

# 15 I'm Not Frightened of Ghosts!

## -ed and -ing

**Target patterns:** I'm interested/bored.  
It's interesting/boring.

**Communication skills:** Describing feelings  
Giving opinions

**Language sets:** Depressed, frustrated  
Tiring, exciting . . .

Page 94

### Warm Up Tic-Tac-Toe

Draw a tic-tac-toe grid on the board. Put the *-ed* and *-ing* words from the dialog in the grid and add a few other words. The students play the game and try to make sentences with the word in a square when they choose it. Then, the students play a number of times in pairs. They draw blank grids and make sentences with the words on the board that are in the corresponding squares. You can gradually make the words on the board more difficult.

### It's So Frustrating

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

#### Anticipation questions

*Why are they frustrated?*

*Why does Paula want to buy the haunted house?*

#### Follow-up questions

*What is Andy tired of?*

*What are you tired of?*

*How does Paula feel about ghosts?*

*How do you feel about ghosts?*

#### Comprehension – personalization

T: *Is Andy tired of looking for his contact lenses?*

S1: *No, he isn't.  
What's he tired of?*

S2: *He's tired of looking for a house.  
What are you tired of?*

S3: *I'm tired of . . .*

Continue in a chain.

T: *What does Andy think is frustrating?*

S4: *He thinks looking for a new house is frustrating.*

*What do you think is frustrating?*

S5: *I think . . .*

Continue in a chain.

T: *What isn't Paula frightened of?*

S6: *She isn't frightened of ghosts.  
What aren't you frightened of?*

S7: *I'm not frightened of . . .*

Continue in a chain.

### Personalization

Write *tired, tiring, frustrated, frustrating, frightened, frightening* (and maybe other similar pairs of words) on the board. The students talk about their friends or family and try to use these words.

Page 95

### Warm Up What Do You Think is . . . ? What Makes You . . . ?

Ask individual students “*What makes you tired/depressed/disappointed, . . . ?*” and “*What do you think is boring/tiring/interesting, . . . ?*” Then write *-ed* and *-ing* words on the board (such as in the illustration). In pairs, the students ask each other “*What makes you . . . ?*” or “*What do you think is . . . ?*” using each word.

### I'm Not Satisfied with My Teaching

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

#### Anticipation questions

*Why is David depressed?*

*What does Sachiko think of David's classes?*

#### Follow-up questions

*What is David not satisfied with?*

*What are you not satisfied with?*

*Why are Paula and Emel disappointed?*

*What makes you disappointed?*

#### Comprehension – personalization

T: *Is David happy or depressed?*

S1: *He's depressed.*

T: *Why?*  
 S1: *He's not satisfied with his teaching.*  
*Are you happy or depressed?*  
 S2: *I'm . . .*  
 S1: *Why?*  
 S2: . . .  
 Continue in a chain.

T: *What does Sachiko think is great?*  
 S3: *David's classes.*  
*What do you think is great?*  
 S4: . . .  
 Continue in a chain.

T: *Are Paula and Emel feeling satisfied or disappointed?*  
 S5: *They are feeling disappointed.*  
 T: *Why?*  
 S5: *Their English isn't getting better.*  
*Are you feeling satisfied or disappointed?*  
 S6: *I'm . . .*  
 S5: *Why?*  
 S6: . . .  
 Continue in a chain.

## Personalization

In pairs, groups, or as a class, the students talk about their genuine feelings at the moment. Encourage them to use *-ed* and *-ing* words.

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### Page 97

## Language Builder

The students look at the sentences and try to guess the meaning of the key words. 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 think writing reports is tiring.*  
*Using a computer makes me tired.*  
*I think many TV shows are boring.*  
*Watching baseball makes me bored.*

## Controlled Practice

### How Are They Feeling?

The students make sentences about each picture.

### Sample answers

(The students may come up with good alternative answers.)

2. *She's depressed.*
3. *He's disappointed.*
4. *He had to order dinner.*
5. *He's frightened.*
6. *He's frustrated.*

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

### Sample answers

*Studying math makes me frustrated.*  
*Living by myself makes me depressed.*  
*Failing exams makes me disappointed.*

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### Page 96

## Warm Up

### Pictures of People

Look at pictures of people with the students. Say things such as *"He looks depressed"* or *"She looks disappointed."* After each statement, ask the students why they think the person is depressed/disappointed/etc. Then, in pairs or groups, the students comment on pictures using the pattern *"He/She looks . . ."* and then suggest why the people might feel that way.

## You Look Tired

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

### Anticipation questions

*Who has Romeo been chasing?*  
*What did the doctor say?*

### Follow-up questions

*Why is Romeo tired?*  
*What makes you tired?*

*Why is Romeo depressed?*  
*What makes you depressed?*

### 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

In pairs, students take turns saying, “*You look bored/tired/depressed/frustrated/excited/etc.*” The other student gives real or imaginary reasons. Encourage them to have natural conversation before moving on to the next “*You look . . .*” sentence.

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Page 98

## Communication Activities

### A. Guessing Letters

The teacher or one of the students writes a sentence on the board, putting a dash instead of each letter. These sentences should include an adjective that the teacher would like the students to learn (chosen from a list). The students take turns guessing letters. When one of the letters is in the sentence, the teacher (or the student who made the sentence) writes it in all the correct spaces. After successfully guessing a letter, a student can try to guess the whole sentence.

### B. Cards

Write a list of playing cards (*ace, king, etc.*) on the board, putting a target adjective next to each card. The students choose any card game they like, with the added rule that when they play a card, they make a sentence that includes the corresponding adjective.

### C. Questionnaire

In pairs, the students ask each other the questions in the questionnaire. Encourage them to ask natural follow-up questions after each answer.

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Page 99

### Crossword

#### DOWN

1. top
2. with
3. lonely

4. best
8. local
10. get
11. be
12. getting
14. used
16. right
17. since
19. sold

#### ACROSS

1. too
5. to
6. improve
7. plant
9. highest
11. back
13. try
15. life
18. satisfied
20. got
21. tiring
22. dream

## 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.