

TEACHER'S NOTES

INTRODUCTION

This set of hand-held visuals has been designed for the following types of language activities:

1. Introducing essential vocabulary and structures by progressive development of a meaningful story line.
2. Practicing and reinforcing tenses, irregular verbs, idiomatic expressions and question formation.
3. Building listening-comprehension skills critical to everyday situations.
4. Stimulating conversation by progressing from controlled oral practice to original self-expression.

STORY DEVELOPMENT

On the back of each visual, the basic story is given at two different proficiency levels. The first version presents essential verbal expressions and stresses the present tense. The second version includes additional sentence structures and focuses on irregular verbs in the past tense. A corresponding set of comprehension questions accompanies each version of the story.

DESIGN AND FORMAT

This comprehensive set of instructional materials includes the following components:

1. Forty attractively illustrated, hand-held visuals.
2. Two complete story lines with corresponding comprehensive questions.
3. Two reproducible reading passages for follow-up and reinforcement.
4. Two reproducible contextual quizzes (i.e., cloze passages) to evaluate student comprehension.

METHODOLOGY

Step 1: Select the version of the story most appropriate to your students' proficiency level.

Step 2: Have students put away all unnecessary material. Explain that you are going to tell them a story and that they should not write anything during this activity.

Step 3: Inform the students that they will be expected to retell the story.

Step 4: For maximum effectiveness, present the story in four logical episodes such as:

Background information Cards 1-6

Afternoon activities Cards 19-30

Morning activities Cards 7-18

Evening activities Cards 31- 40

Depending on the level of the class, the episodes can be presented progressively over several class sessions or together as one unit.

Step 5: Hold up each card and read the appropriate text on the back of each picture. Read slowly. Repeat each sentence several times.

Step 6: After completing each episode, check the students' understanding of the story by asking appropriate questions from the section entitled "Comprehension and Review" at the end of the Teacher's Notes.

Step 7: Repeat the story a second time (optional).

Step 8: Hold up each picture card and have an individual student retell the story. Allow the student to retell the story in his or her own words. Accept variations in wording and structure as long as the factual content remains the same. Each student should tell the portion of the story corresponding to three or four pictures.

Step 9: Signal the first student to stop by saying, "Thank you." Call on each subsequent student by name and say, "Please continue." Follow this procedure until the entire story or episode has been retold.

Step 10: Following the sequential story line, hold up a card and have one student pose an appropriate question to another student.

FOLLOW-UP ACTIVITIES

1. Select, reproduce, and distribute the appropriate version of the reading passage. Have the students read the text silently. Review by asking appropriate comprehension questions.

2. From the reading passage, prepare a short list of spelling words for a future quiz.
3. Choose a paragraph from one of the reading passages and give it as a dictation.
4. Select, reproduce, and distribute the appropriate contextual exercise (i.e., cloze passage). The first version requires the student to fill in present tense verbs. The second version is more difficult and requires the student to change the verbs from the present to the past tense.
5. Have the students write a story about a typical day or a particular day in the past. Let the students refer to the reading passage as a model.
6. As a variation, utilize the same pictures to drill present, past and future tenses. The following questions may be used:

Simple Past Tense

- (1) What happened in the last picture'?
- (2) What happened before this?
- (3) What did he/she do before this?

Present Continuous

- (1) What's happening in this picture?
- (2) What's he/she doing now?

Simple Present

- (1) What does he/she usually do?
- (2) What happens in the morning/afternoon/evening?

Future

- (1) What will happen next?
- (2) What's going to happen in the next picture?
- (3) What will he/she do after this?
- (4) What's he/she going to do after this?

Present Perfect

- (1) Has he / She ever...?
- (2) Has he / she . . . yet?

COMPREHENSION AND REVIEW

First Story (Present Tense)

1. Who's the story about?
2. How many people are there in the family?
3. Who are they?
4. Where do they live?
5. When do they get up?
6. What do the Martins do before breakfast?
7. What do they have for breakfast?
8. Where does Susan go after breakfast?
9. Why does Mr. Martin stop at a gas station?
10. Where does Eric stay when Mrs. Martin is at work?
11. On what day does Mrs. Martin go to the supermarket?
12. What does Mr. Martin do at the bank on Friday?
13. Where do Mr. and Mrs. Martin go on Friday evenings?
14. Who stays with the children?

Second Story (Past Tense)

Note: Try to elicit information using the general questions and instructions. The key words in parentheses may be used as prompts as necessary.

1. Describe the Martin family. (members of the family, their ages, their occupations)
2. Tell me where the Martins live. (their town, their home)
3. What happened last Friday morning? (before breakfast, at breakfast, after breakfast)
4. What did Mrs. Martin do on Friday afternoon? (at work, at the market)
5. What did Mr. Martin do on Friday afternoon? (after work, at home)
6. Describe what Mr. and Mrs. Martin did on Friday evening. (dinner, movies)

The Martin Family



Picture 2

Present Tense

This is a picture of Mr. and Mrs. Martin.

David Martin is 35 years old.

Donna Martin is 32 years old.

David's a machinist in a factory.

Donna works in a store.

Questions:

1. Who are the people in the story?
2. How old are they?
3. What do they do?
4. What are their occupations?

Past Tense

Here are David and Donna Martin. David's 35 years old and works as a machinist in a factory. Donna's 32 and works part-time as a salesperson in a shoe store.

Questions:

1. Who are the people in the story?
2. How old are they?
3. What kind of work do they do?
4. Where do they work?
5. What kind of store does Donna work in?

Picture 1

Present Tense

This is a story about the Martin family.

Questions:

1. Who's the story about?
2. What's the family's last name?

Past Tense*

Questions:

This is a story about the Martin family.

1. Who's the story about?
2. What's the title of the story?

**The first 6 pictures are told in the present tense to establish the background of the characters.*



Picture 4

Present Tense

The Martin family live in a small town.
The name of the town is Middletown.

Questions

1. Where do the Martins live?
2. What is Middletown?

Past Tense

The Martins live in Middletown. It's a small community. It has about 10,000 people.

Questions

1. Where do the Martin's live?
2. What kind of community is Middletown?
3. How many people live in Middletown?
4. What's the population of Middletown?

Picture 3

Present Tense

Mr. and Mrs. Martin have two children, Susan and Eric. Their daughter's 12 years old. She's a student at Middletown Elementary School. Their son's 5 years old. He doesn't go to school.

Questions:

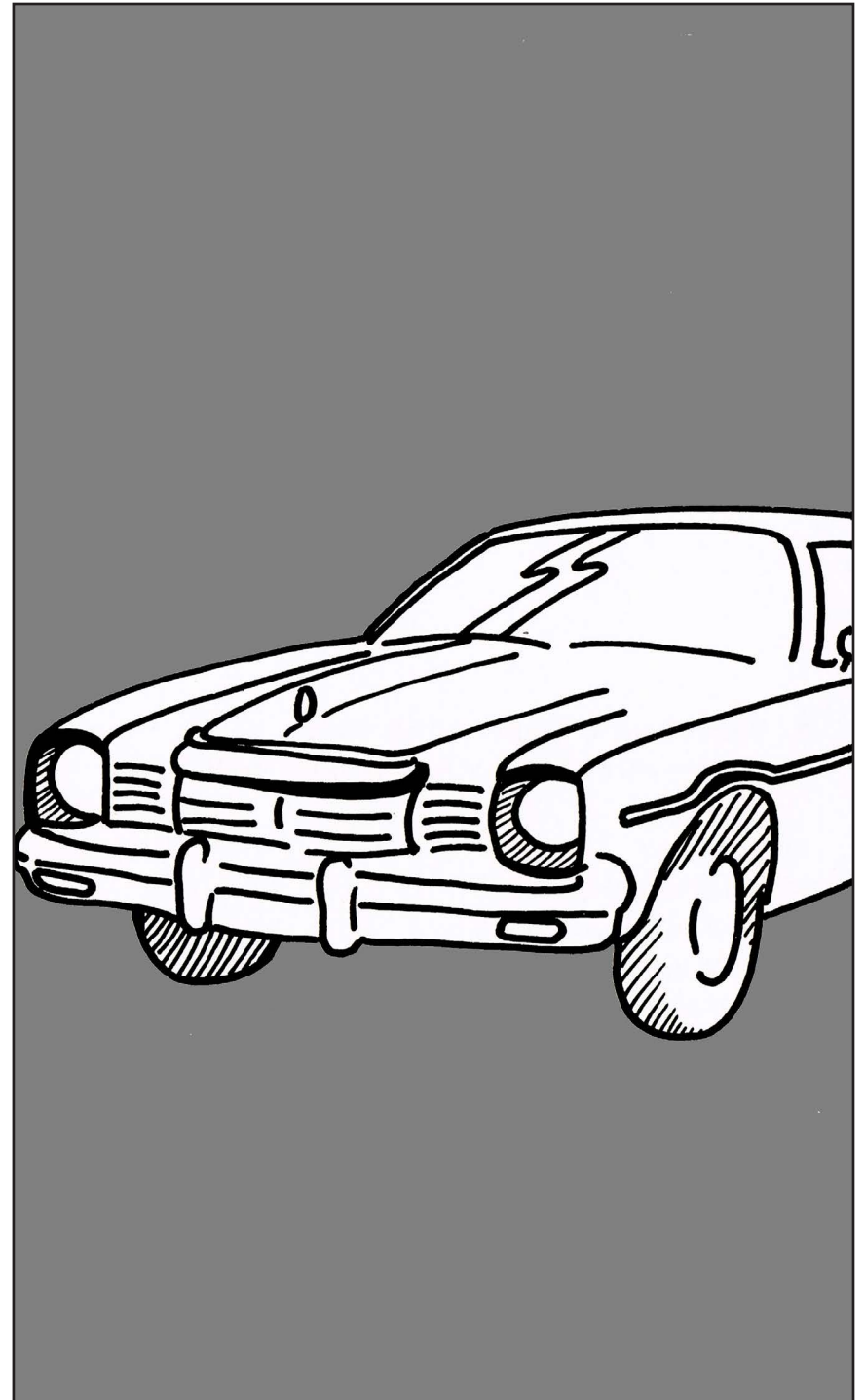
1. Who are the children?
2. How old is their daughter?
3. How old is their son?
4. Who goes to school.
5. Does Eric go to school?

Past Tense

Mr. and Mrs. Martin have two children, Susan and Eric. Their daughter, Susan, is 12 years old and attends Middletown Elementary School. Their son, Eric, doesn't go to school because he's only 5 years old.

Questions:

1. How many children do Mr. and Mrs. Martin have?
2. What's their daughter's name?
3. What's their son's name?
4. How old are the children?
5. Who goes to school?
6. Why doesn't Eric go to school?



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Present Tense

They have a white car. It's 4 years old.

Question

1. What do they have?
2. What color is the car?
3. How old is the car?

Past Tense

They own a small white car. It's 4 years old, but it runs very well.

Questions:

1. What do they own?
2. Describe the car.
3. What color is it?
4. How big is it?
5. How old is it?
6. How does it run?

Picture 5

Present Tense

The Martins rent this house. It has three bedrooms, a bathroom, a kitchen, a living room, a garage, and a big yard.

Questions

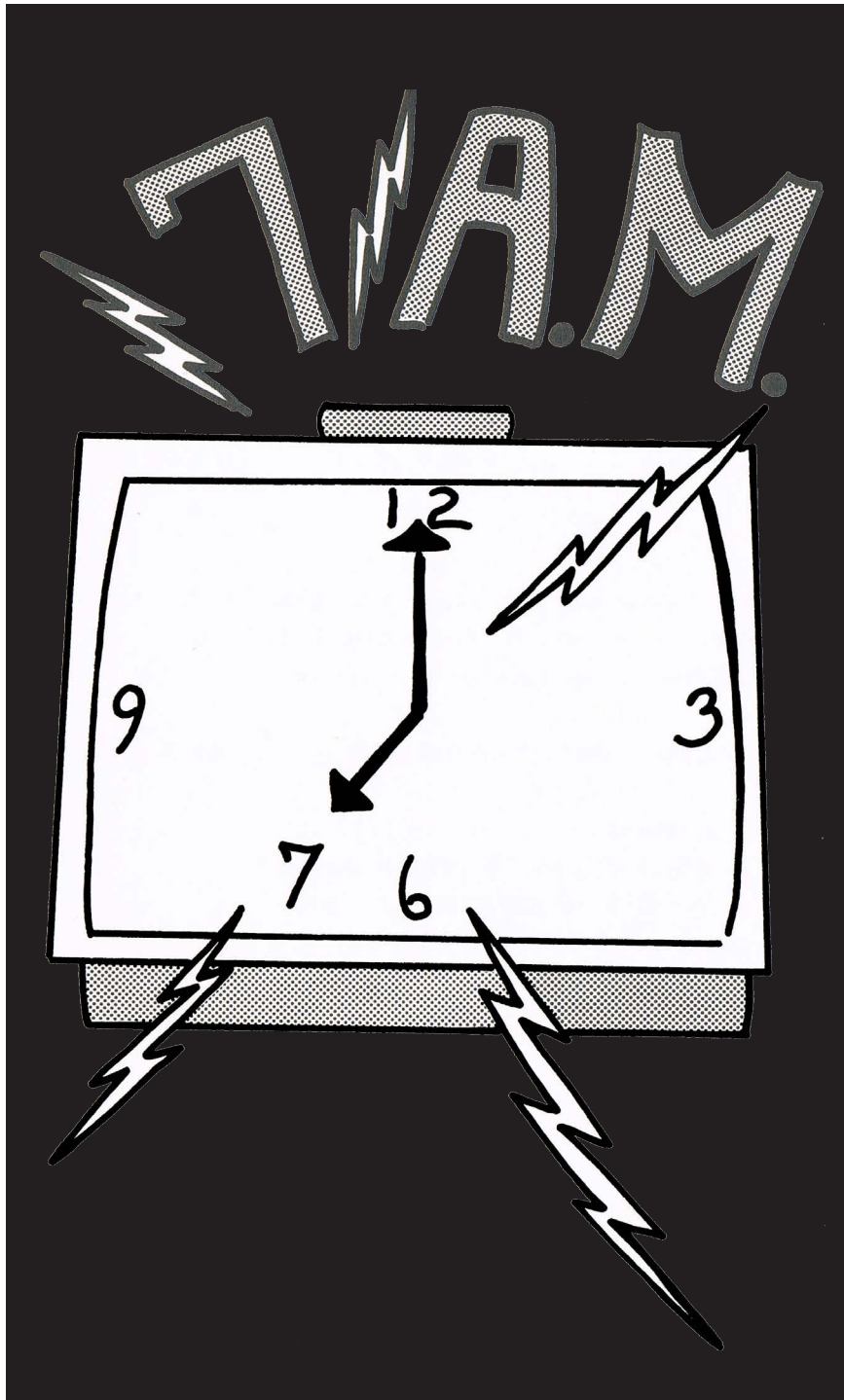
1. Do the Martins rent a house or an apartment?
2. How many bedrooms does the house have?
3. Can you name the rooms?

Past Tense

The Martins rent this two-story house. It has three bedrooms, a bathroom, a kitchen, a dining room, a living room, a two-car garage, and a big yard.

Questions

1. Do the Martins' rent an apartment?
2. How many stories does the house have?
3. Do they rent or own the house?
4. How many rooms does the house have?
Name the rooms.
5. Do they have a one or two-car garage?
6. What kind of yard do they have?



Picture 8

Present Tense

They shower, brush their teeth, comb their hair, and dress.

Questions:

1. What do they do in the morning?
2. Do they shower or take a bath?

Past Tense

They showered, brushed their teeth, combed their hair, and dressed.

Questions:

1. What did they do in the morning?

Note: *These are regular past tense forms. Stress the pronunciation of the past tense ending in “ed,” which may be pronounced either /d/ or /t/. After the letter “t” or “d,” the ending “ed” is pronounced /id/.*

/d/	/t/	/id/
showered	brushed	wanted
combed	dressed	decided

Picture 7

Present Tense

Every day, the Martins get up at 7 o'clock in the morning.

Questions:

1. When do the Martins get up?
2. Did the Martins get up at 6 a.m.?

Note: *From now on, the story focuses on the simple present tense. It describes typical or habitual activities of the family.*

Past Tense*

Last Friday, the Martins got up at 7 a.m.

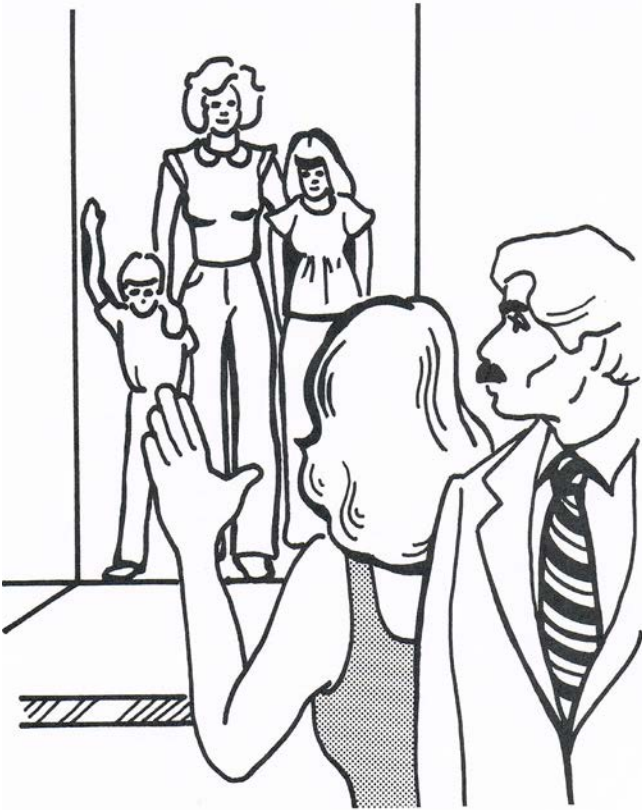
Questions:

1. What day is the story about?
2. What time did they get up?

** From now on, the story focuses on the simple past tense. Emphasize the fact that the story took place last Friday. It is an important reference point in the story.*

The Martin Family

(Present Tense)



There are four people in the Martin Family. Mr. David Martin is 35 years old and Mrs. Donna Martin is 32 years old. They have a daughter, Susan, and a son, Eric. They live in a house in Middletown.

Every day the Martins get up at 7 a.m. They shower, brush their teeth, comb their hair, and dress. They eat breakfast together. At 8 o'clock, Susan takes the bus to school and her father drives to work. Donna doesn't work in the morning, but she works in the afternoon.

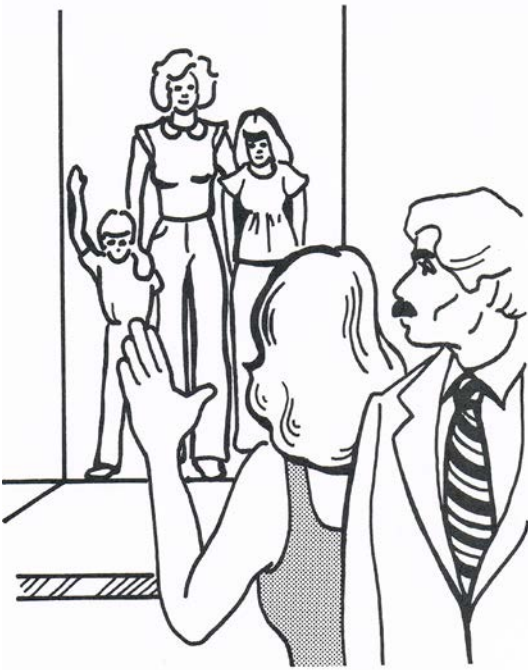
On Fridays, David usually stops at a gas station and buys gas. Donna usually goes shopping for food on that day. Eric stays at a neighbor's house. After school Susan goes there, too.

Every Friday David gets his paycheck and drives to the bank. He cashes his check and then picks up his children at a neighbor's house. When he arrives home, David reads the newspaper and the children play together. They all wait for Donna. After work, Donna sometimes goes to the supermarket. When she comes home, everybody puts the food away. David helps Donna make dinner, but only the children eat. Their parents don't eat at home because they usually go to a restaurant and a movie on Friday evenings. A babysitter always stays with the children.

When the Martins come home, Donna pays the babysitter, and the babysitter leaves. Donna and David go upstairs and get ready for bed. David gives his wife a good-night kiss, and they fall asleep right away.

The Martin Family

(Present Tense Quiz)



Directions: Write the correct verb on the lines.

There (1) _____ four people in the Martin Family. Mr. David Martin (2) _____ 35 years old and Mrs. Donna Martin (3) _____ 32 years old. They (4) _____ a daughter, Susan, and a son, Eric. They (5) _____ in a house in Middletown.

Every day the Martins (6) _____ at 7 a.m. They (7) _____, (8) _____ their teeth, (9) _____ their hair, and (10) _____. They (11) _____ breakfast together. At 8 o'clock, Susan (12) _____ the bus to school and her father (13) _____ to work. Donna (14) _____ in the morning, but

she (15) _____ in the afternoon.

On Fridays, David usually (16) _____ at a gas station and (17) _____ gas. Donna usually (18) _____ shopping for food on that day. Eric (19) _____ at a neighbor's house. After school Susan (20) _____ there, too.

Every Friday David (21) _____ his paycheck and (22) _____ to the bank. He (23) _____ his check and then (24) _____ his children at a neighbor's house. When he (25) _____ home, David (26) _____ the newspaper and the children (27) _____ together. They all (28) _____ for Donna. After work, Donna sometimes (29) _____ to the supermarket. When she (30) _____ home, everybody (31) _____ the food away. David (32) _____ Donna make dinner, but only the children (33) _____. Their parents (34) _____ at home because they usually (35) _____ to a restaurant and a movie on Friday evenings. A babysitter always (36) _____ with the children.

When the Martins (37) _____ home, Donna (38) _____ the babysitter, and the babysitter (39) _____. Donna and David (40) _____ upstairs and (41) _____ for bed. David (42) _____ his wife a good-night kiss, and they (43) _____ right away.