


1984

# Using Personal Photos in the ESL Classroom

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*SIT Graduate Institute*

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USING PERSONAL PHOTOS IN THE ESL CLASSROOM

Patricia C. Farkas

August 1984

Submitted in partial fulfillment of the requirements  
for the Master of Arts in Teaching degree  
at the School for International Training, Brattleboro, Vermont

This project by Patricia C. Farkas is accepted in its present form.

Date Aug. 24, 1984

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Title: "Using Personal Photos in the ESL Classroom"

Degree Awarded: Master of Arts in Teaching

Year Degree Granted: 1984

Program: Master of Arts in Teaching

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ABSTRACT:

The purpose of this project is to demonstrate how relatively commonplace materials such as personal photos can be meaningfully utilized in the ESL classroom. The project contains a collection of simulated personal photographs which are divided into four topic areas. One authentic photo has been selected to represent each topic area. Immediately following the photographs in each topic area is a summary of lexical, structural and cross-cultural items which can be determined from the photos. The main body of each topic area is made up of teaching activities divided into two categories: focused activities and discussion/cross-cultural activities.

ERIC Descriptors: English (Second Language)  
Materials Development  
Photographs  
Cultural Education

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## PREFACE

In order to teach effectively, the teacher needs to tie language to concepts which are known and meaningful to the students. Many times, students are presented with language which is not only abstract in concept but devoid of any relationship to the students' lives or interests. If students are able to make a personal connection to language concepts, their quality of learning will increase along with their interest and motivation. Students will try to communicate if they have a real involvement with the concepts underlying the language. Conversely, when students are forced to manipulate the surface language structures without a personal investment in the language as a form of communication, they are dependent on their short-term memory span to supply them not only with language but with appropriate answers. When students find themselves in the classroom dichotomy of having to manipulate surface language structures correctly instead of concentrating on meaningful communication between both themselves and the teacher, they become frustrated and confused. Human interaction is necessary to create the opportunity for real communication which is the basis for language learning.

The ESL teacher needs to use material which will promote human interaction and aid communication. Personal photos can do just that. They are an excellent vehicle both for language learning and interpersonal, intercultural communication. Since the ESL teacher is a representative of the target language and culture, his or her personal photos are a window into the culture as well as a vehicle for interpersonal communication; if the teacher is willing to share his or her

life with the students, they in turn will be more willing to open up and share their thoughts and feelings with the teacher and each other, creating a more trusting classroom atmosphere which is basic for the development of good communication skills.

While in Mexico during my teaching internship, I discovered the students had a strong interest in me, their teacher, as a representative of U.S. culture. I realized that the students' natural curiosity could be tapped by using my personal photographs as a vehicle for sharing the language and U.S. culture, while increasing interpersonal communication, spontaneity of spoken language, and classroom motivation. The students, through the photos, had a legitimate outlet for their questions regarding my life as well as American life in general. The students had an investment in the language developed from the photos, because they had an emotional involvement in the ideas and concepts represented. Many magazine pictures, for example, are excellent representations of a concept such as "house"; however, I found these pictures rather sterile in the sense that the students didn't have a personal involvement with the house represented. In contrast, when the students viewed a photo of the house where I grew up, they were seeing "someone's" house--the teacher's house; the house took on importance to the students which in turn was instrumental in the development of language skills and cultural curiosity.

The photographs displayed in each topic area section of this project are of an everyday-photo-album quality. I feel the more ordinary the photos, perhaps the better, because it is important for the photos to be true reflections of the teacher's own background and culture in the U.S. The importance is not in the photos themselves but in the sense of



reality they represent and in the living language which emanates from this reality. I have used photos, therefore, which are generally based on family and friends and which represent quite ordinary facets of life.

The photos have been organized into four specific sections or topic areas: Relatives and Holidays; Where I Am From; Friends; Places I Have Been. In each of the topic areas I have included one authentic photo. The other "photos" are actually blank spaces with a brief description written inside which will hopefully give the reader a good mental "picture." Each photo within a given topic area will be lettered so that it is possible to refer back to it when reading the teaching suggestions. After each topic area I have listed a series of teaching suggestions to coordinate with the photos. In a few cases the photos will overlap into different topic areas.

The pictures I have illustrated here are standard-sized photographs. This size worked well for me because my classes were small and I was able to either pass the photos around the class or lay them on a table in front of the students. However, if your classes are fairly large, slides would be preferable. If you have only photographs and a larger class, enlarging the photos on a screen would be another option.

Many of the teaching suggestions I have listed are best presented as listening activities at first. However, from the listening activities there is the opportunity for developing focused work as well as for discussions dealing with cultural topics. I feel these particular kinds of teaching suggestions would be most useful with very literate and somewhat sophisticated students, ones either already living in the U.S. or in a place where the possibility of coming to the U.S. is likely.

The activities presented are devised from my particular personal photos. Of course it is possible to take the same kinds of photos and work on a different level with a different focus in order to accommodate a variety of ESL classes, including those for refugees. The most important thing is that the photos are not ends in themselves as sources of entertainment, but instead are vehicles for creating language, cultural awareness, human interaction and sharing within the ESL classroom.

## TOPIC AREA 1: RELATIVES AND HOLIDAYS



A

Aunt and Uncle  
playing golf

B

Cousin B. standing  
in front of house  
in her wedding dress

C

Aunt and Uncle (R.)  
with son (T.) with my  
mother bundled up in  
heavy winter coats outside  
my parents' house in  
winter (snow)

D

My mother working  
in the vegetable  
garden while dressed  
in shorts and summer  
top

E

Cousin J. and his  
wife hugging each other

F

Cousin T. (male)  
sitting in an armchair  
opening a Christmas  
present in parents'  
living room

G

Cousin D. (female) and  
mother watching baby  
trying to walk in  
living room

H

Aunt D. on her  
birthday--blowing  
out candles on a  
birthday cake

I

Dinner table on  
Thanksgiving  
(shows turkey and  
other foods)

J

Parents putting  
decorations on  
and presents under  
a Christmas tree

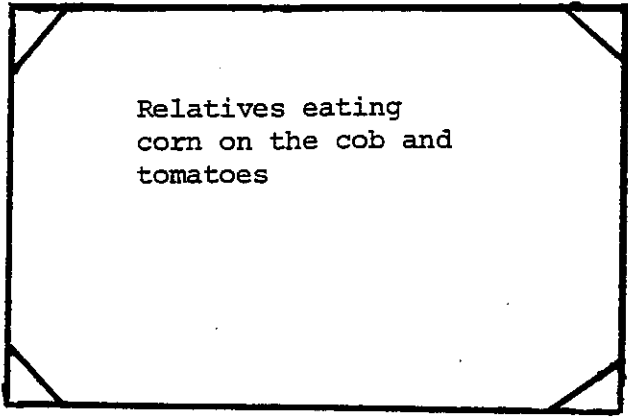
K

Mother in nurse's  
uniform in the  
hospital nurses'  
station

L

Aunt and Uncle R.  
sitting in front of  
fireplace on Christmas  
with packages around  
them and holiday  
decorations

M



Relatives eating  
corn on the cob and  
tomatoes

N

## LEXICAL ITEMS DERIVED FROM TOPIC AREA 1 PHOTOS

FAMILY

relatives  
 parents  
 father  
 mother  
 child  
 baby  
 aunt  
 uncle  
 brother  
 sister  
 husband  
 wife  
 brother-in-law  
 married/single  
 cousin  
 niece  
 nephew  
 immediate family

VERBS

blow out  
 play  
 stand  
 sit  
 hug  
 watch  
 walk  
 eat  
 put  
 open  
 work  
 wear  
 haul  
 smile  
 retire  
 unemployed

MISCELLANEOUS

summer  
 winter  
 birthday  
 Christmas  
 Thanksgiving  
 holiday  
 present  
 tree  
 candle  
 cake  
 decoration  
 turkey  
 garden/vegetables  
 corn on the cob  
 tomatoes  
 golf  
 nurse  
 uniform  
 hospital  
 package  
 construction  
 pilot  
 engineer  
 artist  
 snow  
 November  
 December

NUMBERS

1 to ....

HOUSE

house  
 fireplace  
 living room  
 dining room  
 dining room table  
 armchair  
 tablecloth

CLOTHING

tie  
 shirt  
 dress  
 wedding dress  
 earrings  
 belt  
 shorts  
 hat  
 coat  
 shoes  
 blouse  
 necklace  
 glasses

COLORS

gray  
 white  
 navy blue  
 yellow  
 pink  
 red  
 beige  
 green  
 blond, brunette

## STRUCTURAL ITEMS FROM TOPIC AREA 1

BE and S/V Agreement: She is my aunt.  
They are relatives.

Making Relationships: If she is my father's sister, then she is my aunt.

Possessive Pronouns: your, my, his, her, their

Possessives: He is my aunt's husband.

Use of THEREFORE

Use of IF and THEN: If she is your father's sister, then she is your aunt.

Use of Commas

Comparatives and Superlatives: youngest, younger, etc.

Irregular Plural of CHILD

Questions: Who is he/she?  
Where is he/she?  
What is he doing?  
How many?

Present Progressive: She is wearing a pink dress.

Past Tense

Age Questions and Answers: How old are you?  
is he?  
is she?  
He is 25 years old.

## CROSS-CULTURAL ITEMS DERIVED FROM TOPIC AREA 2

Occupations

Roles of Men and Women

Family Size

Clothing Styles

Christmas Traditions

Thanksgiving Traditions

Birthday Celebrations



## FOCUSED ACTIVITIES FOR PHOTOS IN TOPIC AREA 1: FAMILY AND HOLIDAYS

1. Practice with Verb TO BE

Use a photo like 1A. Introduce language to represent family members by first making a family tree on blackboard. Using photo 1A, point out parents, aunt and uncle, mother, father. Have students practice with these terms by pointing to each person in the photo.

Next, add the following terms: brother, sister, husband, wife, brother-in-law. Write them on blackboard.

Give students the following example (use photo): She is my aunt. She is also my father's \_\_\_\_\_. Have students fill in the last word. Continue practicing, in this way, the following relationships: uncle/aunt's husband, mother/father's wife, uncle/father's brother-in-law, aunt/uncle's wife, father/aunt's brother.

2. Practice with Possessives and Possessive Pronoun YOUR Using a Variation of Activity #1

Use photo 1A again, as in Activity #1. Use the same example sentence: She is my Aunt. However, this time have the students find and express the second relationship which exists. For example, a student would say, "She is your father's sister," in response to "She is my aunt." Have students practice making the same relationships listed above in Activity #1. Have one or more students take turns writing the sentences on the board in order to see how the apostrophe is used.

3. Practice with THEREFORE, IF....THEN, Commas

For a more advanced class, work with the same photo and concepts

as in Activity #1, but make the sentence structure more complicated.

For example: He is my father's sister; therefore, she is my aunt.

- OR - If she is my father's sister, then she is my aunt.

Have students practice writing these sentences using commas in the correct places. Have students practice saying these sentences aloud to practice appropriate intonation and stress. Illustrate to students how intonation or stress corresponds to the use of commas.

3. Practice with Additional Language Dealing with Family Members and Relatives

Use photos like 1A, 1C, 1D, 1G, 1I. From these photos you can introduce more family concepts. Students can practice this language in the same manner as demonstrated in Activities #1-#3.

He is my cousin. He is my parents' nephew.

He is my cousin. He is your parents' nephew.

He is my cousin; therefore, he is my parents' nephew.

If he is my cousin, then he is my parents' nephew.

4. Practice with Possessive Pronouns; Who is This?

In Activities #1-#3, students are practicing YOUR and hearing MY. Elicit other possessive pronouns by first pointing to a person in photos 1A, 1C, 1D, 1G or 1I and asking, "Who is this?" Then ask students to form a second relationship in the same manner as in Activities #1-#3, but using only pronouns. For example: He is your uncle. He is her husband. Etc.

5. General Practice for Concepts in Activities #1-#4

Have students make their own family trees and bring in photos if possible. Have students work in pairs and take turns asking "Who is this?" and making relationships between relatives, as practiced in Activities #1-#4.

6. Practice with Verb TO HAVE; CHILD/CHILDREN; Comparatives/Superlatives; How Many; Occupations; Ages

Use photos of relatives like 1A, 1G, 1H, 1I, and 1L to prepare a listening activity for the students. Have students listen one time. The second time, use the material for dictation: Have students write the sentences on the blackboard and work on errors. Sample listening activity:

My mother is a nurse, but now she doesn't work. She's 68 years old. My father is an engineer and is also retired. He's 70.

I have four cousins named Tom, Donna, Elaine and John. Tom is 24 years old and is an artist. He studies and teaches at a university. He is not married. John is 32 and also single. He works in the construction business and sells swimming pools. Donna is a nurse and works with cancer patients in a large hospital. She's married but doesn't have any children. She's 30 years old. Elaine lives in California and is married to a pilot. Unfortunately, he is unemployed. Elaine has one child and is expecting another baby soon. Elaine is 27 and works at home.

A. Have students do the following:

1. Circle all verbs

2. Underline new words
3. Tell and write correct ages
4. Tell who is married, who doesn't have a job, who is pregnant, who builds houses, who flies airplanes
5. Answer HOW MANY questions (How many children does Elaine have? etc.)
6. Work on comparatives/superlatives (Who is the oldest/ youngest? Who is older, John or Donna? etc.)
7. (Lay out photos) Have students see how much they can tell about the people in the photos without looking at their papers.

B. Activities with students' family trees:

1. Ask students to choose 3 or 4 relatives from their family tree. Have them choose people who are as different as possible from each other. Have the class ask one another questions in order to find out the following information: name, age, residence, marital status, number of children. Have students answer questions appropriately.
2. Have students look at their family tree and write down the different occupations represented. Students may need help with vocabulary words. Have each student share his list with the class, telling where the person works or studies, etc. Make a large list on paper of the compiled occupations.

(See Discussion Activities #1 and #3)

### 7. Practice with Immediate Family/Relatives, Spouse

Distinguish between relatives and immediate family by using photos which exemplify each term. Ask students how many people are in their immediate family and how many relatives they have altogether. Ask students to circle all the members of their immediate families on their family trees. Have students fill out the following Rental Application Form as though they were renting an apartment:

NAME:

ADDRESS:

TELEPHONE NO.:

AGE:

OCCUPATION:

PLACE OF EMPLOYMENT:

MARITAL STATUS:

SPOUSE:

CHILDREN/AGES:

TOTAL NO. OF FAMILY MEMBERS:

### 8. Practice for Using Present Progressive

Use photos from Topic Areas 1 and 3 which show action. Hand photos out to students and have them tell what the person or persons are doing in the photos. For example:

Photo 1F: The woman is working in the garden.

Photo 1E: They are playing golf.

Photo 1G: They are hugging.

9. Practice with Clothing and Colors

Use photos like 1A, 1B, 1C, 1D, 1E. Give a photo to each student or to pairs of students. Ask them to describe what the people in the photos are wearing with as much detail as possible. Have students write articles of clothing on blackboard, including colors. Have students look at each other's clothing to find similar or different articles. Have students write different articles of clothing on blackboard. Students will end up with a list of assorted articles of clothing.

(See Discussion Activity #4)

10. Practice with Present Tense, Past Tense, and/or Future Tense

Use photos like 1H, 1N, 1P when students are working on language dealing with holidays such as Christmas. Provide a listening activity which coordinates well with your photos. Describe how Christmas celebrations were in the past or how they generally are in the present. It is possible to talk about how Christmas will be this year and still use old photos, if they are appropriate. Sample sentences from a listening activity:

Christmas was always an exciting day when I was a child. My family usually went to my grandmother's house and she always prepared a huge meal. All of my relatives brought something special to eat as well as Christmas gifts....

Students can listen to one paragraph or three separate paragraphs for past, present and future. Have students listen one time and use second time for a dictation. Have students underline verb tenses. If

all three paragraphs are used, have students compare them and the different verb tenses to see how and why they are used.

(See Discussion Activity #5)

## DISCUSSION/CROSS-CULTURAL ACTIVITIES FOR TOPIC AREA I

1. Have students look at the combined list of occupations they have come up with by using their family trees. Ask students to designate which jobs are held by male or female relatives. Have students discuss and compare how they see the roles of men and women in their own country with those in the U.S. Ask students why people work and why people choose particular occupations.
2. Have students bring to class a photo of a favorite relative. Very informally, have students tell class about their relative. Have them include where he or she lives, age, occupation and why they like this particular relative. Provide a model for the students by bringing in a photo and talking about a favorite relative of yours. Photo 1A, for example, is a favorite cousin of mine. Provide time after each student's talk for you and the class to ask questions about this favorite person on any topic.
3. Have students discuss family size. Questions to ask to start the discussion might include: What are the benefits of a large family/ a small family? What size family would you like to have and why?
4. Have students look again at the clothing they see in photos 1A-1E, as well as the clothing worn by members of the class. Have them think of the clothing they have seen worn by people in other areas of their lives. Ask students the following questions for discussion purposes:



- a. How would you describe the way Americans dress? What do you think of American dress?
  - b. How does American dress differ from that of your own country?
  - c. Is clothing important to you and why?
  - d. Does how you dress say anything about you as a person?
  - e. Why do you dress the way that you do?
  - f. Do you dress differently for different occasions?
  - g. What are the different ways you can dress and for what kinds of occasions are they appropriate?
  - h. How do Americans dress for specific occasions or situations?
  - i. What does American dress say about Americans?
5. Use photos 1H, 1N, 1P. Lead the class in a discussion of customs surrounding Christmas. For example: buying presents, wrapping and opening presents in front of other people, Christmas trees, decorations, special foods, holly wreaths, the color red, manger scenes, reindeer, stockings hung by the chimney, candy canes, stars. Along with the above customs, discuss the two aspects of Christmas--the religious tradition and Santa Claus. Have the class try to list the customs of Christmas and then discuss whether they originated from the religious or Santa Claus myth, or both. (You may want to read the St. Nicholas story to the class and/or give them some history of the Santa Claus aspect of the Christmas celebration.)

Another activity is to read or tell the class a favorite Christmas story, such as "The Little Match Girl," and have the class

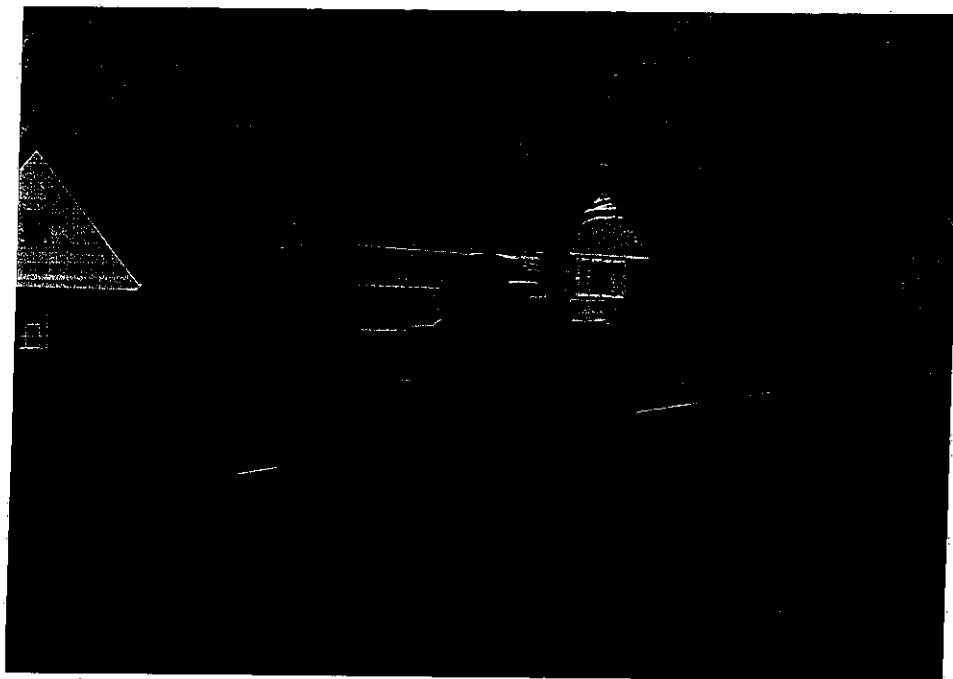
discuss the significance of the story as it relates to the myths of Christmas.

Have students talk about the most important celebration of their country or religion. Have them bring in photos, pictures or any article which will serve as a visual aid or as an example.

6. Use a photo similar to 1L which represents friends or family getting together to cook and eat a meal, since these activities are the basis for the Thanksgiving holiday. Help students make a list of all the foods traditionally eaten on this day. Discuss with students the historical reason behind the Thanksgiving celebration of feasting and the use of certain foods. Have students discuss any holidays in their own countries which may share similarities to Thanksgiving..
7. Use photos of birthday celebrations, such as photo 1L, which show some sort of American birthday tradition. Have the class talk about what the people are doing in the picture. Have the class compare birthday celebrations in their own cultures to those of the U.S. Find the differences and similarities.

## TOPIC AREA 2: WHERE I AM FROM

(The House, The City, Old Friends)



A

Parents' house in winter, covered with snow: a 2-story white frame house with green shutters. Porch, garage, driveway, streetlamp and sidewalk are in picture.

B

Another neighborhood picture similar to A but showing different houses (2-story brick and various frame styles); summer instead of winter

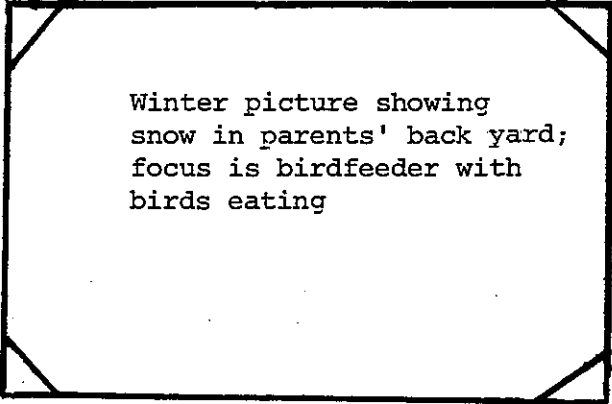
C

Same as B, but taken in summer, showing flowers and trees

D

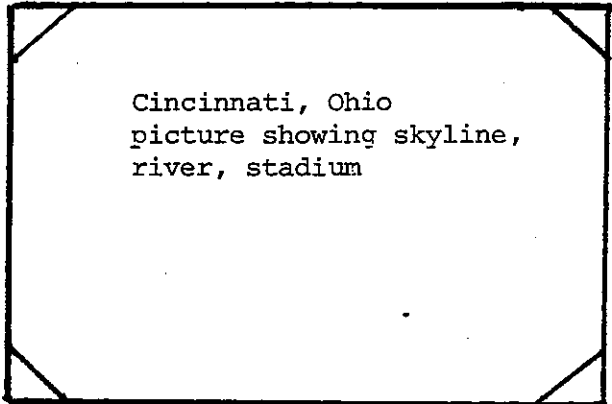
Back yard of parents' house in summer, with flower garden and picnic table as focus

E



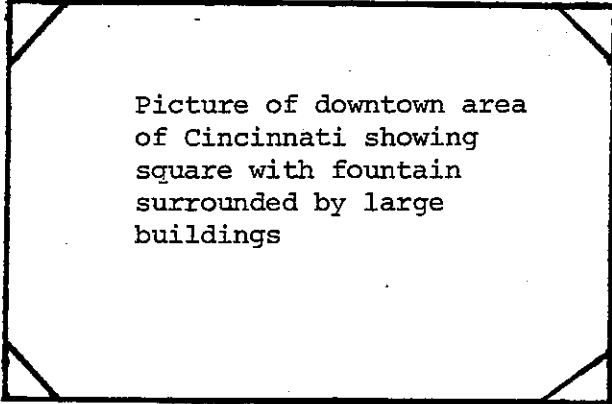
Winter picture showing  
snow in parents' back yard;  
focus is birdfeeder with  
birds eating

F



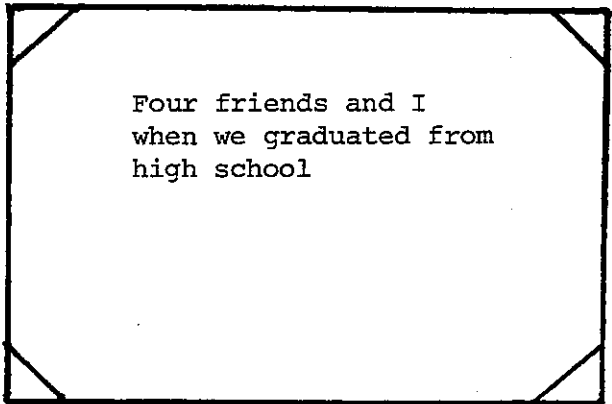
Cincinnati, Ohio  
picture showing skyline,  
river, stadium

G



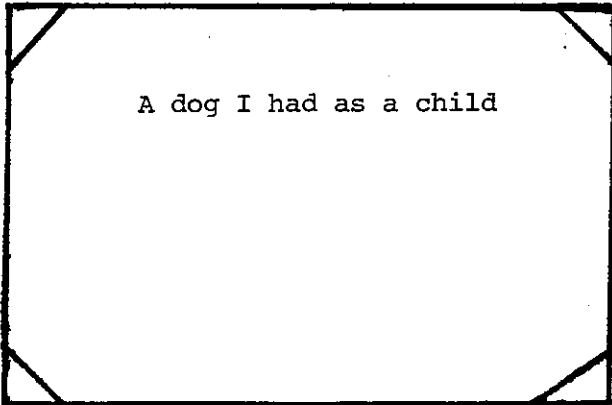
Picture of downtown area  
of Cincinnati showing  
square with fountain  
surrounded by large  
buildings

H



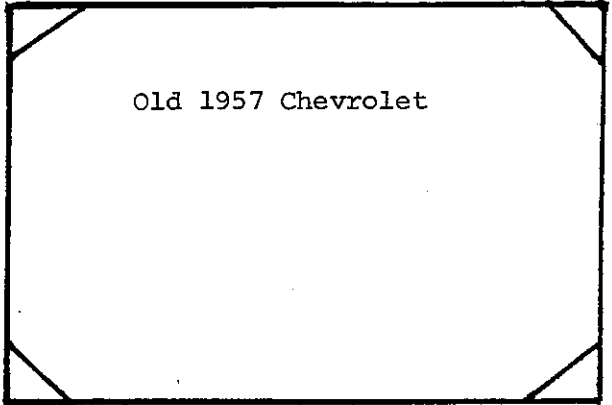
Four friends and I  
when we graduated from  
high school

I



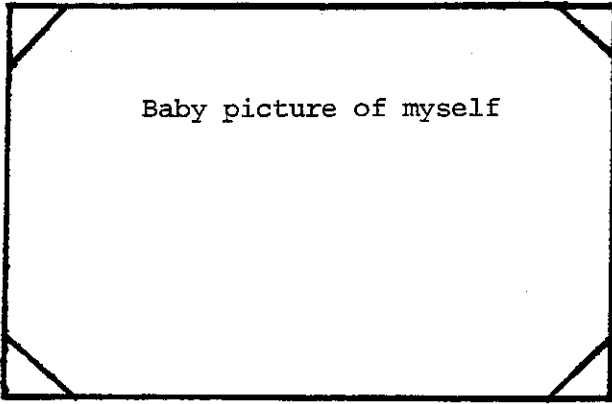
A dog I had as a child

J



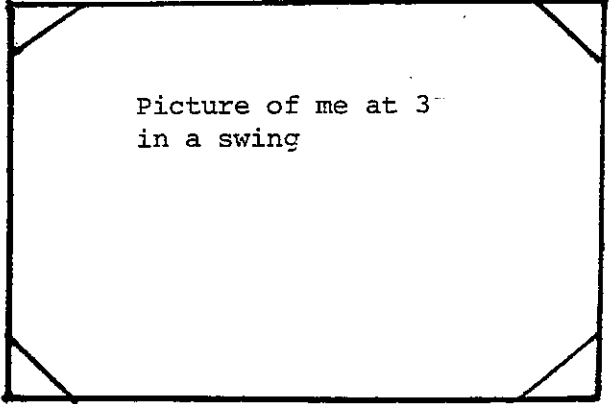
Old 1957 Chevrolet

K



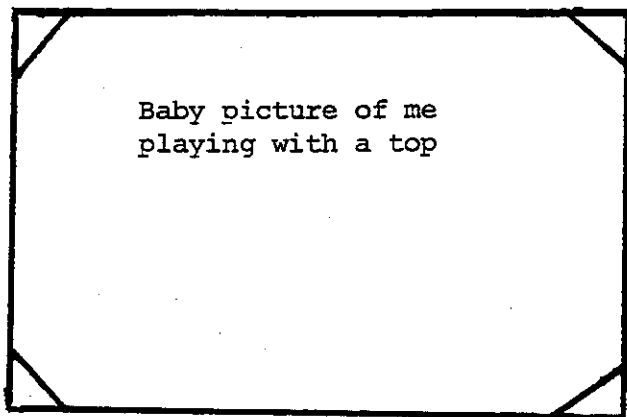
Baby picture of myself

L



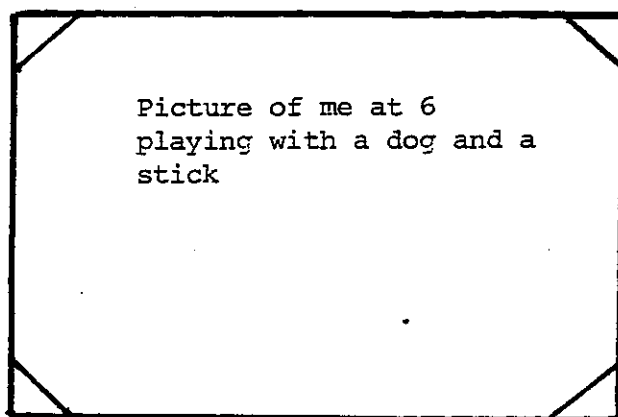
Picture of me at 3  
in a swing

M



Baby picture of me  
playing with a top

N



Picture of me at 6  
playing with a dog and a  
stick

O

## LEXICAL ITEMS DERIVED FROM TOPIC AREA 2 PHOTOS

CITY/TOWN

Vocabulary words  
depend on teacher's  
choice of place  
but could include  
the following:

un/polluted  
downtown  
office buildings  
industry  
university  
stadium  
fan  
restaurant  
hotel  
park  
center  
middle  
professional  
degree  
medium-sized  
area  
street

HOUSE

roof  
window  
door  
chimney  
porch (front and side)  
shutters  
garage  
driveway  
streetlamp  
sidewalk  
front yard  
back yard  
two-story  
brick  
bushes  
trees  
white frame  
apartment  
all rooms of house

DATES OF THE YEARPERSONALITY TRAITS

Exact language  
will depend on class  
but could include  
the following sorts  
of adjectives:

dependable  
intelligent  
ambitious  
serious  
lighthearted  
shy

VERBS

own  
rent  
graduate  
study

MISCELLANEOUS

flowers  
birds  
birdfeeder  
picnic table  
dog  
automobile  
swing  
top  
stick

## STRUCTURAL ITEMS DERIVED FROM TOPIC AREA 2

Dates: January 3, 1983 or 1-3-83

Past Tense versus Past Perfect: I lived; I have lived.

How Long: I lived in the house for 20 years.

Present Tense: I live here now.

Used To: I used to live here.

## CROSS-CULTURAL ITEMS DERIVED FROM TOPIC AREA 2

Types of Houses

Why Houses are Different

Value of Independence in U.S. Culture

Value Placed on Space in U.S. Culture and Where This Value Stems From

The American Home and Activities Which Surround It



## FOCUSED ACTIVITIES FOR PHOTOS IN TOPIC AREA 2: WHERE I AM FROM

1. Dates - Past Tense

Use photos from your past which represent milestones in your life.

For example: Use photo like 2L - I was born on January 10, 1947.

Photo 2I - I graduated from high school in June 1965. Photo 2K - My first car was a 1957 Chevrolet.

Have students write down the dates as they hear them. Review sentences, having students write down verbs they hear.

Have students bring in photos or other memorabilia representing milestones in their lives.

Have students present a chronological autobiography to the class using dates and past tense.

2. Use of Past Tense versus Past Perfect

Use photos like 2G and 2B (a house and town from the past). Present students with the following comparisons:

Photo 2B - I lived in this house for 20 years (but now I don't).

My parents have lived in this house for 35 years  
(they are still living there).

Use Photo 2G in the same way.

Have students tell where they lived in the past and for how long.  
Have students tell where they live now and how long they have lived there.  
Students can also ask each other HOW LONG questions.

(See Discussion Activities #5-#7)

### 3. Language Dealing with HOUSE

Use a photo of a house you lived in or grew up in (such as 2B), or a house you live in now. Show photo to students and ask them what they see. Add vocabulary words that are unfamiliar to students. Vocabulary from photo 2B includes the following:

roof	windows	door	chimney	porch (front/side)
shutters	garage	driveway	streetlamp	sidewalk
trees	bushes	front yard	two-story	white-frame

Have students make a drawing of a house they have lived in, visited or would like to live in. Have them label the parts of the house.

A variation is to describe a house to students and have them accurately draw and label it.

(See Discussion Activity #2)

### 4. Language Dealing with Rooms of the House

Draw the inside floor plan of the house you used in Activity #2. Let students try to label each room as they think it may be. Supply vocabulary if necessary. Go over rooms again and label them as they actually are.

Have students draw a floor plan of the house they used in Activity #2. Have them label rooms.

A variation is to have students draw a floor plan of the house or apartment they live in now and describe it to the class, practicing present tense, or they could draw the floor plan of a house they used to live in and practice past tense.

(See Discussion Activities #3 and #4)

5. Use of Present Tense - Vocabulary Development Based Around Cities or Towns

Use photos like 2G and 2H. Show students photos of your hometown or a town where you have lived. Ask students to tell you everything they can about the city from looking at the pictures. Write new vocabulary words on blackboard. Present a listening activity and embellish upon what the students have said. An example based on my hometown picture of Cincinnati, Ohio:

Cincinnati is a medium-sized city. The population is \_\_\_\_\_ . It has a river running through it. The river is somewhat polluted because there is a lot of industry in the area. Downtown there are many large office buildings, restaurants, and hotels. In the center of downtown, there is a square park with a fountain in the middle. In summer, many working people pack a lunch and eat in the park. There is a large stadium for the professional baseball and football teams. Many people are sports fans. There are several universities where many people earn their degrees.

You can use the above paragraph in several ways:

1. Dictation - Have students underline verbs and new vocabulary.
2. Make written copies of paragraph and have students underline verbs and new words.
3. Ask students to retell the paragraph.

Vocabulary words which can be focused on from this particular paragraph include:

medium-sized	office buildings	stadium
polluted	center	professional
downtown	middle	fan
industry	working people	earn degrees
area	pack a lunch	

(See Discussion Activity #1)

#### 6. Review of Dates - Language to Describe Personality Traits

Show the class a baby picture of yourself (photo 2L) and tell class your birthdate, including day, month and year. Have each student tell when he or she was born and write the dates correctly on the blackboard. Practice writing dates two ways: 1-10-47 or January 10, 1947.

Make copies from a horoscope book of personality traits for all the different signs. Have each student figure out which copy he should read. Have each student read the copy for his sign and underline the personality traits mentioned. On the blackboard or a sheet of paper make a general list for each of the months represented in the class. Have students work on the meaning of the language.

A variation is to first have the students write a list of characteristics they think describe themselves most accurately. Then use the horoscope to build upon this information. Students can make a comparison.

#### 7. Past Tense

Use photos like 2M, 2N and 2O to tell students what you liked to do as a child. Have students listen and write down verbs that they hear.

Have students bring in photos if they have them. If not, have them draw pictures representing themselves as children. Have them write a paragraph to go along with the pictures telling what things they did or

liked to do as children. Tell students not to sign their names. Read paragraphs or put them up with pictures and have the class guess which student goes with which paragraph and drawing/photos.

8. Used To

Use photos like 2B, 2G, 2J, 2K, 2L with the following types of sentences:

I used to look like this.

I used to drive a 1956 Chevrolet.

I used to have a dalmatian named Lady.

I used to live there.

Have the students work in pairs and make a list of things they had or did in the past, but do or have no longer. Have them practice using "used to."

## DISCUSSION/CROSS-CULTURAL ACTIVITIES FOR TOPIC AREA 2

1. Have students bring in photos or pictures of a favorite city. This can be a town where they have lived or where they have visited, or a city where they would like to live. Have them describe the city and tell what they like about it. Give the rest of the class an opportunity to ask the students questions.
2. Have students compare the different types of houses around the world. Have them compare the different types of construction and different materials used. Ask them why there is a difference. Discussion should include climate and other geographic differences, economy and lifestyle.
3. Have students choose a room which was important to them as a child. Have students tell the class about this room and why it was important to them. A variation is to have students pick a favorite room and describe it to the class, explaining why it is their favorite room.
4. When students are working on language dealing with a house you can also include the concepts of owning versus renting. The class can discuss the differences between the two options: Why do some people rent and others own? What are the advantages and disadvantages of both? What are the different responsibilities?
5. Have students discuss the value of independence in U.S. culture, including the fact of family separation. Have students compare their own values and how they are different or similar. Have them consider the good and bad points concerning these values.

6. Use pictures similar to 2A and 2C. These give students an example of a middle-class neighborhood in middle-America. You can use these photos to lead into a discussion of the value placed on "space" in U.S. culture and where this value stems from.
  
7. Show pictures like 2B and 2D. Have students talk about the differences they see in the pictures. Have students discuss how the seasons would affect the activities people do around their houses. This would include shoveling snow in winter and raking leaves in fall. Bring in the aspect of American yards. Photos like 2E and 2F show particular activities which occur during different seasons around people's houses. Ask the students to say how weather, climate, and seasons have affected them in their homes in the past. What things did they do to accommodate to the weather?

## TOPIC AREA 3: FRIENDS



A

Friend in kitchen,  
washing dishes

B

Friend with son,  
playing tennis

C

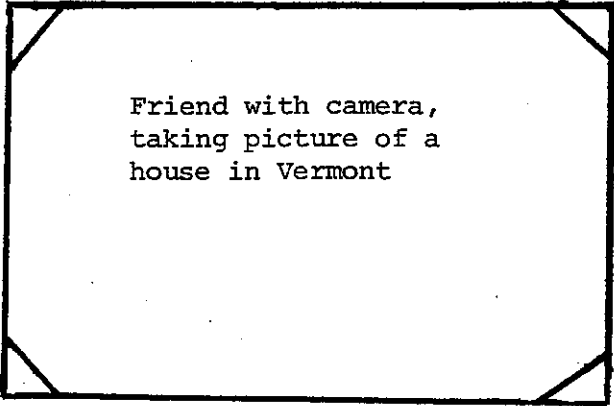
Friend sunbathing  
by a swimming pool

D

Two friends and their  
son eating dinner  
with me by candlelight

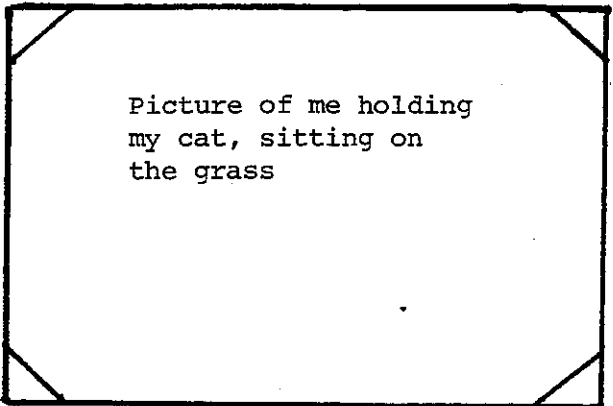
E





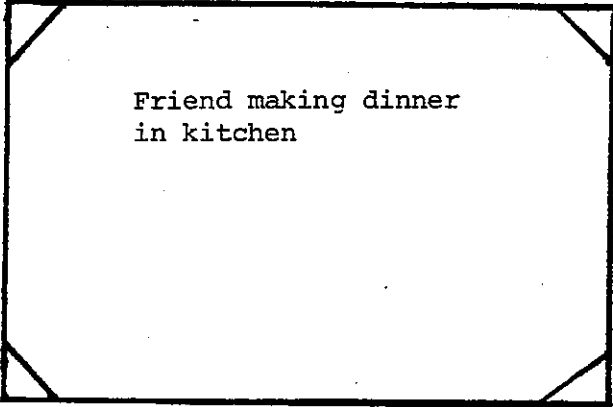
Friend with camera,  
taking picture of a  
house in Vermont

F



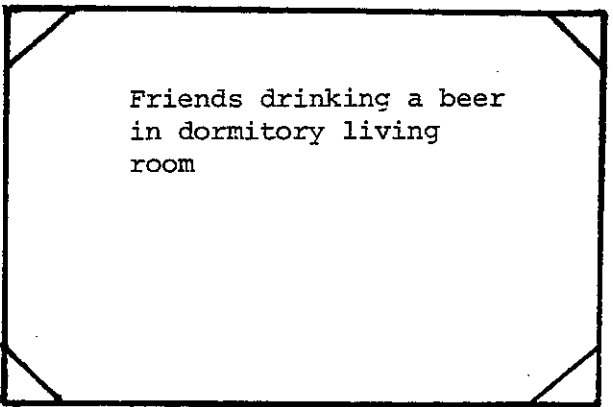
Picture of me holding  
my cat, sitting on  
the grass

G



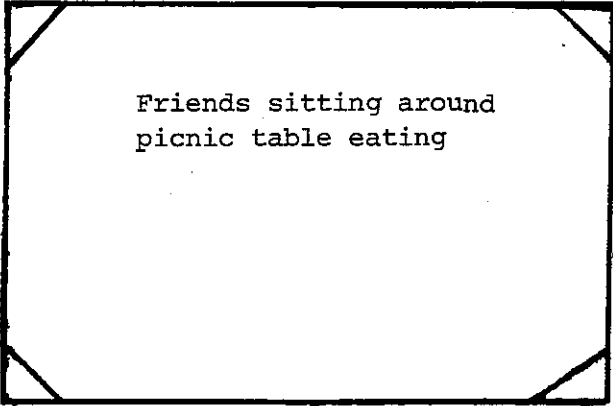
Friend making dinner  
in kitchen

H



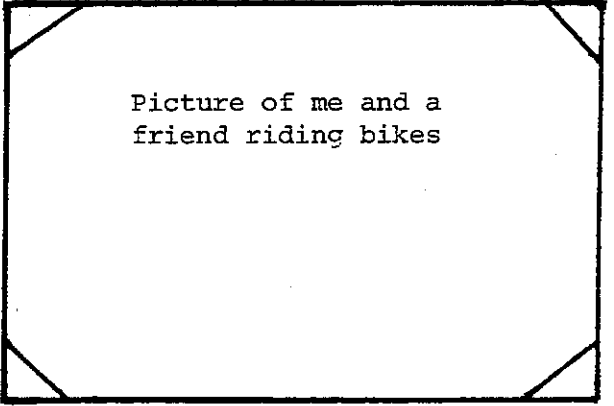
Friends drinking a beer  
in dormitory living  
room

I



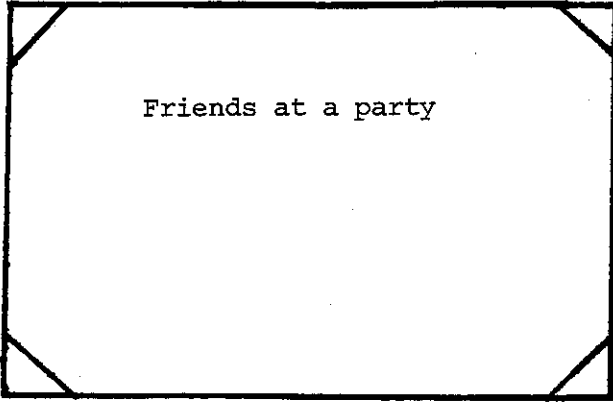
Friends sitting around  
picnic table eating

J



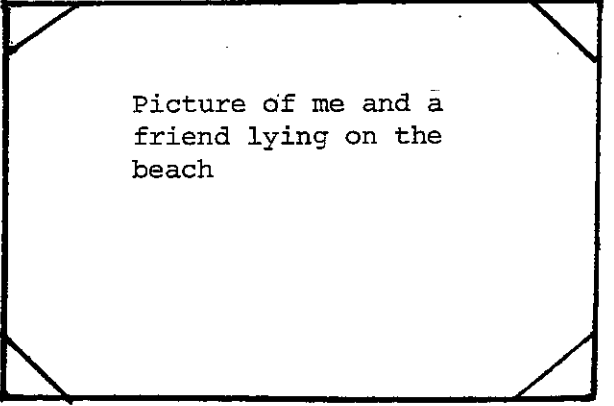
Picture of me and a  
friend riding bikes

K



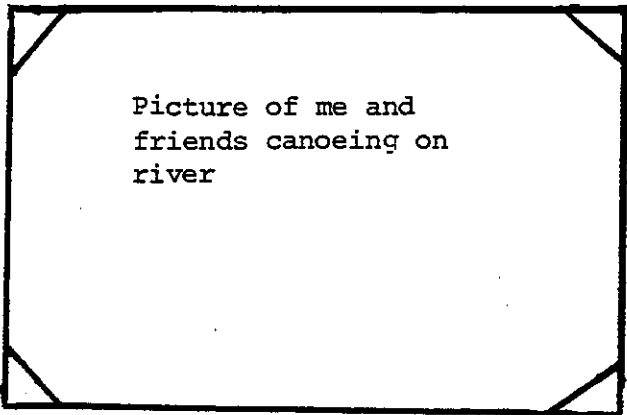
Friends at a party

L



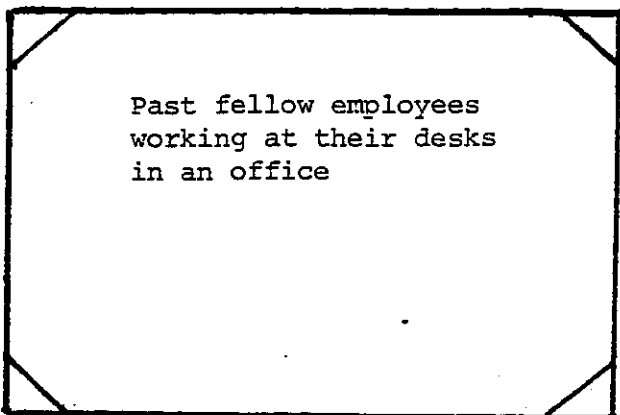
Picture of me and a  
friend lying on the  
beach

M



Picture of me and  
friends canoeing on  
river

N



Past fellow employees  
working at their desks  
in an office

O

## LEXICAL ITEMS DERIVED FROM TOPIC AREA 3

GENERAL DESCRIPTIVE WORDSPREPOSITIONSVERBS

wash  
 play  
 sunbathe  
 eat  
 take  
 cook  
 make  
 hold  
 ride  
 lie  
 canoe  
 meet  
 drink

NOUNS

dishes  
 tennis  
 dinner  
 picture  
 bicycle  
 beach  
 party  
 swimming pool  
 candlelight  
 bike  
 grass  
 cat  
 dormitory  
 beer  
 desk  
 employee

WORDS NEEDED FOR  
INVITATIONS, ACCEPTANCE  
OR REJECTION

please  
 thank you  
 I'm sorry  
 maybe later  
 sometime  
 I'll call back  
 friend  
 acquaintance  
 etc.

## STRUCTURAL ITEMS DERIVED FROM TOPIC AREA 3

PrepositionsAsking Questions

Past Tense: We met at a party.

Present Perfect: I have known him a long time.

Length of Time: I have known her for 4 years.  
I met him 7 years ago.

Affirmations: Yes, thank you.

Negations: No, thank you.

## CROSS-CULTURAL ITEMS DERIVED FROM TOPIC AREA 3

How to Meet People in the U.S.

Difference Between "Friends" and "Acquaintances" (different expectations)

Customs and Values Concerning Friendship in the U.S.

Invitations

Dinner at Someone's House

## FOCUSED ACTIVITIES FOR PHOTOS IN TOPIC AREA 3: FRIENDS

1. Descriptive Vocabulary for People, Places and Activities;Prepositions

Use all the photos in this topic area. Give each student a photo. Tell students not to show their photo to anyone else. Have each student give an extremely detailed description of their photo to the rest of the class. They have to include: (a) what the people look like, (b) what they are doing, (c) where they are, and (d) other objects in the photo. When each student is through with his description, have him show the photo to the rest of the class. Let the other students add to the description if they see new things. Write new vocabulary on paper or on the blackboard.

A variation is to concentrate on the prepositions that the students need to use in order to describe the photo. Have the class make a list of all the unusual uses of prepositions they find.

2. Asking Questions

Use all photos in this topic area. Have students look at the photos and think of 4 or 5 questions apiece to ask about them. Each question must be different. For instance, there can only be one question "What is his name?" in the entire list of questions each student makes up for all the photos in this topic area.

3. Past Tense, Present Perfect, Length of Time

Use a photo of an old friend. Tell students about this friend. Include the following types of sentences:

I have known him/her for \_\_\_\_\_ years.

We met \_\_\_\_\_ years ago at \_\_\_\_\_.

Have students pick out the present perfect form and past tense form and tell why each is used. Have students tell class about a friend including the kind of information that you previously modeled.

#### 4. Past Tense, Correct Expression

Use photos like 3C, 3D, 3E, 3J, 3K, 3L, 3M and 3O. Show photos and tell students you have met people in the past in surprising places. Have students work in pairs and tell each other about instances when they met people in surprising or interesting places. Each pair of students will agree on the most interesting story and write a paragraph about it. Read the paragraphs or have students read them. Work on verb tense and correct language expression.

#### 5. Language Needed for Invitations

Have the class make a list of occasions when they would want to invite other people. For example:

dinner at my house  
going to a bar or restaurant  
going for a walk or hike  
a party  
a sports event  
a movie or play

Divide the class into pairs and have each pair write a dialogue about inviting someone to do one of the things in the list. Have one student do the inviting, and the other student accept or reject the invitation. Give the students the opportunity to present their dialogue to the rest of the class. You, as well as the class, can make suggestions about different ways to make, accept or reject an invitation.

## DISCUSSION/CROSS-CULTURAL ACTIVITIES FOR TOPIC AREA 3

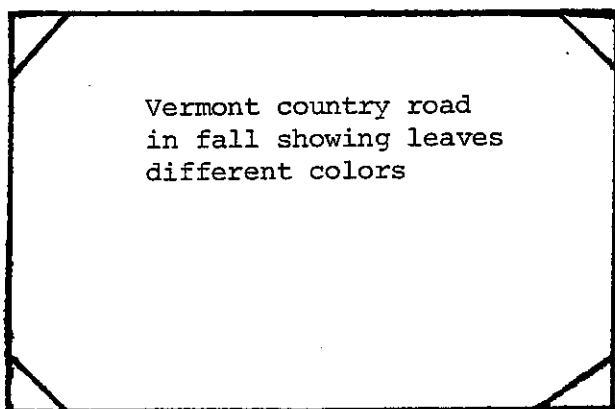
1. If students are living in the U.S., have them write and/or tell how long they have been in the States, where they go and what they do in order to meet people and make friends.
2. Have students discuss the difference between "friends" and "acquaintances." Give students a specific circumstance and have them discuss what they would expect from a friend and what they would expect from an acquaintance.
3. Have students discuss customs or values concerning friendship in the U.S. that they find different or puzzling. Include the aspect of invitations. Ask students if they consider an invitation to be sincere or not, and under what circumstances.
4. Tell students that they are invited to someone's house for dinner. Ask them what they would do about the following:
  - a) what to wear
  - b) what to bring, if anything
  - c) when to arrive/leave
  - d) whether to help clean up
  - e) how much to eat/drink
  - f) whether to smoke



## TOPIC AREA 4: PLACES I HAVE BEEN

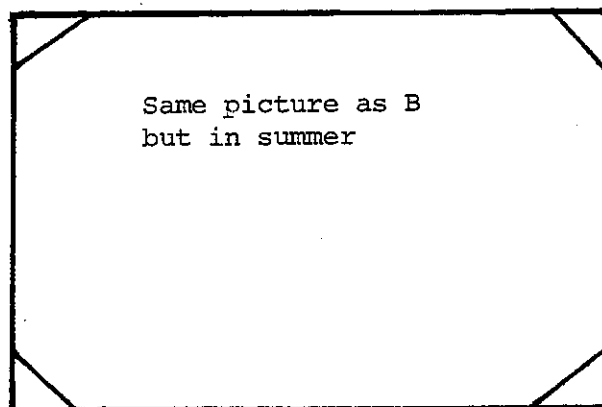


A



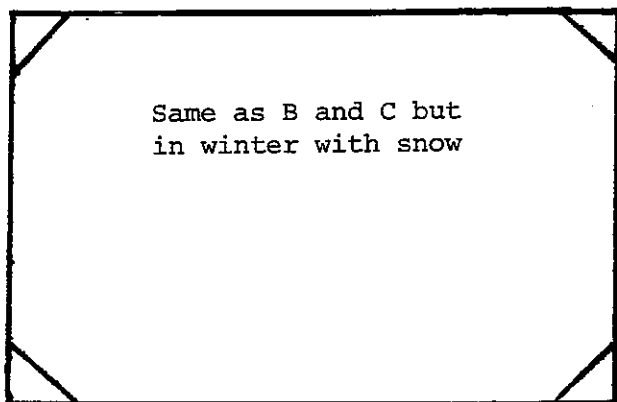
Vermont country road  
in fall showing leaves  
different colors

B



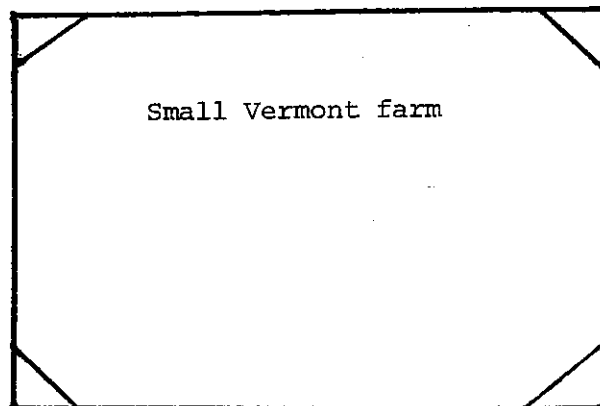
Same picture as B  
but in summer

C



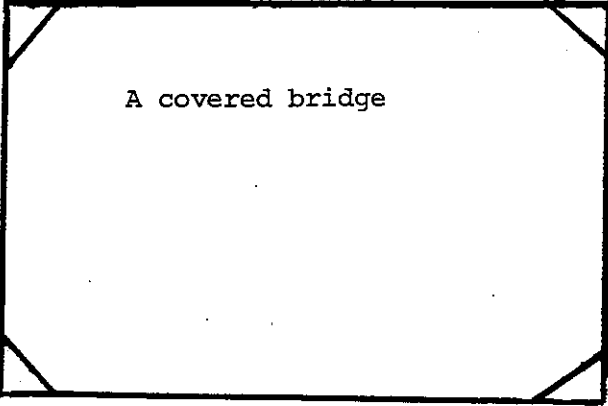
Same as B and C but  
in winter with snow

D



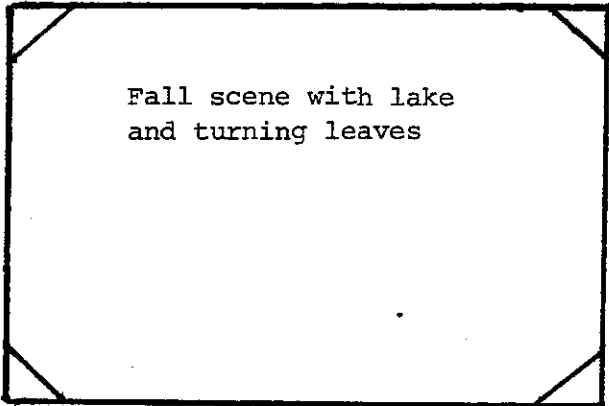
Small Vermont farm

E



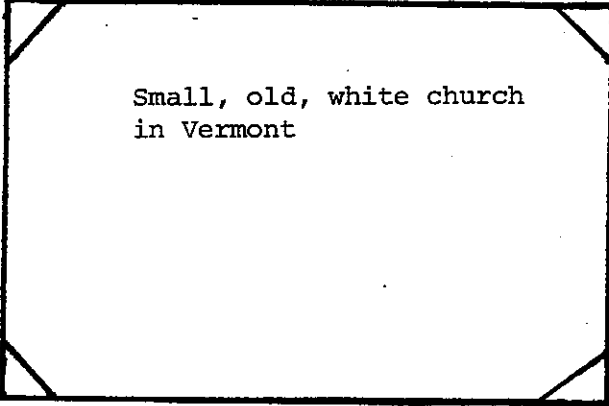
A covered bridge

F



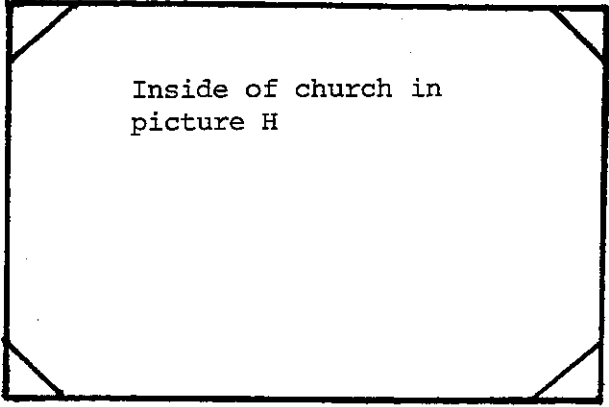
Fall scene with lake  
and turning leaves

G



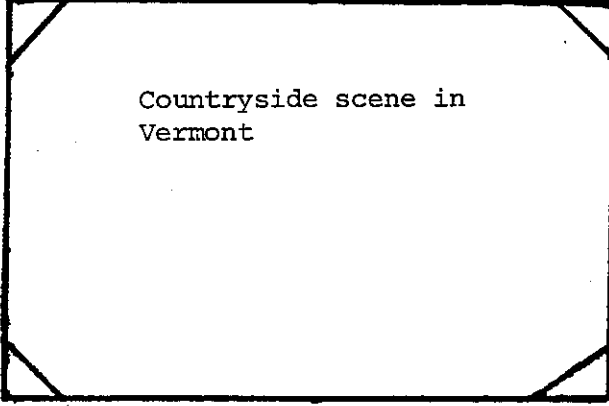
Small, old, white church  
in Vermont

H



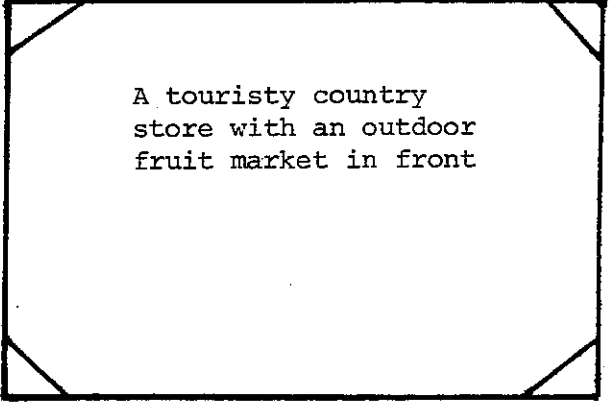
Inside of church in  
picture H

I



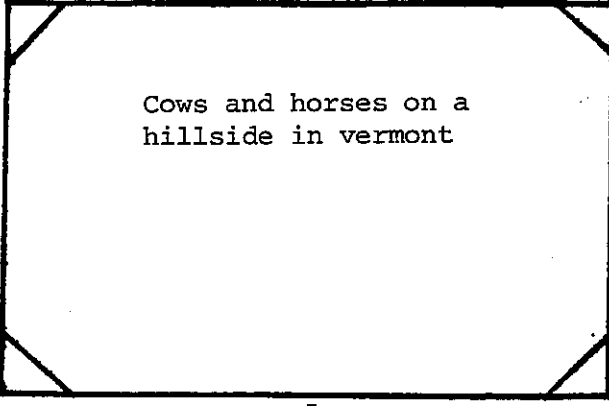
Countryside scene in  
Vermont

J



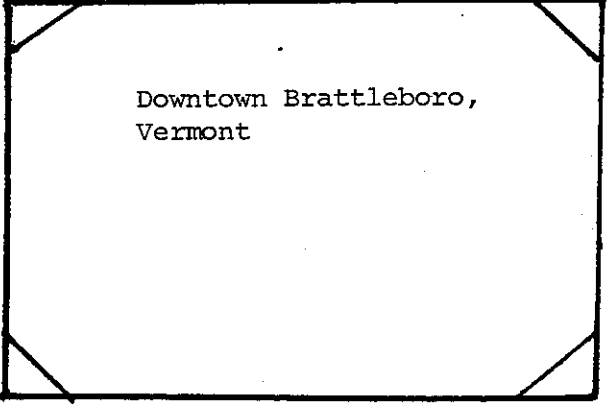
A touristy country  
store with an outdoor  
fruit market in front

K



Cows and horses on a  
hillside in vermont

L



Downtown Brattleboro,  
Vermont

M

Newfane, Vermont  
(small restored town)

N

Dickinson Dormitory

O

Yellow car with tent on  
top, a ladder going down  
the side of car, and  
2 bikes on the back

P

Waterfall in Canada  
with rainbow going  
through it

Q

Picture of cliffs going  
down into the sea  
(Cape Breton, Nova  
Scotia)

R

Sunset and beach with  
sand dunes on Atlantic

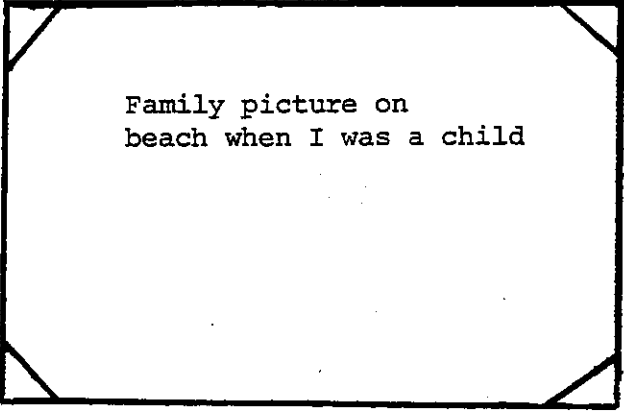
S

Beach scene with  
swimmers

T

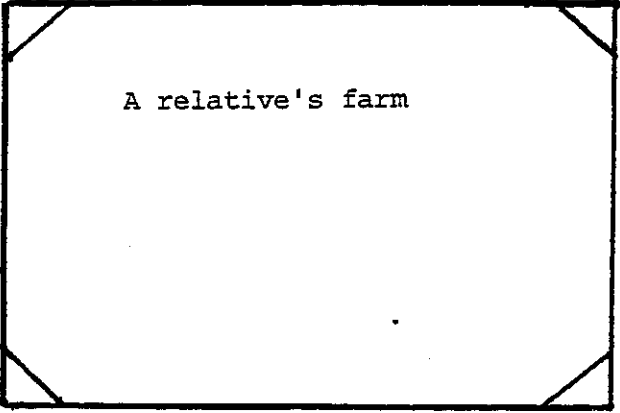
Small fishing village  
in Maine, with fishing  
boats and lobster  
traps

U



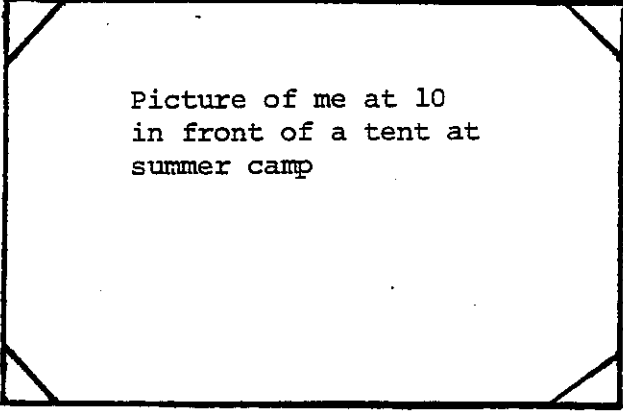
Family picture on  
beach when I was a child

V



A relative's farm

W



Picture of me at 10  
in front of a tent at  
summer camp

X

## LEXICAL ITEMS DERIVED FROM TOPIC AREA 4

<u>SEASONS</u>	<u>FOOD CONNECTED WITH SEASONS IN U.S.</u>	<u>TYPES OF FRUIT AND VEGETABLES</u>
<u>MONTHS</u>	hotdogs	
	ice cream	<u>FOOD AND COOKING</u>
	apples	
<u>HOLIDAYS</u>	candy apples	bake
	corn on the cob	boil
	watermelon	slice
	hot chocolate	raw
	popcorn	ripe
	hot toddies	salad
		casserole
		sandwich
		pie
		fresh

## STRUCTURAL ITEMS DERIVED FROM TOPIC AREA 4

Past Tense: I spent....

Past Perfect: It had been a farm.

Used To

Asking and Answering Questions

Correct Use of Prepositions

Appropriate Language Expression

## CROSS-CULTURAL ITEMS DERIVED FROM TOPIC AREA 4

Seasons of the Year - Clothing, Activities

American Food and Cooking

Transportation and Travel

## FOCUSED ACTIVITIES FOR PHOTOS IN TOPIC AREA 4: WHERE I HAVE BEEN

1. Seasons of the Year, Months, Holidays

Use photos like 4B, 4C, and 4D. Show photos to students and have them tell you what they see and how the photos are different. Wait for students to mention that the various seasons are represented. If they don't, you will have to work on this language. Ask students to list the months of each season and name the special American holidays which fall in the months.

2. Vocabulary Development, Past Tense, Past Perfect

Use photos like 4A-4N. Create a reading activity for your students about a place where you have been. Use the photos as visual aids. The above-mentioned photos are from a year spent at the School for International Training in Vermont. The following is a sample from a reading activity that corresponds with the photos:

I spent a year at a very small school in Vermont that at first glance looked something like a camp. Many years ago, the school had been a farm. I lived in a dormitory that had been a farmhouse at one time, and when I looked out my windows, I could see cows and horses standing in a nearby field....

Whatever you choose to talk about, make sure it is interesting and amusing if possible. Also decide ahead of time what tenses you are going to demonstrate in the reading activity.

Have students underline verb forms they are unsure of, as well as new vocabulary words. The class can compile a list of new words on the



blackboard and work on the meaning together. Give students time to ask questions regarding content and to ask for more information.

### 3. Past Tense/"Used To"

Use photos like 4V and 4W. Present a listening activity using past tense and/or "used to." Describe what you did during the summer as a child. Sample sentences:

My family used to go to the beach in South Carolina every summer.

We rented a cottage right on the beach.

Have students listen once, then the second time write down for dictation purposes. Have students work on spelling and verb tenses.

### 4. Getting the Idea and Notetaking (Verb Tenses and Vocabulary)

Use all the photos in this topic area and prepare a travelogue. For each photo, give some factual information as well as some interesting anecdote. On the first reading, have the students follow the travelogue by marking the route on a map. The second time you read the travelogue, have students practice jotting down a few words on paper about each photo to help them remember at the end of the travelogue. Do not alter your pace of speaking for students to write.

Show the photos in the same order but without words. Have the students use their notes and see how much they can remember. Prepare the travelogue with the idea of practicing a particular verb tense or tenses. Make written copies of the travelogue so the students can work on verbs and vocabulary.

Students can also prepare a travelogue of a trip they have taken or would like to take for presentation to the class.

#### 5. Asking and Answering Questions

Have each student take a turn at being a tour guide for his country. Have two students be the tourists to the country and have them decide together what questions they will ask the tour guide. Sample questions: places to visit, what the weather is like, kind of clothing to wear, how to get there, and how much it will cost. Each tour guide will respond to the questions individually.

#### 6. Appropriate Language Expression

Have students make a list of the various aspects involved in traveling. Sample aspects: going to the ticket counter, asking the stewardess for something, making reservations, packing a suitcase, calling a taxi. Have students work in pairs and write a dialogue together which might arise around one of the above situations. Have each group act out their dialogue for the class. Have students comment on the type of language used and whether they feel it is appropriate. Give students an opportunity to think up alternative expressions.

(See Discussion Activity #5)

#### 7. Vocabulary Development and Prepositions

Use all photos in this topic area. Have students describe the photos paying attention to the appropriate use of prepositions. A variation is to have students make up a story around one or more of the photos.

## DISCUSSION/CROSS-CULTURAL ACTIVITIES FOR TOPIC AREA 4

1. Have students list the seasons in four separate columns on the black-board or on paper. Under each season have them list types of clothing and activities that they connect with the season of the year. A variation is to have students list a few American foods connected with the different seasons.
2. Use photos like 4K and 1N. Have students make a list of fruits and vegetables which are grown and eaten in the U.S. Have students come up with the different ways people cook and eat them. Sample language: baked, boiled, fresh, raw, in salads, in casseroles, in sandwiches, in pies, sliced, etc.
3. Have students tell each other how to make one food or drink from their own country.
4. Have students discuss American food in general.
5. Have students discuss various modes of travel and/or transportation. Examples: plane, bus, train, taxi, car, boat. Sample discussion questions:
  - a. How have you traveled in the past? What was different or significant about this mode of travel?
  - b. How do you travel now or get around town? What is it like?
  - c. What do you think of the transportation in the U.S.?
  - d. What are the pros and cons of different modes of travel?

6. Ask students to tell you what you would need to know if you, as an American, were going to live in their country. This could be a writing assignment, perhaps in letter form. This is a way to have students think of the kinds of cultural differences which exist. Give students the opportunity to read their letter, for example, to the class if they so desire.