. You could provide pictures of the routines mentioned and ask students to assign them to the correct time of day. Play the song as feedback so the students can check if they were right.

The Day Before You Came – Abba

8.00 am – newspaper

9.15 am – desk

12.30 pm – lunch

2.30 pm – cigarette

5.00 pm – school

8.00 pm – Chinese food

10.15 pm – book

PHOTOCOPIABLES

Bingo cards

		9.30
	6.00	

		9.30
	6.00	

		9.30
	6.00	

		9.30
	6.00	

		9.30
	6.00	

		9.30
	6.00	

Times

6.00	6.15	6.30	6.45	7.00	7.15	7.30	7.45
8.00	8.15	8.30	8.45	9.00	9.15	9.30	