

Unit 9

More LAPS

Cast:

- Missionary Li Wei
- Mr. Mahmut

Scene 9.1. Li Wei with Mr. Ahmet practicing LAPS

Title appearing on Screen: LAP 8: Appointments, Arrive/Leave, Early/Late

Missionary Li Wei: Mr. Wu taught me lots more of these wonderful Language Acquisition Projects which I used with great effect with my language helper. No matter what your learning style, these LAPS will really get you into the language. Here, let me show you another one.

On some cards sketch: an office (desk), a meeting (conference table), an appointment (door with doctor's name), and a party (balloons).

On 2 other cards sketch: "come to/arrive" (person entering a doorway), "leave/go away" (person leaving a doorway).

On 3 other cards sketch: "early" (arc with dot on left side), "on time" (circle with dot), and "late" (arc with dot on right side). For extra challenge add 2 more cards: "very early" (arc with dot plus large exclamation point on left side), and "very late" (the same on the right side).

Now combine the cards to make various sentences using the pronoun cards. For instance, the pronoun card "I", the "party" card, the "arrive" card and the "late" card would mean, "I arrived late at the party". Keep mixing the cards until you've mastered this "symantic realm" (that's what linguists call areas of related information). (*Demonstrates with Mr. Ahmet*)

Cut

Scene 9.2. Li Wei with Mr. Ahmet practicing LAPS

Title appearing on Screen: LAP 9: Go/Come, Destinations, Purpose, Pronouns

Missionary Li Wei: This time cut up a sheet of paper into and sketch some general places: a city, a village, a market, a plaza, and downtown/city center, mall.

On 4 other cards sketch: "go" (person with arrow toward a location), "come" (person with arrow from a location), "walk" (person walking), and "run" (person running).

On 4 other cards sketch purposes: “buy-rice” (money & bag of rice), “meet-friend” (2 people), “see-doctor” (person and doctor), and “study-language” (person and book). Get the pronouns from LAP 1.

Then start practicing the various combinations. You can introduce the time cards later to learn how to conjugate the verbs. Note that some languages may not have generic/broad words for “go” and “come”. Specific verbs may be required for specific contexts and purposes. You can work out the correct verbs with your helper. (*Demonstrates with Mr. Ahmet*)

Cut

Scene 9.3. Li Wei with Mr. Ahmet practicing LAPs

Title appearing on Screen: LAP 10: People, Buildings, Enter/Exit

Missionary Li Wei: This time cut a sheet of paper and sketch a store, a bakery, a church, a pharmacy, a hotel, an embassy, a hospital, a school, an airport, an office, a post office, a factory, an apartment building, etc.

On 2 cards sketch: “enter” (large C with arrow pointing in) and “exit” (large C with arrow pointing out).

On 4 cards sketch: “man” (large male), “woman” (large female), “boy” (small male), “girl” (small female).

Put different cards together to make different sentences. Once again, you can introduce the time cards later to conjugate the verbs.

Note that in some languages it is very awkward to say someone merely went into a building. There must be purpose/activity connected with it. If true of the language you are learning, you may need to add a purpose (e.g., to rest, to work, to study, to visit, to buy something). Example: He went into the library to study. For that you’d have to make the appropriate cards.

(*Demonstrates with Ahmet*)

Cut

Scene 9.4. Li Wei with Mr. Ahmet practicing LAPs

Title appearing on Screen: LAP 11: Household Chores, Ordered to do these

Missionary Li Wei: Sketch: a cupboard, a shelf, a window ledge, a closet, a drawer, a cabinet, a desk, a floor, a carpet, steps/stairway, a wall, a door, and a window.

On some other cards sketch: “sweep” (broom), “wipe” (cleaning cloth), “scrub” (brush), “dust” (duster), “wash” (bucket), and “clean” (stick figure washing).

Get the pronouns cards.

On a separate card sketch the concept ‘tell/order/command’ (a talking mouth).

Now if, for instance, you put the “I/me” pronoun card, the “she/her” card, the “broom” and the “order” cards together you would get the sentence, “I told her to sweep the floor” or, “she told me to sweep the floor”. Try different combinations until you’ve mastered the concept.

(Demonstrates with Ahmet)

Cut

Scene 9.5. Li Wei with Mr. Ahmet practicing LAPs

Title appearing on Screen: LAP 12: Fragile things, Pick up/Put down, Manner (carefully, slowly)

Missionary Li Wei: For this LAP sketch a number of fragile things (e.g.), eggs, cups, glasses, vase, mirror, plates, clock, kitten, puppy, baby, etc. Decide with your helper on whether these objects are commonly used in the singular or plural.

On 2 cards sketch: “lift/pick up” (hands with arrows pointing up) and “set/put down” (hands with arrows pointing down).

On 4 other cards sketch different types of ‘manner’: “carefully” (pillow), “carelessly” (pillow torn apart), “quickly” (2 lightning streaks), “slowly” (diamond traffic sign).

On 2 cards sketch: “very” (large exclamation point), and “not very” (exclamation point with large X through it).

Get the pronouns cards. Now combine the cards to make sentences. For instance, the “I” card, the “vase” card, the “pick up” card, the “carefully” card and the “very” card combine to make the sentence: “I pick up the vase carefully”. By introducing the time cards you can learn to conjugate the verbs. Here, let me show you. *(Demonstrates with Ahmet)*

Cut

Scene 9.6. Li Wei with Mr. Ahmet practicing LAPs

Title appearing on Screen: LAP 13: Meal Preparation, Question words

Missionary Li Wei: For this LAP sketch these actions: bake-bread, make-soup, fry-fish, fix-salad, roast-chicken, cook-rice.

Next sketch some question words: “when” (clock with ?), “where” (2 locations with ?), “why” (large bold ?), “how/what step-by-step process” (wavy line with ?).

Using your pronoun cards and time cards you can combine these cards into sentences like “How does she bake bread?” (*Demonstrates with Mr. Ahmet*)

Cut

Scene 9.7. Li Wei with Mr. Ahmet practicing LAPs

Title appearing on Screen: LAP 14: Seasons, Weather, Time-qualifier

Missionary Li Wei: For this LAP sketch “spring” (flower), “summer” (bright sun), “autumn” (leaf), and “winter” (snowman) on some cards.

Next sketch “rain” (drops), “snow” (flakes), “hot” (thermometer high), and “cold” (thermometer low).

They sketch all the time-qualifiers that the language will allow: “usually” (square with 6-8 coordinated dots), “often/frequently” (square with lots of uncoordinated dots), “never” (blank square), “seldom/rarely/scarcely” (square with 2-3 dots), “always” (square full of dots).

Get some suitable verb cards and the pronoun cards from previous LAPS and start creating sentences like “I usually stay in when it is raining in the spring”, Or “We always go out when it is hot in the summer”. Let me show you how it works with Akram. (*Demonstrates with Mr. Ahmet*)

Cut

Scene 9.8. Li Wei with Mr. Ahmet practicing LAPs

Title appearing on Screen: LAP 15: Relatives, Possessive pronouns, Physical Conditions, Tenses

Missionary Li Wei: Sketch the following physical conditions: headache, stomachache, tired, asleep, fever, cold, cough, awake, alive, dead, sleepy, hungry, thirsty, well, sick, warm, cold, hot, busy. Use your imagination or get pictures off the internet.

Then sketch “father” (family picture with male circled), “mother” (family picture with female circled), “son” (small male circled), “daughter” (small female circled), “brother” (boy/girl with boy circled), “sister” (boy/girl with girl circled).

Get your pronoun and time card and start making sentences like “Yesterday my father was sick/sleepy/hungry or whatever. (*Demonstrates with Mr. Ahmet*)

Cut

Scene 9.9. Li Wei with Mr. Ahmet practicing LAPs

Title appearing on Screen: LAP 16: Emotions, Pronouns, Yes/No, Negative

Missionary Li Wei: In this LAP we want to cover emotions. When dealing with emotions we need to distinguish emotions or feelings that are primarily within oneself as over against those specifically directed toward others. We then need to pay particular attention to how the grammar may be affected by this distinction. If there is no distinction in the language you are learning, rejoice!

Note too that some languages make a distinction between “having” emotions and “being” when describing emotions. For instances, you have some emotions (e.g., it is expressed as ‘I have fear’, rather than ‘I am afraid’). On the other hand, you are other emotions (e.g., ‘I am happy’). Check when that might be true in your target language

First of all, sketch the following on some cards: happy, sad, afraid, surprised, brave/courageous, discouraged/frustrated, shy, worried, disappointed, unaware. You can sketch faces with these emotions, or can get pictures that illustrate them from magazines or the internet, using such sites as Google Images.

Then sketch a big ?-mark on a card. It stands for “yes/no question”.

On another card sketch a big X (which in this case stands for “not”).

On another card sketch a circle with a diagonal slash through it (for the negative command “don’t be”, used only with “you”).

On another card sketch a large exclamation mark (!) for “very”.

Get the pronoun cards

Now you can combine the cards to make various sentences, like “She is (not very) shy/worried/brave, etc.” You can also create sentences like, “Don’t you be disappointed”. Practice until you’ve got it under control. (*Demonstrates with Mr. Ahmet*)

Scene 9:10 Things Learned in this Lesson

Scroll by on screen. Voiceover: Teacher Zhang Dong

- With imagination you can create a huge number of practical language learning exercises that will take you through almost every aspect of language
- But you have to prepare these before your language helper arrives! This is a student-driving approach to language learning!
- No matter what your learning style, LAPs will really get you into learning the language.