

4 She's Tired of Windsurfing

Adding *-ing/to*

Target patterns: Adding *-ing*: hate, feel like, tired of . . .
Adding *to*: forget, try, learn . . .

Communication skills: Talking about feelings
Talking about what we miss

Language sets: Sports
Feelings

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Warm Up

Conversation Including Patterns

Write the patterns in the illustration (or other similar patterns) on the board. Talk to students naturally about what they are doing and how they feel about it. Try to elicit or use the patterns on the board. Put the students into pairs or groups, and encourage the students to make personalized sentences with each of the patterns on the board.

She Wants to Try Parasailing

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

Anticipation questions

What does Sachiko want to do?
What would David like Sachiko to do?

Follow-up questions

What does Sachiko hate doing?
What do you hate doing?

What is Sachiko getting used to doing?
What are you getting used to doing?

Comprehension – personalization

T: *Sachiko is tired of learning English*

All students:

No! She's tired of windsurfing!

T: *She hates doing her homework.*

All students:

No! She hates lifting up the heavy sail and falling in the water.

T: *She wants to try mountain climbing instead.*

All students:

No! She wants to try parasailing instead!

T: *David doesn't want to give up playing the bagpipes.*

All students:

No! He doesn't want to give up windsurfing.

T: *He's just getting used to controlling his students.*

All students:

No! He's just getting used to controlling the sail.

T: *He wants Sachiko to have dinner by herself.*

All students:

No! He wants her to go parasailing by herself.

Personalization

Each student writes (or says) one personalized sentence for each of the patterns used in the warm-up activity or dialog.

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Warm Up

Conversation Including Patterns

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I Want to Learn to Windsurf

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

Anticipation questions

What does Sachiko want to learn to do?
What didn't David mean to do?

Follow-up questions

What does David think it's nice to do?
What do you think it's nice to do?

What doesn't Sachiko feel like doing?
What doesn't David feel like doing?

Comprehension – personalization

T: Question . . . David . . . learn to?
 S1: What does David want to learn to do?
 S2: He wants to learn to windsurf.
 T: You.
 S2: What do you want to learn to do?
 S3: I want to . . .
 Continue in a chain.

T: Question . . . David . . . didn't mean to?
 S4: What didn't David mean to do?
 S5: He didn't mean to upset Sachiko.
 T: You

S6: What didn't you mean to do?
 S7: I didn't mean to (be late this morning).
 Continue in a chain.

T: Question . . . Sachiko . . . doesn't feel like?
 S8: What doesn't Sachiko feel like doing?
 S9: She doesn't feel like parasailing.
 T: You.
 S9: What don't you feel like doing?
 S10: I don't feel like . . .
 Continue in a chain.

Personalization

Each student writes (or says) one personalized sentence for each of the patterns used in the warm-up activity or dialog.

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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'm tired of getting up early every day.
 I'm getting used to living in my new apartment.
 I'm trying to do study English every evening.*

Controlled Practice

. . . -ing / . . . to

The students make sentences about each picture.

Sample answers

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

- He's getting used to living on an island.*
- He's trying to tell jokes.*

- They're looking forward to being married.*
- He's learning to ride a horse.*

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

Sample answers

*I forgot to go to a meeting today.
 I'm looking forward to meeting a friend tonight.
 I'm learning to play the guitar.*

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Warm Up Tic-Tac-Toe

Draw a tic-tac-toe grid on the board. Each square should contain a word/phrase that is followed by *-ing* or *to*. The students make personalized sentences with the word in a square before they can mark a O or a X. The students then play tic-tac-toe in pairs with the words on the board. You can make the words more difficult (include new words) each time they play.

I'm Fed Up with Eating Flies

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

Anticipation questions

*What sports do they do?
 What do they eat for dinner?*

Follow-up questions

*What does she miss?
 What do you miss?*

*What is she fed up with?
 What are you fed up with?*

*What can't she stand?
 What can't you stand?*

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

Write any words from the dialog (or other sections of this unit) on the board. The students make personalized sentences with each of these words.

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Communication Activities

A. Adding Sentences

The teacher or students decide on one of the target patterns (e.g. “*fed up with*”). One student makes a sentence about himself/herself using this pattern (e.g. “*I’m fed up with studying*”). The next student says what the first student said and adds his/her own sentence (e.g. “*(Name)’s fed up with studying*” “*I’m fed up with getting up early*”). The chain continues.

B. Telepathy

The teacher or students write four sentences on the board about people the students know well. Each sentence includes a different target pattern. One student secretly chooses one of the sentences, closes his/her eyes, concentrates on the sentence, and tries to transmit it to the other students. The other students close their eyes, and try to receive the message. The teacher can gradually change the sentences each time the student transmitting a sentence changes. The new sentences can include different target patterns or similar patterns that the students have not learned yet.

C. Questionnaire

The students complete the questionnaire. Then, in pairs, they ask each other the questions in the photocopied list. Encourage them to ask follow-up questions after each answer.

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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

You: *I’m looking for a present for my brother.*

Clerk: *How about a briefcase?*

You: *No. Briefcases are too boring.*

Clerk: *How about a computer?*

You: *No. Computers aren’t cheap enough.*

Clerk: *How about a pet crocodile?*

You: *No. Crocodiles are too dangerous.*

Picture prompts – sample answers

1. *He’s going to fall over.*
2. *She may marry him.*
3. *She might kiss the frog.*
4. *He sleeps too much.*
5. *He eats too much.*
6. *She doesn’t eat enough.*

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.