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**ABSTRACT**

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

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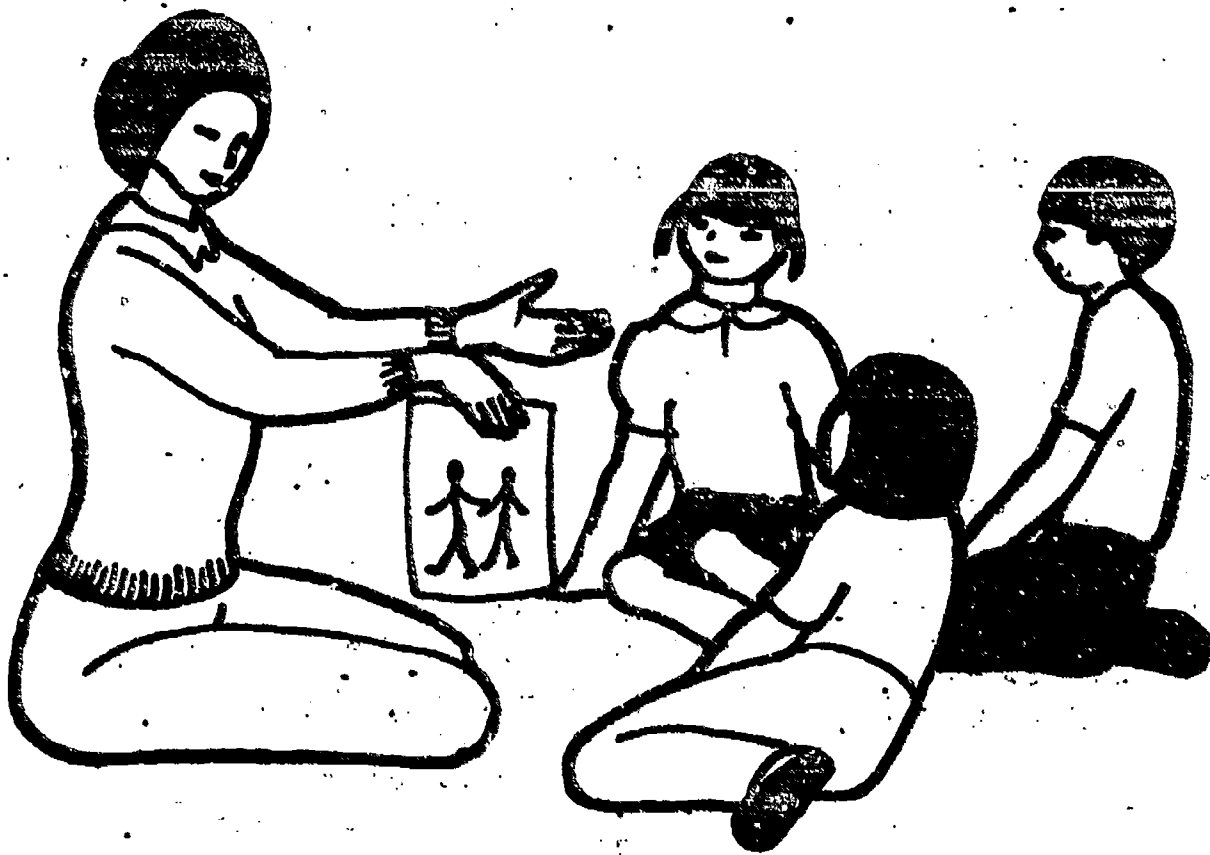
Level I

CHINESE AS A SECOND LANGUAGE

Teacher's Manual

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

UD 014631

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## RATIONALE TO THE CHINESE AS A SECOND LANGUAGE CURRICULUM

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

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

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

The curriculum is set up with priorities to:

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

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

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

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

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

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

Laureen Chew and May Chung--Summer Workshop, 1973.

## Introduction

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

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

T = teacher

S = student

Model : (3) = say it three times

Echo : (3) = students repeat it three times

○ = whole class

◐ = first half of the class

◑ = the other half of the class

⊙ = individually

(book) = substitution slot

( ) = information enclosed in parenthesis may be either

1. omitted from language pattern by preference as in the case

of "嘍" in "I'm reading. 我讀(嘍)書."

or 2. interchangeably used with another expression as in the

case of "where. 邊度 or 邊處."

The teachers in our program agree that teachers should teach the language patterns that are natural to their own speech. But the teacher should keep in mind that the students ought to be exposed to alternative ways of speaking once the basic foundation has been established.

Although no Chinese festival items have been included in the lessons, they can be worked into the general lesson plan by incorporating them into the language patterns studied up to that point. For example: Today's Moon Festival.

I've a moon cake.

has  
Who wants a moon cake?

have  
Do you want a moon cake?

Which is the moon cake?

Where's the moon cake?



MATERIALS NEEDED

TEACHING POINTS

<p><u>FP's:</u>                  Good morning (red #1)                  What's your name? (red #2)                  My name's _____. (red #3)                  I (blue #71)                  you (blue #72)</p> <p><u>*Hand Puppets:</u>                  Siu Ying                  Siu Ming</p> <p>*Purchase or make own.</p>	<p>"I" in Chinese has an "ng" beginning sound, one that's only found at the end in English, e.g. song, bang. Have students say "song a" fast so that they run together: "songa" to emphasize the combination sound of "-nga".</p>
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LANGUAGE PATTERNS

VOCABULARY

<p>The students will learn to greet each other and to ask:                  Good morning. 早晨                  What's your name? 你叫乜(嘢)名呀?                  And will answer:</p>	<p>Good morning                  早晨                  What's your name?                  你叫乜(嘢)名呀?                  My name's _____.</p>
<p>My name's _____.                  我叫 _____.</p> <p>The students will also be able to comprehend the following:                  Listen to me: 聽我講.                  Repeat after me. 跟我講.                  Quiet. 唔好嘈.</p>	<p>我叫 _____.</p>

LIKELY ERRORS

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

TESTS

Have students sit in a circle. Teacher starts:

T: Good morning: 早晨  
 S1: Good morning. 早晨  
 T: My name's \_\_\_\_\_. What's your name? 我叫\_\_\_\_, 你叫乜(嘢)名呀?  
 S1: My name's \_\_\_\_\_. (To S2) Good morning. 我叫\_\_\_\_, 早晨  
 S2: Good morning. 早晨  
 S1: What's your name? 你叫乜(嘢)名呀?  
 S2: My.... (To S3) Good morning. Continue around the class.

PROCEDURES

Directions

- 1. Put finger to mouth to signify "quiet". Say it to class or students any time when they should be quiet.

Presentation

- 2. Introduce the two hand puppets to the class.
- 3. Use the puppets to introduce the dialogs. Ask class to listen to you: 聽我講。

- 4. Echo. Before modeling, ask class to listen first:

"聽我講"

Ask class to repeat:

"跟我講"

Language Patterns

- 1. Quiet.

唔好嘈

Presentation

- 2. T: Her name's Siu Ying.

佢叫小英

T: His name's Siu Ming.

佢叫小明

- 3. Model: (3)

T: Listen to me.

Siu Ming: Good morning.

早晨

Siu Ying: Good morning.

早晨

Siu Ming: My name's Siu Ming.

我叫小明

What's your name?

你叫乜(嗰)名呀?

Siu Ying: Siu Ying.

小英

- 4. Echo: (3)

T: Listen to me.

Siu Ying: Good morning.

○: 早晨

Siu Ming: My name's Siu Ming.

我叫小明

What's your name?

你叫乜(嗰)名呀?

○: \_\_\_\_\_

○: \_\_\_\_\_?

Siu Ying: Siu Ying.

○: \_\_\_\_\_ 小英



PROCEDURES

Directions

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

Point to individual students & FP:

6. Students may not have a Chinese name at this point. Use their English names until they become accustomed to their new names.

Help S1 with answer:

to S2:

Continue around the class.

7. Chain dialog

to S1:

Have S1 start conversation with S2.

Continue around the class.

Language Patterns

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

T: I 我

○ : —

T: you 你

○ : —

6. Question & Answer

T: My name's —.

我叫 —.

What's your name?

你叫什么(呀)名呀?

S1: (S1)

T: What's your name?

你叫什么(呀)名呀?

S2: (S2)

7. Chain dialog

T: Good morning. 早晨

S1: Good morning. 早晨

T: My name's —.

我叫 —.

What's your name?

你叫什么(呀)名呀?

S1: (S1)

S1: Good morning. 早晨

S2: Good morning. 早晨

S1: My name's.... 我叫 —.

What's ...?

etc.

MATERIALS NEEDED

TEACHING POINTS

<p>FP's:                  she(he) (blue #73)                  "Good morning" (red #1)                  "What's your name?" (red #2)                  "My name's ____." (red #3)</p>	<p>"He" and "she" in spoken Cantonese are the same: 佢.                  Work on the pronouns: I, you, he, she.</p>
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LANGUAGE PATTERNS

VOCABULARY

<p>Students will be able to ask:                  What's his(her) name? 佢叫乜(嘢)名呀?                  They will be able to answer:                  His(her) name's ____ 佢叫 ____。                  And they will be able to answer whenever asked:                  What's the matter? 做乜嘢呀? (乜嘢事呀?)                  with:                  I have to go to the bathroom. 我要去廁所。                  I want a drink of water. 我要飲水。</p>	<p>he, she 佢</p>
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LIKELY ERRORS

Confusion in the use of the pronouns.

TESTS

Start the chain question and answer by asking S1:

T: What's your name? 你叫乜(嘢)名呀?

S1: My name's \_\_\_\_ 我叫 \_\_\_\_。

Point to S1 while addressing the question to S2

T: What's his(her) name? 佢叫乜(嘢)名呀?

S2: His(her) name's \_\_\_\_ 佢叫 \_\_\_\_。

S3 asks S4:

S3: What's your name?

S4: My name's \_\_\_\_。

S5 pointing to S4, asks S6:

S5: What's his(her) name?

S6: My ....

Continue around the class.

PROCEDURES

Directions

Review

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

Address question to S1:

Have S1 ask S2:

S2 asks S3:

Continue around the class.

Presentation

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

Point to S1

Point to S2

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

跟我講。

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

Address the question to class. Have class repeat.

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

Language Patterns

Review

- 1. T: Good morning. 早晨。  
: Good morning. 早晨。  
L: My name's \_\_\_\_\_. 你叫乜(嘢)名呀?  
What's your name?  
你叫乜(嘢)名呀?  
S1: My name's \_\_\_\_\_. 我叫\_\_\_\_\_。  
What's your name?  
你叫乜(嘢)名呀?  
S2: My name's \_\_\_\_\_.  
What's ...?  
etc.

Presentation

- 2. Model: (3)

- T: My name's \_\_\_\_\_. 我叫\_\_\_\_\_。  
Your name's \_\_\_\_\_. 你叫\_\_\_\_\_。  
His (her) name's \_\_\_\_\_。  
佢叫\_\_\_\_\_。

- 3. Echo: (3), (3).

T: He (she)

○: \_\_\_\_\_

T: His (her) name's \_\_\_\_\_。

○: \_\_\_\_\_

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

T: His (her) name's \_\_\_\_\_。

T: What's his name?

佢叫乜(嘢)名呀?

○: \_\_\_\_\_

T: His(her) name's \_\_\_\_\_。

佢叫\_\_\_\_\_。

etc.

## PROCEDURES

Directions

5. Start chain drill by asking S1:

Pointing to S1 but address question to S2:

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

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

## 6. Survival CSL

- Whenever a student approaches to ask a question or permission to do something or go somewhere, say, "What's the matter?" to the student. If student's asking for permission to go to the bathroom or get a drink of water, teach him(her) to say it in Chinese.

Note: "T" is for students listening comprehension. "S" is for student production.

Language Patterns

## 5. Chain drill

T: What's your name?  
你叫乜(嘢)名呀?

S1: My name's \_\_\_\_.  
我叫 \_\_\_\_。

T: What's his name?  
佢叫乜(嘢)名呀?

S2: His(her) name's \_\_\_\_.  
佢叫 \_\_\_\_。

What's his(her) name?  
佢叫乜(嘢)名呀?

S3: His (her) name's \_\_\_\_.  
佢叫 \_\_\_\_。

What's his(her) name?  
佢叫乜(嘢)名呀?

S4: \_\_\_\_?  
\_\_\_\_?

## 6. Survival CSL

T: What's the matter?  
做乜嘢呀? (乜嘢事呀?)

S: I have to go to the bathroom.  
我要去廁所。

S: I want a drink of water.  
我要飲水。

T: Where're you going?  
你去邊度(處)呀?

S: To the toilet.  
去廁所。

S: To get a drink of water.  
去飲水。

## MATERIALS NEEDED

## TEACHING POINTS

<p><u>FP's</u>          "How are you?" (red #4)          "Fine, thank you." (red #5)          "Good bye" (red #6)</p> <p><u>Puppets:</u>          Siu Ying          Siu Ming</p>	<p>Watch tones on dialogs.</p>
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## LANGUAGE PATTERNS

## VOCABULARY

<p>Students will be able to carry on the following conversation:</p> <p>Good morning 早晨</p> <p>How are you? 你好嗎?</p> <p>Fine, thank you. 好, 有心。</p> <p>And you? 你呢?</p> <p>Good bye. 再見</p> <p>In addition, the students will understand and follow the commands:</p> <p>Line up. 排隊</p> <p>Altogether (everyone) 大家一齊。</p> <p>Go back to your seat. 返埋位。</p>	<p>How are you?          你好嗎?          Fine, thank you.          好, 有心。          And you?          你呢?          Good bye          再見</p>
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## LIKELY ERRORS

Tone mispronunciation.

## TESTS

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

T: Good morning. 早晨

S1: Good morning. 早晨

T: How are you? 你好嗎?

S1: Fine, thank you. And you? 好, 有心。你呢?

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

S1: Good bye. 再見

Have other students take part in the conversation.

DirectionsReview

1. Start chain greeting

S1 to S2:

S2 to S3:

2. Continue around the class. Stand by the door. Call each student to you to line up. May have to lead the students by their hands at first. Call to S2 to line up.

Call to S3 to line up.

Continue until everyone's lined up.

Then tell each student to go back to own seat. May have to lead the first ones back to their seats.

3. Still standing by the door, introduce the commands:  
大家一齊  
Motion for everyone to line up.

Motion for everyone to go back to their seats.

Presentation

4. Use the hand puppets to introduce the dialogs.

Language PatternsReview

1. T: Good morning, (S1).

早晨。

S1: Good morning.

早晨。

Good morning, (S2).

早晨。

S2: Good morning.

早晨

etc.

2. T: S1, line up.

排隊

S2, line up.

排隊

S3, line up.

etc.

- T: S1, go back to your seat.

返埋位。

S2, go back....

etc.

3. T: Everyone(altogether), line up.

大家一齊排隊。

Everyone(altogether), go back to your seat.

大家一齊返埋位。

Presentation

4. Model: (3)

Siu Ming: Good morning.

早晨。

Siu Ying: Good morning.

早晨。

Siu Ming: How are you?

你好嗎?



Directions  
4. (Cont.)

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

6. Quick drill on dialog using FP's.

Language Patterns

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

好, 有心。你呢?

Siu Ming: Fine, thank you.

好, 有心。

Siu Ying: Good bye.

再見。

Siu Ming: Good bye. 再見。

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

○: 早晨。

Siu Ying: Good morning.

○: 早晨。

Siu Ming: How are you?

你好嗎?

○: \_\_\_\_\_?

Siu Ying: Fine, thank you.  
And you?

好, 有心。你呢?

○: \_\_\_\_\_.

Siu Ming: Fine, thank you.

好, 有心。

○: \_\_\_\_\_.

Siu Ying: Good bye. 再見

○: \_\_\_\_\_.

Siu Ming: Good bye. 再見

○: \_\_\_\_\_.

6. Echo: ○  
T: Good morning. 早晨。

○: \_\_\_\_\_.  
T: How are you? 你好嗎?

○: \_\_\_\_\_.  
T: Fine, thank you. 好, 有心。

○: \_\_\_\_\_.  
T: Good bye. 再見。

○: \_\_\_\_\_.

MATERIALS NEEDED

TEACHING POINTS

<p>FP's:                  Good morning                  What's your name?                  My name's _____                  How are you?                  Fine, thank you.                  Good bye.                  (red #1-6)</p>	<p>Work on a natural flow of the dialogs.</p>
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LANGUAGE PATTERNS

VOCABULARY

<p>Students will be able to carry on the following conversation or a shortened version.</p> <p>S1: Good morning. 早晨。                  S2: Good morning. 早晨。                  S1: How are you? 你好嗎?                  S2: Fine, thank you. And you?                  好, 有心。你呢?                  S1: Fine, thank you. What's your name?                  好, 有心。你叫乜(嘢)名呀?                  S2: (name), And you?                  _____ 你呢?                  S1: (name). Good bye.                  _____ 再見。                  S2: Good bye.                  再見。</p>	<p>None</p>
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LIKELY ERRORS

<p>None.</p>
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TESTS

<p>None.</p>
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## PROCEDURES

Directions

1. Divide class into two groups. Prompt each group with FP for their part of the conversation

2. Ask S1 to line up at the door:

Point to S2 and ask S1:

Ask S2 to line up:

Point to S3 and ask S2:

Continue until everyone's lined up at the door.

Give command to go back to their own seats.

Language Patterns

1. Conversation

⊙: Good morning.

早晨。

⊙: Good morning.

早晨。

⊙: How are you?

你好嗎?

⊙: Fine, thank you. And you?

好, 有心。你呢?

⊙: Fine, thank you.

好, 有心。

⊙: Good bye.

再見。

⊙: Good bye.

再見。

2. T: (S1), line up.

——, 排隊。

What's his(her) name?

佢叫乜(嗰)名呀?

S1: His(her) name's (S2).

佢叫——。

T: (S2), line up.

——, 排隊。

What's his(her) name?

佢叫乜(嗰)名呀?

S2: ——。

etc.

T: Everyone(altogether), go back to your seat.

大家一齊, 返埋位。

## PROCEDURES

Directions

3. Start a chain drill with S1

Indicate to S1 to greet S2 and to ask his(her) name.

Have S2 greet S3 and carry on.

Continue around the class.

Language Patterns

3. Chain drill

T: Good morning. What's your name?

早晨。你叫乜(嘢)名呀?

S1: \_\_\_\_\_. or My name's \_\_\_\_\_.

\_\_\_\_\_。 我叫 \_\_\_\_\_。

Good morning. What's your name?

早晨。你叫乜(嘢)名呀?

S2: \_\_\_\_\_. or My name's \_\_\_\_\_.

\_\_\_\_\_。 我叫 \_\_\_\_\_。

Good morning. What's...?

早晨。

etc.

MATERIALS NEEDED

TEACHING POINTS

<p>FP's: How old are you? (red #7) I'm _____ years old. (red #8)</p> <p>Make own number cards: 1-10.</p>	<p>Watch the tone on "歲".</p>
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LANGUAGE PATTERNS

VOCABULARY

<p>Students will be able to ask: How old are you? 你幾(多)歲呀?</p> <p>And will be able to answer: I'm _____ years old. 我_____歲。</p> <p>In addition, students will be able to count from one to ten at the command: Count from one to ten. 由一數到十。</p>	<p>How old are you? 你幾(多)歲呀? I'm _____ years old. 我_____歲。 one 一 two 二 three 三 four 四 five 五 six 六 seven 七 eight 八 nine 九 ten 十</p>
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LIKELY ERRORS

<p>Wrong tone for "歲".</p>
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TESTS

<p>Have S1 turn to S2 and start the chain question and answer:</p> <p>S1: I'm _____ years old. 我_____歲。你幾(多)歲呀? How old are you? 你幾(多)歲呀?</p> <p>S2: I'm _____ years old. 我_____歲。</p> <p>S2 to S3: How old are you? 你幾(多)歲呀?</p>
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PROCEDURES

Directions

1. Greet class and introduce the numerals, 1-10.  
  
Demonstrate with fingers.
2. Have students count by showing number of fingers.
3. Introduce the FP: "How old are you?"
4. Find out from each student how old he/she is and help him/her with reply.

Repeat question to S2:

Continue around the class.

5. Start chain drill with S1.

S1 to S2:

S2 to S3:

Continue around the class.

Language Patterns

1. Model: (3)  
T: Listen to me count from one to ten.  
聽我數由一數到十。  
T: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.  
一, 二, 三, 四, 五, 六, 七, 八, 九, 十.
2. Echo: ○ (3), ⊙  
T: 1, 2, 3, 4, 5, ... 10.  
一, 二, 三, 四, 五, ... 十.  
○: \_\_\_\_\_
3. Model: (3), Echo: ○ (2), ⊙  
T: How old are you?  
你幾(多)歲呀?  
○: \_\_\_\_\_?
4. Question and answer  
T: How old are you?  
你幾(多)歲呀?  
S1: I'm \_\_\_\_\_ years old.  
我 \_\_\_\_\_ 歲。  
T: How old are you?  
你幾(多)歲呀?  
S2: I'm ....  
我 ....  
etc.
5. Chain drill  
T: How old are you?  
你幾(多)歲呀?  
S1: I'm \_\_\_\_\_ years old.  
我 \_\_\_\_\_ 歲。  
How old are you?  
你幾(多)歲呀?  
S2: I'm \_\_\_\_\_ years old.  
我 \_\_\_\_\_ 歲。  
How old ...?  
etc.



## PROCEDURES

Directions

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

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

7. Familiarize students with the following commands by demonstration whenever possible and appropriate:

Speaker louder. (講)大聲啲。

Speak softer. (講)細聲啲。

Speak slower. (講)慢聲啲。

Speak faster. (講)快聲啲。

Language Patterns

6. T: (S1), count from one to five.

——, 由一數到五。

S1: 1, 2, 3, 4, 5.

一, 二, 三, 四, 五。

- T: (S2), count from one to seven.

——, 由一數到七。

S2: 1, 2, 3, 4, 5, 6, 7,

一, 二, 三, 四, 五, 六, 七。

etc.

MATERIALS NEEDED

TEACHING POINTS

<p><b>FP's:</b>                  Where do you live? (red #9)                  I live on ____ Street. (red #10)                  What's your phone number? (red #11)                  My phone number's _____. (red #12)</p> <p><b>Puppets:</b>                  Siu Ying                  Siu Ming</p>	<p>"好" and "号" have the same sound but different tones.</p>
--	---

LANGUAGE PATTERNS

VOCABULARY

<p>Students will be able to ask:                  Where do you live?                  你住係邊度(處)呀?                  What's your phone number?                  你嘅電話係幾號呀?                  And they will answer:                  I live on ____ Street.                  我住係 ____ 街。                  My phone number's _____.                  我嘅電話係 _____。</p>	<p>Where do you live?                  你住係邊度(處)呀?                  I live on ____ Street.                  我住係 ____ 街。                  What's your phone number?                  你嘅電話係幾號呀?                  My number's _____.                  我嘅電話係 _____。</p>
--	--

LIKELY ERRORS

Confusion between "号" and "好".

TESTS

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

to S1 (1): Where do you live? 你住係邊度(處)呀?

S1: I live on \_\_\_\_ Street.

我住係 \_\_\_\_ 街。

(2): What's your phone number?

你嘅電話係幾號呀?

S1: \_\_\_\_\_ or My phone number's \_\_\_\_\_.

我嘅電話係 \_\_\_\_\_。

to S2 (3): Where ...?  
etc.

Continue questioning individuals in Group 2.

Switch roles, Group 2 addressing the questions to individuals in Group 1.

Directions

Review

1. Have class, then individuals count from 1-10.

Presentation

2. Use the hand puppets to introduce the new dialogs.

3. Have class repeat the questions.

4. Introduce the FP: "Where do you live?"

Call on individual students and help them with their addresses. Cue students' responses with the FP: I live on \_\_\_ Street.

Language Patterns

Review

1. Production: ○, ⊙.

T: Count from one to five.

由一數到五。

○: 1, 2, 3, 4, 5.

一, 二, 三, 四, 五。

T: Count from two to ten.

由二數到十。

○: 2, 3, 4, 5, 6, 7, 8, 9, 10.

二, 三, 四, 五, 六, 七, 八, 九, 十.  
etc.

Presentation

2. Model: (3)

Siu Ming: Where do you live?

你住喺邊度(處)呀?

Siu Ying: I live on \_\_\_ Street.

我住喺\_\_\_街。

Siu Ming: What's your phone number?

你嘅電話係幾號呀?

Siu Ying: \_\_\_ or My phone number's \_\_\_.

我嘅電話係\_\_\_。

3. Echo: ○ (3)

Siu Ming: Where do you live?

你住喺邊度(處)呀?

○: \_\_\_?

Siu Ming: What's your phone number?

你嘅電話係幾號呀?

○: \_\_\_?

4. Model: (3), Echo: ○ (3), ⊙.

T: Where do you live?

你住喺邊度(處)呀?

○: \_\_\_?

S1: I live on \_\_\_ Street.

我住喺\_\_\_街。

Directions

4. (Cont.)

Point to S1

Class repeats

To S2

Class repeats

Point to S2

Class repeats

To S3

Continue around the class.

5. Repeat the same procedures for "What's your phone number?", and "

To S1

Class repeats

Point to S1

Class repeats

Repeat the same procedures with different students answering.

6. Start chain drill with S1.

to S1

Language Patterns

4. (Cont.)

T: He (she) lives on \_\_\_ Street.

佢住喺 \_\_\_ 街。

○: \_\_\_

T: Where do you live?

你住喺邊度(處)呀?

○: \_\_\_?

S2: I live on \_\_\_ Street.

我住喺 \_\_\_ 街。

T: He (she) lives on \_\_\_ Street.

佢住喺 \_\_\_ 街。

○: \_\_\_

T: Where...?

etc.

5. Model: (3), Echo: ○ (3), ○

T: What's your phone number?

你嘅電話係幾號呀?

○: \_\_\_?

S1: 123-3456. or My phone number's 123-3456.

一二三、三四五六。

我嘅電話係  
一二三、三四五六。

T: His (her) phone number's 123-3456.

佢嘅電話係一二三、三四五六。

○: \_\_\_

etc.

6. Chain drill

T: I live on \_\_\_ Street.

我住喺 \_\_\_ 街

Where do you live?

你住喺邊度(處)呀?

Directions

6. (Cont.)

S1 to S2

S2 to S3

Continue around the class.

7. Start another chain drill with S1.

to S1

S1 to S2

Continue around the class.

Language Patterns

6. (Cont.)

S1: I live on \_\_\_\_\_ Street.

我住係 \_\_\_\_\_ 街。

Where do you live?

你住係邊度(處)呀?

S2: I live on \_\_\_\_\_ Street.

我住係 \_\_\_\_\_ 街。

Where...?

etc.

7. Chain drill

T: My phone number's \_\_\_\_\_.

我嘅電話係 \_\_\_\_\_。

What's your phone number?

你嘅電話係幾號呀?

S1: \_\_\_\_\_ or My phone number is \_\_\_\_\_.

\_\_\_\_\_ 我嘅電話係 \_\_\_\_\_。

What's your phone number?

你嘅電話係幾號呀?

etc.

MATERIALS NEEDED

TEACHING POINTS

<p>FP's:                  Good morning                  What's your name?                  My name's _____                  How are you?                  Fine, thank you.                  Good bye.                  How old are you?                  I'm _____ years old.                  Where do you live?                  I live on _____ Street.                  What's your phone number?                  My phone number's _____                  (red #1-12)</p>	<p>Encourage students to carry on greeting and informal conversation naturally.</p>
---	---

LANGUAGE PATTERNS

VOCABULARY

<p>Students should be able to greet each other:                  Good morning. 早晨。                  How are you? 你好嗎?                  I'm fine, thank you. And you? Good-bye                  好, 有心。你呢? 再見。                  They will also be able to ask for and give basic information about themselves and their fellow students.                  My name's _____. 我叫 _____。                  What's your name? 你叫乜(嘢)名呀?                  I'm _____ years old. 我 _____ 歲。                  How old are you? 你幾(多)歲呀?                  I live on _____ Street. 我住係 _____ 街。                  Where do you live? 你住係邊度(處)呀?                  My phone number's _____. 我嘅電話係 _____。                  What's your phone number?                  你嘅電話係幾號呀?</p>	<p>None</p>
---	-------------

LIKELY ERRORS

None

TESTS

None.



PROCEDURES

Directions

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

Show the same FP to Group 2

Show FP: "How are you?" to Group 1

FP: "Fine, thank you." to Group 2:

FP: "Good-bye" to groups 1 & 2.

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

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

Continue around the class.

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

Indicate to S2 to respond:

Continue around the class.


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

Indicate to S2 to respond:


Continue around the class.

Language Patterns


1. Production:  ,  , 

 : Good morning.


早晨。

 : Good morning.


早晨。

 : How are you?


你好嗎?

 : Fine, thank you. And you?

好, 有心, 你呢?

 : Good-bye.

再見。

 : Good-bye: 再見。

2. Response: 

T: What's your name?

你叫乜(嘢)名呀?


S1: \_\_\_\_\_ or My name's \_\_\_\_\_.

我叫 \_\_\_\_\_。

S2: \_\_\_\_\_ or My name's \_\_\_\_\_.

我叫 \_\_\_\_\_。

etc.

3. Response: 

T: How old are you?

你幾(多)歲呀?

S1: \_\_\_\_\_ or I'm \_\_\_\_\_ years old.

\_\_\_\_\_ 歲。我 \_\_\_\_\_ 歲。

S2: \_\_\_\_\_ or I'm \_\_\_\_\_ years old.

\_\_\_\_\_ 歲。我 \_\_\_\_\_ 歲。

etc.

4. Response: 

T: Where do you live?

你住咩邊度(處)呀?

S1: I live on \_\_\_\_\_ Street.

我住咩 \_\_\_\_\_ 街。

S2: I live on \_\_\_\_\_ Street.

我住咩 \_\_\_\_\_ 街。

etc.

PROCEDURES

Directions

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

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

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

6. Place the FP's:

- "My name's \_\_\_\_\_."
  - "I live on \_\_\_\_\_ Street."
  - "I'm \_\_\_\_\_ years old."
  - "My phone number's \_\_\_\_\_."
- in a pocket chart. Start chain drill by pointing to one of the FP's, "My name's \_\_\_\_\_."

to S1:

S1 to S2

S2 to S3

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

Language Patterns

5. Question & response

T: What's your phone number?

你嘅電話係幾號呀?

S1: \_\_\_\_\_ or My phone number's \_\_\_\_\_.

\_\_\_\_\_。我嘅電話係\_\_\_\_\_。

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

佢嘅電話係幾號呀?

○: \_\_\_\_\_ or His(her) phone number's \_\_\_\_\_.

\_\_\_\_\_。佢嘅電話係\_\_\_\_\_。

etc.

6. Chain drill

T: My name's \_\_\_\_\_.

我叫\_\_\_\_\_。

What's your name?

你叫乜(嘢)名呀?

S1: \_\_\_\_\_ or My name's \_\_\_\_\_.

\_\_\_\_\_。我叫\_\_\_\_\_。

What's your name?

你叫乜(嘢)名呀?

S2: \_\_\_\_\_ or My name's \_\_\_\_\_.

\_\_\_\_\_。我叫\_\_\_\_\_。

What's ...?

etc.

MATERIALS NEEDED

TEACHING POINTS

<p><u>PP:</u></p> <p>What day (of the week) is today? (red #13)</p> <p><u>Charts:</u></p> <p>Tone Charts I &amp; II</p> <p>Calendar</p>	<p>The words for day 日 and one 一 have the same sound but different tones. Use the tone charts to help students to see the difference in tones.</p>
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LANGUAGE PATTERNS

VOCABULARY

<p>Students will point to a day (of the week) on the calendar and ask: What day (of the week) is this? 星期幾呀?</p> <p>They will answer with the appropriate day of the week: <u>Monday</u> 星期一</p> <p>They will also be able to ask: What day (of the week) is today? 今日係星期幾呀?</p> <p>And answer with the short answer: <u>Monday</u> 星期一</p> <p>Or the long answer: Today's <u>Monday</u>. 今日係星期一。</p>	<p>What day (of the week) is today? 今日係星期幾呀?</p> <p>Sunday 星期日</p> <p>Monday 星期一</p> <p>Tuesday 星期二</p> <p>Wednesday 星期三</p> <p>Thursday 星期四</p> <p>Friday 星期五</p> <p>Saturday 星期六</p>
---	--

LIKELY ERRORS

<p>Confusion in tones, especially between one 一 and day 日</p>
---

TESTS

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

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

S1: Sunday. 星期日

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

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

Have S1 come up to the calendar and address the same questions to S2.

Continue until everyone's had a turn.

Directions

Review:

1. Start a chain drill with S1.

S1 addresses question to S2.

2. Use "And you?" 你呢 to elicit students' phone numbers.

T to S2.

T to S3 etc.

Presentation:

3. Point to the actual day of the week.

4. Model & Echo.

Continue until all the days of the week have been introduced and echoed.

Tone Contrast:

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

Language Patterns

Review:

1. T: My name's \_\_\_\_\_. What's your name?

我叫\_\_\_\_。你叫乜(嘢)名呀?

S1: My name's \_\_\_\_\_. What's your name?

我叫\_\_\_\_。你叫乜(嘢)呀?  
etc.

2. T: What's your phone number?

你嘅電話係幾號呀?

S1: 123-3456 or

一二三·三四五六。

My phone number is 123-3456.

我嘅電話係一二三·三四五六。

T: And you?

你呢?

S2: \_\_\_\_\_  
etc.

Presentation:

3. T: Today's Monday.

今日係星期一。

4. Model: (2). Echo: ○ (2), ⊙

T: Monday. 星期一。

○: \_\_\_\_\_

T: Tuesday. 星期二。

○: \_\_\_\_\_

Tone Contrast:

5. Model: (2)

T: 一, 桔, 粥, (排)骨。

Directions

6. Echo

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

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

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

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

Point to calendar:

10. Pick a random day to model & echo.

Continue on with the rest of the week.

Language Patterns

6. Echo: ○ (2), ⊙ .

T: 一, 桔, 粥, (排骨).

○ : \_\_\_\_\_

T: one 一

○ : \_\_\_\_\_

7. Model: (2), Echo: ○ (2) ⊙

T: 日, 肉, 脷肉, 燻肉.

○ : \_\_\_\_\_

T: day 日

○ : \_\_\_\_\_

T: 一, 一 (1)

一, 日 (2)

日, 一 (2)

日, 日 (1)

9. Model: (3). Echo: ○ (3) ⊙

T: What day (of the week) is today?

今日係星期幾呀?

○ : \_\_\_\_\_

T: Monday or Today's Monday.

星期一。 今日係星期一。

○ : \_\_\_\_\_

10. Model: (2). Echo: (2)

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

○ : \_\_\_\_\_

○ : Sunday. 星期日.

○ : \_\_\_\_\_



MATERIALS NEEDED

TEACHING POINTS

<p><b>FP's:</b>                  "What day of the month is today?" (red, #14)                  "What date's today?" (red, #15)</p> <p><b>Charts:</b>                  Tone Charts I &amp; II</p> <p>Calendar</p>	<p>In spoken Cantonese, 號 rather than 日 is used for telling date.</p> <p>號 and 好 have the same sound but different tones.</p>
--	---

LANGUAGE PATTERNS

VOCABULARY

<p>Students will perform the commands:</p> <p>Stand up. 企起身                  Sit down. 坐低                  Raise your hand. 舉手</p> <p>And they will be able to ask:</p> <p>What day (of the month) is today?                  今日係幾號呀?                  What date's today?                  今日係幾月幾號呀?</p> <p>And answer:</p> <p>The <u>1st.</u>                      or Today's the <u>1st.</u>                  一號                              今日係一號。                  Jan. <u>1st.</u>                      or Today's <u>Jan. 1st.</u>                  一月一號                          今日係一月一號</p>	<p>What day (of the month) is today?                  今日係幾號呀?                  What date's today?                  今日係幾月幾號呀?                  days of the month:                  一號, 二號, .... 三十一號                  months:                  一月, 二月, 三月, 四月,                  五月, 六月, 七月, 八月,                  九月, 十月, 十一月, 十二月</p>
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LIKELY ERRORS

<p>Confusion of tones: 好 for 號</p>
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## TESTS

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

T: Today's Feb. 2nd. 今日係二月二號。

Point to another date on calendar:

T: What date is this? 幾月幾號呀?

S1: Feb. 28th. 二月二十八號。

S1 goes to calendar to pick another to ask S2:

S1: What date is this? 幾月幾號呀?

S2: \_\_\_\_\_.

## PROCEDURES

Directions

## Review:

1. Take all the students through these quick review exercises.

2. Chain drill names to familiarize students with each other's names.

Language Patterns

## Review:

1. T: Good morning. How are you?  
早晨。 你好嗎?  
S1: Fine, thank you.  
好,有心。  
T: What (day of the week) is today?  
今日係星期幾呀?  
S2: Tuesday or Today's Tuesday.  
星期二。 今日係星期二。  
T: Where do you live?  
你住係邊度(處)呀?  
S3: I live on \_\_\_\_\_ St.  
我住係\_\_\_\_\_街。  
T: What's your phone number?  
你嘅電話係幾號呀?  
S4: \_\_\_\_\_  
T: Count from 1 to 5.  
由一數到五。  
S5: \_\_\_\_\_  
T: Count from 10 to 15.  
由十數到十五。  
S6: \_\_\_\_\_  
etc.  
2. T: My name's \_\_\_\_\_. 我叫\_\_\_\_\_。  
What's your name?  
你叫乜(野)名呀?  
S1: My name's \_\_\_\_\_. 我叫\_\_\_\_\_。  
What's your name?  
你叫乜(野)名呀?  
S2: \_\_\_\_\_

PROCEDURES

Directions

3. Ask a student to come sit in front of you. Show him what to do as you give the commands.

Give the commands once more and have class follow the commands as well.

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

Presentation:

5. Point to the day on the calendar.

Hold up FP of "What day (of the month) is today?"

Again, point to the day on the calendar.

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

Language Patterns

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

4. Performance  
T: S1, S2, S3, stand up.  
—, —, —, 企起身。  
S2, sit down.  
—, 坐低。  
etc.

Presentation:

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

6. Model: (3), Echo: ○(3), ○  
T: What day (of the month) is today?  
今日係幾號呀?

○: \_\_\_\_\_?

T: Today's the 13th. or  
The 13th.  
今日係十三號。 十三號。

○: \_\_\_\_\_

PROCEDURES

Directions

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

Continue until all the days of the month are introduced.

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

9. Model & Echo.  
Repeat Step 8.

Tone Contrast

10. 號 has a low level tone, the same as the items on line 3 (低平) of Tone Chart II. Model these after 號.

11. 好 is often confused with 好 which has a high rising tone, the same as the items on line 2 (高上) of Tone Chart I. Model them after 好.

Language Patterns

7. Model: (2), Echo: ○ (2) ●  
T: The 14th.  
十四號。

○: \_\_\_\_\_

T: The 15th.  
十五號。

○: \_\_\_\_\_

etc.

8. Response  
T: What day (of the month) is this?  
幾號呀?

○: \_\_\_\_\_

9. Model: (2), Echo: ○ (2) ●  
T: What day (of the month) is this?  
幾號呀?

○: \_\_\_\_\_

T: The 10th.  
十號。

○: \_\_\_\_\_

Tone Contrast

10. T: 號, 麵, 豆腐, 醃豆腐。

11. T: 好, 糖, 魚, 橙。

## PROCEDURES

Directions

12. Model & Echo.

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

14. Model & Echo.  
Hold up FP of "What date is today?"

Point to the month and day on calendar.

15. Flip through calendar and model each month.

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

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

Language Patterns

12. Model: (2), Echo: ○(2) ⊙

T: 號, 好

○: \_\_\_\_\_

13. Same or different

T: 號, 號 (1)

號, 號 (1)

號, 好 (2)

好, 好 (1)

14. Model: (3), Echo: ○(3) ⊙

T: What date's today?  
今日係幾月幾號呀?

○: \_\_\_\_\_

T: Feb. 18th. or  
Today's Feb. 18th.  
二月十八號。今日係二月十八號。

○: \_\_\_\_\_

15. T: January.

一月

○: \_\_\_\_\_

16. T: What date is this?

幾月幾號呀?

S: March 22nd.

三月二十二號。



MATERIALS NEEDED

TEACHING POINTS

\*Puppets:

- |        |        |
|--------|--------|
| Blue   | Silver |
| Black  | Purple |
| Yellow | Green  |
| Red    | Orange |
| White  | Gray   |
| Brown  | Pink   |
| Gold   |        |

Introduce half of the colors first.

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

\*Make own with construction paper.

Charts:

- Tone Chart I
- Tone Chart II

Hand Puppets:

- Siu Ying
- Siu Ming

LANGUAGE PATTERNS

VOCABULARY

Students will be able to ask each other:

What color's this? 乜嘢色呀?

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

It's blue. 藍色

In addition, they will perform the following commands:

Go over there. 去個度(處).

Come here. 嚟呢度(處).

Go to the board. 去黑板個度(處)

Go back to your seat. 返埋位。

blue	藍色
black	黑色
yellow	黃色
red	紅色
white	白色
brown	咖啡色, 棕色
gold	金色
silver	銀色
purple	紫色
pink	粉紅色
green	綠色
orange	橙色
gray	灰色

## LIKELY ERRORS

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

## TESTS

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

T: What color is this? 乜嘢(顏)色呀?

S1: It's blue. 藍色 Give S1 an FP so that he can ask S2:

What color is this? 乜嘢(顏)色呀?

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

Red, go over there.

White, come here.

紅色, 去個度(處).

白色, 嚟呢度(處).

Yellow, go to the board.

黃色, 去黑板個度(處).

After everyone's away from their seats, call them one by one to go back to their seats.

Red, go back to your seat.

紅色, 返埋位.

PROCEDURES

Directions

Review:

- 1. Start a chain drill.

To S2:

Tone Contrast

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

Language Patterns

Review:

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

Tone Contrast

- 2. Model: (3), Echo: ○ (2) ○  
T: 雞  
○: \_\_\_\_\_  
T: 香蕉  
○: \_\_\_\_\_  
T: 叉燒包  
○: \_\_\_\_\_
- 3. Model: (3), Echo: ○ (2) ○  
T: 我鳥  
○: \_\_\_\_\_  
T: 魚球  
○: \_\_\_\_\_  
T: 黃糖  
○: \_\_\_\_\_

PROCEDURES

4. Pair the first line items of Tone Chart I with those of the first line items of Tone Chart II. Establish hand gestures for "high" and "low" tones. Students listen.

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

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

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

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

9. Give FP's to students to hold. Start a chain drill. Point to S1's FP.

Points to S2's FP and asks:

4. T: 雞 (high), 我鳥 (low)  
香蕉 (high), 魚球 (low)  
火燒包 (high), 黃糖 (low)

5. T: 雞 (high) 我鳥 (low) 黃糖 (low)  
魚球 (high) 魚球 (low)  
香蕉 (high) 火燒包 (high)

6. Presentation

Siu Ying: What color is this?  
(小英) 乜嘢(顏)色呀?  
Siu Ming: It's blue.  
(小明) 藍色

7. Model: (2), Echo ○ (2) ⊙

Siu Ying: What color is this?  
(小英) 乜嘢(顏)色呀?  
○: \_\_\_\_\_

Siu Ming: It's blue.  
(小明) 藍色  
○: \_\_\_\_\_

8. Model: (2), Echo: ○ (2) ⊙

T: Red. 紅色

○: \_\_\_\_\_

etc.

9. Chain drill.

T: What color is that?  
乜嘢(顏)色呀?

S1: It's black.  
黑色

What color is that?

S2: 乜嘢(顏)色呀?  
\_\_\_\_\_

## PROCEDURES

## 10. Performance

Point to a corner and call a student to:  
Student probably won't know what to do. Just take his hand and lead him to the corner.

Call to another student to:  
If he doesn't know what to do, lead him to the corner.  
Continue to call students, one by one to "go over there" until they understand the command.

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

## 10. Performance

T: S1, go over there.

\_\_\_\_\_, 去個度(處)。

T: S2, go over there.

\_\_\_\_\_, 去個度(處)。

T: S3, \_\_\_\_\_

11. T: \_\_\_\_\_, come here.

嚟呢度(處)。

: \_\_\_\_\_, go to the board.

去黑板個度(處)。

: \_\_\_\_\_, go back to your seat.

返士里位。

MATERIALS NEEDED

TEACHING POINTS

<p><u>FP's:</u></p> <p>Color FP's. Calendar.</p> <p><u>Charts:</u></p> <p>Tone Chart I Tone Chart II</p>	<p>"What", when referring to objects, is 乜嘢.</p> <p>"What", when referring to numbers as in date, is 幾.</p>
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LANGUAGE PATTERNS

VOCABULARY

<p>Students will ask each other:</p> <p>What day (of the week) is this? 星期幾呀?</p> <p>What date is this? 幾月幾號呀?</p> <p>What day (of the week) is today? 今日係星期幾呀?</p> <p>What date's today? 今日係幾月幾號呀?</p> <p>What color is this? 乜嘢(顏)色呀?</p> <p>And they will answer:</p> <p><u>Monday.</u> 星期一 Today's <u>Monday.</u> 今日係星期一。</p> <p><u>Feb. 15.</u> 二月十五號 Today's <u>Feb. 15.</u> 今日係二月十五號。</p> <p>It's <u>red.</u> 紅色</p>	<p>None</p>
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LIKELY ERRORS

<p>Tone confusion.</p>
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TESTS

<p>None.</p>
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## PROCEDURES

Directions

1. Model & echo the days of the week.

2. Model & echo some random dates.

3. Question - response

Point to any day of the week and ask class:

Point to a date:

Let students take turns asking others.

Language Patterns

1. Model: (1), Echo: ○ (1) ●

T: Today's Monday.

今日係星期一。

○: \_\_\_\_\_

T: Tuesday. 星期二。

etc.

2. Model: (1), Echo: ○ (1), ●

T: Today's Feb. 15.

今日係二月十五號。

○: \_\_\_\_\_

T: March 15. 三月十五號。

etc.

3. Question - response

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

星期幾呀?

○: \_\_\_\_\_

etc.

T: What date is this?

幾月幾號呀?

○: April 1.

四月一號。

etc.

PROCEDURES

Directions

4. Review color FP's.
5. Let half of the class have the color FP's. Hold them up one at a time and ask the other half of the class.
- Reverse roles.
6. High-low tone discrimination  
Compare lines 1 & 4 of Tone Chart I & II.  
Say the pairs without pointing to the charts. Students are to give you either the "high and low" or "low and high" combination gesture.

7. Model and echo each item on these four lines:  
Lines 1 & 4 of Tone Charts I & II.

Language Patterns

4. Echo: ○
- T: Red.  
紅色
- : \_\_\_\_\_  
etc.
5. ●: What color is this?  
乜嘢(顏色)呀?
- : Orange.  
橙色  
etc.
6. T: 雞, 我鳥 (high, low)  
黃糖, 叉燒包 (low, high)  
魚球, 香蕉 (low, high)
- T: 肉, 桔 (low, high)  
粥, 焗肉 (high, low)  
腊肉, (排骨) (low, high)
7. Model: (2), Echo: ○ (2), ●
- T: 雞  
: \_\_\_\_\_
- T: 香蕉  
: \_\_\_\_\_
- etc.

MATERIALS NEEDED

TEACHING POINTS

FP's:

- coloring (green #37)
- copying (green #35)
- cutting (green #38)
- drawing (green #36)
- learning (to speak) Chinese (green #39)
- reading (green #34)
- writing (green #33)

Objects:

Some books, paper, and scissors.

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

LANGUAGE PATTERNS

VOCABULARY

When asked the question:

What're you doing?

你做嘍乜嘢呀?

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

Reading or I'm reading.

讀嘍書。 我讀嘍書。

coloring: 油嘍色

copying: 抄嘍書

cutting (paper) 剪嘍紙

drawing 畫嘍畫

learning to speak Chinese

學嘍中文  
reading 讀嘍書

writing 寫嘍字

LIKELY ERRORS

Watch for tones in general, and 畫嘍畫 in particular.

## TESTS

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

T: I'm reading.

我讀緊書。

S1, what're you doing?

你做緊乜嘢呀?

S1: I'm coloring.

我油緊色。

T: S2, and you?

S2, 你呢?

S2: \_\_\_\_\_

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

PROCEDURES

Directions

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

Turn to S1:

Turn to S2:

Start another chain dialog after  $\frac{1}{2}$  of the class had participated in the above dialog.

Turn to a student:

Presentation:

2. Model & Echo

Pick up a book and pretend to read.

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

Language Patterns

1. Review:

T: I live on \_\_\_\_\_ Street.

我住喺 \_\_\_\_\_ 街。

And you?

你呢?

S1: I live on \_\_\_\_\_ Street.

我住喺 \_\_\_\_\_ 街。

And you?

你呢?

S2: \_\_\_\_\_

etc.

T: My phone number's \_\_\_\_\_.

我嘅電話係 \_\_\_\_\_。

And you(rs)?

你呢?

S: \_\_\_\_\_

etc.

Presentation:

2. Model: (2), Echo: ○ (3), ○

T: I'm reading.

我讀緊書。

○: \_\_\_\_\_

3. Model: (2), Echo: ○ (3) ○

T: Writing.

寫緊字。

○: \_\_\_\_\_

etc.

PROCEDURES

4. Introduce "what're you doing?" for recognition only.

Keep one FP and pass out the others to students. Teacher states the action on own FP: Point to a student's FP and ask:

Help student with his answer.

Continue asking the other students, "what're you doing?" until everyone's had a chance to give a reply.

5. Substitution

Hold up an FP and ask:

Change FP after each correct response.

Tone Contrast

6. Review line 4 of Tone Chart II.

Ask students to "listen carefully" 留心聽住. Repeat this direction at every opportunity.

Note that the tone is low and has a glottal stop "k", or "p".

7. Review line 2 of Tone Chart I. Again, ask students to listen carefully. 留心聽住

Note that the tone goes up at the end.

4.

T: I'm reading.

我讀緊書。

What're you doing?

你做緊乜嘢呀?

S: I'm coloring.

我油緊色。

5. Substitution

T: What're you doing?

你做緊乜嘢呀?

: I'm writing.

我寫緊字。  
etc.

Tone Contrast

6. Model: (2), Echo: ○ (2), ⊙

T: 肉

○: \_\_\_\_\_

T: 腊肉

○: \_\_\_\_\_

T: 焗肉

○: \_\_\_\_\_

7. Model: (2), Echo: ○ (2), ⊙

T: 糖

○: \_\_\_\_\_

T: 魚

○: \_\_\_\_\_

T: 橙

: \_\_\_\_\_



PROCEDURES

8. Review "drawing" 畫 唻 畫 .

The first 畫 means "to draw" has the same tone as the line 4, Chart II items; and the second 畫 means "picture" has the same tone as the line 2, Chart I items.

9. Tone contrast

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

8. Model: (2), Echo: ○ (2) ○

T: 畫, 肉, 腊肉, 焗肉

○: \_\_\_\_\_

T: 畫, 糖, 魚, 橙

○: \_\_\_\_\_

9. Tone contrast

T: draw, picture (2)

畫, 畫  
draw, draw (1)

畫, 畫  
picture, draw (2)

畫, 畫  
picture, picture (1)

畫, 畫

MATERIALS NEEDED

TEACHING POINTS

<p><u>FP's:</u></p> <p>coloring (green #37)          copying (green #35)          cutting paper (green #38)          drawing (green #36)          learning (to speak) Chinese          (green #39)          reading (green #34)          writing (green #33)</p> <p>Optional:</p> <p>we (blue #74)          you (pl.) (blue #75)          they (blue #76)</p>	<p>Work on tones.</p>
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LANGUAGE PATTERNS

VOCABULARY

<p>To the question:</p> <p>What're <u>you</u> doing?          你哋做嘢乜嘢呀?</p> <p>the students will answer with the appropriate action (of the FP) along with the correct pronoun:</p> <p><u>We're coloring.</u> 我哋油嘢(顏色)</p>	<p>we          我哋          you (pl.)          你哋          they          佢哋</p>
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LIKELY ERRORS

<p>Use of incorrect pronoun.          Confusion in tones, especially between "paper 紙" and "word 字".</p>
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## TESTS

Divide class into two groups. Give each group half of the "action" FP's. Pointing to their top FP, address one group first:

T: What're you doing? 你哋做緊乜嘢呀?

⊙: We're reading. 我哋讀緊書。

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

T: What're we doing? 我哋做緊乜嘢呀?

⊙: You're coloring. 你哋油緊(顏色)。

Do the same with the second group, ⊙.

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

T: What're they doing? 佢哋做緊乜嘢呀?

⊙: They're writing. 佢哋寫緊字。

Continue until everyone in class has given an individual reply.

## PROCEDURES

Directions

## Review:

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

Class gives appropriate reply:

## 2. Singular pronouns

Face a student, pointing to self, say:

Point to student, say:

Point to another student, say:

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

## Presentation:

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

Point to the two students:

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

Point to the two students on the side:

Point to the rest of the class:

Repeat this procedure with different students.

Language Patterns

## Review:

1. T: (Name), come here.

\_\_\_\_\_, 嚟呢度(處).

What's he doing?

佢做嚟乜嘢呀?

○: He's reading.

佢讀緊書。

etc.

2. Model, Echo: ○

T: I. 我

You. 你

He (she). 佢

## Presentation:

3. Model: (2)

T: We. 我哋

They. 佢哋

4. Model: (2), Echo: ○

T: We. 我哋

S1: \_\_\_\_\_

T: They. 佢哋

S1: \_\_\_\_\_

T: You 你哋

S1: \_\_\_\_\_

PROCEDURES

5. Flipping one "action" FP at a time, gesturing to include everyone:

Response:

6. Give the FP's to students to hold. Address the class collectively:


Change FP after each response.

7. Ask a student to come up to you. Together, hold up an FP:

Change FP after each response.

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

Tone Contrast

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

5. Model: (2), Echo: ○ (2)  
T: We're writing.

○: 我哋寫字。

etc..

Response:

6. T: What're you doing?

你哋做嘢乜嘢呀?

○: We're learning (to speak) Chinese.

我哋學嘍中文。  
etc.

7. T: What're we doing?

我哋做嘢乜嘢呀?

○: You're coloring.

我哋搵顏色。

8. T: What're they doing?

佢哋做嘢乜嘢呀?

○: They're reading.

佢哋讀書。  
etc.

Tone Contrast

9. Model: (2), Echo: ○ (2), ○

T: 紙, 糖, 魚, 橙。

○: \_\_\_\_\_

PROCEDURES

10. "word 字" has a low level tone. Motion with hand: " — ". Compare it with other words with the same tone, line 3 of Tone Chart II. Have students imitate sounds and motions.

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

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

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

10. Model: (2), Echo: ○ (2), ⊙

T: 字, 麵, 豆腐, 釀豆腐。

○: —

11. Model: (2), Echo: ○, ⊙

T: paper, paper 紙, 紙

○: — (1)

T: paper, word 紙, 字

○: — (2)

etc.

12.

T: 剪紙

剪字



MATERIALS NEEDED

TEACHING POINTS

<p><u>FP's:</u></p>	<p><u>Objects:</u></p>	<p>Work on pronouns substitution.</p>
<p>coloring (green #37)                  copying (green #35)                  cutting (paper) (green #38)                  drawing (green #36)                  learning (to speak) Chinese                  (green #39)                  reading (green #34)                  writing (green #33)</p>	<p>crayons</p>	<p>Expansion of existing structures.</p>

LANGUAGE PATTERNS

VOCABULARY

<p>When asked:                  What're <u>you</u> doing? 你做緊乜嘢呀?</p> <p>Students will answer:  <u>I'm learning (to speak)</u>  <u>Chinese.</u> 我學緊中文。</p> <p>Students will also carry on the following conversation:</p> <p>What color are you coloring?                  你/油(緊)乜嘢(顏)色呀?  <u>Red.</u>                  紅色</p>	<p>None</p>
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LIKELY ERRORS

None.

TESTS

None.

## PROCEDURES

Directions

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

Point to a student and prompt class with a pronoun, or complete question.

Indicate for class to finish sentence.

Gesture to include everyone in the class:

Point to some students on one side:

Point to individual students:

Change FP and continue on with the same procedures.

Language Patterns

1.

T: What am I doing?

我做緊乜嘢呀?

○: You're learning to speak Chinese.

你學緊中文。

T: He (she)? (What's he doing?) 佢? (佢做緊乜嘢呀?)

○: He's learning to speak Chinese.

佢學緊中文。

T: You? (What're you doing?)

你嘅? (你嘅做緊乜嘢呀?)

○: We're learning to speak Chinese.

我哋學緊。

T: They? (What're they doing?)

佢哋? (佢哋做緊乜嘢呀?)

○: They're learning to speak Chinese.

佢哋學緊中文。

T: You? (What're you doing?)

你? (你做緊乜嘢呀?)

○: I'm learning to speak Chinese.

我學緊中文。

## PROCEDURES

Directions

## 2. Chain dialog

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

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

Show picture while coloring it:

Ask a student:

S1 asks S2:

Language Patterns

## 2. Chain dialog

T: I'm coloring (mine) red.

我油(嘢)紅色。

What color are you coloring (yours)?

你油(嘢)乜嘢(顏色)呀?

S1: Green.

綠色

What color are you coloring (yours)?

你油(嘢)乜嘢(顏色)呀?

S2: Yellow.

黃色。

etc.

MATERIALS NEEDED

TEACHING POINTS

<p><u>FP's:</u></p> <p>book (orange #51)          chalk (orange #58)          crayon (orange #55)          paper (orange #52)          pen (orange #54)          pencil (orange #53)          to want (green #31)</p> <p><u>Objects:</u></p> <p>same as above</p>	<p>"我" has a low rising tone.          "要" is level. Make sure that the students start off low and let their voices rise a little for "我" and keep it at that pitch for "要" 我要。</p> <p>"唔該" is the correct form of thank you to use when a service has been rendered.</p>
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LANGUAGE PATTERNS

VOCABULARY

<p>Students will be able to ask:</p> <p>What do you want? 你要乜嘢呀?</p> <p>And answer:</p> <p>I want the <u>book</u>. 我要書。</p> <p>After receiving the requested item, students will use the correct form of:</p> <p>Thank you. 唔該</p>	<p>want 要</p> <p>book 書</p> <p>chalk 粉筆</p> <p>crayon 蜡筆</p> <p>paper 紙</p> <p>pen 筆</p> <p>pencil 鉛筆</p> <p>thank you (for service) 唔該</p>
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LIKELY ERRORS

<p>"naw" for "ngaw" 我          High tones for I want: ˊˊ instead of ˊˋ .</p>
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## TESTS

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

S1: What do you want? 你要乜嘢呀?

S2: I want the book. 我要書。

S1 hands the FP to S2. S2 thanks S1.

S2: Thank you. 唔該。

S1 turns to S3 and repeats the same procedure.

PROCEDURES

Directions

Review:

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

Presentation:

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

Language Patterns

Review:

1. Model: (2), Echo: ○, ⊙

T: 雞, 香蕉, 火烤包。

○: \_\_\_\_\_

T: 我鳥, 魚球, 黃糖。

○: \_\_\_\_\_

T: 菜, 芥菜, 蔗。

T: 麵, 豆腐, 醃豆腐。

Presentation:

2. Model: (2), Echo: ○ (2) ⊙

T: To want 要

○: \_\_\_\_\_

T: book 書

○: \_\_\_\_\_

T: pen 筆

○: \_\_\_\_\_

T: chalk 粉筆

○: \_\_\_\_\_

T: pencil 鉛筆

○: \_\_\_\_\_

T: crayon 蜡筆

○: \_\_\_\_\_

T: paper 紙

○: \_\_\_\_\_

## PROCEDURES

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

Motion for class to repeat:

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

Class repeats.

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

4. Pick up an object and show class:

Turn to S1 and ask:

S1 picks something. Help him with his answer.

Ask another student to pick something.

S2 picks something.

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

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

Student hands over the object:

Ask the other students for their objects.

3. Model: (2), Echo ○ (2) ○

T: I want the book.

我要書。

○: \_\_\_\_\_

T: I want the pen.

我要筆。

○: \_\_\_\_\_

etc.

- 4.

T: I want the book. 我要書。

What do you want?

你要乜嘢呀?

S1: I want the pen.

我要筆。

T: What do you want?

你要乜嘢呀?

S2: I want the pencil.

我要鉛筆。

etc.

- 5.

T: I want the chalk.

我要粉筆。

Thank you.

唔該。

etc.



## PROCEDURES

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

Motion for class to repeat:

Student replies:

Give the requested object to student. Prompt him:

Motion for class to repeat:

Let the other students take turns.

7. Substitution:

Hold up FP's one at a time.

8. Chain drill

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

Pass the box to S1:

S1 takes an object:

Prompt S1 if necessary.

Hand the box of objects to S1. S1 turns to S2 and asks:

S2 takes an object and replies:

6. Model: (2), Echo: ○ (2), ⊙

T: What do you want?

你要乜嘢呀?

○: \_\_\_\_\_

S: I want the book.

我要書。

T: Thank you.

S: 唔該

○: \_\_\_\_\_

etc.

7. Substitution:

○: I want the crayon.

我要蜡筆。  
etc.

8. Chain drill.

T: I want the paper.

我要紙。

What do you want?

你要乜嘢呀?

S1: I want the pencil.

我要鉛筆。

Thank you.

唔該。

S1: What do you want?

你要乜嘢呀?

S2: \_\_\_\_\_

etc.

PROCEDURES

9. Pronunciation

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

10. Tone comparison

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

9. Pronunciation

T: 我

○: \_\_\_\_\_

T: 我

○: \_\_\_\_\_

10. Model: (2), Echo: ○ (3) ⊙

T: 我

○: \_\_\_\_\_

T: 蟹

○: \_\_\_\_\_

T: 櫂

○: \_\_\_\_\_

T: 柿

○: \_\_\_\_\_

MATERIALS NEEDED

TEACHING POINTS

<p><u>FP's:</u></p> <p>chalk eraser (orange #62)          glue ( " #60)          paper bag ( " #63)          paste ( " #59)          rubber eraser ( " #61)          ruler ( " #57)          scissors ( " #56)          straw ( " #64)</p> <p><u>Objects:</u></p> <p>same items as above</p>	<p>Continue the process of substitution and the usage of "thank you" 唔該。</p>
--	--

LANGUAGE PATTERNS

VOCABULARY

<p>Students will be able to ask:</p> <p>what do you want? 你要乜嘢呀?</p> <p>and answer:</p> <p>I want the <u>glue</u>. 我要膠水。</p> <p>Thank you. 唔該。</p> <p>In addition, the students will, when the occasion warrants, be able to say:</p> <p>I'm sorry.          對唔住。          That's all right.          唔緊要。</p>	<p>chalk eraser          粉擦          glue          膠水          paper bag          紙袋          paste          漿糊          rubber eraser          膠擦          ruler          間尺          scissors          鉸剪          straw          飲筒</p>
--	--

## LIKELY ERRORS

Confusion in tones, especially in "I want 我要: ^ ^  
instead of 一

## TESTS

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

S1: What do you want? 你要乜嘢呀?

S2: I want the ruler. 我要間尺。

S1 hands the FP: ruler to S2.

S2: Thank you. 唔該。

S1 also hands the rest of the FP's to S2. S2 starts the next round of questioning with S3. Continue in this manner until everyone has participated.

PROCEDURES

Directions

Review

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

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

Presentation

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

Substitution

4. Use FP's for substitution drill.

Language Patterns

Review

1. Model: (2), Echo: ○ (2) ⊙

T: 我要菜。 / ---

○: \_\_\_\_\_

T: 我要芥菜。 / ---

○: \_\_\_\_\_

T: 我要蔗。 / ---

○: \_\_\_\_\_

2. Model: (2), Echo: ○ (2) ⊙

T: 我要蟹。 / - /

○: \_\_\_\_\_

T: 我要櫛。 / - /

○: \_\_\_\_\_

T: \_\_\_\_\_ 我要柿。 / - /

Presentation

3. Model: (3)

T: chalk eraser. 粉擦  
etc.

Substitution

4. Model: (2), Echo: ○ (2) ⊙

T: I want the ruler.

○: 我要間尺。

etc.

## PROCEDURES

5. Put all the objects (including items from lesson 15) in a box. Ask a student to stand next to you and ask him what he wants.

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

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

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

7. Chain drill  
Use FP's. Start with S1.

Drop the FP.

S1 picks up FP.

Hand all of the rest of the FP's to S1.

With all the FP's, S1 turns to S2 and asks:

Continue with different students taking the parts of "T" and "S1".

5. Response: Model: (2),

Echo: ○

T: What do you want?

你要乜嘢呀?

S1: I want the ruler.

我要間尺。

T: Oops. I'm sorry.

對唔住。

That's all right.

S1: \_\_\_\_\_ 唔緊要。

6. Model: (2), Echo: ○ (3) ○

T: I'm sorry. 對唔住。

○: \_\_\_\_\_

T: That's all right. 唔緊要。

○: \_\_\_\_\_

7. Chain drill

T: What do you want?

你要乜嘢呀?

S1: I want the glue. 我要膠水。

T: I'm sorry.

對唔住。

S1: That's all right. 唔緊要。

Thank you.

唔該。

What do you want?

你要乜嘢呀?

S2: \_\_\_\_\_

etc.

MATERIALS NEEDED

TEACHING POINTS

FP's: (from Lessons 15 & 16)  
(orange #51-64)

book	chalk eraser
chalk	glue
crayon	paper bag
paper	paste
pen	rubber eraser
pencil	ruler
straw	scissors

to want (green #31).

Objects:

same as above

Hand puppets:

Siu Ying  
Siu Ming

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

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

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

LANGUAGE PATTERNS

VOCABULARY

Students will be able to ask:

Do you want the book?

你要唔要書呀?

And reply with:

Yes. 要 or Yes, thank you. 要, 唔該。

No. 唔要 or No, thank you. 唔要, 唔該。

No, (thank you). I want the \_\_\_\_\_.

唔要, (唔該). 我要 \_\_\_\_\_。

Students will also understand and carry out the command.

Ask him (her).

問佢。

don't want 唔要

Do you want \_\_\_\_\_?

你要唔要 \_\_\_\_\_ 呀?



## LIKELY ERRORS

Confusion in the "yes/no" answers.

## TESTS

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

S1: Do you want the \_\_\_\_\_? 你要唔要\_\_\_\_\_呀?

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

I want the \_\_\_\_\_.

唔要, (唔該)。我要\_\_\_\_\_。

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

S2: Do you want the \_\_\_\_\_? 你要唔要\_\_\_\_\_呀?

S3: Yes/No....

Continue around the class.

PROCEDURES

Directions

Review

1. Place all the FP's in a pocket chart. Ask S1:

S1 picks an FP and replies:

S1 gets FP.

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

Presentation

2. Use the puppets to introduce the new structures.  
Siu Ming offers Siu Ying an FP: book

Siu Ying accepts it.

Siu Ming picks another FP: pen and offers it to Siu Ying.  
Siu Ying doesn't want it.

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

"+" and "want":

"-" and "want":

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

Language Patterns

Review

1. T: What do you want?

你要乜嘢呀?

S1: I want the \_\_\_\_\_.

我要 \_\_\_\_\_.

Thank you.

唔該。

T: What about you?

你呢?

S2: \_\_\_\_\_

etc.

Presentation

2.

Siu Ming: Do you want the book?

你要唔要書呀?

Siu Ying: Yes, thank you.

要, 唔該。

Siu Ming: Do you want the pen?

你要唔要筆呀?

Siu Ying: No thank you.

唔要, 唔該。

3. Model: (3), Echo: ○ (2) ○

T: want 要

○: \_\_\_\_\_

T: don't want. 唔要

○: \_\_\_\_\_

T: 要唔要

○: \_\_\_\_\_

PROCEDURES

4. Model and echo.  
Repeat step 2. Have class repeat after Siu Ming and Siu Ying.

4. Model: (2), Echo: ○ (3) ●  
Siu Ming: Do you want the book?

你要唔要書呀?

○: \_\_\_\_\_

Siu Ying: Yes, thank you.

要, 唔該。

○: \_\_\_\_\_

Siu Ming: Do you want the pen?

你要唔要筆呀?

○: \_\_\_\_\_

Siu Ying: No, thank you.

唔要, 唔該。

○: \_\_\_\_\_

5. Question-response.  
Divide class into 2 groups. Give the FP's to the 1/2 of the class that will do the questioning:

5. Question-response.

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

●: Do you want the ruler?

你哋要唔要間尺呀?

●: Yes, thank you. or No, thank you.

要, 唔該。 唔要, 唔該。

etc.

After several rounds, reverse roles.

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

6. Substitution

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

○: Do you want the scissors?

你要唔要鉸剪呀?

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

S1: Yes, thank you. or No, thank you.

要, 唔該。 唔要, 唔該。

○: \_\_\_\_\_ ?

Continue until everyone's had a turn.

etc.

## PROCEDURES

## 7. Chain drill

Put all the objects in a box. Pick out an object and start chain drill with S1.

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

S1 asks S2:

Point to S3:

S2 asks S3:

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

## 8. Model and echo.

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

T to S1:

Answer negatively and pick up another object: pen.

Have class repeat the sentence.

Give the box to S2 and go through the same steps with him (her).

Repeat this procedure until class is familiar with this new pattern.

## 7. Chain drill

T: Do you want the paper?

你要唔要紙呀?

S1: Yes, thank you. or No, thank you.

要, 唔該。 唔要, 唔該。

T: Ask him (her).

問佢。

S1: Do you want the paper?

你要唔要紙呀?

S2: \_\_\_\_\_

T: Ask him (her).

問佢。

S2: \_\_\_\_\_

etc.

## 8. Model: (3), Echo: ○ (3) ⊙

T: Ask me if I want the book.

問我要唔要書。

S1: Do you want the book?

你要唔要書呀?

T: No, (thank you). I want the pen.

唔要, (唔該), 我要筆。

○: \_\_\_\_\_

etc.

## PROCEDURES

## 9. Substitution Drill

Hold up the stack of FP's.  
Tell class that they are to respond negatively to your question whether they wanted the FP shown them. But they are to indicate that they want the next FP shown.

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

## 9. Substitution Drill

T: Do you want the (1st FP)?

你哋要唔要 呀?

○: No, (thank you). We want the (2nd FP).

唔要, (唔該) 我哋要

T: Do you want the (3rd FP)?

你哋要唔要 呀?

○: No (thank you). We want the (4th FP).

唔要(唔該) 我哋要

10. Individual response.

T: Do you want the (1st FP)?

你要唔要 呀?

S1: No (thank you). I want the (2nd FP).

唔要, (唔該) 我要 \_\_\_\_\_  
etc.

MATERIALS NEEDED

TEACHING POINTS

<p><u>FP's and Objects:</u> Same as Lesson 17</p> <p><u>Charts</u> Tone Charts I &amp; II.</p>	<p>Contrasting the two types of question: "what" question and "yes/no" question.</p> <p>The "what" question requires a specific reply, such as "The pen" or "I want the pen."</p> <p>The "yes/no" question requires a "yes" or "no" answer. In Chinese, the affirmative and negative forms of the verb are the rough equivalents to the English "yes" and "no" respectively.</p>
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LANGUAGE PATTERNS

VOCABULARY

<p>Students will ask each other the following questions:</p> <p>What do you want? 你要乜嘢呀?</p> <p>Do you want the <u>pen</u>? 你要唔要筆呀?</p> <p>And give the appropriate answers:</p> <p>The <u>pencil</u>. or 鉛筆</p> <p>I want the <u>pencil</u>. 我要鉛筆。</p> <p>Yes, thank you. or 要, 唔該。</p> <p>No, (thank you). I want the ____. 唔要, (唔該) 我要 ____。</p>	<p>None</p>
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LIKELY ERRORS

<p>None.</p>
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TESTS

<p>None</p>
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## PROCEDURES

Directions

## 1. Substitution Drill

Show FP's one at a time,  
ask:

Elicit a positive answer:

## 2. Chain Drill

Put objects in a box. Hold  
up an object: pen. Address  
question to S1.

Prompt S1 with "-" card to  
elicit a negative reply:

Put pen back in box and  
offer box to S1 to choose.

S1 picks an object: pencil:

Pointing to S2, indicate to  
S1 to start conversation:

S1, holding pencil, asks S2:

Prompt S2 with "-" card to  
elicit a negative reply:

S1 puts pencil back in box  
and offers box to S2 to  
choose:

S2 chooses an object: chalk:

Pointing to S3, indicate to  
S2 to start conversation with  
S3:

S2, holding chalk, asks S3:

Continue until everyone has  
participated.

Language Patterns

## 1. Substitution Drill

T: Do you want the pencil?

你要唔要鉛筆呀?

○: Yes, thank you.

要, 唔該.

etc.

## 2. Chain Drill

T: Do you want the pen?

你要唔要筆呀?

S1: No, thank you.

唔要, 唔該.

T: What do you want?

你要乜嘢呀?

S1: I want the pencil.

我要鉛筆.

T: Ask him (her).

問佢.

S1: Do you want the pencil?

你要唔要鉛筆呀?

S2: No, thank you.

唔要, 唔該.

S1: What do you want?

你要乜嘢呀?

S2: I want the chalk.

我要粉筆.

T: Ask him (her).

問佢.

S2: Do you want the chalk?

你要唔要粉筆呀?

etc.



PROCEDURES

Directions

3. Free response.

Hold up an object. Ask S1:

Continue with S2...  
around the room.

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

5. Question-Response  
Address question to S1:

S1 points to item on chart:

Language Patterns

3. Free response.

T: Do you want the \_\_\_\_\_?

你要唔要\_\_\_\_呀?

S1: Yes, thank you.

要, 唔該。

or

No, thank you.

唔要, 唔該。

or

No, (thank you). I want  
the \_\_\_\_\_.

唔要, (唔該). 我要\_\_\_\_\_。

T: Do you want .....?

你要唔要.....?

etc.

4. Echo: ○ (2)

T: 雞

○: \_\_\_\_\_

T: 香蕉

○: \_\_\_\_\_

etc.

5. Question-Response

T: What do you want?

你要乜嘢呀?

S1: I want the \_\_\_\_\_.

我要\_\_\_\_\_。

## PROCEDURES

Directions

## 5. (continued)

Point to S2 and address the directive to S1:

S1 to S2:

S2 points to item on chart:

Point to S3 and address the directive to S2:

S2 to S3:

Continue around the class.

Language Patterns

## 5. (continued)

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

問佢要乜嘢。

S1: What do you want?

你要乜嘢呀?

S2: I want the \_\_\_\_\_.

我要\_\_\_\_\_。

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

問佢要乜嘢。

S2: What do you want?

你要乜嘢呀?

etc.

MATERIALS NEEDED

TEACHING POINTS

FP's: (orange #51-64)

book	chalk eraser
chalk	glue
crayon	paper bag
paper	paste
pen	rubber eraser
pencil	ruler
straw	scissors
to have (green #32)	

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

我有一

Objects:

Charts:

Same as above.

Tone Chart II

LANGUAGE PATTERNS

VOCABULARY

Students will ask each other:

What do you have? 你有乜嘢呀?

And will answer:

I have the book. 我有書。

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

(R) Show me. Let me see. 俾我睇。

have: 有

LIKELY ERRORS

Confusion between "want" and "have".

## TESTS

Let each student pick an object, start chain question and answer:

T: I have the pen. 我有筆。

to S1: What do you have? 你有乜嘢呀?

S1: I have the chalk. 我有粉筆。

to S2: What do you have? 你有乜嘢呀?

S2: I have the eraser. 我有膠擦。

to S3: etc.

Continue around the class until everyone has participated.

PROCEDURES

Directions

Review

1. Put enough crayons in a box to go around the class.

Ask S1:

S1 indicates his choice:

Give the requested crayon to S1.

Turn to S2 and ask:

S2 indicates his choice:

Give the requested crayon to S2:

Continue around the class. Let children keep the crayons for step 2.

2. Presentation & Echo  
Hold up a crayon:

3. Question - Response  
To S1:

Continue around the class. Collect the crayons.

Language Patterns

Review

1.

T: What color crayon do you want?

你要乜嘢(顏色)蜡筆呀?

S1: Red. or I want the red crayon.

紅色。我要紅色蜡筆。

Thank you.

唔該。

T: What about you?

你呢?

S2: Yellow. or I want the yellow crayon.

黃色。我要黃色蜡筆。

Thank you.

唔該。

etc.

-2. Presentation & Echo: ○ (2), ○  
T: I have the crayon.

我有鉛筆。

○: \_\_\_\_\_

3. Question - Response

T: I have the red crayon.

我有紅色蜡筆。

What color crayon do you have?

你有乜嘢(顏色)蜡筆呀?

S1: I have the yellow crayon.

我有黃色蜡筆。

T: \_\_\_\_\_

PROCEDURES

Directions

4. Substitution Drill  
Show FP's one at a time.
  
5. Let each student choose an FP.  
  
To S2:  
  
Continue around the class.
  
6. Have students hold their FP's behind their back. Ask S1:  
  
S1 answers while keeping his FP behind him.  
  
S1 shows FP.  
Repeat the same procedure with S2, S3 ... around the class.
  
7. Tone Drill  
Point to line 2 on Tone Chart II. Review items.

Language Patterns

4. Substitution Drill  
○: I have the chalk eraser.  
我有粉擦。  
etc.
  
5. T: What do you want?  
你要乜嘢呀?  
S1: I want the pen.  
我要筆。  
T: What do you want?  
你要乜嘢呀?  
S2: I want the pencil.  
我要鉛筆。  
etc.
  
6. T: What do you have?  
你有乜嘢呀?  
S1: I have the chalk.  
我有粉筆。  
T: Let me see.  
俾我睇?  
etc.
  
7. Model: (2), Echo ○(2)○  
T: 蟹  
○: \_\_\_\_\_  
T: 櫛  
○: \_\_\_\_\_  
T: 柿  
○: \_\_\_\_\_

PROCEDURES

Directions

7. (continued)

Every word has the same tone.

8. Question - Response

Point to items on Tone Chart II and ask:

Language Patterns

7. (continued)

T: 我有蟹。

O: \_\_\_\_\_

T: 我有燈。

O: \_\_\_\_\_

T: 我有柿。

O: \_\_\_\_\_

8. Question - Response

T: What do you have?

你有乜嘢呀?

S: I have \_\_\_\_\_.

我有\_\_\_\_\_。

etc.



## MATERIALS NEEDED

## TEACHING POINTS

<p><u>FP's and Objects:</u></p> <p>Same as Lesson 19.</p> <p>"+" and "-" cards.</p>	<p>Unlike other verbs, the negative form of "to have" in spoken Cantonese is "冇" not "唔有".</p> <p>"有" and "冇" have the same tone:</p>
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## LANGUAGE PATTERNS

## VOCABULARY

<p>Students will ask:</p> <p>Do you have the <u>book</u>? 你有冇書呀?</p> <p>And answer:</p> <p>Yes, I do. 有。我有書。</p> <p>No, I don't. or No, I have the ____.</p> <p>冇。我有書。 冇, 我有 ____。</p>	<p>don't have 冇</p> <p>Do you have the ____?</p> <p>你有冇 ____ 呀?</p>
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## LIKELY ERRORS

<p>Use high tone for both "有" and "冇" instead of low tone.</p> <p>Confusion in the negative form of "to have": "唔有" instead of "冇".</p>
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## TESTS

Give each student an object to hold so that everyone can see it. Holding up the stack of FP's, Teacher start chain question and answer by pointing to the top FP and asking S1 whether he (she) has the object shown on FP:

T: Do you have the \_\_\_\_\_? 你有有\_\_\_\_\_呀?

S1: Yes/No. 有/有 or No, I have the \_\_\_\_\_. 有, 我有\_\_\_\_\_。

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

T: Ask him (her) if he (she) has the \_\_\_\_\_.

問佢有有\_\_\_\_\_。

S1: Do you have the \_\_\_\_\_?

你有有\_\_\_\_\_呀?

S2: Yes/No. or No, I have the \_\_\_\_\_.

有/有。 有, 我有\_\_\_\_\_。

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

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

## PROCEDURES

Directions

## Review:

1. Follow the procedures for The Curious Owl (Finocchiaro, Teaching Children Foreign Languages, New York, 1964, p. 106).

Child 1 asks Child 2 a question, e.g., "How old are you?"

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

to S1:

to S2:

Begin chain over again to S3:

Language Patterns

## Review:

1. The Curious Owl

T: What's your phone number?

你嘅電話係幾號呀?

S1: 123-3456. or My phone number's \_\_\_\_\_.

一二三三四五六。我嘅電話係\_\_\_\_\_。

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

佢嘅電話係幾號呀?

S2: 123-3456.

一二三三四五六。

or His (Her) phone number's \_\_\_\_\_.

佢嘅電話係\_\_\_\_\_。

T: What's your phone number?

你嘅電話係幾號呀?

S3: etc.

PROCEDURES

Directions

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

to S1:

to S2:

to S3:

to S4:

Begin chain all over again.

to S5:

to S6:

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

to S1:

S1 to S2:

S3 to S4:

Language Patterns

2. Chain question and answer.

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

問佢(S<sub>2</sub>)住喺邊度(處)。

S1: Where do you live?

你住喺邊度(處)呀?

S2: I live on \_\_\_\_\_ Street.

我住喺\_\_\_\_\_街。

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

問佢(S<sub>4</sub>)佢(S<sub>2</sub>)住喺邊度(處)。

S3: Where does he (she) (S2) live?

佢(S<sub>2</sub>)住喺邊度(處)呀?

S4: He (she) lives on \_\_\_\_\_ Street.

佢(S<sub>2</sub>)住喺\_\_\_\_\_街。

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

問佢(S<sub>6</sub>)住喺邊(處)。

S5: etc.

3.

T: Ask him (her) (S2) what his (her) name is.

問佢叫乜(嘢)名。

S1: What's your name?

你叫乜(嘢)名呀?

S2: My name's \_\_\_\_\_.

我叫\_\_\_\_\_。

S3: What's his(her)(S2) name?

佢叫乜(嘢)名呀?

S4: His(Her) name's \_\_\_\_\_.

佢叫\_\_\_\_\_。

PROCEDURES

Directions

3. (continued)

S5 begins chain again.

S5 to S6:

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

Hold up "to have" and "+"

Hold up "to have" and "-"

Hold up "+" and "-"

5. Substitution drill.

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

Show FP (book)

Put FP aside.

Language Patterns

3. (continued)

S5: What's your name?

你叫乜(嘢)名呀?

etc.

4. Model: (2), Echo: ○ (2), ⊙

T: have

有

○: \_\_\_\_\_

T: don't have

冇

○: \_\_\_\_\_

T: 有冇

○: \_\_\_\_\_

5. Substitution drill.

T: I have the book.

我有書。

○: \_\_\_\_\_

T: I don't have the book.

我冇書。

○: \_\_\_\_\_

PROCEDURES

Directions

5. (continued)

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

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

S1 answers accordingly.

to S2

Continue around the class.

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

to S1:

to S2:

to S3:

Language Patterns

5. (continued)

: I have the pen.

我有筆。

: I don't have the pen.

我有筆。

6. Model: (2), Echo:

T: Do you have the \_\_\_\_\_?

你有有\_\_\_\_\_呀?

: \_\_\_\_\_

S1: Yes. or Yes, I do.

有。 我有

or No. or No, I don't.

有。 我有

T: Do you have the \_\_\_\_\_?

: \_\_\_\_\_

S2: etc.

7. Chain question & answer.

T: I have the pen.

我有筆。

Do you have the pencil?

你有有鉛筆呀?

S1: Yes/No. 有/有

Do you have the book?

你有有書呀?

S2: Yes/No. 有/有

Do you have...

etc.

PROCEDURES

Directions

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

9. Now help S1 to combine the two responses.

Repeat the question again:

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

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

Language Patterns

8.

T: Do you have the \_\_\_\_\_?  
你有有 \_\_\_\_\_ 呀?

S1: No.  
冇

T: What do you have?  
你有乜嘢呀?

S1: I have the \_\_\_\_\_.  
我有 \_\_\_\_\_。

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

T: No, I have the \_\_\_\_\_.  
冇, 我有 \_\_\_\_\_。

S1: \_\_\_\_\_

T: Do you have the \_\_\_\_\_?  
你有有 \_\_\_\_\_ 呀?

S1: No, I have the \_\_\_\_\_.  
冇, 我有 \_\_\_\_\_。

10. Question and response.

T: Does he (she) have the \_\_\_\_\_?  
佢有有 \_\_\_\_\_ 呀?

S1: No, he (she) has the \_\_\_\_\_.

冇, 佢有 \_\_\_\_\_。

T: Does he (she) \_\_\_\_\_.

佢有有 \_\_\_\_\_。

etc.



PROCEDURES

Directions

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

Language Patterns

11. Individual response.

T: Do you have the \_\_\_\_\_?

你有有 \_\_\_\_\_ 呀?

: No, I have the \_\_\_\_\_.

有, 我有 \_\_\_\_\_.

MATERIALS NEEDED

TEACHING POINTS

<p><u>FP's &amp; Objects:</u> (orange #51-64)</p> <p>book    chalk eraser chalk    glue crayon    paper bag paper    paste pen    rubber eraser pencil    ruler straw    scissors</p> <p><u>Charts:</u></p> <p>Tone Charts I &amp; II</p>	<p><u>FP's:</u></p> <p>blue black yellow red white brown gold silver purple pink green orange gray</p>	<p>Compare the negative form of the two verbs, "to want" and "to have": 要/唔要, 有/冇。</p> <p>Compare the two forms of question transformation: positive and negative forms of the verb, and question word "乜嘢":</p>
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LANGUAGE PATTERNS

VOCABULARY

<p>Students will be able to ask:</p> <p>What do you <sup>want?</sup> have? <sup>要</sup> 你有乜嘢呀?</p> <p>Do you <sup>want</sup> have the _____? <sup>要唔要</sup> 你有冇_____呀?</p> <p>And answer:</p> <p>I have the _____ <sup>要</sup> 我有_____。</p> <p>Yes/No. <sup>要/唔要</sup> 有/冇      No, I <sup>want</sup> have the _____ <sup>唔要</sup> 冇, 我 <sup>要</sup> 有_____。</p>	<p>None</p>
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LIKELY ERRORS

None.

TESTS

None.

## PROCEDURES

Directions

## 1. Performance

Use "Simon Says" to elicit class performance on the following commands:

Stand up.

企起身。

Go back to your seat.

返埋位。

Sit down.

坐低。

Raise your hand.

舉手。

Go over there.

去個度(處)。

Come here.

嚟呢度(處)。

Go to the board.

去黑板個度(處)。

Count from 1 to 3.

由一數到三。

Count from 3 to 6.

由三數到六。

Count from 6 to 19.

由六數到十。

2. Display all the PP's in a packet chart. Start a chain question and answer by asking. Sk:

Language Patterns

## 1. Performance

T: Simon Says: stand up.

西門話, 企起身。

○: (performance)

T: Simon Says: sit down.

西門話, 坐低

○: (performance)

T: Come here.

嚟呢度(處)。

○: (no performance)

etc.

## 2. Chain question and answer.

T: What do you want?

你要乜嘢呀?

Sl: I want the \_\_\_\_.

我要\_\_\_\_。

etc.

PROCEDURES

Directions

2. (continued)

Prompt S1 to ask S2:

S1 to S2:

S2 to S3:

Continue until everyone has taken something.

3. Chain question and answer.

to S1:

Motion for S1 to ask S2 the same question.

Continue around the class.

Collect FP's before Step 4.

Language Patterns

2. (continued)

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

問佢要乜嘢。

S1: What do you want?

你要乜嘢呀?

S2: I want the \_\_\_\_\_.

我要

What do you want?

你要乜嘢呀?

S3: I want the \_\_\_\_\_.

Do you \_\_\_\_\_?

etc.

3. Chain question and answer.

T: What do you have?

你有乜嘢呀?

S1: I have the \_\_\_\_\_.

我有

What do you have?

你有乜嘢呀?

S2: I have.....

etc.

PROCEDURES

Directions

6. (continued)

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

Language Patterns

6. (continued)

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

Guesser: Do you have the \_\_\_\_\_?

你有有\_\_\_\_\_呀?

Player: Yes, I do.

有。

or

No, I don't.

I have the \_\_\_\_\_.

有, 我有\_\_\_\_\_。

MATERIALS NEEDED

TEACHING POINTS

FP's & Objects:

(orange: #52, 53, 54, 55, 58, 61, 62, 63)

Charts:

III, IV (classifier charts)

In Chinese, a specific classifier for the noun must be used with the noun when describing quantity, e.g. "one pencil" is "一枝" (the classifier

for pencil) 鉛筆"; "How many

pencils do you have?",

你有幾(多)枝鉛筆呀? and

"One", "一枝" when pencil is understood but omitted.

When "two 二" is an adjective modifying a noun, it becomes

"兩", e.g.

"two pencils" is 兩枝鉛筆。

LANGUAGE PATTERNS

VOCABULARY

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

How many pencils do you <sup>want</sup> have?

And answer: 你要幾(多)枝鉛筆呀?

Two. <sup>want</sup> or I have two pencils.

兩枝 我要兩枝鉛筆。

classifiers:

個  
枝  
張

How many?

幾多 + classifier

LIKELY ERRORS

Omitting or incorrect use of the classifiers.

Use "二" instead of "兩" for the adjective "two".



Put enough number of objects in a box. Ask S1 to pick out what he (she) wants.

T: What do you want? 你要乜嘢呀?

S1: I want the pencil. 我要鉛筆。

Give S1 some pencils.

T: How many pencils do you have? 你有幾(多)枝鉛筆呀?

S1: Three. or I have three pencils. 我有三枝鉛筆。

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

## PROCEDURES

Directions

## Review

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

Point to the days of the month.

Point to the month and day.

Presentation

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

Language Patterns

## Review

1. T: What day of the week is it?

星期幾呀?

○: Monday.

星期一。

etc.

- T: What day of the month is it?

幾號呀?

○: The tenth.

十號。

etc.

- T: What date is it?

幾月幾號呀?

○: May 5.

五月五號。

- T: What date is today?

今日係幾月幾號呀?

○: May 12.

五月十二號。

or

Today's Monday, May 12.

Presentation

2. Model: (2)

T: 個

One chalk eraser -

一個粉擦。

One rubber eraser -

一個膠擦。

One paper bag -

一個紙袋。

PROCEDURES

Directions

2. (continued)

Optional

Optional

3. Model & Echo

Point to Chart III

Hold up a chalk eraser

Hold up a rubber eraser

Hold up a paper bag

Language Patterns

2. (continued)

T: 枝

One pen -

一枝筆。

One pencil -

一枝鉛筆。

One piece of chalk -

一枝粉筆。

One crayon -

一枝蠟筆。

T: 張

One piece of paper -

一張紙。

One table -

一張枱。

One chair -

一張椅。

3. Model: (2), Echo: ○ (2), ⊙

T: 個

○: \_\_\_\_\_

T: One chalk eraser -

一個粉擦。

○: \_\_\_\_\_

T: One rubber eraser -

一個膠擦。

○: \_\_\_\_\_

T: One paper bag -

一個紙袋。

○: \_\_\_\_\_

PROCEDURES

Directions

4. Model & Echo  
Point to Chart IV

Hold up a pen.

Hold up a pencil

Hold up a piece of chalk.

Hold up a crayon

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

Hold up a piece of paper.

Optional: a table, a chair.

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

Language Patterns

4. Model: (2), Echo: ○ (2), ⊙  
T: 枝

○: \_\_\_\_\_

T: One pen -  
一枝筆。

: \_\_\_\_\_

T: One pencil -  
一枝鉛筆。

○: \_\_\_\_\_

T: One piece of chalk -  
一枝粉筆。

○: \_\_\_\_\_

T: One crayon -  
一枝蠟筆。

○: \_\_\_\_\_

5. Model: (2), Echo: ○ (2) ⊙  
T: 張

○: \_\_\_\_\_

T: One piece of paper -  
一張紙。

○: \_\_\_\_\_

6. Model: (2), Echo: ○ (2), ⊙  
T: Two chalk erasers  
兩個粉擦。

○: \_\_\_\_\_

etc.

PROCEDURES

Directions

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

Address question to S1:

Have class repeat question to S1:

Help S1 with answer

Address question to S2:

Class repeats question:

Help S2 with answer.

Address question to S3:

Class repeats question.

Help S3 with answer.

8. Chain Drill

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

to S1:

Language Patterns

7. Model: (2), Echo: ○ (2), ⊙

T: I have two paper bags.

我有兩個紙袋。

How many do you have?

你有幾(多)個呀?

○: \_\_\_\_\_

T: One. or I have one paper bag.

一個 我有一個紙袋。

S1: \_\_\_\_\_

T: How many do you have?

你有幾(多)個呀?

○: \_\_\_\_\_

T: Two. or I have two paper bags.

兩個 我有兩個紙袋。

S2: \_\_\_\_\_

T: How many do you have?

你有幾(多)個呀?

○: \_\_\_\_\_

T: Three. or I have three paper bags.

三個 我有三個紙袋。

8. Chain Drill

T: I have two paper bags.

我有兩個紙袋。

How many do you have?

你有幾(多)個呀?

S1: One. or I have one paper bag.

一個 我有一個紙袋。

PROCEDURES

Directions

8. (continued)

To S2:

To S3:

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

To S1:

Class repeats question.

To S2:

Class repeats question.

10. Repeat Step 8.

Give students varying number of pencils. Start chain by:

To S1:

To S2:

To S3:

Language Patterns

8. (continued)

S1: How many do you have?

你有幾(多)個呀?

\_\_\_\_\_

\_\_\_\_\_?

etc.

9. Model: (2), Echo: ○(2), ⊙

T: I have two pencils.

我有兩枝鉛筆。

How many do you have?

你有幾(多)枝呀?

○: \_\_\_\_\_?

S1: One. or I have one pencil.

一枝。我有一枝鉛筆。

T: How many do you have?

你有幾(多)枝呀?

○: \_\_\_\_\_?

S2: Two. etc.

兩枝。

10. Chain Drill

T: I have two pencils.

我有兩枝鉛筆。

How many do you have?

你有幾(多)枝呀?

S1: One. or I have one pencil.

一枝。我有一枝鉛筆。

How many do you have?

你有幾(多)枝呀?

S2: \_\_\_\_\_

\_\_\_\_\_?

etc.



PROCEDURES

Directions

11. Repeat Step 7. Substitute paper for paper bags.

To S1:

Class repeats question:

To S2:

Class repeats question:

To S3:

12. Repeat Step 8. Give students varying number of paper. Start chain drill:

To S1:

To S2:

To S3:

Language Patterns

11. Model: (2), Echo: ○ (2), ○  
T: I have two pieces of paper.

我有兩張紙。

How many do you have?

你有幾(多)張呀?

○: \_\_\_\_\_?

S1: I have one piece of paper. or One.

我有一張紙。 一張。

T: How many do you have?

你有幾(多)張呀?

○: \_\_\_\_\_?

S2: Two. etc.

兩張。

T: \_\_\_\_\_?

12. Chain Drill

T: I have two pieces of paper.

我有兩張紙。

How many do you have?

你有幾(多)張呀?

S1: Three. or I have three pieces of paper.

三張。 我有三張紙。

How many do you have?

你有幾(多)張呀?

S2: \_\_\_\_\_.

\_\_\_\_\_?

etc.



PROCEDURES

Directions

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

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

Help Group 2 with answer:



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

Help Group 2 with answer:

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


Continue with other objects, stressing the use of "兩".

Language Patterns

13. Model: (2), Echo:  

T: How many chalk erasers do you have?

你哋有幾(多)個粉擦呀?

: \_\_\_\_\_?

T: Two. or We have two chalk erasers.

兩個。我哋有兩個粉擦。

: \_\_\_\_\_.

T: How many pencils do you have?

你哋有幾(多)枝呀?

: \_\_\_\_\_.

T: Two. or We have two pencils.


兩枝。我哋有兩枝鉛筆。

: \_\_\_\_\_.

T: How many pieces of paper do you have?

你哋有幾(多)張紙呀?

: \_\_\_\_\_?

: Two. or We have two pieces of paper.

兩張。我哋有兩張紙。  
etc.

MATERIALS NEEDED

TEACHING POINTS

FP's & Objects:

(Orange: #51, 56, 57, 59, 60, 64)

- book
- straw
- scissors
- ruler
- paste
- glue

Charts:

III, IV, V, VI

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

Classifiers will need a lot of practice.

LANGUAGE PATTERNS

VOCABULARY

Students will use the correct classifiers when they ask:

How many books do you <sup>want</sup> have?

你要幾(多)本書呀?

And will answer:

Three. or I <sup>want</sup> have three books.

三本 我要三本書。

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

a mouth 一個口

a nose 一個鼻

a head 一個頭

an ear 一隻耳

an eye 一隻眼

a hand 一隻手

a foot 一隻腳

a pair of ears 一對耳

a pair of eyes 一對眼

a pair of hands 一對手

a pair of feet 一對腳

classifiers:

本, 條, 把, 樽, 隻, 對  
parts of body:

eye 眼

ear 耳

mouth 口

nose 鼻

head 頭

hand 手

foot 腳

## . LIKELY ERRORS

Confusion in the use of classifiers.

## TESTS

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

T: What do you want? 你要乜嘢呀?

S1: I want the \_\_\_\_ 我要 \_\_\_\_

Give S1 one of what he requested:

T: How many \_\_\_\_ do you have? 你有幾(多) \_\_\_\_ 呀? (classifier) (obj.)

S1: One. — (classifier) or I have one \_\_\_\_ (classifier) (obj.)

我有一 \_\_\_\_

Continue around the class.

PROCEDURES

Directions

Review:

1. Review classifiers on Charts III & IV.

Presentation:

2. With Chart V, introduce the classifiers: 本, 條

Optional: other items on chart.

Language Patterns

Review:

1. Model: (2), Echo: ○ (2), ⊙

T: 個

○: \_\_\_\_\_

T: 一個粉擦。

○: \_\_\_\_\_

etc.

T: 枝

○: \_\_\_\_\_

T: 一枝筆。

○: \_\_\_\_\_

etc.

T: 張

○: \_\_\_\_\_

T: 一張紙

○: \_\_\_\_\_

Presentation:

2. Model: (2), Echo: ○ (2), ⊙

T: 本

○: \_\_\_\_\_

T: 一本書

○: \_\_\_\_\_

T: 條

○: \_\_\_\_\_

T: 一條飲筒

○: \_\_\_\_\_

PROCEDURES

Directions

3. With Chart VI, introduce the classifiers: 把, 樽

Optional: other items on chart.

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

to Sl:

Language Patterns

3. Model: ( ), Echo: ○ (2), ⊙

T: 把

○: \_\_\_\_\_

T: 一把間尺

○: \_\_\_\_\_

T: 一把鉸剪。

○: \_\_\_\_\_

T: 樽

○: \_\_\_\_\_

T: 一樽漿糊。

○: \_\_\_\_\_

T: 一樽膠水。

○: \_\_\_\_\_

4. Question & Response

T: Do you want any books?

你要唔要書呀?

Sl: Yes.

要。

T: How many do you want?

你要幾(多)本呀?

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## PROCEDURES

Directions

## 4. (continued)

Help student with answer if necessary.

Give books to S1:

to S2:

Continue around the class.

5. Repeat step 4. This time drilling on the classifier: 條. Offer the box of straws to S1.

Give S1 a straw.

to S2:

Continue around the class.

Language Patterns

## 4. (continued)

S1: Three. or I want three books.

三本。我要三本書。

: Thank you.

唔該

T: Do you want any books?

你要唔要書呀?

S2: No, thank you.

唔要, 唔該。

## 5. Question &amp; Response

T: Do you want any straws?

你要唔要飲筒呀?

S1: Yes.

要。

T: How many do you want?

你要幾(多)條呀?

S1: One. or I want one straw.

一條。我要一條飲筒。

S1: Thank you.

唔該。

T: Do you want....?

你要唔要....?

etc.

## PROCEDURES

Directions

## 6. Question &amp; Response

Drill on the classifier: 把  
Offer the box of rulers and  
scissors to S1.

Give scissors to S1.

Continue around the class.

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

## 6. Question &amp; Response

T: What do you want?

你要乜嘢呀?

S1: The scissors. Or I want the  
scissors.

鉸剪。 我要鉸剪。

T: How many do you want?

你要幾(多)把呀?

S1: Two. or I want two pairs  
of scissors.

兩把。 我要兩把鉸剪。

Thank you.

唔該。

etc.

## 7. Model: (2), Echo: ○(2) ○

T: I have a bottle of paste.

○: 我有一樽漿糊。

T: I have a bottle of glue.

○: 我有一樽膠水。

etc.



PROCEDURES

Directions

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

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

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

S1 to S2:

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

10. Students listen and point to the part of body called by Teacher, who would sometimes purposely point to the wrong parts so that students can not always copy.

Language Patterns

8. Chain question & answer

T: I have one bottle of paste.

我有一樽漿糊。

How many pencils do you have?

你有幾(多)枝鉛筆呀?

S1: Four. or I have four pencils.

四枝。我有四枝鉛筆。

T: Ask S2 how many \_\_\_\_\_ he (she) has.

問佢, 佢有幾(多) classifier 呀?

S1: How many....? etc.

你有幾多.... 呀?

9. Model: (2), Echo: ○ (2), ○

T: eye 眼

○: \_\_\_\_\_

T: ear 耳

○: \_\_\_\_\_

etc.

10. T: mouth 口

○: (Point to mouth)

T: nose (but pointing to ear)

○: (Point to nose)

etc.

PROCEDURES

Directions

11. Introduce classifiers for the parts of body. Charts III & VII.  
Point to mouth & Chart III.

Point to nose and Chart III:

Point to head and Chart III:

Point to one eye and Chart VII:

Point to both eyes and Chart VII:

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

12. Show the difference between and "a pair of".  
Ask two students to come to the front of the class. Have them point to own eye, then to both eyes.

Repeat the same procedure for two ears, two pairs of ears, two hands, two pairs of hands, etc.

Language Patterns

11. Model: (2), Echo: ○ (2), ○

T: a mouth — 一個口

○: \_\_\_\_\_

T: a nose — 一個鼻

○: \_\_\_\_\_

T: a head — 一個頭

○: \_\_\_\_\_

T: one eye — 一隻眼

○: \_\_\_\_\_

T: a pair of eyes — 一對眼

○: \_\_\_\_\_

etc.

12. Model: (2), Echo: ○ (2), ○

T: two yees

兩隻眼

○: \_\_\_\_\_

T: two pairs of eyes

兩對眼

○: \_\_\_\_\_

etc.

MATERIALS NEEDED

TEACHING POINTS

FP's and Objects:  
(orange #51-64)

book	chalk eraser
chalk	rubber eraser
crayon	paper bag
paper	scissors
pen	glue
pencil	paste
straw	ruler

Tone Charts:

III, IV, V, VI, VII

\*Paper dice:

classifiers  
color construction paper  
numbers  
\* make own

Review all the classifiers introduced so far.

LANGUAGE PATTERNS

VOCABULARY

Students will be able to ask:

With what do you use to draw pictures? 你用乜嘢(嚟)畫畫呀?

What color <sup>paper</sup> crayon do you <sup>want?</sup> have? 你要乜嘢(顏色)紙筆呀?

How many books do you <sup>want?</sup> have? 你要幾(多)本書呀?

And will answer:

Crayons. or I use crayons to draw pictures. 我用紙筆(嚟)畫畫。  
用紙筆。

Green. 綠色 or I have the green crayon. 我要綠色紙筆。

<sup>want</sup>  
I have two books. 我有兩本書。

LIKELY ERRORS

None.

TESTS

None.

## PROCEDURES

Directions

1. Introduce the verb "to use" 用 for listening recognition and comprehension, or production.

Have each student hold a pencil in one hand and a crayon in the other, ask:

Have students hold up their pencils.

Have students hold up their crayons.

Ask: "With what do you use to draw?", "to copy".

2. Put a number of crayons in a box. Pick one and start chain question and answer.

Offer the box to S1 and ask:

Language Patterns

1. Model: (3), Echo: ○ (3), ⊙

T: With what do you use to write?

你用乜嘢(嚟)寫字呀?

○: \_\_\_\_\_?

T: Pencil. or I write with the pencil.

用鉛筆。我用鉛筆(嚟)寫字。

○: \_\_\_\_\_.

T: With what do you use to color?

你用乜嘢(嚟)油(顏色)呀?

○: \_\_\_\_\_.

T: Crayon. or I color with the crayons.

用蜡筆。我用蜡筆(嚟)油(顏色)。

○: \_\_\_\_\_.

etc.

2. Chain question and answer.

T: I want the red crayon.

我要紅色蜡筆。

What color crayon do you want?

你要乜嘢(顏色)蜡筆呀?

## PROCEDURES

Directions

## 2. (continued)

Prompt S1 to ask S2:

S1 to S2:

S2 to S3:

Continue around the class.

3. Show crayon that you picked in Step 2. Start chain question and answer.

to S1:

Motion for S1 to ask S2:

Continue around the class.

Language Patterns

## 2. (continued)

S1: Black. or I want the black crayon.

黑色。我要黑色腊笔。

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

問佢要乜嘢(顏色)腊笔。

S1: What color crayon do you want?

你要乜嘢(顏色)腊笔呀?

S2: I want ...

我要.....

What....?

etc.

## 3. Chain question and answer.

T: I have the red crayon.

我有紅色腊笔。

What color crayon do you have?

你有乜嘢(顏色)腊笔呀?

S1: Black. or I have the black crayon.

黑色。我有黑色腊笔。

What color ...?

S2: I have...

etc.

PROCEDURES

Directions

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

to S1:

to S2:

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

6. Make tag board dice of classifiers and numbers: 個, 枝, 張, 本, 條, 把, 樽, 隻, 對, 一至六.

Display FP's on a ledge. Roll dice. Call out the combination, e.g. " 三, 條 "

Call to a student to point to an FP that goes with the classifier " 條 ", complete the phrase.

Continue around the class.

Language Patterns

4. Chain question and answer.

T: I want the red paper.

你要紅色紙。

What color paper do you want?

你要乜嘢(顏色)紙呀?

S1: I want ...

What...?

etc.

5. Model: (2), Echo: ○ (2).

T: 個

○: \_\_\_\_\_

T: 一個紙袋。

○: \_\_\_\_\_

etc.

6. Classifiers Drill

T: 三條

S: 三條飲筒。

etc.



## PROCEDURES

Directions

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

Give the book and the box to S1.

Tell S1 to ask S2 the same questions.

to S2:

Continue this way around the class.

Language Patterns

7. Chain question and answer

T: What do you want?

你要乜嘢呀?

S1: I want the book.

我要書。

T: How many books do you want?

你要幾(多)本書呀?

S1: One. or I want one book.

一本。我要一本書。

Thank you.

唔該。

T: Ask him (her).

問佢。

S1: What...?

etc.

MATERIALS NEEDED

TEACHING POINTS

<p><u>FP's:</u></p> <p>to be (green #42)          who (white #91)          classroom objects (orange #52-64)</p> <p><u>Objects:</u></p> <p>classroom objects</p> <p>"+" and "-" cards</p>	<p>The verb "to be" has already been introduced in some of the earlier conversations: My telephone number is _____. It's a very useful verb in formulating questions.</p>
---	---

LANGUAGE PATTERNS

VOCABULARY

<p>Students will ask each other:</p> <p>Who's (name)? 邊個係 _____ 呀?</p> <p>And you (name)? 你係唔係 _____ 呀?</p> <p>And they will answer:</p> <p>He (she) is. 佢係 or He (she) is (name). 佢係 _____</p> <p>Yes. 係 or No, I'm (name). 唔係, 我係 _____</p>	<p>to be 係</p> <p>negative of to be 唔係</p> <p>who 邊個</p>
---	--

LIKELY ERRORS

Watch the tone on "係".

## TESTS

Start a chain question and answer with S1.

T: Are you (name)? 你係唔係\_\_\_\_\_呀?

S1: Yes. 係 or No, I'm (name). 唔係, 我係\_\_\_\_\_.

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

T: Who's (name)? 邊個係\_\_\_\_\_呀?

Point to the student named:

S1: He (she) is. 佢係

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

PROCEDURES

Directions

Review

1. Start dialog with S1:

Have S2 and S3 carry on the same dialog.

Make sure that all students participate.

Presentation

2. Ask two students to come to the front of the class.

Point to S1:

Point to S2:

3. Echo

Point to S1:

Point to S2:

Language Patterns

Review

1. T: Good morning, (S1).

早晨, \_\_\_\_\_。

S1: Good morning, (Teacher).

早晨, (先生)。

T: How are you?

你好嗎?

S1: Fine, thank you. And you?

好, 有心。你呢?

T: Fine, thank you.

好, 有心。

S2: Good morning, (S3).

早晨, \_\_\_\_\_。

S3: Good morning, (S2).

早晨, \_\_\_\_\_。

S2: \_\_\_\_\_。

etc.

Presentation

2. Model: (3)

T: He (she) is (name).

佢係 \_\_\_\_\_。

T: He (she) is (name).

佢係 \_\_\_\_\_。

3. Echo: ○ (3), ○

T: He (she) is (name).

佢係, \_\_\_\_\_。

○: \_\_\_\_\_。

T: He (she) is (name).

佢係 \_\_\_\_\_。

○: \_\_\_\_\_。

PROCEDURES

Directions

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

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

Repeat same procedure substituting other students' names.

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

6. Show the FP: "to be" along with the "-" card.

Show the FP: "to be" along with both the "+" and "-" cards.

Language Patterns

4. Model: (3), Echo: ○ (3), ○

T: Who's (name)?

邊個係 \_\_\_\_\_ 呀?

○: \_\_\_\_\_

T: He (she) is. or He (she) is (name).

佢係。 佢係\_\_\_\_\_。

○: \_\_\_\_\_

etc.

5. Pronunciation: ○

T: who

邊個。

○: \_\_\_\_\_

T: to be

係

○: \_\_\_\_\_

6. Model: (3), Echo: ○ (2) ○

T: 唔係。

○: \_\_\_\_\_

T: 係唔係。

○: \_\_\_\_\_

PROCEDURES

Directions

7. Point to S1 and ask:

Motion for the class to repeat the question.

Address question to S2:

Class repeats the question

Continue around the class.

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

Have class repeat question.

Give the student's correct name:

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

Language Patterns

7. Model: (2), Echo:  (2),   
T: Are you (S1)?

你係唔係 \_\_\_\_\_ 呀?

: \_\_\_\_\_?

S1: Yes. 係.

T: Are you (S2)?

你係唔係 \_\_\_\_\_ 呀?

: \_\_\_\_\_

S2: Yes. 係.

etc.

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

T: Is he (she) (name)?

佢係唔係 \_\_\_\_\_ 呀?

: \_\_\_\_\_?

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

唔係, 佢係 \_\_\_\_\_。

: \_\_\_\_\_.

etc.

## MATERIALS NEEDED

## TEACHING POINTS

<p><u>FP's:</u></p> <p>classroom objects  I (blue #71)  you (blue #72)  he (she) (blue #73)  we (blue #74)  they (blue #75)</p> <p><u>Puppets:</u></p> <p>Siu Ying  Siu Ming</p>	<p>Add " 嘅 " to pronouns to form the possessives, e.g., my 我嘅.</p> <p>The question word " 呀 " may be omitted in informal short question such as "Whose is it?" 邊個嘅?"</p> <p>But in cases when " 呀 " is necessary in a question involving " 嘅 ", the two words spoken fast together slide into a combination sound " 架 " as in, "Is it yours?" 係唔係你架?"</p>
--	---

## LANGUAGE PATTERNS

## VOCABULARY

<p>Students will be able to ask:</p> <p>Whose is it? 邊個嘅?  Is it yours? 係唔係你架(嘅呀)?</p> <p>And will answer:</p> <p>Mine. 我嘅. or It's <u>mine</u>. 係我嘅.  Yes. 係. or No, it's <u>his</u>. 唔係, 係佢嘅.</p>	<p>whose 邊個嘅  my, mine 我嘅  your, yours 你嘅  his, her, hers, 佢嘅  our, ours 我哋嘅  your, yours 你哋嘅  their, theirs 佢哋嘅</p>
---	--

## LIKELY ERRORS

Confusion in when to use " 嘅 " and when to use " 架 ".



## TESTS

Ask students for some of their pencils, books, etc. Have them put their names on them. put everything in a box. Pick up an object and ask S1:

T: Is it yours? 係唔係你嘅?

S1: Yes. 係 or No. 唔係

If the response is negative, continue asking S1:

T: Whose is it? 邊個嘅?

S1 finds out by looking at the name on it and points to its owner:

S1: His (Hers). 佢嘅 or It's his (hers). 係佢嘅.

Let S1 have the box and have him (her) pick an object to ask S2 the same questions.

PROCEDURES

Directions

Review

1. Pick up different classroom objects and ask:

Presentation

2. Use the puppets to introduce the new material.

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

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

3. Have class repeat.

Language Patterns

Review

1. Question and answer.

T: Is it a book?

係唔係書呀?

○: Yes. or No, it's a pen.

係, 唔係, 係筆.  
etc.

Presentation

2. Model: (3)

Siu Ming: Whose is it?

邊個嘅?

Siu Ying: Mine. or It's mine

我嘅, 係我嘅.

Siu Ming: Is it yours?

係唔係你嘅?

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

唔係, 係佢嘅.

3. Echo: ○ (3), ○

Siu Ming: Whose is it?

邊個嘅?

○: \_\_\_\_\_.

Siu Ying: Mine. or It's mine.

我嘅, 係我嘅.

○: \_\_\_\_\_.

Siu Ming: Is it yours?

係唔係你嘅?

○: \_\_\_\_\_.

## PROCEDURES

Directions

## 3. (continued)

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

Point to the first pronoun  
FP: I.

Continue pronoun substitution.

At the same time, vary the objects.

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

to S1:

S1 to S2:

Continue around the class.

Language Patterns

## 3. (continued)

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

唔係, 係佢嘅。

○: \_\_\_\_\_.

4. Substitution: ○, ⊙.

T: Whose book is it?

邊個嘅書呀?

○: It's my book..  
(係)我嘅書。  
etc.

T: Whose crayon is it?

邊個嘅蠟筆呀?

○: It's ours.  
(係)我哋嘅。  
etc.

5. Chain drill

T: Mine's a book.

我嘅係(本)書。

What's yours?

你嘅係乜嘢呀?

S1: Pen. or Mine's a pen.

筆。我嘅係(枝)筆。

What's yours?

你嘅係乜嘢呀?

S2: \_\_\_\_\_.

etc.

MATERIALS NEEDED

TEACHING POINTS

Objects:

books	chalk
paper	paste
pencils	glue
pens	rubber erasers
crayons	chalk erasers
scissors	paper bags
rulers	straws

Charts:

III, IV, V, VI

The expressions, "which", "this", and "that" all refer to specific objects which are understood though omitted. In Cantonese the classifier of these objects must be incorporated in these expressions. If "which, this, and that" refer to a book, then the Cantonese expressions are "邊本, 呢本, 個本" respectively. But if the object referred to is a pen, then the expressions would be "邊枝, 呢枝, 個枝" respectively. On the other hand, no specific classifiers are necessary in the formation of the plurals. "Which ones, these, and those" are "邊啲, 呢啲, 個啲" respectively.

LANGUAGE PATTERNS

VOCABULARY

Students will be able to ask:

What's this (pencil)? 呢枝係乜嘢呀?

What're these? 呢啲係乜嘢呀?

Which is the pencil? 邊枝係鉛筆呀?

And will answer:

Pencil. 鉛筆 or This is a pencil.

呢枝係鉛筆。

Pencils. 鉛筆 or These are pencils.

呢啲係鉛筆。

This one. or This is the pencil.

呢枝

呢枝係鉛筆。

which 邊 + (classifier)

this 呢 + (classifier)

that 個 + (classifier)

which ones 邊啲

these 呢啲

those 個啲

## LIKELY ERRORS

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

## TESTS

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

T: What're these?

呢啲係乜嘢呀?

S1: Pencils.

鉛筆

Hold up two different objects:

T: Which is the pen?

邊枝係筆呀?

S1: This one.

呢枝

Have S1 ask the same questions of S2, and so on around the class.

PROCEDURES

Directions

Review

1. Start a chain question and answer with S1.  
Help S1 with answer if necessary by asking:  
"What's your name?"

Indicate to S1 to ask S2.

S1 to S2:

Continue around the class.

2. Point to the items on charts III, IV, V, and VI, establish a substitution pattern.
3. Put some objects away from you to contrast "this", "that", "these" and "those".

Hold up a book:

Point to a pen on the other side:

Hold up two books.

Point to two pens on the other side:

Contrast other objects.

Language Patterns

Review

1. T: Who are you?

你係邊個呀?

S1: (name). or I'm (name).

\_\_\_\_\_. 我係\_\_\_\_\_.

T: Ask him (her) who he (she) is. 問佢係邊個.

S1: Who're you?

你係邊個呀?

etc.

2. Substitution: ○, ⊙

: I have a book.

etc.

3. Model: (3), Echo: ○ (3), ⊙

T: This book. 呢本書.

○: \_\_\_\_\_

T: That pen. 個枝筆.

○: \_\_\_\_\_

T: These books. 呢啲書.

○: \_\_\_\_\_

T: Those pens. 個啲書.

○: \_\_\_\_\_

etc.



## PROCEDURES

Directions

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

Have class repeat the question:

Have class repeat the question:

Pointing to pencil:

Continue this way around the class.

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

Pointing to the appropriate objects:

S1 to S2:

Pointing to the appropriate objects:

To S3:

Continue around the class.

Language Patterns

4. Model: (3), Echo: ○ (3) ⊙

T: Is this a pencil?

呢枝係唔係鉛筆呀?

○: \_\_\_\_\_?

S1: No, it's a pen.

唔係, 係枝筆。

T: Which one is the pencil?

邊枝係鉛筆呀?

○: \_\_\_\_\_?

S1: This one. or That one.

呢枝。 個枝。  
etc.

5. Chain question and response.

T: These are crayons.

呢啲係蜡筆。

Which are the books?

邊啲係書呀?

S1: These. or These are.

呢啲的。 呢啲的係。

Which are the rulers?

邊啲係間尺呀?

S2: Th...

Which...?

etc.



MATERIALS NEEDED

TEACHING POINTS

<p><u>Objects:</u></p> <table> <tr> <td>books</td> <td>chalk</td> </tr> <tr> <td>paper</td> <td>paste</td> </tr> <tr> <td>pencils</td> <td>glue</td> </tr> <tr> <td>pens</td> <td>rubber erasers</td> </tr> <tr> <td>crayons</td> <td>chalk erasers</td> </tr> <tr> <td>scissors</td> <td>paper bags</td> </tr> <tr> <td>rulers</td> <td>straws</td> </tr> </table>	books	chalk	paper	paste	pencils	glue	pens	rubber erasers	crayons	chalk erasers	scissors	paper bags	rulers	straws	<p>Review the possessives, "this" and "that".</p>
books	chalk														
paper	paste														
pencils	glue														
pens	rubber erasers														
crayons	chalk erasers														
scissors	paper bags														
rulers	straws														

LANGUAGE PATTERNS

VOCABULARY

<p>Students will be able to ask each other:</p> <p>Who's he (she)?          佢係邊個呀?          What's yours?          你嘅係乜嘢呀?          Whose pencil is this?          呢枝鉛筆係邊個嘅?          What're <u>these</u>?          呢啲係乜嘢呀?</p> <p>And students will answer:</p> <p><u>(name)</u>. _____ or He (she) is <u>(name)</u>. 佢係_____。</p> <p><u>Paper</u>. 紙 or Mine's a <u>piece of paper</u>.          我嘅係(張)紙。</p> <p>Mine. 我嘅 or That's my <u>pencil</u>.          嗰枝係我嘅鉛筆。</p> <p><u>Those are pencils</u>.          嗰啲係鉛筆。</p>	<p>None</p>
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LIKELY ERRORS

None.

TESTS

None.

PROCEDURES

Directions

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

S1 turns to S2 while pointing to S3:

To S3:

Continue around the class.

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

Alternate with a group of objects placed away from class.

Continue to point to different groups of objects for substitution.

Language Patterns

1. Chain question and answer.

T: Who's he (she)?

佢係邊個呀?

S1: (S2). or He (she) is (S2).

\_\_\_\_. 佢係 \_\_\_\_.

Who's he (she)?

佢係邊個呀?

S2: (S3).

Who...?

etc.

2. Substitution: ○, ⊙

T: What're these?

呢啲係乜嘢呀?

○: These are pens.

呢啲係筆。

T: What're those?

嗰啲係乜嘢呀?

○: Those are straws.

嗰啲係飲筒。

etc.

PROCEDURES

Directions	Language Patterns
<p>3. Give each student an object. Start chain question and answer with S1:</p> <p style="text-align: right;">To S2:</p> <p style="text-align: right;">To S3:</p> <p>Continue around the class.</p>	<p>3. Chain question and answer.</p> <p>T: Mine is a <u>piece of paper</u>.</p> <p>我哋係(張)紙。 What's yours? 你哋係乜嘢呀?</p> <p>S1: <u>Pen.</u> or Mine's a <u>pen</u>.</p> <p>筆。我哋係(枝)筆。 What's yours? 你哋係乜嘢呀?</p> <p>S2: _____</p> <p>What...? etc.</p>
<p>4. Divide class into two groups. Group 1 asks the questions and Group 2 answers them. Group 1 picks up an object, e.g. <u>pencil</u>:</p> <p>Cue Group 2 either by gestures: I, you, he, she, we, you, they; or verbally: S1, S2, S3... etc.</p> <p>After a while switch roles.</p>	<p>4. Question and answer: (1/2), (2/2)</p> <p>(1/2): Whose <u>pencil</u> is this? 呢枝鉛筆係邊個嘅?</p> <p>(2/2): <u>S1's</u>, or That's <u>S1's pencil</u>. <u>S1</u> 嘅。嗰枝鉛筆係 <u>S1</u> 嘅 etc.</p>

## MATERIALS NEEDED

## TEACHING POINTS

<p><u>FP's:</u></p> <p>*apple (orange #65)          *orange (orange #66)          *candy (orange #67)          *cookies (orange #68)          *milk (orange #69)          thank you (for gifts) (red #17)          eating (green #40)          drinking (green #41)          (green #33-39)          *Real objects if desired.</p>	<p>Introduce a second form of "thank you" 多謝 " for gifts only.</p>
<p><u>Puppets:</u>          Diu Ming &amp; Siu Ying</p>	

## LANGUAGE PATTERNS

## VOCABULARY

<p>Students will be able to ask:</p> <p>What's it? (係)乜嘢呀?</p> <p>Is it an apple? 係唔係蘋果呀?</p> <p>Do you want an apple? 你要唔要蘋果呀?</p> <p>And students will answer:</p> <p><u>Apple.</u> 蘋果 or It's an <u>apple.</u> (係)蘋果。</p> <p>Yes. 係 or No, it's an <u>orange.</u> 唔係, 係橙。</p> <p>Yes/No, thank you. 要/唔要, 多謝。</p> <p>In addition, when asked: "What're you doing?", students will be able to answer:</p> <p>I'm <u>eating an apple.</u></p> <p>我食(嚟)蘋果。</p>	<p>apple 蘋果</p> <p>orange 橙</p> <p>candy 糖</p> <p>milk 牛奶</p> <p>cookies 甜餅乾</p> <p>eating 食(嚟)</p> <p>drinking 飲(嚟)</p> <p>thank you (for gifts) 多謝</p>
--	--

## BEST COPY AVAILABLE

## LIKELY ERRORS

Use "唔該" for "多謝" and vice versa.

## TESTS

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

T: What do you want?

你要乜嘢呀?

S1: Apple.

or I want the apple.

蘋果

我要蘋果

S1 pretends to get a real apple.

S1: Thank you.

多謝

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

S1: What do you want?

你要乜嘢呀?

S2:

Thank you.

Continue around the class.

多謝

PROCEDURES

<p><u>Directions</u></p>	<p><u>Language Patterns</u></p>
<p><u>Review</u></p> <p>1. Use FP's (green #33-39) to cue responses to the question: "What're you doing?"</p>	<p><u>Review</u></p> <p>1. T: What're you doing?                      你做(嚟)乜嘢呀?                      : I'm <u>writing</u>.                      我寫(嚟)字.                      etc.</p>
<p>2. Introduce the FP's: apple, orange, candy, cookies, milk, eating, drinking, and thank you (for gift).</p> <p>3. Place FP's: apple, orange, candy, milk, and cookies in a pocket chart. Point to an FP and ask:</p> <p>Point to another FP:</p>	<p>2. Model: (3), Echo: ○ (3), ⊙</p> <p>T: apple                      蘋果                      ○: _____</p> <p>T: orange                      橙                      ○: _____</p> <p>○: etc.</p> <p>3. Question and response: ○, ⊙</p> <p>T: What is it?                      (係)乜嘢呀?                      ○: <u>Apple.</u> 蘋果 or It's an  <u>apple.</u> 蘋果 係蘋果</p> <p>T: What...?                      ○: _____</p> <p>etc.</p>



<u>Directions</u>	<u>Language Patterns</u>
<p>4. Put the FP's in Step 3 in a stack. Point to the top FP and ask S1:</p>	<p>4. Chain question and answer. T: Is it an <u>orange</u>? 係唔係橙呀? S1: Yes. or No, it's an <u>apple</u>. 係。唔係, 係蘋果。</p>
<p>Change FP and ask S1 to address question to S2:</p>	<p>Is it a <u>cookie</u>? 係唔係甜餅乾呀? S2: _____. _____? etc.</p>
<p>Continue around the class.</p> <p>5. Use the puppets to introduce the new structures.</p> <p>Siu Ming pretends to be <u>eating candy</u>.</p> <p>Siu Ming pretends to offer Siu Ying some candy?</p>	<p>5. Model: (3) Siu Ying: What are you doing? 你做(嚟)乜嘢呀? Siu Ming: I'm <u>eating candy</u>. 我食(嚟)糖。 Do you want some (candy)? 你要唔要(糖)呀? Siu Ying: Yes, thank you. 要, 多謝</p>
<p>6. Class repeats.</p>	<p>6. Echo: ○ (3), ○ Siu Ming: I'm <u>eating candy</u>. 我食(嚟)糖。 ○: _____. Siu Ming: Do you want some (candy)? 你要唔要(糖)呀? ○: _____? Siu Ying: Yes, thank you. 要, 多謝。 ○: _____.</p>

PROCEDURES

Directions

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

Point to the FP's: drinking and milk:

Point to FP's: eating & apple:

Point to FP's: eating and candy.

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

S1 to S2:

to S3:

Language Patterns

7. Model: (3), Echo: ○ (3), ⊙

T: I'm drinking milk.

我飲(嚟)牛奶。

○: \_\_\_\_\_

T: I'm eating an apple.

我食(嚟)蘋果。

○: \_\_\_\_\_

T: I'm eating candy.

我食(嚟)糖。

○: \_\_\_\_\_

etc.

8. Chain question and response

T: Do you want \_\_\_\_\_?

你要唔要 \_\_\_\_\_ 呀?

S1: Yes/No, thank you.

要/唔要, 多謝。

Do you want \_\_\_\_\_?

你要唔要 \_\_\_\_\_ 呀?

S2: \_\_\_\_\_

\_\_\_\_\_?

etc.

MATERIALS NEEDED

TEACHING POINTS

<p><u>FP's:</u></p> <p>apple (orange #65) orange (orange #66) candy (orange #67) cookies (orange #68) milk (orange #69) where (white #93)</p> <p><u>Charts:</u></p> <p>I, II</p>	<p>"here, here, and there" are 邊度 (邊), 呢度 (處), 個度 (處) respectively. Students should be exposed to both "度" and "處". But most Cantonese speakers favor the use of one over the other.</p> <p>"係" is used for "to be" and "to be + preposition" when location is involved, e.g. "He's over there. 佢係個度 (處)" and "where is he? 佢係邊度 (處) 呀?"</p>
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LANGUAGE PATTERNS

VOCABULARY

<p>Students will be able to ask:</p> <p>Where's the <u>apple</u>? 蘋果係邊度 (處) 呀? Where's <u>(name)</u>? _____ 係邊度 (處) 呀? Where's your <u>cookie</u>? 你嘅甜餅乾係邊度 (處) 呀?</p> <p>And will answer:</p> <p><u>Here.</u> (係) 呢度 (處). The <u>apple's</u> here. 蘋果係呢度 (處). <u>(name)</u> is here. _____ 係呢度 (處). <u>My cookie's</u> here. 我嘅甜餅乾係呢度 (處).</p>	<p>where 邊度 (處)</p> <p>here 呢度 (處)</p> <p>there 個度 (處)</p> <p>to be + preposition 係</p>
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## LIKELY ERRORS

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

## TESTS

Put students' names on separate pieces of paper. Give several students their paper. Place the rest in a pocket chart away from the class but with students' names in plain sight. Start chain question and response with S1: 你嘅(張)紙係邊度(處)呀?

T: Where's your paper?

S1: Here. (Or pointing to the pocket chart): Over there.  
 (係)呢度(處)。 (係)個度(處)。

S1 turns to S2 and asks:

S1: Where's your paper?

S2: \_\_\_\_\_?

Continue until everyone has participated.

PROCEDURES

Directions

Review

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

- 2. Substitute items from charts in the pattern:

Presentation

- 3. Ask S1 to go to the other side of the room. And ask S2 to come stand by you. Hold up FP: where

Class repeats the question.

Touch S2:

Class repeats.

Language Patterns

Review

- 1. Model: (2), Echo: ○ (2). ○

T: 雞

○: \_\_\_\_\_

T: 香蕉

○: \_\_\_\_\_

etc.

- 2. Substitution

T: I'm eating chicken.  
我食(緊)雞。

○: \_\_\_\_\_

etc.

Presentation

- 3. Model: (3), Echo: ○ (3), ⊖

T: Where's (S2)?  
S2 喺邊度(處)呀?

○: \_\_\_\_\_?

T: Here. or (S2) is here.  
(係)呢度(處). S2 喺呢度(處).

○: \_\_\_\_\_

PROCEDURES

Directions

3 (continued)

Hold up FP: where again.

Class repeats question.

Point to S1:

Class repeats.

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

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

5. "係" has the same tone as the items in line 2, Chart I.

6. Using the FP: where and gestures, work on the following:

Language Patterns

3: (continued)

T: Where's (S1)?

S1: 係邊度(處)呀?

: \_\_\_\_\_?

T: Over there: or (S1) is over there.

(係)個度(處). S1: 係個度(處).

: \_\_\_\_\_.

4, Question and response: (1) (2)

(1): Where's the apple?

蘋果係邊度(處)呀?

(2): Over there. Or The apple's over there.

(係)個度(處). 蘋果係個度(處)

(1): Where's the apple?

蘋果係邊度(處)呀?

(2): Here. or The apple's here.

(係)呢度(處). 蘋果係呢度(處). etc.

5. Pronunciation

T: 係, 雞, 魚, 橙.

○: \_\_\_\_\_

6. Pronunciation

○: 係邊度(處).

○: 係呢度(處).

○: 係個度(處).

○: \_\_\_\_\_



MATERIALS NEEDED

TEACHING POINTS

<p><u>FR's &amp; Objects:</u> classroom and food items (orange #51-69)</p> <p><u>FR's:</u> verbs (green #33-41)</p>	<p>Compare the two forms of "thank you: 多謝, 唔該" and the "who, where, and what" 邊個, 邊度(處), 乜嘢 questions.</p>
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LANGUAGE PATTERNS

VOCABULARY

<p>Students will be able to ask:</p> <p>Who's <u>(name)</u>? 邊個係 _____ 呀?</p> <p>Where's <u>(name) the pen</u>? 筆係邊度(處)呀?</p> <p>What do you want? 你要乜嘢呀?</p> <p>And they will be able to answer above questions with:</p> <p>I am. 我係 or I'm <u>(name)</u>. 我係 _____.</p> <p>Here. 呢度(處). <u>(name)</u> here. _____ 呢度(處).</p> <p>Over there. or <u>The pen is over there.</u> 嗰個度(處). 筆係嗰個度(處).</p> <p><u>Apple.</u> or I want the <u>apple.</u> Thank you. 蘋果. 我要蘋果. 多謝.</p> <p>In addition, when asked, "What're you doing?", the students will be able to answer:</p> <p>I'm writing. 我寫(嘅)字.</p>	<p>None</p>
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LIKELY ERRORS

None

TESTS

None

PROCEDURES

Directions

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

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

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

3. Save some FP's to put in pocket chart close to the class and scatter the rest of the FP's around the room. Start chain question and answer with S1.

Pointing to FP:

Have S1 ask S2, giving S1 a verbal cue: pen.

Continue around the class.

Language Patterns

1. Performance

- T: (S1), come here.  
 \_\_\_\_\_, 嚟呢度(處).  
 (S2), go over there.  
 \_\_\_\_\_, 去個度(處).  
 etc.

2. Question and response

- T: Where's (S1)?  
 \_\_\_\_\_ 係邊度(處)呀?  
 ○: Here. or He (she) is here.  
 (你)呢度(處). 佢(你)呢度(處).  
 T: Where's (S2)?  
 \_\_\_\_\_ 係邊度(處)呀?  
 ○: Over there. or He (she) is over there.  
 (你)個度(處). 佢(你)個度(處).  
 etc.

3. Chain question and answer.

- T: Where's the apple?  
 蘋果係邊度(處)呀?  
 S1: Here. here.  
 (你)呢度(處).  
 Over there. or The apple's over there.  
 (你)個度(處).

S1: Where's the pen?

筆係邊度(處)呀?

S2: \_\_\_\_\_

etc.

PROCEDURES

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

Pointing to the student:

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

To S3:

Continue around the class.

5. Divide class into two groups. Give  $\frac{1}{2}$  of the object FP's to Group 1 and the other  $\frac{1}{2}$  to Group 2. Group 1 will start the questioning.

Pointing to the top FP:

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

6. "唔該" is often used for "多謝". But strictly speaking, "唔該" should be used for something that you can keep e.g. a gift, while "多謝" is used for something that's temporarily yours, or for a service.

4. Chain question and answer

T: Who's (name)?

邊個係 呀?

S1: He (she) is.

佢係。

S1: Who's (S2)?



邊個係 呀?


S2: I am.

我係。


Who's \_\_\_\_\_?

etc.

5. Question and answer:  

: What's this?

(係)乜嘢呀?/呢 classifier 係乜嘢呀?


: \_\_\_\_\_ or That's \_\_\_\_\_

\_\_\_\_\_ 個 classifier 係 \_\_\_\_\_

etc.

: What's this?

(係)乜嘢呀?/呢 classifier 係乜嘢呀?

: \_\_\_\_\_ or That's \_\_\_\_\_

\_\_\_\_\_ 個 classifier 係 \_\_\_\_\_

etc.

6.

## PROCEDURES

Directions

## 6. (continued)

To demonstrate the use of "多謝", have some candy, fruit and cookies ready to pass around. These things the students can keep, therefore they are gifts.

Use FP's of the objects on hand in drill first. Then substituting the objects for the FP's. To SI:

Gets FP: candy.

Gets real candy.

Continue around the class.

7. Quick drill using FP's:  
(green #33-41)

Point to FP:

"Eating" and "drinking" must be followed by an object, e.g. "eating apple, or drinking milk."

Language Patterns

## 6. (continued)

T: What do you want?

你要乜嘢呀?

SI: Candy. or I want candy.

糖。 我要糖

Thank you.

唔該。

Thank you.

多謝。

etc.

## 7. Substitution

T: What're you doing?

你哋做(嚟)乜嘢呀?

: We're writing.

我哋寫緊字。

etc.

MATERIALS NEEDED

TEACHING POINTS

<p><b>FP's:</b></p> <p>boy (blue #77)  girl (blue #78)  man (blue #79)  woman (blue #80)</p> <p>classroom &amp; food items  (orange #51-69)</p> <p><b>Objects:</b></p> <p>classroom objects</p>	<p>The structures in this lesson had been covered in previous lessons, only the vocabulary are new.</p>
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LANGUAGE PATTERNS

VOCABULARY

<p>Students will be able to say and ask:</p> <p>The <u>boy's book</u>.  男仔嘅書。  What does the <u>boy</u> have?  男仔有乜嘢呀?  And will answer:</p> <p>The <u>book</u>.      or The <u>boy</u> has the <u>book</u>.  書。                      男仔有書</p>	<p>boy 男仔  girl 女仔  man 男人  woman 女人  children 細佬俾  adults 大人</p>
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LIKELY ERRORS

<p>Confusion in vocabulary.</p>
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## TESTS

Place FP's in a stack. Hold up stack and ask S1:

T: Is this a boy?

呢個係唔係男仔呀?

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

係/唔係, 係女仔。

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

S1: Is this a woman?

呢個係唔係女人呀?

S2: Yes/No,....

係/唔係,....

Continue this way around the class.

PROCEDURES

Directions  
Presentation

1. Separate the boys and girls in the class and introduce each group:

Include both groups:

2. Introduce FP's.

FP: boy

FP: girl

FP: woman

FP: man

Point to both FP's of boy & girl:

Point to both FP's of man and woman:

Language Patterns  
Presentation

1. Model: (3)

T: These are boys.

呢啲係男仔。

Boys.

男仔。

These are girls.

呢啲係女仔。

Girls.

女仔。

Children.

細佬儕

2. Model: (3), Echo: ○ (3), ⊙

T: boy 男仔

○: \_\_\_\_\_

T: girl 女仔

○: \_\_\_\_\_

T: woman 女人

○: \_\_\_\_\_

T: man 男人

○: \_\_\_\_\_

T: children 細佬儕

○: \_\_\_\_\_

T: adults 大人

○: \_\_\_\_\_



PROCEDURES

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

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

Vary objects also.

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

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

Let S1 pick an object and address question to S2:

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

5. Show FP: girl.

Ask S1:

Show FP: boy to S2:

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

3. Substitution: ○, ○  
T: My book.

我嘅書。

○: The boy's book.

男仔嘅書。  
etc.

4. Chain question and answer.

T: The boy has a book.

男仔有(本)書。

What does the boy have?

男仔有乜嘢呀?

S1: \_\_\_\_ . or The boy has \_\_\_\_ .

\_\_\_\_ . 男仔有 \_\_\_\_ .

What does the ...?

S2: \_\_\_\_ .

etc.

5. Question and answer.

T: How many girls are here?

呢度(處)有幾(多)個女仔呀?

S1: Ten. or There are ten girls here.

十個。呢度(處)有十個女仔。

T: How many boys...?

有幾(多)個男仔...

S2: \_\_\_\_ .

etc.

## PROCEDURES

6. The following are some sample commands for the game "Simon Says":

Girls, stand up.

女仔, 企起身.

These three boys, stand up.

呢三個男仔, 企起身.

These two girls, go over there.

呢兩個女仔, 去個度(處).

Boys, raise your hands.

男仔, 舉手.

All children, raise your hands.

細佬佢, 舉手.

Make up own commands.

6. Performance: "Simon Says"

T: Simon says: "Girls, stand up."

西門語: "女仔, 企起身."

(Only the girls stand up)

etc.

## MATERIALS NEEDED

## TEACHING POINTS

## FP's:

father (blue #81)  
 mother (blue #82)  
 older brother (blue #83)  
 younger brother (blue #84)  
 older sister (blue #85)  
 younger sister (blue #86)

Watch vocabulary that repeats itself, e.g., "爸爸". The tones on the two words are different.

## LANGUAGE PATTERNS

## VOCABULARY

Students will be able to ask:

Who's this? 呢個係邊個呀?

Do you have any older brothers? 你有冇哥哥呀?

How many older brothers do you have?

你有幾(多)個哥哥呀?

And students will answer the above questions:

It's father. (係)爸爸。

Yes./No, I have a younger brother.

有/冇, 我有個弟弟。

One. or I have one older brother.

一個。我有一個哥哥。

father 爸爸

mother 媽媽

older brother 哥哥

younger brother 弟弟

older sister 姐姐

younger sister 妹妹

## LIKELY ERRORS

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

## TESTS

Arrange the FP's: older brother, younger brother, older sister, and younger sister in a stack. Show top FP to S1 and start chain question and response:

T: Who's this? 呢個係邊個呀?

S1: It's older brother. (係)哥哥。

T: Do you have any older brothers? 你有冇哥哥呀?

S1: Yes./No. (I have an older sister.) 有/冇, (我有個姐姐)。

If the answer is positive, continue:

T: How many older brothers do you have? 你有幾(多)個哥哥呀?

S1: One. or I have one older brother.

一個。我有一個哥哥。

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

DirectionsReview

1. Quick counting review.

Presentation.

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

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

Point to next FP:

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

Continue around the class.

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

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

Continue around the class, varying the FP's.

LANGUAGE PATTERNSReview

1. Question & response

T: How many boys are here today?  
今日有幾(多)個男仔喺呢度(圖)呀?

○: Thirteen. 十三個。

T: What about girls? 女仔呢?

○: Twelve. 十二個

Presentation

2. Model: (3), Echo: ○ (3), ○.

T: father 爸爸

○: \_\_\_\_\_

etc.

3. Chain drill

T: This is father. 呢個係爸爸。

Who's this? 呢個係邊個呀?

S1: It's \_\_\_\_\_.

(係)\_\_\_\_\_。

Who's this? 呢個係邊個呀?

S2: \_\_\_\_\_.

etc.

4. Question & response

T: Do you have any older brothers?  
你有冇哥哥呀?

S1: Yes./No.

有/冇。

T: How many older brothers do you have?

你有幾(多)個哥哥呀?

S1: Two. or I have two older brothers.

兩個。我有兩個哥哥。

etc.

## PROCEDURES

Directions

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

Then elicit information about other siblings:

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

Continue around the class.

Language Patterns

## 5. Chain drill

T: Do you have any older brothers

你有有哥哥呀?

S1: No.

冇.

T: What about older sisters?  
younger sisters? younger brothers?

姐姐呢? 妹妹呢? 弟弟呢?

S1: Two younger sisters and a younger brother.

兩個妹妹, 一個弟弟.

Do you have any younger sisters?

S2: No.

S1: What about...?

S2: \_\_\_\_.

etc.



MATERIALS NEEDED

FP's:  
father  
mother  
etc.  
(blue #81-86)

What's your name?  
My name's \_\_\_\_\_.  
etc.  
(red #2, 3, 7, 8, 9, 10)

TEACHING POINTS

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

LANGUAGE PATTERNS

VOCABULARY

Students will be able to ask:

None

What's your older brother's name?

你(嘅)哥哥叫乜(嘢)名呀?

How old is your older brother?

你(嘅)哥哥幾(多)歲呀?

And they will answer the above questions:

(Name). or My older brother's name's \_\_\_\_\_.

\_\_\_\_\_. 我(嘅)哥哥叫\_\_\_\_\_. (我哥哥嘅名係\_\_\_\_\_.)

Ten. or My older brother's \_\_\_\_\_ years old.

十歲. 我(嘅)哥哥係\_\_\_\_\_歲.

LIKELY ERRORS

Watch tone on "歲".

TESTS

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

T: Do you have any older brothers?

你有冇哥哥呀?

S1: Yes.

有

or

No.

冇

T: How many older brothers do you have?

你有幾(多)個哥哥呀?

Do you have any older sisters, younger sisters, or younger brothers?

你有冇姐姐, 妹妹, 弟弟呀?

S1: Two. or I've two older brothers.

兩個. 我有兩個哥哥.

No. or I've an older sister.

冇. 我有一個姐姐.

T: What's your older brothers' names?

你哥哥叫乜(嘢)名呀?

What's your older sister's name?

你姐姐叫乜(嘢)名呀?

S1: (Name, name). or My older brothers' names are \_\_\_\_\_, \_\_\_\_\_.

\_\_\_\_\_. 我哥哥叫\_\_\_\_\_, \_\_\_\_\_. (我哥哥嘅名係\_\_\_\_\_, \_\_\_\_\_.)

(Name). or My older sister's name's \_\_\_\_\_.

\_\_\_\_\_. 我姐姐叫\_\_\_\_\_.

S1 picks an FP and asks S2 the same questions using the new FP in the substitution slot. Continue around the class.

DirectionsReview

1. Use FP's: (red #2, 3, 7, 8, 9, 10) and run class through a quick review.

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

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

Change FP and substitute the new FP in question.

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

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

Language PatternsReview

1. Personal information: (O)

T: What's your name?

你叫乜(嗎)名呀?

S1: (Name). or My name's \_\_\_\_\_.

\_\_\_\_\_. 我叫\_\_\_\_\_.

etc.

T: How old are you?

你幾(多)歲呀?

S1: \_\_\_\_\_ or I'm \_\_\_\_\_ yrs. old.

\_\_\_\_\_歲。我\_\_\_\_\_歲。

etc.

T: Where do you live?

你住喺邊度(處)呀?

S1: \_\_\_\_\_ St. or I live on \_\_\_\_\_ St.

\_\_\_\_\_街。我住喺\_\_\_\_\_街

etc.

2. Question & response

T: Who have older brothers?

邊個有哥哥呀?

Raise your hands.

舉手。

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

\_\_\_\_\_, 你有幾(多)個哥哥呀?

S1: One. or I have one older brother.

一個。我有一個哥哥。

etc.

T: Who have older sisters?

邊個有姐姐呀?

Raise your hand.

舉手。

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

\_\_\_\_\_, 你有幾(多)個姐姐呀?

S1: Two. or I have two older sisters.

兩個。我有兩個姐姐。

etc.



PROCEDURES

Directions

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

Address question to S2:

S2 addresses question to S3:

Continue around the class.

4. Chain question & answer  
Ask students:

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

Prompt S1 with FP; How old are you?

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

Language Patterns

3. Chain question & answer

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

有一個哥哥, 兩個姐姐。

T: S2, what about you?

S2: I have       .

我有       .

S3, what about you?

S3:       ; 你呢?  
etc.

4. Chain question & answer

T: Who have older brothers?

邊個有哥哥呀?  
Raise your hands.

舉手。

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

      , 你(嘅)哥哥叫乜(嘢)名呀?

S1:       . or His name's       .

      . 佢叫       .

T: How old is he?

S1:       . or He's        yrs. old.

       歲. 佢        歲.

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

問佢(嘅)哥哥叫乜(嘢)名。

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

S2:       .

S1: How...?

S2:       .

etc.

MATERIALS NEEDED

TEACHING POINTS

<p>FP's: (blue #77-86) (green #33-39) (orange #51-69)</p> <p>Charts: I, II, III, IV, V, VI</p>	<p>Reinforce the process of substitution.</p>
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LANGUAGE PATTERNS

VOCABULARY

<p>Students will be able to ask:</p> <p>Who's this? 呢個係邊個呀? What does <u>younger sister</u> have? 妹妹有乜嘢呀? Who has the <u>pen</u>? 邊個有筆呀? What's the <u>boy</u> doing? 男仔做(嘢)乜嘢呀? Who's <u>copying</u>? 邊個抄(嘢)字呀?</p> <p>And they will answer the above questions:</p> <p>It's a <u>boy</u>. (係)男仔。 (<u>Younger sister</u> has) <u>milk</u>. (妹妹有)牛奶。 Mother (has the <u>pen</u>). 媽媽(有筆)。 (The <u>boy's</u>) <u>writing</u>. (男仔)寫(嘢)字。 Older brother's (<u>copying</u>). 哥哥[抄(嘢)字]</p>	<p>None</p>
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LIKELY ERRORS

<p>None.</p>
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TESTS

<p>None.</p>
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Directions

1. Quick review drill with FP's: (blue #77-86).
  
2. Arrange the FP's: (blue #77-86) on a ledge or in a pocket chart while holding the stack of FP's: (orange #51-69). Point to a blue FP: younger sister and ask:  
  
Point to orange FP: milk.  
  
Keep changing the orange FP's. May also substitute chart items. Also vary the blue FP's.
  
3. Show an orange FP: pen and ask the class:  
  
Point to a blue FP: mother:  
  
Keep varying the blue FP's.  
  
After a while, vary the orange FP's also. May also substitute items from charts I, II, III....
4. Keep the blue FP's. Substitute the green FP's for the orange FP's. Hold up FP's (green #33-39). Point to a blue FP: boy:  
  
Show green FP: writing:  
  
Keep varying the green FP's.  
  
After a while, vary the blue FP's also.
5. Hold up a green FP: copying and ask the class:  
  
Point to blue FP: older brother:  
  
Vary the blue FP's.  
  
After a while vary the blue FP's also.

Language Patterns

1. Substitution  
T: Who's this?  
  
呢個係邊個呀 or 邊個呀?  
○: It's a boy.  
(係) 男仔.  
etc.
  
2. Substitution  
  
T: What does younger sister have?  
妹妹有乜野呀?  
○: (Younger sister has) milk.  
(妹妹有) 牛奶.  
etc.
  
3. Substitution  
T: Who has the pen?  
邊個有筆呀?  
○: Mother (has the pen.)  
媽媽(有筆).  
etc.
  
4. Substitution  
  
T: What's the boy doing?  
男仔做(嘢)乜嘢呀?  
○: (The boy's) writing.  
(男仔) 寫(嘢)字.  
etc.
  
5. Substitution  
T: Who's copying?  
邊個抄(嘢)字呀?  
○: Older brother's (copying).  
哥哥[抄(嘢)字].  
etc.