



B.C.'s Master-Apprentice Language Program

# HANDBOOK



FIRST PEOPLES' CULTURAL COUNCIL

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New teams are continuously starting the Master-Apprentice Program in B.C. We recognize and thank them for all their courage and commitment to rejuvenating their First Nations languages and cultures.

## BACKGROUND

This handbook was created by the First Peoples' Cultural Council (FPCC). FPCC has strongly supported First Nations language and culture revitalization and maintenance projects in British Columbia (B.C.) since 1990.

The Ministry of Aboriginal Relations and Reconciliation (MARR) and New Relationship Trust (NRT) provide support and funding, allowing FPCC to distribute grants to master-apprentice teams in B.C. First Nations communities. In addition, FPCC provides ongoing support to communities including resources, training, program planning and development.

Language and culture immersion has proven to be the most successful method for the transmission of language and culture from generation to generation. For this reason, FPCC and B.C. First Nations communities highly value the Master-Apprentice Program, where participants learn by being surrounded by their language and traditional culture.

## PURPOSE

This handbook is intended to be a practical tool for individuals who want to use the Master-Apprentice Program as a language learning method. The purpose of this handbook is to serve as a resource from which communities and individuals can gather ideas and guidance for planning and carrying out the Master-Apprentice Program in their own community. Please note that many examples in this handbook are given in English. These examples are provided to help generate ideas and are not intended for translation into First Nations languages. Concepts from one culture are not easily adapted to another. Often direct translations are impossible, and one language cannot express meanings from another language in exactly the same way.



Xaaydaa Kil master Ildagwaay (Beatrice Harley)

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Hailhzaqvla master-apprentice team Bernice Wilson and Sandra Robinson



## Quick Start Section: Key Points

This handbook contains all the information you will need to do the Master-Apprentice language learning method yourself. You do not have to read it all at once. To jump to the section you need quickly, here is a quick start guide.

IF YOU WANT TO:	GO TO:
Get a general overview of what the Master-Apprentice Program is about	Introduction: page 3
Find out what to do before getting started	Getting Started: page 5
Understand the main points of the program. <i>It will be good to review this section often!</i>	Ten Points: page 11
Look at a roadmap (outline) for each time you get together	Immersion Language Session: page 17
Get ideas for what to do	Tips for Sessions: page 19 Appendix A: page 30 <i>There are lots of ideas here!</i>
Get ideas for games to play together	Play Games: page 20, 54
Figure out how to tell how much you're learning	Evaluating your progress: page 21
Find more books and websites	References: page 29



Ntē7kepmxcín master-apprentice team Brenda and Annie Major

# 1. Introduction

## WHAT IS THE MASTER-APPRENTICE PROGRAM (MAP)?

- > The Master-Apprentice Program is a method of learning a language where a fluent speaker of the language (a master) teaches a language learner (an apprentice) through language immersion.
- > The goal of the program is to have apprentices increase their fluency in speaking and understanding their language. While reading and writing are valuable skills, an apprentice must be able to speak and understand to become fluent. This is the focus of the Master-Apprentice Program.
- > As each apprentice becomes more fluent, he or she can teach others the language, creating a ripple effect in the community.
- > The master and apprentice must agree to spend a lot of time together, usually at least 10–15 hours per week, or about 50 hours per month. During their time together (immersion language sessions), they “live life in the language” (language immersion) by doing everyday activities using only their First Nations language, with no English.<sup>1</sup>
- > This method is similar to the way we learned a language as babies, listening to the language spoken around us as our parents went about their daily activities. Our parents didn’t “teach us” our language with grammar lessons; instead we learned our language by being constantly immersed in it.

## History of the Master-Apprentice Program

The Master-Apprentice Program started in California. Julian Lang, a Karuk speaker, suggested the original idea, and Leanne Hinton, Nancy Richardson, Mary Bates Abbott and others initially created the program (Hinton 2001). They developed the program specifically for Native American languages, but the method can be used to learn any language.

The First Peoples’ Cultural Council started a B.C. Master-Apprentice Program in 2007. In the first group, 12 teams from 11 different B.C. languages participated in the program. The goal for each team was to complete 900 hours of immersion in their language (3 years of 300 hours per year). These 12 teams showed great success and all of the apprentices became more fluent in their languages. Their experiences have helped us in the development of this handbook. A second group of 10 teams (10 different languages) started in 2010, two more teams were added in 2011, and five more in early 2012.

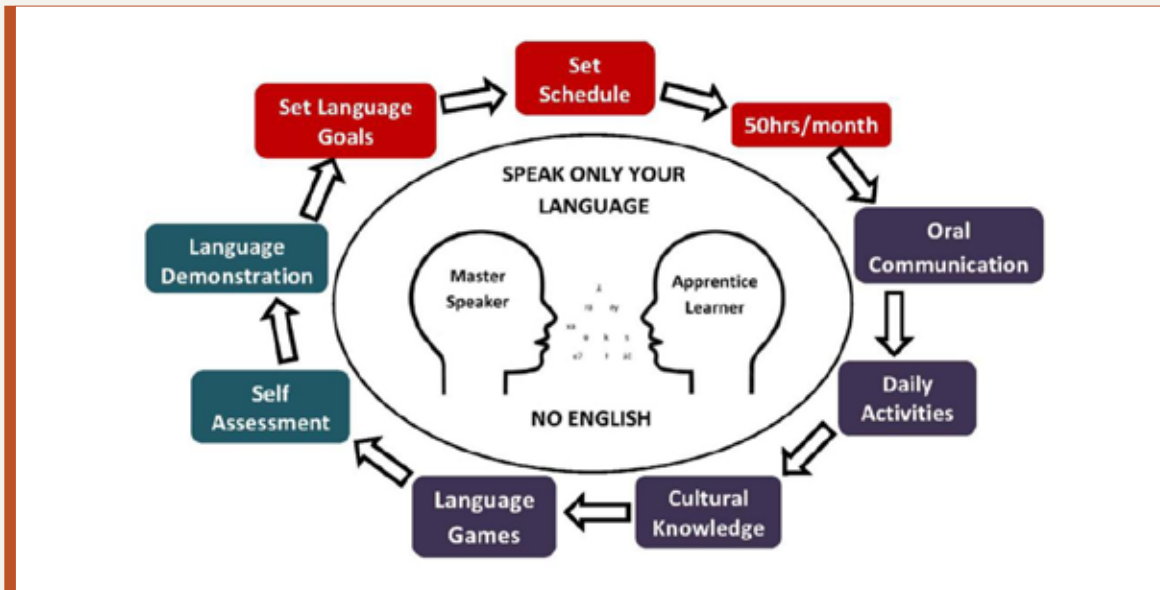
“You are making a heroic commitment to a wonderful cause by working together to bring your language back out into the air where it belongs.”

(Hinton 2002:19)

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<sup>1</sup> Please see References (page 29) for two other handbooks published by the First Peoples’ Cultural Council on using immersion in language revitalization.

## VISUAL MODEL OF THE MASTER-APPRENTICE PROGRAM



### THIS VISUAL MODEL OF THE PROGRAM IS A CYCLE AND INCLUDES

- > a master and an apprentice speaking only their language—no English.

### STRATEGY AND APPROACH

- > setting **language goals** and a schedule to spend time together speaking only the language for at least 50 hours per month.

### GOAL

- > **oral communication**, being able to speak and understand the language.

### ACTIVITIES

- > **everyday activities**, cultural knowledge activities and language games make up the bulk of time that the master and apprentice spend together. Language learning should be natural and fun and should include learning to speak about culturally relevant topics and topics related to daily life.

### ASSESSMENT ACTIVITIES

- > **self-assessment** to see how much language you have learned and what areas you need improvement in.
- > a **language demonstration** to show speakers, Elders and/or community members how you have progressed. It is important to get input on your progress from community members who are knowledgeable about the language.

### REPEATING THE CYCLE

- > re-setting language goals and revising your schedule if necessary.
- > It's important to always look for ways to improve your learning and get the most out of your time spent together.



## 2. Getting Started<sup>2</sup>

As you get started with your Master-Apprentice Program, it's important to work out the details of who will be involved, as well as when, where and how you will carry out the program. This section provides some background information for sorting out the details of your Master-Apprentice Program.

### Choose the Master and Apprentice<sup>3</sup>

#### A MASTER SHOULD BE

- > a fluent speaker of the language. Usually a master spoke the First Nations language as a child and as a mother tongue. The master does NOT have to be a language teacher. Knowing how to speak the language is all the expertise needed.
- > patient and have an understanding of the language learning process. Language learning is not a quick process and it takes a lot of time and repetition for the apprentice to “pick up” language.
- > willing to spend a lot of time with the apprentice **speaking only the language**.
- > willing to overcome any fears, inhibitions or negative feelings about speaking and sharing the language. These feelings are understandable and very common due to the effects of the Residential School experience, but it is important to create a positive space for the language to grow.
- > open to learning and using different techniques to pass on the language to the apprentice.

#### AN APPRENTICE SHOULD BE

- > either a semi-speaker (know some of the language) or a total beginner. Either way is OK!
- > patient and have an understanding of the language learning process.
- > willing to spend a lot of time with the master speaking only the language. In addition to the time spent together, many apprentices spend extra time on their own listening to recordings and reviewing.
- > deeply committed to learning the language.
- > committed to making the most out of the time spent with the master.
- > responsible for guiding the language learning process by choosing what she/he wants to learn.
- > willing to take risks and overcome fears of making mistakes in the language.
- > interested in and committed to passing on what she/he learns to others.

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#### 2 FOR GETTING STARTED, YOU WILL WANT TO READ:

*How to Keep Your Language Alive: A Commonsense Approach to One-on-One Language Learning* by Leanne Hinton with Matt Vera and Nancy Steele (2002). This handbook summarizes the main principles outlined in the book and is designed to be used as a quick reference, but when starting the program for yourself, it is recommended that you read all of *How to Keep Your Language Alive*.

#### 3 CAN YOU HAVE MORE THAN ONE MASTER OR MORE THAN ONE APPRENTICE?

While some teams have had more, we find that in most cases it works best to have just one master and one apprentice. Having just one apprentice on the team allows for more focused attention from the master and provides more time and opportunity to speak and learn. As the apprentice becomes more fluent, it will be helpful to interact with other speakers, so you may want to include other masters and involve other speakers from the community as you go on.

## Set a Schedule

Decide on a schedule and stick to it. Find a schedule that works for both master and apprentice, at least 10–15 hours per week, for a total of at least 50 hours per month.

Remember: you don't need to stop doing what you would usually do. For example, if you choose Saturday, and Saturday is your laundry day, you can still do your laundry—you will just do it together, talking about what you're doing in the language as you do it.

### SAMPLE SCHEDULES

These samples are meant to give you ideas—it's important to choose a schedule that works best for *you*. You can choose one of these or you can make your own combination.

SAMPLE SCHEDULE #1: EVENINGS AND ONE WEEKEND DAY PER WEEK								
	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Total Hours
Week 1		7-9:30pm		7-9:30pm		7-9:30pm	12-5pm	12.5
Week 2		7-9:30pm		7-9:30pm		7-9:30pm	9am-2pm	12.5
Week 3		7-9:30pm		7-9:30pm		7-9:30pm	12-5pm	12.5
Week 4		7-9:30pm		7-9:30pm		7-9:30pm	9am-2pm	12.5
TOTAL HOURS PER MONTH								50.0

SAMPLE SCHEDULE #2: EVENINGS ONLY								
	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Total Hours
Week 1		7-10pm	7-10pm	7-10pm	7-10:30pm			12.5
Week 2		7-10pm	7-10pm	7-10pm	7-10:30pm			12.5
Week 3		7-10pm	7-10pm	7-10pm	7-10:30pm			12.5
Week 4		7-10pm	7-10pm	7-10pm	7-10:30pm			12.5
TOTAL HOURS PER MONTH								50.0

“As each apprentice becomes more fluent, he or she can teach others the language, creating a ripple effect in the community.”

**SAMPLE SCHEDULE #3: WEEKENDS ONLY**

	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Total Hours
Week 1	9am-3pm						9am-3:30pm	12.5
Week 2	9am-3pm						9am-3:30pm	12.5
Week 3	9am-3pm						9am-3:30pm	12.5
Week 4	9am-3pm						9am-3:30pm	12.5
<b>TOTAL HOURS PER MONTH</b>								<b>50.0</b>

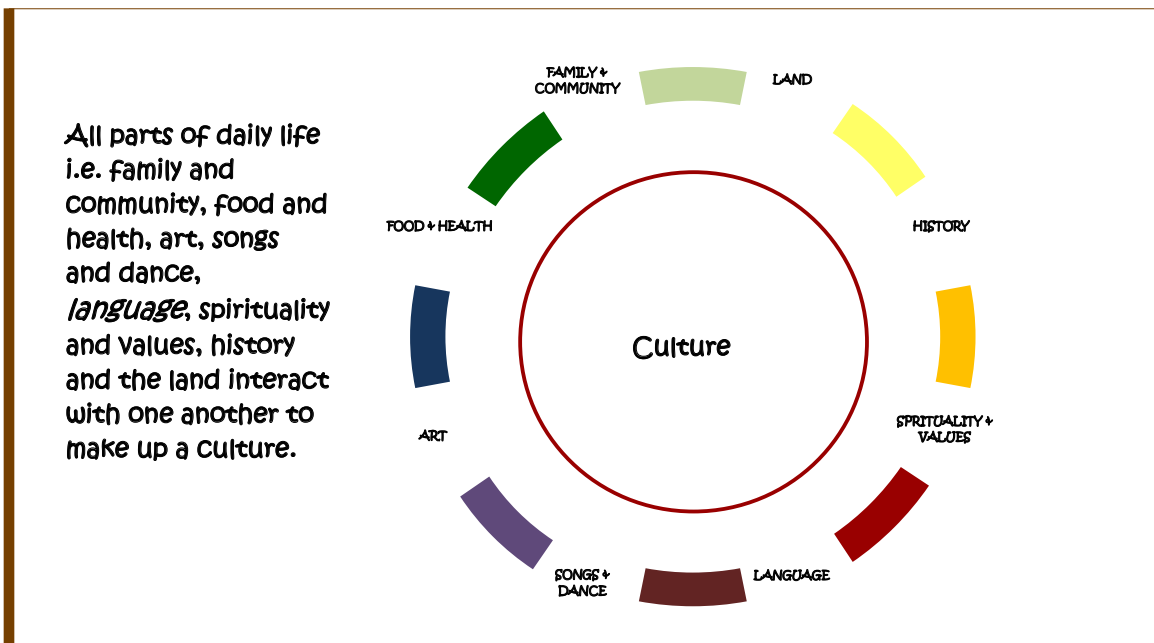
**SAMPLE SCHEDULE #4: LUNCH HOURS WITH SOME EVENINGS AND WEEKENDS**

	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Total Hours
Week 1		12-1pm	12-1pm	12-1pm	12-1pm	12-1pm	9am-4:30pm	12.5
Week 2		12-1pm	12-1pm & 7-9:30pm	12-1pm & 7-9:30pm	12-1pm & 7-9:30pm	12-1pm		12.5
Week 3		12-1pm	12-1pm	12-1pm	12-1pm	12-1pm	9am-4:30pm	12.5
Week 4		12-1pm	12-1pm & 7-9:30pm	12-1pm & 7-9:30pm	12-1pm & 7-9:30pm	12-1pm		12.5
<b>TOTAL HOURS PER MONTH</b>								<b>50.0</b>

## Set Language Learning Goals

- > Language goals can be related to topics that the apprentice would like to learn about. The apprentice is responsible for coming up with language goals for the time spent with the master each month. Of course, it is important for the apprentice to discuss the language learning goals with the master and revise them as necessary.
- > **Language and culture are interconnected.** When setting your language learning goals remember that language is used in all day-to-day activities which make up a culture i.e. food, clothing, art, songs, dance, family, friends, relationships, technology and spirituality. Your language learning goals can be related to any of these topics, or anything else relevant to your life.

### LANGUAGE IS CULTURE



## Sample Language Learning Goals

The apprentice needs to think about why he or she wants to be part of the Master-Apprentice Program. This gives him or her something to work towards. Here are some examples.

### LANGUAGE LEARNING PERSONAL INTERNAL GOALS

I will become a whole person learning my language. This will be done by:

- > learning the language with ease, communicating in my language with ease, and being able to switch back and forth from one language to another.
- > understanding what is being said to me and using appropriate language when speaking.
- > retaining the language when I hear new vocabulary, phrases, etc.
- > sounding like a natural speaker in all aspects of language when I speak to my master and other fluent speakers.

### LANGUAGE LEARNING EXTERNAL GOALS

- > working comfortably with cultural applications, concepts, significance and influences within my language.
- > being able to abandon the English way of thinking when I am learning my language.

It is also a good idea for the master to come up with his or her own goals. What does she or he want to achieve by mentoring an apprentice in the program?<sup>4</sup>



St'at'imc master-apprentice team Gertrude Ned and Rosalinde James

<sup>4</sup> For more information on setting goals and what you can expect to learn, refer back to Chapter 3 of *How to Keep Your Language Alive* (Hinton 2002).



### CREATE A WORK PLAN

- > At the beginning of each month, master and apprentice should develop a work plan together for the entire month.
- > The work plan will give you a chance to set some goals for what the apprentice would like to learn. To guide your planning, think about the following questions:
  - What kinds of topics do you want to learn about? The learning must be natural to you and where you live.
  - What do you want to learn in the next 50 hours?
  - What kinds of activities can you do together to help accomplish your goals?
  - Are there other language/culture experts in the community you would like to involve?
- > Set specific language learning objectives or outcomes and try to be as specific as you can in planning your monthly activities. During your activities, you will learn new words and practice using them in phrases.

For example:

- *Learn about cooking, the kitchen, eating and food. Have a meal together.*
- *Learn about housework such as doing laundry, washing dishes and cleaning.*
- *Learn about fishing. Learn to talk about the different kinds of fish, fishing techniques and equipment.*
- *Learn to say prayers in the language and learn the related protocol for ceremonies and gatherings.*
- *Learn to talk about your family. Learn to talk about the history of your relatives and how you are related to them.*
- *Learn about place names by taking trips by car or on the bus. Visit traditional sites and everyday places that are a part of your life.*
- *Learn a new skill by inviting a different cultural expert who is fluent in the language to work with you.*
- > Unplanned or unstructured immersion: You do not have to plan every minute of your time together. Sometimes it is really useful to just sit, relax and talk to each other about anything that comes to you, as long as you continue to use the language. How much the apprentice contributes will depend on her/his level of fluency, but you can have a pretty good conversation with the apprentice adding whatever she/he can. For example, you can talk about what happened that day, the latest news from the community, your family, etc.
- > These samples of general language learning goals are to give you ideas—it's important to choose goals that work best for you.
- > Keep your work plan realistic. Don't try to do too much.

### 3. Ten Points for Successful Language Learning<sup>5</sup>

After you have figured out how to get started with your Master-Apprentice Program, it's important to be clear about how you will learn and teach the language. Here are some important points to remember when learning your language.

#### 1. LEAVE ENGLISH BEHIND—COMMUNICATE USING ONLY YOUR LANGUAGE.

- > **Resist** speaking English even though it would be much easier in many situations.
- > Think of English as a habit you are trying to break. If you catch yourself using English, switch right back into your own language. This may happen quite regularly at first, but keep reminding each other to use your language only.
- > In the beginning learn basic questions and phrases in the language so that you don't have to use English.

For example:

- *How do you say \_\_\_\_\_?*
- *Could you repeat that please?*
- *Could you say it more slowly?*
- *I don't understand.*
- *What is this? What is that? What is this called? What are those?*
- *What am I doing? What are you doing? What should I do now?*
- *Am I correct? Am I right?*

- > Learn some phrases in the language to help each other stay in the language. Some of these phrases may need to be reworded to fit with your language.

For example:

- *Please speak to me in our language.*
- *Now say that in our language.*
- *Tell me a story, legend or traditional story. Tell me about an event.*
- *Tell me what's in this picture or photo (or some other visual object).*
- *What is happening here (pointing to the picture)? Tell me what is happening in this picture.*

<sup>5</sup> These 10 points are adapted from Chapter 2 of Leanne Hinton's book *How to Keep Your Language Alive* (Hinton 2002).



Ktunaxa master-apprentice team Leanne and Elizabeth Gravelle

## 2. MAKE YOURSELF UNDERSTOOD WITH NON-VERBAL COMMUNICATION

- > Instead of switching to English, use actions, gestures, facial expressions, pictures and objects to show what you are trying to say.

For example:

- *Actions: act out what you are trying to say.*
  - *Gestures and facial expressions: point to things you are talking about and use facial expressions that show what you are thinking and feeling.*
- > Use pictures, photos, books and magazines as well as objects around you to help make yourself understood, and to talk together about what you see.
  - > The apprentice could develop a personal collage of events or things they want to learn (family, relationships, family events).

For example:

- *Use a photo album to talk about your family.*
- *Use a children's storybook to tell a story in your language.*
- *Use a fashion magazine to talk about clothing and what people look like.*
- *Use a home magazine to talk about food, furniture or houses.*
- *Use stuffed animals or puppets to act out stories.*

### 3. USE FULL SENTENCES

- > Hearing words in the context of full sentences will help the learner remember and understand their real meanings. Words on their own don't have as much meaning and are more difficult to remember than words in full sentences.

For example:

- *When teaching the word for "cup," instead of just pointing at the cup and saying the word, you can say things like:*
  - *Here is a cup. This is a cup. That is a cup.*
  - *It's a blue cup. It's a large cup.*
  - *My cup is red. Your cup is black and white.*
  - *Where is your cup?*
  - *Do you want a cup?*
  - *Now I am going to pour some tea into the cup.*
  - *Now I am going to give you your cup. Here is a cup. Here is your cup.*
  - *The cup is hot!*
  - *Give me your cup.*

- > Follow the 20x20 rule. To learn a new word or phrase, an apprentice needs to hear/see/say it **20 times** in **20 different situations**.

### 4. USE YOUR LANGUAGE FOR REAL COMMUNICATION

- > Try to do everything in your language. Don't think of your language as something you do only during lessons, but as the everyday language of your community.
- > **Learning a language means learning to communicate.** The best way to learn to is by using real communication in the language.
- > An apprentice needs many opportunities to practice and ask questions in the language during real-life activities.

For example:

*A master and an apprentice can talk about washing the dishes as they are actually doing the dishes. This will give the apprentice the opportunity to see, feel, touch, hear and speak about the topic.*

## 5. LANGUAGES ARE UNIQUE AND REPRESENT A CULTURE

- > Your language is not just a translation of English. Some ideas, phrases and thoughts we say in English may be impossible to say in exactly the same way in your language, and some things in your language may be impossible to say in exactly the same way in English. Each language expresses unique ideas and thoughts. It is important to keep this in mind and to be willing to put your "English ideas" aside.
- > It may not be polite or proper protocol to talk about some things in your language that we usually talk about in English. It's important to listen to the master and not try to force him/her to talk about certain topics.

For example:

- *In some languages and cultures it is only appropriate for one gender (male or female) to make certain speeches and tell certain stories.*
  - *In some languages, it is only appropriate to talk about things in certain ways, such as by being humble.*
- > There may be important culture-specific points to keep in mind when you say certain things.

For example:

- *It may be impolite to ask certain questions in your language.*
- *Some stories may be restricted to a certain time of year. The apprentice needs to learn these things too.*

## 6. FOCUS ON LISTENING AND SPEAKING

- > Some master-apprentice teams are eager to focus on reading, writing and the grammar of their language. Although this can sometimes be helpful, your **main focus needs to be on listening and speaking** in order to become fluent in your language.
- > The apprentice does not need to learn to write to learn the language. She/he can learn the language just by hearing and speaking it.
- > Writing can slow down pronunciation and fluency. Learning to write adds a whole lot of work and time to the language learning process.
- > The apprentice can record the new sentences and write them down later when reviewing or practicing the phrases on their own. Keep your time together for listening and speaking, not writing.



## 7. LEARN AND TEACH THE LANGUAGE THROUGH ACTIVITIES

- > The best way to learn to speak a language is through activities using real communication in the language. This is exactly how all babies learn language, through real-life communication and activities.
- > Hands-on daily activities will keep the apprentice actively learning and interested. This will allow the apprentice to better remember what they learn. An apprentice can learn the language by watching, listening and practicing activities.

For example:

*Instead of trying to learn about berries from a book at home, the apprentice will learn and remember more if she/he goes out to pick berries and talks about it in the language with the master.*

- > Live your daily life together. Don't think of this time together as outside of your normal patterns of living.<sup>6</sup>

For example:

*If you have to cook supper, do it, and talk about what you're doing in your language. Talk about the various steps of the activity as you do them.*

## 8. USE AUDIO AND VIDEO RECORDING

- > **Recordings** are useful to help the apprentice practice, and they create a record for the master as well.
- > Although the apprentice needs to hear the repetition many times, it is exhausting and sometimes frustrating for the master to repeat what she/he says over and over again. An audio or video recording is the perfect solution! The apprentice can take the recording away from the session and play it as many times as they like whenever they want to.
- > Recordings can be kept for the families of the master and apprentice and for the community to use as a language learning resource.
- > Recordings can be shared and used to teach others.
- > Recordings can be played back at any time. The apprentice can listen to recordings on a walk, in the car or at home.

<sup>6</sup> There are many good ideas on pages 16–17 of *How to Keep Your Language Alive* (Hinton 2002).

#### 9. APPRENTICE SHOULD BE AN ACTIVE LEARNER

- > The master is the language expert, but she/he does not have to take charge of deciding what, how, and when to teach. The apprentice should help guide her/his learning experience as much as possible.

- > The apprentice can choose what she/he would like to learn.

For example:

*The apprentice can tell the master what she/he would like to know, or just ask questions and suggest activities.*

- > The master-apprentice team should be a true partnership rather than the master “teaching” the apprentice language “lessons.”
- > By actively learning and taking responsibility for learning, the apprentice will remember more, enjoy the immersion language sessions more and get more out of the time spent with the master.

#### 10. BE SENSITIVE TO EACH OTHER'S NEEDS AND FEELINGS

- > Be aware of each other's feelings. Language learning can sometimes feel overwhelming for both the master and the apprentice. This is normal and it is important to give yourselves a break. Change the topic, do something fun, play a game or tell a joke!
- > The master is working hard to pass on the language by repeating things many times, slowing her/his speech and spending a considerable amount of time with the apprentice. The apprentice must keep this in mind and try to make things easier for the master whenever possible.
- > The apprentice is also working very hard to learn the language. It is not quick and easy. The master must be patient and kind to the apprentice even when learning is going very slowly and it seems like little progress is being made.
- > If you get discouraged, remember that you are doing the best you can. Each small step towards revitalizing a language is extremely valuable.

“Each small step towards revitalizing a language is extremely valuable.”

## 4. Immersion Language Sessions<sup>7</sup>

The time your master-apprentice team spends together using only your First Nations language is what we call **immersion language sessions**. Each time you meet, we encourage you to immediately abandon English and carry out full immersion. This section provides some tips for making your time together successful.

- > **Set a routine for your sessions together.** Each time you get together, follow a similar schedule so that both of you are prepared and know what to expect.
- > **Greetings and routines.** Start each session together with a regular routine of small talk in your language. Once the apprentice has learned the phrases needed for these activities, it will be a familiar and comfortable way to start each session without using any English.

For example:

*Use greetings in your language, talk about the weather or make tea or coffee.*

- > **Plan the session.** Spend a little time at the beginning of every session talking about what you are going to learn that day. Discuss what kind of activity you are going to do, and talk about what kinds of words and phrases you will need to learn to do that activity.
- > **Start immersion.** Once you have decided what activities and conversation topics you are going to do that day, start the session using complete immersion. Use no English during this time, and if the apprentice gets stuck, she/he will have to use actions or ask questions in the language to get help.
- > **Take a short break if needed.** Discuss how the session is going. At this point the apprentice might ask questions about what she/he doesn't understand. But try to continue using the language as much as possible even during your breaks, such as by doing a familiar activity.

For example:

*During your breaks the apprentice can ask questions, make small talk, prepare a snack or have a cup of coffee.*

- > **Evaluate the session.** How did it go? At the end of your session, take a few minutes to discuss how it went and how you can improve your next session together. The apprentice can also ask questions about what she/he didn't understand.

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<sup>7</sup> For more information, see Chapter 4 of *How to Keep Your Language Alive* (Hinton 2002).

### SAMPLE IMMERSION LANGUAGE SESSION

Here's an example of how a language session would work in practice.

- > Greetings
- > Overview of today's session
- > Talk about events (family and community events)
- > Storytelling
  - Community event
  - Traditional story
- > Let's take a break
- > Review
  - Last session, new topics
- > Evaluate session/plans for next session



She shashishalhem master Teresa Jeffries

## 5. Tips for Immersion Language Sessions<sup>8</sup>

Here are some tips and suggestions for conversation topics and activities you might want to try.

- > Simple everyday activities are excellent for language learning.
- > Use pictures to learn words and phrases.
- > Practice words, phrases and conversation together as you do each activity. Get up out of your chair and get busy!
- > Get a dollhouse so you can act out household activities while sitting at the table.
- > **Remember:** Repetition is needed. Apprentices need to hear, practice and say each word and phrase many times in many different situations to remember them.
- > Use learning strategies in addition to your planned outings and activities.

For example:

- *Play act: put yourselves in pretend situations and use the language to act them out.*
- *Have immersion gatherings, such as a camp.*
- *Visit other speakers together.*
- *Think of situations you'd like to learn such as storytelling or talking about the weather, then practice them. Don't just learn single words, because learning only words (numbers, colours, etc.) will not take you very far in speaking.*
- *Teach what you learn to someone else.*

---



<sup>8</sup> Chapters 5 through 10 of *How to Keep Your Language Alive* (Hinton 2002) contain lots of ideas for activities for the immersion language sessions. It's also a good idea to also come up with your own ideas.



## 6. Play Games in Your Language

Playing games is a great way to have fun while learning and practicing useful phrases in the language. Find games that you both enjoy playing and work out all of the words and phrases you will need to play the game. Playing a game is a great way to break up immersion sessions, or help you stay in the language when you are stuck for conversation ideas.

Here are some examples of games you may already know how to play.

CARD GAMES	DICE GAMES	OTHER GAMES
Poker Black Jack (Twenty-One) Crazy 8s Gin Rummy Cribbage Hearts High-Low Liar	Backgammon Poker Dice Yahtzee Craps	Dominoes Charades Pictionary I Spy with My Little Eye... Hang Man Memory
		

Some sample games and how to play them are listed in Appendix B.

## 7. Evaluating Your Progress

It's important for the master and apprentice to evaluate the apprentice's progress. You should not think of evaluation as a "test" or something to get stressed out about. Rather, it's an opportunity to see how much the apprentice has learned and feel proud of the work that you've both done. The First Peoples' Cultural Council has developed report forms for teams funded through our Master-Apprentice Program to help track their progress. You are welcome to use these forms—please see the website at [www.fpcc.ca](http://www.fpcc.ca).

### Self-evaluation

There are several things the apprentice can do to evaluate her/his own progress.

For example:

- > **Keep a journal.** After each session, it helps to use a journal to keep detailed notes of the activities you've done and the things you've learned. It is OK to use English in your journal to remind yourself of meanings. Keeping track of your activities will be very useful when you want to go back to review what you've learned.
- > **Keep track of your feelings about your language learning as well.** It may be frustrating at times, and it may seem to progress slowly in the beginning, but when you look back at your notes and impressions from earlier sessions, you will be amazed at how much you've learned.
- > **Make recordings.** It can help to record the immersion language sessions with a device such as an iPod. The apprentice can play the recordings later for practice, and much later, they will also be a helpful resource to review how much progress has been made. Recordings can also be uploaded to a computer to make copies for other family members or the community.

“Keeping track of your activities will be very useful when you want to go back to review what you've learned.”

## Apprentice Speaking Evaluation by Panel of Speakers

The apprentice speaking evaluations are a fundamental part of the Master-Apprentice Program. After every 100 hours of work, the master-apprentice team and a panel of at least three fluent speakers of the language gather together to evaluate the apprentice's language learning progress. The apprentice speaking evaluations should be carried out completely in the language—**100% immersion**.

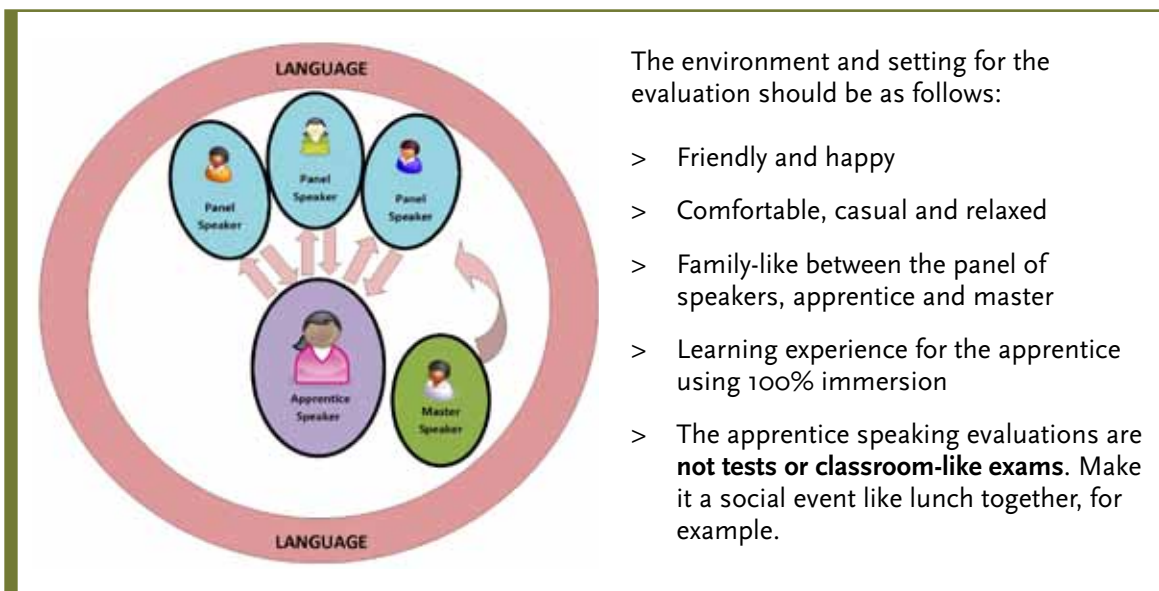
The panel of speakers does not work with the master-apprentice team on a day-to-day basis, but they do play a key role in the program by providing support, encouragement and an objective point-of-view in evaluating the apprentice's language learning progress every 100 hours.

### PURPOSE OF APPRENTICE SPEAKING EVALUATION

The main purposes are as follows:

- > Allow master-apprentice teams to check in with community of speakers (panel) to show them what the apprentice has learned and get their feedback on her/his language fluency improvements.
- > Involve speakers outside of the program to act as unbiased support and objectively evaluate the apprentice's language learning.
- > Help nurture the apprentice's language learning by providing a safe place to hear and speak the language with a variety of speakers who will provide honest feedback.
- > Make the work of the Master-Apprentice Program more meaningful and relevant by using the language in a natural setting that also involves the wider community.
- > Provide an opportunity for the master-apprentice team to demonstrate and record the apprentice's improvements in language fluency.
- > Build the apprentice's confidence in the language by providing an encouraging setting in which to speak and learn.

### VISUAL MODEL OF THE APPRENTICE SPEAKING EVALUATION BY PANEL OF SPEAKERS



## Roles of Panel Speakers and Master-Apprentice Team

### APPRENTICE

- > Decide what you will do to demonstrate your improved fluency at each stage of the program. Be creative and have fun!
- > The language demonstration can be done by speaking in the language about what you have learned, telling a story, making a speech, acting out a short story or skit, having a conversation with the panel, having the panel ask questions about the topic learned, etc.
- > Try not to use notes during your presentation. Remember, the Master-Apprentice Program is about developing your ability to speak and understand your language, and not just read from a set of prepared notes.
- > Props and/or real life objects can be used to help demonstrate.
- > Try not to rely on the master to help you. This is your time to show what you know.
- > Use the valuable feedback and input from the panel of speakers and incorporate it into your next 100 hours of immersion work.

### MASTER

- > Help introduce and explain to the panel what the apprentice learned during the last 100 hours of the program, then let the apprentice do the rest by sharing what she/he has worked on in the language.
- > Observe and listen to the apprentice as she/he shows her/his improved language fluency.
- > Provide moral support during the evaluation, and help with the demonstration if needed.
- > Allow the apprentice to do the speaking. Don't direct or lead the apprentice.
- > Incorporate the panel's feedback into the next 100 hours of work with the apprentice.

“The apprentice speaking evaluations are not tests or classroom-like exams. Make it a social event like lunch together, for example.”

### PANEL OF SPEAKERS

- > Listen to the apprentice's demonstration.
- > Ask questions in the language. Remember that the apprentice is learning the language, so use the language at an appropriate level.
- > Evaluate how well the apprentice has met her/his language goals for the 100 hours and notice if the apprentice:
  - *speaks with clarity and fluency*
  - *uses correct language pronunciation and forms*
  - *can comprehend the language*
  - *can communicate in the language*
- > Evaluations should be as friendly, non-threatening and as supportive as possible.
- > Give hope, motivation, feedback, support, advice and encouragement.
- > Look for improvements over the long term (every 100 hours and each year).
- > Provide feedback on the apprentice's language learning and suggestions for improvements.
- > **Avoid "testing" the apprentice's knowledge of the language.**

Although at first most apprentices are very nervous about the panel, it usually becomes something they look forward to. For the master and apprentice who spend so much time together every week, it can be hard to see that the apprentice is making much progress. For the panel members, on the other hand, the difference they see after 100 hours of language learning can be quite significant. The comments from the evaluation panel are usually very positive, and provide good feedback for the apprentice on his or her progress.



## 8. Challenges and Solutions<sup>9</sup>

The Master-Apprentice Program is a successful way to create more speakers of First Nations languages. It is also fun and rewarding. However, master-apprentice teams often face some common challenges. This section includes challenges faced by master-apprentice teams and some possible solutions based on their work and FPCC language program experience.

### CHALLENGE

Staying in the language (complete immersion)

### POSSIBLE SOLUTIONS

- > Learn how to say these survival sentences (or something like them) in your language:
    - I don't understand.*
    - I forgot [how to say it].*
    - Say it again.*
    - Say it a different way.*
    - Show me what you mean.*
    - How do you say \_\_\_\_\_ in the language?*
    - Please speak slower.*
  - > Learn words that allow you to express your frustration in your language. As Leanne Hinton suggests: "It's OK to get mad at each other, so long as you get mad in your language!"
  - > Gently remind each other (in the language) to "please speak our language." Or, "remember, we are to speak our language."
  - > Plan immersion sessions in English **before** they begin. Have a good idea what you will talk about and what you expect to learn.
  - > Use short **time-outs** if necessary. If total immersion is becoming too challenging, take a quick break to rest and get ready for going back into total immersion.
  - > Draw a quick sketch of an idea or object that you'd like to learn how to say.
  - > Use non-verbal communication.
- For example: *point, gesture, use body language, facial expressions, etc.*

<sup>9</sup> This table is based on Chapter 12 of *How to Keep Your Language Alive* (Hinton 2002), the experiences of past and current master-apprentice teams, and FPCC Language Program experience.

### CHALLENGE

Getting bored or running out of ideas

### POSSIBLE SOLUTIONS

- > Review something that you learned a while ago. (This is where the journal comes in handy!)
- > Invite another speaker into your session to liven things up. Have the apprentice teach him/her something in the language.
- > Remember that you are trying to make the language a part of your daily life, so if there is something you need to do (a chore or errand for example) make it into a language activity.
- > Find ways to play in the language and have fun!

For example:

- *Do crafts (e.g., make hand puppets); play a game (e.g., UNO, Guess Who, What am I doing?); be active (e.g., act things out and guess what they are); look at pictures and books and talk about them.*
- > Use conversation cards. Randomly draw a conversation/topic card and talk about it.
- > “Read” wordless picture books. Talk about what’s going on in the pictures.
- > Watch TV with the sound turned off and talk about what’s going on.
- > Go for an outing or a walk and talk about everything you are seeing and doing.
- > Learn a song or a story.

### CHALLENGE

Not enough time for the program

### POSSIBLE SOLUTIONS

- > Is the schedule not working? Sit down together and try to come up with a new one.
- > Be flexible with the schedule, but remember to put in the time. Apprentices say that they always see the difference in their learning when they put in the time required.
- > Keep reminding yourself of the reward—speaking your language!

### CHALLENGE

Feeling discouraged with language learning

### POSSIBLE SOLUTIONS

- > Keep in mind that learning a language is not quick and easy, and remind yourself about how far you have come since you started.
- > Develop some language routines that you do every day so that it becomes automatic, enjoyable and relaxing for you, such as serving coffee or talking about the weather.
- > Between learning challenging new language, give yourself a break and talk about stuff you know you are good at already.

**CHALLENGE**

The apprentice doesn't speak much.

**POSSIBLE SOLUTIONS**

- > Have the courage to make mistakes. That's how you learn.
- > Talk! Even if you're making lots of mistakes. Your mistakes will never get corrected if you don't make them. For example: Tell a story, describe a picture, or have a conversation.
- > Repeat the words and phrases you are learning after your master says them. Make that a habit.
- > Change roles – instead of having the master do most of the talking, the apprentice should do and say more. The master can be there to guide you, provide corrections, help you say things and assist with pronunciation.
- > Ask questions all the time in the language and use survival phrases.

**CHALLENGE**

Apprentice reaches a plateau in her/his language learning

Sometimes language learners reach a certain level of fluency in the language and then find it difficult to go further and learn more. In other words, learners can get stuck in their comfort zone.

**POSSIBLE SOLUTIONS**

- > Do something out of the ordinary.  
For example:
  - *Pick a topic that you have never talked about, or do an activity that you have never done together and try to talk about what you are doing.*
- > Try more complicated and longer language. Take what you know in the language and add to it. For example: Speak in longer sentences, or tell a story in more detail than before.
- > Learn to talk about what you are doing in the language.  
For example:
  - *Don't just learn a song—learn to talk about the process of learning a song. Learn phrases such as "let's learn a song," or "the first part goes like this...," or "repeat that part three times," or "let's sing it again!," etc.*
- > Work on storytelling using your own words. Reciting a story word-for-word shows memorization, not fluency. A real demonstration of fluency is to be able to tell a story using your own words. Stories may be short and simple at first, but with practice the apprentice will be able to tell more detailed and longer versions of stories.
- > Measure your progress: spend some time planning what you want to learn and set a timeline. At the end of the time reflect and assess whether or not you have met your goals.
- > Let the master know what you want to learn—NOT a detailed script, but a plan. This way the master can help you achieve your language goals.

## 9. Conclusion

B.C.'s master-apprentice teams have shown that they *can* learn to speak their languages using the Master-Apprentice method. The teams that have experienced the best results are those that maintained their schedule of 10–15 hours per week of solid immersion hours. Many of the apprentices are now teaching others. This gives us great hope for the future of B.C.'s First Nations languages. If you are planning to use the Master-Apprentice method yourself, please feel free to contact the First Peoples' Cultural Council if you have any questions, or if you have questions or comments related to this handbook. We wish you great success in your language-learning journey.



Nisga'a master-apprentice team Edna Nyce and Esther Stewart

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- > Illustrations Courtesy of FirstVoices.com Image Library  
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  - Martin Holmes University of Victoria Humanities Computing and Media Centre
  - Theresa Levesque Mi'kmaq Language Recorder
  - MasterClips IMSI 150,000 Premium Image Collection

## Websites

- > First Peoples' Cultural Council: [www.fpcc.ca](http://www.fpcc.ca)
- > Advocates for Indigenous California Language Survival (AICLS): [www.aicls.org](http://www.aicls.org)

# Appendix A

## Sample Immersion Language Sessions

The following sample sessions can help give you ideas when you run out of your own things to talk about.

- > It's important not to just translate these examples from English into your language. The structure of First Nations languages is quite different from the structure of English, so if you start with English and translate into a First Nations language, chances are it won't sound correct or natural or make sense.
- > Instead, when you're looking for ideas, you should read through one of these idea pages, and then put the handbook away and build the same idea in your own language from scratch, **rather than translating word-for-word from English**.
- > As an example, here is a short dialogue on food in the Dakelh (Carrier) language spoken in British Columbia.<sup>10</sup> You would do the same in your own language using the ideas in these sections.

<b>Person A:</b> Adi. Hoonust'i hoozainya.	Hello. I am glad you (one person) came.
<b>Person B:</b> Adi. Snachadindlih.	Hello. Thank you (for saying that).
<b>A:</b> Ndaningui ih? / Nye'ilt̓s'ul ih?	Are you hungry?
<b>B:</b> A, sdaningui.	Yes, I am hungry.
<b>A:</b> Nye'oosyi.	I will feed you. (I am going to give you some food.)
<b>A:</b> Mai ka'nin̓zun ih?	Would you like some berries?
<b>B:</b> A mai ka'nus̓zun.	Yes, I will have berries.
<b>B:</b> Mai unzoo!	The berries taste good!
<b>A:</b> 'Uyoocha ka'nin̓zun ih?	Would you like some more?
<b>B:</b> 'Awet soousja. 'Unes̓dai.	I've had enough. I am full; I have eaten to satisfaction.
<b>B:</b> 'Awet si natoosja.	I will go now.
<b>A:</b> Nanyoost'en si!	See you again!

<sup>10</sup> Reference: *Sa'ik'uz Whut'en Hubughunek (Stoney Creek Carrier Lexicon)*. 2000. William J. Poser, Compiler. Vanderhoof, B.C.: *Sa'ik'uz* First Nation.

## Daily Conversation (Sample Immersion Language Session)

Simple everyday conversation is a great way to start each immersion language session.

### Example conversation and phrases to learn, practice and REPEAT

Hello!  
Goodbye  
Good morning / afternoon / evening.

#### How are you today?

I'm fine, and you?

#### How do you feel today?

I'm tired / well / happy / sad, etc.

#### Did you have a good sleep last night?

Yes, I did.  
No, I didn't. I'm tired.  
Oh why? What happened?

#### Are you hungry? Did you eat?

Yes, I'm very hungry.  
No, I'm not hungry.

#### How was your day yesterday?

It was good!  
I had a bad day.  
Oh why? What happened?

#### What's the weather like today?

The weather is good / bad today.  
It's hot / cold / windy / warm / rainy / snowy, etc.

Basic phrases and questions can be repeated and practiced each immersion language session.

What is this?

It is a \_\_\_\_\_. This is a \_\_\_\_\_.

What is that?

It is a \_\_\_\_\_. That is a \_\_\_\_\_.

What is this for?

It is for \_\_\_\_\_.

What colour is this?

It is \_\_\_\_\_.

Where is the \_\_\_\_\_?

It is \_\_\_\_\_.

How do you say \_\_\_\_\_?

This is called a \_\_\_\_\_.

What is this called?

What are you doing?

## Making Tea (Sample Immersion Language Session)

Simple everyday conversation is a great way to start each immersion language session. You can practice the phrases and conversation together as you make tea.

<p><b>Phrases to learn, practice and REPEAT</b></p> <p>Let's have tea. / We should have tea.          Do you want some tea?          Do you prefer tea or coffee?          I will make tea.          You will make tea.          She/he will make tea.          Boil the water.          Plug in the kettle. / Turn on the stove.          Pour the water on the teabag.          Stir the tea.          Pour the tea.          It's too hot.          It's too cold.</p>	<p><b>Example mini-conversations:</b></p> <p><b>Do you want some tea?</b>          Yes, I do want some tea / coffee.          No, I don't want any tea / coffee.</p> <p><b>Do you prefer tea or coffee?</b>          I like tea. Tea is more suitable for me/for my heart.          I like coffee.</p> <p><b>Do you like sugar in your tea?</b>          Yes, I do.          No, I don't.</p> <p><b>What is this? What is that?</b>          This is a _____. That is a _____.          It's a spoon.          It's a cup.          It's a kettle.</p>
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Use pictures to practice the words, phrases and conversation.



Remember: Repetition is needed. Apprentices need to hear, practice and say phrases many times in many different situations to remember them.



## About Me (Sample Immersion Language Session)

Every day conversation about yourself is excellent for language learning.

### Phrases to learn, practice and REPEAT

My name is \_\_\_\_\_.  
 My mother's name is \_\_\_\_\_.  
 My father's name is \_\_\_\_\_.  
 My mother's sister's name(s) is / are \_\_\_\_\_.  
 My mother's brother's name(s) is / are \_\_\_\_\_.  
 My father's sister's name(s) is / are \_\_\_\_\_.  
 My father's brother's name(s) is / are \_\_\_\_\_.  
 My grandmothers' names are \_\_\_\_\_.  
 My grandfathers' names are \_\_\_\_\_.  
 My mother's family is from \_\_\_\_\_.  
 My father's family is from \_\_\_\_\_.  
 I am from \_\_\_\_\_.  
 I grew up in \_\_\_\_\_.  
 I have \_\_\_\_\_ brothers and \_\_\_\_\_ sisters.  
 My husband's / wife's name is \_\_\_\_\_.  
 I have \_\_\_\_\_ children.  
 My oldest child is \_\_\_\_\_ years old.  
 My youngest child is \_\_\_\_\_ years old.  
 I have \_\_\_\_\_ grandchildren.  
 I am \_\_\_\_\_ years old.  
 I went to \_\_\_\_\_ school.  
 I work at \_\_\_\_\_.  
 I live in \_\_\_\_\_.  
 In my spare time I like to \_\_\_\_\_.

### Example mini-conversations:

#### What's your name?

My name is \_\_\_\_\_.

#### Who are your parents?

My father's name is \_\_\_\_\_.

My mother's name is \_\_\_\_\_.

My mother's family is from \_\_\_\_\_.

My father's family is from \_\_\_\_\_.

#### Are you married?

Yes, I am.

No I'm not. I'm single. / I'm divorced.

#### Do you have any children?

Yes, I have \_\_\_\_\_ children.

No, I don't have any children.

#### How old are your children?

My oldest child is \_\_\_\_\_ years old.

My youngest child is \_\_\_\_\_ years old.

#### Where do you work?

I work at \_\_\_\_\_.

I work at home.

I don't work.

#### Where do you live?

I live in \_\_\_\_\_.

Use pictures to practice the words, phrases and conversation.



Remember: Repetition is needed. Apprentices need to hear, practice and say phrases many times in many different situations to remember them.

## Body (Sample Immersion Language Session)

It's important to be able to describe yourself and others.

**You can practice telling each other to do these simple actions.**

Touch your nose / ear / foot.  
 Smile.  
 Show your teeth.  
 Stick out your tongue.  
 Raise your eyebrows.  
 Close / open your eyes.  
 Close / open your mouth.  
 Bend your arm / leg.  
 Raise your hand.  
 Turn your head.  
 Stretch your legs / arms.  
 Turn around.  
 Stand up.  
 Sit down.  
 Cross your arms / legs.  
 Lift your right / left arm.  
 I have long hair / short hair.

**Talk about what you look like:**

**What colour is your hair?**

My hair is brown / grey / red / blonde, etc.

**How long is your hair?**

My hair is very short.

My hair is long.

My hair is medium-length.

**How tall are you?**

I am \_\_\_\_\_ tall.

**Talk about your family and friends:**

What does your husband / wife look like?

What does your son / daughter look like?

She / he has \_\_\_\_\_ hair.

She / he is \_\_\_\_\_ tall.

She / he is tall/short.

Use pictures to practice the words, phrases and conversation.



Remember: Repetition is needed. Apprentices need to hear, practice and say phrases many times in many different situations to remember them.

## Health/Sickness (Sample Immersion Language Session)

It's important to be able to talk about how you are feeling and your health.

### Phrases to learn, practice and REPEAT

I have a headache.  
 My throat is sore.  
 I have a cold / fever / cough / stomach ache / tooth ache.  
 My chest hurts.  
 My neck / back is sore.  
 I have a bruise / cut.  
 It is painful.  
 I am taking some medicine.  
 I need medicine.  
 I am unhealthy / healthy.  
 I feel well / unwell.  
 My body hurts.  
 I need to get more exercise.  
 I feel great!

### Talk about how you are feeling:

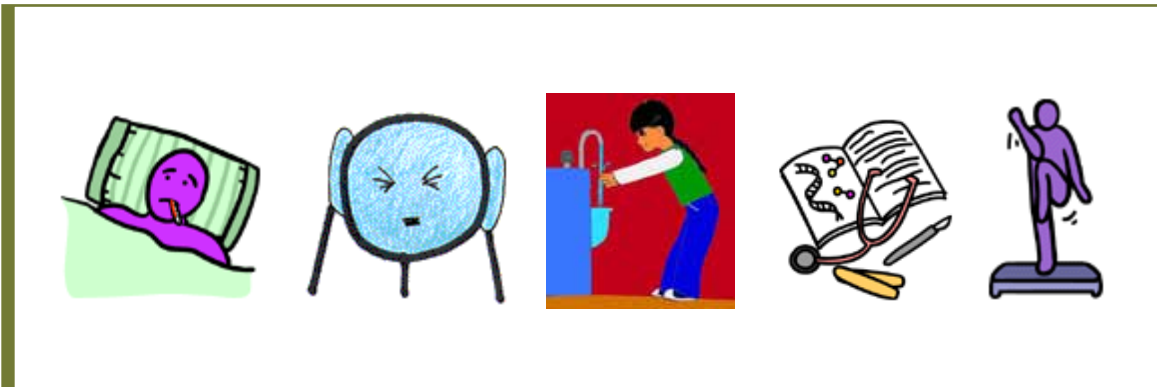
#### How are you feeling today?

I'm great!  
 I'm not feeling well.  
 I feel sick.  
 I think I am getting a cold.

#### Talk about how your family is feeling:

How is your family?  
 \_\_\_\_\_ is not feeling well today.  
 My daughter / son has a stomach ache.  
 My mother / father has high blood pressure.  
 My wife / husband has the flu.  
 She / he is vomiting.  
 I feel good now, but last week I was sick.

Use pictures to practice the words, phrases and conversation.



Remember: Repetition is needed. Apprentices need to hear, practice and say phrases many times in many different situations to remember them.

## Clothing (Sample Immersion Language Session)

### Phrases to learn, practice and REPEAT:

Get dressed.

Put on your shoes.

Take off your shoes.

Tie your shoes.

Untie your shoes.

Unzip your jacket.

Zip up your jacket.

This is my favourite shirt.

My socks match.

My shirt is too big / too small.

I'm cold.

I'm hot.

### Talk about what you are wearing:

I have a \_\_\_\_\_.

I'm wearing a sweater / jacket / shirt / pants / socks / shoes / boots / sandals / shorts / skirt / dress / hat / eyeglasses / mittens / scarf, etc.

### Talk about what colour your clothing is:

My shirt is red / blue / brown / white / pink / green / yellow / black / orange, etc.

My shoes are brown / black / white, etc.

### Talk about parts of your clothing:

My sweater has a hood / zipper / buttons / snaps / pockets, etc.

My boots have laces / heels, etc.

My sandals have buckles / velcro / straps, etc.

### Talk about hot/cold weather and what you are wearing:

It's hot today. I am wearing shorts.

It's cold. I need a warm sweater.

I'm wearing a big jacket.

Use pictures to practice the words, phrases and conversation.



Remember: Repetition is needed. Apprentices need to hear, practice and say phrases many times in many different situations to remember them.

## Doing Laundry (Sample Immersion Language Session)

Do laundry together as you talk about it. Note: this may be advanced for beginners; you may need basic vocabulary first.

<p><b>Phrases to learn, practice and REPEAT:</b></p> <p>Dirty clothes Clean clothes</p> <p>Put the laundry in the basket.</p> <p>Empty the pockets.</p> <p>Fill up the washing machine. Put the clothes in the washing machine.</p> <p>Separate the light and dark clothes.</p> <p>Measure laundry soap. Pour laundry soap.</p> <p>Turn on the washing machine.</p> <p>Put the clothes in the dryer. Turn on the dryer.</p> <p>Shake out the clothes. Hang up the clothes. Iron the clothes.</p>	<p><b>Talk about doing laundry:</b></p> <p>How often do you do laundry? I do laundry every day. I do laundry once a week.</p> <p><b>Talk about measuring and pouring laundry soap:</b> How much laundry soap do you need?</p> <p><b>Talk about drying the clothes:</b> Do you hang your laundry to dry? Do you use a dryer? How long does the dryer take?</p> <p><b>Talk about hanging, folding and ironing the clothes.</b></p> <p><b>Talk about different clothing and laundry:</b> Sweater / jacket / shirt / t-shirt / pants / socks / shorts / skirt / dress / towel / sheet / pillow cases / blanket, etc.</p>
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Use pictures to practice the words, phrases and conversation.



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## Living Room (Sample Immersion Language Session)

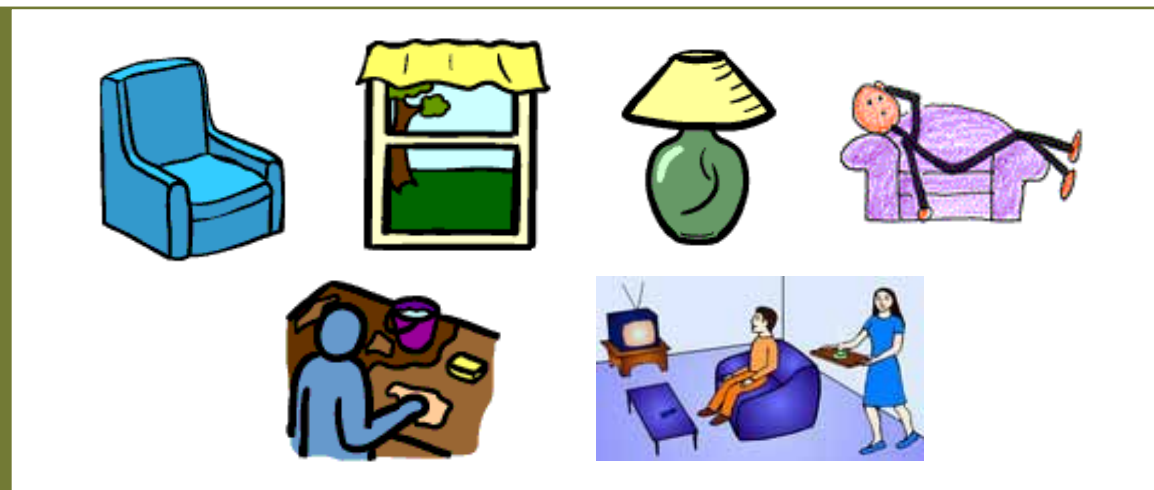
### Phrases to learn, practice and REPEAT:

This chair is comfortable / uncomfortable.  
 This chair is soft / hard.  
 This chair is nice / kind of ugly.  
 What's your favourite TV show?  
 I love to watch TV.  
 I like reading.  
 Turn off the TV.  
 The shelves need dusting.  
 The carpet needs vacuuming.  
 The couch turns into a bed.  
 The coffee table is heavy / light.  
 The lamp is bright / dim.  
 This is a good chair for reading.  
 Don't trip on the rug.  
 Open/close the curtains.  
 I fell asleep on the couch last night.  
 Turn the TV on / off.  
 Turn the stereo on / off.  
 Open/close the window.  
 Is that this week's newspaper?  
 Do you like this magazine?  
 The couch is softer than the chair.

### Example conversation:

**Person A:** Please sit down. Would you like something to drink?  
**Person B:** Yes, please. I would like tea.  
**A:** Why don't you sit in this chair?  
 You can put your feet up on the stool.  
**B:** OK, thank you. This is really comfortable. That is a nice couch.  
**A:** It is new. It is very comfortable too.  
**B:** You have many pictures on your wall. Are they all family?  
**A:** Yes, I have a big family. Should I turn on the light?  
**B:** Yes, it is getting dark.  
**A:** This is my favourite room because I like to have friends come to visit.  
**B:** There is lots of room.  
**A:** Do you want to watch TV?  
**B:** No, I watch too much TV.  
**A:** Can we listen to music instead?  
**B:** Yes, what kind of music do you like?  
**A:** I like rock / country / classical / traditional music.  
**B:** I'm cold. Can I have a blanket?  
**A:** Sure, my grandma made this one.  
**B:** Thank you.

Use pictures to practice the words, phrases and conversation.



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## Bedroom (Sample Immersion Language Session)

Simple everyday routines and activities around the house are excellent for language learning.

### Phrases to learn, practice and REPEAT:

Make the bed.  
Fold the blanket.  
Fluff the pillow.

Fold the clothes.  
Put the clothes away.

Open / Close the closet.

The dresser is open / closed.

I'm tired.  
I woke up early this morning.  
I went to bed late last night.  
I did not sleep well last night.

Turn on / off the lamp.

Open / close the window.  
Open /close the curtain.

### Talk about your bedroom:

I sleep in a big / double / queen-sized / king-sized bed.  
I use \_\_\_\_ blankets.  
I only use one blanket.  
I like lots of pillows.  
I only use one pillow.  
My mattress is firm / soft / medium, etc.  
My bed is comfortable.  
There is a window in my bedroom / near my bed across from my bed.  
I have a small / big closet.

### Talk about your bedtime routines:

I like to stay up late. / I usually go to bed early.  
I watch TV / read before I go to sleep.

### Talk about your morning routines:

I wake up early / late.  
I drink coffee in bed before I get up.  
I get up before / after my kids.

Use pictures to practice the words, phrases and conversation.



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## Kitchen (Sample Immersion Language Session)

### Phrases to learn, practice and REPEAT:

Time to make supper!  
 Can you cut the meat / vegetables, etc?  
 Can I set the table?  
 Wipe the table first.  
 Empty the dishwasher.  
 Close the fridge!  
 The stove is hot! Don't burn yourself!  
 Can you give me a spoon / fork / knife?  
 How many plates do we need for supper?  
 Your kitchen is very clean.  
 Too many cooks in the kitchen!  
 My husband is a good cook.  
 Dinner's ready!  
 Let's eat!  
 Can you say the prayer?  
 Good food!  
 I'm hungry!  
 I'm starved!  
 I'm very full!  
 I ate too much.  
 I have the hiccups.  
 I have a tummy ache.  
 I'm not hungry. I just ate.  
 Do you want dessert? Let's bake a cake!  
 The kitchen is a mess.  
 We have to wash the dishes.  
 Put the dirty dishes in the sink.  
 I'll do the dishes.  
 You wash and I'll dry.  
 Can you take the garbage out?  
 Open the window, it's warm in here.

### Example conversation:

**Person A:** I'm happy you could come for supper.  
**Person B:** You have a nice kitchen!  
**A:** Yes, I love to cook.  
**B:** Let's start cooking.  
**A:** What should we have?  
**B:** I feel like fish today.  
**A:** Great! I love to eat fish.  
**B:** Salmon is my favourite.  
**A:** Mine too!  
**B:** Should we bake it, fry it or boil it?  
**A:** Let's make soup with it. What else should we put in?  
**B:** Onions, potatoes and celery.  
**A:** Sounds good. Can you cut up the vegetables?  
**B:** Yes, but I need a knife.  
**A:** They are in this drawer.  
**B:** Thank you. But this knife is not sharp.  
**A:** Try another one.  
**B:** This one is good.  
**A:** I will boil the water.  
**B:** Where are your pots and pans?  
**A:** In the cupboard.  
**B:** And don't forget the salt!  
**A:** We don't want too much salt.  
**B:** How long does it take?  
**A:** One hour.  
**B:** Good, I'm hungry.  
**A:** I can't wait to eat!



Use pictures to practice the words, phrases and conversation.



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## Bathroom (Sample Immersion Language Session)

### Phrases to learn, practice and REPEAT:

Where is the bathroom?  
 I have to go to the bathroom.  
 Your hands are so dirty.  
 Wash your hands!  
 My hands are clean.  
 My shampoo smells like flowers.  
 Conditioner makes my hair feel soft.  
 I like to shower every day.  
 Do you like to shower or bath?  
 Brush your teeth!  
 That is too much toothpaste.  
 The toothpaste tastes good / bad.  
 The toothpaste makes my teeth white.  
 Here's a tissue for your nose.  
 We need more toilet paper. It's all gone.  
 Comb your hair before bed.  
 The medicine is in the bathroom cabinet.  
 Flush the toilet.  
 I need to clean the bathroom.  
 There is hair in the sink. It's plugged.  
 There is water on the floor.  
 I like a hot bath.  
 I like a cold shower.  
 I like to sing in the shower.

### Example mini-conversation:

**Person A:** Can I use your bathroom?  
**Person B:** Sure. It's down the hall.

### Conversation to practice with little kids::

**Person A:** Time for your bath!  
**Person B:** Yay! Bath time!  
**A:** Do you want bubbles?  
**B:** Yes, please, bubbles are fun.  
**A:** Here are your bath toys.  
**B:** Give me the red boat.  
**A:** Try not to splash so much.  
**B:** Splashing is fun!  
**A:** Here is the soap. Remember to wash your toes.  
**B:** That tickles!  
**A:** I need to wash your hair now.  
**B:** No, I don't like it. Don't get soap in my eyes.  
**A:** Don't worry, I'll be careful. Keep them closed.  
**B:** I'm done.  
**A:** Time to come out then. I'll dry you off.  
**B:** I want the blue towel.  
**A:** OK, now get your pajamas on. And now it's time for bed.

Use pictures to practice the words, phrases and conversation.



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## Yard/Garden (Sample Immersion Language Session)

Go out into the yard and practice the words, phrases and conversation together.

### Phrases to learn, practice and REPEAT:

Water the plants.  
 Pull the weeds.  
 Rake the grass.  
 Move the rocks.  
 Carry / stack / lift / chop the wood.  
 The wood is heavy.  
 Cut the branches.  
 Dig a hole.  
 Tie the plant up.  
 Cut the flowers.  
 Pick the vegetables / tomatoes / peas / zucchini /  
 raspberries / blackberries / strawberries etc.  
 Pull the onions / carrots / beets / potatoes, etc.  
 There is a robin / eagle / hawk / hummingbird /  
 butterfly, etc.  
 There are yellow / red / orange / pink / purple /  
 blue flowers.

### Example mini-conversations:

#### What kinds of bugs are there?

There are ladybugs / mosquitoes / spiders /  
 flies, etc.

#### What kinds of trees are there?

There are cedar / pine / hemlock / birch / alder /  
 spruce / fir / maple, etc.

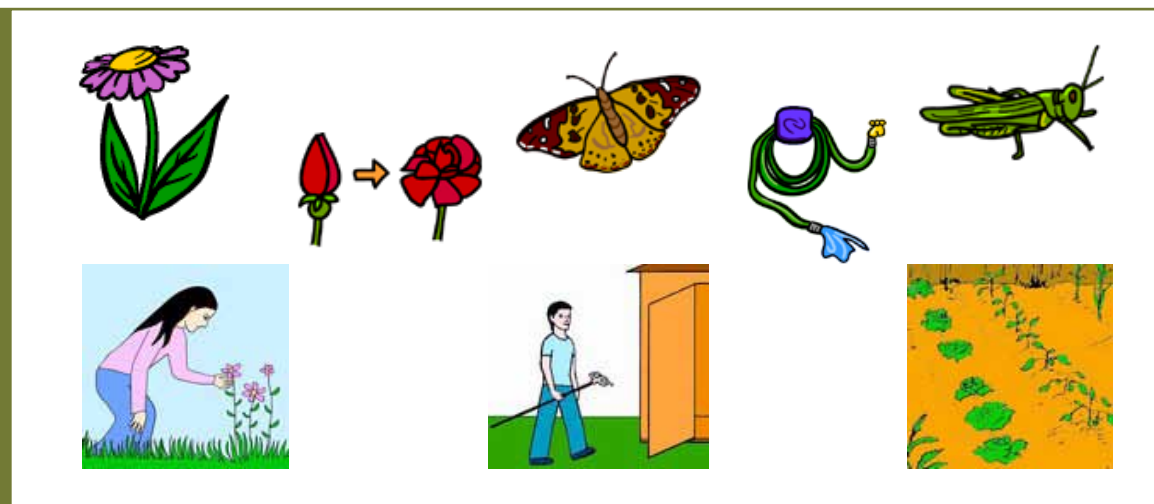
#### Talk about your garden:

The soil is dry. It needs water.  
 Let's water the garden.  
 The soil is wet. It doesn't need water.  
 Let's feed the birds.  
 Let's pull the weeds.  
 The plants are growing fast.  
 The zucchini is big.  
 The sunflower is tall.  
 The peas are sweet and delicious.

#### Name all the things you see:

Types of birds / animals / types of trees / rocks /  
 types of plants / types of flowers, etc.

Use pictures to practice the words, phrases and conversation.



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## Working (Sample Immersion Language Session)

### Phrases to learn, practice and REPEAT:

I'm late for work.  
 I have to go to work now.  
 I work hard.  
 My son has a good job.  
 Mary is my boss. She's a good boss.  
 I work late.  
 I have to go to work early.  
 I worked overtime today.  
 It's time for a coffee break.  
 When do we get paid?  
 When are your holidays?  
 My job is hard.  
 I have lots of friends at work.  
 Work keeps me very busy.  
 I have to look for a new job.  
 I have been working since I was 16.  
 I just got a raise.  
 What time do you work?  
 What time do you finish work?  
 Do you have to wear special clothes for work?  
 What time is your lunch break?  
 What's your favourite part of work?  
 Time to go home!

### Example conversation (somewhat advanced):

**Person A:** Where do you work?  
**Person B:** I teach at the school.  
**A:** What do you teach?  
**B:** I teach our language. The children learn quickly.  
**A:** How old are the children?  
**B:** Ages five to ten. It's a small school.  
**A:** That sounds like a fun job.  
**B:** It is. Where do you work?  
**A:** I work at the band office.  
**B:** What do you do there?  
**A:** I answer the phone. I work on the computer.  
**B:** Have you been there long?  
**A:** Yes, two years. / No, only for a month.  
**B:** Are there many people working there?  
**A:** Yes, it's very busy.  
**B:** Do you like your job?  
**A:** Yes, I like my job. / No, I don't like my job.  
**B:** Do you have good benefits?  
**A:** Yes, there is a good pension plan.

Use pictures to practice the words, phrases and conversation.



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## Fish (Sample Immersion Language Session)

Go fishing, cut fish, dry / smoke fish and practice the words, phrases and conversation together.

### Phrases to learn, practice and REPEAT:

Go fishing.  
Catch fish.  
Fishing net / drift net.  
Fix the fish net.  
Pull the line.  
Tie a knot.  
Drop the hook.  
Ride in a boat.  
Paddle a canoe.  
Follow the current.  
Wear a life jacket.  
Anchor the boat.  
Cut fish.  
Cut the fish head / tail fin / gill.  
Chinook / Sockeye / Coho / Chum / Pink / Steelhead Salmon.  
Eat the fish / fish eggs / dried fish / dried fish eggs / smoked fish.  
It's spawning season.

### Example mini-conversations:

#### Do you like fishing?

Yes, let's go fishing.  
No, I don't.

I feel sea-sick on the water.

#### How many fish did you catch?

I caught \_\_\_\_\_ fish.

#### Talk about cutting and drying the fish:

Let's cut the fish.  
Let's dry the fish.

Cut the salmon thinly.  
Hang it up like this.

#### Talk about fishing in the past:

Did you go fishing when you were a child?  
Yes, I did.  
Tell me about it.  
I used to go with my dad / uncle.  
No I didn't.

Use pictures to practice the words, phrases and conversation.



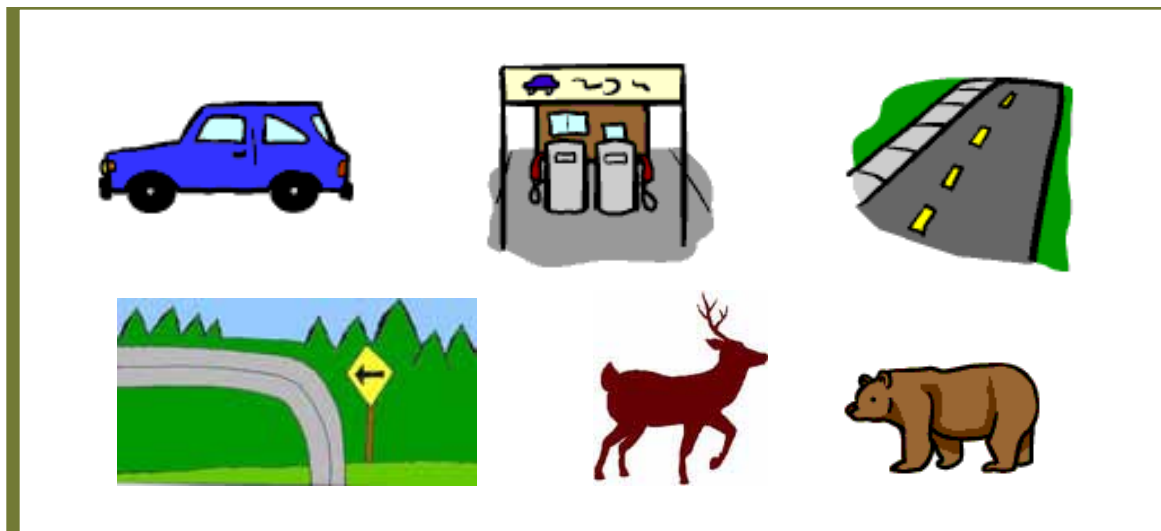
Remember: Repetition is needed. Apprentices need to hear, practice and say phrases many times in many different situations to remember them.

## Go for a Drive (Sample Immersion Language Session)

Go for a drive and practice the phrases and conversation together.

<p><b>Phrases to learn, practice and REPEAT:</b></p> <p>Put your seat belt on.          Start the car.          Drive this way.          Go faster.          Slow down.          Push the brake.          Step on the gas.          Look out the window.          Look at that!          Open the door.          Close the door.          Roll down the window.          Roll up the window.          Turn on the radio.          Turn up the volume.          Turn down the volume.</p>	<p><b>Example mini-conversations:</b></p> <p><b>Where do you want to go?</b>          Let's go to the beach / to the store / sightseeing, etc.          What shall we do there?          Let's walk on the beach / see the river, etc.</p> <p><b>Talk about what you see:</b>          There is a mountain / river / rock / curve / big tree / deer, etc.</p> <p><b>Name all the things you see:</b>          Road signs / cars / birds / animals / trees, etc.</p> <p><b>Make small talk:</b>          How long have you been driving?          Who taught you how to drive?          What have you been doing lately?          What do you think about?</p>
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Use pictures to practice the words, phrases and conversation.



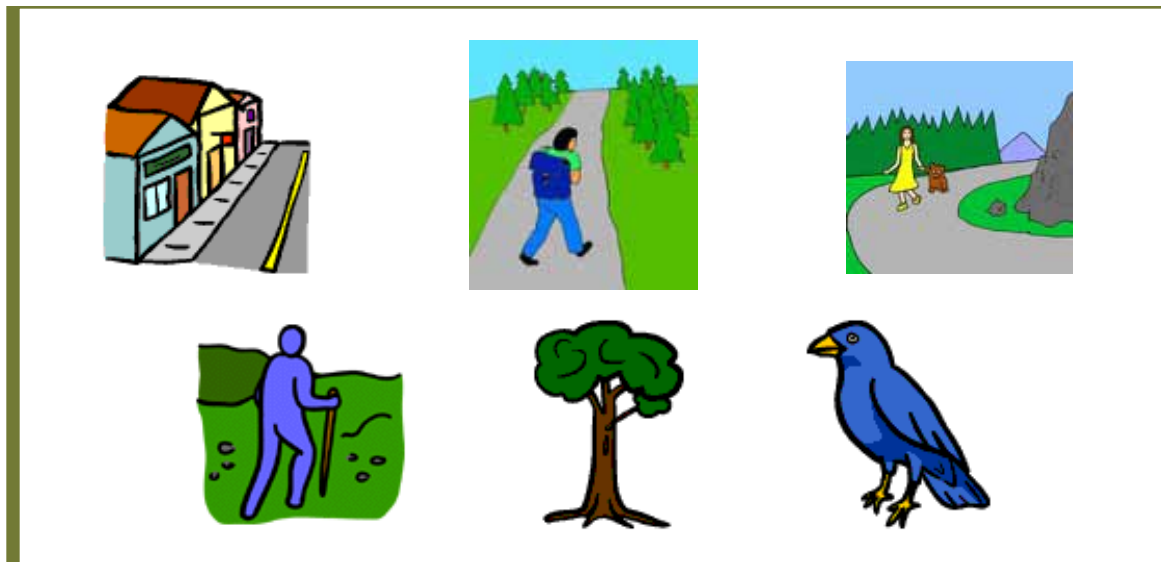
Remember: Repetition is needed. Apprentices need to hear, practice and say phrases many times in many different situations to remember them.

## Go for a Walk (Sample Immersion Language Session)

Go for a walk and practice the phrases and conversation together.

<p><b>Phrases to learn, practice and REPEAT:</b></p> <p>Let's take a walk.          Take a long walk.          Take a short walk.          Put your jacket on.          It's cold out.          It's hot out.          Put your shoes on.          Let's walk more slowly.          Let's take a break.          Walk uphill / downhill.          Evening / Morning walk.</p>	<p><b>Example mini-conversations:</b></p> <p>Let's go for a walk!          Where do you want to go?          Let's go to the beach / to the store / down the road, etc.          What shall we do there?          Let's walk on the beach / see the river, etc.</p> <p><b>Talk about what you see and traditional place names:</b>          There is a mountain / river / rock / curve / big tree / deer, etc.</p> <p><b>Name all the things you see:</b>          Cars / types of birds / animals / types of trees / rocks / types of plants / types of flowers / houses / people, etc.</p> <p><b>Make small talk:</b>          What have you been doing lately?          What do you think about when you walk?          What is your favourite place to walk?</p>
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Use pictures to practice the words, phrases and conversation.



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## Games and Hobbies (Sample Immersion Language Session)

### Phrases to learn, practice and REPEAT:

I like to play baseball / soccer / hockey / basketball / volleyball / golf, etc.  
 I like to watch sports.  
 I'm a big fan.  
 I like to cheer for my team.  
 Let's go to bingo.  
 It's my lucky day.  
 I have a red dauber.  
 How many daubers do you have?  
 Under the B-9.  
 What do you do for fun?  
 I like to knit / crochet / sew / do embroidery.  
 Do you play cards?  
 What is your favourite card game?  
 I like to play rummy / poker / bridge / cribbage / whist / hearts, etc.  
 Deal the cards.  
 Your turn to deal.  
 Shuffle the deck well.  
 Diamonds / hearts / clubs / spades / ace / king / queen / jack.  
 I'm lucky at cards.  
 I always win / lose.

### Example conversations:

**Person A:** Do you play any sports?  
**Person B:** Yes, I'm on a baseball team.  
**A:** What is your team called?  
**B:** We are the Blue Jays.  
**A:** Are you any good?  
**B:** Sometimes we win; sometimes we lose.  
**A:** What position do you play?  
**B:** I pitch / throw the ball.  
**A:** I'm a good catcher. I would like to join your team.  
**B:** Sure, you can do that.  
**A:** OK, when do you play?  
**B:** We play every Saturday.  
**A:** Where do you play?  
**B:** We play at the park. Come next Saturday and bring your glove.  
**A:** I have a ball too. I will bring it.  
**B:** Great! See you on Saturday. Don't forget a water bottle.

**Person A:** Where did you get that dress?  
**Person B:** I made it myself.  
**A:** Really? I didn't know you could sew.  
**B:** I love to sew. My mom taught me. Sewing saves money and I like to pick my own colours.  
**A:** You can sew well. The dress is beautiful.  
**B:** Do you need anything? I can sew something for you.  
**A:** Yes, I would love to have a new skirt.  
**B:** OK, what colour would you like?  
**A:** I would like purple.  
**B:** What size are you?  
**A:** I wear a size 12.  
**B:** OK, I will make that for you.  
**A:** Thank you so much!



Use pictures to practice the words, phrases and conversation.



Remember: Repetition is needed. Apprentices need to hear, practice and say phrases many times in many different situations to remember them.

## Shopping (Sample Immersion Language Session)

### Phrases to learn, practice and REPEAT:

We need groceries!  
 I need to make a shopping list.  
 We have no milk!  
 I am going to the grocery store.  
 Can you give me a ride to the store?  
 Bring your own shopping bag.  
 I need to get money before we go shopping.  
 I need to buy milk, eggs, bread and apples.  
 I love to buy cookies!  
 Where is the laundry soap?  
 The lettuce looks fresh.  
 The pears look unripe.  
 The plums are too ripe.  
 The meat is too expensive.  
 There's a sale on blueberries.  
 They are cheap!  
 How much does this cost?  
 There's a long line! I don't like to wait.  
 I just came back from the grocery store.  
 I bought lots of food.  
 Now I can cook supper.

### Example conversation:

**Person A:** I need to go shopping for groceries. Do you want to come with me?  
**Person B:** Yes, I need milk, so I will come too.  
**A:** Great! Let's go.  
**B:** Will you drive?  
**A:** Yes. Get in the car.  
**B:** There is the grocery store. Let's go in.  
**A:** Do you want a cart?  
**B:** Yes, I will take a cart. / No, I don't need one. I will take a basket.  
**A:** Do you need bananas? There's a sale.  
**B:** How much do they cost?  
**A:** Two for the price of one.  
**B:** Sure, I'll take some.  
**A:** I need strawberries. I want to decorate my daughter's birthday cake.  
**B:** When is her birthday?  
**A:** Tomorrow.  
**B:** How old is she?  
**A:** Eight years old.  
**B:** Here's the milk!  
**A:** Get some for me, too. Make sure you check the date. I want fresh milk.  
**B:** Let's go pay. The line is shorter here.  
**A:** It costs a lot of money!  
**B:** OK, let's take the bags to the car.  
**A:** Put them in the trunk.  
**B:** Let's go make supper.

Use pictures to practice the words, phrases and conversation.



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## Arts and Crafts (Sample Immersion Language Session)

Learners can express themselves through creating crafts and art in their First Nations language. The step-by-step process of learning skills and actions in the First Nations language is extremely valuable for language learning. Teach each other to do arts and crafts projects. As you create projects, talk to each other about what you are doing and use only your language.

### Phrases and words to learn, practice and REPEAT:

Cut the cloth / thread, etc.  
Sew the cloth / edge, etc.  
Pull / push the needle, etc.  
Tie the thread / wool / knot, etc.  
Pull / hold it tight.  
It's too loose.

loop  
through  
open  
close  
even  
uneven

cloth / needle  
scissors / button  
wool / thread / yarn  
leather / hide  
knot

### Example projects:

dream catchers  
beading (earrings / necklace, etc.)  
button blankets  
sewing (medicine bags / moccasins, etc.)  
drums  
painting / drawing  
weaving  
knitting  
collages

### Example mini-conversations:

#### Which colour do you want to use?

I like this colour.  
I need red / black / blue / yellow / orange / green / purple, etc.

#### How big should it be?

It should be much smaller / bigger.

#### How many do you want?

I want \_\_\_\_\_.

Use pictures to practice the words, phrases and conversation.



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## Traditional Activities (Sample Immersion Language Session)

Many more language sessions could be based on doing traditional activities together such as fishing, hunting and picking berries.

### Words and phrases to learn, practice and REPEAT:

Let's go \_\_\_\_\_.  
 Who should we invite to come?  
 Where should we go?  
 What do we need to bring?  
 Are you ready?  
 OK, let's go!  
 Which way are we going?  
 Hey, I found a \_\_\_\_\_.  
 Hey, I see a \_\_\_\_\_.  
 Stop, let's \_\_\_\_\_.  
 Do you want to \_\_\_\_\_?  
 Let's go home.  
 We had a good time.  
 We were lucky.

For each traditional activity, you can create lots of conversations based on the specific details of the activity.

For example, if you go berry-picking you can talk about:

- *names of all the berries*
- *uses of different berries*
- *where to find different berries*
- *ways to prepare berries*

If you learn to tan a hide in the language you can talk about:

- *names of all the tools for the process*
- *different action words used i.e. shaving the fur, scraping the skin, pulling the hide tight*
- *how long each part of the process takes*
- *what to use the hide for when it is ready*

If you plan to attend a feast you can talk about:

- *everything you will see on the way to the feast*
- *who will be at the feast*
- *kinds of food that will be served at the feast*
- *prayers that will be said*

Use pictures to practice the words, phrases and conversation.



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# Appendix B: Sample Games

## Play UNO in Your Language<sup>12</sup>

Do you know these words and phrases? If not, learn them together.

### Numbers:

1      2      3      4      5      6      7      8      9      0

### The Four UNO Colours:

red      yellow      green      blue

### Some Useful Verbs:

to gamble  
to play cards  
to shuffle (cards)  
to deal  
to discard  
to win, in gambling  
to pick up / to draw a card  
to skip  
to reverse

### Grammar:

Be able to give commands for the verbs above such as “deal,” etc., and learn to use past, present and future, such as “I’ll deal,” or “You won!” etc.

### UNO INSTRUCTIONS

- > Use a special UNO deck of cards.
- > Deal each player seven cards and place the remaining cards face down in the middle of the table. This is the draw pile.
- > Turn the top card of the draw pile over to form the discard pile.
- > Take turns beginning with the player to the dealer’s left and go clockwise around the table.
- > Place one of your cards on the discard pile when it’s your turn. Your card must have the same number, colour or wording as the top card of the discard pile—or be a wild card. **YOU MUST SAY SOMETHING EVERYTIME YOU LAY A CARD**, such as the number and colour of the card: “I’m playing/setting down a red seven!” This is excellent practice and repetition.
- > If you cannot play a card, draw another card from the draw pile. Play the drawn card if you can. If you can’t, it’s the next person’s turn.

<sup>12</sup> This outline was developed by Leanne Hinton and the Advocates for Indigenous California Language Survival and adapted by FPCC for use in B.C.

- > You can play a wild card any time it's your turn and can name any colour you wish. Announce the UNO colour of your choice when you place a wild card on the discard pile: "I want blue. / I'm changing this to blue."
- > Announce a colour when you place a Draw Two card on the discard pile.
- > Follow the directions of a word card that is played on the discard pile by the player before you. This may mean that you have to draw two cards, skip a turn or even draw four cards.
- > Say "UNO," which means "1", when you have one card left in your hand. If you forget to say "UNO" and another player catches you, you must draw two cards and keep playing.
- > The winner is the player who lays down all of her/his cards first.



Kwak'waka master-apprentice team Daisy Sewid-Smith and Dorothy (Pewi) Alfred

## Play Go-Fish in Your Language

Do you know these words and phrases? If not, learn them together.

### Numbers / Card Ranks:

1      2      3      4      5      6      7      8      9

Jack      Queen      King      Ace

### Some Useful Verbs:

to gamble  
to play cards  
to shuffle (cards)  
to deal  
to win  
to pick up / to draw a card  
a pair (of cards)  
four of a kind  
go again  
my / your turn

### Do you have a \_\_\_\_?

Yes, I do.  
No, I don't.  
Go fish!



### GO-FISH INSTRUCTIONS

- > Use a standard 52-card deck.
- > The dealer deals 5 cards to each player (7 each if only 2 players). All remaining cards are placed face down in the centre to make a draw pile.
- > The player to the dealer's left starts.
- > On your turn, ask another player for a specific card rank. For example: "Barb, do you have a 9?" You must already hold at least one card of the requested rank.
- > If the player you ask has any cards of the requested rank, she/he must give all of her cards of that rank to you. In the example, Barb would have to give you all of her 9s.
- > If you get one or more cards from the player you ask, you get another turn. You may ask any player for any rank you already hold, including the same one you just asked for.
- > If the person you ask has no relevant cards, they say, "go fish." You then draw the top card from the draw pile.
- > If you happen to draw a card of the rank asked for, show it to the other players and you get another turn. However, if you draw a card that's not the rank you asked for, it becomes the next player's turn. You keep the drawn card, whatever rank it is.
- > When you collect a set of four cards of the same rank, immediately show the set to the other players and place the four cards face down in front of you.
- > Go Fish continues either until someone has no cards left in their hand or the draw pile runs out. The winner is the player who then has the most sets of four.



## Play the Memory Game in Your Language

This game is excellent for repetition and practice. Each player tells the other(s) one thing she/he will bring in a suitcase on a trip. Each following player must repeat all the items that the previous players have said as well as add an item to the list. The game continues until someone misses or forgets an item on the list.

For example:

*Player 1: I am going on a trip and in my suitcase I will pack a pair of shorts.*

*Player 2: I am going on a trip and in my suitcase I will pack a pair of shorts and a camera.*

*Player 3: I am going on a trip and in my suitcase I will pack a pair of shorts, a camera and a frying pan.*

*Player 1: I am going on a trip and in my suitcase I will pack a pair of shorts, a camera, a frying pan and a towel.*

\*Note: this game can be changed to talk about a different topic and to talk about past, present or future.

For example:

*Players can list imaginary food items that they had for lunch (past), imaginary items they want to buy at the store (present), or even imaginary activities that they will do next week (future)!*



Nsyilxcən master-apprentice team Amber Eustache and Sarah Peterson

## Conversation Card Game

Sometimes conversation doesn't flow freely and it can be a challenge to think of interesting things to talk about. The purpose of the conversation card game is to get you talking! Each card has a different conversation topic for you to chat about in your language with your master/apprentice.

### CONVERSATION CARDS INSTRUCTIONS<sup>13</sup>

- > Cut the cards along the dotted lines.
- > Without looking, draw one card and talk about the topic on that card for a few minutes (or more!). Use only your language.
- > You can let the conversation lead in any direction related to the topic.  
 For example:  
*If the card says "talk about your favourite food," it could lead to a conversation about food in general, an excellent meal you had, food you enjoy preparing, healthy and unhealthy eating habits, memories of preparing food, your least favourite food, etc.*
- > If the conversation leads to something totally unrelated to the topic that is on the card, that is OK too—the point is just to talk comfortably in your language.
- > To make real conversation, make sure both people talk. For example, one person could ask questions and the other could answer, then you could switch.
- > If you can't speak fluently about the topics at first, don't worry—with time and patience you will gain the fluency to talk about many different topics easily.
- > If you get stuck, remember to use "survival phrases" such as:
  - "How do you say \_\_\_\_\_ in (the language)?"
  - "What does \_\_\_\_\_ mean in (the language)?"
  - "Could you repeat that please?"
  - "I don't understand."

<sup>13</sup> These cards are adapted from those developed by Leanne Hinton and the Advocates for Indigenous California Language Survival.

Talk about your favourite food(s).	Talk about a food you dislike.
Talk about cooking your favourite meal. What are the ingredients? How do you cook it?	Talk about the weather today, yesterday, lately, etc.
Talk about a hobby you have. When/how often do you do it?	Talk about your family. Is it a big/small family?
Talk about the ocean.	Tell a story in your own words.
Talk about fishing.	Talk about the summer time.
Talk about the winter.	Talk about the spring.
Talk about the fall.	Talk about your favourite sport. Do you like to play it or watch it? How often?


Talk about your favourite TV show.	Talk about what you did yesterday.
Talk about your dream vacation. Tell all the details. Where would you go? How would you get there? What would you do, etc.	Talk about a trip you took. Tell all the details. Where did you go? How did you get there? When did you go? Where did you stay, etc.
Talk about your grandparents.	Talk about chores you dislike doing.
Talk about your parents.	Talk about chores you do.
Talk about hunting. Do you go hunting? When do you go? What do you hunt for?	Talk about your children. How old are they? How many do you have? What do they look like? What do they like to do?
Talk about what you will do tomorrow. What time will you get up? What is your morning routine?	Describe your yard/garden. Do you grow vegetables/flowers?
Talk about and describe a famous person you admire.	Talk about local news in your area.


## Notes

Use this page to write down notes while you practice.

This image shows a full page of blank handwriting practice paper. It features multiple sets of horizontal lines spaced evenly down the page. Each set typically consists of three lines: a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement. The paper is otherwise completely blank, with no text or other markings.



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## FIRST PEOPLES' CULTURAL COUNCIL

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