<table>
<thead>
<tr>
<th>INPUT</th>
<th>PRECURSORY</th>
<th>GOALS</th>
</tr>
</thead>
</table>
| 1 | ball | man
| 2 | there | don’t make
| 3 | nothing | nothing
| 4 | go | make
| 5 | home | make
| 6 | nothing | nothing
| 7 | go | make
| 8 | home | make
| 9 | go | make
| 10 | home | make

---

This chart identifies the normal developmental sequence of utterances that a child learning English expresses; i.e. says, signs, or cues.

In most children, comprehension develops before expression, meaning that most children are likely to comprehend utterances much more complex than the utterances they are able to spontaneously express at the same time. Input by a person fluent in English should be abundant throughout the language acquisition process and is necessary for both comprehension and expression to develop.

**Notes:**
* This specific utterance is not in the book, but it is the type of utterence specified in the book.
** This utterence is from the first edition of the book.