

UNIT 6 AT SCHOOL

Before presenting the model lesson, review the general procedure using TPR (pp. 70-71) to introduce the text below and the picture sequence *Doing Homework* (p. 16). When students are familiar with the text and the pictures, make class copies of the exercise sheet.

LESSON TEXT DOING HOMEWORK (p. 16)

Doing Homework
Sharpening Your Pencil
Getting Ready for a Test
Taking a Test
Sick at School
Late to Class
Taking a Break
Going to the Library

9. The program is over.
10. Go back to your homework.
11. You want to listen to music.
12. Turn on the radio.
13. The music is great! Dance around.
14. It's getting late. You have to get to work.
15. Sit down and do your homework.
16. Finally, you're finished.
17. Put your stuff away.

EXERCISE QUESTIONS AND ANSWERS

Answers to Exercise:

1. Why is he getting up early?
To the kitchen.
2. Why is he watching TV?
He's turning on the radio.
3. Why is he dancing?
The music is great.
4. Why is he putting his belongings away?
The program is over.

Using the pictures from *Doing Homework*, have students practice responding to questions you pose. To make sure all students receive practice, make this an oral drill and move from one picture to the next, one student to the next. Point to the picture sequence as you ask questions. For example:

Teacher: "What does he have today?"

Student 1: "Homework."

Teacher: "What does he get ready?"

Student 2: "His paper, books, and pencil." (And so on.)

With beginning students, be careful not to mix question forms (Yes/No with WH- questions) until students have had sufficient practice with each form.

After students have had some practice in answering questions, select one picture from the sequence and ask several questions. For example:

Teacher: "Where is he going?"

Student 1: "To get an apple," or "To the kitchen."

Teacher: "What is he thinking about?"

Student 2: "An apple." (And so on.)

Doing Homework

Before presenting the model lesson, review the general procedure for using TPR (pp. vii-viii) to introduce the text below and the picture sequence *Doing Homework* (p. 86). When students are familiar with both the text and the pictures, make class copies of the exercise sheet (p. 87).

LESSON TEXT DOING HOMEWORK (p. 86)

- | | |
|---|---|
| 1. You have a lot of homework today. | 9. The program is over. |
| 2. Get your books, paper, and pencil ready. | 10. Go back to your homework. |
| 3. Sit down to study. | 11. You want to listen to music. |
| 4. Open your book. | 12. Turn on the radio. |
| 5. You're hungry. Go get an apple. | 13. The music is great! Dance around. |
| 6. Go back to your homework. | 14. It's getting late. You have to get to work. |
| 7. Your favorite TV program is on. | 15. Sit down and do your homework. |
| 8. Go watch TV. | 16. Finally, you're finished. |
| | 17. Put your stuff away. |

EXERCISE QUESTIONS AND ANSWERS

Answers to Exercise:

1. Why is he getting up/going to the kitchen?
2. Why is he watching TV?
3. Why is he turning on the radio?
4. Why is he dancing?
5. Why is he putting his books/things away?

Using the pictures from *Doing Homework*, have students practice responding to questions you pose. To make sure all students receive practice, make this an oral drill and move from one picture to the next, one student to the next. Point to the picture sequence as you ask questions. **For example:**

Teacher: "What does he have today?"

Student 1: "Homework."

Teacher: "What does he get ready?"

Student 2: "His paper, books, and pencil." (And so on.)

With beginning students, be careful not to mix question forms (Yes/No with WH— questions) until students have had sufficient practice with each form.

After students have had some practice in answering questions, select one picture from the sequence and ask several questions about it. **For example:**

Teacher: "Where is he going?"

Student 1: "To get an apple," or "To the kitchen."

Teacher: "What is he thinking about?"

Student 2: "An apple." (And so on.)

You can change the question from *he* to *you* to *we*, or from the present tense to the past to the continuous.

After modeling the questions for students to answer, ask the students to pose questions to each other, first as a class, then in pairs or small groups. Follow up with students dictating questions for you to write on the board or on a transparency.

Distribute copies of the worksheet (p. 87) and have students write both questions and answers. Since Why questions allow for multiple answers, have students practice giving more than one acceptable answer to each question.

Have high beginning or intermediate students write, on separate sheets of paper, as many questions as they can about each picture on the worksheet. Then, have students exchange papers and try to answer each others' questions to see whether or not they are clearly written.

You can also have teams of three or four students compete to see how many questions each team can write for a particular picture or set of pictures.

ADDITIONAL ACTIVITIES GRAMMAR, ROLEPLAYING, DISCUSSION

These activities are suggested for use with the *Doing Homework* 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

Should/shouldn't You can use the model lesson worksheet (p. 87) to practice modals of obligation and advisability. Use an overhead projector or delete the original instructions on the worksheet and tell your students to write sentences using *should* and *shouldn't*. Have students work individually or in small groups writing advice on good study habits for the student pictured. Ask each group to think of at least five suggestions starting with "He should . . ." or "He shouldn't . . .". Some words you might introduce are: *concentrate, procrastinate, avoid, self-control, distractions*. Some idioms to introduce are: *stick with it, put your nose to the grindstone, get down to business, fool around, waste time, put off*.

Roleplaying

Have students write and roleplay dialogs between a concerned parent and the student pictured. What would a concerned parent say? What would an angry parent say? Use some of these openers:

Concerned parent: "I'm really concerned about . . ."
"It bothers me to see you . . ."
"I'd like to talk to you about . . ."

Angry parent: "Enough is enough!"
"That does it!"
"How many times do I have to tell you . . .?"
"Now listen, . . ."

Discussion

A common human tendency is to avoid doing what is boring, tiresome, or difficult. Talk with your students about avoidance (procrastination) and why people avoid doing some things. Ask students what they put off or avoid doing. (Remember to point out the use of the *V + ing* gerund form following *put off* and *avoid* if you make this a grammar lesson.) Have students interview each other to find out what each avoids doing and what each does instead (sleeps, reads, eats, watches TV, etc.). Do a class survey to discover the most creative and most frequent avoidance behaviors. Have students chart the most commonly avoided tasks and the most popular distractions.

Verb Lists

SHARPENING YOUR PENCIL (p. 88)

- | | |
|--------------|-----------------|
| 1. pick (up) | 7. stick |
| 2. look (at) | 8. sharpen |
| 3. feel | 9. clean |
| 4. is (it's) | 10. give (back) |
| 5. want | 11. write |
| 6. borrow | |

GETTING READY FOR A TEST (p. 89)

- | | |
|---------------|-------------------|
| 1. have (to) | 11. underline |
| 2. study | 12. think (about) |
| 3. get | 13. ask |
| 4. sit (down) | 14. is |
| 5. open | 15. answer |
| 6. read | 16. know |
| 7. close | 17. relax |
| 8. repeat | 18. need |
| 9. check | 19. dream |
| 10. remember | (about) |

TAKING A TEST (p. 90)

- | | |
|-----------------|----------------|
| 1. have | 8. sweating |
| 2. are (you're) | 9. tell |
| 3. look (at) | 10. relax |
| 4. is | 11. exhale |
| 5. take | 12. go (ahead) |
| 6. put (away) | 13. answer |
| 7. remember | (can't) |

SICK AT SCHOOL (p. 91)

- | | |
|-----------------------|---------------|
| 1. are (you're) | 9. say |
| 2. sitting | 10. ache |
| 3. feel (don't) | 11. have |
| 4. rest | 12. take |
| 5. ask | 13. call |
| 6. tell | 14. come |
| 7. write | 15. pick (up) |
| 8. is (what's) (it's) | 16. go |

LATE TO CLASS (p. 92)

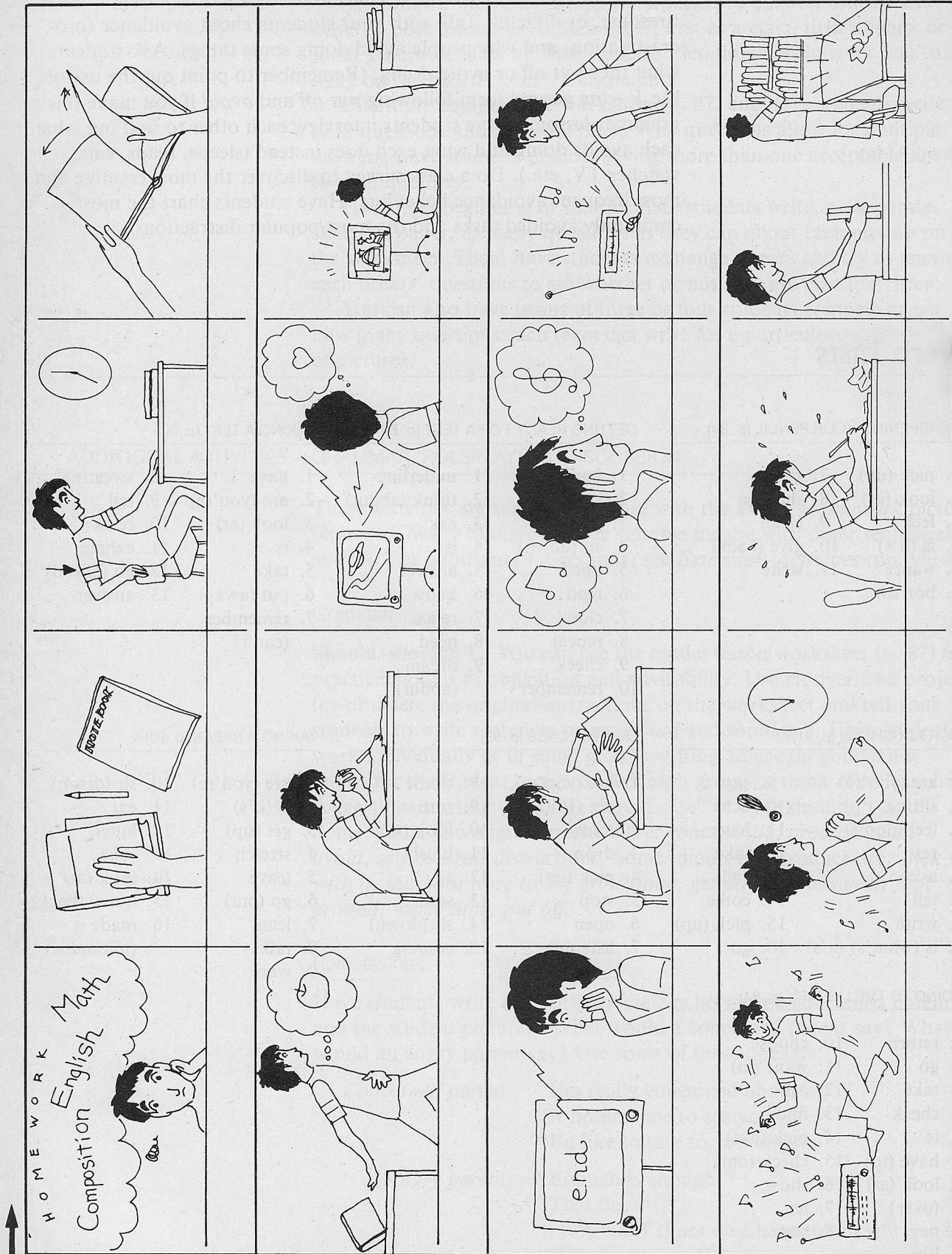
- | | |
|----------------------------------|----------------|
| 1. are (you're),
am (I'm), is | 8. tiptoe |
| 2. hurry | 9. turn |
| 3. drop | 10. look (at) |
| 4. pick (up) | 11. blush |
| 5. stop | 12. say |
| 6. open | 13. smile |
| 7. listening | 14. sit (down) |
| | 15. coming |

TAKING A BREAK (p. 93)

- | | |
|-----------------|------------------|
| 1. are (you're) | 10. sit (down) |
| 2. is (it's) | 11. eat |
| 3. get (up) | 12. laugh |
| 4. stretch | 13. joke |
| 5. leave | 14. look (at) |
| 6. go (out) | 15. hurry (back) |
| 7. lean | 16. made it |
| 8. talk | (idiomatic) |
| 9. want | |

GOING TO THE LIBRARY (p. 94)

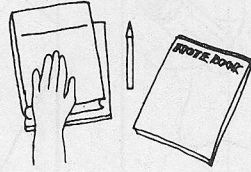
- | | |
|--------------|-----------------|
| 1. return | 10. choose |
| 2. go | 11. want (to) |
| 3. take | 12. ask |
| 4. check | 13. find |
| 5. is | 14. pick (out) |
| 6. have (to) | 15. check (out) |
| 7. look (at) | 16. show |
| (over) | 17. let |
| 8. pay | 18. say |
| 9. like | |



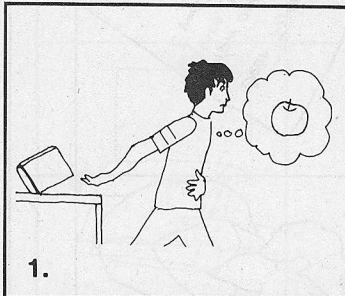
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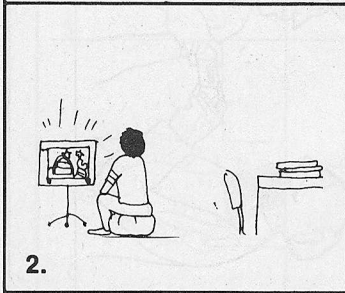
Doing Homework



Directions: Write questions for the pictures below, beginning with *Why*. (Example: "Why is he getting his books and paper ready?")



1. _____



2. _____



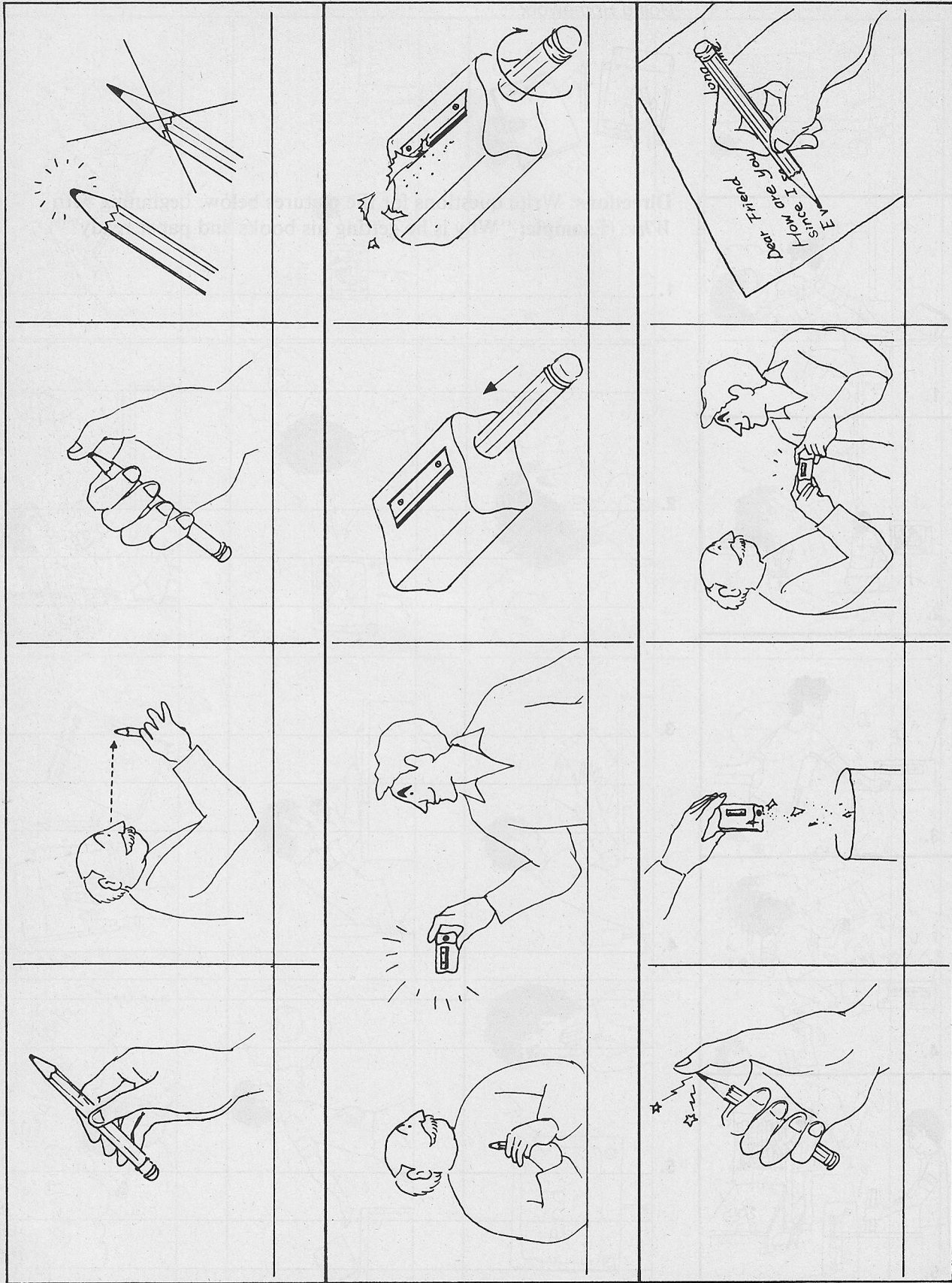
3. _____



4. _____

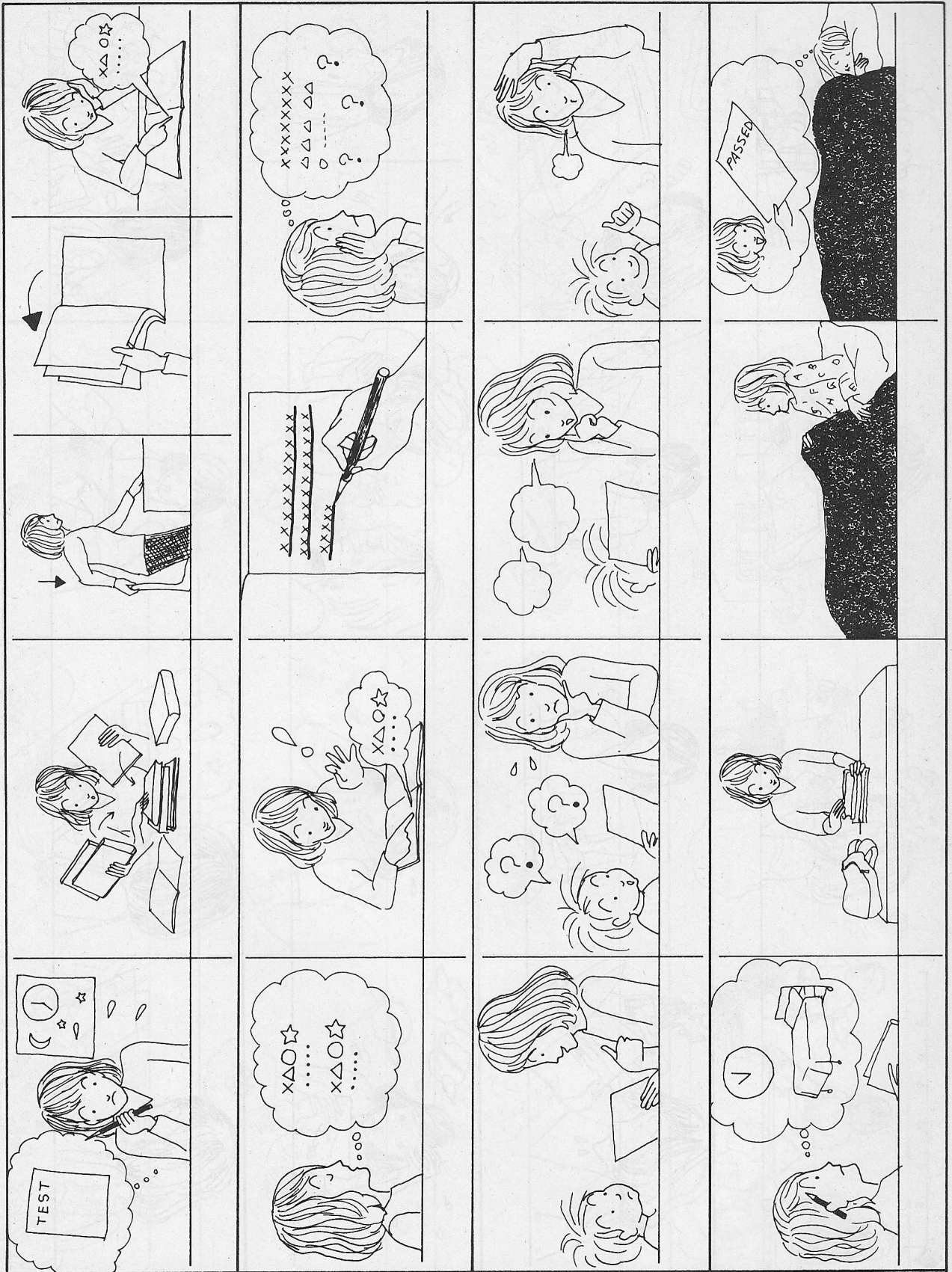


5. _____

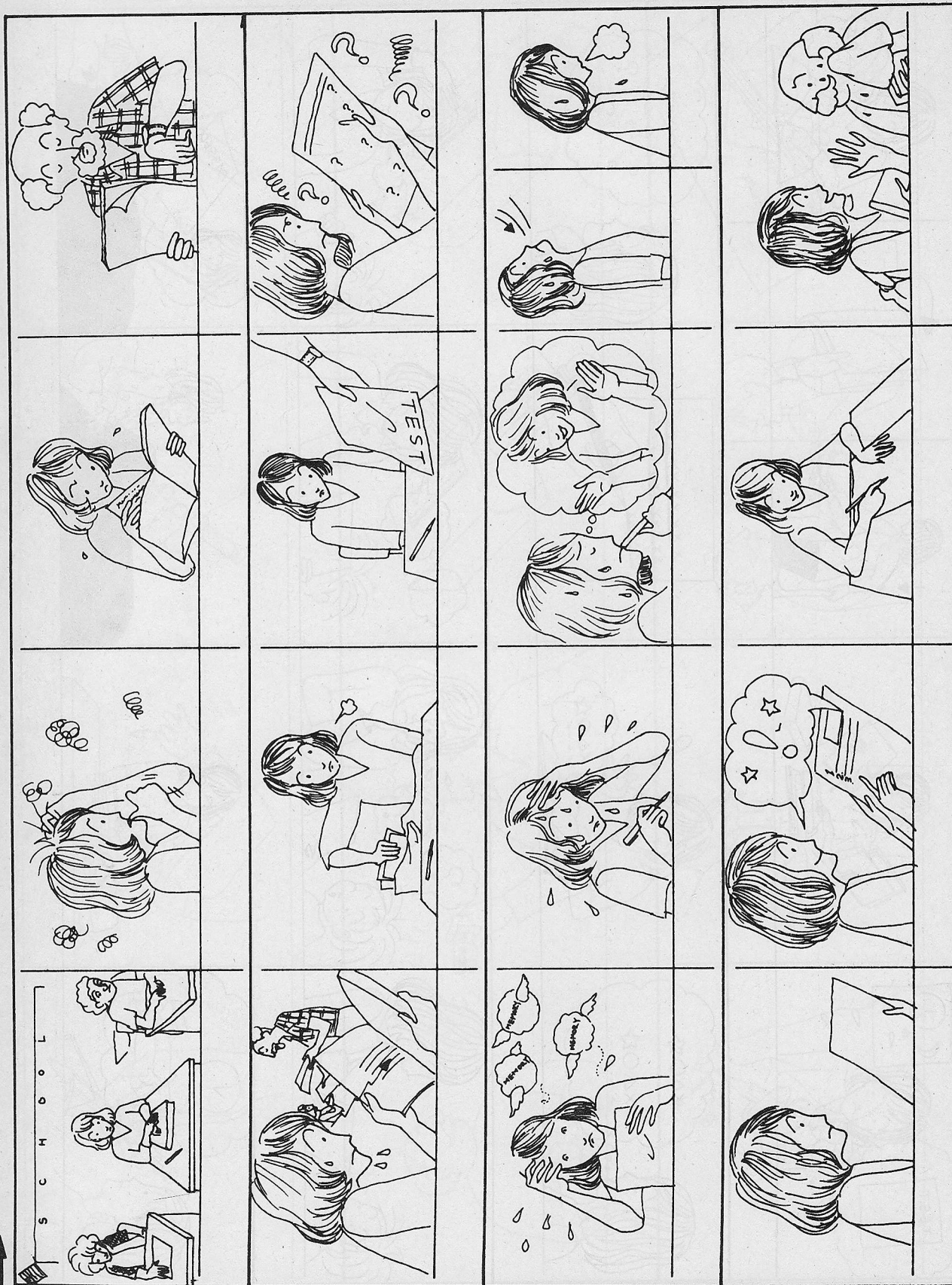


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Getting Ready for a Test



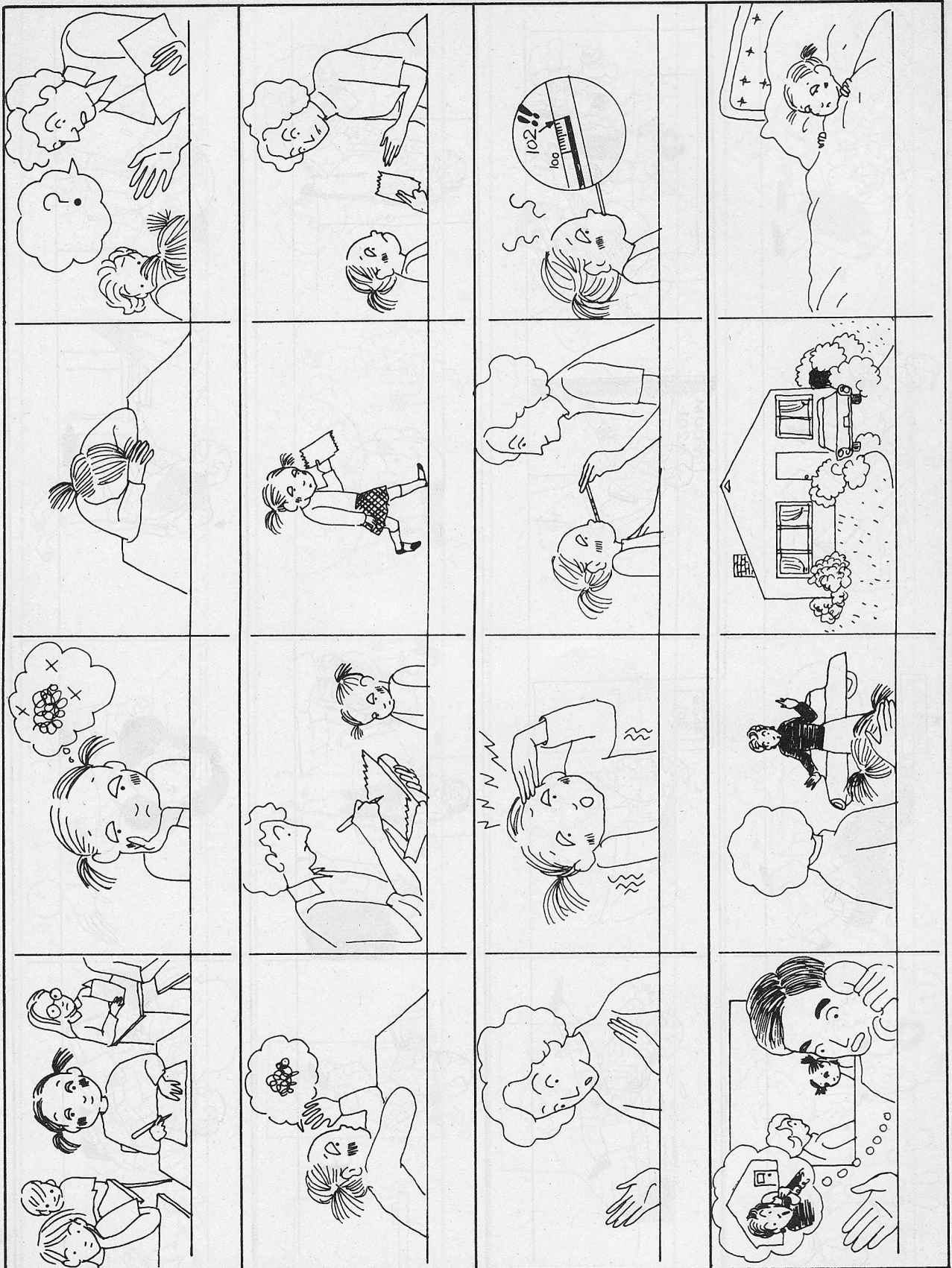
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Sick at School

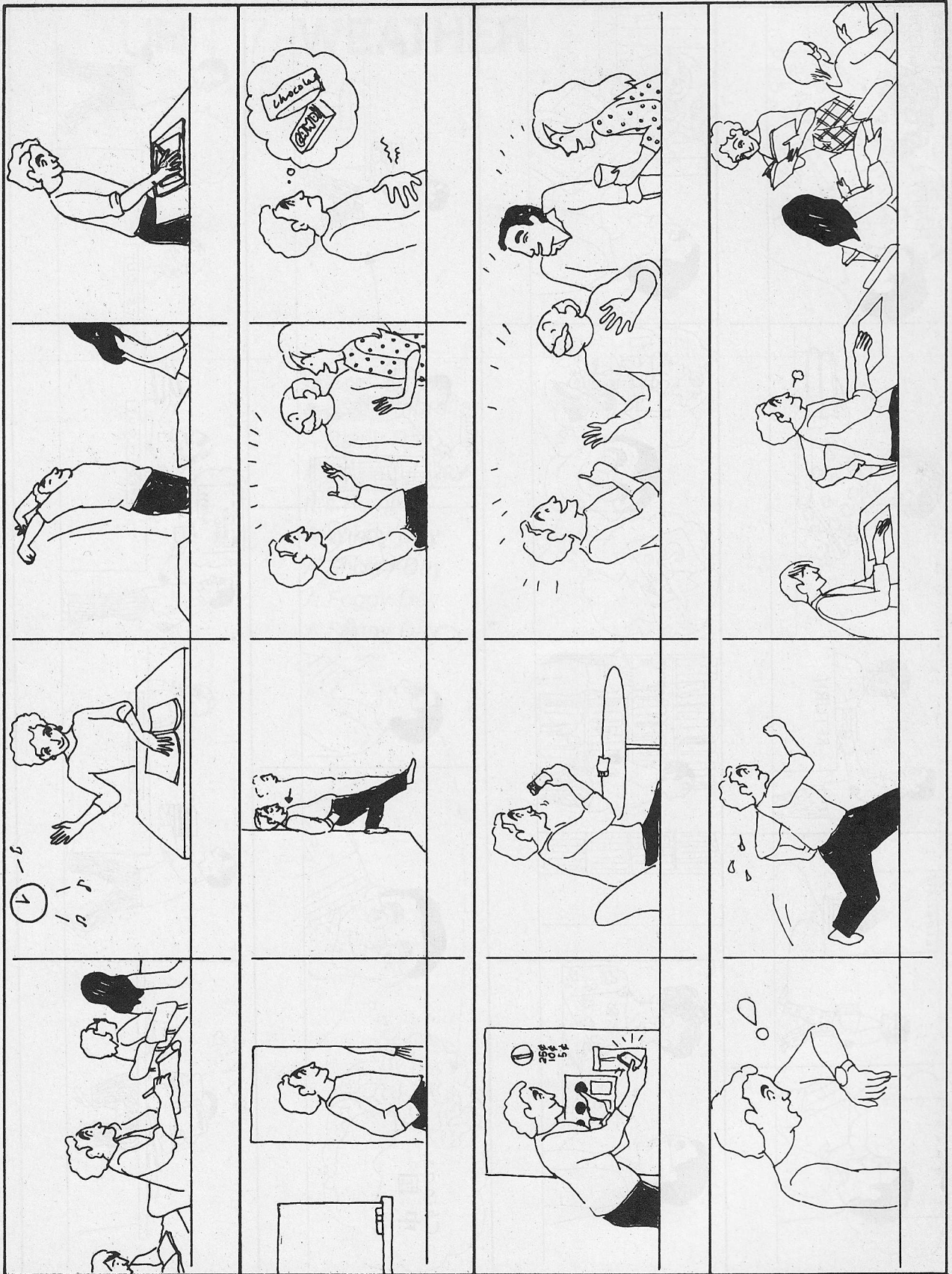


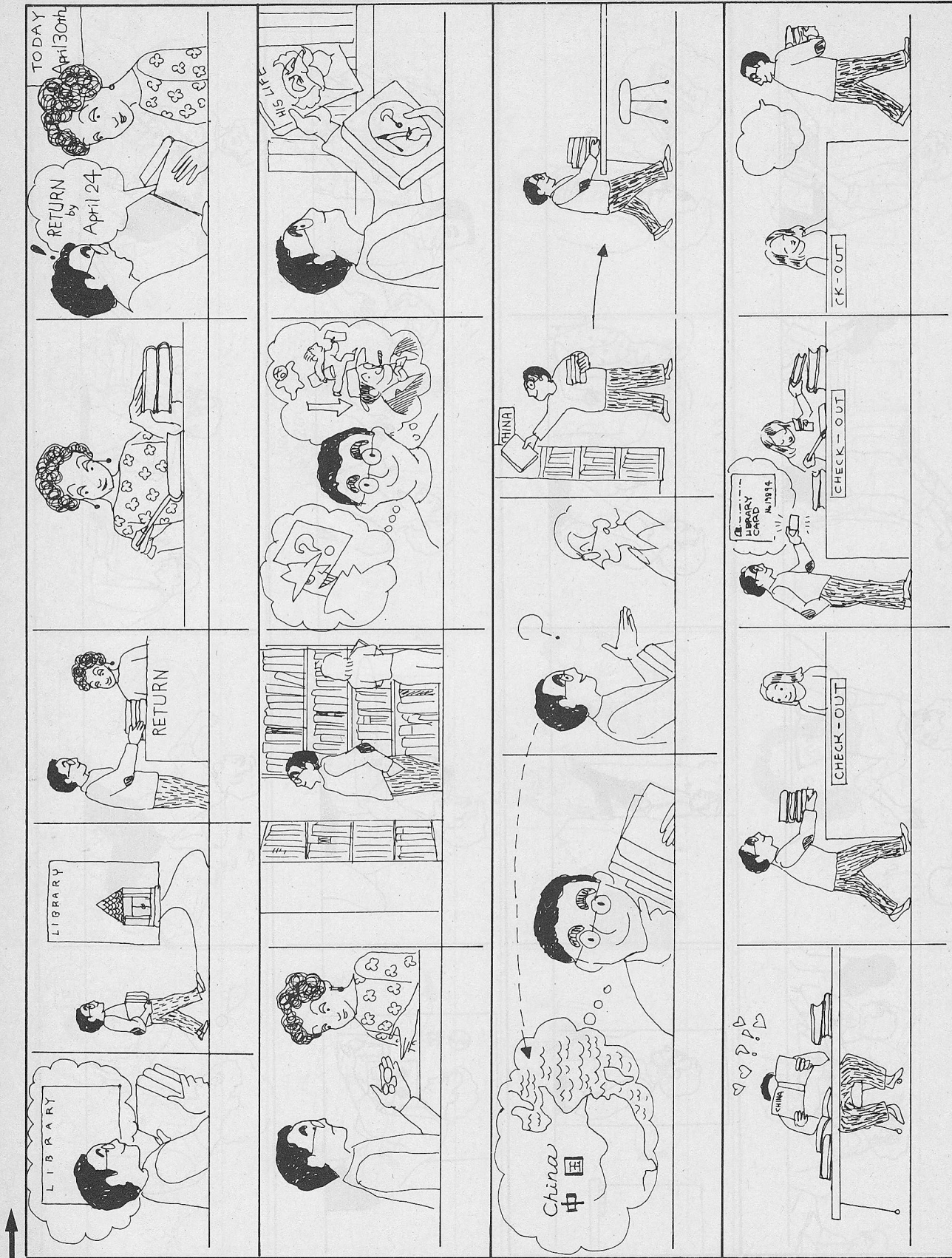
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