

TEACHER'S NOTES

INTRODUCTION

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

- practice the use of expressions using **do**, **make**, and **get**
- take part in an activity in which students help correct one another's pronunciation
- provide an interesting and amusing group activity
- encourage group interaction and discussions
- increase individual student's speaking time during class
- expose students to new vocabulary and expressions

STORY DEVELOPMENT

On the back of each visual, the basic story is given at two different proficiency levels. Both versions present expressions with **do**, **make** and **get**. The first version is a simpler one and uses the simple present tense. The second version is written in the past tense and includes additional sentence structures, expressions, and vocabulary. For example, the first version may have a sentence such as "*The phone rings. Betty gets the phone. It's David's wife on the phone.*" The second version shows "*The phone rang. Betty got the phone. It was David's wife on the line.*" 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:

- 36 attractively illustrated, hand-held visuals
- 4 reproducible written stories that can be used together or separately
- A set of 27 cards for student small-group practice
- A crossword puzzle
- A list of discussion questions

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 into several logical episodes using six to eight cards at any one time. 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 the questions that are listed below the stories on the back of the cards.
- Step 7: Repeat the story a second time. Then, have the students repeat after you stressing the underlined expressions.
- 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. You may want to have the students underline all expressions using *do*, *make*, and *get*.
2. From the reading passage, prepare a list of spelling words and expressions 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 one of the contextual exercise (i.e., cloze passage). Have the students read the stories aloud as a small group activity.
5. Have the students write a story about a typical or particular day in the past using as many expressions as possible. Let the students refer to the reading passage as a model.

Here is a list of expressions that are presented in the stories:

Expressions with “do”

do a good job	= perform a job well
do chores	= perform a small task
do housework	= perform housework
do one’s best	= complete a task well
do the bathrooms	= clean the bathrooms
do the cleaning	= clean the house
do the cooking	= cook meals
do the dishes	= wash the dishes
do the dusting	= dust the furniture
do the floors	= sweep and mop the floors
do the gardening	= cultivate the garden
do the ironing	= iron clothes
do the laundry	= wash and dry clothes
do the shopping	= purchase items
do the shower	= clean the shower
do the trash	= empty the trash
do the vacuuming	= vacuum the floors
do the windows	= wash the windows
do work	= perform work

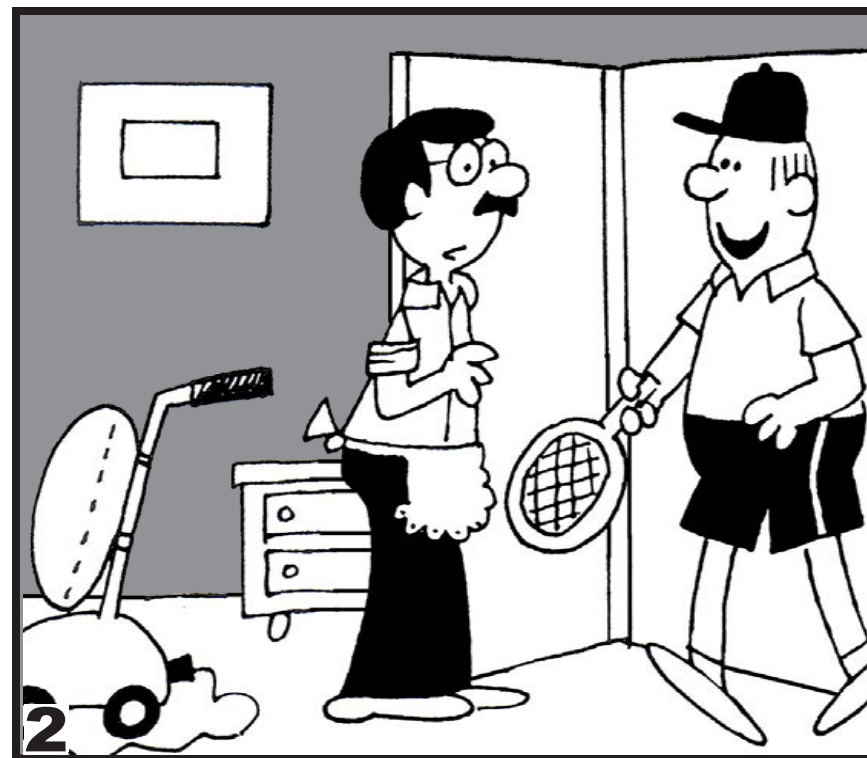
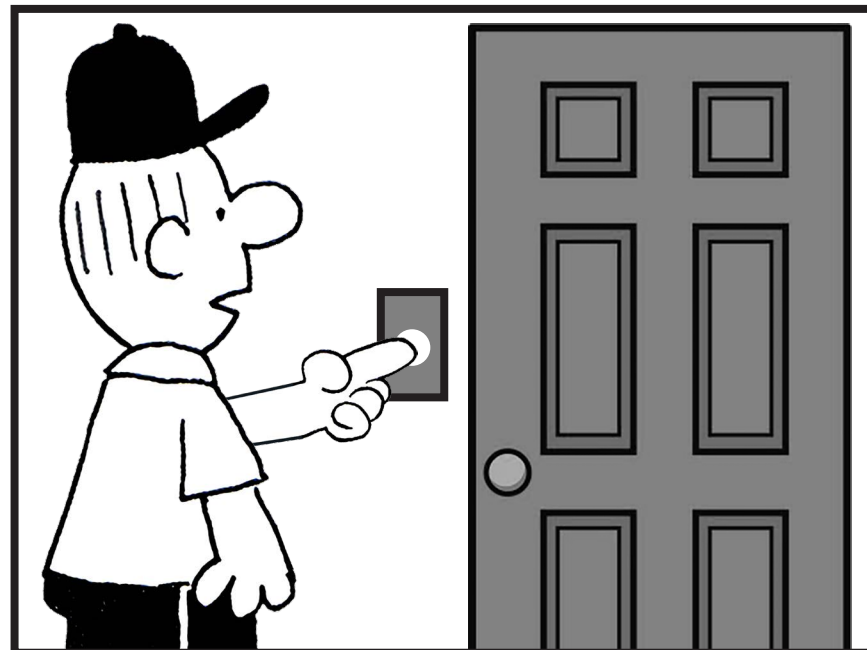
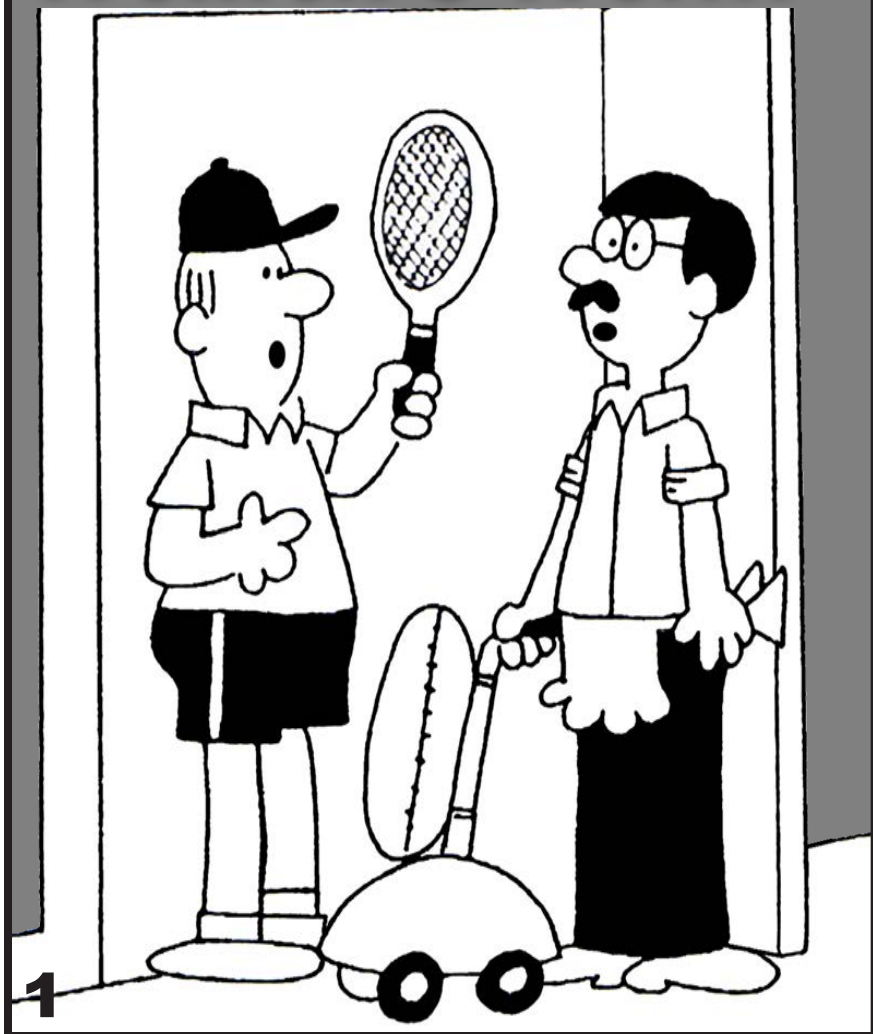
Expressions with “make”

make a bed	= arrange sheets and blankets
make a dish	= prepare a food dish
make a mess	= ruin something, a mistake
make a remark	= say a remark
make breakfast	= prepare breakfast
make dinner	= prepare dinner
make noise	= produce noise
make sure	= check, ensure, confirm

Expressions with “get”

get a call	= receive a telephone call
get a deal/price	= negotiate a good price
get a haircut	= have a haircut
get an appointment	= obtain an appointment
get angry	= become angry
get back	= return
get comfortable	= become comfortable
get confused	= become confused
get drinks	= obtain or provide drinks
get gas	= buy gas
get going	= start
get home	= return home
get hot (weather)	= heat up
get in the house	= enter the house
get into a car	= enter a car
get into a conversation	= begin a conversation
get late (time)	= become late (time)
get lucky	= become lucky
get money/cash	= obtain money/cash
get out of the house	= leave the house
get ready	= prepare
get snacks	= acquire snacks
get some shoes	= buy some shoes
get something	= acquire something
get the door	= open the door
get the phone	= receive a phone call
get thirsty	= become thirsty
get tired	= become tired
get to (a place)	= arrive
get to work	= arrive at work
get together	= join someone/group
get up	= rise
get upset	= become upset

Isn't That Women's Work?



Picture 2

Version 1

The doorbell rings. David Morris is at the door. He's Paul's friend. David asks Paul if he is ready to play tennis.

Questions:

1. What rings?
2. Who is at the door.
3. Who is David?
4. What does David ask Paul?

Version 2

The doorbell rang. Paul's friend, David Morris was at the door. David asked Paul if he was ready for their tennis game.

Questions:

1. What rang?
2. Who was at the door.
3. Who is David?
4. What did David ask Paul?

Picture 1

Version 1

It's Saturday morning. Paul Wilson is doing housework. He's doing the vacuuming.

Questions:

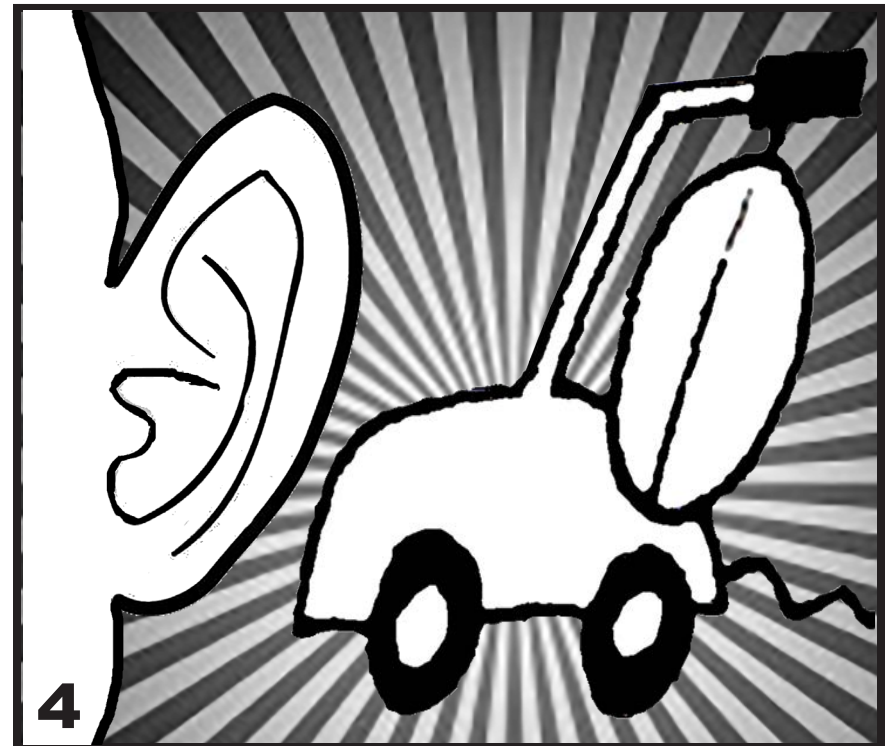
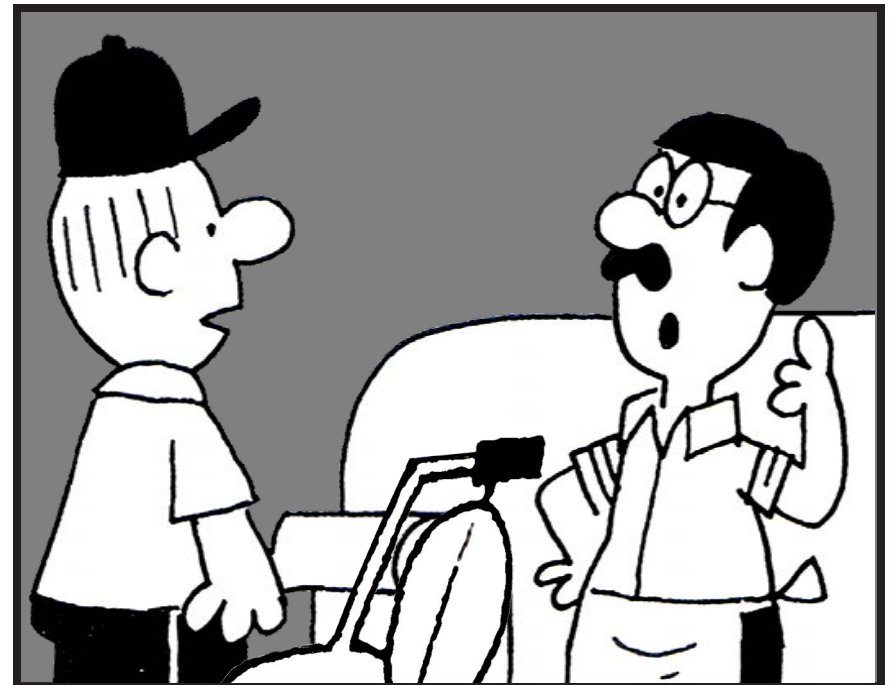
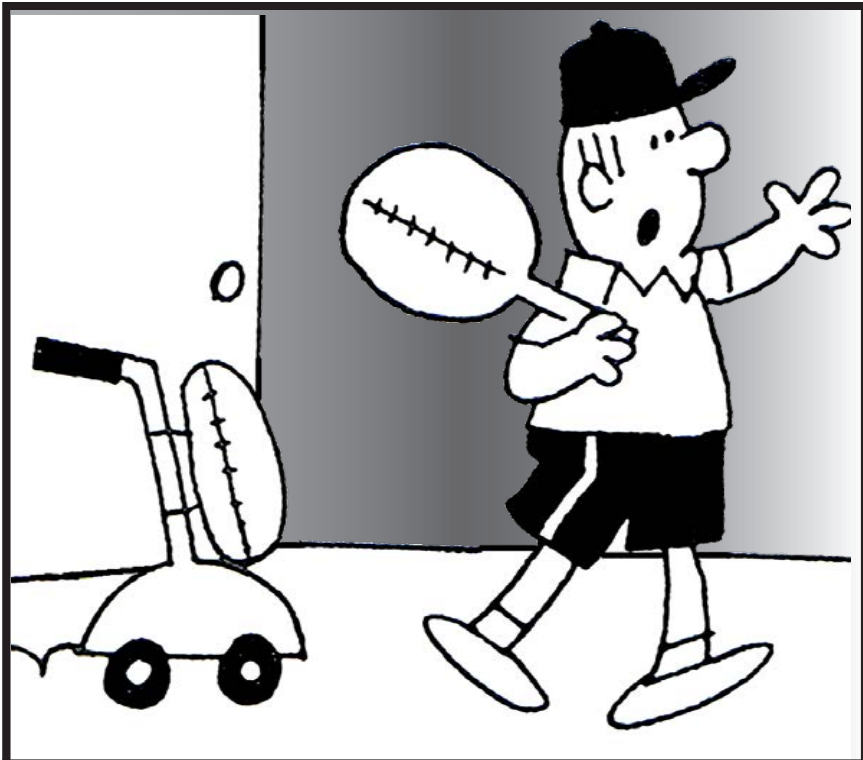
1. What day is it?
2. Who is the story about?
3. What is Paul Wilson doing?

Version 2

It was Saturday morning. Paul Wilson was doing housework. He was doing the vacuuming.

Questions:

1. What day is it?
2. Who is the story about?
3. What is Paul Wilson doing?



Picture 4

Version 1

Paul says that he's doing the vacuuming.
Paul turns off the vacuum cleaner because it makes a lot of noise.

Questions:

1. What is Paul doing?
2. What does he turn off?
3. Why does he turn off the vacuum cleaner?
4. What makes a lot of noise?

Version 2

Paul told David that he was doing the vacuuming. Paul turned the vacuum cleaner off because it was making too much noise.

Questions:

1. What was Paul doing?
2. What did he turn off?
3. Why did he turn off the vacuum cleaner?
4. What made too much noise?

Picture 3

Version 1

David asks what Paul is doing.
Paul says that he's doing some cleaning.

Questions:

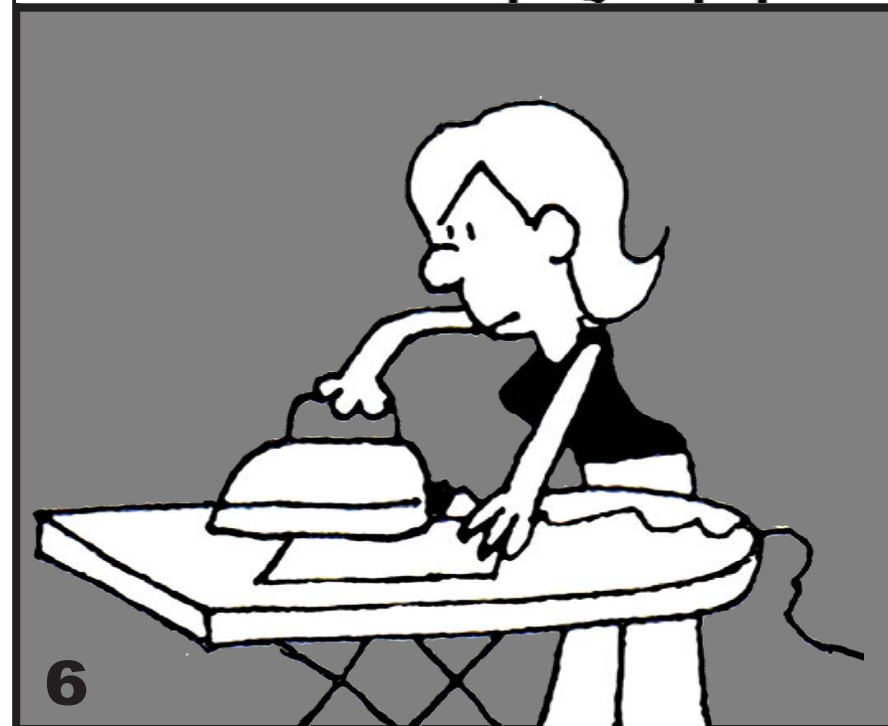
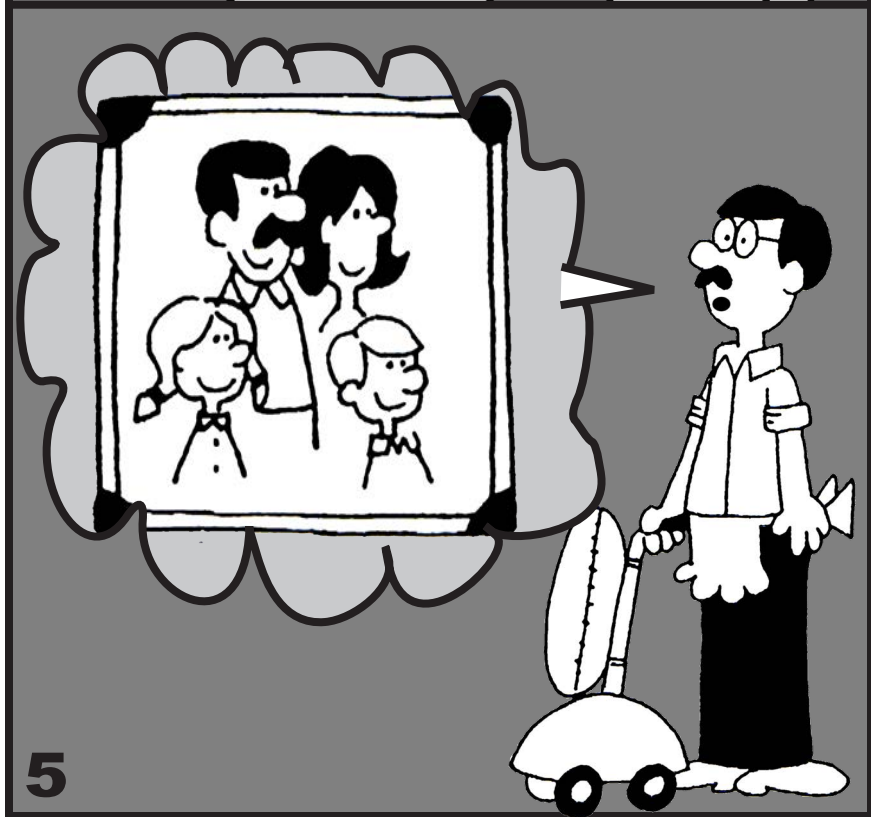
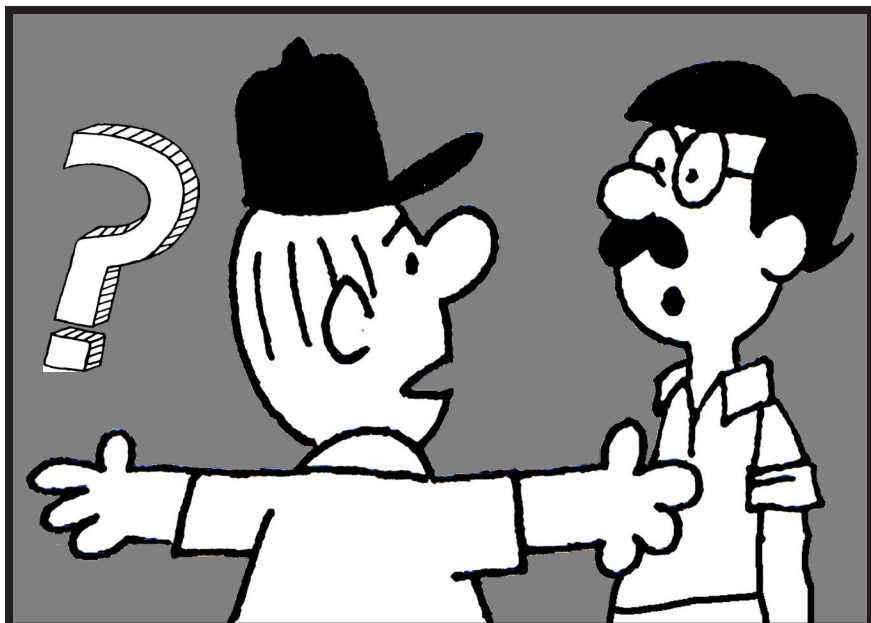
1. What does David ask Paul?
2. What is Paul doing?
3. What does Paul say?

Version 2

David asked Paul what he was doing.
Paul said he was doing some cleaning.

Questions:

1. What did David ask Paul?
2. What was Paul doing?
3. What did Paul say?



Picture 6

Version 1

Paul explains. Betty, Paul's wife, does the laundry. She does the ironing, too.

Questions:

1. Who is Betty?
2. Who does the laundry?
3. Who does the ironing?
4. What does Paul explain?

Version 2

Paul explained that Betty, his wife, usually does the laundry. She also does the ironing.

Questions:

11. Who is Betty?
2. Who does the laundry?
3. Who does the ironing?
4. What does Paul explain?
5. Who does the laundry and ironing in your home?

Picture 5

Version 1

David asks why Paul is doing "women's work."

Paul says that everybody does part of the housework in his family.

Questions:

1. What does David ask Paul?
2. What does Paul say?
3. What is housework?
4. What is women's work?

Version 2

David asked Paul why he was doing "women's work." Paul said that everybody does part of the housework in his family.

1. What did David ask Paul?
2. What did Paul say?
3. What is housework?
4. What is women's work?



Picture 8

Version 1

Paul does the vacuuming.
He does the floors.
He does the windows.
He does the gardening, too.

Questions:

1. Who does the vacuuming?
2. Who does the floors?
3. Who does the windows?
4. Who does the gardening?

Version 2

Paul does the vacuuming, floors, and windows. He also does the gardening.

Questions:

1. Who does the vacuuming, floors, and windows?
2. What else does Paul do?
3. Who does the gardening at your home?

Picture 7

Version 1

Betty does the bathroom.
She does and the shower, too.

Questions:

1. Who does the bathrooms?
2. Who does the showers?

Version 2

Betty does both the bathroom and the shower.

Questions:

1. Who does the bathrooms?
2. Who does the showers?
3. Who does the bathrooms and showers in your home?

Isn't that Women's Work?

Version 1: Present Tense

*Expressions with **do** and **make***

It's Saturday morning. Paul Wilson is doing housework. The doorbell rings. David Morris is at the door. He's Paul's friend. David asks Paul if he is ready to play tennis. David asks Paul "What are you doing?" Paul says that he's doing the cleaning; he's doing the vacuuming. Paul turns off the vacuum cleaner because it makes a lot of noise. David asks why Paul is doing "women's work." Paul says that everybody does part of the housework in his family.

Paul explains. Betty, Paul's wife, does the laundry. She does the ironing, too. Betty does the bathroom. She also does and the shower.

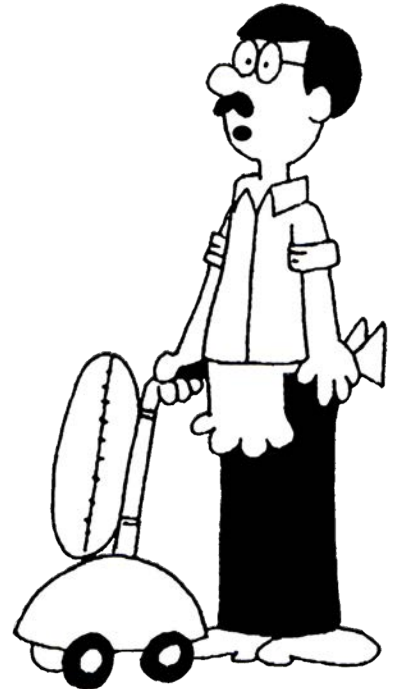
Paul does the vacuuming. He does the floors. He does the windows. He does the gardening, too.

Paul and Betty's kids are Sue and Mike. They do some chores around the house. Mike does the trash. Sue sometimes does the dishes after dinner. Sue does the dusting. Mike makes his bed every morning. They do a good job.

The family does the shopping together on Saturday. Betty and Paul both do the cooking. Paul usually makes breakfast, and Betty makes dinner. Betty gets nervous when Paul makes a meal because he often makes a mess.

Sue sometimes makes dessert. Occasionally Sue makes a dish. Betty makes sure she's in the kitchen when Sue does the cooking.

Paul asks David what he does around his home to help his wife, Alice. David says he empties the trash. Paul makes a remark, "That's all?"



I Get It!

Version 1: Present Tense

*Expressions with **get***

Paul and David get back from the tennis club. Paul's hands are full, so he asks David to get the door. After Paul gets in the house, he sits down because gets tired after long tennis games. They get thirsty, too. So, Betty gets some cold drinks for them.

The phone rings. Betty gets the phone. It's David's wife on the phone. Alice says to David "Get Going! It's getting late." She tells him, "Get home by 5."

David says "I gotta* go. See you later." He doesn't want his wife to get angry. Next, he gets into his car and leaves. David gets some money from the ATM. Next, he calls to get an appointment with his barber. Then, he gets a haircut. David gets some new shoes. He's happy because he gets a good deal on the price. Then, he gets a package at the post office. Finally, he stops to get some gas at the gas station.

David gets home around 5. He takes a nap on the sofa. He gets up at 6. Then, he gets ready for a party. David and Alice get dressed. They get to the party on time.

The caterer gets some drinks and snacks for Alice and David. David sits on the sofa and gets comfortable. David gets into a conversation with the hostess. She says, "You gotta* try these cookies! They're great." Later David gets together with his friends. He tells them about his day.

David says that he got up early. He gets ready quickly and gets out of the house by 9. He gets to Paul's house in a few minutes. On their way to the tennis club David gets confused and gets lost. They get to the tennis club late. They get lucky and get a tennis court immediately. The weather gets hot. Paul gets tired, and David gets thirsty. They get back to Paul's home quickly. Betty gets cold drinks for David and Paul.

David gets a call from his wife, Alice. Alice says, "Get some money at the ATM, get some shoes, get the package at the post office, and get some gas." When he gets home, David gets a little rest. Then, he gets ready to go out with his wife.

Now, they've got a drink and full stomachs, and they're having a great time. Finally, Alice says, "It's getting late. I've gotta work in the morning." David says, "We've gotta go. Bye, everybody!"

**You have got to.*