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Teaching languages the natural way with visual cues

Alain Bernard Mathey

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TEACHING LANGUAGES THE NATURAL WAY WITH VISUAL CUES

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A Project
Presented to the
Faculty of
California State University,
San Bernardino

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In Partial Fulfillment
of the Requirement for the Degree
Master of Arts
in
Special Major

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by
Alain Bernard Mathey
August 1987
TEACHING LANGUAGES THE NATURAL WAY WITH VISUAL CUES

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by
Alain Bernard Mathey
August 1987
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Dr. Jacques Benzakein, Chair, French
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ABSTRACT

This project involves two techniques used in teaching languages: TPR and visual cues.

The primary purpose of this project is to complement TPR with video cues so as to expand its application. The efficacy of this approach will be compared and contrasted with one of the most commonly used traditional method of teaching -- the seven-point lesson plan. This latter method is applied by most Southern California school districts' teachers.

This paper is divided into four major sections: 1) An explanation of the TPR method; 2) A series of lesson plans following this method and combined with video clips; 3) Three lesson plans using the traditional approach of teaching (seven-point lesson plan); and 4) The conclusion drawn by comparing the test results.
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INTRODUCTION

This project does not try to re-invent the wheel but rather to combine techniques that are often utilized separately: TPR and Video Clips. The TPR (Total Physical Response) was first introduced, as such, by James Asher from California State University of San Jose. Following his method I began using this total physical response approach in my French class a year ago. My class was made up of thirty-nine students from different socio-economic backgrounds. Every student was asked to follow the model I set. It is paramount that every student participates (especially in large classes). To involve every one I first asked one or two students to respond then I asked the entire class to participate. At this point, I realized that this method was very efficacious provided I kept my students' attention on task at all times. Unfortunately, although my results with TPR were very good there was room for improvement. I became aware that its scope was limited and that much could be done to expand its application. That is why I decided to explore the use of video cues to increase learning. Since we live in a society where visual cues are always exploited to the extreme, I believe this combination may break the monotony of one single method and bring about greater results.
The Method

(Rationale)

In this program the approach to a second language acquisition resembles that of the first language acquisition. In using TPR (total physical response) this acquisition is limited to the receptive level that is described below. Although the imperative mood (commands; see Basic approach to TPR p. 5) does lead to a higher level of learning it becomes paramount to complement this method with other approaches. Since more and more children grow up nurturing their visual memory more than their other senses I have chosen to explore this avenue. In researching the possibilities that exist with video tapes I may also develop my own teaching approach (es). It was not merely any video materials that were selected to complement TPR but programs that can enhance learning. This learning process is described in the following lines.

Acquisition of our first language

1. Listening (Receptive) - The baby first listens for low and high tones; even before birth he becomes accustomed to his mother's voice. This listening elicits responses that are often felt by the mother to be.
It is a very "passive" way to respond since it does not involve talking. We take it for granted that the child should follow this step in his development. The child, therefore, has ample time to listen.

2. Speaking (Expressive) - It is during the first and second year that we begin to speak. Positive reinforcement is given when our child first babble the words "Ma ma" or "Pa pa" - even though it took months of listening. From this time forth the child internalizes complex sounds representing commands, statements and words.

3. Reading (Receptive) and Writing (Expressive) - It is only after five years of listening and internalizing that we expect the child to move to this higher level of comprehension. Teachers often skip to levels 2 and 3 before the learner can internalize the new language.

Acquisition of a Second language

1. Listening (Receptive) - Through the use of commands the student does not feel threatened. During this first stage words are just noises and gibberish. At this point yelling - WILL NOT increase comprehension. It is only after decoding
takes place that the student becomes involved completely. Words are not singled out but familiar commands begin to be associated with a thing or action.

2. Speaking (Expressive) - After a period of ten to fifteen hours of instruction the student will be ready to speak. This will occur naturally without a threatening tone attached. Students will volunteer to repeat the orders - the sign that they are ready to move to the next level.

3. Reading (Receptive learning) and Writing (Expressive) - This step is the next natural level to the one previously discussed. It comes after a great amount of exposure to listening and speaking.

With this background information we can now proceed to explain what TPR is and how it works. Once this method has been described we will present the visual approach program that we have selected for this project.
Basic Approach to TPR

In this section we present what TPR is. Later on we will explain how it works through short examples.

1. Length:
Each lesson should not extend beyond the student's ability to pay attention. High school students will tolerate up to 30 minutes of TPR provided the teacher involves as many of them as possible.

2. Demonstration (Modeling):
At this point the teacher demonstrates an idea, an action or shows an object and students listen.

3. Small group instruction:
The instructor models using one or two students. Variation is important; volunteers as well as random selection can be called upon.

4. Larger group instruction:
The necessity for all to participate is crucial in the acquisition of a language. The entire class should respond just as individuals did.

5. Reviewing the Commands:
Without modeling the teacher reviews the basic commands previously learned.
6. Combining Commands:
The instructor combines old and new commands and models with two or three students or the entire class.

7. Recombining Commands:
This time the instructor does not model and calls on the entire group to respond.

8. Changing roles:
After ten or more hours the instructor can select a student to give the commands to any person including the teacher.
Visual Approach

Just as we said previously the addition of visual cues to TPR should reinforce the learning process of all students. They not only hear and follow orders but now they can see illustrations as well as live images of the things presented in the manner outlined below.

1. Content:
   This program consists of a series of news clips assembled to give a general knowledge to the viewers who want to play the game or, in our case, to acquire some linguistic skills.

2. Presentation:
   Each clip takes less than fifteen seconds. This should keep the attention of all students. Moreover, the materials will be shown with a VCR that can freeze each frame (this will enable the teacher to explain the new words more vividly).

3. Additional visual Aids:
   To reinforce each clip visual aids such as pictures, drawings and diagrams drawn on the board will be used.

4. Exercises:
   At the end of each clip the teacher will assign questions pertaining to the material seen.
Suggestions in Teaching Languages with TPR

Although TPR is a very effective method of teaching languages, one should not limit oneself to this method (that is why we are combining it to the Visual Approach).

In the previous pages we have described what TPR is. We now want to briefly explain how it is used. To begin, the students should not be exposed to more than four to eight words or concepts. Every day the learning will increase through the vocabulary and review of the old words already known. As students become accustomed to the orders they will start answering questions and ask questions to the teacher or to other students.

Example of level 1 commands:

- Sit down! (Teacher should model the order)
- Stand up!
- Come here!
- Stop!
- Raise your hand!

These new words can be given to the students as reference or written on the board.
The teacher can then combine the orders:

- Stand up and raise your hand!
- Come here ans sit down!
- Come here, stop!
- Come here and raise your hand!
- Raise your hand and stand up!
- Sit down and raise your hand!
- Stand up and come here!
- Raise your hand and sit down!

Since we are using visual materials it is not alway easy to restrict our teaching to TPR but rather as reinforcement to test the visual cues.

On the next day the teacher can combine the basic orders to the body parts:

New words:

Hand, foot, eyes, arm, leg, hair.
- Raise your hand and stand up.
- Put your hand by your eyes.
- Raise one arm and one leg.
- Put your hands on your hair.
- Put one hand on your arm and one hand on your foot.
- Sit down and raise one foot.
- Stand up and put your hand on one eye.
- Raise your hands and sit on one leg.
- Put your hand by your leg.
- Stand up and raise your hand.
- Raise your arm and your leg.
- Sit down and put your hand on your hair.
FOREWORD

to

Combining TPR with Visual Cues

In the following pages you will find a series of seven lessons plans emphasizing "TPR" (Total Physical Response) as well as audio-visual materials (news clips: These will be shown after the text and the vocabulary list are distributed to each student) that were compiled to cover a period of about four weeks or the mid term point in a quarter course. These plans will be used to test our thesis: Mainly that TPR combined with Audio-visual materials can achieve better learning results than traditional methods. In using these lesson plans we will test the receptivity of level 2 students (Speaking: Expressive). To compare these results we will also present the same level materials without the use of either TPR or Video method or materials; these data will be listed in the conclusion section of this project. To be as objective as possible, we will also present the view of other authors in relation to this technique (TPR) or other methods.
Lesson # 1

VOCABULARY

Nouns:

- Monument
- Spot
- Powered flight
- Airplane
- Barrel
- Scoops
- Bucket
- Fancy
- Homing pigeon
- Door stop
- Feathers
- Wings
- Wheel

Verbs:

- To mark
- To unveil
- To fly
- To rise
-To rise
-To scoop
-To invent
-To Tie down
-To untie

Expressions:

-Some could not leave well enough alone.
-Made mouths water.
Kitty Hawk, North Carolina, a monument marks the spot where in 1903 two brothers made history's first powered flight. But some people could not leave well enough alone.

One pioneer unveiled his parasol airplane. Built to fly the Pacific -- it didn't.

Also in California, a beer barrel plane made mouths water. The principle was simple: It rose by scooping up the air like a bucket scoops up water.

This sky levee could go anywhere, so long as you pulled him. Called the Grey Goose, it was more like a homing pigeon -- a fancy door stop.

In Germany, Otto Williamthal invented the bird plane, complete with feathers and flapping wings.

Chicago produced the Ferris wheel plane which is tied down securely to keep him from flying away too soon. You can untie it now!

Questions:
1. Where is Kitty Hawk Located?
2. What happened there? When?
3. Where is Germany? What invention was made there?
4. What are Gadgets and Gizmos?
5. What is a homing pigeon?
Lecture # 1 TPR/video

Title: Gadgets and Gizmos = useless objets

Modeling:
Teacher goes to the board and writes the words:

KITTY HAWK NORTH CAROLINA

As he writes the words he also pronounces the letters, this gives a review of the alphabet to the class.
Teacher then calls a student:
- Could please come to the board.
- Write the word "Dakota". Very good!
- Now, write: "North Dakota". Great! You can sit down now, thank you.

Modeling:

"A monument marks the spot..."

Teacher draws different things and says: "I am drawing a plane, I am drawing a bird, I am drawing a dog."
Teacher calls another student to the board and asks him/her:
- What is a monument?
- Here/there is a monument.
- Can you draw one? Thank you very much. You may go back to your seat.
Modeling:
Teacher then looks at his pants and says:
-I have a SPOT on my pants! I'm going to MARK the spot.
Oh! Here's another spot. (With his fingers he pretends to draw a circle around the chalk mark)
Modeling:
"Where in 1903 two brothers made history's first powered flight."
Teacher calls on someone else:
-When did the first powered flight take place? 1903
-Please go to the board and write the date 1903
-Very good!
Modeling:
"But some people could not leave well enough alone."
Teacher explains the expression simply by writing:
PEOPLE WERE NOT SATISFIED, THEY WANTED CHANGES.
Modeling:
"One pioneer UNVEILED his PARASOL airplane."
Teacher explains what the verb "unveiled" means by covering and uncovering an object in the class. He then, writes:
PARASOL = protection against the sun. This a plane in the shape of a parasol.
Teacher asks a student:
-Did this plane fly very far? No.
-O.K.
Teacher asks another student: -Could you please stand up and go to the board. Show me a plane on the board & a monument.

-Very good! You may sit down now.

Modeling:

"A beer BARREL plane made MOUTHS WATER."

Teacher shows a barrel on a drawing and asks a student:
-Go to the board and draw a barrel. Very well! You may sit down, thank you.

Modeling:

Teacher shows his mouth and says:
-My mouth waters when I see something I really like.
-Does your mouth water when you see some ice cream?
(teacher asks) Very good!

Modeling:

"It ROSE by scooping up the air like a bucket SCOOPS UP water."

Teacher models by mimicking the scooping action.
-Could you please show me a scoop? (Teacher shows the student drawings of different objects)
-Great!

"This Sky Levee could go anywhere, so long as you pulled him...It was more like a HOMING PIGEON (Pigeon that takes messages home)."

Teacher asks a student to come to the board and to show him
a pigeon among the things displayed.
-Is this a pigeon? No, it is not.
-Here?....
-Can you draw a pigeon?
-Go to the board and draw a pigeon, please.
Modeling:

"Williamthal invented the bird plane, complete with FEATHERS and FLAPPING WINGS."
The teacher can either display a picture of feathers and wings or mimic the two.

"Chicago produced a FERRIS WHEEL which is TIED DOWN securely to keep him from FLYING AWAY too soon."
The teacher then takes a piece of rope or string and makes a knot around an object and ties it to the chair and says:
-I tied it down to the floor.
He then asks a student to come and untie the object.
-Thank you.

Exercises:
To reinforce what was covered, would you please answer the questions that are at the end of the text.
Lesson # 2

VOCABULARY

Nouns:

-Cradle
-Laboratory
-Genius
-Childhood
-First
-Recorder
-Last
-Work
-Rubber
-Fame
-Entertainment
-Incandescent
-Screen
-Box
-Track
-Sun
- Oldest

Verbs:
-To call
-To work
-To gain fame
-To come up
-To begin
-To revolve
-To follow
-To make
-To bring

Adverbs:

-Tirelessly

Superlative:

-Greatest
-Oldest

Expressions:

-To come up with something
EDISON

Called the cradle of American industry, this laboratory was the work place of Thomas Alva Edison, America's greatest inventing genius.

Edison worked tirelessly for over fifty years taking out 1033 patents. A childhood accident left his hearing greatly impaired.

Edison's first invention was a mechanical vote recorder in 1868. His last work was in synthetic rubber.

He gained fame in 1877 with a cylinder phonograph, bringing entertainment into the home itself.

1879, the first incandescent lamp.

In 1891 he came up with the kinetoscope, a motion picture machine. This is how movies began—not in the screen, but in a box. The Black Moria was the first motion picture studio. It revolved on a circular track to follow the sun. This 1893 film, one of the oldest in existence, was made by the inventor himself.

Questions:
1. Who was Edison?
2. How many patents did he get?
3. What disability did Edison have?
4. What were his first and his last inventions?
5. What was the date of his first film?
Title: Edison

Modeling:
Teacher writes the name Thomas A. Edison on the board and then says:
-Edison was a genius. (he writes the word genius and an equal sign)
G E N I U S = Person with an extraordinary intelligence.
Teacher asks a student:
-Could you give me the name of another genius?
-Thank you! (Einstein, Newton, Descartes)
-Go to the board and write that name.
-Very good! Could you please spell the name?
-Thank you.
-For 50 years he invented many new gadgets.
   "Called the cradle of American industry..."
Modeling:
-This is a cradle (teacher draws one on the board)
-What goes in a cradle?
-A baby, right!
-Could you draw a baby in the cradle?
-O.K.!
   "Edison worked tirelessly for over 50 years..."
Modeling:

Teacher says as he writes the word "tirelessly":
-I am tired; not because I always work but because I watched the late movie last night.
After "tirelessly" he puts an equal sign
T I R E L E S S L Y = without stopping or getting discouraged
Another example would be the way the ants work: They always work.
-Here is an A N T (teacher draws or shows a picture of an ant.)
-The ant never gets tired.
-Are you tireless in your work? (teacher asks a student)
-Yes, we all get tired.

"A childhood accident left his hearing greatly impaired."
Modeling:

Teacher shows two cars hitting each other and says:
-This is an accident!
He then writes the word "childhood" and an equal sign.
C H I L D H O O D = During the time he was a child
And he also explains the word "impaired" the same way
I M P A I R E D = Damaged
-Do you know someone whose hearing is impaired?
-Really...
"He gained fame in 1877 with a cylinder phonograph..."

Modeling:

- A phonograph is also called record player (teacher explains as he shows the picture of one)
- Do you have a record player? (he asks a student)
- Great!

The teacher then writes the word:

INCANDESCENT = Glowing with heat

- Could you please show me another incandescent light?
  (teacher asks)
- Very well, thank you.

Exercises

Answer the questions at the end of the text and find a definition in the dictionary for each of the words found in your vocabulary list.
Lesson # 3

VOCABULARY

Nouns:

- Town
- Lantern
- Lecture
- Salesman
- End
- Beginning
- Factory
- Operation
- Toy
- First
- Driver's license
- Decade
- Practice
- chapter

Adjectives:

- Noisy
- Smelly
- Dangerous
Verbs:

To herald
To have
To issue
To study
To start
To stop

Expressions:

-The beginning of a new age
-To have a hard time getting the proper respect
-Transportation miracle
-For years
-It was a red letter day when...
-The road ahead was still rough
Script # 3

THE AUTOMOBILE

In hundreds of U.S. towns a magic lantern lecture salesman heralded the end of the horse and the beginning of a new age. By 1900 there were more than 40 automobile factories already in operation. But it was generally regarded as a noisy, smelly, and dangerous toy. Salesmen often had a hard time getting the proper respect for the transportation miracle. It was a red letter day when the first auto came to town. But for years to come the road ahead was still rough, literally! As late as 1904, there was fewer than 150 miles of paved roads in all the U.S. The first driver's license was issued in Paris in 1893; but it would be another decade before the practice caught on. Americans drivers studying from a book of instructions often learned how to start before they read the chapter on how to stop.

Questions:
1. What method was first used to introduce the automobile to the Americans?
2. How many auto factories were in operation by 1900?
3. Did people readily accept cars?
4. How many miles of paved roads existed by 1904?
5. Where was the first license issued?
Lecture # 3 TPR/video

Title: The automobile

Modeling:
Teacher tells class:
-I have two automobiles. A Dodge Colt and a Ford Bronco.
-Do you have an automobile? (teacher asks one student)
-O.K.
-What kind is it? A Ford, a Chevrolet, etc...
-Here is a car magazine. (teacher moves towards another student)
-What kind of car do you have? Please, show it to me.
Thank you.

"A magic lantern lecture salesman heralded..."

Modeling:
Teacher shows a movie projector and says:
-This was first called a MAGIC LANTERN (he writes the words on the board).
-A lecture salesman is a man who talks about the product he is trying to sell.
-Have you ever been to the Colton Auction? (Teacher asks a student)
-It is a place where you can see some salesmen talk about their products.
"By 1900 there were more than 40 factories..."

Modeling:
Teacher shows a picture of a factory and says:
- This is a factory. In a factory we make things like cars, food, TV etc...
Teacher points to a car and says:
- What is this?
- An automobile
- Right!

"But it was generally regarded as a noisy, smelly, and dangerous toy..."

Modeling:
Teacher mimicks the noise, the smell, and the danger.
- Do you have a car that is noisy, smelly and dangerous? (He asks a student)
- Of course not. This type of car would get a ticket by the police.

"Salesmen often had a hard time getting the proper respect..."

Modeling:
Teacher writes the words "HARD TIME" and "PROPER RESPECT" on the board. In front of each group of words he gives a synonyme

Hard time = difficult time
Proper respect = respect that is due
"Do you know what a miracle is?"
-Something fantastic, incredible.

Teacher then asks a student to go to the board
-Could you please go to the board and write with your left hand the words "TRANSPORTATION MIRACLE"
-Good!
-Now, can you show me a car.
-Thank you.

"It was a red letter day when the first auto came to town."

Modeling:
Teacher explains the expression by showing a sign in red.
-Red color means something special or of great importance

"But for years to come the road...."

Teacher shows a rough road with a 4x4.
-The road is rough, literally.

"The first driver's license was issued in Paris in 1893..."

modeling:
Teacher asks a student:
-Do you have a driver's license?
-Yes/no
-Here is my driver's license (he shows his license)
-Could you please show me your license? (he asks another student)
- Where is Paris? Is it in California?
- Right! This Paris is in France.

"American drivers studying from a book of instructions often ..."

Modeling:
Teacher shows an instruction booklet for a car and says:
- You must read it before you damage your car!
- Did you read all the instructions about your car before you used it?
- Good! Most people don't.

Exercises:
Students will find a synonym for each of the words found in the vocabulary for this lesson.
Questions at the end of the text should also be answered.
Lesson # 4

VOCABULARY

Nouns:

- Windmill
- Model
- Record
- Version
- Trick
- Umbrella
- Lead
- Cast iron
- Merry-go-round
- Drawing board
- Flying sausage
- Ground crew
- Air sick

Adjectives:

- Strange
- Careful
Adverbs:

- Early

Verbs:

-To strive
-To perfect
-To duck
-To get
-To give
-To suppose
-To jump
-To add
-To dub

Expressions:

-Never got as high as an elephant's eye
-Could make a grown man duck
-Be careful
-Watch out for a trick!
-Back to the drawing board
In the early 20's aeronauts strove to perfect the strange windmill wheels called the helicopter.

This French model never got as high as an elephant's eye and yet the result was a new world's record.

Designed for a very short pilot, this version could make a grown man duck. Be careful, man! Watch out for a trick! Detroit gave us the first umbrella helicopter as light as lead and cast iron could make her. This merry-go-round was supposed to jump into the air!

In France this copter had a pair of oversized fin-wheels, an aerial-bucking bronco...Back to the drawing board! On the drawing board they added a gas bag and a pilot. He was dubbed the "Flying Sausage" but the ground crew came up with a few other names. This is how they got air sick back in 1921.

Questions:
1. When was the helicopter invented?
2. Which country got the first world's record for flying a helicopter?
3. What kind of helicopter came out of Detroit?
4. What was it supposed to do?
5. Were the results of this invention conclusive?
Title: Aeronautics

Modeling:
Teacher reads the first sentence.
"In the early 20's aeronauts strove..."

Modeling:
Teacher goes to the board and writes:
1920, 1921, 1922 = Early 20's

He then writes the word:
TO STRIVE = Really try hard
Past tense: "strove"

Teacher then asks a student:
- Do you strive to get a good grade in school?
- Yes, everyone should try to get the best grades possible.

The teacher then shows a series of pictures and asks:
- Could you come to the board and show me a helicopter.
- All right!
- Now, take the picture and show it to the rest of the class. Great!

"This French model..."

Modeling:
Teacher explains the expression:
"As high as an elephant's eye" by drawing an elephant and
making a dimension line from the eyes to the ground. Since most nations use the metric system the teacher writes 3 meters on the board.

-How tall are you?

-I am 5'6". In meters I am 1 meter 68 centimeters

"...a new world's record."

-In the almanac you can read about all sorts of records that have been set (teacher says).

-Here is a page from the almanac Teacher shows the class a front cover and a page where records are given.

-On this page (he asks a student), could you find the individual record for home runs in one game?

-Babe Ruth of the New York Yankees with 3 home runs in 1926 and in 1928. Reggie Jackson also hit 3 home runs in 1977.

-With these two men the opposite team had "to be careful".

"...Watch out for a trick!"

Modeling:
Teacher explains the idea of watching out by gesturing the notion of looking away "out". He then writes:

WATCH OUT = Be extremely cautious so as to avoid a impending danger.

-Watch out for the book! (teacher throws a book at a designated student).

Teacher at this point may ask the class to repeat this expression).
He then writes the word:

T R I C K = Ruse, something unexpected

"Detroit gave us the first umbrella helicopter as light as lead and cast iron ..."

Modeling:

Teacher tells class:

-When it rains we need an umbrella. The shape of the helicopter is the same as an umbrella.

-Do you have an umbrella? (He asks a student)

-No. In Southern California we don't need an umbrella.

IRON & CAST IRON = two heavy metals

-This chair is made of iron

-Do see some other items made of metal? (He asks a student)

-All right!

"This merry-go-round ..."

-A merry-go-round is an attraction found in amusement parks

Teacher mimicks the rotary motion of a merry-go-round and that of the horses.

-Have you ever been on a merry-go-round?

-Most people have.

"In France this copter had a pair of oversized fin-wheels, an aerial-bucking bronco...

Modeling:

To explain the oversized fin-wheels the teacher shows the fin of a fish and says:
Fish have fins. An oversized fin-wheel is a larger than normal fin rotating like a wheel.

-What is a wheel? (He asks a student)
-Show me a wheel on these pictures.
-Good!

AN AERIAL-BUCKING BRONCO = A wild flying pony

Modeling:
-A pony is a small horse
-Do you have a horse?
-Who knows how to ride a horse?
-Great!

"Back to the drawing board..."
-Means let's go back to study the project
-When you invent something which does not quite work you must resolve the problem.
-The rest of this clip uses a few more expressions that we must cover

"...was dubbed" = was called

and

"...the ground crew" = the men who take care of the machine on the ground.

Lastly

"...they got air sick back in 1921" = sickness while flying

-Have you ever gotten sick while in a plane?
Well, I am glad I have never gotten sick.

Exercises:

Students will look for the definition of each of the vocabulary words. They will also answer in complete sentences the questions found at the end of the text and turn them in the next class day.

Note:

The previous lessons have been taught by means of TPR/video cues method. So as to evaluate the effectiveness of this approach the last three lessons will be taught using the traditional method for comparison and contrast.
TRADITIONAL APPROACH

In contrast to the TPR we have outlined below the seven step lesson plan that is traditionally used in many Californian public schools today. One obvious difference in this approach is that it calls for verbal more than physical response.

1. Anticipatory Set:
   Briefly explains what and why we are having this particular lesson. At this time a pre-test can also be administered.

2. State Objective/Rationale:
   Specifies what the student will learn and how this learning will be measured.

3. Input & Model:
   Presents the lesson to the student. Modeling brings additional materials to emphasize the input.

4. Check for Understanding:
   Throughout the lesson the teacher will question students at random to ascertain whether or not
students understand.

5. Guided Practice:
At this point the teacher will require that all students answer the questions found at the end of each lesson.
Individual help will also be provided by teacher.

6. Independent Practice:
Teacher will assign homework and will give a post-test to check results.
Lesson # 5

VOCABULARY

Nouns:

- Wireless
- Enterprise
- Set
- Air waves
- Medium
- Strength
- Believability

Adjectives:

- Original
- modest

Verbs:

- To begin
- To change
- To set up
- To buy
- To Listen to
- To take off
- To go out
- To learn
- To control

Adverbs:
- Gradually

Expressions:
- ... has to be true
- Let me tell you about...
- What have you done to...
It began life as the wireless but gradually changed its name to radio. The original stations were modest enterprises set up by radio manufacturers so people who bought their sets would have something to listen to. But as soon as they realized you could advertise on the air waves the new gadget took off. Jazz bands like the A & P Gypsies... You could get the latest news reports from radio, too. The new medium strength was its believability; anything going out to the entire nation of listeners had to be true. "Let me tell you about...Mectavishes skinless wheat, Mmmm. So long..."

As radio's developer learned too late, the inventor does not control the use of his invention. "New York City. Gentlemen, what have you done to my child, the Radio Broadcast?"

Questions:
1. What name was first given to the radio?
2. Who created the first radio stations?
3. What made it a profitable invention?
4. What attracted people to possess a radio?
5. What were the dangers and the strengths of this invention?
Title: The Radio

1. Anticipatory Set:
   In today's lesson we will read and study a text about the early stages of radio.

2. State Objective/Rationale:
   By the end of this lesson, each student will define 18 new words in a teacher-made test with 90% accuracy.

3. Input and Modeling:
   After each student is given a copy of the text and of the vocabulary list the teacher then reads the text and stops to identify and explain the new words.
   "It began as the wireless..."
   -The word "wireless" (teacher says) is made up of two words: the word "wire" and the suffix "less"
   -A wire is usually made of metal and is used to conduct or carry things like electricity, sound waves etc...
   Here is a wire (teacher shows a wire to the students).
   -The suffix "less" means "without"; in this case "without wire"—there is no wire.
   "...but gradually (meaning: slowly) changed its name to radio. The original stations were modest enterprises..."
Here we have two adjectives (teacher writes on the board the words "original & modest")

Original = initial, first.
Modest = humble in appearance

"...so people bought their sets..."

What is the meaning of the word "bought"?

(teacher asks)

O.K. The word "bought" is the past tense form of the verb to buy = to purchase. A set is a device completely assembled like a T.V. set.

"...to have something to listen to."

People bought their radio to listen to = To carefully hear them—they paid attention to what they heard.

"...But as soon as (when-teacher explains) they realized you could advertise on the air waves the new gadget took off."

This new idea (advertising) started the radio revolution.

"Jazz bands.../...You could get the latest news... The new medium strength was its believability...had to be true".

You were able to listen to jazz, to the news, and to the ad (advertising—teacher explains this diminutive)

People believed everything they heard
"Let me tell you about Mectavishes skinless wheat, Mmmm. So long..."

-It was the beginning of all the nonsense we now have in the advertising industry.

"As radio's developer learned too late, the inventor does not control the use of his invention."

(teacher explains that discoveries are usually shared, stolen or modified)

"New York City. Gentlemen, what have you done to my child, the radio broadcast?"

4. Check for Understanding:

(Teacher asks questions randomly)

-What is the past tense of the verb "to buy"?
-Could you tell me what a set is?
-What is the meaning of the verb "to take off"?
-Could you write the word "believability".

5. Guided Practice:

All students will answer the questions found at the end of the text. Teacher will provide individual help as needed.

6. Independent Practice:

Teacher-made test

Multiple Choice Questions:

1) The word "wireless" means:
a) With wire
b) Without cord
c) Without wire
d) With cord

2) Original is:
   a) A verb
   b) An adverb
   c) A noun
   d) An adjective

3) Gradually means:
   a) Rapidly
   b) Shortly
   c) Slowly
   d) Securely

Short answer definitions

4) Define the following words:
   a) A set =
   b) Medium =
   c) To set up =
   d) To take off =
   e) To go out =

Explain the expressions:

5) It has to be true =

6) What have you done to my child? =
Independent Practice homework:

Each student will find synonyms for each word of the vocabulary list.
Lesson # 6

VOCABULARY

Nouns:

- Success
- Achievements
- Smoke stack
- Coal furnace
- Torpedo
- Streamlining
- Wind resistance
- A blow/a blow out

Adjective:

- Straight
- Fast
- Novel

Verbs:

- To spur
- To fight
- To design
-To sail off
-To look
-To attempt
-To solve
-To cut down
-To startle
-To do away with
-To use

Adverbs:

-Quickly
-Probably
-Entirely
-Backwards

Expressions:

-To spur someone on to new achievements
-To fight its way into history
-To sail straight off to Mars
-No vehicle looked so fast and went so slow!
-But, boy, how he startled others!
The success of the auto spurred inventors on to new achievements. Like this locomotive car with smoke stack and coal furnace which, all too quickly, fought its way into history. The French torpedo car was designed to go six miles a minute, if it didn't by accident sail straight off to Mars! Probably no vehicle ever looked so fast and went so slow! One inventor attempted to solve the problem of streamlining with the backwards car. He didn't cut down on wind resistance but, boy, how he startled the other drivers! Yet the most novel of auto invention was England's Dinerstyre; which did away with the car entirely and just used the tire! What a position the driver would be in if the thing has a blow!

Questions:
1. What are the normal results of a successful invention?
2. How fast was the French torpedo car supposed to go?
3. What invention startled other drivers?
4. What novelty did away with the body of the car?
5. What do you think would happen to the driver of the Dinerstyre in case of a blow out?
Title: Cars

1. Anticipatory Set:
   Just as the radio influences our lives cars have also caused many changes in people's lives. Today we will talk about strange cars.

2. State Objectives/Rationale:
   Upon completion of this lesson the student will be able to define and give synonyms for each of the vocabulary words in a teacher-made test with 90% accuracy.

3. Input and Model:
   Following the pattern of lesson five the teacher reads the first paragraph.
   "The success of the auto spurred inventors on to new achievements."
   -The car was such a success that inventors sought to perfect it even more (teacher says).
   -A spur is what is used to make a horse move. You wear two spurs on your heals. This is the idea used when talking about the success "spurring" new inventions. "like this locomotive car with smoke stack and coal furnace which...fought its way into history."
   -Do you know what a locomotive is? here is a
locomotive (teacher shows a picture). This is part of a train. So, someone built a car that looked like a locomotive!

-A smoke stack is like a chimney (teacher shows a locomotive stack). The coal furnace powers the vehicle.

"It fought its way..." means that it was not a success; it was soon forgotten.

"The torpedo car was designed to go six miles a minute..."

-The inventor hoped to go very fast (sail off to Mars = take off like a plane), he shaped it like a torpedo (a bomb-like device) but never got off the ground.

-It looked like a fast car but went rather slow!

"One inventor attempted to solve the problem of streamlining with a backwards car..., boy, how he startled the other drivers!"

-Streamlining has to do with wind resistance; so, this man thought he would eliminate the problem by turning the body of the car around. Of course, he did not reduce wind resistance but scared people instead!

"Yet the most novel of auto invention was England's Dinerstyre; which did away with the car entirely and just used the tires!"

-The word "novel" means "new"; in this case a new
invention.
"England's" is the possessive form which means "the Dinerstyre of/from England". To "do away with" means to eliminate/to do without the body of the car and use one tire only!
"What a position the driver would be in if the thing has a blow!"
-Here the speaker makes a humorous comment: "Just think of the position of the driver in case of a blow out!"
-A blow out is what happens when a tire explodes (Teacher makes the sound of an explosion).

4. Check for Understanding:
(Teacher selects students randomly)
-What is a spur?
-What does the author mean by "it spurred inventors on to new inventions?"
-What is a torpedo?
-Was the torpedo car a success?
-Was the streamlining problem solved in our story?
-What is a blow?

5. Guided Practice:
All students will answer the questions found at the end of the text. At this time students will be able to ask for some extra help from the teacher.
6. Independent Practice:
   Teacher-made test

Multiple Choice Questions:

1) The words "success" and "Achievements" are:
   a) Antonyms
   b) Synonyms if "great" is used with achievements
   c) Homonyms
   d) Verbs

2) A smoke stack is:
   a) An signal
   b) An animal
   c) A chimney
   d) A food

3) The word "novel" means:
   a) Textbook
   b) Little house
   c) Type of orange
   d) New

4) To sail off is to:
   a) Ride
   b) Take off
   c) Float
   d) Embark
Short answer definitions:

5) Define
   a) Startled
   b) Cut down
   c) Do away with
   d) Streamlining

Explain the expressions:

6) To spur some on to new achievements
7) No vehicle looked so fast and go so slow!
8) To fight its way into history

Independent Practice Homework:

Each student will find synonyms for each word of the vocabulary list. All assignments are due the next day.
Lesson # 7

VOCABULARY

Nouns:

- Pair
- Wings
- Gravity
- Confidence
- Wizard
- Aileron
- Glider
- Type
- Principle
- Speed
- Air
- Predecessor
- Mistakes
- Rubber
- Safety
- Parental supervision

Adjectives:

- Simple
-Overhead
-Safe
-Cautious

Adverbs:

-Ever
-Since
-Supremely
-Happily
-Absolutely

Verbs:

-To dream
-To strap
-to say
-To flap
-To recline
-To reach
-To Fly
-To whirl
-To loop
-To learn
-To be made out of...
-To invent
-To believe
-To try

Expressions:

-If it hadn't been for gravity he would have done fine
-Off he'll fly...
-Tough break old bean, can't have another go!
-Never try this without parental supervision.
Ever since Icarus, man has dreamed of strapping on a pair of wings. This Connecticut inventor says, "why not?" If it hadn't been for gravity he would have done fine. Smiling in confidence, an English wizard flaps the aileron of his reclining Ordevan type one-man glider. The principle is supremely simple: When the car reaches air speed off he'll fly to whirl and loop happily overhead.

"Tough break old bean, can't have another go!" This inventor learned from his predecessors' mistakes; his glider is made out of...rubber! Mr. Silvan of France has invented an absolutely safe glider. Mr. Silvan is a cautious man who believes in safety first. Never try this without parental supervision!

Questions:
1. Who was Icarus?
2. What problem did the flyer from Connecticut encounter?
3. What principle from a smart Englishman did the glider use?
4. What special material was used by another inventor?
5. What did Mr. Silvan of France believe was of first importance in flying?
Title: Flying

1. Anticipatory Set:
   Another invention that changed people's lives is the plane. Today we will read about some of the early flying ventures.

2. State Objective/Rationale:
   Upon completing this lesson the student will list and define ten of the words found in the vocabulary list in a teacher-made test with 90% accuracy.

3. Input and Model:
   (Students are first given the text and the vocabulary list for this lesson).
   "Ever since Icarus, man has dreamed of strapping on a pair of wings".
   -Does anyone here know who Icarus was? According to Greek legend, Icarus flew so high toward the sun that it melted his wings causing him to fall into the sea. (Teacher emphasizes the flying motion with his hands). Most men dream of flying, of "putting on" wings--just as we strap on a bag.
   "This Connecticut inventor says: "Why not!" If it
hadn't been for gravity he would have done fine."
-This man tried to fly, but...crashed! (Teacher
gestures the crashing effect).
"Smiling in confidence, an English wizard flaps the
aileron of his reclining Ordevan type one-man glider.
The principle is simple.../...Tough break old bean,
can't have another go!"
-A wizard is a smart person. He smiles thinking all
will go well with his glider, a plane without engine.
Teacher explains what a glider is by streching his
hand and moving it in a gliding motion). He "flaps
his ailerons".
-He moves up and down the part of the wings that
articulates. But his invention will not work; no luck
for this inventor; he was not able to reach the
air speed and he will not do this again for a while!
That is what is meant by: "Can't have another go"
-He had hoped to swirl (to move in a twisting motion)
and to loop (to make circles) in the sky. Alas, he
stayed on the ground!
"This inventor learned from his predecessors' mistakes:
His glider is made out of rubber!"
-This man hoped to protect his invention by using
a material that would not break. Rubber is flexible;
it should not break!
"Mr. Silvan of France has invented an absolutely safe glider."
-This man wants to avoid any accident; he makes sure all is right.
"Mr. Silvan is a cautious man who believes in safety first."
-What is the meaning of the word "cautious"? It means to be prudent, to avoid any danger.
"Never try this without parental supervision!"
-Here the speaker warns us not to repeat this experiment without asking our parents.

4. Check for Understanding:
(Teacher asks at random)
-Who was Icarus?
-What is the meaning of the word "Pair"?
-What is a wizard?
-What is an aileron?
-What is a glider?
-Define the word "since"
-What is the meaning of the verbs to flap, to strap, to whirl, to loop?

5. Guided Practice:
All students will answer the questions found at the end of the text. They will also be able to ask for some extra help from the teacher.
6. Independent Practice:
   Teacher-made test

Multiple Choice Questions:

1) Gravity is:
   a) The attraction of all objects toward the moon
   b) The attraction of all objects toward the earth
   c) The attraction of all objects toward the sun
   d) All of the above

2) The word "overhead" means:
   a) Above our heads
   b) Below our heads
   c) Under our Heads
   d) None of the above

3) The word "Predecessor" means:
   a) A person who follows another
   b) A person who came before another
   c) A person who dies
   d) A person who decides

4) The expression "Off he'll fly" means:
   a) He will land
   b) He will swirl
   c) He will take off
   d) He will loop

Short Answer Questions:
5) Define:
   a) Safe
   b) Cautious
   c) To recline
   d) To flap
   e) To try
   f) To swirl
   g) To be made out of

6) Explain the expressions:
   a) Tough break old bean, can't have another go!
   b) Never try this without parental supervision.
   c) If it hadn't been for gravity he would have done fine.

Independent Practice Homework:
Each student will find synonyms for each word of the vocabulary list. This should be turned in the next day of class.
CONCLUSION

Through the years many methods have been used to teach languages; each of these methods was supposed to be the perfect tool which, according to their innovators would revolutionize education. Alas, no single method can attain this goal. As many educators already know, good teaching is not limited to one method but rather to the use of several techniques that encompass a broad spectrum of educational methods. It is necessary to assess the receptivity of your students to make education relevant to a specific situation: Are they responding to a specific way of teaching or not? We can avoid much frustration and alleviate the problem by using several approaches such as TPR, audio-visual, natural approach, seven-point lesson plan and so on to bring about positive results.

As we reviewed several methods and their advantages we found the same general idea: No one method is perfect. The natural approach criticizes TPR for its lack of written materials and its threatening approach. The natural approach is also somewhat limited to an ideal classroom.

2. Ibid., p. 17.
3. Ibid., p. 88.
situation and is in itself a combination of several methods. The use of television also proved to have its flaws. In the state of Illinois one experiment was conducted to test the effectiveness of this medium.

Two cities employed televised materials reinforced with traditional teaching guidance. In Champaign the students of the experimental group spent 20 percent of their time viewing television and the remaining 80 percent listening to tapes and practicing with their teacher. In Rochelle pupils viewed television 60 percent of the time and 40 percent of their remaining time was spent with a language specialist. When the two groups were compared to two control groups the results were significantly better (an increase of 20 percent). However, the two experimental groups did not score differently even though they had had more or less television viewing time. It thus appears that there is a saturation level and not a continuing learning advantage. Other researches point out that younger students are more receptive to televised programs; high school and college students do not show significant improvements. As Wilfred R. Donoghue stated in his book, *Foreign Languages and*

5. Ibid., p. 23.
6. Ibid., p. 22.
the Elementary School Child; "TV will not supplant teachers but rather create the need for more good classroom teachers". In this statement we find that she sees televised materials not as a means in itself to provide language acquisition but as a potential medium for learning. Better prepared teachers who can adjust their methods to the needs of a group that is continually exposed to visual cues becomes a must. It is very crucial that we recognize the importance of all methods not as panaceas to solve all our educational problems but rather as help to bring about the educational learning process to all students.

In this project I was able to test my theory using two different methods. I presented the material to an ESL college class in a traditional way. Pre-testing them on the new words and expressions I intended to instruct them on. After each presentation I gave them a post-test and evaluated the results. The results of the traditional methods brought a 56 percent average grade on their tests. They doubled their scores -- a fair amount of learning since the post tests judged only in-class learning. During my subsequent presentations I followed my outlined TPR/video approach over some different materials of equal difficulty.

8. Ibid., p. 25.
They were pre-tested with tests comparable to the ones used with the traditional approach. The pre-test results remained the same (an average score of 25 percent) but the post-test results registered a noticeable improvement over the traditional approach. Students increased their score thrice (77.5 % average score). This confirmed what Mr. Donaghue had stated; mainly that television increases learning by about 20 percent. However, the use of TPR/video registered an increase in learning of about 5 percent.

There is no doubt that "a picture is worth a thousand words", but when words (from the teacher) are there to explain what is being shown it further increases the comprehension of the materials presented. It breaks the monotony of the tube and keeps the students on task. It is through involvement (active and passive) that learning takes place. However, the passive learning (viewing TV) may become somewhat of a drudgery (as we already noted) if it replaces the participation that is so essential to learning.

The results achieved in this method not only confirm what other authors mention: i.e., that TPR achieves better results than the conventional method, but it also further demonstrates that the addition of video cues vastly expands the scope of TPR beyond the classroom situation. It can introduce real life experiences that are relevant to all students.
APPENDIX I
FRENCH SCRIPTS

As we stated before the materials that follow are the translations of the English scripts which were gathered from a video tape entitled "News Reels Game". The translation of these scripts gives this special major project a broader application: i.e., utilization of this material in a French course.
Première Série

Bricoles et Bazars

A Kitty Hawk en Caroline du nord, Un monument marque l'endroit où en 1903, deux frères firent le premier vol historique du monde. Mais les gens ne pouvaient rester tranquilles. Un pionnier dévoile son avion parasol. Construit pour traverser le Pacifique — il restera sur place! En Californie également un avion ressemblant à un baril de bière, met l'eau à la bouche. Le principe est simple: Il s'envole en puisant l'air comme on puis l'eau. Ce "Ciel levant" peut aller n'importe où (dans la mesure où vous le tirez). Il est appelé "l'Oie Verte", c'était plutôt un pigeon voyageur, ou même... un cale-porte extravagant! En Allemagne, Otto Williamthal inventa l'avion oiseau. Il est équipé d'ailes flottantes et recouvert de plumes. Chicago produisit l'avion à grande roue que l'on amère pour l'empêcher de s'envoler trop tôt. Vous pouvez le détacher maintenant...

Questions:
1. Où se trouve Kitty Hawk?
2. Que s'est-il passé là-bas? Á quelle date?
3. Où est l'Allemagne?
4. Que veut dire les mots bricoles et Bazars?
5. Qu'est-ce que c'est un pigeon voyageur?
Deuxième Série

Edison

Appelé le berceau de l'industrie américaine, ce laboratoire fut l'atelier de Thomas Alba Edison — Le plus grand génie inventeur américain. Edison travailla sans arrêt pendant plus de 50 ans, obtenant plus de 1033 patentes. Un accident d'enfance le laissa partiellement sourd. La première invention d'Edison fut un enregistreur mécanique électoral en 1868. Son dernier travail fut avec le caoutchouc synthétique. En 1877 il devint célèbre avec un phonographe cylindrique, ce qui amena le divertissement dans chaque foyer. 1879, la première lampe incandescente. En 1891, il découvrit le kinétoscope; une machine créant des photos animées. Voilà comment le cinéma commença, non pas sur l'écran, mais dans une boîte! Le "Black Moria" fut le premier studio cinématographique. Il se déplaçait sur une voie circulaire suivant le soleil. Ce film, en 1893, un des plus vieux aujourd'hui, fut filmé par l'inventeur lui-même.

Questions
1. Qui était Edison?
2. Combien de patentes reçut-il?
3. Quelle incapacité avait-il?
4. Quelle fut sa première et sa dernière invention?
5. Quand fit-il son premier film?
Dans des centaines de villas américaines un vendeur conférencier annonçait au moyen d'une lanterne magique la fin du cheval et le commencement d'une période nouvelle. À partir de 1900 il y avait déjà plus de 40 usines d'automobiles déjà en pleine opération mais c'était généralement considéré comme un jouet bruyant, nauséabond et dangereux. Les vendeurs avaient bien souvent du mal à propager un sense de respect pour ce miracle de transport. Ce fut une occasion mémorable lorsque la première voiture arriva en ville. Mais pendant les années qui suivirent, la route de l'avenir fut encore bien cahotante, littéralement. Jusqu'en 1904 il y avait moins de 240 kilomètres de route pavée à travers tous les Etats Unis. C'est à Paris en 1893 que les premiers permis de conduire furent exigés. Il faudrait attendre une autre décennie avant que cette idée répande. Bien souvent les conducteurs américains regardaient les instructions pour démarrer la voiture avant même d'avoir lu le chapitre qui leur disait comment l'arrêter.

Questions:
1. Quelle méthode fut utilisée pour introduire l'automobile?
2. Combien d'usines d'autos y avait-il en 1900?
3. Est-ce que les gens acceptèrent facilement ce moyen de locomotion?

4. Combien de kilomètres de route goudronnée existaient en 1904?

5. Où furent exigés les premiers permis de conduire?
Dans les années vingt, les Aéronautes s'efforçèrent de perfectionner un étrange moulin à vent monté sur roue appelé l'hélicoptère. Ce modèle français ne s'éleva pas plus haut que trois pouces. Pourtant, le résultat fut un nouveau record du monde. Dessiné pour un pilote très petit, cette version pourrait faire plonger un grand homme à terre. Attention monsieur! Il joue de mauvais tours! Détroit nous donna le premier hélicoptère parapluie. Aussi léger que le plomb et la fonte peuvent le rendre, ce manège devait sauter en l'air! En France, cet hélicoptère avait une longue paire de roues poïtuës; un poney aérien a secousse... Retour à la planche à dessin! Sur le prototype ils ajoutent un sac rempli de gaz et un pilote. Il fut appelé la saucisse volante mais les mécaniciens lui donnèrent d'autres noms. Voilà comment ils devinrent malades en vol en 1921.

Questions:
1. Pendant quelle période fut inventé l'hélicoptère?
2. Quel pays remporta le premier record du monde?
3. Quel genre d'hélicoptère fut fabriqué à Détroit?
4. Qu'est-ce que cet hélicoptère devait faire?
5. Est-ce que les premiers résultats de cette invention furent concluants?
Cinquième Série
La Radio

Tout d'abord on l'appelait le téléphone sans fil, mais graduellement ce mot fut remplacé par la radio. À l'origine, les stations étaient des petites entreprises construites par les fabricants de radio de manière à ce que les gens aient quelque chose à écouter après avoir acheté leur poste de radio. Mais dès qu'ils réalisèrent qu'ils pouvaient faire de la publicité sur les ondes, ce nouvel appareil se vendit comme du petit pain.

Ensemble de jazz comme les A & P Gypsies...

À la radio vous pouvez également recevoir les dernières nouvelles du jour. La force de ce nouveau moyen de communication réside dans la crédulité des foules — tout ce que les masses entendent ne peut être que vrai!

"Laissez-moi vous raconter au sujet de...

Mectavishe de blé sans peau, miam, miam. Aussi longtemps..."

Mais les promoteurs de la radio apprirent trop tard que L'inventeur ne peut pas contrôler l'utilisation de son invention...

"Ici New York, messieurs, qu'avez-vous fait de mon enfant, la radio?"
Questions:
1. Sous quel nom est-ce que la radio fut-elle d'abord connue?
2. Qui créa les premières stations de radio?
3. Qu'est-ce qui fit de la radio une source de profit?
4. Qu'est-ce qui intéressait les gens à la radio?
5. Quel était le danger et la force de cette invention?
Sixième Série
Les Voitures

Le succès de l'automobile déclencha de nouveaux exploits. Comme cette auto locomotive ayant une cheminée et un four à charbon qui, très tôt, chercha avec peine une place sur les pages de l'histoire.

La voiture torpille française fut construite pour atteindre une vitesse de 10 kilomètres à la minute, si elle ne s'envolait pas d'abord pour Mars! Aucune voiture n'avait l'air d'aller si vite et, en fait, roulait si lentement!

Un inventeur essaya de résoudre les problèmes d'aérodynamique avec sa voiture à marche arrière. Il ne réduisit pas la résistance au vent mais, je vous jure, il effraya bien les autres conducteurs!

Pourtant la voiture la plus originale fut la Dinerstyre anglaise; elle élimina la voiture complètement et n'utilisa qu'un pneu! On se demande où irait le conducteur si le pneu éclatait!

Questions:
1. Quels sont les résultats naturels d'une invention qui marche?
2. À quelle vitesse devait aller la voiture torpille française?
3. Qu'est-ce qui étonna le plus les autres conducteurs?

4. Quel nouvel engin élimina complètement la cabine de la voiture?

5. Que croyez-vous qu'il arrivera au conducteur de la Dinerstyre s'il a une crevaison?
Septième Série
Les planeurs

Depuis Icare, l'homme a toujours rêvé d'enfiler une pair d'ailes. Cet inventeur du Connecticut s'exclame: "Pourquoi pas?" sans la gravité, il aurait réussi. Souriant et sûr de lui un anglais malin bat les ailerons de son planeur du type "Ordevan Incline" à une place. Le principe est extrêmement simple: Lorsque la voiture atteindra la vitesse de l'air: Hop! Il s'enverlera pour tournoyer et faire des loopings au-dessus de nos têtes. "Pas de pot mon vieux, t'as perdu ta chance!" Cet inventeur va éviter les erreurs de ses prédécesseurs; son planeur est fait de...caoutchouc! Monsieur Silvan de France a inventé un planeur absolument sans danger. Mr. Silvan est un homme prudent qui considère la prudence avant tout. N'essayez jamais ceci sans l'autorisation de vos parents au préalable!

Questions:
1. Qui était Icare?
2. Quel problème a rencontré l'inventeur du Connecticut?
3. D'après quel principe l'invention d'un anglais malin marchait-elle?
4. Quel matériel spécial fut employé par un autre inventeur?

5. Qu'est-ce que Mr. Silvan de France pensait être la chose la plus importante pour le vol?
APPENDIX II

Visual Aids

The materials in the following pages were selected to coincide with the lessons presented in either traditional or TPR/Visual methods. As for the news clips the video tape can be viewed upon request from the department of Foreign Languages or can be purchased in any toy store.
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SELECTED BIBLIOGRAPHY


