

4 I Can't Swim Very Well

Ability

Target patterns: Well / Badly
Good at / Bad at
Loudly / Quietly . . .

Communication skills: Talking about ability
Describing how people do things

Language sets: Adverbs of manner
Ability words

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Warm Up Well and Badly

Ask individual students, “*What can you do very well?*” and “*What do you do badly?*” If they cannot answer, encourage them to ask you the questions and learn from your answers. The students then do the activities in pairs or groups – they can give a number (e.g. at least 3) of answers to each of the two questions.

We're Going to the Beach

The students can listen to the dialog, read it, or do both.

Anticipation questions

What does David do badly?
Do you think David likes Sachiko?

Follow-up questions

What does David think Marc can do well?
What can you do well?

What can't David do very well?
What can't you do very well?

Comprehension – personalization

T: *Where's Paula going this weekend?*
S1: *She's going to the beach.*
Where are you going this weekend?
S2: *I'm . . .*

T: *I'm (playing tennis on Sunday).*
Would you like to come, too?
S3: *Yes, I'd love to. /*
No, I'm sorry, I can't. I'm . . .

The students invite each other to do things (in a chain or in pairs), using this question/answer pattern.

T: *David can swim very well.*
S4: *No! He can't swim very well.*
or No! He swims very badly.

T: *David can't surf.*
S5: *No! He can surf, but he surfs (does it) very badly.*

T: *What can your (sister) do very well?*
S6: *She can . . .*
What can your (dog) do very well?
S7: . . .

Personalization

The students talk about what friends or members of their family do well or badly. They can take turns doing this or do the activity in pairs or groups.

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Warm Up Who's Good/Bad at . . . ?

Ask the students “*Who's good/bad at . . . ?*” questions. They can answer about themselves, family members, friends, or famous people. Then, in pairs, groups, or as a class, the students can do the same activity or just list things they are good at or bad at.

Are You Good at Putting Up Tents?

The students can listen to the dialog, read it, or do both.

Anticipation questions

What is David very bad at?
Why is David going to the beach?

Follow-up questions

What doesn't David like very much?
What don't you like very much?

What is David pretty good at?
What are you pretty good at?

Comprehension – personalization

T: *What's David good at?*
S1: *He's good at putting up tents*
(He's good at cooking).
What are you good at?
S2: *I'm good at . . .*

T: *What's David bad at?*
S3: *He's bad at swimming.*

- S4: *What are you bad at?*
I'm bad at . . .
- T: *What's (a famous person or somebody else the students know well) good at/bad at?*
- S5: . . .

Personalization

The students talk about what friends or members of their family are good at and bad at. They can take turns doing this or do the activity in pairs or groups.

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Word Building

Ability and Knowledge

The students look at the pictures in turn and try to guess the meaning of the key words/expressions. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

Sample answers

- I'm good at playing the piano.*
- I'm bad at speaking French.*
- I don't know anything about economics.*

Controlled Practice

Adverbs

The students make sentences about each picture.

Sample answers

2. *It's moving very slowly.*
3. *He's walking very quietly.*
4. *He's snoring very loudly.*
5. *She's driving very carelessly.*
6. *He's driving very carefully.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

Sample answers

- I eat slowly.*
- I study quietly.*
- I ride my bicycle carefully.*

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Warm Up

Many Answers

Say, "What do you usually do quietly / fast / romantically / etc?" to individual students. Encourage

as many different answers as possible. If they cannot answer, encourage them to ask you and learn from your answers. The students then do the activity in pairs or groups, using a variety of adverbs (for example: loudly, quietly, slowly, quickly, happily, . . .)

Jump!

The students can listen to the dialog, read it, or do both.

Anticipation questions

- Is he good at singing?
- How does the shark feel?

Follow-up questions

- What can he do beautifully?
- What can you do beautifully?

- What does he do loudly?
- What do you do loudly?

Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

Personalization

One student plays the role of the pirate captain. Another student is on the plank and needs to persuade the pirate captain that they shouldn't have to jump. Students on the plank can make either real or imaginary "I can . . ." sentences about themselves or play the roles of famous people.

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Communication Activities

A. Guess Who

One student thinks of a person the students know, and describes him/her one sentence at a time, using a different adverb each time. The students (or team) answering have only one guess or a guess after each sentence. A student who guesses correctly after one sentence gets 10 points, after the second 7 points, after the third 4 points, and after the fifth 5 points.

B. Leaving the Room

One student leaves the room. The others choose an adverb. The student who left the room comes back and mimes actions to illustrate adverbs until he/she has correctly mimed the chosen adverb. The class say things like "No! Not romantically!"

C. Mime

Divide the class into two teams, and put two piles of cards face down on a table that is the same distance from each team. One pile of cards is for actions and the other is for adverbs. One student from each team turns over a card from each pile, hurries back to his/her team, and mimes what was on the cards. When a team has guessed the action and adverb, another team hurries to look at another pair of cards.

Review Exercises

It is best if the students first write their answers individually. They can then do the exercises in pairs, in groups, or as a class.

Sample answers

Role play

Sachiko: *Hello. What are you doing tonight?*
You: *I'm meeting some friends.*
Sachiko: *What are you doing tomorrow?*
You: *I'm going shopping.*
Sachiko: *What are you doing the day after tomorrow?*
You: *I'm going to the library.*
Sachiko: *Would you like to go to the beach*

next week?

You: *Yes, I'd love to.*

Picture prompts – sample answers

1. *He's playing tennis.*
2. *He's sleeping in the park.*
3. *He's staying home and watching TV.*
4. *She often rides a bicycle.*
5. *He goes fishing three or four times a year.*
6. *He goes camping almost every vacation.*

Personal Record

Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words and patterns into flashcard or flip card software or write them down on flashcards or flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words and patterns.