

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 "....."

WHAT'S THE MEANING OF THE WORD "NOTHING"
IN ?

The meaning of the word
"nothing" in is "....."

The words "mean" and "meaning" are very useful words to be used a lot in the future in order to ask the student "What does the word ... mean ?" whenever you think he has forgotten the meaning of a word.

NAME

Explain that **My name's Mr. Smith. Your name's Mr. His name's Mr. Brown,** and notice that in the questions below you are revising the possessive pronouns "my, your" etc., so you need to stress them. Then ask

WHAT'S MY NAME ? Your name's

WHAT'S YOUR NAME ? My name's

+

See Chart 1, and point to Mr. and Mrs. Brown (or to two other students), and ask

WHAT'S HIS NAME ? His name's Mr. Brown

WHAT'S HER NAME ? Her name's Mrs. Brown

HEAD

FACE

CHIN

MOUTH

NOSE

EYE

EAR

HAIR

TONGUE /

Explain that **This is the head. This is the face.** etc., (taking three parts of the head at a time), then ask

WHAT'S THIS ? It's the head etc.

+

REMAINING

"Remaining" needs little explaining. Ask the question, and when the student answers "No, I'm not going to the door, but I'm ..." spread the fingers of one hand wide giving a pressing down movement with the hand at the same time, and say "remaining". The meaning should be evident, but you can also translate. The first two questions serve also as a revision of "going to" and "coming from". Be careful that the students do not think that "remaining" is just another word for "sitting".

Go to the window and ask

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

WHAT AM I DOING ? You're coming from the window

ARE YOU GOING TO THE WINDOW ? No, I'm not
+ going to the window,
but I'm remaining on the chair

Go to the window again, and ask

AM I REMAINING ON THE CHAIR ? No, you aren't
remaining on the chair,
but you're going to the window

TRANSLATE THIS SENTENCE, PLEASE "THE WORD
"DO" MEANS NOTHING"/

+

WHAT'S HE DOING ? He's translating a sentence from
English into

TRANSLATE THIS SENTENCE, PLEASE "THE WALL'S
HIGH"

WHAT'S HE DOING ? He's translating a sentence from
English into

WHO •

This word will probably need constant translation. Point to yourself, the student, the Brown family in Chart 1, or other students in the class, and ask

WHO AM I ? You're Mr. Smith

WHO ARE YOU ? I'm Mr. Rossi

+

WHO'S HE ? He's Master Brown

WHO'S SHE ? She's Miss Brown

WHO ARE THEY ?/ They're Mr. and Mrs. Brown

THING

Pick up different objects, and say **This is a thing. This is a thing.** etc.

and in the revision get the student to put it in by giving him the word in his own language and making him translate. Do the same with the word "that" in the answer below. The word "tall" can, of course, be used for things, e.g. a tall building, but such exceptions would only confuse the students at this stage of their studies.

WHAT'S THE DIFFERENCE BETWEEN "TALL" AND "SHORT" AND "HIGH" AND "LOW" ?/ The difference
+ between "tall" and "short" and "high"
 and "low" is that "tall" and "short" we use for people,
 whilst "high" and "low" we use for things

DICTATIONS: A dictation is probably the most difficult part of learning English, so do not worry too much at the beginning if the students spell badly. English people themselves sometimes find difficulty in spelling. The dictations are arranged so as to put as many recently acquired words into each sentence in order not to waste time having the student write down words he has already mastered. For this reason the dictations are composed of unconnected sentences.

Much later on, the dictations become more complex, and even relate part of a story. One of the functions of a dictation is to allow the student time to concentrate on the slow, exact pronunciation of each word. This is something he has no time to do when answering questions orally. Without dictations he may, for example, never notice the difference between the words "called" and "cold". Dictations can also revise points of grammar. For example, "The Present Simple we use for ...".

Do not read the dictation through before and after dictating; this wastes time. Dictate immediately at slightly slower than normal speaking speed, repeating each segment once or twice, depending on the speed and ability of the students. If a student is not sure of the spelling of a word, he should either guess at it or leave a space. He should not hold up the dictation. After dictating, the students open their books and correct their dictations themselves with a red pen, whilst the teacher walks around the room looking over their shoulders to see that they are correcting properly. Every now and then the teacher can collect up the dictations and mark them himself, in order to see what progress is being made, and to give marks if necessary. By marking the dictations immediately themselves, the students can see their mistakes whilst the pronunciation of the

words is still ringing in their ears. At a private school, in order to save time, the students should correct their dictations immediately after the lesson, whilst, with the "Teach-Each-Other" system, the students can do their dictations from the Callan Method Tapes or CDs, or from the Callan Method website.

DICTIONATION 1

What's this?/ It's a pen./ Is this/ a pencil/ or a book?/ Is the/ long table/ black?/ No, it isn't,/ it's white./ The short box/ is green./ A city is large/ but a village/ is small./ Is Mr Brown/ a man?/ Yes, he is./ Is Miss Brown/ a boy or a girl?/ She's a girl./ One, two, three,/ four, five./ Is the card/ on the wall/ or under/ the chair?/ No,/ it's in the box./ What colour/ is the ceiling?

LESSON 9

ASKING

ANSWERING

Pick up a pen and ask **What's this?** The student will answer **It's a pen.** Then you say **I'm asking you a question.** Pick up a book, and ask **What's this?** The student will answer **It's a book.** Then you ask **What am I doing?** and get a second student to answer **You're asking him a question.** With the word "answering" adopt the same procedure, i.e. pick up a pen, and ask **What's this?** and when the pupil answers **It's a pen** you say **I'm asking you a question, and you're answering my question.**

WHAT'S THIS ? It's a pen

+

WHAT AM I DOING ? You're asking him a question

+

WHAT'S THIS ? It's a hand