

UNIT 7 **Model Lesson**

A Lost Umbrella

Before presenting the model lesson, review the general procedure for using TPR (pp. vii-viii) to introduce the text below and the picture sequence *A Lost Umbrella* (p. 101). When students are familiar with both the text and the pictures, make class copies of the exercise sheet (p. 102).

LESSON TEXT A LOST UMBRELLA (p. 101)

- | | |
|---|---|
| 1. It's raining outside. | 9. Move the sofa. |
| 2. You need your umbrella. | 10. Look behind the sofa. It isn't there. |
| 3. You can't find it. | 11. You can't find it. |
| 4. Look in the closet. It isn't there. | 12. You're late for work. |
| 5. Look under the table. It isn't there. | 13. You have to go. |
| 6. Look under the chair. It isn't there. | 14. Put on your hat. |
| 7. Look on top of the bookcase. It isn't there. | 15. Open the door. |
| 8. Look under the newspapers. It isn't there. | 16. Oh, there it is, on the porch. |
| | 17. You found it. |

EXERCISE PREPOSITIONS

Answers to Exercise:

1. Look in the closet.
2. Look under the chair.
3. Look behind the sofa.
4. Look under the table.
5. Look on top of the bookcase.
6. Look under the newspapers.

This picture sequence is especially useful for teaching prepositions and vocabulary about the house. Additional prepositions that may be included in the exercise are: *in back of, underneath, through (the newspapers), next to, in front of*. You can also add different places in the house where students might look for something: on top of the refrigerator, next to the TV, behind the chair, on the hook in the closet, underneath the bed, and so on.

Before distributing the exercise sheet, write this sentence pattern on the board:

Look	} on		} closet
	} in		} table
	} under	the	} bookcase
	} on top of		} sofa
	} behind		} newspapers
			} chair

Have beginning students orally create sentences according to the pattern; then dictate sentences from the chart for students to write. Write the correct sentence on the board before you dictate the next sentence so that students receive immediate feedback. Once students understand how to use the chart, give them the exercise sheet to complete.

Ask your high beginning or low intermediate students to write sentences suggesting where to look for these items: a missing shoe (under the bed, next to the dog, under a table); a hat (on the shelf in the closet, under a coat, on your head); a lipstick (in a purse, in front of the mirror, on the dresser, underneath some tissue); and any other items commonly misplaced. Ask your students what they most frequently lose and where they can expect to find it.

ADDITIONAL ACTIVITIES

HIDE AND SEEK, ROLEPLAYING, PRONUNCIATION

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

Hide and Seek

Send two students out of the classroom. With the remaining students, decide where to hide an umbrella in the classroom. The hiding place should be reasonable so that students can describe it without too much difficulty. Hide the umbrella, then call the two students back into the room. Have one student tell the other where to look for the lost umbrella. The second student must respond after looking where directed. **For example:**

Student A: "Look behind the teacher's desk."

Student B (after looking): "It isn't there."

It's a good idea to set a time limit (three minutes is enough) and encourage the rest of the class to provide help: "You're getting closer," "You're close," "You're too far," and so on. When the two students find the umbrella, they can choose two other students to replace them and repeat the game.

Roleplaying

A Lost Umbrella provides students with the opportunity to practice offering suggestions to one another. Create (or ask students to think of) situations in which someone is looking for something, deciding to buy something, or wondering what to do, and someone else offers suggestions. Try these phrases as roleplay openers: "Why don't you . . .?" "How about . . .?" "Do you think . . .?" "Have you tried . . .?" or "Maybe you should . . ."

Here are some situations for your students to roleplay:

1. Your friend misplaced a prescription for some medicine s/he needs. Offer some suggestions about where s/he might look.

2. Your sister wants to buy a pair of earrings for a friend. Offer some suggestions about where she might find some.
3. A good friend tells you s/he has received a letter from friends in his/her native country. They want to send their 15-year-old daughter to stay with him/her for two months. Your friend has a large family and a small apartment. Offer some suggestions.

After roleplaying a few dialogs, have students write about their own experiences losing something. Ask students to read their stories aloud and have other students offer suggestions about what to do, using the dialog openers. Be sure students change the verbs to the past tense if they are discussing a previous problem or experience.

Pronunciation

On the/under the Beginning students often have problems with the phrases *on the* and *under the*. Practice aurally first by having students respond to commands such as "Put the pencil on the table/under the table." (Tapping a pencil to demonstrate the syllabic differences sometimes helps.) After students have practiced discriminating between the two phrases, have them do the following written exercise in pairs:




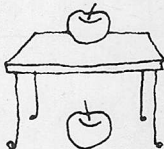
PARTNER A

Directions: Read sentence a. or b. to your partner.

- 1a. Write your name on the line.
b. Write your name under the line.
- 2a. Draw a circle around the ▲ under the line.
b. Draw a circle around the ▲ on the line.
- 3a. Draw a man standing on the line.
b. Draw a man standing under the line.
- 4a. Draw a bird on the tree.
b. Draw a bird under the tree.
- 5a. Point to the apple on the table.
b. Point to the apple under the table.

PARTNER B

Directions: Listen as your partner reads a sentence. Then, do what the sentence tells you.

1.	_____
2.	3.
	
4.	5.
	

Verb Lists

A RAINY DAY (p. 103)

1. are (you're)
2. walking
3. is (there's)
4. stop, stopped
5. step (over)
6. raining
7. be
8. slip
9. fall (down)
10. get (up) (out)
11. look (at)
12. go (back)
13. stamp
14. jump
15. change

A BEAUTIFUL DAY (p. 104)

1. what
2. sigh
3. go
4. stretch
5. yawn
6. lie (down)
7. is (it's) (there's)
8. are (you're)
9. sweating
10. sit (up) (down)
11. look (for)
12. walk (over)
13. sleep

IT'S RAINING (p. 105)

1. are (you're)
2. walking, walk
3. start (to)
4. raining
5. take (out) (off)
6. open
7. stop
8. shake (off)
9. close
10. hurry

A WINDY DAY (p. 106)

1. is (it's)
2. are (you're)
3. walking
4. blowing
5. zip (up)
6. lean
7. come
8. chase
9. grab
10. give (back)
11. go (on)

A SNOWY DAY (p. 107)

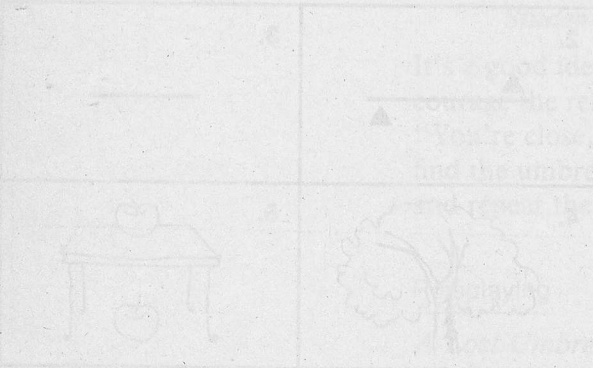
1. is (it's)
2. look
3. snowing
4. go
5. put (on)
6. walk

A FOGGY DAY (p. 108)

1. are (you're)
2. driving, drive
3. is (it's)
4. see (can't) (can)
5. going
6. turn (on)
7. slow (down)
8. hunch (over)
9. watch (for)
10. lifting

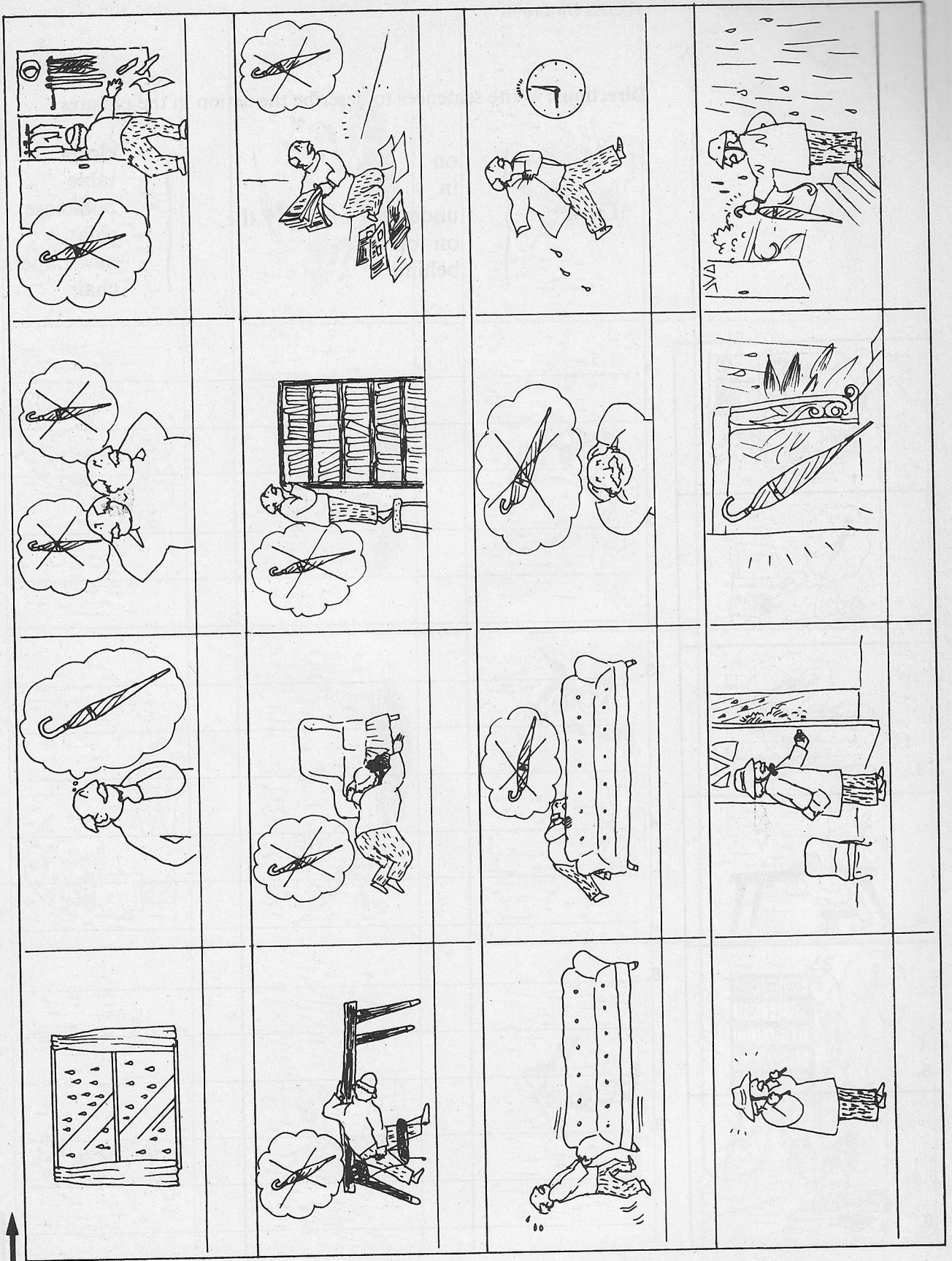
A SUNNY DAY (p. 109)

1. shining
2. take
3. get (into) (up)
4. go (out) (into)
5. spread
6. rub
7. turn (on) (over)
8. find
9. lie (down)
10. close
11. fall (don't)
12. is (it's)
13. sweating
14. fill
15. spray
16. smile
17. feel



A Lost Umbrella

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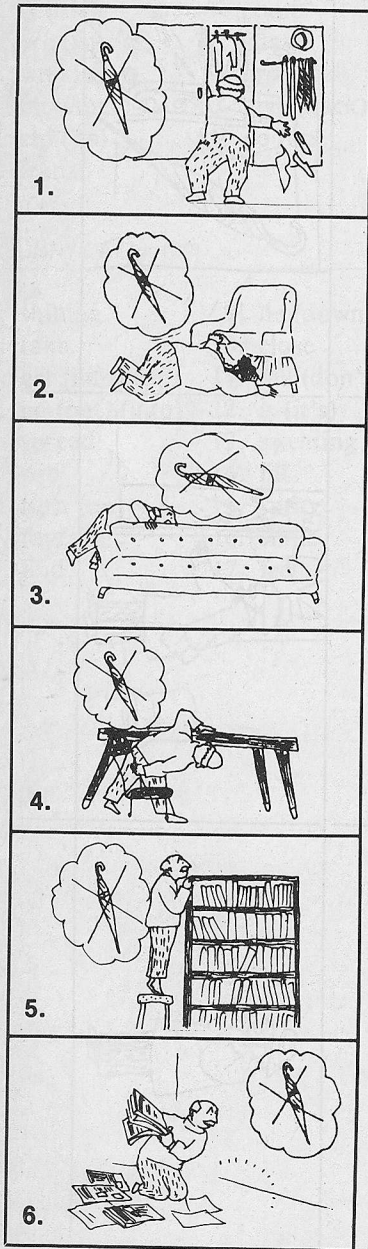


EXERCISE **Prepositions**

A Lost Umbrella

Directions: Write sentences to describe the action in the pictures.

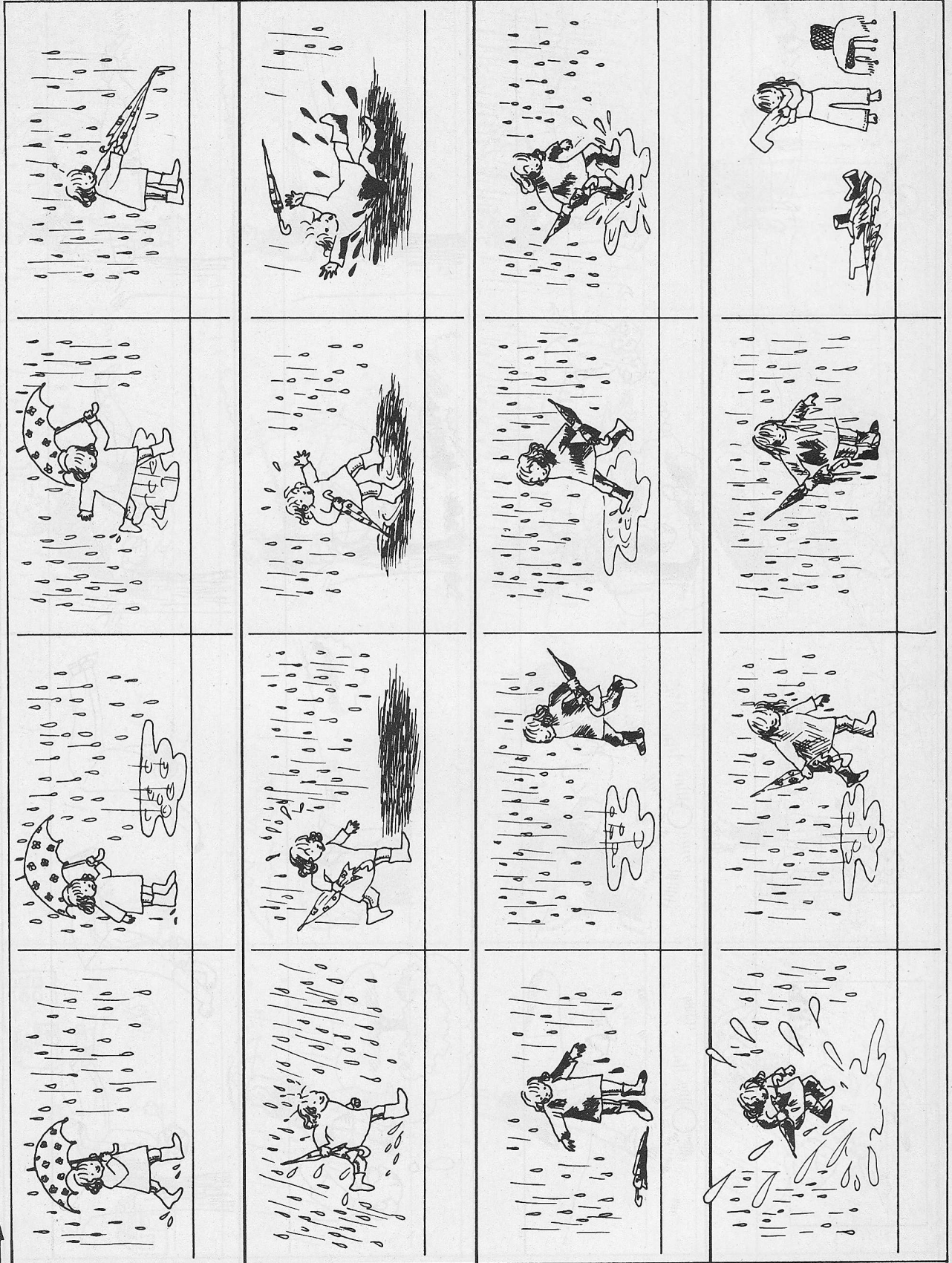
Look	}	on	}	the	closet
		in			table
		under			bookcase
		on top of			sofa
		behind			newspapers
					chair

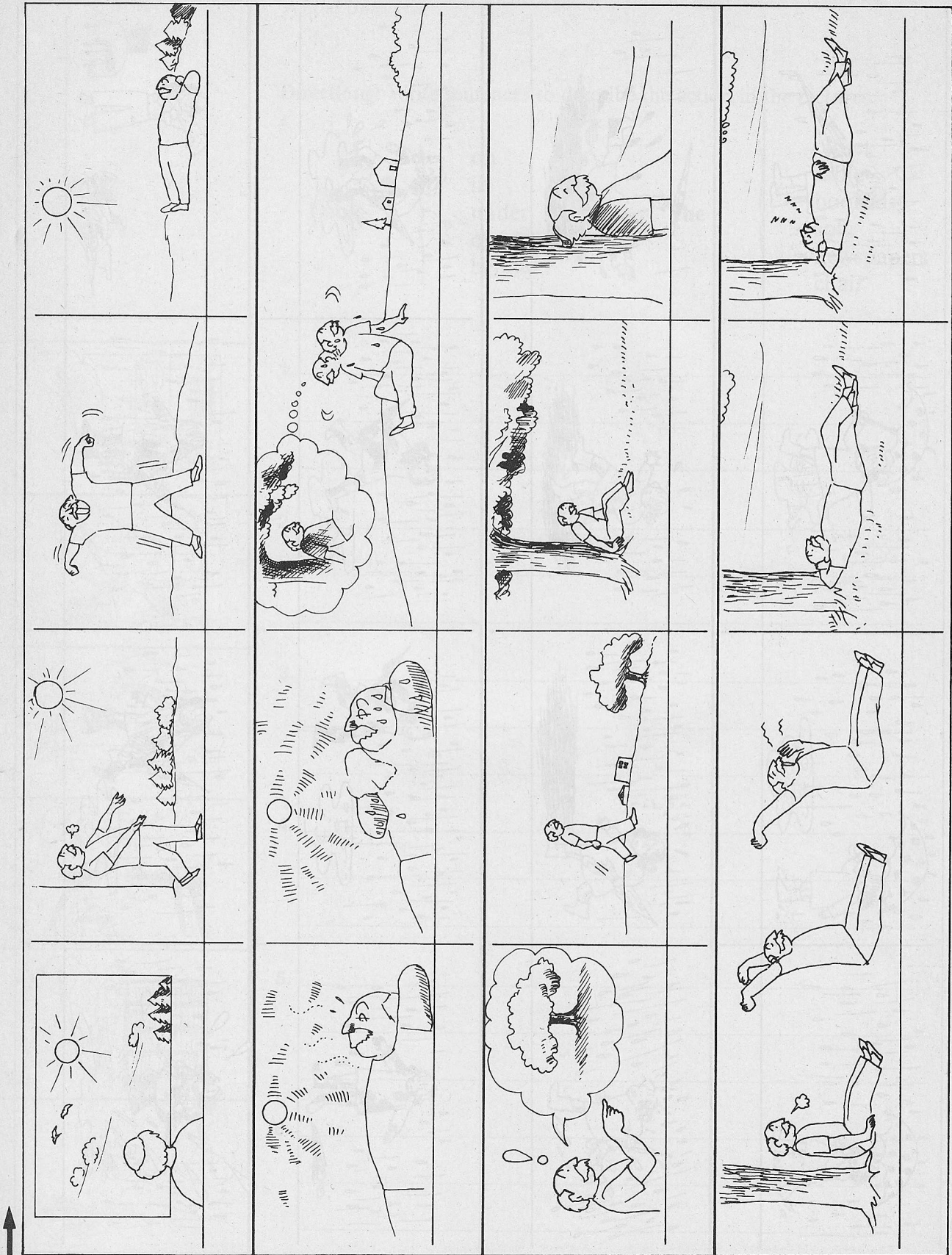


1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

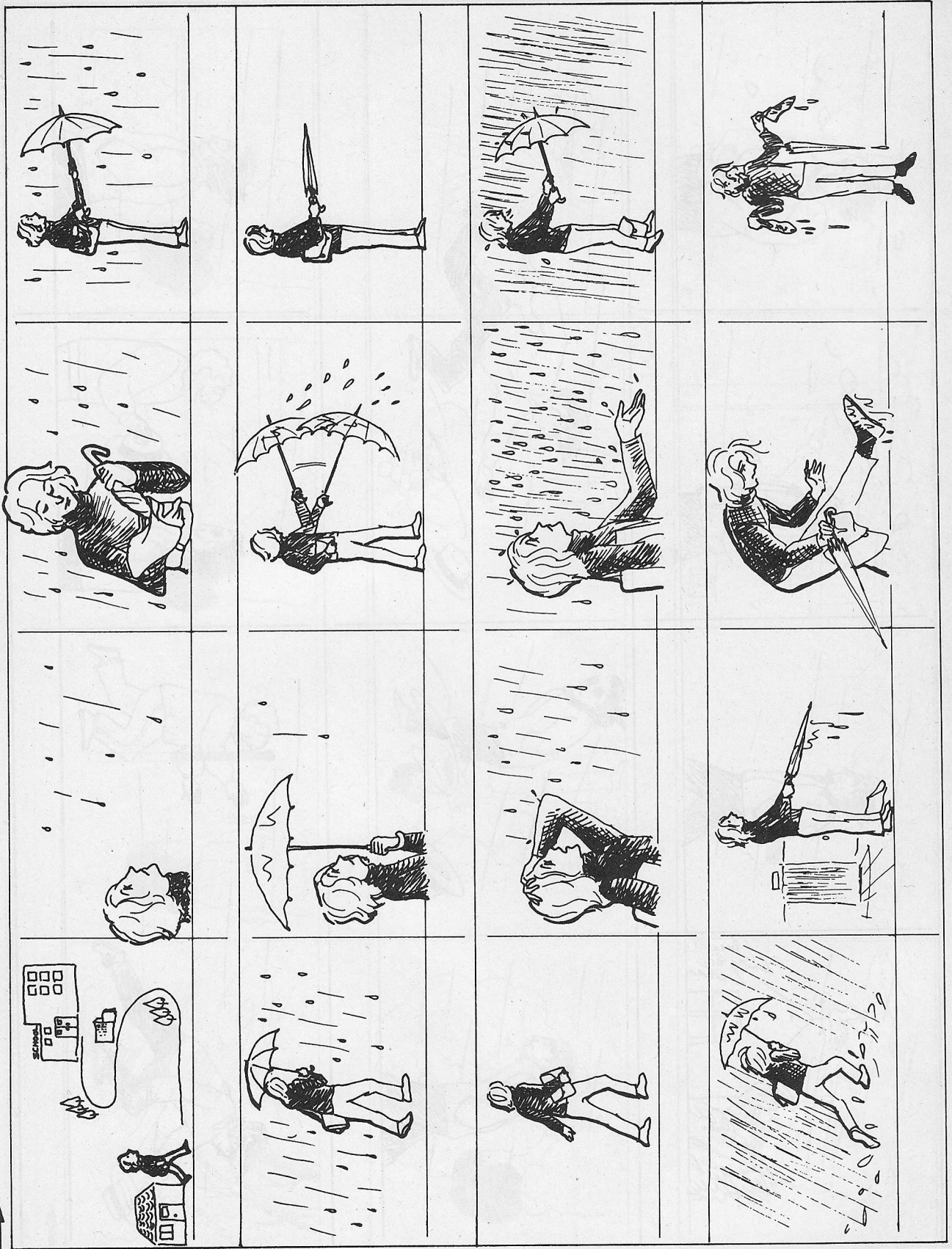
A Rainy Day

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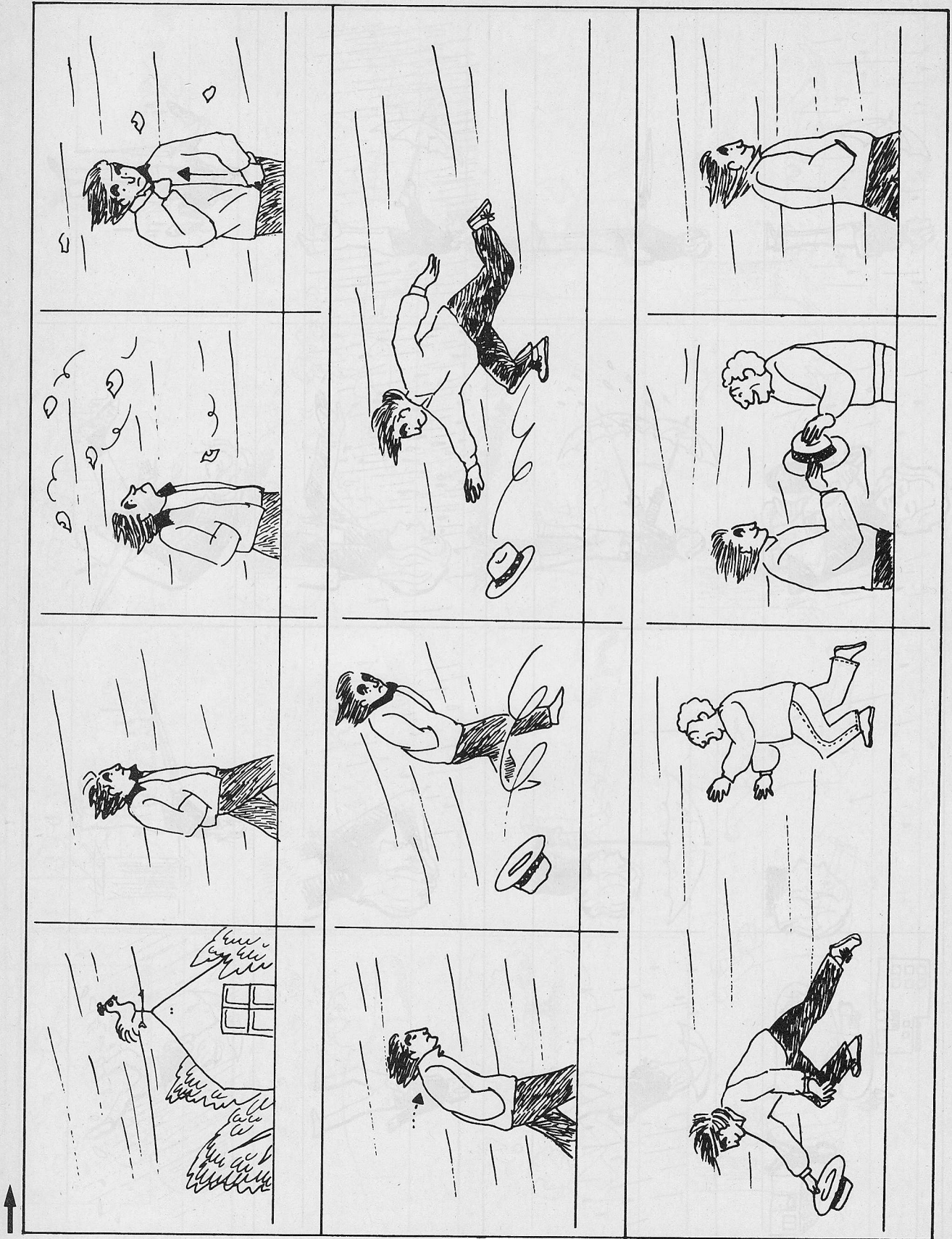


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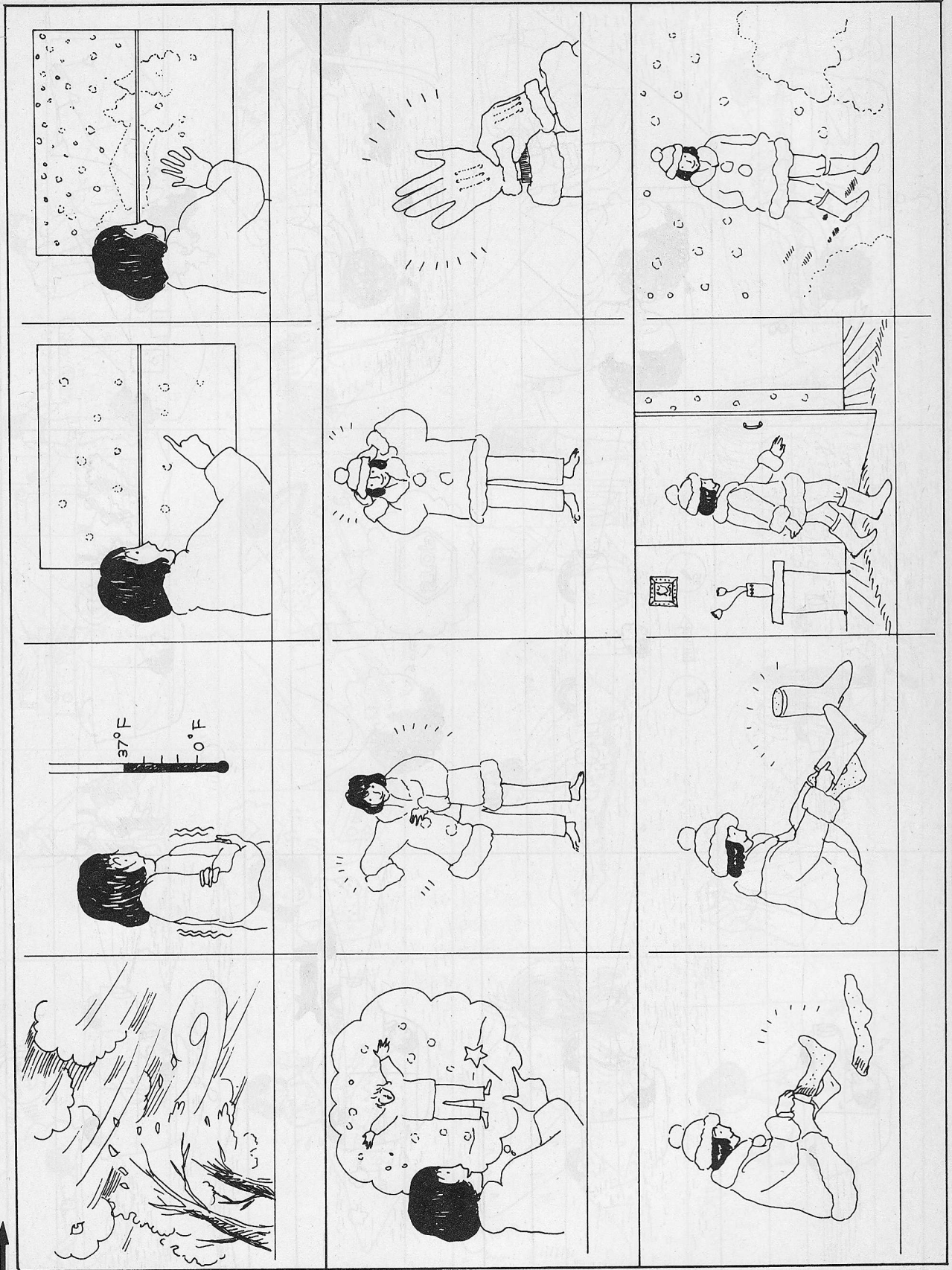


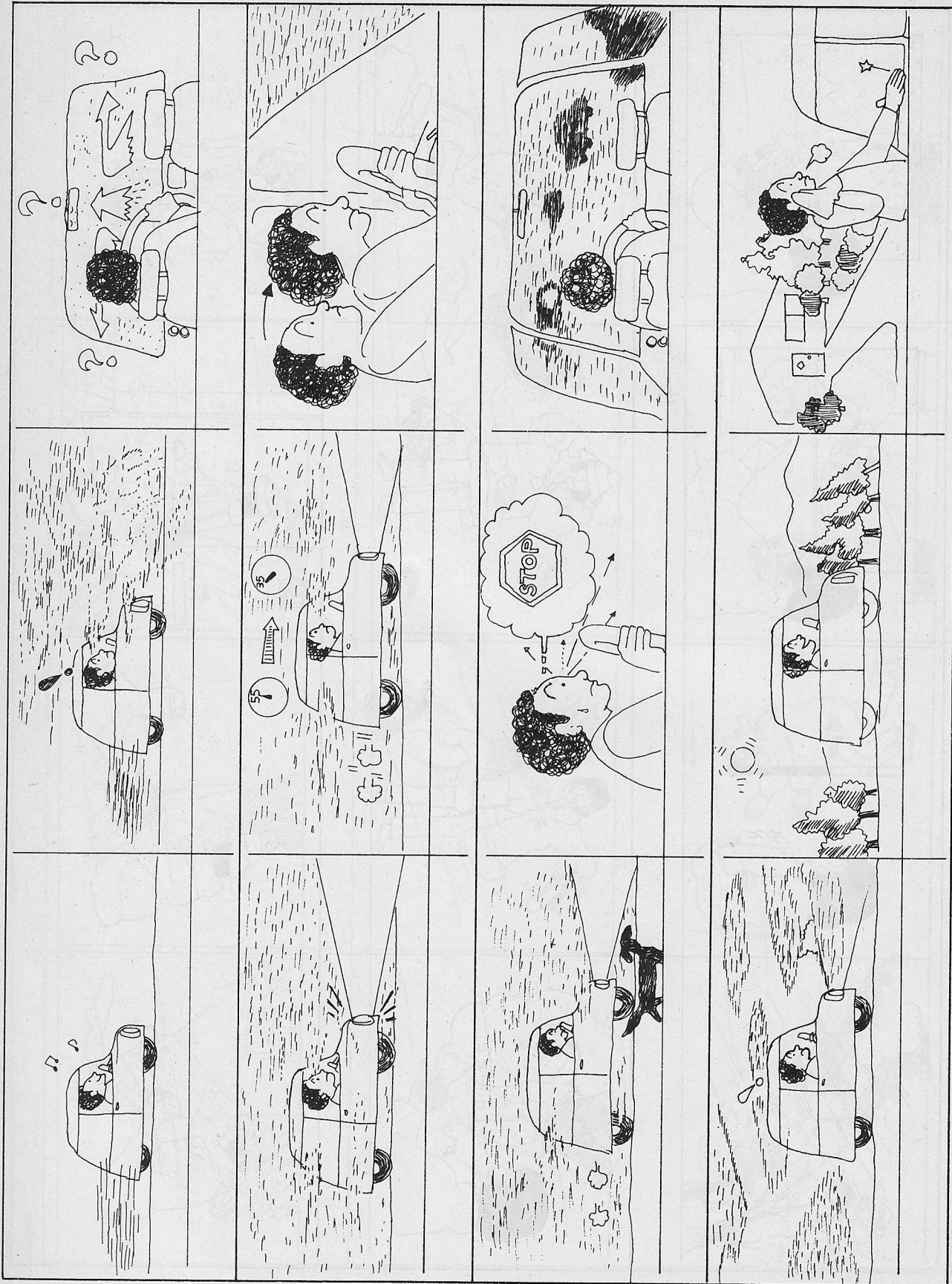
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A Snowy Day

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A Sunny Day

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