

UNIT 16 I WANT TO BE A SUPERHERO

UNIT OVERVIEW: In this unit students will talk about their goals for the future.

Conversation Starters: *Goals and Dreams*

Friends talk about their dream jobs.

Building Fluency

Expressing hopes and desires; adjective and verb phrases — common goals and desires.

Conversation Model

In your dreams! — Stress words for emphasis

Let's Talk About It: *What would you wish for?*

Identify and discuss your top 5 wishes.

Conversation Idioms

be on TV

make a lot of money

be a millionaire

work in the media

am a big film buff

be really popular

be idolized by fans

take a decent photo

get good grades

find true love

be rich and famous

be loved by everyone

tell a joke

have many friends

be good at sports

have a glamorous lifestyle

Additional Links for this unit: Six people talk about what kind of celebrity they would want to be.

<http://www.elllo.org/english/Mixer/36-Famous.html>

STEP 1 BUILDING THE ATMOSPHERE

Play **Eric and Amy's Introduction**. Students listen for the unit theme: dreams. Write the words “realistic” and “unrealistic” on the board. Tell your students about a realistic and an unrealistic dream of your own. Next, ask your students to discuss their own realistic and unrealistic dreams, and get some examples. Try to make this an interactive process by asking follow up questions and giving feedback. Finally, introduce the lesson theme – people’s dreams and goals.

Script [Track 90]

Erik: Hi again and welcome to Unit 16, I Want to Be a Superhero.

Amy: And sadly, this is our last unit with you.

Erik: Oh, I wish this book would never end.

Amy: Well, all good things must come to an end, Erik. Anyway, it's been fun.

Erik: It sure has. Anyway, in our final unit our friends are talking about their dreams. Let's listen.

STEP 2 CONVERSATION STARTERS: FUTURE

Students will listen to people talking about their goals and dreams.

1. First Listening

- Have your students quickly check the “dream” words before starting. If necessary, ask for, or provide, examples of each occupation (superhero = batman, actor = Brad Pitt). Do the same for the phrases in the “reasons” column.
- Students listen for the first question (What does each person want to become?). You may wish to give additional listenings if necessary. Have students check their answers in pairs before confirming as a class.

2. Second Listening

- Next, students listen for the second question (What are the reasons behind the dreams?). Remind students to focus on the key words. Allow students to compare their answers before confirming as a class.
- Have your students listen one final time while following the **script on page 96**. Encourage them to circle unknown words, and leave time to discuss these.
- The audio is fairly slow on this one, so you can also play the audio and pause after each sentence and have students shadow the script. See example below:
#5 (TJ): *What do I wanna be in the future?*
Class: What do I wanna be in the future? (and so on)

Answer Key

First Listening:

1. director, 2. politician, 3. musician, 4. athlete, 5. superhero

Second Listening:

1. c, 2. a, 3. c, 4. a and c, 5. a

VOCAB TROUBLESHOOTING:

- * likes to complain = likes telling people that things are wrong or bad
- * wants to make music = wants to be a professional musician
- * wants people to think he's cool = wants to be liked / wants to be popular
- * wants to be the center of attention = wants to be very popular
- * wants to be a millionaire = wants a lot of money (at least a million dollars)
- * wants to fly = wants to be able to fly like a bird

BONUS:

Ask your students to discuss bonus question #1 before asking for some responses. Don't forget to share *your* answer, too. Next, ask students to decide if each dream is realistic or unrealistic (bonus question 2). Write each occupation on the board under the "realistic" and "unrealistic" headings used in **Building the Atmosphere**.

Script: [Tracks 91-95]

1. Emma

As for me, I'd love to be a film director. But not just any old director — I want to be a famous director. Why? I guess it's because I really love films. I'm a big film buff. So I'd like to make really good films — you know, films that make people laugh and cry and feel and think, films that people are never going to forget. That would be really cool.

2. Simon

Um, a politician. Yeah, really! I know a lot of people hate politicians. But I'd love to be a politician, or even better, the prime minister. If you're a politician, you can make changes and really help people. I know it'd be a hard job, and people would criticize you all the time, but it's also a really important job.

3. Soon

I love music, so I'd like to be a musician. I think it would be such an interesting life because there's so many things involved with being a musician, like writing songs, practicing, recording CDs, touring. But, to tell the truth, I don't want to be famous. I just want my music to make people feel good.

4. Carlos

I'd like to be an athlete. I really love sports, so I think it would be cool to do what I like for a living. As an athlete I could make loads of money — the big paychecks, the sponsorships...that would be great, not to have to worry about money. And, let's face it. Athletes are really popular and are idolized by their fans. I love being the center of attention, so I can't think of anything better.

5. TJ

What do I want to be in the future? You know what I *really* want to be? I want to be a superhero, you know like Batman, or Superman. It'd be cool to have super powers because I'd be able to fly, and save people's lives and fight bad guys. And the best thing is people all around the world would love me. How cool is that?

STEP 3 BUILDING FLUENCY: EXPRESSING HOPES AND DESIRES

Students will learn several phrases for expressing desires.

1. Expressions

- Have students decide if the expressions are used for talking about things you “desire” or “don’t desire” to do. After students have compared their answers, confirm the answers as a class.
- Next, have students write five jobs down on a piece of paper. Then in pairs they share their list. Their partner then responds how they feel about the job.

A: *Nurse*

B: *I'd hate to be a nurse cause I hate blood.*

A: *Teacher*

B: *I'd like to be a teacher because you get summers off.*

Answer Key

You desire to do something: 1, 4, 6, 7, 9

You don't desire to do something: 2, 3, 5, 8, 10

2. Vocabulary

- Have students match the phrases with the best pictures. Check the answers as a class.
- Next, have students write the name of one famous person who fits each description. See sample below.
rich and famous : Steve Jobs
incredibly smart: Stephen Hawking
- Then, with a partner have students share the names of the famous people on their list by calling them out and seeing if their partner can identify what the quality is. See sample below:

A: *David Beckham*

B: *Be good at sports*

A: *Actually, I put “find true love”*

B: *Really? Why?*

A: *Because he is happily married.*

Answer Key

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

VOCABULARY TROUBLESHOOTING:

- * be a pain = to be annoying
- * be miserable = to be very unhappy
- * be incredibly smart = to be very very smart
- * work in the media = to have a job at a TV station, or newspaper company
- * find true love = to find a partner who you really really love
- * have a glamorous lifestyle = to lead an attractive life that people are jealous of

HOW THE GRAMMAR WORKS:

Point out the use of “would” in the expressions (including the contracted version in *I'd*). Remind your class that “would” is used for “unreal” or “imaginary” situations. Remind students that an infinitive adjective/noun/verb phrase should be used with expressions 1-8. Past-tense adjective/noun/verb phrases should be used with expressions 9-10. If necessary, ask students to make adjective, verb phrase example sentences for each of the expressions.

3. Let's Practice

In pairs, students connect the **Expressions** and **Vocabulary** to make an example sentence. Give a humorous and detailed example: *Personally, I'd love to be athletically gifted, because honestly... I'm really really bad at sports. I can't even run for the bus without getting winded. So, I think it'd be really cool to be good at sports.* Try to make this activity as interactive as possible by encouraging students to ask questions and comment on their partners' ideas. Finish with some student demonstrations.

STEP 4 CONVERSATION MODEL: IN YOUR DREAMS!

Optional Warm Up

Pre-activity: Write the following questions on the board.

- 1) *What is the woman dreaming about?*
- 2) *What is her reason?*
- 3) *How does the man feel about her dream?*

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:

daydream = to think about nice things, when you should be doing something else

in your dreams = “that will never come true”

HOW THE PRONUNCIATION WORKS: STRESS WORDS FOR EMPHASIS

The pronunciation point for this unit is using stress for emphasis and corrections. There are two examples in the conversation. Say each phrase with and without emphasis, and see if students can feel the difference. Tell students that we stress “love” rather than “like” because “love” is stronger. We stress “that” because the character is denying that she’s not a good actor.

- Next, play the conversation model [Track 96] and encourage students to listen out for how “like,” “love” and “that” are stressed.
- 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.

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 musician / music / sing

a stand-up comedian / comedy / tell a joke

an athlete / sports / run

a director / movies / take a decent photo

3. Practice

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

STEP 5 LET’S TALK ABOUT IT

1. Get Ready

- Draw your students’ attention to the picture of the “genie” and his bottle on the left side of the page. Ask students if they know what a “genie” does. If students are unsure, explain that a “genie” is a mystical creature that lives in a magical lamp and grants people wishes – usually three. Note that *genie* is actually a translation of the Arabic term *jinni*. The English word comes from French *génie*, which meant a spirit of any kind, which in turn came from Latin *genius*, which meant a sort of guardian spirit.)
- Tell students to imagine that the genie will grant them 5 wishes. Have them decide which of the wish options they would and would not wish for (don’t forget there is also a personal wish option). Get them to write “W” or “NW” as appropriate. It is a good idea to ask students to also rank the things they would wish for (1-5).
- Encourage lower-level students to make a note of their reasons in the boxes. Encourage higher-level students just to think about their reasons.

2. Let's Talk

- Put students into groups of 3 or 4 and ask them to discuss their wishes, and why they would or would not wish for certain things. Students could do this by asking about their number 1 wishes, number 2 wishes, and so on. Or, they could ask about a particular wish. Another option is to conduct the activity in a board-game style, starting from “be famous” and moving in a clockwise spiral to finish at “happiness”. Have students flip a coin and move 1 space for heads and 2 spaces for tails.
- While students are having their discussions, walk around the class observing their language use. Provide help or comment as appropriate.

3. Follow Up

You could randomly ask a student from each group to share their number one wish, or ask each group to summarize their discussion for the class, or you could tally up the number of number 1 votes for each wish, and then briefly comment on this. Wrap up by providing language feedback, or sharing your own number 1 wish.

Bonus: Speaking Activity

The questions are quite accessible, and could be used for a pair/group discussion activity, a public speaking or debate activity, or as a composition activity.

STEP 6 LANGUAGE AWARENESS

Assign the **Language Awareness** activity on **page 96** for homework. You may want to go over the first item or two together as a class to give students a head start on the activity. Leave about 5 or 10 minutes at the beginning of the next class to go through the answers.

Answer Key

- | | | |
|------------------------|--|--------------------------------|
| 1. I'm a big film buff | 2. really good movies | 3. I'd love to be a politician |
| 4. criticize | 5. it would be such an interesting life (before article) | |
| 6. to tell the truth | 7. loads of money | 8. a living |
| 9. want to | 10. I'd be cool to have super powers | |

STEP 7 ERIK'S STUDY TIP

The study tip for this lesson is the importance of having a dream when we study a foreign language. Talk to students about how it is much easier to stay motivated if they have some kind of goal for their English study. Here are three activity ideas related to English study goals and ways to achieve them.

- Give students 1 or 2 minutes to write their English dream before sharing with a partner. Ask a few confident students to share their dream with the class, and write these on the blackboard. Finally, ask the class to think of some ways to achieve these dreams, and discuss as a class.
- Ask your students to write a paragraph about their English dream, and what they are doing/will do to achieve it, either in class or for homework. If you will have these students again in the future, you could keep a copy of this information and ask them about their progress in a future class.
- If this is your last class with these students, you could ask them how they plan to continue with their English study after the course has finished. Discuss the study ideas they came up with, and offer a few of your own.

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>). Then allow the students about 5 minutes to complete the rest of the test. Correct the test in class, and record the scores.

AUDIO Script

You know, I'd love to be a stand-up comedian. You know, a comedian who performs in front of live audiences? I think the best thing about being a comedian is making people laugh. You make people laugh and you can help them forget their worries and people will love you. I'd love that.

Answer Key

Part A.

1. c
2. d

Part B.

3. lived
4. would
5. commuting
6. to be

Part C.

7. smart
8. good
9. friends
10. rich