

# 走向未来

Chinese for Tomorrow

新中文教程

A New Five-Skilled Approach

教师手册 第一册

Volume 1 Teacher's Manual

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Table of Contents, Preface, Sample from Lesson 2 (answer keys to textbook exercises; sample quiz), Sample from Lesson 7 (sample teaching schedule; classroom activities)

ISBN: 978-0-88727-570-8

PUBLICATION DATE: December 1, 2007

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教师手册 第一册

Volume 1 Teacher's Manual

何文潮、焦晓晓、邵秋霞、李克立

Wayne He, Dela Jiao, Qiuxia Shao,  
Christopher M. Livaccari



CHENG & TSUI COMPANY  
Boston

# SAMPLE

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16 15 14 13 12 11 10 09 08      1 2 3 4 5 6 7 8 9 10

*Published by*

Cheng & Tsui Company, Inc.  
25 West Street  
Boston, MA 02111-1213 USA  
Fax: (617) 426-3669  
www.cheng-tsui.com  
“Bringing Asia to the World”™

ISBN: 978-0-88727-570-8

This project has been partially funded by the China National Office for Teaching Chinese as a Foreign Language (中国国家对外汉语教学领导小组办公室), the Department of East Asian Studies, and Curriculum Development Challenge Fund, New York University.

Printed in the United States of America

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SAMPLE

## 序言

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《走向未来》新中文课程第一册教师手册是用于帮助教师在使用本教材系列时安排教学计划和教学大纲设计的。每课主要有这几个部分：1) 课程表，2) 课堂活动，给学生更多的在课堂练习说中文的机会，3) 学生用书的练习答案，4) 笔试例题和答案，5) 口试例题。

很多中文班一周上两次到三次课，我们建议每一次课上课程表里一节课的内容。这样《走向未来》新中文课程可以在一个学年完成一册。如果课时多，则可以加快进度。本书的这个课程表老师可以根据自己中文班的情况采用。这个课程表是作者根据用电脑中文方法试教这个教材的经验编写的。

本书的这个课程表是按每一课教五次制定的。如果你的中文课有电脑室学习时间，可以加上电脑室学习时间。有的中文课分讲课和练习课，老师可以调整课程表里第三和第四次课的内容。练习课可以包括课本里的听说练习和课文练习，而用一次课上语法分册的语法点。或者也可以用教师手册里每一课提供的课堂练习上练习课。因为练习的内容很多，教师可以根据情况增加课时或放慢进度以便多做练习。

学语法分册的时候，我们建议每学一个语法点，先做每课后边该语法点的练习，然后再学下一个语法点。语法书的最后部分提供了每课练习的答案。

## PREFACE

.....

This Teacher's Manual for *Chinese for Tomorrow, Volume 1* is designed to help teachers plan their curriculum using the *Chinese for Tomorrow* series. Each lesson contains five major sections: (1) sample teaching schedules; (2) additional class activities, designed to give students more opportunities to practice speaking in class; (3) answer keys to the exercises in the student textbook; (4) sample written quizzes, with answer keys; and (5) sample oral assessment exams.

Many Chinese programs meet two or three times a week; in this scenario we suggest covering one session per class period. When taught in this way, the *Chinese for Tomorrow* course can be completed in one academic year. If your class meets more frequently, you may increase the pace of your lessons. The sample teaching schedules in this book are based on the experiences of our authors in field-testing this material using the Computer Chinese (CC) method. However, this sample teaching schedule can be easily adapted to fit the individual needs of your program.

The teaching schedules in this book are meant to accommodate five class periods per lesson. Additional computer lab sessions may be tacked on, if computers are to play a significant role in your program. For programs that offer drill periods, Sessions 3 and

5 below can be adjusted to include the Listening and Speaking Exercises and Exercises for Understanding the Texts from the Textbook into the drill periods; then, grammar points from the Grammar Book may be taught in one session. Alternatively, the classroom activities provided in each lesson of the Teacher's Manual may be used in lieu of drills. Because these activities and exercises are rich in content, teachers may wish to either add class hours or slow down the pace of each lesson, based on individual classroom needs.

When working through the grammar sections in the Grammar Book, we recommend that students complete the corresponding exercises at the end of the lesson before moving on to the next grammar item. Answer keys to each exercise are provided at the end of the Grammar Book.

SAMPLE

4. 那个中国学生的爸爸、妈妈做什么？  
What do the Chinese student's father and mother do?  
妈妈是医生，爸爸是大学教授。
5. 王小年的家有几口人？他们都是谁？  
How many people are there in Xiaonian Wang's family? Who are they?  
五口人：爸爸，妈妈，哥哥，妹妹和他。
6. 他们家谁在纽约大学学习？  
Which member of their family is going to New York University?  
妹妹和王小年。
7. 王小年和中国学生怎么互相帮助？  
How do they help each other?  
王小年教他英文，他教王小年中文。

## 二、完成对话。(2. Complete the dialogues orally.)

- A: 请问你是哪国人？  
B: 我是中国人。
- A: 你有华裔朋友吗？他们是谁？  
B: 我有（一个华裔朋友）。他叫王小年。
- A: 你的老家在哪儿？  
B: 在中国广东。
- A: 你爸爸，妈妈，都是大学教授吗？  
B: 我爸爸、妈妈不都是大学教授。
- A: 我有两个妹妹和两个哥哥，你呢？  
B: 我有一个哥哥和一个妹妹。

## 三、先填空，再朗读段落。(3. Fill in the blanks with the numbers corresponding to the correct Chinese characters, and then read the paragraph aloud.)

1. 哪儿 2. 在 3. 不都 4. 都 5. 都 6. 都不 7. 得 8. 华裔
- 王小年是 8 大学生，2 美国生，美国长。他的中文说 7 不流利。他的爸爸、妈妈开中餐馆。他不知道他的老家在 1。哥哥和妹妹 3 跟他在纽约大学学习。可是他们 4 是华裔，他们在学校 5 学中文，6 学日文(Riwen, Japanese)。

#### 四、作文 (4. Composition)

Use the computer to write a few sentences (5–6) in Chinese introducing your family.

#### 作文范例 Sample Composition

我家有五口人，爸爸、妈妈、一个哥哥、一个妹妹和我。我爸爸是大学教授，妈妈是医生。我哥哥是中学老师。妹妹跟我都是大学生。我们都学中文。

#### 五、翻译 (5. Translation)

Translate the following sentences orally in class. Then type your translations in Chinese using the words and phrases provided.

1. How come your Chinese is not fluent? (得)  
你的中文怎么说得不流利？
2. My grandfather and grandmother came to America from Guangdong, China.  
(是……的)  
我的爷爷、奶奶是从中国广东到美国来的。
3. So, we are from the same hometown. Let's go have some Chinese food. (那, 吧)  
那我们是老乡了。我们吃中国饭吧
4. I just came to New York. My English is not very good.  
我刚到纽约，我的英文不好。
5. They are not both going to college. My brother is a doctor. (不都)  
他们不都上大学。我哥哥是医生。
6. We can help each other.  
我们可以互相帮助。
7. My sister is studying at New York University's business school.  
我妹妹在纽约大学商学院学习。
8. What do your parents do? (呢)  
你爸爸、妈妈做什么呢？
9. My mother is a middle school teacher. My father is a college professor.  
我妈妈是中学老师。我爸爸是大学教授。
10. I am a third generation immigrant. I grew up in America. (是……的)  
我是第三代移民，是在美国长大的。

## 补充阅读练习 **Supplementary Reading Exercises**

Using the word list, try to understand the joke below. Then answer the questions that follow.

### 笑话 **Joke**

我、你、他(她)

### 问题 **Questions**

1. How did the teacher explain 我, 你, 他?  
(我是你的老师, 你是我的学生。她是你的女同学。)  
I am your teacher. You are my student. She is your female classmate.
2. How did the father explain 我, 你, 他?  
(我是你爸爸。你是我儿子。她是你妈妈。)  
I am your father. You are my son. She is your mother.
3. Why was the child wrong?  
He does not understand that he should use different terms to speak to his teacher at school and to his father at home.

## ► 小考试题 Quiz (Total Score: 100%)

### I. Pronunciation (12%):

Listen carefully and write down the syllables with initials, finals and tone marks.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_

### II. Character recognition: Circle the correct character to fill in the blanks. (8%)

1. 王小年是在美国生美国 \_\_\_\_ (张, 长, 常, 藏) 的。
2. 格林的老 \_\_\_\_ (加, 家, 宁) 不在中国, 在美国。
3. 你的朋友是美国 \_\_\_\_ (八, 入, 人, 伙) 吗?
4. 王小年的爸爸妈妈 \_\_\_\_ (闷, 间, 闻, 开) 了一家中餐馆。

### III. Match the words or phrases on the right with those on the left. (15%)

- |             |               |
|-------------|---------------|
| 1. 王小年的哥哥姐姐 | a. 从中国广东来美国的。 |
| 2. 他的爷爷奶奶是  | b. 他的中文说得不流利。 |
| 3. 你想去      | c. 在商学院学会计?   |
| 4. 王小年是 ABC | d. 都在纽约大学上学。  |
| 5. 谁的妹妹     | e. 吃中国饭吗?     |

### IV. Answer the following questions. (25%)

1. 请问你是中国人吗?
2. 我有两个华裔朋友, 您呢?
3. 你的爷爷奶奶是从哪儿来的?
4. 你爸爸妈妈都是大学教授吗?

5. 王小年的中文说得怎么样？

**V. Select the correct words to fill in the blanks. (Words below may be used more than once.) (10%)**

1. 说 2. 在 3. 跟 4. 学 5. 开 6. 是 7. 都不 8. 学习

王小年 \_\_\_\_\_ 美国大学生。他 \_\_\_\_\_ 美国生，美国长。他的中文 \_\_\_\_\_ 得不流利。他的爸爸妈妈 \_\_\_\_\_ 中餐馆。哥哥、妹妹 \_\_\_\_\_ 他都在纽约大学 \_\_\_\_\_。他们 \_\_\_\_\_ 华裔，在学校都 \_\_\_\_\_ 中文，\_\_\_\_\_ 学日文

**VI. Translate the following sentences into Chinese. (30%)**

1. So, we are from the same hometown.
2. I'm a third generation immigrant. I grew up in America.
3. I just came to New York. My English is not very good.
4. They are not both going to college. His brother is a doctor.
5. We can help each other.

**Bonus: Handwrite any Chinese characters that you learned in this lesson (answers will vary). (3%)**

# Answer Key to Quiz

---

## I. Pronunciation:

A. Listen carefully and write down the syllables with initials, finals and tone marks. (12%)

- |             |             |             |            |
|-------------|-------------|-------------|------------|
| 1. lǎoshī   | 2. huānyíng | 3. měiguó   | 4. míngzi  |
| 5. xuésheng | 6. cāntīng  | 7. chūchāi  | 8. chīfàn  |
| 9. guìxìng  | 10. péngyou | 11. zàijiàn | 12. shénme |

## II. Character recognition: Circle the correct character to fill in the blanks. (8%)

1. 王小年是在美国生美国 \_\_\_\_ (张, 长, 常, 藏) 的。  
2. 格林的老 \_\_\_\_ (加, 家, 宁) 不在中国, 在美国。  
3. 你的朋友是美国 \_\_\_\_ (八, 入, 人, 伙) 吗?  
4. 王小年的爸爸妈妈 \_\_\_\_ (闷, 间, 闻, 开) 了一家中餐馆。

## III. Match words or phrases on the right with those on the left. (15%)

- |             |      |               |
|-------------|------|---------------|
| 1. 王小年的哥哥姐姐 | (d.) | a. 从中国广东来美国的。 |
| 2. 他的爷爷奶奶是  | (a.) | b. 他的中文说得不流利。 |
| 3. 你想去      | (e.) | c. 在商学院学会计?   |
| 4. 王小年是 ABC | (b.) | d. 都在纽约大学上学。  |
| 5. 谁的妹妹     | (c.) | e. 吃中国饭吗?     |

## IV. Answer the following questions. (25%)

- |                  |                      |
|------------------|----------------------|
| 1. 请问你是中国人吗?     | 是, 我是中国人; 不, 我不是中国人。 |
| 2. 我有两个华裔朋友, 您呢? | 我有一个华裔朋友; 我没有。       |
| 3. 你的爷爷奶奶是从哪儿来的? | 我的爷爷奶奶是从广东来的。        |
| 4. 你爸爸妈妈都是大学教授吗? | 我爸爸是大学教授, 妈妈不是。      |
| 5. 王小年的中文说得怎么样?  | 他说得不太流利。             |

**V. Select the correct words to fill in the blanks. (Words below may be used more than once.) (10%)**

1. 说 2. 在 3. 跟 4. 学 5. 开 6. 是 7. 都不 8. 学习

王小年 是 美国大学生。他 在 美国生，美国长。他的中文 说 得不流利。他的爸爸妈妈 开 中餐馆。哥哥、妹妹 跟 他都在纽约大学 学习。他们 是 华裔，在学校都 学 中文，都不 学日文。

**VI. Translate the English sentences into Chinese. (30%)**

1. So, we are from the same hometown.  
啊，我们是老乡。
2. I'm a third generation immigrant. I grew up in America.  
我是第三代移民，是在美国长大的。
3. I just came to New York. My English is not very good.  
我刚到纽约，英文不太好。
4. They are not both going to college. His brother is a doctor.  
他们不都是大学生，他的哥哥是医生。
5. We can help each other.  
我们可以互相帮助。

Bonus: Handwrite any Chinese characters that you learned from this lesson (answers will vary). (3%)

**▶ 口试试题 Sample Oral Test**

**I. 回答问题。老师选5题。(Answer the questions. The teacher can choose five questions to ask.)**

1. 你的中文怎么说得不流利？
2. 你的老家在哪儿？
3. 你是从哪儿来的？
4. 你爸爸、妈妈都在纽约吗？
5. 你想家吗？
6. 你爸爸、妈妈都是做什么的？

7. 你家有几口人？
8. 你有哥哥和妹妹吗？
9. 你哥哥是中学老师吗？
10. 我的中文不好，可以请教你吗？

**II. 成段表达。老师选一个情景让学生做。(Speak at length about one of the following situations. The teacher can ask the student to choose one situation.)**

1. Tell the teacher about your family, how many people there are in your family; who they are; what they are doing; whether you have any brothers and sisters and whether they are college students.
2. You meet a Chinese student on campus, who just came from Beijing, China. Tell him/her you are an ABC, that is an “American Born Chinese.” Your parents run a Chinese restaurant. You and your sister study Chinese at college. You do not speak Chinese fluently. You want to ask him/her to teach you Chinese.

**III. 朗读 (Reading Aloud)**

1. Read Dialogue 1 with a partner.
2. Read Dialogue 2 with a partner.
3. Read the Narration.

# 第七课 LESSON 7

## 旅行 Travel

### ► 课程表 Sample Teaching Schedule

课程 Class Session	教学内容 (如果没加注明, 这些内容都是课本的内容) Teaching Content (unless otherwise specified, all content is found in the Textbook)
第一节 Session 1	<ul style="list-style-type: none"> <li>► 对话一: 生词、课文、语言应用注释 (介绍课文和生词, 练习朗读课文和纠正发音)</li> <li>► Dialogue 1: New Words, Text, Notes on Language Usage (introduce the material, practice reading the text aloud, and correct students' pronunciation)</li> </ul>
第二节 Session 2	<ul style="list-style-type: none"> <li>► 对话二和叙述: 生词、课文、语言应用注释 (介绍课文和生词, 练习朗读课文和纠正发音)</li> <li>► Dialogue 2 and Narration: New Words, Text, Notes on Language Usage (introduce the material, practice reading the text aloud, and correct students' pronunciation)</li> </ul>
第三节 Session 3	<ul style="list-style-type: none"> <li>► 听说练习</li> <li>► 语法分册: 第七课前半: 一. “过”表示过去经历、二. “了”表示快要发生的事情、三. 进行态或正在进行的动作; 练习一、二、三、四</li> <li>► Exercises for Listening and Speaking</li> <li>► Grammar Book, first half of Lesson 7: I. Past Experience with 过, II. Changes in the Near Future with 了, III. Progressive Aspect or Ongoing Action; Grammar Exercises I, II, III and IV</li> </ul>
第四节 Session 4 (电脑室) (Lab Session) <sup>1</sup>	<ul style="list-style-type: none"> <li>一、电脑与汉字练习</li> <li>二、听课文录音</li> <li>1. Exercises for Computing and Learning Characters (Textbook)</li> <li>2. Listen to the audio recordings of the texts (www.cheng-tsui.com)</li> </ul>
第五节 Session 5	<ul style="list-style-type: none"> <li>► 课文练习</li> <li>► 语法分册: 第七课后半: 四. 用“着”表示持续的动作或状态, 五. 用“一边……一边”表示同时进行的动作; 练习五、六、七和八</li> <li>► Exercises for Understanding the Texts</li> <li>► Grammar Book, second half of Lesson 7: “IV. Continued Action or Situation with 着, V. Simultaneous Actions with 一边……一边; Grammar Exercises V, VI, VII and VIII</li> </ul>
第六节 Session 6	<ul style="list-style-type: none"> <li>► 阅读理解</li> <li>► 复习第七课 (包括课本和语法分册的内容)</li> <li>► 测验</li> <li>► Reading Comprehension</li> <li>► Lesson 7 Review (covering Textbook and Grammar Book)</li> <li>► Quiz</li> </ul>
作业 Homework	<ul style="list-style-type: none"> <li>一、用电脑打两遍本课的生词</li> <li>二、作文 (课本270页练习五)</li> <li>三、翻译句子 (课本271页练习六)</li> <li>1. Type and copy the new words in Lesson 7, twice</li> <li>2. Composition (Textbook page 270, Exercise 5)</li> <li>3. Selected Translation exercises (Textbook page 271, Exercise 6)</li> </ul>

<sup>1</sup> 如果在你们学校没有电脑室等设备, 可以把这些活动布置给学生作课外作业。

If there is no facility for a lab session in your classroom, these activities may be assigned outside of class, as homework.

## ► 课堂活动 Classroom Activities

### 1. 我乘哪个航班？ Which Airline Should I Take?

北京到上海飞机时刻表 北京 至 上海：经济舱 出发日期：2006/04/30

Flight Schedules from Beijing to Shanghai: Economy Class, Departure date: 04/30/2006

#### 飞机时刻表 Flight Schedule

航空公司 航班号	起止机场	时间	机型	等级	电子票	机建费 燃油费	全价	折扣价
中国航空 CA1831	首都国际机场 虹桥国际机场	07:30 09:25	330	Y	可售	50/60	○1130	○850
中国航空 CA155	首都国际机场 浦东国际机场	07:40 09:35	738	Y	可售	50/60	○1130	-
东方航空 MU5130	首都国际机场 浦东国际机场	07:40 09:40	737	Y		50/60	○1130	○790 退改签规定
中国航空 CA935	首都国际机场 浦东国际机场	07:45 09:50	747	Y	可售	50/60	○1130	○730 退改签规定
东方航空 MU5102	首都国际机场 虹桥国际机场	08:00 10:00	321	Y		50/60	○1130	○900 退改签规定
上海航空 FM9110	首都国际机场 虹桥国际机场	08:20 09:55	757	Y	可售	50/60	○1130	○790 退改签规定
中国航空 CA1501	首都国际机场 虹桥国际机场	08:40 10:30	330	Y	可售	50/60	○1130	-
海南航空 HU7605	首都国际机场 虹桥国际机场	08:55 10:50	767	Y	可售	50/60	○1130	○790 退改签规定
东方航空 MU5104	首都国际机场 虹桥国际机场	09:00 11:00	332	Y		50/60	○1130	○900 退改签规定
中国航空 CA1519	首都国际机场 虹桥国际机场	09:40 11:40	763	Y	可售	50/60	○1130	-
东方航空 MU5106	首都国际机场 虹桥国际机场	10:00 11:55	320	Y		50/60	○1130	○900 退改签规定
上海航空 FM9108	首都国际机场 虹桥国际机场	10:55 12:55	767	Y	可售	50/60	○1130	○900 退改签规定

#### 信息卡 Information Card

姓名				
航空公司				
航班号				
起飞时间				
机票多少钱				
什么飞机				
电子票				

## 活动说明

老师把飞机时刻表印好，给每个学生一份。在每份时刻表上，老师选一个航班，做上标记。有标记的航班就是这个学生要乘的航班。每个人有了自己的航班后应该在屋子里走动，问问题，记在这个信息卡上，问的同学越多越好。

### Instructions

First, make a copy of the Flight Schedule and Information Card for each student. On each copy of the schedule, highlight one of the flights. The highlighted flight is the one that the student is going to take. Once each student has his or her assigned flight, the students should circulate around the room, asking and answering questions, filling in the Information Card for as many of their classmates as possible.

可以使用的问题：

Questions might include the following:

请问，您坐哪家航空公司的飞机？

您的航班号是什么？

您的航班几点？

您的飞机票多少钱？

您的航班是什么飞机？

您买的是电子票吗？

用你的信息卡和飞机时刻表对照，找出：

1. 谁的航班比你早（名字和航班号），比你晚（名字和航班号），同一航班（名字和航班号）？
2. 谁的机票（打折价）比你的贵（名字和航班号），谁的比你的便宜（名字和航班号），谁的跟你的一样（名字和航班号）？
3. 谁跟你同一航班？
4. 各航班用了多少不同类型的飞机以及哪个航班卖电子票？

Compare your Information Card with your Flight Schedule and find out:

1. Whose flight is earlier than yours (name and flight number), later than yours (name and flight number), and the same time as yours (name and flight number)?
2. Whose ticket (discount price) is more expensive than yours (name and flight number), cheaper than yours (name and flight number), and the same price as yours (name and flight number)?
3. Who is taking the same airline as you?
4. How many different types of planes are used by the various flights, and which flights sell E-tickets?

此外全班找出：

- a. 谁买了最便宜的票？
- b. 谁买了最贵的票？
- c. 谁离开得最早？
- d. 谁离开得最晚？

In addition, the whole class should find out:

- a. Who bought the cheapest ticket?
- b. Who bought the most expensive ticket?
- c. Who leaves the earliest?
- d. Who leaves the latest?

The teacher should leave enough time for all students to ask and answer questions and have sufficient practice using the vocabulary and expressions for air travel.

## 2. 最佳建设者 Best Construction Group

下面是两套建筑材料，用于拼建出第七课课文叙述部分的两段话。老师印出建筑材料，每一块裁成一小条，要够全班用（每组2—4个学生）。

Below are two sets of building blocks, which can be used to construct the two paragraphs in the narration segment of Lesson 7. Prepare copies of the building block sets, and cut each block out on a slip of paper. Make enough sets for the class (in groups of two to four students).

### 活动说明

把全班分成2—4人的小组。每组有两套建筑材料纸条，根据第七课叙述的内容把纸条连成句，句子连成段。老师可以决定是否允许学生看书。拼建段落最快的，最准的小组得到“最佳建设者”称号。下面是老师可以用于活动的“建筑材料”，后面是获胜者证书。

### Instructions

Divide the class into groups of two to four students. Each group gets the two sets of building block slips, and should try to arrange the phrases back into sentences, and then organize the sentences into paragraphs according to the narration segment of Lesson 7. As the teacher, you can decide whether or not the students may refer to their books. The group that constructs the paragraphs the fastest and most accurately will win the title of “Best Construction Group.” Below are the “building blocks” the teacher can use; you may consider awarding a certificate or other small prize to the winning team.

► **Simplified Character Set**

## Building Blocks Set One

**Set One**

1. 可以积累飞行里程

**Set One**

2. 12月18日的飞机票

**Set One**

3. 寒假苏珊原来要回家

**Set One**

4. 他们坐西北航空公司的飞机

**Set One**

5. 空中俱乐部会员

**Set One**

6. 去夏威夷玩儿

**Set One**

7. 爸爸妈妈已经给她买了

**Set One**

8. 因为苏珊是西北航空公司的

**Set One**

9. 可是她要跟她的同学彼德

## Building Blocks Set Two

**Set Two**

1. 他得把12月18日的票

**Set Two**

2. 还要再付580美元的差价

**Set Two**

3. 只好这样改

**Set Two**

4. 可是苏珊的爸爸

**Set Two**

5. 从夏威夷回波士顿

**Set Two**

6. 很麻烦

**Set Two**

7. 和100美元的罚金

**Set Two**

8. 这样苏珊圣诞节

**Set Two**

9. 就可以回家

**Set Two**

10. 再转机到波士顿

**Set Two**

11. 给她改飞机票

**Set Two**

12. 改到25日

**Set Two**

13. 她爸爸只好

**Set Two**

14. 要先飞到旧金山

**Set Two**

15. 因为苏珊要去夏威夷

► Traditional Character Set

## Building Blocks Set One

**Set One**

1. 可以積累飛行里程

**Set One**

2. 12月18日的飛機票

**Set One**

3. 寒假蘇珊原來要回家

**Set One**

4. 他們坐西北航空公司的飛機

**Set One**

5. 空中俱樂部會員

**Set One**

6. 去夏威夷玩兒

**Set One**

7. 爸爸媽媽已經給她買了

**Set One**

8. 因為蘇珊是西北航空公司的

## Building Blocks Set Two

**Set Two**

1. 他得把12月18日的票

**Set Two**

2. 還要再付580美元的差价

**Set Two**

3. 只好這樣改

**Set Two**

4. 可是蘇珊的爸爸

**Set Two**

5. 從夏威夷回波士頓

**Set Two**

6. 很麻煩

**Set Two**

7. 和100美元的罰金

**Set Two**

8. 這樣蘇珊聖誕節

**Set Two**

9. 就可以回家

**Set Two**

10. 再轉機到波士頓

**Set Two**

11. 給她改飛機票

**Set Two**

12. 改到25日

**Set Two**

13. 她爸爸只好

**Set Two**

14. 要先飛到舊金山

**Set Two**

15. 因為蘇珊要去夏威夷