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CONVERSATIONAL PALAUAN

UNIT 1: GENERAL INFORMANTION

LESSON 1: GREETINGS AND GENERAL PHRASES

OBJECTIVES:

Students will be able to:

1. Greet one another in various times of day
2. Ask and name selves and others
3. Understand and follow common classroom commands
4. Understand Conversation Management Phrases

TIME: 2 TO 3 HOURS (1 TO 2 Days)

Materials: Clock, blackboard, chalk, flip chart, markers, index cards

Teaching Strategies:

1. Total Physical Response/Commands
2. Questions/Answers

3. Dialogue
 4. Game
 5. Small Group Activities
- Teaching Activities

Activity 1. Greetings

Alii	/Hello.
Ungil Tutau.	/Good Morning.
Ungil Chodochosong.	/Greetings at midmorning (toward noon)
Ungil Sueleb	/Good Afternoon.
Ungil Keksengei.	/Good Evening.
Ke ua ngarang?	/How are you?
Ak Mesiich.	/I'm fine.
E kau a ua ngarang?	/And How are you?
Ak dirrek el mesiiich.	/I'm fine, too.
Mechikung me a uriul.	/Bye...See you later.

T: Teachers will model the phrases. And use a clock to demonstrate the greetings at various times of day. Will model phrases two or more times.

Ss: Listen

T: Will model phrases again line by line.

Ss: Students will repeat after the teacher

T: Will divided students into groups and call on individual group to give the correct greeting phrases and he/she shows different times of day.

Ss: Individual students will give the correct greeting phrases

T: Provide students with a written copy of the phrases. May copy the phrases on the blackboard, chart paper, flip chart or as a hand-out.

Ss: Students will repeat each line after you, taking plenty of time to go over individual words or phrases which are particularly difficult to pronounce or understand.

T: Pair Students and have them practice in pairs.

Ss: Students will work in pairs with one asking the questions and the other listening and responding. Students will reverse roles and repeat.

T: While students are in working pairs, teacher will observe and provide assistance to those students having difficulties.

Activity 2. Ask and name selves and others

Ng techa ngklek?	/	What is my name?
A ngklek a	/	My name is
Ng techa ngklem?	/	What is your name?
A ngklem a	/	Your name is
Ng techa ngklel?	/	What is his or her name?
A ngklel a?	/	His or her name is
Ng techa ngkliu?	/	What are your names?
A ngklam a ___me a ___.	/	Our names are___ and ___

Note: Explain that a ngklel is used both for "his or her name is."

T: Say dialogue: (examples)

A ngklek a _____. /Point your finger to yourself
 A ngklem a _____. /Point your finger to the person you're talking to
 A ngklel a _____. /Point your finger to the person away from you
 A ngkliu a __ me a __ me /Your names are ____, __ and __ a ____
 A ngklam a __ me a __. /Our names are ____, and ____, etc.
 A ngklir a __ me a __, etc. /Their names are __ and __, etc.

Ss: Listen

T: Models the questions with the answers : (examples)

Ng techa ngklek?
 A ngklek a ____
 Ng techa ngklem?
 A ngklem a ____
 Ng techa a ngklel?
 A ngklel a ____
 Ng techa ngkliu?
 A ngkliu a __, __, etc.
 Ng techa ngklir?
 A ngklir?
 A ngklir a __, __, etc.
 Ng techa ngklam?
 A ngklam a __, __, etc.

Ss: Listen

T: Models again the combined question and answer phrases with action. (May repeat this step as many times as needed).

Ss: Repeat after the teacher as a whole group

T: Will divide students into groups and call on individual groups to answer the questions

Ss: Individual groups will take turn answering the questions.

T: Will assign Group #1 to ask the questions and Group #2 to provide the answers.

Ss: Groups #1 will ask the questions and Group #2 will give the answers.

Will reverse role and repeat

T: Provide students and a written copy of the phrases.

Ss: Students will repeat each line after you, take plenty of time to go over individual words which are particularly difficult to pronounce or understand.

T: Pair up students and have them practice.

Ss: Will work in pairs with one asking the questions and the other listening and responding. Reverse roles and repeat.

Activity 3. Follow classwork commands

Morrenge	/	listen
Mluut	/	repeat
Lak mongerodech	/	you don't make noise or talk
Monguiu	/	read
Moluches	/	write
Bom dechor	/	Stand up
Bom dengchokl	/	sit down
Morael	/	go
Mei	/	Come

T: Model behavior as you say command. Model all commands

Ss: Listen

T: Say "morrenge" and put your hand to cup your ear. Model all commands as many time as needed before you ask the students to say the commands out loud.

Ss: Listen

T: Say all the commands again with the appropriate actions and ask the students to model the commands with you. If they're already comfortable in saying the commands, they can say them as they model the action.

Ss: Students will model the commands as the whole group

T: Continue this process by modeling each word and have the Ss repeat.

Ss: Students model the commands

T: Divide students into groups, give the commands and ask different groups to model the commands. (Do this step several times with the different groups.)

Ss: Individual groups will take turn modeling the commands.

T: Provide the students with a written copy of the commands and go over the commands.

Ss. Students will repeat each line after you, taking plenty of time to go over Individual words which are particularly difficult to pronounce or understand.

T: Divide students into pairs.

Ss. Students will work pairs, with one giving the commands and the other listening and modeling the commands. Reverse roles and repeat.

T: While students are working in pairs, teacher will observe and provide assistance to those having difficulties.

Activity 4. Understand Conversation Management Phrases:

- | | | | | | |
|----|-------------------------|---|------------------------|---|------------------|
| 1. | Ka mluut el melekoi | / | Please repeat | | |
| 2. | Ng mekera omdu el kmo “ | | “ el Tekoi er a Belau? | / | How do you say “ |
| | in Palauan? | | | | ” |
| 3. | Bo mokokau el melekoi. | / | Please speak slowly | | |
| 4. | Ak medengei | / | I understand. | | |
| 5. | Ng dial kudengei. | / | I don't understand | | |
| 6. | Ke kmal mesaul (formal) | / | Thank you | | |
| 7. | Ke mesulang (Informal) | / | Thanks | | |
| 8. | Sulang (very informal) | / | Thanks. | | |

T: Models phrases will appropriate actions. (Repeat as many times as needed)

Ss: Listen

T: Models phrases again. (Repeat this step as many times as needed).

Ss: Students repeat phrases after the teacher.

T: Divided students into groups and have each group take turn modeling the phrases. (Repeat this step as many times as needed).

Ss: Individual groups will take turn modeling the phrases.

T: Provide students with a written copy of the phrases.

Ss: Students will repeat each line after you, taking plenty to time to go over individual words which are particularly difficult to pronounce or understand. (Teacher and students will repeat this step as many times as needed).

T: Divide students into pairs.

Ss: Will work in pairs with one telling (or reading) and the other listening and responding. Reverse roles and repeat.

T: While students are working in pairs, teacher will observe and provide assistance to those students having difficulties.

Activity 5. Game: Positive and negative commands

Morrenge	/Listen
Mluut el molekoi	/repeat and say that again
Mongui	/read
Moluches	/write
Mongerodech	/make noise
Bong dechor	/stand up
Bong dengchokl	/sit down
Mora	/go
Mei	/come
Lak morrenge	/don't listen
Lak mluut el molekoi	/don't repeat
Lak mongui	/don't read
Lak moluches	/don't write
Lak mongerodech	/don't make noise
Lak bom dechor	/don't stand up
Lak bom dengchokl	/don't sit down
Lak mora	/don't go
Lak komei	/don't come

Steps:

1. Write the commands on a set of card (one command per card).
2. Pair up students and give each pair a set of cards.
3. Students will take turn picking up a card, read the command silently and act it out while the other student tries to guess what the command is.
4. The student who guesses correctly will keep the card.
5. The student with the most cards at the end of the activity is the winner.

Activity 6. Dialogue

Note: write the following dialogue on the board or chart paper so that students can see as well as hear the dialogue.

S1: Alii, ng ungil tutau. /Hello, good morning. (depends on what time
Of day students are doing this lesson).

S2: Ungil tutau. /Good morning.

S1: A ngklel a ____ . Ng techa ngklem? /My name is ____ . What's your name?

S2: A ngklel a ____ . /My name is ____

S1: Keu a ngarang? /How are you?

S2: Ak mesisiich. E kau a ua ngarang? /I'm fine. How are you?

S1: Ak dirrek el mesisiich. /I'm fine too.

S2: Ng techa ngklel a sechelim? /What's your friend's name?

S1: A ngklel a sechelik a ____ . /My friend's name is ____

T: Model the above dialogue with a volunteer (Repeat as many times as needed)

Ss: Listen

T: Model the dialogue again (Repeat as many times as needed)

Ss: Repeat after the teacher

T: Provide students with written copies of the dialogue

Ss: Read the dialogue with the teacher, taking plenty of time to go over individual words or phrases that are particularly difficult to pronounce or understand.

T: Divide students in to groups. Assign one group the role of Students #1 and the other, the role of Student#2 and have of them practice the dialogue.

Ss: Students will practice the dialogue in pairs. Reverse roles and repeat.

T: Teacher will call on volunteers to role play their dialogue.

Ss: Students will role play their dialogue in pairs.

Activity 7. Assignment:

Teachers will pair up students and ask each pair to make up a short dialogue using what they've learned in Activity 1 to 6. Students can prepare and use props to role play their dialogue at the next class meeting. A written copy of their dialogue will be turned in to the teacher.

Note: Students may seek assistance from native Palauan speakers in preparing their dialogue.

CONVERSATIONAL PALAUAN

UNIT1: GENERAL INFORMATION

LESSON 2:

OBJECTIVES:

Students will be able to:

1. Know common places names
2. Understand 8 Conversation Management Phrases
3. Identify 7 Classroom Objects
4. Understand and follow 8 classroom commands

Time: 2 to 3 (1 to 2 days)

Materials: bb, chalk, flip chart, marker, paper, pen/pencil, handout, common classroom objects, pictures or models of places, map

Teaching Strategies:

1. Total Physical Response
2. Questions/ Answers
3. Dialogue
4. Games
5. Small group activities

Teaching Activities

Activity 1. Review of Lesson 1

Instructor will prepare his/her own review lesson.

Activity 2. Understand common place names:

- | | | |
|-------------------------------|---|--------------------|
| 1. Blai | / | house |
| 2. Skuul | / | school |
| 3. Klas | / | class |
| 4. Laibreri | / | library |
| 5. Ikelesia | / | church |
| 6. Stoang | / | store |
| 7. Makit | / | market |
| 8. Obis | / | office |
| 9. Bai | / | meeting house |
| 10. Bill a bulis | / | police station |
| 11. Osbitar | / | hospital |
| 12. Uum | / | cafeteria, kitchen |
| 13. Restorand, bill a blengur | / | restaurant |
| 14. Benjio | / | bathroom/restroom |

T: Bring pictures or prepare drawings or models of the above vocabulary.

Teacher will show each picture, drawing or model and say it's name.

Ss: Listen

T: Teacher will repeat the above procedures 3 or 4 times

Ss: Listen

T: Teacher will say the name of each picture again.

Ss: Students will repeat after the teacher

T: Show each picture without saying anything

Ss: Whole class will name each picture shown

T: Teacher will number the pictures and put them up on the board or wall and will randomly call out the numbers.

Ss: Students will call out the corresponding places names.

T: Divide Class into groups and show the pictures to each group and ask, "Tiang ng ker?"

Ss: Each group will take turn responding, "Tilechang a blai." Or "Ng blai."

T: Call on individual students to identify the pictures.

Ss: Individual students identify pictures shown by teacher.

T: Provide students with a written copy of the words.

Ss: Will read the words after you, taking plenty of time to go over individual words which are particularly difficult to pronounce or understand .(Repeat this step as many times as needed)

T: Divide students into pairs and give each pair a set of cards with the above words written on them.

Ss: Will work in pairs with one showing the pictures and asking questions and the other responding. Reverse roles and repeat. Will continue practicing until they know all the words.

Activity 3. Understand Conversation Management Phrases

Ke mo er ker? / Where are you doing?

Ak mo er a blai. / I'm going to the house>

Ke mla er ker? / where did you come from?

Ak mla er a skuul.	/	I came from school.
Ke mla er a blai er a elii?	/	Were you at the house yesterday?
Ke mo er ker er a klukuk?	/	Where are you going tomorrow?
Ak mo er a skuul er a klukuk	/	I'm going to school tomorrow.
Ak mo er a skuul er a klukuk	/	I'm going to school tomorrow
Ke mo er a klukuk?	/	Are you going to school tomorrow?
Ochoi, ak mo er a skuul er a klukuk/		Yes, I'm going to school tomorrow
Ng diak, ng diak bo er a skuul er a klukuk./		No, I'm going to school tomorrow
Mechikung.	/	Goodbye.

T: Model phrases with appropriate actions. (Repeat as many times as needed.)

Ss: Listen

T: Model phrases again. (Repeat this step as many times as needed.)

Ss: Students repeat phrases after the teacher.

T: Teacher will ask each question again and for answer , she will use the names of places learned in activity #2. For Example:

Ke mo er ker?	Where are you going?
Ak mo er a blai.	I'm going to the house
Ak mo er a skuul.	I'm going to school.
Ak mo er a klas.	I'm going to class
Ak mo er a laibreri.	I'm going to the library
Ak mo er a ikelesia.	I'm going to church
Ak mo er a stoang.	I'm going to the store
Ak mo er a obis	I'm going to the office
Ak mo er a benjio	I'm going to the restroom

Activity 4. Dialogue:

Pair up students and have them create their own dialogue using what they've learned so far (The dialogue will include what they've learned in the previous lessons.). Role play of dialogues will take place at the next class meeting.

Activity 5. Identify common classroom objects

Tebel	/	table
Kingall	/	chair/seat
Hong	/	book
Babier	/	paper
Oluches	/	pencil
Tsiok	/	chalk
Blakbord	/	blackboard
Kureong	/	crayon
Tet	/	purse, backpack

T: Teacher have these classroom objects ready for demonstration. Will show each object and say it's name. (Repeat this step as many times as needed).

Ss: Listen

T: Teacher will show each object and say it's name.

Ss: Repeat each word after the teacher

T: Divide students into groups and show the objects to each group

Ss: Each group will take turn naming the objects

T: Provide students with a written copy of the words and go over them

Ss: Students repeat the words after teacher

T: Will pair up students

Ss: Will work in pairs, with one showing the objects and the other naming them. Reverse roles and practice again.

Activity 6. Game: Win, Loose or Draw

Steps:

1. Teachers will write the words from Activity 2 and Activity 5 on index cards (one word=1 index card)
2. Divide students into two groups (Team A and Team B or they can name themselves).
3. Teachers will decide which team will draw first (for example, let's assume that Team A will draw first. Team A will choose one of their team members to draw for their group).
4. Teachers will show a card to the person from Team A and he will try to draw the objects. As he is drawing, the rest of Team A will try to guess the name of the object their team member is trying to draw(they have 1(one) minute to guess what the object is and say the correct Palauan name). Team B must not call out the answer at this time because Team A can steal their ideas and get a point for guessing right.
5. If Team A fails to guess the object in 1(one) minute, then Team B will get a chance to guess the correct name. If Team B guesses correctly, they get the one point.
6. Then it's Team B's turn to draw and guess the name of the object (follow Steps 1 to 5).
7. After Team B, then it's Team A's turn again until everyone in both teams has had a chance to draw or until they've drawn and guessed all the words.
8. The team with the most points wins the game.

Activity 7. Name and Follow Classroom Commands:

- | | | |
|-------------------|---|---------------------------|
| 1. Beskak | / | give me |
| Lak momeskak | / | don't give me |
| 2. Mnguu | / | take, get, bring |
| Lak molai | / | don't get, take, or bring |
| 3. Bo mdechok | / | you stand up |
| Lak bo mdechok | / | don't stand up |
| 4. Bo mdengchokl | / | you sit down |
| Lak bo mdengchokl | / | you sit down |
| 5. Bong | / | go |
| Lako bong | / | don't go |
| 6. Morael | / | go |

- | | | | |
|----|------------|---|----------------|
| | Lak morael | / | don't go |
| 7. | Mei | / | come |
| | Lak ko mei | / | don't come |
| 8. | Mtetkii | / | point to |
| | Lak molutk | / | don't point to |

T: Model all commands with appropriate gestures to convey meaning.

Model the positive commands first, then the negative commands. (Repeat this step as many times as needed.)

Ss: Listen

T: Model all commands again with appropriate gestures and ask the students to model the actions. If they're already comfortable in saying the commands, they can say them as they model the action, however, don't force them to produce orally at this time.

Ss: Students will model the commands as a whole group.

T: Place different classroom objects on a table (use objects students already know from the previous activity and model: "Morrenges, lak mongerodech, beskak a oluches or mtetkii a oluches". Another example would be, " Lak molekoi, morael el mo er a kingall e bong mdengchokl".

Make up other commands combinations as you go along.

Ss: Students follow commands given by the teacher.

T: Divide students into groups, give the commands and ask different groups to model the commands. (Do this step several times with the different groups).

Ss: Individual groups will take turn modeling the commands.

T: Divide the students in to pairs.

Ss: Students will work in pairs, with one giving the commands and the other listening and modeling the commands. Reverse roles and repeat. Students will try to make up other command combinations.

T: Teacher will call each group to give their commands while the rest of the students act out the commands.

Activity 8. **Dialogue**

Teacher will pair up students and ask each pair to make up a short dialogue using what they've learned in lesson 1 and lesson 2. Students will prepare and use props to role play their dialogue at the next class meeting. They will also hand in a written copy of their dialogue to the teacher.

CONVERSATIONAL PALAUAN

UNIT: 2 PERSONAL INFORMANTION

LESSON 1: INFORMANTION ABOUT SELVES/FAMILY AND COMMON PHRASES

OBJECTIVES:

Students will be able to:

1. Ask and give personal information about themselves
2. Give information about family member
3. Count with numbers for humans from 1 to 10
4. Understand conversation management phrases
5. Understand and name 7 classroom objects

TIME: 2 TO 3 HOURS (1 TO 2 Days)

Materials: hand-outs, common classroom objects, drawings or pictures of family members, vocabulary on index cards.

Teaching Strategies:

1. TPR
2. Dialogue
3. Question/Answer
4. Interview
5. Games
6. Small group activities

Teaching Activities:

Activity 1. **Review with Palauan version of "Simon Says"**

Activity 1. Substitute “Simon Says” with “A Simon a kmo” then give the different commands taught in unit 1 and have students follow the commands.

“A Simon a Kmo”:

“Bom dechor”

“Bom dengchokl”

“Mtetkii a kingall”

“Morael”

Remind students that they will only act out the commands when they begin with phrases “ASimon a kmo”. Teacher will make up other commands.

Ss: Follow the commands given by the teacher

T: Ask volunteers to take turn giving the commands.

Ss: Volunteers make up their own commands and the rest of the class will follow the commands given by the volunteer students(s).

Activity 2. Ask and give personal information about themselves :

T: Prepare a chart ahead of time with drawings of different family members. Label the drawings with the following names:

Chedam	/	father
Chedil	/	mother
Demak	/	my father
Delak	/	my mother
Ochedak	/	my brother/sister/sibling
Ochellek	/	my younger brother

Obekuk	/	my older brother
Chudelek	/	my older sister
Merrengek	/	my younger sister
Demak el rubak	/	my grandfather
Delak el mechas	/	my grandmother
Okdemelek	/	my uncle (my mother's brother)

T: Introduce the above vocabularies by pointing to the different family members and saying the appropriate word.

Ss: Listen

T: After repeating the above words several times, introduce the following phrases by giving information about you first.

A ngklek a ____.	/	My Name is ____
A ngklel a demak a ____.	/	My father's name is ____
A ngklel a delak a ____.	/	My Mother's name is ____
A ngklel a ochedak a ____.	/	My Brother's/sister's name is ____
A ngklel a obekuk a ____.	/	My older brother's name is ____ (male /male relationship only)
A ngklel a ochellek a ____.	/	My younger brother's name is ____ (male/ male relationship only)
A ngklel a udelek a ____.	/	My older sister's name is ____ (female / female relationship only)
A ngklel a merrengek a ____.	/	My younger sister's name is ____

(female/ female relationship only)

A ngklel a demak el rubak / My grandfather's name is __.

A ngklel a delak el mechas / My grandmother's name is__.

A ngklel a okdemelek a __. / My uncle's name is__.

Note: Let students know that "okdemelek" (okdemaol) refers only to your mother's brother(s)

T: Repeat the phrases several times to make sure that students understand what you're saying. Give real or fictitious names to the different family members to better illustrate the meaning of the phrases.

Ss: Listen

T: Say the phrases again and pointing to the different models or drawings.

Ss: Listen and repeat after teacher.

T: Divide students into small groups and have them repeat after you.

Ss: Individual groups repeat after teacher

T: Provide students with written copies of the phrases and ask them to write in information about themselves

Ss: Write information about themselves in the blanks.

T: Teacher read the sentences line by line.

Ss: Repeat after the teacher line by line.

T: Pair up students and have them introduce themselves to each other using real information about themselves.

Ss: Students introduce themselves to their partners.

T: Change partners so that students introduce themselves to as many classmates as possible

Ss: Introduce themselves to as many classmates as possible.

Activity 3. Questions and answers

T: Teacher will introduce the following questions and the appropriate answers. Model the questions and answers with a volunteer.

- Q Ng techa ngklel a demam? / What's your father's name?
A: A ngklela demak a__ / My father's name is__?
Q Ng techa ngklel a delam? / What's your mother's name?
A: A ngklel a delak a __ / My mother's name is __
Q Ng techa a ngklel a ochedam? / What's your brother's /sister's name?
A: A ngklel a ochedak a __. / My brother's/sister's name is__.
Q Ng techa ngklel a obekum? / What is your older brother's name?
(male to male relationship only)
A: A ngklel a obe kuk a __ / My older brother's name is__.
Q Ng techa a ngklel a ochellem? / What's your younger brother's name? (male to
male relationship only)
A: A ngklel a ochellek a __. / My younger brother's name is__.
Q Ng techa ngklel a chudelem? / What is your older sister's name?
A: A ngklel a chudelek a __. / My older sister's name is__.
Q Ng techa ngklel a merrengem? / What's your younger sister's name? (female to
female relationship only)
A: A ngklel a merrengek a __. / My younger sister's name is__.
Q Ng techa ngklel a demam el
Rubak? / What is your grandfather's name?
A: A ngklel a demak el rubak a ____ / My grandfather's name is__.
Q Ng techa ngklel a delam el mechas? / What's your grandmother's name?
A: A ngklel a delak el mechas a / My grandmother's name is__
Q Ng techa ngklel a okdemelem? / What is your uncle's name?
A: A ngklel a okdemelek a __. / My uncle's name is__.

Ss: Listen

T: Model the questions with volunteers as many times as needed

Ss: Repeat after teacher

T: Provide students with a written copy of the questions and answers

Ss: Read the questions and answers with the teacher, taking plenty of time to go over individual words or phrases which are particularly difficult to pronounce or understand.

T: Pair up students and assign one student to ask the questions and the other to provide the answers.

Ss: Will work in pairs with one asking the questions and the other listening and responding. Reverse roles and repeat.

T: Change partners so that students get a chance to practice with other classmates.

Ss: Practice with as many classmates as possible.

Activity 4. Counting with numbers for humans from 1 to 10

Ta (el chad) / one

Teru (el chad) / two

Tedei (el chad) / three

Teua (el chad) / four

Teim (el chad) / five

Telolem (el chad) / six

Teuid (el chad) / seven

Teai (el chad) / eight

Tetiu (el chad) / nine

Teruich (el chad) / ten

T: Draw ahead of time stick figures of people with the corresponding Palauan numbers and go over the numbers with the students.

Ss: Listen

T: Ask students to point to the picture that has certain number of people in it. Examples, use some of the commands taught in Unit 1: “Mtetkiia siasing el ngar er ngii a reteru el chad”,etc.

T: Go over the numbers again and have students repeat (Repeat as many times as needed).

Ss: Repeat the numbers after the teacher.

T: Prepare cards with different number of people in each card doing something (use action words taught in Unit 1 and Unit 2), for example:

A card will have two people sitting

A card will have two people running

A card with one person standing , etc.

Introduce this question form: Show a card and say,” te tela el chad a dengchokl? Te tela el chad a remurt? Te tela el chad a dechor?

After each questions, give the appropriate answer. Repeat this step two or three times before you ask the students to respond (Be sure to prepare enough set of cards for students to use at the end of this lesson.—pair practice).

Ss: Listen

T: Teacher will ask the questions again

Ss: and students will give the answers as a whole group

T: Will divide the students into groups and ask each group the same questions

Ss: Individual groups will take turn answering the questions

T: Provide students with written copies of the numbers, the questions and the answers. Go over the numbers with the students.

Ss: Repeat after the teacher

T: Pair up students and give each pair a set of cards and have them practice with one asking the questions and the other listening and responding.

Ss: Students practice and keep switching roles until they’ve mastered the lesson.

Activity 5. Family members: Dialogue

T: Ask the students to draw their own family pictures (with stick figures) or bring photographs which has all or most of their family members in it. You will also draw one for your own family. Show yours to the students and model the following dialogue:

Note: Be sure to change the numbers to correspond with the number of people in your picture or drawing.

"A rechad er a blik a teai. / There are 8 people in my family.

A ruchedak a tedei. / I have three brothers or sisters. (If you're a female then you're talking about your brothers and if you're a male then you're talking about your sisters).

"A rubekuk a terung / I have two older brothers.(brothers relationship only).

A ochellek a di tang / I have one younger brother.(brother's relationship only).

E kau, te tela a rechad er a blim? / And you, how many people are in your family?

E tela a ruchedam? / And how many brothers or sisters do you have?

Ss: Draw pictures of their families and listen to the teacher model the above dialogue.

T: Repeat the dialogue as many times as needed (Be sure to cover all the vocabulary taught in Activity 2.)

Ss: Listen

T: Model the dialogue again

Ss: Repeat after the teacher

T: Provide students with a written copy of the dialogue

Ss: Go over the dialogue with the teacher, taking plenty of time to go over individual words or phrases which are particularly difficult to pronounce or understand.

T: Pair up students and have them work with each other practicing the dialogue.

Ss: Will work in pairs with one showing the drawing or picture of his or her family and sharing information about his/her family while the other listens and ask questions. Students will reverse roles and repeat until they've mastered the dialogue.

Activity 6. Understand and name classroom objects

Mado / window

Klok / Clock/watch

Chesimer/ door

Kbokb / wall

Ulaol / floor

Tet / bag/purse

Baks / box

T: Teacher will have these classroom objects ready for demonstration. Will show or point at each object and say its name. (Repeat this step as many times as needed).

Ss: Listen

T: Teacher will show each object and say its name

Ss: Repeat each word after the teacher

T: Divide students into groups and show the objects to each group

Ss: Each group will take turn naming the objects

T: Provide students with written copy of the words and go over them

S: Students repeat the words after the teacher.

T: Pair up students

S: Will work in pairs, with one showing or pointing at the objects and asking “tia ng ngarang?” or “Se ng ngarang?” and the other responding . Reverse roles and practice again.

Activity 7. Understand conversation management phrases

Tiang ngarang?	/	What’s this?
Tilechang ngarang?	/	What’s that? (Point to object near the person you’re talking to)
Or Se ngarang?	/	What’s that? (Point to object away from the person you’re talking to)
Aikang ngarang?	/	What are these?
Ailechang ngarang?	/	What are those? (Point to objects near the person you’re talking to)
Aike ngarang?	/	Whar are those? (Point to objects away from the person you’re talking to)

T: Teacher will model the following questions by using the vocabulary taught in Activity 6. For example, the teacher will touch the window and say, “Tiang ngarang?” point to the wall and say, “Se ngarang?”, etc. As the teacher models the questions, she will also model the appropriate responses

Ss: Listen

T: Teacher model the questions again

Ss: and students will provide the answers as a whole group

T: Teacher will divide students into groups and have each group provide answers as he/she or a volunteer ask the questions

Ss: Individual groups will take turn answering questions asked by a teacher or a volunteer.

T: Provide students with written copies of the questions and go over the questions

Ss: Read first and repeat after the teacher, taking plenty of time to go over individual words which are particularly difficult to pronounce or understand

T: Pair up students and have them practice the questions

Ss: Will work in pairs with one student asking the questions and the other listening and responding. Reverse roles and repeat.

T: While students are working in pairs, the teacher will monitor and assist those students who need assistance

Activity 8. Game, Win, Loose or Draw

Steps:

1. Teacher will combine the words taught in Unit 1-Lesson 2(Activity 5.) and the words taught in Unit 2- Lesson 1 (Activity 6.) and will write them in index cards (one word=1 index card)
2. Divide students into two groups (Team A and Team B or they can name themselves).
3. Teacher will decide which team will draw first (for example, let's assume that Team A will draw first. Team A will then choose one of the their team members to draw for their group.)

Teacher will show a card to the person from Team A and he will try to draw the object. As he is drawing, the rest of Team A will try to guess the name of the object their team member is ¹trying to draw(They have 1 (one) minute to guess what the object is and say the correct Palauan name). Team B must not call out the answer at this time because Team A can steal their ideas and get a point for guessing right.

4. If Team A fails to guess the objects in 1(one) minute, then Team B will get a chance to guess the correct name. If Team B guesses correctly, they get the one point.
5. Then it's Team B's turn to draw and guess the name of the object (follow steps 1 to 5).
6. After Team B, then it's Team A turn until everyone in both teams has had a chance to draw or until they've drawn and guessed all the words correctly
7. The team with the most wins.

Activity 9. Assignment

Teacher will pair up students and ask each pair to make up a dialogue using what they've learned in Unit 1 and Lesson 1 Unit 2. Students will prepare and use crops to role-play their dialogue at the next class meeting. They will also in a written copy of their dialogue.

Teacher will pair up students and ask pair to make up a dialogue using what they've learned in Unit 1 and Lesson 1 of Unit 2. Students will prepare and use props to role -play

CONVERSATIONAL PALAUAN
UNIT 2: PERSONAL INFORMATION
LESSON 2: GIVE INFORMATION ABOUT AGE, NATIONALITY, RESIDENCE, ETC

OBJECTIVES

Students will be able;

1. Understand and use counting numbers for years (age)
2. Ask and give additional informational such as place of birth, nationality, place of origin/ residence, etc.
3. Understand and follow classroom commands
4. Understand conversational management phrases

Time: 2 to 3 (1 to 2)

Materials: blackboard, chalk, chart paper or flip chart, deck of cards, colored index cards, markers

Teaching Strategies:

1. Total Physical Response
2. Question and answer
3. Dialogue
4. Interview
5. Games
6. Small group activities

Teaching Activities:

Activity 1. Introducing counting numbers four year (age)

T: Introducing the following numbers for age by putting them on the blackboard or chart paper with their corresponding English numbers:

1/tang	11/teruich me a tang	21/lluich me a tang
2/erung	12/teruich me a erung	22/lluich me a erung
3/edei	13/teruich me a edei	23/lluich me a edei
4/euang	14/teruich me a euang	24/lluich me a euang
5/eim	15/teruich me a eim	25/lluich me a eim
6/elolem	16/teruich me a elolem	26/lluich me a elolem
7/euid	17/teruich me a euid	27/lluich me a euid
8/eiai	18/teruich me a eiai	28/lluich me a eiai
9/etui	19/teruich me a etui	29/lluich me a etui
10/teruich	20/lluich	30/okedei
		31/okedei me a tang
		40/okoang
		41/okoang me a tang
		50/okeim
		51/okeim me a tang
		60/okolem
		61/okolem me a tang
		70/okeuid
		71/okeuid me a tang

T: Go over the numbers

Ss: Listen

T: Go over the numbers again (Repeat this step as many times as needed).

Ss: Repeat after teacher

T: Pair up students and give each pair 2 sets of different colored index cards

Ss: Each student in a team will make a set of flash cards with the above numbers. Each student will also have different colored cards. Although each student within a team has different colored cards, across the teams the colors are repeated. (Example: S1 will have green cards and S2 will have yellow cards). They will write the Palauan number on one side and the English number on the other side.

T: Ask students to practice with each other

Ss: Have S1 hand their cards to S2

T: S2 will hold up a card showing the English number and S1 will try to say the correct Palauan number. If S1 guesses the number correctly, he or she will keep the card, if not, it is placed on the bottom of the deck to be repeated when S1 wins back his or her cards. S1 and S2 will switch roles and repeat the process until both have won all their cards back.

Activity 2. Game: Addition

Steps:

1. Pair up students and give each pair a set of regular playing cards.
2. Shuffle the cards and lay them face down on the table.
3. S1 will turn over one card and say the number of the card in Palauan (Students will use the counting numbers for years).
4. S1 then turns over a second card and say the name of the number on the second card
5. S1 then adds the number on the two cards and give the correct sum in palauan
6. If S1 give the correct sum in Palauan the he/she keeps the cards. If not, the cards are put back on the table face down.
7. S2 will take his/her turn and follow the same procedure.

Note: The student with the most cards at the end of the game is the winner.

Activity 3. Asking and giving age: Question and Answer

Ng tela rekim? / How old are you?

Ng teruich me a elolem a rekik / I'm sixteen years old

Ng tela rekil a demam? /	How old is your father?
Ng___ a rekil (ademak)*./	My father is ___years old.
Ng tela rekil a dalam? /	How old is your mother?
Ng___a rekil (a delak)*./	My mother is ___years old
Ng tela rekil a ochedam?/	How old is your brother or sister?
Ng___a rekil (a ochedak)*./	He or she is __years old.
Ng tela rekil a obekum? / relationship only)	How old is your older brother? (brother /brother relationship only)
Ng___a rekil (a obekuk)*./	He's ___years old.
Ng tela rekil a ochellem? / relationship only)	How old is your younger brother? (brother/brother relationship only)
Ng___a rekil (a Ochellek)* /	He's ___years old.(brother /brother relationship only)
Ng tela rekil a udelem? / only)	How old is your older sister?(sister/sister relationship only)
Ng___a rekil(a udelek)*. /	she's ___years old.
Ng tela rekil a merrengem?/	How old is your younger sister?(sister/sister relationship only)
Ng___a rekil. /	She's ___years old.

Note: The phrases with an * in parenthesis can be left out or added depending on whether you want to be very specific or casual in your answers.

T: Model the questions and answers by giving information about yourself first. You may use fictitious numbers to answer the questions.

Ss: Listen

T: Model the questions and answers as many times as needed.

Ss: Listen

T: Model the questions and answers again.

Ss: Repeat after teacher.

- T: Divide students into groups and ask each group the question. Have fictitious numbers ready to fill in the blanks.
- Ss: Individual groups answer the questions with the numbers indicated by the teacher.
- T: Repeat the same exercise until students have a good grasp of the numbers
- Ss: Continue answering the questions in groups
- T: Have the students ask the questions and you give the answers
- Ss: Ask the questions
- T: Provide students with written copies of the questions and answers
- Ss: Students will repeat each line after you, taking plenty of time to go over individual words or phrases which are particularly difficult to understand or pronounce.
- T: Pair up students and have them practice the phrases
- S: Will work in pairs with one asking the questions and the other listening and responding. Reverse roles and repeat.
- T: Teacher will allow students time to practice until he/she feels that they have a good understanding of the phrases. While students are practicing, teacher will monitor and provide assistance to those needing assistance.

Activity 4. Asking and giving information about place of residence, place, birth, nationality:
Dialogue

Ke kiei er ker? / Where do you live?

Ak kiei er a Mangilao./ I live in Mangilao

Ak kie er a Dorm / I live at the Dorm

Ke chad er ker el beluu?/ what is your nationality?

Ak chad er a Belau / I'm from Palau

Merikel / U.S Mainland

Bolabei / Pohnpei

Siabal / Ja pan

Ruk / Chuuk

Beluulechab / Yap

Ke chad er kelta el beluu er Belau?/ Which Island of Palau are you from?

Ak chad er a Beliliou. / I'm from Peliliu

Or ke chad er kelta el beluu er a Merikel/
Or Which U.S state are you from? Where in the U.S are you from?

Ak chad ra California / I'm from California

Ke mlechell er ker el beluu? / Where were you born?

Ak mlechell er a Guam / I was born In Guam

Ng tela a dengue er kau? / What's your phone number?

A dengue er ngak a #____. / My phone number is____

Note: Teacher may substitute the underlined words with other place names.

T: Prepare props and other teaching aids to help introduce the above lesson. Model the above lesson with a person who speaks Palauan (if possible).

Ss: Listen

T: Model the lesson again using names of places where your students come from to make it more relevant.

Ss: Listen

T: Model again

Ss: Repeat after the teacher

T: Prepare a Map of Micronesia with the different names of the islands and their villages or hamlets. Divided students into groups and have them practice the phrases.

Ss: One group will ask the questions and the other group will give the answers. Teacher will indicate on the map which island or village they should use to answer as each question is asked. Reverse roles and repeat.

T: Provide students with written copies of the phrases and go over the lesson with them.

Ss: Students will repeat each line after you, taking plenty of time to go over individual words which are particularly difficult to pronounce or understand.(repeat this step as many times as needed).

T: Pair up students and have them practice with each other.

Ss: Will work in pairs with one student asking the questions and the other listening and responding. Reverse roles and repeat.

T: Change partners so that students get a chance to interview as many classmate as possible

Ss: Interview as many classmates as possible and choose one partner to introduce in Activity 5.

Activity 5. Giving Information about a friend: Interview

Ngika a sechelik el <u>Huan</u> .	/	This is my friend <u>Huan</u>
Ng teruich me a eai a rekil	/	He's 18 years old.
Ng chad er a Belau	/	He's from Palau
Ng mlechell er a Koror	/	He was born in Koror
Ng kiei er a Mangilao	/	He lives in Mangilao
Ng ngara skuul er a UOG	/	He goes to school at UOG
A dengue er ngii a #__	/	His/her phone# is ____

Note: Informantion about phone numbers will be given in English.

T: Model the above Dialogue with a volunteer (repeat as many times as needed).

Ss: Listen

T: Model the dialogue again

Ss: Repeat after teacher

T: Provide students with written copies of the dialogue

Ss: Read the dialogue with the teacher, taking plenty of time to go over individual words or phrases that are particularly difficult to pronounce or understand

T: Pair up students and have them use the above format to interview each other.

Ss: Students take turns interviewing each other.

T: Call on each pair to introduce each other to the rest of the class

Ss: Take turn introducing each other to the rest of the class.

Activity 6. Understand and follow classroom commands

Bom mtobed	/	Go outside
Lak bom mtobed	/	Don't go outside
Be mtobed	/	come outside
Lak be mbtobed	/	Don't come outside
Bom mtuu	/	Go inside
Lak bom mtuu	/	Don't go inside
Bem mtuu	/	Come inside
Lak bem mtuu	/	Don't come inside
Momes	/	Look
Lak momes	/	Don't look
Mtetkii	/	Point to
Lak molutk	/	Don't point

T: Model all commands with appropriate gestures to convey meaning. Model the positive commands first, then the negative commands. (repeat this step as many times as needed.)

Ss: Listen

T: Model all the commands again with appropriate gestures and ask the students to model the action. If they're already comfortable in saying the commands, they can say them as they model the action, however don't force them to produce orally at this time

Ss: Students will model the commands as a whole group

T: Teacher will make up other command combinations with commands already taught in Unit 1 and Unit 2. Examples: Bo mtobed er a tuangel!!

Ss: Students follow commands given by the teacher

T: Divide the students into groups, give the commands and ask different groups to model the commands. (Do this step several times with the different groups).

Ss: Individual groups will take turn modeling the commands

T: Provide students with written copies of the new commands and go over the commands

Ss: Students will repeat each line after you, taking plenty of time to go over individual words/phrases which are particularly difficult to pronounce or understand.

T: Divide students into pairs

Ss: Students will work in pairs with one giving the commands and the other listening and modeling the commands. Reverse roles and repeat.

T: While students are working in pairs teacher will observe and provide assistance to those students having difficulties.

Activity 7: Assignment: Making up a new commands

Teacher will pair up students and ask them to make up new commands using commands already taught in Unit 1 and Unit 2. Each pair will make up at least 10 new commands. At the next class period, the students will take turn giving their commands while the rest of the class will follow the commands. A written copy of the commands will be turned in to the teacher.

Activity 8. Understand conversation management phrases

Q: Ng mekera a omolekoi er tia el tekoi/ How do you say this word?

A: Ke kmo, "mado" or Ng "mado"/ You say, "mado", or it's "mado"

Q: Ng ua ngara omelechese! tia el tekoi?/ How do you spell or write this word?

A: Ng m-a-d-o. / you spell m-a-d-o.

Q: Ngara belkul a ___ el tekoi er a Merikel?/What does ___ mean in English?

A: Ng belkul a ___./ It means ___.

Q: Ka mluut el melekoi er a osisiu el tekoi?/Can you repeat what you just said.

A: Ak dilu el kmo " ___"./ I said," ___".

Q: Ng di ungil a de du el kmo ___?/ is the correct to say ___?

A: Ochoi, ng di ungil. / Yes, it's correct. Or Ng diak, ng dial lungil. / No, it's not correct.

T: Model phrases with appropriate actions/gestures.

Ss: Listen

T: Model phrases again. (Repeat this step as many times as needed).

S: Listen

T: Teacher models the phrases again. (Repeat this step as many times as needed.)

Ss: Students repeat after the teacher.

T: Provide students with written copy of the phrases

Ss: Students will repeat each phrase after you, taking plenty of time to go over individual words or phrases which are particularly difficult to pronounce or understand.

T: Divide students into two groups and assign one group to ask the questions and the other to answer.

Ss: Group 1 will ask the questions and group 2 will give the answers.

T: Divide students into pairs.

Ss: Will work in pairs with one asking questions and the other listening and responding. (Reverse roles and repeat).

T: While students are working in pairs, teacher will observe and provide assistance to those needing assistance.

Activity 9. Dialogue

Teacher will pair up students and ask each pair to make up a dialogue using what they've learned in Unit 1 and Unit 2. Students will prepare and use props to role play their dialogue at the next class meeting. They will also turn in a written copy of their dialogue.

CONVERSATIONAL PALAUAN

UNIT 3: TIME

LESSON 1: WEEKS, MONTHS

OBJECTIVES:

Students will be able to:

1. Understand and name days of the week.
2. Understand and name months of the year.
3. Understand and name days of the month
4. Create original dialogue using concept of time in terms of weeks, months, etc.

Time: 4 to 5 hours (2 to 3 days)

Materials: calendar, clock, blackboard, chalk, chart paper, markers, index cards

Teaching Strategies:

1. Total Physical Response
2. Questions and Answer
3. Dialogue
4. Games

5. Interview
6. Small Group activities

Activity 1. Understand and name days of the week

Kor el ureor	/	Monday
Ongeru el ureor/		Tuesday
Ongedei el ureor/		Wednesday
Ongeuai el ureor/		Thursday
Ongeim el ureor/		Friday
Sabadong	/	Saturday
Sandei	/	Sunday

T: Teacher will have a calendar ready with both the Palauan and English name of the days of the week. Teacher will introduce the above vocabulary by pointing to “Monday” and asking “Elechang e ng ongetela el ureor?”/”What day is today?” She/he will give the correct answer. Example: “Elechang e ng Kor el ureor.”/”Today is Monday”. He /she will repeat the same procedure for the rest of the days of the week.

Ss: Listen

T: Will ask the question, “Ng ongetela el ureor er elechang” and point to the day that he/she wants the students to answer with.

Ss: Will answer question as a whole group.

T: Repeat the above procedure as many times as needed.

Ss: Answer the teacher’s question as a whole group.

T: Divide students into groups and ask each group to name the days of the week as you point to the English name of the week.

Ss: Groups take turn naming the days of the week in Palauan.

T: Ask individual students to name the days of the week as you point to the English version.

Ss: Individual students take turns naming the days of the week in Palauan

T: Teacher will introduce the following words and phrases:

Elechang	/	Today
Elii	/	yesterday
Ideliseb	/	day after yesterday
Klukuk	/	tomorrow
Ngiaos	/	day after tomorrow

Elechang e ng ongetela el ureor? /what day is today?

Elechang e ng Kot el ureor /Today is Monday

A klukuk e ng ongetela el ureor? /What day is tomorrow?

A klukuk e ng Ongeru el ureor /Tomorrow is Tuesday

A ngiaos e ng ongetela el ureor? /What is the day after tomorrow?

A ngiaos e ng Ongedei el ureor. /The day after tomorrow is Wednesday

A elii e ng mle ongetela el ureor? /What day was yesterday?

A elii e ng mle Sandei /Yesterday was Sunday

A ideliseb e ng mle ongetela el ureor? /What was the day before yesterday?

A ideliseb e ng mele Sabadong /The day before yesterday was Saturday

Note: Change the underlined words to correspond with the correct days of the week.

T: Model the vocabulary and phrases as many times as needed.

Ss: Listen

T: Model the phrases again

Ss: Repeat after the teacher

T: Divide the students into groups and have each group answer your questions.

Ss: Groups take turn answering the questions

T: Provide students with written copies of the phrases

Ss: Read the phrases with the teacher, taking plenty of time to go over individual words or phrases which are particularly difficult to pronounce or understand.

T: Divide the students into groups again (same group as before) and have one group ask the questions and the other respond.

Ss: One group will ask the questions and the other will give the answers

T: Teacher will ask groups to reverse roles and repeat.

Ss: Groups reverse roles and repeat.

T: Pair up students and have them practice the phrases.

Ss: Will work in pairs and asking the questions and the other listening and responding. Reverse roles and repeat.

T: While students are working in pairs, teacher will monitor and assist those who need assistance.

Activity 2. Questions/Answer

Note: Introduce the following vocabulary before you go into the dialogue:

Ta el sandei /one week

Eru el sandei /two weeks

Edei el sandei /three weeks

Eua el sandei /four weeks

Eim el sandei /five weeks

Q: Alii, ke mla er ker el mei? /Hello, where did you come from?

- A: Ak mla er a Merikel /I came from the States
- Q: Ng techa ngklem? /What is your name?
- A: A ngklek a ____ /My name is ____
- Q: Ke mlei er a oingerang? /When did you arrive here?
- A: Ak mlei er a Ongedei el ureor /I came on Wednesday
- Q: Ke mo er ker er a klukuk? /Where are you going tomorrow?
- A: Ak mo er a Belau /I'm going to Palau
- Q: Ke mo er a Belau el tela el sandei?/ How long will you be in Palau?
- A: Ng di ta el sandei el ngar er a Belau./I'll be in Palau for only one week

T: Model the phrases (with a volunteer)

Ss: Listen

T: Model the phrases again (Repeat this steps as many times as needed).

Ss: Repeat after the teacher.

T: Divide students into groups and have each group repeat the phrases after you.

Ss: Groups take turn repeating the phrases after the teacher.

T: Provide students with written copies of the phrases

Ss: Read each line after you, taking plenty of time to go over individual words or phrases which are particularly difficult to pronounce or understand.

T: Have one group ask the questions and the other group listens and respond

Ss: One group ask the questions and the other listens and respond.

T: Pair up students and have them practice the phrases with each other.

Ss: Will work in pairs with one student asking the questions and the other listening and responding. Reverse roles and repeat.

Note: Students will change the underlined words when practicing in pairs.

Activity 3. Understand and name months of the year

Kot el buil	/	January
Ongeru el buil	/	February
Ongede el buil	/	March
Ongeua el buil	/	April
Ongeim el buil	/	May
Ongelolem el buil	/	June
Ongeuid el buil	/	July
Ongeai el buil	/	August
Ongetiu el buil	/	September
Ongeteruich el buil	/	October
Ongetruich me a ta el buil/		November
Ongetruich me a ongerung el buil/		December

T: Teacher will already have the above vocabulary on a chart paper or on the blackboard, Teacher will introduce the above vocabulary by pointing to “January” and saying the Palauan name for January. She will repeat the same procedure for the rest of the months of the year.

Ss: Listen

T: Will repeat the above procedure as many times as needed

Ss: Listen

T: Will repeat the months of the year again.

Ss: Repeat after teacher

T: Divide students into groups and ask each group to name the months of the year as you point to each one.

Ss: Group take turns naming the months in Palauan

T: Ask individual students to name the months of the year as you point to the English version.

Ss: Students taking turns naming the months of the year in Palauan.

T: Provide the students with written copies of the above vocabulary

Ss: Read with the teacher, taking plenty of time to go over individual words or phrases which are particularly difficult to pronounce or understand.

T: have students go around the room asking other students what month they were born in, example “ Ke mlechell er a ongetela el buil?” and individual students will respond, “Ak mlechel er a Ongeim el buil.

Ss: Students will go around asking other students what month they were born in.

T: Teacher will make sure that all students will get a chance to ask all the other classmates the above question and also answer the same question themselves.

Note: Students must give the actual month they were born in.

Activity 4. Game: Peer practice

Steps:

1. Teacher will pair up students and give each pair 2 sets of different colored cards.
2. Each student in a team will make a set of flash cards with the vocabulary in Activity 3. Students in each team will have different colored cards but across teams of the colors are repeated. They will write the names of the months in Palauan on one side and the English version on the other side
3. S1 will give his/her cards to S2
4. S2 will hold up a card showing the name of the month in English and S1 will say the name of the month in Palauan.
5. If S1 gives the correct name of the month in Palauan, then he/she will keep the card, If S1 gives an incorrect name, then the card is placed on the bottom of the stack to be repeated when S1 wins back his or her cards
6. After S1 has tried all his/her cards. S2 will hand his/her cards to S1 and go through the steps again.
7. After the first round, students are given time to study the names they missed before they begin a second round
8. When the teacher calls “time”, the student with the most cards won back is the winner.

Note: Teacher will decide the number of rounds students will play this game

Activity 5. Interview

- S1: Ke mlechell er ker el beluu? /Where were you born?
- S2: Ak mlechell er a Belau /I was born in Palau
- S1: Ke mlechell er a ongetela el buil./ What month were you born?
- S2: Ak mlechell er a Ongeiem el buil./I was born in May.
- S1: A sechelim ng mlechell er ker el beluu?/Where was your friend born?
Ker el beluu?
- S2: Ng mlechell er a ____ / He was born in ____.
- S2: E kau a mlechell er ker el beluu?/ And you, where were you born?
- S1: Ak mlechell er a Siabal / I was born in Japan.
- S2: A sechelim ng mlechell er a ongetela el buil?/ What month was your friend born in?
- S1: Ng mlechell er a ____el buil. /He/she was born in ____.
- T: Model the phrases (with a volunteer)
- Ss: Listen
- T: Model the phrases again(Repeat this step as many times as needed).
- Ss: Repeat After teacher
- T: Divide students into groups and have each group repeat the phrases after you.
- Ss: Groups take turn repeating the phrases after the teacher.
- T: Provide students with written copies of the phrases
- Ss: Read each line after you, taking plenty of time to go over individual words or phrases which are particularly difficult to pronounce or understand.
- T: Pair up students and have them interview each other about where they were born, the month they were born in, etc.
- Ss: Students interview each other in pair

T: Call on 2 students from different groups at a time to ask and answer the above questions.

Ss: Students from different groups will ask and answer the above questions.

Activity 6. Days of the Month

Kot el kebesengil a buil	/first day of the month
Eru el kebesengil a buil	/second day of the month
Edei el kebesengil a buil	/third day of the month
Eua el kebesengil a buil	/fourth day of the month
Eim el kebesengil a buil	/fifth day of the month
Elolem el kebesengil a buil	/sixth day of the month
Euid el kebesengil a buil	/seventh day of the month
Eai el kebesengil a buil	/eighth day of the month
Etui el kebesengil a buil	/ninth day of the month
Teruich el kebesengil a buil	/tenth day of the month
Teruich me a ta el kebesengil a buil	/eleventh day of the month
Teruich me a eru el kebesengil a buil	/twelfth day of the month
Teruich me a edei el kebesengil a buil	/thirteenth day of the month
Teruich me a eua el kebesengil a buil	/fourteenth day of the month
Teruich me a eim el kebesengil a buil	/fifteenth day of the month
Teruich me a elolem el kebesengil a buil	/sixteenth day of the month
Teruich mea euid el kebesengil a buil	/seventeenth day of the month
Teruich mea eai el kebesengil a buil	/eighteenth day of the month
Teruich me a etui el kebesengil a buil	/nineteenth day of the month
Lluich el kebesengil a buil	/twentieth day of the month

Lluich me a tang el kebesengil a buil/twenty first day of the month

Lluich me a eru el kebesengil a buil/twenty second day of the month

Lluich me a edei el kebesengil a buil/twenty third day of the month

Lluich me a eua el kebesengil a buil/twenty fourth day of the month

Lluich me a eim el kebesengil a buil/twenty fifth day of the month

Lluich me a elolem el kebesengil a buil/twenty sixth day of the month

Lluich me a euid el kebesengil a buil/twenty seventh day of the month

Lluich me a eai el kebesengil a buil/twenty eighth day of the month

Lluich me a etui el kebesengil a buil/twenty ninth day of the month

Okedei el kebesengil a buil/thirtieth day of the month

Okedei me a ta el kebesengil a buil / thirty first day of the month

T: Teacher will prepare a calendar with English numbers only. Teacher will also write the Palauan days of the month on index cards. He/she will go over the days of the month by taping the Palauan version to each day of the month.

Ss: Listen

T: Go over the days of the month again(Repeat this step as many times as needed)

Ss: Repeat after teacher

T: Divide students into groups and have each group name the days of the month.

Ss: Groups will take turn naming the days of the month.

T: Show only the English number and ask the group to discuss with each other and give you the correct number in Palauan.

Ss: Discuss with their group members and a spokesperson from each group will give the correct number in Palauan.

T: Repeat the above procedure until you've covered all the days of the month.

T: Show the English numbers and call on individual students to give the correct numbers in Palauan.

S: Students will name the days of the month when called upon by the teacher.

T: Provide students with written copies of the days of the month.

Ss: Students will repeat each line after you, taking plenty of time to go over individual words or phrases which are particularly difficult to pronounce or understand.

T: Pair up students and have them practice with each other

Ss: Will work in pairs with one showing the English numbers and the other giving the Palauan numbers. Reverse roles and repeat.

Activity 7. Questions and Answer

Note: Teacher may change the months and dates underlined.

Q Elechelang e ng ongetela el ureor?/What's today?

A: Ng ongeim el ureor. OR /It's Friday OR

Elechang e ng ongeim el ureor /Today is Friday

Q Ng ongetela el buil er elechang?/What's the month

A: Ng ongesai el buil /It's August

Q Ng tela el kebesengil a buil? /What's the date of the month?

A: Ng teruich me a ta el kebesengil a ongesai el buil./it's the eleventh day of the month

Q Ke merael er a oingerang? /When are you leaving?

A: Ak merael er a Kot le ureor /I'm leaving on Monday

Kot el buil /January

Ede el kebesengil a kot el buil./the 3rd of January.

Q Ke mei er a oingerang? /When are you coming back?

A: Ak mei er a klukuk /I'm coming back tomorrow

Ongerun el ureor /on Tuesday

Ongeim el buil /in May

Euid el kebesengil a ongeim el buil/ on the 7th of May.

T: Model the phrases using different months and dates.

Ss: Listen

T: Model the phrases (as many times as needed).

Ss: Listen

T: Model the phrases (as many times as needed).

Ss: Repeat after teacher

T: Provide students with written copies of the phrases.

Ss: Students will repeat each line after you, taking plenty of time to go over individual words or phrases which are particularly difficult to pronounce and understand.

T: Pair up students and have them practice the phrases.

Ss: Will work in pairs with one student asking the questions and the other listening and responding. Reverse roles and repeat.

T: Keep changing partners so that students get a chance to practice with as many classmates as possible.

Ss: Practice with as many classmates as possible.

CONVERSATIONAL PALAUAN

UNIT3. TIME

LESSON2: TELL TIME OF DAY, PHRASES, REVIEW WEEKS AND MONTHS

OBJECTIVES:

Students will be able to:

1. Tell time of day
2. Give information using weeks, months, and time
3. Understand and use 7(action) verbs
4. Understand conversation management phrases

Time: 4 to 5 hours (2 to 3 days)

Materials: clock with movable hands, index cards, markers, water, comb, paper cups

Teaching strategies

1. TPR
2. Dialogue
3. Question and answer
4. Games
5. Small group activity

Teaching Activities

Activity 1. Telling Time

Note: Prepare ahead of time a clock with movable hands and also prepare a set index cards with the following time:

Ta el klok	/	one o'clock
Eru el klok	/	two o'clock
Edei el klok	/	three o'clock
Eua el klok	/	four o'clock
Eim el klok	/	five o'clock
Elolem el klok	/	six o'clock
Euid el klok	/	seven o'clock
Eai el klok	/	eight o'clock
Etui el klok	/	nine o'clock
Teruich el klok	/	ten o'clock

Teruich me a ta el klok/ eleven o'clock

Sueleb / twelve o'clock

Sueleb er a klebesei/ midnight

T: Put the clock up in front of the class for the students to look at. Set the clock to the time you want to ask and say the following, "Ng tela el klok?" / "What time is it?" Give the correct time, "Ng ta el klok" / "It's one o'clock, etc. As you say the time also show the index card that has the time written on it. Continue modeling all the "times".

Ss: Listen

T: Repeat the above procedure as many times as needed.

Ss: Listen and repeat after the teacher.

T: Set the clock to a new time and ask, "ng tela el klok?" (Continue asking the question until you've gone over all the "times").

Ss: Students will give the correct time as a whole group.

T: will divide students into groups and have each group give you the correct time.

Ss: Groups will take turn giving the correct time

T: Ask individual students to give you the correct time as you set the clock to the time you want them to give you.

Ss: Individual students will take turn responding.

T: Provide students with written copies of the questions and answers.

Ss: Students will repeat each line after you, taking plenty of time to go over individual words or phrases which are particularly difficult to pronounce or understand.

T: Pair up students and have them practice with each other.

Ss: Will work in pairs with one student asking the questions and the other listening and responding. Reverse roles and repeat.

Activity 2. My Daily Schedule: Dialogue

Note: Teacher will write the following on a chart paper to use as a model

A elolem el klok e ak mekiis /at 6:00 a.m. I wake up.

A elolem el klok me a tedobech e ak mo lelechong e buras/at 6:30 a.m. I take a shower and brush my teeth.

A euid el klok e a kuubail e songdii a bdeluk./At 7:00 a.m. I dress and comb my hair.

A euid el klok me a tedobech e ak omengur/At 7:30 a.m. I eat breakfast.

A eai el klok e ak merael el mo er a school /at 8:00 a.m. I leave for school.

T: Teacher will model the dialogue with gestures to convey meaning. Teacher will also introduce the concept of “half hour”, ex: ta el klok me a tedobech, eru el klok me a tedobech, etc.

Ss: Listen

T: Model the dialogue as many times as needed.

Ss: Listen

T: Model the dialogue and ask students to model the dialogue with him/her.

Ss: Listen

T: Model the dialogue and ask the students to model the dialogue with him/her.

Ss: Students will model the dialogue as a whole group.

T: Group students and have each group model the dialogue.

Ss: Groups will take turn modeling the dialogue

T: Ask individual students to model the dialogue.

Ss: Individual students will take turn modeling the dialogue.

T: Provide students with written copies of the dialogue.

Ss: Students will repeat each line after you, taking plenty of time to go over individual words or phrases which are particularly difficult to pronounce or understand.

T: Pair up students and have them practice with each other.

Ss: Will work in pairs with one student saying the dialogue and the other listening and responding. Reverse roles and repeat.

Activity 3. Extension

Students will take the dialogue in Activity 2 and change the times to fit their daily routine. They can also add the dialogue using what they've learned in the previous units. Students will then take turn modeling their dialogue.

Note: Teacher may have students do this activity as a homework and have them model their dialogue at the next class meeting.

Activity 4. Give Information using weeks, months, and time

S1: Ke mo er a Belau er a oingerang? / When are you leaving to Palau?

S2: Ak mo er a Belau er a ongeim el ureor / I'm leaving to Palau on Friday.

S1: A ongeim el ureor ng tela el kebesengil a buil?/What day is Friday?

S2: Ng eru el kebesengil a kot el buil. /it's the 2nd of January

S2: E kau a mo merael er a oingerang? /And you, when are you leaving?

S1: Ak mo merael er a chsel a ongeru el buil/I'll be leaving sometime in February

S2: Ke mo meketekt er a Belau? /Will you stay long in Palau?

S1: Ng diak. Ak di mong el ta el sandei/No, I'll be there for the only a week.

S2: Ke mo er ker er elechang? /Where are you going now?

S1: Ak mo er a klass / I'm going to class.

S2: Ng tela el klok a klas er kau? /What time is your class.?

S1: Ng etui el klok me a tedobech./It starts at nine o'clock.

S2: Mada mechikung me a uriul./Well, bye—see you later.

S1: Mechikung./Goodbye.

T: Model the dialogue with a volunteer or a person who speaks Palauan.

Ss: Listen

T: Model the dialogue as many times as needed.

Ss: Listen

T: Model the dialogue again and have students repeat. (Repeat this step as many times as needed).

Ss: Students repeat the dialogue after the teacher.

T: Divide students into groups and assign one group the role of S1 and other group with the role of S2.

Ss: The two groups will practice the dialogue with assistance from the teacher. Reverse roles and repeat.

T: Provide students with written copies of the dialogue.

Ss: Students will repeat each line after you, taking plenty of time to go over individual words and phrases which are particularly difficult to pronounce or understand.

T: Pair up students and have them practice with each other.

Ss: will work in pairs with one taking the role of S1 and the other will take the role of S2. Reverse roles and repeat.

T: Teacher will allow students enough time to practice until he/she feels that they have a good understanding of the dialogue. While students are practicing, teacher will monitor and provide assistance to those needing assistance.

Activity 5. Assignment

Pair up students and ask each pair to take the dialogue in Activity 4 and change the underlined words to create a new dialogue. Students will practice their dialogue which they will role play at the next class meeting.

Activity 6. Understand and use 7 (action)verbs

Merael / walk/go

Remurt/ run

Melim/ drink

Melechong(melecholb) /bathe/shower

Mesongd/ comb

Omengur/ eat

Buras/ brush

T: Teacher will model the above words by saying, "Ak merael" while doing the action:

Ak merael/ I'm walking

Ak remurt/ I'm running

Ak melim/ I'm drinking

Ak melechong/melecholb./I'm bathing (I'm taking a bath or shower)

Ak mesongd a cheiuk/ I'm combing my hair.

Ak omengur./ I'm eating

Ak buras a ungelek/ I'm brushing my teeth.

Ss: Listen

T: Model the phrases again and ask the students to model with him/her.

Ss: Listen and model the phrases with the teacher.

T: Model the phrases again

Ss: Repeat the phrases while modeling them

T: Teacher will introduce the questions, "ak mekerang? Ke mekerang?, Ng mekerang?, Ng mekerang?, Te mekerang?, Aki mekerang?", and model the correct responses.

Ss: Listen

T: Repeat the questions and model the correct responses.

Ss: Repeat after the teacher.

T: Divide students into 3 groups: one group will model the action, the second group will ask the questions, and the third group will give the answers.

Ss: Will act out their assigned parts.

T: Reverse group roles and repeat until all groups have had a chance to model, ask, questions and give answers.

Ss: Group reverse roles and repeat.

- T: Provide students with written copies of the questions and answers.
- Ss: Students will repeat each line after you, taking plenty of time to go over individual words or phrases which are particularly difficult to pronounce or understand.
- T: Pair up students and have them practice with each other.
- Ss: will work in pairs with one modeling and asking the questions and the other listening and responding .
- T: While students are practicing in pairs, teacher will monitor and provide assistance to those who need assistance.

Activity 7. Extension

Note: Teacher will have the necessary props ready for this lesson.

- T: Teacher will expand the phrases in activity 6 using words and phrases already covered in the previous units, for example:

Ak merael el mo er a mado. /I'm walking to the window

Ak remurt el mo er a tuangel. /I'm running to the door.

Ak melim a ralm /I'm drinking water

Ak mo melecholb er a kebesengei/I will shower tonight

Ak mesongd a cheiuk el oba a osongd/I'm combing my hair with a comb.

Ak mle buras a ungelek er a elij /I brushed my teeth yesterday

- T: Teacher will model the above phrases
- Ss: Listen
- T: Model the phrases again and ask the students to model with him/her.
- Ss: Listen and model the phrases with the teacher.
- T: Model the phrases again

Ss: Repeat the phrases while modeling them.

T: Teacher will again use the following questions, "Ak mekerang?, Ke mekerang?, Ng mekerang?, Te mekerang?, Aki mekerang?," and modeling the correct responses.

Ss: Listen

T: Repeat the questions and model the correct responses.

Ss: Repeat after teacher

T: Divide students into 3 groups: One group will model the actions, the second group will ask the questions, and the third group will give the answers.

Ss: Will act out their assigned parts

T: Reverse group roles and repeat until all groups have had a chance to model, ask questions and give answers.

Ss: Groups reverse roles and repeat

T: Provide students with written copies of the phrases.

Ss: Students will repeat each line after you, taking plenty of time to go over individual words or phrases which are particularly difficult to pronounce or understand.

T: Pair up students and have them practice with each other .

Ss: Will work in pairs with one modeling and asking the questions and the other listening and responding.

T: While students are practicing in pairs, teacher will monitor and provide assistance to those who need assistance.

Activity 8. Understand conversational management phrases

Q. Ke ousbech a ngeso? /Do you need help?

A: Ochoi, ak ousbech a ngeso. Ng diak, ng diak kuusbech a ngeso./ No, I don't need help.

Q Ng sebechem el ngosukak? /Can you help me?

A: Ochoi, ng sebechek el ngosukau. Ng diak, ng diak lsebechek el ngosukau./ No, I can't help you

Q Ng sebechem el meskak a oluches?/Can you give me a pencil?

A: Ochoi, ng sebechek el meskau a oluches. Or /Yes, I can give you a pencil

Ng diak, ng diak lsebechek el meskau a oluches Or No, I can't give you a pencil

Q Ng sebechek el longer a babilingem?/Can I borrow your book

A: Ochoi, ng sebechem el longer a babilingek./ No, you can't borrow my book.

Or

Ng, ng diak lsebechem el longer a babilingek./ No, you can't borrow by book.

T: Models phrases with appropriate actions.(Repeat as many times as needed.)

Ss: Listen

T: Models phrases again. (Repeat this step as many times as needed.)

S: Students repeat phrases after the teacher.

T: Teacher will ask each question again and he/she will substitute underlined words with vocabulary already covered in Unit 1: Lesson 2 Activity 5

Ss: Listen

T: Teacher models the phrases again substituting the underlined words. (Repeat this step as many times as needed.)

Ss: Students repeat after the teacher.

T: Provide students with written copy of the phrases.

Ss: Students will repeat each phrases after you, taking plenty of the time to go over individual words or phrases which are particularly difficult to pronounce or understand.

T: Divide students into two groups and assign one group to ask the questions and the other answer.

Ss: Group 1 will ask the questions and group 2 will give the answers.

T: Divide students into pairs

Ss: Will work in pairs with one asking questions and the other listening and responding.(Reverse roles and repeat)

T: While students are working in pairs, teacher will observe and provide assistance to those needing assistance.

Activity 9. Assignment

Pair up students and ask them to create an original dialogue using what they've learned in Unit 3. They can also incorporate what they've learned in Unit 1 and Unit 2. Students can prepare and use props to role play their dialogue at the next class meeting. A written copy of the dialogue will be turned in to the teacher.

CONVERSATIONAL PALAUAN

UNIT 4: BODY

LESSON 1: PARTS OF THE BODY

OBJECTIVES:

Students will be able to:

1. Familiarize themselves with the name (root words) for the parts of the body.
2. Understand and use the possessive forms of the root words for the parts of the body.
3. Understand and use body measurements and other descriptive words to describe physical appearances of people.

TIME: 4 TO 5 HOURS (2 TO 3 DAYS)

MATERIALS: chart of the human body "real bodies of T and SS, bb, chalk, flip charts, marker, index cards

Teaching Strategies:

1. TPR

2. Dialogue
3. Questions and answers
4. Games/Song
5. Small group activity

Teaching Activities:

Activity 1. Name the major parts of the body

Note: Teacher will make it clear to the students that the following names for the body parts are root words, however we don't say these words without using their possessive forms, when speaking. This activity is only to familiarize the students with the root words for body parts.

Bedengel	/	body
Bedul	/	head
Chui	/	hair
Lis	/	nose
Mad	/	eyes
Ngor	/	mouth
Berdel a ngor	/	lips
Chur	/	tongue
Ding	/	ears
Omerkaol	/	throat
Chikl	/	neck
Uulk	/	back
Ongelungel	/	shoulder
Ulul	/	chest
Tut	/	breast

Diil	/	abdomen
Idekel a but	/	buttock
Chim	/	arm and hand
Cheldngelel a chim/		fingers
Oach	/	leg and foot
Bkul a oach	/	knee
Cheldngelel a oach	/	toe

Note: Prepare ahead of time, a chart of the human body with all the body parts listed above and label them. In addition, write the names of the body parts on index cards to be used in later activity.

T: Put up the chart of the human body on the blackboard. Point to each body part as you say its name.

Ss: Listen

T: Repeat the names of the body parts as many times as needed.

Ss: Listen

T: Repeat the names of the body parts and have the students repeat after you while pointing to their own body parts. (Repeat this activity as many times as needed)

Ss: Point to their own body parts while saying the names.

T: Divide students into groups and have them take turn pointing to their own body parts as you call out the names.

Ss: Groups take turn pointing to their own body parts as the teacher calls out the names.

T: Provide students with written copies of the above vocabulary.

Ss: Read the words with the teacher, taking plenty of time to go over individual words which are particularly difficult to pronounce or understand.

T: Divide students into groups again (same group as before) and have one group call out the names of the body parts and the other group will respond by pointing to their own body parts.

Ss: One groups will ask the questions and the other will give the answers.

T: Teacher will ask groups to reverse roles and repeat.

Ss: Groups reverse roles and repeat.

T: Pair up students and have them practice the phrases.

Ss: Will work in pairs with asking the questions and the other listening and responding. Reverse roles and repeat.

T: While students are working in pairs, teacher will monitor and assist those who need assistance.

Activity 2. Song: "A bedul me a lis me a ding"

Note: Teacher will prepare ahead of time, a chart with the following body parts mentioned in the song. She will also provide a written copy of the song to the students.

T: Teacher will read the words to the song and points to each body part metioned.

Ss: Listen

T: Teacher will sing and demonstrate the following song: "A bedul me aiis me a ding me a ngor me a mad me a okerekaol, A ulud me a deled me a chim me a chim me a bereberel a chim, A oach me a bkul me a berober a oltekau er a chelechedad, Me a bok dechor e ak mesisiich e le ak bleob el."

Ss: Listen

T: Teacher will demonstrate the song again and this time the students will sing and act out the song with the teacher. (Do this several times until students know the song and can act it out,too.)

T: Divide students into two groups and have one group sing the song while the second group does the actions.

Ss: One group will sing the song and the other group will do the actions.

T: Reverse roles and repeat.

Activity 3. Game: Win, loose or Draw

Steps:

Note: Teacher will explain the steps to the students before the game begins.

1. Teacher will take the vocabulary taught in Activity 1 (names of body parts) and write them on index cards (one word=1 index card)
2. Divide students into two groups (Team A and Team B or they can name themselves).
3. Teacher will decide which team will draw first (for example, let's assume member to go to the blackboard to draw for their group).
4. Teacher will show a card to the person from Team A and he/she will try to draw only the body part written on the card. As he/she is drawing, the rest of Team A will try to guess the name of the body part their team member is trying to draw(They have 1(one) minute to guess what the body part is and say the correct Palauan name). Team B must not call out the answer at this time because Team A can steal their ideas and get a point for guessing right.
5. If team A fails to guess the name of the body part in 1(one) minute, then Team B will get the chance to guess the correct name. If Team B guesses correctly, they get the one point.
6. Then it's Team B's turn to draw and guess the name of the body part(follow steps 1 to 5)
7. After Team B, then it's Team A's turn until everyone in both teams has had a chance to draw or until they've drawn and guessed all the words correctly.
8. The team with the most points wins the game.

Activity 4. Using possessive forms of the root words for the body parts

Note: Prepare a chart or hand-out with the following:

Bedengel	/	body
Bedengek	/	my body
Bedengem	/	your body
Bedengel	/	his/her body
Bedengir	/	their bodies
Bedul	/	head
Bdeluk	/	my head
Bdelum	/	your head

Bdelul	/	his/her head
Bdelrir	/	their heads
Chui	/	hair
Chiuk	/	my hair
Chium	/	your hair
Chiul	/	his/her hair
Chiirir	/	their hairs
lis	/	nose
lsngek	/	my nose
lsngem	/	your nose
lsngel	/	his/her nose
lsngir	/	their noses
Mad	/	eye(s) (also refers to face)
Medak	/	my eye(s)
Medam	/	your eye(s)
Medal	/	his/her eye(s)
Mederir	/	their eye(s)
Ngor	/	mouth
Ngerrek	/	my mouth
Ngerem	/	your mouth
Ngerel	/	his/her mouth

Ngerir / their mouths

Berdel a ngor / lip(s)

Berdel a ngerek/ my lip(s)

Berdel a ngerem/ your lip(s)

Berdel a ngerel/ his/her lip(s)

Berdel a ngerir their lip(s)

Chur / tongue

Churak / my tongue

Churam / your tongue

Chural / his/her tongue

Churrir / their tounge

Ding / ear(s)

Dingak / my ear(s)

Dingam / your ear(s)

Dingal / his/her ear(s)

Dingerir / their ear(s)

Chikl / neck

Chiklek / my neck

Chiklem / your neck

Chiklel / his/her neck

Chiklir / their necks

Uulk	/	back
Uulkek	/	my back
Uulkem	/	your back
Uulkel	/	his/her back
Uulkir	/	their backs
Ongelungel	/	shoulder(s)
Ongelngelek	/	my shoulder(s)
Ongelngelem	/	your shoulder(s)
Ongelngelel	/	his/her shoulder(s)
Ongelngelir	/	their shoulder(s)
Ulul	/	chest
Uluk	/	my chest
Ulum	/	your chest
Ulul	/	his/her chest
Ulurir	/	their chest
Tut	/	breast(s) or baby's bottle
Tuk	/	my breast(s)
Tum	/	your breast(s)
Tul	/	his/her breast(s)
Deterir	/	their breast(s)

Diil / abdomen
Delek / my abdomen
Delem / your abdomen
Delel / his/her abdomen
Delir / their stomachs
Idekel a but / buttock(s)
Idekel a btik / my buttock(s)
Idekel a btim / your buttock(s)
Idekel a btil / his/her buttock(s)
Idekel a bterir / their buttocks

Chim / hand(s)
Chimak / my hand(s)
Chimam / your hand(s)
Chimal / his/her hand(s)
Chimorir / their hands

Cheldengelel a chim/ finger(s)

Cheldengelel a chimak/ my finger(s)

Cheldengelel a chimam/ your finger(s)

Cheldengelel a chimal/ his/her finger(s)

Cheldengelel a chimorir / their fingers

Oach / leg(s) and foot/feet

Ochik / my leg(s) or foot/feet

Ochim / your leg(s) or foot/feet
 Ochil / his/her leg(s) or foot/feet
 Ocherir / their legs or feet

Bkul a oach / knee(s)
 Bkul a ochik / my knee(s)
 Bkul a ochim / your knee(s)
 Bkul a ochill / his/her knee(s)
 Bkul a ocherir / their knees

Cheldngelel a oach/ toe(s)
 Cheldngelel a ochik/ my toe(s)
 Cheldngelel a ochim/ your toe(s)
 Cheldngelel a ochil/ his/her toe(s)
 Cheldngelel a ocherir/ their toes

T: Teacher will ask two volunteers (one male and one female) to help her model the above words. The teacher will ask the following questions as he/she models the correct responses.

Q tia ngarang? / What is this? (and point to her own body part).

A: Ng bdelum / It's your head or that's your head

Q Se ngarang? / What is that? (and point to the body parts of one of the volunteer).

A: Ng bdelul / That's his/her head

Q Aika ngarang / What are these? (and point to her own body parts).

A: Ng medam / They're your eyes.

Q Aike ngarang / What are those? (and point to the body parts of both volunteers?)

A: Ng mederir / Those are their eyes.

Note: Change the Underlined words to reflect the body part you're asking about.

T: Teacher will model the above questions and responses, for example, the teacher will touch his/her head and say, "Tia ngarang?" point to one of the volunteer's body part and say, "Se ngarang?", etc. As the teacher models the questions, he/she will also model the appropriate responses.

Ss: Listen

T: Teacher models the body parts again

Ss: Repeat after the teacher

T: Teacher will ask questions about different parts of the body

Ss: and students will provide the answers as a whole group

T: Teacher will divide students into groups and have each group provide answers as his/her or a volunteer ask the questions.

Ss: Individual groups will take turn answering questions asked by a teacher or volunteer.

T: Provide students with written copies of the vocabulary and the questions.

Ss: Repeat after the teacher line by line, taking plenty of time to go over individual words which are particularly difficult to pronounce or understand.

T: Pair up students and have them practice with each other

Ss: Will work in pairs with one student asking the questions and the other listening and responding. Reverse roles and repeat.

T: While students are working in pairs, the teacher will monitor and assist those students who need assistance.

Note: Make sure students know all the body parts before you begin next activity.

Activity 5. Game: Palauan version of “Simon says”

Note: Teacher will group students into groups of 4 for the first half of this activity.

T: Substitute “Simon Says” with “A Simon a kmo” then given commands for students to touch or point to the different parts of the body, for example:

A Simon a kmo:	/	Simon says:
Mretechii a bedelum	/	touch your head
Mtetki a medal	/	point to his/her eyes, etc.

Remind students that they will only act out the commands when they begin with the phrases “A Simon a kmo”. Teacher will make up other commands.

Ss: Groups will follow the commands given by the teacher.

T: Pair up students and ask each pair to make up at least ten commands .

Ss: Students will work in pairs making up at least ten commands.

T: Ask students to take turn giving their commands.

Ss: Students will give the commands and the rest of the class will model the commands.

Activity 6. Use body measurements and other descriptive words to describe physical appearances of people

Metongakl/kemangel	/	long (singular)
Metongakl/mekemangel	/	long (Plural)
Kedeb	/	short (singular)
Mekedeb	/	short (plural)
Kedelbuu/klou	/	big or large (singular)
Mekedelbuu/meklou	/	big or large (plural)

Mesengaked	/	thin or slim
Kekerei	/	little or small (Singular)
Mekekerei	/	little or small (plural)
Ungil a klungel	/	in between (good size)
Mekerisebsub a chiul	/	curly (hair)
Melemalt a chiul	/	Straight (hair)
Chititau a bedengel	/	brown skin
Becheleleu a bedengel	/	white skin
Chedekekek a bedengel	/	black skin
Ungil a medal	/	pretty face
Mekngit a medal	/	ugly face

Note: prepare ahead of time pictures of fat, slim, short, tall, white, brown, black skinned people with curly or straight hair, etc.

T: Show pictures of people of different sizes and say the words that describe each person.

Ss: Listen

T: Repeat the same procedure as before. (Repeat this step several times until students know all the words.)

Ss: Repeat after the teacher

T: Check students knowledge by pointing to each picture and have them describe each picture.

Ss: Students as a whole group will give the descriptive words that describes each picture shown by the teacher.

T: Teacher will again show the different pictures and introduce the questions:

Q “Ng ua techa ngikal el chad?”/What is this person like?

A: "Ng metongaki el chad" / He or she is a tall person.
 "Ng kedeb el chad" / He or she is a short person.
 "Ng mekedeb a chiul" / He or she has short hair.

Q "Ng ua techang ngikel el chad?" / What is that person like?

A: "Ng klou a bdelul" / He or she has a large head.
 "Ng becheleleu a bedengel." / He or she is white.

Q "Keu a techang el chad?" / What are you like?

A: " Ak chetatau a bedengek e melemalt a chiuk e meklou a medak." / I'm brown skinned with straight hair and big eyes.

When teacher asks the questions, he/she will also model the correct responses in complete sentences.

Ss: Listen

T: Repeat same procedure as before. (Repeat this step as many times as needed.)

Ss: Repeat after teacher.

T: Check students knowledge by pointing to each picture or to another student and ask the appropriate question form.

Ss: Students will provide the correct responses as a whole group.

T: Divide students into groups and have each group give the correct responses as you ask the questions.

Ss: Groups will take turn answering the questions asked by the teacher.

T: Ask the same question and have volunteers give the correct responses.

Ss: Volunteers will answer the questions asked by the teacher.

T: Provide students with written copies of the vocabulary and the questions with their possible answers.

Ss: Students will repeat after you, taking plenty of time to go over, individual words or phrases which are particularly difficult to pronounce or understand.

T: Pair up students and assign one student to ask questions and the other to provide the answers. The student who will ask the questions will draw stick figure of people with different physical appearance and ask questions about them.

Ss: Will work in pairs with one drawing the stick figures and asking the questions and the other listening and responding. Reverse role and repeat.

T: While students are working in pairs, teacher will monitor and provide assistance to those students needing assistance.

Activity 7. Game: "Who am I"?

T: Have students write 5 simple sentences describing themselves on an index card.

Ss: Write 5 sentences describing themselves on index cards.

T: Take the index cards and shuffle them and pass them out randomly to the students.

Ss: Students will take turn reading the descriptions on their index cards and after reading the descriptions, the student will ask, " Ak techang?" (Who am I?) and the rest of the class will guess.

T: Make sure all students will read the cards.

Activity 8. Assignment

Teacher will pair up students and have them do the following:

1. Find out information about their partner such as:
Person's name
Place of birth
Place of residence
How many bothers or sisters that person has
What is your partner like? (physical appearance be very thorough when describing your partner). And any other information you would like to share about your partner.
2. At the next class meeting, students will introduce their partners and vice versa.
3. As students are introducing each other, the rest of the class will judge whether the description is accurate or not.

CONVERSATIONA PALAUAN

UNIT 4. BODY

LESSON 2: CLOTHING/ACCESSORIES AND PHYSICAL APPEARANCES

OBJECTIVES:

Students will able to:

1. Name the different articles of clothing and accessories
2. Know the different colors associated with clothing/accessories
3. Use more descriptive words to describe people's appearances

TIME: 4 TO 5 HOURS (2 TO 3 DAYS)

Materials: different articles of clothing, colors, accessories, cut-out pictures of people wearing different articles of clothing with different colors, hand-out, index cards, markers.

Teaching Strategies:

1. TPR
2. Question and answer
3. Dialogue
4. Games
5. Small groups activity

Teaching activities:

Activity 1. Review of lessons from Unit 4: Lesson 1

Note: Teacher will prepare his/her own review lessons and review lesson 1 with his/her students.

Activity 2. Articles of clothing

Note: Teacher will bring the actual articles of clothing or assign students to bring them to class, or he/she can bring pictures or drawings or articles of clothing listed below.

Bail	/	clothes
Dores	/	dress
Saiang/skato	/	skirt
Mumu	/	house dress
Chelchedal a bail/		shirt
Nangasode	/	long sleeve shirt
Matang	/	panties/under shorts for men
Saiang er a chesel/		slip
Tsitsibando	/	bra
Cheritut	/	grass skirt
Subong	/	pants in general
Hansubong/siort/		short pants
Nangasubong/		long pants
Hangkats	/	handkerchief
Olekesongel	/	belt
Oeachar	/	footwear/shoes
Zori	/	slippers
Kaua	/	formal dress shoes
Saks	/	socks
Sportsiuus	/	sport shoes

T: Teacher will show each article of clothing (or pictures/drawings already labeled) and say it's name. (Repeat this step several times).

Ss: Listen

T: Point to each article of clothing and say It's name and have students repeat after you.

Ss: Students repeat after teacher.

T: Point to each article of clothing and ask:

Q "Tiang ngarang?" and model the correct response the first few times and then have students give the answers on their own.

A: "Ng skato/saiang."

"Ng chelechedal a bail."

"Ng dores",etc.

Ss: Students will identify each article of clothing in complete sentences.

T: Divide students into groups and ask each group to name the articles of clothing as the teacher shows each one and asks the question, "Tiang ngarang?"

Ss: Groups will take turn giving answers in complete sentences.

T: Teacher will ask individual students to name the articles of clothing.

Ss: Individual students will take turn naming the articles of clothing.

T: Teacher will point to one student and ask the class the following questions:

Q "Ng ngarang oubail a Mary?" /"What is Mary wearing?"

Teacher will also model the correct response:

A: " A Mary a oubail a skato me a chelechedal a bail." / "Mary is wearing a skirt and a blouse.

Q "Ng ngara oureacher a Mary?" /"What kind of footwear is Mary wearing?"

A: "A Mary a oureacher a saks me a sportsiuus." /"Mary is wearing socks and sport shoes."

Ss: Repeat after teacher

T: Divide students into groups and have one group ask the questions while the other group respond.(You will need volunteer students to ask questions about.)

Ss: One group will ask questions and the other group will respond. Reverse roles and repeat.

T: Provide students with written copies of the vocabulary and the model questions/answers.

Ss: Will repeat the vocabulary and the questions after the teacher, taking plenty of time to go over words or phrases that are particularly difficult to pronounce and understand.

T: Pair up students and have them practice with each other.

Ss: Will work in pairs with one student asking the questions and the other listening and responding. Reverse roles and repeat.

T: While students are working in pairs, teacher will monitor and provide assistance to those who need assistance.

Note: Teacher may introduce the following concepts at the time:

“Ng oubail.” /”He/she is dressed.”

“Ng diak loubail.”/”He/She is not dressed.”

“Ng diak meu.”/ “He/she is bare or naked.”

Activity 3. Accessories

Note: Teacher will either bring the actual accessories or pictures/drawings of them for this activity.

Telau / earrings

Olbeiungel/ necklace

Kebkab / ring

Klok / watch

Osongd/ comb

Tsiotsio/	hair clip
Ribong/	ribbon
Herband/	headband
Mad el dirk	/ sun glasses
Kutsibeni	/ lipstick
Ulekou	/ hat
Tet	/ purse/handbag

T: will show the above items and say it's name while demonstrating the use of each item (Example: holding up and earing and saying "telau and putting in on).

Ss: Listen

T: Will repeat first step

Ss: Repeat after teacher

T: Will show each item again and ask, "Tiang ngarang?". Teacher will also model the correct responses:

"Ng telau"

"Ng klok"

"Ng osongd",etc.

Ss: Students repeat after teacher

T: Teacher will ask the name of each items and students will respond.

Ss: Students will name the objects shown by the teacher in complete sentences (Example: "Ng kekbab.")

T: divide students into group and have each group name the objects as the teacher shows each object one by one.

Ss: Each group will take turn naming the objects.

T: Ask individual students to name the objects.

Ss: Individual students will take turn naming the objects.

T: Provide students with written copies of the above vocabulary.

Ss: Read the words the teacher, taking plenty of time to go over individual words or phrases which are particularly difficult to pronounce or understand.

T: Pair up students and have them practice with each other.

Ss: Students will work in pairs with one asking the questions (“Tiang ngarang?”) and pointing or showing each object) while the other listens and respond in complete sentences (“Ng telau,”etc.). Students will reverse roles and repeat.

Activity 4. Question and answer

Note: Teacher will make sure all the students have mastered the names of the accessories before going on to this activity.

T: Teacher will ask the following questions:

Q: “Ng techa a outelau?” /”Who’s wearing earrings?”

A: “A Mary me a Lily me a Betty a outelau.”/”Mary, Lily, and Betty are wearing earrings.

Note: Use your students’ name instead of the underlined names which is fictitious).

Q: “Ng techa a ouolbeiungel?”/”Who’s wearing a necklace?

A: “A Mark me a Tina a ouolbeiungel.”/”Mark and Tina are wearing necklaces.”

Q: “Ng techa a oukebkab?”/Who’s wearing a ring?”

Q: “A Mary me a Lily me a Mark me a Tina a oukebkab.”/”Mary, Lily, Mark and Tina are wearing rings.”

Note: Continue until you’ve covered all the vocabulary in Activity 2. Remember to model the correct responses before you ask the students to respond on their own.

Ss: Listen and repeat after the teacher when they are ready to produce orally.

T: Divide students into groups and have each group answer the questions/

Ss: Groups will take turn answering the questions asked by the teacher

T: Teacher will introduce these additional questions (Review of counting system of people). He/she will also model the correct responses:

Q: “Te tela el redi a oukebkab?”/”How many female (in the classroom) are wearing rings?”

A: “Te tedei el redil a oukebkab.”/”Three females are wearing rings.”

Q: “Te tela el chad a outelau?”/ “How many people are wearing earrings?”

A: “Te teim el chad a outelau.”/”Five people are wearing earrings.”

Q: “Te tela el sechal a ouklok?”/”How many males are wearing watches?”

A: “Te tetiu el sechal a ouklok.”/”Nine males are wearing watches.”

Note: Continue asking the questions until you’ve covered all the vocabulary in Activity 2.

Ss: Listen and repeat after teacher when they are ready to produce orally.

T: Divide students into groups and have each group answer the questions.

Ss: Groups will take turn answering the questions asked by the teacher.

T: Provide students with written copies of the above sample questions and answers.

Ss: Read the words with the teacher, taking plenty of time to go over individual words or phrases which are particularly difficult to pronounce or understand.

T: Pair up students and have them practice with each other.

Ss: Students will work in pairs with one asking the question and the other listening and responding in complete sentences. Students will reverse roles and repeat.

T: After giving students enough time to practice, teacher will check student’s knowledge by asking questions and having individual students provide the answers.

Activity 5. Colors of Clothing and accessories

Note: Bring to class different colored clothing and accessories.

Bekerekard / red

Chedekekek/ Black

Becheleleu/ White

Bibrurk/mellil/ yellow

Chemadech/ Green

Bedengel a chutem/ brown

Mellemau/ blue

T: Teacher will show different articles of clothing or accessories and describe their colors:

“chedekekek el skato.”/”Black skirt.”

“Becheleleu el chelchedal a bail.”/” White shirt.”

“Mellemau el sportsiuus.”/”Blue sport shoes.”

Note: Teacher will continue until all articles of clothing/accessories and colors are covered.

Ss: Listen

T: Repeat the first step again and have students repeat after him/her.

Ss: Repeat after teacher.

T: Divide students into groups and have each group describe the colors of the different articles of clothing and accessories:

Ss: Groups will take turn describing the colors of the different articles of clothing and accessories.

T: Teacher will ask individual students to describe the colors of the different articles of clothing.

Ss: Individual students will take turn describing the colors of the different articles of clothing.

T: Will provide written copies of the vocabularies/phrases to the students

Ss: Students will read the words/phrases which are particularly difficult to pronounce or understand.

T: Pair up students and have them practice with each other.

Ss: Will work in pairs with one student showing pictures of different articles of clothing and asking questions about their colors and the other student listen and respond. Reverse roles and repeat.

Activity 6. Question and answer

Note: Teacher will model the first few questions and their correct responses before asking the students to respond on their own.

T: Teacher will ask each student to stand in front of the class one by one, while she asks the class questions about each student's clothing/accessories, for example:

Q: "Ng ngua ngara a bedengel a bilel a Tina?" / "What color is Tina's dress?"

A: "A bilel a Tina a bekerekard a bedengel." / "Tina's dress is red."

Q: "Ng ng ua ngara bedengel a saks er a Mark" / "What color are Mark's socks?"

A: "A saks er a Mark a becheleleu a bedengel." / "Mark's socks are white."

Note: Continue until you've described each student's clothing/accessories.

Ss: repeat after teacher

T: Teacher will ask questions about two more students' clothing /accessories.

Ss: Student will respond as a whole group.

T: Divide students into groups and have each group take turn answering the questions.

Ss: Group will take turn answering questions asked by the teacher.

T: Will assign one group to ask the questions and the other to respond.

Ss: One group will ask questions about one of their classmate's clothing /accessories and the other group will answer.

T: Keep changing the roles of the teams until all groups have had a chance to ask questions and to provide answers.

Activity 7. Dialogue

Note: Teacher will write the following dialogue on a chart paper.

S1: Ungil tutau. Keu a ngarang? /Good morning. How are you?

S2: Ak kmal mesisich. /I'm fine.

S2: Ng uoi soak a bitem. Ke milecherar a bitem er ker?/ I really like your dress. Where did you buy your dress.

S1: Ak milecherar er a Town House. /I bought it at Town House.

S2: Ng dirk nag er ngii me a lechub e ng mla mo diak a ua tia el bitem/Are there still dresses like yours at Town House?

S1: Ochoi, ng ngar er ngii a mellemau me a becheleleu me a bekerkard/ Yes, they have blue, white, and red ones.

S2: Ng ngar ngii a ungil el oeacher er a Town House/ Do they have nice shoes at Town House

S1: Ng kmal betok. Ng betook el bedengel a kaua me a sportsiuus./ Yes, they have plenty. There are different brand of formal dress shoes and sport shoes.

S2: Ak bai mo er a Town House. / I should go to Town House

S1: Bong. Ng kmal betok a ungil el chellechedal a bail me a matang me a saks me a kebkab me a olbeingungel el oteruul./ You should. They have plenty of nice blouses/shirts, panties, socks, rings, and necklaces on sale.

S2: Mada ak merolung me a uriul. /So I'll see you later.

S1: Bye /Mechikung

T: Teacher will model the dialogue with gestures to convey meaning.

Ss: Listen

T: model the dialogue as many times as needed

Ss: Listen

T: Model the dialogue and ask the students to model the dialogue with him/her.

Ss: Students will model the dialogue as a whole group.

T: Group students and have each group model the dialogue

Ss: Groups will take turn modeling the dialogue

T: Ask individual students to model the dialogue

Ss: Individual students will take turn modeling the dialogue

T: Provide the students with written copies of the dialogue

Ss: Students will repeat each line after you, taking plenty of time to go over individual words or phrases which are particularly difficult to pronounce or understand.

T: Pair up students and have them practice with each other.

Ss: Will work in pairs with one student taking part of S1 and the other S2. Reverse roles and repeat.

Activity 8. Extension

Teacher will pair up students and have each pair change the underlined words to create their own version of the dialogue. Students will be given time to write and practice their dialogue. At the next class meeting, students will role play their dialogue. A written copy of the dialogue will be turned in to the teacher.

Activity 9. Game

Note: Teacher will prepare hand-outs for the students with only the Palauan words/phrases or teacher can make up his/her own words or phrases in Palauan.

Instructions: Each student will be given a hand-out similar to the one below, except all the phrases will be in Palauan. The instructions for the activity are: Find people who have the things listed below and have them sign your paper. Students will be moving around the room for this activity.

1. Bekerekard el skato/ a red skirt
2. Mechedelekelk el oeacher/ black shoes
3. Becheleleu el chechedal a bail / a white shirt
4. Mellemau el subong /blue pants
5. Bibrurek el dores /yellow dress
6. Ulekou /hat
7. Mad el dirk /sun glasses or eye glasses
8. Chedelekelek el subong /black pants
9. Telau /earrings

- 10. Bando /belt
- 11. Chemadech el saks /green socks
- 12. Hankats /handkerchief
- 13. Kebkab /ring
- 14. Zori /sandals
- 15. Bedengel a chutem el hansubong/ brown shorts

After this activity, teacher will ask each student to read the name signed on his/her paper while the other students decide whether those people whose names are on the paper actually have what the form asked for.

Activity 10. Can you draw?

Note: Materials needed for this activity: Assorted colored markers or crayons, blank sheets of paper or chart paper.

T: Prepare a set of instructions that students will be listening to while they draw and color their drawings of a person. Use gestures if you feel that your students cannot understand what you mean. Example:

Ngika el chad a ungil a klemengetal./This person 's height is average.

Ngika el chad a kemangel a isngel /This person has a long nose

Ng mekekedeb a mekerisebsub a cheiul/He/she has short and curly hair.

Ng outelau a bekerekart el telau /He/she is wearing red earrings

Ng ouchelechedal a bail er a bibrurk /He/she is wearing a yellow shirt or blouse.

Teacher will make additional instructions. The above format is only a suggestion. Students will work on their drawings individually. Be sure to say the instructions only in Palauan but with lot of gestures so that students will understand.

Ss: Students will listen and follow the instructions given by the teacher by drawing and coloring.

T: When this activity is finished, provide students with written copies of the instructions and have them check their drawings with the instructions.

Ss: compare their drawings with the original instructions and mark the parts missed

T: Will have students share their drawings with the rest of the class.

Activity 11. Describing people's appearances

1. Teacher will provide cut-out pictures (pasted on index cards) of people wearing assorted articles of clothing/accessories (one picture for one student).
2. Students will make up their own detailed description of the person on their cards. The description will include all visible physical characteristics of the person in their cards(whether tall, short, fat, skinny, straight, or curly hair, etc.), their clothing, accessories and their colors.
3. Students may ask any person who speaks Palauan to help write up their description.
4. Students will show and describe their pictures in detail, the following day, without looking at their note.

Activity 12. Assignment

Lay out the five different colors (use colored construction paper) around the classroom and ask your students to choose their favorite color and stand next to that color. Students who prefer one color will make up one team. The team member's assignment is to find a person who speaks Palauan to help them make up a poem about their color. When the students are ready, they will read their poem to the whole class.

CONVESATIONAL PALAUAN

UNIT5: HEALTH

LESSON 1: EMOTIONS, FEELINGS, ILLINESSES

OBJECTIVES:

Students will be able to:

1. Name and describe emotions/feelings
2. Name and describe various illnesses
3. Name and describe various body aches and pains

TIME: 4 TO 5 HOURS (2 TO 3 DAYS)

Materials: bb, chart paper, chalk, markers, pictures showing different feelings/emotions, body aches and pains, index cards

Teaching Strategies:

1. Total Physical Responses
2. Dialogue
3. Questions and answer
4. Games
5. Small group activities

Teaching Activities:

Activity 1. Review of Unit 4 (Parts of the Body)

Note: All instructions for this activity will be in Palauan.

T: Simons Says: Point to/touch your__(naming different parts of the body)

Ss: Follow instructions

T: Ask volunteers to give commands.

Ss: Follow commands

T: Teacher will make sure that all students have a chance to give as well as act out the commands.

Note: If Students miss any of the commands given, teacher will reteach the parts of the body again

Activity 2. Name and describe emotions/feelings.

Kesib a rengul / Angry or Mad

Mekngit a rengul/ sad

Ungil a rengul/ happy, kind

Kesib /hot or warm

Mekerasem /cold

Mesaik /lazy

Meses /industrious or strong

Smecher /sick

Mesiich /strong or healthy

Meringel /hurt

Diak meringel /doesn't hurt

Skareter /tired

Ocherechur /laughing

Chelisngull /(face) frowning, or scowling

Klikmechur /smiling

Checherd a rengul/irritable

Note: Teacher will prepare ahead of time drawings of faces showing the different feelings listed above. Teacher will also label the drawings.

T: Put up the face drawings on the blackboard. Point to each pictures and name the 'feeling' while you model with appropriate gestures.

Ss: Listen

T: Repeat showing, naming, and modeling the 'feelings' as many times as needed.

Ss: Listen

T: Repeat showing, naming and modeling the 'feeling' and have students model after you. (Repeat the activity as many times as needed).

Ss: Will model after the teacher.

T: Divide students into groups and have them take turn naming the 'feelings' as you show them the face drawings (be sure to hide the labels when you show them the drawings).

Ss: groups take turn naming the feelings

T: Provide students with written copies of the above vocabulary.

Ss: Read the words with the teacher, taking plenty of time to go over individual words which are particularly difficult to pronounce or understand.

T: Divide students into 2 groups. Teacher will show group 1 a face drawing and have them act out the emotion/feeling while group 2 will identify the emotion/feeling.

Ss: One group will act out the emotion/feeling and the other will respond by identifying the emotion/feelings.

T: Teacher will ask group to reverse roles and repeat.

Ss: Groups reverse roles and repeat

T: Pair up students and have them practice with each other

Ss: Will work in pairs with one acting out the emotion/feelings and the other listening and responding. Reverse roles and repeat.

T: While students are working in pairs, teacher will monitor and assist those who need assistance.

Activity 3. Questions and Answer

T: Teacher will ask question, "Ke ua ngarang?" and model the appropriate answer, "Ak mesisich", "Ak smecher", "Ng ungil a renguk", "Ak ko er a mesaik", etc.

Ss: Listen

T: Teacher will ask how each individual student is feeling:

Ss: Individual students will tell how each of them is feeling.

Activity 4. Name and describe various illnesses

Note: Teacher will ask students how they are feeling every day.

Tereter / cold, fever, flu

Smecher er a tereter/ have cold, fever, flu, sick

Ouklukl/coughing

Omachediil/diarrhea

Ongirt/runny nose

Omudech/vomit

Chetelaol/dizzy

Merecherached (a rengul)/nauseous

Terahom/pink eye, conjunctivitis

Note: Teacher will prepare ahead of time drawings or pictures showing the different kinds of illnesses.

T: Teacher will show each drawing and name the type of illness shown in the drawing. If appropriate, teacher may also model the type of illness

Ss: Listen

T: Repeat showing the type of illnesses and naming them.

Ss: Repeat after teacher

T: Divide students into groups, show each group a drawing and have them name the type of illness shown.

Ss: Groups will take turn naming the type of illnesses shown by the teacher.

T: Provide students with written copies of the above vocabulary

Ss: Read the words or phrases which are particularly difficult to pronounce or understand.

T: Pair up students and have them practice with each other

Ss: Will work in pairs with one acting out the type of illnesses and the other listening and responding. Reverse roles and repeat.

T: While students are working in pairs, teacher will monitor and assist those who need assistance.

Activity 5. Dialogue

Note: Teacher will explain the situation where is dialogue takes place: Two women with their children meet and talk at the Doctor's Clinic

S1: Ungil tutau, ke smecher? /Good morning. Are you sick?

S2: Ng diak. Ng smecher a ngelekek./ No. My child is sick

S1: Ng klsakl? /What's wrong with him/her?

S2: Ng smecher er a tereter./ He/she has a cold/fever or flu.

S2: E kau, ng dirrek el smecher a ngelekem?/ And you, is your child sick, too.

S1: Ochoi, ng omachediil. /Yes, he/she has diarrhea.

S2: Ng omudech el dirrek?/ Does he/she vomit, too?

S1: Ng diak. Ng bai ko er a di chetelaol./ No. He/she only feels dizzy.

S1: Sekid a ngklel a ngelekem el bla lokodongii?/ Your' s name has just been called.

S2: Mdengchokl, e ki bo mesa a toktang./ Sit and wait your turn while we go see the doctor.

S2: Me a uriul. /See you later.

S1: Ochoi, me a uriul./ Yes, see you later.

T: Model the above dialogue with a volunteer (Repeat as many times as needed.)

Ss: Listen

T: Model the dialogue again (Repeat as many times as needed)

Ss: Repeat after teacher.

T: Provide students with written copies of the dialogue.

Ss: Read the dialogue with the teacher, taking plenty of time to go over individual words or phrases that are particularly difficult to pronounce or understand

T: Divide students into groups. Assign one group the role of student #1 and the other, the role of student#2 and have them practice the dialogue.

Ss: Students will practice the dialogue in groups. Reverse roles and repeat.

T: Pair up students and have them use the above format to practice the dialogue.

Ss: Students practice the dialogue in pairs. Reverse roles and repeat.

T: Give students enough time to practice the dialogue, then call individual pair of students to role play their dialogue.

Ss: Students will role play their dialogue in pairs.

Activity 6. Name and describe body aches and pains

Meringel a bdeluk /headache

Meringel a ungelek /toothache

Meringel a ulkek /backache (Upper back)

Meringel a sengchek /backache (lower back)

Meringel a chiklek /sore neck

Meringel a delek /stomachache

Meringel a dingak /earache

Meringel a chimak /sore hand

Meringel a ochik /sore feet

Meringel a medak /sore eye

Meringel a omerkolek /sore throat

Meringel a bedengek /all over body ache

Note: Prepare ahead of time drawings or pictures showing different body aches or pains.

T: Teacher will show the drawings or pictures one at a time, describe the pictures and model with appropriate gestures.

Ss: Listen

T: Repeat modeling the different body aches/pains. (Repeat as many times as needed).

Ss: Model after Teacher

T: Divide students into groups, model the body aches/pains and have each group identify the body aches/pains.

Ss: Group will take turn identifying the body aches/pains modeled by the teacher.

T: Provide students with written copies of the dialogue

Ss: Read each dialogue with the teacher, taking plenty of time to go over individual words or phrases that are particularly difficult to pronounce or understand.

T: Pair up students and have them practice with one modeling the phrases and the other listening and responding.

Ss: Students practice the phrases in pairs. Reverse roles and repeat.

Activity 7. Question and answer

Note: Teacher will practice the following questions and answers with the students:

Q Ng meringel a keskelem? /Which part of your body hurts?

A: Ng meringel a bdeluk. /My head hurts, or I have a headache.

Ng meringel a ochik /My foot(feet) hurts or I have sore feet

Q Ng meringel a omerkolem /Do you have sore throat (does it your throat hurt)?

A: Ochoi, ng meringel a omerkolek./Yes, my throat is sore.

Ng diak. Ng diak lmeringel a omerkolek./No, My throat isn't sore (doesn't hurt).

Q Ng meringel a delel? /Does he or she have a stomachache?

A: Ochoi, ng meringel a delel /Yes, he or she has a stomachache

Ng diak, ng diak lmeringel a delel. /No, he or she doesn't have a stomachache.

Note: Change the above underlined words with other words listed on Activity 6 for more practice.

T: Teacher will model the questions and answers with a volunteer.

Ss: Listen

T: Model the questions and answers as many times as needed.

Ss: Listen

T: Model the questions and answers again.

Ss: Repeat after teacher.

T: Divide students into groups and ask each group to answer your questions. Keep changing the words and tenses so that students will have no time to practice.

Ss: Individual group take turn answering the questions.

T: Repeat the same exercise until students have a good understanding of the phrases

Ss: continue answering the questions in groups

T: Have the students ask the questions and you give the answers

Ss: Ask the questions

T: Provide students with written copies of the questions and answers

Ss: Students will repeat each line after you, taking plenty of time to go over individual words or phrases which are particularly difficult to understand and pronounce.

T: Pair up students and have them practice the phrases

Ss: will work in pairs with one asking the questions and the other listening and responding. Reverse roles and repeat.

T: teacher will allow students time to practice until he/she feels that they have a good understanding of the phrases. While students are practicing, teacher will monitor and provide assistance to those needing assistance.

Activity 8. Dialogue

Situation: Doctor's visit: Two friends meeting and conversing with each other.

S1: Ke mo er ker?/Where are you going?

S2: Ak mo omes er a toktang./I'm going to see a doctor.

S1: E ngarang, ke smecher?/Why, are you sick?

S2: Ochoi. Ak smecher /Yes. I'm sick.

S1: Ke klsakl el smecher? /What 's wrong with you?

S2: Ng meringel a bdeluk e chetelaol./My head is aching and I feel dizzy.

S1: Nge meringel a bedengem el dirrek?/Does your whole body ache?

S2: Ng diak, ng bai di telkib el meringel a omerkolek el dirrek./No, by my throat is a little sore.

S1: Ng kmal kirem el momsa a toktang./You really should see a doctor.

S2: Me kurael, e ak mo el mo meoud./I have to go or I'll be late.

S1: Mechikung. /Bye

S2: Ochoi me a uriul/ Yes, see you later.

T: Teacher will model the dialogue with a volunteer.

Ss: Listen

T: Model the dialogue as many times as needed.

Ss: Listen

T: Model the dialogue again.

Ss: Repeat after teacher.

T: Provide students with written copies of the dialogue.

Ss: Students will repeat each line after you, taking plenty of time to go over individual words or phrases which are particularly difficult to understand and pronounce.

T: Divide students into groups and assign Group 1 the role of Student #1 and Group 2, the role of Student #2 and have them practice the dialogue. Reverse roles and repeat.

Ss: Practice the dialogue in groups. Reverse roles and repeat.

T: pair up students and have them practice the dialogue.

Ss: Will work in pairs with one asking the questions and the other listening and responding, Reverse roles and repeat. Students may change the underlined words to make their dialogue more creative

T: Teacher will allow students time to practice until he/she feels that they have a good understanding of the phrases. While students are practicing, teacher will monitor and provide assistance to those needing assistance

T: Give students enough time to practice the dialogue, then call individual pair of students to role play their dialogue.

Ss: students will role play their dialogue in pairs.

Activity 9. Game: Win, Loose or draw

Note: Teacher will use vocabulary/phrases from activity 2, 4, and 6.

Steps:

1. Teacher will write the words/phrases on index cards (one word=1 index card)
2. Divide students into two groups (Team A and Team B or they can name themselves).
3. Teacher will decide which team will draw first (for example, let's assume that Team A will draw first. Team A will then choose one of their team members to draw for their group).
4. Teacher will show a card to the person from Team A and he will try to draw the object. As he is drawing, the rest of Team A will try to guess the name of the object. As he is drawing, the rest of team member is trying to draw (They have 1 (one) minute to guess what the object is and say the correct Palauan name). Team B must not call out the answer at this time because Team A can steal their ideas and get a point for guessing right.
5. If Team A fails to guess the object in 1 (one) minute, then Team B will get a chance to guess the correct name. If team B guess correctly, they get the one point.

6. Then it's Team B's turn draw and guess the name of the object (follow step 1-5).
7. After Team B, then it's Team A's turn until everyone in both teams has had a chance to draw or until they've drawn and guessed all the words correctly
8. The team with the most points wins.

Activity 10. Assignment

Teacher will pair up students and ask each pair to make up a dialogue using what they've learned in Lesson 1 of Unit 5 and the other units already covered. Students will prepare and use props to role play their dialogues at the next class meeting. They will also turn in written copy of their dialogue.

COVERSATINAL PALAUAN

UNIT 5: HEALTH

LESSON 2: INJURIES

OBJECTIVES:

Students will be able to:

1. Review: Describe emotions/feelings taught in Lesson 1.
2. Name, ask and describe various bodily injuries
3. Name , ask and describe additional physical feelings.

Time: 4 to 5 hours (2 to 3 days)

Materials: bb, chalk, flip chart, markers, pictures/drawings of bodily injuries, handouts

Teaching strategies:

1. Total Physical Responses
2. Dialogue
3. Question/Answer
4. Games
5. Small Group Activities

Teaching Activities:

Activity 1. Review: Ask, and describe emotions/feelings from Lesson 1

Note: Ask students to pay close attention to each other's responses because they'll be asked later to identify each other's feelings.

T: Teacher will ask individual students how they are feelings:

"Ke ua ngarang?" /"How are you?"

Ss: Individual students will tell the class how they are feeling. Example:

"Ak mesisiich." /"I'm fine."

"Ak smecher." /"I'm sick."

"Ak mesaik." /"I'm lazy."

"Ak mekerasem." /"I'm cold."

"Ak kesib." /"I'm hot."

T: If a student indicated that he/she is not feeling well, teacher will ask the following:

"Ke klsakl?" /"What is wrong with you?"

Ss: Student will indicate what is wrong with him/her.

"Ak kumachediil." /"I have diarrhea."

"Ng meringel a delek." /"I have a stomachache."

"Ng diak klsakl, ak de mesaik/There's nothing wrong with me. I'm just lazy.

Note: Teacher will note students' responses. After every one have shared their feelings, teacher will ask the whole group, small group or individual students to identify how each student is feeling, for example:

T: "Ng techa a smecher?" /"Who is sick?"

“Ng techa a meringel a bdelul?”/”Who has a headache?”

“Ng techa a diak lsecher?”/”Who is not feeling sick?”

“ Ng techa kesib?” /”Who is hot?”

“Ng techa a mesaik?” /”Who is lazy?”

Ss: Students will respond in complete sentences, for example:

“A Mark a smecher. /”Mark is sick.”

“A Huan a meringel a bdelul?”/”Huan has a headache.”

“A Tobi a diak lsecher.” /”Tobi is not sick.”

“A Mary a kesib.” /”Mary is hot.”

“A Tina me a Mark a mesaik.”/”Tina and Mark are lazy.”

Activity 2: Name and describe various types of bodily injuries

Chelam /Broken

Telabt /scratched or skinned

Delobech /cut

Bleu /broken or cracked

Delul /burned

Oburk /swollen

Ke mleker a e ___?/ How did you___?

Note: Prepare ahead of time pictures to help with the vocabulary and phrases.

T: **Show a picture and say:**

Chelam /broken, Sprained

Ng chelam a ochil/His/her leg is broken

Show a picture and say:

Telabt /scratches

Ng telabt a chimal/ She or he has scratches on his/her arm.

Show a picture and say:

Delobech /cut

Ng delobech a chimal /She or he has scratches on his/her arm.

Bleu /cracked/cut

Ng bleu a bdelul/He cracked his head

Show a picture and say:

Delul /burned

Ng delul a medal/she or he burned her/his face.

Show a picture and say:

Oburk /swollen

Ng oburk a medal/ His or her eye is swollen.

Ss: Listen

T: Repeat

Ss: Repeat after teacher

T: Teacher will model the phrases again with appropriate gestures

Ss: Repeat after teacher

T: Divide students into groups show each group a drawing and have them identify the type of injury shown.

Ss: Groups will take turn naming the type of injuries shown by the teacher.

T: Provide students with written copies of the above vocabulary/phrases.

Ss: Read the phrases with the teacher, taking plenty of time to go over individual words or phrases which are particularly difficult to pronounce or understand.

T: Pair up student and have them practice with each other.

Ss: Will work in pairs with one acting out the type of injuries and the other listening and responding. Reverse role and repeat.

T: While students are working in pair, teacher will monitor and assist those who need assistance.

Activity 3. Game: What Am I?

Note: Teacher will write the name of injuries on index cards and pass them to the students (One student with one index card).

T: After passing out the index cards, teacher will call on individual student and ask this question: “Ke klsakl?” The student called will look at his/her card and act out the type of injury written on the card.

Ss: Students will guess the type of injury being acted out and will give their answers in complete sentences, example: “Ng delobech a chimam.”

T: Teacher will make sure all the students that are acting out the different type of injuries. Teacher can also collect all the index cards, shuffle them, pass them out again and repeat the same procedure, except that students now have different cards.

Activity 4. Name and describe various causes of bodily injuries _____

Note: Prepare, ahead of time, drawings/pictures showing different scenes of accidents resulting in bodily injuries.

T: **Show a picture and say:**

Q Ng milekera e mecham a ochil a ___(fill in name)?/How did__ break his/her leg?

A: Ng rirebet er a kerrekar el mecham a ochil./ He or she fell out of the tree and broke(sprained) his/her leg.

Q Ng milekera e metabt a chimal a ___(fill in name)?/How did__ get scratches on his/her arm?

A: Ng milsibas el metabt a chimal. /He or she slipped and scratched his or her arm.

Show a picture and say:

Q Ng milekera e medobech a chimal a ___ (fill name)?/How did__ cut his or her finger?

A: Ng uluusekook el loba a oles s dobechii a chimal/ He or she played with a knife and accidently cut his/her finger

Show a picture and say:

Q Ng milekera e obeu a bdelul a ___(fill name)/He or she fell off a ladder and cracked his head or her head.

A: Ng rirebet er a laidang le lobeu a bdelul./he or she fell off a ladder and cracked his or her head

Show a picture and say:

Q Ng milekera medul a ___?/ How did__ get burned?

A: Ng uluusekool a mases e medul./He or she played with matches and burned himself/herself.

Show a picture and say:

Q Ng milekera e mo oburk a medal a ___(fill in name)?/How did __ eye get swollen?

A: Ng smecher el terahom./ He or she has pink eye.

T: Teacher will show each drawing/picture while asking question. Teacher will also model the appropriate responses to the questions.

Ss: Listen

T: Repeat

Ss: Repeat after teacher

T: Teacher will model the phrases again with appropriate gestures

Ss: Repeat after teacher

T: Divide students into groups, show each group a drawing and have them explain how the person injured himself/herself.

Ss: Groups will take turn explaining how the person injured himself/herself

T: Provide students with written copies of the above vocabulary/phrases.

Ss: Read the phrases with the teacher, taking plenty of time to go over individual words and phrases which are particularly difficult to pronounce or understand.

T: Pair up students and have them practice with each other.

Ss: Will work in pairs with one asking the questions and the other listening and responding. Reverse roles and repeat

T: While students are working in pairs, teacher will monitor and assist those who need assistance.

Activity 5. **Dialogue**

S1: Ungil tutau. Ke mo er ker?/Good morning. Where are you going?

S2: Ak mo er a osbitar. /I'm going to the hospital

S1: E ng ngarang? /Why?

S2: Ng meringel a chimak. /My hands hurts.

S1: Ng klsakl a chimam? /What's wrong with your hand?

S2: Ng chelam. /It's sprained

S1: Ng milekesakl e mecham?/ How did you sprain it?

S2: Ak rirebet er a laidang el mecham a chimak./ I fell off a ladder and sprained my hand.

S1: Ng meringel? /Does is hurt?

S2: Ochoi. Ng kmal meringelme ng diak lsebechek el mechiuaiu./ Yes. It hurts so much I can't sleep.

S1: Ng milecham er a oingerang?/When did you sprain it?

S2: Ng milecham er a elii. /I sprained it yesterday.

S1: Ng kmal kirem el mereched el mo mesa a toktang./ You should see a doctor as soon as possible.

S2: Ochoi, ak merolung me a uriul./ Yes, see you later.

T: Model the above dialogue with a volunteer (Repeat as many time as needed)

Ss: Listen

T: Model the dialogue again (Repeat as many times as needed)

Ss: Repeat after teacher

T: Provide students with written copies of the dialogue.

Ss: Read the dialogue with the teacher, taking plenty of time to go over individual words and phrases that are particularly difficult to pronounce or understand.

T: Divide students into groups. Assign one group the role of Student#1 and the other, the role of Student #2 and have them practice the dialogue.

Ss: Students will practice the dialogue in groups. Reverse roles and repeat.

T: Pair up students and have them use the above format to practice the dialogue

Ss: Students practice the dialogue in pairs. Reverse roles and repeat

T: Have students create their own dialogue by changing the underlined words with words of their choice.

Ss: Students create their own dialogue by changing the underlined words

T: Give students enough time to practice the dialogue then call individual pairs of students to role play their dialogue.

Ss: Students will role play the dialogue in pairs.

Activity 6. Name and describe additional physical feelings

Songerenger	/	hungry
Medingel	/	full
Meched a rengul	/	thirsty
Mesulaul	/	sleepy
Mesaul	/	tired
Mesisiich	/	not tired, strong or fine
Merur	/	shy
Mekerasm	/	cold

Note: Teacher will prepare ahead of time drawings showing the feelings listed above. Teacher will also label the drawings.

T: Put up the drawings on the blackboard. Point to each picture and name the “feeling” while you model with appropriate gestures.

Ss: Listen

T: Repeat showing, naming and modeling the “feelings” as many times as needed.

Ss: Listen

T: Repeat showing, naming and modeling the “feelings” and have students model after you. (Repeat the activity as many times as needed).

Ss: Will model after teacher

T: Divide students into groups and have them take turn naming the “feelings” as you show them the drawings (be sure to hide the labels when you show them the drawings) or teacher can model the ‘feelings’

Ss: groups take turn naming the ‘feelings’

T: Teacher will ask the following questions and model the appropriate answers:

Q Ke songerenger? / Are you hungry?
A: Ak kmal songerenger / I'm very hungry
Ng diak sa el songerenger/ I'm not to hungry
Ng diak songerenger. / I'm not hungry
Ak medingeds / I'm full

Q Ng meched a regnum? / Are you thirsty?
A: Ng meched a renguk. / I'm thirsty
Ng diak lmeched a renguk. / I'm not thirsty

Q Ke mesulaul? / Are you sleepy?
A: Ochoi, ak mesulaul. / Yes, I'm sleepy
Ng diak, mesulaul. / I'm not sleepy

Q Ke mesaul? / Are you tired?
Ochoi, ak kmal mesaul. / Yes, I'm very tired
Ng diak mesaul / I'm not tired
Ak mesisiich. / I'm fine

Q Ke merur? / Are you shy?
A: Ochoi, ak kmal merur. / Yes, I'm very shy.
Ng diak merur. / I'm not shy

Q Ke mekerasem / Are you cold?
A: Ochoi, ak mekerasem . / Yes, I'm cold
Ng diak mekerasem. / I'm not cold.

Ss: Listen

T: Teacher will model the questions and answers again.

- Ss: Repeat after the teacher
- T: Teacher will ask students the above questions and they will answer either in the negative or positive.
- Ss: Students will take turn answering the questions
- T: Provide students with written copies of the copies of the above vocabulary/phrases.
- Ss: Read the words/phrases with the teacher, taking plenty of time to go over individual words or phrases which are particularly difficult to pronounce or understand.
- T: Divide students into 2 groups. Group 1 will ask the questions first and Group 2 will respond.
- Ss: Group 1 will ask the questions and Group 2 will respond
- T: Teacher will ask groups to reverse roles and repeat
- Ss: Groups reverse roles and repeat
- T: Pair up students and have them practice with each other.
- Ss: Will work in pairs with one acting out the emotions/feelings and asking questions and the other listening and responding. Reverse roles and repeat.
- T: While students are working in pairs, teacher will monitor and assist those who need assistance.

Activity 7. Matching Game

T: Use drawings you prepared for Activity 2, Activity 4 and Activity 6 for this activity. In addition, you may also add some drawings from Activities in Lesson 1 Unit 5. Make two sets of the drawings, shuffle them and pass them out to students.

Ss: Pairs of students should have the same drawings. Students will walk around talking to other students about their drawings **but must not show their drawings**. When two students feel that their drawings match, they will ask the teacher to verify that they have the same drawings.

T: Teacher will make sure that student s are giving descriptions of their drawings without showing them.

Ss: When pairs of students identify their drawings correctly, they will assist the teacher monitor the other students so that nobody cheats (show their cards).

T: Will continue the game until all students have matched their drawings. Teacher can reshuffle the cards, pass them out for a second round or end the activity here.

Activity 8. Assignment

Teacher will pair up students and have them create a dialogue using what they've learned in Unit 5 as well as the previous units. Teacher will schedule one class period for students to role play their dialogue. A written copy of the dialogue will be turned in to the teacher.

Note: Students can use activity 5 as a guide, however, they must create their own dialogue and not just copy the dialogue in activity 5 with only minor changes.

CONVERSATIONAL PALAUAN

UNIT 6: HOME

LESSON 1: DIFFERENT PARTS OF A HOUSEHOLD FURNITURES

OBJECTIVES:

Students will be able to:

1. Understand and name the different parts of the house
2. Name and describe household furnitures

Time: 2 to 3 hours (1 to 2 days)

Materials:

Bb, chalk, flip chart, markers, diagram of a house showing both inside and outside, pictures of household furnitures.

Teaching Strategies:

1. Total Physical Responses
2. Question and Answer
3. Dialogue
4. Games
5. Small group activities

Teaching Activities:

Activity 1. Understand and name the different parts of a house

Note: Teacher will prepare a drawing of a house showing both the inside and outside. The following should be highlighted and labeled for this introductory lesson:

Blai	/	house
Chado	/	roof
Tensio	/	ceiling
Kbokb	/	wall
Ulaol	/	floor
Tuangel/		doorway
Chesimer/		door
Mado	/	window
Delmerab/		room
Uum	/	kitchen
Haitsio	/	cabinet (or screened off food storage area)
Bensio, orechertoll	/	toilet

Olechelubel	/	shower/bathroom
Terebel	/	stairs
Oeaol	/	rain gutters
Berangdang	/	veranda, porch
Smengt el blai	/	concrete house
Beached	/	tin
Kerrekar	/	wooden house

T: Tape the drawing of a house on the chalkboard or wall with the above parts labeled. Teacher should also have drawings that shows a wood and tin house and a concrete house. Teacher will point the different parts of a house and say it's name.

Ss: Listen

T: Repeat

Ss: Repeat after teacher

T: Teacher will ask, "Tiang ngarang?"

Ss: Students will respond by naming the different part of the house, example:

"Ng blai"

"Ng chado."

"Ng tuangel."

"Ng mado",etc.

T: Divide students into groups and ask them to name the difference parts of a house as he/she points to them.

Ss: Groups will take turn naming the different parts of the house.

T: Ask individual students to name the parts of the house

Ss: Individual students will take turn naming the different parts of a house.

T: Teacher will make commands using the above vocabulary, example:

-call a student and ask him or her to go to the window (of the classroom)/ "Morael elmo er a mado."

-ask another student to point to the ceiling /"Mtetkii a tension."

-ask another student to walk out the door/"Bo mtobed er a tuangel."

Teacher will make up as many commands as possible and have the students act out the commands.

Ss: Follow the commands

T: Provide students with written copies of the vocabulary and the commands.

Ss: Will read the vocabulary and commands with the teacher, taking plenty of time to go over words or phrases which are particularly difficult to pronounce or understand.

T: Pair up students and have them practice with each other.

Ss: Will work in pairs with one asking the questions and giving commands and the other listening and responding. Reverse roles and repeat.

T: While students are working in pair, teacher will monitor and assist those who need assistance.

Activity 2. Game: Win, Loose or Draw

Steps:

1. Teacher will write the vocabulary and phrases in activity 1 on index cards (one word=1 index card)
2. Divide students into two groups(Team A and Team B or they can name themselves).
3. Teacher will decide which team will draw first (for example, let's assume that Team A will draw first. Team A will then choose one of their team members to draw for their group).
4. Teacher will show a card to the person from Team A and he or she will try to draw the object. As he/she is drawing, the rest of Team A will guess the name of the object their team member is trying to draw (They have 1 (one) minute to guess what the object is and say the correct Palauan name). Team B must not call out the answer at this time because Team A can steal their ideas and get a point for guessing right.
5. If Team A fails to guess the object in 1 (one) minute, then Team B will get a chance to guess the correct name. If Team B guesses correctly, they get the one point.
6. Then it's Team B's turn to draw and guess the name of the object (follow steps 1 to 5).

7. After Team B, then it's Team A's turn until everyone in both teams has had a chance to draw or until they've drawn and guessed all the words correctly.
8. The team with the most points wins.

Activity 3. Name and describe household furniture

Note: Teacher will prepare drawings or pictures of the following household furniture and label them:

Tebel /	table
Kingal /	chair, touch
Chaisbaks/	icebox, refrigerator
Stob /	stove
Bet /	bed
Kateng/	curtains
Dengki/	light fixtures
Sembuki/	fan
Siasing/	pictures
Bung/	flowers
Tibi /	television
Bidio /	video
Chedecholl/	woven sleeping mats
Tatami /	woven floor mats
Chami /	screen
Tans (bill a bail) /	clothes drawer

T: Teacher will have drawings or pictures of the above objects ready for demonstration. Will point to each object and say its name. (Repeat as many times as needed).

Ss: Listen

T: Teacher will show each object and say its name.

Ss: Repeat after the teacher

T: Divide students into groups and show the objects to each group and ask, "Tiang ngarang?"

Ss: Each group will take turn naming the objects: "Tilechang a ___." Or "Ng___"

T: Ask the individual students to name the objects

Ss: Individual students will take turn naming the objects

T: Provide students with written copies of the vocabulary

Ss: Will read the words with the teacher, taking plenty of time to go over words which are particularly difficult to pronounce or understand.

T: Pair up students and have them practice with each other.

Ss: Will work in pairs, with one showing the objects and the other responding. Reverse roles and practice again.

Activity 4. Game: Concentration

Steps:

1. Pair up students and give each pair 30 small index cards.
2. Each pair will write the 15 vocabulary from Activity 3 on 15 index cards (1 word=1 index card) and will draw pictures of the same objects on the remaining 15 index cards (1 object = 1 index card).
3. Teacher will explain the procedures of the game before the students can play:
4. Students will shuffle the 15 vocabulary cards with the 15 picture cards.
5. Lay the cards face down on the table.
6. Teacher will set a time limit for the game and when he/she calls "go", students can begin playing the game.
7. Students will take turn flipping 2 cards at the time and try to match the vocabulary card with the picture card.
8. When a student feels that he or she has a matched pair, he or she will name the object correctly before he or she can keep the two cards.
9. If a student doesn't have a matched pair or says the Palauan name incorrectly, the cards will be turned face down again and the other students will take a turn flipping the cards.
10. When the teacher calls "time", everyone stops and count the number of cards he or she matched correctly. The person with the most cards in each group wins the game (but only for his or her group).

11. The overall winner will be the student who has the most cards.
12. Teacher may have the students play the game again if he or she feels that students need more practice to master the vocabulary.

Activity 5. Question and Answer

Note: The following questions are about the classroom you're in now.

Q A klas elmngar er ngii ng smengt me a lechub e ng beached me a kerrekar?

A: A klas er kemam a ____

Q Ng tela a tuangel er a klas er kemiu?

A: Ng____ a tuangel er a klas er kemam.

Q Ng tela a mado er a klas er kemiu?

A: Ng____ a mado er a klas er kemam

Q Ng ua ngara a chiro er a tension me a kbokb er a klas er kemiu?

A: A tension a ____ e a kbokb a ____chiro er ngii.

Q Ng ua ngarang a chiro er a ulaol?

A: A chiro er a ulao a____

Q Ng tela a kingall er a klas er kemiu?

A: Ng ngar er ngii a ____ el kingall.

Q Ng ua ngara a chiro er a kingall?

A: A chiro er a kingall a ____.

Q Ng tela a tebel er a klas er kemiu?

A: Ng ngar er ngii a __ el tebel.

Q Te telang a rengalek er a klas er kemiu?

A: A rengalek er a klas er kemam a ____

Q Te tela redil e tela a sechal?

A: Te____ a redil e ____ a resechal.

Note: Teacher may add more questions about the classroom not listed above.

T: Teacher will model the questions and answers with a volunteer.

Ss: Listen

T: Model the questions and answers as many times as needed.

Ss: Listen

T: Model the questions and answers again.

Ss: Repeat after teacher

T: Divide students into groups and ask each group to answer your questions

Ss: Individual groups take turn answering the questions

T: Repeat the same exercise until students have a good understanding of the phrases

Ss: continue answering the questions in groups

T: Have the students ask the questions and you give answers

Ss: Ask the questions

T: Provide students with written copies of the questions and answers

Ss: Students will repeat each line after you, taking plenty of time to go over individual words or phrases which are particularly difficult to understand or pronounce

T: Pair up students and have them practice the phrases

Ss: Will work in pairs, with asking the questions and the other listening and responding. Reverse roles and repeat.

T: Teacher will allow students time to practice until he/she feels that they have a good understanding of the phrases. While students are practicing, teacher will monitor and provide assistance to those needing assistance.

1. Each student will draw a diagram showing the interior/exterior of his or her house.
2. They will also write a short description of their house using the vocabulary in Activity 1 and Activity 3 as well as vocabulary learned from the previous units.
3. Students will give an oral description of their house.

4. Students will turn in a written description of their house after their oral presentation.
5. Students can use the following format when writing the description of their house (Note: Give accurate description of your house):

1. A blik a smengt / My house in concrete.
2. Ng mellemau a bedengel/ Its color blue
3. Ng kleim a tuangel er ngii./ It has five doors.
4. Ngar er ngii a kleai el mado/There are eight windows.
5. Ngar er ngii a kleuang el delmerab er ngii./ It has four rooms.
6. Ng di chimong a olechelubel er ngii./ It has only one bathroom.
7. A uum er ngii a klou /It's kitchen is large
8. Ng ngar er ngii a chimong el chaisbaks./ It has one refrigerator.
9. Ng ngar er ngii a kllolem el tebel me a kleai el kingal./There are 6 tables in the house and 8 chairs.
10. Ng di chimong a stob er ngii/ It has one stove /oven.

Note: Students will change the underlined words to give an accurate description of their house. They can also add on more information not included in the above sample.

CONVERSATIONAL PALAUAN

UNIT 6: HOME

LESSON 2: HOUSEHOLD OBJECTS, HOUSEHOLD CHORES

OBJECTIVES:

Students will be able to:

1. Name and describe household objects
2. Name and describe household chores
3. Present a report about the chores of their family members

Time: 2 to 3 Hours (1 to 2 Days)

Materials: Pictures or drawings of household furniture and other household objects, drawings or pictures of people doing various household chores

Teaching Strategies:

1. Total Physical Response
2. Question and Answer
3. Dialogue
4. Game
5. Small group activities

Teaching Activities:

Activity 1. Name and describe other household objects

Note: Teacher will prepare drawings or pictures of the following household objects and label them:

Dengue	/	telephone
Rasio	/	radio
Taor	/	towel
Chiull	/	pillow
Bar	/	sheet or blanket
Sob	/	soap
Osuld	/	napkin or cloth to wipe with
Oriik	/	broom
Olemed	/	mop

T: Teacher will have drawings or pictures of the above objects ready for demonstration. Will point to each object, say its name and model the uses of each object. (Repeat as many times as needed).

Ss: Listen

T: Teacher will show each object and say its name

Ss: Repeat after teacher

T: Divide students in to groups and show the objects to each group

Ss: Each group will take turn naming the objects

T: Ask individual students to name the objects

- Ss: Individual students will take turn naming each object
- T: Provide students with written copies of the vocabulary
- Ss: Will read the words with the teacher, taking plenty of time to go over words which are particularly difficult to pronounce or understand.
- T: Pair up students and have them practice with each other
- Ss: will work in pairs, with one showing the objects and the other responding. Reverse roles and practice again.

Activity 2. Question and Answer

Note: Teacher will have the actual items or models of the item in Activity 1 ready for this activity.

Q Ak mekerang? / What am I doing?

A: Ke oudengua / You're using the telephone

Q Ak oudengua el mo er a techang./ Who am I calling?

A: Ke oudengua el mo er a sechelim/ You're calling your friend.

Q Ak mekerang? / What am I doing?

A: Ke orrenge er a rasio./ You're listening to the radio

Q Ak mekerang? / What am I doing?

A: Ke melatch a chimam el oba sob / You're washing your hands with soap

Q Ak mesuld a chimak el oba a ngarang?/ What am I wiping my hands with?

A: Ke mesuld a chimam el oba a taor or osuld/ You're wiping your hands with a towel or a napking

Q Ak mekerang? / What am I doing?

A: Ke mechiuaiu er a chiull./ You're sleeping on a pillow.

Q Ak mekerang?/ What am I doing?

A: Ke mechiuaiu e oubar./ You're sleeping under a blanket.

- T: Teacher will ask the questions and model the correct responses with appropriate gestures.
- Ss: Listen
- T: Teacher will continue asking questions and modeling the correct responses. (Repeat as many times as needed).
- Ss: Repeat after teacher
- T: Divide students into groups. Model the actions while asking questions and have each group take turn giving the correct response.
- Ss: Groups will take turn answering the questions
- T: Ask individual students to give the correct responses as model and ask the questions
- Ss: Individual students will take turn answering the questions
- T: Provide students with written copies of the questions and their correct responses
- Ss: Will read with the teacher, taking plenty of time to go over individual words or phrases which are particularly difficult to pronounce and understand
- T: Pair up students and have them practice with each other
- Ss: Students will work in pairs with one asking the questions and the other listening and responding. Reverse roles and repeat.
- T: Ask each pair of students to model the questions and answers

Activity 3. Name and describe household chores

Note: Teacher will prepare drawings or pictures showing people doing the following household chores:

Meriik / sweep

Meriik er a ulaol/ sweeping the floor

Meriik er a iikr/ raking (or sweeping) the yard

Melemed/ mop

Melemed er a ulaol/ mopping the floor

Mesilek/ wash

Mesilek a selokel/wash clothes

Tatam a bail/ folding clothes

Mellib a chimal / washing his or her hands

Mellib a belatong/ washing dishes

Meruul a kall / cook (or prepare) food

Mengetmokl / cleaning (putting things in order)

Mengetmokl er a blai/ cleaning the house

Melaml er a likr / mowing the lawn

T: Model behavior as you say each phrase. Model all phrases.

Ss: Listen

T: Model all phrases as many times as needed before you ask the students to say the phrases out loud.

Ss: Listen

T: Say all the words/phrases again with the appropriate actions and ask the students to model the actions. If they're already comfortable in saying the phrases, they can say them as they model the action.

Ss: Students will model the phrases as a whole group

T: Continue this process by modeling each word/phrases and have Ss repeat

Ss: Students model the phrases

T: Divide students into groups, give the phrases and ask different groups to model the action. (Do this step several times with the different groups).

Ss: Individual groups taking turn modeling the phrases.

T: Provide students with written copies of the words/phrases

Ss: Students will repeat each line after you, taking plenty of time to go over individual words which are particularly difficult to pronounce or understand

T: Divide students into pairs

Ss: Students will work in pairs, with one saying the phrases and the other listening and modeling the actions. Reverse roles so that everyone will get a chance to practice

T: While students are working in pairs, teacher will observe and provide assistance to those students having difficulties

Activity 4. Following Commands

Note: Teacher will take the vocabulary in Activity 3 and change them into command forms.

Moriikl / (you) Sweep!

Mrikii a ulaol / (you) sweep the floor.

Mrikii a mekesokes / (you) sweep the yard.

Molemed! / (you) Mop!

Mengemedii a ulaol / (you) Mop the floor

Mosilek! / Wash!

Mosilek a selokel / (you) wash the clothes

Mtatam! / (you) fold (them).

Mtatam a selokel / (you) fold the clothes.

Mtilib! / (you) wash (them).

Mtilib a chimam / (you) wash your hands.

Mtilib a blatong / (you) wash the dishes

Mruul a kall. / (you) cook or prepare the food.

Mketmok! / (you) clean or put things in order!

Mketmeklii a blai / (you) clean the house.

Mngemlii a iikr. / (you) mow the lawn.

Omes er a rengalek / Baby sit.

T: Model behavior as you say each command. Model all commands.

Ss: Listen

T: Say "morrengees and put your hand to cup your ear. Model all commands as many times as needed before you ask the students to say the commands out loud.

Ss: Listen

T: Say all the words again with the appropriate actions and ask the students to model the actions. If they're already comfortable in saying the commands, they can say them as they model the action.

Ss: Students will model the commands as a whole group.

T: Continue this process by modeling each word and have the Ss repeat

Ss: Students model the commands

T: Divide students into groups, give the commands and ask different groups to model the commands. (Do this step several times with the different groups.)

Ss: Individual groups will take turn modeling the commands.

T: Provide students with written copies of the commands and go over the commands

Ss: Students will repeat each line after you, taking plenty of time to go over individual words which are particularly difficult to pronounce or understand.

T: Divide student into pairs.

Ss: Students will work in pairs, with one giving the commands and the other listening and modeling the commands. Reverse roles so that everyone will get a chance to practice.

T: While students are working in pairs, teacher will observe and provide assistance to those students having difficulties

Activity 5. Game: Win, Loose or Draw

Steps:

1. Teacher will choose vocabulary and phrases from Activity 1, Activity 3 and Activity 4 and write them on index cards (one word=1 index card)
2. Divide students into two groups (Team A and Team B or they can name themselves).
3. Teacher will decide which team will draw first (for example, let's assume that Team A will draw first. Team A will then choose one of their team members to draw for their group).

4. Teacher will show a card to the person from Team A and he or she will try to draw the object. As he/she is drawing, the rest of Team A will guess the name of the object their team member is trying to draw (They have 1 (one) minute to guess what the object is and say the correct Palauan name). Team B must not call out the answer at this time because Team A can steal their ideas and get a point for guessing right.
5. If Team A fails to guess the object in 1 (one) minute, then Team B will get a chance to guess the correct name. If Team B guesses correctly, they get the one point.
6. Then it's Team B's turn to draw and guess the name of the object (follow steps 1 to 5)
7. After Team B, then it's Team A's turn until everyone in both teams has had a chance to draw or until they've drawn and guessed all the words correctly.
8. The team with the most point wins.

Activity 6 Dialogue

S1: Ngarang a urerem er a blim? /What chores do you do at home?

S2: Ak meriik, e melemed, e meruul a kall, e mengetmokl er a blai./ I sweep and mop the floor, cook, and keep the house neat and clean.

S2: E kau a ngara urerem er a blim?/And you, what chores do you do at home?

S1: Ak di meruul a kall e merekong./ I only cook the food.

T: Teacher will model the dialogue with appropriate gestures .

Ss: Listen

T: Model the dialogue again

Ss: Repeat after the teacher

T: Ask students to think about the chores they do at home, if students can add to the list of chores in Activity 6, teacher will write them down. Give students a few minutes to think about their chores and then ask individual students to tell what his/her chores are at home, examples: "Ng ngarang a urerem er a blim?"

Ss: Students will take turn sharing the kind of chores they do at home, example: "Ak ____" or "A urerek er a blik a ____."

Note: Teacher will reteach the household chores if he/she feels that students need it.

Activity 7. Assignment

Students will work individually to write a brief report describing the chores of their family members. Students will present their report orally at the next class meeting. A written report will be turned in to the teacher.

CONVERSATIONAL PALAUAN

UNIT 7: FOOD

LESSON 1: COOKING OBJECTS, LOCAL STARCH FOOD

OBJECTIVES:

Students will be able to:

1. Name and describe household cooking objects
2. Name and describe common local starch food (ongraol)
3. Describe how to cook one local starch dish (ongraol)

Time: 4 to 5 hours (2 to 3 days)

Materials: pictures of cooking objects or real cooking objects, pictures of starch food, index cards, markers, flip chart or chart paper.

Teaching Strategies:

1. Total Physical Response
2. Questions and answer
3. Dialogue
4. Games
5. Small group activities

Teaching Activities: Name and describe household/cooking objects

Activity 1. Name and describe household/cooking objects

Note: Teacher will bring the actual cooking objects (or pictures/drawings) to the class for this activity.

Oles / knife

Ongisbera uasech/ ladle

Ordall / pot holders

Ongerdechidel/ frying pan

Ochadu/ tongs

Manaita/ cutting board

Kanadarai/ basin

Omcholo er a ngikel/ fish scaler

Konro / kerosene stove

Olekang / pot/pan

Mases / matches

S1: Ak di meruul a kall e merekong. /I only cook the food.

T: Teacher will model the dialogue with appropriate gestures.

Ss: Listen

T: Model the dialogue again

Ss: Repeat after the teacher

T: Ask the students to think about the chores they do at home, if students can add to the list of chores in Activity 6, teacher will write them down. Give students a few minutes to think about their chores and then ask individual students to tell what his/her chores are at home, example: “Ng ngagang a urerem er a blim?”

Ss: Students will take turn sharing the kind of chores they do at home, example: Ak ____”or
“A urerek er a blik a _____”

Note: Teacher will re teach the household chores if he/she feels that students need it.

Activity 7. Assignment

Students will work individual to write a brief report describing the chores of their family members. Students will present their report orally at the next class meeting. A written report will be turned in to the teacher.

Blatong /	plate
Ongosu/	wooden spoon
Oliich/	spoon
Kob /	cup
Taod /	fork
Stob /	stove

T: Teacher will have a real cooking objects (or drawing/pictures) ready for demonstration. Will point to each object, say it’s name and model the uses of each object. (Repeat as many times as needed)

Ss: Listen

T: Teacher will show each object and say its name

Ss: Repeat after teacher

T: Divide students into groups and show the objects to each group and ask “Tiang ngarang?”

Ss: Each group will take turn naming the objects. “Tilechang a kob “or” Ng Kob”.

T: Ask individual students to name the objects.

Ss: Individual students will take turn naming the objects.

T: Teacher will make up commands, example: “Mary, mnguu a belatong el meskak” or “Mary, mnguu a oliich el msa a Tom”.etc. Make up as many commands as possible and make sure that students all get a chance to participate

Ss: Students follow the commands

T: Provide students with written copies of the vocabulary and commands

Ss: Will read the words with the teacher, taking plenty of time to go over words which are particularly difficult to pronounce or understand.

T: Pair up students and have them practice with each other

Ss: Will work in pairs, with one showing the objects and asking questions and the other listening and responding. Reverse roles and repeat.

Activity 2. Questions and Answer

Note: The answers to the following questions can be changed or added to by the teacher and students.

Q Kede ousbech a oles el mekerang? /What do we use a knife for?

A: Kede ousbech a oles el melengos a kall /We use a knife to slice food.

Q Kede ousbech a ongisb er a uasech el mekerang/ What do we use ladles for?

A: Kede ousbech a ongisb er a uasech el mengisb a uasech./ We use ladles for ladling soup.

Q Kede ousbech a ordall el mekerang? /What do we use pot holders for?

A: Kede ousbech a ordall el merodel a klengoes./ We use pot holders for lifting hot pot/pans.

Q Kede ousbech a ongerdechidel el mekerang?/What do we use frying pans for?

A: Kede ousbech a ongerdechidel el mengerdoched a kall./ We use frying pans to fry food.

Q Kede ousbech a ochadu el mekerang?/What do we use tongs for?

A: Kede ousbech a ochadu el omchadu a kall./ We use tongs to pick food.

Q Kede ousbech a manaita el mekerang? / What do we use cutting boards for?

A: Kede ousbech a manaita el melekosek a kall./ We use cutting boards for cutting or slicing food on.

Q Kede ousbech a kanadarai el mekerang?/ What do we use basins for?

A: Kede ousbech a kanadarai el omelecha a ralm/kall er ngii./ We use basins to put water/food in.

Q Kede ousbech a omcholo er a ngikel el mekerang?/ What do we use fish scales for?

A: Kede ousbech a omcholo er a ngikel el omcholo a ngikel./We use fish scale to scale fish

Q Kede ousbech a konro el mekerang?/ What do we use kerosene stove for?

A: Kede ousbech a konro el meruul a kall./ We use kerosene stove to cook food.

Q Kede ousbech a olekall el mekerang?/ What do we use pots for?

A: Kede ousbech a okekall el meruul a kall./ We use pots to cook food in.

Q Kede ousbech a mases el mekerang?/ What do we use matches for?

A: Kede ousbech a mases el omkard a ngau./ We use matches to light fires.

Q Kede ousbech a oliich el mekerang?/ What do we use spoons for?

A: Kede ousbech a oliich el melim a uasech./ We use spoons to eat soup.

Q Kede ousbech a ollumel el mekerang?/ What do we use pitchers for?

A: Kede ousbech a ollumel el omelechang a ilumel er ngii./ We use pitchers to put drinks in.

Q Kede ousbech a kob el mekerang?/ What do we use cups for?

A: Kede ousbech a kor el melim a ralm/ilumel./We use cups to drink water/other drinks.

T: Teacher will show each object while asking questions and modeling the correct responses with appropriate gestures.

Ss: Listen

T: Teacher will continue asking questions and modeling the correct responses. (Repeat as many times as needed).

Ss: Repeat after teacher

T: Divide students into groups. Model the actions while asking questions and have each group take turn giving the correct response.

Ss: Groups will take turn answering the questions.

T: Ask individual students to give the correct response as you model and ask questions.

Ss: Individual students will take turn answering the questions

T: Provide students with written copies of the questions and their responses

Ss: Will read with the teacher, taking plenty of time to go over individual words and phrases which are particularly difficult to pronounce or understand.

T: Pair up students and have them practice with each other.

Ss: Students will work in pairs with one asking the questions and the other listening and responding. Reverse roles and repeat.

T: Ask each pair of students to model the questions and answers.

Activity 3. Name and describe local food (Ongraol/Starch)

Note: If possible, teacher will bring actual samples of the following local food for a tasting party. Also have a ready, drawings or pictures of the same food for this lesson.

Beras / rice

Kukau / taro (purple taro)

Brak / giant taro (yellow taro)

Bisech / White taro

Telngot / yams

Chemutii/ Sweet potato

Diokang/ tapioca

Meduu/ breadfruit

Blauang/ bread

- T: Teacher will show each starch food (ongraol) and say its name.
- Ss: Listen
- T: Teacher will show each food again and say it's name.
- Ss: Repeat after the teacher
- T: Will show the food again and ask the students to name them, examples: "Tiang ngarang?"
- Ss: Students will name the food shown, example: "Tilechang a kukau" or "Ng Kukau".
- T: Teacher will divide students into groups and ask them to name the food (Ongraol).
- Ss: Groups take turn naming the food (ongraol).
- T: Will ask individual students to name the food (ongraol)
- Ss: Individual students will name the food.
- T: If teacher brought cooked samples for the food, he/she will ask the students to walk around and taste each food.
- Ss: Will taste the food.
- T: Teacher will ask the students which food is their favorite, example: "Ngara a soam el ongraol?"
- Ss: Students will tell their preference, examples: "Ng soak el ongraol a brak."
- T: Provide students with written copies of the vocabulary and questions("Tiang ngarang?","Ng ngara a soam el ongraol"?)
- Ss: Will read with the teacher, taking plenty of time to go over words or phrases which are particularly difficult to pronounce or understand.
- T: Pair up students and have them practice with each other.
- Ss: Will work in pairs with one asking the questions and the other listening and responding.

Activity 4. Game: Win, lose and Draw

Steps:

1. Teacher will write the vocabulary and phrases in Activity 1 and Activity 3 on index cards (one word=1 index card)
2. Divide students into two groups(Team A and Team B or they can name themselves).
3. Teacher will decide which team will draw first (for example, let's assume that Team A will draw first. Team A will then choose one of their team members to draw for their group).
4. Teacher will show a card to the person from Team A and he or she will try to draw the object. As he/she is drawing, the rest of Team A will guess the name of the object their team member is trying to draw (They have 1 (one) minute to guess what the object is and say the correct Palauan name). Team B must not call out the answer at this time because Team A can steal their ideas and get a point for guessing right.
5. If Team A fails to guess the object in 1(one) minute, then Team B will get the one point.
6. Then it's Team B's turn to draw and guess the name of the object (follow steps 1-5).
7. After Team B, then it's Team A's turn until everyone in both teams has had a chance to draw or until they've drawn and guessed all the words
8. The team with the most points wins.

Activity 5. How to cook one local starch dish (breadfruit)

Material needed: 1 breadfruit, 1 coconut , coconut grater, salt, sugar, water, kerosene stove, spoon, a piece of clean cloth to be used as a strainer, pot, match, basin.

Steps in cooking breadfruit:

1. Mlildii a meduu / Peel the skin off the breadfruit
2. Mtektuk a meduu el mo ungil a meklungel/ Cut the breadfruit into good size bite.
3. Mngai a meduu el locha er a chesl a olekall/ put the breadfruit in the pot.
4. Bengii a lius el mo erbitang./ Crack the coconut into halves.
5. Mkes a lius. / Grate the coconuts.
6. Mngai a kleuang el kob el ralm el locha er a kanadarai./Put four cups of water in the basin
7. Mnguu a techiir e mlecha a lius er ngii / Put some crated coconut in the piece of cloth.
8. Mdikmesii a techiir. / Wet the cloth.
9. Mongiuetokl er a techiir lotobed a osechel a lius./ Squeeze the wet cloth with grated coconut in it to squeeze out the coconut milk.
10. Mlecha a sesei er a sar./ put some salt in the basin.
11. Mlecha a sesei er a sukal/Put some sugar in the basin
12. Mnguu a oliich el iisar./ use a spoon to mix the ingredients.
13. Mchubel a disech er a chesl a olekang./Pour the coconut milk in the pot.
14. Mnguu a olekang el metir er a konro/Put the pot on the kerosene stove.
15. Mnguu a mases e msiesur./ Light a match.
16. Moderdii a konro / use the lighted match to light the kerosene stove.
17. Ke meliokl a meduu el okeuang me a eim el bung./Cook the breadfruit for about 45 minutes.

18. Sel lomrechorech a meduu e ke lmuut el mechirei el locha teruich me a eim elbung./
When it starts boiling, let it boil for about 15 more minutes.
19. Mokodir a konro / Turn off the kerosene stove.
20. Mongarm a meduu / taste the breadfruit

Note: Teacher and students will only model the steps and not do the actual cooking. Cooking of the breadfruit will happen in Activity 6.

T: Teacher will bring all the materials needed for this activity. Tape a chart paper on the board and write the title, "Meduu" and underneath it write all the steps on how to cook breadfruit. As you write each line, say it out loud. After all the steps are on the chart paper, demonstrate by saying each line and modeling the action.

Ss: Listen

T: Repeat the above procedure

Ss: Repeat after teacher

T: Ask a volunteer to demonstrate each step of cooking breadfruit

Ss: A volunteer student will demonstrate the steps of cooking breadfruit while others watch and listen.

T: Provide students with written copies of the commands.

Ss: Read the phrases with the teacher, taking plenty of time to go over words or phrases which are particularly difficult to pronounce or understand.

T: Pair up students and have them practice with each other

Ss: Students will work in pairs with one reading the commands and the other listening and responding. Reverse roles and repeat.

Activity 6. Let's cook breadfruit

Note: The materials listed in Activity 5 will be used for this activity

T: Write down the 20 steps to cook breadfruit on strips of paper (1 step=1 strip of paper) and pass them out to students.

Ss: Students will read and understand what their responsibilities are and will order themselves accordingly.

T: When the teacher says, “doruul a meduu”, everyone will do their assigned tasks.
Teacher will monitor to make sure that students are doing the tasks assigned to them.

Note: When the breadfruit is cooked, everyone will taste it and give their opinion on whether they like it or not.

S1: Ke mo er ker? / Where are you going?

S2: Ak mo er a sers./ I’m going to the garden or farm.

S1: Ng ngara ke mo melai?/ What are you going to harvest?

S2: Ak mo omadel a teblo er a diokang e mengiis a chemutii./ I’m going to harvest some tapioca and dig up some sweet potato.

S2: E kau a mo er ker?/ And you, where are you headed?

S1: Ak mo er a mesei el mo melai a teblo er a brak./ I’m going to the taro garden to get some yellow taro.

S2: Mekong, me a uriul./ Bye, see you later.

S1: Ochoi, me a uriul./ Yes, see you later.

Note: Teacher will introduce the concept of using “teblong”(two) to mean some.

T: Model the above dialogue with a volunteer (Repeat as many times as needed.)

Ss: Listen

T: Model the dialogue again (Repeat as many times as needed)

Ss: Repeat after teacher.

T: Provide students with written copies of the dialogue.

Ss: Read the dialogue with the teacher, taking plenty of time to go over individual words or phrases that are particularly difficult to pronounce or understand.

T: Divide Students into groups. Assign one group the role of student #1 and the other, the role of student #2 and have them practice the dialogue.

Ss: Students will practice the dialogue in groups. Reverse roles and repeat.

T: Pair up students and have them use the above format to practice the dialogue.

Ss: Students practice the dialogue in pairs. Reverse roles and repeat.

T: Give the students enough time to practice the dialogue, then call individual pairs of students to role play the dialogue.

Ss: Students will role play their dialogue in pairs.

Note: Encourage students to replace the underlined words with food (ongraol) of their choice when role playing their dialogue.

Activity 8. Assignment

Pair up students and have them interview and get recipes (for other ongraol) from Palauan students or other Palauan in the community. They must get recipes of Palauan food only. Students will write their recipe on chart paper which they will present to the class at a time designated by the teacher. When presenting their recipes, students should also have the ingredients ready for show and tell.

CONVERSATIONAL PALAUAN

UNIT 7: FOOD

LESSON 2: LOCAL MEAT, VEGETABLES AND FRUITS

OBJECTIVES:

Students will be able to:

1. Name and describe local meat (odoim)
2. Name and describe local vegetables (yasai) and fruits (rodech)
3. Describe the smell and taste of food
4. Describe how to cook one local dessert (kliou)

Time: 4 to 5 hours (2 to 3 days)

Materials: Pictures or drawings of local meat, vegetables, fruits, pancake mix, pot, knife, kerosene stove, match, water, basin, cutting board, flip chart, markers, index cards.

Teaching strategies:

1. Total Physical Responses
2. Questions and answer
3. Dialogue
4. Games
5. Small group activities

Teaching Activities:

Activity 1: name and describe local meat (odoim)

Note: Teacher will prepare ahead of time, pictures or drawings of the following local food in the meat group (odoim).

Ngikel /	fish
Chemang/	mangrove crab
Cherabrukl/	lobster
Kim /	clams
Malk /	chicken
Uel /	turtle
Rekung /	land crab
Tech /	meat
Ketat /	coconut crab
Belochel /	pigeon
Babii /	pork (pig)
Ngais /	eggs

T: Teacher will show drawings/pictures of each food in the meat (odoim) group and say its name.

Ss: Listen

T: Teacher will show each food again and say its name.

Ss: Repeat after teacher

T: Will show the food again and ask the students to name them, examples: "Tiang ngarang?"

Ss: Students will name the food shown, example: "Tilechang a rekung" or " Ng rekung".

T: Teacher will divide students into groups and ask them to name the food (odoim)

Ss: Groups take turn naming the food (odoim)

T: Will ask individual to name the food (odoim)

Ss: Individual students will name the food.

T: If teacher brought cooked samples of the food, he/she will ask the students to walk around and taste each food.

Ss: Will taste the food.

T: Teacher will ask the students which food is their favorites, example: "Ngara a soam el odoim?"

Ss: Students will tell their preference, example: "Ng soak el odoim a ketat."

T: Provide students with written copies of the vocabulary and questions ("Tiang ngarang?", "Ng ngara a soam el odoim?")

Ss: Will read with the teacher, taking plenty of time to go over words or phrases which are particularly difficult to pronounce or understand.

T: Pair up students and have them practice with each other

Ss: Will work in pairs with one asking the questions and the other listening and responding.

Activity 2. Question and Answer

Q Ke mo er ker? /where are you going?

A: Ak mo er a chei /I'm going fishing.

Ak mo mengemang/I'm going mangrove crab hunting.

Ak mo melai a cherabrukl./I'm going to catch lobsters.

Ak mo melit a kim. / I'm going to hunt for clams

Ak mo emedikl a malk / I'm going to trap chickens

Ak mo meruu a rekung / I'm going crab hunting

Ak mo mengatat / I'm going to hunt for coconut crabs

Ak mo omoes a belochel/ I'm going to hunt for pigeons.

T: Teacher will show drawings or pictures of each odom(meat) while asking questions and modeling all the possible responses with appropriate gestures.

Ss: Listen

T: teacher will continue asking questions and modeling the correct responses. (Repeat as many times as needed.)

Ss: repeat after teacher

T: Divide students into groups. Model the actions while asking questions and have each group take turn giving the correct response.

Ss: Groups will take turn answering the questions.

T: Ask individual students to give the correct responses as you model and ask questions.

Ss: Individual students will take turn answering the questions

T: Provide students with written copies of the questions and their correct responses.

Ss: Will read with the teacher, taking plenty of time to go over individual words and phrases which are particularly difficult to pronounce or understand

T: Pair up students and have them practice with each other

Ss: Students will work in pairs with one asking the questions and the other listening and responding. Reverse roles and repeat.

T: Ask each pair of students to model the question and answers.

Activity 3. Name local vegetables (yasai) and fruits (rodech)

Kangkum/ swap cabbage (yasai)

Nappa /Chinese cabbage(yasai)

Tamanengi/ onion(yasai)

Nengi/green onion

Kiuri /cucumber (yasai)

Cheluchau el meradel /orange (rodech)

Tuu / banana(rodech)

Kingkang/ calamondin (rodech)

Bobai / papaya(rodech)

Rebotel / mountain apple(rodech)

Kemim/ star apple (rodech)

ledel / mango(rodech)

Kalebasang/ pumpkin(rodech)

T: Teacher will show drawings/ pictures of each food in the vegetables (yasai) and fruit (rodech) group and say its name.

Ss: Listen

T: Teacher will show each food again and say it's name

Ss: Repeat after teacher

T: Will show the food again and ask the students to name them, example: "Tiang ngarang?"

Ss: Students will name the food shown, example: "Tilechang a bobai" or "Ng bobai".

T: Teacher will divide students into groups and ask them to name the vegetables and fruits (yasai me a rodech)

Ss: Groups take turn naming the vegetables and fruits (yasai me a rodech).

T: Will ask the individual students to name the vegetables and fruits

Ss: Individual students will name the vegetables and fruits

T: If teacher brought samples of the food, he/she will ask the students to walk around and taste each food

Ss: will taste each food.

T: teacher will ask the students which food is their favorite, example: “Ngara a soam el yasai (vegetables)?” or “Ng ngara a soam el rodech(fruit)?”

Ss: Students will tell their preference, example: “Ng soak el rodech a iedel.”

T: teacher will instruct S1 to give the mango to S2: “Bsa kekel a Mary el ledel.”

Ss: S1 will do as directed by the teacher.

T: continue making up the commands with different vegetables and fruits until all students have had a chance to participate

T: Provide students with written copies of the vocabulary and questions (“Tiang ngarang?”, “Ng ngara a soam el yasai/rodech?”) and commands (“Bsa kekel a ___ el ___.”)

Ss: Will read with the teacher, taking plenty of time to go over words or phrases which are particularly difficult to pronounce and understand.

T: Pair up students and have them practice with each other

Ss: Will work in pairs with one asking the questions/giving commands and the other listening and responding. Reverse roles and repeat.

Activity 4. Game: Win, Lose or Draw

Steps:

1. Teacher will write the vocabulary and phrases in Activity 1 and Activity 3 on index cards (one word=1 index card)
2. Divide students into two groups (Team A and Team B or they can name themselves.)
3. Teacher will decide which team will draw first (for example, let’s assume that Team A will draw first. Team A will draw first. Team A will choose one of their team member to draw for their group).
4. Teacher will show a card to the person from Team A and he or she will try to draw the object. As he/she is drawing, the rest of Team A will guess the name of the object their team member is trying to draw (They have 1 (one) minute to guess what the object is and say the correct Palauan name.) Team B must not call out the answer at this time because Team A can steal their ideas and get the one point for guessing right.

5. If Team a fails to guess the object in 1 (one) minute , then Team B will get a chance to guess the correct name. If Team B guesses correctly, they get the one point.
6. Then it's Team B's turn to draw and guess the name of the object (follow steps 1 to 5).
7. After Team B, then it's Team A's turn until everyone in both teams has had a chance to draw or until they've drawn and guessed all the words correctly.
8. The team with the most points wins

Activity 5. Describing the taste and smell of food

Mekemim/sour

Merekor/sweet

Mechuached/bitter

Mecherocher/salty

Beralm/watery, flat tasting (not salty or sweet enough)

Ungil a chasi er ngii/ taste good

Mekngit a chasi er ngii/doesn't taste good

Ungil a bul/smells good

Mekngitt a bul/doesn't smell good

Bechochod/fragrant

Note: Teacher will provide real fruits for this activity or assign students to bring one each (example: One student=1 orange, etc.). Teacher will also provide pieces of cloth to be used as blindfolds.

T: Teacher will feel each vegetables or fruit and describe what it feels like, examples:

Q "Ng ua ngara a teletelel a iedel?" /"What's the shape and texture of mango like?"

Note: Change the name of the fruit (underlined word) to fit the following descriptions.

A: "Ng meaiu" /"It's smooth."

"Ng chaibibeob." /"It's round."

"Ng keribetbechel." /"It's rough." Or "It has edges."

"Ng derebkemanget." /"It's longish."

“Ng derbengais.”/“It’s oval shaped.”

“Ng debrechet.”/“It’s flat

Ss: Listen

T: Will cut the fruits into sections, smell each fruit and describe the smell of each fruit, example:

Q “Ng ua ngara a bul a iedel?”/ “What does mango smell like?

Note: Change the name of the fruit (underlined word) to fit the following descriptions.

A: “Ng ungil a bul.”/“It smells good.”

“Ng bechochod a bul.”/“It’s fragrant.”

“Ng mekemim a bul.”/It’s smell sour.”

“Ng mekngit a bul.”/“It smells bad.”

Ss: Listen

T: Will taste a sample of each fruit and describe the taste of each fruit, example:

Q “Ng ua ngara a chasi er a iedel?”/ “What does mango taste like?”

Note: Change the name of the fruit (underlined word) to fit the following descriptions)

A: “ Ng mekemim.”/“It’s sour.”

“Ng merikos.”/“ It’s sweet.”

“Ng mechuached.”/“It’s bitter.”

“Ng mecherocher.”/“It’s salty.”

“Ng beralm.”/“It’s not sweet or salty enough.”

“Ng ungil a chasi er ngii.”/“It tastes good.”

“Ng mekngit a chasi er ngii.”/“It doesn’t taste good.”

Ss: Listen

T: Teacher will model the above vocabulary and phrases as many times as needed.

Ss: Repeat after teacher.

T: Teacher will give each student a fruit and ask them to try to describe their fruit.

- Ss: Students will take turn describing their fruits.
- T: Will ask students to put on their blindfolds. Give each student a fruit and have them describe and give the name of their fruits.
- Ss: Will describe and name their fruits while blindfolded.
- T: Provide students with written copies of the vocabulary and phrases.
- Ss: Will read with the teacher, taking plenty of time to go over words or phrases that are particularly difficult to pronounce and understand.
- T: Pair up students and have them practice with each other.
- Ss: Will work in pairs with one asking the questions and the other listening and responding. Reverse roles and repeat.

Activity 6. Dialogue

- S1: Ke songerenger? /Are you hungry ?
- S2: Ochoi, ak kmal songerenger./ Yes, I'm very hungry.
- S1: Ng ngara soam el menga er ngii?/What do you want to eat?
- S2: Ng soak el menga ngikel me a meduu./I feel like eating fish and breadfruit.
- S1: E ngara soam el kliou? /What do you want for dessert?
- S2: Ng ko er a soak el menga a rodech./I feel like having fruits for desserts.
- S1: Ng ngara el rodech a soam?/Which fruit do you like?
- S2: Ng soak el menga a bobai./I would like to eat papaya
- S1: E ngara soam el melim?/And what do you want to drink?
- S2: Ng soak el melim a ralm./ I'll have water.
- S1: Ng diak a lmuut el soam?/ Do you want anything else?
- S2: Ng diak. Ke mesulang. / No, thank you.
- T: Model the above dialogue with a volunteer. (Repeat as many times as needed).
- Ss: Listen

- T: Model the dialogue again (Repeat as many times as needed)
- Ss: Repeat after teacher
- T: Provide students with written copies of the dialogue.
- Ss: Read the dialogue with the teacher, taking plenty of time to go over individual words or phrases that are particularly difficult to pronounce or understand.
- T: Divide students into groups. Assign one group the role of Students #1 and the other Student #2 and have them practice the dialogue.
- Ss: Students will practice the dialogue in groups. Reverse roles and repeat.
- T: Pair up students and have them use the above format to practice the dialogue.
- Ss: Students practice the dialogue in pairs. Reverse roles and repeat.
- T: Have each pair of students make up their own dialogue by changing the underlined words. Give them enough time to practice and then call individual pairs of students to role play their dialogue.
- Ss: Students will role play their dialogue in pairs.

Note: Encourage students to replace the underlined words with food and drinks of their choice when role playing their dialogue.

Activity 7: How to cook one local dessert (fried banana)

Materials needed: bananas (enough for the students), salad oil, pancake mix, water, knife, basin, plates, spoon, forks, paper towels, frying pan, kerosene stove, match.

Steps in making fried bananas:

1. Mngai a kleua el kob el pancake mix el locha er a kanadarai. / Pour 4 cups of pancake mix in a basin.
2. Mlecha a ralm er a pancake mix./ Pour water on the pancake mix.
3. Mnguu a oliich el iisar. / Use a spoon to mix the engredients.
4. Mngai a bebil er a mark el tuu./ Take some ripe bananans.
5. Mtiuid er a belengel el oba oles. / Cut in half with knife.
6. Mngai a budel./ peel them
7. Mlecha tuu er a pancake mix./ Put bananas in the pancake mix.

8. Mlia ongerdechidel er a konro./ Put frying pan on the kerosene stove.
9. Mlecha salad oil er a ongerdechidel./ Pour salad oil in it(frying pan).
10. Mnguu a mases, msiesur. / take a match & strike it.
11. Mokerdii a konro./ Light the kerosene stove.
12. Mongiil er a salad oil el mo mekeald./ Wait till the salad oil is hot.
13. Mlecha sese er a tuu er a ongerdechidel./ Put some banana in the frying pan.
14. Momes el mo mark a bitang./ Watch till the other side is brown.
15. Bult a tuu el oba ochadu./ Turn the bananas with tongs.
16. Mongiil el mo mark./Wait till they are cooked.
17. Mnguu a ochadu el ngmai./ take them out with tongs.
18. Mlecha mark el tuu er a blatong./ Put the cooked bananas in a plate.
19. Mlecha bebil er a chemadech el tuu. / Put the other uncooked bananas in the frying pan.
20. Sel lebo lemark er rokui e monagarm./ Taste them when you finish.

Note: Teacher and students will only model the steps and not do the actual cooking. Frying bananas will happen in Activity 8.

T: Teacher will bring all the materials needed for this activity. Tape a chart paper on the board and write the title, "Chelsekl tuu" and underneath it write all the steps on how to fry bananas. As you write each line, say it out loud. After all the steps are on the chart paper, demonstrate by saying each line and modeling the action.

Ss: Listen

T: Repeat the above procedure.

Ss: Repeat after teacher.

T: Ask a volunteer to demonstrate each step of frying bananas.

Ss: A volunteer student will demonstrate the steps of frying bananas while others watch and listen.

T: Provide students with written copies of the commands

Ss: Read the phrases with the teacher, taking plenty of time to go over words or phrases which are particularly difficult to pronounce or understand.

T: Pair up students and have them practice with each other.

Ss: Students will work in pairs with one reading the commands and the other listening and responding. Reverse roles and repeat.

Activity 8. Frying Bananas

Note: The materials listed in Activity 7 will be used for this activity.

T: Write down the 20 steps to fry bananas on strips of paper (1 step= 1 strip of paper but some steps can be combined such as step #10 and #11) and pass them out to students.

Ss: Students will read and understand what their responsibilities are and will order themselves accordingly.

T: When the teacher says, " Dongerdoched a tuu", everyone will do their assigned tasks. Teacher will monitor to make sure that students are doing the tasks assigned to them. When the bananas are cooked, everyone will taste and give their opinion as to whether they like it or not.

Activity 9. Assignment

Teacher will ask each student to record the food and drinks they had for breakfast, lunch, and dinner. They will prepare a short dialogue which they will present to the class the following day. If any of the food eaten doesn't have a Palauan name, use the English names.

After each presentation, teacher will check for comprehension by using a format similar to the one below:

"Ng ngarang milengang a Mary er a tutau?"/ "What did Mary have for breakfast yesterday?"

"Ng ngarang millim a Mary er a tutau?"/ "What did Mary drink for breakfast yesterday?"

"Ng rangang milengang a Mary er a sueleb?"/ "What did Mary have for lunch?"

" Ng ngarang millim a Mary er a sueleb?"/"What did Mary drink for lunch yesterday?"

"Ng ngarang milengang a Mary er a kesus er a elii?"/"What did Mary drink for dinner ?"

CONVERSATIONAL PALAUAN

UNIT 8: WEATHER

LESSON 1: WEATHER CONDITIONS, DIRECTIONAL PHRASES

OBJECTIVES:

Students will be able to:

1. Ask and describe weather conditions.
2. Name, ask and tell about the wind and wind directions.
3. Understand and use general directional phrases.

Time: 2 to 3 Hours (1 to 2 days)

Materials : bb, chalk, markers, flip charts, maps, compass, handouts.

Teaching Strategies:

1. Total Physical Response
2. Questions and answer
3. Dialogue
4. Games
5. Small group activities

Teaching Activities:

Activity 1. Ask and describe weather conditions

Ng ua ngara a eanged? / How is the weather?

Ng ungil a eanged. / The weather is good.

Ng mekngit a eanged / The weather is bad.

Ng mechucheb a eanged/ It's cloudy (with a small chance of rain).

Ng kebodel a eanged /It's cloudy (with the possibility of rain.)

Ng chull / It's raining.

Ng meses a eolt. / It's very windy.

Ng meringel a sils./ It's sunny.

Ng ngar er ngii a eolt./ It's typhoon condition.

T: Prepare ahead of time pictures showing different weather conditions. Point to the pictures and ask:

"Ng ua ngara a eanged?/ How is the weather?"

And model the correct responses:

Ng ungil a eanged / The weather is good.

Ng mekngit a eanged/ The weather is bad

Ng mechucheb a eanged /It's cloudy.

Ng kebodel a eanged/ It's cloudy.

Ng chull./ It's raining.

Ng meringel a sils./ It's sunny.

Ng ngar er ngii a eolt./It's typhoon condition.

Ng ngar ngii a desiu./ There's and earthquake.

Ss: Listen

T: Repeat the questions and responses

Ss: Repeat after teacher

T: Will show a picture and ask the whole class,"Ng ua ngara a eanged?"

Ss: Whole class will give the correct response.

T: Continue asking questions until you've covered all weather conditions.

Ss: Respond

T: Divide students into groups and ask them about the different weather conditions.

Ss: Groups take turn responding.

T: Ask individual students to tell you the different weather conditions.

Ss: Individual students take turn responding.

T: Provide students with written copies of the phrases.

Ss: Read the phrases with the teacher, taking plenty of time to go over words or phrases which are particularly difficult to pronounce or understand.

T: Pair up students and have them practice with each other.

Ss: Will work in pairs with one showing the pictures and asking questions and the other listening and responding. Reverse roles and repeat.

Note: Teacher will also introduce eabed (cloud), eanged (sky), buil (moon), and orrekim (rainbow).

Activity 2. Dialogue

S1: Ke mo er ker?/Where are you going?

S2: Ak me mengedub./ I'm going swimming.

S1: Ng ko er a kmal mekingit a eanged e kau a mengedub?/ Why are you going swimming when the weather looks bad?

S2: Ng diak lbo lechull. Ng di kebodel a eanged./ It won't rain. It's just cloudy today.

S1: Alii e ke mo el metemall./Take care. Don't hurt yourself.

S2: Choi, ak di omes er a eanged me a lsa el mo mekngit e ak merael./ Yes, if the weather gets worse I'll leave.

S1: Mechiking./ Goodbye.

S2: Me a uril./ See you later.

T: Model the above dialogue with a volunteer (Repeat as many times as needed.)

Ss: Listen

T: Model the dialogue again (Repeat as many times as needed)

Ss: Repeat after teacher

T: Provide students with written copies of the dialogue

Ss: Read the dialogue with the teacher, taking plenty of time to go over individual words or phrases that are particularly difficult to pronounce or understand.

T: Divide students into groups. Assign one group the role of Student #1 and the other, the role of Student #2 and have them practice the dialogue.

Ss: Students will practice the dialogue in groups. Reverse roles and repeat.

T: Pair up students and have them use the above format to practice the dialogue.

Ss: Students practice the dialogue in pairs. Reverse roles and repeat.

T: Have each pair of students make up their own dialogue and changing the underlined words. Give them enough time to practice and then call individual pairs of students to role play their dialogue.

Ss: Students will role play their dialogue in pairs.

Note: Students may substitute the underlined words with words and phrases in Unit 8, Lesson 1, Activity 1 and Unit 7, Lesson 2, Activity 2.

Activity 3. Describe wind and wind directions.

Note: Prepare map of the Island you're on for this activity. You may also use a compass for this activity.

Eolt / wind

Ongos / east

Ngebard/ west

Diluches/ north

Dimes / south

Diluchesungos/ northeast

Diluchesngebard/ northwest

Dimesungos / southeast

Dimesngebard /southwest

T: Tape the map on the wall. On the board, draw a big cross (+) and indicate- diluches =/ North, dimes / south, ongos / east, ngebard / west. This should be written only in Palauan. Using the cross drawing on the board, say the name of all the wind directions and point to the appropriate location.

Ss: Listen

T: Point to and say the name of all the wind directions.

Ss: Repeat after the teacher.

T: Teacher will ask the following question and model the correct responses, example:

“Ngar er ker a uchul a eolt?” / “From which direction is the wind coming from?” **Or**

“A eolt el ngar er ker el mei?” / Where is the wind coming from?”

Responses:

“A eolt a ngar er a ongos el mei./ The wind is coming from the east.

“A eolt a ngar er a ngebard el mei./ The wind is coming from the west.

“A eolt a ngar er a diluches el mei. / The wind is coming from the north

“A eolt a ngar er a dimes el mei./ The wind is coming from the south.

“A eolt a ngar er a diluchesungos el mei./The wind is coming from the northeast.

“A eolt a ngar er a diluchesngebard el mei. / The wind is coming from the northwest.

“A eolt a ngar er a dimesungos el mei. / The wind is coming from the southeast.

“A eolt a ngar er a dimesngebard el mei. / The wind is coming from the southwest.

Ss: Repeat after teacher.

T: Divide students into groups and have them answer the question you will pose to them.

Ss: group take turn responding.

T: Take the students outside and ask them to look at the direction the tree leave are swaying and ask them to guess the direction of the wind.

Ss: Observe the way the wind blows the tree leaves and guess the direction the wind is coming from.

T: Provide students with written copies of the questions and responses.

Ss: Read the words with the teacher, taking plenty of time to go over words or phrases that are particularly difficult to pronounce or understand.

T: Pair up students and have them practice with each other.

Ss: Students will practice in pair with one asking the questions and the other listening and responding. Reverse roles and repeat.

Activity 4. Questions and answer

T: Using the same map of the island, point to places on the map and ask these questions and model the appropriate responses:

Q “Ngar er a mo bedul ker a Yigo ?” / “Which direction is Yigo located on the map?”

A: A Yigo a ngar er a mo bedul a diluches. / “Yigo is located on the north side of the island.”

Q “A chom ngar er a Mangilao e momekall el mo er a Merizo e ke merael el bedul ker?” / “If you’re in Mangilao and driving towards Merizo, which direction are you going?”

A: “Ak merael el bedul a dimes.” / “I’ll be going due south.”

Note: Teacher will make up more questions for practice by changing the underlined words.

T: Teacher will model the questions and responses.

Ss: Listen

T: Teacher will model again the question and responses.

Ss: Repeat after the teacher.

T: Teacher will ask students the above questions and they will respond.

Ss: Students will take turn answering the questions.

T: provide students with written copies of the above vocabulary / phrases.

Ss: Read the words/ phrases with the teacher, taking plenty of time to go over individual words or phrases which are particularly difficult to pronounce or understand

T: Divide students into 2 groups and have them make up their own questions. Give them enough time to come up with 4 to 5 questions.

Ss: Groups reverse roles and repeat.

T: Pair up students and have them practice with each other.

Ss: Will work in pairs with one making up and asking the questions and the other listening and responding. Reverse roles and repeat.

T: While students are working in pairs, teacher will monitor and assist those who need assistance.

Activity 5. General directional phrases

Ngar er eou / under,down,below

(ngar er a eungel? / under the..

Ngar er bab / up, above, over

(ngar er a bebul) / on the.. or on top of the..

Ngar er a bitang /near or opposite

Kmeed / near

Cheroid / far

Ngar er a delongeel / between

T: Teacher will use several classroom objects to demonstrate the above directional phrases. Teacher will model the following commands.

Bom dengchokl er a eungel bord/ Sit under the blackboard

Mnguu a hong el loia er a bebul a tebel. / put the book on top of the dest

Mnguu a oluches el loia er a bebul a hong./ Put the pencil on top of the book.

Bom dengchokl er a bitang er a mado./ Sit on the opposite side of the window

Bom dengchokl el kmeed er a sechelim./ Sit next (or near) to your friend.

Bom dengchokl el cheroid er a mado / Sit away from the window

Bom dengchokl er a delongeel a Mary me a John/ Sit between Mary and John

T: Model behavior as you say each command, Model all commands.

Ss: Listen

T: Say “ morrengees” and put your hand to cup you ear. Model all commands as many times as needed before you ask the students to say the commands out loud.

Ss: Listen

T: Say all the words again with the appropriate actions and ask the students to model the actions. If they’re already comfortable in saying the commands, they can say them as they model the action.

Ss: Students will model the commands as a whole group

T: Continue this process by modeling each word and have the Ss repeat

Ss: Students model the commands

T: Divide students into groups, give the commands and ask different groups to model the commands. (Do this step several times with the different groups.)

Ss: Individual groups take turn modeling the commands.

T: Provide students with written copies of the commands and go over the commands.

Ss: Students will repeat each line after you, taking plenty of time to go over individual words which are particularly difficult to pronounce or understand

T: Divide students into 2 groups and have them make up their own commands.

Ss: Group 1 will give the commands and Group 2 will respond.

T: Teacher will ask groups to reverse roles and repeat.

Ss: Groups reverse roles and repeat

T: Divide students into pairs

Ss: Students will work in pairs, with one giving the commands and the other listening and modeling the commands. Reverse roles so that everyone will get a chance to practice.

T: While students are working in pairs, teacher will observe and provide assistance to those students having difficulties

Note: Create situations in the classroom to demonstrate the following questions and answers.

Q Ng ngar er ker a hong?/ Where is the book?

A: A hong a ngar er eou er a tabel. **Or** A hong a ngar er a eungel a tabel. / The book is under the table.

Q Ng techang a kot el kmeed er a chesimer? / Who is the one closest to the door?

A : A Sarah a kot el kmeed er a chesimer / Sarah is the one closest to the door.

Q Ng ngarang a ngar er a bebuul a tabel / What is on the table or desk?

A: A tet a ngara bebul a tabel/ A purse is on the table or desk

Q Ng techang a ngar er a bitang er a Mary? /Who is next to Mary?

A: A Ben a ngar er a bitang er a Mary /Ben is next to Mary

Q Ng techang a kot el cheroid er a chesimer? / Who is the one farthest from the door?

A: A Tom a kot el cheroid er a chesimer. / Tom is the one farthest from the door

Note: Teacher will make up more questions for practice by changing the names and situations.

T: Teacher will model the questions and responses.

Ss: Listen

T: Teacher will model again the questions and responses.

Ss: Repeat after teacher.

T: Teacher will ask students the above questions and they will respond

Ss: Students will take turn in answering the questions.

T: Provide students with written copies of the above vocabulary/phrases.

Ss: Read the words/phrases with the teacher, taking plenty of time to go over individual words or phrases which are particularly difficult to pronounce or understand.

T: Divide students into 2 groups and have them make up their own questions

Ss: Group 1 will ask questions and Group 2 will respond.

T: Teacher will ask groups to reverse roles and repeat.

Ss: Groups reverse roles and repeat

T: Pair up students and have them practice on each other

Ss: Will work in pairs with one making up and asking the questions and the other listening and responding. Reverse roles and repeat.

T: While students are working in pairs, teacher will monitor and assist those who need assistance.

Activity 7. Game: Win, lose or Draw

Steps:

1. Teacher will write the vocabulary and phrases in Activity 1, Activity 3 and Activity 5 on index cards (one word or phrase = 1 index card)
2. Divide students into two groups (Team A and Team B or they can name themselves).
3. Teacher will decide which team will draw first (for example, let's assume that Team A will draw first. Team A will then choose one of their team members to draw for their group).
4. Teacher will show a card to the person from Team A and he or she will try to draw the object. As he/she is drawing, the rest of Team A will guess the name of the object their team member is trying to draw. (They have 1 (one) minute to guess what the object is and say the correct Palauan name). Team B must not call out the answer at this time because Team A can steal their ideas and get a point for guessing right.
5. If Team A fails to guess the object in 1 (one) minute, then Team B will get a chance to guess the correct name. If Team B guesses correctly, they get the one point.
6. Then it's Team B's turn to draw and guess the name of the object (follow step 1 to 5).
7. After Team B, then it's Team A's turn until everyone in both teams has had a chance to draw or until they've drawn and guessed all the words correctly
8. The team with the most points wins

Activity 8. Assignment

Teacher will pair up students and ask them, to create their own dialogue using what they've learned in this unit as well as the previous units. Students will role play their dialogue at the next class meeting. A written copy of the dialogue will be turned in to the teacher.

CONVERSATIONAL PALAUAN

UNIT 8. WEATHER

LESSON 2: MORE ON WEATHER CONTIONS

OBJECTIVES:

Students will be able to:

1. Name, ask and tell about the rain and amount of rain.
2. Ask and give information about heat, humidity, typhoon, earthquake, and others

Time: 2 to 3 Hours (1 to 2 days)

Materials: Drawings or pictures of different weather conditions, index cards, markers.

Teaching Strategies:

1. Total Physical Responses
2. Questions and Answers
3. Dialogue
4. Games
5. Small group activities

Teaching Activities:

Activity 1. Amount of rain

Note: Teacher will prepare ahead of time drawings or pictures to introduce the following vocabulary:

Chull/ rain

Klou a chull/ heavy rain

Kekere a chull/ light rain

Diak a chull/ no rain

Ngar er ngii a chull/ there is rain or it's raining.

Mesesechull/ light but continuous rain

Ngerengir/ first drop of rain

Subelab el chull/ heavy and continuous rain

Chemechemel a olik/ very light rain

T: Teacher will show each drawings / pictures and ask: "Ng ngar er ngii a chull?" / Is it raining?

And model the correct responses:

"Ngar ngii a chull." / It's raining.

"Ng diak a chull." / It's not raining.

"Ng di ngerengir." / It's just starting to rain lightly.

" Ng klou a chull." / It's raining heavily.

" Ng kekere a chull." / It's raining lightly.

" Ng di meseschull." / It's raining lightly and continuously.

" Ng di ngerengir." / It's just starting to rain.

" Ng subelab el chull." / It's raining heavily and continuously.

" Ng di chemechemel a olik." / It's raining very lightly.

Ss: Listen

T: Repeat the question and responses

Ss: Repeat after teacher.

T: Will show picture and ask the whole class, "Ng ngar er ngii a chull?"

- Ss: Whole class will give the correct response.
- T: Continue asking questions until you've covered all weather conditions.
- Ss: Respond
- T: Divide students into groups and ask them about the different weather conditions.
- Ss: Groups take turn responding.
- T: Ask individual students to tell you the different weather conditions.
- Ss: Individual students take turn responding.
- T: Ask the students to go outside, observe the weather and tell you what the weather is like.
- Ss: Students will go outside, observe the weather and report back to the teacher what the weather is like outside.
- T: Provide students with written copies of the phrases.
- Ss: Read the phrases with the teacher, taking plenty of time to go over words or phrases which are particularly difficult to pronounce or understand.
- T: Pair up students and have them practice with each other
- Ss: Will work in pairs with one showing the pictures and asking questions and the other listening and responding. Reverse roles and repeat.

Activity 2. **Dialogue**

Situation: Two friends talking on the telephone about the weather.

- S1: Alii, ng ua ngara eanged er tilechang?/ Hello, how's the weather over there?
- S2: Ng kmal mekngit a eanged er tiei. / The weather here is very bad.
- S1: Ng klou a chull er tilechang?/ Is it raining hard over there?
- S2: Ng mera el subelab el chull./ It's raining heavily and continuously.
- S1: Ng meketeketang er a lebo el chull?/ Has it been raining long?
- S2: Ochoi, se er a tutau el me er elechang el di lechull./ Yes, it's been raining since this morning.

S2: E a eanged er tilechang a ua ngarang?/ And how is the weather over there?

S1: Ng ngar er ngii a chull e ng ko er a di chemechemel a olik./ It's raining here but very lightly.

T: Model the above dialogue with a volunteer (Repeat as many times as needed.)

Ss: Listen

T: Model the dialogue again

Ss: Repeat after teacher

T: Provide students with written copies of the dialogue

Ss: Read the dialogue with the teacher, taking plenty of time to go over individual words or phrases that are particularly difficult to pronounce or understand.

T: Divide students in to groups. Assign one group the role of Student #1 and the other , the role of Student # 2 and have them practice the dialogue.

Ss: Students will practice the dialogue in groups. Reverse roles and repeat.

T: Pair up students and have them use the above format to practice the dialogue.

Ss: Students practice the dialogue in pairs. Reverse roles and repeat.

T: Have each pair of students make up their own dialogue by changing the underlined words, Give them enough time to practice and then call individual pairs of students to role play their dialogue.

Ss: Students will role play their dialogue in pairs.

Activity 3. Ask and give information about heat, humidity, typhoon, and others.

Note: Teacher will prepare ahead of time drawing or pictures to introduce the following vocabulary:

Sils/ Sun

Meringel a sils/ sunny

Mekeald / hot

Meses a eolt/ very windy

Mechecheluut (cheluut)/ breezy

Mekelekolt/ cool

Ses el eolt/ storm or typhoon

Ng ngar er ngii a eolt./ There's a storm or typhoon

Derumk/ thunder

Bisebusech/ lightning

Desiu/ earthquake

Orrekim/ rainbow

T: Teacher will show each drawings/ picture and ask:

“Ng ngua ngera a eanged?” / How's the weather?

And model the correct responses:

“Ng meringel a sils” / It's sunny

“Ng meringel a sils e kmal mekeald” / It's very sunny and very hot.

“Ng meringel a sils e mechecheluut.” / It's sunny and breezy.

“Ng meses a eolt.” / It's very windy.

“Ng ngar er ngii a ses el eolt el merael el mei./ There's a typhoon coming.

“Ng meses a eolt e ngar er ngii a derumk me a bisebusech./It's stormy with thunder and lightning.

Note: Teacher will make up additional descriptions about different weather conditions for more practice.

Ss: Listen

- T: Repeat the questions and responses
- Ss: Repeat after the teacher.
- T: Will show a picture and ask the whole class, "Ng ng ua ngara eanged?"
- Ss: whole class will give the correct response.
- T: Continue asking questions until you've covered all weather conditions.
- Ss: respond
- T: Divide students into groups and ask them about the different weather conditions.
- Ss: Groups take turn responding
- T: Ask individual students to tell you the different weather conditions.
- Ss: Individual students take turn responding.
- T: Ask the students to go outside, observe the weather and tell you what the weather is like.
- Ss: Students will go outside, observe the weather and report back to the teacher what the weather is like outside.
- T: Provide students with written copies of the phrases.
- Ss: Read the phrases with the teacher, taking plenty of time to go over words or phrases which are particularly difficult to pronounce or understand.
- T: Pair up students and have them practice with each other.
- Ss: Will work in pairs with one showing the pictures and asking questions and the other listening and responding. Reverse roles and repeat.

Activity 4. Game: Concentration

Steps:

1. Divide students into team with 4 students in a team and give each group 40 small index cards.
2. Each team will make two sets of the 20 vocabulary/phrases from Activity 1 and Activity 4 on the 40 index cards(1 word or phrase on 2 index cards)

3. Teacher will explain the procedures of the game before students can play:
4. Students will shuffle the 40 vocabulary/phrases cards.
5. Lay the cards face down on the table
6. Teacher will set a time limit for the game and when he/she calls, “momuchel”, students will start the game.
7. Students will take turn flipping 2 cards at a time and try to match the cards.
8. When a student feels that he or she has a matched pair, he or she will say the word or phrase correctly before he or she can keep the two cards.
9. If students doesn't have a matched pair or says the word or phrase incorrectly, the cards will be turned face down again and the other students will take a turn flipping the cards.
10. When teacher calls “merekong”, everyone stops and count the number of cards he or she matched correctly. The person with the most cards in each group wins the game (but only for his or her group).
11. The overall winner will be the student who has the most cards.
12. Teacher may have the students play the game again if he or she feels that students need more practice to master the vocabulary/phrases

Activity 5. Questions and Answers

Note: Teacher will group students for this activity (3 students in a group). Teacher will ask the following questions, students will discuss their answers in groups and volunteers from each group will answer the questions.

Q Ng ua ngera a eanged? / What's the weather like?

Q Ng mle ua ngera a eanged er a kesus? / What was the weather like last night?

Q Ng mle ua ngera a eanged er a elii? / What was the weather like yesterday?

Q Ng chull me a lechub e ng meringel a sils er elechang?/Is the weather today sunny or rainy?

Q Ng ngar er ngii a eluut?/ Is it breezy today?

Q Ng mekeald? / Is it hot today?

Q Ng mle chull er a oingerang?/ When did it rain?

Note: Teacher may make up additional questions for this activity.

Activity 6. Assignment

Note: This assignment will require several days (2 to 3 days) for students to record their observations

For 2 to 3 days, students will keep a record of what the weather is like where they live (hamlet or village) for morning, afternoon, and nighttime. They will turn in a written report as well as do an oral presentation of their findings to the whole class

Note: Students will use vocabulary and phrases from lesson1 to Lesson 2 for this activity

CONVERSATIONAL PALAUAN

UNIT 9: SCHOOL

LESSON 1: SCHOOL SUBJECTS, ACTIVITIES, AND SCHOOL RELATED OCCUPATIONS

OBJECTIVES:

Students will be able to:

1. Name and describe all school subjects
2. Ask and give directions for various school activities
3. Name school related objects
4. Name and describe school related occupations

Time: 4 to 5 hours (2 to 3 days)

Materials: Visual aids of school subjects, occupations, chart paper, markers, index cards.

Teaching strategies:

1. Total physical responses
2. Questions and answers
3. Dialogue
4. Games
5. Small group activities

Activity 1. Name and describe all school subjects

Omesubel a ochur / Study of math

Omesubel a tekoi er a merikel / A study of English

Omesubel a klekool / study of physical education

Omesubel a tekoi er a Belau/ Study of Palauan Language

Omesubel a klechad me a teletael er a delengchokl er a beluulechad / Study of social studies

Omesubel a melidiul me a chutem/ study of science

Omesubel a kldachelbai/ study of arts and crafts

Me a kuk bebil / and others

Note: Prepare ahead of time drawings or pictures of the above schools subjects (example: math drawings can be made with numbers with either a plus or a minus sign, social studies drawings with people from different places, etc.) or bring real books to the class for this activity. Teacher will write the names of the different school subjects and put them up on the board.

T: Teacher will introduce this lesson by saying the names of the school subjects and pointing to each drawing or book sample. (Repeat as many times as needed.)

Ss: Listen

T: teacher will point to a drawing or book and ask, “Tiang omesubel a ngarang? Teacher will also model the correct responses, example: “Ng omesubel a ochur.”

Ss: Listen

T: Teacher will repeat the above question and model the correct responses.

Ss: Repeat after teacher.

T: Will point to a drawing or a book and ask, “Tiang omesubel a ngarang?” or “Tiang ngara el suobel?”

Ss: Whole class will give the correct responses, example: “ Ng omesubel a klekool”,etc.

T: continue asking questions until you’ve covered all school subjects.

Ss: Respond

T: Divide students into groups and ask them about the different school subjects.

Ss: Groups take turn responding

T: Ask individual students about the different schools subjects

Ss: Individual students take turn responding

T: Provide students with written copies of the phrases

Ss: Read the phrases with the teacher, taking plenty of time to go over words or phrases which are particularly difficult to pronounce or understand.

T: Pair up students and have them practice with each other

Ss: will work in pairs with one asking questions and the other listening and responding. Reverse roles and repeat.

Activity 2. Dialogue

S1: Ke mo er ker?/ Where are you going?

S2: Ak mo er a skul./ I’m going to school.

S1: Ng ngara el suobel a chom mosuub er a skul?/ What subjects are you studying at school?

S2: Ak mesuub a ochur me a tekoi er a Belau, me a omesubel a melidiul me a chutem. / I'm studying math, Palauan, and Science.

S1: Ng ngara a kot el soam el suobel? / What's your favorite subject?

S2: Ng kot el soak a omesubel a tekoi er a Belau. / My favorite subject is the study of the Palauang Language.

S1: Ng meringel a dosuub a tekoi er a Belau? / Is it hard to learn the Palauan Language?

S2: Ng diak lsa el meringel. / It's not very hard.

T: Model the above dialogue with a volunteer (Repeat as many times as needed).

Ss: Listen

T: Model the dialogue again (Repeat as many times as needed).

Ss: Repeat after teacher.

T: Provide students with written copies of the dialogue

Ss: Read the dialogue with the teacher, taking plenty of time to go over individual words or phrases that are particularly difficult to pronounce or understand.

T: Divide students into groups. Assign one group the role of Student #1 and the other, the role of Student #2 and have them practice the dialogue.

Ss: Students will practice the dialogue in groups. Reverse roles and repeat.

T: Pair up students and have them use the above format to practice the dialogue.

Ss: Students practice the dialogue in pairs. Reverse roles and repeat.

T: Have each pair of students make up their own dialogue by changing the underlined words, Give them enough time to practice and then call individual pairs of students to role play their dialogue.

Ss: Students will role play their dialogue in pairs.

Activity 3. Asking and giving directions for various school activities

Q Ke ousbech a ngeso? / Do you need assistance?

A: Ochoi, ak ousbech a ngeso. Ng diak. Ng diak kuusbech a ngeso. / Yes, I need help. No, I don't need help.

Q Ng soam a kukerang? / What do you want me to do?

A: Motebedii a buk er kau./ Take out your book

Motobed a buk er kau. / take out your books

Motebedii a buk er kau er a ochur./ take out your math book

Mnguu a buk er kau./ Take your book.

Momes er a buk er kau./ Look at your book.

Bisii a buk er kau el mo er a peis__./ Open your book to page__.

Tia ng ngara a belkul? / What does this mean?

Q Ng soam aki mokerang?/ What do you want us to do?

A: Motobed a buk er kemiu. / Take out your books

Motobed a buk er kemiu er a ochur. / take out your math books.

Mngai a buk er kemiu. / Take your books

Momes a buk er kemiu/ Look at your books

Momiis a buk er kemiu el mo er a peis__./ Open your book to page__.

Monguiiu er a peis__./ Read page__.

Mosiik er a tekoi el__./ Find the word__.

Q Ng nga er ngii a hommork? / Do we have homework?

A: Ochoi, ngar er ngii a hommork er kid. / yes, we have homework.

Q Ng mo er ngii a test? / Are we going to have a test?

A: Ochoi. Ng mo er ngii a test. / Yes. We're going to have a test.

Ng diak. Ng diak a test. / No. We're not going to have a test.

Q Ng mo er ngii a test er a oingerang? / When is our test?

A: Ng mo er ngii a test er a Ongeim el lureor. / We're going to have a test on Friday.

T: Teacher will model the questions/commands and responses with one or two volunteers.

Ss: Listen

T: Model the questions/commands and responses as many times as needed

Ss: Listen

T: Model the questions and responses again

Ss: Repeat after teacher.

T: Divide students into groups and ask each group to answer your questions or follow your commands. Keep changing the words and tenses so that students will have more time to practice.

Ss: Individual groups take turn responding to the commands/questions.

T: Repeat the same exercise until students have a good understanding of the phrases

Ss: continue answering the questions in groups

T: Have the students ask the questions or give the commands and you respond.

Ss: Ask the questions/ give the commands

T: Provide students with written copies of the questions/commands and responses.

Ss: Students will repeat each line after you, taking plenty of time to go over individual words or phrases which are particularly difficult to understand or pronounce.

T: Pair up students and have them practice the phrases.

Ss: will work in pairs with one asking the questions/ giving the commands and the other listening and responding. Reverse roles and repeat.

T: Teacher will allow students time to practice until he/she feels that they have a good understanding of the phrases. While students are practicing, teacher will monitor and provide assistance to those having difficulties

Activity 4. Name school related objects.

Tebel / table

Kingall/ chair

Hong/buk / book

Babier / paper or notebook

Oluches / pencil

Manneng / pen

Tsiok / chalk

Blakbord / blackboard

Kureong / crayon

Ochado / scissors

Tet / purse or backpack

Munasasi/ ruler

Osuld / eraser

Klok / clock

Kambalang / bell

Test / test paper

Llecheklel a beluulechad / map or globe

Ororem er a oluches / pencil sharpener

Bill a komi / wastebasket

Dengki / light

Sembuki / fan

T: Teacher will have these school subjects ready for demonstration. Will show each object and say its name. (Repeat this step as many times as needed.).

Ss: Listen

T: Teacher will show or point to each object and say “Tiang a ____” “Se a ____.”

Ss: Repeat after teacher.

T: Divide students into groups and show the objects to each group and ask, “Tiang ngarang?” or “Se ng ngarang?”

S: Each group will take turn naming the objects in complete sentences, example:
“Tilechang a oluches” or “Ng oluches”, or “Sei a oluches”.

T: Teacher will make up commands using the above vocabulary

Ss: Follow commands given by the teacher.

T: Provide students with written copies of the words/phrases and go over them.

Ss: Will read the words with the teacher, taking plenty of time to go over them.

T: will work in pairs, with one showing the objects and asking questions/ giving commands and the other listening and responding. Reverse roles and repeat.

Activity 5. Game: Win, Loose, or Draw

Steps:

1. Teacher will write the words from Activity 5 on index cards (one word=1 index card)
2. Divide students into two groups (Team A and Team B or they can name themselves.)
3. Teacher will decide which team will draw first (for example, let’s assume that Team A will draw first. Team A will then choose one of their team members to draw for their group).
4. Teacher will show a card to the person from Team A and he/she will try to draw the object. As he/she is drawing, the rest of Team A will try to guess the name of the object what the object is and say the correct Palauan name.) Team B must not call out the answer at this time because Team A can steal their ideas and get a point for guessing right.
5. If Team A fails to guess the object in 1 (one) minute, then Team B will get a chance to guess the correct name. If Team B guesses correctly, they get the one point.
6. Then it’s Team B’s turn to draw and guess the name of the object (follow steps 1 to 5)
7. After Team B, then it’s Team A’s turn until everyone in both teams has had a chance to draw or until they’ve drawn and guessed all the words correctly
8. The team with the most points win

Activity 6 . Review classroom commands

Bom mtobed / Go outside

Bem mtuu / come in or come inside

Bom dengchokl / sit down

Bom dechor / stand up

Mtetkii a chad el kot el kmeed er kau / Point to the person nearest to you.

Mo tobed a buk er kemiu / Take out your books.

Mngai a book er kemiu el meskak / Give me your books

Bem mngai a buk er kemiu / come and get your books

Biis a buk er kemiu le mo er a peis __./ Open your books to page __.

Monguiiu er a peis __./ Read page__.

Butek a buk er kemiu. / close your books.

Motobed a babilengiu. / take out your books

Mluches a ngkliu. / write your names.

Mnguu a oluches el msa a __./ Give a pencil to__.

Mnguu a babier el msa a __./ give the paper to__.

Mngai a komi el locha er a blil a komi. / put the trash in the trash can.

Mnguu a buk el loia er a eungel a kingal/ put the book under the table

Mketmokl a buk er kemiu. / put your books away.

Mongitakl er a "Dechedech"/. sing a "dechedech".

Mstob./ stop

Mchesmii a kambalang ./ ring the bell.

Morelii a sembuki. / turn on the fan.

T: Model all commands with appropriate gestures to convey meaning.

Ss: Listen

T: Model all the commands again with appropriate gestures and ask the students to model the actions. If they're already comfortable in saying the commands, they can say them as they model the action.

Ss: Students will model the commands as a whole group.

T: Teacher will give the commands without modeling and students will model the actions.

Ss: Students follow commands given by the teacher.

T: Divide students into groups, give the commands and ask different groups to model the commands. (Do this step several times with the different groups.)

Ss: Individual groups take turn modeling the commands

T: Provide students with a written copy of the commands and go over the commands

Ss: Students will repeat each line after you, taking plenty of time to go over individual words which are particularly difficult to pronounce or understand

T: Divide students in to pairs

Ss: students will work in pairs, with one giving the commands and the other listening and modeling the commands. Reverse roles so that everyone will get a chance to practice.

T: Ask each pair of students to make up their own command combinations using the words/phrases in Activity 4 and also from the previous units. (This part of the lesson will require more time than what is allowed for the class period so allow students the time to work on their commands.)

Ss: Students will work in pairs to make up their own commands.

T: Have each group take turn giving the commands and the rest of the students will follow the commands.

Ss: Students will take turn giving commands while the rest of the class follow the commands.

Activity 7. Name and describe school related occupations

Kotsio sensei / Pricipal or President

Sensei / Teacher, Professor, instructor

Ngalek er a skuul / student

Melecheseel / secretary

Chad era laibreri / librarian

Chad er a komi / custodian or janitor

Chad er a omeruul el kall/ cook

Ureor / work

Mesuub / study

Note: Teacher will prepare ahead of time drawings or pictures of the above occupations and label them.

T: Teacher will have drawings or pictures of the above occupations ready for demonstration. Will point to each drawing/picture, say it's name and model each occupation. (Repeat as many times as needed.).

Ss: Listen

T: Teacher will show each drawing/ picture and say it's name.

Ss: Repeat after teacher

T: Divide students into groups and show the drawings/pictures to each group

Ss: Each group will take turn naming the occupations

T: Ask individual students to name the occupations

Ss: Individual students will take turn naming the occupations

T: Provide students with written copies of the vocabulary

Ss: will read the words with the teacher, taking plenty of time to go over words which are particularly difficult to pronounce or understand.

T: Pair up students and have them practice with each other.

Ss: Will work in pairs, with one showing the drawings/pictures and the other responding by naming and modeling each occupation. Reverse roles and practice again.

Activity 8. Questions and Answer

Q Ng ngara a urerel a kotsio sensei? / What is the job of a school principal/president?

A: A kotsio sensei a merredel er a skuul / A principal or president is the head of the school.

Q Ng ngara a urerel a sensei? / What is the job of a teacher?

A: A sensei a olisechakl er a rengalek er a skuul. / A teacher's job is to teach the students.

Q Ng Ngara a urerel a ngalek er a skuul? / What is the job of the student?

A: A ngalek er a skuul a urerel el mesuub a subelex. / What he/she is being taught at school

Q Ng ngara a urerel a melechesel a skuul? / What is the job of a school secretary?

A A melechelsel a skuul a ngerechelel el mengetmokl a rokui el babier er a skuul. / A secretary's job is to keep all the school records in order.

Q Ng ngara a urerel a chad er a laibreri? / What is the job of the librarian?

A: A chad er a laibreri a oungerachel aike el rokui el buk me a babier el ngar er a laibreri. / A librarian's job is to take care of all the books and documents in the library.

Q Ng ngara a urerel a chad er a komi? / What is the job of a janitor or custodian.

A: A urerel a chad er a komi a melai a komi e mengetmok er a skuul./ The job of a janitor or custodian is to collect trash and keep the school clean

Q Ng ngara urerel a chad er a omeruul el kall? / What is the job of a cook?

A: A urerel a chad er a omeruul el kall a meruul a kelir a rengalek er a skuul./ The job of a cook is to cook food for the students' meals.

Note: The answers to the above questions can be changed or added to by the teacher and the students.

T: Teacher will model the questions and responses.

Ss: Listen

T: Teacher will model again the questions and responses.

Ss: Repeat after teacher.

T: Teacher will ask students the above questions and they will respond.

Ss: Students will answer the questions as a whole group

T: Divide students into groups and have each group take turn answering your questions.

Ss: Groups will take turn answering questions asked by the teacher.

T: Ask individual students to answer your questions.

Ss: Individual students will take turn answering questions asked by the teacher

T: Provide students with written copies of the above vocabulary/phrases.

Ss: Read the words/phrases with the teacher, taking plenty of time to go over individual words or phrases which are particularly difficult to pronounce or understand.

T: Divide students into 2 groups and Group 1 ask the questions and Group 2 provide the answers.

Ss: Group 1 will ask the questions and Group 2 will respond.

T: Teacher will ask groups to reverse roles and repeat

Ss: Groups reverse roles and repeat

T: Pair up students and have them practice with each other

Ss: Will work in pairs with one asking the questions and the other listening and responding. Reverse roles and repeat.

T: While students are working in pairs, teacher will monitor and assist those who need assistance.

Activity 9. Assignment

Teacher will have students work in pairs or individually depending on the size of the class. Teacher will assign each students or each pair (if students are working in pairs) a school. The student's responsibilities are to find out the following which they will report to class the next day.

1. Ng ngklel a skuul. / Schools' name.
2. Ng ngklel a kotsio sensei er tia el skuul. / Name of the school's principal.
3. Lidisir a resensei er tia el skuul./ Number of teachers at this school.
4. Lidisir a rengalek er tia el skuul./ Number of students attending this school.
5. Lidisir a remelechesel tia el skuul./ Number of secretaries at this school.
6. Ngklir a remelechesel tia el skuul./ Names of the secretaries at this school.
7. Lidisir a rechad el loureor er a laibreri. / Number of people working at the school library.
8. Ngklir a rechad el loureor er a laibreri./ Names of the people working at the library
9. Lidisir a rechad er a komi. / Number of janitors or custodians at this school.
10. Ngklir a rechad er a komi./ Names of the janitors or custodians at this school.
11. Lidisir a rechad el meruul a kall er tia el skuul. / Number of cooks at this school
12. Ngklir a remeruul a kall er tia el skuul./ Names of the cooks at this school.

Note: This activity may require more than one class period.

CONVERSATIONAL PALAUAN

UNIT 9. SCHOOL

LESSON 2: SCHOOL ACTIVITIES AND OTHER USEFUL PHRASES

OBJECTIVES:

Students will be able to:

1. Name and ask about school sports
2. Name equipments used for each sport
3. Name and discuss other school events/Activities
4. Know othe phrases useful for the classroom

Time: 4 to 5 hours (2 to 3 days)

Materials: pictures of various school sports/activities, realia, markers, chart paper, index cards

Teaching strategies:

1. Total physical responses
2. Questions and answers
3. Dialogue
4. Games
5. Small group activities

Teaching activities:

Activity 1. Name and ask about school sports

Note: Teacher will prepare drawings/ pictures of different school sports or will bring actual sports equipment for this activity.

Rurt/ track and field

Barebor / volleyball

Basket/ basketball

Omengikai / swimming

Bingbong/ table tennis

Tenis/ tennis

Iakiu / baseball

Klekool / sports (general)

Klaiungader / competition

T: will show drawing/pictures (or real objects) of the above items and say its name while demonstrating the action appropriate for each sport.

Ss: Listen

T: Will repeat the first step

Ss: repeat after teacher

T: Will show each drawing again and ask, "Tian ng klaiungader er a ngara el klekool?".
Teacher will also model the correct responses:

" Ng klaiungader er a rurt."

" Ng klaiungader er a barebor."

"Ng klaiungader er a basket."

"Ng klaiungader er a omengikai."

" Ng klaiungader er a bingbong."

"Ng klaiungader er a tenis".

" Ng klaiungader er a iakiu".

Ss: Listen

T: teacher will ask, "Tiang ng klaiungader er a ngarang?" and students will respond.

Ss: Student will name the sport shown by the teacher.

T: Divide the students into groups and have each group name the sport as the teacher show each drawing/picture one by one.

Ss: Each group will take turn naming the sports.

T: Ask individual students to name the sports.

Ss: Individual students will take turn naming the sports.

T: Teacher will ask, "Ng ngara a kot el soam el klekool?" and will also model all the possible responses:

"A kot el soam el klekool a rurt."

"A kot el soam el klekool a barebor."

"A kot el sosak el klekool a basket", etc.

Ss: Listen

T: Ask the same questions again and model the possible responses.

Ss: Repeat after teacher.

T: Teacher will ask each student what his/her favorite sport is.

Ss: Each student will take turn naming his/her favorite sport in complete sentences.

T: Provide students with written copies of the above vocabulary and phrases

Ss: Read the words/phrases with the teacher, taking plenty of time to go over individual words or phrases which are particularly difficult to pronounce or understand.

T: Pair up students and have them practice with each other

Ss: Students will work in pairs with one asking questions ("Tian ngara el klekool?" or "Tiang ng klaiungader er a ngara el klekool?" or "Ng ngara kot el soam el klekool:") and the other listening and responding in complete sentences ("Ng rurt or Ng Klaiungader er a rurt," etc.)

Activity 2. Name equipments used for each sport

Note: Teacher will bring the actual sports equipment or assign students to bring them to class, or he/she can bring pictures or drawings of them to class for this activity.

Barebor/ Volleyball

Bduuler a barebor / ball

Net net

Basket / basketball

Basket basket

Omengikai/ swimming

Klas er a omengikai goggles

Snorkel snorkel

Kaisungi / swimwear

Debar / fins

Bingbong/ pingpong

Tebel table

Bduu er a bingbong ball

Net net

Ongelebed paddle

Iakiu/ baseball

Bat bat

Bduu er a iakiu ball

Kurob glove

Meng mask

Ulekou baseball hat

Bes base

T: Teacher will show each sport equipments (or pictures/ drawings already labeled) and say its name. (Repeat this step several times)

Ss: Listen

T: Point to each equipment and say its name and have students repeat after you

Ss: Student repeat after the teacher

T: Point to each equipment and ask:

Q: "Tiang ngarang?" and model the correct response the first few times and then have students give the answers on their own.

A: "Ng bduu er a iaki."It's baseball."

"Ng net er a barebor." / It's a volleyball net",etc.

Ss: Students will identify each sport equipment in complete sentences.

T: Divide students into groups and ask each group to name the sports equipment as the teacher show each one and asks the questions, "Tiang equipment as the teacher show each one and asks the questions,"Tiang ngarang?"

Ss: Groups will take turn giving answers in complete sentences

T: Teacher asks individual students to name the sports equipment

Ss: Individual students will take turn naming the sports equipment

T: Teacher will distribute the sports equipment among the students and ask: "Ng techang a oba a bduu er a iakiu? / " who has the baseball?", etc.

Teacher will also model the correct responses.

T: Divide students into groups and have one group ask the questions while the other group respond.

Ss: One group will ask questions and the other group will respond. Reverse roles and repeat.

T: Teacher will ask: "Ng ngara el klekedall a dousbech el ousekool a bingbong? (Change the underlined word so that you cover the different sports.)

Ss: Will respond by naming all the equipments used to play a particular sport.

T: Provide students with written copies of the vocabulary and the model questions/answers.

Ss: Will repeat the vocabulary and the questions after the teacher line by line, taking plenty of time to go over words or phrases that are particularly difficult to pronounce or understand

T: Pair up students and have them practice with each other.

Ss: Will work in pairs with one student asking the questions and the other listening and responding. Reverse roles and repeat

T: While student are working in pairs, teacher will monitor and provide assistance to those who need assistance.

Activity 3: Questions and Answers

Q Ng techang a kot el meduch el chad er a iakiu er tia el skuul? / Who is the best baseball player at this skuul?

A: A kot el meduch el chad er a iakiu er tia el skuul a ___ / The best baseball player at this school is ___

Q Ng techang a kot le meduch el chad er a bingbong er tia el skuul? / Who is the best pingpong player at this school?

A: A kot el meduch el chad er a bingbong er tia el skuul a ___ / The best pingpong player at this school is ___

Q Ng techang a kot el mesisiich el chad er a rurt er tia el skuul? / Who is the fastest track and field runner at this school?

A: A kot el bekerurt el chad er tia el skuul a ___ / The fastest runner at this school is ___.

Q Ng techang a kot el meduch el loubarebor er tia el skuul? / Who is the best volleyball player at this school?

A: A kot el meduch el chad er a barebor er tia el skuul a ___ / The best volleyball player at this school is ___

Q Ng techang a kot el meduch el chad er a omengikai er tia el skuul? / Who is the best swimmer at this school?

A: A kot el meduch el chad er a omengikai er tia el skuul a ___ / The best swimmer at this school is ___.

Q Ng techa a kot el meduch el chad er a tennis er tia el skuul? / Who is the best tennis player at this school?

A: a kot el meduch el chad er a tennis er tia el skuul a ____ / The best tennis player at this school is ____

Q Ng techa a kot el meduch el chad er a basket er tia el skuul? / Who is the best basketball player at this school?

A: A kot el meduch el chad er a basket er tia el skuul a ____ / The best basketball player at this school is ____

T: Teacher will model the questions and responses (using fictitious names to fill the blanks).

Ss: Listen

T: Model the questions and responses again

Ss: Repeat after the teacher

T: Divide students into groups and have each group respond as you ask the questions.

Ss: groups take turns providing answers to the questions asked by the teacher.

T: provide students with written copies of the questions and responses

Ss: Will repeat the questions and responses after the teacher line by line, taking plenty of time to go over words or phrases that are particularly difficult to pronounce or understand

T: Pair up students and have them practice with each other

Ss: will work in pairs with one student asking the questions and the other listening and responding, Reverse roles and repeat.

Extension: Pair up students and have them conduct mini-research to answer the above questions. Students can conduct their mini-research about their own school or teacher will assign different schools for each group to do their research. The mini research will require about 1 class period. Students will share their findings at the next class meeting.

Activity 4. Name and discuss other school events/ activities _____

Note: Teacher will prepare ahead of time drawing and pictures to introduce the following vocabulary/phrases:

Pari/ party

Ngloik/ dance

Chedaol el sils/ holiday

Omelilt/ graduation

Skeng / test or exam

Kaliungader er a klekool/ sports competition

Sisebellel a skuul/ beginning of school year

Orokolel a skuul/ end of school year

T: Teacher will show each drawings/ pictures and ask the following questions and model the correct responses:

Q Ng mo er ngii a pari er a skuul er a oingerang?
A: Ng mo er ngii a pari er a skuul er a klukuk. Or Ng diak lebo er ngii a pari er a skuul

Q Ng mo er ngii a ngloik er a oingerang?
A: Ng mo er ngii a ngloik er a kebesengei. Or Ng diak lebo er ngii a ngloik.

Q Ng chedaol el sils er a oingerang?
A: Ng chedaol el sils er a Kot el lureor. Or Ng diak a chedaol el sils er elecha el buil.

Q Ng omelilt er a skuul er a oingerang?
A: Ng omelilt er a skuul er a Ongeim el buil. Or Ng mla mo merek a omelilt er a skuul.

Q Ng mo er ngii a klaiungader er a klekool er a oingerang?
A: Ng mo er ngii a klaiungader er a klekool er a ongedei el buil.

Q Ng oingerang a sisebellel a skuul?
A: Ng sisebellel a skuul er a Ongeai el buil. Or Ng mla soiseb a skuul.

Q Ng orokiolel a skuul er a oingerang?
A: Ng orokiolel a skuul er a Ongeim el buil. Or Ng mla mo merek a skuul.

- Ss: Listen
- T: Repeat the questions and responses
- Ss: Repeat after teacher
- T: Will show a picture and ask the whole class a question
- Ss: Whole class will respond
- T: continue asking questions until you've covered all the vocabularies/Phrases
- Ss: Respond
- T: Divide students into groups and ask them the questions
- Ss: Groups take turn responding
- T: ask individual students to answer the questions
- Ss: Provide students with written copies, of the vocabulary/phrases or phrases which are particularly difficult to pronounce or understand.
- T: Pair up students and have them practice with each other.
- Ss: Will work in pairs with one asking questions and the other listening and responding.
- Reverse Roles and repeat.

Note: Students may change the underlined words when practicing in pairs.

Activity 5: Game: Win, Loose, or Draw

Steps:

1. Teacher will write the vocabulary and phrases in Activity 1, Activity 2 and Activity 4 on index cards (one word=1 index card).
2. Divide students into two groups (Team A and Team B or they can name themselves.)
3. Teacher will decide which team will draw first (for example, let's assume that Team A will draw first. Team A will then choose one of their team members to draw for their group).
4. Teacher will show a card to the person from Team A and he or she will try to draw the object. As he/she is drawing, the rest of Team A will guess the name of the object their team member is trying to draw (They have 1 (one) minute to guess what the object is and say the correct Palauan name). Team B must not call out the answer at this time because Team A can steal their ideas and get a point for guessing right.
5. If team A fails to guess the object in 1 (one) minute, then team B will get a chance to guess the correct name. If Team B guesses correctly, they get one point.

6. Then it's Team B's turn to draw and guess the name of the object (follow steps 1 to 5)
7. After Team B, then it's Team A's turn until everyone in both teams has had a chance to draw or until they've drawn and guessed all the words correctly.
8. The team with the most point wins.

Activity 6: Dialogue

Situation: Two students talking about what they did over the weekend.

S1: Ke milekera er a wikend ? / What did you do over the weekend?

S2: Ak mlo er a pari er a skool. / I went to the school party.

S1: Ng mle meseke? / Were there a lot of people at the party?

S2: Ochoi, ng kmal mle meseke./ Yes, there were a lot of people at the party.

S1: Ng mla er ngii a ngloik? / was ther much dancing?

S2: Ochoi, tem le betook a rechad el meloik. / yes, a lot of people were dancing

S1: Ke mlo meloik? / Did you dance?

S2: Ochoi, Ng di mle ta el bo kuloik. / Yes, but I only danced once.

S1: E kau a milekerang er a wikend? / and you, what did you do over the weekend?

S2: Aki mlo omes a iakiu. / we went to a baseball game.

S1: Te ngara a mlo kats? / Who won?

S2: A Tim er a Mangilao a mle kats. / The team from Mangilao won the game.

S1: Ng mla er ngii a temem el mesuub el kirel a test er a klukuk? / Did you get a chance to study for our test tomorrow?

S2: Ng diak . Ng kmal kirek el mesuub er a kebesengei./ No, so I really have to study tonight.

T: Model the above dialogue with a volunteer (Repeat as many times as needed)

S: Listen

T: Model the dialogue again (Repeat as many times as needed)

Ss: Repeat after the teacher.

T: Provide the students with written copies of the dialogue

Ss: Read the dialogue with the teacher, taking plenty of time to go over individual words or phrases that are particularly difficult to pronounce or understand.

T: Divide students into groups. Assign one group the role of Student #1 and the other, the role of Student #2 and have them practice the dialogue.

Ss: Students will practice the dialogue in groups. Reverse roles and repeat.

T: Pair up students and have them use the above formant to practice the dialogue.

Ss: Students practice the dialogue in pairs. Reverse roles and repeat.

T: Have each pair of students make up their own dialogue by changing the individual pairs of students to role play their dialogue.

Ss: Students will role play their dialogue in pairs.

Activity 7. Other useful phrases

Q Ng sebechek el bo dormii a olechesek?

A: Ochoi, bom dermii a olechesem. Ng diak hall me a uriul.

Q Ng sebechek el mo er a bensio?

A: Ochoi, ng sebechek el mo er a bensio. Ng diak, moutekangel e ng mechesmu a kambalang.

Q Ke mlo medengei a lolekoi a sensei?

A: Ochoi, ak mlo medengei a lolekoi a sensei. Ng diak, ng dimlak kbo kudengei.

Q Ng sebechek el lomes er a kau er a uriul er a klas?

A: Ochoi, ng sebechek el lomes er a kau er a uriul er a klas. Ng diak, ak kmal mechesang.

Q Ng sebechek el lemeng a note er kau er a elii? / Ng dimlak ngara klas er a elii.

A: Ochoi, ng sebechek el lemeng. Ng diak. Dimlak kulai a note

Q sensei, kam mluut el smodii tiang?

A: Ng ngara dimlak bom modengalii?

Q Ke mei er a skuul er a klukuk?

A: Ochoi, ak me er a skuul er a klukuk. Ng diak. Ak mo mechesang er a klukuk.

Note: Teacher may make up and teach additional phrases that he/she feels are important for students to know.

T: Teacher will model the questions and responses (modeling both positive and negative responses)

Ss: Listen

T: Model and questions and responses again.

Ss: Repeat after teacher

T: Divide students into groups and have each group respond as you ask the questions.

Ss: Groups take turn providing answers to the questions asked by the teacher.

T: Provide students with written copies of the questions and responses.

Ss: Will repeat the questions and responses after the teacher line by line, taking plenty of time to go over words or phrases that are particularly difficult to pronounce or understand.

T: Pair up students and have them practice with each other.

Ss: Will work in pairs with one student asking the questions and the other listening and responding. Reverse roles and repeat.

Activity 8 Assignment

Pair up students and have them make up a dialogue about a school sport or other school activity. Students may seek assistance in preparing their dialogue from Palauan students or other Palauan in the community. This activity will take about 2 days – 1 day for preparation

and 1 day for role playing the dialogue. A written copy of the dialogue will be turned in to the teacher.

CONVERSATIONAL PALAUAN

UNIT 10: RECREATION

LESSON 1: SHOPPING

OBJECTIVES:

Students will be able to:

1. Know how to count money in Palauan
2. Know vocabulary/phrases associated with shopping
3. Ask and answer questions about going shopping
4. Create original dialogue about going shopping

Time: 2 to 3 hours (1 to 2 days)

Materials: chart paper, pictures/drawings of a shopping mall, grocery store, articles of clothing and grocery items, play money

Teaching strategies:

1. Total Physical Responses
2. Questions/ Answer
3. Dialogue
4. Games
5. Small group activities

Teaching activities:

Activity 1. Know the Palauan counting system for money

Note: Teacher will prepare index cards with the following numbering system for counting money in Palauan with the Palauan member on one side and the English numbers on the other side.

Chimol el sens / 1 cent

Teblo el sens / 2 cent

Kldei el sens / 3 cent

Kola el sens / 4 cent

Kleim el sens / 5 cent

Kllolem el sens / 6 cents

Kleuid el sens / 7 cents

Kleai el sens / 8 cents

Kltiu el sens / 9 cents

Tachel sens (Tacher el sens) / 10 Cents

Tacher me a chimo el sens / 11 cents

Tacher mea teblo el sens / 12 cents

(Keep changing the numbers until you reach 19 cents using the above examples provided for 11 and 12 cents.)

Luich el sens / 20 cents

Lluich me a chimo el sens / 21 cents

Lluich me a teblo el sens / 22 cents

Lluich me a kleim el sens / 25 cents

Okedei el sens / 30 cents

Okoa el sens / 40 cents

Okeim el sens / 50 cents

Okolem el sens / 60 cents

Okeduid el sens / 70 cents
Okeuid me a kleim el sens / 75 cents
Okai el sens / 80 cents
Oketiu el sens / 90 cents
Chimo el kluk / \$1.00 dollar
Teblo el kluk / \$2.00
Kldei el kluk / \$3.00
Kola el kluk / \$4.00
Kleim el kluk / \$5.00
Kllolem el kluk / \$6.00
Kleuid el kluk / \$7.00
Kleiai el kluk / \$8.00
Kltiu el kluk / \$9.00
Tacher el kluk / \$10.00
Tacher me a chimo el kluk / \$11.00
Luich el kluk / \$20.00
Luich me a chimo el kluk / \$21.00
Okedei el kluk / \$30.00
Okedei me a chimo el kluk / \$31.00
Okao el kluk / \$40.00
Okao me a chimo el kluk / \$41.00
Okeim el kluk / \$50.00
Okeim me a chimo el kluk / \$51.00
Okolem el kluk / \$60.00
Okeuid el kluk / \$70.00

Okai el kluk	/	\$80.00
Oketiu el kluk	/	\$90.00
Dart el kluk	/	\$100.00
Eru el dart el kluk	/	\$200.00
Edei el dart el kluk	/	\$300.00
Eua el dart el kluk	/	\$400.00
Eim el dart el kluk	/	\$500.00
Ta el telael el kluk	/	\$1000.00
Eru el telael el kluk	/	\$2000.00

T: Teacher will already have the above vocabulary on a chart paper or on the blackboard. Teacher will introduce the above vocabulary by pointing to each number and saying the Palauan name for it. He/she will repeat the same procedure for the rest of the numbers

Ss: Listen

T: Will repeat the above procedure as many times as needed.

Ss: Listen

T: Will repeat the numbers

Ss: Repeat after teacher

T: Repeat the above procedures as many times as needed.

Ss: Repeat after teacher

T: Divide students into groups and ask each group to name the numbers as you point to each one. Show only the English number and ask the group to point to each one. Show only the English number and ask the group to discuss with each other and give you the correct number in Palauan.

Ss: Groups take turn naming the numbers in Palauan. Group members will discuss their answers and a spokesperson from each group will give the correct number in Palauan.

T: Ask individual students to name the numbers as you point to the English version

Ss: Students take turn naming the numbers in Palauan

T: Provide students with written copies of the above vocabulary.

Ss: Read with the teacher, taking plenty of time to go over individual words or phrases which are particularly difficult to pronounce or understand.

T: Pair up students and have them practice with each other.

Ss: will work in pairs with one showing the English numbers and the other giving the Palauan numbers. Reverse roles and repeat.

Activity 2. Game: At the store

Note: Teacher will prepare different price tags in English and tape them to all the things found in the classroom, example: tables, chairs, blackboard, books, notebooks, chalks, light bulb, air conditioner, fan, bulletin board, window, louvers, students' clothes, shoes, etc.

Steps:

1. Teacher will point to individual objects and ask, "Tiang ng tela cheral?"
2. The first student to give the correct price in Palauan will write his or her name under the price listed.
3. After the correct prices of all the objects have been guessed, teacher will tally the number of items guessed right by each student. The winner is the one who correctly guessed more than the others.

Activity 3. Learn vocabulary/phrases associated with shopping

Note: Teacher will prepare ahead of time pictures/drawings of the following vocabulary:

Stoang / store, shopping mall

Cheral / price

Otsuri / change

Meringel a cheral / expensive

Beot a cheral / cheap

Ungil a cheral / reasonably priced

Udoud / money

Bantosang / store clerk, cashier

Okiak / customer

T: Teacher will show each drawings/pictures and say the name out loud.

Ss: Listen

T: Teacher will show each drawings/picture and say the name out loud.

Ss: Repeat

T: Teacher will show each picture/drawing and ask students to say the name.

Ss: Students will identify each picture as a whole group

T: Teacher will call on individual students to name each picture/drawing

Ss: Individual students will take turn naming the pictures/drawings.

T: Teacher will use the vocabulary to ask simple questions and model the correct responses, for example:

Show a picture of a store and ask, "tiang ngarang?"

Use \$1.00 to buy a \$.50 item and ask, "Ng tela a otsuri er ngak?"

Show different items and ask "Tiang ng meringel a cheral?"

"Tiang ng beot a cheral?", or "Tiang ng ungil a cheral?"

Give a quarter to one student and ask, "Ng techa a oba udoud?"

" Ng techa a bantosang er a Mark's Department store?"

"Ng ngara el stoang a kot el betook a re-okiak er ngii?"

(The above are only suggestions. Teacher can make his or her own sentences.)

Ss: Listen

T: Model the phrases again

Ss: Repeat after teacher

T: Teacher will ask questions and groups will take turn responding.

- Ss: Groups take turn answering questions
- T: Provide students with written copies of the vocabulary/phrases.
- Ss: will read the words with the teacher, taking plenty of time to go over vocabulary or phrases which are particularly difficult to pronounce or understand.
- T: Pair up students and have them practice with each other
- Ss: Will work in pairs with one asking questions and the other listening and responding. Reverse roles and repeat.

Activity 4. Review of Unit 4: Lesson 2

Note: Teacher will review articles of clothing in unit 4: Lesson 2 as these will be used again in Activity 5 of this unit.

- T: Pair up students and have them practice describing each other's clothing and accessories, example:

Mary describing Bung' s clothes and accessories:

“ A Mary a oubail er a bekerkard el mumu e oureachel a zori. Ng outelau a kolt e dirrek el louklok e oukebkab”.

- Ss: Practice in pairs.
- T: Call on pairs of students to stand up and describe each other's clothing/accessories.
- Ss: Pairs of students will take turn describing each other's clothing/accessories.

Activity 5. Ask and answer questions about going shopping

Note: Write the following questions and answers on a chart paper or the blackboard so students will have a chance to hear as well as see the written words when practicing:

- Bantosang: Ng sebechek le ngosukau?
- Okiang: Ochoi, Kom olterau a skato? Or Ng ngar er ngii a skato?
- Bantosang: Ochoi, ng ngar er ngii. Or Ng diak.
- Okiang: Ng tela cheral tia el skato
- Bantosang: Ng lluich me a teblo el kluk
- Okiang: Ng ngar er ngii a beot a cheral er tiang?

Bantosang: Ochoi, Ng ngar er ngii. Or Ng diak, Tiaikid a kot el beot a chera.

Okiang: Ng ngar er ngii a kekerei er tiang? Or Ng ngar er ngii a klou er tiang?

Bantosang: Ochoi, Ngar er ngii a kekerei. Or Ng diak. Ng di meklou.

Okiak: Ng ngar ngii a mellemau a bedengel el skato?

Bantosang: Ochoi, ng ngar er ngii. Or Ng diak. Ng di chedelekelek me a becheleleu

Okiak: Ng soak a tae r a chedelekelek el skato (Give money to cashier)

Bantosang: A ududem a okede el kluk me a otsuri er kau a kldei el kluk. Ke mesulang.

Okiak: Ke mesulang

Note: Teacher will change the underlined words for further practice.

T: Model the phrases (with a volunteer)

Ss: Listen

T: Model the phrases again (Repeat this step as many times as needed.)

Ss: Repeat after teacher

T: Divide students into groups and have each group repeat the phrases after you.

Ss: Groups take turn repeating the phrases after the teacher.

T: Provide students with written copies of the phrases

Ss: Read each line after you, taking plenty of time to go over individual words or phrases which are particularly difficult to pronounce or understand. Have one group ask the questions and the other groups listen and respond. (Have students change the underlined words when practicing.)

Ss: One group ask the questions and the other listens and respond

T: Pair up students and have them practice the phrases with each other.

Ss: Will work in pairs with one student asking the questions and the other listening and responding. Reverse roles and repeat

Activity 6. Dialogue

Note: Teacher will write the following dialogue on a chart of paper.

S1: Ke mo er ker? / Where are you going/

S2: Ak mo er a stoang / I'm going to the store, I'm going shopping

S1: Ke mo er ker el stoang / which store are you going to?

S2: Ak mo er a Townhouse / I'm going to Townhouse.

S1: Ke mo omechar a ngarang? /What are you going to buy?

S2: Ak mo omechar a bilek. / I'm going to buy clothes.

S1: Ngara el bail a chobo mosiik? / What kind of clothes are you going to buy?

S2: Ak mo omechar a subong me a chelechedal a bail me a oecherek. / I'm going to buy pants, shirts, and sport shoes.

S1: E kau a mo er ker ? / And you, where are you going?

S2: Ak mo omechar a kelam el beras me a kansume. / I'm going to the store to buy rice and canned goods.

S1: Me ke mo er ker el stoang? / Which store are you going to?

S2: Ak mo er a Payless/ I'm going to Payless supermarket.

S1: Mekong me a uriul. / Well see you later.

S2: Me a uriul. / Yes, see you later.

T: Teacher will model the dialogue with gestures/props to convey meaning.

Ss: Listen

T: Model the dialogue as many times as needed.

Ss: Listen

T: Model the dialogue and ask the students to model the dialogue with him/her.

Ss: Students will model the dialogue as a whole group.

T: Group students and have one group take the part of S1 and the other group will take the part of S2

Ss: Groups will model the dialogue with one group as S1 and the other group as S2. Reverse roles and repeat.

T: Ask pairs of students to model the dialogue.

Ss: Students will take turn modeling the dialogue in pairs

T: Provide students with written copies of the dialogue

Ss: Students will repeat each line after you, taking plenty of time to go over individual words or phrases which are particularly difficult to pronounce or understand.

T: Pair up students and have them practice with each other. Have students change the underlined words to create their own version of the dialogue.

Ss: Will work in pairs with one student taking the part of S1 and the other S2. Reverse roles and repeat.

T: Give students enough time to practice the dialogue, then call individual pairs of students to role play their dialogue.

Ss: Students will role play their dialogue in pairs

Activity 8. Assignment

Teacher will pair up students and ask each pair to create an original dialogue about “shopping” using what they’ve learned in this unit as well as the other units already covered. Each dialogue should not have less than 15 lines. Students will prepare and use props to role play their dialogue at the next class meeting. A written copy of the dialogue will be turned in to the teacher.

CONVERSATIONAL PALAUAN

UNIT 10: RECREATION

LESSON 2: DINING AT A RESTAURANT

OBJECTIVES

Students will be able to:

1. Name eating utensils usually found in a restaurant
2. Know vocabulary/phrases associated with eating at a restaurant
3. Know how to order food in a restaurant
4. Ask and answer questions about eating at a restaurant
5. Create original dialogue about eating at a restaurant

Time 2 to 3 hours(1 to 2 days)

Materials: pictures/drawings of different dishes, eating utensils, chart paper, marker, index cards.

Teaching Strategies:

1. Total Physical Responses
2. Questions/Answers
3. Games
4. Dialogue
5. Small Group activities

Teaching Activities:

Activity 1. Review: Name of eating utensils

Note: Teacher will have pictures/drawings of the following eating utensils ready for this lesson:

Blatong/ plate

Oliich / spoon

Taod / fork

Hasi / chopstick

Osuld / napkin/ paper towel

Kob/ cup

Ollumel / pitcher

Oles / knife

Obong / Tray

T: Teacher will have real eating utensils (or drawings/pictures) ready for demonstration. Will point to each object, say its name and model the uses of each object. (Repeat as many as needed).

Ss: Listen.

T: Teacher will show object and say its name.

Ss: Repeat after the teacher.

T: Divide students into groups and show the objects to each group and ask "Tiang ngarang?"

Ss: Each group will take turn naming the objects. "Tilechang a kob" or "Ng kob".

T: Ask individual students to name the objects.

Ss: Individual students will take turn naming the object.

T: Teacher will make up commands: example: "Mary, mnguu a blatong el meskak" or "Mary mnguu a oliich el msa a Tom"., etc. Make up as many commands as possible and make sure that student's all get a chance to participate.

Ss: Students follow the commands.

T: Provide students with written copies of the vocabulary and commands.

Ss: Will read the words with the teacher, taking plenty of time to go over individual words and phrases which are particularly difficult to pronounce or understand.

T: Pair up students and have them practice with each other.

Ss: Will work in pairs, with one showing the object and asking questions and the other listening and responding. Reverse roles and repeat.

Activity 2: Vocabulary/Phrases associated with eating at a restaurant

Ng ngara soam?		→What do you want?
Ng ngara soam el mengang		→What do you want to eat?
Ng ngara soam el melim		→What do you want to drink?
Ng soak el me nga a ____	/	I want to eat ____
Ng soak el melim a ____	/	I want to drink ____
Ng ngara soam el kliou?	/	What would you like for dessert?
Ng soak a rodech.	/	I would like fruits for desserts.
Tia a telkib el beralm.	/	This is not salty/sweet enough
Tia a kmal mecherocher.	/	This is too salty.
Tia a kmal merokos.	/	This is too sweet.
Ng sebechem el meskak a sesei er a ralm?		/ Can you give me some water?
Me tae r a taod	/	Please give me a fork
Ng kmal ungil a chasi er ngii.	/	This taste delicious
Ng tela a cheral tia el ____?	/	How much is this plate of ____?
Ng tela a cheral a kelek?	/	How much is my bill?
Ng tela a cheral a kalam?	/	How much is our bill?
A cheral a kelem a ____	/	Your bill (Singular) is ____.
A cheral a keliu a ____	/	Your bill (Plural) is ____.
Ng ngara er ngii a lmuut el somiu?	/	Do you want anything else?
Ng diak. Ke mesulang.	/	No, thank you
Ochoi.	/	Yes

T: Model phrases with appropriate actions and responses. (Repeat as many times as needed.)

Ss: Listen

T: Model phrases again. (Repeat this step as many times as needed.)

Ss: Students repeat phrases after the teacher.

T: Teacher will ask questions again and he/she will substitute the underlined words or fill in the blanks with vocabulary learned in previous unit. He/she will also model the correct responses to the questions.

Ss: Listen

T: Teacher models the phrases again substituting the underlined words or filling the blanks. (Repeat this step as many times as needed.)

Ss: Students repeat after the teacher.

T: provide students with written copy of the phrases.

Ss: Students will repeat each phrase after you, taking plenty of time to go over individual words or phrases which are particularly difficult to pronounce or understand

T: Divide students into two groups and assign one group to ask the questions and the other to answer.

Ss: Group 1 will ask the questions and group 2 will give the answers.

T: Divide students in pairs.

Ss: Will work in pairs with one asking questions and the other listening and responding. (Reverse roles and repeat)

T: While students are working in pairs, teacher will observe and provide assistance to those needing assistance.

Activity 3. Ordering food in a restaurant

Note: If possible, teacher will have actual samples or drawings/pictures of the following dishes for this lesson.

Ongraol / starch

Beras / plain rice

Cherredoched el beras/ fried rice

Blauang / bread / dinner rolls

Kukau, brak / taro

Odoim / meat

Cherredoched el ngikel / fried fish

Cherredoched el malk / fried chicken

Beldakl el ngikel /fish soup

Tech /meat

Techel a kerebou / beef

Techel a babii / pork

Yasai Vegetables

Nappa / lettuce

Kiabets / cabbage

Kiuri / cucumber

Nengi / green onion

Tamanengi / onion

Kiarots / carrots

Nas / eggplant

Kliou / dessert

Keik / cake

Pai / pie

Chaiskurim / ice cream

Rodech / fruits

<u>Ilumel</u>	/	<u>drinks</u>
Mekelekolt el ralm	/	ice water, cold water
Soda	/	soft drink
Belluchel el meradel/		lemonade
Orens	/	orange juice
Biang	/	beer

T: teacher will show each food sample (or picture/drawing) and say it's name. (repeat as many times as needed.)

Ss: Listen

T: Teacher will show each food sample again and say its name.

Ss: Repeat after teacher

T: Will show each food sample again and ask the students to name them example: "Tiang ngarang el kall?" or "Tiang ngarang el ilumel?"

Ss: Students will name the food shown, example: "Tilechang a kukau" or "Ng kukau"

T: Teacher will divide students into groups and ask them to name the food.

Ss: Groups take turn naming the food.

T: Will ask individual students to name the food.

Ss: Individual students will name the food

T: Will review the following phrases from activity 2 and model the correct responses. Teacher can use other dishes no included in activity 3

Ng ngara soam el mengang?

Ng ngara soam el melim?

Ng ngara soam el kliou?

Ng ngara soam el rodech?

Ss: Listen

T: Will ask individual students the same 4 questions.

- Ss: individual students will respond by naming their preferred dishes, drinks, etc.
- T: provide students with written copies of the vocabulary and questions/responses
- Ss: Will read with the teacher, taking plenty of time to go over individual words or phrases which are particularly difficult to pronounce or understand.
- T: divide students into groups with 3 members in each group.
- Ss: Will work in groups with one student #1 taking the part of “waitress/waiter” and students #2 and #3 as customers, Students will change roles until all three have had a change to take the part of “waiter/waitress.
- T: While students are practicing in groups, teacher will monitor and assist those who are having difficulties.
- T: After students have finished taking orders from their group members, teacher will call on individual student from each group to report what their group members ordered.
- Ss: Group representative will report what his/her group member ordered.

Activity 4. Game: Win, Loose or Draw

Steps:

1. Teacher will write the vocabulary and phrases in Activity 1 and Activity 3 on index cards(one word=1 index card)
2. Divide students into two groups (Team A and Team B or they can name themselves)
3. Teacher will decide which team will draw first (for example, let’s assume that Team A will draw first. Team A will then choose one of their team members to draw for their group.)
4. Teacher will show a card to the person from Team A and he or she will try to draw the objects. As he/she is drawing, the rest of Team A will guess the name of the object their team member is trying to draw (They have 1 (one) minute to guess what the object is and say the correct Palauan name.)Team B must not call out the answer at this time because Team A can steal their ideas and get a point for guessing right.
5. If Team A fails to guess the object in 1 (one) minute, then Team B will get a chance to guess the correct name. If Team B guesses correctly, they get a one point.
6. Then it’s Team B’s turn to draw and guess the name of the object (follow steps 1 to 5).
7. After Team B, then it’s Team A’s turn until everyone in both teams has had a chance to draw or until they’ve drawn and guessed all the words correctly.

8. The team with the most points wins.

Activity 5. Ask and answer questions about eating in a restaurant

Note: "W" stands for waiter/waitress and "C" stands for customer.

W: Ng ua ngara a odimiu? / How's your meat?

C1: A odimek a telkib le mecheroche. / My meat is a little too salty.

C2: A odimek a kmal losengudel / My meat is too tough

C3: A odimek a dirk mesesechemadech / My meat is too rare.

C4: A odimek a chelas. / My meat is burnt

C5: A odimek a kmal ungil a cherrecherel me a delmedemekel.

W: Ng ua ngara a imeliu? / How's your drink?

C6: A imelek a telkib el beralm. / My drink needs a little more sugar.

C7: A imelek a kmal merikos/ My drink is too sweet

C8: Ng soak a mekelekolt el ralm. Tia el imelek a diak Imekelkolt. / I want cold (ice) water.
My drink is not cold enough.

T: Teacher will model the questions and answers with gestures/ props to convey meaning

Ss: Listen

T: Model the questions and answers as many times as needed.

Ss: Listen

T: Model the questions and answers and have students repeat after him/her.

Ss: Students will repeat the questions and answers as a whole group.

T: Make nine groups and have one group take the part of "W" (waiter/waitress), one group as "C1", "C2", all the way to "C8".

Ss: Group "W" will ask questions and the other 8 groups ("C") will give the responses.

T: Keep changing student roles so they all have a chance to practice and understand the different responses.

T: Provide students with written copies of the questions and answers

Ss: Students will repeat each line after you, taking plenty of time to go over individual words or phrases which are particularly difficult to pronounce or understand.

T: Group students with nine members in each groups and have them practice the questions and answers.

Ss: will work in groups with members taking the different roles

T: Give students enough time to practice the dialogue, then call each group to role play their dialogue.

Ss: Students will role play their dialogue in groups.

Activity 6. Dialogue

S1: Kom mlo er ker er a kesus? / Where did you go last night?

S2: Aki mlo omengur er a blil a blengur (restorand). / We went to eat at a restaurant.

S1: Ng ngara el blil a blengur? / Which restaurant did you go to?

S2: Aki mlo er a Denny's. / We went to Denny's

S1: Ng ngara ke milengang? / What did you eat?

S2: Ak milenga a beras me a techel a kerbou me a iasai. / I ate rice and beef with vegetables.

S1: Ng mle ua ngara kall? / How was the food there?

S2: Ng kmal mle ungil. / It was very good

S1: Ng meringel a cheral a kall er a Denny's? / Is the food expensive at Denny's?

S2: Ng diak. Ng di ungil a cheral / No. The price is reasonable

S2: E kemiu a mlo er ker er a kesus? / And you, where did you go last night?

S1: Aki mlo er a katsudo. / We went to the movies

S2: Ng mle ua ngara siou? / How was the movie?

S1: Ng kmal mle smiich. Or Ng mle mekngit. / It was very good with a lot of action. Or It wasn't good.

T: Teacher will model the dialogue with a volunteer using gestures/props to convey meaning.

Ss: Listen

T: Model the dialogue as many times as needed.

Ss: Listen

T: Model the dialogue and ask the students to model the dialogue with him/her.

Ss: Students will model the dialogue as a whole group.

T: Group students and have one group take the part of S1 and the other group will take the part of S2

Ss: Groups will model the dialogue with one group as S1 and the other group as S2. Reverse roles and repeat.

T: Ask the pairs of students to model the dialogue

Ss: Students will take turn modeling the dialogue in pairs.

T: provide students with written copies of the dialogue

Ss: Students will repeat each line after you, taking plenty of time to go over individual words or phrases which are particularly difficult to pronounce or understand

T: Pair up students and have them practice with each other. Have students change the underlined words to create their own version of the dialogue.

Ss: Will work in pairs with one student taking the part of S1 and the other S2. Reverse roles and repeat.

T: Give students enough time to practice the dialogue, then call individual pairs of students to role play their dialogue.

Ss: Students will role play their dialogue in pairs.

Activity 7. Assignment

Teacher will pair up students and ask each pair to create an original dialogue about “dining at a restaurant” using what they’ve learned in this unit as well as the other units already covered. Each dialogue should not have less than 15 lines. Students will prepare and use props to role play their dialogue at the next class meeting. A written copy of the dialogue will be turned in to the teacher.

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