
UNIT 3 AT HOME

- Sewing On a Button*
- Taking Care of Baby*
- Painting a Picture*
- Changing a Light Bulb*
- Putting Up a Towel Rack*
- Writing a Letter*
- Washing Dishes*
- Dusting*
- Time to Clean House*
- Ice Cream and TV*

EXERCISES

Directions: Before beginning this activity, cut out the pictures in the picture sequence and the sentences on the exercise sheet. With beginning students you can use the pictures and with more advanced students you can use the pictures and text. For the pictures and/or the sentences use separate envelopes and divide the class into small groups. Ask the students in each group to arrange the pictures and/or sentences in order. They have to match the sentences to the pictures.

As you circulate among the groups, check comprehension by asking questions such as "What did he do after he bit on the thread?" "What did he do after he threaded the needle?" or "Why can't you put the needle through the cloth after the thread is in it?" If you are using the pictures as you ask the questions. After all student groups have sequenced pictures and text, write one sentence from the text on the board and ask what sentence came before and after it. If you are using an overhead projector, arrange part of the picture sequence in order and leave out part. Ask students to tell you what is missing.

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UNIT 3 Model Lesson

Sewing On a Button

Before presenting the model lesson, review the general procedure for using TPR (pp. vii–viii) to introduce the text below and the picture sequence *Sewing On a Button* (p. 38). When students are familiar with both the text and the pictures, make class copies of the exercise sheet (p. 39) and the picture sequence.

LESSON TEXT SEWING ON A BUTTON* (p. 38)

1. You're going to sew on a button.
2. Cut a piece of thread.
3. Thread the needle.
4. Tie a knot at the end.
5. Stick the needle through the cloth.
6. Put it through a hole in the button.
7. Put it through the other hole.
8. Stick it back through the cloth.
9. Pull it tight.
10. Do it again and again.
11. Finish it.
12. Bite the thread off.

EXERCISE SCRAMBLED SENTENCES

Answers to Exercise:
Same as the numbered sentences of the text above.

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As you circulate among the groups, check comprehension by asking questions such as "What did he do after he bit off the thread?" "What did he do after he threaded the needle?" or "Why can't you put *Stick the needle through the cloth* after *Thread the needle*?" Point to the pictures as you ask the questions. After all student groups have sequenced pictures and text, write one sentence from the text on the board and ask what sentences come before and after it. If you are using an overhead projector, arrange part of the picture sequence or text in order and leave out part. Ask students to tell you what is missing.

*Text for this sequence comes from page 17 of *Live Action English* by Elizabeth Romijn and Contee Seely (Hayward, Calif.: Alemany Press, 1989) and is used with the permission of the authors.

These activities are suggested for use with the *Sewing On a Button* picture sequence. Many of them may be suitable for use with other sequences as well. For additional suggestions, see *Extension Activities* (pp. viii-x).

Grammar

Can/Can't Using props such as a needle, thread, and things that need mending (socks with holes, shirts without buttons, skirts without hems), have high beginning and intermediate students talk about themselves using *can* and *can't* (Example: "I can sew on a button, but I can't hem a skirt." "I can't thread a needle because my eyes are too bad."). Give students time to examine the props and decide what they can and can't do. Tell them they must give a reason for not being able to do something. (You can turn this activity into a chain game by having each student repeat all of the sentences and reasons given by preceding students).

Regular and irregular verbs Ask your intermediate students to classify all of the verbs in the text as *regular* or *irregular* and to give the past participle of each as follows:

REGULAR	IRREGULAR
sew — sewed*	sew — sewn*
thread — threaded	cut — cut
finish — finished	stick — stuck
pull — pulled	put — put

Have students practice making affirmative and negative statements and questions with the verbs. Then, ask each student to write on three separate pieces of paper three questions using three different verbs. Mix the questions together in a bag or box and ask each student to draw three papers from it. The student must then answer the questions either orally or in writing.

Pronunciation

This picture sequence offers opportunity for students to practice pronouncing the voiceless /*th*/ and voiced /*thr*/ and the lateral /*l*/ in the initial, medial, and final positions.

Have students repeat these sentences:

- "Thread the needle."
- "Stick the needle through the cloth."

Have students practice these groups of words:

- "through, thread, throw, three"
- "thing, thin, think, cloth, with"
- "the, this, other"

*The past participle for *sew* can be regular (*sewed*) or irregular (*sewn*).

Discussion

Intermediate and advanced students can engage in lively discussion about sex roles and stereotypes prompted by questions such as “Who does the sewing in your family?” and “Should boys be taught to sew or only girls?” “Why?” Ask students to comment on the household tasks they perform: mending, repairing, baking, cooking, plumbing, carpentry, etc. Use their answers as the basis for new TPR sequences related to the students’ actual skills and experiences. Or have each student create a sequence to teach to the rest of the class. Possibilities include: polishing shoes; giving a haircut; sewing a hem; replacing a washer; changing a diaper; replacing a worn electrical plug; and so on.

Verb Lists

TAKING CARE OF BABY (p. 40)

1. take (care)
2. hold
3. is
4. kiss
5. hug
6. squeeze
7. offer
8. feed
9. spitting (out)
10. put (down)
11. clean (up)

PAINTING A PICTURE (p. 41)

1. paint
2. spread (out)
3. take (out)
4. open
5. pick (up)
6. dip
7. dry
8. close
9. put (away)
10. wash
11. wipe
12. hang
13. fold (up)

CHANGING A LIGHT BULB (p. 42)

1. turn (on)
2. is
3. change
4. go
5. get
6. unplug
7. take (off)
8. unscrew
9. screw
10. put (back) (on)
11. plug
12. work
13. throw (away)

PUTTING UP A TOWEL RACK (p. 43)

1. put (up) (down)
2. hold (up)
3. make
4. are (they’re)
5. stick
6. screw
7. tighten

WRITING A LETTER (p. 44)

1. write
2. sign
3. fold (up)
4. put
5. lick
6. seal
7. tear (off)
8. stick
9. take
10. mail

WASHING DISHES (p. 45)

1. need (to)
2. wash
3. fill
4. squeeze
5. rinse
6. put
7. scrub
8. let (out)
9. sprinkle

DUSTING (p. 46)

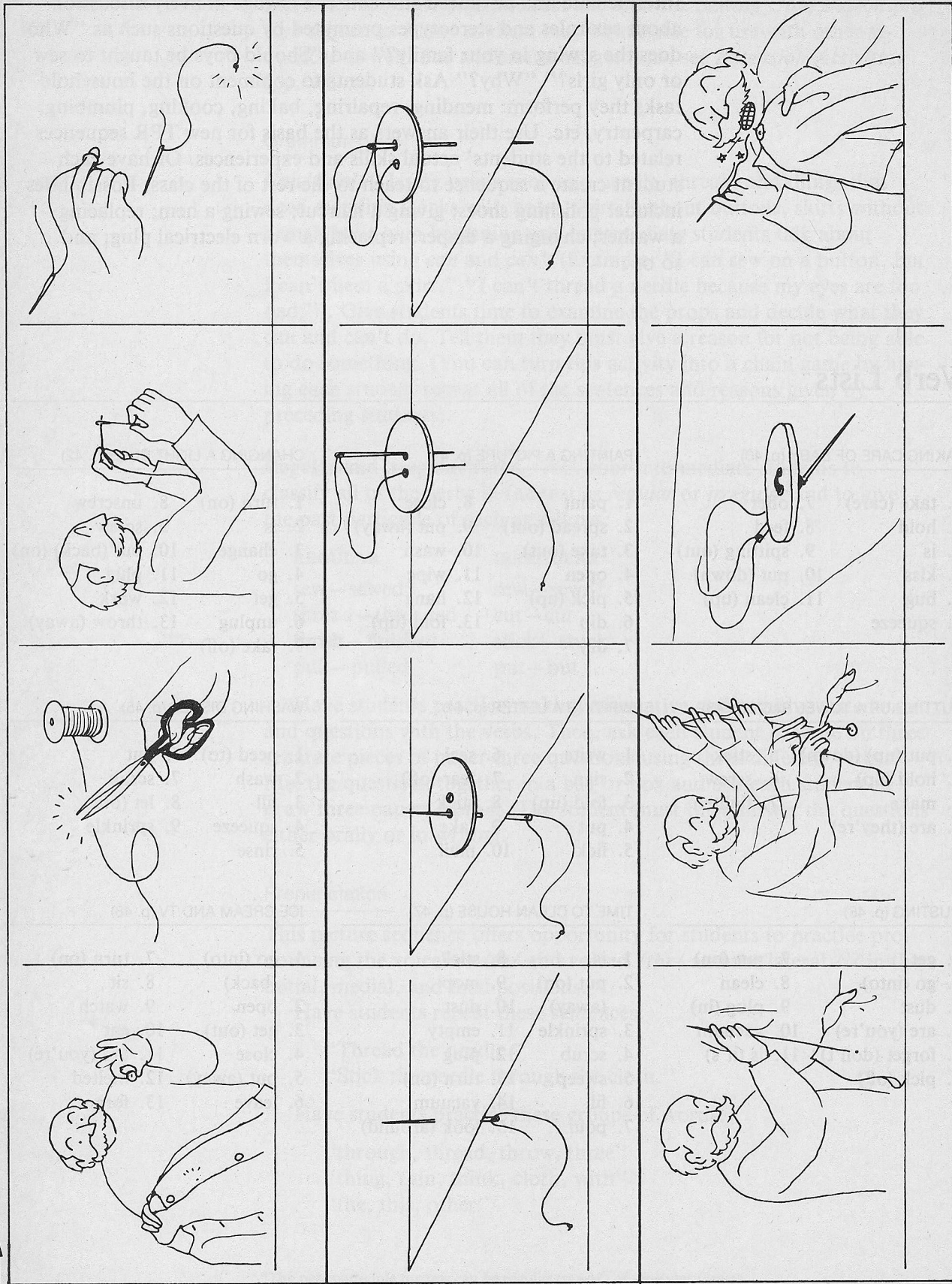
1. get
2. go (into)
3. dust
4. are (you’re)
5. forget (don’t)
6. pick (off)
7. put (on)
8. clean
9. plug (in)
10. vacuum
11. is (it’s)

TIME TO CLEAN HOUSE (p. 47)

1. is
2. put (on) (away)
3. sprinkle
4. scrub
5. sweep
6. fill
7. pour
8. stick
9. mop
10. dust
11. empty
12. plug
13. turn (on)
14. vacuum
15. look (around)

ICE CREAM AND TV (p. 48)

1. go (into) (back)
2. open
3. get (out)
4. close
5. put (away)
6. leave
7. turn (on)
8. sit
9. watch
10. eat
11. are (you’re)
12. melted
13. forgot



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Sewing on a Button

Directions: Put these sentences in the correct order.

Thread the needle.

Pull it tight.

You're going to sew on a button.

Bite the thread off.

Cut a piece of thread.

Do it again and again.

Tie a knot at the end.

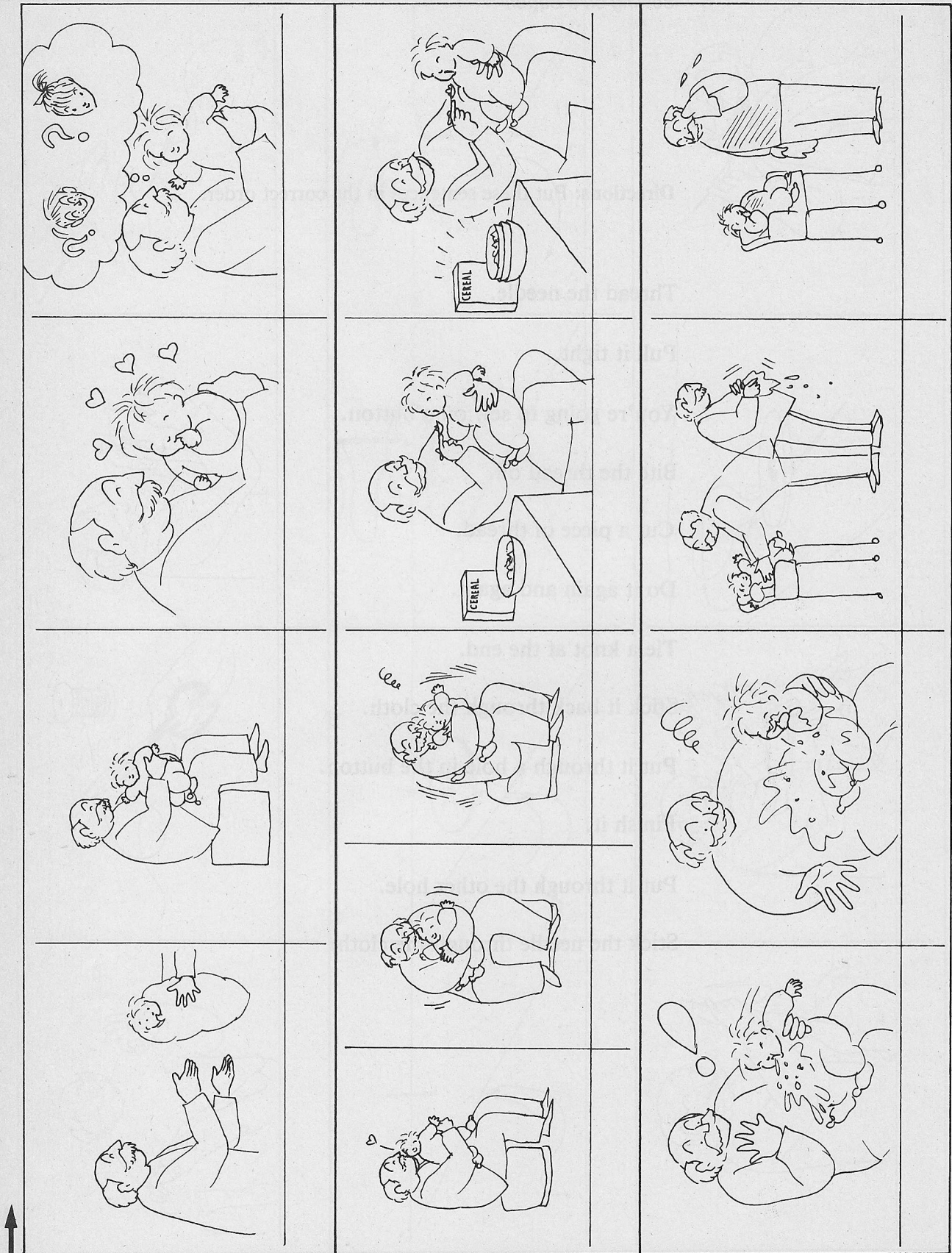
Stick it back through the cloth.

Put it through a hole in the button.

Finish it.

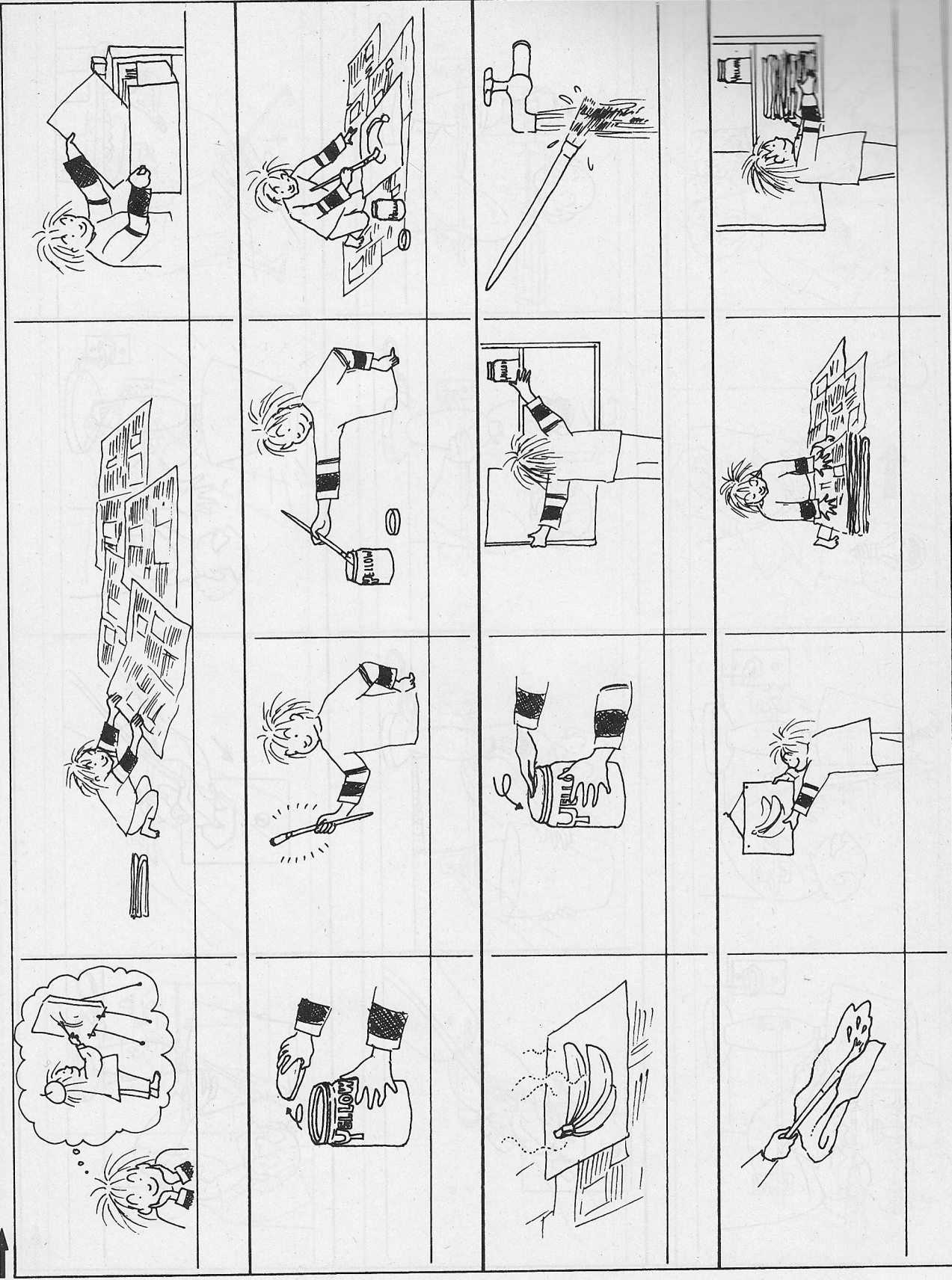
Put it through the other hole.

Stick the needle through the cloth.

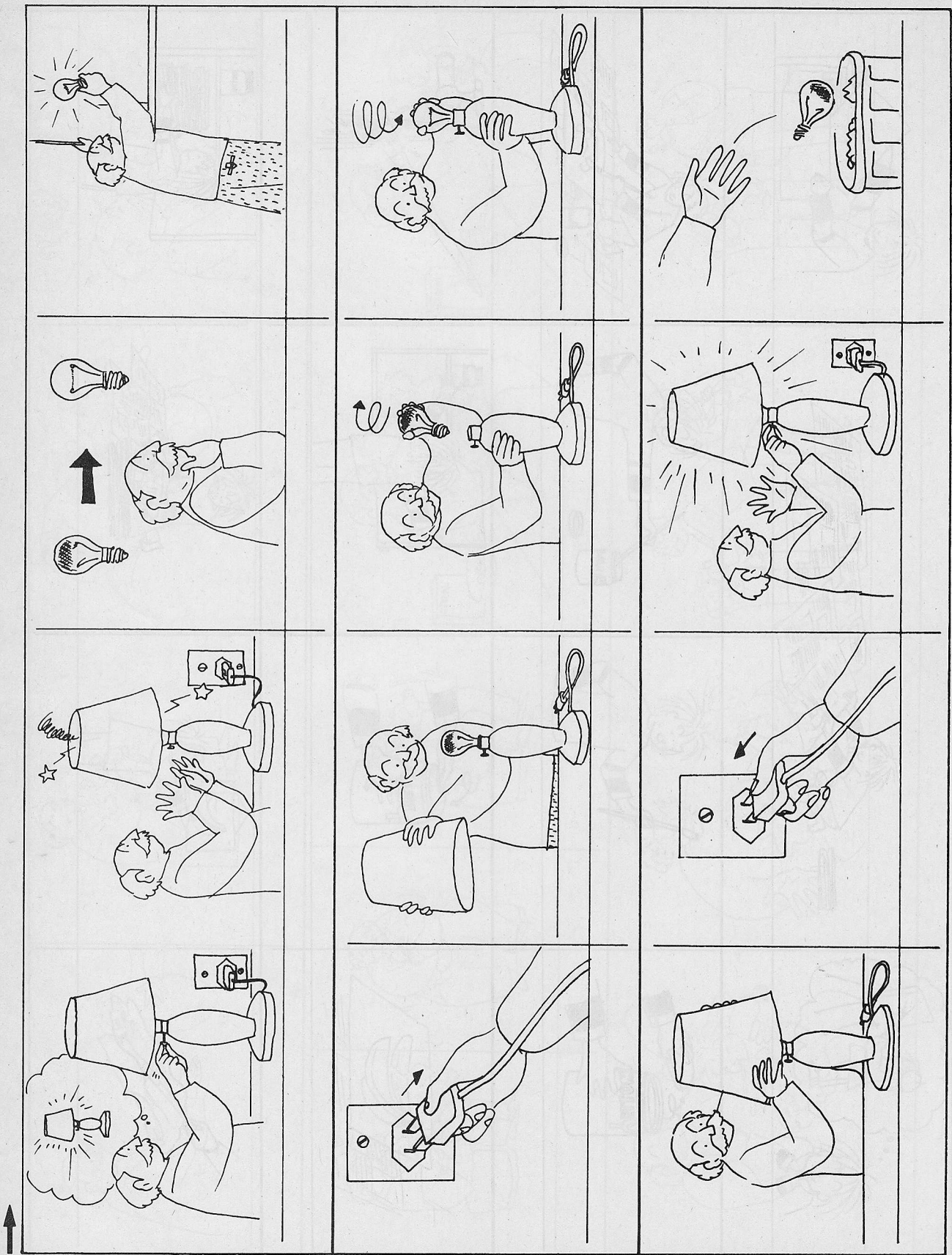


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Changing a Light Bulb

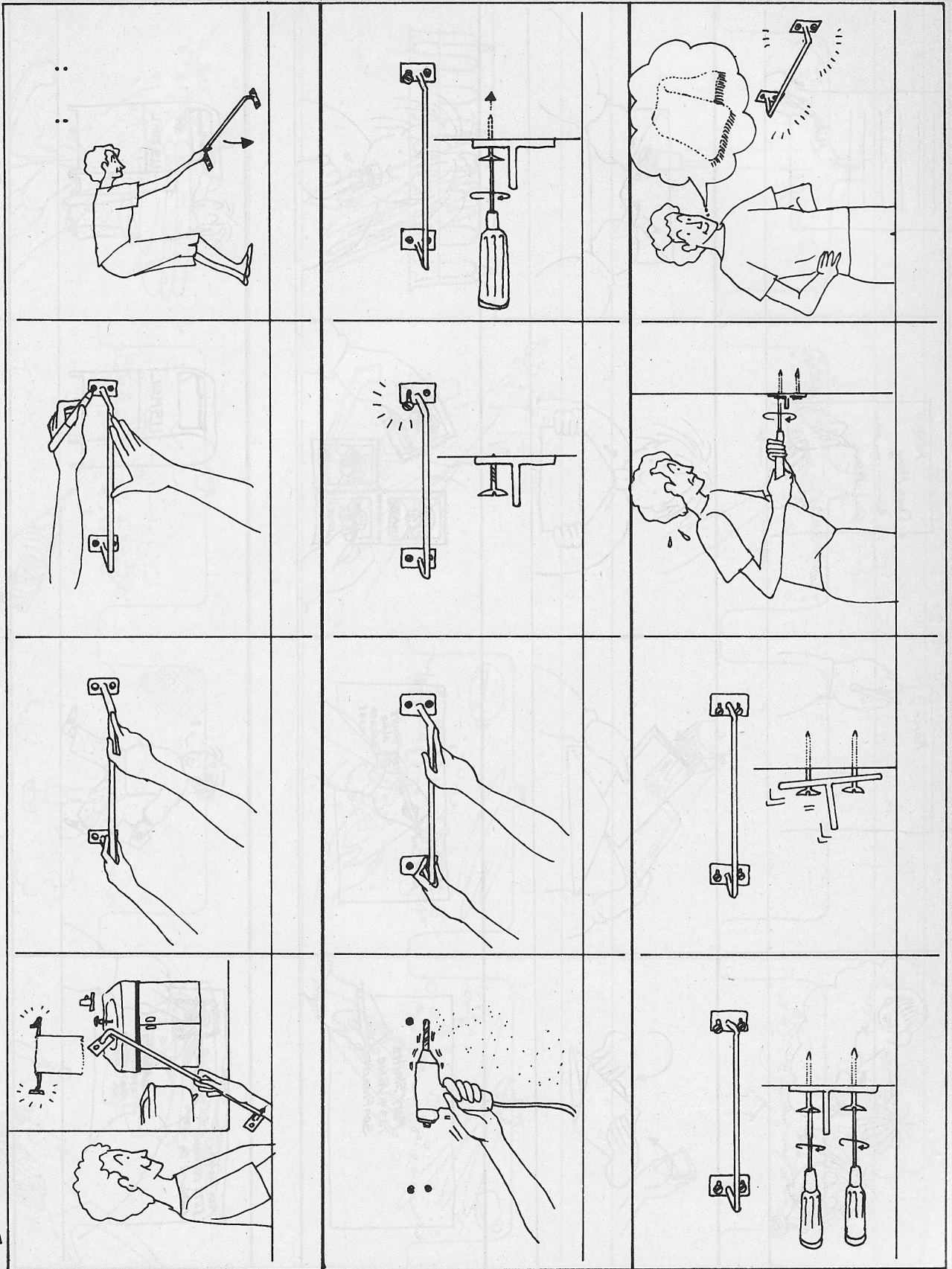


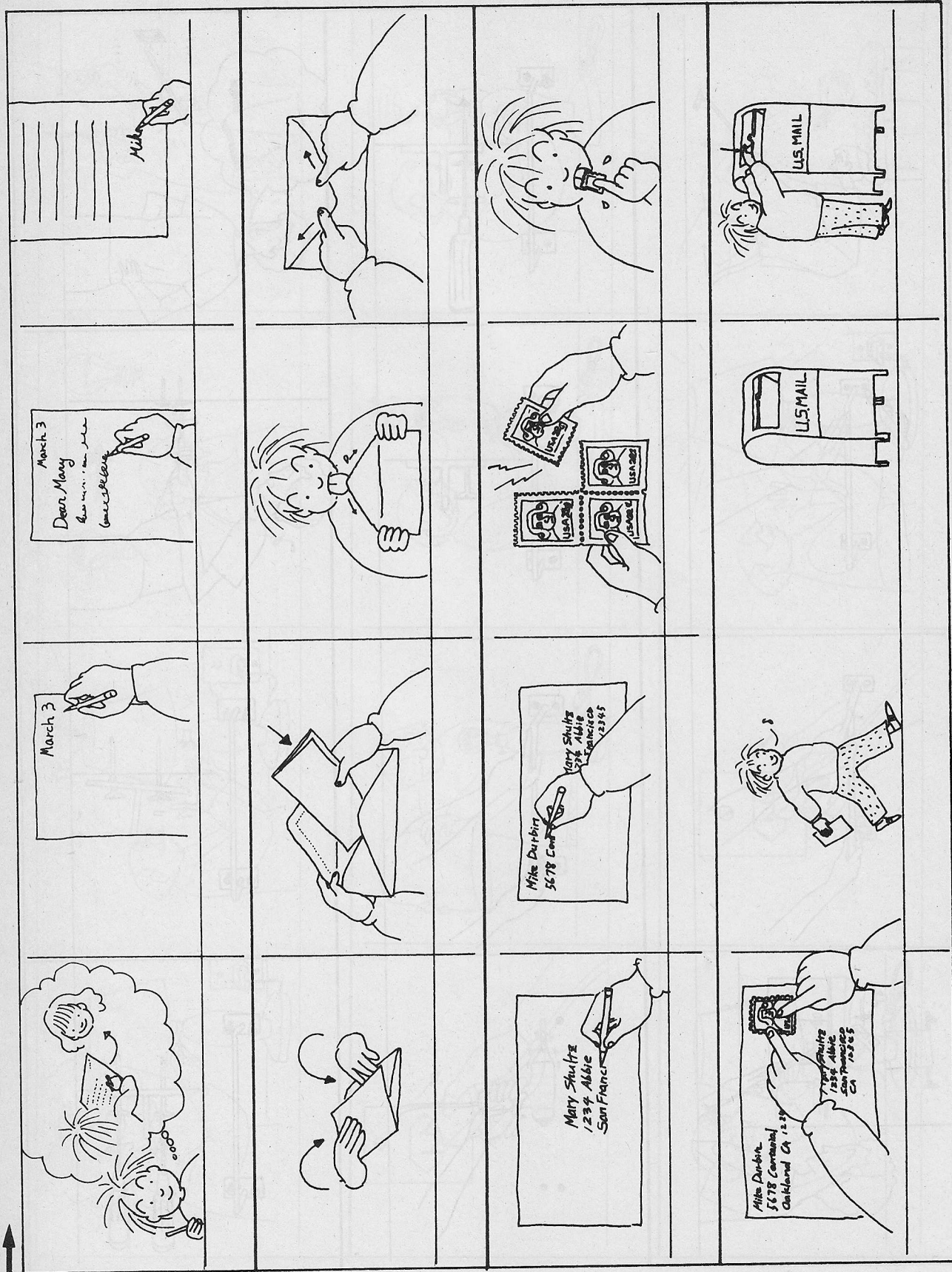
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Putting Up a Towel Rack

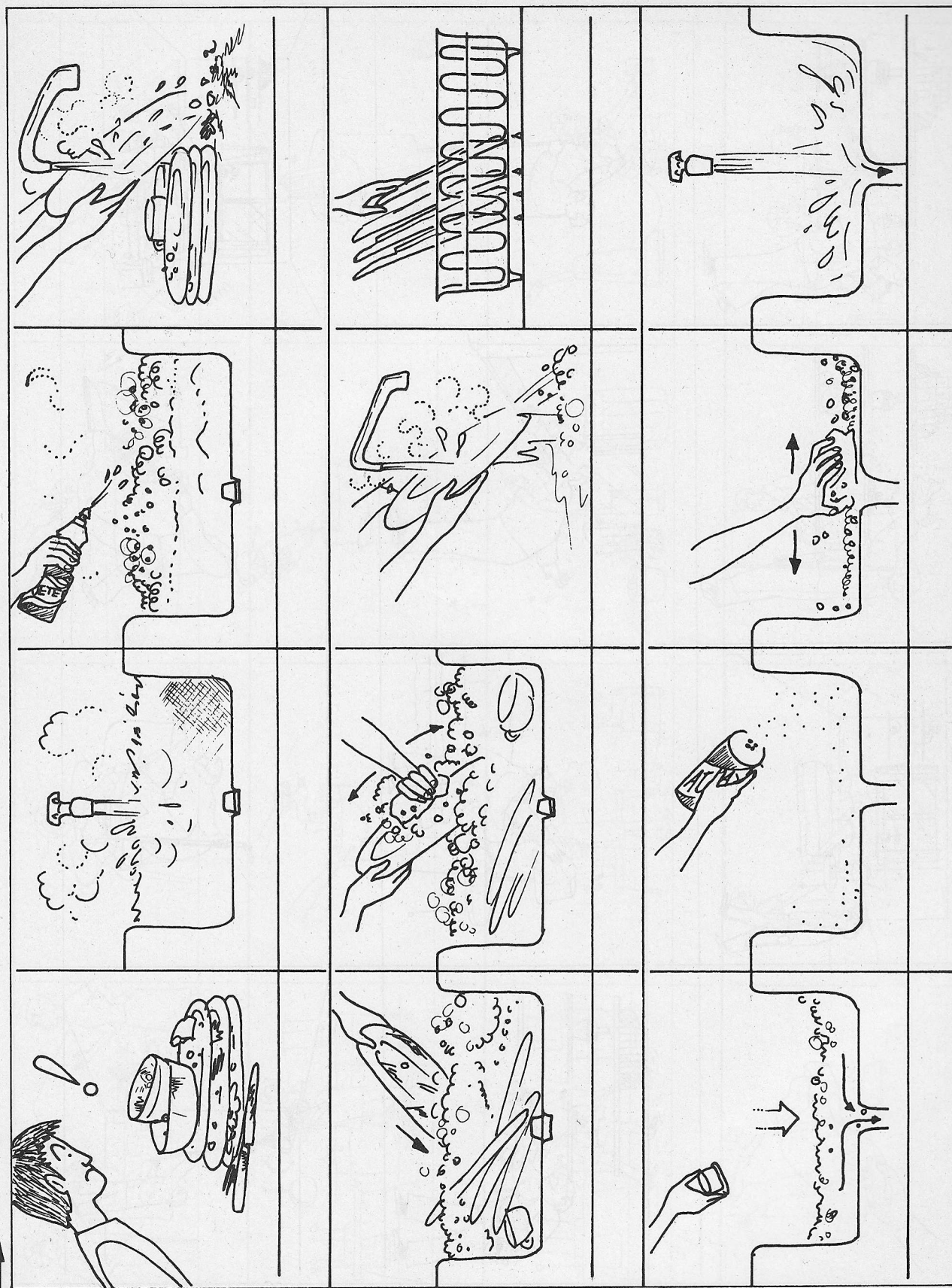
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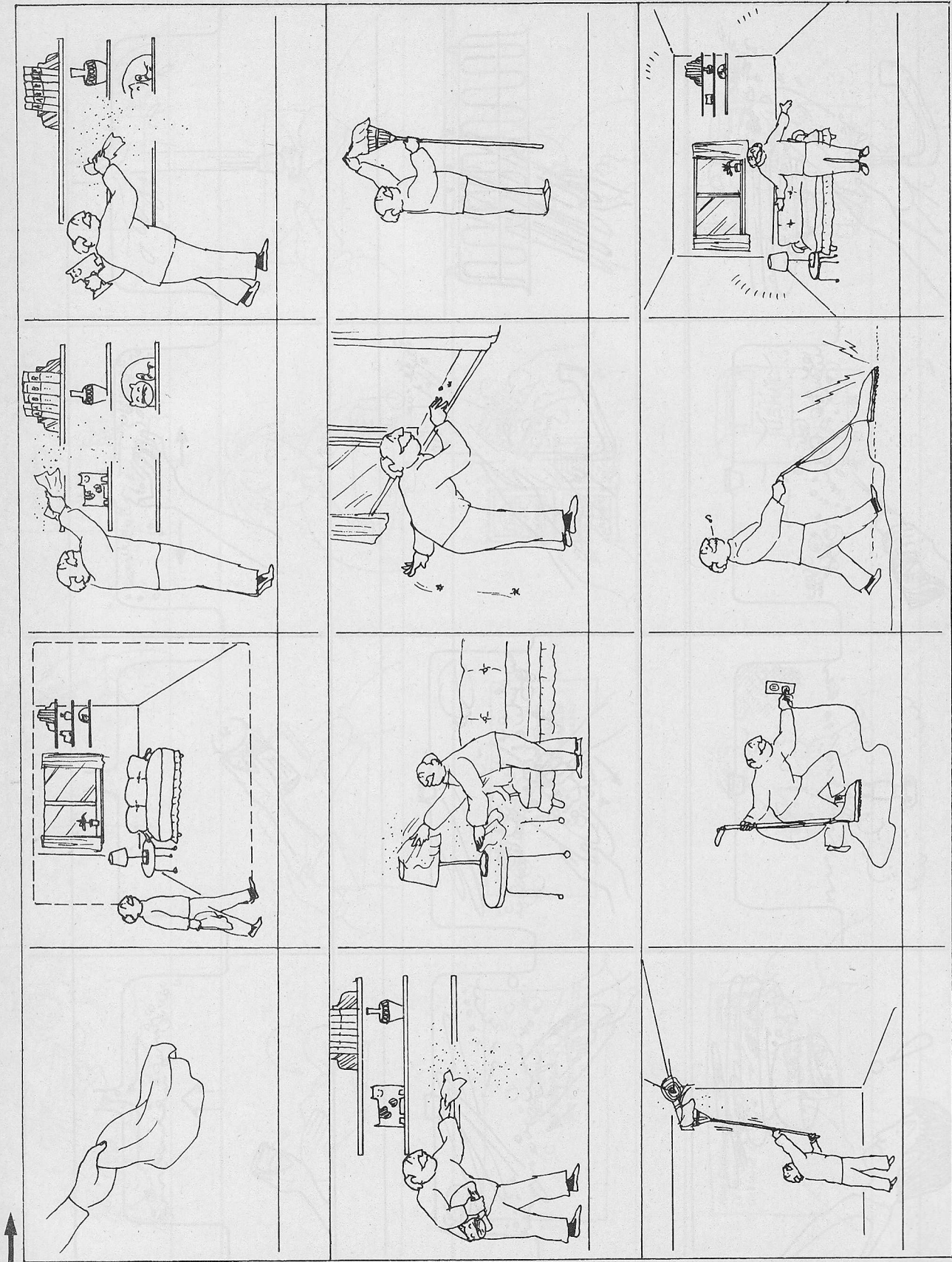


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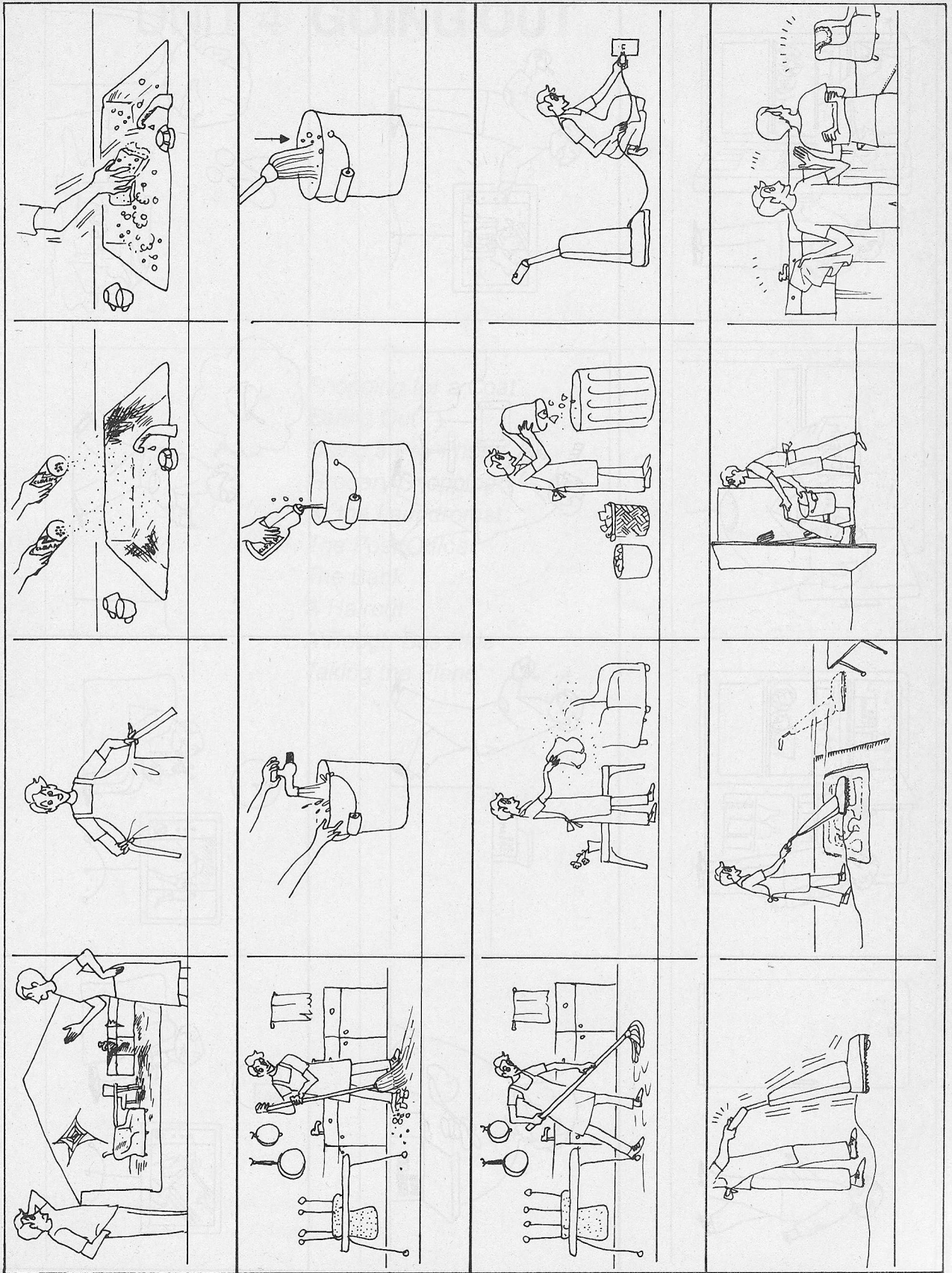
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Time to Clean House



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