

WHERE'S THE LIGHT ?      The light's on the ceiling

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## LESSON 2

SEE CHART 1

**I'M**

**I AM**

**YOU'RE**

**YOU ARE**

**HE'S**

**HE IS**

**SHE'S**

**SHE IS**

**IT'S**

**IT IS**

This part can be complicated, especially for children, and may need constant translation and repetition. You may also find it easier to introduce "I'm" and "You're" separately from "He's" and "She's". Always use the contracted forms in speaking, and when the students come to read, explain that we use the contracted forms in speaking and the long forms in writing.

Point to yourself, the student, then Mr and Mrs Brown, and say and translate two or three times **I'm Mr ..... You're Mr ..... He's Mr Brown. She's Mrs Brown.** Next, ask and translate **Am I? Are you? Is he? Is she?**

Then, finally ask

AM I MR .....?    Yes, you're Mr ....

ARE YOU MR .....?    Yes, I'm Mr ....

IS HE MR BROWN ?    Yes, he's Mr Brown

IS SHE MRS BROWN ?/ Yes, she's Mrs Brown

**I'M NOT**

**I AM NOT**

**YOU AREN'T**

**YOU ARE NOT**

**HE ISN'T**

**HE IS NOT**

**SHE ISN'T**

**SHE IS NOT**

**IT ISN'T**

**IT IS NOT**

Do not teach the alternatives "You're not" etc. It will confuse the students. **Never teach alternatives at the beginning. It is difficult enough for the student to learn one thing at a time, without the teacher complicating matters by giving him alternatives.** The alternatives can be learnt later; naturally and easily.

AM I MRS BROWN ?

No, you aren't Mrs Brown,

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but you're Mr .....

Point to the student, and ask

ARE YOU MR .....?/

No, I'm not Mr .... , but I'm ....

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Point to Mr Brown, and ask

IS HE MR .....?

No, he isn't Mr ...., but he's Mr Brown

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Point to Mrs Brown, and ask

IS SHE MR BROWN ?

No, she isn't Mr Brown,

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but she's Mrs Brown

**IN FRONT OF**

**BEHIND**

**ME**

**YOU**

Put your chair in front of you, then behind you, and say **The chair's in front of me. The chair's behind me.** Accompany this with appropriate hand actions to indicate "in front of, behind," and "me." Actions are very important at this stage of learning. Next, point to the student, and say **The table's in front of you. The wall's behind you.** Then ask **Is the chair in front of me? Is the chair behind me? Is the table in front of you? Is the wall behind you?** Finally ask

WHERE'S THE TABLE ? The table's in front of me

When asking the above question, hit the table with your finger, and make an action to indicate that the table is in front of the student, so that he knows what to reply: otherwise he might look puzzled, or say "The table is on the floor." This kind of thing applies to any question that may appear ambiguous. The teacher must make it clear what he wants the student to reply, and so not waste time whilst the student puzzles over what he is supposed to say. Next, ask

IS THE WALL IN FRONT OF YOU ?/ No, the wall isn't in front of me, but it's behind me

Shake your head when asking this question, and point to the wall behind the student, so that he knows he must answer negatively, because a wall is certain to be in front of him, though not the one you intend.

IS THE TABLE BEHIND ME ? No, the table isn't behind you, but it's in front of you

SEE CHART 1

**HIM**

**HER**

**HOUSE**



ARE YOU STANDING ON THE FLOOR ?            No, I'm not  
   standing on the floor, but I'm  
   sitting on the chair

AM I SITTING ON THE CHAIR ?            No, you aren't sitting on  
   the chair, but you're standing  
   on the floor

ARE YOU STANDING IN FRONT OF ME ?            No, I'm not  
   standing in front of you,  
   but I'm sitting in front of you

Do not forget to point clearly at the student every time you say "you", and at yourself when you say "I" or "me". Always accompany everything you say with actions. They make it easier for the student to understand and they keep his attention on you.

## **TAKING FROM**

## **PUTTING /**

Take the book from the table, then put it on the table, saying **I'm taking the book from the table? I'm putting the book on the table.** Then ask **Am I taking the book from the table? Am I putting the book on the table?**

Take the book from the table, and ask

AM I PUTTING THE BOOK ON THE FLOOR ?            No, you  
   aren't putting the book on the floor,  
   but you're taking the book from the table

AM I TAKING THE PEN FROM THE TABLE ?            No, you  
   aren't taking the pen from  
   the table, but you're putting the book on the table

## OPENING

## CLOSING

Open and close the book, and say **I'm opening the book. I'm closing the book.** Then ask **Am I opening the book? Am I closing the book?** Finally

Open the book, and ask

AM I CLOSING THE DOOR ?/ No, you aren't closing the door,  
but you're opening the book

Close the book, and ask

AM I OPENING THE WINDOW ? No, you aren't opening the  
window, but you're closing the book

## DOING

## WHAT AM I DOING?

The question "What am I doing?" may need constant translation, even in future revisions. Pick up a book, open it, close it, and put it on the table whilst asking

WHAT AM I DOING ? You're taking the book from the table

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WHAT AM I DOING ? You're opening the book

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WHAT AM I DOING ?/ You're closing the book

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WHAT AM I DOING ? You're putting the book on the table

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SEE CHART 1

## **WHICH •**

This word may need frequent translation, as some students may find difficulty in remembering words beginning with a "w". They especially confuse words like "where: which: what: when: who: why" etc. Point simultaneously to the black and white pencils on the Chart (doing the same with the green and brown pencils), and ask

**WHICH PENCIL'S BLACK ?      This pencil's black**

As the student has to point at the pencil whilst answering, take the Chart near to him.

**WHICH PENCIL'S WHITE ?      This pencil's white**

**WHICH PENCIL'S GREEN ?      This pencil's green**

**WHICH PENCIL'S BROWN ?      This pencil's brown**

## **OPEN**

## **CLOSED**

Hold up an open book and a closed book, and ask

**WHICH BOOK'S OPEN ?      This book's open**

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**WHICH BOOK'S CLOSED ?      This book's closed**

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"Open" and "closed" should be understood without difficulty from the verbs already learnt. With any word or phrase that the student finds difficulty in

understanding or remembering, or that you think he has forgotten, keep asking in the student's own language "What does the word ..... mean?". When you come to the word "mean" in the book, you can then ask him the question in English.

## LESSON 3

SEE CHART 1

### **THIS                      THAT                      CHART**

For these questions stick a white pencil permanently on the wall at the back of the classroom, then, pointing to the black pencil on the Chart, say **This pencil's black** and, pointing to the white pencil on the wall, say **That pencil's white**. Next, take the Chart to the student, and ask

WHAT COLOUR'S THIS PENCIL ?      This pencil's black

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Addressing the same student, point to the white pencil on the wall, and ask

WHAT COLOUR'S THAT PENCIL ?      That pencil's white

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WHERE'S THIS PENCIL ?              This pencil's on the Chart

WHERE'S THAT PENCIL ?              That pencil's on the wall

**ELEVEN   TWELVE   THIRTEEN   FOURTEEN   FIFTEEN**

**11**

**12**

**13**

**14**

**15**

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