

## ACKNOWLEDGEMENTS

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The original alpha testers and their facilitators, Mike, Barbara, Barb and Liz; all *beta* testers including Erin and Nicole, students at Edinboro University as well as their Professor, K. Hill; Mark Zucco, Graphics Artist, and Tom McGrath, Graphics Artist Consultant; Jeff Micher, Linguist; Patricia Meneskie and Carolyn Micher, Proofreaders; Robert Conti, Coordinator; and Donald Spaeth for all his work developing the computer emulation features.

Special thanks go to the original development teams for Words Strategy® and Unity® and to the Prentke Romich Company for lending devices for development.

## **AQLS – ADULT QUICK LEARNING SYSTEM, ICONIC**

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4,661,916	5,097,425	5,210,689
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Adult Quick Learning System  
AQLS Iconic  
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## WELCOME TO AQLS ICONIC

This Vocabulary program is based on the existing Minspeak® Unity® program that is found in all of the communication devices from the Prentk Romich Company.

### WHAT IS MINSPEAK® AND UNITY®?

No matter what type of communication device is being used, there are only two methods that are used for the graphic representation of language: letters or pictures. Most times, pictures are used to represent a single concept. This 1-to-1 method of representation results in using a lot of pictures and presents a problem with trying to organize and retrieve all of the messages.

Minspeak®, the brand name of software for representing language uses multi-meaning icons in sequences to code words, phrases and sentences. Unity® is the vocabulary program that resulted from the Minspeak® philosophy.

### TARGET POPULATION

This vocabulary program is appropriate for individuals of **all ages** who have the ability to *learn* that a picture is used to mean more than one thing. The Lesson plans, however, are provided to guide independent learning. They are written for adult use and are intended for individuals who will be teaching the program, as well as for individuals who will be using the communication device and find that they need to learn the program without assistance from another person. As with learning a second language, however, learning is facilitated when individuals interact and have fun in the process. You will become excited with the power of the system as you progress through the lessons. Using the device for communication makes it easier to have fun and play games using the vocabulary. This is strongly recommended.

For individuals with a diagnosis of Amyotrophic Lateral Sclerosis (ALS), Multiple Sclerosis (MS), or other diagnoses involving the gradual change in physical abilities, it is best that training begins in the early stages while speech is intelligible or while the individual can write. Early communication training permits the individual to work on an alternative communication system while still having the energy and motor skills to be a direct selector. Although this is not a requirement for learning the system, speaking or writing allows the individual to ask questions with the least amount of effort and to discuss icon sequence rationales with the trainer. Also, the use of the hands for direct selection, versus using an alternative access technique, allows the individual to access and to learn the vocabulary more quickly.

### TIME

One of the most frequently asked questions is “How long does it takes to learn the vocabulary?” Many people do not encourage using Minspeak® because of the belief that

it takes too long to learn. The anticipated learning time for the structure of the program for individuals whose language is intact is less than 15 hours. At the time of this writing, it took 2 individuals who were learning the system to be a teacher of the program 10 to 45 minutes per lesson. Additional practice time ranged from 15 to 45 minutes.

As in learning any language, the key to the fluent and automatic use of the vocabulary has a direct correlation to the amount of practice.

### COMPONENTS:

- Included in this program are:
- 15 Lesson Plans;
- An alphabetical vocabulary sort;
- An appendix of **CHEET SHEETS** to be used as reference when the lessons are completed.
- An attachment of additions/changes to the Unity® vocabulary sort;

For those who are familiar with Unity®, there are a few differences:

- There are 25 single hit words that are highlighted in red and 17 double hit words highlighted in yellow on the overlay.
- Some of the tools such as clear display, and delete character/delete word have been moved and combined.
- Icon sequences for four of the helping verbs or preverbs have been changed to reduce the distance needed to complete the sequence.

<i>will</i>	was		is now	
<i>could</i>	was		is now	
<i>should</i>	was		is now	
<i>might</i>	was		is now	

- ‘*s question* words (i.e. what’s, how’s etc.) have been moved from  $\overset{?}{\text{WORD}} \overset{?}{\text{WORD}} + \text{icon}$ , to  $\text{icon} + \overset{?}{\text{WORD}}$  so the word *what* can be accessed with double hit, and because of the ‘s indicated on the icon.

### ENJOY!

The commitment to learn any new skill and be “good” at it requires time, patience, and practice. This is especially true with learning a language. Take the time to practice. Have fun and you will be amazed at how much you can say and how quickly you will be able to say it!



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### CHEET SHEETS

### APPENDIX OF ADDITIONS TO UNITY® VOCABULARY SORT

# LESSON ONE

## FIRST LOOK AT THE OVERLAY

### IN THIS LESSON YOU WILL:

- ❖ LEARN BASIC CONTROLS
- ❖ BECOME FAMILIAR WITH THE OVERLAY
- ❖ FIND THE QUICK HITS
- ❖ BECOME FAMILIAR WITH THE DEVICE TOOLS

Following are **BASIC CONTROLS** for the Pathfinder, DeltaTalker and Liberator. Please disregard the device instructions that do not apply.

### BASIC CONTROLS (PATHFINDER)

#### TURNING DEVICE ON/OFF:

\*The international on/off symbol is I/O.

It is located in the upper left corner of the device. This is a TOGGLE, which means that the same key functions as both the *on* and the *off* key.

\*Switch activation.

You can turn on the device by activating a switch that is being used for scanning. **This only works if the device is allowed to turn off by itself.**

\*You turn the device **off** by pressing the I/O key again.

The device will also turn itself off after a few minutes.

The device will go to sleep or turn itself off after a few minutes of no activation. You can turn it back on by switch activation in this case.

#### VOLUME CONTROL

\*In the **ACTIVITY ROW** on the display of the Pathfinder, select the picture of the Pathfinder with the *TOOLS* label.

To decrease the volume, press *QUIETER* until the desired volume is reached.

To increase the volume, press *LOUDER* until the desired volume is reached.

To close the **TOOLS** activity, press the key labeled **CHOOSE ACTIVITY** located in top right corner of the device near the arrow keys.

**NOTE** ♪ ♪ There are other ways to change the volume. You will learn this later.

#### CHARGING THE DEVICE

The % of charge remaining in the device is displayed in the lower right corner of the display.

The socket is located on the left side of the device. The light on the top left of the front of the device indicates that it is charging. The device comes to a full charge in 4 to 5 hours.

**NOTE** ♪ ♪ **You can use the device while it's plugged in.**

### BASIC CONTROLS (DELTATALKER)

#### TURNING DEVICE ON/OFF:

\*Open the control panel in the upper right corner of your device.

\*Press the ON/OFF key.

This is a TOGGLE, which means that the same key functions as both the *on* and the *off* key. When you turn it on, you will hear 2 tones: lower to higher means the device is turning on; higher to lower means the device is turning off.

\*Switch or key activation.

You can turn on the device by activating a switch that is being used for scanning or by pressing any location

\*You can turn the device **off** by pressing the ON/OFF key again.

The device will also turn itself off after a few minutes.

The device will go to sleep or turn itself off after a few minutes of no activation. If the device goes to sleep, any keystroke on any part of the overlay will wake it up. You do not need to turn it back on in the control panel.

## VOLUME CONTROL

\*In the control panel, find the horizontal bar labeled ↓SPK VOL↑.

The left side of the bar turns the volume down; the right side turns the volume up.

\*Press the up or down arrow.

A bar will appear on your liquid crystal display (LCD) to show you where the volume is. This bar will disappear after a couple of seconds.

**NOTE** ♪ ♪ There are other ways to change the volume. You will learn this later.

## VIEW ANGLE

You use this tool if you are having difficulty seeing the print on your display.

\*In the control panel, press the horizontal bar labeled ↓VIEW ANGLE ↑.

Just as you did the volume control, set it to a comfortable viewing angle. This does not affect the size of the print, just the angle of the display.

## CHARGING THE DEVICE

You can check the battery status by pressing 

A status bar will appear on your display. It will fade after a few seconds.

When batteries are low, the device will play the theme song to the “**Twilight Zone**”. The usual charge is roughly 8 hours (overnight).

When the charger is plugged in, the red light at the (back) top of the DeltaTalker will blink. A fast blink means the device is charging. A slow blink means the device is charged. Occasionally, the device will indicate that it needs to be *calibrated*. This means that it needs to be charged a few hours longer. See pages 23-25 in your DeltaTalker Operator’s Manual.

**NOTE** ♪ ♪ **You can use the device while it’s plugged in.**

## BASIC CONTROLS (LIBERATOR)

### TURNING DEVICE ON/OFF:

- \*The ON and OFF keys are located in the upper left corner of the device.  
You turn the device ON and OFF by using these keys.
- \*Any key activation will turn on the device.  
By pressing any key on the device, the device will turn on and that key will be made as a selection.
- \*Switch activation.  
You can turn on the device by activating a switch that is being used for scanning.
- \*You can turn the device off by pressing the OFF key or the device will turn itself off after a few minutes.  
The device will go to sleep or turn itself off after a few minutes when there is no activation. If the device goes to sleep, any keystroke on any part of the overlay will *wake it up* and select that location as a choice.

### VOLUME CONTROL

- \*The volume dial is located on the left side of the device.  
Turning the dial away from you increases the volume.  
Turning the dial toward you decreases the volume..
- NOTE** ♪ ♪ There are other ways to change the volume. You will learn this later.

### CHARGING THE DEVICE

- You can check the battery status by pressing 
- A BATTERY STATUS menu will appear on the display.  
At the bottom of the display you will see:  
Battery Charge Remaining = \_\_%
- To EXIT the Battery Status menu,  
PRESS the number 5 on your overlay, (H2)  
PRESS 5 again.

When batteries are low, the device will play the theme song to the “**Twilight Zone**”. The usual charge is roughly 8 hours (overnight).  
The charger plugs in on the right side of the device.  
The light will blink green if it’s receiving a charge.  
A red blink means that the device is not receiving the charge. Check the connection.  
A solid green light means the device is fully charged.

**NOTE** ♪ ♪ **You can use the device while it’s plugged in.**

**TROUBLE? Call PRC Service at 1-800-262-1990.**

## BECOMING FAMILIAR WITH THE OVERLAY

### *FACTS:*

- In each location on the overlay, there is either:
  - an icon with a letter or combination of letters;
  - an icon with characters (period, comma, etc.);
  - a word;
  - a function (delete character/word, clear display).
- Each icon key has 2 functions:
  - SPELL MODE
  - MINSPEAK MODE
- The alphabet is laid out like a computer/typewriter keyboard. This will be familiar to those who type.
- Each icon or function can be located as you do cities on a map. Notice the numbers 1 through 8 along the left side of the overlay, and the letters A through P along the bottom of the overlay. (These are only on the DeltaTalker and Liberator, **not the Pathfinder**. You will have to determine the locations yourself by counting.) Like finding a location on a map, find the letter then go to the number. Locate the following:
  - C6 (APPLE),
  - C1 (CLEAR DISPLAY),
  - L7 (STOP).

*Throughout the lessons there will be references to these alphanumeric codes to help you locate the keys more quickly.*

## BECOMING FAMILIAR WITH THE OVERLAY (cont.)

USE YOUR COLOR COPY OF THE OVERLAY TO HELP YOU FAMILIARIZE YOURSELF WITH THESE CHARACTERS.

### LETTERS, ICONS AND CHARACTERS *THE ALPHABET*

The letters are in the upper right corner of each icon beginning at location C5.

Q  = Queen Bee	W  = Wanted	E  = Ear	R  = Remember
T  = (Father)Time	Y  = (New)York	U  = Umbrella	I  = Island
O  = Open	P  = People	A  = Apple	S  = Snail
D  = Dog	F  = Family	G  = God	H  = House
J  = Juice	K  = Kitchen	L  = Love	Z  = Zebra
X  = X-ray	C  = Computer	V  = Volt	B  = Bathtub
N  = Name	M  = Money	SPACE  = space	

### *PUNCTUATION AND OTHER CHARACTERS*

Look at the lower right cluster of icons.

This is where you find your punctuation characters when you are spelling.

" =	' =	! =	; =	: =	[ =
] =	, =	. =	? =	( =	) =

### *MATH RELATED CHARACTERS*

On the left side of the keyboard highlighted in yellow are the following characters:

\$ - I	@ - WE	= - THEY	/ - HE	+ - PREVERB(did)
* - SHE	- = preverb +s(does)	< - IT	> - Knot	% - Watch

### *BIGRAMS AND TRIGRAMS*

Look at the icons in rows 3 and 4.

They all have 2 and 3 letter combinations associated with them.

These are called Bigrams and Trigrams.

These are keystroke savers.

They are in alphabetical order.

BL	BR	CH	CL	CR	DR	ED	ER	EST	FL
FR	GL	GR	ING	PH	PL	SH	SL	ST	STR
TR									

## BECOMING FAMILIAR WITH THE OVERLAY (cont.)

### WORDS

#### FACTS:

- There are several frequently used words that are programmed and accessed by 1 or 2 keystrokes on the location where the word is written.
- These are called QUICK HITS.
- Because these words are stored, the device must be in MINSPEAK mode in order to access them.

You will practice changing the device from SPELL mode to MINSPEAK, or word/sentence mode, in Practice Lesson 1.

- 25 words are highlighted in red and require a single hit.
- 19 words are highlighted in yellow and require 2 hits on the same location.

You will practice with these words in later lessons.

For now, look at the overlay and find the red and yellow highlighted words.

### HELPFUL TOOLS

TOOLS are functions that help clear the display, backspace to delete characters or words, and change between spelling and using stored messages, etc.

#### FACTS:

- Tools are located in the top row – A1 through D1.
- More tools are clustered in the top right corner of the device.

The tools you will use most often are:

**SPEAK SENTENCE (A1)** = Speaks your sentence up to a period.

**DELETE CHAR/WORD (B1)** = Deletes a letter or word.

**CLEAR DISPLAY (C1)** = Erases everything on the display.

 **(D1)** = Toggles between Spelling and Minspeak (stored messages).

**DELETE ICON (F8)** = When you choose the wrong icon.

**SPACE** =  **(H8)**

**NOTE** 🎵 🎵 : AT THE BOTTOM OF MOST LESSON PAGES, YOU WILL SEE A  WHICH INDICATES THE TOOLS YOU WILL NEED TO USE.

ALL TOOLS ARE LISTED ON THE CHEAT SHEET FOR *DEVICE TOOLS*.

# PRACTICE , PRACTICE , PRACTICE

## PRACTICE LESSON 1: SPELL MODE vs. MINSPEAK MODE

**PURPOSE: To become familiar with the Spell/Minspeak function.**

Please follow the instructions for the device that you are using and disregard the others.

Turn the device ON.

**PATHFINDER** – I/O is located in the upper left corner of the device.

**DELTATALKER** - ON/OFF is located in the upper right corner of the device in the control panel.

**LIBERATOR** – ON/OFF is located on the upper left side of the device.

Find  (D1)

This button acts as a toggle between 2 modes – Spelling and Minspeak.

Press  .

You are in SPELL MODE if:

**PATHFINDER** – the light by ABC on the right of the device is ON;

**DELTATALKER** - the Minspeak light in the Control Panel is OFF (not red);

**LIBERATOR** – the Minspeak light to the left of the display is OFF

All devices - and the red lights by the icons are OFF.

Press  (C6)

If your device is in SPELL MODE, you would hear the letter “a”.

Press  again.

If the red lights are on both by the icons and in the areas that indicate Minspeak, as above, you are in your vocabulary or Minspeak mode.

Press 

If your device is in MINSPEAK MODE, the device won't speak.

Look at your display. You will see the icon label “APPLE”.

Press CLEAR DISPLAY (C1) to clear the display.

Press (B7)  .

Since you are in MINSPEAK mode, you hear the word “not”.

Go to SPELL MODE (press  )

Press  . You will hear “right angle bracket” (>).

Keep pressing this SPELL/MINSPEAK key until you are comfortable with identifying which mode you are in.

**Leave your device in MINSPEAK MODE**

## PRACTICE , PRACTICE , PRACTICE ( cont . )

### **PRACTICE LESSON 2: CHOOSING YOUR VOICE**

#### **FACTS:**

- There are 10 voices to choose from.
- You can pick a voice as your favorite or primary voice and you can have the voice change for a particular message that will help convey a particular mood.

**IF YOU ARE SATISFIED WITH THE VOICE AS IT IS, YOU DON'T NEED TO DO THIS LESSON.**

**THE INSTRUCTIONS FOR PATHFINDER, DELTATALKER AND LIBERATOR ARE DIFFERENT. FOLLOW THE DIRECTIONS FOR YOUR DEVICE.**

### CHOOSING YOUR VOICE ( PATHFINDER )

Before you change your voice, you need to know...

The  icon has a very special function. It begins a sequence to activate various tools. All of the tools that begin with this icon are reviewed in later lessons. If you press this icon by mistake, select DEL ICON on the bottom row, or CLEAR DISPLAY on the top left of the overlay.

#### **LISTEN TO YOUR CHOICES:**

First listen to a sample of all of the voices.

Press   

You may want to listen several times to get the name of the voice that you would like to try out.

Once you know the name of the voice you want, follow the **CHEET SHEET** to choose the voice you want to use.

# CHEET SHEET - PATHFINDER

## CHOOSING YOUR VOICE



1. If your device is not on, turn it on.



2. Make sure your device is in Minspeak mode.



3. Press 



4. Press 



5. Press 

You will see the display flash and hear  
“This is what my voice will sound like.”



6. If you like the voice, stop now.

If you don't, press the sequence again:



or press OK (O4) to repeat the selection.



7. When you hear the voice you like, you are finished.

If you preferred a previous voice, you will need to  
cycle through all of the voices to get back to the one you  
want.

CONGRATULATIONS!!!

YOU'VE LEARNED SOMETHING NEW!

## CHOOSING YOUR VOICE (DELTATALKER)

TWO IMPORTANT THINGS TO KNOW:

Before you change your voice, there are 2 important things to know.

\*The first important thing you need to know is that the  icon (O5) has a very special function. Pushing this icon is the first step to take you into several menus. These menus are found in another area of the device, but are made accessible through an icon sequence for your convenience.

\*Second, if you ever push , followed by  (E4), or the  (F5) or the  (L7), you will immediately be put in to a *menu*. What you need to know is that in order to GET OUT, always push  (O8). He “lets you out” of the place that you don’t want to be.

*So remember, if you ever see -----MENU on your display and the  is lit, PUSH him to let you out.*

### LISTEN TO YOUR CHOICES:

First listen to a sample of all of the voices.

Press    (E4)

You may want to listen several times to get the name of the voice that you would like to try out.

Once you know the name of the voice you want, follow the **CHEET SHEET** to choose the voice you want to use.

## CHEET SHEET - DELTATALKER

## CHOOSING YOUR VOICE

-  1. If your device is not on, turn it on.
-  2. Make sure your device is in Minspeak mode.
-  3. Press  (O5).
-  4. Press  (E4).
-  5. **DON'T PRESS ANYTHING TILL STEP 6.**  
**IN THIS STEP, JUST LOOK AT THE DISPLAY.**

*It is important to learn to pay attention to what is on the display, and to what your icon choices are.*

\*Look at your display. It should read:

**SPEECH MENU**

Use **NEXT MENU ITEM** to see each item.

\*Three icons are predicted (that means that the red light is on).



 = **NEXT MENU ITEM**

The function of this icon is to take you through all of the menu choices that are in the speech menu.

 = **CHANGE ITEM**

The function of this icon is to change an item within each choice.

 = **EXIT** .

The function of this icon is to **EXIT** the menu.

 6. **NOW YOU CAN PUSH SOMETHING.....** Press  .

 7. The display will read:  
Voice to modify = >MAIN VOICE<  
Use **NEXT MENU ITEM**, **CHANGE ITEM**, or **EXIT**

# CHEET SHEET - DELTATALKER (cont.)

 8. Press  again to go to the next item.  
The display will read:  
Voice = >(name of a voice)<  
If the name that appears between these 2 brackets > <  
is the name of the voice you want, press  to EXIT.  
You're finished. IF NOT, go to the next step.

 9. Press  until you see the name of the voice that you want.  
For example, if you want your voice to be HARRY,  
when you see *Voice = >HUGE HARRY<*  
you can stop making any more selections.

 10. Press  to EXIT.  
Your display will read:  
THEME HAS BEEN CLEARED  
(Don't worry about what this means)

 11. To hear your voice,  
You should still be in MINSPEAK mode.  
Press any of the RED single hit words in the bottom row.

CONGRATULATIONS!!!

IF THE VOICE DOES NOT CHANGE,  
TRY THE STEPS AGAIN... SOMETIMES YOU JUST HAVE TO DO THINGS  
MORE THAN ONCE.

# CHEET SHEET - LIBERATOR

## CHOOSING YOUR VOICE (LIBERATOR)

Before you change your voice, you need to know...

The  icon has a very special function. It begins a sequence to activate various tools. All of the tools that begin with this icon are reviewed in later lessons. If you press this icon by mistake, select DEL ICON or CLEAR DISPLAY.

## LISTEN TO YOUR CHOICES:

\*First listen to a sample of all of the voices.

Press   

You may want to listen several times to get the name of the voice that you would like to try out.

## CHOOSING YOUR VOICE

-  1. If your device is not on, turn it on.
-  2. Make sure your device is in Minspeak mode.
-  3. Press 
-  4. Press   
You will see 11 icons that are predicted.  
Each voice is associated by it's first letter:  
**W**  = Wendy    **R**  = Rita    **U**  = Ursala  
**P**  = Paul    **D**  = Dennis    **F**  = Frank  
**H**  = Harry    **K**  = Kit    **V**  = Val  
**B**  = Betty

 gave a sample of all of the voices.

-  5. Press the sequence of the voice you want:  
For example, to change the voice to Kit:

Press   **K** 

You will hear: "This is Kit."

CONGRATULATIONS!!!





# CHEET SHEET

## DEVICE TOOLS (cont.)

TOOL	LOCATION	FUNCTION
STORE (Delta & Lib)	P1	Used to store a message.
EDIT MODE	O2	Toggles between WORD MODE AND CHARACTER MODE to allow for quick navigation around the display.
CHOOSE ACTIVITY (Pathfinder only)	M3	Changes the ACTIVITY ROW
NOTEBOOK (Lib&Path)	N3	Used for opening notebooks.
ESCAPE (Delta & Lib)	P3	To “bail out” of storing and editing.
ENTER (Delta & Liberator) OK (Pathfinder)	O4	Functions as a repeat key for the last message spoken. For example: if the word “eat” was spoken by accessing APPLE + VERB, it can be repeated simply by selecting ENTER.
SPEECH ON/OFF	P4	Toggles between Speech on and off.
↑	O1	Moves the cursor to the beginning of the message on the display.
←	N2	Moves the cursor one character or word to the left.
⇒	P2	Moves the cursor one character or word to the right.
↓	O3	Moves the cursor to the end of the message on the display.
SHIFT (abc) Delete Icon	F8	Spell Mode - capitalizes a letter. Minspeak Mode - deletes an icon.

# ACCOMPLISHMENTS:

## BASIC FUNCTIONS

- \_\_\_\_\_ device on/off
- \_\_\_\_\_ changing volume
- \_\_\_\_\_ changing the view angle
- \_\_\_\_\_ charging the battery.

## FAMILIARIZING YOURSELF WITH THE OVERLAY

- \_\_\_\_\_ changing between spell and Minspeak modes
- \_\_\_\_\_ locations of letters, characters, bigrams and trigrams
- \_\_\_\_\_ location of “quick hit” words.

## PRACTICE LESSONS

- \_\_\_\_\_ practice lesson 1 – Changing between spell and Minspeak modes
- \_\_\_\_\_ practice lesson 2 – Changing voices

## DEVICE TOOLS

- \_\_\_\_\_ **CHEET SHEET** for device tools.

# LESSON TWO

## GETTING TO KNOW THE ICONS

IN THIS LESSON YOU WILL:

- ❖ LEARN ICON STORIES
- ❖ LEARN VOCABULARY ARCHITECTURE – PATTERN ONE
- ❖ HAVE LOTS OF OPPORTUNITIES TO PRACTICE

### REVIEW

So far you have learned:

- \*How to turn your device on/off.
- \*How to change your volume.
- \*How to change your view angle.
- \*How to change your voice.
- \*How to switch from spelling to your Minspeak mode.
- \*That each key can serve 2 functions – letters for spelling, and Minspeak.
- \*The location of the SPACE key at H8.
- \*The location of your letters, bigrams and trigrams.
- \*The location of your QUICK HITS.

## CONGRATULATIONS !

### ICON STORIES

#### ***FACTS:***

- Each icon has a label (name).
- Each icon has more than one meaning.
- The meanings are related.
- You don't have to memorize the meanings - You need to learn their stories.
- Take the time. You are building a foundation.

#### EXAMPLE:

Your device is in MINSPEAK mode.

**REMEMBER**   ( D1) Your Minspeak light is on in the control panel.

 Look at each icon for more than what the label is.

 Think about what comes to mind when you look at the icon.

 The more fun you have, the more you will remember.

## LEARNING THE ICONS

*This is a simple exercise to practice looking at the icons, reading, the label, thinking about the associations, then practicing the DELETE ICON tool.*

**You are only pushing the icon then deleting it – no words are spoken.**

For each icon, do the following:

- \* select (push) the icon,
- \* read the label on the liquid crystal display (LCD),
- \* think of a few associations,
- \* select DELETE ICON at location F8.

Try these:



\*select, \*read, \*think, \*delete



\*select, \*read, \*think, \*delete



\*select, \*read, \*think, \*delete



\*select, \*read, \*think, \*delete



\*select, \*read, \*think, \*delete



\*select, \*read, \*think, \*delete

*At the end of this lesson is a Concept Dictionary. It lists only related concepts and a few examples of specific words. It is not all-inclusive. As you look at the icon and read the associations, take a moment to see if you can understand the relationships. Use the space to add any words as you discover them.*

## VOCABULARY ARCHITECTURE – PATTERN ONE

### FIRST THE LECTURE...

You are going to learn patterns for discovering vocabulary.

These patterns will help you to become as automatic with vocabulary retrieval as a touch typist is with typing, or a pianist is with the keyboard.

You do not become a touch typist or pianist overnight.

Once you learn one pattern, you will probably become anxious to build an entire sentence.

People get very excited once they learn the power of Minspeak. Treat this as if you are learning a foreign language. You do not leave a first language lesson speaking in novel utterances. Once you learn the pieces, you will learn to put them together and in an amazingly short period of time.

Be patient.

Practice.

*Practica*

Practice.

# PATTERN ONE: ICON TO VERB, ADJECTIVE, NOUN

## FACTS:

- The movement is from the icon, UP to the part of speech in the second row.
- The parts of speech are colored for quick reference:  
 GREEN = Verbs  
 BLUE = Adjectives  
 ORANGE = Nouns
- Each word requires 2 keystrokes: ICON + VERB. Try them.

## Example:

SEQUENCE	WORD	SEQUENCE	WORD	SEQUENCE	WORD
	+ VERB = <i>eat</i>		+ ADJ = <i>hungry</i>		+ NOUN = <i>food</i>
	+ VERB = <i>drink</i>		+ ADJ = <i>thirsty</i>		+ NOUN = <i>beverage</i>
	+ VERB = <i>read</i>		+ ADJ = <i>favorite</i>		+ NOUN = <i>book</i>

You can also change the word forms.

## Example:

SEQUENCE	WORD	SEQUENCE	WORD	SEQUENCE	WORD
	+ VERB <sub>+s</sub> = <i>eats</i>		+ ADJ = <i>hungry</i>		+ NOUN = <i>food</i>
	+ VERB <sub>+ing</sub> = <i>eating</i>		+ ADJ <sub>+er</sub> = <i>hungrier</i>		+ NOUN <sub>+s</sub> = <i>foods</i>
	+ VERB <sub>+ed</sub> = <i>ate</i>		+ ADJ <sub>+est</sub> = <i>hungriest</i>		
	+ VERB <sub>+en</sub> = <i>eaten</i>				
	+ To+VERB = <i>to eat</i>				

## EXPLORE:

Explore the VERBS, ADJECTIVES and NOUNS for the following icons.

Think about the associations:

	+ VERB		+ ADJ.		+ NOUN
	+ VERB		+ ADJ.		+ NOUN
	+ VERB		+ ADJ.		+ NOUN
	+ VERB		+ ADJ.		+ NOUN

**NOTE** 🎵 🎶 : There is **not** always a verb, adjective, and noun associated with every icon.

have  **ICON PREDICTION** – After selecting an icon, only icons that are paired with it will be lit. If it does not have a red light, “no one is home”. Don’t go there. Icon Prediction helps to lead the way to the vocabulary.

PRACTICE , PRACTICE , PRACTICE  
**PRACTICE LESSON 1 - FINDING YOUR WORDS**

Select an icon and see if there's a verb, adjective and noun for it.

Be sure to think about the association. The more time you spend thinking about the icon and the words associated with it, the better you will remember it.

Use the VERB, ADJECTIVE, NOUN handout for reference if necessary.

**REMEMBER** 🖱️ *Not every icon* has a verb, adjective and noun associated with it.

**Watch your lights! Icon prediction will guide you.**

 + VERB	 + ADJ.	 + NOUN
 + VERB	 + ADJ.	 + NOUN
 + VERB	 + ADJ.	 + NOUN
 + VERB	 + ADJ.	 + NOUN
 + VERB	 + ADJ.	 + NOUN
 + VERB	 + ADJ.	 + NOUN
 + VERB	 + ADJ.	 + NOUN
 + VERB	 + ADJ.	 + NOUN
 + VERB	 + ADJ.	 + NOUN
 + VERB	 + ADJ.	 + NOUN
 + VERB	 + ADJ.	 + NOUN
 + VERB	 + ADJ.	 + NOUN
 + VERB	 + ADJ.	 + NOUN

**NOTE** 🎵 As you follow the icon prediction lights, you will notice several other icons are predicted. We will explore those later. For now, focus on the Nouns, Adjectives, and Verbs.



**DELETE** a word = Delete char/word – location B1  
**DELETE ICON** = location F8  
**CLEAR DISPLAY** = location C1

# PRACTICE LESSON 2 – MAKING PHRASES

EXAMPLE:

Eat food	 + VERB	 + NOUN
Drink beverage	 + VERB	 + NOUN
Play game	 + VERB	 + NOUN

Let's go a step further by adding your **single** hit words **an, the, a** to the phrases.

**“an”** (Adj. + er at location J2)

**“the”** (Noun at location K2)

**“a”** (Adj. + est at location L2)

**TIP**  : Press   at the end of your phrase.  
It is a MACRO that 1) deletes the space after the last word, 2) adds a period, 3) adds two spaces, 4) speaks the phrase, 5) selects SHIFT to capitalize the next sentence. Try it.

## PHRASE

## SEQUENCE

Eat the food.	 + VERB	the	 + NOUN	 
Drink the beverage.	 + VERB	the	 + NOUN	 
Play a game.	 + VERB	a	 + NOUN	 
Ride an animal.	 + VERB	an	 + NOUN	 
Work a job.	 + VERB	a	 + NOUN	 
Like the fun.	 + VERB	the	 + NOUN	 
Need the weather.	 + VERB	the	 + NOUN	 
Put a lot.	 + VERB	a	 + NOUN	 
Join the family.	 + VERB	the	 + NOUN	 

## ADDING THE ADJECTIVES (Using the same icons for all 3 categories.)

Love a new life.	 + VERB	a	 + ADJ.	 + NOUN
Read a favorite book.	 + VERB	a	 + ADJ.	 + NOUN
Ride a different animal.	 + VERB	a	 + ADJ.	 + NOUN
Play a little game.	 + VERB	a	 + ADJ.	 + NOUN
Think a bright idea.	 + VERB	a	 + ADJ.	 + NOUN
Sing more songs.	 + VERB		 + ADJ.	 + NOUNpl
Color a pretty color.	 + VERB	a	 + ADJ.	 + NOUN
Have the real money.	 + VERB	the	 + ADJ.	 + NOUN

## PRACTICE LESSON 3

### ADJECTIVES - *er, est*

Complete the sentences with the *er* or *est* forms of the adjectives.

HINT

I am (hungry) \_\_\_\_\_ than he is.

She is the (bright) \_\_\_\_\_ person I know.

This one is (long) \_\_\_\_\_ than that one.

Is this the (hot) \_\_\_\_\_ you can make it?

That one is the (pretty) \_\_\_\_\_.

He is looking for the (new) \_\_\_\_\_ version.

This one is (fat) \_\_\_\_\_ than that one.

That is the (sick) \_\_\_\_\_ I've ever been.

He has never been (funny) \_\_\_\_\_.

That is the (sad) \_\_\_\_\_ movie I've seen.

He's the (slow) \_\_\_\_\_ driver I know.

I've never been (thirsty) \_\_\_\_\_.



### NOUNS AND NOUN PLURALS

Fill in the blanks with the following words:

BATTERIES

NATURE

BOOKS

BUILDINGS

MONEY

IDEAS

SONGS

RELAXATION

TIME

GAME

THERAPY

OCCUPATION

I read lots of good \_\_\_\_\_.

Do you have enough \_\_\_\_\_ for the bills?

He has been going to \_\_\_\_\_ for years.

I need more \_\_\_\_\_ to finish this project.

The \_\_\_\_\_ are dead.

How many \_\_\_\_\_ will they sing?

Every Sunday we have a family \_\_\_\_\_ night.

I love being out in \_\_\_\_\_.

What's your \_\_\_\_\_?

How many \_\_\_\_\_ have you built?

Weekends are for \_\_\_\_\_.

Do you have any good \_\_\_\_\_ for how to do this?

## PRACTICE LESSON 4

### NAME THE CATEGORY

Find the category each of these belong to.

Example: *lakes, clouds, volcanoes* = *nature*  + NOUN

juice, soda, milk

dress, pants, shirt

New Years Day, Halloween, Thanksgiving

zebra, dog, cow

60lbs., 150lbs., 300 lbs.

hockey, baseball, golf

foot, stomach, head

rainy, sunny, snowy

dad, cousin, aunt

2 o'clock, 4:15pm, 12:30

physical therapy, speech therapy, psychotherapy

red, purple, blue

fireman, nurse, secretary

Scrabble, Monopoly, Checkers

Uncle Tom's Cabin, The Bible, Tom Sawyer

steak, cheese, carrots

### FILL IN THE BLANKS

Example: \_\_\_\_\_ of me = *think*  + VERB

ask	charge	color	do	drive	eat	follow	leave	live
love	make	meet	play	put	ride	sing	start	stop
take	try	walk	wash	write	welcome			

\_\_\_\_\_ your face

\_\_\_\_\_ dinner

\_\_\_\_\_ your vegetables

\_\_\_\_\_ your engines

\_\_\_\_\_ a question

\_\_\_\_\_ it and leave it

\_\_\_\_\_ me alone

\_\_\_\_\_ to my home

\_\_\_\_\_ a song

\_\_\_\_\_ a game

\_\_\_\_\_ the leader

\_\_\_\_\_ a horse

\_\_\_\_\_ it on

\_\_\_\_\_ me crazy

\_\_\_\_\_ your hair purple

\_\_\_\_\_ your time

\_\_\_\_\_ a letter

\_\_\_\_\_ the dog

\_\_\_\_\_ the batteries

\_\_\_\_\_ and go

\_\_\_\_\_ or die

\_\_\_\_\_ your Maker

\_\_\_\_\_ it away

\_\_\_\_\_ your best

## PRACTICE LESSON 5 - MIXING IT UP

You've practiced verbs, adjectives and nouns starting with the same icon. Now try mixing the icons and parts of speech to build a phrase.

Press   to add a period and speak the phrase.

Sure money.		 + ADJ.	 + NOUN	 
Good idea.		 + ADJ.	 + NOUN	 
Big thing.		 + ADJ.	 + NOUN	 
Necessary relaxation.		 + ADJ.	 + NOUN	 
Important question.		 + ADJ.	 + NOUN	 
Little knowledge.		 + ADJ.	 + NOUN	 
A hungry family.	A	 + ADJ.	 + NOUN	 
The other way.	The	 + ADJ.	 + NOUN	 
The same place.	The	 + ADJ.	 + NOUN	 
The right clothing.	The	 + ADJ.	 + NOUN	 
The dry nature.	The	 + ADJ.	 + NOUN	 
A new job.	A	 + ADJ.	 + NOUN	 
A long meeting.	A	 + ADJ.	 + NOUN	 
A sick sport.	A	 + ADJ.	 + NOUN	 
An old computer.	An	 + ADJ.	 + NOUN	 
A busy holiday.	A	 + ADJ.	 + NOUN	 
The usual problem.	The	 + ADJ.	 + NOUN	 
The hot weather.	The	 + ADJ.	 + NOUN	 
A disabled battery.	A	 + ADJ.	 + NOUN	 
The slow therapy.	The	 + ADJ.	 + NOUN	 
A favorite game.	A	 + ADJ.	 + NOUN	 
The exact time.	The	 + ADJ.	 + NOUN	 
The funny part.	The	 + ADJ.	 + NOUN	 
A wet animal.	A	 + ADJ.	 + NOUN	 
The rich food.	The	 + ADJ.	 + NOUN	 
The wrong weight.	The	 + ADJ.	 + NOUN	 

# ACCOMPLISHMENTS:

## ICON STORIES

- \_\_\_\_\_ looked at the icons
- \_\_\_\_\_ thought about the icons
- \_\_\_\_\_ deleted icons

## VOCABULARY ARCHITECTURE – PATTERN ONE

- \_\_\_\_\_ verb forms
- \_\_\_\_\_ adjectives
- \_\_\_\_\_ nouns

## PRACTICE LESSONS

- \_\_\_\_\_ Practice Lesson 1 – Finding your words
- \_\_\_\_\_ Practice Lesson 2 – Making phrases
- \_\_\_\_\_ single hits – *an, the, a*
- \_\_\_\_\_ speaking the phrase by using  
- \_\_\_\_\_ Practice Lesson 3 – adjectives + er & est, and noun plurals
- \_\_\_\_\_ Practice Lesson 4 – Name the Category and Fill in the Blanks
- \_\_\_\_\_ Practice Lesson 5 – Mixing it up

# CONCEPT DICTIONARY

ICON	LABEL	VERB	ADJECTIVE	NOUN	OTHER
	KNOW	know	sure	knowledge	square, flat, classes
	SUN	like	funny	fun	joke, sun, laugh
	HAMMER	work		job	hard, mad, fix, break
	SCALES	weigh	fat	weight	meat, balance, hang
	SUIT	dress		clothing	wear, accessories
	FLOWERS	give	nice		thank, may, vegetable
	EXIT	leave	right	way	arrive, enter, send
	SHOE	walk		sport	jump, climb, kneel
	BOY	swim	wet	body	body parts
	BOOK	read	favorite	book	book category
	MUSIC	sing	more	song	musical instruments
	CACTUS		dry		
	DICE	play	little	game	win, small
	PHONE	say			yell, say, apologize
	THINK	think	bright	idea	thinking related
	GIRL				hat, brunette
	MOUNTAIN	fall		nature	nature category

## CONCEPT DICTIONARY (cont.)

ICON	LABEL	VERB	ADJECTIVE	NOUN	OTHER
	WRONG	figure	wrong	problem	math related, difficult,
	FROG	go	long		hurry, rush
	MORNING	get			light
	NIGHT	wish	dark		shine
	MEDICAL	help	sick	therapy	healthy
	EYE	look	same		see, watch, show
	QUEENBEE	be/is/was	busy		belong
	WANTED	want			who, please
	EAR	hear			listen, loud, E = every
	REMEMBER	did	important		hand, touch, caught
	TIME	take	old	time	months, seasons, days
	YORK	welcome	poor	building	tall, short, poor
	UMBRELLA	need	necessary	weather	weather category
	ISLAND	end	other	place	far, near
	OPEN	put	rich	lot	wealthy, hide, find
	PEOPLE	follow		person	
	RAINBOW	color	pretty color	art supplies	

## CONCEPT DICTIONARY (cont.)

ICON	LABEL	VERB	ADJECTIVE	NOUN	OTHER
	THUMBS UP	count	good		great
	APPLE	eat	hungry	food	grow, A = any food related category
	SNAIL	relax	slow	relaxation	shall, S = some
	DOG	come		news	carry, bring, pets
	FAMILY	join		family	relatives, adopt, foster
	GOD	make		holiday	celebrate, vacation
	HOUSE	live		home	home related
	JUICE	drink	thirsty	beverage	drink category, empty
	KITCHEN	cook	hot		shake, pour, mix
	LOVE	love	new	life	accept, reject
	TRUCK	drive		thing	vehicles
	ELEPHANT	meet	big	meeting	pull, push, lift, wide
	THUMBS DN		bad		negative related
	POLICE	let		occupation	occupation category
	KNOT	This is a QUICK HIT – no verb, adj., or noun			
	WATCH	start		time	time related words
	ZEBRA	ride	different	animal	animal category

## CONCEPT DICTIONARY (cont.)

ICON	LABEL	VERB	ADJECTIVE	NOUN	OTHER
	X-RAY	die		death	hate
	COMPUTER	store		computer	disk
	VOLT	charge	fast	battery	speed related
	BATH	wash			cleaning & grooming
	NAME	write			writing related, will
	MONEY	have	real	money	own, money concepts
	MASKS	feel	sad		feeling related
	STOP	stop			wait
	TV	ask		question	TV programs
	RETURN	turn	usual		srepeat
	BED	sleep	tired		resting related
	CHAIR	sit	disabled	disability	assist. tech. related
	SPACE		high		spatial related
	TRIANGLE	try	exact	part	measurement, parts of

# LESSON THREE

## QUICK, FUN AND USEFUL MESSAGES

IN THIS LESSON YOU WILL LEARN:

- ❖ INTERJECTIONS
- ❖ SENTENCES
- ❖ ADDING NAMES

*There are over 4,000 words stored in the device. You will be learning how to find the words to create your own novel messages. In the meantime, there are expressions and complete sentences that are stored in the device to help you to quickly convey a message.*

There are two categories of Quick, Fun and Useful Messages: Interjections, and Sentences.

**Interjections** are automatic expressions that are frequently used, like:  
“Thank you.” “You’re welcome.” “ouch”.

**Sentences** are complete utterances that are stored in for quick use. These are requests, comments, or thoughts that are frequently used and need to be spoken without delay. For example”.  
“I need help.” “Please let me know if you don’t understand me.”

In Lesson Four, you will customize messages by learning how to use the STORE, EDIT and ERASE functions.

### INTERJECTIONS

**INTERJECTIONS (F1):** “automatic” expressions.

There are 28 “comments” that are stored. Here are a few. Follow the icon prediction lights to explore all of the interjections.

INTERJ. +  = <i>congratulations</i>	INTERJ. +  = <i>yeah</i>
INTERJ. +  = <i>ha ha ha</i>	INTERJ. +  = <i>hello</i>
INTERJ. +  = <i>ouch</i>	INTERJ. +  = <i>chill out</i>
INTERJ. +  = <i>yum</i>	INTERJ. +  = <i>awesome</i>

All Interjections are a 2 icon sequence except for Holiday Greetings. There are 9 holiday greetings. Here are 4 examples:

INTERJ. +  = <i>Happy Halloween</i>
INTERJ. +  = <i>Happy Valentine’s Day</i>
INTERJ. +  = <i>Happy Thanksgiving</i>
INTERJ. +  = <i>Happy Easter</i>

### SENTENCES

**FACTS:**

- There are several sentences stored in the device.
- Any pre-stored sentences are those which we use frequently, and don't want to compose word by word each time we want to say them.
- These sentences are only examples.
- You will want to edit or erase them to suit your needs.
- You will want to store some of your own messages.
- All sentences begin with the SENTENCE key at location J8.

## SPEAKING SENTENCES:

\*Press the SENTENCE key.

\*Look at the 10 icons that are predicted. They each indicate a different category of sentences.

\*Once you select a category, look at what icons are predicted. Pressing that third icon will give you a message within that category.

 = school related messages – The Pledge of Allegiance.

 = jokes and joke related comments.

 = greetings.

 = messages about the communication device –

“Please let me know if you don't understand my voice.”

 = Things in your head: “I don't know.” “That's not what I meant.”

 = “medical” necessities – tissue, help.

 = personal information like name and address.

 = messages related to things you most often want or ask for.

 = things you frequently say to friends.

 = ‘negative’ messages.

 = questions.

### Example:

SENTENCE +  +  = “I need help.”

SENTENCE +  +  = “I need a tissue.”

SENTENCE +  +  = “I want to get out of my wheelchair.”

Some categories only have 1 or 2 messages in them. You will need to customize. You will learn how to do this in the next lesson.

## **PRACTICE LESSON 1 – WHAT WOULD YOU SAY.....**

### **What *interjection* would you say if.....**

Example: What would you say if you agree with someone?

INTERJ. + 👍 = *Okay*

...you hit your thumb with a hammer?

...someone got a promotion?

...someone gave you flowers?

...the doctor says “Open your mouth and say...”

...you hurt someone’s feelings?

...you wanted a horse to stop moving?

...you saw a mouse?

...you tasted something good?

...you answer the phone?

...you see someone you know?

...you made a mistake?

...you heard something funny?

...you want to be polite?

...you accidentally bump into someone?

...you want to scare someone?

## ADDING NAMES

There are **no** proper names in this program. You will need to add them. As you will learn in a later lesson, nouns within specific categories are opened by making a “double hit” on the category icon.

For now, we will concentrate on your options for storing in names. One way to store names, is to begin with a double hit on the *name* (I7) icon. The third icon will be the specific name.

-  = Betty (because Betty loves to garden)
-  = Tony (because Tony has a Golden Retriever)
-  = Jim (because Jim likes to cook)

This strategy may be sufficient if there are only a few names to be stored.

However, if there are several names, they can be stored by using category, sub-category, or what can be called “branching”.

- Icon 1 = CATEGORY ()
- Icon 2 = SUB-CATEGORY
- Icon 3 = SPECIFIC ICON

### EXAMPLES:

#### Icon 1    Icon 2    Icon 3

-         + Icon 3 = names of family members
-         + Icon 3 = names of friends at school
-         + Icon 3 = names of people at work
-         + Icon 3 = names of health care workers
-         + Icon 3 = names of actors/actresses
-         + Icon 3 = names of pets

**Lesson 4 will take you through the storage process for adding new words and sentences.**

# LESSON FOUR

## MASTERING YOUR COMMUNICATION DEVICE

IN THIS LESSON YOU WILL LEARN:

- ❖ How to STORE, EDIT AND ERASE
- ❖ ICON TUTOR

You will need to learn to customize your vocabulary. At the end of this lesson is a **CHEET SHEET** for STORING, EDITING and ERASING in your Pathfinder, DeltaTalker and Liberator. Please refer to the appropriate instructions for your device. You can use that for reference when storing your own vocabulary. For now, follow these steps (  ) to walk you through a few examples:

### PREPARATION

-  1. Know the word or message that you want to store.

*Please sit down.*

-  2. Decide what category it belongs to.

*greetings  or social *

In this case, we'll choose the  for things you say to friends.

-  3. On your device, select the icon sequence for the category.

SENTENCE + 

-  4. Look at the icons that are not predicted.

The icons that have a red light are already taken.

The icons that are dark are available. No lights on = “nobody’s home”

-  5. Select an available icon and think of your rationale for choosing it.

 rationale = person sitting in a chair.

### HAVE FUN WITH YOUR CHOICES

Now you know what you *want* to store in, and where to store it, so the next step is to  
**STORE IT!!**

## STORING MESSAGES (Pathfinder)

1. In the ACTIVITY ROW on the display of your device, select the Pathfinder icon with the label TOOLS.  
*The TOOLS activity will open.*  
*Press the MORE key.*
2. Select STORE CORE.  
*The display reads: Select Icon sequence, then select OK.*
3. Select the Icon Sequence: SENTENCE +  + 
4. Select OK.
5. Select Spell Text for Message.
6. Capitalize your first letter by selecting SHIFT (F8).  
*Just select it and let go. **You do not need to hold this button down.** The CAP/SHIFT light on the right of the display will blink.*
7. Type the message “Please sit down.”  
*Since you are storing in an entire sentence, add a period (L7)  followed by 2 spaces (H8) .*  
*When storing in words, you only need to add a space; no punctuation is needed. Always put a space after your words so they will not **bunchupagainsteachother** on your display.*
8. Select OK.
9. Select OK.
10. Now try out the sequence to see if it works. SENTENCE +  + 

## TROUBLESHOOTING

Problem: When you select  you hear the letter “p”.

Solution: You are in spell mode. Select  (D1) and try again.

Problem: You thought you stored it in, but it isn’t there.

Solution: You messed up..... try again.

*(Actually, you may have stored it somewhere else by mistake – store it again.)*

## STORING (Pathfinder cont.)

Try another one:

Preparation:

*Family member* = Gary

*Icon Sequence* =   

*Rationale* = Name  , of a family member  , who studied  
Physics so he's pretty bright  .

 1. In the ACTIVITY ROW on the display of your device, select the Pathfinder icon with the label TOOLS.

*The TOOLS activity will open.*

*Press the MORE key.*

 2. Select STORE CORE.

*The display reads: Select Icon sequence, then select OK.*

 3. Select the Icon Sequence:   

 4. Select OK.

 5. Select *Spell Text for Message*.

 6. Capitalize your first letter by selecting SHIFT (F8).

 7. Type the word *Gary* followed by a space (H8) 

 8. Select OK.

 9. Select OK.

 10. Now try out the sequence to see if it works.   

### DID IT WORK?

Try this one on your own:

PREPARATION:

Someone you work with: Bob

Icon Sequence =   

Rationale = Name  , of a coworker  , who comes up  
with brilliant “brainstorms”  .

Follow the    above.

Next, we will erase these names.

## ERASING (Pathfinder)

1. In the ACTIVITY ROW on the display of your device, select the Pathfinder icon with the label TOOLS.  
*The TOOLS activity will open.*  
*Press the MORE key.*
2. Select ERASE CORE.  
*The display reads: Select Icon sequence, then select OK.*
3. Select   
4. Select OK.
5. A message will appear:  
*Are you sure you want to erase the sequence*  
*NAME HAMMAR THINK? YES NO*
6. To ERASE the message, select YES.  
To “bail out”, select NO.

Now when you select the sequence, it should be empty.

## MORE ERASING....

Try the steps again to erase Gary’s name.

## EDITING (Pathfinder)

If you make a mistake and forget to put a space after your words, punctuation after your sentences, or if you want to replace a new word for one that is occupying an icon sequence you wish to use, you will use the EDIT function.

Currently, the beverage “cider” is stored under the sequence    .  
We want to replace it with “apple juice”.

Follow these   .

-  1. In the **ACTIVITY ROW** on the display of your device, select the Pathfinder icon with the label **TOOLS**.  
*The TOOLS activity will open.*  
*Press the MORE key.*
-  2. Select **STORE CORE**.  
*The display reads: Select Icon sequence, then select OK.*
-  3. Select   .
-  4. Select **OK**.
-  5. Select *Spell Text for Message*.
-  6. Select **CLEAR DISPLAY (C1)** and type  
*apple*  (space) *juice*  (space)  
*You don't need to capitalize as you did the names..*
-  7. When you are finished, select **OK**.
-  8. Select **OK**.
-  9. Now try out the sequence to see if the message has been edited.

## STORING MESSAGES (DeltaTalker & Liberator)

1. Select STORE (P1).  
*The display reads: Spell message, then select Store*
2. Capitalize your first letter by selecting SHIFT (F8).  
*Just select it and let go. **You do not need to hold this button down.** The CAP/SHIFT light in the control panel will blink.*
3. Type the message “Please sit down.”  
*Since you are storing in an entire sentence, add a period (L7) followed by 2 spaces followed by 2 spaces (H8) followed by 2 spaces (H8).  
When storing in words, you only need to add a space; no punctuation is needed. Always put a space after your words so they will not bunch up against each other on your display.*
4. Select STORE.  
*The display reads: Select Icon sequence, then select Store.*
5. Select the Icon Sequence: SENTENCE +  + 
6. Select STORE.
7. Now try out the sequence to see if it works. SENTENCE +  + 

## TROUBLESHOOTING

**Problem:** When you select  you hear the letter “p”.

**Solution:** You are in spell mode. Select  (D1) and try again.

**Problem:** You get confused while storing and you don’t know where you are.

**Solution:** Select ESCAPE (P3) and start again.

**Problem:** You thought you stored it in, but it isn’t there.

**Solution:** You messed up..... try again.

*(Actually, you may have stored it somewhere else by mistake – this happens to a lot of people. You may find it accidentally as you’re using the device and following the icon prediction lights. When you do, erase it. In the meantime, store it again.)*

## STORING (DeltaTalker & Liberator cont.)

Try another one:

Preparation:

*Family member* = Gary

*Icon Sequence* =   

*Rationale* = Name , of a family member , who studied  
Physics so he's pretty bright .

-  1. Select STORE (P1).  
*The display reads: Spell message, then select Store*
-  2. Capitalize your first letter by selecting SHIFT (F8).
-  3. Type the word *Gary* followed by a space (H8) 
-  4. Select STORE.  
*The display reads: Select Icon sequence, then select Store.*
-  5. Select the Icon Sequence:   
-  6. Select STORE.
-  7. Now try out the sequence to see if it works.   

## DID IT WORK?

Try this one on your own:

PREPARATION:

Someone you work with: Bob

*Icon Sequence* =   

*Rationale* = Name , of a coworker , who comes up  
with brilliant “brainstorms” .

Follow the    above.

Next, we will erase these names.

## ERASING (DeltaTalker)

1. Select ERASE (M1).  
The display reads: Select Icon sequence to erase, then ERASE
2. Select    .
3. Select ERASE.  
The message appears on the display  
*“Erase NAME HAMMER THINK?  
Select ERASE now or ESCAPE to exit.”*
4. To ERASE the message, select ERASE again.  
To “bail out”, select ESCAPE (P3).
5. If you selected ERASE, the display will read:  
*NAME HAMMER THINK has been erased!*

If you decided that you wanted to keep Bob’s name under that sequence and selected ESCAPE, the display will read:

*NAME HAMMER THINK is unchanged!*

Now when you select the sequence, it should be empty.

## MORE ERASING....

Try the steps again to erase Gary’s name.

## EDITING (DeltaTalker)

If you make a mistake and forget to put a space after your words, punctuation after your sentences, or if you want to replace a new word for one that is occupying an icon sequence you wish to use, you will use the EDIT function.

Currently, the beverage “cider” is stored under the sequence    .  
We want to replace it with “apple juice”.

Follow these   .

 1. Select EDIT (N1).

*The display reads: Select Icon sequence to edit, then STORE.*

 2. Select   .

 3. Select STORE

You will see: cider

Edit message, then select STORE.

 4. Select CLEAR DISPLAY (C1) and type

*apple*  (space) *juice*  (space)

*You don't need to capitalize as you did the names.*

 5. Select STORE.

 6. Try it out.

## ERASING (LIBERATOR)

1. CLEAR DISPLAY.
2. Select STORE STORE (P1).  
The display reads: Sequence Erase Edit Menu
  1. ERASE an item.
  2. EDIT an existing stored item.
  5. ESCAPE STORAGE
3. Select #1 ERASE an item  
The display reads: Select Sequence to ERASE, then ENTER.
4. Select    .
5. Select ENTER.  
The message appears on the display  
*“NAME HAMMER THINK contains: Bob?”*  
*Do you want to erase this message?*  
*Hit YES to Erase, NO to Escape Storage*
6. To ERASE the message, select Y for yes.  
To “bail out”, select N for *no*.

Now when you select the sequence, it should be empty.

## MORE ERASING....

Try the steps again to erase Gary's name.

## EDITING (LIBERATOR)

If you make a mistake and forget to put a space after your words, punctuation after your sentences, or if you want to replace a new word for one that is occupying an icon sequence you wish to use, you will use the EDIT function.

Currently, the beverage “cider” is stored under the sequence    .  
We want to replace it with “apple juice”.

Follow these   .

 1. CLEAR DISPLAY.

 2. Select STORE STORE (P1).

The display reads: Sequence Erase Edit Menu

3. ERASE an item.

4. EDIT an existing stored item.

6. ESCAPE STORAGE

 3. Select #2 EDIT an existing item

The display reads: Select Sequence to EDIT, then ENTER.

 4. Select    .

 5. Select ENTER.

You will see: cider

Spell text to Store - then select STORE.

 6. Select CLEAR DISPLAY (C1) and type

*apple*  (*space*) *juice*  (*space*)

*You don't need to capitalize as you did the names.*

 7. Select STORE.

The display will read: JUICE JUICE APPLE contains: cider

1. REPLACE with the text you spelled

2. CHOOSE new icons (save original item)

5. ESCAPE STORAGE

Select Desired Action

 8. Select #1 REPLACE with the text you spelled.

The display will read: JUICE JUICE APPLE

Text has been stored.

 9. Try it out.

## ICON TUTOR (PATHFINDER)

### FACTS:

- The ICON TUTOR is a tool that will show the location of any **single word** that is stored in the device. You can use this tool instead of looking up words in the vocabulary sort.
- The device must be in SPELL mode.
- It is activated when a word is spelled and the SPACE key is activated.
- The tutor only shows the location of words – not phrases or sentences.

### PRACTICE:

Go to SPELL mode.

Spell the word “eat”.

Select SPACE (H8).

The display should read - Stored at: APPLE VERB.

**If this does not appear on the display, see the instructions for turning on the icon tutor.**

Go to MINSPEAK mode.

Try the sequence (⤴ + Verb).

### GENERAL INSTRUCTIONS: ICON TUTOR

- 1) Go to SPELL mode;
- 2) Spell the word;
- 3) Select the SPACE key;
- 4) You will see lights directing you to the icon sequence.
- 5) Look at your display – you will see the icon sequence on the bottom line of the display;
- 6) Go to MINSPEAK mode;
- 7) Recall the sequence.

**NOTE** ♪ ♪ If the ICON TUTOR does not respond, it could be due to the following reasons:

- \* The word is not stored in the device;
- \* The SPACE key was not selected after spelling the word;
- \* The ICON TUTOR function is not turned on;
- \* The word was stored in without a space at the end.

**!!!!!!! Do the following ONLY if the ICON TUTOR is not working.**

### TURNING ON THE ICON TUTOR:

- 1) To the left of your display, on the black frame of the device, you will see 4 boxes in a column. Select the 3<sup>rd</sup> one with the dials.
- 2) The display changes and you see the STATUS menu.
- 3) Select TOOL BOX on the right of the display.
- 4) The first item in the second row - push the FEEDBACK key;
- 5) In the top row, on the right, push the MORE ITEMS key;
- 6) Select Key #6 - ICON TUTOR  
On-Screen = you will only see the sequences on the display with no flash.  
1, 2, or 3 selects the number of times the lights will direct you to the sequence.  
Choose any of the above.
- 7) Select OK.
- 8) Try spelling a word.

**Keep this as a CHEET SHEET for ICON TUTOR**

## ICON TUTOR (DELTATALKER)

### FACTS:

- The ICON TUTOR is a tool that will show the location of any **single word** that is stored in the device. You can use this tool instead of looking up words in the vocabulary sort.
- The device must be in SPELL mode.
- It is activated when a word is spelled and the SPACE key is activated.
- The tutor only shows the location of words – not phrases or sentences.

### PRACTICE:

Go to SPELL mode.

Spell the word “eat”.

Select SPACE (H8).

The display should read - Stored at: APPLE VERB.

**If this does not appear on the display, see the instructions for turning on the icon tutor.**

Go to MINSPEAK mode.

Try the sequence (⤴ + Verb).

### GENERAL INSTRUCTIONS: ICON TUTOR (DELTATALKER):

1. Go to SPELL mode;
2. Spell the word;
3. Select the SPACE key;
4. You will hear a trumpet like sound - this is the ICON TUTOR function;
5. Look at your display – you will see the icon sequence on the bottom line of the display;
6. Go to MINSPEAK mode;
7. Recall the sequence.

**NOTE** ♪ ♪ If the ICON TUTOR does not respond, it could be due to the following reasons:

- \* The word is not stored in the device;
- \* The SPACE key was not selected after spelling the word;
- \* The ICON TUTOR function is not turned on;
- \* The word was stored in without a space at the end.

**!!!!!!! Do the following ONLY if the ICON TUTOR is not working.**

### TURNING ON THE ICON TUTOR: (DELTATALKER)

1. Remove the keyguard by lifting from the bottom;
2. Remove the overlay;
3. In the control panel, push the TOOLS key. The red light will come on.
4. In the second row from the top, push the FEEDBACK MENU key;
5. In the top row, push the NEXT MENU ITEM key;
6. Keep pushing this key until you see ICON TUTOR = >OFF<  
**If it reads >ON< then select the EXIT key**
7. Push the CHANGE ITEM key. It should read ICON TUTOR = >ON<
8. Push the EXIT key;
9. Turn off the TOOLS light in the control panel;
- 10) Replace the overlay and the key guard.

**Keep this as a CHEET SHEET for ICON TUTOR**

## ICON TUTOR (LIBERATOR)

### FACTS:

- The ICON TUTOR is a tool that will show the location of any **single word** that is stored in the device. You can use this tool instead of looking up words in the vocabulary sort.
- The device must be in SPELL mode.
- It is activated when a word is spelled and the SPACE key is activated.
- The tutor only shows the location of words – not phrases or sentences.

### PRACTICE:

Go to SPELL mode.

Spell the word “eat”.

Select SPACE (H8).

The display should read – Spelled Word: eat Icon seq.: APPLE VERB

The device will also “show” you where the word is stored by flashing the led’s by the icon..

**If this does not happen, see the instructions for turning on the icon tutor.**

Go to MINSPEAK mode.

Try the sequence (Ⓢ + Verb).

### GENERAL INSTRUCTIONS: ICON TUTOR

1. Go to SPELL mode;
2. Spell the word;
3. Select the SPACE key;
4. You will see the red light flash indicating the sequence
5. Look at your display – you will see the icon sequence on the display;
6. Go to MINSPEAK mode;
7. Recall the sequence.

**NOTE** ♪ ♪ If the ICON TUTOR does not respond, it could be due to the following reasons:

- \* The word is not stored in the device;
- \* The SPACE key was not selected after spelling the word;
- \* The ICON TUTOR function is not turned on;
- \* The word was stored in without a space at the end.

**!!!!!!! Do the following ONLY if the ICON TUTOR is not working.**

### TURNING ON THE ICON TUTOR:

1. Lift the keyguard to access the TOOLBOX.
2. Find FEEDBACK MENU in the second row, 3<sup>rd</sup> key.  
The display will read: User Feedback Menu (Screen 1)
3. Press #7 6 times until you see User Feedback Menu (Screen 7)
4. Press #2 until you see Icon Tutor = ALL SEQUENCES
5. Press #3 Flash Icon Sequences. The screen will change. Type the number of times you want the icons to flash. (Not more than 3 times is suggested.)
6. Press ENTER
7. Press #5 Exit
8. Close the keyguard.
9. Try spelling a word.

**Keep this as a CHEET SHEET for ICON TUTOR**

# PATHFINDER CHEET SHEET

## STORING, EDITING, AND ERASING

### *Storing a word, phrase, sentence:*

- 1) Select STORE CORE in the TOOLS activity.
  - The display reads: Select Icon sequence, then select OK
- 2) Select the Icon Sequence.
- 3) Select OK.
- 4) Select #3 Spell Text for Message.
- 5) Type the word, phrase or sentence.
  - Put a SPACE after the word or phrase,
  - Put a PERIOD (or appropriate punctuation) and 2 spaces after a sentence.
- 6) Select OK twice (OK OK)

### *Erasing a word, phrase, sentence:*

- 1) Select ERASE CORE in the TOOLS activity.
  - The display reads: Select Icon sequence, then select OK
- 2) Select the Icon Sequence.
- 3) Select OK.
  - The display reads: Are you sure you want to erase the sequence \_\_\_\_ \_\_\_\_ \_\_\_\_ ? YES NO
- 4) To ERASE the message, Select YES  
To “bail out”, select NO

### *Editing a word, phrase, sentence:*

- 1) Select STORE CORE in the TOOLS activity.
  - The display reads: Select Icon sequence, then select OK
- 2) Select the Icon Sequence.
- 3) Select OK.
- 4) Select #3 Spell Text for Message.
- 5) You can navigate through your message by using the arrow keys.  
Edit the message.
- 6) Select OK
- 7) Select OK.

# DELTATALKER CHEET SHEET

## STORING, EDITING, AND ERASING

### *Storing a word, phrase, sentence:*

- 1) Select STORE (P1).
  - The display reads: Spell message, then select Store
- 2) Type the word, phrase or sentence.
  - Put a SPACE after the word or phrase,
  - Put a PERIOD (or appropriate punctuation) and 2 spaces after a sentence.
- 3) Select STORE.
  - The display reads: Select Icon sequence, then select Store.
- 4) Select the Icon Sequence.
- 5) Select STORE.

### *Erasing a word, phrase, sentence:*

- 1) Select ERASE (M1) or in the control panel.
  - The display reads:  
Choose Icon sequence to erase, then ERASE
- 2) Select the sequence you want to erase, then select ERASE
  - The display reads:  
Erase ---- ---- ----? (the icons you selected will appear in the ----)  
Select ERASE now, or ESCAPE to Exit.
- 3) To ERASE the message, Select ERASE again.  
To “bail out”, select ESCAPE (P3).
- 4) If you selected ERASE, the display reads “---- ---- has been erased!”  
If you selected ESCAPE, the display reads “---- ---- is unchanged!”

### *Editing a word, phrase, sentence:*

- 1) Select EDIT (N1) or in the control panel.
  - The display reads: Select Icon sequence to edit, then STORE.
- 2) Select the sequence that you want to edit.
- 3) Select STORE.
  - The message appears on the display with the prompt to  
Edit message, then select STORE.
- 4) Use DELETE CHAR/WORD or CLEAR DISPLAY and edit the message.
- 5) Select STORE.

# LIBERATOR CHEET SHEET

## STORING, EDITING, AND ERASING

### *Storing a word, phrase, sentence:*

- 1) Clear display. Select STORE (P1).
- 2) Type the word, phrase or sentence.
  - Put a SPACE after the word or phrase,
  - Put a PERIOD (or appropriate punctuation) and 2 spaces after a sentence.
- 3) Select STORE.
  - The display reads: Select Icon sequence, then select Store.
- 4) Select the Icon Sequence.
- 5) Select STORE.

### *Erasing a word, phrase, sentence:*

- 1) Select STORE STORE.
- 2) Select #1 ERASE an item.
- 3) Select the sequence you want to erase, then select ENTER.
- 4) To ERASE the message, Select Y for *yes*.  
To “bail out”, select N for *no*.

### *Editing a word, phrase, sentence:*

- 1) CLEAR DISPLAY.
- 2) Select STORE STORE (P1).
- 3) Select #2 EDIT an existing item
- 4) Select the sequence you want to edit.
- 5) Select ENTER.
- 6) Using your arrow keys, navigate to the part of the message you want to edit.
- 7) Select STORE.
- 8) Select #1 REPLACE with the text you spelled.

# LESSON FIVE

## FAST PHRASES

IN THIS LESSON YOU WILL:

- ❖ LEARN VOCABULARY ARCHITECTURE – PATTERN TWO
- ❖ PUT PATTERNS TOGETHER
- ❖ PRACTICE, PRACTICE, PRACTICE

### REVIEW

In previous lessons, you learned:

- \*Icon stories;
- \*Pattern one for retrieving vocabulary – ICON + VERB, ADJ., NOUN;
- \*How to add “er” and “est” to adjectives;
- \*How to create phrases by combining the words you’ve learned.
- \*How to speak the phrase by selecting   .

## Awesome!

### VOCABULARY ARCHITECTURE – PATTERN TWO

#### FACTS:

- There are verbs that help other verbs.
- They will be referred to here as “helping verbs”.
- They are typically linked with the pronouns.
- They can also be spoken independent of the pronouns.

 **TEACHING TIP:** Think of why the word and icon are associated.  
See the CHEET SHEET on the last page of this lesson.

### HELPING VERBS LIST:

 **NOTE:** This is a list ONLY of the helping verbs. They **only** work when paired with a pronoun.  
If you press the icon alone, nothing will happen.

	MUST		SHOULD		MAY
	MIGHT		AM/IS/ARE		DO/DOES
	HAD		SHALL		DID
	WOULD		CAN		WAS/WERE
	COULD		WILL		HAS/HAVE

## PATTERN TWO: PRONOUN PHRASES - STATEMENTS:

### FACTS:

- The pronouns are on the left side of the device.
- They are highlighted in YELLOW.
- The movement for pronoun phrase is from PRONOUN to ICON.
- Each phrase requires 2 keystrokes.

### EXAMPLE:

PHRASE	SEQUENCE	PHRASE	SEQUENCE
<i>I can</i>	I + 	<i>I will</i>	I + 
<i>you can</i>	YOU + 	<i>you will</i>	YOU + 
<i>he can</i>	HE + 	<i>he will</i>	HE + 
<i>she can</i>	SHE + 	<i>she will</i>	SHE + 
<i>it can</i>	IT + 	<i>it will</i>	IT + 
<i>we can</i>	WE + 	<i>we will</i>	WE + 
<i>they can</i>	THEY + 	<i>they will</i>	THEY + 

## PATTERN TWO: PRONOUN PHRASES – QUESTION FORM:

### FACTS:

- For question phrases, the movement is from ICON to PRONOUN.
- You simply *reverse* the sequence.

### EXAMPLE:

PHRASE	SEQUENCE	PHRASE	SEQUENCE
<i>can I</i>	 + I	<i>will I</i>	 + I
<i>can you</i>	 + YOU	<i>will you</i>	 + YOU
<i>can he</i>	 + HE	<i>will he</i>	 + HE
<i>can she</i>	 + SHE	<i>will she</i>	 + SHE
<i>can it</i>	 + IT	<i>will it</i>	 + IT
<i>can we</i>	 + WE	<i>will we</i>	 + WE
<i>can they</i>	 + THEY	<i>will they</i>	 + THEY



LOOK AT THE LIGHTS. ICON PREDICTION LEADS THE WAY TO THE HELPING VERBS ONCE YOU SELECT THE PRONOUN.

# PRACTICE YOUR STUFF

## PRACTICE LESSON 1

### PRONOUN PHRASES – STATEMENT AND QUESTION FORM

PURPOSE: To develop the motor patterns for statements and question forms.

Practice the following sequences. Observe how ICON PREDICTION helps.

#### STATEMENT FORM:

YOU + 

WE + 

THEY + 

IT + 

WE + 

I + 

SHE + 

WE + 

HE + 

YOU + 

WE + 

THEY + 

HE + 

YOU + 

I + 

#### QUESTION FORM:

 + YOU

 + WE

 + THEY

 + IT

 + WE

 + I

 + SHE

 + WE

 + HE

 + YOU

 + WE

 + THEY

 + HE

 + YOU

 + I

#### ANSWER THE FOLLOWING QUESTIONS:

EXAMPLE: Who will clean the house?

He will HE + 

Who has the money?

She has SHE + 

Who must win the game?

Who might go?

Who can help?

Who will cook?

Who is the best?

Who has the tickets?

Shall we go?

Who should play?

Who did that?

Who was crying?

Who would do that?

Who could do that?

Who might be coming?

Who is driving?

## PRACTICE LESSON 2

### PRONOUN PHRASES – STATEMENT AND QUESTION FORM (cont.)

#### MORE HELPING VERBS

##### FACTS:

- There are 8 more helping verbs.
- They are linked with the pronouns in the same way.
- The only difference with this group is that they need the help of another verb (do, did, am/are/is) to create the question form.

##### EXAMPLE:

The question form of “I know” is “do I know”.

The question form of “I used to” is “did I used to”.

The question form of “I am going” is “am I going”.

#### MORE HELPING VERBS:



KNOW



LIKE



THINK



WANT



USED TO



NEED



HAVE TO



GOING

#### Practice these:

##### STATEMENT FORM:

YOU +

SHE +

HE +

IT +

THEY +

WE +

I +

YOU +

##### QUESTION FORM:

+ YOU

+ SHE

+ HE

+ IT

+ THEY

+ WE

+ I

+ YOU

I hope you are beginning to see the power of your efforts!  
With just two keystrokes, look at what you can say!

That is exciting!



PRACTICE LESSON 3  
 SAYING WHAT YOU KNOW

Try the following. Use your **CHEET SHEET** if you get stuck.

**REMEMBER** 🗨️: Each phrase only takes **2** keystrokes!

Press   to add a period and speak the phrase.

Press    to add a question mark and speak.

**TEACHING TIP:** If the person is having difficulty remembering the icon, have him press the pronoun and look at the predicted icons. If that isn't enough help, give the clue from the **CHEET SHEET**. Don't just point out the icon. The goal is to help "lock in" the association.

EXAMPLES: *I should.* = I +     
*Did you used to?* =  + YOU   

*START WITH THE PRONOUN*

I would.  

She is going.  

He knows.

She likes.

It wants.

You must.

He thinks.

I had.

They could.

They are.

He may.

We do.

She had.

I shall.

He was.

We have to.

They should.

It might.

He used to.

I want.

He can.

They will.

*END WITH THE PRONOUN*

Can I?   

Do I have to?   

Did he used to?

Does he think?

Do you need?

May we?

Do you have?

Will you?

Shall we?

Did you?

Are you going?

Do they like?

Should I?

Might we?

Do they want?

Could you?

Are they?

Did they used to?

Must I?

Would she?

Do you?

Does he know?

PRACTICE LESSON 4  
 PUTTING PATTERNS TOGETHER

Now we're going to start putting PATTERNS ONE and TWO together – Pronoun Phrases and verbs.

Do you remember how to get a verb?

VERB REVIEW

VERB	SEQUENCE	to + VERB	SEQUENCE
<i>drink</i>	 + VERB	<i>to eat</i>	 + to+VERB
<i>cook</i>	 + VERB	<i>to sleep</i>	 + to+VERB
<i>relax</i>	 + VERB	<i>to write</i>	 + to+VERB
<i>help</i>	 + VERB	<i>to sing</i>	 + to+VERB
<i>read</i>	 + VERB	<i>to sit</i>	 + to+VERB
<i>go</i>	 + VERB	<i>to stop</i>	 + to+VERB
<i>drive</i>	 + VERB	<i>to help</i>	 + to+VERB

PRONOUN PHRASES AND VERBS – STATEMENT FORM

EXAMPLES:

<i>He needs to cook.</i>	HE		 to+VERB	 
<i>We can help.</i>	WE		 VERB	 
<i>He wants to leave.</i>	HE		 to+VERB	 
<i>I might drive.</i>	I		 VERB	 
<i>I am going to sleep.</i>	I		 to+VERB	 
<i>She will stop.</i>	SHE		 VERB	 

PRONOUN PHRASES AND VERBS – QUESTION FORM

EXAMPLES:

<i>Does he need to cook?</i>		HE	 to+VERB	  
<i>Can we help?</i>		WE	 VERB	  
<i>Does he want to leave?</i>		HE	 to+VERB	  
<i>Might I drive?</i>		I	 VERB	  
<i>Am I going to sleep?</i>		I	 to+VERB	  
<i>Will she stop?</i>		SHE	 VERB	  

PRACTICE LESSON 5  
ANSWER THE QUESTIONS

Answer the questions using a complete sentence.

Choose from the verbs below.

ask      cook      drive      eat      go      read      relax  
sing      sleep      stop      walk      wash      wish      work

Example: What would he do if he wanted exercise?

*He would swim.*      HE +   + VERB

What do you need to do if someone is having trouble?

*You need to help.*      YOU +   + to + VERB

What could I do if I were hungry?

What will they do when they are tired?

What should you do if you are dirty?

What can we do if we have the ingredients for a good meal?

What must she do if she can not stay?

What do I need to do if I am too tense?

What will she do when she sees a falling star?

What might you do if you have a good book?

What will they do if it's too far to walk?

What could she do if she needs to earn money?

What exercise should I do if jogging is too hard on my knees?

What will she do if she hears her favorite song on the radio?

What would you do if you didn't know how to do something?

What must I do when I come to a stop sign?

## PRACTICE LESSON 6

### PRACTICE MAKES FASTER – MORE OF COMBINING PATTERNS

 **TEACHING TIP:** If you get stuck, look at the verb review on the previous page and the **CHEET SHEET** for the pronoun phrases.

**REMEMBER**  **Helping verbs help other verbs and only they connect with the pronouns.**  
**Each word group takes only 2 keystrokes.**

Press   **to add a period and speak the phrase.**

I like to read.

I need to sleep.

He had to go.

They like to sing.

He likes to drink.

I am going to cook.

They had to eat.

We are going to relax.

She wants to stop.

He needs to sit.

We need to help.

You had to stop.

We want to sing.

I have to help.

I shall stop.

She will read.

I could help.

I shall sing.

I must relax.

You might drive.

I may stop.

I may go.

He can cook.

They might go.

I do cook.

He could sleep.

I know you can cook.

I think you should go.

She is going to go.

I would help cook.

He should leave.

I am going to write.

He needs to stop eating.

We could go drinking.

You need help relaxing.

They need to stop singing.

He is working.

They like to color.

They are meeting.

I know I should stop.

I think I want to ride.

She needs to follow.

You should have gone to sleep.

We could have gone.

We need to get going.

You must have slept.

I should have eaten.

I could have gone to eat.

# NEED HELP?

## SEQUENCES FOR PRACTICE LESSON 6

I   to+VERB

I   to+VERB

HE   to+VERB

THEY   to+VERB

HE   to+VERB

I   to+VERB

THEY   to+VERB

I   VERB

SHE   VERB

I   VERB

I   VERB

I   VERB

YOU   VERB

I   VERB

WE   to+VERB

SHE   to+VERB

HE   to+VERB

WE   to+VERB

YOU   to+VERB

WE   to+VERB

I   to+VERB

I   VERB

HE   VERB

THEY   VERB

I   VERB

HE   VERB

I  YOU   VERB

I  YOU   VERB

SHE   to+VERB

I   VERB  VERB

HE   VERB

I   to+VERB

HE   to+VERB  VERBing

WE   VERB  VERBing

YOU   VERB  VERBing

THEY   to+VERB  VERBing

HE   VERBing

THEY   to+VERB

THEY   VERBing

I  I   VERB

I  I   to+VERB

SHE   to+VERB

YOU   VERB  VERBen  to+VERB

WE   VERB  VERBen

WE   to+VERB  VERBing

YOU   VERB  VERBed

I   VERB  VERBen

I   VERB  VERBen  to+VERB

## CHEET SHEET

Use this: 1) to help tell stories about the icons and their meanings;  
2) as a reference sheet for the helping verbs.

### HELPING VERBS

- Connect with the pronouns;
- Reverse the sequence to make the question form

	<b>MUST</b>	You bang the table to stress that you <b>must</b> .
	<b>SHOULD</b>	The scales are tipping between “ <b>should</b> I/shouldn’t I”
	<b>MAY</b>	You know the saying: April showers bring <b>May</b> flowers.
	<b>MIGHT</b>	You <b>might</b> win if you gamble.
	<b>AM/IS/ARE</b>	“To bee or not to bee”
	<b>DO/DOES</b>	When you get married you say “I <b>do</b> ”-finger has ring on it.
	<b>HAD</b>	We <b>had</b> a good time at the castle.
	<b>SHALL</b>	The snail’s <b>shall</b> (shell).
	<b>DID</b>	Mom always asks the family, “Who <b>did</b> that?”
	<b>WOULD</b>	This house is made of <b>would</b> (wood).
	<b>CAN</b>	The juice came from a <b>can</b> , not a bottle.
	<b>WAS/WERE</b>	Past the scheduled time.
	<b>COULD</b>	It <b>could</b> be a horse without the stripes.
	<b>WILL</b>	You write a <b>will</b> .
	<b>HAS/HAVE</b>	Who <b>has</b> the cash?

- For these helping verbs, “do/does”, “did” and “is, am, are” are automatically inserted in the question form.

	<b>KNOW</b>	When you graduate, you <b>know</b> everything.
	<b>LIKE</b>	We <b>like</b> the smiling face of the sun.
	<b>THINK</b>	You were <b>thinking</b> and the light bulb came on.
	<b>WANT</b>	He’s a criminal, he’s <b>wanted</b> .
	<b>USED TO</b>	He <b>used to</b> do a lot of things...years ago.
	<b>NEED</b>	When it rains, you <b>need</b> to stay dry.
	<b>HAVE TO</b>	The volt shows urgency.
	<b>GOING</b>	The frog (green = go) is <b>going</b> somewhere.

# ACCOMPLISHMENTS:

WOW!!! LOOK HOW MUCH YOU CAN SAY ALREADY!!!

## VOCABULARY ARCHITECTURE – PATTERN TWO

- \_\_\_\_\_ helping verbs - statement
- \_\_\_\_\_ helping verbs - question form
- \_\_\_\_\_ helping verbs automatically insert the correct question form

## PRACTICE LESSONS

- \_\_\_\_\_ Practice Lesson 1 – pronoun phrases statement and question form
- \_\_\_\_\_ Practice Lesson 2 – pronoun phrases (continued)
- \_\_\_\_\_ Practice Lesson 3 – saying what you know
- \_\_\_\_\_ Practice Lesson 4 – putting patterns together
- \_\_\_\_\_ Practice Lesson 5 – answer the questions
- \_\_\_\_\_ Practice Lesson 6 – practice makes faster
- \_\_\_\_\_ How to add a period and question at the end of the phrase

## CHEET SHEET

# LESSON SIX

## ADDING THE NEGATIVE

IN THIS LESSON YOU WILL LEARN:

- ❖ *ADDING THE NEGATIVE*
- ❖ **PUTTING PATTERNS TOGETHER**
- ❖ **PRACTICE, PRACTICE, PRACTICE**

### *REVIEW*

In previous lessons you learned:

- \*Pattern one for retrieving vocabulary – ICON + VERB, ADJ., NOUN.
- \*Pattern two for retrieving vocabulary –  
PRONOUN + ICON for pronoun phrases  
ICON + PRONOUN for the question form .
- \*Putting patterns 1 and 2 together.

## SURPRISE !

### ADDING THE NEGATIVE

#### **FACTS:**

- The  icon has two functions:
  - 1) a single hit = the word “not”.
  - 2) Used within a sequence = a contraction.
- The  icon is added at the end for the word “not”
- For contractions, the  is placed between the pronoun and helping verb.
- For contractions, imagine an icon at the each end of the knot, and the knot *tightening* the icons together to make the message shorter or contracted.

# ADDING THE NEGATIVE ✂ (cont.)

## STATEMENTS AND QUESTION FORMS - EXAMPLES:

### STATEMENTS

✂ AT THE END OF THE SEQUENCE	✂ IN THE MIDDLE OF THE SEQUENCE
<i>I do not</i> I ✂ ✂	<i>I don't</i> I ✂ ✂
<i>He should not</i> HE ✂ ✂	<i>He shouldn't</i> HE ✂ ✂
<i>We were not</i> WE ✂ ✂	<i>We weren't</i> WE ✂ ✂
<i>I can not</i> I ✂ ✂	<i>I can't</i> I ✂ ✂
<i>They will not</i> THEY ✂ ✂	<i>They won't</i> THEY ✂ ✂

### QUESTION FORM

✂ AT THE END OF THE SEQUENCE	✂ IN THE MIDDLE OF THE SEQUENCE
<i>Do I not</i> ✂ I ✂	<i>don't I</i> ✂ ✂ I
<i>should he not</i> ✂ HE ✂	<i>shouldn't he</i> ✂ ✂ HE
<i>were we not</i> ✂ WE ✂	<i>weren't we</i> ✂ ✂ WE
<i>can I not</i> ✂ I ✂	<i>can't I</i> ✂ ✂ I
<i>will they not</i> ✂ THEY ✂	<i>won't they</i> ✂ ✂ THEY

### REMEMBER ✂

✂ at the end = "not" (i.e. I do not) ✂ in the middle = contraction (i.e. I don't)

# PRACTICE, PRACTICE, PRACTICE

## PRACTICE LESSON 1: ✂ AT THE END & IN THE MIDDLE

### STATEMENT FORM (Pronoun + Icon)

Try the following phrases using the ✂ icon both at the end and in the middle of the sequence.

**TIP** 🗣️ When you see the pronoun first in the sequence – hit the pronoun first.  
If the pronoun is second in the sequence – hit the icon first.

✂ AT THE END	✂ IN THE MIDDLE	HINT
<i>She will not</i>	<i>She won't</i>	
<i>He should not</i>	<i>He shouldn't</i>	
<i>We were not</i>	<i>We weren't</i>	
<i>He was not</i>	<i>He wasn't</i>	
<i>You need not</i>	<i>You don't need</i>	
<i>She likes not</i>	<i>She doesn't like</i>	
<i>You know not</i>	<i>You don't know</i>	
<i>He must not</i>	<i>He mustn't</i>	
<i>He has not</i>	<i>He hasn't</i>	
<i>They do not</i>	<i>They don't</i>	
<i>I can not</i>	<i>I can't</i>	
<i>They could not</i>	<i>They couldn't</i>	
<i>I want not</i>	<i>I don't want</i>	
<i>I had not</i>	<i>I hadn't</i>	
<i>I know not</i>	<i>I don't know</i>	
<i>She is not</i>	<i>She isn't</i>	
<i>We would not</i>	<i>We wouldn't</i>	
<i>They are not</i>	<i>They aren't</i>	
<i>I think not</i>	<i>I don't think</i>	
<i>He is going not</i>	<i>He isn't going</i>	
<i>We used to not</i>	<i>We didn't used to</i>	
<i>They have to not</i>	<i>They don't have to</i>	

# PRACTICE, PRACTICE, PRACTICE (cont.)

## PRACTICE LESSON 2: ✂ AT THE END & IN THE MIDDLE

### QUESTION FORM (Icon + Pronoun)

✂ AT THE END	✂ IN THE MIDDLE	HINT
<i>Should I not</i>	<i>Shouldn't I</i>	
<i>Do you not</i>	<i>Don't you</i>	
<i>Would we not</i>	<i>Wouldn't we</i>	
<i>Was I not</i>	<i>Wasn't I</i>	
<i>Have you not</i>	<i>Haven't you</i>	
<i>Are you not</i>	<i>Aren't you</i>	
<i>Did he not</i>	<i>Didn't he</i>	
<i>Can we not</i>	<i>Can't we</i>	
<i>Had I not</i>	<i>Hadn't I</i>	
<i>Will she not</i>	<i>Won't she</i>	
<i>Do they not</i>	<i>Don't they</i>	
<i>Were we not</i>	<i>Weren't we</i>	
<i>Is she not</i>	<i>Isn't she</i>	
<i>Are they going not</i>	<i>Aren't they going</i>	
<i>Did they used to not</i>	<i>Didn't they used to</i>	
<i>Do you have to not</i>	<i>Don't you have to</i>	
<i>Do they want not</i>	<i>Don't they want</i>	
<i>Might we not</i>	<i>Might not we</i>	
<i>May she not</i>	<i>May she not</i>	
<i>Shall we not</i>	<i>Shall we not</i>	
<i>Could you not</i>	<i>Couldn't you</i>	
<i>Did he not</i>	<i>Didn't he</i>	
<i>Must they not</i>	<i>Mustn't they</i>	

# PUTTING PATTERNS TOGETHER

## PRACTICE LESSON 3: NEGATIVE STATEMENTS & VERBS

### REMEMBER

- \*PATTERN 1 – Verb form = Icon up to the green row.
- \*PATTERN 2 – Pronoun phrases = Pronoun + helping verb  
Question form = helping verb + pronoun
- \*“not” is a single hit word.
- \*Everything else is a 2 icon sequence.
- \*Add   for the period.

### AT THE END

(Total keystrokes for each sentence = 7 including the period.)

I will not go.	We may not eat.
She could not drive.	You need not stop.
He does not sleep.	They shall not drink.
We were not relaxing.	I did not try.
You must not work.	We might not swim.
They would not come.	I had not written.
He should not read.	I am not playing.
I do not wash.	I was not sleeping.
She may not know.	They will not cook.

### IN THE MIDDLE

(Total keystrokes per sentence = 7)

I won't go.	He doesn't sleep.
You don't need to stop.	I didn't try.
You wouldn't come.	She doesn't want to help.
She shouldn't read.	I don't wash.
He hadn't written.	We weren't relaxing.
They can't drive.	You haven't helped.
We aren't meeting.	He didn't used to sing.
It doesn't die.	I don't like to walk.
We don't want to go.	I wasn't sleeping.
They shouldn't charge.	He doesn't need to try.
I didn't used to swim.	I'm not going to follow.
They wouldn't die.	We don't have to meet.

## PRACTICE LESSON 4: NEGATIVE QUESTIONS & VERBS

Don't you read?	Shouldn't she try?
Can't he cook?	Won't they help?
Aren't they dead?	Didn't she used to swim?
Haven't you stopped?	Didn't she leave?
Doesn't he think?	Wouldn't you drive?
Isn't it relaxing?	Wasn't he following?
Haven't we met?	Don't you want to sleep?
Couldn't she go?	Doesn't he like to play?
Mustn't we turn?	Doesn't she have to start?
Doesn't it need to walk?	Hadn't you been?
Weren't we going?	Doesn't she think to write?
Don't you like to color?	Didn't they used to work?

## PRACTICE LESSON 5: ALL MIXED UP

Question forms, statements, ♪ in the middle, and ♪ in the end.

**REMEMBER** ♪ Words are grouped according to how they're recalled.  
Only KNOT (not) is a single hit when not in a sequence.  
Contractions are a 3 hit sequence.  
All other words are recalled with 2 keystrokes.

We were not relaxing.	Didn't they go.
Can't she play?	He used to like reading.
It must not start.	Are you relaxed?
Didn't she used to cook?	He had to follow.
You should wash.	I wasn't going to go.
You know to try.	Couldn't he work?
She did not eat.	They want to wish.
He likes to sleep.	We don't like to drink.
I did not try.	Don't you want to relax?
Doesn't he need to go?	Didn't he start?
You must not drive.	He didn't fall.
Isn't she writing?	Doesn't he have to stop?
Weren't you coming?	Shouldn't they go to sleep?
I need to go.	We used to sing.

**NEED HELP?**

## SEQUENCES FOR PRACTICE LESSON 4:

YOU	VERB	SHE	VERB
HE	VERB	THEY	VERB
THEY	VERB+ED	WE	VERB+ING
YOU	VERB+ED	SHE	VERB
HE	VERB	YOU	VERB
IT	VERB	HE	VERB+ING
WE	VERB	YOU	TO+VERB
SHE	VERB	YOU	TO+VERB
WE	VERB	SHE	TO+VERB
IT	TO+VERB	YOU	VERB+EN
WE	VERB+ING	SHE	TO+VERB
YOU	TO+VERB	THEY	TO+VERB

## SEQUENCES FOR PRACTICE LESSON 5:

WE	VERB+ING	THEY	VERB
SHE	VERB	HE	VERB  VERB+ING
IT	VERB	YOU	VERB+ED
SHE	TO+VERB	HE	TO+VERB
YOU	VERB	I    VERB+ING	TO+VERB
YOU	TO+VERB	HE	VERB
SHE	VERB	THEY	TO+VERB
HE	TO+VERB	WE	TO+VERB
I	VERB	YOU	TO+VERB
HE	TO+VERB	HE	VERB
YOU	VERB	HE	VERB
SHE	VERB +ing	HE	VERB
YOU	VERB +ing	THEY	VERB  TO+VERB
I	TO+VERB	WE	VERB

# ACCOMPLISHMENTS:

ADDING THE “NOT” 

\_\_\_\_\_ in the end  
\_\_\_\_\_ in the middle  
\_\_\_\_\_ question form

## PRACTICE LESSONS

\_\_\_\_\_ Practice Lesson 1 –  at the end and in the middle - statements  
\_\_\_\_\_ Practice Lesson 2 –  at the end and in the middle - ? form  
\_\_\_\_\_ Practice Lesson 3 – negative statements and verbs  
\_\_\_\_\_ Practice Lesson 4 – negative questions and verbs  
\_\_\_\_\_ Practice Lesson 5 – all mixed up

## LESSON SEVEN FINDING THE NOUNS

*IN THIS LESSON YOU WILL LEARN:*

- ❖ *VOCABULARY ARCHITECTURE – PATTERN THREE*
- ❖ **PRACTICE, PRACTICE, PRACTICE**

### REVIEW

- \*Pattern one: Icon to Verb, Adj., Noun
- \*Pattern two: Pronoun phrases:
  - Statements = Pronoun + Icon
  - Question forms = Icon + Pronoun
  - Negative Statements = Knot at the end (I can not)  
Knot in the middle = contraction (I can't)

**GOOD JOB!**



## VOCABULARY ARCHITECTURE – PATTERN THREE

In lesson two, you learned to access a noun by selecting the icon, then the NOUN icon in the second row. There is another pattern for retrieving vocabulary that will give you access to several more nouns.

*Facts:*

- There are 26 noun categories.
- The movement is DOUBLE HIT on the same icon.
- This “opens” that particular category.
- The third icon is the specific item in the category.
- The icon prediction lights will guide you.

 **TEACHING TIP:** By now you know to always think of and talk about the icon and the association.

EXAMPLE:   = Drink Category

   = cider         = iced tea         = tea

   = lemonade         = beer         = ginger ale

   = root beer         = juice         = wine    =

water    = soda         = coffee    = milk

# GETTING TO CARNEGIE HALL

## PRACTICE LESSON 1 - FINDING THE NOUNS

Using all that you've learned, and a little of your gut instinct, "open" the appropriate category and find the following words:

- EXAMPLE: Find the word – **lightening**
- Step 1 – figure out the category icon: *lightening is a "weather" word.*
- Step 2 – double hit on the category icon: i.e. ☂ ☂ .
- Step 3 – look at the icons that are predicted.
- Step 4 – choose the one you think makes the most sense: i.e. ⚡ .
- Step 5 – make a sentence using the pronoun phrases:

*I like the lightening.* = I ☀ the ☂ ☂ ⚡ ⛔ ⛔

- REMEMBER 🗣️ :
- period (.) = ⛔ ⛔
  - exclamation point (!) = 🗣️ 🗣️
  - question mark (?) = 🗋️ 🗋️ 🗋️

**CATEGORY** = weather (☂ ☂ )

Find the words:

<i>sun</i>	<i>thunder</i>	<i>snow</i>	<i>moon</i>
<i>raindrop</i>	<i>storm</i>	<i>ice</i>	<i>frost</i>
<i>fog</i>	<i>tornado</i>	<i>rain</i>	<i>wind</i>
<i>cloud</i>	<i>rainbow</i>		

Make the following sentences: (don't forget the punctuation!)

<i>It might rain.</i>	<i>I like the snow.</i>
<i>It is not fog!</i>	<i>It did thunder!</i>
<i>It is a tornado.</i>	<i>I need ice.</i>
<i>It could storm.</i>	<i>It is not frost!</i>

**Sneaking** in some new words.

This is a great opportunity to learn some question words.

All question words begins with the <sup>?</sup>WORD icon at location J1.

The words we'll use are:

Who = <sup>?</sup>WORD 🗋️      Where = <sup>?</sup>WORD 🗋️      What = <sup>?</sup>WORD 🗋️      or      <sup>?</sup>WORD      <sup>?</sup>WORD

You will also need one preposition: in = PREP 🗋️

## PRACTICE LESSON 1 (cont.)

**CATEGORY** = things to read (  )

Find the words:

<i>newspaper</i>	<i>Bible</i>	<i>novel</i>	<i>telephone book</i>
<i>map</i>	<i>story</i>	<i>mystery</i>	<i>menu</i>
<i>magazine</i>	<i>comic</i>	<i>manual</i>	<i>encyclopedia</i>
<i>atlas</i>	<i>journal</i>	<i>catalog</i>	<i>TV Guide</i>
<i>dictionary</i>	<i>notebook</i>		

Make the following sentences: (don't forget the punctuation!)

<i>I want the newspaper.</i>	<i>Is it a novel?</i>
<i>Do you know the story?</i>	<i>He needs the manual.</i>
<i>I need a map.</i>	<i>I have the atlas.</i>
<i>We need the menu.</i>	<i>Do you need the TV Guide?</i>
<i>What is the mystery?</i>	<i>Where is the dictionary?</i>
<i>Do you want a catalog?</i>	<i>What is in the encyclopedia?</i>
<i>Who is in the Bible?</i>	<i>Where is the comic?</i>

**CATEGORY** = rooms (  )

Find the words:

<i>classroom</i>	<i>game room</i>	<i>office</i>	<i>family room</i>
<i>dining room</i>	<i>kitchen</i>	<i>study</i>	<i>nursery</i>
<i>laundry room</i>	<i>bathroom</i>	<i>cafeteria</i>	<i>art room</i>
<i>living room</i>	<i>music room</i>	<i>bedroom</i>	<i>gym</i>

Make the following sentences:

<i>Where is the classroom?</i>	<i>He is in the game room.</i>
<i>She is in the bathroom.</i>	<i>Where is the cafeteria?</i>
<i>I am going to the nursery.</i>	<i>Is he in the study?</i>
<i>Are we going to the gym?</i>	<i>Do you need to go to the office?</i>

**GOING ONE STEP FURTHER**   

Make the following sentences:

*The dictionary is in the study.*  
*The telephone book is in the kitchen.*  
*The newspaper is in the family room.*  
*The encyclopedia is in the office.*  
*The Bible is in the bedroom.*

## PRACTICE LESSON 2 – NAME THAT ITEM

Name....

something to read	something to drink
an animal	an article of clothing
a coin	a holiday
an occupation	a shape
an art supply	a body part
a fruit	something to play with

Guess what it is.....

It's a fruit and it's yellow.  
It's an animal and it has a long neck.  
It's something you read that makes you laugh.  
It's something kids play with and you bounce it.  
It's the shape of a ball.  
It's a place where you find lots of books.  
It's a holiday when you dye eggs.  
It's a drink that has bubbles.  
It's an occupation that uses a stethoscope.  
It's a room for an infant.

What does not belong.....

shirt, pants, apple, skirt  
guitar, piano, drums, zebra  
strawberry, math, pineapple, lime  
bus, van, bike, quarter  
baseball, menu, skiing, soccer  
quarter, cherry, nickel, dime  
astronaut, coat, nurse, psychologist  
sister, brother, mother, doctor  
father, envelope, pen, scissors  
lightening, thunder, shirt, raindrop  
science, history, recess, baseball  
novel, journal, story, tree

# CHEET SHEET

## NOUN CATEGORIES (Double Hit)



Classes



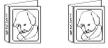
Clothing



Sports



Body parts (external)



Reading materials



Musical instruments



Nature



Medical



Time words



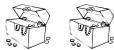
Places (buildings)



Weather



Bodies of water



Toys



Art supplies



Fruits



Family members



Holidays



Rooms



Drinks



Vehicles



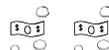
Occupations



Clock words



Zoo animals



Money



Shapes



Assistive Technology

# PARTS OF PARADIGM

(by Janet Lehr, M.S., CCC-SLP)

 is used to represent “parts of” things.

So if:  represents **buildings**  
 represents **animals**  
 represents **books**  
 represents **clothing**

Then:

  = Clothing parts  
  = Book parts  
  = House parts  
  = Vehicle parts  
  = Animal parts  
  = Computer parts  
  = Name parts  
  = Wheelchair parts

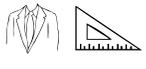
**NOTE** ♪ ♪ : Some categories have only a few items. You are encouraged to add more items as needed. The architecture has been set up so it is easy for you to add more words to any category.

You can also add more “parts of” categories.

**ANOTHER IMPORTANT NOTE** ♪ ♪ : The device can help you find a word. The tool is called ICON TUTOR. Lesson 4 took you through the steps to learn how to use this tool.

## LOOKING AT THE PARTS

While looking at the vocabulary, you will also be using 2 device tools: Icon Prediction and DELETE ICON (F8).

 = Clothing parts:

Press  

Look for the icons that are lit -  

Press  = “*button*”

Press DELETE ICON (F8).

This deletes only the last selection you made which

was the  icon.

Press  = “*zipper*”

 = Book parts :

Press  

Look for the icons that are lit –     

Press  = “*letter*”

Press DELETE ICON (F8).

Press  = “*page*”

Press DELETE ICON (F8).

Press  = “*paragraph*”

Press DELETE ICON (F8).

Press  = “*chapter*”

Press DELETE ICON (F8).

Press  = “*word*”

### DELETE ICON IS A USEFUL TOOL WHEN:

YOU ARE EXPLORING VOCABULARY THAT BEGIN WITH THE SAME ICONS;

YOU ACCIDENTALLY SELECT THE WRONG ICON AND DO NOT WANT TO ERASE THE ENTIRE DISPLAY.

**TRY EXPLORING THE OTHER PARTS OF PARADIGMS ON YOUR OWN.**

# LESSON EIGHT

## SUBCATEGORIES

In Lesson 7, you learned how to find the nouns by making a double hit on a category icon.

Some categories are so large however, they need to be divided into subcategories.

Example:

Select 

Look at the icons that are predicted.

Excluding the part of speech icons, the icons you

should see predicted are  

Selecting the  again gives you external body parts.

Selecting the  gives you internal body parts.

### EXTERNAL

### INTERNAL

   = neck

   = throat

   = head

   = brain

   = shoulder

   = stomach

   = teeth

   = bone

   = cheek

   = heart

   = skin

   = skeleton

Therefore, items with subcategories work in this way:

the first selection gives you the category:  body parts

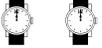
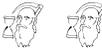
the second selection gives you the subcategory:  internal

the third selection gives you the specific item:  brain

**THE KEY TO DISCOVERING VOCABULARY IS FOLLOWING THE LIGHTS!**

# CHEET SHEET

## NOUN SUBCATEGORIES

	Toys		Body parts (external)
	Containers		Body parts (internal)
	Clothing		Clock words
	Accessories		Meals
	Family members		Day (general)
	Relatives		Days
	Grand family		Months
	Stepfamily		Seasons
	Immediate family		Calendar segments
	Vehicles		Music instruments
	Water Vehicles		Music sources
	Air Vehicles		Christmas songs
	Roads		Children's songs
	Signs		
	Bodies of water		Assistive Technology
	Earth		Communication Devices
	Places		Environmental Control

## NOUN SUBCATEGORIES (cont.)



Fruits



Zoo animals



Vegetables



Farm animals



Meat



Pets



Pasta



Baby animals



Snacks



Animal homes



Dessert



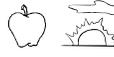
Insects



Dairy



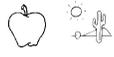
Water animals



Grains



Birds



Mexican



Dinosaurs



Condiments



Flavors



Rooms



Decorations



Furniture



Large Appliances



Utensils



Small Appliances



Linens



Toiletry

These two are done a little differently:



Art supplies



+ ICON + ADJ., ER,EST  
= Colors



+ ICON + ADJ., ER,EST  
= Feelings



+ skull + ADJ. = white



+ skull + ADJ. = scary



+ skull + er = whiter



+ skull + er = scarier



+ skull + est = whitest



+ skull + est = scariest

## **PRACTICE LESSON 1 – NAME THE SUBCATEGORY ITEM**

It's a *container* that many women carry for their wallet, makeup, etc.

The *time* word that describes when it snows.

The *earth place* where cactus grow.

The *time* word that is the day people typically go to church.

The *vehicle* that flies.

The *time* word that is the second month of the year.

The *family* word that describes your mother's mother.

The *animal home* for a pet bird.

The *kitchen* word that you cut your food with.

The *Mexican food* that is rolled up.

The *furniture* item that you sit on.

The *color* of a fire truck.

The *fruit* that cider is made from.

The *animal* known as the King of the Jungle.

The *room* used to make dirty laundry clean.

The *toiletry* item used to brush your teeth.

The *insect* that's green and jumps.

# LESSON NINE

## INDEFINITE PRONOUNS

### INDEFINITE PRONOUNS

#### **FACTS:**

- *Any, every, some, and no,* combined with .....  
*one, how, way, body, more, time, where, thing and what*  
create a large part of our vocabulary.
- Each word takes two keystrokes.
- The letter “a” paired with the  icon represents “any”
- The letter “e” paired with the  icon represents “every” etc.

#### ICON ONE

	<u>A</u> NY
	<u>E</u> VERY
	<u>S</u> OME
	<u>N</u> O

#### ICON TWO

	ONE
	HOW
	WAY
	BODY
	MORE
	TIME
	WHERE
	THING
	WHAT

#### EXAMPLES:

		= Anything			= Anybody
		= Everything			= Everybody
		= Something			= Somebody
		= Nothing			= Nobody

#### Try these:

anybody	somebody	everybody	nobody
anyhow	somehow	every way	no way
anyway	anyone	someone	everyone
anymore	no more	anytime	sometime
anywhere	nowhere	something	everything

**PRACTICE, PRACTICE, PRACTICE**

**PRACTICE LESSON 1: Any, Every, Some, & No, plus....**

**More practice:**

no one	everything	anybody	sometime
everywhere	anyone	somewhere	no more
somewhat	everybody	anyway	nothing
anywhere	no way	someone	every time
somehow	any time	everyone	no where
anyhow	everything	nobody	some more

**PRACTICE LESSON 2: COMBINING PATTERNS**

REMEMBER 🦋 :

Pronoun phrases = Pronoun + Icon

I 🦋

Question form = Icon + Pronoun

🦋 I

Negative contraction = Knot in the middle

I 🦋🦋

Each word group = 2 keystrokes (3 if contraction)

I need something.	Do you need anything?
Does he want something?	I don't need anything.
She did nothing	He doesn't want anybody.
They like everybody.	He doesn't like anyone.
Do you want something?	I want nothing.
I know nothing.	He wants everything.
I don't know anything.	They did something.
Don't you know anything?	Do you like somebody?
Do they need some more?	We don't like something.
They do nothing.	I can not read anything.
I won't go anywhere.	Will you cook something?
Say something.	We used to do everything.
Somebody loves to swim.	Do you need to do anything?
Nobody likes to work.	Couldn't they play anywhere?
I might not go anyway.	Shouldn't we do something?
Everybody sleeps.	Didn't you think anything?
I have to go somewhere.	She may not go anywhere.

# LESSON TEN

## PRONOUNS OF ALL KINDS

### VOCABULARY ARCHITECTURE - PATTERN 4 PRONOUNS

#### **FACTS:**

- There are five categories of pronouns:  
*Subject, object, reflexive, possessive adjective and possessive pronoun*
- Each pronoun takes two keystrokes.
- The pronoun keys are in yellow on the left.
- The other keys are the OBJ at location A2 and POSS at location A3.

#### EXPLORE THESE:

#### **SUBJECT PRONOUNS = 2 HITS ON THE SAME ICON**

<i>I</i>	=	<i>I + I</i>
<i>YOU</i>	=	<i>YOU + YOU</i>
<i>HE</i>	=	<i>HE + HE</i>
<i>SHE</i>	=	<i>SHE + SHE</i>
<i>IT</i>	=	<i>IT + IT</i>
<i>WE</i>	=	<i>WE + WE</i>
<i>THEY</i>	=	<i>THEY + THEY</i>

#### **OBJECT PRONOUNS**

##### PRONOUN + OBJECT

<i>ME</i>	=	<i>I+ OBJ.</i>
<i>YOU</i>	=	<i>YOU + OBJ.</i>
<i>HIM</i>	=	<i>HE + OBJ.</i>
<i>HER</i>	=	<i>SHE + OBJ.</i>
<i>IT</i>	=	<i>IT + OBJ.</i>
<i>US</i>	=	<i>WE + OBJ.</i>
<i>THEY</i>	=	<i>THEY + OBJ</i>

#### **REFLEXIVE**

##### OBJECT + PRONOUN

<i>MYSELF</i>	=	<i>OBJ. + I</i>
<i>YOURSELF</i>	=	<i>OBJ. + YOU</i>
<i>HIMSELF</i>	=	<i>OBJ. + HE</i>
<i>HERSELF</i>	=	<i>OBJ. + HER</i>
<i>ITSELF</i>	=	<i>OBJ. + IT</i>
<i>OURSELVES</i>	=	<i>OBJ. + OUR</i>
<i>THEMSELVES</i>	=	<i>OBJ. + THEM</i>

#### **POSSESSIVE ADJECTIVE**

##### PRONOUN + POSS.

<i>MY</i>	=	<i>I + POSS.</i>
<i>YOUR</i>	=	<i>YOU + POSS.</i>
<i>HIS</i>	=	<i>HE + POSS.</i>
<i>HER</i>	=	<i>SHE + POSS.</i>
<i>ITS</i>	=	<i>IT + POSS.</i>
<i>OUR</i>	=	<i>WE + POSS.</i>
<i>THEIR</i>	=	<i>THEY + POSS.</i>

#### **POSSESSIVE PRONOUN**

##### POSS. + PRONOUN

<i>MINE</i>	=	<i>POSS. + I</i>
<i>YOURS</i>	=	<i>POSS. + YOU</i>
<i>HIS</i>	=	<i>POSS. + HE</i>
<i>HERS</i>	=	<i>POSS. + HER</i>
<i>ITS</i>	=	<i>POSS. + IT</i>
<i>OURS</i>	=	<i>POSS. + OUR</i>
<i>THEIRS</i>	=	<i>POSS. + THEY</i>

## PRACTICE, PRACTICE, PRACTICE

### PRACTICE LESSON 1: PRONOUNS ONLY

<u>Subject</u>	<u>Object</u>	<u>Poss. Adj.</u>	<u>Poss. Pronoun</u>	<u>Reflexive</u>
I	me	my	mine	myself
you	you	your	yours	yourself
he	him	his	his	himself
she	her	her	hers	herself
it	it	its	its	itself
we	us	our	ours	ourselves
they	them	their	theirs	themselves

### PRACTICE LESSON 2: COMBINING PATTERNS

REMEMBER 🦋: Each word group takes 2 keystrokes (contractions = 3 keystrokes).  
The nouns = double hits on the category and 3<sup>rd</sup> icon for specific.

#### POSSESSIVE PRONOUNS + NOUNS:

my shoe	her coat	his pants
his banana	their orange	our apple
my coffee	its milk	her juice
your sister	my mother	her brother
our car	his bike	their van

#### SENTENCES:

I like it.	Does he want them?
Will you try it?	Can't he do it himself?
It is theirs.	Will you go yourself?
Can I help you?	Did she do it herself?
Help him.	They will do it.
I made it myself.	She can't go herself.
I want my drink.	She read her book.
He likes his car.	Do you have my dress?
It is their van.	She has his wheelchair.
It isn't my home.	Do you want my beer?

## **PRACTICE LESSON 3: FILL IN THE BLANKS**

*You don't need to do the entire sentence.*

We need some help. Please help \_\_\_\_\_.

I bought lots of books. Those books are \_\_\_\_\_.

Betty was broke so I sent \_\_\_\_\_ some money.

Please open the door for \_\_\_\_\_.

Jim isn't home now. I saw \_\_\_\_\_ at the library.

Their hands are full. Please help \_\_\_\_\_ carry the groceries.

She doesn't want help. She can do it \_\_\_\_\_.

Bob left. He forgot \_\_\_\_\_ keys.

I'm tired. Leave \_\_\_\_\_ alone.

Carol told a story to \_\_\_\_\_ son.

This news is for \_\_\_\_\_ ears only.

This is between \_\_\_\_\_ and \_\_\_\_\_.

## **PRACTICE LESSON 4: WHAT WOULD YOU DO.....**

Answer the following questions. Try using complete sentences. Have fun.

Example: QUESTION: What would you do if he wants your book?

POSSIBLE ANSWERS: I would give it to him.

I would tell him to go buy one.

What would you do if she wanted her sweater back?

What would you say if you were asked why you didn't eat your peas?

What do you say to your spouse when asked "How do I look?"

What do kids say when they don't want help.

What would you do if you think you lost something?

What should you do if you find someone's wallet?

What would you do if you saw someone having trouble?

What would he tell the teacher if he didn't do his homework?

What would you say if someone asked if they can have your wallet?

What would you say if you just finished painting your house and someone asks if you had help (you didn't).

## **GETTING THE "HELPING VERB" WITHOUT THE PRONOUN**

Remember all the work you did with the pronouns plus the helping verbs in the previous lesson. You will learn how to get the helping verb without needing to select the pronoun first.

**FACTS:**

- Sometimes you will need to say the helping verbs without the pronoun. For example: “Bob could...”, “the table has...”, “the weather will...”
- The pattern is the same.
- Instead of using the pronoun, you press the *preverb* or *preverb+s* (B5 & B6)

**EXAMPLES:**

**WITH PRONOUN**

SHE +  = she should

HE +  = he may

I +  = I have

SHE +  = she has

WE +  = we do

IT +  = it does

**WITHOUT PRONOUN**

**PREVERB** +  = should

**PREVERB** +  = may

**PREVERB** +  = have

**PREVERBS** +  = has

**PREVERB** +  = do

**PREVERBS** +  = does

**PRACTICE THE UNDERLINED WORD ONLY:**

Mary could not come.      Bob has too much free time.  
The dog should stay outside.      The dress may not fit.  
The cat does not like men.      Mike and Mary have two cars.  
They always do that.      The weather may not clear up.  
When will Bob be here?      What would your mother say?  
What should the kids do?      The doctor had people waiting.

**PRACTICE THE ENTIRE SENTENCE:**

His family will not leave.      The teacher may die.  
The therapy should work.      The person could not eat.  
The car would not go.      Did the police come?  
Can your family help?      The animal had to go.

**REMEMBER :** If you can't find a word, use **ICON TUTOR**.  
Put the device in **Spell mode**;  
Spell the word;  
Hit space and look at your display.  
Put your device back in **Minspeak mode**.

# LESSON ELEVEN

## THE TOP ROW

### VOCABULARY ARCHITECTURE – PATTERN 5

#### TOP ROW GRAMMAR ICONS TO ICON

#### **FACTS:**

- Row one, locations F1 through K1, consists of grammar labels.
- You begin with Row one, then following icon prediction, move to the icon.
- Following are a few examples from each of the categories. Follow the icon prediction lights to explore the rest of the messages.

#### **INTERJECTIONS (F1):** “automatic” expressions.

INTERJ. +  = *congratulations*    INTERJ. +  = *yeah*  
INTERJ. +  = *ha ha ha*    INTERJ. +  = *hello*  
INTERJ. +  = *ouch*    INTERJ. +  = *chill out*

All Interjections are a 2 icon sequence except for Holiday Greetings.  
There are 9 holiday greetings, here are 3 examples:

INTERJ. +  = *Happy Halloween*  
INTERJ. +  = *Happy Valentine’s Day*  
INTERJ. +  = *Happy Thanksgiving*

#### **DETERMINERS (G1):** tell which ones.

DET. +  = *this*    DET. +  = *that*  
DET. +  = *these*    DET. +  = *those*  
DET. +  = *none*    DET. +  = *each*

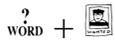
#### **CONJUNCTIONS (H1):** connecting words.

CONJ. +  = *whether*    CONJ. +  = *because*  
CONJ. +  = *but*    CONJ. +  = *until*  
CONJ. +  = *or*    CONJ. +  = *since*

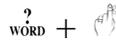
#### **PREPOSITIONS (I1):** position words.

PREP. +  = *in*    PREP. +  = *by*  
PREP. +  = *at*    PREP. +  = *down*  
PREP. +  = *about*    PREP. +  = *for*  
PREP. +  = *over*    PREP. +  = *from*

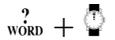
**QUESTION WORDS (J1):**



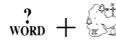
= *who*



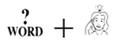
= *which*



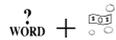
= *when*



= *where*



= *why*



= *how much*

**ADVERBS (K1):** tell *how, when, where, and to what extent.*

ADVERB +  = *today*

ADVERB +  = *tomorrow*

ADVERB +  = *yesterday*

ADVERB +  = *here*

ADVERB +  = *there*

ADVERB +  = *again*

ADVERB +  = *very*

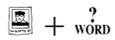
ADVERB +  = *much*

**MORE ABOUT QUESTION WORDS (J1):**

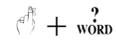
**“EVER” WORDS**

Some question words have “ever” added to them.

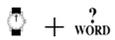
To access them, reverse the sequence:



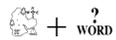
= *whoever*



= *whichever*



= *whenever*



= *wherever*



= *however*

**CONTRACTED FORMS**

 + POSS = *who’s*

 + POSS = *why’s*

 + POSS = *when’s*

 + POSS = *where’s*

 + POSS = *how’s*

 + POSS = *what’s*

# PRACTICE, PRACTICE, PRACTICE

Try these:

## Determiners (DET)

I like *that*.

I want *those*.

He doesn't have *any*.

*All* animals.

She likes *this*.

They want *these*.

Do you want *some*?

*Each* one.

## Prepositions (PREP)

*Between* you and me.

*Under* the book.

It is *above* you.

I am going *by* myself.

*Beside* myself.

Drink *of* water.

Come *with* me.

Is she *outside*?

## Conjunctions (CONJ)

You *and* I.

*Both* times.

*Because* I can't.

*Until* tomorrow.

*Whether or* not.

*Either* one.

I like it *but*.....

*If* you can.

## Questions (WORD)

*Where* is he?

*Why* is that?

*How* come?

*When* is it?

*Who* are they?

*How many* are there?

*What* will you do?

*How much* is it?

## LESSON TWELVE

### VERB FAMILIES

A final pattern for discovering vocabulary is discovering how words branch off and group into “families”. Branching occurs with all 3 parts of speech: verbs, nouns, and adjectives. Words in the families are related in some way. In this lesson, we will focus on exploring a few verb families.

Example:

Select 

Look at the icons that are predicted.

Excluding the part of speech icons, you should see 10 predicted icons.

This is the *KITCHEN* family:

#### VERBS

 + VERB = cook  
 +  + VERB = bake  
 +  + VERB = beat  
 +  + VERB = shake  
 +  + VERB = pour  
 +  + VERB = mix  
 +  + VERB = warm  
 +  + VERB = cool  
 +  + VERB = stir

#### ADJECTIVES

 + ADJ = hot  
 +  + ADJ = mild  
 +  + ADJ = cold  
 +  + ADJ = warm  
 +  + ADJ = cool

**The best way to discover vocabulary is:**

**Press an icon;**

**Look at the lights;**

**Follow the icon prediction lights until a word is spoken;**

**Think about the association;**

**Make up a story to help you remember where it is;**

**See if you can find a pattern with related words;**

**Use your word in a sentence.**

# PRACTICE SOME MORE

## PRACTICE LESSON 1 – MEETING SOME FAMILIES

### 1. The *EYE* family.

-  + VERB = look  
 +  + VERB = see  
 +  + VERB = show  
 +  + VERB = watch

### Sample sentences:

- |                                      |                                      |
|--------------------------------------|--------------------------------------|
| I <i>saw</i> you.                    | <i>Look</i> at this!                 |
| Nobody <i>watched</i> me.            | <i>Show</i> me the money.            |
| I need to <i>show</i> her something. | Do you <i>see</i> that?              |
| She <i>looked</i> at him.            | Somebody is <i>watching</i> over me. |
| <i>Look</i> it up.                   | I <i>saw</i> him doing that!         |
| I want to <i>see</i> a show.         | He is <i>looking</i> for it.         |

### 2. The *DRINK* family:

-  + VERB = drink  
 +  + VERB = swallow  
 +  + VERB = suck  
 +  + VERB = blow

### Sample sentences:

- |                               |                                    |
|-------------------------------|------------------------------------|
| I <i>swallowed</i> something. | Do you want me to <i>drink</i> it? |
| <i>Blow</i> it up.            | That <i>sucks</i> !                |
| <i>Drink</i> up everybody.    | It <i>blew</i> over. I             |
| can't <i>suck</i> .           | Can you <i>swallow</i> that?       |

## PRACTICE LESSON 1 – (cont.)

### 3. The *MONEY* family:

	+	VERB	=	have		
	+		+	VERB	=	buy
	+		+	VERB	=	pay
	+		+	VERB	=	own
	+		+	VERB	=	save
	+		+	VERB	=	cost

#### Sample sentences:

Everything *costs* something.

She *bought* me a drink.

*Pay* them something.

He *paid* for them.

*Buy* something for me.

Would you *save* it?

*Having* said that, you can leave.

It does not *cost* you anything.

Do you *have* a *savings*?

They *own* everything.

*Pay* up.

I want to *own* something.

### 4. The *TELEPHONE* family:

	+	VERB	=	say		
	+		+	VERB	=	speak
	+		+	VERB	=	tell
	+		+	VERB	=	joke
	+		+	VERB	=	yell
	+		+	VERB	=	argue
	+		+	VERB	=	talk

#### Sample sentences:

*Say* something.

I don't want to *talk* about it.

No *yelling*.

Are you *joking*?

She *yelled* at me.

What are you *talking* about.

No *arguing*.

*Speak* up.

*Tell* me a joke.

She *argues* all the time.

Do not *talk* to me like that!

Why did she *say* that?

*Speak* to me!

You don't *tell* me anything.

## PRACTICE LESSON 1 – (cont.)

### 5. The *LOVE* family:

-  + VERB = love  
 +  + VERB = hug  
 +  + VERB = kiss  
 +  + VERB = accept  
 +  + VERB = reject

### Sample sentences:

- I *love* you.                      I need a *hug*.  
Can I have a *kiss*?            He *rejected* it.  
I *accept*.                          *Hugs* are the best medicine.  
Do you *love* her?                How many *kisses* can I have?  
Will you *accept* him?          Stop *rejecting* my ideas!

### 5. The *BATH* family:

-  + VERB = wash  
 +  + VERB = comb       +  + VERB = dry  
 +  + VERB = brush       +  + VERB = sweep  
 +  + VERB = wax       +  + VERB = rinse  
 +  + VERB = scrub       +  + VERB = clean  
 +  + VERB = mop       +  + VERB = wipe  
 +  + VERB = vacuum       +  + VERB = dust  
 +  + VERB = shower       +  + VERB = flush

### Sample sentences:

- I need to *comb* my hair.                      *Wipe* your nose.  
*Scrub* the bathroom.                          *Dust* the living room.  
*Rinse* the clothes.                              *Dry* the dishes with me.  
*Vacuum* your bedroom today.                Your sister can *wax* the car.  
*Mop* the floor.                                  He should *clean* the kitchen.  
You need to *brush* your teeth.                Will you *sweep* the hall?  
She is in the *shower*.

# LESSON THIRTEEN

## QUICK HITS

### BACK TO LESSON ONE

In Lesson One, Familiarizing Yourself With The Overlay, you were introduced to the BIGRAMS and TRIGRAMS. Under the section titled WORDS, you were introduced to the QUICK HITS. This lesson takes you back to practice the most effective use of these time and keystroke savers.

### QUICK HITS

#### REVIEW:

Quick Hits are words that are accessed using a single or double hit on a key. The device must be in Minspeak mode.

#### SINGLE HITS

There are 25 words that require a *single* hit on the key.

They are highlighted in red.

Nine words are in row 2 with the verb forms, adjectives and nouns.

They are: *are, is, was, were, on, to, an, the, a*

Eleven words are in row 8.

They are: *be, don't, doesn't, haven't, hasn't,*

*has, have, isn't, aren't, wasn't, weren't*

In column P, on the right, you will see: *will, won't, but,(weren't)*

The last 2 = *not* (location B7 ).

*so* (location G4 ) ,

#### DOUBLE HITS

There are 19 words that require a double hit on the same key.

They are highlighted in yellow.

In row 1 you will find: *well, that, and, of, what*

Locations A2 & I2 = *in & there*

Locations B5, F5, & B6 = *did, do and does*

Location N5 = *yes* (**requires 3 hits**)

Location N6 = *no*

And, as you already learned, the pronouns: *I, you, he, she, it, we, they*

### PRACTICE LESSON 1:

### QUICK HITS vs. PRONOUN PHRASES

The quick hit words that are in row 8 ( the bottom row) and column P (the last column on the right), are used most often with the pronouns. In previous lessons, you've practiced these words in the following way:

**Statement form** I  = *I have*

**Question form**  I = *have I*

**Negative contraction** I   = *I haven't*

**Negative question**   I = *haven't I*

**Preverb alone** preverb (B5)  = *have*

Quick hits are useful when they are used without the pronoun:

Example: The dogs *haven't* eaten.  
The money *isn't* there.  
The store *wasn't* open.

In this practice lesson, you will practice all of your quick hit words – those that require a single hit (red highlight), and those double hit words (yellow).

All of the QUICK HIT will be *italicized* to cue you to use them.

**REMEMBER**  The pattern for negative pronoun phrases = Pronoun +  + icon.  
He isn't = HE +  + 

The pattern for VERBS = ICON + Verb form.  
Eating =  + +ing

Nouns are accessed by using DOUBLE HITS on the category icon.  
Family members begin with   
Occupations begin with 

Spaces between words indicate word groups that are retrieved together.  
She can't go. = SHE +  +   + VERB

Words in *italics* indicate **QUICK HIT** words.

To add an "s" to a word, select PLURAL (M2) after you speak the word.

 **DELETE** a word = Delete char/word (A5)

**PRACTICE LESSON 1:  
QUICK HITS vs. PRONOUN PHRASES (cont.)**

**PRONOUN PHRASES**

He won't eat.  
She isn't *there*.  
They are coming.  
We weren't sleeping.  
They don't hear *you*.

**QUICK HITS**

*The* dog *won't* eat.  
My mother *isn't there*.  
*The* police *are* coming.  
*The* brothers *weren't* sleeping.  
*The* teachers *don't* hear *you*.

**VARIETY IS THE SPICE OF LIFE**

You do have a choice in using your pronouns with your **QUICK HITS**.  
You can access your pronoun phrases as you practiced in previous lessons,  
or you can use the pronoun as a **QUICK HIT** with other **QUICK HITS**.

Examples:

	PRONOUN PHRASE	QUICK HITS
<i>They don't</i> =	THEY +  + 	THEY + THEY don't
<i>We haven't</i> =	WE +  + 	WE + WE haven't
<i>They weren't</i> =	THEY +  + 	THEY + THEY weren't
<i>You aren't</i> =	YOU +  + 	YOU + YOU aren't
<i>He won't</i> =	HE +  + 	HE + HE won't

**It doesn't matter how you do it.**

**The important thing is to know that you have a choice,  
and to do what is easiest and *fastest* for you.**

## PRACTICE LESSON 2: BIGRAMS AND TRIGRAMS

**PURPOSE:** To become automatic with the location of the bigrams and trigrams.

Practice spelling these words using a combination of your QWERTY keys and the bigrams and trigrams.

Select the  key. This will automatically add a space at the end of the word, and speak the word.

The underline indicates your bi and trigrams.

<u>cr</u> a <u>sh</u>	<u>str</u> <u>ing</u>	<u>ch</u> op	<u>bl</u>
ea <u>ch</u>	<u>gl</u> ad	ca <u>bl</u> e	
<u>sh</u> <u>ed</u>	<u>cr</u> <u>est</u>	<u>est</u> imate	
ca <u>sh</u>	<u>ch</u> ill	<u>sl</u> <u>ing</u>	
<u>tr</u> a <u>sh</u>	<u>pl</u> ane	<u>fr</u> ee	
ma <u>sh</u> <u>ed</u>	<u>Fr</u> en <u>ch</u>	<u>gr</u> a <u>ph</u>	
<u>est</u> a <u>bl</u> i <u>sh</u>	<u>tr</u> i <u>pl</u> e	<u>bl</u> a <u>st</u>	
<u>ch</u> ip	<u>sl</u> oppy	<u>gl</u> ow <u>ing</u>	
<u>br</u> avo	<u>tr</u> o <u>ph</u> y	fin <u>est</u>	

 **DELETE** a letter = Delete char/word (A5)  
**SPACE** = Space ship (H8)  
**CLEAR DISPLAY** = (A1)

# LESSON FOURTEEN NUMBERS

## NUMBERS

### **FACTS:**

- Cardinal and ordinal numbers are stored under an icon sequence.
- They begin with the NUMBER icon at location L1.
- The numbers go from 0 to 31, 40, 50, 60, 70, 80, 90, 100.
- They are stored this way for use in dates – January thirty-first, and if you need to write out the name of the number instead of using the character.
- Another way to get numbers is to put the device in spell mode.
- All of the numbers are not labeled on the overlay, but they are arranged like this:

0	1	2	3	4	5	6	7	8	9	
10	11	12	13	14	15	16	17	18	19	
20	21	22	23	24	25	26	27	28	29	
30	31			40	50	60	70	80	90	100

(It's easy to remember their locations by observing that all of the 1's, 2's etc. line up in a column.)

### CARDINAL

*one* = NUMBER + 1(D2)

*eleven* = NUMBER + 

*twenty-one* = NUMBER + 

*seventy* = NUMBER + 

### ORDINAL

*first* = NUMBER + NUMBER + 1

*eleventh* = NUMBER + NUMBER + 

*twenty-first* = NUMBER + NUMBER + 

*seventieth* = NUMBER + NUMBER + 

### NUMBERS IN SPELL MODE

You can access any numerals while in Spell mode:

Select 

Press the numbers you want; 354

Press 

You will hear “three hundred and fifty-four”

# LESSON FIFTEEN

## TOOLS ICON

Please select the instructions for the device that you are using and ignore the others.

### PATHFINDER

#### **FACTS:**

- The  at location O5 allows access to several tools that can also be found in the toolbox area of the device.
- Many of these tools are found in the TOOLS activity row on the display.
- You have your choice to use the toolbox ICON at O5, or the TOOLS ACTIVITY in the activity row.
- If you select the Toolbox icon (O5) by mistake, use DELETE ICON (F8).

### TOOL OVERVIEW

  = Display and speak the date.

  = Speak the time.

  = Display the CALCULATOR.

  = Turns Word Prediction ON/OFF.

  = Sends information to the printer.

  = Takes you into the DICTIONARY menu.

   = Volume up.

   = Volume down.

   = Gives demo of the available voices.

   = Changes the voice.

   = Prints the NOTEBOOK.

   = Starts the sequence to change the voice in a NOTEBOOK.

 (W) = Wendy      (R) = Rita      (U) = Ursula

 (P) = Paul      (D) = Dennis      (F) = Frank

 (H) = Harry      (K) = Kit      (B) = Betty

# PATHFINDER CHEET SHEETS

## NOTEBOOKS

*FUNCTION* = To write lists, notes, speeches, etc. as you would in a paper notebook.

## VOLUME CONTROL

*FUNCTION* = To raise and lower the volume through an icon sequence.

### USING THE TOOBIX ICON (O5)

*SEQUENCE* =    (Volume Up)

   (Volume Down)

**NOTE** ♪ ♪ : To continue increasing or decreasing the volume, you can press **OK (O4)** to repeat the sequence instead of pressing all three icons again and again.

### USING THE TOOLS FROM THE ACTIVITY ROW:

Select the icon of the Pathfinder with the label TOOLS

LOUDER = Volume Up

QUIETER = Volume Down

**NOTE** ♪ ♪ : To continue increasing or decreasing the volume, press the key until you reach the desired volume.

## PATHFINDER DICTIONARY MENU:

*FUNCTION* = Storing in correct spelling and desired pronunciation of a word.

### USING THE TOOLS ICON (O5)

  = Dictionary Menu and follow the steps  below.

### USING THE TOOLS FROM THE ACTIVITY ROW:

SELECT the icon of the Pathfinder with the label TOOLS.

The activity row will change.

SELECT the MORE key to go to the next row.

SELECT the DICTIONARY key.



#### 1. To ADD A WORD:

Select *Add a Word* on the display

or

Select #1 on your overlay (you need to be in SPELL mode);

The display will read

Enter proper spelling, then select STORE.



#### 2. Type in the name *Raul*.



#### 3. SELECT *OK*

The display will read:

RAUL - Enter pronunciation, then select *OK*.



#### 4. Type in *Rah ool*.

In multi-syllabic words, adding a space between syllables helps with the pronunciation.

If you want to add stress to a syllable, type [“] or [‘] for less stress, in front of the syllable you want to stress.

For example: Rah [“]ool



#### 5. SELECT SPEAK ALL (A1) to hear if it is pronounced correctly.

If you don't like it, CLEAR DISPLAY and try another spelling.



#### 6. SELECT *OK* when it is pronounced as you like it.



#### 7. SELECT *OK*



#### 8. SELECT *OK*

**The next time you spell or recall the sequence for that name, it will be pronounced correctly.**

## PATHFINDER SELECTION TECHNIQUE MENU

*FUNCTION* = To change the way the device is accessed.

### USING THE TOOLS ICON (O5)

  = Selection Technique Menu and follow the steps  below.

### USING THE TOOLS FROM THE ACTIVITY ROW:

SELECT the icon of the Pathfinder with the label TOOLS.

The activity row will change.

SELECT the MORE key twice to go to the 3rd row.

SELECT the SELECTION TECHNIQUE MENU key.



1. To change the selection technique from keyboard to switch use:  
Select *Selection Technique* on the display until you see the technique you want to use.

or

Select #1 on your overlay (you need to be in SPELL mode)



2. To change the speed at which you scan:  
Select *Scanning Speed* on the display

or

Select #2 on your overlay (you need to be in SPELL mode)

If you are using a switch, you will want to adjust the scan rate to a comfortable speed. If you are just starting out, you will want to have a slower scan speed (higher number). When you get better at scanning, you can increase the speed (lower the number).



3. To select the number of times you want the device to scan before stopping:

Select *More Items* twice on the display to get to page 3

or

Select #7 twice on your overlay (you need to be in SPELL mode)



4. To change the direction of your scan from row/column to quarter row/column (a faster technique):

Select *Quarter Row/Column* on the display to **ON**

Or

Select #7 on your overlay (you need to be in SPELL mode)



5. When you are finished: Select *OK* or #8 twice to exit the menu.

**You will need to plug a switch into the A port on the top back left of the device.**

## DELTATALKER

### **FACTS:**

- The  at location O5 allows access to several menus that can also be found when in the toolbox.
-   are navigational keys that take you through the menu.
-  exits or “lets you out” of the menu.
- There are 4 menus that are opened by using the 
  -  = VOLUME CONTROL (not a menu)
  -  = SPEECH MENU
  -  = SELECTION TECHNIQUE MENU
  -  = DICTIONARY MENU

There are **CHEET SHEETS** on the following pages for the 3 Menus.

### TOOL OVERVIEW

#### **VOLUME:**

*FUNCTION* = To raise and lower the volume through an icon sequence.

*SEQUENCE* =    (Volume Up)

   (Volume Down)

**NOTE** ♪ ♪ : To continue increasing or decreasing the volume, you can press **ENTER (O4)** to repeat the sequence instead of pressing all three icons again and again.

#### **DICTIONARY MENU:**

*FUNCTION* = Storing in correct spelling and desired pronunciation of a word.

*SEQUENCE* =  

Once in this menu the following icons are available:

 = NEXT MENU ITEM

 = CHANGE ITEM

 = EXIT

## DELTATALKER TOOLS OVERVIEW (cont.)

### **SPEECH MENU: (See the CHEET SHEET in Lesson 1.)**

*FUNCTION* = Changing the voice.

*SEQUENCE* =  

 = NEXT MENU ITEM

 = CHANGE ITEM

 = EXIT

### **SELECTION TECHNIQUE MENU**

*FUNCTION* = Changing selection technique from direct select to scanning.

*SEQUENCE* =  

 = NEXT MENU ITEM

 = CHANGE ITEM

 = EXIT

***DO THIS ONLY IF YOU NEED TO CHANGE YOUR ACCESS FROM USING YOUR HAND (Direct Selection), TO USING A SINGLE SWITCH FOR SCANNING.***

**CHEET SHEETS for each of the menus are on the following pages.....**

# DELTATALKER □ CHEET SHEET

## CORRECTING PRONOUNCIATION



1. SELECT  

The display will read:

DICTIONARY MENU

Use NEXT MENU ITEM to see each item.



2. SELECT  (= NEXT MENU ITEM)

The display will read:

Add A Word = >NO<

Use NEXT MENU ITEM, CHANGE ITEM, or EXIT



3. SELECT  (= CHANGE ITEM) we want to add a word.

The display will read:

Enter proper spelling, then select STORE.



4. Type in the name *Raul*.



5. SELECT STORE (N3)

The display will read:

Enter proper pronunciation, then select STORE.



6. Type in *Rah ool*.

In multi-syllabic words, adding a space between syllables helps with the pronunciation.



7. SELECT SPEAK (A1) to hear if it is pronounced correctly.

If you don't like it, CLEAR DISPLAY and try another spelling.



8. SELECT STORE when it is pronounced as you like it.

The display will read:

Add A Word = >NO<

Use NEXT MENU ITEM, CHANGE ITEM, or EXIT



9. SELECT  (= EXIT)

The display will read:

THEME HAS BEEN CLEARED

(don't worry about what that means)

**The next time you spell or recall the sequence for that name, it will be pronounced correctly.**

# DELTATALKER □ CHEET SHEET

## SELECTION TECHNIQUE MENU



1. SELECT 

The display will read:

SELECTION TECHNIQUE MENU

Use NEXT MENU ITEM to see each item.



2. SELECT  (= NEXT MENU ITEM)

The display will read:

Selection Technique = >KEYBOARD ONLY<

Use NEXT MENU ITEM, CHANGE ITEM, or EXIT



3. SELECT  (= CHANGE ITEM)

The display will read:

Selection Technique = >1 SWITCH <

Use NEXT MENU ITEM, CHANGE ITEM, or EXIT



4. SELECT  (= NEXT MENU ITEM)

The display will read:

Scanning Speed = >1.0<

(If you are using a switch, you will want to adjust the scan rate to a comfortable speed. If you are just starting out, you will want to have a higher scan speed. When you get better at scanning, you can increase the speed.)

Use NEXT MENU ITEM, CHANGE ITEM, or EXIT



5. SELECT  (= CHANGE ITEM)

The display will read:

Selection Technique = >1.1<

(Keep pressing until you get to the speed you want.

The speed range is from .10 to 5.0.)

Use NEXT MENU ITEM, CHANGE ITEM, or EXIT

## DELTATALKER SELECTION TECHNIQUE MENU (Cont.)



6. SELECT  (= NEXT MENU ITEM)

The display will read:

Acceptance Time = >.01<

Use NEXT MENU ITEM, CHANGE ITEM, or EXIT



7. SELECT  (= NEXT MENU ITEM) 6 times

until you see on your display:

Quarter Row/Column = >OFF<

Use NEXT MENU ITEM, CHANGE ITEM, or EXIT



8. SELECT  (= CHANGE ITEM)

The display will read:

Quarter Row/Column = >ON<

Use NEXT MENU ITEM, CHANGE ITEM, or EXIT



9. SELECT  (= EXIT)

The display will read:

THEME HAS BEEN CLEARED

You will need to plug a switch into the MONO port  
on the top back of the device.

# LIBERATOR □ CHEET SHEET

## LIBERATOR

### FACTS:

- The  at location O5 allows access to several menus that can also be found when in the toolbox.
- There are also several macros that are stored under sequences beginning with the toolbox.
- If you select the Toolbox icon (O5) by mistake, use DELETE ICON (F8).

## TOOL OVERVIEW

-   = Turns ICON TUTOR ON/OFF.
-   = Display and speak the date.
-   = Speak the time (deletes at the next keystroke).
-   = Paper feed.
-   = Print.
-   = Turns Word Prediction ON/OFF.
-   = Sends information to the printer.
-   = Starts the sequence related to volume:
-    = Toggles the tone (beep) ON/OFF
-    = Changes the volume to low.
-    = Changes the volume to medium.
-    = Changes the volume to loud.
-    = Volume up (increases a little bit).
-    = Volume down (decreases a little bit).
-    = Prints the NOTEBOOK.

## TOOL OVERVIEW (cont.)

   = Gives demo of the available voices.

  = Starts the sequence to change the voice.

   (W) = Wendy

   (R) = Rita

   (U) = Ursula

   (P) = Paul

   (D) = Dennis

   (F) = Frank

   (H) = Harry

   (K) = Kit

   (B) = Betty

  = Starts the sequence to change the selection technique:

   = Sets the device for QUARTER ROW/COLUMN scan.

   = Sets the device for ROW/COLUMN scan.

   = Sets the device for DIRECT SELECTION.

   = Increases scanning speed.

   = Decreases scanning speed.

# LESSON SIXTEEN

## COMPUTER ACCESS

By Donald M. Spaeth, M.A., ATP

### IN THIS LESSON YOU WILL LEARN:

How to connect your device to a personal computer

How to set up the computer

How to use computer access features

How to use frequently used windows commands

### Using AQLS To Access a Personal Computer

This section covers the steps needed to use AQLS to access a personal computer. Once you are successfully connected to a computer, you can compose documents using the vocabulary you have learned. In addition, AQLS has twelve spell mode key assignments and sixteen icon sequences that contain specific commands to help manage Microsoft Windows®.

### Connecting your Minspeak Device to a Personal Computer

These instructions are only applicable for a PC computer; one that uses Microsoft Windows® 95, 98, or 2000 operating system.

### The Physical Connection

You will need a serial cable. *These cables are included with your device.*

For the Liberator and DeltaTalker, use a MTI-5 cable;

For the Pathfinder, use a PF/VG to IBM/PC.

1. Connect one end of your cable to the serial port of your communication device.
2. Connect the other end of the cable to the COM1 Serial port of your PC computer.

**NOTE:** Some PC computers use the COM1 port for other devices such as a modem, in which case you will need to use the COM2 port. Consult your computer documentation if you need help identifying the location of COM1.

### Setting up the Computer

1. Start your PC computer and wait for the DESKTOP to appear.
2. Double click on the MY COMPUTER icon.
3. Look inside the MY COMPUTER window and double click on the CONTROL PANEL.

### Setting up the Computer (cont.)

4. Look inside the CONTROL PANEL window and locate an icon with the label ACCESSIBILIBY OPTIONS (it looks like a wheelchair). Double click this wheelchair icon; the ACCESSIBILITY PROPERTIES set up panel with five tabs will appear.

5. Click once on the tab labeled GENERAL – this panel will come to the foreground.
6. Point and click to clear any check marks in the first three boxes; check the fourth box “Support SerialKeys devices”.
7. Click on the button marked “Settings”; a small dialog box labeled SETTINGS FOR SERIALKEYS will appear.
8. Set the Serial port to COM1 (unless you are using a different port).  
Set the Baud rate to 1200.  
Click the OK button and the smaller dialog box will close.
9. Click the APPLY button at the bottom of the ACCESSIBILITY PROPERTIES box; after a few seconds the button will turn dim.
10. Click the OK button at the bottom of the ACCESSIBILITY PROPERTIES box; in a few seconds, the entire box will disappear.
11. Restart your computer. You will need to do this for the SerialKeys to work.

#### Setting up the Communication Device PATHFINDER

1. Turn on the Pathfinder by pressing the I/O button on the top left.
2. Press the Status Pad (2 buttons below the I/O button, with two circular gages).
3. On the dynamic display on the right, press the button marked TOOL BOX.
4. In approximately the middle of the dynamic screen, select the OUTPUT button.
5. Six setting buttons will appear; and will need to match the following:  

Output Method – RS232	Output Mode – IMMEDIATE
Output – ON	Baud Rate – 1200
Auto Line Feed – OFF	Character Pacing – OFF
6. Press OK to close this menu.

#### Setting up the Communication Device (cont.)

#### DELTATALKER

1. Remove the keyguard and overlay.
2. Turn on the DeltaTalker.
3. Press the TOOLS button – the light will illuminate red.
4. Press the key marked OUTPUT at K2.
5. Press the key marked NEXT MENU ITEM at F1 to view the following settings.  
CHANGE ITEM will change the settings.  
**Serial Output = >ON< (if OFF, press CHANGE ITEM)**

**Serial Output Mode = >IMMEDIATE< (if different, press CHANGE ITEM)**  
**Serial Output From = >RS232 PORT< (if different, press CHANGE ITEM)**  
**Character Pacing = >OFF< (if different, press CHANGE ITEM)**  
**Baud Rate = >1200< (if different, press CHANGE ITEM)**

6. Press EXIT at H1 to leave the OUTPUT menu.
7. Turn off the TOOLS light in the CONTROL PANEL
8. Put the overlay and keyguard back on.

#### LIBERATOR

1. Lift the keyguard and select the OUTPUT MENU at F2. To change the settings, you need to press the # corresponding to the choice.  
**Printer Mode = OFF (press #1 as needed)**  
**Serial Output Mode = IMMEDIATE (press #2 as needed)**  
**Baud Rate = 1200 (press #3 as needed)**  
**Characters per line = UNLIMITED (if needed, press the #4 key and enter zero for the line length.**
2. Press #7 to advance to the next screen.  
**Data Bits = 8; Stop Bits = 1; Parity = NONE**
3. Use the 7 key to advance to the last 2 screens;  
turn off or disable all items on these screens.
4. Press #5 to EXIT from the OUTPUT MENU  
Close the toolbox.

#### Testing Keyboard Emulation

By this point you should have connected your serial cable, set up ACCESSIBILITY OPTIONS on your PC (and restarted your PC) and setup the Output menu on your communication device. Now for testing the system.

1. On your PC, open a word processor such as Microsoft Word.  
Make sure text appears when you type on the computer keyboard.
2. Put your communication device in Spell Mode and try entering some letters. They should appear on both the device display and on the computer.
3. Put your device in Minspeak Mode. Enter some icon sequences (such as “I want”). The words and phrases will appear on both the computer and device.

4. If you cannot get text to appear, recheck your set up steps. Contact PRC technical service for further guidance at 1-800-262-1990.

## Using the Computer Access Features Available in AQLS

AQLS includes 2 groups of special command tools to aid in operating a PC computer.

They are:

1. Single hit spell mode assignments;
2. Commands stored under sequences.

Following explains the reasons behind the creation of these 2 distinct tool categories. Please read the following paragraphs carefully. This information is crucial to successfully using your communication device for computer access.

There are 2 methods for generating computer commands: Navigation & Encoding.

An example of using the navigation method is when you use your mouse to find the SAVE command in the MENU bar. As you navigate through the different files, you see the command in the File menu. You then point to SAVE, click, and the computer saves the file.

An example of encoding is observing that the command to save a file = Ctrl+S. This allows you to save a file without ever touching the mouse. Encoding is also referred to as “keyboard alternatives”.

Encoding is much quicker and less distracting than navigation.

Navigation requires less cognitive effort; you don’t have to know precisely what you are doing. You can search around and seek the command you need. In terms of motor demands, however, a mouse is clearly very wasteful. With encoding, the computer performs the task instantly, but you need to know the commands.

### Single Hit Spell Mode Assignments – the Navigation Tools

Twelve keys on you’re AQLS overlay on the bottom row have computer control features stored in Spell Mode. A complete table of these keys is provided at the end of this section. These keys are used to perform navigation style commands. When you use these keys, you can move about the Windows environment and access just about everything.

## PRACTICE, PRACTICE, PRACTICE

### Exercise 1 – Using Alt Mode

1. Open a word processing application.
2. Put your device in SPELL MODE.
3. Press the Alt key (B8) on your device.  
Nothing seems to happen, but look closely at the “File” on the menu bar. You will notice that it’s bulged out and has a rectangular outline after you pressed the Alt key.
4. Press the Alt key again and it goes away.

An event that repeatedly cycles on and off with each key press is called a “toggle”.

Many powerful and interesting things happen in Alt mode. With the File bulge visible, try pressing the Arrow keys. You will quickly discover that you can roam the entire menu bar – all the menus and all the sub menus. If you arrow downward to the end of a menu, the highlight will reappear at the top of the menu. To activate any highlighted menu item, press the enter key D8.

If you are using a switch to scan:  
Set up the device so that the keys will auto repeat when the personal switch is held on. You will observe the menu bar begin to scan; the progression rate will be based on the pace of the auto repeat. You now have a scanning computer menu. While you hold the switch on, the scan takes place on the computer monitor, when you release the switch, the scan returns to the device.

5. Use the ARROW and ENTER keys to activate the Font command under the Format menu.
6. Try moving around the Font dialog box with the arrows. You will find that you cannot move from one scroll box to another with the arrow keys.

PRACTICE, PRACTICE, PRACTICE  
Exercise 1 – Using Alt Mode (cont.)

7. Try selecting the TAB key J8. You will see a highlight or a dashed rectangle appear on each of the various scroll and check boxes. The dashed rectangle is called a Focus mark. When an item has focus, you can manipulate its contents with the arrows and Enter key. When a check box has focus, you can change its status from checked to unchecked by pressing the space bar. When focus is on the tab row, you can move from tab to tab with the arrow keys bringing different panels to the foreground.
8. When you are finished with the Font dialog box, there are a couple of ways to dismiss it. If you press ENTER, any changes you’ve made will take effect. If you press ESCAPE (or put the focus mark on the Cancel button and press ENTER), any changes you made in the dialog box will be discarded and the Font dialog box will disappear. For more tricks you can perform with navigation keys, consult any good Windows reference text (i.e. The Little Windows 95 Book by Kay Yarbrough Nelson, Peachpit Press 1995).

Specific Commands Stored Under Icon Sequences – Encoding

Navigation requires a lot of hits to access a command. Commands buried deep in the menus can take up to 15 hits to access. Entering 8 to 15 hits for frequently needed commands can be a real burden. Now we'll try encoding.

We will revisit the Font dialog box and determine how to open it with encoding. Look closely at the headings on the menu bar. Each heading has one letter underlined. If you press the Alt key and press the underlined letter, that menu will drop open. The Font dialog box is on the Format menu and the "o" is underlined. To select the Font command, press the underlined letter in Font.

Sixteen commands frequently needed to run Microsoft Word have already been stored under dedicated icon sequences in AQLS. The table at the end of this section lists these commands and provides their Minspeak sequences. The Font command, for example, is accessed by selecting the sequence COMPUTER ACCESS + *Font*. Try this on your device.

**HAVE FUN!**

# COMPUTER ACCESS COMANDS

by Donald M. Spaeth, M.A. ATP

## FREQUENTLY USED COMMANDS FOR MICROSOFT WORD

Many computer programs have keyboard shortcuts, which allow a person to perform functions using keyboard commands instead of the traditional mouse controlled menus. For example, in many applications, text can be copied by holding the CTRL key while pressing the letter C. Keyboard shortcuts are particularly useful for keyboard emulation because it is easier to program keyboard commands than it is to replicate mouse movements. Some of these commands are fairly consistent among different applications while others are more specific to individual programs. This program contains several popular commands that are frequently needed to run Microsoft Word. The single key commands e.g., alt, ctrl, escape, and the arrows are the building blocks for most computer tasks. These commands have been given dedicated sequences. The table below lists the commands, provides the Minspeak sequences and describes their function.

All sequences begin with the COMPUTER ACCESS key at location D1.

<b>Microsoft Word Task</b>	<b>Minspeak Sequence (Computer Access +)</b>	<b>Description</b>
Launch		Starts Microsoft Word from a desktop icon. For this to work, your Word desktop icon must have the short cut key "Ctrl-Alt-W" assigned to it. You can learn how to assign shortcut keys to icons by consulting your Windows 95, 98 or 2000 Users' Manual.
New		Opens a new blank document.
Open		Brings up an dialog box so you can select an existing document to open.
Save As		Brings up a dialog box so you can assign a name to a document and save it under that name.
Save		<b>Saves an existing document.</b>

# COMPUTER ACCESS (cont.)

Microsoft Word Task	Minspeak Sequence (Computer Access +)	Description
Close		Closes the current document.
Exit		Terminates your current session with Microsoft Word.
Print		Prints the document.
Font		Opens the font dialog box in the format menu. Allows you to modify font style, size and other text characteristics.
Paragraph		Opens the paragraph dialog box in the Format menu. Allows you to modify paragraph characteristics such as line spacing.
Bold		Changes high-lighted text to <b>bold face</b> .
Italic		Changes high-lighted text to <i>Italics</i> .
Underline		Changes high-lighted text to <u>Underlined</u> .
Cut		Places a copy of high-lighted text on the clipboard; then deletes the original text.
Copy		Places a copy of highlighted text on the clipboard; does not remove original.
Paste		Makes a copy of the clipboard contents and inserts into your document at the cursor location.

# COMPUTER ACCESS (cont.)

## COMPUTER ACCESS COMMANDS – GENERAL

There are also several general computer access commands that are used with the commands for Microsoft Word. They are located in the bottom row (Row 8) and the COMPUTER ACCESS key begins the sequence for this location as well.

<b>Computer Commands</b>	<b>Minspeak Sequence (Computer Access +)</b>	<b>Description</b>
CONTROL	A8	
ALT	B8	
ALT/LATCH	C8	
ENTER	D8	
ESCAPE	F8	
RELEASE	G8	Releases any keys that are held in place i.e. ALT
TAB	H8	Used to navigate between options within a window.

# LOOK AT WHAT YOU'VE ACCOMPLISHED!!!

## Discovering vocabulary:

- \_\_\_\_\_ location of single and double QUICK HIT words
- \_\_\_\_\_ discovering verb, adjective, and noun forms
- \_\_\_\_\_ quick and fun messages
- \_\_\_\_\_ your fast pronoun phrases (statement, question & negative forms)
- \_\_\_\_\_ adding the negative 
- \_\_\_\_\_ finding the nouns, their parts and subcategories
- \_\_\_\_\_ learning your pronouns (subject, object, indefinite, reflexive, etc.)
- \_\_\_\_\_ other parts of speech from the top row
- \_\_\_\_\_ verb families
- \_\_\_\_\_ numbers
- \_\_\_\_\_ states and capitals

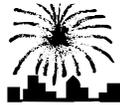
## Device functions:

- \_\_\_\_\_ turning the device on/off
- \_\_\_\_\_ Volume control (with button in control panel)
- \_\_\_\_\_ view angle control
- \_\_\_\_\_ charging the device
- \_\_\_\_\_ the difference between spell and Minspeak
- \_\_\_\_\_ clear display
- \_\_\_\_\_ delete icon
- \_\_\_\_\_ delete character/word
- \_\_\_\_\_ choosing your voice
- \_\_\_\_\_ adding vocabulary
- \_\_\_\_\_ storing, editing, and erasing vocabulary
- \_\_\_\_\_ icon tutor
- \_\_\_\_\_ adding a “. ? !” at the end of your sentences
- \_\_\_\_\_ correction pronunciation through the dictionary menu
- \_\_\_\_\_ selection technique menu
- \_\_\_\_\_ volume control through your  sequence
- \_\_\_\_\_ Computer access

**CONGRATULATIONS!**



**CONGRATULATIONS!**



**CONGRATULATIONS!**

**You have worked hard to get to this point.**

**Thank you for taking the time to learn this program.**

**I hope that you feel confident enough with the  
program to be able to speak with it yourself and to  
teach it to someone else.**

**GREAT JOB!**

**KEEP TALKING.**

# CHEET SHEET INDEX

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# CHEET SHEET #1 - PATTERNS FOR DISCOVERING VOCABULARY

## PATTERN ONE: ICON TO VERB, ADJECTIVE, NOUN

### Example:

 + VERB = *play*       + ADJ = *little*       + NOUN = *game*  
 + VERB+s = *plays*       + ADJ.+er = *littlier*       + NOUN+s = *games*  
 + VERB+ing = *playing*       + ADJ.+es t= *littliest*  
 + VERB+ed = *played*  
 + To+VERB = *to play*

### REMEMBER

“Branching” to verb, adjective and noun families.

The *PLAY* family:

 +  + VERB = *match*       +  + ADJ = *small*  
 +  + VERB = *party*       +  + ADJ = *narrow*  
 +  + VERB = *score*       +  + ADJ = *thin*  
 +  + VERB = *win*       +  + ADJ = *tiny*  
 +  + ADJ = *lose*

## PATTERN TWO: PRONOUN PHRASES

(statement , question, and negative)

### Example:

I +  = *I can*       + I = *can I*  
I +  +  = *I can not*       + I +  = *can I not*  
I +  +  = *I can't*       +  + I = *can't I*

### REMEMBER

 at the end = “not” (i.e. I do not)

 in the middle = contraction (i.e. I don't)

## PATTERN THREE: DOUBLE HIT ON THE CATEGORY ICON

### Examples:

 = Clothing

 = Weather

### REMEMBER

The parts of (  ) and subcategories.

 = clothing

 = accessories

 = clothing parts

## PATTERN FOUR: PRONOUNS OF ALL KINDS

### Examples:

SUBJECT PRONOUN	<b>I</b>	=	I + I
OBJECT PRONOUN	<b>ME</b>	=	I + OBJ.
REFLEXIVE PRONOUN	<b>MYSELF</b>	=	OBJ. + I
POSSESSIVE ADJECTIVE	<b>MY</b>	=	I + POSS.
POSSESSIVE PRONOUN	<b>MINE</b>	=	POSS. + I

## PATTERN FIVE: TOP ROW TO PREDICTED ICON

Select a part of speech from the top row then follow the lights to guide you to a word.

### Examples:

INTERJ. +  = *ha ha ha*

DET. +  = *this*

CONJ. +  = *whether*

PREP. +  = *in*

 +  = *who*

ADVERB +  = *today*

## REMEMBER YOUR TOOLS!

\*\*\*Use your ICON PREDICTION lights to guide you to vocabulary.

\*\*\*Use ICON TUTOR to spell out a word and find it's location.

\*\*\***QUICK HITS: red words = one hit, yellow words = double hits.**

# CHEET SHEET #2 - CHOOSING YOUR VOICE PATHFINDER

First listen to a sample of all of the voices.

Press   

## CHOOSING YOUR VOICE

 1. If your device is not on, turn it on.

 2. Make sure your device is in Minspeak mode.

 3. Press 

 4. Press 

 5. Press 

You will see the display flash and hear  
“This is what my voice will sound like.”

 6. If you like the voice, stop now.  
If you don't, press the sequence again:



or press OK (O4) to repeat the selection.

 7. When you hear the voice you like, you are finished.  
If you preferred a previous voice, you will need to  
cycle through all of the voices to get back to the one you  
want.

CONGRATULATIONS!!!

YOU'VE LEARNED SOMETHING NEW!

# CHEET SHEET #2 -CHOOSING YOUR VOICE DELTATALKER

First listen to a sample of all of the voices.

Press    (E4)

-  1. If your device is not on, turn it on.
-  2. Make sure your device is in Minspeak mode.
-  3. Press  (O5).
-  4. Press  (E4).
-  5. **DON'T PRESS ANYTHING TILL STEP 6.**  
**IN THIS STEP, JUST LOOK AT THE DISPLAY.**  
*It is important to learn to pay attention to what is on the display, and to what your icon choices are.*

\*Look at your display. It should read:

SPEECH MENU

Use NEXT MENU ITEM to see each item.

\*Three icons are predicted (that means that the red light is on).



 = NEXT MENU ITEM

The function of this icon is to take you through all of the menu choices that are in the speech menu.

 = CHANGE ITEM

The function of this icon is to change an item within each choice.

 = EXIT .

The function of this icon is to EXIT the menu.

 6. NOW YOU CAN PUSH SOMETHING..... Press  .

 7. The display will read:

Voice to modify = >MAIN VOICE<

Use NEXT MENU ITEM, CHANGE ITEM, or EXIT

# CHEET SHEET #2 -CHOOSING YOUR VOICE DELTATALKER (cont.)



8. Press  again to go to the next item.

The display will read:

Voice = >(name of a voice)<

If the name that appears between these 2 brackets > <

is the name of the voice you want, press  to EXIT.

You're finished. IF NOT, go to the next step.



9. Press  until you see the name of the voice that you want.

For example, if you want your voice to be HARRY,

when you see *Voice = >HUGE HARRY<*

you can stop making any more selections.



10. Press  to EXIT.

Your display will read:

THEME HAS BEEN CLEARED

(Don't worry about what this means)



11. To hear your voice,

You should still be in MINSPEAK mode.

Press any of the RED single hit words in the bottom row.

CONGRATULATIONS!!!

IF THE VOICE DOES NOT CHANGE,  
TRY THE STEPS AGAIN... SOMETIMES YOU JUST HAVE TO DO THINGS  
MORE THAN ONCE.

If you really get stuck, call 1-800-262-1990 and ask Service for help.

# CHEET SHEET #2 -CHOOSING YOUR VOICE LIBERATOR

## LISTEN TO YOUR CHOICES:

\*First listen to a sample of all of the voices.

Press   

You may want to listen several times to get the name of the voice that you would like to try out.

## CHOOSING YOUR VOICE

 1. If your device is not on, turn it on.

 2. Make sure your device is in Minspeak mode.

 3. Press 

 4. Press 

You will see 11 icons that are predicted.

Each voice is associated by it's first letter:

**W**  = Wendy    **R**  = Rita    **U**  = Ursala

**P**  = Paul    **D**  = Dennis    **F**  = Frank

**H**  = Harry    **K**  = Kit    **V**  = Val

**B**  = Betty

 gave a sample of all of the voices.

 5. Press the sequence of the voice you want:

For example, to change the voice to Kit:

Press   **K** 

You will hear: "This is Kit."

CONGRATULATIONS!!!

# CHEET SHEET #3 - DEVICE TOOLS

## FACTS:

- Tools are located in the top row - A1 through D1.
- They are also clustered in the top right corner of the device.
- Tools have a SPELL function and a MINSPEAK function.
- Most times these functions are the same for both modes.

## EXAMPLES: SPELL MODE MINSPEAK MODE

Location D1,  takes you to Minspeak mode takes you to spell mode

Location B1: a character is deleted a word is deleted

Location H8: a space is added and the word is spoken. 

## TOOL LOCATION FUNCTION

### **SPEAK SENTENCE A1 Speaks a sentence at a time.**

Delete char/word B1 Spell mode - deletes a letter.  
Minspeak mode - deletes a word.

### **CLEAR DISPLAY C1 Clears your display.**

 D1 Spell mode - changes to Minspeak.  
Minspeak mode - changes to spelling.

WINDOWS E1 This is actually the beginning icon  
COMMANDS in a sequence for some windows  
commands.

CHOOSE ACTIVITY M1 Changes the ACTIVITY ROW on the (Pathfinder  
only) dynamic display of PATHFINDER.

EDIT (Delta) M1 Used to edit an existing message.  
OPEN/CLOSE N1 Used to OPEN/CLOSE notebooks.  
(Pathfinder & Lib only)

# CHEET SHEET #3 - DEVICE TOOLS (cont.)



TOOL	LOCATION	FUNCTION
STORE (Delta & Lib)	P1	Used to store a message.
EDIT MODE	O2	Toggles between WORD MODE AND CHARACTER MODE to allow for quick navigation around the display.
CHOOSE ACTIVITY (Pathfinder only)	M3	Changes the ACTIVITY ROW
NOTEBOOK (Lib&Path)	N3	Used for opening notebooks.
ESCAPE (Delta & Lib)	P3	To “bail out” of storing and editing.
ENTER (Delta & Liberator) OK (Pathfinder)	O4	Functions as a repeat key for the last message spoken. For example: if the word “eat” was spoken by accessing APPLE + VERB, it can be repeated simply by selecting ENTER.
SPEECH ON/OFF	P4	Toggles between Speech on and off.
↑	O1	Moves the cursor to the beginning of the message on the display.
←	N2	Moves the cursor one character or word to the left.
⇒	P2	Moves the cursor one character or word to the right.
↓	O3	Moves the cursor to the end of the message on the display.
SHIFT (abc) Delete Icon	F8	Spell Mode - capitalizes a letter. Minspeak Mode - deletes an icon.



# CHEET SHEET #4 - ICON TUTOR - PATHFINDER

## FACTS:

- The ICON TUTOR is a tool that will show the location of any **single word** that is stored in the device. You can use this tool instead of looking up words in the vocabulary sort.
- The device must be in SPELL mode.
- It is activated when a word is spelled and the SPACE key is activated.
- The tutor only shows the location of words – not phrases or sentences.

## PRACTICE:

Go to SPELL mode.

Spell the word “eat”.

Select SPACE (H8).

The display should read - Stored at: APPLE VERB.

**If this does not appear on the display, see the instructions for turning on the icon tutor.**

Go to MINSPEAK mode.

Try the sequence (♡ + Verb).

## GENERAL INSTRUCTIONS: ICON TUTOR

1. Go to SPELL mode and spell the word;
2. Select the SPACE key;
3. You will see lights directing you to the icon sequence.
4. Look at your display – you will see the icon sequence on the bottom line of the display;
5. Go to MINSPEAK mode and recall the sequence.

**NOTE** ♪ ♪ If the ICON TUTOR does not respond, it could be due to the following reasons:

- \* The word is not stored in the device;
- \* The SPACE key was not selected after spelling the word;
- \* The ICON TUTOR function is not turned on;
- \* The word was stored in without a space at the end.

**!!!!!!! Do the following ONLY if the ICON TUTOR is not working.**

## TURNING ON THE ICON TUTOR:

1. To the left of your display, on the black frame of the device, you will see 4 boxes in a column. Select the 3<sup>rd</sup> one with the dials.
2. The display changes and you see the STATUS menu.
3. Select TOOL BOX on the right of the display.
4. The first item in the second row - push the FEEDBACK key;
5. In the top row, on the right, push the MORE ITEMS key;
6. Select Key #6 - ICON TUTOR

**On-Screen = you will only see the sequences on the display with no flash.**

1, 2, or 3 selects the number of times the lights will direct you to the sequence.  
Choose any of the above.

7. Select OK.
8. Try spelling a word.

**Keep this as a CHEET SHEET for ICON TUTOR**

# CHEET SHEET #4 - ICON TUTOR - DELTATALKER

## FACTS:

- The ICON TUTOR is a tool that will show the location of any **single word** that is stored in the device. You can use this tool instead of looking up words in the vocabulary sort.
- The device must be in SPELL mode.
- It is activated when a word is spelled and the SPACE key is activated.
- The tutor only shows the location of words – not phrases or sentences.

## PRACTICE:

Go to SPELL mode.

Spell the word “eat”.

Select SPACE (H8).

The display should read - Stored at: APPLE VERB.

**If this does not appear on the display, see the instructions for turning on the icon tutor.**

Go to MINSPEAK mode.

Try the sequence (♡ + Verb).

## GENERAL INSTRUCTIONS: ICON TUTOR (DELTATALKER):

1. Go to SPELL mode and spell the word;
2. Select the SPACE key;
3. You will hear a trumpet like sound - this is the ICON TUTOR function;
4. Look at your display – you will see the icon sequence on the bottom line of the display;
5. Go to MINSPEAK mode;
6. Recall the sequence.

**NOTE** ♪ ♪ If the ICON TUTOR does not respond, it could be due to the following reasons:

- \* The word is not stored in the device;
- \* The SPACE key was not selected after spelling the word;
- \* The ICON TUTOR function is not turned on;
- \* The word was stored in without a space at the end.

**!!!!!!! Do the following ONLY if the ICON TUTOR is not working.**

## TURNING ON THE ICON TUTOR:

10. Remove the keyguard by lifting from the bottom;
11. Remove the overlay;
12. In the control panel, push the TOOLS key. The red light will come on.
13. In the second row from the top, push the FEEDBACK MENU key;
14. In the top row, push the NEXT MENU ITEM key;
15. Keep pushing this key until you see ICON TUTOR = >OFF<

**If it reads >ON< then select the EXIT key**

16. Push the CHANGE ITEM key. It should read ICON TUTOR = >ON<
17. Push the EXIT key;
18. Turn off the TOOLS light in the control panel;
10. Replace the overlay and the key guard.

**Keep this as a CHEET SHEET for ICON TUTOR**

# CHEET SHEET #4 - ICON TUTOR - LIBERATOR

## FACTS:

- The ICON TUTOR is a tool that will show the location of any **single word** that is stored in the device. You can use this tool instead of looking up words in the vocabulary sort.
- The device must be in SPELL mode.
- It is activated when a word is spelled and the SPACE key is activated.
- The tutor only shows the location of words – not phrases or sentences.

## PRACTICE:

Go to SPELL mode.

Spell the word “eat”.

Select SPACE (H8).

The display should read – Spelled Word: eat Icon seq.: APPLE VERB

The device will also “show” you where the word is stored by flashing the led’s by the icon..

**If this does not happen, see the instructions for turning on the icon tutor.**

Go to MINSPEAK mode.

Try the sequence (♡ + Verb).

## GENERAL INSTRUCTIONS: ICON TUTOR

1. Go to SPELL mode and spell the word;
2. Select the SPACE key;
3. You will see the red light flash indicating the sequence
4. Look at your display – you will see the icon sequence on the display;
5. Go to MINSPEAK mode;
6. Recall the sequence.

**NOTE** ♪ ♪ If the ICON TUTOR does not respond, it could be due to the following reasons:

- \* The word is not stored in the device;
- \* The SPACE key was not selected after spelling the word;
- \* The ICON TUTOR function is not turned on;
- \* The word was stored in without a space at the end.

**!!!!!!! Do the following ONLY if the ICON TUTOR is not working.**

## TURNING ON THE ICON TUTOR:

10. Lift the keyguard to access the TOOLBOX.
11. Find FEEDBACK MENU in the second row, 3<sup>rd</sup> key.  
The display will read: User Feedback Menu (Screen 1)
12. Press #7 6 times until you see User Feedback Menu (Screen 7)
13. Press #2 until you see Icon Tutor = ALL SEQUENCES
14. Press #3 Flash Icon Sequences. The screen will change. Type the number of times you want the icons to flash. (Not more than 3 times is suggested.)
15. Press ENTER
16. Press #5 Exit
17. Close the keyguard.
18. Try spelling a word.

**Keep this as a CHEET SHEET for ICON TUTOR**

# CHEET SHEET #5 - STORING, EDITING, AND ERASING PATHFINDER

## *Storing a word, phrase, sentence:*

- 7) Select STORE CORE in the TOOLS activity.
  - The display reads: Select Icon sequence, then select OK
- 8) Select the Icon Sequence.
- 9) Select OK.
- 10) Select #3 Spell Text for Message.
- 11) Type the word, phrase or sentence.
  - Put a SPACE after the word or phrase,
  - Put a PERIOD (or appropriate punctuation) and 2 spaces after a sentence.
- 12) Select OK twice (OK OK)

## *Erasing a word, phrase, sentence:*

- 1) Select ERASE CORE in the TOOLS activity.
  - The display reads: Select Icon sequence, then select OK
- 5) Select the Icon Sequence.
- 6) Select OK.
  - The display reads: Are you sure you want to erase the sequence \_\_\_\_ ? YES NO
- 7) To ERASE the message, Select YES  
To “bail out”, select NO

## *Editing a word, phrase, sentence:*

- 9) Select STORE CORE in the TOOLS activity.
  - The display reads: Select Icon sequence, then select OK
- 10) Select the Icon Sequence.
- 11) Select OK.
- 12) Select #3 Spell Text for Message.
- 13) You can navigate through your message by using the arrow keys.  
Edit the message.
- 14) Select OK
- 15) Select OK.

# CHEET SHEET #5 - STORING, EDITING, AND ERASING DELTATALKER

## *Storing a word, phrase, sentence:*

- 6) Select STORE (P1).
  - The display reads: Spell message, then select Store
- 7) Type the word, phrase or sentence.
  - Put a SPACE after the word or phrase,
  - Put a PERIOD (or appropriate punctuation) and 2 spaces after a sentence.
- 8) Select STORE.
  - The display reads: Select Icon sequence, then select Store.
- 9) Select the Icon Sequence.
- 10) Select STORE.

## *Erasing a word, phrase, sentence:*

- 1) Select ERASE (M1) or in the control panel.
  - The display reads:  
Choose Icon sequence to erase, then ERASE
- 2) Select the sequence you want to erase, then select ERASE
  - The display reads:  
Erase ---- ---- ----? (the icons you  
selected will appear in the ----)  
Select ERASE now, or ESCAPE to Exit.
- 5) To ERASE the message, Select ERASE again.  
To “bail out”, select ESCAPE (P3).
- 4) If you selected ERASE, the display reads “---- ---- has been erased!”  
If you selected ESCAPE, the display reads “---- ---- is unchanged!”

## *Editing a word, phrase, sentence:*

- 6) Select EDIT (N1) or in the control panel.
  - The display reads: Select Icon sequence to edit, then STORE.
- 7) Select the sequence that you want to edit.
- 8) Select STORE.
  - The message appears on the display with the prompt to  
Edit message, then select STORE.
- 9) Use DELETE CHAR/WORD or CLEAR DISPLAY and edit the message.
- 10) Select STORE.

# CHEET SHEET #5 - STORING, EDITING, AND ERASING LIBERATOR

## *Storing a word, phrase, sentence:*

- 6) Clear display. Select STORE (P1).
- 7) Type the word, phrase or sentence.
  - Put a SPACE after the word or phrase,
  - Put a PERIOD (or appropriate punctuation) and 2 spaces after a sentence.
- 8) Select STORE.
  - The display reads: Select Icon sequence, then select Store.
- 9) Select the Icon Sequence.
- 10) Select STORE.

## *Erasing a word, phrase, sentence:*

- 3) Select STORE STORE.
- 4) Select #1 ERASE an item.
- 3) Select the sequence you want to erase, then select ENTER.
- 6) To ERASE the message, Select Y for *yes*.
  - To “bail out”, select N for *no*.

## *Editing a word, phrase, sentence:*

- 3) CLEAR DISPLAY.
- 4) Select STORE STORE (P1).
- 3) Select #2 EDIT an existing item
- 4) Select the sequence you want to edit.
- 5) Select ENTER.
- 6) Using your arrow keys, navigate to the part of the message you want to edit.
- 7) Select STORE.
- 16) Select #1 REPLACE with the text you spelled.

# CHEET SHEET #6 – HELPING VERBS

Use this: 1) to help tell stories about the icons and their meanings;  
2) as a reference sheet for the helping verbs.

## HELPING VERBS

- Connect with the pronouns;
- Reverse the sequence to make the question form

	<b>MUST</b>	You bang the table to stress that you <b>must</b> .
	<b>SHOULD</b>	The scales are tipping between “ <b>should</b> I/shouldn’t I”
	<b>MAY</b>	You know the saying: April showers bring <b>May</b> flowers.
	<b>MIGHT</b>	You <b>might</b> win if you gamble.
	<b>AM/IS/ARE</b>	“To bee or not to bee”
	<b>DO/DOES</b>	When you get married you say “I <b>do</b> ”-finger has ring on it.
	<b>HAD</b>	We <b>had</b> a good time at the castle.
	<b>SHALL</b>	The snail’s <b>shall</b> (shell).
	<b>DID</b>	Mom always asks the family, “Who <b>did</b> that?”
	<b>WOULD</b>	This house is made of <b>would</b> (wood).
	<b>CAN</b>	The juice came from a <b>can</b> , not a bottle.
	<b>WAS/WERE</b>	Past the scheduled time.
	<b>COULD</b>	It <b>could</b> be a horse without the stripes.
	<b>WILL</b>	You write a <b>will</b> .
	<b>HAS/HAVE</b>	Who <b>has</b> the cash?

- For these helping verbs, “do/does”, “did” and “is, am, are” are automatically inserted in the question form.

	<b>KNOW</b>	When you graduate, you <b>know</b> everything.
	<b>LIKE</b>	We <b>like</b> the smiling face of the sun.
	<b>THINK</b>	You were <b>thinking</b> and the light bulb came on.
	<b>WANT</b>	He’s a criminal, he’s <b>wanted</b> .
	<b>USED TO</b>	He <b>used to</b> do a lot of things...years ago.
	<b>NEED</b>	When it rains, you <b>need</b> to stay dry.
	<b>HAVE TO</b>	The volt shows urgency.
	<b>GOING</b>	The frog (green = go) is <b>going</b> somewhere.

# CHEET SHEET #7 - NOUN CATEGORIES & THEIR PARTS

## NOUN CATEGORIES (Double Hit)



Classes



Clothing



Sports



Body parts (external)



Reading materials



Musical instruments



Nature



Medical



Time words



Places (buildings)



Weather



Bodies of water



Toys



Art supplies



Fruits



Family members



Holidays



Rooms



Drinks



Vehicles



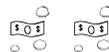
Occupations



Clock words



Zoo animals



Money



Shapes



Assistive Technology

# CHEET SHEET #7 – NOUN CATEGORIES (cont.)

## PARTS OF PARADIGM

 is used to represent “parts of” things.

So if:  represents **buildings**

 represents **animals**

 represents **books**

 represents **clothing**

Then:

  = Clothing parts

  = Book parts

  = House parts

  = Vehicle parts

  = Animal parts

  = Computer parts

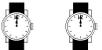
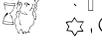
  = Name parts

  = Wheelchair parts

**NOTE** ♪ ♪ : Some categories have only a few items. You are encouraged to add more items as needed. The architecture has been set up so it is easy for you to add more words to any category.

You can also add more “parts of” categories.

# CHEET SHEET #8 - NOUN SUBCATEGORIES

	Toys		Body parts (external)
	Containers		Body parts (external)
	Clothing		Clock words
	Accessories		Meals
	Family members		Day (general)
	Relatives		Days
	Grand family		Months
	Stepfamily		Seasons
	Immediate family		Calendar segments
	Vehicles		Music instruments
	Water Vehicles		Music sources
	Air Vehicles		Christmas songs
	Roads		Children's songs
	Signs		
	Bodies of water		Assistive Technology
	Earth		Communication Devices
	Places		Environmental Control

# CHEET SHEET #8 - NOUN SUBCATEGORIES (cont.)



Fruits



Zoo animals



Vegetables



Farm animals



Meat



Pets



Pasta



Baby animals



Snacks



Animal homes



Dessert



Insects



Dairy



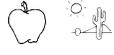
Water animals



Grains



Birds



Mexican



Dinosaurs



Condiments



Flavors



Rooms



Decorations



Furniture



Large Appliances



Utensils



Small Appliances



Linens

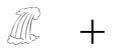


Toiletry

This one's done a little differently:



Art supplies



+ ICON + ADJ., ER,EST = Colors

+ + ADJ. = red

+ + er = redder

+ + est = reddest

# CHEET SHEET #9 - ICON-PATHFINDER

## NOTEBOOKS

*FUNCTION* = To write lists, notes, speeches, etc. as you would in a paper notebook.

## VOLUME CONTROL

*FUNCTION* = To raise and lower the volume through an icon sequence.

### USING THE TOOLBOX ICON (O5)

*SEQUENCE* =    (Volume Up)

   (Volume Down)

**NOTE** ♪ ♪ : To continue increasing or decreasing the volume, you can press **OK (O4)** to repeat the sequence instead of pressing all three icons again and again.

### USING THE TOOLS FROM THE ACTIVITY ROW:

Select the icon of the Pathfinder with the label **TOOLS**

**LOUDER** = Volume Up

**QUIETER** = Volume Down

**NOTE** ♪ ♪ : To continue increasing or decreasing the volume, press the key until you reach the desired volume.

# CHEET SHEET #9 - ICON-PATHFINDER (cont.)

## DICTIONARY MENU:

*FUNCTION* = Storing in correct spelling and desired pronunciation of a word.

## USING THE TOOLS ICON (O5)

  = Dictionary Menu and follow the steps  below.

## USING THE TOOLS FROM THE ACTIVITY ROW:

SELECT the icon of the Pathfinder with the label TOOLS.

The activity row will change.

SELECT the MORE key to go to the next row.

SELECT the DICTIONARY key.



### 1. To ADD A WORD:

Select *Add a Word* on the display

or

Select #1 on your overlay (you need to be in SPELL mode);

The display will read

Enter proper spelling, then select STORE.



### 2. Type in the name *Raul*.



### 3. SELECT *OK*

The display will read:

RAUL - Enter pronunciation, then select OK.



### 4. Type in *Rah ool*.

In multi-syllabic words, adding a space between syllables helps with the pronunciation.

If you want to add stress to a syllable, type [ˈ] or [ˌ] for less stress, in front of the syllable you want to stress.

For example: Rah [ˈ]ool



### 5. SELECT SPEAK ALL (A1) to hear if it is pronounced correctly.

If you don't like it, CLEAR DISPLAY and try another spelling.



### 6. SELECT *OK* when it is pronounced as you like it.



### 7. SELECT *OK OK*

**The next time you spell or recall the sequence for that name, it will be pronounced correctly.**

# CHEET SHEET #9 - ICON-PATHFINDER (cont.)

## SELECTION TECHNIQUE MENU

*FUNCTION* = To change the way the device is accessed.

### USING THE TOOLS ICON (O5)

  = Selection Technique Menu and follow the steps  below.

### USING THE TOOLS FROM THE ACTIVITY ROW:

SELECT the icon of the Pathfinder with the label TOOLS.

The activity row will change.

SELECT the MORE key twice to go to the 3rd row.

SELECT the SELECTION TECHNIQUE MENU key.



1. To change the selection technique from keyboard to switch use:  
Select *Selection Technique* on the display until you see the technique you want to use.

or

Select #1 on your overlay (you need to be in SPELL mode)



2. To change the speed at which you scan:  
Select *Scanning Speed* on the display

or

Select #2 on your overlay (you need to be in SPELL mode)

If you are using a switch, you will want to adjust the scan rate to a comfortable speed. If you are just starting out, you will want to have a slower scan speed (higher number). When you get better at scanning, you can increase the speed (lower the number).



3. To select the number of times you want the device to scan before stopping:

Select *More Items* twice on the display to get to page 3

Or

Select #7 twice on your overlay (you need to be in SPELL mode)



4. To change the direction of your scan from row/column to quarter row/column (a faster technique):

Select *Quarter Row/Column* on the display to ON or

Select #7 on your overlay (you need to be in SPELL mode)



5. When you are finished: Select *OK* or #8 twice to exit the menu.

**You will need to plug a switch into the A port on the top back left of the device.**

# CHEET SHEET #9 - ICON-DELTATALKER

## CORRECTING PRONOUNCIATION

-  1. SELECT    
The display will read:  
DICTIONARY MENU  
Use NEXT MENU ITEM to see each item.
-  2. SELECT  (= NEXT MENU ITEM)  
The display will read:  
Add A Word = >NO<  
Use NEXT MENU ITEM, CHANGE ITEM, or EXIT
-  3. SELECT  (= CHANGE ITEM) we want to add a word.  
The display will read:  
Enter proper spelling, then select STORE.
-  4. Type in the name *Sean*.
-  5. SELECT STORE (N3)  
The display will read:  
Enter proper pronunciation, then select STORE.
-  6. Type in *shawn*.
-  7. SELECT SPEAK (A1) to hear if it is pronounced correctly.  
If you don't like it, CLEAR DISPLAY and try another spelling.
-  8. SELECT STORE when it is pronounced as you like it.  
The display will read:  
Add A Word = >NO<  
Use NEXT MENU ITEM, CHANGE ITEM, or EXIT
-  9. SELECT  (= EXIT)  
The display will read:  
THEME HAS BEEN CLEARED  
(don't worry about what that means)

**The next time you spell or recall the sequence for that name, it will be pronounced correctly.**

# CHEET SHEET #9 - ICON-DELTATALKER (cont.)

## SELECTION TECHNIQUE MENU



1. SELECT 

The display will read:

SELECTION TECHNIQUE MENU

Use NEXT MENU ITEM to see each item.



2. SELECT  (= NEXT MENU ITEM)

The display will read:

Selection Technique = >KEYBOARD ONLY<

Use NEXT MENU ITEM, CHANGE ITEM, or EXIT



3. SELECT  (= CHANGE ITEM)

The display will read:

Selection Technique = >1 SWITCH <

Use NEXT MENU ITEM, CHANGE ITEM, or EXIT



4. SELECT  (= NEXT MENU ITEM)

The display will read:

Scanning Speed = >1.0<

(If you are using a switch, you will want to adjust the scan rate to a comfortable speed. If you are just starting out, you will want to have a higher scan speed. When you get better at scanning, you can increase the speed.)

Use NEXT MENU ITEM, CHANGE ITEM, or EXIT



5. SELECT  (= CHANGE ITEM)

The display will read:

Selection Technique = >1.1<

(Keep pressing until you get to the speed you want.

The speed range is from .10 to 5.0.)

Use NEXT MENU ITEM, CHANGE ITEM, or EXIT

# CHEET SHEET #9 - ICON-DELTATALKER (cont.)

## SELECTION TECHNIQUE MENU (cont.)

-  6. SELECT  (= NEXT MENU ITEM)  
The display will read:  
Acceptance Time = >.01<  
Use NEXT MENU ITEM, CHANGE ITEM, or EXIT
-  7. SELECT  (= NEXT MENU ITEM) 6 times  
until you see on your display:  
Quarter Row/Column = >OFF<  
Use NEXT MENU ITEM, CHANGE ITEM, or EXIT
-  8. SELECT  (= CHANGE ITEM)  
The display will read:  
Quarter Row/Column = >ON<  
Use NEXT MENU ITEM, CHANGE ITEM, or EXIT
-  9. SELECT  (= EXIT)  
The display will read:  
THEME HAS BEEN CLEARED

You will need to plug a switch into the MONO port  
on the top back of the device.

# CHEET SHEET #9 - ICON-LIBERATOR

## LIBERATOR

### FACTS:

- The  at location O5 allows access to several menus that can also be found when in the toolbox.
- There are also several macros that are stored under sequences beginning with the toolbox.
- If you select the Toolbox icon (O5) by mistake, use DELETE ICON (F8).

## TOOL OVERVIEW

-   = Turns ICON TUTOR ON/OFF.
-   = Display and speak the date.
-   = Speak the time (deletes at the next keystroke).
-   = Paper feed.
-   = Print.
-   = Turns Word Prediction ON/OFF.
-   = Sends information to the printer.
-   = Starts the sequence related to volume:
-    = Toggles the tone (beep) ON/OFF
-    = Changes the volume to low.
-    = Changes the volume to medium.
-    = Changes the volume to loud.
-    = Volume up (increases a little bit).
-    = Volume down (decreases a little bit).
-    = Prints the NOTEBOOK.

# CHEET SHEET #9 - ICON-LIBERATOR (cont.)

## TOOL OVERVIEW (cont.)

   = Gives demo of the available voices.

  = Starts the sequence to change the voice.

   (W) = Wendy

   (R) = Rita

   (U) = Ursula

   (P) = Paul

   (D) = Dennis

   (F) = Frank

   (H) = Harry

   (K) = Kit

   (B) = Betty

  = Starts the sequence to change the selection technique:

   = Sets the device for QUARTER ROW/COLUMN scan.

   = Sets the device for ROW/COLUMN scan.

   = Sets the device for DIRECT SELECTION.

   = Increases scanning speed.

   = Decreases scanning speed.

# CHEET SHEET #10 – COMPUTER ACCESS COMANDS

by Donald M. Spaeth

## FREQUENTLY USED COMMANDS FOR MICROSOFT WORD

Many computer programs have keyboard shortcuts, which allow a person to perform functions using keyboard commands instead of the traditional mouse controlled menus. For example, in many applications, text can be copied by holding the CTRL key while pressing the letter C. Keyboard shortcuts are particularly useful for keyboard emulation because it is easier to program keyboard commands than it is to replicate mouse movements. Some of these commands are fairly consistent among different applications while others are more specific to individual programs. This program contains several popular commands that are frequently needed to run Microsoft Word. The single key commands e.g., alt, ctrl, escape, and the arrows are the building blocks for most computer tasks. These commands have been given dedicated sequences. The table below lists the commands, provides the Minspeak sequences and describes their function.

All sequences begin with the COMPUTER ACCESS key at location D1.

<b>Microsoft Word Task</b>	<b>Minspeak Sequence (Computer Access +)</b>	<b>Description</b>
Launch		Starts Microsoft Word from a desktop icon. For this to work, your Word desktop icon must have the short cut key “Ctrl-Alt-W” assigned to it. You can learn how to assign shortcut keys to icons by consulting your Windows 95, 98 or 2000 Users’ Manual.
New		Opens a new blank document.
Open		Brings up an dialog box so you can select an existing document to open.
Save As		Brings up a dialog box so you can assign a name to a document and save it under that name.
Save		<b>Saves an existing document.</b>

# CHEET SHEET #10 – COMPUTER ACCESS (cont.)

Microsoft Word Task	Minspeak Sequence (Computer Access +)	Description
Close		<b>Closes the current document.</b>
Exit		Terminates your current session with Microsoft Word.
Print		Prints the document.
Font		Opens the font dialog box in the format menu. Allows you to modify font style, size and other text characteristics.
Paragraph		Opens the paragraph dialog box in the Format menu. Allows you to modify paragraph characteristics such as line spacing.
Bold		Changes high-lighted text to <b>bold face</b> .
Italic		Changes high-lighted text to <i>Italics</i> .
Underline		Changes high-lighted text to <u>Underlined</u> .
Cut		Places a copy of high-lighted text on the clipboard; then deletes the original text.
Copy		Places a copy of highlighted text on the clipboard; does not remove original.
Paste		Makes a copy of the clipboard contents and inserts into your

document at the cursor location.

# CHEET SHEET #10 – COMPUTER ACCESS (cont.)

## COMPUTER ACCESS COMMANDS – GENERAL

There are also several general computer access commands that are used with the commands for Microsoft Word. They are located in the bottom row (Row 8) and the COMPUTER ACCESS key begins the sequence for this location as well.

<b>Computer Commands</b>	<b>Minspeak Sequence (Computer Access +)</b>	<b>Description</b>
CONTROL	A8	
<b>ALT</b>	<b>B8</b>	
ALT/LATCH	C8	
ENTER	D8	
ESCAPE	F8	
RELEASE	G8	Releases any keys that are held in place i.e. ALT
TAB	H8	Used to navigate between options within a window.

# **APPENDIX OF ADDITIONS TO UNITY® VOCABULARY SORT**

**SINGLE HIT WORDS**

**DOUBLE HIT WORDS**

**PREVERBS**

**SUGGESTIONS FOR ADDING STATES AND CAPITALS**

## SINGLE HIT WORDS (in red)

<b>WORD</b>	<b>LOCATION</b>
a	L2
an	J2
are	C2
aren't	N8
be	A8
but	P5
doesn't	C8
don't	B8
has	K8
hasn't	E8
have	L8
haven't	D8
is	D2
isn't	M8
not	B7
on	G2
so	G4
the	K2
to	H2
was	E2
wasn't	O8
were	E2
weren't	P8
will	P6
won't	P7

## DOUBLE HIT WORDS (in yellow)

WORD	LOCATION
and	H1
do	C5
does	B6
did	B5
he	A5
I	A3
in	A2
it	A7
no	N6
of	J1
she	A6
that	G1
there	J2
they	B4
yes	N5 (requires 3 hits)
you	A4
we	B3
well	E1
what	J1

# PREVERBS

You can get each preverb in the following ways:

Statement form	I  = <i>I should</i>
Question form	 I = <i>should I</i>
Negative contraction	I   = <i>I shouldn't</i>
Negative question	  I = <i>shouldn't I</i>
Preverb alone preverb (B5)	 = <i>should</i>

WORD	ICON	LABEL	LOCATION
am/is/are		Queenbee	C5
can		Juice	I6
*could		Zebra	D7
did		Family	F6
do/does		Remember	F5
going		Frog	J4
had		York	H5
<b>had/have</b>		<b>Money</b>	<b>J7</b>
<b>have to</b>		<b>Volt</b>	<b>G7</b>
know		Know	C3
like		Sun	D3
may		Flowers	H3
*might		<b>Dice</b>	<b>D4</b>
<b>must</b>		<b>Hammer</b>	<b>E3</b>
<b>need</b>		<b>Umbrella</b>	<b>J5</b>
<b>shall</b>		<b>Snail</b>	<b>D6</b>
*should		<b>Scales</b>	<b>F3</b>
<b>think</b>		<b>Think</b>	<b>F4</b>
<b>want</b>		<b>Want</b>	<b>D5</b>
<b>was/were</b>		<b>Watch</b>	<b>C7</b>
*will		<b>Name</b>	<b>I7</b>
<b>would</b>		<b>House</b>	<b>H6</b>
used to		Time	G5

\*INDICATES CHANGE FROM WHAT YOU WILL FIND IN THE ALPHABETICAL SORT.

# STATES AND CAPITALS

- ❖ STATES AND CAPITALS
- ❖ COUNTRIES
- ❖ CANADIAN PROVINCES

**States, capitals, etc. are not stored in the program. If they are important to you, following is a suggestion of sequences.**

## STATES AND CAPITALS

### FACTS:

- All states and capitals begin with their 2 letter post office codes.
- The post office code for capitals are the same as the state codes.
-  = 3<sup>rd</sup> icon for states
-  = 3<sup>rd</sup> icon for state capitals

### STATES

Alabama = A L   
Alaska = A K   
Arizona = A Z   
Arkansas = A R   
California = C A   
Colorado = C O   
Connecticut = C T   
Delaware = D E   
Florida = F L   
Georgia = G A   
Hawaii = H I   
Idaho = I D   
Illinois = I L   
Indiana = I N   
Iowa = I A   
Kentucky = K Y   
Kansas = K S 

### CAPITALS

Montgomery = A L   
Anchorage = A K   
Phoenix = A Z   
Little Rock = A R   
Sacramento = C A   
Denver = C O   
Hartford = C T   
Dover = D E   
Tallahassee = F L   
Atlanta = G A   
Honolulu = H I   
Boise = I D   
Springfield = I L   
Indianapolis = I N   
Des Moines = I A   
Frankfort = K Y   
Topeka = K S 

Louisiana = L A 

Maine = M E 

**STATES**

Massachusetts = M A 

Maryland = M D 

Michigan = M I 

Minnesota = M N 

Mississippi = M S 

Missouri = M O 

Montana = M T 

Nebraska = N E 

Nevada = N V 

New Hampshire = N H 

New Jersey = N J 

New Mexico = N M 

New York = N Y 

North Carolina = N C 

North Dakota = N D 

Ohio = O H 

Oklahoma = O K 

Oregon = O R 

Pennsylvania = P A 

Rhode Island = R I 

South Carolina = S C 

South Dakota = S D 

Tennessee = T N 

Texas = T X 

Utah = U T 

Vermont = V T 

Virginia = V A 

Baton Rouge = L A 

Augusta = M E 

**CAPITALS (cont.)**

Boston = M A 

Annapolis = M D 

Lansing = M I 

St. Paul = M N 

Jackson = M S 

Jefferson City = M O 

Helena = M T 

Lincoln = N E 

Carson City = N V 

Concord = N H 

Trenton = N J 

Santa Fe = N M 

Albany = N Y 

Raleigh = N C 

Bismarck = N D 

Columbus = O H 

Oklahoma City = O K 

Salem = O R 

Harrisburg = P A 

Providence = R I 

Columbia = S C 

Pierre = S D 

Nashville = T N 

Austin = T X 

Salt Lake City = U T 

Montpelier = V T 

Richmond = V A 

Washington	=	W A		Olympia	=	W A	
West Virginia	=	W V		Charleston	=	W V	
Wisconsin	=	W I		Madison	=	W I	
Wyoming	=	W Y		Cheyenne	=	W Y	

## COUNTRIES AND CAPITALS

### FACTS:

- All countries and capitals begin with their 2 letter post office codes.
- The post office codes for the capitals are the same as the country codes.
-  = 3<sup>rd</sup> icon for countries       = 3<sup>rd</sup> icon for country capitals

### COUNTRIES

Australia	=	A U	
Canada	=	C A	
England	=	E N	
France	=	F R	
Germany	=	G E	
Ireland	=	I R	
Israel	=	I S	
New Zealand	=	N Z	
Mexico	=	M X	
Puerto Rico	=	P R	
Scotland	=	S C	
South Africa	=	S A	
Sweden	=	S W	
United States	=	U S	
Wales	=	W A	
United Kingdom	=	U K	

### CAPITALS

Canberra	=	A U	
Ottawa	=	C A	
London	=	E N	
Paris	=	F R	
Berlin	=	G E	
Dublin	=	I R	
Jerusalem	=	I S	
Wellington	=	N Z	
Mexico City	=	M X	
San Juan	=	P R	
Edinburgh	=	S C	
Pretoria	=	S A	
Stockholm	=	S W	
Washington D C	=	U S	
Cardiff	=	W A	

# CANADIAN PROVINCES AND CAPITALS

## FACTS:

-  = 3<sup>rd</sup> icon for countries     = 3<sup>rd</sup> icon for country capitals

### COUNTRIES

Alberta	=	A	B	
British Columbia	=	B	C	
Manitoba	=	M	B	
New Brunswick	=	N	B	
Newfoundland	=	N	F	
Nova Scotia	=	V	S	
Ontario	=	O	N	
Prince Edward Island	=	P	E	
Quebec	=	P	Q	
Saskatchewan	=	S	K	

### CAPITALS

Edmonton	=	A	B	
Victoria	=	B	C	
Winnipeg	=	M	B	
Fredericton	=	N	B	
St. John's	=	N	F	
Halifax	=	V	S	
Toronto	=	O	N	
Charlottetown	=	P	E	
Quebec	=	P	Q	
Regina	=	S	K	