### HOW TO USE

THE

# NEW METHOD PRACTICE BOOKS

A TEACHER'S HANDBOOK

BOOK ONE

LONGMANS
GREEN
& CO., LTD.



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## HOW TO USE THE NEW METHOD ENGLISH PRACTICE BOOKS

BOOK I

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#### HOW TO USE

#### THE NEW METHOD ENGLISH PRACTICE BOOKS

#### INTRODUCTION

THE object of these Practice Books is twofold:

- (1) to teach the more elementary words, grammatical forms, sentence-patterns, etc., by the 'association method';
- (2) to train pupils in those language-using habits that produce immediate, accurate and fluent reactions.

In other terms, these books are designed to help the teacher not only to teach the language as such but to secure from his pupils the right 'speech-behaviour,' so that they may come to 'think with English words' rather than to perform acts of mental translation or build up sentences by the synthetic process.

It is very desirable for the teacher to keep these two purposes in mind and to keep them in proper balance and proportion.

The pupils are probably already more or less familiar with the vocabulary of the New Method Primers and Book I of the New Method Readers. If, however, they are not familiar with this vocabulary; the abundance of pictures, the simple and obvious contexts, and the teaching devices suggested in this Teacher's Companion should make the pupils readily able to associate the words and forms with their meanings—'to associate the language-symbols with the things symbolized,' as speech-psychologists express the process.

Book One of this series of Practice Books provides the most important grammatical material—the 'major grammarmechanisms,' as they are called. It covers the parts of speech and the main features of general English syntax. In other terms, it constitutes an elementary English grammar—but without grammatical terminology or formal instruction.

The remaining books extend and amplify this elementary nucleus. Proceeding from the known to the unknown, the successive lessons provide new vocabulary, selected and graded in accordance with the familiar New Method plan, and cause that vocabulary to be assimilated—always with the help and collaboration of the teacher, for whose guidance this companion-book has been compiled.

Book One is arranged on the 'look-and-speak' plan, that is, with the pictures and guide-words on each left-hand page and the full wording of the exercises on each right-hand page.

#### How to interpret the instructions

#### Touch (or point) and say:

The teacher touches or points to a picture (or an object) and says something about it while the pupils are looking at it.

One or more pupils do the same thing in imitation of the teacher.

#### Point and say:

The teacher or the pupil (as the case may be) points to a picture, an object or a person and says something about it or him.

#### Look and say:

The pupil looks at a picture and says something about it. What he says should be strictly in accordance with the wording of the exercise.

#### Do and say: or Say and do:

The teacher performs actions and says what he is doing.

The same actions are performed and the corresponding sentences are said by one or more pupils.

#### Ask and answer:

The teacher asks a question. One or more pupils answer. The answers to be strictly in accordance with those given in the book.

One pupil asks the question. Another pupil (or the teacher) answers.

#### Point, ask and answer:

The same as the previous indication except that the question is to be accompanied by the gesture of pointing. Sometimes the answer is to be accompanied by the same gesture.

The pointing gesture is particularly needed to accompany such words as this, that, here, there.

#### Ask and answer the series:

The teacher asks a series of three, four or five questions in precisely the order indicated in the text, viz.:

Question 1 for the answer Yes.

Question 2 for the answer No.

Question 3 beginning with What, Who, Which, Where, etc.

Question 4 (if any) for an answer emphasizing the subject of the sentence.

Question 5 (if any) for some additional answer.

The pupils (individually or collectively) answer the questions in precisely the manner indicated in the text.

One or more pupils ask the questions, other pupils (or the teacher) answering.

(Such series are generally given in the text for the first picture only. The remaining pictures are treated in the same way.)

#### Do, ask and answer the series :

As above, except that the questions and answers require to be accompanied by an appropriate action.

#### Same with :

Go through the same exercise but using the following words.

#### Make sentences:

The pupil to look at a tabulation of words or parts of a sentence (such as a substitution table) and combine them in such a way as to make sentences, which he reads out aloud.

\* \* \*

Note that all answers to questions are printed in *italic* type with the words to be stressed in **bold** type.

#### LESSON 1A

```
apple ['æpl]
                                        eye [ai]
                                                            letter ['lete]
                  book [buk]
                                        glass [qlq:s]
                                                            match [mæt]]
Nouns 1
                         [boks]
                                        key [ki:]
                                                            pen
                                                                   [pen]
                                        knife [naif]
                         [ie]
                                                            pencil ['pensl]
                         [eg]
               2 a [ei, e] 3
                                    an [æn, en] 4
Determinatives
                 this [fis]
Verb ' to be '
                        is, 's [iz, z, s], isn't ['iznt]
Negative adverbs 5
                        not, n't [not, nt]
Conjunction
                        and [ænd, ənd]
Personal pronoun
                        it [it]
Interrogative word 7
                        what [wot]
Other words
                        yes [jes] no [nou]
```

This lesson may well begin by an *oral demonstration* by the teacher, the pupils not yet opening their books.

The teacher touches or points to the various objects on his desk and in the classroom, and names them. The pupils may (but need not yet) repeat the names after the teacher.

The teacher emphasizes the gesture illustrating the word this.

The teacher then asks and answers questions such as those given on page 3 of the pupils' book. He then asks the questions, and the pupils (individually or collectively) answer them.

The teacher here introduces a type of drill-work that will be found throughout the Practice Books, viz. a 'series' of three or more <sup>8</sup> questions exemplifying a sentence in its affirmative, interrogative and negative forms. The purpose of this type of exercise is to train the pupils in the right sort of language-learning behaviour, viz. to observe what is

said, and to base answers on what they hear said, partly by imitation and partly by adaptation.

With this purpose in view the questions in any such 'series' are to be asked exactly in the same order, viz.:

Question 1 for the answer Yes.

Question 2 for the answer No.

Question 3 for the more complete and specific answer.

After a little practice the pupils will form, ask and answer such series with fluency and accuracy.

Note the following points:

vice versa.

1. The first word of Question 1 is always (or nearly always 1) the same as the last word of the answer:

Is this the book? Yes, it is;

and this last word in the answer is always stressed.

(For reasons that will become more and more evident later, the pupils must on no account answer, 'Yes, it is the book.')

2. The first word of Questions 1 and 2 is the same as the word of the answer that comes before *not*.

Is this the box? No, it is NOT (or No, it ISN'T). The word 'not' is stressed.

(The pupils must on no account answer, 'No, it is not the box,' or 'No, it isn't the box.')

Is not may be contracted to isn't, in which case the stress should fall on is (No, it isn't).

3. The first word of Question 3 is always (or nearly always 2) one of the interrogative words What, Who, Which, Where, How, etc. Answer 3 is the main answer and more or less reproduces the original statement:

It's a воок.

(The last word to be stressed.)

- 4. Whenever possible the nouns, demonstrative words,
- When the question begins with am the answer ends with are, and
  - <sup>2</sup> Sometimes the question begins with a preposition (see Lesson 4B).

etc., to the question are to be replaced by it, etc., in the answer. Thus:

Is this a book? Yes, it is (not: Yes, this is).

What is this? It is a book (not: This is a book).

After the oral demonstration has been carried out to the satisfaction of the teacher, with the pupils responding easily and fluently, the pupils' books are opened and the drills are carried out with reference to the pictures.

After a little practice work by comparing the pictures and guide-words of the left-hand page with the actual drills of the right-hand page, the right-hand page should be covered, and the pupils form statements, questions and answers in accordance with the pictures and the guide-words on the left-hand side.

For instance, the pupils having become fluent in respect to picture 1 (a book):

This is a book.

This is not a box.

Is this a book? Yes, it is.

Is this a box? No, it is not (or No, it isn't).

What is this? It is a book (or It's a book).

they may treat in the same way pictures 2 to 9, the total number of statements and question-and-answer pairs being in this case 45.

The first block of pictures is based on the article a.

The second block illustrates an.

The third block introduces and.

#### LESSON 1B

Nouns	(blackboard ['blækbo:d] chair [tʃɛə] door [dɔə] floor [flɔə] room [rum]	school [sku:l] schoolroom ['sku:lrum] table [teibl] window ['windou] wall [wo:l]
Determinatives Conjunctions <sup>1</sup>		the [ði:, ði, ðə] or [ɔə, ɔ:, ə]

Here the same treatment is suggested: oral demonstration first (with closed books), followed by practice with open books, the pupils looking at the left-hand page and saying the matter contained on the right-hand page.

The word this is now contrasted with that. The word that is appropriately associated with larger objects at some distance from the speaker. Schoolroom, however, should be associated with this. But the teacher may step outside the door with one of the pupils and say to him, pointing, 'That is the schoolroom.'

A (an) is now replaced by and contrasted with the.

It is for the teacher at his discretion to explain to the pupils the difference between a(n) and the. He may do this with the help of the pupils' mother tongue or by other means.<sup>2</sup>

Or and but are here introduced. If the gestures of the teacher are appropriate and striking, the meaning of these words will soon be evident. An explanation in the vernacular will, however, be helpful.

At the end of Drills 1.2, a recapitulation of Drills 1.1 and 1.2 in combination will be useful.

#### LESSON 2A

Verb ' to be ' 1	am [æm, m] are [a:, e]	I am, I'm [ai 'æm, aim] you are, you're [ju: 'a, jue, joe] we are, we're [wi: 'a, wie]	
Personal pronouns <sup>2</sup> Nouns		you [ju:, ju]	
Interrogative word 8	pupil ['pju:pl] who [hu:]	pupils ['pju:plz] who's [hu:z]	who are [hu a:,
			hue]

The teaching of I and you and we (as of me, my, us, our, your, etc.) calls for oral demonstration, for the natural and obvious way to introduce and teach such words is by pointing (or otherwise referring) to oneself, oneselves and the person or persons spoken to. Such words as these, moreover, are hardly 'picturable.' Lesson 2A provides the outline of a suitable oral demonstration, and the pictures serve as supplements to it.

Every time the speaker says 'I' he points to himself. Every time he says 'you' he points to one person or to several persons. 'We' has also its appropriate gesture.

The series for affirmative, interrogative and negative now contain four questions, the fourth being the 'subject question' (here the interrogative pronoun who).

The questions am I and are you are among the few that are not answered by the same word, am being replaced in the answer by are and vice versa. (See footnote to Exercise 1A.)

Note the stressed or prominent words:

Am I the TEACHER? Yes, you ARE.
Am I a PUPIL? No, you are NOT.

(You are may be abbreviated to you're, but it is not considered advisable to abbreviate are not to aren't.)

What AM I? You are (You're) the TEACHER. Who is [Who's] the teacher? You are.

The pupil should adhere strictly to these conventional

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<sup>1</sup> New Method Grammar. § 215.
<sup>2</sup> ,, ,, ,, §§ 163–165.
<sup>3</sup> ,, ,, ,, §§ 432, 433.
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answers; they should be neither longer nor shorter. The reasons for this are as follows:

- 1. If the pupil gave the full answer, he would be saying monotonously and mechanically:
  - (1) Yes, you are the teacher;
  - (2) No, you are not the teacher;
  - (3) You are the teacher;
  - (4) You are the teacher;

which would be too easy, and the teacher would often find it difficult to judge whether any particular question had been rightly understood.

- 2. The answers recommended are such as put into prominence the main word of the answer—a point on which the majority of foreign students of English are generally so weak.
- 3. The answers recommended teach the peculiar nature and functions of the words am, is, are, have, has, do, does, shall, can, etc., and familiarize the pupils with their use. At a later stage (Lessons 19A, 19B) this convention will be invaluable for teaching the use of the auxiliary do.
- 4. The 'short answers' Yes; No; The teacher; You, would be undesirably laconic.

In the second year these conventional answers are developed into a still more natural and conversational form, the pupil saying, for instance: 'Yes, of course you are,' 'Oh no, you know you're not,' and 'Why, you are the teacher, aren't you?'

In this lesson a plural noun (pupils) is introduced for the first time.

#### LESSON 2B

Verbs 1	come [kAm] do [du:] go [gou] open ['oupn] sit [sit] stand [stænd] stop [stop]	coming ['kamin] doing ['duin] going ['gouin] opening ['oupnin] sitting ['sitin] standing ['stændin] stopping ['stopin]
Adverbial Particles 2	(back [bæk]   down [daun]   in [in]	out [aut] up [Ap]
Preposition Adverb of time Other words	to [tu, te] now [nau] please [pli:z]	thank you ['θæŋkju]

The succession of nine actions taught here has been a favourite one since the time of Gouin, the inventor of the method of natural successions. This series of actions may be almost indefinitely extended and developed—and we shall find examples of this later in connection with the teaching of the past and other tenses.

The teacher should first perform the nine actions once or several times. Various pupils may be called upon to try the succession, which gives them the opportunity of saying nine sentences one after the other without any questioning or prompting. Two pupils may perform the succession at the same time, using We are——.

The teacher may at his discretion ask one pupil what another pupil is doing, thus affording a first drill on He [She] is ——.

Note that the verb do(ing) is here purely a form-word and cannot be represented by any specific picture.

Please may be added to any order (here and subsequently), and the performing of an order gives the opportunity for saying—and thereby teaching—Thank you.

In Open the door and Shut the door the direct object is introduced for the first time, but only incidentally, the more systematic drilling of the direct object being reserved for Lesson 2C.

New Method Grammar. §§ 261–263. §§ 376–390.

#### LESSON 2C

	/hold [hould]	holding ['houldin]
	hold [hould] look [luk]	looking ['lukin]
Verbs -	point [point]	pointing ['pointin]
V e708 -	put [put]	putting ['putin]
	show [jou]	showing ['fouin]
	take [teik]	taking ['teikin]
D	(he [hi:, hi]	me [mi:, mi]
Personal pronouns 1	she [ʃiː, ʃi]	you [ju:, ju]
Noun	tree [tri:]	

Practice on the present progressive tense is continued here with seven new verbs, also by means of lively oral demonstration. We find here a succession of ten actions which can be performed without the pupil moving from his place. As before, the teacher should first perform the actions while saying what he is doing.

The prepositional and indirect objects are here informally introduced, their more formal presentation and drilling being reserved for later lessons. The teacher, however, at his discretion may develop the drills here given. Other objects than the door may be pointed to and other objects than the book may be touched, taken, held, shown, put down, etc.

Put the book down and Put down the book may be used almost indifferently.

The Tom and Jane drill provides practice on He [She] is ----.

<sup>&</sup>lt;sup>1</sup> New Method Grammar. §§ 163-165.

#### LESSON 3

Nouns	bird [l boat [l fish [f garden [	oə:d] oout] if] ga:dn]	horse [ho:s] house [haus] water ['wo:te]
Adverbs of place 1	there there over ther	[hiə] [ðɛə] e [ouvə 'ðɛə]	
		[bi'haind] [in] of [in 'frant ev]	on [on] over ['ouve] under ['Ande]
Interrogative word 3			

The words here and there, with the group of prepositions of place, call for oral demonstration and lively classroom work. The very essence of here, there and over there lies in the gestures that accompany them.

The first demonstrations and drills are associated with the gestures of pointing to objects close at hand (here), more distant (there), and more distant still (over there). (The teacher at his discretion may add up there, down there, right over there, etc.)

The next demonstrations and drills to be recommended are the familiar ones associated with a match and a matchbox. It has been said by a certain veteran teacher that with no other materials than a box of matches it is possible to teach half the mechanisms of English grammar, and this is probably true. They are objects that can be named, described and counted; they can be touched, taken, held, opened, shut, given, broken, cut, burnt, thrown, etc., etc. And, as here, they can be used to show relative position.

Objects placed on the table, on a chair, on the floor, etc., provide material for much question-and-answer work.

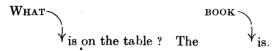
Here, as elsewhere, much incidental drill on a and the is naturally incorporated—the table, the floor and the chair (for the only chair in the room); in other appropriate cases

	New	Method	Grammar.	§ 363.
2	٠,,	,,	,,	§§ 332–337.
3	,,	**	,,	§§ 432, 433.

a chair, a box, a match, etc. (Avoid, however: A book is on the table, for which the more natural substitute is There is a book on the table (see Lessons 9, 15, 16, etc.).

The drills on the pictures 13 to 18 are of course independent of the classroom environment and active demonstration.

Note throughout Lesson 3 the recurrence of the 'subjectquestion' (What is . . .?). Care should be taken to ensure stress (and high tone) on the word what and the words that answer it:



#### LESSON 4A

Proper nouns 1	Brown [braun] Green [gri:n] Jack [dzæk] Jane [dzein]		Jim [dʒim] John [dʒon] Mary ['mɛəri] Tom [təm]
Other nouns	boy [bəi] girl [gə:l] man [mæn]		name [neim] woman ['wumən]
Adjectives <sup>2</sup> Preposition <sup>3</sup>	big [big] of [ɔv, əv, v]	fat [fæt] nam	little ['litl] ne of [neim əv]

Oral demonstrations are here hardly necessary or practicable; the pictures speak for themselves. The teacher may, however, make allusion to any little boy, big boy, little girl, big girl or fat boy among the pupils, or to brothers and sisters. He must, however, avoid speaking of your brother, my brother, etc., until he comes to Lesson 8.

The adjectives (little, big, etc.) are introduced incidentally and are not meant to be contrasted or otherwise drilled.

The possessive with of is introduced.

The teacher may design variant drills, for instance:

Tom Brown is a little boy, but John Brown is a man, etc.

- <sup>1</sup> New Method Grammar. §§ 49-51.
- <sup>2</sup> ,, ,, Chapter 6.
  <sup>3</sup> ,, ,, § 340.

#### LESSON 4B

 Verb <sup>1</sup>
 lie [lai]
 lying ['laiin]

 Noun
 ground [graund]

 Preposition
 at [æt. et]

Oral demonstration is here possible, by causing pupils to stand on a chair, at the table, sit on the table or lie on the ground.

In the series for affirmative, interrogative and negative sentences, Question 3 may begin with a preposition (see footnote to page 7):

On what . . .?
At what . . .?
Under what . . .?

but, of course, these prepositional phrase questions may be replaced (at the discretion of the teacher) by a simple Where . . .?

#### **LESSON 4C**

```
brother ['braðe]
                                               mother ['made]
                    daughter ['do:te]
                                               sister ['sistə]
                             ['fa:ðe]
Nouns
                    father
                                                       [san]
                                               son
                    friend
                             [frend]
                                               wife
                                                       [waif]
                   husband ['hazbənd]
                    his [hiz]
Possessives 2
                    her [he]
                   ('s [z, s]
                                   Tom's [tomz]
                                                    Jack's [dzæks]
Interrogative word 3 whose [hu:z]
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Here again it is easier and more practicable to base the exercises on the pictures than on any real environment. The group of pictures (a development of those accompanying exercises 4.1) provide material for much oral work. If the teacher cares to do so he may form drills on their (e.g. This is Tom, Jack and Mary; John Brown is their father, etc.).

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<sup>1</sup> New Method Grammar. § 265.
<sup>2</sup> ,, ,, ,, § 135.
<sup>3</sup> ,, ,, ,, §§ 432, 433.
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