

## PASS Phase 1 Materials

# Introduction

PASS Phase 1 materials include a set of cards to support you in further steps in bringing the target language and development of thinking in your everyday family communication. By the end of this Phase you will be able to use different PASS tasks with your child. This short guide will introduce you to PASS Phase 1 cards (link).

In PASS Phase 1 your child can master both language and thinking while working on a task. However, your aim is not to teach a certain number of words or get your child to produce sentences in the target language (although this will eventually happen). The main outcome for your child is to be able to talk to you naturally even if you say some sentences in a new language.

**PHASE 1: TIME MACHINE**  
GENERAL AIM: to help your child see that elements change in TIME.

**LEARN THE TIME FRAME: PAST - PRESENT - FUTURE**  
SEE THAT EACH ELEMENT WAS SOMETHING DIFFERENT IN THE PAST  
SEE THAT EACH ELEMENT WILL BE SOMETHING DIFFERENT IN THE FUTURE  
Note: we may deal either with this exact object or this object as one of its kind.

**COMMUNICATION RULES:**  
START SMALL  
LET THEM BE SILENT  
HIDDEN CORRECTION  
PHRASES NOT WORDS  
TRANSLATION WITHOUT TRANSLATION

**TECHNIQUES FOR THE PARENT:**  
CARPE MOMENTUM  
IT MUST BE HERE  
MEDIATOR

**OBSERVE**  
While observing your child playing or watching and reading to your child, please think what kind of either objects or natural phenomena you want to use for the activity. The objects you choose first should show clear changes in time.  
Some suggestions:  
• Characters in books/cartoons that change some of their features  
• Toys or clothes items that clearly bear some signs of wear  
• Fruit, vegetables, plants in your garden

**ROLES**  
Think of possible roles you and your child can adopt in the game with objects / phenomena you have selected. Some suggestions:  
Parent: a lunch box, a bag, a garage  
Child: fruit/vegetable, a toy, a flower  
Mediator: a strawberry, a car, an apple tree

**SUMMARISE**  
Variant 1 (get the child to reflect the experience)  
After the task, ask your child what you have done and how you have solved the task. Focus on finding changes of elements in time. Get the child to ask you as well.  
Did you like the game?  
Did you prefer to travel to the past or future?  
Can we teach your toys to use the time machine? Let's try.  
Variant 2 (summarising for someone, eg a granny, another child, a toy, etc.)  
The child may lead the game and play it with a person new to the activity or re-tell the activity to this person as a story.  
What did we do?  
What did he/she say?  
Why did you / he / it?  
First we ... Then ... The task was ...  
Now you are ... you have to ... I am ...

**BUILD**  
Build a dialogue  
Use the mediator to demonstrate to your child a good question (eg are you the toy on the right from this line?). Invite your child to evaluate each question. Discuss which questions are better and why. Help your child with language chunks to build good questions (Is it...? Are you?). If your child quits the game, do not disclose the answer.  
If the child is interested  
Encourage your child to present things to you as yes-no games (eg guess how many goals I scored today?) and do tonight).

**PHASE 1: YES-NO**  
START  
Choose an object you will be playing with. Start with games where your child has to choose only between several visible objects (eg toys on the carpet). Later you can increase the number of objects and parameters for their grouping (eg books in the house).  
Decide on roles  
You are going to be playing a yes-no game. Choose between playing yourself or adopting a role (eg I am one of the toys on the floor. Guess who I am).  
Set a task  
Guess an object by asking questions I can answer 'yes' or 'no' to. Ask as few questions as possible. You can introduce the 'cost of the game' (eg 10 questions).

**SITUATIONAL**  
Let's play a Yes-No game. Guess it.  
Can you guess...? You can ask me ... questions.

**GENERIC**  
Is it the middle? Is it on the right/left?  
Is it more/less ... than... Is it higher/lower?  
Yes. No. It does not matter / not important.

**SUPPORT**  
Right in the middle. That's a very good question. Well done!  
Find the middle, split a half.

**Connect the objects which are linked in time.**  
Illustrations: a tree, a stack of books, a house, a butterfly, a carton, a brick.

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## PASS Phase 1 Materials

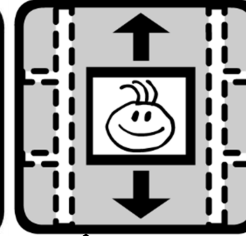
### PASS Phase 1 Tasks

You have eight different types of tasks to choose from at PASS Phase 1. Short descriptions of tasks are provided below. Please feel free to choose the tasks you feel more comfortable with, however it is advisable that you try at least 3-5 different tasks with your child.

#### Sorting

Your child is asked to sort elements/objects into groups. The elements/objects may include toys, books, food items, trees, etc. To change the level of difficulty of the task, you can define the number of groups, suggest the criterion for division, ask for certain elements/objects to be in one group, etc..

*For example: Cars can be divided into groups according to colour, e.g. blue cars, green cars and red cars.*



#### Yes-no

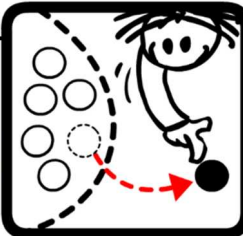
Your child is asked to find a solution to the problem by asking you yes-no questions. The fewer questions your child asks to find a solution, the better it is.

*For example: There are different food items on the kitchen table. You have chosen one of them without telling your child. He/she is to ask yes-no questions to find out which item you have chosen.*

#### Odd One Out

Your child is asked to exclude one element/object from the group according to some criterion. To change the level of difficulty of the task, you can suggest an object to be excluded, give a criterion to be used as a basis for exclusion or draw your child's attention to various characteristics of the elements/objects to be used for classification.

*For example: There are four soft toys on the carpet: a monkey, an elephant, a dog and a parrot. The dog is different as it is the only toy that produces a sound.*



#### System lift

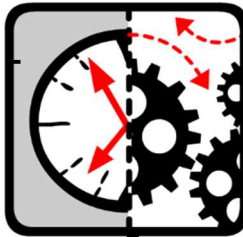
Your child is asked to take a system lift and go up and down to investigate a given element/object. When going down, he/she is expected to find various parts of the given object. When going up, he/she is expected to find elements/objects, of which a given element/object is a part.

*For example: A book, Going down: parts of the book such as a cover, pages, illustrations. Going up: elements where this book is a part, e.g. books on the same shelf or books by the same author.*

**PASS Phase 1 Tasks**

**Time machine**

Your child is asked to drive the time machine along the time line of a given element. When going back in time, he/she finds out what a given element used to be some time ago. When travelling into the future, the child considers what a given element may become in some time.



*For example: This particular strawberry was a seed half a year ago. Half a year later it will be part of the strawberry jam.*

**Good-bad**

Your child is expected to see both positive and negative consequences of an action. First you propose a possible consequence. Then your child is expected to see a possible negative consequence of this action, thus contributing to formulating a contradiction of doing this or that.



*For example: Eating sweets is good because they are tasty. Eating sweets is bad because they spoil our teeth / contain too much sugar.*

**What's your job?**

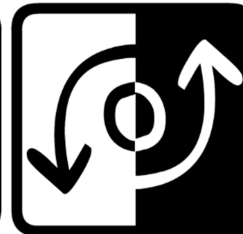
Your child is asked to think of possible jobs of a given element in various contexts and explain which feature of a given element will help it do this job. Jobs should be defined as verb+object.



*For example: A spoon. When we are having soup, its job is to transport the soup from the plate to our mouth. When we lay the table for the party, its job is to make the table look beautiful.*

**Black-white**

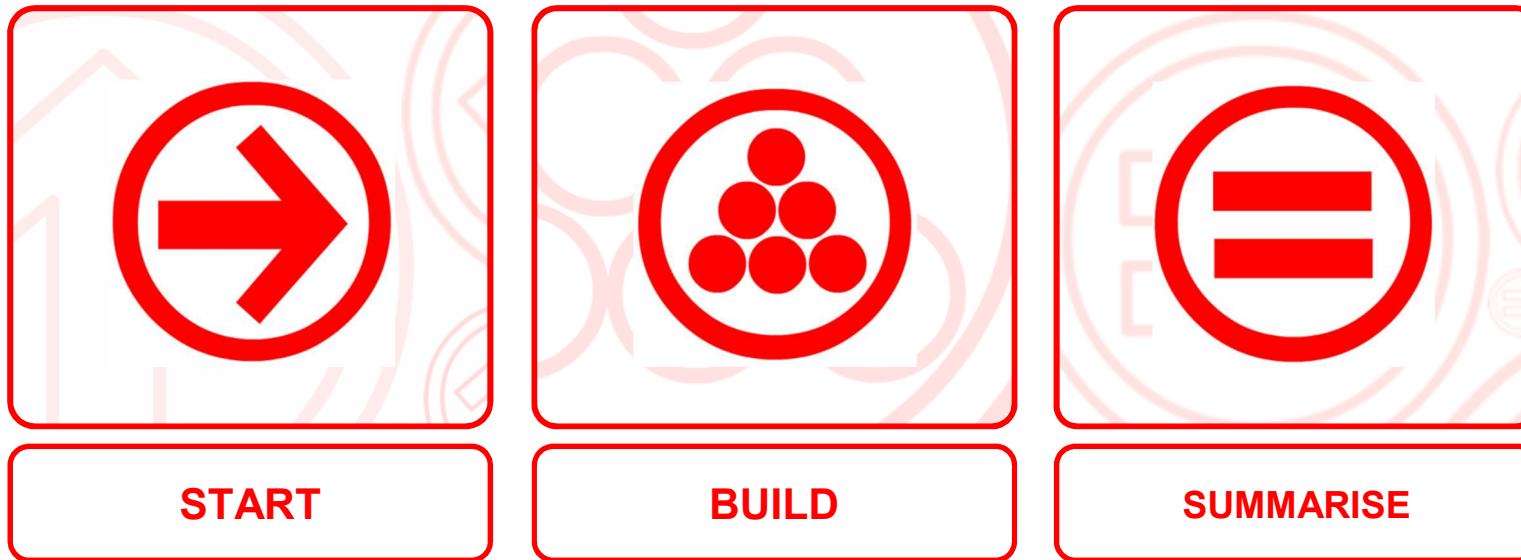
Your child is expected to find elements that have two opposite features and discover how these opposites are combined.






*For example: Zebra is both black and white (combined in space). A flower is both beautiful and ugly (combined in time). A watchband is flexible and rigid (combined in structure – the whole watch band is flexible but each part is rigid).*

**Guidelines for working with the tasks**

Work with each of the tasks above includes three steps:



All the tasks offered to you through PASS Phase 1 cards are described via these three steps (see different backgrounds of some fields on the card – they signify one of the steps).

-  **START** gives suggestions on how you can bring the task to your child.
-  **BUILD** shows how you can assist your child if he/she is stuck and doesn't know what to say.
-  **SUMMARISE** helps you go over everything you have done one more time and help your child see the method of doing the task.

## Techniques for the parent

Techniques below will help you follow key pedagogical principles when organising your child's learning.

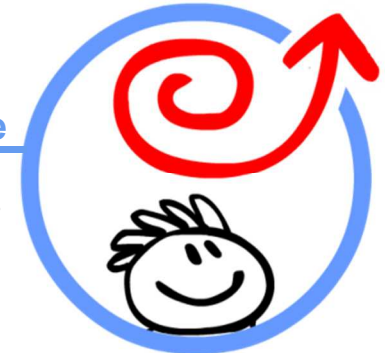


### Carpe momentum

It is always best to do things your child likes. This is the main principle of PASS – build up from your child's interest at a given moment. Your child may have just watched a cartoon or he/she is looking at a bookshelf or putting LEGO blocks around – whatever it is, use it for initiating one of the PASS tasks. For example, you can get your child to sort the LEGO blocks, get him/her to play a yes-no game about the cartoon or play 'what's the job of a book cover?' game.

We often fail to notice the resources we already have and can use for playing with our children. For example, when playing cars, a mechanic in the garage may ask to bring cars on three different days to make the process of repairing easier for him (a sorting task for your child). Or, when walking the park, you may think of one of the flowers around and invite your child to guess (a yes-no task).

### It must be here

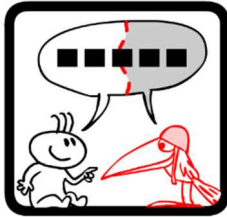


### Mediator

It may be unnatural for both you and your child to start using another language. This is where the mediator comes in. It can be one of the toys your child likes, a PASS character or just anything (e.g. an apple) that will speak the target language. As a result, the use of a new language will be natural (the mediator will not understand your mother tongue) and you will just have one more participant in the activity with your child.

## PASS communication rules

The rules below will help you integrate key language learning principles when bringing a foreign language to your child.



### Translation without translation

Instead of translating to your child, use your ability to speak two languages (one to your child and the other to the mediator). You may be saying the same thing in different languages. This is called translation without translation, as you will not be translating and your child will be able to understand what he/she needs from the context. This is better than simple translation as communication remains natural.



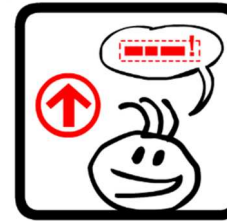
### Phrases not words

People believe that if one learns many words, speaking a foreign language will be easy. In fact, we speak in phrases rather than separate words. So, instead of just saying 'car', 'ball', 'cheese', etc. think of a phrase that would be appropriate in a given context, e.g., 'it's a beautiful car, isn't it?' (passing a Ferrari in the street), 'are you speaking about this ball?' (collecting toys to take along to the beach), 'some cheese for you?' (having a meal together), etc. This will make it both more useful and natural for your child.



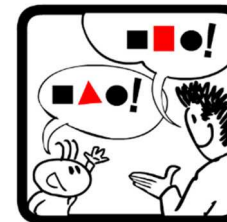
### Let them be silent

No-one starts acquiring a new language by speaking. There is a long silent phase when your child will just listen to the language around. It is only natural and you should not be afraid. Remember how long you waited before your child started speaking the mother tongue. Let your child be silent and continue – it will be helpful.



### Start small

Lots of phrases are repeated in our communication. For example, when asking a child for clarification (Why do you think so? Why do you like it? Why not? etc.), counting something (How much does it cost? How many ...? If we add... and..., etc.) giving opinions (I think, I believe, etc.). Start using such phrases. They may seem difficult, but it will be easy for your child to remember them as you will be using them so often. Such phrases may be preferred to seemingly easy language of some topics as these topics are many and the child forgets everything by the next time the 'topic' is around.



### Hidden Correction

A good language teacher avoids explicit correction of mistakes. To keep communication natural, they just repeat the same sentence in a correct way, e.g.:  
Student: Then I goed\* to my friend.  
Teacher: I see, so you went to your friend then, right?  
With time, the student learns to notice this way of correcting and it works even better than the traditional one. Use this approach when talking to your child.

### PASS Approach to Language Learning

A few typical problems exist when introducing a foreign language in the family context:

- Parents tend to think that learning a new language means learning words.
- Sudden use of a new language is unnatural for the child and he/she starts reacting in a negative way when it is used.
- It is difficult for parents to decide WHAT language can be introduced to the child, especially when it should be done “on the spot”.
- Parents oversimplify the language when talking to children and often just use separate words.

#### PASS Solution

Any solution adopted for solving the above problems should be simple enough for the parent to use it and should be complex enough to meet the requirements of the modern approach to language learning.

The PASS solution asks you to plan three elements in all language activities with your child: the types of language to be used during the activity, the participants involved in the activity and communicative functions performed by the participants.

#### 1. Types of language or WHAT

Here you just ask yourself WHAT you and your child are going to be saying during the activity. This WHAT consists of three parts (see PASS Cards for examples):

1a – Situational language

1b – Generic language

1a – Support language

## 1. Types of language or WHAT

**Situational language** can be connected with either the topic of an activity or particular roles adopted by you and your child. For example, topical language of food and cooking can include phrases like *what do we need for... can you pass me... please, let's take... names of food items, etc.* When playing with cars, it may include *which one is faster, vroom-vroom, can I park here, parts of the car, etc.* Role language of exclusion (see cards B) will include phrases like *you can pass if... what makes you different, prove to me that..., etc.*

**Generic language** can come from either a particular task dealt with or the step of the task. The former may, for example, be the generic language of sorting (*Are they all the same? Are they similar? What do they have in common?*) or time machine (*Was it the same ... ago? Has it changed? In a day/month/year, etc.*). The latter can be the language characteristic of the START step (*Hello, I am ..., who are you? I do this and that*) or SUMMARISE step (*Did you like the game? What did we do? How did we...?*).

**Support language** includes rhymes for each of the generic tasks (e.g. *past and future, out and in, let us go in the time machine or say aloud who stands out*), encouragement (*good, well done, perfect*), repetitions (*I will eat you up unless, I will eat you up unless, I will eat you up unless* – the mediator mocking the dragon played by the parent).

## 2. Participants or WHO

Most PASS situations will include at least three participants: you, your child, and the mediator.



The mediator is especially important if there is no tradition in your family to use a foreign language. The mediator will help you make the use of the foreign language natural, e.g. McQueen from Cars cartoon for English, a soft toy bought in France for French, a Trabi car for German, etc. If both you and your child adopt roles during the activities, they will look more like playing to your child.

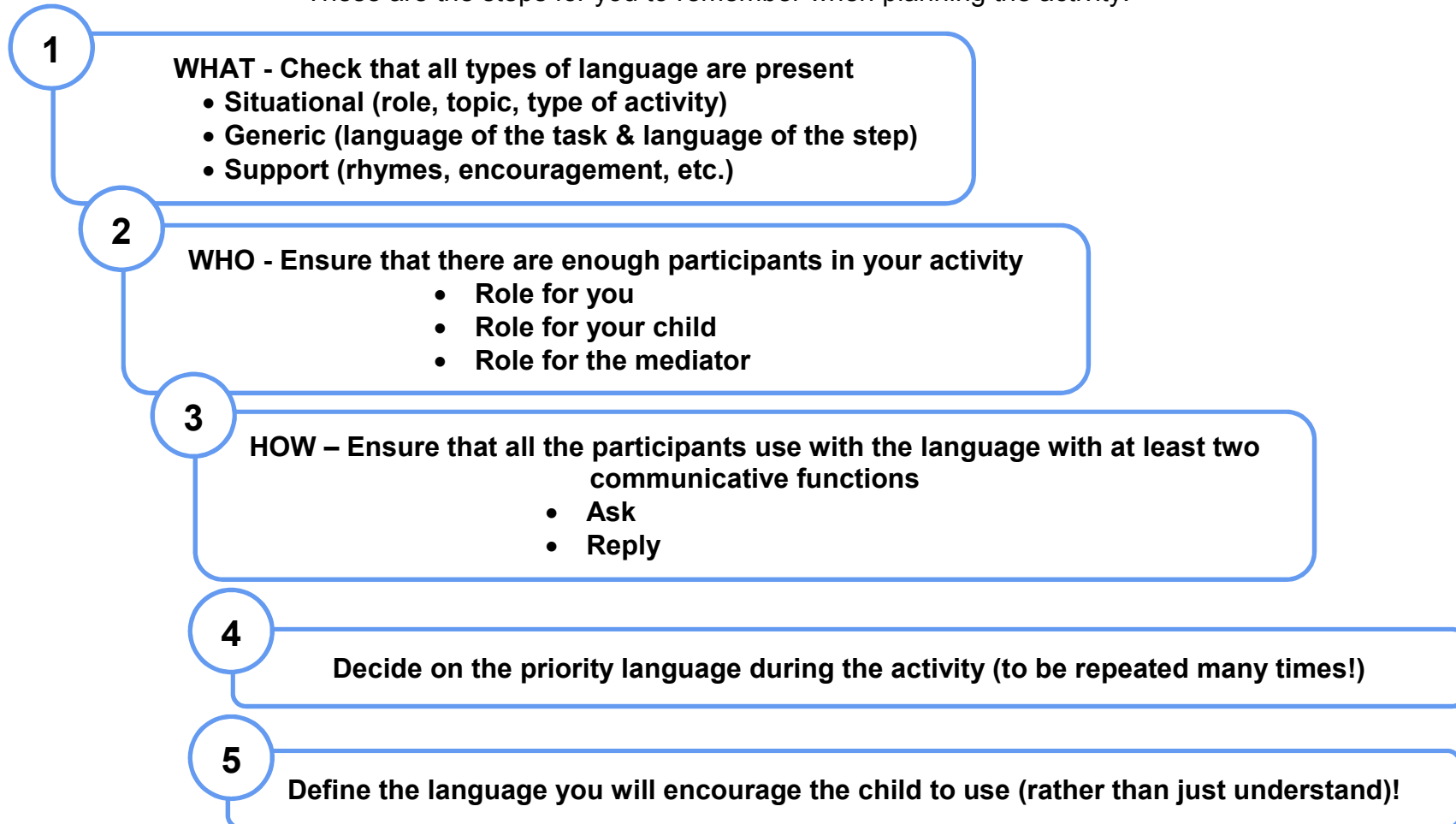
## 3. Communicative functions or HOW

We use language with a different purpose: to explain, to ask for information, to specify, to emphasize, etc. Communicative functions are plenty. The PASS minimum is to use language for at least two of them: asking and answering. It means that all participants in PASS activities should both ask and answer.



### Steps to remember

These are the steps for you to remember when planning the activity:



With time, you will be able to perform these steps automatically.