

## UNIT 12 LIKE CHALK AND CHEESE

**UNIT OVERVIEW:** In this unit students will discuss relationship problems.

**Conversation Starters: Relationship Problems**

Friends talk about difficult relationships.

**Building Fluency** Giving advice; verb phrases — relationship advice/adjective phrases — annoying behaviors

**Conversation Model**

Did you have a fight? — Stress words to show emphasis

**Let's Talk About It: What's your advice?**

Give advice for relationship problem scenarios in a board game activity.

**Conversation Idioms:**

get angry	break up with your boyfriend	go Dutch
embarrass me	pay for your share	is stingy
be a bit down	have a fight	go out for dinner
walk the dog	have a 8pm curfew	be best friends
have a bad temper	fly off the handle	make up
go out with Sam	go out	a waste of time
have a thing for guys who are outgoing		potter around the house
be like chalk and cheese	hit it off	have trouble with commitments
make a reservation	show up	be running a bit late
hang on a second	spend the weekend at home	have a problem with a friend

Additional Links for this unit: Shawn talks about a problem with his professor. <http://www.ello.org/english/0551/556-Brett-Class.html>

### STEP 1 BUILDING THE ATMOSPHERE

Erik and Amy are good friends... but Amy has a problem with Erik. Get your students to brainstorm some possible problems Amy might have with Erik. After going through their ideas, play the **Amy and Erik introduction** and get them to listen for the answer (Erik never pays for lunch). Finally, ask your students to discuss this problem. Do they think it's a serious problem? Have they had any experience of a friend, boyfriend or girlfriend not paying their share?

**Script [Track 62]**

Erik: Hi everyone. This is Unit 12, "Like Chalk And Cheese."

Amy: Hey, Erik?

Erik: Yeah?

Amy: I'm having some problems with a friend.

Erik: Like what?

Amy: Well, he never pays for lunch.

Erik: Well, why don't you ask him to go Dutch?

Amy: Good idea. Erik, you owe me \$12!

Erik: What??

Amy: Some of our friends are talking about their relationship problems. Let's listen.

Erik: What?? Hang on a second...

### STEP 2 CONVERSATION STARTERS: RELATIONSHIP PROBLEMS

*Students will listen to people talk about difficult relationships.*

#### 1. First Listening

Give the students a minute to preview the questions in the Question 1 column. Play all three extracts and have students mark their answers. As students share their answers in pairs, encourage them to look at the Question 2 column to see if they already know the answers.

## 2. Second Listening

Play the audio again. Have students confirm or correct their answers in the Question 2 column. Go over the answers in pairs and then check as a class.

### Answer Key

First Listening (Question 1): 1 – b, 2 – c, 3 – c

Second Listening (Question 2): 1 – c, 2 – a, 3 – c

### BONUS

Have students discuss the questions in pairs and ask them to jot down notes for Question 2. Next, have students switch partners and share the advice they came up with. As a bonus question, ask your students if they know anyone who fits the profiles of the people that Scott, Trish, and Dylan describe.

### Script [Tracks 63-65]

1. **Miki:** I never see you with Tim anymore. I thought you guys were best friends.

**Scott:** Well, we're still sort of best friends, I guess, but I don't know. I'm just not hanging out with him much these days.

**Miki:** Something happen?

**Scott:** Well, yeah, um, nothing specific, but he — you probably know this — he's got this incredible temper.

**Miki:** No, I didn't know that. He always seemed really sweet and funny.

**Scott:** Well, that's one side of him. But sometimes he flies off the handle for something, and never apologizes, and then the next day he's fine, all cheerful and everything. It's like he forgets what happened.

**Miki:** He sounds really moody.

**Scott:** Yeah. You just never know who you're going to get: the Good Tim or the Evil Tim.

**Miki:** Well, everybody gets moody sometimes. I think you guys ought to make up.

**Scott:** Uhh, I don't know.

2. **Caroline:** What did you do on the weekend?

**Trish:** Nothing.

**Caroline:** What? That's not like you.

**Trish:** Yeah, tell me about it. Ever since I started going out with Sam I've spent every weekend at home doing nothing.

**Caroline:** Why don't you guys go out? Go to the movies, or go to the beach or something?

**Trish:** Because he's so lazy.

**Caroline:** You think your boyfriend is lazy?!

**Trish:** Seriously, he's the laziest person I've ever met. He just sleeps or watches TV all weekend. It's such a waste of time.

**Caroline:** Doesn't really seem like your type, then.

**Trish:** I know. I've always had a thing for guys who are outgoing and adventurous. Not someone who potters around the house all day doing nothing.

**Caroline:** Well, what attracted you to him in the first place?

**Trish:** I just don't know. I don't remember what attracted me to him. We're like chalk and cheese.

**Caroline:** Well, why don't you break up with him? There's a new guy at my work. I think you two would really hit it off.

3. **Blaire:** Are you spending much time these days with Pia and Scott?

**Dylan:** No, not so much. I'm getting a little... I don't know.

**Blaire:** Exhausted? They always seem to have so much energy.

**Dylan:** No, it's not that. I like people who have a lot of energy. Well, I don't know. I mean, when I first met them I thought it was great that they were so interesting and quirky. But...

**Blaire:** But what? They've changed?

**Dylan:** Not exactly. But they both have trouble with commitments.

**Blaire:** Commitments? What do you mean?

**Dylan:** Well, for one thing, they're always late. Like last night we planned to have dinner together, so I made a reservation at a restaurant for 8. But Scott didn't show up until 8:30, and then Pia calls on her cell phone, saying she's running a bit late. And then she shows up at 9 o'clock, with some kind of drama. And she didn't apologize! You know being late is the one thing I can't stand.

**Blaire:** Yeah, I know. You've yelled at me a million times for showing up late.

**Dylan:** I mean, they're good people, but I just wish they were more responsible.

### **STEP 3 BUILDING FLUENCY: GIVING ADVICE**

*Students will practice giving advice and learn some verb phrases for describing relationship advice as well as several adjective phrases for talking about annoying behaviors.*

#### **1. Expressions**

Have students fill in the blank with the correct form. Go over the answers as a class. (You may want to go over the structures in **How the Grammar Works** before moving on to the next activity.)

Next, have students do a peer drilling exercise for vocalization practice. In pairs have students prompt each other to say the phrases first clearly, then quickly, then without looking and finally by substituting a word. See the sample below:

A: *Number 6*

B: *Maybe you ought to break up with him.*

A: *Faster*

B: *Maybe you oughta break up with-im.*

A: *Without looking*

B: *Maybe you oughta break up with-im. (The student looks away.)*

A: *Switch*

B: *Maybe you oughta talk with-im.*

#### **Answer Key**

Break up: 1, 3, 5, 6

Breaking up: 2, 4

#### **2. Vocabulary**

- In pairs have the students match each piece of advice with one of the problems. Then, go over the answers as a class.
- Next, ask students if they know anyone with any of these problems. Tell students they do not need to write or say the person's name, but just put a check mark if they know someone with this problem. Ask for volunteers to share what the problem is and have classmates offer some advice.

#### **Answer Key**

It may seem that there are several possible answers, but here's one interpretation:

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

#### **VOCAB TROUBLESHOOTING**

Go Dutch – to share the cost of a meal

Break up – to stop going out / being romantically involved with someone

To be punctual – to not be late, to be on time

Inconsiderate – to not care about other people or their feelings

Stingy – someone who doesn't like to use their own money, especially on other people

I'm crazy about her – I really like her

He embarrasses me – He makes me feel awkward and uncomfortable

#### **HOW THE GRAMMAR WORKS**

The main point students should be careful of in this unit is which advice expressions are used with the present simple tense and which with the present continuous. Also, make sure that they realize they need to include "to" with "ought."

#### **3. Let Practice**

Be sure to go over the example dialogue as a class before students begin practicing in pairs. Encourage them to add details and to ask follow-up questions.

### **STEP 4 CONVERSATION MODEL: DID YOU HAVE A FIGHT?**

*Students will look at stressing words for emphasis.*

#### **Optional Warm-up:**

Write the following questions on the board.

1) *Who does the woman complain about?*

2) *What did he do?*

3) *Does she like her friend's advice?*

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 up? – What's wrong?

You look a bit down – You look sad / depressed

### HOW THE PRONUNCIATION WORKS: STRESS WORDS TO SHOW EMPHASIS

Explain the unit pronunciation point to your students. In Unit 8 we looked at the use of stress for emphasis and in making corrections, and we return to this point in this unit. As we discussed in Unit 8, using stress is important for communicating our feelings and standpoints. We often use it to emphasize particular words – to make them stand out – because we think they are important in the context of what we are saying. For example, in this **conversation model** the two female characters are talking about character 2's boyfriend, and how the fact that he always pays for dinner annoys her. In order to turn the conversation around and to put the obvious question of why character 2 doesn't pay for dinner herself into the spotlight, character 1 stresses "you" in "Why don't *you* offer to pay?"

- Next, play the conversation model [Track 66] and encourage your students to listen out for the use of stress in the conversation.
- 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, CHANGE SOUNDS

What's up – Wha(t) *sup*

You look a bit down – You *looka* bi(t) down

Did you two have a fight or something – Di *jew* two *hava* *figh* *tor* something

It's just that he – It's *jus* *that(h)i*:

### 2. Substitution

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

#### Answer Key

Column (2) in order from top to bottom: money, drive, walks, takes, parties

Column (3) in order from top to bottom: stingy, selfish, lazy, boring, shy

### 3. Practice

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

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

*Students will practice giving relationship advice in a board game activity.*

### 1. Get Ready

- Put students in pairs. Have one student in each pair take out a coin. Show them that one side of the coin is "heads" and the other is "tails." Next, have all students choose something that can serve as a marker, such as a paper clip, that they will use to move around the board.
- Have students read the instructions. Then, after they finish, ask one pair to demonstrate what they are supposed to do. After one pair successfully demonstrates to the class how to play the game, have all pairs begin playing the game.
- Provide some example responses for the partner who is receiving the advice (see below) and be sure that each pair adds a relationship problem before starting.

*Good idea! Thanks for the advice!*

*Great idea! I'll try it / talking to him tomorrow!*  
*Nice idea, but I don't think that will work.*  
*Sorry, but I don't think that's such a good idea.*  
*I don't think I can do that, but thanks for the advice anyway.*

## **2. Let's Talk**

Partners should finish up the activity by deciding which relationship problem was the worst and then come up with the best piece of advice for that problem. Elicit the advice from each group. Finally, have the class vote on the best piece of advice.

### **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: PROJECT ACTIVITY**

Get your students to create a relationship advice show. It can be a TV show, in which case they can perform it live or record it, or a radio show/podcast. Have your students choose a relationship problem from the board game on page 60, or use their own original problem. Encourage them to make their program as creative as possible and to include a host, the person with a problem, their significant other, a relationship expert, and some opinions from the audience.

If you prefer to have your students do some extra writing practice, write some letters from people seeking relationship advice, randomly pass these out to your students, and get them to write a reply offering some advice. Alternatively you could get your students to first write a letter seeking advice of some kind, exchange these with another classmate, and then write a reply to their classmate offering some advice.

## **STEP 6 LANGUAGE AWARENESS**

Assign the language awareness activity on page 92 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 guess
2. Did something happen?
3. he flies off the handle
4. make up
5. Yeah, tell me about it.
6. you guys
7. potter around the house
8. hit it off
9. I mean
10. What do you mean?
11. show up
12. being late is the one thing I can't stand.

## **STEP 7 ERIK'S LEARNING TIP**

You could introduce this **Learning Tip** at the very beginning of the lesson, to explain the meaning of the title, or at the end. These are two common idioms – one common in Britain and Australia, the other in Northern America – we use to say that two people have completely different personalities. If you like, have your students write a short paragraph using one of these idioms to describe a “chalk and cheese” relationship of their 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 12 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 it comes to food, I like to share. I mean, it's better to enjoy two dishes than to just eat the one. But, my boyfriend... sorry... my ex-boyfriend, doesn't agree. Last weekend, we were at the beach and we stopped at an ice cream shop. I ordered a lemon sorbet and he ordered a chocolate ice cream. My lemon sorbet was delicious... but his chocolate ice cream looked really good too... so I asked him for a taste. But he refused. All I wanted was one bite... but he said he didn't want to share it. Can you believe that? We broke up right then and there...

### **Answer Key**

#### **Part A.**

1. a
2. b

#### **Part B.**

3. ask
4. wake up early
5. buying
6. think you should

#### **Part C.**

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