

Section C
Learner-Driven Language Learning
Comprehension & Speaking Projects

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Planning and Implementing

It takes a different kind of energy to implement than to plan. In a sense it is much easier to implement than to plan. In planning, all the mind-and-physical-preparation is taken care of. In implementing, you just do what you planned.

The projects in Section C help you plan. Whatever initial planning (or preparation) you can do now will take you more quickly and more productively into implementation, the first days of language learning (or language teaching).

Also, your program has got to be you. The more blood, sweat and tears you put into the development (i.e., the plan) of your language (learning or teaching) program, the more you will have a sense of ownership of it. And the more it will indeed be you. Whether you are a teacher or an aggressive learner, you need to prepare now for these first language learning or language teaching activities.

Suggestion: Look through the Language Acquisition Projects in Section C (both comprehension and speaking projects) and select the ones you would like to do first in your new language. Pick the ones that you anticipate will be the most successful for you and for your helper. If your first activities prove to be a successful experience for your helper as well as for you, the chances are better that your helper will be willing to continue working with you.

Prepare the sketches now (i.e., do the planning) so that you are all set to use them at a moment's notice when a language helper is available (i.e., implementation).

As an aggressive language learner you need to step back from your program to evaluate it from time to time. What is working and what isn't working and why? The following features and principles may give you perspective on this.

Features That Make Comprehension Projects Work

If you stick with the steps that have been designed for the comprehension projects, you should get a very positive feeling that language learning is taking place. This works! Why? Because these projects have the following features:

1. **Tight ‘world’** -- Each project stays within a fairly tight ‘world’ or arena/orbit of activity. (A ‘world’ is a grouping of related activities that can be done randomly.)
2. **Manageable expansion** -- Each project starts with a core and gradually expands.
3. **Randomness** -- Each project utilizes randomness for optimal learning to take place. (The learning ‘charge’ is lessened if you can predict what’s coming next.)
4. **Progressive steps** -- Each project follows a logical progression of (10-11) steps, each of which provides a little different slant or context to the activity.
5. **‘Situationalized’** -- Each project is designed for ‘here and now’ learning. You do not have to project your mind into the situation. It’s ‘right here’, ‘right now’.
6. **Activity-focused** -- Each project is based in actions; you are constantly doing something. This allows for a very rich learning environment. You are totally involved: seeing it, hearing it, doing it, sensing it, saying it (as well as reading and writing it).
7. **Associative** -- Each project enables you to induce/acquire meaning through associating the words you hear with the actions you are doing and the items you are seeing. It also allows you to feel and induce grammar before it is explained.
8. **Learner-activated** -- Each project puts you, the learner, in charge of the activities. This enables you initially to ‘pull the language in’ rather than the teacher ‘push it in’. It also allows you to decide, when ready, to go on to the next step.
9. **Anticipation** -- The first steps (Step 0, Step 1) of each project enable you soon to anticipate accurately what you are going to hear; that is, you are hearing the words that you expect to hear. This is a powerful aspect of the learning process.
10. **Comprehension-based** -- Each project focuses on comprehension as the major learning activity rather than speaking. Each project works up to speaking, but you are allowed to absorb the language first before speaking it.
11. **Comprehensible** -- At all levels in each project the language you hear is comprehensible. Though at times you may not fully comprehend an utterance, at no point does it get beyond your ability to comprehend.

Notes

Principles Undergirding Comprehension Projects

1. ACCELERATE LISTENING: Listening (i.e., comprehension ability) can develop more quickly than speaking (i.e., production).

Therefore, we need to facilitate it; that is, develop techniques that will help this happen. Listening tends to be the skill that gets by-passed too quickly in language learning.

2. DELAY SPEAKING: Frustration may be increased if one is forced to speak too soon.

Therefore, the ideal is to delay speaking. If you attempt to keep your speaking ability abreast of your comprehension ability, two things will happen: Your listening (comprehension) ability will get bored because it can progress faster, and your speaking ability will get frustrated because it can't keep up.

Still, we must be realistic. That means having speaking projects going on immediately as well, primarily survival-related language. In fact, speaking projects can be completely distinct from listening projects. In other words, think 'multi-entry' into another language.

3. REDUCE FRUSTRATION: Listening exercises without speaking can reduce frustration and increase comprehension.

It gives the language time to get in before it has to come out. In fact, if you are forced to speak too soon, it may actually impede comprehension.

4. REDUCE ACCENT: Much concentrated listening can reduce one's accent in speaking.

It gives your ears (mind) more concentrated time to hear it right. The fact is, if you don't hear it right, you won't say it right.

A pun: The sooner you start speaking in your new language, the more pronounced your accent will be. (cf., Suzuki violin method: you sound like the record.)

5. JOIN LISTENING WITH ACTION: The most effective listening exercise is listening in the context of structured activity (i.e., listening accompanied by doing).

There are 3 kinds of listening. Every language learner will do the first two; only the trained will do the third.

a. Passive listening -- radio, TV, conversation going on in the background. Your major concentration is somewhere else.

b. Active listening -- paying attention to the radio, TV, conversation, sermon. Your major concentration is there.

c. Activity listening -- hearing, seeing and doing language. It is activated and contextualized. (cf., the Language Acquisition Projects)

6. EMPOWER THE LEARNER: When the learner controls the first steps in comprehension activities, it can increase readiness, receptivity, attention, sense of ownership, etc. It can also lower anxiety.

It makes the learner totally involved in the learning process, intensifying the impact. It is the learner that initially makes the language happen. The learner is the initiator, drawing the language out of the helper. In the process the learner begins to anticipate what he/she will hear. And the learner sets the pace, deciding, when ready, to go on to the next step.

7. BY-PASS TRANSLATION: Language associated with actions can minimize the learner's tendency to translate.

Because the learning is visual and active, associations are first made with things and activities rather than with words on a page, thus reducing (though not eliminating) the tie-in with one's native language.

8. INDUCE GRAMMAR: Structured activity can enable one to learn grammatical patterns without thinking about grammar per se.

When the language the learner is involved in the context of real life activities, he/she processes grammar more intuitively; e.g., a particular word order begins to feel/sound right.

Cultural Inquiry

In going abroad you will be joining a **speech-community** (with your hopefully acceptable accent!). But you will also be joining a **cultural-community**, hopefully adopting their ways as best you can.

Every person is a culture-bound person. All behavior between people is cultural behavior. Words and actions have their simple meanings, but culture determines the full implications behind what is said and done.

In this sense culture is the broad backdrop on which the scenes of life occur, providing meaning to those scenes. Insiders can see that backdrop. Just-arrived outsiders can't (yet). Insiders know from the backdrop what the full meanings are. Outsiders don't. For example, **patting a child on the head**: In one society the backdrop indicates that this is a friendly gesture and is very often done; in another society the backdrop indicates that this is a curse and is never done. Insiders know instinctively from the backdrop what that action implies because historical significance has built up around that action.

Attentive outsiders will gradually grasp what insiders instinctively know. This is where you must take particular charge of your learning and become very inquisitive.

Three basic guidelines in **Cultural Inquiry**:

1. **Assume nothing**, because the assumptions you bring are your own cultural assumptions--e.g. "Everybody knows it's a harmless, friendly gesture to pat a child on the head! I don't have to inquire about that!"
2. **There are no dumb questions**, so ask, even though in your mind the question seems dumb or naive. You never know where a simple question may lead. The answer may actually surprise you. As a learner it is legitimate to ask any question, even 'nosy' ones.
3. **Ask yourself, 'How can I adopt this behavior or at least adjust to it?'** Inquiry is not for understanding alone. Personal implications need to be addressed.

Cultural Inquiry is not separately addressed in Section C. Rather it is incorporated right within the comprehension projects so that you can do the inquiry in context. Before you begin a learning project, check the **Cultural Inquiry** at the end to see what is in focus. Then when you get to that part of the project, let your learning naturally digress into some cultural understanding around that. Some issues raised are very specific; others are broad. Some will not 'go very far'; others will branch off into several interesting directions.

Remember that these are learner-driven sessions. You are in the driver's seat, which means you can turn down any avenue that interests you. Be your own cultural pioneer.

Some important topics of cultural inquiry:

1. **Kinship** -- “Blood is thicker than water.” Birth within a country gives citizenship. Birth within a family gives kinship. Both kinship and government include and exclude people. Both create a sense of obligation, loyalty, unity, solidarity, and stability. But the emphasis is very different. Citizens abide by laws. Kin abide by sanctions.

Each society has its own way of expressing kinship. Probe the strength of family ties (nuclear family and extended family). Inquire about sibling rivalry, about in-groups (people an insider can associate with) and out-groups (people an insider must not associate with)--cf., Jews and Samaritans. If an outsider associates with one group, is he thereby alienated from another?

2. **Marriage** -- Marriage unites families, much more so in some cultures than others; hence families do extensive investigations to determine whether a prospective union is desirable.

Probe: Are marriages arranged or not; how is dating/courtship conducted; anything chaperoned; is there a formal engagement period or ceremony; are prospective in-laws investigated; who is responsible for the wedding fees; how is the wedding ceremony conducted; do they have a honeymoon; do they live with parents (out of obligation or necessity); does the wife take on the husband's name; is the society patrilineal/matrilineal; how does the society view divorce; how have things changed in the last few years.

Also: What is the typical age for marriage; is it better for the man to be older; what is the typical family size; are lots of children desirable; are baby girls highly regarded; how do husband/wife express affection in public; what terms of endearment do spouses use for each other; what nicknames are given to children; who is in charge of the family's finances, etc.

3. **Rites of Passage** -- What are the significant/celebrated events in a person's life from birth to death (e.g., birth, naming/christening, first day of school, special birthdays, first job, marriage, first child, retirement, death). How is each of these celebrated?

4. **Social Classes** -- Every society has its rich, its poor, and its beggars. How are social classes designated in this culture--by certain names or just a description (rich/poor, white collar/blue collar)? What responsibilities do people here (or society) sense for the poor? What is appropriate behavior toward beggars? Can one inadvertently obligate oneself as patron to a beggar? What exactly is the concept of ‘beggar’? (Some beggars may not be poor.)

5. **Social Groups** -- What groups do people traditionally belong to (e.g., workgroups, age groups, men's/women's groups, clubs, educational groups, political parties, volunteer groups, religious groups, secret societies). Which ones can an outsider join?

6. **Community** -- “The emperor's edict stops at the village gate.” If you live in a rural area, what is the political structure of the community; how are community decisions made; who is in charge; how do leaders emerge; how are community things (roads, trails, water) paid for and maintained; which village is the prestige village; what kinds of local inter-group conflicts have they had; what ‘bad blood’ remains; how is reconciliation carried out.

TRACK A -- GUIDE SHEET

COMPREHENSION PROJECTS WITH COMMANDS

Follow these steps for Language Acquisition Projects (LAPs) where the command form occurs in Step 2. Get the necessary props, items or sketches ahead of time.

Note: Most steps state what You (the learner) do in that step.

Step 0. **Preliminary Step:** Word identification: Lay the items (or sketches) on the table. (1a) You (the learner) touch the items. (1b) Your Helper (teacher) tells you the word. (2a) Your Helper names the items. (2b) You touch them. Don't mimic!

Step 1. **Do & Listen:** (1) You (the learner) **Do** the actions. (2) You **Listen** to your Helper (teacher) describe the actions, using you-in-past-tense* (e.g., 'You picked up the book'). Note: Do the actions repeatedly and randomly. Listen and associate your action with the words that describe it. Do not mimic yet!

Step 2. **Listen & Do:** (1) You **Listen** to your Helper give you commands (e.g., 'Pick up the book'). (2) You **Do** the action to demonstrate comprehension. Again, do not mimic yet. Don't be forced into speaking too soon! (Note: The grammatical form will be different but still comprehensible. Also, find out if the pronoun you must be used when giving a command. In English it is not used.)

Step 3. **Listen & Say 'True/False':** First, ask your helper how to say yes/no (or true/false, right/wrong). Then give the props/sketches to your helper. (1) Your Helper does one of the actions and makes a true or false I (past tense) statement (e.g., 'I picked up the book'). (2) You **Listen & Say**, '**True**'/'**False**' (or yes/no, right/wrong).

Suggestion -- At the very beginning of language learning, these activities should be almost totally comprehension-focused, allowing your comprehension ability to progress faster than your speaking ability. So, unless you feel ready for mimicry and production, skip Steps 4-9, go directly to Step 10 and get written and recorded what you've practiced. Then go on to the next Progression. Do several LAPS this way (Steps 0-3, 10). As soon as you get familiar with the language, include Steps 4-9.

Intermediate Step: Before going on to Step 4, go back and do Step 0 again, but this time mimic the words.

Step 4. **Listen & Mimic & Do:** (1) You **Listen** to your Helper give you commands (as in Step 2). (2) You now **Mimic** while **Doing** them. (Note: Encourage your Helper to mix it up and give you random commands, so that you cannot predict the next one.)

Step 5. **Listen, Mimic & Do plus Questions:** (1) You **Listen** to your Helper give you a command (as in Step 2). (2) You **Mimic & Do** it. (3) Then have your Helper ask you (maximum 3) **Questions** related to the just-completed command. (4) You

indicate the answer without saying it**. (5) Your Helper indicates and states the shortest possible answer. (Note: First determine with your helper which question words can be used: e.g., who did it, what was done, where someone went or something was placed, where something is, how someone got to a place, how someone did something, when it was done, yes/no, etc. Have your helper write down just the question words for you.)

Step 6. **Tell & Observe**: Give the props to your helper. (1) You attempt to **Tell** (i.e., command) your helper to do the actions. Then You **Observe** whether or not your helper understands. (2) Your Helper restates the command and then does it. (3) You mimic. (Notes: (1) Don't do the action as you give the command. (2) Ask if a learner can command a teacher in the same way a teacher commands a learner.)

Step 7. **Do & Listen & Mimic**: (1) You **Do** the actions (as in Step 1) and (2) **Listen** to your Helper make the proper you-with-past-tense* statement. (3) You **Mimic**. (This readies you for Step 8.)

Step 8. **Observe & Tell**: Give the props/sketches to your helper. (1) You **Observe** your Helper do the actions. (2) You attempt to **Tell** your helper what he/she did, using you (in past tense)*. (3) Your Helper restates. (4) You mimic. (Notes: (1) What is the proper 'you' pronoun the learner should use when addressing a teacher? (2) Also, it may be helpful to have your helper ask questions again (like in Step 5) after you have described what he/she did.

Step 9. **Do & Tell**: (1) You **Do** an action and attempt to (2) **Tell** your helper what you did using I-past. (3) Your Helper restates. (4) You mimic.

Step 10. **Written & Recorded**: (1) Ask your Helper to **Write** a few examples of Step 1 (you-past), Step 2 (command), Step 3 (I-past), Step 5 (questions). (2) Then **Record** these. First, you identify on tape the source of these examples; e.g., "LAP 3, Progression One examples." Then ask your helper to record the written examples. (3) Then you say, "More random examples", and have your helper record up to one minute more of random examples from all four (Steps 1,2,3,5)***. This will provide helpful practice later. (Important: You need to take from the session both something to look at and something to listen to for further practice.)

Expand: Now go on to the next progression and follow the process through again, expanding the statements and commands.

Notes:

***Steps 1,7,8**: It might be helpful to alternate: Use you (in past tense) during Progression One and he/she (past tense) during Progression Two (referring to the one doing the action in the third person). This allows learners to hear two different pronouns (and verb endings.)

****Step 5**: Comprehension is the major focus and should be allowed to progress faster than speaking. So don't be forced into speaking too soon! If you must talk, give the shortest answer possible, 1 or 2 words. Paying attention to the question (particularly the question word and word order) is more important than verbalizing the answer at this stage.

*****Step 10**: If your helper finds it difficult to do this extemporaneously, then you quickly put random props together and have your helper say what's there.

LANGUAGE ACQUISITION PROJECT 1
ITEMS, PREPOSITIONS, COLORS, AND NUMBERS
A Fully-Explained Comprehension Activity

Instructions -- (1) Items: table, pencil/pen, book, piece of paper, your own head. (2) Make 4 2"-square cards with the colors: red, black, green, and yellow. (3) Make 5 2"-square cards with the numbers: 1, 2, 3, 4, 5.

Progression One -- **Items**: table, head, book, pencil, and paper. **Actions**: pick up, set/put.

Step 0 -- Item identification

- a. **Point & Listen**: One learner points to each of these items (table, head, book, pencil, paper). Helper says just the name. Do it many times in a different order. Do not mimic.
- b. **Listen & Point**: Helper says the names of these items randomly. All learners point to their own items. Do not mimic.

Step 1 -- Learner does action (pick up, put/set); helper makes statement (you with past tense) First, get the correct word for you. (Some languages have many words for you.) Ask your helper, "If you are talking to me, what word do you use for you?" Ask your helper to use that word and past tense in this Step. (Past tense is suggested because it reflects the actual reality of the situation--the statement describes completed [past] action.)

Do & Listen: First, one learner picks up (& holds) an item. Helper says, e.g., "You picked up the pencil." Then the learner puts it on the table, paper or head. Helper says, e.g., "You put the pencil on the table." Do many of these; include all the combinations. Do not mimic.

Step 2 -- Helper gives commands; learners do the actions

Listen & Do: (In setting it up, the learner-in-charge says to the helper, "Command me [just me, singular] to do these things, but we'll all do them.") Helper then says, e.g., "Pick up the book." "Put the book on the paper." Learners do it. Do not mimic. (Find out if the pronoun you must be used when giving a command. Notice that English does not use it.)

Note: Though the grammatical form is different, you will understand it. Also, ask your helper to check (and correct) only the learner-in-charge. The others double-check their own. Also, ask your helper to mix it up and do all the combinations.

Step 3 -- Helper does actions and makes true/false statements

First, ask helper how to say yes/no (or true/false, right/wrong). Ask which is most natural.

Listen & Say True/False: Give a set of props to your helper. Ask your helper to do these things (pick up, put) and make true/false statements, using I with past tense; e.g., "I picked up the book." "I put the pencil on my head." Learners say yes/no (or right/wrong, t/f).

(Important): Follow the **Suggestion** in the Track A Guide Sheet, Step 3.)

Intermediate Step -- Before going on to **Step 4**, go back and do **Step 0** again, this time with mimicry.

Step 4 -- Helper commands; learners mimic and do actions

Listen & Mimic & Do: Ask your helper to give you (singular) commands (pick up, put). All learners mimic the commands while doing the action. Ask your helper to mix it up.

Step 5 -- Helper commands; learners mimic & do it; helper asks questions; learners ‘answer’ First, ask your helper to write down just the question words for who (for person), what (i.e., what item), where (i.e., where-put or where-placed). (Note: The language may have several different words for what and where, so get the specific one.) The question “What did you do?” requires too much of an answer, so don’t use it here.

Listen, Mimic & Do plus Questions: (1) Ask your helper to give you (i.e., you-singular) two commands, one to pick up something and one to put something somewhere; e.g., “Pick up the pencil. Put it on your head.” Or “Pick up the book. Put the paper on the table.” (2) Learners mimic & do it. (3) Helper then asks 2-3 questions maximum; e.g., “Who picked up the pencil?”, “What did you pick up?”, “What did you put on the table?”, “Where did you put the book?” (4) Learners point to the answer. (5) Helper points to and states the answer.

Note: If you prefer to point to and verbalize the answer, ask your helper for the shortest answer possible: “I did.” “The pencil.” “On the table.” Also, have your helper ask the questions in a different order each time. See Footnote on Track A Guide Sheet, Step 5.

Step 6 -- Learners command; helper does action

Tell & Observe: Give the props to your helper. (1) Each learner attempts to give 1 or 2 commands to the helper (pick up, put). (2) Helper does it and (3) restates the command. (4) All learners mimic.

Step 7 -- Learner acts; helper describes; learners mimic

Do & Listen and Mimic: One learner does an action (like in Step 1). Helper makes you-with-past-tense statement; e.g., “You picked up the book.” All learners mimic.

Step 8 -- Helper acts; learners describe

First, find out what word you should use for you when you address your helper.

Observe & Tell: Give the props to your helper. (1) Helper does one of the actions. (2) Learners attempt to make you-with-past-tense statement. (3) Helper restates it. (4) All learners mimic. (Optional: (5) Have your helper ask questions again, like in **Step 5**.)

Step 9 -- Learners do and make statements

Do & Tell: (1) Each learner does an action and (2) tells what he/she did, using I-with-past-tense. (3) Helper restates it. (4) All learners mimic.

Step 10 -- Helper writes and records

Written & Recorded: (1) Ask your helper to write 3 examples each from **Step 1** (you-past), **Step 2** (command), **Step 3** (I-past), and **Step 5** (questions). (2) Then record. First, (2a) learner records the source: “LAP 1, Progression One examples.” Then (2b) helper records what he/she wrote. Then (2c) learner says, “More random examples.” Then (2d) helper records up to one minute of mixed examples (See Track A Guide Sheet **Step 10**).

Progression Two -- Add prepositions of location: on, beside, under, in

Step 0 -- Preposition identification

a. Point & Listen: One learner touches on, beside, under, in the book. Helper says the preposition only. Do not mimic.

b. Listen & Point: Helper says the preposition only. All learners point to that location. Do not mimic.

c. Point & Listen: One learner touches in, on, beside, under all the items. This time helper says the prepositional phrase; e.g., “under the table”, “beside the book”, “on your head”.

d. Listen & Point: Helper says a prepositional phrase. Learners point to specific location.

Note: In some languages (e.g., Russian) the word endings may surprise you here. When a phrase describes what is (static/stative, e.g., It’s under the table), the word endings may be totally different from when a phrase describes what happened (dynamic, e.g., I put it under the table.) **Recommendation:** When that happens, accept it!

Step 1 -- **Do & Listen:** One learner puts the items on, under, beside or in the other items. Helper makes the full statement (you-with-past-tense); e.g., “You put the pencil under the table.” Do all the combinations. Do not mimic.

Step 2 -- **Listen & Do:** Helper gives command (singular, i.e., to 1 person); e.g., “Put the paper in the book.” All learners carry it out. Ask your helper to mix it up so that learners cannot predict the next command. Do not mimic.

Step 3 -- **Listen & Say True/False:** Give the props to your helper. Helper puts an item in, on, under, beside another item and makes a true or false statement (I-with-past-tense); e.g., “I put the pencil beside my head.” Learners say true or false.

(Important: Follow the **Suggestion** in the Track A Guide Sheet, Step 3.)

Intermediate Step -- Before going on, go back and do **Step 0a,b, c, d** again, with mimicry.

Step 4 -- **Listen & Mimic & Do:** Helper tells learners (singular command) to do these things randomly; e.g., “Put the book on the pencil.” Learners mimic while doing the action. (**Note:** If you can predict the next command, it’s not random. Mix it up!)

Step 5 -- Refer back to **Progression One, Step 5**. Have your helper ask 3-4 questions maximum per activity, a different order each time. Also, ask your helper for the culturally appropriate way to ‘nod/shake head’ in response to a yes/no question.

Listen, Mimic & Do plus Questions: (1) Helper gives 2 commands (cf., Prog. One, Step 5). (2) Learners mimic & do them. (3) Helper then asks questions (who, what, where). (4) Learners point to the answer. (5) Helper points to and states the answer. (6) After doing about 2 of these, add the yes/no question, e.g., “Did you put the pencil in the book?” (nod/shake head) “Is the pencil in the book?” (nod/shake head)

Step 6 -- Tell & Observe: Give props to your helper. (1) Learners take turns telling the helper to do the actions. (2) Helper does it. (3) Restates the command. (4) Learners mimic.

Step 7 -- Do & Listen & Mimic: One learner does an action. Helper makes the statement (you-with-past-tense); e.g., “You put the paper under the book.” All learners mimic.

Step 8 -- Observe & Tell: Give props to your helper. (1) Helper does an action. (2) Learners make the statement (you-with-past-tense). (3) Helper restates it. (4) Learners mimic. (Optional: (5) Have your helper ask questions again, as in Step 5.)

Step 9 -- Do & Tell: (1) Each learner does an action and (2) describes it (I-with-past-tense); e.g., “I put the book under my head.” (3) Helper restates it. (4) All learners mimic.

Step 10 -- Written & Recorded: (1) Helper writes 3 examples each of Step 0c (prepositional phrase), Step 1 (you-past), Step 2 (command), Step 3 (I-past) and Step 5 (questions). (2) Then record these: “LAP 1, Progression Two examples”. (3) Then add “More random examples” up to about a minute.

Progression Three -- Add colors: red, black, green, and yellow

Step 0 -- Color identification

a. Point & Listen: Lay the 4 colors on the table. One learner points to them. Helper identifies them. Do not mimic.

b. Listen & Point: Helper states a color. Learners point to it. Do not mimic.

c. Put & Listen: One learner puts a color (e.g., red) on an object (e.g., book). Helper identifies just the color with the object; e.g., “red book”, “green pencil”. Do not mimic.

d. Listen & Put: Helper states ‘color and object’. Learners put the correct color on the object. Do not mimic.

Note: Again, pay attention to differences in word endings and accept them!

Step 1 -- Do & Listen: (Note: Do both pick up and put, with colors and prepositions.) One learner picks up (& holds) an item with a color. Helper says (e.g.); “You picked up the red pencil.” Then learner puts it somewhere and helper makes the statement; e.g., “You put the red pencil in the book.” (Or) “You put the red pencil in the black book.” Do not mimic.

Step 2 -- Listen & Do: Helper gives commands (both pick up and put); e.g., “Pick up the red book.” “Put the red book (or it) on the green table.” Learners do it. Do not mimic.

Step 3 -- Listen & Say True/False: Give the props to your helper. Helper does an action (both pick up and put) and makes a true/false (I-past) statement; e.g., “I picked up the black book.” “I put the green pencil under the red table.” Learners say true/false.

(Important: Follow the **Suggestion** in Track A Guide Sheet, Step 3.)

Intermediate Step -- Go back and do **Step 0a,b, c, d** again, with mimicry.

Step 4 -- Listen & Mimic & Do: Helper tells learners (with singular command) to do these things randomly; e.g., “Pick up the black book.” “Put the green pencil beside the red paper.” Learners mimic while doing the action.

Step 5 -- First, ask your helper to write down the question words for what color as in “What color is the book?” Your helper now has at least 5 questions to choose from in this exercise: who, what, where, yes/no, what color.

Listen, Mimic & Do plus Questions: (1) Helper gives 2 commands, one to pick up and one to put, incorporating colors and preposition. (2) Learners mimic & do the actions. (3) Helper then asks 3 questions maximum (who, what, where, yes/no, what color). (4) Learners point to or indicate (by nodding/shaking head) the answer. Helper indicates and states the answer.

Step 6 -- Tell & Observe: Give props to your helper. (1) Each learner tells the helper to do an action (use color and preposition). (2) Helper does it and (3) restates the command. (4) Learners mimic.

Step 7 -- Do & Listen & Mimic: One learner does an action. Helper makes the statement (you-with-past-tense); e.g., “You picked up the yellow book.” Learners mimic.

Step 8 -- Observe & Tell: Give props to your helper. (1) Helper does an action. (2) Learners make the statement (you-with-past-tense). (3) Helper restates it. (4) Learners mimic. (Optional: (5) Have your helper ask questions again, as in Step 5.)

Step 9 -- Do & Tell: (1) Each learner does an action and (2) describes it (I-with-past-tense); e.g., “I put the red book on the yellow table.” (3) Helper restates. (4) All learners mimic.

Step 10 -- Written & Recorded: (1) Helper writes 3 examples each of Step 0c (color/object), Step 1 (you-past), Step 2 (command), Step 3 (I-past) and Step 5 (questions). (2) Then record these: “LAP 1, Progression Three examples”. (3) Then add “More random examples.”

Progression Four -- Add numbers 1-5

Step 0 -- Number identification

a. Point & Listen: Lay the number cards on the table. One learner points to them. Helper identifies them. Do not mimic.

b. Listen & Point: Helper says a number. Learners point to it. Do not mimic.

c. Put & Listen: One learner puts a color (e.g., green) and a number (e.g., 3) on an object (e.g., pencil). Helper says, “3 green pencils”, “4 black books”. Do not mimic. (Note: Accept the word-endings! Don’t argue with them!)

d. Listen & Put: Helper says number, color, and object. Learners put it together. Don’t mimic.

Step 1 -- Do & Listen: (Note: Do both pick up and put, with numbers, colors and prepositions.) One learner picks up (& holds) an object with number and color. Helper

makes the proper statement; e.g., “You picked up 2 black pencils.” Learner then puts them somewhere. Helper says (e.g.), “You put 2 black pencils under 3 red books.” Don’t mimic.

Step 2 -- Listen & Do: Helper gives commands (both pick up and put); e.g., “Pick up 2 yellow pens.” “Put 5 red books beside the green table.” Learners do it. Do not mimic.

Step 3 -- Listen & Say True/False: Give the props to your helper. Helper does an action (both pick up and put) and makes an I-past statement; e.g., “I picked up 3 red pencils.” “I put 2 black books on 3 red (pieces of) paper.” Learners say true/false.

(Important: Follow the **Suggestion** in Track A Guide Sheet, Step 3.)

Intermediate Step -- Go back and do **Step 0a,b,c,d** with mimicry.

Step 4 -- Listen & Mimic & Do: Helper tells learners (singular command) to do these things (both pick up and put). Learners mimic while doing them.

Step 5 -- First, ask your helper to write down the question word(s) for how many, as in “How many books are on the table?” Your helper now has at least 6 questions to choose from: where, what, who, what color, how many, yes/no.

Listen, Mimic & Do plus Questions: (1) Helper gives 2 commands, one to pick up an item (color, number); e.g., “Pick up 1 red book”; and one to put an item some place (color, number, preposition); e.g., “Put 2 yellow pencils beside the black table”. (2) Learners mimic & do it. (3) Helper then asks up to 4 questions (who, what, where, yes/no, what color, how many). (4) Learners point to/indicate the answer. (5) Helper indicates and states the answer.

Step 6 -- Tell & Observe: Give props to your helper. (1) Each learner attempts to tell the helper to do the actions. (2) Helper restates and (3) does them. (4) All learners mimic.

Step 7 -- Do & Listen & Mimic: One learner does an action (both pick up and put). Helper makes the statement (you-past); e.g., “You picked up 4 black pens.” Learners mimic.

Step 8 -- Observe & Tell: Give props to your helper. (1) Helper does an action. (2) Learners make the statement (you-past). (3) Helper restates it. (4) Learners mimic. (Optional: (5) Have your helper ask questions again, as in Step 5.)

Step 9 -- Do & Tell: (1) Each learner does an action (pick up, put) and (2) attempts to describe it with I-past. (3) Helper restates it. (4) All learners mimic.

Step 10 -- Written & Recorded: (1) Helper writes 3 examples each from Step 0c (number, color, object), Step 1 (you-past), Step 2 (command), Step 3 (I-past) and Step 5 (questions). (2) Record these: “LAP 1, Progression Four examples”. (3) Add “More random examples.”

Cultural Inquiry -- Discuss with your helper the major colors in this language and any significant differences from your language. For example, some languages use the same primary word for English blue and green.

Language Acquisition Project 2
PLACES, TRANSPORTATION, PRONOUNS, TIME
A Fully-Explained Comprehension Activity (Combining Track A and Track B)

Note: Progressions One and Two follow Track A; Three and Four follow Track B.

Instructions -- (1) **Places:** Fold/divide a sheet of paper into 4-6 spaces and sketch 4-6 of the following: house/home, market, post office, school, church, hospital, bank, airport, etc. (2) **Means of transportation:** On 3-4 separate cards sketch 3-4 of the following: bus, car, walk, truck, taxi, bicycle, train, boat, plane, etc. (3) **Pronouns:** On 4 small cards sketch the pronouns: I (smiley face), we (3 smiley faces), he (stick figure), they (2 males, 2 females). (4) **Time:** On 3 small cards sketch last night (moon/stars with arrow pointing left), yesterday (a sun with arrow pointing left), day before yesterday (2 suns with 2 arrows pointing left).

Progression One -- Get the sheet with 4-6 places.

Step 0 -- Places identification

- a. **Point & Listen:** One learner points to the places. Do it in a different order each time. Helper says just the name of the place. Don't mimic.
- b. **Listen & Point:** Helper says the names of the places. Learners point. Don't mimic.

Step 1 -- First, get the correct word for you-singular, the word your helper will use when he/she describes what you do. Also, ask your helper to use past tense.

Do & Listen: Learner-in-charge places hand on one of the places, simulating that he/she went there. Helper, in past tense, says (e.g.), "You went to the Post Office." Do the same with each place several times. Don't mimic.

Step 2 -- **Listen & Do:** Helper gives a command to the learner-in-charge (i.e., a command to one person--singular form) but all learners carry it out; e.g., "Go to the airport." Ask your helper to mix up the order. Don't mimic. (Find out if the pronoun you must be used.)

Step 3 -- **Listen & Say True/False:** (First get the words for yes/no, right/wrong, and true/false.) Give the places-sheet to your helper. Ask your helper to "go" to one of these places and then make an I-with-past-tense statement, either true or false (e.g.), "I went to the market." Learners say true/false (yes/no, or right/wrong). Do many of them.

(Important: Follow the **Suggestion** in Track A Guide Sheet, Step 3.)

Intermediate Step -- Go back and do **Step 0a,b** again, but this time with mimicry.

Step 4 -- **Listen & Mimic & Do:** Helper gives command (in singular form) to go somewhere; e.g., "Go to the market." Learners mimic the command while doing it.

Step 5 -- First, ask your helper to write down the question words for who, where (for "Where did you go?"), yes/no (i.e., Did you go...). Delay using, "What did you do?"

Listen, Mimic & Do plus Questions: (1) Helper gives a command; e.g., “Go to the Post Office.” (2) Learners mimic & “go to” (touch) the correct place. (3) Helper asks appropriate questions; e.g., “Where did you go?” “Who went to the Post Office?” “Did you go to the market?” (4) Learners point to/indicate the answer. (5) Helper indicates and states the shortest possible answer.

Step 6 -- Tell & Observe: Give places-sheet to your helper. (1) Each learner attempts to give a command to the helper. (2) Helper does it and restates the command. (3) All learners mimic. (**Note:** Don’t you do the activity as you give the command. See if your helper understands you.)

Step 7 -- Do & Listen & Mimic: One learner ‘goes somewhere’, like in Step 1. Helper, in past tense, says (e.g.), “You went to the airport.” All learners mimic.

Step 8 -- Observe & Tell: Give places-sheet to your helper. (First find out the proper word for you when you address your helper.) (1) Helper ‘goes’ to one of the places. (2) Learners attempt to tell him/her where he/she went; e.g., “You went home.” (3) Helper restates it. (4) All learners mimic. (**Optional:** (5) Have your helper ask questions again, like in Step 5.)

Step 9 -- Do & Tell: (1) Each learner ‘goes somewhere’ and, using I-with-past-tense, (2) attempts to say (e.g.), “I went to the market.” (3) Helper restates. (4) All learners mimic.

Step 10 -- Written & Recorded: (1) Helper writes 3 examples each from Step 1 (you-past), Step 2 (command), Step 3 (I-past), and Step 5 (various questions). (2) Helper records these (learner first identifying the source: “LAP 2, Progression One examples”). (3) Learner says, “More random examples”; helper records these extemporaneously, up to one minute.

Progression Two -- Get the 3-4 transportation cards.

Step 0 -- Transportation identification

a. **Point & Listen:** One learner points to the various means of transportation . Helper says just the word (bus, walk, or bicycle). Don’t mimic.

b. **Listen & Point:** Helper says the means of transportation. Learners point. Don’t mimic.

Step 1 -- Do & Listen: One learner puts a transportation card on a place. Helper, using you-with-past-tense, says (e.g.), “You rode the bus home.” “You took the bus home.” “You went home by bus.” (**Note:** Check which is most natural. Also, it will probably change depending on the means of transportation; e.g., take bus, walk, ride bicycle.) Don’t mimic.

Step 2 -- Listen & Do: Helper tells learners (using singular command) to (e.g.) “Take the bus to the market;” “Ride the bus to the market;” “Go to the market by bus;” “Go to the market on the bus.” (Again, find out which is most natural.) All learners do it. Don’t mimic.

Note: To progress more quickly, helper checks (and corrects) only the learner-in-charge. The others double-check their own. Also, helper should mix it up; make it unpredictable.

Step 3 -- Listen & Say True/False: Give props to helper. Helper puts a transportation on a place and makes a true/false, I-with-past-tense statement; e.g., “I took the bus to church.” Learners say true/false.

(**Important:** Follow the **Suggestion** in Track A Guide Sheet, Step 3.)

Intermediate Step -- Go back and do **Step 0a,b** again, this time with mimicry.

Step 4 -- Listen & Mimic & Do: Helper gives a command (e.g.), “Take the train to the airport.” Learners mimic the command while doing it.

Step 5 -- Ask your helper, “If you ask someone how they got to the market, what question word do you use?; e.g., how, on what, by what, what did you take/ride, etc.” Get the most natural way to ask such a question and add it to the questions (cf., Prog. One, Step 5).

Listen, Mimic & Do plus Questions: (1) Helper gives a command; e.g., “Take the bus to the market.” (or) “Walk home.” (2) Learners mimic & put the correct transportation card on the place. (3) Helper asks appropriate questions; e.g., “Where did you go?” “How did you get/What did you take to the market?” “Who went to the market?” “Did you take the bus to the market?” (4) Learners point to/indicate the answer. (5) Helper indicates and states the shortest possible answer.

Step 6 -- Tell & Observe: Give props to helper. (1) Each learner (with no gesturing!) gives a command to the helper. (2) Helper does it and restates the command. (3) Learners mimic.

Step 7 -- Do & Listen & Mimic: Go back and do **Step 1** again, this time with mimicry.

Step 8 -- Observe & Tell: Give props to helper. (1) Helper puts transportation card on a place. (2) Learners use you-with-past-tense; e.g., “You rode your bike to school.” (3) Helper restates. (4) Learners mimic. (**Optional:** Helper asks questions again, like in Step 5.)

Step 9 -- Do & Tell: (1) Each learner puts a transportation card on a place and says, in I-past-tense (e.g.), “I went home by taxi.” (2) Helper restates. (3) All learners mimic.

Step 10 -- Written & Recorded: (1) Helper writes 3 examples each from **Step 1** (you-past), **Step 2** (command), **Step 3** (I-past), **Step 5** (various questions). (2) Record these: “LAP 2, Progression Two examples.” (3) Record “More examples” extemporaneously.

Progression Three -- Get the pronouns. Switch to **Track B**.

Step 0 -- Pronoun identification (I, we, he, they)

a. **Point & Listen:** One learner points to the 4 pronouns randomly. Helper says just the pronoun (I, we, he, or they). Don’t mimic.

b. **Listen & Point:** Helper states just the pronoun. Learners point to it. Don’t mimic.

Step 1 -- Do & Listen: One learner puts together a pronoun, a transportation method, and a place. Helper, using past tense, says what it is (e.g.), “We took/rode the bus to church.” Don’t mimic.

Step 2 -- Listen & Do: Helper makes a past-tense statement (e.g.), “They walked home.” Learners put it together. Don’t mimic. Mix it up so learners cannot predict the next one.

Step 3 -- Listen & Say True/False: Give props to your helper. Helper puts a combination together and makes a true/false, past-tense statement. Learners say true/false.

(Important: Follow the **Suggestion** in Track B Guide Sheet, Step 3.)

Intermediate Step -- Go back and do **Step 0a,b** again, this time with mimicry.

Step 4 -- Do & Listen & Mimic: Go back and do **Step 1**, this time with mimicry.

Step 5 -- Listen & Mimic & Do: Do **Step 2**, this time with mimicry.

Step 6 -- Listen, Mimic & Do plus Questions: (1) Helper makes a full statement (e.g.), “He took the bus to the market.” (2) Learners mimic & put it together. (3) Helper asks questions (cf., Progression Two, Step 5) incorporating the pronoun used in the statement (e.g.), “Where did he go?” “What did he take/ride to the market?”, etc. (4) Learners point to/indicate the answer. (5) Helper indicates and states the shortest possible answer.

Step 7 -- Do & Tell: Each learner puts a combination together and makes the appropriate statement. Helper restates it. All learners mimic.

Step 8 -- Tell & Observe: Give props to helper. (1) Each learner (with hands in lap!) attempts to make a full statement. (2) Helper does it and restates it. (3) Learners mimic.

Step 9 -- Observe & Tell: Give props to helper. (1) Helper puts a combination together. (2) Learners attempt to make the correct statement. (3) Helper restates. (4) Learners mimic. (Optional: Helper asks questions again, like in Step 6.)

Step 10 -- Written & Recorded: (1) Helper writes 3 examples each from Steps 1,2,3,6. (2) Record these: “LAP 2, Progression Three examples.” (3) “More random examples.”

Progression Four -- Get the time cards.

Step 0 -- Time identification (last night, yesterday, day before yesterday)

a. **Point & Listen:** One learner points to the cards. Helper says just the time. Don’t mimic.

b. **Listen & Point:** Helper says just the time. Learners point to it. Don’t mimic.

Step 1 -- Do & Listen: One learner puts together a pronoun, a transportation, a time, and a place. Helper makes the appropriate statement (e.g.), “Last night he took the bus to the airport.” “He took the bus to the airport last night.” (**Note:** Find out where the time phrase goes most naturally in the sentence.) Don’t mimic.

Step 2 -- **Listen & Do**: Helper makes a full statement. Learners do it. Don't mimic.

Step 3 -- **Listen & Say True/False**: Give props to your helper. Helper puts a combination together and makes a true/false statement. Learners say true/false.

(Important): Follow the **Suggestion** in Track B Guide Sheet, Step 3.)

Intermediate Step -- Go back and do **Step 0a,b** again, this time with mimicry.

Step 4 -- **Do & Listen & Mimic**: Go back and do **Step 1**, this time with mimicry.

Step 5 -- **Listen & Mimic & Do**: Go back and do **Step 2** with mimicry.

Step 6 -- **Listen, Mimic & Do plus Questions**: (1) Helper makes full statement. (2) Learners mimic & put it together. (3) Helper asks questions (who, what, where, yes/no) and adds when (e.g.), "When did he walk to church?" (4) Learners point to/indicate the answer. (5) Helper indicates and states the shortest possible answer.

Step 7 -- **Do & Tell**: Each learner puts a combination together and attempts to make the appropriate full statement. Helper restates it. All learners mimic.

Step 8 -- **Tell & Observe**: Give props to helper. (1) Each learner attempts to make a full statement (without gesturing). (2) Helper does it and restates it. (3) All learners mimic.

Step 9 -- **Observe & Tell**: Give props to helper. (1) Helper puts a combination together. (2) Learners attempt to say it. (3) Helper restates it. (4) Learners mimic. (**Optional**: Helper asks questions again, like in Step 6.)

Step 10 -- **Written & Recorded**: (1) Helper writes 3 examples each from Steps 1,2,3,6. (2) Record these: "LAP 2, Progression Four examples." (3) "More random examples."

Further work -- Substitute or add more places, transportation, pronouns, times. Go through another progression.

Cultural Inquiry -- Discuss ownership of vehicles, borrowing of vehicles (bicycle, car), care of/sense of responsibility for vehicles (maintenance or lack of it). Any sense of prestige connected to vehicle ownership or a particular brand of vehicle?

Language Acquisition Project 3

Body Actions

Instructions -- Do these activities live. **Suggestion**: Use these activities as a meaningful 'stretch break' or 'interlude' with your helper at any point later on.

Progression One -- **Actions**: stand up, sit down, stretch, yawn, breathe deep, or clap hands

Step 1 -- **Do & Listen**: One learner does these actions live over and over. Helper in you-past says (e.g.), "You stood up." "You took a deep breath." "You stretched." "You yawned." "You clapped your hands." "You sat down." Don't mimic.

Step 2 -- **Listen & Do**: Helper gives all these commands randomly (e.g.), "Stand up!" "Stretch!" "Yawn!" "Take a deep breath!" "Sit down!" "Clap your hands!" All learners do it. Don't mimic. **Note**: The command should be singular (i.e., to one person), but all do it.

Step 3 -- **Listen & Say True/False**: Ask your helper to do each of these actions and make an I-past, true/false statement (e.g.), "I stretched." "I took a deep breath." Learners say true/false.

Step 4 -- **Listen & Mimic & Do**: Helper gives a (singular-person) command. All learners mimic while doing it.

Step 5 -- **Tell & Observe**: (1) Each learner attempts to give commands to the helper. (2) Helper does the actions and restates the command. (3) All learners mimic.

Step 6 -- **Do & Listen & Mimic**: (1) One learner does the actions. (2) Helper describes it in you-past form. (3) All learners mimic. **Note**: This is **Step 1** with mimicry.

Step 7 -- **Observe & Tell**: (1) Helper does the actions. (2) Learners attempt to describe it in you-past form (the appropriate you-form to address your helper). (3) Helper restates. (4) Learners mimic.

Step 8 -- **Do & Tell**: (1) Each learner does an action and attempts to describe it in I-past form (e.g.), "I clapped my hands." (2) Helper restates it. (3) All learners mimic.

Step 9 -- **Written & Recorded**: (1) Helper writes all 6 actions in you-past (Step 1), command-form (Step 2), and I-past (Step 3). (2) Record these: "LAP 3, Progression One examples." (3) Record "More random examples", mixing commands and statements.

Add other actions: raise/lower hands, turn around, jump, walk/run (in place), nod/shake head, bend over/straighten up, kneel, lie down, laugh, cough, cry, sneeze, burp, whistle, hum, yell, hoot, smile, frown. **Add quality**: really/loud (e.g.), "You really yawned." "You sneezed awfully loud." barely/softly (e.g.), "You whistled softly." "You barely smiled."

Cultural Inquiry -- Discuss social etiquette issues surrounding yawning, burping, sneezing, coughing, laughing, crying, whistling, etc. For example, what does one say if one sneezes?

LANGUAGE ACQUISITION PROJECT 4

BODY PARTS, TOUCH/COVER, LEFT/RIGHT

Instructions -- Do this activity live (no sketches).

Progression One -- Body parts: eye, ear, cheek, nose, and mouth. Actions: touch, cover

Step 0 -- Body-parts identification

- a. **Point & Listen**: One learner touches these 5 body parts. Helper names. Don't mimic.
- b. **Listen & Point**: Helper says body part. Learners touch it. Don't mimic.

Step 1 -- **Do & Listen**: First learn the words for touch and cover. Then, one learner touches or covers these 5. Helper, using you-with-past-tense, says (e.g.), "You touched your mouth." "You covered your nose." Don't mimic.

Step 2 -- **Listen & Do**: Helper tells learners (command in singular form) to do each of these things (e.g.), "Touch your ear." "Cover your eye." Learners do it. Don't mimic.

Step 3 -- **Listen & Say True/False**: Helper touches/covers these parts and makes an I-with-past-tense, true/false statement (e.g.), "I touched my nose." Learners say true/false.

(**Suggestion** -- Follow Track A Guide Sheet, Step 3.)

Intermediate Step -- Go back and do all of **Step 0** again, but this time with mimicry.

Step 4 -- **Listen & Mimic & Do**: Repeat **Step 2**, but now with mimicry.

Step 5 -- **Listen, Mimic & Do plus Questions**: (1) Helper gives command (e.g.), "Cover your eye." (2) Learners mimic & do it. (3) Helper asks possible questions (e.g.), "What did you cover?" "Who covered his/her eye?" "Did you cover your cheek?" Delay using "What did you do?" (4) Learners point to/indicate answer. (5) Helper indicates and states shortest possible answer.

Step 6 -- **Tell & Observe**: Learners command. Helper does it and restates. Learners mimic.

Step 7 -- **Do & Listen & Mimic**: Repeat **Step 1** with mimicry.

Step 8 -- **Observe & Tell**: (1) Helper does one of the touch/cover actions. (2) Learners, using you-with-past-tense, say (e.g.), "You (referring to helper) touched your nose." (3) Helper restates. (4) Learners mimic. (**Optional**: Helper asks questions again, like in Step 5.)

Step 9 -- **Do & Tell**: (1) Each learner does an action and makes I-with-past-tense statement. (2) Helper restates it. (3) All learners mimic.

Step 10 -- Written & Recorded: (1) Helper writes 3 examples each for Steps 1,2,3,5. (2) Record these: “LAP 4, Progression One examples.” (3) Record “More random examples.”

Progression Two -- Add left/right. First learn how to say left and right eye, ear, cheek.

Step 0 -- Right/left with body part

a. **Point & Listen:** One learner points to left/right eye, ear, or cheek. Helper says it (e.g.), “right eye”. Don’t mimic.

b. **Listen & Point:** Helper says one (e.g.), “left ear”. Learners point to it. Don’t mimic.

Step 1 -- **Do & Listen:** One learner touches or covers right/left ear, eye, or cheek. Helper says (e.g.), “You touched/covered your left eye.” Don’t mimic. Delay, “with right/left hand.”

Step 2 -- **Listen & Do:** Helper commands. Learners do it. Don’t mimic.

Step 3 -- **Listen & Say True/False:** Helper does an action and makes I-past, true/false statement (e.g.), “I touched my right cheek.” Learners say true/false.

(Suggestion -- Follow Track A Guide Sheet, Step 3.)

Intermediate Step -- Go back and do all of **Step 0** again, with mimicry.

Step 4 -- **Listen & Mimic & Do:** Repeat **Step 2**, but this time with mimicry.

Step 5 -- **Listen, Mimic & Do plus Questions:** (1) Helper gives command (e.g.), “Touch your left ear.” (2) Learners mimic & do it. (3) Helper asks possible questions (Refer to Prog. One, Step 5). Add (e.g.), “Which cheek did you touch?” “Did you cover your right eye or your left eye?” (4) Learners indicate the answer. (5) Helper indicates and states shortest possible answer.

Step 6 -- **Tell & Observe:** Learners command. Helper does it and restates. Learners mimic.

Step 7 -- **Do & Listen & Mimic:** Repeat **Step 1** with mimicry.

Step 8 -- **Observe & Tell:** (1) Helper does an action. (2) Learners say (e.g.), “You (helper) covered your left eye.” (3) Helper restates. (4) Learners mimic. (Optional: More questions.)

Step 9 -- **Do & Tell:** (1) Each learner does an action and attempts to make an I-past statement. (2) Helper restates it. (3) All learners mimic.

Step 10 -- **Written & Recorded:** (1) Helper writes 3 examples each for Steps 1,2,3,5. (2) Record these: “LAP 4, Progression Two examples.” (3) Record “More random examples.”

Progression Three -- Add ‘with right/left hand/finger’ and include nose and mouth again. (First learn if it’s possible to distinguish hand and finger.) Follow the series of steps in Progression Two with this expansion. Example: **Step 1** -- “You touched your nose with your left hand.” **Step 2** -- “Cover you left ear with your right hand.” In **Step 5** add the question, “How (or with what) did you cover your nose?”

Further work -- Add other body parts, other actions (scratch, point to, pinch/squeeze, slap, or tap) and also other possible rights/lefts (e.g., thumb), and go through another progression. Also, try full mimicry and production, **Steps 4-9**, of one of the easier progressions.

Cultural inquiry -- Discuss what each thumb and finger represent (e.g., pointer). Discuss thumb and finger gestures, both negative and positive (e.g., “Thumbs up!” “He thumbed his nose.” “He gave him the finger.”)

LANGUAGE ACQUISITION PROJECT 5

OBJECTS THAT CAN BE OPENED/CLOSED

Instructions -- (1) Divide sheet of paper into 6 spaces and sketch door, window, book, hands, eyes, mouth (or other common objects). (2) On a smaller card sketch open (parentheses far apart) and on another sketch closed (parentheses close together).

Note: Very likely several different words for the English open and closed will occur in this language, indicating that the English terms have a broad range of meaning and the terms in this language a narrow range of meaning. Pursue this further.

Progression One -- Get the sheet with objects. Use the open card.

Step 0 -- Object identification

- a. **Point & Listen**: One learner points to objects. Helper names them. Don't mimic.
- b. **Listen & Point**: Helper names the objects. Learners point. Don't mimic.

Step 1 -- **Do & Listen**: (First get the word for open.) Learner puts open card on the objects. Helper (using you-with-past-tense) says (e.g.), "You opened the door." Don't mimic.

Step 2 -- **Listen & Do**: Helper commands (singular) (e.g.), "Open the book." Learners do it. Don't mimic.

Step 3 -- **Listen & Say True/False**: Give props to helper. Helper puts open card on object and says I-past, true/false ; e.g., "I opened the window." Learners say true/false.

(**Suggestion**: Delay mimicry till you're ready. Skip to **Step 10** and on to **Progression Two**.)

Intermediate Step -- Go back and do all of **Step 0** again, this time with mimicry.

Step 4 -- **Listen & Mimic & Do**: Helper commands. Learners do it and mimic.

Step 5 -- **Listen, Mimic & Do plus Questions**: (1) Helper gives command (e.g.), "Open your mouth." (2) Learners mimic & do it. (3) Helper asks questions (e.g., "What did you open?" "Who opened his mouth?" "Did you open your eyes?") **Delay**: "What did you do?" (4) Learners indicate answer without saying it. (5) Helper indicates and states shortest possible answer.

Step 6 -- **Tell & Observe**: Give props to helper. Learners command. Helper does and restates. Learners mimic.

Step 7 -- **Do & Listen & Mimic**: Repeat **Step 1** with mimicry.

Step 8 -- **Observe & Tell**: Give props to helper. (1) Helper does one. (2) Learners in you-past tell helper what he did. (3) Helper restates. (4) Learners mimic. (5) Optional questions.

Step 9 -- Do & Tell: (1) Each learner does it and makes I-past statement. (2) Helper restates. (3) Learners mimic.

Step 10 -- Written & Recorded: (1) Helper writes 3 examples each from Steps 1,2,3,5. (2) Record these: “LAP 5, Progression One examples.” (3) Record “More random examples.”

Progression Two -- Add closed card. Get the word for it.

Step 1 -- Do & Listen: Learner puts either open or closed card on an object. Helper says you-past (e.g.), “You closed your mouth.” “You opened the book.” Don’t mimic.

Step 2 -- Listen & Do: Helper commands (mix it up good). Learners do it. Don’t mimic.

Step 3 -- Listen & Say True/False: Give props to helper. Helper does one and makes I-past, true/false statement. Learners say true/false.

(**Suggestion:** Delay mimicry and production till you’re ready. Skip to **Step 10.**)

Step 4 -- Listen & Mimic & Do: Repeat **Step 2** with mimicry.

Step 5 -- Listen, Mimic & Do plus Questions: (1) Helper commands. (2) Learners mimic & do. (3) Helper asks possible questions. (4) Learners indicate answer. (5) Helper indicates and states answer.

Step 6 -- Tell & Observe: Give props to helper. Learners command. Helper does it and restates. Learners mimic.

Step 7 -- Do & Listen & Mimic: Repeat **Step 1** with mimicry.

Step 8 -- Observe & Tell: Give props to helper. (1) Helper does one. (2) Learners make you-past statement. (3) Helper restates. (4) Learners mimic. (5) Optional questions.

Step 9 -- Do & Tell: (1) Each learner does one and attempts to make an I-past statement. (2) Helper restates it. (3) Learners mimic.

Step 10 -- Written & Recorded: (1) Helper writes 3 examples each for Steps 1,2,3,5. (2) Record these: “LAP 5, Progression Two examples.” (3) Record “More random examples.”

Progression Three -- Add several pronouns and go through Steps 1-10 again, this time following **Track B**.

Further work -- When you are ready, spend time in mimicry and production, Steps 4-9.

Concept Exploration -- Elicit other objects that can be “opened” and “closed” (in an English sense) and explore the concepts/meanings behind various words that are used for open and close. Are there items that this languages uses “open” and “close” that English does not, like “open” for electric current instead of “turn on”?

LANGUAGE ACQUISITION PROJECT 6

ELECTRICAL APPLIANCES, TURN ON/TURN OFF, TIME

Instructions -- (1) Divide a sheet of paper into 6 spaces and sketch light, lamp, fan, stove, heater, radio. (2) On 2 small cards sketch turn on (large red dot or arrow-up) and turn off (large black dot or arrow-down). (3) On 5 small cards sketch the times: 1:00, 2:00, 3:00, 4:00, 5:00.

Note: The language may have several different words for the English turn on and turn off. Accept and explore these concepts.

Progression One -- Get the sheet with appliances and the turn on & turn off cards.

Step 0 -- Appliance identification

- a. **Point & Listen**: One learner points to the appliances in different orders. Helper says just the name. Don't mimic.
- b. **Listen & Point**: Helper says the names. Learners point. Don't mimic.
- c. Ask your helper for the words for 'turn on' and 'turn off'. (**Note**: If this language has more than one expression for 'turn on' or 'turn off', you may want to do a full progression with 'turn on' and another for 'turn off'.)

Step 1 -- Do & Listen: One learner puts a 'turn on' or a 'turn off' card on each of the appliances. Helper uses you-with-past-tense and says (e.g.), "You turned on the light." "You turned off the stove." Don't mimic.

Step 2 -- Listen & Do: Helper gives a command (e.g.), "Turn on the fan." All learners put the turn on card on the fan. Don't mimic.

Step 3 -- Listen & Say True/False: Give props to helper. Helper puts a 'turn on' or a 'turn off' card on any appliance and makes a true/false, I-past statement (e.g.), "I turned on the lamp." Learners say true/false.

(Suggestion -- Until you feel ready for mimicry and production, skip to **Step 10**.)

Intermediate Step -- Go back and do **Step 0** again with mimicry.

Step 4 -- Listen & Mimic & Do: Helper gives a command (e.g.), "Turn off the radio." Learners mimic the command while doing it.

Step 5 -- Listen, Mimic & Do plus Questions: (1) Helper gives a command (e.g.), "Turn on the stove." (2) Learners mimic & do it. (3) Helper asks questions (e.g.), "What did you turn on?" "Who turned on the stove?" "Did you (or Did I) turn off the stove?" (4) Learners point to or indicate the answer. (5) Helper indicates and states the answer.

Suggestion: After each command, ask the questions in a different order. Also, delay using the question, "What did you do?"

Step 6 -- Tell & Observe: Give props to your helper. Learners attempt to give a command to the helper. Helper does it and restates the command. Learners mimic.

Step 7 -- Do & Listen & Mimic: Go back and do **Step 1**, this time with mimicry.

Step 8 -- Observe & Tell: Give props to your helper. (1) Helper does action. (2) Learners say you-with-past-tense (e.g.), “You turned on the heater.” (3) Helper restates. (4) Learners mimic. (Optional: Have helper ask questions again, like in **Step 5**.)

Step 9 -- Do & Tell: (1) Each learner does an action and makes an **I-past** statement (e.g.), “I turned on the light.” (2) Helper restates. (3) Learners mimic.

Step 10 -- Written & Recorded: (1) Helper writes 3 examples each from **Step 1** (you-past), **Step 2** (command), **Step 3** (I-past), and **Step 5** (various questions). (2) Record these: “LAP 6, Progression One examples”. (3) Record “More random examples.”

Progression Two -- Get the ‘time-cards’.

Step 0 -- Lay the ‘time-cards’ on the table.

a. **Point & Listen:** One learner points to the times. Helper says it. Don’t mimic.

b. **Listen & Point:** Helper says the time. Learners point. Don’t mimic.

Step 1 -- Do & Listen: Learner puts a ‘turn on/turn off’ card and a time card on an appliance. Helper says (e.g.), “You turned on the stove at 4:00.” Don’t mimic. (Note: Pay attention to how the language expresses ‘at’.)

Step 2 -- Listen & Do: Helper commands (e.g.), “Turn off the light at 5:00.” Learners do it. Don’t mimic. Encourage helper to mix it up so that you cannot predict the next command.

Step 3 -- Listen & Say True/False: Give props to your helper. Helper puts ‘turn on/turn off’ card and a time card on any appliance and says (e.g.), “I turned off the radio at 3:00.” Learners say true/false.

(**Suggestion** -- Until you’re ready for mimicry and production, skip to **Step 10**.)

Intermediate Step -- Go back and do all of **Step 0** again, this time with mimicry.

Step 4 -- Listen & Mimic & Do: Helper commands (e.g.), “Turn off the stove at 5:00.” Learners mimic while doing it.

Step 5 -- Listen, Mimic & Do plus Questions: First ask for the question word ‘when’. (1) Helper gives a command (e.g.), “Turn on the lamp at 1:00.” (2) Learners mimic & do it. (3) Helper asks questions (cf., Prog. One, Step 5). Add, “When did you turn on the lamp?” (4) Learners indicate the answer. (5) Helper indicates and states the answer.

Step 6 -- Tell & Observe: Give props to your helper. Learners give a command to the helper (e.g.), “Turn off the heater at 2:00”. Helper does it and restates the command. Learners mimic.

Step 7 -- Do & Listen & Mimic: Go back and do **Step 1** with mimicry.

Step 8 -- Observe & Tell: Give props to your helper. (1) Helper does action. (2) Learners say (e.g.), “You turned off the lamp at 3:00.” (3) Helper restates. (4) Learners mimic. (Optional: Have your helper ask questions again, like in **Step 5**.)

Step 9 -- Do & Tell: (1) Learners do an action and make an I-past statement (e.g.), “I turned on the radio at 1:00.” (2) Helper restates. (3) Learners mimic.

Step 10 -- Written & Recorded: (1) Helper writes examples from Step 1 (you-past), Step 2 (command), Step 3 (I-past), or Step 5 (questions). (2) Record these: “LAP 6, Progression Two examples.” (3) Record “More examples.”

Progression Three -- Get other pronouns and switch to Track B progression format.

Further work -- Draw another set of appliances (refrigerator, washing machine, computer, tape recorder, water faucet, oven, TV, alarm, hair dryer, curler), learn these via Step 0. Then follow the **Progression Two** format.

Cultural inquiry -- Discuss what the source of electricity is in this region. How are electric (as well as gas, water, and sewer) bills paid? Discuss the care people take in the use of these utilities.

If this region does not have electricity, project what life would be like (pros and cons) if it did. Discuss how well (or poorly) people function without it.

Concept exploration -- Probe the breadth of the concepts “turn on” and “turn off” as you did in LAP 5. What other things can be turned on or off?

Notes

LANGUAGE ACQUISITION PROJECT 7

BODY PARTS, WASH/DRY, WITH MEANS

Instructions -- (1) Divide sheet of paper into 6 spaces and sketch hands, feet, face, hair, ears, neck (or other common body parts). (2) On a smaller card sketch wash (a basin) and on another sketch dry (a fan). (3a) On 3 cards sketch water, soap, cloth. (3b) On 3 cards sketch towel, napkin/paper towel, shirtsleeve.

Note: The language may have several different words for the English wash and dry, depending on what is washed and dried. Explore the concepts behind the words.

Progression One -- Get the sheet of body parts; also the wash and dry cards.

Step 0 -- Body-part identification

a. **Point & Listen:** One learner points to body parts. Helper names them. Don't mimic.

b. **Listen & Point:** Helper names the body parts. Learners point to them. Don't mimic.

Step 1 -- **Do & Listen:** (First get words for wash, dry.) Learner puts cards on body parts. Helper says you-with-past-tense (e.g.), "You washed your hands." "You dried your face." Don't mimic. (**Note:** If both actions are too difficult at once, do a full progression for each.)

Step 2 -- **Listen & Do:** Helper commands (singular). All learners do it. Don't mimic.

Step 3 -- **Listen & Say True/False:** Give props to helper. Helper puts cards on body parts and says I-past, true/false (e.g.), "I washed my hands." Learners say true/false.

(**Suggestion:** Delay mimicry till you're ready. Skip to **Step 10** and on to **Progression Two**.)

Intermediate Step -- Go back and do **Step 0** again, this time mimic the words.

Step 4 -- **Listen & Mimic & Do:** Repeat **Step 2** with mimicry.

Step 5 -- **Listen, Mimic & Do plus Questions:** (1) Helper gives command (e.g.), "Wash your face." (2) Learners mimic & do it. (3) Helper asks questions (e.g., "What did you wash?" "Who washed his face?" "Did you dry your face?" Delay using, "What did you do?") (4) Learners indicate answer without saying it. (5) Helper indicates and states shortest possible answer.

Step 6 -- **Tell & Observe:** Give props to helper. Each learner attempts to give helper a command (e.g.), "Dry your hands." Helper does it and restates. All learners mimic.

Step 7 -- **Do & Listen & Mimic:** Repeat **Step 1** with mimicry.

Step 8 -- **Observe & Tell:** Give props to helper. (1) Helper does one. (2) Learners in you-past tell helper what he did (e.g.), "You washed your hair." (3) Helper restates. (4) Learners mimic. (5) Optional questions.

Step 9 -- **Do & Tell:** (1) Each learner puts wash/dry on a body part and makes an I-past statement (e.g.), "I washed my feet." (2) Helper restates. (3) All learners mimic.

Step 10 -- **Written & Recorded:** (1) Helper writes 3 examples each from Steps 1,2,3,5. (2) Record these: "LAP 7, Progression One examples." (3) Record "More random examples."

Progression Two -- Do ‘wash with soap, water, cloth’; ‘dry with towel, napkin, shirt-sleeve’

Step 0 -- Lay out the 6 ‘means’ cards--water, soap, cloth, towel, napkin, shirtsleeve.

(Note: Doing both ‘wash’ and ‘dry’ in the same progression may be overload. If so, do a progression with ‘wash’ and another progression with ‘dry’.)

a. **Point & Listen**: One learner points to each ‘means’. Helper names them. Don’t mimic.

b. **Listen & Point**: Helper says each ‘means’. Learners point to them. Don’t mimic.

Step 1 -- **Do & Listen**: Learner puts ‘wash’ or ‘dry’ on a body part. Helper says (e.g.), “You washed your face with soap.” “You dried your neck with a towel.” Don’t mimic.

Step 2 -- **Listen & Do**: Helper commands (mix it up good), e.g., “Dry your face with your shirt-sleeve (or on your shirt)”. Learners do it. Don’t mimic.

Step 3 -- **Listen & Say True/False**: Give props to helper. Helper does one and makes an I-past, true/false statement (e.g.) “I washed my face with soap.” Learners say true/false.

(**Suggestion**: Delay mimicry till you’re ready. Skip to **Step 10**.)

Intermediate Step -- Go back and do **Step 0** with mimicry.

Step 4 -- **Listen & Mimic & Do**: Repeat **Step 2** with mimicry.

Step 5 -- **Listen, Mimic & Do plus Questions**: (1) Helper commands (e.g.), “Dry your hands with a napkin.” (2) Learners mimic & do it. (3) Helper asks questions (cf., Prog. One, Step 5; add: “How did you dry your hands?” or “What did you dry your hands with?”) (4) Learners indicate the answer without saying it. (5) Helper indicates and states the shortest answer possible.

Step 6 -- **Tell & Observe**: Give props to helper. Learners attempt a command (e.g.), “Wash your hands with/in water.” Helper does it and restates. Learners mimic.

Step 7 -- **Do & Listen & Mimic**: Repeat **Step 1** with mimicry.

Step 8 -- **Observe & Tell**: Give props to helper. (1) Helper does one. (2) Learners make you-past statement (e.g.), “You dried your neck with a napkin.” (3) Helper restates. (4) Learners mimic. (5) Optional questions

Step 9 -- **Do & Tell**: (1) Each learner does one and attempts to make an I-past statement (e.g.), “I dried my hands with/on my shirt.” (2) Helper restates it. (3) All learners mimic.

Step 10 -- **Written & Recorded**: (1) Helper writes 3 examples each for Steps 1,2,3,5. (2) Record these: “LAP 7, Progression Two examples.” (3) Record “More random examples.”

Progression Three -- Add pronouns, go through another progression and follow Track B.

Further work -- Substitute other objects that can be washed and dried and other means by which to wash and dry them. Also try some mimicry and production, Steps 5-9.

Cultural inquiry -- Is there any cultural connotation or religious ceremony connected to washing a body part? How often do people bathe? Do they use toilet paper? How (or with what hand)?

LANGUAGE ACQUISITION PROJECT 8

CONTAINERS, ITEMS, PUT IN/TAKE OUT

Instructions -- Containers and items can be either actual or sketched.

Progression One -- **Containers**: Choose 4-5--box, bag, can, jar, pocket, drawer, purse, hand
Items: Choose 3-4--comb, keys, money, wallet, pocketknife, handkerchief, pen

Step 0a -- Container identification: Lay the 4-5 containers on the table.

- a. **Point & Listen**: One learner touches each one. Helper names them. Don't mimic.
- b. **Listen & Point**: Helper names each one randomly. Learners point to it. Don't mimic.

Step 0b -- Item identification: Lay the 3-4 items on the table.

- a. **Point & Listen**: One learner touches each item. Helper names them. Don't mimic.
- b. **Listen & Point**: Helper names each item. Learners point to it. Don't mimic.

Step 1 -- **Do & Listen**: First get just the words for put in (or into). Learner puts items into containers. Helper using you-past says (e.g.), "You put the keys into the can." Don't mimic.

Step 2 -- **Listen & Do**: Helper commands 1 person (e.g.), "Put the comb in the jar"; but all learners do it. Don't mimic. Have your helper mix it up so you cannot predict the next one.

Step 3 -- **Listen & Say True/False**: Give props to helper. Helper puts an item in a container and says I-past-tense, true/false (e.g.), "I put the money in the jar." Learners say true/false.

(Suggestion -- Delay mimicry till you're ready. Skip to **Step 10**.)

Intermediate Step -- Go back and do **Steps 0a and 0b** again, this time with mimicry.

Step 4 -- **Listen & Mimic & Do**: Repeat **Step 2**, but now with mimicry.

Step 5 -- **Listen, Mimic & Do plus Questions**: (1) Helper gives a command (e.g.), "Put the keys in the jar." (2) Learners mimic & do it. (3) Helper asks possible questions (e.g.), "What did you put in the jar?" "Who put the keys in the jar?" "Did you put the keys in the can?" (4) Learners indicate the answer. (5) Helper indicates and states the shortest possible answer. Delay using the question, "What did you do?"

Step 6 -- **Tell & Observe**: Give props to your helper. Learners command. Helper does it and restates. Learners mimic.

Step 7 -- **Do & Listen & Mimic**: Repeat **Step 1** with mimicry.

Step 8 -- **Observe & Tell**: Give props to helper. (1) Helper puts item in a container. (2) Learners say in past-tense (e.g.), "You (referring to helper) put the comb in the can." (3) Helper restates. (4) Learners mimic. (**Optional**: Helper asks questions again, like in Step 5.)

Step 9 -- **Do & Tell**: (1) Each learner puts an item in a container and makes I-past statement (e.g.), "I put the keys in the can." (2) Helper restates it. (3) All learners mimic.

Step 10 -- Written & Recorded: (1) Helper writes 3 examples each for Steps 1,2,3,5. (2) Record these: “LAP 8, Progression One examples.” (3) Record “More random examples.”

Progression Two -- Add take out. First learn to distinguish put in and take out.

Step 1 -- Do & Listen: One learner either puts items in or takes items out of a container. Helper says (e.g.), “You took the comb out of the box.” Don’t mimic.

Step 2 -- Listen & Do: Helper commands (mix it up good). Learners do it. Don’t mimic.

Step 3 -- Listen & Say True/False: Give props to helper. Helper puts an item in or takes an item out of a container and makes a true/false, I-past statement. Learners say true/false.

(**Suggestion** -- Delay mimicry till you’re ready. Skip to **Step 10.**)

Step 4 -- Listen & Mimic & Do: Repeat **Step 2**, but now with mimicry.

Step 5 -- Listen, Mimic & Do plus Questions: (1) Helper commands. (2) Learners mimic & do it. (3) Helper asks possible questions (Refer to Prog. One, Step 5). Add (e.g.), “What did you take out of the can?” “Did you put the comb in the can or take it out of the can?” (4) Learners indicate the answer without saying it. (5) Helper indicates and states shortest possible answer.

Step 6 -- Tell & Observe: Learners command. Helper does it and restates. Learners mimic.

Step 7 -- Do & Listen & Mimic: Repeat **Step 1** with mimicry.

Step 8 -- Observe & Tell: Give props to helper. (1) Helper does action. (2) Learners make you-past statement. (3) Helper restates. (4) Learners mimic. (**Optional:** More questions.)

Step 9 -- Do & Tell: (1) Each learner does one and attempts to make an I-past statement. (2) Helper restates it. (3) All learners mimic.

Step 10 -- Written & Recorded: (1) Helper writes 3 examples each for Steps 1,2,3,5. (2) Record these: “LAP 8, Progression Two examples.” (3) Record “More random examples.”

Progression Three -- Add “with right/left hand”, add a couple more containers and items and go through Steps 1-10 again.

Further work -- Pick different containers and items and go through another progression. To make it more interesting, put some containers into containers or turn items into containers.

Cultural inquiry -- What items do people always carry with them (purse/pouch, money, keys, handkerchief, comb, or knife)? Do they carry/wear any charms (rabbit’s foot, stone)? What is the significance?

Language Acquisition Project 9

Parts of a Room, Look at/Point to

Instructions -- Do this activity live. Also, if the language allows it, use an in-process statement (present progressive tense) in Steps 1,3,7,8,9. If not, use simple present.

Progression One -- 6 objects: door, wall, ceiling, floor, window, and corner.

Step 0 -- Objects identification

- a. **Point & Listen**: One learner points to the 6 objects. Helper names them. Don't mimic.
- b. **Listen & Point**: Helper names the objects. Learners point to them. Don't mimic.

Step 1 -- **Do & Listen**: (First get the word for point to/at.) One learner points to each object. Helper (if possible) makes in-process statement (e.g.), "You are pointing to the wall." If not possible, helper says simple-present (e.g.), "You point to the wall." Don't mimic.

Step 2 -- **Listen & Do**: Helper commands one person (singular-form) (e.g.), "Point to the ceiling." "Point to the window." All learners do it.

Step 3 -- **Listen & Say True/False**: Helper points to the objects and (if possible) makes an I-in-process, true/false statement (e.g.), "I am pointing to the floor." If not possible (e.g.), "I point to the floor." Learners say true/false.

(Suggestion: Delay mimicry till you're ready. Skip to **Step 10**.)

Intermediate Step -- Go back and do **Step 0** again, this time with mimicry.

Step 4 -- **Listen & Mimic & Do**: Repeat **Step 2** with mimicry.

Step 5 -- **Listen, Mimic & Do plus Questions**: (1) Helper commands (e.g.), "Point to the wall." (2) Learners mimic & do it. (3) Helper asks possible questions (e.g.), "What are you pointing at?" "Who is pointing at the wall?" "Are you pointing at the floor?" Delay using "What are you doing?" (4) Learners indicate the answer. (5) Helper indicates and states the shortest possible answer.

Step 6 -- **Tell & Observe**: Learners command helper, who points/restates. Learners mimic.

Step 7 -- **Do & Listen & Mimic**: Repeat **Step 1** with mimicry.

Step 8 -- **Observe & Tell**: (1) Helper points to an object. (2) Learners attempt to tell him what he is doing. (3) Helper restates. (4) Learners mimic. (5) Optional questions.

Step 9 -- **Do & Tell**: (1) Each learner points to an object and says in I-form (e.g.), "I am pointing to the wall." or "I point to the wall." (2) Helper restates. (3) All learners mimic.

Step 10 -- **Written & Recorded**: (1) Helper writes 3 examples each for Steps 1,2,3,5. (2) Record these: "LAP 9, Progression One examples." (3) Record "More random examples."

Progression Two -- Add the action look at. **Suggestion:** To make the ‘look at’ action definite, place your hand over your eyes as in a salute.

Step 1 -- Do & Listen: (First get the word for look at.) One learner either points to or looks at the objects. Helper, using in-process (if possible) says (e.g.), “You are looking at the floor.” “You are pointing to the ceiling.” If not, “You look at the floor.” Don’t mimic.

Step 2 -- Listen & Do: Helper commands (e.g.), “Look at the wall.” “Point to the window.” Learners do it. Don’t mimic.

Step 3 -- Listen & Say True/False: Helper does one and makes I-in-process, true/false statement (e.g.), “I am looking at the corner.” Learners say true/false.

(Suggestion: Delay mimicry till you’re ready. Skip to **Step 10.**)

Step 4 -- Listen & Mimic & Do: Repeat **Step 2** with mimicry.

Step 5 -- Listen, Mimic & Do plus Questions: (1) Helper gives command. (2) Learners mimic & do it. (3) Helper asks possible questions (cf., Prog. One, Step 5). (4) Learners indicate the answer. (5) Helper indicates and states shortest possible answer.

Step 6 -- Tell & Observe: Learners command helper, who does & restates. Learners mimic.

Step 7 -- Do & Listen & Mimic: Repeat **Step 1** with mimicry.

Step 8 -- Observe & Tell: (1) Helper does action. (2) Learners attempt to tell him what he is doing. (3) Helper restates. (4) Learners mimic. (5) Optional questions; cf., Step 5.

Step 9 -- Do & Tell: (1) Each learner does an action and attempts to use an I-in-process statement (e.g.), “I am looking at the corner.” (2) Helper restates. (3) All learners mimic.

Step 10 -- Written & Recorded: (1) Helper writes 3 examples each for Steps 1,2,3,5. (2) Record these: “LAP 9, Progression Two examples.” (3) Record “More random examples.”

Further work -- Choose other items in the room (chair, table, light, lamp, or picture), add a couple more actions (touch, tap) and go through another progression.

Further work -- Add an instrument (e.g., with finger, thumb, pen, or stick/rod) to touch, tap, or point. Go through another progression, paying attention to the word-endings and word order of an ‘instrumental phrase’. (Example: “I am tapping the chair with my finger.”)

Cultural inquiry -- Discuss social connotations or superstitions connected with any part of a room (e.g., corner--Stand in the corner; i.e., punishment). Does a certain color of paint on the ceiling (or elsewhere) have any significance? Any particular place where a bogeyman or spirit is “known” to reside (e.g., under a bed, in a closet)? Are charms placed strategically to ward off evil or attract good?

Language Comprehension Project 10

Clothing, Put on/Take off, Children, Possessive

Instructions -- (1) On sheet of paper sketch large stick-figure person. (2) On 5 cards sketch pants, shirt, coat, shoes, hat. (3) Fold/divide sheet of paper into 4 sections and sketch 'persons': baby, child, boy, girl. (If child is redundant, substitute doll.)

Note: The language may have several different words for the English put on and take off. Explore these concepts.

Progression One -- Get clothing-cards and stick-figure person (represents you/I).

Step 0 -- Lay the clothing-cards on the table.

a. **Point & Listen:** One learner points to items of clothing. Helper says it. Don't mimic.

b. **Listen & Point:** Helper says items of clothing. Learners point to them. Don't mimic.

Step 1 -- Lay stick-figure person on the table, which represents you. Get from your helper the words for put on and take off. When you set the items on the 'person', you are putting them on you. When you remove them from the 'person', you are taking them off you.

Do & Listen: One learner sets items on the person (i.e., you) or removes them from the person (i.e., you). Helper says with you-past-tense (e.g.), "You put on your pants." "You took off your coat." Don't mimic. (**Note:** If both put on and take off is overload, do one full progression with put on and one with take off. Then combine the 2.)

Step 2 -- **Listen & Do:** Helper commands learners (e.g.), "Put on your shoes." "Take off your shirt." Learners do it. Don't mimic.

Step 3 -- **Listen & Say True/False:** Give props to your helper. (Stick-figure now becomes I.) Helper puts on/takes off items and says true/false (e.g.), "I put on my hat." "I took off my coat." Learners say true/false.

(**Suggestion:** Delay mimicry till you're ready. Skip to **Step 10**.)

Intermediate Step -- Go back and do **Step 0** again, this time with mimicry.

Step 4 -- **Listen & Mimic & Do:** Repeat **Step 2** with mimicry.

Step 5 -- **Listen, Mimic & Do plus Questions:** (1) Helper commands (e.g.), "Put on your coat." (2) Learners mimic & do it. (3) Helper asks possible questions (e.g.), "What did you put on?" "Who put on the coat?" "Did you take off your coat?" (4) Learners indicate the answer. (5) Helper indicates and states the shortest possible answer.

Step 6 -- **Tell & Observe:** Give props to your helper. (1) Each learner attempts to tell helper to put on/take off items. (2) Helper does it and restates. (3) All learners mimic.

Step 7 -- **Do & Listen & Mimic:** Repeat **Step 1** with mimicry.

Step 8 -- **Observe & Tell:** Give props to helper. (1) Helper puts on/takes off items. (2) Learners attempt to tell helper what he did (e.g.), "You took off your coat." (3) Helper restates. (4) Learners mimic. (5) Optional questions again, cf., Step 4.

Step 9 -- **Do & Tell:** (1) Each learner puts on/takes off items and attempts to make I-past statement (e.g.), "I took off my shirt." (2) Helper restates. (3) All learners mimic.

Step 10 -- Written & Recorded: (1) Helper writes 3 examples each of Steps 1,2,3,4. (2) Record these: “LAP 10, Progression One examples.” (3) Record “More random examples.”

Progression Two -- Get the sheet with ‘persons’.

Step 0 -- Lay sheet with ‘persons’ on the table.

a. **Point & Listen:** One learner points to ‘persons’. Helper says it. Don’t mimic.

b. **Listen & Point:** Helper says ‘persons’. Learners point. Don’t mimic.

Step 1 -- Do & Listen: One learner puts items on/takes items off ‘persons’. Helper says in past tense (e.g.), “You put on the baby’s shoes.” (**Note:** Try possessive first, i.e., ‘baby’s’; if that’s not possible, then “You put the shoes on the baby.” If both are possible, is there a distinction in meaning?) Don’t mimic.

Step 2 -- Listen & Do: Helper commands (e.g.), “Put on the boy’s shirt.” “Take off the girl’s shoes.” Learners do it. Don’t mimic.

Step 3 -- Listen & Say True/False: Give props to helper. Helper puts on/takes off and says true/false (e.g.), “I took off the child’s hat.” Learners say true/false.

(**Suggestion:** Delay mimicry till you’re ready. Skip to **Step 10.**)

Intermediate Step -- Go back and do **Step 0**, this time with mimicry.

Step 4 -- Listen & Mimic & Do: Repeat **Step 2** with mimicry.

Step 5 -- Listen, Mimic & Do plus Questions: (1) Helper commands (e.g.), “Put on the baby’s pants. (2) Learners mimic & do it. (3) Helper asks questions (e.g.), “What did you put on the baby?” “Did you put on the boy’s shirt?” “Who put on the baby’s pants?” (4) Learners indicate the answer. (5) Helper indicates and states the shortest possible answer.

Step 6 -- Tell & Observe: Learners tell helper. Helper does and restates. Learners mimic.

Step 7 -- Do & Listen & Mimic: Repeat **Step 1** with mimicry.

Step 8 -- Observe & Tell: Give props to helper. (1) Helper does one. (2) Learners make you-past statement. (3) Helper restates. (4) Learners mimic. (5) Optional questions.

Step 9 -- Do & Tell: (1) Each learner does one and attempts to make an I-past statement (e.g.), “I put on the boy’s pants.” (2) Helper restates. (3) All learners mimic.

Step 10 -- Written & Recorded: (1) Helper writes 3 examples each for Steps 1,2,3,5. (2) Record these: “LAP 10, Progression Two examples.” (3) Record “More random examples.”

Cultural inquiry -- Discuss typical under and outer garments. What’s the size of a typical wardrobe (clothes and shoes)? What do people wear for special occasions (marriage, funeral)? What clothes-standards are there--when visiting a home, going to an appointment, going to church, etc.? How might I offend someone by what I wear? Is there any image connected to a particular brand (Levis) or type of clothing (leather)? Any clothing connected to an age range?

Language Acquisition Project 11

Here/There/Yonder, Demonstratives, Fruits, Plurals

Instructions -- (1) Get 3 sheets of paper. On 1st, draw very large circle (here). On 2nd, draw medium circle (there). On 3rd, draw small circle (over there, yonder). (2) On 3 cards sketch banana, orange, apple (or 3 other common fruits or vegetables). (3) Get 4 cards. On 1st, draw 1 large X in the middle (this). On 2nd, draw 3 large Xs in the middle (these). On 3rd, draw 1 small x in a corner (that). On 4th, draw 3 small xs in a corner (those).

Notes: (1) It's best not to write any words on the sheets above. (2) For over there, some languages may use 'far' or 'far-away'. (3) For plural demonstratives (these/those), some languages may use 'this-many' (these), 'that-many' (those). If this language doesn't use plural demonstratives, substitute the number 3 for 3 Xs in the middle and 3 for 3 xs in the corner. Thus, "Put 'this-3 apples'/'that-3 apples' over there." Explore these concepts.

Progression One -- Get the 'here, there, over there' sheets and the 3 fruits.

Step 0a -- Lay the 3 sheets of circles on the table.

- a. **Point & Listen:** Learner points to circles. Helper says here, there, yonder. Don't mimic.
- b. **Listen & Point:** Helper says here, there, yonder. Learners point. Don't mimic.

Step 0b -- Lay the 3 fruits on the table.

- a. **Point & Listen:** Learner points to fruits. Helper identifies them. Don't mimic.
- b. **Listen & Point:** Helper says the fruit. Learners point. Don't mimic.

Step 1 -- **Do & Listen:** Learner puts a fruit on a circle. Helper says in you-past (e.g.), "You put (or set) the apple here." "You put/set the banana there." Don't mimic.

Step 2 -- **Listen & Do:** Helper commands (e.g.), "Put/Set the orange here." "Put/Set the apple over there." Learners do it. Don't mimic.

Step 3 -- **Listen & Say True/False:** Give props to helper. Helper puts a fruit on a circle and makes I-past, true/false statement (e.g.), "I put the apple here." Learners say true/false.

(Suggestion: Delay mimicry till you're ready. Skip to **Step 10**.)

Intermediate Step -- Go back and do **Steps 0a,0b** again, this time with mimicry.

Step 4 -- **Listen & Mimic & Do:** Repeat **Step 2** with mimicry.

Step 5 -- **Listen, Mimic & Do plus Questions:** (1) Helper gives command (e.g.), 'Put/Set the apple there.' (2) Learners mimic & do it. (3) Helper asks possible questions (e.g., "Where did you put/set the apple?" "What did you put there?" "Who put the apple there?" "Did you put the banana over there?") (4) Learners indicate but not say the answer. (5) Helper indicates and states shortest possible answer.

Step 6 -- **Tell & Observe:** Give props to helper. Learners attempt to command helper (e.g.), "Put/Set the banana here." Helper does and restates command. Learners mimic.

Step 7 -- **Do & Listen & Mimic:** Repeat **Step 1** with mimicry.

Step 8 -- **Observe & Tell:** Give props to helper. (1) Helper puts fruit on a circle. (2) Learners say (e.g.), "You put the orange there." (3) Helper restates. (4) Learners mimic.

Step 9 -- Do & Tell: (1) Each learner does one and attempts to make I-past statement (e.g.), “I put/set the apple over there.” (2) Helper restates. (3) All learners mimic.

Step 10 -- Written & Recorded: (1) Helper writes 3 examples each of Steps 1,2,3,5. (2) Record these: “LAP 11, Progression One examples.” (3) Record “More random examples.”

Progression Two -- Combine demonstratives (this, that, these, those) with locations/fruits.

Step 0 -- Lay the demonstratives on the table.

a. **Point & Listen:** Learner points to each. Helper identifies. Don’t mimic.

b. **Listen & Point:** Helper says each one. Learners point. Don’t mimic.

Step 1 -- Do & Listen: A learner puts a demonstrative and fruit on a circle. Helper says in you-past (e.g.), “You put this apple here.” “You put those bananas there.” Don’t mimic.

Step 2 -- Listen & Do: Helper commands (e.g.), “Put those (or ‘that-3’) oranges over there.” Learners do it. Don’t mimic.

Step 3 -- Listen & Say True/False: Give props to helper. Helper does one and makes I-past, true/false statement (e.g.), “I put that apple here.” Learners say true/false.

(**Suggestion:** Delay mimicry till you’re ready. Skip to **Step 10.**)

Intermediate Step -- Go back and do **Step 0**, this time with mimicry.

Step 4 -- Listen & Mimic & Do: Repeat **Step 2** with mimicry.

Step 5 -- Listen, Mimic & Do plus Questions: (1) Helper gives commands. (2) Learners mimic & do it. (3) Helper asks possible questions; check Progression One, Step 5. Add “Which apple did you put here?” “Did you put those oranges there?” (4) Learners indicate answer but not say it. (5) Helper indicates and states shortest possible answer.

Step 6 -- Tell & Observe: Learners tell helper. Helper does it, restates. Learners mimic.

Step 7 -- Do & Listen & Mimic: Repeat **Step 1** with mimicry.

Step 8 -- Observe & Tell: Give props to helper. (1) Helper does one. (2) Learners tell helper what he did (e.g.), “You put this apple here.” (3) Helper restates. (4) Learners mimic.

Step 9 -- Do & Tell: (1) Each learner does one and attempts to make I-past statement (e.g.), “I put those bananas over there.” (2) Helper restates it. (3) All learners mimic.

Step 10 -- Written & Recorded: (1) Helper writes 3 examples each of Steps 1,2,3,5. (2) Record these: “LAP 11, Progression Two examples.” (3) Record “More random examples.”

Concept exploration -- Pursue further the concepts of here, there, over there (e.g., How close is *here*? How far away is *there*?) Pursue further the concepts of this, that, these, those. If this language does not use all 4, how does it compensate? (Also, some languages use the same word for *here* and *this*.)

Cultural inquiry -- Discuss the concepts of nearness and distance in relation to emotions, relationships, with a Supreme Being, etc.

Language Acquisition Project 12

Tableware, Prepositions, Locations, Descriptions

Instructions -- Do this activity live. (1) Get tableware: knife, fork, spoon, plate, cup, table. (2) Get the props for locations (here, there, over there) and demonstratives (this, that, these, those) from LAP 11. (3) This activity will use right, left, between; and on, under, beside, in.

Note: As this project develops, it will become increasingly complex but should be a very valuable exercise; so don't go through it too quickly. Also, it will bring out differences in word endings in case languages (e.g., Russian).

Progression One -- Get the tableware. Use prepositions (on, under, beside, in).

Step 0a -- Tableware identification: knife, fork, spoon, plate, cup, and table

a. **Point & Listen:** One learner points to the 6 items. Helper identifies. Don't mimic.

b. **Listen & Point:** Helper says each one. Learners point. Don't mimic.

Step 0b -- Preposition identification: on, under, beside, in (cf., LAP 1)

a. **Point & Listen:** A learner points to a location on a cup. Helper identifies. Don't mimic.

b. **Listen & Point:** Helper says preposition only. Learners point to location. Don't mimic.

Step 1 -- Do & Listen: (First get the words for take/pick up and put/place.) One learner picks up (& holds) an object. Helper says (e.g.), "You picked up the fork." Learner puts it somewhere. Helper says (e.g.), "You put the fork beside the plate." Don't mimic. (**Note:** If using all 4 prepositions is overload, do a full progression with just on; then repeat with all 4.)

Step 2 -- Listen & Do: Helper commands (e.g.), "Pick up the knife. Put it under the plate." Learners do it. Don't mimic.

Step 3 -- Listen & Say True/False: Helper does an action and makes a true/false statement (e.g.), "I picked up the plate." "I put it beside the cup." Learners say true/false.

(**Suggestion:** Delay mimicry till you're ready. Skip to **Step 10**.)

Intermediate Step -- Go back and do **Steps 0a,0b** again, this time with mimicry.

Step 4 -- Listen & Mimic & Do: Repeat **Step 2** with mimicry.

Step 5 -- Listen, Mimic & Do plus Questions: (1) Helper gives 2 commands (e.g.), "Pick up the spoon and put it beside the fork." (2) Learners mimic & do it. (3) Helper asks possible questions (e.g.), "What did you pick up?" "Where did you put the spoon?" "Who..." "Did you..." (4) Learners show but not say answer. (5) Helper indicates and states shortest possible answer.

Step 6 -- Tell & Observe: Learners command helper, who does & restates. Learners mimic.

Step 7 -- Do & Listen & Mimic: Repeat **Step 1** with mimicry.

Step 8 -- Observe & Tell: Give props to helper. (1) Helper picks up and puts items somewhere. (2) Learners say (e.g.), "You picked up the spoon and put it in the cup." (3) Helper restates. (4) Learners mimic. (5) Optional questions.

Step 9 -- Do & Tell: (1) Each learner does actions and makes statements (e.g.), "I picked up the cup and put it on the plate." (2) Helper restates. (3) All learners mimic.

Step 10 -- Written & Recorded: (1) Helper writes 3 examples each of Steps 1,2,3,5. (2) Record these: "LAP 12, Progression One examples." (3) Record "More random examples."

Progression Two -- Locations: right, left, between. Action: put. Preposition: on.

Step 1 -- Do & Listen: (First get the words for right, left, between.) One learner puts an item on or to the right, left, between another item. Helper says (e.g.), "You put the fork between the cup and the plate." Don't mimic. Do lots of different combinations.

Step 2 -- Listen & Do: Helper commands (e.g.), "Put the spoon on the right side of the fork." "Put the cup on the plate." Learners do it. Don't mimic.

Step 3 -- Listen & Say True/False: Helper does one and makes true/false I-past statement (e.g.), "I put the cup to the left of the fork." Learners say true/false.

(Suggestion: Delay mimicry till you're ready. Skip to **Step 10.**)

Step 4 -- Listen & Mimic & Do: Repeat **Step 2** with mimicry.

Step 5 -- Listen, Mimic & Do plus Questions: (1) Helper commands. (2) Learners mimic & do it. (3) Helper asks possible questions (cf., Prog. One, Step 5). (4) Learners show but don't say the answer. (5) Helper shows and states shortest possible answer.

Step 6 -- Tell & Observe: Learners command helper, who does & restates. Learners mimic.

Step 7 -- Do & Listen & Mimic: Repeat **Step 1** with mimicry.

Step 8 -- Observe & Tell: Give props to helper. (1) Helper does action. (2) Learners make you-past statement. (3) Helper restates. (4) Learners mimic. (5) Optional questions.

Step 9 -- Do & Tell: (1) Each learner does one and attempts to make an I-past statement (e.g.), "I put the cup to the left of the spoon." (2) Helper restates it. (3) All learners mimic.

Step 10 -- Written & Recorded: (1) Helper writes 3 examples each of Steps 1,2,3,5. (2) Record these: "LAP 12, Progression Two examples." (3) Record "More random examples."

Progression Three -- Combine right, left, between with on, under, beside, in. Also, do both pick up and put. Put it all together and follow **Progression Two** again.

Progression Four -- Get and review the here, there, over there/yonder circles from LAP 11 and add them into the activity. Use just the action put. Also, add a descriptive statement (i.e., a statement of what 'currently exists'. (**Note:** This is a valuable exercise in languages that have a case system; e.g., Russian.)

Step 1 -- Do & Listen plus Description: One learner places an object at a location. Helper says (e.g.), "You put the cup here." "You put the spoon there." "You put the fork beside the plate." After each you-past statement, your helper makes a descriptive statement (e.g.), "The cup is here." "The spoon is there." "The fork is beside the plate." Don't mimic.

Step 2 -- Listen & Do plus Description: Helper gives commands (e.g.), “Put the cup on the plate.” “Put the knife over there.” Learners do it. Then have your helper make a descriptive statement (e.g.), “The cup is on the plate.” “The knife is over there.” Don’t mimic.

Step 3 -- Listen & Say True/False: Helper places an item somewhere and makes an I-past, true/false statement (e.g.), “I put the plate here.” “I put the knife under the fork.” Learners say true/false. After each action, helper makes a true/false descriptive statement (e.g.), “The plate is here.” “The knife is on the fork.” Learners say true/false.

(Suggestion: Delay mimicry till you’re ready. Skip to **Step 10.**)

Step 4 -- Listen & Mimic & Do plus Description: Repeat **Step 2** with mimicry.

Step 5 -- Listen, Mimic & Do plus Questions: (1) Helper commands (e.g.), “Put the plate here.” “Put the spoon in the cup.” (2) Learners mimic & do it. (3) Helper asks primarily descriptive questions (e.g.), “Where is the plate?” “Where is the cup?” “Is the spoon on the cup?”; but also includes former questions (e.g.), “Where did you put the plate?” “What did you put in the cup?”. (4) Learners show but don’t say the answer. (5) Helper shows and states the shortest answer.

Step 6 -- Tell & Observe: (1) Each learner commands helper (e.g.), “Put the spoon here.” (2) Helper does it and restates command. (3) Learners mimic. (4) Then that learner attempts to describe (e.g.), “The spoon is here.” (5) Helper restates. (6) Learners mimic.

Step 7 -- Do & Listen & Mimic plus Description: Repeat **Step 1** with mimicry.

Step 8 -- Observe & Tell: Give props to helper. (1) Helper does an action. (2) Learners attempt to make you-past statement (e.g.), “You put the cup there.” (3) Helper restates. (4) Learners mimic. (5) Learners then attempt to describe (e.g.), “The cup is there.” (6) Helper restates. (7) Learners mimic.

Step 9 -- Do & Tell: (1) Each learner does one and makes I-past statement (e.g.), “I put the knife on the plate.” (2) Helper restates. (3) Learners mimic. (4) Then that learner attempts to describe (e.g.), “The knife is on the plate.” (5) Helper restates. (6) Learners mimic.

Step 10 -- Written & Recorded: (1) Helper writes 3 examples of descriptive statements & questions. (2) Record: “LAP 12, Progression Four.” (3) Record “More random examples.”

Progression Five -- Get the demonstrative cards (this, that, these, those) from LAP 11 and include these in the commands and descriptive statements. Follow **Progression Four** again. Pay attention to singular and plural.

Further work -- Have your helper hold up a here/there/over there card (e.g.), ‘here’, and ask (e.g.), “Where is the cup?” Learners put the cup on the ‘here’ card and says, “It’s here.”

Cultural inquiry -- Discuss the proper way to set a table. When seating guests, how are people seated? Are there cautions, like who sits next to the host or who sits directly across from the guest of honor (or even who is seated across from whom)? Any cautions about men and women eating at the same table or about children eating with adults at a special meal?

Notes

Language Acquisition Project 13

Preparing Vegetables

Instructions -- (1) Fold sheet of paper into 6 spaces. Sketch 6 vegetables: beets, onions, potatoes, carrots, tomatoes, squash, peppers, sweet potatoes, turnips, cucumbers. (2) On 4 cards sketch: wash (water drops), peel (peeler), cut (knife), and chop (big knife). (3) On 3 cards sketch 3: cook (small pot), boil (big pan), fry (frying pan), bake (oven), and steam (pan in pan).

Note: Except for squash, these vegetables are generally referred to in the plural in English. Check if that is also true in this language. If so, use the plural. If not, use singular.

Progression One -- Get the sheet of vegetables; also, wash, peel, cut, chop.

Step 0a -- Lay the vegetable sheet on the table.

a. **Point & Listen:** One learner points to the vegetables. Helper says it (in plural if it's natural to do so). Don't mimic.

b. **Listen & Point:** Helper says the vegetables. Learners point to them. Don't mimic.

Step 0b -- Lay cards on the table: wash, peel, and cut, chop

a. **Point & Listen:** One learner points to each action. Helper says it. Don't mimic.

b. **Listen & Point:** Helpers says an action. Learners point to it. Don't mimic.

Step 1 -- **Do & Listen:** One learner puts these actions on a vegetable. Helper says in past tense (e.g.), "You washed the carrots." "You peeled the potatoes." Don't mimic.

Step 2 -- **Listen & Do:** Helper commands, "Chop the beets." Learners do it. Don't mimic.

Step 3 -- **Listen & Say True/False:** Give props to helper. Helper puts these actions on the vegetables and says I-past, true/false (e.g.), "I cut the carrots." Learners say true/false.

(Suggestion: Delay mimicry till you're ready. Skip to **Step 10**.)

Intermediate Step -- Go back and do **Steps 0a,0b** again, this time mimic the words.

Step 4 -- **Listen & Mimic & Do:** Repeat **Step 2** with mimicry.

Step 5 -- **Listen, Mimic & Do plus Questions:** (1) Helper commands (e.g.), "Chop the carrots." (2) Learners mimic & do it. (3) Helper asks possible questions (e.g.), "What did you chop?" "Who chopped the carrots?" Begin to incorporate, "What did you do to the carrots?" "What did you do?" (4) Learners show but don't say the answer. (5) Helper shows and states answer.

Step 6 -- **Tell & Observe:** Learners command helper, who does & restates. Learners mimic.

Step 7 -- **Do & Listen & Mimic:** Repeat **Step 1** with mimicry.

Step 8 -- **Observe & Tell:** Give props to your helper. (1) Helper puts action on vegetables. (2) Learners say in past-tense (e.g.), "You peeled the beets." (3) Helper restates. (4) Learners mimic. (5) Optional questions again from Step 4.

Step 9 -- **Do & Tell:** (1) Each learner puts action on vegetables and attempts to make I-past statement (e.g.), "I chopped the onions." (2) Helper restates. (3) All learners mimic.

Step 10 -- Written & Recorded: (1) Helper writes 3 examples each of Steps 1,2,3,5. (2) Record these: “LAP 13, Progression One examples.” (3) Record “More random examples.”

Progression Two -- Get the 3 cards of your choice: cook, boil, fry, bake, or steam.

Step 0 -- Lay the 3 cards on the table.

a. **Point & Listen:** One learner points to these. Helper says them. Don’t mimic.

b. **Listen & Point:** Helper says the action. Learners point to it. Don’t mimic.

Step 1 -- Do & Listen: One learner puts these actions on vegetables. Helper says (e.g.), “You cooked the carrots.” “You boiled the beets.” Don’t mimic.

Step 2 -- Listen & Do: Helper commands, “Fry the onions.” Learners do it. Don’t mimic.

Step 3 -- Listen & Say True/False: Helper puts these actions on vegetables and makes I-past, true/false statement (e.g.), “I baked the potatoes.” Learners say true/false.

(**Suggestion:** Delay mimicry till you’re ready. Skip to **Step 10.**)

Intermediate Step -- Go back and do **Step 0** with mimicry.

Step 4 -- Listen & Do & Mimic: Repeat **Step 2** with mimicry.

Step 5 -- Listen, Mimic & Do plus Questions: (1) Helper commands (e.g.), “Fry the potatoes.” (2) Learners mimic & do it. (3) Helper asks possible questions (e.g.), “What did you fry?” “Did you boil the potatoes?” “What did you do?” “What did you do to the potatoes?” (4) Learners show but don’t say the answer. (5) Helper shows and says the shortest possible answer.

Step 6 -- Tell & Observe: Learners command helper, who does & restates. Learners mimic.

Step 7 -- Do & Listen & Mimic: Repeat **Step 1** with mimicry.

Step 8 -- Observe & Tell: Give props to helper. (1) Helper does action. (2) Learners make you-past statement. (3) Helper restates. (4) Learners mimic. (5) Optional questions.

Step 9 -- Do & Tell: (1) Learners do one and say I-past. (2) Helper restates. (3) Mimic.

Step 10 -- Written & Recorded: (1) Helper writes 3 examples each of Steps 1,2,3,5. (2) Record these: “LAP 13, Progression Two examples.” (3) Record “More random examples.”

Progression Three -- Combine both actions and follow **Progression Two** from Step 1.

Examples: **Step 1** -- “You peeled the potatoes and boiled them.” or “You peeled and boiled the potatoes.” **Step 2** -- “Chop and fry the onions.” or “Chop the onions and fry them.”

Note: Find out which sentence is more natural. Also, pay attention to the conjunction **and**. Other possibilities: “Wash & peel the carrots.” “Boil and fry the potatoes.”

Cultural inquiry -- Division of labor: What, if any, kitchen activity or food preparation is strictly women’s work? What can men do in the kitchen? Any taboos connected with the kitchen or food preparation (e.g., the blade of the knife is to always move away from you when peeling and cutting; it is taboo to pull it toward you)?

Language Acquisition Project 14

Foods, Actions, Indirect Object, Tenses

Instructions -- (1) On 5 cards sketch bread, milk, soup, meat, and cheese. (2) On 4 cards sketch the pronouns I (smiley face), we (3 smiley faces), he (stick figure), they (2 male, 2 female). (3) On 4 cards sketch give (wrapped present or 2 open hands), buy (arrow showing money leaving), sell (arrow showing money coming in), hand/pass (one hand to another). (4) On 3 cards sketch: (a) past-completed (arrow to the left with dot on the left; thus “gave, sold, bought, handed”), (b) simple present (straight line with dot in the middle; thus “give(s), sell(s), buy(s), hand(s)”), (c) simple future (arrow to the right with dot on the right; thus “will give, will sell, will buy, will hand”).

Progression One -- Get food cards and pronoun cards (to be learned in indirect object form; e.g., ‘give {to} me/us/him/them’). The action is give only. **Note:** Pronouns in this language may not change form (e.g., Mandarin) as they do in English (e.g., English has 4 different forms for first person singular--I, me, my, myself). Rejoice if they don’t!

Step 0a -- Lay the food cards on the table.

a. **Point & Listen:** One learner points to the foods. Helper names them. Don’t mimic.

b. **Listen & Point:** Helper says the food. Learners point. Don’t mimic.

Step 0b -- Pronouns: Use ‘indirect object’ form, as in “Give me/us/him/them some bread.”

a. **Point & Listen:** A learner points to pronouns. Helper says indirect object. Don’t mimic.

b. **Listen & Point:** Helper says ‘indirect object’ form. Learners point. Don’t mimic.

Step 1 -- **Note:** Progression One uses only the verb give; so don’t use the ‘give-card’ yet.

Do & Listen: One learner puts a food next to a pronoun, indicating that he (the learner) gave that. Helper in you-past says (e.g.), “You gave him some (or the) bread.” or “You gave (some/the) bread to him.” Find out which is most natural and use that. Don’t mimic.

Step 2 -- **Listen & Do:** Helper commands (e.g.), “Give me some meat.” Learners put meat-card next to me-pronoun. “Give him some milk.” Put milk-card by him-card. Don’t mimic.

Step 3 -- **Listen & Say True/False:** Give props to helper. Helper puts a food-card next to a pronoun-card and says I-past, true/false (e.g.), “I gave him some soup.” Learners say t/f.

(Suggestion: If you’re not quite ready for mimicry, skip to **Step 10**.)

Intermediate Step -- Go back and do **Steps 0a,0b**, this time mimic the words.

Step 4 -- **Listen & Mimic & Do:** Repeat **Step 2** with mimicry.

Step 5 -- **Listen, Mimic & Do plus Questions:** (1) Helper commands (e.g.), “Give him some soup.” (2) Learners mimic & do it. (3) Helper asks questions (e.g.), “What did you give him?” “Who gave him some soup?” “To whom did you give some soup?” “Did you give us some soup?” “What did you do?” (4) Learners show but not say the answer. (5) Helper shows and says the answer.

Step 6 -- **Tell & Observe:** Give props to helper. (1) Learners attempt to command helper (e.g.), “Give them some cheese.” (2) Helper does it and restates. (3) Learners mimic.

Step 7 -- **Do & Listen & Mimic:** Repeat **Step 1** with mimicry.

Step 8 -- Observe & Tell: Give props to helper. (1) Helper does action. (2) Learners say (e.g.), “You gave us some milk.” (3) Helper restates. (4) Learners mimic. (5) Questions.

Step 9 -- Do & Tell: (1) Each learner puts food next to pronoun, uses I-past and attempts to say (e.g.), “I gave them some bread.” (2) Helper restates. (3) All learners mimic.

Step 10 -- Written & Recorded: (1) Helper writes 3 examples each of Steps 1,2,3,5. (2) Record these: “LAP 14, Progression One examples.” (3) Record “More random examples.”

Progression Two -- Add 4 action cards--give, buy, sell, hand/pass (e.g., “Pass me the milk!”)

Step 0 -- Lay action cards on the table. Get the simple form (root) of the verb.

a. **Point & Listen:** One learner points to the actions. Helper says them. Don’t mimic.

b. **Listen & Point:** Helper says an action. Learners point to it. Don’t mimic.

Step 1 -- **Note:** The grammatical construction for buy/sell/hand may be different from give in this language. If that’s true, accept it without trying to analyze it at this point.

Do & Listen: One learner puts an action-card and a food-card next to a pronoun. Helper says (e.g.), “You sold me some meat.” “You bought him some bread.” Don’t mimic.

Step 2 -- Listen & Do: Helper commands (e.g.), “Hand me some bread.” “Sell him some cheese.” “Buy us some milk.” “Give them some soup.” Learners do it. Don’t mimic.

Step 3 -- Listen & Say True/False: Give props to helper. Helper puts action/food-cards next to pronoun and says true/false (e.g.), “I sold him some milk.” Learners say true/false.

(Suggestion: Delay mimicry till you’re ready. Skip to **Step 10.**)

Intermediate Step -- Go back and do **Step 0** again, this time with mimicry.

Step 4 -- Listen & Mimic & Do: Repeat **Step 2** with mimicry.

Step 5 -- Listen, Mimic & Do plus Questions: (1) Helper commands. (2) Learners mimic & do it. (3) Helper asks questions (cf., Prog. One, Step 5). Add (e.g.), “What did you give/sell/buy/hand him?” (4) Learners show but don’t say the answer. (5) Helper shows and says the answer.

Step 6 -- Tell & Observe: Learners command helper, who does & restates. Learners mimic.

Step 7 -- Do & Listen & Mimic: Repeat **Step 1** with mimicry.

Step 8 -- Observe & Tell: Give props to helper. (1) Helper does action. (2) Learners make you-past statement. (3) Helper restates. (4) Learners mimic. (5) Do the questions again.

Step 9 -- Do & Tell: (1) Each learner does one and attempts an I-past statement (e.g.), “I sold him some meat.” (2) Helper restates. (3) All learners mimic.

Step 10 -- Written & Recorded: (1) Helper writes 3 examples each of Steps 1,2,3,5. (2) Record these: “LAP 14, Progression Two examples.” (3) Record “More random examples.”

Progression Three -- Switch to **Track B**. Use 2 pronouns (1 as subject, 1 as indirect object).

Step 1 -- Do & Listen: One learner puts pronoun/action/food card next to another pronoun. Helper says (e.g.), “He sold me some bread.” “We gave him some soup.” Don’t mimic.

Step 2 -- Listen & Do: Helper makes a past-tense statement with 2 pronouns (e.g.), “I sold him some cheese.” “We bought them some milk.” Learners put it together. Don’t mimic. Encourage helper to mix it up so that learners cannot predict the next statement.

Step 3 -- Listen & Say True/False: Give props to helper. Helper puts a full combination together and says true/false (e.g.), “They sold us some cheese.” Learners say true/false.

(Suggestion: Unless ready for mimicry and production, skip to **Step 10.)**

Step 4 -- Do & Listen & Mimic: Repeat **Step 1** with mimicry.

Step 5 -- Listen & Mimic & Do: Repeat **Step 2** with mimicry.

Step 6 -- Listen, Mimic & Do plus Questions: (1) Helper makes a statement (e.g.), “He handed them some cheese.” (2) Learners mimic & put the combination together. (3) Helper then draws possible questions out of the statement(e.g.), “What did he hand them?” “Did he sell them some cheese?” “What did he do?” “Who handed them some cheese?” (4) Learners indicate/point to but don’t say the answer. (5) Helper indicates and says the answer.

Step 7 -- Do & Tell: (1) Each learner puts cards together and makes the appropriate past-tense statement (e.g.), “He sold me some bread.” (2) Helper restates. (3) Learners mimic.

Step 8 -- Tell & Observe: Give props to helper. (1) Each learner attempts to make a full statement. (2) Helper puts the combination together and restates it. (3) Learners mimic.

Step 9 -- Observe & Tell: Give props to helper. (1) Helper puts combination together. (2) Learners make the statement. (3) Helper restates. (4) Learners mimic. (5) More questions.

Step 10 -- Written & Recorded: (1) Helper writes 6-7 example sentences. (2) Record these: “LAP 14, Progression Three examples.” (3) Record “More random examples.”

Progression Four -- So far, only past completed tense has been used. You comprehend that tense well. Now in this well-used context of foods and actions, let’s add present and future tense, if the language allows it, so that you can distinguish all three tenses.

For this exercise, follow **Progression Three**. Examples: “He sells me some bread.” “I will sell them some meat.” “We bought him some milk.” “He hands them some cheese.”

Further work -- Substitute other food items and go through another progression: coffee, water, butter, candy, jam, eggs, rice, ice cream, salt, pepper, sugar, flour, medicine, fish, chicken, fruit. Also, soap, flowers. Also, for the word ‘some’, substitute ‘sack of potatoes’, ‘glass of water’, ‘box of candy’, ‘basket of fruit’, ‘loaf of bread’, ‘bouquet of flowers’, etc.

Concept exploration -- Get other action terms that fit in the same frame as pass, hand, present, offer, give, etc. Explore these concepts (broad or narrow meaning).

Cultural inquiry -- Gestures/posture used with giving: Which hand(s) do you use when handing or giving a person an item? (Have helper demonstrate.) Is there any way that is particularly wrong? What is preferred? (Demonstrate to your helper how to present and receive a diploma in America--give/receive with the left; shake with the right.)

Notes

Language Acquisition Project 15

Appointments, Arrive/Leave, Early/Late

Instructions -- (1) Divide a sheet of paper into 4 spaces. Sketch: office (desk), meeting (conference table), appointment (door with doctor's name), party (balloons). (2) On 2 cards sketch: come to/arrive (person entering a doorway), leave/go away (person leaving a doorway). (3) On 3 cards sketch: early (arc with dot on left side), on time (circle with dot), late (arc with dot on right side). For extra challenge add 2 more cards: very early (arc with dot plus large exclamation point on left side), very late (the same on the right side).

Progression One -- Get sheet of paper and arrive/leave cards.

Step 0 -- Lay sheet of paper on table with office, meeting, appointment, party.

a. **Point & Listen:** One learner points to place. Helper says it. Don't mimic.

b. **Listen & Point:** Helper says one of the places. Learners point. Don't mimic.

Step 1 -- Do & Listen: (First, get the words for come to and leave.) One learner puts come to/leave cards on places. Helper, using you-with-past tense, says (e.g.), "You came to the office." "You left the party." Don't mimic.

Step 2 -- Listen & Do: Helper commands (e.g.), "Come to the appointment." "Leave the meeting." Learners do it. Don't mimic.

Step 3 -- Listen & Say True/False: Give props to helper. Helper puts action on place and says true/false, I-past-tense (e.g.), "I came to the meeting." Learners say true/false.

(Suggestion: Unless you're ready for mimicry and production, skip to **Step 10**.)

Intermediate Step -- Go back and do **Step 0**, but this time with mimicry.

Step 4 -- Listen & Mimic & Do: Repeat **Step 2** with mimicry.

Step 5 -- Listen, Mimic & Do plus Questions: (1) Helper commands (e.g.), "Come to the party." (2) Learners mimic & do it. (3) Helper asks questions (e.g.), "What did you come to?" "Who came to the party?" "Did you leave the party?" "What did you do?" (4) Learners show but don't say the answer. (5) Helper shows and says the shortest possible answer.

Step 6 -- Tell & Observe: Give props to helper. (1) Learners command helper (e.g.), "Leave the meeting." (2) Helper does it and restates. (3) Learners mimic.

Step 7 -- Do & Listen & Mimic: Repeat **Step 1** with mimicry.

Step 8 -- Observe & Tell: Give props to helper. (1) Helper puts action on place. (2) Learners, in you-past, attempt to say (e.g.), "You left the party." (3) Helper restates. (4) Learners mimic. (5) More questions--cf., Step 5.

Step 9 -- Do & Tell: (1) Each learner does one and attempts to make an I-past statement (e.g.), "I came to the appointment." (2) Helper restates. (3) All learners mimic.

Step 10 -- Written & Recorded: (1) Helper writes 3 examples each of Steps 1,2,3,5. (2) Record these: "LAP 15, Progression One examples." (3) Record "More random examples."

Progression Two -- Get the 'time' cards.

Step 0 -- Lay the 'time' cards on the table.

a. **Point & Listen**: One learner points to them. Helper says the word. Don't mimic.

b. **Listen & Point**: Helper says the word. Learners point. Don't mimic.

Step 1 -- **Do & Listen**: One learner puts cards together. Helper says (e.g.), "You came to the office late" or "You came late to the office." (Get the most natural way.) Don't mimic.

Step 2 -- **Listen & Do**: Helper commands (e.g.), "Come to the party late." "Leave the office early." Learners do it. Don't mimic. (Encourage helper to mix it up, even 'unnatural' ones.)

Step 3 -- **Listen & Say True/False**: Give props to helper. Helper puts cards together and says I-past, true/false (e.g.), "I came to the office on time." Learners say true/false.

(**Suggestion**: Delay mimicry till you're ready. Skip to **Step 10**.)

Intermediate Step -- Go back and do **Step 0** with mimicry.

Step 4 -- **Listen & Mimic & Do**: Repeat **Step 2** with mimicry.

Step 5 -- **Listen, Mimic & Do plus Questions**: (1) Helper commands (e.g.), "Come to the office early." (2) Learners mimic & do it. (3) Helper asks questions (cf., Prog. One, Step 5).

Add (e.g.), "Did you come to the office early or late?" "When did you get to the office?"

(4) Learners show but don't say the answer. (5) Helper shows and states short answer.

Step 6 -- **Tell & Observe**: Learners command helper, who does & restates. Learners mimic.

Step 7 -- **Do & Listen & Mimic**: Repeat **Step 1** with mimicry.

Step 8 -- **Observe & Tell**: Give props to helper. (1) Helper does combination. (2) Learners attempt to say it in you-past-tense. (3) Helper restates. (4) Learners mimic. (5) Questions.

Step 9 -- **Do & Tell**: (1) Each learner does one and attempts to make an I-past statement (e.g.), "I left the meeting early." (2) Helper restates. (3) All learners mimic.

Step 10 -- **Written & Recorded**: (1) Helper writes 3 examples each of Steps 1,2,3,5. (2) Record these: "LAP 15, Progression Two examples." (3) Record "More random examples."

Optional Progression Three -- Either keep the same places or substitute: home, school, church, work; then add other pronouns (I, we, he, they), use 2 tenses (past--card with arrow & dot to the left--came/left; future--card with arrow & dot to the right--will come/will leave) and do this progression following **Track B**. (Examples: "He will come home early." "They will come to church late." "We came to school early." "I left work late.")

Cultural inquiry -- Discuss what *early*, *late*, *on time* means in this culture in relation to various events (appointments, parties, church). How flexible is it? When is *late* really *late*? What are people most punctual on (e.g., work or school)? How do people feel if they are late? What do they say when they arrive late? How does a boss respond to employee lateness?

Language Acquisition Project 16

Go/Come, Destinations, Purpose, Pronouns

Instructions -- (1) Divide sheet of paper into 4 spaces. Sketch 4 general places: city, village, market, plaza, and downtown/city center, mall. (2) On 4 cards sketch: go (person with arrow toward a location), come (person with arrow at a location), and walk (person walking), run (person running). (3) On 4 cards sketch purposes: buy-rice (money & bag), meet-friend (2 people), see-doctor (person and doctor), and study-language (person and book). (4) Get the pronouns from LAP 14.

Note: This language may not have generic/broad words for go/come. Specific verbs may be required for specific contexts and purposes. Work out the correct verbs with your helper.

Progression One -- Get the sheet of places and the 4 'going' cards.

Step 0a -- Lay the sheet of places on the table.

a. **Point & Listen:** One learner points to the places. Helper says it. Don't mimic.

b. **Listen & Point:** Helper says the name of the place. Learners point to it. Don't mimic.

Step 0b -- Lay the 4 'going' cards on the table. Learn the simple (root) form of the verb.

a. **Point & Listen:** One learner points to the cards. Helper says the verb. Don't mimic.

b. **Listen & Point:** Helper says the verb. Learners point to it. Don't mimic.

Step 1 -- **Do & Listen:** One learner puts a card on a destination. Helper says you-past-tense (e.g.), "You came to the village." "You ran to the market." Don't mimic.

Step 2 -- **Listen & Do:** Helper commands (e.g.), "Walk to the plaza." "Go downtown." "Come to the mall." Learners do it. Don't mimic.

Step 3 -- **Listen & Say True/False:** Give props to helper. Helper puts card on destination and says (e.g.), "I went to the city." "I came to the market." Learners say true/false.

(Suggestion: Delay mimicry till you're ready. Skip to **Step 10**.)

Intermediate Step -- Go back and do **Steps 0a,0b** again, this time with mimicry.

Step 4 -- **Listen & Mimic & Do:** Repeat **Step 2** with mimicry.

Step 5 -- **Listen, Mimic & Do plus Questions:** (1) Helper commands (e.g.), "Run to the market." (2) Learners mimic & do it. (3) Helper asks (e.g.), "Where did you run?" "Who ran to the market?" "Did you...?" (4) Learners show but don't say the answer. (5) Helper shows and says it.

Step 6 -- **Tell & Observe:** Give props to helper. (1) Learners command helper (e.g.), "Run downtown." (2) Helper does and restates. (3) Learners mimic.

Step 7 -- **Do & Listen & Mimic:** Repeat **Step 1** with mimicry.

Step 8 -- **Observe & Tell:** Give props to helper. (1) Helper does action. (2) Learners make you-past statement. (3) Helper restates. (4) Learners mimic. (5) More questions.

Step 9 -- **Do & Tell:** (1) Each learner does one and attempts to make an I-past statement (e.g.), "I ran to the plaza." (2) Helper restates. (3) All learners mimic.

Step 10 -- Written & Recorded: (1) Helper writes 3 examples each of Steps 1,2,3,5. (2) Record these: “LAP 16, Progression One examples.” (3) Record “More random examples.”

Progression Two -- Get purpose-cards, pronoun-cards (I, we, he, they). Switch to **Track B**.

Step 0 -- Lay the purpose cards on the table.

a. **Point & Listen:** One learner points to the cards. Helper (if possible) says the 2 words together--buy rice, meet friend, see doctor, study language. Don't mimic.

b. **Listen & Point:** Helper says the words together. Learners point. Don't mimic.

Step 1 -- Do & Listen: (First review the 4 pronouns.) One learner puts a pronoun-card, a go-card and a purpose-card on a place. Helper says in past-tense (e.g.), “He ran to the market to buy rice.” “They came to the village to meet a friend.” Don't mimic.

Step 2 -- Listen & Do: Helper makes a full past-tense statement (e.g.), “We went to the city to see the doctor.” Learners put it together. Don't mimic.

Step 3 -- Listen & Say True/False: Give props to helper. Helper puts a combination together and says true/false (e.g.), “They ran to the plaza to buy rice.” Learners say t/f.

(**Suggestion:** Delay mimicry till you're ready. Skip to **Step 10**.)

Intermediate Step -- Go back and do **Step 0** again, with mimicry.

Step 4 -- Do & Listen & Mimic: Repeat **Step 1** with mimicry.

Step 5 -- Listen & Do & Mimic: Repeat **Step 2** with mimicry.

Step 6 -- Listen, Mimic & Do plus Questions: (1) Helper makes a statement (e.g.), “He walked to the village to study the language.” (2) Learners mimic & put it together. (3) Helper asks questions (e.g.), “Where did he walk?” “What did he walk to the village to do?/Why did he walk to the village.” “Who walked to the village?” (4) Learners show but don't say the answer. (5) Helper shows and says the shortest possible answer.

Step 7 -- Do & Tell: (1) Each learner does one and makes a full past-tens statement (e.g.), “We ran to the mall to buy rice.” (2) Helper restates. (3) All learners mimic.

Step 8 -- Tell & Observe: Give props to helper. (1) Each learner attempts to make a full statement. (2) Helper restates and puts it together. (3) All learners mimic.

Step 9 -- Observe & Tell: Give props to helper. (1) Helper puts combination together. (2) Learners make the statement. (3) Helper restates. (4) Learners mimic. (5) More questions.

Step 10 -- Written & Recorded: (1) Helper writes 6-7 example sentences. (2) Record these: “LAP 16, Progression Two examples.” (3) Record “More random examples.”

Concept exploration -- Explore further specific terms for ‘going’; e.g., going to a destination (go to the Post Office), going for a purpose (go for a haircut), going for no particular purpose (go for a walk; i.e., stroll, jog). Is a different word for ‘go’ used? (If so, really probe this. If not, rejoice!) Are the destination or purpose words altered?

Language Acquisition Project 17

People, Buildings, Enter/Exit

Instructions -- (1) Divide sheet of paper into 6 spaces and sketch 6: store, bakery, church, pharmacy, hotel, embassy, hospital, school, airport, office, post office, factory, apartment building, etc. (2) On 2 cards sketch: enter (large C with arrow pointing in), exit (large C with arrow pointing out). (3) On 4 cards sketch: man (large male), woman (large female), boy (small male), girl (small female).

Note: In some languages (e.g., Mandarin) it is very awkward to say someone merely went into a building. There must be purpose/activity connected with it. If true of this language, you may need to add purpose (e.g., to rest, to work, to study, to visit, to buy something).

Example: He went into the library to study.

Progression One -- Get the sheet of buildings and enter/exit cards

Step 0 -- Lay the sheet of buildings on the table.

a. **Point & Listen:** One learner points to each building. Helper says its name. Don't mimic.

b. **Listen & Point:** Helper says the buildings' names. Learners point. Don't mimic.

Step 1 -- **Do & Listen:** (First get the words for enter/go in and exit/ go out.) One learner puts enter or exit card on building. Helper, using you-past-tense, says (e.g.), "You went into the store." "You went (came) out of the bakery." Don't mimic.

Step 2 -- **Listen & Do:** Helper gives a command (e.g.), "Go into the pharmacy." "Go (come) out of the hotel." Learners do it. Don't mimic.

Step 3 -- **Listen & Say True/False:** Give props to helper. Helper puts enter/exit card on building and says in I-past-tense, true/false, "I went into the store." Learners say true/false.

(Suggestion: Till you're ready for mimicry, skip to **Step 10**.)

Intermediate Step -- Go back and do **Step 0** with mimicry.

Step 4 -- **Listen & Mimic & Do:** Repeat **Step 2** with mimicry.

Step 5 -- **Listen, Mimic & Do plus Questions:** (1) Helper commands (e.g.), "Go into the church." (2) Learners mimic & do it. (3) Helper asks questions (e.g.), "What did you go into?" "Who went into the church?" "Did you..." "What did you do?" (4) Learners show but don't say the answer. (5) Helper shows and says the shortest possible answer.

Step 6 -- **Tell & Observe:** Give props to helper. (1) Learners command helper (e.g.), "Go (come) out of the pharmacy." (2) Helper does and restates it. (3) Learners mimic.

Step 7 -- **Do & Listen & Mimic:** Repeat **Step 1** with mimicry.

Step 8 -- **Observe & Tell:** Give props to helper. (1) Helper does one. (2) Learners make you-past statement (e.g.), "You went into the hospital." (3) Helper restates. (4) Learners mimic. (5) Do questions again (cf., Step 5).

Step 9 -- **Do & Tell:** (1) Each learner does one and attempts to make I-past statement (e.g.), "I went out of the store." (2) Helper restates. (3) All learners mimic.

Step 10 -- **Written & Recorded**: (1) Helper writes 3 examples each of Steps 1,2,3,5. (2) Record these: “LAP 17, Progression One examples.” (3) Record “More random examples.”

Progression Two -- Get the 4 people-cards: man, woman, boy, girl. Switch to **Track B**.

Step 0 -- Lay people-cards on the table.

a. **Point & Listen**: One learner points to the people-cards. Helper says it. Don’t mimic.

b. **Listen & Point**: Helper says one. Learners point. Don’t mimic.

Step 1 -- **Do & Listen**: One learner puts a people-card and an enter/exit card on building. Helper says in past-tense (e.g.), “The man went into the post office.” “The girl came out of the store.” Don’t mimic.

Step 2 -- **Listen & Do**: Helper makes a past-tense statement (e.g.), “The woman went into the pharmacy.” “The girl came out of the school.” Learners do it. Don’t mimic.

Step 3 -- **Listen & Say True/False**: Give props to helper. Helper puts combination together and says true/false (e.g.), “The boy went into the church.” Learners say true/false.

(**Suggestion**: Till you’re ready for mimicry, skip to **Step 10**.)

Intermediate Step -- Go back and do **Step 0** again with mimicry.

Step 4 -- **Do & Listen & Mimic**: Repeat **Step 1** with mimicry.

Step 5 -- **Listen & Do & Mimic**: Repeat **Step 2** with mimicry.

Step 6 -- **Listen, Mimic & Do plus Questions**: (1) Helper makes a full statement (e.g.), “The man went into the hospital.” (2) Learners mimic & do it. (3) Helper asks questions (e.g.), “Where did the man go?” “Who went to into the hospital?” “Did the boy go into the store?” (4) Learners show but don’t say the answer. (5) Helper shows and says the answer.

Step 7 -- **Do & Tell**: (1) Each learner does one and attempts to say (e.g.), “The woman came out of the bakery.” (2) Helper restates. (3) All learners mimic.

Step 8 -- **Tell & Observe**: Give props to helper. (1) Each learner attempts to make a full statement. (2) Helper does it and restates. (3) All learners mimic.

Step 9 -- **Observe & Tell**: Give props to helper. (1) Helper puts combination together. (2) Learners make the statement. (3) Helper restates. (4) Learners mimic. (5) Questions again.

Step 10 -- **Written & Recorded**: (1) Helper writes 6-7 example sentences. (2) Record these: “LAP 17, Progression Two examples.” (3) Record “More random examples.”

Cultural inquiry -- When a mixed group (men, women, children) enter or exit a building together, who goes first? Is any place/building/religious structure taboo for women or children to enter? Which buildings do people remove their shoes on entering (homes, religious places)?

Language Acquisition Project 18

Household Chores, Ordered to do these

Instructions -- (1) Divide a sheet of paper into 6 spaces. Sketch 6: cupboard, shelf, window ledge, closet, drawer, cabinet, desk, floor, carpet, steps/stairway wall, door, window. (2) On 3-4 cards sketch 3-4: sweep, wipe, scrub, dust, wash, clean. (3) Get the 4 pronouns from LAP 14 or sketch others: her (female stick figure), you singular (hand extended toward 1 person), you plural (hand extended toward 3-4 people). (4) On 1 card sketch the concept 'tell/order/command' (a mouth showing this--e.g., "I told her to sweep the floor.")

Progression One -- Get the household items sheet and the activity cards.

Step 0a -- Lay the items-sheet on the table.

Point & Listen: One learner points to these. Helper says the word. Don't mimic.

Listen & Point: Helper says the word. Learners point. Don't mimic.

Step 0b -- Lay out the activity cards (sweep, wipe, etc.).

Point & Listen: One learner points to the activities. Helper says the word. Don't mimic.

Listen & Point: Helper says the word. Learners point. Don't mimic.

Step 1 -- Do & Listen: One learner puts an activity card on the item. Helper says in past tense (e.g.), "You wiped the shelf." "You scrubbed the closet." Don't mimic.

Step 2 -- Listen & Do: Helper gives a command (e.g.), "Wipe the desk." "Clean the cupboard." Learners do it. Don't mimic.

Step 3 -- Listen & Say True/False: Give props to helper. Helper does one and says in I-past, true/false (e.g.), "I dusted the cupboard." "I wiped the shelf." Learners say true/false.

(Suggestion: Till you're ready for mimicry, skip to **Step 10**.)

Intermediate Step -- Go back and do **Steps 0a,0b** again, this time mimic the words.

Step 4 -- Listen & Mimic & Do: Repeat **Step 2** with mimicry.

Step 5 -- Listen, Mimic & Do plus Questions: (1) Helper commands (e.g.), "Scrub the closet." (2) Learners do it. (3) Helper asks questions (e.g.), "Who scrubbed the closet?" "What did you scrub?" "What did you do?" "Did you scrub the steps?" (4) Learners show but don't say the answer. (5) Helper shows and says the short answer.

Step 6 -- Tell & Observe: Give props to helper. (1) Learners command helper (e.g.), "Wash the cupboard." (2) Helper does it and restates. (3) Learners mimic.

Step 7 -- Do & Listen & Mimic: Repeat **Step 1** with mimicry.

Step 8 -- Observe & Tell: Give props to helper. (1) Helper does one. (2) Learners make the proper you-past statement (e.g.), "You cleaned the cupboard." (3) Helper restates. (4) Learners mimic. (5) Do the questions again (cf., Step 5).

Step 9 -- Do & Tell: (1) Each learner does one and attempts to make an I-past statement (e.g.), "I swept the floor." (2) Helper restates. (3) All learners mimic.

Step 10 -- Written & Recorded: (1) Helper writes 3 examples each of Steps 1,2,3,5. (2) Record these: "LAP 18, Progression One examples." (3) Record "More random examples."

Progression Two -- Get the pronoun cards and the ‘tell/order’ card. Switch to **Track B**.

Step 0 -- Just the pronouns and ‘tell’ card. Practice the first part of a past-tense sentence.

a. **Do & Listen**: One learner puts 1 pronoun to the left and 1 to the right of the ‘tell’ card. Helper says in past tense (e.g.), “I told her” “He told you” “They told him”. Don’t mimic.

b. **Listen & Do**: Helper says one (e.g.), “We told them”. Learners do it. Don’t mimic.

Step 1 -- **Do & Listen**: One learner puts a full combination on the item sheet. Helper in past tense says (e.g.), “I told him to wash the wall.” “He told her to wipe the desk.” Don’t mimic.

Step 2 -- **Listen & Do**: Helper makes full past tense statement. Learners do it. Don’t mimic.

Step 3 -- **Listen & Say True/False**: Give props to helper. Helper puts one together and makes a past true/false statement (e.g.), “She told me to wipe the wall.” Learners say t/f.

(**Suggestion**: Delay mimicry. Skip to **Step 10**. When ready, do **Step 0** first with mimicry.)

Step 4 -- **Do & Listen & Mimic**: Repeat **Step 1** with mimicry.

Step 5 -- **Listen & Do & Mimic**: Repeat **Step 2** with mimicry.

Step 6 -- **Listen, Mimic & Do plus Questions**: (1) Helper makes a full statement (e.g.), “We told you to scrub the floor.” (2) Learners mimic & do it. (3) Helper asks questions (e.g.), “What did we tell you to do?” “Who told you to scrub the floor?” (cf., Prog. One, Step 5) (4) Learners indicate the answer. (5) Helper shows and says the short answer.

Step 7 -- **Do & Tell**: (1) Each learner does one and attempts to say (e.g.), “They told you to wash the cupboard.” (2) Helper restates. (3) All learners mimic.

Step 8 -- **Tell & Observe**: Give props to helper. (1) Each learner attempts to make a full statement. (2) Helper puts it together and restates. (3) All learners mimic.

Step 9 -- **Observe & Tell**: Give props to helper. (1) Helper puts a combination together. (2) Learners make the statement. (3) Helper restates. (4) Learners mimic. (5) Questions.

Step 10 -- **Written & Recorded**: (1) Helper writes 6-7 example sentences. (2) Record these: “LAP 18, Progression Two examples.” (3) Record “More random examples.”

Optional Progression Three -- Sketch ways to express manner (carefully, quickly, slowly, hard {strongly}). See LAP 19 for ideas. Learn these terms (**Step 0**) and do this progression using **Track B**. (Example: “I told you to clean the cupboard carefully.”)

Concept exploration -- Explore the difference between telling and asking someone to do something.

Cultural inquiry -- How are domestic chores handled in your home? Is there a wash day? A Spring-cleaning? What chores are children required to do? Any superstitions connected to cleaning any part of the house?

Language Acquisition Project 19

Fragile things, Pick up/Put down, Manner (carefully, slowly)

Instructions -- (1) Divide sheet of paper into 4-6 spaces. Sketch 4-6 fragile things (e.g.), eggs, cups, glasses, vase, mirror, plates, clock, kitten, puppy, baby, etc. Decide with helper singular or plural. (2) On 2 cards sketch lift/pick up (hands with arrows pointing up) and set/put down (hands with arrows pointing down). (3) On 4 cards sketch 'manner': carefully (pillow), carelessly (pillow torn apart), quickly (2 lightning streaks), slowly (diamond traffic sign). (4) Get the singular pronouns-- I, you sing., he, she. (5) On 2 cards sketch very (large exclamation point), not very (large X plus exclamation point).

Progression One -- Get sheet of fragile things; pick up and put down cards.

Step 0 -- Lay sheet of fragile things on the table.

- a. **Point & Listen:** One learner points to each thing. Helper says it. Don't mimic.
- b. **Listen & Point:** Helper says the word. Learners point to it. Don't mimic.

Continue: Review pick up and put down. Then, using the lift/pick up and put down cards, follow the **Progression One** format of **Track A** in **LAP 18** to **Step 10**. Examples: **Step 1** (you-past) -- "You picked up the eggs." **Step 2** (command) -- "Put the vase down." **Step 3** (I-past & true/false) -- "I picked up glasses."

Progression Two -- Get the 'manner' cards and pronoun cards. Switch to **Track B**.

Step 0 -- Lay these on the table.

- a. **Point & Listen:** One learner points to these. Helper says just the word. Don't mimic.
- b. **Listen & Point:** Helper says just the word. Learners point to it. Don't mimic.

Step 1 -- **Do & Listen:** One learner puts pronoun, manner and action cards on the sheet. Helper makes a past-tense statement (e.g.), "She picked up the eggs carefully." or "She carefully picked up the eggs." Find out which is most natural. Don't mimic.

Step 2 -- **Listen & Do:** Helper makes a full statement (e.g.), "He put the glasses down quickly." "You carelessly picked up the vase ." Learners put it together. Don't mimic.

Step 3 -- **Listen & Say True/False:** Give props to helper. Helper puts a combination together and makes a true/false statement. Learners say true/false.

(Suggestion: Delay mimicry till you're ready. Skip to **Step 10**.)

Intermediate Step -- Go back and do **Step 0** with mimicry.

Step 4 -- **Do & Listen & Mimic:** Repeat **Step 1** with mimicry.

Step 5 -- **Listen & Do & Mimic:** Repeat **Step 2** with mimicry.

Step 6 -- **Listen, Mimic & Do plus Questions:** (1) Helper makes a full statement (e.g.), "She put the vase down carefully." (2) Learners mimic & do it. (3) Helper asks questions

(e.g.), “What did she put down?” “Who put the vase down?” “How did she put it down?” “Did she put it down carelessly?” (4) Learners show but don’t say the answer. (5) Helper shows and says the short answer.

Step 7 -- Do & Tell: (1) Each learner puts combination together and attempts to say (e.g.), “He put the glasses down slowly.” (2) Helper restates. (3) All learners mimic.

Step 8 -- Tell & Observe: Give props to helper. (1) Each learner attempts to make a full statement. (2) Helper puts it together and restates. (3) All learners mimic.

Step 9 -- Observe & Tell: Give props to helper. (1) Helper puts a combination together. (2) Learners make the statement. (3) Helper restates. (4) Learners mimic. (5) Questions.

Step 10 -- Written & Recorded: (1) Helper writes 6-7 example sentences. (2) Record these: “LAP 19, Progression Two examples.” (3) Record “More random examples.”

Progression Three -- Add very, not very. Rehearse these first.

Follow **Steps 1-10** of **Progression Two**, adding in very/not very. Note: Pay attention to how very and not very are expressed and what happens to the word order of the sentence. Examples: “She picked up the eggs very carefully.” “She did not pick up the eggs very carefully.”

Concept exploration -- Discuss further the concept of *fragile*. Distinguish fragile living beings and fragile things.

Language Acquisition Project 20

Meal Preparation, Question words

Instructions -- (1) Divide sheet into 6 spaces and sketch these actions: bake-bread, make-soup, fry-fish, fix-salad, roast-chicken, cook-rice. (2) On 4 cards sketch question words: when (clock with ?), where (2 locations with ?), why (large bold ?), how/what step-by-step process (wavy line with ?).

Progression One -- Get the 6 actions sheet.

Step 0 -- Lay the actions-sheet on the table.

- a. **Point & Listen:** One learner points to the actions. Helper says the shortest phrase possible (e.g.), 'bake-bread' 'fry-fish' 'cook-rice'. Don't mimic.
- b. **Listen & Point:** Helper says short phrase. Learners point to it. Don't mimic.

Step 1 -- **Do & Listen:** One learner touches an action. Helper makes you-with-past-tense statement (e.g.), "You baked the bread." "You fixed the salad." Don't mimic.

Step 2 -- **Listen & Do:** Helper gives a command (e.g.), "Roast the chicken." Learners touch the action. Don't mimic. (Note: This may be identical to **Step 0**. Do it anyway.)

Step 3 -- **Listen & Say True/False:** Give props to helper. Helper touches one and says in I-past, true/false (e.g.), "I baked the bread." "I cooked the rice." Learners say true/false.

(**Suggestion:** Delay mimicry till you're ready. Skip to **Step 10**.)

Intermediate Step -- Go back and do **Step 0** again, this time with mimicry.

Step 4 -- **Listen & Mimic & Do:** Repeat **Step 2** with mimicry.

Step 5 -- **Listen, Mimic & Do plus Questions:** (1) Helper commands (e.g.), "Fry the fish." (2) Learners mimic & touch it. (3) Helper asks questions (e.g.), "What did you fry?" "Who fried the fish?" "What did you do?" "Did you fry the rice?" (4) Learners show but don't say the answer. (5) Helper shows and says shortest possible answer.

Step 6 -- **Tell & Observe:** Give props to helper. (1) Learners command helper (e.g.), "Bake the bread." (2) Helper does it and restates. (3) Learners mimic.

Step 7 -- **Do & Listen & Mimic:** Repeat **Step 1** with mimicry.

Step 8 -- **Observe & Tell:** Give props to helper. (1) Helper does one. (2) Learners make the proper you-past statement (e.g.), "You fixed the salad." (3) Helper restates. (4) Learners mimic. (5) Repeat the questions of Step 5.

Step 9 -- **Do & Tell:** (1) Each learner touches an action and attempts an I-past statement (e.g.), "I made the soup." (2) Helper restates. (3) All learners mimic.

Step 10 -- **Written & Recorded:** (1) Helper writes 3 examples each of Steps 1,2,3,5. (2) Record these: "LAP 20, Progression One examples." (3) Record "More random examples."

Progression Two -- Get the question-word cards. Also, only 1 pronoun card: he (or she). Switch to **Track B**. (Note: Pay particular attention to word order and where the question word goes.)

Step 0 -- Lay the question-word cards on the table.

a. **Point & Listen**: A learner points to the question words. Helper says them. Don't mimic.

b. **Listen & Point**: Helper says question words. Learners point. Don't mimic.

Step 1 -- **Do & Listen**: (Use he or she pronoun.) One learner puts a question-card and the pronoun card on an action. Helper asks that question (e.g.), "When did he cook the rice?" "Where did he cook the rice?" "Why did he cook the rice?" "How (what process) did he cook the rice?" Don't mimic.

Step 2 -- **Listen & Do**: Helper asks questions. Learners do it. Don't mimic.

Step 3 -- **Listen & Say True/False**: Give props to helper. Helper puts question word and pronoun on action and says true/false (e.g.), "When did he fry the fish?" Learners say t/f.

(**Suggestion**: Unless ready for full mimicry and production, skip to **Step 9**.)

Intermediate Step -- Go back and do **Step 0**, this time mimic the question words.

Step 4 -- **Do & Listen & Mimic**: Repeat **Step 1** with mimicry.

Step 5 -- **Listen & Do & Mimic**: Repeat **Step 2** with mimicry.

Step 6 -- **Do & Tell**: (1) Each learner does one and attempts the question (e.g.), "When did he roast the chicken?" (2) Helper restates. (3) All learners mimic.

Step 7 -- **Tell & Observe**: Give props to helper. (1) Each learner attempts one of the questions (e.g.), "Why did he cook the rice?". (2) Helper puts it together and restates. (3) All learners mimic.

Step 8 -- **Observe & Tell**: Give props to helper. (1) Helper puts question and pronoun on action. (2) Learners ask the question. (3) Helper restates. (4) Learners mimic.

Step 9 -- **Written & Recorded**: (1) Helper writes examples of all questions. (2) Record these: "LAP 20, Progression Two examples." (3) Record "More random examples."

Optional Progression Three -- Add other pronouns and go through **Progression Two** again, asking the questions with different pronouns.

Cultural inquiry -- Explore the step-by-step process (recipe) of how people here do the following (better yet, set aside a time to go to their place and watch or do it with them): cook-rice, bake-bread, make-soup, fry-fish, fix-salad, roast-chicken, etc. Is there any special care taken beyond doing the activity, any sacred connections (e.g., to the baking of bread, to the disposing of old/moldy bread)?

TRACK B -- GUIDE SHEET

COMPREHENSION PROJECTS WITH STATEMENTS

Follow these steps for Language Acquisition Projects (LAPs) where statements occur in Step 2. Get the necessary props or sketches ready ahead of time.

Note: Most steps state what You (the learner) do in that step.

Step 0. **Preliminary Step:** Lay out the necessary props/sketches on the table. (1) You (the learner) touch the items in random order; your Helper (teacher) says the word. (2) Your Helper says the word; You touch the item. Don't mimic. (If a second set of sketches is required for this progression, learn it in the same way.)

Step 1. **Do & Listen:** (1) You (the learner) **Do** (i.e., put 2 sketches together) and (2) **Listen** to your Helper (teacher) make a statement that describes it (e.g., 'He is happy.'). In other words, tell your helper, "I'm going to show it and you say it." Don't mimic.

Step 2. **Listen & Do:** (1) You **Listen** to your Helper make random statements from what you practiced in Step 1. (2) You **Do** them (i.e., put the correct sketches together). In other words, tell your helper, "You say it and I'll show it." Don't mimic yet.

Step 3. **Listen & Say 'True/False':** First, ask your helper how to say yes/no (or right/wrong, true/false). Then give the sketches to your helper. (1) Helper puts sketches together and makes a true or false statement about it. (2) You **Listen & Say**, 'True' or 'False' (or yes/no, right/wrong).

Suggestion: When you are at the very beginning of language learning, make these activities almost totally comprehension-focused so that your comprehension ability can progress as fast as it can. Let speaking lag behind until you gain considerable familiarity with the language. Thus, until you feel ready for mimicry and production (Steps 4-9), skip these steps and go directly to Step 10. After a few LAPs, add Steps 4-9.

Intermediate Step: Before going on to Step 4, go back and do Step 0 again, but now mimic the words.

Step 4. **Do & Listen & Mimic:** (1) You **Do** (i.e., put sketches together as in Step 1) and (2) **Listen** as your Helper makes the statement; then (3) You **Mimic**.

Step 5. **Listen & Mimic & Do:** (1) You **Listen** to your Helper make statements (as in Step 2). (2) You **Mimic** while **Doing** them (i.e., while putting the sketches together).

Step 6. **Listen, Mimic & Do plus Questions:** (1) You **Listen** to your Helper make a statement. (2) You **Do** it. (3) Then have your Helper ask **Questions** related to that statement. (3) You indicate the answer without saying it.* (4) Your Helper then

indicates and states the shortest possible answer. (Note: First determine with your helper what question words can be used: who, what, where, when, how, yes/no, etc. Have your helper write the question words for you.)

Step 7. **Do & Tell**: (1) You Do (i.e., put the cards together) and attempt to **Tell** what they mean. (2) Your Helper restates. (3) You mimic.

Step 8. **Tell & Observe**: Give the sketches to your helper. (1) You attempt to **Tell** something (i.e., you make one of the statements) and then (2) **Observe** whether or not you communicated (i.e., whether or not your helper puts the sketches together that you intended). (3) Your Helper restates it. (4) You mimic. (Note: Don't you put the sketches together as you make the statement. See if you can truly communicate without giving away what you're trying to say.)

Step 9. **Observe & Tell**: Give the sketches to your helper. (1) You Observe your Helper put the sketches together. (2) You attempt to **Tell** him/her what they mean. (3) Your Helper restates. (3) You mimic. (4) It may be helpful to have your helper ask questions again at this point, as in Step 6.

Step 10. **Written & Recorded**: (1) Have your Helper Write a few examples of the statements you've been working on, as well as the questions from Step 6. (2) Then **Record** these. First identify on tape the LAP these examples are from; e.g., "LAP 31, Progression One examples." Have your helper record the written examples first. (3) Then you say, "More random examples", and have your helper (extemporaneously if possible) record up to one minute more of random statements and questions. This will provide helpful practice later.

Expand: Now go back to Step 0 (or Step 1) and follow the process through again, expanding it.

Note:

*For the first few questions, have your helper point to the answer and give the shortest possible answer. When you are ready, point to the answer without verbalizing the answer, unless you can do so without difficulty. You should concentrate more on the question in this exercise (particularly the question word and word order) than on the answer.

Language Acquisition Project 21

Rooms, Pronouns, Activities, Tenses

A Fully-Explained Comprehension Activity

Instructions -- (1) **Rooms:** Fold/divide sheet of paper into 4-6 spaces and sketch 4-6 of the following: kitchen (draw a pan), bathroom (a faucet), bedroom (a bed), living room (a TV), dining room (a table), entryway (a coat rack), balcony/patio (a chair), apartment stairwell (steps/stairs), elevator (shaft), garage. (2) **Pronouns:** On 4 small cards sketch the pronouns (1 per card): I (smiley face), we (3 smiley faces), he (stick figure), they (2 males, 2 females). (3) **Activities:** On 3-4 small cards sketch 3-4 of the following (1 per card): playing (blocks/ball), working (hammer/saw), talking (mouth/consonants), singing (mouth/notes), sleeping (prone/zzz), eating (plate/food), reading (open book), studying (book, pen, pad), cleaning (broom). (4) **Tenses:** On 3 small cards sketch: is -ing (wavy line, dot in the middle), was -ing (wavy line, dot on left side), will be -ing (wavy line, dot on right side).

Note: The language may not accept the tenses of #4 (present/past/future progressive). If so, substitute today (a sun), yesterday (a sun with arrow to the left), tomorrow (a sun with arrow to the right).

Progression One -- Get the sheet with rooms; also pronouns.

Step0a -- Room identification: Lay the 'rooms' sheet on the table.

- a. **Point & Listen:** One learner points to the rooms in different orders. Helper says just the name. Don't mimic.
- b. **Listen & Point:** Helper says the names in different orders. Learners point. Don't mimic.

Step 0b -- Pronoun identification

- a. **Point & Listen:** One learner points to the 4 pronouns in different orders. Helper says just the pronoun. Don't mimic.
- b. **Listen & Point:** Helper says the pronoun. Learners point. Don't mimic.

Step 1 -- **Do & Listen:** One learner puts a pronoun card in a room. Helper makes a present tense statement; e.g., "I am in the kitchen." "We are in the living room." Use all 4 pronouns and do lots of them. Don't mimic.

Step 2 -- **Listen & Do:** Helper makes a present tense statement; e.g., "They are in the dining room." Learners put the correct pronoun in the correct room. Don't mimic.

Step 3 -- **Listen & Say True/False:** Give props to your helper. First, learn the words for yes/no or right/wrong or true/false. Helper then puts a pronoun card in a room and makes a present tense, true or false statement; "He is in the bathroom." Learners say true/false.

(Suggestion -- Unless you feel ready for sentence mimicry, skip Steps 4-9 and go to **Step 10** and on to **Progression Two**. This allows comprehension to build without the interference of speaking. Come back to these steps when you are ready to concentrate on speaking.)

Intermediate Step -- Go back and do **Step 0a,0b** again, but this time with mimicry.

Step 4 -- Do & Listen & Mimic: One learner puts a pronoun in a room. Helper makes the appropriate present tense statement; e.g., “We are in the kitchen.” Learners mimic.

Step 5 -- Listen & Mimic & Do: Helper makes a statement; e.g., “They are in the dining room.” Learners mimic while putting they in the dining room.

Step 6 -- First ask your helper to write down the question words you will hear--who, where (e.g., where is he), yes/no (e.g., is he). Get a basic ‘feel’ for these.

Listen, Mimic & Do plus Questions: (1) Helper makes a statement; e.g., “He is in the bedroom.” (2) Learners mimic & put he in bedroom. (3) Helper asks appropriate questions (e.g., “Who is in the bedroom?” “Where is he?” “Is he in the kitchen?”). (4) Learners point to/indicate the answer. (5) Helper indicates and states the shortest possible answer.

Suggestion: Have your helper ask the questions in a different order each time.

Step 7 -- Do & Tell: (1) One learner puts a pronoun in a room and attempts to make the appropriate present tense statement. (2) Helper restates it (correctly). (3) All learners mimic.

Step 8 -- Tell & Observe: Give props to your helper. (1) One learner attempts to make a statement. (2) Helper puts it together and restates it. (3) All learners mimic.

Step 9 -- Observe & Tell: Give props to your helper. (1) Helper puts a pronoun in a room. (2) Learners attempt to make the appropriate present tense statement. (3) Helper restates it. (4) Learners mimic. (**Optional:** Have helper ask questions again, like in Step 6.)

Step 10 -- Written & Recorded: (1) Helper writes example statements (incorporating 1-2 examples of each pronoun and 1-2 examples of each room). (2) Record these, first identifying the source: “LAP 21, Progression One examples”. (3) Then say: “More random examples”, and have your helper record more statements extemporaneously (mixing up all the pronouns and all the rooms). **Note:** If it’s too difficult for your helper to look at the pronouns and rooms and make random statements, you may have to quickly put ‘pronouns’ randomly in ‘rooms’ and have your helper say on the tape recorder what you show.

Progression Two -- Get the activity cards you’ve selected. (**Note:** Check first if certain activities need an object; e.g., some languages can’t say ‘He is reading in the living room’. They must identify the object; e.g., ‘He is reading a book/newspaper in the living room’. Try to pick activities that do not need objects; e.g., “He is sleeping in the bedroom.”)

Step 0a -- Get either the simple-form (play) of the activity or in-process (playing).

a. **Point & Listen:** One learner points to the activities randomly. Helper says either the simple-word (work) or in-process (working). Don’t mimic.

b. **Listen & Point:** Helper says the word (read or reading). Learners point. Don’t mimic.

Step 0b -- Add just the pronouns. (If this language does not allow this phrase, skip this step.)

- a. **Do & Listen**: One learner puts a pronoun next to an activity; helper says the phrase; e.g., 'He is eating'; 'They are working'. Don't mimic.
- b. **Listen & Do**: Helper says the phrase; learners put it together. Don't mimic.

Step 1 -- **Do & Listen**: One learner puts a pronoun and an activity in a room. Helper makes a present in-process statement; e.g., "He is eating in the kitchen." Use all the pronouns, all the rooms, and all the activities. Don't mimic. (**Note**: If the language doesn't allow in-process, use the simple-form; e.g., "He eats in the kitchen.")

Step 2 -- **Listen & Do**: Helper makes the statements practiced in **Step 1**. Learners put the correct cards in the correct room. Don't mimic. (**Note**: Encourage randomness. If you can readily predict the pronoun, activity or room, it's not random and not as stimulating.)

Step 3 -- **Listen & Say True/False**: Give props to your helper. Helper puts the cards in a room and makes a true/false statement. Learners say true/false.

(**Suggestion** -- Unless ready to speak, skip to **Step 10** and go on to **Progression Three**.)

Intermediate Step -- Go back and do **Step 0** again with mimicry.

Step 4 -- **Do & Listen & Mimic**: One learner puts a pronoun and an activity in a room. Helper makes appropriate statement; e.g., "I am working in the bathroom." Learners mimic.

Step 5 -- **Listen & Mimic & Do**: Helper makes a statement; e.g., "We are eating in the dining room." Learners mimic while putting the correct cards in the room.

Step 6 -- **Listen, Mimic & Do plus Questions**: First get the question word what (i.e., for what-doing). (1) Helper makes a statement; e.g., "He is sleeping in the bedroom." (2) Learners mimic & put the correct cards in the room. (3) Helper asks appropriate questions (e.g., "Where is he?" "What is he doing in the bedroom?" "Who is in the bedroom?" "Is he in the bedroom?" "Is he sleeping in the bathroom?") (4) Learners point to/indicate the answer. (5) Helper indicates and states the shortest possible answer.

Step 7 -- **Do & Tell**: (1) One learner puts cards in a room and attempts the appropriate statement; e.g., "They are playing in the kitchen." (2) Helper restates. (3) All learners mimic.

Step 8 -- **Tell & Observe**: Give props to your helper. (1) One learner attempts to make a statement. (2) Helper puts the correct cards in the room and restates. (3) All learners mimic.

Step 9 -- **Observe & Tell**: Give props to your helper. (1) Helper puts a pronoun and an activity in a room. (2) Learners attempt to make the statement. (3) Helper restates it. (4) Learners mimic. (**Optional**: Have helper ask questions again, like in **Step 5**.)

Step 10 -- Written & Recorded: (1) Helper writes example statements, using all the pronouns, activities and rooms. (2) Record these: “LAP 21, Progression Two examples”. (3) Then record “More random examples”.

Progression Three -- Get the 3 cards with tenses (is, was, will be) or, if the language doesn’t allow this, 3 cards with today, yesterday, tomorrow.

Step 0 -- Clarify the 3 tenses (or days), if necessary via Point & Listen and Listen & Point.

Step 1 -- Do & Listen: One learner puts 3 cards in a room. Helper makes the appropriate statement; e.g., “He was eating in the kitchen.” (or, “Yesterday he ate in the kitchen.”) “They are playing in the dining room.” Use all the combinations. Don’t mimic.

Step 2 -- Listen & Do: Helper makes a full statement. Learners do it. Don’t mimic.

Step 3 -- Listen & Say True/False: Give props to your helper. Helper puts a combination together and makes a full, true/false statement; e.g., “He will be sleeping the bedroom.” Learners say true/false.

(**Suggestion** -- Until you are ready, skip to **Step 10**.)

Intermediate Step -- If helpful, go back and do **Step 0** with mimicry.

Step 4 -- Do & Listen & Mimic: One learner puts a combination together. Helper makes the appropriate statement. Learners mimic.

Step 5 -- Listen & Mimic & Do: Helper makes full statement. Learners mimic and do it.

Step 6 -- Listen, Mimic & Do plus Questions: (1) Helper makes a full statement; e.g., “They were playing in the kitchen.” (2) Learners mimic & assemble it. (3) Helper asks appropriate questions, keeping the tense the same: “Who was playing in the kitchen?” “Were they eating in the kitchen?” “What were they doing in the kitchen?” “Where were they playing?” (4) Learners point to/indicate the answer. (5) Helper indicates and states the shortest answer possible.

Step 7 -- Do & Tell: (1) One learner puts a combination together and attempts to make the appropriate statement. (2) Helper restates it. (3) All learners mimic.

Step 8 -- Tell & Observe: Give props to your helper. (1) One learner attempts to make a full statement. (2) Helper puts it together and restates it. (3) All learners mimic.

Step 9 -- Observe & Tell: Give props to your helper. (1) Helper puts a combination together. (2) Learners attempt to make the appropriate statement. (3) Helper restates it. (4) Learners mimic. (**Optional:** Have helper ask questions again here, like in **Step 6**.)

Step 10 -- Written & Recorded: (1) Helper writes examples of all the combinations. (2) Record these: “LAP 21, Progression Three examples.” (3) Then “More random examples.”

Further work -- Add other rooms, activities, pronouns and go through another progression.

Cultural inquiry -- Discuss the typical layout of a house (where the rooms are--particularly the kitchen and bathroom) and the typical furniture in a room. Discuss the degree of privacy

connected to certain rooms (bedroom, bathroom). When do children begin sleeping in a separate bedroom? Any fears connected with a certain room (e.g., attic, closet)? Are there any taboos (do's and don'ts) connected to any room?

Language Acquisition Project 22

Clock Times, Days of the Week

Instructions -- (1) On a horizontal sheet of paper sketch 3 'weeks' as follows: a. Starting from the top left corner, sketch seven 3-inch high columns, 3/4" wide (i.e., last week). b. Do the same from the top right corner (i.e., next week). c. Below these in the middle of the page do the same (i.e., this week). (2) Across the bottom of the page write these times:

1:00 2:00 3:00 4:00 5:00 1:30 2:30 3:30 4:30 5:30

Note: First find out which day is the first day of their calendar week. Then ask if there are any objects, activities or moods connected with a certain day. Draw these in; it will help you quickly identify the days. Don't write any words. (**Example:** On an American 'week' sketch a sad face on Monday, a hump on Wednesday, a happy face on Friday, a cross on Sunday. If nothing else, write the numbers 1-7.)

Progression One -- Clock times and days of the week.

Step 0a -- Clock time (**Note:** Do simple clock time; don't add a.m. or p.m.)

- a. **Point & Listen:** One learner points to clock times. Helper says them. Don't mimic.
- b. **Listen & Point:** Helper says the time randomly. Learners point. Don't mimic.

Step 0b -- Days of the week (i.e., the one in the middle of the page)

- a. **Point & Listen:** One learner points to days of the week. Helper says them. Don't mimic.
- b. **Listen & Point:** Helper says days of the week randomly. Learners point. Don't mimic.

Step 1 -- **Do & Listen:** One learner puts paper clips on a time and a day of the week. Helper says both (e.g.), "2:30 on Tuesday" or "Tuesday at 2:30". (**Note:** Find out which is most natural to say.) Don't mimic.

Step 2 -- **Listen & Do:** Helper says the time and day of the week (e.g.), "5:00 on Friday". Learners put paper clips on the correct ones. Don't mimic.

Step 3 -- **Listen & Say True/False:** Give props to helper. Helper puts paper clips on time and day and makes a true/false statement (e.g.), "1:30 on Sunday". Learners say true/false.

(**Suggestion:** If mimicry and production are going to bog you down at this point, skip to **Step 9**. Come back to Steps 4-8 later. Check the Track B Guide Sheet, Step 3.)

Intermediate Step -- Go back and do **Steps 0a,0b**, this time with mimicry.

Step 4 -- **Do & Listen & Mimic:** Repeat **Step 1** with mimicry.

Step 5 -- **Listen & Mimic & Do:** Repeat **Step 2** with mimicry.

Step 6 -- **Do & Tell:** (1) One learner puts paper clips on day and time and attempts the correct statement (e.g.), "2:00 on Friday". (2) Helper restates. (3) All learners mimic.

Step 7 -- Tell & Observe: Give props to helper. (1) Each learner attempts to state a time and day. (2) Helper puts paper clips and restates. (3) All learners mimic.

Step 8 -- Observe & Tell: Give props to helper. (1) Helper puts paper clips on time and day. (2) Learners attempt the statement. (3) Helper restates. (4) Learners mimic.

Step 9 -- Written & Recorded: (1) Helper writes the days of the week and, only if necessary, the clock times in words (not numerals). (2) Record these in order: “LAP 22, Progression One.” (3) Then record “More random times with days.”

Progression Two -- Add last week, this week, next week

Step 0 -- Find out how the language indicates last/this past week, this week, next/this coming week. (Note: There is confusion even in English, but English still does it.) Rehearse these.

Step 1 -- Do & Listen: One learner puts paper clips on a time and on a day of one of the weeks. Helper says (e.g.), “2:30 last Tuesday” or “2:30 Tuesday last week”. Don’t mimic.

Step 2 -- Listen & Do: Helper says time, day, week. Learners show it. Don’t mimic. Be sure your helper mixes up the times, days and weeks so that you cannot predict the next one.

Step 3 -- Listen & Say True/False: Give the props to your helper. Helper does one and makes a t/f statement (e.g.), “3:00 next Friday” or “3:00 Friday next week” Learners say t/f . (**Suggestion:** Delay mimicry. Skip to **Step 9**. Do this later when you are ready.)

Step 4 -- Do & Listen & Mimic: Repeat **Step 1** with mimicry.

Step 5 -- Listen & Mimic & Do: Repeat **Step 2** with mimicry.

Step 6 -- Do & Tell: (1) One learner puts paper clips on time and a day of one of the weeks and attempts to say it (e.g.), “5:00 this Friday” or “5:00 Friday this week”. (2) Helper restates. (3) All learners mimic.

Step 7 -- Tell & Observe: Give props to helper. (1) Each learner attempts to say one (e.g.), “4:30 next Wednesday” or “4:30 Wednesday next week. (2) Helper does it and restates. (3) All learners mimic.

Step 8 -- Observe & Tell: Give props to helper. (1) Helper puts paper clips on time and a particular day. (2) Learners attempt to say it. (3) Helper restates. (4) Learners mimic.

Step 9 -- Written & Recorded: (1) Helper writes 6-7 examples of time, day, week. (2) Record these: “LAP 22, Progression Two examples.” (3) Record “More random examples.”

Further work - Add more clock times to the activity.

Concept exploration -- If there was any confusion at **Progression Two, Step 0**, when referring to a specific day (either coming up or just passed), go back and try to clarify it more. If the days of the week have names (not numbers), try to get the meaning (or explore the historical meaning) of those words. (Have you ever thought about the historical meanings of the English Tuesday or Thursday?)

Language Acquisition Project 23

Days of the Week, Yesterday/Today/Tomorrow, etc.

Instructions -- (1) Fill a horizontal piece of paper with 7 equal columns for 7 days of a week. Use the whole sheet. Identify 3-4 days with symbols (e.g., sad face on Monday, hump on Wednesday, happy face on Friday; or write the numbers 1-7). (2) On a small card, sketch a large question mark (for e.g., “Is today Tuesday?”). (3) On a small card, sketch a large exclamation point followed by a question mark (for e.g., “Today is Tuesday, right?”) (4) On a small card, sketch a large X (for e.g., “Today isn’t Tuesday.”)

Progression One -- Days of the week; today, yesterday, day before yesterday, tomorrow, day after tomorrow.

Step 0a -- Review the 7 days of the week, if necessary, via Point & Listen, Listen & Point.

Step 0b -- Learn 5 ‘days’-- First put a paper clip on Wednesday, which then becomes ‘today’.

a. **Point & Listen**: Learner points to Wednesday. Helper says ‘today’. Learner points to Tuesday. Helper says ‘yesterday’. Learner points to Monday. Helper says ‘day before yesterday’. Learner points to Thursday. Helper says ‘tomorrow’. Learner points to Friday. Helper says ‘day after tomorrow’. Don’t mimic.

b. **Listen & Point**: With paper clip remaining on Wed. helper says one of these (e.g.), “today”. Learners point to Wed. “Yesterday”. Learners point to Tues., etc. Don’t mimic.

Step 1 -- **Do & Listen**: One learner puts a paper clip on any day (which identifies it as ‘today’). Then the learner either touches that day or another day. Helper identifies it. For example, if the learner puts a paper clip on Monday and touches Monday, helper says, “Today is Monday.” If paper clip is on Monday and learner touches Tuesday, helper says, “Tomorrow is Tuesday.” Don’t mimic. **Note**: The paper clip always signifies the reference point; i.e., the paper clip is always ‘today’.

Step 2 -- **Listen & Do**: Helper says one (e.g.), “Yesterday was Sunday.” Learners put a paper clip on Monday and touch Sunday. “The day after tomorrow is Sunday.” Learners put a paper clip on Friday and touch Sunday. Don’t mimic.

Step 3 -- **Listen & Say True/False**: Give props to helper. Helper puts paper clip on a day, touches that day or another day and makes a true/false statement. Learners say true/false.

(Suggestion): Unless ready for mimicry and production, skip to **Step 9**.)

Intermediate Step -- Go back and do **Step 0b** again, this time with mimicry.

Step 4 -- **Do & Listen & Mimic**: Repeat **Step 1** with mimicry.

Step 5 -- **Listen & Do & Mimic**: Repeat **Step 2** with mimicry.

Step 6 -- **Do & Tell**: (1) One learner puts a paper clip on a day (e.g., Thursday) and touches a day (e.g., Friday) and attempts to make the correct statement, “Tomorrow is Friday”. (2) Helper restates. (3) All learners mimic.

Step 7 -- Tell & Observe: Give props to helper. (1) Each learner attempts to say one (e.g.), “Day before yesterday was Monday”. (2) Helper puts paper clip on Wednesday and touches Monday, and then restates. (3) Learners mimic.

Step 8 -- Observe & Tell: Give props to helper. (1) Helper puts a paper clip on a day and touches that or another day. (2) Learners say it. (3) Helper restates. (4) Learners mimic.

Step 9 -- Written & Recorded: (1) Helper writes several examples of the above statements (e.g.), “Today is Friday.” “Day before yesterday was Monday.” (2) Record these: “LAP 23, Progression One”. (3) Record “More random examples.”

Progression Two -- Add the 3 small cards: ‘question’, ‘exclamation/question’, ‘not’.

Step 0 -- First clarify the basic questions/statements to see if this language makes all 3 of them, e.g.: (1) “Is today Tuesday?” “Was yesterday Friday?” (2) “Tomorrow is Sunday, right?” “Today is Friday, right?” (3) “Today isn’t Monday.” “Tomorrow isn’t Saturday.”

Step 1 -- Do & Listen: Examples: (1) Learner puts a paper clip on Tuesday (which identifies Tuesday as ‘today’), and then puts the question-card on Monday. Helper says, “Was yesterday Monday?” (2) Learner puts a paper clip on Wednesday and puts the exclamation/question-card on Wednesday. Helper says, “Today is Wednesday, right?” (3) Learner puts a paper clip on Friday and the not card on Saturday. Helper says, “Tomorrow isn’t Saturday.” Don’t mimic. **Remember:** The paper clip always indicates ‘today’.

Step 2 -- Listen & Do: Helper says one (e.g.), “Tomorrow is Friday, right?” Learners put a paper clip on Thursday and the exclamation/question-card on Friday. Don’t mimic.

Step 3 -- Listen & Say True/False: Give props to helper. Helper puts down a paper clip and small card and makes a true/false ‘question’ or a ‘not-statement’. Learners say true/false.

(Suggestion: Delay mimicry for now. Skip to **Step 9.**)

Step 4 -- Do & Listen & Mimic: Repeat **Step 1** with mimicry.

Step 5 -- Listen & Do & Mimic: Repeat **Step 2** with mimicry.

Step 6 -- Do & Tell: (1) One learner puts down a paper clip and one of the ‘question’ or ‘not’ cards and attempts the correct description (e.g.), “Day before yesterday was Wednesday, right?” (2) Helper restates. (3) All learners mimic.

Step 7 -- Tell & Observe: Give props to your helper. (1) Each learner attempts a statement (e.g.), “Is today Monday?” “Today isn’t Monday.” “Today is Monday, right?” (2) Helper puts the paper clip and small card on the correct days and restates. (3) All learners mimic.

Step 8 -- Observe & Tell: Give props to helper. (1) Helper places paper clip and one of the small cards. (2) Learners attempt the statement. (3) Helper restates. (4) Learners mimic.

Step 9 -- Written & Recorded: (1) Helper writes 6-7 examples of the above. (2) Record these: “LAP 23, Progression Two examples.” (3) Record “More random examples.”

Concept exploration -- Did you find that this language naturally refers to ‘day before yesterday’ and ‘day after tomorrow’, as English does, or was it forced? On the other hand, does it have natural words for ‘the day before the day before yesterday’ (or does that become, as in English, ‘the other day’)? How about ‘the day after the day after tomorrow’?

Language Acquisition Project 24

Weather conditions, Days (i.e., today, yesterday)

Instructions -- (1) Divide a sheet into 6 spaces and sketch 6 of these weather conditions: hot (thermometer high), cold (thermometer low), raining, snowing, windy, cloudy, clear, foggy, smoggy, misty, dusty, dry. (2) On 5 cards sketch today (sun), yesterday (sun, arrow to left), day before yesterday (2 suns, 2 arrows to left), tomorrow (sun, arrow to right), day after tomorrow (2 suns, 2 arrows to right). (3) On 2 small cards sketch the qualifiers: not (large X), very (i.e., in the extreme-- 'very/really/so hot', hard--'rained/snowed hard').

Progression One -- Get the weather conditions sheet.

Step 0 -- Lay the weather conditions sheet on the table.

- a. **Point & Listen**: One learner points to weather conditions. Helper says it. Don't mimic.
- b. **Listen & Point**: Helper says a weather condition. Learners point to it. Don't mimic.

Step 1 -- **Do & Listen**: (First, review the 5 'days'--today, yesterday, etc.--if necessary, via Point & Listen and Listen & Point.) One learner puts a 'day' on a weather condition. Helper states (e.g.), "It is hot today." "It was raining yesterday." "It will be/It's supposed to be cold tomorrow." (Note: Tense should be automatically included--is, was, will be--if the language requires it. Also, does the language have anything like "It's supposed to..."?) Don't mimic.

Step 2 -- **Listen & Do**: Helper makes a statement (e.g.), "It was windy yesterday." Learners put the correct 'day' on the weather condition. Don't mimic.

Step 3 -- **Listen & Say True/False**: Give props to helper. Helper puts a 'day' on a weather condition and makes a true/false statement (e.g.), "It's supposed to/will snow day after tomorrow." Learners say true/false.

(**Suggestion**: Until ready for mimicry, skip to **Step 10**.)

Intermediate Step -- Go back and do **Step 0** again, this time with mimicry.

Step 4 -- **Do & Listen & Mimic**: Repeat **Step 1** with mimicry.

Step 5 -- **Listen & Do & Mimic**: Repeat **Step 2** with mimicry.

Step 6 -- **Listen, Mimic & Do plus Questions**: (1) Helper makes a statement (e.g.), "It will be cold tomorrow." (2) Learners mimic & put 'day' on weather. (3) Helper asks possible questions (e.g.), "Is it cold today?" "What's the weather supposed to be like tomorrow?" "Do you know if it will be cold tomorrow?" (4) Learners indicate answer. (5) Helper indicates and states answer.

Step 7 -- **Do & Tell**: (1) Each learner puts 'day' on weather and attempts the statement (e.g.), "It was cold yesterday." (2) Helper restates. (3) All learners mimic.

Step 8 -- **Tell & Observe**: Give props to helper. (1) Each learner attempts to make a statement (e.g.), "It's cold today." (2) Helper does it and restates. (3) All learners mimic.

Step 9 -- Observe & Tell: Give props to helper. (1) Helper puts ‘day’ on weather. (2) Learners attempt the statement. (3) Helper restates. (4) Learners mimic. (5) Questions.

Step 10 -- Written & Recorded: (1) Helper writes several examples. (2) Record these: “LAP 24, Progression One examples.” (3) Record “More random examples.”

Progression Two -- Add qualifiers: ‘not’ and ‘very/really/so’ or ‘hard’. Learn/review these.

Step 1 -- Do & Listen: One learner puts ‘day’ and ‘qualifier’ on weather. Helper says it (e.g.), “It rained hard yesterday.” “It’s not cold today.” Don’t mimic.

Step 2 -- Listen & Do: Helper makes a statement (e.g.), “It’s supposed to be really hot tomorrow.” “It was not windy yesterday.” Learners put it together. Don’t mimic.

Step 3 -- Listen & Say True/False: Give props to helper. Helper puts one together and makes true/false statement (e.g.), “It’s very cold today.” Learners say true/false.

(Suggestion: Delay mimicry if you are not ready for it. Skip to **Step 10.**)

Step 4 -- Do & Listen & Mimic: Repeat **Step 1** with mimicry.

Step 5 -- Listen & Do & Mimic: Repeat **Step 2** with mimicry.

Step 6 -- Listen, Mimic & Do plus Questions: (1) Helper makes statement. (2) Learners mimic & do it. (3) Helper asks questions (cf., Progression One, Step 6). (4) Learners indicate the answer. (5) Helper indicates and states the answer.

Step 7 -- Do & Tell: (1) Each learner does one and attempts a statement (e.g.), “It did not rain day before yesterday.” (2) Helper restates. (3) All learners mimic.

Step 8 -- Tell & Observe: Give props to helper. (1) Each learner attempts a statement (e.g.), “It is snowing hard today.” (2) Helper does it and restates. (3) All learners mimic.

Step 9 -- Observe & Tell: Give props to helper. (1) Helper does one. (2) Learners attempt the statement. (3) Helper restates. (4) Learners mimic. (5) More questions.

Step 10 -- Written & Recorded: (1) Helper writes several examples, including not/very. (2) Record these: “LAP 24, Prog. Two examples.” (3) Record “More random examples.”

Progression Three -- Substitute the ‘days’ for the names of the days (Monday, Tuesday, etc.) and substitute different weather conditions and do another progression. Follow the format for **Progression One**.

Further Expansion -- Add 2 days and 2 weather conditions (e.g.), “Yesterday and today it’s been cold and windy.” “It’s supposed to be cold and cloudy both today and tomorrow.”

Concept exploration -- Explore any wide range of terms (and particularly the significance in meaning) for snow conditions, wind conditions, rain conditions, hot/cold weather, etc. (For example, English has many terms for rain conditions: mist, drizzle, shower, downpour, etc.)

Language Acquisition Project 25

Seasons, Weather, Time-qualifier

Instructions -- (1) Divide a sheet into 4 sections and sketch spring (flower), summer (bright sun), fall (leaf), and winter (snowman). (2) On 4 cards sketch: rain (drops), snow (flakes), hot (thermometer high), cold (thermometer low). (3) On 5 cards sketch all the time-qualifiers that the language will allow: usually (square with 6-8 coordinated dots), often/frequently (square with lots of uncoordinated dots), never (blank square), seldom/rarely/scarcely (square with 2-3 dots), always (square full of dots).

Progression One -- Get the sheet with seasons and the weather cards.

Step 0a -- Lay the seasons on the table.

- a. **Point & Listen:** One learner points to seasons. Helper says them. Don't mimic.
- b. **Listen & Point:** Helper says the seasons. Learners point. Don't mimic.

Step 0b -- Lay the weather on the table.

- a. **Point & Listen:** One learner points to the weather. Helper says it. Don't mimic.
- b. **Listen & Point:** Helper says the weather. Learners point. Don't mimic.

Step 1 -- **Do & Listen:** One learner puts a weather card on a season. Helper says simple present tense (e.g.), "It rains in the spring." "It's hot in the summer." Don't mimic. (**Note:** For practice purposes do some that aren't necessarily true, like snow in summer.)

Step 2 -- **Listen & Do:** Helper says one (e.g.), "It's hot in the winter." Learners do it. Don't mimic. Encourage your helper to mix it up so that you cannot predict the next one.

Step 3 -- **Listen & Say True/False:** Give props to helper. Helper puts weather on season and makes a true/false statement (e.g.), "It rains in the fall." Learners say true/false.

(**Suggestion:** Delay mimicry till you're ready. Skip to **Step 9**.)

Intermediate Step -- Go back and do **Steps 0a,0b** again, this time mimic the words.

Step 4 -- **Do & Listen & Mimic:** Repeat **Step 1** with mimicry.

Step 5 -- **Listen & Do & Mimic:** Repeat **Step 2** with mimicry.

Step 6 -- **Do & Tell:** (1) Each learner puts weather on season and attempts a simple present statement (e.g.), "It snows in the spring." (2) Helper restates. (3) All learners mimic.

Step 7 -- **Tell & Observe:** Give props to helper. (1) Each learner attempts a simple present statement (e.g.), "It is cold in the fall." (2) Helper does it/restates. (3) All learners mimic.

Step 8 -- **Observe & Tell:** Give props to helper. (1) Helper puts a weather card on a season. (2) Learners attempt the statement. (3) Helper restates. (4) Learners mimic.

Step 9 -- **Written & Recorded:** (1) Helper writes several examples. (2) Record these: "LAP 25, Progression One examples." (3) Record "More random examples."

Progression Two -- Get the time-qualifier cards.

Step 0 -- Lay these on the table.

a. **Point & Listen**: One learner points to time-qualifiers. Helper says it. Don't mimic.

b. **Listen & Point**: Helper says a time-qualifier. Learners point to it. Don't mimic.

Step 1 -- **Do & Listen**: One learner puts a time-qualifier and weather on a season. Helper states it (e.g.), "It usually rains in the spring." "It never snows in the summer." Don't mimic.

(**Note**: Again for practice purposes, put some together that are not literally true.)

Step 2 -- **Listen & Do**: Helper makes a statement (e.g.), "It is always hot in the summer." Learners put it together. Don't mimic. Tell your helper to mix it up good.

Step 3 -- **Listen & Say True/False**: Give props to helper. Helper puts one together and makes a true/false statement (e.g.), "It is often hot in the fall." Learners say true/false.

(**Suggestion**: Stay in the comprehension mode for now, skip to **Step 9**.)

Intermediate Step -- Go back and do **Step 0** again, this time with mimicry.

Step 4 -- **Do & Listen & Mimic**: Repeat **Step 1** with mimicry.

Step 5 -- **Listen & Do & Mimic**: Repeat **Step 2** with mimicry.

Step 6 -- **Do & Tell**: (1) Each learner puts one together and attempts a statement (e.g.), "It rarely snows in the fall." (2) Helper restates. (3) All learners mimic.

Step 7 -- **Tell & Observe**: Give props to helper. (1) Each learner attempts a statement (e.g.), "It is always hot in the summer." (2) Helper restates. (3) All learners mimic.

Step 8 -- **Observe & Tell**: Give props to helper. (1) Helper puts one together. (2) Learners attempt the statement (e.g.), "It never rains in the winter." (3) Helper restates. (4) Learners mimic.

Step 9 -- **Written & Recorded**: (1) Helper writes several examples of these. (2) Record these: "LAP 25, Progression Two examples." (3) Record "More random examples."

Concept exploration -- Time-qualifiers are very important in languages and are used 'all the time'. Check what other time-qualifiers this language may use. Which ones are used most 'often'? (For example, English has lots more than the above--sometimes, once in awhile, generally, intermittently, repeatedly, from time to time, daily; but some are used much more 'frequently' than others.)

Cultural inquiry -- What feelings/activities are connected to different seasons? Are any rituals performed during the changing of the seasons? Do the season-words have any particular meaning or significance? (Have you ever wondered what the historical meanings are in the English words: spring, summer, fall, and winter?)

Language Acquisition Project 26

Days, Parts of days, Clock times, Weather

Instructions -- (1) Draw 3 equal columns on a vertical sheet of paper. Lay it horizontally. Draw 5 equal columns crossing these 3 columns. Keep it in horizontal. In each square across the top, sketch moon-stars (indicates evening/night); in each square across the middle, draw the left half of the sun against the right side of the square (indicates afternoon); in each square across the bottom, draw the right half of the sun against the left side of the square (indicates morning). (**Note:** The 5 columns from left to right indicate: day before yesterday, yesterday, today, tomorrow, day after tomorrow.) (2) On a separate sheet write 24 clock times on the half-hour from 1:00, 1:30, 2:00, 2:30, etc., to 12:00, 12:30. Make sufficient space between each one. Alternative: Make an actual cardboard clock and dial the times. (**Note:** If the language requires ‘24-hour time’, include some times from 13:00-24:00 on your sheet.) (3) Get the following from LAP 24: cloudy, windy, hot, cold.

Progression One -- Practice ‘full-column’ days (today, yesterday, etc.) and clock times.

Step 0a -- Review the 5 ‘days’: d.b. yesterday, yesterday, today, tomorrow, d.a. tomorrow
a. **Point & Listen:** A learner points to these on the sheet. Helper says them. Don’t mimic.
b. **Listen & Point:** Helper says a ‘day’. Learners point. Don’t mimic.
Step 0b -- Get the sheet of 24 clock-times (or the cardboard ‘clock’).
a. **Point & Listen:** Learner points to or dials clock times. Helper says them. Don’t mimic.
b. **Listen & Point:** Helper says a clock time. Learners point to or dial them. Don’t mimic.

Step 1 -- **Do & Listen:** One learner dials/puts a paper clip on a time and touches a ‘day’. Helper says it (e.g.), “4:30 yesterday” “9:00 tomorrow” “10:30 today”. Don’t mimic.

Step 2 -- **Listen & Do:** Helper says a time and ‘day’ (e.g.), “8:30 day before yesterday”. Learners dial/put paper clip on time and touch the ‘day’. Don’t mimic.

Step 3 -- **Listen & Say True/False:** Give props to helper. Helper dials/puts paper clip on time and touches a ‘day’ and says true/false (e.g.), “1:00 today”. Learners say true/false.

(**Suggestion:** Delay mimicry till you’re ready. Skip to **Step 9**.)

Intermediate Step -- Go back and do **Steps 0a, 0b**, this time with mimicry.

Step 4 -- **Do & Listen & Mimic:** Repeat **Step 1** with mimicry.

Step 5 -- **Listen & Do & Mimic:** Repeat **Step 2** with mimicry.

Step 6 -- **Do & Tell:** (1) Each learner points to/dials time and touches ‘day’ and attempts a phrase (e.g.), “3:30 tomorrow”. (2) Helper restates. (3) All learners mimic.

Step 7 -- **Tell & Observe:** Give props to helper. (1) Each learner attempts to make a phrase. (2) Helper does it and restates. (3) All learners mimic.

Step 8 -- **Observe & Tell:** Give props to helper. (1) Helper points to/dials a time & touches a ‘day’. (2) Learners attempt the correct phrase. (3) Helper restates. (4) Learners mimic.

Step 9 -- **Written & Recorded:** (1) Helper writes out several examples. (2) Record these: “LAP 26, Progression One examples.” (3) Record “More random examples.”

Progression Two -- Add 'parts of the days': evening/night, afternoon, morning. (Note: This will also entail learning (e.g.), 'last night', 'this morning/afternoon', 'tonight', etc.)

Step 0 -- (1) Via Point & Listen, Listen & Point, practice the generic parts of the day (morning, afternoon, evening/night). (2) Also practice these specific times: last night, this morning, this afternoon, tonight.

Step 1 -- **Do & Listen**: Learner points to/dials a time and touches a part of a 'day'. Helper says (e.g.), "3:30 yesterday afternoon" (or "yesterday afternoon at 3:30"--Check the most natural way.) "10:00 tomorrow morning" "7:30 yesterday evening (or last night)". Don't mimic.

Step 2 -- **Listen & Do**: Helper says one (e.g.), "8:00 day after tomorrow morning". Learners show it. (Note: If a statement like this is too farfetched, don't use it.) Don't mimic.

Step 3 -- **Listen & Say True/False**: Give props to helper. Helper does one and makes a true/false statement (e.g.), "7:00 this morning". Learners say true/false.

(**Suggestion**: Unless you're ready for mimicry, skip to **Step 9**.)

Intermediate Step -- Go back and do **Step 0** again with mimicry.

Step 4 -- **Do & Listen & Mimic**: Repeat **Step 1** with mimicry.

Step 5 -- **Listen & Do & Mimic**: Repeat **Step 2** with mimicry.

Step 6 -- **Do & Tell**: (1) Each learner does one and attempts the statement (e.g.), "9:00 tomorrow night." (2) Helper restates. (3) All learners mimic.

Step 7 -- **Tell & Observe**: Give props to helper. (1) Each learner attempts a statement. (2) Helper does it and restates. (3) All learners mimic.

Step 8 -- **Observe & Tell**: Give props to helper. (1) Helper does one. (2) Learners attempt to say it (e.g.), "2:30 this afternoon". (3) Helper restates. (4) Learners mimic.

Step 9 -- **Written & Recorded**: (1) Helper writes several examples of these. (2) Record these: "LAP 26, Progression Two examples." (3) Record "More random examples."

Progression Three -- Add the weather cards. (Note: This will likely require tense {will be, was}. If so, put the 'weather' cards to the right of the sheet to indicate 'will be'; put them to the left to indicate 'was'. This will be particularly necessary when you use the middle column: 'this morning', 'this afternoon', 'tonight'.) Repeat **Progression Two** from **Step 1**. Example statements: "It will be cloudy at 8:00 tomorrow night." "It was windy at 3:30 yesterday afternoon." "It was hot at 1:30 this afternoon." "It will be cold at 9:30 tonight."

Concept exploration -- List in detail the words this language uses for the segments of a 24-hour period (e.g., first watch, second watch). Some languages are very detailed in the terms they use. For example, English uses: dawn, early morning, mid-morning, late morning, noon, etc.

Language Acquisition Project 27

Places, Numbers, 'Times', Week/Month

Instructions -- (1) Divide a sheet of paper into 6 spaces and sketch: bank, post office, school, market, hospital, airport. (2) Get 4-5 pronouns. (3) On 10 cards write the numbers 1-10 for (e.g.), '3 times'. (4) On a card draw a week--7 columns. (5) On a card draw a month--a graph with 7 'boxes' across and 4 'boxes' down.

Note: The action will be 'go'. If the language does not allow the indefinite 'go' without purpose, investigate how to make it relevant; e.g., instead of 'go to the bank', it becomes 'go to get money at the bank'; go to post office (becomes go to buy stamps/mail a letter at the P.O.); school (go to study at school); market (go to buy rice at the market); hospital (go for an appointment at the hospital); airport (go to meet someone at the airport).

Progression One -- places, pronouns, 'go' in past tense

Step 0 -- Review the places and pronouns via Point & Listen, Listen & Point.

Step 1 -- Do & Listen: One learner puts a pronoun on a place. Helper makes a past-tense statement (e.g.), "They went to the market." "We went to the bank." Don't mimic.

Step 2 -- Listen & Do: Helper makes a statement (e.g.), "She went to school." Learners put the correct pronoun on the place. Don't mimic.

Step 3 -- Listen & Say True/False: Give props to helper. Helper puts a pronoun on a place and says in true/false, past tense (e.g.), "We went to the airport." Learners say true/false.

(Suggestion: Delay mimicry till you're ready. Skip to **Step 10**.)

Intermediate Step -- Go back and do **Step 0** again, this time with mimicry.

Step 4 -- Do & Listen & Mimic: Repeat **Step 1** with mimicry.

Step 5 -- Listen & Mimic & Do: Repeat **Step 2** with mimicry.

Step 6 -- Listen, Mimic & Do plus Questions: (1) Helper makes a statement (e.g.), "He went to the market." (2) Learners mimic & do it. (3) Helper asks questions (e.g.), "Who went to the market?" "Where did he go?" "Did they go to the market?", etc. (4) Learners show but don't say the answer. (5) Helper shows and says the answer.

Steps 7-10 -- Follow the regular format.

Progression Two -- Add the 10 numbers, using the word 'times'; also, use past/future tense.

Step 0 -- Lay the 10 number-cards on the table.

a. **Point & Listen:** One learner points to the numbers. Helper says them including the word 'times' (e.g.), "4 times", "9 times", "1 time". Don't mimic.

b. **Listen & Point:** Helper says (e.g.), "5 times". Learners point. Don't mimic.

Step 1 -- **Note:** If the language allows/requires tense, put the number to the left of the sheet to indicate past tense; to the right of the sheet to indicate future tense.

Do & Listen: A learner puts a pronoun (he) on a place (school) and a number (3) to the left of the sheet. Helper says, “He went to school 3 times.” Put a pronoun (I) on a place (bank) and a number (5) to the right. Helper says, “I will go to the bank 5 times.” Don’t mimic.

Step 2 -- **Listen & Do:** Helper makes a past or future statement (e.g.), “They went to the hospital 9 times.” Learners put they on the hospital and 9 on the left side. Don’t mimic.

Step 3 -- **Listen & Say True/False:** Give props to helper. Helper puts pronoun on place and number to right or left and says true/false statement. Learners say true/false.

(**Suggestion:** Delay mimicry till you’re ready. Skip to **Step 10.**)

Intermediate Step -- Go back and do **Step 0** again, with mimicry.

Steps 4,5 -- Same as **Progression One.**

Step 6 -- **Listen, Mimic & Do plus Questions:** (1) Helper makes a statement (e.g.), “He will go to the airport 4 times.” (2) Learners mimic & show it. (3) Helper asks questions (cf., Prog. One, Step 6). Add “How many times will he go to the airport.” “Will he go to the airport 5 times?” (4) Learners show but don’t say the answer. (5) Helper shows and says the answer.

Steps 7-10 -- Follow regular format.

Progression Three -- Add week and month cards. Get the words for ‘week’ and ‘month’.

Step 1 -- **Do & Listen:** One learner puts a pronoun (I) and number (5) on a place (post office) and the week or month card to the left or right. Helper says (e.g.), “I went to the post office 5 times last week” or “We will go to the post office 5 times next month” Don’t mimic.

Step 2 -- **Listen & Do:** Helper says one (e.g.), “They went to school 8 times last week.” Learners put it together. Don’t mimic.

Step 3 -- **Listen & Say True/False:** Helper does one and makes a true/false statement (e.g.), “She will go to the bank 6 times next month.” Learners say true/false.

(**Suggestion:** Delay mimicry till you’re ready. Skip to **Step 10.**)

Step 4 -- **Do & Listen & Mimic:** Repeat **Step 1** with mimicry.

Step 5 -- **Listen & Do & Mimic:** Repeat **Step 2** with mimicry.

Step 6 -- **Listen, Mimic & Do plus Questions:** Helper says. Learners mimic & do it. Helper asks questions. Learners ‘answer’. Helper answers.

Step 7 -- **Do & Tell:** (1) Each learner does one and attempts to say (e.g.), “He will go to the hospital 4 times next week.” (2) Helper restates. (3) All learners mimic.

Step 8 -- **Tell & Observe:** (1) Learners say. (2) Helper does & restates. (3) Learners mimic.

Step 9 -- **Observe & Tell:** (1) Helper does. (2) Learners say. (3) Helper restates. (4) Learners mimic. (5) More questions.

Step 10 -- **Written & Recorded:** (1) Helper writes several examples. (2) Record these: “LAP 27, Progression Three examples.” (3) Record “More random examples.”

Language Acquisition Project 28

Relatives, Possessive pronouns, Physical Conditions, Tenses

Instructions -- (1) Divide a sheet into 6 spaces and sketch 6 of the following physical conditions: headache, stomachache, tired, asleep, fever, cold, cough, awake, alive, dead, sleepy, hungry, thirsty, well, sick, warm, cold, hot, busy. (2) On 4-6 cards sketch 4-6: father (2 parents with male circled), mother (2 parents with female circled), son (small male), daughter (small female), brother (boy/girl with boy circled), sister (boy/girl with girl circled). (3) Select about 3 pronouns (e.g., I, you, he; which will become my, your, his). (4) On 3 cards sketch tenses: is/has (line with dot in middle), was/had (arrow to left, dot on left), will be/will have (arrow to right, dot on right). (Note that in English (as well as Spanish) you have some of these conditions and you are others. Check if that is true of this language.)

Progression One -- Relatives and possessive pronouns

Step 0a -- Lay the 4-6 relatives on the table.

a. **Point & Listen:** One learner points to the 'relatives'. Helper says them. Don't mimic.

b. **Listen & Point:** Helper says a relative. Learners point to it. Don't mimic.

Step 0b -- Get the 3 pronouns and learn possessive form (my, your, his) via Point & Listen, Listen & Point. Don't mimic.

Step 1 -- Do & Listen: One learner puts pronoun next to relative. Helper says it (e.g.), "my father" "his sister" "your brother" "his daughter". Don't mimic.

Step 2 -- Listen & Do: Helper says one (e.g.), "my son". Learners do it. Don't mimic.

Step 3 -- Listen & Say True/False: Give props to helper. Helper puts pronoun next to relative and makes a true/false statement (e.g.), "his mother." Learners say true/false.

Intermediate Step -- Go back and do **Steps 0a,0b** again, with mimicry.

Step 4 -- Do & Listen & Mimic: Repeat **Step 1** with mimicry.

Step 5 -- Listen & Do & Mimic: Repeat **Step 2** with mimicry.

Step 6 -- Do & Tell: (1) Each learner puts pronoun next to relative and says (e.g.), "my son". (2) Helper restates. (3) All learners mimic.

Step 7 -- Tell & Observe: Give props to helper. (1) Each learner attempts to say one (e.g.), "your mother". (2) Helper puts it together and restates. (3) All learners mimic.

Step 8 -- Observe & Tell: Give props to helper. (1) Helper puts pronoun next to relative. (2) Learners attempt to say it. (3) Helper restates. (4) Learners mimic.

Step 9 -- Written & Recorded: (1) Helper writes several examples. (2) Record these: "LAP 28, Progression One examples." (3) Record "More random examples."

Progression Two -- Get the 'physical conditions' sheet.

Step 0 -- Lay the sheet on the table.

a. **Point & Listen:** One learner points to each one. Helper says them. Don't mimic.

b. **Listen & Point:** Helper says each one. Learners point. Don't mimic.

Step 1 -- Do & Listen: One learner puts a pronoun and relative on a physical condition. Helper makes a present-tense statement (e.g.), “My father has a headache.” “My daughter is asleep.” “Your brother is tired.” “His mother has a fever.” Don’t mimic. (Notice that English sometimes uses ‘has’ and sometimes uses ‘is’. Compare it in this language.)

Step 2 -- Listen & Do: Helper says one. Learners put it together. Don’t mimic.

Step 3 -- Listen & Say True/False: Give props to helper. Helper puts one together and makes true/false statement (e.g.), “My son is tired.” Learners say true/false.

(Suggestion: If you’re not ready for mimicry, skip to **Step 10.**)

Intermediate Step -- Go back and do **Step 0** again, with mimicry.

Step 4 -- Do & Listen & Mimic: Repeat **Step 1** with mimicry.

Step 5 -- Listen & Do & Mimic: Repeat **Step 2** with mimicry.

Step 6 -- Listen, Mimic & Do plus Questions: (1) Helper makes a statement (e.g.), “His sister has a headache.” (2) Learners mimic & do it. (3) Helper asks questions (e.g.), “Who has a headache?” “What does his sister have?” (or “What’s the matter with his sister?”) “Is his sister tired?” (4) Learners show but don’t say the answer. (5) Helper shows and says the answer.

Step 7 -- Do & Tell: (1) Each learner puts one together and attempts the statement (e.g.), “My father is asleep.” (2) Helper restates. (3) All learners mimic.

Step 8 -- Tell & Observe: Give props to helper. (1) Each learner attempts a statement (e.g.), “Your mother is tired”. (2) Helper does it and restates. (3) All learners mimic.

Step 9 -- Observe & Tell: Give props to helper. (1) Helper puts something together. (2) Learners attempt the statement. (3) Helper restates. (4) Learners mimic. (5) Questions.

Step 10 -- Written & Recorded: (1) Helper writes several examples. (2) Record these: “LAP 28, Progression Two examples.” (3) Record “More random examples.”

Progression Three -- Get the cards with 3 tenses (if the language will allow it or requires it). Review them: past, present, future. Follow **Progression Two** and include these. Examples: “My son will be cold.” “His mother was tired.” “Your daughter is asleep.”

Further work -- Add or substitute other relatives (uncle, aunt, niece, nephew, grandparents, grandchildren, cousin, etc.), add or substitute other physical conditions, add or substitute other pronouns (e.g., our, her, their) and go through another progression.

Cultural inquiry -- Chart the kinship terms (i.e., one’s relatives) in 7 generations (i.e., all the terms in these generations: great grandparent, grandparent, parent/aunt/uncle, sibling/cousin, child/nephew/niece, grandchild, great grandchild). Note: Some languages have at least 4 terms for the English ‘uncle’ (and ‘aunt’). Inquire into any marked ‘closeness’ or ‘distance’ in these relationships as well as obligations connected to that relationship. Is an ‘outsider’ ever assigned (or can an outsider take on) a kinship term? Is it advisable? If so, what common kinship term does an outsider get assigned/take on? What meaning is one to derive from that or what purpose does it serve? What obligations is one expected to take on?

Language Acquisition Project 29

Emotions, Pronouns, Yes/No, Negative

Note: An attempt is made here to distinguish emotions or feelings that are primarily within oneself (LAP 29) as over against those specifically directed toward others (LAP 30); and then to pay particular attention to how the grammar may be affected by this distinction. If there is no distinction in this language, rejoice!

Instructions -- (1) Divide a sheet of paper into 4-6 spaces and sketch 4-6 of the following: happy, sad, afraid, surprised, brave/courageous, discouraged/frustrated, shy, worried, disappointed, unaware. (2) Get 4 pronoun cards (I, we, he, they--unless you prefer others). (3) On 1 card sketch a big ?-mark (for yes/no question). (4) On 1 card sketch a big X (for not). (5) On 1 card sketch a circle with a diagonal slash through it (for the negative command don't be, used only for you). (6) On 1 card sketch a large exclamation (for very).

Note: Some languages make a distinction: (1) You have some emotions (e.g., it is expressed as 'I have fear', rather than 'I am afraid'). (2) You are other emotions (e.g., 'I am happy'). Check when that might be true in this language and what the concept is underlying the terms.

Progression One -- Get the sheet with emotions. Get 4 pronouns.

Step 0a -- Lay the emotions-sheet on the table.

- a. **Point & Listen**: One learner points to the emotions. Helper says them. Don't mimic.
- b. **Listen & Point**: Helper says the emotions. Learners point to them. Don't mimic.

Step 0b -- Review 4 pronouns, via Point & Listen, Listen & Point if necessary.

Step 1 -- **Do & Listen**: One learner puts a pronoun on an emotion. Helper, using simple present tense says (e.g.), "I am sad." "He is happy." "We are worried." Don't mimic.

Step 2 -- **Listen & Do**: Helper makes the statement (e.g.), "They are afraid." Learners put the correct pronoun on the emotion. Don't mimic.

Step 3 -- **Listen & Say True/False**: Give props to helper. Helper puts pronoun on an emotion and makes a true/false statement (e.g.), "I am worried." Learners say true/false.

Intermediate Step -- Go back and do **Step 0a** again, this time with mimicry.

Step 4 -- **Do & Listen & Mimic**: Repeat **Step 1** with mimicry.

Step 5 -- **Listen & Do & Mimic**: Repeat **Step 2** with mimicry.

Step 6 -- **Do & Tell**: (1) Each learner puts a pronoun on an emotion and attempts a statement (e.g.), "He is afraid." (2) Helper restates. (3) All learners mimic.

Step 7 -- **Tell & Observe**: Give props to helper. (1) Each learner attempts to say one (e.g.), "We are happy". (2) Helper does it and restates. (3) All learners mimic.

Step 8 -- **Observe & Tell**: Give props to helper. (1) Helper puts a pronoun on an emotion. (2) Learners make the statement. (3) Helper restates. (4) Learners mimic.

Step 9 -- Written & Recorded: (1) Helper writes several examples. (2) Record these: LAP 29, Progression One examples.” (3) Record “More random examples.”

Progression Two -- Get the not-card, question-card, don't be-card, very-card. (Note: ‘Don't be’ is a negative command to ‘you’ only. In English, ‘don't be’ and ‘don't you be’ have a little different connotation. Does this language make a similar distinction?)

Step 1 -- Do & Listen: (1) Learner puts a pronoun and not-card on an emotion. Helper says (e.g.), “He is not worried.” “They are not happy.” (2) Learner puts a pronoun and question-card on an emotion. Helper says (e.g.), “Is he worried?” “Are they happy?” (3) Learner puts a don't-be-card on an emotion. Helper says (e.g.), “Don't be sad.” “Don't be worried.” “Don't be afraid.” (Put this card only on the appropriate ones.) (4) Learner puts a pronoun and very-card on an emotion. Helper says (e.g.), “He is very happy.” “We are very sad.” Don't mimic.

Step 2 -- Listen & Do: Helper says one of the five: simple statement (“He is happy.”), negative (“He is not happy.”), question (“Is he happy?”), negative command (“Don't be afraid.”), intensity (“He is very happy.”) Learners do it. Don't mimic. (Note: Encourage your helper to mix it up and use all 5 so that you cannot predict the next one.)

Step 3 -- Listen & Say True/False: Give props to helper. Helper puts one together and makes a true/false statement/question (e.g.), “Are they afraid?” Learners say true/false.

(**Suggestion:** If you're not ready for mimicry, skip to **Step 9.**)

Step 4 -- Do & Listen & Mimic: Repeat **Step 1** with mimicry.

Step 5 -- Listen & Do & Mimic: Repeat **Step 2** with mimicry.

Step 6 -- Do & Tell: (1) Each learner does one and attempts (e.g.), “I am not afraid”; “Don't be sad.” “Are they sad?” (2) Helper restates. (3) All learners mimic.

Step 7 -- Tell & Observe: Give props to helper. (1) Each learner attempts one (e.g.), “They are very sad”. (2) Helper does it and restates. (3) All learners mimic.

Step 8 -- Observe & Tell: Give props to helper. (1) Helper puts a combination together. (2) Learners attempt to say it. (3) Helper restates. (4) Learners mimic.

Step 9 -- Written & Recorded: (1) Helper writes several examples of all of these. (2) Record these: “LAP 29, Progression Two.” (3) Record “More random examples.”

Further work -- Extend the basic sentences with normal endings. Examples: “He is happy with/for me.” “He is sad about that.” “He is afraid of the horse.” “He was surprised by the news.” “He was brave during that operation/on that day.” Pay attention to how the language expresses these, and particularly what prepositions are used. Have your helper write these down and record them.

Cultural inquiry -- Are there cultural sanctions against expressing particular emotions? For example, how are people (insiders and outsiders) regarded if they publicly display anger or sorrow? Are children allowed to cry if they hurt themselves? What do parents say to their children to comfort them or to try to get them to stop crying?

Language Acquisition Project 30

Human Qualities, Pronouns, Very, Please

Note: Setting up this activity may be an interesting exercise in concept-learning. Try to express the kernel thought of each quality/posture to your helper. Check the note in LAP 29.

Try to pick the qualities that can be followed by (e.g.), to me, with me, of me, on me (e.g., “He is kind to me.” “He is angry with me.” “He is jealous of me.” “He is hard on me.”).

Instructions -- (1) Divide a sheet of paper into 4-6 spaces and sketch 4-6 of the following: kind/patient/merciful, angry/upset, friendly/good-natured/cheerful, respectful/considerate, harsh/stern/hard, jealous/envious. Others possible: unfriendly/cool/antagonistic, generous/lavish/giving, resistant/shun/avoidance, affectionate/warm/loving. (2) Get pronoun cards for I, you, he, we, they. (3) On 2 cards sketch very (big circle with big !-point), not very (small circle with small x and small !-point). (4) On 2 cards sketch please-be (hands together), don’t-be (circle with diagonal slash through it).

Progression One -- Get the qualities-sheet and the pronouns.

Step 0a -- Lay the qualities-sheet on the table.

a. **Point & Listen:** One learner points to the qualities. Helper says them. Don’t mimic.

b. **Listen & Point:** Helper says a quality. Learners point to it. Don’t mimic.

Step 0b -- Review the 5 pronouns.

Step 1 -- Do & Listen: One learner puts a pronoun on a quality. Helper, using simple present, says (e.g.), “I am kind.” “They are angry.” “He is friendly.” “You are harsh.” Don’t mimic. (Note: If this language must include a ‘target’ along with this statement--with me, to me, etc.--skip to Progression Two where the ‘target’ is included.)

Step 2 -- Listen & Do: Helper says (e.g.), “He is respectful.” Learners do it. Don’t mimic.

Step 3 -- Listen & Say True/False: Give props to helper. Helper puts pronoun on quality and says true/false (e.g.), “You are jealous.” Learners say true/false.

Intermediate Step -- Go back and do **Step 0a** again, this time with mimicry.

Steps 4-9 -- Carry on as in LAP 29, Progression One.

Progression Two -- Get the very and not very cards and add ‘to/with/of/on a person.’ Use only the pronoun he as the ‘posturer’ and the other pronouns as the ‘receptors’; e.g., “He is very kind to me/us/you/them/him.” (Note: You will need an extra he-card for him.)

Step 0 -- Get acquainted with how very, not very, to/with/of/on a person works.

Step 1 -- Do & Listen: (Since only ‘he’ is the ‘posturer’ in this exercise, the he-card automatically goes on the sketch.) One learner puts a very/not very card and a pronoun card (next to the he-card) on a quality/posture. Helper says (e.g.), “He is very angry with them.” “He is not very kind to us.” “He is very jealous of you.” Don’t mimic.

Step 2 -- Listen & Do: Helper makes a statement (always beginning with he); e.g., “He is not very respectful of him.” “He is very harsh with me (or hard on me).” Learners do it. Don’t mimic.

Step 3 -- Listen & Say True/False: Give props to your helper. Helper puts combination together and makes a true/false statement (e.g.), “He is not very angry with me.” Learners say true/false.

(Suggestion: If you’re not yet ready for mimicry, skip to **Step 9.**)

Steps 4-9 -- Follow the regular format for these steps. See **Track B Guide Sheet**.

Progression Three -- Get the please-be and don’t-be cards. Explain these to your helper and get acquainted with how they fit into a sentence (e.g.), “Please be kind to me.” “Don’t be angry with me.” (Note: Work only with these 2 cards and the ‘pronoun-receptors’ here.)

Step 1 -- Do & Listen: One learner puts a please-be or don’t-be card and a pronoun on a quality/posture. Helper says (e.g.), “Please be respectful of him.” “Don’t be jealous of him.” Don’t mimic.

Step 2 -- Listen & Do: Helper makes a statement with please-be or don’t-be (e.g.), “Please be harsh with him (or hard on him).” “Don’t be kind to them.” Learners do it. Don’t mimic.

Step 3 -- Listen & Say True/False: Give props to helper. Helper puts one together and makes a true/false statement (e.g.), “Please be friendly to them.” “Don’t be hard on me.” Learners say true/false.

(Suggestion: Until you’re ready for mimicry, skip to **Step 9.**)

Steps 4-9 -- Follow the regular format for these steps (**Track B Guide Sheet**).

Progression Four -- Incorporate all of the above. Practice all the combinations, following the format of **Progression Three**. Instead of using only he as the ‘posturer’ (cf., Progression Two), use all the pronouns as ‘posturers’ and ‘receptors’. Examples: “Please be very kind to us.” “Don’t be very angry with me.” “You are not very hard on him.” “They are not very respectful of/toward you.” “I am very jealous of him.” “Don’t be very friendly with them.”

Concept exploration -- Terms in this language for emotions will likely have a different range of meaning from your mother tongue. Pick several common ones from LAPs 29 & 30 and explore the intensity of feeling in these emotions as well as the breadth or narrowness of the concept.

Explore further the different prepositions that may need to be used before the ‘receptors’ of these emotions and what happens (particularly in case languages) to the ‘receptor’ words. Make lists of each of these and discuss the meanings. (Have you ever wondered why English uses different prepositions here: to me, with me, of me, on me?)

Language Acquisition Project 31

5 Senses, Fruits, Vehicles, Pronouns, Tenses

Instructions -- (1) Divide a sheet of paper into 4 spaces and sketch 4 local fruits (e.g.), orange, apple, banana, pineapple. (2) Divide another sheet of paper into 4 spaces and sketch 4 local vehicles (e.g.), bus, truck, train, boat. (3) On 5 cards sketch the 5 senses: see (eyes), hear (ears), smell (nose), touch (finger), taste (tongue). (4) Get 4 pronoun cards (or as many as you want to work with). (5) On 3 cards sketch 3 tenses: simple present (dot in the middle), completed past (arrow to left with dot on left), future (arrow to right with dot on right). (6) On 3 cards sketch the in-process tenses: past in-process (wavy line with arrow to the left), present in-process (wavy line, no arrows), future in-process (wavy line with arrow to the right).

Progression One -- Get the fruits-page, the vehicles-page, the senses-page and he pronoun.

Step 0a -- Lay the fruits-page on the table.

- a. **Point & Listen:** One learner points to the fruits. Helper names them. Don't mimic.
- b. **Listen & Point:** Helper says a fruit. Learners point to it. Don't mimic.

Step 0b -- Lay the vehicles-page on the table.

- a. **Point & Listen:** One learner points to the vehicles. Helper names them. Don't mimic.
- b. **Listen & Point:** Helper says a vehicle. Learners point to it. Don't mimic.

Then helper says either a fruit or a vehicle. Learners point to it. Don't mimic.

Step 0c -- Lay the 5 cards with the 5 senses on the table.

- a. **Point & Listen:** One learner points to the 5 senses. Helper says it. Don't mimic.
 - b. **Listen & Point:** Helper says one of the senses. Learners point to it. Don't mimic.
- If helpful, have helper say one from all three categories. Learners point to it. Don't mimic.

Step 1 -- **Do & Listen:** (Use only the he pronoun.) One learner puts he-card and one of the senses on a fruit or vehicle. Helper, using simple present, says (e.g.), "He smells the banana." "He sees the bus." "He touches the pineapple." "He tastes the apple." "He hears the truck." Don't mimic. (**Note:** If using both fruits and vehicles in one progression is overload, do a whole progression with just fruits and another with just vehicles.)

Step 2 -- **Listen & Do:** Helper makes a statement. Learners do it. Don't mimic.

Step 3 -- **Listen & Say True/False:** Give props to helper. Helper puts he-card and a sense on a fruit or vehicle and says true/false (e.g.), "He touches the bus." Learners say true/false.

(**Suggestion:** If you're not ready for mimicry, skip to **Step 10**.)

Intermediate Step -- Go back and do **Steps 0a, 0b, 0c** again, this time with mimicry.

Steps 4,5 -- Follow the regular format (**Track B Guide Sheet**).

Step 6 -- **Listen, Mimic & Do plus Questions:** (1) Helper makes a statement (e.g.), "He smells the orange." (2) Learners mimic & do it. (3) Helper asks questions (e.g.), "What

does he smell?” “Who smells the orange?” “What is he doing?” “Is he tasting the orange?”
(4) Learners show but don’t say the answer. (5) Helper shows and says the answer.

Step 5-10 -- Follow the regular format (**Track B Guide Sheet**).

Progression Two -- Get the other pronouns you want to work with. Review them.

Follow **Progression One** again from **Steps 1-10**, adding in these pronouns. Continue using only simple present at this point. Pay attention to how the verb may change depending on the pronoun used (e.g.), “I smell the bus.” “He smells the bus.”

Progression Three -- Get these tenses: simple present, completed past, future. Review these.

Follow **Progression One** again from **Steps 1-10**, using these tenses. Again, pay attention to how the verbs may change depending on the person/tense used. Examples: “I touched the orange.” “They smelled the bus.” “He smells the train.” “I will (or ‘I’m gonna’) taste the banana.” “I see the pineapple.” “I saw the truck.” “He will (or ‘He’s gonna’) hear the train.”

Note: If the verb in this language does not change according to ‘past, present, future’, then substitute the words ‘yesterday, today, tomorrow’.

Note on ‘gonna’: Eventually, you should get and begin to use tenses in the way people commonly use them. Don’t insist on what may actually be the bookish way.

Progression Four -- Get the in-process tenses. (Note: If this language does not use in-process tenses {i.e., does not overtly express actions in process}, how does it convey the idea of process? Or is it even necessary?)

Follow **Progression One** again from **Steps 1-10**, using the in-process tenses. Pay attention to how these verbs may change with the pronouns. Examples: “I was hearing the train.” “You will be tasting the apple.” “They are smelling the orange.” “We were touching the bus.” “I am tasting the banana.” “He will be seeing boat.”

Progression Five -- Put it all together. Use all of the combinations and slowly go through **Steps 1-10** once more.

Concept exploration -- Ask for other words related to each of these ‘senses’ words, get them in a sentence and explore the range of meaning. For example, see: look (I look at the picture), watch (I watch the game), observe (I observe that), scrutinize (I scrutinize his handwriting), etc.

Language Acquisition Project 32

Occupations, Relatives, Countries, Pronouns, Singular/Plural, Tenses

Instructions -- (1) Divide a sheet of paper into 4-6 spaces and sketch 4-6 of these (or other) occupations: teacher, student, doctor, nurse, dentist, secretary. (2) Get 2 singular and 2 plural pronouns: I, he, we, they. (3) From LAP 28 #4, get the 3 tenses (is, was, will be). (4) From LAP 28 #2, get 4 relatives (father, mother, brother, sister). (5) On 4 cards sketch the maps of 4 countries (e.g., America/U.S., Canada, England, Australia).

Progression One -- Get the occupations-sheet and the pronouns.

Step 0a -- Lay the occupations-sheet on the table.

a. **Point & Listen**: One learner points to the occupations. Helper says them. Don't mimic. (Note: If there is a significant difference between singular and plural, use a card with 1 star to indicate singular and a card with 3 stars to indicate plural and differentiate the 2 here.)

b. **Listen & Point**: Helper says an occupation (sing./pl). Learners point to it. Don't mimic.

Step 0b -- Review the 4 pronouns.

Step 1 -- **Do & Listen**: One learner puts a pronoun on an occupation. Helper, using simple present, says (e.g.), "I am a teacher." "He is a doctor." "We are students." "They are teachers." Don't mimic. (Note: Pay particular attention to the distinction between singular and plural in these occupations. If it is too complicated at this point, do one progression with only singular pronouns--I, you {formal, informal}, he, she--and one with plural pronouns--we, you pl., they {masc./fem.}.)

Step 2 -- **Listen & Do**: Helper says one of these (e.g.), "They are secretaries." "She is a nurse." Learners put the correct pronoun on the occupation. Don't mimic.

Step 3 -- **Listen & Say True/False**: Give props to helper. Helper puts a pronoun on an occupation and says true/false (e.g.), "We are dentists." Learners say true/false.

(**Suggestion**: If you're not yet ready for mimicry, skip to **Step 9**.)

Intermediate Step -- Go back and do **Step 0a** again, this time with mimicry.

Step 4 -- **Do & Listen & Mimic**: Repeat **Step 1** with mimicry.

Step 5 -- **Listen & Do & Mimic**: Repeat **Step 2** with mimicry.

Step 6 -- **Do & Tell**: (1) Each learner puts a pronoun on an occupation and attempts to say (e.g.), "They are students." (2) Helper restates. (3) All learners mimic.

Step 7 -- **Tell & Observe**: Give props to helper. (1) Each learner attempts a statement (e.g.), "I am doctor." (2) Helper shows it and restates. (3) All learners mimic.

Step 8 -- **Observe & Tell**: Give props to helper. (1) Helper puts pronoun on occupation. (2) Learners attempt the statement. (3) Helper restates. (4) Learners mimic.

Step 9 -- **Written & Recorded**: (1) Helper writes several examples of these. (2) Record them: "LAP 32, Progression One examples." (3) Record "More random examples."

Progression Two -- Get the 3 tenses: is/are, was, will be. Review these.

Follow the format of **Progression One** from **Steps 1-9**. Pay attention to tenses and plurals. Examples: “I was a student.” “We will be doctors.” “He is a nurse.” “They were dentists.”

Progression Three -- Get the relatives: father, mother, brother, sister. Review these. The pronouns will now become possessive pronouns: my, his, our, their. (Note: Occupations will now be used only in the singular. But still use past, present, future.)

Follow the format of **Progression One** from **Steps 1-9**. Pay attention to how the possessive pronouns are used. Examples: “My father is a dentist.” “Our mother was a secretary.” “Their brother will be a doctor.” “His sister is a nurse.”

Progression Four -- Get the map-cards. First learn these via Point & Listen, Listen & Point.

If it is possible (i.e., if this language allows it), do a **Do & Listen, Listen & Do, Listen & Say True/False** on just the phrases. For example, put an occupation-card next to a country-card and get: ‘doctor in Canada’, ‘student in Australia’, ‘nurse in America’, etc.

Now put it all together, except that the occupations will remain singular. Again, follow the format of **Progression One** from **Steps 1-9**. Pay attention to each part of the statements, the word order, etc. Examples: “His father was a dentist in America.” “My sister is a student in England.” “Our brother will be a doctor in Canada.” “Their mother was a nurse in Australia.”

Further work -- Add other occupations, relatives and countries.

Cultural inquiry -- What 3-6 countries (neighbor and global) are especially important to this country? Discuss past international relations and present international feelings between this country and each of the others. Work on pronouncing their names correctly.

Language Acquisition Project 33

Children, Ailments, Time, Intensity

Instructions -- (1) Divide a sheet of paper into 4 spaces and sketch: coughing, sneezing, crying, choking. (2) On 4 cards sketch: baby, boy, girl, child. (If all these distinctions are not possible, substitute brother, sister and add the pronoun my.) (3) On 4 cards sketch: yesterday (2 suns, 2 arrows left), last night (moon/stars, 1 arrow left), today (sun), this morning (divided card, sun on left). (4) On 2 cards sketch: very hard (dense arrow down), very much/a lot (several arrows down).

Progression One -- Get the ailments-sheet and the child-cards.

Step 0a -- Lay the ailments-sheet on the table. Ask your helper to say these in the ‘in-process mode’, if possible (e.g.), coughing, sneezing, etc. If not possible, use simple form: cough.

a. **Point & Listen**: One learner points to the ailments. Helper says them. Don’t mimic.

b. **Listen & Point**: Helper says an ailment. Learners point to it. Don’t mimic.

Step 0b -- Lay the child-cards on the table and review them the same way.

Step 1 -- **Do & Listen**: (Ask helper to use the ‘past in-process mode’, if possible.) One learner puts a ‘child’ on an ailment. Helper says (e.g.), “The baby was coughing.” “The child was choking.” (or, “My brother was choking.”) Don’t mimic.

Step 2 -- **Listen & Do**: Helper says one of these (e.g.), “The girl was crying.” “The boy was sneezing.” Learners put the correct ‘child’ on the ailment. Don’t mimic.

Step 3 -- **Listen & Say True/False**: Give props to helper. Helper puts ‘child’ on ailment and says true/false (e.g.), “The baby was crying.” Learners say true/false.

(**Suggestion**: If you’re not yet ready to mimic, skip to **Step 10**.)

Intermediate Step -- Go back and do **Steps 0a,0b** again, this time with mimicry.

Step 4 -- **Do & Listen & Mimic**: Repeat **Step 1** with mimicry.

Step 5 -- **Listen & Do & Mimic**: Repeat **Step 2** with mimicry.

Step 6 -- **Listen, Mimic & Do plus Questions**: (1) Helper makes a statement (e.g.), “The girl was choking.” (2) Learners mimic & do it. (3) Helper asks questions (e.g.), “Who was choking?” “What was the girl doing?” (or, “What was bothering the girl?”) “Was the girl crying?” “Was the boy choking?” (4) Learners show but not say the answer. (5) Helper shows & says answer.

Step 7 -- **Do & Tell**: (1) Each learner does one and attempts the statement (e.g.), “The baby was sneezing.” (2) Helper restates it. (3) All learners mimic.

Step 8 -- **Tell & Observe**: Give props to helper. (1) Each learner attempts a statement (e.g.), “The child was choking.” (2) Helper does it and restates. (3) All learners mimic.

Step 9 -- **Observe & Tell**: Give props to helper. (1) Helper puts one together. (2) Learners attempt the statement. (3) Helper restates. (4) Learners mimic. (5) More questions.

Step 10 -- **Written & Recorded**: (1) Helper writes several examples. (2) Record these: “LAP 33, Progression One examples.” (3) Record “More random examples.”

Progression Two -- Get the time-cards.

Step 0 -- Lay these on the table. Review them via Point & Listen, Listen & Point.

Step 1 -- **Do & Listen**: One learner puts a ‘child’ and time-card on an ailment. Helper says (e.g.), “The baby was crying last night.” (or, “Last night the baby was crying.”) Get the most common way. Don’t mimic.

Step 2 -- **Listen & Do**: Helper says one of these (e.g.), “The boy was choking this morning.” “The child was sneezing today.” Learners put it together. Don’t mimic.

Step 3 -- **Listen & Say True/False**: Give props to helper. Helper puts one together and makes true/false statement (e.g.), “The boy was crying yesterday.” Learners say true/false.

(**Suggestion**: If you’re not yet ready for mimicry, skip to **Step 10**.)

Intermediate Step -- Go back and do **Step 0** again, with mimicry.

Steps 4-10 -- Follow the format of **Progression One**. In **Step 6**, add the question (e.g.), “When was the baby choking?”

Progression Three -- Get the intensity-cards. Practice these first.

Step 1 -- **Do & Listen**: One learner puts a ‘child’, time-card, intensity-card on ailment. Helper says (e.g.), “The baby was crying very hard this morning.” “The girl was sneezing very much (a lot) yesterday.” “The boy was coughing very hard today.” Don’t mimic. (Note: Investigate the most common word-order in making these statements; e.g., “The boy was coughing today very hard.”)

Step 2 -- **Listen & Do**: Helper makes one of these statements. Learners do it. Don’t mimic.

Step 3 -- **Listen & Say True/False**: Give props to helper. Helper puts one together and makes true/false statement (e.g.), “The baby was crying very much (a lot) last night.” Learners say true/false.

(**Suggestion**: If not ready for mimicry, skip to **Step 10**.)

When ready, do **Steps 4-10**, following the format of **Progression One**. In **Step 6**, add the question (e.g.), “How much/how hard was the baby crying?”

Further work -- Check how to say ‘very hard/very much’ in relation to study, work, etc.

Cultural inquiry -- Discuss ‘folk cures’ for coughing, sneezing, a cold, fever, etc. Also, what do people say to a person who sneezes? What does that person say? (In some cultures there are warnings or omens connected to sneezing (e.g., delay leaving on a journey.)

Language Acquisition Project 34

Vegetables, Size, Condition, Singular/Plural, Demonstratives

Instructions -- (1) Divide a sheet of paper into 6 spaces and sketch 6 local vegetables that (if this language allows it) can be said in both singular and plural (e.g., English allows potato/potatoes, but not corn/corns): Check LAP 13; also, green beans, peas, corn, lettuce, cabbage, egg plant, etc. (2) On 4 cards sketch: big (big square), small (small square), good (thumb-up), bad (thumb-down). (3) On 2 cards sketch: singular (1 star), plural (3 stars). If this language does not distinguish singular/plural, rejoice! (4) Get the demonstratives (this, that, these, those) from LAP 11.

Progression One -- Get the vegetables-sheet; the good/bad, big/small cards; singular/plural.

(Note: Try both singular and plural right from **Step 0a**. If that proves overload, do singular first, then plural.)

Step 0a -- Lay the vegetable-sheet on the table. Get the singular/plural cards.

a. **Point & Listen**: One learner puts a singular or plural card on a vegetable. Helper says it, using the singular or plural form (e.g.), ‘potato’, ‘potatoes’. Don’t mimic.

b. **Listen & Point**: Helper says a vegetable (singular or plural). Learners put the singular or plural card on that vegetable. Don’t mimic.

Step 0b -- Lay the big/small, good/bad cards on the table.

a. **Point & Listen**: One learner points to these. Helper says the word. Don’t mimic.

b. **Listen & Point**: Helper says one. Learners point to it. Don’t mimic.

Step 1 -- **Do & Listen**: One learner puts a singular/plural card and a size/condition card on a vegetable. Helper says the phrase (e.g.), “big potato” (or if necessary, “a big potato”), “big potatoes”, “good potato” (or “a good potato”), “bad potatoes”. Don’t mimic.

Step 2 -- **Listen & Do**: Helper says one of these (e.g.), “a small onion”, “big carrots”, “a bad tomato”, “good peppers”. Learners put the correct cards together. Don’t mimic.

Step 3 -- **Listen & Say True/False**: Give props to helper. Helper puts cards on vegetables and says true/false (e.g.), “good beets”. Learners say true/false.

(**Suggestion**: If not ready to mimic, skip to **Step 9**.)

Intermediate Step -- Go back and do **Steps 0a, 0b**, this time with mimicry.

Step 4 -- **Do & Listen & Mimic**: Repeat **Step 1** with mimicry.

Step 5 -- **Listen & Do & Mimic**: Repeat **Step 2** with mimicry.

Step 6 -- **Do & Tell**: (1) Each learner puts singular/plural, size/condition cards on vegetable and attempts (e.g.), “a good onion”. (2) Helper restates it. (3) All learners mimic.

Step 7 -- **Tell & Observe**: Give props to helper. (1) Each learner attempts to say one (e.g.), “bad potatoes”. (2) Helper shows it and restates. (3) All learners mimic.

Step 8 -- Observe & Tell: Give props to helper. (1) Helper places cards. (2) Learners attempt the phrase. (3) Helper restates it. (4) Learners mimic.

Step 9 -- Written & Recorded: (1) Helper writes several examples. (2) Record these: “LAP 34, Progression One examples.” (3) Record “More random examples.”

Progression Two -- Get the demonstratives: this, that, these, those. Review them via Point & Listen, Listen & Point. (**Note:** This/that is automatically singular; these/those automatically plural. However, if this language doesn’t use plural demonstratives, use this/that with the 3-stars card for (e.g.), ‘this 3 potato’.)

Step 1 -- Do & Listen: One learner puts a demonstrative and a size/condition card on a vegetable. Helper makes the full descriptive statement (e.g.), “This is a bad onion.” (or “This onion is bad.” Get what is most natural.) “These are good carrots.” “That is a big potato.” “Those are small tomatoes.” Don’t mimic.

Step 2 -- Listen & Do: Helper makes a full statement (e.g.), “These are bad beets.” Learners show it. Don’t mimic.

Step 3 -- Listen & Say True/False: Give props to helper. Helper puts cards on vegetable and says true/false (e.g.), “This is a good onion.” Learners say true/false.

Step 4 -- Listen & Do plus Questions: (1) Helper makes a statement (e.g.), “These are big potatoes.” (2) Learners put it together. (3) Helper asks questions (e.g.), “What are these?” “Is this a small potato?” “Are these big potatoes?” (4) Learners show but don’t say the answer. (5) Helper shows and says the answer.

(**Suggestion:** If not yet ready for mimicry, skip to **Step 10.**)

Step 5 -- Do & Listen & Mimic: Repeat **Step 1** with mimicry.

Step 6 -- Listen & Do & Mimic: Repeat **Step 2** with mimicry.

Step 7 -- Do & Tell: (1) Each learner puts one together and attempts the full descriptive statement (e.g.), “These are big onions.” (or “These onions are big.”) (2) Helper restates it. (3) All learners mimic.

Step 8 -- Tell & Observe: Give props to helper. (1) Each learner attempts a statement (e.g.), “This is a good carrot.” (2) Helper does it and restates. (3) All learners mimic.

Step 9 -- Observe & Tell: Give props to helper. (1) Helper does one. (2) Learners attempt to say it. (3) Helper restates. (4) Learners mimic. (5) More questions.

Step 10 -- Written & Recorded: (1) Helper writes several examples. (2) Record these: “LAP 34, Progression Two examples.” (3) Record “More random examples.”

Further work -- Just for fun, try to find out colloquial ways to describe vegetables and fruits: scrawny, puny, humongous, wilted, wizened up, rotten.

Cultural inquiry -- In America, people are sometimes described in terms of vegetables--cauliflower ears, carrot top, couch potato (or in other ways--egghead). In what ways are people described in this language, both in a complimentary and derogatory way?

Language Acquisition Project 35

Living Quarters, Amenities, Amounts, There is/are, This/That

Instructions -- (1) On 5 separate cards sketch these amenities: room, toilet, sink, bath/shower, telephone. (2) On up to 4 cards sketch as many 'amounts' as this language will allow: some (a square filled with 10 dots), many/lots of (a square filled with dots), no/none (a square with no dots), a few/several (a square with 4-5 dots). (3) On up to 3 cards sketch as many as this language will allow: there are (big arrow pointing down), there were (big arrow pointing left), there will be (big arrow pointing right). (4) Divide a sheet of paper into 4 spaces and sketch 4 living quarters: hotel, house, apartment, hospital, motel, mansion. (If you can't get 4 living quarters, sketch others (e.g.), office, school, etc.) (5) Get the this, that cards from LAP 11.

Progression One -- Get the amenities-cards and the amounts-cards.

Step 0a -- Lay the amenities-cards on the table (room, toilet, sink, bath, telephone).

a. **Point & Listen:** One learner points to the amenities. Helper says them. Don't mimic.

b. **Listen & Point:** Helper says one. Learners point to it. Don't mimic.

Step 0b -- Lay the amounts-cards on the table (some, many, no, a few).

a. **Point & Listen:** One learner points to the amounts. Helper says them. Don't mimic.

b. **Listen & Point:** Helper says one. Learners point to it. Don't mimic.

Step 1 -- **Do & Listen:** One learner puts an amount-card next to an amenities-card. Helper says the phrase (e.g.), "many rooms", "no toilets", "some telephones", "several baths". Don't mimic. (Note: Pay attention to how this language handles singular and plural.)

Step 2 -- **Listen & Do:** Helper says a phrase (e.g.), "a few rooms", "some toilets". Learners put the correct cards together. Don't mimic.

Step 3 -- **Listen & Say True/False:** Give props to helper. Helper puts 2 together and makes a true/false phrase (e.g.), "many telephones". Learners say true/false.

Intermediate Step -- Go back and do **Step 0a,0b** again, this time with mimicry.

(**Suggestion:** Since this is a short phrase, skip the next steps and go to **Progression Two**.)

Progression Two -- Get the cards: there are, there were, there will be. If necessary, do Point & Listen, Listen & Point.

Step 1 -- **Do & Listen:** One learner puts 3 cards together. Helper says the phrase (e.g.), "there are no baths", "there will be some toilets", "there were many telephones". Don't mimic.

Step 2 -- **Listen & Do:** Helper says a full phrase (e.g.), "there are several rooms". Learners put it together. Don't mimic.

Step 3 -- Listen & Say True/False: Give props to helper. Helper puts a combination together and says true/false (e.g.), “there were no telephones”. Learners say true/false.

(Suggestion: If not ready to mimic, skip to **Step 9.**)

Step 4 -- Do & Listen & Mimic: Repeat **Step 1** with mimicry.

Step 5 -- Listen & Do & Mimic: Repeat **Step 2** with mimicry.

Steps 5-9 -- Follow the regular format.

Progression Three -- Get the living-quarters sheet and the demonstrative (**this**, **that**) cards.

Step 0 -- Lay the living-quarters sheet on the table.

a. **Point & Listen:** One learner points to these. Helper says them. Don’t mimic.

b. **Listen & Point:** Helper says one. Learners point to it. Don’t mimic.

Step 1 -- Do & Listen: (First, review this/that.) Then one learner puts ‘amount, amenity, there are/were/will be, demonstrative’ on one of the living quarters. Helper says (e.g.), “There are many rooms in this house.” “There were some telephones in that apartment.” “There are no baths in this hotel.” Don’t mimic.

Step 2 -- Listen & Do: Helper says one of these (e.g.), “There were a few toilets in this hotel.” Learners put it together. Don’t mimic.

Step 3 -- Listen & Say True/False: Give props to helper. Helper puts a combination together and says true/false (e.g.), “There are no telephones in that house.” Learners say t/f.

(Suggestion: Delay mimicry till you’re ready. Skip to **Step 9.**)

Intermediate Step -- Go back and mimic **Step 0**, this time with mimicry.

Step 4 -- Do & Listen & Mimic: Repeat **Step 1** with mimicry.

Step 5 -- Listen & Do & Mimic: Repeat **Step 2** with mimicry.

Step 6 -- Do & Tell: (1) Each learner puts combination together and attempts to say (e.g.), “There are many baths in that mansion.” (2) Helper restates. (3) All learners mimic.

Step 7 -- Tell & Observe: Give props to helper. (1) Each learner attempts to say one (e.g.), “There will be some telephones in this apartment.” (2) Helper puts it together and restates. (3) All learners mimic.

Step 8 -- Observe & Tell: Give props to helper. (1) Helper puts a combination together. (2) Learners attempt the statement. (3) Helper restates it. (4) Learners mimic.

Step 9 -- Written & Recorded: (1) Helper writes several examples. (2) Record these: “LAP 35, Progression Three examples.” (3) Record “More random examples.”

Concept exploration -- Explore further the approximate range (of numbers) included in the above amounts (e.g., ‘few’ ranges from about 3-6). Get other terms for inexact amounts and the range they include.

Language Acquisition Project 36

City-Places, Country-Places, Pronouns, Before/After/And Then

Instructions -- (1) Divide a sheet of paper into 4-6 spaces and sketch 4-6 city-places: bank, post office, hospital, church, library, pharmacy, hardware, bakery, store. (2) Divide another sheet into 4-6 spaces and sketch 4-6 country-places: lake, beach, woods, mountains, river, park, zoo. (3) On 3 cards sketch a way to represent: before, after, and then (possibly with 3 colors, arrows or wavy lines). (4) Get the 4 pronouns: I, we, he, they.

Progression One -- Get the city-places sheet and the 4 pronouns.

Step 0 -- Lay the city-places on the table and learn them via Point & Listen, Listen & Point.

Step 1 -- Do & Listen: (Get the pronouns.) One learner puts a pronoun on a place. Helper, using past tense, says (e.g.), “He went to the bank.” Don’t mimic.

Step 2 -- Listen & Do: Helper says one. Learners do it. Don’t mimic.

Step 3 -- Listen & Say True/False: Give props to helper. Helper puts a pronoun on a place and says true/false (e.g.), “They went to the library.” Learners say true/false.

Intermediate Step -- Go back and do **Step 0**, this time with mimicry.

Step 4 -- Listen, Mimic & Do plus Questions: (1) Helper says one (e.g.), “They went to the bakery.” (2) Learners mimic & do it. (3) Helper asks questions (e.g.), “Where did they go?” “Who went to the bakery?” “Did they go to the hospital?” (4) Learners show but don’t say the answer. (5) Helper shows and says the answer.

Steps 5-9 -- If necessary, do these. If not, skip to **Step 10**, and get it written and recorded.

Progression Two -- Get the country-places sheet and follow the format of **Progression One**. When you finish that, you are ready to put them together.

Progression Three -- Get the before, after, and-then cards. Learn these, if necessary, via Point & Listen, Listen & Point.

(Note: You will have to arrange the city-places sheet and the country-places sheet each time depending on where the person went first. For the first destination, put the sheet on the left. For the second destination, put the sheet on the right.)

Step 1 -- Do & Listen: One learner puts (e.g.) the he, before cards on the bakery and a paper clip on the zoo. Helper says, “He went to the bakery before he went to the zoo.” One learner puts (e.g.) the they, and then cards on the library and a paper clip on the park. Helper says, “They went to the library and then to the park.” Don’t mimic.

Steps 2-10 -- Follow the regular format.

Further work -- For ‘go’ (i.e., ‘went’), substitute other means: walk, drive, run, ride bike/bus. Also, add other places.

Concept exploration -- Discuss the concept of ‘vacation’, whether people take them, for how long, and their favorite places to go or things to do.

Language Acquisition Project 37

Places, Positions: Behind, Next to, Between, Across from

Instructions -- (1) Tape 3 sheets of paper together side by side. Draw 3 city streets 2 blocks long that all come up to a T. The middle street is the main street. (2) Select 8-10 buildings from LAP 17; others: hotel, bookstore, music store, police station, fire station, clothing store, furniture store, restaurant, doctor's office, service station. (3) Sketch these 8-10 on the 'map' in such a way that you can practice the following positions: behind, next to, between, across from/in front of. Also, make sure you can do these: on the corner, at the end of the street, in the middle of the block.

Progression One -- Practice 'buildings', 'positions' and 'phrases' only.

Step 0a -- Lay the 'map' of buildings on the table.

a. **Point & Listen:** One learner points to the buildings. Helper says them. Don't mimic.

b. **Listen & Point:** Helper says the name of a building. Learners point. Don't mimic.

Step 0b -- Learn the first set of positions: behind, next to, between, across from

a. **Point & Listen:** (Pick one building as a reference.) One learner points 'behind, next to', etc., that building. Helper says just the word (e.g.), 'behind', 'between'. Don't mimic.

b. **Listen & Point:** Helper says one of the positions only (e.g.), 'across from'. Learners indicate it. Don't mimic.

Step 1 -- **Do & Listen:** One learner indicates a position in reference to a building. Helper says just that phrase (e.g.), 'behind the bank', 'next to the restaurant', 'between the hotel and the post office', 'across from the police station'. Don't mimic.

Step 2ff -- Do as many subsequent steps as will be productive for you.

Progression Two -- Practice full sentences. Put coins on buildings you want to designate.

Step 1 -- **Do & Listen:** One learner (e.g.) puts a coin on the hotel and touches the building next to it (e.g., bank). Helper says, "The hotel is next to the bank." One learner (e.g.) puts a coin on the bakery and touches the buildings on either side. Helper says (e.g.), "The bakery is between the library and the pharmacy." One learner puts a coin on the post office and touches the building across from it (e.g., the police station). Helper says, "The post office is across from the police station." One learner puts a coin on the hotel and touches the building in back of it. Helper says (e.g.), "The hotel is in back of the restaurant." Don't mimic.

Step 2ff -- Do as many steps as will be productive for you.

Progression Three -- Add 'on the corner, at the end of the street, in the middle of the block'. Learn these positions and follow the steps of a regular progression. Mix them all up.

Examples: "The hotel is on the corner next to the library." "The bakery is at the end of the street between the bank and the post office." "The music store is in the middle of the block next to the police station."

Concept exploration -- Explore further the concepts/meanings of the above prepositions. Be careful--Some languages use directional prepositions from the point of view of the building rather than from the point of view of the person looking at it.

Language Acquisition Project 38

Series of Morning Activities

Instructions -- (1) Divide sheet into 10 spaces (or get 10 cards). Sketch this (or similar) **Series** of morning activities: (a) get out of bed, (b) go to the bathroom, (c) shave, (d) brush teeth, (e) take a shower, (f) get dressed, (g) comb hair, (h) make the bed, (i) read the Bible, (j) eat breakfast. (2) Get as many pronouns as you want. (3) On 4 cards sketch: (a) past in-process (wavy line & arrow to left), (b) present in-process (wavy line & dot in the middle), (c) future in-process (wavy line & arrow to right), (d) won't!/refuse to (stubborn face with exclamation!). (4) On 3 cards sketch: (1) past completed (arrow to left & dot on the left), (2) simple present (line with dot in middle), (3) future (arrow to right with dot on the right).

Note: This format could be useful for learning any **Series**.

Progression One -- Get the 10 activities.

Step 0 -- Lay the activities on the table.

- a. **Point & Listen:** One learner points to the activities. Helper says the command form (as shown in the **Instructions** above) or a shorter descriptive phrase if possible. Don't mimic.
- b. **Listen & Point:** Helper says command (or short phrase). Learners point. Don't mimic.

Step 1 -- Do & Listen: (Get as many pronouns as you want to work with. Assume past tense only--past-tense-card not needed at this point.) One learner puts a pronoun next to an activity. Helper makes the past-tense statement (e.g.), "She got out of bed." "We ate breakfast." "He got dressed." "You read the Bible." "I shaved." Don't mimic.

Step 2 -- Listen & Do: Helper makes past-tense statement. Learners do it. Don't mimic.

Step 3 -- Listen & Say True/False: Give props to helper. Helper puts pronoun on activity and makes a past-tense, true/false statement (e.g.), "He shaved." Learners say true/false.

Intermediate Step -- Go back and do **Step 0** again, this time with mimicry.

Step 4 -- Do & Listen & Mimic: Repeat **Step 1** with mimicry.

Step 5 -- Listen & Do & Mimic: Repeat **Step 2** with mimicry.

Step 6 -- Listen, Mimic & Do plus Questions: (1) Helper makes a past-tense statement (e.g.) "She combed her hair." (2) Learners mimic & do it. (3) Helper asks questions (e.g.), "Who combed her hair?" "What did she comb?" "What did she do?" "Did she brush her teeth?" (4) Learners show but don't say the answer. (5) Helper shows and says the shortest possible answer.

Step 7 -- Do & Tell: (1) Each learner does one and attempts to say (e.g.) "He went to the bathroom." (2) Helper restates. (3) All learners mimic.

Step 8 -- Tell & Observe: Give props to helper. (1) Each learner attempts to make a past-tense statement (e.g.), "He shaved." (2) Helper does it and restates. (3) All learners mimic.

Step 9 -- Observe & Tell: Give props to helper. (1) Helper puts a pronoun on an activity. (2) Learners make the statement. (3) Helper restates. (4) Learners mimic. (5) Questions.

Step 10 -- Written & Recorded: (1) Helper writes the Series of 10 activities in order twice (in command-form {**Step 0**} and past-tense statement using 1 pronoun {e.g., I or he}). (2) Record these in order: “LAP 38, Progression One Series”. (3) Then record “More random examples”, mixing it up and using all the pronouns practiced.

Progression Two -- Get the ‘in-process’ and ‘won’t!/refuse to’ cards. Distinguish these, in a **Step 0** activity if necessary. If this language does not use the in-process tense, skip to **Progression Three** and add ‘won’t!/refuse to’ to that progression.

Step 1 -- Do & Listen: One learner puts a pronoun and an ‘in-process/won’t!’ card on an activity. Helper says it (e.g.), “I was shaving.” “We will be getting dressed.” “She is making the bed.” “He won’t/refuses to get out of bed.” Don’t mimic.

Step 2 -- Listen & Do: Helper makes one these statements. Learners do it. Don’t mimic.

Step 3 -- Listen & Say True/False: Give props to helper. Helper puts a combination together and makes a true/false statement (e.g.), “He won’t shave.” Learners say true/false.

Step 4 -- Listen & Do plus Questions: (1) Helper makes statement. (2) Learners do it. (3) Helper asks questions (cf., Progression One, Step 4). Include a general question (e.g.), “What is happening here?” (4) Learners show but don’t say the answer. (5) Helper shows and says the short answer.

(Suggestion: Delay mimicry for now. Skip to **Step 10.**)

Step 5 -- Do & Listen & Mimic: Repeat **Step 1** with mimicry.

Step 6 -- Listen & Do & Mimic: Repeat **Step 2** with mimicry.

Step 7 -- Do & Tell: (1) Each learner does one and attempts to say it (e.g.), “They will be eating breakfast.” (2) Helper restates. (3) All learners mimic.

Step 8 -- Tell & Observe: Give props to helper. (1) Each learner attempts to make a full statement (e.g.), “I am shaving.” (2) Helper does it and restates. (3) All learners mimic.

Step 9 -- Observe & Tell: Give props to helper. (1) Helper puts combination together. (2) Learners attempt the statement. (3) Helper restates. (4) Learners mimic. (5) Questions.

Step 10 -- Written & Recorded: (1) Helper writes all 4 examples of this Series. (2) Record these: “LAP 38, Progression Two examples.” (3) Record “More random examples.”

Progression Three -- Get the past-completed/simple-present/future cards. Follow the **Progression Two** format. If highly used, this will give you a good ‘feel’ for these tenses. If this language does not use past and future tense, substitute yesterday and tomorrow.

Cultural inquiry -- Talk about the ‘getting up’ routines in this culture, the sequence of activities from ‘rising’ to ‘leaving for work’.

Language Acquisition Project 39

Actions toward others, Intention/Desire, Time words, Weeks

Instructions -- (1) Divide a sheet into 4 sections and sketch these actions: help (hands), call (phone), see/meet (eyes), harm/hurt (fist). (2) Get all the personal pronouns in the language you wish to use; e.g., I (formal), I (informal), you (singular formal), you (singular informal) he, she, we (dual), we (exclusive), we (inclusive), you (dual) you (plural), they (dual), they (specific), they (non-specific). The same set will be used as both doers (I, we) and receivers (me, us) of the action (i.e., nominative and accusative). (3) On 4 cards sketch intention/desire: plan to/intend to (cartoon 'cloud' above person's head with clip board and pen), want to/desire ('cloud' from person's chest with 'heart'), try to/make an effort ('cloud' above person with face showing effort), like to/enjoy ('cloud' above person with smiling face). (4) On separate cards, sketch as many time words as possible: morning (divided card with sun on left), afternoon (divided card with sun on right), evening (sun setting at the bottom), night (moon & stars), day (full sun in the middle), noon (full sun above with arrow pointing down). (5) On 1 card sketch every (5-7 lines from top to bottom equally spaced). (6) On 2 cards sketch last week (7 columns with arrow left), next week (7 columns with arrow right).

Progression One -- Get the actions-sheet and the pronouns.

Step 0a -- Lay the actions-sheet on the table.

a. **Point & Listen**: A learner points to the actions. Helper says simple form. Don't mimic.

b. **Listen & Point**: Helper says simple form. Learners point. Don't mimic.

Step 0b -- If necessary, review the pronouns as actors (e.g., I, we, they) and receivers (e.g., me, us, them) via Point & Listen, Listen & Point.

Step 1 -- **Do & Listen**: One learner puts one pronoun on the left and one on the right of an action. Helper, using simple present tense, says (e.g.), "He calls me." "They meet/see us." "She hurts him." Do lots of combinations. Don't mimic.

Step 2 -- **Listen & Do**: Helper makes 'simple present' statements (e.g.), "We help them." "I call her." Learners put the correct pronouns on right and left of action. Don't mimic.

Step 3 -- **Listen & Say True/False**: Give props to helper. Helper puts pronouns on right and left of action and makes a true/false statement. Learners say true/false.

Intermediate Step -- Do **Step 0a** again, with mimicry. Also, **Step 0b** if necessary.

Step 4 -- **Do & Listen & Mimic**: Repeat **Step 1** with mimicry.

Step 5 -- **Listen & Do & Mimic**: Repeat **Step 2** with mimicry.

Step 6 -- **Listen, Mimic & Do plus Questions**: (1) Helper makes a statement (e.g.), "She helps them." (2) Learners mimic & do it. (3) Helper asks 2-3 questions per activity (e.g.), "Who helps them?" "Who does she help?" "What does she do?" "Does she call them?" (4) Learners show or say the answer. (5) Helper shows and says the answer.

Step 7 -- Do & Tell: (1) Each learner does one and attempts the statement (e.g.) “We see them.” (2) Helper restates. (3) All learners mimic.

Step 8 -- Tell & Observe: Give props to helper. (1) Each learner attempts to make a statement. (2) Helper does it and restates. (3) All learners mimic.

Step 9 -- Observe & Tell: Give props to helper. (1) Helper does an action. (2) Learners attempt the statement. (3) Helper restates. (4) Learners mimic. (5) Optional questions.

Step 10 -- Written & Recorded: (1) Helper writes several examples. (2) Record these: “LAP 39, Progression One examples.” (3) Record “More random examples.”

Progression Two -- Get the 4 intention/desire cards. Lay these on the table. Follow Progression One from **Step 0** to **Step 10** (e.g.), “I plan to call him.” “We want to help them.” “She tries to hurt you.” “He likes to see us.”

Progression Three -- Get the time words and the every card. Lay the time words on the table and do Point & Listen/Listen & Point (**Step 0**). Then, with the every-card, do **Step 1** through **Step 10** (e.g.), “He wants to see you every afternoon.” “They like to help her every morning.” “We plan to call him every night.” “She tries to hurt me every day.”

Progression Four -- Get the last-week, next-week cards. Review these. Then add last week and next week (as well as the appropriate tense) into the statements and do **Step 1** to **Step 10** (e.g.), “They planned to call him every morning last week.” “They will plan to meet them every day next week.” “She tried to hurt you every morning last week.” “We want to help you every night next week.” “We would like to help you every night next week.”

Note: Notice in these last two examples that when referring to the future, English usually uses want, indicative present {a statement of present fact} rather than ‘will want’, and uses would like, subjunctive {a statement contingent upon the receiver’s willingness or permission} rather than ‘will like’. Like, when referring to the future, is not used indicatively in English (i.e., English tends not to say “We will like to help.”); and want is generally not used in future tense (though “We will want to help” can be said). Pay attention to what happens in your new language.

Concept exploration -- Explore further the meanings of the above ‘intention/desire’ words. Elicit others as well. Try not to make straight-across translations; rather, probe the nuances in these terms.

Language Acquisition Project 40

Activities, Necessity/Desire/Determination, Time words, Duration

Instructions -- (1) Divide a sheet of paper into 4-6 spaces and sketch 4-6 of the following activities: walk/stroll (i.e., for exercise/pleasure), run (i.e., for exercise), work, play, read, rest, sleep, do physical exercise/calisthenics/stretch/workout. Note: Try to get activities that do not need objects (e.g., if read must have an object {read a book}, don't use it). (2) Get as many pronouns as you want to use from LAP 39#2. These will be used only in the doer/nominative sense. (3) On 4 separate cards sketch from the following: have to/must (person & large exclamation point), like to/enjoy (cartoon 'cloud' above a person with smiling face and exclamation), try to/make effort ('cloud' above a person with face showing effort), decide/determine to (hands on hips and foot stomping), want to/desire ('cloud' from a person's chest with heart), need to/necessity ('cloud' from a person's chest with empty basket), hate to/detest/dislike ('cloud' above a person with face showing anger), plan to/intend to ('cloud' above a person with clipboard and pen. (4) Get the time words from LAP 39#4. (5) On 4 separate cards sketch what the language will allow: every (from LAP 39#5), during the (big wavy line from one side to the other), all (scribble the whole card), at/in the (large dot in the middle).

Progression One -- Get the activities-sheet, the pronouns and the necessity/desire cards (have to, want to, etc.).

Preliminary **Step 0** -- Lay the activities sheet on the table.

- a. **Point & Listen**: A learner points to the activities. Helper says simple-verb form. Don't mimic.
- b. **Listen & Point**: Helper says the simple-verb form. Learners point. Don't mimic.

Preliminary **Step 1** -- **Do & Listen**: Review pronouns if necessary. Then one learner puts a pronoun on an activity. Helper makes the present-tense statement (e.g.), "He rests." "You work." "She runs." "They walk." Don't mimic.

Preliminary **Step 2** -- **Listen & Do**: Helper says one (e.g.), "We exercise." Learners put it together. Don't mimic.

Step 0 -- Lay the necessity/desire/determination/etc. cards on the table.

Point & Listen: A learner points to the cards. Helper says the word. Don't mimic.

Listen & Point: Helper says the words. Learners point. Don't mimic.

Step 1 -- **Do & Listen**: A learner puts pronoun and necessity/desire cards on the activity sheet. Helper makes the statement (e.g.), "He has to walk." "We try to read." "She needs to sleep." Don't mimic.

Step 2 -- **Listen & Do**: Helper makes the statement (e.g.), "They like to read." Learners put it together. Don't mimic.

Step 3 -- Listen & Say True/False: Give props to helper. Helper puts pronoun and necessity/desire cards on the activity sheet and then makes a true/false statement (e.g.), “They plan to work.” Learners say true/false.

Intermediate Step -- Do the Preliminary Steps 0-2 and **Step 0** again, with mimicry.

Step 4 -- Do & Listen & Mimic: Repeat **Step 1** with mimicry.

Step 5 -- Listen & Do & Mimic: Repeat **Step 2** with mimicry.

Step 6 -- Listen, Mimic & Do plus Questions: (1) Helper makes a statement (e.g.), “He likes to read.” (2) Learners mimic & do it. (3) Helper asks 2-3 questions per activity (e.g.), “Who likes to read?” “What does he like to do?” “Does he like to sleep?” (4) Learners show or show & say the answer. (5) Helper shows and says the answer.

Step 7 -- Do & Tell: (1) Each learner puts a combination together and attempts the statement (e.g.), “They plan to work.” (2) Helper restates. (3) All learners mimic.

Step 8 -- Tell & Observe: Give props to your helper. (1) Each learner attempts to make a statement. (2) Helper does it and restates. (3) All learners mimic.

Step 9 -- Observe & Tell: Give props to helper. (1) Helper puts combination together. (2) Learners attempt the statement. (3) Helper restates. (4) Learners mimic. (5) More questions.

Step 10 -- Written & Recorded: (1) Helper writes several examples of the above. (2) Record these: “LAP 40, Progression One examples.” (3) Record “More random examples.”

Progression Two -- Get the time words you want to use and the every-card (LAP 39). Review these in a **Step 0** procedure. Then follow **Progression One** from **Step 1** to **Step 10** (e.g.), “She tries to rest every afternoon.” “He likes to read every evening.” “They need to run every night.” “We plan to work every morning.”

Progression Three -- Get the ‘duration’ cards--during, all, at/in the. Learn these via a **Step 0** procedure. Then incorporate these (along with every) into the activity. Follow the **Progression One** format again from **Step 1** to **Step 10** (e.g.), “They want to sleep all day.” “He likes to walk during the morning.” “She plans to exercise at noon.” “We try to run every evening.” “I hate to rest in the morning.”

Further work -- Add other (or select entirely new) elements from the **Instructions** above and go through another progression.

Concept exploration -- Investigate further how this language expresses the above ‘duration’ concepts--e.g., every, all, during the, at, in the. For instance, notice that English allows ‘at night’, ‘at noon’, ‘at 6:00’, ‘at dawn/dusk’. But English does not allow ‘at morning’ or ‘at evening’ (must be ‘in the morning/evening’). Are there similar things in this language?

Probe further the meanings of the above ‘necessity/desire/determination’ words. Try to get at the nuances in meaning that may be different from your mother tongue. This is hard work!

Language Acquisition Project 41

Mind words, Commerce words, Furniture

Instructions -- (1) Divide a sheet into 4-6 sections and sketch 4-6 furniture items: table, chair, desk, lamp, sofa, coffee table, end table, bed, dresser, cabinet, buffet, shelves. (2) On 4 separate cards sketch 'commerce' words: get (2 hands taking item), borrow (an item, with line connecting 2 people), buy (item in hand, money leaving), sell (money in hand, item leaving). (3) Get 4 common pronouns: I, we, he, they. (4) On 3-4 separate cards sketch 'mind' words: think (finger on head), hope (2 hands up-raised), wish (fingers crossed), know/am sure (head with exclamation above it), pray (hands folded).

Progression One -- Get the furniture-sheet, the commerce-words, the pronouns.

Step 0a -- Lay the furniture-sheet on the table.

a. **Point & Listen:** One learner points to the furniture. Helper says it. Don't mimic.

b. **Listen & Point:** Helper says the furniture items. Learners point. Don't mimic.

Step 0b -- Lay the commerce-words on the table--get, borrow, buy, etc.

a. **Point & Listen:** One learner points to the sketches. Helper says the word. Don't mimic.

b. **Listen & Point:** Helper says the word. Learners point. Don't mimic.

Step 1 -- **Do & Listen:** Get the pronouns. One learner puts a pronoun and a commerce-word on a furniture. Helper makes a simple-present statement (e.g.), "He buys the table." "I get the lamp." "They borrow the chair." Don't mimic.

Step 2 -- **Listen & Do:** Helper makes a simple-present statement (e.g.), "We sell the sofa." Learners put it together. Don't mimic.

Step 3 -- **Listen & Say True/False:** Give props to helper. Helper puts a pronoun and commerce-word on a furniture item and makes a true/false statement (e.g.) "He buys the lamp." Learners say true/false.

Intermediate Step -- Do **Steps 0a, 0b** again, with mimicry.

Step 4 -- **Do & Listen & Mimic:** Repeat **Step 1** with mimicry.

Step 5 -- **Listen & Do & Mimic:** Repeat **Step 2** with mimicry.

Step 6 -- **Listen, Mimic & Do plus Questions:** (Note: The statements are in present tense. The questions are in past tense.) (1) Helper makes a simple-present statement (e.g.), "They buy the shelves." (2) Learners mimic & do it. (3) Helper asks 2-3 questions per activity, using past tense (e.g.), "Who bought the shelves?" "What did they buy?" "Did he buy the shelves?" (4) Learners show or show & say the answer. (5) Helper shows and says the answer.

Step 7 -- **Do & Tell:** (1) Each learner puts combination together and attempts to make the statement (e.g.), "I borrow the chair." (2) Helper restates. (3) All learners mimic.

Step 8 -- **Tell & Observe:** Give props to helper. (1) Each learner attempts to make a statement. (2) Helper does it and restates. (3) All learners mimic.

Step 9 -- Observe & Tell: Give props to helper. (1) Helper does an action. (2) Learners attempt the statement. (3) Helper restates. (4) Learners mimic. (5) More questions.

Step 10 -- Written & Recorded: (1) Helper writes several examples of the above. (2) Record these: “LAP 41, Progression One examples. (3) Record “More random examples.”

Progression Two -- Get the ‘mind-words’.

Step 0 -- Lay the ‘mind-words’ on the table.

a. **Point & Listen:** One learner points to the words. Helper says them. Don’t mimic.

b. **Listen & Point:** Helper says one. Learners point. Don’t mimic.

Add the word ‘can’ (or sometimes, as in English, ‘could’) to every activity and follow the format of **Progression One** from **Step 1** to **Step 10**. Examples: “I think I can borrow the chair.” “He hopes he can buy the desk.” “They know they can get the shelves.” “I wish I could sell the table.”

Note: Investigate when the English equivalent of ‘could’ is used, if ever, in this language. In some languages, sentences may be constructed totally differently depending on how these concepts are conveyed: wish, think, hope, am sure, etc. Investigate this.

Progression Three -- Put different pronouns before and after the ‘mind-words’ (e.g., ‘I think he’) and do another full progression with these (e.g.), “I think he can borrow the table.” “He knows they can sell the desk.” “They wish we could buy the lamp.” “I pray they can get the chairs.”

Further work -- Put the demonstratives (this, that, these, those) in front of the furniture items (e.g.), “I hope he can sell this table.” “He thinks we can buy these chairs.”

Concept exploration -- Investigate how this language handles the negatives (e.g.), “I don’t think you can borrow that lamp.” “He doesn’t know if he can sell this table.” (Notice that English uses the conditional word ‘if’ here. How about this language?)

Probe the meanings for the ‘mind words’ further, particularly the distinctives in meaning and how they compare to similar words in your mother tongue. This is hard work!

Track C -- Guide Sheet

Speaking Projects Using GLUE

If you apply GLUE, the language will stick!

- I. G -- Get what you need. (Get/Prepare the text so that it's ready to learn.)
- II. L -- Learn what you get. (Learn/Memorize the text so that it's ready to use.)
- III. U -- Use what you learn. (Use/Practice the text with people in the community.)
- IV. E -- Evaluate. (Evaluate and Envision the next learning project.)

I. **GET WHAT YOU NEED**--Two major resources for speaking projects: Your own Projects Activities Notebook and Basic Texts in this section. A 'text' is the material you want to learn.

Step 1 -- Before meeting with your helper

- A. Pick one of the prepared Basic Texts in this section, or
- B. Develop a personal text from your PAN. Decide whether it will be a monologue or a dialogue. Work out the content in English--4-8 sentences.

Step 2 -- With your helper and with the text you want to learn

A. Elicitation--Talk each part of the text through with your helper and get it written down in his language. The challenge: **Put the idea in his head rather than the words in his mouth.** This will avoid a woody (word-for-word) translation. Try to set the scene or set up the context.

B. Meaning: Get a 'back translation' so that you understand the meaning of each word.

C. **First Alternative:** Actions--Get actions or gestures to go with each sentence of the text.

(Note: If your helper can't think of any actions, be creative and make up something. Let your "Italian self" out at this point! Your 'right brain' needs you to engage in action so that it can participate in learning the text. Don't stifle right brain!)

D. **Second Alternative:** Sketches--Get a separate sheet of paper. As best you can, sketch out (stick-figures, drawings) each sentence in such a way that it depicts very simply the major words in the order in which they occur. Each learner should have the same sketch.

II-A. **LEARN WHAT YOU GET** by using **First Alternative** (Actions)

There are 3 stages: **Listen, Mimic, Produce.** Stick with the progression!

STAGE 1 -- Listen

Ask your helper to read the whole text through several times and (if he is comfortable with it) do the actions. You watch and listen. Some important points here:

- a. Ask your helper to try to read the text as though he is not ‘reading it’ but saying it naturally.
- b. As you listen, don’t just look at the words. Glance back and forth from the words to your helper’s mouth. Take note of how he/she is forming the words.
- c. Tape-record one or two readings in which your helper has ‘natural’ not ‘reading’ expression. You then have something to listen to later, on your own.

STAGE 2 -- Mimic: Mimic means you repeat (i.e., parrot) everything your helper says and does. The challenge here is not to mindlessly mimic. There are 3 basic mimicry drills: phrase, build-up and full sentence.

- a. **Phrase Drill** (for the sentences that are too long)

Pick the sentences that are too long for you to mimic all at once. Ask your helper to make slash marks at the natural breaks.

Drill the whole text using this procedure:

One learner points to the first phrase or short sentence. Helper says it. Learners mimic. Mimic each phrase/short sentence 2-3 times before going on to the next one.

Do the whole text again like this, but now only one time each.

- b. **Build-up Drill** (for the sentences with slash marks only) Important: Start with the last phrase of each sentence in order to maintain sentence-ending intonation.

Take the first sentence with slash marks and follow this procedure:

One learner points to the last phrase. Helper says it. Learners mimic. Do it 2-3 times.

One learner points to the last 2 phrases. Helper says them. Learners mimic. Do it 2-3 times.

Keep adding each phrase till you mimic the whole sentence.

Do all the sentences with slash marks in this way.

- c. **Full Sentence Drill** Follow this procedure:

One learner points to each sentence in order. Helper says it *with action*. Learners mimic *with action*. Do each one 2-3 times.

Go through the text again, this time mimicking each sentence only once.

STAGE 3 -- Produce--Here you work up to producing the text on your own.

a. **Completion Drill**--On this drill, learners always say full sentences.

First erase or blot out the last word of each sentence. Then follow this procedure:

(1) One learner points to the first incomplete sentence. (2) Helper says only what's there. (3) Learners say the **whole** sentence with action. (4) Helper repeats the whole sentence with action. (5) Learners mimic. Do all the sentences this way.

Blot out 1 or 2 more words from the end of each sentence and repeat the process.

Blot out more words until you are able to say each sentence with action with minimal (1 syllable or word) prompting.

b. **Role-Play** -- If your text is a dialogue, have your helper take role A and you take role B. Reverse roles and do it again. Be sure to incorporate the actions.

II-B. **LEARN WHAT YOU GET** by using **Second Alternative** (Sketches)

STAGE 1 -- Listen Give the written text to your helper. You work from your sketches.

Do & Listen--(a) One learner points to each sketch (i.e., 'visual sentence') in order. Helper says that sentence. (Listen only!) (b) One learner points to sentences randomly. Helper says each one.

Listen & Do--Helper says the sentences randomly. Learners point to the correct 'visual sentence'. (Listen only!)

Listen & Say True/False--Give the sketch sheet to your helper. Helper says a sentence and points to a sketch ('visual sentence'). Learners say true/false.

STAGE 2--Mimic

a. **Phrase Drill** Helper has the written text. You work with your sketches.

As best you can, put slash marks between your sketches where the natural breaks occur.

Point & Listen & Mimic--One learner points to each sketch-phrase or short sentence. Helper says it. Learners mimic. Go through it as many times as you need.

b. **Build-up Drill** (for the sentences with slash marks only) Work with your sketches.

Point & Listen & Mimic--One learner points to the last sketch-phrase of the sentence. Helper says it. Learners mimic. Point to the last 2 phrases. Helper says it. Learners mimic. etc., etc.

c. **Full Sentence Drill**--Helper has the written text. Work with your sketches.

Point & Listen & Mimic--(1) One learner points to each sketch-sentence in order. Helper says the sentence. Learners mimic. Do each 2-3 times. (2) One learner points to sketches randomly. Helper says it. Learners mimic.

Listen & Mimic & Point--Helper says full sentences randomly. Learners mimic while touching the appropriate sketch.

STAGE 3 -- Produce

a. **Completion Drill**--(1) One learner points to each sketch-sentence. (2) Helper says all but the last word. (3) Learners say the whole sentence. (4) Helper repeats it. (5) Learners mimic.

Go through it several times until the helper needs only say the first syllable or the first word.

b. **Role-Play**--If your text is a dialogue, helper takes role A; learners take role B. Reverse roles.

III. **USE WHAT YOU LEARN**--Remember, the main reason you learn texts is so that you can use them. You must take the initiative to go out and use what you are learning. This is where the rubber meets the road. Here are suggestions:

- A. Make it a habit to be friendly with people and talk to them. Screw up your courage here!
- B. Try to find people that are always there--office receptionist, office colleague, neighbor, shop keeper, street vendor, shoe shine boy, newsstand attendant, street sweeper, etc.
- C. Get to know them and establish yourself as a friend and as a learner with them. The learner role is a safe role to be in.
- D. Tell them the new things you have learned.
- E. Tell them you'd like to come back and talk with them on a regular basis.

IV. **EVALUATE**-- Look objectively at each of the following:

- A. Reflect on the progress you are making. Encourage yourself.
- B. Look at your motivation and your morale. Any bolstering necessary?
- C. What are you having problems with? Any ideas for solution?
- D. Any ideas how to help yourself make more contacts with people?
- E. What do you want to learn next? When you've decided the next project, you've come full circle (or cycle). (Fact is, you'll probably have several cycles at various stages going on at the same time.)
- F. Also, keep in mind that each text that you have learned can be expanded, so do it. Your first version is probably a simplified version.

You can be in charge of at least some of your language program (WHAT to learn and HOW). Bring all your creative and determinative powers to bear and go for it!

BASIC TEXTS FOR SPEAKING PROJECTS TO GET YOU STARTED

Don't (repeat, **Don't**) just give these to your helper to translate for you. Except for the Basic Q&As, these are 'basic arenas' of life to explore. Present the 'basic arena' to your helper and first ask, "What kind of talk goes on in this arena?" Then talk through the Basic Text for that arena. Try not to program your helper too closely. These are jumping off points. Let them be catalysts. No particular order here; so check the ones you want to work on first. Take particular note of all the different kinds of question words (#42).

1. Basic Greetings

Hello.

My name is _____.

What is your name?

I'm happy to meet you.

Where do you live?

I live over there.

I must be going now.

Good-bye.

2. Basic Greetings/Invitation

Hi (to someone across the way).

I live next door. We just moved in.

I came over to meet you.

We are new here.

Come over sometime.

Please come for dinner. What do you like?

Do you have any food restrictions?

Come about 7:00.

3. Basic Hospitality

Greeting (when you open the door).

Please come in.

Please sit down.

Please have some tea.

Thank you for coming.

Please come back again.

4. Basic Question & Answer (1)

What are you doing?

I'm studying/working/playing.

When will you be done? In about 2 hours.

When are you going home? Later today.

How long will you be here?

Till noon.

5. Basic Question & Answer (2)

When did you come here?

(I came here) in April.

How long will you stay here?

(I'll stay) about 3 months.

Do you like living here?

Yes, I like it very much.

6. Basic Question & Answer (3)

Where are you going?

(I'm going) to the market.

How long will you be gone?

(I'll be gone) about 1 hour.

Can I go with you?

Sure! Come on! Let's go!

7. Basic Buying/Shopping

I want to buy some bread.

What kind/type?

White/wheat/French.

How many do you want?

Three loaves. They are really tasty!

Anything else? No, that's all.

That'll be/The cost is _____.

Here! (Here's the money.)

8. Basic Bargaining

How much is this/that?

Get typical price.

Wow! That's expensive.

I can't pay that much.

I'll give you _____ for it.

No, how about _____?

Okay, I'll take/buy it?

It's a very nice one.

9. Basic Cost

The oranges are/cost _____.

The bananas are _____.
The pineapple is _____.
The total is _____.

The notebook is _____.
The pen is _____.
The envelopes are _____.
The total is _____.

10. Basic Feelings

(Do people express or keep feelings to themselves?)

I'm ill/I don't feel well.
I have a cold/fever/the flu.
I'm very sad. I'm very tired.
I'm very happy. I feel much better.
I'm homesick.
I feel cold. (or, It's freezing in here!)

11. Basic Telephone (1)

(Get proper telephone etiquette.)

Hello.
This is (Jim).
Is (John) there?
No, he's not.
When will he be back?
About 5:00 this afternoon.
Okay, I'll call back later.
Good-bye.

12. Basic Telephone (2)

Hello.
Yes, what time do you open/close?
We open at 9:00 a.m.
We close at 6:00 p.m.
Do you sell (raisins) ?
Yes we do/No we don't.
How much are they?
_____ per kilo.
Okay, thanks. Bye.

13. Basic Gratitude

(How verbose are they in gratitude?)

Thank you.
Thank you very much.
I really appreciate that.
You are very generous.
Praise the Lord!
Thank God for His help.

14. Basic Regrets

(How bluntly do people express regret?)

I wish I could help you.
I'm very sorry, I can't go (with you).
I'm sorry, I can't do that (for you).
I'm sorry, we don't have room.
I'm sorry, I don't have time.
I'm sorry, he's not here.
I'm sorry, I can't find it.
I'm sorry, I don't know.

15. Basic Apology

Pardon me. Excuse me.
Please forgive me.
It was an accident.
I'm so sorry it happened.
How can I repay you?
Please don't hold it against me.
Sorry I'm late.
I'm sorry to bother/trouble you.

16. Basic Comments to a Child

Come here. Right now!
Stop your crying/whining. Stop that!
Don't do that. Sit still!
Drink your milk. Eat your rice.
Get ready for bed.
What's the matter?
Listen to me.
That's too bad. There, there now.
Koochi Coo.
You're a very nice boy.
Let me/May I pick you up.
Let's go.
Put on your shoes/socks/coat.
Be nice to your sister.
Say 'I'm sorry'!
Don't run! Be careful.
Wait for me.
Don't make so much noise!

17. Basic Parents

Are your parents still living?
Are your parents well?
Where do your parents live?
What does your father/mother do?
Who is taking care of your parents?

18. Basic Hotel

Do you have vacancies?
I would like a single/double room.
Do you have a room on the top floor?
How much is it per night?
Does the room have a bath (or shower)?
A telephone?
May I look at the room?

19. Basic Weather

It's a nice day today, isn't it?
It's very cold/hot today. It's about to rain.
It's raining very hard. It rains every day.
I need my umbrella. It's very windy/dry.
I hope it will be a nice day that day.
What is the weather supposed to be like tomorrow? It's supposed to rain.

20. Basic Restaurant (1)

Do you want anything to drink?
Yes, I'll have coke/tea/coffee.
Can I take your order?
Yes, I'll have fish/pork/soup.
What is your specialty?
Anything else?
No, not right now.
Is everything okay?
Yes, fine.
Could I have some more tea?

21. Basic Restaurant (2)

What would you like for dessert?
Nothing, thank you.
I'll have ice cream, pastry, fruit.
Could I please have the check?
Sure, just a minute.
Was everything okay?
Yes, I like Chinese food.
Come back and see us again.

22. Basic Meal Statements

Please pass the bread.
Please have some more.
Thanks, I've had enough.
I'm full already. It was so delicious.
Could you teach me how to make this?
May I have the recipe?
You are a great cook.

23. Basic Medical

Please take 2 pills 3 times a day.
Please turn over. I have to give you a shot.
Open your mouth. Wide! Say, 'Ah.'
Take a deep breath. Again.
I have to look in your ear/eye.
I have to listen to your heart, do an exam.
I have to take your blood pressure, temp.
I have to give you an I.V.
I have to change your sheets.
I will try to do this very carefully.
Come with me. Wait here.
The doctor will come soon.
How are you feeling? Where does it hurt?

24. Basic Language for Language Learning

May I converse with you?
May I practice speaking_____with you?
I only speak a little Spanish.
Please translate this into English.
What does this word mean?
Do you understand?
I don't understand yet.
Please speak more slowly.
Please repeat/Say it again.
Russian is a difficult language, isn't it?
What is this/that?

25. Basic Post Office

I want to buy some/10 stamps.
I want to send this package.
Please send it airmail.
How much does it cost?
Please show me some stamps.
I want to buy some to keep as a souvenir.
Do you have any others?

26. Basic Directions

Excuse me, where is the Post Office?
Go straight-ahead 3 blocks.
Then turn right.
Go to/through the traffic light.
Turn left and go 2 blocks.
It's on the corner, across from the bank.

27. Basic Health

I don't feel very good. I have no appetite.
What's the matter?
I have a bad headache.
Let's go to the doctor.
No, let's wait awhile.
Here, take this medicine.
Thanks, I feel better already.

28. Basic Taxi Instructions

(Discuss taxi service. Do you bargain?
Do taxi-drivers have a good reputation?)
Take me to the airport.
Please hurry.
Please slow down.
Please stop here.
Let me off here.
Do you have change?

29. Basic Bus

(Discuss bus etiquette. Do men stand so
women can sit? Can I talk to strangers?)
How often does the bus come?
Every 20 minutes (or so).
I hope it comes soon.
It shouldn't/won't be long.
Is it usually crowded?
No, not at this time of day.
Can I sit with you?/talk to you?
Great!/Very well! Thanks!

30. Basic Bus Driver

Do you go to (the airport) ?
Yes/No.
How long does it take?
About half an hour.
How much is the fare?
(Typical response.)

31. Basic Monologue on Daily Activities

(Discuss their daily/weekly routines.)
I get up at 6:00 a.m.
I leave for work at 7:30.
I get to the office at 8:00.
I take coffee break at 10:00.
I eat lunch at 12:00.
I take a siesta until 1:30.
I go home at 5:00.
I eat supper/dinner at 6:00.
I watch TV until 10:00.
I go to bed at 10:30.

32. Basic Urgency

(Discuss how to best get an urgent request met effectively. Ask calmly? Scream?)
Help! This is an emergency.
Please keep trying.
Please come back right away.
I need an interpreter.
I need this right away.
Can you do it right away?
When will it be finished?

33. Basic Autobiographical

Where are you from? I'm from _____.
What are you doing here?
I am studying/learning to speak _____.
Why are you studying _____?
Because I want to make friends./Because this is a beautiful place to do it.
Are you married? Yes I am/No, not yet.
Do you have children/a family?
Yes, two boys and one girl.
How old are they? (Actual age)
Do you have a picture?
Yes, these are my children.

34. Basic Days of the Week

Today is Wednesday.
Tomorrow is Thursday.
Day after tomorrow is Friday.
Yesterday was Tuesday.
Day before yesterday was Monday.
I don't go to work on Saturday.
On Sunday I go to church.

35. Basic Community Contacts (1)

I have come here to learn/study _____.
I am studying at _____ or with _____.
I would like to talk with many people.
I want to make friends. This is important.
Can I talk with you? Do you have time?
Do you have friends I can talk to?
I have to go now. See you tomorrow.

36. Basic Community Contacts (2)

You are patient with/help me very much.
I enjoy talking with you very much.
Thank you for taking time for/with me.
I'm glad you are willing to help me.
Sometimes I think/I'm afraid I'm taking up too much of your time/bothering you.
Because of you, I'm making progress.

37. Basic Request

Are you busy? Can I talk with you?
I have a problem. I hope you can help me.
I need your help. Can you help me?
Do you have time to help me?

38. Basic Plans/Anticipation

I'm planning to go. I've decided to do it.
I'm looking forward to it.
I hope to see you again.
I plan/want to do that some time.

39. Basic Appointment

I want to make an appointment.
I have an appointment.
Please sit down. I'll go see if he is in/here.
I'm sorry. He just left.
Please come back tomorrow.

40. Basic Compliment

(Discuss how expressive one can be about complimenting another person.)
You did a great job.
Congratulations on your promotion.
I like the way you do that.
You look great today.
I like your dress/necklace/haircut.
Happy birthday/anniversary.

41. Basic Interjections

(Try to get profanity to avoid.)

Oh, yeah! Ouch! Ugh! Alas!
Phooey!/Nuts!/Rats! Wow! Oh, no!
Oh, dear! Yippee! Great!/Terrific!
Awesome! Nice! Well! Hey!
How about that! Heavens!
Profanity: Gosh! Darn! Damn it!, etc.!

42. Basic Question Words

(Be alert for separate question words for the same question word in English, e.g., where in Russian.)

What

What is this/that? What time/day is it?
What are you doing/going to do?
What do you want? What did you say?
What will the weather be like tomorrow?
What kind of car is that?

Where

Where is it?
Where is the Post Office?
Where are you going?
Where can I buy rice?
Where did you put it?
Where are my shoes?
Where did you come from?
Where have you been?
Where do you live?

When (past/future)

When is your appointment?
When does the store open?
When are you going/leaving?
When do you generally eat?
When were you there?
When did you see him?

Who/Whom

Who's there (at the door)? Who is it!?
Who is that over there?
Who is (Who all are) going?
To whom/Who did you give it (to)?
Who took my newspaper?

Whose

Whose book is this?
Whose house is that?

Why/How come

How come/Why isn't the bank open?
How come/Why are you here?
Why did you do that?
Why aren't you going?
Why are they fighting?
Why is there so much smoke in the air?
Why not go with us (meaning 'do it')?

How much/How many

How much is this?
How much time do you have?
How much do you make a month?
How many children do you have?
How many bananas do you want?

How (manner, means, process, etc.)

How do you do say this word?
How are you today (i.e., a sick person)?
How did you get here? How old are you?
How did it happen? How do you do that?

Do you/Did you/Don't you

Do you think it will rain?
Do you have relatives in the States?
Do you want a ride?
Do you have time?
Don't you want to go?
Don't you have any?
Did you like it? Did I say it right?
Do you know where it is?

Are/Is it true

Are you going to the market?
Is it true that the bank is closed today?
Are you married?
Is this any good (a fruit)?
Is it going to rain today?
Is it gone? Is it far?
Is English difficult for you?
Is this the way to the market?
That's right, isn't it?

Can/May (permission)

Can/May I have some more soup?
Can/May I help you?
Can/May I try it? Can/May I go with you?
Can I say this? (i.e., Is it proper?)

Can (ability)

Can you jump that high? Can you help?
Can you reach that for me?
Can you make pizza?

Did/Has/Have

Did/Has the mail come (yet)?
Did you tell him (yet)?
Has it started to rain (yet)?
Have you eaten/done it (yet)?
Have you read this book?

Are there any oranges left?
Is there a Post Office near here?

How often

How often do you pray?
How often does it rain?
How often do you come here?
How often do you make stew?

Have you ever

Have you ever been to London?
Have you ever gone on an airplane?
Have you ever lied about it?
Have you ever missed the train?

How long (length/time) How far

How long is that snake?
How long will you be here?
How long does it take to get there?
How long is the meeting?
How long ago were you there?
How far away is the airport?

Which

Which one do you want?
Which one is better?
Which bus should I take to get there?

Is there/Are there