

Unit 6: Leisure activities**Day Two: Monthly planner****Objective**

1. Students will create a story with teacher guidance.
2. Students will fill in a monthly activity planner.

Setting the Stage (5 minutes)

Teacher shows students photos or visuals of 4 young people and asks class to name these young people. Teacher helps students to create personalities for these young people. Teacher says that one of these young people is new to the school and is also a bit shy. Teacher tells students that they, as a class, will create a story about these young people.

Input (20 minutes)**Quick Tip: TPRS**

In TPRS (Teaching Proficiency through Reading and Story-telling), every element of the story is suggested by the teacher, with additional "facts" decided by the class. The teacher reinforces or "recycles" every important detail of the story by asking the whole class yes/no, either/or, and who/what/where/when questions to keep them working and engaged. To learn more about the TPRS method, read this [Tip](#) on our tools page.

Teacher and students create a TPRS story that involves four young people. For future use, the teacher writes down the text of the story as it evolves, but the students don't have access to the teacher's notes at this time. Here is a summary of the story. The facts to be recycled are in parentheses.

School is over for the day. Three of the young people are friends and one is a stranger who has just arrived at the school. (The class decides around what time.) The three friends decide to talk with the newcomer. The three friends approach the new student and introduce themselves. They ask where the new student comes from. (The class decides where) and he/she tells them.

One of the friends asks where the newcomer is going now. He/she says "I'm going... (the class decides whether the newcomer is going home, to work, or to the gym to work out.)"

One of the original three friends indicates that he/she is going home to practice a musical instrument. (The class decides... trumpet, piano, flute, guitar, etc.)

Another of the original three says that today he/she is going... (the class decides between going to the library to study, or going to play football.)

Then, all four young people discuss what they like to do on the weekends. They talk about Saturday during the day and Saturday evening. (The teacher recycles all the class's choices.) One of the friends indicates that he/she doesn't like sports much but goes to music concerts often. One indicates that he/she needs to leave to... (the class decides why.) All the young people say good-bye to one another and leave.

Guided Practice (10 minutes)

A/B activity

Teacher passes out two versions of a typical young person's [calendar](#) for an A/B activity. One version is Calendar A and the other is Calendar B. Sections of each calendar are "blank" and the opposite calendar has that information. Students are to sit with a classmate who has a different calendar. Students are to ask their partner in the TL which activity the person plans for each of the blank spaces. The partner has that information and provides it. The students are to write down in the blank spaces what their partner tells them.

Independent Practice (10 minutes)

Students return to their seats and fill in a blank [monthly planner](#) with typical activities for themselves and their family members.

Closure (2 minutes)

Students tell a classmate who is sitting close what they plan to do later on that day.

This work is licensed under a [Creative Commons License](#).

- You may use and modify the material for any non-commercial purpose.
- You must credit the UCLA Language Materials Project as the source.
- If you alter, transform, or build upon this work, you may distribute the resulting work only under a license identical to this one.

