

THE PATTERN CARDS

The Pattern Cards are a “hands-on” method of both *learning* new forms and *drilling* them so that you can initially recognize them instantly and later say them with instant recall. Separating the two activities of PILAT’s *Listen and Respond* technique - ‘just listening’ and ‘saying’ (mimicking and/or producing) - gives your brain the opportunity, especially early on, to focus on one thing and learn it well. If you are only trying to recognize the endings on the present tense of the verb “to go”, for example, your brain doesn’t have to worry about correct pronunciation and intonation.

How to Make the Cards:

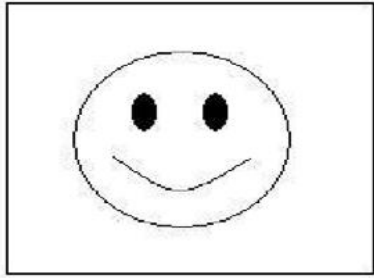
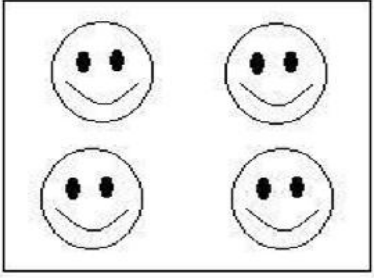
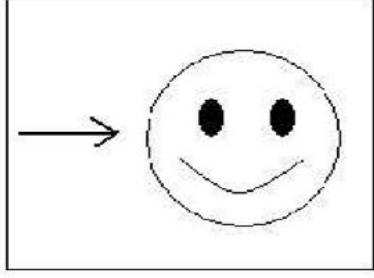
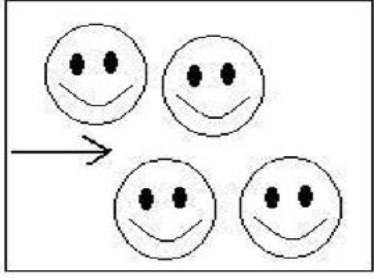
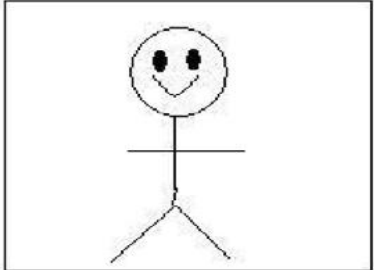
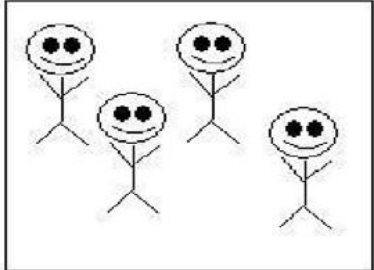
The next page and the last page in this section show you how to draw the cards, and how to label the backs of them. It’s helpful for reference to write the meanings on the *back* of the cards, both in English and Turkish. Each card can be about 3 or 4 inches “square”, made of poster board (or anything heavier than regular paper, as you will be cutting out the cards and moving them around.). Make each of the four groups from a different color of paper for immediate recognition.

The four categories of cards are:

1. **SMILEY FACES** can be used to learn many concepts
 -) personal pronouns (I, you, he, etc.)
 -) verb forms (present, past, future tense) -- e.g., He is going.
 -) the concept “to be” -- e.g., He is a student., He is happy.
 -) possessive pronouns and endings (my ____, your ____)
 -) the concept “to have” -- e.g., He has three children.
2. **X** and **?** are used to make the items in the “smiley face” list into a negative (He is going.) or a question (Is he a student?).
3. **CIRCLES** are used to work on endings for nouns that express the concepts of “to, for, in, on, at” (at the bank, to the store), and definite direct objects (I saw the boy.).
4. **CALENDARS** are used to work on past, present and future forms of verbs.

ALWAYS SET UP YOUR CARDS IN THE SAME PATTERN
SO THAT YOU AND YOUR HELPER
COME TO RECOGNIZE THE ‘MEANINGS’ AT A GLANCE.

Set up the Smiley Faces like this:

<p>I <i>ben</i></p>			<p>we <i>biz</i></p>	<p>I</p>
<p>you (singular, informal) <i>sen</i></p>			<p>you (plural, formal) <i>siz</i></p>	
<p>he, she, it <i>o</i></p>			<p>they <i>onlar</i></p>	

Using the SMILEY FACES: Drill the patterns “down” (singular forms, then plural forms), as well as “across” (1st person - I/we, then 2nd person - you/you, then 3rd person - he/they) to pick up on the similarities and differences. As the endings begin to sink in, do them in random order.

Increasing levels of difficulty:

- a. First learn the POSITIVE STATEMENT.
- b. Then learn the NEGATIVE STATEMENT.
- c. Mix the POSITIVE and NEGATIVE.
- d. Then learn the QUESTION (Positive form: ignore the negative for now).
- e. Mix the POSITIVE and the QUESTION.
- f. Mix the POSITIVE and NEGATIVE STATEMENTS and the QUESTION.

PILAT's **Listen and Respond** Technique

Steps 1 - 3: Just Listening - *learning the vocabulary or form and its proper pronunciation*

┌ **Step 1:** You point to a picture, item or card, and your helper says the word or form. Then point to another, and your helper will say it. Because you are the one doing the pointing, you have control over which items you are repeating the most frequently (since you are the one who knows how much you are remembering!). Don't overwhelm yourself by trying to learn too many new items at once. As Thomson suggests, two or three may be enough to start with. When you move on to verb forms, the representative six "smiley faces" give a natural limit. ***This step will take you the longest.*** Don't move on to the following steps until you think you know the meanings/forms inside out and backwards!

┌ **Step 2:** Your helper says a word or form, and you point to the appropriate picture, item or card. *If you hesitate too often before pointing, go back and work some more on Step 1, at least on the items you're hesitating on.*

┌ **Step 3:** Your helper points to a picture, item or card, and says the word/verb form (sometimes correctly, sometimes not: for example, saying *grape* while pointing at an *apple*). You say "evet" (yes), or "hayır" (no).

Steps 4 - 6: Saying the Forms - *reinforcing the learning process and practicing the pronunciation*

┌ **Step 4:** You point to a picture, item or card, and your helper says the word or form (as in Step 1), and you repeat the word/form after your helper. (In the early stages, you may want to say it a few times back and forth with your helper for pronunciation practice.)

┌ **Step 5:** Your helper says a word or form, and you point to the appropriate picture, item or card (as in Step 2), and you repeat after your helper. (optional extra repetition)

┌ **Step 6:** Your helper points to a word or form, and you say it (producing it yourself, without hearing your helper say it first). Your helper says it (so you can compare your pronunciation), and then you continue with as much repetition as you need.

Z □ a hint, to minimize confusion: Steps 1, 4 - You point; your helper says
Steps 2, 5 - Your helper says; you point

÷ **REMEMBER - You** are in charge of which words/forms you need to concentrate on, and at what pace you move through the steps. If you have to think too hard or long, go back to the previous step(s) and practice a bit more. And **don't** let your helper try to move you through the steps faster than you feel comfortable and ready for. (Your helper might think you're doing great and getting all of them right, but only you know what's going on inside your head, whether you're on top of things or half guessing!)

VERB FORMS: Pick a common verb for each of the eight vowels, to practice vowel harmony. Learn the *positive statement* endings for one verb **thoroughly** using PILAT's *Listen and Respond* Technique (p. 3 above).

Then, using the same methods, choose one of the following two ways to go about learning other verbs:

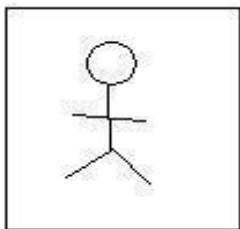
1. Go through all the levels (Increasing Levels of Difficulty, on p. 2 above) for one verb, then move on to a new verb and do them all again for that verb; **or**
 2. Go through the first level (positive statement) with all eight verbs, then move on to the second level for all eight, etc.
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After you've learned some of the basics...

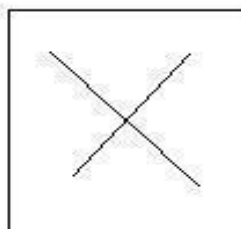
After you have learned several different kinds of forms, you can combine the cards to make new sentences.

For example, after you have learned more than one verb tense (e.g. past, present, future), and the noun case endings (to, from, in, on, at):

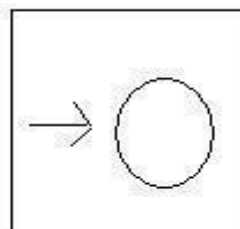
- You and your helper have been working with the words "bank" and "to go"
- Your helper could indicate the following cards:



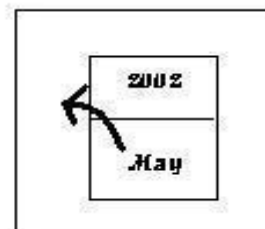
3rd person singular
HE



negative
NOT



noun case
- e

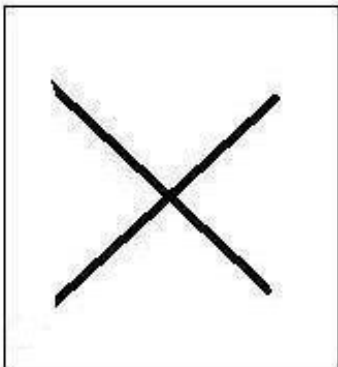


past tense (of 'to go')
WENT

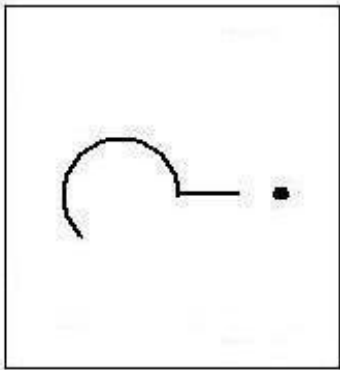
- You would say: "Bankaya gitmedi" (He did not go to the bank).

NOTE: If you choose to combine several concepts using the cards like this, you may find it easier to place a small object (e.g., eraser, white bean, etc.) on the cards you want indicated. You can't point to that many cards at once, and picking them up or moving them is too cumbersome and time-consuming to be practical.

olumsuz (negative)

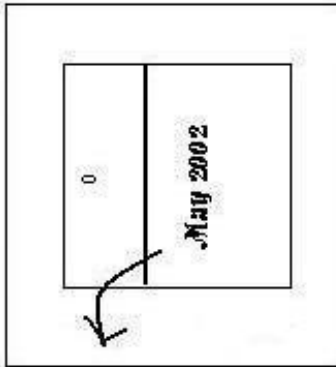


soru (question)



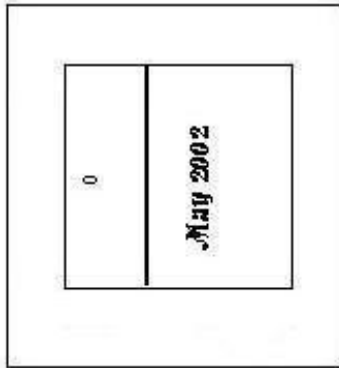
geçmiş zaman
past tense

önce - before
dün - yesterday



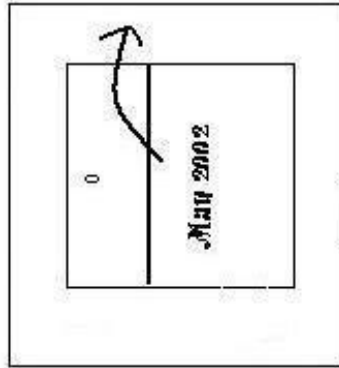
şimdiki zaman
present tense

şimdi - now
bugün - today

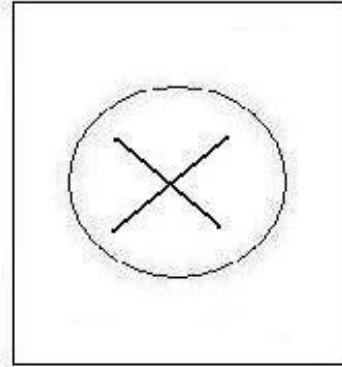


gelecek zaman
future tense

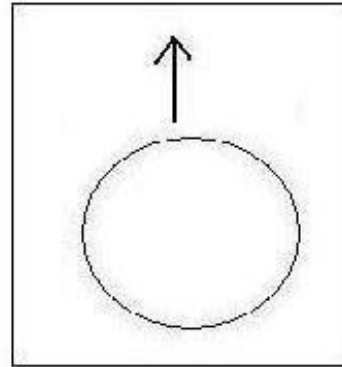
sonra - later
after
yarın - tomorrow



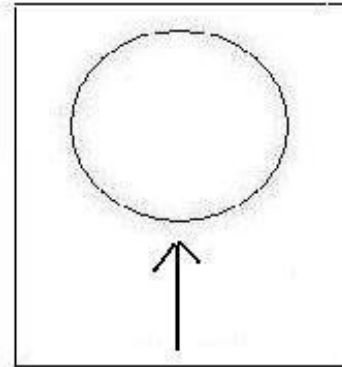
-de (in, on, at)



-den (from)



-e (to)



-i (definite object)

