

## Unit 5

### Integrating Total Physical Response and Picture Book, continued

#### Cast:

- Missionary Li Wei
- Mr. Ahmet

#### Scene 5.1. Missionary Li Wei at train station, waiting for his train

**Missionary Li Wei:** One day Mr. Ahmet told me he was going back to his own country. That meant that I had lost him as a language helper... That really saddened me, not just because I was learning much from him, but because we had become real friends. He had done so much to help me love and understand Muslim people.

One evening I shared my sorrow at losing my friend Mr. Ahmet with my house church. I told them I had come to love him, and that the Lord had given me a burden for him and his people. I told them I was sad that I was unable to have led him to Christ. I told them that I longed to be able to tell Muslim people the good news about God's grace in Jesus Christ, because they seemed to try to make themselves acceptable to God on the basis of their own righteous acts. I wanted to tell them in their own language and in ways that spoke to their hearts that it was not on the basis of our own righteousness that we can become acceptable to a holy God, but only on the basis of the imputed righteousness of Jesus Christ! (*spoken with passion*)

When I had shared these things Elder Wau stood up and said, "Li Wei, we have challenged you before to pray about going to Islamistan as a missionary. The Lord has given you a love and a passion for these people. Are you going to resist the Lord's call?"

I bowed my head and mixed emotions flooded through my being. I knew then that everything that had taken place in my life up to that time had been divinely planned by our sovereign God. It was God who had led Mr. Mahmut to our restaurant and through him introduced me to the Muslim people. It was God who had given me some insight into learning their language in a way children do. It was God who had nurtured the friendship with Mr. Ahmet, and given me a love and burden for the Muslim people. God had been preparing me for this task. I couldn't disobey that call. I had to go.

The chief elder arranged for me to visit some other house churches in our area as well. My house church prayed for me and gave me some money and a train ticket. I said farewell to my family and left for Islamistan.

When I arrived in Islamistan I visited my friend Ahmet. He was very glad to see me again, and introduced me to his extended family. They were very friendly. They were also interested to know that I wanted to learn their language.

Mr. Ahmet was only working part-time, so he didn't mind teaching me again. It took a little persuading, but instead of giving him free meals I now paid him for each lesson.

## **Fade and Cut**

### **Scene 5.2. Missionary Li Wei in language session with Mr. Ahmet**

*Title: Learning How To Say The Passive Voice and asking Questions*

**Missionary Li Wei:** Mr. Ahmet, sometimes a sentence has a subject and object, but the subject is not important. Only the object is, as in "When this picture was taken...". The picture is the object—we don't know the subject., i.e., who took the picture? These are called passive sentences.

Can you teach me this sentence form using Total Physical Response? Take, for instance, these pieces of paper and describe what was done to each piece of paper: "It was folded," "It was torn," "It was wadded," "It was cut". Each time please indicate which piece of paper is being described.

*Missionary Li Wei and Mr. Ahmet act out the activity*

**Missionary Li Wei:** You've probably noticed that there are two main types of questions: those which can be answered with a simple yes or no answer, and those which require specific information. The latter type of questions are those asked with such words as when, where, who, what, why, and how.

Mr. Ahmet, can you use the picture book and ask me simple questions about the pictures? Like "Is this a man?" "Is this man bicycling?" etc. You can ask me wrong questions as well, to check my comprehension, as in "Is this man sewing?", to which the answer would be "no". You can also ask me questions about both the subject and the object of sentences as in, "Who is riding the bike?" and "What is he riding?"

*Missionary Li Wei and Mr. Ahmet act out the activity*

**Missionary Li Wei:** Now can you ask me questions about indirect objects, as in: "Where is he working?" "What is she writing with?" "Who is she cooking for?" etc. You can also ask questions about the manner in which something is done: "How is she cooking?" And the reason: "Why is she cooking?" Questions can be asked about things in the past, present, or future.

*Missionary Li Wei and Mr. Ahmet act out the activity*

## **Cut**

**Scene 5.3.**     *Title: Learning How To Say Subjunctives*

**Missionary Li Wei:** I want to learn how to express things that are imagined, wished or uncertain. That's called subjunctivity. You see, things may be possible in the sense that they are not impossible (as in, "It could rain on my birthday"), or they may be possible in the sense that I don't know whether or not they are true (as in, "It could be raining outside"). I've noticed that the second kind of possibility is very frequently needed in basic communication. In fact, I've noticed that there are different degrees of uncertainty (as in, "He might come tonight" and "He'll probably come tonight").

Let's practice the concepts of ability/inability and desirability as well, as in "It would be good if you left", or "he must leave" etc. Let's use our picture book to practice these forms. Let's start with this picture of a restaurant. Mr. Ahmet, you say something like, "Someone is probably eating in here." Or you can say of this man walking by the restaurant, "This man might go into the restaurant".

*Missionary Li Wei and Mr. Ahmet act out the activity*

**Missionary Li Wei:** Now let's practice forms which carry the meaning of ability. Please look around and ask me about things I am able or not able to do, as in, "Are you able to lift the fridge?" or "Are you able to open the fridge?"

*Missionary Li Wei and Mr. Ahmet act out the activity*

**Missionary Li Wei:** Now let's combine the concept "should" and "must" in a single activity. If you say "You should do (something)", I'll start to do it, then hesitate. If you say I must do it, I'll do it quickly.

*Missionary Li Wei and Mr. Ahmet act out the activity*

**Cut**

**Scene 5.4.**     *Title: Learning How to Negate*

**Missionary Li Wei:** Mr. Ahmet, do you see this floor plan of a house I have drawn? I want you to ask me something like, "Where is the bathroom?" I'll point to another room, say the kitchen. You then correct me by saying, "No. That is not the bathroom. That is the kitchen".

*Missionary Li Wei and Mr. Ahmet act out the activity*

**Missionary Li Wei:** Now let's practice negation using Total Physical Response. You give me a command, and I'll do the wrong thing. For instance, you say, "Turn to the right" and I'll turn to the left, and then you correct me by saying, "No. Don't turn to the right. Turn to the left."

*Missionary Li Wei and Ahmet act out the activity using various verbs*

**Scene 5.5.**     *Title: Learning How To Start, Stop, Become, Continue and Remain*

**Missionary Li Wei:** Now please tell me to start or stop various actions, as in “Start running”, “Keep running”, “Stop running”, “Start writing your name”, “Stop writing”, “Finish writing your name”. You can also tell me to enter various states of being, as in “Become happy”. You point to the pictures of the action or emotions you are telling me to do or become to give me the meaning of what you are saying.

*Missionary Li Wei and Mr. Ahmet act out the activity using various verbs*

**Scene 5.6.**     *Title: Learning How To Say Conjunctions*

**Missionary Li Wei:** We sometimes string statements together, don’t we? It is possible to say, for instance, “This man left his house, hopped into his car, drove to the office and began working.”

Mr. Ahmet, would you please strings sentences together using these pictures? I will lay these pictures next to each other on the table, and you say, “the woman washed her clothes, then she ironed them, and then she put them in the cupboard.

*Missionary Li Wei and Mr. Ahmet act out the activity*

**Missionary Li Wei:** Why don’t you give me some exercise! Give me a string of commands that you want me to do. You can tell me, for instance, to “Go to that couch and pick up the pillow and then put it on the table”.

*Missionary Li Wei and Mr. Ahmet act out the activity*

**Scene 5.7.**     *Title: Learning how to say Relative Clauses*

**Missionary Li Wei:** Mr. Ahmet, let’s practice relative clauses this time. A relative clause is a clause that modifies a noun, as in “The man *who I told you about* is at the door” (“who I told you about”, the relative clause, describes the subject in the sentence, man. Learning this is important, because it will enable me to talk about specific people or objects.

Let’s combine Total Physical Response and the photographs to try to learn this. For instance, you can tell me to “Give two pencils to the girl *who is standing*”. I then have to put two pencils on top of the picture of the girl who is standing. That way I hear you say “who is standing” in your language... You can also tell me to “point to the man *who is*

bicycling” or ask me, “Where is the man who is bicycling?” or, “Where is the ball which the child is kicking?” or “Where is the tree which the boy is standing under?”

*Missionary Li Wei and Mr. Ahmet act out the activity*

### **Scene 5.8.**     *Title: Learning How To Say Conditionals*

**Missionary Li Wei:** Now I need to learn “if-clauses” which pertain to how things are at the moment, the present state of affairs. Do you see these things on the table? Some of these things are edible, some are not. I’ll pick up something and if it is not edible you say, “If it’s not edible I don’t want it.” If I pick something which is edible, then you say, “If it’s edible I want it.” Let’s start with “edible”. Then we’ll try it with different words like “red” and “soft”, etc.

*Missionary Li Wei and Mr. Ahmet act out the activity*

**Missionary Li Wei:** Now let’s try future oriented if-then sentences. You first say, “If I reach into my pocket, pick up the pencil.” You then perform various actions and repeat the sentence for each action. At some point you reach into your pocket, at which time I pick up the pencil.

*Missionary Li Wei and Mr. Ahmet act out the activity*

**Missionary Li Wei:** Now let’s use the picture book to learn the contrary-to-fact “if-then” sentence. For instance, you looks at each picture and imagine what the results would be if the person in the picture had not done whatever she or he is doing and tell me that: “If this man had not bicycled to work, he would have been in a train accident” or, “If this man were sick, he would not be able to bicycle to work” or, “If this man had not bicycled to work I would not have seen him.”

*Missionary Li Wei and Mr. Ahmet act out the activity*

### **Scene 5.9.**     *Title: Temporal Clauses*

**Missionary Li Wei:** I think we can also use the picture book to learn temporal clauses. By temporal clauses I mean information which provide the time frame in which events occur. They can be past oriented (“When I was eating my breakfast—”) or future oriented (“When I eat supper—”). Related notions include “Before I ate supper—”, “Until I ate supper—”, and “After I ate supper—.”

Can you think of a reasonable sentence to say in connection with each picture, using a past oriented temporal clause, as in “When this man was bicycling, he crossed a bridge”.

*Missionary Li Wei and Mr. Ahmet act out the activity*

**Missionary Li Wei:** For future oriented temporal clauses can you make up sentences like, “When I pick up the pen, fold the paper“ or, “Keep singing until I smile.” I’ll then do what you tell me to do.

*Missionary Li Wei and Mr. Ahmet act out the activity*

**Cut**

### **Scene 5.10. Teacher Zhang Dong in front of class**

**Teacher Zhang Dong:** Well, we have watched Missionary Li Wei do a whole lot of language lessons with Mr. Ahmet. What did you learn from Missionary Li Wei as he worked together with Mr. Ahmet?

**Student #1:** Missionary Li Wei really knows his grammar!

**Teacher Zhang Dong:** Yes, you’re right. The fact that missionary Li Wei made the effort to understand the basic aspects of Chinese, enabled him to ask the right questions from his language helper. It is important to know your own language well to help you learn a foreign language. That is another thing you can start doing now, before you leave for a foreign country!

**Student #2:** Missionary Li Wei did all his own lesson preparation. He knew what he wanted to learn, and then he had a plan as to how he could go about learning that.

**Teacher Zhang Dong:** Absolutely correct. He was pro-active. Mr. Ahmet, his language helper, was not a teacher at all. The language helper didn’t do any lesson preparation. In fact, he had no idea at the beginning of each lesson what would be expected of him. He just had to show up! The onus of lesson preparation was on Missionary Li Wei. He knew what he wanted to learn next, and had a plan as to how he was going to learn it. He had clear ideas of where he wanted to go and knew how to get there. By watching missionary Li Wei at work I hope that you too will get clear ideas about how to go about learning a foreign language just by using a language helper!

**Student #3:** It is amazing how much language you can learn just using a picture book and carrying out commands.

**Teacher Zhang Dong:** It is amazing, isn’t it! Remember, any normal child learns his language fluently! The key is that they get lots of comprehensible input. That’s what you have to create for yourself if you want to learn: lots of comprehensible input. Going to a language school where everything is over your head doesn’t teach you a thing. But creating simple exercises that you control and that you learn at your own speed gives you comprehensible input: you know what is supposed to be going on.

**Student #3:** Missionary Li Wei was able to give his instruction in Chinese. His language helper understood Chinese. That really helped him explain what he wanted them to do. It is possible to do these exercises with a language helper without having a common language? What chance do we have of getting a language helper who understands Chinese?

**Teacher Zhang Dong:** Yes, you're right. Missionary Li Wei's language helper, Mr. Ahmet, understood some Chinese. Finding a Chinese speaking language helper may not be easy. Some of you have learned some English at school. In Islamistan it is often quite easy to find students who know enough English to understand basic instructions. And remember too, you are learning the language as you go. The early exercises, when you act out simple things or use a picture book to identify people and objects are so simple you don't really need a common language to communicate what you want the language helper to do. As you begin to learn the language you will soon be able to make simple sentences and, with the help of a dictionary and a grammar, you will be able to communicate what you want to learn next.

Remember, very few of you will be going into the jungle somewhere to learn a language that has not been analyzed and written down. Most of the world's languages have dictionaries, grammar books and other helps we can use to help us develop a systematic plan. Using these tools and the things you are learning in this course will enable you to develop your own language learning program which you can implement with any native speaker.

## **Fade and Cut**

### **Scene 5.11. Things learned in this Lesson**

*Scroll by on screen. Voiceover: Teacher Zhang Dong*

- It really helps to know the grammar of your own language before you study a foreign language.
- The learner, not the language helper, does the lessons preparation. The learner must know what he or she wants to learn, and have a plan as to how to go about learning those things.
- It is amazing how much language you can learn just using a picture book and carrying out commands.
- This lesson showed you lots of ways in which you can learn different important concepts just using a picture book and carrying out commands.