





high

low

n% n^ n& n\*

h`o h1o h2o h3o

l`o l1o l2o l3o

sh% sh^ sh& sh\*

1 2 3 4  
y% 7r s`n s\*

Each of the above syllables (e.g., h`o vs. h1o vs. h2o vs. h3o) actually have different meanings!

Try to give the following “segment” in all four tones, while I write the tone mark:

first tone	second tone	third tone	fourth tone
–	/	∨	\
ma	ma	ma	ma
yi	yi	yi	yi
fei	fei	fei	fei
tang	tang	tang	tang
lu	lu	lu	lu
gou	gou	gou	gou
bei	bei	bei	bei

	jing	jing	jing	jing
	Can you identify the tones?			
	Beijing		Shanghai	
	<i>“Swat the tone”</i>			
	j <sup>0</sup> n	j <sup>^</sup> n	j&n	j <sup>*</sup> n
	j <sup>0</sup>	j <sup>^</sup>	j&	j <sup>*</sup>
	w <sup>8</sup>	w <sup>9</sup>	w <sup>0</sup>	w-
	du <sup>0</sup>	du <sup>^</sup>	du&	du <sup>*</sup>
	xu <sup>4</sup>	xu <sup>5</sup>	xu <sup>6</sup>	xu <sup>7</sup>
	b <sup>`</sup> i	b <sup>1</sup> i	b <sup>2</sup> i	b <sup>3</sup> i
	zh <sup>`</sup> ng	zh <sup>1</sup> ng	zh <sup>2</sup> ng	zh <sup>3</sup> ng
	y <sup>`</sup> o	y <sup>1</sup> o	y <sup>2</sup> o	y <sup>3</sup> o
	m <sup>0</sup> ng	m <sup>^</sup> ng	m&ng	m <sup>*</sup> ng
	4r	5r	6r	7r
	s <sup>0</sup>	s <sup>^</sup>	s&	s <sup>*</sup>

<p>Comprehensible input</p> <p>Comprehensible input and guide practice</p> <p>Application and extension</p>	<p><b>Daily manner</b> Teachers model (你好，谢谢，不客气，对不起，没关系，再见)</p> <p><b>Number 1-10</b></p> <p>1, Teacher gives students number1-10 pinyin chart. 2, Teacher teaches pinyin from 1-10 and emphasis 4 tones. 3, Teachers draws students attention to identify 1<sup>st</sup> tone number (一三七八), 2<sup>nd</sup> tone number ( 十), 3<sup>rd</sup> tone number ( 五九) and 4<sup>th</sup> tone number(二四六). 4, Teacher lead students practice to say number with the same tone then practice with a matching activity. 5, Teacher divides students to four different groups with each group in charge with each tone. Each group practice to say their number tone in beats. 6, Teacher as conductor indicates 1<sup>st</sup> tone group to start “singing” then adds each tone group. 7, Switch students to a different tone group and “sign” another round. ( Also teacher can invite a student to be the conductor)</p> <p><b>Chinese character writing</b> Introduce Chinese number 一 二</p>	<p>Number 1-10 pinyin chart</p> <p>Two set of index cards one with numerical number another is pinyin 1-10</p>
<p>Assessment and wrap-up</p>	<p>Students able to say 你好，谢谢，不客气，对不起，没关系，再见</p> <p>Students are able to count numbers 1-10.</p>	
<p>Homework</p>	<p>Home work sheet number 一 二 and daily manner words.</p>	<p>Homework Review sheet</p>

*Chinese number pinyin chart*

1  <b>yī</b>	2  <b>èr</b>	3  <b>sān</b>	4  <b>sì</b>	5  <b>wǔ</b>
6  <b>liù</b>	7  <b>qī</b>	8  <b>bā</b>	9  <b>jiǔ</b>	10  <b>shí</b>

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### Character writing:

一									
二									

### *Daily manner review:*

你好 nǐ hǎo (hello)

老师 lǎoshī (teacher)

谢谢 xièxiè (thanks)

不谢 búxiè (you're welcome)

不客气 búkèqì (you're welcome)

对不起 duìbùqǐ (sorry)

没关系 méiguānxi (It's all right)

再见 zàijiàn (good bye, see you again)

