

# UNIT 10 CLEAN FREAK

**UNIT OVERVIEW:** In this unit students will discuss their obsessions.

**Conversation Starters: *Cleaning Habits***

Friends talk about their attitudes towards cleaning.

**Building Fluency**

Talking about obsessions; noun phrases — obsessions

**Conversation Model**

That's not so strange. — Use intonation to show you haven't finished speaking

**Let's Talk About It: *What are your obsessions?***

Confirm, deny and discuss your obsessions.

**Conversation Idioms:**

keep the house clean

hire a housekeeper

be a clean freak

am not keen on cleaning

be complete opposites

be a slob

tidy up my room

get a little messy

be a mess

be spotless

be a pigsty

am a bookworm

do a thorough job

move on to the kitchen

be busy with work

Additional Links for this unit: Six people discuss if they are clean freaks. <http://www.ello.org/english/Mixer/06-Clean.html>

## STEP 1 BUILDING THE ATMOSPHERE

Ask your students what they think the phrase “clean freak” means. Tell them the pictures at the top of the page are examples of “clean freaks.” If they can't guess, tell them to look up the meaning of “freak” in their dictionaries (clean freak – someone who is overly interested/obsessed with cleaning). Next, play the **Amy and Erik introduction** and tell them to listen for whether Amy and Erik are clean freaks, or not (Amy isn't, Erik is). Finally, ask students if they are clean freaks, and have them briefly discuss their opinions of clean freaks.

**Script [Track 51]**

Amy: Hello, everyone. And welcome to Unit 10, “Clean Freak.”

Erik: Great! My favorite topic.

Amy: Yeah, you are a bit of a clean freak, aren't you Erik?

Erik: Hey, I just like things to be tidy. Unlike yourself...

Amy: Well, luckily we aren't talking about me today! Okay, let's listen to what our friends have to say.

## STEP 2 CONVERSATION STARTERS: CLEANING HABITS

*Students will listen to people talk about their attitudes towards cleaning.*

### 1. First Listening

Play the audio. Have students circle the icon that best identifies the speaker. Some students may find this particular listening exercise quite challenging, so you may want to play the audio tracks one at time (repeat if necessary) and allow students to compare answers before moving on to the next extract.

### 2. Second Listening

Before you play each extract, elicit from the class what they think the answers are. Then, play the extract again and confirm their predictions. Restate and write on the board any key language that helps clarify the answers.

**Answer Key**

First Listening:

1. partial clean freak

2. clean freak

3. partial clean freak

4. clean freak / partial clean freak

5. partial clean freak / slob

6. slob

Second Listening:

1. a

2. c.

3. b

4. b

5. c

6. c

## BONUS

Have students discuss the questions in pairs. If they would like to refer to the script before answering Question #1, allow them to do so.

### Script [Tracks 52-57]

#### 1. Emma

I like having things neat and tidy. Otherwise I just feel too disorganized. But I'm actually not really that keen on cleaning. So I get a little help. About twice a week I get a housekeeper to do the cleaning. That way I get to look and feel like a clean freak without any effort.

#### 2. Carlos

I'm a total clean freak. My girlfriend, on the other hand, is a complete slob and it drives me crazy. She always leaves her stuff everywhere — her bags, her books, her clothes. I knew when we met that we were complete opposites, but what can you do?

#### 3. Pia

I wouldn't say that I'm a big neat freak, but I'm definitely not a slob. I wait for things to get a little dirty before cleaning. When I see the dust start to pile up and the mold start forming, then I get out my mop and broom, but not before.

#### 4. Malik

I'm a total clean freak, but only on the weekends. Every Saturday is my cleaning day and trust me, I do a very thorough job. First I tidy up my room, and then I dust, vacuum, mop and then wax my floor. And then I move on to the kitchen, the bathroom, the toilet. But during the week, I'm just so busy with work that I don't have the time to do anything else, so things get a little messy. I guess I'm what you call a part-time clean freak.

#### 5. Trish

I *want* to be a neat freak! I'd love to be totally organized and it would be great if my home was spotless all the time. But no matter how hard I try, I just can't seem to do it. No matter what I do, my house just seems to be a mess all the time. Maybe I need to hire a housekeeper.

#### 6. TJ

OK. I'm a complete slob. But I don't see what the problem is. Sure, my place is a bit of a pigsty. I've got plates and cups piled up in my sink. And yeah, I'll admit it, most of the food in my fridge is rotten and moldy, and growing a little bit, to be honest. But, so what? I'd rather put up with a cockroach or two than spend my time worrying about what people think about my place.

## STEP 3 BUILDING FLUENCY: TALKING ABOUT OBSESSIONS

*Students will practice talking about their obsessions and learn several noun phrases for describing obsessions.*

### 1. Expressions

- Have students categorize the responses into the three different groups: clean freak, partial clean freak, not a clean freak. Allow students to compare answers in pairs before checking as a class.
- Next, model the pronunciation and emphasize how to sound natural. Be sure to chunk some of the words together. See samples below.

*I'm a ----- TOTAL ----- clean freak.*

*I wouldn't say ----- I'm a clean freak.*

*I'm a bi-dov ----- a clean freak.*

*I'm anything BUT ----- a clean freak.*

*I'm a comPLETE SLOB!*

*I'm DEFinitely ----- a clean freak.*

### Answer Key

Is a clean freak: 1, 6

Is a partial clean freak: 3

Is not a clean freak: 2, 4, 5

### 2. Vocabulary

- Have students match the phrases with the best pictures. Allow students to go over their answers in pairs before confirming as a class.
- Next, tell students that they are going to quiz each other on the meaning of the words that appear under the pictures. Have them cover the text descriptions so they can only see the pictures. Write a sample conversation on the board so students know what to do.

A: *What is a chocoholic?*

B: *Someone who loves chocolate.*

A: *Correct.*

B: *OK, your turn, what is a computer freak?*

A: *Someone who loves...*

(Note: Explain that the students do not need to give the descriptions verbatim.)

### Answer Key

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

### HOW THE GRAMMAR WORKS

Students need to be careful of the position of the article when talking about their obsessions. It changes depending on whether an adverb of degree or an adjective is used. Go over the structures in the box and then have students rewrite these sentences using the suggested adjective or adverb of degree.

*I'm a partial clean freak.* → *(kind of)*

*I'm an absolute clean freak.* → *(definitely)*

*I'm totally a clean freak.* → *(total)*

*I'm definitely a clean freak.* → *(definite)*

### 3. Let's Practice

- Have students discuss whether they fit any of the descriptions in step (2). Go over the example conversation as a class before students start practicing in pairs.
- Alternatively, you could have students write the name of one person they know that fits each description (for example, a family member or friend). Then have them tell their partner about each person and how they feel about him or her.

### STEP 4 CONVERSATION MODEL: THAT'S NOT SO STRANGE.

*Students will look at the use of intonation to indicate that one hasn't finished speaking.*

#### Optional Warm-up:

Write the following questions on the board.

1) *What does the woman call the man?*

2) *Why does she call him this?*

3) *Does he agree with her?*

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

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

### VOCAB TROUBLESHOOTING

What's with all the cleaning products? – Why do you have so many cleaning products?

### HOW THE PRONUNCIATION WORKS: USE INTONATION TO SHOW YOU HAVEN'T FINISHED SPEAKING

Introduce the unit pronunciation point which is a review of the lesson on using intonation to “hold the floor” introduced in Unit 5. When we've finished speaking, or have finished “our turn,” we typically indicate this by making our voices go down at the end of the sentence. To indicate that we have more to say we typically raise our voices. We can also achieve this by stretching words. This is also an often used “buy time” strategy when thinking of what to say next. As we can see in this **conversation model**, the female character is not saying “I don't know” because she isn't sure if the male character's behavior is strange or not, but because she's making fun of him. To indicate this, and the fact that she has more to say, she uses stretching and also raises her voice when she says “know”.

- Next, play the conversation model [Track 58] and encourage students to listen out for the pronunciation of “I don't know...?”.
- 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

What's with all the cleaning products – *wha(t)s withall* the cleaning products

I wouldn't say that – I wouldn(t) say that

I just like having a clean room – I *jus* like *kavin(g)a* clean room

That's not so strange, is it? – tha(t)'s no so strange, *izit*?

## 2. Substitution

Have students work individually to number the phrases in the columns to make a coherent conversation. Then have students compare answers in pairs.

### Answer Key

Conversation 1: 1, 4, 3, 2

Conversation 2: 3, 2, 1, 4

Conversation 3: 4, 1, 2, 3

Conversation 4: 2, 3, 4, 1

## 3. Practice

- Have students use the **substitution** words to practice the conversation. Remind them to take particular care when saying “I don't know...”. Have early finishers create their own conversations.
- Choose a pair to demonstrate the conversation. Comment on how they made their voices go up to hold the floor, and offer pronunciation and intonation advice as necessary.

## STEP 5 LET'S TALK ABOUT IT: WHAT ARE YOUR OBSESSIONS?

*Students will confirm, deny and discuss their obsessions.*

### Optional Warm-up:

Divide the class into two teams. Have one member from each group come to the front of the room and face the class. Show the two competitors one of the words from the **Get Ready** table. They have to get their teams to guess the word or phrase without saying the word or any words within the phrase itself. The first person to get their team to guess the word gets a point for their team. Rotate players each time. The first team to get 7 points wins.

### 1. Get Ready

Have students rate their own level of obsession for each item in the table. Depending on the level of the students, they should either jot down their reasons in note form or simply think of their reasons. This will help them in the next step.

### 2. Let's Talk

- Put students in pairs and have them share their answers. Go over the example conversation before students begin their discussion.
- Alternatively, have students mingle around the room looking for people with the same answers. When a student finds a classmate who shares their feelings, they write that person's name in the square and cross off that square on the grid. The students race to get three in a row.

### 3. Follow Up

Have each pair share their obsessions with the class. Find out who is the most obsessed and what the most common obsession is.

### 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

Many magazines have a “confessions” column to which readers submit their personal confessions. In this style, get your students to “confess” to one of their obsessions. Encourage them to keep it light, and not to write anything too personal. Give them the phrases “Okay, I confess, I...” and “Okay, I admit it, I...” as ideas for starting their confessions.

## STEP 6 LANGUAGE AWARENESS

Assign the language awareness activity on page 90 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. I'm actually not really that keen on cleaning.
2. I get a housekeeper to do the cleaning.
3. It drives me crazy.
4. complete opposites
5. a big neat freak
6. I get out my mop and broom.
7. I do a very thorough job.
8. messy
9. spotless
10. No matter how hard I try...
11. a bit of a pigsty
12. put up with

**STEP 7 ERIK'S COMMUNICATION TIP**

In this unit, introduce this **Erik's Communication Tip** before beginning the **Let's Talk About It** activity. With your students, practice saying the phrases with feeling. Encourage students to use the phrases as appropriate during their discussion.

**STEP 8 UNIT TEST**

Make copies of the Unit Test for each student. Start by playing the audio for the Listening section (download Track 10 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'm not ashamed to admit it. I'm a total neat freak. With me everything has to be spick and span or I go crazy. I can't leave the house in the morning without dusting and vacuuming. And I scrub my bath and toilet every evening. I do the dishes straight after eating. And of course I only eat in the dining room, never in the living room — I don't want to get crumbs on my floor, stains on my sofa! My friends think I'm a freak, but I think everyone should keep their house clean.

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

1. a
2. d

**Part B.**

3. wouldn't say
4. a total clean freak
5. definitely a clean freak
6. a bit of a

**Part C.**

7. chocoholic
8. health
9. bookworm
10. shopaholic