



Present Hunting

Expressing Purpose & Feelings for Actions

Warm-up: What's your favorite place?

Ask students their favorite places to go, and list them on the board. Then ask them why they like to go there. Have them answer in the form, I like to go to (place) to (verb).

Next, draw a bunch of faces on the board expressing various emotional states. Have them guess what emotion each face represents. (i.e. happy, sad, excited, surprised, anxious, worried, tired, etc.)

Lastly, ask them what action or activity makes them feel (or has made them feel) each way using the form: I'm /I was (emotion) to (verb).

EX. I was happy to go to Disneyland with my girlfriend.
I was sad to hear about the divorce.
I was frustrated to lose my job.

Exercise 1: Explain the grammar

Use this form to explain to students that to-infinitives can be used as adverbs to express their reasons to do something or how they feel about it. Refer back to the examples students produced earlier.

Also explain to students how to use the too + adjective/adverb + to- infinitive form to denote that something is impossible or nearly impossible. *See corresponding grammar explanation page for help with this.

Exercise 2: Dialog Intro

Have students turn to page 61 of their books. Have them look at the pictures and elicit what they think the dialog is about. (ie. Who is talking, Where are they? How do they look? (Happy, Sad, etc.) What are they talking about?)

Then have them listen to you going through the dialog (either doing both voices yourself, or choosing a student to do it with you), and question them about it's contents.

(i.e. Why did Nina want to go? What did Trey finally decide to buy? Why can't Trey go back to buy something else? etc.)

* A listening dictation exercise (where you read the dialog, and they have to write down what you say can also be done- this is an excellent way to test their listening comprehension).

Exercise 3: Dialog Practice

Have them go through the dialog and try to find all of the reductions in it. Check their answers. Then have them practice the dialog in pairs. Then have them try the second exercise and see if they can guess the correct answers. Review the answers as a class, and then have them go through the dialog again.

Exercise 4: Extension into Role Play /Freestyle

Have students think of a former date, family outing, roadtrip with friends. Ask motivated students why they chose to go where they did (asking them to answer in the form *I wanted to go to (place) to (do something)*).

EX. I wanted to go to northern Michigan to go snowboarding.

Then ask them how they felt about it.

EX. It was frustrating to see how little snow there was.

Then have them put their chairs back to back, and have them recount the experience to a friend 'over the phone' the same way Trey does with Kenta.

If there's time/ Homework:

Have them go through the manga pages from this chapter and try to find all of the examples of the target language.