

Lesson Plan

English Program	Strisuksa School
SubjectChinese Grammar.....	Code31202.....
Class ..4/19..... Semester .2..	Academic year 2025
Unit.....1..... Theme.....复习上学期要点.....	Time3...hour
Date.....30 .. Month.....10.... Year ..2025.....	Teacher.....Wang Pei.....

Learning Standards

Review of Last Semester's Key Points (include Final exam summary)

Learning Objectives

By the end of the lesson, students will be able to:

Recall key vocabulary, grammar structures, and sentence patterns from last semester.

Demonstrate understanding through speaking, listening, reading, and writing activities.

Identify personal strengths and areas needing improvement in Chinese.

Lesson Procedure:

1. Warm-Up & Introduction (5–10 minutes)

Greet students in Chinese (e.g., 你们好！暑假过得怎么样？)

Briefly discuss what they remember from last semester.

Show a word cloud or mind map of topics they learned.

Ask guiding questions like:

“谁还记得我们学过的汉字？” “你们最喜欢的课文是哪一篇？”

Vocabulary & Grammar Review (15–20 minutes)

Review key vocabulary from previous units (e.g., daily activities, school life, holidays).

Practice pronunciation and tones.

Review essential grammar points (e.g., 了, 是……的, 会, 能, 比, etc.).

Use examples on the board and ask students to create their own sentences.

Do quick oral drills or “fill in the blank” exercises.

Homework / Follow-Up:

Complete a short review worksheet or reflection.

Ask students to: Write 5–10 sentences using vocabulary or grammar reviewed in class.

Lesson Plan

English Program

Strisuksa School

Subject .. 中文语法

Code ...31202.....

Class ..4/19.....

Semester .2..

Academic year 2025

Unit...2.....

Theme. 蔬菜 & 买菜....

Time3.....hour

Date..4.... Month.11Year ..2025....

Teacher.....Wang Pei.....

Lesson Objectives:

By the end of this lesson, students will be able to:

Recognize and name common vegetables in Chinese.

Use basic sentence structures to talk about buying vegetables.

Practice a simple dialogue for shopping at a market.

Improve listening, speaking, reading, and writing skills related to the topic.

Vocabulary:

Introduce 8–10 common vegetables in Chinese, e.g.:

Chinese	Pinyin	English
西红柿	xī hóng shì	tomato
黄瓜	huáng guā	cucumber
土豆	tǔ dòu	potato
胡萝卜	hú luó bo	carrot
生菜	shēng cài	lettuce

Grammar Focus:

多少钱? (How much is it?)

我要..... (I want...)

有没有.....? (Do you have...?)

给我..... (Give me...)

一斤 (yì jīn = 500g, common unit in Chinese markets)

Grammar & Sentence Practice (10–15 minutes)

Teach simple shopping phrases:

我要一个西红柿。

这个多少钱?

有没有白菜?

Practice these in mini dialogues with partners.

Write a few example sentences on the board and ask students to make their own.

Homework / Follow-Up:

Worksheet: Match words and pictures, fill in the blanks, write a shopping dialogue.

Lesson Plan

English Program

Strisuksa School

Subject中文语法

Code ..31202.....

Class ..4/19.....

Semester .2.

Academic year 2025

Unit...3.....

Theme.. 交通工具...

Time 2.....hour

Date..13.... Month.11 Year ..2025.....

Teacher.....Wang Pei.....

Lesson Objectives:

By the end of this lesson, students will be able to:

Identify and name common means of transportation in Chinese.

Use sentence structures to talk about how they travel.

Ask and answer simple questions about transportation.

Improve listening, speaking, reading, and writing skills on this topic.

Improve listening, speaking, reading, and writing skills on this topic.

Vocabulary:

Introduce 8–10 common modes of transportation:

Chinese	Pinyin	English
公共汽车	gōng gòng qì chē	bus
出租车	chū zū chē	taxi
火车	huǒ chē	train
地铁	dì tiě	subway
飞机	fēi jī	airplane
自行车	zì xíng chē	bicycle

Grammar Focus / Sentence Structures:

你怎么去学校? (How do you go to school?)

我坐公共汽车去学校。 (I take the bus to school.)

他每天骑自行车上班。 (He rides a bicycle to work every day.)

你喜欢坐火车还是飞机? (Do you like taking the train or the plane?)

Materials Needed:

Flashcards or pictures of transportation modes

Whiteboard and markers

Worksheets (vocabulary, matching, fill-in-the-blank)

Dialogue scripts

(Optional) Mini transport toys or cutouts for activities

Audio clips (for listening practice) Performance in the dialogue exercise and quiz.

Lesson Plan

English Program

Strisuksa School

Subject 中文语法

Code31202....

Class ..4/19.....

Semester .2..

Academic year 2025

Unit...4.....

Theme.....11 课

Time2.....hour

Date..20.... Month.11 Year ..2025....

Teacher.....Wang Pei.....

Lesson Objectives:

By the end of the lesson, students will be able to:

Introduce themselves and others using basic sentence structures.

Say their nationality and identity (as a student, international student, etc.).

Understand and use basic question-and-answer patterns about identity and origin.

Improve speaking, listening, reading, and writing around the theme of student identity and nationality.

Grammar Focus:

Using “是” to identify people:

我是学生。(I am a student.)

他是老师。(He is a teacher.)

Using “都” to express “all” :

我们都是留学生。(We are all international students.)

他们都是中国人。(They are all Chinese.)

Nationalities with “人” :

韩国人, 美国人, 日本人, etc.

Question structure:

你是留学生吗? (Are you an international student?)

他是哪国人? (What nationality is he?)

2. Vocabulary Presentation (10–15 minutes)

Introduce new vocabulary with flashcards or slides.

Practice pronunciation and tone repetition.

Write key words on the board and have students repeat.

Use pictures/flags to show different nationalities. Assessment

Participation in discussions and activities.

Performance in the dialogue exercise and quiz.

Lesson Plan

English Program

Strisuksa School

SubjectChinese Grammar.....

Code31202.....

Class ..4/19.....

Semester 2..

Academic year 2025

Unit.....5.....

Theme..身份...

Time2.....hour

Date..27.... Month....11.... Year ..2025.....

Teacher.....Wang Pei.....

Lesson Outline

1. Warm-Up (5 minutes)

Activity: Show images or ask questions:

“What do you want to be when you grow up?”

“What jobs are common in your country?”

Introduce the topic: “Today, we will talk about occupations in Chinese culture and their English names.”

2. Vocabulary Introduction (10 minutes)

Common Occupations in Chinese Culture:

Traditional Occupations:

Farmer (农民 - nóng mín)

Scholar (学者 - xué zhě)

Merchant (商人 - shāng rén)

Artisan (工匠 - gōng jiàng)

Modern Occupations:

Teacher (老师 - lǎo shī)

Doctor (医生 - yī shēng)

Engineer (工程师 - gōng chéng shī)

Policeman (警察 - jǐng chá)

IT Specialist (IT 专家 - IT zhuān jiā)

Pronunciation Practice:

Read aloud each English and Chinese term.

3. Cultural Insight Discussion (10 minutes)

Discuss how traditional occupations were influenced by Confucian value.

Lesson Plan

English Program

Strisuksa School

SubjectChinese Grammar.....

Code31202.....

Class ..4/19.....

Semester .2..

Academic year 2025

Unit.....6.....

Theme... 建筑物...

Time2.....hour

Date...1.... Month...12..... Year ..2025.....

Teacher.....Wang Pei.....

Lesson Objectives:

By the end of this lesson, students will be able to:

Identify and name common buildings and places in Chinese.

Use basic sentence patterns to describe locations and give directions.

Improve vocabulary, pronunciation, and basic sentence construction.

Practice speaking and listening through interactive activities.

Materials Needed

Flashcards or slides with pictures of buildings

Map or floor plan images for location activities

Whiteboard and markers

Vocabulary worksheet

Listening dialogue or audio (if available)

Small building labels or cutouts (for games)

Grammar and Sentence Practice (10–15 minutes)

Teach sentence patterns:

这是.....

.....在这里/那里。

.....在哪里？

Homework / Follow-Up:

Worksheet:

Match words with images

Fill in blanks with vocabulary

Write 3 – 5 sentences using “这是.....”、“.....在哪里？”

Optional:

Draw a simple map of your neighborhood and label 5–6 buildings in Chinese.

Lesson Plan

English Program	Strisuksa School
SubjectChinese Grammar.....	Code31202.....
Class ..4/19.....	Semester 2..
Unit....7.....	Theme.. 反义词
Date.8... Month....12.. Year ..2025....	Teacher.....Wang Pei.....

Lesson Objectives:

By the end of the lesson, students will be able to:

Understand the concept of antonyms in Chinese.

Recognize and use common pairs of antonyms.

Construct simple sentences using antonyms to express contrasts.

Improve vocabulary, speaking, and reading skills. Improve vocabulary, speaking, and reading skills.

Chinese	Pinyin	English	Antonym	Pinyin	English
大	dà	big	小	xiǎo	small
高	gāo	tall/high	矮	ǎi	short (height)
长	cháng	long	短	duǎn	short (length)

Practice with Vocabulary (10–15 minutes)

Present the key antonym pairs on the board.

Practice pronunciation and tones.

Play a matching game: students match antonym pairs from flashcards.

Ask students to use antonyms in simple sentences:

Wrap-Up and Review (5 minutes)

Review all antonym pairs learned.

Quick oral quiz: say a word, students shout out the antonym.

Ask students to share one new sentence using antonyms.

Homework / Follow-Up:

Worksheet: Match antonyms and write 3 sentences using antonyms.

Optional: Keep an antonym journal — write down any new opposite words they hear or learn.

Writing Practice (5–10 minutes)

Provide a worksheet with sentences missing antonyms.

Students fill in blanks with correct antonyms from a word bank.

Example: 今天很__，昨天很__。(Fill in: 热 / 冷)

Lesson Plan

English Program	Strisuksa School	
SubjectChinese Grammar.....	Code31202.....	
Class ..4/19.....	Semester .2.	Academic year 2025
Unit....8.....	Theme.形容词....	Time ...2.....hour
Date. 15..... Month..12.....Year ..2025.....	Teacher.....Wang Pei.....	

Lesson Objectives:

By the end of this lesson, students will be able to:

- Understand what adjectives (形容词) are in Chinese.
- Recognize and use common adjectives to describe people, objects, and places.
- Construct simple sentences using adjectives.
- Improve vocabulary, pronunciation, and sentence formation skills.

Grammar Focus:

- Basic sentence structure with adjectives:
 - **Subject + 很 + Adjective**
 - Example: 她很漂亮。 (She is very beautiful.)
- Use of 很 (hěn) as a linking word, often translated as “very” but often just linking the adjective without emphasis.
- Introduction to negation with adjectives:
 - 不 + adjective (e.g., 他不高。 He is not tall.)
 - Writing Practice (5–10 minutes)
- Give worksheets with pictures and blanks for adjectives.
- Students write sentences describing the pictures.
- Example: 图片是一只小猫。学生写: “猫很小。”

Wrap-Up and Review (5 minutes)

- Quick oral quiz: Show flashcards and ask students to say the adjective and make a sentence.
- Ask:
 - “你觉得今天的天气怎么样?” (How do you think the weather is today?)
- Praise student participation.

Homework / Follow-Up:

- Worksheet: Write 5 sentences using different adjectives to describe family members or friends.
- Optional: Keep a daily journal describing the weather or things around them using adjectives.

Lesson Plan

English Program	Strisuksa School
SubjectChinese Grammar.....	Code31202....
Class ..4/19.....	Semester .2..
Unit.....9.....	Theme... 量词
Date....22.. Month....12.. Year ..2025.....	Time2....hour
	Teacher.....Wang Pei.....

Lesson Objectives:

By the end of the lesson, students will be able to:

Understand the concept of measure words (量词) in Chinese.

Recognize and use common measure words with nouns.

Construct simple sentences using measure words correctly.

Improve speaking, reading, and writing skills related to quantity expressions.

Grammar Focus:

Structure for counting with measure words:

Number + Measure Word + Noun

Example: 三个学生 (three students)

Difference from English: measure words are required between number and noun.

Introduction to Measure Words (10–15 minutes)

Explain the concept of measure words using real objects or pictures.

Show examples of common measure words and the nouns they go with.

Demonstrate the sentence structure: Number + Measure

Word + Noun: 一 + 个 + 苹果 = 一个苹果.

Homework / Follow-Up:

Worksheet: Fill in blanks with appropriate measure words.

Write 5 sentences using different measure words and nouns.

Optional: At home, count and label 5 objects with numbers and measure words in Chinese.

Wrap-Up and Review (5 minutes)

Quick oral quiz: say a noun and students say the correct measure word and number.

Review sentence structure and pronunciation.

Lesson Plan

English Program	Strisuksa School
SubjectChinese Grammar.....	Code31202.....
Class ..4/19..... Semester .2..	Academic year 2025
Unit....10..... Theme.. review for mid-term....	Time .2.....hour
Date....29... Month.....12.. Year ..2025.....	Teacher.....Wang Pei.....

Learning Standards

Identify the vocabulary from pervious knowledge to speaking out a correct and fluent sentence . ask and reply the question by using the sentence “这个是____” correctly. participate enthusiastically and go along with activity that teacher provides.

Learning Objectives

1. Knowledge

1.1 what's this ? 这个是 xx, 那个是 xx.

1.2 this is my xx, that is her xx.

2. Process

2.1 teachers teach new words on textbook.

2.2 use new words in sentence to name objects.

3. Attitude

3.1. participate enthusiastically and go along with activity that teacher provides

3.2 1 try hard to practice with teachers and communicate with classmates.

Contents

1.Learn new words , repeat many times to be familiar with its meaning and usage.

2. know how to use right sentence structure and special using habit.

Lesson Plan

English Program	Strisuksa School
SubjectChinese Grammar.....	Code31202...
Class ..4/19..... Semester .2..	Academic year 2025
Unit.....11..... Theme...analyze sentence structure ...	Time2....hour
Date....5.. Month.....1.. Year ..2025.....	Teacher.....Wang Pei.....

Objectives

By the end of the lesson, students will be able to:

Understand the basic sentence structure for statements in Chinese grammar.

Construct simple declarative sentences using correct word order.

Compare Chinese statement structure with English sentence structure.

Materials Needed

Flashcards with Chinese vocabulary (subjects, verbs, objects).

Handouts with examples and practice exercises.

A whiteboard or projector for sentence building.

Practice Activities (15 minutes)

Activity 1: Sentence Building (5 minutes)

Provide flashcards with subjects (e.g., 我, 他), verbs (e.g., 吃, 喝), objects (e.g., 水, 米饭), and time/place words (e.g., 今天, 学校).

Students create sentences by arranging the cards in the correct order.

Example:

Cards: 我, 今天, 在学校, 喝, 水.

Sentence: 今天我在学校喝水 (Jīntiān wǒ zài xuéxiào hē shuǐ).

Activity 2: Translation Practice (5 minutes)

Write simple English sentences and have students translate them into Chinese.

Example:

“She eats rice.” → 她吃米饭 (Tā chī mǐfàn).

“We study at school today.” → 今天我们在学校学习 (Jīntiān wǒmen zài xuéxiào xuéxí).

Lesson Plan

English Program	Strisuksa School
SubjectChinese Grammar.....	Code31202.....
Class ..4/19..... Semester .2..	Academic year 2025
Unit....12..... Theme.....construct sentence	Time2.....hour
Date..12..... Month..1..... Year ..2025....	Teacher.....Wang Pei.....

Objectives

By the end of the lesson, students will be able to:

- 1.Understand the basic sentence structure for statements in Chinese grammar.
- 2.Construct simple declarative sentences using correct word order.
- 3.Compare Chinese statement structure with English sentence structure.

Materials Needed

- 1.Flashcards with Chinese vocabulary (subjects, verbs, objects).
- 2.Handouts with examples and practice exercises.
- 3.A whiteboard or projector for sentence building

Key Grammar Rule: Basic Sentence Order (10 minutes)

1. Subject + Verb + Object (SVO)

Explain the core structure:

Subject (who/what) + Verb (action) + Object (what/who receives the action).

Example:

I eat an apple. → 我吃苹果 (Wǒ chī píngguǒ).

He drinks tea. → 他喝茶 (Tā hē chá).

2. Adding Time and Place

Introduce the typical order: Time + Place + Subject + Verb + Object.

Example:

Today I eat an apple at home.

今天我在家吃苹果 (Jīntiān wǒ zài jiā chī píngguǒ)

Lesson Plan

English Program

Strisuksa School

SubjectChinese Grammar.....

Code31202.....

Class ..4/19.....

Semester .2..

Academic year 2025

Unit.....13....

Theme...14 课

Time2.....hour

Date....19... Month....1..... Year ..2025.....

Teacher.....Wang Pei.....

Objectives

By the end of the lesson, students will be able to:

1. Vocabulary list from lesson 1 to lesson 10.
2. Basic structure of grammar .
3. Master how to construct sentences.

Practice Activities (15 minutes)

Activity 1: Sentence Construction (7 minutes)

Provide flashcards with subjects, verbs, and objects in Chinese and pinyin.

Students arrange them to form sentences.

Example:

Cards: 我 (wǒ), 喝 (hē), 水 (shuǐ).

Sentence: 我喝水 (wǒ hē shuǐ).

Activity 2: Time Words Practice (5 minutes)

Provide examples and ask students to add time words to sentences.

Example:

我喝茶 (wǒ hē chá) → 今天我喝茶 (Jīntiān wǒ hē chá).

Compare and Contrast with English (5 minutes)

Discuss:

No verb conjugations make Chinese simpler than English.

Word order (SVO) is similar to English, but there's no use of is/are/am for simple statements.

Example: I am a teacher → 我是老师 (Wǒ shì lǎoshī).

Write 3 sentences in Chinese about yourself using basic grammar.

Example: "I like apples. I drink water. I am a student."

Lesson Plan

English Program	Strisuksa School
SubjectChinese Grammar.....	Code31202.....
Class ..4/19..... Semester .2.	Academic year 2025
Unit.....14.... Theme adjective...	Time2.....hour
Date....26... Month.....1.. Year ..2025.....	Teacher.....Wang Pei.....

Objectives

By the end of the lesson, students will:

Understand the role and structure of adjectives in Chinese.

Learn common Chinese adjectives and their English meanings.

Use adjectives to form basic descriptive sentences in Chinese.

Warm-Up (5 minutes)

Begin with a question:

“How would you describe yourself in one word?”

Write students’ responses on the board (e.g., happy, smart, tall).

Briefly introduce the topic: “Today, we’ll learn about adjectives in Chinese and how to use them.”

What Are Adjectives?

Explain that adjectives describe qualities, such as size, color, or mood.

2. Key Features of Chinese Adjectives

Adjectives can function as predicates:

Example: 他很高 (Tā hěn gāo) → “He is tall.”

The use of 很 (hěn):

Often placed before adjectives to mean “very” or to serve as a grammatical link.

Example:

他高 (Tā gāo) → Feels abrupt.

他很高 (Tā hěn gāo) → More natural.

Adjectives can modify nouns:

Use 的 (de) between the adjective and the noun.

Example: 漂亮的花 (piàoliàng de huā) → “Beautiful flower”

Lesson Plan

English Program

Strisuksa School

SubjectChinese Grammar.....

Code31202.....

Class ..4/19.....

Semester .2.

Academic year 2025

Unit.....15

Theme advanced usage of adjective

Time2.....hour

Date.....2.. Month 2... Year ..2025.....

Teacher.....Wang Pei.....

By the end of the lesson, students will:

Understand the role and structure of adjectives in Chinese.

Learn common Chinese adjectives and their English meanings.

Use adjectives to form basic descriptive sentences in Chinese.

Common Adjectives in Chinese

Introduce a list of common adjectives:

Colors: 红 (hóng) - red, 蓝 (lán) - blue, 白 (bái) - white

Sizes: 大 (dà) - big, 小 (xiǎo) - small

Qualities: 好 (hǎo) - good, 漂亮 (piàoliàng) - beautiful

Feelings: 高兴 (gāoxìng) - happy, 累 (lèi) - tired

Practice Activities (15 minutes)

Activity 1: Match the Adjectives (5 minutes)

Provide flashcards with adjectives in Chinese and their English meanings.

Students match them.

Activity 2: Fill in the Blanks (5 minutes)

Provide example sentences with blanks for adjectives.

Example:

他很____ (Tā hěn ____) → 高 (gāo) → “He is tall.”

这是一个____的苹果 (Zhè shì yí gè ____ de píngguǒ) → 红 (hóng) → “This is a red apple.”

Activity 3: Descriptive Sentence Building (5 minutes)

Provide nouns (e.g., 花 - flower, 学生 - student).

Ask students to pair adjectives and form sentences.

Lesson Plan

English Program	Strisuksa School
SubjectChinese Grammar.....	Code31202.....
Class ..4/19..... Semester ..2..	Academic year 2025
Unit.....16..... Theme....15 课..	Time2..hour
Date...9.... Month...2..... Year ..2024.....	Teacher.....Wang Pei.....

Objectives

By the end of the lesson, students will:

- 1.Understand the role and structure of adjectives in Chinese.
- 2.Learn common Chinese adjectives and their English meanings.
- 3.Use adjectives to form basic descriptive sentences in Chinese.

This lesson provides a clear and engaging introduction to adjectives in Chinese, with a focus on practical usage and comparisons to English.

Wrap-Up Activity:

Ask students to describe something in the classroom using an adjective.

Example: “This book is interesting.” → 这本书很有趣 (Zhè běn shū hěn yǒuqù).

Students should finish the quiz with pictures and articles.

After checking the students’ paper, fins out their problems ad talk with them one by one. And help them find the reason why they can not do some questions correctly.

Assessment

Participation in matching and sentence-building activities.

Accuracy in forming and using adjectives in sentences during class and homework.

This lesson provides a clear and engaging introduction to adjectives in Chinese, with a focus on practical usage and comparisons to English.

Homework:

Write 5 sentences in Chinese, including one sentence with a time word and one with a place word.

Lesson Plan

English Program

Strisuksa School

SubjectChinese Grammar.....

Code31202

Class ..4/19.....

Semester ..2..

Academic year 2025

Unit.....17.....

Theme....classifier ..

Time2.....hour

Date....16... Month.....2..... Year ..2025.....

Teacher.....Wang Pei.....

By the end of the lesson, students will:

Understand the concept and role of classifiers in Chinese grammar.

Learn common classifiers and their associated nouns.

Use classifiers correctly in sentences when counting or referring to objects.

Materials Needed

Handouts with a list of common classifiers and examples.

Flashcards with pictures of objects and their Chinese names.

A whiteboard or projector for sentence-building exercises.

Warm-Up (5 minutes)

Activity:

Show a picture of an apple and ask:

“How do you say ‘an apple’ in English?”

Explain that in Chinese, a word (classifier) is added between the number and the noun.

Example: 一个苹果 (yī gè píngguǒ) → "one apple."

Briefly introduce the topic: “Today, we’ll learn about classifiers in Chinese.”

What Are Classifiers?

Explain that classifiers are words used to count or describe nouns in Chinese.

They are required between numbers/demonstratives (e.g., this, that) and nouns.

Key Features

The structure: Number + Classifier + Noun

Example: 一本书 (yī bēn shū) → "one book."

Common classifiers are tied to specific categories of nouns (e.g., shape, size, function).

Lesson Plan

English Program	Strisuksa School
SubjectChinese Grammar.....	Code31202
Class ..4/19.....	Semester .2..
Unit...18.....	Theme. Advanced classifier...
Date..23..... Month...2..... Year ..2025	Time2.....hour
	Teacher.....Wang Pei.....

Objectives

By the end of the lesson, students will:

Understand the concept and role of classifiers in Chinese grammar.

Learn common classifiers and their associated nouns.

Use classifiers correctly in sentences when counting or referring to objects.

Common Classifiers

Introduce the most frequently used classifiers:

个 (gè): General classifier (e.g., 一个人 - yī gè rén - one person).

本 (běn): For books or bound items (e.g., 一本书 - yī běn shū - one book).

张 (zhāng): For flat objects (e.g., 一张纸 - yī zhāng zhǐ - one piece of paper).

条 (tiáo): For long, thin objects (e.g., 一条鱼 - yī tiáo yú - one fish).

只 (zhī): For animals or certain objects (e.g., 一只狗 - yī zhī gǒu - one dog).

Matching Game (5 minutes)

Provide flashcards with pictures of objects and their Chinese classifiers.

Students match the classifier to the object.

Example: Match 一本 (yī běn) to a picture of a book.

Fill in the Blank (5 minutes)

Provide sentences with missing classifiers.

Example:

一__苹果 (Answer: 个 - gè).

一__桌子 (Answer: 张 - zhāng).

Assessment

Participation in matching and sentence-building activities.

Accuracy in using classifiers in class exercises and homework.

Lesson Plan

English Program	Strisuksa School	
SubjectChinese Grammar.....	Code31202	
Class ..4/19.....	Semester 2..	Academic year 2025
Unit.....19...	Theme..... final exam review.	Time ..2.....hour
Date..24..... Month.. ...2 Year ..2025.....	Teacher.....Wang Pei.....	

Overview

This review is designed to help students prepare for their final exam on basic Chinese grammar. It covers key topics, provides practice exercises, and includes tips for mastering common grammatical structures.

Key Grammar Topics

1. Basic Sentence Structure

Subject + Verb + Object (SVO):

Example: 我吃苹果 (Wǒ chī píngguǒ) → "I eat an apple."

Time and Place Words:

Example: 今天我在学校学习 (Jīntiān wǒ zài xuéxiào xuéxí) → "Today, I study at school."

2. Question Sentences

Using 吗 (ma):

Example: 你是学生吗? (Nǐ shì xuéshēng ma?) → "Are you a student?"

Using 什么 (shénme) for "What":

Example: 你吃什么? (Nǐ chī shénme?) → "What do you eat?"

Using 哪里 (nǎlǐ) for "Where":

Example: 你去哪里? (Nǐ qù nǎlǐ?) → "Where are you going?"

This review consolidates fundamental Chinese grammar concepts to ensure students feel confident and prepared for their final exam.

.....
 (.....)
/...../.....