

TEACHING HINTS for BOOK 3

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 3. The following Teaching Hints are designed to help you achieve this.

1. You are a model for your students, so be a good one.
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 is 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 students already know all the other words in the sentence, but the new one. The words are repeated often throughout the lesson so there is a lot of opportunity for improvement over time.
10. Success with the rest of 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 student 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 each word or give the 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. Encourage your students to write in the book and even translate.

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. The second half of every lesson follows the same general plan: two verbs are presented, each with its present, past and future tense layouts. Each layout is followed by a story, providing ample material for reading and discussion. The stories are thematic. The first, which is in the present tense, is about the world of work. The second, which is in the past tense, gives the background and some important events of American history. The third reading, in the future tense, is about a trip or vacation. These readings weave together both the vocabulary and grammar.

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. 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 Books 1 and 2 are assumed knowledge for Book 3.

Teacher Notes - Book 3

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.

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: expand the use of **for** to show a period of time, present, past or future.
 understand and use **so** to strengthen adjectives.
 understand and use **take** to show that something is needed.

Review the meanings of **for**: a) purpose: *I went to the store for milk.* b) establish a connection or relationship: *These books are for the students.* Now introduce its third use to show a period of time: *She was in Mexico for two weeks.*

Pronounce the names: *Natalie* and *Christine*. Have the students repeat after you and assign the parts to two students. Do the same with the other characters. Have the students make some of their own sentences. Give a short, five sentence dictation. Have each student write one or two sentences with **for** showing duration.

Review **so** as meaning therefore: *I was cold, so I put my coat on.* Now introduce it as a way to strengthen an adjective: *She is so sweet.*

Review the conjugation of **to take**, present, past and future. Recall **take** is the opposite of **put**, as put in and take out, put on and take off, put up and take down. Now you are ready to present **take** as showing that something is needed: *It will take five more dollars. It takes me 30 minutes to go to work.*

Page 5 Goals: expand the use of **in** to show a future point of time.
 expand the use of **all** to indicate something is complete.
 expand the use of **by** to mean "not later than."

Review **in** as meaning interior/inside: *They are in the water.* Expand the usage to mean after and showing future time: *He will be here in two hours.*

Pronounce the names: *Nathaniel* and *Susan*. Have the students repeat after you and assign the parts to two students. Have them play act. Do the same with the other characters. Have the students make some of their own sentences. Give a short, five sentence dictation. Have each student write one or two sentences with **in** meaning after.

Page 5 con't. Review **all** as meaning without exception: *All the books are new.* Now introduce **all** with a noun and/or adjective to mean complete: *They were away all weekend. My life is all normal again.*

Assign the sentences to good readers. Ask for student made sentences. Give a short dictation.

Review **by** as meaning very close to: *The manager is by the computer.* Expand its use to show not later than: *I will be back by 8 o'clock.*

Pronounce the names and assign the roles. Let the students produce some of their own sentences and then give a short dictation.

Page 6 Goal: understand and use **to have** to show:
a) possession: He has some important information.
b) relationship: He has a brother.
c) eating and drinking: He has a fried egg and a cup of coffee every day.
d) necessity: He has to go to work at 7:30 every day.

Do the dialogues and model sentences as explained for pages 4 and 5.

Page 7 Goals: understand and use **every-, some-, any-, no-**.
show the use of **many, much** and **a lot of**.

Explain that **every** indicates all, **some** is used when the verb is positive sentences, **any** is used when the verb is negative or interrogative and **no** is the opposite of **every**.

Read the lists in the box across. Assign students to read the sentences across. Let them make some of their own. Give a dictation.

Assign the parts and let the students play act. Be sure to use the names for pronunciation practice.

Review **many** as describing countable nouns: *She has many pots.*
Much limits non-countable nouns: *There was much water on the floor.* And the appropriate questions are: *How many pots does she have? How much water was on the floor?* Explain that often in declaration and interrogative sentences we replace **many** and **much** with **a lot of**.

Assign the parts and let the students play act. Be sure to use the names for pronunciation practice.

Page 8 Goals: expand the use of many words with the suffix **er** to indicate the person.
understand and use **as...as....**

Assign a student to read the first column. The pronounce the words across and have the class repeat in unison after you.

Let students read the sentences one by one. Give a dictation.

Explain to make a comparison we use **as...as....**: *He is as strong as a horse.*

Page 9 Goal: to expand many known words to produce more colorful speech.

Let the students read the sentences one by one and explain any difficult points.

- Page 10 Goal: understand and use the Present Tense of **to make** and **to want**.
- Put the T formation, as seen in the book, on the board and have the students repeat after you in unison the conjugation of **to make**, both positive and negative layouts. Explain that **to make** is used to indicate something new comes into existence, is produced and therefore it is used with a noun: *We always make a thing.*
- Present **to want** in the same manner. Explain that it is used with both nouns and verbs.
- Have a student read each conjugation and then assign others to read the examples across. Let students make some of their own sentences. Point out that the Present Tense does not actually show an action is going on at present, but one that it takes place habitually, generally or always.
- Pages 11-13 Goal: understand and discuss this Present Tense story: *A Businessman*.
- Let various students read the story paragraph-by-paragraph. Finish the story before beginning a discussion of the material. Upon a second reading, discuss the story a paragraph at a time, clearing up any problems and giving special attention to the new expressions that are in bold: not too long ago, bookstore, at that time, etc. As you deal with each of these expressions or others that the students want to talk about, be sure to put them on the board. After the board is full, you can give a dictation using those that seem most troublesome.
- Students should be encouraged to write in their books and even translate. When the story seems well understood, have students orally retell it. Make sure that for homework the students copy the entire story. Collect their homework at the next meeting. Do not skip this part of the assignment.
- Page 14 Follow the general plan for page 10.
- Pages 15-17 Follow the general plan for pages 11-13. This Past Tense story, *Europe and Asia*, is extremely rich in material for discussion. It sets the background for the Past Tense reading of Lesson 2:
- Page 18 Follow the general plan for page 10.
- Pages 19-21 Follow the general plan for pages 11-13.
- Page 22 Goal: review all the important grammar points of the lesson.

LESSON 2

Pages 24-25 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.

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 26-27 Goal: review six different uses of the verb **to take**.

Be sure all students can conjugate the verb to take in present, past and future tenses. Now, go through the exercises systematically. Assign roles to students.

- A. We can use **take** with all nouns to indicate possession: He took my money.
- B. We can put **take** with a noun to show personalization of a general or common thing that is: He took a bath. Baths are for everyone, but he personalized it and now it is his.
- C. **take place** is used to show something occurs or happens: The meeting will take place tomorrow afternoon.
- D. **take** may be used to show something is necessary: It is take two days to do this work.
- E. **take** is the opposite of put with many prepositions: put on and take off, put in and take out, put up and take down.
- F. **take to** means go with: Take him to the hospital.
- G. **take in** means collect or absorb: The store takes in more than \$100 every day.
- H. **take part in** means participate: Do you want to take part in our game.

After presenting each section, give a dictation and have students write or orally give other examples. Put their work on the blackboard.

Page 28 Goals: expand the use of **more**
show the use of **more than**

In Book 2, the student was introduced to the notion of **more**: I will have more time tomorrow.

Now, we want to expand the concept to show **more** may be used with both people and things, and then introduce its comparative use-**more than**: There are more people today than yesterday.

Assign roles to students and let them read the various parts.

Use a dictation to sum up the exercise and have students generate their own sentences. Put the work on the blackboard and correct each sentence.

Page 28

Goal: introduce **maybe**

The student already knows the difference between **will be** and **may be**: There will be rain (100%). There may be rain (80%). In this exercise we show the words **may be** can be compounded to produce **maybe** to mean perhaps.

Use a dictation for written re-enforcement and have students orally generate their own sentences.

Page 29

Goal: review the uses of **to make**

Students must understand the different meaning produced when they use to make with a noun, an adjective and a verb.

With a noun, **to make** means produce or create something new, something that does not exist now: I will make a cake.

With an adjective, **to make** shows a changed condition: That made me angry. Before I was not angry and now a change has occurred and now I am angry.

With a verb, **to make** shows that force is applied to perform the action: I made him go to work.

Have the students read each sentence and at the end of each section let them generate some of their own examples.

Give a short dictation illustrating the different uses and put have the students put them on the blackboard for correction.

Pages 30-31

Goal: understand the formation of comparative and superlative forms of adjectives.

Students have acquired a number of adjectives and now it is time to show the systematic formation of their comparative and superlative forms.

With one syllable adjectives the form is always: sweet, sweeter than, the sweetest. Review the three columns and have students suggest others.

With adjectives of three or more syllables the form is always: more difficult than and the most difficult. Go through the layout in the box and note the opposite of more is less and the opposite of most is least.

Have the students generate some other examples.

Explain that adjectives of two syllables can fit either format:

lucky	luckier than	the luckiest
normal	more normal than	the most normal

The choice of which to use is not grammatical, but ease of pronunciation or sound, which presents a problem for ESL students since they do not have an "English ear."

At the bottom of page 30 is a variation showing how to strengthen adjectives:

clean	very clean	much cleaner than or far cleaner than
interesting	very interesting	much more interesting than or far more ...

- Page 31 Goal: use the comparative and superlative forms of adjectives.
- Assign the reading roles to students. Pronounce the names loud and clear and make sure the class pronounces the names correctly.
- Page 32 Goal: understand and use the Present Tense of **to give** and **to get**.
- Present give and get as opposites. Anything you give to me I get from you!
We use give and get with all things that can be transferred between people.
We give and get food, information, love, etc.
- Put the T formation, as seen in the book, on the board and have the students repeat after you in unison the conjugation of **to give**, both positive and negative layouts. Explain that it may be used with all things, nouns.
- Present **to get** in the same manner.
- Have a student read each conjugation and then assign others to read the examples across. Let students make some of their own sentences. Point out that the Present Tense does not show an action at present, but one that takes place habitually, generally or always.
- Pages 33-35 Goal: understand and discuss this Present Tense story: *Nurses*
- Let various students read the story paragraph-by-paragraph. Finish the story before beginning a discussion of the material. Upon a second reading, discuss the story a paragraph at a time, clearing up any problems and giving special attention to the new expressions that are in bold: every-day, takes the place of, overcome, etc. As you deal with each of these expressions or others that the students want to talk about, be sure to put them on the board. After the board is full, you can give a dictation using those that seem most troublesome.
- Students should be encouraged to write in their books and even translate. When the story seems well understood, have students orally retell it. Make sure that for homework the students copy the entire story. Collect their homework at the next meeting. Do not skip this part of the assignment.
- Page 36 Goal: understand and use the Past Tense of **to give** and **to get**.
- Follow the general plan for page 32.
- Pages 37-39 Follow the general plan for pages 33-35. This Past Tense story, *The European Discovery of the New World* is extremely rich in material for discussion. It is a continuation of the Past Tense reading in Lesson 1, *Europe and Asia* and sets the background for the Past Tense reading in Lesson 3:
- Page 40 Goal: understand and use the Future Tense of **to give** and **to get**.
- Follow the general plan for page 32.
- Pages 41-43 Follow the general plan for pages 33-35.
- Page 44 Goal: review all the important grammar points of the lesson.

LESSON 3

Pages 46-47 Goal: master the word list.

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

Pages 48-49 Goal: expand the uses of the verb **to get**.

Make sure all students can conjugate the verb to get in present, past and future tenses, as presented in Lesson 2.

Review the idea that **get** and **give** are opposites. Anything you give to me, I get from you. This includes all nouns that can be transferred: apples, ideas, support, etc. Assign the roles, and be sure to pronounce the names and have the students pronounce them after you. Let students read the dialogues and answer and questions. Have the students generate some of their own examples of get and give with things that are transferred.

In section B, the idea of get with a noun is expanded to show a different meaning- go, take and come back with: Get me a glass of water. Assign the roles and continue in the established manner.

In section C, get is put with an adjective to show change: I got sick, I got tired, I got healthy, etc.

In section D, get is put with a preposition. In this case, get has no meaning. It is used as a neutral verb and the entire meaning is conveyed by the preposition: I get up, I get out, I get over, I get through, I get back, etc. The important ideas are up, out, over, through, and back, get has no meaning. The 24 examples should make this usage clear.

Give a dictation and ask your students to give some of their own sentences.

Now, you are ready to explain the nuance of using get in place of another verb and preposition to show the action is difficult.

He went into his house. He got into his house.
He put his shoes on. He got his shoes on.
He came to my apartment. He got to my apartment.

Have the students read the 12 examples across.

Page 50 Goals: understand the difference in word order for direct and indirect objects.
review and expand the use of much with an adjective.

The left column should appear normal to your students. They may have difficulty with the changed word order:

He gave the money to me. He gave me the money.
I'll get some coffee for you. I'll get you some coffee.

Have the students read the sentences across.
Give a dictation using the direct object/indirect word order and have the students re-write the sentence.

Review the uses of **much**:

1. used with non-countables: There is much salt in the soup.
2. prices: How much is this coat?

A third use of **much** is to strengthen comparative adjectives:

He is taller than I. He much taller than I.
This is more interesting than that. This is much more interesting than that.

Page 51 Goal: use words metaphorically.

Have the students read across and discuss the metaphoric uses as necessary.

Page 52 Goal: understand how nouns may become adjectives by adding y.

The students already know many adjectives that end in y. This page shows how the language changes many nouns into adjectives by adding y: salt-salty, wind-windy, etc.

Give a dictation using the adjective forms.

Page 53 Goals: expand the use of right to mean exactly.
expand the use of over to mean end.

Review the basic meaning of right, the opposite of left. Right is also the opposite of wrong.

Now, students are ready to see a third use: right to mean exactly.

She was right here two minutes ago.

Come here right now.

The knife was right next to the money.

Assign the roles and let the students read the dialogues. Have them generate their own examples. Give a short dictation and have the students write a few examples.

Students should know **over** as the opposite of under:

It is over the house.

It is under the house.

In this exercise, they are shown that over may also mean end or finish:

The test will be over at 10:30.

Do the dialogues in the established manner.

Page 54 Goal: understand and use the Present Tense of **to like** and **to know**.

Put the T formation, as seen in the book, on the board and have the students repeat after you in unison the conjugation of **to like**, both positive and negative layouts. Explain that it may be used with all things, nouns.

Present **to know** in the same manner.

Have a student read each conjugation and then assign others to read the examples across. Let students make some of their own sentences. Point out that the Present Tense does not show an action at present, but one that takes place habitually, generally or always.

Pages 55-57 Goal: understand and discuss this Present Tense story: *My Brother - An International Businessman*.

Let various students read the story paragraph-by-paragraph. Finish the story before beginning a discussion of the material. Upon a second reading, discuss the story a paragraph at a time, clearing up any problems and giving special attention to the new expressions that are in bold: right away, make sure, startup capital, etc. As you deal with each of these expressions or others that the students want to talk about, be sure to put them on the board. After the board is full, you can give a dictation using those that seem most troublesome.

Students should be encouraged to write in their books and even translate. When the story seems well understood, have students orally retell it. Make sure that for homework the students copy the entire story. Collect their homework at the next meeting. Do not skip this part of the assignment.

Page 58 Goal: understand and use the Past Tense of **to like** and **to know**.

Follow the general plan for page 54.

Pages 59-61 Follow the general plan for pages 55-57. This Past Tense story, *Colonies in North America* is extremely rich in material for discussion. It is a continuation of the Past Tense reading in Lesson 2, and sets the background for the Past Tense reading in Lesson 4:

Page 62 Goal: understand and use the Future Tense of **to like** and **to know**.

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 4

Pages 68-69 Goal: master the word list.

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

Page 70 Goal: expand the uses of **by**.
expand the uses of **through**.

Review the uses of **by**:

1. The horse is by the tree. (near)
2. He went to New York by airplane. (transport)

Now, students are ready to expand the use of **by** to show means or agent.
He did it by hard work.
The music is by Mozart.

The expressions *go for a drive, ride, run, swim, walk* deserve special attention.

Assign the roles and do in the established manner, see page 53.

Page 71 Students already know **come** is the opposite of **go**. The former signifying in the direction of the speaker and go away from the speaker. Be sure they remember the conjugation of all three tenses.

Now, they are ready for an expanded use of **come**. Come plus an infinitive shows a process or change: I came to know her better. He will come to like vegetables.

come to be easily changes into **become**:
She came to be the owner. = She became the owner.

Review the uses of Objective Case Pronouns.

1. object of prepositions: The book is for him, with him, by him, from him, etc.
2. object of verbs: I like them. I know them.
3. with make: She made me go away.

Now, students are ready for an expanded use with the verb to want:
She wants us to go to the store.
I wanted him to take his shoes off.

Give attention to the two columns and the change of meaning. Read across.

Page 72 Goals: expand the use of **way**.
expand the use of **as**.

Here is an expanded use of **way**. The student already knows **way** means route, which shows going from a physical point A to point B. Now, the idea becomes more metaphoric with a meaning that is the same as how:
I know the way = I know how

Have the students read the 10 examples across. Let them generate some of their own sentences. Give a dictation.

In Lesson 1, students learned the form: **as...as** to show comparison - He is as tall as his father. **As** is now shown to indicate role: **As** you teacher, I must say....

Let students read the 12 examples and give some of their own.

Would like is here presented as a discreet vocabulary item, a softer, more polite form of **want**. Read the examples and give a dictation. Let students generate their own sentences.

Page 73

Goal: show the different word order of questions and exclamations. Show the word order of exclamations is used with the verb **to know**.

Have the students read across the questions and exclamations. Contrast the word order of each. Read each of the who, what, when, where, why examples. Have students generate their own examples.

Goal: show that plural nouns become singular when used as adjectives.

Read the sentences across and let students generate some of their own. Give a dictation.

Page 74

Goal: review and expand the uses of **on**.

On usually has reference to a surface: Her hand is on his shoulder. From this basic use, we see several expansions.

Read and discuss each of the sections. Give special attention to the more idiomatic uses in the Special Expression section.

Page 75

Goal: review and expand the uses of **in**.

In usually has reference to the inside of something: She is in the room. This basic use is expanded in each of the following sections. Read, discuss, generate more examples and give a dictation, as appropriate.

Page 76

Goal: understand and use the Present Tense of **to see** and **to do**.

Do the layout in the established manner, see page 10. Note that **to see** may be used both physically and metaphorically: I see where he is. I see what he wants.

Present **to do** in the same manner.

Note the big difference between **to make** and **to do**. **To make** indicates creation or producing something new, something that did not exist before someone expended effort, time, or energy to bring it into existence. She makes all her own clothes. In contrast, **to do** shows a repeated, non-creative action that is clear from the context or situation: She does her clothes every Monday.

Pages 77-79

Goal: understand and discuss this Present Tense story: *A Student's Study*.

Let various students read the story paragraph-by-paragraph. Finish the story before beginning a discussion of the material. Upon a second reading, discuss the story a paragraph at a time, clearing up any problems and giving special attention to the new expressions that are in bold: at present, step-by-step, one and only, etc. As you deal with each of these expressions or others that the students want to talk about, be sure to put them on the board. After the board is full, you can give a dictation using those that seem most troublesome. Also, give attention to the footnotes. Make sure students can use the expressions.

Students should be encouraged to write in their books and even translate. When the story seems well understood, have students orally retell it. Make sure that for

homework the students copy the entire story. Collect their homework at the next meeting. Do not skip this part of the assignment.

Page 80 Goal: understand and use the Past Tense of **to see** and **to do**.

Follow the general plan for page 10.

Pages 81-83 Follow the general plan for pages 77-79. This Past Tense story, *The American Revolution* is extremely rich in material for discussion. It is a continuation of the Past Tense reading in Lesson 3, and sets the background for the Past Tense reading in Lesson 5:

Page 84 Goal: understand and use the Future Tense of **to see** and **to do**.

Follow the general plan for page 10.

Pages 85-87 Follow the general plan for pages 77-79.

Page 88 Goal: review all the important grammar points of the lesson.

LESSON 5

Pages 90-91 Goal: master the word list.

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

Page 92 Goal: review the uses of to do.

Make sure every student can conjugate the verb to do in Present, Past and Future Tenses.

Do each section systematically and have the students generate more examples of each usage. Give a dictation as needed to drive home a point.

Page 93 Goal: ensure the difference between to do and to make is clear.

Do each section systematically and have the students generate more examples of each usage. Give a dictation as needed to drive home a point.

Page 94 Goal: expand the use of well.

Students learned well as the opposite of sick in Lesson 2 and well as in water well or oil well in Lesson 4. Now, they must learn that well is the adverb form of good.

Do the dialogues in the established manner, see page 4.

Goal: make nouns into adjectives with the suffix of ful or less.

Let the students read the examples in the established manner and be ready to give a dictation.

Page 95 Goal: review and expand the use of **into**.

Do in the established manner.

Goal: review and expand the use of **at**.

Remind your students that **at** shows a point. It may be a point in time: The bus will be here at 8:21. It may also be a geographic point: The teacher is at the blackboard. (She is at that point in the room.) Even when we say: They are at the park, the park is only a point on a map of the city. Everything is relative!

A slight extension of this idea is seen with a focal point: He threw the ball at me. Or, the dog came at me. I am the focal point of the ball and the dog.

Another use of **at** is for places where the action that takes place there is more important than the place itself. The children are at school means they are learning. If we want to talk about the physical place, we would say: The children are in school. This same idea is conveyed when we say: He was at the post office, at work, and at the doctor's office. The emphasis on active continues in such expressions as: The world was at war. We are now at peace.

Page 96 Goals: review and expand the use of **about**.
review and expand the use of **through**.

Page 97 Goals: review and expand the use of **by**.
review and expand the use of **over**.

- Page 98 Goal: understand and use the Present Tense of **to think** and **to say**.
Do the layout in the established manner, see page 10.
- Pages 99-101 Goal: understand and discuss this Present Tense story: *A Soldier in the Family*
Let various students read the story paragraph-by-paragraph. Finish the story before beginning a discussion of the material. Upon a second reading, discuss the story a paragraph at a time, clearing up any problems and giving special attention to the new expressions that are in bold: seaman, airman, wartime, in fact, etc. As you deal with each of these expressions or others that the students want to talk about, be sure to put them on the board. After the board is full, you can give a dictation using those that seem most troublesome. Also, give attention to the footnotes. Make sure students can use the expressions.

Students should be encouraged to write in their books and even translate. When the story seems well understood, have students orally retell it. Make sure that for homework the students copy the entire story. Collect their homework at the next meeting. Do not skip this part of the assignment.
- Page 102 Goal: understand and use the Past Tense of **to think** and **to say**.
Follow the general plan for page 10.
- Pages 103-5 Follow the general plan for pages 99-101. This Past Tense story, *The American Constitution* is extremely rich in material for discussion. It is a continuation of the Past Tense reading in Lesson 4.
- Page 106 Goal: understand and use the Future Tense of **to think** and **to say**.
Follow the general plan for page 10.
- Pages 107-9 Follow the general plan for pages 99-101.
- Page 110 Goal: review all the important grammar points of the lesson.

APPENDIX

- Pages 112-28 Goal: review all the verbs in Books 1, 2, and 3.