

8 It Helps Me Think

Giving Reasons

Target patterns:	<i>Because if . . .</i> <i>It helps/stops . . .</i>
Communication skills:	Asking/Giving reasons Explaining
Language sets:	Helps, makes, gives . . .

Page 52

Warm Up Because

Get the students to ask you lots of “*Why . . . ?*” questions and always answer starting with “*Because if . . .*” The students then do the activity in pairs, in groups, or as a class, taking turns to ask the questions.

If I Can Speak English . . .

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

Anticipation questions

Why is Sunee learning English?
Why does she want to work for a multi-national company?

Follow-up questions

What may Sunee be able to do if she can speak English well?
What may you be able to do if you can speak English well?

What does Sachiko think is tiring?
What do you think is tiring?

Comprehension – personalization

T: *Why is Sunee learning English?*
S1: *Because If she can speak English well, she may be able to work for a multi-national company.*
Why are you learning English?
S2: *Because if . . .*
Continue in a chain.

T: *Why does Sunee want to work for a multinational company?*
S3: *Because if she works for a multi-national company, she'll probably get a lot more*

chances to travel.
Why do you want to . . . ?

S4: *Because if . . .*
Continue in a chain.

Personalization

In pairs, one student plays the role of a famous person that he/she is interested in. The other student is an interviewer. The interviewer asks as many “*Why?*” questions as possible, and the student playing the role of a famous person answers these questions with “*Because if . . .*”

Page 53

Warm Up Things We Do

Make a statement about your habits, routine, things you like, etc., for example, “*I check email every day*” or “*I often eat Italian food.*” After each statement, encourage the students to ask “*Why . . . ?*” and answer using “*. . . helps/keeps/stops/makes/gives . . .*” The students then do the activity in pairs, groups, or as a class, taking turns to make statements about themselves.

It Keeps Me Awake

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

Anticipation questions

Why does Marc drink so much?
What does Emel think of Marc's smoking and drinking?

Follow-up questions

What keeps Marc awake?
What keeps you awake?

What does Emel think is bad for our health?
What do you think is bad for our health?

Comprehension – personalization

T: *Why does Marc smoke?*
S1: *It helps him think.*
T: *Do you ...?*
S1: *Do you smoke?*

S2: *Yes, I do/No, I don't.*
 S1: *Why?*
 S2: *...*
 Continue in a chain.

T: *Why does Marc drink a lot?*
 S3: *It helps him relax.*
 T: *Do you . . . ?*
 S3: *Do you drink a lot of coffee/tea/etc.?*
 S4: *Yes, I do/No, I don't*
 S3: *Why?*
 S4: *...*
 Continue in a chain.

Personalization

In pairs, in groups, or as a whole class, the students ask each other "Why?" questions. Encourage them to answer using the pattern ". . . *helps/makes/stops/gives* . . ." If necessary, write these words on the board.

Page 54

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 listen to music a lot because it helps me relax.
I don't eat much fried food because it makes me feel bad.
I drink black coffee because it keeps me awake.

Controlled Practice

Why?

The students make sentences about each picture.

Sample answers

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

- It stops him (from) putting on weight.*
- It gives him a headache.*

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

Sample answers

Going to a beauty salon helps me feel young.

Chatting online stops me feeling lonely.
Eating too much gives me a stomachache.

Page 55

Warm Up

Asking "Why?" Questions

Ask individual students a question about their habits, routines, things they like, etc., and ask a succession of follow-up "Why . . . ?" questions based on the students' answers. The students then do the activity in pairs, in groups, or as a class, taking turns to ask the questions. Encourage them to keep going with the successive "Why . . . ?" questions as long as they can.

Why Do You Train So Hard?

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

Anticipation questions

Why is Bruce so strong?
What does Juliet think of Bruce?

Follow-up questions

Why does he train so hard?
Do you train? Why?/Why not?

Why does he want to win an Olympic medal?

Do you want to win an Olympic medal? Why?/Why not?

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 asks another student "Why . . . ?" questions and then a succession of follow-up "Why . . . ?" This activity also works well with a group of students asking questions and one student replying.

Page 56

Communication Activities

A. Why?

One student asks another a question. Once the first question is answered, the questioning student asks

“Why?” The students can do this in pairs, or a group of students can ask one student until he/she cannot think of an answer to a question.

B. Why Don't You . . . ?

One student thinks of a problem. Another gives advice followed by a reason. The reason should be in the form of a conditional sentence. Students (or teams) try to think of as many pieces of advice as they can. They get points for each piece of advice they give.

C. City Planning

The students pick cards, or are dealt cards, to determine which role they play. Each member of a group plays the role of a member of a committee trying to spend ten million dollars to improve the city. An extension of this activity is for the committee to discuss other local issues, such as where to locate the new airport, how to get rid of traffic jams, etc. The students can also assume different roles and discuss national or international problems.

Page 57

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

Mixed questions

If it rains on Sunday, I'll stay home and read a book.

I used to live in Istanbul when I was a child.

I know how to drive a car.

Watching TV helps me relax.

Puzzle sentences

*I've been wondering what we can do to help.
If many people come, we'll raise a lot of money.*

As soon as I hung up, the telephone rang again.

I'll have to stay home and do all the housework.

If I feel like fresh food, I hunt for something in the supermarket.

You

If I get up early, I go jogging.

If I sing, everybody covers their ears.

My back hurts when I walk upstairs.

I wonder why my brother quit his job.

When I speak English well, I will be able to talk with people in many other countries.

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.