

## SECTION B

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## PERSPECTIVE

A language is so broad, so multi-dimensional, that you can (in fact, should) enter it from many different angles and at many different points. **Think multi-entry.**

The tendency is to go after a language somewhat systematically, keeping activities coordinated and linked together, making certain aspects of the language dependent on others; for example, covering a grammatical point before doing anything with it.

Granted, language learning should not be helter-skelter; but there is an advantage to having a lot of different, uncoordinated activities going on at the same time.

**Section B** provides a wide variety of techniques, projects, ideas. Good ideas are hard to come by. In fact, a friend of mine says that if he can glean just *one* good idea from a seminar or conference, the whole time was worth it. So, if you come across some good ideas here, treat them as gold!

The best way to get a feel for what is presented in **Section B** is to read through the **Summary of Techniques/Projects/Ideas** at the end of the section, where a short description of each is given in summary form.

Two major techniques mentioned in this summary are found in **Section C**:

- ) **Track A & B -- Comprehension Projects**
- ) **Track C -- Speaking Projects--GLUE**

Again, think multi-entry into the language.



# PROJECTS/ACTIVITIES NOTEBOOK (PAN)

**Focus:** Current Language Learning Needs



Any time you can't say something you want to say in the language, treat it not as a problem **but as a project.**

## *Discovering your immediate needs*

In the process of talking to people, going places, riding the bus, buying things, practicing the language, meeting the neighbors, building relationships, grabbing a bite to eat, walking/strolling, taking the kids to the park, going to church, recreating, etc., etc., lots of things will cross your mind that you wish you could say, or ideas of helpful things to do to learn the language. (By the way, very little will come to your mind if you're not out doing these things.) Write them down. Learn them later. **Keep a running list.**

## *Spur of the moment things (single statements/questions) I wish I could say*

) It may be a comment:

B "Oh, isn't he cute!" (i.e., a baby)

B "Isn't that funny/strange!"

B "That's interesting!"

B "How about that!"

B "That's nice!" "This is fun!"

) It may be a warning:

B "Look out!"

B "Watch where you're going!"

B "Be careful!"

B "Take it easy!"

) It may be a question:

B "How often does the bus come by?"

B "How come the bank isn't open?"

B "What's he doing that for?" "Is this dangerous?"

- ) It may be information:
  - B “You’re wanted on the telephone.”
  - B “It’s supposed to rain this afternoon.”
  - B “I’m sorry, I can’t go.”
  - B “I wish I could.”
- ) It may be an invitation:
  - B “Let’s go for a cup of coffee.”
  - B “Are you free tonight? Could you come over?”
- ) It may be a command:
  - B “Let me off here.” “Put me down.”
  - B “Don’t do that!”
  - B “Look at that truck over there!”

***Ideas of things I could do*** Examples:

- ) I should ask people to write down what they say if I don’t understand it.
- ) I should find out if I can just stand there at the meat counter and listen to the butcher take peoples’ orders.
- ) I should find out what the best time is to be at the park or plaza and where the best place is to practice the language.
- ) I should find out when merchants are likely to be less busy.
- ) I should investigate such-and-such a street or section of town.
- ) Some day I should ride a bus to the end of its line and then get on another one and ride it to the end.
- ) I should find out if it’s appropriate to (e.g.,) throw candy to the kids.
- ) When I meet with my helper tomorrow, I need to relate what just happened and ask what I should have done differently.

### ***What to do with these fleeting thoughts***

When fleeting thoughts and ideas like the above cross your mind, you need to write them down immediately.

- ) If you don't, you'll soon forget what it was you wanted to say but couldn't, or that productive idea that crossed your mind.

Hence the need for a PAN to put them in, a small notebook that you carry with you at all times--the **Projects/Activities Notebook (PAN)**

- ) By the way, it's also good to have a pocket dictionary along as well as your PAN if you have one available--English-Spanish, English-French, English-Swahili.

Important: If you are serious about learning the language, it will be on your mind all the time. Expect that things will pop into your head that you wish you could say, so have the notebook with you so you can write them down. While a missionary in Romania was doing dishes, she thought, "Hmm, I wonder how they say \_\_\_\_\_ in Romanian." Jot it down.

- ) Of course, you'll be jotting it down in English and then learning it later with your helper.

What you jot down doesn't have to be a full sentence--just enough to trigger your mind later when you meet with your language helper.

#### **EDITORIAL COMMENT**

It has been a great surprise to me when I've visited people in language schools, particularly where one-on-one interaction is provided and where community involvement is required, that learners rarely bring to the helper the next day questions they wanted to ask, or statements they wanted to make to people in the community the day before.

Every learner who is out talking to people is caught flat-footed many times, when something could have been said or asked right at that moment.

Learners often say, "I wish I could learn some things on my own, but I don't know what to do. I haven't got a clue how to get started."

If you are out communicating and PANing, you'll always have plenty of little, cutting edge things to do when you meet with your language helper. But if you don't write them down, you will immediately forget them.

When you meet with your helper each time, spend about the first half hour going through some of the things you put in your PAN; and then get on to the larger projects and activities you're working on.

## LANGUAGE “POWER TOOLS”

**Focus:** Language to use when learning the language

One of your first projects at the very beginning of language learning should be to log and learn the words, phrases, sentences, questions you find yourself repeatedly using with people who are helping you learn the language. These include (1) giving instructions to your helper, (2) asking language learning related questions, (3) talking about your level of ability in the language, and (4) conveying your desire and commitment to learn the language.

Though it seems obvious that learners will use the language when learning the language, experience has shown that if the language helper speaks English, learners will tend to convey the ‘language learning messages’ in English, not in the target language. For instance, Spanish, Russian, Mandarin may indeed be the language they are working on but English gets used for the essential, recurring messages between them, like saying in English rather than in the target language, “Let’s start here. You read it and I’ll say it after you. Say it twice.”

Don’t you be guilty of this. Rather, learn how to give these and other recurring messages in the language itself. **Make the language the tool you use, not just the project you’re working on.**

Following is a beginning list. Star the ones you want to learn right away. Write down others as you find yourself using them.

### *Tools to give specific instructions or requests when working on the language*

1. Various Statements and Requests (Keep a running list of what you use repeatedly with your helper). For example:

- ) “Let’s read this lesson. You read first and I’ll say it after you.”
- ) “Please help me with these words.”
- ) “Let’s work on \_\_\_\_\_ today.”
- ) “Let’s practice these sentences.”
- ) “Please speak/talk more slowly.”
- ) “Please write it down (for me); I want to learn it (or study it) later.”
- ) “Please repeat.”
- ) “Please pronounce this word (for me).”
- ) “Say it again.”
- ) “What does it mean?”
- ) “Please translate this into (e.g.) English/Spanish (for me).”
- ) “Please show it to me.”
- ) “Please give me an example.”



- ) “Please correct me.” Or “Please say it the right way.”
- Or “Please correct me when I make a mistake/say something wrong.”
- ) “I don’t want to do/learn/study this right now.”

## 2. Help in Taping

- ) “Let’s record these sentences.”
- ) “Try to read it as though you were saying it to someone.”
- Or “Try to say it as naturally as possible.”
- ) “Please say/read each sentence 3 times.”
- ) “Please pause so I can repeat it each time.” (i.e., later when I listen to it)
- Or “Watch me; I will signal when to read the next one.”
- Or “Read each one when I point to it.”

### ***Tools to ask specific questions related to language learning***

- ) “Did I say that right?” Or “Did I say it well?”
- ) “How do you say (e.g.) “I forgot”, “Wait for me”, “Wait a minute”, “That’s mine”, etc., in \_\_\_\_\_?” (or “in your language?”)
- ) “How is this word pronounced (in \_\_\_\_\_)?”
- ) “How do you spell it/write it?”
- ) “What does this word mean?” Or “What does that mean?”
- ) “What is the name of this?” Or “What is this called in \_\_\_\_\_?”
- ) “What is this?”
- ) “What is that?”
- ) “What is this called?”
- ) “What is it used for?” Or “What do you use it for?”
- ) “What is this action called?” (i.e., you first ask this question and then do an action, like bow, stretch, yawn, wave, shake head, sneeze, cross legs.)
- ) “Can I ask you something?” Or “May I ask you a question?”
- ) “Is it correct to say \_\_\_\_\_?” Or “Can I say this: \_\_\_\_\_?”
- ) “How do you say it correctly?” Or “What is the correct way to say it?”
- ) “Do you understand?”

***Tools to express your ability and aspirations in the language***

- ) “I don’t know (or can’t speak) very much \_\_\_\_\_ yet.”
- ) “I’m sorry, I don’t understand (yet).”
- ) “I understand (what you are saying), but I can’t (yet) answer in \_\_\_\_\_.”
  - Or “I don’t know how to answer it yet.”
  - Or “I can’t tell you in \_\_\_\_\_ yet.”
- ) “I need an interpreter.”
- ) “I understand most of this, but not all of it.”
- ) “I have to go now. Thanks for your help.”
- ) “I want to say something, but I can’t. Just a minute, I need to write it down” (i.e., in your **PAN**). You say these sentences if there is no one there to help you say what you want to say; i.e., no one who speaks your mother tongue.
- ) “I wish I could speak \_\_\_\_\_ better.”
  - Or “I wish I knew more \_\_\_\_\_.”
  - Or “I don’t know \_\_\_\_\_ very well.”
- ) “I only know a little bit.”
  - Or “I hear only a little \_\_\_\_\_.”
  - Or “My \_\_\_\_\_ is very limited, but I’m trying to learn more every day.”
- ) “I want to tell you something in \_\_\_\_\_, but I don’t know the words yet; so I have to tell you in English.” Saying this in the language before you tell them in English really demonstrates that you are serious about learning it and that you are very reluctant to switch to English.
- ) “I’ll tell you tomorrow.”
  - Or “I’ll try to find out and let you know tomorrow.”
- ) “\_\_\_\_\_ is very difficult for me.”
  - Or “I’m having a very hard time learning \_\_\_\_\_.”

***Tools to establish yourself in the learner role***

- ) “I want to learn \_\_\_\_\_ (or ‘your language’).”
  - Or “I want to be able to speak your language.”
  - Or “I want the \_\_\_\_\_ people to be my friends.”

) “I’d like to practice my (language) with you; is that okay?”

Or “May I practice speaking \_\_\_\_\_ with you?”

Or “Could I converse/talk with you in \_\_\_\_\_?”

Note: In some cases it may be best not to use the word *practice*, i.e., tell people in the community that you are *practicing* the language. Indeed, the language itself may not allow the use of the word ‘practice’ in relation to language learning. Also be careful about saying you need ‘help’. Using the word ‘practice’ or ‘help’ may convey that you need a teacher; and since people in the community don’t see themselves in that role, they may be uncomfortable in talking with you.

) “Could you help me with my (language)?”

Or “Can you help me for a few minutes?”

Or “Do you have time to help me?”

) “I need to talk with people every day. Could I come back and talk more with you?”

Or “May I come back (and visit) tomorrow?”

“I hope to see you again tomorrow.”

) “Can/May I tell you what I learned today/yesterday?”

Or “This is what I learned today.”

“And that’s what I learned today.”

) “Please talk/speak to me in \_\_\_\_\_.”

Or “Please say it to me in \_\_\_\_\_.”

Or “Please try to tell me in \_\_\_\_\_ first.” (when someone talks to you in English).

“I need to do a lot of listening.”

## ITEM-ACTIVITY

(Or, Item-Description, Item-Statement)

**Focus:** More than just labelling items

The most productive use of this technique is for **learning the items in your home and office.**

My assumption is that you already plan to put labels on everything possible so that its name will always be right there in your new language. This technique takes it one step further.

### *How does this work?*

) In **Item-Activity** you not only label every item in your home or office with its name; you also include on the label a specific **activity** (or **description** or **statement**) that naturally relates to each item. Make the labels large and prominent. Write other actions/descriptions on those labels as they come to mind. Keep them in place for at least a month.

) For example, you make labels for **door, light, window, picture, dog.**

Do more than that. Add a phrase to each label that says something about it. It enables these terms to become more than just vocabulary words. And it puts more language in front of you. Examples:

<b>DOOR</b>	Open the door (Item-Activity)
<b>LIGHT</b>	I turn on the light (Item-Activity)
<b>DOG</b>	A big dog (Item-Description)
<b>WINDOW</b>	I look out the window (Item-Statement)
<b>PICTURE</b>	This is a beautiful picture (Item-Description)



- J Make 'writing out the item-activity cards' one of your first projects with your helper. It is a good 'ice-breaker' project.
- B Select 10 - 15 items you want to label-with-a-phrase in each room.
- B Have the materials ready.
- B Do the living room on Day 1, the kitchen on Day 2, etc.

Call the children's attention to the items' new names.

***Further work with Item-Activity***

- J Do an Item-Activity project with your helper on parts of the body. Do more than just point to it and name it. Have him/her help you practice either what you do to it or do with it:

<b>Hair</b>	I comb my hair
<b>Eyes</b>	I blink my eyes
<b>Nose</b>	I pick my nose
<b>Mouth</b>	I open my mouth
<b>Neck</b>	I scratch my neck
<b>Arms</b>	I hug with my arms

- J Practice the opposites with your helper:

<b>Door</b>	I open the door. I close the door.
<b>Light</b>	Turn on the light. Turn off the light.
<b>Table</b>	Set the table. Clear the table.

- J Pay attention to how the language uses the prepositions with, at, on, etc.

<b>Stove</b>	I cook on the stove.
<b>Desk</b>	I work at the desk.
<b>Spoon</b>	I stir (the soup) with the spoon.

- J Make it into a question-answer session. Helper asks:

'What do you do with the fork?'	'I eat with the fork.'
'What do you do to the table?'	'I set the table.'
'What do you do at the table?'	'I eat at the table.'
'What do you do on the floor?'	'I play on the floor.'

## SPEECH LISTENING

**Focus:** Staying engaged when speeches are beyond your comprehension ability

At church you hear recurring statements (welcome, stand, sit, hymn numbers, Bible passages), prayers (perhaps more formal speech), uninterrupted speeches (sermons), etc. Don't just sit there watching what's going on with your mind in neutral. Do what you can. In fact, church meetings can provide very valuable language learning experiences.

*Projects* -- These also apply for "first listenings" to TV and radio news.

1. During your first 2-3 church meetings (& TV watching) write down the isolated words/phrases you understand--when a hymn is announced, when a prayer is offered, when announcements are made, when the sermon is delivered. It will be words like yes, no, this, true, very, good, church, he/they, Sunday, when/where, three, stand/sit, amen. After the meeting look at those words to see what categories they belong in--numbers, pronouns, question words, days of the week, prepositions, actions, descriptions. Learn more words in those categories.
2. After 2-3 meetings (or when you can get to 60-75 words per meeting), don't write down all the words, only the new words and phrases you understand.
3. Listen selectively in the following categories. a. Gist--Try to get the essence of what's said. b. Specific word-types--Try to pick out verbs or adjectives. c. Sounds--Listen for certain sounds (e.g., fricatives). d. Flow--Listen to the 'melody' of the language (the ups and downs, whether smooth or staccato).
4. During those first meetings scribble down as best you can words/phrases you seem to hear over and over that you do not understand. Scribble what you think you hear. Bring these to your helper, or to someone after the meeting who speaks English. Ask what these mean. (In some cases, what you will have heard as one word will actually be parts of two or more words.)
5. Sit near the front and record short vignettes that are part of every meeting--opening welcome, announcements, introducing (a person, a hymn, a soloist), a short prayer. Then later with your helper, transcribe these. Re-listen and get prepared to understand these parts of the meeting better next time. (Note: This is a very helpful language learning project because it sets you up to understand better next time and even brings anticipation to that event as to how well you will indeed understand.)
6. Do some planning ahead of time. Ask the pastor what songs will be announced, what Bible passage will be read, what the sermon title will be and even what main points he will

cover. Check the songs out ahead of time. Get a dictionary and become acquainted with the main words in the Bible passage.

7. Take the Bible passage, the hymns, the sermon title the pastor gave you with the main points and do some study ahead of time on your own. This will bring a certain level of expectation to your listening to see how much content of what you studied comes out in the sermon.

8. Record more extensive parts of the meeting, including the whole sermon. Work through it with your helper and then re-listen to it several times.

9. Jot down other ideas of things to do as they come to mind.

## MEMORIZED MONOLOGUES

**Focus:** Making extended statements or fuller answers to questions

**Memorized Monologues** may be termed the 'meat and potatoes' of language learning, since it is something you will be doing all the time during early language learning.

### *Nonsensical Sense!*

- ) At the beginning, virtually everything you say in your new language will be memorized, from the questions you ask, to the answers you give, to the statements you make. You will be 'reciting' more than 'talking'. And what comes out of your mouth may not even sound like a language to you but rather a string of nonsense syllables. But amazingly, people make sense out of it!

### *The Concept*

- ) Memorized Monologues as a concept gives focus and further ideas to the memorizing you will be doing.

### *Gleaning monologue material from YOU*

One of the most productive areas to glean material for Memorized Monologues is *you*; who you are, what you do and what experiences you've had.

Write out short (1-3 sentences) monologues on each of the following and learn them via the GLUE Progression. (See Track C in Section C).

- ) Autobiographical Realm (What would you like people to know about you?)
- Your parent's family.
  - Your nuclear family.
  - Your background & upbringing.
  - Your education.
  - Past employment you've had.
  - Special people in your life.

In other words: **Who are you?**



) Your Present Work (What would you like people to know about what you do?)

The agency you work for, how long you plan to stay.

Where it is headquartered, where it is located in that country.

The specific work you do and the specific need for what you are doing.

The specific purpose of your work or what you hope to accomplish.

In other words: **What are you doing/do you plan to do here?**

) Personal-life Experiences (What stories would you like people to know about you?)

Childhood experiences.

Life back home.

Life in school.

Special events - birthdays, vacations, trips.

How you met your mate.

The story behind a physical scar or obvious handicap.

In other words: **Who are you (in a broader way)?**

) Things You Like To Do (What interests do you have that you want people to know?)

Hobbies.

Sports.

Kids.

Recreational activities.

In other words: **More Who are you?**

*Gleaning monologue material from current events*

What is actually going on now, both in your life and the world at large.

) Personal Experiences

Keep track of what's going on; i.e., keep a journal and record activities, feelings, and impressions. Memorize and relate these.

One of the best opening statements is: "Let me tell you what happened to me yesterday..." To say it like that sparks interest, since it conveys that probably something unplanned or unexpected took place.

) World At Large

Stay in touch with the news.

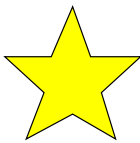
Learn to express in 2-3 short sentences what is happening in the world and make a comment about it.

***Gleaning monologue material from the questions people ask you***

- ) Log the questions people ask you. If you get asked it once, you'll get asked it again. For example, here's a question you might be asked but not comprehend: "What do Americans think of their president?"

If you don't comprehend the question, ask them to write it down. Or, if they don't write, have them say it on your handy taperecorder.

- ) Then make it a project with your helper to develop adequate answers to such questions.



Idea:  
Over a one-week period log **all** the questions you are asked. Then look them all over. Use the **Memorized Monologue** technique to develop fuller answers for the ones that could use a fuller answer.

***The process for memorizing monologues***

- ) Talk each monologue through with your helper.
- ) Then have him record it on tape for you in his own words. Try to get his way of expressing it rather than just a translation.
- ) Get it written down (hopefully it won't be a long text).
- ) Talk through the meaning with your helper.
- ) Follow the guidelines in GLUE (Track C, Section C) for memorizing it.



**Then: Remember that language is for  
USE not just for STORAGE!  
So, USE IT!**

### *Specialized category*

Monologues that convey how obedience/submission to God has made a difference in your life; i.e., practical areas where God has unmistakably intervened or encouraged you. If your relationship with God is real and vital, you can relate very specific things.

- ) Specific answers to prayer.
- ) God's special care or protection or deliverance.
- ) God's special direction or guidance.
- ) God's special provision materially or financially.
- ) God's special physical touch or healing.
- ) Cleansing: Guilt, doubt, burden of sin removed.
- ) Specific times when fear, anxiety, anger was dealt with.
- ) Self-centeredness changed to concern for others.
- ) Specific changes/improvements in family relationships.
- ) Specific behavior and attitude changes.
- ) Specific personal victory over temptation.
- ) Sense of contentment in whatever condition.
- ) Specific areas where God is currently working in your life.
- ) Specific times when you were thrilled by the thought that you are God's child.

A productive way to introduce these is to say: "Let me tell you about the time when..."

Also, work out a short monologue of your "personal testimony" or "spiritual life-line" or "spiritual journey", or other personal experiences in your walk with God, including how you came to faith in Christ. Incorporate specific Bible verses. Memorize it. Then gradually expand it, relating incidences in greater detail.

# SERIES

**Focus:** Describing the sequence or steps of an activity



## QUESTION

After 6 months, which language will be going through your head when you do routine activities?

If you pay attention to **Series**, it could be more and more the target language. But it means deliberately mulling the sequence of activities over in your mind.

### *What is Series?*

- ) Series is a special kind of Memorized Monologue.
- ) Series takes everyday activities and encodes them in your new language.  
You are using the Series technique when you recite the normal sequence you follow to do a certain activity. It's an 'action-recipe'.

### *Assignment*

- ) Think through your day and list 15 common activities that can be serialized; i.e., 15 things you do every day. Try to pick ones that will make good language learning projects in your new language.
- ) Then take each one and make a Series of not more than 6 (or 8) sentences. Write the process down in such a way that when you memorize it in your new language, you will be able to recite the steps of these activities while you are actually doing them.
- ) For each one, use an introductory sentence like "This is how I...", or "Let me tell you how I..." ; or "Let's see if I can explain how to..." . Also use a concluding sentence like "And that's how I do it", or "Could you understand me?", or "Did I say it right/well?"
- ) Follow the GLUE progression (Track C, Section C) to learn them.
- ) Besides reciting them as you do them, create opportunities to say them to lots of people.

### *Series takes you back to childhood*

Series recaptures a stage in child-development where children naturally relate the sequence of things they do or things that happen. Since daily activities are so new to children, they naturally talk about them as they do them. However, as they get older, they stop talking spontaneously like that. Common activities become so routine and automatic that they don't even think about them anymore. For example, do you think about how you are putting on your shoes and socks as you are doing it? No. Your mind is elsewhere. For language learning it would be valuable for you to go back to that stage again.

**Idea:** Catch yourself from time to time in the middle of something you are doing and ask yourself, "Can I describe the steps I go through to do this activity?" If not, prepare a Series. Then relate the Series next time you are doing it.

### *Series examples*

The first versions of your Series projects should be short, single action sentences. If they are too complicated to begin with, you will give up on the technique.

**Start simply and then expand them.** Examples:

#### ) Wash the Dishes

This is how I wash the dishes:  
I fill the sink with hot water.  
I put in detergent.  
I wash the dishes.  
Then I rinse them.  
Then I dry them.  
I put them away.  
Could you understand me?

#### ) Boil Water

Let me tell you how I boil water:  
I get a large pan.  
I fill it with water.  
I put it on the stove.  
I turn the burner on high.  
I wait till it has boiled for 20 minutes.  
Then I turn the burner off.  
That's how I do it.

#### ) Type a Letter

Let's see if I can explain how to type a letter:  
Turn on the computer.  
Type the letter.  
Make the corrections.  
Print the letter.  
Turn off the computer.  
Did I say it correctly?  
OR That's all there is to it!

#### ) Get the Mail

This is what I do to get the mail:  
I go to the mailbox.  
I open it.  
I remove the mail.  
I close the box.

I go back to the house.  
I open the mail.  
Is there a better way to say it?

### *Series aids grammar learning*

One of the best ways to practice various tenses (e.g., past, present, future) and pronouns (e.g., I, we, he, they) is to put them into a Series. This is a much more productive way to practice verb conjugations. Your mind is much more engaged if you recite a whole Series with one pronoun and one tense and then the same Series with another pronoun and another tense. Example:

Starting the Car

<b>Command</b>	<b>He-Past</b>	<b>I-Future</b>
Open the car door.	He opened the car door.	I'm gonna open the car door.
Get in.	He got in.	I'm gonna get in.
Close the door.	He closed the door.	I'm gonna close the door.
Start the car.	He started the car.	I'm gonna start the car.
Drive away.	He drove away.	I'm gonna drive away.

### *Series aids culture learning*

After using Series to describe things you do, use Series to try to describe the way people there do certain things. This employs the Series technique in learning something about the culture. For example:

“Let me see if I can tell you how people here do (thus and so). Correct me if I'm wrong.” (Or after you've tried to say it, say to someone, “Now you say it.”)



#### **Commitment**

Make it a project to learn lots of **Series** in your new language. Strive for simplicity, sense of progression, human (or cross-cultural) interest, personal touch, relevancy, usefulness, humor, etc.

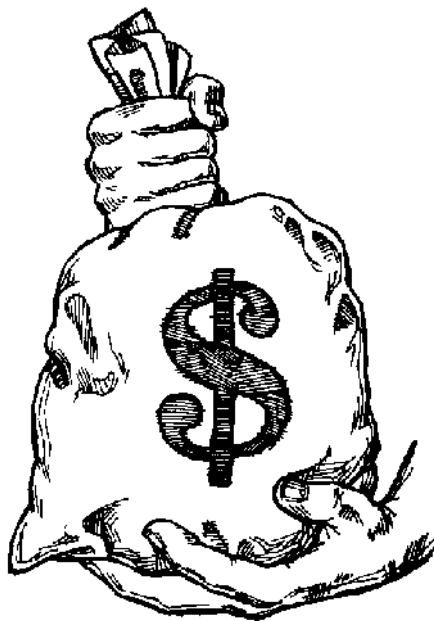
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### Remember

You've got to 'pay your dues' when you learn another language. You've got to 'earn' the ability to talk to people about the things you feel are important, the things that really matter.

So get going! Pay your dues! Work up to it!

**Series** will help you become a child again and internalize simple, common, ordinary, routine activities. You can use this technique very creatively. The pay-off will be great!





## TRUE/FALSE COMPREHENSION

**Focus:** Comprehending minute details in statements

When to use TFC: Once you are at a level where you can comprehend basic statements, the True/False Comprehension technique can be employed. A major benefit is that this technique forces you to pay close attention to minute details in statements; e.g., whether it is positive ('It is...') or negative ('It is not...')

**Examples:** Domains for Using TFC (Pick a domain and have your helper make true or false statements about it; you say true or false):

1. The Room and its Contents Examples:  
    'There are 3 chairs in that corner.' (true or false)  
    'The light is off.' " "  
    'There is nothing on this table.' " "  
    'There are 4 books over there.' " "  
    'Not all the windows are open.' " "
2. The Weather Examples:  
    'It is not cloudy today.' (true or false)  
    'The sun is shining.' " "  
    'It didn't rain yesterday.' " "  
    'It was very cold this morning.' " "
3. Your Family and Activities Examples:  
    'You have 3 children.' (true or false)  
    'All your children are in school.' " "  
    'Your wife went to the market.' " "  
    'Nobody is sick today.' " "
4. Life in General Examples:  
    Days/Dates: 'Today is Saturday.' (true or false)  
    Clock time: 'It's 3:30 p.m.' " "  
    'Yesterday was a holiday.' " "  
    'You read the paper this morning.' " "  
    'We did not have soup for lunch.' " "

Variation--Turn the activity around: You make true/false statements. Ask your helper to quickly re-state what you said and then say 'true or false'.

**Note:** Remind your helper that it is not the purpose of this exercise to stump you but to give you listening and learning practice. If you are answering incorrectly more than a quarter of the time, have your helper make the statements easier. On the other hand, if you get them all, ask him to try to stump you. That will really challenge your comprehension ability!

## NOTES

## ACTIVITY PLUS QUESTION & ANSWER

**Focus:** Comprehending who, what, where, and yes/no questions in context

This technique is better used with your helper than in the community. The purpose is to practice comprehending questions in a “restricted-activity” context. It is learner-activated in that you, by an action and a question word, call for the type of question you want to hear.

**Note:** Concentrate more on processing the question than on answering the question. This means that when you answer the question, you will use the shortest answer possible. Also, pay attention to word order (e.g., where the question word goes in the sentence) and to intonation (e.g., how the voice goes up or down as the question is asked).

### *Process*

- ) Review with your helper the following words: who, what, where, yes, no.
- ) To begin with, use the tight ‘world’ of “picking up and putting/setting items (book, pen, paper) certain places (table, chair, head, hand, floor)”.

1. First, do several activities and call for WHO. Do many of these and pay attention to the word order and intonation of WHO questions. Example process:

- a. You pick up a book and say, “WHO”.  
Helper says, “Who picked up the book?”  
You pause to process the question and then say, “I did.”
- b. You put the book on the table and say, “WHO”.  
Helper says, “Who put the book on the table?”  
You pause to process the word order of the question and then say, “I did.”
- c. You put the pen on the book and say, “WHO”.  
Helper says, “Who put the pen on the book?”  
You pause to think through the question and then say, “I did.”

2. Do several activities and call for WHAT. Do many of these and pay attention to the word order and intonation of WHAT questions. Example process:

- a. You pick up a pen and say, “WHAT”.  
Helper says, “What did you pick up?”  
You pause to process the word order of the question and then say, “A pen.”
- b. You put the pen on your hand and say, “WHAT”.  
Helper says, “What did you put on your hand?”  
You pause to think it through and then say, “A pen.”

3. Do several activities and call for WHERE. Do many of these and pay attention to the word order and intonation of WHERE questions. Example process:

- a. You put the pen on your head and say, “WHERE”.  
Helper says, “Where did you put the pen?”  
You pause to process the question and then say, “On my head.”
- b. You put the paper on the floor and say, “WHERE”.  
Helper says, “Where did you put the paper?”  
You pause to concentrate on the question and then say, “On the floor.”

4. Do several activities and call for YES or NO. Do many of these and pay attention to the word order and intonation of YES/NO questions. Example process:

- a. You pick up the book and say, “YES”.  
Helper says, “Did you pick up the book?”  
You pause to process the question and then say, “Yes.”
- b. You put the pen on the chair and say, “NO”.  
Helper says, “Did you put the pen on the table?”  
(or) “Did you put the book on the chair?”  
You pause to think it all through and then say, “No.”

5. Now put it all together and call for different questions, for example:

- a. One activity/different questions about that activity:  
Activity -- You put the book on the table.  
Then you say, “WHAT”. Helper asks question and you answer it.  
Then you say, “WHO”. Helper asks; you answer.  
Then you say, “WHERE”. Helper asks; you answer.  
Then you say, “YES” or “NO”. Helper asks; you answer.
- b. Different activity/different question: You do a different action each time and say any question word. Helper asks the appropriate question and you answer it.

6. Now ask your helper to do any of the actions in that ‘world’ and ask any of the questions you’ve been practicing. You pause to think over the question and then answer it. Example:

Helper puts the book on the table and asks,  
“Where did I put the book?” You answer it.  
“What did I put on the table?” You answer it.  
“Who put the book on the table?” You answer it.  
“Did I put the book on the table?” You answer it.  
“Did I put the book on the floor?” You answer it.

7. Now reverse the process. Ask your helper to do an action and call for a question. You ask the question. Your helper quickly re-states your question correctly and then answers it.

Reminder: The issue is not how quickly you can answer the questions but rather how well you are processing the word order and intonation of the questions.

## DIALOGUE TRACK WITH VARIATIONS

**Focus:** Comprehending controlled conversation between native speakers

These are role-plays or situation dialogues between two native speakers. They enable you to listen to (and watch) two native speakers talking freely to each other. This technique will help improve your comprehension of running speech between two native speakers.

You the learner decide, via the track and variations, what the progression of the dialogue is going to be. The fact that you set it up means that you can anticipate what you will hear, which is a definite aid to comprehension. Record (preferably video) several versions of each role-play.

### *Process*

- ) Decide what specific dialogue topic or situation you need comprehension practice in (e.g., shopping, restaurant, directions, gift-giving).
- ) Work out the basic track (what's first, what's next), the progression that the dialogue is to follow. It should be a fairly natural progression.
- ) Then make a list (or 'menu') of things that will fit into the dialogue at specific points. This provides for variation in each version of the dialogue.
- ) Have two native speakers role-play the situation several times, each time selecting different elements from the 'menu'. Encourage them to be as free (colloquial) as possible but to stick with the progression.
- ) Record (or video-tape) several versions.
- ) Listen to (or watch) the recordings over and over and:
  - B Concentrate on comprehension of language, particularly the colloquial expressions and intonation.
  - B Concentrate on cultural details as well (since people are governed by 'cultural rules' in what they say and do); for example:
    - (1) Who is it that says what in these dialogues?
    - (2) What gestures are involved? What mood prevails?
    - (3) What other 'cultural rules' are being followed in content (e.g., terms of address, words of response) and mannerisms (e.g., distance apart, eye-contact, touch)?
    - (4) Comparison--What is different from your culture's way of doing it (or) what seems to be conspicuous by its absence?

Situation 1--Buying food at a food stand (Merchant and Shopper)

Fixed Dialogue Track

- a. Greetings
- b. Ask for 1 item
- c. Get price (bargain?)
- d. Ask for 2nd item
- e. Get price (bargain?)
- f. Get total
- g. Pay
- h. Other conversation
- i. Part

'Menu' Selection

- a. Shopper: stranger, daily shopper, friend just back from long trip, little child
- b./d. Misc.: eggs, bread, jam, butter, cheese, sugar, candy, cookies, milk, flour, etc.  
Vegetables: potatoes, squash, carrots, lettuce, tomatoes, etc.  
Fruit: oranges, bananas, pineapple, apples, grapes, etc.

Situation 2--Getting directions on the street

Fixed Dialogue Track

- a. Getting someone's attention
- b. Ask where a certain place is
- c. Get specific directions
- d. Ask what time it opens or closes
- e. Answer with a specific time
- f. Gratitude and Part

'Menu' Selection

- a. Excuse me, Pardon me, Sir?, Hey you!
- b. Locations: Bank, market, bookstore, hardware, museum, P.O., restaurant, furniture
- c. In giving the directions, incorporate left, right, straight ahead, number of blocks, on the corner, behind, next to, across from, etc.

Situation 3--Restaurant

Fixed Dialogue Track

- a. Greetings
- b. Getting seated
- c. Ordering beverage
- d. Ordering main course
- e. Ordering dessert
- f. Pay bill
- g. Other conversation
- h. Leave

'Menu' Selection

- a-b. Welcome, how many, smoking or non-, etc.
- c. Choices: tea, soft drink, coffee, water, juice
- d. Choices: beef, fish, pork, chicken, house special
- e. Choices: fruit, pie, cake, ice cream, pastry

#### Situation 4--Friend/Neighbor stops in to visit

##### Fixed Dialogue Track

- a. Open door and greet
- b. Invite in and sit down
- c. Short conversation
- d. Serve snack
- e. Leave-taking

##### 'Menu' Selection

- a. Select various ways
- b. Select colloquial ways
- c. Choices (pick 2): children, gardening, weather, jobs, food, prices, 'gossip', other
- d-e. Whatever is appropriate

#### *Other dialogues suitable for role-playing*

##### 1. Gift-Giving

- Situations:
- a. How one brings and presents a wrapped gift for a birthday, wedding, holiday, graduation, etc.
  - b. How one brings and presents an unwrapped gift.

##### 2. Host/Invited Guest

- Situations:
- a. The initial conversation at the door.
  - b. What happens just after guest gets inside.
  - c. How evening ends; who initiates leave-taking (host or guest)

##### 3. Borrowing Scene

- Situation: Neighbor drops in to borrow something:  
hammer, saw, ladder, car, mower, food mixer

##### 4. Asking for Something

- Situation: Neighbor drops in to ask for baking needs:  
cup of sugar, milk, an egg, shortening/oil

##### 5. Asking for a Favor

- Situations:
- a. Neighbor drops in and asks to be taken some place (airport, store)
  - b. Neighbor drops in and asks for 'neighborly' favor: watch the kids while I go to the store; water the plants/cut the grass/feed the cat or dog/pick up the mail and paper while I'm gone on a trip

**Note on #3-5:** Pay attention to the 'cultural' difference between borrowing something (#3) and asking for something (#4,5).

##### 6. Post Office Scene

- Situations: Person is there to do 3 things--pick up a package, send a package and buy some stamps.

Role-play it in several ways: (a) a regular, community resident doing these three things; (b) a new person in town; (c) an expatriate who has just moved there

7. Introducing Self/Others Scene

Situations: Role-play how one introduces (a) him/herself, (b) one's spouse, (c) a friend. Include one or two statements people make or questions people ask as introductions take place. Pay attention to how they bow, shake hands or touch according to who is being introduced.

8. Phone calling Scene

Situations: Role-play how one makes specific phone calls:  
a. Calling to ask when a store opens or closes  
b. Calling to ask whether a store carries a certain product  
c. Calling a friend to ask for a favor (cf., #5 above)  
(Variation of a/b: Record helper actually doing it using your phone.)

9. Taxi-Hiring Scene

Situation: Hailing a taxi and asking for a ride (Bargain?)

10. Verbal Congratulations Scene

Situations: Role-play how to express and receive verbal congratulations:  
a. A man just engaged or just married  
b. A woman just engaged or just married  
c. A couple who just became parents (any difference on first, second, third child?)

11. Verbal Condolences Scene

Situations: Role-play how to express and receive verbal condolences:  
a. Before/at/after a funeral  
b. At a wake  
c. In regards to a sickness or accident  
d. Over loss of property to fire, wind, rain, theft

12. Morning Greetings Scene

Fixed Dialogue Track

- a. Greetings
- b. How did you pass the night?
- c. Negative answer
- d. Why? (or) What happened?
- e. Explanation
- f. Hope you sleep better tonight

'Menu' Selection

- a. Person: good friend, neighbor
- c. Terrible, not well, bad night
- e. Bad headache, too much on my mind, child sick, spouse snored, baby cried

Keep in mind that this technique calls for actual structured conversation between two native speakers. You are not doing this technique if you merely ask people how they do such-and-such. That is valuable as well; but in this technique, these are scenes to be role-played, not to be talked about.

Much of the success of this depends on the creativity of the two helpers involved. The ideal is to have helpers that can 'ham it up' a little bit or who can 'act' well.



**In all of these pay attention to mood, intonation, etc.**

## EVENT DESCRIPTION

**Focus:** How people narrate events, discourse analysis

The way people tell stories or narrate events is very cultural. When you relate an experience or tell a story, you have a natural (but culturally appropriate) way of doing the following: starting your story, using certain pronouns and tenses, using complete or incomplete sentences, making the transitions in the segments of your story, using certain linking words, emphasizing certain things, repeating certain things, and bringing it all to a conclusion.

Whenever people get together, they tell first-hand experiences or relate events that just happened. They use narrative-style in doing this. Discourse, connected speech or narrative-style is very important to learn in another language. **All languages do not tell stories in the same way.** Some do not start at the beginning, nor do they follow the actual order of events. We would call it jumping back and forth. Event Description will help you focus on this.

### *This technique is best used when*

- ) It describes something you (the learner) have been involved in (rather than just any old event). When the 'story' is about something you experienced or witnessed, you can 'follow' it much more readily and even anticipate what's coming in the 'story'.
- ) Your helper actually tells a third party about the event (someone who did not experience it), rather than just narrate it onto a tape. It will be much more natural and idiomatic.

### *Ways to elicit narrative style*

- ) Take your helper with you on a trip to the store or market. When you get back, have him tell someone else what just happened (using we): e.g., how 'we' got to the store, what 'we' bought, how 'we' got home, what happened along the way (a short version). Be sure to tape-record it. (Get him to relate it 2-3 times if possible.)
- ) Act out a little 'skit' and then have your helper tell a third party what happened. Get it on tape.
- ) Explain to your helper (e.g.,) 'what happened to you yesterday' or 'an experience you had this week'. Then have him re-relate that to a third party. Be sure to get it on tape.

### *Other narratives*

- ) Have your helper narrate a personal childhood event.
- ) Have your helper look out the window and narrate what's going on outside.
- ) Have your helper tell a favorite story, legend or tale.

Get all of this on tape (video if possible). Learn it and listen to it over and over again. Pay attention to how a native speaker's story-telling style may be different from the way you tell stories in your language. Refer to the things in the first paragraph above.

## NOTES

## PLAY IT AGAIN & AGAIN

**Focus:** Concentrated listening beyond the words

When we say we understand something, we generally are referring to the content. But language is more than words. This technique enables you to give specific attention to other important things in the language.

### *Assumptions*

- ) This technique assumes that you have specific tapes of material that your helper has recorded: e.g., a tape of extemporaneous prayers, a tape of Event Descriptions, short narratives, short news clips, Series, Memorized Monologues, dialogues from Dialogue Track with Variations, extended answers to Dumb-Smart Questions, etc.
- ) This technique assumes that you fully understand the content of those texts. The value of this technique comes after understanding, after hard study. Thus, comprehension of content is not in focus in this technique.

### *Using this technique*

Pick a tape of a text you have already memorized; for example, a short narrative that your helper has recorded for you. Listen to it over and over again, concentrating on the following:

- ) Intonation--Listen and concentrate on the general 'melody' of the language in the text; that is, the ups and downs of the voice. How high and how low does the voice go? After a few times, begin to hum the 'tune' (i.e., intonation) along with the tape. Then try to say the text simultaneously with the tape (that is, 'track it'), continuing to pay strict attention to intonation as you say it.
- ) Rhythm/Stress--Listen and concentrate on the general 'flow' of the language. Does it sound 'choppy' (i.e., staccato, tat-tat-tat)--each word having almost equal stress--or does it sound 'smooth'? Then try to say the text with the tape ('track it'), concentrating specifically on making it 'flow' the way your helper does. There is value in comparing the flow of that language with your mother tongue. In fact, try to say a few sentences in your mother tongue using that rhythm; for example, speak English by exaggerating the Tagalog-staccato (i.e., Filipino) rhythm.
- ) Pauses--Listen and concentrate on where pauses occur in the language and how long or short those pauses are. Then say the text with the tape, making the pauses just as your helper does.

Remember: As much as possible, you want to reduce your accent. But you have to knowledgeably hear what's going on. If you don't hear it right, you won't say it right. These exercises will help you both hear it and say it more accurately.

Further use--Put comprehension of content back in focus. Listen to the tape and 'visualize' the meaning, seeing in your mind what is happening. This further helps you with the process of beginning to think in the language.

# NOTES

# NUMBER DICTATION

**Focus:** Comprehending numbers in various forms

Introduction: Numbers in various forms (counting, currency, time, etc.) are extremely important and (in most languages) very easy to drill. Yet most of the time teachers do not give as much comprehension practice in numbers that students need. So do it yourself.

One of your first language projects should be to learn how to count. But just because you know how to count doesn't mean you will readily comprehend the time of day or a certain price. You need lots of practice. Here's what to do to get that practice:

## *Preparation*

) Get several 3x5 (or 5x7) cards. Write at least 50 random numbers on each card:

<u>Plain Numbers</u>	<u>Currency Cards</u>	<u>Clock Time Cards</u>
a card for 10's	The language	Possibly different
a card for 100's	may use different	number words here
a card for 1000's	number words here	too
a card with phone	\$2.65	10:45
numbers (to be said	\$1.10	2:15
the way phone numbers	\$9.05	4:30
are given)	\$6.73	1:27

Ask your helper how to say: 'Please read these numbers/prices/times, and I will (try to) write them down.' You need this sentence to get people to help you. Other sentences: "Please say them slower." "Now say them faster."

## *Practice*

Give the card to people (e.g., your language helper, kids, those on your 'language practice route'), say the above sentence and go to it. (Note: If you have trouble readily comprehending certain numbers because they sound similar--like the 60's & 70's in Spanish, star them immediately as you write them down. Then next time make cards that are heavily weighted toward practice on those confusing numbers.)

## *Further practice*

After you have done lots of comprehension work, do the following:

1. Have your helper point to random numbers and you attempt to say them.
2. You read the numbers and your helper writes them. (Did you pronounce them so that your helper readily comprehended them?)

3. Beyond the above, practice other common things that use numbers: e.g., dates, weights, measures, math, fractions

### ***Further exploration of numbers***

1. You may encounter numbers in many different forms. For example, English has two number systems that ‘go the distance’: cardinal (one, two, three) and ordinal (first, second, third). Some languages may have more than two systems that go all the way. Find out what your new language does and practice it.

But there are many other ways to ‘count’. In a sense, if you can get to 3 or 4, you are counting. Following are some counting systems in English, but most don’t go very far. How are these systems represented in your new language?

How far can you ‘count’ in the following systems?

- a. one, two, three, four... (You can go the distance)
- a. once, twice, thrice...
- c. first, second, third, fourth... (You can go the distance)
- d. single, double, triple, quadruple...
- e. primary, secondary, tertiary...
- f. solo, duet, trio, quartet...
- g. unilateral, bilateral, trilateral...
- h. (point), (line-segment), triangle, square, pentagon, hexagon...
- i. singleton, twins, triplets, quadruplets, quintuplets...
- j. monad, dyad, triad, tetrad ...

2. Some languages have a separate name for 10,000, 100,000, etc. For example, in English, the next ‘word’ after thousand is million. How about your new language?

3. Most languages are based on 10. How about the one you are learning? Why is that? Because of fingers and toes?

4. Is there anything ‘unique’ about their numbering system or the way they use numbers? For example, in French 70/80/90 are not separate/distinct numbers: 70 is pronounced as 60(+) $10$ ; 80 as 4(x) $20$ ; 90 as 4(x) $20$ (+) $10$ . (Note: English can say “4 score and 10” for 70.) Interestingly, we don’t think about it, but English uses different words between 10 and 20 (eleven, etc.); whereas in Vietnamese, 11 is pronounced ‘ten-one’, 12 is ‘ten-two’, etc. (How did it happen that English is so complicated between 10-20?)

5. An interesting exercise would be to investigate how they count with their fingers (thumb first?, little finger first?, fingers up or fingers down?, knuckles?).

6. Some languages must use ‘classifying’ words preceding a noun. Two English examples: Give me 3 pieces of paper or 3 loaves of bread. The words ‘pieces’ and ‘loaves’ are necessary. It’s like giving a classification to paper and bread. Some languages have extensive classification like this. Some put the classification right into the number word itself, which significantly complicates the numbering system. Rejoice if yours doesn’t!

## ITEM-CURRENCY COMPREHENSION

**Focus:** Comprehending prices

Comprehending the prices of things is an important part of shopping. Use this technique for lots of practice with your helper.

This technique assumes you have (maybe just barely) learned the names of these items and that you (barely) comprehend prices.

### *Getting ready*

1. Get plenty of local currency depending on the prices for the items you will use. If currency is not available, ask your helper to write the currency you need on slips of paper.
2. Draw (or cut out) pictures of 5-7 items in the category you are going to practice:
  - ) fruits--orange, banana, apple, pineapple, papaya, guava, cantaloupe, grapes, other local fruits
  - ) vegetables--tomato, potato, lettuce, corn, peas, squash, beets, carrots, onions, other local vegetables
  - ) common foods--eggs, cheese, bread, butter, jam, rolls, cream, yogurt, cottage cheese, other local foods
  - ) staples--flour, sugar, rice, beans, noodles (pasta), spices, corn/oat meal, salt, pepper, soap, other local staples
  - ) meat--beef, pork, chicken, fish (different names), sausage, liver, hamburger, lamb, other local meats
  - ) sweets--types of candy, cookies, pastry, cake, pie, ice cream, popsicles, other local sweets
  - ) beverage--milk, tea, coffee, types of soda, other local beverages
  - ) items--writing paper, pen, pencil, envelopes, crayons, notebook, newspaper, book, other local items
  - ) jewelry--ring, bracelet, necklace, watch, earrings, pendant, keys, comb, other local jewelry



- J clothes--socks, shirt, blouse, skirt, trousers, underwear, cap, coat, shoes, other local clothes
- J Other categories--cosmetics, toiletries, furniture, art, appliances, cleaning products, utensils, sports equipment

3. If you need to cement these items better in your mind first, then do a Do & Listen, Listen & Do, Listen & Say True/False activity (cf., the **LAPs of Section C**). Example: touch them, point to them, pick them up, put them somewhere.

4. If you need currency practice, then: a. You lay down a certain amount of currency; helper states the amount. b. Helper states a price (or amount of currency) and you lay down that amount.

5. Ask your helper what an average price range would be for each of the items. For instance, eggs could be anywhere from \$.85 to \$1.25, rolls from \$.25 to \$.60.

6. Important--Determine with your helper whether to assume the items will be plural or taken as a whole (e.g., eggs, bread) or whether to state the specific number being bought (e.g., 3 eggs, 1 loaf of bread).

### *Using this technique*

1. Do & Listen--Example: You pick up and place 3 items (e.g., bread, butter and jam) in front of you with currency beside each one that is within the price range determined by your helper above. Your helper looks at it and states the price of the 3 items (e.g., "The bread is \$1.00; the butter is \$3.00; the jam is \$2.50."). Note: If 3 items is too difficult, start with 2.

2. Listen & Do--Example: Helper looks over the possibilities, makes up something and says, "The cheese is \$2.00; the eggs are \$.90; the bread is \$1.10." You pick up the items and place them in front of you and put the correct currency next to each one.

3. Listen & Say True/False--Helper puts 3 items and prices together and makes a true or false statement about what is there. You say true or false. If it's false, you point out what part was false.

4. Carry on with as many steps in the **LAPs of Section C** as you like.

Note: Your helper should say the whole utterance at normal speed rather than say one thing and wait till you have that. Your goal is to work up to comprehending in one utterance 3 items and 3 prices. Again, if 3 (items and prices) is too difficult, start with 2, or even 1.

**Note:** If their currency includes 2 major currency words, like dollars and cents, start with round figures first (e.g, \$.60, \$1.20, \$2.50) and then make it more specific (e.g., \$.63, \$1.27, \$2.59).

## DUMB-SMART QUESTION

**Focus:** Memorizing standard answers to questions in order to comprehend extended answers to questions

It's DUMB to ask questions that you already know the answer to, right? No, that's SMART!, because you set yourself up for the possibility of comprehending more of what people say to you, and that becomes a great morale boost.

At the beginning of language learning almost everything you say is recited from memory. Everything you have memorized is grammatically correct. And you probably sound fairly fluent.

These memorized sentences may 'get you into trouble'. That is, it may give people in the community the impression that you are more fluent than you really are. So when you 'recite' a question correctly to get some information, all of a sudden this 'flood' or 'torrent' of language comes back at you and you don't understand any of it.

Par for the course! It is a stage you must go through; and it starts right at the beginning. So get out and go through it. However, you can help yourself, and that's where DSQ comes in.

### *Basic issue*

Because you are a learner, you can legitimately do this: **Develop the mindset where you constantly ask people questions, even though you already know the answer.**

### *This technique is best used:*

- ) For questions that have a fairly standard answer. You get versions of a standard answer.
- ) For questions that almost anyone can answer.
- ) When you are in control of the situation, like when you are asking directions or getting specific information.

The technique tends to break down in a buying situation, where the response is not predictable or where you are the one being asked the questions.

### *Process for simple DSQs*

1. Begin (and continue) to develop a list of common information-soliciting questions that you can ask in the community, for example:
  - ) How to get to a certain place

- ) When a certain store, office, bank, etc., opens/closes
- ) How often the bus comes by; what is the fare
- ) Where a certain bus goes or which bus to take to \_\_\_\_\_
- ) What time it is

2. Work with your helper and learn a variety of ways that people respond to these questions, so that when you ask them to people in the community, you will understand (most of) their answer.

3. Then practice a variety of ways to ask these questions.

4. Then when you are out shopping, waiting for the bus, running an errand, etc., stop people and ask a 'relevant' question.

**Example:** Asking directions--(a) Learn and practice with your helper the correct directions from a specific location (e.g., from a park or a specific street corner) to various places (e.g., post office, bank, hotel, pharmacy, library, restaurant, market, museum). (b) Learn various ways to ask directions. (c) Then go to that location and ask someone how to get to that place. (d) Begin to walk in that direction, then ask someone else. You will be thrilled how much you understand!

### ***Process for detailed DSQs***

For each of the following, ask your helper to tape-record a typical answer. Then ask him to help you get that answer written down. Then get the meaning for each of the words and learn them. Then memorize that answer. Then learn how to ask the question (This is important!). Then go out and ask people the question. It will surprise you how much you comprehend!

1. National Holidays--List the major holidays and tape-record how they are celebrated. Learn one and then go ask people how (a) they and/or (b) people in general celebrate that holiday.
2. Cultural Dishes--List 4-5 traditional dishes and tape-record how they are prepared. Learn one and then go ask people how they fix that particular dish. (Variation--How certain native foods are preserved or dried.)
3. Family Celebrations (birthdays, weddings, anniversaries, funerals, etc.)--List 4-5 and tape-record how they are celebrated. Learn one and then go ask people how (a) they and/or (b) people in general celebrate that event.

4. Religious Events (meetings, special events)--List 2-3 and tape-record how these are conducted. Learn one and then go ask people how (a) they and/or (b) people in general observe that particular event.
5. Sports Events--Have your helper tape-record what surrounds a particular sports event and how it is played. Learn it and go ask people how that event is carried out.
6. A Monument or Statue of a National Hero--Have your helper tape-record the typical story about this person. Learn it and go to that monument/statue and ask people who this person was and what it was that made him/her famous or what he/she did for the country.
7. Favorite (short) Children's Stories/Historical Narratives--Have your helper tape-record one or two. Learn one and then go ask people to tell you that story.
8. Idioms and Sayings--Get 5-7 from your helper. Have him explain the meaning on tape. Learn 2-3 explanations and then go ask people to explain that idiom or saying to you.
9. Descriptions--Have your helper describe on tape a particular picture or some interesting places to visit on a map. Learn it and then go ask people to do the same.

***Other specific questions that may elicit a common answer from people in the community***

Tape-record your helper answering these first; learn that answer; then go ask people the same question.

- J "What do you (or people here) generally have (eat) for breakfast (lunch, dinner)?"  
(Perhaps you should begin by asking "How many meals do you eat in a day? When are they?")
- J "What is your favorite meal, snack, dessert, drink, junk food?" (or "What is your favorite Western (or American) meal?")
- J "What did you do today?" (or, "Tell me what you did/where you went today.")
- J "What is an ordinary day like from the time you get up to the time you go to bed?"
- J "Please describe what he is doing." (or, "Tell me what I am doing, or what he did.")
- J "What kinds of things do you (or people here) generally do on the weekend?"
- J "Tell me about each member of your family."
- J "Please listen to this recording and tell me what it says." (or "explain it to me.")
- J "This is a map of (the country or city you're in). Please tell me where some interesting places are." (or "some interesting things to do.")

) “Why do people here keep dogs (or cats)?” (i.e., What is the major purpose of having a dog in this country?)

# NOTES

## ASK-ME-A-QUESTION

**Focus:** Comprehending and answering common questions

This is a technique to be used in the community after you are able to answer simple questions. It also assumes that the people you will use it with already know you.

### *Getting ready*

1. Ask yourself, "What 15 questions do I want to be able to readily answer?"

#### **Suggestions:**

- J Get 5 ideas from the autobiographical list in Memorized Monologues (Section B).
  - J Choose 3-4 time-day-date related questions (e.g., What time is it now? What time do you go to work? What day was yesterday? What's the date tomorrow? What time does the Post Office open? What was the weather like today?, etc.)
  - J Choose 3-4 questions about what's going on with you (e.g., What have you been doing lately? What did you study yesterday? Where did you go yesterday? What do you plan to do tomorrow? When did you go to the airport last?, etc.)
  - J Choose 3-4 location-related questions (e.g., How far is the Post Office from here? How far is the train station from the \_\_\_\_\_? How long does it take to walk to the \_\_\_\_\_? Where is the best place to buy \_\_\_\_\_?, etc.)
2. Work with your helper through each of the questions you have selected and develop a sufficient answer for each one.
  3. Have your helper tape-record the questions and answers.
  4. Practice these with your helper and with the tape over the next few days until you have memorized them.
  5. Then learn how to say, (1) "Ask me any question from this list." (2) "Ask me another one."
  6. Then practice this with your helper, asking for (and answering) 5-7 questions randomly several different times over the next few days, so that you learn it well. You want this to be a successful experience when you do it in the community.

### *Using what you've learned*

1. Take the sheet of 15 questions with you on your language route.
2. Hand the sheet to your 'community helper' and say your sentence: "Ask me any question from this list." You answer it and say, "Ask me another one.", etc. (Try to get them to pick random questions and not just go down the list.)
3. Limit it to about 5 questions unless your helper really wants to ask you more.
4. Go on to your next 'community helper' and repeat the process.



## ASK-A-SET-OF-QUESTIONS

**Focus:** Asking and hearing the answer to common questions

This technique might be best employed at the same time as the Ask-Me-A-Question Technique. What you do is ask people 5 personal questions. But let's work up to it.

### *Getting ready*

1. Ask yourself, "What 10-15 (personal) questions would I be comfortable asking any person for language practice purposes?" (Remember: If you have established yourself as a serious language learner with people, it's legitimate to ask and say virtually anything you want.)

**Examples:** Look at Memorized Monologues (Section B) and Ask-Me-A-Question. Others:

How many people live in your home?  
How far do you live from work?  
What languages did you study in school?  
What do you do on your day off?  
Where is your favorite place to go/visit?  
Where did you grow up?  
What pets have you had?  
Do you have relatives in the U.S.? Where?

2. Get your helper to put these questions on tape for you and to help you learn to say them as clearly as possible. Also, have him/her answer each one in 2-3 ways. Record it.
3. Then, if you see this as a technique that will help you establish contact with new people, learn to say something like: "I'm studying (language) with \_\_\_\_\_ (or) at \_\_\_\_\_. I want (or need) to talk (or converse) with people. Can I ask you 5 questions?" If you do use this with new people, take note how they respond to you. Is this a contact worth following up on? Does it 'click'?
4. If you plan to use it on your regular route, then you only need to learn, "Can I ask you 5 questions?"

When you can sufficiently handle this with your helper, you are ready to take it on the road!

### *Using what you've learned*

Go to it! If you haven't got your 5 questions fully memorized yet, take your sheet with you and read them. That isn't cheating!

## OPPOSITES AND SETS

**Focus:** Comprehending and practicing specific words and concepts

This is a fairly simple technique to employ, though it will take a little time to learn the material so that you can use it on your language route.

### *Getting ready*

#### Opposites:

- ) Make a list of 25-30 common words (and their readily apparent opposites), paying particular attention to word-opposites and corresponding concepts that may be different from your mother tongue. (For example, in English one opposite of hard is easy and another is soft. One opposite of soft is hard and another is loud. This becomes a very interesting discussion point in getting into concepts in another language.) Beginning list: big, loud, young, tall, rich, hard, win, past, stop, fast, front, right, new, long, happy, find, dark, black, come, good, sick, high, etc.
- ) Learn how to say, “Say one of these words and I’ll say the opposite.” “Say another one.” Then from time to time with your helper rehearse these words and their opposites. Talk through any interesting concepts that emerge.

#### Sets:

- ) Make a list of 10-15 sets of words (i.e., words that all belong in the same category) and learn at least 5 words in each set. Pay attention to any surprising members of a set.

**Examples:**    colors--red, yellow, green, etc.  
                  tastes--sweet, sour, bitter, salty, hot, etc.  
                  days--today, yesterday, tomorrow, etc.  
                  parts of a day--dawn, morning, noon, dusk, etc.  
                  domestic animals--dog, cat, chicken, etc.  
                  wild animals--deer, lion, boar, bear, etc.  
                  birds--local ones  
                  fish--local ones  
                  vegetables--corn, rice, beans, etc.  
                  fruits--banana, orange, grapes, etc.  
                  countries--America, Spain, Chile, Nigeria, etc.  
                  prepositions--in, on, under, over, beside, to, at

- ) Learn how to say, “Say one of these words and I’ll say others like it.” “Say another one.” Then from time to time work with your helper to the point that when he says

one word in one of the sets, you can readily say 4-5 others. Talk through any interesting concepts.

When you have pretty well mastered these 2 projects, you are ready to take them on your language route.

***Using what you've learned***

- ) Take 2 sheets with you on your language route: one with the opposites listed and the other with the sets listed.
- ) Give one to your friend and say one of the sentences, "Say one of these words and I'll say the opposite." or "Say one of these words and I'll say others like it." "Say another one." Do as many as they will allow.

***A step further***

In addition to giving the opposite or other members of a set, put them into a phrase or sentence.

## GAMES AND FUN ACTIVITIES

**Focus:** Hearing (and using) language in the context of a game or fun activity (e.g., instructions, descriptions, comments, interjections, expletives)

Games and fun activities are times when family and friends get together and ‘let their hair down’. This can be a great friendship-making and language learning time for you. It also gives you a chance to observe how people conduct themselves when they are in a playful, relaxed mood. Plan to join in. It would be good to distinguish which games are just for fun and which might include risking money (i.e., gambling). Also, distinguish which interjections and expletives are appropriate colloquialisms and which are vulgarisms.

Following are things to observe. Listen to what they say and how they react in each of these areas. Compare how people in your home culture react (verbally and behaviorly) when each of these occur. For example:

- ) When they make a foolish mistake
- ) When something happens in their favor
- ) When they win or lose (How do they react when they win or lose? How high a value is competition and winning?)
- ) When they encourage people to do well or distract them so they won’t
- ) When/how they laugh
- ) When they playfully tease or kid someone else

Besides learning their games and fun activities, you can teach some of your own. Kids will love it and it will enhance the interest people have in getting to know you.

Use these times for language practice. For some games and fun activities you won’t need much language. For others you’ll need a lot, so delay teaching them until you can do it without a lot of struggle.

Slight caution: People may so enjoy playing these that you have them dropping in on you every evening to play them. This could be very valuable or it might...)

### ***Preparing for games you want to teach or fun activities to do or show***

1. Look over and add to the following list of games and fun activities. Determine which ones you would like to use for language learning purposes or friendship. (**Important:** You may need to buy them before you leave your home country.)
2. For a game, which involves competition, teach your helper how to play it and then learn (in the language) the instructions for teaching it to people in the community. Have your helper record those instructions and then practice giving them to your helper.
3. For a fun activity, which involves demonstration, demonstrate it to your helper and then learn how to explain or demonstrate that activity to people. Have your helper record the explanations and then practice giving them to your helper.

Choose from these and add some more:

Fun-Things to Do

Bubble blower  
Waterfuls  
Spirograph  
Yoyo tricks  
Labyrinth  
View Master  
Funny Putty  
Slinky  
Jacks  
Magnets  
Frisbee  
Lego  
Jarts/Ring Toss  
Walkie-Talkie  
(i.e., two cans and  
a long string)  
Juggling acts

Fun-Things to Show

American football  
Long balloons (to  
make animals)  
Paper airplanes  
(Make a variety  
from 8 1/2 x 11”  
sheets)  
Origami  
Transformers  
'Magic' Tricks  
Note-pad to sketch  
cartoons

Puzzles  
Hi-Q  
Metal-ring take-aparts  
100-200 piece puzzles  
Pyramid of Rings (3 posts)

Two-Person Games

Tic-Tac-Toe  
Connect Four  
Mastermind  
Othello  
Checkers  
Booby Trap  
Memory

Two-or-More Games

Racko  
Uno  
Blockhead  
Dominoes/Triominoes  
Sorry or Trouble  
Aggravation  
Pit  
Carum  
Jenga

## CONCEPT EXPLORATION

**Focus:** Getting at the meaning or concept behind the words

Words in themselves have no meaning.

### *Where is the meaning?*

The meaning is “in back of the words”, “behind the words.” Sometimes it’s in the context; sometimes it’s not. Meaning is submerged in the culture; it’s in the minds of the people. The meaning is in the people. The meaning is shared by the people.

The people know the meaning. It’s very obvious to them. They function within those meanings. They may not be able to analyze them or express it. They feel them, intuitively. Meanings are not merely understood. They are felt. Meanings are like flavor--you can taste it, but it’s hard to explain.

### *You are your own pioneer*

As an outsider you must map for yourself the meanings, the concepts that lie behind the words. In the last analysis, no one can do it for you. You’ve got to map it yourself. You’ve got to feel it (or taste it) yourself. Only then will you really understand. Only then can you really make yourself understood. Sometimes the meanings are readily apparant. Other times they are elusive.

Rhetorical question: How similar will your ‘map’ be to theirs?

Be careful not to explore  
concepts this way:

UNCLE

i.e., merely getting a  
translated word and then  
putting that word into the  
meaning box of your mother  
tongue

But rather this way:

UNCLE

i.e., get the basic term,  
then ask all the questions  
you can think of to understand  
or map the concept.

It is an ever-expanding understanding. Determining the range of meaning is one of the main ways you should explore concepts, and you do that primarily through questions.

The tendency is to assume that the words in your new language will have the same range of meaning as words in your mother tongue. However, much of the time the areas of meaning and the range of meaning of words will be different.

As you study and explore meanings, you will understand the culture much better. Also, you will soon find some words and concepts that are very difficult to translate into English, and that may be frustrating. However, when you know or can “feel” the meaning intuitively in that language and find it difficult to express that concept in English because English just doesn’t seem to have the right words, you have moved into one of the exciting areas of language learning.

## INTER-LANGUAGE READING

**Focus:** Comparing grammar and ways of expression between two languages

If you have access to reading material that has been translated from your mother tongue into your new language (e.g., a children's story) or something that has been translated into both languages (e.g., the Bible), it becomes a valuable resource in language learning. Inter-language comparison enables you to view in a special way how things are expressed in your new language, primarily grammatically.

*This technique works best:*

- ) when the content of the passage is exactly the same in both languages.
- ) if you are well-acquainted with the content in your own language. Because you don't have to concentrate so much on what is being expressed, you can focus more on how it is being expressed in that language (choice of words, grammar, word order).
- ) when the writing system of your new language is not difficult to learn.

*Materials needed*

- ) The written material in both languages
- ) A good inter-language dictionary
- ) A notebook to record insights
- ) A grammar book on the language (if available)

**Process**

1. Read a short passage (Don't overwhelm yourself!) first in your mother tongue, then in your new language. (Note: When you are able to read your new language with sufficient comprehension, read it first in your new language).
2. Using your dictionary, compare major-content words (nouns, adjectives, verbs) and write the translation over the words in the target language text.
3. Check the nouns and adjectives to see if the form of these words change, other than from singular to plural? If so, what meaning is indicated by that change? (Check your grammar book for explanation.) Record insights in your notebook.
4. Check the verbs (action-words), particularly the tense (time, quality, mood) being used. Pay attention to how that verb is written and what that tense indicates. Compare it with



your mother-tongue. (See what your grammar book has to say about that tense.) Record insights.

5. Look at the 'little words', words that link other words (conjunctions) or that show relationship (prepositions) or that make something specific or non-specific (a, the, this). These are the words that occur often. Check word order, how these 'function' words are positioned in relation to other words. Compare that with your mother tongue. Record insights.
6. Read the passage again several times in the target language (or even memorize it) and try to intuit the insights you gained in your analysis. When you pay attention like this, the grammar will gradually 'seep in'.
7. Share your insights with your helper and check out specific questions you have.
8. Have your helper tape-record the passage for you so you can listen to it over and over.

#### *Further work*

Try reading aloud to your helper the passages you have been working on.

## VARIOUS WRITING TECHNIQUES

**Focus:** Enhancing your strengths and strengthening your weaknesses in writing the language

In some cases, written language is very different from spoken language; i.e., you say something in one way (spoken words) but you write it another (literary words). If that's true in your new language, these techniques become a bigger issue in total language mastery.

In a real sense, you won't fully know what problems you have until you get into these activities.

1. Dictation Technique--(a) If spelling is an issue in your new language, do dictation. (b) If practice-writing forces you to concentrate on the fine points of the language, do dictation.

In dictation, a native speaker reads something to you and you write it down. It should not be something you have memorized. Start with simple material, like a children's story, and move up from there. If you do not comprehend at least 90 percent of the words read to you, the passage is too difficult. Pick something easier.

Ask your helper to read it slowly and very distinctly during your first projects and then speed it up a bit in later projects when you can handle it.

*Purpose:* When language is dictated and you have to write it down verbatim, it forces you to pay close attention to each of the words, particularly word endings as well as how words change depending on tense, case, singular/plural, etc. It also causes (enables) you to bring some analysis to the language. As you write each thing, you're concentrating on that particular thing.

After writing down what was dictated, go through what you wrote with your helper. As you do, you will realize what you tend to miss. Take note of those specific things. Concentrate more on those areas next time.

2. Composition Technique--Composition is expression transferred to paper. In this technique you write something on a particular topic in the language. Then your helper looks it over with you and makes corrections and suggestions. In the process you will realize what you tend to overlook. Take notes on that and pay attention to those things next time.

### Short Composition Projects

a. Write a brief description of something visible (e.g., a picture, your home, your neighborhood, the market).

- b. Write a brief note to someone.
- c. Write a brief report on a visit: to a museum, with a neighbor, a trip to another town
- d. Write a synopsis of what you did last week (past form).
- e. Write a synopsis of what you plan to do this week (future form).
- f. For list-makers: Make your list of things you plan to do today in full sentences.
- e. Write a synopsis of something you read.

3. Translation Technique--Translating from your native language into your target language.

When you do translation, you are forced to transfer the concepts that you readily understand in your native language to the target language. If the two languages are not related historically, you may find this very challenging because you find that you can't translate word for word; rather you must transfer whole thoughts into the new language in the way that language and culture express them.

Start simply. Pick something in your native language that seems easy to translate. Translate it and ask your helper to (1) read it, then (2) state verbally (preferably on a tape) the gist of what you wrote, then (3) help you correct it so that it is an accurate translation.

(Note: The assumption behind having your helper 'state verbally the gist' is that he/she does not speak your language or does not know the story or the content of what you translated.)

As you go through the correction together, take note of the things you tend to **add** (particularly the little words and word endings) that aren't necessary or are incorrect, the things you tend to **leave out** (again, the little stuff) that are necessary, the **incorrect use** of words, phrases, etc. This will point out where your weaknesses are. Pay attention to them and work on them.

## RECORD & COMPARE

**Focus:** Improving pronunciation of difficult consonants, vowels, intonation

### *Issue*

Often your helper can tell that you are not pronouncing something right but cannot tell precisely what's wrong about it, so he/she doesn't know how to help you. And you may sound like most of the other foreigners speaking that language, which indicates very little hope for improvement as far as he/she is concerned. Hence the need for you to have some way of spotting and correcting errors on your own with his/her help, if you are really serious about good pronunciation.

### *Challenge*

- ) Can you spot where your pronunciation errors are?
- ) Can you state what's wrong about each error?
- ) Can you make the necessary alterations to improve your pronunciation?

### *Process*

- ) Select words, phrases or short sentences that contain sounds (or intonation) you know you need to work on.
- ) Record your language helper saying them normally but not fast. (A tape recorder with good sound quality is essential here).
- ) Listen concentratedly to them and practice them several times on your own. You have to first hear them correctly, otherwise you won't say them correctly.
- ) Go back to your helper and record them again. However, this time record yourself saying them either before or after your helper, at least twice each.
- ) Listen to the tape again (yourself in relation to the model, checking consonants, vowels, and intonation) to see where you stray from the model (if at all) and work on improving your pronunciation.
- ) Go back to your helper and ask for help on specific spots that trouble you.

In doing this, you are taking personal responsibility for improving your pronunciation. The improvement will be very encouraging to your helper.

## SINGLE SOUND DRILL

**Focus:** Improving difficult sounds

It will be helpful to make a list of all the consonants and vowels that trip you up so that you can systematically set up drills for each one. It will be a limited number.

### *Setting up this drill*

- ) Select a consonant or vowel sound which you are having trouble pronouncing.
- ) Get from your helper all the words he/she can think of which have this sound in them, either at the beginning, middle or end of the word; before or after a consonant.
- ) Then make as many columns as possible of the different places where this sound occurs in words. (5-7 words per column are sufficient)

### *Purpose*

You set up this drill so that you can practice listening to, mimicking, and producing this particular sound. Drilling it in various environments (at the beginning, middle, end of a word) will give you the full range of practice on that sound, particularly the way the quality of that sound may change (i.e., be pronounced differently) in those different environments.

### *Hoped-for outcome*

In going through this drill you expect to improve your ability to produce this sound. In most cases the result will be control of this sound and ability to produce it without hesitation in running speech.

### *Example*

A drill for practicing the English l sound (Note: The C means consonant.)

<u>l</u> -	<u>Cl</u> -	<u>-lC</u>	<u>-l</u>
lap	clap	scalp	pal
lease	please	help	sell
long	blond	cold	call

## SOUND CONTRAST DRILL

**Focus:** Controlling the difference between similar sounds

It will be helpful to keep a running list of specific consonants and vowels that confuse you because they sound very much alike but are really different.

### *Setting up this drill*

- ) Select two similar but distinctly different sounds that you want to drill.
- ) Get from your helper words that will contrast these two sounds (like rake and lake, peak and pick.) Try to get words that use these sounds in different environments (i.e., beginning, middle, and end of words).
- ) Make two columns contrasting the two sounds.

### *Purpose*

You set up this drill so that you can practice (1) distinguishing and (2) pronouncing these pairs of sounds, which are very much alike.

### *Hoped-for outcome*

In going through this drill, you expect to be able to tell these sounds apart (i.e., hear the difference), and to correctly control the distinction (i.e., produce the difference).

### *Example*

Drills for contrasting the English r and l sounds

1.	<u>r</u> -	<u>l</u> -	2.	<u>-rC</u>	<u>-lC</u>
	rake	lake		court	colt
	ram	lamb		hoard	hold
	rice	lice		march	mulch
	reason	leasing		cars	calls

## SINGLE SENTENCE PATTERN DRILL

**Focus:** Mastering simple sentence structure

It will be helpful to drill as many different sentence types as possible but particularly the ones that have a structure or word-order different from the sentence structure of your mother tongue.

### *Setting up this drill*

- ) Select a particular sentence pattern that you want to drill. It will serve as a model of that sentence type.
- ) Ask your helper to help you substitute other words that could replace the words in the model sentence. It is best to start with the words at the end of the sentence and work back. It's ideal (but not necessary) if any combination in the drill will produce a correct sentence.

### *Purpose*

You set up this drill so that you can systematically practice the basic sentence patterns in the language, particularly the ones that easily confuse you because of their structure or word order.

### *Hoped-for outcome*

In drilling specific patterns, you expect to improve your ability to produce each sentence pattern in the language without hesitation or without getting the words in the wrong order. (That you may learn new vocabulary in the process is a nice bonus but is very much secondary to the control you expect to gain over each sentence type.)

### *Example*

Drills for 2 English sentence types

- |  |   |
|--|---|
| a. <u>She</u> <u>went</u> to <u>town</u> <u>last</u> <u>week</u> . | b. <u>He</u> <u>put</u> <u>the</u> <u>plate</u> <u>on</u> <u>the</u> <u>table</u> . |
| He drove market yesterday  | They hid this book under desk   |
| I ran church this morning  | We took that glass beside chair   |

## COMPLEX SENTENCE PATTERN EXERCISE

**Focus:** Generating new sentences that follow a model sentence pattern

This activity is more of a grammar exercise than a grammar drill. A drill, once set up, is self-contained; i.e., you drill what you have set up with your helper. An exercise allows you to keep generating new sentences that contain the same grammatical information as the model sentence. This activity is most productively used on complex sentences rather than simple sentences.

### *Setting up this exercise*

- ) Select a particular complex sentence that intrigues you by the way it is put together. It serves as a model of the kind of sentence you want to practice.
- ) Get from your helper (and generate some of your own and test out on your helper) several other sentences that roughly follow the same pattern as that model sentence. (In other words, you're not just substituting words, as in the Single Sentence Pattern Drill; you are generating whole new sentences.)

### *Purpose*

You work through this exercise in order to practice generating certain complex sentences and also to pay attention to how the little grammatical function words fit in those sentences. This exercise also helps you **think whole grammatical thoughts**.

### *Hoped-for outcome*

In making it a habit to generate brand new sentences that follow the same pattern as a particular complex sentence, you will become more sensitive to the grammatical make-up of longer utterances. You must get beyond using simple sentences. This is a systematic way of mastering complex sentences.

### *Examples*

1. If only you had been here, my brother would not have died.  
If only he had left sooner, he would not have been caught.  
If only we had known, we would not have gone.  
If only she had come, her son would not have fallen.
2. Whenever I try to sleep, you always snore.  
Whenever he tries to talk, she always interrupts.  
Whenever she wants to leave, the baby always cries.



How ever he tries to sit, his foot always cramps.

## SENTENCE TRANSFORMATION EXERCISE

**Focus:** Exploring what specifically happens to sentences when they are transformed

This exercise takes a single sentence and transforms it into many other kinds of sentences. It helps you focus on what happens when sentences change.

### *How to do this exercise*

- ) Select a particular simple sentence, like “I am walking to town.” or “He lives here.” and write it in the middle of a blank piece of paper.
- ) Explore what happens to the construction of the sentence when it becomes negative. In other words, where does the not go? Draw an arrow to the top left of your page and write the negative version of that sentence: “I am not walking to town.” “He does not live here.”
- ) Transform the sentence into a question. Draw an arrow to the top right and write the question version of that sentence: “Am I walking to town?” “Does he live here?”
- ) Watch what happens when the sentence becomes a command. Draw an arrow to the bottom left and write down the command version of that sentence: “Walk to town.” “Live here.”
- ) Turn it into past. Draw an arrow to the right side and write in the past version: “I was walking to town.” “He lived here.”
- ) Turn it into future. Draw an arrow to the bottom right and write the future version: “I will be walking to town.” “He will live here.”
- ) Turn it into another person (e.g., third person plural). Draw an arrow to a different spot and write down this version: “They are walking to town.” “They live here.”
- ) Keep turning the same sentence into another person, tense or mood and write it on a different place on the page: e.g., “We could be walking to town.” “We could live here.”

Then look at them all again and pay close attention to what happened in each transformation.

### *Purpose*

You do this in order to understand the way in which the sentences of the language change when they are turned into various grammatical forms. It allows you to see very concretely what happens to them.

### *Hoped-for outcome*

Doing this exercise with many sentence types, you are able to describe how the language works. If you can name what happens to the sentence as it changes (i.e., explain it), you will be gaining a greater degree of mastery over it. You can also see how it may contrast with the way your mother tongue handles a particular sentence structure.

## SUMMARY OF TECHNIQUES/PROJECTS/IDEAS

1. Comprehension Projects (Track A & B, Section C) (Range: Weeks 1-24)--This is activity-based learning and one of the best ways to begin your language learning career. It awakens or re-activates the language learning center of your brain and conditions your ears to the sounds of the language in a comprehensible way. The process begins with 'learner-activated' doing and listening and, through a series of steps, works up to speaking. Real communication is going on all the time. You associate words (and meaning) directly with items and actions, not with English. You also begin to sense/feel the language and to 'internalize' basic grammar (word order, etc.). Anxiety is generally low. This provides an excellent foundation in the language.
2. Speaking Projects (GLUE) (Track C, Section C) (Range: Career)--A very effective technique when the goal is to use (i.e., communicate) what you are learning. *The process:* Decide what you want to learn to say; then follow steps to Get that material in the language; then follow steps (Listen, Mimic, Produce) to Learn (memorize) it; then find a way to Use that material with people; and, finally, finish the learning cycle by Evaluating the whole process. If you stick with this progression, the results will be more satisfying.
3. Projects/Activities Notebook (PAN) (Range: Career)--Plan to carry this notebook with you all the time and write down what you want to learn as it comes to you.
4. Language "Power Tools" (Range: Weeks 1-12)--(a) Keep adding (via the PAN) words/phrases that, when used, make more language happen. (b) Learn how to give instructions to your helper in the target language.
5. Item-Activity (Range: Week 1-2)--An excellent ice-breaker activity with your helper. Label with normal/natural activity or description everything in your home/office, etc.
6. Speech Listening (Range: Week 1-6)--Ideas of things to do during the first few church meetings that enable you to actively listen, even though you understand very little.
7. Memorized Monologues (Range: Career)--Begin by memorizing texts about yourself, background, family, work, testimony, etc. Keep a running list of other ideas in your PAN. Memorize these to use them, not just to store them.
8. Series (Range: Career)--Begin by memorizing how you perform common, everyday activities; later, any activity that can be serialized. Series and MM are excellent for use on your community communication route.

9. True/False Comprehension (Range: Weeks 3-16)--A fairly narrowly defined activity with your language helper that focuses on comprehension of basic statements. Needs some facility before beginning it.
10. Activity Plus Question & Answer (Range: Weeks 3-20)--A narrowly defined activity with your helper. The focus is on hearing questions in context. Pause to process the word-order of the question and give the shortest answer possible.
11. Dialogue Track with Variations (Range: Weeks 5-100)--Requires two helpers that can extemporaneously role-play a dialogue that follows a structured track. Plan to record these. Excellent for hearing colloquial expressions and for beginning to comprehend two native speakers talking to each other. Good morale booster.
12. Event Description (Range: Weeks 5-100)--Elicits 'narrative style' from helper as he/she relates what happened in a specific activity. Record these for further listening.
13. Play It Again & Again (Range: Weeks 5-100)--Re-listen to old material that has already been fully learned; but listen more deeply to the flow of the language and more intuitively to how the language phrases its communication.
14. Number Dictation (Range: Weeks 3-12)--Have cards filled with numbers, times, currency, etc., and get people to read these to you. Write them down. Good for gaining greater mastery once you have a basic grasp of numbers.
15. Item-Currency Comprehension (Range: Weeks 4-16)--Gives practice in comprehending the prices of common items (e.g., Helper states 2-3 items and their prices; learner shows the items and the correct currency).
16. Dumb-Smart Question (Range: Weeks 2-100)--Memorize a standard description of directions, holidays, events, food preparation, national heroes, etc.; then ask people in the community a question that will elicit their description of that particular thing. Great morale booster when you realize how much of their answer you comprehend.
17. Ask-Me-A-Question /Ask-A-Set-Of-Questions /Opposites & Sets (Range: Weeks 3-16)--Select and memorize: Answers to specific questions (AMQ), questions you want to ask (ASQ), specific words to practice (O&S). These are good projects to use with people in the community who enjoy having a role in your learning.
18. Games & Fun Activities (Range: Weeks 4-100)--Interesting games to teach and activities to perform that will naturally bring out language as you engage in them. Requires fair facility in the language to maximize the effectiveness of this. (Note: Don't defeat your purpose by engaging in these in English prematurely.)

19. Concept Exploration (Range: Career)--Make a commitment not to put their words into your meaning base. Keep asking the questions that will help you sense the 'range of meaning' in the concepts behind their words. You are your own pioneer in this, to get in and 'intuit' meaning within their base of operations.
20. Inter-Language Reading (Range: Weeks 4-100)--Read and compare back-and-forth things in the target language that you are well-acquainted with in your mother tongue. It will help you sense how they express certain ideas.
21. Various Writing Techniques (Range: Career)--Three techniques are in focus: dictation, composition and translation. Dictation is by far the easiest, since you just write what you hear. Composition expresses thought on paper. Translation transfers thought from one language to another.
22. Record & Compare (Range: Weeks 3-50)--Record yourself in tandem with your helper; then listen and re-listen many times in order to compare your consonants, vowels, intonation, etc., with those of your helper. Make a commitment to deal particularly with areas that cause mis-communication, humor or 'hurt-ears'.
23. Single Sound Drill/Sound Contrast Drill (Range: Weeks 1-50)--As soon as possible, pick out the consonants and vowels that are troublesome for you. Get these in various contexts (word-initial, word-final, after consonant, in contrast to other sounds, etc.). Then systematically drill them per the technique.
24. Single Sentence Pattern Drill (Range: Weeks 3-50)--Select simple or complex sentences. Then with your helper find other words or phrases that can take the place of those in the model. Drill it (Listen, Mimic, Produce) but realize that the whole purpose of this activity is to gain control of the 'sentence pattern' (primarily word order); so try to keep the sentence pattern in mind while doing the drill. (Note: The major learning part of this activity will probably come in the process of *setting up the drill* more than in actually *drilling it*.)
25. Complex Sentence Pattern Exercise (Range: Weeks 5-100)--Keep a list of complex sentences that intrigue you because of their construction. Generate other sentences that follow that same format; that is, that express ideas using the same grammatical construction. In doing this, you will be practicing complex grammatical patterns in a way that focusses as much on content as it does on form. This becomes a content approach to grammar.
26. Sentence Transformation Exercise (Range: Weeks 3-50)--Select a simple sentence. Then investigate what happens to the sentence (i.e., how it changes) when it becomes negative, a question, a command, a different person/tense, etc. Helps to internalize basic word order.



# NOTES

## TIPS IN CHOOSING A TAPE RECORDER

Although computers are easily available with digital sound recording capabilities now, the most economical and versatile recording equipment is still the cassette recorder. It is important to choose one that is rugged and dependable enough to survive the conditions where you are going. **Sound quality is the number one consideration** when choosing a recorder. If it doesn't record the sounds well in the first place, you can't improve it in the playback. Consider that even a good recorder will only record the sound it hears! A quality microphone is necessary to unlock the full capability of your machine. With this in mind, look for a recorder with many of the following features:

1. External microphone jack: Even if the machine has a built-in condenser mic, an external mic jack should be available in order to use the correct mic for the situation. Sometimes a uni-directional or lapel mic will be required to get the best recording.
2. Cue/review: This option allows you to locate major features on the recorded tape if you include a 3 sec blank space between recorded segments. High speed movement either back or forward on the tape with Cue/review and play depressed will generate noise as it speeds by recorded sound. The blank space you leave between segments will be easy to find.
3. Index/footage counter: The numbers often don't match between machines, but this gives at least a relative scale for where recorded segments are located on a tape.
4. Variable speed: This option is most valuable if the sound quality is maintained at the slower speeds. Cheaper versions of this feature distort the playback and are not as useful.
5. Portability: Both in size and in power requirements. Having both battery and AC options gives you maximum usability. Power blackouts are common in many countries and can affect recording schedules if batteries are not an option.
6. Earphone jack: This option allows you to monitor recordings, playback in situations where not everyone should listen and to carefully listen to phonetic differences.
7. Auxiliary input jack: For making copies and loop tapes.
8. Manual recording level: Most inexpensive machines have Automatic Level Control (ALC), which compensates automatically for varying sound levels. However, ALC can cause distortion in the recording, particularly at the beginning of utterances. For close phonetic work, record under manual control to maintain the most consistent quality.
9. A second tape drive: Makes copying and dubbing easy. Saves having two recorders.



## LOOP TAPES

Loop tapes are continuous cassette tapes that play a loop of tape endlessly without rewinding. They are manufactured in various time lengths (20 seconds, 30 seconds, 1 minute) and used to be used in telephone answering machines.

### Language Learning Applications

Loop tapes are great for language learning if you can get them. When you have a phrase or short dialogue that needs to be memorized, record it as many times as necessary to fill the loop. Then listen to it for as long as you need. Loop tapes are most often used for passive listening but can also be used to improve your mimicry skills.

### Suggestions:

1. Record a short dialogue that you want to memorize. Use the entire tape length even if that means that your language helper must repeat the passage more than once. Listen to the loop while actively doing something else.
2. Record a phrase on half of the tape and leave the other half blank. Play the tape and speak the phrase during the blank time.
3. To learn a **Memorized Monologue** or memorize a **Series**, record it on the loop. After listening for awhile, begin to say it with the tape. Then turn the tape off and say it alone.
4. Having trouble distinguishing a particular sound in the language? Have a list of words containing that sound recorded on the loop and listen until the sound is mastered.
5. Record the date: Have your helper repeat the next day's date over and over till the loop is full. Listen to it while getting dressed. "Today is Sunday, December 7, 1941."

### Care & Maintenance

Loop tapes can be recorded over hundreds of times but last longest when played flat in a stationary machine. Want to put that phrase on your Walkman? First record the material on the loop tape and then dub 30-minutes of it playing over and over onto a regular cassette. Pop the regular cassette into your Walkman and go!