



## How to use this book

Students can use this book with the help of a parent or teacher to practise their listening, speaking, reading and writing skills through the following exercises, which should be chosen according to the ability of the student.

### Appendix 1

#### Key Words

主意 zhǔyi (idea)  
墙 qiáng (wall)  
印 yìn (print)  
手印 shǒuyìn (hand print)  
西红柿 xīhóngshì (tomato)  
酱 jiàng (sauce)  
铅笔 qiānbǐ (pencil)  
不再 bú zài (no longer)  
擦掉 / 擦 cādiào/cā (to clean / to wipe)

更 gèng (more)  
难看 nánkàn (ugly)  
改成 gǎichéng (to change)  
像 xiàng (to look like)  
紧张 jǐnzhāng (nervous, strained)  
兴奋 xīngfèn (excited)  
立刻 lìkè (at once)  
最后 zuìhòu (finally)

1. Select about 10 key words from Appendix 1 for intensive pronunciation practice, which will help you to better read and understand the book and the story.

2. Read through the book and understand the story. Eventually, you should be able to read the book fluently without referring to pinyin.

3. Listen to some of the words or sentences from the book and find their matching pictures or pages.

4. Practise writing and memorising the key words chosen in Appendix 1.

5. Practise the key sentences listed in Appendix 2.

6. Retell the story using the pictures in the book.

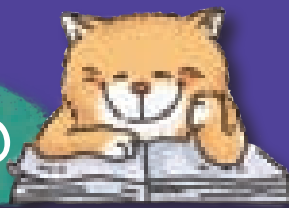
7. Use vocabulary you have already learnt to substitute the words in the sentence structures listed in Appendix 2.

8. After reading the story, answer the questions from Appendix 3 in Chinese.

9. Practise speaking by acting out lines of the different characters in the book.

10. Think things that are similar to those occurred in the book that have happened to you and write your own story.

## 用书说明（供参考）



在用此书学习中文时，学生可在老师或家长的帮助下通过以下项目进行听说读写的全面练习。老师或家长根据学生中文程度的不同，选择合适的练习项目。

1. 生词学习（说）：首先参考附录一选出 10 个左右在本册出现的重要生词，进行发音练习，为下一步阅读全文打下基础。其他生词可一带而过，只是帮助理解故事。
2. 阅读练习（读）：边读句子边理解故事，利用重复的词和句逐步摆脱拼音，最后能流利地读出全文。
3. 听力练习（听）：听生词发音，找出其对应的图画；再听句子，找出该句子对应的插图。
4. 书写练习（写）：选一些最常用的生词，练习笔画，边写边记。
5. 句型练习（听，说，语法）：针对本册反复出现的核心句型进行操练，参见附录二。
6. 看图说话（说）：利用图画，盖住该页的拼音和汉字，在老师或家长的帮助下，说出故事。
7. 句型替换练习（复习巩固）：用以前学过的词汇套用本册核心句型再进行操练，可达到举一反三和复习的作用。
8. 针对故事回答问题（阅读理解）：见附录三。
9. 角色扮演练习（说）：可增加课堂上学习的趣味性。
10. 扩展练习（写）：问学生们身边是否有类似的故事发生，并可套用本册的句型修改故事内容，从而调动学生们学习的积极性。



Zuìhòu , měi gè rén zài qiáng shàng yìnshàngle zìjǐ de shǒuyìn , dà de ,  
最后，每个人在墙上印上了自己的手印，大的、  
xiǎo de , lán de , hóng de ... cāochǎng shàng yǒule yì fú jùdà de ,  
小的、蓝的、红的……操场上有了一幅巨大的、  
depiàoliang de huàr !  
漂亮的画儿！



A beautiful white wall was just finished in Xiaolong's school, but after a few weeks something happened to it....

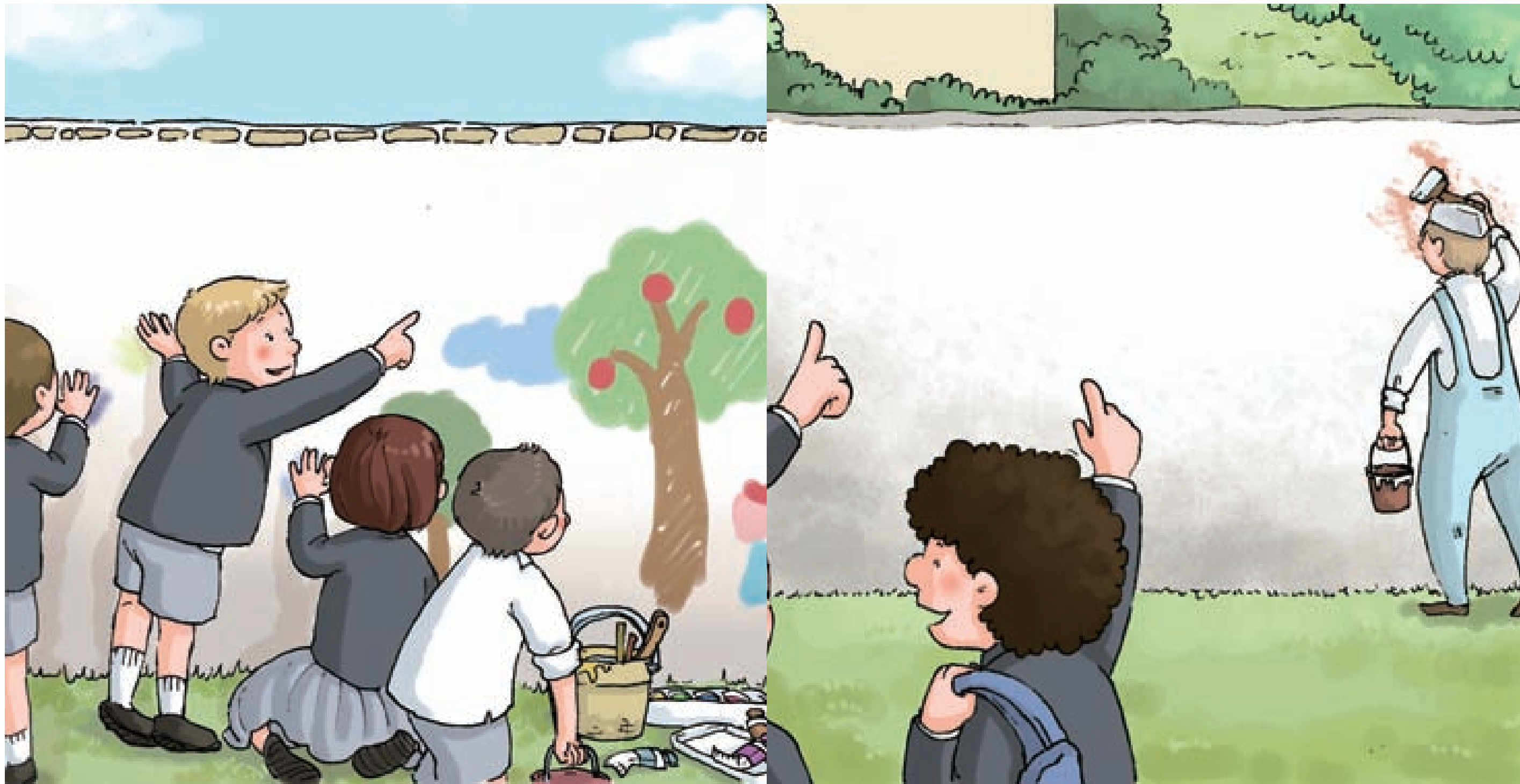
Finally, everyone put their hand prints on the wall: big and small, blue and red.... The playground now had a huge beautiful painting!



In Xiaolong's school there was a white wall, it was very beautiful.

Lìkè , xuéshengmen dōu xīngfèn le ! Dàjiā kāishǐ zài qiáng shàng huà  
立刻，学生们都兴奋了！大家开始在墙上画  
zìjǐ xǐhuan de huàr .  
自己喜欢的画儿。





Everyone became excited at once! They started to draw what they liked on the wall.

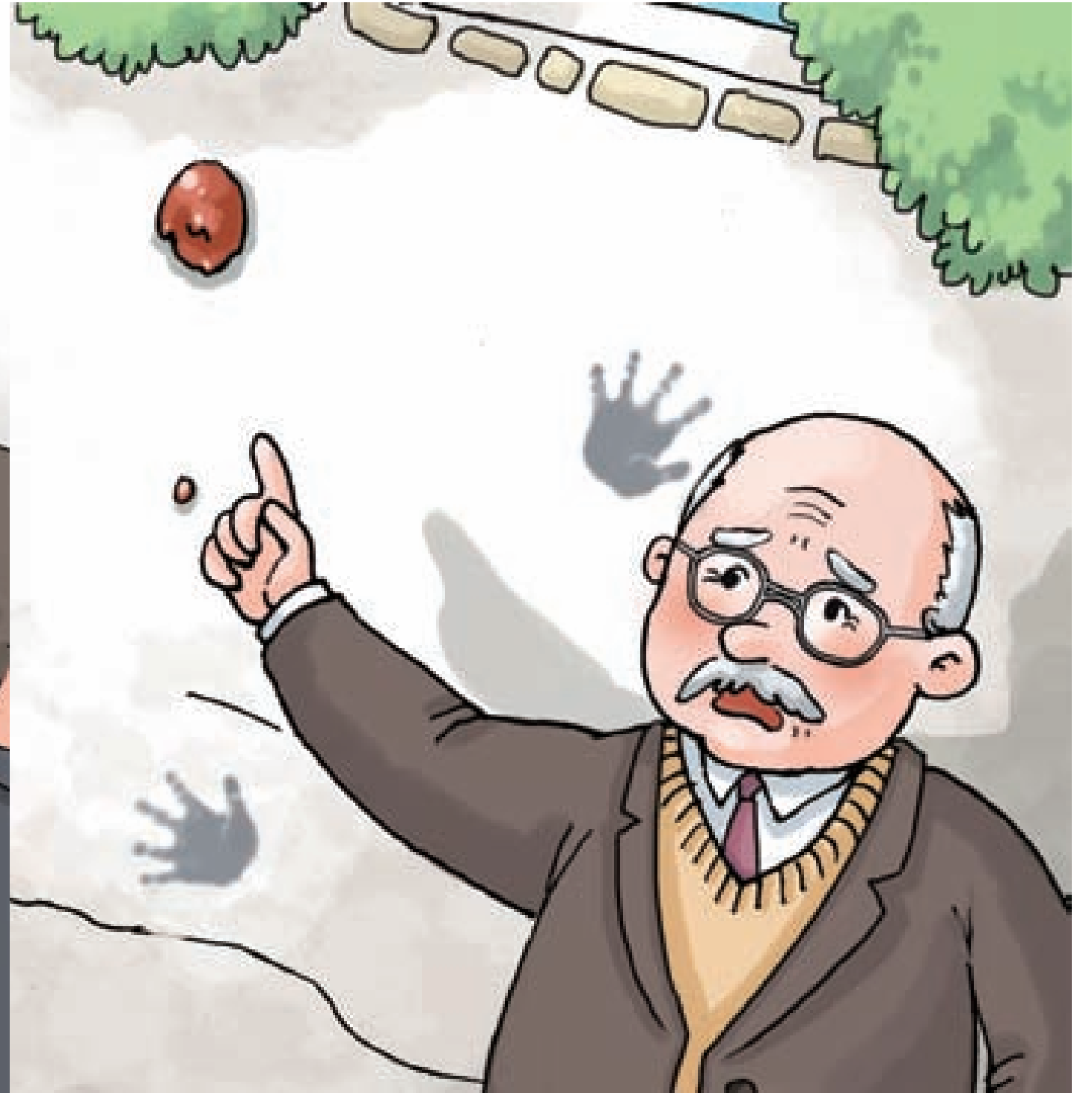
Xiǎolóng de xuéxiào lǐ yǒule yí miàn xuěbái de qiáng , hěn piàoliang .  
小龙的学校里有了一面雪白的墙，很漂亮。



However, after a few weeks, there were hand prints, tomato sauce and pencil marks on the wall. The white wall was no longer beautiful. The head teacher was unhappy.



“ Jīntiān zǎoshang wǒ kànjiànle qiáng shang de píngguǒshù , ” Xiǎolóng hé péngyou men  
“今天早上我看见了墙 上的苹果树,” 小龙和朋友们  
gèng jǐnzhāng le ! “ zhè shì yí gè hěn hǎo de zhǔyì ! xiànzài nǐmen měi gè rén  
更紧张了! “这是一个很好的主意! 现在你们每个人  
kěyǐ zài qiáng shang huà zìjǐ de huàr . ” xiàozhǎng shuō .  
可以在墙 上画自己的画儿。” 校长说。



“This morning I saw the apple tree on the wall,” said the head teacher. Xiaolong and his friends were even more worried! “This was a really good idea! Now everyone can draw on the wall!”

Kěshì , jǐ gè xīngqī yǐhòu , bái qiáng shàng yǒule shǒuyìn , xīhóngshì-  
可是，几个星期以后，白墙 上有了手印、西红柿  
jiàng hé qiānbǐxiàn , bái qiáng bú zài piàoliang le . Xiàozhǎng bù gāoxìng le .  
酱和铅笔线，白墙不再漂亮了。校长不高兴了。