

TEACHING HINTS for BOOK 1

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 1. 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. 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. Give special attention to the material in the APPENDIX because it is used at random after Lesson 1. **Colors** are used in Lesson 2. **Numbers** and **money** are used in Lesson 3. **Time** and **nations** are used in Lesson 4. **Ordinal numbers** are used in Lesson 5. The **Social Expressions**, on page 58, should be referred to frequently after the third class meeting.

Teacher Notes - Book 1

LESSON 1 - Review the alphabet, days, months, and numbers 1-10.

Before the class open their books, put your finger on your eye and say "eye." Repeat the word two or three times. Have your students repeat after you. Do all the parts of the head as included in the word list on pages 2 and 3.

When your students know all the parts of the head, do the same for the other parts of the body.

Pages 2-3. Goal: master the word list.

On page 2, as you say each word clearly and distinctly, have your students write the word on the line in their own languages. Repeat the word several times. Walk around to see that they are doing it correctly. On page 3, in the case of the sentences, have the students translate each sentence in their native languages.

After the students have created their own bi-lingual dictionary, go down the list again, but this time instead of pronouncing each word after you, have students take turns spelling them.

Put a face on the blackboard with lines going to its various parts. Have students, one or two at a time, go to the board and write the appropriate words. Make it a fun exercise and do not embarrass anyone.

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 **a** and **an** to mean *one*.
know that **an** comes before vowels.

Explain that instead of putting *one* before a word, we put **a/an**. Thus, **a/an** are used only with things that can be counted. Make sure you teach the pronunciation of **a** to sound the same as the first letter of the alphabet.

Go back to the word list on pages 2 and 3 and have the students put **a** or **an** before each of the nouns.

Page 5. Goal: understand singular and plural noun forms.

Explain that **a/an** are used only before singular nouns and that plural nouns normally have **s** at the end.

Model the pronunciation of the singular and plural forms. Note that the **s** in the first group has a hissing or *voiceless* quality, whereas the **s** in the second group is quite different with its buzzing or *voiced* quality. A student may feel the difference by putting his hand on his throat.

A good way to note the difference between voiceless and voiced sounds is with a highlighter pen (pink or yellow). If you always mark the voiced sound, particularly **s**, the students will quickly learn this vital distinction.

Call attention in the third group of words to the fact that **an** comes before a vowel and in the fourth group to the irregular change that occurs with the plurals of foot and tooth.

Page 6.

Goals: make simple declarative sentences.
practice the voiced and voiceless sound of **s** used to show plurals.

Emphasize the fact that **s** sometimes has a voiceless or hissing quality but more often we give it a voiced or buzzing quality. This distinction is vital for the student to hear and reproduce. Use a highlighter pen to visually mark this difference.

Use your own body to show the use of the demonstrative pronouns - **this** and **these**. Do the singular first and then the plural. Give attention to the voiceless sound of **s** in **this** and the voiced sound in **these**. Put a few examples on the board and call attention to the fact that in the sentence **This is a chin** the **s** in **this** is voiceless, whereas the **s** in **is** is voiced. Students can feel the difference by putting their hands on their throats.

Give a short ten sentence dictation using the forms: **This is a ...** and **These are ...**.

Write the numbers 1 - 10 on the board and call upon ten students to each write one of the dictated sentences. Go over the board work and making corrections as needed. Be lavish in your praise of good work.

You may want to explain that we do not normally say **a skin** or **a blood** because it is not normally all there, visible for counting. And when we give their plurals - **skins** and **bloods** - the meaning is not an increased number but different kinds.

Page 7

Goals: practice vocabulary in dialogues.
show how nouns may become adjectives.

Be sure to pronounce clearly the names and have the students repeat after you, before assigning roles to various students. Make sure student readers project their parts and speak clearly and loudly.

Note that all the names give additional pronunciation practice with some difficult sounds or, in the case of last names, introduce students to a bit of Americana, i.e. presidential names.

In the box, at the bottom of the page, call attention to how words may be combined to create new names for body parts.

Page 8.

Goal: review the important grammar points of Lesson 1.

Review the use of **a/an** and the formation of plurals with **s**. Following the examples, have the students write all the words from the word list in complete singular and plural sentences.

LESSON 2 - Review the colors on page 61 and Social Expressions on page 58.

Pages 10-11 Goal: master the word list.

Pronounce the words in the word list with the students repeating in unison after you. Enunciate clearly and precisely. Have the students write the meaning of each word in their native languages on the first line. On page 11, in the case of the sentences, have the students translate each sentence in their native languages.

Using the methods developed in Lesson 1, have the students repeat the words, spell them, put **a/an** before each noun and give its plural form. This word list must be completely mastered. Plan a spelling test for the next class.

Page 12 Goal: show that the difference between **this/these** and **that/those** depends on how far a singular or plural noun is from the speaker.

Explain that when a thing is close we say **this** and when it is far we say **that**. The same is true for **these** and **those**. Indicate that the words show singular and plural and distance from the speaker. Let the students read the examples across and then give some of their own. Stress again that the **s** in **this** is voiceless whereas the **s** in **these** and **those** is voiced and thus has a buzzing quality that must be produced. After the students have taken turns reading the examples, give a ten-sentence dictation. Be sure to enunciate clearly to emphasize the need for good pronunciation.

Page 13 Goals: show that **to be** questions are made by a simple transposition of words. practice making questions and giving yes and no answers.

Put a declarative sentence on the board: **This is a hat**. Then under it put the question form: **Is this is a hat?** Note the transposition of **This is a...** and **Is this a ...?** Have the students read across the seven examples. Then do the same with the plural forms: **These are** and **Are these ...?** Have the students read the examples across. Give them some declarative sentences and let them orally make questions. Give a ten-sentence dictation alternating **This is a** and **Is this a ...?** Do the same in for the plural form.

Using the model in the box for **yes** and **no** answers, let one student ask a question and another give only the positive answer. Do several such examples. Then explain that in negative questions **not** comes after the verb. Using the same student pairing technique have students ask questions and give negative answers. Give a dictation. With the dialogues, pronounce each of the names with students repeating them. Assign roles and let the students read the dialogues.

Page 14. Goals: show word order with adjectives. understand and use **or**.

Here we introduce the use of adjectives. Pronounce each of the names with students repeating after you Assign roles and let the students read the dialogues. After the printed exercise, engage the students in one-on-one dialogues using the same "yes" and "no" format and all the appropriate words from Lessons 1 and 2.

Make sure everyone knows the meaning of **or** and let the students read the dialogues. Give a ten-sentence dictation using **or** with both nouns and adjectives.

Using the pictures of Lessons 1 and 2, ask **Is this a ... or a ...?** and **Are these ... or ...?**

Page 15

Goals: understand and use possessive adjectives.
understand and use **and**.

Explain the meaning of the possessive pronouns/adjectives: my, your, etc. Note the singular and plural layout. Let the students read the examples 1-16. Use the same format to engage the students in one-on-one dialogues using the words of Lessons 1 and 2.

Make sure everyone knows the meaning of **and**, then do the dialogues in the established manner.

Give a ten-sentence dictation using the various possessive adjectives combined with **and**. Have the students write three or four of their own such sentences. Have the students put the sentences on the board. After correcting each of the sentences, erase each of the possessive adjectives and insert **Mary's, John's, William's** etc. Explain that this is the way to show possessive with names. Let the students read the sentences on the board then go to the work

Page 16

Goal: show how to make the possessive form of names - John's, etc.

Let the students read the model sentences. Always make sure to pronounce the names clearly and have the students repeat after you, then assign the parts for dialogue practice, one at a time.

Let the students develop some of their own sentences with names.

Page 17

Goals: make questions with the possessive - **whose**.
show how nouns may become adjectives.

Make sure everyone knows the meaning of **whose**. Repeat the names and assign the dialogues, one at a time.

Call attention to the sentences in lower half of the box to show how English can make a noun into an adjective. Have students give some other examples.

Page 18.

Goal: review the important grammar points of Lesson 2.

Allow class time to at least begin the exercises. The best is to complete each exercise and then correct it immediately as a class. If you assign it for completion as homework, be sure to correct it in class before going on to Lesson 3.

LESSON 3 - Review the numbers on page 62 and money terms on page 65.

Pages 20-21 Goal: master the word list.

Pronounce the words, enunciating each very clearly. Have the students repeat after you. Have the students translate into their own languages and write the meanings on the lines. Make sure they translate into their own languages each of the sentences on page 21.

Go through the list several times. Have the students spell out loud each word. Have them also write the plural forms. Plan a spelling test for the next class.

Page 22. Goal: give more practice with adjectives.

Here students are introduced to an alternative position for adjectives. Instead of **This is my hot coffee** we can reorder the words to say **My coffee is hot**. Note how adjectives are made stronger with **very**, negative with **not**, or excessive with **too**.

Have students read the model sentences 1-15 and assign the roles after pronouncing the names one at a time.

Page 23 Goals: understand the difference between countable and non countable nouns.
understand that **some** shows part for both countable and uncountable nouns.

Remind students that whenever we can count things we can put **a/an** in place of "one." Thus with non countable nouns since we can not say "one" we do not put anything: **This is water**, etc.

Have the students read down the two lists and do the dialogues. Ask them to explain why each sentence is correct. We want them to see a consistency and logic in the two constructions.

Explain that **some** is used to show "part" of a thing rather than the whole thing. Contrast: **This is a fish** and **This is some fish**. Have the students read down and across the first two columns. Explain that the same idea of part holds true for non countable nouns also. Read down and across the two columns of non countable nouns and to the dialogues as usual.

Page 24. Goal: introduce the first two prepositions: **on** and **off** in regard to surfaces.

Explain that **on** gives us the idea of a *surface* position. Let students read examples 1-6 and do the dialogues. Encourage the students to make other sentences with **on**: My hand is on your shoulder.

Explain that the opposite of **on** is **off**. Have the students read the sentences and dialogues. Give a ten-sentence dictation with **on** and **off** in reference to *surfaces* only. Have students make some of their own sentences.

Page 25 Goals: understand alternative word order for adjectives.
understand the order of a series of adjectives.

This is a review of the two word orders possible with adjectives. The second half of the page shows how adjectives can be compounded and how nouns can be used as adjectives.

Page 26

Goal: understand and use Present Tense of **to be**.

Present the verb to be on the blackboard. Lay it out in the same "T" formation as on page 26. Do the positive form first. Note that "he" is only for males, "she" for females and "it" for all other nouns. Note that the plural of he, she and it, regardless of gender is "they." Call upon several different students to conjugate the verb as you have laid it out. Note the singular and plural groups and the fact that "you" is both singular and plural. You can ask students to conjugate the present tense of "to be" in their native language(s). After the idea is clear, insert **not** to make the negative form.

Erase the **not** and transpose **I am** into **Am I?** to make the positive question form. Reinsert **not** to give the negative form.

Only after your board layout and explanation, should you have the students look at page 26. Have them read all the forms and the sample sentences. Assign the dialogues as usual.

Page 27

Goal: understand and use money terms.

Review the words for American money on page 65. Then have students read the model sentences down and across on page 27. Do the dialogues as usual.

Page 28.

Goal: review important grammar points of Lesson 3.

Allow class time to at least begin the exercises. The best is to complete each exercise and then correct it immediately as a class. If you assign it for completion as homework, be sure to correct it in class before going on to Lesson 4.

LESSON 4 - Review the names of continents and nations on page 66 and time on page 65.

Pages 30-31 Goal: master the word list.

Pronounce the words, enunciating each very clearly. Have the students repeat after you. Have the students translate into their own languages and write the meanings on the lines. Make sure they translate into their own languages each of the sentences.

Go through the list several times. Have the students spell out loud each word. Have them also write the plural forms. Plan a spelling test for the next class.

Page 32. Goals: understand and use **of**.
understand and use **the**.
understand and use **in**.
understand and use **out of**.

Explain that **of** shows an organic or unbreakable connection between two things. This is the finger of my hand. Brown is the color of her hair.

Review the idea of countable and non countable nouns and their singular and plural forms. Present **the** as able to come before all nouns to indicate a *specific* or already known noun: **The bananas** in her right hand are brown. Note, however, that we do not put **the** before nouns with a general or universal meaning: **Bananas** are yellow.

Explain **in** as showing an interior or inside and **out of** as the opposite.

Page 33 Goals: understand and use **only** to show singularity.
understand and **to** and **from** as opposites.
understand and use **between**.
practice reading, listening about, and discussing European **geography**.

Explain that **too** indicates excess and is therefore a negative idea. Point out that **too** and **to** have the same pronunciation. Present **to** as showing the end point and **from** the starting point. Thus they are opposites. **between** is used only with two (later **among** will be presented as indicating in the middle of many).

Review the nations of Europe. Have a good reader read the story *A Map of Europe*. Make simple questions out of each sentence: Where is the map? What is in my left hand? Let the students give individual answers. Let a second student read the story again. You read it a third time with slow and careful enunciation. Have the class copy the story and walk around to give individual help to those needing it.

Page 34. Goals: understand and use the Past Tense of **to be**.
practice reading, listening and discussing **geography**.

Review the conjugation of **to be** in the present tense on the blackboard. Lay out the past tense conjugation. Have the class repeat in unison the complete conjugation. Refer to instructions for page 26. Make sure that all students can give all forms of **to be** in both present and past tenses.

Make sure everyone knows the difference between today and yesterday. Have students read across the model sentences in the box. Give a dictation in the present tense and have the students rewrite them in the past tense.

Page 35

Goal: understand and use **close**, **far** and **also**.
practice reading, listening and discussing South American **geography**.

Present **close** and **far** as opposites and make sure students see that we normally combine with the prepositions **to** and **from**: **close to** and **far from**.

Present **also** by letting the students read the model sentences.
Give a short dictation with **close**, **far** and **also**.

Review the nations of South America. Let a good reader read the story *Brazil*. Make simple questions out of each sentence: Here is what? It is from where? Let the students give individual answers. Let a second student read the story again. You read it a third time with slow and careful enunciation. Have the class copy the story while you walk around to give individual help to those needing it.

Page 36

Goals: understand and use **where** to show place.
know the difference between **many** and **much**.
practice reading, listening and discussing Asian **geography**.

Be sure everyone knows the meaning of **where**. Have the students read the model sentences across.
Review the idea of countable and non countable nouns. Point out that we always say **many** with countables and **much** with non countables. Have the students read across the sentences in the box. Have the students give some of their own examples orally and in writing.

Review the nations of Asia. Have a good reader read the story *Hot and Cold Nations*. Make simple questions out of each sentence: The color map is where? Let the students give individual answers. Let a second student read the story again. You read it a third time with slow and careful enunciation. Have the class copy the story while you walk around to give individual help to those needing it.

Page 37.

Goal: master asking and giving time.

Make sure students know the expression - **What time is it?**

The examples in the box show the use of:

on	off	relating to all surfaces
in	out of	relating to all interiors
to	from	end and start point
of		to show an organic or unbreakable relation
between		physical or metaphysical middle

Page 38.

Goal: review important grammar points of Lesson 4.

Allow class time to at least begin the exercises. The best is to complete each exercise and then correct it immediately as a class. If you assign it for completion as homework, be sure to correct it in class before going on to Lesson 5.

LESSON 5 - Review the ordinal numbers on pages 63 and 64.

Pages 40-41. Goal: master the word list.

Pronounce the words, enunciating each very clearly. Have the students repeat after you. Have the students translate into their own languages and write the meanings on the lines. Make sure they translate into their own languages each of the sentences.

Go through the list several times. Have the students spell out loud each word. Have them also write the plural forms. Plan a spelling test for the next class.

Page 42. Goal: understand and use five more prepositions: about, with, without, for, at.

This page expands the list of prepositions. Explain **about** as giving the idea of *concerning* and **with** the idea of *together* and **without** as its opposite.

Recall that **of** shows that an organic or unbreakable relationship exists. Present **for** as establishing a temporary or breakable relationship between people and things. This difference is seen in such sentences as This is a button **of** my shirt and This is a button **for** my shirt. Brown is the color **of** her hair and Brown is the color **for** her hair.

Present **at** as meaning a *point*. It may indicate a point in time - He was here at 8:42 - or a point in space - He was at the corner of the school.

Page 43. Goal: master common prepositions.

Review the meaning of all the prepositions given so far. Explain that when we combine a preposition with a pronoun we get the "T" formation at the top of the page.

Repeat the names and assign the dialogue parts.

Explain the meaning of **already** as showing *the past*.

Page 44. Goal: understand and use the Future Tense of **to be**.

Review the conjugation of **to be** in the present and past tenses on the blackboard. Lay out the future tense conjugation. Have the class repeat in unison the complete conjugation. Refer to instructions for page 26. Make sure that all students can give all forms of **to be** in both present, past and future tenses.

Make sure everyone knows the difference between yesterday and tomorrow. Have students read across the model sentences in the box. Give a ten-sentence dictation in the past tense and have the students rewrite them in the future tense.

Page 45. Goal: review expressions of time. Note especially **This morning** and **This evening**.

Review the nations of Europe. Have a good reader read the story *My World Geography Class*. Make simple questions out of each sentence: This morning my first class is when? Let the students give individual answers. Have a second student read the story again. You read it a third time with slow and careful enunciation. Have the class copy the story while you walk around to give individual help to those needing it.

- Page 46. Goal: review the meanings of **who, when, how, why** and **because**. Have students read in the usual manner and give a dictation.
- Page 47. Goal: clarify the two meanings of **there**.
 Explain that **here** and **there** are opposites. Do the model sentences 1-6.
 Explain that **there is** and **there are** can also be used to show not a place but *existence*: There is salt in the ocean. There are books at a library. Have the students read the sentences 1-8. Give a dictation and have the students write several sentences with there is or there are.
 Do the reading *At The City Library* in the established manner, see page 45.
- Page 48. Goal: review the idea of countable and non countable nouns and that **many** is used with countable and **much** with non countable. This will lay the foundation for the question forms: **How many?** and **How much?** Indicate that **few** is the opposite of **many** and **little** is the opposite of **much**.
 After these principal ideas are clear, you may want to indicate the difference between **few** and **a few** is an attitudinal difference: the number may be the same, but like the half glass of water, we can see the number negatively: **few** friends, or positively: **a few** friends. The same difference is seen in **little** time and **a little** time; the first gives a negative feeling and the second a negative.
- Page 49. Goal: practice **many few** and **much little**.
 With the above attitudinal explanation, the dialogues can be assigned and read aloud. Give a short dictation.
 Review the use of **it** as pronoun for inanimate objects. Explain that **it** can also be used to show a *general condition*: **It is 8:35** or **It was cold in 1995**.
- Page 50. Goal: review the use of **some** and **any**.
 Practice two negative forms.
 Review the use of **some** to mean part of a whole: This is a fish and This is **some** fish. Then, explain that **some** is used in a positive sentence whereas **any** is used in a negative or interrogative one. Have the students read the three columns across. Give a dictation and have the students develop some original sentences using the pattern.
 The question and answer section brings together the use of **there is** and **there are** to show existence with the three fold use of **some** and **any**.
 The last section shows that we have two ways to construct a negative sentence. Have the students read the model sentences across and down. Give a dictation and have the students develop some original sentences.
- Page 51. Goal: practice reading, understanding and discussing stories.
 Have students read and answer questions about the story *My Friend's English Classes*. When the content of the story is clear, let students copy it.
- Page 52. Goal: review important grammar points of Lesson 5.
 Allow class time to at least begin the exercises. The best is to complete each exercise and then correct it immediately as a class. If you assign it for completion as homework, be sure to correct it in class next time.