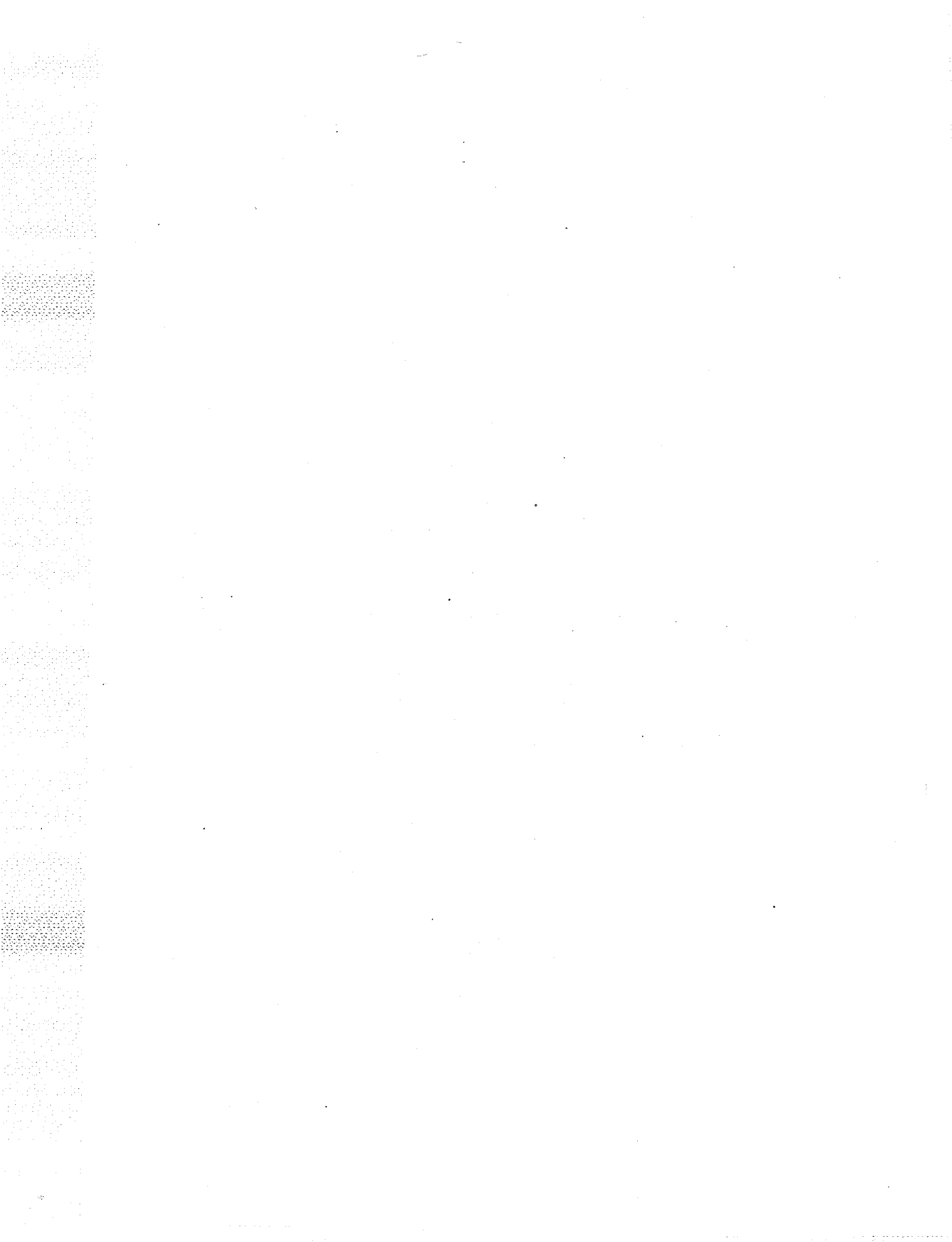


C H I N E S E - C A N T O N E S E
REFRESHER COURSE

INSTRUCTOR'S MANUAL

March 1966

DEFENSE LANGUAGE INSTITUTE
FOREIGN LANGUAGE CENTER



CHINESE-CANTONESE REFRESHER COURSE

MATERIALS

Printed Material: 1 vol. Introduction
1 vol. Instructional Units 1-30
1 vol. Instructional Units 31-60
1 vol. Instructional Units 61-90
1 vol. Instructional Units 91-120
1 vol. Instructional Units 121-140
1 vol. **Instructor's Manual**
1 vol. Language Laboratory Practice Units 1-60
1 vol. *Formal Testing Units 1-10
*Formal Testing Units Answer Sheet

Reference Material: 1 vol. Dictionary of Common Chinese-Cantonese Characters
1 vol. List of Basic Chinese-Cantonese Military Words

Recorded Material: 140 reels Instructional Units 1-140
60 reels Language Laboratory Practice Units 1-60
10 reels *Formal Testing Units 1-10

Film Material: 1 reel "Free China's Fighting Men"
MF 30-8444
1 reel "Mighty Chinese Armed Forces"
USALS 86
1 reel "Production of Combat Intelligence"
TF 30-1494

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PRINTED MATERIALS

This volume contains the approved answers or approved translations of Instructional Units 1 through 140.

Approved Answers. The approved answers are for Questions contained in Instructional Units 1 through 90 and 120 through 140.

Approved Translations. The approved translations are for Interrogation, Translation and Interpreting Materials contained in Instructional Units 91 through 119.

Both the approved answers and approved translations are calligraphed in Chinese characters and are for the classroom supervisor or instructor's use only.

No recorded material is necessary for this volume.

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TEACHING TECHNIQUES

The following general teaching techniques and directives for classroom management are stated as guides for classroom supervisors and instructors:

Preparation for Instruction.

1. Check the schedules. They give an overall picture of what is to be done, who is to do it, and when and where it is to be done. They serve as a starting point for preparing the lesson.
2. To utilize the time available for lesson preparation to best advantage, make an estimate of the teaching situation by determining what to do and how to do it, go over the text assigned for the hour. Be thoroughly familiar with the material. Prepare a lesson outline or lesson plan. The lesson plan is a written digest of how the instructor is going to teach a particular class. It indicates what material to teach and contains supplementary material for the specific hour, in what order to teach it, and exactly what procedures to use.
3. Assemble the training aids needed for the class. Remember the importance of training aids. If a tape recorder is to be utilized, make sure that tapes are available and that they do not contain irrelevant recordings. Make sure that all papers or examinations are corrected and returned to students, if the hour calls for return of these.

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4. Check with the supervisor if there are questions pertaining to the class to be taught.
5. Check the classroom a few minutes before instruction is to begin. Ask the instructor who taught the preceding class for any pertinent information. Do not be tardy.
6. Instructor will wear name tag during all classes.
7. Name plate will be affixed to classroom door.
8. Instructors will be especially conscious of personal neatness. Shoes will be shined, hair cut, etc.

Preparing the Classroom.

1. Check ventilation. See that air is fresh. At least one window should be open to provide circulation during the hour.
2. Temperature. The classroom will be kept cool, but not uncomfortably so. An overheated classroom makes the students feel drowsy.
3. Insure that chalk is available in classroom.
4. Instruction will start immediately after the ringing of the bell.

Classroom Instruction.

1. The class will be started at a brisk tempo and will be maintained during all drill classes. The amount of oral practice each student gets is of the utmost importance. The instructor must strive toward maximum student participation.

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Only through oral practice will the student be able to acquire oral proficiency.

2. Instructor will be snappy, alert and enthusiastic. Enthusiasm is the outward expression of the instructor's interest in his subject, and of his real concern about the student and his progress. Enthusiasm is contagious. When the instructor shows that he wants to teach a particular academic subject and is deeply interested in it, the students accept that evaluation of the subject, and the importance of the course.

3. Establish eye contact. Look at and talk to students. Do not ask questions while looking out through the window or while examining the floor. Give students the feeling that they are being addressed individually.

4. Smile. Establish crisp but pleasant relationship with the class. Show interest in each student. Make sure that all students get an equal chance to answer questions. Do not show favoritism.

5. Introduce a judicious amount of humor. Be alert to unexpected opportunities. However, do not make fun of a student or laugh at him. Never use sarcasm or ridicule. Never talk down to a student. These acts destroy his motivation and close his mind to learning.

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6. Be sincere in attempting to communicate with students. Language is communication. Show by action and expression that this is "conversation", not a highly artificial situation.

7. Maintain classroom decorum.

8. The instructor should conduct all of his classes in a standing position. This does not mean that he cannot sit down from time to time. However, he should not remain static in a sitting position for extended periods. Move around, but not to the point of distraction.

9. Ask questions first then indicate which student is to answer. Do not direct questions in a given order, so that the students can anticipate their turn, rather skip and jump. Retain an element of surprise. It prepares all the students to answer the question.

10. English will be eliminated from the classroom (except special and unusual circumstances).

11. Get meaning across. Use pantomime if necessary. Make use of pictures and training aids. Be inventive and alert.

12. Speak out, distinctly and with good volume, but do not shout or speak unnaturally. Insist that students also speak up. Do not accept mumbling or hands in front of face when reciting.

13. Require prompt response. Use judgment and tact.

14. Correct mistakes. However, use judgment. Do not

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discourage a student by being unreasonable. Never lose patience. Slowness or inability to grasp a structural element or reproduce a sound may mean that the instructor has failed to teach, not that the student has failed to learn.

15. When a difficult question cannot be answered, get the correct answer to the class during a break or during a succeeding class.

16. Follow lesson assignment closely. Do not engage in conversation not directly connected with the lesson. Do not discuss any controversial matter with the students.

17. Eliminate wasted movements and waste motion. Slight delays between exercises can be used to advantage for chorus repetition, short question-and-answer drills, and so forth.

18. Look ahead. Foresee the next move. The instructor must always be ahead of the student.

19. Watch time allotment for each exercise or step during hour. Do not spend too much time on a given situation. Finish teaching assignment on time. If this is not done, someone must do it the following hour.

20. Do not criticize or attempt to prove a colleague incorrect, who has previously made a statement or explained something to the class. Remember that students often misunderstand, because of the foreign language. Guard against statements

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which might be construed as unethical. Don't ever criticize the text material.

21. If any student has questions outside the scope of class assignment, refer him to the higher echelons. Do not offer explanations or make decisions on matters which are the responsibility of someone else.

22. Dismiss class exactly at the appointed time.

23. If a visitor enters the class during instruction, the instructor will not stop or turn around to look at the visitor. Class will continue without a break. All visitors enter the classroom to observe the instruction and to see the students under normal scheduled teaching situations.

Duties Following Classroom Instruction.

1. Pass on any necessary information to the instructor who is teaching the next class.

2. As soon as possible discuss any pertinent information relative to the hour with the supervisor.

3. Make notes on individual student class performance as soon as possible after class is completed. Take enough time to evaluate performance effectively.

INSTRUCTIONAL UNIT 1

QUESTIONS AND ANSWERS

1. 白志安係唔係士兵呀?
唔係, 安, 白係唔係安係士兵係士兵呀?
2. 白志安係唔係安係士兵呀?
唔係, 安, 白係唔係安係士兵係士兵呀?
3. 白志安係唔係安係士兵呀?
野呀? 安, 唔係士兵, 亦都唔係軍士; 佢係軍官.
4. 白志安係上尉, 係唔係呀?
係, 佢係上尉.
5. 白上尉係先生唔係呀?
唔係, 佢係先生.
6. 白上尉係先生, 係也野呀?
佢係先生, 佢係學生.
7. 白上尉係學生, 張上士係學生嗎?
係, 上尉係學生, 張上士都係學生.
8. 張上士係學生, 陳先生呢?
張上士係學生, 陳先生係學生.
9. 陳先生係學生, 係唔係先生?
陳先生係學生, 係先生.
10. 陳先生係教官唔係教官?
係, 陳先生係教官.

INSTRUCTIONAL UNIT 2
QUESTIONS AND ANSWERS

1. 白上尉有冇書呀？
有，白上尉有書。
2. 你地有冇書呀？
有呀，我地有書呀！
3. 你地有筆冇呀？
有呀，我地亦有筆呀！
4. 你地有書同筆，係唔係呀？
有錯啦，我地有書同筆。
5. 佢地有紙唔呀？
冇啲，佢地冇紙啲！
6. 佢地冇紙，佢地冇簿有呀？
佢地冇紙，又有簿。
7. 佢地冇紙同簿，祇有乜野呀？
佢地冇紙同簿，祇有書同筆。
8. 佢地祇有乜野同乜野，但係有乜野同
乜野呀？
佢地祇有書同筆，但係冇紙同簿。
9. 佢地冇紙有簿；敢，你地呢？
佢地冇紙有簿，我地冇紙有筆。
10. 你地冇紙有筆，又有乜野呀？
我地唔祇有紙有筆，而且又有簿添啫！

INSTRUCTIONAL UNIT 3

QUESTIONS AND ANSWERS

1. 張上士係邊處人呀？
張上士係美國人加省三藩市人。
2. 張上士識唔識廣東話呀？
唔識，張上士識廣東話。
3. 張上士識唔識寫中文呀？
唔識，佢亦都唔識寫中文。
4. 張上士識唔識日本話呀？
張上士識中國話，但係識日本話。
5. 佢識日本話，又識邊種話呀？
佢識日本話，又識法國話，德國話，同
俄國話。
6. 佢識唔識廣東話，佢想唔想學講廣東
話呀？
佢唔識廣東話，所以佢想學講廣東話，
佢學聽廣東話。
7. 佢想唔想學寫中文字呀？
佢又想學寫中文字。
8. 佢張上士有冇太太呀？
有，佢有太太。
9. 張太太係邊處人呀？
張太太係美國人。
10. 張太太識唔識英文呀？
識，佢識英文。
11. 張太太唔識英文，又識乜野文呀？
佢唔識英文，又識中文，日

INSTRUCTIONAL UNIT 4

QUESTIONS AND ANSWERS

1. 亞士係也野呀？
亞士係張上士。
2. 亞張上士喺學校處做乜野呀？
張佢喺學校處讀書。
3. 佢佢學乜野話呀？
佢佢學講廣東話。
4. 佢佢學講廣東話，又學乜野呀？書，學寫
佢佢學講廣東話，又學睇中文。
佢佢學講廣東話，又學睇中文。
5. 佢佢去書房，同細仔
佢佢去書房，同細仔。
6. 佢佢喺邊處溫習功課呀？
佢佢喺書房處溫習功課。
7. 佢佢喺書房處溫習功課，然後去邊處呀？
佢佢喺書房處溫習功課，然後去飯廳處
食飯。
8. 瑪利係邊個呀？
瑪利係張太太。
9. 瑪利喺廚房處做乜野呀？
瑪利喺廚房處煮飯。
10. 亞仔喺邊處呀？
亞仔喺客廳處。
11. 亞仔喺書房處呀？
唔係，亞仔喺書房處。
12. 佢佢喺書房處，佢佢喺邊處呀？

13. 佢唔係書房處，佢係客廳處。
 佢係個處做乜野呀？
14. 佢係個處睇吓書。
 亞女係唔係喺房處呀？
15. 唔係，佢唔係喺房處。
 亞女唔係喺房處，佢係邊處呀？
 亞女係洗身房處。

INSTRUCTIONAL UNIT 5

QUESTIONS AND ANSWERS

- Q. 張太太^{*}喺^{*}廚房^{*}處^{*}做^{*}乜^{*}野^{*}呀^{*}?
- A. 張太太^{*}喺^{*}廚房^{*}處^{*}煮^{*}飯^{*}.
- Q. 張上士^{*}喺^{*}邊^{*}處^{*}瞓^{*}覺^{*}呀^{*}?
- A. 張上士^{*}喺^{*}書房^{*}處^{*}瞓^{*}覺^{*}.
- Q. 張太太^{*}煮^{*}熟^{*}飯^{*}, 煲^{*}滾^{*}湯^{*}, 炒^{*}完^{*}菜^{*}, 整^{*}好^{*}餸^{*}; 係^{*}唔^{*}係^{*}呀^{*}?
- A. 係^{*}, 張太太^{*}煮^{*}熟^{*}飯^{*}, 煲^{*}滾^{*}湯^{*}, 炒^{*}完^{*}菜^{*}, 整^{*}好^{*}餸^{*}.
- Q. 張太太^{*}煮^{*}熟^{*}飯^{*}. 佢^{*}想^{*}佢^{*}地^{*}喺^{*}邊^{*}處^{*}食^{*}飯^{*}呀^{*}?
- A. 張太太^{*}想^{*}佢^{*}地^{*}出^{*}黎^{*}飯^{*}廳^{*}處^{*}食^{*}飯^{*}.
- Q. 佢^{*}叫^{*}邊^{*}個^{*}去^{*}叫^{*}邊^{*}個^{*}出^{*}黎^{*}食^{*}飯^{*}呀^{*}?
- A. 佢^{*}叫^{*}亞女^{*}快^{*}啲^{*}去^{*}叫^{*}張上士^{*}同^{*}亞仔^{*}出^{*}黎^{*}食^{*}飯^{*}.
- Q. 亞女^{*}係^{*}妹妹^{*}唔^{*}係^{*}呀^{*}? 亞仔^{*}係^{*}唔^{*}係^{*}哥哥^{*}呀^{*}?
- A. 係^{*}, 亞女^{*}係^{*}妹妹^{*}, 亞仔^{*}係^{*}哥哥^{*}.
- Q. 亞女^{*}先去^{*}叫^{*}邊^{*}個^{*}呀^{*}?
- A. 亞女^{*}先去^{*}叫^{*}佢^{*}亞哥^{*}.
- Q. 亞女^{*}叫^{*}佢^{*}亞哥^{*}叫^{*}邊^{*}個^{*}出^{*}黎^{*}食^{*}飯^{*}呀^{*}?
- A. 亞女^{*}叫^{*}佢^{*}亞哥^{*}叫^{*}爸爸^{*}出^{*}黎^{*}食^{*}飯^{*}.
- Q. 亞仔^{*}入^{*}去^{*}邊^{*}處^{*}叫^{*}爸爸^{*}呀^{*}?
- A. 亞仔^{*}入^{*}去^{*}書房^{*}處^{*}叫^{*}佢^{*}爸爸^{*}.
- Q. 佢^{*}爸爸^{*}喺^{*}書房^{*}處^{*}做^{*}乜^{*}野^{*}呀^{*}?
- A. 佢^{*}爸爸^{*}喺^{*}書房^{*}處^{*}瞓^{*}着^{*}.

- Q. 亞仔想唔想叫醒佢爸爸呀？
- A. 唔想，佢唔想叫醒佢爸爸。
- Q. 亞仔唔想叫醒佢爸爸，佢媽媽話乜野呀？
- A. 佢媽媽話，亞爸應該食飯先，食完飯至溫習功課。
- Q. 溫習完功課，然後可以做乜野呀？
- A. 溫習完功課，然後至可以去訓覺。
- Q. 張上士起身，佢話，佢要先去邊處呀？
- A. 佢話，佢要先去洗身房。
- Q. 佢要去完邊處，然後至可以出去飯廳食飯呀？
- A. 佢要去完洗身房，然後至可以出去飯廳食飯。

INSTRUCTIONAL UNIT 6

QUESTIONS AND ANSWERS

- Q. 張太太^{*}喺^{*}廚房^{*}處^{*}做^{*}乜^{*}野^{*}呀^{*}?
- A. 張太太^{*}喺^{*}廚房^{*}處^{*}煮^{*}飯^{*}, 炒^{*}餸^{*}, 煲^{*}湯^{*},
- Q. 張太太^{*}煮^{*}好^{*}飯^{*}. 但^{*}係^{*}佢^{*}地^{*}要^{*}做^{*}乜^{*}野^{*}先^{*},
- 然^{*}之^{*}後^{*}至^{*}可^{*}以^{*}食^{*}飯^{*}呀^{*}?
- A. 佢^{*}地^{*}要^{*}擺^{*}好^{*}枱^{*}先^{*}, 然^{*}之^{*}後^{*}至^{*}可^{*}以^{*}食^{*}飯^{*}.
- Q. 張太太^{*}叫^{*}亞^{*}女^{*}幫^{*}佢^{*}做^{*}乜^{*}野^{*}呀^{*}?
- A. 張太太^{*}叫^{*}亞^{*}女^{*}幫^{*}佢^{*}擺^{*}枱^{*}, 移^{*}椅^{*}, 同^{*}擰^{*}
- 啲^{*}刀^{*}, 叉^{*}, 碗^{*}, 碟^{*}, 匙^{*}羹^{*}, 筷^{*}子^{*}, 杯
- 碟^{*}, 玻^{*}璃^{*}杯^{*}去^{*}個^{*}張^{*}枱^{*}處^{*}.
- Q. 個^{*}張^{*}枱^{*}有^{*}冇^{*}枱^{*}布^{*}同^{*}餐^{*}巾^{*}呀^{*}?
- A. 有^{*}, 個^{*}張^{*}枱^{*}處^{*}有^{*}枱^{*}布^{*}同^{*}餐^{*}巾^{*}.
- Q. 亞^{*}女^{*}要^{*}唔^{*}要^{*}亞^{*}仔^{*}幫^{*}佢^{*}做^{*}野^{*}呀^{*}?
- A. 要^{*}, 亞^{*}女^{*}要^{*}亞^{*}仔^{*}幫^{*}佢^{*}.
- Q. 亞^{*}女^{*}要^{*}亞^{*}仔^{*}幫^{*}佢^{*}做^{*}乜^{*}野^{*}呀^{*}?
- A. 亞^{*}女^{*}要^{*}亞^{*}仔^{*}幫^{*}佢^{*}擺^{*}枱^{*}.
- Q. 亞^{*}仔^{*}擰^{*}乜^{*}野^{*}呀^{*}?
- A. 亞^{*}仔^{*}擰^{*}刀^{*}, 叉^{*}, 碗^{*}, 碟^{*}, 匙^{*}羹^{*}, 筷^{*}子^{*}.
- Q. 亞^{*}女^{*}揸^{*}乜^{*}野^{*}呀^{*}?
- A. 亞^{*}女^{*}揸^{*}杯^{*}碟^{*}同^{*}玻^{*}璃^{*}杯^{*}.
- Q. 張太太^{*}担^{*}唔^{*}担^{*}心^{*}佢^{*}地^{*}呀^{*}?
- A. 担^{*}心^{*}, 張太太^{*}担^{*}心^{*}佢^{*}地^{*}唔^{*}小^{*}心^{*}.
- Q. 張太太^{*}叫^{*}佢^{*}地^{*}小^{*}心^{*}啲^{*}, 亞^{*}仔^{*}話^{*}乜^{*}野^{*}呀^{*}?
- A. 亞^{*}仔^{*}叫^{*}張太太^{*}唔^{*}好^{*}担^{*}心^{*}.
- Q. 亞^{*}仔^{*}同^{*}亞^{*}女^{*}擺^{*}完^{*}枱^{*}. 張太太^{*}做^{*}乜^{*}野^{*}呀^{*}?
- A. 張太太^{*}開^{*}飯^{*}.

INSTRUCTIONAL UNIT 7

QUESTIONS AND ANSWERS

- Q: 佢地尋日日食乜野餐呀？
 A: 佢地尋日日食西餐。
 Q: 佢地尋日日食西餐；今日食乜野呀？
 A: 佢地今日食唐餐。
 Q: 唐菜有邊啲呀？
 A: 唐菜有粵菜，滬菜，川菜同京菜……
 Q: 佢地今晚食乜呀？
 A: 佢地今晚食粵菜，抑或係滬菜，川菜，京菜呀？
 Q: 重使講嘅，當然係粵菜啦嗎！
 A: 敢，佢地今晚食乜野餸呀？
 Q: 佢地今晚食菜湯，牛肉，猪肉，鷄，菜……
 A: 張上士肚餓嗎，頸渴嗎？
 A: 佢又肚餓又頸渴。
 Q: 張太太係唔係一位好太太，同一個好嘅媽媽？
 A: 唔使講都係啦！重使講嘅！
 Q: 張太太整餸整得好唔好呀？
 A: 佢整餸整得好。
 Q: 今晚啲湯煲得甜唔甜呀，好唔好飲呀？
 A: 今晚啲湯煲得又甜又好飲。
 Q: 啲餸呢？
 A: 啲餸整得又好味，又好手勢。
 Q: 今晚啲餸整得咁好味，咁好手勢；敢，佢地都好想食，食得好飽啲啦？

INSTRUCTIONAL UNIT 7

A. 當然啦· 呢啲唔使講架啦·

INSTRUCTIONAL UNIT 8

QUESTIONS AND ANSWERS

- Q. 張上士同張太太^{*}的細佢仔^{*}入覺未呀？
 A. 張上士同張太太^{*}的細佢仔已經入覺
 啦！
- Q. 張上士呢？佢而家做緊乜野呀？
 A. 佢重未^{*}入覺，重做緊^{*}的功課。
- Q. 佢讀完書未呀，做起佢嘅功課未呀？
 A. 佢重未^{*}讀完書，重未^{*}做起佢嘅功課。
- Q. 佢^{*}入得覺未呀？
 A. 未，佢重未^{*}入得^{*}覺。
- Q. 的書難唔難呀？的功課容唔容易呀？
 A. 的書又多又難，的功課又深又唔容易。
- Q. 佢讀得辛苦唔辛苦呀？
 A. 佢讀得好辛苦，越讀越辛苦，越學越
 艱難。
- Q. 邊位^{*}叫佢唔使^{*}開翳，唔好擔心呀？
 A. 佢嘅太太^{*}叫佢唔使^{*}開翳，唔好擔心。
- Q. 如果佢肯學，肯溫習，佢會唔會成功
 呀？
 A. 如果佢肯學，肯溫習，佢一定會成功
 嘅。
- Q. 中國話^{*}緊唔緊要呀？
 A. 中國話^{*}好緊要。
- Q. 中國話^{*}係一種好緊要嘅語言，尤其是
 乜野話^{*}呀？
 A. 中國話^{*}係一種好緊要嘅語言，尤其是

- 廣東話既中國人多唔多呀？
- Q. 講廣東話既中國人好多。
- A. 講廣東話既中國人好多。
- Q. 如果係敢，廣東話好普遍，好重要啦。
- Q. 係唔係呀？
- A. 當然啦，重使講嘅廣東話好普遍，好重要。
- Q. 如果我地有機會學廣東話，我地要唔要努力啲學呀？
- A. 我地一定要努力啲學至得嘍！
- Q. 如果唔努力啲學，就點呀？
- A. 如果唔努力啲學，就對國家唔住，對人唔住，對自已亦對唔住。
- Q. 如果住我地對自已呢種話，我地對國家有冇貢獻呀？
- A. 如果住我地對自已呢種話，我地唔祇對國，而對自已亦都有益。

INSTRUCTIONAL UNIT 9

QUESTIONS AND ANSWERS

- Q. 大前日係禮拜幾，幾號呀？
A. 大前日係禮拜一，八號。
Q. 大前日係禮拜幾，幾號呀？
A. 大前日係禮拜二，九號。
Q. 今日係禮拜幾，幾號呀？
A. 今日係禮拜四，十一號。
Q. 後日係禮拜幾呀？
A. 後日係禮拜六。
Q. 呢個月係幾月呀？
A. 呢個月係七月。
Q. 七月十三號係禮拜幾呀？
A. 七月十三號係禮拜六。
Q. 張太太知道唔知道七月十三係禮拜六呀？
A. 佢唔知道嗰日係禮拜六。
Q. 佢唔知道佢想唔想知道呀？
A. 佢好想知道。
Q. 張上士讀書讀得點呀？
A. 張上士讀書讀得好忙。
Q. 佢讀書讀得咁忙，佢點會記得七月十三係禮拜六呀？
A. 七月十三係一個好緊要嘅日子，所以佢咁記得。
Q. 七月十三係一個乜嘢嘅日子呀？
A. 嗰日係佢同張太太結婚嘅紀念日。
Q. 佢地結婚結咗幾年啦？

INSTRUCTIONAL UNIT 9

- A. 唔知唔覺，佢地已經結咗婚成十幾年。
- Q. 張上士而家幾多歲呀？
- A. 張上士而家已經成幾十歲啦！
- Q. 佢想請幾個朋友做乜野呀？
- A. 佢想請幾個朋友黎食餐飯，飲吓酒，
高慶吓。
- Q. 張上士想請朋友食飯，佢嘅太太贊唔
贊成呀？
- A. 張太太極之贊成。

INSTRUCTIONAL UNIT 10

QUESTIONS AND ANSWERS

- Q. 邊個想請朋友食飯呀？
A. 張上士想請朋友食飯。
Q. 佢想請幾多人，想請邊幾個人呀？
A. 佢好難決定請幾多人，唔知道請邊幾個人客好啲。
Q. 佢唔決定得，張太太^{*}呢？
A. 張太太^{*}亦都唔知道請邊幾個人好。
Q. 張太太^{*}唔決定得，佢點話呀？
A. 張太太^{*}話，佢自己唔緊要，佢等張上士決定。
Q. 張上士打算請邊啲人呀？
A. 張上士打算請啲同學，老友，教官同啲隔離鄰舍。
Q. 啲啲同學係而家嘅，抑或係舊時嘅呀？
A. 啲啲同學係而家嘅。
Q. 啲啲老友係點嘍？
A. 啲啲係舊時打仗嘅老朋友。
Q. 啲啲教官係邊處嘅呀？
A. 啲啲係教廣東話^{*}嘅教官。
Q. 如果啲啲人客有太太^{*}，請唔請埋佢地呀？
A. 如果啲啲人客有太太^{*}，就請埋佢地。
Q. 張上士想請咁多人，張太太^{*}點呀？
A. 張太太^{*}怕人太多。
Q. 張太太^{*}怕人多，張上士呢？

INSTRUCTIONAL UNIT 10

- A. 張上士亦都怕人多。
- Q. 佢地兩個都怕人多，佢地就點呀？
- A. 佢地唔想請咁多人，淨係請幾個老友
同佢地嘅太太。
- Q. 佢地決定請邊幾個老友同佢地嘅太太
呀？
- A. 佢地決定請李上校，李太太，高中校，
高太太，祁少校，祁太太，羅上尉，
羅太太，白上尉，伍中尉，何少尉，
李准尉，陳教官，同埋張太太嘅女朋
黃亞蓮。
- Q. 張太太數吓人數，有幾多人呀？
- A. 有十四個人。
- Q. 佢地講完請食飯嘅野，就做乜野呀？
- A. 佢地講完請食飯嘅野，就去訓覺。

INSTRUCTIONAL UNIT 11

QUESTIONS AND ANSWERS

- Q. 而家幾點鐘呀？
- A. 而家六點踏三。
- Q. 而家六點踏三，張上士嘅鬧鐘響咗未呀？
- A. 張上士嘅鬧鐘已經響咗好耐。
- Q. 個鬧鐘已經響咗好耐，佢起咗身未呀？
- A. 佢重未起身，佢重瞓緊覺。
- Q. 佢唔肯起身，點解佢想瞓耐啲呀？
- A. 佢尋晚瞓得好夜，而家佢想瞓耐啲。
- Q. 佢嘅鬧鐘咁唔咁呀？
- A. 唔咁，佢嘅鬧鐘慢咗兩個字。
- Q. 究竟而家幾點鐘呀？
- A. 而家已經六點廿五分啦！而家已經好晏啦。
- Q. 張上士聽倒，佢就點樣呀？
- A. 佢聽倒，佢知道已經好晏，佢就即刻起身。
- Q. 點解張太太催佢快趣啲去學校呀？
- A. 張太太怕佢太遲，所以叫佢快趣啲。
- Q. 張上士重未去得，佢重要做完乜野至去得呀？
- A. 佢重要剃鬚，洗面，擦牙，梳頭，換制服；佢做完呢啲野，然後之後至可以出去。
- Q. 今日係禮拜幾呀？

- A. 今日係禮拜五。
- Q. 學校今日有冇檢閱呀？
- A. 有，學校今日有檢閱。
- Q. 張上士叫佢嘅太太同佢做啲乜野呀？
- A. 張上士叫張太太同佢掙定啲恤衫，咗，鞋，襪，制服同帽出黎，又整好啲徽章。
- Q. 張上士換完恤衫……食咗早餐，就點呀？
- A. 張上士換完恤衫，食咗早餐，就去學校。

