

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.

ARE THERE A HUNDRED CHAIRS IN THIS ROOM OR A THOUSAND CHAIRS ? No, there are neither a hundred chairs in this room nor a thousand chairs, but there are... chairs in this room

ARE YOU MR BROWN OR MR SMITH ?/ No, I'm neither Mr Brown nor Mr Smith, but I'm Mr ...

IMPERATIVE TAKE ! PUT ! OPEN !

CLOSE ! PLEASE

Explain that **The imperative is take! put! open! close! etc.** Then, pointing to a book and making a taking action, but without touching the book, say to a student

TAKE THE BOOK, PLEASE !

+

Then ask a second student

WHAT'S HE DOING ? He's taking the book

+

Make one student do all the following actions whilst the other students, in turn, answer

OPEN THE BOOK, PLEASE !

—

WHAT'S HE DOING ? He's opening the book

—

CLOSE THE BOOK, PLEASE !/

WHAT'S HE DOING ? He's closing the book

PUT THE BOOK ON THE TABLE, PLEASE !

WHAT'S HE DOING ? He's putting the book on the table

SEE CHART 1

HERE

THERE

Point to the black pencil on the Chart in front of you and the white pencil on the wall, and say **The black pencil's here. The white pencil's there** (Repeat the words "here" and "there"). Then ask **Is the black pencil here ? Is the white pencil there ?** Naturally, ask a student who is sitting near the black pencil for the word "here" and one who is far from the white pencil for the word "there". With the following questions, make it quite clear the answer you expect by pointing downwards emphatically in front of the student for "here" and at a distance for "there".

WHERE'S THE BLACK PENCIL ? The black pencil's here in
front of me

WHERE'S THE WHITE PENCIL ?/ The white pencil's there
on the wall

ARE YOU SITTING THERE? No, I'm not sitting there,
+ but I'm sitting here

IS THE WHITE PENCIL HERE IN FRONT OF YOU ?
No, the white pencil isn't
here in front of me, but it's there on the wall

STUDENTS READ LESSON 2 ON PAGE 10

CAPITAL ENGLAND RUSSIA GREECE CHINA

LONDON MOSCOW ATHENS PEKING (BEIJING)

Explain that **London's the capital of England. Moscow's the capital of Russia. Athens's the capital of Greece. Peking's the capital of China.** With the following questions insist on the student answering "London's the capital of England" etc., and not "The capital of England is London". As the former is more common, it will help the student in the future to form such sentence structures. Note that Peking is now called Beijing.

WHAT'S THE CAPITAL OF ENGLAND?/ London's the capital of England

WHAT'S THE CAPITAL OF RUSSIA ? Moscow's the capital of Russia
+

WHAT'S THE CAPITAL OF GREECE ? Athens's the capital of Greece
-

WHAT'S THE CAPITAL OF CHINA ? Peking's the capital of China

READING

WRITING

Explain with appropriate actions that **I'm reading the book. Now, I'm writing in the book.** Then ask **Am I reading the book ? Am I writing in the book?** Finally ask

WHAT AM I DOING ? You're reading the book

WHAT AM I DOING ?/ You're writing in the book

AM I WRITING IN THE BOOK ? No, you aren't writing in
the book, but you're reading the book

AM I READING THE BOOK ? No, you aren't reading the book,
+ but you're writing in the book

SEE CHART 1

COAT STOCKING DRESS SKIRT 150

BLOUSE PULLOVER POCKET HANDKERCHIEF

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

+

HOW MANY ? /

Translate as you ask the following first question. Make sure the student answers with "there's" in the fourth question, and not with "there are".

HOW MANY PICTURES ARE THERE ON THESE WALLS?

There are
... pictures on these walls

HOW MANY DOORS ARE THERE IN THIS ROOM?

There's one
door in this room

HOW MANY CHAIRS ARE THERE IN THIS ROOM ?/

+ There are ... chairs
in this room

HOW MANY TEACHERS ARE THERE IN THIS ROOM?

– There's one
teacher in this room

GOING TO

Walk towards the window, then the door, then the wall, whilst saying **I'm going to the window. I'm going to the door. I'm going to the wall.** When saying the word "to", point forcefully to the object you are approaching. Next, ask **Am I going to the window ? Am I going to the door ? Am I going to the wall ?**

Go to the door whilst asking...

WHAT AM I DOING ? You're going to the door

WHAT AM I DOING ? You're going to the window

WHERE AM I GOING ? You're going to the wall

AM I GOING TO THE DOOR ? No, you aren't going to the
+ door, but you're going to the window

LESSON 6

EUROPE ASIA ITALY FRANCE INDIA

Explain that **Italy's in Europe. France's in Europe. China's in Asia. India's in Asia etc.** Then ask