

**Unit 6: Leisure activities****Day Five: Location, frequency, likes and dislikes****Objective**

Students will be able to

1. Comprehend expressions of likes/dislikes, frequency, and location when reading short sentences.
2. Use expressions of likes/dislikes, frequency, and location in oral interaction.
3. Write expressions of likes/dislikes, frequency, and location By writing short sentences in a letter format

**Setting the Stage (5 minutes)**

Teacher has prepared a chart that illustrates likes and dislikes regarding leisure activities. Students share their reactions with a classmate sitting nearby.

**Input (10 minutes)**

Teacher guides students to create a chart of likes and dislikes for an imaginary figure. The class chooses which figure that might be, (singer, movie star, athlete, cartoon figure, another teacher at the school, etc.) Teacher includes expressions of location and frequency in this chart. Teacher recycles the information with yes/no, either/or, who/what/when/where questions to keep the students engaged in the process.

Teacher writes the class's choices on the board or on an Overhead Transparency that is projected on the screen in front of the classroom

**Guided Practice (15 minutes)**

Class plays a game called "WIN, LOSE, OR DRAW"

Teacher has prepared a set of small pieces of paper. On each paper, teacher has written a sentence that includes a name of a person (singer, movie star, athlete, cartoon figure, another teacher at the school, etc), an activity that person likes/dislikes and a location. Teacher folds each piece of paper several times to create a small "packet" and places all the "packets" into a basket or a paper bag.

The class is divided into two teams, Team A and Team B. Teams sit on opposite sides of room and "huddle up." (Each team can brainstorm their team "name" for about a minute and then tell the teacher the name they have chosen.) Teacher explains the rules of the game and makes sure that the students understand. Teacher announces that the team has only TWO (2) minutes to guess the sentence and to write the sentence on the board.

Team A sends a "player" to the board at the front of the room. Teacher shakes up the basket or bag and this player chooses a piece of paper from the bag and reads it silently. This player is not, under any circumstances, allowed to speak! The members of the opposition team also may not speak.

The Team A "drawer" draws, to the best of his/her ability, an illustration of the sentence he/she read on the unfolded slip of paper. His/her team members are not allowed to see this paper. His/her team

members try to guess what the words in the sentence are. If one word is guessed correctly, the first team member, who is drawing, writes down the word on the board. The team "drawer" continues to draw and his/her team members continue to guess until the "drawer" team member has written down the entire sentence. Teacher writes down how many seconds the entire process lasted. Speed is important, so Teacher can cheer the team on to create a sense of excitement.

Then the process is reversed. Team B sends a drawer to the board; he/she selects a piece of paper; Team B members guess out loud what they think the drawer is illustrating; Team B drawer writes down the words his/her team members have guessed correctly until the entire sentence is written down; teacher times the process and records the seconds elapsed for Team B. Each team plays this game until the 15 minutes have elapsed. Teacher adds up the total number of seconds/minutes for each team. The team with the fewest seconds/minutes wins the game! Teacher has prepared some kind of little prize and gives the prizes to the winning team.

### Evaluation (30 minutes)

Students create a "photo album" for an imaginary person of their choosing. This album is to include captions for illustrations of a minimum of five leisure activities. The captions must include expressions of likes and dislikes, with whom the writer does these activities, where he or she does these activities, and elements of frequency. The images may be stick-figure drawings, sketches, clip art downloaded from the Internet, clips from magazines, etc. (Teacher has asked students to bring magazines, clip art, etc. from home beforehand.) Teacher shares a model or example of such an album. The students begin their own album. If time runs out, the students are directed to finish their album at home.

For the first 15 - 20 minutes (or whatever time is needed) of the next lesson, the students share their album with their classmates in a [Circle within a Circle](#) format. Teacher fills in an [evaluation rubric](#) for one student at a time during this process.

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