

## Unit 2: Your home town

### 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 describing their home towns.
- I can follow descriptions of changes that have taken place and are taking place now.
- I can understand vocabulary for places in the town and the city.
- I can recognize differences in US and UK vocabulary for things in the environment.

#### Skill focus

Listening for general understanding:

**Part A ①, Part B ① ③**

Listening for specific details and information:

**Part A ② ③, Part B ② ④**

#### Vocabulary

Transport (US/UK English): *railroad/railway, sidewalk/pavement, gas/petrol*

Town and country: *suburbs, outskirts, urban, inner city, -ish (largish, smallish, reddish)*

#### Grammar

Present passive continuous: *when the city is being developed*

#### Intonation

Sarcasm

### 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 B1+ Intermediate* in class.

#### Using *Before you listen*

Use the *Before you listen* questions to initiate the making of a mood board of the students' hometowns.

1. Ask the students beforehand to bring in to the lesson photographs or other sorts of memories or realia they could use to stick on a mood board about their hometown.
2. Give the students large pieces of paper (A3) on which to stick their photographs, etc.
3. Tell students to add text to their boards: adjectives which describe their town, words which reflect their feelings, important places and dates, and so on.

4. If students are from the same town they can work in pairs or small groups.
5. Monitor and ask questions about what the different things represent.
6. For feedback, allow willing students to present their mood boards to the class, or stick the posters to the wall and get students to wander around and ask each other questions about their mood boards. (You might want to leave that part until later in the lesson.)

#### Using *First speech bubble* – page 8

You can use these differences in US and UK English vocabulary for a game.

1. Photocopy the *Did you know?* table below a few times and cut out the words (add a few more if you like). Put the pieces of paper in a hat, bowl or bag.
2. Ask the students to memorize the words in the speech bubble.
3. Divide the class into two teams.
4. Pick out one of the words from the hat and the first student who can 'translate' the word from UK to US English (or vice versa) wins the point for their team.
5. The game can also be played in pairs if you photocopy more sheets.

#### Using *Second speech bubble* – page 9 (track 03)

The speech bubble identifies Tonya's use of a sarcastic tone when she says "*really good at in the states*" (0.10 secs) to refer to a lack of environmental awareness.

1. Play the recording and ask the students to identify in what way she sounds sarcastic (i.e. by stressing the word *really*).
2. Ask students to think of ways to sound sarcastic. The most obvious is to emphasize a particular word, but students may want to consider what sorts of emphasis they could use, such as: high, low or inverse pitch; pause and exaggeration; aspiration; flattening; sing-song sounds; nasalization. While they may not know these terms they may well be able to mimic the tone in something they say.
3. Photocopy the *Second speech bubble* worksheet below and put students in pairs to practise saying the phrases to each other using a sarcastic tone.
4. Monitor and feed back the best examples with the whole class.

#### Using *Clear usage: present passive continuous* – page 9

1. Ask students to look at the description of the present perfect continuous in the box and get them to write the active forms of the passive examples given.

*Trees are being cut down.* = *They are cutting down trees.*

*Houses are being bulldozed.* = *They are bulldozing the houses.*

*The transport system is being utilized.* = *They are utilizing the transport system.*

*Shops are being closed.* = *They are closing shops.*

2. You can use the *Clear usage: present passive continuous* worksheet, below, to get students to transform active sentences into passive ones. (Answers: 1. *A supermarket is being built in my home town.* 2. *The trees in the park are being chopped down.* 3. *The high street is being pedestrianized.* 4. *The pavements are being repaired.* 5. *The old school is being pulled down.*)
3. Get students to think of passive sentences to describe changes that are currently taking place in their neighbourhood, home town or country. Ask them to exchange their examples with a partner or in a small group.
4. Feed back the best examples with the whole class.

### Using *Clear usage: talking about the past and the future* – page 10

Use this *Clear Usage* to get the students to talk about where they have lived and where they would like to live.

1. Find pictures of different sorts of locations (the mountains, the city, the countryside, near the sea, the suburbs, a small village, etc.) from magazines, attach them to a sheet of paper and photocopy it so you have one for each pair.
2. Ask students to work in pairs to talk about the places they have lived and where they have always wanted to live – using the pictures as a source of inspiration.
3. Partners can try and guess the locations that the other person is talking about if they haven't already told them.
4. Feed back with the whole class.

### Using *Further listening*

In *Further listening*, at [www.collinselt.com/listening](http://www.collinselt.com/listening), Taressa talks about her background and the character of the state capitals of Queensland (Brisbane), New South Wales (Sydney) and Victoria (Melbourne). There is a worksheet below. You can download the recording and use the worksheet in class, or set it for homework.

The recording is 1 minute 10 seconds long.

Allow students to work in pairs or threes to complete the worksheet. Feed back to the whole class and use the transcript (which you can also download from the same web address) to clarify.

Taressa describes Canberra as *incredibly boring*, Sydney as *business-focussed*, Melbourne as *art-focussed*, and Brisbane as *backward* but the best place to live.

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### MUSIC IN CLASS

If you want music and songs in your classroom there are many songs about home towns:

- Bruce Springsteen – *My Hometown*
  - Neko Case – *Thrice All American*
  - Alicia Keys/Jay Z – *Empire State of Mind (Part II) Broken Down*
  - The Hollies – *Ferry Cross the Mersey*
  - The Clash – *London Calling*
- and numerous rap songs like
- GT Mayne – *H.O.U.S.T.O.N.*

You may also find others you would like to use.

Any of these songs can be used in class as a lyrics gap-fill exercise. Alternatively you can ask students to work in pairs and on different songs to examine the singers' feelings towards their home towns, and how they express them. This can be done in class or for homework.

PHOTOCOPIABLES

Did you know?

railroad	railway	freeway	motorway
track	platform	gas	petrol
sidewalk	pavement	traffic circle	roundabout
pavement	tarmac	intersection	junction
parking lot	car park	divided highway	dual carriageway

### Clear usage: present passive continuous

Change these continuous sentences from active to passive:

1. They are building a supermarket in my home town. \_\_\_\_\_
  2. They are chopping down the trees in the park. \_\_\_\_\_
  3. They are pedestrianizing the high street. \_\_\_\_\_
  4. They are repairing the pavements. \_\_\_\_\_
  5. They are pulling down the old school. \_\_\_\_\_
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### Second speech bubble – Sarcasm

Work in pairs. Say these phrases using a sarcastic tone.

1. Well, that's a really great job.
2. Don't study too hard.
3. That was a fabulous meal.
4. Oh, you're so generous.
5. Nice shoes.
6. I really appreciate the effort you made.
7. I couldn't do it without you.
8. We were so worried about you.
9. It has been a great honour.
10. Thank you so much.
11. How can I ever repay you?
12. What a surprise, I really thought you'd pass that test.

### PHOTOCOPIABLES

Listen to Taressa's story.

1. Can you identify the cities which Taressa mentions?



2. According to Taressa the character of each of the places is quite different. What words does she use to describe them?

Brisbane \_\_\_\_\_

Sydney \_\_\_\_\_

Melbourne \_\_\_\_\_

Canberra \_\_\_\_\_