

UNIT 11 NO SUCH THING

UNIT OVERVIEW: In this unit students will talk about supernatural phenomena.

Conversation Starters: *Strange Stories*

Friends talk about supernatural beliefs.

Building Fluency

Agreeing, disagreeing, and expressing surprise; noun phrases — the supernatural/verb phrases — expressing belief

Conversation Model

You're imagining things! — Blend sounds

Let's Talk About It: *Do you believe in the supernatural?*

Share your supernatural beliefs and respond to your partner's beliefs.

Conversation Idioms:

you must be joking

believe in monsters

have the flu

there's no point talking to you

unplug the computer

you can't be serious

is make-believe

didn't get much sleep

am used to it

check my horoscope

you've got to be kidding

there's no such thing as ghosts

be out late

turn on

Additional Links for this unit: Six people discuss if they believe in ghosts. <http://www.elllo.org/english/Mixer/55-Ghosts.html>

STEP 1 BUILDING THE ATMOSPHERE

Get your students to brainstorm as many types of supernatural beings as they can, and write their ideas on the board. If they need some help tell them to start with the three pictures at the top of page 53 (vampire, alien, witch). Tell your students that either Amy or Erik believes in ghosts. Get them to guess which one believes and which one doesn't believe in ghosts and have them confirm their suspicions by listening to the **Amy and Erik introduction** (Amy believes in ghosts and Erik doesn't). Play the **Amy and Erik introduction** again and ask your students to listen out for the phrase Erik uses which means he doesn't believe that ghosts exists: _____
ghosts! (There's no such thing as ghosts!). Finally, ask your students if they agree or disagree with this statement.

Script [Track 59]

Amy: Hi, this is Unit 11, "No Such Thing." Erik, do you believe in ghosts?

Erik: [making spooky ghosts sounds]

Amy: Do you or don't you?

Erik: Believe in ghosts? Pffh. There's no such thing as ghosts!

Amy: Really? Are you sure...? Let's listen to our friends talking about ghosts.

Erik: OK. But I don't believe in ghost stories, either.

Amy: Well, maybe this will change your mind. Let's listen.

STEP 2 CONVERSATION STARTERS: STRANGE STORIES

Students will listen to people talk about supernatural beliefs.

1. First Listening

Play the audio. Have the students circle the images that are talked about. Play the audio as many times as needed. Allow students to check answers in pairs before confirming as a class.

2. Second Listening

- Ask students to attempt to answer the questions from memory based on what they remember from the First Listening. Then, play the audio again and have students either confirm or correct their answers. Have students compare answers before checking as a class.
- Next, put students in pairs. See if they can retell the story based on what they remember from the extract. Encourage them to use the answers from both listening exercises to help trigger their memory. Then ask for one pair to volunteer to share the story with the class. The rest of the class should help them fill in any missing details

Answer Key

First Listening: sleep, ghost, flu, computer, 2 am

Second Listening: 1 – a, 2 – a, 3 – a, 4 – b

Note: Regarding Question #3, when Alex says, “You’re crazy” he doesn’t mean that Trish is literally crazy, as in “mentally ill.” What he means is that her story is unbelievable. If your students chose “c” this is also an acceptable answer because Alex says that there must be a logical, scientific explanation for her computer turning itself on and playing music; this leads us to believe that he thinks there is something wrong with her computer.

BONUS

- Students should now have a pretty thorough understanding of the conversation between Trish and Alex. Encourage them to give reasons for what they think about Trish’s story and to explain why they relate to either Trish or Alex.
- When students are finished discussing, you could take a poll to find out how many students would be willing to stay at Trish’s house.

Script [Track 60]

Alex: You don’t look too well. Have you got the flu or something?

Trish: Nah, I just didn’t get much sleep last night.

Alex: Oh? Were you out late or something?

Trish: No, nothing like that. Ahh, there’s no point talking to you about it. You’re not going to believe me anyway.

Alex: Of course I’ll believe you. Go on, tell me!

Trish: Well, the past couple of weeks, I’ve noticed a lot of weird noises during the night.

Alex: Weird noises? Maybe you’re just not used to your new place yet.

Trish: No, no. I think it’s more than that. Actually, it’s really spooky to talk about, but every morning at 2 a.m. my computer suddenly turns on — for no reason at all. Then music starts playing.

Alex: Wait, wait, wait. Let me get this straight. Your computer just turns on by itself?

Trish: Yes, by itself. Every night...er, every morning...exactly 2 a.m. it turns on, and it starts playing music.

Alex: What do you mean “it” starts playing music?

Trish: I don’t know...I think it must be...it’s a spirit, or something.

Alex: Oh, come on! You can’t be serious?! You’re telling me there’s a ghost in your house?

Trish: I knew you wouldn’t believe me. See, I shouldn’t have told you. But I’m positive it’s a ghost. I mean, even if I unplug my computer, it still starts playing music every morning at 2.

Alex: No way! There has to be some kind of logical, scientific explanation for it. There’s no such thing as ghosts.

Trish: Well, I’m convinced. I’m living with a ghost!

Alex: You’re crazy.

Trish: Why don’t you come over to my house tonight and see for yourself?

Alex: You’ve got to be kidding!

Trish: What? Don’t tell me you’re scared! I thought you said you didn’t believe in ghosts.

Alex: I don’t, but I’m still not coming to your house.

STEP 3 BUILDING FLUENCY: AGREEING, DISAGREEING, AND EXPRESSING SURPRISE

Students will practice agreeing, disagreeing and expressing surprise and will use noun phrases for describing supernatural beings, as well as several verb phrases for expressing belief.

1. Expressions

To help contextualize the phrases, write this sentence on the board: *There’s a ghost living in my apartment.* Explain that the phrases are in response to this statement. Have students categorize the expressions into the three groups given. Then allow them to compare answers in pairs before checking as a class.

Answer Key

Showing agreement with someone’s belief: 2, 5, 7, 8, 11

Showing curiosity in someone’s belief: 4, 6, 10

Showing disbelief: 1, 3, 9, 12 (also 4, 6, 10)

Note: As it says in the student book, some expressions can go into two categories. While there are no spaces in the book for students to write them down please confirm that expressions 4, 6 and 10 can be used to show both curiosity and disbelief.

2. Vocabulary

Have students match the phrases with the best pictures. Check the answers as a class.

Next, have students think of words they can use to substitute the main noun in each phrase. Once finished, have students compare answers in pairs and then as a class. See samples below.

A: *There's no such thing as **ghosts**.*

B: *There's no such thing as **monsters**.*

A: ***Vampires** only exist in the movies.*

B: ***Aliens** only exist in the movies.*

Answer Key

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

HOW THE GRAMMAR WORKS

Make sure your students realize they can't use "me too" and "me neither" to agree with all statements. Get your students to look through the sentences in step (2) and decide with which statements they can use "me too" and "me neither" and with which they can't. Putting aside the fact that "me too" is used only with positive statements and "me neither" with negative statements, your students should see that they can't use either with "There's no such thing as ghosts," "Witches are just make-believe" and "Vampires only exist in the movies." Have students think of what kind of "XX too" "XX neither" phrases they can use to respond to these statements and write their ideas on the board. (I think so too, I don't think so either – however, note to your students that "I don't think so either" can sound unnatural and that "You're right" or "I agree" may be better to use.)

3. Let's Practice

You can have students practice using the expressions and vocabulary in pairs as usual or you can set up a game:

- Ask students to write a response to each phrase from step (2) using the expressions from step (1). See sample below.
 - 1) *There is no such thing as ghosts. (Yeah! Absolutely)*
 - 2) *I had my palm read yesterday. (No way!)*
 - 3) *I think I've seen a UFO. (Are you serious?)*
 - 4) etc...
- Then have students mingle. As they meet, one says a statement and their partner says their preplanned response to the statement (what they wrote down earlier). If the other person has the same response then both people get a point. After each interaction, students change partners. The first person to get 10 points wins.

STEP 4 CONVERSATION MODEL: YOU'RE IMAGINING THINGS!

Students will look at blending sounds.

Optional Warm-up:

Write the following questions on the board.

- 1) *What did the person think they saw?*
- 2) *How do they describe it?*
- 3) *Does their friend believe them?*

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.

HOW THE PRONUNCIATION WORKS: BLEND SOUNDS

Explain the unit pronunciation point which focuses on blended sounds. So far, we've looked at several examples of consonant sounds blending with vowel sounds, but there are also cases where two consonant sounds will blend together. Just as /t/ and /d/ sounds like to blend with vowel sounds, there are also certain consonant sounds which naturally blend together. One example of this is /s/ and /n/. Therefore, in the phrase "There's no such thing" the "s" in "there's" jumps to join the "n" sound in "no" which makes the phrase sound like "There snow such thing."

- Next, play the conversation model [Track 61] and encourage students to listen out for the "blended 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: CUT AND BLEND SOUNDS, JUMP THE /D/ SOUND

Do you believe in UFOs – Do you *belie vin* UFOs

You probably just imagined it – You probably *jus timagin dit*

I seriously think aliens are trying to contact us – I seriously *thin kalien zare* trying to contact us

2. Substitution

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

Answer Key

Vampires – saw a scary-looking man on the street – he had two long pointy teeth

Witches – saw a woman suddenly disappear on the train – she was a witch

Monsters – heard a weird sound coming from my wardrobe – a monster is living in my wardrobe

3. Practice

- Have students use the **substitution** words to practice the conversation. Remind them to take particular care with the “blended /s/ and /n/ sounds.” Have early finishers create their own conversations.
- Choose a pair to demonstrate the conversation. Comment on their pronunciation of “there’s no such thing” and offer pronunciation and intonation advice as necessary.

STEP 5 LET’S TALK ABOUT IT: DO YOU BELIEVE IN THE SUPERNATURAL?

Students will share their own supernatural beliefs and respond to their partner’s beliefs.

OPTIONAL WARM UP

- At this point in the unit, students should be familiar with most of the words in the **Get Ready** grid, but allow them to ask about any unknown vocabulary. Try to get other students to give the answer, particularly for words that appeared in previous sections.
- Then, have students play a vocabulary drawing game. In groups of three or four, one student chooses a word or phrase from the grid and attempts to draw a picture of it. The other students have to guess what it is. The first person to guess correctly wins. The students alternate roles each time.

1. Get Ready

If you did the warm-up activity, your students should have a good understanding for all of the items in the grid. Have them mark whether they believe in each topic.

2. Let’s Talk

In groups of three or four, have students discuss how they feel about the topics. Before students begin, quickly go over the example conversation and the expressions that students can use to respond to each other’s beliefs.

3. Follow Up

Nominate a class leader to come up to the front and elicit the results from each group. Provide some simple questions to help this person lead the activity. See samples below.

Does your group believe in the supernatural?

Which things does your group believe in?

Why do people believe in these things?

Which things doesn’t your group believe in?

Why do people not believe in these things?

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.

BONUS ACTIVITY: Creative Writing

Have your students write their own ghost or supernatural story. If you like, encourage them to use the unit script as a model and to write their story in a “recall” style.

STEP 6 LANGUAGE AWARENESS

Assign the language awareness activity on page 91 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. or something
2. no
3. There's no point talking to you about it.
4. go on
5. Let me get this straight.
6. What do you mean?
7. Oh, come on!
8. I shouldn't have told you.
9. some kind of logical, scientific explanation
10. Well, I'm convinced.
11. phrasal verb / infinitive without to
12. No

STEP 7 AMY'S CULTURE TIP

Having cultural background knowledge is really important for understanding and communicating in a second language and also functioning in a new society. While there are many individual differences when it comes to believing or not believing in superstitions, the superstitions in this unit are common in English speaking countries. Ask your students to compare these superstitions with any from their own country, and if you and your students are interested, get them to teach you about the superstitions that are common where they're from. If your students are interested you can also discuss the origins of superstitions, the consequences of doing these superstitious things (for example, seven years of bad luck for breaking a mirror) and what to do if you do one of these unlucky things (for example, if you spill salt throw some over your left shoulder). For a homework activity you could have students investigate a certain superstition on the Internet and report about it to the class at the next lesson, or for a bigger project you could have students write an introduction guide to superstitions from their own countries.

STEP 8 UNIT TEST

Make copies of the Unit Test for each student. Start by playing the audio for the Listening section (download Track 11 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

When I was little... maybe about 10 years old... I was playing in the backyard with my next door neighbor... when we noticed a strange light in the sky. It was round and had these strange colored lights... and we thought that it must be a UFO! We called out to our parents to come and look... but by the time they came it had already disappeared... and they just laughed at us saying that there's no such thing as UFOs. Of course I don't believe in aliens or UFOs... but even now I can't help but wonder what we saw in the sky that night.

Answer Key

Part A.

1. c 2. d

Part B.

3. neither 4. be joking 5. No way! 6. Absolutely!

Part C.

7. believes 8. exist 9. thing 10. believe