

UNIT 9 MOVING ON

UNIT OVERVIEW: In this unit students will talk about big events in their lives.

Conversation Starters: *Breaking Up*

Friends talk about moving on from failed relationships.

Building Fluency

Describing life changes; verb phrases — big life events

Conversation Model

That's too bad. — Stress words for corrections and emphasis

Let's Talk About It: *What did you do after that?*

Use a time line to share big life events.

Conversation Idioms

get divorced

go out with somebody

get in shape

go on exchange

break up with my girlfriend

fall in love

quit my job

transfer schools

graduate from high school

split up with my boyfriend

get along with each other

be in love

have your heart broken

spend more □ime together

spend less time together

move to a new city

have a lot of free time

spend all our time together

is complicated

Additional Links for this unit: Todd from the United States talks about an embarrassing moment.

<http://www.elllo.org/english/0551/558-Mark-Date.html>

STEP 1 BUILDING THE ATMOSPHERE

- Using pictures or gestures, tell the story of a couple who meet, fall in love, start going out and then break up. Use this story to elicit the phrases “fall in love”, “go out” and “break up” which feature throughout this unit. Before playing the **Amy and Erik Introduction** tell students that Erik has experienced breaking up with someone before. Tell them to listen, and decide if Erik was “happy” or “unhappy” about the break up. (He was probably unhappy about the break up).
- Next, ask students how they would feel if they broke up with someone, and also what they would do. When you write their ideas on the board, make sure you write the “positive” ideas and “negative” ideas on different sides of the board. Finally, tell students that we refer to reacting positively to a break up as “moving on” – i.e. getting over the break up and deciding to start a new life or find a new partner.

Script [Track 57]

Erik: This is Unit 9, Moving On.

Amy: Erik, have you ever had your heart broken? Have you ever broken up with someone?

Erik: Well, um...yeah...

Amy: Do you want to talk about it?

Erik: Um, no!

Amy: Well, our friends are talking about break ups and moving on. Let's listen!

STEP 2 CONVERSATION STARTERS: BREAKING UP

Students will listen to people talk about moving on from failed relationships.

1. First Listening

Play the audio and have students mark their answers. Allow students to compare answers in pairs before eliciting the answers as a class.

2. Second Listening

Have students read the questions. Encourage students, in pairs, to attempt to answer the questions based on what they heard from the first listening. Then, play the audio again and have students confirm or correct their choices.

Answer Key

First Listening:

Blaire: bored, happy

Simon: happy, sad

Second Listening:

1. b, 2. b, 3. b, 4. c

BONUS:

Have students discuss the bonus questions as a warm up to the role play activity below.

BONUS ACTIVITY: Role Play – Chance Encounter

Have students role play a situation in which Simon and Blaire run into each other. Put students in pairs and give them time to prepare their role play. Encourage students to come up with various situations. For example, they get back together, they get in a fight, one of them is embarrassed, Simon is not different, etc. When they are ready, have them perform their role plays in front of the class or in small groups. At the end, students can vote for the best outcome.

Script: [Tracks 58-59]

1. **Miki:** Hey, what are you looking at?

Blaire: Ahh, just a picture of my ex-boyfriend. We broke up a year ago today.

Miki: Are you still in love with him?

Blaire: No way!! I was just thinking how glad I am that we broke up!

Miki: Glad that you broke up? How so?

Blaire: It's like, when we were going out we spent all our time together. I never saw my friends and I never did the things I wanted to do, like go traveling and stuff. Now I can do whatever I want, whenever I want.

Miki: It sounds like you're having much more fun now.

Blaire: I sure am. I'm so glad that I'm single again. I don't think I was ready for a serious relationship with a guy.

2. **Soon:** Hey, what are you looking at?

Simon: Ahh, just a picture of my ex-girlfriend. We broke up a year ago today.

Soon: Are you still in love with her?

Simon: Yeah. Yeah, I am actually.

Soon: Are you serious? You're still in love with her after one year? Can't you let her go?

Simon: Yeah, Soon, you're right, I know I should, but I was so happy when we were going out. We used to spend so much time together, just talking and watching DVDs. Those were the days. Now, well, I'm just kind of lonely all the time. I really miss her.

Soon: Wow, sorry to hear that. So, why did you two break up?

Simon: It was complicated. Like, she said she wanted to have more fun. But I thought we were having fun.

Soon: Ah, that's too bad. You know, people change. They need some space sometimes.

Simon: Yeah, maybe you're right. I was a little possessive, I guess.

STEP 3 BUILDING FLUENCY: DESCRIBING LIFE CHANGES

Students will practice ways to describe life changes and some common verb phrases for expressing big life events.

1. Expressions

- Ask your students to decide which phrases are similar in meaning to “You’re happy something happened...” and “You’re not happy something happened...” Go over the answers as a class.
- Another useful expression you may want to introduce to your students is “I wish I didn’t...”. For example, I wish I didn’t transfer schools.

Answer Key

You’re happy something happened – 2 and 4

You’re not happy something happened – 1 and 3

2. Vocabulary

- Have students match the phrases to the best images. Check the answers as a class.
- Then, in pairs, have students practice saying the key phrases. Have students take opposite roles. One student starts a sentence by saying the first two or three words. Their partner then finishes the sentence. At first, let both students look at the sentences. Eventually, have students attempt to finish the sentences with their books closed. See sample exchange below.

A: *I started...*

B: *going out with my boyfriend.*

A: *I broke up...*

B: *with my boyfriend.*

Answer Key

1 – d, 2 – h, 3 – e, 4 – f, 5 – i, 6 – g, 7 – k, 8 – a, 9 – j, 10 – b, 11 – c

HOW THE GRAMMAR WORKS:

As a class, go over the structures in the grammar box. Explain to the students that these phrases are commonly used when responding to other people’s good and bad news. They are also used to talk about one’s own experiences.

3. Let’s Practice

Have students imagine that the situations in the vocabulary step are true for them. Encourage them to give reasons and additional details.

BONUS ACTIVITY: Paraphrasing:

- Take one of the phrases from the vocabulary step and add an outcome to the situation. See below:
Scenario: I quit my job. I had no money. I could not pay my rent. I became homeless.
- Then, model how to paraphrase or summarize the language.
Paraphrase: I’m sorry that I quit my job because I lost my apartment as a result.
- Have students write one scenario on a piece of paper. Students then mingle. One student says a scenario and their partner must paraphrase. Have students alternate roles. Once finished, have students swap scenarios and find a new partner to practice with again. Have students practice with five different partners.

STEP 4 CONVERSATION MODEL

Students will look at the use of stress for corrections and emphasis.

Optional Warm Up

Write the following questions on the board.

1) *What happened?*

2) *How does the man feel about it?*

3) *Why does he feel this way?*

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 casual way to say “hello” amongst friends

What’s new? – What have you been doing recently? Do you have any news?

Split up – break up

Get along – when two people like each other and are friendly (UK – get on)

HOW THE PRONUNCIATION WORKS: STRESS WORDS FOR CORRECTION AND EMPHASIS

- Explain the unit pronunciation point to your students. In Unit 2 we looked at stressing important words and in Unit 6 we looked at stress for emphasis. In this unit, we look at the use of stress for corrections and emphasis. In this conversation the male speaker stresses “glad” in “I’m really glad that I’m single” to indicate and emphasize that *in contrary* to what the female speaker may think, he is *not sad* that he broke up with his girlfriend.
- Play the conversation model [Track 60] and encourage your students to listen out for the use of stress in the conversation.
- 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

My girlfriend and I – my *girlfrien dan di*

glad that I’m – *gla tha (d)ime*

I have a lot more free time – I *hava lo(t)* more free time

2. Substitution

Have students work individually to connect the phrases and sentences in the columns to make a coherent conversation.

Then have students compare answers in pairs.

Answer Key

I quit my job – I left – My boss wasn’t very nice

My dad was transferred to a new job – We moved – I really like our new house

My parents got divorced – They split up – They really didn’t get along

3. Practice

- Have students use the **substitution** words to practice the conversation. Remind them to stress “glad” and stretch “Actually, I’m really.” Have early finishers create their own conversations.
- Choose a pair to demonstrate the conversation. Comment on their use of stress and offer pronunciation and intonation advice as necessary.

STEP 5 LET’S TALK ABOUT IT: WHAT DID YOU DO AFTER THAT?

Students use a time line to share their own big life events.

Optional Warm Up:

You may want to do a quick “question asking” warm up activity before starting this **Let’s Talk About It** exercise. Write a big life event on the board, for example “I broke my leg.” Also, write the common question words: what, why, where, when, who and how. Have your class come up with a question using each of the question words. Provide corrections and advice as necessary.

1. Get Ready

Allow time for students to think of five different big events in their lives. Then have them fill in the outline and describe the events. Encourage them to give as much detail as possible, but to write simple notes (not complete sentences).

2. Let’s Talk

In order to make this discussion run smoothly, you could create a rule that each partner must ask a certain number of questions per story. Or, you could have students keep a tally of how many questions they ask and give bonus points to the student who asked the most questions.

3. Follow Up

Give students a chance to think about the most important event or decision in their lives. Once they've discussed with their partners, ask for a few volunteers to share their summaries with the class.

Alternate Activity:

Students talk about famous people. This might be a good option for younger students who may have not had too many choices (or the option to make choices).

To set up the activity, you can use the sample of Steve Jobs below. It is also good to have a solid model on the board so students know what to produce and the key language needed. To set up the activity, have students fill in the missing words for the event.

Boardwork:

Event 1	Event 2	Event 3	Event 4	Event 5
enrolled	huge	a	becomes	returns
friends	it	leaves	changes	popular
where	releases	fires	images	which

Note: Here the words are present, but initially on the board they would be blank.

Event 1: In 1977 Steve Jobs enrolled at San Jose State University where he met Steve Wozniak. They became friends and started Apple Computers.

Event 2: Apple Computers releases the Macintosh, and it becomes a huge hit worldwide.

Event 3: Apple Computers fires Steve Jobs, so he leaves the computer industry and starts a new company, Pixar, that makes animation movies with computers.

Event 4: Pixar releases the movie 'Toy Story.' It becomes a huge hit and animation changes from hand-drawn images to computer graphics.

Event 5: Steve returns to Apple Computers and releases the ipod, iMac, and iphone which become very popular worldwide.

End of Boardwork

It may help to elicit the names of some famous people. Athletes and entertainers are usually easy for students to recall info for. This can also be done as pairwork. Once finished have students exchange their celebrity histories in pairs (Part 2) and then discuss the key event in their life (Part 3).

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 88 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.

Answer Key

- | | |
|---|---|
| 1. broke up (break up) | 2. No way!! |
| 3. go(ing) out (with someone) | 4. much more fun |
| 5. No – that is optional and doesn't affect the meaning of the expression | |
| 6. Are you still in love with her? | |
| 7. a year ago today | 8. Are you serious? |
| 9. I know I should let her go | 10. Those were the days |
| 11. I really miss her | 12. Sorry to hear that & That's too bad |

STEP 7 AMY'S ENGLISH TIP: Responding to good and bad news

As a learner of a foreign language, something that we all experience as some point in time is the need to express sympathy or congratulations. This is something that students may not have to do that often, but when the time comes, it can actually be quite challenging to do so in an appropriate way. Having a few phrases up one's sleeve for such a situation is particularly useful. Go over the phrases introduced in **Amy's English Tip** and have your students practice saying them, being careful of voice tone.

BONUS ACTIVITY:

A nice follow up activity would be to give students an email sharing both happy and sad news. Students should then reply to the email using the phrases introduced in **Amy's English Tip**. Read the student replies, and give them feedback on the appropriateness of their emails.

STEP 8 UNIT TEST

Make copies of the Unit Test for each student. Start by playing the audio for the Listening section (download Track 9 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

Jen and I met in college. It was love at first sight, and we started going out right away. After graduating, we got jobs in different cities; me in New York and she in Los Angeles. So we ended up on complete opposite sides of the country. We tried having a long distance relationship, but we broke up after 6 months. Of course, we were both really sad at first, but we decided that it was the best thing. We both had to...move on.

Answer Key**Part A.**

1. a
2. c

Part B.

3. is too bad that
4. am sorry that
5. is a good
6. am glad that

Part C.

7. university
8. my girlfriend/boyfriend
9. love
10. exchange

UNIT 10 SHOP TILL YOU DROP

UNIT OVERVIEW: In this unit students will talk about free-time activities.

Conversation Starters: *Going Shopping*

Friends negotiate a shopping trip.

Building Fluency

Making suggestions; verb phrases — free time activities

Conversation Model

What's so bad about that? — Stress and stretch words to show feeling

Let's Talk About It: *What do you do in your free time?*

Share free time preferences and practice inviting.

Conversation Idioms

catch a movie

do the grocery shopping

go shopping

go out for dinner

get a bite to eat

hang out with friends

surf the net

go on a date

is a waste of money

get it on sale

go for a drive

shop till you drop

stay at home

have a barbecue

do something fun

go for a walk

Additional Links for this unit: Rebecca from Australia talks about shopping. <http://www.elllo.org/english/0851/T852-Reb-Shopping.htm>

STEP 1 BUILDING THE ATMOSPHERE

- Start this unit with a quick dictation and conversation activity. Write the **Amy and Erik Introduction** on the board, leaving the underlined words blank. Tell students they are going to listen for the missing words and then play the audio.

Script [Track 61]

Amy: Hi, everyone and welcome to Unit 10, Shop Till You Drop.

Erik: Hey, Amy, I love that shirt! Where did you get it?

Amy: Thanks Erik. Actually, I got it on sale yesterday.

Erik: Good find! And that brings us to today's topic: shopping. Two of our friends are talking about shopping. Let's listen.

- After students have filled in the blanks, have them practice short “compliment” conversations using the **Amy and Erik Introduction** as a model.
- Next, ask your students if they love or hate shopping, and briefly discuss their answers as a lead in to the **Conversation Starters** listening activity.