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

CHINESE AS A SECOND LANGUAGE
(Spoken Cantonese)

Teacher's Manual
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San Francisco Unified School District
Chinese Bilingual Pilot Program
ESEA Title VII
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Introduction

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

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

T = teacher
S = student
Model : (3) = say it three times
Echo : (3) = students repeat it three times
○ = whole class
□ = first half of the class
□ = the other half of the class
⋯ = individually
(book) = substitution slot
( ) = information enclosed in parenthesis may be:
1. omitted from language pattern by preference as in the case of "I'm reading."
2. interchangeably used with another expression as in the case of "where..."

The teacher should teach the language patterns that are most natural to his/her own speech. But he/she needs to keep in mind that the students ought to be exposed to alternative
ways of speaking once the basic foundation has been established.

The review lessons in Level II are presented in dialog or monolog format. This way, the students will encounter the vocabulary that they'd already learned in a different context.
### LESSON 1

#### MATERIALS NEEDED

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

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

#### TEACHING POINTS

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

#### LANGUAGE PATTERNS

**Students will learn to ask:**
- What color(s) do you like?
- Do you like red?
- Do you like red or blue?

**And they will answer:**
- Red. 我中意红色.
- Yes/No, I like green. 中意./ 吞意, 我中意绿色.

#### VOCABULARY

- to like 中意, 喜中意.
- and 同, or 定, or, 抑或

#### LIKELY ERRORS

- Use the wrong form of +/- question for the verb "like 中意 ".

#### TESTS

Pick two colors and start a chain question and answer with S1:

**T:** I like red. Do you like red?

**S1:** Yes/No, I like green.

**S1 to S2:** Do you like green?

**S2:** Yes/No, etc.

Continue around the class.
**PROCEDURES**

**Language Patterns**

**Review:**
1. Model: (1), Echo:
   T: red
   ○: 红色
   ○: 等等

**Presentation:**
2. Model: (2), Echo: ○ (2), ○
   T: I like green.
   ○: __________
   T: and
   ○: ______

3. Model: (2), Echo: ○ (2), ○
   T: I like green and red.
   ○: __________
   etc.

**Presentation:**
4. Model: (2), Echo: ○ (2), ○
   T: I like green or red.
   ○: __________
   etc.

**Presentation:**
5. Model: (2), Echo: ○ (2), ○
   T: Do you like green or red?
   ○: __________
   etc.

**Directions**

**Review:**
1. Use construction paper FP's to review colors.

**Presentation:**
2. Introduce FP's: to like, and. Hold up FP's one at a time and model:

3. Pick a color FP and put it together with the FP "to like" Point to self and model: Have students imitate motion and repeat:

4. Hold up FP: / (or); model.

5. Pick two colors and put the FP "and" between them:

Motion for class to repeat:

Change colors and continue the sentence pattern.

Motion for class to repeat question to S₁:

Help S₁ with reply:

Address question to S₂, changing the color FP's if desired. Continue the same procedure around the class.
PROCEDURES

Directions

6. Pick a color and start a conversation with S1.

Have class repeat question to S1.
Help S1 with reply, especially if the reply is negative.
Pick another color FP, ask S2.
Have class ask S2 the same question:
Continue around the class.

7. Have enough color construction paper for each student to choose a color.

Give S1 the requested color.
Repeat question to S2:
Continue around the class.

8. After every student has chosen a color, tally the students' choices:

Have class repeat the tally:

Class repeats:
Continue the tallying.

Language Patterns

6. Model: (2), Echo: ○ (2), ○
T: I like green.

Do you like green?

Red

Yellow

Green

Blue

S1: Yes./ No, I like red.

T: Do you like red?

S2: Yes./ No, I like...

etc.

7. Question and answer

T: What color do you like?

S1: I like ___________

T: What color ___________

S2: I like ___________

etc.

8. Model: (1), Echo: ○ (1)

T: S1 and S2 like red.

S2, S3, and S4 like green.

etc.
PROCEDURES

Directions
9. Start question and answer with \( S_1 \):

\( S_1 \) looks around and names the students who're holding red FP's.

Cue \( S_1 \) with another FP: green. Have \( S_1 \) ask \( S_2 \) who like(s) green.

Cue \( S_2 \) with a different color to ask \( S_3 \).

Continue around the class.

Language Patterns
9. Question and responses

T: \( S_1 \), who like(s) red?

\( S_1 \): ___, and ___ like red.

etc.

\( S_2 \): ___, who like(s) green.

\( S_2 \): ___ like red.

\( S_2 \): ___ like green.
MATERIALS NEEDED

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

color FP's

LESSON 2

TEACHING POINTS

Delicious to eat 好吃 and delicious to drink 好喝 function both as adjectives and verbs. In the sentence: "The apple is delicious. " The verb 'to be' is omitted in the Chinese. The use of "the verb 'to be' in a sentence such as: "蘋果汁好喝" show emphasis: "The apple is really delicious."

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

LANGUAGE PATTERNS

Students will learn to ask:
- What do you like to eat/to drink?
- What do you like to eat/drink best?

And they will answer:
- I like to eat(drink) apple (apple juice).
- I like to eat (drink) apple (apple juice) best.

VOCABULARY

- most (-est) 最
- delicious to eat 好吃
delicious to drink 好喝
- water 水
- apple juice 蘋果汁
- orange juice 橙汁

LIKELY ERRORS

Confusion between delicious to eat and delicious to drink.

TESTS

Display all the food FP's in a pocket chart. Point to one and start conversation with S1:
- T: I like to eat orange the best. What do you like to eat best?
  我最中意食橙.
  你最中意食乜野呀?
- S1: I like to eat apple best.
  我最中意食蘋果.

Have S1 ask S2:
- What do you like to eat best?
  你最中意食乜野呀?
- S2: I like ...

S2 to S3
- What...?
  etc.
Directions

Review:
1. Arrange the color FP's in a pocket chart or ledge. Name all the colors in order, ask $S_1$:

Have $S_1$ ask $S_2$ the same question naming all the colors.

Continue around the class.

Presentation:
2. Introduce FP: most (-est)

3. Arrange FP: to like with three color FP's. Model:

Have class repeat:

Pick one color and put it with the FP's: "most" and "to like". Model:

Have class repeat:

Continue the same procedure while substituting other colors in the sentence patterns.

4. Show three colors to $S_1$.

Point to the FP's: "most" and "like", ask $S_1$:

Have class repeat the question to $S_1$:

Help $S_1$ with reply if necessary:

Procede the same way around the class.

Language Patterns

Review:
1. Question and responses
   T: Do you like red, blue, green, orange or black?
   S$_1$: I like red.
   T: Do you like ...?
   S$_2$: I like ...
   etc.

Presentation
2. Model: (2), Echo: ○(2).
   T: most (-est) 最
   ○: ______

3. Model: (2), Echo: ○(2).
   T: I like red, green, and white.
   S$_1$: I like green best.
   T: I like red best.
   S$_1$: I like green best.
   etc.

4. Model: (2), Echo: ○(2).
   T: Red, green, and black.
   S$_1$: I like green best.

   T: What color do you like best?
   S$_1$: I like green best.
**PROCEDURES**

5. Introduce the rest of the new FP's, one at a time.

6. Arrange all liquid items with FP: delicious to drink. Point to FP's: "milk" and "delicious to drink". Model:

   Have class repeat:

   Point to FP's: "milk", "most", and "delicious to drink". Model:

   Continue the same way with the other liquid FP's.

   Arrange all the solid food FP's with the FP: delicious to eat. Repeat the same procedures as above.

7. Point to the FP's: "most" and "to drink". Model:

   Have class repeat the question to S₁.

   Help S₁ with reply.

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**LANGUAGE PATTERNS**

<table>
<thead>
<tr>
<th>LESSON 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model: (2), Echo: ○ (2), ○</td>
</tr>
<tr>
<td>T: water 水</td>
</tr>
<tr>
<td>○: ---</td>
</tr>
<tr>
<td>T: apple juice 蘋果汁 (水)</td>
</tr>
<tr>
<td>○: ---</td>
</tr>
<tr>
<td>T: orange juice 橙汁 (水)</td>
</tr>
<tr>
<td>○: ---</td>
</tr>
<tr>
<td>T: delicious to eat 好食</td>
</tr>
<tr>
<td>○: ---</td>
</tr>
<tr>
<td>T: delicious to drink 好飲</td>
</tr>
<tr>
<td>○: ---</td>
</tr>
</tbody>
</table>

6. Model: (2), Echo: ○ (2), ○

   T: Milk's delicious.

   牛奶好飲.

   ○: ---

   etc.

7. Model: (2), Echo: ○ (2), ○

   T: What do you like to drink best?

   你最中意飲乜啲？

   ○: ---

   S₁: I like apple juice the best.

   我最中意飲蘋果汁 (水).
Directions
7. (Cont.)
Continue the same way with the rest of the liquid FP's.

Repeat the same procedure with the FP's: "most" and "to eat". Model:

Have class repeat the question.

Language Patterns
7. (Cont.)

T: What do you like to eat best? 你最喜欢吃什麼?

O: ______?

S1: I like apple best. 我最喜欢吃蘋果。

etc.
### MATERIALS NEEDED

<table>
<thead>
<tr>
<th>FP's:</th>
<th>TEACHING POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>to do (green #202)</td>
<td>As in English, the verb &quot;to do做&quot; appears in the question but not in the reply. e.g. &quot;What are you doing?你做什么？ I'm writing我寫字.&quot;</td>
</tr>
<tr>
<td>most (buff #238)</td>
<td>The verbs &quot;to do&quot; and &quot;to like&quot; combine to form the compound verb &quot;to like to do做.&quot;</td>
</tr>
<tr>
<td>water, apple juice, orange juice, (orange #292-294)</td>
<td></td>
</tr>
<tr>
<td>apple, orange, candy, cookies, milk (orange #65-69)</td>
<td></td>
</tr>
<tr>
<td>writing, reading, copying, drawing, coloring, cutting, learning Chinese (green #33-39)</td>
<td></td>
</tr>
<tr>
<td>2 Puppets (make your own or buy)</td>
<td></td>
</tr>
</tbody>
</table>

### LESSON 3

As in English, the verb "to do做" appears in the question but not in the reply. e.g. "What are you doing?你做什么？ I'm writing我寫字." The verbs "to do" and "to like" combine to form the compound verb "to like to do做."

### LANGUAGE PATTERNS

The students will be able to ask:

1. What do you like to do? 你做什么？
2. What do you like to do best? 你做什么？

And they will answer:

1. I like to write. 我喜歡寫字。
2. I like to write best. 我最喜歡寫字。

### VOCABULARY

to do做

### LIKELY ERRORS

Reply to the question "What are you doing?你做什么？ with "I like to write做." instead of the correct answer "I like to write做."  

### TESTS

Arrange the action FP's (green #33-39) in a pocket chart. Pick one FP and start chain question and answer with S1:

T: I like to write best. 我最喜歡寫字。

1. to S1:  What do you like to do best? 你做什么？
   S1: I like to read best. 我最喜歡讀書。

2. to S2:  What do you like to do best? 你做什么？
   S2: I like .... etc.

Continue around the class.
Directions
Review:
1. Display all the food FP's.
   Start chain question and answer with S1:
   
   to S1:
   Help. S1 pick an FP and reply if necessary.

   Have S1 ask S2 the same question.

   to S3
   Continue around the class.

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

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

   Siu Ming holds FP: "to do" and asks Siu Ying:
   Class repeats:
   Siu Ying picks an FP and answers:
   Class repeats.

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

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

Language Patterns
Review:
1. Chain question and answer
   T: I like orange juice best.
   I最喜欢橙汁（水）.

   : What do you like best?
   你最喜欢什么吗？

   S1: I like apple juice best.
   我最喜欢苹果汁（水）.

   : What do you like best?
   你最喜欢什么吗？

   S2: I like...
   : What...?
   etc.

Presentation
2. Model: (3), Echo: (2),
   T: to do
   0:

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

   Siu Ming: What do you like to do?
   你中意做乜啲呀?

   0: ______?

   Siu Ying: I like to read.
   我中意讀書.

   0: ______

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

   Siu Ming: What do you like to do best?
   你最中意做乜啲啲呀?

   0: ______?
LESSON 3

PROCEDURES

Directions
4. (cont.)
  Siu Ying picks an FP and replies:

  Class repeats

  Vary the action FP's

5. Start chain question and answer with $S_1$:

  $S_1$ to $S_1$

  $S_1$ to $S_2$

  $S_2$ to $S_3$

  Continue around the class.

Language Patterns
4. (cont.)
  Siu Ying: I like to read best.
  我最中意讀書.

  ○: ______

  etc.

5. Chain question and answer
  T: I like reading best.
  我最中意讀書.

  ○: What do you like to do best?
  你最中意做乜呀?

  $S_1$: I like writing best.
  我最中意寫字.

  ○: What do you...?
  你最中意...?

  $S_2$: I like...
  我中意...

  ○: What do you...?
  你最中意...?

  etc.
LESSON 4

MATERIALS NEEDED

<table>
<thead>
<tr>
<th>FP'S:</th>
<th>TEACHING POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dialog #1 (pink #175)</td>
<td>The format of this lesson is in dialogs. The vocabulary used are review vocabulary.</td>
</tr>
<tr>
<td>Dialog #2 (pink #176)</td>
<td>This new format (dialogs) for review lessons presents another way for students to use the vocabulary that they have already learned</td>
</tr>
<tr>
<td>Dialog #3 (pink #177)</td>
<td></td>
</tr>
</tbody>
</table>

LANGUAGE PATTERNS

Students will be able to master the dialogs of FP's: #175-177.

VOCABULARY

None

LIKELY ERRORS

None

TESTS

None
Directions

1. Introduce Dialog #1 with FP: #175:

Divide class into two groups, have Group 1 take the role of S1 and Group 2 take the role of S2. Reverse roles. Also have individual students volunteer to take the roles of S1 & S2.

2. Questions & Answers
   Holding FP: #175, ask students questions about the FP such as:

Language Patterns

1. Model: (2), Echo: (2), (2)
   T(S1): What do you want?
   你要也喝呀?
   ○: ____?
   T(S2): I want some paper.
   我要紙
   ○: ____
   T(S1): What color paper do you have?
   你要也喝色紙
   ○: ____?
   T(S2): Do you have any red paper?
   你有紅色紙呀?
   ○: ____?
   T(S1): Yes, how many (pieces) do you want?
   有你要幾(張)張呀?
   ○: ____?
   T(S2): Two. Thank you.
   兩張，唔該.
   ○: ____

2. Questions & Answers
   T: What does (S2) want?
   係要也喝呀?
   ○: (S2) wants some paper.
   係要紙
   T: What color paper does (S2) want?
   係要也喝色紙
   ○: (S2) wants some red paper.
   係要紅色紙
Directions
2. (Cont.)

3. Substitutions
a) Have students substitute other colors in dialog.

b) Have students change the number of pieces of paper requested in the dialog.

4. Introduce Dialog #2 with FP: #176:

Have ½ class take the role of S1 and the other ½, S2. Reverse roles. Have individual students take the roles of S1 & S2.

5. Questions & Answers
Holding FP: #176, ask students questions about the FP such as:

Language Patterns
2. (Cont.)

T: How many pieces of paper does (S2) want?

〇: (S2) wants two.

T(S1): What do you have that's good to drink?

〇: ______?

T(S2): (I have) orange juice, apple juice, and milk.

〇: ______?

T(S2): What would you like (to drink)?

〇: ______?

T(S1): Orange juice. Thank you.

〇: ______?

5. Questions & Answers

T: What does (S2) have to drink?

〇: (S2) has orange juice, apple juice, and milk.

T(S1): Orange juice. Thank you.
5. (Cont.)

6. Substitutions
Have students rework dialog, substituting food items such as:

7. Introduce Dialog #3 with FP: #177:

Have class take the role of S1 and the other T.
Reverse roles.
Have individual students take the roles of S1 & T.

8. Substitutions
Have students substitute other activities in the dialog, e.g.:
MATERIALS NEEDED

<table>
<thead>
<tr>
<th>FP's:</th>
<th>Teaching Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>to feel (green #203)</td>
<td>&quot;覺得&quot; and &quot;感覺&quot; can both be used for the verb &quot;to feel&quot;.</td>
</tr>
<tr>
<td>how (white #233)</td>
<td>Use the expression that is most natural to you, but also try to introduce the other form for recognition.</td>
</tr>
<tr>
<td>this way (white #234)</td>
<td></td>
</tr>
<tr>
<td>happy/unhappy (buff #241)</td>
<td></td>
</tr>
<tr>
<td>peppy/sleepy (buff #242)</td>
<td></td>
</tr>
<tr>
<td>tired/not tired (buff #243)</td>
<td></td>
</tr>
<tr>
<td>interested/bored (buff #244)</td>
<td></td>
</tr>
<tr>
<td>well/not well (buff #245)</td>
<td></td>
</tr>
<tr>
<td>worried/not worried (buff #246)</td>
<td></td>
</tr>
<tr>
<td>mad/not mad (buff #247)</td>
<td></td>
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</tbody>
</table>

LANGUAGE PATTERNS

Students will be able to ask:
How do you feel?
And they will be able to answer:
I feel happy.

VOCABULARY

<table>
<thead>
<tr>
<th>to feel</th>
<th>覺得, 覺覺</th>
</tr>
</thead>
<tbody>
<tr>
<td>how</td>
<td>怎樣</td>
</tr>
<tr>
<td>this way</td>
<td>這樣</td>
</tr>
<tr>
<td>happy/unhappy</td>
<td>快樂/唔快樂</td>
</tr>
<tr>
<td>peppy/sleepy</td>
<td>好精神/唔精神</td>
</tr>
<tr>
<td>tired/not tired</td>
<td>唔/唔痛</td>
</tr>
<tr>
<td>interested/bored</td>
<td>有興趣/唔有趣</td>
</tr>
<tr>
<td>well/not well</td>
<td>好好/唔舒服</td>
</tr>
<tr>
<td>worried/not worried</td>
<td>擔心/唔擔心</td>
</tr>
<tr>
<td>mad/not mad</td>
<td>唔歇/唔歇</td>
</tr>
</tbody>
</table>

LIKELY ERRORS

Confusion in the use of the vocabulary.

TESTS

Hold up FP's #241-247. Point to first FP and start chain question and answer with S1:
T: How do you feel -- happy or unhappy?
   你覺得怎樣 -- 好快樂/唔快樂呀?
S1: I feel happy.
   我覺得快樂.

Point to the next FP: peppy/sleepy, have S1 ask S2 accordingly.
S1: How do you feel -- peppy or sleepy?
   你覺得怎樣 -- 好精神/唔精神呀?
S2: I feel sleepy. To S3: How ...?
   我覺得嘅.
S3: I feel .... etc.
Continue around the class.
**PROCEDURES**

**Directions**

**Presentation:**
1. Introduce all the FP's one by one:

**Language Patterns**

**Presentation:**
1. Model: (2), Echo: ○ (2), ○
   - T: to feel 覺得, 感覺
   - ○: __
   - T: how 如何
   - ○: __
   - T: this way 如此
   - ○: __
   - T: happy/unhappy 快樂/唔快樂
   - ○: __
   - T: peppy/sleepy 好精神/暗弱
   - ○: __
   - T: tired/not tired 瘋/唔唔
   - ○: __
   - T: interested/bored 有興趣/咁無趣
   - ○: __
   - T: well/not well 好好/唔舒服
   - ○: __
   - T: worried/carefree 擔心/唔擔心
   - ○: __
   - T: mad/not mad 撒/Shame
   - ○: __

2. Put FP: how in a pocket chart. Also arrange the FP: this way with the rest of the FP's in the pocket chart.

Point to FP: how, model:

Have class repeat:
**PROCEDURES**

**Directions (cont.)**

2. Model question:
   (How, in this case means which way)
   Have class repeat the question.
   
   Point to FP: this way, model:
   Class repeat
   Point to FP: "happy", model reply:
   Class repeat
   Model next question:
   Class repeat
   Point to FP: "unhappy", model reply:
   Class repeat
   Substitute other FP's in the substitution slot. Continue modeling the questions and responses.

3. Hold up FP: happy/unhappy, model:
   Class repeat
   Model question
   Have class repeat the question to S₁:
   Help S₁ with reply:
   Pick another FP: peppy/sleepy, model:
   Class repeat
   Model question
   Have class repeat question to S₂:
   Continue around the class.

**Language Patterns (cont.)**

2. T: Which way (how) is happy?
   黑樣你快樂呀?
   ○: ______?
   T: this way. 甘樣.
   ○: ______
   T: This way is happy.
   甘樣你唔快樂.
   ○: ______.
   T: Which way (how) is unhappy?
   你覺得黑樣唔快樂呀?
   ○: ______?
   T: This way is unhappy.
   你覺得唔樣快樂。
   ○: ______.
   etc.

   T: happy/unhappy
   ○: 快樣/唔快樂
   T: How do you feel -- happy or unhappy?
   你覺得黑樣快樂定唔快樂呀?
   ○: S₁, how ...?
   S₁: I feel happy (unhappy).
   我覺得快樂(唔快樂).
   T: peppy/sleepy
   ○: 好精神/睡眠.
   T: How do you feel -- peppy or sleepy?
   你覺得黑樣好精神定唔睡覺呀?
   ○: S₂, how ...?
   S₂: I feel ....
   etc.
PROCEDURES

Directions
4. Point to an FP and start chain question and answer with S1.

Help S1 select an FP and answer accordingly.
S1 to S2
S2 to S3
Continue around the class.

Language Patterns
4. Chain question and answer
T: I feel peppy.
你覺得點樣呀?
S1: I feel ....
: How do you feel?
S2: I feel ....
: How do you feel?
: etc


LESSON 6

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

Charts:
#3, #8

TEACHING POINTS
The verb "to go" is "去" in Chinese. In English, we say "go home", "go to school", or "go to work". But in Chinese, for places that we go to habitually such as the above, we must change the verb to "to return返". The above expressions become "返校", "返家", or "返工" respectively.

The classifier 看 is necessary for buildings and rooms.

LANGUAGE PATTERNS
The students will be able to ask:
Where are you going?

Is this a school?

And they will answer:
I'm going to the classroom.

Yes/No, it's a bedroom.

VOCABULARY

to go 去

office 办公室, 公務室

to return 返(去) yard 操場

school 學校

home 屋企

classroom 課室

auditorium 禮堂

cafeteria 飯堂

kitchen 廚房

bedroom 訪房

classifier 看

LIKELY ERRORS
Use "去" where "返" should be used: 去屋企 → 返屋企.

TESTS
Put FP's #298-306 together. Show top FP and start chain question and answer with S1:
T: I'm going to the office.

Show next FP for S1 to formulate own answer, ask S1:
Where are you going?

S1: I'm going to

Change FP and have S1 ask S2:
Where are you going?

S2: I'm going to

Continue around the class.
Directions:  
Presentation: 
1. Introduce FP's:

<table>
<thead>
<tr>
<th>Language Patterns</th>
<th>Presentation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Model: (2), Echo: ○ (2), ○</td>
<td></td>
</tr>
<tr>
<td>T: classroom 紙室</td>
<td></td>
</tr>
<tr>
<td>○:</td>
<td></td>
</tr>
<tr>
<td>T: auditorium 禮堂</td>
<td></td>
</tr>
<tr>
<td>○:</td>
<td></td>
</tr>
<tr>
<td>T: cafeteria 飯堂</td>
<td></td>
</tr>
<tr>
<td>○:</td>
<td></td>
</tr>
<tr>
<td>T: office 辦公室, 公務室</td>
<td></td>
</tr>
<tr>
<td>○:</td>
<td></td>
</tr>
<tr>
<td>T: yard 操場</td>
<td></td>
</tr>
<tr>
<td>○:</td>
<td></td>
</tr>
<tr>
<td>T: park 公園</td>
<td></td>
</tr>
<tr>
<td>○:</td>
<td></td>
</tr>
<tr>
<td>T: zoo 動物園</td>
<td></td>
</tr>
<tr>
<td>○:</td>
<td></td>
</tr>
<tr>
<td>T: kitchen 廚房</td>
<td></td>
</tr>
<tr>
<td>○:</td>
<td></td>
</tr>
<tr>
<td>T: bedroom 舍房</td>
<td></td>
</tr>
<tr>
<td>○:</td>
<td></td>
</tr>
<tr>
<td>T: a kitchen 一間廚房</td>
<td></td>
</tr>
<tr>
<td>○:</td>
<td></td>
</tr>
<tr>
<td>T: a bedroom 一間臥房</td>
<td></td>
</tr>
<tr>
<td>○:</td>
<td></td>
</tr>
<tr>
<td>T: a house 一間屋</td>
<td></td>
</tr>
</tbody>
</table>

2. Use Chart #8 to introduce the classifier:
LESSON 6

PROCEDURES

Directions

3. Classifier drill.
   Group FP's: school, home, classroom, auditorium, cafeteria, office, kitchen, and bedroom with Chart #8. Point to an FP and model:
   Class repeats:
   Point to next FP, model:
   Class repeats:
   Continue with the rest of the FP's.

4. Classifier drill.
   Group FP's: yard, park, and zoo with Chart #3. Point to FP and model:
   Class repeat:

5. Introduce the FP: to go, model.

   Arrange FP's (#297-305) with the FP: to go. Model question and answer.

   Point to an FP

   Next FP:

   Continue substituting other FP's in the substitution slot.

Language Patterns

3. Model: (2), Echo: (2), (2),
   T: This is a school.

   呢個係學校。

   O:  

   T: This is a classroom.

   呢個係班房。

   O:  

   etc.

4. Model: (2), Echo: (2), (2),
   T: This is a yard.

   呢個係操場。

   O:  

   T: This is a park.

   呢個係公園。

   O:  

   T: This is a zoo.

   呢個係動物園。

   O:  

5. Model: (2), Echo: (2),
   T: to go

   O:  

   T: Where are you going?

   你去邊度(處)呀?

   O:  

   T: I'm going to the office.

   我去辦公室 (公務室).

   O:  

   T: I'm going to the cafeteria.

   我去飯堂。

   O:  

   etc.
Directions
6. Introduce the FP: to return, model:

Put FP's: school, and home with FP: to return, model:

7. Group FP's into 2 groups.
Group 1: to return, school, home
Group 2: to go, FP #298-306
Pick one FP from each group and model question.

Have class repeat question to S₁:
Help S₁ choose an FP. Make sure that S₁ uses the correct verb.

Repeat the question to each student individually substituting other FP's from Group 1 and Group 2.

Language Patterns
6. Model: (2), Echo: ○ (2), ○
   T: to return 返
   ○: ______
   T: I'm going home.
   ○: ______
   T: I'm going to school.
   我返學校.
   ○: ______

7. Model: (2), Echo: ○ (2), ○
   T: Are you going to school or to the park?
   你返學校或去公園呀?
   ○: S₁, are you ...?

   S₁: I'm going to school.
   我返學校.
   etc.
MATERIALS NEEDED

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

TEACHING POINTS

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

"你幾點鐘畫畫呀?"

There are twelve units (字) of five minutes each in an hour. However, "字" is often omitted as in "10:05十點半".

LANGUAGE PATTERNS

Students will be able to ask:
- What time is it? (你幾點鐘呀?)
- 9:00 (係九點鐘)
- 9:03 (係九點零三分)
- 9:05 (係九點零五分)
- 9:13 (係九點十三分)
- 9:30 (係九點半)
- 9:55 (係九點半)
- today (係今日)

And they will answer:
- It's 9:00 (係九點鐘)
- Yes/No, it's 9:03 (係九點零三分)
- I'll draw at 9:30 (我九點半畫)

Likely Errors

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

Tests

On a piece of paper, write an activity and time, e.g. "Draw--9:30". Give these to students. Teacher shows his/hers to class first and start chain question and answer.

T: I'm going to read at 9:30. (我九點半讀書)

Look at what S1 has (e.g. Draw--9:45) and ask question accordingly.

S1: when are you going to draw?

S1: I'm going to draw at 9:45. (我九點半畫)

Ask S1 to look at what S2 has on his/her paper (e.g. Color--9:03) then ask S2 when he/she is going to do that activity.

S1: S2, when are you going to color?

S2: I'm going to color at 9:03. (我九點零三分)

Continue around the class.

26 29
Directions
Review:
1. Hold up the action FP's (#33-39) and ask:

Presentation:
2. Introduce new FP's one by one:

3. "Time" drill. Hold up FP: what time, and alternate with a "time" FP.

Language Patterns
Review:
1. Substitution:
   T: What are you doing?
   你做(徤)也野呀?
   ○: I'm drawing.
   我畫(徤)畫等.

Presentation:
2. Model: (3), Echo: ○(2), ○
   T: today
   ○: ---
   T: what time
   ○: ---
   T: 9:00 九點(鐘)
   ○: ---
   T: 9:03 九點零三分(鐘)
   ○: ---
   T: 9:05 九點零五分(鐘)
   ○: ---
   T: 9:13 九點十三分(鐘)
   ○: ---
   T: 9:30 九點半
   ○: ---
   T: 9:55 九點五十五分(鐘)
   ○: ---
   3. Model: (3), Echo: ○(2), ○
   T: What time is it?
   (依)幾點鐘呀?
   ○: ---
   T: It's 9:00.
   (依)九點(鐘).
   ○: ---
   etc.
Directions
4. Hold up a "time" FP and ask:
Elicit both positive and negative responses:

5. Make a make-believe schedule for the day and introduce it to the class.

Language Patterns
4. Model: (3), Echo: (2), ○
   T: Is it 9:00?
   ○: ______?
   T: Yes/No, it's 9:05?
   T: Today, we're going to learn Chinese at ______?
   ○: ______?
   T: Today, we're going to write at ______?
   ○: ______?
   T: Today, we're going to copy at ______?
   ○: ______?
   T: Today, we're going to draw at ______?
   ○: ______?
   T: Today, we're going to color at ______?
   ○: ______?
   T: Today, we're going to the yard at ______?
   ○: ______?

esson 7.
Directions (cont.)

6. Let students review the schedule with each other.

7. If manual clocks are available, more drills on time.

Language Patterns (cont.)

5. T: Today, we're going home at

6. Chain question and answer

S1: Today we'll study Chinese at

S2: Today we'll write at

S3: Today...

etc.

S4: When ...?

7. "Time" drills

T: What time is it?

O: It's

etc.
## Materials Needed

<table>
<thead>
<tr>
<th>FP's:</th>
<th></th>
<th>Review lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dialog #4 (pink #178)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dialog #5 (pink #179)</td>
<td></td>
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</tr>
</tbody>
</table>

## Teaching Points

### Language Patterns

Students will be able to master the dialogs of FP's: #178 & 179.

### Vocabulary

None

## Likely Errors

None

## Tests

None
Directions
1. Introduce Dialog #4 with FP #178:

Language Patterns
1. Model: (2), Echo:

   T(S1): Hello, what are you doing today?
   ○: ?
   T(S2): I'm not doing anything today.
       我今日有野做。
   ○: ___.
   T(S1): Would you like to go to the zoo with me?
       你中唔中意同我去動物園呀?
   ○: ?
   T(S2): Yes. What time are we going? (我地)幾點鐘去呀?
       ○: ___.
   T(S1): Ten o'clock, all right?
       十點鐘好嗎?
       ○: ___.
   T(S2): Fine. See you at ten.

2. Questions & Answers
   Hold up FP #178 and ask related questions such as:

   T: Where are they (S1 & S2) going?
       (我地)去邊度(處)呀?
       ○: They're going to the zoo.
       (我地)去動物園。
   T: What time are they going?
       (我地)幾點鐘去呀?
       ○: They're going at ten.

Divide class into 2 groups.
Have Group 1 take the role of S1 and Group 2 take the role of S2.
Reverse roles.
Ask for volunteers to take the roles of S1 and S2.

2. Questions & Answers.
   T: Where are they (S1 & S2) going?
       (我地)去邊度(處)呀?
       ○: They're going to the zoo.
       (我地)去動物園。
   T: What time are they going?
       (我地)幾點鐘去呀?
       ○: They're going at ten.
       (我地)十點鐘去。
Directions
3. Substitutions
   Change the dialog by substitute:
   a) different places for the zoo and,
   b) different times for ten o'clock.

4. Introduce Dialog #5 with FP #179:

Language Patterns
3. Substitutions
   S1: Hello,....
   S2: I'm not....
   S1: Would you like to go to the park with me?
   S2: Yes, what time....?
   S1: Twelve o'clock, all right?
   S2: Fine, see you at twelve.

4. Model:(2), Echo: ○(2), ○ ○, ○
   T(T): Good morning, Siu Ming.
   How do you feel today?
   早晨, 小明, 你今日覺得點樣呀?
   ○: ___
   ___?
   T(Siu Ming): Good morning. I feel very happy.
   早晨, 我覺得好快樂。
   ○: ___
   T(T): Good. Good morning, Siu Ying. How do you feel today?
   好, 早晨小英, 你今日覺得點樣呀?
   ○: ___
   ___?
   T(Siu Ying): 'Good morning. I feel peepy.
   早晨, 我覺得好精神。
   ○: ___
   ___?
Divide class into four groups. Have each group take the role of one of these: T, Siu Ming, Siu Ying, and Siu Fong. Ask for volunteers to take the roles of the above.

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

4. (Cont.)

Language Patterns

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

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

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

T(T, Siu Ming, Siu Ying): Goodbye.

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

○: Siu Ming (feel happy).

T: Who's feeling peppy?

○: Siu Ying (feels peppy).
Directions (Cont.)
5.

Language Patterns (Cont.)
5.

T: Who's not feeling well?

Q: Siu Fong (doesn't feel well).

T: Where's Siu Fong going?

Q: She's going home.
### MATERIALS NEEDED

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

### TEACHING POINTS

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

### LANGUAGE PATTERNS

**Students will be able to ask:**

What is it? (你) 也*叫* 吗?

What do you like best—bread, cooked rice, or wheat noodles?

你最中*意* 也*叫*—面包, 炒饭, 麵包呀?

And they will answer:

It's bread. (你) 麵包。

I like wheat noodles best.

我最中*意*面。

### VOCABULARY

- butter 牛油
- sandwich 三明治
- eggs 蛋
- cooked rice 饭
- rice noodles 粉
- wheat noodles 麵
- bread 麵包
- tomatoes 番茄
- potatoes 薯仔
- peas 芹
- lettuce 生菜
- cucumber 黄瓜, 青瓜
- corn 糯米
- carrots 紅蘿蔔
- celery 香芹, 芹菜

### LIKELY ERRORS

Confusion in vocabulary.
Arrange FP's on a ledge. Pick one FP and start chain question and answer with S₁:
  T: I like cucumber. What do you like? (我喜欢黄瓜。你喜欢什么?)
  S₁: I like tomatoes. (我喜欢西红柿。)
Let S₁ answer and address his/her question to S₂:
  S₁: I like tomatoes. What do you like?
  S₂: I like... What...?
  S₃: I... etc.
Continue around the class.
Directions
Presentation:
1. Introduce PP's one by one.

Language Patterns
Presentation
1. Model: (2), Echo: (3),
   T: butter 牛油
     ○: —
   T: sandwich 三明治
     ○: —
   T: eggs 蛋
     ○: —
   T: cooked rice 饭
     ○: —
   T: rice noodles 粉
     ○: —
   T: wheat noodles 面
     ○: —
   T: bread 麵包
     ○: —
   T: tomatoes 番茄
     ○: —
   T: potatoes 蔬仔
     ○: —
   T: peas 菜
     ○: —
   T: lettuce 生菜
     ○: —
   T: cucumber 黄瓜, 清瓜
     ○: —
   T: corn 糯米
     ○: —
   T: carrots 紅蘿蔔
     ○: —
**LESSON 9**

**PROCEDURES**

<table>
<thead>
<tr>
<th>Directions</th>
<th>Language Patterns</th>
</tr>
</thead>
</table>
| 2. Divide the class into 2 groups, 1 & 2. Give each group ½ of the FP's. Have each group hold up own FP's. Let Group 1 show its top FP to Group 2 and ask: | 1. (Cont.)
| | T: celery 香芹, 芹菜 |
| | ○: — | 2. Question & Answer: (1) (1) |
| | | 1: What is it? (係)也啞呀? |
| | | 1: It's wheat noodles. (係)麪. |
| | | 1: What is it? (係)也啞呀? |
| | | 1: It's cooked rice. (係)飯. |
| | | etc. |
| 3. Keeping the two groups, ask each group to choose 2 sets of 3 FP's each. Have Group 1 show its first set of 3 FP's to Group 2 asking: | 3. Question & Answer: (1) (1) |
| | | 1: What are these? (呢啲)係也啞呀? |
| | | 1: Those are wheat noodles, bread, and cooked rice. (呢啲)係麪, 麵包, 同飯. |
| | | 1: What are these? (呢啲)係也啞呀? |
| | | 1: Those are ____, ____, and, ____. (呢啲)係 _______ etc. |

Continue to alternate the questioning and answering by Groups 1 & 2 until both groups have gone through all their FP's at least once.

Regroup FP's if more practice is necessary.

Continue the same way with the second set of FP's.


Directions
4. Hold up three FP's and model question:

Have class address the question to S₁:
Help S₁ with answer if necessary.
Hold up another 3 FP's and model question again:

Have class address the question to S₂:

Continue around the class.

5. Pick an FP and start chain question & answer with S₁:

Language Patterns
4. Model: (2), Echo: (2), ☐
   T: What do you like best--corn, peas, or lettuce?
   你最中意 野--粟米,粟, 定生菜呀?
   ☐: ______?

   S₁: I like corn best.
   我最中意粟米.
   T: What do you like best--lettuce, carrots, or celery?
   你最中意野--生菜, 紅蘿蔔, 定香芹 (芹菜) 呀?
   ☐: ______?

   S₂: I like lettuce best.
   我最中意生菜.
   etc.

5. Chain question & answer
   T: I like wheat noodles best.
   你呢?
   S₁: I like bread best.
   你呢?

   S₂: I ....
   etc.
MATERIALS NEEDED

FP's:
to cook (green #206)
to boil (green #207)
to broil (green #208)
to sautee (green #209)
to panfry (green #210)
to bake (roast) (green #211)
chicken (orange #313)
pork (orange #314)
lamb (orange #315)
ham (orange #316)
beef (orange #317)

FP's from Lesson 9.

TEACHING POINTS

"To cook" is the general term covering all the different ways of cooking. The other cooking terms specify how the cooking is being done, i.e. boiled, broiled, etc.

LANGUAGE PATTERNS

Students will be able to ask:
What do you want?
你要吃野呀?
What are you roasting?
你燴(?)也野呀?
And they will answer:
I want the baked ham.
我要燴火腿。
I'm roasting the beef.
我燴(?)牛肉。

VOCABULARY

to cook 煮
to boil 燉
to broil 燜
to sautee 炒
to panfry 煎
to bake 焗
chicken 雞
pork 豬肉
lamb 羊肉
ham 火腿
beef 牛肉

LIKELY ERRORS

Confusion in vocabulary.

TESTS

Place the FP's: to boil, broil, sautee, panfry, and bake in an upper pocket chart pocket.
Place the FP's: pork, lamb, ham, beef, and chicken in a lower pocket chart pocket.
Point to an FP from each group and start chain question and answer with $S_1$:
T: I like roast pork. What do you like?
    我中意焗豬肉. 你中意也野呀?
$S_1$: I like ___. What ...? Continue around the class.

43
Directions

Review:
1. Hold up the FP's from Lesson 9 and ask S₁:

Give S₁ the requested FP:

To S₂:

Give S₂ the requested FP:

Continue around the class until every student has an FP

Start chain question & answer with S₁:

To S₁:

To S₂:

Continue around the class.

Presentation:
2. Introduce the new FP's one by one:

Language Patterns

Review:
1. Chain question & answer

T: What do you want?

你要也哩嘅呀?

S₁: I want the butter.

T: 唔該。

我要牛油。

Thank you.

S₂: I want the eggs.

T: 你要乜啲野呀?

I have the cooked rice.

S₂: I want the eggs.

T: 唔該。

我有飯。

What do you have?

S₁: I have the butter.

T: What do you have?

S₁: I have the butter.

T: 唔該。

你有乜啲野呀?

S₂: I....

etc.

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

T: to cook 烹

○: —

T: to boil 烚

○: —

T: to broil 燒

○: —

T: to sauté 炒

○: —

T: to pan fry 前

○: —
Directions

2. (Cont.)

3. Asking questions with the word: 有.
Place the FP: to cook on a ledge. Place FP: pork next to it. Model question:

Have class repeat the question
Hold up FP: to boil. Model:
Have class repeat the response
Model question again:

Class repeats:
Hold up FP: to broil. Model:
Class repeats:
Continue the same way with FP's: sautee, panfry, & bake.
Repeat the above procedure with FP's: chicken, lamb, ham, and beef.

Language Patterns

2. (Cont.)

T: to bake (roast)焗

○: ___
T: pork 豬肉

○: ___
T: lamb 羊肉

○: ___
T: ham 火腿

○: ___
T: beef 牛肉

○: ___
T: chicken 雞(肉)

3. Model: (2), Echo: (2); ○

T: How is the pork being cooked?
有肉點樣煮呀?
○: ___?
T: Boiled (pork). 保(豬肉).
○: ___.
T: How is the pork being cooked?
有肉點樣煮呀?
○: ___?
T: Broiled (pork). 燒(豬肉).
○: ___.

etc.
PROCEDURES

Directions
4. Arrange the FP's: pork, lamb, ham, beef, and chicken on a ledge or in a pocket chart. Put FP's: to boil, broil, sauté, panfry, and bake in a stack and hold them up. Show top FP: to boil. Address question to S1:

Have class repeat question to S1:

Let S1 choose his/her response

Show next FP: to broil. Address question to S2:

Let S2 choose his/her response

Continue the same way around the class.

LESSON 10

Language Patterns
4. Model: (2), Echo: ☐ (2), ☐

T: What do you want boiled?
S1: I want the ham boiled.

T: What do you want broiled?
S2: I want the beef broiled.

etc.
LESSON 11

MATERIALS NEEDED

<table>
<thead>
<tr>
<th>FP's:</th>
<th>Teaching Points</th>
</tr>
</thead>
</table>
| salty/sweet (buff #248) | Taste words, such as salty, sweet, and fresh etc., serve both as verbs and adjectives, e.g. "The beef is fresh 牛肉新鲜." 
| tasty/tasteless (buff #249) | The fresh beef 新鲜牛肉. The use of the verb "to be" show emphasis, e.g. "The beef is fresh 牛肉新鲜."  |
| tough/tender (buff #250) |  |
| fresh/stale (buff #251) |  |
| crisp/soft (buff #252) |  |
| FP's: #65-69 |  |
| #306-325 |  |

TEACHING POINTS

LANGUAGE PATTERNS

Students will be able to ask:
- How's the beef today?
- Is the beef tough?
- The beef is very fresh today.
- Yes/No, it's very tender.

And they will answer:
- The beef is very fresh today.
- Yes/No, it's very tender.

VOCABULARY

| salty/ sweet | 腐/甜 |
| tasty/tasteless | 好味/无味(道) |
| tough/tender | 韧/软 |
| fresh/ stale (old) | 新鲜/不新鲜 |
| crisp/ soft | 爽/脆/硬/软 |

LIKELY ERRORS

Confusion in vocabulary.

TESTS

Place the FP's: #65-69, #306-325 in a pocket chart. Hold up FP's: #248-252. Point to the portion of the FP: fresh and start chain question and answer with S1:
- T: What is fresh?
- 蝦/野新鲜呀?

Let S1 pick an FP from pocket chart and answers accordingly.
- S1: The eggs are fresh.
- 帝新鲜.

Point to another FP: sweet & have S1 ask S1 the question accordingly:
- S1: What is sweet?
- 蝦/野甜呀?

S2 picks an FP from pocket for answer:
- S2: Apple is sweet.
- 菠果甜.

To S3
- S2: What...? etc.

Continue around the class.
PROCEDURES

Directions
Review:
1. Use the food FP's: #306-25) for review. Show the first FP and start chain question and answer with S1.
Point to the next FP, ask S1:

Point to the next FP for S1 to ask S2:

Continue around the class.

Presentation
2. Introduce the new FP: salty/sweet

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

Language Patterns
Review:
1. Chain question & answer:
   T: Butter is good.
   牛油好食。
   S1: What is good to eat?
   乜嘢好食呀?
   S1: Sandwich is good.
   三文治好食。
   S2: What is good to eat?
   乜嘢好食呀?
   S2: Eggs ....
   etc.

Presentation
2. Model: (2), Echo:〇(2), ⊗
   T: salty
   鹽
   S2:____
   T: sweet
   甜
   S2:____

3. Model: (2), Echo:〇(2), ⊗
   T: Is butter salty or sweet?
   牛油係鹹定甜呀?
   O: ____?
   T: Butter is salty.
   牛油係鹹。
   O:____
   T: Is ham salty or sweet?
   火腿係鹹定甜呀?
   O:____
   T: Ham is salty.
   火腿係鹹。
   O:____
   T: Is candy salty or sweet?
   糖係鹹定甜呀?
   O:____
Directions
3. (Cont.)

Continue with the sweet items.

Vary the procedure to alternate salty & sweet items. Can add more salty items such as: 炒粉, 炒麵.

Food that make a crunchy noise when eaten: carrots, celery, cucumber, & lettuce

Soft: tomatoes, peas, bread, rice, rice noodles, wheat noodles, potatoes, & butter

Repeat the procedure for Step 3.

5. Contrasting tender/tough.
Use the meat FP's for modeling:

Language Patterns
3. (Cont.)

T: Candy is sweet.
○: 糖 (係) 甜.
etc.

4. Model: (2), Echo: ○ (2), ○
T: Are carrots crispy or soft?
○: 紅蘿蔔 (係) 脆 (爽) 定 粉 (軟) 呀?

T: Carrots are crispy.
○: ____________.

T: Are tomatoes crispy or soft?
○: ____________?
etc.

5. Model: (2), Echo: ○ (2), ○
T: The beef is tender, delicious.
○: ____________.

T: The beef is tough, not good to eat.
○: ____________.

T: The lamb is tender, delicious.
○: ____________.

T: The lamb is tough, not good to eat.
○: ____________
etc.
Directions
6. Contrasting fresh/stale and tasty/tasteless.
   Model with all food FP's:

Language Patterns
6. Model: (2), Echo: 0(2), 0
   T: The bread is fresh, delicious.
     麵包新鮮,好味(道).
     機: ______.
   T: The bread is stale, not good to eat.
     麵包唔新鮮,冇味(道).
     機: ______.
   T: The chicken is fresh, delicious.
     雞新鮮,好味(道).
     機: ______.
   T: The chicken is not fresh, not good to eat.
     雞唔新鮮,冇味(道).
     機: ______.
   etc.
# LESSON 12

## MATERIALS NEEDED

<table>
<thead>
<tr>
<th>FP's:</th>
<th>TEACHING POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dialog #6 (pink #180)</td>
<td>Review lesson</td>
</tr>
<tr>
<td>Dialog #7 (pink #181)</td>
<td></td>
</tr>
<tr>
<td>Dialog #8 (pink #182)</td>
<td></td>
</tr>
</tbody>
</table>

## LANGUAGE PATTERNS

- Students will be able to master the dialogs of FP's #180-182.

## VOCABULARY

- None

## LIKELY ERRORS

- None

## TESTS

- None
Directions

1. Introduce Dialog #6 with FP #180.

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

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

3. Introduce Dialog #7 with FP #181.

Language Patterns

1. Model: (2), Echo: ○ (2), ○
   T(Waiter): What would you like? (What do you want?)
   ○: ___?
   T(Customer): What's good here? 善度(處)有也野好食呀?
   ○: ___?
   T(W): The tomato beef noodles is good here.
   我(就)要番茄牛肉炒麵好食。
   ○: ___
   T(C): I'll have some tomato beef noodles (then).
   我(就)要番茄牛肉炒麵(Then).
   ○: ___

2. Substitutions
   W: What would you like?
   C: What's good here?
   W: The BBQ pork rice noodles is good here.
   C: I'll have some BBQ pork rice noodles (then).

3. Model: (2), Echo: ○ (2), ○
   T(A): What shall we eat today?
   我哋今日食乜野好呢?
   ○: ___?
   T(B): What do we have?
   我哋有乜野呀?
   ○: ___?
Directions
3. (Cont.)

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

Language Patterns
3. (Cont.)

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

○：

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

○：

T(A): I like roast chicken. 仲意焗雞。

○：

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

○：

T(A): Fine. 好。

○：

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

etc.
Directions
5. Introduce Dislog #8 with FP #182.

Language Patterns
5. Model: (2), Echo: 〇 (2), 〇 〇, 〇
T (Butcher): What would you like today?
你今日要乜嘢呀?
〇: ___?
T (Customer): Is the pork fresh?
猪肉新唔新鮮呀?
〇: ___?
T (B): Yes, very, and tender too. 好新鮮又好軟.
〇: ___.
T (C): I'll take some pork. 我要啲豬肉。
〇: ___.
T (B): How about some eggs? 你又唔要雞蛋嘅呀?
〇: ___?
T (C): That's all. No eggs today. 「咁多喇。今日唔要雞蛋.」
〇: ___.
T (B): Thank you. Good bye. 多謝。再見。
〇: ___.
T (C): Thank you. Good bye. 唔該。再見。
〇: ___.

6. Questions & answers
Hold up FP #182 and ask related questions such as:
T: Does she (Customer) want any beef?
佢要唔要牛肉呀?
〇: No, she wants some pork.
唔要，佢要豬肉。
T: How's the pork?
豬肉點樣呀?
〇: The pork's fresh and tender. 豬肉又新鮮又軟。
7. Substitutions

Put FP's: 248-252 in pocket chart.
Put FP's: 313-317 in another section of pocket chart.
Let students use FP's to make substitutions in dialog. e.g.

**Butcher:** What would you like today?

**Customer:** Is the beef tender?

**B:** Yes, and very tasty.

**C:** I'll take some beef.

**B:** Thank you.

**C:** Thank you.
### MATERIALS NEEDED

FP's:
- to get up (green #215)
- to sleep (green #216)
- breakfast (orange #327)
- lunch (orange #328)
- supper (orange #329)

Food FP's: #306-325
Time FP's: #272-277

### TEACHING POINTS

The position of the expressions: breakfast, lunch, and supper.
depends on the function of these expressions in a sentence.

Ex. 1: "What do you eat for breakfast? 吃早餐時有多少?”
As part of a prepositional phrase, "早餐" follows the subject but before the verb.
Ex. 2: "What time do you eat breakfast? 你幾點吃早餐呀?"
As the object of "to eat" "早餐" follows the verb.

### LANGUAGE PATTERNS

Students will be able to ask:
- What time do you get up?
- What do you eat for breakfast?
- And they will answer:
- I get up at 7:00
- I have bread and butter for breakfast.

### VOCABULARY

to get up 起身
to sleep 睡覺
breakfast 早餐
lunch 午餐
supper 晚餐

### LIKELY ERRORS

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

### TESTS

Use FP’s; to get up, sleep, breakfast, lunch, and supper as cues.  
start chain conversation with S₁:

T: I get up at 7:00. 我七點鐘起身。

Look at the next FP and ask S₁ accordingly:

- What time do you eat breakfast? 你幾點吃早餐呀?

S₁: I eat breakfast at 7:30. 我七點半食早餐。

Show S₁ the next FP and have him/her ask S₂ accordingly:

What time ...?

etc. Continue around the class.
Directions
Review:
1. Let each student take a food FP. Start chain conversation with S1. (The verb to eat is understood with food items.)

Continue around the class.

Presentation
2. Introduce FP's one at a time.

3. With cardboard and brass fasteners fashion a clock for students to manipulate.
   Hold up the FP: to get up and set the clock to 6:30
   Turn to S1 and ask:
   Have class repeat the question to S1
   Let S1 set the clock and answer accordingly.
   Show the next FP: to sleep, model:
   Have class repeat question to S2:

Language Patterns
Review:
1. Chain conversation
   T: I have apple (to eat).
   我有苹果。
   What do you have (to eat)?
   你有也野食呀?
   S1: I have orange (to eat).
   我有橙子。
   What do you have (to eat)?
   你有也野食呀?
   S2: etc.

Presentation
2. Model: (2), Echo: ○(2), ○
   T: to get up
   ○:
   T: to sleep
   ○:
   T: breakfast
   ○:
   T: lunch
   ○:
   T: supper
   ○:

3. Model: (2), Echo: ○(2), ○
   T: I get up at 6:30.
   我六點半起身。
   What time do you get up?
   你幾點鐘起身呀?
   ○:
   S1: I get up at 7:00.
   我七點起身。
   T: What time do you go to sleep?
   你幾點鐘睡覺呀?
   ○:
Directions

3. (Cont.)
Let S₂ set the clock and answer:

Show FP: breakfast

Have class repeat question to S₃:
Let S₃ set the clock and answer:
Continue around the class.

4. Arrange all the food items on a ledge or in pocket chart.
Hold up FP's: breakfast, lunch and supper.
Show FP: breakfast. Ask S₁:

Have class repeat question to S₁

Help S₁ with answer if necessary

Change FP and continue around the class.

Language Patterns

3. (Cont.)
S₂: I go to sleep at ___.
T: What time do you eat breakfast?

S₃: I eat breakfast at ___.

4. Question & Answer

T: S₁, what do you eat for breakfast?

S₁: I eat bread with butter for breakfast.
MATERIALS NEEDED

FP's:
- to want (green #31)
- eating (green #40)
- drinking (green #41)
- to get up (green #215)
- to sleep (green #216)
- what time (white #235)

Food FP's:
- breakfast (orange #327)
- lunch (orange #328)
- supper (orange #329)

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

LESSON 14

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

LANGUAGE PATTERNS
The students will be able to ask:
- What do you want to eat for supper?
- What time do you want to eat supper?
And they will answer:
- I want (to eat) beef, tomatoes, and potatoes for supper.
- I want (to eat) supper at 6:00.

VOCABULARY
None

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

TESTS
Show the FP: to sleep. Start chain conversation with S1:
T: I have to go to sleep at 9:30. What about you?
S1: 我八點鐘要睡覺。
To S2:
What about you?
S2: 你呢？
To S3:
What ...?
etc.
Continue around the class.
PROCEDURES

Language Patterns

LESSON 14

**Directions**

**Review:**
1. Hold up FP's: #65-69, and #306-326. Start chain question and answer with S₁:

   To S₂:

   Continue around the class.

**Presentation**

2. Put the FP's: to want and to drink on a ledge.
   Separate the food FP's into "solids" and "liquids". Put the "solids" aside for later use.
   Point to the FP's: to want and to drink. Model question

   Point to an FP. Model:

   Cue class with next FP.

   Make sure that students say the complete sentence.
   Continue with the rest of the FP's.

3. Replace the FP: to drink with the FP: to eat.
   Hold up the "solid" FP's.
   Point to FP's: to want & eat, model:

**Language Patterns**

**Review:**
1. Chain question and answer

   T: I want milk.
   我要牛奶。
   What do you want?
   你想要什麼?
   S₁: I want bread.
   我要麵包。
   What do you want?
   你想要什麼?
   S₂: I want....
   
   etc.

**Presentation**

2. Model: (2), Echo: ○ (2), ○

   T: What do you want to drink?
   你要飲也喎呀?
   ○: ____?
   T: I want to drink apple juice.
   我要飲蘋果汁(水)。
   ○: ____.
   T: orange juice
   橙(水)。
   ○: I want to drink orange juice
   我要飲橙汁(水)。
   etc.

3. Model: (2), Echo: ○ (2), ○

   T: What do you want to eat?
   你要食也喎呀?
   ○: ____?
Directions
3. (Cont.)
Point to an FP, model:

Using the 'solid' FP's, repeat Step 2.

4. Arrange FP's: breakfast, to want, and eat in the above order on a ledge. Put food FP's in pocket chart. Point to the FP's on the ledge and ask $S_1$:

Have class repeat question to $S_1$:
Let $S_1$ choose an FP or two and help $S_1$ with answer.

Have class repeat $S_1$'s answer:
Continue around the class.

5. Repeat Step 4 while replacing the FP: breakfast with the FP: lunch.

Continue around the class.

6. Repeat Step 5 while substituting the FP: supper for the FP: lunch.

Continue around the class.

Language Patterns
3. (Cont.)
T: I want to eat a sandwich.
我要食三文治。

O: 

etc.

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

T: What do you want to eat for breakfast?
你早餐要食乜野呀?

O: 

etc.

S_1: I want to eat bread for breakfast.
我早餐要食麵包。

O: 

etc.

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

T: What do you want to eat for lunch?
你要食(午餐)要食乜野呀?

O: 

etc.

S_1: I want to eat a sandwich for lunch.
我毆食(午餐)要食三文治。

O: 

etc.

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

T: What do you want to eat for supper?
你晚餐(晚飯)要食乜野呀?

O: 

etc.

S_1: I want to eat beef for supper.
我晚餐(晚飯)要食牛肉。

O: 

etc.
Directions

1. Arrange FP's: what time, to want, to eat, and supper for question. Model:

Vary the time for more practice.

Repeat the same procedure replacing the FP: supper in question with the FP's: breakfast, lunch.

2. Use FP's: what time, to want and to get up to form a question. Start chain question and answer with S₁.

To S₂:

Continue around the class.

Replace the FP: to get up in the question with FP: sleep. Repeat the same procedure.

To S₁:

Continue around the class.

Language Patterns

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

T: What time do you want to eat supper?

你幾點鐘要吃晚餐(晚餐呀?)

O: ______?

T: I want to eat supper at 6:30.

我六點半要吃晚餐(晚餐)

O: ______.

etc.

8. Chain question and answer

T: I have (want) to get up at 6:30.

我六點半要起身.

What time do you have (want) to get up?

你幾點点钟要起身呀?

S₁: I have (want) to get up at 7:00.

我七點鐘要起身.

What time...?

etc.

To S₁:

What time do you have (want) to go sleep at 10:30.

你幾點半要睡覺呀?

S₁: I have (want)....

etc.
Directions
1. Introduce Dialog #9 with FP #183.

Divide class into 2 groups. Have half class take the role of Child and the other half, the Mother. Reverse roles. Have individual students take the roles of the mother & child.

2. Questions & answers
Hold up FP #183 and ask related questions such as:

Language Patterns
1. Model: (2), Echo: 〇 (2) 〇 〇 〇 〇
   T(Child): Mom, I'm going to the park (to play).
   母亲,我去公園
   〇 : 〇 〇 〇 〇 (音反).

   T(Mother): Come home for lunch at eleven.
   (你)十一點鐘要返
   〇: 〇 嗯食晏畫(午餐).

   T(C): How come so early?
   點解要禁早食呀?
   〇: 〇

   T(M): Little sister and I have to go out at twelve.
   我同妹妹十二點鐘要
   去街.你同我 去嗎?
   〇: 〇

   T(C): No. After lunch, I'll go back to the park (to play).
   再返去公園玩 (音反).

   T: Where's he (Child) going?
   去邊度 (處) 呀?
   〇: He's going to the park (to play).
   佢去公園玩 (音反).

   T: What time does he have to come home for lunch?
   佢幾點鐘要返屋企食晏畫 (午餐) 呀?
   〇: Eleven o'clock.
   十一點鐘.

   T: Why is lunch so early?
   點解要禁早食晏畫 (午餐) 呀?
### MATERIALS NEEDED

<table>
<thead>
<tr>
<th>FP's:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dialog #9 (pink #183)</td>
</tr>
<tr>
<td>Dialog #10 (pink #184)</td>
</tr>
</tbody>
</table>

### TEACHING POINTS

- Review lesson

### LANGUAGE PATTERNS

Students will master the dialogs of FP's: #183 & 184.

### VOCABULARY

- None

### LIKELY ERRORS

None.

### TESTS

None
Directions

2. (Cont.)

3. Substitutions
Change the dialog by putting in substitutions such as:

4. Introduce Dialog #10 with FP #184.

Language Patterns

2. (Cont.)

○: Mother and Little Sister are going out at twelve.

T: Does he (Child) want to go too?

○: No.

Child: Mom, I'm going to Siu Ming's house (to play).

Mother: Come home for supper by six o'clock.

○: ?

T(Customer): Very tender and a good flavor.

T(Waiter): How about your broiled lamb?

○: ?

T(Customer): The lamb also tastes good, a little tough though.

T(Waiter): I'm sorry about that.

Have individual students take the roles of Customer A & Customer B. The rest of the class can be the Waiter.
Directions
5. Questions & answers
Hold up FP #184 and ask related questions such as:

6. Substitutions
Let students choose other food items and substitute them into the dialog such as:

Language Patterns
5. Questions & answers

T: What is tough?

The lamb is tough.

What tastes good?

The beef & lamb both taste good.

T: What's tender?

The beef is tender.

T: How does the Waiter say "I'm sorry"?

Substitutions
Waiter: How's your broiled chicken?

Customer A: Pretty good.

Waiter: How's your ham?

Customer B: Pretty good. A little salty.

Waiter: I'm sorry about that.
MATERIALS NEEDED

FP's:
past tense (green #213)
eating (green #40)
breakfast (orange #327)
lunch (orange #328)
supper (orange #329)
food FP's: #306-325

Puppets

TEACHING POINTS

Generally speaking, tense words may be omitted in Chinese because it's usually pretty clear from the context when the action occurred. However, tense words are used for the purpose of precision or emphasis (as in the use of "doing" or "-ing"). "have" is the spoken form used to indicate past tense. It's used in auxiliary function expressing action or state as completed, finished, or concluded before or at the time of speaking, e.g. "I have eaten.

"未" is an adverb meaning "not; not yet". 1. It's the negative word used in +/- (yes/no) questions involving past tense verbs. e.g. "Have you eaten breakfast yet?" 你食咗早餐未呀? 2. "未" is after the verb or after the direct object if the verb takes one. 2. "未" is used in the negative to the yes/no answer to the above question. "Yes/No, (not yet). 食咗/未食".

LANGUAGE PATTERNS

The students will be able to ask:
What did you eat?
你食咗点呀?
Have you eaten the corn yet?
你食咗粟米未呀?
And they will answer:
I ate the apple.
我食咗蘋果.
Yes/ No.
食咗/未食.

VOCABULARY

past tense "have"

LIKELY ERRORS

Wrong language patterns for "Have you eaten the corn yet?"
你食咗唔食粟米未呀? 你食咗粟米未呀?
Wrong structure for "No (not yet)"
唔食咗→未食
Use the FP's: breakfast, lunch, and supper as cues. Start a chain question and answer with S1. Point to first FP: breakfast, ask S1:

T: Have you had breakfast today?

S1: Yes, (I ate breakfast already today).

Show S1 the next FP: lunch. Have S1 ask S2:

S1: Have you had lunch today?

S2: Yes/No.

Show S2 the next FP: supper. Have S2 ask S3:

S2: Have you had supper today?

S3: No, (not yet).

Continue around the class.
LESSON 16

PROCEDURES

Directions
Review:
1. Put all the food FP's on a ledge to let students choose.

Have S1 choose an FP, replies:

Have S1 ask S2 the same question:

S2 chooses an FP and replies:

Continue around the class until everyone's had a chance to participate.

Presentation:
2. Use puppets to introduce new structures:

3. Put all the FP's on a ledge and let students choose one and put it behind. Start chain question & answer with S1:

S1 answers accordingly:

Have S1 ask S2:

Continue around the class.

Language Patterns
Review:
1. Questions & Answers

T: S1, what do you like(to eat)?
—_—__, 你中意食乜嘢呀?
S1: I like(to eat) the apple.
我中意食蘋果.
—_—__, what do you like(to eat)?
—_—__, 你中意食乜嘢呀?
S2: I like ....
etc.

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

Siu Ying: What did you eat?
你食咗啲啲呀?

: _____?

Siu Ming: I ate the apple.
我食咗蘋果.

What about you?

: _____?

Siu Ying ate the orange.

: _____.

3. Chain question & answer

T: S1, what did you eat?
—_—__, 你食咗啲啲呀?
S1: I ate the candy.
我食咗糖.
—_—__, S2, what did you eat?
—_—__, 你食咗啲啲呀?
S2: I ate the apple.
我食咗蘋果.
etc.
Directions
4. Use puppets to introduce new structures. Place the FP's: apple and orange in front of the puppets.

Siu Ming turns the FP: apple face down to signify "eaten":

5. Give each student an FP to hold up. Start chain question and answer with S1:

Help S1 with answer: "No":

Have S1 look at S2's FP and ask S2 accordingly:

Have S2 turn FP around to signify "Yes":

S2 to S3:

Continue around the class varying "Yes" and "No" answers randomly.

Language Patterns
4. Model: (2), Echo: ( ) (2).

Siu Ying: Have you eaten the apple (yet)?
⊙:

Siu Ming: Yes.
⊙:

Siu Ying: Have you eaten the orange yet?
⊙:

Siu Ming: No, (not yet).
⊙:

5. Chain question & answer

T: S1, have you eaten the rice noodles yet?
⊙:

S1: No, (not yet).
⊙:

: S2, have you eaten the carrots yet?
⊙:

S2: Yes.
⊙:

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

<table>
<thead>
<tr>
<th>LANGUAGE PATTERNS</th>
<th>VOCABULARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>The students will be able to ask:</td>
<td></td>
</tr>
<tr>
<td>What are you giving him/her?</td>
<td></td>
</tr>
<tr>
<td>你係乜嘢給佢呀?</td>
<td></td>
</tr>
<tr>
<td>Have you given him/her the beef yet?</td>
<td></td>
</tr>
<tr>
<td>你係咪俾牛肉唔呀?</td>
<td></td>
</tr>
<tr>
<td>And they will answer:</td>
<td></td>
</tr>
<tr>
<td>I'm giving him/her the chicken.</td>
<td></td>
</tr>
<tr>
<td>我係俾雞 Antar</td>
<td></td>
</tr>
<tr>
<td>Yes/No, (not yet).</td>
<td></td>
</tr>
<tr>
<td>俾咗未嘅</td>
<td></td>
</tr>
<tr>
<td><strong>give 俾</strong></td>
<td></td>
</tr>
<tr>
<td><strong>please 哪 該(喺)</strong></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>LIKELY ERRORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confusion in the positioning of the direct and indirect objects.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>TESTS</th>
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</thead>
<tbody>
<tr>
<td>Arrange all the food FP's on a ledge or in pocket chart. Ask for a volunteer to come to the front of the room. Start chain conversation with S1:</td>
</tr>
<tr>
<td>T: What do you want?</td>
</tr>
<tr>
<td>你要乜嘢呀:</td>
</tr>
<tr>
<td>S1: I want the chicken.</td>
</tr>
<tr>
<td>我要雞.</td>
</tr>
<tr>
<td>To volunteer:</td>
</tr>
<tr>
<td>T: Please give him/her the chicken.</td>
</tr>
<tr>
<td>唔該你俾雞 Antar</td>
</tr>
<tr>
<td>To volunteer:</td>
</tr>
<tr>
<td>S1: Thank you.唔該.</td>
</tr>
<tr>
<td>Have S1 ask S2:</td>
</tr>
<tr>
<td>What do you want? 你要乜嘢呀</td>
</tr>
<tr>
<td>etc.</td>
</tr>
<tr>
<td>Continue around the class.</td>
</tr>
</tbody>
</table>
Directions

5. Turn to S1 and model question:

Have class repeat question to S1:
Help S1 with reply, according to is/her own FP

To S2:

Have class repeat question to S2:

Continue around the class.

6. Collect all the FP's by asking for them.
Look at S1's FP: orange, ask S1:

After getting the FP from S1, ask S1 again:

Look at S2's FP: apple, ask S2:

After getting the FP from S2, ask S2 again:

Continue this way around the class.

Language Patterns

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

T: What'll you give him/her (S2)?

S1: I'll give him/her the apple.

T: What'll you give him/her (S3)?

S2: I'll give him/her the cookie.

etc.

5. Questions & answers

T: Have you given me your orange yet?

S1: No, (not yet).

T: Please give me your orange.

Did you give me your orange?

S1: Yes.

T: Did you give me your apple yet?

S2: No.

T: Please give me....

Did you give...?

S2: Yes.

etc.
LESSON 17

PROCEDURES

Directions

Review:

1. Arrange the FP's so that students can see them. Start question and answer with S1:

Give the FP to S1 and elicit a "Thank you" from S1:

To S2:

Continue around the class.

Presentation

2. Introduce FP: to give

3. Put all food FP's in a stack and model substitution drill for class. Point to the first FP:

Have class repeat

Point to the next FP: bread

Class repeat

Substitute other FP's in the substitution slot and continue modeling the new structure.

4. Hold up food FP's. Point to top FP and start chain request with S1:

Let S1 give FP to S2. Have S1 look at top FP and ask S2

Continue around the class.

Language Patterns

Review:

1. Questions & answers

T: What do you want?

S1: I want the carrots.

Thank you.

T: What do you want?

S2: I want ...

Thank you.

etc.

Presentation

2. Model: (2), Echo: ○(2), ○

T: to give 堅

○:

3. Model: (2), Echo: ○(2), ○

T: Please give me the carrots.

○:

T: Please give me the bread.

○:

etc.

4. Chain requests

T: Please give the 汁 to S2.

S1: Please give the apple to S3.

S2: Please...

etc.
### LESSON 18

<table>
<thead>
<tr>
<th>MATERIALS NEEDED</th>
<th>TEACHING POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>FP's:</td>
<td></td>
</tr>
<tr>
<td>Dialog #11 (pink #185)</td>
<td>Review lesson</td>
</tr>
<tr>
<td>Dialog #12 (pink #186)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LANGUAGE PATTERNS</th>
<th>VOCABULARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to master the dialogs in FP's: #185 &amp; #186.</td>
<td>None</td>
</tr>
</tbody>
</table>

<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 Dialog #11 with FP #185.

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

3. Introduce Dialog #12 with FP #186.

Language Patterns

1. Model: (2), Echo: ○ (2), ○○ ○
   T(A): Have you had lunch yet?
   你食咗嘢未呀?
   ○: ___?

   T(B): I haven't got a lunch today.
   我今日冇嘢食。
   ○: ___.

   T(A): I have two sandwiches. I'll give you one.
   我有兩個三文治, (我)俾
   ○: 一個你。

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

2. Questions & answers
   T: Have they eaten lunch yet?
   佢哋食咗嘢未呀?
   ○: No.

   T: Do they have their lunches?
   佢哋有冇嘢食呀?
   ○: One has, the other doesn't.

   T: What does A give B?
   佢(A)俾乜嘢俾(B)呀?
   ○: A sandwich.

3. Model: (2), Echo: ○ (2), ○○ ○
   T(A): Give me an apple, please.
   唔該你俾一個蘋果我。
   ○: ___.

   T(Vendor): These apples are very sweet.
   吃嘅蘋果好甜。
   ○: ___.
Directions
3. (Cont.)

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

Language Patterns
3. (Cont.)

T(A): That's true, sweet and crisp.

你呀，又甜又爽（脆）。

O: ___.

T(V): Do you want some more?

你要多幾個嗎？

O: ___?

T(A): Good idea. Please give me three more.

好呀，唔該俾多三個我。

O: ___.

4. Questions & answers

T: How many apples does A want?

佢（他）要幾個蘋果呀？

O: Four.

四個

T: How are the apples?

蘋果點樣味道呀？

O: The apples are sweet and crisp.

蘋果又（好）甜又（好）爽（脆）.
## MATERIALS NEEDED

- FP's:
  - to like (green #201)
  - to ride (green #220)
  - bicycle (orange #330)
  - motorcycle (orange #331)
  - car (orange #332)
  - bus (orange #333)
  - train (orange #334)
  - airplane (orange #335)
  - ship (boat) (orange #336)
- Charts: #7, #8
- Puppets

## TEACHING POINTS

- To ride *in/on* a vehicle is to sit *in/on* that vehicle. Therefore, the Chinese for "to ride" is "坐", the same as "to sit".
- "架" is the classifier for most transportation items, the ones with wheels. The only exception in this lesson is "ship (boat)". The classifier for "ship (boat)" is "隻".

## LANGUAGE PATTERNS

Students will be able to ask:

- What do you like to ride *in/on*?
- Do you like to ride in a train?

And they will answer:

- I like riding the train.
- Yes/No, I like riding the bus.

## VOCABULARY

- to ride 坐
- bicycle 單車
- motorcycle 電單車
- car 車
- bus 巴士
- train 火車
- airplane 飛機
- ship (boat) 船
- classifier: 架

## LIKELY ERRORS

Confusion in classifiers.

## TESTS

Place the FP's: 330-336 in a pocket chart. Set up a chain question and answer with S<sub>1</sub>:

- T: What do you like to ride *in/on*?
- S<sub>1</sub>: I like to ride a motorcycle.

Have S<sub>1</sub> ask S<sub>2</sub> the same question:

- T: What do you like to ride *in/on*?
- S<sub>2</sub>: I like to ride... etc.

Continue around the class.
**Language Patterns**

**Review:**
1. Model: (1), Echo: ○ (1), ○
   - T: an eye 一隻眼
   - ○: ___
   - T: an ear 一隻耳
   - ○: ___
   - T: a foot 一隻腳
   - ○: ___
   - T: a mouse 一隻老鼠
   - ○: ___
   - T: a dog 一隻狗
   - ○: ___

**Presentation**
2. Model: (2), Echo: ○ (2), ○
   - T: ship (boat) 船
   - ○: ___
   - T: a boat 一隻船
   - ○: ___

3. Model: (2), Echo: ○ (2), ○
   - T: bicycle 畫車
   - ○: ___
   - T: motorcycle 電單車
   - ○: ___
   - T: car 汽車
   - ○: ___
   - T: bus 巴士
   - ○: ___
   - T: train 火車
   - ○: ___

**Directions**

**Review:**
1. Use Chart #7 to review the classifier:

**Presentation**
2. Introduce the new FP: boat (ship)

   Hold FP up to Chart #7 to show that the classifier for "boat" is also "隻".

3. Introduce the FP's: #330-335
PROCEDURES

3. (Cont.)

Use Chart #8 to introduce the new classifier: 架

4. Put all the new FP's on a ledge or pocket chart. Start chain conversation with S1:

Give S1 the FP. Prompt S1 to ask S2 the same question.

Let S2 have the requested FP

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

5. Have students put their FP's behind back. Start guessing what S1 has.

S1 shows FP and answers:

Have S1 guess what S2 has:

Language Patterns

3. (Cont.)

T: airplane 飛機
  ○: —
  T: a bicycle 一架單車
  ○: —
  T: a motorcycle 一架電單車
  ○: —
  T: a car 一架車, 一架汽車
  ○: —
  T: a bus 一架巴士
  ○: —
  T: a train 一架火車
  ○: —
  T: an airplane 一架飛機
  ○: —

4. Chain question & answer

T: What do you want?

S1: I want the motorcycle.

S2: What do you want?

S2: I want the ....

I want ....

What do you want?

S1: Yes/No, I have the bicycle.

S2: Do you have the...?

etc.

5. Questions & answers

T: Do you have the car?

S1: Yes/No, I have the bicycle.

S1: 有/否, 我有單車.

etc.
6. Introduce the FP: to ride

Point to the FP: to ride with each of the transportation FP's. Model:

Point to FP's: to like and to ride with each of the transportation FP's. Model:

8. Use the puppets to introduce the new language patterns:

9. Place all the transportation FP's in a pocket chart. Point to FP: bicycle and start chain conversation with S1:

If the answer is "no", ask:

Language Patterns

6. Model: (2), Echo: (2), ○

T: to ride 坐

○: ___

T: to ride a bicycle 坐單車

○: ___

etc.

T: I like to ride a bicycle.

我中意坐單車。

○: ___

etc.

8. Model: (2), Echo: (2), ○

Siu Ming: Do you like to ride a bicycle?

你中意坐單車呀?

○: ___

Siu Ying: No.

○: ___

Siu Ming: What do you like to ride?

你中意坐乜呀?

○: ___

Siu Ying: I like to ride a motorcycle.

我中意坐電單車。

○: ___

9. Chain question & answer

T: S1, do you like to ride a bicycle.

___,你中意坐單車呀?

S1: Yes/No.

中意/唔中意.

T: What do you like to ride?

你中意坐乜呀?
Directions
9. (Cont.)
Let $S_1$ point to an FP:

Using the same FP: motorcycle,
have $S_1$ ask $S_2$:

Continue around the class.

Language Patterns
9. (Cont.)
$S_1$: I like to ride a motorcycle.

Do you like to ride a motorcycle?

$S_2$: Yes/No.

etc.

我中意坐電單車

你中唔中意坐電單車呀?

中意/唔中意
LESSON 20

<table>
<thead>
<tr>
<th>MATERIALS NEEDED</th>
<th>TEACHING POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FP's:</strong></td>
<td>&quot;眼睛&quot; means to look or watch. To look and perceive or to be able to see is &quot;看到&quot; or &quot;看见&quot;. Use the expression that's natural to you. As a compound verb, the positive/negative verb combination of &quot;看到&quot; in the +/- (yes/no) question is shortened to &quot;是看到&quot;.</td>
</tr>
<tr>
<td>to be able to see <em>(to see)</em> (green #222)</td>
<td></td>
</tr>
<tr>
<td>bicycle (orange #330)</td>
<td></td>
</tr>
<tr>
<td>motorcycle (orange #331)</td>
<td></td>
</tr>
<tr>
<td>car (orange #332)</td>
<td></td>
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<tr>
<td>bus (orange #333)</td>
<td></td>
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<tr>
<td>train (orange #334)</td>
<td></td>
</tr>
<tr>
<td>airplane (orange #335)</td>
<td></td>
</tr>
<tr>
<td>ship (boat) (orange #336)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
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<th>VOCABULARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to ask:</td>
<td>to be able to see <em>(to see)</em></td>
</tr>
<tr>
<td>What do you see?</td>
<td>看见</td>
</tr>
<tr>
<td>Do you see the train?</td>
<td>看见火车</td>
</tr>
<tr>
<td>And they will answer:</td>
<td>看见火车</td>
</tr>
<tr>
<td>I see the train.</td>
<td>看见火车</td>
</tr>
<tr>
<td>Yes/No, I see the car.</td>
<td>看见汽车</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LIKELY ERRORS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Use the wrong form for &quot;Do you see?&quot;: 看见看见看见看见</td>
<td></td>
</tr>
<tr>
<td>Use the wrong form for &quot;cannot see&quot;: 看見看不见</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TESTS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Place FP's: #330-6 in the pages of a book or notebook. Open book to an FP and start chain question and answer with $S_1$:</td>
<td></td>
</tr>
<tr>
<td>T: What do you see?</td>
<td></td>
</tr>
<tr>
<td>你看见(看到)也野呀?</td>
<td></td>
</tr>
<tr>
<td>S_1: I see the (a) train.</td>
<td></td>
</tr>
<tr>
<td>我看见(看到)火車。</td>
<td></td>
</tr>
<tr>
<td>Let $S_1$ have the book and have $S_1$ ask $S_2$:</td>
<td></td>
</tr>
<tr>
<td>What do you see?</td>
<td></td>
</tr>
<tr>
<td>你看见(看到)也野呀?</td>
<td></td>
</tr>
<tr>
<td>S_2: I see the (a) boat.</td>
<td></td>
</tr>
<tr>
<td>我看见(看到)船。</td>
<td></td>
</tr>
<tr>
<td>To $S_3$: What...? etc.</td>
<td></td>
</tr>
<tr>
<td>Continue around the class.</td>
<td>79</td>
</tr>
</tbody>
</table>
Directions
Presentation
1. Introduce the new FP: to see

2. Put FP's: #330-336 in a stack and place a blank piece of paper on top. Look at the back of the last FP: ship, say to class:

   Pull out the FP: ship and put it on top of the stack. Look at it with class. Model:

   Have class repeat:

Show next FP: car and look at it with class. Model:

Class repeats:

Proceed the same way with the rest of the FP's.

3. With FP's: #330-336, start chain question & answer with S1:

   T: I see the (a) ship.
   S1: I see ...
   T: I see the (a) car.

   Class repeats:

   T: I see the (a) ship.
   S1: I see ... etc.

   T: I see the (a) car.
   S1: I see ...
   T: I see the (a) ship.
   S1: I see ...

   Class repeats:

   T: I see the (a) car.
   S1: I see ...

4. Show FP's: #330-6 one at a time and model question & answer for class.

Continue with the rest of the FP's.

Language Patterns
Presentation
1. Model: (2), Echo: (2),
   T: to see (眼長){
   O: ____

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

   T: I have the (a) ship.
   O: ___

   T: I see the (a) ship.
   O: __

3. Chain question & answer

   T: I see the (a) ship.
   S1: I see ...
   S2: What do you see?
   T: I see ...
   S1: I see ...
   etc.

4. Model: (2), Echo: (2),
   T: Do you see a boat?
   O: ___?

   T: Yes/No, I see a car.
   O: ___

   T: Yes/No, I see ...
   O: ___

   etc.
Directions
5. Ask several students to go stand behind a board. At a signal, ask them to come out one at a time. Divide the rest of the class into 2 groups. Group 1 will ask questions while Group 2 answers.

Model question for Group 1:

T: Who do you see?

Group 2 answers

C: _____?

C: We see $S_1$.

T: Who do you see?

C: _____?

C: We see $S_1$ and $S_2$.

etc.

Continue this line of question and answer until all the students have come out from behind the board. Ask them to go back and reverse roles of Group 1 & 2.
<table>
<thead>
<tr>
<th>MATERIALS NEEDED</th>
<th>TEACHING POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FP's:</strong> Dialog #13 (pink #187) Dialog #14 (pink #188)</td>
<td>Review lesson</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LANGUAGE PATTERNS</th>
<th>VOCABULARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to master the dialogs in FP's: #187 &amp; #188.</td>
<td>None</td>
</tr>
</tbody>
</table>

<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 Dialog #13 with FP #187.

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

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

Language Patterns
1. Model:(2), Echo: (1)
   T(A): What time are you coming to my house?
   你幾點鐘黎我屋企呀?
   ○: ___?
   T(B): About 3:30, OK?
   大約三點半好嗎?
   ○: ___?
   T(A): How are you coming?
   你點樣黎呀?
   ○: ___?
   T(B): I'll take the bus.
   我坐巴士(呢).
   ○: ___.

2. Questions & answers
   T: Who is coming to her (A's) house?
   邊個黎佢屋企呀?
   ○: She ___ is ___.
   佢.
   T: What is she (B) going to do?
   佢做乜嘢呀?
   ○: She ___ is going to her (A's) house.
   (佢)去佢屋企。
   T: Where is she (B) going?
   佢去邊處(度)嘅?
   ○: She ___ is going to (A's) house.
   (佢)去佢屋企。
   T: When is she (B) going?
   佢幾點鐘去呀?
   ○: About 3:30.
   大約三點半.
Directions (Cont.)

2. Introduce Dialog #14 with FP #188.

Divide the class into 2 groups. Have ½ of the class take the role of the Salesman, and the other ½, the Child. Reverse roles. Have individual students take the roles of salesman & Child.

Language Patterns (Cont.)

T: How is she (B) getting there?

○: By bus.

Child: 坐巴士去。

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

T (Salesman): What do you like (want)?

○: __?

Salesman: Do you like this one or that one?

○: __?

Child: This one. Where are your boats?

○: __

Salesman: The boats are over there. Do you see them?

○: __

Child: Yes. I want this plane and that boat.

○: __
Directions
4. Questions & answers
Hold up FP #188 and ask related questions such as:

Optional
5. Substitute other items in dialog.

Language Patterns
4. Questions & answers

T: What does she (Child) want?

〇: She (Child) wants a plane and a boat.

T: How many planes do you see?

〇: One.

T: How many boats do you see?

〇: Two.
### MATERIALS NEEDED

**FP's:**
- to wear (green #224)
- shirt (orange #337)
- dress (orange #338)
- sweater (orange #339)
- pants (orange #340)
- socks (orange #341)
- skirt (orange #342)
- shoes (orange #343)
- sneakers (orange #344)
- boots (orange #345)

### TEACHING POINTS

"着" means to wear, to have on, or to put on (articles of clothing).

"衫" is a general term for clothings. It is also the term for dresses. However, the term "衫裙" maybe used for dresses in order to avoid confusion.

### LANGUAGE PATTERNS

**Students will be able to ask:**

Are these shoes?

What are you wearing?

and they will answer:

Yes./No, they are (it's) pants.

I'm wearing shoes.

### VOCABULARY

- to wear 着
- shirt 衫
- dress 衣(裙)
- sweater 冷衫
- pants 長裤
- socks 襪
- skirt 裙
- shoes 鞋
- sneakers 膠鞋
- boots 革靴

### LIKELY ERRORS

Confusion in vocabulary.

### TESTS

Hold up FP's: #337-345. Point to the first FP: sweater and start chain question and answer with S₁:

T: Who are (is) wearing (a) sweater(s) today?

S₁: S₃ and S₄ are wearing sweaters today.

Point next FP: shirt and have S₁ ask S₂:

S₁: Who are (is) wearing (a) shirt(s) today?

S₂: S₅ is wearing a shirt today.

Continue around the class.
Directions

Presentation
1. Introduce FP's: #337-345.

2. Hold up FP's for substitution drill.

3. Hold up FP's to elicit negative answers

4. Introduce the FP: to wear.

5. Point to own clothes and model:

6. Switch to FP's and continue modeling.

Language Patterns

Presentation
1. Model: (2), Echo: () (2), T: shirt 瞄衫
   ○: —
   T: dress 衫 (裙)
   ○: —
   etc.

2. Substitution drill: ○
   T: What is it?
   T: dress 衫 (裙)
   ○: It's shoes 係鞋
   etc.

3. Negative Drill: ○
   T: Are they shoes?
   ○: No, they are boots
   etc.

4. Model: (2), Echo: () (2), T: to wear 着
   ○: —

5. Model: (2)
   T: I'm wearing a sweater.
   着冷衫
   : I'm wearing a skirt.
   着裙
   : I'm wearing shoes.
   着鞋
   etc.

6. Model: (2), Echo: () (2)
   T: What are you wearing?
   ○: —?
   T: I'm wearing a sweater.
   我着冷衫
   ○: —
   etc.
LESSON 23

The vocabulary introduced in this lesson are adjectives that can be used as verb-adjectives.

FP's:
- Doesn't fit/fits just right (buff #253)
- Neat/wrinkled (buff #254)
- Long/short (buff #255)
- Loose/tight (buff #256)
- New/old (buff #257)
- Good-looking/awful-looking (buff #258)
- Clean/dirty (buff #259)

Chart: #3, 4, 9

LANGUAGE PATTERNS

Students will be able to ask:
Is this (way) "neat"?

And they will answer:
Yes/No (it's wrinkled).

VOCABULARY

Classifier: (件)

doesn't fit/fits just right

neat/wrinkled

long/short

loose/tight

new/old

good-looking/awful-looking

clean/dirty

LIKELY ERRORS

Confusion in vocabulary.

TESTS

Hold FP's #253-259 in a stack. Point to a portion of the FP and start chain question with S1:
T: Is this (way) "neat"?

S1: Yes/No.

齊整/唔齊整
LESSON 23

TESTS (Cont.)

Let $S_1$ have FP's and address question to $S_2$:
$S_1$: Is this (way) "wrinkled"?  
喚樣嘔喚喚喚？
$S_2$: Yes/No  
喚／唔喚
Let $S_2$ have FP's and address question to $S_3$:
$S_2$: Is this (way) "long"?  
喚樣長唔長呀？
$S_3$: Yes/No  
長／唔長
etc.

Continue around the class.
Directions
Presentation
1. Introduce new FP's one at a time.

Language Patterns
Presentation
1. Model: (2), Echo: (2), 
   T: Doesn't fit
   ○: __
   T: Fits just right
   ○: __
   T: Neat
   ○: __
   T: Wrinkled
   ○: __
   T: Long
   ○: __
   T: Short
   ○: __
   T: Loose (wide)
   ○: __
   T: Tight
   ○: __
   T: New
   ○: __
Directions
1. (Cont.)

2. Hold up FP #253. Point to the portion: "Doesn't fit". Model question and answer:

Point to the portion: "Fits just right." Again model question and answer.

Change FP and continue modeling question & answer.

3. Hold up #253. Point to the portion: "Doesn't fit". Model +/- form of "Doesn't fit"
Directions
3. (Cont.)

Point to the portion: "Fits just right", model the +/- form

Hold up FP #254. Model +/- form of "neat"

Model +/- form of "wrinkled"

Hold up FP #255. Model +/- form of "long".

Model +/- of "short"

Continue to model the +/- form of the rest of the FP's.
Directions
4. Put FP's #253-259 in pocket chart. Elicit both positive & negative answers from students.

4. Put FP's #253-259 in pocket chart. Elicit both positive & negative answers from students.

Elicit both positive & negative answers from students.

Introduce Chart #9

Continue to elicit both positive and negative answers from students.

Language Patterns
4. Questions & Answers

T: Is this (way) "doesn't fit"?
S1: Yes/No.
T: Is this (way) "neat"
S2: Yes/No.
T: Is this (way) "wrinkled"
S3: Yes/No.

etc.

5. Model:(2), Echo:○(2), ○
T: A dress
○:

T: A sweater
○:

T: A vest
○:

T: A shirt
○:

6. Model:(2), Echo:○(2), ○
T: A straw
○:
T: A pair of pants
○:

6. Review classifiers:個 (charts #3, 4)
Directions

6. (Cont.)

Model chart #3: 

Add the item: mask (FP #258)

7. Hold up FP's #253-259. Point to the upper portion of FP #253 and start question & answer with S1

Language Patterns

6. (Cont.)

T: A skirt

〇: ______

T: A snake

〇: ______

T: A fish

〇: ______

T: A chalk eraser

〇: ______

T: A rubber eraser

〇: ______

etc.

T: A mask

〇: ______

7. Questions & answers

T: Does this pair of pants fit or not?

呢條褲唔啱唔啱着呀

S₁: It fits./ It doesn't fit.

唔啱/唔啱着

T: Is this dress neat or wrinkled?

呢件衫裙齊整啱啱呀

S₂: Neat./Wrinkled.

齊整/啱啱

T: Is this skirt long or short?

呢條裙長啱短啱呀

S₃: Long/Short.

長/短

T: Is this blouse loose or tight?

呢件衫關定窄啱呀

S₄: Loose./Tight. 開/窄
Directions (Cont.)

Language Patterns (Cont.)

7. Is this pair of pants new or old?
   新/舊
   S5: New./Old.

7. Is this mask pretty or ugly?
   好睇/唔好睇
   S6: Pretty./Ugly.

7. Is this top clean or dirty?
   乾淨/污糟
   S7: Clean./Dirty.

7. Is this pair of pants clean or dirty?
   呢條褲乾淨定污糟呀?
   S8: Clean./Dirty.
### LESSON 24

#### MATERIALS NEEDED

<table>
<thead>
<tr>
<th>FP's:</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dialog #15 (pink #189)</td>
<td></td>
</tr>
<tr>
<td>Dialog #16 (pink #190)</td>
<td></td>
</tr>
</tbody>
</table>

#### TEACHING POINTS

<table>
<thead>
<tr>
<th>LANGUAGE PATTERNS</th>
<th>VOCABULARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to master the dialogs in FP's: #189 and #190.</td>
<td>None</td>
</tr>
</tbody>
</table>

#### LIKELY ERRORS

| None |

#### TESTS

| None |

--

99

96
Directions
1. Introduce Dialog #15 with FP #189.

Language Patterns
1. Model: (2), Echo: (2), () (f).
T(A): Where's Siu Ming? Do you see him?

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

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

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

2. Substitutions
A: Where's S1? Do you see him/her?
B: Yes. He/she's over there.
A: Where? What's he/she wearing?
B: He/she's wearing ___. Do you see him/her?
A: Oh yeah. I see him/her.
**PROCEDURES**

**Directions**

3. Introduce Dialog #16 with FP #190.

---

**Language Patterns**

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

T(A): Do you like this pair of pants?

○: __________

T(B): Yes, very much.

○: __________

T(A): Does it fit you?

○: __________

T(B): Fits just right.

○: __________

T(A): Do you want it? I'll give it to you.

○: __________

---

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

4. Questions & answers

Hold up FP #190 and ask related questions about the FP.

---

4. Questions & answers

T: Whose pants is it?

○: __________

T(B): Thank you then.

○: __________
Directions

4. (Cont.)

<table>
<thead>
<tr>
<th>Language Patterns</th>
<th>LESSON 24</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. (Cont.)</td>
<td></td>
</tr>
<tr>
<td>(1): Hers(A's).</td>
<td>佰既。</td>
</tr>
<tr>
<td>T: How come she (A) doesn't want it?</td>
<td></td>
</tr>
<tr>
<td>佰默解唔要叒偽揵_cut_chinese</td>
<td></td>
</tr>
<tr>
<td>(2): It doesn't fit her.</td>
<td></td>
</tr>
<tr>
<td>呔嘩仦偽.</td>
<td></td>
</tr>
<tr>
<td>T: Does the pants fit her (B)?</td>
<td></td>
</tr>
<tr>
<td>傾闆騢嘩嘩仦偽呀?</td>
<td></td>
</tr>
<tr>
<td>(3): Yes, just right.</td>
<td></td>
</tr>
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</table>
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| (4): She (A) gave her (B) a pair of pants. |
| 佢僛左條髵佢. |
Lesson 25

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

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

Language Patterns:
- Students will be able to ask:
  - Where're you going to put the pencil?
  - I'm putting the pencil in the paper bag.

Vocabulary:
- to put 放, 擺
  - in(side)/out(side)
  - 裏便(面)/外便(面)
  - above/below (under)
  - 上便(面)/下便(面)
  - in front of/behind
  - 前便(面)/後便(面)
  - right/left
  - 右便(邊)/左便(邊)

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

Tests:
- Put a pencil into a paper bag. Start question & answer with S1:
  - T: Where's the pencil?
  - S1: In the bag.

- Put the pencil in another location and ask S2:
  - T: Where's the pencil? (Where is it?)
  - S2: In front of the bag.

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

Let S1 have the paper bag & pick out something from it to ask S2:

Continue, around the class.

Presentation
2. Introduce FP's #284-287

Language Patterns
Review:
1. Chain dialog.

T: What's it?
S1: It's a pencil.

T: What's it?
S2: It's a book.

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

T: in(side)/out(side)

T: above/below(under)

T: in front of/behind

T: left/right

T: Where's it?

T: It's inside.

T: Where's it?

T: It's outside.
Directions
4. Introduce FP #219

5. Place an empty paper bag and some classroom items in front of class and ask each student to put an item somewhere in relation to the paper bag. Have class repeat the command:

Reference to the paper bag may be left out after the first command.

Continue around the class.

6. Place the classroom items near an empty bag. Pick up an item and put it into the bag:

Pick up an item: chalk. Give it to S1 asking:

Let students abbreviate answers if they choose.

Have S1 give an item to S2 and ask:

Continue around the class.

Language Patterns
4. Model: (2), Echo: (2)
T: to put
放(擺)

O: __________

5. Model: (2), Echo: (2)
T: S1, put the pencil in the paper bag.
放(擺)鉛筆(條)紙袋(裏便)(面).

O: __________

T: S2, put the pen outside of the paper bag:
放(擺)筆(條)紙袋(外便)(面).

O: __________

T: S3, put the chalk in front of the paper bag:
放(擺)粉筆(條)紙袋(前便)(面).

O: __________

etc.

6. Chain dialog
T: I'm going to put the pencil in the bag.
放(擺)鉛筆(條)紙袋(裏便)(面).
Where will you put the chalk?
放(擺)粉筆(條)紙袋(裏便)(面).

S1: (I'm) putting it outside (the bag).

放(擺)粉筆(條)紙袋(裏便)(面).
Where will you put the book?
放(擺)書(條)紙袋(裏便)(面).

S2: (I'm) putting it in front (of the bag).

放(擺)書(條)紙袋(前便)(面).
Where...?

etc.
MATERIALS NEEDED

FP's:
- to hear (green #223)
- to call, cry out (green #229)
- optional: (common animals)
  - cat (orange #360)
  - cow (orange #361)
  - duck (orange #364)
  - lamb (orange #373)
  - pig (orange #380)

TEACHING POINTS

The verb "to hear" or "heard", "聽到, 聽見" takes an object that's doing the calling, e.g.
"What (who) do you hear (calling)"?

Use "聽到" or "聽見", whichever that's natural to your speech pattern. But introduce the other form so that students will be familiar with it.
"聽到" is used in the spoken only while "聽見" can be used in both the spoken and written forms.

LANGUAGE PATTERNS

Students will be able to ask:
- Who do you hear (calling)?
  你聽到(見) 那個叫呀?

And they will answer:
- I hear (heard) (Name) (calling):
  我聽到(見) 名叫.

VOCABULARY

- to hear (heard)
- 聽到, 聽見
- to call, cry out
- 叫

LIKELY ERRORS

Omitting the verb "to call" in sentences such as, "I heard mother (calling)."

TESTS

Have S1 put his/her head down. Point to S3 and direct S3 to:
T: Call S1. 叫___.
S3: S1. ___.

Ask S1:
T: Who did you hear calling you?
  你聽到(見) 哪個叫你呀?

S1: I heard (S3) call.
  我聽到(見) 叫.

Have S2 put his/her head down. Repeat the above. Continue around the class.
**Directions**

Review
1. Review FP's: #284-287

Presentation
2. Introduce new FP's.

3. Have students take turns calling teacher's name. After each student's call, model question and answer.

4. Have S1 put his/her head down and have another student call to S1. Model question for class to ask S1:

Have class repeat question:
Help S1 with answer if necessary.

Have S2 put his/her head down and repeat the above procedure.

**Language Patterns**

Review:
1. Production:

   ○ in(side)裡 (面)
   ○ out(side)外 (面)

   etc.

Presentation
2. Model: (2), Echo: (2)
   T: to call
   ○:
   T: to hear
   ○:
   T: to hear calling
   ○:

3. Model: (2), Echo: (2)
   S1: —— 先生
   T: Who called?
   ○: —— ?
   T: S1 called.
   ○: —— 叫
   etc.

4. Model: (2), Echo: (2)
   S1: ——
   T: Who did you hear calling?
   ○: —— ?
   S1: I heard
   etc.
Directions

1. Place a chair in front of the class. Ask S1 to sit on that chair and put his/her head down.

2. Have another student come to stand in front of (behind, on the left, or on the right of) S1 and call S1's name.

3. Address question to S1:
   - Who do you hear calling?
   - Where's (Name)?
   - (Name) (he/she) is in front of me.
   - (Name) (he/she) is in front of (me).

4. Repeat the same procedure with other student volunteers.

5. Show each FP and model:
   - Cat: meow
   - Cow: moo-bo
   - Duck: quack
   - Lamb: baa-aa
   - Pig: oink

6. Introduce animal FP's #360, 361, 364, 373, 380.

7. Show each FP and model:
   - Cat: meow
   - Cow: moo-bo
   - Duck: quack
   - Lamb: baa-aa
   - Pig: oink

The following steps are optional.

8. Model:
   - Who do you hear calling?
   - Where's (Name)?
   - (Name) (he/she) is in front of me.

9. Show S1 where (he/she) is:
   - (Name) is sitting.

10. Show S1 how to call:
    - I hear (Name) call.
    - A cat calls out this way -- meow.

11. Repeat with other students.

12. Address question to S1:
    - Who do you hear calling?
    - Where's (Name)?
    - (Name) (he/she) is in front of me.

13. Continue to model for each FP.

14. Echo:
   - How does a cat call out?
   - A cat calls out this way -- meow.
Directions
8. Hold up an FP: cat and ask S₁:

Show FP: cow to S₂

Continue this way around the class.

9. Place FP's on a ledge and let students choose own animal to imitate. Start chain question & answer with S₁:

To S₂:

Continue around the class.

Language Patterns
8. Questions & Answers
T: Meow. What do you hear?
   ___ You heard ___.

S₁: I heard a cat (calling).
   我听到猫叫。

T: Moo-00. What do you hear?
   ___ You heard ___.

S₂: I heard a cow.
   我听到牛叫。

9. Chain question & answer.
T: Moo-00. What do you hear?
   ___ You heard ___.

S₁: I heard a cow.
   我听到牛叫.

   Oink, oink. What do you hear?
   ___ You heard ___.

S₂: I heard a pig.
   我听到猪叫.

   etc.
### MATERIALS NEEDED

<table>
<thead>
<tr>
<th>FP:</th>
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<tbody>
<tr>
<td>#17 Monolog (pink #191)</td>
</tr>
</tbody>
</table>

### TEACHING POINTS

| Review lesson                |

### LANGUAGE PATTERNS

Students will master the language patterns of FP #191.

### VOCABULARY

| None                         |

### LIKELY ERRORS

None

### TESTS

None
PROCEDURES

LESSON 27

Directions

1. Introduce Monolog with FP #191.

Language Patterns

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

T: Do you hear a bird?

你聽到(見)雀仔叫嗎?

○: ( )

T: I do, but where is the bird?

聽到(見)雀仔喺邊度(處)呢?

○: ( )

T: Front? Back?

前便(面): 後便(面)?

○: ( )

T: Left? Right?

左便(面): 右便(面)?

○: ( )

T: Inside? Outside?

裏便(面): 外便(面)?

○: ( )

T: Above? Below?

上便(面): 下便(面)?

○: ( )

T: Where do you hear the bird calling from?

你聽到(見)雀仔喺邊度(處)叫呀?

○: ( )

2. Performance

○: Do you hear a bird?

你聽到(見)雀仔叫嗎?

○: I do, but where is the bird?

聽到(見)雀仔喺邊度(處)呢?

○: Front? Back? 前便(面): 後便(面)?

2. Assign students roles to participate in:

individual student
chorus
small groups or individuals in chorus: 1 2 3 4
2. (Cont.)

Optional

3. Substitutions
Follow the above procedure.
Substitute the name of a student for the bird. Have that student call out from a hidden spot.
MATERIALS NEEDED

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

Classroom items FP: #51-64
- 2 puppets

TEACHING POINTS

"Money 錢" must be included in the expression "how much 幾多錢 (銀)" when asking for the cost. "錢" and "銀" can be used interchangeably.

A dollar can be either "蚊" or "銀錢". "蚊" refers to the paper money of recent times. "銀錢" is a term left over from the days when silver & gold coins were the legal tenders. For whole dollars, "蚊" is usually used in speaking as in "蚊, 雙蚊, 三蚊" etc. as against the longer forms of "一個銀錢, 兩個銀錢, 三個銀錢".

However, common usage dictates that $2.15 is "兩個 (銀錢) 壹半", "銀錢" is understood there.

LESSON 28

LANGUAGE PATTERNS

Students will be able to say:
- What do you want to buy?
- 我要買什麼?
- I want to buy a pencil.
- 我要買一枝鉛筆。
- How much is it?
- 幾多錢呀?
- It's 15¢.
- 十五個仙 (毫子).

VOCABULARY

- to buy 買
- how much (cost) 幾多錢 (銀)
- money 錢, 銀
- 1¢ 一個仙
- 10¢ 一種 (子), 一個仙
- 25¢ 兩個半 (子), 二十五個仙
- 50¢ 半蚊, 五毫 (子), 五個仙
- $1.00 一個蚊, 一個銀錢

LIKELY ERRORS

Confusion in money units.

---

110

113
Tag each classroom object with a price tag. Put everything in a box and give it to S1. Start chain question & answer with S1:

T: I want to buy an eraser. How much is it?

我要买一个胶擦，多少钱(银)呀？
S1 picks out the eraser and looks at the price tag:

S1: 20¢

二十个仙(两毫(3)).

Have S1 give the box to S2 while saying to S2:

S1: I want to buy a bottle of glue. How much is it?

我要买一瓶胶水，多少钱(银)呀？
S2 looks at the price tag and answers:

S2: 75¢

七十五个仙(七毫半(3)).

S2 gives the box to S3, saying to S3:

S2: I want to buy ___. How much is it?

我要买___等。多少钱(银)呀？
S3: ___. etc.

Continue around the class.
Directions
Review:
1. With FP's of classroom items #51-64, review FP's and classifiers that go with these items.

Presentation
2. Introduce FP's #237, and #346-#351

Language Patterns
Review:
1. Model: (1), Echo: ○ (1), ○
   T: a book
   ○: 一本書
   T: a piece of paper
   ○: 一張紙
   T: a pencil
   ○: 一枝鉛筆
   etc.

Presentation
2. Model: (2), Echo: ○ (2), ○
   T: how much (cost)
   ○: 幾多錢 (銀)
   T: Money
   ○: 銀、錢
   T: 1¢
   ○: 一個仙
   T: 10¢
   ○: 十個仙, 一毫 (子)
   T: 25¢
   ○: 二十五個仙, 五毫 (子)
   T: 50¢
   ○: 五十個仙, 五毫 (子), 半蚊
   T: $1.00
   ○: 一蚊

3. Questions & Answers
   T: How much (money) do you have? 你有幾多錢呀?
   ○: (I have) 10¢. (我有)十個仙 (一毫 (子)), etc.

3. Write 1¢ - $1.00 on pieces of paper and fold them. Let each student pick one. Ask each student:
Directions
4. Mix some blank pieces of paper in the pile. Let students choose again. Start chain dialog with $S_1$:

If the answer is "yes", then ask:

Continue around the class.

5. Model new FP: to buy.

6. Arrange classroom FP's on a ledge or in a pocket chart. Use puppets to introduce the new dialog.

Language Patterns
4. Chain dialog

T.: Do you have any money?
你有有錢呀?

$S_1$: Yes/No.

T.: How much do you have?
你有幾多銀(銀)呀?

$S_1$: (I have) 23.
(我有)二十五個仙.

Do you have any money?
你有有錢呀?

$S_2$: Yes/No.

etc.

5. Model: (2), Echo: ○ (2)
T: to buy
○: 買

6. Model: (2), Echo: ○ (2), ○

Siu Ying: What are you going to buy?
你買乜野呀?

○: ______?

Siu Ming: I'm going to buy ten straws.
我買十條飲簡.

○: ______

Siu Ming: How much are they?
幾多錢(銀)呀?

○: ______?

Siu Ying: 10¢.
十個仙,一毫(子).

○: ______
Directions
7. Gather classroom objects.
   Let class help in making up a price tag for each object.
   Put them in a box.
   Let S₁ have the box & start chain question & answer with S₁:
   S₁ picks an object
   S₁ looks at price tag & answers
   Have S₁ give the box to S₂ & ask:
To S₃:
Continue around the class.

Language Patterns
7. Chain questions & answers

T: What do you want to buy?
你要買什麼?
S₁: I want to buy a piece of paper.
我要買一張紙。
T: How much is it?
幾多錢(銀)呀?
S₁: 15¢.
十五個仙，一毫半(子).

What do you want to buy?
你要買什麼?
S₂: I want to buy ___.
我要買___.
S₁: How much is it?
幾多錢(銀)呀?
S₂: ___.
What do you want to buy?
等等。
**MATERIALS NEEDED:**
- FP's: Dialog #18 (pink #192)
- FP's: Dialog #19 (pink #193)
- FP's: Dialog #20 (pink #194)

**TEACHING POINTS**
- Review lesson

**LANGUAGE PATTERNS**
- Students will master the dialogs of FP's: #192, #193, & #194

**VOCABULARY**
- None

**LIKELY ERRORS**
- None

**TESTS**
- None
Directions
1. Introduce Dialog #18 with FP #192.

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

2. Questions & answers
Hold up FP #192 and ask related questions such as:

Language Patterns
1. Model: (2), Echo: ○ (2), □□□□.
T(A): Where're you going?

○: __?

T(B): I have to do some shopping for my Mom. Do you want to go?

我媽媽叫我去買野，你去嗎?

○: __?

T(A): Yes. What do you have to buy?

去(要)買乜嘢呀?

○: __?

T(B): Milk, butter, eggs, and bread.

牛奶,牛油,雞蛋同麵包

○: __

2. Questions & answers
T: What does he(B) have to do?

但要做乜嘢呀?

○: His mother wants him to do some shopping for her.

佢媽媽叫佢去買嘢.

T: What does he have to buy?

佢要買乜嘢呀?

○: Milk, butter, eggs, and bread.

牛奶,牛油,雞蛋同麵包

3. Introduce Dialog #19 with FP #193.

T(A): Have we got everything now?

我地買齊嘢未呀?

○: __?

T(B): Yes. Let's see what the total is.

買齊嘢,睇你一共幾多錢.
Divide class into 2 groups. Have Group 1 take the role of A and Group 2, B. Reverse roles. Have individual students take the roles of A & B.

4. Questions & answers Hold up FP #193 and ask related questions such as:

T(A): Milk - $1.31, butter - $1.09, eggs - $.81, and bread - $.64.

T(B): The total is $3.85.

T(A): How much did your Mom give you? 

T(B): $4.00 -- just enough.

4. Questions & answers

T: How much is the milk? 

T(B): $1.31.

etc.

T: Did he (B) have enough money?

T(B): Yes, just enough.

5. Introduce Dialog #20 with FP #194.

5. Model:(2), Echo: ○ (2), ○

T(B): Mom, we're home from shopping.
Directions
5. (Cont.)

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

Language Patterns
5. (Cont.)

○: ___.
T(M): Did you have enough money?
够唔夠錢(銀)呀?

○: ___?
T(B): Yes. I have 15¢ left.
够。重有十五個仙(分子)

○: ___ 剩(音靜).
T(M): Put the things on the kitchen table. I baked a cake today. Do you want some?
放(揀)啲野喺廚房
抬上(面).我今日
焗(咗一個)餅.你哋
食唔食呀?

○: ___?
T(B): Yes. Thank you.
食. 多謝.

○: ___
T(A): Thank you.
多謝.

6. Questions & answers
T: How did he(B) help his mother
他點樣幫佢媽媽呀?

○: He did the shopping for her.
佢幫佢媽媽買(啲)野.

T: What did his mother do at home?
佢媽媽係屋企做乜野呀?

○: She baked a cake.
佢焗(咗一個)餅.

T: Do they(A & B) like cake?
佢哋嘅中意食餅呀?

○: Yes. 中意.
MATERIALS NEEDED

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

TEACHING POINTS

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

LANGUAGE PATTERNS

Students will be able to ask:

- How's the weather today?
  今日天氣點樣呀?

and they will answer:

- The weather is cloudy today.
  今日(天氣)陰天.

VOCABULARY

- hot 熱
- cold 冷
- foggy 大霧, 落霧
- windy 大風
- cloudy 陰天
- sunny 好天
- cool 涼
- warm 暖
- yesterday 昨日
- tomorrow 明日

LIKELY ERRORS

Confusion in vocabulary.

TESTS

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

-- How's the weather?

Show FP's: #260-265, 270, 271 one at a time. Start chain question and answer with S1:

T: How's the weather? 天氣點樣呀?

S1: The weather's cold. 天氣點樣呀.

Show next FP and have S1 ask S2:

S1: How's the weather?

S2: The weather's . etc. etc.

Continue around the class.
Directions

Presentation

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

Language Patterns

Presentation

1. Model: (2), Echo: ☐ (2), ☐

   T: This is hot.

   ☐:

   T: This is cold.

   ☐:

   T: This is foggy.

   ☐:

   T: This is windy.

   ☐:

   T: This is cloudy.

   ☐:

   T: This is sunny.

   ☐:

   T: This is cool.

   ☐:

   T: This is warm.

   ☐:

2. Questions & Answers

   T: Is this hot or cold?

   ☐: Hot/ Cold.

   ☐: Hot/冷.

   T: Is this hot or cold?

   ☐: Hot/ Cold.

   ☐: Hot/冷.
PROCEDURES

Directions

2. (Cont.)
Continue this line of questioning with the other three pairs to help students tell the vocabulary apart.

3. Arrange all the FP's introduced in this lesson so far in a pocket chart or on a ledge. Ask S1:

Have S1 pick up FP and responds.

Continue this way of questioning and responding with the rest of the class.

4. Elicit a negative response by showing FP: hot while asking S1:

Continue this way with each student around the class, while varying the FP shown.

5. Introduce new FP's: weather, yesterday, and tomorrow, and review old FP: today.

Language Patterns

2. (Cont.)

T: Is this ___ or ___?

等樣係定 ___ 唔呀?

等樣係大風呀?

S1: This is windy.

等樣係大風.

etc.

3. Questions & Answers

T: Which is windy?

(How does it look when it's windy?)

點樣係大風呀?

S1: No, it's hot.

唔係, 唔熱.

etc.

4. Negative responses

T: Is this cold?

等樣係唔係凍(冷)呀?

S1: No, it's hot.

唔係, 唔熱.

etc.

5. Model: (2), Echo: ○ (2), ○

T: weather

天氣

〇: __________

T: yesterday

前日

〇: __________

T: tomorrow

明日

〇: __________

T: today

今日

〇: __________

T: Today's (month, day)/(day of the week).

今日係(___月___日)/(星期___).

〇: ______
5. (Cont.)

6. Set up question in pocket chart with FP's: today(#278), weather(#352), how(#233)--

How's the weather today?

Model question:

Show FP's: #260-65, 270, 271, one at a time and model:

7. Repeat Step 6 while replacing the FP: today with FP: yesterday in the question:

8. Repeat Step 6 while replacing the FP: today with FP: tomorrow in the question:
MATERIALS NEEDED
FP's: 
- Future tense (green #214)
- when (white #236)
- in a little while (gray #281)
- (in the) morning (gray #282)
- (in the) afternoon (gray #283)
- birthday, (orange #326)
- what time (white #235)
- today (gray #278)
- yesterday (gray #279)
- tomorrow (gray #280)

FP's: #33-39

TEACHING POINTS
- "會" may be defined as the rough equivalent of an action verb in English, and indicates that the action may or is likely to take place at future time. "會" is also used to show emphasis.
- "When" is generally not used when the question is asked for a specific time in hours and minutes, e.g.
- A reminder: Expressions of time go between subject and verb.

LANGUAGE PATTERNS
The students will be able to ask:
When will you do your writing?
And will answer:
I'll do my writing in a little while.

VOCABULARY
- future tense "會"
- when
- in a little while
- (in the) morning
- (in the) afternoon
- birthday

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

TESTS
Place FP's: in a little while (#281), and tomorrow (#280) on a ledge or pocket/chart. Hold up FP's: 33-39, showing "w" at a time. Start chain question and answer with "Where will you do your writing?"

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LESSON 31

TESTS (CONT.)

Point to FP: *in a little while* and have S₁ answer accordingly:
S₁: *I'll do my writing in a little while.*

What do I do in a little while?

Change the action FP to *reading*, have S₁ address question to S₂:
S₁: *When will you do your reading?*

Point tomorrow and have S₂ answer accordingly:
S₂: *I'll do my reading tomorrow.*

Change action FP to *copying*, and have S₂ address question to S₃:
S₂: *When will you do the copying?*

S₃: *etc.*

Continue around the class.
Directions, Presentation
1. Introduce new FP: when.

Point to that day's date on calendar and model:

2. Model the new FP: birthday.

Ask S1 to go to the calendar. Model question:

Have class repeat question:

Help S1 with answer:

Have S2 go to the calendar. Ask S2:

Have class repeat question:

Continue around the class.

Language Patterns
Presentation
1. Model: (2), Echo: (2), T: when

T: When's Jan. 5th?

T: Today's Jan. 5.

T: When's Jan. 4?

T: Yesterday's Jan. 4.

T: When's Jan. 6?

T: Tomorrow's Jan. 6.

2. Model: (2), Echo: (2), T: birthday

T: When's your birthday?

T: When's your birthday?

T: When's your birthday?
Directions

Place FP's: in a little while, (in the) morning, (in the) afternoon, & tomorrow in the lower part of pocket chart. Formulate question with FP's: when, future tense and writing in the upper part of pocket chart. Model question for the class:

Point to the appropriate FP's and model replies.

Language Patterns
3. Model: (2), Echo: (2),
   T: in a little while
   o: ____________
   T: (in the) morning
   o: ____________
   T: (in the) afternoon
   o: ____________
   T: future tense
   o: ____________

4. Model: (2), Echo: (2),
   T: When will you do your writing?
   o: ____________
   T: I'll do my writing in a little while.
   o: ____________
   T: I'll do my writing this afternoon.
   o: ____________
   T: I'll do my writing tomorrow.
   o: ____________
   T: I'll do my writing tomorrow morning.
   o: ____________
   T: I'll do my writing tomorrow afternoon.
   o: ____________
PROCEDURES

Directions (Cont.)

4. Substitutee FP: reading in the slot for writing in the question slot and continue modeling:

5. Put FP: in a little while up in pocket chart. Hold up FP's: #33-39 and showing one FP at a time, start chain questions & answers with S₁:

Language Patterns (Cont.)

T: When will you read?

〇: ___?

T: I'll read ___

我___會讀書.

etc.

5. Chain question & answer

T: I'll be reading in a little while.

我-陣間會讀書.

What'll you do in a little while?

〇: ___?

T: I'll be writing in a little while.

我-陣間會寫字.

What'll you do in a little while?

S₁: I'll be writing in a little while.

我-陣間會寫字.

What'll you do...?

etc.

FP: coloring

To S₂:

FP: coloring

To S₃:

Continue around the class.
### LESSON 32

#### MATERIALS NEEDED

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

#### TEACHING POINTS

- Review lesson

#### LANGUAGE PATTERNS

Students will master the dialogs of FP's #195 & #196.

#### VOCABULARY

None

#### LIKELY ERRORS

None

#### TESTS

None
Directions
1. Introduce Dialog #21 with FP #195.

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

2. Questions & answers
Hold up FP #195 and ask related questions such as:

Language Patterns
1. Model: (2), Echo: ○(2), ○ (1), ○
T(A): Today's my birthday. When's yours?
我今日生日, 你幾時生日呀?
○: __?

T(B): Tomorrow. (I), 哄傳日(生日).
○: __

T(A): This afternoon at 4, can you come to my house for some birthday cake?
今日下晝四點鐘, 請你到我屋企食生日餣.
○: __

T(B): Thank you. Then you come to my house tomorrow for some more birthday cake. 多謝, 我請你喺飛日到我屋企再食生日餣.
○: __

T(A): OK. See you later. 好喇. 一陣間見.
○: __

T(B): Bye. 再見.
○: __

2. Questions & answers
T: What are they talking about? 佢哋講乜嘢呀?
○: Their own birthdays. 佢哋講生日.

T: What are they going to do at 4? 佢哋四點鐘做乜野呀?
○: Have some birthday cake. 食生日餣.
Directions
3. Introduce Dialog #22 with FP #196:

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

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

Language Patterns
3. Model: (2), Echo: ○ (2), ○
   - T(A): Today’s weather was good, wasn’t it?
     今日天氣真好, 係嘅嗎?
   - ○: ___?
   - T(B): Yes -- warm and sunny.
     好好, 又暖又好天.
   - ○: ___
   - T(A): Wonder what the weather’ll be tomorrow?
     問 日天氣係點樣呢？
   - ○: ___?
   - T(B): Let's listen.
     我哋聽佢講.
   - ○: ___
   - T(Forecaster): Tomorrow will be windy and foggy in the morning. It’ll clear up slowly in the afternoon.
     明天會風大霧大, 下午會慢慢好.
   - ○: ___.

4. Questions & answers
   - T: How’s the weather today?
     今日天氣點樣呀?
   - ○: ___
   - T: How do they know what the weather’s going to be like the next day?
     佢哋點樣知道聽日嘅天氣係點樣架?
   - ○: They listen to him (Forecaster)
     佢哋聽佢講.
   - T: What’s the weather tomorrow?
     明日天氣係點樣呀?
   - ○: Windy & foggy in the morning, sunny in the afternoon.
     上嘅風大霧大, 下午好天.
**Materials Needed**

FP's:
- To know (green #228)
- Mean/not mean (buff #266)
- Fat/skinny (buff #267)
- Big/small (buff #268)
- Short/tall (buff #269)
- Objects: shoe box, paper, pencils, scissors, chalk, crayons, and rubber erasers

**Teaching Points**

The positive/negative (+/-) question form of "to know" is "Know/No." "Mean, not mean, fat, skinny, big, small, short, tall" are descriptive words--adjectives. But they can also be used as verb-adjectives, e.g. "He's mean 善意".

**Language Patterns**

Students will be able to ask:
- Is he/she mean? 善意善良呀?
- Do you know who's mean? 你知唔知係個善意呀?

And they'll answer:
- Yes/No. 善意/唔善良.
- Yes, he/she is mean. /No. (知道)善意/唔知道.

**Vocabulary**

- To know 知道
- Mean/not mean善意/唔善意
- Fat/skinny肥/瘦
- Big/small大/細
- Short/tall矮/高

**Likely Errors**

Using the wrong +/- question form of "to know"

- 知道唔知道→唔知道.

**Tests**

Put the following items in a box: paper, pencils, scissors, chalk, crayons, and rubber erasers. Be sure to have enough items to go around the class. Let each student choose an item, show it, and tell class what he/she has chosen. Then have everyone put item behind back. Start chain question & answer with S1:

- T: Do you know what I have? 你知道唔知道我係啲啲呀?
- S1: Yes, you have the paper. / No. 知道,你有紙. /唔知道.
- S1 turns to S2 and asks:
  - S1: Do you know what I have? 你知道唔知道我係啲啲呀?
  - S2: Yes,... / No etc.

Continue around the class.
Directions
Review
1. Start chain questions and answers with S1:

To S2:
Continue around the class.

2. Review all the names with class. Point to S1:
Point to S2:
Continue around the class.

Presentation
3. Introduce the new FP: to know

 +/- of to know:

4. Ask S1 to come to the front of the class. Address question to S1:
Have class repeat the question to S1:
Help S1 with answer if necessary.

Language Patterns
Review
1. Chain questions & answers
   T: My name's ___

   What's your name?
   你叫(野)名呀?

   S1: My name's ___
   我叫 ___
   你叫(野)名呀?

   S2: My name's ...
   我叫 ___
   等等.

2. Review names
   T: What's his/her name?
   他叫(野)名呀?

   O: His/her name's ___
   他叫 ___
   T: What's his/her name?
   他叫(野)名呀?

   O: His/her name's ___
   他叫 ___
   等等.

Presentation
3. Model: (2), Echo: (2),
   T: to know
   知道

   O: ___
   T: to know, not to know
   知唔知道

   O: ___

4. Questions & answers
   T: Do you know who is (Name)?
   你知唔知道某個係 ___ 呀?

   O: ___?

   S1: Yes, he/she is (Name)/ No.
Directions (Cont.)

4. Repeat the same process with S2, S3... around the class.

5. Introduce the rest of the new FP's.

Language Patterns (Cont.)

4.

T: Do you know _____?

〇: ______?

S2: Yes.../No.

etc.

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

T: mean/not mean

〇: ______

T: fat/skinny

〇: ______

T: big/small

〇: ______

T: short/tall

〇: ______

T: He's mean/He's not mean.

〇: ______

T: She's fat/She's skinny.

〇: ______

T: She's big/She's small

〇: ______

T: He's short/He's tall

〇: ______

T: Is he mean?

〇: ______?

T: Yes/No

〇: ______.
Directions

5. (Cont.)

6. Use FP's as cues, set language pattern for students to carry on chain questions & answers. Point to one portion of the FP only and ask S₁:

Show next FP to S₁ & have S₁ ask S₂:

Continue around the class.

7. Put FP's in pocket chart. Point to FP's and start chain questions & answers with S₁:

S₁ points to the correct FP:

Have S₁ ask S₂:

Continue around the class.

Language Patterns

5. (Cont.)

T: Is she fat? 何肥坐肥呀?
○: ____?
T: Yes/No. 吐/坐肥.
○: ____?
T: Is she skinny? 何瘦坐瘦呀?
○: ____?
T: Yes/No. 唔瘦/坐瘦.
○: ____
etc.

6. Chain questions & answers

T: Is he mean or not mean? 佢系唔系噁毒呀?
S₁: He's not mean. 唔噁毒.
Is she fat or skinny?
S₂: She's fat. 佢肥.
Is she big or small?
S₃: ____
etc.

7. Chain questions & answers

T: Do you know who's mean? 你知唔知道誰個惡呀?
S₁: Yes, he is. / No. (知道)佢噁/唔噁.
Do you know who's fat?
S₂: You know who's fat? 你知唔知道誰個肥呀?
S₂: Yes.../ No. etc.
### MATERIALS NEEDED

**FP's:**
- to play (green #230)
- baseball (orange #391)
- baseball bat (orange #392)
- baseball mitt (orange #393)
- basketball (orange #394)
- ping pong ball (orange #395)
- tennis ball (orange #397)
- tennis racket (orange #398)
- volleyball (orange #399)

### TEACHING POINTS

The common term for "to play" is "玩" (pronounced "wah" in spoken Cantonese). However, the term "打" is often used for playing in sports. Use the one that's natural to your speech pattern: "打" or "玩 (wah)."

### LANGUAGE PATTERNS

Students will be able to ask:
- What do you want to play?
- 我想玩 (玩) 什么?
And they will answer:
- I want to play baseball.
- 我想玩 (玩) 棒球.

### VOCABULARY

- to play 玩
- baseball 棒球
- baseball bat 棒球棒
- baseball mitt 棒球手套
- ping pong ball 乒乓球
- ping pong paddle 乒乓球拍
- tennis ball 網球
- tennis racket 網球拍
- volleyball 排球
- basketball 篮球

### LIKELY ERRORS

Confusion in vocabulary.

### TESTS

Put FP's: baseball, ping pong ball, tennis ball, volleyball in pocket chart. Start chain question & answer with S1:

**T:** I like to play baseball the best. What about you?

我最中意 (打) 棒球.

**S1:** I like to play basketball the best.

我最中意 (打) 篮球.

**To S2:**

**S1:** What about you?

你呢?

**S2:** I like to .... etc.

Continue around the class.
Directions

1. Introduce the new FP's one by one.

2. Put all FP's, except FP: to play, in pocket chart. Start chain questions & answers with S₁.
   Let S₁ choose FP & responds:
   Have S₁ ask S₂:
   To S₃:
   Continue around the class.

Language Patterns

1. Model: (2), Echo: (2),
   T: to play
   ○: 玩(喲), 打
   ○: 場球
   ○: 場球棒
   ○: 場球手套
   ○: 場球
   ○: 場球
   ○: 乒乓球
   ○: 乒乓球板
   ○: 乒乓球拍
   ○: 乒乓球
   T: volleyball
   ○: 排球

2. Questions & answers.
   T: What do you want?
   你要包喲呀?
   S₁: I want the tennis ball.
   我要網球.
   What do you want?
   你要包喲呀?
   S₂: I want...
   What...?
   etc.
Directions

3. Put FP: to play in pocket chart. Next to it, place the stack of FP's: baseball, ping pong ball, tennis ball, & volley ball. Point to FP's: to play, baseball. Model:

Change FP to ping pong ball:

FP: tennis ball

FP: volley ball

4. Use FP's baseball, ping pong ball, tennis ball, and volley ball for chain questions & answers. Point to the first FP: baseball and say to S₁:

Show next FP: ping pong ball for S₁ to answer.

To S₂:

FP: tennis ball

To S₃:

Continue around the class.
### MATERIALS NEEDED

<table>
<thead>
<tr>
<th>FP's:</th>
<th>Review lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monolog #23 (pink #197)</td>
<td></td>
</tr>
<tr>
<td>Dialog #24 (pink #198)</td>
<td></td>
</tr>
<tr>
<td>Dialog #25 (pink #199)</td>
<td></td>
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</tbody>
</table>

### TEACHING POINTS

<table>
<thead>
<tr>
<th>LANGUAGE PATTERNS</th>
<th>VOCABULARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to master the dialogs for FP's: #197-199.</td>
<td>None</td>
</tr>
</tbody>
</table>

### LIKELY ERRORS

<table>
<thead>
<tr>
<th>TESTS</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>
Directions
1. Introduce Monolog at Bedroom #23 (pink #197).
   /Note: 覺 is pronounced very differently in 覺, and 覺得 (感覺).
   覺 (音教)
   覺 (音角) 得, 感覺 (音角).

2. Hold up FP #197 and ask related questions:

Language Patterns
1. Model: (2), Echo: ○ (2), ○
   T: I went to bed at 12 last night.
   T: And I got up early at six this morning.

   ○: ——
   ○: ——

   T: I felt so sleepy and tired all day today.
   T: So mother told me to go to bed early tonight and I'll feel peppy again tomorrow.

   ○: ——
   ○: ——

2. Questions & answers
   T: If you went to bed at 12 last night, would you feel tired today?
   T: What makes you feel peppy?

   ○: Yes/No.
   ○: Go to bed early.
Directions
3. Introduce Dialog #24 with FP #198.

Language Patterns
3. Model:(2), Echo: ○(2), ○○ ○ ○
   T(A): When will we go to the park?
   ○: ___?
   T(Teacher): We'll go tomorrow. All right?
   ○: ___?
   T(A): What time tomorrow?
   ○: ___?
   T(T): In the afternoon, 12:30.

4. Questions & answers
   T: Where do they (the class) like to go?
   ○: The park.
   T: When are they going?
   ○: The next day at 12:30.

5. Introduce Dialog #25 with FP #199.

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

4. Hold up the FP #198 and ask related questions.
Directions
5. (Cont.)

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

Questions & answers

Language Patterns
5. (Cont.)

T(B): No, I don't see anyone. Who could it be?

T(A): Don't know. He/she will probably call again in a little while.

6. Questions & answers

T: How do you say, "Do you hear?"

T: How do you say, "Do you know?"

T: How do you say, "Do you see?"