

## Unit 3: Childhood

### 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 childhood memories.
- I can understand people explaining the activities they enjoyed as a child.
- I can follow the significance of simple descriptive words in conversation.
- I can recognize the importance of some different types of emphasis in conversation.

#### Skill focus

Listening for general understanding:

#### Part A ①

Listening for specific details and information:

#### Part A ②, Part B ① ② ③, Part C ① ② ③

#### Vocabulary

Adjectives: *brilliant, happy, healthy, big, little, beautiful, lovely ...*

Places: *bungalow, flats, markets, garden*

#### Function

Describing memories: *It was ..., I was ..., We were ..., They were ..., We used to ..., I would spend ...*

#### Intonation

Sentence stress: *really*, adjectives in the predicative position

### 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*

You can use the *Getting started* questions as a prompt for groups of students to create class surveys on different topics related to childhood: school, friends, games, holidays, TV, parents, etc.

1. Decide in advance what topics might interest the class or suggest a few and see which ones the class is most interested in.
2. Divide the class into groups of three to six and give them a topic each.

3. Ask the groups to think of questions that would form the basis of a survey.

- TV: *How much television did you watch as a child? What types of programmes did you watch?*
- School: *What type of school did you go to as a child? Private? Public? Mixed? What were your favourite subjects?*
- Games: *What type of games did you play? Hopscotch? Cat's Cradle?*

4. As students work, monitor and make sure students include options for the answers (as above).
5. Either allow students to gather answers as homework, or get the groups to survey the other students (they will have to write a few copies) and feed back to the whole class.
6. An alternative homework activity would be to ask the groups to find some way of displaying their results in the form of a poster (with pie charts or bar graphs) that could be displayed in class.

#### Using *Part A (track 08)*

This board game activity will get the students using language they have learned in the unit and searching their memories for what they can add. You will need a die for each group.

1. Photocopy the board game template below.
2. Elicit ideas from the students that relate to childhood memories (*food, grandparents' house, playground games, going to the doctors, toys*) and write them on the classroom board.
3. Put students into groups of two to four with one template and one die for each group.
4. Allow students to pick ideas they like and write them in the boxes of their board game template.
5. In their groups, students take it in turns to roll the die and describe a memory for the square on which they land: *When I was young I never ate vegetables* or *When I was a child I would spend every summer with my grandparents.*

#### Using *Part B (track 09)*

You might want to highlight the function of expressing wishes and hopes which Patrick uses in this recording.

1. Ask students to read the transcript and identify the statement which answers *question 6 in Part B Exercise 2*.  
*I hope that if I have kids one day (that) they'll have the same opportunity.*

2. Model a similar hope for yourself:  
*I hope that you all do well in your exams.*
3. Get pairs of students to share their hopes with each other.
4. Feed back with the whole class.

### Using *Listening tip: adjectives*

Most adjectives can be in either an attributive or a predicative position. The point of this listening tip is that when a speaker makes an active choice to use an adjective in predicative position it is often for reasons of emphasis.

1. Get the students to transform this attributive use to a predicative one. Encourage them to add the appropriate emphasis.  
*It was a noisy classroom.* = *The classroom was noisy.*  
*It was a big school.* = *The school was big.*  
*They were excellent pupils.* = *The pupils were excellent.*
2. Put students in pairs and get them to test their partner.
3. Feed back the best examples with the whole class.

### Using *Part C (track 010)*

At the end of all three parts students can create a mood board of their childhood which they can present to the class – and, perhaps, stick them to the wall as a poster.

1. Before the lesson, ask students to bring in photographs, or other sorts of memories, they could use to stick on a mood board about their childhood; alternatively, you could bring in a range of suitable magazines and other material they could use.
2. Tell students that the images in *Part B Exercise 2* and *Part C Exercise 1* are like mood boards of Patrick's and Abie's childhoods.

3. Give the students large pieces of paper on which to stick their photographs, etc.
4. Tell students they can add text to their boards and ask them what adjectives they have learned in this unit that they would apply to their own childhood, and what new ones they can think of.
5. Students can work in pairs to create their mood boards.
6. Monitor and get students to say what they think the things on the boards represent.
7. For feedback, allow willing students to present their mood boards to the class. Encourage the use of adjectives and monitor for the emphasis.
8. Get the class to make notes, and add new adjectives and activities to their vocabulary books/lists.

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### MUSIC IN CLASS

If you want music and songs in your classroom you might want to use *Baggy Trousers* by Madness which is a song about childhood and school. You can use it in various ways:

- It is entirely in (half) rhyming couplets. Hand out the lyrics with one or other of the rhymes deleted and get the students to guess the missing rhyme. Play the song as feedback. Or if you can get the funny video – all the better!
- Find pictures of the vocabulary items in the song, and get students to identify them in the lyric sheet, or again with gaps you make in the lyric sheet.
- There is a lot of fun in the vocabulary/phrases. You may want to pre-teach some words (*naughty, woodwork, ready-rub, bend/break the rules, cane, backsides, break it up*, etc.).

PHOTOCOPIABLES

Board game template

<div>Start</div> <div>&gt;&gt;</div>					
<div>Finish</div>					