The lessons in this booklet are developed for the Chinese Bilingual Pilot Program, San Francisco Unified School District. The main objective is to teach Cantonese to non-Chinese speaking children so that they can use this new language in a meaningful way such as, carry on a simple conversation in that language. The ultimate goal in the oral segment is to have pupils demonstrate the progressive ability to carry on and understand a Chinese conversation with peers who are native Chinese speakers. The curriculum will also provide knowledge, insight, and an appreciation for the cultural similarities and differences between Chinese and English speaking peoples. The format of the curriculum has the "ripple-effect." It evolves from the students' basic personal needs to their home, school, and community environments. Therefore, by relating their new language to their own needs and experiences, Chinese becomes meaningful to them. Language is cumulative. This system provides a review factor which relates each unit introduced to previous units taught. The purpose of the reading and writing segment is to show the language's possibilities and the pupil's potential to fully attain Chinese as a second language. It is hoped that this will further their interest in future Chinese studies. (JM)
Level I

CHINESE AS A SECOND LANGUAGE

Teacher's Manual

Helena Lew

Chinese Bilingual Pilot Program
ESEA Title VII
San Francisco Unified School District
SAN FRANCISCO UNIFIED SCHOOL DISTRICT

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The materials presented herein was performed pursuant to a Grant from the U. S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

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1974
RATIONALE TO THE CHINESE AS A SECOND LANGUAGE CURRICULUM

Our ultimate goal in the oral segment is to have pupils demonstrate the progressive ability to carry on and understand a Chinese conversation with peers who are native Chinese speakers. The curriculum will also provide knowledge, insight, and an appreciation for the cultural similarities and differences between Chinese and English-speaking peoples.

The format of the curriculum has the "ripple-effect." It evolves from the students' basic personal needs to their home, school, and community environments. Therefore, by relating their new language to their own needs and experiences, Chinese becomes meaningful to them.

We believe that language is cumulative. This system provides a review factor which relates each unit introduced to previous units taught. Although each skill may be practiced separately, it is our objective to bring them together in real life situations.

The curriculum is set up with priorities to:
1. The basic sentence structures
2. The basic vocabulary:
   a. which is most frequently used by children
   b. which is useful in the students' immediate lives and environments
   c. which will strengthen the conviction that Chinese can be used to express the same ideas they express in English.

The oral language activities written into the curriculum can give the student opportunities to practice in understanding and answering questions, making positive and negative statements with short or long answers, responding to directions, making comments, and asking questions.

The structures and vocabulary learned by the CSL students enables them to progress toward Chinese reading and writing skills.

Chinese reading and writing differs vastly from spoken Chinese. Therefore, the vocabulary is precisely selected to enable pupils to develop from simple to complex skills in these areas. Sentence structures taught in Chinese reading and writing are based on frequent usage and simple sentence structures with maximum possibilities for substitute variations, for example:

Noun  Verb  Noun
1. I  want  a pen.
2. He's  going  to the store.
3. John  has  a cup.

The purpose of the reading and writing segment is to show the language's possibilities and the pupil's potential to fully attain Chinese as a second language. It is hoped that this will further their interest in future Chinese studies.

Introduction

The lessons in this booklet are developed for the Chinese Bilingual Pilot Program, ESEA Title VII, San Francisco Unified School District. Our main objective is to teach Cantonese to non-Chinese speaking children so that they can use this new language in a meaningful way such as, carry on a simple conversation in that language.

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

- 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 either
1. omitted from language pattern by preference as in the case of "I'm reading. 我讀." in "I'm reading. 我讀(書)."
2. interchangeably used with another expression as in the case of "where. 邊度 or 邊處." or

The teachers in our program agree that teachers should teach the language patterns that are natural to their own speech. But the teacher should keep in mind that the students ought to be exposed to alternative ways of speaking once the basic foundation has been established.
Although no Chinese festival items have been included in the lessons, they can be worked into the general lesson plan by incorporating them into the language patterns studied up to that point. For example: Today's **Moon Festival**.

- I've a **moon cake**.
- Who wants a **moon cake**?
- Do you want a **moon cake**?
- Which is the **moon cake**?
- Where's the **moon cake**?
MATERIALS NEEDED

FP's:
- Good morning (red #1)
- What's your name? (red #2)
- My name's ___ (red #3)
- I (blue #71)
- you (blue #72)

*Hand Puppets:
- Siu Ying
- Siu Ming
*Purchase or make own.

TEACHING POINTS

"I" in Chinese has an "ng" beginning sound, one that's only found at the end in English, e.g. song, bang. Have students say "song a" fast so that they run together: "songa" to emphasize the combination sound of "-nga".

LANGUAGE PATTERNS

The students will learn to greet each other and to ask:
- Good morning. 早晨
- What's your name? 你叫乜(野)名呀?

And will answer:
- My name's ___.

The students will also be able to comprehend the following:
- Listen to me: 跟我講.
- Repeat after me: 跟我講.
- Quiet. 安静些.

VOCABULARY

<table>
<thead>
<tr>
<th>English</th>
<th>Chinese</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good morning</td>
<td>早晨</td>
</tr>
</tbody>
</table>
| What's your name?| 你叫乜(野)名呀?
| My name's _____  | 我叫 ___          |

LIKELY ERRORS

Mispronunciation of words, especially "I": watch for the beginning "ng" sound.

TESTS

Have students sit in a circle. Teacher starts:

- T: Good morning. 早晨
- S1: Good morning. 早晨
- T: My name's ___. What's your name? 我叫___, 你叫乜(野)名呀?
- S1: My name's ___. (To S2) Good morning. 我叫___, 早晨
- S2: Good morning. 早晨
- S1: What's your name? 你叫乜(野)名呀?
- S1: My... (To S3) Good morning. Continue around the class.
Directions
1. Put finger to mouth to signify "quiet". Say it to class or students any time when they should be quiet.

Presentation
2. Introduce the two hand puppets to the class.

3. Use the puppets to introduce the dialogues. Ask class to listen to you:

Language Patterns
1. Quiet.

Presentation
2. T: Her name's Siu Ying.
   佢叫小英。
   T: His name's Siu Ming.
   佢叫小明。

3. Model: (3)
   T: Listen to me.
   聽我講。

4. Echo. Before modeling, ask class to listen first:
   "聽我講."
   Ask class to repeat:
   "跟我講."
PROCEDURES

5. Use the "I" and "you" FP's to drill the two pronouns.
   Point to self & FP:
   Point to individual students & FP:

5. Model: (3), Echo: (3), (3).
   T: I 我
   O: —
   T: you 你
   O: —

6. Students may not have a Chinese name at this point.
   Use their English names until they become accustomed to their new names.
   Help S1 with answer:
   T: What's your name?
   S1: (S1)
   T: What's your name?
   S2: (S2)

6. Question & Answer
   T: My name's __.
   I call __.
   What's your name?
   你叫 __名呀?
   S1: (S1)

7. Chain dialog to S1:
   T: Good morning. 早晨
   S1: Good morning. 早晨
   T: My name's __.
   I call __.
   What's your name?
   你叫 __名呀?
   S1: (S1)

7. Chain dialog to S1:
   T: Good morning. 早晨
   S1: Good morning. 早晨
   S2: Good morning. 早晨
   S1: My name's... I call __.
   What's __?
   (etc.)
### MATERIALS NEEDED

- FP's: (blue #73)
  - she (he) "Good morning" (red #1)
  - "What's your name?" (red #2)
  - "My name's ___" (red #3)

### TEACHING POINTS

- "He" and "she" in spoken Cantonese are the same.
- Work on the pronouns: I, you, he, she.

### LANGUAGE PATTERNS

- Students will be able to ask:
  - What's his/her name? 佢叫乜名呀?
- They will be able to answer:
  - His/her name's 佢叫
- And they will be able to answer whenever asked:
  - What's the matter? 做乜嘅呀? (乜事呀?)
  - with:
    - I have to go to the bathroom. 我要上廁所
    - I want a drink of water. 我要飲水

### VOCABULARY

- he, she 佢

### LIKELY ERRORS

- Confusion in the use of the pronouns.

### TESTS

- Start the chain question and answer by asking S1:
  - T: What's your name? 你叫乜名呀?
    - S1: My name's 佢叫
  - Point to S1 while addressing the question to S2
    - T: What's his/her name? 佢叫乜名呀?
    - S2: His/her name's 佢叫
  - S3 asks S4:
    - S3: What's your name?
    - S4: My name's
  - S5 pointing to S4, asks S6:
    - S5: What's his/her name?
    - S6: My ...
    - Continue around the class.
Directions

Review
1. Prompt class with FP's if necessary to start chain drill.

Address question to S1:

Have S1 ask S2:

S2 asks S3:

Continue around the class.

Presentation
2. Ask two students to come to the front of the class. Have S1 stand next to you. Have S2 stand a few steps away. Start talking to S1:

Point to S1
Point to S2

3. Echo. Point to S2 again and ask class to repeat after you:

4. Call out to a student to stand up. Pointing to him(her):

Address the question to class. Have class repeat.

Have different students stand up and go through the same procedure with each one.

Language Patterns

Review
1. T: Good morning. 早晨。
   : Good morning. 早晨。
   T: My name's __. 你叫也(喝)名呀?
   What's your name?

S1: My name's __. 我叫__.
   What's your name?
   S2: My name's __.
   What's your name?
   etc.

Presentation
2. Model: (3)

T: My name's __. 我叫__.
   Your name's __. 你叫__.
   His (her) name's __.
   等叫__.

3. Echo: (3), (3).
T: His (her) name's __.
   仑叫__.
   O:__.
   T: His (her) name's __.
   等叫__.

4. Model: (2), Echo: (2), (2).
T: His (her) name's __.
   等叫__.
   O:__?
   T: What's his name?
   等叫也(喝)名呀?
   O:__.
   T: His (her) name's __.
   等叫__.
   etc.
Directions

5. Start chain drill by asking S1:

Pointing to S1 but address question to S2:

Direct S2 to address question to S3 while pointing to someone else in the class.

S3 addresses his question to S4 while pointing to another student.
Continue around the room.

6. Survival CSL
Whenever a student approaches to ask a question or permission to do something or go somewhere, say, "What's the matter?" to the student. If student's asking for permission to go to the bathroom or get a drink of water, teach him/her to say it in Chinese.
Note: "T" is for students listening comprehension. "S" is for student production.

Language Patterns

5. Chain drill

T: What's your name?

S1: My name's ___.

T: What's his/her name?

S2: His/her name's ___.

T: What's his/her name?

S3: His/her name's ___.

T: What's his/her name?

S4: ___.

6. Survival CSL

T: What's the matter?

S: I have to go to the bathroom.

T: Where're you going?

S: To the toilet.

S: To get a drink of water.
### MATERIALS NEEDED

<table>
<thead>
<tr>
<th>FP's</th>
<th>Watch tones on dialogs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;How are you?&quot; (red #4)</td>
<td></td>
</tr>
<tr>
<td>&quot;Fine, thank you.&quot; (red #5)</td>
<td></td>
</tr>
<tr>
<td>&quot;Good bye&quot; (red #6)</td>
<td></td>
</tr>
</tbody>
</table>

### LANGUAGE PATTERNS

Students will be able to carry on the following conversation:

Good morning

How are you? 你好嗎？
Fine, thank you. 好，有心。
And you? 你呢？
Good bye 再見

In addition, the students will understand and follow the commands:

Line up 排隊
Altogether (everyone) 大家一齊。
Go back to your seat 返埋位。

### VOCABULARY

<table>
<thead>
<tr>
<th>How are you?</th>
</tr>
</thead>
<tbody>
<tr>
<td>你好嗎？</td>
</tr>
<tr>
<td>Fine, thank you.</td>
</tr>
<tr>
<td>好，有心。</td>
</tr>
<tr>
<td>And you? 你呢？</td>
</tr>
<tr>
<td>Good bye 再見</td>
</tr>
</tbody>
</table>

### LIKELY ERRORS

Tone mispronunciation.

### TESTS

Turn to S1 and start dialog: (Use FP's to prompt students if necessary.

T: Good morning. 早晨.

S1: Good morning. 早晨.

T: How are you? 你好嗎？

S1: Fine, thank you. 好，有心。你呢？

T: Fine, thank you. Good bye. 好，有心。再見。

S1: Good bye 再見

Have other students take part in the conversation.
## Directions Review

1. Start chain greeting

   **S1 to S2:**
   - Continue around the class.

   **S2 to S3:**
   - Stand by the door. Call each student to you to line up. May have to lead the students by their hands at first. Call to S2 to line up.
   - Call to S3 to line up.
   - Continue until everyone's lined up.
   - Then tell each student to go back to own seat. May have to lead the first ones back to their seats.

2. Still standing by the door, introduce the commands:

   **大家一齊**
   - Motion for everyone to line up.
   - Motion for everyone to go back to their seats.

## Language Patterns Review

1. **T:** Good morning, (S1).
   - Good morning, (S1).
   - Good morning, (S2).
   - Good morning, (S3).

2. **T:** S1, line up.
   - S1, line up.
   - S2, line up.
   - S3, line up.
   - etc.

3. **T:** Everyone (altogether), line up.
   - Everyone (altogether),
   - go back to your seat.
   - 大家一齊排隊。
   - 大家一齊返埋位。
   - etc.

4. **Model:** (Siu Ming)
   - Good morning.
   - How are you?
   - 你好嗎?
Directions
4. (Cont.)

5. Have the whole class repeat first. Then divide class into halves. One half takes Siu Ming's role, while the other half takes that of Siu Ying's.

6. Quick drill on dialog using FP's.

Language Patterns
4. (Cont.)
Siu Ying: Fine, thank you.
And you?
Siu Ming: Fine, thank you.

Siu Ying: Good bye.
Siu Ming: Good bye.

Siu Ming: How are you?
Siu Ying: Fine, thank you.
And you?
Siu Ming: Fine, thank you.

Siu Ming: Good bye.
Siu Ying: Good bye.

5. Echo: ○ (3), 1, 1.
Siu Ming: Good morning.

Siu Ming: How are you?
Siu Ying: Fine, thank you.
And you?
Siu Ming: Fine, thank you.

Siu Ming: Good bye.
Siu Ying: Good bye.

6. Echo: ○
T: Good morning. 早晨.

T: How are you? 你好嗎?

T: Fine, thank you. 好, 有心.
LESSON 4

MATERIALS NEEDED

- FP's:
  - Good morning
  - What's your name?
  - My name's __________.
  - How are you?
  - Fine, thank you.
  - Good bye.
  - (red #1-6)

TEACHING POINTS

- Work on a natural flow of the dialogs.

LANGUAGE PATTERNS

Students will be able to carry on the following conversation or a shortened version.

<table>
<thead>
<tr>
<th>S1: Good morning. 早晨。</th>
</tr>
</thead>
<tbody>
<tr>
<td>S2: Good morning. 早晨。</td>
</tr>
<tr>
<td>S1: How are you? 你好吗？</td>
</tr>
<tr>
<td>S2: Fine, thank you. And you? 好, 有心。你呢?</td>
</tr>
<tr>
<td>S1: Fine, thank you. What's your name? 好, 有心。你叫也(些)名呀?</td>
</tr>
<tr>
<td>S2: (name). And you? 你呢?</td>
</tr>
<tr>
<td>S1: (name). Good bye. 再见。</td>
</tr>
<tr>
<td>S2: Good bye. 再见。</td>
</tr>
</tbody>
</table>

LIKELY ERRORS

- None.

TESTS

- None.
Directions
1. Divide class into two groups. Prompt each group with FP for their part of the conversation.

Language Patterns
1. Conversation
   0: Good morning.
   1: Good morning.
   0: How are you?
   1: Fine, thank you. And you?
   0: Fine, thank you.
   1: Good bye.

2. Ask S1 to line up at the door.
   Point to S2 and ask S1:
   Ask S2 to line up:
   Point to S3 and ask S2:
   Continue until everyone's lined up at the door.
   Give command to go back to their own seats.

   T: Everyone(altogether),
go back to your seat.
   大家一起,返座位。
### Directions
3. Start a chain drill with S1

Indicate to S1 to greet S2 and to ask his/her name.

Have S2 greet S3 and carry on.

Continue around the class.

### Language Patterns
3. Chain drill

<table>
<thead>
<tr>
<th>T: Good morning. What's your name?</th>
</tr>
</thead>
<tbody>
<tr>
<td>早晨,你叫(啥)名呀?</td>
</tr>
<tr>
<td>S1: ___ or My name's ___</td>
</tr>
<tr>
<td>早上,我叫(啥)名呀?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Good morning. What's your name?</th>
</tr>
</thead>
<tbody>
<tr>
<td>早晨.你叫(啥)名呀?</td>
</tr>
<tr>
<td>S2: ___ or My name's ___</td>
</tr>
<tr>
<td>早上.我叫(啥).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Good morning. What's...?</th>
</tr>
</thead>
<tbody>
<tr>
<td>etc.</td>
</tr>
</tbody>
</table>
### MATERIALS NEEDED

**FP's:**
- How old are you? (red #7)
- I'm ___ years old. (red #8)

Make own number cards: 1-10.

### TEACHING POINTS

Watch the tone on "歲".

### LANGUAGE PATTERNS

**Students will be able to ask:**
- How old are you? 你幾(多)歲呀?

**And will be able to answer:**
- I'm ___ years old. 我___歲。

In addition, students will be able to count from one to ten at the command:
- Count from one to ten.
  - 由一數到十。

### VOCABULARY

**How old are you?** 你幾(多)歲呀?
- I'm ___ years old.
- 我___歲。

**one 一**
- **two 二**
- **three 三**
- **four 四**
- **five 五**
- **six 六**
- **seven 七**
- **eight 八**
- **nine 九**
- **ten 十**

### LIKELY ERRORS

Wrong tone for "歲".

### TESTS

Have S1 turn to S2 and start the chain question and answer:
- **S1:** I'm ___ years old. 我___歲。你幾(多)歲呀?
  - How old are you? 你幾(多)歲呀?

- **S2:** I'm ___ years old. 我___歲。

- **S2 to S3:**
  - How old are you?
  - 你幾(多)歲呀?
Directions
1. Greet class and introduce the numerals, 1-10.

Demonstrate with fingers.
2. Have students count by showing number of fingers.

3. Introduce the FP: "How old are you?"

4. Find out from each student how old he(she) is and help him/her with reply.

Repeat question to S2:
Continue around the class.

5. Start chain drill with S1.

S1 to S2:

S2 to S3:
Continue around the class.

Language Patterns
1. Model: (3)
T: Listen to me count from one to ten.

T: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

2. Echo: (3), (2).
T: 1, 2, 3, 4, 5...

3. Model: (3), Echo: (2), (1).
T: How old are you?

你幾多歲呀?

4. Question and answer
T: How old are you?

你幾多歲呀?

S1: I'm _____ years old.
我______歲。

T: How old are you?

你幾多歲呀?

S2: I'm ______ years old.
我______等。

etc.

5. Chain drill
T: How old are you?

你幾多歲呀?

S1: I'm ______ years old.
我______歲。

T: How old are you?

你幾多歲呀?

S2: I'm ______ years old.
我______歲。

etc.
Directions
6. Teach "Count from one to ten" for recognition and comprehension.

--

Language Patterns
6. T: (S1), count from one to five.
   S1: 1, 2, 3, 4, 5.
   一二三 四五
T: (S2), count from one to seven.
   S2: 1, 2, 3, 4, 5, 6, 7.
   一二三 四五六七
   etc.

Continue around the class until students are familiar with the numerals 1-10.

7. Familiarize students with the following commands by demonstration whenever possible and appropriate:
   Speaker louder. (講)大聲嘅。
   Speak softer. (講)細聲嘅。
   Speak slower. (講)慢聲嘅。
   Speak faster. (講)快聲嘅。
### LESSON 6

#### MATERIALS NEEDED
- FP's:
  - Where do you live? (red #9)
  - I live on ___ Street. (red #10)
  - What's your phone number? (red #11)
  - My phone number's ____. (red #12)

- Puppets:
  - Siu Ying
  - Siu Ming

#### TEACHING POINTS

- "好" and "號" have the same sound but different tones.

#### LANGUAGE PATTERNS

**Students will be able to ask:**
- Where do you live? 你住哪邊(處)呀?
- What's your phone number? 你哪電話係幾號呀?

**And they will answer:**
- I live on ___ Street. 我住係 ___ 街。
- My phone number's ____. 我嘅電話係 ____。

#### VOCABULARY

**Where do you live?**
- 你住哪邊(處)呀?
- I live on ___ Street. 我住係 ___ 街。

**What's your phone number?**
- 你哪電話係幾號呀?
- My number's ____. 我嘅電話係 ____。

#### LIKELY ERRORS

Confusion between "號" and "好".

#### TESTS

Divide the class into two groups. Use FP's to prompt questions. Let Group 1 address the questions to individuals in Group 2.

**to S1**: Where do you live? 你住哪邊(處)呀?

S1: I live on ___ Street.

我住係 ___ 街。

**to S1**: What's your phone number? 你哪電話係幾號呀?

S1: ____ or My phone number's _____. 我嘅電話係 ____。

**to S2**: Where ...? etc.

Continue questioning individuals in Group 2.

Switch roles, Group 2 addressing the questions to individuals in Group 1.
Directions
Review
1. Have class, then individuals count from 1-10.

Presentation
2. Use the hand puppets to introduce the new dialog.

3. Have class repeat the questions.

4. Introduce the FP: Where do you live?

Language Patterns
Review
1. Production: 〇  , 〇.
   T: Count from one to five.
   〇: 1, 2, 3, 4, 5.
   一, 二, 三, 四, 五。
   T: Count from two to ten.
   由二數到十。
   〇: 2, 3, 4, 5, 6, 7, 8, 9, 10.
   二, 三, 四, 五, 六, 七, 八, 九, 十。
   etc.

Presentation
2. Model: (3)
   Siu Ming: Where do you live?
   你住喺邊度(處)呀?
   Siu Ying: I live on ___ Street.
   我住喺___街。
   Siu Ming: What's your phone number?
   你嘅電話係幾號呀?
   Siu Ying: ___ or My phone number's.
   我嘅電話係___。

3. Echo: (3)
   Siu Ming: Where do you live?
   你住喺邊度(處)呀?
   〇: ___?
   Siu Ming: What's your phone number?
   你嘅電話係幾號呀?
   〇: ___?

   T: Where do you live?
   你住喺邊度(處)呀?
   〇: ___?
   Si: I live on ___ Street.
   我住喺___街。
**Directions**

4. (Cont.)
- Point to S1
  - Class repeats
  - To S2
  - Class repeats
  - To S3

Continue around the class.

5. Repeat the same procedures for "What's your phone number?", and "...
- To S1
  - Class repeats

Repeat the same procedures with different students answering.

6. Start chain drill with S1.

**Language Patterns**

4. (Cont.)
- T: He/she lives on ___ Street.
  - 住哪裡街。
  - O: ___

- T: Where do you live?
  - 你住哪裡街(處)呀?
  - O: ___

- S2: I live on ___ Street.
  - 我住哪裡街。
  - T: He/she lives on ___ Street.
  - 住哪裡街。
  - O: ___

- T: Where...?
  - etc.

5. Model: (3), Echo: O (3), O.

- T: What's your phone number? 你電話係幾號呀?
  - O: ___

- S1: 123-3456. or My phone number's 123-3456. 我電話係一二三、三四五六。

- T: His/her phone number's 123-3456. 他/她電話係一二三、三四五六。
  - O: ___

- etc.

6. Chain drill
- T: I live on ___ Street.
  - 住哪裡街
  - Where do you live?
  - 你住哪裡街(處)呀?
**LESSON 6**

<table>
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<td>6. (Cont.)</td>
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<td></td>
<td>S1: I live on ___ Street.</td>
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<td>我住 ___ 街。</td>
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<tr>
<td>S1 to S2</td>
<td>Where do you live?</td>
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<td></td>
<td>你住 ___ 街。</td>
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<tr>
<td>S2 to S3</td>
<td>S2: I live on ___ Street.</td>
</tr>
<tr>
<td></td>
<td>我住 ___ 街。</td>
</tr>
<tr>
<td></td>
<td>Where...?</td>
</tr>
<tr>
<td></td>
<td>etc.</td>
</tr>
</tbody>
</table>

Continue around the class:

7. Start another chain drill with S1.

7. Chain drill

T: My phone number's ___.

我嘅電話係 ___.

What's your phone number?

你嘅電話係幾號呀?

S1: ___ or My phone number is ___.

我嘅電話係 ___.

What's your phone number?

你嘅電話係幾號呀?

S1 to S2

etc.

Continue around the class.
### Best Copy Available

#### Materials Needed

**FP's:**
- Good morning
- What's your name?
- My name's
- How are you?
- Fine, thank you.
- Good bye.
- How old are you?
- I'm ___ years old.
- Where do you live?
- I live on ___ Street.
- What's your phone number?
- My phone number's ___.

#### Teaching Points

Encourage students to carry on greeting and informal conversation naturally.

#### Language Patterns

Students should be able to greet each other:
- Good morning.
- How are you? 你好嗎?
- I'm fine, thank you. And you? 你好, 有心. 你呢? 再見。

They will also be able to ask for and give basic information about themselves and their fellow students.
- My name's ___.
- What's your name? 你叫乜(野)名呀?
- I'm ___ years old. 我 ___ 歲.
- How old are you? 你幾(多)歲呀?
- I live on ___ Street. 我住係 ___ 街。
- Where do you live? 你住係邊度(處)呀?
- My phone number's ___.
- What's your phone number? 你既電話係幾號呀?

#### Vocabulary

None

#### Likely Errors

None

#### Tests

None.
### Directions

1. Divide the class into two groups. Show Group 1 the FP: "Good morning." Group 1 starts conversation:

   Show the same FP to Group 2

   Show FP: "How are you?" to Group 1
   FP: "Fine, thank you." to Group 2
   FP: "Good-bye" to groups 1 & 2.

2. Point to FP: "What's your name?" Ask S1:

   Point to FP & indicate to S2 to give response. Repeat question only if necessary.

   Continue around the class.

3. Repeat Step 2 substituting FP: "How old are you?" to S1:

   Indicate to S2 to respond:

   Continue around the class.

4. Repeat Step 2, substituting FP: "Where do you live?" to S1:

   Indicate to S2 to respond:

   Continue around the class.

### Language Patterns

1. Production: ☀, ☀, ☀

   ☀: Good morning.
   ☀: Good morning.
   ☀: How are you?
   ☀: Good-bye.
   ☀: Good-bye.

2. Response: ☀

   T: What's your name?

   S1: ____ or My name's ____
   S2: ____ or My name's ____

   etc.

3. Response: ☀

   T: How old are you?

   S1: ____ or I'm ____ years old
   S2: ____ or I'm ____ years old.

   etc.

4. Response: ☀

   T: Where do you live?

   S1: I live on ____ Street.
   S2: I live on ____ Street.

   etc.
5. Point to FP: "What's your phone number?". Ask S1:

Write S1's phone number on board. Point to S1, ask class:

Repeat the same procedure with S2 and the rest of the class.

6. Place the FP's:
"My name's ___.
"I live on ___ Street.
"I'm ___ years old.
"My phone number's ___.
in a pocket chart. Start chain drill by pointing to one of the FP's, "My name's ___." to S1:

Following the same procedure, start chain drills with the other FP's in the pocket chart.
LESSON 8

MATERIALS NEEDED

PP:
- What day (of the week) is today? (red #13)

Charts:
- Tone Charts I & II
- Calendar

TEACHING POINTS

The words for day 日 and one 一 have the same sound but different tones. Use the tone charts to help students to see the difference in tones.

LANGUAGE PATTERNS

Students will point to a day (of the week) on the calendar and ask:
- What day (of the week) is this?
- What day (of the week) is today?

They will answer with the appropriate day of the week:
- Monday 星期一

They will also be able to ask:
- What day (of the week) is today?
- 星期幾呀?

And answer with the short answer:
- Monday 星期一

Or the long answer:
- Today's Monday 今日係星期一

VOCABULARY

What day (of the week) is today?
- 今日係星期幾呀?
- Sunday 星期日
- Monday 星期一
- Tuesday 星期二
- Wednesday 星期三
- Thursday 星期四
- Friday 星期五
- Saturday 星期六

LIKELY ERRORS

Confusion in tones, especially between 'one' 一 and 'day' 日.
TESTS

With thumbtack, attach a square of red paper over whatever the day of the week is that day. Pointing first to the other days of the week and then to the red square ask S1:

T: What day (of the week) is this? 星期幾呀？

S1: Sunday. 星期日

T: What day (of the week) is today? 今日係星期幾呀？

S1: Monday. or Today's Monday. 星期一。今日係星期一。

Have S1 come up to the calendar and address the same questions to S2. Continue until everyone's had a turn.
**Directions**

**Review:**

1. Start a chain drill with S1.
   
   S1 addresses question to S2.

2. Use "And you?" 你呢 to elicit students' phone numbers.
   
   T to S2.
   
   T to S3 etc.

**Presentation:**

3. Point to the actual day of the week.

4. Model & Echo.
   
   Continue until all the days of the week have been introduced and echoed.

**Language Patterns**

**Review:**

1. T: My name's _____. What's your name?
   
   我叫_____. 你叫(嘿)名呀?

   S1: My name's _____. What's your name?
   
   我叫_____. 你叫(嘿)名呀?

   etc.

2. T: What's your phone number?
   
   你呢電話係幾號呀?

   S1: 123-3456 or
   
   我呢電話係一二三三四五六。

   My phone number is 123-3456.

   T: And you?
   
   你呢?

   S2: ________

   etc.

**Presentation:**

   
   星期一。

4. Model: (2). Echo ○ (2), ○
   
   T: Monday. 星期一。

   ○: ________

   T: Tuesday. 星期二。

   ○: ________

**Tone Contrast:**

5. The word "one" 一 has the same tone as the items on line 4 (高入) of Tone Chart I.
   
   Model the items after "one".
Directions

6. Echo

7. The word "day" has the same tone as the items on line 4 (八八) of Tone Chart II. Model the items after "day".

8. Students are to show same or different: 1 finger for same tone, 2 fingers for different tones.

This procedure can be repeated with other troublesome tones. (e.g. the number "6" has the same tone as "day" but often mispronounced using the same tone as "one".)

9. Model & Echo. Hold up FP of "What day (of the week) is today?"

Point to calendar:

10. Pick a random day to model & echo.

Continue on with the rest of the week.

Language Patterns

6. Echo: ○(2), ○
   T: 一 - 棍, 球 (排骨).
   ○: ________
   T: one -
   ○: ________

7. Model: (2), Echo: ○(2) ○
   T: 日, 肉, 肉, 美肉.
   ○: ________
   T: day 日
   ○: ________
   T: 一, 一 (1)
   一, 日 (2)
   日, 一 (2)
   日, 日 (1)

9. Model: (3). Echo: ○(3) ○
   T: 什么 day (of the week) is today?
   今日係星期幾呀?
   ○: ________
   T: Monday or Today's Monday.
   星期一. 今日係星期一.
   ○: ________

10. Model: (2). Echo: (2)
   T: What day (of the week) is this? 星期幾呀?
   ○: ________
   T: Sunday. 星期日.
   ○: ________
### MATERIALS NEEDED

**FP's:**
- "What day of the month is today?" (red, #14)
- "What date's today?" (red, #15)

**Charts:**
- Tone Charts I & II
- Calendar

### TEACHING POINTS

In spoken Cantonese, 號 rather than 日 is used for telling date.

號 and 好 have the same sound but different tones.

### LANGUAGE PATTERNS

**Students will perform the commands:**
- Stand up. 起身
- Sit down. 坐低
- Raise your hand. 拇手

And they will be able to ask:
- What day (of the month) is today?
- 今日係幾號呀？
- What date's today?
- 今日係幾月幾號呀？

And answer:
- The 1st. or Today's the 1st.
- 一號. 今日係一號。
- Jan. 1st. or Today's Jan. 1st.
- 一月一號. 今日係一月一號.

### VOCABULARY

**What day (of the month) is today?**
- 今日係幾號呀？
- What date's today?
- 今日係幾月幾號呀？

**days of the month:**
- 一號, 二號, ..., 三十一號

**months:**
- 一月, 二月, 三月, 四月, 五月, 六月, 七月, 八月, 九月, 十月, 十一月, 十二月

### LIKELY ERRORS

Confusion of tones: 好 for 號
Start a chain question and answer by stating the date and then ask S1 for another date. S1 repeats the question to S2 etc. until everyone has participated.

T: Today's Feb. 2nd. 今日係二月二號。

Point to another date on calendar:

T: What date is this? 幾月幾號呀?

S1: Feb. 28th. 二月二十八號。

S1 goes to calendar to pick another to ask S2:

S1: What date is this? 幾月幾號呀?

S2: ______.
Directions
Review:
1. Take all the students through these quick review exercises.
2. Chain drill names to familiarize students with each other's names.

Language Patterns
Review:
1. T: Good morning. How are you?
   早 晨。 你好嗎?
   S1: Fine, thank you.
   好, 有 心。
   T: What (day of the week) is today?
   今日係星期幾呀?
   S2: Tuesday or Today's Tuesday.
   星期二。 今日係 星期二。 有
   T: Where do you live?
   你住 哪 達度(處) 呀?
   S3: I live on ___St.
   我 住 哪 ___ 街。
   T: What's your phone number?
   你 噢 電 話 唔 呢號 呀?
   S4: ____

   T: Count from 1 to 5.
   由一 數 到 五。
   S5: ____

   T: Count from 10 to 15.
   由十 數 到 十五。
   S6: ____
   etc.

2. T: My name's ___. 我 叫 ____
   What's your name?
   你 叫 ___ 呢 呢呀?
   S1: My name's ___. 我 叫 ____
   What's your name?
   你 叫 些 呢 呢呀?
   S2: ____
### PROCEDURES

#### Directions

3. Ask a student to come sit in front of you. Show him what to do as you give the commands. Give the commands once more and have class follow the commands as well.

4. Performance
   - Ask different students to perform different commands, or the same ones.

#### Presentation:

5. Point to the day on the calendar.
   - Hold up FP of "What day (of the month) is today?"
   - Again, point to the day on the calendar.

6. Model & Echo
   - Alternately hold up FP and point to calendar.

#### Language Patterns

3. **T:** Stand up. 企起身。
   - Sit down. 坐低。
   - Raise your hand. 舉手。

4. Performance
   - **T:** S1, S2, S3, stand up.
   - S1, S2, sit down.
   - etc.

#### Presentation:

5. **T:** Today's the **13th**.
   - 今日係十三號。
   - What day (of the month) is today?
   - 今日係幾號呀?
   - Today's the **13th**.
   - 今日係十三號。

6. Model: (3); Echo: ○(3), ○
   - **T:** What day (of the month) is today?
   - 今日係幾號呀?
   - ○: _______
   - **T:** Today's the **13th** or The **13th**.
   - 今日係十三號。十三號。
   - ○: _______
**Directions**

7. Model & Echo the next 5 to 10 days.

Continue until all the days of the month are introduced.

8. Response
   Point to any day. Whole class responds. Skip around to make sure that the students know their numbers and the use of 数字 after the number to denote date.

9. Model & Echo.
   Repeat Step 8.

**Language Patterns**

7. Model: (2), Echo: (2) 
   T: The 14th.
   當

8. Response
   T: What day (of the month) is this?
   数字呀?

9. Model: (2), Echo: (2) 
   T: What day (of the month) is this?
   数字呀?

10. T: 號, 麵, 豆腐, 醃豆腐.

PROCEDURES

**Directions**

12. Model & Echo.

13. Same or different, one finger for same tone, two for different tones.

14. Model & Echo.

   Hold up FP of "What date is today?"

   Point to the month and day on calendar.

15. Flip through calendar and model each month.

16. Point to a date randomly on the calendar, ask several students:

   Let student come up to calendar and ask other students the date.

---

**Language Patterns**

12. Model: (2), Echo: (2)

   T: 號, 好

13. Same or different

   T: 號, 號 (1)

   號, 號 (1)

   好, 好 (2)

   好, 好 (1)

14. Model: (3), Echo: (3)

   T: What date’s today?

   今日係幾月幾號呀?

15. T: January.

   T: Feb. 18th, or

   Today’s Feb. 18th.

   二月十八號, 今日係二月十八號.

16. T: What date is this?

   S: March 22nd.

   三月二十二號.
**MATERIALS NEEDED**

"T's:
- Blue
- Black
- Yellow
- Red
- White
- Brown
- Gold

*Make own with construction paper.

Charts:
- Tone Chart I
- Tone Chart II

Hand Puppets:
- Siu Ying
- Siu Ming

**TEACHING POINTS**

Introduce half of the colors first.

Work on "high-low" tone discrimination with students.

**LANGUAGE PATTERNS**

Students will be able to ask each other:

- What color is this? 色色色色?

And they will be able to reply with the appropriate color:

- It's blue. 藍色

In addition, they will perform the following commands:

- Go over there. 去那裡(處).
- Come here. 走來這裡(處).
- Go to the board. 去黑板這邊(處).
- Go back to your seat. 重返座位.

**VOCABULARY**

- blue: 藍色
- black: 黑色
- yellow: 黃色
- red: 紅色
- white: 白色
- brown: 褐色
- gold: 金色
- silver: 銀色
- purple: 紫色
- pink: 粉紅色
- green: 綠色
- orange: 橙色
- gray: 灰色
LIKELY ERRORS

Confusion of the colors.
Perform the commands incorrectly.
Tone confusion.

TESTS.

Hold up an FP and ask S1 to name the color:

T: What color is this? 七野(顏色)呀?
S1: It's blue. 藍色
Give S1 an FP so that he can ask S2:

What color is this? 七野(顏色)呀?

Continue until everyone has participated and has an FP. Have students hold FP's in front of them. Give the following commands:

Red, go over there.     White, come here.
红色, 去(處).     白色, 喂呢度(處).
Yellow, go to the board.
黄色, 去(處).
After everyone's away from their seats, call them one by one to go back to their seats.

Red, go back to your seat.
红色, 達哩位.
Directions

Review:
1. Start a chain drill.

To S2:

Language Patterns

Review:
1. T: What date is today?
   今日係幾月幾號呀?
   S1: Feb. 15 or Today's Feb. 15th.
   二月十五號。今日係二月十五號。
   What date is today?
   今日係幾月幾號呀?
   S2: ____________
   etc.

Tone Contrast

2. Introduce the items on the first line of Tone Chart I, one at a time.

   Model: (3), Echo: (2)
   O: ——
   T: 雞
   O: ——
   T: 香蕉
   O: ——
   T: 火燒包
   O: ——

3. Model: (3), Echo: (2)
   O: ——
   T: 我們
   O: ——
   T: 魚球
   O: ——
   T: 黃糖
   O: ——
4. Pair the first line items of Tone Chart I with those of the first line items of Tone Chart II. Establish hand gestures for "high" and "low" tones. Students listen.

5. High-low tone discrimination. Have students give you the "high" or "low" gestures as you say the words.

6. Presentation
Use the puppets to present the dialog. Siu Ying holds up the FP of "blue" and asks Siu Ming.

7. Model & Echo
Model the conversation again. Class repeats.

8. Introduce the rest of the color FP's slowly.

9. Give FP's to students to hold.
Start a chain drill.
Point to Sl's FP.

Points to S2's FP and asks:

4. T: 鸡 (high), 鹅 (low)
香蕉 (high), 魚 (low)
火炒 (high), 黃糖 (low)

5. T: 猪 (high), 子 (low), 火炒 (low)
香蕉 (high), 火炒 (high)

6. Presentation
Siu Ying: What color is this? (小英) 什麼顏色呀?
Siu Ming: It's blue. (小明) 藍色

7. Model: (2), Echo (2)
Siu Ying: What color is this? (小英) 什麼顏色呀?

Siu Ming: It's blue. (小明) 藍色

8. Model: (2), Echo: (2)
T: Red, 紅色

9. Chain drill.
T: What color is that?
S1: 風 (顏) 色呀?

S1: It's black. 黑色。

S2: 什麼顏色呀?
## 10. Performance

Point to a corner and call a student to:
Student probably won't know what to do. Just take his hand and lead him to the corner.
Call to another student to:
If he doesn't know what to do, lead him to the corner.
Continue to call students, one by one to "go over there" until they understand the command.

11. Repeat the same procedures for these commands, coupling the verbal direction with demonstration.

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<tr>
<td><strong>T:</strong> S1, go over there.</td>
</tr>
<tr>
<td><strong>T:</strong> S2, go over there.</td>
</tr>
<tr>
<td><strong>T:</strong> S3, come here.</td>
</tr>
<tr>
<td><strong>T:</strong> go to the board.</td>
</tr>
<tr>
<td><strong>T:</strong> go back to your seat.</td>
</tr>
<tr>
<td><strong>T:</strong> 返埋位.</td>
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</table>
**MATERIALS NEEDED**

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<th>Charts:</th>
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<tr>
<td>Color FP's.</td>
<td>Tone Chart I</td>
<td>&quot;what&quot;, when referring to objects, is 什麼.</td>
</tr>
<tr>
<td>Calendar.</td>
<td>Tone Chart II</td>
<td>&quot;what&quot;, when referring to numbers as in date, is 幾.</td>
</tr>
</tbody>
</table>

**LANGUAGE PATTERNS**

Students will ask each other:

What day (of the week) is this?  
星期幾呀?  
What date is this?  
幾月幾號呀?  
What day (of the week) is today?  
今日係星期幾呀?  
What date's today?  
今日係幾月幾號呀?  
What color is this?  
也叫(顏)色呀?  
And they will answer:

Monday. 星期一  Today's Monday. 今日係星期一。  
Feb. 15. 二月十五號 Today's Feb. 15. 今日係二月十五號。  
It's red.  紅色

**VOCABULARY**

None

**LIKELY ERRORS**

Tone confusion.

**TESTS**

None.
### Directions

1. **Model & echo the days of the week.**

2. **Model & echo some random dates.**

3. **Question - response**
   - Point to any day of the week and ask class:
   - Point to a date:
   - Let students take turns asking others.

### Language Patterns

<table>
<thead>
<tr>
<th>Model</th>
<th>Echo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Today's Monday. 今日係星期一。</td>
<td>(1)</td>
</tr>
<tr>
<td>Today's Feb. 15. 今日係二月十五號。</td>
<td>(1)</td>
</tr>
<tr>
<td>Today's March 15. 三月十五號。</td>
<td>(1)</td>
</tr>
<tr>
<td>What day (of the week) is this? 星期幾呀？</td>
<td>(1)</td>
</tr>
<tr>
<td>What date is this? 幾月幾號呀？</td>
<td>(1)</td>
</tr>
<tr>
<td>April 1. 四月一號。</td>
<td>(1)</td>
</tr>
</tbody>
</table>

etc.
**PROCEDURES**

### Directions

4. Review color FP's.

5. Let half of the class have the color FP's. Hold them up one at a time and ask the other half of the class.

   Reverse roles.

6. High-low tone discrimination

   Compare lines 1 & 4 of Tone Chart I & II.

   Say the pairs without pointing to the charts. Students are to give you either the "high and low" or "low and high" combination gesture.

7. Model and echo each item on these four lines:

   Lines 1 & 4 of Tone Charts I & II.

### Language Patterns

4. Echo: 〇

   T: Red.

   紅色

   〇: —

   etc.

5. What color is this?

   乜喺(顏)色咗?

   〇: Orange.

   橙色

   etc.

6. T: 雞, 鵝 (high, low)

   黃糖, 燒包 (low, high)

   魚糖, 香蕉 (low, high)

   T: 肉, 棕 (low, high)

   粥, 燒肉 (high, low)

   腊肉, (排骨) (low, high)

7. Model: (2), Echo: 〇(2), 〇

   T: 雞

   : —

   T: 香蕉

   : —

   etc.
# Materials Needed

FP's:
- Coloring (green #37)
- Copying (green #35)
- Cutting (green #38)
- Drawing (green #36)
- Learning (to speak) Chinese (green #39)
- Reading (green #34)
- Writing (green #33)

Objects:
- Some books, paper, and scissors.

# Teaching Points

- "ing" is the equivalent to the English "-ing". Often-time, though, it is omitted from a spoken Cantonese in casual conversation.

# Language Patterns

When asked the question:

**What're you doing?**
- 你做嘅嘅呀?

Students will be able to describe their "action" with the appropriate answer:

- Reading or I'm reading.
- 讀嘅書。我讀嘅書。

# Vocabulary

- Coloring: 油嘅色
- Copying: 創嘅書
- Cutting (paper): 剪嘅紙
- Drawing: 畫嘅畫
- Learning to speak Chinese: 學嘅中文
- Reading: 讀嘅書
- Writing: 寫嘅字

# Likely Errors

Watch for tones in general, and 畫嘅畫 in particular.
Hold an FP in front of you and pass the rest to the students. Teacher states what he (she) is doing, corresponding to the action on own FP:

T: I'm reading.
   我讀書。
   Sl, what're you doing?
   你做啥都嘅呀?
   Sl: I'm coloring.
      我油嘅色。
      T: S2, and you?
      S2, 你呢?
      S2: __________

Continue until everyone's had a chance to give an answer.
Directions

1. "And you?" is very useful for chain dialog.

   Turn to S1:

   Turn to S2:

Start another chain dialog after ¼ of the class had participated in the above dialog.

Presentation:

2. Model & Echo
   Pick up a book and pretend to read.

3. Model with FP's, introducing them one at a time.

Language Patterns

1. Review:

   T: I live on _______ Street.
      我住___街。
      And you?
      你呢?
   S1: I live on _______ Street.
      我住___街。
      And you?
      你呢?
   S2: ______
      etc.

   T: My phone number's _______.
      我電話係_____.
      And you (ask)?
      你呢?
   S: ______
      etc.

Presentation:

2. Model: (2), Echo: ○ (3), ○
   T: I'm reading.
      我讀書。
      ○: _______

3. Model: (2), Echo: ○ (3) ○
   T: Writing.
      写___字。
      ○: _______
      etc.
**PROcedures**

<table>
<thead>
<tr>
<th>Lesson 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Introduce &quot;What're you doing?&quot; for recognition only. Keep one FP and pass out the others to students. Teacher states the action on own FP: Point to a student's FP and ask: Help student with his answer. Continue asking the other students, &quot;What're you doing?&quot; until everyone's had a chance to give a reply.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Substitution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hold up an FP and ask: Change FP after each correct response.</td>
</tr>
</tbody>
</table>

**Tone Contrast**

6. Review line 4 of Tone Chart II. Ask students to "listen carefully" 听心聽住. Repeat this direction at every opportunity. Note that the tone is low and has a glottal stop "k", or "p". 7. Review line 2 of Tone Chart I. Again, ask students to listen carefully. 听心聽住 Note that the tone goes up at the end.
### PROCEDURES

<table>
<thead>
<tr>
<th>Lesson 12</th>
</tr>
</thead>
</table>

8. Review "drawing" 畫

The first 畫 means "to draw" has the same tone as the line 1, Chart II items; and the second 畫 means "picture" has the same tone as the line 2, Chart I items.

9. Tone contrast

Say the pairs and let students show whether they are same or different (one finger for same, two fingers for different).

<table>
<thead>
<tr>
<th>T:</th>
<th>picture (2)</th>
<th>draw, picture (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>O:</td>
<td>演</td>
<td>畫,肉,糖,魚,橙</td>
</tr>
</tbody>
</table>

8. Model: (2), Echo: O(2) O

T: 畫,肉,糖,魚,橙

O: 

9. Tone contrast

T: draw, picture (2)

draw, draw (1)
picture, draw (2)
picture, picture (1)
### LESSON 13

#### MATERIALS NEEDED

<table>
<thead>
<tr>
<th>FP's:</th>
<th>Work on tones.</th>
</tr>
</thead>
<tbody>
<tr>
<td>coloring (green #37)</td>
<td></td>
</tr>
<tr>
<td>copying (green #35)</td>
<td></td>
</tr>
<tr>
<td>cutting paper (green #38)</td>
<td></td>
</tr>
<tr>
<td>drawing (green #36)</td>
<td></td>
</tr>
<tr>
<td>learning (to speak) Chinese (green #39)</td>
<td></td>
</tr>
<tr>
<td>reading (green #34)</td>
<td></td>
</tr>
<tr>
<td>writing (green #33)</td>
<td></td>
</tr>
</tbody>
</table>

**Optional:**
- we (blue #74)
- you (pl.) (blue #75)
- they (blue #76)

#### LANGUAGE PATTERNS

To the question: What're you doing? the students will answer with the appropriate action (of the FP) along with the correct pronoun:

- We're coloring.

#### VOCABULARY

- we
- 我 (wǒ)
- you (pl.)
- 你们 (nǐ men)
- they
- 他们 (tā men)

#### LIKELY ERRORS

Use of incorrect pronoun. Confusion in tones, especially between "paper 纸" and "word 字".
Divide class into two groups. Give each group half of the "action" FP's. Pointing to their top FP, address one group first:

T: What're you doing? 你地做嘅係乜嘢呀?

①: We're reading. 我哋讀書。

The group places the FP face down after each response. Continue until the group finishes with their FP's. Then place yourself with the second group and address your question to the first group:

T: What're we doing? 我哋做嘅係乜嘢呀?

①: You're coloring. 你哋塗鴉。

Do the same with the second group, ②.

Ask two students to come to the front of the room. Gather all the "action" FP's and give them to these students. They'll hold up FP's one at a time. Point to these students and ask individual students:

T: What're they doing? 佢哋做嘅係乜嘢呀?

①: They're writing. 佢哋寫字。

Continue until everyone in class has given an individual reply.
**Directions**

Review:

1. Ask a student to come to the front of the class. Give him all the "action" PP's to hold up to class, one at a time. Ask class:

   Class gives appropriate reply:

2. Singular pronouns

   Face a student, pointing to self, say:
   - Point to student, say:
   - Point to another student, say:

   Let students volunteer to produce these pronouns while pointing to self, to teacher, and to another student.

Presentation:

3. Ask two students to go to one side of the room. Gesture to include self and the rest of the class:

   Point to the two students:

4. Ask S1 to come up to you. Gesture to include self and S1. Model, S1 imitates gesture and echoes.

   Point to the two students on the side:

   Point to the rest of the class:

   Repeat this procedure with different students.

**Language Patterns**

Review:

1. **T:** (Name), come here.
   - What's he doing?
   - 何做呢也野呀?
   - He's reading.
   - 佢讀嘅書。
   - etc.

2. Model, Echo: ○

   - T: I. 我
   - You. 你
   - He (she). 佢

Presentation:

3. Model: (2)

   - T: We. 我哋
   - They. 佢哋

4. Model: (2), Echo: ○

   - T: We. 我哋
   - S1: ___
   - T: They. 佢哋.
   - S1: ___
   - T: You. 你哋
   - S1: ___
5. Flipping one "action" FP at a time, gesturing to include everyone:

Response:

6. Give the FP's to students to hold. Address the class collectively:
   - Change FP after each response.

7. Ask a student to come up to you. Together, hold up an FP:
   - Change FP after each response.

8. Let two students hold up the FP's. Point to them and address the question to the rest of the class:

Tone Contrast
9. "Paper 紙 " has a high rising tone. Motion with hand: —
   - Compare it with other words with the same tone, line 2 of Tone Chart I. Let students imitate sounds and motions.

---

5. Model: (2), Echo: (2)
   - T: We're writing.
     ○: 我們寫字。
     - etc.

Response:

6. T: What're you doing?
   - 你正在做什麼?
     ○: We're learning (to speak) Chinese.
     我們學著中文。
     - etc.

7. T: What're we doing?
   - 我們正在什麼?
     ○: You're coloring.
     我們正在著色。
     - etc.

8. T: What're they doing?
   - 他們正在什麼?
     ○: They're reading.
     他們正在讀書。
     - etc.

Tone Contrast
9. Model: (2), Echo: (2),
   - T: 紙,糖,魚,橙。
   - ○: —
10. "word 五 " has a low level tone. Motion with hand: " ".
   Compare it with other words with the same tone, line 3 of Tone Chart II.
   Have students imitate sounds and motions.

11. Have children show by one (same) or two fingers (different) whether the tones are same or different.

12. The verb to cut usually takes an object, specifying what is being cut. Therefore, one can "cut paper 纸" or "cut word 字".

   Place a piece of paper to one side of you and a word written on a piece of paper on the other side. When teacher says either "剪纸 " or "剪字 ", students point to the correct object.
### LESSON 14

#### MATERIALS NEEDED

<table>
<thead>
<tr>
<th>FP's:</th>
<th>Objects:</th>
</tr>
</thead>
<tbody>
<tr>
<td>coloring (green #37)</td>
<td>crayons</td>
</tr>
<tr>
<td>copying (green #35)</td>
<td></td>
</tr>
<tr>
<td>cutting (paper) (green #38)</td>
<td></td>
</tr>
<tr>
<td>drawing (green #36)</td>
<td></td>
</tr>
<tr>
<td>learning (to speak) Chinese (green #39)</td>
<td></td>
</tr>
<tr>
<td>reading (green #34)</td>
<td></td>
</tr>
<tr>
<td>writing (green #33)</td>
<td></td>
</tr>
</tbody>
</table>

#### TEACHING POINTS

- Work on pronoun substitution.
- Expansion of existing structures.

#### LANGUAGE PATTERNS

**When asked:**

*What're you doing? 你做啥啲呀?*

**Students will answer:**

*I'm learning (to speak) Chinese. 我學話中文.*

**Students will also carry on the following conversation:**

*What color are you coloring? 你油啲啲(顏)色啲呀?*

*Red. 紅色*

#### VOCABULARY

None.

#### LIKELY ERRORS

None.

#### TESTS

None.
### Directions

1. Hold up the FP: learning (to speak) Chinese. Ask class:

   - Point to a student and prompt class with a pronoun, or complete question.
   - Indicate for class to finish sentence.
   - Gesture to include everyone in the class:

   - Point to some students on one side:

   - Point to individual students:

   - Change FP and continue on with the same procedures.

### Language Patterns

#### 1.

<table>
<thead>
<tr>
<th>English</th>
<th>Chinese</th>
</tr>
</thead>
<tbody>
<tr>
<td>T: What am I doing?</td>
<td>我学啥啥呀?</td>
</tr>
<tr>
<td>T: He (she)? (What's he doing?)</td>
<td>他(她)学啥啥呀?</td>
</tr>
<tr>
<td>T: You? (What're you doing?)</td>
<td>你学啥啥呀?</td>
</tr>
<tr>
<td>T: They? (What're they doing?)</td>
<td>他们学啥啥呀?</td>
</tr>
<tr>
<td>T: You? (What're you doing?)</td>
<td>你学啥啥呀?</td>
</tr>
<tr>
<td>T: I'm learning to speak Chinese.</td>
<td>我学啥啥.</td>
</tr>
</tbody>
</table>

You're learning to speak Chinese.
学啥啥.
### Directions

2. Chain dialog

In casual conversation, the "-ing" is often dropped. But it may be kept for the sake of consistency.

Let each student have a piece of paper and a crayon. Have them draw a balloon and color it.

Show picture while coloring it:

Ask a student:

S1 asks S2:

### Language Patterns

2. Chain dialog

T: I'm coloring (mine) red.

What color are you coloring (yours)?

S1: Green.

What color are you coloring (yours)?

S2: Yellow.

etc.
LESSON 15

MATERIALS NEEDED

<table>
<thead>
<tr>
<th>FP's:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>book (orange #51)</td>
<td>&quot;我&quot; has a low rising tone.</td>
</tr>
<tr>
<td>chalk (orange #58)</td>
<td>&quot;要&quot; is level. Make sure</td>
</tr>
<tr>
<td>crayon (orange #55)</td>
<td>that the students start off low</td>
</tr>
<tr>
<td>paper (orange #52)</td>
<td>and let their voices rise a</td>
</tr>
<tr>
<td>pen (orange #54)</td>
<td>little for &quot;我&quot; and keep it at</td>
</tr>
</tbody>
</table>
| pencil (orange #53) | that pitch for "要". 我要一.
| to want (green #31) | "唔該" is the correct form |
|  | of thank you to use when a ser- |
|  | vice has been rendered.

Objects:

- same as above

LANGUAGE PATTERNS

Students will be able to ask:

What do you want? 你要也喺呀?

And answer:

I want the book. 我要書。

After receiving the requested item, students will use the correct form of:

Thank you. 唔該.

VOCABULARY

- want 要
- book 書
- chalk 粉筆
- crayon 腊筆
- paper 紙
- pen 筆
- pencil 鉛筆
- thank you (for service) 唔該

LIKELY ERRORS

- "naw" for "ngaw" 我
- High tones for I want: ～～ instead of ～～
<table>
<thead>
<tr>
<th>Name</th>
<th>Action</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>Give FP's to S1</td>
<td>&quot;What do you want?&quot;</td>
</tr>
<tr>
<td>S2</td>
<td>Take FP</td>
<td>&quot;I want the book.&quot;</td>
</tr>
<tr>
<td>S1</td>
<td>Hand FP to S2</td>
<td>&quot;Thank you.&quot;</td>
</tr>
<tr>
<td>S3</td>
<td>Repeat procedure</td>
<td></td>
</tr>
</tbody>
</table>

S1 then offers the FP's to other students to pick what they want:

- S1: What do you want? (你要乜嘢呀？)
- S2: I want the book. (我要書。)
- S1 hands the FP to S2. S2 thanks S1.
- S2: Thank you. (唔該。)
### Directions

**Review:**
1. Compare lines 1 and 3 of both tone charts -- high-low comparison.

**Presentation:**
2. Hold up FP's one at a time and introduce:

### Language Patterns

**Review:**
1. Model: (2), Echo: ○  ○

   T: 雞, 鴨, 贊, 义 燒 包。
   ○:
   ○: 
   T: 鵝, 魚 球, 蛋 糖。
   ○: 
   ○: 
   T: 菜, 芥 菜, 菓。
   ○:
   ○: 
   T: 麵, 豆腐, 酝 豆腐。
   ○:
   ○:

**Presentation:**
2. Model: (2), Echo: ○ (2) ○

   T: To want 要
   ○: 
   ○: 
   T: book 書
   ○: 
   ○: 
   T: pen 筆
   ○: 
   ○: 
   T: chalk 粉 筆
   ○: 
   ○: 
   T: pencil 鉛 筆
   ○: 
   ○: 
   T: crayon 腊 筆
   ○: 
   T: paper 紙
   ○: 

PROCEDURES

3. Put the FP's "to want" and "book" together. Point to self and FP's, model:

Motion for class to repeat:

Put the first FP and put another one in its place:

Class repeats.

Continue until all the FP's have been thus introduced.

4. Pick up an object and show class:

Turn to S1 and ask:

S1 picks something. Help him with his answer.

Ask another student to pick something.

S2 picks something.

Continue until everyone's had a turn and is holding something in his hand.

5. Ask a student for the object that he's holding:

Student hands over the object:

Ask the other students for their objects.

3. Model: (2), Echo

T: I want the book.

我要書。

O: ______

T: I want the pen.

我要筆。

O: ______

etc.

4. T: I want the book. 我要書。

What do you want?

你要什麼呀？

S1: I want the pen.

我要筆。

T: What do you want?

你要什麼呀？

S2: I want the pencil.

我要鉛筆。

etc.

5. T: I want the chalk.

我要粉筆。

Thank you.

唔該。

etc.
6. Have a student come up to help you. Show him all the objects and ask:

Motion for class to repeat:
Student replies:

Give the requested object to student. Prompt him:

Motion for class to repeat:
Let the other students take turns.

7. Substitution:
Hold up FP's one at a time.

8. Chain drill
Put all the objects in a box. Pick out one and start the chain drill:

Pass the box to S1:
S1 takes an object:

Prompt S1 if necessary.
Hand the box of objects to S1. S1 turns to S2 and asks:
S2 takes an object and replies:

6. Model: (2), Echo: (2),

T: What do you want?

S1: I want the book.

T: Thank you.

S1: 我要書。

etc.

7. Substitution:

O: I want the crayon.

etc.

8. Chain drill.

T: I want the paper.

What do you want?

S2: I want the pencil.

Thank you.

S2: 唔該。

etc.
9. Pronunciation

"我" has an "ng" beginning sound which may present some difficulty to the students.

10. Tone comparison

"我" has the same tone as line 2 of Tone Chart II. Model and have the students repeat these items.

9. Pronunciation

```
T: 我
O:  
```

```
T: 蟹
O:  
```

```
T: 榄
O:  
```

```
T: 柿
O:  
```
### LESSON 16

**MATERIALS NEEDED**

<table>
<thead>
<tr>
<th>FP's:</th>
<th>Objects:</th>
</tr>
</thead>
<tbody>
<tr>
<td>chalk eraser (orange #62)</td>
<td>same items as above</td>
</tr>
<tr>
<td>glue ( #60)</td>
<td></td>
</tr>
<tr>
<td>paper bag ( #63)</td>
<td></td>
</tr>
<tr>
<td>paste ( #59)</td>
<td></td>
</tr>
<tr>
<td>rubber eraser ( #61)</td>
<td></td>
</tr>
<tr>
<td>ruler ( #57)</td>
<td></td>
</tr>
<tr>
<td>scissors ( #56)</td>
<td></td>
</tr>
<tr>
<td>straw ( #64)</td>
<td></td>
</tr>
</tbody>
</table>

**TEACHING POINTS**

Continue the process of substitution and the usage of "thank you" 唔該.

**LANGUAGE PATTERNS**

Students will be able to ask:

*What do you want?* 你要乜野呀?

and answer:

*I want the glue.* 我要膠水。

*Thank you.* 唔該。

In addition, the students will, when the occasion warrants, be able to say:

*I'm sorry.* 對唔住。

*That's all right.* 唔需要。

**VOCABULARY**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>chalk eraser</td>
<td>粉擦</td>
</tr>
<tr>
<td>glue</td>
<td>膠水</td>
</tr>
<tr>
<td>paper bag</td>
<td>紙袋</td>
</tr>
<tr>
<td>paste</td>
<td>膠糊</td>
</tr>
<tr>
<td>rubber eraser</td>
<td>橡擦</td>
</tr>
<tr>
<td>ruler</td>
<td>尺</td>
</tr>
<tr>
<td>scissors</td>
<td>剪</td>
</tr>
<tr>
<td>straw</td>
<td>筷筒</td>
</tr>
</tbody>
</table>
BEST COPY AVAILABLE

LESSON 16

LIKELY ERRORS

Confusion in tones, especially in "I want 我要:ヘヘ" instead of 一秒.

TESTS

Give FP's to S1. S1 then offers the FP's to other students to pick what they want.

S1: What do you want? 你要乜野呀?
S2: I want the ruler. 我要間尺。
S1 hands the FP: ruler to S2.
S2: Thank you. 謝謝。
S1 also hands the rest of the FP's to S2. S2 starts the next round of questioning with S3. Continue in this manner until everyone has participated.
PROCEDURES

Directions

Review

1. "to want 要" has the same tone as line 3 of Tone Chart I. Point to each item and gesture with hand while modeling.

2. "我" has the same tone as line 2 of Tone Chart II. Point to each item and gesture while modeling.

Presentation

3. Gather one of each of the following: chalk eraser, glue, paper bag, paste, rubber eraser, ruler, scissors, and straw. Introduce these items one at a time.

Substitution

4. Use FP's for substitution drill.

Language Patterns

Review

1. Model: (2), Echo: ○ (2) ○
   T: 我要茶。
   ○: —
   T: 我要舞。
   ○: —
   T: 我要茶。
   ○: —

2. Model: (2), Echo: ○ (2) ○
   T: 我要蟹。
   ○: —
   T: 我要蟹。
   ○: —

Presentation

3. Model: (3)
   T: chalk eraser 粉擦等。

Substitution

4. Model: (2), Echo: ○ (2) ○
   T: I want the ruler。
   ○: —
   etc.
5. Put all the objects (including items from lesson 15) in a box. Ask a student to stand next to you and ask him what he wants.

Pick up the requested object and pretend to hand it to S. However, let go of it before S has a hold on it. Model "I'm sorry" twice.

Model "That's all right" for S twice and have him repeat it.

6. Pretend to drop the object again. Repeat modeling of "I'm sorry" and "That's all right."

7. Chain drill
   Use FP's. Start with Sl.
   Drop the FP.
   Sl picks up FP.
   Hand all of the rest of the FP's to Sl.
   With all the FP's, Sl turns to S2 and asks:
   Continue with different students taking the parts of "T" and "Sl".

5. Response: Model: (2),
   Echo: ○
   T: What do you want?
   Sl: I want the ruler.
   T: Oops. I'm sorry.
   Sl: That's all right.

6. Model: (2), Echo: ○ (3) ○
   T: I'm sorry.
   ○:
   T: That's all right.

7. Chain drill
   T: What do you want?
   Sl: I want the glue.
   T: I'm sorry.
   Sl: That's all right.
   T: Thank you.
   Sl: What do you want?
   S2: etc.
# LESSON 17

## MATERIALS NEEDED

<table>
<thead>
<tr>
<th>FP's: (from Lessons 15 &amp; 16)</th>
<th>chalk eraser</th>
<th>book</th>
</tr>
</thead>
<tbody>
<tr>
<td>(orange #51-64)</td>
<td>chalk</td>
<td>crayon</td>
</tr>
<tr>
<td></td>
<td>paper bag</td>
<td>paper</td>
</tr>
<tr>
<td></td>
<td>pen</td>
<td>pencil</td>
</tr>
<tr>
<td></td>
<td>straw</td>
<td>straw</td>
</tr>
<tr>
<td></td>
<td>chalk eraser</td>
<td>book</td>
</tr>
<tr>
<td></td>
<td>glue</td>
<td>paper bag</td>
</tr>
<tr>
<td></td>
<td>paste</td>
<td>rubber eraser</td>
</tr>
<tr>
<td></td>
<td>ruler</td>
<td>scissors</td>
</tr>
<tr>
<td></td>
<td>paper bag</td>
<td>paste</td>
</tr>
<tr>
<td></td>
<td>rubber eraser</td>
<td>scissors</td>
</tr>
<tr>
<td></td>
<td>to want</td>
<td>(green #31)</td>
</tr>
</tbody>
</table>

**Objects:**
- Same as above

**Hand puppets:**
- Siu Ying
- Siu Ming

"+" and "+" FP's (make own)

## TEACHING POINTS

A new type of question is being introduced in this lesson -- combination of the affirmative and negative forms of the verb. This form of question is especially useful in eliciting a "yes" or "no" answer.

"Yes" in Chinese is expressed by the affirmative form of the verb, and "no" by the negative. Students will need to practice their "yes/no" answers.

## LANGUAGE PATTERNS

- Students will be able to ask:

  Do you want the book?  
  你要吗?  

  And reply with:

  Yes. 要 or Yes, thank you. 要, 要, 要。  
  No. 不要 or No, thank you. 不要, 不要。  
  (thank you). I want the ____.

- Students will also understand and carry out the command.

  Ask him (her).

## VOCABULARY

- don't want 不要
- Do you want ____?
- 你要吗?
Likely Errors

Confusion in the "yes/no" answers.

Tests

Put all the objects in a box and give them to S1. S1 picks up an object and asks S2:

S1: Do you want the ____? 你要唔要 ____呀?

S2: Yes, thank you. 要,唔該。 or No, (thank you).

I want the ____.

唔要, (唔該) 我要 ____.

S1 gives the requested object and the box to S2. S2 picks out an object and offers it to S3:

S2: Do you want the ____? 你要唔要 ____呀?

S3: Yes/No...

Continue around the class.
### Directions

**Review**
1. Place all the FP's in a pocket chart. Ask Sl:

   Sl picks an FP and replies:
   Sl gets FP.

   T turns to S2 and asks:
   (Repeat "What do you want?" if student doesn't respond to "What about you?")

**Presentation**
2. Use the puppets to introduce the new structures.
   Siu Ming offers Siu Ying an FP: book
   Siu Ying accepts it.
   Siu Ming picks another FP: pen and offers it to Siu Ying.
   Siu Ying doesn't want it.

3. Introduce the affirmative and negative forms of "to want" with the help of the "+" and "-" cards and the FP of "to want". Model the two forms.

   "+" and "want":

   "-" and "want":

   "+" "-" together with "want":

### Language Patterns

**Review**
1. T: What do you want? 你要也嘨呀?
   Sl: I want the ___.
   Thank you.
   T: What about you? 你呢？
   S2: ___
   etc.

**Presentation**
2.
   Siu Ming: Do you want the book?
   Siu Ying: Yes, thank you.
   Siu Ming: Do you want the pen?
   Siu Ying: No, thank you.

3. Model: (3), Echo: │ (2) │

   T: want 要
   O: ___
   T: don't want. 惹要
   O: ___
   T: 不要 要
   O: ___
4. **Model and echo.**
   Repeat step 2. Have class repeat after Siu Ming and Siu Ying.

5. **Question-response.**
   Divide class into 2 groups. Give the FP's to the half of the class that will do the questioning:

   Hold up either the "+" or "-" sign. The other half of the class responds accordingly:

   After several rounds, reverse roles.

6. **Substitution**
   Hold up an FP and direct the class to address the question to S1.

   Prompt S1 with "+" or "-" card:

   Hold up another FP and have the class address the question to S2.

   Continue until everyone's had a turn.

4. **Model:** (2), **Echo:** ○(3) ○
   Siu Ming: Do you want the book? 你要唔要書嗎?
   ○: —

   Siu Ying: Yes, thank you. 要, 唔該。
   ○: —

   Siu Ming: Do you want the pen? 你要唔要筆嗎?
   ○: —

   Siu Ying: No, thank you. 悽要,唔該。
   ○: —

5. **Question-response.**

   ○: Do you want the ruler? 你要唔要尺呀?

   ○: Yes, thank you. or No, thank you. 要,唔該。唔要,唔該。 etc.

6. **Substitution**

   ○: Do you want the scissors? 你要唔要鉗剪呀?

   S1: Yes, thank you. or No, thank you. 要,唔該。唔要,唔該。 etc.
**7. Chain drill**  
Put all the objects in a box. Pick out an object and start chain drill with S1.

Give box to S1. Indicate to S1 to address his question to S2 by pointing to S2 and say:

S1 asks S2:

Point to S3:

S2 asks S3:

Continue until class understands the meaning of "Ask him (her)."

**8. Model and echo.**  
Give the box of objects to S1 and ask him (her) to ask you if you want the book.

T to S1:

Answer negatively and pick up another object: **pen.**

Have class repeat the sentence.

Give the box to S2 and go through the same steps with him (her). Repeat this procedure until class is familiar with this new pattern.
9. Substitution Drill
Hold up the stack of FP's. Tell class that they are to respond negatively to your question whether they wanted the FP shown them. But they are to indicate that they want the next FP shown.

10. Individual response
Repeat step 9, eliciting individual responses.

<table>
<thead>
<tr>
<th>Step</th>
<th>Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td><strong>Substitution Drill</strong>&lt;br&gt;Hold up the stack of FP's. Tell class that they are to respond negatively to your question whether they wanted the FP shown them. But they are to indicate that they want the next FP shown.</td>
</tr>
<tr>
<td>10</td>
<td><strong>Individual response</strong>&lt;br&gt;Repeat step 9, eliciting individual responses.</td>
</tr>
</tbody>
</table>

**Example:**
- **T:** Do you want the (1st FP)?
  - **O:** No, (thank you). We want the (2nd FP).
  - **T:** Do you want the (3rd FP)?
  - **O:** No (thank you). We want the (4th FP). I want the (5th FP).
  - **T:** Do you want the (1st FP)?
  - **SL:** No (thank you). I want the (2nd FP).
### MATERIALS NEEDED

<table>
<thead>
<tr>
<th>FP's and Objects:</th>
<th>Charts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Same as Lesson 17</td>
<td>Tone Charts I &amp; II.</td>
</tr>
</tbody>
</table>

### TEACHING POINTS

Contrasting the two types of question: "what" question and "yes/no" question.

The "what" question requires a specific reply, such as "The pen" or "I want the pen."

The "yes/no" question requires a "yes" or "no" answer. In Chinese, the affirmative and negative forms of the verb are the rough equivalents to the English "yes" and "no" respectively.

### LANGUAGE PATTERNS

Students will ask each other the following questions:

<table>
<thead>
<tr>
<th>English</th>
<th>Chinese</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you want?</td>
<td>你要也耶呀？</td>
</tr>
<tr>
<td>Do you want the pen?</td>
<td>你要啥筆呀？</td>
</tr>
</tbody>
</table>

And give the appropriate answers:

<table>
<thead>
<tr>
<th>English</th>
<th>Chinese</th>
</tr>
</thead>
<tbody>
<tr>
<td>The pencil.</td>
<td>鉛筆</td>
</tr>
<tr>
<td>I want the pencil.</td>
<td>我要鉛筆。</td>
</tr>
<tr>
<td>Yes, thank you.</td>
<td>要，唔該。</td>
</tr>
<tr>
<td>No, (thank you). I want the</td>
<td>唔要，(唔該) 我要</td>
</tr>
</tbody>
</table>

### VOCABULARY

None

### LIKELY ERRORS

None.

### TESTS

None.
**Directions**

1. **Substitution Drill**
   - Show FP’s one at a time, ask:

   Elicit a positive answer:

2. **Chain Drill**
   - Put objects in a box. Hold up an object: *pen*. Address question to S1.
   - Prompt S1 with "-" card to elicit a negative reply:
   - Put *pen* back in box and offer box to S1 to choose.
   - S1 picks an object: *pencil*:
   - Pointing to S2, indicate to S1 to start conversation:
   - S1, holding *pencil*, asks S2:
     - Prompt S2 with "-" card to elicit a negative reply:
     - S1 puts *pencil* back in box and offers box to S2 to choose:
     - S2 chooses an object: *chalk*:
     - Pointing to S3, indicate to S2 to start conversation with S3:
     - S2, holding *chalk*, asks S3:
     - Continue until everyone has participated.

**Language Patterns**

1. **Substitution Drill**
   - T: Do you want the pencil?
     - 羽要唔要鉛筆呀?
     - S: Yes, thank you.
     - 羽要,唔該。
     - etc.

2. **Chain Drill**
   - T: Do you want the pen?
     - 羽要唔要筆呀?
     - S1: No, thank you.
     - 羽要,唔該。
     - T: What do you want?
     - 羽要乜啲呀?
     - S1: I want the pencil.
     - 我要鉛筆。
     - T: Ask him (her).
     - 問佢。...
     - S1: Do you want the pencil?
     - 羽要唔要鉛筆呀?
     - S2: No, thank you.
     - 羽要,唔該。
     - S1: What do you want?
     - 羽要乜啲呀?
     - S2: I want the chalk.
     - 我要粉筆。
     - T: Ask him (her).
     - 問佢。...
     - S2: Do you want the chalk?
     - 羽要唔要粉筆呀?
     - etc.
PROCEDURES

LESSON 18

Directions

3. Free response.

Hold up an object. Ask S1:

Continue with S2... around the room.

4. Quick review of the items on Tone Charts I & II.

Language Patterns

3. Free response.

T: Do you want the ___?

你要___ 吗?

Sl: Yes, thank you.

要, 要該。

or

No, thank you.

唔要, 要該。

or

No, (thank you). I want the ___.

唔要, (唔該). 我要___

T: Do you want ____?

你要____...?

etc.

4. Echo: (2)

T: 雞

○: ___

T: 香蕉

○: ___

etc.

5. Question-Response

Address question to Sl:

Sl points to item on chart:

Sl: I want the ___.

我要____.
**Directions (continued)**

5. Point to S2 and address the directive to S1:

   S1 to S2:

   S2 points to item on chart:

   Point to S3 and address the directive to S2:

   S2 to S3:

   Continue around the class.

---

**Language Patterns (continued)**

5. (continued)

   T: Ask him (her) what he (she) wants.

   你要什麼?

   S1: What do you want?

   你要什麼?

   S2: I want the ______.

   我要 ______.

   T: Ask him (her) what he (she) wants.

   你要什麼?

   S2: What do you want?

   你要什麼?

   etc.
MATERIALS NEEDED

FP's: (orange #51-64)
- book
- chalk eraser
- chalk
- crayon
- paper
- pen
- pencil
- straw
- to have (green #32)

Objects: Charts:
Same as above. Tone Chart II

TEACHING POINTS

Both "I 我" and "have 有" have low rising tones. Have students start low and let their voices rise a little:

LANGUAGE PATTERNS

Students will ask each other:

what do you have? 你有乜野呀?

And will answer:

I have the book. 我有書。

Students will also understand, by their performance, the command:

(R) Show me. Let me see. 俾我睇。

VOCABULARY

have 有

LIKELY ERRORS

Confusion between "want" and "have".
Let each student pick an object, start chain question and answer:

T: I have the pen. 我有笔。
to S1: What do you have? 你有什么呀?
S1: I have the chalk. 我有粉笔。
to S2: What do you have? 你有什么呀?
S2: I have the eraser. 我有橡皮。
to S3: etc.
Continue around the class until everyone has participated.
**BEST COPY AVAILABLE**

**PROCEDURES**

<table>
<thead>
<tr>
<th>Directions</th>
<th>Language Patterns</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Review</strong></td>
<td><strong>Review</strong></td>
</tr>
</tbody>
</table>
| 1. Put enough crayons in a box to go around the class. Ask S1: | T: What color crayon do you want?  
你要什麼顏色的蠟筆呀?  
S1: Red, or I want the red crayon.  
紅色,我要紅色的蠟筆。  
Thank you.  
唔該。  
T: What about you?  
你呢?  
S2: Yellow, or I want the yellow crayon.  
黃色,我要黃色的蠟筆。  
Thank you.  
唔該。  
etc. |
| S1 indicates his choice: |  |
| Give the requested crayon to S1. |  |
| Turn to S2 and ask: |  |
| S2 indicates his choice: |  |
| Give the requested crayon to S2: |  |
| Continue around the class. Let children keep the crayons for step 2. |  |
| **2. Presentation & Echo** | **2. Presentation & Echo** |
| Hold up a crayon: |  |
| 3. Question - Response |  |
| To S1: |  |

Continue around the class. Collect the crayons.
PROCEDURES

Directions

4. Substitution Drill
   Show FP's one at a time.

5. Let each student choose an FP.

To S2:

Continue around the class.

6. Have students hold their FP's behind their backs. Ask S1:

S1 answers while keeping his FP behind him.

S1 shows FP.
Repeat the same procedure with S2, S3 ... around the class.

7. Tone Drill
   Point to line 2 on Tone Chart II. Review items.

Language Patterns

4. Substitution Drill
   ○: I have the chalk eraser.
       我有粉擦。
       etc.

5. T: What do you want?
      你要什么呀?
   S1: I want the pen.
       我要铅笔。
   T: What do you want?
      你要什么呀?
   S2: I want the pencil.
       我要铅笔。
       etc.

6. T: What do you have?
      你有是什么?
   S1: I have the chalk.
       我有粉笔。
   T: Let me see.
      哈我瞧?
       etc.

7. Model: (2), Echo ○(2)○
   T: 蟹

   ○: ——
   T: 棹

   ○: ——
   T: 棟

   ○: ——
Directions
7. (continued)
Every word has the same tone.

8. Question - Response
Point to items on Tone Chart II and ask:

Language Patterns
7. (continued)
T: 我有蟹。
O: —
T: 我有蟹。
O: —
T: 我有柿。
O: —

8. Question - Response
T: What do you have?
你有也野呀?
S: I have —.
我有 —。
etc.
**LESSON 20**

**MATERIALS NEEDED**
- FP's and Objects:
  - Same as Lesson 19.
  - "+" and "-" cards.

**TEACHING POINTS**
- Unlike other verbs, the negative form of "to have" in spoken Cantonese is "not " 唔有 ".
- "有 " and " 有 " have the same tone:

**LANGUAGE PATTERNS**

<table>
<thead>
<tr>
<th>Students will ask:</th>
<th>VOCABULARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you have the book? 你有書嗎?</td>
<td>don't have 有</td>
</tr>
<tr>
<td>And answer:</td>
<td>Do you have the ____? 你有有____嗎?</td>
</tr>
<tr>
<td>Yes, I do. 我有書。</td>
<td></td>
</tr>
<tr>
<td>No, I don't. or No, I have the ____</td>
<td></td>
</tr>
<tr>
<td>有 我有書。 有 我有____</td>
<td></td>
</tr>
</tbody>
</table>

**LIKELY ERRORS**
- Use high tone for both "有 " and " 有 " instead of low tone.
- Confusion in the negative form of "to have": "唔有 " instead of " 有 ".

<table>
<thead>
<tr>
<th>Students will ask:</th>
<th>VOCABULARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you have the book? 你有書嗎?</td>
<td>don't have 有</td>
</tr>
<tr>
<td>And answer:</td>
<td>Do you have the ____? 你有有____嗎?</td>
</tr>
<tr>
<td>Yes, I do. 我有書。</td>
<td></td>
</tr>
<tr>
<td>No, I don't. or No, I have the ____</td>
<td></td>
</tr>
<tr>
<td>有 我有書。 有 我有____</td>
<td></td>
</tr>
</tbody>
</table>
Give each student an object to hold so that everyone can see it. Holding up the stack of FP’s, Teacher start chain question and answer by pointing to the top FP and asking S1 whether he (she) has the object shown on FP:

T: Do you have the ____? 你有____吗？

S1: Yes/No. 有/没有 or No, I have the ___. 有, 我有___。

Show next FP to S1 and ask him (her) to ask S2 whether he (she) has the object shown on the FP:

T: Ask him (her) if he (she) has the ___. 求他有___。

S1: Do you have the ____? 你有____吗？

S2: Yes/No. 有/没有 or No, I have the ___. 有/没有, 我有___。

Have S2 continue by addressing question to S3. Repeat same procedure around the class.

Use the FP’s to elicit both the affirmative and negative responses by either matching FP’s with students' objects or mismatching them.
**Directions**

Review:

Child 1 asks Child 2 a question, e.g., "How old are you?"
Child 2 answers. Child 3 asks Child 4, "How old is he (she)?" referring to Child 2. Child 4 answers. Child 5 begins the chain again by asking Child 6, "How old are you?"

Begin chain over again to S3:

**Language Patterns**

Review:
1. *The Curious Owl*

T: What's your phone number?

S1: 123-3456, or My phone number's ___

T: What's his (her) (S1) phone number?

S2: 123-3456, or His (Her) phone number's ___

T: What's your phone number?

S3: etc.
Directions

2. Prompt students to start the chain question and answer.
   to S1:

   to S2:

   to S3:

   to S4:

   Begin chain all over again.
   to S5:

   to S6:

3. After prompting the first student, let students carry on with as little prompting as possible.
   to S1:

   to S2:

   to S3:

   to S4:

Language Patterns

2. Chain question and answer.
   T: Ask him (her) (S2) where he (she) lives.

   問他(S2)住嘅邊度(處).

   S1: Where do you live?
   你住嘅邊度(處)呀?

   S2: I live on ______ Street.
   我住嘅____ 街.

   to S3:

   to S4:

3.

   T: Ask him (her) (S4) where he (she) (S2) lives.

   問他(S4)住他(S2)嘅邊度(處).

   S3: Where does he (she) (S2) live?
   他(S2)住處(處)呀?

   S4: He (she) lives on ______ Street.
   佢(S2)住嘅____ 街.

   T: Ask him (her) (S6) where he (she) lives.

   問他(S6)住嘅邊度(處).

   S5: etc.
**PROCEDURES**

**Directions**

3. (continued)

S5 begins chain again.

S5 to S6:

4. With the help of the "+" "-" FP's, introduce the negative form of "to have".

Hold up "to have" and "+

Hold up "to have" and "-

Hold up "+" and "-

5. Substitution drill.

Hold up FP's one at a time.
Start the drill pattern with positive and then the negative statement.
Show FP (book)

Put FP aside.

**Language Patterns**

3. (continued)

S5: What's your name?

T: have

O: 有

T: don't have

O: 有

T: I have the book.

O: 

T: I don't have the book.

O: 

5. Substitution drill.
Directions

5. (continued)

Continue the same procedure with the next FP. Fade out T. as soon as possible. FP (pen)

6. Let each student have an object. Address question to S1 and have class repeat question.

Sl answers accordingly.

to S2

Continue around the class.

7. Have students put their objects behind their backs. Start chain question and answer.

Language Patterns

5. (continued)

○: I have the pen.
我有筆。

○: I don't have the pen.

6. Model: (2), Echo: ○

T: Do you have the ___?

你有有___呀?

○:

S1: Yes. or Yes, I do.
有。我有。

or No. or No, I don't.

T: Do you have the ___?

○:

S2: etc.

7. Chain question & answer.

T: I have the pen.

Do you have the pencil?

你有鉛筆呀?

S1: Yes/No. 有/有

Do you have the book?

S2: Yes/No. 有/有

Do you have...

etc.
### Directions

8. Have students place their objects in plain sight for everyone to see. Ask S1 whether he (she) has a certain object, something that you know he (she) hasn't got.

9. Now help S1 to combine the two responses.

Repeat the question again:

10. Question and response. Point to S1 and address the question to the class:

Point to S2 and ask the same question, changing the object to suit the situation. Continue around the class.

### Language Patterns

8.

<table>
<thead>
<tr>
<th>T: Do you have the ___?</th>
<th>T: 你有有___吗？</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1: No.</td>
<td>有</td>
</tr>
<tr>
<td>T: What do you have?</td>
<td>你有___吗？</td>
</tr>
<tr>
<td>S1: I have the ___</td>
<td>我有___</td>
</tr>
</tbody>
</table>

9. Model: (2), Echo: (1)

<table>
<thead>
<tr>
<th>T: No, I have the ___</th>
<th>T: 有, 我有___</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1:</td>
<td>___</td>
</tr>
</tbody>
</table>

T: Do you have the ___? 你有有___吗？
S1: No, I have the ___ 有, 我有___

10. Question and response. T: Does he (she) have the ___? 他 (她) 有有___吗？

No, he (she) has the ___ 他 (她) 有有___

T: Does he (she) ___? 他 (她) 有有___

etc.
### Directions

11. Individual response. Repeat Step 10, but address question to individual students.

### Language Patterns

11. Individual response.

<table>
<thead>
<tr>
<th>English</th>
<th>Chinese</th>
</tr>
</thead>
<tbody>
<tr>
<td>T: Do you have the ___?</td>
<td>你有有___吗?</td>
</tr>
<tr>
<td>No, I have the ____</td>
<td>有, 我有____</td>
</tr>
</tbody>
</table>
MATERIALS NEEDED

<table>
<thead>
<tr>
<th>Obj's &amp; Objects:</th>
<th>WP's:</th>
</tr>
</thead>
<tbody>
<tr>
<td>book chalk eraser blue</td>
<td>book chalk glue black</td>
</tr>
<tr>
<td>chalk glue yellow</td>
<td>red</td>
</tr>
<tr>
<td>crayon paper bag red</td>
<td>white</td>
</tr>
<tr>
<td>paper paste red</td>
<td>brown</td>
</tr>
<tr>
<td>pen rubber eraser gold</td>
<td>silver</td>
</tr>
<tr>
<td>pencil ruler purple</td>
<td>pink</td>
</tr>
<tr>
<td>straw scissors green</td>
<td>orange</td>
</tr>
<tr>
<td>chart</td>
<td>gray</td>
</tr>
</tbody>
</table>

Charts:
Tone Charts I & II

LESSON 21

TEACHING POINTS

Compare the negative form of the two verbs, "to want" and "to have": 要／唔要，有／冇。

Compare the two forms of question transformation: positive and negative forms of the verb, and question word "乜野":

LANGUAGE PATTERNS

Students will be able to ask:

want? 要
What do you have? 你有乜野呀？

want
Do you have the ___? 你有有___呀？

And answer:

want
I have the ___ 我有___

Yes/No 要／唔要 No, I have the ___ 冇／冇

VOCABULARY

None
LIKELY ERRORS

None.

TESTS

None.
Directions

1. Performance
   Use "Simon Says" to elicit class performance on the following commands:
   
   Stand up.
   
   Go back to your seat.
   
   Sit down.
   
   Raise your hand.
   
   Go over there.
   
   2. Display all the FF's in a pocket chart. Start a chain question and answer by asking: 

Language patterns

1. Performance
   T: Simon Says: stand up.
   
   (performance)
   
   Sit down.
   
   (performance)
   
   T: Come here.
   
   T: What do you want?
   
   etc.

   T: I want the —.
   
   etc.
Directions

2. (continued)

Prompt S1 to ask S2:

S1 to S2:

S2 to S3:

Continue until everyone has taken something.

3. Chain question and answer.

To S1:

Motion for S1 to ask S2 the same question.

Continue around the class.

Collect PPs before Step 4.

Language Patterns

2. (continued)

T: Ask him (her) (S2) what he (she) wants.

問他要什麼。

S1: What do you want?

你要什麼?

S2: I want the ___.

我要 ___。

What do you want?

你要什麼?

S3: I want the ___.

Do you ___?

etc.

3. Chain question and answer.

T: What do you have?

你有什麼?

S1: I have the ___.

我有 ___。

What do you have?

你有什麼?

S2: I have...

etc.
Directions

6. (continued)

Sent all the children in a circle, rather close together with one in the center to be "The Guesser". Everyone should be given a small toy, block, crayon, etc. Be sure all the group sees all the objects distributed. At a signal, "The Guesser" closes his eyes and the group starts passing their objects to the left as fast as possible. On another signal, the children stop passing and cover their objects or put them behind their backs. "The Guesser" then says, (pointing to a player) "You have the block." Player answers, "Yes, I do." or "No, I don't. I have the ____". If "The Guesser" guesses correctly, he gets another turn. If not, the player who gave the negative answer, gets to be the next guesser. Pass the objects around each time that there's a new guesser.

Language Patterns

6. (continued)

Use the classroom equipment that has been taught for objects to be passed around. The language patterns to be reinforced are:

Guesser: Do you have the ____?

Player: Yes, I do.

or

No, I don't.

I have the ____

有。 or

没有，我没有____。
LESSON 22

MATERIALS NEEDED

PP's & Objects:
(orange: #52, 53, 54, 55, 58, 64, 62, 63)

Charts:
III, IV (classifier charts)

TEACHING POINTS

In Chinese, a specific classifier for the noun must be used with the noun when describing quantity, e.g. "one pencil" is "一枝" (the classifier for pencil) 鉛筆"; "How many pencils do you have?", 你有幾(多)枝鉛筆呀? and "One", "一枝" when pencil is understood but omitted.

When "two 二 " is an adjective modifying a noun, it becomes " 二 " , e.g. "two pencils" is 兩枝鉛筆.

LANGUAGE PATTERNS

Students will be able to use the correct classifier in asking:

want

How many pencils do you have?
你要幾枝鉛筆呀?

And answer:

Two, or I have two pencils.
兩枝 我要兩枝鉛筆。

VOCABULARY

classifiers:
個
枝
張

How many?
幾多 + classifier

LIKELY ERRORS

Omitting or incorrect use of the classifiers.

Use " 二 " instead of " 二 " for the adjective "two".
Put enough number of objects in a box. Ask S1 to pick out what he (she) wants.

T: What do you want? 你要什麼呀？
S1: I want the pencil. 我要鉛筆。

Give S1 some pencils.

T: How many pencils do you have? 你有幾枝鉛筆呀？
S1: Three. or I have three pencils. 我有三枝鉛筆。

Continue with S2, S3... around the class. 我有三枝鉛筆。
Directions

Review

1. Make a quick run through of the date with help of calendar. Point to the days of the week.

Point to the days of the month.

Point to the month and day.

Presentation

2. Place Charts III & IV on a ledge. Introduce objects with classifiers, matching the objects with the ones shown on chart.

Language Patterns

Review

1. T: What day of the week is it? 星期幾呀?
   ○: Monday. 星期一.
   etc.
   T: What day of the month is it? 幾號呀?
   ○: The tenth. 十號。
   etc.
   T: What date is it? 幾月幾號呀?
   ○: May 5. 五月五號。
   T: What date is today? 今日幾月幾號呀?
   ○: May 12. 五月十二號。
   or Today's Monday, May 12.

Presentation

2. Model: (2)

T: 個

One chalk eraser - 一個粉擦。
One rubber eraser - 一個膠擦。
One paper bag - 一個紙袋。
### Directions (continued)

3. **Model & Echo**
   - **Point to Chart III**
   - **Hold up a chalk eraser**
   - **Hold up a rubber eraser**
   - **Hold up a paper bag**

### Language Patterns (continued)

2. **One pen**
   - 枝筆
   - One pencil
   - 一枝鉛筆
   - One piece of chalk
   - 一枝粉筆
   - One crayon

3. **One piece of paper**
   - 張紙
   - One table
   - 一張檯
   - One chair
   - 一張椅

3. **Model:** (2), **Echo:** (2), (2)

   - **T:** 個
     - **O:** —
     - **T:** One chalk eraser
     - 一個粉擦。
     - **O:** —
     - **T:** One rubber eraser
     - 一個膠擦。
     - **O:** —
     - **T:** One paper bag
     - 一個紙袋。
Directions

4. Model & Echo
Point to Chart IV

Hold up a pen

Hold up a pencil

Hold up a piece of chalk.

Hold up a crayon

5. Model & Echo
Point to the other classifier on Chart IV

Hold up a piece of paper.

Optional: a table, a chair.

6. Introduce the adjective "two" by holding up two of each of the objects.

Language Patterns

4. Model: (2), Echo: ○ (2); ○
T: 枝

○:

T: One pen -

○:

T: One pencil -

○:

T: One piece of chalk -

○:

T: One crayon -

○:

5. Model: (2), Echo: ○ (2) ○
T: 張

○:

T: One piece of paper -

○:

6. Model: (2), Echo: ○ (2), ○
T: Two chalk erasers

○:

etc.
Directions

7. Give one paper bag to S1, two to S2 and three to S3. Hold up two bags:

Address question to S1:

Have class repeat question to S1:

Help S1 with answer.

Address question to S2:

Class repeats question:

Help S2 with answer.

Address question to S3:

Class repeats question:

Help S3 with answer.

8. Chain Drill

Give students varying number of paper bags. Start chain by:


Language Patterns

7. Model: (2), Echo: (2),

T: I have two paper bags.

你有幾個紙袋?

S1:

T: How many do you have?

你有幾個紙袋?

S2:

T: How many do you have?

你有幾個紙袋?

S3:

T: How many do you have?

你有幾個紙袋?

8. Chain Drill

T: I have two paper bags.

你有幾個紙袋?

S1: One, or I have one paper bag.

一個我有一個紙袋。
Directions

8. (continued)

To S2:

&

To S3:

9. Repeat Step 7 with different students participating. Substitute pencils for paper bags.

To S1:

Class repeats question.

To S2:

Class repeats question.

To S3:

10. Repeat Step 8. Give students varying number of pencils. Start chain by:

Language Patterns

8. (continued)

SL: How many do you have?

你有幾(多) 個呀?

---

---?

etc.

9. Model: (2), Echo: (2),

T: I have two pencils.

我有兩枝鉛筆.

How many do you have?

你有幾(多)枝呀?

○: ___?

SL: One. or I have one pencil.

---枝。我有一枝鉛筆.

T: How many do you have?

你有幾(多)枝呀?

○: ___?

S2: Two. etc.

10. Chain Drill

T: I have two pencils.

我有兩枝鉛筆.

How many do you have?

你有幾(多)枝呀?

SL: One. or I have one pencil.

---枝。我有一枝鉛筆.

T: How many do you have?

你有幾(多)枝呀?

S2: ___

etc.
### Procedures

<table>
<thead>
<tr>
<th>Directions</th>
<th>Language Patterns</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>11. Repeat Step 7. Substitute paper for paper bags.</strong></td>
<td><strong>11. Model: (2), Echo: ○ (2), ○</strong></td>
</tr>
<tr>
<td>Class repeats question:</td>
<td><strong>T: I have two pieces of paper.</strong></td>
</tr>
<tr>
<td>To Sl:</td>
<td><strong>我有两张纸。</strong></td>
</tr>
<tr>
<td><strong>How many do you have?</strong></td>
<td><strong>你有几张呀?</strong></td>
</tr>
<tr>
<td>O:</td>
<td>○:</td>
</tr>
<tr>
<td><strong>Sl: I have one piece of paper. or One.</strong></td>
<td><strong>我有一张纸。一张。</strong></td>
</tr>
<tr>
<td><strong>T: How many do you have?</strong></td>
<td><strong>你有几张?</strong></td>
</tr>
<tr>
<td>O:</td>
<td>○:</td>
</tr>
<tr>
<td><strong>S2: Two. etc.</strong></td>
<td><strong>两张。</strong></td>
</tr>
<tr>
<td><strong>T: ____?</strong></td>
<td><strong>____?</strong></td>
</tr>
<tr>
<td><strong>12. Repeat Step 8. Give students varying number of paper. Start chain drill:</strong></td>
<td><strong>12. Chain Drill</strong></td>
</tr>
<tr>
<td>To Sl:</td>
<td><strong>T: I have two pieces of paper.</strong></td>
</tr>
<tr>
<td><strong>How many do you have?</strong></td>
<td><strong>你有几张呀?</strong></td>
</tr>
<tr>
<td>Sl: <strong>Three. or I have three pieces of paper.</strong></td>
<td><strong>三张。我有三张纸。</strong></td>
</tr>
<tr>
<td>To S2:</td>
<td><strong>How many do you have?</strong></td>
</tr>
<tr>
<td><strong>你有几张?</strong></td>
<td><strong>你有几张呀?</strong></td>
</tr>
<tr>
<td>S2:</td>
<td>____</td>
</tr>
<tr>
<td><strong>etc.</strong></td>
<td><strong>etc.</strong></td>
</tr>
</tbody>
</table>
Directions

13. Divide the class into two groups. One group will ask the questions and the other group will answer. After a while switch the two groups.

Give two chalk erasers to Group 2. Help Group 1 to formulate the question:

Help Group 2 with answer:

Give two pencils to Group 2. Help Group 1 with question:

Help Group 2 with answer:

Give two pieces of paper to Group 2. Help Group 1 with question:

Language Patterns

13. Model: (2), Echo: ①, ②

T: How many chalk erasers do you have?
你有幾(多)個粉擦呀?
①: ___?
T: Two, or we have two chalk erasers.
兩個, 我哋有兩個粉擦。
①: ___.

T: How many pencils do you have?
你有幾(多)枝呀?
①: ___.
T: Two, or we have two pencils.
兩枝, 我哋有兩枝鉛筆。
①: ___.
T: How many pieces of paper do you have?
你有幾(多)張紙呀?
①: ___?
①: Two, or we have two pieces of paper.
兩張, 我哋有兩張紙。
etc.
**MATERIALS NEEDED**

<table>
<thead>
<tr>
<th>FP's &amp; Objects:</th>
<th>Chart's:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Orange: #51, 56, 57, 59, 60, 64)</td>
<td>III, IV, V, VI</td>
</tr>
<tr>
<td>book</td>
<td></td>
</tr>
<tr>
<td>straw</td>
<td></td>
</tr>
<tr>
<td>scissors</td>
<td></td>
</tr>
<tr>
<td>ruler</td>
<td></td>
</tr>
<tr>
<td>paste</td>
<td></td>
</tr>
<tr>
<td>glue</td>
<td></td>
</tr>
</tbody>
</table>

**TEACHING POINTS**

Review the classifiers introduced in Charts III & IV. Make sure that the students know these before introducing more classifiers.

Classifiers will need a lot of practice.

**LANGUAGE PATTERNS**

students will use the correct classifiers when they ask:

How many books do you have?

想 有 几 本 书 呀？

And will answer:

Three, or I have three books.

三 本，或 我 有 三 本 书。

Students will recognize and produce, using the correct classifiers, the following parts of the body:

- a mouth 一個 口
- a nose 一個 鼻
- a head 一個 頭
- an ear 一 隻 耳
- an eye 一 隻 眼
- a hand 一 隻 手
- a foot 一 隻 腳

**VOCABULARY**

<table>
<thead>
<tr>
<th>classifiers:</th>
</tr>
</thead>
<tbody>
<tr>
<td>本</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>parts of body:</th>
</tr>
</thead>
<tbody>
<tr>
<td>eye</td>
</tr>
<tr>
<td>mouth</td>
</tr>
<tr>
<td>head</td>
</tr>
<tr>
<td>hand</td>
</tr>
<tr>
<td>foot</td>
</tr>
</tbody>
</table>
LIKELY ERRORS

Confusion in the use of classifiers.

TESTS

Put some books, straws, scissors, rulers, bottles of paste and glue in a box. Ask each student what he wants:

T: What do you want? 你要它咩呀?
Sl: I want the _______. 我要______

Give Sl one of what he requested:

T: How many _______ do you have? 你有幾個? (classifier) (obj.)
Sl: One. — (classifier) or I have one _______ (classifier) (obj.)

Continue around the class.
### Directions

**Review:**
1. Review classifiers on Charts III & IV.

**Presentation:**
2. With Chart V, introduce the classifiers:

**Optional:** other items on chart

### Language Patterns

**Review:**
1. Model: (2), Echo: ○ (2),.
   
   - T: 個
     - ○: —
   - T: 一個粉筆
     - ○: — etc.
   - T: 枝
     - ○: —
   - T: 一枝筆
     - ○: — etc.
   - T: 章
     - ○: —
   - T: 一張紙
     - ○: —

**Presentation:**
2. Model: (2), Echo: ○ (2),.
   
   - T: 本
     - ○: —
   - T: 一本書
     - ○: —
   - T: 像
     - ○: —
   - T: 一條飲筒
     - ○: —
Directions
3. With Chart VI, introduce the classifiers: 把, 檬

Optional: other items on chart.

4. Question & Response
Have a stack of books ready. Ask each student whether he (she) wants any books, and how many.

Language Patterns
3. Model: (.), Echo: ○ (2), ○
   T: 把
   ○: ——
   T: 一把間尺
   ○: ——
   T: 一把鉛筆。
   ○: ——
   T: 檬
   ○: ——
   T: 一檬漿糊。
   ○: ——
   T: 一檬膠水。
   ○: ——

4. Question & Response
   T: Do you want any books?
   你要幾本樣嗎?
   Sl: Yes.
   要。
   T: How many do you want?
   你要幾(多)本呢?
**LESSON 23**

**PROCEDURES**

**Directions**

4. (continued)

Help student with answer if necessary.

5. Give books to Sl:

Continue around the class.

5. Repeat step 4. This time drilling on the classifier: 个. Offer the box of straws to Sl.

Give Sl a straw.

Continue around the class.

**Language Patterns**

4. (continued)

Sl: Three. or I want three books.

三本, 我要三本書。

: Thank you.

唻嘩

T: Do you want any books?

你要唔要書嚟?

S2: No, thank you.

唔要, 唔該。

5. Question & Response

T: Do you want any straws?

你要唔要飲筒啲?

Sl: Yes.

要。

T: How many do you want?

你要幾(多)條呢?

Sl: One. or I want one straw.

一條. 我要一條飲筒。

Sl: Thank you.

唔該。

T: Do you want....?

你要唔要....?

etc.
Directions

6. Question & Response
   Drill on the classifier: 把
   Offer the box of rulers and scissors to Sl.

Give scissors to Sl.

Continue around the class.

7. Hold up a bottle of glue and paste alternately.

Language Patterns

6. Question & Response

   T: What do you want?
   你要也野呀?
   Sl: The scissors. Or I want the scissors.
   鉗剪. 我要鉗剪.
   T: How many do you want?
   你要幾(多)把呀?
   Sl: Two, or I want two pairs of scissors.
   兩把. 我要兩把鉗剪.
   Thank you.
   唔該.
   etc.

7. Model: (2), Echo: ○(2) ○

   T: I have a bottle of paste.
   我有一樽漿糊.
   ○: —

   T: I have a bottle of glue.
   我有一樽膠水.
   ○: —

   etc.
Directions

8. Give students varying number of objects to hold. Start chain question & answer.

Observe what S1 has. Then ask him/her how many of that object he/she has, e.g. pencils.

Prompt S1 to ask S2 the number of objects S2 has.

S1 to S2:

9. Introduce the body parts: eye, ear, mouth, nose, head, hand, foot for production.

Language Patterns

8. Chain question & answer

T: I have one bottle of paste.

四支。我有一枝染色膏。

How many pencils do you have?

你有幾(多)枝鉛筆呀?

S1: Four, or I have four pencils.

四支。我有四枝鉛筆。

T: Ask S2 how many he/she has.

問他,他有幾(多)枝鉛筆呀?

S1: How many....? etc.

9. Model: (2), Echo: ○ (2), ○

T: eye 眼

○: —

T: ear 耳

○: —

etc.

10. T: mouth 口

○: (Point to mouth)

T: nose (but pointing to ear)

○: (Point to nose)

etc.
### Directions

11. Introduce classifiers for the parts of body. Charts III & VII.
   - Point to mouth & Chart III.
   - Point to nose and Chart III.
   - Point to head and Chart III.
   - Point to one eye and Chart VII.
   - Point to both eyes and Chart VII.

   Repeat the same procedure for one ear, a pair of ears, one hand, a pair of hands, foot, and a pair of feet.

12. Show the difference between and "a pair of".
   - Ask two students to come to the front of the class. Have them point to own eye, then to both eyes.
   - Repeat the same procedure for two ears, two pairs of ears, two hands, two pairs of hands, etc.

### Language Patterns

<table>
<thead>
<tr>
<th>11. Model: (2), Echo: ○ (2), ○</th>
</tr>
</thead>
<tbody>
<tr>
<td>T: a mouth 一個口</td>
</tr>
<tr>
<td>○: —</td>
</tr>
<tr>
<td>T: a nose 一個鼻</td>
</tr>
<tr>
<td>○: —</td>
</tr>
<tr>
<td>T: a head 一個頭</td>
</tr>
<tr>
<td>○: —</td>
</tr>
<tr>
<td>T: one eye 一隻眼</td>
</tr>
<tr>
<td>○: —</td>
</tr>
<tr>
<td>T: a pair of eyes 一對眼</td>
</tr>
<tr>
<td>○: —</td>
</tr>
<tr>
<td>etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12. Model: (2), Echo: ○ (2), ○</th>
</tr>
</thead>
<tbody>
<tr>
<td>T: two eyes 兩隻眼</td>
</tr>
<tr>
<td>○: —</td>
</tr>
<tr>
<td>T: two pairs of eyes 兩對眼</td>
</tr>
<tr>
<td>○: —</td>
</tr>
<tr>
<td>etc.</td>
</tr>
</tbody>
</table>
**MATERIALS NEEDED**

**LESSON 24**

<table>
<thead>
<tr>
<th>PP's and Objects:</th>
<th>TEACHING POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>(orange #51-64)</td>
<td>Review all the classifiers introduced so far.</td>
</tr>
<tr>
<td>book</td>
<td></td>
</tr>
<tr>
<td>chalk eraser</td>
<td></td>
</tr>
<tr>
<td>chalk</td>
<td></td>
</tr>
<tr>
<td>rubber eraser</td>
<td></td>
</tr>
<tr>
<td>crayon</td>
<td></td>
</tr>
<tr>
<td>paper bag</td>
<td></td>
</tr>
<tr>
<td>paper</td>
<td></td>
</tr>
<tr>
<td>scissors</td>
<td></td>
</tr>
<tr>
<td>pen</td>
<td></td>
</tr>
<tr>
<td>glue</td>
<td></td>
</tr>
<tr>
<td>pencil</td>
<td></td>
</tr>
<tr>
<td>paste</td>
<td></td>
</tr>
<tr>
<td>straw</td>
<td></td>
</tr>
<tr>
<td>ruler</td>
<td></td>
</tr>
</tbody>
</table>

**Tone Charts:**

- III, IV, V, VI, VII

*Paper dice:

- classifiers
- color construction paper
- numbers

- * make own

**LANGUAGE PATTERNS**

Students will be able to ask:

- With what do you use to **draw pictures**? 你用乜嘢(嘢)畫畫呀?
- paper want?
- What color crayon do you have? 你用乜嘢(顏色)細膩呀?
- How many books do you have? 你有幾(多)本書呀?

And will answer:

- Crayons. or I use crayons to **draw pictures**. 我用蠟筆(細膩)畫畫。
- Green. want
- Green or I have the green crayon. 我有綠色蠟筆。
- want
- I have two books. 我有兩本書。
<table>
<thead>
<tr>
<th>LIKELY ERRORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TESTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
</tr>
</tbody>
</table>
Directions

1. Introduce the verb "to use" for listening recognition and production. Have each student hold a pencil in one hand and a crayon in the other hand.

Language Patterns

1. Model: (3), Echo: (3), Repeat: (3), etc.

T: What do you use to draw?
A: I use the pencil.

T: What color crayon do you want?
A: I want the red crayon.

T: What color crayon do you use to write?
A: I use the pencil.

Have students hold up their pencils.

Have students hold up their crayons.

Ask: "With what do you use to draw?" "Copy." Pick one and start chain question and answer.

T: With what do you use to draw?
A: I use the pencil.

T: What color crayon do you want?
A: I want the red crayon.

T: What color crayon do you use to write?
A: I use the pencil.

Have students hold up their pencils.

Have students hold up their crayons.
### Directions

2. (continued)

Prompt S1 to ask S2:

S1 to S2:

S2 to S3:

Continue around the class.

3. Show crayon that you picked in Step 2.

Start chain question and answer.

Motion for S1 to ask S2:

Continue around the class.

### Language Patterns

2. (continued)

S1: Black, or I want the black crayon.

T: Ask him (her) what color crayon he wants.

S1: What color crayon do you want?

S2: I want...

etc.

3. Chain question and answer.

T: I have the red crayon.

S1: Black, or I have the black crayon.

S2: I have...

etc.
### Directions

4. Repeat Steps 2 and 3, substituting paper for crayons.

**to S1:**

**to S2:**

5. Use charts III, IV, V, VI, and VII to review the classifiers.

### Language Patterns

4. Chain question and answer.

   T: I want the red paper.  
   What color paper do you want?  
   S1: I want ...

   etc.

5. Model: (2), Echo: ○ (2).

   T: 個
   ○: ___
   T: 一個紙袋。
   ○: ___

   etc.

6. Classifiers Drill

   T: 三條

   S: 三條飲筒。

   etc.
Directions

7. Put a number of the various objects introduced so far in a box. Offer the box to S1 to choose something.

Give the book and the box to S1.
Tell S1 to ask S2 the same questions.

Continue this way around the class.

Language Patterns

7. Chain question-and-answer

T: What do you want?

你要什麼呀?

Sl: I want the book.

我要書．

T: How many books do you want?

你要幾（多）本書呀?

Sl: One, or I want one book.

一本，我要一本書。

Thank you.

唔該。

T: Ask him (her).

問他（她）。

Sl: What...?

etc.
### MATERIALS NEEDED

- **FP's:**
  - to be (green #42)
  - who (white #91)
  - classroom objects (orange #52-64)

- **Objects:**
  - classroom objects
  - "+" and "-" cards

### TEACHING POINTS

The verb "to be" has already been introduced in some of the earlier conversations: My telephone number is _ __. It's a very useful verb in formulating questions.

### LANGUAGE PATTERNS

Students will ask each other:

- Who's (name)? 邊個係 ____ 吧?
- And you (name)? 你係係係 ____ 吧?

And they will answer:

- He (she) is. 係係 or He (she) is (name). 係係
- Yes. 係 or No, I'm (name). 係係, 我係 ____.

### VOCABULARY

- **to be** 係
- negative of to be 呢係
- who 邊個

### LIKELY ERRORS

- Watch the tone on "係".
Start a chain question and answer with S1.

T: Are you (name)? 你係唔係____呀?

S1: Yes. 僻 or No, I'm (name). 佢係,我係____。

If the answer is "No", continue with question:

T: Who's (name)? 這個係____呀?

Point to the student named:

S1: He (she) is. 佢係

Continue around the class this way, prompting students with their questions if necessary.
Directions

Review
1. Start dialog with S1:

Have S2 and S3 carry on the same dialog.

Make sure that all students participate.

Presentation
2. Ask two students to come to the front of the class.
   Point to S1:
   Point to S2:

3. Echo
   Point to S1:
   Point to S2:

Language Patterns

Review
1. T: Good morning, (S1).
   早晨,_____.
   S1: Good morning, (Teacher).
   早晨,(先生).
   T: How are you?
   你好嗎?
   S1: Fine, thank you. And you?
   好,有心。你呢?
   T: Fine, thank you.
   好,有心。
   S2: Good morning, (S3).
   早晨,_____.
   S3: Good morning, (S2).
   早晨,_____.
   S2: ______
   etc.

Presentation
2. Model: (3)
   T: He (she) is (name).
   他(她)是(name).
   T: He (she) is (name).
   他(她)是(name).
   他(她)是(name).
   他(她)是(name).
   O: ______
   T: He (she) is (name).
   他(她)是(name).
   O: ______
Directions

4. Model & echo. Address question to class. Have class repeat.

Point to the student named. Have class repeat gesture and repeat.

Repeat same procedure substituting other students' names.

5. Introduce the FP's "who" and "to be". Hold up one at a time and drill on pronunciation.

Language Patterns

4. Model: (3), Echo: 〇 (3), 〇
   T: Who's (name)?
   〇: —
   T: He (she) is. or He (she) is-(name).
   〇: —
   etc.

5. Pronunciation: 〇
   T: who
   〇: —
   T: to be
   〇: —

6. Model: (3), Echo: 〇 (2) 〇
   T: 吻 who
   〇: —
   T: 吻 to be
   〇: —
   T: 吻 吻 who
   〇: —
Directions

7. Point to S1 and ask:

Motion for the class to repeat the question.

Address question to S2:

Class repeats the question.

Continue around the class.

8. Point to a student but calling out another student's name, ask class:

Have class repeat question.

Give the student's correct name:

Repeat same procedure with different students' names with class echoing.

Language Patterns

7. Model: (2), Echo: (2), (2)

T: Are you (S1)?

你係唔係____呀?

S1: Yes.

T: Are you (S2)?

你係唔係____呀?

S2: Yes.

etc.

8. Model: (2), Echo: (2), (2)

T: Is he (she) (name)?

佢係唔係____呀?

O: ____?

T: No, he (she) is (name).

唔係,佢係____。

etc.
LESSON 26

MATERIALS NEEDED

FF's:
- classroom objects
  - I (blue #71)
  - you (blue #72)
  - he (she) (blue #73)
  - we (blue #74)
  - they (blue #75)

Puppets:
- Siu Ying
- Siu Ming

TEACHING POINTS

Add " 我 " to pronouns to form the possessives, e.g., my 我 嘛.

The question word " 哪 " may be omitted in informal short question such as "Whose is it?"

But in cases when " 哪 " is necessary in a question involving " 哪 " , the two words spoken fast together slide into a combination sound " 哪 " as in, "Is it yours?" 哪 你 你 哪 嘛?

LANGUAGE PATTERNS

Students will be able to ask:
- Whose is it? 邊個 哪?
- Is it yours? 你 哪 你 哪 ( 哪 哪 )?

And will answer:
- Mine. 我 哪 or It's mine. 我 哪 哪.
- Yes. 你 or No, it's his. 你 哪 你 哪.

VOCABULARY

- whose 边个 哪
- my, mine 我 哪
- your, yours 你 哪
- his, her, hers, 佢 哪
- our, ours 我 哪 哪
- their, theirs 佢 哪 哪

LIKELY ERRORS

Confusion in when to use " 哪 " and when to use " 哪 ".
TESTS

Ask students for some of their pencils, books, etc. Have them put their names on them. Put everything in a box. Pick up an object and ask Sl:

T: Is it yours? 係唔係你嘅？
Sl: Yes. 係 or No. 沛係

If the response is negative, continue asking Sl:

T: Whose is it? 係邊個嘅？

Sl finds out by looking at the name on it and points to its owner:

Sl: His (Hers). 係佢嘅 or It's his (hers). 係佢嘅。

Let Sl have the box and have him (her) pick an object to ask S2 the same questions.
Directions

Review
1. Pick up different classroom objects and ask:

Presentation
2. Use the puppets to introduce the new material.

Siu Ming holds up a pencil of Siu Ying's:

Siu Ming picks up a pencil of one of the students:

3. Have class repeat.

Language Patterns

Review
1. Question and answer.
   T: Is it a book?
   你唔係書嘅？
   ○: Yes. or No, it's a pen.
   係，唔係，係筆。

Presentation
2. Model: (3)

Siu Ming: Whose is it?
    邊個嘅？
   Siu Ying: Mine. or It's mine
     我嘅。係我嘅。
   Siu Ming: Is it yours?
     係唔係你嘅？
   Siu Ying: No, it's his (hers).
     佢係，係佢嘅。

3. Echo:

   ○ (3), ○

Siu Ming: Whose is it?
    邊個嘅？
   ○:

   Siu Ying: Mine. or It's mine.
     我嘅。係我嘅。
   ○:

   Siu Ming: Is it yours?
     係唔係你嘅？
   ○:
### Directions

3. (continued)

4. Substitution

Use the pronoun PP's to drill the possessives. Hold up a book and ask:

Point to the first pronoun PP: I.

Continue pronoun substitution.

At the same time, vary the objects.

5. Give each student an object. Start a chain drill.

### Language Patterns

3. (continued)

Siu Ying: No, it's his (hers).

〇: ___.


T: Whose book is it?

〇: It's my book.

(你)我$\subseteq$書.

etc.

T: Whose crayon is it?

〇: It's ours.

(你)我$\subseteq$線.

etc.

5. Chain drill

T: Mine's a book.

What's yours?

你$\subseteq$誰也$\subseteq$書呀?

S1: Pen. or Mine's a pen.

筆。我$\subseteq$誰也$\subseteq$筆。

What's yours?

你$\subseteq$誰也$\subseteq$筆呀?

S2: ___.

etc.
### BEST COPY AVAILABLE

#### LESSON 27

### MATERIALS NEEDED

<table>
<thead>
<tr>
<th>Objects:</th>
<th>Teaching Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>books</td>
<td>The expressions, &quot;which&quot;, &quot;this&quot;, and &quot;that&quot; all refer to specific objects which are understood though omitted. In Cantonese, the classifier of these objects must be incorporated in these expressions. If &quot;which, this, and that&quot; refer to a book, then the Cantonese expressions are &quot;這本, 呢本, 嘢本&quot; respectively. But if the object referred to is a pen, then the expressions would be &quot;呢枝, 呢枝, 嘢枝&quot; respectively. On the other hand, no specific classifiers are necessary in the formation of the plurals. &quot;Which ones, these, and those&quot; are &quot;呢啲, 呢啲, 嘢啲&quot; respectively.</td>
</tr>
<tr>
<td>chalk</td>
<td></td>
</tr>
<tr>
<td>paper</td>
<td></td>
</tr>
<tr>
<td>pencils</td>
<td></td>
</tr>
<tr>
<td>pens</td>
<td></td>
</tr>
<tr>
<td>rubber erasers</td>
<td></td>
</tr>
<tr>
<td>crayons</td>
<td></td>
</tr>
<tr>
<td>chalk erasers</td>
<td></td>
</tr>
<tr>
<td>scissors</td>
<td></td>
</tr>
<tr>
<td>paper bags</td>
<td></td>
</tr>
<tr>
<td>rulers</td>
<td></td>
</tr>
<tr>
<td>straws</td>
<td></td>
</tr>
<tr>
<td>Charts:</td>
<td></td>
</tr>
<tr>
<td>III, IV, V, VI</td>
<td></td>
</tr>
</tbody>
</table>

### LANGUAGE PATTERNS

**Students will be able to ask:**

- What's this (pencil)? 呢枝係呢啲呀?
- What're these? 呢啲係呢啲呀?
- Which is the pencil? 呢枝係哪枝呀?

**And will answer:**

- Pencil. 呢枝
- Pencils. 呢啲
- This one. 呢枝
- This is a pencil. 呢枝係呢啲
- These are pencils. 呢啲係呢啲
- This is the pencil. 呢枝係呢啲

### VOCABULARY

<table>
<thead>
<tr>
<th>English</th>
<th>Cantonese</th>
</tr>
</thead>
<tbody>
<tr>
<td>which</td>
<td>哪啲 + (classifier)</td>
</tr>
<tr>
<td>this</td>
<td>呢啲 + (classifier)</td>
</tr>
<tr>
<td>that</td>
<td>嘢啲 + (classifier)</td>
</tr>
<tr>
<td>which ones</td>
<td>哪啲啲</td>
</tr>
<tr>
<td>these</td>
<td>呢啲啲</td>
</tr>
<tr>
<td>those</td>
<td>嘢啲啲</td>
</tr>
</tbody>
</table>
LIKEly ERRORS

Omission or use the wrong classifier in "which", "this", and "that".

TESTS

Put at least two of each of the objects in a box. Start a chain question and response. Hold up two of the same objects:

T: What're these?
   哪些這也是哪些?
   Sl: Pencils.
      鉛筆
Hold up two different objects:

T: Which is the pen?
   哪枝係筆呀?
   Sl: This one.
      哪枝
Have Sl ask the same questions of S2, and so on around the class.
### Directions

**Review**

1. Start a chain question and answer with Sl.
   - Help Sl with answer if necessary by asking: "What's your name?"
   - Indicate to Sl to ask S2.

   Sl to S2:

   Continue around the class.

2. Point to the items on charts III, IV, V, and VI, establish a substitution pattern.

3. Put some objects away from you to contrast "this", "that", "these" and "those".
   - Hold up a **book**:
     - Point to a **pen** on the other side:
     - Hold up two **books**.
     - Point to two **pens** on the other side:
     - Contrast other objects.

### Language Patterns

**Review**

1. **T:** Who are you?
   - 得個你喺邊個呀?
   - Sl: **(name)**. or **I'm (name)**.
   - T: **問佢喺邊個**.
   - Sl: Who're you?
   - 得個你喺邊個呀?
   - **等.**

2. **Substitution:** 0, 0.
   - I have a **book**.
   - **等.**

3. **Model:** (3), **Echo:** 0 (3), 0.
   - **T:** This **book**. 呢本書.
     - 0: ____
   - **T:** That **pen**. 呢枝筆.
     - 0: ____
   - **T:** These **books**. 呢啲書.
     - 0: ____
   - **T:** Those **pens**. 呢啲筆.
     - 0: ____
   - **等.**
PROCEDURES

Directions

4. Have some objects placed at some distance away. Pick up an object (e.g. pen) and address question to S1:

Have class repeat the question:

Pointing to pencil:

Continue this way around the class.

5. Group objects. Point to a group and start chain drill with S1.

Pointing to the appropriate objects:

S1 to S2:

Pointing to the appropriate objects:

To S3:

Continue around the class.

Language Patterns

4. Model: (3). Echo: (3) ?

T: Is this a pencil?

¿Esto es un lápiz?

¿Ya es un lápiz?

S1: No, it's a pen.

¿No es un lápiz?

T: Which one is the pencil?

¿Cuál es el lápiz?

S1: This one, or That one.

¿Este o ese?

etc.

5. Chain question and response.

T: These are crayons.

¿Estos son los lapiceros?

¿Estos son los lápices?

S1: These, or These are.

¿Estos, o estos son?

T: Which are the books?

¿Cuáles son los libros?

¿Cuáles son los lápices?

S2: These.

¿Estos son?

etc.
LESSON 28

MATERIALS NEEDED

<table>
<thead>
<tr>
<th>Objects</th>
<th>TEACHING POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>books</td>
<td>Review the possessives, &quot;this&quot; and &quot;that&quot;.</td>
</tr>
<tr>
<td>paper</td>
<td></td>
</tr>
<tr>
<td>pencils</td>
<td></td>
</tr>
<tr>
<td>pens</td>
<td></td>
</tr>
<tr>
<td>crayons</td>
<td></td>
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<tr>
<td>scissors</td>
<td></td>
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<tr>
<td>rulers</td>
<td></td>
</tr>
<tr>
<td>chalk</td>
<td></td>
</tr>
<tr>
<td>paste</td>
<td></td>
</tr>
<tr>
<td>glue</td>
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</tr>
<tr>
<td>rubber erasers</td>
<td></td>
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<tr>
<td>chalk erasers</td>
<td></td>
</tr>
<tr>
<td>paper bags</td>
<td></td>
</tr>
<tr>
<td>straws</td>
<td></td>
</tr>
</tbody>
</table>

LANGUAGE PATTERNS

Students will be able to ask each other:

- Who's he (she)?
- What's yours?
- Whose pencil is this?
- What're these?

And students will answer:

- (name). ___ or He (she) is (name). 他(她)是 ___.
- Paper. 纸或 Mine's a piece of paper. 我的纸是 ___.
- Mine. 我的 or That's my pencil. 我的鉛筆是 ___.
- Those are pencils. 鉛筆是 ___.

VOCABULARY

None
LIKELY ERRORS

None.

TESTS.

None.
**Directions**

1. Start a chain drill by asking S1 while pointing to S2:

   31 turns to S2 while pointing to S3:

   To S3:
   Continue around the class.

2. Sort objects into groups. Place some in front of the class and others away from class. Start substitution drill by pointing to a group of objects close by.

   Alternate with a group of objects placed away from class.

   Continue to point to different groups of objects for substitution.

**Language Patterns**

1. Chain question and answer.

   T: Who's he(she)?
   哪個是個呀?
   S1: (S2), or He (she) is (S2).
   他(她)是哪個?
   S2: (S3).
   誰是...?
   etc.

2. Substitution: ☐, ☐.

   T: What're these?
   哪些係什麼呀?
   ☐: These are pens.
   哪些係筆?
   T: What're those?
   哪些係什麼呀?
   ☐: Those are straws.
   哪些係飲管?
   etc.
### Directions

3. Give each student an object.
   Start chain question and answer with S1:

   To S2:

   To S3:
   Continue around the class.

4. Divide class into two groups.
   Group 1 asks the questions and Group 2 answers them. Group 1 picks up an object, e.g. pencil:

   Cue Group 2 either by gestures: I, you, he, she, we, you, they; or verbally: S1, S2, S3...
   etc.

   After a while switch roles.

### Language Patterns

3. Chain question and answer.

   T: Mine is a piece of paper.
   我的這張紙，
   What's yours?
   你這張紙呢？
   S1: Pen. or Mine's a pen.
   那，我的這枝筆。
   What's yours?
   你這枝筆呢？
   S2: _______

   etc.

4. Question and answer: ①, ②

   ①: Whose pencil is this?
   哪枝鉛筆是這枝呢？

   ②: S1's, or That's S1's pencil.
   S1 的呢，那是 S1 的鉛筆。
   etc.
### MATERIALS NEEDED

**FP's:**
- *apple (orange #65)*
- *orange (orange #66)*
- *candy (orange #67)*
- *cookies (orange #68)*
- *milk (orange #69)*
- thank you (for gifts) (red #27)
- eating (green #40)
- drinking (green #41)
- *Real objects if desired.*

**Puppets:**
- Diu Ming & Siu Ying

### TEACHING POINTS

- Introduce a second form of "thank you 多謝" for gifts only.

### LANGUAGE PATTERNS

Students will be able to ask:

- What's it? (係)乜嘢呀？
- Is it an apple? 係唔係蘋果呀？
- Do you want an apple? 你要唔要蘋果呀?

And students will answer:

- Apple. 蘋果 or It's an apple. (係)蘋果。
- Yes. 係 or No, it's an orange. (係)唔係,係橙。
- Yes/No, thank you. 要/唔要, 多謝。

In addition, when asked: "What're you doing?", students will be able to answer:

- I'm eating an apple.
  我食(啞)蘋果。

### VOCABULARY

<table>
<thead>
<tr>
<th>English</th>
<th>Chinese</th>
</tr>
</thead>
<tbody>
<tr>
<td>apple</td>
<td>蘋果</td>
</tr>
<tr>
<td>orange</td>
<td>橙</td>
</tr>
<tr>
<td>candy</td>
<td>糖</td>
</tr>
<tr>
<td>milk</td>
<td>牛奶</td>
</tr>
<tr>
<td>cookies</td>
<td>甜餅乾</td>
</tr>
<tr>
<td>eating</td>
<td>食(嚥)</td>
</tr>
<tr>
<td>drinking</td>
<td>飲(嚥)</td>
</tr>
<tr>
<td>thank you</td>
<td>謝</td>
</tr>
<tr>
<td>(for gifts)</td>
<td>多謝</td>
</tr>
</tbody>
</table>
Use "唔該" for "多謝" and vice versa.

TESTS

Ask students to pretend that the FP's stand for the real objects and they get to keep them. Let S1 choose something:

T: What do you want?

你要乜野呀?

S1: Apple. or I want the apple.

蘋果

S1 pretends to get a real apple.

S1: Thank you.

多謝

Give FP's to S1 so that he (she) can ask S2 the same question:

S1: What do you want?

你要乜野呀?

S2: Thank you.

多謝

Continue around the class.
## Directions

**Review**

1. Use FP's (green #33-39) to cue responses to the question: "What're you doing?"

2. Introduce the FP's: apple, orange, candy, cookies, milk, eating, drinking, and thank you (for gift).

3. Place FP's: apple, orange, candy, milk, and cookies in a pocket chart. Point to an FP and ask:

   - Point to another FP:

## Language Patterns

**Review**

1. T: What're you doing?
   - 你做(嘿)到喲呀?
   - I'm writing.
   - 我寫(嘿)字.
   - etc.

2. Model: (3), Echo: ○ (3), ○
   - T: apple
     - 蘋果
     - ○:
   - T: orange
     - 橙
     - ○:
   - ○: etc.

   - T: What is it?
     - (係)也嘿呀?
     - ○: Apple
       - 蘋果 or It's an
       - Apple 蘋果
     - T: What...?
     - ○:
     - etc.
### Directions

1. **Put the FP's in Step 3 in a stack.**
   - Point to the top FP and ask S1:

   Change FP and ask S1 to address question to S2:

   Continue around the class.

2. **Use the puppets to introduce the new structures.**

   Siu Ming pretends to be eating candy.

   Siu Ming pretends to offer Siu Ying some candy?

3. **Class repeats.**

---

### Language Patterns

4. **Chain question and answer.**

   - **T:** Is it an orange?
   - **S1:** Yes, or No, it's an apple.

   Is it a cookie?

   **S2:**

   **etc.**

5. **Model: (3)**

   Siu Ying: What are you doing?

   Siu Ming: I'm eating candy.

   Siu Ming pretends to offer Siu Ying some candy?

   Siu Ying: Yes, thank you.

6. **Echo: (3), (6)**

   Siu Ming: I'm eating candy.

   Do you want some candy?

   Siu Ying: Yes, thank you.
**Directions**

7. Put the FP: drinking with the FP: milk. And put the FP: eating with the FP's: apple, orange, candy, and cookies.

   Point to the FP's: drinking and milk:

   Point to FP's: eating & apple:

   Point to FP's: eating and candy.

8. For this step use real objects or pretend that the FF's are the real objects. Pass either the FP's or the real objects around and start chain question and answer with S1:

   S1 to S2:

   to S3:

   **Language Patterns**

7. Model: (3), Echo: ○ (3), ○

   T: I'm drinking milk.
   我飲(喝)牛奶。
   ○: ______

   T: I'm eating an apple.
   我食(吃)蘋果。
   ○: ______

   T: I'm eating candy.
   我食(吃)糖。
   ○: ______

   etc.

8. Chain question and response

   T: Do you want ______? 你唔唔______呀?
   S1: Yes/No, thank you.

   要唔要, 多謝。
   Do you want ______?
   S1: ______?

   S2: ______?
   etc.
### MATERIALS NEEDED

**FF's:**
- apple (orange #65)
- orange (orange #66)
- candy (orange #67)
- cookies (orange #68)
- milk (orange #69)
- where (white #93)

**Charts:**
- I, II

### TEACHING POINTS

```
...here, here, and there" are 邊度 respectively. Students should be exposed to both "度" and "處". But most Cantonese speakers favor the use of one over the other.

"佢" is used for "to be" and "to be + preposition" when location is involved, e.g. "He's over there. 佢呢度(處) 當佢係邊度(處)呀?"
```

### LANGUAGE PATTERNS

**Students will be able to ask:**

<table>
<thead>
<tr>
<th>English</th>
<th>Cantonese</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where's the apple?</td>
<td>咪「呢度(處)呀?</td>
</tr>
<tr>
<td>Where's (name)?</td>
<td>咪「呢度(處)呀?</td>
</tr>
<tr>
<td>Where's your cookie?</td>
<td>咪「呢度(處)呀?</td>
</tr>
</tbody>
</table>

**And will answer:**

<table>
<thead>
<tr>
<th>English</th>
<th>Cantonese</th>
</tr>
</thead>
<tbody>
<tr>
<td>Here.</td>
<td>佢呢度(處).</td>
</tr>
<tr>
<td>The apple's here.</td>
<td>咪「呢度(處).</td>
</tr>
<tr>
<td>(name) is here.</td>
<td>咪「呢度(處).</td>
</tr>
<tr>
<td>My cookie's here.</td>
<td>咪「呢度(處).</td>
</tr>
</tbody>
</table>

### VOCABULARY

<table>
<thead>
<tr>
<th>English</th>
<th>Cantonese</th>
</tr>
</thead>
<tbody>
<tr>
<td>where</td>
<td>邊度(處)</td>
</tr>
<tr>
<td>here</td>
<td>呢度(處)</td>
</tr>
<tr>
<td>there</td>
<td>呢度(處)</td>
</tr>
</tbody>
</table>
| to be + preposition | 咪「
LIKELY ERRORS

Confusion between "你" and "係", since they have the same sound though different tones, "係" is 高上 while "你" is 低上.

TESTS

Put students' names on separate pieces of paper. Give several students their paper. Place the rest in a pocket chart away from the class but with students' names in plain sight. Start chain question and response with S1:

T: Where's your paper?

S1: Here. (Or pointing to the pocket chart): Over there.

S1 turns to S2 and asks:

S1: Where's your paper?

S2: ______. ______?

Continue until everyone has participated.
PROCEDURES

Directions

Review
1. Review all items on tone charts I and II.

2. Substitute items from charts in the pattern:

Presentation

3. Ask S1 to go to the other side of the room. And ask S2 to come stand by you.

Hold up FP: where

Class repeats the question.

Touch S2:

Class repeats.

Language Patterns

Review
1. Model: (2), Echo: ○ (2), ○

T: 爽

○:

T: 香蕉

○:

e tc.

2. Substitution

T: I'm eating chicken.

我食(嘅)難.

○:

e tc.

Presentation

3. Model: (3), Echo: ○ (3), ○

T: Where's (82)?

S2 係邊度(處)喲?

○?:

T: Here. or (82) is here.

(係)喲度(處), S2 係喲度(處).

○:
Directions

1. (continued)
   Hold up F1: where again.
   Class repeats question.
   Point to F1:
   Class repeats.

4. Divide class into two groups.
   Let Group 1 have the F1's: apple, orange, candy, cookies, and milk. Group 1 will show
   one F1 at a time, e.g. apple, and address question to Group 2:

   After all the F1's have been shown, reverse the roles with
   Group 1 still holding the

Language Patterns

3: (continued)
   T: Where's (F1)?
   S: 咦邊度(處)呀?
   : ______?

   T: Over there: or (F1) is over there.
   (喺)個度(處)。S: (喺)個度(處)。
   : ______.

4. Question and response: ( ), ( )

   ( ) Where's the apple?
   蘋果喺邊度(處)呀?
   ( ) Over there. Or The
   apple's over there.
   (喺)個度(處)。蘋果喺個度(處)

   ( ) Here's the apple?
   蘋果喺邊度(處)呀?
   ( ) Here. or The apple's
   here.
   (喺)個度(處)。蘋果喺個度(處)
   et cetera.

5. Pronunciation
   T: 咦, 雞, 魷, 橙。
   ( )

6. Pronunciation
   "喺" has the same tone as the items in line 2, Chart I.

   T: 咦, 嘢, 嘢, 嘢, (處).
   ( )
   T: 嘢(處)。
   ( )
   T: 嘢(處)。
   ( )
MATERIALS NEEDED

- classroom and food items (orange #51-69)
- verbs (green #33-41)

TEACHING POINTS

Compare the two forms of "thank you: 多谢 " and the "who, where, and what" questions.

LANGUAGE PATTERNS

Students will be able to ask:

Who's (name)? 那個係___呀?
(name)
Where's the pen? 筆呢度(處)呀?
what do you want? 你要乜嘢呀?

And they will be able to answer above questions with:

I am. 我係 or I'm (name). 我係___
Here. 呢度(處). (系) 係 here. ___ 呢度(處).
Over there. or The pen is over there.
Apple. or I want the apple. 謝謝你。

In addition, when asked, "What're you doing?", the students will be able to answer:

I'm writing.

VOCABULARY

None
<table>
<thead>
<tr>
<th>LIKELY ERRORS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TESTS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td></td>
</tr>
</tbody>
</table>
## Directions

1. Ask individual students to either "come here" or "go over there."

   May ask more than one student to perform at the same time.

2. Address question to the rest of the class after each performance in Step 1.

3. Save some FP's to put in pocket chart close to the class and scatter the rest of the FP's around the room. Start chain question and answer with Sl.

   Pointing to FP:

   Have Sl ask S2, giving Sl a verbal cue: pen.

   Continue around the class.

## Language Patterns

1. Performance

   T: (Sl), come here.

   (Sl), (S2), go over there.

   etc.

2. Question and response

   T: Where's (Sl)?

   (啥 Dt (處) 呀?)

   O: Here, or He (she) is here.

   (啥 Dt (處). 佢 呢度 (處).)

   T: Where's (S2)?

   (啥 Dt (處) 呀?)

   O: Over there, or He (she) is over there.

   (啥 Dt (處). 佢 呢度 (處).)

   etc.

3. Chain question and answer.

   T: Where's the apple?

   麥果 呢度 (處) 呀?

   Sl: Here, here.

   (啥 Dt (處).)

   Over there, or The apple's over there.

   (啥 Dt (處).)

   S1: Where's the pen?

   笔 呢度 (處) 呀?

   S2: ___

   etc.
4. Choose any student's name and start drill with S1:

Pointing to the student:

Help S1 choose a student's name to ask S2. He (she) may choose a name other than that of S2's or he (she) may choose S2's name to use in the question to S2.

5. Divide class into two groups.
Give 6 of the object FP's to Group 1 and the other 6 to Group 2. Group 1 will start the questioning.
Pointing to the top FP:

When Group 1 finishes with their FP's, Group 2 starts questioning pointing to own FP's.

6. "什麼" is often used for "何説". But strictly speaking, "什麼" should only be used for something that you can keep e.g. a gift, while "何説" is used for something that is temporarily yours, or for a service.
Directions (continued)

To demonstrate the use of "多谢", have some candy, fruit and cookies ready to pass around. These things the students can keep, therefore they are gifts. Use FP's of the objects on hand in drill first. Then substituting the objects for the FP's.

6. (continued)

Language Patterns (continued)

T: What do you want?

SL: 要也野? 糖．我要糖

Thank you.

多謝．

etc.

7. Substitution

T: What're you doing?

SL: 我吃也野? 我吃果汁

We're writing.

等．

etc.
### MATERIALS NEEDED

**PP's:**
- boy (blue #77)
- girl (blue #78)
- man (blue #79)
- woman (blue #80)
- classroom & food items (orange #51-69)

**Objects:**
- classroom objects

### TEACHING POINTS

The structures in this lesson had been covered in previous lessons, only the vocabulary are new.

### LANGUAGE PATTERNS

Students will be able to say and ask:

- The boy's book.  
  男仔嘅書。  
  What does the boy have?  
  男仔有乜野呀?

And will answer:

- The book. or The boy has the book.  
  書。  男仔有書

### VOCABULARY

- boy 男仔
- girl 女仔
- man 男人
- woman 女人
- children 細佬仔
- adults 大人

### LIKELY ERRORS

Confusion in vocabulary.
Place FP's in a stack. Hold up stack and ask Sl:

T: Is this a boy?

S1: Yes/No, it's a girl.

Change FP and let S1 address question to S2 (T gives S1 verbal cue: woman):

S1: Is this a woman?

S2: Yes/No,....

Continue this way around the class.
<table>
<thead>
<tr>
<th>Directions</th>
<th>Language Patterns</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Separate the boys and girls in the class and introduce each group:</td>
<td>1. Model: (3)</td>
</tr>
<tr>
<td>Include both groups:</td>
<td>T: These are boys.</td>
</tr>
<tr>
<td>2. Introduce FP's.</td>
<td>吧啲係男仔。</td>
</tr>
<tr>
<td>FP: boy</td>
<td>Boys.</td>
</tr>
<tr>
<td>FP: girl</td>
<td>男仔。</td>
</tr>
<tr>
<td>FP: woman</td>
<td>These are girls.</td>
</tr>
<tr>
<td>FP: man</td>
<td>呢啲係女仔。</td>
</tr>
<tr>
<td>Point to both FP's of boy &amp; girl:</td>
<td>Girls.</td>
</tr>
<tr>
<td></td>
<td>女仔。</td>
</tr>
<tr>
<td></td>
<td>Children.</td>
</tr>
<tr>
<td></td>
<td>細佬佬</td>
</tr>
<tr>
<td>Point to both FP's of man and woman:</td>
<td>2. Model: (3), Echo: ○ (3), ○</td>
</tr>
<tr>
<td></td>
<td>T: boy 男仔</td>
</tr>
<tr>
<td></td>
<td>○: —</td>
</tr>
<tr>
<td></td>
<td>T: girl 女仔</td>
</tr>
<tr>
<td></td>
<td>○: —</td>
</tr>
<tr>
<td></td>
<td>T: woman 女人</td>
</tr>
<tr>
<td></td>
<td>○: —</td>
</tr>
<tr>
<td></td>
<td>T: man 男人</td>
</tr>
<tr>
<td></td>
<td>○: —</td>
</tr>
<tr>
<td></td>
<td>T: children 細佬佬</td>
</tr>
<tr>
<td></td>
<td>○: —</td>
</tr>
<tr>
<td></td>
<td>T: adults 大人</td>
</tr>
<tr>
<td></td>
<td>○: —</td>
</tr>
</tbody>
</table>
PROCEDURES

3. Hold up an object: book, and start pattern for substitution.

Point to FP's: boy, girl.... one at a time and let class continue. Be sure to include "children's and adults".

Vary objects also.

4. Place FP: boy in a pocket chart or somewhere so that the class can see it. Hold up an object: book and pointing to the FP: boy.

Put book down and pick up another object. Address question to S1:

Let S1 pick an object and address question to S2:

Continue around the class, varying the objects and the FP's also.

5. Show FP: girl. Ask S1:

Show FP: boy to S2:

Continue around the class, substituting man, woman, children and adults into the question.

3. Substitution: ○, ○

T: My book.

我有書。

○: The boy's book.

男仔有書。

e tc.

4. Chain question and answer.

T: The boy has a book.

男仔有(本)書。

What does the boy have?

男仔有乜啲呀?

S1: ___. or The boy has __.

What does the ...?

S2: ___.

etc.

5. Question and answer.

T: How many girls are here?

呢度有幾個(多)個女仔呀?

S1: Ten. or There are ten girls here.

十個。呢度有十個女仔。

T: How many boys...?

有幾個(多)個男仔...

S2: ___.

etc.
<table>
<thead>
<tr>
<th>6. The following are some sample commands for the game &quot;Simon Says&quot;:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls, stand up.</td>
</tr>
<tr>
<td>女仔, 企起身。</td>
</tr>
<tr>
<td>These three boys, stand up.</td>
</tr>
<tr>
<td>呢三個男仔, 企起身。</td>
</tr>
<tr>
<td>These two girls, go over there.</td>
</tr>
<tr>
<td>呢兩個女仔, 去個度 (處)。</td>
</tr>
<tr>
<td>Boys, raise your hands.</td>
</tr>
<tr>
<td>男仔, 舉手。</td>
</tr>
<tr>
<td>All children, raise your hands.</td>
</tr>
<tr>
<td>細佬偈, 舉手。</td>
</tr>
</tbody>
</table>

| 6. Performance: "Simon Says" |
| T: Simon says: "Girls, stand up." |
| 西門話: "女仔, 企起身。" |
| (Only the girls stand up) |
| etc. |
**BEST COPY AVAILABLE**

<table>
<thead>
<tr>
<th>MATERIALS</th>
<th>TEACHING POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>FP's:</td>
<td>Watch vocabulary that repeats itself, e.g., &quot;爸爸&quot;. The tones on the two words are different.</td>
</tr>
<tr>
<td>father (blue #81)</td>
<td></td>
</tr>
<tr>
<td>mother (blue #82)</td>
<td></td>
</tr>
<tr>
<td>older brother (blue #83)</td>
<td></td>
</tr>
<tr>
<td>younger brother (blue #84)</td>
<td></td>
</tr>
<tr>
<td>older sister (blue #85)</td>
<td></td>
</tr>
<tr>
<td>younger sister (blue #86)</td>
<td></td>
</tr>
</tbody>
</table>

**LESSON 33**

**LANGUAGE PATTERNS**

Students will be able to ask:
- Who's this? 這個是誰？
- Do you have any older brothers? 你有哥哥嗎？
- How many older brothers do you have? 你有幾個哥哥？

And students will answer the above questions:
- It's father. (他)爸爸。
- Yes./No, I have a younger brother. 有/沒有, 我有個弟弟。
- One. or I have one older brother. 一個, 我有一個哥哥。

**VOCABULARY**

father 爸爸
mother 媽媽
older brother 哥哥
younger brother 弟弟
older sister 姐姐
younger sister 妹妹

**LIKELY ERRORS**

Confusion in naming members of family, especially the difference between older and younger siblings.

**TESTS**

Arrange the FP's: older brother, younger brother, older sister, and younger sister in a stack. Show top FP to S1 and start chain question and response:
- T: Who's this? 這個是誰？
  - S1: It's older brother. (他)哥哥。
- T: Do you have any older brothers? 你有哥哥嗎？
  - S1: Yes./No. (I have an older sister.) 有/沒有, (我有個姐姐).

If the answer is positive, continue:
- T: How many older brothers do you have? 你有幾個哥哥？
  - S1: One. or I have one older brother. 一個, 我有一個哥哥。

Change FP. Have S1 ask S2 the same questions, substituting the new FP in the questions. Continue around the class.
**Directions**

**Review**
1. Quick counting review.

**Presentation**
2. Introduce the new FP's one at a time.

3. Arrange FP's in a stack. Point to top FP: father and start chain drill with S1:

   Point to next FP:

   Let S1 have the FP’s. S1 chooses another FP and addresses question to S2:

   Continue around the class.

4. Use only the FP’s: older brother, & sister, younger brother & sister. Pick an FP: older brother and start a question & response pattern:

   If the response is "yes", go on to the next question.

   Continue around the class, varying the FP’s.

**LANGUAGE PATTERNS**

**Review**
1. Question & response

   T: How many boys are here today?
   ○: Thirteen.
   T: What about girls?
   ○: Twelve.

2. Model: (3), Echo: ° (3), ○:

   T: father 爸爸
   ○: __
   etc.

3. Chain drill

   T: This is father. 同個係爸爸.
   Who's this? 同個係邊個呀?
   S1: It's __.
   (係) __.

   Who's this? 同個係邊個呀?
   S2: __.
   etc.

4. Question & response

   T: Do you have any older brothers 你有有哥哥呀?
   S1: Yes./No.

   T: How many older brothers do you have? 你有幾多少個哥哥呀?
   S1: Two. or I have two older brothers.

   etc.
Directions
5. Keep in mind the information obtained from students in Step 4 to dovetail your questions. First elicit a negative response by asking a student who has no older brother:

Then elicit information about other siblings:

Prompt S1 with an FP: younger sister and have S1 ask S2 the same questions.

Continue around the class.

Language Patterns
5. Chain drill

T: Do you have any older brothers?
S1: No.
T: Do you have any younger sisters? younger brothers?
S1: Two younger sisters and a younger brother.
S2: No.
S1: What about...?
S2: __

etc.
### MATERIALS NEEDED

- FP's: father
- mother
- etc.

(English: 
* Does your name end with a particle? 
* How old is your older brother? 
* And they will answer the above questions:
  - My name's __. 
  - ____ is my older brother's name.'s ___.
  - Ten. or My older brother's ____ years old.
  - ____ is my older brother's _____ age.

### LANGUAGE PATTERNS

**Students will be able to ask:**

- What's your older brother's name?
- How old is your older brother?
- What's your older sister's name?
- How old is your older sister?

**Teaching Points:**

- " 哥 " is often left out from the possessive when it's connected with a person, e.g. "my father" can be either "我爸爸" or "我爸爸".

### Vocabularies

- None

### Likely Errors

- Watch tone on " 哥 ".

### Tests

Pick an FP from: older brother, younger brother, older sister, and younger sister. Start chain drill with S1:

1. **T:** Do you have any older brothers?
   - **S1:** Yes. or No.

2. **T:** How many older brothers do you have?
   - **S1:** Two. or I've two older brothers.

3. **T:** What's your older brothers' names?
   - **S1:** (Name, name). or My older brothers' names are ____ , ____ .

**S1 picks an FP and asks S2 the same questions using the new FP in the substitution slot. Continue around the class.**
Directions
Review
1. Use FP's: (red #2, 3, 7, 8, 9, 10) and run class through a quick review.

2. Show FP: older brother. Ask students to raise their hands if they have older brothers.

Call on students who have their hands up, one by one and ask:

Change FP and substitute the new FP in question.

Call on students who have their hands up one by one and ask:

Follow the same procedure with the other two FP's.

Language Patterns
Review
1. Personal information:
   T: What's your name?
   你叫什么名字?
   S1: (Name), or My name's ___.

etc.

T: How old are you?
你多大?
S1: ___ or I'm ___ yrs. old.

等。我___岁。

etc.

T: Where do you live?
你住哪?
S1: ___ St. or I live on ___ St.

等。我住在___街。

etc.

2. Question & response
   T: Who have older brothers?
   爸爸有哥哥吗?
   Raise your hands.

   等手。

   T: S1, how many older brothers do you have?

   等。你有几(多)个哥哥呀?

   S1: One. or I have one older brother.

   一个。我有一个哥哥。

   etc.

   T: Who have older sisters?
   爸爸有姐姐吗?
   Raise your hand.

   等手。

   T: S1, how many older sisters do you have?

   等。你有几(多)个姐姐呀?

   S1: Two. or I have two older sisters.

   两个。我有两个姐姐。

   etc.
**Directions**

3. Recall information from Step 2. Start a chain question & answer with class.

Address question to S2:

S2 addresses question to S3:

Continue around the class.

4. Chain question & answer

Ask students:

Point to the next student who had his/her hand up. Also point to FP: What's your name? Address command to S1:

Prompt S1 with FP: How old are you?

Cue S2 with same FP's and have S2 address questions to the next student who had his/her hand up. Continue around the class.

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**Language Patterns**

3. Chain question & answer

T: S1 has one older brother and two older sisters.

S1: 有一個哥哥,兩個姐姐。

T: S2, what about you?

S2: 你呢?

T: S3, what about you?

S3: 你呢?

etc.

4. Chain question & answer

T: Who have older brothers? Raise your hands.

S1: 他有哥哥嗎?

T: S1, what's your older brother's name?

S1: 他哥哥叫什麼名字?

T: How old is he?

S1: 他幾歲?

T: Ask him/her what his/her older brother's name is.

S1: S2, what's your...?

S2: ...

S1: How...?

S2: ...

etc.
**LEsson 35**

**Materials Needed**
- FP's:
  - (blue #77-86)
  - (green #33-39)
  - (orange #51-69)
- Charts: I, II, III, IV, V, VI

**Teaching Points**
- Reinforce the process of substitution.

**Language Patterns**
- Students will be able to ask:
  - Who's this?
  - 誰是你哥哥呀?
  - What does younger sister have?
  - 妹妹有什麼呀?
  - Who has the pen?
  - 誰有筆呀?
  - What's the boy doing?
  - 男孩子做什麼呀?
  - Who's copying?
  - 哪個抄字呀?

And they will answer the above questions:
- It's a boy.
- (Younger sister has) milk.
- (Mother has the pen.)
- (The boy's) writing.
- Older brother's (copying.)

**Likely Errors**
- None.

**Tests**
- None.
Directions
1. Quick review drill with FP's: (blue #77-86).

2. Arrange the FP's: (blue #77-86) on a ledge or in a pocket chart while holding the stack of FP's: (orange #51-69). Point to a blue FP: *young sister* and ask:
   - Point to orange FP: milk.
   - Keep changing the orange FP's, may also substitute chart items. Also vary the blue FP's.

3. Show an orange FP: pen and ask the class:
   - Point to a blue FP: mother.
   - Keep varying the blue FP's.
   - After a while, vary the orange FP's also. May also substitute items from charts I, II, III. . .

4. Keep the blue FP's. Substitute the green FP's for the orange FP's. Hold up FP's (green #33-39). Point to a blue FP: boy.
   - Show green FP: writing.
   - Keep varying the green FP's.
   - After a while, vary the blue FP's also.

5. Hold up a green FP: copying and ask the class:
   - Point to blue FP: older brother.
   - Vary the blue FP's.
   - After a while vary the blue FP's also.

Language Patterns
1. Substitution
   - T: Who's this?
   - O: It's a boy. (Younger sister) has milk.
   - etc.

2. Substitution
   - T: What does younger sister have?
   - O: (Younger sister has) milk.
   - etc.

3. Substitution
   - T: Who has the pen?
   - O: Mother has the pen.
   - etc.

4. Substitution
   - T: What's the boy doing?
   - O: (The boy's) writing.
   - etc.

5. Substitution
   - T: Who's copying?
   - O: Older brother's (copying).
   - etc.