

TEACHING HINTS for BOOK 4

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 a teacher, is to ensure that each of your students has total active command of the 275-plus words in Book 4. 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. Students need to see what your 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 different students to write the various sentences. 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. Do not randomly add material. Your erudition is not in question. Our task is to help students master the words and forms as given.
7. Book 4 has five thematic lessons and every lesson has up to 55 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 students already know all the 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 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 sentences into their native languages. Go down the list again, saying 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. When you come to the model sentences, let other students read each of them 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 William Shakespeare's greatest love story, *Romeo and Juliet*. The second, which is in the past tense, is eclectic varying from chapter to chapter. The third reading, in the future tense, presents different forms of social and business writing: invitation, friendly letter business letters, newspaper advertisements, resume and cover letter, and job application. All the readings weave together both the vocabulary and grammar of each chapter.

Let your more advanced students do the initial reading, paragraph-by-paragraph. Correct only gross errors in pronunciation. After the reading of a paragraph 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 writing 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, 2, and 3 are assumed knowledge for beginning Book 4.

Teacher Notes - Book 4

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 introductory pronunciation exercise, have the students translate each word into their own languages and write it on the short line. Make sure they also translate each of the sentences and write them on the longer line.

After the students have made their own bilingual dictionary, go through the list again and have them 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 orally 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: review the possessive adjectives: **my, your, his**, etc. and
 introduce the possessive pronouns: **mine, yours, his**, etc.
 introduce the meaning and use of **while**.
 introduce the meaning and use of **able**.

Layout of the possessive adjectives on the blackboard. Make sure everyone knows their pronunciation, meaning, and position before a noun. Layout the possessive pronouns. Practice their pronunciation and contrast their position at the end of a clause. Emphasize these are alternative words to give exactly the same idea. Let students read the samples across. Have them give more examples of their own.

Explain that **while** shows *a length of time* in which something happens, whereas **when** may indicate *a point of time* or *a historical past*:

While I was in New York, I went to Central Park.

When will the bus be here?

When my grandfather was a boy, he had a horse.

Assign parts and let students read the dialogues. Have students give their own examples.

Start your explanation of **able** as an adjective modifying a noun by comparing it to other adjectives: It is a red apple. That was a personal letter. They will be a professional team. He is an **able** captain. He was an **able** student. He will be an **able** player. Let the students read sentences 1-3 and then give some of their own. Remind them that we can also say: The apple is red. This letter is personal. Their team will be professional. And so we can say: The captain is **able**. But since **able** means have an ability we often add a verb to show what kind of ability the subject has. The captain is **able to take** the ship out of the harbor. Let the students read sentences 4-6 and then make some of their own. Lastly, show students how we use **able** as a suffix: danceable, lovable, pictureable, mapable, marketable, etc. This form shows we or someone has the ability to do it.

Let students read sentences 7-10 and make some of their own.
Give a dictation using all these forms.

Page 5 Goals: show that the negative form of many adjectives is made with **un** as a prefix
show an expanded use for **a**.

Let students read the examples across the top of the page and then give some of their own. Give a dictation.

Explain that **oar an** may show *one*: a letter, a stamp, a team, an envelope. The may also mean *every* or *per* when used with time or quantities: five miles a minute, \$.50 a pound. The doctor said to give her a spoonful, an hour.

Page 6 Goal: compare and contrast Direct and Indirect Speech.

Point out that when we give the exact words of a person we must use quotation marks. But when we report speech, the words are necessarily changed to reflect the new perspective. Point out that most reported or indirect speech is in the Past Tense. This means **can** becomes **could**, **will** - **would**, and **may** - **might**.

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

Page 7 Goals: review and expand the uses of **get**.
introduce some set phrases with some known words: **not only..., but also..., both...and..., either...or..., neither...nor....**

Remind students of the three uses of **get** as shown in Book 3.

1. **Get give** when used with a NOUN. It can be used with all things transferred from one person to another: Give and get a gift, give and get respect, give and get a cold, etc.

2. **Get** when used with an ADJECTIVE indicates a change: Apples get red in September. The princess got jealous. His voice will get deeper as he gets older.

3. **Get** when used with a PREPOSITION has no meaning of its own. The entire meaning is concentrated in the preposition. Get is only a verbal place holder to indicate time: present, past, or future. I get up everyday at 7 o'clock. I got to work at 8:30. I will get back to my place about 5:30 this evening. Sometimes **get** may indicate an action is difficult: I went in the house. I got in the house through the window. The doctor took my tooth our. The doctor got my tooth out. He put his hand in the cookie jar, but he couldn't get it out.

Now, we come to a fourth use of **get**. Explain that **get** when used with a VERB shows the action is, was, or will be a chance, an opportunity: They get to have all the fun. I got to read her letters. She will get to do it again. Let various students read each of the 12 sentences and have them give some of their own examples. Give a dictation.

not only..., but also..., etc. Write each of the word combinations on the board and explain its meaning. Assign parts to different students and let them read the dialogues. Let students give some of their own examples. Give a dictation.

Page 8 Goals: review the use of **some** and **any**; expand the use of **any**.
expand the use of **still**.
introduce the use of **anymore**.

Until now, **some** and **any** have been used to show quantity in positive, negative, and interrogative sentences: I have **some** books. I don't have **any** books. Do you have **any** books? The dialogues review this usage.

The 10 model sentences expand the use of **any** by showing that **any** can also be used in a positive sentence to give the idea of *unlimited* or *unrestricted*: Please give me an appointment any day next week. Any reaction is better than no reaction. You may take a seat in any one of those chairs. Anyone/anybody, anything, anywhere/anyplace, anytime are variations on this idea.

Until now **still** has been used to show that a condition *continues*, or that there has been *no change* in the condition: Is he still at work? Yes, he is still at work. He still doesn't have a telephone. Students are here introduced to **anymore** to give the idea that there has been a change and *now* things are different in negative and interrogative sentences: We don't go there anymore. She doesn't like him anymore. Do they see one another anymore? Does he send her flowers anymore?

Page 9

Goals: introduce the use of **already** and **yet**.
introduce the use of **more** and **else**.
introduce the use of **never** and **ever**.

English often uses completely different words in positive, negative, and interrogative sentences: I have some friends. I don't have any friends. Do you have any friends? The work on this page develops this idea further.

Explain that we use **already** in a positive sentence to show an action is complete, as of a point of time: This is only October and it is already cold. After 20 minutes, I had already done the test. **Yet** is used in negative and interrogative sentences: It isn't cold yet. Is it hot enough yet? Let the students read the dialogues in pairs and then give a dictation to strengthen the concepts.

More and **else** continue this distinction when we use something and anything. Let the students read the six sentences and make some of their own. Expand the use of **else** to give the idea of different: I would like something else for dinner. I'm tired of fish all the time. Let's go somewhere else next weekend. I am tired of the beach.

Never and **ever** are used with positive, negative, and interrogative forms of verbs: He never said that. He didn't ever say that. Did he ever say that? Don't be misled by the negative idea of **never** in the first sentence. The verb form *He said* is positive. Try it with to come, to go, to have, etc.

Page 10

Goal: understand and use the Present Tense forms of **to send** and **to seem**.

Put the T formation, as seen in the book, on the blackboard. Note that the layout shows the singular on the left and the plural on the right. Note also the first person, second person, and third person positions. If there is a predominate language(s) in your class, you might want to make a similar layout with verbs in Spanish, French, Portuguese, Russian or so on for comparative purposes.

Explain that **to send** is a transitive verb and so always has an object. We always send a thing or a person and this is often connected with a preposition to show the direction. I send to, up, down, out, in, away, back, etc. Make sure each student writes this T formation in his or her notebook. Explain that verbs in the Present Tense do not show that an action takes place at the present time, but rather is habitual, usual, general or often repeated.

Present **to seem** in the same T formation. Have the class recite in unison with you the entire conjugation. Let different students, individually read the sample sentences across. Explain that **to seem** is always used with an adjective or the infinitive form of verbs. Let students give some of their own examples. Give a dictation.

Pages 11-13 Goal: understand and discuss Part 1 of Romeo and Juliet in the Present Tense.

Let various students read the story paragraph by paragraph to the rest of the class. Finish the story before beginning a discussion of the material. Upon second reading, discuss the story a paragraph at a time, clearing up any problems and giving special attention to the new expressions in bold or underlined. Words in bold are used with expanded meanings. Underline words are expressions made of known words. As you discuss each of these, be sure to put them on the board. When the board is full, give a dictation using those that seem most troublesome. The story of Romeo and Juliet will be continued in each of the following chapters.

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 they copy the entire story. Collect their homework at the next meeting. Do not skip this part of the assignment. Mastery of the material is essential for further progress.

Page 14 Goal: understand and use the Past Tense of **to send** and **to seem**.

Follow the general plan for page 10.

Pages 15-17 Goal: understand and discuss a vacation adventure.

Follow the general method of presentation for pages 11-13.

Page 18 Goal: understand and use the Future Tense of **to send** and **to seem**.

Follow the general plan for page 10.

Pages 19-21 Goal: understand and discuss the situation created by an up-coming party/

Follow the general plan for pages 11-13.

Page 19 In this section students learn how to address an envelope with the return address in the upper left hand corner and the sendee's address in the middle. Give special attention to the order of information, i.e., name, street address, city, state and zip code. You may want to bring a box of envelopes to class and let students realistically address one or two for practice.

Page 20 A typical party invitation is shown with all the essential information. Explain that RSVP is French for Répondez s'il vous plaît (Respond, if you please - Please reply) Let students format an invitation to their own birthday party.

Page 21 The format of a friendly letter is presented. Please note the order of information: return address, date, salutation with a comma, text, closing and signature. Let students write a letter to a friend following this format.

Page 22 Goal: review all the important grammar points of Lesson 1.

Have your students follow the examples in each section and fill in the blanks. Correct each section immediately.

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 introductory pronunciation exercise, have the students translate each word into their own languages and write it on the short line. Make sure they also translate each of the sentences and write them on the longer line.

After the students have made their own bilingual dictionary, go through the list again and have them 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 orally 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

Goals: expand the use of like.
introduce mixed and fixed as adjectives.
show the positions of enough.
expand the use of ever.

Review **like** as a verb: I like bananas. They do not like fat. I would like to send this letter. He would like us to be his guests for dinner. Now, say that **like** has a third use, to show similarity and means "the same as": He has a nose like a banana. He has a military-like walk. Let the students read the examples and make some of their own. Give a dictation.

Mixed and **fixed**, like other adjectives, may come before nouns-mixed salad, fixed ideas-or after verbs: His answers were mixed. Our appointment date was fixed. Let the students read the model sentences and give some of their own examples. Give a dictation.

Enough may come before nouns when used as an adjective: There are enough chairs for everyone. **Enough** may come after an adjective: When the water is hot enough, put in the vegetables. Let your students read down each group and offer their own examples.

We introduced ever in Lesson 1. When it is used as a suffix with who, what, when, where, and how, it gives the idea of unlimited: Come out, whoever you are. He will eat whatever you put before him. Let students read each of the model sentences and offer some of their own. Give a dictation.

Page 27

One of the typical ways of turning an adjective into an adverb is to add -ly. This is shown with abundant examples. Have the students read across each line. Discuss as needed. Each section shows a different position for the adverb- at the beginning of a sentence, before an adjective, at the end of a sentence. It normally answers the questions How?, When?, or Where? something was done. It may modify a verb, an adjective or another adverb.

Assign parts for the reading of the dialogues and let students role play. Let them offer some of their own examples of -ly adverbs. Give a dictation.

Page 28-29 Goal: introduce the Progressive Tenses.

Progressive tenses are presented here for the first time. Begin by conjugating the simple present tense of **to go** on the board and reminding your students that the simple present tense, which we have been using up to this point, does not indicate present time, but rather that an action is usual, repeated, or normal: My father goes to work every day. We go to the beach for our vacation.

When we want to show that an action is taking place now, as we speak, we are able to use the present progressive tense: My father is on the bus and is going to work now. We are in the car and are going to the beach. Put the present progressive conjugation of **to go** on the board for comparison. Have the students repeat after you in unison as you say the entire conjugation.

Have individual students read across the sentences under Repeated action and Action in progress. Have different students read the positive and negative layouts of **to say** and the sample sentences across. Do the same for the positive and negative question formats. Have the students conjugation **to give** on paper in both the simple present tense and the present progressive tense. Ask them to write sample sentences to show they have mastered the difference between I give and I am giving.

Page 29 In addition to being able to speak about action in progress at the present time, English also allows us to speak about an action in progress at a point of time in the past or the future and so we have the past progressive and future progressive forms. Have the students read the examples in the usual way and give some of their own.

Page 30 Goal: expand the use of **to seem**.
 review the uses of **so**.
 introduce the use of **such**.

In Lesson 1, students learned the full use of to seem. Here they see its use in a particularly often met expression: It seems to me, you, him, her, etc. Have the students read the six model sentences and give some of their own.

The review of **so** begins with its use as an intensifier of adjectives: The coffee was so hot, I couldn't drink it. Then we have an orderly review with so many, so few, so much, and so little. Emphasize that **so** is used to show a condition that produces a result or has a consequence. The idea of consequence is even stronger when we say **so that**. Let the students read the examples and give some of their own.

Such is an intensifier of nouns: such a high building, such cold weather, such a low price. Have the students read the examples and offer some of their own. Give a dictation.

Page 31 Goal: understand and use the Present Tense of **to keep** and **to let**.

Put the T formation as seen in the book on the board and have the students repeat after you the conjugation of **to keep**, both positive and negative layouts. Do the same with **to let**. Explain that **to keep** and **to let** are opposites. **Keep** gives the idea that a condition or position is maintained for a long time and is difficult, unnatural, and/or takes energy: I put my hands up and keep them up. This is an unnatural position, difficult to maintain, and requires a lot of energy over any length of time. The opposite ideas are contained in **let**: I let my hands down. They are now in a natural position, easy to maintain, and no energy is expended.

Have the students master the layout of the verbs and read the model sentence across in the usual manner.

Page 32 Goals: establish the use of **keep** with prepositions, adjectives, and nouns.
expand the use of **let** with verbs.

The key concepts are maintained of **keep** indicating difficulty, long time, and requiring energy when it is used with a preposition: keep out, keep down, or with an adjective: keep wet, keep dry, or with a noun: keep dogs, keep money. Have students read each section in turn and give some of their own examples. Give a dictation.

Let with a verb, in the same manner, conveys the idea of an easy and/or natural action requiring little or no energy: I let the bird go. I let him take the money. The basic idea of one of permission. Let your students read the examples and give some of their own.

Pages 33-35 Goal: understand and discuss Part 2 of Romeo and Juliet.

Let various students read the story paragraph by paragraph to the rest of the class. Finish the story before beginning a discussion of the material. Upon second reading, discuss the story a paragraph at a time, clearing up any problems and giving special attention to the new expressions in bold or underlined. Words in bold are used with expanded meanings. Underline words are expressions made of known words. As you discuss each of these, be sure to put them on the board. When the board is full, give a dictation using those that seem most troublesome. The story of Romeo and Juliet will be continued in each of the following chapters.

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 copy the entire story. Collect their homework at the next meeting. Do not skip this part of the assignment. Mastery of the material is essential for further progress.

Page 36 Goal: understand and use the Past Tense of **to keep** and **to let**.

Follow the general plan for page 10.

Pages 37-39 Goal: understand and discuss a Sherlock Holms mystery.

Follow the general method of presentation for pages 11-13.

Page 40 Goal: understand and use the Future Tense of **to keep** and **to let**.

Follow the general plan for page 10.

Pages 41-43 Goal: learn more about American business practice, particularly formatting business letters.

Follow the general plan for reading and discussing a section as given on pages 11-13.

Page 41 Students learn about the format of business cards. Give special attention to the order of information, i.e., name, street address, city, state and zip code. You may want to bring other sample business cards to class for comparative purposes.

Pages 42-43 Typical business letters are shown. Give attention to the format and order of information: date, inside address, salutation with a colon (:), text beginning with a clear statement of why the letter is being written, complimentary close, signature, printed name and title, and initials of sender and typist. Business letters vary widely according to country. This is meant to insure your students know the style used in American business.

Page 44 Goal: review all the important grammar points of Lesson 2.

Students should know (1) how to form adverbs with the suffix -ly, (2) how to make the progressive tenses, and (3) the uses of **keep** and **let**. Have the students follow the examples in each section and fill in the blanks. Correct each section immediately.

LESSON 3

Pages 46-47 Goal: master the word list.

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

Page 48 Goals: expand the use of the Present Progressive form of to go.
expand the use of let.

The expression **going to...** means *ready to do something*. It can be used in present or past tenses: I am going to let you have it. I was going to let you have it. The present tense form is the same as **will**: I am going to see her on Friday. = I will see her on Friday. Let your students read these 15 examples and then make some of their own.

Let's is a special expression that shows the speaker wants to take part in the action. Assign the dialogues to pairs of students and have them role play. Let your students make other sentences and give a dictation.

Page 49 Goals: validate the **-ed** suffix on adjectives.
clarify the use of **that** with things and **who** with people in relative clauses.
review three uses of **well**.

Like all adjectives, **used** appears before nouns. It is given special treatment here because its form is the same as **mixed** and **fixed** that were introduced in Lesson 2. Do not use these words as verbs. Have your students read the six examples and offer some of their own.

When we speak of things, we must use **that** in a relative clause: The book that I got from the library is interesting. When we speak of people, we must use **who**: The man who is at the door has on a blue uniform. These must not be mixed up. Note in your explanation of **that** and **who** that they may refer to plural nouns also: The books that are on the table are for you. The people who were at the party will never forget it. Let your students read the 16 examples and make some of their own.

Well has many different meanings and uses. Here we present three. **Well** is the adverb form of good: That was a good song and you sang it well. **Well** may mean healthy or not sick: He will be well in a few days. **Well** may be used as an introductory word: Well, that is a real surprise. Let your students read each section and offer their own examples.

Page 50 Goal: master the different uses of **self**.

Self may be part of a compound: self-service. As a pronoun, it may be used reflexively: I saw myself in the mirror. It may be used for emphasis: I did it myself.

When used with various prepositions, the pronoun may have different meanings: I did it by myself means that I did it alone. I did it for myself means I did it for my own pleasure or benefit.

Pages 51-53 Goal: introduce various Passive Verb forms.

Explain to your students that in English we often have two ways to give the same idea: I saw the film. The film was seen by me. We did the work. The work was done by us. In the first kind of sentence, the subject does the action, so we call it an active sentence. In the second, the subject receives the action, and so we call it

passive. Active and passive sentences take different forms of the verb. Inside the box you will find all forms for all the verbs presented so far in Books 1, 2, and 3 of *Lane's English as a Second Language*.

When the students read the sample sentences they will see that English has active and passive forms for both Simple and Progressive verb forms.

- Page 54 Goal: understand and use the Present Tense of **to hear** and **to find**.
- Have the students master the layout of the verbs and read the model sentences across in the usual manner.
- Pages 55-57 Goal: understand and discuss Part 3 of Romeo and Juliet.
- Follow the general plan for page 10/
- Page 58 Goal: understand and use the Past Tense of **to hear** and **to find**.
- Follow the general plan for page 10.
- Pages 59-61 Goal: understand and discuss the American Civil War.
- This reading builds upon stories and information from Book 3. Follow the general method of presentation for pages 11-13.
- Page 62 Goal: understand and use the Future Tense of **to hear** and **to find**.
- Follow the general plan for page 10.
- Pages 63-65 Goal: learn to read newspaper advertisements.
- Follow the general plan for reading and discussing a section as given on pages 11-13.
- Page 66 Goal: review all the important grammar points of Lesson 3.
- Students should know (1) how to form and use reflexive pronouns, (2) the idiomatic form and meaning of going to..., (3) the idiom Let's, (4) the relative pronouns that and who, and lastly (5) the passive construction. Correct each section immediately.

LESSON 4

Pages 68-69 Goal: master the word list.
Do the word list in the established manner, see Lessons 1 and 2.

Page 70 Goal: introduce **instead of**
introduce **despite**
expand **used to**
review uses of **same**

In introducing **instead of** remember that to this point we have been using **in place of** to give the same idea. Assign the roles do in the established manner; for help see page 48.

Despite gives the same idea as **although**, which has been used thus far. Note, however, that the structure of the sentences is different.

Although the weather was hot, we went to the desert.
Despite the hot weather, we went to the desert.

Students know **used** to mean secondhand, as in **used car**. Now, we expand its usage with the phrase **used to...** meaning accustomed to.... Do in the established manner.

There are five separate uses of same that students should master. Each section gives practice in one use. Do in the established manner.

Page 70-75 The major new material in this lesson is introducing the Perfect Tenses - present, past and future. We start by reviewing the forms and meanings of the three Simple Tenses.

Note that the Simple Present Tense gives the idea that an action is habitual, repeated, normal: I go to school. I like ice cream. I am a student. This was contrasted with the Present Progressive Tense in Lesson 3. There indicated the ability of English to talk about action in progress at a particular time: at present, at a point in the past or a point in the future: I am making breakfast. I was making breakfast when the call came. I will be making breakfast, if you come by at 7:30 tomorrow morning.

The Present Perfect Tense has two uses. *First*, it allows us to show that an action is complete and we do not want or expect it to be resumed. **I have read that book** and am ready for my test. **I have seen that film** and have no interest in seeing it again. **I have said enough** and if you don't understand that's not my problem. This is the usage that gives the tense its name - perfect. Anything that is perfect is complete. If an action is complete, we do not expect it to continue or be repeated. Thus it is with great emphasis that we say: I have come for my money. I have heard enough of your lies. I have done my work, so I am ready to go home.

Naturally, most actions in life are not of this emphatic order. Most of the time, we know that when we end an action, we will probably have to start it again in the not too distant future. Thus, we normally use the Simple Past Tense. I went to the market already. I saw my friend John. I sent my payment.

The differences between Simple Past and Present Perfect can be easily seen in the following sentences:

| | |
|----------------------------|---------------------------------|
| I thought about your idea. | I have thought about your idea. |
| I gave him some money. | I have given him some money. |
| I had my dinner. | I have had my dinner. |

We could easily add to each of these sentence the following subtext:

I thought about your idea and I need to think some more before I make my decision.
I have thought about your idea and my decision is ready.
I gave him some money and I know that next month I'll probable help him again.
I have given him some money and that's all he's going to get from me.

The *second* use of the Present Perfect Tense is to show that an action which started in the past continues at present: I have lived here since 1995. She has worked at that company for five years. They have been to my house many times. In each instance we know that the action will continue. I will continue living here. She will continue working at that company. They will continue coming to my house.

What is essential to convey this second idea is an indication of time. She has been in the US since she was twelve years old. They have known about that for at least two weeks.

Pages 71-75 are designed to help your students master both the form and uses of the Perfect Tenses.

Page 71

Goals: review the Simple Tenses.
introduce the past participle as necessary to form the Perfect Tenses.

Assign students to read aloud each of the sentences in Section A, Simple Present Tense. Make a T layout on the blackboard and ask different students to conjugate several verbs on the board in the Simple Present. Explain that this form conveys the idea that the action is usual, normal, or takes place repeatedly.

Do the same for Section B, Simple Past Tense. Explain this form conveys the idea that the action is ended for the time being but will probably resume soon. Or, at least the speaker sees this as a reasonable possibility.

With a winning formula why change? Do Section C the same way. Explain that the Simple Future merely shows this action will be in the future, near or distant.

Introduce the Perfect Tenses by explaining the underlying idea of perfection is completion. We use this form when we want to emphasize that the action has ended completely. The box shows three basic forms of the verb with column three giving the past participle which is needed to form the Perfect Tenses.

Page 72

Goal: master the form of the Present Perfect Tense and its use to show completion.

Have your students read the conjugation of **to see** and then the sentences. Assign two or three students to conjugate other verbs in the Present Perfect on the board. Make sure everyone knows the form and layout for this tense.

The second half of the page contrasts the meanings of Simple Past and Present Perfect. Explain as necessary and then do the sentences. Have students give some of their own sentences. Do a dictation in the established manner.

- Page 73 Goal: introduce the use of the Present Perfect Tense to show an action begun in the past continues in the present.
- Explain that this second use is far more important. Emphasize the need to always show time with the use of **for** or **since**. Do each section in the established manner and have students always develop sentences of their own.
- Page 74 Goal: master the form and use of the Past Perfect Tense
- Explain that the PPT offers a unique way of talking about two past actions, where one was completed/ended before the second action started: I had sent the letter before I got your call. She had gotten the information only a few minutes before she went into the meeting.
- Do the page in the usual manner of assigning students to read the material and play the parts.
- Page 75 Goal: master the form and use of the Future Perfect Tense.
- Explain that the FPT offers a unique way of talking about two future actions, where one will be completed/ended before the second action starts: I will have read the book before I take the test. They will have been married for ten years on the sixth of next month.
- Do the page in the established manner.
- Page 76 Goal: understand and use the Present Tense of **to show** and **to hit**.
- Layout the verbs in the establish manner relying mostly on students to read and give their own examples.
- Pages 77-79 Goal: understand and discuss Part 4 of Romeo and Juliet.
- Follow the general plan for page 10/
- Page 80 Goal: understand and use the Past Tense of **to show** and **to hit**.
- Follow the general plan for page 10.
- Pages 81-83 Goal: understand and discuss The Sun And Its Planets.
- Follow the general plan for page 10.
- Page 84 Goal: understand and use the Future Tense of **to show** and **to hit**.
- Follow the general plan for page 10.
- Pages 84-87 Goal: learn to read help wanted ads, format a resume and write a cover letter.
- Follow the general plan for reading and discussing a section. This material builds upon reading newspaper ads and writing a business letter. The new element is the formatting of a resume for American business. You may or may not want to work with your students in developing their own resumes. This may depend on the composition and needs of your class.
- Page 88 Goal: review all the formatting and uses of Simple and Perfect Tenses.

LESSON 5

Pages 90-91 Goal: master the word list.

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

Page 92 Goal: review eight uses of the infinitive.

- Using the infinitive as the subject of a sentence is usual in most languages: To be or not to be that is the question.
- Using the infinitive after certain words is also frequently seen in other languages: I want to see you again.
- What may be a little strange for your student is not using the full infinitive form after modal verbs, e.g., will, may, can, etc.: I will go to New York tomorrow. Many may see the alternative as more normal for their languages: I am going to go to New York tomorrow. Not using the infinitive may take some practice.
- Using the infinitive to show reason, or give the idea of "in order to..." may also be new for your students: I went to the store to get some milk.
- Using the infinitive after **have** to mean **must** is unique to English: I have to give her some information before the meeting.
- Using the infinitive after some form of **to be** to mean **should** is also unique to English: You are to send the letter by Friday.
- Using the infinitive after an adjective may seem quite to your students: It was terrible to see the destruction. She is an important person to know. Your students may seem quite uncertain at first with our habit of what seems like tacking on to: I went to the beach because I wanted to. Naturally, this is the elliptical way of saying I went to the beach because I wanted to go to the beach. This may take some time to get used to!

Do each of the sections in turn. Write a model sentence on the board and give a short explanation. Have students read the samples and develop some of their own. Use a dictation to give further practice and drive the point home.

Pages 94-95 Goal: understand and use Conditional Sentences.

The idea of conditioning an action should not be strange for most students: If you do this, I'll do that. My action is dependent or conditioned on your action.

There are two kinds of conditions, possible/reasonable or impossible/unreasonable. English reflects these two kinds in the way it uses verbs. If the condition is possible or reasonable, the resultant action can be in any of the normal tenses: present, past, or future. The verb in the if part or the conditional part of the sentence can be in only present or past: If you want to give me a call, I'll be in my office after 9 o'clock tomorrow morning.

Another kind of condition may be completely unreal, impossible or unreasonable. In such sentences all verbs are in the past tense: If I had a million dollars, I would give it all to you. When the verb **to be** is used, it is always in the Subjunctive Mood: If I were you, I would think again about getting married to him.

Page 96 Goal: understand the difference between book English and what is commonly heard.

There is a difference between written and spoken English. In Lesson 3, page 49, we focused on the use of who with people and that with things. Now, we want to give attention to the difference between who and whom. For students already

educated in their native languages so-called Book English may not present much of a problem. The spoken version is much more problematic.

Read the sentences across to compare the written and spoken versions.

The use of prepositions and which offers further practice with the differences between written and spoken English.

Have the students read each set of sentences and discuss the differences. Always ask your students to develop some of their own, either in class or a homework assignment.

Page 97

Goal: recognize the difference in word order between questions and exclamations.

The word order for questions and exclamation is often quite different: What time is it? What time it is! This difference is clearly noted in the various examples on page 97. Knowing and using the correct form is important because when we say that we see or know a fact we use the word order of exclamation: I know what time it is.

Put the first examples on the board. Then have your students read the examples on page 97 across. Let them develop some of their own and give a dictation.

It is strange how native speakers of English make and accept many grammatical errors, usually connected with verb forms, but are much less tolerant of violating normal word order. That is what makes this exercise important for your students.

Page 98

Goal: understand and use the Present Tense of **to leave** and **to throw**.

Layout the verbs in the establish manner relying mostly on students to read and give their own examples.

Pages 99-101

Goal: understand and discuss Part 5 of Romeo and Juliet.

Follow the general plan for page 10.

Page 102

Goal: understand and use the Past Tense of **to leave** and **to throw**.

Follow the general plan for page 10.

Pages 103-105

Goal: understand and discuss Daydreams.

Follow the general plan for page 10.

Page 106

Goal: understand and use the Future Tense of **to leave** and **to throw**.

Follow the general plan for page 10.

Pages 107-109

Goal: learn the process of interviewing for a job.

Follow the general plan for reading and discussing a reading section. This last section concludes the theme for the third reading throughout this book, American business practice.

Page 110

Goal: review the grammatical points of this lesson: the uses of the infinitive, forming the conditional tenses, and the word order for questions and exclamation.

Have your students do each section in turn and immediately correct it before going on to the next one.

APPENDIX Goal: present a quick reference page for verb forms.

Page 113 The verb **to be** is laid out in its various formats:
Simple - present, past, and future
Perfect - present, past, and future
Progressive - present and past

Students need to know the form and use of each.

Page 114 The format for most action verbs is given. The layout is divided between Simple and Perfect and Active and Passive. Each of the possible tenses is given: present, past and future. The use of model verbs is also noted. At the bottom of the page a quick summary of the uses for each forms is given.

Remember that the **Simple Present Tense** shows an action takes place repeatedly, usually, or even always: I go to school (five days a week). She likes ice cream (so she will be happy if I get her some now). The earth goes round the sun.

The **Simple Past Tense** shows that an action has ended, but may start again, like most actions in life. I had a cup of coffee (and I'll have another a little later). I took my coat off when I came home (and will put it back on when I go out again).

The **Simple Future Tense** shows that an action will begin after a while: I will get some stamps when I go to the post office tomorrow. We will have chicken for dinner. They will be here in five minutes.

The **Present Perfect Tense** has two uses. It can show that an action is complete and we do not expect to resume it. So, it is rarer than the Simple Past Tense: I have read the material and am ready for my test. I have seen that film and no interest in seeing it again. I have heard enough and am ready to make my decision.

The second use of the Present Perfect Tense is to show an action begun in the past continues in the present: I have lived here since 1997. She has worked at that company for the last six years. They have been married for 20 years.

Notice the difference between: She was married three times.
She has been married.
She has been married for over a year.

The first shows that though she was married three times, the activity could start again. It is not beyond reason that she will get married again. The second indicates that the speaker does not expect her to try it again, now that her marriage is over. The third shows her marriage began three years ago and continues at present. Notice that the second use requires "since" or "for" with a stated time.

The **Past Perfect Tense** is used when there were two actions in the past and the first stopped before the second began: I had gone to bed when the telephone rang. She had just finished her dinner when the fire broke out. They had read the book before they saw the movie.

The **Future Perfect Tense** is used to show there will be two actions in the future and the first will be completed before the second one starts: I will have gone before you get here. If you come after six o'clock, we will have eaten everything.