

What's new?

Subject:	Special occasions, family
Language:	Asking about and describing past activities and events
Functions:	LB 22 Asking about and describing past activities LB 23 Asking about and describing past events
Pronunciation:	Intonation in statements, CD1 (Blue) track 22

1 The BIG question: FAMILIES – HELL OR HAPPINESS?

The theme of this unit is special occasions and families. ***The BIG Question*** is: Families – hell or happiness? How important is your family to you? Do you celebrate special occasions as a family?

- Read out ***The BIG Question***. Write the two words 'Hell' and 'Happiness' on the board with the word 'Family' in the middle. Ask students to suggest words for each one (for example: Hell: rules, lots of people and no space, no time alone, no freedom, too many different opinions, problems and arguments; Happiness: people you know and love, not being alone, help when you have problems, a home, meals.)
- Look at the **FACT** box with the class. Ask for brief reactions.

Picture / background information

The information in the **FACT** box is from the Mental Health Foundation of the UK. For more details, go to their website:

www.mentalhealth.org.uk/page.cfm?pageurl=Stress.cfm

At the start of the millennium a poll asked 'What matters most in life?' 40.1% said 'a happy family life' was most important, second only after good health.

www.gallup-international.com

(Go to the 'Millennium archive' in the 'Survey archive'.)

2 FOCUS ON...**Words****2 A**

- Revise words for family members with the class (for example, *parents, grandparents, aunt, uncle, cousin, daughter, son*). You can draw a family tree on the board to illustrate relationships. Ask individual students: Do you have brothers and sisters? How many cousins have you got? etc. Point out

that in English we generally say 'brothers and sisters' although sometimes students might encounter the word 'siblings'. Ask how students say the equivalent words for familial relationships in their language.

- Read out the words in the exercise box and ask students to repeat them. Make sure that they put the stress in the correct place: *half-sister* and *stepfather*, but *single parent* and *only child*.
- Students complete the sentences with the correct words. Check the answers.

2 FOCUS ON... Words A**Answers**

1 only child 2 divorced 3 single parent
4 stepfather 5 half-sister

2 B

- Read out the questions and check that students understand them.
- Students tell each other about their families using the questions to guide them.
- Ask two or three students to report back to the class about their partner's family.

Picture / background information

The greeting cards industry is huge (worth about £1 billion a year in the UK and \$7 billion in the USA). Family members send or give each other birthday cards even if they live in the same house, and work colleagues often send each other Christmas cards. People often count the cards they receive and consider them an indication of their popularity. Market research puts the average number of cards received at 55 per person per year in the UK and 45 per person in the USA. The greeting cards industry also promotes other year-round opportunities for people to give each other cards – weddings, births, christenings, Mother's Day, Father's Day, cards for a job promotion, a bereavement (a death

on the family), exams passed, anniversaries and so on.

www.greetingcardassociation.org.uk/info-resource/market-info/facts-and-figures
www.clintoncards.co.uk/main/greetingcardindustry.asp

2 C

- Look at the photos with the class. Explain that in the UK and the USA cards are very important for special occasions; it is expected that people send cards to mark occasions such as weddings, birthdays and particular religious holidays, including Christmas. Try to think of as many events as possible for which a card might be suitable.
- Read out the special occasions in turn. Students match the occasions to the correct cards. Ask students to answer orally.
- Check that students understand what the word 'anniversary' means (the celebration every year of the same event, such as the day two people got married). Ask students if they know what a 25th and a 50th anniversary are called (silver wedding and golden wedding) or if people even use these terms in their country.
- Ask students: When was your last birthday? How old will you be on your next birthday? Are your parents married? Do you know the date of your parents' wedding? Do they celebrate their anniversary?

2 FOCUS ON... Words C

Answers

1 e 2 c 3 d 4 b 5 a

2 D

- Read out the questions and check that students understand them.
- Students discuss the questions with a partner or in small groups.
- Discuss the questions briefly with the class.

2 E

- Read out the words from the stories.
- Students match the words with the correct definitions. They can use a dictionary to help them.
- Check the answers with the class.
- Ask: Has anyone ever been to a wedding? Where was the reception? Who were the witnesses? Did the bride and her husband go on honeymoon?

Has anybody been a bridesmaid? What did you wear? Encourage several students to tell the class about their experiences. Alternatively, you could discuss with the class any famous weddings (royal family, celebrities) which have recently taken place in your country.

2 FOCUS ON... Words E

Answers

1 d 2 a 3 e 4 c 5 b

2 FOCUS ON...

Ideas

- Read out the questions in turn. Students discuss them with a partner or in small groups. Briefly ask students to report back to the class.

3 READING

CD2 (Red) track 15, page 63 SB

Picture / background information

The photo on the left shows a traditional North American wedding in which the bride wears a long white dress and veil and the bridegroom wears a black suit. In the left-hand picture, coloured items falling on the bride and groom are pieces of confetti – little bits of paper thrown in a shower over the couple to wish them good luck. Sometimes the paper is in the shape of a horse shoe – a traditional symbol of good luck. According to tradition the bride should also wear 'something old, something new, something borrowed, something blue'. The bride and groom promise to love each other for the rest of their lives, exchange rings and kiss after the ceremony. Traditionally the bride's parents pay for the wedding but many couples now pay for it themselves with help from both sets of parents.

www.manythings.org/sfi/wedding.html
honeymoons.about.com/cs/eurogen1/a/weddingstats.htm

The photo on the right shows a beach wedding, a type of wedding which is known as a 'destination wedding'. Destination weddings are becoming increasingly popular in the USA and in the UK for many reasons. They help avoid the cost of a huge home wedding, permit the couple to get married in a beautiful location with guaranteed good weather and enable them to celebrate in a more personal and individual way. As families become more fragmented, this may even be a way to avoid

inviting everyone in a large extended family, or to allow family members who live in different countries to get together somewhere accessible to all of them.

www.gonomad.com/traveldes/0508/destination_weddings.html

honeymoons.about.com/od/weddingsaway/a/destination.htm

www.usatoday.com/travel/destinations/2005-05-02-mexico-weddings_x.htm

3 A

- Look at each photo in turn with the class. Ask: What's happening? Who is in the photos? How are they feeling? What's the weather like?
- Read out the task and the possible headings for the stories.
- Students read the article quickly and choose headings for the stories.
- Check the answers. Ask students to give reasons.

3 READING A

Answers

1 c 2 b

3 B

- Read out the things in sentences 1–8 and check that students understand them.
- Students decide who did the things.
- Students read the article again to complete and check their answers.

3 READING B

Answers

1 Rosie and Jack	2 X	3 David and Mel
4 R and J	5 X	6 R and J
7 R and J	8 D and M	

3 C

- Read out the questions in turn. Students discuss them with a partner or in small groups.
- Discuss the questions with the class. Talk about what a traditional wedding involves in your country and what special marriage customs there are. Discuss if 'destination weddings' (going to a foreign country to get married) or 'theme weddings' (for example, getting married underwater) are popular in your country.
- If you know your class well and your students wish to discuss this, ask students if they think

they will get married and what they think their wedding will be like.

Optional project: Weddings around the world

- Tell students they are going to find out about wedding customs around the world. They should find out about:
 - where people get married
 - if they have witnesses and bridesmaids
 - what people do at the wedding
 - if they have a reception or celebration and what they do and eat
 - if they go on honeymoon
- Students work in small groups and choose one or two countries. They can find information on the internet or ask people they know from the country they have chosen.
- Each group tells the class about the marriage customs of the country or countries they have chosen.

Useful internet links:

www.topics-mag.com/internatl/weddings/wedding-customs.htm

www.weddingguru.com/wedding_traditions.asp

www.ourmarriage.com/planner/html/traditions_around_the_world.html

4 LANGUAGE: The past continuous

4 A

- Look at the first example with the class. Read out the two questions and elicit answers from the class. Draw time diagrams on the board to illustrate the length and completeness of the actions.
- Do the same thing for the remaining two examples.
- Write the examples of the past simple in the examples on the board. Ask students to identify the tense by name and explain when we use it (eg past simple: we use it for completed actions in the past.)
- Write the examples of the past continuous on the board. This time tell students the name of the tense and then ask when we use it (past continuous: we use it for actions which are not completed / in progress and to describe background actions which start before another action and continue while other completed actions take place).

4 LANGUAGE A**Answers**

- 1 a) *was walking* starts first / *started to cry* is a completed action
 b) *everyone was really enjoying themselves* starts first / *we left* is a completed action
 c) *was shining* starts first / *we said* is a completed action
- 2 No, only one of the activities in each of the sentences is a completed action.

4 B

- Draw students' attention to the structure rule. Complete the rule with the class using the examples on the board.

4 LANGUAGE B**Answers**

Subject + *was / were* + verb + *-ing*

- Refer students to the explanation about the past continuous in Workbook Unit 14. They can read the explanation and do the exercises in class or for homework.

**5 LISTEN IN****CD1 (Blue) track 21, page 64 SB****Picture / background information**

A large percentage of women work outside the home in the UK: in 2003, 68% of women with dependent children and 76% without children. Nearly 40% of women with dependent children work part-time.

In the UK on average, women spend over 2 hours 30 minutes a day doing housework, cooking, washing up, cleaning and ironing – 1 hour 30 minutes more than men.

Men in full-time work have more free time on a weekday than women who work full-time. Men spend more time than women watching TV; women spend more time socialising than men.

www.statistics.gov.uk/CCI/nugget.asp?ID=436&Pos=1&ColRank=2&Rank=192
www.statistics.gov.uk/CCI/nugget.asp?ID=440&Pos=2&ColRank=2&Rank=192

5 A

- Look at the photos with the class and read out the task.
- Students describe what they can see in the photos. Prompt them if necessary with questions.

Encourage them to speculate what the problem could be.

5 LISTEN IN A**Possible answer**

Dad is sitting in a comfortable chair and watching TV while Mum is making dinner. Perhaps Mum thinks dad is lazy and would like some help in the kitchen.

5 B

- Tell students they are going to listen to a conversation before a family party. Read out the question. Remind students they are only listening for the answer to this question and are not supposed to understand every word.
- Play the CD. Students listen and answer the question.
- Check the answer.

5 LISTEN IN B**Answer**

Mum thinks Dad watches too much TV. She thinks it isn't fair that she does all the work in the house and has a full-time job too.

5 C

- Read out the sentences and check that students understand them.
- Play the CD again. Students listen and answer the questions.
- Check the answers or ask students to check their answers in the listening script.

5 LISTEN IN C**Answers**

- 1 Their silver wedding anniversary.
- 2 He was watching TV.
- 3 He was watching football / the World Cup.
- 4 Miriam
- 5 Emma
- 6 The cooking, the washing up, the shopping and sometimes the ironing.
- 7 She went clubbing / was out clubbing with her friends.
- 8 He was thinking about his wedding 25 years ago (and that Miriam doesn't look a day older now.)

5 D

- Read out the sentences. Students discuss them with a partner or in small groups.
- Discuss students' answers with the class.

6 YOUR TURN TO SPEAK

A Role play

- Read the task with the class and make sure they understand it.
- Brainstorm what the person might say and how the boyfriend / girlfriend might react. Write useful language on the board. For example, *You*: I don't think you help enough, I think you're lazy, What about your poor mum?, Can't you ...?, Why don't you...?
Boyfriend / girlfriend: Mum likes cooking / cleaning / ..., I don't have time to..., That's why you have parents, OK, I'll..., I'll try and help more.
- Divide the class into pairs. Students decide who is the new boyfriend or girlfriend.
- Students do their role play.
- Ask for volunteers to act out their role play in front of the class.

B Conversation

- Read out the task. Go through the phrases in **LB 22** with the class.
- With the class brainstorm a list of possible activities for the three times given in the questions (for example, *7 o'clock this morning*: be asleep, have breakfast, have a shower, wait for the bus; *8 o'clock in the evening*: have dinner, watch TV, do homework; *Sunday afternoon*: play football, go for a walk, meet friends, visit grandparents).
- Students work in pairs and ask and answer the questions, using **LB 22** and the activities on the board to help them.
- Ask several students to report back to the class.
- To consolidate the language used in this activity, ask students to write the answers to the exercise in **LB 22** and then read out their answers to the class. Alternatively, ask students to review the phrases in **LB 22** at home and do the exercise for homework.

7 YOUR TOPIC

- Read out the task and the points learners have to prepare to speak about. Remind students to make notes about each point.
- Ask students to bring photos if possible to illustrate the event they are talking about.

- Students can talk about their special occasions to the class or smaller groups if you have a large class. Encourage them to ask questions about each other's presentations. If students work in groups, ask them to briefly report back to the class.
- To consolidate the language used in this activity, ask students to write the answers to the exercise in **LB 23** using their imagination. They should then swap their answers with a partner and either read their partner's dialogue silently or read out the dialogue with their partner. Alternatively, ask students to review the phrases in **LB 23** at home and do the exercise for homework.

8 THE FAMILY in English

Page 65 SB

Picture / background information

The UK, the USA and many other countries have seen traditional, extended families lose their importance over the past few decades. There are fewer and fewer multi-generation households. The proportion of one-person households in the UK almost doubled between 1971 and 2001, from 17% to 31%. People tend to move to other parts of the country, or to other countries because of their jobs, or simply to start a new life. British and particularly Irish families very commonly have relatives living all over the English-speaking world, in America, Canada, Australia and New Zealand in particular. Similarly Greek and Italian families often have connections in America and Australia. In 2004, 24% of all UK children lived with a single parent (in nine out of ten cases with the mother). In 2001, 10% of all UK families were stepfamilies. And 42% of all families did not have any children living with them. Only 1% of households included more than one family.

www.statistics.gov.uk/focuson/families/

In 2000, 9.3 % of all US households were single-parent families (7.2% were single mothers); 31.9% of all households did not have children; 3.7% of all US households were 'multigenerational'.

www.census.gov/prod/2001pubs/c2kbr01-8.pdf

In the UK 'civil partnerships' between same-sex couples, giving them similar legal rights to marriage couples, became law in December 2005. In several European countries same-sex couples can now be married. In the USA same-sex marriage is recognised in the state of Massachusetts and some other states

permit 'civil unions'. However nineteen states forbid the recognition of same-sex marriages.

en.wikipedia.org/wiki/Same-sex_marriage

Many elderly people in the UK and the USA are cared for outside the family in 'care homes' or 'nursing homes' (sometimes informally called 'old people's homes'), or 'retirement homes'.

The number of children in Europe is decreasing: in 2002 it was 1.47 children per woman. Spain (1.25 children), Greece (1.25) and Italy (1.26) have the lowest birth rates in the European Union.

www.staff.city.ac.uk/~ra828/assets/tina/print_page.html

General information on family groups:

[www.uk.encarta.msn.com/text_761558266_1/Family_\(sociology\).html](http://www.uk.encarta.msn.com/text_761558266_1/Family_(sociology).html)

www.bartelby.com/65/fa/family.html

www.en.wikipedia.org/wiki/Family

8 A

- Look at the photos with the class and read out the captions. Ask: Which is the most common type of family in your / our country? Do families in your / our country have lots of children? Depending on the sensitivity of your class, you may or not may not wish to draw attention to the question of same-sex couples and if it is possible for same-sex couples to marry in your country.
- Students read the text using the photos to support their reading and understanding, and then find the words and phrases for the definitions in A. You might like to read the first sentence of the text with the class and find the word for definition 1 together.
- Check the answers.

8 THE FAMILY in English A Answers

1 society 2 nuclear family 3 extended family
4 childless 5 stepfamily

8 B

- Read out the questions and check that students understand them.
- Students read the text again and decide if the sentences are true or false. Alternatively, ask students to do the exercise and then check their answers in the text.

- Check the answers.
- Talk about the function of the family in your country. Ask: Do family members work together? Does the family educate its children? Does the family look after older family members?

8 THE FAMILY in English B Answers

1 True
2 False (The number has become smaller.)
3 False (Traditionally families worked and lived together, educated the children and looked after the older people in the family.)

8 C

- Read out the questions and check that students understand them.
- Students discuss the questions with a partner or in small groups and then report back to the class. Alternatively, discuss the questions with the whole class.

Optional project: A class survey about types of family

- Tell students you are going to find out about the types of family in their class.
- Write these headings on the board:
Nuclear family
Stepfamily
Single parents
Extended family
Number of children: 1, 2, 3, 4, 5 etc
(Add up the number of children and divide it by the class size to find the average number of children in each family.)
- Ask for a show of hands for each question. In larger classes, students can work in small groups and conduct the survey within their group with one person making notes. Groups can then write their information on the board or read it out so you can pool the information for the class.
- Look at the results of the survey with the class. Is this typical for the country you are in?

9 PORTFOLIO WRITING

- Read out the task and check that students have understood it. With students, brainstorm reasons why somebody might have an argument with

their parents (for example, friends; clothes and appearance; behaviour: drinking, smoking, drugs; rules at home; helping at home; money) and write them on the board.

- Elicit useful words and phrases for talking about arguments, such as:

have an argument with somebody about something

to argue with somebody about something

to shout at

to cry

to be fed up with ...

- Write a structure for the email on the board, using these questions:

What did your brother do?

Why did he leave home?

How do you and family feel?

(NB: Keep in mind that some students may be sensitive about the subject if they have had a similar experience at home. Focus on the words for argument rather than on the emotion behind it.)

- Students write their emails in class or for homework. Remind students to be careful with the use of the past simple and the past continuous when they describe what happened.
- Take in the emails and check them. Read out the best one(s). Or ask students to do the optional activity below.

Optional activity: A reply to an email

- Distribute the emails from your students to other students in the class. Each student should write a reply to the email, expressing sympathy and offering help. Elicit or teach language for this (*I was sorry to hear... , I'm sorry that..., It's a shame that... I can understand that..., Do you want to talk about it? Would you like to...?*)
- Students swap emails and read the reply to their own mail.
- Ask individual students if the reply was helpful.

10 Your answer

- Discuss the question as a class using the sub-questions.
- Refer students to the Workbook Unit 14 activities.

Last word

- After doing the workbook activities, students evaluate their performance in the three areas. Check if any students feel they need extra practice in any area.

WORKBOOK answers

Pages 32–33 WB

1 Language: past continuous

1 A

1 was thinking 2 was raining 3 was starting

4 were smiling 5 were clapping 6 was crying

7 was clapping 8 were waiting

1 B

1 was getting ready; phoned 2 were you doing

3 made; were watching 4 got; got

5 was shining 6 had

1 C

(Individual answers)

2 Use of English

- We saved up *to* get married.
- There are *lots / a lot* of single parent families in Britain.
- Their son is an *adult* now.
- She doesn't do *anything* in the house.
- I fell asleep *while* my dad was giving his speech.

3 Vocabulary

3 A

anniversary birthday wedding graduation

3 B

1 c (got engaged) 2 g 3 a 4 f

5 e 6 b 7 d (got married) 8 h

3 C

1 childless 2 only child 3 half-sister

4 stepchildren 5 single parent 6 extended family

4 Pronunciation

CD 1 (Blue) track 22

4 A

The speaker's voice falls.

4 B

The speaker's voice rises because he / she is uncertain if the information is correct.

4 C

When the speaker is certain the information is correct, his / her voice *falls*.

When the speaker is uncertain if the information is correct, his / her voice *rises*.

4 D

1 uncertain (rising intonation)

2 certain (falling intonation)

3 certain (falling intonation)

4 uncertain (rising intonation)

5 Portfolio Writing

(Individual answers)