

PART

FOOT

FEET

Explain that **This part of the body is the foot. The plural of "foot" is "feet".**

WHAT PART OF THE BODY IS THIS ?

This part of the
body is the foot

+

WHAT'S THE PLURAL OF FOOT ?

The plural of foot is feet

+

LEG

BACK

ARM

WRIST

HAND

FINGER

THUMB /

Point to the various parts of your body, taking three parts at a time, and ask (without commenting on "the" and "an")

WHAT'S THIS ?

It's a leg, the back, an arm, a wrist etc.

+

PERSON

PEOPLE

Explain that **I'm a person; you're a person; Mr. Brown's a person; Mrs. Brown's a person etc./ The plural of "person" is "people"./ We say one person two people.** Then ask

WHAT'S THE PLURAL OF PERSON? The plural of person is people

+

HOW MANY PEOPLE ARE THERE IN THIS ROOM ?

There are people in this room

HOW MANY PEOPLE ARE THERE IN THIS CITY (TOWN OR VILLAGE) ?/

There are ... people in this

—

If the student does not know the number of people there are in the place where he lives, tell him in his own language and get him to translate.

COMING FROM

Go to the window and return, whilst saying **I'm going to the window. I'm coming from the window.** As you say the word "from" wave your hand as if you were pulling something or beckoning a car to overtake.

Come from the door and ask

WHAT AM I DOING ?

You're coming from the door

Go to the window

AM I COMING FROM THE WINDOW ?

+

No, you aren't coming from the window, but you're going to the window

Come from the window, and ask

AM I GOING TO THE WINDOW ?

No, you aren't going to the window, but you're coming from the window

TOUCH

Explain with actions that **I'm touching the wall. I'm touching the book** etc. Touch these objects just with your finger tips to save misunderstanding.

WHAT AM I DOING ?/ You're touching the wall
+

WHAT AM I DOING ? You're touching the picture

TOUCH YOUR TIE (DRESS, SHOE ETC.), PLEASE

WHAT'S HE DOING ? He's touching his tie etc.

STUDENTS READ LESSON 4 ON PAGE 24

SEE CHART 2

SENTENCE

Point to the sentence (Verbs are words we use for actions) on Chart 2, translate it, and then say **This is a sentence.**

WHAT'S THIS ? It's a sentence

WORD VERB USE FOR ²⁰⁰ ACTION

Point to the sentence again and say **This is a word. This is the word "verbs". This is a word. This is the word "use". There are seven words in this sentence.** Do not worry about all the new words in the sentence. "Word" is the important word to be learnt. The other words are

WHAT'S THIS ? It's a semi-colon

—

ASH - TRAY

Point to the word "ash-tray" on Chart 2, and say **This is the word "ash-tray"**, then ask

WHAT WORD'S THIS ?/ It's the word "ash-tray"

IS THERE AN ASH-TRAY ON THE TABLE ?

+

PRONOUNCE DOES DO MEAN

AS AUXILIARY NOTHING

Say the word "**book**" and then say **I'm pronouncing the word "book."** Say the word "**ash-tray**" and say **I'm pronouncing the word "ash-tray."** Then ask **What am I doing ?** Next, read the question and the answer on Chart 2 (**What does the word "do" mean ? As an auxiliary verb it means nothing**) for the students to hear the correct pronunciation of the words before being asked to pronounce them. Do not worry about all the new words in the question and answer, they are put in just to accustom the students to hearing them for when you come to explain the Present Simple. They are not meant to be taught at this stage.

2 + 2 = 7 : IS THAT RIGHT ?

No, it isn't right,
but it's wrong

THE WALL'S HIGH : IS THAT WRONG ?

No, it isn't wrong,
but it's right

IS IT RIGHT YOU'RE MR. BROWN ?

+

No, it isn't right I'm
Mr. Brown, but it's wrong. I'm

EXERCISE 1 FOR HOMEWORK

Homework is not essential with the Callan Method - a language is, initially, best learnt orally. If, however, the student wishes to do some homework, he can write out the answers to the exercises as they appear in the Method. The actual exercises and answers are to be found in the Handbook.

By listening to his tapes or CDs and reading his book for five to ten minutes each day and doing the written exercises, the student could reduce his studying time quite considerably - perhaps by 10% or more - reducing a ten-month course to nine months.

The student, however, should only do the exercises if he really wants to. If he is forced to do them against his will, it will reduce his pleasure in learning the language. Also, homework puts the onus of learning on him and not on the teacher and the Method, where it belongs.

The exercises should not be gone through in class. They should be done externally to the lesson, and not discussed during the lesson. This would waste time, as they are not essential to the Method.

If, by the end of Stage 4, the student is still having difficulty with his written English, the teacher could ask him (for the student's own benefit), to go through all the exercises at home. It is important, however, that such a measure is not resorted to until the student has reached the end of Stage 4, or even Stage 6. Up to that point, the student's written English is not of great importance, and usually improves automatically as his spoken English improves.

LESSON 8

SEE CHART 2

QUESTION

ANSWER

Point to the question and answer (ie. What does the word "do" mean ? As an auxiliary ...) on Chart 2, and say **This is a question; and this is an answer**

WHAT'S THIS ? It's a question

WHAT'S THIS ? It's an answer

IS THIS AN ANSWER ? No, it isn't an answer,
but it's a question

MEANING

Point to the words on Chart 2, and explain that **The meaning of the word "use" in is ".....". The meaning of the word "action" in is ".....". The meaning of the word "nothing" in is ".....".** Fill in the empty spaces with the words in the student's own language. For example, the meaning of the word "use" in Italian is "usare".

WHAT'S THE MEANING OF THE WORD "USE" IN ... ?
+ The meaning of the word "use" in is "....."

WHAT'S THE MEANING OF THE WORD "ACTION" IN ...?/
- The meaning
of the word "action" in is "....."