

Session 6 at-a-Glance

The way a language refers to "I, you, he, she, they," etc. is at the core of any language, and hence it was introduced in Session 1: "Where am I? Where are you?", etc. We'll build on yesterday's activities with words like, "my, your, our...". In addition, we'll include forms for "him, her,..." as in "Touch him, pat her..."

The Value Of TPR

In using TPR, certain actions are useful in that they can be used with many nouns allowing the nouns themselves to be experienced in multiple contexts. These include "pick up, put down, drop, throw, touch, draw, push, pull, hold, point to, look at, show me, give me." Other actions fit in nicely as essential, basic vocabulary: "wash, open, break," etc., etc. (See Reid Wilson's list of actions appropriate for TPR at the website [http://www. languageimpact.com](http://www.languageimpact.com)). Some of the activities today may not seem to be of much "communicative value". How often do you tell people to pat other people? However, TPR is an extremely useful technique for learning many aspects of the language, and by patting one another, we can start understanding important forms or arrangements of words!

Learning Activity	Description	Materials to Gather
1: GPs and the Nurturer as objects , Use known nouns with new actions to learn the new actions (TPR)	Now in addition to walking, running, etc. to the places and things in the room, add "touch" and "look at". This activity nicely illustrates the practice of incorporating new material with old material. Since there are only two new actions, the activity will be fairly brief. Note: If it is inappropriate or awkward to do direct "patting" or "stroking", learners may use hand puppets to do the actions.	(use the room you are meeting in)
record		
2: GPs do things to one another and to the Nurturer (TPR) (descriptions)	Add "pat" and "stroke" - or another appropriate gesture. Note that we find it relatively fun and natural to use such activities with children from many cultures. Adults may find it awkward until they see the value. The same applies to the Nurturer. As the activities may involve physical contact between the sexes, caution may be needed in some cultures. However, don't assume that to be the case. If need be, GPs can "almost" pat the Nurturer. "Look at me, touch them, pat him, stroke me, pat yourself, look at each other." Note that we are introducing "oneself" and "each other" in this activity.	
record		
3: Body parts—yours, mine, etc. (TPR)	This extends yesterday's activity involving possession from nouns to pronouns. "Where is my nose? Where are our legs? Point to my ears. Point to your own neck." The "your own" form may turn out to be important, like "oneself" above.	
record		

4: doing actions to body parts possessed by people(TPR)	<p>Using the members of the doll family, their body parts.</p> <p>Arrange the dolls again (or pictures) into a family. There can be different arrangements: the family from the little girl's perspective (her at the centre; her brothers, parents, etc. around her), from the mom's perspective, etc.</p> <p>From the girl's perspective:</p> <p>Where is her mother's nose? Wash her younger brother's ears. Touch her sister's fingers. Look at her father's legs. Pat her mother's hair...</p> <p>Similarly from the mother's perspective, using her younger son, older daughter, husband, etc.</p> <p>Possibly other family members' perspectives as well.</p>	doll family or pictures with people in a family
record		
5: using the furniture(TPR)	<p>We need to be keeping track of which early vocabulary has been repeated adequately in later sessions. There were many items of toy furniture, and household items. They can be spread out now, and used with old and new actions:</p> <p>"Take the broom, touch the chair..."</p>	
record		
6: (Lexicarry)	<p>Move on to page 2 if you haven't done so yet. Not all languages will have an expression to say to someone who sneezes. In that case, the person may say to the one who sneezed, "Are you O.K.?" or "Are you sick?"</p> <p>In one recent case, a group of GPs at this point felt ready to say some of the Lexicarry expressions, and so the acted out "plays" based on the scenes on page 1 and 2. This did not involve any memorization.</p>	Lexicarry
record		