

PIMSLEUR LANGUAGE PROGRAMS

Congratulations! You have just purchased the most effective language program ever developed. As you probably know, learning a new language can be frustrating. Your first experience with a foreign language may have been in school. If the classes seemed difficult, or if your grades were poor, you probably believed you had no aptitude for languages. Even if you did well, you may have been surprised later to discover that what you learned was of little or no use when you tried to converse with native speakers.

Perhaps you waited until later in life and tried adult education classes, language schools, or home training programs. There too you may have found the information hard to retain, the lessons tedious, and your progress slow. Many language students give up early in these programs, convinced they lack the natural ability to understand and use what they read and hear.

The truth is that anyone can learn a foreign language—with the right teaching system. With the Pimsleur Method, you will benefit from the years of research and development that have helped create the world's most effective method for teaching foreign languages. The Pimsleur Language Programs, developed by Dr. Paul Pimsleur, fill an urgent need for self-instructional materials in many languages. As high-speed travel and telecommunications bring us closer together, there is an increasing need to be able to communicate with our global neighbors. The government employee, the business executive, the student, the traveler—all can benefit from the practical and effective Pimsleur Method.

HOW TO USE THE PROGRAM

To get the full benefit of each lesson, try to create the best learning conditions. Choose a quiet place where you can practice without interruption and a time of day when your mind is most alert and your body least fatigued. You might study in your car, listening to the program while you commute or travel.

Each lesson is approximately 30 minutes long. Dr. Pimsleur's research shows this to be the optimum period for learning, after which the mind loses its ability to retain new information. Try your best to work through one lesson each and every day. Whether you move on to the next lesson daily or repeat those you feel unsure about, it is important that you familiarize yourself with the language on a daily basis.

Once you've started the program, simply follow the tutor's instructions. The most important instruction is to respond aloud when the tutor tells you to do so. There will be a pause after this instruction, giving you time to reply. It is essential to your progress that you speak out in a normal conversational voice when asked to respond. Your active participation in thinking and speaking is required for your success in mastering this course.

Do not have a paper and pen nearby during the lessons, and do not refer to dictionaries or other books. The Pimsleur Method works with the language-learning portion of your mind, requiring language to be processed in its spoken form. You will only interrupt the learning process if you try to write the words you hear.

GUIDELINES FOR SUCCESS

- Complete the lesson units in strict consecutive order (don't skip around), doing no more than one lesson unit per day, although the lesson unit for the day may be repeated more than once. Daily contact with the language is critical to successful learning.
- Listen carefully to each lesson unit. Always follow the directions of the instructor.
- Speak out loud when directed by the tutor and answer questions within the pauses provided. Do this prior to hearing the confirmation which is provided as reinforcement.
- Do all required activities according to instructions, without reference to any outside persons, book, or course.

CHECK YOUR PROGRESS

The simple test for mastery is whether you are able to respond quickly and accurately when your tutor asks a question. If you are responding correctly about eighty percent of the time, then you're ready to proceed to the next lesson. It is important to keep moving forward, but also not to set unreasonable standards of perfection that will keep you from progressing, which is why we recommend using the eighty percent figure as a guide.

You will notice that each lesson contains both new and familiar material, so that just when you may be worrying about forgetting something, you will conveniently be reminded of it. Another helpful feature of the Pimsleur Language Program is its rate of "saturation." You will be responding many times per minute. This saturation enables you to make substantial progress within a short amount of time.

DR. PAUL PIMSLEUR AND HIS UNIQUE METHOD

Dr. Pimsleur devoted his life to language teaching and was one of the world's leading experts in applied linguistics. After obtaining his Ph.D. in French from Columbia University, he taught French Phonetics and Phonemics, and supervised the language laboratory at UCLA. He went on to become Professor of Romance Languages and Language Education, and Director of The Listening Center at Ohio State University; Professor of Education and Romance Languages at the State University of New York at Albany; and a Fulbright lecturer at the University of Heidelberg. Dr. Pimsleur was a member of the American Association of Teachers of French (AATF), American Educational Research Association (AERA), Modern Language Association (MLA), and a founding member of the American Council on the Teaching of Foreign Languages (ACTFL). His many books and articles revolutionized theories of language learning and teaching.

After years of experience and research, Dr. Pimsleur developed a new method that is based on two key principles: the Principle of Anticipation and a scientific principle of memory that he called Graduated Interval Recall. This program incorporates both of these principles to provide you with the most simple and effective learning method possible.

PRINCIPLE OF ANTICIPATION

The Principle of Anticipation requires you to “anticipate” a correct answer. Practically, what this means is that you must retrieve the answer from your own memory before it is confirmed in the lesson. It works as follows:

The lesson will pose a challenge—perhaps by asking you, in the new language:

“Are you going to the movies today?”

There will be a pause, and, drawing on information given previously, you will say:

“No, I went yesterday.”

The instructor will then confirm your answer:

“No, I went yesterday.”

Before Dr. Pimsleur created his teaching method, language courses were based instead on the principle of “repetition.” Teachers drummed words into the students’ minds over and over, as if the mind were a record whose grooves wore deeper with repetition. However, neurophysiologists tell us that, on the contrary, simple and unchallenging repetition has a hypnotic, even dulling effect on the learning process. Eventually, the words being repeated will lose their meaning. Dr. Pimsleur discovered that learning accelerates when there is an “input/output” system of interaction, in which students receive information and then are asked to retrieve and use it.

GRADUATED INTERVAL RECALL

Graduated Interval Recall is a complex name for a very simple theory about memory. No aspect of learning a foreign language is more important than memory, yet before Dr. Pimsleur, no one had explored more effective ways for building language memory.

In his research, Dr. Pimsleur discovered how long students remembered new information and at what intervals they needed to be reminded of it. If reminded too soon or too late, they failed to retain the information. This discovery enabled him to create a schedule of exactly when and how the information should be reintroduced.

Suppose you have learned a new word. You tell yourself to remember it. However, after five minutes you’re unable to recall it. If you’d been reminded of it after five seconds, you probably would have remembered it for maybe a minute, at which time you would have needed another reminder. Each time you are reminded, you remember the word longer than you did the time before. The intervals between reminders become longer and longer, until you eventually remember the word without being reminded at all.

This program is carefully designed to remind you of new information at the exact intervals where maximum retention takes place. Each time your memory begins to fade, you will be asked to recall the word. Through this powerful method, you progress from short-term to long-term memory without being aware of it, while avoiding the monotonous rote repetition used in traditional language courses.

CORE VOCABULARY

The two key principles are the foundation of the Pimsleur Method, but there are other aspects that contribute to its uniqueness. One involves vocabulary. We have all been intimidated, when approaching a new language, by the sheer immensity of the number of new words we must learn. But extensive research has shown that we actually need a comparatively limited number of words to be able to communicate effectively in any language.

Language can be divided into two distinct categories: grammatical structures (function words) and concrete vocabulary (content words). By focusing on the former category and enabling the student to comprehend and employ the structure of a new language, Dr. Pimsleur found that language learners were able to more readily put new knowledge to use. There are very few content words that must be known and used every day. The essential “core” of a language involves function words, which tend to relate to human activities.

ORGANIC LEARNING

The Pimsleur Method centers around teaching, in the shortest time possible, functional mastery in understanding and speaking a language. You will be working on your vocabulary, grammar, and pronunciation all at once, while also learning phrases that have practical use in daily life.

It has been said that language is primarily speech. With this concept in mind, Dr. Pimsleur created his language programs on audio because he knew that students of languages would learn better with their ears, not their eyes. This is achieved through what Dr. Pimsleur called “organic learning,” which entails learning on several fronts at once. His system enables the student to learn grammar, vocabulary, and pronunciation in a natural and exciting way.

This course is designed to teach you to understand and to speak the essential elements of your new language in a relatively short time. During each half-hour lesson, you will actually converse with two people, using the type of language spoken by educated citizens in their everyday business and social life. The program’s unique method for presenting dialogue relieves you of most common learning problems.

You will not have to memorize vocabulary lists or learn grammar rules, and there will be no written homework. Instead, an experienced instructor will guide you in your learning.

COURSE CONTENT

When you have mastered a Pimsleur Language Program, you will have a highly practical vocabulary at your command. These basic words, phrases, and sentences have been carefully selected to be most useful in everyday situations when you visit a foreign country. You will be able to handle social encounters graciously, converse with native speakers in travel situations, and use transportation and phone systems with confidence. You'll be able to ask directions and to navigate your own way around the cities and countryside.

The language skills you learn will enable you to participate in casual conversations, express facts, give instructions, and describe current, past, and future activities. You will be able to deal with everyday survival topics and courtesy requirements. You will be intelligible to native speakers of the language—even those who are not used to dealing with foreigners. What is equally important, you will know how to ask the kinds of questions that will further expand your knowledge of and facility with the language, because you will have been trained by the Pimsleur open-ended questioning technique.

The Pimsleur Method becomes a springboard for further learning and growth to take place—the ultimate purpose of any real educational system. This desire to learn will be apparent to the people with whom you speak. It will indicate sincere interest in and respect for their culture.

A NOTE ON REGIONAL LANGUAGE DIFFERENCES

In any large country, and even in many smaller countries, regional differences in language are common. In the United States, for example, a person from Maine can sound very different than someone from Texas. Pronunciations (“accents”) vary, and there are also minor differences in vocabulary. For example, what is called a “drinking fountain” in New York or Arizona is known as a “bubbler” in Wisconsin, and a “soft drink” in one part of America will be called a “soda” elsewhere. The differences in English are even more distinct between North Americans and Britons, or between Britons and Australians. But all are native speakers of English; all can communicate with spoken English, read the same newspapers, and watch the same television programs, essentially without difficulty.

Native speakers of a language can often tell where someone is from by listening to him or her speak. In addition to regional differences, there are social differences. Pimsleur Language Programs use a standard “educated” speech, which will generally carry you throughout the country without difficulty.

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Danish

Introduction

Reading can be defined as “the act of decoding graphic material in order to determine its message.” To put it another way, reading consists of coming back to speech through its graphic symbols. In short, meanings reside in the sounds of the spoken language. Speaking a language is the necessary first step to acquiring the ability to read a language with meaning.

The recorded portion of the reading materials for *Danish* will be found at the end of most units. You can do the readings as it is most convenient for you. They can be done individually with the respective units or at a more appropriate time afterwards. Instructions on how to proceed with the readings are contained in the audio portion of the course.

Danish

Unit Two

1. hej
2. nej
3. sej
4. leg
5. jeg
6. bleg
7. sen
8. sten
9. mene
10. let
11. pen
12. ven
13. sten / let
14. flere
15. er
16. der
17. her
18. det
19. Det er her.

Danish

Unit Three

1. ja
2. nat
3. kan
4. dansk
5. taske
6. flaske
7. masse
8. tak
9. amerikaner
10. tid
11. med
12. vil
13. Jeg er amerikaner.
14. Ja, det er jeg.
15. dej
16. mig
17. dig
18. sig
19. sig
20. vig

Danish

Unit Four

1. kigge
2. ikke
3. lakken
4. lak
5. frøken
6. søle
7. bløde
8. sølle
9. mølle
10. dømmme
11. øl

Danish

Unit Five

1. sæbe
2. glæde
3. væg
4. pære
5. æble
6. tænke
7. bænk
8. ægte
9. Fyn
10. tyve
11. hytte
12. lykke
13. Mikkel Brygger
14. vor
15. hvor
16. hjem
17. hjælpe
18. gade
19. Hvor er Mikkel Bryggers Gade?
20. sove
21. over
22. Det er derovre.

Danish

Unit Six

1. blå
2. må
3. går
4. forstår
5. måtte
6. på
7. blåt
8. Hvordan går det?
9. Forstår du?
10. du
11. hus
12. smule
13. frue
14. putte
15. tusse
16. pudse
17. Undskyld.

Unit Seven — No Readings

Danish

Unit Eight

1. Forstår du dansk?
2. De
3. Forstår De dansk?
4. Jeg forstår ikke dansk.
5. Du taler dansk.
6. hånd
7. bord
8. god
9. Goddag.
10. godt
11. Har du det godt?
12. Ja tak.
13. ret
14. ret godt
15. ikke ret godt
16. meget
17. meget godt
18. Du taler da meget godt.

Danish

Unit Nine

1. Du taler da meget godt dansk.
2. fugle
3. noget
4. noget sukker
5. have noget
6. Vil du have noget at spise?
7. gerne
8. Det vil jeg gerne.
9. en gade
10. Hvor er gaden?
11. Vestergade
12. Hvor er Vestergade?
13. Det ved jeg ikke.
14. et hotel
15. syv
16. tolv
17. seksten
18. enogtyve

Danish

Unit Ten

1. et, to, tre
2. fire, fem, seks
3. syv, otte, ni
4. ti, elleve, tolv
5. tretten, fjorten, femten
6. seksten, sytten, atten
7. nitten, tyve
8. enogtyve, toogtyve
9. treogtyve, fireogtyve
10. Hvad vil du lave nu?
11. Jeg vil gerne købe noget.
12. På hotellet.
13. Hvor kan jeg finde en butik?
14. Undskyld!
15. Er der nogen her —
16. der kan tale engelsk?
17. Jeg vil gerne have —
18. en billet —
19. til København.
20. Mange tak.
21. Danmark er et dejligt land.