



Tajik Language Program

A 12 week course for Beginning Tajiki
Compiled by Heather Gamble

12 weeks of fun lessons, tips on how to be a successful language learner, and suggested activities for the days you don't have lessons.

Introduction

This workbook is designed for the first 3 months of language study. At the completion of this workbook you should be able to test at the Novice High level.

You will meet with your language helper 3 times a week for 2 hours each time. If a lesson has to be cancelled it can be made up in the same week. On the days that you don't meet with your language helper you will be doing other language activities. You should aim for 30 hours per week for language study.

After completing this 12 week course reward yourself by taking a week off and doing something relaxing.

Suggested schedule

6 hours language lesson (2 hours 3 times per week)

10–12 hours personal study time (2–3 hours 5 times per week)

10–12 hours community time (as it fits into your schedule)

2-3 hours planning for your lesson

1 hour evaluation

You will need the following:

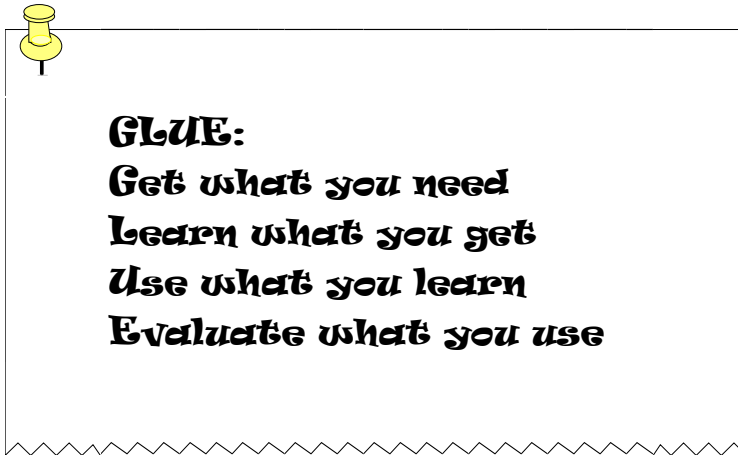
This book

A notebook

A tape recorder

Lexicarry (or another picture dictionary)

A photo book (see assignment on Week 1, Day 2)



GLUE

Think about the above acronym each evening as you plan for the next day's learning activities. Don't leave out any of the four steps, and your language will really stick like glue.

How it applies to your daily schedule:

If you don't make a schedule and keep to it, you will find it difficult to get in 30 hours of language time a week. Make language your priority!

Three days a week you will meet with your language helper for 2 hours (get what you need). On those days you should spend an additional 2 hours reviewing (learn what you get) and 2 hours out in the community speaking (use what you learn). On the days that you do not meet with your language helper you will have some assignments to do. During these assignments you will be learning new material and practicing what you already know. Every evening you should think back on the day's activities (evaluate what you use). Did people understand you? Is there a phrase you really need to learn how to say? Are the methods you are using to learn effective for you?

Preparing for Week 1

- During your language study for the first 4 weeks, concentrate on your listening and comprehension skills. Some linguists would recommend not even trying to speak for the first few weeks, but most people want to try speaking right away. Don't be discouraged if you can't remember how to say all the things that you are learning to comprehend—just keep listening to your tapes and before too long you will find that you can start saying the things that you are understanding.
- Remember that the lesson time is for getting all the information that you need. During lesson 1 there are reminders to record new information. You should do this all the way through this program.
- Don't worry about writing new vocabulary. This week you will be learning the Cyrillic alphabet. Next week you can start to write some of your words and phrases in a notebook.

Before day 1:

Read the introduction in Lexicarry.

Write down (in English) some greeting phrases that you want to learn.

Write down 10-15 words of classroom objects that you want to learn.

Make flash cards of the numbers from 1 to 10.

Write down about 5 power tools that you want to learn.

Before day 3:

Write down some other greeting phrases that you want to learn.

Write down some phrases that would be helpful for asking others about their family.

Make some more flash cards for the numbers 11 to 20, and 30, 40 etc. to 100.

Have some money ready to use in your lesson.

Before day 5:

Write down some more phrases that you need for getting acquainted with people.

Find some pictures of fruits and vegetables, or better yet, bring actual fruits and vegetables to class.

Bring several items of assorted colour and size.

Week 1: Day 1

| | |
|------------|--|
| 20 minutes | <p>Ask your helper to give you the Tajik equivalent for some greeting phrases. Let him say each one 2 or 3 times before you try to repeat it. Record the phrases (see instructions on recording). Use Lexicarry Situations #1—#3 (p. 11) which show people greeting each other. (Remember, you don't need to memorize these phrases during your lesson—concentrate on getting what you need, then practice and review later.)</p> <p>Examples: Hello. How are you? I'm fine, thank-you. My name is... What's your name? I'm happy to meet you. I am from...</p> |
| 20 minutes | <p>Use the point and listen/listen and point technique to learn the names of 10-15 words that you will use in your language lessons for example pen, book, table, chair, notebook, tape recorder etc. Learn the words for "yes" and "no". Have your helper ask you "is this a chair?", "is this a book?" etc. and you reply with "yes" or "no". Record the words.</p> |
| 20 minutes | <p>Using the same words you used above, have your helper give you one word to describe each item, using the point and listen/listen and point technique. Record the phrases.</p> |
| 5 minutes | <p>Take a short break</p> |
| 15 minutes | <p>Learn the numbers 1 to 10 using flash cards. First work on recognition using the point and listen/listen and point technique, then work on production. Record these numbers.</p> |
| 10 minutes | <p>Using the numbers that you have learned and the classroom items that you have learned spend some time counting the items. Learn to say, for example, 6 pencils, 3 books. Record some examples.</p> |
| 15 minutes | <p>Work with your helper to learn 8 consonants and 4 vowels. Learn how to write them. Use the worksheet. You don't have to complete the worksheet in class time—just learn how to write each letter.</p> |
| 15 minutes | <p>Learn some power tools, and record them: What is this? What is that? I don't understand. Can you repeat that? Can you speak more slowly?</p> |

Writing practice 1

Write the following letters:

М _____

Т _____

Л _____

Ш _____

О _____

а _____

Н _____

С _____

Р _____

К _____

е _____

и _____

Now write these words:

ман _____

ассалом _____

Лола _____

Ситора _____

се _____

такрор _____

не _____

ин _____

МО _____

НОМ _____

аст _____

СТОЛ _____

шаш _____

калон _____

Амрико _____

ОШ _____

Week 1: Day 2

Assignment #1:

Go out with a national and take 2 rolls of film of people doing things. You will use these pictures in your language lessons. Examples of pictures—man driving a car, woman selling apples, child eating bread, children playing etc.

Assignment #2:

Go for a walk and greet at least 20 people. Be aware of other people greeting each other. What do they do and say.

Assignment #3:

Listen to your recordings from yesterday several times.

Assignment #4:

Finish your worksheet. Practice writing the letters that you have learned.

Week 1: Day 3

| | |
|------------|---|
| 10 minutes | Review material from last lesson. |
| 20 minutes | Ask your helper for some other phrases people use when greeting each other. For example: How's work? How's your husband/wife/family? Talk about differences in greeting men and women. How should you greet children? Should you shake hands? |
| 20 minutes | Get some more phrases for getting acquainted with people. For example: How old are you? I am ... years old. I have just moved to Tajikistan. Do you have children? I have 2 children. I have one boy and 2 girls. My daughter is 4 years old. Are you married? |
| 15 minutes | Using flashcards, learn the numbers for 11 to 20, then 30, 40 ... 100. Use money to count with. |
| 5 minutes | Short break |
| 20 minutes | Get some phrases that you will need for shopping. For example: How much is this? Can it be cheaper? Give me 1 kilo (or 2 kilos). Please give me 3 (of those). Can I taste it? Can I see it? |
| 15 minutes | Work with your helper to learn 8 consonants and 4 vowels. Learn how to write them. Use the worksheet provided. You don't have to complete the worksheet in class time—just learn how to write each letter. |
| 15 minutes | Using the objects that you learned in the last lesson, learn some verbs to go with them. Have your language helper say, for example, "give me the pencil", "take the pen", "open the door", "close the book", "pick up the notebook". |

Writing practice 2

Write the following letters:

В _____

Д _____

Ч _____

Х _____

Я _____

У _____

З _____

Г _____

Қ _____

Ҳ _____

Ё _____

Ў _____

Now write these words:

ручка _____

гиред _____

ҳашт _____

дах _____

чашидан _____

ёздаҳ _____

Шавҳар _____

ҷумла _____

духтар _____

чил _____

нӯҳ _____

як _____

шумо _____

дувоздаҳ _____

Тоҷикистон _____

чанд пул _____

Week 1: Day 4

Assignment #1:

Go with your national friend to take your film to be developed. Find out what time it will be ready and how much each picture costs. Later that day (or the next day) when the pictures are ready, go back without your national friend to pick them up.

Assignment #2:

Go to the bazaar on your own. Buy at least 3 different items that are sold by the kilo. Make sure you ask how much the item costs and if it can be cheaper. Learn the names of as many fruits and vegetables as you can by asking "what's this?".

Assignment #3:

Go into a local shop and buy several items that you need. Before buying each item ask how much it is. If you're unsure about what an item is ask to see it first. Learn the names of the items that you buy

Assignment #4:

Listen to all your recordings several times.

Assignment #5:

Finish the worksheet from yesterday, and practice writing all the letters that you know.

Writing practice 3

Write the following letters:

б _____

ғ _____

ж _____

й _____

ю _____

ъ _____

ф _____

қ _____

п _____

й _____

э _____

Now write these words:

писар _____

хафтад _____

дафтар _____

қайчй _____

шеър _____

Манижа _____

ғиччак _____

боғ _____

панчоҳ _____

майда _____

қалам _____

эзор _____

сеюм _____

Юсуф _____

кабуд _____

кй _____

Pronunciation Practice

Practice saying these words with your language helper. It would be good to have your helper record them so you can listen to them over and over.

Қ

қалам - pencil

қайчй - scissors

табақ - plate

барқ - electricity

қошуқ - spoon

қайиқ - boat, canoe

қишлоқ - village

қаймоқ - cream

уқоб - eagle

қурбоққа - frog

фақат - only

халқ - people

қулф - lock

У and Ү

кучо - where

кўча - street

тут - mulberry

тўб - ball

ручка - pen

рўз - day

бўй - smell

буз - goat

гул - flower

гўш - ear

зўр - strength

зуд - quickly

муш - mouse

мўрча - ant

куку - cuckoo

кўҳ - mountain

Х

сурх - red

хунук - cold

хона - house

мех - nail

хар - donkey

сахт - hard

хирс - bear

Ғ

нағз - good

равған - oil

боғ - garden

дурўғ - lie

коғаз - paper

ғор - cave

ғам - anxiety

Афғонистон -
Afghanistan

Ъ

бад - bad

баъд - then

шер - lion

шеър - poem

И, Й, Ы

пир - old

чй - what

бинй - nose

кй - who

мўй - hair

дўстй - friendship

бўй - smell

Week 1: Day 5

| | |
|------------|--|
| 10 minutes | Review material from last lesson. |
| 20 minutes | Get some more phrases for getting acquainted with people. For example: I arrived 3 weeks ago. I work for ... I am a ... (profession). Where do you work? Are you from Dushanbe? |
| 20 minutes | Using money, practice your numbers. Ask your language helper to say "Give me 20 diram" , "Take 2 Somoni" etc. Use a calendar, or a chart with the numbers 1 to 100 written out, or #116 in Lexicarry. Have your helper say numbers randomly as you point to them. |
| 10 minutes | Work on the pronunciation worksheet. |
| 5 minutes | Take a break. |
| 20 minutes | Bring pictures (or samples) of 10 to 15 fruits and vegetables that you don't already know. Use point and listen/listen and point to learn the names of the items. Then have your language helper tell you how to say "What do you have?" Give your language helper one or more items and ask "What do you have?" After a few minutes switch roles so the language helper is giving you the items. For example: What do you have? I have a cabbage. What do you have? I have 3 potatoes and 2 carrots. What do you have? I have lots of cherries. |
| 15 minutes | Work with your helper to learn all the other letters in the alphabet. Learn how to write them. Use the worksheet provided. You don't have to complete the worksheet in class time—just learn how to write each letter. |
| 20 minutes | Bring several items of assorted colours and sizes, for example pencils of different colours, potatoes of different size. Learn how to attach adjectives to nouns, for example red pencil, small book. Have your language helper ask for specific items, for example, "where is the yellow marker?" Learn how to say "this is a small book and this is a large book", this is a blue pen, but this is a black pen". |

Preparing for Week 2

- Congratulations! You have completed one full week of language learning!
- Don't forget to record everything that you work on during the lesson. Remember that during your lesson time you don't have to learn all the new words and phrases because you are recording them for practice. Concentrate on getting them. Spend time each day listening to the recordings.
- Remember "if you don't use it, you lose it". As you learn new material get out into the community and practice. For example, on day 5 this week you will learn to talk about extended family. That same day, or the next day visit a neighbour and practice, practice, practice.
- Starting this week carry a small notebook with you. Whenever you come across something that you want to say but can't, jot it down and ask your helper about it. If you hear a word or phrase repeatedly then it's probably something that you need to know. Write it down and ask your helper what it means.
- Spend a lot of time this week practicing your writing. You should know all the letters by now, and the more you use them the quicker you'll learn. By next week you will want to start writing a little during your lessons. Even though it will be slow at first, use only Cyrillic letters. It might be helpful to have your language helper do some of the writing for you at first and then you can recopy the words during your study time.
- Before each lesson make sure that you have found the items that you need for the lesson, and written down the words and phrases that you want to learn (like you did last week). Being prepared will help you to make the most out of your time with your helper.
- Read about Dumb-Smart Questions.

Week 2: Day 1

| | |
|------------|---|
| 10 minutes | Review material from last week. |
| 20 minutes | Learn how to ask the time. Use a clock with movable hands. Learn other words associated with time, for example "6 o'clock in the morning", "at lunch time", "tomorrow", "today", "yesterday evening", last week, next year etc. |
| 20 minutes | Learn how to invite someone to your house for tea. What should you say? Who should you invite? Examples: Please come in. Sit down. Thank you for coming. |
| 15 minutes | Take this time to drink some tea and talk about the proper way to serve someone. Who should you serve first? What should you say? How full should you fill the <i>ṛē, ēā</i> (cup)? How do you ask if they want more? |
| 15 minutes | Learn how to recognize numbers up to 10,000. Have your helper say numbers as you write them down. Do at least 30. Then have your helper write numbers and you try to say them. If this is too difficult, go back to step one. Remember that your comprehension skills will be better than your speaking skills. |
| 20 minutes | Use your picture book. Have your language helper tell you who is in each picture e.g. boy, girl, child, lady, man, adult, old lady, old man, baby. Learn how to ask "who is this?" Go through the pictures again, but this time ask "who is this?" and have your language helper respond with "this is a woman", "these are men" etc. |
| 20 minutes | Use Lexicarry and go over situations #4–#9. Reminder: You should be recording all new words and phrases. |

Week 2: Day 2

Assignment #1:

Walk around the bazaar or town and ask at least 10 people what time it is (dumb-smart question). If you don't understand ask them to repeat or to speak more slowly. You will find that if you are walking in a crowded area and your watch is clearly visible many people will ask you what time it is—try it!

Assignment #2:

Invite a neighbour to your home for tea.

Assignment #3:

Spend about an hour practicing your Cyrillic letters. Try to write down some of the words and phrases you are learning, or review the handwriting worksheets.

Week 2: Day 3

| | |
|------------|--|
| 10 minutes | Review material from last lesson. |
| 15 minutes | Use this time to ask your helper about any words or phrases that you have written in your notebook. |
| 20 minutes | <p>What are 15 words of food that you don't yet know? Take pictures or the actual items and use point and listen/listen and point to learn these words.</p> <p>Combine these new words with phrases you already know to make new sentences.</p> <p>For example: How much is the milk? Is this milk cheaper? Give me 2 Snickers bars.</p> |
| 15 minutes | <p>What other words and phrases do you need to know in order to go shopping comfortably by yourself?</p> <p>For example: Where are the potatoes? Meat without fat, please.</p> |
| 5 minutes | Break time. Maybe you could use this time to tell about your experience with inviting someone over for tea. |
| 20 minutes | Go over situations 10 to 12 in Lexicarry. |
| 20 minutes | Use your picture book again. Have your language helper use the words he, she, they with the people words that you learned during the last lesson e.g. "he is a man", "they are children". Learn how to say the other pronouns also e.g. "I am a woman", "you are a man", "we are adults". |
| 15 minutes | Learn some occupations. Try to learn words that will be common e.g. teacher, student, secretary, doctor. Learn how to tell what your occupation is and to ask others what their occupation is. (Lexicarry #121, Occupations, might be helpful if you want to use pictures.) |

Week 2: Day 4

Assignment #1:

Invite a neighbour, a friend, or your language helper to help you make a traditional dish. Practice the kitchen words that you worked on in your lesson yesterday.

Assignment #2:

To prepare for tomorrow's lesson draw a family tree. If you have pictures of parents, children, grandparents, aunts, uncles etc. take these to your lesson.

Assignment #3:

Spend about an hour practicing your Cyrillic letters. Try to write down some of the words and phrases you are learning, or review the handwriting worksheets. If you are a visual learner the act of writing the words and phrases will help you to remember them.

Week 2: Day 5

| | |
|------------|--|
| 10 minutes | Review material from last lesson. |
| 15 minutes | Use this time to ask your helper about any words or phrases that you have written in your notebook. |
| 20 minutes | Show your family tree to your helper. Learn how to describe your family, and to ask others to describe their families. Examples: My father is 58 years old. He is a farmer. My mother's name is Maria. She is a housewife. I have 3 brothers and 2 sisters. My oldest brother is a doctor. Do you have any aunts and uncles? Are your grandparents still alive? |
| 15 minutes | Use Lexicarry #127. Have your language helper ask you questions about the people while you point. For example "Here is a man. Where is his mother? Where is his son? Where is his wife?" If you get brave try learning some the extended relationships like sister-in-law, father-in-law etc. |
| 5 minutes | Break |
| 20 minutes | Go over situations 13 and 14 in Lexicarry. Learn phrases you will need for ordering food at a restaurant For example: Do you have mashed potatoes? French fries? Salad? etc Please bring one bottle of Coke? Could we have the bill now. |
| 20 minutes | Role play with your helper. First play the part of the waiter (even if you have to do it in English) and have your helper play the part of the customer so you can listen to what he is saying. Then you play the part of the customer and your helper can play the part of the waiter. |
| 15 minutes | Are there other phrases that you will need to know for going out to a restaurant? For example: Can we sit here? Where is the toilet? (See Lexicarry #20) Where can I wash my hands? |

Preparing for Week 3

- Don't forget to make recordings of all new words and phrases that you learn.
- You will need a calendar this week.
- Take some time to evaluate your first two weeks of language learning. Are you getting out and practicing what you know? Are you carrying a little notebook with you so you can write down things you want to learn? Is your language helper coming on time? Are you getting at least 30 hours of good language time each week? If not, what needs to change?

Week 3: Day 1

| | |
|------------|---|
| 10 minutes | Review material from last week. |
| 15 minutes | Use this time to any questions that you have written down in your notebook. Don't neglect this part of your learning time. |
| 15 minutes | Learn the days of the week. Use a calendar and have your language helper point to the days as she says them. Start with the first 3 and then gradually add days until you can understand them all. Have your helper ask "Point to Monday", "where is Saturday" etc. |
| 20 minutes | Work on some other phrases using the days of the week that you have just learned, for example: Yesterday was Monday. Today is Tuesday. Learn how to ask "What day is it today?" |
| 5 minutes | Break |
| 20 minutes | Learn all the colour words that you need. Use markers of as many colours as you can find. Learn the colours using point and listen/listen and point. Discover if there are any differences between their colour system and ours. Learn how to say black tea and green tea. Make sure you include the colours pink, purple, orange, grey and brown—often different people will use different words to describe these colours. What colour is water, grass etc. Make sure you learn to ask "what colour is this?" so you can continue to ask people throughout the week to help you to learn your colours. |
| 20 minutes | Now that you are familiar with the names of some colours have your helper use this new vocabulary in words and phrases. For example: Give me the red marker and the blue marker. Where is the yellow marker. Pick up the green marker. Take the brown marker. Write with the black marker. Draw with the orange marker. Remember that comprehension precedes speaking. By the end of the session you may understand the words "draw" and "write", but can't say them. That's fine. Remember to record the phrases so you can listen to them later. |
| 15 minutes | Work on pronunciation. What are the sounds that you are having difficulty with? |

Week 3: Day 2

Assignment #1

Last week you started to learn how to talk about your family. Today talk to at least 3 people about your family and ask them about theirs. It doesn't have to be a long conversation, but try to use all the family words that you know.

Assignment #2

Read in the Techniques section about Dumb-Smart Questions. Ask at least 10 people what day it is today. You can continue this assignment throughout the week so you can listen to other people pronounce the days of the week.

Assignment #3

As you talk to people today ask them about the colours of things.

Assignment #4

Either today, or another day this week go out to a restaurant and practice all the phrases that you learned last week. See how much of the menu you can read and understand.

Week 3: Day 3

| | |
|------------|---|
| 10 minutes | Review material from last lesson. |
| 15 minutes | Use this time to any questions that you have written down in your notebook. |
| 15 minutes | Use the calendar again and work on months of the year. |
| 20 minutes | <p>When you are familiar with the words work on phrases using the new words:</p> <p>For example: My birthday is July 17th. My daughter's birthday is October 1st. Today is January 25th. I arrived in Dushanbe on December 20th.</p> <p>Learn how to ask what today's date is. Learn how to ask someone when their birthday is.</p> |
| 5 minutes | Break |
| 20 minutes | Learn the words for 10 to 15 things in the living room. It would be good to be in the living room for this lesson. If you can not be in a living room, use #131 in Lexicarry. As you learn the names of the items, learn phrases to go with the item, for example "turn on the light", "turn off the television", "comfortable sofa", "pretty curtains", "sit on the chair", etc. |
| 20 minutes | Have your language helper help you to write some of the phrases that you have just worked on. You will need these for assignment #3 tomorrow. |
| 15 minutes | <p>Learn some phrases that you need for using the telephone—calling and answering.</p> <p>See Lexicarry #25</p> <p>For example, Hello, is Sitora there? Can I speak to Dilshod? You have the wrong number.</p> |

Week 3: Day 4

Assignment #1:

Ask at least 10 people today what the date is today. Also ask at least 10 people when their birthday is.

(Continue this assignment from time to time for several months so you can have lots of practice hearing different numbers and months.)

Assignment #2:

Take about an hour to think of all the words that you know and write them down. This will be good writing practice, but it should also encourage you to see how far you have come.

Assignment #3:

Each time you go into your living room talk to yourself about the items that are there. Make labels for the words you are working on. Write a phrase along with the word, for example, on the window put a label that says "window" in quite large letters, then underneath write "I open the window", "I close the window". Leave the labels up for at least 3 weeks.

Week 3: Day 5

| | |
|------------|---|
| 10 minutes | Review material from last lesson. |
| 15 minutes | Use this time to any questions that you have written down in your notebook. |
| 20 minutes | Learn how to ask for directions. See Lexicarry #27 For example: Where is the post office? Where is the bazaar? Where can I buy cheese? |
| 15 minutes | Get all the words and phrases that you might need for posting a letter, for example: stamp, envelope, Can I buy a stamp? etc. |
| 5 minutes | Break time |
| 20 minutes | Learn the words for 10 to 15 things in the kitchen. It would be good to be in the kitchen for this part of the lesson. If you can not be in the kitchen, use #132 in Lexicarry. As you learn the names of the items, learn phrases to go with the item, for example "turn on the stove", "turn off the kettle", "light the match", "I keep the milk in the fridge", "turn on the water", etc. |
| 20 minutes | Have your language helper help you to write some of the phrases that you have just worked on. After class, label your kitchen as you did the living room. |
| 15 minutes | Use your picture book. Learn how to ask "what is he doing?" As you go through the picture book have your language helper tell you what each person is doing. Make sure you record it so you can listen to it later. Don't expect to understand all that your helper is saying. Just listen for patterns in verb endings. Ask your teacher to use present-future tense and not present continuous (you will learn that later). |

Preparing for Week 4

- A good thing to concentrate on this week is learning words and phrases that you are likely to use. If you are visiting with a neighbour in his/her yard you might want to ask "what kind of tree is that?" but you are less likely to say "monkeys climb trees". Good planning is essential. Before each lesson look over the topics for the day and write down some sentences (in English) that you think you could say several times in the next week or so. Make an effort to use your new words and phrases when out in the community and you will be less likely to forget them quickly.
- By now you should be figuring out a little bit about how sentences are constructed. You have probably noticed some patterns in verb endings etc. You can use the 15 minute section at the beginning of your lesson to ask for clarification on some grammar rules. Don't get too hung up on learning rules though. You will find that if you use your picture book regularly you will be learning the rules through repetition. Read through the page on using a photo book. Use those ideas as part of your lesson, or with friends and neighbours outside of official lesson time.
- Are you still recording? It can be tedious to keep listening to stuff that you already know really well. It would be good to come up with a method for making a recording of the stuff that you really need to listen to. This can be accomplished with a dual tape recorder; record the sections that you still need on to a fresh tape. Or if you are recording MP3 files, then maybe you can cut and edit them on your computer.
- Note on listening practice. In order to increase your understanding ability you need to have lots of listening practice. The stuff that you listen to should be at least 90% comprehensible. Therefore, listening to Tajik television at this point in your language study is not a good use of your time. The tapes you are creating are your best source of material that is understandable to you. What are some other ways that you can get listening practice that is at least 90% comprehensible? Asking dumb-smart questions is one way. Being in control of the conversation is another way. Talk about things that you are familiar with.

Week 4: Day 1

| | |
|------------|---|
| 10 minutes | Review material from last week. |
| 15 minutes | Use this time to ask any questions that you have written down in your notebook. |
| 15 minutes | Get a selection of household items that you want to learn. Use point and listen/listen and point to learn the names of the items. |
| 20 minutes | Using the same items as above and/or other available items get some prepositions. For example, place the pen on top of the notebook and ask "where is the pen?" Then put the pen under the notebook and ask again "where is the pen?" Other prepositions to use: in front of, behind, inside, next to, in between. |
| 5 minutes | Break |
| 20 minutes | Have your language helper give you directions using the prepositions with the household items. For example, "put the light bulb on the floor", "put the scissors in the bowl", "give me pen that is on the floor", "sit under the table" etc. |
| 20 minutes | Learn the words for 10 to 15 things in the bathroom. It would be good to be able to go into the bathroom if it doesn't make you uncomfortable. If you don't want to go into the bathroom use #135 in Lexicarry. As you learn the names of the items, learn phrases to go with the item, for example "turn on the water", "fill up the bath", "hang up the towel", "I look in the mirror", "cold water", "soft towel", etc. Try to get some new verbs and some new adjectives. |
| 15 minutes | Have your language helper help you to write some of the phrases that you have just worked on so you can label your bathroom as you did the living room. |

Week 4: Day 2

Assignment #1:

Go to the main post office. Take a *marshrutka* down town, but not all the way to the post office. Then ask someone where the post office is. Let them give you directions, thank them and walk towards the post office. Then ask someone else. Try to ask at least 5 people where it is. Concentrate on listening to the answers and trying to understand some of what they are saying.

Assignment #2:

Post a letter.

Assignment #3:

Each time you go into your bathroom talk to yourself about the items that are there. Make labels for the words you are working on. Write a phrase along with the word, for example, next to the bathtub put a label that says "bathtub" in quite large letters, then underneath write "I fill the bathtub. I empty the bathtub." Leave the labels up for at least 3 weeks.

Week 4: Day 3

| | |
|------------|--|
| 10 minutes | Review material from last lesson. |
| 15 minutes | Use this time to any questions that you have written down in your notebook. |
| 20 minutes | Use Lexicarry #128 to learn more about prepositions. Don't forget to make recordings to listen to later. It might be helpful to bring a ball and several blocks instead of just using the pictures. |
| 15 minutes | Learn how to say "what did I do?" Perform an action such as walking around the table and ask "what did I do?" Have your language helper say "you walked around the table". Other action ideas: put a block on top of another block, drop a block into a box, put a ball into the box, take the ball out of the box, arrange blocks in a row. |
| 5 minutes | Break |
| 20 minutes | Learn the words for 10 to 15 things in the bedroom. It would be good to be able to go into the bedroom if it doesn't make you uncomfortable. If you don't want to go into the bedroom use #134 in Lexicarry. As you learn the names of the items, learn phrases to go with the item, for example "open the drawer", ", "I make the bed", "open the curtains", "striped blanket", "alarm clock etc". Try to get some new verbs and some new adjectives. |
| 20 minutes | Have your language helper help you to write some of the phrases that you have just worked on so you can label your bedroom as you did the living room. |
| 15 minutes | Go over Lexicarry #19 on Introducing someone. Suggested phrases to learn: I'd like you to meet ... This is ... I'm pleased to meet you... |

Week 4: Day 4

Assignment #1:

Each time you go into your bedroom talk to yourself about the items that are there. Make labels for the words you are working on. Write a phrase along with the word, for example, on the mirror put a label that says "mirror" in quite large letters, then underneath write "I look in the mirror". Leave the labels up for at least 3 weeks.

Assignment #2:

Put yourself in a situation where you have to introduce someone to someone else. For example, take your spouse to meet a neighbour that you know but that they haven't met yet.

Assignment #3:

Show your picture book to a neighbour or friend and talk to them as much as you can about the pictures.

Week 4: Day 5

| | |
|------------|--|
| 10 minutes | Review material from last lesson. |
| 15 minutes | Use this time to any questions that you have written down in your notebook. |
| 20 minutes | Learn words for things in the yard. It would be great if you could go out into the yard for this part of the lesson. Words you might want to learn: tree, flower, dirt, leaves, broom, |
| 15 minutes | Get some phrases to go with the words you are learning. Try to think of phrases and sentences that you will be able to use, for example "in the morning I sweep the yard", "what kind of tree is this?", "I like flowers" " |
| 5 minutes | Break time |
| 20 minutes | Tell your helper that you want to spend 15 minutes talking only in Tajik and that you want your helper to only speak Tajik also. Set a timer and just go for it. If you resort to saying only things that you can say well, like "Today is Friday, tomorrow is Saturday. It is 10 o'clock. More tea?" that's OK. Do whatever you can to avoid speaking any English. |
| 20 minutes | What are some of the things that you wanted to say, but couldn't. Have your helper help you with some of those things. |
| 15 minutes | Pick out a few pictures (5 to 10) from the picture book that show verbs that you want to learn. Have your language helper tell you what the person is doing. Then have your language helper tell you how to say it in first person. For example the picture shows someone eating. Your helper says "He is eating. I am eating." If you are ready to make longer sentences then feel free, for example "He is eating an apple. I am eating an apple." Note: Don't learn present continuous tense yet. Start with the present/future tense. |

Preparing for Week 5

- You have now completed one third of this 12-week course. Congratulations!
- Remember to look ahead at the lessons before hand so that you are prepared, for example, this week before the lesson on day 5 you need to write out in simple English how you make a cup of tea.
- Are you remembering to take a notebook with you and write down questions that you have or words that you hear that you don't understand?
- For various reasons, some people will learn more quickly than others. You may need to vary the lessons to fit your level. For example, on day 5 of this week you will learn all the steps in making a cup of tea. You can make this more difficult by using different sentence structures, longer sentences, past tense, etc. Or you can make it easier by learning fewer steps.
- Read about Series in the Techniques section.

Week 5: Day 1

| | |
|------------|--|
| 10 minutes | Review material from last week. |
| 15 minutes | Use this time to any questions that you have written down in your notebook. |
| 15 minutes | Review some of the words that you know. Make seven cards with pictures on them to represent different sets, for example vegetables, fruit, colours, people, furniture, drinks and occupations. To make the card draw a couple of pictures of objects in the set, for example, for the fruit card draw an apple and a cherry. Have your helper say a word and you point to the correct category card. |
| 20 minutes | Now, you take the cards one at a time and list as many objects that you can for each set. Then have your helper add one or two new words to each group. |
| 5 minutes | Break |
| 20 minutes | Use yourself, a doll, or a picture and learn 10-15 body parts, for example, head, eye, nose, ear, hair, hand, foot, finger, toe, tummy, back, neck. Use point and listen/listen and point to learn them. |
| 20 minutes | Use the words for body parts combined with actions. Have your language helper say things like "put your hands on your head", "wave your hand", "open your mouth", "rub your tummy", "touch your toes". This is a good activity to do if you can get one other language learner to join you, especially if your language helper has trouble thinking of things to tell you to do. You and your language helper stand facing each other. The extra person stands behind you (so you can't see him), but in full view of your language helper. The extra person performs an action, like touching his toes and your language helper tells you what to do, i.e. touch your toes. |
| 15 minutes | Learn a few phrases to go along with the new nouns, for example: She has long hair. I like your hairstyle. I have a tummy ache. The baby has a chubby face |

Week 5: Day 2

Assignment #1

If you are brave, go and have your hair cut, or highlighted. If you have kids, take them for a haircut too.

Assignment #2

Spend some time shopping today and learn some more words while you're out. Don't be afraid to chat with a seller in the bazaar and ask them the names of everything they sell. Maybe you could go to a furniture store, or a shop selling kitchen supplies.

Assignment #3

Take some time to go through your recordings. Do you need to organize them so that you can get the most benefit from them?

Week 5: Day 3

| | |
|------------|---|
| 10 minutes | Review material from last lesson. |
| 15 minutes | Use this time to any questions that you have written down in your notebook. |
| 20 minutes | Learn how to say "where is he/she?" Go through your picture book asking where the people are. Learn phrases like, on the street, in the park, at home, in the yard, outside the shop etc. |
| 15 minutes | Learn how to say "I am going to ...?" and "Where are you going?" Learn the names of some places you could go, for example, the shops, the museum, the neighbour's house, work, the mountains, |
| 5 minutes | Break |
| 15 minutes | Learn more body parts, for example: eyebrow, tongue, fingernails, knee, shoulder, chin, beard, eyelashes, |
| 20 minutes | Learn how to use possessives, for example my nose, your shoulder, his foot. |
| 20 minutes | Pick out a few pictures (5 to 10) from the picture book that show verbs that you want to learn. Have your language helper tell you what the person is doing, using present/future tense. Then have your language helper tell you how to say it in first person. |

Week 5: Day 4

Assignment #1:

Are there some kids in your neighbourhood who like to talk to you? Try to find a child that will help you go over your new words. Kids can be a great help—they have time, they're patient, and they love to feel important.

Assignment #2

Make an effort this week to invite someone over for tea or a meal. Don't worry that you won't have enough things to talk about. You can always pull out family pictures to keep the conversation going.

Week 5: Day 5

| | |
|------------|--|
| 10 minutes | Review material from last lesson. |
| 15 minutes | Use this time to any questions that you have written down in your notebook. |
| 15 minutes | Saying phone numbers. Learn how to say your phone number if you don't already. Have a phone list handy and with your language helper go down the phone list reading the numbers. Then have your language helper say a phone number at regular speed and you write it down. |
| 20 minutes | Do a Role-Play with your helper in which someone calls you and it's a wrong number. What should you say? Then do a role-play in which you call someone and it's the wrong number. What should you say? Examples: Hello, can I speak to Parvina? I'm sorry, you've made a mistake. Is this 21-07-95? No, this is 21-07-96. Thank you, goodbye. |
| 5 minutes | Break time |
| 15 minutes | Series: Lexicarry #93, making a pot of tea Make sure you know all the nouns in the pictures. Then, have your language helper describe what is happening in each picture. For each picture have him say the sentence 2 or 3 times. Then have your helper say the steps in a random order and you point to the correct picture. |
| 25 minutes | How do <u>you</u> make a pot of tea? With your language teacher write down the steps for making a pot of tea, for example: I put water in the kettle. I plug the kettle in. (Or, I put the kettle on the stove.) I take the teapot out of the cupboard. I put a teabag in the teapot. I pour boiling water in the teapot. I wait about 3 minutes. Then I pour the tea into a cup. I add one spoonful of sugar. I stir it, then I drink it. If you want to use more complex sentences, feel free. For example: When the water boils I pour it into the teapot. I wait about 3 minutes before pouring the tea into my cup. |
| 10 minutes | Have your helper record the sentences that describe how you make a pot of tea. During your study time listen to the tape lots of times and try to memorize a couple of the sentences each day. |

Preparing for Week 6

- This week you will be working on some more series. The first one is in Lexicarry, but the other two are not. Before the lesson write out the steps you take to brush your teeth (day 3), and carry out your morning routine (day 5).
- On Friday you will be learning how to play the local version of Backgammon. Make sure that your language helper knows how to play, and that you have a board ready. Some of the women don't play this game. If that is the case, then use your time on Friday to do another activity.
- This week (on Day 5) you will start to get some recordings for listening practice. Start to make a tape that only has the listening material on it. Some of the things that you have been recording in class for practice will only be useful for a few weeks, or until you have learned the material, but some material will be useful for years to come. At first you will listen to the tape and try to understand as much as possible. Gradually you will be able to understand the whole thing. At first, keep the recordings short, maybe 5 to 6 sentences. If you make them too long it might be frustrating to listen to.
- One activity for Day 5 is to play Tajik backgammon; the rules are different than ours. Do you have a board, or know a neighbour that has one?

Week 6: Day 1

| | |
|------------|--|
| 10 minutes | Review material from last week. |
| 15 minutes | Use this time to any questions that you have written down in your notebook. |
| 15 minutes | Use real items of clothes (preferable) or Lexicarry # 108 and 109 to learn 15 new words for items of clothing. |
| 20 minutes | Use your picture book. Have your language helper describe to you what everyone is wearing. Record it so you can listen again later. Encourage your helper to use adjectives too, for example: "This lady is wearing a red dress, and this lady is wearing a black dress." "These men are wearing suits. This one looks expensive." "This girl has on a dirty dress." |
| 5 minutes | Break |
| 15 minutes | Series #97, washing the dishes Make sure you know all the nouns in the pictures. Then, have your language helper describe what is happening in each picture. For each picture have him say the sentence 2 or 3 times. Then have your helper say the steps in a random order and you point to the correct picture. |
| 25 minutes | How do <u>you</u> wash the dishes? With your language teacher write down the steps for washing dishes. |
| 15 minutes | Pick out some pictures that have more than one person. Learn how to say what they are doing (3rd person plural). For example "they are eating", "they are selling meat", "they are playing soccer". Use the present/future tense, not present continuous. |

Week 6: Day 2

Assignment #1

Go to the bazaar and buy at least one item of clothing. Use the words you know. Can you say "Can I see that red shirt?" "How much is that black skirt?" You may not need to buy any clothes, but you can still "window shop".

Assignment #2

Practice your series. While you're washing the dishes talk to yourself about what you're doing. You may want to write some key words and stick them near the sink. Learn to make use of every spare minute. While you're cooking, or washing the dishes, or doing the ironing, or walking to the bazaar, is there something you could be memorizing or listening to?

Week 6: Day 3

| | |
|------------|---|
| 10 minutes | Review material from last lesson. |
| 15 minutes | Use this time to any questions that you have written down in your notebook. |
| 15 minutes | Choose another 15 clothing words that you need to know. Are some words the same for men and women's clothes, or are the words different? What about kinds of shoes and coats? |
| 20 minutes | Get some phrases to go along with your words, for example: I button up my shirt. I zip up my trousers (or skirt). I put my socks on my feet. long-sleeved, short-sleeved house dress, party dress warm coat, silk tie, velvet dress, wool socks |
| 5 minutes | Break |
| 15 minutes | Series: Brushing your teeth Get the words that you need first, for example, toothbrush, water, tap, toothpaste, sink, cup. |
| 20 minutes | Get and record the phrases that describe how you brush your teeth. For example: I get my toothbrush. I turn on the tap. I get my toothbrush wet. I put toothpaste on it. I put my toothbrush in my mouth. I scrub my teeth. I spit in the sink. I rinse my toothbrush. I put my toothbrush in the cup. |
| 20 minutes | Learn how to say a few verbs in past tense, for example, I went, I woke up, and I went to bed. Make some sentences using these verbs, for example: Yesterday I got up at 6 o'clock. I went to work. After work, I went to the shops. I went home at 4 o'clock. At 10 o'clock I went to bed. Use your photo book to learn about past tense. |

Week 6: Day 4

Assignment #1:

Today as you talk to people ask them what they did yesterday, or last weekend. Concentrate on the past tense verbs. Try to tell what you did yesterday too.

Week 6: Day 5

| | |
|------------|--|
| 10 minutes | Review material from last lesson. |
| 15 minutes | Use this time to any questions that you have written down in your notebook. |
| 20 minutes | Series: morning routine Get and record the phrases that describe what you do in the morning. For example: My alarm clock rings. I open my eyes. I turn off the clock. Then, I get out of bed. I get dressed. I wash my face. I brush my teeth. I drink some coffee. I eat my breakfast. Then I go to work. |
| 15 minutes | Ask your language helper to tell you what she/he does in the morning, and have him record it. For this recording have him speak at a normal rate of speech without gaps in between. This is not a recording that you will try to learn, but this is a recording for listening practice. (See instructions on the page "Preparing for Week 6".) |
| 5 minutes | Break time |
| 55 minutes | Play backgammon Have your Tajik helper explain the rules slowly in Tajik. You won't understand everything he says. Make sure you know the important words—counter, dice etc. Once you start to play he can explain the rules again as he demonstrates. |

Preparing for Week 7

- You will need to collect pictures of landscapes for the first lesson this week. Ask around for old calendars that have landscapes or find a children's picture book. If you can't find pictures use Lexicarry #115.
- You are now half way through the 12 week study. Take some time to evaluate your lessons. What could be improved? What is working well for you? Are you using your 2 hour lesson times wisely, or have break times started to get longer. Try to keep lesson time strictly for work, and if you want to spend time talking with your language helper do that afterwards. Are you recording new information during every lesson? Are you using the things you are learning? Are you reviewing your old material?
- Plan with your helper to go somewhere on Day 5 for a field trip. It could be a bazaar you haven't visited yet, or to the theatre, or to a historical site, or a nearby village. Ask your helper where she thinks you should go.

Week 7: Day 1

| | |
|------------|---|
| 10 minutes | Review material from last week. |
| 15 minutes | Use this time to any questions that you have written down in your notebook. |
| 15 minutes | Ask your language helper what some of the holidays are here, and when they are. |
| 20 minutes | Learn how to ask "What is your favourite holiday?" and "What holidays do you have here in Tajikistan?" Then get some phrases that you need to describe some of your own holidays. Try to get phrases and sentences that you will be able to use this week. For example: Our Independence Day is July 4th. My favourite holiday is Christmas. |
| 5 minutes | Break |
| 20 minutes | Find some picture of different kinds of landscapes. Use point and listen/listen and point to learn some words that you need, for example mountain, hill, sea, farm, countryside, beach, lake etc. |
| 20 minutes | Get some sentences to describe where you are from and to talk about Tajikistan, for example: When I was little, I lived on a farm. We lived close to the sea. In Texas there are mountains and plains. I love to go up into the mountains. |
| 15 minutes | Look at your landscape pictures again. Have your language helper describe each picture. Ask questions and use your power tools to try and understand as much as you can. |

Week 7: Day 2

Assignment #1

Talk about holidays today with friends and neighbours.

Assignment #2

Which Tajik holiday is coming up next? Find out as much as you can about this holiday and what your role should be.

Week 7: Day 3

| | |
|------------|--|
| 10 minutes | Review material from last lesson. |
| 15 minutes | Use this time to any questions that you have written down in your notebook. |
| 15 minutes | Plan a field trip for Day 5. Plan to visit some landmarks of the city, maybe some statues, or a museum, or some monuments. |
| 20 minutes | Learn some important landmarks of the city. When people give directions what landmarks do they use? For example, Somoni statue, Rudaki statue, Dushanbe hotel etc. |
| 5 minutes | Break |
| 20 minutes | How do people travel. Get the words you need for different kinds of transportation, for example car, bus, taxi, aeroplane. |
| 20 minutes | Learn how to put the words into phrases, for example: I came by car. I walk to the office every day. Will you take the bus home? I went by plane to Turkey. |
| 15 minutes | Play a role-play in which you take a taxi. Tell the taxi driver where you want to go, and ask how much it costs. Play the role of the taxi driver too so you can hear what your language helper would say. |

Week 7: Day 4

Assignment #1:

Take a taxi somewhere.

Assignment #2:

Take a walk to somewhere and on your way stop about 10-20 people and ask them how to get there. (Remember the dumb-smart question?) This will give you lots of good listening practice for directions.

Assignment #3:

Make any necessary preparations for your field trip.

Week 7: Day 5

Field
Trip

Preparing for Week 8

- Make sure you're spending enough time preparing for your lesson so as not to waste lesson time looking for needed items. Read through all the lessons for this week so that you know what you need to prepare.

Week 8: Day 1

| | |
|------------|---|
| 10 minutes | Review material from last week. |
| 15 minutes | Use this time to any questions that you have written down in your notebook. |
| 20 minutes | <p>Choose any one of the series that you studied in weeks 5 and 6. Have your language helper record the series again, only this time use the future and past tense. For example:</p> <p>I will put water in the kettle. I put water in the kettle. I will plug the kettle in. I plugged the kettle in. I will take the teapot out of the cupboard. I took the teapot out of the cupboard. I will put a teabag in the teapot. I put a teabag in the teapot. I will pour boiling water in the teapot. I poured boiling water in the teapot.</p> |
| 15 minutes | <p>Have your helper use future and past to demonstrate 2 or 3 simple actions.</p> <p>For example: Language helper says "I will stand up." You repeat "I will stand up." (Both you and your language helper stand up.) Language helper says "I stood up." You repeat "I stood up." Other suggestions: I will sit down/I sat down, I will open the book/I opened the book.</p> |
| 5 minutes | Break |
| 20 minutes | <p>Learn some phrases to describe the weather, for example:</p> <p>It is raining. Will it rain tomorrow? I don't like rain. It is hot today. (Lexicarry #130 has some weather pictures.)</p> |
| 20 minutes | <p>Learn the 4 seasons. Have your helper describe each season in 2 or 3 sentences. This will be one of your recordings for listening practice.</p> <p>Example: Spring starts on March 21. In spring the first flowers start to grow and the trees grow new leaves.</p> |
| 15 minutes | <p>Learn how to ask "What is your favourite season?" "Why?" Learn how to say what your favourite season is and why. For example: "I like summer because I like to work in the garden."</p> |

Week 8: Day 2

Assignment #1

Talk to neighbours or friends about their favourite season and about the weather.

Try to talk to at least 5 different people today.

Week 8: Day 3

| | |
|------------|---|
| 10 minutes | Review material from last lesson. |
| 15 minutes | Use this time to any questions that you have written down in your notebook. |
| 20 minutes | Explore a subject. What can you do with a piece of paper? Take a piece of paper to class. Learn how to say "What can I do with this?" Then ask your language helper what you can do with the paper. If the language helper has difficulty thinking of things, demonstrate some. For example: I can cut the paper. I can fold the paper. I can make an airplane. I can crumple the paper. I can draw on the paper etc. |
| 15 minutes | Have your helper tell you what to do with the paper, then you do the action and tell what you are doing. For example: Cut the paper. I cut (am cutting) the paper. (Use present/future tense.) Draw a house on the paper. I draw a house on the paper. |
| 5 minutes | Break |
| 20 minutes | Describe what you did yesterday. Have your helper help you translate 4 to 6 sentences stating what you did yesterday. Learn how to ask someone what they did yesterday. For example: Yesterday I went to the bazaar. I bought apples. I came home and cooked lunch. Then, I studied for one hour. |
| 20 minutes | Ask your language helper what he/she did yesterday. Ask about any words that you do not know. If you have questions about what he/she is saying remember to use your power tools to ask in Tajik to repeat or speak slower, or to say that you don't understand. When you understand most of what your language helper is saying have him/her record it for you for listening practice. |
| 15 minutes | Work on any pronunciation that you are having difficulty with. If there are some sounds that are still difficult have your language helper think of lots of words that use those sounds and record them. |

Week 8: Day 4

Assignment #1:

As you meet with people today, ask them what they did yesterday, then tell them what you did yesterday.

Week 8: Day 5

| | |
|------------|--|
| 10 minutes | Review material from last lesson. |
| 15 minutes | Use this time to any questions that you have written down in your notebook. |
| 20 minutes | What words do you still need for talking about weather? Do you know sun, rain, cloud, cloudy, wind, windy, fog, rainbow, snow, ice, hail, storm, degrees, freezing, moon, stars? Learn some more words that you need. (Decide what you need and write it down before class.) |
| 15 minutes | Use the newly obtained words to make phrases. |
| 5 minutes | Break time |
| 20 minutes | Take this time to talk only in Tajik with your teacher. Make sure that you are doing at least half of the talking. If you get stuck, try using sign language. If you can't think what to talk about use your picture book and talk about the pictures. 20 minutes might seem like a long time, but do whatever you can to avoid using English. Your language teacher should not use any English either. |
| 20 minutes | Evaluate the last 20 minutes. Was it hard? What are you struggling with most? Was there something that you wanted to say but couldn't? Was there something that your language helper said that you couldn't understand? Are there some words that you didn't pronounce correctly? |
| 15 minutes | Go through your picture book and have your language helper tell you in the past what the people are doing. Have him say each sentence 2 or 3 times, then you repeat after him. If the sentence is hard start from the end and add a few words each time. Since the verb comes at the end in Tajik this method works very well for learning verbs. For example: Played (verb comes at the end in Tajik) With the ball played The boy with the ball played |

Preparing for Week 9

- Take some time to evaluate your language learning; try to get in the habit of making evaluations often so that you don't get stuck in a rut. Are you making the most of your sessions with your helper? Are you concentrating on Getting What You Need (remember *GLUE*) during the sessions? Are you learning and using what you get? Think about what works and what doesn't work for you. Different personality types have different strengths and enjoy different types of activities. Are you enjoying your language learning. If not, then changes need to be made.

Week 9: Day 1

| | |
|------------|--|
| 10 minutes | Review material from last week. |
| 15 minutes | Use this time to any questions that you have written down in your notebook. |
| 20 minutes | Get some phrases to describe sickness, for example: My head hurts. My stomach hurts. I don't feel well. I have a cold. I have the flu. I feel nauseous. I have diarrhoea. |
| 15 minutes | Do a role-play with your language helper where you are the patient and your helper is the doctor. Describe your symptoms and ask for help. Then do the role-play again but this time you are the doctor and the language helper is the patient. |
| 5 minutes | Break |
| 20 minutes | In Week 2 you covered some family members. Today learn some of the relationships that you don't already know. There are lots of different relationships so concentrate on the ones that you could use in a conversation. Is there a difference between younger and older brother and younger and older sister? Is there a difference between your father's sister (your aunt) and your mother's sister (also your aunt)? Is there a difference between your husband's sister (your sister-in-law) and your brother's wife (also your sister-in-law)? |
| 20 minutes | Learn some sentences that you can use to describe your family. Get sentences that you can use often. For example: My sister-in-law is a nurse. I have 3 cousins on my father's side and 4 cousins on my mother's side. My father has one older sister and two younger sisters. My older brother is married but my younger brother is not married. |
| 15 minutes | Have your language helper give a brief description of his family for you to record for listening practice. |

Week 9: Day 2

Assignment #1

Today as you are out talking with friends or neighbours spend time talking about family. People usually like to talk about their families so ask lots of questions about their family and see how much you can understand. You might want to show photographs of your family to your friends and talk about them also.

Week 9: Day 3

| | |
|------------|--|
| 10 minutes | Review material from last lesson. |
| 15 minutes | Use this time to any questions that you have written down in your notebook. |
| 20 minutes | Explore a subject. Last week you learned what you can do with a piece of paper. Choose a different object today and ask your language helper what you can do with it. Suggestions: a ball (throw, bounce, put under the chair, roll, catch etc.) meat (fry, boil, cut, cut, grind, eat etc.) an apple (peel, cut, eat, wash, slice, cook, drop etc.) a book (open, close, turn the page, lend, read, stack etc.) |
| 15 minutes | Like you did last week, have your helper tell you what to do with the object, then you do the action and tell what you are doing. |
| 5 minutes | Break |
| 20 minutes | Get some words that you might need to buy first aid items, for example: Medicine, tablets, alcohol, plasters (band-aids), syringe, cough drops, |
| 20 minutes | Now use these words and get some phrases to go with them. For example: Do you have band-aids? I need medicine for pain. How many tablets should I take? |
| 15 minutes | Find out as much as you can about where to buy medicines, and where people go when they need to see a doctor. |

Week 9: Day 4

Assignment #1:

Go into at least 5 chemists (drug stores) and see what they have. Often if you read what is written in Cyrillic it will be a medicine that you are familiar with. Try asking for some things that you might need, like band-aids or pain killers.

Week 9: Day 5

| | |
|------------|---|
| 10 minutes | Review material from last lesson. |
| 15 minutes | Use this time to any questions that you have written down in your notebook. |
| 20 minutes | Learn some phrases that will enable you to learn about religion. For example: When should you pray? How should you pray? Do you pray for people when they are sick? |
| 15 minutes | Learn about prayer. After the meal someone always prays. What are the rules that determine who that person should be? Have your language helper tell you what kind of things people say when they pray. If you are asked to pray what should you say? |
| 5 minutes | Break time |
| 20 minutes | Use Lexicarry #110 (2nd page) to talk about injuries. Learn the new words in the contest of a phrase or sentence, for example: Picture 70: He fell and grazed his knee. Picture 71: This arm bone is broken. It hurts a lot. |
| 20 minutes | Use the same pictures to talk about what remedy is needed. Use the verb <i>to need</i> , for example: The bone is broken. It needs to be fixed. He cut his finger. It needs to be cleaned. He twisted his ankle. He needs to sit down. |
| 15 minutes | Find out as much as you can about where people go when they are injured? What are the major hospitals? Is there a special place to go for emergencies? |

Preparing for Week 10

- Are you still taking the time to prepare for your lesson? Make sure that you have some English phrases and sentences written down before class so that you don't have to use class time trying to think of the things that you want to learn.
- Starting from this week you will put more thought into planning your own lessons. What are some things that you need to learn? Read this weeks lessons and choose topics that you want to learn.

Week 10: Day 1

| | |
|------------|--|
| 10 minutes | Review material from last week. |
| 15 minutes | Use this time to any questions that you have written down in your notebook. |
| 15 minutes | You choose the topic. Find pictures of 10 to 15 related words that you want to know. Use point and listen/listen and point to learn the words. |
| 20 minutes | Use the words to make phrases and sentences. |
| 5 minutes | Break |
| 20 minutes | Use Lexicarry #67–72. Have your language helper say what is happening in the pictures, for example. #67 He is hungry. He eats some bread. |
| 20 minutes | Use the same pictures to explore past tense, for example #67 He was hungry. He ate some bread. Now he is full. #68 He was thirsty. He drank some water. Now he is not thirsty. |
| 15 minutes | Using some of the words you have just learned (hot, cold, hungry, thirsty, full, tired etc.) learn how to say "I am ..." and "Are you ...?" |



Week 10: Day 2

Assignment #1

Choose one or two assignments from the additional assignments page.

Week 10: Day 3

| | |
|------------|---|
| 10 minutes | Review material from last lesson. |
| 15 minutes | Use this time to any questions that you have written down in your notebook. |
| 15 minutes | Review some of the words that you know. Make seven cards with pictures on them to represent different sets, for example body parts, adjectives, items of clothing, sports, kinds of weather, kinds of vehicles, and relatives. To make the card draw a couple of pictures of objects in the set, for example, for the body parts draw an eye and a hand. Have your helper say a word and you point to the correct category card. |
| 20 minutes | Now, you take the cards one at a time and list as many objects that you can for each set. Then have your helper add one or two new words to each group. |
| 5 minutes | Break |
| 20 minutes | Use Lexicarry #73–78 to learn some more verbs in present/future tense. |
| 20 minutes | Use the same pictures and put them in past tense. |
| 15 minutes | Now, using the same pictures put the sentences into 1st person singular, for example: I am sore. I go up the stairs. I go down the stairs. I gave her a present. |

Week 10: Day 4

Assignment #1:

Choose one or two assignments from the additional assignments page.

Week 10: Day 5

| | |
|------------|---|
| 10 minutes | Review material from last lesson. |
| 15 minutes | Use this time to any questions that you have written down in your notebook. |
| 15 minutes | Have some objects to use and learn the words for mine, my, yours, your, his, hers, her, ours, our, theirs, their. Learn how to ask "Whose is this?" (Remind your language helper that you want to learn the colloquial dialect so that you will be able to understand people when they speak to you.) |
| 20 minutes | Learn how to put the words into phrases, for example: This is my book. That is your book. Is that your pen? Is this pencil mine or yours? I like her hair. |
| 5 minutes | Break time |
| 20 minutes | Get some phrases that you need for complimenting, for example: I like your haircut. Congratulations on your new dress. |
| 20 minutes | Get some phrases that you need for congratulating, for example: Happy Birthday! Happy New Year! Congratulations! Congratulations on your wedding day. |
| 15 minutes | What is appropriate to write in a birthday card? Have your language helper give you some ideas of things to write in a card. |

Preparing for Week 11

- Some time this week, tell your language helper that next week (Week 12) you would like to learn a children's story. Ask him/her to think of a story that most people would know, like a fable, for example.

Week 11: Day 1

| | |
|------------|--|
| 10 minutes | Review material from last week. |
| 15 minutes | Use this time to any questions that you have written down in your notebook. |
| 15 minutes | You choose the topic. Find pictures of 10 to 15 related words that you want to know. Use point and listen/listen and point to learn the words. |
| 20 minutes | Use the words to make phrases and sentences. |
| 5 minutes | Break |
| 20 minutes | On week 6 you learned the names of some items of clothing. Use Lexicarry #108 to learn some more verbs and adjectives that you might need for buying clothes, for example: It's too small / big / short / long. Do you have my size? What size is this? Do you have a smaller one? Do have a red one? |
| 20 minutes | Do a role-play in which you are trying to buy an item of clothing. It may be helpful to take some items of clothing to your lesson, or pictures. Play the part of the seller, and then play the part of the buyer. |
| 15 minutes | If you have shoes that need to be repaired where should you go? What about an item of clothing that needs repaired? Do you know where you would go to have a dress made? Find out as much as you can. |

Week 11: Day 2

Assignment #1:

Do you need to buy any items of clothing, or shoes, or material for a new dress. Go to the bazaar and practice the words and phrases you have learned.

Week 11: Day 3

| | |
|------------|---|
| 10 minutes | Review material from last lesson. |
| 15 minutes | Use this time to any questions that you have written down in your notebook. |
| 15 minutes | Use Lexicarry #118 to learn about taste. Learn how to ask "How does a ... taste? In English we use the words sweet, sour, bitter and salty. What are the classifications in Tajik. What other words do you need to know to describe food. For example: yummy, spicy, bland etc. |
| 20 minutes | Take some time to divide food into groups depending on the taste. You could make a card for each taste and then write the names of the foods underneath. Try to think of foods. As you put each item into its group say a sentence about it. For example: This is an apple. Apples are sweet. I like chocolate because it is sweet. |
| 5 minutes | Break |
| 20 minutes | Use Lexicarry #111 to learn about some pastimes and sports. Try to concentrate only on the ones that you think you can use in a conversation. Use point and listen/listen and point to learn the ones you want to learn. |
| 20 minutes | Use the above words that you have learned and make some sentences, for example: I like to play tennis? Do you like sports? What sports do you like to play? Do you know any card games? Do you want to play chess? |
| 15 minutes | Have your language helper make a recording describing a pastime. They could explain about the game of <i>бузкашӣ</i> (a traditional game), or wrestling. This recording will go on the tape you are preparing for listening practice. |

Week 11: Day 4

Assignment #1:

Choose one or two assignments from the additional assignments page.

Week 11: Day 5

| | |
|------------|---|
| 10 minutes | Review material from last lesson. (Remind your language helper that for your next lesson you would like to learn a story.) |
| 15 minutes | Use this time to any questions that you have written down in your notebook. |
| 15 minutes | Use Lexicarry #119 to learn about smells. What words and phrases do you need to know? |
| 20 minutes | What are some phrases that you might need to know to talk about smells? This milk smells sour. Smell this flower. Do you like this smell? Can I smell that perfume? This soap smells good. His breath smells bad. |
| 5 minutes | Break time |
| 20 minutes | Use Lexicarry #120 to learn about touch. Bring to the lesson items with different textures. |
| 20 minutes | Put your new words into phrases and sentences. Look at the sentence structures below. Can you say it both ways in Tajik? Don't get too hung up on the grammar, but see if you can say it both ways. This is a soft pillow. This pillow is soft. This is a hard table. This table is hard. |
| 15 minutes | Using words you know try to make longer sentences. What words do you need to know. Do you know and, but, either, or? For example: This pillow is soft, but this one is hard. This perfume smells sweet, but this one smells awful. I like apples, but this one is not sweet. I like my tea either hot, or with ice, but not luke-warm. |

Preparing for Week 12

- This is the last week of the program. Congratulations! Make sure that you have made plans to take a week off. Do something special to celebrate.
- If you have a language tester in your area, arrange to do a language test sometime this week. You should be at least at a Novice High level.

Week 12: Day 1

| | |
|------------|--|
| 10 minutes | Review material from last week. |
| 15 minutes | Use this time to any questions that you have written down in your notebook. |
| 15 minutes | You choose the topic. Find pictures of 10 to 15 related words that you want to know. Use point and listen/listen and point to learn the words. |
| 20 minutes | Use the words to make phrases and sentences. |
| 5 minutes | Break |
| 40 minutes | Have your language helper tell you a story. The first time through listen and see how much you can understand. The second time, have your language helper tell the story one sentence at a time. If you don't understand something ask your helper to repeat the sentence or give the meaning of a word. Then have your helper tell the story again. Afterwards have him/her ask questions about the story. Make sure that at some point you get a good recording of the story. If you feel brave, you can try retelling the story, but remember that it will be much easier for you to understand the story than to say it yourself. That's OK. The more you listen, the easier it will be to talk. |
| 15 minutes | Make sure you know how to ask others to tell you a story. Do you know the story about ...? Do you know any children's stories? When you were a child, what was your favourite story? Do you know any fables? Do you know the fable about the fox and the grapes? |

Week 12: Day 2

Assignment #1

Ask people if they know the story that you learned yesterday. If they do, have them tell it to you. As you ask more people, you will start to understand more of the story.

Assignment #2:

As you talk with your friends this week about stories, ask them if they would be willing to tell a story as you record it. Make sure the story is not too long.

Week 12: Day 3

| | |
|------------|---|
| 10 minutes | Review material from last lesson. |
| 15 minutes | Use this time to any questions that you have written down in your notebook. |
| 15 minutes | By now, perhaps, you are comfortable with numbers, but what else can you do with numbers. Do you know how to say once, twice, three times etc. How about first, second, third, etc. What about one-half, one-third, one-fourth etc. |
| 20 minutes | Learn the four mathematical operations i.e. add, subtract, multiply and divide. Is there more than one way to say it? Which is the way that children are most likely to use? Have your language helper tell you a sum and you give the answer. Have him/her challenge you with sums that have fractions in them so you can practice your fractions, for example: 2 divided by 8 |
| 5 minutes | Break |
| 20 minutes | Use Lexicarry #114 to talk about emotions. Have your language helper say what emotion he thinks each picture is portraying. For this page you may need to look at the definitions in the back of the book. Maybe it would be easier to act out the emotions rather than using the pictures. |
| 20 minutes | Learn some phrases that you can use when talking to your friends about their feelings. For example: Are you upset? What makes you happy? Are you afraid of anything? Are you bored? |
| 15 minutes | What are the words for odd, even? Are there times when it is appropriate to give an odd or even number of something? How many breads should you give? Or flowers? |

Week 12: Day 4

Assignment #1:

Look up the word one (як) in the Tajik-English dictionary. Write down some words that would be easy to learn since you already know both parts of the word, for example:

яқдил - (one + heart) - unanimous

як-ду - one or two

яқранг - (one + colour) - the same colour

яқчанд - many

This would be a good thing to go over tomorrow during your notebook time to make sure you know how to use the words correctly.

Assignment #2:

Pay special attention to how shopkeepers add up purchases using an abacus.

Week 12: Day 5

| | |
|------------|--|
| 10 minutes | Review material from last lesson. |
| 15 minutes | Use this time to any questions that you have written down in your notebook. |
| 20 minutes | What are some qualities of a good mother, a good teacher, a good child etc. Learn how to ask "what makes a mother a good mother?", or "what are the qualities of a good mother?" Have your language helper tell you 2 or 3 qualities of a good mother, then ask "What are the qualities of a good teacher?" Do as many people as you have time for. |
| 15 minutes | Have your helper make a recording describing a person, maybe their mother, or a favourite teacher. This will go on to your listening tape. |
| 5 minutes | Break time |
| 30 minutes | Bring a picture book or a child's book. For each page tell your language helper as much as you are able about the picture. You don't have to retell the story, and you don't have to always use complete sentences; just use as much Tajik as you can. When you can't say any more about the picture have your language helper tell you one or two more things about it. Don't use any English at all during this half hour. (Set a timer if you want to.) |
| 15 minutes | Talk about some of the things that you wanted to say, but couldn't. Was there something your helper was trying to say that you couldn't understand? |
| 10 minutes | Reflect back on the last 12 weeks of language lessons. What are your strengths and weaknesses? How will you proceed from here? What do you need to concentrate on? What do you need to review? |

Point & Listen / Listen & Point

This is a basic vocabulary building technique.

Choose 10 to 15 items that you want to learn. It's best to use actual objects, but if you don't have them use pictures, or the Lexicarry. In this stage of language learning you will be dealing only with concrete items.

Point and listen

This is a learner-directed activity. You point to an item and your language helper tells you what it is called. Point to the item 2 or 3 times and then point to another item. Repeat these two items 2 or 3 time before moving onto the third item. You are in control. Only you know how much repetition you need. Add items slowly until you feel like you can identify them all.

Listen and point

Now have your language helper say the names of the items and you point to them. Ask your language helper to repeat the ones that you don't know until you are familiar with them all.

This is an understanding exercise. Once you can understand all the words you can go back and try and repeat the words after your helper to get the pronunciation right. You don't have to do this on the same day. You can record the words for listening practice first. Then on a different day you can work on saying the words. Remember that understanding always comes before speaking.

Backward Buildup

This technique assists you in memorizing a particularly long phrase or sentence. You learn to say one element of the sentence (a single word, a single phrase, or a single clause) and then you keep adding additional elements until your sentence is complete.

Here's the trick: it's best to work from the end of the sentence and work your way forward. This will do the most to preserve the correct intonation of the sentence, and since you will have repeated the latter portions of the sentences so thoroughly and know them so well, that will give you momentum once you begin the sentence to finish it. You won't have to start a sentence and then stumble around to its conclusion.

Example Sentence: I really hated not being able to go to the movies last Thursday night. (That's a mouthful!)

Helper: "last Thursday night."

You repeat: "last Thursday night"

Helper: "to the movies last Thursday night."

You repeat: "to the movies last Thursday night."

"to go to the movies last Thursday night."

"not being able to go to the movies last Thursday night."

"I really hated not being able to go to the movies last Thursday night."

When memorizing a sentence remember to not only get accurate pronunciation of each word, but accurate intonation of the whole sentence. What is the sentence's music and rhythm. Tap it with your hand, or indicate with a swinging finger how the tone rises or falls.

Dumb-Smart Questions

Dwight Gradin writes, "It's DUMB to ask questions that you already know the answer to, right? No, that's SMART!, because you set yourself up for the possibility of comprehending more of what people say to you, and that becomes a great morale boost. . . Because you are a learner, you can legitimately do this: Develop the mindset where you constantly ask people questions, even though you already know the answer."

Process for Simple Dumb/Smart Questions (DSQ)

Step 1. Begin (and continue) to develop a list of common information-soliciting questions that you can ask in the community, e.g.:

- a. How to get to a certain place.
- b. When a certain store, office, bank, etc., opens/closes
- c. Where a certain bus goes or which bus to take to _____
- d. What time it is.

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

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

Step 4. Then when you are out shopping, running an errand, etc., stop people and ask a "relevant" question.

Example: Learn and practice with your helper the correct directions from a specific location (e.g. from a specific street corner) to various places (e.g. post office, bank, hotel, etc.) Then learn various ways to ask directions. Then go to that location and ask someone how to get to that place. Begin to walk in that direction, then ask someone else. You will be thrilled how much you understand.

This technique is best used:

- a. for questions that have a fairly standard answer.
- b. for questions that almost anyone can answer.
- c. when you are in control of the situation (like when you are asking for directions or specific info.

Series

The Series Technique is a good way to get Tajik "going through your head" even when you are doing routine activities. It is a technique you can mumble under your breath as you do the routine. Or it is something you can take out in the community and say, "Let me tell you how I . . ."

Step 1: Think through your day and list 15 common activities that can be serialized, i.e. things you do regularly or every day. Examples: brush your teeth, make coffee or chai, write a letter, shower, get ready for the day, make a phone call, wash dishes, buy vegetables, get ready for bed, etc.

Lexicarry #58-82 (Sequences) and #93-103 (Operations) can be used for this.

Step 2: Make a series of each one, using not more than 6 or 8 sentences.

Example: I get a large pan.
 I fill it with water.
 I put it on the stove.
 I turn the burner on high.
 I wait till it has boiled for 20 minutes.
 Then I turn the burner off.

Add an introductory and concluding statement, such as:

Let me tell you how I . . . (and then)
That's how I do it. (or) Did I say this correctly?

Step 3: Learn how to say each of these elements in Tajik from your helper. Tape record.

Step 4: Say the series to yourself whenever you perform the action. Say the series to your friends during Community Time.

Advanced Series: Later you can use that same series to practice grammatical points, i.e. turning each sentence into a command form to yourself, using past tense, using future tense, etc.

Tips for taping

- Make sure you have your tape recorder in every language session, and allow time to record all the new words and phrases.
- Record new words. One way is to say the word in English and then have your helper say the word two or three times in Tajik with a space after each word so that you can repeat.
- For phrases and sentences, have your helper say the whole phrase at normal speed and then say each word separately with a pause after each word and then say the whole phrase again at normal speed.
- Each day during your individual study time, listen to your recordings. Listen to each lesson for several days until you feel like you know it all. After a couple of weeks pull out old lessons and listen again for review.
- At first you will only be recording words and sentences, but later on in your language lessons you will want to have your helper record short stories, descriptions etc. These should be quite short to begin with, maybe 1 to 2 minutes. Put these recordings on a separate cassette because they will make good listening practice for years to come.
- If you have the ability to make good digital recordings of stories etc. start collecting them to share with other language learners.

Using a Photo book

One of the best resources we can use for language learning is a book of photographs. Make it a priority to get a good set of pictures as early on in language learning as possible. The pictures will be especially useful for learning verbs and all the tenses, so make sure that you have lots of pictures of people doing different things. It is also good to have all ages represented in the photographs, and have some photographs with one person and some with two or more. Also include some family pictures which are especially helpful for talking about relationships.

Any time you don't know what to do in your lesson, get out your photo book and talk, talk, talk about the pictures. Here is a list of suggestions to get you started, but you will probably think of loads more ways to use your photos.

Some ways to use your photo book:

1. Have your language helper go through and say something about each of the pictures. For example, she might name all the clothes, or she might say what each person is doing in the past tense. You can listen, or record for later listening practice.
2. Choose one picture. Have your language helper talk about the picture for a couple of minutes. Record what she is saying for listening practice. Listen to the recording with your language helper and ask for clarification on words and phrases that you didn't understand.
3. Choose one picture. Talk as much as you can about the picture while recording. Play back the recording with your language helper and have him correct your mistakes.
4. Use the pictures to drill verb tenses. Go through the pictures and tell your language helper what each person is doing. Your language helper can help and correct you.

Things to learn from your pictures. Put a check by each one when you can go through your photo book and say these things on your own.

1. Name people e.g. man, old lady, baby, child, girl etc.
2. Say "This is a man, this is a girl" etc.
3. Relationships e.g. sister, father, grandmother, grandchildren, friend, neighbour, colleague, teacher etc.
4. Say "This is my mother, that is her sister" etc.
5. Name all the colours.
6. Names of clothing.
7. Put colours with names of clothing e.g. red shirt, blue dress.
8. Use a close-up picture of someone's face to name at least ten body parts eye, eyebrow, cheek etc.
9. Use a picture to name at least ten body parts e.g. leg, knee, head etc.
10. Name other things that you can see in each picture.
11. Go through your photo book and use the present tense (present-future tense)* to say whether each person is sitting, standing or walking. Use 3rd person singular i.e. "He is sitting, she is standing" etc.
12. Go through your picture book and say what each person is doing in the present tense (present-future tense).
13. Learn 3rd person plural and go to each picture where there is more than one person and say what they are doing in the present tense (present-future tense) e.g. "They are singing".

14. Learn how to put the verb in the 1st person singular and for each picture say “He is drinking and I am drinking”. (Use present-future tense). You can do the actions too, to reinforce the meaning.
15. Repeat the above activity for 1st person plural i.e. “We are drinking”.
16. Repeat the above activity for 2nd person singular i.e. “You are drinking.”
17. Repeat the above activity for 2nd person plural i.e. “You are drinking.”
18. Learn how to put a verb in the negative and use the verb sit to go through and say whether each person is sitting or not e.g. He is sitting, they are not sitting, etc.
19. Choose 2 other verbs, e.g. smiling, talking and repeat the above activity.
20. Say what each person is wearing e.g. “The girl is wearing a red dress”.
21. Describe the clothing e.g. “This is a flowery dress. This is a short-sleeved shirt.” etc.
22. Say how old each person is (just guess), or use a word like “approximately” or “probably”.
23. Use at least one sentence to describe each person e.g. “This man has a beard. This is a short lady. The baby is cute.” etc.
24. Learn past tense and go through saying what each person did.
25. Repeat the above activity using I, you, we, they.
26. Learn present continuous tense and say what each person is doing.
27. Repeat the above activity using I, you, we, they.
28. Use one picture to describe a person with as much detail as you can.

Examples of more complex grammatical structures you can practice with your pictures:

1. When this picture was taken, he was sitting.
2. Before I took this picture he was laughing.
3. After he laughed, he cried. After he washed the dishes, he sat down.
4. After he laughs, he will cry. After he washes the dishes, he will sit down.
5. Before he laughed, he sang. Before he washed the dishes, he ate dinner.
6. Before he laughed, he was singing. Before he washed the dishes, he was eating.
7. He is laughing because... He is drinking because...
8. He laughed because... He drank water because...
9. He is watching television. I like/don't like to watch television.
10. He is watching television. I want/don't want to watch television.
11. He was watching television. He shouldn't have been watching television.
12. He was watching television. I can't watch television.
13. He was watching television. Could we have watched television?
14. He is watching television. Would you like to watch television?
15. He was watching television. Would you have liked to watch television?
15. I think this man is laughing because ...

This list could go on and on. Try creating your own sentences and see how many different ones you can come up with.

*In Tajik, it is best to learn the present continuous later because there are several different ways to say it. The present-future tense can be used to describe present and future. For example, мешинад can mean he sits or he will sit.

ADDITIONAL ASSIGNMENTS

Here are just a few ideas for things to do to get you listening and talking. Being with people and relearning the world as they see it is vital to language learning. Write down some of your own ideas for getting out in the community.

- Invite someone over for a cup of tea. Get out photos of your family and talk about them.
- Ask someone to come over and show you how to make a national dish.
- Think of a dumb-smart question and go out and use it 20 times.
- Stand on a busy street corner for half an hour and observe. Write down things that you want to talk about with your language helper or a neighbour. It could be observations about the way people dress, or the way people greet each other, or the way husbands and wives interact.
- Are there any spectator sports? Go with a friend or neighbour to watch a football match, or wrestling, or *бuzkashi*.
- Ask to go to a first or second grade class and sit in the back and observe.
- Go to a museum with a friend.
- Go to a play if there is a theatre in your city.
- Go to a tea house and restaurant and make observations.
- Ask a neighbour or friend about flowers and plants. Where can you buy seeds and plants?
- Ask a good friend if you can go with them to their place of work.