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ABSTRACT
                One of the main objectives of the Chinese Bilingual
Pilot Program in San Francisco is to teach Cantonese to non-Chinese
speaking children. This teacher's manual is designed to be used at
the second level of instruction in Chinese as a second language. For
each of the thirty-five lessons, the materials needed are indicated.
The basic grammar points, language patterns and vocabulary are
outlined, and likely errors are pointed out. Sample tests are
provided, followed by an outline of the procedures to be followed in
the teaching of the language patterns. Every fourth lesson consists
of a review of the previous material. Although teachers should teach
language patterns that are most natural to their speech, it is
suggested that students should be exposed to alternative ways of
speaking once the basic foundation has been established. (CLK)

Level II

CHINESE AS A SECOND LANGUAGE:

(Spoken Cantonese)

Teacher's Manual

Helene Lew

San Francisco Unified School District
Chinese Bilingual Pilot Program
ESEA Title VII

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

BOARD OF EDUCATION

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Introduction

As in Level I, <u>Chinese as a Second Language</u>, Level II had been developed for the Chinese Bilingual Pilot Program, ESEA Title VII in San Francisco. Our main objective remains the same: to teach Cantonese to non-Chinese speaking children. In time, we hope that these children will be able to use this new language in a meaningful way such as carry on a simple conversation in Cantonese.

The following is an explanation of the symbols used in this book.

T = teacher

S = student

Model : (3) = say it three times

Echo : (3) = students repeat it three times

◯ = whole class

◐ = first half of the class

◑ = the other half of the class

⊙ = individually

(book) = substitution slot

( ) = information enclosed in parenthesis may be:

    1. omitted from language pattern by preference as in the case of 嘅 in "I'm reading. 我讀(嘅)書 ."

or 2. interchangeably used with another expression as in the case of "where 邊度 or 邊處 ."

The teacher should teach the language patterns that are most natural to his/her own speech. But he/she needs to keep in mind that the students ought to be exposed to alternative

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ways of speaking once the basic foundation has been established.

The review lessons in Level II are presented in dialog or monolog format. This way, the students will encounter the vocabulary that they'd already learned in a different context.

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MATERIALS NEEDED

TEACHING POINTS

FP's:
to like (green #201)
and (white #231)

Make own FP's:
+/- (positive/negative)
/ (slash stands for 'or')
colors (with construction paper:
black, blue, brown, gold, gray,
green, orange, pink, purple,
red, silver, white, yellow

"Like 中意 " and "want 要 " are often
used in very similar situations.
And they are sometimes used inter-
changeably. "Want 要 " expresses a
specific request for certain things
while "like 中意 " conveys strong
preference.
The +/- question form of "like 中意 "
is contracted to: 中唔中意 .
The word "or" is introduced here
because it's a very useful word.
"定 " is for spoken only. "或者,抑或"
are for both spoken and written.
Pick the form most natural to you.

LANGUAGE PATTERNS

VOACBULARY

Students will learn to ask:
  What color(s) do you like?
  你中意乜嘢色呀?
  Do you like red?
  你中唔中意紅色呀?
  Do you like red or blue?
  你中意紅色定(或者,抑或)藍色呀?

And they will answer:
  Red. 紅色. I like red. 我中意紅色.

  Yes/No, I like green.
  中意./唔中意,我中意綠色.

to like 中意,鍾意

and 同

or 定,或者,抑或

LIKELY ERRORS

Use the wrong form of +/- question for the verb "like 中意 ":
中意唔中意   for 中唔中意.

TESTS

Pick two colors and start a chain question and answer with S_1:
  T: I like red. Do you like red?
     我中意紅色。你中唔中意紅色呀?

S_1: Yes/No, I like green.
     中意./唔中意,我中意綠色.

  S_1 to S_2: Do you like green?
          你中唔中意綠色呀?

  S_2: Yes/No,..   etc.

Continue around the class.

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Directions	Language Patterns
Review:	**Review:**
1. Use construction paper FP's to review colors.	1. Model: (1), Echo: ◯ T: <u>red</u> 紅色. ◯: ___ etc.
Presentation:	**Presentation:**
2. Introduce FP's: to like, and. Hold up FP's one at a time and model:	2. Model: (2), Echo: ◯ (2), ⊙. T: to like 中意 ⊙: ___ T: and 同 ◯: ___
3. Pick a color FP and put it together with the FP "to like" Point to self and model: Have students imitate motion and repeat: Change the colors and continue the sentence pattern. Pick two colors and put the FP "and" between them: Motion for class to repeat: Change colors and continue the sentence pattern.	3. Model: (2), Echo: ◯ (2), ⊙ T: I like <u>green</u>. 我中意綠色。 ⊙: ___ etc. T: I like <u>green</u> and <u>red</u>. 我中意綠色同紅色。 ◯: ___ etc.
4. Hold up FP: / (or); model.	4. Model: (2), Echo: ◯ (2), ⊙ T: or 定, 或者, 抑或, ◯: ___
5. Pick two colors and put the FP: / (or) between them. Address question to S_1: Motion for class to repeat question to S_1: Help S_1 with reply: Address question to S_2, changing the color FP's if desired. Continue the same procedure around the class.	5. Model: (2), Echo: ◯ (2), ◯ T: Do you like <u>green</u> or <u>red</u>? 你中意綠色定(或者, 抑或) 紅色呀? ◯: ___? S_1: I like <u>green</u>. 我中意綠色。 etc.

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Directions	Language Patterns
6. Pick a color and start a conversation with S_1.	6. Model: (2), Echo: ◯ (2), ⊙ T: I like green. 我中意綠色.
to S_1:	Do you like green? ⤴ 你中唔中意綠色呀?
Have class repeat question to S_1:	◯: _____ ?
Help S_1 with reply, especially if the reply is negative.	S_1: Yes./ No, I like red. 中意./唔中意.我中意紅色.
Pick another color FP, ask S_2:	T: Do you like red? 你中唔中意紅色呀?
Have class ask S_2 the same question:	◯: _____?
Continue around the class.	S_2: Yes./ No, I... etc.
7. Have enough color construction paper for each student to choose a color. To S_1:	7. Question and answer T: What color do you like? 你中意也嘢色呀?
	S_1: I like _____ 我中意 ___
Give S_1 the requested color. Repeat question to S_2:	T: What color ...?
	S_2: I like _____.
Continue around the class.	etc.
8. After every student has chosen a color, tally the students' choices:	8. Model: (1), Echo: ◯ (1). T: S_1 and S_7 like red. 一同 __ 中意紅色.
Have class repeat the tally:	◯: _____.
	T: S_2, S_3, and S_5 like green. 一, 一同 __ 中意綠色.
Class repeats:	◯: _____.
Continue the tallying.	etc.

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PROCEDURES

Directions	Language Patterns
9. Start question and answer with S_1:	9. Question and responses T: S_1, who like(s) red?
	邊個中意紅色呀？
S_1 looks around and names the students who're holding red FP's.	S_1: __, __, and __ like red.
	__, __同 __中意紅色。
Cue S_1 with another FP: green. Have S_1 ask S_2 who like(s) green.	○✓ S_2, who like(s) green.
	__ 邊個中意綠色呀？
	S_2: _____.
Cue S_2 with a different color to ask S_3.	○: _____?
Continue around the class.	etc.

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MATERIALS NEEDED

FP's:
to like (green #201)
most (-est) (buff #238)
delicious to eat (buff #239)
delicious to drink (buff #240)
water (orange #292)
apple juice (orange #293)
orange juice (orange #294)
eating, drinking (green #40, 41)
apple, orange, candy, cookies,
milk (orange #65-69)

color FP's

TEACHING POINTS

Delicious to eat 好食 and delicious
to drink 好飲 function both as
adjectives and verbs. In the
sentence: "The apple is delicious
蘋果好食 ", the verb 'to be' is
omitted in the Chinese. The use
of the verb 'to be' in a sentence
such as: "蘋果係好食" show
emphasis:"The apple is really
delicious."

The superlative "最" comes before
the word(s) it modifies.

LANGUAGE PATTERNS

Students will learn to ask:
  What do you like to eat/to drink?
  你中意食(飲)也嘢呀?

  What do you like to eat/drink best?
  你最中意食(飲)也嘢呀?

And they will answer:
  I like to eat(drink) apple (apple
  juice). 我中意食(飲)蘋果(蘋果汁).

  I like to eat (drink) apple
  (apple juice) best.
  我最中意食(飲)蘋果(蘋果汁).

VOCABULARY

most (-est) 最

delicious to eat 好食

delicious to drink 好飲

water 水

apple juice 蘋果汁(水)

orange juice 橙汁(水)

LIKELY ERRORS

Confusion between delicious to eat and delicious to drink.

TESTS

Display all the food FP's in a pocket chart. Point to one and
start conversation with S$_1$:
  T: I like to eat orange the best. What do you like to eat best?
  我最中意食橙.   你最中意食也嘢呀?

  S$_1$: I like to eat apple best.
  我最中意食蘋果.

Have S$_1$ ask S$_2$:
  What do you like to eat best?
  你最中意食也嘢呀?

  S$_2$: I like ...

S$_2$ to S$_3$ 10
  What...?

  etc.

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Directions	Language Patterns
Review:	Review:
1. **Arrange** the color FP's in a pocket chart or ledge. Name all the colors in order, ask S_1:	1. Question and responses T: Do you like <u>red</u>, <u>blue</u>, <u>green</u>, <u>orange</u> ... or <u>black</u>? 你中意紅色,藍色,綠色, 橙色定(或者,抑或)黑色呀: S_1: I like <u>red</u>. 我中意紅色.
Have S_1 ask S_2 the same question naming all the colors.	: Do you like ...? 你中意 .... ? S_2: I like .... etc.
Continue around the class.	
Presentation:	Presentation
2. Introduce FP: most (-est)	2. Model: (2), Echo: ◯ (2), ⊙ T: most (-est) 最 ◯: _____ .
3. Arrange FP: to like with three color FP's. Model:	3. Model: (2), Echo: ◯ (2), ⊙ T: I like <u>red</u>, <u>green</u>, and <u>white</u>. 我中意紅色,綠色,同白色. ◯: _____ .
Have class repeat:	
Pick one color and put it with the FP's: "most" and "to like" Model:	T: I like <u>red</u> best. 我最中意紅色. ◯: _____ .
Have class repeat:	
Continue the same procedure while substituting other colors in the sentence patterns.	etc.
4. Show three colors to S_1.	4. Model: (2), Echo: ◯ (2), ⊙ T: <u>Red</u>, <u>green</u>, and <u>black</u>. 紅色,綠色,同黑色
Point to the FP's: "most" and "like", ask S_1:	: What color do you like best? 你最中意也嘢色呀?
Have class repeat the question to S_1:	◯: _____ ?
Help S_1 with reply if necessary:	S_1: I like <u>green</u> best. 我最中意綠色.
Procede the same way around the class.	etc.

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Directions	Language Patterns
5. Introduce the rest of the new FP's, one at a time.	5. Model: (2), Echo: ◯ (2), ⊙ T: water 水 ◯: ___ T: apple juice 蘋果汁(水) ◯: ___ T: orange juice 橙汁(水) ◯: ___ T: delicious to eat 好食 ◯: ___ T: delicious to drink 好飲 ◯: ___
6. Arrange all liquid items with FP: delicious to drink. Point to FP's:"milk" and "delicious to drink". Model: Have class repeat: Point to FP's: "milk", "most", and "delicious to drink". Model: Have class repeat: Continue the same way with the other liquid FP's. Arrange all the solid food FP's with the FP: delicious to eat. Repeat the same procedures as above.	6. Model: (2), Echo: ◯ (2), ⊙ T: Milk's delicious. 　牛奶好飲. ◯: ___. T: Milk's most delicious. 　牛奶最好飲. ◯: ___. etc.
7. Point to the FP's: "most" and "to drink". Model: Have class repeat the question to S$_1$: Help S$_1$ with reply.	7. Model: (2), Echo: ◯ (2), ⊙ T: What do you like to drink best? 　你最中意飲也嘢呀? ◯: ___? S$_1$: I like apple juice the best. 　我最中意飲蘋果汁(水).

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Directions	Language Patterns
7. (Cont.)	7. (Cont.)
Continue the same way with the rest of the liquid FP's.	
Repeat the same procedure with the FP's: "most" and "to eat". Model:	T: What do you like to eat best? 你最中意食乜嘢呀？
Have class repeat the question	◯: _____?
	S₁: I like apple best. 我最中意食蘋果.
	etc.

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MATERIALS NEEDED

TEACHING POINTS

FP's:
to do (green #202)
most (buff #238)
water, apple juice, orange juice,
(orange #292-294)
apple, orange, candy, cookies,
milk (orange #65-69)
writing, reading, copying,
drawing, coloring, cutting,
learning Chinese (green #33-39)

2 Puppets (make your own or buy)

As in English, the verb "to do 做"
appears in the question but not
in the reply. e. g. "What are
you doing?你做(嘅)乜野呀? I'm
writing我寫(嘅)字."

The verbs "to do" and "to like"
combine to form the compound
verb "to like to do中意做 ".

LANGUAGE PATTERNS

VOCABULARY

The students will be able to ask:
  What do you like to do?
  你中意做乜嘢呀？

  What do you like to do best?
  你最中意做乜嘢呀？

And they will answer:
  I like to write.
  我中意寫字.

  I like to write best.
  我最中意寫字.

to do 做

LIKELY ERRORS

Reply to the question "What are you doing?你做(嘅)乜野呀? with
"我做(嘅)寫字" instead of the correct answer "我寫(嘅)字."

TESTS

Arrange the action FP's (green #33-39) in a pocket chart. Pick one
FP and start chain question and answer with S_1:
        T: I like to write best. 我最中意寫字.

  to S_1 : What do you like to do best?你最中意做乜嘢呀？

        S_1: I like to read best.我最中意讀書.

  to S_2 : What do you like to do best?你最中意做乜嘢呀？

        S_2: I like ....   etc.

Continue around the class.

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PROCEDURES

Directions	Language Patterns
Review:	Review:
1. Display all the food FP's. Start chain question and answer with S₁:	1. Chain question and answer T: I like <u>orange juice</u> best. 我最中意橙汁(水).

Directions

Review:

1. Display all the food FP's. Start chain question and answer with S₁:

  to S₁:

  Help S₁ pick an FP and reply if necessary.

  Have S₁ ask S₂ the same question.

  to S₃

  Continue around the class.

Presentation

2. Hold up the FP: "to do". Model for the class and have class repeat.

3. Display the "action" FP's (green #33-39) in a pocket chart. Use the puppets: Siu Ming and Siu Ying to introduce the new dialog.

  Siu Ming holds FP: "to do" and asks Siu Ying:

   Class repeats:

  Siu Ying picks an FP and answers:

   Class repeats

4. Place the FP: 'most' in the pocket chart above the "action" FP's. Combine the use of "most 最" with the action verbs.

  Siu Ming holding FP's: "most" and "to do" and asks Siu Ying

   Class repeats

Language Patterns

Review:

1. Chain question and answer
T: I like <u>orange juice</u> best.
  我最中意橙汁(水).

  : What do you like best?
  你最中意乜嘢呀?

  S₁: I like <u>apple juice</u> best.
  我最中意蘋果汁(水).

  : What do you like best?
  你最中意乜嘢呀?

  S₂: I like....

  : What...?

  etc.

Presentation

2. Model: (3), Echo: ◯ (2), ⊙
  T: to do 做

  ◯: _____

3. Model: (3), Echo: ◯ (2), ⊙

  Siu Ming: What do you like to do?
  你中意做乜嘢呀?

  ◯: _____?

  Siu Ying: I like to read.
  我中意讀書.

  ◯: _____.

4. Model: (3), Echo: ◯ (2), ⊙

  Siu Ming: What do you like to do best?
  你最中意做乜嘢呀:

15 ◯: _____?

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PROCEDURES

Directions	Language Patterns
4. (cont.)	4. (cont.)
Siu Ying picks an FP and replies:	Siu Ying: I like to read best. 我最中意讀書.
Class repeats	◯: _____.
Vary the action FP's	etc.
5. Start chain question and answer with S_1:	5. Chain question and answer T: I like reading best. 我最中意讀書.
to S_1	◯: What do you like to do best? 你最中意做乜嘢呀?
	S_1: I like writing best. 我最中意寫字.
S_1 to S_2	: What do you...? 你最中意.... ?
	S_2: I like.... 我中意....
to S_3	: What do you...? 你最中意.... ?
Continue around the class.	etc.

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MATERIALS NEEDED

TEACHING POINTS

FP's:
Dialog #1 (pink #175)
Dialog #2 (pink #176)
Dialog #3 (pink #177)

The format of this lesson is in dialogs. The vocabulary used are review vocabulary. This new format (dialogs) for review lessons presents another way for students to use the vocabulary that they have already learned

LANGUAGE PATTERNS

VOCABULARY

Students will be able to master the dialogs of FP's: #175-177.	None

LIKELY ERRORS

None

TESTS

None

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Directions	Language Patterns
1. Introduce Dialog #1 with FP: #175:	1. Model: (2), Echo: ◯ (2), ◖◗
	$T(S_1)$: What do you want?
	你要乜嘢呀？
	◯: _____?
	$T(S_2)$: I want some paper.
	我要紙.
	◯: _____.
	$T(S_1)$: What color paper do you have?
	你要乜嘢色紙.
	◯: _____?
	$T(S_2)$: Do you have any red paper?
	你有冇紅色紙呀？
	◯: _____?
	$T(S_1)$: Yes, how many (pieces) do you want?
	有,你要幾(俊)張呀?
	◯: _____?
	$T(S_2)$: Two. Thank you.
	兩張. 唔該.
Divide class into two groups, have Group 1 take the role of S_1 and Group 2 take the role of S_2. Reverse roles. Also have individual students volunteer to take the roles of S_1 & S_2.	◯: _____.
2. Questions & Answers Holding FP: #175, ask students questions about the FP such as:	2. Questions & Answers
	T: What does (S_2) want?
	佢要乜嘢呀?
	◉: (S_2) wants some paper.
	佢要紙.
	T: What color paper does (S_2) want?
	佢要乜嘢色紙.
	◉: (S_2) wants some red paper.
	佢要紅色紙.

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Directions	Language Patterns
2. (Cont.)	2. (Cont.)
	T: How many pieces of paper does (S₂) want?
	佢要幾(多)張紙呀?
	◯: (S₂) wants two.
	佢要兩張。
3. Substitutions a) Have students substitute other colors in dialog.	3. Substitutions
	S₁: What do you want?
	S₂: I want some paper.
	S₁: What color paper do you want?
	S₂: Do you have any green paper?
	S₁: Yes, how many...?
	S₂: Three. Thank you.
b) Have students change the number of pieces of paper requested in the dialog.	
4. Introduce Dialog #2 with FP. #176:	4. Model:(3), Echo:◯(2), ◐◐◯ T(S₁): What do you have that's good to drink? 你有乜嘢好飲呀? ◯: ____? T(S₂): (I have) orange juice, apple juice, and milk. (我有)橙汁(水),蘋果汁(水), 同牛奶。 ◯: ____. T(S₂): What would you like (to drink)? 你中意飲乜嘢呀? ◯: ____? T(S₁): Orange juice. Thank you. 橙汁(水). 多謝。
Have ½ class take the role of S₁ and the other ½, S₂. Reverse roles. Have individual students take the roles of S₁ & S₂.	
5. Questions & Answers Holding FP: #176, ask students questions about the FP such as:	5. Questions & Answers
	T: What does (S₂) have to drink? 佢有乜嘢飲呀?
	◯: (S₂) has orange juice, apple juice, and milk. 佢有橙汁(水),蘋果汁(水),同牛奶.

Directions	Language Patterns
5. (Cont.)	5. (Cont.) T: What does (S_1) want? 　　佢要乜嘢呀？ ◯: (S_1) wants orange juice. 　　佢要橙汁(水)。
6. Substitutions Have students rework dialog, substituting food items such as:	6. Substitutions S_1: What do you have that's 　　good to eat? 　　你有乜嘢好食呀？ S_2: (I have) <u>cookies</u>, <u>oranges</u>, 　　and <u>apples</u>. 　　What would you like? 　　etc.
7. Introduce Dialog #3 with FP: #177:	7. Model:(2), Echo: ◯(2), ●◖◗,⊙ T(S_1): What do you have to do? 　　我哋要做乜嘢呀？ ◯: ＿＿＿＿？ T(T): Read(a story), and draw 　　a picture(of the story). 　　要讀書同畫畫。 ◖: ＿＿＿。 T(S_1): Should we read or draw 　　first? 　　我哋要讀書定(或者,抑或) 　　畫畫先呀？ ◯: ＿＿＿？ T(T): Read(the story) first. 　　(要)讀書先。 ◯: ＿＿＿。
Have ½ class take the role of S_1 and the other ½, T. Reverse roles. Have individual students take the roles of S_1 & T.	
8. Substitutions Have students substitute other activities in the dialog, e.g.:	8. Substitutions S_1: What do we have to do? T: <u>Draw</u> a <u>picture</u> and <u>color</u> it. 　　etc.

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MATERIALS NEEDED	TEACHING POINTS
FP's: to feel (green #203) how (white #233) this way (white #234) happy/unhappy (buff #241) peppy/sleepy (buff #242) tired/not tired (buff #243) interested/bored (buff #244) well/not well (buff #245) worried/not worried (buff #246) mad/not mad (buff #247)	"覺得" and "感覺" can both be used for the verb "to feel". Use the expression that is most natural to you, but also try to introduce the other form for recognition.

LANGUAGE PATTERNS	VOCABULARY
Students will be able to ask: 　How do you feel? 　你覺得(感覺)點樣呀? And they will be able to answer: 　I feel happy. 　我覺得快樂.	to feel 覺得, 感覺 how 點樣 this way 咁樣 happy/unhappy 快樂/唔快樂 peppy/sleepy 好精神/眼瞓 tired/not tired 癐/唔癐 interested/bored 有興趣/冇興趣 well/not well 好好/唔舒服 worried/not worried 擔心/唔擔心 mad/not mad 嬲/唔嬲

LIKELY ERRORS

Confusion in the use of the vocabulary.

TESTS

Hold up FP's #241-247. Point to first FP and start chain question and answer with S_1:
　T: How do you feel -- happy or unhappy?
　　你覺得點樣--快樂定唔快樂呀:
　S_1: I feel happy.
　　我覺得快樂.
Point to the next FP: peppy/sleepy, have S_1 ask S_2 accordingly.
　S_1: How do you feel -- peppy or sleepy?
　　你覺得點樣--好精神定眼瞓呀:
　S_2: I feel sleepy.　　To S_3: How ...?
　　我覺得眼瞓.
　S_3: I feel .... etc.
Continue around the class.

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PROCEDURES

Directions	Language Patterns
Presentation:	Presentation:
1. Introduce all the FP's one by one:	1. Model: (2), Echo: ◯ (2), ⊙
	T: to feel 覺得,感覺
	◯: ___
	T: how 點樣
	◯: ___
	T: this way 咁樣
	◯: ___
	T: happy/unhappy 快樂/唔快樂
	◯: ___
	T: peppy/sleepy 好精神/眼瞓
	◯: ___
	T: tired/not tired 癐/唔癐
	◯: ___
	T: interested/bored 有興趣/冇興趣
	◯: ___
	T: well/not well 好好/唔舒服
	◯: ___
	T: worried/carefree 擔心/唔擔心
	◯: ___
	T: mad/not mad 躀㜆/唔躀㜆
	◯: ___
2. Put FP: how in a pocket chart. Also arrange the FP: this way with the rest of the FP's in the pocket chart.	2. Model: (2'), Echo: ◯ (2), ⊙
Point to FP: how, model:	T: how 點樣
Have class repeat:	◯: ___

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PROCEDURES

Directions	Language Patterns
2. (cont.)	2. (cont.)
Model question: (How in this case means which way)	T: Which way (how) is <u>happy</u>? 點樣係快樂呀?
Have class repeat the question	○: _____?
Point to FP: this way, model:	T: this way. 咁樣.
Class repeat	○: _____
Point to FP:"happy", model reply:	T: This way is happy. 咁樣係快樂
Class repeat	○: _____.
Model next question:	T: Which way (how) is <u>unhappy</u>? 點樣係唔快樂呀?
Class repeat	⊙: _____?
Point to FP:"unhappy", model reply:	T: This way is <u>unhappy</u>. 咁樣係唔快樂.
Class repeat	○: _____.
Substitute other FP's in the substitution slot. Continue modeling the questions and responses.	etc.
3. Hold up FP:<u>happy/unhappy</u>, model:	3. Model: (2), Echo: ○ (2), ⊙ T: <u>happy/unhappy</u>
	○: 快樂/唔快樂
Class repeat	
Model question	T: How do you feel -- <u>happy</u> or <u>unhappy</u>? 你覺得點樣-- 快樂定唔快樂呀?
Have class repeat the ques- tion to S$_1$:	○: S$_1$, how ...?
Help S$_1$ with reply:	S$_1$: I feel <u>happy</u> (<u>unhappy</u>). 我覺得快樂(唔快樂).
Pick another FP: <u>peppy, sleepy</u>, model:	T: <u>peppy/sleepy</u> 好精神/眼瞓
Class repeat	○:
Model question	T: How do you feel -- <u>peppy</u> or <u>sleepy</u>? 你覺得點樣-- 好精神定眼瞓呀?
Have class repeat question to S$_2$:	○: S$_2$, how ...?
Continue around the class.	S$_2$: I feel .... etc.

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PROCEDURES

Directions	Language Patterns
4. Point to an FP and start chain question and answer with S_1.	4. Chain question and answer T: I feel <u>peppy</u>. 我覺得好精神.
to S_1:	: How do you feel? 你覺得點樣呀?
Help S_1 select an FP and answer accordingly.	S_1: I feel ....
S_1 to S_2	: How do you feel?
	S_2: I feel ....
S_2 to S_3	: How do you feel?
Continue around the class.	etc

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MATERIALS NEEDED

FP's:
to go (green #204)
to return (green #205)
school (orange #295)
home (orange #296)
classroom (orange #297)
auditorium (orange #298)
cafeteria (orange #299)
office (orange #300)
yard (orange #301)
park (orange #302)
zoo (orange #303)
kitchen (orange #304)
bedroom (orange #305)

Charts:
#3, #8

TEACHING POINTS

The verb "to go" is "去" in Chinese. In English, we say "go home", "go to school", or "go to work". But in Chinese, for places that we go to habitually such as the above, we must change the verb to "to return 返(黎)". The above expressions become, "返屋企 ",

"返學校", or "返工 " respectively.

The classifier: 間 is necessary for buildings and rooms.

LANGUAGE PATTERNS

The students will be able to ask:
  Where are you going?
你去邊度(處)呀？
  Is this a school?
呢間係唔係學校呀？
And they will answer:
  I'm going to the classroom.
我去班房(課室)。
  Yes/No, it's a bedroom.
係/唔係, 係(間)瞓房.

VOCABULARY

to go 去   office 辦公室,公務室
to return 返(黎,去) yard 操場
school 學校   park 公園
home 屋企   zoo 動物園
classroom 班房,課室 kitchen 廚房
auditorium 禮堂   bedroom 瞓房
cafeteria 飯堂   classifier 間

LIKELY ERRORS

Use "去" where "返" should be used: 去屋企 → 返屋企。

TESTS

Put FP's #298-306 together. Show top FP and start chain question and answer with S$_1$:
  T: I'm going to the office. 我去辦公室(公務室)。

Show next FP for S$_1$ to formulate own answer, ask S$_1$:
  Where are you going? 你去邊度(處)呀？

  S$_1$: I'm going to ____. 我去 ____。
Change FP and have S$_1$ ask S$_2$:
  Where are you going? 你去邊度(處)呀？

  S$_2$: I'm going to ____. 我去 ____。
      ? etc.
Continue around the class.

PROCEDURES

Directions	Language Patterns
Presentation:	**Presentation:**
1. Introduce FP's:	1. Model:(2), Echo:◯(2), ⊙
	T: classroom 班房, 課室
	◯: ___
	T: auditorium 禮堂
	◯: ___
	T: cafeteria 飯堂
	◯: ___
	T: office 辦公室, 公務室
	◯: ___
	T: yard 操場
	◯: ___
	T: park 公園
	◯: ___
	T: zoo 動物園
	◯: ___
	T: kitchen 廚房
	◯: ___
	T: bedroom 睡房
	◯: ___
2. Use Chart #8 to introduce the classifier:	2. Model: (2), Echo:◯(2)
	T: 間
	: ___
	T: a kitchen 一間廚房
	: ___
	T: a bedroom 一間睡房
	: ___
	T: a house 一間屋
	: ___

PROCEDURES

Directions	Language Patterns
3. Classifier drill. Group FP's: school, home, classroom, auditorium, cafeteria, office, kitchen, and bedroom with Chart #8. Point to an FP and model: Class repeats: Point to next FP, model: Class repeats: Continue with the rest of the FP's.	3. Model: (2), Echo: ◯ (2), ⊙ T: This is a school. 呢間係學校。 ◯: ____ T: This is a classroom. 呢間係班房。 ◯: ____ etc.
4. Classifier drill. Group FP's: yard, park, and zoo with Chart #3. Point to FP and model: Class repeat:	4. Model: (2), Echo: ◯ (2) ⊙ T: This is a yard. 呢個係操場。 ◯: ____ T: This is a park. 呢個係公園。 ◯: ____ T: This is a zoo. 呢個係動物園。 ◯: ____
5. Introduce the FP: to go, model. Arrange FP's (#297-305) with the FP: to go. Model question and answer. Point to an FP Next FP: Continue substituting other FP's in the substitution slot.	5. Model: (2), Echo: ◯ (2), ⊙ T: to go 去 ◯: ____ T: Where are you going? 你去邊度(處)呀？ ◯: ____? T: I'm going to the office. 我去辦公室 (公務室)。 ◯: ____ T: I'm going to the cafeteria. 我去飯堂。 ◯: ____. etc.

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PROCEDURES

Directions	Language Patterns

6. Introduce the FP: to return, model:
 	
Put FP's: school, and home with FP: to return, model:
	6. Model: (2), Echo: ◯(2), ⊙
	  T: to return 返
	
	  ◯: ____.
	
	  T: I'm going home.
	  我返屋企.
	  ◯: ____.
	
	  T: I'm going to school.
	  我返學校.
	  ◯: ____.

7. Group FP's into 2 groups.
Group 1: to return, school, home
 	
Group 2: to go, FP #298-306
 	
Pick one FP from each group and model question.
 	
Have class repeat question to S$_1$:
 	
Help S$_1$ choose an FP. Make sure that S$_1$ uses the correct verb.
 	
Repeat the question to each student individually substituting other FP's from Group 1 and Group 2.
	7. Model: (2), Echo: ◯(2), ⊙
	
	  T: Are you going to school or to the park?
	  你返學校定去公園呀?
	
	  ◯: S$_1$, are you ...?
	
	  S$_1$: I'm going to school.
	  我返學校.
	
	  etc.

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MATERIALS NEEDED

FP's:
What time (white #234)
9:00 (gray #272)
9:03 (gray #273)
9:05 (gray #274)
9:13 (gray #275)
9:30 (gray #276)
9:55 (gray #277)
today (gray #278)
school, home (orange #295-6)
yard, park (orange #301-302)
writing, reading, copying,
drawing, coloring, cutting,
learning to speak Chinese
(green #33-39)

TEACHING POINTS

Position of "what time 幾點鐘" is
between subject and verb, e.g.
"What time are you going to draw?

你幾點鐘畫畫呀 ?"
There are twelve units (字) of
five minutes each in an hour.
However, "字" is often omitted as
in "10:05 十點搭一 ".

LANGUAGE PATTERNS

Students will be able to ask:
 What time is it?(係)幾點鐘呀?

  Is it 9:00? 係唔係九點鐘呀?

  What time are you going to draw?
  你幾點鐘畫畫呀?

And they will answer:
  It's 9:00. (係)九點鐘.

  Yes/No, it's 9:03. 係/唔係,係九點零三分.

  I'll draw at 9:30.
   我九點半畫畫.

VOCABULARY

what time 幾點鐘
9:00 九點(鐘)
9:03 九點零三分(鐘)
9:05 九點一(個字)
    九點搭一(個字)
9:13 九點十三分(鐘)
9:30 九點半
9:55 九點搭十一
today 今日

LIKELY ERRORS
Confusion in telling time especially the difference between "分 "
(minute) and "字 "(5-minute unit).

TESTS
On a piece of paper, write an activity and time, e.g. " Draw--9:30".
Give these to students. Teacher shows his/hers to class first and
start chain question and answer.
  T: I'm going to read at 9:30. 我九點半讀書.

Look at what S₁ has (e.g. Draw--9:45) and ask question accordingly.
  : S₁, when are you going to draw? 你幾點鐘畫畫呀?

  S₁: I'm going to draw at 9:45. 我九點九畫畫.

Ask S₁ to look at what S₂ has on his/her paper (e.g. Color--9:03)
then ask S₂ when he/she is going to do that activity.
  S₁: S₂, when are you going to color? 你幾點鐘油顏色呀?

  S₂: I'm going to color at 9:03. 我九點零三分(鐘)油顏色.
   : S₃, when ...?
     etc.
Continue around the class.

Directions	Language Patterns
Review: 1. Hold up the action FP's (#33-39) and ask:	Review: 1. Substitution: ◯ T: What are you doing? 你做(嚟)也嘢呀? ◯: I'm <u>drawing</u>. 我畫(嚟)畫. etc.
Presentation: 2. Introduce new FP's one by one:	Presentation: 2. Model: (3), Echo: ◯(2), ⊙ T: today 今日 ◯: ____ T: what time 幾點鐘 ◯: ____ T: 9:00 九點(鐘) ◯: ____ T: 9:03 九點零三分(鐘) ◯: ____ T: 9:05 九點一(個字) 九點搭一(個字) ◯: ____ T: 9:13 九點十三分(鐘) ◯: ____ T: 9:30 九點半 ◯: ____ T: 9:55 九點搭十一(個字) 九點十一(個字) ◯: ____
3. "Time" drill. Hold up FP: what time, and alternate with a "time" FP.	3. Model: (3), Echo: ◯(2), ⊙ T: What time is it? (係)幾點鐘呀? ◯: ____? T: It's 9:00. (係)九點(鐘). ◯: ____. etc.

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PROCEDURES

Directions	Language Patterns
4. Hold up a "time" FP and ask:	4. Model: (3), Echo: ◯ (2), ⊙
	T: Is it 9:00?
	係唔係九點(鐘)呀?
Elicit both positive and negative responses:	◯: _____?
	T: Yes/No, it's 9:05?
	係/唔係,係九點搭一.
	◯: _____.
	etc.
5. Make a make-believe schedule for the day and introduce it to the class.	5. Model: (3), Echo: ◯ (2), ⊙
	T: Today, we're going to learn Chinese at ___.
	我哋今日___學中文.
	◯: _____.
	T: Today, we're going to write at ___.
	我哋今日___寫字.
	◯: _____.
	T: Today, we're going to read at ___.
	我哋今日___讀書.
	◯: _____.
	T: Today, we're going to copy at ___.
	我哋今日___抄書.
	◯: _____.
	T: Today, we're going to draw at ___.
	我哋今日___畫畫.
	◯: _____.
	T: Today, we're going to color at ___.
	我哋今日___油(顏)色.
	◯: _____.
	T: Today, we're going to the yard at ___.
	我哋今日___去操場.
	◯: _____.

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PROCEDURES

Directions	Language Patterns
5. (cont.)	5. (cont.) T: Today, we're going home at ____. 我哋今日__返屋企. ○: ____.
6. Let students review the schedule with each other. to S₂: to S₃: to S₄ Continue around the class.	6. Chain question and answer S₁: Today we'll study Chinese at ____. 我哋今日__學中文. : When do we <u>write</u> today? 我哋今日幾點鐘寫字呀? S₂: Today we'll <u>write</u> at ____. 我哋今日__寫字. : When do we <u>read</u> today? 我哋今日幾點鐘讀書呀? S₃: Today ... : When ...? etc.
7. If manual clocks are available, more drills on time.	7. "Time" drills T: What time is it? (係)幾點鐘呀? ⊙: It's ____. etc.

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MATERIALS NEEDED

TEACHING POINTS
Review lesson

FP's:
Dialog #4 (pink #178)
Dialog #5 (pink #179)

LANGUAGE PATTERNS

VOCABULARY

Students will be able to master the dialogs of FP's: #178 & 179.	None

LIKELY ERRORS

None

TESTS

None

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Directions	Language Patterns
Directions 1. Introduce Dialog #4 with FP #178:	**1. Model:(2), Echo:** ◯(2), ◐ ◑, ⊙ T(S₁): Hello, what are you doing today? 喂,你今日做乜嘢呀? ◯: _____? T(S₂): I'm not doing anything today. 我今日有嘢做。 ◯: _____. T(S₁): Would you like to go to the zoo with me? 你中唔中意同我去動物園呀? ◯: _____? T(S₂): Yes. What time are we going? 中意.(我哋)幾點鐘去呀? ◯: _____? T(S₁): Ten o'clock, all right? 十點鐘好嗎? ◯: _____? T(S₂): Fine. See you at ten. 好. 十點鐘見。 ◯: _____.
Divide class into 2 groups. Have Group 1 take the role of S₁ and Group 2 take the role of S₂. Reverse roles. Ask for volunteers to take the roles of S₁ and S₂. 2. Questions & Answers Hold up FP #178 and ask related questions such as:	**2. Questions & Answers** T: Where are they(S₁ & S₂) going? 佢哋去邊度(處)呀? ⊙: They're going to the zoo. (佢哋)去動物園。 T: What time are they going? 佢哋幾點鐘去呀? ⊙: They're going at ten. (佢哋)十點鐘去。

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Directions	Language Patterns
3. Substitutions 　Change the dialog by 　substitute: 　a) different places for the 　　zoo and, 　b) different times for <u>ten</u> 　　o'clock.	3. Substitutions S$_1$: Hello,.... S$_2$: I'm not.... S$_1$: Would you like to go to 　the <u>park</u> with me? S$_2$: Yes, what time....? S$_1$: <u>Twelve o'clock</u>, all right? S$_2$: Fine, see you at <u>twelve</u>.
4. Introduce Dialog #5 with 　FP #179:	4. Model:(2), Echo: ◯(2),◑◐,⊙ 　T(T): Good morning, Siu Ming. 　　　How do you feel today? 　　　早晨,小明.你今日覺得 　　　點樣呀? 　　◯: ＿＿. 　　　＿＿? 　T(Siu Ming): Good morning. I 　　　　　feel very happy. 　　　早晨。我覺得好 　　　快樂. 　　◯: ＿＿. 　T(T): Good.　Good morning, Siu 　　　Ying.　How do you feel 　　　today? 　　　好。早晨,小英.你今日覺 　　　得點樣呀? 　　◯: ＿＿. 　　: ＿＿? 　T(Siu Ying): Good morning. I 　　　　　feel peepy. 　　　早晨。我覺得 　　　好,精神。 　　◯: ＿＿. 　　　＿＿?

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Directions	Language Patterns
4. (Cont.)	4. (Cont.)

T(T): Good. Good morning, Siu Fong. How do you feel today?

好。早晨，小芳，你今日覺得點樣呀？

◯: ＿＿.

: ＿＿?

T(Siu Fong): Good morning. I don't feel well.

早晨。我覺得唔舒服。

◯: ＿＿.

: ＿＿.

T(T): If you don't feel well, you'd better go home.

你唔舒服就好返屋企喇。

◯: ＿＿.

T(Siu Fong): Good bye.

再見.

◯: ＿＿.

T(T, Siu Ming, Siu Ying):
Good bye.

再見。

◯: ＿＿.

Divide class into four groups. Have each group take the role of one of these: T, Siu Ming, Siu Ying, and Siu Fong. Ask for volunteers to take the roles of the above.

5. Questions & Answers
Hold up FP #179 and ask related questions such as:

5. Questions & Answers
T: Who's feeling happy?

邊個(覺得)快樂呀?

⊙: Siu Ming (feel happy)..

小明(覺得快樂).

T: Who's feeling peppy?

邊個(覺得)好精神呀?

⊙: Siu Ying (feels peepy).

小英(覺得好精神).

Directions	Language Patterns
5. (Cont.)	5. (Cont.)
	T: Who's not feeling well?
	邊個(覺得)唔舒服?
	⊙: Siu Fong (doesn't feel well).
	小芳(覺得唔舒服)。
	T: Where's Siu Fong going?
	小芳去邊度(處)呀?
	⊙: She's going home.
	佢返屋企.

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MATERIALS NEEDED

TEACHING POINTS

FP's: butter (orange #306) sandwich (orange #307) eggs (orange #308) cooked rice (orange #309) rice noodles (orange #310) wheat noodles (orange #311) bread (orange #312) tomatoes (orange #318) potatoes (orange #319) peas (orange #320) lettuce (orange #321) cucumber (orange #322) corn (orange #323) carrots (orange #324) celery (orange #325)

No new structures are introduced in this lesson, only new vocabulary.

LANGUAGE PATTERNS.

VOCABULARY

Students will be able to ask:
   What is it? (係) 乜嘢呀?

   What do you like best--bread, cooked rice, or wheat noodles?
   你最中意乜嘢--麵包,飯,定麵呀?

And they will answer:
   It's <u>bread</u>. (係) 麵包.

   I like <u>wheat noodles</u> best.
   我最中意麵.

butter 牛油

sandwich 三文治

eggs 蛋

cooked rice 飯

rice noodles 粉

wheat noodles 麵

bread 麵包

tomatoes 番茄

potatoes 薯仔

peas 荳

lettuce 生菜

cucumber 黄瓜,青瓜

corn 粟米

carrots 紅蘿蔔

celery 杏芹,芹菜

LIKELY ERRORS

Confusion in vocabulary.

TESTS

Arrange FP's on a ledge. Pick one FP and start chain question and answer with S_1:
   T: I like <u>cucumber</u>. What do you like?

我中意黃瓜(青瓜)。你中意乜嘢呀？

Let S_1 answer and address his/her question to S_2:
   S_1: I like <u>tomatoes</u>. What do you like?

   S_2: I like....   What...?

   S_3: I.... etc.

Continue around the class.

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Directions	Language Patterns
Presentation:	**Presentation**
1. Introduce FP's one by one.	1. Model: (2), Echo: ◯ (3), ⊙
	T: butter 牛油
	◯: ___
	T: sandwich 三文治
	◯: ___
	T: eggs 蛋
	◯: ___
	T: cooked rice 飯
	◯: ___
	T: rice noodles 粉
	◯: ___
	T: wheat noodles 麵
	◯: ___
	T: bread 麵包
	◯: ___
	T: tomatoes 番茄
	◯: ___
	T: potatoes 薯仔
	◯: ___
	T: peas 荳
	◯: ___
	T: lettuce 生菜
	◯: ___
	T: cucumber 黃瓜 青瓜
	◯: ___
	T: corn 粟米
	◯: ___
	T: carrots 紅蘿蔔
	◯: ___

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PROCEDURES

Directions	Language Patterns
1. (Cont.)	1. (Cont.) T: celery 香芹, 芹菜 ◯: ____
2. Divide the class into 2 groups, 1 & 2. Give each group ½ of the FP's. Have each group hold up own FP's. Let Group 1 show its top FP to Group 2 and ask:	2. Question & Answer: ◖ ◗ ◖: What is it? (係)乜嘢呀? ◗: It's wheat noodles. (係)麵。 ◖: What is it? (係)乜嘢呀? ◗: It's cooked rice. (係)飯。 etc.
Let Group 2 show its top FP to Group 1 and ask:	
Continue to alternate the questioning and answering by Groups 1 & 2 until both groups have gone through all their FP's at least once.	
3. Keeping the two groups, ask each group to choose 2 sets of 3 FP's each. Have Group 1 show its first set of 3 FP's to Group 2 asking:	3. Question & Answer: ◖ ◗ ◖: What are these? (呢啲)係乜嘢呀? ◗: Those are wheat noodles, bread, and cooked rice. (嗰啲)係麵, 麵包,同飯。 ◖: What are these? (呢啲)係乜嘢呀? ◗: Those are ___, ___, and ___. (嗰啲)係 _____. etc.
Have Group 2 show its three FP's to Group 1 and ask:	
Continue the same way with the second set of FP's.	
Regroup FP's if more practice is necessary.	

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Directions	Language Patterns
4. Hold up three FP's and model question:	4. Model: (2), Echo: ◯(2), ⊙ T: What do you like best-- corn, peas, or lettuce? 你最中意乜嘢--粟米,豆,定生菜呀？
Have class address the question to S₁:	◯: _____ ?
Help S₁ with answer if necessary.	S₁: I like corn best. 我最中意粟米。
Hold up another 3 FP's and model question again:	T: What do you like best-- lettuce, carrots, or celery? 你最中意乜嘢--生菜, 紅蘿蔔,定香芹(芹菜)呀?
Have class address the question to S₂:	◯: _____ ?.
	S₂: I like lettuce best. 我最中意生菜。 etc.
Continue around the class.	
5. Pick an FP and start chain question & answer with S₁:	5. Chain question & answer T: I like wheat noodles best. 我最中意麵。 What about you? 你呢?
to S₁:	S₁: I like bread best. 我最中意麵包。 What about you? 你呢?
to S₂:	
Continue around the class.	S₂: I .... etc.

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MATERIALS NEEDED	TEACHING POINTS
FP's: to cook (green #206) to boil (green #207) to broil (green #208) to sautee (green #209) to panfry (green #210) to bake (roast) (green #211) chicken (orange #313) pork (orange #314) lamb (orange #315) ham (orange #316) beef (orange #317) FP's from Lesson 9.	"To cook 煮 " is the general term covering all the different ways of cooking. The other cooking terms specify how the the cooking is being done, i.e. boiled 煲 , broiled 燒 , etc.

LANGUAGE PATTERNS

Students will be able to ask:
  What do you want?

  你要乜嘢呀？

  What are you <u>roasting</u>?

  你焗(嚟)乜嘢呀？

And they will answer:
  I want the <u>baked ham</u>.

  我要焗火腿。

  I'm <u>roasting the beef</u>.

  我焗(嚟)牛肉。

VOCABULARY

to cook 煮

to boil 煲

to broil 燒

to sautee 炒

to panfry 煎

to bake 焗

chicken 雞

pork 豬肉

lamb 羊肉

ham 火腿

beef 牛肉

LIKELY ERRORS

Confusion in vocabulary.

TESTS

Place the FP's: to boil, broil, sautee, panfry, and bake in an upper pocket chart pocket.
Place the FP's: pork, lamb, ham, beef, and chicken in a lower pocket chart pocket.
Point to an FP from each group and start chain question and answer with S$_1$:
  T: I like <u>roast pork</u>. What do you like?

  我中意焗豬肉。   你中意乜嘢呀？

  S$_1$: I like ___.   What ...? Continue around the class.

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Directions	Language Patterns
Review:	Review:
1. Hold up the FP's from Lesson 9 and ask S$_1$:	1. Chain question & answer T: What do you want? 你要乜嘢呀? S$_1$: I want the butter. 我要牛油. Thank you. 唔該.
Give S$_1$ the requested FP:	T: What do you want? 你要乜嘢呀?
To S$_2$:	S$_2$: I want the eggs. 我要蛋 Thank you. 唔該.
Give S$_2$ the requested FP:	
To S$_3$:	T: What...?
Continue around the class until every student has an FP	etc.
Start chain question & answer with S$_1$:	T: I have the cooked rice. 我有飯。 What do you have? 你有乜嘢呀?
To S$_1$:	S$_1$: I have the butter. 我有牛油. What do you have? 你有乜嘢呀:
To S$_2$:	S$_2$: I....
Continue around the class.	etc.
Presentation:	Presentation:
2. Introduce the new FP's one by one:	2. Model: (2), Echo: ◯(2), ⊙ T: to cook 煮 ◯: ——— T: to boil 煲 ◯: ——— T: to broil 燒 ◯: ——— T: to sautee 炒 ◯: ——— T: to panfry 煎 ◯: ———

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Directions	Language Patterns
2. (Cont.)	**2. (Cont.)**
	T: to bake (roast) 焗
	○: ＿＿
	T: pork 豬肉
	○: ＿＿
	T: lamb 羊肉
	○: ＿＿
	T: ham 火腿
	○: ＿＿
	T: beef 牛肉
	○: ＿＿
	T: chicken 雞(肉)
	○: ＿＿
3. Asking questions with the word: 煮 . Place the FP: to cook on a ledge. Place FP: <u>pork</u> next to it. Model question:	**3.** Model: (2), Echo:○(2); ⊙
	T: How is the pork being cooked? 豬肉點樣煮呀?
Have class repeat the question	○: ＿＿＿?
Hold up FP: <u>to boil</u>. Model:	T: Boiled (pork). 煲(豬肉).
Have class repeat the response	○: ＿＿.
Model question again:	T: How is the pork being cooked? 豬肉點樣煮呀?
	○: ＿＿?
Class repeats:	
Hold up FP: <u>to broil</u>. Model:	T: Broiled (pork). 燒(豬肉).
Class repeats:	○: ＿＿.
Continue the same way with FP's: sautee, panfry, & bake.	etc.
Repeat the above procedure with FP's: chicken, lamb, ham, and beef.	**45**

Directions	Language Patterns
4. Arrange the FP's: pork, lamb, ham, beef, and chicken on a ledge or in a pocket chart. Put FP's: to boil, broil, sautee, panfry, and bake in a stack and hold them up. Show top FP: to boil. Address question to S_1:	4. Model: (2), Echo: ◯(2), ⊙
Have class repeat question to S_1:	T: What do you want boiled? 你要煲乜嘢呀？ ◯: _____?
Let S_1 choose his/her response	S_1: I want the ham boiled. 我要煲火腿。
Show next FP: to broil. Address question to S_2:	T: What do you want broiled? 你要燒乜嘢呀？
Let S_2 choose his/her response	S_2: I want the beef broiled. 我要燒牛肉。
Continue the same way around the class.	etc.

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MATERIALS NEEDED	TEACHING POINTS
FP's: salty/sweet (buff #248) tasty/tasteless (buff #249) tough/tender (buff #250) fresh/stale (buff #251) crisp/soft (buff #252) FP's: #65-69 #306-325	Taste words, such as salty, sweet, and fresh etc., serve both as verbs and adjectives, e.g. "The beef is fresh 牛肉新鮮 .", "The fresh beef 新鮮牛肉 ". The use of the verb "to be 係 " show emphasis, e.g. "The beef is fresh 牛肉係新鮮 ".

LANGUAGE PATTERNS	VOCABULARY

Students will be able to ask:
  How's the beef today?
  今日牛肉點樣呀?
  Is the beef tough?
  牛肉靭唔靭呀?
 	
And they will answer:
  The beef is very fresh today.
  今日牛肉好新鮮。
 	
  Yes/No, it's very tender.
  靭/唔靭,好稔.
	salty/ sweet
	鹹/甜
	tasty/tasteless
	好味(道)/冇味(道)
	tough/tender
	靭/稔
	fresh/ stale (old)
	新鮮/唔新鮮
	crisp/ soft
	爽,脆/稔,軟

LIKELY ERRORS

Confusion in vocabulary.

TESTS

Place the FP's: #65-69, #306-325 in a pocket chart. Hold up FP's:
#248-252. Point to the portion of the FP: fresh and start chain
question and answer with S_1:
  T: What is fresh?
  也嘢新鮮呀?

Let S_1 pick an FP from pocket chart and answers accordingly.
  S_1: The eggs are fresh.
  蛋新鮮。

Point to another FP: sweet & have S_1 ask S_1 the question accordingly
  S_1: What is sweet?
  也嘢甜呀?

S_2 picks an FP from pocket for answer:
  S_2: Apple is sweet.
  蘋果甜.

To S_3
  S_2: What...? etc.

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Continue around the class.

Directions	Language Patterns
Review:	Review:

Directions

Review:

1. Use the food FP's: #306-25) for review. Show the first FP and start chain question and answer with S_1.
   Point to the next FP, ask S_1:

   Point to the next FP for S_1 to ask S_2:

                        To S_3

   Continue around the class.

Presentation

2. Introduce the new FP: salty/ sweet

3. Contrasting salty/sweet. Group the FP's: butter and ham for salty foods, and FP's: candy, cookies, orange apple, orange juice, and apple juice for sweet foods. Point to the appropriate FP's and model questions and answers for the class.

Language Patterns

Review:

1. Chain question & answer
   T: Butter is good.
   牛油好食。
   What is good to eat?
   包嘢好食呀?
   S_1: Sandwich is good.
   三文治好食。
   : What is good to eat?
   包嘢好食呀?
   S_2: Eggs ....
   : What ...?
   etc.

Presentation

2. Model: (2), Echo: ◯(2), ⊙
   T: salty
   ◯: 鹹

   T: sweet
   ◯: 甜

3. Model: (2), Echo: ◯(2), ⊙

   T: Is butter salty or sweet?
   牛油(係)鹹定甜呀?
   ◯: _____?

   T: Butter is salty.
   牛油(係)鹹。
   ◯:

   T: Is ham salty or sweet?
   火腿?(係)鹹定甜呀?
   ◯: _____

   T: Ham is salty.
   火腿(係)鹹。
   ◯:

   T: Is candy salty or sweet?
   糖(係)鹹定甜呀?
   ◯: _____

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Directions	Language Patterns
3. (Cont.) Continue with the sweet items. Vary the procedure to alternate salty & sweet items. Can add more salty items such as: 炒粉, 炒麵.	3. (Cont.) T: Candy is sweet. ◯: 米唐(係) 甜. etc.
4. Contrasting crisp/soft. Food that make a crunchy noise when eaten: carrots, celery, cucumber, & lettuce Soft: tomatoes, peas, bread, rice, rice noodles, wheat noodles, potatoes, & butter Repeat the procedure for Step 3.	4. Model: (2), Echo:◯(2),⊙ T: Are carrots crispy or soft? 紅蘿蔔(係)脆(爽)定稔(軟)呀? ◯: _____? T: Carrots are crispy. 紅蘿蔔(係)脆(爽). ◯: _____. T: Are tomatoes crispy or soft? 番茄(係)脆(爽)定稔(軟)呀? ◯: _____? etc.
5. Contrasting tender/tough. Use the meat FP's for modeling:	5. Model: (2), Echo:◯(2),◯ T: The beef is tender, delicious. 牛肉稔, 好食. ◯: _____. T: The beef is tough, not good to eat. 牛肉靭, 唔好食. ◯: _____. T: The lamb is tender, delicious. 羊肉稔. 好食. ◯: _____. T: The lamb is tough, not good to eat. 羊肉靭, 唔好食. ◯: _____. etc.

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Directions	Language Patterns
6. Contrasting fresh/stale and tasty/tasteless. Model with all food FP's:	6. Model: (2), Echo:◯(2),⊙

6. Contrasting fresh/stale and tasty/tasteless. Model with all food FP's:

6. Model: (2), Echo:◯(2),⊙

T: The <u>bread</u> is fresh, delicious.

麵包新鮮,好味(道)。

◯: _____.

T: The <u>bread</u> is stale, not good to eat.

麵包唔新鮮,有味(道)。

◯: _____.

T: The <u>chicken</u> is fresh, delicious.

雞新鮮,好味(道)。

◯: _____.

T: The <u>chicken</u> is not fresh, not good to eat.

雞唔新鮮,有味(道)。

◯: _____.

etc.

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MATERIALS NEEDED

TEACHING POINTS

FP's: Dialog #6 (pink #180) Dialog #7 (pink #181) Dialog #8 (pink #182)	Review lesson

LANGUAGE PATTERNS

VOCABULARY

Students will be able to master the dialogs of FP's #180-182.	None

LIKELY ERRORS

None

TESTS

None

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Directions	Language Patterns
1. Introduce Dialog #6 with FP #180.	1. Model:(2), Echo: ◯ (2), ⊙

Directions

1. Introduce Dialog #6 with FP #180.

Divide class into two groups. Have ½ of the class take the role of the waiter and the other ½, the customer. Reverse roles. Have individual students take the roles of the waiter & customer.

2. Substitutions
Change the dialog by substituting other food items in it.

3. Introduce Dialog #7 with FP #181.

Language Patterns

1. Model:(2), Echo: ◯ (2), ⊙

T(Waiter): What would you like?
(What do you want?)

你要乜嘢呀？

◯: _____?

T(Customer): What's good here?

呢度(處)有乜嘢好食呀？

◯: _____?

T(W): The tomato beef noodles is good here.

呢度(處)嘅番茄牛肉炒麵好食。

◯: _____.

T(C): I'll have some tomato beef noodles (then).

我(就)要番茄牛肉炒麵。

◯: _____.

2. Substitutions

W: What would you like?

C: What's good here?

W: The BBQ pork rice noodles is good here.

C: I'll have some BBQ pork rice noodles (then).

3. Model:(2), Echo: ◯ (2), ◑ ◐ ⊙

T(A): What shall we eat today?

我哋今日食乜嘢好呢？

◯: _____?

T(B): What do we have?

我哋有乜嘢呀？

◯: _____?

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Directions	Language Paterns
3. (Cont.)	3. (Cont.)

3. (Cont.)

T(A): We have chicken, celery, and corn. (我哋)有雞, 香芹(芹菜)同粟米.

◯: ___.

T(B): How do you like your chicken cooked--roasted or sauteed?
你中意點樣煮雞-- 焗(雞)定(或者,抑或) 炒(雞)呀?

◯: ___?

T(A): I like roast chicken.
我中意焗雞.

◯:

T(B): Fine then. We'll have roast chicken, sauteed celery and boiled corn. All right?
好.我哋(就)食焗雞, 炒香芹(芹菜),同煲粟米. 好嗎?

◯: ___?

T(A): Fine.
好.

◯: ___.

4. Substitutions
Let students pick their favoritefoods and substitute them in the dialog.

4. Substitutions
A: What shall we eat today?
B: What do we have?
A: We have beef, peas, and potatoes.
B: How do you like your beef cooked--broiled or roasted?
A: I like broiled beef.
B: Fine, then. We'll have broiled beef, boiled peas, and potatoes.

etc.

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Directions	Language Patterns
5. Introduce Dislog #8 with FP #182.	5. Model:(2), Echo: ◯(2), ◗◖,⊙ T(Butcher): What would you like today? 你今日要乜嘢呀? ◯: ___? T(Customer): Is the pork fresh? 豬肉新唔新鮮呀? ◯: ___? T(B): Yes, very, and tender too. 好新鮮又好稔. ◯: ___. T(C): I'll take some pork. 我要啲豬肉。 ◯: ___. T(B): How about some eggs? 你要唔要雞蛋呀? ◯: ___? T(C): That's all. No eggs today. 你咁多喇。 今日唔要雞蛋. ◖: ___. T(B): Thank you. Good bye. 多謝. 再見. ◯: ___. T(C): Thank you. Good bye. 唔該. 再見. ◯: ___.
6. Questions & answers Hold up FP #182 and ask related questions such as:	6. Questions & answers T: Does she(Customer) want any beef? 佢要唔要牛肉呀? ⊙: No, she wants some pork. 唔要, 佢要豬肉. T: How's the pork? 豬肉點樣呀? ⊙: The pork's fresh and tender. 豬肉又新鮮又稔.

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Directions	Language Patterns
6. (Cont.)	6. (Cont.) T: How does he(Butcher) say thank you? : Thank you. 多謝. T:How does she(Customer) say thank you? : Thank you. 唔該.

7. Substitutions
   Put FP's: 248-252 in pocket chart.
   Put FP's: 313-317 in another section of pocket chart.
   Let students use FP's to make substitutions in dialog. e.g.
	7. Substitutions
	
	Butcher: What would you like today?
	
	Customer: Is the beef tender?
	
	B: Yes, and very tasty.
	
	C: I'll take some beef.
	
	B: Thank you.
	
	C: Thank you.

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MATERIALS NEEDED	TEACHING POINTS
FP's: to get up (green #215) to sleep (green #216) breakfast (orange #327) lunch (orange #328) supper (orange #329) Food FP's: #306-325 Time FP's: #272-277	The position of the expressions: breakfast, lunch, and supper depends on the function of these expressions in a sentence. Ex. 1: "What do you eat for breakfast? 你早餐食乜嘢呀？" As part of a prepositional phrase, "早餐" follows the subject but before the verb. Ex. 2: "What time do you eat breakfast? 你幾點鐘食早餐呀？" As the object of "to eat" "早餐" follows the verb.

LANGUAGE PATTERNS	VOCABULARY

Students will be able to ask:
  What time do you get up?
  你幾點鐘起身呀？
 	
  What do you eat for breakfast?
  你早餐食乜嘢呀？
And they will answer:
  I get up at 7:00
  我七點鐘起身。
  I have bread and butter for breakfast.
  我早餐食牛油麵包。
	to get up 起身
	to sleep 瞓覺
	breakfast 早餐
	lunch 午餐, 晏晝
	supper 晚餐, 晚飯

LIKELY ERRORS

Confusion in the positioning of: breakfast, lunch, and supper.

TESTS

Use FP's; to get up, sleep, breakfast, lunch, and supper as cues.
start chain conversation with S₁:
  T: I get up at 7:00. 我七點鐘起身.

Look at the next FP and ask S₁ accordingly:
  "What time do you eat breakfast? 你幾點鐘食早餐呀？

  S₁: I eat breakfast at 7:30. 我七點半食早餐.

Show S₁ the next FP and have him/her ask S₂ accordingly:
  What time ....?

  etc. Continue around the class.

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Directions	Language Patterns
Review: 1. Let each student take a food FP. Start chain conversation with S₁. (The verb to eat is understood with food items.)	Review: 1. Chain conversation T: I have apple (to eat). 我有蘋果食. What do you have (to eat)? 你有也嘢食呀?

Review:

1. Let each student take a food FP. Start chain conversation with S$_1$. (The verb to eat is understood with food items.)

Review:

1. Chain conversation

   T: I have apple (to eat).

   我有蘋果食.

   What do you have (to eat)?

   你有也嘢食呀?

   S$_1$: I have orange (to eat).

   我有橙食。

   What do you have (to eat)?

   to S$_2$:

   S$_2$: I ....

   你有也嘢食呀?

   etc.

   Continue around the class.

Presentation

2. Introduce FP's one at a time.

Presentation

2. Model: (2), Echo: ◯ (2), ⊙

   T: to get up 起身

   ◯: ___

   T: to sleep 瞓覺

   ◯: ___

   T: breakfast 早餐

   ◯: ___

   T: lunch 午餐, 晏晝

   ◯: ___

   T: supper 晚餐, 晚飯

   ◯: ___

3. With cardboard and brass fasteners fashion a clock for students to manipulate.
   Hold up the FP: to get up and set the clock to 6:30
   Turn to S$_1$ and ask:

   Have class repeat the question to S$_1$
   Let S$_1$ set the clock and answer accordingly.

   Show the next FP: to sleep, model:

   Have class repeat question to S$_2$:

3. Model: (2), Echo: ◯ (2), ⊙

   T: I get up at 6:30.
   我六點半起身.
   What time do you get up?
   你幾點鐘起身呀?

   ◯: ___?

   S$_1$: I get up at 7:00.
   我七點起身。

   T: What time do you go to sleep?
   你幾點鐘瞓覺呀?

   ◯: ___?

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Directions	Language Patterns

3. (Cont.)
 	
   Let S₂ set the clock and answer:
 	
   Show FP: breakfast
 	
   Have class repeat question to S₃:
 	
   Let S₃ set the clock and answer:
 	
   Continue around the class.
 	
4. Arrange all the food items on a ledge or in pocket chart.
   Hold up FP's: breakfast, lunch and supper.
   Show FP: breakfast. Ask S₁:
 	
   Have class repeat question to S₁
 	
   Help S₁ with answer if necessary
 	
   Change FP and continue around the class.
	3. (Cont.)
	
	   S₂: I go to sleep at ___.
	   我＿＿瞓覺。
	   T: What time do you eat breakfast?
	   你幾點鐘食早餐呀?
	
	   ◯: ___ ___?
	
	   S₃: I eat breakfast at ___.
	   我＿＿食早餐。
	   etc.
	
	4. Question & Answer
	
	   T: S₁, what do you eat for breakfast?
	   你早餐食乜嘢呀?
	   ◯: ___ ___?
	
	   S₁: I eat bread with butter for breakfast.
	   我早餐食牛油麵包。
	   etc.

MATERIALS NEEDED

FP's:
to want (green #31)
eating (green #40)
drinking (green #41)
to get up (green #215)
to sleep (green #216)
what time (white #235)
Food FP's: (orange #65-69,
            #306-325)
breakfast (orange #327)
lunch (orange #328)
supper (orange #329)

TEACHING POINTS

The verb "to want 要" when used as an auxiliary with another verb has two meanings: 1. desire, and 2. must. e.g. "我兩點鐘要返屋企。" can be interpreted as:
1. I want to go home at two. or
2. I must go home at two.

LANGUAGE PATTERNS

The students will be able to ask:
  What do you want to eat for supper?

  你晚餐(飯)要食乜野呀?

  What time do you want to eat supper?

  你幾點鐘要食晚餐(飯)呀?

And they will answer:
  I want (to eat) beef, tomatoes, and potatoes for supper.

  我晚餐要食牛肉,番茄,同薯仔.

  I want (to eat) supper at 6:00.

  我六點鐘要食晚餐(晚飯).

VOCABULARY

None

LIKELY ERRORS

Confusion in the positioning of: breakfast, lunch, and supper.

TESTS

Show the FP: to sleep. Start chain conversation with S_1:
  T: I have to go to sleep at 9:30. What about you?

  我九點半要睏覺.   你呢?

  S_1: I have to go to sleep at 8:45.

  我八點九要睏覺.

To S_2:
  What about you?

  你呢?

  S_2: I have to ....

To S_3:
  What ...?

  etc.   59
Continue around the class.

Directions	Language Patterns
Review:	**Review:**
1. Hold up FP's: #65-69, and #306-325. Start chain question and answer with S₁.	1. Chain question and answer T: I want <u>milk</u>. 我要牛奶。 What do you want? 你要也嘢呀? S₁: I want <u>bread</u>. 我要麥麵包。 What do you want? 你要也嘢呀?
To S₂:	S₂: I want....
To S₃:	What...?
Continue around the class.	etc.
Presentation	**Presentation**
2. Put the FP's: to want and to drink on a ledge. Separate the food FP's into "solids" and "liquids". Put the "solids" aside for later use. Point to the FP's: to want and to drink. Model question	2. Model: (2), Echo: ◯ (2), ⊙ T: What do you want to drink? 你要飲也嘢呀? ◯: ____?
Point to an FP. Model:	T: 1 want to drink <u>apple juice</u>. 我要飲蘋果汁(水)。 ◯: ____.
Cue class with next FP.	T: <u>orange juice</u> 橙汁(水)。 ◯: I want to drink <u>orange juice</u>
Make sure that students say the complete sentence. Continue with the rest of the FP's.	我要飲橙汁(水)。 etc.
3. Replace the FP: to drink with the FP: to eat. Hold up the "solid" FP's. Point to FP's: to want & eat; model:	3. Model: (2), Echo: ◯(2), ⊙ T: What do you want to eat? 你要食也嘢呀? ◯: ____?

Directions	Language Patterns
3. (Cont.) Point to an FP, model: Using the "solid" FP's, repeat Step 2.	3. (Cont.) T: I want to eat a <u>sandwich</u>. 我要食三文治。 ○: ____. etc.
4. Arrange FP's: breakfast, to want, and eat in the above order on a ledge. Put food FP's in pocket chart. Point to the FP's on the ledge and ask S_1: Have class repeat question to S_1: Let S_1 choose an FP or two and help S_1 with answer. Have class repeat S_1's answer: Continue around the class.	4. Model: (2), Echo: ○(2), ⊙ T: What do you want to eat for breakfast? 你早餐要食乜嘢呀? ○: ____? S_1: I want to eat <u>bread</u> for breakfast. 我早餐要食麵包。 ○: ____. etc.
5. repeat Step 4 while replacing the FP: breakfast with the FP: lunch. Continue around the class.	5. Model: (2), Echo: ○(2), ⊙ T: What do you want to eat for lunch? 你晏晝(午餐)要食乜嘢呀? ○: ____? S_1: I want to eat a <u>sandwich</u> for lunch. 我晏晝(午餐)要食三文治。 ○: ____. etc.
6. Repeat Step 5 while substituting the FP: supper for the FP: lunch. Continue around the class.	6. Model: (2), Echo: ○(2), ⊙ T: What do you want to eat for supper? 你晚餐(晚飯)要食乜嘢呀? ○: ____? S_1: I want to eat <u>beef</u> for supper. 我晚餐(晚飯)要食牛肉。 ○: ____. etc.

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Directions	Language Patterns
7. Arrange FP's: what time, to want, to eat, and supper for question. Model:	7. Model: (2), Echo: ◯ (2), ◯
	T: What time do you want to eat supper?
	你幾點鐘要食晚餐(晚飯)呀?
	◯: _____?
	T: I want to eat supper at 6:30.
	我六點半要食晚餐(晚飯)。
	◯: _____.
Vary the time for more practice.	etc.
Repeat the same procedure replacing the FP: supper in question with the FP's: breakfast, lunch.	
8. Use FP's: what time, to want and to get up to form a question. Start chain question and answer with S_1	8. Chain question and answer
	T: I have (want) to get up at 6:30.
	我六點半要起身。
	: What time do you have (want) to get up?
	你幾點鐘要起身呀?
	S_1: I have (want) to get up at 7:00.
	我七點鐘要起身。
To S_2:	What time...?
Continue around the class.	etc.
Replace the FP: to get up in the question with FP: sleep. Repeat the same procedure.	T: I have (want) to go to sleep at 10:30.
	我十點半要睡覺。
To S_1:	What time do you have (want) to go to sleep?
	你幾點鐘要睡覺呀?
	S_1: I have (want)....
Continue around the class.	etc.

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Directions	Language Patterns
1. Introduce Dialog #9 with FP #183.	1. Model:(2), Echo: ◯ (2)◖●◗◖◗ (·) T(Child): Mom, I'm going to the park(to play). 媽媽, 我去公園 ◯: ___ 吥玩(音反). T(Mother): Come home for lunch at eleven. (你)十一點鐘要返 ◯: ___ 嚟食晏晝(午餐). T(C): How come so early? 點解要噤早食呀? ◯: ___? T(M): Little sister and I have to go out at twelve. You want to come along? 我同妹妹十二點鐘要 去街。你同我哋去嗎? ◯: ___. T(C): No. After lunch, I'll go back to the park(to play). 唔去喇。我食完晏晝(午餐) 再返去公園吥玩(音反). ◯: ___.
Divide class into 2 groups. Have ½ class take the role of Child and the other ½, the Mother. Reverse roles. Have individual students take the roles of the mother & child.	
2. Questions & answers Hold up FP #183 and ask related questions such as:	2. Questions & answers T: Where's he(Child) going? 佢去邊度(處)呀? (·): He's going to the park(to play). 佢去公園吥玩(音反). T: What time does he have to come home for lunch? 佢幾點鐘要返屋企食晏晝(午餐)呀? (·): Eleven o'clock. 十一點鐘. T: Why is lunch so early? 點解要噤早食晏晝(午餐)呀?

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MATERIALS NEEDED   TEACHING POINTS

| FP's:
Dialog #9 (pink #183)
Dialog #10 (pink #184) | Review lesson |

LANGUAGE PATTERNS   VOCABULARY

| Students will master the dialogs
of FP's: #183 & 184. | None |

LIKELY ERRORS

| None. |

TESTS

| None |

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Directions	Language Patterns
2. (Cont.)	**2. (Cont.)**
	⊙: Mother and Little Sister are going out at twelve. 媽媽同妹妹十二點鐘要去街.
	T: Does he(Child) want to go too? 佢去唔去(街)呀?
	◯: No. 唔去.
3. Substitutions Change the dialog by putting in substitutions such as:	**3. Substitutions** Child: Mom, I'm going to Siu Ming's house (to play). Mother: Come home for supper by six o'clock.
4. Introduce Dialog #10 with FP #184.	**4. Model:(2), Echo: ◯(2), ⊙** T(Waiter): How's your roast beef? 你嘅焗牛(肉) 　　　　點樣呀? ◯: _____? T(Customer): Very tender and good flavor. 　　A 好稔, 好好味道. ◯: _____. T(Waiter): How about your broiled lamb? 你嘅燒羊(肉)呢? ◯: _____? T(Customer): The lamb also tastes good, a little tough though. 　　B 燒羊(肉)都好味道. 靭啲. ◯: _____.
Have individual students take the roles of Customer A & Customer B. The rest of the class can be the Waiter.	T(Waiter): I'm sorry about that. 真係對唔住喇. ◯: _____.

Directions	Language Patterns
5. Questions & answers Hold up FP #184 and ask related questions such as:	5. Questions & answers T: What is tough? 也嘢靭呀? ⊙: The lamb is tough. 羊肉靭. T: What tastes good? 也嘢好味道呀? ⊙: The beef & lamb both taste good. 牛肉同羊肉好味道. T: What's tender? 也嘢稔呀? ⊙: The beef is tender. 牛肉稔. T: How does the Waiter say "I'm sorry"? ⊙:對唔住.
6. Substitutions Let students choose other food items and substitute them into the dialog such as:	6. Substitutions Waiter: How's your broiled chicken? Customer A: Pretty good. Waiter: How's your ham? Customer B: Pretty good. A little salty. Waiter: I'm sorry about that.

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MATERIALS NEEDED	TEACHING POINTS
FP's: past tense (green #213) eating (green #40) breakfast (orange #327) lunch (orange #328) supper (orange #329) food FP's: #306-325 Puppets	Generally speaking, tense words may be omitted in Chinese because it's usually pretty clear from the context when the action occurred. However, tense words are used for the purpose of precision or emphasis (as in the use of "咗"-ing). "咗" is the spoken form used to indicate past tense. It's used in auxiliary function expressing action or state as completed, finished, or concluded before or at the time of speaking, e.g. "I have eaten. 我食咗" "未" is an adverb meaning "not; not yet". 1. It's the negative word used in +/- (yes/no) questions involving past tense verbs. e.g. "Have you eaten breakfast yet? 你食咗早餐未呀? ". The position of "未" is after the verb or after the direct object if the verb takes one. 2. "未" is used in the negative to the yes/no answer to the above question. "Yes/No, (not yet). 食咗/未食 ".

LANGUAGE PATTERNS

The students will be able to ask:
  What did you eat?
  你食咗乜嘢呀?

  Have you eaten the <u>corn</u> yet? ·
  你食咗粟米未呀!

And they will answer:
  I ate the <u>apple</u>.
  我食咗蘋果.

  Yes/ No.
  食咗/未食.

VOCABULARY

past tense 咗

LIKELY ERRORS

Wrong language patterns for "Have you eaten the <u>corn</u> yet?"
  你食咗唔食咗粟米呀?
  你食唔食咗粟米呀? → 你食咗粟米未呀?
Wrong structure for "No (not yet)"
  唔食咗 → 未食

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TESTS

Use the FP's: breakfast, lunch, and supper as cues. Start a chain question and answer with S$_1$. Point to first FP: breakfast, ask S$_1$:

  T: Have you had <u>breakfast</u> today?
     你今日食咗早餐未呀?
  S$_1$: Yes, (I ate <u>breakfast</u> already today).
     食咗,(我今日食咗早餐(喇))。

Show S$_1$ the next FP: <u>lunch</u>. Have S$_1$ ask S$_2$:

  S$_1$: Have you had <u>lunch</u> today?
     你今日食咗午餐(晏晝)未呀?
  S$_2$: Yes/No.
     食咗/未食。

Show S$_2$ the next FP: <u>supper</u>. Have S$_2$ ask S$_3$:

  S$_2$: Have you had <u>supper</u> today?
     你今日食咗晚餐(晚飯)未呀?
  S$_3$: No, (not yet).
     未食。
     etc.

Continue around the class.

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Directions	Language Patterns
Review:	Review:
1. Put all the food FP's on a ledge to let students choose.	1. Questions & Answers
	T: S_1, what do you like(to eat)?
	——, 你中意食乜嘢呀?
Have S_1 choose an FP, replies:	S_1: I like (to eat) the apple.
	我中意食蘋果.
Have S_1 ask S_2 the same question:	S_2, what do you like(to eat)?
	——, 你中意食乜嘢呀?
S_2 chooses an FP and replies:	S_2: I like ....
Continue around the class until everyone's had a chance to participate.	etc.
Presentation:	Presentation:
2. Use puppets to introduce new structures:	2. Model: (2), Echo: ◯ (2), ⊙
	Siu Ying: What did you eat?
	你食咗乜嘢呀?
	◯: _____?
	Siu Ming: I ate the apple.
	我食咗蘋果.
	What about you?
	你呢?
	◯: _____.
	: _____?
	Siu Ying: ate the orange.
	我食咗橙.
	◯: _____.
3. Put all the FP's on a ledge and let students choose one and put it behind back. Start chain question & answer with S_1:	3. Chain question & answer
S_1 answers accordingly:	T: S_1, what did you eat?
	——, 你食咗乜嘢呀?
	S_1: I ate the candy.
	我食咗糖.
	: S_2, what did you eat?
Have S_1 ask S_2:	——, 你食咗乜嘢呀?
	S_2: I ate the apple.
	我食咗蘋果.
Continue around the class.	etc.

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PROCEDURES

Directions	Language Patterns
4. Use puppets to introduce new structures. Place the FP's: apple and orange in front of the puppets.	4. Model: (2), Echo: ◯ (2). ◌
	Siu Ying: Have you eaten the <u>apple</u> (yet)?
	你食咗蘋果未牙：
	◯: _____?
Siu Ming turns the FP: apple face down to signify "eaten":	Siu Ming: Yes.
	食咗
	◯: _____.
	Siu Ying: Have you eaten the <u>orange</u> yet?
	你食咗橙未呀？
	◯: _____?
	Siu Ming: No, (not yet).
	未食.
	◯: _____.
5. Give each student an FP to hold up. Start chain question and answer with S_1:	5. Chain question & answer
	T: S_1, have you eaten the <u>rice noodles</u> yet?
	___，你食咗粉未呀？
Help S_1 with answer: "No":	S_1: No, (not yet).
	未食。
Have S_1 look at S_2's FP and ask S_2 accordingly:	: S_2, have you eaten the <u>carrots</u> yet?
	___，你食咗紅蘿蔔未呀？
Have S_2 turn FP around to signify "Yes":	S_2: Yes.
	食咗.
S_2 to S_3:	: Have you eaten ...?
Continue around the class varying "Yes" and "No" answers randomly.	etc.

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MATERIALS NEEDED	TEACHING POINTS
FP's: give (green #217 food FP's: #65-69, #306-325	The verb "to give" usually takes both direct and indirect objects. The word order of such a sentence is: <u>sub. verb dir. obj. ind. obj.</u> "Please 唔該 " is asking someone to do something for you. It's the same as thanking someone for a service. The other form of "please 請 " is for invitational purposes only. "唔該你 ' is often used to avoid sounding too abrupt in requests.

LANGUAGE PATTERNS

VOCABULARY

LANGUAGE PATTERNS	VOCABULARY

The students will be able to ask:
  What are you giving him/her?
 你俾也嘢佢呀?
  Have you given him/her the <u>beef</u> yet?
 你俾咗牛肉佢未呀?
 	
And they will answer:
  I'm giving him/her the <u>chicken</u>.
 我俾雞佢.
  Yes/No, (not yet).
 俾咗/未俾.
	give 俾
	
	please 唔該(你)

LIKELY ERRORS

Confusion in the positioning of the direct and indirect objects.

TESTS

Arrange all the food FP's on a ledge or in pocket chart. Ask for a volunteer to come to the front of the room. Start chain conversation with S_1:
  T: What do you want?
 你要也嘢呀:

 S_1: I want the <u>chicken</u>.
 我要雞.

To volunteer:
  T: Please give him/her the <u>chicken</u>.
 唔該你俾雞佢.

To volunteer:
 S_1: Thank you. 唔該.

Have S_1 ask S_2:
  : What do you want? 你要也嘢呀:

  etc.
Continue around the class.   68

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Directions	Language Patterns
5. Turn to S₁ and model question:	5. Model: (2), Echo: ○ (2), ⊙

Directions

5. Turn to S_1 and model question:

Have class repeat question to S_1:
Help S_1 with reply, according to his/her own FP

To S_2:

Have class repeat question to S_2:

Continue around the class.

6. Collect all the FP's by asking for them.
Look at S_1's FP: <u>orange</u>, ask S_1:

After getting the FP from S_1, ask S_1 again:

Look at S_2's FP: <u>apple</u>, ask S_2:

After getting the FP from S_2, ask S_2 again:

Continue this way around the class.

Language Patterns

5. Model: (2), Echo: ○ (2), ⊙

T: What'll you give him/her(S_2)?
你哋也嘢佢呀?

○: _____?

S_1: I'll give him/her the <u>apple</u>.
我哋蘋果佢.

T: What'll you give him/her(S_3)?
你哋也嘢佢呀?

○: _____?

S_2: I'll give him/her the <u>cookie</u>.
我哋甜餅乾佢.
etc.

6. Questions & answers

T: Have you given me your <u>orange</u> yet?
你哋咗橙我未呀?

S_1: No, (not yet).
未哋.

T: Please give me your <u>orange</u>.
唔該你哋橙我.

: Did you give me your <u>orange</u>?
你哋咗橙我未呀?

S_1: Yes.
哋咗.

T: Did you give me your <u>apple</u> yet?
你哋咗蘋果我未呀?

S_2: No.
未哋.

T: Please give me....
唔該你哋....
Did you give...?

S_2: Yes.
etc.

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Directions	Language Patterns
Review:	**Review:**
1. Arrange the FP's so that students can see them. Start question and answer with S_1:	1. Questions & answers T: What do you want? 你要乜嘢呀? S_1: I want the carrots. 我要紅蘿蔔. : Thank you. 唔該.
Give the FP to S_1 and elicit a "Thank you" from S_1:	
To S_2:	T: What do you want? 你要乜嘢呀? S_2: I want .... Thank you. etc.
Continue around the class.	
Presentation	**Presentation**
2. Introduce FP: to give	2. Model: (2), Echo: ◯ (2), ⊙ T: to give 俾 ◯: ____
3. Put all food FP's in a stack and model substitution drill for class. Point to the first FP:	3. Model: (2), Echo: ◯ (2), ⊙ T: Please give me the <u>carrots</u>. 唔該你俾紅蘿蔔我. ◯: ____ .
Have class repeat	
Point to the next FP: <u>bread</u>	T: Please give me the <u>bread</u>. 唔該你俾麵包我. ◯: ____ .
Class repeat	
Substitute other FP's in the substitution slot and continue modeling the new structure.	etc.
4. Hold up food FP's. Point to top FP and start chain request with S_1:	4. Chain requests T: Please give the <u>butter</u> to S_2. 唔該你俾牛油 ____ 。
Let S_1 give FP to S_2. Have S_1 look at top FP and ask S_2	S_1: Please give the <u>apple</u> to S_3. 唔該你俾蘋果 ____ 。
Continue around the class.	S_2: Please.... etc.

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MATERIALS NEEDED

	TEACHING POINTS
FP's. Dialog #11 (pink #185) Dialog #12 (pink #186)	Review lesson

LANGUAGE PATTERNS   VOCABULARY

	VOCABULARY
Students will be able to master the dialogs in FP's: #185 & #186.	None

LIKELY ERRORS

None

TESTS

None

74

71

Directions	Language Patterns
1. Introduce Dialog #11 with FP #185.	1. Model:(2), Echo:◯(2),◑◐,⊙

Directions

1. Introduce Dialog #11 with FP #185.

2. Questions & answers
   Hold up FP #185 and ask related questions

3. Introduce Dialog #12 with FP #186.

Language Patterns

1. Model:(2), Echo:◯(2),◑◐,⊙

   T(A): Have you had lunch yet?
   你食咗晏晝未呀？

   ◯: ____?

   T(B): I haven't got a lunch today.
   我今日冇晏晝食。

   ◯: ____.

   T(A): I have two sandwiches. I'll give you one.
   我有兩個三文治.(我)俾

   ◯: ____個你。

   T(B): This sandwich is good. Thank you.
   呢個三文治好好味道。

   ◯: 多謝你．

2. Questions & answers

   T: Have they eaten lunch yet?
   佢哋食咗晏晝未呀？

   ⊙: No.
   未(食)。

   T: Do they have their lunches?
   佢哋有冇晏晝食呀？

   ⊙: One has, the other doesn't.
   一個有,一個冇。(佢有,佢冇)

   T: What does A give B?
   佢(A)俾乜嘢佢(B)呀？

   ⊙: A sandwich.
   一個三文治．

3. Model:(2), Echo:◯(2),◑◐ ⊙

   T(A): Give me an apple, please.
   唔該你俾一個蘋果我．

   ⊙: ____.

   T(Vendor): These apples are very sweet.
   呢啲蘋果好甜。

   ⊙: ____.

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Directions	Language Patterns
3. (Cont.)	3. (Cont.)
	T(A): That's true, sweet and crisp. 係呀．又甜又爽(脆)．
	◯: ＿＿．
	T(V): Do you want some more? 你要多幾個嗎？
	◯: ＿＿？
	T(A): Good idea. Please give me three more. 好呀．唔該你俾多三個我．
	◯: ＿＿．

4. Questions & answers
  Hold up FP #186 and ask
  related questions such as:
	4. Questions & answers

	T: How many apples does A want? 佢(一共)要幾多個蘋果呀？
	⊙: Four. 四個
	T: How are the apples? 蘋果點樣味道呀？
	⊙: The apples are sweet and crisp. 蘋果又(好)甜又(好) 爽(脆)．

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MATERIALS NEEDED	TEACHING POINTS
FP's: to like (green #201) to ride (green #220) bicycle (orange #330) motorcycle (orange #331) car (orange #332) bus (orange #333) train (orange #334) airplane (orange #335) ship (boat) (orange #336) Charts: #7, #8 puppets	To ride in/on a vehicle is to sit in/on that vehicle. Therefore, the Chinese for "to ride" is "坐", the same as "to sit". "架" is the classifier for most transportation items, the ones with wheels. The only exception in this lesson is "ship (boat)". The classifier for "ship (boat)" is "隻".

LANGUAGE PATTERNS

VOCABULARY

Students will be able to ask:
  What do you like to ride in/on?
  你中意坐乜嘢呀？
  Do you like to ride in a <u>train</u>?
  你中唔中意坐火車呀？
And they will answer:
  I like riding the <u>train</u>.
  我中意坐火車。
  Yes/No, I like riding the <u>bus</u>.
  中意/唔中意我中意坐巴士。
	to ride 坐
	
	bicycle 單車
	
	motorcycle 電單車
	
	car 車, 汽車
	
	bus 巴士
	
	train 火車
	
	airplane 飛機
	
	ship (boat) 船
	
	classifier: 架

LIKELY ERRORS

Confusion in classifiers.

TESTS

Place the FP's: 330-336 in a pocket chart. Set up a chain question and answer with S_1:
  T: What do you like to ride in/on?
    你中意坐乜嘢呀？
  S_1: I like to ride a <u>motorcycle</u>.
    我中意坐電單車.
Have S_1 ask S_2 the same question:
  : What do you like to ride in/on?
    你中意坐乜嘢呀？
  S_2: I like to ride....   77

    etc.
Continue around the class.   74

Directions	Language Patterns
Review:	Review:
1. Use Chart #7 to review the classifier:	1. Model: (1), Echo: ◯ (1), ⊙
	T: an eye 一隻眼
	◯: ___
	T: an ear 一隻耳
	◯: ___
	T: a foot 一隻腳
	◯: ___
	T: a mouse 一隻老鼠
	◯: ___
	T: a dog 一隻狗
	◯: ___
Presentation	Presentation
2. Introduce the new FP: boat (ship)	2. Model: (2), Echo: ◯ (2), ⊙
	T: ship (boat) 船
	◯: ___
Hold FP up to Chart #7 to show that the classifier for "boat" is also "隻"	T: a boat 一隻船
	◯: ___
3. Introduce the FP's: #330-335	3. Model: (2), Echo: ◯ 2), ⊙
	T: bicycle 單車
	◯: ___
	T: motorcycle 電單車
	◯: ___
	T: car 車, 汽車
	◯: ___
	T: bus 巴士
	◯: ___
	T: train 火車
	◯: ___

Directions	Language Patterns
3. (Cont.)	3. (Cont.) T: airplane 飛機 ◯: ____ T: a bicycle 一架單車 ◯: ____ T: a motorcycle 一架電單車 ◯: ____ T: a car 一架車, 一架汽車 ◯: ____ T: a bus 一架巴士 ◯: ____ T: a train 一架火車 ◯: ____ T: an airplane 一架飛機 ◯: ____

Use Chart #8 to introduce the new classifier: 架

架

4. Put all the new FP's on a ledge or pocket chart. Start chain conversation with S_1:

   Give S_1 the FP. Prompt S_1 to ask S_2 the same question.
   To S_2

   Let S_2 have the requested FP
   To S_3

   Continue around the class. Let students keep FP's for Step 5.

5. Have students put their FP's behind back. Start guessing what S_1 has.

   S_1 shows FP and answers:

   Have S_1 guess what S_2 has: Continue around the class.

4. Chain question & answer
   T: What do you want?
   你要也嘢呀?
   S_1: I want the <u>motorcycle</u>.
   我要電單車。
   : What do you want?
   你要也嘢呀?
   S_2: I want the ....
   我要....
   : What do you want?
   etc.

5. Questions & answers
   T: Do you have the <u>car</u>?
   你有冇車(汽車)呀?
   S_1: Yes/No, I have the <u>bicycle</u>.
   79 有/冇,我有單車。
   : Do you have the...?
   etc.

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Directions	Language Patterns
6. Introduce the FP: to ride	6. Model: (2), Echo: ◯ (2), ⊙
	T: to ride 坐
	◯: ___
Point to the FP: to ride with each of the transportation FP's. Model:	T: to ride a <u>bicycle</u> 坐單車
	◯: ___
	etc.
Point to FP's: to like and to ride with each of the transportation FP's. Model:	T: I like to ride a <u>bicycle</u>. 我中意坐單車。
	◯: ___.
	etc.
8. Use the puppets to introduce the new language patterns:	8. Model: (2), Echo: ◯ (2), ⊙
	Siu Ming: Do you like to ride a bicycle? 你中唔中意坐單車呀?
	◯: ___?
	Siu Ying: No. 唔中意.
	◯: ___.
	Siu Ming: What do you like to ride? 你中意坐也嘢呀?
	◯: ___?
	Siu Ying: I like to ride a motorcycle. 我中意坐電單車。
	◯: ___.
9. Place all the transportation FP's in a pocket chart. Point to FP: <u>bicycle</u> and start chain conversation with S_1:	9. Chain question & answer
	T: S_1, do you like to ride a <u>bicycle</u>. ___,你中唔中意坐單車呀?
	S_1: Yes/No. 中意/唔中意.
If the answer is "no", ask:	T: What do you like to ride? 你中意坐也嘢呀?

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Directions	Language Patterns

9. (Cont.)
    Let S_1 Point to an FP:
 	
    Using the same FP:<u>motorcycle</u>,
    have S_1 ask S_2:
 	
    Continue around the class.
	9. (Cont.)
	  S_1: I like to ride a <u>motorcycle</u>.
	    我中意坐電單車.
	
	    : Do you like to ride a
	      motorcycle?
	    你中唔中意坐電單車呀?
	
	  S_2: Yes/No. 中意/唔中意.
	    etc.

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MATERIALS NEEDED

TEACHING POINTS

FP's:
to be able to see (to see)
(green #222)
bicycle (orange #330)
motorcycle (orange #331)
car (orange #332)
bus (orange #333)
train (orange #334)
airplane (orange #335)
ship (boat) (orange #336)

TEACHING POINTS

"睇" means to look or watch. To look and perceive or to be able to see is "睇見" or "睇到" use the expression that's natural to you.
As a compound verb, the positive/ negative verb combination of "睇見(睇到)" in the +/- (yes/ no) question is shortened to "睇唔睇見(睇唔睇到)"

LANGUAGE PATTERNS

Students will be able to ask:
   What do you see?
   你睇見(睇到)乜嘢呀?

   Do you see the train?
   你睇唔睇見(睇唔睇到)火車呀?

And they will answer:
   I see the train.
   我睇見(睇到)火車。

   Yes/No, I see the car.
   睇見(睇到)/唔睇見,我睇見汽車。

VOCABULARY

to be able to see
(to see)
睇見, 睇到

LIKELY ERRORS

Use the wrong form for "Do you see?": 睇見唔睇見 → 睇唔睇見

Use the wrong form for "cannot see": 唔睇見 → 睇唔見

TESTS

Place FP's: #330-6 in the pages of a book or notebook.   Open book to an FP and start chain question and answer with S_1:
   T: What do you see?
   你睇見(睇到)乜嘢呀?

   S_1: I see the (a) train.
   我睇見(睇到)火車。

Let S_1 have the book and have S_1 ask S_2:
   : What do you see?
   你睇見(睇到)乜嘢呀?

   S_2: I see the (a) boat. 我睇見(睇到)船。
To S_3: What...? _ etc.
Continue around the class.   79

Directions	Language Patterns
Presentation	Presentation
1. Introduce the new FP: to see	1. Model: (2), Echo: ◯ (2), ⊙ T: to see 睇見 (睇到) ◯: ___
2. Put FP's: #330-336 in a stack and place a blank piece of paper on top. Look at the back of the last FP: ship, say to class: Pull out the FP: ship and put it on top of the stack. Look at it with class. Model: Have class repeat: Show next FP: car and look at it with class. Model: Class repeats: Proceed the same way with the rest of the FP's.	2. Model: (2), Echo: ◯ (2), ⊙ T: I have the (a) ship. 我有 (一隻) 船。 T: I see the (a) ship. 我睇見 (一隻) 船。 ◯: ___. T: I see the (a) car. 我睇見 (一架) 汽車。 ◯: ___. etc.
3. With FP's: #330-336, start chain question & answer with S_1: To S_1: To S_2: Continue around the class.	3. Chain question & answer T: I see the (a) ship. 我睇見 (一隻) 船。 : What do you see? 你睇見乜嘢呀? S_1: I see .... : What do you see? etc.
4. Show FP's: #330-6 one at a time and model question & answer for class. Continue with the rest of the FP's.	4. Model: (2), Echo: ◯ (2), ⊙ T: Do you see a boat? 你睇唔睇見 (隻) 船呀? ◯: ___? T: Yes/No, I see a car. 睇見/睇唔見, 我睇見 (架) 汽車。 ◯: ___. etc.

Directions	Language Patterns
5. Ask several students to go stand behind a board. At a signal, ask them to come out one at a time. Divide the rest of class into 2 groups. Group will question while Group answers. Model question for Group 1:	5. Model: (2), Echo: ◑ ◑ T: Who do you see?
To Group 2:	◑: _____?
Group 2 answers	◑: We see S_1.
Have the next student come out to stand next to S_1. Model question for Group 1:	T: who do you see?
To Group 2:	◑: _____.
Help Group 2 with answer if necessary:	◑: We see S_1 and S_2.
Continue this line of question and answer until all the students have come out from behind the board. Ask them to go back and reverse roles of Group 1 & 2.	etc.

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MATERIALS NEEDED   TEACHING POINTS

FP's: Dialog #13 (pink #187) Dialog #14 (pink #188)	Review lesson

LANGUAGE PATTERNS   VOCABULARY

Students will be able to master the dialogs in FP's: #187 & #188.	None

LIKELY ERRORS

None

TESTS

None

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Directions	Language Patterns
1. Introduce Dialog #13 with FP #187.	1. Model:(2), Echo:◯ (2), ◐◑ ⊙

Language Patterns column:

T(A): What time are you coming to my house?

你幾點鐘嚟我屋企呀：

◯: ___ ?

T(B): About 3:30, OK?

大約三點半好嗎？

◯: ___ ?

T(A): How are you coming?

你點樣嚟呀：

◯: ___ ?

T(B): I'll take the

我坐巴士（嚟）.

◯: ___ .

Directions column:

Divide class into 2 groups.
Have Group 1 take the role of A, and Group 2, B.
Reverse roles.
Have individual students take the roles of A & B.

2. Questions & answers
Hold up FP #187 and ask as many related "who, what, where, when, and how" questions as possible.

Language Patterns column:

2. Questions & answers

T: Who is coming to her(A's) house?

邊個嚟佢屋企呀？

⊙: She (B) is.

佢.

T: What is she (B) going to do?

佢做乜嘢呀？

⊙: She (B) is going to her (A's) house.

（佢）去佢屋企。

T: Where is she (B) going?

佢去邊處（度）呀？

⊙: She (B) is going to (A's) house.

（佢）去佢屋企.

T: When is she(B) going?

佢幾點鐘去呀？

⊙: About 3:30.

大約三點半.

Directions	Language Patterns
2. (Cont.)	2. (Cont.) T: How is she(B) getting there? 佢點樣去�occur? (·): By bus. 坐巴士去。
3. Introduce Dialog #14 with FP #188.	3. Model:(2), Echo:◯(2),◐◐(·) T(Salesman): What do you like (want)? 你要乜嘢呀? ◯: ___? T(Child): I want an airplane. 我要(一)架飛機. ◯: ___. T(S): Do you like this one or that one? 你中意呢架定咽架呀? ◯: ___? T(C): This one. Where are your boats? 呢架. 你啲船喺 邊度(處)呀? ◯: ___ T(S): The boats are over there. Do you see them? 啲船喺咽個度(處). 睇唔睇見(到)呀? ◯: ___.
Divide the class into 2 groups. Have ½ of the class take the role of the Salesman, and the other ½, the Child. Reverse roles. Have individual students take the roles of salesman & Child.	T(C): Yes. I want this plane and that boat. 睇見(到)喇. 我要呢架 飛機同咽隻船. ◯: ___.
87	

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Directions	Language Patterns

4. Questions & answers
   Hold up FP #188 and ask
   related questions such as:
	4. Questions & answers
	
	T: What does she(Child) want?
	
	佢要也嘢呀？
	
	⊙: She(Child) wants a plane
	   and a boat.
	
	佢要(一)架飛機同(一)隻船.
	
	T: How many planes do you see?
	
	你睇見(到)有幾多架飛機呀？
	
	⊙: One.
	
	一架.
	
	T: How many boats do you see?
	
	你睇見(到)有幾多隻船呀？
	
	⊙: Two.
	
	兩隻。

Optional 5. Substitute other items in dialog.	

MATERIALS NEEDED	TEACHING POINTS
FP's: to wear (green #224) shirt (orange #337) dress (orange #338) sweater (orange #339) pants (orange #340) socks (orange #341) skirt (orange #342) shoes (orange #343) sneakers (orange #344) boots (orange #345)	" 着 " means to wear, to have on, or to put on (articles of clothing). " 衫 " is a general term for clothings. It is also the term for dresses. However, the term " 衫裙 " maybe used for dresses in order to avoid confusion.

LANGUAGE PATTERNS

Students will be able to ask:
  Are these shoes?

  係唔係鞋呀？

  What are you wearing?

  你着乜嘢呀？

and they will answer:
  Yes./No, they are (it's) pants.

  係／唔係, 係褲.

  I'm wearing shoes.

  我着鞋.

VOCABULARY

to wear 着

shirt 恤衫

dress 衫(裙)

sweater 冷衫

pants 長褲

socks 襪

skirt 裙

shoes 鞋

sneakers 膠鞋

boots 靴

LIKELY ERRORS

Confusion in vocabulary.

TESTS

Hold up FP's: #337-345. Point to the first FP: sweater and start chain question and answer with S_1:
  T: Who are (is) wearing (a) sweater(s) today?

  (今日)邊個着冷衫呀？

  S_1: S_3 and S_4 (are wearing sweaters today).

  ____ 同 ____ (着冷衫).

Point o next FP: shirt and have S_1 ask S_2:
  S_1: Who are (is) wearing (a) shirt(s) today?

  (今日)邊個着恤衫呀？

  S_2: S_5 (is wearing a shirt today).
    etc.

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Continue around the class.

Directions	Language Patterns
Presentation	Presentation
1. Introduce FP's: #337-345.	1. Model: (2), Echo: ◯ (2), ⊙ T: shirt 恤衫 ◯: ___ T: dress 衫 (裙) ◯: ___ etc.
2. Hold up FP's for substitution drill.	2. Substitution drill: ◯ T: What is it? 係也嘢呀? ◯: It's shoes 係鞋. etc.
3. Hold up FP's to elicit negative answers	3. Negative Drill: ◯ T: Are they shoes? 係唔係鞋呀? ◯: No, they are boots. 唔係, 係靴。 etc.
4. Introduce the FP: to wear.	4. Model: (2), Echo: ◯ (2), ⊙ T: to wear 着. ◯: ___
5. Point to own clothes and model:	5. Model: (2) T: I'm wearing a sweater. 我着冷衫. : I'm wearing a skirt. 我着裙. : I'm wearing shoes. 我着鞋. etc.
6. Switch to FP's and continue modeling.	6. Model: (2), Echo: ⊙ (2) ◯ T: What are you wearing. 你着也嘢呀? ◯: ___? T: 'm wearing a sweater. 我着冷衫. ◯: ___. etc.

MATERIALS NEEDED

TEACHING POINTS

| FP's:
Doesn't fit/fits just right
(buff #253)
neat/wrinkled (buff #254)
long/short (buff #255)
loose/tight (buff #256)
new/old (buff #257)
good-looking/awful-looking
(buff #258)
clean/dirty (buff #259)

Chart: #3, 4, 9 | The vocabulary introduced in this lesson are adjectives that can be used as verb-adjectives. |

LANGUAGE PATTERNS

VOCABULARY

| Students will be able to ask:
  Is this (way) "neat"?
  咁樣齊唔齊整呀?
And they will answer:
  Yes/No(it's wrinkled).
  齊整 / 唔齊整 (嘍). | classifier: 件

doesn't fit/fits just right 唔啱着/啱啱着

neat/wrinkled
齊整/喺
long/short
長/短
loose/tight 闊/窄
new/old 新/舊
good-looking/awful-looking
好睇,靚/唔好睇 唔靚
clean/dirty
乾淨/污糟 |

LIKELY ERRORS

| Confusion in vocabulary. |

TESTS

| Hold FP's #253-259 in a stack. Point to a portion of the FP and start chain question with S_1:
  T: Is this (way) "neat"?
    咁樣齊唔齊整呀?
  S_1: Yes/No.
    齊整 / 唔齊整. |

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TESTS (Cont.)

Let S_1 have FP's and address question to S_2:

S$_1$: Is this (way) "<u>wrinkled</u>"?

咁樣噪唔噪呀?

S$_2$: Yes/No

噪／唔噪.

Let S_2 have FP's amd address question to S_3:

S$_2$: Is this (way) "<u>long</u>"?

咁樣長唔長呀?

S$_3$: Yes/No

長／唔長.

etc.

Continue around the class.

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PROCEDURES

Directions	Language Patterns
Presentation	Presentation
1. Introduce new FP's one at a time.	1. Model: (2), Echo: ◯(2), ⊙
	T: Doesn't fit
	唔啱着.
	◯: ____
	T: Fits just right
	啱啱着
	◯: ____
	T: Neat
	齊整
	◯: ____
	T: Wrinkled
	縐
	◯: ____
	T: Long
	長
	◯: ____
	T: Short
	短
	◯: ____
	T: Loose (wide)
	闊
	◯: ____
	T: Tight
	窄
	◯: ____
	T: New
	新
	◯: ____

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Directions	Language Patterns
1. (Cont.)	1. (Cont.) 　T: Old 　舊 　○: ____ 　T: Good-looking 　好睇, 靚 　○: ____ 　T: Awful-looking 　唔好睇, 唔靚 　○: ____ 　T: Clean 　乾淨 　○: ____ 　T: Dirty 　污糟 　○: ____
2. Hold up FP #253. Point to the portion:"Doesn't fit". Model question and answer:	2. Model:(2), Echo: ○(2), ⊙ 　T: How's it? 　(係) 點樣呀? 　○: ____? 　T: It doesn't fit. 　(係) 唔啱着. 　○: ____.
Point to the portion:"Fits just right". Again model question and answer	T: How's it? 　(係) 點樣呀? 　○: ____? 　T: It fits just right. 　(係) 啱啱着. 　○: ____.
Change FP and continue modeling question & answer.	etc.
3. Hold up #253. Point to the portion:"Doesn't fit". Model +/- form of "Doesn't fit"	3. Model: (2), Echo: ○(2), ⊙ 　T: Does it fit or not? 　啱唔啱着呀? 91 ○: ____?

Directions	Language Patterns
3. (Cont.)	3. (Cont.) T: No, it doesn't fit. 唔啱着. ◯: ____. T: Does it fit just right or not? 啱唔啱着呀? ◯: ____? T: Yes, it fits just right. (啱)啱着. ◯: ____.
Point to the portion:"Fits just right", model the +/- form	
Hold up FP #254. Model +/- form of "neat"	T: Is it neat or not? 齊唔齊整呀? ◯: ____? T: Yes, it's neat. 齊整. ◯: ____.
Model +/- form of "wrinkled"	T: Is it wrinkled or not? 襟唔襟呀? ◯: ____? T: Yes, it's wrinkled. 襟. ◯: ____.
Hold up FP #255. Model +/- form of "long".	T: Is it long or not? 長唔長呀? ◯: ____?
Model +/- of "short"	T: Is it short or not? 短唔短呀? ◯: ____? T: Yes, it's short. 短. ◯: ____.
Continue to model the +/- form of the rest of the FP's.	etc.

Directions	Language Patterns
4. Put FP's #253-259 in pocket chart. Elicit both positive & negative answers from students	4. Questions & Answers T: Is this (way) "doesn't fit"? 咁樣喘唔喘着呀? S_1: Yes./No. 喘着/唔喘着. T: Is this (way) "neat" 咁樣齊唔齊整呀? S_2: Yes./No. 齊整/唔齊整 T: Is this (way) "wrinkled" 咁樣㑎唔㑎呀? S_3: Yes./No. 㑎/唔㑎. etc.
Continue to elicit both positive and negative answers from students.	
5. Introduce Chart #9	5. Model: (2), Echo: ◯ (2), ⊙ T: A dress 一件衫裙. ◯: ___ T: A sweater 一件冷衫. ◯: ___ T: A vest 一件背心. ◯: ___ T: A shirt 一件恤衫. ◯: ___
6. Review classifiers: 條, 個 (charts #3, 4)	6. Model: (2), Echo: ◯ (2), ⊙ T: A straw 一條飲筒 ◯: ___ T: A pair of pants 一條褲 ◯: ___

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Directions	Language Patterns
6. (Cont.)	6. (Cont.)
	T: A skirt
	一條裙
	◯: ___
	T: A snake
	一條蛇
	◯: ___
	T: A fish
	一條魚
	◯: ___
Model chart #3：個	T: A chalk eraser
	一個粉擦
	◯: ___
	T: A rubber eraser
	一個膠擦
	◯: ___
	etc.
Add the item: mask(FP #258)	T: A mask
	一個面具
	◯: ___
7. Hold up FP's #253-259. Point to the upper portion of FP #253 and start question & answer with S₁	7. Questions & answers
	T: Does this pair of pants fit or not?
	呢條褲啱着定唔啱着呀
	S₁: It fits./ It doesn't fit.
	啱着/唔啱着.
FP #254	T: Is this dress neat or wrinkled?
	呢件衫裙齊整定噪呀?
	S₂: Neat./Wrinkled.
	齊整/噪
FP #255	T: Is this skirt long or short?
	呢條裙長定短呀?
	S₃: Long/Short.
	長/短.
FP #256	T: Is this blouse loose or tight?
	呢件衫闊定窄呀?
	S₄: Loose./Tight. 闊/窄:

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Directions	Language Patterns
7. (Cont.)	7. (Cont.)

T: Is this pair of pants new or old?

呢條褲新定舊呀?

S_5: New./Old.

新/舊

T: Is this mask pretty or ugly?

呢個面具靚定唔靚呀?

(好睇定唔好睇呀?)

S_6: Pretty./Ugly.

靚/唔靚(好睇/唔好睇)

FP #258

FP #259

T: Is this top clean or dirty?

呢件衫乾淨定污糟㗎?

S_7: Clean./Dirty.

乾淨/污糟。

T: Is this pair of pants clean or dirty?

呢條褲乾淨定污糟呀?

S_8: Clean./Dirty.

乾淨/污糟.

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MATERIALS NEEDED

TEACHING POINTS

FP's: Dialog #15 (pink #189) Dialog #16 (pink #190)	None

LANGUAGE PATTERNS

VOCABULARY

Students will be able to master the dialogs in FP's: #189 and #190.	None

LIKELY ERRORS

None

TESTS

None

Directions	Language Patterns
1. Introduce Dialog #15 with FP #189.	1. Model: (2), Echo: ◯ (2), ◖◗◗ ⊙

1. Model: (2), Echo: ◯ (2), ◖◗◗ ⊙

T(A): Where's Siu Ming? Do you see him?

小明喺邊度(處)呀?

你睇唔睇見(到)佢呀?

◯: ____?

T(B): Yes. He's over there.

睇見。佢喺嗰度(處).

◯: ____.

T(A): Where? What's he wearing?

喺邊度(處)呀?

佢着也嘢衫呀?

◯: ____.

T(B): He's wearing a red sweater. Do you see him?

佢着件紅色冷衫.

你睇唔睇見(到)佢呀?

◯: ____?

T(A): Oh yeah. I see him.

哦.睇見佢喇.

◯: ____.

Divide the class into two groups. Have ½ class take the role of A, and the other ½, B.
Reverse roles.
Have individual students take the roles of A & B.

2. Substitutions
Substitute S₁'s name for Siu Ming. Have two students do the dialog with the the appropriate substitutions.

2. Substitutions

A: Where's S_1? Do you see him/her?

B: Yes. He/she's over there.

A: Where? What's he/she wearing?

B: He/she's wearing ____. Do you see him/her?

A: Oh yeah. I see him/her.

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Directions	Language Patterns
3. Introduce Dialog #16 with FP #190.	3. Model:(2), Echo:◯(2),◖◗⊙ T(A): Do you like this pair of pants? 你中唔中意呢條褲呀? ◯: _____? T(B): Yes, very much. 好中意 ◯: _____. T(A): Does it fit you? 啱唔啱你着呀? ◯: _____? T(B): Fits just right. 啱啱着 ◯: _____. T(A): Do you want it? I'll give it to you. 你要唔要呀? 我俾呢條褲你): _____. T(B): Yes. This pair of pants' new and good-looking. Why don't you want it? 要 呢條褲又新又靚 (好睇) 你點解唔要呀? ◯: _____. T(A): It doesn't fit me. 唔啱我着 ◯: _____. T(B): Thank you then. 多謝你 ◯: _____.
Divide the class into two groups. Have ½ of the class take the role of A, and the other ½, B. Reverse roles. Have individual students take the roles of A & B.	
4. Questions & answers Hold up FP #190 and ask related questions about the FP.	4. Questions & answers T: Whose pants is it? 條褲係邊個架?

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Directions	Language Patterns
4. (Cont.)	4. (Cont.)
	⊙: Hers (A's).
	佢嘅.
	T: How come she (A) doesn't want it?
	佢點解唔要佢條褲呀?
	⊙: It doesn't fit her.
	唔啱佢着.
	T: Does the pants fit her (B)?
	條褲啱唔啱佢着呀?
	⊙: Yes, just right.
	啱啱(佢)着.
	T: Why di she (B) say "thank you" to her (A)?
	佢點解多謝佢呀?
	⊙: She (A) gave her (B) a pair of pants.
	佢俾咗條褲佢.

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MATERIALS NEEDED

FP's:
to put (green #219)
in(side)/out(side) (white #284)
above/below(under) (white #285)
in front of/behind (white #286)
right/left (white #287)

A paper bag

TEACHING POINTS

"Inside" can be either " 裏便 "
or " 裏面 ", depending on individual
speech pattern. " 裏面 " may be
used both in spoken and written
forms while " 裏便 " is used in the
spoken only.

LANGUAGE PATTERNS

Students will be able to ask:
Where're you going to put the pencil?

你放(擺)鉛筆喺邊度(處)呀？

And will answer:
I'm putting the pencil in the paper bag.

我放(擺)鉛筆喺紙袋裏便(面)．
放(擺)喺裏便(面)．

VOCABULARY

to put 放，擺

in(side)/out(side)
裏便(面)/外便(面)
above/below(under)
上便(面)/下便(面)
in front of/behind
前便(面)/後便(面)
right/left
右便(邊)/左便(邊)

LIKELY ERRORS

Confusion in vocabulary between the following:
"to be 係 "--tone: 高去 ; "to be + in, on, or at 喺 "--tone: 高上

TESTS

Put a pencil into a paper bag. Start question & answer with S_1:
   T: Where's the pencil?
   鉛筆喺邊度(處)呀？
   S_1: In the bag.
   喺紙袋裏便(面)．
Put the pencil in another location and ask S_2:
   T: Where's the pencil? (Where is it?)
   (鉛筆)喺邊度(處)呀？
   S_2: In front of the bag.
   喺紙袋前便(面)．
   etc.
Continue around the class.

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Directions	Language Patterns
Review:	Review:
1. Put a pencil, pen, crayon, scissors, eraser, ruler, paper chalk, and a book in a paper bag. Take one item out & start chain dialog with S₁.	1. Chain dialog

Review:

1. Put a pencil, pen, crayon, scissors, eraser, ruler, paper chalk, and a book in a paper bag. Take one item out & start chain dialog with S_1.

Let S_1 have the paper bag & pick out something from it to ask S_2:

Continue around the class.

Presentation

2. Introduce FP's #284-287

3. Use FP's #284-287, model question and answer for each FP

Language Patterns

Review:

1. Chain dialog

T: What's it?

(係)乜嘢呀?

S_1: It's a pencil.

(係)鉛筆

What's it?

(係)乜嘢呀?

S_2: It's a book.

(係)書.

etc.

Presentation

2. Model:(2) Echo: ◯ (2), ⊙

T: in(side)/out(side)

1. 裏便(面)/外便(面).

◯: ___.

T: above/below(under)

上便(面)/下便(面)

◯: ___

T: in front of/behind

前便(面)/後便(面)

◯: ___

T: left/right

左便(面)/右便(面)

◯: ___.

3. Model:(2), Echo: ◯ (2), ⊙

T: Where is it?

喺邊度(處)呀?

◯: ___?

T: It's inside.

喺裏便(面).

◯: ___.

T: Where's it?

喺邊度(處)呀?

◯: ___?

T: It's outside. 喺外便(面).

◯: ___.
etc.

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Directions	Language Patterns
4. Introduce FP #219	4. Model:(2), Echo:◯(2) T: to put 放;擺 ◯: ____.
5. Place an empty paper bag and some classroom items in front of class and ask each student to put an item somewhere in relation to the paper bag. Have class repeat the command: Reference to the paper bag may be left out after the first command.	5. Model:(2), Echo:◯(2) T: S₁, put the <u>pencil</u> <u>in</u> the paper bag. ____,放(擺)鉛筆喺紙袋 裏便(面). ◯: ____. T: S₂, put the <u>pen</u> <u>outside</u>(of the paper bag). ____,放(擺) 筆 喺紙袋 外便(面). ◯: ____. T: S₃, put the <u>chalk</u> <u>in front</u>(of the paper bag). ____,放(擺)粉筆喺紙袋 前便(面). ◯: ____. etc.
Continue around the class.	
6. Place the classroom items near an empty bag. Pick up an item and put it into the bag: Pick up an item: <u>chalk</u>. Give it to S₁ asking: Let students abbreviate answers if they choose. Have S₁ give an item to S₂ and ask: To S₃: Continue around the class.	6. Chain dialog T: I'm going to put the <u>pencil</u> in the bag. 我放(擺)鉛筆喺紙袋裏 便(面). Where will you put the <u>chalk</u> 你放(擺)粉筆喺邊度(處)呀? S₁: (I'm) putting it outside (the bag). 放(擺)喺外便(面). Where will you put the <u>book</u>. 你放(擺)書喺邊度(處)呀? S₂: (I'm) putting it <u>in front</u> (of the bag). 放(擺)喺前便(面). Where...? etc.

MATERIALS NEEDED   TEACHING POINTS

FP's:
to hear (green #223)
to call, cry out (green #229)

optional: (common animals)
cat (orange #360)
cow (orange #361)
duck (orange #364)
lamb (orange #373)
pig (orange #380)

The verb "to hear" or "heard",
"聽到，聽見" takes an object
that's doing the calling--叫, e.g.
"What(who) do you hear (calling)?
你聽到(見)也嘢(邊個)叫呀？"
Use "聽到" or "聽見"; whichever
that's natural to your speech
pattern. But introduce the other
form so that students will be fami-
liar with it.
"聽到" is used in the spoken only
while "聽見" can be used in both
the spoken and written forms.

LANGUAGE PATTERNS

Students will be able to ask:
  Who do you hear (calling)?
  你聽到(見)邊個叫呀？
And they will answer:
  I hear (heard) (Name) (calling):
  我聽到(見)___叫．

VOCABULARY

to hear (heard)
聽到, 聽見

to call, cry out
叫

LIKELY ERRORS

Omitting the verb "to call叫" in sentences such as "I heard mother
(calling). 我聽到(見)媽媽叫 ."

TESTS

Have S$_1$ put his/her head down. Point to S$_3$ and direct S$_3$ to:
  T: Call S$_1$. 叫 ___．

  S$_3$: S$_1$. ___．

Ask S$_1$:
  T: Who did you hear calling you?
     你聽到(見)邊個叫(你)呀？

  S$_1$: I heard (S$_3$) call.
     我聽到(見)___叫．

Have S$_2$ put his/her head down. Repeat the above. Continue around
the class.

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Directions	Language Patterns
Review:	**Review:**
1. Review FP's: #284-287	1. Production: ○
	○: in(side) 裏便(面)
	○: out(side) 外便(面)
	etc.
Presentation	**Presentation**
2. Introduce new FP's.	2. Model:(2), Echo: ⊘ (2), ⊙
	T: to call
	叫
	○: ____
	T: to hear
	聽到, 聽見
	○:
	T: to hear calling
	聽到(見) 叫
	○: ____
3. Have students take turns call-ing teacher's name. After each student's call, model question and answer.	3. Model:(2), Echo: ○ (2), ⊙
	S$_1$: ____ ____先生.
	T: Who called?
	邊個叫呀?
	○: ____?
	T: S$_1$ called.
	____ 叫.
	○: ____
	etc.
4. Have S$_1$ put his/her head down and have another student call to S$_1$. Model question for class to ask S$_1$:	4. Model:(2), Echo: ○ (2), ⊙
	⊙: S$_1$.
	____.
	T: Who did you hear calling?
	你聽到(見)邊個叫(你)呀?
Have class repeat question:	○: ____?
Help S$_1$ with answer if necessary.	S$_1$: I heard
	我聽到(見)____叫(我).
Have S$_2$ put his/her head down and repeat the above procedure.	etc.

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Directions	Language Patterns

Directions

5. Place a chair in front of the of the class. Ask S₁ to sit on that chair and put his/her head down. Have another student come to stand in front of (behind, on the left, or on the right of) S₁ and call S₁'s name. Address question to S₁:

Second question to S₁:

Repeat the same procedure with other student volunteers.

The following steps are optional
6. Introduce animal FP's #360, 361, 364, 373, 380.

7. Show each FP and model:
cat: meow
cow: moo-bo
duck: quack
lamb: baa-aa
pig: oink.

Continue to model for each FP.

Language Patterns

5. Questions & Answers: ◯ ◯

T + ◯: Who do you hear calling?
你聽到(見)邊個叫呀？
S₁: I hear(d) (Name).
我聽到(見)＿＿ 叫.
T + ◯: Where's (Name)
＿＿喺邊度(處)呀？
S₁: (Name) (he/she)'s in front of me.
＿＿(佢)喺我前便(面):
etc.

6. Model:(2), Echo: ◯ (2), ◉
T: cat 貓

◯: ＿＿

T: cow 牛

◯: ＿＿

T: duck 鴨

◯: ＿＿

T: lamb 羊

◉: ＿＿

T: pig 豬

◯: ＿＿

7. Model:(2), Echo: ◯ (2), ◉
T: How does a cat call out?
貓點樣叫呀？

◯: ＿＿?

T: A cat calls out this way--
meow.
＿＿貓咁樣叫.

◉: ＿＿.

etc.

Directions	Language Patterns
8. Hold up an FP: <u>cat</u> and ask S₁:	8. Questions & Answers
	T: <u>Meow</u>. What do you hear?
	____ 你聽到(見)也野叫呀?
	S₁: I heard a <u>cat</u>(calling).
	我聽到(見)貓叫.
Show FP: <u>cow</u> to S₂	T: <u>Moo-oo</u>. What do you hear?
	____ 你聽到(見)也嘢叫呀?
	S₂: I heard a <u>cow</u>.
	我聽到(見)牛叫.
Continue this way around the class.	etc.
9. Place FP's on a ledge and let students choose own animal to imitate. Start chain question & answer with S₁:	9. Chain question & answer.
	T: <u>Moo-oo</u>. What do you hear?
	____ 你聽到(見)也嘢叫呀?
	S₁: I heard a <u>cow</u>...
	我聽到(見)牛叫.
To S₂:	<u>Oink, oink</u>. What do you hear?
	____ 你聽到(見)也嘢叫呀?
	S₂: I heard a <u>pig</u>.
Continue around the class.	我聽到(見)豬叫.
	etc.

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MATERIALS NEEDED   TEACHING POINTS

| FP: | Review lesson |
| #17 Monolog (pink #191) | |

LANGUAGE PATTERNS   VOCABULARY

| Students will master the language patterns of FP #191. | None |

LIKELY ERRORS

| None |

TESTS

| None |

110

Directions	Language Patterns
1. Introduce Monolog with FP #191.	1. Model:(2), Echo: ◯(2), ◯ T: Do you hear a bird? 你聽到(見)雀仔叫嗎? ◯: ___? T: I do, but where is the bird? 聽到(見),雀仔喺邊度(處)呢? ◯: ___? T: Front? Back? 前便(面)?後便(面)? ◯: ___? T: Left? Right? 左便(面)?右便(面)? ◯: ___? T: Inside? Outside? 裏便(面)?外便(面)? ◯: ___? T: Above? Below? 上便(面)?下便(面)? ◯: ___? T: Where do you hear the bird calling from? 你聽到(見)雀仔喺邊度(處)叫呀? ◯: ___?
2. Assign students roles to participate in: individual student ⊙ chorus ◯ small groups or individuals in chorus: ① ② ③ ④	2. Performance ◯: Do you hear a bird? 你聽到(見)雀仔叫嗎? ⊙: I do, but where is the bird? 聽到(見),雀仔喺邊度(處)呢? ①: Front? Back? 前便(面)?後便(面)?

Directions	Language Patterns
2. (Cont.)	2. (Cont.)
	② : Left? Right?
	左便(面)? 右便(面)?
	③ : Inside? Outside?
	裏便(面)? 外便(面)?
	④ : Above? Below?
	上便(面)? 下便(面)?
	○ : Where do you hear the bird calling from?
	你聽到(見)雀仔喺
	邊度(處)叫呀?
Optional	
3. Substitutions	3. Substitutions
Follow the above procedure. Substitute the name of a student for the bird. Have that student call out from a hidden spot.	

MATERIALS NEEDED

FP's:
to buy (green #227)
how much(cost) (white #237)
money (orange #346)
1¢ (orange #347)
10¢ (orange #348)
25¢ (orange #349)
50¢ (orange #350)
$1.00 (orange #351)

Classroom items FP: #51-64
2 puppets

TEACHING POINTS

"Money 錢, 銀" must be included in the expression "how much 幾多錢(銀)" when asking for the cost. "錢" and "銀" can be used interchangebly. A dollar can be either "蚊" or "銀錢". "蚊" refers to the paper money of recent times. "銀錢" is a term left over from the days when silver & gold coins were the legal tenders. For whole dollars, "蚊" is usually used in speaking as in "一蚊, 兩蚊, 三蚊 "etc. as against the longer forms of "一個銀錢, 兩個銀錢, 三個銀錢". However, common usage dictates that $2.15 is "兩個(銀錢)一毫半 ", "銀錢" is understood there.

LANGUAGE PATTERNS

Students will be able to say:
What do you want to buy?
你要買乜嘢呀?
I want to buy a pencil.
How much is it?
我要買一枝鉛筆.
幾多錢呀?
It's 15¢.
十五個仙:(毫半子).

VOCABULARY

to buy 買
how much(cost) 幾多錢(銀)
money 錢, 銀
1¢ 一個仙
10¢ 一毫(子), 十個仙
25¢ 兩毫半(子), 二十五個仙
50¢ 半蚊, 五毫(子), 五十個仙
$1.00 一蚊, 一個銀錢

LIKELY ERRORS

Confusion in money units.

110

TESTS

Tag each classroom object with a price tag. Put everything in a
box and give it to S$_1$. Start chain question & answer with S$_1$:
 T: I want to buy an <u>eraser</u>. How much is it?

我要買一個膠擦.　　幾多錢(銀)呀?

S$_1$ picks out the eraser and looks at the price tage:
 S$_1$: <u>20¢</u>.

二十個仙(兩毫(子)).

Have S$_1$ give the box to S$_2$ while saying to S$_2$:
   S$_1$: I want to buy <u>a bottle of glue</u>. How much is it?

我要買一樽膠水.　幾多錢(銀)呀?

S$_2$ looks at the price tage and answers:
   S$_2$: <u>75¢</u>.

七十五個仙.(七毫半(子)).

S$_2$ gives the box to S$_3$, saying to S$_3$:
   S$_2$: I want to buy ___. How much is it?

   S$_3$: _____ 我要買 etc. ____　幾多錢(銀)呀?

Continue around the class.

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Directions	Language Patterns
Review:	**Review:**
1. With FP's of classroom items #51-64, review FP's and classifiers that go with these items.	1. Model:(1), Echo:◯,(1),◯ T: a book ◯: 一本書 T: a piece of paper ◯: 一張紙 T: a pencil. ◯: 一枝鉛筆 etc.
Presentation	**Presentation**
2. Introduce FP's #237, and #346-#351	2. Model:(2), Echo:◯ (2),◯ T: how much(cost) ◯: 幾多錢(銀) T: Money ◯: 錢,銀 T: 1¢ ◯: 一個仙 T: 10¢ ◯: 十個仙,一毫(子) T: 25¢ ◯: 二十五個仙,五毫(子) T: 50¢ ◯: 五十個仙,五毫(子),半蚊 T: $1.00 ◯: 一蚊
3. Write 1¢ - $1.00 on pieces of paper and fold them. Let each student pick one. Ask each student:	3. Questions & Answers T: How much(money) do you have? 你有幾多錢呀? ◯: (I have) 10¢. (我有)十個仙(一毫(子)). etc.

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Directions	Language Patterns
4. Mix some blank pieces of paper in the pile. Let students choose again. Start chain dialog with S_1:	4. Chain dialog T: Do you have any money? 你有冇錢呀? S_1: Yes/No. 有/冇.
If the answer is "yes", then ask:	T: How much do you have? 你有幾多錢(銀)呀? S_1: (I have) 23¢. (我有)二十五個仙.
To S_2:	Do you have any money? 你有冇錢呀? S_2: Yes/No. 有/冇. etc.
Continue around the class.	
5. Model new FP: to buy.	5. Model:(2), Echo:◯(2) T: to buy ◯: 買 ___
6. Arrange classroom FP's on a ledge or in a pocket chart. Use puppets to introduce the new dialog	6. Model:(2), Echo:◯(2), ⊙ Siu Ying: What are you going to buy? 你買乜嘢呀? ◯: ___?
	Siu Ming: I'm going to buy ten straws 我買十條飲筒. ◯: ___.
	Siu Ming: How much are they? 幾多錢(銀)呀? ◯: ___?
	Siu Ying: 10¢. 十個仙, 一毫(子). ◯: ___.

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Directions	Language Patterns
7. Gather classroom objects. Let class help in making up a price tag for each object. Put them in a box. Let S_1 have the box & start chain question & answer with S_1:	7. Chain questions & answers
	T: What do you want to buy? 你要買乜野呀?
S_1 picks an object	S_1: I want to buy a piece of paper. 我要買一張紙.
	T: How much is it? 幾多錢(銀)呀?
S_1 looks at price tag & answers	S_1: 15¢. 十五個仙,一毫半(子).
Have S_1 give the box to S_2 & ask:	What do you want to buy? 你要買乜野呀?
	S_2: I want to buy ___. 我要買___.
	S_1: How much is it? 幾多錢(銀)呀?
	S_2: ___
To S_3:	What do you want to buy?
Continue around the class.	etc.

MATERIALS NEEDED | TEACHING POINTS

FP's:	Review lesson
Dialog #18 (pink #192)	
Dialog #19 (pink #193)	
Dialog #20 (pink #194)	

LANGUAGE PATTERNS | VOCABULARY

| Students will master the dialogs of FP's: #192, #193, & #194 | None |

LIKELY ERRORS

| None |

TESTS

| None |

118

Directions	Language Patterns
1. Introduce Dialog #18 with FP #192.	1. Model:(2), Echo: ◯ (2), ◖◗ ⊙ T(A): Where're you going? 你去邊度(處)呀? ◯: ___? T(B): I have to do some shopping for my Mom. Do you want to go? 我媽媽叫我去買野. 你去嗎? ◯: ___? T(A): Yes. What do you have to buy? 去. (要)買乜野呀? ◯: ___? T(B): Milk, butter, eggs, and bread. 牛奶, 牛油, 雞蛋同麵包. ◯: ___.
Divide the class into 2 groups. Have Group 1 take the role of A and Group 2, B. Reverse roles. Have individual students take the roles of A & B.	
2. Questions & answers Hold up FP #192 and ask related questions such as:	2. Questions & answers T: What does he(B) have to do? 佢要做乜野呀? ⊙: His mother wants him to do some shopping for her. 佢媽媽叫佢去買野. T: What does he have to buy? 佢要買乜野呀? ⊙: Milk, butter, eggs, and bread. 牛奶, 牛油, 雞蛋同麵包.
3. Introduce Dialog #19 with FP #193.	3. Model:(2), Echo: ◯ (2), ◖◗ ⊙ T(A): Have we got everything now? 我哋買齊野未呀? ◯: ___? T(B): Yes. Let's see what the total is. 買齊喇. 睇吓一共幾多錢.

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Directions	Language Patterns
3. (Cont.)	3. (Cont.)
	◯: ____.
	T(A): Milk - $1.31, butter - $1.09, eggs - $.81, and bread - $.64.
	牛奶, 一個三毫一, 牛油, 一個零九, 雞蛋, 八毫一 (八十一個仙), 麵包, 六毫四 (六十四個仙).
	◯: ____.
	T(B): The total is $3.85.
	一共三個八毫半.
	◯: ____.
	T(A): How much did your Mom give you?
	你媽媽俾咗幾多錢你呀?
	◯: ____?
Divide class into 2 groups. Have Group 1 take the role of A and Group 2, B. Reverse roles. Have individual students take the roles of A & B.	T(B): $4.00 -- just enough.
	四蚊 (四個銀錢) 啱啱夠.
	◯: ____.
4. Questions & answers Hold up FP #193 and ask related questions such as:	4. Questions & answers
	T: How much is the milk?
	牛奶幾多錢 (銀) 呀?
	⊙: $1.31.
	一個三毫一.
	etc.
	T: Did he (B) have enough money?
	佢夠唔夠錢呀?
	⊙: Yes, just enough.
	夠, 啱啱夠.
5. Introduce Dialog #20 with FP #194.	5. Model:(2), Echo: ◯ (2), ⊙
	T(B): Mom, we're home from shopping.
	媽媽, 我哋買咗嘢返嚟喇

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Directions	Language Patterns
5. (Cont.)	5. (Cont.)

○: ___.

T(M): Did you have enough money?
够唔够钱(银)呀?

○: ___?

T(B): Yes. I have 15¢ left.
够。重有十五個仙(毫半子)
剩(音靜).

○: ___.

T(M): Put the things on the kitchen table. I baked a cake today. Do you want some?
放(擺)啲嘢喺厨房枱上便(面).我今日焗(咗一個)餅.你哋食唔食呀?

○: ___?

T(B): Yes. Thank you.
食. 多謝.

○: ___.

T(A): Thank you.
多謝.

○: ___.

6. Questions & answers
   Hold up FP #194 and ask related questions such as:

6. Questions & answers
   T: How did he(B) help his mother
   佢點樣幫佢媽媽呀?
   ○: He did the shopping for her
   佢幫佢媽媽買(咗)嘢.
   T: What did his mother do at hom
   佢媽媽喺屋企做也嘢呀?
   ○: She baked a cake.
   佢焗(咗一個)餅.
   T: Do they(A & B) like cake?
   佢哋中唔中意食餅呀?
   ○: Yes. 中意.

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MATERIALS NEEDED

TEACHING POINTS

FP's:
hot (buff #260)
cold (buff #260)
foggy (buff #262)
windy (buff #263)
cloudy (buff #264)
sunny (buff #265)
cool (buff #270)
warm (buff #271)
today (gray #278)
yesterday (gray #279)
tomorrow (gray #280)
weather (orange #352)

"點樣" and "咁樣" have been loosely defined as "now" and "this way" respectively. They may be better defined as "which" and "this" in this lesson.
The terms describing weather: "hot 熱, cloudy 陰天." etc. are adjectives that often become verb-adjectives when the verb is left out.

LANGUAGE PATTERNS

VOCABULARY

Students will be able to ask:
  How's the weather today?
  今日天氣點樣呀?
and they will answer:
  The weather is cloudy today.
  今日(天氣)陰天.

hot 熱
cold 凍, 冷
foggy 大霧, 落霧
windy 大風
cloudy 陰天
sunny 好天
cool 涼
warm 暖
yesterday 噙日
tomorrow 聽日

LIKELY ERRORS

Confusion in vocabulary.

TESTS

Set up question in pocket chart with FP's: weather(#352), and how(#233)
--How's the weather?

Show FP's: #260-265, 270, 271 one at a time. Start chain question and answer with S$_1$:
  T: How's the weather? 天氣點樣呀?

  S$_1$: The weather's cold. (天氣)熱.

Show next FP and have S$_1$ ask S$_2$:
  S$_1$: How's the weather?
  S$_2$: The weather's ___. etc.
Continue around the class.   119

Directions	Language Patterns
Presentation	Presentation
1. Introduce FP's: #260, 261, 262, 263, 264, 265, 270, 270.	1. Model:(2), Echo: ◯ (2), ⊙

Directions

Presentation

1. Introduce FP's: #260, 261, 262, 263, 264, 265, 270, 270.

Language Patterns

Presentation

1. Model:(2), Echo: ◯ (2), ⊙

T: This is hot
   咁樣係熱.

◯: ____.

T: This is cold.
   咁樣係凍(冷).

◯: ____.

T: This is foggy.
   咁樣係大霧(落霧).

◯: ____.

T: This is windy.
   咁樣係大風.

◯: ____.

T: This is cloudy.
   咁樣係陰天.

◯: ____.

T: This is sunny.
   咁樣係好天.

◯: ____.

T: This is cool.
   咁樣係涼.

◯: ____.

T: This is warm.
   咁樣係暖。

◯: ____.

2. Pair FP's: hot & cold, cool & warm, foggy & windy, cloudy & sunny.
   Pick up first pair: <u>hot</u>, <u>cold</u>. Point to one and ask:

2. Questions & Answers

T: Is this hot or cold?
   咁樣係熱定凍(冷)呀?

◯: Hot/ Cold.
   熱/凍(冷).

Point to the second FP of the pair: <u>cold</u>:

T: Is this hot or cold?
   咁樣係熱定凍(冷)呀?

◯: Hot/ Cold. 熱/凍(冷).

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Directions	Language Patterns
2. (Cont.) Continue this line of questioning with the other three pairs to help students tell the vocabulary apart.	2. (Cont.) T: Is this ___ or ___? 咁樣係__定__呀? etc.
3. Arrange all the FP's intro-duced in this lesson so far in a pocket chart or on a ledge. Ask S$_1$:	3. Questions & Answers T: Which is <u>windy</u>? (How does it look when it's windy?) 點樣係大風呀?
Have S$_1$ pick up FP and res-ponds:[1]	S$_1$: This is <u>windy</u>. 咁樣係大風. etc.
Continue this way of question-ing and responding with the rest of the class.	
4. Elicit a negative response by showing FP:<u>hot</u> while asking S$_1$:	4. Negative responses T: Is this <u>cold</u>? 咁樣係唔係凍(冷)呀? S$_1$: No, it's <u>hot</u>. 唔係,係熱. etc.
Continue this way with each student around the class while varying the FP shown.	
5. Introduce new FP's: weather, yesterday, and tomorrow, and review old FP: today.	5. Model:(2), Echo: ◯(2), ⊙ T: weather 天氣 ◯: ___ T: yesterday 噚日 ◯: ___ T: tomorrow 聽日 ◯: ___ T: today 今日 ◯: ___ T: Today's (month, day)/(day of the week). 今日係(_月_號)/(星期_). ◯: ___

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Directions	Language Patterns
5. (Cont.)	5. (Cont.)
	T: Yesterday was (month, day)/ (day of the week).
	噚日係（__月__號）/ （星期__）.
	◯: ____.
	T: Tomorrow will be (month, day)/ (day of the week).
	噚日係（__月__號）/ （星期__）.
	◯: ____.
6. Set up question in pocket chart with FP's: today(#278), weather(#352), how(#233)-- How's the weather today? Model question: Show FP's: #260-65, 270, 271 one at a time and model:	6. Model:(2), Echo:◯(2),⊙ T: How's the weather today? 今日天氣點樣呀？ ◯: ____? T: The weather's hot today. 今日天氣熱. etc.
7. Repeat Step 6 while replacing the FP: today with FP:yesterday in the question:	7. Model:(2), Echo:◯(2),⊙ T: How's the weather yesterday? 噚日天氣點樣呀？ ◯: ____? T: Yesterday's weather was hot. 噚日天氣熱。 ◯: ____. etc.
8. Repeat Step 6 while replacing the FP: today with FP: tomorrow in the question:	8. Model:(2), Echo:◯(2),⊙ T: How'll the weather be tomorrow? 噚日天氣點樣呀？ ◯: ____? T: Tomorrow's weather'll be sunny. 噚日天氣好天. ◯: ____.

MATERIALS NEEDED

FP's:
future tense (green #214)
when (white #236)
in a little while (gray #281)
(in the) morning (gray #282)
(in the) afternoon (gray #283)
birthday (orange #326)
what time (white #235)
today (gray #278)
yesterday (gray #279)
tomorrow (gray #280)

FP's: #33-39

TEACHING POINTS

"會" maybe defined as the rough equivalent of the future tense in English. An action verb preceded by "會" indicates that the action may or is likely to take place at a future time. "會" is also used to show emphasis. "When 幾時 " can be used interchangeably with "what time 幾點鐘".

However, "what time 幾點鐘" is generally not used when the question dose not ask for a specific time in hours and minutes.
A reminder: expressions of time go between subject and verb.

LANGUAGE PATTERNS

The students will be able to ask:
　When will you do your <u>writing</u>?

　你幾時會寫字呀？

And will answer:
　I'll do my <u>writing in a little while</u>.

　我一陣間會寫字。

VOCABULARY

future tense 會
when 幾時
in a little while 一陣間
(in the) morning 上晝,上午
(in the) afternoon 下晝, 下午
birthday 生日

LIKELY ERRORS

Confusion in word order involving expressions of time, e.g.

我會寫字一陣間 → 我一陣間會寫字

TESTS

Place FP's: in a little while (#281), and tomorrow (#280) on a ledge or pocket chart. Hold up FP's: 33-39, showing one Fp(writing) at a time. Start chain question and answer with S1.
　T: When will you do your <u>writing</u>?

　　你幾時會寫字呀？

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TESTS (CONT.)

Point to FP: <u>in a little while</u> and have S$_1$ answer accordingly:
  S$_1$: I'll do my <u>writing</u> <u>in a little while</u>.
        我一陣間會寫字.
Change the action FP to <u>reading</u>, have S$_1$ address question to S$_2$:
  S$_1$: When will you do your <u>reading</u>?
        你幾時會讀書呀?
Point to tomorrow and have S$_2$ answer accordingly:
  S$_2$: I'll do my <u>reading</u> <u>tomorrow</u>.
        我聽日會讀書.
Change action FP to <u>copying</u>, and have S$_2$ address question to S$_3$:
  S$_2$: When will you do the <u>copying</u>?
        你幾時會抄書呀?

  S$_3$: _____.

    etc.

Continue around the class.

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Directions	Language Patterns
Presentation	**Presentation**
1. Introduce new FP: when.	1. Model:(2), Echo: ◯(2),⊙
	T: when
	幾時
	◯: ____
Point to that day's date on calendar and model:	T: When's Jan. 5th?
	幾時係一月五號呀?
	◯: ____?
	T: Today's Jan. 5.
	今日係一月五號.
	◯: ____.
	T: When's Jan. 4?
	幾時係一月四號?
	◯: ____?
	T: Yesterday's Jan. 4.
	噙日係一月四號.
	◯: ____.
	T: When's Jan. 6?
	幾時係一月六號?
	◯: ____?
	T: Tomorrow's Jan. 6.
	聽日係一月六號.
	◯: ____.
2. Model the new FP: birthday.	2. Model:(2), Echo: ◯(2), ⊙
	T: birthday
	生日
	◯: ____
Ask S₁ to go to the calendar. model question:	T: When's your birthday?
	你幾時生日呀?
	◯: ____?
Have class repeat question:	
Help S₁ with answer:	S₁: My birthday's ____.
	我_月_號生日.
Have S₂ go to the calendar. Ask S₂:	T: When's your birthday?
	你幾時生日呀?
Have class repeat question:	◯: ____?
Continue around the class.	S₂: My birthday's ____.
	etc.

Directions	Language Patterns
3. Introduce FP's: in a little while, (in the) morning, (in the) afternoon, future tense.	3. Model:(2), Echo:◯(2),⊙ T: in a little while ◯: 一陣間 T:, (in the) morning ◯: 上晝, 上午 T: (in the) afternoon ◯: 下晝, 下午 T: future tense ◯: 會
4. Place FP's: in a little while, (in the) morning, (in the) afternoon, & tomorrow in the lower part of pocket chart. Formulate question with FP's: when, future tense and <u>writing</u> in the upper part of pocket chart. Model question for the class:	4. Model:(2), Echo:◯(2),⊙ T: When will you do your <u>writing</u>? 你幾時會寫字呀? ◯: ____? T: I'll do my <u>writing in a</u> <u>little while</u>. 我一陣間會寫字. ◯: ____.
Point to the appropriate FP's and model replies.	T: I'll do my <u>writing this</u> <u>afternoon</u>. 我下晝(下午)會寫字. ◯: ____ T: I'll do my <u>writing tomorrow</u>. 我聽日會寫字. ◯: ____. T: I'll do my <u>writing tomorrow</u> <u>morning</u>. 我聽日上晝(上午)會寫字. ◯: ____. T: I'll do my <u>writing tomorrow</u> <u>afternoon</u>. 我聽日下晝(下午)會寫字. ◯: ____.

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Directions	Language Patterns
4. (Cont.) Substitutee FP: <u>reading</u> in the slot for <u>writing</u> in the question slot and continue modeling:	4. (Cont.) T: When will you read? 你幾時會讀書呀? ◯: ___ ? T: I'll read ___ 我 ___ 會讀書. etc.
5. Put FP: in a little while up in pocket chart. Hold up FP's: #33-39 and showing one FP at a time, start chain questions & answers with S_1:	5. Chain question & answer T: I'll be <u>reading</u> in a little while. 我一陣間會讀書. What'll you do in a little while? 你一陣間會做乜野呀?
Change FP to <u>writing</u>.	S_1: I'll be <u>writing</u> in a little while. 我一陣間會寫字. What'll you do in a little while? 你一陣間會做乜野呀?
To S_2:	
FP: <u>coloring</u>	S_2: I'll be <u>coloring</u> in a little while. 我一陣間會油顏色. What'll you do...?
To S_3:	
Continue around the class.	etc.

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MATERIALS NEEDED

TEACHING POINTS

FP's: Dialog #21 (pink #195) Dialog #22 (pink #196)	Review lesson

LANGUAGE PATTERNS

VOCABULARY

Students will master the dialogs of FP's #195 & #196.	None

LIKELY ERRORS

None

TESTS

None

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Directions	Language Patterns
1. Introduce Dialog #21 with FP #195.	1. Model:(2), Echo: ◯(2), ◖◗, ⊙ T(A): Today's my birthday. When's yours? 我今日生日. 你幾時生日呀? ◯: ___? T(B): Tomorrow. (我)聽日(生日). ◯: ___. T(A): This afternoon at 4, can you come to my house for some birthday cake? 今日下晝四點鐘,請你嚟我屋企食生日餅. ◯: ___? T(B): Thank you. Then you come to my house tomorrow for some more birthday cake. 多謝.我請你聽日嚟我屋企再食生日餅. ◯: ___.
Divide the class into 2 groups. Have Group 1 take the role of A, and Group 2, B. Reverse roles. Have individual students take the roles of A & B.	T(A): OK. See you later. 好喇.一陣間見. ◯: ___. T(B): Bye. 再見. ◯: ___.
2. Questions & answers Hold up FP #195 and ask related questions such as:	2. Questions & answers T: What are they talking about? 佢哋講乜嘢呀? ⊙: Their own birthdays. 佢哋嘅生日. T: What are they going to do at 4? 佢哋四點鐘做乜嘢呀? ⊙: Have some birthday cake. 食生日餅。

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Directions	Language Patterns
3. Introduce Dialog #22 with FP #196.	3. Model:(2), Echo: ◯(2),⊙

Language Patterns:

3. Model:(2), Echo: ◯(2),⊙

T(A): Today's weather was good, wasn't it?

今日天氣真好. 係嗎?

◯: ____?

T(B): Yes -- warm and sunny.

好好. 又暖又好天.

◯: ____.

T(A): Wonder what the weather'll be tomorrow?

聽日天氣(會)點樣呢?

◯: ____?

T(B): Let's listen.

我哋聽佢講.

◯: ____.

T(Forecaster): Tomorrow will be windy and foggy in the morning. It'll clear up slowly in the afternoon.

聽日上晝大風大霧.

下晝天氣會漸漸好.

◯: ____.

Directions:

Divide the class into 2 groups. Have Group 1 take the role of A and Group 2, B.
Reverse roles.
Have individual students take the roles of A & B.

4. Questions & answers
Hold up FP #196 and ask related questions such as:

4. Questions & answers

T: How's the weather today?

今日天氣點樣呀?

⊙: ____.

T: How do they know what the weather's going to be like the next day.

佢哋點樣知道聽日嘅 天氣係點樣架?

⊙: They listen to him(Forecaster)

佢哋聽佢講.

T: What's the weather tomorrow?

聽日天氣點樣呀?

⊙: Windy & foggy in the morning, sunny in the afternoon.

上晝大風大霧, 下晝好天.

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MATERIALS NEEDED	TEACHING POINTS
FP's: to know (green #228) mean/not mean (buff #266) fat/skinny (buff #267) big/small (buff #268) short/tall (buff #269) objects: shoe box, paper, pencils, scissors, chalk, crayons, and rubber erasers	The positive/negative (+/-) question form of "to know" is "知唔知道 ". "Mean, not mean, fat, skinny, big, small, short, tall" are descriptive words--adjectives. But they can also be used as verb-adjectives, e. g. "He's mean 佢惡 ".

LANGUAGE PATTERNS / VOCABULARY

LANGUAGE PATTERNS	VOCABULARY
Students will be able to ask: Is he/she mean? 佢惡唔惡呀? Do you know who's mean? 你知唔知道邊個惡呀? And they'll answer: Yes/No. 惡/唔惡。 Yes, he/she is mean./No. (知道)佢惡/唔知道。	to know 知道 mean/not mean 惡/唔惡 fat/skinny 肥/瘦 big/small 大/細 short/tall 矮/高

LIKELY ERRORS

Using the wrong +/- question form of "to know"
知道唔知道 ⟶ 知唔知道。

TESTS

Put the following items in a box: paper, pencils, scissors, chalk, crayons, and rubber erasers. Be sure to have enough items to go around the class. Let each student choose an item, show it, and tell class what he/she has chosen. Then have everyone put item behind back. Start chain question & answer with S_1:
  T: Do you know what I have?
     你知唔知道我有乜嘢呀?

  S_1: Yes, you have the paper./ no.
     知道,你有紙./唔知道。

S_1 turns to S_2 and asks:
  S_1: Do you know what I have?
     你知唔知道我有乜嘢呀?

  S_2: Yes,.../No
     etc.
Continue around the class.

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Directions	Language Patterns
Review	**Review**
1. Start chain questions and answers with S_1:	1. Chain questions & answers T: My name's ____. 我叫____. What's your name? 你叫乜(嘢)名呀? S_1: My name's ____. 我叫____. What's your name? 你叫乜(嘢)名呀? S_2: My name's ... 我叫____. etc.
To S_2:	
Continue around the class.	
2. Review all the names with class. Point to S_1:	2. Review names T: What's his/her name? 佢叫乜(嘢)名呀? ◯: His/her name's ____. 佢叫____.
Point to S_2:	T: What's his/her name? 佢叫乜(嘢)名呀? ◯: His/her name's ____. 佢叫____. etc.
Continue around the class.	
Presentation	**Presentation**
3. Introduce the new FP: to know	3. Model:(2), Echo:◯ (2), ◯ T: to know 知道 ◯: ____
+/- of to know:	T: to know, not to know 知唔知道. ◯: ____
4. Ask S_1 to come to the front of the class. Address question to S_1: Have class repeat the question to S_1: Help S_1 with answer if necessary.	4. Questions & answers T: Do you know who is (Name)? 你知唔知道邊個係____呀? ◯: ____? S_1: Yes, he/she is (Name)/ No. 知道,佢係____/唔知道.

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Directions	Language Patterns
4. (Cont.) Repeat the same process with S_2, S_3 ... around the class.	**4. (Cont.)** T: Do you know ____ ? ◯: 你知唔知道 ____ ? S_2: Yes...../No. etc.
5. Introduce the rest of the new FP's.	**5.** Model:(2), Echo:◯ (2), ◯ T: mean/not mean ◯: 惡/唔惡 T: fat/skinny ◯: 肥/瘦 T: big/small ◯: 大/細 T: short/tall ◯: 矮/高
Model positive statements:	T: He's mean/He's not mean. ◯: 佢惡/佢唔惡. T: She's fat/She's skinny. ◯: 佢肥/佢瘦 T: She's big/She's small ◯: 佢大/佢細 T: He's short/He's tall ◯: 佢矮/佢高
Model questions & answers:	T: Is he mean? 佢惡唔惡呀? ◯: ____ ? T: Yes/No 惡/唔惡 ◯: ____ .

Directions	Language Patterns
5. (Cont.)	5. (Cont.)
	T: Is she <u>fat</u>?
	佢肥唔肥呀?
	◯: ____ ?
	T: Yes/No.
	肥／唔肥.
	◯: ____ .
	T: Is she <u>skinny</u>?
	佢瘦唔瘦呀?
	◯: ____ ?
	T: Yes/No.
	瘦／唔瘦.
	◯: ____ .
	etc.
6. Use FP's as cues, set language pattern for students to carry on chain questions & answers. Point to one portion of the FP only and ask S_1:	6. Chain questions & answers
	T: Is he <u>mean</u> or <u>not</u> mean?
	佢惡定唔惡呀?
	S_1: He's <u>not mean</u>.
	佢唔惡.
Show next FP to S_1 & have S_1 ask S_2:	Is she <u>fat</u> or <u>skinny</u>?
	佢肥定瘦呀?
	S_2: She's <u>fat</u>.
	佢肥.
To S_3:	Is she <u>big</u> or <u>small</u>?
	佢大定細呀?
	S_3: ____ .
Continue around the class.	etc.
7. Put FP's in pocket chart. Point to FP's and start chain questions & answers with S_1:	7. Chain questions & answers
	T: Do you know who's <u>mean</u>?
	你知唔知道邊個惡呀?
S_1 points to the correct FP:	S_1: Yes, he is./No.
	(知道.)佢惡./唔知道.
Have S_1 ask S_2:	Do you know who's <u>fat</u>?
	你知唔知道邊個肥呀?
Continue around the class. 134	S_2: Yes.../No. etc.

MATERIALS NEEDED	TEACHING POINTS
FP's: to play (green #230) baseball (orange #391) baseball bat (orange #392) baseball mitt (orange #393) basketball (orange #394)' ping pong ball (orange #395) tennis ball (orange #397) tennis racket (orange #398) volleyball (orange #399)	The common term for "to play" is "玩"(pronounced "吠" in spoken Cantonese). However, the term "打" is often used for playing in sports. Use the one that's natural to your speech pattern: "打" or "玩(吠)".

LANGUAGE PATTERNS

Students will be able to ask:
What do you want to play?
你要玩(吠)(打)也嘢呀?

And they will answer:
I want to play baseball.
·我要玩(吠)(打)壘球.

VOCABULARY

to play 玩(吠),打

baseball 壘球

baseball bat 壘球棒

baseball mitt 壘球手套

ping pong ball 乒乓波

ping pong paddle 乒乓波板

tennis ball 網球

tennis racket 網球拍

volleyball 排球
basketball 藍球

LIKELY ERRORS

Confusion in vocabulary.

TESTS

Put FP's: baseball, ping pong ball, tennis ball, volleyball in pocket chart. Start chain question & answer with S_1:
  T: I like to play <u>baseball</u> the best.   What about you?
    我最中意玩(打)壘球.   你呢?

  S_1: I like to play <u>basketball</u> the best.
    我最中意打(玩)藍球。

To S_2:
  S_1: What about you?
    你呢?

  S_2: I like to ....   etc.

Continue around the class.

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Directions	Language Patterns
1. Introduce the new FP's one by one.	1. Model:(2), Echo:◯(2),⊙
	T: to play
	◯: 玩(吸), 打
	T: baseball
	◯: 壘球
	T: baseball bat
	◯: 壘球棒
	T: baseball mitt
	◯: 壘球手套
	T: basketball
	◯: 藍球
	T: ping pong ball
	◯: 乒乓波
	T: ping pong paddle
	◯: 乒乓波板
	T: tennis ball
	◯: 網球
	T: tennis racket
	◯: 網球拍
	T: volleyball
	◯: 排球
2. Put all FP's, except FP: to play, in pocket chart. Start chain questions & answers with S_1	2. Questions & answers
	T: What do you want?
	你要乜嘢呀?
Let S_1 choose FP & responds:	S_1: I want the <u>tennis ball</u>.
	我要網球.
Have S_1 ask S_2:	What do you want?
	你要乜嘢呀?
To S_3:	S_2: I want....
Continue around the class. 136	What...? etc.

Directions	Language Patterns
3. Put FP: to play in pocket chart. Next to it, place the stack of FP's: baseball, ping pong ball, tennis ball, & volley ball. Point to FP's: to play, baseball. Model:	3. Model: ◯ (2), Echo: ◯ (2), ◯

T: to play baseball.
打（玩[的]）壘球.

◯: ～

Change FP to ping pong ball:

T: to play ping pong ball.
打（玩[的]）乒乓波.

◯: ～

FP: tennis ball

T: to play tennis.
打（玩[的]）網球.

◯: ～

FP: volley ball

T: to play volley ball.
打（玩[的]）排球.

◯: ～

4. Use FP's baseball, ping pong ball, tennis ball, and volley ball for chain questions & answers. Point to the first FP: baseball and say to S_1:

4. Chain questions & answers

T: I want to play baseball.
我要打（玩）壘球.
What about you?
你呢？

Show next FP: ping pong ball for S_1 to answer.

S_1: I want to play ping pong ball.
我要打（玩）乒乓波.
What about you?
你呢？

To S_2:

FP: tennis ball

S_2: I want to play tennis.
我要打網球.
What about you?
你呢？

To S_3:

Continue around the class.

etc.

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MATERIALS NEEDED   TEACHING POINTS

| FP's:
Monolog #23 (pink #197)
Dialog #24 (pink #198)
Dialog #25 (pink #199) | Review lesson |

LANGUAGE PATTERNS   VOCABULARY

| Students will be able to master
the dialogs fo FP's: #197-199. | None |

LIKELY ERRORS

| None |

TESTS

| None |

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Directions	Language Patterns

1. Introduce Monolog at Bedroom #23 (pink #197).
 	
(Note: 覺 is pronounced very differently in 瞓覺 , and
 	
覺得(感覺).
 	
瞓覺 (音教)
 	
覺(音角)得, 感覺(音角).
	1. Model:(2), Echo:◯(2), ⊙
	   T: I went to bed at 12 last night.
	   我噚晚十二點鐘瞓覺(音教).
	   ◯: ___.
	
	   T: And I got up early at six this morning.
	   我今日一早六點鐘起身.
	   ◯: ___.
	
	   T: I felt so sleepy and tired all day today.
	   我今日成日覺(音角)得好眼瞓又好瘤.
	   ◯: ___.
	
	   T: So mother told me to go to bed early tonight and I'll feel peppy again tomorrow.
	   媽媽叫我今晚早啲去瞓覺(音教). 嘅憩日我就覺(音角)得好精神喇.
	   ◯: ___.

2. Hold up FP #197 and ask related questions:	2. Questions & answers
	   T: If you went to bed at 12 last night, would you feel tired today?
	   如果你噚晚十二點鐘去瞓覺, 你今日會覺得瘤唔瘤呀?
	   ⊙: Yes/No.
	   瘤/唔瘤
	   T: What makes you feel peppy?
	   你點會覺得好精神呀?
	   ⊙: Go to bed early.
	   早啲去瞓覺.

Directions	Language Patterns
3. Introduce Dialog #24 with FP #198.	3. Model:(2), Echo: ◯(2), ◖◗ ⊙ T(A): When will we go to the park? 我哋幾時會去公園呍(音反)呀? ◯: ____? T(Teacher): We'll go tomorrow. All right? 我哋聽日去. 好嗎? ◯: ____? T(A): What time tomorrow? 聽日幾點鐘去呀? ◯: ____? T(T): In the afternoon, 12:30. 聽日下晝十二點半去喇. ◯: ____.
Divide the class into 2 groups. Have Group 1 take the role of A and Group 2, T. Reverse roles. Have individual students take the roles of A & T.	
4. Hold up the FP #198 and ask related questions.	4. Questions & answers T: Where do they (the class) like to go? 佢哋中意去邊度(處)呀? ◯: The park. 公園. T: When are they going? 佢哋幾時去呀? ◯: The next day at 12:30. 聽日十二點半.
5. Introduce Dialog #25 with FP #199.	5. Model:(2), Echo: ◯(2), ◖◗ ⊙ T(A): Did you hear someone call us? 你聽唔聽到有人叫我哋呀? ◯: ____? T(B): Yes, but I don't know who it was. 聽到. 我唔知道邊個叫. ◯: ____. T(A): Do you see anyone outside? 你睇唔睇到有人喺外面(便)呀? ◯: ____?

Directions	Language Patterns
5. (Cont.)	5. (Cont.) T(B): No, I don't see anyone. Who could it be? 睇唔到有人喺外便(面). 邊個叫呢? ◯: ___? T(A): Don't know. He/she will probably call again in a little while. 唔知道. 佢多數一陣間 會再叫. ◯: ___.
Divide class into 2 groups. Have Group 1 take the role of A and Group 2, B. Reverse roles. Have individual students take the roles of A & B.	
6. Questions & answers	6. Questions & answers T: How do you say, "Do you hear?" ◉:你聽唔聽到? T: How do you say, "Do you know?" ◉:你知唔知道? T: How do you say, "Do you see?" ◉:你睇唔睇到?

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