

## UNIT 15 LUCKY DOG

**UNIT OVERVIEW:** In this unit students will talk about lucky and unlucky experiences.

**Conversation Starters:** *Lucky Experiences*

Friends talk about their unexpected good luck experiences.

**Building Fluency**

Congratulating and expressing jealousy; verb phrases — lucky events

**Conversation Model**

Good for you! — Use a high tone to sound friendly

**Let's Talk About It:** *How lucky are you?*

Talk about lucky and unlucky events in a board game activity.

**Conversation Idioms**

be in a movie

am jealous

inherit a lot of money

get a promotion

get a spot on the team

get a gig in a rock band

get a job at an upscale restaurant

blow the game

play out of tune

be born into a rich family

drop out of school

get married

get his autograph

turn you down

spill food on someone

give me a break

score a goal

is lucky

be a good leader

win the lottery

Additional Links for this unit: Matt from Hollywood talks about how he got started in acting.

<http://www.elllo.org/english/0701/745-Matt-Commercial.html>

### STEP 1 BUILDING THE ATMOSPHERE

Have your students brainstorm some lucky events and discuss which they would like to experience. You may need to give them an example such as “win the lottery” to help them get started. Tell them that in the **Amy and Erik Introduction** Erik mentions something that he has experienced which he thinks is lucky. Have your students guess what that experience is, and then listen and check. Then confirm that students understood what the **Conversation Starters** listening activity is about (also lucky experiences).

**Script [Track 86]**

Amy: Hi, I'm Amy.

Erik: And I'm Erik.

Amy: And welcome to Unit 15, Lucky Dog. So, Erik, are you a lucky person?

Erik: Well, I get to work with you, Amy, so I consider myself to be lucky.

Amy: Ah, that's so sweet. Anyway, our friends are talking about some “lucky” experiences they've had. Let's listen.

## STEP 2 CONVERSATION STARTERS: LUCKY EXPERIENCES

Students will listen to people talk about unexpected good luck experiences.

### 1. First Listening

- Before listening to the conversations, it's a good idea to ask students to discuss what each picture represents, and to confirm the answer.

In order from left to right:

Top row: plane, movie / movie set, office

Bottom row: restaurant, autograph, beautiful woman

- Play the audio. Have students match the person with the pictures. Allow them to compare answers in pairs before discussing as a class. Encourage students to recall the words related to the images.

### 2. Second Listening

Play the audio again. Have students decide whether each statement is true or false. Check the answers as a class. See if your students were able to recognize which characters Miki and Simon were talking to. (Miki was talking to Inna and Simon was talking to Carlos.)

#### BONUS:

Have students discuss Miki's and Simon's experiences. It might be useful to read the script on page 95 first so they clearly understand each situation.

#### Answer Key

First Listening: (in order from left to right)

Top line: Miki, Miki, Simon

Bottom line: Simon, Miki, Simon

Second Listening:

Miki: a – F, b – T, c – F, d – T

Simon: a – F, b – T, c – F, d – T

#### Script: [Tracks 87-88]

1. **Miki:** You'll never guess what happened on my way home from the States.

**Inna:** What?

**Miki:** On the plane, I was sitting next to Steven Spielberg.

**Inna:** Steven Spielberg? The famous director, Steven Spielberg?

**Miki:** Yup!

**Inna:** You lucky devil!! Did you get his autograph?

**Miki:** I sure did!

**Inna:** Ah, I'm so jealous! So what did you talk about?

**Miki:** Oh, just about his latest movie. He even asked me to be in it as an extra.

**Inna:** No way!! And what did you say?

**Miki:** What did I say? What do you think I said? I said it would be my honor!!

**Inna:** No way!! You have all the good luck. I'm so jealous. Hey, do you think I could be an extra too?

2. **Simon:** Hey, you know that new sales rep in the office? The one that's really cute?

**Carlos:** Amanda? Of course I know Amanda! Everyone in the office knows Amanda!

**Simon:** Well, yesterday I asked her if she wanted to go out to dinner with me.

**Carlos:** You...you what? Are you crazy or something? She'd never go out with a guy like you!!

**Simon:** What do you mean 'a guy like me'? I think I've got a certain...I don't know...charm.

**Carlos:** Oh, give me a break. So she turned you down, right?

**Simon:** Well, actually, she said yes!

**Carlos:** You're joking.

**Simon:** No, I'm dead serious. We're going out this Saturday. This will be our first date. I'm so nervous.

**Carlos:** You lucky dog. You managed to do what most of us could only dream about. Way to go, man.

**Simon:** Thanks.

### STEP 3 BUILDING FLUENCY: CONGRATULATING AND EXPRESSING JEALOUSY

Students will practice phrases for expressing jealousy and congratulations, as well as several lucky event verb phrases.

#### 1. Expressions

- Have students decide which phrases express congratulations and which express jealousy. Have students go over the answers in pairs and then confirm as a class.
- Model the pronunciation of the phrases. For each phrase pronounce the expressions with full emotion. Have students mark which words are stressed the most. It helps to mention that stressed words are stretched longer than unstressed words, so you can exaggerate which words are said the longest. The word stress may vary but the following samples can be used.  
Lucky Dog! / Lucky you! / Man, I am jealous. / Good for you! / Why do you get all the luck! / Way to go! / You have all the luck! / You're so lucky. / I am so jealous. / I'm so happy for you.
- Note that voice tone can change the nuance of some of these expressions. This is covered in **Amy's Humor Tip**.

#### Answer Key

Congratulations: 1, 2, 4, 6, 10

Jealousy: 3, 5, 7, 8, 9

#### 2. Vocabulary

Have students match the phrases to the best pictures. Have students compare their answers in pairs before confirming as a class.

Then, have students rank the events from 1 to 8 (1 = the event they would most like to experience, 8 = the event they would least like to experience). Have students compare their answers.

A: *What did you put for #8?*

B: *I put meet the president.*

A: *Really, why?*

B: *I don't like him.*

A: *Fair enough.*

#### Answer Key

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

#### HOW THE GRAMMAR WORKS:

Before moving on to **Let's Practice**, explain to your students that there is a tendency to use the **expressions** introduced in step (1) in different contexts. We tend to use certain phrases for when someone has achieved something through their own effort, and certain phrases for good things that happened by chance. Use the **vocabulary** introduced in step (2) to discuss which phrases are used in which situations.

#### 3. Let's Practice

Have students imagine that four of the situations from Step (2) happened to them. Encourage them to extend their conversations. See sample dialogue below:

A: *Guess what happened?*

B: *What?*

A: *I won the lottery.*

B: *Way to go!*

A: *And I bought a new Ferrari!*

B: *I am so jealous!*

A: *Bing Bing Bing!*

### STEP 4 CONVERSATION MODEL: GOOD FOR YOU!

Students will look at using high tone to sound friendly.

#### Optional Warm Up

Write the following questions on the board.

1) *What happened to the man?*

2) *What will he do?*

3) *What is he worried about?*

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

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

#### VOCAB TROUBLESHOOTING:

Hey – a phrase used to get someone’s attention, hi

Part – an actor’s role or character in a movie or play

The new Spielberg movie – the new movie that Steven Spielberg is directing

A spot on the team – a position on the team

A gig in a rock band – a job playing in a rock band

An upscale restaurant – a fancy and expensive restaurant

The goalie – the goal keeper

I’ll blow the game – I’ll make a mistake during the game

#### HOW THE PRONUNCIATION WORKS: USE A HIGH TONE TO SOUND FRIENDLY

In Unit 15 we looked at the use of tone in expressing sarcasm. We also briefly touched on the point that voice tone is also important in expressing politeness. In this unit the focus is on using voice tone to sound friendly. With words like “hey” which can be used in both impolite and friendly/casual ways, it’s important to make our intention clear. If we are angry or annoyed we would say “hey” in a strong, loud and almost curt voice. On the other hand, if we’re using it in a friendly/casual context we would use a soft, high tone.

- Next, play the conversation model [Track 89] and encourage students to listen out for how “hey” is pronounced.
- 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: CHANGE SOUNDS, BLEND SOUNDS

I heard you – I *her jew*

What exactly – wha (d)exactly

I’m going to be a taxi driver – I’m *gonna* be a taxi driver

You must be pretty excited – you *muspe predy* excited

### 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

A position in management – the sales supervisor – I won’t be a good leader

A spot on the team – the goalie – I’ll blow the game

A gig in a rock band – the bass guitarist – I’ll play out of tune

A job at an upscale restaurant – a member of the wait staff – I’ll spill food on somebody

### 3. Practice

- Have students use the **substitution** words to practice the conversation. Remind them to take particular care when pronouncing “hey.” Have early finishers create their own conversations.
- Choose a pair to demonstrate the conversation. Comment on their pronunciation of “hey” and offer pronunciation and intonation advice as necessary.

#### **STEP 5** LET’S TALK ABOUT IT: HOW LUCKY ARE YOU?

Students will talk about lucky and unlucky events in a board game activity.

### 1. Get Ready

Ask for a volunteer to read aloud the instructions for the game. Model how to play the game. In order to maximize speaking use a sample dialogue to facilitate speaking. It also helps to think of what tense the students will use to discuss each event — future, past, or present. The example below is done in the past:

A: (*Eyes closed, touches a number and moves along the board.*)

B: *What happened?*

A: *I attended a famous university.*

B: *What happened after that?*

A: *I met my wife.*

B: *What next?*

A: *I got a good job and moved to the city.*

B: *Sounds good.*

A: *OK, your turn.*

## 2. Let's Talk

Have students discuss what types of life events are on the board (birth / childhood, school / university, post-university / job, love / marriage, children, career / retirement). If students are having a difficult time recognizing the different categories, you can give them this hint: they are color-coded.

### 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. Encourage students to add to the discussion by bringing in their own questions:

Sample Questions:

*Do you need luck to be rich?*

*Can bad luck ruin a marriage?*

*Can good luck ruin a marriage?*

## STEP 6 LANGUAGE AWARENESS

Assign the language awareness activity on page 95 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. Please inform your students when setting this activity that there should only be 1 space for question 9, not 2.

### Answer Key

1. You'll never guess what happened...
2. To express surprise
3. Yes
4. autograph
5. I sure did
6. We just talked about his latest movie.
7. sales rep
8. go out
9. charm
10. So she turned you down, right?
11. I'm dead serious
12. really cute, dead serious, so nervous

## STEP 7 AMY'S HUMOR TIP

This **Amy Humor Tip** is a reinforcement of the points about voice tone introduced in the **Conversation Models** in Units 14 and 15. Use this as a chance to check your students' understanding of the importance of voice tone, especially in expressing sarcasm, and to remind/warn them that voice tone is also important for when using the expressions introduced in the **Building Fluency** section of this unit.

A good follow up activity for this point would be to have students create conversations featuring elements of sarcasm, and to have them also indicate the appropriate voice tone, as necessary. For low/flat/angry voice tone have them write (→) and for high/rising/soft voice tone have them use (↑).

## STEP 8 UNIT TEST

Make copies of the Unit Test for each student. Start by playing the audio for the Listening section (download Track 15 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 best friend Andrea has to be the luckiest person I know. Like yesterday, she met a really famous actor on the way to work, and got his autograph. Then, at work, she found out that she'd got a promotion and a very nice pay raise as well! And then, last night, she won \$10,000 on the lottery. Can you believe it? I can't believe how lucky she is. I never have that kind of luck.

**Answer Key****Part A.**

1. d
2. d

**Part B.**

3. am I
4. for you
5. Why do
6. to go

**Part C.**

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