

"Where Are Your Keys?"

grassroots language education

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the Universal Speed Curriculum

version 0.6

From Zero to Intermediate "Get to the Party"

INTRODUCTION

This document delineates a rapid path to fluent speech in a target language. In order to use it, you'll need some experience playing WAYK games, and familiarity with the technique (TQ) language.

Each all-caps, underlined heading marks a question category (What, Who/Whose, Which, How, Why, When) or overarching language structure (Plural Persons, etc.), and all-caps subheadings mark individual conversations that train fluency in Q&A conversation. Each section ends with two or more lines of sample dialogue.

The language you are hunting will tell you how much to *Limit*, how many separate subconversations you need to create for each category before moving on. This is where you develop the skill to wield *Limit* effectively.

Your goal is to have each conversation, in order, playing in each conversation until ready for the next one. You'll know you're ready for the next conversation in order, when the players at the table can fluently ask and answer the target questions.

Focus on speed of language acquisition; only skip forward, or change the conversation, if you think it will make your trip to "Get to the Party"-level fluent proficiency faster. **This is what makes you a true WAYK player** - always experimenting with an eye to accelerating the play of the game, and getting more fluent faster. This doesn't mean rushing it! Again, don't skip steps, or move forward before players are ready.

As always, for this USC, use props that are easy to handle and pass back and forth between players. These can be the pens, stick, rock, keys and dollar, or other similar small, "obviously!" objects.

At the end of the document you will see a section called "Topics"; these are the conversation topics necessary for "Getting to the Party". Once you've mastered all the following conversations, you can easily apply them to these additional topics, pulling in new props and designing a WAYK game for them. Assume each topic will need to be individually taken through all the levels of conversation in the USC.

WHAT

“WHAT IS THAT?” to WANT/HAVE/GIVE/TAKE/TRADE” (*Limit* : I, YOU)

“What is that?”

Make me Say Yes

Make me Say No

Technique = TQ

Craig’s List = CL

CL: “My, Your”

CL: “Mine, Yours”

CL: Want/Have/Give/Take/Trade

CL : “Glue words”

“for, if, then, and, or, but, therefore, also, with, instead of, another”

Double verb complexity “I want you to give me your red pen.”

Want to have? Want to give? Want to take? Want to trade? Want to steal?

Conditionality and the future:

“If you give me your red pen, then I will give you my black pen”

Commands: “Give me!” “Take it!”

“WHAT IS THAT?” to “WANT/HAVE/GIVE/TAKE” (*Limit* : I, YOU, HE, SHE)

CL: I, You, He, She

CL: My, Your, His, Hers

CL: Mine, Yours, His, Hers

TQ:Just in time : Craig’s Lists

Permission CL: May I? , Yes you may.

Politeness CL: Thank you, You're welcome, Please, Sorry

Greetings CL: Hello, Good bye

Mood CL: Happy, Sad, Angry..

Evan: “What is that?”

Robert: “That is a black pen.”

Evan: “What do you want?”

Robert: “I want your red pen.”

Evan: “I will trade you my red pen for his black pen.”

Robert: “If I give you his black pen, then will you give me your red pen?”

WHO / WHOSE

WHOSE IS THAT?

CL: "Want/Have/Give/Trade/Steal"

CL: "Me, You, He, She"

CL: "Mine, Your/Yours, His, Hers"

TQ "stacking Craig's Lists"

"Who wants my pen?" "Who has my pen?" "Who gave you my pen?"

"Who has a pen they want to give me so I can take it?"

TQ "paragraph the list in order"

"What's my name?" "What's your name?"

"What's his name?" "What's her name?"

TQ Stacking Techniques

"Work the Glue Words CL"

"Paragraph the list in order"

"Stacking Craig's Lists"

"I want a pen. Who has a pen to give me? If you have a pen for me then I want to trade my black pen for your red pen. But, if you have a black pen and a red pen or a black pen and rock then I will steal your black pen instead of trading with you."

Robert: "What is that?"

Evan: "That is a black pen."

Robert: "Who are you?"

Evan: "My name is Evan."

Robert: "Whose Black pen is that?"

Evan: "That is his black pen."

Robert: "Who wants his black pen?"

Evan: "I want his black pen."

WHERE

"WHERE IS MY/YOUR/HIS/HER...?"

"Want/Have/Give/Take/Trade/Steal/Put(place)/Hide

TQ CL: "Above, Below, In Front, Behind, Next to"

TQ CL: "On Top, Underneath, In/Inside, Out/Outside, Near, Far"

TQ CL: "Want, Have, Give, Take, Trade, Steal, Put(place), Hide

TQ CL: "Think, Know, Understand, Believe"

Robert: "Where is my red pen?"

Evan: **"I think your red pen is under the black rock."**

Robert: "Please put my red pen on top of the black rock."

Evan: **"Now your red pen is on top of the black rock."**

TQ: "THE WALK"

TQ Motion CL: "Over, Under, Through, Around, Across, Along, Beside"

CL: "Fast, Slow"

CL: "Sit, Stand, Jump, Lay Down, Fall Down..."

TQ "Go over there, come over here, stop, wait" (TQ Red light/Green light)

TQ 7 directions "North, South, East, West, Up (to the sky) Down (to the earth)

TQ "Left, Right, Ahead, Behind/Reverse, Straight, Turn"

CL Distance : "inch, feet, yard, mile"

"spitting distance, stone's throw, arrow shot, rifle shot"

Robert: "Where do you want to go?"

Evan: **"I want to go over there."**

Robert: "Do you want to go across the street?"

Evan: **"I want to go across the street and stand next to the big black tree."**

Robert: "Who wants to go over there?"

Evan: **"I want to go over there."**

Robert: "Okay, now go over there."

Evan: **"Now I (will) go over there."**

HOW MANY

HOW MANY ARE THERE?

"Want/Have/Give/Take/Trade/Steal/Put(place)/Hide/Bring/Count/Buy/Sell"

TQ CL: Cardinal Numbers

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 44, 55, 66, 77, 88, 99, 100

100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 121, 122, 133
144, 155, 166, 177, 188, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208,
209, 210, 211, 212, 222, 233, 244, 255, 266, 277, 288, 299, 300

101, 202, 303, 333, 444, 555, 666, 777, 888, 999, 1000

1001, 1002, 1003, 1004, 1005, 1006, 1007, 1008, 1009, 1010, 1011, 1100

1100, 1101, 1110, 1111, 2222, 3333, 4444, 5555, 6666, 7777, 8888, 9999

HOW MANY (QUALITY) (SIZE) (COLORED) (OBJECTS) ARE THERE?

TQ: CL In Order (big to little, old to young, alphabetical)

TQ Size CL: "Huge, Big, Medium, Small, Tiny"

TQ Quality CL: "Fantastic, Great, Good, Okay, Bad, Terrible"

TQ Colors CL: "Black, Red, White, Green, Blue..."

TQ Amounts CL: "All, Many, A Lot, Several, A Few, None"

"How many perfect, large, red pens do you have?"

"I have three large red pens."

"I want your three large red pens."

"I will give you two of my red pens for one of your small black pens."

WHICH

WHICH DO YOU WANT?

"Want/Have/Give/Take/Trade/Steal/Put(place)/Hide/Bring/Count/Buy/Sell/Choose"

CL: "Both, Either, Neither"

"Which of my pens do you want?"

"I want two of your black pens and one of your red pens."

PLURAL FIRST/SECOND/THIRD PERSONS

"WHAT IS THAT?" to "WANT/HAVE/GIVE/TAKE/TRADE/STEAL/PUT/HIDE/COUNT/BUY/SELL/CHOOSE" (I, YOU, HE, SHE, WE, YOU ALL, THEY)

"How many red pens do you all have?"

"We have three red pens."

"We want your three red pens."

"We will only give you all two of our red pens for one of their black pens."

WHY

Why Do You Want My Red Pen?

CL: Preferences "Kind, Type, Sort, Style, Taste, Preference"

CL: Positive Preferences "Want, Like, Need, Love, Favorite, Better, Best"

CL: Negative Preferences "Dislike, Hate, Least, Worse, Worst"

CL: Comparisons "As, Like, Unlike, More Than, Less Than, Most Of"

CL: Rationale "Because, Since..."

"Why do you only want red pens?"

"Because red is my favorite color."

"Which red pen do you want?"

"I need the best red pen that you have."

HOW

HOW DID THAT MOVE?

CL: "Explain, Describe, Demonstrate, Show"

CL: Want/Have/Give/Take/Trade/Steal/Put/Hide/Bring/Count/Buy/
Sell/Choose

Movement CL: Fast, Quickly, Carefully, Carelessly, Nicely, Rudely

HOW ARE YOU?

Extended Mood/Feeling CL: Happy, Sad, Angry, Frustrated, Curious...

HOW DO YOU...? DO YOU KNOW HOW TO...?

CL: Ordinal Numbering "First, Second, Third, Fourth..."

CL: Can, Can't, Know how

Step by step instructions.

"Do want you to steal his pen."

"Yes I want to steal his pen, but how do I steal his pen?"

"First you say, 'what's that over there!?', then you quickly take his pen."

"If I trick him and steal his pen then I will feel bad."

APPENDIX

In this section we offer some additional topics to expand the scope of the conversation in order to meet your survival needs in your target language, i.e. "Getting to the Party". We also offer up "When", as a conversation that moves you into the Advanced proficiency level.

TOPICS ("Getting to the Party")

Food and Drink	Walking, Biking, Driving	Family and Friends
Clothes	Body and Hygiene	Buying and Selling

WHEN

WHAT TIME ON WHICH DAY IS THE PARTY?

WANT/HAVE/GIVE/TAKE/TRADE/STEAL/PUT/HIDE/BRING/COUNT/BUY
/SELL/CHOOSE/BORROW/LOAN/RENT

CL: Remember, Forget

CL: Time : "Seconds, Minutes, Hours, Day, Night, Weeks, Months, Years"

CL: Time of Day

CL: Days of the Week

CL: Months, Seasons, Years

Tense CL: Before, Now, Soon, Later

Timing CL: Always, Often, Sometimes, Rarely, Never

Aspect CL: Just, Recently, Already, Still, Yet, Until, Since

HOW OFTEN?

CL: Always, often, usually, sometimes, once in a while, seldom, never.

"When is your party?"

"It's in two weeks, on Monday."

"Is it in the morning, or in the evening?"

"It's on Monday night at 7 in the evening."

"When is your next party?"

"I have parties often, every two weeks."