

VIDEO Lesson 10:

Teacher: So, for most of the words so far it has been very intuitive. Very easy to recognize. Not a lot of memorization. We're getting into harder concepts. We can't escape rote memorization for everything. We try to limit it as much as we can, but we can't escape it. This next word is an example of that.

0:00:40

Teacher: So, this is the word thing. Any kind of thing. This is our general object. Since it is encompassing a lot of things, we just use a shape we haven't used yet, which was the triangle. So, this is the word "thing". Remember this is also a red word. So, this has nothing to do with thing, so don't think upside-down thing. This is another one of those words that we had to kind of be... creative. Clothing is usually wider on the top and smaller on the bottom. Usually.

0:01:28

Teacher: So, this is the word for clothing and fabric.

0:01:41

Teacher: Number.

0:01:46

Teacher: This is the roman numeral for 1,000. This is our word for 1,000.

0:01:57

Teacher: Now if you take a look at this picture right here, he is trying to hold together many pennies. This is the word "many". "Many" pennies.

0:02:26

Student: 1,000. Number. Clothes. Things. Many.

Teacher: Very good.

0:02:42

Teacher: Ok you remember this is "many", when your fingers are holding "many" pennies. This has nothing to do with this, because it's another red word, but it is still shaped with your fingers. When you say, "I was this *close* to getting the job". This is "near" or "close". Usually we use the word near because close can have homophones(?).

0:03:21

Teacher: So now we got this way, we have this way and now we have this way. This is the word "small". Really "small."

0:03:41

Teacher: This is convenient for English speakers, but it is not meant to be the letter V, it is meant to be a point emphasizing something. So, this is the word for "very". Like very good or very bad. Because the word very shows emphasis. This is emphasizing something. So, when you see this think of "pow!" Let's take a lot at what we have so far.

0:04:27

Student: Number. Very. Many. Clothes. Small. Close. Things.

Teacher: Okay, let's try this one more time. There's a lot of confusing little things in there.

0:05:06

Student: Very. Many. Close. Things. Clothes. Tiny. 1,000. Number.

Teacher: Okay, well you have learned all of our basic symbols. So now, the words are going to turn green. The words that are green use all the words you've used before. So, in these words, you're going to see words that you've seen before. What do you see that you've learned before.

0:06:01

Student: Person? There are multiple persons...so that's people.

0:06:13

Student: Woman. It's a man with hair, so it must be a woman.

Teacher: Right! So, you recognized man, man which has no hair and is looking the other way.

Student: So, does woman always look to the left?

Teacher: Yes.

0:06:49

Teacher: This is near. Near or close. You can kind of picture this is one place, and this is the next place and the distance between them is very small. So, this is close or near.

0:07:28

Student: Things. Clothes or fabric. Woman. People. Very. Tiny. 1,000. Number. Many.

Teacher: Okay!

Student: I'm getting there.

Teacher: Yes, you are.

0:08:07

Teacher: Okay so just like you did for lesson 9, you have 10 words in front of you. Go ahead and make 3 sentences with 3-4 words each.

0:08:40

Student: *[arranges cards into order]* Woman measure small time.

Teacher: Are you saying she measures?

Student: She keeps track of the time throughout the day. She measures small amounts of time. That's a concept.

0:09:56

Student: *[arranges cards into order]* A thousand is many people.

0:11:22

Student: *[arranges cards into order]* Women like small clothes.

Teacher: Okay. Very good.