

LANGUAGE FOCUS: Verbs followed by infinitives and gerunds

Parents, providers, and teachers need to communicate about a child's activities. These sentence patterns can give information about what a child likes to do during the day. The verbs are followed by infinitive and gerund objects.

Pattern 1: Use an **infinitive** after the verbs *like, want, need, love,* and *hate*.

Examples:

infinitive =
to + verb

AFFIRMATIVE

Subject	Verb	Infinitive phrase
I We You They	like want need love hate	to learn English to read books to have lunch
He She	likes wants needs loves hates	

NEGATIVE

Subject	do/ does	not	Base form verb	Infinitive phrase
I We You They	do	not	like want need	to play ball. to go potty. to watch TV.
He She	does			

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Pattern 2: Use a **gerund** after the verbs *enjoy, spend time,* and *have fun*.

Examples:

gerund =
verb + *ing*

AFFIRMATIVE

Subject	Verb	Gerund phrase
I We You They	enjoy spend time have fun	crawling dancing playing games
He She	enjoys spends time has fun	

NEGATIVE

Subject	do/ does	not	Base form verb	Gerund phrase
I We You They	do	not	enjoy spend time have fun	running. coloring. jumping rope.
He She	does			

See
Appendix p. 207
Spelling Rules for Verbs
with -ing endings.

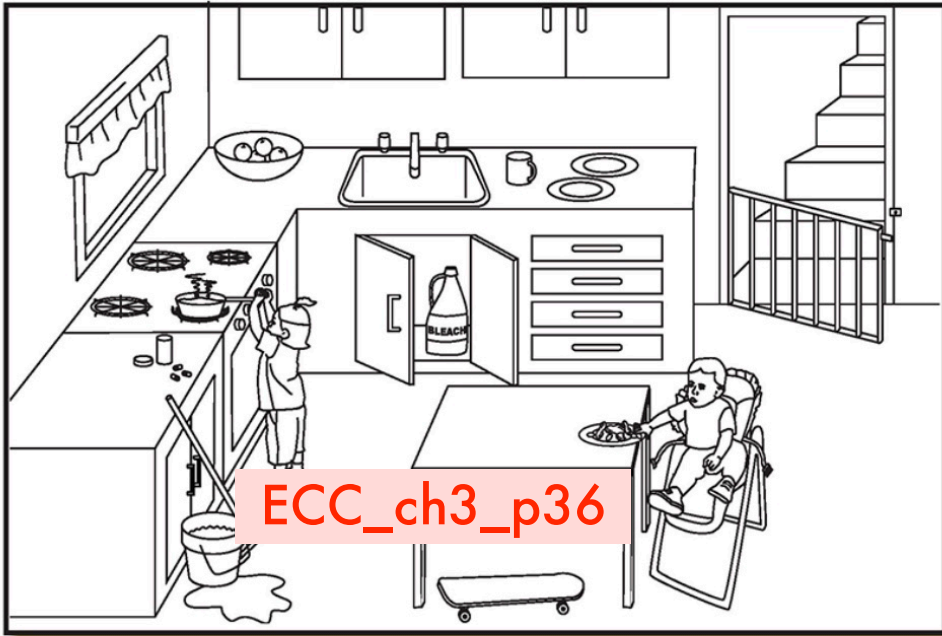
ACTIVITY 17 Talking about activities you like and don't like

Talk about what you like and don't like. Use the verbs in the chart above. Use infinitives and gerunds. Follow the model. Take turns. (Note: Use "too" at the end of a statement to show agreement.)

Student A: I hate to change diapers. How about you?

Student B: I hate to change diapers, too. OR I like to change diapers¹.

¹ The verbs *like, love* and *hate* can also be followed by a gerund.



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Susan and Eric Porter are at their grandparents' house. Their parents are at work. Their grandmother is making lunch. She hears the doorbell and goes to open the door. She leaves the children in the kitchen. Betsy Porter, their mother, comes back for lunch and she sees this scene. She is very worried!

ACTIVITY 1 Talking about the picture

Use these words to talk about the picture.

- | | | | |
|---------|------------|-------------|-------------|
| kitchen | pills | highchair | turn on/off |
| counter | medicine | strap | slip |
| cabinet | bucket | food | sit |
| stove | puddle | plate | fasten |
| pot | mop | bleach | eat |
| handle | sink | poison | reach |
| drawers | table | safety gate | close |
| | skateboard | stairs | put away |

Discuss these questions with a partner. Use the vocabulary in the word list above.

1. What are the children doing? Are they safe?
2. What mistakes did the grandmother make?
3. A hazard is something dangerous. Can you find the hazards in the picture? Circle them.

Raquel and Tomas checked Carlos's hair and scalp carefully. They saw a few nits and something moving, so Raquel got some special shampoo and a fine-tooth comb to remove nits. She helped Carlos thoroughly wash his hair. He didn't like the smell of the lice shampoo, and he started to cry. Then Tomas worked on removing the nits while Raquel washed all Carlos's sheets and all the combs and brushes in the house in very hot water. She will tell Carlos's school about the lice on Monday. Lice are very contagious.



Monica, Carlos's baby sister, was not happy either. She was very fussy and she wasn't sleeping well. Her mother thought she was teething because Monica was sometimes putting her hands in her mouth. Raquel gave her an icy teething ring to help ease the pain in her baby's gums. Then Raquel saw that Monica had a stuffy nose and she took her temperature. She also gave her acetaminophen and some

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Now, it's 5:00 P.M. Raquel was helping everyone else, but she doesn't feel well either. She has a headache. She wants to lie down in a dark room, breathe deeply, and practice muscle relaxation. Maybe some ibuprofen will help. Soon everyone will want dinner. She is thinking, maybe it's time to order a pizza. What a day!

Comprehension

Answer the following questions about the reading passage.

1. What do the letters R-I-C-E stand for?
2. What first happened when Tomas stepped on the garden tool?
3. Why is Raquel going to call Carlos's school about his lice?
4. What did Raquel think was the matter with Monica at first?
5. What is one treatment for a headache that is not a medicine?
6. Why does this day seem so long to the Orozco family?

ACTIVITY 4 Discussion

In groups of three or four students, discuss the following questions.

1. What is the best way to treat a sprained ankle?
2. What are four ways to reduce swelling?
3. Why do you think Raquel washed all of the combs and brushes in the house?
4. Do you know some ways to help a baby who has a cold feel better?
5. What do you do to make yourself feel better when you have a headache?



i. _____

ACTIVITY 9 Making requests in conversation



With a partner, make requests. Use the vocabulary in the pictures on pages 114-115. Follow the models. Take turns.

Dialog 1

Student A: Could you please make some coffee?

Student B: Sure, I'd be glad to.

Dialog 2

Student A: Could you please take out the trash?

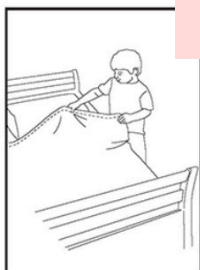
Student B: No, I'm sorry. I can't. I'm holding the baby right now.



j. _____



k. _____



l. _____



m. _____

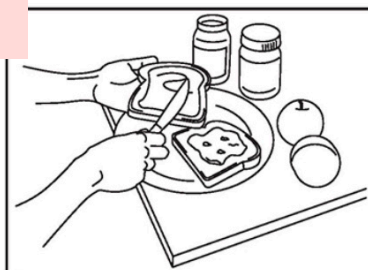


n. _____



o. _____

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ACTIVITY 18 Intonation in choice questions



Listen to the choice questions below. Underline the two choices. Draw a rising arrow over the first choice. Draw a falling arrow over the second choice. Then practice saying the sentences to a partner.

1. Do you want to wear a red shirt or a green shirt?
2. Do you want to ride your tricycle or the scooter?
3. Do you want to have an apple or strawberries for a snack?
4. Do you want to read a book or sing a song?
5. What book do you want to read,
The Carrot Seed or *Thomas*?
6. What do you want to put on first,
your shirt or your pants?
7. Where do you want to play, in the backyard or at the park?

LANGUAGE FOCUS: Choice Question Intonation

A choice question uses the word *or* and lets you choose between two things. Use rising intonation on the first choice. Use falling intonation on the second choice.

Do you want milk or water?

Do you want to paint or read a book?

What do you want to have for lunch,
pasta or rice?

ACTIVITY 19 Offering toddlers choices

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Write choice questions using the sentence patterns.

Example: (blow bubbles—make a painting) *Do you want to blow bubbles or make a painting?*

1. (wear a sweater—a jacket) _____
2. (draw a picture—play ball) _____
3. (play with the doll—the stuffed animal) _____
4. (go to the park—to Jana's house) _____
5. (color with crayons—markers) _____
6. (play on the slide—in the sandbox) _____
7. (eat a cheese sandwich—a peanut butter sandwich) _____

Use the questions above in role plays with a partner. Follow the model and use your own words.

Adult: What do you want to wear, a red shirt or a green shirt?

Toddler: I want to wear a red shirt!

Adult: OK, I'll get the red shirt.

Toddler: I want to wear the green shirt!

Adult: Today you can wear the red shirt, and tomorrow you can wear the green one.

Time phrases

today—tomorrow
now—later
first—then
today—on the weekend
this morning—this afternoon
before—after your nap

ACTIVITY 25 Tips for dealing with misbehavior

Sometimes children behave well. Sometimes they behave badly - they misbehave. For example, they might hit a brother or sister. After children misbehave, they need to feel sorry. They should want to set things right. Some child development experts say it doesn't help to punish children for misbehavior. Punishment just makes them want to fight back. The following tips explain how you can handle a child's misbehavior⁴. If you follow only one or two of these steps, the behavior can change.



With a partner, read each tip for dealing with misbehavior. Discuss the choices. Circle the number of the best choice.

Situation: A child is playing with a soccer ball inside the house. His mother tells him to take the ball outside, but he continues to play with it inside. He heads the ball, and it breaks a drinking glass.

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Tip	Choices
Tip A: Explain the rules.	<ol style="list-style-type: none"> 1. Why do you have to play with the ball outside? Because I said so, that's why. 2. I told you to take the ball outside. You have to listen to what I say. 3. Balls are for outside play. If you want to play with a ball, go outside.
Tip B: Explain to a child how he can be helpful.	<ol style="list-style-type: none"> 4. Can you please take the ball outside? It will be safer if you play with it outside. 5. You keep throwing that ball in here. You will break something. 6. You are making me angry! Take the ball outside, please.
Tip C: Give a choice for acceptable behavior.	<ol style="list-style-type: none"> 7. Play with the ball outside, or put it away and play with these indoor toys. 8. Go outside and play with that ball, or you will go to bed without dinner. 9. Take the ball outside, or sit down and hold it in your lap.
Tip D: Tell what will happen if the child continues to misbehave.	<ol style="list-style-type: none"> 10. Stop playing with the ball inside, or I'm going to spank you. 11. Take that ball outside now, or you're never going play with a ball again. 12. Stop playing with the ball inside, or I will take the ball away for three days.
Tip E: Focus on the behavior as bad, not the child.	<ol style="list-style-type: none"> 13. You never listen to me. You just can't follow directions. 14. It's good to play ball, but you must do it outside, not inside the house. 15. Look what you did! You broke a glass. You're a bad boy!
Tip F: After an incident, show the child how to make things right.	<ol style="list-style-type: none"> 16. You broke a glass. Get the broom and dustpan. Put on a pair of gloves and sweep up the big pieces. I'll vacuum the small pieces. 17. Now look at what you did. I have to sweep broken glass. Go to your room!
Tip G: Let the child experience the expected result of his misbehavior.	<ol style="list-style-type: none"> 18. If you play with a ball in the house one more time, I'm going to take the ball away. 19. Since you didn't follow the rules, you can't play with the ball for three days. 20. You didn't listen to me, so you can't play with your friends this week.

⁴ These tips are adapted from *How to Talk So Kids Will Listen & Listen So Kids Will Talk* by Adele Faber & Elaine Mazlish, Harper Collins, New York, 1980, p. 94.