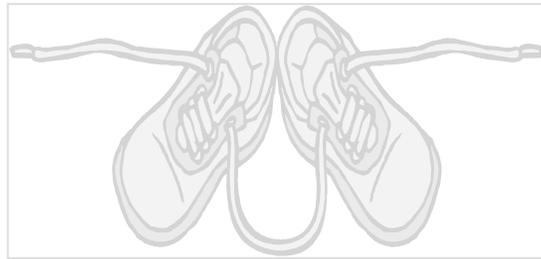


Language Acquisition For Cross-Cultural Effectiveness (LACE)



A Field Manual

Compiled, Adapted and Edited by

Peter Pikkert

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What is LACE?

During our High School years most of us were linguistically wounded. Forced to study French or Spanish, for example, the awful experience had two effects on us: we were so-o-o glad when we completed the course, and we concluded that language learning is probably the most difficult and frustrating of academic exercises.

However, language wasn't meant to be learned in an academic setting. After all, children, the world's best language learners, learn any language easily, fluently and without accent. The LACE method of language learning seeks, as much as possible, to re-create the way children learn language. This is done by exposing you, the learner, incrementally to a lot of comprehensible input laced with a few new words or concepts, the meaning of which can be largely deduced from the context.

Essentially LACE is nothing more than a combination of activities and techniques which serious language learners, notably Bible translators and missionaries, have used effectively. It includes giving and receiving commands (Total Physical Response), using a picture book, and doing simple projects, integrated into a single, cohesive program which you carry out with a language helper (LH) in a logical, step-by-step manner at your own speed.

Unlike other language programs in which the teacher does the preparatory work, LACE puts the student in charge. S/he chooses beforehand what s/he wants to learn next and, drawing from the numerous focused activities described in this manual, is responsible for preparing the lesson.

LACE works because:

- The method puts you, the learner, in charge. It enables you to “draw the language in”, rather than have someone “cram it down”. Since you are in charge, you, not some teacher, decide when you are ready to move on.
- Each project or activity focuses on comprehension as the major learning activity. You understand before you attempt to speak.
- Learning is associative. In other words, you acquire meaning by associating the words you hear with the actions you are doing or the items you are seeing.
- The Total Physical Response Techniques, in which you physically respond to commands, give you the core meaning of words, as well as a “feel” for the language, without back-translating into English.
- The Picture Book Techniques, which consist of repeated handling of the same set of, say, 70-100, photographs, builds on previously comprehended input. You are learning incrementally in an intense, yet non-academic manner.
- Most of the LAPs (Language Acquisition Projects) start with a comprehensible core and gradually progress, each step giving a slightly different slant or context to the activity. They take place within a fairly tight arena of related activities. Furthermore, the LAPs' random nature stimulate learning; you cannot predict what is coming—yet you can soon anticipate accurately what you are going to hear!

I trust that that curriculum will, as the linguist Greg Thomson puts it, not merely enable you to learn the language but enable you to “discover a new world as it is known and shared by the people among whom you are living”.

Welcome to the linguistically fun and culturally enriching world of LACE language learning!

Your Language Helper

The LACE method of language learning is done with a language helper (LH). This LH is NOT a language teacher! Real teachers can, in fact, be counter-productive, as they tend to take charge, thinking they know what you need to learn.

What, then, should you look for in a LH? Your LH must be someone who speaks his/her mother tongue clearly. S/he must not be a member of an ethnic minority. If you are learning Turkish, for instance, don't learn it from a Turkish-speaking Armenian or Kurd. Also avoid people with a thick country dialect--unless you are planning to spend the rest of your cross-cultural experience among them.

Your LH must be someone who will let you take the lead and limit him/herself to your agenda. Ideally, your LH will know a little bit of English, yet use it only hesitatingly. S/he should be coaxed to consistently--but not obnoxiously--correct you, and be willing to talk even if you don't understand everything. Many of us have found impoverished university students ideal!

In many parts of the world it is not acceptable to do your own recruiting for a LH. Let people (colleagues, nationals, expatriates you might meet at the local international church, etc.) know what you are looking for. Once you think you've found someone, arrange a trial period of 1-2 weeks; if the arrangement is less than satisfactory, you will want an easy way out of the relationship.

When hiring a LH decide how much time per week you want to work with him/her and how much you are willing to pay per hour or session. Don't decide on your own how much to pay--both overpaying and underpaying will cause you to lose respect. Generally the equivalent of what a local grade-school teacher might earn is a reasonable bench-mark.

Remember that your LH is your source of data, not your analyst. Most native speakers have never been asked objective questions about their language, so don't put him/her on the spot by asking "why?" Ask "what?", "how?", and "when?", but not "why?". Few people can explain "why" their language hangs together the way it does. The question tends to make people feel stupid or angry. Always keep the onus on you. Instead of saying, "I don't think you understand", say, "I haven't made myself clear".

Remember that your LH has more than language on his/her mind when s/he works with you. S/he will be sensitive to the relationship, and will be 'checking' to see if your guard is up regarding correction. If your face shows that correction upsets you s/he will back off. Note too that LHs often find it hard to believe the amount of repetition that is needed, so train them!

When working on pronunciation, be careful about asking, "Am I saying that right?" That is a very difficult question to answer. What is "right"? That you are speaking like a national? That there is no room for improvement? If s/he answer affirmatively, does that mean that s/he can figure out what you are saying? Assume that you are NOT speaking like a native, but that you are in a process of improvement. Note too that if your LH says "yes", s/he gets him/herself off the hook; s/he doesn't have to correct you any more!

Lastly, enjoy your times together. Not only is the program fun, many of those who have learned language in this way found that their LH became both a doorway into the national culture as well as one of their closest national friends.

Preparing your lesson

The LACE integrated program is a step-by-step, non-academic, learner-driven approach to language learning which pulls together the various techniques described in this manual. The learner works his/her way through these techniques with a language helper (LH) at a speed s/he is comfortable with.

For the system to work the learner has to spend some time preparing for each session. Indeed, one of the beauties of the system is that it puts the learner in charge of his/her own language acquisition. Instead of having a teacher push the learner through a pre-planned curriculum, it allows the learner to move forward at his/her own speed.

Each session should include a variety of activities. Not only will this make the session more interesting, it also models language-learning in the “real world” which naturally involves an element of randomness. If you, the learner, are temporarily stumped by something presented by one technique you are sure to grasp whatever the other technique seeks to communicate—and are thus more likely to stay motivated and engaged for the long haul.

By integrating techniques and activities from each of the following sections and gradually working through them you should be able to prepare lessons which are varied and enjoyable. In addition they will, in time, take you through every point of grammar and expose you to vast amounts of comprehensible input.

During your first year each session should include each of the following activities:

- Object Manipulation using Look and Listen for basic vocabulary expansion.
- Basic Total Physical Response to learn some new verbs and related objects.
- Combined Picture Book and TPR to learn grammar, syntax and connected speech.
- “Practicing Connected Speech” like the Series Technique to learn closely related verbs and the nouns they modify.
- Language Acquisition Project (LAP) to learn grammar, syntax and connected speech.
- Playing with basic types of sentence structures already mastered.

There are a number of general principles that you should incorporate into every language session:

- Prepare your lessons in advance. Get the props you need, prepare your LAP sketches, figure out how you are going to do your TPR and picture book combination, etc.
- Use the “Power Tools” as soon as possible.
- Record your sessions with your LH so you can review them later.
- When “out and about” always carry a notebook with you so you can jot down anything that puzzles you (words, behaviour, etc.) This information becomes the basis for new areas of discovery when working with your LH.

All of this should be combined with an “Out and About” project. Use the “Basic Texts, the Conversation Starters”, the “Dumb-Smart” and the “Shared Experiences” techniques liberally when exploring various aspects of your host culture—and enjoy the experience to the full!

Photograph and Object Techniques

1. The Look and Listen Technique

The Look and Listen Technique is basic to a number of other techniques. By using collections of objects or photographs you begin to acquire some basic vocabulary and grammatical structures.

What to do:

- Get a selection of photographs or objects.
- Follow this technique:
 1. **You point to the object, your LH says what it is. You listen.**
 2. **Your LH names the objects, you point to the right one.**
 3. **You learn the words for “Yes” and “No”, or “True” and “False”.**
 4. **Your LH names one of the objects and points. You say “Yes” or “No”, depending on whether the object s/he pointed to is the right one.**
 5. **You give the name of the object, your LH points to the right one.**
 6. **Your LH points to an object, you give its name.**
 7. **You give the name of the object, your LH points to one of the objects, you respond with “Yes” or “No”, depending on whether it is the right one.**

Note: You take the initiative/control. You listen and comprehend before you begin to speak.

2. The Photo Book Technique

With the Photo Book technique you take photos yourself or collect photos from other sources in order to acquire vocabulary and grammatical structures. This method enables you:

- To learn vocabulary from the first day of language learning.
- To provide language learning that involves real communication: receiving messages, processing messages, and responding to messages (even if nonverbally).
- To provide visual teaching or learning aids to use at various stages of language learning that builds on what has been already learned.

Guidelines

- Take at least 50-100 photos if it is culturally appropriate to do so.
- Take photos that contain one or more people as main characters who are, in most cases, involved with either another person, or with a non-human object (which sets the stage for simple transitive sentences). Ensure most of the photos involve actions.
- Arrange the photos in a book.

Collect one type of information about the photos, using the Look and Listen technique, with each walk through the book. First, for instance, identify humans (man, men, woman, women, boy, girl, etc.), then identify objects, then adjectives (big, small, red, green, etc.) then tense forms (past, present, future) then negation, questions, commands, etc.

Later in your language learning program you can use the photo book as a conversation starter, talking about the people in the photos, facts about the people and the situations involved in taking the photos.

Create a photo book for later stages of language learning by illustrating all steps in a procedure, the major events in the daily cycle, yearly cycle, or life cycle, or showing the major differences in each stage. Or photograph major cultural happenings in great detail and arrange in logical, spatial or chronological manner.

3. The Picture Book Plus Recordings Technique

With the Picture Book Plus Recordings technique, you look at pictures and hear a description of them in the target language. The pictures enable you to understand the gist of what is spoken. This method enables you:

- To learn a large amount of vocabulary.
- To associate the new vocabulary directly with the pictures, instead of with translations from your own language.
- To sharpen your comprehension skills.
- To hear new vocabulary many times before speaking it. That will help your pronunciation when you eventually speak the word.

Guidelines

- Aim to understand the words. *Do not repeat the words out loud*, as this will not aid in understanding and may cause mispronunciation. *Do not spell the words*, or you may tend to hear them as they are spelled rather than the way they are pronounced. *Do not be concerned with reading*; understanding the language must come first. *Do not replay an item that you do not understand*, listen to the entire program without rewinding the tape recorder. Some words are understood only after being heard a number of times.
- Use the tape as background while doing other activities, such as washing dishes or riding in the car.



Total Physical Response Techniques

Total Physical Response techniques are another excellent way to begin working with your LH, for they re-activate the brain's language learning capacity. You begin to associate words directly with items and actions, not with English. You also begin to "sense" the language and to "internalize" basic grammar (word order, etc.) Also, anxiety is kept low.

With the Total Physical Response techniques you respond to commands spoken in the target language. The Physical Response techniques enable you:

- To make mental associations between forms and meanings.
- To build comprehension vocabulary quickly.
- To build listening comprehension skills without vocal interference.
- To avoid translating from your own language to the target language.
- To begin assimilating basic sentence and sound patterns.

Guidelines

- Plan your session thoroughly in advance. This method will not be successful if you just make it up as you go along.
- Demonstrate this technique to the LH so s/he understands what you are trying to listen and respond to.
- Try to associate each command with the appropriate action without translating into your own language.
- Have the LH repeat the commands many times in random order so you get lots of practice. It is important to repeat things often enough to learn them well.
- Respond as quickly as possible, so the response becomes naturally connected to the command.
- Record your session with the LH so you can listen to the tape later and practice your responses. Keep reviewing previous lessons.

1. The Listen and Do technique

The Listen and Do technique is the principal technique in the Total Physical Response group.

Before your session

- Choose a situation where commands would be given that you are likely to use.
- List in your own language five or more different commands that might be useful in the situation.
- Gather any props or materials you need for the session.

During your session

- Communicate to the LH what commands you want to learn. **Tip:** Demonstrate the technique by giving commands in English or another language to a learning partner, so the LH can see what you mean.
- Record the LH giving the commands while you carry out the appropriate action.
- Have the LH give the commands repeatedly and randomly until you can respond quickly without thinking in your first language. Encourage the LH to correct any wrong responses.

- Write down the commands at the end of the session if you want to.
- Note. Giving commands can be a bit tricky due to the concern for politeness. Have your LH use the most polite forms that still sound natural when giving you instructions.

After your session

- Listen to the recording of the commands.
- Perform the actions as you listen, or make simple drawings that illustrate the actions.
- Listen to the recording again and focus on the pronunciation.
- Practice mimicking the commands on the recording when you feel ready (this may not be for several weeks). Look at the picture or perform the action to associate the meaning with the sound.

2. The Following Spoken Directions technique

The Following Spoken Directions technique, is used after you have mastered some basic vocabulary. With this technique you follow a series of spoken (or recorded) directions. Evaluation is based on how closely the directions are followed. The objective is to take advantage of a limited amount of speech to help you improve your listening comprehension ability and to actually perform the task being described.

During your session

- Complete a set of oral directions given to you by the LH.
- Have the LH check to see how well you followed directions.
- Have the LH record another set of directions for at-home practice.

After your session

- Follow the set of recorded directions for at-home practice.
- Check the results during your next session.

Example: Complete the following set of directions as given to you by the LH:

- Take a piece of notebook paper and place it in front of you, with the long side positioned horizontally.
- In the middle of the page, draw a circle about one inch in diameter. On top of this circle and touching it, draw another circle, just a little smaller in size. On top of these circles, draw another circle a bit smaller than the second one. This is the beginning of a snowman. Make a face on the top circle by drawing eyes, a nose, and a mouth. Draw a tall hat on the head but do not cover the face. Draw two arms that look as if they were made out of two sticks. Write your name on the back of the paper.
- Give your paper to the LH. You have the LH check your work to see how well you followed directions in drawing a snowman.
- You have the LH record a set of directions on how to draw and color various shapes (triangle, square, circle, or rectangle). You follow the recorded directions dealing with shapes.
- You check your work during the next session to see how closely you followed directions.

TPR Activity Ideas

General body movements

1. go in
2. go out
3. walk
4. run
5. stop
6. crawl
7. raise hand
8. clap (hands)
9. read
10. write
11. jump
12. eat
13. drink
14. listen
15. read
16. speak
17. stand up
18. sit down
19. look at
20. open
21. close
22. wake up
23. scream
24. laugh
25. tiptoe
26. clean
27. hop
28. bend over
29. squat
30. face (me, the wall, etc.)
31. lift/lower (arm (left leg, etc.))
32. shake my hand
33. kiss me (on the cheek)
34. make a fist
35. snap your fingers
36. wave
37. drink
38. iron
39. pay
40. spit
41. look at
42. listen to/hear
43. carry on shoulder/ head / hand
44. hold
45. kick
46. throw
47. pick up
48. set down
49. take
50. give
51. hit
52. pinch
53. feel
54. drop
55. play
56. push
57. pull
58. wind
59. twirl
60. turn
61. stop
62. be quiet
63. tie (up)/untie
64. study
65. think
66. greet
67. play a game
68. play an instrument
69. discipline children
70. watch TV
71. dig
72. feed
73. cover
74. uncover
75. pray
76. ask/request
77. light (match/fire)
78. put on (ring, clothes, etc)
79. wash (self)
80. wash (clothes)
81. swim
82. dive
83. drive
84. sleep
85. wake up
86. shave
87. cut hair
88. cut nails
89. call
90. eat (banana, orange, etc.)
91. lie down
92. get up
93. go down (staircase, etc.)
94. go up/across
95. come up/down
96. come across
97. turn left
98. turn right
99. turn around
100. skip
101. walk forwards
102. walk backwards
103. move arm
104. scratch
105. wiggle finger
106. tap foot

Facial expressions

107. smile
108. cough
109. laugh
110. cry
111. yawn
112. blink
113. frown
114. nap
115. sing
116. sniff
117. raise eyebrows
118. whisper
119. belch
120. nod head
121. shake head
122. hang head down
123. breath
124. kiss
125. stare
126. open/close eyes
127. sneeze
128. hiccup
129. hum
130. open your mouth
131. close your mouth
132. stick out your tongue

- 133. put your tongue back in
- 134. wink
- 135. blink
- 136. wiggle your nose

General verbs you can use with objects

- 137. touch
- 138. show me

- 139. pick up
- 140. put down
- 141. put it back (return)
- 142. drop
- 143. move
- 144. give me (give him)
- 145. take it back
- 146. throw
- 147. catch
- 148. turn over (flip)
- 149. put the _____ on (under etc.) the ___
- 150. push
- 151. pull
- 152. lift

Kitchen

- 153. cup
- 154. plate
- 155. bowl
- 156. knife
- 157. fork
- 158. spoon
- 159. napkin / tissue
- 160. dish
- 161. big round serving tray
- 162. tray you'd serve tea or coffee on
- 163. table
- 164. chair
- 165. pan
- 166. oven
- 167. stove
- 168. sink
- 169. faucet
- 170. counter
- 171. cupboard
- 172. refrigerator
- 173. peel

- 174. cut
- 175. slice
- 176. chop
- 177. boil
- 178. spill (water/milk)
- 179. pour
- 180. eat
- 181. drink
- 182. flour
- 183. sugar
- 184. bread
- 185. tea leaves
- 186. coffee grounds
- 187. rice
- 188. nuts
- 189. yogurt
- 190. candy, etc.
- 191. drinks
- 192. water
- 193. milk
- 194. juice
- 195. soda
- 196. yogurt (drinking)
- 197. coffee
- 198. tea
- 199. fruits/vegies
- 200. apple
- 201. banana
- 202. orange
- 203. plum
- 204. grapes
- 205. fig
- 206. dates
- 207. raisins
- 208. lemon
- 209. pomegranate
- 210. watermelon
- 211. tomato
- 212. cucumber
- 213. zucchini
- 214. onion
- 215. carrot
- 216. eggplant
- 217. small eggplant
- 218. potato
- 219. garlic
- 220. parsley
- 221. lettuce
- 222. grape leaves
- 223. celery
- 224. mint
- 225. cabbage, etc.

Numbers (by using peas, for example)

- 226. one, two, etc.

Door

- 227. door
- 228. key
- 229. doorknob
- 230. hinge
- 231. peephole
- 232. doorbell
- 233. open the door
- 234. close the door
- 235. lock the door
- 236. unlock the door
- 237. look through the peephole
- 238. ring the doorbell
- 239. knock on the door

Money

- 240. coin
- 241. bill
- 242. names of the various coins and bills
- 243. pay me 35 qirsh
- 244. put 1 dinar in your pocket, etc.
- 245. give me change for this 1 dinar bill
- 246. exchange this amount of money into dinars/liras

Recorder/radio/etc.

- 247. CD recorder
- 248. button
- 249. microphone
- 250. speaker
- 251. headphones
- 252. volume control
- 253. DC adapter jack
- 254. DC adapter
- 255. handle
- 256. front
- 257. back
- 258. side
- 259. battery cover

- 260. battery
- 261. play button
- 262. record button
- 263. rewind button
- 264. fast forward
- 265. pause button
- 266. CD
- 267. put the CD in
- 268. take CD out
- 269. turn player on
- 270. push play button
- 271. turn up the volume
- 272. turn down the volume
- 273. stop the tape
- 274. push pause button
- 275. rewind the tape
- 276. fast forward
- 277. record ____
- 278. turn on the radio
- 279. turn off the radio
- 280. change the station
- 281. find some music
- 282. find some talking
- 283. change the band (e.g., from AM to FM)
- 284. change it back

Books

- 285. book
- 286. title
- 287. author
- 288. cover
- 289. table of contents
- 290. index
- 291. chapter
- 292. page
- 293. page number
- 294. section
- 295. paragraph
- 296. sentence
- 297. period
- 298. comma
- 299. quotation mark
- 300. open the book
- 301. close the book
- 302. turn to page number
- 303. turn the page

- 304. turn forward 5 pages
- 305. turn back a page
- 306. turn back three pages

Outside (you and your LH will have to go outside for this)

- 307. car
- 308. truck
- 309. motorcycle
- 310. bicycle
- 311. bus
- 312. pedestrian (walker)
- 313. policeman
- 314. office building
- 315. restaurant
- 316. house
- 317. apartment building
- 318. grocery store
- 319. vegetable/fruit store
- 320. butcher's shop
- 321. bakery

Car

- 322. gas station
- 323. door
- 324. front seat
- 325. back seat
- 326. driver's seat
- 327. passenger seat
- 328. steering wheel
- 329. seat belt
- 330. break pedal
- 331. gas pedal
- 332. clutch pedal
- 333. speedo-meter
- 334. gas gauge
- 335. gear shift
- 336. emergency break
- 337. ignition switch
- 338. horn
- 339. hood
- 340. headlight
- 341. fender
- 342. license plate
- 343. engine

- 344. trunk
- 345. tire
- 346. fender
- 347. exhaust pipe
- 348. turn signal switch
- 349. light switch
- 350. put on/take off your seatbelt
- 351. turn on the car
- 352. turn off the car
- 353. drive forward
- 354. go in reverse
- 355. turn right/left
- 356. do a U-turn
- 357. turn on your left turn signal
- 358. turn on your right turn signal
- 359. use the horn
- 360. stop
- 361. speed up
- 362. slow down
- 363. turn on/off the headlights/high-beams
- 364. turn on/off the inside light
- 365. wind up/down the window
- 366. lock the door (from the inside)
- 367. lock the door (from the outside)
- 368. driver's license

Prepositions

- 369. on
- 370. in
- 371. under
- 372. above
- 373. beside/next to
- 374. in front of
- 375. behind
- 376. to the left of
- 377. to the right of

Living room

- 378. sofa
- 379. chair
- 380. pillow
- 381. coffee table

- 382. rug
- 383. carpet
- 384. cushion
- 385. window
- 386. curtain
- 387. lamp
- 388. ceiling light
- 389. light switch
- 390. electrical plug
- 391. phone plug
- 392. telephone
- 393. telephone cord
- 394. television
- 395. bookcase
- 396. bedroom
- 397. bed
- 398. sheet
- 399. pillow
- 400. blanket
- 401. dresser
- 402. closet
- 403. coat hanger
- 404. mirror

Bathroom

- 405. toilet
- 406. bathtub
- 407. toilet paper
- 408. sink
- 409. towel
- 410. shower curtain
- 411. toothbrush
- 412. toothpaste
- 413. comb
- 414. plunger
- 415. shampoo
- 416. deodorant
- 417. dry (hands)
- 418. wipe off
- 419. wash
- 420. bath
- 421. dry
- 422. comb (hair)
- 423. braid (hair)

Basic adjectives

- 424. big
- 425. small
- 426. medium (of three,
for example)
- 427. long

- 428. short
- 429. new
- 430. old
- 431. thick
- 432. thin

Colors

- 433. color
- 434. white
- 435. black
- 436. red
- 437. orange
- 438. yellow
- 439. green
- 440. blue
- 441. purple
- 442. pink
- 443. brown
- 444. gray

Shapes

- 445. square
- 446. rectangle
- 447. triangle
- 448. circle
- 449. oval
- 450. pentagon
- 451. hexagon
- 452. cube
- 453. box (rectangular
solid)
- 454. sphere

Pen

- 455. cap
- 456. take off the cap
- 457. put cap back on
- 458. write
- 459. sign your name
- 460. draw a line, circle,
square, etc.

Basic adverbs

- 461. quickly
- 462. slowly
- 463. carefully

Voice actions

- 464. speak
- 465. sing
- 466. hum
- 467. whisper
- 468. shout/yell
- 469. stop speaking,
singing, humming

Household items

- 470. light bulb
- 471. hammer
- 472. screwdriver
- 473. screw
- 474. pliers
- 475. broom
- 476. mop
- 477. dustpan
- 478. sweep the floor
- 479. mop the floor
- 480. trash can
- 481. trash bag
- 482. washing machine
- 483. dryer
- 484. iron
- 485. ironing board
- 486. clothes pin

Clothing

- 487. shirt
- 488. pants
- 489. shoe/shoes
- 490. coat
- 491. underwear
- 492. sock/socks
- 493. watch
- 494. sweater
- 495. hat
- 496. belt
- 497. dress shirt
- 498. tie
- 499. dress
- 500. skirt
- 501. blouse

Parts of the body

- 502. hair
- 503. forehead
- 504. eyebrow

505. eyelash
506. eye
507. ear
508. cheek
509. nose
510. lip/lips
511. mouth
512. moustache
513. beard
514. chin
515. throat
516. tooth/teeth
517. tongue
518. chest
519. back
520. shoulder
521. belly
522. arm
523. leg
524. thigh
525. shin
526. hand
527. finger
528. fingers
529. thumb
530. knuckle
531. fingernail
532. elbow
533. knee

534. foot
535. ankle
536. toe/toes

Office

537. office
538. desk
539. computer
540. keyboard
541. monitor
542. printer
543. mouse
544. printer cable
545. voltage regular
546. power cord
547. disk drive
548. floppy disk
549. paper
550. modem
551. fax machine
552. scanner
553. shredder

Wall calendar

554. today
555. yesterday
556. tomorrow

557. the day before
yesterday
558. the day after
tomorrow
559. week
560. this week
561. last week
562. days of the week
563. next week
564. months of the
year
565. month (this
month, last month,
next month)
566. last Monday
567. a week from
Wednesday
568. holiday
569. the statutory
holidays

Clock

570. clock
571. AM/PM
572. various times
(using a clock
face)

Try to include this in your TPR sessions this basic range of language functions and communication situations:

- requesting/complying/refusing an object/action/assistance/favour
- offering/accepting/declining an object/action
- giving instructions/orders to an employee/child
- making a promise or commitment to future action
- making an apology
- expressing regret/sorrow
- initiating an encounter/making initial small talk in an encounter
- terminating an encounter
- asking for clarification
- interrupting
- making a social introduction/introducing oneself
- asking/granting/refusing permission
- asking the time
- indicating a desire to enter a home/bidding someone to enter a home

Combined Picture Book and TPR

By combining the “Picture book” technique with Total Physical Response (TPR) it is possible to learn almost all syntactical patterns in any language!

1. Nouns and simple sentences

Go through photographs and learn the names of the people (man, woman, child, boy, girl, baby, etc.) and objects using the Look and Listen technique. Don't forget to practice plurals: “These are some boys.” “This is a pencil. These are pencils.”

2. Adjectives

Next start learning to recognize some descriptions, such as color, size, shape, condition, or quantity. Also learn to understand sentences in which combinations of objects are named together: “Take a green apple, a pencil and a blue pen”. Get your LH to do object manipulation: “Take a red apple. Take two blue pens. Take a long green string. Take some of the nails and all the thumbtacks.” Let the LH model it a couple of times, then follow his/her instructions and repeat what he says. Also use TPR in combination with the picture book. Have your LH tell you to, say, “Point to a red ball”; “Point to a blue chair”.

3. Instructions and commands

Note that the Total Physical Response technique is one of the primary means by which the LH teaches vocabulary and sentence patterns. In real life, however, giving commands can be tricky as many languages and cultures have a far greater concern for politeness than we have in English. Have your LH use the most polite forms that still sound natural when giving you instructions—what's the point in mastering the impolite forms first? Using role-plays for some of your TPRs will make it more natural to use more polite forms (Could you please tell me how much these cups cost?). You may find that there is a different command form for two or more people than for a single individual, something which soon becomes evident if you have a co-learner.

You can also use TPR in combination with the picture book. (“Please point to the red ball.”)

4. Verbs

Once you are familiar with the words for the people in your pictures and the objects they are involved with, it is a simple step to understanding statements about what those people are doing to, or with, those objects. Languages use different means of indicating who is doing what to whom or what. They may use word order, as in English. They may, however, utilize special (case) markings on the nouns or the verb itself may somehow tell you who is the actor and who/what is being acted upon. In short, you need to learn how to tell who is doing what to whom in sentences in the language.

In sentences with subjects and no objects (intransitive sentences) there are at least two types of subjects to consider. Some subjects are agents, that is, doers, like “John”, in the sentence “John shouted”. Other subjects have something happen to them as in the sentence “The snow fell”. In some languages words like “sick” and “angry” are actually verbs with non-agent subjects while in other languages they are considered adjectives.

Take several dozen pictures in which someone is holding something or someone else. Have your LH describe a picture. You then point to the picture being described. "A girl is holding a doll"; A woman is holding a baby"; "A boy is holding a bat"; etc. Other verbs which can easily be learned this way are "having"; touching", "using", "seeing/looking at". Note that the verb "to have" is not a verb in every language (eg.Turkish). It is, however, important to recognize that particular sentence pattern.

Get your LH to use only a few verbs at a time so that only the subject and object vary from one picture to the next, thus enabling you to concentrate on recognizing who is doing the action and who it is done to without having to learn large numbers of verbs at the same time.

You will also learn many verbs using TPR. Try having a co-learner perform actions which your LH then describes. You can later listen to the recording and envision what was happening.

5. Pronouns

One of the earliest things you need to learn are pronouns. These may be attached to the verb—or they may be omitted. Using TPR your LH can tell you to "Point to me. Point to them," etc. For the second person, the LH can use predictions rather than instructions: "She is going to point to you" at which point your co-learner would point to you (this is when it is good to have several learners involved). You can vary the verb (touch, rub, pat, pinch, look at, etc.) Also include reflexives ("Pinch yourself") and reciprocals ("Look at each other"). Note that it may be good to have a co-learner of the opposite sex at this point, since gender is very important in certain languages.

You need to learn sentences in which the possessor is a pronoun or pronoun-like (my book, your book, his book, etc.), covering the whole range of possibilities. You also need to learn sentences in which the possessor is a regular noun (the man's book, the child's book etc.).

Practice using three types of possessions, kinship (my father, my wife, etc.), body parts (your hand, her nose, etc.) and typical nouns (our book, your friend's cat, etc.), to ascertain whether or not there is any difference. This too is easily learned using TPR ("Point to Fred's mother";[use a family tree]), "Stroke her nose"; "Take my book"; "Put your blue pen beside her"). You can also use photographs ("Where is the boy's neck?"; "Where is his football?", etc.

6. Negation

Take the floor plan of a house. The LH says "Where is the bathroom?" You point to the kitchen. The LH corrects by saying "No. That is not the bathroom. That is the kitchen". You can also use TPR. The LH says "Turn to the right" and you turn to the left, s/he corrects you saying, "No. Don't turn to the right. Turn to the left."

7. Indirect objects, possession, association

Nouns and pronouns are not just the subjects and objects in sentences. They can be indirect objects ("Give the blue pen *to him*, and give *me* the book"); they can be beneficiaries ("Pour a cup of tea *for me*"), or indicate location ("Place the book *in front of Fred*, and place the red pen *behind yourself*"). They can also be possessors ("Get *my book* and put it *beside that girl's binder*"), instruments ("Dry the plate *with the towel*") or associates ("Sing a song *with your friend*"). Other important functions are the source of a movement and its goal ("Walk from the kitchen to the living room").

Most of this material can be learned using TPR and Object Manipulation. Using pictures, the LH can make statements involving locations. Many people and objects in pictures are in front of,

behind, beside, near, and far from, other objects in the pictures. The LH should include statements which indicate the location of the object or person (“This woman is in front of this car”) as well as statements regarding where things are happening (“This man is working in front of this tree”).

8. Adverbs

Use TPR for adverbs: “Stand up slowly”, “Sit down quickly”; “Turn the page carefully”, etc. Words like sadly, happily, repeatedly, carefully, carelessly, accidentally, purposefully can easily be acted out.

9. The past (tense)

Get you LH to create a sentence pattern such as, “When this picture was taken—”. Then, using your picture book, your LH can say sentences “When this picture was taken the boy was riding his bicycle.” With 100 pictures you can learn at least that many verbs conjugated in the past tense. Vary the sentence frame (“On the day when this picture was taken—” or “During the week when this picture was taken—”) to discover whether the verbs change form.

Another way to study the past is to act something out with a co-learner and then have your LH describe what you just did. With a bit of imagination you will be able to create past descriptions using a variety of pronouns.

10. The future (tense)

You’ll want to learn how people make commitments and predictions. (“We’ll visit you tomorrow” is a commitment; “My uncle is coming tomorrow” is a prediction.) Have your LH describe your pictures in a present time form (“This man is sitting”), then have him/her say what the person will do after that. Initially concentrate on comprehension, so keep the sentence contents simple, using, say, just the verbs for walking, stopping, sitting and standing. If a person is sitting, the LH can tell you that the person will stand up, etc. Once you have already developed a large recognition vocabulary have your LH make simple predictions about what someone in the pictures will do next (“This man is bicycling. Soon he will eat supper.”) Creative use of TPR and object manipulation will also help you practice future actions (For example, have your LH tell you what s/he is going to do, then have him/her do it, or have him/her tell you what you are going to do.”

11. General statements

Some statements do not concern situations or events that are happening at the moment, or have happened in the past, or that are supposed to yet happen. Rather they deal with what characteristically happens. (“I shop at Wungles”; “Dogs eat meat”). In the case of “I shop at Wungles” we see the statement of a general fact about a single individual (me). In the case of “Dogs eat meat” we see a general fact about dogs in general. We can also make general statements about things that happened characteristically at some time in the past (“I used to shop at Wungles”).

Get a collection of objects each of which is bought at a different type of shop. Then have your LH make statements such as “People buy it at a book shop”, “People buy it at a supermarket”, “People buy it at a tool shop”. You respond by picking up the object described. The LH can also make statements about what s/he typically does with particular objects. Using the picture book, the LH can make general statements applicable to some element in a picture. If a woman is cooking, the LH might say “She cooks meals for her family”. You respond by indicating which picture is being referred to. Using sentence frames such as “Every day—” or “From time to time—” may help.

You can also use frames which will require a characteristic statement about the past: “When this man was young—“

12. Time

Time words are words like today, this morning, tonight, tomorrow, names for days of the week, months, seasons, telling time, etc. These can be learned in combination with TPR commands. Make a paper clock with moveable hands. The LH can tell you “Go to sleep at 7:00” and then gradually move the hands to 7:00, at which point you mime going to sleep. Later s/he asks, “What did you do at 7:00?” and you respond by going to sleep. S/he says, “Buy a banana on Tuesday,” and then begin pointing one by one at a sequence of days on the calendar until s/he arrives at Tuesday, and you respond at that point by picking up a banana. If different foods are used at different times of the day, s/he can say something like “We eat it in the morning,” etc. You pick up the item.

13. Passive voice

Sometimes a sentence is understood to have both subject and object, but the subject is not important. Only the object is mentioned, as in “When this picture was taken...”. The picture is the object—we don’t know the subject., i.e., who took the picture? These are called passive sentences. This sentence form can be used with TPR. Take, for instance, several pieces of paper. Get your LH to tell you to do different things to the papers, then have him/her describe what was done to each: “It was folded,” “It was torn,” “It was wadded,” “It was cut”. Each time you indicate which piece of paper is being described.

14. Questions

There are two main types of questions: those which can be answered with a simple yes or no answer, and those which require specific information. In English the latter type of questions are those asked with such words as “when, where, who, what, why, and how?”

Many simple descriptions of objects and activities in your picture book can be converted into yes/no questions (“Is this a man?” “Is this man bicycling?”). To check your comprehension the LH might ask you “Is this man sewing?” (to which the answer would be “no”). Note that you can ask questions about both the subject and the object of sentences. (“Who is riding the bike?” “What is he riding?”)

You can ask questions about indirect objects. (“Who did I give it to?” “Where is the man?” “Where is he working?” “What is she writing with?” “Who is she cooking for?” etc.). You can also ask questions about the manner in which something is done (“How is she cooking?” And the reason: “Why is she cooking?” Questions can be asked about things in the past, present, or future.

15. Subjunctives

You need to learn to express things that are imagined, wished or uncertain (subjunctivity). Things may be possible in the sense that they are not impossible (“It could rain on my birthday”), or they may be possible in the sense that I don’t know whether or not they are true (“It could be raining outside”). The second kind of possibility is very frequently needed in basic communication. Note that there are different degrees of uncertainty (“He might come tonight”; “He’ll probably come tonight”). Some languages (such as Turkish) may distinguish between information which the speaker got from hearsay and that which was directly observed.

Two related concepts are ability/inability and desirability (“It would be good if you left”, “he must leave” etc.). Use your picture book to practice these forms. If you have a picture of a restaurant, your LH might say, “Someone is probably eating in here.” If a man is walking by the restaurant, you could say, “This man might go into the restaurant”. Some examples will naturally involve a higher degree of likelihood than others. You respond by pointing to the picture or situation she is referring to. Your LH can use forms which carry the meaning of ability by looking around and asking you about things you are and are not able to do. Are you able to lift the fridge? Are you able to open the fridge? You can combine the concept “should” and “must” in a single activity. If the LH says, “You should do (something)”, you start to do it, hesitate, and then either do it or not do it. If she says you must do it, you do it quickly.

16. Starting, stopping, becoming, continuing and remaining

Using TPR the LH can tell you to start or stop various actions (“Start running”, “Keep running”, “Stop running”, “Start writing your name”, “Stop writing”, “Finish writing your name”). S/he can tell you to enter various states (“Become happy”). Picture descriptions can also employ these notions.

17. Conjunctions

Your LH strings sentences together when describing pictures which you try to identify. Using TPR, your LH can give you a string of commands (“Go into the yard, get the rake, bring it back and put it in the corner”).

A language may have more than one way of stringing instruction and statements together. For instance, in English, it would be natural to say “This man left his house, hopped into his car, drove to the office and began working.” But we can also say “Leaving his house, hopping into his car and going to the office, the man began working.” Initially concentrate on comprehension of the most common forms.

18. Relative clauses

Clauses that modify nouns are called relative clauses, as in “The man who I told you about is at the door” (“who I told you about”, the relative clause, describes the subject in the sentence (“The man... is at the door”). The relative clause modifies the noun “man”, and every language has ways of expressing them. Mastering this aspect of language will greatly increase your speaking flexibility because it enables you to focus on specific people or objects.

Relative clauses can be learned using TPR and picture description. TPR: “Give two pencils to the girl who is standing”. Picture book: “Here is a man who is bicycling” or “Where is the man who is bicycling?” “Where is the ball which the child is kicking?” “Where is the tree which the boy is standing under?”

If relative clauses are simple and straightforward in your language, they will be a snap to learn. Even if their formation is somewhat complicated, it shouldn’t be too hard to learn to understand them when you hear them.

19. Conditionals

To learn to comprehend if-clauses which pertain to the present state of affairs, combine them with commands, and use TPR: “If I am holding something which we eat, take it from me and put it into your mouth.” Future oriented if-then sentences can also be combined with commands. The LH first says, “If I reach into my pocket, pick up the pencil.” S/he then performs various actions, but at some point s/he reaches into his/her pocket, at which point you pick up the pencil. You can use pictures to cover the contrary-to-fact variety of if-then sentences. The LH looks at each picture and

imagines what the results would be if the person in the picture had not done whatever s/he is doing: "If this man had not biked to work, he would have been in the train accident" "If this man were sick, he would not be able to bike to work", "If this man had not biked to work I would not have seen him."

20. Temporal clauses

Temporal clauses provide the time frame in which events occur. They can be past oriented ("When I was eating my breakfast—") or future oriented ("When I eat supper—"). Related notions include "Before I ate supper—", "Until I ate supper—", and "After I ate supper—."

Using the picture book, get your LH to think of a reasonable sentence to say in connection with each picture, using a past oriented temporal clause: "When this man was bicycling, he crossed a bridge". Future oriented temporal clauses are similar to if-clauses discussed above, and similar techniques can be used. "When I pick up the pen, fold the paper", "Keep singing until I smile."

21. Purpose

Often one clause gives the reason for the other: "I spoke to her because she smiled at me." I could have said, "She smiled at me and so I spoke to her". Closely related to reason clauses are purpose clauses which, in English are those that begin with "in order to—" or some that begin with "so that—": "I bought some eggs in order to make pancakes". Sometimes there are reasons not to do things, but we do them anyway. In English we often express this meaning by clauses beginning with "Even though—", as in "Even though I was angry, I didn't say anything."

Pictures are the most helpful tool here. Get your LH to think of a reason or purpose for which the actor is performing the action. Give several examples in English to get things rolling. You can do the same thing with sentences which express the idea of "even though X, nevertheless Y." "Even though this man is tired, nevertheless, he is still working."

22. Causative

Some sentences have a primary agent and a secondary agent ("Fred made/told/forced John to do the work", in which Fred is the one who made John carry out the activity. John is the secondary agent). Using TPR with a co-learner or volunteer, have your LH make that person do things ("I made John pick up the pen"). Distinguish intensity (making/telling/ forcing, etc) by asking your friend to do the action and forcing him or her to do it.

23. Comparatives

Languages have different ways of indicating that one person/object is stronger, weaker, bigger, faster, smarter, shorter, longer, nicer, etc. than another person/object. Use TPR. Take, for instance, two ropes of different length. Get your LH to tell you "This rope is longer than this one."

Slowly move to more complicated comparative instructions, such as "Give John the pot which is heavier/heaviest"; "Put on the sweater which is warmer than the one I am wearing".

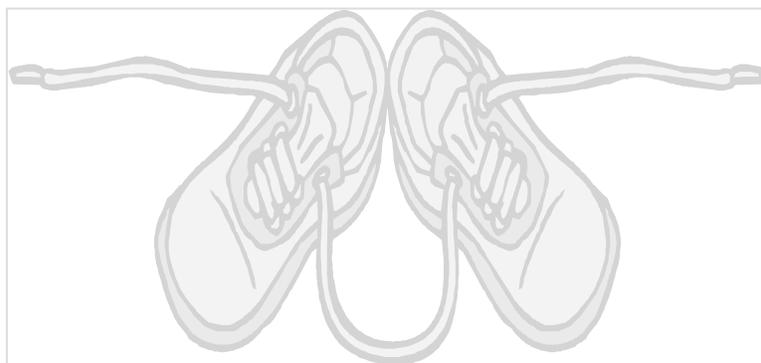
24. Indirect discourse

Before you can lay claim to being a basic speaker you need to master indirect discourse. These are sentences with verbs such as "say", "think", "believe", "desire", "want", "wish" and "know". Note the following examples:

- This man says, "*I am going to the store.*" > This man says that *he is going to the store.*
- This man is thinking, "*My store is large.*" > This man thinks that *his store is large.*

- This man wishes *he could leave his store.*
- This man knows *how to run a store.*

The sections in italics are mini-sentences within larger sentences, some of which are in quotation marks (direct discourse). The other sentences are examples of indirect discourse. Using your picture book, have your LH choose a person, then have him/her tell you what that individual is thinking or saying. Your LH might, for instance choose a picture without telling you which one s/he is looking at and say, "Before this picture was taken, this man said, 'I have a busy day at the store today'" or, "This man is thinking that he is going to have a busy day at the store today"; Your job is to point at the picture with the man who could have made such a statement or thought such a thought.



The Shared Experiences Techniques

Adapted from LinguaLinks 1999

With the Shared Experiences techniques you listen to the LH recounting something that happened when you were together. This enables you to take advantage of your knowledge of an event to help you:

- understand the reporting of an event more easily
- acquire new vocabulary
- acquire new grammatical structures

Note: Pay attention to things happening during the activity to ask the LH about later (take notes?).

Before your session: Think of an event or activity you can do with the LH.

During your session

- Go with the LH and do whatever you have decided on.
- Take notes to give yourself a script for what happened.
- Ask the LH to describe what you did together, as if speaking to a third person.

After your session

- Listen to the recording and see if you can follow what the LH said.
- Make a note of things you do not understand to ask the LH about later.

Variation: The Shared Experiences technique can be used to practice your own storytelling. After your shared experience try telling the story first. Then ask the LH to tell his or her version of it. Listen to both versions and note the differences.

1. Eating Out

With the Eating Out activity, you go to a local restaurant with a group and share a meal together. This technique works well for a class and teacher to do together, or for a group of language learners and their LH. It enables you:

- To learn new vocabulary
- To learn the appropriate cultural behavior for eating out
- To have an informal time together with the LH and other students, getting better acquainted on a personal level. These kinds of relationships are often very important to non-westerners.

Guidelines: Take a native speaker with you who is comfortable in the cultural setting. You need someone to learn from by observation and instruction.

Before your outing

- Discuss vocabulary and phrases which will likely be used at the restaurant.
- Talk about cultural necessities such as tipping, getting the attention of the waitress, and paying.
- Set up the time and date of the outing.

During your outing

- Go to the restaurant and enjoy yourself. Use the vocabulary phrases necessary to order your meal.

After your outing

- Discuss difficulties you had at the restaurant or observations you made about the outing.
- Make a do's and don'ts list for eating out in this situation.

2. Join in the Work

With the Join in the Work activity you find out what types of things are going on in the community on a particular day and choose one activity where you can become involved. Ideas for shared activities can be found in the "Out and About" Section. The shared activity enables you:

- To observe work patterns and other cultural information
- To get to know individuals better
- To learn new vocabulary
- To increase your ease of speaking conversationally

Guidelines

- Use this activity as a learning tool even in the early stages of language learning (especially to observe and to be involved with individuals). Use it later to continue improving your speaking abilities in a relaxed setting.
- Choose a variety of activities to join in—particularly ones which allow you to become involved with people in their setting. You may find that the language and culture learning you get during this activity is vastly different from what you get in the formal "language session" time. This may be the time they let you get an insider's view because you are willing to be involved with their daily schedule rather than just following your own agenda.
- Carry a small notebook, if possible, to jot down notes while you attend an activity. Otherwise do your best to make mental notes and write them down as soon as possible.
- Observe working relationships between participants including their verbal and nonverbal interaction. You may be able to learn about social hierarchies within these parameters.
- Ask questions about what is going on if you do not understand. However do not turn this into a language session. If the participants seem unwilling to answer your questions save them for a language session and simply observe during this activity. Do not press them for answers or you may alienate yourself or at least make yourself less welcome in the future.

3. The Shopping Trip

With the Shopping Trip activity, go shopping with your LH for the week's groceries without actually purchasing them, but by listing them in a notebook. This will enable you:

- To become familiar with the local supermarket (or open air market)
- To learn new vocabulary items of food names
- To gain confidence in being able to make a trip to purchase items by yourself

Guidelines

- Make up a list of the items to be "purchased."
- Learn vocabulary items that will be helpful, such as, "a bottle of", "a kilo of", "a can of."

- Make it a comparative trip if there are several supermarkets in town.
- Buy some items, if necessary, on the trip. You may find that you cannot gather (accurate) information without buying something if you go to an open air market. If bargaining is a part of the purchase scenario and you are not actually going to purchase anything, the price you are told initially would not be the actual purchase price.

During your trip

- Go to the store and begin walking the aisles, looking for the items you want to "purchase." Notice the overall organization of the store.
- As you write down prices, you may want to compare brand names, size versus price amounts (is it more economical to buy the large one or not?), and other considerations.
- Ask your LH about things you do not understand.
- Write down new vocabulary items and other things of interest.
- Go to another store (if available) and do more comparison shopping.

After your trip

- Tally your "purchases" to find your total cost.
- Write down your overall impression of each store and decide where you want to shop.

4. Telephone Procedures

With the Telephone Procedures activity, you practice using the telephone to learn the appropriate etiquette and skills required for local use in order:

- To learn appropriate vocabulary for using a telephone
- To practice using the phone book, dealing with operators, dialing local and long distance numbers
- To learn how to communicate without using facial expressions and gestures

Before your practice

- Make a list of questions you want to ask each of the parties you call.
- Use the telephone book to make a list of the businesses and persons you want to call and their phone numbers.

During your session

- Call the first number on your list and explain that you are seeking information. Proceed with all your questions, then end the call.
- Write down the information you received and how you felt about the phone call.
- Continue making phone calls until you have exhausted your list or until you feel confident in your ability to use the phone.
- Practice the same task several times with different people to build confidence.

Prerequisites

You need to learn vocabulary items associated with the telephone before you actually try to carry on conversations. Some of these vocabulary items are dial, receiver, call, dial tone, busy signal, operator, information, collect, direct dialing, and extension. You also need to learn phone etiquette, such as proper greetings and introductions.

Variations

Call the operator to find out how to make a collect call or how to charge a call to a third party.

Practice hearing how people respond when answering a wrong number call. Try calling a business and asking for information they cannot possibly know, or call a private number and ask for a person you know will not be there.

Call information hot-line type numbers or other information numbers: time and temperature, movie theaters, or want ads.

You may also need to learn how to use a radio telephone. You should learn the location of the operation station and how to book a call on the radio telephone.

5. Telling Jokes

With the Telling Jokes activity, you practice telling jokes to native speakers after you have practiced them with your LH. This will enable you:

- To learn the proper intonation and stress needed to carry a joke
- To provide cultural insight into what is considered funny

Guidelines

- Listen to jokes told by native speakers and analyze them for
 - common themes
 - frequently used words and phrases
 - types of jokes: puns, tall tales or riddles

There may even be books of jokes available in the language. These may be helpful, even if you do not actually tell the jokes, because the language may be closer to actual spoken language.

- Notice the circles in which jokes are told, also where they are not told, and who tells jokes.
- Do not try to translate jokes from your native language as the humor may be completely different. Something that is acceptable joke material in your culture may be taboo in the local culture. Or something hilariously funny in your culture may fall flat locally.
- If you find it difficult to tell a joke, you could focus instead on learning how to listen to jokes and how to respond appropriately to them.

During your session

- Tell the LH you want to learn how to successfully tell a joke.
- Ask if there are certain guidelines you should know when telling a joke.
- Ask the LH to tell you a joke. Notice the verbal and nonverbal cues.
- Tell your joke to the LH.
- Have the LH tell you how to improve your joke telling.
- Practice until you are comfortable telling your joke.

After your session

- Practice telling your joke to several native speakers or groups of native speakers. Keep telling your joke until you get a good laugh. If you bomb ask the listeners how you can make the joke funnier.

Connected Speech and Vocab. Expansion

It's easy to get plenty of individual words and short expressions through TPR and using objects and picture books. But at some point--say after getting 1,000 words that way--the language learner needs to develop more complicated forms of connected speech while still being exposed to comprehensible input. Here are some ideas which, when used together, are very powerful.

1. The Series Method

Get your LH to tell you the steps involved in doing something that you already know how to do. For example, get your LH to tell you how to make a cup of tea. Ideally you have learned your first 1,000 words and thus already know the words for teapot, teabag, sugar, spoon, water, stove, match, light, etc. Now you ask your LH to tell you the steps involved in making a cup of tea, while you record it. You should be able to follow what your LH says because you already know the main vocabulary, but most likely there will be some words you won't understand the first time. Aim to be exposed to stuff of which you understand 75-80%.

Eventually you'll want to go through the recording with your LH and make note of every word you don't understand along with its meaning. After that, listen to the recording several times until you understand everything in the text without having to refer to your notes. Once you understand everything, the text is in your comprehensible corpus and you can put it in a "to be reviewed every once in a while" stack.

Notice the focus on comprehension. At this point worry about learning to understand the text. Later on you can practice telling your LH how to make tea, but for now don't spend much time memorizing your new vocabulary or sentence structure. And because you're not taking up a lot of time memorizing, you will instead be able to elicit and learn to understand many different Series Method recordings from your LH. Here are just a few ideas to get you started.

- How to make a cup of coffee/tea
- How to dress a baby
- How to start a car
- How to lock/unlock a door with a key
- How to record someone using a tape recorder
- How to change a diaper
- How to make a bed
- How to brush your teeth
- How to walk from your house to some other place
- How to wash a car
- How to wash the dishes
- How to find a good TV show to watch

So far I've only listed solo activities; that is, none of the above involve any dialogue or discussion in order to get the task done. Alas, most things we do in life involve interaction. It is easy to develop a list pertaining to those situations as well:

- How to pay an electric bill
- How to buy stamps to mail a letter
- How to take a bus somewhere
- How to rent a car
- How to make a phone call
- How to apply for a residence permit
- How to apply for a job
- How to host a guest in your home
- What you do when you enter a home you are visiting for the first time
- How to ask for a date!

Series aids culture learning

After using Series to describe things you do, use Series to try to describe the way people in your host culture do certain things. This employs the Series technique in learning something about the culture. For example: "Let me see if I can tell you how people here do (a particular activity). Correct me if I'm wrong." (Or after you've tried to say it, say to someone, "Now you say it.")

Series aids grammar learning

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

Example: Starting the Car

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

2. Dialogue Generation

Dialogue Generation builds on the Series Method. With Dialogue Generation you ask your LH to record typical interactions between two people in different situations, with the difficulty or complexity of the dialogue being aimed at your ability level.

For example, suppose I want to learn about the process of riding taxis. You first ask your LH to talk about steps involved in riding a taxi (the Series Method): Your LH says, "How To Ride a Taxi. First, walk to the street. Then look for an empty taxi. When you see an empty taxi, hold out your hand. If the taxi stops, get in it. Get in the front seat if you are a man and in the back seat if you are a woman. Greet the taxi driver and tell him where you want to go. Make sure the taxi driver has reset the meter. When you get to your destination, pay the driver the amount that the meter says and say 'Good-bye.' Get out of the taxi and close the door behind you."

Hopefully by the time you ask for this text you can understand 80-90% of it the first time you hear it. Record it and go over it with your LH, getting the words that you don't know. Once you've done this, ask your tutor to record several simple, typical interactions between a taxi driver and a passenger.

The key is to get several such dialogues recorded. If you just get one dialogue per topic, it's likely that the way people respond to you will be different than in your dialogue. However, by getting your tutor to record several different impromptu dialogues on the same topic, you're more likely to be exposed to "real language" like you'll also hear when you are in "real life" situations. Plus, by getting several dialogues you'll be learning to understand and ultimately produce more vocabulary.

Note also that these dialogues should be geared toward your ability level. As a beginner, intermediate or an advanced learner you can use exactly the same topics to get your LH to create dialogues with differing levels of complexity.

For example, with a taxi driver and passenger the easiest dialogues could revolve around basic taxi use: greeting the driver, telling him where to go, paying him, and saying good-bye. The next level of difficulty could include the passenger giving directions to the driver as well as small talk between the driver and the passenger about the weather or whatever else taxi drivers and passengers chat about wherever you live. An even more advanced level of dialogue could have the driver and passenger arguing about the fare because the driver didn't reset the meter when they began. And so on. (And of course, this is the same development that you'll see in your speaking ability. Simple first, then more complex, step-by-step.)

3. Memorized Monologues

At the beginning virtually everything you say will be memorized. You will be “reciting” the questions you ask, the answers you give and the statements you make more than “talking” them. So, memorize texts about yourself, your background, family, work, testimony, etc. Keep a running list of ideas. Memorize these texts to use them, not to store them. What you say may even sound like nonsense, yet people can make sense out of it! Here are some ideas for memorized monologues.

Memorize monologues pertaining to YOU.

- Autobiographical realm: what do you want people to know about you?
 - Your parent's family/your nuclear family
 - Your background and upbringing/education
 - Past employment you've had
 - Special people in your life.
 - *In other words: Who are you?*
- Your work: what do you want people to know about what you do?
 - Who do you work for? Where is its headquarters?
 - What specific job do you have? What is its specific purpose and what do you hope to accomplish?
 - *In other words: What are you doing/plan to do here?*
- Personal life experiences: what stories do you want people to know about you?
 - Childhood experiences, life back home, life in school
 - Special events: birthdays, vacations, trips.
 - How you met your spouse
 - The story behind a physical scar or obvious handicap
 - *In other words: Who are you in a broader way?*
- Things you like to do: what interests do you have that you want people to know about?
 - Hobbies, sports, kids, recreation activities
 - *In other words: More who are you?*

Memorize monologues pertaining to CURRENT EVENTS: what is actually going on now, both in your own life and in the world at large?

- Personal experiences: Keep track of what's going on. Keep a journal and record activities, feelings, impressions. Memorize and relate these.
 - One of the best opening statements is: “Let me tell you what happened yesterday...” To say it like that sparks interest, since it conveys that probably something unplanned or unexpected took place.

- World at large: Stay in touch with the news. Learn to express in 2-3 short sentences about what is happening in the world and make a comment about it.

Gleaning monologue material from QUESTIONS PEOPLE ASK YOU.

- Log the questions people ask you. If you get it asked once, you'll get asked again. For example here is a question you might be asked but not comprehend: "What do you Americans think about your President?"

If you don't comprehend the question ask them to write it down. Or, if they don't write, have them say it into your recorder. Afterwards make it a project with your LH to develop adequate answers to such questions.

4. True/false Comprehension

Have your LH make true or false statements about particular domains, and you respond by saying "true" or "false"

Example: The Room and its Contents

'There are 3 chairs in that corner.' (true or false)
'The light is off.' (true or false)
'There is nothing on this table.' (true or false)
'There are 4 books over there.' (true or false)
'Not all the windows are open.' (true or false)

Example: The Weather

'It is not cloudy today.' (true or false)
'The sun is shining.' (true or false)
'It didn't rain yesterday.' (true or false)
'It was very cold this morning.' (true or false)

Example: Your Family and Activities

'You have 3 children.' (true or false)
'All your children are in school.' (true or false)
'Your wife went to the market.' (true or false)
'Nobody is sick today.' (true or false)

Example: Life in General

Days/Dates: 'Today is Saturday.' (true or false)
Clock time: 'It's 3:30 p.m.' (true or false)
'Yesterday was a holiday.' (true or false)
'You read the paper this morning.' (true or false)
'We had soup for lunch.' (true or false)

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

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

5. Event Description

Have your language helper describe something you have been involved in to a third person. This enables you to hear how people tell stories, something they do whenever they get together to relate events which just happened. They use a narrative style when doing this. When the "story" is about something you have experienced, you can follow it much more readily, and may even be able to anticipate what's coming. Get the story on tape or video and listen to it over and over again. Pay attention to how a native speaker's story-telling style may be different from the way you tell stories in your language.

6. Number Dictation

Have cards filled with numbers, times, currency, etc.. Get your LH to dictate these to you. This will enable you to gain mastery over the way numbers are used. You can make currency cards (\$2.65; \$9.05; etc.) and clock time cards (10:45; 4:30, etc.)

7. Dumb-Smart Question

Memorize a standard description of directions, holidays, events, food preparation, national heroes, etc.; then go around the community asking people the answers to questions you already know. Ask questions that have a fairly standard answer, so you won't face a "torrent" of language. For example you can ask:

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

More detailed Dumb-Smart Questions

Get your LH to record the answers to various questions and work through the answers with him/her. Learn how to ask the question (this is important!). Then go out and ask people the question. You will be pleasantly surprised at how much you can comprehend!

- Find out how the major holidays are celebrated
- Learn to fix 4 or 5 national dishes
- Ask how people celebrate birthdays, weddings, anniversaries, funerals, etc.
- Learn how people observe particular religious events
- Find out how a particular sports event is played
- Go to a statue or monument and ask people there who the person was and what made him/her famous

Other Dumb-Smart Questions

- "What do you people here generally eat for breakfast/lunch/dinner" (Perhaps you should begin by asking "How many meals do you eat in a day? When are they?")
- "What is your favorite meal/snack/dessert/drink/junk food?" "What is your favorite Western food?"
- "What is an ordinary day like from the time you get up to the time you go to bed?"
- "What kinds of things do people here generally do on the weekend?"
- "Tell me about each member of your family"
- "This is a map of (the country you are in). Please tell me where there are some interesting places" (or, "some interesting things to do.")

8. Ask-Me-A-Question

Create a list of, say, 15 specific questions.

- 5 autobiographical questions from your "memorized monologues"
- 3-4 questions about the time of the day. ("What time is it now?" "What time do you go to work?" "What time does the post office open?", etc.

- 3-4 questions about what's going on with you. ("What have you been doing lately?" "What did you study today?" "Where did you go yesterday?" etc.)
- 3-4 location related questions. ("How far is the post office from here?" "Where is the best place to buy _____?" etc.)

Work with your language helper until you have developed a sufficient answer for each question. Then learn to say, "Ask me any question from this list" and "Ask me another one". Practice answering the questions with your LH, then go into the community, hand people the sheet and tell them to ask you any 5 questions listed there. This is a good project to use with people in the community who enjoy having a role in your learning.

9. Inter-Language Reading

Read and compare back-and-forth things in the target language that you are well-acquainted with in your mother tongue. It will help you sense how they express certain ideas. You could, for instance, buy a translation of a novel and compare the two.

10. Various Writing Techniques

There is dictation, composition and translation. Dictation is by far the easiest, since you just write what you hear. Composition expresses thought on paper. Translation transfers thought from one language to another.

11. Record & Compare

Record yourself in tandem with your helper; then listen and re-listen many times in order to compare your consonants, vowels, intonation, etc., with those of your helper. Make a commitment to deal particularly with areas that cause mis-communication, humor or 'hurt-ears'.

12. Single Sound Drill/Sound Contrast Drill

As soon as possible, pick out the consonants and vowels that are troublesome for you. Get these in various contexts (word-initial, word-final, after consonant, in contrast to other sounds, etc.). Then systematically drill them per the technique.

13. Single Sentence Pattern Drill (Pattern Sentences)

Select simple or complex sentences. Then with your helper find other words or phrases (pattern sentences) that can take the place of those in the model. A pattern sentence is simply a sentence that when you substitute one or more of its components, it allows you to generate any number of useful sentences. Pattern sentences also serve as models of particular grammar points. Drill it (Listen, Mimic, Produce) but realize that the whole purpose of this activity is to gain control of the 'sentence pattern' (primarily word order); so try to keep the sentence pattern in mind while doing the drill. (Note: The major learning part of this activity will probably come in the process of *setting up the drill* more than in actually *drilling it*.)

Examples: "I am (a) _____" (student, Canadian, hungry, reading, sleeping, walking, etc.)

"That is the *man/woman/child* who walked *home/to school/to the store* with *him/me/her*"

Step 1: With your LH select a particular pattern sentence. It should be a sentence you can actually use in communication.

Step 2: Memorize the sentence as a frozen phrase or as part of a monologue.

Step 3: Ask your LH to help you substitute other words that could replace the words in the pattern sentence.

14. Complex Sentence Pattern Exercise

Keep a list of complex sentences that intrigue you because of their construction. Generate other sentences that follow that same format; that is, that express ideas using the same grammatical construction. In doing this, you will be practicing complex grammatical patterns in a way that focuses as much on content as it does on form. This becomes a content approach to grammar.

15. Sentence Transformation Exercise

Select a simple sentence. Then investigate what happens to the sentence (i.e., how it changes) when it becomes negative, a question, a command, a different person/tense, etc. Helps to internalize basic word order.

16. The Tone Pattern Drill Technique

The Tone Pattern Drill Technique is for those learning tonal languages, such as Chinese or Hausa, in which the meaning of a word is determined as much by its tone-pattern as by its phonetic make-up.

With the Tone Pattern Drill technique, you compare utterances to decide their pitch by substituting them into a constant environment (a "frame"). By keeping the same frame, you will be better able to tell when the substitution items change pitch. After the patterns are distinguishable, you produce them. This will enable you:

- To distinguish one tone pattern from another
- To recognize, initially within a controlled environment, the tone patterns
- To be able to produce words using the correct tone patterns

Guidelines

- Select a frame (i.e., a fixed sentence pattern, see example) which will stay the same as you change the substitution items.
- Make sure substitution items are of the same class (all nouns), so they will fit into the same frame. Substitution items can be whole words or unaffixed forms, depending on the language constraints.
- Arrange the substitution items into groups with the same number of syllables, and as much as possible with the same syllable pattern.

Before your session

- Make a list of words you want to practice to determine their tone pattern. Try to come up with a possible frame for the drill.

During your session

- Explain to the LH what you want to do. Have the LH say each item with the frame two times. **Tip:** You may have to go through the list several times before you can clearly hear the pitch, and determine its level. You can use other substitution items to compare the pitches (higher, lower, level, or gliding.)
- Regroup the substitution items into groups with the same tone patterns and go through each group again in the frame for another check on consistency. Regroup again if necessary.
- Check the groups by substituting them into a different frame: one with a different pitch pattern from the first frame.
- Record the LH saying the substitution items and frames, one stress pattern group at a time.

After your session

- Use the recording to practice the items until you feel comfortable with them.

Example

You make a list of words you need to practice to determine their tone pattern: spider, snake, squirrel, buffalo, lion, antelope, crocodile, lizard, and hippopotamus. (This example is given in English for ease of understanding even though it is not a tonal language.)

1. Decide on the frame: "The man killed a ... yesterday."
2. Explain to the LH what you want to do.
3. Have the LH say each item within the frame two times.
4. Have him or her repeat the following another time, since you had a hard time determining their tone the first two times: snake, crocodile, lizard.
5. Regroup the items according to their tone pattern.
6. Group 1 (lower than the frame): buffalo, lion, crocodile, hippopotamus
7. Group 2 (higher than the frame): squirrel, snake, antelope
8. Group 3 (same as the frame): spider, lizard
9. Go through each group again, checking for consistency. You do not need to regroup anything.
10. Recheck the tone groups by substituting them into a different frame: "A ... played on the rocks."
11. Record the LH saying the groups within the frames, one at a time.
12. Use the recording to practice several times until you feel comfortable with the tone patterns.

17. Some Reading Techniques

- Read a recipe and underline the instruction words.
- Re-order a set of jumbled instructions for a scientific experiment.
- Have your LH cut up a text or jumble a poem and try to put it in the right order.
- Read the description of a machine. Label the diagram of a machine.
- Read comic books.

18. Opposites

Step 1: Make a list of common words that have obvious apparent opposites.

Example: Big, dark, loud, young, tall, rich, boy, hard, attractive, abstract, logical, win, man, smells nice, stop, fast, front, right, lively, high, sweet, cow, queen, mare, inhale, freeze, hide, up, near, here, high, etc.

Step 2: Learn to say, "Say one of these words and I'll say the opposite." Practice with your LH.

19. Sets

Step 1: Make a list of 10-15 set words, i.e., words that all belong to the same category and learn at least five words in each set.

Example: Colors: red, yellow, green, blue, pink, brown, black
 Tastes: sweet, sour, bitter, salty, spicy, flat,
 Fruits: orange, apples, banana, papaya, mango, kiwi
 Body parts:
 Countries:
 Weather terms:
 Clothing:
 Furniture:
 Days of the week:
 Months of the year:

Step 2: Learn how to say, "Say one of these and I'll say one like it. Then say another one." Work with your helper until you reach the point that when s/he says one word in one set you can quickly say 4 or 5 others.

Step 3: Take your list into the community and play this game with others. This would be one school-age children would enjoy helping you with.

20. More Sets: how objects are related to other objects

Class membership: A chair is a piece of furniture
 A dog in an animal
 A cup is _____
 A machete is _____
 A shovel is _____

Parts of objects: A tree has roots, trunk, branches, leaves, bark, sap. etc.

Collective terms: many trees = a forest
 many dogs = a pack
 many people = a crowd
 many birds = _____

Words which go together: hammer and _____
 table and _____
 socks and _____

21. Relating events together

It can be difficult to discover generic terms which represent different but related events. One way to do this is by presenting various hypothetical situations

Antecedent events: What was the motive, purpose, cause or reason for the actions?

The man kicked the dog.	Why?
The tree fell down.	Why?
The boy died in the water.	Why?
The man chopped wood.	Why?
The man went to town.	Why?

Intermediate events: What was the means by which something happened?

My clothes were dirty. Now they are clean.	Why?
I did know Bill's name. Now I don't.	Why?
I saw a man on the ground. Now he's up the tree. How did he get there?	
My pencil was in my pocket. Now it's on the ground. What happened? How did it get there?	

Subsequent events: What is the result, effect or consequence of what happened?

The corn was this high. It did not rain.	Then what?
The baby would not nurse.	Then what?
The husband came home to eat. The wife had prepared no food.	Then what?

22. Item Description

The point and listen technique gives you individual words, the basic building blocks. The Item Description technique allows you to expand immediately on those building blocks. In essence, you get a pre-fab chunk of language with little effort.

Instead of just learning the names for individual items add a specific description or activity that naturally goes with it.

Example:	door > Open the door	light > I turn on the light
	dog > A big dog	window > I look out the window

Use phrases that can be easily associated with the word you are trying to learn. They might be descriptions, commands or actions.

This technique can be quite revealing. When learning the word "exam", for instance, you might learn that students in some languages don't "take" exams, they "give" them.

Other possibilities:

1. Body parts

Hair > I comb my hair	neck > I scratch my neck
Eyes > I see with my eyes	arms > I hug with my arms

2. Opposites

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

3. Prepositions (with, at, on, etc.)
 - Stove > I cook on the stove
 - Desk > I work at the desk
 - Spoon > I stir the tea with the spoon
4. Question and Answers
 - What do you do with a fork? I eat with a fork.
 - What do you do at the table? I eat at the table

23. Discovering Abstracts

An object has abstract attributes:

- What is a pencil like? i.e. what are its characteristics?
- What does a ball look like?

An event has abstract attributes:

- We can walk slowly. How else can we walk?
- How does a drunkard walk?
- How does a mother carrying a baby walk?
- How does a man going to work walk?
- How does a man returning from work walk?

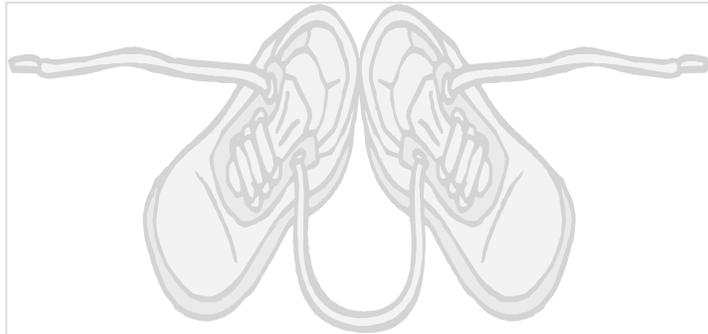
An abstract is related to other abstracts on a scale

- cold > cool > warm > hot
- solid > mass > liquid > gas
- small > little > medium > big > large > huge

24. General principles when discovering the meaning of words

- a. It is always best to begin with a very generic question or request. "Tell me about this object" is better than more specific questions.
- b. Ask for objects to which the object is related
 - By kinship
 - By role
 - As a generic classifier or by class membership
 - By spacial relations
 - By resemblance. What other object is like it?
 - By opposition
 - By causal agency
- c. Ask for event attributes of an object
 - Behavioral attributes.
 - What does it do? A ball bounces. A dog barks. A man sleeps
 - How does it act? Fiercely, friendly, cold.
 - What can be done to it? It can be bent.
 - What happens to it? It dies. It wears out.
 - Where does it come from?
 - What is its destiny or end?
 - Functional attributes. What is its purpose, use, role or duty?
 - Spatial attributes.

- What does it look like?
- What size is it?
- What shape is it?
- What position is it in?
- Where is it?
- Temporal attributes. What age is it?
- Tactile attributes. What does it feel like?
- Visual attributes. What color is it?
- Audio attributes. What sound does it make?
- Gustatory attributes. What taste does it have?
- Quantitative attributes. How many are there?
- Qualitative or connotative attributes. What do you say about a thief?
- Sex attributes.
- Substance attributes.



Language Acquisition Projects (LAPs)

Adapted from PLANTS Notebook, Section VIII, Supplemental Materials, p. 205 ff.

LAP 1: Places, Transportation, Pronouns, Time

- 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.
- On 3-4 separate cards sketch 3-4 of the following: bus, car, walk, truck, taxi, bicycle, train, boat, plane, etc.
- On 4 small cards sketch the pronouns: I (smiley face), we (3 smiley faces), he (stick figure), they (2 males, 2 females).
- 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).

Step 1: Learn the places and pronouns using the “Look and Listen” Technique.

Step 2: Learn the word “went” (past tense).

Step 3: Make sentences by giving the places-sheet to your helper. Place a pronoun diagram on a place and ask your LH to make a sentence using “went” and the pronoun as in, “She went to the market.” Learn true/false (yes/no, or right/wrong). Repeat often and randomly.

Step 4: Learn the various means of transportation using “Look and Listen”.

Step 5: Put together a pronoun, a transportation method and a place. The LH, using past tense, says what it is, “We took/rode the bus to the market, etc.” (Note: check which is most natural. The verb may change depending on the means of transportation; e.g., take bus, walk, ride bicycle.) You say “true/false”.

Step 6: The LH makes a past-tense statement: “They took the taxi home.” You put the cards together.

Step 7: Give props to LH. S/he puts a combination together and makes a true/false, past-tense statement. You say “true/false”.

Step 8: Add time cards. “Yesterday they took the taxi home”.

LAP 2: Rooms, Pronouns, Activities, Tenses

- Divide sheet of paper into 4-6 spaces and sketch 4-6 of the following: kitchen (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.
- Get/make pronoun cards (see LAP 1)
- 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).
- Tenses: get time cards (see LAP 1)

Step 1: Using “Look and Listen” learn the names of the rooms/pronouns.

Step 2: Put a pronoun card in a room. LH makes a present tense statement; e.g., “I am in the kitchen.” “We are in the living room.” Use all 4 pronouns and repeat lots.

Step 3: LH makes a present tense statement; e.g., “They are in the dining room.” You put the correct pronoun in the correct room.

Step 4: LH puts a pronoun card in a room and makes a present tense, true or false statement; “He is in the bathroom.” You say true/false and then try to say the sentence.

Step 5: LH makes a statement; e.g., “He is in the bedroom.” You mimic & put he in the bedroom. LH asks appropriate questions (e.g., “Who is in the bedroom?” “Where is he?” “Is he in the kitchen?”). You point to/indicate the answer. LH indicates and states the shortest possible answer. Have your LH ask the questions in a different order each time.

Step 6: Put a pronoun in a room, add a verb card, and attempt to make the appropriate present tense statement. “He is singing in the bathroom” or “He sings in the bathroom”. LH restates it correctly. You mimic.

Step 7: Give props to your LH. Make a statement. LH puts it together and restates it. You mimic.

Step 8: Get the time cards today, yesterday, tomorrow (see LAP 1), and use them to learn the verb conjugations.

LAP 3: Clothing, Put on/Take off, Children

On 5 cards sketch pants, shirt, coat, shoes, hat. Fold/divide sheet of paper into 4 sections and sketch ‘persons’: baby, child, boy, girl. Learn concept of “put on/take off” as in LAPs 1 & 2. Note: The language may have several different words for the English put on and take off. Explore these concepts.

LAP 4: Here/There/Yonder, Demonstratives, Fruits, Plurals

Get 3 sheets of paper. On 1st draw a very large circle (here). On 2nd draw a medium circle (there). On 3rd draw a small circle (over there, yonder).

On 3 cards sketch a banana, orange, apple (or 3 other common fruits or vegetables).

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).

Note: It’s best not to write any words on the sheets above. For over there, some languages may use ‘far’ or ‘far-away’. 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.

LAP 5: Tableware, Prepositions, Locations, Descriptions

Get tableware: knife, fork, spoon, plate, cup, table. Get the props for locations (here, there, over there) and demonstratives (this, that, these, those) from LAP 4. 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).

LAP 6: Preparing Vegetables

Fold sheet of paper into 6 spaces. Sketch 6 vegetables: beets, onions, potatoes, carrots, tomatoes, squash, peppers, sweet potatoes, turnips, cucumbers. On 4 cards sketch: wash (water drops), peel (peeler), cut (knife), and chop (big knife). 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.

LAP 7: Foods, Actions, Indirect Object, Tenses

On 5 cards sketch bread, milk, soup, meat, and cheese. Get pronoun cards (see LAP 1). 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). 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").

LAP 8: Appointments, Arrive/Leave, Early/Late

Divide a sheet of paper into 4 spaces. Sketch: office (desk), meeting (conference table), appointment (door with doctor's name), party (balloons). On 2 cards sketch: come to/arrive (person entering a doorway), leave/go away (person leaving a doorway). 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).

LAP 9: Go/Come, Destinations, Purpose, Pronouns

Divide sheet of paper into 4 spaces. Sketch 4 general places: city, village, market, plaza, and downtown/city center, mall. 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). On 4 cards sketch purposes: buy-rice (money & bag), meet-friend (2 people), see-doctor (person and doctor), and study-language (person and book). Get the pronouns from LAP 1.

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.

LAP 10: People, Buildings, Enter/Exit

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. On 2 cards sketch: enter (large C with arrow pointing in), exit (large C with arrow pointing out). 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.

LAP 11: Household Chores, Ordered to do these

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. On 3-4 cards sketch 3-4: sweep, wipe, scrub, dust, wash, clean. Get the pronouns cards. On 1 card sketch the concept 'tell/order/command' (a mouth showing this--e.g., "I told her to sweep the floor.")

LAP 12: Fragile things, Pick up/Put down, Manner (carefully, slowly)

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

LAP 13: Meal Preparation, Question words

Divide sheet into 6 spaces and sketch these actions: bake-bread, make-soup, fry-fish, fix-salad, roast-chicken, cook-rice. 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 ?).

LAP 14: Seasons, Weather, Time-qualifier

Divide a sheet into 4 sections and sketch spring (flower), summer (bright sun), fall (leaf), and winter (snowman). On 4 cards sketch: rain (drops), snow (flakes), hot (thermometer high), cold (thermometer low). 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).

LAP 15: Relatives, Possessive pronouns, Physical Conditions, Tenses

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. 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). Select about 3 pronoun cards. Get your time cards.

LAP 16: Emotions, Pronouns, Yes/No, Negative

Note: An attempt is made here to distinguish emotions or feelings that are primarily within oneself as over against those specifically directed toward others; 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!

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. Get the pronoun cards. On 1 card sketch a big ?-mark (for yes/no question). On 1 card sketch a big X (for not). On 1 card sketch a circle with a diagonal slash through it (for the negative command don't be, used only for you). 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.

LAP 17: 5 Senses, Fruits, Vehicles, Pronouns, Tenses

Divide a sheet of paper into 4 spaces and sketch 4 local fruits: orange, apple, banana, pineapple. Divide another sheet of paper into 4 spaces and sketch 4 local vehicles: bus, truck, train, boat. On 5 cards sketch the 5 senses: see (eyes), hear (ears), smell (nose), touch (finger), taste (tongue). Get 4 pronoun cards (or as many as you want to work with). 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). 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).

LAP 18: Occupations, Relatives, Countries, Pronouns, Singular/Plural, Tenses

Divide a sheet of paper into 4-6 spaces and sketch 4-6 occupations: teacher, student, doctor, nurse, dentist, secretary. Get 2 singular and 2 plural pronoun cards: I, he, we, they. Get the tense cards. From LAP 15 get 4 relatives (father, mother, brother, sister). On 4 cards sketch the maps of 4 countries (e.g., America/U.S., Canada, England, Australia).

LAP 19: Children, Ailments, Time, Intensity

Divide a sheet of paper into 4 spaces and sketch: coughing, sneezing, crying, choking. On 4 cards sketch: baby, boy, girl, child. Get time cards. On 2 cards sketch: very hard (dense arrow down), very much/a lot (several arrows down).

LAP 20: Vegetables, Size, Condition, Singular/Plural, Demonstratives

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). On 4 cards sketch: big (big square), small (small square), good (thumb-up), bad (thumb-down). On 2 cards sketch: singular (1 star), plural (3 stars). If this language does not distinguish singular/plural, rejoice! Get the demonstratives (this, that, these, those).

LAP 21: City-Places, Country-Places, Pronouns, Before/After/And Then

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. Divide another sheet into 4-6 spaces and sketch 4-6 country-places: lake, beach, woods, mountains, river, park, zoo. On 3 cards sketch a way to represent: before, after, and then (possibly with 3 colors, arrows or wavy lines). Get the 4 pronoun cards.

LAP 22: Places, Positions: Behind, Next to, Between, Across from

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. Sketch 8-10 buildings (hotel, bookstore, music store, police station, fire station, clothing store, furniture store, restaurant, doctor's office, service station) 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.

LAP 23: Series of Morning Activities

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. Get as many pronouns as you want. 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!). 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.

LAP 24: Actions toward others, Intention/Desire, Time words, Weeks

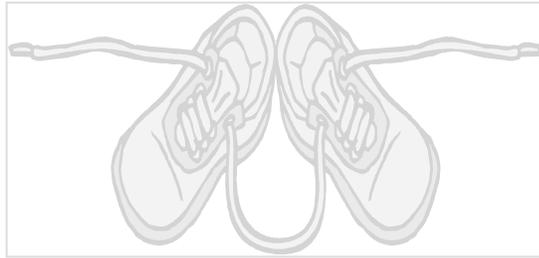
Divide a sheet into 4 sections and sketch these actions: help (hands), call (phone), see/meet (eyes), harm/hurt (fist). Get the personal pronouns cards. The same set will be used as both doers (I, we) and receivers (me, us) of the action (i.e., nominative and accusative). On 4 cards sketch intention/desire: 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). 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). On 1 card sketch every (5-7 lines from top to bottom equally spaced). On 2 cards sketch last week (7 columns with arrow left), next week (7 columns with arrow right).

LAP 25: Activities, Necessity/Desire/Determination, Time words, Duration

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). Get as many pronoun cards as you want to use. These will be used only in the doer/nominative sense. 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. Get the time words cards. On 4 separate cards sketch what the language will allow: every, during the (big wavy line from one side to the other), all (scribble the whole card), at/in the (large dot in the middle).

LAP 26: Mind words, Commerce words, Furniture

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. 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). Get pronoun cards: I, we, he, they. 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).



Power Tools

(Adapted from PILAT, Section B, Techniques/Ideas for Language Learning)

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

Experience has shown that if the language helper speaks English, the learner will tend to convey the “language learning messages” in English, not in the target language. Don’t you be guilty of this! Learn to give these and other recurring messages in the language itself. Here is a beginning list. Write down others as you find yourself using them.

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

A. Various statements and requests (keep a running list of what you use repeatedly with your helper)

- “Let’s read this lesson. You read first and I’ll say it after you.”
- “Please help me with these words.”
- “Let’s practice these sentences.”
- “Please speak/talk more slowly.”
- “Please write it down (for me); I want to learn/study it later.”
- “Please repeat.”
- “Please pronounce this word (for me).”
- “Say it again.”
- “What does it mean?”
- “Please translate this word for me.”
- “Please show it to me.”
- “Please give me an example.”
- “Please correct me.” OR “Please correct me when I make a mistake/say something wrong.”
- “I don’t want to learn/study/do this right now.”

B. Help in recording

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

Tools to ask specific questions related to language learning

- "Did I say that right?"
- "How do you say (e.g. 'I forgot', 'Wait for me', 'Wait a minute', 'That's mine', etc., in your language?)"
- "How do you pronounce this word?"
- "How do you spell/write this word?"
- "What does this word mean?" OR "What does that mean?"
- "What is the name of this?" OR "What is this called?"
- "What is this used for?"
- "What is this action called?" (i.e. you first ask this question, then do an action, like bow, stretch, yawn, shake head, sneeze, cross legs, etc.)
- "May I ask you a question?"
- "Is it correct to say _____." OR "Can I say this: _____?"
- "What is the correct way to say it?"
- "Do you understand?"

Tools to express your ability and aspirations in the language

- "I don't know (or can't speak) very much _____ yet."
- "I'm sorry, I don't understand (yet)."
- "I understand what you are saying, but I can't (yet) answer in _____." OR "I don't know how to answer it yet".
- "I need an interpreter."
- "I understand most of this, but not all of it."
- "I have to go now. Thanks for your help."
- "I wish I could speak _____ better."
- "My _____ is very limited, but I'm trying to learn more every day."
- "I want to tell you something in _____, but I don't know the words yet, so I have to tell you in English."
- "I'll try to find out and tell you tomorrow."
- "_____ is very difficult for me."

Tools to establish you in the learner role

- "I want to learn _____ (or your language)"
- "May I practice speaking _____ with you?"
- "Can you help me for a few minutes?"
- "May I come back and visit tomorrow?"
- "May I tell you what I learned today/yesterday?"
- "Please talk to me in _____."

Basic Texts to Get You Started

(PILAT, Section 3: The Language Learning Kit, C-111)

Don't (repeat, **Don't**) just give these to your helper to translate for you. Except for the basic questions and answers 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?" Don't program your helper too closely. These are jumping-off points. 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 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.
Put on your shoes/socks/coat.
Be nice to your sister.
Say 'I'm sorry'!
Don't run! Be careful.
Wait for me / Let's go.
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 bill?
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 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 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 to 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)?

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?

Is there/Are there

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?

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?)

Have you ever

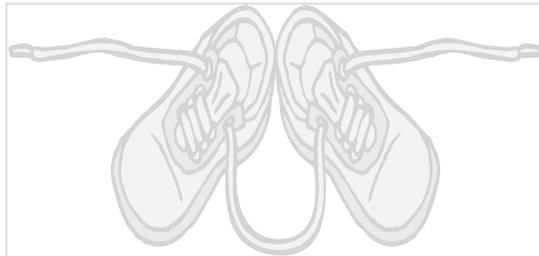
Have you ever been to London?
Have you ever gone on an airplane?
Have you ever lied about it?
Have you ever missed the train?

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?



Conversation Starters

1. Beginning students

- "Please tell me about your family."
- "What do you do? (student, worker, etc.) Where?"
- "Where do you live? Do you like it there? Why or why not?"
- "What did you do yesterday?"
- "What do you plan to do tomorrow?"
- "Please tell me how to get from here to your house (or the university or some store or etc.)"
- "What do you like to do with your free time?"

2. Intermediate students (can also use the above questions)

- "What did you do yesterday, from the time you got up to when you went to bed?"
- "Why did you choose to study _____?"
- "What would you like to be doing five years from now?"
- "Tell me about a time when you traveled somewhere."
- "Please tell me about your favorite restaurant."
- "What kind of books do you like?" "Please tell me about your favorite book."
- "Please tell me about your favorite movie."
- "Please tell me about your favorite store."
- "Please tell me about your best friend."
- "Please tell me about an important moment in your life."
- "Please tell me about your mom."
- "Please tell me about your dad."
- "Please tell me about your brother (or sister or cousin or etc.)."
- "What kind of movies do you like?"

3. Advanced students (can also use the above questions)

Note: Some of these should only be used with speakers of the same sex.

- "Please use a lot of detail and tell me what you did yesterday between (for example) 2:00 p.m. and 3:00 p.m."
- "What qualities (or characteristics or traits) do you like in a friend?"
- "What was your childhood like?"
- "What is your first memory?"
- "Please tell me about the happiest day of your life."
- "How important is religion in your life? Why?"
- "How important is politics in your life? Why?"
- "What is your opinion about (some major world event going on)?"
- "In your opinion, what makes life worth living?"
- "What is the biggest mistake that you have ever made?"
- "What is your most embarrassing moment?"
- "Have you ever been in love? Please tell me about the first time you were in love."
- "What is something you really want to learn to do before you die?"

- “What is the worst job you’ve ever done for money?”
- “Where do you think you will be five years from now? Doing what?”
- “How would your life change if you had to do without TV?”
- “Tell me about someone special in your life.”
- “Are you anxious to get married?” Why (not?)”
- “What kind of social events do you enjoy?”
- “What kinds of problems do you face?”
- “Who is someone you’re always glad to see?”
- “If you found \$250 dollars on the street, how would you spend it?”
- “How would you invest your inheritance?” and/or “Let us decide together how to invest a million dollars we inherited.”
- “What are you currently saving money for?”
- “When you are all alone, where do you go?”
- “What sports do you enjoy playing/watching?”
- “Tell me about something really scary that has happened to you.”
- “Would you consider marrying someone of a different cultural background?”
- “What are your favorite foods?”
- “If you could ask any one question from any 10 people who ever lived, what particular question would you ask those particular people?”
- “What is something you would hate to lose?”
- “Do you believe in life after death?”
- “What kind of baby would you like?” (physical characteristics, gender, looks, personality)
- “In what areas would you want your child to excel?” (sports, music, art, dance, science, humanities, business/trade)
- “What profession would you want your child to have?”
- “How would you feel if science could prolong life to 175 years?”
- “Imagine that you could invite any 10 historical people over for dinner. Whom would you invite, and whom would you seat next to who? Why?” (e.g.: Adam, Buddha, Aristotle, Ataturk, Castro, Einstein, Eve, Freud, Hitler, Jesus Christ, Lenin, Mao, Michelangelo, Mohammed, Napoleon, Sadat, Shakespeare, Stalin, etc.)
- “Imagine you were born in 1900 and lived to 2000. You would have seen amazing changes in the course of your life: who could have predicted in 1900 that by 1969 people would be walking on the moon? What do you think will be the biggest changes in the course of the 21st century? What do you think will be the biggest changes in the course of your lifetime? Will the world be a better or worse place for those changes?”
- “Imagine you were sentenced to spend the rest of your life on an uninhabited island in the Pacific, where the weather is mild. You were allowed to take 10 items with you. What would you take? Why?”
- Go over maps of each other’s countries and discuss the different areas, cities, industries, rivers, peoples. Discuss where the cheap places are to go on vacation.
- Find out about your LH’ers favorite subjects, hobbies, extended families (sketch family tree), background, jobs, friendship, religion, politics. Find out what his/her least favorite subject is (don’t push that area!)

4. Games

- LH slowly describes something until you guess what it is.
- Serial sentence: go back and forth adding a sentence turn-about to an imaginative story.
- Complete the sentence: “A good/bad thing which happened to me today/yesterday/last week/last month/last year was...”
- Have your LH describe a picture without showing it to you. You try to draw what s/he is describing.
- Work out a person’s holiday itinerary from authentic materials that include tickets, receipts, brochures, etc.

5. Conditionals and subjunctives

Ask your LH how his/her life would change if:

- intelligent life is discovered on another planet?
- Columbus had been lost at sea and not discovered America?
- the wheel had not been invented?
- the ocean were filled with fresh water?
- the internal combustion engine were not invented?
- everyone spoke the same language?
- there was no air-travel?
- there was no electricity?

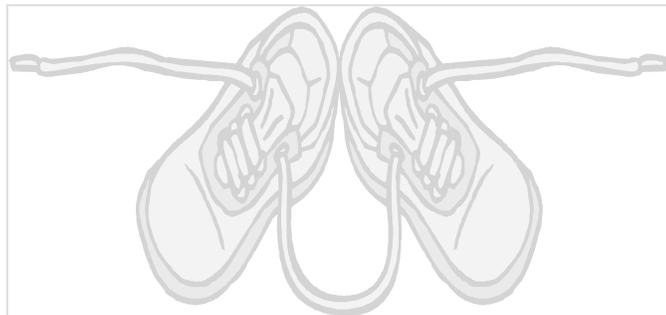
Have your LH ask you the same questions.

6. The important thing is to start talking!

Whenever you cannot say something treat it as a project, not as a problem. In the process of practicing the language, meeting neighbours, building relationships, grabbing a bite to eat, walking/strolling, taking the kids to the park, going to church, enjoying some form of recreation, etc., lots of things will cross your mind that you wish you could say, or ideas of helpful things to do to learn the language. (By the way, very little will come to your mind if you’re NOT out doing these things). Write these ideas down. Keep a running list of things you can work on later. Here are some examples of spur of the moment things (single statements, questions) you will soon wish you could say

- It may be a comment:
“Oh, isn’t she/he cute! (i.e. a baby)
“Isn’t that funny/strange!”
“That’s interesting!”
“How about that!”
“That’s nice!” “This is fun!”
- It may be a warning:
“Look out!”
“Watch where you’re going!”
“Be careful!”
“Take it easy!”

- It may be a question:
“How often does the bus come by?”
“How come the bank isn’t open?”
“What’s he doing that for?”
“Is this dangerous?”
- It may be information:
“You’re wanted on the telephone.”
“It’s supposed to rain this afternoon.”
“I’m sorry, I can’t go.”
“I wish I could go.”
- It may be an invitation:
“Let’s go for a cup of coffee.”
“Are you free tonight?”
“Could you come over?”
- It may be a command:
“Let me off here.”
“Don’t do that!”
“Look at that _____ over there!”



Types of Sentences

1. The Basics

1) Someone (or something) does an activity (Intransitive: there is one actor or group of actors doing one activity):

- Sally yawned. The book fell. She is crying.

2) Some (or something) does an activity to another person or object (Transitive)

- He saw Maureen. They bought a book. The dog chased the cat.

A sub type involves someone or something being acted on, i.e., a passive sentence.

- Maureen was seen by him. The cat was chased by the dog.

3) Someone (or something) acts on him/itself (Reflexive)

- He shaved himself. He hit himself.

4) Someone (or something) is identified (Equative or Classification)

- He is the President. That is a tree. Mehmet is a Turk.

5) Someone (or something) is described (Descriptive).

- The mountain is huge. Susie is cute. He is old.

6) Someone (or something) is possessed (Possessive)

- The book is mine. The baby is Louis'. The apartment is Ron's.

7) The Location of something is stated (Locative)

- The park is near the store. She is at the store. The computer is on the table.

2. Multiply the Basics: Vary each of the 7 types above in the following ways:

- Make them negative
- Turn them into questions, both Yes/no and information questions
- Turn them into commands
- Turn them into exclamations
- Combine the above variations!

3. Gain Flexibility: Modify each of the 7 types using one of 4 operations:

1) Replacement

- | | |
|---------------------------------------------|-------------------------------|
| • Plural for singular: | “The dogs chased the cats.” |
| • Pronoun for noun: | “The dog chased her.” |
| • A name for a noun: | “Fido chased the cat.” |
| • A question word for a noun: | “Who chased the cat?” |
| • A demonstrative or number for an article: | “This/one dog chased the cat” |
| • Vary the pronouns: | “I/you/they chased the cat.” |
| • An indefinite verb for a definite | “The dog might chase the cat” |

2) Expansion: Add modifiers to the 7 basic types

- | | |
|-----------------|-------------------------------------------------------------|
| • To the nouns: | “The big dog chased the cat; the dog chased the yellow cat” |
| • To the verbs: | “The dog quickly chased the cat.” |
| • Time words: | “The dog chased the cat yesterday for three hours.” |

- Location/direction words: “The dog chased the cat in the park/up the tree.”
 - Accompaniment: “The dog and the hunter chased the cat.”
 - Instrument: “The man cut down the tree with the axe.”
 - Numbers: “The dog chased three cats.”
 - Person Benefited: “The dog chased the cat for me.”
 - Person addressed: “Fido, chase that cat away!.”
- 3) Deletion:** Sometimes there are short forms
- Where did you go? (I went) To town.
 - What are you making? (I’m making) Brownies.
 - I saw Peter. Who (did you see)?
 - Tracie drove home. What (did she do)?
- 4) Rearrangement** of a sentence to make another of basically the same meaning
- This book is mine > This is my book
 - That house is blue > That is a blue house

4. Non-Simple Sentences

Non-simple sentences are combinations of simple sentences. There are formed in various ways:

1) Simple Linking

- With “and”:
Maureen prepared the potatoes. Hector prepared the cabbage >
Maureen prepared the potatoes and Hector prepared the cabbage
- Contrast:
The younger son left. The older son stayed >
The younger son left but the older son stayed.
- With “or”:
Dwight will teach or he will travel

2) Dependent combinations

- Time: After she came, I left
- Time: While she sang, I slept.
- Purpose: I told him so that he would be safer.
- Cause/effect I did well because I worked hard.
- Conditional If..., (then).... ; If he had _____, I would have _____ etc.

3) By Embedding

- relative clauses, either subject or object:
The man *who* is sitting on the bench is reading the book *which* I had given him.
- location:
You are going to live in Istanbul. I live in Istanbul >
You are going to live in Istanbul *where* I live.
- Modify the subject:
You did something. It hurt me > What you did hurt me.
- Quotations, direct and indirect: He said, “No good.” > He said that it was no good.

Out and About

This “Out and About” rubric assumes that you are living in your target culture. It contains various ideas, some of which are described elsewhere in this manual, which you can do around town.

1. Greetings and farewells. Learn to greet others when meeting and taking leave of them. Note different phrases pertaining to time of day or status of the person addressed relative to the speaker. Are there different forms between chance encounters and those used upon entering or leaving someone’s home?
2. Explore your district. Meet and greet some local vendor. Start visiting friendly local vendors on a regular basis, make minor purchases from them and try some simple conversation starters with them. Find out where people hang out. Take notebook and note new words, terms, comments, observations and puzzling behavior in your notebook. Be alert for common exclamations such as “Ouch!” “Wow!” etc. Try to develop a feel for them: when to use them and how strong they are. Be careful not to accidentally use profanity.
3. Thanking, excusing, and requesting: Learn equivalents for ‘thank you’ and ‘excuse me’. Are there different ways of thanking depending on the type of help given? Learn how to ask for help appropriately. Note the circumstances in which people excuse themselves—this can vary from one culture to the next. Begin using Simple Dumb-Smart Question Technique. Note gestures or facial expressions that are used when making requests. Can you come straight to the point? Should you wait until just before departure? Does the person asking divert his gaze or look directly at the hearer? Are there gender and status issues?
4. Try attending a local religious ceremony.
5. Find out “Who is Who” in politics, religion, sports and the arts (writers, actors, music).
6. Conversation openings. Small talk. How do people start conversations? How do they respond to get talk going? When people meet casually who talks to whom? What social conventions determine conversation? Collect the topics and ritualized phrases which form the basis for “small talk” or chit-chat (e.g. weather, crops, children, prices). Note in which situations different topics are appropriate. Do some shared experiences techniques with a national friend (visit restaurant, coffee shop, etc) and learn the relevant phrases for that setting.
7. Location and directional verbs. Learn how location is communicated: up there, down there, across there. Are there different words depending on whether an object can be seen? Use Dumb-Smart question technique asking, “Where is the ___?” and note the location words. Note usage of directional verbs “come”, “go”, “come up”, “go up,” etc.
8. Terms of address. Learn kinship terms using a family tree and your own photo album: “That person is my _____.” Learn terms of address using the frame: “I call that person _____.” or “That person calls me _____.” Find out how people refer to each other indirectly (e.g., “How is your son?” “What is his father doing?”). Do they use kinship terms to refer to non-kin? When are proper names used?
9. Descriptive discourse. Ask questions such as: describe the temple/mosque/fair you went to; how can I tell a good quality carpet from an inferior one; describe the game of marbles which the boys play, tell me about the wedding you went to, etc. Note how subjects of major importance are introduced (“...but the most impressive building was...”).

10. Try the Ask-Me-A-Question Technique.
11. Try to describe as colorfully as you can objects and events to people you are getting to know. Get them to evaluate your description and adopt their suggestions for improvement. Get several descriptions of the same thing and compare.
12. Note people's body language (posture, eye contact, head movement of agreement/disagreement, personal space. _How do people care for their bodies? How and how often do they wash/bath and brush teeth/hair? Which odors are unpleasant/pleasant? How do foreigners smell to them? What types of ornaments/jewelry do people wear and for what occasions? What things are considered beautiful? How does festive attire differ from ordinary clothing?
13. Note what kinds of pets people keep. Do they show them affection? How? Are certain animals status symbols? Who cares for domesticated animals? Are any animals involved in ceremonies?
14. What do people do in their leisure time? Are leisure activities done in a group or individually? When do people have more leisure time? What games do children/adults play? Do certain games have a special significance (e.g. for ritual, courting)? In which recreational activities would it be appropriate for you to participate? What linguistic or physical skills do you need to develop in order to participate acceptably?
15. Visit acquaintance and try some conversation starters.
16. Try joining in on an activity. Is the activity essentially individual or cooperative? Note people's instructions.
17. What instruments do people use? Who prefers what kind of music? Does music play a role in religious life? Transcribe and translate the lyrics of some song. Who dances (and with whom)? On what occasions? Is it accompanied by singing? What musical instruments are used when dancing takes place?
18. How are business transactions conducted? Are items sold or bought for cash or credit? Who are the moneylenders? What are the terms of such a loan (time, interest rate, guarantee, etc.)?
19. From whom can one borrow what? Is an item returned to the owner or must s/he go for it when they need it?
20. What is the system of etiquette for the giving and receiving of gifts? To whom would one give what and for what occasion? How do you acknowledge a gift? How long can one wait before one must return the favor? If it is wrapped, when is a gift opened? How can you distinguish between a true gift and payment for services rendered? What is said when giving and receiving something?
21. Note hospitality issues: when do people generally visit each other? Who do they tend to visit? Friends? Relatives? Neighbors? How is hospitality shown? What are the subjects of conversation? How does a host indicate that a visitor is not welcome or that it is time to depart? Are there differences in terminology based on gender, age, ethnicity or religion?
22. Learn how people make commitments and predictions. ("We'll visit you tomorrow" is a commitment; "My uncle is coming tomorrow" is a prediction.). Note that some languages do 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.

23. What are attitudes to intermarrying, adoption?
24. What are the options for the aged? What social obligations do children have to parents?
25. How are children treated? Who all does a child have close relationships with? How are they punished? How are they taught proper behaviour? (By frightening stories? If so, what kind?) Are there initiation ceremonies?
26. Instrumentals. Look for examples which express how something is done (instrumentality). ("I got money from the ATM with a bank card", "We use lye to clean the sink"). Sometimes the instrument is the subject ("The baseball broke the window", "The lye cleaned the sink").
27. Note herbs/medicines people use. What do people do to avoid sickness? What are the common folk remedies for aches, pains, lice, stomach upsets?
28. What is the local attitude to the maimed or mentally ill?
29. What is the perceived relationship between sickness and the spirit world? What about healers?
30. Are children of one or the other sex treated preferentially? If so, how and at what age does it begin? Are children taught that certain forms of behavior are proper for and expected of either sex?
31. Is virginity expected before marriage? From both sexes? If not, when do young people begin having sexual relations? With whom? What relationships would be considered incestuous. Is premarital/extramarital sex expected, condoned, punished? How? Is pregnancy before marriage shameful, accepted, or welcomed? What is done with the child?
32. When are boys/girls perceived to be ready for marriage? How does courtship happen? Is polygamy permitted? How do weddings take place? Who is invited? Dowry? How are gifts given? What do people look for in spouses? Is divorce permitted? If so, for what reasons? Can a woman divorce a man?
33. Listen to the way people vary their sentences. Learn how passive sentences are constructed. Some languages rarely use passive forms and if they do, then generally for undesirable happenings (He was bitten by a rat. He was taken to jail). Also practice the corresponding active form which is the more common structure. Try rearranging sentences to give them greater emphasis or sharpness (You can't park here > Cars can't park here > No parking). In certain languages the more prominent feature is placed at the front of the sentence. It can also be marked with a particular affix.
34. Find out how you (or other foreigners) unnecessarily and unwittingly offend nationals.
35. What is considered modest with respect to body parts, bathing, privacy of marital relations, etc.?
36. What are attitudes towards homosexuality and how is it treated? Prostitution? Venereal diseases? How is it treated? Is there any connection between sex and morality?
37. What acts are considered immoral: profaning sacred places or objects, immodest behavior, violations of kinship relationships, incest, violation of an ethical code of behavior, or something else?

38. Question Tags. Frame questions in such a way that you can confirm if the hearer understood: "It's hot, isn't it." or "That's not your daughter, is she." Practice these question tags with comparatives and superlatives (i.e., - er and - est, as in "His is the best, isn't it." or "Hers isn't longer than yours, is it?")
39. Learn how events are related to other events. Look for sentences in which one thing occurs before or after another. Such temporal clauses will often contain time words, such as "when..., after..., before..., whenever..., as soon as..., " and the like. Try to switch patterns (e.g., "After she left, I began to clean." "I began to clean after she left." "I didn't begin to clean until after she left").
40. Collect some instructions (directions to a place, recipes, how to set up a loom, etc.). Note what pronouns are used, if any: second person, "You take some ripe peppers..."; third person impersonal, "One takes the rope and twists it like this..."; or none, "Follow the stream and then turn uphill by the big rock". Notice how each point is connected to the others. Must one point be repeated before the next is mentioned: "Take the dry peppers. Having taken them, pound them. Having pounded them, etc."? Follow such directions and note which steps are not expressed because "everyone knows what you have to do", but which you as an outsider may not know.
41. Join a community group (sports team, choir, photography club, whatever).
42. What is the average life expectancy? Attitude toward old age? What is considered "old"? Are the elderly honored/considered wise/considered burdensome?
43. What responsibilities do old people have in family life/at festivities/ceremonies?
44. What happens to old people who are childless or who have no relatives in the village or town?
45. How is a corpse prepared for burial? Describe the customs observed at death and for a funeral. How is a corpse disposed of? What about a person's belongings? How is the gravesite determined? Is a dead person feared? Why? What steps are taken to protect the living? What happens to widows or widowers? Who cares for them? May they remarry? Is there a mourning period? How long is it and what signs of mourning are shown?
46. Are there cases of suicide? For what reasons do people kill themselves? Is suicide treated differently from other types of death? Are there cases of mercy killing of the aged or deformed?
47. What constitutes grounds for bringing a case to the headman/police/judicial system? Explore the legal system to find out what offenses are punishable and what their punishment normally is. If you can, observe how a case is handled. Do bribes matter?
48. What role do parables, legends, past traditions play in the arguing or deciding of a case?
49. Do people argue their case directly or through a spokesman? How is justice today different from that administered in former times?
50. Narrative discourse: local history & events. Record some people telling you the story of their life. Try to get a well-developed account, not a simple listing of events ("Then I came back home, then I got married, then I had a son, then we moved..."). With your LH note how events relate to each other. Number them and plot them on a time line. How are simultaneous events handled? Is flash-back or flash-forward used; if so, how? How is the completion of an event signaled? What transitions are used to move from one event to another?

51. Tell people/your LH your life story, that of a famous person in your culture or in Scripture, or that of your home town. Where do people lose track of events in your stories and why?
52. Listen to recorded stories you have collected and pay close attention to how events relate to each other.
53. What is the attitude toward barrenness/abortion?
54. What taboos must a pregnant woman observe? What must a mother do after child birth? What is done physically and ritually to the baby? What are the beliefs and practices associated with death in childbirth/death of a baby?
55. Intonation, rhythm, stress (linguistic), vowel quality. All syllables in a phrase or clause are not equally prominent and are not given equal duration. Note the distinction between long and short vowels (if such exist in your language). Tones (if yours is a tonal language) are not always pronounced with their basic pitches (those given to words in isolation) when they occur in longer narratives. There are probably several levels of stress (prominence, intensity) as well as contrastive stress (i.e., "Not that one, this one!"). Note intonation patterns for statements, questions, commands, etc.
56. Pay attention to the "flow", i.e., the stress and rhythm of speech in natural conversation. How are different emotions expressed? (excitement, fear, anger, boredom, etc.). Try creating differences in meaning or implication by varying the stress, rhythm, or intonation in a particular sentence.
57. What are the main divisions in society? What is the basis for such divisions? Are there large kin divisions commonly called clans? What are their names and what stories or anecdotes are told about them?
58. Who are the people who have prestige? What is the basis for prestige (political power, wealth, ritual expertise, knowledge of a craft, ability to sing, tell stories, recount legends, lay leadership in the temple or center of worship, ability to counsel, attainments in formal education, etc., or some combination of these and other reasons)? What items were status symbols for the older generation before modernization or westernization had such impact (ritual books, livestock, silver jewelry, etc.)? What are the current status symbols among young married adults or teenagers?
59. How is your village/town/city administered? What are the qualifications and how is a political leader selected? How much authority do they have in what areas? Are there people who are more powerful or influential than politicians? What is the source of their power? Does the headman/mayor have assistants or a council of elders/representatives to help him govern? How are they chosen? How much influence can they exert? How are major decisions arrived at? Is there scope for debate or disagreement? How is compromise handled? Who articulates the final decision? How? Do women or younger adults have any voice in the decision-making process?
60. Where do people go and what is a major trip to them. What local happenings are significant enough to relate to others?
61. What do people believe about the supernatural? How is the cosmos structured? How did it come into being?
62. What types of spirits are there? Get as many names as you can and classify them in terms of importance, character, function and other pertinent categories. How do spirits help people? How are they offended? How do they punish people for offenses?

63. What determines where souls go after death? What magic or sorcery is believed in? What forms do these take? How effective are they? Can spirits be manipulated or tricked, discarded or changed?
64. Do people talk about their dreams openly? What value do they place on them? Are there special times when people are more likely to dream? Do they fear dreams? Are dreams the sign that a person has special spiritual capacities?
65. Collect accounts of dreams. What themes are there? Who can interpret them? How is the interpretation arrived at? What do people do when the interpretation is unfavorable (ask someone else for an interpretation, resign themselves to fate, have a ceremony performed to alter its effects, etc.)? How often do dreams signal a communication from the spirit world?
66. Be on the lookout for ways in which people increase the expressiveness of what they are trying to communicate. Sometimes they use reduplication, i.e., they double a word, vowel or syllable. As you learn to use these descriptive expressions your speech will become much more colorful.
67. Try to set up situations in which people can express their attitudes towards things in their culture. Some leading questions might be the following:
- (1) If you had to quickly leave and could only take 4-5 things with you, what would they be? Why?
 - (2) If you had to send your children away and wanted them to remember the most important things about being a [use the name of the clan or ethnic group], what would you tell them? Why?
 - (3) What are the most important differences between being a [name of your group] and being a [name of a nearby group]?
 - (4) What are the biggest personal worries to a [name of your group]? What can people do about them?
68. Try to set up situations which would elicit information the following topics:
- (1) What things are different now than they were when you were a child? Which changes have been good/bad? Why? If you could, would you return to the old ways or not? Why?
 - (2) What are the main problems in this area? What should be done about them? What could the government help with, and what should villagers themselves do?
 - (3) If an outsider came to the village and said s/he could help you to have better (farming methods, cash crops, health services, living conditions, education, etc.), what would s/he have to demonstrate or guarantee before others would change to his/her way? If you thought his/her suggestions were good, would you change even though most others decided not to? Why?
69. What are the local taboos? Are there names of people or things which one must not say? Are there animals which must not be eaten, at least on certain days? Are there people one may not speak to or touch? Are there places one may not go, or where certain things may not be done?
70. Collect taboos, noting when, where, and by whom the object or activity is taboo. What penalties are there for violation of the taboos? Who punishes people (if spirits or gods, specify; natural calamities)? How can the effects of a violated taboo be averted? What taboos are associated with charms and amulets so that they will remain magically effective?
71. Who are the ritual experts? Are they independent of each other, or do they form a special group or class of people? Are they full- or part-time practitioners? If the latter, what else do they do? How did they get to be a ritual expert? Why did they become one (to make merit, were forced to,

community chose them, etc.)? Is this a lifetime position? What kinds of services do they render? How are they compensated? What positive things must they do to maintain their effectiveness? What is the relationship between the ritual expert and the headman/mayor or other political officeholders? If a ritual expert can leave his position, what marks of respect for his former position are accorded?

72. Collect myths, legends, and folktales, proverbs, sayings, riddles and jokes, trickster stories, ghost stories, reason stories. Pay attention to the way characters are introduced, the plot develops and the moral of the story. Practice storytelling with your LH, then revise them and tell them to other people. Listen to recorded stories
73. Note if some of the above tales are all in the ordinary language, or do some employ a different type of language? How are these things taught to the next generation? Note carefully their implications, connotations, and the situations under which a particular speaker could effectively use them.
74. Listen to jokes or other humorous passages in recorded texts. If you can't catch on to what is funny, ask someone to explain it to you. It may be that you lack the necessary cultural background to appreciate the humor, or that a pun slipped by you.
75. Are there jokes you could tell which the people would be able to appreciate? Try some out. If people don't laugh at the punch line, find out why. Practice using some proverbs you have learned in appropriate places.
76. Narrative discourse, paraphrase. Take a story you have worked on and practice telling it in different ways: in the first person from the perspective of different characters and in the third person (i.e., "once upon a time there was a...").
77. One of the most powerful and aesthetically satisfying forms of literature, oral or written, is poetry. To learn to appreciate it you should consider its formal structure, its content, and its uses. Learn the names of the various categories of poetry. Study the different genres. Note symbolisms, figures of speech used (i.e., metaphors, similes, hyperboles, personifications, etc.) and patterns of repetition or expansion. Who are the recognized poets? Who uses poetry and on what occasions? How is poetry used in song?
78. Discourse genre. There are different ways in which speech is modified. For instance, it can be formal or informal. People also change their voice (e.g., sing-song, "pulpit tones," choppiness) depending on the social context. There are also unwritten, cultural rules of interaction (who has the right to speak relative to others, and in what way). Learn how people evaluate speech performances. What makes some people better singers, poets, or joke/storytellers than others?
79. If there are Christians in your ethnic group, what evidence of syncretism is there? What functional substitutes for old customs have been adopted? How have non-Christians reacted to these substitutes? Have they been offended by any Christian practices?
80. What parts of the culture has Christianity modified/replaced with new practices? How and why? What parts do you feel should be modified by Christians but which have not yet been? What might the reasons for this be? Among non-Christians, what are the areas of resistance? What are the cultural reasons for this resistance and how may it be overcome? In what ways is the culture changing, and what new opportunities or challenges does this present for witness or for introducing new functional substitutes? As Christians grow in awareness, they may decide to

readopt some of the old ways which could have been used by the church but which had been replaced by westernisms. How can they be helped?

81. Hortatory discourse. Hortatory discourse attempts to influence conduct. It tends to be heavy in its use of terms expressing or implying obligation: "must," "ought," "should," "need to," etc. Stimulate people to give hortatory texts by suggesting situations such as: what would you say to soldiers if you were exhorting them before a battle, what would you say to advise children going away to boarding school, how would you exhort a new bride and groom, how would you warn young people not to get into trouble with bad companions, how would you urge reluctant villagers to cooperate on building a new road to market, etc.?
82. How do speakers cushion the force of their exhortations when speaking to peers, older people, youths or women? Do they use the second person pronouns or include him/herself by using the first person plural inclusive pronoun? Do they make the whole thing impersonal to avoid offending his hearers ("People should...." "One ought to...." etc.)?
83. How many points does the speaker try to make in a single exhortation? On what do they base their arguments for the type of response advocated? How do people react to exhortations?

Some More Advanced Stuff

Relating verbally (i.e. how should you say what and when can you say it?)

1. Can you “tell things like they are” or should you be more diplomatic so people don’t lose face?
2. When and how do people get to the point?
3. Do people use a mediator to express displeasure? How does this person handle matters?
4. How do people express sympathy to someone who is sick/lost a family member?
5. How do people comfort someone who is upset/afraid/crying they are hurt?
6. How do people express happiness for a couple at a wedding/at the birth of a child/upon getting a scholarship?
7. How do people indicate they want to pray for you?
8. How do people go about borrowing money from friends?
9. How do people express displeasure when someone who creates a disturbance/when they receive a fine/when they are disappointed in their spouse? Get a range of possible remarks.

Variations of speech

1. People use different varieties of speech for different situations. Are there variations between men’s and women’s speech? How do they talk to children? Do they use diminutives (like “dy”to daddy or “ie” to auntie)? How might neighbors talk about a subject casually, how would they talk about these same subjects using more polite/formal language and how would they would express the same thing rudely or sarcastically.
2. Even if you don’t want to be rude or sarcastic, you should know how these attitudes are expressed so you can ‘read’ people’s signals properly.

Related meanings

1. Determine how words are related to similar words. Nail down the precise meaning; knowing the right word at the right time is important!
2. Distinguish the meanings between synonyms (i.e., words that have partially over-lapping meanings (e.g. answer/reply, give/bestow/grant). Do they have somewhat different connotations or are they used in different situations?
3. Learn antonyms (words with opposite meanings): male/female; tie/untie; buy/sell, lend/borrow.
4. Learn sets of gradients: hot/luke-warm/cold; walk/run/skip/hop/crawl; charm/amulet/talisman/ image; and the words denoting probability, intensity, etc.

Narrative discourse (i.e. telling stories)

1. Get people to tell myths and legends using ordinary speech (i.e. don't have them read it). How do they describe the creation story, the first people, and the events which sets their tribe/people apart from others? Note how they emphasize certain things by using such phrases as "This is what I'm talking about..." (theme), "Now this is important, listen carefully..." (highlighting), "You didn't expect that, did you?" (prominence), and "I feel very strongly about this." (emotional involvement).
2. Highlighting, giving prominence and emotional involvement may be indicated by the introduction of certain particles, rearranging parts of a sentence, or by utilizing special intonation patterns.
3. Once you get a feel for these things try practicing them using various Bible stories (Creation, the Fall into sin, Abraham call, the Exodus, the Crucifixion and Resurrection, Pentecost etc.) Some languages have forms to indicate that the story told is not necessarily factual; don't use those forms when telling your Biblical narratives! After you complete your story ask people to tell you what they thought the most important parts were to gauge whether they understood you correctly.

Explanatory discourse (i.e., explaining things)

1. Have people explain different topics or situations to you (e.g. sports leagues, the political system, religious beliefs, the spirit world, the interpretation of dreams, various social attitudes, ancestor cults, taboos, rituals, etc.). Sometimes things of a spiritual nature are expressed using concrete examples and stories from which the listener is expected to draw the necessary principles (a bit like New Testament parables).
2. Note people's presuppositions when they explain things. To be able to communicate effectively you will need to understand their frames of reference to appreciate the meaning and significance of the concepts discussed.
3. Note the use of repetition: is it sentence-by-sentence or are the main points summarized periodically?
4. Create your own religious explanatory texts using their forms of explanation and repetition. Beware of your personal presuppositions so as to anticipate where your audience may not fully understand you.

Proverbs, sayings, riddles and humor

1. Proverbs, saying, riddles, and humor are all part of people's oral heritage. Start collecting examples of each as soon as possible. Do people employ some kind of "special language" or do they just use ordinary language? How/when are these things used and how do they teach them to the next generation?
2. Humor is one of the most difficult things to master in a foreign language/culture. Learn when/with whom is it improper to joke. Get people to tell you jokes they know and watch/record comedy shows on TV. If you miss the funny bit get someone to explain it to you—you may have missed a pun, or you may lack the cultural background to appreciate the humor. Try telling some jokes of your own. If people don't laugh find out why.

Correspondence of Proficiency Scales

FSI Scale	ACTFL Scale	Definition
5	Native	Able to speak like an educated native speaker
4+	Distinguished	Able to speak with a great deal of fluency, grammatical accuracy, precision of vocabulary and idiomaticity
4		
3+	Superior	Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations
3		
2+	Advanced Plus	Able to satisfy most work requirements and show some ability to communicate on concrete topics
2	Advanced	Able to satisfy routine social demands and limited work requirements
1+	Intermediate – High	Able to satisfy most survival needs and limited social demands
1	Intermediate – Mid	Able to satisfy some survival needs and some limited social demands
	Intermediate – Low	Able to satisfy basic survival needs and minimum courtesy requirements
0+	Novice – High	Able to satisfy immediate needs with learned utterances
0	Novice – Mid	Able to operate in only a very limited capacity
	Novice – Low	Unable to function in the spoken language; very limited understanding.
	0	No ability whatsoever in the language

Source: Judith E. Liskin-Gasparro. *ETS Oral Proficiency Testing Manual*. Princeton, New Jersey: Educational Testing Services, 1982.

Sources

The techniques, projects, and ideas which, together, comprise the LACE method of language learning are drawn from extensive personal experience both as a language learner and as a teacher of language learning techniques, as well as from a variety of other sources.

I was first exposed to the Total Physical Response Techniques by some SIL linguists when learning an obscure Middle Eastern language back in the 1980s. The list of TPR Activities ideas in this manual is an expanded version of a list published by Reid Wilson on the internet. The conversation starters were also drawn from that same helpful website (Nov. 9, 2002, <http://www.languageimpact.com/articles/articles.htm>).

The LAPs are hugely simplified versions of the LAPs from Section C, PILAT (Program In Language Acquisition Techniques), a text used at the Missionary Training Institute in Colorado. The “Basic Texts to Get You Started” are also from PILAT, while the 16 ideas under the “Developing Connected Speech” section are greatly modified versions of some of the techniques that appear in section B of PILAT.

The five “Shared Experiences Techniques” are adapted from SIL’s CD LinguaLinks (1999 version).

I started using the Conversation Starters when I taught ESL in Istanbul, Turkey, back in the 1980s, and cannot remember their origins. Michael Lewis and Jimmie Hill’s *Source Book for Teaching English as a Foreign Language* (Macmillan Heinemann. Oxford, 1993) is an excellent source of many more such ideas. John Beekman’s “Eliciting Vocabulary, Meaning and Collocations” is another excellent source of ideas, and is available on the LinguaLinks CD.

I am also indebted to Herbert C. Purnell’s *A Language and Culture Learning Program for Independent Learners* (1993) for many of the ideas in the “Out and About” section of the integrated program. That manuscript is also available from SIL’s LinguaLinks CD (1999 version).

The LinguaLinks CD is, by the way, probably the best investment the language learner can make. It, along with this manual, will give you more than enough ideas and resources with which to learn any language in the world.

Peter Pikkert

