

## Unit 1: Your family

### 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 giving details of extended families.
- I can follow people describing complex relationships within families.
- I can understand some complex idiomatic language.

#### Skill focus

Listening for general understanding:

#### Part A ①, Part B ①

Listening for specific details and information:

#### Part A ②③, Part B ②③

#### Vocabulary

Family: *sibling, aunt, uncle, step-brother, sister-in-law, half-brother, adopted, divorced, separated*

Idioms: *as a matter of fact, loads and loads, don't get me wrong*

*close* as an adjective, *close by* as a phrase

#### Usage

*will* for recurring events: *we'll go up to Derbyshire*

*imagine/suppose* for qualification: *I suppose that's how we look at it*

### 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 B1+ Intermediate* in class.

#### Using *Before you listen*

You can use the *Before you listen* questions in a variety of ways.

1. Create a gap fill exercise with the key words/phrases (*only child, aunts, nephews, close and little contact, etc.*) on a separate handout.
2. Allow students to ask each other the questions and get them to report their partner's answers to the class.
3. Create a mingle activity by getting students to write their answers to the questions on a piece of paper – but not to include their name! Collect their answers and redistribute them to other students. The students can then stand up and move around the class asking questions to find the person whose card they have.

#### Using *Part A (track 01)* 🎧

The activities below can be introduced during *Part A*.

1. Get a student to read the rubric for *Part A* about Alex and ask the class what sort of subjects Alex might talk about (e.g. family members, where they live, what they do, whether he likes them, etc.).
2. If you have a map of the UK in the classroom, don't forget to identify the places mentioned in the rubric – and return to the map after the recording when Alex has mentioned Southampton and London.
3. Get students to pre-read the questions 1–5 of *Exercise 1* and discuss in pairs how Alex might express himself for each question (e.g. for question 1 *close by, far away, miles away, in another country*; for question 3 *It's sad that..., I'd prefer it if ....., because, etc.*). Feed back to the whole class and write their ideas on the board.
4. By *Exercise 3*, students will have heard the recording at least twice. See if they can work in pairs to answer the questions before you play it again.

#### Using *COBUILD CHECK: close*

In this *COBUILD CHECK* the word *close* (/kləʊs/) is used as an adverb and as an adjective within a phrase.

1. Make sure that students are clear about the different pronunciations of *close*: /kləʊs/ as an adjective and adverb, and /kləʊz/ as a verb and noun (in almost all cases).
2. Write the statements from *COBUILD CHECK: close* on card and cut them up into individual words. Get students to work in pairs to reassemble the statements. For clarity, use different coloured card for each statement, or give one statement to each group.
3. You can use the second *COBUILD CHECK: family relationships* in the same way.

#### Using *Part B (track 02)* 🎧

*Part B* focuses on Patrick's description of the nature of a large extended family. Once you have completed all the exercises, the activity below will allow the students the opportunity to use the language.

1. Ask students to write the names of extended family members (*uncle, aunt, cousin, half-brother, etc.*) on separate pieces of paper. It doesn't matter if they don't have that member in their own family.
2. Collect them up, and put them in a hat, box or bowl.
3. Pick them out one by one and ask the students to describe that family member to the class in thirty seconds. (Students will have to discard family members they don't have in their family.)

4. If you want to make it competitive you can create a points system. Students are awarded one point for each of the following: a description of personality, appearance and a funny story about each relative. As this is a listening class, get the other students to mark the speaker, but you can be the final arbiter.
5. Another way of playing this game is to put adjectives of personality on separate pieces of paper, and get the students to think of relatives who have that personality trait.
6. With more independent students this exercise can be done in small groups.

### Using Further listening

In *Further listening*, at [www.collinselt.com/listening](http://www.collinselt.com/listening), Lisa talks about her background in Newcastle and her life now in London. There is a worksheet below. You can download the recording and use the worksheet in class, or set it for homework.

The recording is 3 minutes 22 seconds long. The question about the significance of the various places is answered between 0.00 and 1.25. The question about the people is answered between 1.25 and 2.13. The question about the environment is answered between 2.13 and 3.22.

The three questions are increasingly challenging because Lisa's views are not straightforward. Allow students to work in pairs or threes. Feed back to the whole class and use the transcript (which you can also download from the same web address) to clarify.

### Answers:

#### 1. London

Lisa was born in London and she has moved back there for work. She says she is 'settled' in London.

#### Newcastle

Lisa calls herself a 'Geordie' (a person from Newcastle). She grew up near Newcastle.

#### Sunderland

Lisa went to school in Sunderland.

#### Sheffield

Lisa went to university in Sheffield when she was eighteen.

#### Scotland

Lisa's mum is from Scotland

#### Birmingham

Lisa's dad is from Birmingham.

2. Lisa says that people think Geordies are quite loud and a bit brash and that they like to drink a lot, but she thinks that is not true. She says Geordies 'aren't unlike any other groups of people in the country' although she admits they have a 'bad reputation'.
3. Lisa says living in London is exciting. Although there is not much space in your house or garden, money is spent on the parks so there are always places to go.

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### MUSIC IN CLASS

Patrick refers to his family being like *The Brady Bunch*, an American TV series of the late 1960s and early 1970s, about a blended family of step-siblings and step-parents. If you want music and songs in your classroom you might want to play the theme tune to the show. You can also play short segments of the show (which are available on [www.youtube.com](http://www.youtube.com)) and create a worksheet asking students to identify the relationships in the show.

As a counterpoint to *The Brady Bunch*, you could do the same for *The Addams Family*, another 1960s American TV series, about a family of ghouls and spooks. If the students are familiar with both, which they might be from the film remakes, you can have a discussion about the importance of family as a basis for drama. Ask students if there are any family-based dramas in their own culture which have had such significance. For homework, you can ask students to write about these dramas, identifying the various familial relationships in each.

### PHOTOCOPIABLES

Listen to Lisa's story.

1. What is the significance of the places on the map for Lisa?

Scotland

Newcastle

Sunderland

Sheffield

Birmingham

London

How does she describe the differences/similarities between Newcastle (in the north) and London (in the south)?

2. The people \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. The environment \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_