

UNIT 16 ROLE MODEL

UNIT OVERVIEW: In this unit students will talk about people they admire.

Conversation Starters: *People We Admire*

Friends talk about the people who inspire them.

Building Fluency Expressing respect and admiration; verb and adjective phrases — admirable characteristics

Conversation Model

She's my hero. — Use rising intonation for 'checking' questions

Let's Talk About It: *Who do you respect?*

Talk about the people you respect and admire.

Conversation Idioms:

bring up her father

have a great sense of humor

I look up to her

have a lot of admiration for my dad for

cheer me up

motivates me to try hard

keeps me focused

we are very close

is my role model

respect my dad for

help me study

is passionate about his work

I think the world of her

have a lot of respect for my mum for

keep me on track

is always there for me

gives me a hand with my studies

sacrifice so much for me

raise him

get around

admire my mum for

Additional Links for this unit: Matt from the United States talks about people he admires.

<http://www.elllo.org/english/0701/T737-Matt-Admire.htm>

STEP 1 BUILDING THE ATMOSPHERE

First, ask your students what the unit title "role model" means (someone who you admire and want to be like). Tell your students that Amy mentions who her role model is in the **Amy and Erik introduction**. Get your students to guess 3 possible candidates for Amy's role model and write their ideas on the board. Next, play the **Amy and Erik introduction** and have them listen for the answer (Erik). Finally, get them to briefly discuss who their own role models are.

Script [Track 84]

Amy: Hi, this is Amy.

Erik: And this is Erik.

Amy: And this is Unit 16, "Role Model."

Erik: And (sobbing) this is our last unit with you.

Amy: Oh, Erik. It's OK. Don't cry. Actually, Erik, I have something to tell you. You're my role model.

Erik: I am?!

Amy: Uh-huh. And in our final unit, our friends are talking about their role models. Let's listen.

STEP 2 CONVERSATION STARTERS: PEOPLE WE ADMIRE

Students will listen to friends talk about the people who inspire them.

1. First Listening

Give students a minute to preview the questions. Depending on the level of your students, you may want to have students focus on the first column (who the person admires) the first time you play the audio and then on the second column (reasons for admiring that person) the next time.

2. Second Listening

Before playing the audio, have students attempt to answer the questions from memory. Then, play all three extracts again and have students confirm or correct their answers. Go over the answers as a class and check students' understanding of each sentence or phrase.

Answer Key

First Listening:

1 – b, a 2 – c, c 3 – a, a

Second Listening:

1 – Eri, 2 – Carlos, 3 – Pia, 4 – Eri, 5 – Carlos, 6 – Eri

BONUS

Have students discuss the questions in pairs. Encourage them to give reasons for their answers.

Script [Tracks 85-87]

1. **Scott:** Pia, you've got such a unique name. I've always wondered... where is it from?

Pia: Actually, it's my aunt's name. My dad named me after his older sister.

Scott: That's really nice. They must be really close.

Pia: Yeah, they are. She's been like a foundation for him.

Scott: How so?

Pia: Well, it's a moving story actually, but my dad's mom died when he was really little.

Scott: Oh...

Pia: And my aunt Pia pretty much raised him. She cooked his dinner, helped him with his homework. She even helped pay for him to go to university. She really sacrificed a lot for him.

Scott: Wow, she sounds like an amazing woman.

Pia: Yeah, I really look up to her.

2. **Eri:** And these are some pictures of my mom's family.

TJ: Who's that?

Eri: Ahh, that's my *ojii-san* — my grandfather — and his guide dog, Shiro.

TJ: Guide dog? You mean, your grandfather is blind?

Eri: Mm-hm.

TJ: That must be really hard.

Eri: Yeah, but he can get around pretty much the same as anyone.

TJ: Really?

Eri: Yeah, thanks to Shiro. I mean, she's really made his life so much better. Before he had her, he always stayed inside and never left the house.

TJ: Ah, kind of depressed, you mean?

Eri: Yeah, but now he's really active and so positive. I think Shiro knows how he's feeling and cheers him up when he's feeling down.

TJ: Wow, she sounds like a really loyal dog.

Eri: Very loyal. She's the greatest! I really think the world of her.

3. **Carlos:** Have you picked your subject for your essay "My Role Model"?

Blaire: Yeah, I'm going to write about my grandmother. How about you?

Carlos: Oh. That's cool. Well, I'm going to write about Señor Gonzalez, my biology teacher in high school.

Blaire: Your role model is your high school biology teacher?!

Carlos: Mm-hm. Yep. I mean, he was the first person to make me feel interested in biology. I loved his classes. It was

so much fun. He put so much passion and so much effort. He made me love to learn. Now I want to be a teacher just like him.

Blaire: Wow, I knew you liked biology, but I never knew that's where you got your start.

Carlos: Yep, that's where it was. He's probably the best teacher I've ever had. I admired him.

STEP 3 BUILDING FLUENCY: EXPRESSING RESPECT AND ADMIRATION

Students will practice expressing respect and admiration as well as learn several verb and adjective phrases for describing admirable characteristics.

1. Expressions

- Have students complete the sentences with the best phrases. Go over the answers as a class. You may want to go over the **How the Grammar Works** section as a class before doing the next activity.
- Then, in pairs, get students to quiz each other on how to use the grammar correctly. Partner A starts a sentence and Partner B finishes it. See sample below:

A: *I really like Mr. C for*

B: *... motivating me.*

A: *I really like Mr. A for ...*

B: *... being so nice to me.*

A: *I like Mrs. E because...*

B: *... she always takes care of me.*

Answer Key

1 – b, 2 – d, 3 – c, 4 – a, 5 – e

2. Vocabulary

In pairs have the students match the phrases with the best pictures. Allow students to go over the answers in pairs before confirming as a class.

VOCAB TROUBLESHOOTING

Look up to – to respect and admire someone

Answer Key

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

HOW THE GRAMMAR WORKS

Point out to your students that we use *can for* or *because* (*because of* is also possible) with these expressions. We use noun phrases with *for* and that-clauses with *because*. To have your students practice this, write the 5 respect and admiration sentences introduced in the **Expressions** section in full on the board, and get them to rewrite them by changing *for/because*. For example: *I really respect my dad for his kindness* → *I really respect my dad because he is so kind.*

3. Let's Practice

Have students say two things about each of the people or any animal of their choice listed at the bottom of the box. Allow students to prepare what they want to say by jotting down some notes before discussing in pairs. See sample below.

A: *What did you say for animals?*

B: *I really admire whales for being so smart.*

A: *Anything else?*

B: *I also admire them because they are very gentle for their large size.*

STEP 4 CONVERSATION MODEL: SHE'S MY HERO.

Students will look at using rising intonation for checking questions.

Optional Warm-up:

Write the following questions on the board.

1) *What does the man need to do?*

2) *What will be his topic?*

3) *Why?*

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

Pick – choose

HOW THE PRONUNCIATION WORKS: USE RISING INTONATION FOR ‘CHECKING’ QUESTIONS

Explain the unit pronunciation point to your students. In this unit we look at the use of rising intonation with checking questions, which is an extension on the lesson on rising intonation for declarative questions covered in **Unit 15**. Like declarative questions, checking questions don’t use the typical question word order, but are frequently used in English conversations. With checking questions we simply repeat the word or phrase in question, typically to express surprise. As with declarative questions, we use rising intonation with checking questions to indicate that they are questions and not statements.

- Next, play the conversation model [Track 88] and encourage your students to listen out for the use of rising intonation with the checking questions.
- 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, REDUCE SOUNDS

have you picked someone – have you *pick(t)* someone

to write about for your essay yet – to *wri tabou(t) fr* your essay yet

I’m going to write about my mom – I’m *gonna wri(d)abou(t)* my mom

2. Substitution

Have students work individually to unscramble the words in each column to make a coherent conversation. Then, have students compare answers in pairs.

Answer Key

Teacher – patient – motivating me to study hard

Friend – focused – always keeping me on track

Sister – kind – always being there for me

3. Practice

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

STEP 5 LET’S TALK ABOUT IT: WHO DO YOU RESPECT?

Students will talk about the people they respect and admire.

Optional Warm-up:

Books closed. Have students write numbers 1-8 on a blank sheet of paper. Next, for each number describe the job in from the **Get Ready** step and have students write down what they think the job is. At the end, have students compare answers in pairs and then confirm as a class.

See sample descriptions below:

Number 1: These people work in movies and TV shows. They have to remember a lot of lines.

Number 2: These people play sports professionally. They have to work out all of the time and are very fit.

1. Get Ready

Books open. Have students match the job with the reason for admiring them.

Go over the answers as a class.

Answer Key

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

2. Let's Talk

Have students fill in the blank spaces with the names of people or the relationship to the people they admire in the Answer column. They should write out the "because clause" in the reasons column. Go over the Example answer and provide additional examples of your own if necessary.

3. Follow Up

Have student work in small groups. They should use the example conversation as a model for their discussion. You could offer additional examples of ways to show interest and amazement (for example, That's really cool, Oh, yeah!, Wow! That's interesting, etc).

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: Essay

Like the characters in the **Conversation Model** and Carlos and Blaire in the **Conversation Starters**, have your students write an essay entitled "My Role Model." They should identify who their role model is and provide examples and reasons for this.

STEP 6 LANGUAGE AWARENESS

Assign the language awareness activity on page 96 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. Pia, you've got such a unique name – Yes
2. after – "You've got a really unique name."
3. I've always wondered
4. when he was really little
5. Do you mean that your grandfather is blind?
6. get around
7. I mean
8. yes – Wow, she really sounds like a loyal dog
9. I really think the world of her.
10. pick
11. role model
12. wow

STEP 7 ERIK'S COMMUNICATION TIP

Tying in with the unit theme of respect and admiration, the last tip covers common ways of saying thank you. Introduce the two common ways of saying thanks: *Thank you for your + noun* and *Thank you for + ing verb*. To practice these forms, have your students pick 5 people who they want to say thank you to. Next, they should think of why they want to say thanks. Finally, have them write 5 short thank you notes using the thank you phrases.

STEP 8 UNIT TEST

Make copies of the Unit Test for each student. Start by playing the audio for the Listening section (download Track 16 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

I really look up to my best friend, Margot. Of course I have a lot of respect for her as a person... she's really kind and friendly and always puts others before herself. But what I really admire her for is her ability to balance work and life. I mean, we're both studying for our university entrance exams at the moment, so we're both really busy. But, somehow she manages to find the time to have fun... to have a life... while also getting As on the exams. I always end up studying all weekend. But Margot always finishes studying by Saturday afternoon and then just relaxes until Monday. I really admire her discipline.

Answer Key

Part A.

1. a
2. b

Part B.

3. have a lot of admiration
4. working so hard
5. she has taught me a lot
6. respect my brother for

Part C.

7. c
8. f
9. a
10. b