

NEGATIVES

- 6.15 INAB COMPREHENSION OF 'CAN'T'  
6.15 NEGATIVE VERBS ALONE OR IN SET PHRASE  
EG. WON'T, DON'T, CAN'T ETC.  
(ACTIVITIES FOR 6.15 AT LEVEL 5).

QUESTION FORMS (ACTIVITIES - LEVEL 7)

- 6.16 QW 'WHERE' &/OR 'WHAT' WITH RANGE OF VERBS  
EG 'WHERE YOU SIT?' 'WHAT YOU EAT?'

- 6.16 Y/N LONG INTONATION QUESTIONS  
EG DADDY SIT ON MY BED NOW?

VERB FORMS (ACTIVITIES - LEVEL 5)

- 6.17 2 OR 3 REGULAR PAST TENSES  
EG WALKED, KICKED, etc.

PRONOUNS

- 6.18(a) COMPREHENSION OF YOU/ME YOUR/MINE  
6.18(a) I, ME, MY, MINE.  
6.18(b) THAT (DEMONSTRATIVE) 'THAT A TEDDY'  
6.18(c) IT (OBJECT) KICK IT.

ARTICLES ETC

NO ACTIVITIES AT THIS LEVEL.

PREPOSITIONS

NO ACTIVITIES AT THIS LEVEL.

COMPARATIVES

- 6.21(a) USE OF 'TOO' IE TOO BIG  
6.21(b) USE OF 'VERY'

AND

- 6.22 USE OF 'AND' IN A LIST NOT A SENTENCE  
EG FISH AND PEAS ... AND ...

COMPLEX SENTENCES

- 6.23 USE OF 'WANT TO' AS A SINGLE WORD  
EG I WANNA GO OUT!

CONCEPTS

- 6.24 COLOURS OTHER THAN BLACK AND WHITE.

The meaning of 'can't' in these activities is restricted to 'Inability'. It is not used to mean a child is not allowed to do something. Eg. You can't go out!

#### ACTIVITY 1

Pictures showing various children attempting to do activities which they obviously can't do.

eg. One nude child looking into locker, several fully-dressed children 'Who can't find his clothes?'

Three big boys watching TV. A child behind them jumping up trying to see over their shoulders "Who can't watch the television?"

The children have to pick out the child who answers the description. We tend to use situations which the child can understand by reference to his own activities. (Eg can't get down from a tree, can't get out of a deep hole, can't lift up the case, can't button their coat etc).

#### ACTIVITY 2

This is far harder than Activity 1 as it requires the child to have a good general knowledge. Again, it could be a picture choice or selecting a miniature animal, or model from a line of several (which one can't fly? Which one can't run? Which one can't talk? etc. Choice could be from bird, tree, dog, little boy, etc).

TEACHING OBJECTIVES: COMPREHENSION OF 'CAN'T'

NEGATIVE VERBS ALONE OR IN SET PHRASE

At this phase in development, we would expect the children to be using negative verbs (eg can't, don't etc). In the early stages, they may be limited to a single word or a short set phrase (eg says "can't do it" no matter what the activity is.)

REJECTION: WON'T OR SET PHRASES 'WON'T DO IT'  
RELATED TEACHING ACTIVITIES. REFERENCE 5.15 REJ

PROHIBITION: DON'T or 'DON'T DO THAT'  
RELATED TEACHING ACTIVITIES REFERENCE 5.15 PROHIB.

DENIAL: WON'T (THIS ONE WON'T GO!)  
RELATED TEACHING ACTIVITIES REFERENCE 5.15 DEN.

INABILITY: 'CAN'T' OR 'CAN'T DO IT'  
RELATED TEACHING ACTIVITIES REFERENCE 5.15 INAB.

The overall progression from Level 5 to Level 8 can be found under reference 5.15.

TEACHING OBJECTIVES: NEGATIVE VERBS ALONE OR IN SET  
PHRASE

The research on the use of 'Where' and 'What' in the questions used by young children (Bloom 1980) suggests that it is generally used with a limited range of verbs. At this level we would not expect the auxiliary or the copula (eg is, are etc).

"Where mummy sleeping?"

"What daddy eating?"

A full description of the overall progression from Levels 5 to 9 can be found under reference 7.16 QW with related teaching activities.

TEACHING OBJECTIVES: 'WHERE' OR 'WHAT' PLUS RANGE OF VERBS.

LEVEL 6

6.16QW

This item in the progress record allows for the recording of children whose main method of asking yes/no questions is by use of long sentences with rising intonation. (eg My Cindy doll go in that big bed?)

They still do not use inversion of subject and auxiliary. The teaching activities for this type of question begin at Level 7 (7.16 Y/N).

TEACHING OBJECTIVES: LONG INTONATION QUESTIONS FOR YES/NO QUESTIONS - NO INVERSION

**LEVEL 6**

**6.16Y/N**

Verbs with the regular 'ed' ending which occurred early in the language of the children in the Bloom, Lifter and Hafitz study (1980) included the following.

comb	call
jump	finish
mend ('Fix' in the study - it's American).	touch

Past tenses at least in the very early stages were used for events which were momentary, with a definite beginning and end point, and with a relatively clear result (eg He jumped off the wall. The car bumped the horse etc). Activities for the past tense will be found under reference 5.17.(b).

TEACHING OBJECTIVES: VERBS - PAST TENSE - REGULAR FORM - 'ED'

LEVEL 6

6.17

The earliest occurring pronouns in most studies of child language are you, me, your, mine, my. In fact, 'mine' may be amongst the child's first words. Charney (1980) suggests that the child's meaning is limited to the terms only when they apply to themselves. (eg If you say to the child "here is your coat", he will understand. Similarly, if the child says 'this is my coat'), it is only gradually he realises that they can be used by other people. In fact, the Wells (1980) study indicated that 'you' and 'your' tend to appear slightly later in children's speech than me and my.

You may decide therefore to teach the pronouns in this order, however, we went for a contrast immediately presuming that the child had in fact passed through the 'egocentric' phase mentioned above. It is an assumption, and if you hit problems we suggest your first suspicions should be that perhaps the child still has a restricted meaning which needs a far more gradual extension than allowed by the teaching activities.

The teaching activities introduce 'you' and 'your' so there are no additional activities under reference 7.18(a) and 7.18 (c).

ALL ACTIVITIES PRESUME ONLY TWO PLAYERS. PROBABLY THE TEACHER WOULD BE ONE OF THEM UNTIL AN OBSERVING CHILD COULD TAKE THE ROLE.

#### ACTIVITY 1

This game was reported in 'The Autistic Child' by Lovaas (see bibliography) and seems ideal for young children. The teacher has a collection of sweets, tokens etc which are placed in the centre of the table between the two of them. Both participants start with their hands in a set position away from the sweet.

On some predetermined signal, they race to get the sweet, whoever gets it shouts 'mine' and keeps it. Naturally, the other person can say 'yours' or 'your one' if prompted.

#### ACTIVITY 2    COMP

Children with reasonable memories jumble up together some of their clothes (eg shoe, coat, sock, etc). They are placed in a bag and drawn out one at a time. As they are drawn out, the owner is encouraged to shout 'mine', the other participant 'yours' or 'your sock'. This could also be used for comprehension. 'Whose sock is this?'

#### ACTIVITY 3

Simple card games where each child has half the pack and turn the top card over, the highest card winning. This could be adapted so that there were say two colours, red and black, and red always wins, or it could be based on a restricted range of cards taken from normal playing cards up to the numbers which the child could recognise. Equally, dominoes could be used.

The two players turn the cards over and are encouraged to shout 'your one' or 'mine' or 'you win', 'I win'.

#### ACTIVITY 4

A target is set up which the two participants take turns in attempting to knock down. They win a token etc if they are successful. They can have one or two turns each. The language is prompted at the end of a turn eg 'your turn' 'my turn now'. You could set up a row of targets and the person who knocks the last one down wins, allowing an opportunity for 'I win!' Any game which involves a quick succession of turns can be adapted for 'your turn',

**TEACHING OBJECTIVES:**    COMPREHENSION AND USE OF ME, MY, MINE, I, YOU, AND YOUR.

'my turn' 'now me' 'you now!'

#### ACTIVITY 5

Any form of race would allow for phrases such as 'I win' 'you win' whether they be pushing cars across a floor, down an incline, Scalectrix or a running, hopping race. The only point is that the game must allow the language to occur frequently and each race must therefore be short.

#### ACTIVITY 6

These activities will appear again under use of auxiliaries as they are useful, both for the use of 'I' and the auxiliary.

In the early stages of giving out parts for a puppet play or normal drama, you hold up the puppet or card depicting the character, and say "who wants to be the pirate" either 'me' could be encouraged or 'I do'. This phase of the game could be set up immediately after telling a short story which the children are then to act out.

Once the parts have been given out, the teacher with her poor memory can begin setting up the sceme "Who's the pirate?" Again, either 'me' or "I am" can be encouraged.

#### ACTIVITY 7 COMP

The teacher gives out series of cards depicting children dressed in different ways. Questions are 'whose got a blue shirt' - "I have" or 'me!' 'whose got a red hat? etc'.

The same game could be played using pictures of professions (policeman etc) or animals (eg 'who's got big teeth? etc'). If only two people play then this can be adapted for comprehension. 'Who's got a blue hat? 'I have'.

#### ACTIVITY 8 COMP

Lotto games can be played by two people and as the cards are turned over 'mine' or 'your card' can be prompted. This could equally be used as a comprehension activity (whose is this?)

**TEACHING OBJECTIVES:** COMPREHENSION AND USE OF ME, MY, MINE, I, YOU AND YOUR.

**LEVEL 6**

**6.18(a)**

The use of 'This' and 'That' as a demonstrative pronoun (eg "This (is) my shoe". "That(is) a teddy") occur very early but without the subtle distinction between 'this' and 'that' made by adults. (This one ' - the one I am referring to, or one near me contrasted with 'that one' - further away etc). Thus we have provided a number of activities where 'This' or 'That' could be used to define or label objects in the Two to Four Word Level of the scheme when it would be expected to appear. The ideas appear in brief under this reference. The more subtle use described above would not be expected to appear until 3 years 6 months to 4 years which is approximately equivalent to Levels 9 to 10 in this scheme (De Villiers and De Villiers 1974). However, it depends on the situation, and other researchers have put the age level at somewhere between 5 and 7 years of age. (Beyond the scope of this scheme - Clark and Sengull 1978 as Webb and Abrahamson 1976).

#### ACTIVITIES

If 'This' or 'That' are purely being used to define or label an object:- you can try.

- (a) Guessing what an object in a 'feely' bag is.
- (b) Guessing the identity of a visually masked picture.  
Teacher would gradually reduce the amount the picture was masked.
- (c) Sorting photographs of objects taken from unusual angles - normal several exemplars of any one object, and a straight picture of it to act as a cue.

You will need to encourage 'This' or 'That' as 'It' is equally likely given the context. Eg What is that? Perhaps if you ask the child to enumerate what several things are. eg 3 feely bags. He has a turn at each one and then try to

remember. 'That's a shoe', 'that's a spoon' etc.

As pointed out in the preceding explanatory notes, the use of 'This' and 'That' with subtle adult meanings of near or far may not be fully appreciated until after 5 years of age which is beyond the scope of this scheme.

TEACHING OBJECTIVES: PRONOUNS: USE OF 'THAT' DEMONSTRATIVE

LEVEL 6

6.18(b)

This is one of the earliest pronouns to occur in a child's language, even at the two word utterance level (eg eat it! kick it!). Some children seem to demonstrate a preference for using pronouns instead of nouns, and vice-versa. Normally, the two styles have begun to converge by the time the child is using four to five word sentences. (Bloom et al 1975). We cannot really suggest any activities where it would make sense from a communication point of view to refer to an object as 'it' rather than give it its normal adult non-pronoun label.

TEACHING OBJECTIVES: PRONOUNS: USE OF 'IT' - IN OBJECT POSITION.

LEVEL 6

6.18(c)

We have found in teaching this construction that the phrase 'too big' or 'too little' was correctly applied to the total situation, but if you asked the child 'which one is too big?' You often got the opposite reply to the one you expected. There seems to be a phase where the child appreciates 'too + size word' indicates objects do not fit, before full comprehension of the term is learned.

#### ACTIVITY 1

The child is required to complete an inset board where the inserts are the same object or animal but graded in size (you can buy some which have 5 dogs on them from very little to large). The teachers can choose an appropriate moment to say 'too big' or 'too little' and encourage the child to do the same.

#### ACTIVITY 2

Similar to the above, but can be carried out incidentally during other play activities (eg matching saucepan lids to saucepans - real or toy. Lids of tins to tins, bottle tops etc).

#### ACTIVITY 3

The children trace over a picture and deliberately make a section of it bigger or smaller than on the original. This should be by quite a margin. The two pictures are stood side by side and the remainder of the group have guesses at which part is 'too big' or 'too little'.

(Based on an idea from 'Games for Language Learning - By Andrew Wright - see Bibliography).

#### ACTIVITY 4

You could write your own stories about children who are 'too little' to do various activities until they take a magic potion etc. There is an excellent published story called 'Sam's Birthday' by Pat Hutchins, which covers this language construction. Equally, 'the Three Bears' is a good repetitive story with 'TOO' coming up frequently.

**TEACHING OBJECTIVES:** COMPREHENSION OF 'TOO', AS IN "TOO LITTLE".

We have seldom had to teach this and our ideas are consequently somewhat limited. We would prefer to apply them to dimensional adjectives (eg big, small, fat, thin) as otherwise their meaning is somewhat difficult to convey eg He's very nice. All we can suggest are big, little, books where a scrap book has an example of a small dog, big dog, and a very big dog perhaps on separate pages. Preferably, the book would be organised in a highly predictable sequence so the child could eventually complete the description if the teacher stopped short. She's big, she's little, but she's ..... child "very little".

The same type of approach could be used with models although the practicalities of collecting large versions of objects might make this less of an option. Obviously, the language could be used in relation to the environment. (A little house, a big house ..... a very big house).

Bubble solution might allow you to try to blow 'a very big bubble'.

Balloons could be blown up till they get 'very big' etc.

TEACHING OBJECTIVES: USE OF 'VERY'

LEVEL 6

6.21(b)

The activities described on this sheet can be used to elicit a short phrase with 'and' between nouns (eg "fish and chips please") as well as a sentence containing such a phrase (give me some fish and chips please'). In fact, for children being introduced to the use of 'and' between nouns, we might have a graded introduction as described below. The child is expected to say the name of first object, the teacher prompts the second (eg Child. "Fish" Teacher "and chips"). With repetition of the game the teacher should be able to stop prompting but the child might still have an obvious pause before the second phrase, so it sounded like an afterthought (eg Fish ..... and chips"). It might even be necessary to hold up the objects in time with the child's expected utterance ie "So you want" - holds up picture of Fish: Child "Fish" Teacher immediately holds up a picture of chips, and if necessary makes further prompts, however the visual cue may help the child. The games would be continued until the child could manage the entire phrase without the pause. He would then be shifted to games with different vocabulary so as to ensure he had not learnt a set of stereotyped phrases. Once he was well established at this level, the teacher could begin to introduce the appropriate type of the sentence. "I want fish and chips" or perhaps add 'please' at the end as an intermediary step.

eg 1st step "Fish and chips, please"

2nd step "I want Fish and chips"

On the 2nd step, you might well expect a pause, either before 'Fish and Chips' or before the "and chips". Again, the games would be continued until the child was reasonably fluent and there were no obvious pauses.

#### ACTIVITY 1

The child is provided with 'shopping cards' which show two objects he can buy at a shop. The shop can either have the objects or pictures of them. He is required to ask the shopkeeper for them. The teacher would prompt the expected level of expression on the first one or two attempts or more if necessary.

'doll .... and train' 'doll and train please' 'I want a doll and train please'.

#### ACTIVITY 2

A 'restaurant' is set up where the menu consists of pairs of pictures e.g. Fish and Chips, Meat and Potatoes, Beefburgers and Chips etc. The children are required to order their meal. After they have finished, the teacher could ask them what they had ordered (as a forgetful waiter) or ask them what they had eaten, so as to provide them with a chance to rehearse the phrase or use a full sentence. (eg "I want pie and mash". 'I had chips and beefburger" etc).

#### ACTIVITY 3

The teacher puts several real objects on the table which have some natural association (eg Cup and Saucer, Egg and Eggcup, Bat and Ball, Knife and Fork etc). The child is asked to find which ones go together. He is allowed to place them together and once he has done this with all the pairs, he can be encouraged to name them. Eg Teacher "so we have ..." points at bat then at ball in time with the child's description). Equally, one could use cards L.D.A. publish a set called 'Things that go together'. A full sentence might be elicited by starting the child with the prompt "There's a bat and a ball. There's ..... " etc.

TEACHING OBJECTIVES: 'AND' BETWEEN NOUNS

#### ACTIVITY 4

Picture dominoes can be made based on natural pairs. The child needs, for instance, to place a knife next to a fork to continue. The teacher can use the picture at either end to prompt a 'and \_\_\_\_\_' response. "eg What's this? Child 'A knife'. Teacher "So we need a knife and..." Gradually, the teacher could drop the 'and' (ie "so we need a knife ....) allowing the child to complete the phrase. In order to elicit a full sentence, you might need to ask the child what pictures he had left in his stock of dominoes (ie those yet to be played).

#### ACTIVITY 5

'O' Grady or 'Simon Says' games can be adapted so the leader says "Touch your nose and eyes", "Touch your knees and hair" etc. Obviously, if a child is the leader, he may only be expected to say "nose ... and eyes" and even then require a reversal card which shows him two parts of the body.

#### ACTIVITY 6

Two simple objects are shown on a card. The child is required to make them from plasticine or draw them. The teacher does the same herself. Teacher - "I've made a bat and ball" - and you?" Equally, the children can use them as reversal cards and ask the teacher to draw the two objects shown on the card on the blackboard.

#### ACTIVITY 7

For brighter children, one might be able to play 'Snap' with natural pairs (eg LDA'S 'Things that go together'). The child who say snap first being encouraged either to name the pair (eg "Fish and Chips") or use a full sentence eg "I got (or won)

fish and chips".

#### ACTIVITY 8

For children who were capable of using the 'and' between objects in a sentence, you might continue by asking them to list objects using 'and' only you would expect pauses. For instance, they could be asked to find all the different types of animals on a large poster eg "There's a duck, and a cow .... and a dog ... and a chicken etc". A similar game could be played with models or separate pictures set out on the table.

#### ACTIVITY 9

This activity as well as activity eight aims at eliciting a sentence from the child where he used 'and' as part of a list, one of the children has a picture of a dressed manikin, the other child or children have a bare manikin and a collection of different 'lay-on' clothes. The first child described the dressed manikin shown on the card. "He's wearing a hat, a jumper ... and some trousers .... and sandals etc". The other child dresses the nude mannequin in line with the description.

#### ACTIVITY 10

For bright children, you can play memory games where they go round the group adding items to a list. 1st child - 'Yesterday, I went shopping. I bought a hat'. Next child 'Yesterday I went shopping, I bought a hat and a coat'. A child is 'out' when he forgets an item. Equally, he could lose a token (say each child has three tokens) and the game could start again. Once a child had lost all tokens then he would be 'out'. Similar games can be played with slightly different catch phrases. eg "Yesterday, I did my washing. I washed my ..... "Yesterday, I

**TEACHING OBJECTIVES:** 'AND' BETWEEN NOUNS

packed my case. I packed my ..... If you wish, you could help the children by allowing them to draw cards from a pack which depict the items bought, washed or packed. These could be passed around on a tray and the task would be reduced to one of simple picture description.

TEACHING OBJECTIVES: 'AND' BETWEEN NOUNS

LEVEL 6

6.22

One of the stages which seem to precede the use of complex sentences, is the use of a verb like 'want to' almost as a single word with another verb (eg "I wanna go out"), the child then goes on to use the correct form. 'I want to go out' (Reference 8.23(c)) and finally adds a subject to the second verb. "I want mummy to go out now!" (9.23(a)). As you can understand the eliciting contexts: the activities which seem suitable for encouraging the child to use all these forms are somewhat familiar, hence we have listed a series of activities for this reference number which we feel are appropriate for all the constructions mentioned above. You will naturally encourage the child to use that form which seems to be in line with the remainder of his language (eg "I wanna build" - "I want to build" "I want John to build" etc.

#### ACTIVITY 1

Modelling clay or plasticine is made available to the children who are then given a choice of objects to make depicted on photographs.

The same style activity could equally apply to drawings.

"I want to make a house". "I want to draw a house".

If you wish to add the subject to the second verb, ask the child to choose an activity for another member of the group "I want John to draw a man" etc.

#### ACTIVITY 2

Picture or photograph showing people carrying out various activities. These need not be real, so long as you have the 'props' to enact the event shown.

eg Photograph showing someone fishing, someone sitting next to them eating a sandwich, and someone lying down sleeping

behind the fisherman.

If you are encouraging 'I wanna + verb' then each child has a turn at choosing what he wants to do, if the child is to be encouraged to use the subject of the second verb then he chooses people from the group.

eg I want to be the fisherman  
I want John to go to sleep here  
I want Susan to eat here etc.

The other children can comment on whether the scene as set up is correct and in line with the picture or photograph. You only actually need two people in the picture to encourage both forms mentioned above.

#### ACTIVITY 3

Pictures can be used showing 'fantasy' events eg flying a spaceship, fighting an alligator etc.

The children can either select to play act the event themselves.

'I want to fight an alligator'.

They then 'improvise' the activity with another child or 'stuffed alligator'.

If you wish to elicit the subject to the second verb, they choose someone else to fight the grizzly bear, or climb a ladder or whatever. eg "I want Susan to fly a kite".

If the children have the necessary imagination or sense of humour, then the game could be amusing for all concerned.

TEACHING OBJECTIVES: COMPLEX SENTENCES: 'I WANT TO' OR 'I WANNA' PLUS INFINITIVES.

ACTIVITY 4

Menu cards. If you wish to reduce the elicited utterances to one or two forms eg 'I want to eat \_\_\_\_\_' 'I want to drink \_\_\_\_\_' then a restaurant can be set up with picture menu, pretend or real food, and a teacher waitress. In this game, it is hard to see how one could add the subject of the second verb.

ACTIVITY 5

The child is given a photograph of a collection of objects shown in a particular configuration on the table, or a tray. He is not allowed to touch anything himself. The objects are available in the room, but not on the table. He is required to ask several different children to help him set the tableau up as shown without letting them see the photo.

"I want Susan to bring a book"

"I want John to bring a cup".

.....

"I want Susan to put the book on the cup!"

etc.

The pictures need not be difficult. They may only show one or two objects. The child's attention must be focused on the language structure.

TEACHING OBJECTIVES: COMPLEX SENTENCES:  
"I want to" or "I wanna"  
plus infinitive

In the original project, we avoided teaching colours because we felt if anything they were hammered from when the child arrived in the nursery until almost senior level. We realised it was an omission and if they were to be covered as teaching sessions, we would leave it till a point in the scheme when it seemed to be appropriate for their general level of language. In fact, given the curriculum of most special schools, we would think that a child at this level of the Scheme with the ability to use a wide range of sentence types would also know at least a few of his colours.

They, therefore, could be used in other games as part of a descriptive phrase.

eg Draw me a red house! etc.

We have not provided any specific teaching activities as we feel most teachers have a good range of colour matching and sorting games. If you need a graded comprehension technique, however, refer to Reference 7.24 (a) - which covers 'Long' and 'Short'.

TEACHING OBJECTIVES: BLACK, WHITE AND 2 OR 3 MORE COLOURS.