

# Learning a Spoken Foreign Language

How to speak fluently in less time — in an established school or with your own program.



By Lynn Lundquist

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Index:

**Introduction**

Chapter 1: <b>The Proprio-Kinesthetic Sense in Language Learning</b>	1
Chapter 2: <b>Four Rules for Learning a Spoken Language</b>	11
Chapter 3: <b>Grammar and Writing in Spoken Language Study</b>	16
Chapter 4: <b>Do You Need Beginning and Advanced Lessons?</b>	21
Chapter 5: <b>Selecting a Text</b>	27
Chapter 6: <b>Studying the Verb</b>	35
Chapter 7: <b>Making the Proprio-Kinesthetic Method Work</b>	44
<b>Appendix Overview</b>	56
Appendix A: <b>Introductory Lesson</b>	58
Appendix B: <b>Text Exercises</b>	62
Appendix C: <b>Lesson Exercises</b>	68
Appendix D: <b>More Verb Exercises</b>	74
Appendix E: <b>Expression Exercises</b>	78
Appendix F: <b>Miscellaneous Exercises</b>	80

## Introduction

You have just arrived in another country and want to study the language. There are a number of schools which promise that they will teach you to speak fluently. While telling you they will teach you to *speak* they will actually teach you to read, to write, and to memorize grammar rules, but they will fail to retrain your tongue so that you can speak their language.

Or, you may be in an area where there is little formal language study available. You may find a small school claiming to *teach* the language. Again, however, the language instruction will likely do little to retrain your tongue to actually speak that new language.

In either case, you face the same obstacle. In the one, there are prestigious institutions which expose you to the most current methods and enriched cultural life, but they will fail to provide the necessary retraining so that you can rapidly learn to speak. In the other, there are inadequately prepared schools wanting to teach you their language without having a notion of what learning to speak a new language entails.

This book was written to tell you what you can do to effectively learn a new language. It will give you important information regarding methods to use whether you enroll in the prestigious university's language program, or study in a remote area with few formal language resources. Its primary purpose, however, is to show you how to retrain your mind—and your tongue—in order to acquire a new language.

With that information, you can learn to speak your target language at a much faster rate regardless of the resources available to you.

Throughout this book, I will emphasize *spoken* language.

Chapter 1: *The Proprio-Kinesthetic Sense in Language Learning* explains the concept on which this method is built. The remaining chapters tell you how to apply the information as you learn your new target language.

The appendix material is taken from the free downloadable website course *Spoken English Learned Quickly* ([www.FreeEnglishNow.com](http://www.FreeEnglishNow.com)). These appendices demonstrate various types of spoken language exercises which you could develop in your target language as you continue to study.

I wish you the best of success as you begin learning your new language.

## Chapter 1: **The Proprio-Kinesthetic Sense in Language Learning**

**Chapter Summary:** Human speech uses a closed-loop control system. Speech is controlled in the mind by feedback from hearing and mouth position as much as it is from memory. In order to produce fluent speech, language instruction for non-native speaking adults must simultaneously retrain the entire feedback chain used by the mind.

By using methodology restricted to open-loop control which emphasizes memory alone without the simultaneous training of all senses, grammar-based language instruction fails to effectively teach spoken language to adult learners.

In order to teach adult students to speak a foreign language fluently, we must understand how the human mind produces speech before we can design an effective language instruction program for them.

However, before looking at speech, I want to draw an analogy from machine control because the analogy closely parallels neurological responses in spoken language.

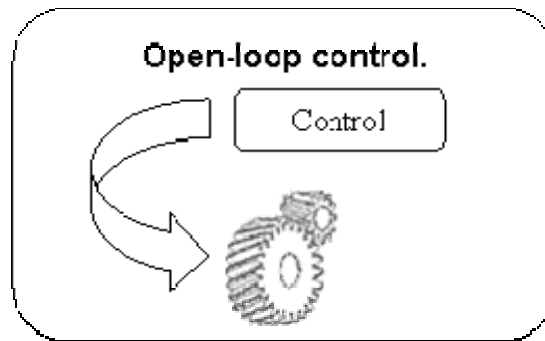
### **Open-loop machine control**

Wikipedia describes an **open-loop control** system as follows:

An open-loop controller, also called a non-feedback controller, is a type of controller which computes its input into a system using only the current state . . . of the system. A characteristic of the open-loop controller is that it does not use feedback to determine if its input has achieved the desired goal. This means that the system does not observe the output of the processes that it is controlling. Consequently, a true open-loop system . . . cannot correct any errors that it could make.

For example, a sprinkler system, programmed to turn on at set times could be an example of an open-loop system if it does not measure soil moisture as a form of feedback. Even if rain is pouring down on the lawn, the sprinkler system would activate on schedule, wasting water.

Figure 1 shows an open-loop control system. The control may be a simple switch, or it could be a combination of a switch and a timer. Yet, all it can do is turn the machine on. It cannot respond to anything the machine is doing.



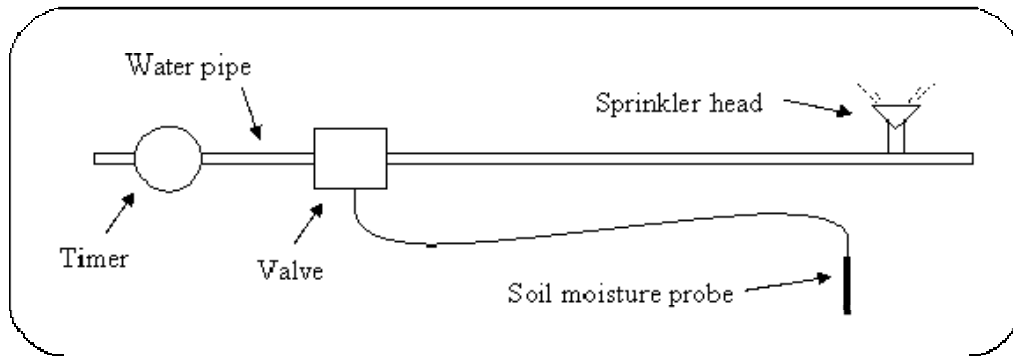
**Figure 1: An open-loop machine control**

### **Closed-loop machine control**

Wikipedia then describes **closed-loop control** as follows:

To avoid the problems of the open-loop controller, control theory introduces feedback. A closed-loop controller uses feedback to control states or outputs of a dynamical system. Its name comes from the information path in the system: process inputs (e.g. voltage applied to a motor) have an effect on the process outputs (e.g. velocity . . . of the motor), which is measured with sensors and processed by the controller; the result (the control signal) is used as input to the process, closing the loop.

Wikipedia's definition of a closed-loop system subsequently becomes too technical to use here. However, as Wikipedia suggests above, a sprinkler incorporating a soil moisture sensor would be a simple closed-loop system. The sprinkler system would have both a timer and a control valve. Either could operate independently, and either could shut the water off, but both would need to be open in order for the sprinkler to operate. The arrangement is shown in Figure 2.

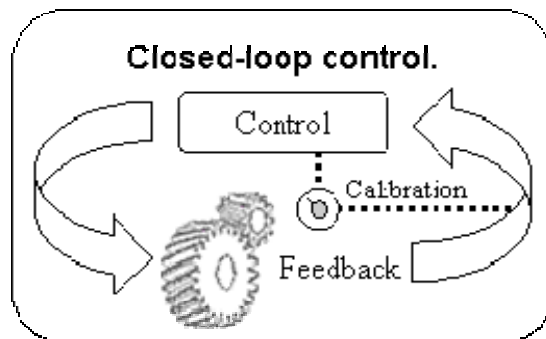


**Figure 2: A closed-loop sprinkler system.**

If the soil is already moist, the sprinkler will remain off whether or not the timer is open. When the moisture probe senses dry soil, the valve is opened. However, after the sprinkler is on, if the soil becomes moist enough, the valve will close even if the timer is still open. Thus, the sprinkler uses feedback from its own operation to control itself.

Figure 3 shows a simple closed-loop machine control.

Notice that Figure 3 also shows a *calibration* function. Irrespective of whether it is a soil moisture sensor on a sprinkler—or a counter on a



**Figure 3: A closed-loop machine control**

machine—there must be some way of setting the control so that it will respond in a predetermined way. In a machine application, the calibration function could be a counter which is set so that the machine will produce a certain number of finished parts.

### Human speech is a closed-loop system

Human speech is a complex learned skill and is dependent on a number of memory and neurological functions. Speech is a closed-loop system because sensors within the system itself give feedback to the control portion of the system. The control then corrects and coordinates ongoing speech. In this case, the mind is in control of the closed-loop system, the mouth produces the

desired product (speech), and auditory feedback from the ears and proprio-kinesthetic feedback from the mouth allow the mind to coordinate the speech process in real time.

The inter-relationship of these functions is shown in the table below. A glossary of specialized words is given below the table.

The Organ or Sense	Primary Function(s)	Comments
The mind provides:	<ol style="list-style-type: none"> <li>1. vocabulary memory</li> <li>2. partial syntax control</li> <li>3. feedback coordination</li> <li>4. calibration by the speaker to give meaning to the sounds</li> </ol>	The mind is the storage bank for vocabulary. Memory is also involved in structuring syntax. The mind uses both auditory and proprio-kinesthetic feedback to monitor and calibrate speech in real time.
The mouth and related organs provide:	<ol style="list-style-type: none"> <li>1. sound production</li> <li>2. breath regulation</li> <li>3. proprio-kinesthetic feedback to the mind in real time which regulates pronunciation and provides partial syntax control</li> </ol>	The proprio-kinesthetic sense is involved in both pronunciation and syntax feedback. It is essential for speech control.
Hearing provides:	<ol style="list-style-type: none"> <li>1. auditory feedback to the mind in real time</li> </ol>	Auditory and proprio-kinesthetic feedback are combined in the mind for essential speech control.

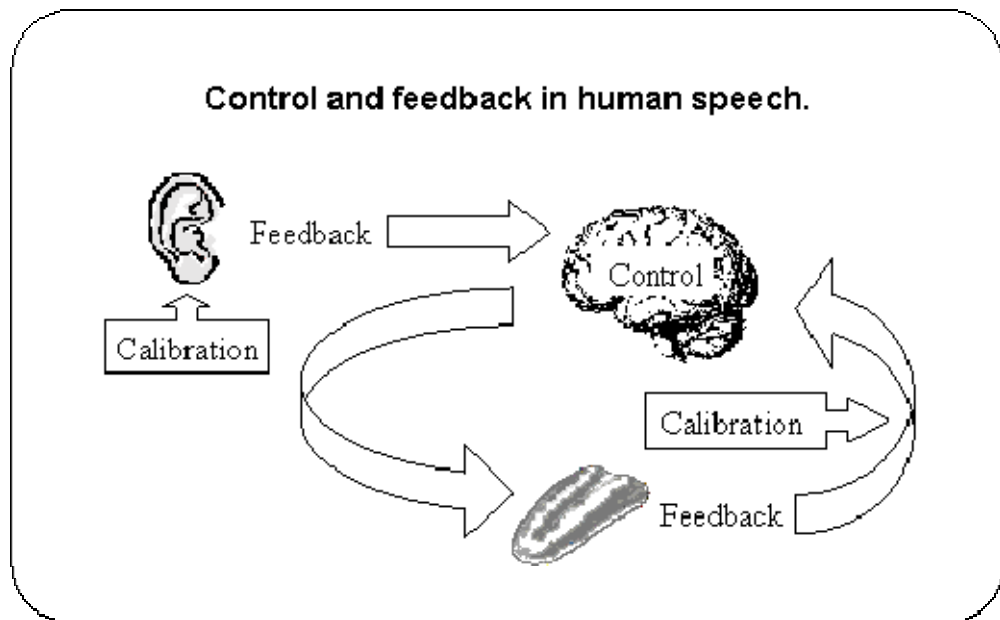
**Table 1:** The three components of human speech and their primary functions.

**Proprio-kinesthetic.** Human speech would be impossible without the proprio-kinesthetic sense. (*Proprio* refers to a sense within the organism itself; *kinesthetic* refers to sensory organs which detect the movement and location of muscles, tendons, and joints.) Our mouth, vocal cords, diaphragm, and lungs incorporate thousands of nerve sensors which the brain uses to control their movement and determine their position. Imagine the complexity of pronouncing even a single word with the need to coordinate the tongue, breath control, and jaw muscles. Now multiply this complexity as sentences are constructed in rapid succession during normal speech.

**Real time.** Unlike an open-loop control system, a closed-loop control system monitors feedback and corrects the process as the machine is running. The reciprocal path between the control, the feedback sensors, and the process itself is instantaneous. That is, information is not stored for later use. Rather, it is used instantaneously as the sensors detect it. In this chapter, I use the term *simultaneous* to indicate real time feedback during language instruction.

**Calibration.** In human speech, the mind must constantly monitor the feedback information from both the speaker's own hearing and the proprio-kinesthetic senses so that the mind can control muscles to create the desired sounds. Thus, the speaker is constantly "calibrating" the feedback to control speech. To change a tense, the speaker may change "run" to "ran," or change the person from "he" to "she," and so on. These "word" changes are achieved by precise control of the muscles used to produce speech.

Thus, in Figure 4, human speech is represented as the interplay between the mind, the mouth, and its related organs (represented in the figure by the



**Figure 4:** Control and feedback in human speech.

tongue), two feedback systems, and conscious calibration as the speaker constructs each sentence. In addition, calibration is continuously taking place within the control center—the mind. However, it is acting on feedback from

hearing and the proprio-kinesthetic senses, so I am showing calibration as acting on the source of the feedback.

When children learn their mother tongue, their natural ability to hear and mimic adult speech builds complex proprio-kinesthetic response patterns. A French-speaking child effortlessly learns to make nasal sounds. An English-speaking child learns to put his tongue between his teeth and make the "th" sound. A Chinese-speaking child learns to mimic the important tones which change the meaning of words. Each of these unique sounds requires learned muscle control within the mouth.

I make no apology for the intricacy of this explanation. The neurological feedback and resulting control of the muscles involved in speech is extremely complex. The mind is involved in a far greater task than simply remembering vocabulary and organizing words into meaningful sentences.

When a new language is being studied, all of its unique sounds and syntax must be learned. This is not merely a memory function. Each of these new sounds and syntax patterns require retraining of the entire mind, proprio-kinesthetic feedback, and the auditory feedback chain involved in speech.

Even syntax is dependent on the proprio-kinesthetic sense. The statement, "This is a book," *feels* different to the nerve receptors in the mouth than the question, "Is this a book?" We can certainly understand that memory is involved in using correct grammar. Just as importantly, however, is the observation that proprio-kinesthetic feedback demands that a question must evoke a different sequence of feedback than does a statement. This is why I have identified partial syntax control in Table 1 as being a shared function of both the mind (memory) and the mouth (as a proprio-kinesthetic sense).

If you doubt that the proprio-kinesthetic sense is an important part of speech, try this experiment. Read a sentence or two of this article entirely in your mind without moving your lips. You may even speed read it. Now read the same sentences "silently" by moving your lips but making no sound. Your mind responds to the first as simple information which is primarily a memory function. However, your mind will respond to the latter as speech because of the proprio-kinesthetic feedback from your mouth. The latter is not just cognitive—your mind responds to it as speech which transcends mere mental activity.

Did you also notice a difference in your mental *intensity* between the two readings? The first would be the mental activity required of a student doing a written grammar-based assignment. The second would be the mental activity

required of a student studying a language using spoken drills. The effectiveness of language learning is in direct proportion to the student's mental involvement.

### **The best way to teach a foreign language**

Two skill areas must be emphasized while teaching an adult a new language. The first is memory (which is involved in both vocabulary and syntax) and the second is the proprio-kinesthetic responses (which are involved in both pronunciation and syntax).

Simple vocabulary-related memory skills may probably be learned with equal effectiveness by using either verbal or visual training methods. That is, they may be learned either by a spoken drill or a written exercise.

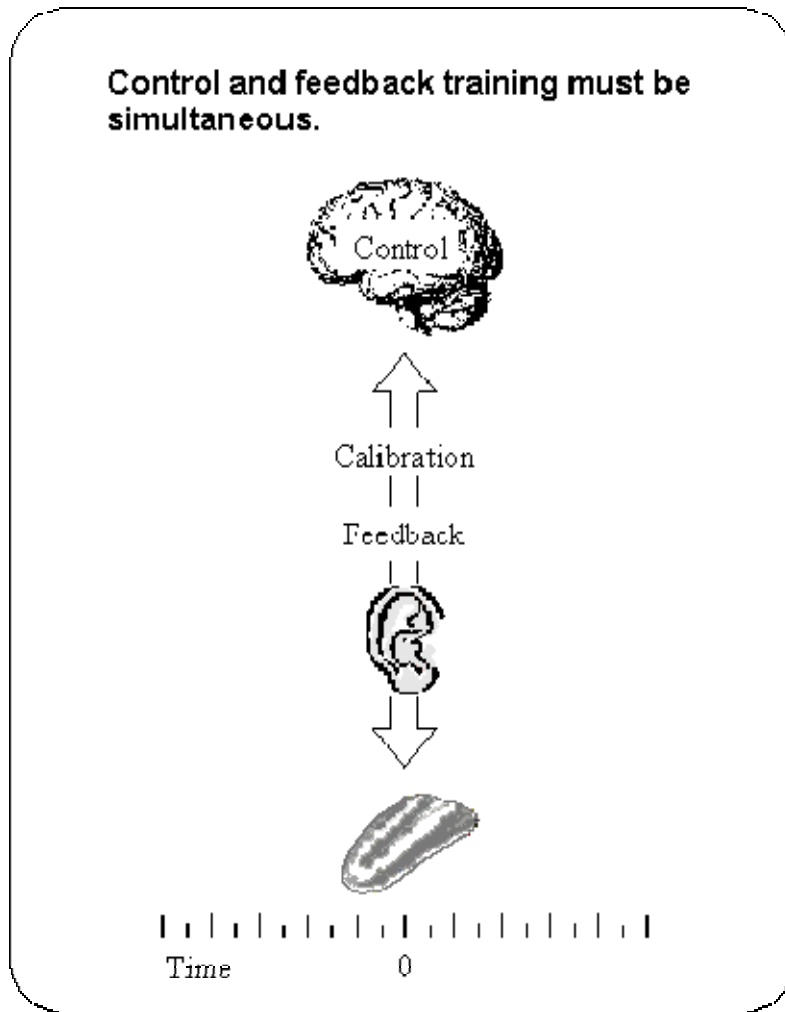
However, it is impossible to train the important proprio-kinesthetic sense without involving students' hearing and voices at full speaking volume. Thus, in my opinion, it is a waste of the students' time to introduce written assignments for the purpose of teaching a spoken language.

Surprisingly, it will take far less time for students to learn both fluent speech and excellent grammar in the target language by perfecting only spoken language first, than it will to incorporate written grammar instruction into the lessons before a moderate level of fluency is attained. This does not mean, however, that grammar is not a necessary part of spoken language instruction. It is impossible to speak a language without correct use of its grammar. My statement simply means that the best way to learn a target language's grammar is through spoken language exercises. See Chapter 3: *Grammar and Writing in Spoken Language Study*.

Inasmuch as spoken language involves multiple components working cooperatively in real time, it is mandatory that effective spoken language methods simultaneously train all of the components of speech. This is shown in Figure 5.

It is the important area of the proprio-kinesthetic sense which has been most overlooked in current grammar-based teaching methodology. When any student over the age of 12 or so attempts to learn a new language, his or her proprio-kinesthetic response patterns must be consciously retrained for all of the new sounds and syntax of that language.

Further, to properly train the proprio-kinesthetic sense of the mouth, the combined feedback from the mouth and hearing must be simultaneously



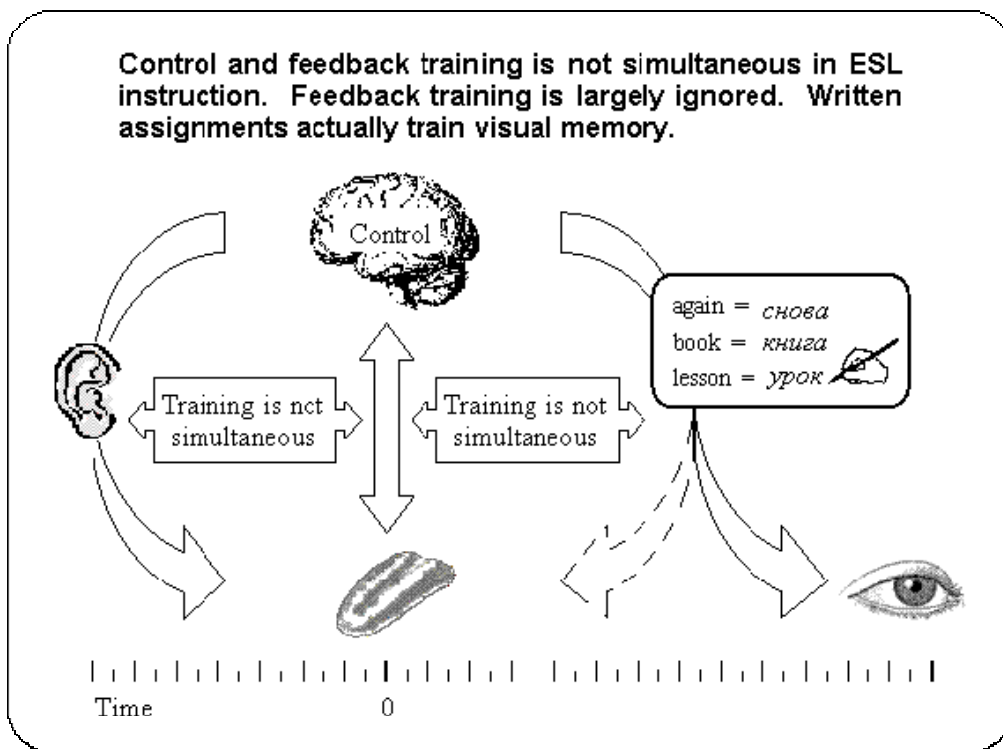
**Figure 5:** Control and feedback training must be simultaneous.

processed in the mind. Simply said, the student must speak out loud for optimum language learning.

Without simultaneous involvement of all components of speech, it is impossible to effectively retrain students' proprio-kinesthetic sense to accommodate a new language. Yet, this is exactly what grammar-based language instruction has traditionally done by introducing grammar, listening,

writing, and reading as segregated activities. It is not surprising that it takes students in a grammar-based program a long time to learn to speak their target language fluently.

Grammar-based instruction has hindered language learning by segregating individual areas of study. This segregation is represented in Figure 6. Grammar-based language training has not only isolated proprio-kinesthetic training areas so that it prevents simultaneous skill development, it has replaced it with visual memory training by using written assignments. Grammar-based language instruction teaches the target language as though spoken language was an open-loop system. In so doing, gaining language fluency requires far more study time, pronunciation is often faulty, and grammar becomes more difficult to learn.



**Figure 6: Control and feedback training are not simultaneous in ESL instruction.**

**Conclusion.**

Grammar-based language study traditionally teaches a spoken language as though speech is primarily a function of memory. Consequently, grammar-based instruction has emphasized non-verbal (written) studies of grammar, writing, reading, and listening. All of these activities may increase recall memory for written examinations, but they have little benefit in teaching a student to speak a new language.

The only way an adult can effectively learn a new spoken language is by using *spoken* language as the method of instruction. *All* lessons should be verbal, with the student speaking at full voice volume for the entire study period.

## Chapter 2: **Four Rules for Learning a Spoken Language**

**Chapter Summary:** This chapter explains four rules which must be followed in order to learn a new spoken language. The emphasis is on spoken language and retraining the language learner's proprio-kinesthetic sense.

The chapter concludes with a brief discussion and application of the fourth rule which states, "You must never make a mistake when you are speaking."

There are four simple rules to follow when learning a foreign language:

1. *To learn to speak the language correctly, you must speak it aloud.*

It is important that you speak loudly and clearly when you are learning the new language using spoken exercises. You are retraining your mind to respond to a new pattern of proprio-kinesthetic and auditory stimuli. This can only be done when you are speaking aloud at full volume.

One of the reasons that traditional language study methods require so much time to produce results is that none of the *silent* study does anything to train the proprio-kinesthetic sense.

2. *To learn to speak a language fluently, you must think in that language.*

The proprio-kinesthetic sense is not all you are retraining when you learn a new language. There is cognitive learning which must also take place. Traditional language teaching has emphasized cognitive learning to the exclusion of retraining the proprio-kinesthetic sense. Nonetheless, cognitive learning is an important part of the language process.

For speech to occur, the mind must be actively involved in syntax development. The more actively the mind is involved, the more effective the learning process becomes.

However, just as you will short-circuit proprio-kinesthetic training by *silent* study, so you will also limit cognitive learning by reading from a text rather than constructing the syntax yourself. You must force your mind to *think* in the target language by using your recall memory when you are studying spoken exercises.

I will come back to this later in Chapter 5: *Selecting a Text*, because there will be times when reading from a text such as a newspaper is an effective language learning tool. But when you are doing sentence responses using recorded exercises, you must force your mind to develop the syntax by doing the exercise without reading from a text.

You are not *thinking* in your target language if you are reading a text. Making your mind work in order to think of the answer is an important part of learning to speak a new language.

3. *The more you speak the language aloud, the more quickly you will learn to speak fluently.*

Proprio-kinesthetic retraining is not instantaneous. It will require much repetition to build the new patterns in your mind. As these new patterns develop, there will be progression from a laborious, conscious effort, to speech which is reproduced rapidly and unconsciously.

When any of us speak our native language, we do so with no conscious awareness of tongue or mouth position and the air flow through the vocal cords. In contrast, when we first attempt to make an unknown discrete sound—called a phoneme—in another language, it requires experimentation and conscious effort. Some new sounds are relatively simple. Others will be more difficult. A good nasal French "on" in *bonjour* will require some careful practice for the English-speaker, but it is within reach. The seven tones in Cantonese Chinese will be extremely difficult for the same English-speaker, and will undoubtedly require an immense amount of repetition in order to perfect their use.

To add to the complexity, each phoneme has other phonemes or stops adjacent to it which change its sound slightly. (A *stop* is a break in the air flow.) The nasal "on" in "bonjour" is slightly different from the "on" in "mon frere." The objective is not to be able to write the phoneme in the target language. The goal is not even to be able to say it with reasonable accuracy. The objective for the English-speaker learning French is to be able to say, "Bonjour, mon frere," so perfectly that a Frenchman would think he had just been greeted by a compatriot.

That degree of perfection will require thousands—if not tens of thousands—of repetitions. Therefore—to be somewhat facetious—the more quickly you correctly repeat a particularly difficult phoneme ten thousand times, the more quickly you will be able to use it fluently. That is what I mean when I say, "The more you speak the language aloud, the more quickly you will learn to speak fluently."

4. *You must never make a mistake when you are speaking.*

When you are learning a language using this proprio-kinesthetic method, you are strongly reinforcing the learning process each time you speak. However, when you construct a sentence incorrectly, you have not only wasted the learning time used to construct that sentence, but you must now invest even more time in order to correctly retrain your mind, mouth, and hearing in order to construct the sentence correctly. The more you use a sentence structure incorrectly, the longer it will take for your mind, mouth, and hearing to identify the correct syntax.

Ideally, if you used only correct syntax and pronunciation, you could retrain your speech in considerably less time. Consequently, you would learn to speak the target language more quickly.

Yet, before we roll our eyes and declare this to be impossible, let's look at a way in which it can actually be done. (Well, almost!)

**Traditional language study**

Traditional language study attempts to engage the students in free speech as quickly as possible. Though the goal is commendable, in

practice it has a serious drawback. A beginning student does not have enough language background to be able to construct sentences properly. More to the point, the instruction program seldom has enough personnel to correct every student's errors. Consequently, beginning students regularly use incomplete sentences having incorrect syntax and verb construction. The instructor often praises them for their valiant effort, in spite of the reality that they are learning to use the language incorrectly. The student will now need to spend even more time relearning the correct syntax.

### **Controlled language study**

The better alternative is to derive all initial spoken language study from audio recorded (or written) materials which contain perfect syntax, perfect use of the verb, and perfect pronunciation. This sounds restrictive, but, in fact, it could be done relatively easily.

Say, for example, that during the first two weeks of instruction, beginning students worked only from recorded exercises. They would repeat the recorded lesson material which was accurate in every respect. As an alternative, they could read aloud from a written text. The disadvantage of the text, however, would be that the mind would be considerably less active, and a pronunciation model would be absent. For the entire instruction period, each student would work independently while repeating the exercise lessons.

Needless to say, in two weeks' time, the students would have spoken the new language correctly far more than had they been somewhat passively sitting in a traditional language class. But more to the point, everything the student would have learned would have been correct. Their syntax would have been correct. Their use of the verb would have been correct. And, as much as possible, their pronunciation would have been correct.

To continue the example, say that it was now time for the students to begin venturing into *free* speech. Yet, we still would not want them to make mistakes. Consequently, all free speaking would be taken directly from the many sentences they would have already learned. Questions would be asked so that the students could answer in the exact words of the sentences they would have studied. Subsequently, they would be given

questions to answer which would use the same structure as the sentences they already knew, but now they would substitute other vocabulary which would be in the same lessons.

**Making the application.**

I assume that you are a college student or a young professional and that you are highly motivated to learn your target language.

I did not give the above illustration to suggest that you should be treated like a high school freshman, forced to sit at a desk by yourself, repeating sentences in Japanese, Swahili, or Gujarati. Yet, I think you can see what I am saying. As you read through this book, you will see that I am suggesting that you take a high degree of control of your language learning, irrespective of whether that is in an established language school or if it is done with a program you develop yourself. You will do much better if you seek ways in which you can speak the language correctly from the very start. Strike a careful balance between venturing out into the unknown, or forcing yourself to follow a pattern of correct language use. Do everything in your power to use the language correctly.

In the early weeks of language study, this may require that you spend more time reading simple material aloud than in trying to engage in free speech. Later, however, you will need to spend a great deal of time talking with others.

Nonetheless, every time you encounter new syntax in your target language, use controlled language drills long enough so that your mind becomes thoroughly familiar with it. As you progress in the language, this can be easily done by searching a newspaper article for examples of that new sentence format. Mark the sentences, verify the vocabulary, and then read—and repeat from recall memory—the sentences aloud until they become a part of your speech.

## Chapter 3: Grammar and Writing in Spoken Language Study

**Chapter Summary:** Language is unintelligible without grammar because grammar consists of the rules used to string words together into units which convey meaning. The issue is not whether or not a student learning a new language needs to know grammar. The question is, "How is grammar best taught?"

### My personal experience

I had the great advantage of growing up in a home in which grammatically correct English was spoken. As I progressed through grade school and on into high school, my language ability matured as a result of my home and school environments.

In retrospect, I believe this is what happened: for the most part, I used proper sentence structure and pronunciation because that is what I heard in my home. However, when I went to school, I needed to *learn* grammar. I—like probably most of my classmates—did not learn to speak because I studied grammar. Rather, I learned how to do grammar exercises because I already knew how to speak.

Certainly, I learned many important things about my language through grammar study. But it was of importance to me only because I had already achieved basic English fluency. I did not learn to speak English as a result of English grammar lessons.

I also took two years of Spanish in high school. We started with basic grammar. We wrote exercises every day. But we almost never heard spoken Spanish, much less spoke it ourselves. (Language instruction in the

United States has changed considerably since I was in high school.) After high school graduation, I could neither speak Spanish, nor did I understand Spanish grammar.

Within 10 years of my high school graduation, I spent a year in Paris studying French. I had the great fortune of enrolling in a French language school that emphasized spoken French to the complete exclusion of written exercises. Not only did I learn French grammar—meaning that I learned to use sentences that communicated what I intended to say to a French listener—but I also began to understand the Spanish grammar which had made no sense to me in high school because verb construction is similar in the two languages. Because I could read and write in English, I had no difficulty reading French. It was a simple transfer of knowledge from reading in English to reading in French.

Later, I learned another language in Africa. Because school-based language courses were almost non-existent in that country, all of my language training was done by way of recorded language drills that I adapted from local radio broadcasts. I also had a university student as my language helper. Yet, I learned how to structure a sentence in that language—which is applied grammar—and how to write much more quickly than had I been studying grammar and writing independently of the spoken language.

### **Traditional language instruction**

Traditional language instruction has reversed the process with poor results. Most foreign language classes teach grammar as a foundation for spoken language.

The quickest way to teach students to read a new language is to teach them to speak it first. The fastest way to teach them sufficient grammar to pass college entrance exams is to build a foundation by teaching them to speak the language fluently. Then they will understand the target language's grammar. And finally, it is almost impossible to teach non-speaking students how to write well before they have mastered the basic spoken language. Whenever the process is reversed, it takes a needlessly long time to succeed in teaching grammar and writing skills, much less spoken language fluency.

Do not misunderstand what I am saying. One cannot speak any language—fluently or otherwise—without knowing the grammar of that language. That is true because grammar consists of the rules used in that language to string words together as units to convey meaning. (In English we call these units sentences or paragraphs.) In English, we can use a given number of words to make a statement or ask a question by the way in which we order the words and use inflection. Simply stated, placing the words in the correct order is applied grammar.

The issue is not whether or not students learning a new language need to know grammar. Language is unintelligible without it. The question is, "How is grammar best taught?"

### **The best time to study grammar**

In Chapter 1, I said that effective spoken language instruction simultaneously trains all of the cognitive and sensory centers of speech. To use an example from English language instruction, when is the best time to introduce the grammar rule that the sentence, "That is a book," is an English statement, and "Is that a book?" is an English question? The best time is when the students simultaneously learn to speak these two sentences. That would take place while they are learning many other similar sentences so that they develop a cognitive sense reinforced by motor skill and auditory feedback that the order and inflection of the one sentence is a question, while the other is a statement. The *sound* of the sentence is as much an indicator of its meaning as its written form. Right? Right!

There is also a relationship between good pronunciation and good spelling. I am a poor speller. I understand that I misspell many words because I mispronounce them. At some point, everyone who expects to write a target language well must learn to spell. Yet, it will probably be faster for a student to learn good spelling after learning good speech habits than it will be for the same student to learn good spelling without being able to speak. In practice, in a spoken language course, students will learn the spelling of new words as they are added to the vocabulary of each new lesson.

I am not saying that grammar or spelling are unnecessary for the new language learner. Rather, I am saying that grammar can be taught more effectively—and in less time—by using audio language drills. Teaching grammar by means of spoken language has the great advantage of reinforcing the cognitive learning of grammar while using two additional functions found in normal speech—motor skill feedback and auditory feedback. Teaching grammar as a written exercise does develop cognitive learning, but it reinforces it with *visual* feedback.

Though visual feedback has some merit, it is outside the context of spoken language. The single reinforcement of visual feedback *outside* of the spoken language context is far less effective than motor skill feedback and auditory feedback which are both *inside* the spoken language context. The trade-off is costly and retards progress. Far more is gained when the student identifies correct grammar by the way a sentence *sounds*, rather than by the way it *looks*. Though it would not typically be explained this way, it is also important on a subconscious level that the student learns how correct grammar *feels*. As a function of the proprio-kinesthetic sense, a statement produces a certain sequence of sensory feedback from the mouth, tongue, and air passages that *feels* different than a question. A speech pathologist working with children's speech problems will pay a great deal of attention to this part of speech during retraining.

It would take considerably longer to teach a language student how to manipulate the grammar of the new language, and then speak that language correctly, than it would to teach the same student to first speak the language correctly, and then introduce rules of grammar. This gain would be greatly augmented, however, if the rules of grammar were incorporated into the spoken language lessons themselves.

A year spent exclusively in spoken language study will produce a marked degree of fluency. With that language fluency, the student will gain a functional understanding of the grammar of the target language. The same amount of time spent in grammar study will produce limited fluency and little practical understanding of that language's grammar.

### **Grammar study in your own language program**

How you approach grammar study in your target language will depend on the language program you are using.

If you are enrolled in an established school program with written grammar assignments, you will obviously need to complete them just like every other student in the class. However, as you will see in Chapter 7: *Making the Proprio-Kinesthetic Method Work*, on your own time you can then use the completed (and corrected) written exercises as spoken language drills. If you focus more on using your grammar exercises as spoken language drills rather than as written assignments, you will find that your ability in that language's grammar will increase much more rapidly. Of course, this will add time to your study schedule, but it will undoubtedly result in considerably higher exam scores. In Chapter 7, you will also see an important caution regarding correct pronunciation when you are reading grammar assignments as spoken exercises.

As also explained in Chapter 7, if you design your own language course with a language helper, you will have much greater freedom in the way you study grammar. In that case, you will try to incorporate the majority of your grammar lessons into your spoken drills.

Nonetheless, there will be times when you will ask your language helper for clarifications regarding the grammar in that language. For example, to again use an illustration from English, during the first week of lessons you would encounter the two articles "a" and "an." It would certainly be an explanation of grammar if your language helper explained that "a" is used before a word beginning with a consonant, and "an" is used before a word beginning with a vowel. With that knowledge, however, you could then ask your language helper to record an exercise with both "a" and "an" sentences. Your grammar study on "a" and "an" would then be done with a spoken exercise rather than a written assignment.

Irrespective of the kind of language learning program you are in, the primary emphasis of this closing section is to encourage you to study grammar with spoken exercises rather than written assignments.

## Chapter 4: Do You Need Beginning and Advanced Lessons?

**Chapter Summary:** Without first evaluating the unique qualities of language, it is routinely assumed that language study must be divided into *beginning*, *intermediate*, and *advanced* levels.

However, a careful assessment of English as a model of spoken language indicates that it does not use multiple levels of language complexity.

The kind of sentences which beginning students must use are the same kind of sentences which advanced students must practice in order to master language fluency. Beginning students must learn the target language in the context of full sentences. Advanced students must use the same sentences to perfect syntax and intonation.

Your perceived needs as you begin studying your target language will significantly influence how you answer this chapter's title question. If you decide that you need *beginning* lessons when you start your language study, you will expend much time looking for it because your target language does not speak a *beginning* language. On the other hand, if you decide that the language of the daily newspaper is what you want to learn, you will find that language all around you.

I can't analyze your target language. Therefore, let's look at English and try to analyze this same question from the perspective of a non-English speaker trying to learn English. You should then be able to apply this information to your own needs as you learn another language.

### **The need for beginning and advanced lessons in English**

I am really asking if beginning and advanced students can use the same level of lessons to learn spoken English. Before you give an intuitive

answer, I need to ask the question properly. The question is, "Does English have multiple, specialized language divisions?"

The answer is, "No, it does not." There is no *high* English language spoken by the gentry versus a *low* language spoken by commoners. Historically, many languages such as Greek and Chinese, to mention only two, have indeed had multiple levels. Modern English does not even have a specialized construction for folklore. Many languages in which oral tradition has been preserved have a storytelling form of the language which is distinct from the language used in everyday conversation. In these language groups, there are often specialists who recount the folklore in public gatherings. Common English has none of that. Though Ebonics, and more recently "Rap," are sub-classes of English which would not be broadly understood, common everyday English is understood by all.

In fact, English is so simple in this regard that we do not even have two forms of address for people of different social standing. French, for instance, has strict conventions regarding the use of "tu" or "vous" when addressing a subject. A U.S. citizen, however, would address both the President of the United States and a young child as "you."

English has many specialized vocabularies. Any student who has taken courses in anatomy, law, physics, automotive technology, psychology, engineering, geology, or anthropology has spent a great deal of time learning specialized terminology. But the essential English syntax which holds these words together in a sentence is still the language of the street—or the language of the daily newspaper.

So, aside from specialized vocabularies, English has no divisions representing varying levels of language complexity. Almost any individual with at least a high school education would make essentially the same evaluation of another speaker's ability to use *good* or *bad* English.

The exception to the above paragraph would be found in technical documents such as legal briefs and the like. However, this style of English is far from the language used in normal conversation.

There is only one kind of English which English language students need to learn. Students do not need two—or more—different course levels. This is not to say that English is a simple language to learn. Far

from it. However, the same complexity is in *all* spoken English, not merely in some higher level.

Why have traditional language programs insisted that there must be beginning, intermediate, and advanced levels of English study? It is not because there are beginning and advanced levels of spoken English. It is because there are beginning, intermediate, and advanced explanations for English grammar. This means that some rules of English grammar are easy to explain. Some rules of grammar are more difficult to explain. And some are complex enough to require a highly technical explanation. But spoken English is simply one subject of study, whereas the formal rules of English grammar are quite another.

Now I can answer the question, "Do you need beginning and advanced English lessons to learn the language?" Of course not. There is only one level of spoken English. Beginning students must start by speaking normal English sentences. Advanced students must continue until they are able to fluently pronounce the words in those same normal English sentences.

There will be a great difference in the fluency between beginning and advanced students. But there is no difference in the level of English sentences they must study. They must both use the same English sentences to initiate—and then to master—the process which will develop the necessary cognitive, motor, and auditory skills used to speak fluent English.

I need to add an explanation so that what I am saying is understandable. English grammar identifies **simple sentences** (sentences with one main clause), **compound sentences** (sentences with two or more main clauses), **complex sentences** (sentences with one main clause and at least one subordinate clause), and **compound-complex sentences** (sentences made up of two or more main clauses and at least one subordinate clause). An example of a compound-complex sentence would be, "The Saturday afternoon program was like a two-ring circus; while one part of the TV screen carried the professional football game, the other part showed scores from collegiate games." Of course, this is not a sentence we would expect beginning language students to use in their target language. But the complexity of the sentence is not in the language level of the sentence. Its so called complexity is only in the punctuation of the sentence which

makes it a *complex* sentence by grammatical definition. With very little change, the sentence could become three simple sentences: "The Saturday afternoon program was like a two-ring ring circus. One part of the TV screen showed the professional football game. The other part of the TV screen showed scores from collegiate games." Aside from vocabulary, any one of these three sentences are *beginning* level sentences.

Thus, when I say that there is no difference in the level of English sentences a beginning and advanced student must study, I am not talking about a grammar definition. I am saying that there is not one language that would be used by commoners and another that would be used by the gentry. Even though the example sentence about the TV's split screen is not a sentence we would want to include in the first lesson, it does not represent multiple, specialized language divisions.

Finally, however, we must simply make allowance for discretion. If beginning students stumble across something equivalent to an English compound-complex sentence in a target language newspaper, they could overlook it and deal with the majority of sentences they are able to use.

I included Appendix B: *Introductory Lesson* to illustrate the first lesson a non-English speaking student will encounter in the *Spoken English Learned Quickly* course. As you look at Appendix B, you will see that even though simple sentences cast in only the present tense are used, they are, nonetheless, complete sentences. The first lesson in this course requires that non-English speaking students start their language learning experience with complete sentences used in everyday speech.

### **Making this model fit your own language study**

You will need to learn normal greetings and farewells when you begin your target language study. You will want to learn how to ask basic directions, how to find a store or office, what bus to take, or how to make change. Yet, all of the vocabulary and phrases you will use are a part of everyday language—they are not on an imaginary *beginner's* language level.

Therefore, the first thing I want you to understand is that *the spoken language you want to learn is not divided into levels*. Throughout the

entire time you will be learning your target language, you will essentially be adding vocabulary and new syntax to a single level of language complexity.

If you understand what I have just said, it will help you immensely. Your task is not to learn a beginning language, progress to an intermediate language, and finally pass an exam on the advanced language before you can finally talk to real people. Your task is to learn the spoken language. Language learning is a continuum. Everything you learn to say correctly in your first week of language study is just as useful in normal conversation as the things you will learn as you reach a level of full fluency.

### **There may be exceptions**

Your target language may use specialized language for folklore, proverbs, weddings, and funerals. If that is the case, you will need to learn those forms sometime later if you aspire to that level of fluency. At the very worst, however, these specialized forms will be used very infrequently in daily conversation.

### **But it's too difficult to start with normal speech**

Not really. Once you understand the greetings and farewells, you are ready to begin practicing with normal sentences. Say, for instance, that you are reading a newspaper article as you study. Aside from the sentences which contain specialized vocabulary, most sentences will use common verbs and syntax construction. This is the language you want to speak. Use it from the very start of your language study.

This is not as daunting as it seems. I will explain more in Chapter 6: *Studying the Verb* and Chapter 7: *Making the Proprio-Kinesthetic Method Work*.

Therefore, the second thing I want you to understand is that *the spoken language you want to learn is everyday language*. It will remove a great deal of stress if you realize that in the very first week of language study, you are learning normal speech. By and large, the language will never

become any more difficult than it is when you first begin because you will be studying *normal* spoken language all the way through from the first lesson to the completion of your formal study.

## Chapter 5: Selecting a Text

**Chapter Summary:** For spoken language study, you will need both a written text and an audio recording of that text. It will be easier to make an audio recording using a newspaper text than it will be to transcribe a radio audio program as a written text.

The newspaper article becomes an excellent text for language study.

In this chapter, I am using the term *text* to identify a written manuscript. A newspaper in your target language is usually an excellent source for a study text. Most newspapers use good syntax, relatively simple sentences, and common expressions. In addition to general vocabulary, newspapers will give you many common political, scientific, economic and technical words. Generally, newspapers are also a good source of colloquial expressions.

As you begin language study, you will need both a manuscript and an audio recording of the text for pronunciation practice. In your initial selection of a study text, you are faced with a choice between a printed text from a newspaper or spoken language from a radio broadcast.

### Going from a written text to an audio recording

In Chapter 7: *Making the Proprio-Kinesthetic Method Work*, I will describe how you can use a language helper in your language study program. In that chapter, I will also describe how you will develop exercises from the text material. In this chapter, I am merely describing the text itself. For the moment, I will assume that you would have a language helper who is a native speaker of that language. I am also assuming that this person would pronounce the target language correctly. Finally, I am assuming that you would have audio recording equipment.

I am also assuming that by now you realize that the purpose of the newspaper is *spoken* language practice. You would always read the newspaper aloud, and would frequently read a sentence aloud and then look away from the text and repeat the sentence from recall memory.

Everything considered, you would probably find it easier to produce an audio recording from a newspaper text than you would to produce a text from a radio broadcast recording. It is much simpler to have your language helper record the text than have the language helper transcribe the audio recording.

For your study purposes, a printed newspaper text assures a more precise use of the language, better spelling, and a more easily preserved printed copy. Because live radio broadcasts are difficult to record with inexpensive audio equipment, you would likely have difficulty hearing all of the words. Therefore, it is easier to get a good text and a usable recording by having the language helper read a newspaper text for the audio recording. With a little coaching, the language helper can also learn to record the material so that there are adequate pauses for your subsequent study.

In Appendix B: *Text Exercises*, I will illustrate how the text is actually used to create audio exercises.

### **Using the newspaper for vocabulary**

First, read the article out loud, identifying new vocabulary as you go. Whenever you read a word you do not know, stop and find it in your dictionary. Keep a vocabulary notebook. If a word you do not know is used more than twice in an article, put a check (✓) by it for special study. However, do not record names of places or people. After you finish reading the article for the first time, review the meaning of all of the new vocabulary words. Study these words enough so that you know what they mean when you read the article. Always pronounce vocabulary words—do even your vocabulary study out loud.

After you are more familiar with the process, select other newspaper articles and continue reading aloud while you look for new vocabulary words. When you find a word in a second newspaper article which you

have already checked (✓) in your notebook, place a second check (✓✓) by it. Any word in your notebook with two checks should be memorized as an important word to know.

Whenever you are able to do so, write cognate forms of the same word. For example, *to adhere*, an *adhesive*, and *adhesion* are cognates. It will be helpful for you to learn multiple cognate forms of a word at one time rather than learning each form as a new vocabulary word when you encounter it. Association of a single word in multiple forms with one root meaning results in more rapid vocabulary retention. It will also teach you how to develop cognate forms of words on your own in the future.

Verbs should be listed in your notebook by their infinitive form (for example, "to remember") rather than by a conjugated form (for example, "she remembers"). Note that not all languages identify the verb by its infinitive form. Use your target language's dictionary notation form as your standard. After mastering the verb's conjugation, it is far simpler to learn a single verb form than it is to attempt to learn each form of a verb as an individual vocabulary word.

### **Using the newspaper for meaning**

Read the article again for meaning. Always read aloud. If you do not understand a sentence, stop and figure out exactly what it means.

If some of the definitions you have written in your notebook do not make sense in the article, find the word again in your dictionary and see if it has other meanings. If a second meaning for the word makes better sense in this case, write that definition in your notebook.

If you still cannot figure out the meaning of a sentence, it may be because two or more words are used together as an expression. Try to determine the meaning of expressions. Look for similar expressions in other articles. If you still cannot determine the meaning of an expression, ask your language helper for assistance.

Review your vocabulary meanings regularly with your language helper.

**Using the newspaper for syntax development**

Reading a newspaper article aloud is an ideal way to reinforce your use of grammatically correct syntax in your target language. Your goal is to retrain your mind, hearing, and mouth to understand and use your target language correctly. Reading aloud from a newspaper is one of the best ways to accomplish that.

The great advantage is that you are reading a large number of different sentences which are all organized according to the same grammar rules. Thus, you are learning the acceptable range of the syntax of that language. That is, there may appear to be many variations from sentence to sentence, yet all of the uses are still correct. For an example from English, you would learn that you can place the word "however" at the beginning, middle, or end of an English sentence. You would also learn that the position of "however" can make a slight difference in meaning, or it can enhance the style of the sentence. You would discover the same nuances in your target language.

In many respects, using the newspaper for syntax development is similar to its use for fluency enhancement and as an aid in conversation as mentioned below. The same exercises suggested below would be as profitable for syntax as they would be for fluency and conversation.

**Using the newspaper in order to learn expressions**

Expressions add richness to all languages. Identify expressions as you read the newspaper. Use a special mark to identify them in articles. Many expressions may be divided so that component words of the expression are separated by non-component words.

Try substituting other words while using the same expression. Say or write as many sentences using the expression as possible. To use an example from English, you may read a sentence in a newspaper which says, "The President announced Friday that he will not run for another term, putting to rest months of speculation about his future intentions." Most expressions can be used in different tenses with different people or things. For example, the expression "to put to rest" can be used in the present, "I want to put our disagreement to rest," in the future, "He will put

his argument to rest," or in the past, "They finally put their rivalry to rest." Notice that in the last phrase, the component parts of the expression are separated; "*They finally put their rivalry to rest.*" Watch for this kind of construction in expressions in your target language.

To continue with an illustration from English, English uses forms of words as a type of expression. For example, you may read a sentence in a newspaper which says, "We're getting all kinds of calls from people who are panicking and asking what they can do." This form of expression uses two or more words ending in "...ing" to describe two or more actions that the same person is doing at one time. You will certainly find many similar expression forms in your target language.

### **Using the newspaper for fluency enhancement**

In this use of the newspaper, you will read rather than alternating between reading and repeating a sentence from recall memory. You will want to read the entire article aloud for fluency practice. Try reading the article as smoothly as possible without stopping. Read it aloud at least twice.

For more fluency practice, continue reading the article aloud until you can read it at the same rate of speed that a native speaker uses when talking. Practice until your pronunciation duplicates that of a native speaker.

Your purpose is not merely to learn the vocabulary in these newspaper articles, but to learn to speak your target language. Keep practicing until you can read the article aloud so that a native speaker can clearly understand what you are saying.

Fluency is the ability to speak smoothly with proper intonation. Initially use single sentences for fluency drills, repeatedly reading a single sentence until you can read it smoothly. Eventually, do the same with multiple sentences or paragraphs. Even as a beginning student, there is value in reading a longer passage or entire article without break in order to establish the rhythm of the spoken language. This is excellent proprio-kinesthetic training.

Your natural tendency will be to move on to new articles too quickly. In reality, it is only after you already know all of the vocabulary and can pronounce each word correctly that you are ready to use the newspaper article to full advantage. You are not fully retraining your mind and tongue until you can read the article at normal speaking speed with proper inflection and pronunciation. You will accomplish more in attaining fluent speech by re-reading fewer articles aloud perfectly than you will by reading many articles aloud with faulty pronunciation.

### **Using the newspaper for conversation practice**

In Chapter 2, I said, "*You must never make a mistake when you are speaking.*" That objective will be the most difficult when you first begin free conversation. However, using a newspaper article will be a great aid in producing conversation which is essentially free of mistakes.

A newspaper article can give you a great deal of structure for conversation practice. This structure would give both you and your language helper a defined group of vocabulary words, defined sentences with an understood meaning, and a defined context in which the vocabulary and sentences can be communicated. After very little coaching, your language helper could use the newspaper article to structure free conversation.

To continue with the illustration from English, your language helper could lead you in a discussion stemming from a newspaper article. You could easily have the following discussion after only three weeks of full-time language study. Notice that your language helper is asking each question twice, expecting that you will substitute a pronoun in the second response.

**Language Helper:** "What did the President announce Friday?"

**Answer:** "The President announced Friday that he will not run for another term."

**Language Helper:** "What did the President announce Friday?"

**Answer:** "He announced Friday that he will not run for another term."

**Language Helper:** "Will the President run for another term?"

**Answer:** "No, the President will not run for another term."

**Language Helper:** "Will the President run for another term?"

**Answer:** "No, he will not run for another term."

**Language Helper:** "When did the President announce that he will not run for another term?"

**Answer:** "The President announced Friday that he will not run for another term."

**Language Helper:** "When did the President announce that he will not run for another term?"

**Answer:** "He announced Friday that he will not run for another term."

Assuming that you have only been studying your target language for three weeks, your initial response to each question will be halting. You may also be looking at the printed text when your language helper initially asks the question. But at least your answer is word perfect—you are training your proprio-kinesthetic sense by using perfect syntax. Now you want to add perfect pronunciation and fluency to that.

Typically in language instruction, extra attention is given to *poor* performance. That is, when you use a sentence incorrectly, it will be corrected with additional drills. On the other hand, when you respond correctly, the instructor moves on to the next sentence. That is not what you want your language helper to do for you now. Of course, you want help with incorrect syntax and pronunciation. But in order to learn the language effectively, you want to emphasize *correct* language use. To continue our example, say that none of the sentences in the above illustration have any phonemes which you cannot reproduce acceptably. Therefore, at your instruction, your language helper will continue to drill you on these same sentences until they are perfect.

She will again ask the first question twice, allowing you to respond accordingly.

**Language Helper:** "What did the President announce Friday?"

**Answer:** "The President announced Friday that he will not run for another term."

**Language Helper:** "What did the President announce Friday?"

**Answer:** "He announced Friday that he will not run for another term."

Now, however, you are not looking at the text. Your language helper will ask these two questions until you can answer word perfectly from recall memory.

But she is still not finished. She will now increase her tempo and will expect you to answer accordingly. She will persist until the two of you are conversing so quickly and naturally that if a native-speaker came into the room, he or she would hear a strange redundant conversation in what would otherwise be completely understandable language. It would be just as understandable to that native-speaker as any conversation between two native speakers on the street.

This would continue—maybe for several days of practice—until the entire series of questions from that newspaper article could be asked and answered in fully fluent conversation.

You will be worn out by the time you have finished studying this intently from a newspaper article. Yet, while others are in the *beginning* language course after their initial three weeks of study, you—after your first three weeks—are already speaking on an *advanced* level, though you are only using a relatively small number of sentences.

Congratulations!

## Chapter 6: Studying the Verb

**Chapter Summary:** When you study your target language, you will want to develop spoken exercises which emphasize the unique characteristics of that language. Among the most important spoken language drills you will probably develop will be the spoken verb exercises.

I am suggesting that you develop a variety of spoken verb drills which use all persons, tenses, and other verb functions within a single exercise.

Each language has distinct qualities which require a unique focus of study. Many languages use gender (masculine, feminine, neuter, and other forms) or declension in which certain words indicate agreement or specialized meaning. Generally, English has none of these, though that does not mean that English is an easy language to learn. (Technically, we have a third class declension when we say "a doctor's office," but we generally think of it as a possessive.) Nonetheless, we don't add prefixes or suffixes within a word in order to vary meaning as many languages do.

However, I want to demonstrate how specialized exercises can be constructed to develop fluency using unique qualities in languages. It is easy to demonstrate this type of exercise with the English verb. Probably nothing marks an adult struggling to learn English quite as much as improper use of person and tense with the verb. Therefore, when teaching English to adults, it is appropriate to use specialized English verb drills.

You, of course, will need to adapt these illustrations of English verb exercises to your own needs as you begin learning your target language. In all probability, you will want to construct verb drills. You may also need to construct article drills for gender, declension drills, and the like.

### **A short introduction to verb drills**

All of these illustrations are taken from the *Spoken English Learned Quickly* language course. In my own experience with language learning, I was frustrated by learning a present tense, then a week or two later learning a past tense or a future tense, only to come back to the same verb a few months later to learn its subjunctive form. I would have done much better had I learned each verb as a complete unit. When I was studying French, the verb "etre" (to be) evolved into at least four verbs; first I learned the present tense *etre*, later the past tense *etre*, still later the future tense *etre*, and finally, an entirely new *etre* verb called the subjunctive. It would have been much more effective for me to have learned one verb as a unit having four tenses than to have learned four separate tenses as though each was a new verb.

Of course, I am only making a point with that exaggeration. Yet, if we make a single package out of each verb, learning all its forms simultaneously, it becomes a far simpler memory task. In addition, full use of each verb as it is learned gives greater initial command of the language. I said many things incorrectly until many months into French language study when I finally learned the subjunctive. Then I wasted additional time retraining my mind to use the subjunctive in place of the tenses I had previously thought I was using correctly. I spent more time learning and unlearning incorrect verb constructions than had I learned fewer verbs initially, but learned them in their entirety.

There is, however, another equally forceful argument for learning all forms of the verb at one time. As I have taught the *Spoken English Learned Quickly* course, I have discovered that, in a relative few weeks of learning all new verbs in their entirety, an adult student with no previous English study is able to conjugate verbs which they have never before encountered. I have experimented with this many times. I choose an obscure regular verb and find a student who does not know its meaning. Then I have the student conjugate it in all its persons and tenses as a spoken drill. Only after they have successfully conjugated it do I tell them what it means. It is an amazing process to see.

*Spoken English Learned Quickly* was designed to be used as a self-study course. Most students study on their own. However, I have often

conducted a two-hour group session meeting once a week as a means of encouraging the students. It is during the group sessions that I have used these spoken conjugation drills.

I strongly encourage you to learn all forms of each verb the first time you encounter it in your target language. The verb will become much more useful to you in a shorter period of time.

In traditional language instruction, once a particular verb tense is supposedly learned, then it is assumed that the students know that form and no longer need to review it. Yes, the students may be able to write all the present tense forms of a particular regular verb. But that is not the objective. Can they use all of those forms in spontaneous spoken English? In *Spoken English Learned Quickly* we do not stop the instruction merely because students are able to write the endings of certain verbs. Our goal is to help the students reach a level of fluency in which they can use the verb in all of its tenses and persons correctly in normal speech.

That will be your objective as you learn to speak your target language. Do not be satisfied by simply learning verb tense and person in written form. You do not *know* them until you can use them fluently in spontaneous conversation.

In the *Spoken English Learned Quickly* course, we try to do the same thing with other types of English words. It is far easier to learn *big*, *bigger*, and *biggest*, or *angry*, *angrier*, *angriest*, and *angrily* as cognate groups than it is to learn them as individual vocabulary words. Not only is it easier to remember *bad*, *worse*, *worst*, and *badly* as a group, but it greatly aids in understanding the meaning because it places all the words in a single context. Its greatest advantage, however, is that it teaches the student how the English language is developed. When students know *big*, *bigger*, and *biggest*, they can develop the word *tallest* if they know only the word *tall*. The real essence of language fluency is understanding the target language well enough to correctly develop previously unknown vocabulary during actual conversation.

Again, I strongly encourage you to group cognates as you study your target language. As you begin to intuitively understand how words are transformed in your target language, you, too, will be able to develop vocabulary when you need it.

All of the above comments relate to *spoken* language. You may find it helpful to write tables. But you must learn to use the words in the tables as *spoken* vocabularies, not merely *written* tables.

### Four types of verb drills

In the *Spoken English Learned Quickly* lessons we use four verb table forms. In the early lessons, we use only the following form which I will call an "A" format for this illustration:

#### 1. An "A" format English verb drill.

TO OWN (to own) / She promised to own it. (She promised to own it.)

Own. (Own.) / Please own it. (Please own it.)

owning (owning) / He is owning it. (He is owning it.)

owned (owned) / it is owned (it is owned) / it was owned (it was owned) / it will be owned (it will be owned)

- I own (I own) / he owns (he owns) / she owns (she owns) / it owns (it owns) / you own (you own) / we own (we own) / they own (they own)

- I owned (I owned) / he owned (he owned) / she owned (she owned) / it owned (it owned) / you owned (you owned) / we owned (we owned) / they owned (they owned)

- I will own (I will own) / he will own (he will own) / she will own (she will own) / it will own (it will own) / you will own (you will own) / we will own (we will own) / they will own (they will own)

Since all of our exercises are recorded audio lessons, the students respond by repeating the words inside parentheses. We provide a *Student Workbook* which contains the written text for all spoken drills. The parenthetical phrases are included in the written text. Thus, the narrator says, "to own" and the students respond, "to own." The narrator says, "She promised to own it," and the students respond, "She promised to own

it." Everything is spoken, and as soon as the students understand a new exercise, they put the written text aside and complete the exercise by using only the audio recording without the text.

Repeated use of this format is what allows our students to conjugate an unknown verb correctly. Can you see the fluency they have acquired when they can correctly use English verbs so early in their language learning experience? That is the same fluency you will want to develop as you study your target language.

Quite early in the lesson series, we use another verb table format. Throughout our *Student Workbook*, all irregular verb forms are written in bold type. A drill for the irregular verb "to meet" looks like this:

## 2. A sentence completion English verb drill.

Complete the following sentences with "them here every evening."

I always meet (I always meet them here every evening.) / He always meets (He always meets them here every evening.) / You always meet (You always meet them here every evening.) / We always meet (We always meet them here every evening.) / They always meet (They always meet them here every evening.)

Complete the following sentences with "them here after work."

I always **met** (I always **met** them here after work.) / She always **met** (She always **met** them here after work.) / You always **met** (You always **met** them here after work.) / We always **met** (We always **met** them here after work.) / They always **met** (They always **met** them here after work.)

Complete the following sentences with "them all before evening."

I will meet (I will meet them all before evening.) / She will meet (She will meet them all before evening.) / You will meet (You will meet them all before evening.) / We will meet (We will meet them all before evening.) / They will meet (They will meet them all before evening.)

Though the sentences are simple, this format teaches the verb conjugation in the context of the spoken language. It also forces the students to be more mentally alert during the exercise. Later in the lessons, we add a third type of verb table which I am identifying here as a "B" format table. It looks like this:

**3. "B" format English verb drill.**

TO TEST (to test) / He promised to test it. (He promised to test it.)

Test. (Test.) / Please test it. (Please test it.)

testing (testing) / He is testing some. (He is testing some.)

tested (tested) / it is tested (it is tested) / it was tested (it was tested) / it will be tested (it will be tested)

I test (I test)	I tested (I tested)	I will test (I will test)
he tests (he tests) test)	he tested (he tested)	he will test (he will test)
she tests (she tests) test)	she tested (she tested)	she will test (she will test)
it tests (it tests)	it tested (it tested)	it will test (it will test)
you test (you test) test)	you tested (you tested)	you will test (you will test)
we test (we test) test)	we tested (we tested)	we will test (we will test)
they test (they test) will test)	they tested (they tested)	they will test (they will test)

In this format, we are forcing the students to move from tense to tense using the same person, rather than from person to person using the same tense as we did in the A format drills. Language requires both skills, so we teach the students to do both at normal conversation speed.

However, by this time in the lessons we want the students to be able to do both. Consequently, we alternate between table formats in the same exercise. That is, the first verb is given using the A format, the second verb using the B format, the third verb using the A format, the fourth using the B format, and so on to the end of the exercise. This increases the students' ability to use the verb with all tenses and persons while, at the same time, forcing the students to develop spontaneity while using the verb.

Again, this will be your objective in learning your target language. You want to be able to manipulate the spoken verb quickly and accurately between all persons and tenses, as well as any other verb functions in that target language. You should also be able to see the great advantage in learning the entire verb with all its tenses and persons at one time. If you learn all the forms of the entire verb each time you encounter a new verb, you have learned one meaning with multiple forms rather than a mix of verb forms and meanings. Learning all the forms of a single verb this way will take you less time than learning the same material using a traditional method.

Most importantly, if you use spoken exercises as a means of learning verb tables, you will find that the conjugation you are learning for one verb will be quickly transferred to other verbs.

The same transfer of knowledge will also be true with any kind of word or sentence construction when you develop this table format. The information in the table will always be studied as a spoken exercise without reading from the text once you are familiar with that exercise.

We use a final verb exercise format in the *Spoken English Learned Quickly* course. The exercise with its spoken introductory explanation looks like this:

#### **4. Tense or person selection English verb drill.**

"Say each sentence using the word I will give you. I will tell you if the sentence should be in the present, the past, or the future. Use the word 'to take.'"

Present. The children in that family always \_\_\_\_\_ the bus.

(The children in that family always take the bus.) The children in that family always take the bus. (The children in that family always take the bus.)

Present. That family with three children always \_\_\_\_\_ the bus.

(That family with three children always takes the bus.) That family with three children always takes the bus. (That family with three children always takes the bus.)

This verb table format is used frequently with a large number of regular and irregular verbs. It uses all tenses and persons and incorporates as much vocabulary from each new lesson as possible.

In Chapter 7: *Making the Proprio-Kinesthetic Method Work*, I will explain more about the process of recording these written tables as audio exercises.

### **The Proprio-Kinesthetic Influence**

Notice how our emphasis on the proprio-kinesthetic sense in language learning has influenced our method. Verb use is important in English, as it would be in all languages. In order to use the verb properly in English, the speaker must use tense and person correctly.

However, tense and person have multiple components. There are cognitive components which are essentially controlled by memory. So we need to construct drills which retrain memory. This is accomplished using a great deal of repetition—these verb forms will be repeated thousands of times throughout these lessons.

During cognitive learning, however, we also want our students to develop the proprio-kinesthetic sense which will retrain their mouths to pronounce the words correctly. After all, the difference in deciding between "take" and "takes" is a function of pronunciation as far as the tongue and hearing are concerned. Therefore, in all of these exercises, we have simultaneously retrained the students' cognitive, proprio-kinesthetic sense, and hearing by forcing them to speak aloud, listening to both the

narrator and their own voice, and experiencing the feedback from their own mouth as they speak.

We have also done something else which is extremely important. For the entire time the students are working on the exercises, everything they have heard the narrator say has been an example of perfect English. It is *perfect* in both its pronunciation and syntax. The students could use this lesson from which these sample exercises were taken for two hours a day for five days a week. If the students repeat exactly what the narrator says, they could speak perfect English for 10 hours during that week, even though they are studying by themselves.

These same students could probably do a written exercise using the same material. It would be a cognitive exercise, but it would not involve any retraining of their mouths or hearing. They would probably work on it for two hours or less during the week. The results would be negligible in terms of producing fluent spoken English.

You will want to establish the same kind of training experience when you study your target language. If you want to be successful, you must avoid becoming content with a few simple written exercises. You must replace that with the effectiveness of spoken language learning.

However, it will be difficult. There is no way that you can repeat the same sentences enough times to retrain your mind, mouth, and hearing without becoming weary in the process. That is the price you must be willing to pay in order to efficiently learn to speak a new language fluently.

## Chapter 7: Making the Proprio-Kinesthetic Method Work

**Chapter Summary:** This chapter tells you how to use the proprio-kinesthetic method to effectively double your language learning rate.

This chapter applies the proprio-kinesthetic method to two types of spoken foreign language study. The first type would be formal language study in an established school. The second type would be language study when adequate schools are not available, creating the need for you to establish your own language program. In the latter, the practical problems of selecting and training a language helper and developing the course are discussed.

In this chapter, I want to give some practical suggestions which will help you apply the proprio-kinesthetic language learning method to your own language study. You are either studying a new language now or you soon will be. I want to help you optimize your time so that you gain fluency as quickly as possible. From my own experience with *Spoken English Learned Quickly*, I believe it is fair to say that the methods you use can help you as much as double the speed at which you acquire a new language. That is, with a carefully planned approach, you can reach the same fluency level in 6 months that you would reach in a full year of study if you were relying only on the school's program. Doubling your speed of acquisition would be just as true if you are trying to learn a language in a country where formal instruction is minimal.

In order to succeed, however, you must remember the four rules previously given in Chapter 2, plus a new rule I am adding now:

1. *To learn to speak a language correctly, you must speak it aloud.*
2. *To learn to speak a language fluently, you must think in that language.*
3. *The more you speak a language aloud, the more quickly you will learn to speak fluently.*
4. *You must never make a mistake when you are speaking.*

Now, let's add Rule #5:

5. *Your success will be in direct proportion to the amount of time you devote to spoken language study.*

There is no alternative to committing a great amount of time to language study. If you are devoting full time to it, then try to spend a full eight hours a day, five days a week on language study. Ideally, that will be eight hours devoted to actual speaking while using recorded exercises and newspaper reading. If you are enrolled in a structured class, you will need to supplement your class and preparation time with additional newspaper reading and spoken exercises for a total of eight hours of study each day.

Whatever your schedule permits—from one hour a day to eight hours a day—bring as much spoken language into your study time as possible.

When applying the first four rules above, you are using a proprio-kinesthetic method of language study.

### **Learning an Alphabet**

Assuming that you are a native English-speaking adult—and that you possibly also have a college degree—you know the Latin alphabet. Languages such as French, Polish, and others which use additional accents and diacritical marks will give you little difficulty.

However, if you are learning languages which use other alphabets, you will need to learn them first.

Most languages use a relatively small number of letters in their alphabet. You would severely hamper your language learning efforts if you did not first learn that short alphabet. Some languages have considerably longer alphabets and you may not learn all letters before starting to study the spoken language itself. On the other hand, Chinese is the only language which uses characters. In time, you would want to learn as many characters as possible. However, with no experience to guide me, I would think that your time would be better spent by concentrating on the spoken language.

### **Making the proprio-kinesthetic method work during formal language study**

If you are in a highly structured classroom with written assignments, then you will need to supplement that study with spoken language. My bias against written assignments for language learning is not against the accuracy of the sentences themselves. In all likelihood, the written sentences used in these schools are an excellent representation of the language. My bias is simply that they should be learned as spoken phrases rather than as written sentences.

If you are in a language program which emphasizes written assignments, then after completing the written portion of the daily work, spend your additional study time using the assignments as spoken exercises.

1. Practice only with written sentences that you know are correct. You may want to use the sentences from the previous day's lesson after they have been corrected in class. Or, you may have access to a native language speaker who can check them for you. Avoid getting primary help from an advanced student who is a native speaker of your own language.
2. In the early part of your study, be very certain that your pronunciation is correct. When the pronunciation of your native language and the target language are similar, this will not be a major problem. In other instances, it will be a serious hindrance. For example, a native English speaker cannot learn proper French pronunciation without help from either a native French-speaking person or some form of audio recordings.
3. In some cases, you could record short segments from local television or radio programs for use as pronunciation drills.
4. In time, your pronunciation will become more reliable and you can return to reading written class assignments and newspapers aloud for pronunciation practice.
5. You will need to use a mix of methods when you are reading. Rule # 2 above suggests that you never merely read the sentences, but that you also recite the sentences from recall memory. That is, you read the

sentence aloud and then immediately look away from the page as you repeat it from memory. On the other hand, there will be times when simply reading an entire newspaper article aloud, using precise pronunciation, will be a great benefit. Be creative in adding variety so that you are able to maintain the intense schedule while avoiding the monotony which could undermine your best intentions.

6. In all likelihood, if you are in a structured class, verbs as well as other types of speech will be introduced progressively rather than as I suggested in Chapter 6: *Studying the Verb*. You may greatly enhance your learning speed if you construct verb tables as you encounter new verbs. Very quickly, you should be able to take any new regular verb and recite the entire table without writing it. You may find that it would be helpful to make tables with suffixes and prefixes while leaving blank spaces for the verb root. Then each time you encounter a new verb, you could refer to that table for spoken practice. Get into the habit of learning each verb as an entire unit as already suggested. Also, get into the habit of learning the verb as a spoken rather than written vocabulary word.
7. If you are in a classroom language study program, you will undoubtedly have a language textbook which will provide enough information for you to construct your verb tables.
8. When you begin study, you will have a limited vocabulary which will not permit you to practice individual verbs in the context of a sentence. Again, turn to your newspaper. Find sentences that include specific verbs with the tenses and persons you are looking for. Look up the vocabulary for those sentences and then use the full sentences in spoken practice. With that model sentence, you can then practice changing person or tense as an oral drill.
9. During your initial language study, the process suggested in the previous paragraph will be slow. It may require a good deal of time to find a sentence which can be appropriately adapted and then to find the meaning of each word. Don't be discouraged. The laborious process is still teaching you important lessons about the language. Soon it will take far less time as you become familiar with vocabulary and syntax.

10. Notice that my emphasis on speaking is not initially done "on the street." Of course, as quickly as you are able, you will want to engage in live conversation. Understand, however, that your polite listeners will allow you to use their language incorrectly. Because they will indicate that they understand what you said, you will be unable to determine if your syntax or pronunciation is correct. Carefully apply Rule # 4 and try to learn proper syntax before you get in the habit of using words that will just get you by because your listeners are polite or have learned to interpret what you mean.

### **Making the proprio-kinesthetic method work as your only language course**

I am making several assumptions in this section. First, I am assuming that the target language is spoken by a relatively large population, that the language is used in public education, and at least to some degree, in university level education. I am assuming that books and newspapers are readily available in the language.

I am also assuming that you will be able to locate a language helper who has a minimum of a public school education. More likely, your language helper will be a university student. University students trying to earn extra money are good language helpers.

I am not assuming that your target language is unwritten and used by a remote group of people. There are organizations which deal with language learning in that setting, but that is not the intent of this book.

You may find that language courses are actually offered in the country by the university or by private tutors. However, you may have used them and decided that they are not effective for you. Typically, these courses will consist largely of lectures on grammar or culture and will have class sizes which are too large to allow for significant spoken language experience. They will provide little to nothing in audio playback language laboratories or pre-recorded spoken language exercises.

You may enroll in a class as described above, but plan on supplementing your class work with a great deal of additional spoken material as suggested in the section on formal classes. Enrolling in this

kind of course gives you access to a language teacher who could correct your pronunciation and syntax problems.

On the other hand, after evaluating the language courses which are locally available, you may decide that you would accomplish more by designing your own spoken language course.

The information in the following sub-headings should help you structure your course.

**Selecting a language helper.** If you live close to a university, a student might be a good choice. An effective language helper does not need to have any language training as long as he or she speaks your target language fluently. In the absence of a local university, a secondary school student or graduate could also serve the purpose just as well.

You will want a language helper who speaks clearly, has a good voice for recording, can read well, and has good writing ability while using correct spelling. In your study, you will be using written exercise pages your language helper writes. It is important that you see correctly written sentences with correct spelling. Of course, as suggested in Chapter 5: *Selecting a Text*, you will also use a newspaper which can be trusted to use correct spelling.

Your language helper will be making voice recordings which you will use for practice. It is important that his or her pronunciation is correct and clear so that you can properly mimic the recording. As much as possible, find a language helper who speaks using a normal cadence. Be aware that missing front teeth would distort pronunciation.

Initially, if you and your language helper have another language in common other than the target language, you will need to use it as you establish the pay, the study schedule and your expectations. In many parts of the world, you would expect to pay at least weekly, if not daily.

**Training your language helper.** Understand the division between you and your language helper. He or she is the expert in the language—you are not. You are the expert in the language learning method—he or she is

not. After you have studied for a while, you could presumptuously assume that you know more about the language than your language helper does, hindering the process. It can happen more than you imagine! On the other hand, your language helper has more than likely studied language in school using a grammar-based method. If the university system uses English or French, your language helper has almost certainly studied that European language's grammar many years in school. It would also mean that grammar study was superimposed on the local language. Your language helper will expect that you want him or her to teach you grammar. It would be surprising if your language helper would initially understand a proprio-kinesthetic method of language learning using only spoken language.

In all probability, your language helper will expect that you are paying him or her to give you grammar lessons explaining the target language. He or she will probably further expect that the language of instruction will rely heavily on a common language between you—either he or she has studied English or you have studied French or another language of instruction used in the university. Your language helper may also have an agenda, hoping to practice English as well.

Considering all of the above, you have an important task ahead of you in training your language helper to *speak* only the target language. Nonetheless, in this section I will assume that you have a common language in which you can communicate to some degree. However, you will not be using this common language for instruction. All instruction will be in your target language.

**Developing initial exercises.** The following suggestion assumes that you have no language ability in your target language. You are just beginning.

1. Start with the "hello"s and "goodby"s of the language. Show your language helper that you want to mimic everything he or she says, and that you want to speak at a normal cadence, using correct pronunciation. Work with your language helper until the two of you can carry out a complete conversation using the appropriate greetings and farewells.

2. Keep a notebook in which your language helper writes every phrase he or she is suggesting to you. When you have completed the phrases written in the notebook, the two of you should be able to read the phrases as a dialogue.
3. Work on vocabulary. You will keep a vocabulary notebook that is separate from the phrase notebook your language helper is using. Make a list of vocabulary words and write the definitions in English.
4. Using your recording equipment, have your language helper record four or five phrases to make a test recording. After each phrase, your language helper must pause long enough to give you time to repeat the phrase. However, your voice is not recorded. Now, demonstrate how you will use the recording during study. This will give your language helper a better idea of how much time should be allowed during the pauses.
5. If the pause time was too short or too long, re-record the first phrases until it is correct. Then finish the recording so that all phrases written in the notebook are recorded. Depending on the time allowed for each session, this may complete the first lesson.
6. You will keep both the phrase notebook and the vocabulary notebook with you.
7. After your language helper leaves, you will spend a number of hours studying before the next lesson. You will practice until you can say all of the phrases with good pronunciation without referring to the phrase notebook. You will also learn all of the vocabulary.
8. During your next lesson, you may introduce the idea of verb tables. Select verbs from the vocabulary. Have your language helper give you all of the tenses and persons—and other grammatical functions placed within the verb if pertinent to that language. If it is a common verb, be alert to the fact that it may be an irregular verb. If you have purchased language texts for your target language, you may already have textbooks giving all of this information. If so, you can prepare the initial table information without your language helper's involvement.
9. Have your language helper write a number of the verbs used in the first lesson in table format. Have him or her repeat each person and tense—

and other verb grammar functions—as demonstrated in Chapter 6: *Studying the Verb*. Respond by repeating everything your language helper says. Finally, using appropriate pauses, have your language helper record all of the verb tables he or she has just written. This will probably be the end of the second lesson.

10. Again, you will study using the recordings until you can repeat everything from the first two lessons perfectly without looking at the phrase or vocabulary notebooks.
11. During the next lesson, have your language helper write simple sentences for each person and tense for as many verb tables as you will be able to finish and record for that lesson. Use as many of the words as possible which are already on your vocabulary list. You will need to encourage your language helper to frequently reuse vocabulary you are already acquainted with. He or she must be in the habit of using your vocabulary notebook whenever new phrases are written for recording.
12. In successive lessons, you can complete more verb tables and example sentences for each of the verbs you have already used. Of course, new example sentences will introduce new verbs. The new verbs will introduce even more new vocabulary as the new sample phrases are written and recorded. Be creative and you will find that this process will be self-perpetuating for many weeks of intense language study. You will also soon accumulate enough recorded material so that you can profitably spend many hours a day repeating it.
13. There is a mistake you must avoid. Your objective is not to review the recordings until you merely understand the meaning and the vocabulary. You will reach that point in the first day or two. You should study every recording until you can flawlessly pronounce each phrase. That will take considerably more work. Do not be satisfied with merely *understanding* the phrases. Work until you can reproduce the phrases with the fluency of a native speaker.

**Selecting a text.** At some point, you will begin drawing your text from a newspaper. It may be helpful to have two identical newspapers so both you and your language helper have the text. You will proceed much as

you did earlier. You will be able to use a single short newspaper article for many weeks. You do not need to buy a daily newspaper.

1. Select a short article which interests you. Your language helper may help you make selections based on the vocabulary or expressions contained in the article.
2. Start reading the article together. Have your language helper read a phrase, and then you reread the same phrase until your pronunciation is perfect. Then go to the next phrase or sentence, and so on.
3. When you begin to study the same sentences on the recording, you will not be looking at the newspaper. Your response will be done entirely from recall memory. Therefore, show your language helper how longer sentences should be broken into shorter phrases. For examples, see Appendix B: *Text Exercises*.
4. It might be helpful for your language helper to insert slash marks in the text during your practice reading so that during recording the breaks are natural.
5. Develop vocabulary lists in your vocabulary notebook as you have already done.
6. Continue to develop verb tables.
7. Add a new category for expressions. A newspaper will generally use many common expressions. Identify each expression and define it. In many cases, key words may be substituted in the expression which will change either the subject or the action of the expression. You may also be able to change the time of the expression with the verb tense. Learn how the expression can be modified.
8. In time, your language helper may write actual exercises using word substitution or verb manipulation. However, this may require more time than is available during the lesson period which, in fairness, may require additional payment.

**The alphabet and numbers.** Assuming that your target language uses an alphabet with a relatively few letters, you will want to learn the correct pronunciation of each letter in order to be able to spell words for native

speakers. You will also want to learn the correct pronunciation for numbers. Construct simple drills for both letters and numbers. Review the drills frequently enough so that you can readily use both letters and numbers with perfect pronunciation. See the alphabet and number drills in Appendix A: *Introductory Lesson*.

You will probably use numbers more frequently because they are a part of daily conversation in making purchases. Consequently, you will probably gain fluency with numbers relatively quickly. However, be certain that you also learn the alphabet. As a foreigner, you will frequently be asked to spell words. It will be a great help to you if you learn to spell fluently in your target language.

Finally, if your target language uses a monetary system which is identified with anything other than simple numbers such as we use in English—for example, we say seven dollars, or three hundred and eighty dollars—you will also need to learn to rapidly use that system as well. For example, in the country in which I lived for nine years, a price could be specified in either MGF francs or the national Ariary. The Ariary was worth five MGF francs. In the larger cities you could get by with calling the price 350 francs. In remote areas you were forced to bargain by calling the same amount 70 Ariary. I learned, much to my chagrin, that mistakenly bargaining a price for 350 Ariary was going to cost me a lot more than 350 francs. At least I won that bartering round at my first stated price!

**Recording the exercises.** In spite of the high technology equipment which is available today for CD (compact disc) computer-based recording, I would still suggest the low-tech cassette tape recorder. It is inexpensive and easy to use as both a recording and a playback machine, and it has a pause button and counter which allow easy use in language study. However, you would need to verify that recorders and cassette tapes are available in the country in which you will be doing your language study. Also make certain that any equipment you take with you will match voltage requirements of that country.

If you use a cassette recorder, limit your cassettes to the 60 minute length or less. Longer duration cassettes use thinner tape which will not

hold up to repeated forward and reverse use in language study. The thinner tape also tangles easily.

If you use an iPod™ type of MP3 player, and have appropriate computer equipment, you may find that making the voice recording on a CD and downloading it to the MP3 player is a better alternative. Many MP3 players may be paused just like a cassette tape recorder.

You will need to establish a routine with your language helper. During the time he or she is with you, you will be working on text material which will be spontaneously organized or written as recorded exercises. In addition, you may also record verb tables and the like. You will need to allow enough time so that each day's recording can be completed.

View the recorded material as the most important part of the lesson time spent with your language helper. You can easily get three or four hours of language practice time from each hour of recorded material. Thus, live conversation with your language helper only gives you an hour of spoken language for an hour of your language helper's time, whereas an hour of recording will give you a minimum of three or four hours of spoken language time for the same hour of your language helper's time. In addition, past recorded exercises can be frequently reviewed, which gives you even that much more spoken language exercise.

There will also be days when your language helper is not available because of illness, school schedule, and other reasons. Previous recorded exercises allow you to continue language study without lost time.

## Appendix Overview

Appendices A through F are taken from the free, downloadable *Spoken English Learned Quickly* language course ([www.FreeEnglishNow.com](http://www.FreeEnglishNow.com)). The purpose of each appendix is to demonstrate how certain kinds of audio exercise may be written. These examples are from an English language course because we must use English illustrations in this book. However, you may then use these examples to develop your own exercises in your target language. The exercises you write will always come from the sentences, expressions, and vocabulary found in the newspaper articles you are using in your target language.

Note that letter and number exercises are introduced in the first lesson. Each exercise is repeated in at least four lessons, though not always in the same lesson.

### Appendix A: *Introductory Lesson*

A spoken language course using a proprio-kinesthetic method begins considerably differently than does a grammar-based language course. The purpose of Appendix A is to demonstrate to you that the very first lesson which is used for students with no prior English study begins with complete sentences. By the end of this first lesson, these beginning students will be able to use these sentences with reasonable fluently. Note, however, that all verbs are in the present tense. Both the alphabet and numbers are also introduced in this lesson. In exercise 1.9, the students are actually changing words when they respond.

### Appendix B: *Text Exercises*

Appendix B demonstrates text exercises. A newspaper article may be recorded on an audio recorder for spoken language instruction. Long sentences are broken into shorter phrases when necessary. The native speaker reads the phrase on the recording, and the student repeats the phrase during the pause as indicated by the ( . . . ).

*Appendix C: Lesson Exercises*

Appendix C illustrates a number of exercises which teach students how to ask a question, how to use objective pronouns, how to use "may" as a statement of condition, how to use "might" as a statement of condition, how to distinguish between "this" and "that," how to use "do" for emphasis, to use comparative and superlative forms of the adjective, how to distinguish between "every" (which includes all in the group), and "every...who" or "every...which" in which only some in a group are excluded, and how to change words like "high" to "height," "wide" to "width," "deep" to "depth," "long" to "length," "thick" to "thickness," "strong" to "strength," "weak" to "weakness," and "dark" to "darkness."

*Appendix D: More Verb Exercises*

Appendix D demonstrates three additional verb exercise formats.

*Appendix E: Expression Exercises*

Appendix E demonstrates two exercises which teach expressions.

*Appendix F: Miscellaneous Exercises*

Appendix F illustrates exercises which teach students how to use comparative and superlative forms of the adjectives which are modified by "more" and "most," how to use prepositions, how to express the range of possibility between "always" and "never," how to use two-word verbs, and how to use more polite phraseology to express thoughts..

## Appendix A: **Introductory Lesson**

**Appendix A Objective:** A spoken language course using a proprio-kinesthetic method begins considerably differently than does a grammar-based language course. The purpose of Appendix A is to demonstrate to you that the very first lesson which is used for students who have had no prior English study begins with complete sentences. By the end of this first lesson, these beginning students will be able to use these sentences with reasonable fluently. Note, however, that all verbs are in the present tense. Both letters and numbers are also introduced in this lesson. In exercise 1.9, the students are actually changing words when they respond.

### **LESSON 1: ENGLISH SENTENCES**

- 1.1a Hello. (Hello.)
- 1.1b How are you? (How are you?)
- 1.1c Fine. (Fine.)
- 1.1d Fine, thank you. (Fine, thank you.)
- 1.1e Okay, thanks. (Okay, thanks.)
- 1.1f Good morning. (Good morning.)
- 1.1g Good afternoon. (Good afternoon.)
- 1.1h Good evening. (Good evening.)
- 1.1i Excuse me. (Excuse me.)
- 1.1j What time is it? (What time is it?)
- 1.1k It is 2 o'clock. (It is 2 o'clock.)
- 1.1l Thank you. (Thank you.)

- 1.1m My name is John. (My name is John.)
- 1.1n What is your name? (What is your name?)
- 1.1o Do you live here? (Do you live here?)
- 1.1p Yes, I live here. (Yes, I live here.)
- 1.1q Do you speak English? (Do you speak English?)
- 1.1r I speak a little English. (I speak a little English.)
- 1.1s Have you lived here long? (Have you lived here long?)
- 1.1t I have lived here two years. (I have lived here two years.)

### 1.3 Repeat each sentence.

- 1.3a Hello, how are you? (Hello, how are you?) / Hi, how are you? (Hi, how are you?) / Hello. (Hello.) / Hi. (Hi.)
- 1.3b Fine, thank you. (Fine, thank you.) / Fine, thanks. (Fine, thanks.) / Okay, thanks. (Okay, thanks.) / Okay. (Okay.)
- 1.3c How are you? (How are you?) / Fine, thanks. And you? (Fine, thanks. And you?)
- 1.3d Do you live here? (Do you live here?) / Do you live here in the city? (Do you live here in the city?) / Are you from this city? (Are you from this city?)

### 1.5 Repeat each number.

0 [zero] (0)	1 [one] (1)	2 [two] (2)
3 [three] (3)	4 [four] (4)	5 [five] (5)
6 [six] (6)	7 [seven] (7)	8 [eight] (8)
9 [nine] (9)	10 [ten] (10)	11 [eleven] (11)
12 [twelve] (12)	13 [thirteen] (13)	14 [fourteen] (14)
15 [fifteen] (15)	16 [sixteen] (16)	17 [seventeen] (17)
18 [eighteen] (18)	19 [nineteen] (19)	20 [twenty] (20)

30 [thirty] (30)	40 [forty] (40)	50 [fifty] (50)
60 [sixty] (60)	70 [seventy] (70)	80 [eighty] (80)
90 [ninety] (90)	100 [one hundred] (100)	1,000 [one thousand] (1,000)

**1.6 Repeat each sentence.**

- 1.6e Please help me. (Please help me.) / Help me. (Help me.) / Help. (Help.)
- 1.6f I am hurt. (I am hurt.) / I'm hurt. (I'm hurt.) / I'm not hurt. (I'm not hurt.)
- 1.6g My car will not start. (My car will not start.) / My car won't start. (My car won't start.) / My car is out of gas. (My car is out of gas.) / Where is the closest gas station? (Where is the closest gas station?)
- 1.6h What is your license number? (What is your license number?)
- 1.6i My child is sick. (My child is sick.) / My arm is hurt. (My arm is hurt.) / My wife is sick. (My wife is sick.) / My husband is hurt. (My husband is hurt.)

**1.7 Say each letter of the alphabet.**

A / a	B / b	C / c	D / d	E / e	F / f
G / g	H / h	I / i	J / j	K / k	L / l
M / m	N / n	O / o	P / p	Q / q	R / r
S / s	T / t	U / u	V / v	W / w	X / x
Y / y	Z / z				

**1.9 Repeat each sentence after saying, "Excuse me."**

- 1.9a Can you tell me where the store is? (Excuse me. Can you tell me where the store is?) Excuse me. Can you tell me where the store is? (Excuse me. Can you tell me where the store is?)
- 1.9b Can you tell me where the bathroom is? (Excuse me. Can you tell me where the bathroom is?) Excuse me. Can you tell me where the bathroom is? (Excuse me. Can you tell me where the bathroom is?)
- 1.9c Can you tell me where to find groceries? (Excuse me. Can you tell me where to find groceries?) Excuse me. Can you tell me where to find groceries? (Excuse me. Can you tell me where to find groceries?)
- 1.9d How much does it cost? (Excuse me. How much does it cost?) Excuse me. How much does it cost? (Excuse me. How much does it cost?)

## Appendix B: Text Exercises

**Appendix B Objective:** Appendix B demonstrates text exercises. A newspaper article may be recorded on an audio recorder for spoken language instruction. Long sentences are broken into shorter phrases when necessary. The native-speaker reads the phrase on the recording, then the student repeats the phrase during the pause as indicated by the ( . . . ). During initial familiarization with the sentences, the student may follow the written text. However, the majority of the study must be done strictly from recall memory.

This type of exercise would normally be taken from a newspaper article. In this case, however, a fable from *Spoken English Learned Quickly* was used.

Both single-repeat and double-repeat formats are demonstrated in this exercise.

### THE JOURNEY OF A WISE MAN: A Fable for English Learners

[These phrases use a single-repeat format.]

<sup>1</sup> A long time ago, (A long time ago,) there was a wise man (there was a wise man) living in a mountain country. (living in a mountain country.) A long time ago, there was a wise man living in a mountain country. (A long time ago, there was a wise man living in a mountain country.)

The country was beautiful. (The country was beautiful.)

But it was always difficult (But it was always difficult) to find enough food. (to find enough food.) But it was always difficult to find enough food. (But it was always difficult to find enough food.)

<sup>2</sup> The people of the High Country (The people of the High Country) decided that they would travel together (decided that they would travel together) to the Low Country. (the Low Country.) The people of the High Country decided that they would travel together to the Low Country. (The people of the High Country decided that they would travel together to the Low Country.)

When the snow began to melt, (When the snow began to melt,) they packed all they owned (they packed all they owned) into their wagons. (into their wagons.) When the snow began to melt, they packed all they owned into their wagons. (When the snow began to melt, they packed all they owned into their wagons.)

With anticipation mixed with sadness, (With anticipation mixed with sadness,) the wise man and his neighbors (the wise man and his neighbors) left their High Country homes. (left their High Country homes.) With anticipation mixed with sadness, the wise man and his neighbors left their High Country homes. (With anticipation mixed with sadness, the wise man and his neighbors left their High Country homes.)

<sup>3</sup> The wise man noticed something strange (The wise man noticed something strange taking place) soon after they began their journey.

(soon after they began their journey.) The wise man noticed something strange taking place soon after they began their journey. (The wise man noticed something strange taking place soon after they began their journey.)

As they traveled day after day, (As they traveled day after day,) his right arm began to feel stiff. (his right arm began to feel stiff.) As they traveled day after day, his right arm began to feel stiff. (As they traveled day after day, his right arm began to feel stiff.)

[The complete sentences use a double-repeat format.]

The further they traveled from the High Country, (The further they traveled from the High Country,) the weaker it became. (the weaker it became.) The further they traveled from the High Country, the weaker it became. (The further they traveled from the High Country, the weaker it became.) The further they traveled from the High Country, the weaker it became. (The further they traveled from the High Country, the weaker it became.)

Three things puzzled him. (Three things puzzled him.) Three things puzzled him. (Three things puzzled him.)

First, his arm always felt the weakest (First, his arm always felt the weakest) whenever they stopped in a village. (whenever they stopped in a village.) First, his arm always felt the weakest whenever they stopped in a village. (First, his arm always felt the weakest whenever they stopped in a

village.) First, his arm always felt the weakest whenever they stopped in a village. (First, his arm always felt the weakest whenever they stopped in a village.)

Secondly, (Secondly,) he noticed that when the travelers from the High Country (he noticed that when the travelers from the High Country) gathered around a fire at night (gathered around a fire at night) to talk among themselves, (to talk among themselves,) his arm became strong again. (his arm became strong again.) Secondly, he noticed that when the travelers from the High Country gathered around a fire at night to talk among themselves, his arm became strong again. (Secondly, he noticed that when the travelers from the High Country gathered around a fire at night to talk among themselves, his arm became strong again.) Secondly, he noticed that when the travelers from the High Country gathered around a fire at night to talk among themselves, his arm became strong again. (Secondly, he noticed that when the travelers from the High Country gathered around a fire at night to talk among themselves, his arm became strong again.)

[The rest of the story is included for interest only.]

<sup>4</sup> His third discovery puzzled him the most. When he put his arm behind his back, it no longer felt stiff and useless.

<sup>5</sup> One day the wise man was startled. As his wagon rounded a bend in a high mountain road, he looked down on his neighbors' wagons ahead of him. He realized that many others were also holding an arm behind their back. As he looked more closely, he saw that some older people had even tied their arm in place with a rope.

<sup>6</sup> Why, he wondered, was this happening?

<sup>7</sup> At last they reached the Low Country. The weather was warm. The fields would produce grain and the forests would supply lumber for their houses. Life looked promising. Promising, that is, except for their weak arms. It was rumored that the Low Country's air caused this strange weakness. Some of the people even said they must learn to live with this weakness if they wanted to stay in the Low Country.

<sup>8</sup> The adults and children set to work. They cleared the land, planted crops, and prepared lumber to build their new homes. A High Country tailor sewed a new kind of coat that would hold the useless arm in place. He also put leather on the coat so the shoulder could push heavy loads. Even with the new coat, however, work was slow because everyone used only one arm.

<sup>9</sup> Again, the wise man noticed a strange thing. First, he noticed that—even though it caused them pain—the children soon began using their weak arm again. Secondly, the wise man noticed that whenever the High Country people met together in their first buildings, if they shut all the doors and windows, strength returned to the arms of even the oldest men and women. "Surely," most said, "this proves that the Low Country air is at fault." Most agreed that the only solution was to build houses so strong that all Low Country air could be kept outside. But the wise man was puzzled most because the children seemed to become stronger while playing and working outside in the Low Country air.

<sup>10</sup> The wise man watched his High Country neighbors trying to build their houses while using only one arm. He became fearful for his people's welfare. The new coat helped them work faster with one arm. But winter was coming and neither the houses nor the crops would be ready if everyone continued to work with one arm behind their back.

<sup>11</sup> The wise man learned a lesson from the children. He realized that—even though it was painful—using his weak arm for hard work was the only way to make it strong again. Because winter was coming, he knew that he could not stop working on his house in order to spend all his time

trying to make his arm strong. But he also knew that he could not finish his house before winter unless he used both arms. The wise man decided that if he was to finish his house before winter, he must spend some time each day strengthening his arm so that he could finish his house more quickly.

<sup>12</sup> The wise man spent time each day both strengthening his arm and working on his house. He finished his house before winter.

<sup>13</sup> Some High Country people perished that winter because the snow came before their crops were harvested and their houses finished. They had worked slowly every day because they were afraid to stop working on their houses long enough to strengthen their weak arm.

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<sup>14</sup> If you live in the United States and cannot speak English well, you are living as though one arm was tied behind your back. You must work to support your family. But if you do not spend time each day learning English, you will be limited for the rest of your life. *Spoken English Learned Quickly* was written so that you can study at home and still hold a job. If you will regularly study English each day for six months to a year, your English will greatly improve. You will be more able to earn higher wages, live more effectively in your community, and talk with your children as they learn English in school.

## Appendix C: Lesson Exercises

**Appendix C Objective:** Appendix C illustrates a number of exercises which teach students how to ask a question, how to use objective pronouns, how to use "may" as a statement of condition, how to use "might" as a statement of condition, how to distinguish between "this" and "that," how to use "do" for emphasis, how to use comparative and superlative forms of the adjective, how to distinguish between "every" which includes all in the group, and "every...who" or "every...which" in which some in a group are excluded, and how to change words like "high" to "height," "wide" to "width," "deep" to "depth," "long" to "length," "thick" to "thickness," "strong" to "strength," "weak" to "weakness," and "dark" to "darkness."

The number identifies the lesson, exercise, and sentence from *Spoken English Learned Quickly*. 5.7a is from Lesson 5, exercise 7, sentence "a."

[This exercise teaches students how to ask a question.]

**5.7 Ask the question that the statement answers.** I will say, "Yes, I like this car." You will answer, "Do you like this car?"

5.7a Yes, I like this car.

(Do you like this car?) Do you like this car? (Do you like this car?)

5.7b Yes, he likes this car.

(Does he like this car?) Does he like this car? (Does he like this car?)

5.7c Yes, we like this car.

(Do we like this car?) Do we like this car? (Do we like this car?)

[This exercise teaches students how to use objective pronouns.]

5.9 **I will ask, "Who is he talking to?"** Then I will say, "Me?" You will answer, "He is talking to me."

5.9a Who is he talking to? Me?

(He is talking to me.) He is talking to me. (He is talking to me.)

5.9b Who is he talking to? Him?

(He is talking to him.) He is talking to him. (He is talking to him.)

5.9c Who is he talking to? Her?

(He is talking to her.) He is talking to her. (He is talking to her.)

5.9d Who is he talking to? It?

(He is talking to it.) He is talking to it. (He is talking to it.)

[This exercise teaches students how to use "may" as a statement of condition.]

11.3 **Answer each sentence with "I don't know yet," and "may."**

11.3a Will you go tomorrow?

(I don't know yet. I may go tomorrow.) I don't know yet. I may go tomorrow. (I don't know yet. I may go tomorrow.)

11.3c Will it be a large amount of money?

(I don't know yet. It may be a large amount of money.) I don't know yet. It may be a large amount of money. (I don't know yet. It may be a large amount of money.)

11.3d Will they do all of their work?

(I don't know yet. They may do all of their work.) I don't know yet. They may do all of their work. (I don't know yet. They may do all of their work.)

[This exercise teaches students how to use "might" as a statement of condition.]

11.4 **Answer each sentence with "I don't think I (or another person) will. But I (or the other person) might ."**

11.4a Will you go tomorrow?

(I don't think I will. But I might go tomorrow.) I don't think I will. But I might go tomorrow. (I don't think I will. But I might go tomorrow.)

11.4c Will we give a large amount of money?

(I don't think we will. But we might give a large amount of money.) I don't think we will. But we might give a large amount of money. (I don't think we will. But we might give a large amount of money.)

11.4d Will they do all of their work?

(I don't think they will. But they might do all of their work.) I don't think they will. But they might do all of their work. (I don't think they will. But they might do all of their work.)

[This exercise teaches students how to distinguish between "this" and "that."]

13.3 **I will ask, "Do the children need this book?"** You will answer, "No. But I know they need that book." I will ask, "Does he want to read these books?" You will answer, "No. But I know he wants to read those books."

13.3a Do the children need this book?

(No. But I know they need that book.) No. But I know they need that book. (No. But I know they need that book.)

13.3b Does he want to read these books?

(No. But I know he wants to read those books.) No. But I know he wants to read those books. (No. But I know he wants to read those books.)

13.3c Do we already have people from this group?

(No. But I know we already have people from that group.) No. But I know we already have people from that group. (No. But I know we already have people from that group.)

[This exercise teaches students how to use "do" for emphasis.]

13.5 **I will ask, "Do you speak English?"** You will answer, "Yes, I do speak English." I will say, "He doesn't speak English, does he?" You will answer, "Yes, he does speak English."

13.5a Do you speak English?

(Yes, I do speak English.) Yes, I do speak English. (Yes, I do speak English.)

13.5b He doesn't speak English, does he?

(Yes, he does speak English.) Yes, he does speak English. (Yes, he does speak English.)

13.5c Does she perform well with others?

(Yes, she does perform well with others.) Yes, she does perform well with others. (Yes, she does perform well with others.)

[This exercise teaches students how to use comparative and superlative forms of the adjective. Other vocabulary is used in the exercise such as "tall" "tallest," "old" "older" "oldest," "noisy" "noisier" "noisiest," "short" "shorter" "shortest," "good" "better" "best," and "bad" "worse" "worst."]

13.7 **I will ask, "Do you see that big crowd?"** You will answer, "Yes, but the one we saw yesterday was bigger." I will ask again, "Do you see that big crowd?" You will answer, "Yes, but the one we will see tomorrow will be the biggest."

13.7a Do you see the big crowd?

(Yes, but the one we saw yesterday was bigger.) Yes, but the one we saw yesterday was bigger. (Yes, but the one we saw yesterday was bigger.)

13.7b Do you see the big crowd?

(Yes, but the one we will see tomorrow will be the biggest.) Yes, but the one we will see tomorrow will be the biggest. (Yes, but the one we will see tomorrow will be the biggest.)

13.7c Did they put the tall people together?

(Yes, but the ones they put together yesterday were taller.) Yes, but the ones they put together yesterday were taller. (Yes, but the ones they put together yesterday were taller.)

[This exercise teaches students how to distinguish between "every" which includes all in the group, and "every...who" or "every...which" in which some in a group are excluded.]

14.7 **Repeat each sentence.**

14.7a Everyone sold a house. (Everyone sold a house.)

Everyone in this group owned a house. (Everyone in this group owned a house.)

Everyone sold a house. (Everyone sold a house.)

14.7b Everyone who owned a house sold it. (Everyone who owned a house sold it.)

Some in this group owned a house. (Some in this group owned a house.)

Some did not own a house. (Some did not own a house.)

Those who owned a house sold it. (Those who owned a house sold it.)

14.7c Every car was repaired. (Every car was repaired.)

Every car in this group needed to be repaired. (Every car in this group needed to be repaired.)

Every car was repaired. (Every car was repaired.)

14.7d Every car that needed to be repaired was fixed. (Every car that needed to be repaired was fixed.)

Some cars in this group needed to be repaired. (Some cars in this group needed to be repaired.)

Some cars did not need to be repaired. (Some cars did not need to be repaired.)

Those cars that needed it were repaired. (Those cars that needed it were repaired.)

14.7e Every member was sick and was given help. (Every member was sick and was given help.)

Every member in this group was sick. (Every member in this group was sick.)

Every member was given help. (Every member was given help.)

14.7f Every member who was sick was given help. (Every member who was sick was given help.)

Some members in this group were sick. (Some members in this group were sick.)

Some members were not sick. (Some members were not sick.)

The members who were sick were given help. (The members who were sick were given help.)

[This exercise teaches students how to change words like "high" to "height," "wide" to "width," "deep" to "depth," "long" to "length," "thick" to "thickness," "strong" to "strength," "weak" to "weakness," and "dark" to "darkness."]

14.9 **Repeat each sentence.**

14.9a How high is that mountain? (How high is that mountain?)

Its height is over 11,000 feet. (Its height is over 11,000 feet.)

14.9b How wide is their house? (How wide is their house?)

Its width is almost 50 feet. (Its width is almost 50 feet.)

14.9c How deep is the water? (How deep is the water?)

Its depth is about 100 feet. (Its depth is about 100 feet.)

## Appendix D: More Verb Exercises

**Appendix D Objective:** Appendix D demonstrates three additional verb exercise formats.

6.3 **Repeat each sentence at the time I tell you.** I will say, "Yesterday I needed groceries. Today \_\_\_\_\_." You will answer, "Today I need groceries." Use the same person (I, he, she, we, you or they) in the sentence.

6.3a Yesterday I needed groceries. Today \_\_\_\_\_.

(Today I need groceries.) Today I need groceries. (Today I need groceries.)

— Today he needs groceries. Tomorrow \_\_\_\_\_.

(Tomorrow he will need groceries.) Tomorrow he will need groceries. (Tomorrow he will need groceries.)

— Tomorrow we will need groceries. Yesterday \_\_\_\_\_.

(Yesterday we needed groceries.) Yesterday we needed groceries. (Yesterday we needed groceries.)

6.3b Yesterday they appealed to the men. Today \_\_\_\_\_.

(Today they appeal to the men.) Today they appeal to the men. (Today they appeal to the men.)

— Today we appeal to the men. Tomorrow \_\_\_\_\_.

(Tomorrow we will appeal to the men.) Tomorrow we will appeal to the men. (Tomorrow we will appeal to the men.)

— Tomorrow you will appeal to the men. Yesterday \_\_\_\_\_.

(Yesterday you appealed to the men.) Yesterday you appealed to the men. (Yesterday you appealed to the men.)

- 6.3c Yesterday you added your brother to the group. Today \_\_\_\_\_.  
 (Today you add your brother to the group.) Today you add your brother to the group. (Today you add your brother to the group.)
- Today he adds your brother to the group. Tomorrow \_\_\_\_\_.  
 (Tomorrow he will add your brother to the group.) Tomorrow he will add your brother to the group. (Tomorrow he will add your brother to the group.)

12.3 **Say each sentence using the word I will give you.** I will tell you if the sentence should be in the present, the past, or the future.

12.3a Use the words "to agree."

Present. The man I know from that group always \_\_\_\_\_.

(The man I know from that group always agrees.) The man I know from that group always agrees. (The man I know from that group always agrees.)

Past. The man I know from that group always \_\_\_\_\_.

(The man I know from that group always agreed.) The man I know from that group always agreed. (The man I know from that group always agreed.)

Future. The man I know from that group will always \_\_\_\_\_.

(The man I know from that group will always agree.) The man I know from that group will always agree. (The man I know from that group will always agree.)

Present. The group of men I know always \_\_\_\_\_.

(The group of men I know always agrees.) The group of men I know always agrees. (The group of men I know always agrees.)

Past. The group of men I know always \_\_\_\_\_.

(The group of men I know always agreed.) The group of men I know always agreed. (The group of men I know always agreed.)

Present. The group of men I know will always \_\_\_\_\_.

(The group of men I know will always agree.) The group of men I know will always agree. (The group of men I know will always agree.)

12.3b Use the words "to claim."

Present. Peter \_\_\_\_\_ to follow the orders.

(Peter claims to follow the orders.) Peter claims to follow the orders.  
(Peter claims to follow the orders.)

Past. Peter \_\_\_\_\_ to follow the orders.

(Peter claimed to follow the orders.) Peter claimed to follow the orders.  
(Peter claimed to follow the orders.)

Future. Peter \_\_\_\_\_ to follow the orders.

(Peter will claim to follow the orders.) Peter will claim to follow the orders.  
(Peter will claim to follow the orders.)

Present. Peter and John \_\_\_\_\_ to follow the orders.

(Peter and John claim to follow the orders.) Peter and John claim to follow the orders.  
(Peter and John claim to follow the orders.)

Past. Peter and John \_\_\_\_\_ to follow the orders.

(Peter and John claimed to follow the orders.) Peter and John claimed to follow the orders.  
(Peter and John claimed to follow the orders.)

Future. Peter and John \_\_\_\_\_ to follow the orders.

(Peter and John will claim to follow the orders.) Peter and John will claim to follow the orders.  
(Peter and John will claim to follow the orders.)

16.2 **Repeat each sentence.**

16.2a Complete the following sentences with "their coats up over there."

I always hang (I always hang their coats up over there.) / I always **hung** (I always **hung** their coats up over there.) / I will hang (I will hang their coats up over there.)

She always hangs (She always hangs their coats up over there.) / She always **hung** (She always **hung** their coats up over there.) / She will hang (She will hang their coats up over there.)

You seldom hang (You seldom hang their coats up over there.) / You seldom **hung** (You seldom **hung** their coats up over there.) / You will hang (You will hang their coats up over there.)

— Complete the following sentences with "the phone up immediately."

We usually hang (We usually hang the phone up immediately.) / We usually **hung** (We usually **hung** the phone up immediately.) / We will hang (We will hang the phone up immediately.)

They never hang (They never hang the phone up immediately.) / They never **hung** (They never **hung** the phone up immediately.) / They will hang (They will hang the phone up immediately.)

16.2b Complete the following sentences with "the law while driving."

I never break (I never break the law while driving.) / I never **broke** (I never **broke** the law while driving.) / I will never break (I will never break the law while driving.)

He never breaks (He never breaks the law while driving.) / He never **broke** (He never **broke** the law while driving.) / He will never break (He will never break the law while driving.)

You never break (You never break the law while driving.) / You never **broke** (You never **broke** the law while driving.) / You will never break (You will never break the law while driving.)

— Complete the following sentences with "the meeting up at noon."

We usually break (We usually break the meeting up at noon.) / We **broke** (We **broke** the meeting up at noon.) / We will break (We will break the meeting up at noon.)

They always break (They always break the meeting up at noon.) / They **broke** (They **broke** the meeting up at noon.) / They will break (They will break the meeting up at noon.)

## Appendix E: Expression Exercises

**Appendix E Objective:** Appendix E demonstrates two exercises which teach expressions.

[This exercise teaches students how to use the expression, "No I don't have any..., but I will give you what I have."]

7.4 **I will ask, "Do you have any money?"** You will answer, "No, I don't have any money, but I will give you what I have."

7.4a Do you have any money?

(No, I don't have any money, but I will give you what I have.) No, I don't have any money, but I will give you what I have. (No, I don't have any money, but I will give you what I have.)

7.4b Do you have any water?

(No, I don't have any water, but I will give you what I have.) No, I don't have any water, but I will give you what I have. (No, I don't have any water, but I will give you what I have.)

7.4c Do you have any cash?

(No, I don't have any cash, but I will give you what I have.) No, I don't have any cash, but I will give you what I have. (No, I don't have any cash, but I will give you what I have.)

7.4d Do you have any gifts?

(No, I don't have any gifts, but I will give you what I have.) No, I don't have any gifts, but I will give you what I have. (No, I don't have any gifts, but I will give you what I have.)

7.4e Do you have any groceries?

(No, I don't have any groceries, but I will give you what I have.) No, I don't have any groceries, but I will give you what I have. (No, I don't have any groceries, but I will give you what I have.)

[This exercise teaches students how to use the expression, "I told you a long time ago that..."]

8.8 **I will ask a question.** You will answer the question by saying, "I told you a long time ago that \_\_\_\_\_."

8.8a Will we be leaving together?

(I told you a long time ago that we will be leaving together.) I told you a long time ago that we will be leaving together. (I told you a long time ago that we will be leaving together.)

8.8b Will they reject their ignorance?

(I told you a long time ago that they will reject their ignorance.) I told you a long time ago that they will reject their ignorance. (I told you a long time ago that they will reject their ignorance.)

8.8c Will he suffer because of their presence?

(I told you a long time ago that he will suffer because of their presence.) I told you a long time ago that he will suffer because of their presence. (I told you a long time ago that he will suffer because of their presence.)

8.8d Will the whole store be closed?

(I told you a long time ago that the whole store will be closed.) I told you a long time ago that the whole store will be closed. (I told you a long time ago that the whole store will be closed.)

8.8e Will all our children be at the house?

(I told you a long time ago that all our children will be at the house.) I told you a long time ago that all our children will be at the house. (I told you a long time ago that all our children will be at the house.)

## Appendix F: Miscellaneous Exercises

**Appendix F Objective:** Appendix F illustrates exercises which teach students how to use comparative and superlative forms of the adjectives which are modified by "more" and "most," how to use prepositions, how to express the range of possibility between "always" and "never," how to use two-word verbs, and how to use more polite phraseology to express thoughts..

[This exercise teaches students how to use comparative and superlative forms of the adjective which use "more" and "most."]

13.8 **I will say, "Is she the most famous person here?"** You will answer, "I don't think so. But she is more famous than most of the others."

13.8a Is she the most famous person here?

(I don't think so. But she is more famous than most of the others.) I don't think so. But she is more famous than most of the others. (I don't think so. But she is more famous than most of the others.)

13.8c Will they be the most peaceful people here?

(I don't think so. But they will be more peaceful than most of the others.) I don't think so. But they will be more peaceful than most of the others. (I don't think so. But they will be more peaceful than most of the others.)

13.8f Were they the most responsible people here?

(I don't think so. But they were more responsible than most of the others.) I don't think so. But they were more responsible than most of the others. (I don't think so. But they were more responsible than most of the others.)

[This exercise teaches students how to use prepositions. It also includes "inside," "beside," "in front of," "outside," "close to," "behind," "under," "around," and "through."]

14.5 **I will say, "I walked near \_\_\_\_\_."** You will answer, "I walked near the house." I will say, "We walked toward \_\_\_\_\_." You will answer, "We walked toward the house."

14.5a I walked near \_\_\_\_\_.

(I walked near the house.) I walked near the house. (I walked near the house.)

14.5b We walked toward \_\_\_\_\_.

(We walked toward the house.) We walked toward the house. (We walked toward the house.)

14.5c They walked away from \_\_\_\_\_.

(They walked away from the house.) They walked away from the house. (They walked away from the house.)

[This exercise teaches students how to express the range of possibility between "always" and "never." This exercise also includes sentences for "often," "sometimes," "occasionally," "seldom," "infrequently," "rarely," and "never."]

14.8 **Repeat the sentence, adding the word I give you.** I will say, "We wait for the children by the bus stop. Then I will say, "always." You will answer, "We always wait for the children by the bus stop."

14.8a We wait for the children by the bus stop. **always**

(We always wait for the children by the bus stop.) We always wait for the children by the bus stop. (We always wait for the children by the bus stop.)

14.8b They come by 3 o'clock. **usually**

(They usually come by 3 o'clock.) They usually come by 3 o'clock. (They usually come by 3 o'clock.)

14.8c We see other children waiting there. **frequently**

(We frequently see other children waiting there.) We frequently see other children waiting there. (We frequently see other children waiting there.)

[This exercise teaches students how to use two-word verbs. Many other two-word verbs such as "called up," "cleaned up," "do over," "drop in," "drop off," "fill out," "get on," "get up," "give back," "hand in," "hang up," "look over," "look into," "look up" are also used in the exercise.]

16.3 **Repeat each sentence.**

16.3a They **broke** the meeting **up** at noon. (They **broke** the meeting **up** at noon.)

They will **break up** at noon. (They will **break up** at noon.)

16.3b She **brought** the children **up** by herself. (She **brought** the children **up** by herself.)

He **will bring** the topic **up** during dinner. (He **will bring** the topic **up** during dinner.)

16.3c They **called** the meeting **off** this morning. (They **called** the meeting **off** this morning.)

They **called off** the meeting. (They **called off** the meeting.)

[This exercise teaches students how to express thoughts more politely. ]

16.7 **Repeat each sentence.**

16.7e Sit down. (Sit down.)

Please sit down. (Please sit down.)

16.7f Listen to me. (Listen to me.)

May I please have your attention? (May I please have your attention?)

16.7j Get out of my way. (Get out of my way.)

May I please come through? (May I please come through?)

16.7m I want to talk now. (I want to talk now.)

Excuse me. May I say something? (Excuse me. May I say something?)