

UNIT 4 WHO WE ARE

UNIT OVERVIEW: In this unit student will discuss the importance of fashion.

Conversation Starters: *Fashion*

Friends talk about the importance of fashion in their lives.

Building Fluency

Expressing importance; verb phrases — lifestyle

Conversation Model

I think I'll pass. — Change sounds

Let's Talk About It: *What's important to you?*

Discuss things that are important to you.

Conversation Idioms:

couldn't care less about

make a lot of money

stay in touch with old friends

pay someone a compliment

check out fashion magazines

keep up to date with the latest trends

look hip

don't really care about

vote in the election

pay attention to politics

get good grades

you don't know what you're missing out on

am addicted to fashion

am crazy for caring so much

save money

is really important to me

find a boyfriend

spend a lot of money

Additional Links for this unit: Six people talk about fashion magazines.

<http://www.elllo.org/english/Mixer/38-Magazine.html>

STEP 1 BUILDING THE ATMOSPHERE

Tell your students to look at the three photographs at the top of page 21. Ask them what they think about each person's fashion style and which they like or dislike. Next, ask them to look at the inset of Amy and Erik and ask them if they think Erik looks fashionable or not. Play the **Amy and Erik introduction** and have them listen for both Amy and Erik's opinion about Erik's fashion taste. End by asking your students how they personally feel about fashion.

Amy thinks Erik is fashionable:

Yes / No (answer is no)

Erik thinks he is fashionable:

Yes / No (answer is yes)

Script [Track 30]

Amy: Hi, this is Amy and Erik.

Erik: And thanks for joining us for Unit 4, "Who We Are."

Amy: So, Erik, are you into fashion?

Erik: Yeah, of course, can't you tell?

Amy: Hmm... Actually, that looks like something my grandfather would wear.

Erik: What?

Amy: Oh, sorry, Erik. Anyway, we asked our friends if they are into fashion. Let's listen.

STEP 2 CONVERSATION STARTERS: FASHION

Students will listen to people talk about the importance of fashion in their lives.

1. First Listening

- Play the audio and have students mark how the people feel about fashion. Have them compare their answers in pairs and then check as a class.
- Note: Before beginning the listening exercise be sure that students understand the question "Who thinks following the **latest** fashions is important?"

2. Second Listening

Play the audio again. Have students listen for the reasons. Remind them to write key words and phrases only — not complete sentences.

Answer Key

There are many possible variations on the reasons but here are some examples:

1. Blaire – very important: she thinks how we look and what we wear says a lot about who we are as people. She also likes clothes and fashion in general.
2. Dylan – somewhat important: he likes fashion and keeping up with the latest fashion trends, but saving money is more important than buying the latest fashions for him now.
3. Alex – not important: he doesn't care about fashion at all and just doesn't have the time for it.
4. Miki – somewhat important: she prefers to look unique and individualistic than to follow the latest fashions.
5. Simon – very important: because he never had new clothes as a child.
6. Inna – not important: she thinks there are more important things to spend money on, like people dying of starvation.

BONUS

Have students discuss the questions. If they are having difficulty with answering Question #1, allow them to refer to the audio script.

Script [Tracks 23-28]

1. Blaire

Am I totally addicted to fashion? I wouldn't say that to that extreme. But I do like clothes. I like to shop. I like to check out fashion magazines. I don't have any problem spending money on clothes, bags and shoes especially. And there's nothing like a good pair of jeans. Some of my friends think I'm crazy for caring so much. But I think how we look and what we wear say a lot about who we are. In fact, clothes are who we are.

2. Dylan

Maybe you wouldn't think it by looking at me, but I *am* into fashion. I like reading fashion magazines and keeping up to date with the latest trends. But, at the moment, saving money is more important to me than looking hip. Maybe one day, when I get a job, I might think about spending a lot of money on clothes. But, for the time being, it's just not realistic.

3. Alex

Am I into fashion? The answer: absolutely not. I don't have time for that stuff. As a matter of fact, I don't even buy my own clothes. Every year I just wait for Christmas or my birthday and the clothes I get for a gift, that's pretty much what I wear for the year. So, luckily, my sister, she's into fashion, so she keeps me looking pretty good, but nah, I don't care about fashion. I just wear what I got in the closet.

4. Miki

Am I into fashion? Well, yeah, I am. I mean, I like to look nice, but I don't want to spend a lot of money. I like to look more unique, more individualistic. I totally love vintage clothes, and I'll spend a lot of time on the weekend looking for stuff in second-hand clothing stores.

5. Simon

Yes, absolutely. Because when I was a kid growing up, I was the youngest of five brothers. So everything I ever wore was a hand-me-down. So I'd always go around in my brothers' old holey T-shirts. Anyway, now I take pride in my appearance, as you can see.

6. Inna

You know what? I really don't care about fashion. I don't understand how people can spend so much money on clothes when there are people starving in the world. It's just wrong. Personally, I couldn't care less what people think about my clothes. There are plenty of things that money should be spent on.

STEP 3 BUILDING FLUENCY: EXPRESSING IMPORTANCE

Students will practice phrases for expressing importance as well as verb phrases for describing their own lifestyles.

1. Expressions

- Have students decide which expressions are similar in meaning. Then go over the answers as a class.
- Next, explain to students that speech often revolves around a theme or related ideas and that we use conjunctions to connect different ideas about the same theme. Using the expressions, have students link together three thoughts.

See sample pattern below:

(something I really like) and (something I like a little) but (something I do not like)

_____ and _____ but _____

Example:

I really am into jazz and I sort of like reggae but I can't stand country and western music.

- Give students a few themes and have them write three constructions for each using the pattern on the board.

Answer Key

Is not important – 2, 4
 Is somewhat important – 3, 6
 Is very important – 1, 5

2. Vocabulary

Have students match the phrases with the best pictures. Allow students to compare answers in pairs before discussing as a class.

Answer Key

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

VOCAB TROUBLESHOOTING

Making a lot of money – to earn a lot of money, usually by working

HOW THE GRAMMAR WORKS

Remind your students that “I couldn’t care less about...” is quite a strong phrase, especially when said in a harsh tone. Also, “I’m really into...” means “I’m very interested in...”.

3. Let’s Practice

Have students work in pairs to talk about what’s important or not important to them. Go over the sample dialogues and encourage them to add extra information and to ask follow-up questions.

STEP 4 CONVERSATION MODEL: I THINK I’LL PASS

Students will look at how sounds change.

Optional Warm-up:

Write the following questions on the board.

- 1) *What event is happening?*
- 2) *Why does the woman not want to go?*
- 3) *What does the woman love?*

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

Nah – No

I think I’ll pass – I don’t think I’ll go

Clothes and stuff – clothes and other fashion-related things

But you don’t know what you’re missing out on – But it’s going to be really good

If you say so – this means something like, “I don’t really agree with you, but it’s too annoying to keep discussing this so I’ll just pretend that you’re right” (tone of voice important)

HOW THE PRONUNCIATION WORKS: CHANGE SOUNDS

Introduce the unit pronunciation point which looks at how certain sounds change when they are combined in certain ways. We’ve already looked at how /t/ sounds can disappear when followed by a consonant sound or jump to join a vowel sound, and in this unit we look at how /t/ sounds can change when combined with other sounds. One common example is when /t/ and /j/ sounds combine to blend into a /ch/ sound. In this way, “but you” can sound like “buchu:” or “bucha” and “what you’re” can sound like “whacho:” or “whacha”. While students do not have to pronounce the phrases in this way, it is important for them to be aware of these pronunciation points, in particular for listening comprehension purposes.

- Next, play the conversation model [Track 29] and encourage students to listen out for the changed 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: BLEND SOUNDS, REDUCE SOUNDS, JUMP THE /T/ SOUND

I think I'll pass – I *thin kall* pass

But it's – bu (*d*)its

I really couldn't care less about clothes and stuff – I really couldn(t) care *lessabou(t)* clothes *zan(d)* stuff

2. Substitution

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

Answer Key

TV: 1 – 3 – 2

Party: 2 – 3 – 1

Test: 1 – 3 – 2

Travel: 1 – 2 – 3

Politics: 3 – 1 – 2

3. Practice

- Have students use the **substitution** words to practice the conversation. Remind them to take particular care with the “changed sounds.” Have early finishers create their own conversations.
- Choose a pair to demonstrate the conversation. Comment on their pronunciation of “but you” and “what you’re” and offer pronunciation and intonation advice as necessary.

STEP 5 LET'S TALK ABOUT IT: WHAT'S IMPORTANT TO YOU?

Students will discuss things that are and aren't important to them.

Optional Warm-up:

This activity will get students thinking about vocabulary related to the themes in this exercise. First, have students write five words from the topic box in the Get Ready exercise. Then, put students in pairs and have them try to get their partner to say the words on their list. See sample below:

Student A's list: family, money, having a good job, fashion, and politics

A: *Okay, first word – brother, sister, mother...*

B: *Family.*

A: *Right. Next word – You need this to buy things.*

B: *Money.*

A: *Correct again. Next word...*

1. Get Ready

Have students complete their rankings. Encourage them to write only a few key words or phrases for their reasons.

2. Let's Talk

Have students discuss their answers. Be sure to model how to use various connectors (because, unless, however, so, even though, etc.) and encourage them to link their ideas when they talk.

3. Follow Up

Have each group assign a spokesperson who will report the group's findings to the class.

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 84 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. addicted to | 2. at the moment |
| 3. looking hip | 4. absolutely |
| 5. luckily | 6. stuff |
| 7. second-hand | 8. kid |
| 9. hand-me-down | 10. take pride in |
| 11. starving | 12. personally |

STEP 7 ERIK'S CONVERSATION TIP

This **Erik Conversation Tip** looks at paying compliments, which are common ways to start a conversation or fill awkward gaps in conversations. Remind students that it's important to use follow up questions or comments after their compliment to actually turn it into a conversation. After going over common compliment forms, try these compliment giving activities.

- Activity 1: Put students into pairs and have each pair member see how many compliments they can give within the set time (about 1 to 2 minutes). Their partner should respond to each compliment.
- Activity 2: Have students start a conversation with a compliment and see how much their conversation expands and grows. After about 3 minutes have passed ask each pair to stop talking and report on the content of their compliment and the last thing they talked about.

STEP 8 UNIT TEST

Make copies of the Unit Test for each student. Start by playing the audio for the Listening section (download Track 4 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

Fashion? Please, don't make me laugh. I couldn't care less about clothes or fashion. For starters, I'm not into shopping. I can't stand department stores, or sales assistants. When I do have to go shopping, I'm always in and out in 10 minutes. Oh, and I'm more than happy to just wear the same kind of thing everyday. I have one pair of jeans, one pair of shoes, one jacket, and a couple of shirts... and that's just the way I like it... nice and simple.

Answer Key

Part A.

1. b
2. d

Part B.

3. is kind of important to me
4. Buying environmentally friendly products
5. I sort of care about
6. my grades

Part C.

7. a girlfriend
8. attention to politics
9. a lot of money
10. in touch with friends