

# 3 Congratulate Us When We Win

## Time Clauses 1

Target patterns:	<i>When</i> clauses Connecting simultaneous events Connecting consecutive events
Communication skills:	Talking about the past At the doctor Describing health problems
Language sets:	Health words

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### Warm Up Board Prompts

Write a word puzzle about you on the board similar to the one in the illustration. The numbers mean your age, and the word next to it indicates something connected with you at that age, for example, *You liked playing with toys when you were two.* Encourage the students to guess the answers to the puzzle, and help them use a *when* clause when they are trying to express themselves. The students then do the activity in pairs, in groups, or as a class, making similar puzzles about themselves.

### When I Was a Child, I Played in the Local Park

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

#### Anticipation questions

*Where did Carmen play tennis when she was a child?*  
*Who have the just beaten?*

#### Follow-up questions

*How many tennis lessons has Carmen had?*  
*About how many English lessons have you had?*

*When did Emel start playing tennis?*  
*When did you start learning English?*

#### Comprehension – personalization

T: *What did Carmen do when she was a child?*  
S1: *She played tennis in the local park.*  
*What did you do when you were a child?*

S2: *I . . .*  
Continue in a chain.

T: *When did Emel start playing tennis?*  
S3: *She started when she was in high school.*  
*When did you start (playing the piano)?*

S4: *I . . .*  
Continue in a chain.

### Personalization

In pairs, groups, or as whole class, the students talk about their past, using the patterns “When I . . .” or “I . . . when . . .” Encourage them to talk as freely and naturally as possible.

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### Warm Up Age Prompts

Encourage the students to call out an age that is older than your current age. Each time they call out an age, say “*I’m going to . . . when I’m (age).*” The students then do the activity in pairs, in groups, or as a class, taking turns to call out an age for another student to make a sentence about.

### When We Win, We’re Going to Have a Big Party

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

#### Anticipation questions

*Who is taking part in the tournament?*  
*Do you think Carmen thinks they will win?*  
*Do you think the reporter thinks they will win?*

#### Follow-up questions

*When should the reporter congratulate them?*  
*When should your friends congratulate you?*

*What are they going to do when they win?*  
*What are you going to do when you speak English fluently?*

#### Comprehension – personalization

T: *Who does Carmen think will win the*

*tournament?*

S1: *She thinks she and Emel will win.  
Who do you think will win (the Premier  
League)?*

S2: *I think . . .*

Continue in a chain.

T: *What are they going to do when they win?*

S3: *They are going to have a big party.  
What are you going to do when (you pass  
your exam)?*

S2: *I . . .*

Continue in a chain.

## Personalization

In pairs, groups, or as whole class, the students talk about their future, using the patterns “*When I . . .*” or “*I . . . when . . .*” Encourage them to talk as freely and naturally as possible.

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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

*When I was in elementary school, I went to  
Canada with my parents.*

*When I go home very late, my wife gets  
angry.*

*I often go to the movies when I'm bored.*

## Controlled Practice

### Her Future

The students make sentences about each picture.

### Sample answers

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

2. *She'll probably get married when she's about  
twenty-seven.*

3. *She'll probably have a baby when she's  
about thirty.*

4. *She'll probably climb Mount Everest when  
she's about thirty-five.*

5. *She'll probably sail around the world when  
she's about forty.*

6. *She'll probably write a book about her life*

*when she's about forty-five.*

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

### Sample answers

*I will probably get married when I'm about  
thirty.*

*I will probably travel around Europe when I'm  
about thirty-five.*

*I will probably retire when I'm about sixty-  
five.*

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## Warm Up Problems

Mime having aches and pains or other problems and talk about them using *when* clauses, for example, “*My legs hurt when I walk too much*” and “*My wife gets angry when I come home late.*” The students then do the activity in pairs, in groups, or as a class, taking turns to talk about real or imaginary problems.

## My Eye Hurts When I Drink Coffee

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

### Anticipation questions

*Does his eye hurt when he drinks orange juice?*

*How often should he take the tablets?*

### Follow-up questions

*When does his eye hurt?*

*When does your eye hurt?*

*Where does he sometimes get a pain?*

*Where do you sometimes get a pain?*

### 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, one student is a doctor and the other student is a patient. The students have a natural conversations. Encourage them to use *when* clauses whenever possible. For example, “*I often have a*

headache when I wake up in the morning.” “Do you leave the air conditioner on when you are sleeping?”

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## Communication Activities

### A. Newspaper Reporters

Write prompts on the board (e.g. *tired, happy, bored*, etc.). The students ask each other questions using the pattern “*What do you do when you are tired/happy/bored, etc.?*” They take notes of each other’s answers and report their findings to the class.

### B. Tennis

The game can be played as singles or doubles. One student serves by making a statement that contains a *when* clause and has both halves in the present tense (e.g. “*When I’m tired, I go to bed*”). The opposing student hits back by starting a new sentence with the second part of the previous sentence (e.g. “*When I go to bed, I sleep*”). The rally continues until one player cannot make a sentence or hesitates too long.

### C. Mime

Divide the class into two teams. Place the mime cards in a pile the same distance from each team. One student from each team hurries to the cards, turns over a card, hurries back to his/her team, and mimes what was written on the card. After the team has guessed correctly, another member of the team hurries to look at the next card. The winning team is either the one which guesses the most number of times within a fixed time limit, or the one which first guesses an agreed number of times.

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## Review Exercises

### Crossword

#### DOWN

2. too
3. spare

4. aren’t
5. hurts
6. lost
8. didn’t
10. use
12. on
13. bit
14. fallen
15. wrong
16. days
17. no
18. all
19. get

#### ACROSS

1. at
3. straight
6. local
7. ever
9. per
10. used
11. to
13. before
15. we
16. don’t
18. along
20. well
21. seat

## 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.