

## Unit 3: Your country

### 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 the different communities within their countries.
- I can understand people talking about the culture of their country.
- I can hear and understand the relevance of modifying language in English.
- I can recognize and accommodate non-standard English and some accents.

#### Skill focus

Listening for general understanding:

#### Part A ①, Part B ①

Listening for specific details and information:

#### Part A ② ③ ④, Part B ② ③

#### Vocabulary

Modifiers: *quite, really, very*

Communities: *indigenous, immigrant, refugee, asylum seeker*

Culture: *variety, diversity, mindset, heritage, history*

#### Grammar

Non-standard English

### 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 3 of Listening B1+ Intermediate* in class.

#### Using *Before you listen*

Use the *Before you listen* questions to initiate conversations in pairs and then across the whole class.

1. Put students into pairs and get them to alternate asking each other the questions and answering them – the length of this stage will depend how much students have to say about other countries they have visited.
2. Give each student the name of a different country written on a piece of paper and tell them to keep it secret.
3. Ask students to think how they would compare their native country to the one they have been given (this may be about preconceptions as much as fact, of course.) Ask them to think about food, climate, lifestyle, character of the people, etc.

4. One by one, get students to explain the differences and similarities between the two countries, and allow other students to guess which country is written on the paper.
5. Variation: You can create a challenge for the students by putting a country's flag on the piece of paper instead of its name.

#### Using *Part A (track 05)*

Before playing the recording:

1. Ask students to read the highlighted box about flora and fauna vocabulary in New Zealand and Australia.
2. Clarify the vocabulary mentioned, or ask the students to look it up in the mini-dictionary.
3. Ask students what they know about New Zealand and Australia, particularly about the wildlife and people in each country. (Ask them to work in pairs and then feed back to the whole class.)
4. This is quite a long audio with a difficult accent so it may be worth playing it in two separate parts: the flora and fauna (0.00-0.54), and the people (0.55-2.33). This will give you the opportunity to clarify vocabulary as you go along.
5. After the first part of the audio, ask students to complete questions 1 and 2 of *Exercise 1*. Then play the second part of the audio and ask them to complete questions 3 and 4.

#### Using *Part B (track 06)*

1. Ask students to read the true/false statements from *Exercise 1* in pairs, and predict what Stella might say.
2. Open the conversation to the whole group and discuss the impression China is currently making on the world.
3. Play the recording and get students to work individually on their answers and then compare in pairs.
4. Feed back with the whole class and discuss the way Stella talks about both the importance of the history of China and its modernity. Ask students if they would describe their own country from these perspectives.

Focus on Stella's use of non-standard English:

1. Photocopy the *Non-standard English* worksheet below and cut the phrases up so that you have one set for each pair of students.
2. Ask students to read the outlined box (page 14) about the non-standard aspects of Stella's spoken English, and discuss as a group the questions about difficulties in understanding.
3. Hand out a set of Stella's phrases and get students to put them in the order Stella says them in the recording. Play the recording again if necessary.

4. Now these phrases have been highlighted, you can move on to *Exercise 3*.

Put students in small groups and ask them to create a tourism poster for their own country:

1. Bring in magazines with plenty of photos of the students' native countries.
2. Put students in small groups and ask them to think of:
  - what aspects of their country they would most like to promote to the outside world,
  - what adjectives best describe their country,
  - what pictures, images and colours would best highlight their country's qualities.
3. Give each group a large piece of paper (A3) on which to design their posters, and allow them to add whatever text they like to it.
4. Monitor and allow students to talk about their designs.
5. For feedback, allow willing students to present their posters to the class.
6. Get the class to make notes and ask questions at the end of each presentation.

### Using Further Listening

In *Further listening* at [www.collinselt.com/listening](http://www.collinselt.com/listening), Hannah, originally from Australia, compares her new life in England to her old one in Darwin.

1. Print out Hannah's transcript, below, and cut it in two (0.00-0:54 and 0.55-2.09). Download the recording.

2. Put students into two groups and give each group one part of the transcript.
3. Allow the groups ten minutes to think of five true or false questions about their part of the transcript with which to challenge the other group.
4. Groups can then exchange their questions and you can play the recording.

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### MUSIC IN CLASS

If you want music and songs in your classroom you could bring in the lyrics and recordings of various national anthems of English-speaking countries which you can use in different ways:

- Taking note of the rhyme scheme, hand out the lyrics with one or other of the rhymes deleted and get the students to guess the missing rhyme. Play the anthem as feedback.
- Find pictures of the vocabulary items in the song, and get students to identify them in the lyric sheet.
- Sometimes national anthems present a strange and perhaps over-inflated image of a country which can provide a good basis for discussion. Get students to talk about how they think different countries see themselves in the world.

The obvious anthems to pick are: *Advance Australia Fair* (Australia); *O Canada* (Canada); *God Defend New Zealand* (New Zealand); *God Save the Queen* (U.K); *Star-Spangled Banner* (U.S.A)

## PHOTOCOPIABLES

## Non-standard English

It's a very big difference in the cultures with the Western world.

I think there are things that you can show to them. It's, you know, like shopping.

In the past, you can [could] hardly see any luxurious good(s).

But now it's – all the brands are there.

It's a city of variety and diversity as well, you know.

Then you can understand the Chinese history.

This is what modern China [Chinese] people, you know, enjoy.

## Hannah's transcript

(0.00-0:54)

Ok, well I was born in Australia ... um ... in Darwin, which is in the Northern Territory ... um ... and a very different place to a lot of Australia. Um, that's probably what people see as 'Real Australia', kind of like 'Crocodile Dundee' kind of territory. Um, so that's where you get a lot of crocodiles and ... um ... where I was born for example, in the river outside the hospital — from my mum's hospital — hospital bed you could see crocodiles in the river. That's the kind of place ... um ... we're talking about. Um, when I was two, I moved to — right down to Southern Australia ... um ... to Adelaide ... um ... and that was a totally different thing again. Um, that was much more rolling hills and ... um ... Australian suburbs. And then ... um ... when I was about ten, I moved to Sydney — ... um ... so to Sydney city. So that was a totally different thing altogether again ... um ... being in a city that's right on the coast ... um ... and a beautiful city at that.

(0.55-2.09)

Um, when I was twelve ... um ... we moved to England. Um, both my parents are English and so they had spent eighteen years by that point out of the country and decided that it was about time that they got to know — that we got to know our cousins, our grandparents, all of our family back in England better. And although we'd developed family — um ... people who weren't actually family to us by blood ... um ... but people who we considered aunties and uncles in Australia ... um ... it wasn't the same as having those people we saw kind of ev — every second Christmas. And so we moved ... um ... and it was — everyone thinks that England and Australia are kind of culturally the same ... um ... but actually it was very, very different they're very different people. Um, I think that the Australians are — are much more open, there — it's a different — you get different influxes there ... um ... from different countries as well. So there you've got ... um ... a lot of Koreans, you've got a lot of Japanese ... um ... a lot of Japan — ... um ... who else have we got? We've got Greek and Chinese ... um ... whereas when I came to England there was a lot of Afro-Americans and a lot of Indians, especially where I live ... um ... and so it was so interesting to see the difference in that.