

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

AM I ASKING HER A QUESTION ?

Yes, you're asking
her a question

WHAT'S THIS ? It's a head

+

WHAT'S HE DOING ? He's answering your question

+

WHAT'S THIS ? It's a mouth

IS SHE ANSWERING MY QUESTION ?/

Yes, she's
answering your question

Point to a student, and say

ASK HIM A QUESTION, PLEASE

From this point on you can get the students to ask each other questions at the beginning of each lesson immediately you enter the classroom, whilst you are opening your book and finding your place etc. You can do the same again at the end of each lesson, whilst collecting up your books. In this way there is not a second's silence from the time you enter the room to the time you leave it. Thus there can be no time for boredom, distraction or indiscipline; and the lesson will be much easier to give. The moment, however, that you have arranged your books and found your place, stop the students asking each other questions and go straight into the question-answer work.

TO HAVE

CONTRACTION

I'VE	I	HAVE
YOU'VE	YOU	HAVE
HE'S	HE	HAS
SHE'S	SHE	HAS
IT'S	IT	HAS
WE'VE	WE	HAVE
YOU'VE	YOU	HAVE
THEY'VE	THEY	HAVE

Explain that **The verb "to have" means "....."./ We say "I have, you have, he has, she has, it has, we have, you have, they have"./ The contraction of I have is I've : you have - you've : he has - he's etc.**

Stress "has" of the third person. For the answer to question two below, go round the class getting each student to give a contraction. For example, you say "I have", then point to a student and he says "I've", and so on. As the students answer the questions with "have" and the parts of the body, point to the parts referred to, just in case the other students have not learnt them properly yet. For the questions **Has he : has she** etc. you can use Chart One, if necessary, or other students in the class.

WHAT'S THE MEANING OF THE VERB "TO HAVE" ?/
 – The meaning of the verb "to have" is

WHAT'S THE CONTRACTION OF "I HAVE, YOU HAVE" ETC. ?`
 I've, you've etc.

HAVE I TWO EYES ? Yes, you've two eyes

+

HAVE YOU TWO EARS ?

Yes, I've two ears

+

HAS HE TWO LEGS ?

Yes, he's two legs

+

HAS SHE TWO HANDS ?/

Yes, she's two hands

Point to yourself and the student, and ask

HAVE WE TWO HEADS ?

Yes, we've two heads

+

HAVE THEY FOUR ARMS ?

Yes, they've four arms

+

STUDENTS READ LESSON 6 ON PAGE 35

SEE CHART 4

ANY ? •

non-specific

Yes, SOME

No, NOT ANY

HOW MANY ?

specific

THIRTEEN ETC.

NONE

NON-SPECIFIC

INTERROGATIVE

NEGATIVE

POSITIVE

FOR EXAMPLE ²⁵⁰

WHEN /

Show the students the Chart and explain that **"Any" and "some" mean "...."/, but we use "any" for the interrogative and negative/ and "some" for the positive./ For example, we say "Are there any books on the table? Yes, there are some books on the table./ Are there any books on the floor? No, there aren't any books on the floor."** When saying "yes" and "no" stress them, and at the same time nod or shake your head.

Also explain that **"Any" we use in a non-specific question,/ whilst "how many" is specific, and has a specific answer - thirteen, fourteen, twenty etc., or none./ When the question is "Any?" the answer is "Yes, some" or "No, not any",/ but when the question is "How many?" the answer is "Two, three etc., or none."/**

The word "some" is sometimes used in interrogative sentences, such as, "Would you like some tea?", but such usage would confuse the student at this stage of his studies.

WHAT IS THE MEANING OF THE WORDS "ANY" AND "SOME" ?

The meaning of the words "any" and "some" is

WHAT'S THE DIFFERENCE BETWEEN "ANY" AND "SOME" ?

The difference between "any" and "some" is that we use "any" in interrogative and negative sentences, whilst we use "some" in positive sentences

ANY

ARE THERE ANY BOOKS ON THIS TABLE ?/ Yes, there are some books on this table

ARE THERE ANY PICTURES ON THESE WALLS ? Yes,

HOW MANY PUPILS ARE THERE SITTING ON THE FLOOR ?

There are none

EXERCISE 2

AT THIS POINT THE TEACHER TAKES THE STUDENTS RIGHT BACK TO THE BEGINNING AND DOES A COMPLETE REVISION.

The first part of learning a language is always the most difficult and the most important, as the speed of all future work depends on how well it has been mastered. The students at this point may be progressing quite well, but a rapid revision right from the beginning will give them extra speed in understanding and answering that will carry them through future work at a much faster rate. The revision will also show if the students have forgotten any past work now that a certain period of time has elapsed. Furthermore, it will straighten out any confusion they may have suffered when first being introduced to the work.

If in the revision the students seem to have remembered everything, then the teacher need only ask one question for each word and not the customary three; and only do the revision once. If on the other hand the students fail to remember a lot of the work, it may be necessary to ask all three questions for each word, and do the revision twice. In learning a language, it is essential that the students get off to a good start, as, unlike many subjects, what is not done well today will have serious consequences tomorrow. If the students are already understanding and answering at top speed, that is, almost at the speed with which they would use their own language, then a revision will not be necessary.

On the Course Progress Card a gap should be left between the first lesson of the revision and the last normal lesson, and all the lessons of revision should be entered in green ink, or some such colour, to distinguish them from the normal lessons.

Whenever doing a complete revision, the teacher should explain to the students what is happening, otherwise they might be puzzled as to why they are going over old ground again.

EXAMINATIONS After each Stage of the Method, there is an examination to enable the teacher to assess the student's progress and to give him a mark if necessary. It also serves to show the teacher exactly how much the student has

absorbed, and whether a revision is needed. The exam is to be given orally, and consists of 40 questions to which the student has to answer by writing on a piece of paper just the words "yes" or "no". After the questions there are 40 words which the student must translate into his own language and write down on his paper. The teacher must point out to the student that in the "Yes-No Quiz" he must not try to guess the answers. He will gain more points if he leaves the question he is not sure of unanswered than if he guesses, for if he guesses incorrectly, he loses two points, whereas if he leaves the question unanswered, he loses only one point. The teacher can either mark the papers himself or get the students to exchange papers among themselves and mark each others, whilst he calls out the answers. If the answer is correct, the student receives a plus mark (+) alongside it. If it is incorrect, he receives a minus mark (-). If the question is unanswered he receives nothing. When the marking is finished, all minus marks are added up and taken away from the plus marks and what is left is the result. For example:-

1) No +	2 +
2) No +	1 -
3) Yes -	_____
4)	1

The marks will be out of 40 for the "Yes-No Quiz", 40 for the Vocabulary Test, and 20 for the dictation, so that the final mark will be out of a hundred. The dictation consists of 100 words. Each word spelt incorrectly loses a mark. As the maximum mark is 20, fifteen mistakes would mean a mark of five, whilst 20 mistakes or more would mean no mark at all. In the Vocabulary Test the student does not lose marks for guessing incorrectly. A typical result might be as follows:-

Yes-No Quiz	Dictation	Quiz	
35+	8 mistakes = 12 marks	Quiz	32 out of 40
<u>3-</u>		Vocabulary	33 out of 40
32		Dictation	<u>12</u> out of <u>20</u>
2 unanswered		Final	
		Mark:	77 out of 100
Vocabulary Test			
33 correct			

Cheating can easily be counteracted, either by sending the student out of the room or by deducting a mark each time the student looks at his neighbour's paper, or

speaks. Papers should be marked in red pen or in pencil, and any student caught changing an answer, whilst marking his friend's paper, should lose 4 marks. Some of the questions in the "Yes-No Quiz" could be considered ambiguous. For example, the answer to question 15 "Are the people of Scandinavia short?" could be "Yes, some of them", whilst the answer to question 29 could be "Yes", as thumbs are sometimes included among the fingers, as in "the five-finger piano exercises". The teacher should, therefore, ask the students to give answers which are clearly expected. In the dictation the student does not lose more than one mark for the same word spelt incorrectly on more than one occasion. The answers given below are put at the beginning of the question to make marking much easier.

STAGE 1 EXAM – Answers can be found after the vocabulary test

Yes - No Quiz

- 1) Is a city small?
- 2) Is London a village?
- 3) Is Master Brown a girl?
- 4) Is your pen under the table?
- 5) Is the table in front of you?
- 6) Is the teacher standing on the table?
- 7) Are you taking a pencil from the floor?
- 8) Am I opening the window?
- 9) Are you sitting on the floor?
- 10) Are there six vowels in the English alphabet?
- 11) Is the letter "g" before the letter "h"?
- 12) Is the letter "b" after the letter "i"?
- 13) Is the letter "e" between "d" and "f"?
- 14) Are the walls behind us?