

## UNIT 12 THE LIFE OF THE PARTY

**UNIT OVERVIEW:** In this unit students will talk about friends and making plans.

**Conversation Starters:** *Making Plans*

Friends discuss who to invite and who not to invite to social events.

**Building Fluency**

Passing judgement; verb phrases — negative behaviors

**Conversation Model**

Yeah, tell me about it! — Cut sounds

**Let's Talk About It:** *Will you invite them?*

Evaluate acceptable and unacceptable behavior.

**Conversation Idioms**

is the center of attention

put people down

nod off early

butt into the conversation

pay your share

show up late

drink too much

turn up late

leave people out of the conversation

leave them off the list

burn down the kitchen

clean up after dinner

is a party animal

is the life of the party

nose around my room

snoop around my room

is a little immature

have a dinner party

is kind of weird

start a fight

Additional Links for this unit: Tini from Vietnam talks about high school parties in America.

<http://www.elllo.org/english/0801/829-Tini-Party.html>

### STEP 1 BUILDING THE ATMOSPHERE

- Start the lesson by asking students if they normally have a party when it's their birthday. After briefly discussing their answers, tell them that it's Amy's birthday soon, and that she's having a party, but she's not inviting Erik. Have them listen for the reason why she's not inviting Erik this year (b). Write the choices below on the board.
  - a) because he burned down her house last year
  - b) because he almost burned down her kitchen last year
  - c) because he burned her birthday cake last year
  - d) because he didn't give her a present last year
- Next, have your students discuss Amy's decision, and whether they would invite Erik or not. Briefly discuss how your students decide who to invite and who not to invite to parties, and link this in with the **Conversation Starters** topic.

**Script [Track 71]**

Amy: Hi, everyone! This is Unit 12, The Life of the Party!  
Erik: Oh, I love parties! Hey, speaking of parties, isn't your birthday this weekend?  
Amy: Um, yeah...  
Erik: I thought so! So, when's the party?  
Amy: Um, Erik you're not invited to the party.  
Erik: What? I'm not invited? That's just mean.  
Amy: Don't you remember what happened last year? You almost burned down my kitchen!!  
Erik: But...it was an accident.  
Amy: Well, I don't want any accidents this year. Anyway, our friends are talking about invitations. Let's listen.

**STEP 2 CONVERSATION STARTERS: MAKING PLANS**

*Students will listen to friends discussing who to invite and who not to invite to a social event.*

**1. First Listening**

● Before playing the audio, ask students to discuss what each picture represents, and confirm the answer.

In order from left to right:

Top: skiing, barbeque, bedroom, messy / bad hairstyle

Bottom: spill food, lodge, sushi / Japanese food, smoking

● Play the audio as needed. Have students mark their answers. Then in pairs, have students write down the key words they heard for each image (for example, lodge, hair like a mop, etc.).

**2. Second Listening**

See if students can answer the questions without hearing the conversations a second time. Then, play the audio and have students check if they remembered correctly.

**Answer Key**

First Listening:

skiing, barbeque, bedroom, funny hairstyle, lodge, sushi / Japanese food

Second Listening:

1. a, no (OK, maybe we shouldn't invite her)

2. b, no (Maybe it's best to leave Max and Gina off the list)

**BONUS:**

Go over the discussion questions in pairs and compare answers as a class.

**BONUS ACTIVITY:**

Role play situations in which Ken talks to Max and explains why he can't come and Pia explains why she is mad at Carla. Students can write out the dialogues and then perform them in front of the class or in groups.

**Script: [Tracks 72-73]**

1. **Caroline:** Hey, Pia. You know, we're going skiing next weekend, and we've got one extra bed at the lodge we reserved.  
**Pia:** Yeah...  
**Caroline:** And I was thinking about inviting Carla. Everyone else says it's OK. Is that cool with you?  
**Pia:** Carla? Are you serious? Sorry, but if she's coming there's no way that I'm joining you guys.  
**Caroline:** I guess you're still mad at her?  
**Pia:** Mad? I'm fuming. She totally put me down in front of everyone. She said my hair looked like a mop, and started laughing like it was a joke. How would you feel?  
**Caroline:** Well, she's just a little immature at times. OK, maybe we shouldn't invite her.
2. **Ken:** Hey, Emma. I'm having a dinner party on Friday night. Japanese food theme. Do you want to come?  
**Emma:** Definitely!! Thanks. Um, who else is coming?  
**Ken:** Well, I haven't actually invited them yet, but I'm thinking of Robert and Yoko and maybe Gina and Max.  
**Emma:** Oh, Yoko, that's great. She's always the life of the party, but, um, Ken, I'm not sure if I should be saying this or not, but I'm not sure it's a good idea to invite Max.  
**Ken:** Max? Why?  
**Emma:** Well, it was a while ago now, but do you remember the barbecue I had at my place last summer?

**Ken:** Yeah, it was really fun.

**Emma:** Well, I didn't say anything then, but my roommate caught him nosing around my bedroom.

**Ken:** Are you serious? Snooping around your bedroom? That's just not right.

**Emma:** Yeah, I mean, I'm sure he didn't steal anything, but it was kind of weird.

**Ken:** Yeah, well, thanks for telling me. Maybe it's best to leave Max and Gina off the list.

**Emma:** Hmm.

### **STEP 3 BUILDING FLUENCY: PASSING JUDGMENT**

*Students will practice ways of passing judgment as well as some verb phrases for describing negative behavior.*

#### **1. Expressions**

In this activity students are matching similar responses, but they also need a chance to see the differences in meaning and strength between all of the expressions. Have students group all of the “agreeing” responses and the “disagreeing” responses, and let them discuss which they think sound relatively strong or relatively sympathetic before going through the answers as a class.

##### **“Agreeing” Phrases**

Common phrases for responding to bad news: *That's terrible. / That's awful.*

By expressing surprise/disbelief we can also suggest that we sympathize with the speaker: *You can't be serious! / I can't believe that!*

This phrase expresses your take on the situation: (If I were you) *I would be so mad.*

##### **“Disagreeing Phrases”**

Sympathetically expressing that you think the speaker is worrying too much: *It's not as bad as you think.*

Expressing your personal opinion: *I think that's OK.*

Expressing that you think the speaker is over-reacting. (Depending on tone of voice can come across as rather strong.): *What's the big deal? / What's wrong with that? / That's no biggie.*

Expressing that you think the speaker is definitely over-reacting. (Comes across as quite rude.): *So what? / Yeah, and?*

#### **Answer Key**

My boyfriend told me I look fat – 1 & 2

My boyfriend reads my emails – 4 & 5

My friend had lunch with my girlfriend without telling me – 8 & 9

My date made me pay for my half of the dinner – 10 & 12

#### **2. Vocabulary**

- Have students match the phrases to the best pictures. Go over the answers in pairs and then as a class. As an extension activity, have students write five phrases on a piece of paper. Then have students mingle and practice miming the action to their partner to see if they can guess all five actions (or mimes). It is best to set a time limit of perhaps one minute for each turn.
- Some of the vocabulary in this unit may be difficult to understand from the pictures alone. Further explain/demonstrate the meaning if necessary.

#### **Answer Key**

1 – f, 2 – e, 3 – h, 4 – a, 5 – c, 6 – g, 7 – b, 8 – d

#### **VOCAB TROUBLESHOOTING:**

Put someone down: to make someone feel bad by saying negative things

Flirt: to act as if you are attracted to someone

Nod off: to go to sleep, in particular when you don't intend to

Butt into the conversation: interrupt the conversation

Never pays their share: never pays their part of the bill

Show up late: to come / arrive late

#### **HOW THE GRAMMAR WORKS:**

Go over the ways to respond as a class. It's also good to point out that while the last two expressions can be used without “so,” they sound more natural when used with “so” (for example, “That's not *so* bad” rather than “That's not bad”) because it sounds like “It's not as bad as you think,” which sounds more sympathetic.

### 3. Let's Practice

Have students role play the situations using the language above. If you haven't done so already, be sure to quickly go over the **How the Grammar Works** box to reinforce how to respond. Model how to show emotion using stress and intonation as well.

#### **STEP 4 CONVERSATION MODEL: YEAH, TELL ME ABOUT IT.**

*Students will practice cutting sounds.*

#### **Optional Warm Up:**

Write the following questions on the board.

- 1) *How does the woman feel about Dylan?*
- 2) *What did he do?*
- 3) *Does her friend agree or disagree?*

Books closed. Direct the students to the questions on the board. Next, have the students listen to the audio and try to answer the questions above. After listening as needed, students compare answers in pairs and then as a class.

#### **1. Situation**

- Have your students check the conversation for unknown words, and explain any difficult phrases.

#### **VOCAB TROUBLESHOOTING:**

I've had it with Dylan: I can't stand Dylan anymore, I hate him

He turned up late: He came late

#### **HOW THE PRONUNCIATION WORKS: CUT SOUNDS**

In Unit 7, we briefly looked at how the "h" sound at the beginning of the pronouns he, him and her often disappear, and how the remaining "e," "im" and "er" blend with the previous consonant sound. The same point is covered in this unit with the examples "what's he" and "with him." In the case of "what's he," the "h" in "he" disappears, and the "e" in "he" blends with "what's" to become "what'se." In the case of "with him," the "h" in "him" disappears and the "im" in "him" blends with "with" to become "withim."

- Next, play the conversation model [Track 74] and encourage students to listen out for the "disappearing h sounds".
- As a class do a choral practice of this conversation, focusing particularly on the pronunciation point. Say each line or chunk, and have your students repeat.

#### **EXTRA PRONUNCIATION POINTS: REDUCE AND BLEND SOUNDS, CHANGE SOUNDS**

He turned up late – he turn dup late

And we missed the first half of the movie – *an(d) we miss(t) the firs(t) halfov* the movie

Tell me about it – tell me *abou dit*

#### **2. Substitution**

Have students work individually to connect the phrases in the columns to make a coherent conversation. Then have students compare answers in pairs.

#### **Answer Key**

Never helps clean up – I have to do everything myself

Never has any money – I always have to pay for him

Nodded off on the couch at 8pm – started snoring

Tried to put his arm around me at school – embarrassed me in front of everyone

#### **3. Practice**

- Have students use the **substitution** words to practice the conversation. Remind them to take particular care with the "disappearing h sounds." Have early finishers create their own conversations.
- Choose a pair to demonstrate the conversation. Comment on their pronunciation of "what's he" and "with him" and offer pronunciation and intonation advice as necessary.

## STEP 5 LET'S TALK ABOUT IT: WILL YOU INVITE THEM?

Students will evaluate acceptable and unacceptable behavior in order to shorten a party invitation list.

### 1. Get Ready & 2. Let's Talk

For this activity, have students listen to the details and decide on each person's behavior. Put students in groups of three. One student opens the book and reads the scenarios one at a time. The group discusses the person's behavior after each one.

### 3. Follow-Up

As a group the students must decide which four people to invite. Finally, have each group report their decision to the class. You could continue the activity by having the whole class come to a group decision.

### BONUS ACTIVITIES:

#### Cold calling

- Assign each student a name from the survey. Have the students mingle. Group B takes the role of the name they have been given. Group A is the host of an upcoming party. Have students stand in two circles, with Group A on the inside and Group B on the outside (so they have the right partner). The students should face each other so they can have a conversation. Role play a situation in which the people from Group B call the people from Group A and inquire about the party. The person from Group A either invites or doesn't invite the person from Group B to the party based on their identity. See sample conversation below. When students are done, you can have the students on the outside circle rotate to the left and repeat the role play.

(ring ring)

A: Hello.

B: Hey Sue, this is Luke. How are you doing?

A: Luke, hey, hello! How are you?

B: Fine. Say, I hear you are having a party on Saturday.

A: Yeah, right, well, it is just for a few people. It is a small affair.

B: Well, can I come and bring my girlfriend?

A: Well...

#### Why wasn't I invited?

- Have students practice responding to people who ask why they weren't invited to the New Year's Party, as Amy had to do to Erik in the **Amy and Erik Introduction** for this unit. Students should refer to the polite declining expressions from Unit 8. They can practice this face-to-face or in a written form, like in an email reply.

### BONUS: Speaking Activity

If time permits, have students try the bonus speaking questions. This could be done as either a pair/group/class discussion or an extemporaneous speaking exercise.

## STEP 6 LANGUAGE AWARENESS

Assign the language awareness activity on page 92 for homework. If necessary, do the first one or two questions together as a class. Leave 5 or 10 minutes at the beginning of the next class to go through the answers.

### Answers

- |   |  |
|---|--|
| 1. I was thinking about inviting Carla. | 2. There's no way that I'm joining your guys.          |
| 3. I guess you're still mad at her?     | 4. I'm fuming.   |
| 5. wanna                                | 6. Who else is coming?                                 |
| 7. She's always the life of the party.  | 8. Maybe it's best to leave Max and Gina off the list. |

## STEP 7 ERIK'S LEARNING TIP: How to "look up" phrasal verbs in a dictionary

Phrasal verbs cause trouble for learners for a variety of reasons. For example, when students read the sentence "I looked up the word in the dictionary," they may not realize that the verb "look" and the preposition "up" actually come together to create a new (phrasal) verb "look up" Problems also occur when students try to look up phrasal verbs in their dictionaries. Many students look for the phrasal verb itself (e.g. look up) rather than just the base verb (e.g. look), and are often confused and discouraged when they can't find an entry for it. (Mind you, it is possible to do this successfully using some online dictionaries). Go through the steps outlined in **Erik's Learning Tip** to show students how to successfully look up words in their dictionaries. Do a few practice runs using the phrasal verbs introduced in the **Vocabulary** section on page 58.

## **STEP 8** UNIT TEST

Make copies of the Unit Test for each student. Start by playing the audio for the Listening section (download Track 12 from <http://www.elttestcenter.com>). Decide whether you give them one or two listenings. Then, allow the students about 5-10 minutes to complete the rest of the test. Correct the test in class, and record the score.

### **AUDIO Script**

My friend Liz is a professional dancer, so whenever we have a party she always dances for us. But sometimes she's a bit wild. Like, last weekend, we had a party at our friend Dan's place, and—as always—she was having a good time dancing with everybody in the living room. But she did a flip and she knocked over an expensive glass vase. Dan was so mad. He said it cost over \$500!

### **Answer Key**

#### **Part A.**

1. a
2. c

#### **Part B.**

3. be so
4. is the big
5. is awful
6. be

#### **Part C.**

7. f
8. d
9. e
10. a