

UNIT 15 IT'S A GUY THING

UNIT OVERVIEW: In this unit students will discuss plans and special events.

Conversation Starters: *Special Events*

Friends talk about the special activities they share with special people.

Building Fluency

Accepting and declining invitations; verb phrases — free time activities

Conversation Model

Any plans for tomorrow? — Use rising intonation for declarative questions

Let's Talk About It: *Let's do something special.*

Discuss special activities you like to do; inviting and responding to invitations.

Conversation Idioms:

am a big fan of opera

it isn't my thing

it isn't for me

it isn't my cup of tea

get a massage

take in a soccer game

be naked in front of people

a waste of money

get together

be on show

take an engine apart

put it back together

have a date with a cute girl

have a poker night

it's a guy thing

go on a hike

change your mind

is a lot of fun

Additional Links for this unit: Paul talks about what is good about being a man.

<http://www.elllo.org/english/0851/T897-Paul-Men.htm>

STEP 1 BUILDING THE ATMOSPHERE

Erik went on a date on Sunday. Play the **Amy and Erik introduction** and have your students write down as many details of Erik's "date" as they can, such as person, place and activity (answer = his dog Ginger, the beach and fetch). After going over the answers, check to make sure that your students understand the meaning of the word "fetch" and play the audio one more time. Then ask your students what they think of Erik's "date" and get them to discuss their idea of the perfect date. Finally, ask your students what they'd most like to do and with whom they'd most like to spend their Sunday.

Script [Track 80]

Erik: Welcome to Unit 15, "It's A Guy Thing."

Amy: How was your weekend Erik?

Erik: (being coy) Well... I had a date on Sunday...

Amy: (a little jealous) Yeah? I didn't know you had a girlfriend...

Erik: Yeah... we had a romantic walk along the beach, and then we played fetch...

Amy: Wait a minute. Fetch? You played "fetch" with your date? Wait a minute. Are we talking about your dog, Ginger?

Erik: Yeah, well she runs up to me with the ball and she's so cute. And it's...

Amy: Uh-huh.

Erik: It's a dog thing.

Amy: That's funny, Erik. Anyway, some of our friends are talking about the special things they like to do with special *people*. Let's listen.

STEP 2 CONVERSATION STARTERS: SPECIAL EVENTS

Students will listen to people talk about the special activities they share with special people.

1. First Listening

Give students a minute to preview the questions. Play the audio and have them mark their answers. Allow them to compare answers in pairs before checking as a class.

2. Second Listening

Go over the questions as a class. Have students answer as many questions as they can based on what they remember from the first listening. Allow students to discuss in pairs before playing the audio again. Have students either confirm or correct their answers and then go over the answers as a class.

Answer Key

First Listening:

1 – b, c, b 2 – b, a, a

Second Listening:

1 – once a month (the first Friday of every month)

2 – at Alex's house

3 – about 7 or 8 hours (8pm to 3 or 4am)

4 – he's a mechanic

5 – take apart and put back together a car engine

6 – every year

BONUS

Have students discuss the questions in pairs. To wrap up the discussion, try to find out which student in the class has been to the most unusual or interesting event.

Script [Tracks 81-82]

1. **Trish:** What are you doing tonight, Alex?

Alex: Oh, man, it's the first Friday of the month — it's poker night.

Trish: Poker night?

Alex: Yeah, there's like 8 of us, guys from work, guys I knew in college. We get together at one of our places, and play poker the first Friday of every month.

Trish: Cool. So where are you playing tonight?

Alex: It's at my place tonight. I've already got the drinks and the snacks. We'll start around 8, and go to maybe 3 or

4 in the morning. It's a lot of fun.

Trish: And does Susan join you?

Alex: Susan? No, no, this is just a guy thing. She hates it actually. She stays as far away as she can get.

Trish: So you just play poker? Sounds kind of boring to me.

Alex: We don't just play poker. We tell stories and jokes — it's kind of a male bonding thing.

Trish: Hmm. Whatever you say!

2. **TJ:** Hey, Inna. What did you do this weekend?

Inna: Are you kidding? I went to the motor show with my dad, of course.

TJ: The motor show? Is that like a new car display or something?

Inna: Yeah, kind of. But there's a bit more to it than that. There are also classic cars on show, and lots of car experts

to talk to. Just so much to do.

TJ: Cool. You know, I never thought of you as the car lover type.

Inna: Yeah, well, my dad's a mechanic. You know, I could take an engine apart and put it back together by the time I

was 12.

TJ: Wow! I don't know much about cars, but that sounds pretty cool. So do you go to the motor show with your dad

every year?

Inna: Yeah. Every year, rain, hail or shine. It's like a father-daughter tradition with us.

TJ: That's really cool.

STEP 3 BUILDING FLUENCY: ACCEPTING AND DECLINING INVITATIONS

Students will practice accepting and declining invitations as well as learn several verb phrases for describing free time activities.

1. Expressions

Have students decide which responses mean the speaker is “accepting” the invitation and which mean the speaker is “declining” the invitation. Have students go over their choices in pairs and then check as a class. Next, get students to quiz each other on the phrases. In pairs, Partner A (book open) reads a phrase; if it means “accepting,” Partner B (book closed) motions with a thumbs up sign. If it means “declining,” Partner B motions with a thumbs down sign. At the end, have partners change roles. See sample dialogue below.

A: “Yeah, that sounds cool. I’d love to go.”

B: *Accepting (thumbs up)*

A: *Right. Next, “Thanks for thinking of me but it is not for me.”*

B: *Accepting (Thumbs up)*

A: *Actually, that was declining.*

B: *Oh, can you repeat?*

Answer Key

Accept – 1, 3, 7

Decline – 2, 4, 5, 6

2. Vocabulary

In pairs have students cover the text at the top of the activity with a sheet of paper. Then, get students to guess and write down what the phrase is for each picture. Next, have students uncover the text above the pictures and compare their guesses with the actual language. Finally, make sure that everyone has correctly matched the phrases with the pictures.

Answer Key

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

VOCAB TROUBLESHOOTING

I’m a big fan of it & I’m really into it both mean that you think it’s interesting and that you like it

It’s not really my thing, It isn’t for me, It isn’t my cup of tea & I’m not really into it are slightly indirect ways of saying “I don’t like it”

Note: Refer to **Amy’s Etiquette Tip** on page 72 here to practice politely declining invitations.

HOW THE GRAMMAR WORKS

Do some brief practice with copular verbs. Remind your students that copular verbs are special verbs we use with adjectives or nouns. In addition to “sound” which appears in this unit, copular verbs also include “seem,” “look” and “be.” Tell your students to use copular verbs to express their impressions of the eight free-time activities introduced in the **Vocabulary** section.

3. Let’s Practice

You can have students work in pairs as suggested in the student book, or you can create a mingling activity in which students try to get one person to do each activity with them. Be sure to go over the example dialogue before starting either activity.

STEP 4 CONVERSATION MODEL: ANY PLANS FOR TOMORROW?

Students will look at using rising intonation for declarative questions.

Optional Warm-up:

Write the following questions on the board.

1) *Where does the woman offer to go?*

2) *Will her friend join her?*

3) *What is her reason?*

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

Nope – No

What's up? – Why? Have you got anything planned?

What to join us? – Do you want to come with us?

stuff like that – things like that

HOW THE PRONUNCIATION WORKS: USE RISING INTONATION FOR DECLARATIVE QUESTIONS

Explain the unit pronunciation point to your students. This unit looks at the use of rising intonation for declarative questions. Declarative questions are questions which don't use the typical word order for questions and they are commonly used in conversations. It is common to use a rising intonation with declarative questions in order to indicate that they are questions and not statements.

- Next, play the conversation model [Track 83] and encourage your students to listen out for the use of rising intonation with the declarative 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, JUMP THE /T/ SOUND

Got any plans for tomorrow – *Go tany* plans for tomorrow

I didn't know you were interested in stuff like that – I di(d)n know you were *intereste din* stuff like that

But I'm not really a big fan of – Bu (d)im no(t) *reallya big fanov*

Let me know if you change your mind – Le(t) me *knowif* you change your mind

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

Get a massage – being touched by strange people – creepy

Go to a casino – gambling – a waste of money

A soccer game – sitting in a crowded sports arena – too loud

Go on a 10K hike – walking about in nature – boring

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: LET'S DO SOMETHING SPECIAL!

Students will discuss special activities they like to do and will also practice making and responding to invitations.

1. Get Ready

Model the activity by writing a few of your own examples on the board. Next, have students complete the Activity and Details columns. Be sure they fill in their own idea at the bottom of the table.

2. Let's Talk

- Model how to describe an activity and remind students or elicit from them ways to invite someone to come along (see sample invitations below). Then, have students work in pairs to try and convince each other to join them on these activities. Partners should give reasons for both accepting and declining the invitations.
- Alternatively, have students mingle and invite six different classmates to join them on their activities.

Do you want to come (with me)? (Wanna come?)

Would you like to join me?

Want to come along?

3. Follow Up

- Have each pair report the most and least popular activities back to the class.
- Alternatively, hand out a piece of paper to all of the students. On the paper have students write the best invitation they received during the class. Then, collect the papers and tally the votes to see what the best activity was.

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: Emailing

Put your students into pairs. Get them to write an invitation email for some event or activity of their choice. It can be anything from a birthday party invitation to a suggestion to meet for a coffee. Encourage your students to make their email as realistic and detailed as possible. When they have finished, get them to swap or email their invitation to their partner. Their partner should then reply to the email. They can reply with their own honest answer, or you could tell them to either accept or decline the invitation. As the final step in the activity, have the inviter send one last email to conclude the interaction.

STEP 6 LANGUAGE AWARENESS

Assign the language awareness activity on page 95 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. Poker night?
2. get together
3. So, do you just play poker?
4. Yes – Kind of sounds boring to me would also be okay
5. just
6. Whatever you say!
7. What did you get up to this weekend?
8. b)
9. No
10. rain, hail or shine

STEP 7 AMY'S ETIQUETTE TIP

Go over this tip during the **Expressions** activity in **Building Fluency** on page 70. Using the declining expressions as an example, discuss with your students how it's always better to politely decline invitations. When we politely decline an invitation we use the same kind of structure used when indirectly disagreeing (see **Erik's Communication Tip** in **Unit 2**): *positive phrase + but + negative phrase*. Have your students practice politely declining invitations, being particularly careful of their voice tone.

STEP 8 UNIT TEST

Make copies of the Unit Test for each student. Start by playing the audio for the Listening section (download Track 15 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 usually spend a lot of time with my boyfriend. But one thing that we never do together is go to karaoke. I really enjoy karaoke... I love singing at the top of my voice and dancing around. It's a really great stress reliever... and it's a lot of fun. And I'd love to go with my boyfriend, but every time I ask him he refuses to join me. The thing is... he hates the whole idea of karaoke. You see, he used to sing in a band... so he thinks karaoke isn't serious... that it's silly or something. So, I always go with my girlfriends instead...

Answer Key

Part A.

1. b
2. a

Part B.

3. my cup of tea
4. sounds fun
5. not really into
6. for thinking of me

Part C.

7. a 10 K hike
8. a soccer game
9. a massage
10. at a café