

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

+

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

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

+

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

+

THEY'RE

THEY ARE

Point to Master and Miss Brown, and say **He's standing and she's standing. They're standing.** Then ask

ARE THEY STANDING ? Yes, they're standing

WHERE ARE THEY STANDING ? They're standing in front
of the house

With the above question, you will need to make it clear by actions that you want the student to answer "in front of the house" or he might say "on the floor".

WE AREN'T

WE ARE NOT

ARE WE STANDING ? No, we aren't standing, but we're sitting
+

ARE WE SITTING ON THE FLOOR ?/ No, we aren't sitting
- on the floor, but we're
sitting on the chairs

THEY AREN'T

THEY ARE NOT

Point to Master and Miss Brown, and ask

ARE THEY SITTING ? No, they aren't sitting,
+ but they're standing

ARE THEY STANDING BEHIND THE HOUSE ? No, they
- aren't standing behind the house,

but they're standing in front of the house

RED

BLUE

YELLOW

GREY

SEE CHART 1

Point to the pencils on the Chart and follow the same procedure as with the black, white, green and brown pencils by saying **This pencil's red etc.** Then ask

WHAT COLOUR'S THIS PENCIL ETC.?!/ This pencil's red etc.

+

THESE

THOSE

AND

For these questions, stick a brown pencil permanently on the wall at the back of the classroom, as you did with the white pencil. Put the two pencils about two metres apart with the white pencil on the left. Then, pointing to the black pencil on the Chart and to the white pencil on the wall, say **This pencil's black. That pencil's white.** (Repeat the word's "this" and "that"). Next, point to the black and the green pencils on the Chart and the white and brown pencils on the wall, and say **These pencils are black and green. Those pencils are white and brown.** (Repeat the words "these" and "those".)

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

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

WHAT COLOUR ARE THESE PENCILS ? These pencils are
black and green

WHAT COLOUR ARE THOSE PENCILS ? Those pencils

		are white and brown
WHERE ARE THESE PENCILS ?/		These pencils are on the Chart
WHERE ARE THOSE PENCILS ?		Those pencils are on the wall
WHAT COLOUR ARE THESE CHAIRS ?		These chairs are
+		
WHAT COLOUR ARE THOSE CHAIRS ?		Those chairs are ...
+		
MEN	WOMEN	IRREGULAR ¹⁰⁰

The plurals of "man" and "woman" are irregular./ The plural of "man" is "men"./ We say one man, two men./ The plural of "woman" is "women"./ We say one woman, two women.

The strokes in the explanations throughout the Method show the teacher where to pause and repeat the segment he has just spoken before moving on to the next segment. If he does not do this, but gives the students the explanations in one continuous piece, they will become confused.

WHAT'S THE PLURAL OF "MAN" ?		The plural of "man"
+		is "men"
WHAT'S THE PLURAL OF "WOMAN" ?/		The plural of
+		"woman" is "women"

SIXTEEN SEVENTEEN EIGHTEEN NINETEEN TWENTY
16 17 18 19 20

+

Use the same procedure as with the numbers from 11 to 15.

SEE CHART 1

CLOTHES •

Touch all your clothes, and say **These are clothes** (and translate). Then ask

WHAT ARE THESE ? These are clothes

SHOE SOCK TROUSERS JACKET

SUIT SHIRT TIE HAT

In order to go faster, especially in the revisions, instead of wasting time looking for the Chart, and so giving the attention of the students the opportunity to wander, you can point to your own articles of clothing and to those of the students. "Hat" and "coat" you can mime by pretending to put on a hat and coat. If you cannot find all the articles of clothing among the class, and if your miming is too slow and unsuccessful, then it is easier to use the Chart; though, whilst you are looking for it, you can start with the clothes you and the students are wearing. A list of words like the above is always difficult for the students to learn. **It is not important, therefore, if they cannot remember them first time; like all other words they will be repeated several times. Take only three objects at a time, and ask**

WHAT'S THIS ETC.? It's a shoe etc.

+

WHAT ARE THESE.? These are trousers

SEE CHART 2

ALPHABET

LETTER /

Read out the alphabet once or twice at normal speed, then, beginning at the letter "A" and going clockwise or systematically round the class, get each student to pronounce a letter.

WHAT LETTER'S THIS ETC ? A, B, etc.

+

VOWEL

CONSONANT

Point to the vowels and say **These are the five vowels a e i o u.** Then ask

WHAT ARE THESE ? These are the five vowels

+

WHAT ARE THE FIVE VOWELS ? The five vowels are
"a e i o u"

The letters b c d etc. are consonants.

IS THE LETTER "B" A VOWEL ?/ No, the letter "B" isn't a
vowel, but it's a consonant

BEFORE

AFTER

Explain that **The letter A's before the letter B; and the letter C's after the letter B.** At the same time make the appropriate hand actions, such as brushing your hand away from the letters in question. Repeat the words "before" and "after". Then ask

WHICH LETTER'S BEFORE E ? D's before E

+

WHICH LETTER'S AFTER I ? J's after I

+

WHICH LETTER'S BEFORE Z ? Y's before Z

+

WHICH LETTER'S AFTER G ? H's after G

+

LESSON 4

BETWEEN

Explain that **The letter B's between the letter A and the letter C.**

WHICH LETTER'S BETWEEN D AND F ? E's between D
+ and F

WHICH LETTER'S BETWEEN H AND J ? I's between H
- and J

WHICH LETTER'S BETWEEN Q AND S ? R's between Q
- and S

US

Explain that **The table's in front of me. The table's in front of you. The table's in front of us.** Next ask **Is the table in front of us ?**

Finally ask