

WHERE'S THE TABLE ?/

The table's in front of us

For the above question, point to the table, make an action meaning "in front of" and then keep pointing to yourself and the student, so that he knows what to answer.

ARE THE WALLS IN FRONT OF US ?

No, the walls aren't in front of us, but they're behind us

IS THE TABLE BEHIND US?

No, the table isn't behind us, but it's in front of us

+

SEE CHART 1

THEM

Point to Mr and Mrs Brown, and say **The house's behind him. The house's behind her. The house's behind them.** Then ask **Is the house behind them?** For greater clarity you could point to yourself, the student etc and say "**me, you, him, her, it, us, you, them**". Finally ask

WHERE'S THE HOUSE ?

The house's behind them

Immediately after asking the above question, point to the house, make a movement meaning "behind", and then point with two fingers at the same time to Mr and Mrs Brown, so that the student is in no doubt as to what he is to answer. Then, holding the Chart in front of you, ask

ARE YOU BEHIND THEM ?

No, I'm not behind them, but I'm in front of them

+

AM I IN FRONT OF THEM ?/

No, you aren't in front of them, but you're behind them

PUPIL

TEACHER

Look at a student and explain that **I'm the teacher. You're the pupil.**
Then ask **Am I the teacher? Are you the pupil?** Finally ask

AM I THE PUPIL ? No, you aren't the pupil,
but you're the teacher

ARE YOU THE TEACHER ? No, I'm not the teacher,
+ but I'm the pupil

In the above, the indefinite article "a" should be used before "pupil", as there will usually be more than one pupil in the class, but the difference between "a" and "the" might confuse the student at this stage.

SEE CHART 3

THIRTY	FORTY	FIFTY	SIXTY	SEVENTY	EIGHTY
30	40	50	60	70	80
NINETY	HUNDRED	THOUSAND	MILLION	NUMBER •	
90	100	1,000	1,000,000		

Count the numbers from 30, down the column, to 1,000,000 on the Chart once or twice, then go round the class asking

WHAT NUMBER'S THIS ?/ 30 etc.

Next, count the numbers from 30 to 90, then from 13 to 19, lengthening the "teen" sound as you do so. Then read out 30 - 13 : 40 - 14 etc. to show the difference in pronunciation, and then say **30, 40, 50 etc. are pronounced short: 13, 14, 15 etc. are pronounced long.** Next make the students run down both columns including 100 : 1,000 : 1,000,000, then get them in turn to count across "30 - 13" etc. Also get the students to pronounce the other numbers on the Chart, "313" etc., stressing the "and" before the last number pronounced.

WHAT NUMBERS ARE THESE ? 30 - 13 : 40 - 14 etc

WHAT NUMBER'S THIS ? 313 : 1,815 : 1,950,630

PLUS EQUALS 2 + 2 = 4

Point to the Chart and explain that $2 + 2 = 4$. Then ask

WHAT'S THIS ? It's $2 + 2 = 4$
+

HOW MUCH

HOW MUCH IS 13 PLUS 5 ?/ 13 plus 5 equals 18

For children

HOW MUCH IS	18 + 40	5 + 10
	60 + 19	6 + 3
	16 + 30	20 + 15
	90 + 15	10 + 30/

Point out the numbers as the answers are given, just in case some of the students do not understand. After three or four revisions, children might be able to do the adult sums.

Below are the instructions for the teacher to ask the students to read Lesson One. Until now, if it has been possible, the students should not have opened their books. They should have learnt everything by ear in order to acquire the teacher's pronunciation. If they see the words before they have mastered their sounds, they are more likely to pronounce them in the way they remember them to have been written rather than how they were spoken by the teacher, as visual memory is usually stronger than aural memory.

The reading of past lessons also acts as a revision of past work. The lessons are divided up into sections of about 25 words. Each student reads a section. If there are more than eight or so students in the class, those who have not read will have to read next lesson. The teacher can get the students to read in a set order, so that all he has to say is "Next" when a student stops reading. But, if they are inattentive and it is a large class, it is probably better for the teacher to walk round and select a student to read next just by touching him, so that no one knows when his turn is coming. This means each student must pay constant attention and not lose his place in the book.

As the students read they must also answer the questions. Some, of course, cannot be answered, as they need to be accompanied by the teacher's demonstration, such as, "Are you behind them?" The students only answer those that are in no way confusing, such as "Is London a village?" Most questions, however, have written answers next to them.

STUDENTS READ LESSON 1 ON PAGE 1

THERE'S

THERE IS

Explain that **There's a pen on the book. There's a picture on the wall. There's a table in this room.** "There's" and "there are" may need frequent translation. Next, take a book and a pen near to a student and ask

IS THERE A PEN ON THIS BOOK ?

Yes, there's a pen on
this book

IS THERE A LIGHT ON THE CEILING?

Yes, there's a light
on the ceiling

IS THERE A TABLE IN THIS ROOM?/
—

Yes, there's
a table in this room

THERE ARE

NOW

Explain that **There's one pen on the book. There are two pens on the book now.** The word "now" can be translated as you go along. Make sure the students put "there's" and "there are" at the beginning of the sentence and not anywhere else.

IS THERE A PEN ON THE BOOK? Yes, there's a pen on
the book

ARE THERE TWO PENS ON THE BOOK NOW? Yes, there
are two pens on the book now

ARE THERE [12] CHAIRS IN THIS ROOM?/ Yes, there are
[12] chairs in this room

ARE THERE [2] PICTURES ON THESE WALLS? Yes, there
are [2] pictures on these walls

THERE ISN'T THERE IS NOT

IS THERE A PEN ON THE BOOK ? No, there isn't a pen
on the book

IS THERE A BOOK ON THE FLOOR ? No, there isn't a
+ book on the floor

IS THERE A CHAIR ON THE TABLE ?/ No, there isn't a
- chair on the table

THERE AREN'T THERE ARE NOT

ARE THERE TWO CHAIRS ON THE TABLE ? No, there
aren't two chairs on the table

ARE THERE A HUNDRED PICTURES IN THIS ROOM?/
+

No, there aren't
a hundred pictures in this room,
but there are ... pictures in this room

ARE THERE A THOUSAND CHAIRS IN THIS ROOM?

No, there aren't
a thousand chairs in this room,
but there are ... chairs in this room

HIGH •

LOW •

Explain that **The wall's high, but the chair's low**

IS THE CHAIR HIGH?

No, the chair isn't high, but it's low

+

IS THE WALL LOW ?

No, the wall isn't low, but it's high

IS THE TABLE HIGH ?

No, the table isn't high, but it's low

LESSON 5

NEITHER ... NOR

Translate the words "neither...nor" as the student answers; and, as you say (or try to elicit the words), "neither...nor" from the student, sway first to one side then to the other whilst moving your hand as in a benediction.

Point to the table, and ask

IS THIS A CEILING OR A FLOOR ?

No, it's neither a
ceiling nor a floor, but it's a table.