

CALLAN  
METHOD

TEACH-EACH-OTHER ENGLISH

STAGE 1  
LESSONS 1 – 9 PAGES 1 – 63

The Callan™ Method was first developed and published in 1960.  
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**Teach-Each-Other English**  
**Stage 1**

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## **LIST OF CALLAN™ METHOD MATERIALS**

1. Stages 1 to 12 of the Method that can be individually or collectively downloaded from the Callan Method website ([www.callan.co.uk](http://www.callan.co.uk))
2. Audio to accompany 11 Stages
3. Demonstration DVD showing how the Method is taught
4. Callan Method Handbook – giving lesson instructions and information about the Method

### **OTHER AVAILABLE MATERIALS**

The following is a list of Callan Method materials still available to schools using the Callan Method for teaching classes of students.

1. Teacher's Handbook (Training Manual)
2. Teacher's Demonstration CD (Audio) or DVD (Video)
3. Student's Handbook – containing a detailed explanation of how and why the Callan Method works
4. Director's Handbook – showing anyone how to set up a school using the Callan Method

## **A NOTE ON THE TEACHER'S INSTRUCTIONS :**

As pointed out in the Handbook that accompanies the Callan Method, the Method was originally intended for use by a teacher teaching a class of students – for which it can still be used, if necessary. With students teaching each other without the need of a teacher, the teacher's instructions are not needed, as the way the Method works can be understood by logical deduction. For example, page one of the Method begins with the words A PEN : A PENCIL : A BOOK and A, under which is the translation in the students' own language. Next come the words WHAT'S : THIS and IT'S, again with the translations underneath. The student-teacher then deduces that he has to pick up a pen and ask "What's this?" whilst his fellow student deduces that he is required to answer "It's a pen" and so on. This shows that the instructions are not required.

As a further example: On page 7, there are the words ON : UNDER and IN, with their translations, together with the question "Is the pen in the book?" to which there is the answer "No, the pen isn't in the book, but it's under the book." Every word in the question and its answer, except the words "in" and "under", are words the student has been taught in the past and remembers well – provided, of course, he has done sufficient revision. He therefore has no difficulty in understanding what he is being asked and what he is expected to answer, without needing to understand the teacher's instructions.

In its original form, the Callan Method teacher did not use translation (except for the occasional word), as very often (being foreign) he did not know the students' language, or because he found himself teaching mixed-nationality classes. With the Teach-Each-Other system, where both students speak the same language, translation can easily be used. After Stage 1 of the Method, there are very few teacher's instructions.

## PROOF OF THE CALLAN CLAIMS

In its pamphlet entitled “Information for Centres and Candidates” Cambridge University states that: “The Preliminary English Test is designed to test written and spoken communicative competence in relation to listening and reading ability, up to a level represented by about **350** study hours from beginner level.”

It then goes on to say that, the **350** hours are of “dedicated” study – which would usually be spread over a period of **4 ¼** years. The Callan Method obtains the same result in **80** hours, spread over a period of one year, i.e. about a quarter of the time.

For the other two Cambridge exams, Key English Test (KET) and First Certificate in English (FCE), the average student takes about **175** hours for KET and **640** hours for the FCE – depending upon his nationality. The Callan Method, on the other hand, gets him to KET in **40** hours, and to the FCE in **160** hours, with a written guarantee that if he fails the exams, the Callan Method school, he might be studying at, will give him free lessons until he is successful.

## LESSON 1

Pick up a pen, a pencil and a book one after the other, and, as you show each one in turn to the students, say

**A PEN**

**A PENCIL**

**A BOOK**

**A**

Repeat these words about two or three times depending on the kind of students you have, that is, whether they are complete beginners, fast or slow, old or young, or whether the class is large or small.

**WHAT'S (WHAT IS)**

**THIS**

**IT'S (IT IS)**

Pick up the pen again, and say **What's this?** and then translate the question into the students' own language, explaining that "What's" is the contraction of "What is" and "It's" is the contraction of "It is" and that contractions are formed with an apostrophe. Then answer the question yourself by saying **It's a pen**, and again translate. You may have to do this two or three times, and also a few minutes later, to make it quite clear to the students what is meant. Next, turn to one of the students, and ask

**WHAT'S THIS ? It's a pen**

+

Repeat the above question for all three objects until the students answer without hesitation. Then continue in the same way with the remaining twelve objects. **Take three at a time**, and point to them carefully and forcefully, or pick them up as the case may be, so that the student is in no doubt as to which object is intended. Time is wasted walking around touching the objects: the students will understand what you mean, even if, being at a distance, the word "that" should be used instead of "this". When you come to the word "room", look around you, and, at the same time, describe a large horizontal circle with your index finger. All such actions help. For the sake of simplicity, you can, for the moment, call your desk or the student's desk a table. For the word "card", point to the card on Chart 1.

SEE CHART 1 (At the end of this Stage)

**TABLE**

**CHAIR**

**LIGHT**

**WALL**

**FLOOR**

**ROOM**

**CEILING**

**WINDOW**

**DOOR**

**CARD**

**BOX**

**PICTURE**

**IS THIS ?**

**YES /**

The strokes which appear after approximately each 25 words are for the purpose of reading. They indicate the point at which one student stops reading and the next one starts.

Pick up the pen and ask **Is this a pen?** and translate. Then answer **Yes, it's a pen** and translate. When you ask the question, raise your voice a little at the end. When you say "Yes", nod your head very emphatically. Then turn to the student and ask

**IS THIS A PEN ?**

**Yes, it's a pen**

+

Continue this kind of question with all the other objects the students have just learnt. If the students are quick, ask the questions very quickly towards the end of the list.

**NO, IT ISN'T (IS NOT) ..... BUT**

Pick up a pen and ask **Is this a pen?**. The student will naturally answer **Yes, it's a pen**. Then pick up a pencil, and ask **Is this a pen?** Then say **No it isn't a pen, but it's a pencil** and translate. When saying "No it isn't", shake your head emphatically. **Ask this kind of question for all the objects, making the last word of the student's answer the object in your next question**, e.g. "Is this a pen?". "No, it isn't a pen, but it's a pencil". Then, picking up the book, ask "Is this a pencil?" etc. It is important that the student answers in the full-length form, i.e. "but it's a pencil", and not just "but a pencil". Later in the lessons, the word "but" can be dropped from the answers if preferred.

IS THIS A PEN ? No, it isn't a pen, but it's a pencil  
+

IS THIS A PENCIL ? No, it isn't a pencil, but it's a book

SEE CHART 1

**LONG**

**SHORT**

**THE**

For the words "long" and "short" point to the two grey pencils on Chart 1, and say **This pencil's long. This pencil's short** and translate the new words as you go. For the word "long" make a sweeping action with your hand away from your body. For the word "short" bring your hand to within a few inches of your body. Next, point to the long pencil and ask **Is this pencil long?**. Then point to the short pencil and ask **Is this pencil short ? Always use this kind of question after you have just introduced a new word, as it only requires an easy positive answer.** Do not, however, use it afterwards in lessons of revision when the questions must be of a type that require a negative answer in order to



force the students to speak as much as possible, and also to recall the opposite of the word used in the question. Next

Point to the long pencil, and ask

IS THIS PENCIL SHORT ?/

No, this pencil isn't short,  
but it's long

Point to the short pencil, and ask

IS THIS PENCIL LONG ?

No, this pencil isn't long, but it's short

+

IS THE ROOM SHORT ?

No, the room isn't short, but it's long

For the last question, you could use the name of a street in the student's home town instead of the word "room".

**LARGE**

**SMALL**

Point to your table, and then to the box on Chart 1, and say **The table's large.**

**The box's small** - everything, of course, being relative. For the word "large" become expansive and spread your arms forward and round sideways. For the word "small" put your hands tightly together into a little ball. Then ask **Is the table large? Is the box small?** Next, ask

IS THE TABLE SMALL ?

No, the table isn't small,  
but it's large

IS THE BOX LARGE ?

No, the box isn't large, but it's small

+

**CITY****TOWN****VILLAGE**

Explain to the students that **London is a city. Liverpool is a city. Manchester is a city. Windsor is a town. Dover is a town. Stratford-on-Avon is a town. Grantchester is a village. Stilton is a village. Tintagel is a village.** Technically, any place with a cathedral can be called a city, but we usually think of a city as having more than about 100,000 people. Naturally, choose cities, towns and villages that the students are familiar with in their own part of the world. Then ask **Is [London] a city? Is [Windsor] a town? Is [Grantchester] a village?** Finally, put the questions

IS [LONDON] A VILLAGE ?/ No, [London] isn't a village, but  
it's a city

IS [WINDSOR] A CITY ? No, [Windsor] isn't a city,  
+ but it's a town

IS [GRANTCHESTER] A TOWN ? No, [Grantchester] isn't a  
- town, but it's a village

**OR**

IS THE TABLE LONG OR SHORT ? The table's...

IS A CITY LARGE OR SMALL ? A city's large

SEE CHART 1

**MAN****WOMAN****BOY****GIRL /**

Point to the figures on the Chart and say **This is a man. This is a woman. This is a boy. This is a girl.** As you say "man, woman" etc. just translate the one new word and not the whole sentence. Then, pointing again, just say **"man: woman: boy: girl"**. This is to bring out the important word in the sentence and to prevent it from being confused with the other words "This is a". **It is always important to isolate a new word in order to make it easier to absorb.** Next, point to the figures again and ask **Is this a man? Is this a woman? Is this a boy? Is this a girl?** Finally, pointing to each figure again in turn, ask

WHAT'S THIS ?                      It's a man, woman, boy, girl

Then point to the man, and ask

IS THIS A GIRL ?                      No, it isn't a girl, but it's a man  
+

Point to the woman, and ask

IS THIS A MAN ?                      No, it isn't a man, but it's a woman

Point to the boy, and ask

IS THIS A WOMAN ?                      No, it isn't a woman, but it's a boy  
+

Point to the girl, and ask

IS THIS A BOY ?                      No, it isn't a boy, but it's a girl

**ONE**

**1**

**TWO**

**2**

**THREE**

**3**

**FOUR**

**4**

**FIVE /**

**5**

+

Hold up your fingers one at a time, and, as you do so, count the numbers from one to five. Repeat this quickly two or three times, then go quickly round the class getting each student in turn to say a number as you hold up your fingers.

**ON**

**UNDER**

**IN**

Put a pen, first on a book, then under the book, then in the book whilst saying **The pen's on the book. The pen's under the book. The pen's in the book.** Then ask **Is the pen on the book? Is the pen under the book? Is the pen in the book?** Next, put the pen under the book, and ask

IS THE PEN IN THE BOOK ?

No, the pen isn't in the book,  
but it's under the book

+

Put the pen on the book, and ask

IS THE PEN UNDER THE BOOK ?

No, the pen isn't under  
the book, but it's on the book

SEE CHART 1

**MR**

**MRS**

**MASTER**

**MISS**

Point to the figures on Chart 1 and say **This is Mr Brown. This is Mrs Brown. This is Master Brown. This is Miss Brown.** Then ask **Is**

**this Mr Brown? Is this Mrs Brown? Is this Master Brown? Is this Miss Brown?** Explain, if necessary, that the word "Brown" is just a surname used as an example. Finally

Point to Mr Brown, and ask

IS THIS MISS BROWN ?/ No, it isn't Miss Brown,  
+ but it's Mr Brown

Point to Mrs Brown, and ask

IS THIS MR BROWN ? No, it isn't Mr Brown,  
but it's Mrs Brown

Point to Master Brown, and ask

IS THIS MRS BROWN ? No, it isn't Mrs Brown,  
+ but it's Master Brown

Point to Miss Brown, and ask

IS THIS MASTER BROWN ? No, it isn't Master Brown,  
but it's Miss Brown

SEE CHART 1

**BLACK            WHITE <sup>50</sup>            GREEN            BROWN**

**WHAT COLOUR ?**

The number 50 after the word "white" indicates that the students have so far been taught a vocabulary of 50 words. Each 50 words throughout the Method is



WHERE'S THE LIGHT ?      The light's on the ceiling

+

## LESSON 2

SEE CHART 1

**I'M**

**I AM**

**YOU'RE**

**YOU ARE**

**HE'S**

**HE IS**

**SHE'S**

**SHE IS**

**IT'S**

**IT IS**

This part can be complicated, especially for children, and may need constant translation and repetition. You may also find it easier to introduce "I'm" and "You're" separately from "He's" and "She's". Always use the contracted forms in speaking, and when the students come to read, explain that we use the contracted forms in speaking and the long forms in writing.

Point to yourself, the student, then Mr and Mrs Brown, and say and translate two or three times **I'm Mr ..... You're Mr ..... He's Mr Brown. She's Mrs Brown.** Next, ask and translate **Am I? Are you? Is he? Is she?**

Then, finally ask

AM I MR .....?    Yes, you're Mr ....

ARE YOU MR .....?    Yes, I'm Mr ....

IS HE MR BROWN ?    Yes, he's Mr Brown