

TEACHING HINTS for BOOK 2

Lane's English as a Second Language is a series designed to give all learners an ability to speak, read, write and comprehend contemporary English. Your task, as teacher, is to ensure that each of your students has total active command of the 200-plus words in Book 2. The following Teaching Hints are designed to help you achieve this.

1. You are a model for your students, so be a good one. Praise will work wonders.
2. Let your students do at least 80% of the talking. They need the practice, not you.
3. Always let students see your mouth when you speak. Do not speak to the blackboard. Do not speak too rapidly. Slurring, or so-called natural contractions, should be avoided. Clear, enunciated, projected pronunciation is the goal, so the student must hear it from you. Beginning students, especially, need to see what the lips, teeth and tongue are doing, so exaggeration is quite appropriate.
4. Make frequent use of the blackboard. Students learn by seeing, so let them see the words or grammatical points you are presenting.
5. Students enjoy dictations, so make frequent use of this format to review or reinforce points. Limit dictations to a maximum of ten sentences. Say each sentence three or four times. At the end of the dictation, write the numbers 1 through 10 on the board and assign students to write the corresponding sentence. Call upon ten other students to read each of the dictated sentences in turn. Ask for student help in proofing each sentence.
6. Because idiomatic and multiple meanings or patterns can be very confusing, this book introduces vocabulary and grammar in unvarying and logical units.
7. This book has five thematic lessons and every lesson has approximately 40 words. The approach is cumulative, so the vocabulary and grammar of Lesson 1 are assumed knowledge for Lesson 2, and so on.
8. Every lesson has the same basic structure: a two-page vocabulary list, grammar presented through dialogues and model sentences, thematic readings and finally an exercise page. This orderly and systematic presentation of material means students never experience anxiety about what is coming next and teachers do not have to spend hours preparing for class.
9. Students must master completely the word list of every lesson. When possible, a word is pictured, otherwise it is used in a sentence. The sentences are carefully structured, so, apart from the new word, students already know all the others in the sentence. The words are repeated often throughout the lesson, so there is a lot of opportunity for improvement over time.
10. Success with the lesson depends almost entirely on knowing the vocabulary. Every student must know not only the meaning, but also the pronunciation and spelling of every word. To achieve this you must carefully model the pronunciation of each word and insist on clear articulation. Never laugh at or make fun of a student's pronunciation. Your aim must always be to instill a sense of accomplishment.
11. At the start of a new lesson, go through the list of words. Pronounce each word slowly and clearly. Let the students repeat in unison after you. Have them write the meaning of each word in their own language on the first line, thus creating a bilingual word list. Have them also translate into their native languages the sentences. Go down the list again, say each word distinctly and have the students repeat loudly after you. When you are sure most students have mastered both the meaning and pronunciation of each vocabulary word, have them cover the English list with a piece of paper, leaving only their translations visible, and let them give the correct English word. Having introduced the words, plan a spelling test for the next class.

12. Do not make additions to the word lists or grammatical forms without careful consideration. Great care has been taken in the choice of the vocabulary words. They are repeated throughout the text. If you add to the word list, the students will not see your words again, unless you incorporate them in later lessons. If you deem it absolutely necessary to have more words, use their noun forms and put them into the grammatical models of the text.

13. Every class should begin with a loud, in unison repetition of each vocabulary list. Review all previous word lists, for example, when you are working on Lesson 3, take five minutes to go quickly through the words of Lessons 1 and 2. For further work with the list, have your students spell the words or give their plural forms. This constant repetition fixes the pronunciation and meaning of the vocabulary items in the students and is a constant and cumulative reminder of how much they have learned.

14. Grammar is presented with almost mathematical precision in dialogues or groups of model sentences. In the dialogues, be sure to pronounce the names: *Elizabeth, Anthony*, etc. because they provide important pronunciation drills. Assign roles to various students and let them play act. Let other students read each of the model sentences in turn. After your students have gone through one of these grammatical presentations and the pattern is clear, let them produce more examples orally. Then give a dictation with four or five more examples, being careful to use only the words students know from previous lessons. Weak students may keep their books open to the word list during a dictation. At the end of your dictation, have your students write three or four examples of their own. You can walk around and correct these or have the students put one of their examples on the blackboard. This gets them out of their seats and relaxes everyone. It is a way to change pace, which you will want to do often. Go over the board work by letting other students read the sentences and offer corrections where needed.

15. When there are stories to be read, let your more advanced students do the initial reading, paragraph by paragraph. Correct only gross errors in pronunciation. After the reading is complete, take care of any content problems. Then go through the story again, making questions out of each sentence: *This is a what? France and Portugal are where?* If your students are more advanced, you may make more sophisticated questions: *What is this? Where are France and Portugal?* After going through the entire story in this manner, have other students read it again. Finally, you may read it to the class slowly and with somewhat theatrical enunciation. Have the students copy the reading for homework. Do not ignore this assignment. Be sure to collect the copies at the next class and check them. Stress the importance of this homework activity.

16. The last page of each lesson is an exercise page, which allows a review of the grammatical highlights of the lesson. Review briefly the various points, before having the students fill in their answers. Correct each section immediately, either orally or on the blackboard.

17. This book has been designed to be used page-by-page. Do not jump around. If you find the material is easy for your students, move through it quickly, using it for pronunciation drill, conversation or dictation. You could have the students change declarative sentences into questions, or re-write a present tense story in the past or future tenses and then read the passage to the class.

18. The vocabulary and grammar of Book 1 is assumed knowledge for Book 2.

Teacher Notes - Book 2

LESSON 1

Pages 2-3 Goal: master the word list.

As you go down the word list, say each word clearly and distinctly and have your students repeat after you in unison. After this pronunciation exercise, have the students translate each word into their own languages. Make sure they also translate each of the sentences. Praise your students when they do well.

After the students have created their own bilingual dictionary, go through the list again having the students repeat after you loudly and in unison. Go through the list a third time, but instead of pronouncing each word after you, have students take turns spelling them.

Plan a spelling test for the next class.

With a folded sheet of paper, cover the list of English words and have students translate from their native language word list into English.

Be sure to repeat this entire word list at the beginning of every class from now on.

Page 4 Goals: understand and use **before** and **after** in reference to *time* and *place*.
 understand and use **long** in reference to *things* and *time*.

Explain that **before** and **after** are used with *time* and *position*. Let individual students read model sentences 1-6 and then have several others make sentences of their own with **before** and **after** indicating *time*. Do the same with the six model sentences showing *place*. Have other students make original sentences.

Give a ten-sentence dictation using **before** and **after** showing both *time* and *place*. Be sure to stay within the vocabulary of the lesson. At the end of your dictation, have the students write some of their own sentences with **before** and **after**. Put the numbers 1-10 on the blackboard and assign ten students to write one sentence each on the board. Correct the board work. Make it fun.

Explain that **long** can be used to describe a *thing*: Her hair is long. Pronounce the names and have the students repeat in unison after you. Give a short four sentence dictation with **long** related to a *thing*.

Explain that **long** may also refer to *time*. Assign the roles and let the students read the dialogues. Give a six sentence dictation with **long** related to time and have your students put the sentences on the blackboard. Correct them.

Page 5 Goals: use **ago** for past time.
 use **almost** to mean not completely.
 use **still** to show a continuing situation.
 use **among** with *many* and in contrast to **between** for only *two* .
 use **until** to mean not past a given time.

Assign various students a sentence to read or a role to play in the dialogues. After each section have the students suggest some of their own sentences to demonstrate their understanding. Be careful that they use the correct word order: subject, place, time.

After each section, give a short dictation wherein the word is used in the same sense as the exercise and then let the students create one or two sentences of their own. Have eight or ten students put their the sentences - both your dictation and their own efforts - on the blackboard. Correct the work.

Page 6

Goals: review the past, present and future forms of **to be** in both questions and answers. Review "who, what, when, where, why and how" with all three tenses. Remember there is/are show existence: There is salt in ocean water. There are almost 50 people in the room.

Page 7

Goals: expand the use of **in**.
expand the use of **on**.

Review the meaning and use of **in** as inside a thing: My hand is in my pocket. Explain that **in** can also be used with months: I was in Boston in July. Let the students read the sample sentences and then create some of their own. Give a five sentence dictation with **in** and months.

Explain that **in** is also used with years: We were in China in 1995. Let the students read the examples and give some of their own.

Review the meaning and use of **on** relating to surfaces: My hand is on John's shoulder. Explain that **on** is also used with days: He was here on Wednesday.

Explain that **on** is also used with dates: There were here on July 4.

Page 8

Goals: review **who**.
review **whose**.

Review on the blackboard the personal pronouns in the nominative case: I, you, he she it, we you, they. Review the personal pronouns in the possessive: my, your, his, her, its, our, your, their and the use of **'s** to show possession with a person's name: John's hair is long.

Assign a student to read each of the three paragraphs in *My Family*. Take care of any comprehension problems. Ask questions about each of the sentences: How many people are in my family? Who are the people in my family? What is our family name? After asking questions with each of the sentences, let three other students read the three paragraphs again. Give a dictation of the first paragraph with the book closed. Let the students open their books and proof their dictations. Assignment: copy the other two paragraphs as home and be sure to collect the homework at the next t class. Alternative assignment: Have the students write a similar story about their own families.

Pronounce clearly each of the names for the dialogues and have the class repeat in unison after you. Assign roles to students and let them read the parts.

Page 9

The structure of the English question "How old....?" is in keeping with other how plus adjective questions - how big, how long, how far. But it is also almost unique among languages for asking one's age. Therefore, special attention must be given to this form.

Treat *Family Birthdays* the same as *My Family* - read, discuss, read again, dictate, copy and/or free write a story about one's own family birthday

Page 10

Goal: clarify family relationships.

Treat *Who is Who?* the same as *My Family*.

Page 11

Goal: review and clarify *time*: today, tonight, tomorrow, yesterday, etc.

Treat *David Arthur Hayes* the same as *My Family*. Call attention to the time expressions: **this morning** and **this evening** as meaning today morning and today evening. Make sure the expanded uses of **time** and **eyes** are clear and give attention to the meaning of **only child**. Explain that **midnight** results from combining middle and night. Naturally, we can do the same to get midday, but the concept is a general rather than a precise time. This may be too confusing so don't bring it up if you are not prepared to carry through with numerous examples: mid-week, mid-month, mid-year.

Page 12

Goal: review the important grammar points of Lesson 1.

Allow class time to do each section of this exercise page and correct it in class. If it does not take too much time, you may want the work of each section or some of the sections put on the blackboard for a review and general correction.

The last section lends itself to students writing about themselves and so can be assigned for homework.

LESSON 2

Pages 14-15 Goal: master the word list.

As you go down the word list, say each word clearly and distinctly and have your students repeat after you in unison. After this pronunciation exercise, have the students translate each word into their own languages. Make sure they also translate each of the sentences. Praise your students for good work.

After the students have created their own bilingual dictionary, go through the list again having the students repeat after you loudly and in unison. Go through the list a third time, but instead of pronouncing each word after you, have students take turns spelling them. Have the students give the plural forms.

Plan a spelling test for the next class.

With a folded sheet of paper, cover the list of English words and have students translate from their native language word list into English.

Be sure to repeat this entire word list at the beginning of every class from now on.

Page 16

Goals: understand **start** and **end** as opposites.
understand **open** and **closed** as opposites.
understand **now** and **then** as opposites.
understand **living** and **dead** as opposites.

Let individual students read the dialogues and model sentences and then make several sentences of their own with each of the pairs.

Give a ten-sentence dictation being careful to stay within the vocabulary of Lessons 1 and 2. At the end of your dictation, have the students write some of their own sentences. Put the numbers 1-10 on the blackboard and assign ten students to write one sentence each on the board. Correct the board work. Make it fun and praise your students for doing well.

Page 17

Goals: use **for** to show *purpose*: She is here for her ring.
use **for** to establish a *relationship*: This ring is for her.
use **at** with **work** and **rest** to show the *activity*, not the place, is important.
use **one** in place of a known noun.
use **kind of** for all things and people.

When **for** answers the question why it indicates a *purpose*: Why did she come? What is her purpose in coming? I don't understand what she is here for. I don't understand her purpose in being here. This is quite a separate idea from the use of **for** in: This coat is for you. In this sentence **for** establishes a relationship between you and the coat, but it is a relationship that can be broken: Oh, I see you already have a coat, then I'll give it to someone else or I'll use it for the dog's bed. In most other languages there are two different words to show this difference. Spanish has *por* and *para*.

Remember that **at** indicates a *point* - a time or geographic point: at 8:12, at the corner. In such cases as at the library, at the hospital, at school, etc., **at** is used to show the action that takes place at that location is more important than the place itself: The children are at school rather than the children are in school; at the ocean rather than in or on the ocean, etc. This is why we say **at work** and **at rest** (at war/at peace). We are emphasizing the activity or lack of.

One or **ones** can be used in place of a known noun: This flower is fresh, but that one is dead. I'll take these books and you put the ones on the table back on the shelf.

Let two students read the story with **kind of**. Explain the meaning of **and so on** as indicating *et cetera* and **one of a kind** as *unique*. Ask the students to give two or three of their own examples using these two word combinations. Have the students copy the story for homework.

Page 18

Goals: use **across**.
use **together** and **apart** as opposites.
use **up** and **down** as opposites.

Across is used with all flat surfaces to indicate from side to side: across the paper, ocean, river, street, table, floor, America, and so on

Pronounce the names with students repeating after you. Assign the roles and let students read the dialogues. Ask for original sentences from the class and give a dictation.

This is laying the foundation for later usage of **together** and **apart**. Do not confuse students by offering other words as alternatives: join and separate.

Show only the directional use of **up** and **down**.

Page 19

Goal: use the modal verb: **must**.

Lay out on the blackboard the T formation that is in the book. Review the lay out of the verb **to be**. Call attention to the ease with which we can make the negative form by adding **not**. Let the students read the positive and negative sentences across.

Explain that **must** may show that something is logically true: If this is Tuesday, this must be Belgium! Let students read the 12 examples and give some of their own.

Explain that **must** may also show inevitability or absolute necessity: You must see a doctor. There is no higher expression of need in English.

Always let students contribute their own sentences and if necessary be prepared to give a dictation and have it put on the board for general inspection.

Pages 20-21

Goal: understanding and using contractions.

We have purposely avoided using contractions in Books 1 and 2 until this point. Rather than give a piecemeal explanation, we can now take care of many frequently used contractions and establish general rules. Students see that the contracted forms with an apostrophe shows a letter, often a vowel, has been omitted. Practice in unison pronouncing both the full and contracted forms.

Let students read the Present tense examples across and then assign the role for the dialogues. Be sure to use the names for additional pronunciation practice. Do the same with both the Past and Future tenses. Let students give their own examples and give a dictation to sum up this section

Page 22

Goal: use of numbers for various purposes.

By this time students should have good control of numbers, both cardinal and ordinal. They were first introduced in Lesson 3 of Book 1 and as with all the material in the appendix of Book 1 should have been repeated on a regular basis.

Here we want to introduce students to when numbers are given separately, in groups and in their full mathematical forms.

Page 23-25

Goal: to bring together past, present and future tense to describe the events of a week in one person's life. The story also serves to show what can be expressed with fewer than the 300 words mastered so far.

Let various students read the story *Mary McKinley's Week* paragraph by paragraph. Read it to the end letting your students see how well and how much they can already understand. Go back to the beginning and paragraph by paragraph go through the story again explaining any problem points. Give particular attention to the words in bold: **because of** and **that's why**, etc. As you deal with each one, put it on the board. As far as possible, always present words in terms of their opposites: inside outside, this morning this evening, etc. Every now and then give a dictation using these new combinations and let students always create their own sentences. Encourage students to write in their books.

Page 26

Goal: review the important grammar points of Lesson 2.

Allow class time to do each section of this exercise page and correct it in class. If it does not take too much time, you may want the work of each section or some of the sections put on the blackboard for a review and general correction.

The last section lends itself to students writing about themselves and their families. You may want to give students a homework assignment to describe their family lives.

LESSON 3

Pages 28-29 Goal: master the word list.

Do the word list in the established fashion, see Lessons 1 and 2.

Page 30 Goals: understand **about** meaning more or less.
understand **so** meaning therefore.
understand **own** meaning personal property.
understand **against** meaning a physical position.

Let individual students read the dialogues and model sentences and then give several sentences of their own for each exercise.

Students already know that **about** means *concerning*: This book is about English. Explain that about may also mean *more or less*: It is about 8 o'clock.

Explain that **so** is used to show the result or logical outcome of a condition: She is from China, so her first language is Chinese.

To explain **own** first lay out the possessive pronouns in their T formation on the board - my, your, his etc. Have students offer some sentences using these pronouns. Write their sentences on the board. Now add **own** to your T layout and explain it makes the idea of possession very strong. Insert "own" into each of the sentences on the board and have a student read the new sentence.

Present **against** as giving the idea of very, very close, so close as to create pressure between two things: The child's face was against the window. Let eight different students read the sentences. Note that sentences 7 and 8 give an expanded idea of the use of **against** and confirm the usual dictionary definition.

Give a ten-sentence dictation being careful to stay within the vocabulary of Lessons 1, 2 and 3, in the usual manner, see page 16. Praise your students when they do well.

Page 31 Goals: understand **by** as a close position, but not as close as **against**.
understand **hard** and **soft** as opposites.
understand **high** and **low** as opposites.
understand **which** as being more restrictive than **what**.

Explain **by** as meaning *very close*, but not having the pressure idea of *against*. Pronounce the names and let the students repeat after you. Assign the roles to students and let them read the dialogues. Give a short dictation and ask the students to write some of their own sentences with **by**. Have them put their work on the board and correct it.

Explain that **hard** **soft** and **high** **low** are adjectives. Do the sentences and dialogues in the usual manner, see page 5.

Which may be explained as being more restrictive than **what**. If a person asks: Which day is today, Monday or Tuesday? he knows it is not any of the other possible days - he has restricted the possibility to two. If he asks: What day is today? he clearly has no idea and is open to all possibilities. Let students read through the eight examples and give some of their own orally or in writing.

Page 32

Goals: understand **along** as showing two things are parallel.
understand **away** as meaning not here, in fact any place, but here.
understand **over** and **under** as opposites.

Explain **along** as giving an idea of two things parallel: We put chairs along the wall. Pronounce the names and assign roles in each dialogue. Have students make their own sentences with **along**.

Away may show anywhere but here: He went away. I don't know or don't want to say where he is, but in either case he is not here.

Over and **under** are prepositions and the examples clearly show these positions and the expansion of the basic idea when we combine words: overshoes and undershirt.

Page 33

Goal: use the modal verb: **should**.

Lay out on the blackboard the T formation that is in the book. Have the students repeat in unison after you- I should, you should etc. Let the students read the positive and negative sentences across.

Explain that **should** may show *advisability*. You should see a doctor. Contrast this with: You must see a doctor. Let students read the eight examples and give some of their own.

Explain that **should** may also show *requirement*, obligation or duty: We should follow the law until it is changed. There is sometimes the feeling that I am strong or lazy enough to resist the obligation: I should write him a letter, but I don't have time. Let students read the eight examples and give some of their own.

Explain that **should** may also show *expectation*: At this rate we should be there before 8 o'clock. Let students read the eight examples and give some of their own.

Always let students contribute their own sentences and if necessary be prepared to give a dictation to clarify a point.

Page 34

Goal: know all the Present Tense variations of **to have**.

Put the T formation as seen in the book on the board. Have the students repeat in unison after you the conjugation of the verb. Repeat the negative conjugation as given in the book. Let four different students read the four different examples across in their positive and negative forms.

Read and have the students repeat after you the positive and negative question forms. Let four more students read the examples.

Give a dictation with the four forms and have students make their own sentences.

Let individual students read the groups of **have**, **must have** and **should have**. Clarify any questions. Give another dictation.

Pages 35-37

Goal: show the descriptive powers the students have developed and encourage them to work even harder to make more progress. The story serves to show the detail students can now include in their stories.

Let various students read the story *Our House* paragraph by paragraph. They should read it to the end to see how well and how much they can already

understand. Go back to the beginning and paragraph by paragraph go through the story again explaining any problem points. Give particular attention to the words in bold: **these days** and **at the back**, etc. As you deal with each expression, put it on the board. As far as possible, always present words in terms of their opposites: inside outside, etc. Every now and then, give a dictation using these new combinations and let students always create their own sentences. Encourage students to write in their books and even translate.

For homework always have students copy part or all of these long stories. Then let them describe their own homes either orally or in writing.

- Page 38 Goal: master the Past Tense conjugations of **to have**.
 Follow the general plan for page 34.
- Pages 39-41 Follow the general plan for pages 35-37.
- Page 42 Goal: master the Future Tense conjugations of **to have**.
 Follow the general plan for page 34.
- Pages 43-45 Follow the general plan for pages 35-37.
- Page 46 Goal: review all the important grammar points of the lesson.
 Follow the general plan for page 26.

LESSON 4

Pages 48-49 Goal: master the word list.

Do the word list in the established fashion, see Lessons 1 and 2.

Page 50 Goals: understand the many meanings of **time**.
understand the uses of **enough**.
understand the uses of **through**.

The word **time** has now developed different meanings beginning with Book 1: "What time is it? The student has also seen the word used in Book 2 to mean *occasion*: I was in London two times last year. This idea is now expanded to produce: anytime, sometime, all the time, no time, from time to time, and long time friend. Most of these uses students have already met in the stories of Lessons 1, 2 and 3. This section is thus a review.

Point out that **enough** can be used either before a noun (enough food) or after an adjective (clean enough).

Present **through** as having the basic meaning of *from side to side*: There is a hole through the fence, The rock went through the window. Let two students read the first dialog and ask for more examples from the class. Give a dictation showing only this basic meaning. When this is clear, go on to the expanded meaning of *to the end*: The film will be through at 9:45.

Page 51 Goals: expand the use of two known words - **but** and **have**.
show one clear difference between **of** and **for**.

The word **but** that we have used until now to show *contradiction* (She was beautiful, but he was not.) is here seen to show *exception*: Everyone, but John, could speak Spanish.

to have has been used with *things*: She has a radio *and people*: She has a brother. It is here presented in place of *to eat* and *to drink*.

Students know that **of** shows an organic connection, a connection that can not be broken: That is a map of Europe. We can not separate the map and Europe because they are organically connected. Students also know that **for** is used to make a connection and because it can be made, it can be unmade (or broken) and thus the connection is not organic: This ice cream is for child if her mother will let her have it.

Here is a little nuance in terms of two structures: a shelf **of** books and a shelf **for** books.

Page 52 Goal: review the basic meanings of certain prepositions.

Explain the uses of these prepositions on the board, give some dictated examples and let students give some of their own either orally or in writing. It is important that every student have full mastery of these prepositions before going on.

Page 53 Goal: use the modal verb: **can/could**.

Lay out on the blackboard the T formation that is in the book. Have the students repeat in unison after you: I can, you can, etc. Let assigned students read the positive and negative sentences across.

Explain that **can** is present tense and **could** is past tense. They may show *physical ability or freedom* to do something. He can hear a pin drop. I could read without glasses until I was forty. We can go when the light is green.

Explain that **can/could** may also show *possibility*: Can you be here before Tuesday? Could you speak louder? (Can shows greater probability.)

Explain that **can/could** may also show *permission* : Her father says that she can not see John again.

Always let students contribute their own sentences and if necessary be prepared to give a dictation to clarify a point.

Page 54

Goal: use all the Present Tense variations of **to go** and **to come**.

Put the T formation as seen in the book on the board. Have the students repeat after you , in unison the conjugation of the verb. Repeat the negative conjugation as given in the book. Let four different students read the four different examples across in their positive and negative forms.

Read and have the students repeat after you the positive and negative questions. Let four more students read the examples. Do the same with **to come**.

It is very important that students see **go** and **come** are opposites and entirely relative to the speaker. All things and people **come to** us or **go from** us. We are the center of our universe and so things change depending on where we are. If I am down on the ground, the boy goes up the tree and comes down the tree. If I am up in the tree, the boy comes up the tree and goes down the tree. If I am in America, I would say "Columbus came to America." But, if I am in Africa, I would say "Columbus went to America."

Go is also used when we observe a third person's actions: The boy goes to school every day and goes back home in the evening.

A second important point to keep in mind and get across to students repeatedly is the fact that verbs in the Present Tense show that an action is habitual or repeated, not that it is going on at the present time. Thus we often put the time with verbs in the present tense: I go to school every day. He goes to school Mondays and Wednesdays. He comes to my house now and then.

Pages 55-57

This story *County People* follows the general pattern of the book. It is in the the Present Tense and demonstrates the use of much of the vocabulary learned so far. It also shows how words are combined to produce new words: football, basketball, headwaters, etc.

Page 58

Goal: master the Past Tense conjugations of **to go** and **to come**

Follow the general plan for page 54.

Pages 59-61

Follow the general plan for pages 55-57.

Page 62

Goal: master the Future Tense conjugations of **to go** and **to come**

Follow the general plan for page 54.

Pages 63-65

Follow the general plan for pages 55-57.

Page 66

Goal: review all the important grammar points of the lesson.

LESSON 5

Pages 68-69 Goal: master the word list.

Do the word list in the established fashion, see Lessons 1 and 2.

Page 70 Goals: understand and use **by** with all forms of transport.
understand and use **back** to mean return.
understand and use **if**.
understand and use **most**.
understand and use **into** to emphasize entering or penetration.

Follow the general plan of page 30.

By is expanded to show means of transport. Review its other meaning of *very close*: His bicycle is *by* the front door.

Back is expanded from being a part of the body, to the opposite of front, to its use here as *return*.

If shows that a condition exists requisite to some further action.

Most can be used with both countable and non-countable nouns.

Into is used when we need to emphasize the action of penetrating rather than the place penetrated.

Page 71 Goal: use the modal verb: **may/might**.

Lay out on the blackboard the T formation that is in the book. Have the students repeat in unison after you: I may, you may, etc. Let the students read the positive and negative sentences across.

Explain that **may** shows a *strong possibility*, perhaps 80%, that something will take place. He may come on Friday. We may go to the beach on Saturday. **Might** is much weaker (60%): He might be at the library.

May also shows *permission*: May I come in?

The imperative form of verbs is presented in the positive. Teachers may want to give attention to the negative: Don't be here before 8:00. Don't go without me.

Page 72 Goal: review the basic meanings of 30 prepositions.

Page 73 Goals: strengthen command of **off**, **out of** and **down**.
deepen understanding the directional nature of **come** and **go**.

Present **on** as having reference to a *surface*. **Off** is the opposite of **on** and often presupposes that something was **on** before.

Present **in** as having reference to an *interior*. **Out** is the opposite of **in** and often presupposes that something was **in** before.

Present **up** as having reference to a *direction*. **Down** is the opposite of **up** and often presupposes that something was **up** before. It is important to note that up and down are entirely relative to the eyes of the speaker. I looked up at his knees or I looked down at his knees clearly show that I am in a different position, not that his knees changed places.

Come and **go** are also used relative to the speaker. This is why when rain comes down, the water comes up. The rain comes in my direction, as does the level of the water. Up and down are still relative to my eyes. I will go to work tomorrow and to Paris next year clearly indicate that I am not in either place now.

Page 74 Goal: master the Present Tense conjugations of **to put** and **to take**.

Follow the general plan for page 34.

It is very important that students see **put** and **take** are opposites and therefore are often used with opposite pairs of prepositions. Anything you **put on** I can **take off**. Anything you can **put in** I can **take out**. All the examples are in keeping with a surface for **on** and **off** or an interior for **in** and **out of**.

Pages 75-77 Follow the general plan for pages 35-37.

Page 78 Goal: master the Past Tense conjugations of **to put** and **to take**.

Follow the general plan for page 34.

Pages 79-81 Follow the general plan for pages 35-37.

Page 82 Goal: master the Future Tense conjugations of **to put** and **to take**.

Follow the general plan for page 34.

Pages 83-85 Follow the general plan for pages 35-37.

Page 86 Goal: review all the important grammar points of the lesson.

Follow the general plan for page 26.