

## 給老師的話

【實用中文】系列書基本上每一課的設計可分成三大部份：課文，生字、詞，和習作練習。其內容無論是課文或是練習題都盡量配合日常生活用語，以便學生學以致用真正達到實用的效果。習作練習有別於傳統的機械性抄寫，生字、生詞以不同用法重復出現，學生在無形中加深了對字音、字形、字義的印象，同時有關的句型結構也因為反復出現，使得學生更能熟悉其用法，學習效果因而提高，並減低學生因寫字造成的負擔而產生排斥心理。習作設計提供多角度的學習，也希望能為老師節省作業設計的時間，以便專心一致準備補充教材，使學生的學習更臻完善。

每一本書的內容盡量做到前後聯貫，並使前面的詞匯盡量在下一課中出現，前一本書的詞匯在下一本書中出現，以達到反復練習效果。為使本書發揮最大的效果，達到聽說讀寫的學習目標，以下特列舉本書的教學模式以為老師或家長們參考。

**教學程序：**

I. 生字生詞——聽、說

II. 寫字練習（課本作業 第一和第二部份，其他部分可當家庭作業）——寫

III. 閱讀課文——讀

以介紹生字、生詞為優先，先讓學生熟悉其字音、字形、字義。可先由學生跟老師唸一遍，再由學生唸老師糾正發音。如果老師能準備適當圖片配合生字、生詞進行學習效果更好。老師在介紹新詞匯的同時，以不同例句為示範，增加學生對新字、新詞的了解，其進行方式除了可由老師舉出之外，也不妨鼓勵學生試試。學生在熟悉新的詞匯之後，做練習一、二寫字練習。老師同時觀察學生筆劃順序，有誤立即糾正，以免日後將錯就錯。拼音部份不可省略，因其目的乃是幫助學生熟悉該字發音，但務必將學習的重點著重於國字而非拼音。如果仍有剩餘時間，可讓學生學習閱讀課文，其目的乃是進一步加強學生對新詞匯的印象。至少課文閱讀一次之後，再進行課文講解。但是，課文的講解還是先由學生開始，老師適當糾正，以便鼓勵學生主動思考。對於尚未完成的作業練習，可當家庭作業，學生在自家完成。由於本書的設計是以英文輔助中文的學習，同時附有英文索引和拼音索引幫助學習，其目的皆在於培養獨立學習的習慣，因此師長務必鼓勵學生自我尋求解答，避免有問必答，養成依賴心理。

本教案設計是基于一般學生程度為考量，在實際情況中或將有例外，例如同班學習能力、程度不一，或許進度快於預期，老師不妨做適當調整，案情況適時給予補充教材，或給予不同學習能力不同進度。教學方式避免一成不變；童書閱讀、兒歌教唱、電影欣賞，甚至指定專案設計(project)等都足以提升學習效果，並提高學習興趣，達到多元化的學習。畢竟教材是死的，老師是活的，沒有任何教材絕對適用每一位學生，因材施教終究要賴老師來達成。

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寫於二〇〇四年 三月十六日

**Students' supply list:**

A book bag	A red pen
A three-ring binder	At least three pencils and an eraser
A notebook	A marker (For writing on index cards)
A pack of index cards	Some loose-leaf paper

*The following lesson plans are based on the individual chapter. Each chapter has been divided into two units. Each unit could be used in more than one class session or less, depending on the length of a class period and the number of students. The activities are optional. Teachers can make their own adjustment according to students' learning ability, time availability, etc.*

**Report cards:**

Keep records of students' performance including oral and written assessment, and class behavior/participation.

**Award:**

1. Give a sticker as a reward according to their performance, such as a completed assignment, participation, giving a correct answer for a hard question, etc.
2. Every 10 stickers will be exchanged with a prize such as a pencil, a sticker, etc.

**Tips to the teachers:**

This lesson plan has listed out the character cards needed for each unit. The cards can be used repeatedly. To store it by pinyin alphabetical order, you can either write the pinyin on the top corner or not. Put the cards back after each use so you won't have the problem of finding it again. When the teacher prepares the index cards for each chapter, it is not necessary to always make new cards. If a new word is more than one character, combining index cards from previous chapters can sometimes form the new word.

**Suggestions:**

1. Always check students' stroke orders when the new characters are first introduced.
2. Always check assignments before new classroom activities start.
3. Try to practice as much Chinese as possible, especially for words just learned or have learned, such as 今天是幾月幾號, 你有沒有..., ...上課、...下課...
4. For the homework assignment, there is an additional workbook that accompanies each textbook. Teachers can give it to the students for additional exercise if it is necessary.

**Instruction of making Pocket Chart** (*A pocket fits in a card, the size of a business card.*)

**Materials:** A table cloth, a box of snack bags 6 ½ x 3 ¼, and a roll of double stick tape.

1. Cut the tablecloth into 24" X 26".
2. Use the double stick tape to attach the snack bags onto the tablecloth.
3. Use the double stick tape to divide the bags into half so you will have 4 x 5 x 2 pockets to hold cards.
4. Use a hole-puncher to punch a hole in the middle of the top of the tablecloth so you can hang it up.

**Objective:** Students will be able to read, write, and understand the meaning of the new words and the dialog I of the chapter context.

**Teacher prepares the index cards for all the new words listed on this chapter.**

**Activities:**

**A. Introduce new words:** 阿 姨、姨 媽、表 哥、表 姐、表 弟、表 妹，您，吧，啊

(See the explanations on the book.)

**Role Play:**

1. Assign each student a role, such as “Mother’s sister”, “Mother’s friend”, “Son/daughter of Mother’s sister who is older than you”, etc.

2. Have students address each other appropriately, such as 表 哥、姨 媽、林 阿 姨 ...

3. Students greet each other using appropriate title and the word 吧、啊

For example: “你 好 啊 ！”，“你 好 吧 ！”，“您 好，林 阿 姨 ！” ...

**B. Practice the first 3 lines of dialog I (Dial a Wrong Number)**

1. Write the first three lines of dialog I on the board and explain to the students.

2. Have students practice the dialog with their partners.

3. Randomly select a pair of students to perform the dialog.

**C. Introduce new words:** 公 館、先、通 知、剛(剛) 到、記 下、馬 上、不 客 氣

*Give sample sentences when introducing the new words---(Ask students to also give sample sentences after each word is introduced.)*

**公 館**~(A formal term for a home)林 阿 姨 的 家 叫 林 公 館張 阿 姨 的 家 叫 什 麼 ？

**先+action**~(First/before)你 先 說。回 家 要 先 寫 功 課。先 寫 生 字、生 詞。 ...

**通 知**~學 生 生 病 不 能 來 上 學，要 先 通 知 學 校 (一 聲)

**剛 剛**~(just)我 剛 剛 寫 完 功 課。我 剛 剛 唸 完 一 本 書。妹 妹 剛 剛 上 小 學。

**剛(剛) 到 + Place**~ 林 阿 姨 剛 到 美 國。我 剛 到 學 校。爸 爸 剛 到 家。

**記 下**~ 請 記 下 我 的 電 話。我 沒 有 記 下 她 的 名 字。你 們 都 記 下 了 嗎 ？

**馬 上**~ 出 去 (上 廁 所) 要 馬 上 回 來。回 家 要 馬 上 做 功 課。校 車 馬 上 來 了 ！

**不 客 氣** (See level one chapter 10)

**D. Students repeat the new words after the teacher.**

**E. Have students read 2<sup>nd</sup> part of dialog I (Not home) and explain it.**

**F. Role play:** Each pair plays 2 lines except the last one that has three lines.

**G. Complete exercise III up to the end of dialog I.**

**Assignment:**

Complete exercise III and exercise IV. #1~8.

Level 4 Chapter 1: Looking for a tutor ~ II

Date: \_\_\_\_\_

**Objective:** Students will be able to read, write, and understand the meaning of the new words and the dialog of dialog II.

Students will be able to apply the learned words to real situation.

**Go over the assignment together. Have students play the role when doing the dialog.**

**Activities:**

**A. Introduce new words:** 麻煩、幫、補、告訴、有空、知道、考試、多久、鐘頭、家教、錢、開玩笑、沒問題

Give sample sentences when introducing the new words---(Ask students to also give sample sentences after each word is introduced.)

**麻煩**~ (Asking a favor) 麻煩你打電話給我媽媽。麻煩你通知大家。

**幫**~ 麻煩你幫我打電話給學校。麻煩你幫我通知大家。

**補**~ 麻煩你幫我補習。麻煩你幫我補數學。

**告訴**~ 麻煩你告訴我阿姨一聲。麻煩你告訴大家。請告訴我你的電話。

**有空**~ 你今天晚上有空嗎？請告訴他我今天沒空。請老師有空來玩。

**知道**~ 我知道他今天晚上沒空。我不知道他有沒有空。

**考試**~ 你知道明天有考試嗎？考完試我幫你補英文。

**多久**~ 一個小時是多久？學校到你家，開車多久？我不知道。

**鐘頭**~ 一個小時是三十分鐘，也是一個鐘頭。到英國幾個鐘頭？

**家教**~ 我一天家教三個鐘頭。你當英文家教多久了？

**錢**~ 當家教一個鐘頭不少錢。她的爸爸很有錢。你有沒有錢？

**開玩笑**~ 我們馬上考試，老師不是跟你們開玩笑的。老師怎麼會

跟你們開玩笑？明天學校不上課，跟你們

開玩笑的。

**沒問題**~ 麻煩你幫我補數學。沒問題。麻煩你告訴大家。好，沒問題。

**B. Students repeat the new words after the teacher.**

- C. Write the character and phrase exercise.**
- D. Have students read dialog II (Returning phone call) and explain it.**
- E. Role play:** Students practice the dialog with their partners.
- F.** Randomly select a pair of students to take turns to perform the dialog.
- G. Complete exercise I & II.**
- H. Continue to finish the chapter exercises except section V.**

**Assignment:**

Complete the chapter exercises, including section V.

Level 4 Chapter 1: Looking for a tutor ~ III

Date: \_\_\_\_\_

**Objective:** Students will be able to apply the learned words to real situation.

**Go over the assignment together:**

- a. Have students play the role when doing the dialog.
- b. Skip exercise IV.
- c. Discuss exercise V with the class and select a best answer for each problem.

**Activities:**

**A. Go over exercise IV.**

- 1. Assign students to write different problems on exercise IV on index cards, one character per card.
- 2. Students exchange their index cards.
- 3. Rearrange the cards to make the sentence meaningful by putting them on the pocket chart.
- 4. Read the sentence out loud after completing it and explain the meaning.
- 5. Correct the sentence together if there is any need.
- 6. Students take turns to put the cards on the pocket chart.

**B. Do the oral exercise of section VIII.**

- 1. Assign students to do different oral exercises with their partners.
- 2. Give 5 minutes to complete the dialog and practice with partner.
- 3. Students perform the dialog and have others explain the situation accordingly.

**C. Review the new words:**

- 1. Put the index cards of the new words on the pocket chart, one word at a time.
- 2. Students make a sentence for each new word on the chart.

**Assignment:**

Write a dialog for the following scenarios:

*You arrived at China for only a few days and you were anxious to contact your cousin. You dialed a wrong number at first. The second time, your aunt answered the phone and she was asking about your mother. You asked your cousin if he/she could help you with your Chinese. She/he agreed, but you two needed to work out the time. At the end, you say thank you to your cousin.*

Level 4 Chapter 2: Making a phone call ~ I

Date: \_\_\_\_\_

**Objective:** Students will be able to read, write, and understand the meaning of the new words.

**Teacher prepares the index cards for all the new words listed on this chapter in both Chinese and English.** (See exercise I.) Show students the real money to make the learning more interesting.

**Activities:**

**A. Introduce new words:** 貴姓、貴、先生、小姐、李、打電話、公用電話、長途、本地、記得、外面、表哥、車站、國王、放心、台幣、美金、塊錢、也許、加、從

Give sample sentences when introducing the new words---(Ask students to also give sample sentences after each word is introduced.)

貴姓~ 請問您 貴姓 ?

貴~ 太貴了! 這麼貴!

先生、小姐、李 ~ Address students accordingly with their last names.

For example: 王先生, 白小姐 ... (or李太太)

打電話~ 麻煩你幫我打電話給表姐。

長途 / 本地電話 ~ 麻煩你幫我打長途電話給表姐。

表姐的電話是長途電話還是本地電話?

公用電話~ 公用電話可以打長途電話嗎?

表哥, 記得~ 我記得表哥住在附近。我記得表哥家附近有一個公用電話。

外面~ 我記得表哥家外面有一個公用電話。學校外面有一個公用電話。

車站~ 車站外面有一個公用電話。學校外面有一個車站。

國王~ 美國沒有國王, 英國才有國王。

放心 ~ 大家請放心，我們明天沒有考試。放心，我還有錢打長途電話。

台幣 / 美金 ~ 你有台幣還是美金？放心，我的錢是美金不是台幣。

塊錢 ~ 你有幾塊錢美金？我有五塊錢美金，十塊錢台幣。

也許 ~ 也許我的是台幣不是美金。也許車站外面有一個公用電話。

加 ~ 一加一是多少？也許要加錢，也許不要。

從 ~ 從美國到中國多久？從學校到你家多久？

**B. Play the matching game using the pocket chart. Match English with Chinese or the other way around. (Teacher prepares the English cards and Chinese cards.)**

**C. Repeat after the teacher reads the new words.**

**D. Do the exercise I, II, and III.**

**Assignment:**

Complete exercise I, II, & III.

*(If students have completed the three sections exercises, select several new words on this chapter for them to make out sentences for each word.)*

Level 4 Chapter 2: Making a phone call ~ II

Date: \_\_\_\_\_

**Objective:** Students will be able to read, write, and understand the meaning of the dialog.  
Students will be able to apply the learned words to real situation.

*(Check their homework ( exercise I & III) before new class activities.)*

**Activities:**

**A. Students read the dialog and translate it. (Students can take turns doing it.)**

**B. Role play:**

1. All the boys play 王先生, and all the girls play 李小姐。
2. Each 王先生 and 李小姐 take turns to read the line.
3. Students explain the meaning while reading the lines.
4. Teacher gives comments after each explanation.

**C. Rearrange the chapter context.**

1. Assign each student to write a line or more of the chapter context on the cards.
2. Teacher collects all the cards, and randomly gives them back to students. Each student holds one or more cards.
3. Have students rearrange the cards according to the chapter context.
4. Each student reads the cards out loud by the order of the context.

**D. Do the chapter exercise up to VI.**

**Assignment:**

Complete the chapter exercises.

Make up a question and the response for each situation listed on the oral exercise VII.

Level 4 Chapter 2: Making a phone call ~ III

Date: \_\_\_\_\_

**Objective:** Students will be able to apply the learned words to real situation.

**Check the assignment.**

**A.** Students exchange their work and go over chapter exercises IV, V, and VI together.

**B. Act out the dialog of the oral exercise VII:**

1. Give each pair 5 minutes to work on each other's dialog from the assignment.
2. Each pair of students takes turns to act out each other's dialog.
3. Teacher gives comments after each pair's performance.

**Activities:**

**A. Create their dialogs with others help.**

1. Each pair of students selects a new word from the list and writes on a piece of paper.
2. Pass the paper to the next pair to write a sentence using the selected word, and select another new word for the next couple.
3. Pass the paper to the next person to write another sentence using the second new word and to select another word.
4. Students continue to write a sentence using the word selected by the previous pair until the paper comes back to the originator.
5. Give each pair 5 to 10 minutes to revise or polish the dialog.
6. The dialog will be graded as teamwork.

**B. Act out the dialog they created:**

1. Each pair of students takes turns to act out their dialog.
2. Teacher asks questions from time to time according to contents of each dialog.
3. Students will receive an extra point by correcting other's mistake.
4. Teacher gives comments after each pair's performance.

**Assignment:**

Students make the correction or revision for their dialog according to the teacher's comments.

Level 4 Chapter 3: Buying train tickets ~ I Date: \_\_\_\_\_

**Objective:** Students will be able to read, write, and understand the meaning of the new words.

**Teacher prepares the index cards for all the new words listed on this chapter in both Chinese and English.** (See exercise I.)

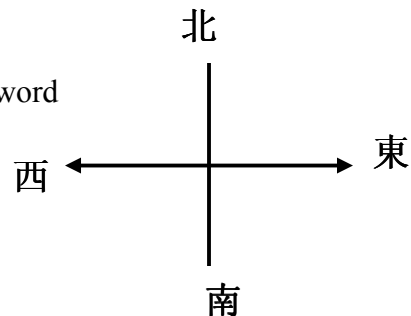
**\*Collect students' assignment.**

**Activities:**

**A. Introduce new word and review the direction words:** 台北、台中、台南（台東），東、西 (Level 2 chapter 4)、南、北

1. Draw a map on the board as shown on the right.
2. Say the direction words while pointing to the map.
3. Students say the words while teacher points to the word on the map.
4. Students say the direction in Chinese and points to that direction after teacher says in English.
5. Explain the major cities in Taiwan.

(See the chapter explanation)



**B. Introduce the new word:** 火車、火車票、售票亭、售票員、買、普通車、直達車、停、中間、雙程、單程、百、時間表

火車～這是弟弟的玩具火車。從台北到台中火車要多久？  
 火車票～這是到到台南的火車票。到台南的火車票一張多少錢？  
 買～我想買一張到台中的火車票。你有沒有買票？  
 售票亭～火車售票亭在哪兒？售票亭外面有一個公用電話亭。  
 售票員～售票員不在售票亭。不知道售票員在哪兒？林小姐是售票員。  
 普通車～普通車不到台北。普通車票一張多少錢？  
 直達車～直達車、和普通車有什麼不一樣？直達車比較快。  
 停～直達車比較快，因為普通車每站都停，直達車不是每站都停。  
 中間～Student A 和 Student B 的中間是Student C。  
 雙程～雙程票一張美金三十八塊錢。你要買幾張雙程票？  
 單程～我要買單程票。單程票比較貴，一張二十九塊錢。  
 百～我有四百六十塊錢台幣，還有一百五十塊錢美金。  
 時間表～這是最新的時間表。火車時間表在車站外面。

**B. Play the matching game using the pocket chart. Match English with Chinese or the other way around. (Teacher prepares the English cards and Chinese cards.)**

**C. Repeat after the teacher reads the new words.**

**D. Do the exercises I, II, and III.**

**Assignment:**

Complete the exercises I, II & III and do the attached worksheet.

**Level 4, Chapter 3 Buying Tickets**

**Name:** \_\_\_\_\_

***Translate the following sentences into English and make another sentence of your own using the listed word:***

1. 火車～這是弟弟的玩具火車。

\_\_\_\_\_

火車～

\_\_\_\_\_

2. 火車票～這是到台南的火車票。

\_\_\_\_\_

火車票～

\_\_\_\_\_

3. 買～我想買一張到台中的火車票。

\_\_\_\_\_

買～

\_\_\_\_\_

4. 售票亭～火車售票亭在哪兒？

\_\_\_\_\_

售票亭～

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5. 售票員～你知道售票員在哪兒嗎？
- 

售票員～

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6. 普通車～普通車票一張多少錢？
- 

普通車～

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7. 直達車～直達車、和普通車有什麼不一樣？
- 

直達車～

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8. 停～直達車比較快，因為普通車每站都停，直達車不是每站都停。
- 

停～

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9. 中間～*Student A* 和 *Student B* 的中間是 *Student C*。
- 

中間～

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10. 雙程～雙程票一張美金三十八塊錢。你要買幾張雙程票？
- 

雙程～

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11. 單程～我要買單程票。單程票比較貴，一張二十九塊錢。
- 

單程～

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12. 百～我有四百六十塊錢台幣，還有一百五十塊錢美金。

---

百～

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13. 時間表～這是最新的時間表。

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時間表～

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Level 4 Chapter 3: Buying train tickets ~ II Date: \_\_\_\_\_

**Objective:** Students will be able to read, write, and understand the meaning of the dialog.  
Students will be able to apply the learned words to real situation.

*(Check their homework, exercise I & III, before new class activities.)*

**Activities:**

**A. Students read the dialog and translate it.** *(Students can take turns to do it.)*

1. Students explain the meaning while reading the lines.
2. Teacher gives comments after each explanation.

**B. Create their dialogs with others help.**

1. Each pair of students selects a new word from the list and writes it on a piece of paper.
2. Pass the paper to the next pair to write a sentence using the selected word and to select another new word for the next pair.
3. Pass the paper to the next person to write another sentence using the second new word and to select another word.
4. Students continue to write a sentence using the word selected by the previous pair until the paper comes back to the originator.
5. Give each pair 5 to 10 minutes to revise or polish the dialog.
6. The dialog will be graded as teamwork.

**C. Act out the dialog they created:**

1. Each pair of students takes turns to act out their dialog.
2. Teacher asks questions from time to time according to contents of each dialog.
3. Students will receive an extra point by correcting other's mistake.
4. Teacher gives comments after each pair's performance.
5. Teacher collects all the dialogs and grades them.

**D. Do the exercise up to VI.**

**Assignment:**

Complete the chapter exercises up to VI.

Level 4 Chapter 3: Buying train tickets ~ III Date: \_\_\_\_\_

**Objective:** Students will be able to apply the learned words to real situation.

**Check the assignment.**

Students exchange their work and go over chapter exercises IV, V, and VI together.

**Activities:**

**A. Students do VII oral exercise with their partners.**

**B. Act out the dialog of the oral exercise VII:**

1. Each pair of students takes turns to act out each other's dialog.
2. Teacher gives comments after each pair's performance.

**C. Group competition:**

1. Divide the class into 4 groups.
2. Group one makes up sentences in Chinese, one sentence per index card.  
Group two makes up sentences in pinyin, one sentence per index card.  
Group three makes up sentences in English, one sentence per index card.  
Group four makes up questions or sentences, one question or sentence per index card.
3. Teacher mixes up all the index cards and has each group to draw it.  
For the group who has drawn the Group one's card translates it into English.  
For the group who has drawn the Group two's card writes it in Chinese.  
For the group who has drawn the Group three's card translates it into Chinese.

For the group who has drawn the Group four's card writes the correspondent answer or question in Chinese.

4. Students take turns reading out their answers and then give it back to the card owner.
5. The card owners check the answers on the card.
6. For each correct response, the group receives a point.
7. The group that has the most points wins the game.

*(Let each group experience writing all 4 kinds of sentences if there is enough time.)*

#### **D. Students make corrections for their worksheet.**

##### **Assignment:**

Students make the corrections or revision their dialog according to the teacher's comments.

Level 4 Chapter 4: A letter to Grandma ~ I Date: \_\_\_\_\_

**Objective:** Students will be able to read, write, and understand the meaning of the new words.

**Teacher prepares the index cards for all the new words listed on this chapter in both Chinese and English.** *(See exercise I.)*

**\*Collect students' assignment.**

##### **Activities:**

**A. Introduce new words:** 信、寄、所有的、親愛、想念、關係、假日、本來、賣光、期間、到達、不錯、結果、健康、快樂、敬祝、敬上、回程票、孫

1. Teacher gives sample sentences for each new word.
2. Teacher writes each new words with pinyin on the board and gradually builds up a sentence.
3. Students make a sample sentence according to the English given by the teacher.

信~ 寫信、寫給我的信、這是寫給我的信、這是外婆寫給我的信。

*(Students make a sentence for "This is a letter written to me by my friend.)*

寄~ 寄信、寄來的信、朋友寄來的信、這是朋友寄來的信。

*(This is the gift that friend sent to me.)*

**所有的**～所有的票、所有的電影票 / 學校，所有的學校都不上課。

*(All the students are not having school.)*

**假日**～今天是假日、因為今天是假日、因為今天是假日，學校不上課。*(Because today is a holiday, we don't have class.)*

**關係**～因為時間關係、因為假日關係、因為假日關係，沒有人看書。

*(Because of the test, nobody wants to go.)*

**賣光**～賣光了、票都賣光了、所有的票都賣光了、所有的車票都賣光了。

*(Because of the holiday, all the train tickets are sold out.)*

**本來**～本來要去、我們本來要去、我們本來要去看電影、我們本來要去看電影，可是所有的票都賣光了。

*(We were going to buy the express train tickets, but all the tickets are sold out.)*

**結果**～結果只去、我們本來要去，結果只去。我們本來要去中國和台灣，結果只去台灣。

*(We were going to buy two express train tickets, as a result, we only bought a regular ticket.)*

**回程票**～一張回程票、買到一張回程票，只買到一張回程票、結果只買到一張回程票。

*(We were going to buy two return tickets, as a result, we only bought one return ticket.)*

**親愛**～親愛的爺爺、親愛的爺爺，你好嗎？

*(Dear grandma, how are you?)*

**想念**～想念你、我們想念你、我們都很想念你。

*( We all miss you very much. Using polite form.)*

**期間**～考試期間、因為考試期間、因為考試期間，所有的學生都在看書。

*(Because of the holiday, all schools do not have classes.)*

**到達**～到達台南、我們到達台南、我們昨天才到達台南。

*(We didn't arrive to China until yesterday.)\*For the rule of 才 please see L2 chap 9.*

**不錯**～很不錯了、已經很不錯了、你能拿到 / 看到已經很不錯了。

*(It hasn't been too bad that you could have bought the ticket.)\*For the rule of 已經 ... 了 please see L2 chap 9.*

**健康 / 快樂**～很健康，我們都很健康，我們大家都健康。

*(We are all very happy.)*

**祝**～祝你生日快樂、祝你健康快樂 *(Wish you a happy New Year.)*

**敬祝**～敬祝老師健康快樂 *(Wish grandma healthy and happy.)*

**孫**～外孫、外婆的外孫、我是外婆的外孫。

*(I am grandpa's grandson.)*

**敬上**～孫 XXX *(Students say their own first name.)* 敬上

不久 ~ 你到車站多久？我到車站不久。（學校 - 老師，家 - 信）

你到車站多久火車才來？我到車站不久，火車就來了。

*(Replace the underlined word and teacher practices the dialog with students.)*

**B. Play the matching game using the pocket chart. Match English with Chinese or the other way around.** *(Teacher prepares the English cards and Chinese cards.)*

**C. Repeat after the teacher reads the new words.**

**D. Do the exercises I, II, and III.**

**Assignment:**

Complete the exercises I, II & II.

Level 4 Chapter 4: A letter to Grandma ~ II Date: \_\_\_\_\_

**Objective:** Students will be able to read, write, and understand the meaning of the chapter context.

Students will be able to apply the learned words to real situation.

*(Check their homework, exercises I & III, before new class activities.)*

**Activities:**

**A. Students read the chapter context and translate it.** *(Students take turns to do it.)*

1. Students explain the meaning while reading the lines.
2. Teacher gives comments after each explanation.

**B. Rearrange the letter and make it back to how it was.**

1. Enlarge and Xerox the chapter context.
2. Glue the copy to a construction paper.
3. Cut the construction paper into irregular pieces. Some pieces contain more word than the other.
4. Divide students into several groups.
5. Divide the paper into the same number of piles.
6. Mix up the contents of each pile while passing them out to each group.
7. (Make sure the paper each group gets has continued contents.)
8. Each group of students rearranges the pieces into the original order.
9. Groups read out the contents according to the order in the book.
10. (To make the activity more competitive, give the time limit or compare the time consumed by each group.)

**C. Do the exercises VIII and V orally with the class.**

**D. Create a letter with other's help. Title: "A letter about my holiday"**

1. Each student selects a new word from the list and writes it on a piece of paper.
2. Pass the paper to the next student to write a sentence using the selected word and to select another new word for the next person.
3. Pass the paper to the next person to write another sentence using the second new word and to select another word.
4. Students continue to write a sentence using the word selected by the previous person until the paper comes back to the originator.
5. Students polish or revise it to comply (align) with the exercise VII.
6. Hand in the letter, which will be graded as homework.

**E. Complete the chapter exercises.**

**Assignment:**

Finish current chapter exercises.

Level 4 Chapter 5: My diary ~ I

Date: \_\_\_\_\_

**Objective:** Students will be able to read, write, and understand the meaning of the new words.

**Go over the assignment IV, V and VI together.**

**Teacher prepares the index cards for all the new words listed on this chapter in both Chinese and English.** (See exercise I. 天氣 weather)

**Activities:**

**A. Introduce new words:** 天氣、晴、日記、紀念、放假、特別、教師節、慶祝、孔子、偉大、活動... (*Confucius picture can be found on L6, chap 3*)

1. Teacher gives sample sentences for each new word.
2. Writes each new words with pinyin on the board and gradually builds up a sentence.
3. Students make a sample sentence according to the English given by the teacher.

晴 ~晴天、今天是晴天

天氣~天氣不錯、今天天氣不錯，是晴天。

(*Today's weather is very good, which is not raining.*)

日記~寫日記、天天寫日記、我天天寫日記。

(*I didn't write diary everyday.*)

放假~學校放假、今天是假日，所以學校放假。

(*Yesterday was a holiday, so Father had a day off.*)

孔子~孔子是老師、孔子是很有名的老師。

紀念~紀念孔子、是為了紀念孔子、放假是為了紀念孔子。

(*Having a day off is for remembering King's birthday.*)

特別~特別的日子、今天是特別的日子、學校放假，因為今天是特別的日子。

(*Today is a special day because today is my birthday.*)

教師節~九月二十八號是教師節，九月二十八號是教師節，

所有的學校都放假。

(*April 4th is Children's Day; all of the children are having day off.*)

慶祝~慶祝生日、為我慶祝生日、朋友請我看電影，為我慶祝生日。

(*Teacher invites me to the children's amusement park for celebrating my birthday.*)

偉大~偉大的老師、紀念偉大的老師、教師節是為紀念偉大的老師。

(*Teacher's Day is for remembering the great Confucius.*)

活動~慶祝活動、很多慶祝活動、國慶日有很多慶祝活動

。

(*Holiday has many celebrating activities.*)

通常~通常有、通常有很多、通常有很多慶祝活動、假日通常有很多慶祝活動。

(*Independent's Day usually has many celebrating activities.*)

人物~卡通人物、偉大人物、偉大的人物、一位偉大的人物、

這一位偉大的人物。(Remembering this great character.)

飯館~中國飯館、去中國飯館、帶我去中國飯館、爸爸帶我去中國飯館。

(*Grandpa takes me to a Chinese restaurant.*)

吃飯~飯館吃飯、中國飯館吃飯、帶我去中國飯館吃飯、阿姨帶我去中國飯館吃飯。

(*Grandma takes me to a Chinese restaurant to eat.*)

台灣~(*Uncle takes me to a Chinese restaurant to eat.*)

幸運簽~幸運簽寫的是、日記寫的是、信寫的是、...

幸運簽寫的是健康快樂、我拿到的幸運簽寫的是健康快樂。

(*The fortune cookie label I got was written, "Wish you a happy New Year".*)

上班~(to work)今天媽媽放假不上班(*Cousin has to go to work today.*)

下班~(off the work)爸爸剛剛下班 (*The ticket seller has just gotten off work.*)

**B. Play the matching game using the pocket chart. Match English with Chinese or the other way around.** (*Teacher prepares the English cards and Chinese cards.*)

**C. Repeat after the teacher reads the new words.**

**D. Do the exercises I, II, & III.**

**Assignment:**

Complete the exercises I, II & II.

Level 4 Chapter 5: My diary ~ II      Date: \_\_\_\_\_

**Objective:** Students will be able to read, write, and understand the meaning of the chapter context.

Students will be able to apply the learned words to real situation.

*(Check their homework, exercises I & III, before new class activities.)*

**Activities:**

Ask students “ 今天是哪一年? 幾月幾號星期幾? 天氣好不好? ”

**A. Students read the chapter context and translate it.** *(Students take turns to do it.)*

1. Students explain the meaning while reading the lines.
2. Teacher gives comments after each explanation.

**B. Revise the chapter context by filling in the blanks using the words given by students.**

*(Use the worksheet attached.)*

**C. Do VIII oral drill**

**D. Teacher ask students questions on VI**

**E. Create a letter with other's help. Title: "My diary"**

1. Each student writes a special thing that happened yesterday on a piece of paper.
2. Pass the paper to the next student to write another thing that happened yesterday.
3. Students continue to write a sentence related to the things that happened yesterday until the paper comes back to the originator.
4. Students polish or revise it to make it as a diary.
5. Hand in the letter, which will be graded as homework.

**F. Do the exercises IV and V**

**Assignment:**

Complete current chapter exercises.

## Worksheet

Level 4 Chapter 5: My dairy ~ II

name: \_\_\_\_\_

Students write down the following words in Chinese on a piece of paper.

- A. ( *adj.*) \_\_\_\_\_
- B. ( *Noun1*) \_\_\_\_\_
- C. ( *holiday*) \_\_\_\_\_
- D. ( *country*) \_\_\_\_\_
- E. ( *noun2*) \_\_\_\_\_
- F. ( *Verb1*) \_\_\_\_\_
- G. ( *a title*) \_\_\_\_\_
- H. ( *Verb2*) \_\_\_\_\_
- I. ( *adj.*) \_\_\_\_\_
- J. ( *adj.*) \_\_\_\_\_
- K. ( *place*) \_\_\_\_\_
- L. ( *Verb3*) \_\_\_\_\_
- M. ( *noun*) \_\_\_\_\_
- N. "A good wish to someone" \_\_\_\_\_
- O. A great person \_\_\_\_\_

Fill in the blanks using the words indicated by the alphabets:

### 我的日記

今天是一個 **A** 的日子，因為今天是**B** 的生日，也是**C**。每年這一天，**D** 所有的**E** 都**F**。**B** 是**G** 所以也**F**。他的朋友就會請他去**H**，為他慶祝生日。

**B** 說，**C** 是為紀念**O**、每年這一天 **D** 通常有慶祝活動，紀念這一位偉大的 **E**。

我們問**B**希望我們送什麼禮物給他。**B** 說:「只要你們天天都很**I**，做一個 **J** 的孩子，就是給我最好的禮物。」晚上，爸爸帶大家去**K L**。**L**後，媽媽拿到的**M** 寫的是 “**N**”

Level 4 Chapter 6: Time ~ I

Date: \_\_\_\_\_

**Objective:** Students will be able to read, write, and understand the meaning of the new words.

**Teacher prepares a paper clock in which the hands can move freely.**

**Go over exercises IV and V together.**

**Activities:**

**A. Tell time:** 現在、上午早上、中午、下午、晚上 (*See chapter 6*)

半～早上十點半

點…分～九點五十分

整～晚上九點整

現在～現在是早上…

最近～校長最近沒有來學校，李小小最近生病了，沒有來上課。

**B. Telling time exercises:**

Ask students “現在幾點鐘？”，“現在是早上幾點鐘？”

*Teacher uses the paper clock to give the time and have the students tell the time in Chinese.*

**C. Introduce new words:**

1. Teacher gives sample sentences for each new word.
2. Write each new word with pinyin on the board and gradually build up a sentence.
3. Students make a sample sentence according to the English given by the teacher.

時間～上課時間、下課時間、下課時間吃飯不要上課時間吃飯。

*(Eat stuff at recess time. Don't eat stuff while having the lesson.)*

正是～正是下班時間、正是下班時間，可以吃飯。

*(Exactly at recess time, you may eat stuff.)*

忙～最忙、最忙的時候、路上最忙的時候、正是路上最忙的時候。

*(Exactly the busiest time in the school)*

難怪（怪不得）～難怪還沒有來、難怪到現在還沒有來、難怪火車到現在還沒有來。*(No wonder the express train is not here yet.)*

公車（公共汽車）～六號公車、六號公車停開了、六號公車最近停開了。*(The number five express train has stopped running lately.)*

班車～一班車、兩班車、六號班車、所有的班車。

時刻表～公車時刻表、最新的公車時刻表，這是最新的公車時刻表。*(This is the newest train schedule.)*

親戚～看親戚、去看親戚、去台灣看親戚、我要去台灣看親戚。

*(I want to go to visit relatives in China.)*

打算～什麼打算、你有什麼打算？我打算明天早上回家。

*(I plan to go back to school tomorrow afternoon.)*

**如果** ~ 如果明天是晴天、如果下午沒有公車、如果公車不來...

*(If it is recess now...)*

**搭** ~ 搭車、搭直達車、搭普通車、搭七點鐘普通車、如果我搭七點鐘普通車、如果我搭七點鐘普通車，幾點鐘到達？

*(If I take the 9 p.m. express train, what time will I arrive?)*

**出發** ~ 出發時間、到達時間、下午五點鐘出發、晚上十點鐘到達。

**準時** ~ 準時出發、準時到達、下午五點整準時出發

**往** ~ 往台北、往台北的班車、往台北的班車準時出發。

*(The bus that departs to Tainan departs on time.)*

**剛好** ~ (An pre-action matches with the later situation.) 我剛好有五塊錢，爸爸剛好到家，媽媽剛好看見，弟弟剛好吃完，姐姐剛好出去。

*(Before recess our chapter six exactly/happen to be finished.)*

**D. Repeat after the teacher read the new words.**

**E. Do the exercises I, II, and III.**

**Assignment:**

Complete the exercises I, II & II.

**Objective:** Students will be able to read, write, and understand the meaning of the chapter context.

Students will be able to apply the learned words to real situation.

*(Check their homework, exercise I & III, before new class activities.)*

**Activities:**

**A. Review the time words:**

1. Ask students “現在幾點鐘？”，“現在是早上幾點鐘？”
2. Ask students “今天是幾年幾月幾號星期幾？天氣好不好？”

**B. Role playing:**

1. All the boys play先生, and all the girls play小姐。
2. Each先生 and小姐 takes turns to read the line and explain it.
3. Teacher gives comments after each explanation.

**C. Do the oral exercise VII with students.**

**D. Go over exercise VI.**

**E. Use VI as a model and have students to make up the problems.**

1. Students write a statement or question on the index card.
2. The answer correspondent to the problem has to be on the chapter context.
3. Teacher collects all the cards and gives back to students randomly.
4. Students write their answer on the card and give it back to who ever it belongs.
5. Both students have to write down their names on the card.
6. The owner reads out the question and answer, and decides whether it corrects or not.
7. All the students get a point for giving a correct answer but lose a point for giving an inappropriate problem.

\_\_\_\_\_  
*(Student who will give answer put his name here.)*

\_\_\_\_\_ Answer goes in here. \_\_\_\_\_

李大山：不知道，因為我最近才從台灣回來。

**Assignment:**

Complete the current chapter exercises.

Level 4 Chapter 7: Asking for direction 1 ~ I

Date: \_\_\_\_\_

**Objective:** Students will be able to read, write, and understand the meaning of the new Words.

**Go over homework together** *Students exchange their homework*

IV, VI ~ Volunteer reads the answer and students check the answer.

*Return homework back to who ever it belongs.*

V ~ Teacher asks students randomly.

*Students who didn't make any mistakes get a sticker.*

**Activities:**

**A. Introduce new words:** 方向、左、右、旁邊、前面、後面、(中間)

1. Teacher shows the directions using hands and body.
2. Students raise hands according to the teacher's command: “左手、右手 ... ”
3. The student who is directed raises hand: “王小小 前面 / 左邊的同學 ... ”
4. Students say the words “我在李天山左邊，張大大右邊”
5. The student raise hand (or stand up)

*Teacher* 王小小前面”，“王小小前面，李天山左邊”，“王小小前面，李天山左邊，張大大右邊”... or “李天山和張大大中間”

*Teacher gradually adds up the words until the target student gets up.*

**B. Introduce new words:** 廁所、停車場、加油站

**Guess the words:**

- a. *Teacher says the Chinese word first and describes it in English.*
- b. *Students guess the word in English. Ex. T“停車場 the place where you park the car. ”*
- c. *Teacher says the place again and students response with Chinese. Ex. T: “The place you park the car.” S: “廁所”*

**C. Introduce new words:** 拐、牌子、鎖匙、忘、差點

拐~右拐、向右拐，左拐、向左拐...

牌子~(Show students the name tag or signs.)

這是牌子，這個牌子有我的名字。廁所前面有一個牌子...

鎖匙~(Show students your car keys or room keys.)

這是鎖匙，這是我的鎖匙，這是我的車子的鎖匙...

忘~忘了，我忘了寫功課，我忘了帶書 / 鎖匙，我忘了刷牙...

差點~差點忘了，我差點忘了寫功課、我差點忘了帶鎖匙，我差點忘了刷牙...

**D. Repeat after the teacher read the new words.**

**E. Do the exercise I. II.**

**F. Character reinforcement:**

Write characters on the board with some strokes missing and ask students to fix it and write pinyin.

**Assignment:** Do the exercises V, VI, and VII.

Level 4 Chapter 7: Asking for directions 1~ II

Date: \_\_\_\_\_

**Objective:** Students will be able to read, write, and understand the meaning of the chapter context.

Students will be able to apply the learned words to real situation.

**Go over the homework together.**

**Activities:**

**A. Students read the chapter context and translate it.** (*Students take turns doing it.*)

1. Students explain the meaning while reading the lines.
2. Teacher gives comments after each explanation.

**B. Role playing:**

*Students take turns doing the dialog with their partners.*

**C. Draw a map for the chapter context.**

**D. Locate the places mentioned on this chapter.**

1. One volunteer gives the directions and has the class to guess the destination.
2. Teacher gives the destination and students give the directions.

**E. Tell the directions:**

1. Ask students where the girl's/boy's room is and students answer it in Chinese.
2. Game: Locate the missing object:
  - a. *Students hide a sign made by teacher in classroom without telling the volunteer.*
  - b. *When the volunteer shows up, students tell him the direction where to find the sign.*
3. Tell the blindfolded volunteer directions:
  - a. *The volunteer blindfolded and works around the path between the chairs under the instruction of other students.*
  - b. *Students guide the volunteer to find the hidden object.*

**Assignment:**

Complete the current chapter exercises III, IV.

**Objective:** Students will be able to read, write, and understand the meaning of the new words.

*(Go over the homework together.)*

**Activities:**

**A. Introduce ordinal numbers: 第一...**

Give examples: 第一名, 第一個學生, 第一個到學校...

**B. Introduce new words:**

1. Teacher gives sample sentences for each new word.
2. Write each new word with pinyin on the board and gradually build up a sentence.
3. Students make a sample sentence according to the English given by the teacher.

飯店~中國大飯店(*Explain the difference of 飯店 and 飯館*)

十字路口~第一個十字路口 (*There is an intersection in the front.*)

紅綠燈~第一個紅綠燈 (*There is a traffic light in the front.*)

百貨公司~一家百貨公司 (*There is a department store in the front.*)

上車 / 下車~請在前面上車(*Please get off at the department store.*)

關門~百貨公司關門了(*The Grand Chinese Hotel has closed or is bankrupt.*)

開門~公司還沒有開門(*The Department store is not open yet.*)

下一站 / 上一站~我在上一站上車(*Please get off at the next stop.*)

怎麼回事~你今天怎麼回事(*What happened to you yesterday?*)

司機 / 乘客~司機開車, 乘客搭車。(*The driver stops the bus and the passenger gets off the bus.*)

搬家~我剛剛搬家。朋友已經搬家了。(*The hotel has moved.*)

別的~別的地方, 朋友已經搬家到別的地方了。(*The hotel has moved to somewhere else.*)

會朋友~我到中國會朋友(*I am going to meet friends in the Department store.*)

原來~我原來學日文, 後來不學了。(*I was originally teaching Chinese, I quit later on.*) 我原來住日本, 後來搬家了。(*I lived in China originally, later on I moved.*)

做事~我在飯館做事, 我原來在飯館做事。(*I was working in Japan originally.*)

一直~我一直在飯館做事(*I work in Japan all the time.*)

幸好~幸好有老師在, 幸好有人幫我。(*Fortunately, there is a driver to help me.*)

迷路~我迷路了, 老師迷路了, 大家都迷路了。(*The driver is lost, too.*)

要不然~要不然我就迷路了。(*Otherwise, I'll be going home.*)

**C. Repeat after the teacher read the new words.**

**E. Do the exercise I. II. & III.**

**Assignment:**

1. Complete exercises I, II, & III. 2. Make a sentence for 一直, 原來, 要不然, 幸好

Level 4 Chapter 8: Asking for directions 2~ II

Date: \_\_\_\_\_

**Objective:** Students will be able to read, write, and understand the meaning of the chapter context.

Students will be able to apply the learned words to real situation.

**Go over the homework together.**

**Activities:**

**A. Students read the chapter context and translate it.** (*Students take turns doing it.*)

1. Students explain the meaning while reading the lines.
2. Teacher gives comments after each explanation.

**B. Role playing:**

*Students take turns doing the dialog with their partners.*

**C. Use the map in this chapter to make up a dialog with partners.**

*a. A dialog between driver and passenger.*

*b. At least 4 lines for each character.*

*c. Include as many the new words in the dialog as possible.*

*d. Acting out their dialog.*

**D. Do the oral exercise in the chapter.**

**E. Give directions for certain buildings in the school.**

**Assignment:**

Complete chapter exercises.

**Objective:** Students will be able to read, write, and understand the meaning of the new words.

**Teacher makes a sign:** 「貨物出門，概不退換」

*(Go over the homework together.)*

**Activities:**

**A. Introduce fruit:** 水果、蘋果、西瓜、橘子...壞、甜...

*(Show the pictures or real things to the students if it is possible.)*

Teacher creates a conversation, such as “你喜歡什麼水果?”, “西瓜比較甜。”  
“這個橘子壞了”. “這個蘋果不甜”, .....

**B. The usage of money:** 塊錢、元、多少錢、找錢、零錢、退錢、換錢...

1. Practice money words by creating a dialog with students using the listed words.

EX. Ask students randomly, “你有多少錢 / 幾塊錢?”, “你有沒有零錢?”

**C. Introduce new words:** 老板、便宜、貴、怎麼、顧客、這些、一些、運氣

1. Guessing the words~ *(Students say the new word in English after each sentence.)*

老板 / 顧客~ Starts the conversation with “我賣水果，我是老板”，

“你買水果，你是顧客。”

便宜~ 這個西瓜兩塊錢，好便宜

貴~ 這個橘子一塊錢美金，太貴了!

怎麼~ 老板，這個西瓜怎麼賣?

這些~ 我要這些橘子。這些橘子怎麼賣?

一些~ 我還要買一些別的。

運氣~ 我的運氣不錯，水果都很甜。

**D. Introduce new words:** 「貨物出門，概不退換」

1. Teacher explains the word on the sign.

2. Make your own sign orally:

*“Once the fruit are out of the door, there is no money returned.”*

*“Once the merchandise are out of the door, there is no money returned.” ...*

**E. Repeat after the teacher reads the new words.**

**F. Do the exercise I. II. & III. (\*Switch the word Da gai into yi gai.)**

**Assignment:**

Complete the assignment I, II, & III and draw the picture for the exercise VII.

Level 4 Chapter 9: Buying fruit ~ II

Date: \_\_\_\_\_

**Objective:** Students will be able to read, write, and understand the meaning of the chapter context.

Students will be able to apply the learned words to real situation.

**Go over the homework together.**

**Activities:**

**A. Students read the chapter context and translate it.** (*Students take turns doing it.*)

1. Students explain the meaning while reading the lines.
2. Teacher gives comments after each explanation.

**B. Role playing:**

*Students take turns doing the dialog with their partners.*

**C. Do exercise VI orally.**

**D. Do the activity of VII**

1. Assign half of the students to be the bosses and the other half to be the customers
2. Students prepare a sign of their own, such as “不甜不要錢”, “蘋果出門概不退錢”
3. Sell the fruit to the customers. Conversation is only in Chinese.
4. Check who makes the most money.
5. Students switch roles.

**E. Do the rest of the exercises.**

**Assignment:**

Complete the current chapter exercises.

**Objective:** Students will be able to read, write, and understand the meaning of the new words.

**a. Teacher prepares colors:** 粉紅色、橘紅色、綠色、藍色…

**b. Teacher prepares clothes:** 上衣、內衣、裙子、長褲、短褲、褲裙、毛衣…

**Teacher makes signs:** 「大減價」「大拍賣」「買一送一」「不二價」

**Go over the homework together.**

**Activities:**

**A. Introduce new words:**

1. Colors (new and old words): 粉紅色、橘紅色、綠色、藍色…(Show the colors while saying the words.)
2. Clothes: 上衣、內衣、裙子、長褲、短褲、褲裙、毛衣…(Show the clothes while saying the words.)
3. Color and clothes: 粉紅色上衣、咖啡色褲裙…(Show the clothes while saying the words.)
4. Randomly repeat the words and ask students questions. 這是什麼衣服 / 顏色?

**B. Introduce new words:** 衣服、樣式、進口、打八折、元、對折…

**1. Guess the meaning from teacher's acting.**

(Continue to repeat the new words using different phrases until the students get the meaning.)

**衣服**~這是衣服、一件衣服、兩件衣服、粉紅色衣服

**樣式**~這個樣式好看嗎? 你喜歡這個樣式嗎? …

**進口**~這是進口的、中國進口的、美國衣服很多是中國進口的…

For the following, explain the meaning first and then give the sample sentences.

**打八折**~(打折Discount) 一塊錢(元)打八折是多少錢? …

**對折**~一百塊錢(元)打八折是多少錢? …

**商店**~賣衣服 / 水果的商店、買衣服要到賣衣服的商店…

**店主**~老板就是店主、商店的老板叫店主…

**算了**~「太貴了, 算了, 不買了」…

**老實**~「賣她十元、賣我一百元, 這個店主 / 老板不老實」

**2. Show the sign:** 「大減價」「大拍賣」「買一送一」「不二價」

Teacher explains the meaning by acting, in English, or in Chinese. Ex.

“一百元賣十元”, “買一件長褲送一件短褲”, “一百就是一百, 十元就是十元”…

**C. Repeat after the teacher reads the new words.**

**D. Do exercises I II III.**

**Assignment:**

Complete the exercises I II III.

Level 4 Chapter 9: Buying clothes ~ II

Date: \_\_\_\_\_

**Objective:** Students will be able to read, write, and understand the meaning of the chapter context.

Students will be able to apply the learned words to real situation.

**Go over the homework together.**

**Activities:**

**A. Students read the chapter context and translate it.** (*Students take turns doing it.*)

1. Students explain the meaning while reading the lines.
2. Teacher gives comments after each explanation.

**B. Making yourself a new dialog with other's help:**

1. *Teacher follows the chapter context's order to assign each pair of students at least two lines to start with 店住 vs. 顧客. If the number of pairs is less than 7, some teams might need to have more than two lines in the beginning.*
2. *Write the assigned lines on a piece of paper with a missing phrase. Reserve a space for the missing phrase and underline it. Where to write the lines is according to the place where it is located on the chapter. For instance, the pair who writes the last two lines writes on the bottom of the paper. Make sure there is enough space for others to write.*
3. *Pass your paper down to next team.*
4. *Write the line(s) you are assigned for the new paper you received again.*
5. *Make sure everybody has a chance to write the lines and each paper is returned back to the original team when it is filled up with the contents of the dialog.*
6. *Each team fills in the blanks on their own paper.*
7. *Each team takes turn to read out their new dialog.*
8. *Teacher gives comments or corrections.*

**C. Do VII oral exercise.**

**Team race: Who makes more money?**

1. *Divide the class into two groups or more.*
2. *Encourage the groups to make on sale signs to start their selling.*
3. *Sell the merchandise to the teacher or volunteers (as customers).*
4. *The group that earns the most money wins the game.*
5. *The winners receive an extra point or a sticker.*

**Assignment:**

Complete current chapter exercises.

