

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 irregular verbs in the past tense. The second version includes additional sentence structures and vocabulary. It focuses on slightly different structures such as the separation of two-word verbs. For example, the first version may have a sentence such as "*Carmen put on her coat.*" The second version shows "*Carmen put her coat on.*" 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-eight 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 into several logical episodes using six to eight cards at any one time. For example, the first episode should include Carmen's morning activities, the second episode can include getting ready for work, a third episode can deal with what happened at the bus stop. etc. 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 (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

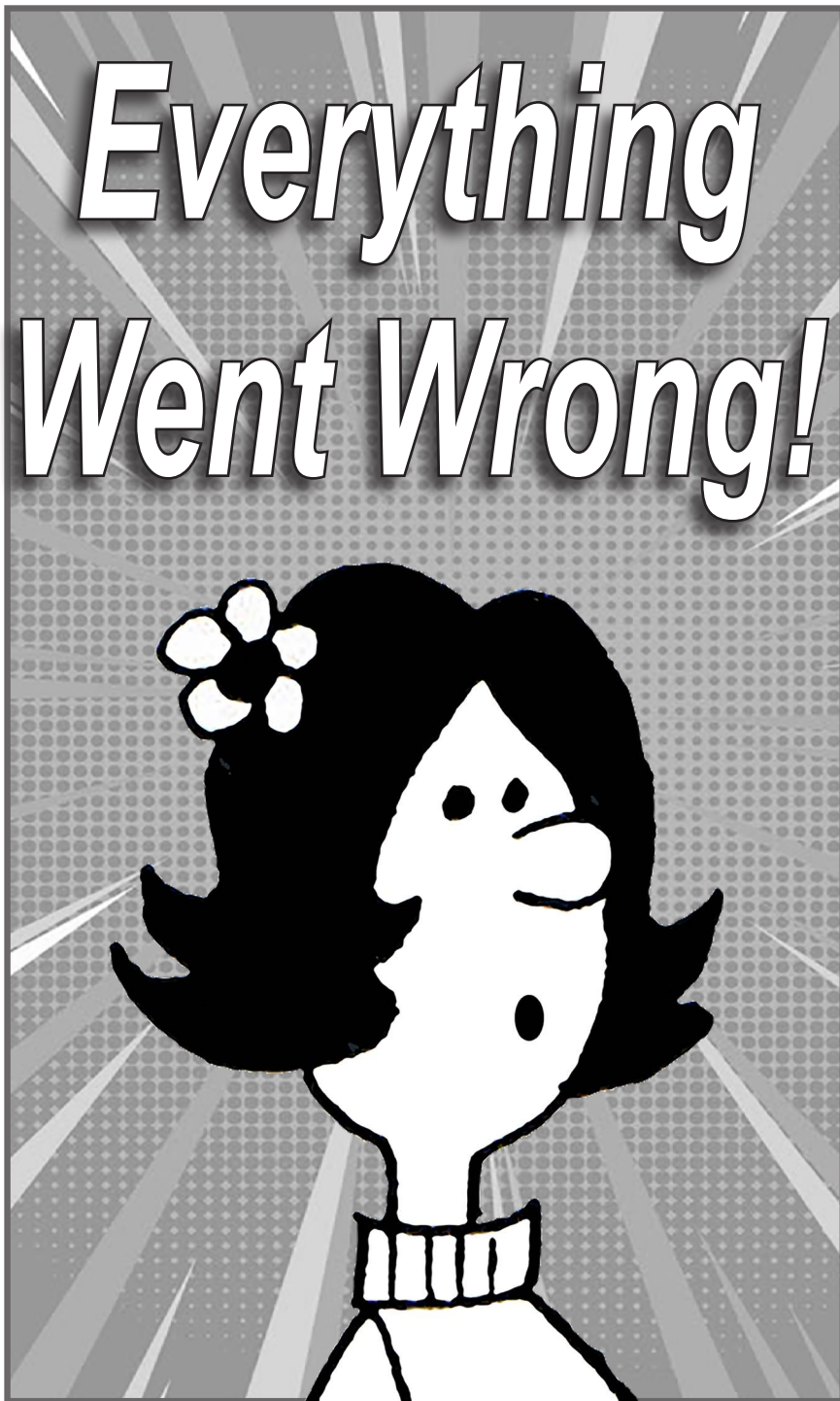
1. Select, reproduce, and distribute the appropriate version of the reading passage. Have the students read the text silently. Review by asking appropriate comprehension questions.
2. From the reading passage, prepare a short list of spelling words for a future quiz.
3. Choose a paragraph from one of the reading passages and give it as a dictation.
4. Select, reproduce, and distribute the appropriate contextual exercise (i.e., cloze passage). Both versions require the student to fill in the correct form of irregular verbs.
5. Have the students write a story about a typical or terrible day or a particular day in the past. Let the students refer to the reading passage as a model.

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

be (was, were)	fall/fell	lead/led	set/set
become/became	feed/fed	leave/left	shut/shut
begin/began	feel/felt	lie/lay	sit/sat
break/broke	forget/forgot	make/made	speak/spoke
bring/brought	get/got	mean/meant	spill/spilt
buy/bought	go/went	pay/paid	stand/stood
choose/chose	grow/grew	put/put	sweep/swept
come/came	have/had	read/read	take/took
cut/cut	hear/heard	ring/rang	think/thought
do/did	hold/held	run/ran	throw/threw
drink/drank	hurt/hurt	say/said	wake/woke
drive/drove	keep/kept	see/saw	wear/wore
eat/ate	know/knew	send/sent	write/wrote

Here's a list of regular and irregular two-word (separable and unseparable) verbs and expressions that used in the stories.

come home	go back	pay for	take a nap
fall asleep	go wrong	pick up	take off
get dressed	look around	punch in	take out
get home	look at	put on	throw away
get off	look for	set down	turn on
get on	look up	set up	wake up
get ready	make a mess	sit down	
get up	make lunch	speak about	



Picture 2

Version 1

It was a bad day for Carmen.
Everything went wrong.
On her way home, she went to a coffee shop.

Questions:

1. Who had a bad day?
2. What went wrong?
3. Where did she go?
4. When did she go to the coffee shop?

Version 2

Carmen had a terrible day.
Everything went wrong.
She stopped at a coffee shop on her way home.

Questions:

1. Who had a terrible day?
2. What went wrong?
3. Where did she stop?
4. When did she stop at the coffee stop?

Picture 1

Version 1

This is a story about Carmen Lopez. She is talking about her day.

Questions:

1. Who is the story about?
2. What is she talking about?

Version 2

This is a story about Carmen Lopez. She is speaking about her day.

Questions:

1. Who is the story about?
2. What is she speaking about?

**Welcome to
Joe's Coffee
Shop**



**Are you
okay?**



Picture 4

Version 1

Mike looked at Carmen and smiled.
Carmen sat next to Mike.
Mike asked, "Are you okay?"
Carmen didn't speak.

Questions:

1. Who looked at Carmen?
2. Did Carmen smile at Mike?
3. Where did Carmen sit?
4. Who spoke first?
5. What did Carmen say?

Version 2

Mike saw Carmen and gave her a smile.
Carmen sat down next to Mike.
Mike asked Carmen if she was okay.
She said nothing.

Questions:

1. Who saw Carmen?
2. What did Mike give Carmen?
3. Where did Carmen sit down?
4. What did Carmen tell Mike?

Picture 3

Version 1

Carmen saw two friends there.
They were at the counter.
One friend was her neighbor, Mike.
The other friend was the shop owner, Mr. Joe.

Questions:

1. Who did Carmen see?
2. Where were her friends?
3. Who is Mike?
4. Who is the shop owner?

Version 2

Carmen saw two friends there.
They were at the counter.
One person was her neighbor, Mike, and the other was Mr. Joe, the store owner.

Questions:

1. How many friends did Carmen see?
2. Where were they?
3. Who are Mike and Mr. Joe?



Picture 6

Version 1

Mr. Joe brought her some coffee.
Carmen sipped the coffee.
Then, Carmen began to talk about her day.

Questions:

1. What did Mr. Joe do?
2. What did Carmen sip?
3. What did Carmen begin to do?

Version 2

Mr. Joe brought her a cup of coffee.
Carmen took a sip of her coffee.
Then, she began to speak about her awful day.

Questions:

1. What did Mr. Joe bring Carmen.
2. What did Carmen take a sip of?
3. What did Carmen speak about?

Picture 5

Version 1

Carmen ordered a cup of coffee.
Mr. Joe knew something wasn't right.
He asked Carmen, "How was your day?"
Carmen said, "My day was terrible!"

Questions:

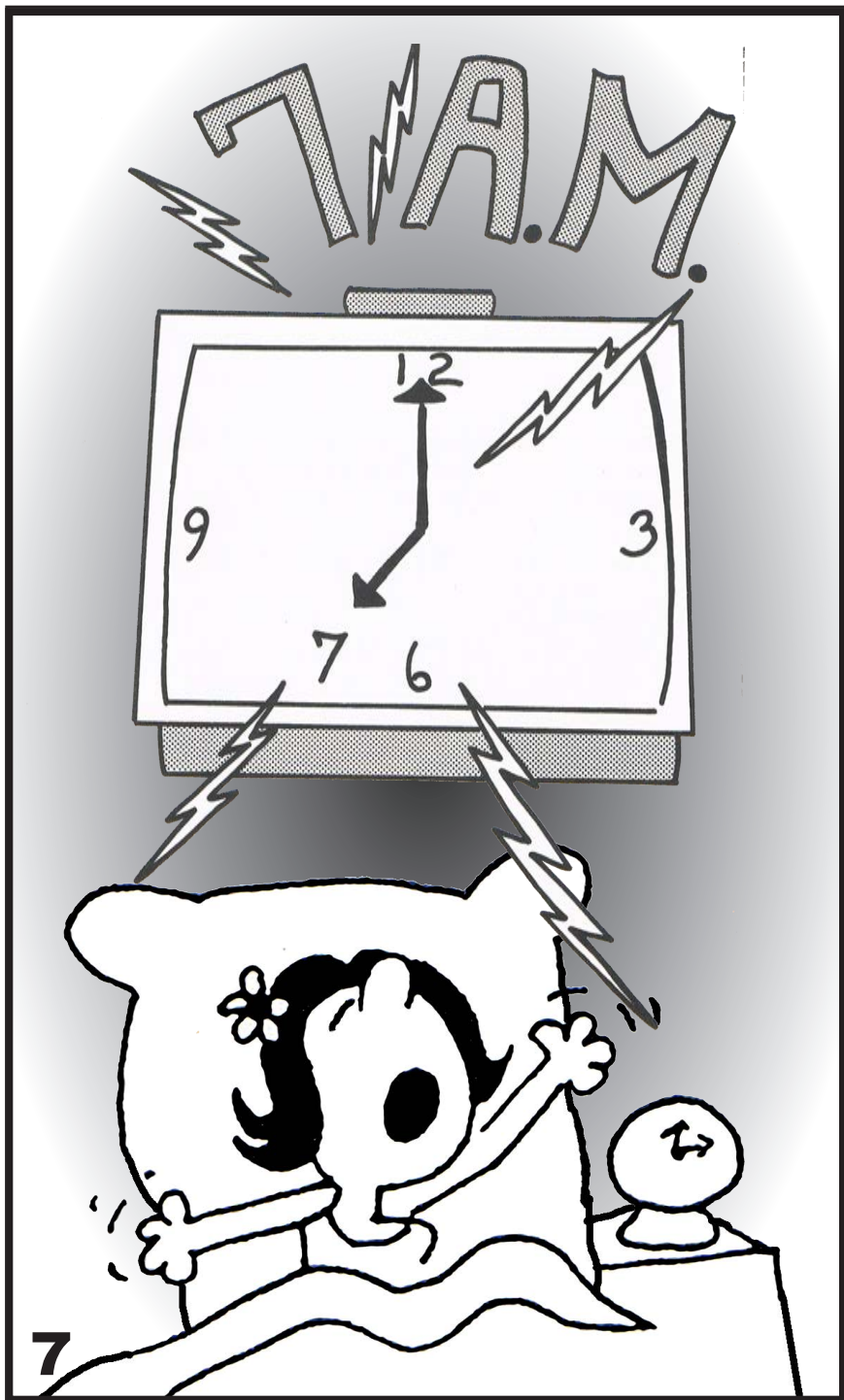
1. What did Carmen order?
2. What did Mr. Joe ask Carmen?
3. What did Carmen say?
4. How was Carmen's day?

Version 2

Carmen asked for a cup of coffee.
Mr. Joe understood something was wrong.
He asked her how her day was.
She told him that her day was terrible.

Questions:

1. What did Carmen ask for?
2. What did Mr. Joe say?
3. What did Carmen tell Mr. Joe?
4. How was her day?



Picture 8

Version 1

Carmen lay in bed a few minutes.
Then, she got up.
She put on a robe.
She went to the bathroom.

Questions:

1. How long did Carmen lay in bed?
2. Who got up?
3. What did she put on?
4. Where did she go?

Version 2

Carmen lay in bed for a short time before she got up.
Next, she put on a robe.
Then, she went to the bathroom.

Questions:

1. How long did Carmen lay in bed?
2. What did Carmen do after she got up?
3. Where did she go?

Picture 7

Version 1

Carmen's day began at 7 a.m.
The alarm clock rang.
She woke up.

Questions:

1. When did Carmen's day begin?
2. What rang?
3. What did Carmen do?

Version 2

Carmen's day started at 7 o'clock.
She woke up when her alarm clock rang.

Questions:

1. When did Carmen's day start?
2. When did the alarm clock ring?
3. When did she wake up?

Everything Went Wrong!

Version 1



This is a story about Carmen Lopez. It was a bad day for her. Everything went wrong. On her way home from work, she went to a coffee shop where she saw two friends. They were at the counter. One friend was her neighbor, Mike. The other friend was the shop owner, Mr. Joe. Mike looked at Carmen and smiled. She sat next to him. Mike asked, "Are you okay?" Carmen didn't speak. Finally, she ordered a cup of coffee. Mr. Joe knew something wasn't right. He asked Carmen, "How was your day?" She said, "My day was terrible!" Mr. Joe brought her some coffee. Carmen sipped it and began to talk about her awful day.

Carmen's day began at 7 a.m. She woke up when the alarm clock rang. She lay in bed a few minutes. Then, she got up. She put on a robe and went to the bathroom. She turned on the shower and undressed. When she stepped in the shower, the water was cold. There was no hot water so, she had to take a quick shower. Next, she got ready for work. She brushed her teeth, combed her hair, and got dressed. Then, went downstairs to the kitchen. She put her wallet on the kitchen table.

Carmen ate a light breakfast. She had a banana and toast and drank some hot tea. Carmen made a sandwich for lunch. She put it in a bag and brought it to work. After breakfast Carmen picked up the tea cup, which slipped out of her hand. The cup fell on the floor. She shut her eyes and heard a crash. The cup broke into many pieces, and some tea spilt on her. The tea stained her clothes. The accident made a mess. When Carmen picked up the pieces, she cut her finger. She got the first aid kit and took out a band aid. She washed her hand and put on the band aid. Finally, she swept up the mess

and threw away the pieces. Carmen put on another outfit and wore it to work. She took her purse and quickly left the house.

Carmen didn't want to miss the bus, so she ran to the bus stop because she thought she was late. Carmen stood at the bus stop a long time. She read her emails and wrote replies. She also sent a few text messages. Suddenly, she heard her phone ring. She took her phone and held it to her ear. She answered the call, but it was a wrong number. She looked down the street and saw the bus. It came late. Carmen opened her purse and looked for her wallet. She usually kept her wallet in her purse, but it wasn't there. She left her wallet on the kitchen table. She meant to put the wallet in her bag, but she forgot. So, Carmen went back home. The sky became cloudy, and it began to rain. When Carmen came home, she saw her wallet on the kitchen table. She took it and put it in her bag. She brought an umbrella, too. She ran back to the bus stop. The weather grew worse, and it began to rain hard.

Another bus finally came. Carmen got on the bus and bought a ticket. She didn't know that she chose the wrong bus. She saw the bus go in the wrong direction. She read her bus schedule. She took the wrong bus! She quickly got off the bus and walked to work. She got to work two hours late. When she got to work, she took off her coat and put on her work gloves. Then, she punched in. She set up her tools, turned on the machine, and began to work. She picked up a big box and felt a pain. She hurt her back. She looked around and saw nobody. She set down her tools. Then, she sat down. She looked at her phone. She read the date. It was Saturday. She thought it was Friday. She didn't feel well; she felt embarrassed. She put away her tools and left work quickly.

When Carmen stopped at Joe's Coffee Shop on her way home, she found her neighbor, Mike, there. They spoke about her terrible day. Before she left, she paid for her coffee and left a tip. She said good-bye to Mike. Then, Mike offered to drive her home. Mike led Carmen to his car. He drove her home. She got home quickly. She felt tired so, she took a nap on the sofa. She fell asleep quickly. When she got up, she felt a lot better. In the evening Carmen did very little. She made dinner and fed her dog. She read a book and went to bed early.

The End