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# UNIT 5 HOLIDAYS AND LEISURE

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Before presenting the model lesson, try to activate students' background knowledge using TPR (pp. viii-ix) to introduce the new vocabulary. Use the sequence *Opening a Present* (p. 70). When students read the text and see the pictures, make class exchanges (see page 74).

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## LESSON PLAN: OPENING A PRESENT (p. 70)

### *Opening a Present*

*A Jack-O-Lantern for Halloween*

*A Thanksgiving Feast*

*Christmas*

*Valentine's Day*

*Wrapping a Present*

*A Sunday Drive*

*Going to the Movies*

*At the Beach*

*Taking Pictures*

7. Wrap it up and tie the ribbon.
8. Open the box and take it out.
9. Peek inside.
10. Wow! It's just what you wanted.
11. Open the box and take it out.
12. Say, "Oh, thank you!"

## EXERCISES

- Answers to Exercise 1
1. Jack-O-Lantern
  2. Feast
  3. Christmas
  4. Valentine's Day

Have beginning students first identify the action depicted in each picture briefly and then find the verb that corresponds to that action. (Some students will need help in sounding out the words.) Tell students to draw a line from the picture to the verb phrase. When they have completed the matching activity, ask students to demonstrate a few actions that are appropriate for gift-giving, such as "Untie the ribbon," "Tear open the package," "Lift off the lid," etc. If students don't know the names of the actions, help them by modeling the words and writing them on the board.

For intermediate and advanced students, try playing "What Can You Do With . . . ?" Divide the class into small groups of four or five students. Ask each group to choose one person as its "recorder." Tell the groups that you will name an object and that they are to think of as many verbs as they can to associate with it. (Don't name the object until you are ready to begin.) Set a time limit (three minutes works well; two minutes works better) and start everyone at the same time. At the end of the time, have each "recorder" read his/her group's list to the class. All verbs must be defensible by student explanation to be acceptable. The group with the most acceptable

## UNIT 5 Model Lesson

### Opening a Present

Before presenting the model lesson, review the general procedure for using TPR (pp. vii–viii) to introduce the text below and the picture sequence *Opening a Present* (p. 70). When students are familiar with both the text and the pictures, make class copies of the exercise sheet (p. 71).

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#### LESSON TEXT      OPENING A PRESENT\*(p. 70)

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1. You got a present from your friend!
2. Look it over.
3. Feel it.
4. Shake it and listen to it.
5. Guess what's inside.
6. Tear off the paper.
7. Wad it up and throw it away.
8. Open the box just a little.
9. Peek inside.
10. Wow! It's just what you wanted.
11. Open the box and take it out.
12. Say, "Oh, thank you!"

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#### EXERCISE      VERB PRACTICE

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##### Answers to Exercise:

1. Look it over.
2. Shake it.
3. Feel it.
4. Open it.

Have beginning students first identify the action depicted in each picture frame and then find the verb that corresponds to that action. (Some students will need help in sounding out the words.) Tell students to draw a line from the picture to the verb phrase. When they have completed the matching activity, ask students to demonstrate different actions that are appropriate for gift-giving, such as "Untie the ribbon," "Tear open the package," "Lift off the lid," etc. If students don't know the names of the actions, help them by modeling the words and writing them on the board.

With intermediate and advanced students, try playing "What Can You Do With . . .?" Divide the class into small groups of four or five students. Ask each group to choose one person as its "recorder." Tell the groups that you will name an object and that they are to think of as many verbs as they can to associate with it. (Don't name the object until you are ready to begin!) Set a time limit (three minutes works well; two minutes adds excitement) and start everyone at the same time. At the end of the time, have each "recorder" read his/her group's list to the class. All verbs must be defensible by student explanation to be acceptable. The group with the most acceptable verbs

\*Text for this sequence comes from page 22 of *Live Action English* by Elizabeth Romijn and Contee Seely (Hayward, Calif.: Alemany Press, 1989) and is used with the permission of the authors.

on its list wins. A variation of this game can be played with individual students listing verbs for various objects. Some good words for association are: *apple, piano, husband, cow, newspaper, child, job, cigarette, baby, rice, money, criminal.*

## ADDITIONAL ACTIVITIES

## READING CHECKS, DISCUSSION

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

### Reading Checks

Beginning-reading comprehension checks can be done by students in a number of ways: using cloze readings, making choices, correcting something, arranging a story in sequence. Here are two fast and easy checking activities suitable for beginning and low intermediate students:

**What's the Word?** Select the correct word in parentheses ( ).

1. You got a present from your (friend/box).
2. Look it (up/over).
3. (Guess/Peek) what's inside.
4. Wad up the paper and (take/throw) it away.
5. (Open/Close) the box just a little.
6. Wow! It's (just/isn't) what you wanted.

**What's Wrong?** Correct the story\*.

*You got a bomb from your friend. Look it back. Feel it. Shake it and hit it. Guess what's inside. Tear off your friend. Wad him up and throw him away. Close the box just a little. Peek-a-boo. Wow! It isn't what you wanted. Open the box and take it outside. Say, "Oh, no, thank you!"*

### Discussion

This picture sequence provides an opportunity for students to discuss gift-giving practices and the language associated with giving and receiving gifts.

With beginning students, practice roleplaying receiving a gift with phrases such as "Thank you," "Thank you so much," "Oh, thank you!" "You shouldn't have," "How kind of you!" "What a surprise!" and "I can't thank you enough." With more advanced students, discuss cultural differences involving gift-giving practices. (For example, people from some cultures do not open their gifts in front of the giver, whereas Americans tend to immediately acknowledge the gift.)

\*Thanks to fellow teacher Kristin Bach for this story from one of her lessons.

Discuss the occasions when gifts are given or exchanged and the kinds of gifts that are appropriate. Ask your students about their native customs and celebrations. Compare cultural practices surrounding birthdays, weddings, anniversaries, births, deaths, and so forth.

## Verb Lists

### A JACK-O-LANTERN FOR HALLOWEEN (p. 72)

- |                     |               |
|---------------------|---------------|
| 1. carve            | 6. wait (for) |
| 2. cut (off) (out)  | 7. melt       |
| 3. take (off)       | 8. drip       |
| 4. clean (out) (up) | 9. stick      |
| 5. light            | 10. put (on)  |

### A THANKSGIVING FEAST (p. 73)

- |               |           |
|---------------|-----------|
| 1. have       | 8. say    |
| 2. set        | 9. carve  |
| 3. take (out) | 10. serve |
| 4. put        | 11. pass  |
| 5. call       | 12. eat   |
| 6. is (it's)  | 13. am    |
| 7. sit (down) |           |

### CHRISTMAS (p. 74)

- |              |               |
|--------------|---------------|
| 1. is (it's) | 9. tuck       |
| 2. wrap      | 10. wake (up) |
| 3. sing      | 11. pick (up) |
| 4. put       | 12. shake     |
| 5. bake      | 13. unwrap    |
| 6. write     | 14. play      |
| 7. hang (up) | 15. have      |
| 8. leave     | 16. say       |

### VALENTINE'S DAY (p. 75)

- |              |           |
|--------------|-----------|
| 1. is (it's) | 6. draw   |
| 2. want (to) | 7. cut    |
| 3. give      | 8. unfold |
| 4. get       | 9. write  |
| 5. fold      | 10. say   |

### WRAPPING A PRESENT (p. 76)

- |                       |         |
|-----------------------|---------|
| 1. wrap (up) (around) | 5. cut  |
| 2. put                | 6. tie  |
| 3. fold               | 7. make |
| 4. tape               | 8. give |

### A SUNDAY DRIVE (p. 77)

- |                                |                     |
|--------------------------------|---------------------|
| 1. are (you're)                | 7. slow (down)      |
| 2. going (for)                 | 8. signal           |
| 3. start                       | 9. turn (on)        |
| 4. look (behind) (in front of) | 10. count           |
| 5. pull (out) (into)           | 11. look (at) (for) |
| 6. drive (through) (over)      | 12. want (to)       |
|                                | 13. get (out)       |
|                                | 14. stop            |
|                                | 15. take            |

### GOING TO THE MOVIES (p. 78)

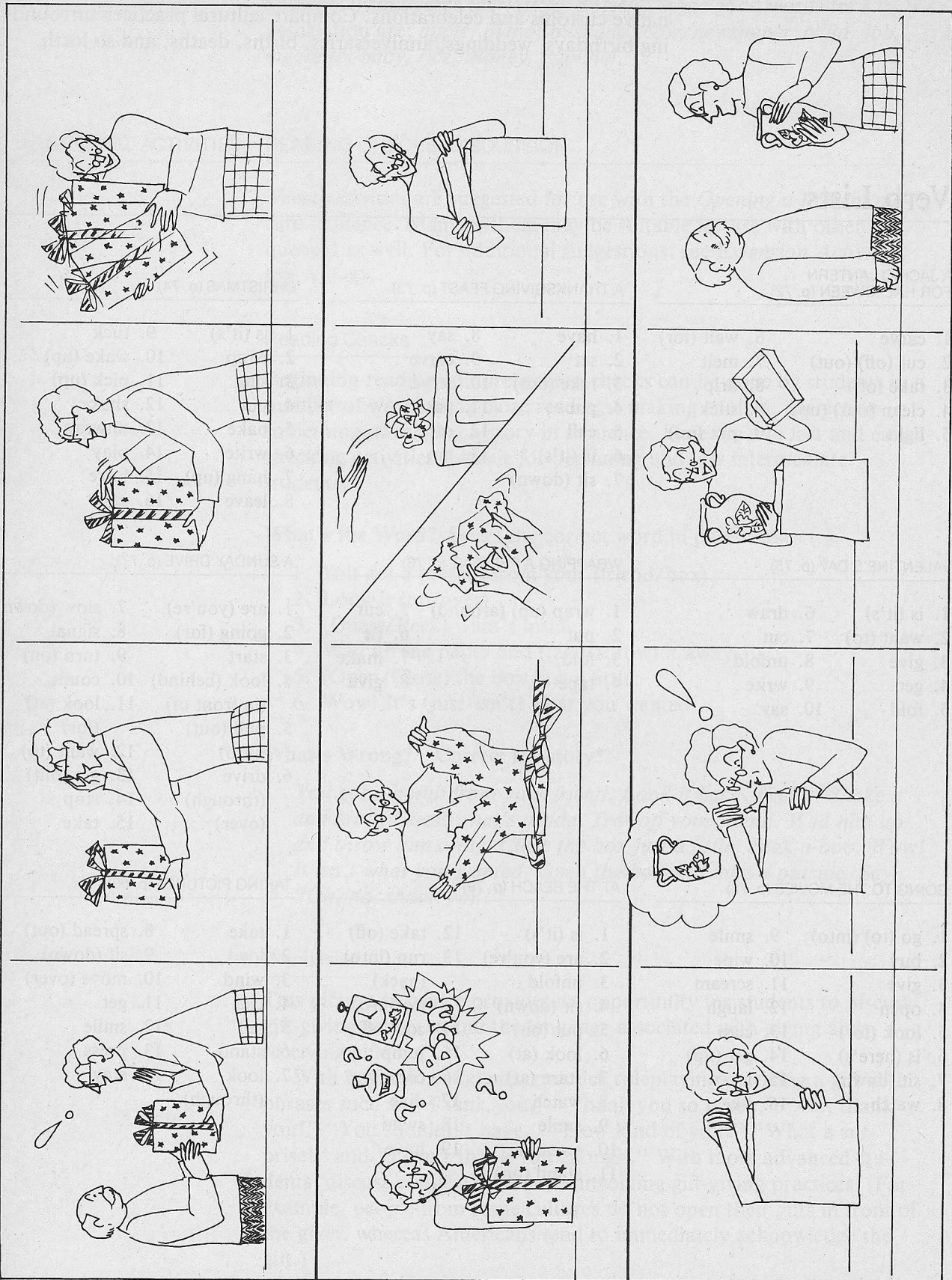
- |                   |              |
|-------------------|--------------|
| 1. go (to) (into) | 9. smile     |
| 2. buy            | 10. wipe     |
| 3. give           | 11. scream   |
| 4. open           | 12. laugh    |
| 5. look (for)     | 13. clap     |
| 6. is (here's)    | 14. get (up) |
| 7. sit (down)     | 15. leave    |
| 8. watch          | 16. like     |

### AT THE BEACH (p. 79)

- |                 |                       |
|-----------------|-----------------------|
| 1. is (it's)    | 12. take (off)        |
| 2. are (you're) | 13. run (into) (back) |
| 3. unfold       | (toward)              |
| 4. sit (down)   | 14. cool off          |
| 5. put (on)     | 15. jump              |
| 6. look (at)    | 16. come              |
| 7. stare (at)   | 17. dive              |
| 8. watch        | 18. swim              |
| 9. smile        | 19. have              |
| 10. sweating    |                       |
| 11. stand (up)  |                       |

### TAKING PICTURES (p. 80)

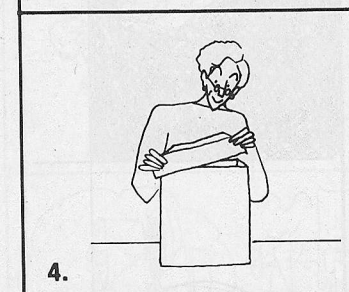
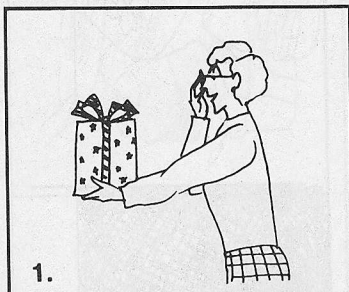
- |                   |                 |
|-------------------|-----------------|
| 1. take           | 8. spread (out) |
| 2. load           | 9. sit (down)   |
| 3. wind           | 10. move (over) |
| 4. use            | 11. get         |
| 5. tell           | 12. smile       |
| 6. stand          | 13. press       |
| 7. look (through) | 14. stay        |



EXERCISE **Verb Practice**

*Opening a Present*

**Directions:** Draw a line from each picture to the sentence it matches.



*What can you do with a present?*

Feel it.

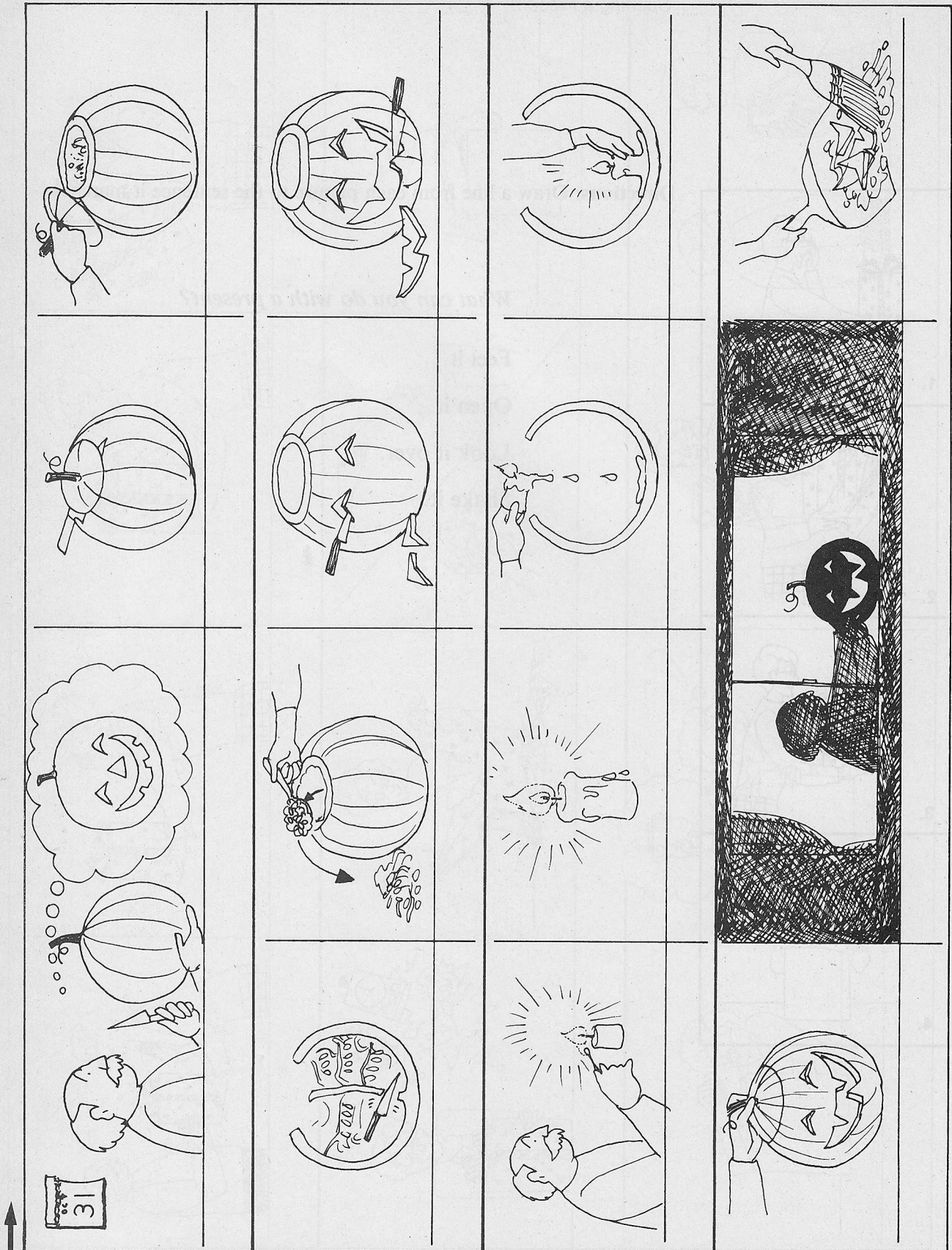
Open it.

Look it over.

Shake it.

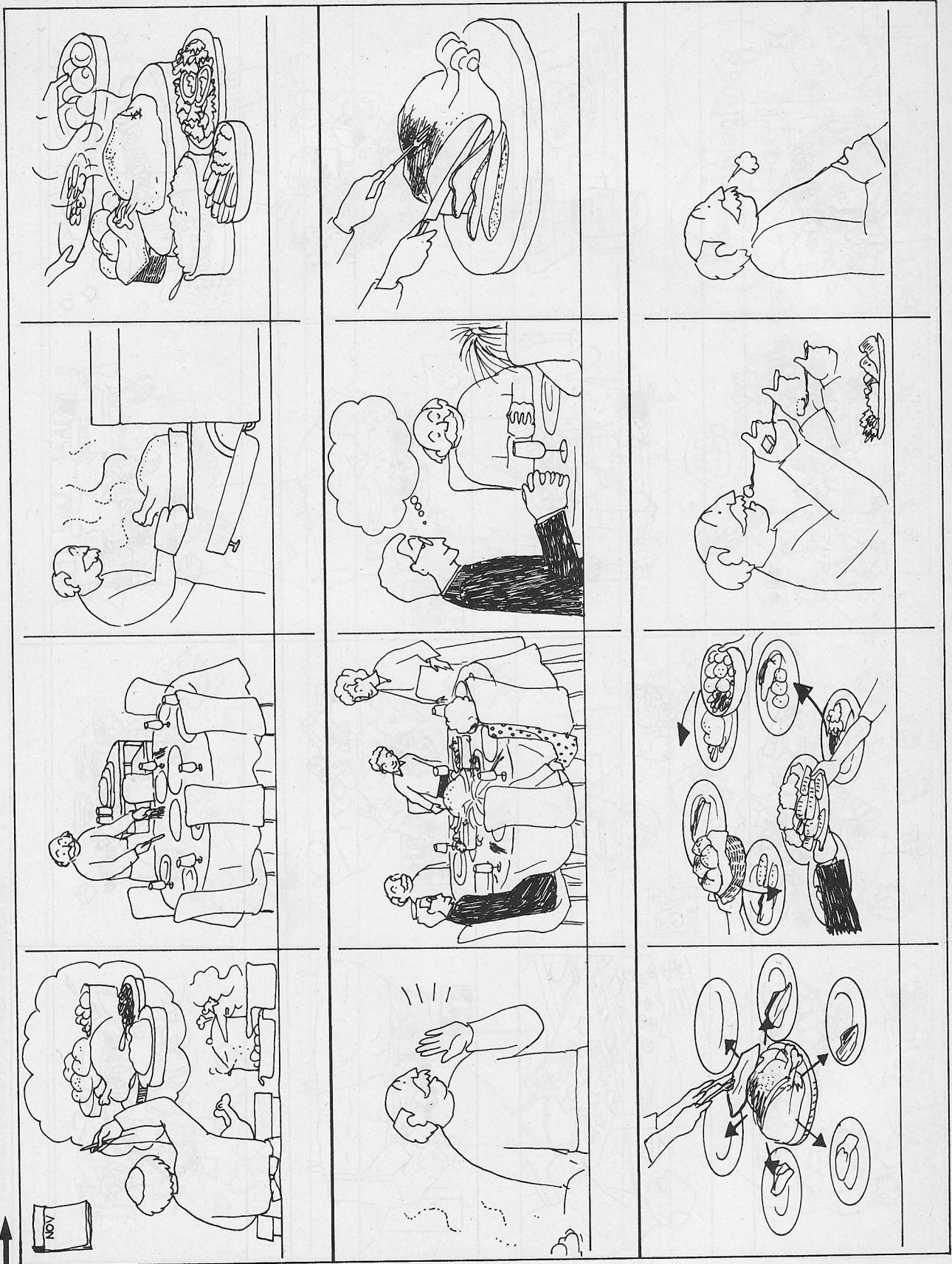
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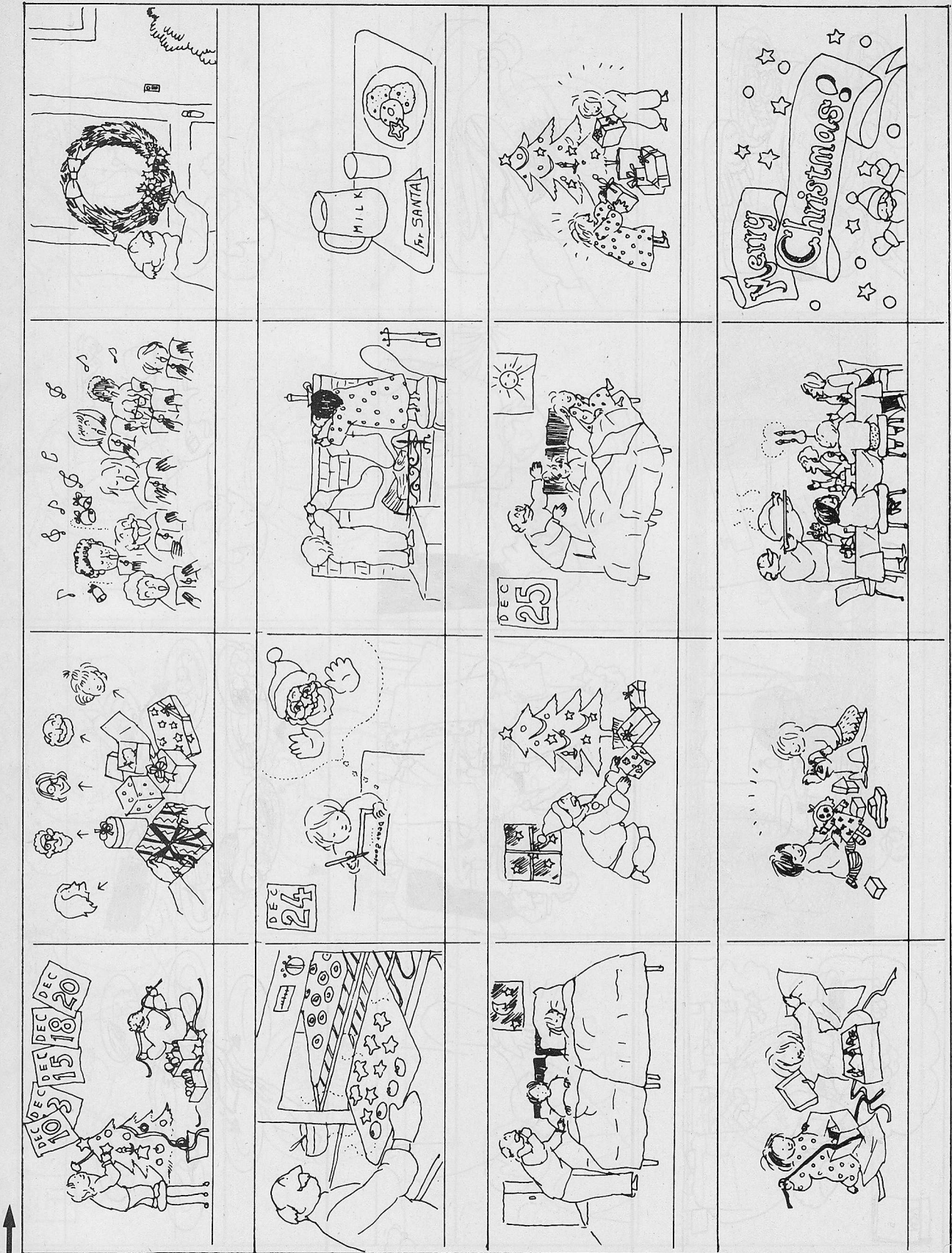
# A Thanksgiving Feast

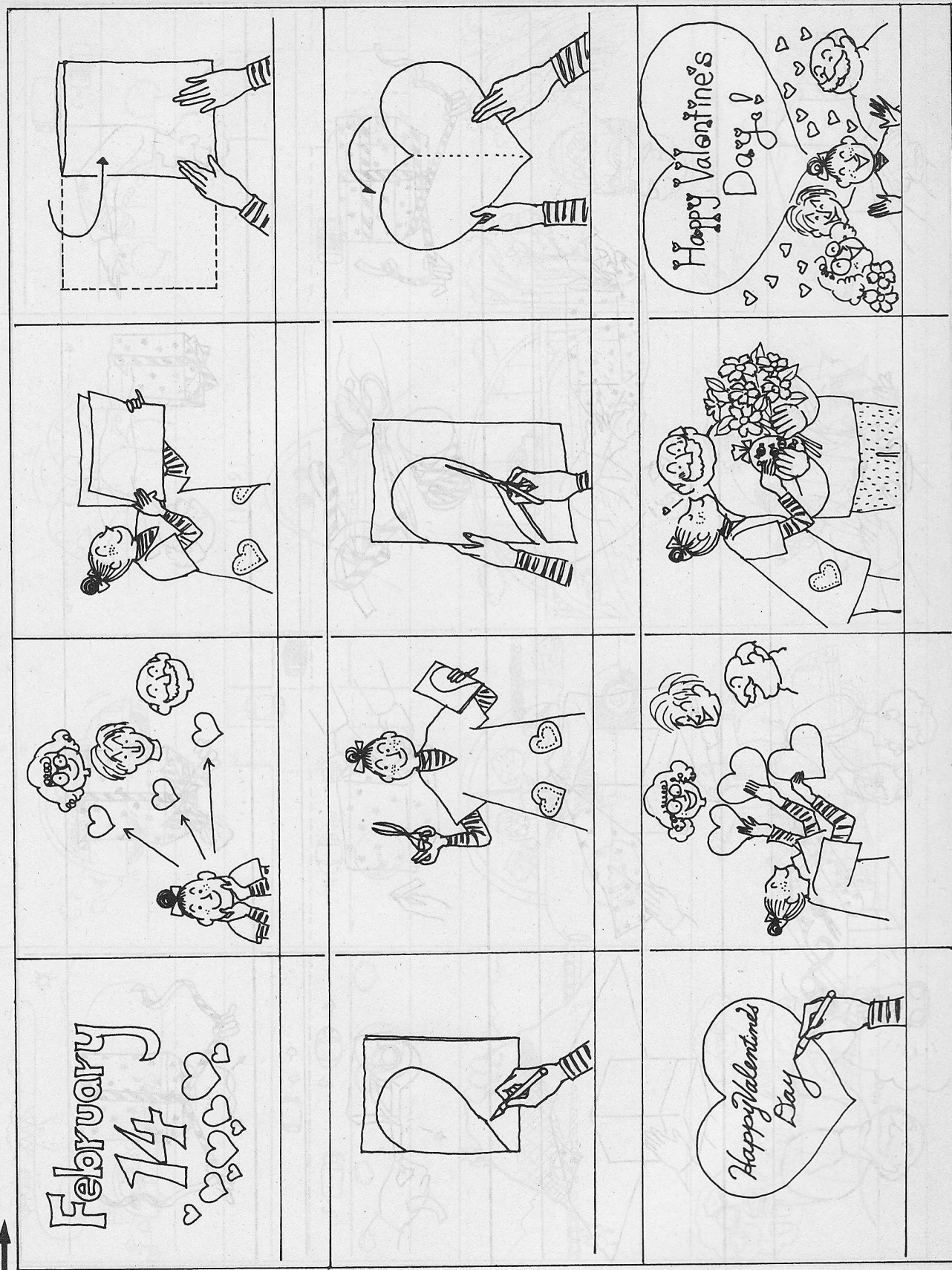


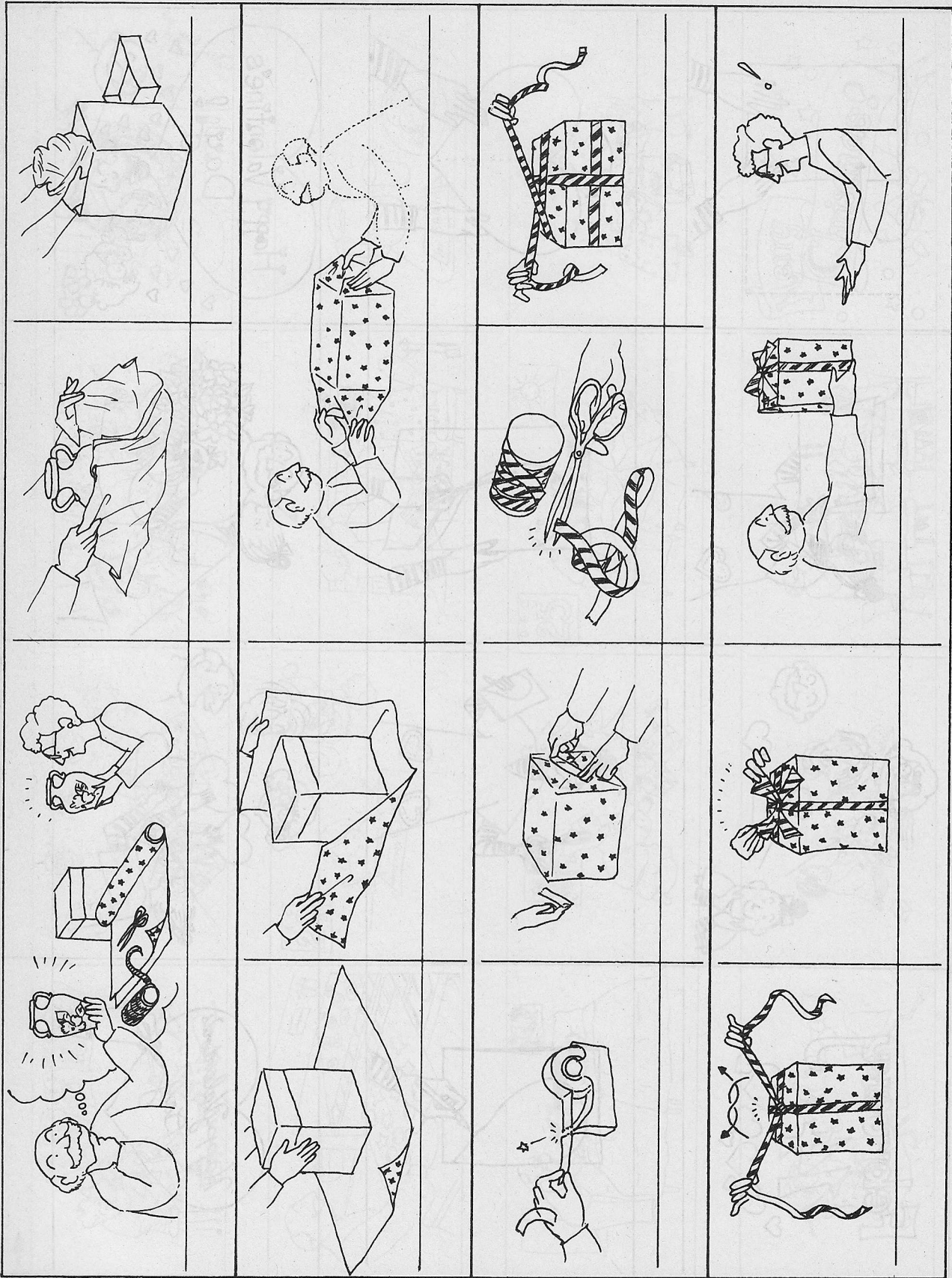
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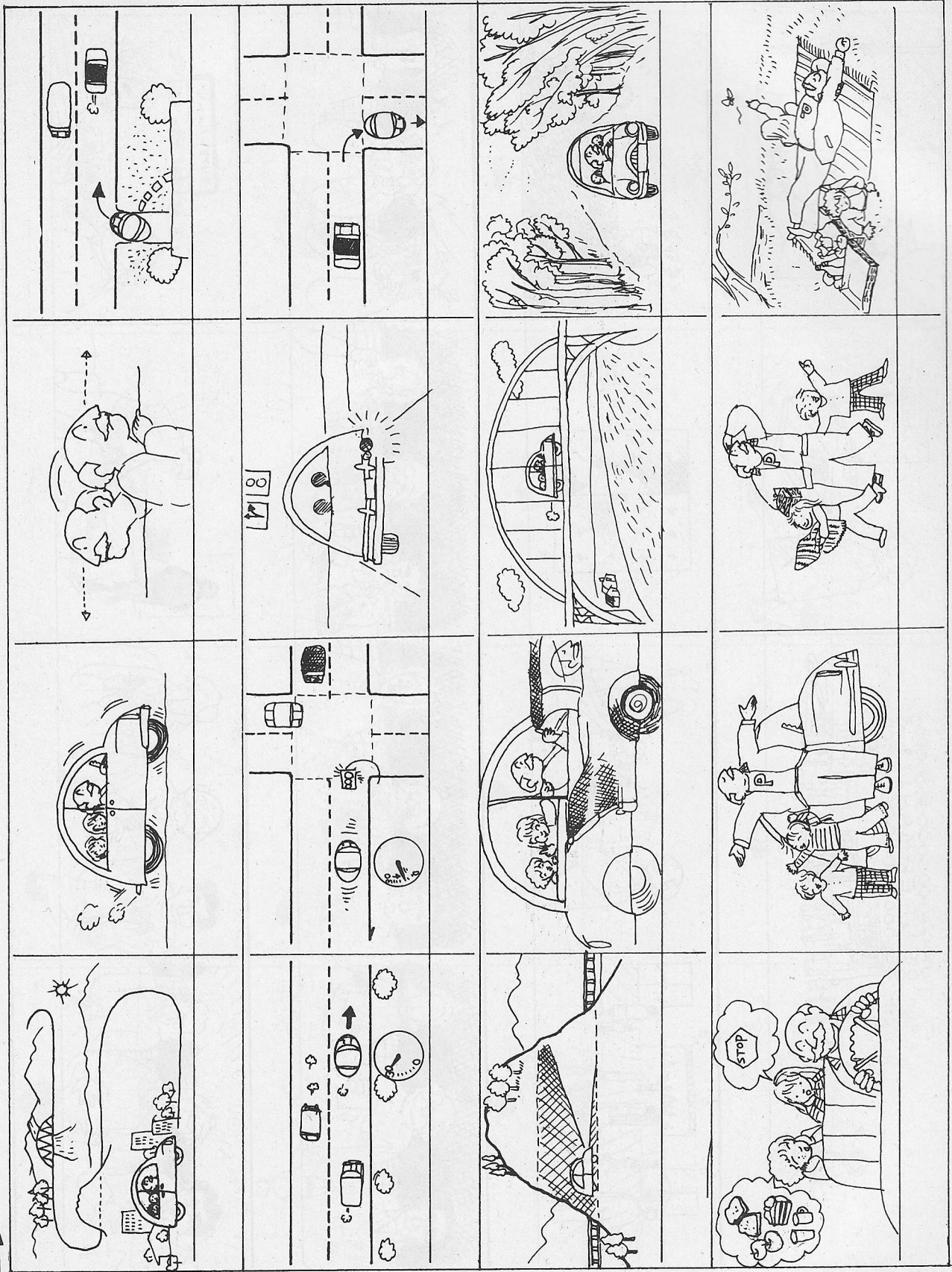


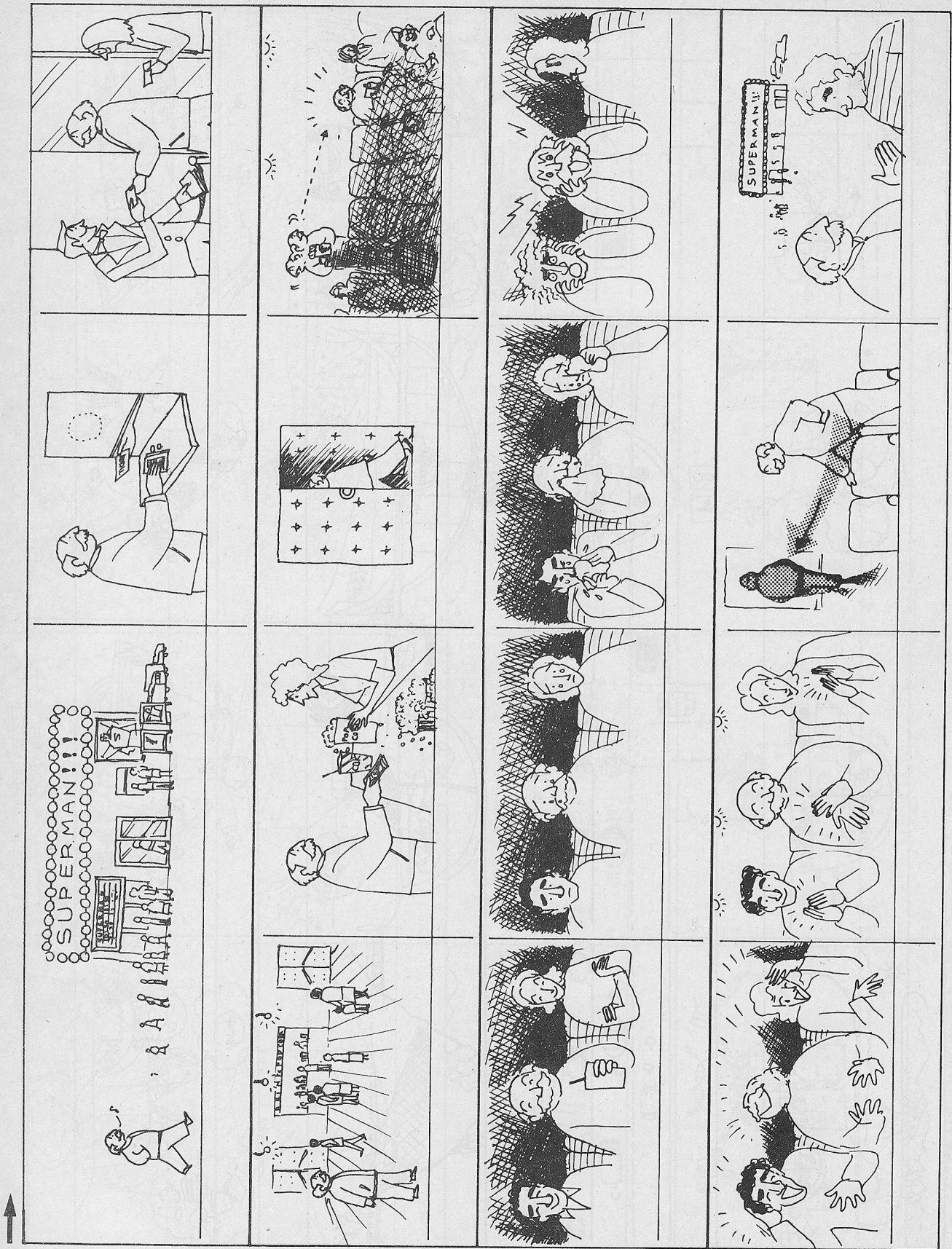


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A Sunday Drive

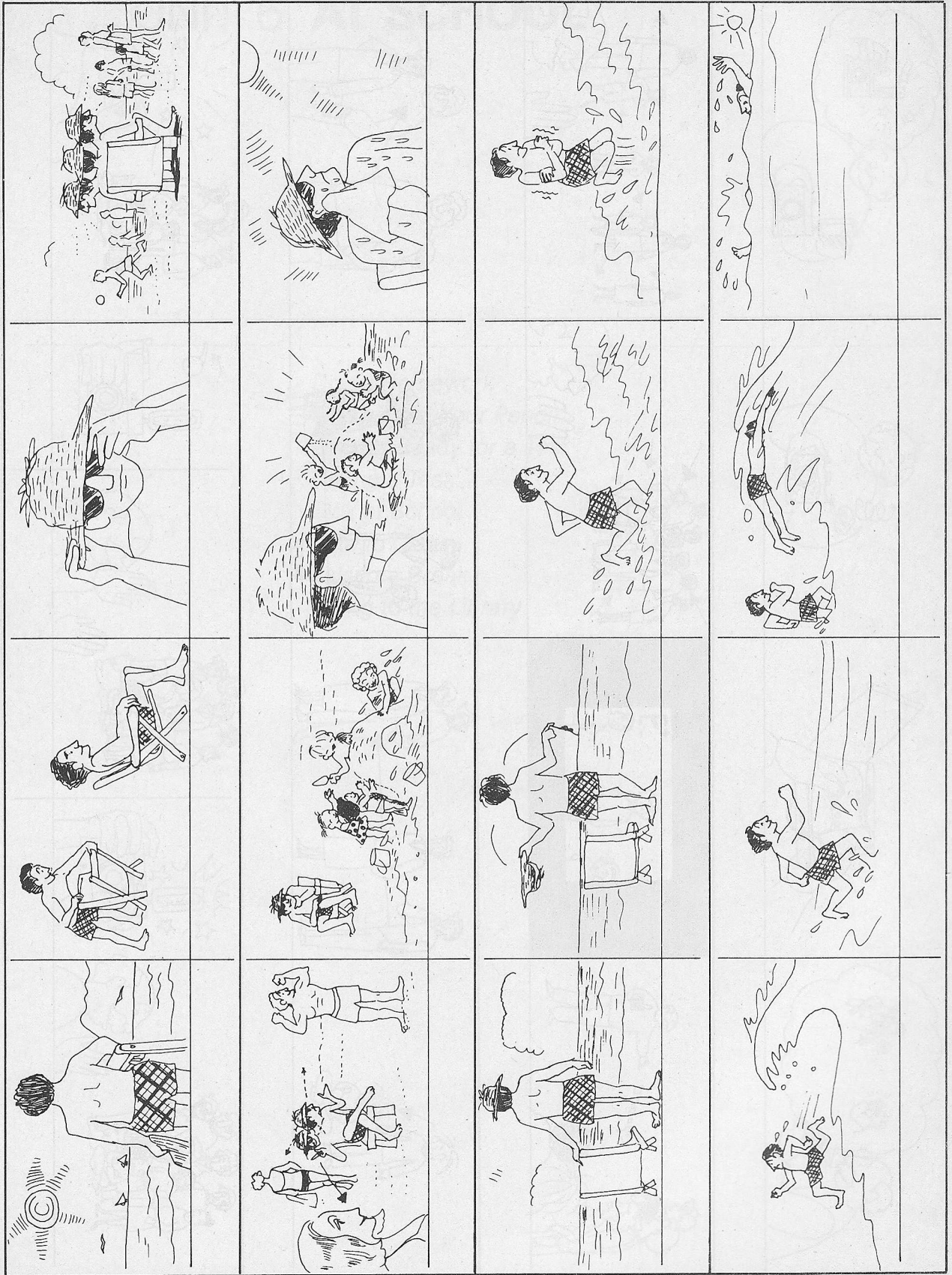
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At the Beach



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