

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

IS GREECE IN ASIA ?

No, Greece isn't in Asia, but it's in  
Europe

+

IS INDIA IN EUROPE ?

No, India isn't in Europe, but it's  
in Asia

ARE FRANCE AND ITALY IN ASIA ?

No, France and Italy  
aren't in Asia, but they're in Europe

SEE CHART 2

**FIRST 1st. • SECOND 2nd. THIRD 3rd. FOURTH 4th.**

**FIFTH 5th SIXTH 6th TWELFTH TWENTIETH**

**CARDINAL**

**ORDINAL /**

Point to the letters A, B and C and say **A's the first letter of the alphabet, B's the second letter of the alphabet, and C's the third letter of the alphabet.** Hold up your fingers and repeat "**First: Second: Third.**". Then ask **Which's the first letter of the alphabet ? Which's the second letter of the alphabet ? Which's the third letter of the alphabet ?** Stress the pronunciation of the word "the" before the word "alphabet", but do not comment on it.

Point out that **"1st., 2nd. and 3rd"** are **irregular**, and that after that all the ordinal numbers finish in "th". Point out also that **the cardinal numbers are "one, two, three etc."**, and the ordinal numbers are **"first, second, third etc."**

Finally, beginning with the letter "A", go systematically round the class asking each student to say an ordinal number as you point to each letter of the alphabet. Point out the irregular pronunciation of "twentieth", and stress the definite article before each number.

Hold up your first finger and say

A'S THE ... The first

B'S THE ... ETC. The second etc.

Then ask

WHICH'S THE FIRST LETTER OF THE ALPHABET ? A's  
+ the first letter of the alphabet

WHICH'S THE THIRD LETTER OF THE ALPHABET ? C's  
+ the third letter of the alphabet

WHICH'S THE FIFTH LETTER OF THE ALPHABET ?/ E's  
+ the fifth letter of the alphabet

WHICH'S THE TWELFTH LETTER OF THE ALPHABET ?  
+ L's the twelfth  
letter of the alphabet

WHICH'S THE THIRTEENTH LETTER OF THE ALPHABET?  
- M's the ...

WHICH'S THE TWENTIETH LETTER OF THE ALPHABET?  
- T's the ...

WHICH'S THE TWENTY-FIRST LETTER ?/  
- U's the ...

WHICH'S THE TWENTY-THIRD LETTER ? W's the ...  
+

WHICH'S THE TWENTY-FIFTH LETTER ? Y's the ...





Then point to something the student is wearing, and ask

IS THAT MY DRESS ?      No, it isn't your dress, but it's my dress

SEE CHART 1

**HIS**

**HER**

Point to Mr and Mrs Brown, and say **These are his shoes, and these are her shoes.** Then ask **Are these his shoes ? Are these her shoes ?**  
**For a man we say "his" for a woman we say "her".**

Point to Mrs Brown's shoes, then to Mr Brown, and ask

ARE THESE HIS SHOES ?      No, they aren't his shoes, but  
they're her shoes

Point to Mr Brown's shoes, then to Mrs Brown, and ask

ARE THESE HER SHOES ?      No, they aren't her shoes, but  
they're his shoes

Point to Mrs Brown's dress, then to Mr Brown, and ask

IS THIS HIS DRESS ?      No, it isn't his dress, but it's her dress

Point to Mr Brown's suit, then to Mrs Brown, and ask

IS THIS HER SUIT ?      No, it isn't her suit, but it's his suit

+  
WHAT COLOUR'S HIS SUIT ?/      His suit's black

**OUR**

**YOUR**

**THEIR**

Explain that **This is my book. That is your book. These are our books.** Then, pointing to Mr and Mrs Brown, explain that **These are his shoes. These are her shoes. These are** (pointing to them both together) **their shoes.**

Point to Mr and Mrs Brown's shoes, then at the student and yourself, and ask

ARE THESE OUR SHOES ?

+

No, they aren't our shoes,  
but they're their shoes

Point out here by heavy stressing that the words "they're" and "their" have a similar or even identical pronunciation.

WHAT COLOUR ARE THEIR SHOES ? Their shoes are black

Point to the student's book and your book, then at Mr and Mrs Brown, and ask

ARE THESE THEIR BOOKS ?

No, these aren't their books,  
but they're our books

WHERE ARE OUR BOOKS ?/

Our books are on the table

From now on the demonstration questions will not be included. They are still to be asked, of course, and can easily be deduced from the demonstration sentences. For example **I am going to the window** is the demonstration sentence from which we ask **Am I going to the window?** as the demonstration question. Such a question is not asked in the revision. The type which takes its place is something like **What am I doing?** which forces the student to recall the words "going to" in his answer.

# ALL

Explain that **All the walls in this room are white. All the books in this room are English books. All the students are sitting.** The word "all" has two positions in a sentence, which are "All the students are sitting" or "The students are all sitting." For the sake of simplicity, just teach the former position.

ARE ALL THE WALLS IN THIS ROOM WHITE (GREEN OR BLUE ETC.) ?      Yes, all the walls in this room are white

ARE ALL THE BOOKS IN THIS ROOM ENGLISH BOOKS ?  
+      Yes, all the books  
in this room are English books

ARE ALL THE PUPILS SITTING ?      Yes, all the pupils  
are sitting

## LESSON 7

# BODY

Thump your chest and a few parts of your body, and say, and translate "This is the body".

WHAT'S THIS ?      This is the body

Point to a female, or to Mrs. Brown and your own body, and ask

IS THIS HER BODY ?      No, it isn't her body, but it's your body