

TCSOL Certificate Program Final Project

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Overview

We embraced holistic view of language and teaching, which is to see language as a tool for communication and teaching is about enhancing conditions for learning. Therefore, during each task design, we aimed to manipulate conditions for INFO to potentially promote learning. Moreover, regarding implementation, we intended to minimize the gap between what happens in real world and what happens in the class.

Before our first official meeting, we asked each member to find potential textbooks that will be used for the project. During the first meeting, we shared what resources each found, and discussed ideas including general topics and student level. Based on group members individual visions for our final project and interest areas, we have decided to narrow down the scope and chose “hobbies / recreation activities” as our topic. We have further examined chapters on hobbies from two different textbooks, and decided to use Lesson 11 “爱好” from “走进中国 -- 初级汉语教程”. To be more specific, we tried to do a need analysis at the beginning despite of the artificiality. Since the textbook has been currently used at Columbia College, we decided that our target audience will be 8 college students at intermediate level in classroom setting. Moreover, the textbook is written in traditional Chinese, and we decided to modify to simplified characters instead.

Afterwards, each member read the textbook in details, and as homework, each member were requested to identify target tasks related to the contents in textbook and come up with 2 potential tasks to be discussed at our third meeting. At our third meeting, we were able to come up with ideas for four tasks and collectively decided on specific task each member will work on. Additionally, we have discussed how the collaboration would look like among the team members to ensure that sequencing of tasks is done as logical and coherent as possible.

Task 1

Find out Each Other's Hobby

Goal: students are able to listen to a dialogue between 2 characters.

Students will be asked to find out an assigned character's hobbies and discuss with their partner.

Students will be able to report the assigned character's hobbies to the class.

Input: Auditory input (audio of dialogue)

Conditions: Split information

Procedures: Students listen to two dialogues. Each dialogue has 2 characters describing their hobbies. Only one character will be the assigned character. In pairs, discussing what the assigned character's hobbies is. In pairs, students will make a report to class in target language.

Expected outcomes: Students are expected to produce a class report as the output that involves both linguistic and cognitive processes.

Process: Students listen and discuss the details about the dialogues. After discussing, students identify four different hobbies described in dialogues and report to the class.

Task 1 Appendix

Dialogues1：家奇和家兴的爱好

家奇：今天讲了很多爱好。家兴，你现在最喜欢的是游泳吗？

家兴：是啊！我很喜欢游泳。其实，我从小时候起就喜欢游泳。

家奇：我还以为你小时候只喜欢足球。

家兴：我小时候爱好可多了呢。家奇，你现在想当艺术家吗？

家奇：从小的时候起我就想当艺术家，但是我现在想当音乐家。

家兴：音乐家？你不是主修东亚艺术吗？

家奇：因为我从小时候就学过钢琴；后来，还学过小提琴，再后来，还学过长笛、琵琶；现在正在学习吉他。将来，我还想学习古筝和二胡。

家兴：我们两人可真是各有所爱，你对音乐是样样精通。

家奇：谢谢，你对运动也是样样精通。

家兴：嘿嘿，你向我介绍音乐咋么样？

家奇：你不觉得我这是对牛弹琴吗？

家兴：我就想听你说说，为什么你想当音乐家。

家奇：我从小时候学过钢琴开始，就很喜欢音乐。后来，因为喜欢东方的音乐，所以学习东方艺术。

家兴：哇，你会画画又懂音乐，真的是多才多艺啊！

家奇：哪里哪里，过奖了。我们两个各有所爱，你对运动也是多才多艺啊！

家兴：没有没有，我从小时候就喜欢踢足球；后来，喜欢游泳和棒球；再后来，学了网球和篮球。现在，最喜欢的是游泳。

家奇：将来，你一定是个运动员。

家兴：嘿嘿，谢谢。你将来一定会是音乐家。

Dialogues 2 :

家奇：今天讲了很多爱好。家兴，你现在最喜欢的是游泳吗？

家兴：是啊！我很喜欢游泳。其实，我从小时候起就喜欢游泳。

家奇：我还以为你小时候只喜欢足球。

家兴：我小时候爱好可多了呢。家奇，你现在想当艺术家吗？

家奇：从小的时候我就想当艺术家，这是我将来想做的。

家兴：所以你才主修东亚艺术吗？

家奇：因为我从小时候起就学过画画儿；后来，还学过钢琴，

再后来，还学过围棋、西洋棋；现在正在学习东方艺术。

家兴：我们两人可真是各有所爱，你对艺术真是样样精通。

家奇：谢谢，你对运动也是样样精通。

家兴：嘿嘿，将来，其实我也想学东方艺术。

家奇：为什么你想学东方艺术？

家兴：我想学书法，我觉得中文书法字很好看，

后来，我就喜欢上书法了。我将来希望我能成为书法家。

家奇：我从小时候学画画儿开始，就很喜欢艺术。

后来，也因为喜欢书法，所以学习东方艺术。

家兴：哇，你会画画又学书法，真的是多才多艺啊！

家奇：哪里哪里，过奖了。我们两个兴趣相投，

以后可以一起学习书法。

家兴：哇，那可不行。我已经在上书法课了。

等一会儿，就要去上课了。

家奇：将来，你一定可以当个书法家。

家兴：嘿嘿，谢谢。你将来一定会是艺术家。

Task 2

Filling club-building application form 申填写社团申请表

Goal: Student will be able to read and fill in the chart with necessary instructions. Student will be able to have necessary language to fill in a club-building application form.

Input: Example of a finished application form

Conditions: Students work in pairs on one same form

Procedures: Students get the finished example of the application form. In pairs, come up with three questions of the form. Listen to teacher's explanation of the form. In pairs, come up with a shared hobby and use it as the main theme of the club they are going to create. In pairs, fill in the application form.

Expected outcomes: Product, Complete the application form.

Process: Students read and discuss about the form. After teacher's explanation, students come up with a common hobby and fill in a blank form.

Task 2 Appendix

Example of a finished application form

社团名称	蹦蹦跳跳运动社	
申请人	姓名： 陈晶	专业： 神学
	邮箱： ab3828@tc.columbia.edu	电话： 3476987785
老师	姓名： 刘刚	电话： 3475559999
目的	希望大家都来我们社团运动身体！	
活动	<ol style="list-style-type: none"> 1. 每个星期让大家做一次运动（扔飞盘、扔沙包、躲避球）。 2. 一个学期办一次面向全体学生的趣味运动会。 	
老师建议	建议活动前和学校医务室联系。	

社团名称		
申请人	姓名:	专业:
	邮箱:	电话:
老师	姓名:	电话:
目的		
活动		
老师建议		

Task 3

Design a Club Activity

Goal: Students are able to describe and design a fun activity for their clubs in target language for marketing purpose.

Input: verbal inputs for activity design, non-verbal inputs such as images and flyers designed by real clubs

Conditions: shared information

Procedures: Group work

Expected outcomes:

Product: a completed club activity design in different forms (a poster, a writing piece or just a map)

Process:

1) linguistic process: students' negotiations with their group members, and output enhancement provided by teacher

2) cognitive process: students try to think of an activity theme associated with their club's features and draw their knowledge of the world to come up with a competitive marketing idea.

Task instruction for teacher: Provide sample club activities designed by students in real world school clubs for students to notice and comprehend and verbal input provided by teacher to elaborate the task, which makes the instruction clear for students. Then the teacher ask students to design their own activity in any forms they want. It could be a poster, a writing piece, a map, or any medium that could articulate their activity designs. The teacher will specifically show two activities designed by real clubs; one is designed with a poster, and the other one is a written description.

Task Instruction for students:

Congratulations on your new clubs, and now it is time for you to design an club activity to attract new members! Discuss with your group members and write down your thoughts on what kind of club activities you want to do. Then present your ideas in any forms (could be a poster, a webpage, a piece of writing, or a map), and introduce your activity to your classmates to see if they are interested. The first sample is a poster, which indicates your club name, activity location, time, and some designed fonts that would attract people's attention; while the other one is a written description indicating club name, time, location, target audience, and purpose. You have freedom to choose in what forms you want to present your activity and also what details you want to include.

Task 3 Appendix

Samples will be shown by the teacher:

Sample 1



Sample 2

社团活动：传统文化游园会

活动时间：3月15日晚 7:30-9:30

活动地点：学校公园

活动目的：丰富中文系传统文化活动，宣传读书会特色，交流喜爱的传统文化书籍。

活动对象：湘南学院所有同学

希望大家积极参与，踊跃报名！！

Task 4

Oral Presentation

Goal: Through oral presentation, student pairs will be able to verbalize student club they wish to create based on task 3.

Conditions: Divergent information with unfocused outcome (focused for those who decide to practice newly learned structures)

Procedures: Students presenting in pairs will be given 8 minutes each to present their club.

Students are encouraged to use posters they have created in task 3. Extra points will be given if in their oral presentation newly learned language constructs are included.

Expected outcome: Presenters will be able to produce oral output, while the rest of class will be able to practice listening and comprehension. Audience will be asked to complete written task based on presentations.

Task Instruction for Teacher:

- 1) Provide instruction to students regarding oral presentation, including confirming presentation order.
- 2) Distribute presentation forms to students and go over each item. Explain if needed.
- 3) Monitor and provide feedback during presentations.
- 4) Remind students to complete presentation forms as necessary.
- 5) Regroup and encourage students to read and share their forms.

Task Instruction for Students:

- 1) Each presentation will be given 8 minutes.
- 2) When listening to the presentation, please take quick notes and fill out the presentation form accordingly.
- 3) Listen actively and share comments or ask questions to help each other learn better.
- 4) Regroup and share your forms or any comments you may have regarding presentation.

Sample Presentation Form:

	第一组	第二组	第三组	第四组
活动名称:				
最喜欢的部分:				
你最想加入哪个 社团? 为什么?				

Rationale for Task Design

Task 1:

In the beginning of the task, students be assigned a character. Each character will be assigned to 2 students, and students be asked to find out and pair up with the other student who have been assigned a same character. Later, each pair have to focus on listening a dialogue between 2 character elaborate their hobbies. This step is design to help student concentrate in class, and bringing them to close to a real-world conversation with this task. Pair work in discussing their shared what their have gotten about the assigned character's hobbies and negotiate with an expected convergent outcome. After all, they have to report what they get about the hobbies of the assigned character and get some feedback from teacher.

Task 2:

In the beginning of the task, students have to come up with questions when reading the example. This step is design to help student activate their schema, which meaning bringing their real-world knowledge into this task, as well as getting ready for focus point while listening to teacher's explanation later. For the teacher's explanation, teacher should be a lecturer as well as facilitator to solve students' problem when filling in the form. Pair work in discussing their shared hobby as well as filling forms promote negotiations with an expected convergent outcome. As for being the second task of the whole project, the complexity level is moderate with some reasoning and multiple elements and long planning time.

Task 3:

Teaching is about facilitating learning conditions. First of all, task 3 was designed to potentially enhance conditions for learning based on INFO. It provides authentic and comprehensible visual and verbal input for students to notice and comprehend. Furthermore, the

task promotes negotiation due to information exchange and cognitive complexity, while instructors are expected to give feedback during the discussion and give enhancement on the output. Secondly, designing an activity itself is a real world task. People in their real lives need to make plans for trips, throw parties, schedule friends' gatherings and so on so forth. Therefore, adapting the authentic task into a pedagogic task, instructors can minimize the gap between what transpired in classroom and what happened in real world. Moreover, due to the familiarity, students are able to draw their knowledge of the world to engage with the task, and meanwhile because the task focuses on meaning, it fits students' tendency and may lead to more attention and peripheral learning on form. Fourthly, the task involve reading, listening, speaking, and writing, and with the integration of four skills, the task gives students opportunities to develop functional competence. Fifthly, the task is hypothesized to generate both cognitive and linguistic process through using target language to negotiate and reach an agreement on plan, while using cognition to make sense of the activity they will design for marketing purpose. The task also hypothetically lead to both communicative and linguistic outcome. Last but not least, the design for this task reveals learner-centeredness. In the task implementation, we can expect teachers' roles as language guide, monitor, co-communicator, advisor organizer, and facilitator.

Task 4:

Instructor will be able to assess students' linguistic performance based on form-meaning mapping during oral presentation. Even though this will be an unfocused task, extra point will be given to incorporate newly exposed language constructs (students with higher motivation and capability will benefit from approaching the presentation as a focused task). Teacher will make effort to provide more implicit corrective feedback rather than explicit. Since task 4 is the most complex task in this task design, it involves both oral and written component to encourage

students pay close attention while other present, and to provide additional opportunity for them to practice writing skills.

Rationale for Sequencing

In sequencing the four pedagogic tasks, we manipulate the combinations of the two dimensions, resource-dispersing and resource-directing based on both Robinson's Triadic framework; also, we take a logical flow connecting each task into consideration.

First of all, the complexity level for Task 1 is simple with no reasoning and few elements and long planning time. Regarding task 2, the complexity level is moderate. Since this task 3 requires more reasoning, more "there and then" and more elements than the other two tasks, we decided that this one should be the third task. After comparing this one with the last one, we decided that this task has lower performative complexity, because it's designed to have more planning and discussion time. Furthermore, since we tried to combine four pedagogic tasks into a coherent work plan, and four tasks are connected, it is logical to design a club activity after establishing club and before representing the club. Therefore, we placed this task as the third one to give four tasks a natural flow.

Appendix: Textbook

LESSON 11 愛好



今天上中文課的時候，老師讓大家分組談一談自己的愛好，然後每個小組再向其他同學介紹同伴兒的業餘愛好。同學們兩個人一組，分成了七組。大家或各有所愛，或志趣相投，越說越熱鬧，氣氛十分活躍。家興跟家奇分到了一組。家興說他的愛好太多了，都不知道從哪兒說起。他小的時候最喜歡踢足球，後來又喜歡上了騎自行車，再後來，他又喜歡過棒球、籃球、網球，現在他每天都去游泳。家奇說他最喜歡畫畫兒，從小就想當一名畫家。另外，他還喜歡下棋、彈吉他。將來，要是有機會的話，他還想到中國去學書法。大家都說家奇多才多藝，琴棋書畫，樣樣精通。

1

老師：今天我們要互相談一談自己的愛好。

家興：我的愛好可多啦。

老師：太好了！大家兩個人一組，二、四、六、八、十、十二、十四，正好七個小組。

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家興：家奇，咱們兩個一組，真巧。

家奇：老師，我們是自己說自己的愛好嗎？

老師：對。等一會兒每個小組的人要向其他同學介紹同伴兒的業餘愛好。

家興：聽說大家多才多藝，有不少人琴棋書畫，樣樣精通。

家奇：家興，你先說吧！

家興：我的愛好太多了，不知道從哪兒說起。

家奇：隨便，你想到哪兒就從哪兒說起。

家興：算了，還是從小說起吧。

家奇：好哇。你小的時候最喜歡什麼？

家興：我小的時候最喜歡踢足球，每天都要踢一會兒。

家奇：什麼足球？是美式足球嗎？

家興：不是美式足球。

家奇：我以為美國人多半兒都喜歡玩兒美式足球呢。後來呢？

家興：後來，又喜歡上了騎自行車，再後來，我還喜歡過棒球、籃球、網球，現在我每天都去游泳。

2

家奇：我們兩個真是各有所愛。我最喜歡的是畫畫兒。

家興：怪不得，我一看見你就覺得你有一點兒奇怪。

家奇：為什麼？

家興：我逼你玩兒呢。不過藝術家是有一點兒特別。對不起，請接著說。

家奇：從小我就想當一名畫家，對東方藝術特別有興趣。

家興：哦，這就是你為什麼唸東亞藝術專業的原因了吧？

家奇：對。我就是因為喜歡東方藝術，所以才主修東亞藝術專業。

家興：可這不是你的業餘愛好了。你還喜歡做什麼？

家奇：我還喜歡下棋、彈吉他。

家興：你會彈鋼琴嗎？

家奇：我小的時候學過鋼琴，可是後來不喜歡了。

家興：“對牛彈琴”是什麼意思？

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Lesson 11 愛好

家奇：我現在不是正“對牛彈琴”嗎？

家興：嘿嘿，我們只不過是有點兒志趣不相投。

家奇：以後，要是有機會的話，我……

3

老師：對不起，時間到了。下面請大家到前面來介紹一下自己同伴兒的愛好。

家興：老師，讓我先說一說我的好朋友、好兄弟——李家奇同學的愛好吧！

老師：好，家興，你先開始介紹吧！

家興：我先問大家一個問題：“李家奇的專業是什麼？”

同學：東亞藝術。

家興：對了。他從小就喜歡畫畫兒，想做一名畫家。

同學：還有呢？

家興：他也喜歡下棋。

同學：什麼棋？

家興：這我可沒有問，家奇？

家奇：老師，GO 中文怎麼說？

老師：GO 就是圍棋。

家興：對了，他還喜歡下圍棋。

同學：我也喜歡下圍棋。

家興：他還喜歡彈吉他。對不起，家奇，你說要是以後有機會的話，你還想做什麼？

家奇：將來，要是有機會的話，我還想到中國去學書法。

老師：好，謝謝家興。

家興：不客氣。

老師：請大家用我們學過的話說一說，家奇是一個怎麼樣的人？

大家：多才多藝，琴棋書畫，樣樣精通。

家奇：謝謝，不敢當，不敢當。

走近中國——初級漢語教程

APPROACHING CHINA: ELEMENTARY CHINESE

VOCABULARY

1	*愛好	爱好	àihào	N.	hobby
2	讓	让	ràng	V.	to let
3	組	组	zǔ	N.	group
4	談	谈	tán	V.	to talk (about)
5	向	向	xiàng	Prep.	to
6	*其他	其他	qítā	Pron.	other
7	同伴兒	同伴儿	tóngbànr	N.	teammate
8	業餘	业余	yèyú	Adj.	sparetime, amateur
9	*各有所愛	各有所爱	gè yǒu suǒ ài	IE	each have their own interests
10	*志趣相投	志趣相投	zhìqù xiāngtóu	IE	to share the same interest
11	氣氛	气氛	qìfēn	N.	atmosphere
12	*十分	十分	shífēn	Adv.	very, extremely (formal)
13	活躍	活跃	huóyuè	Adj.	active, lively
14	*分到	分到	fēndào	V.-C.	to be assigned to
15	*說起	说起	shuōqǐ	V.-C.	talking about
16	踢	踢	tī	V.	to kick, to play (football)
17	足球	足球	zúqiú	N.	football
18	*喜歡上	喜欢上	xǐhuānshàng	V.-C.	to begin to like
19	騎	骑	qí	V.	to ride
20	自行車	自行车	zìxíngchē	N.	bicycle
21	棒球	棒球	bàngqiú	N.	baseball
22	籃球	篮球	lánqiú	N.	basketball
23	網球	网球	wǎngqiú	N.	tennis
24	游泳	游泳	yóu yǒng	V.-O.	to swim
25	畫畫兒	画画儿	huà huàr	V.-O.	to draw/paint
26	*當	当	dāng	V.	to become
27	*名	名	míng	MW	measure word indicating number of people
28	*畫家	画家	huàjiā	N.	painter
29	*另外	另外	lìngwài	Conj.	besides
30	*下棋	下棋	xià qí	V.-O.	to play chess
31	彈	弹	tán	V.	to play (musical instrument)

d. 過生日，你想讓你的父母給你買什麼？

(What do you want your parents to buy you for your birthday?)

e. 你不想讓我休息，是不是？(You don't want me to take a break, right?)

f. 你想讓我說什麼呢？(What do you want me to say?)

g. 要是你不讓我去，我就不幫你了。
(If you don't let me go, I won't help you any more.)

Other usage 其他用法

E.g. 對不起，請讓一下 / 讓一讓。
(Excuse me, please let me through.)

2 A 向 B 介紹 C: A introduces C to B

E.g. 每個小組向其他同學介紹同伴兒的業餘愛好。
(Each group will introduce their teammate's hobbies to other students.)

We can also reconstruct this structure by using the Ba-construction.
我們還可以用把字結構重組這個句子。

A 把 C 介紹給 B

E.g. 每個小組把同伴兒的愛好介紹給其他同學。
(Each group introduced their teammate's hobbies to other students.)

A 把 C 給 B 介紹了一下

E.g. 小王把他的女朋友給我們介紹了一下。
(Xiao Wang introduced his girl friend to us.)

3 S 或 (者) A 或 (者) B: either A or B

This structure is very useful in terms of describing actions taking place or coexisting at the same time.

這個結構主要用於描述同時發生的動作或同時存在的事物。

- E.g.**
- 大家或各有所愛，或志趣相投。
(They either have their own interests or they share the same ones.)
 - 放假的時候，同學們都出去了，或去南方，或去西部，玩兒得很開心。
(During the vacation, all the students left. They either went to the South, or to the West. They had a really good time.)

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c. 過年的時候，非常熱鬧，人們或一起吃飯，或唱歌跳舞。
(It is very lively during the New Year. People either eat together or sing and dance together.)

d. 他們多才多藝，或精通書法，或能歌善 (shàn) 舞。
(They are really versatile. They are either really proficient in calligraphy or very good at singing and dancing.)

e. 那兒有很多外國人，他們或說意大利語，或說日語，或說韓語，或說法語。

(There are a lot of foreigners over there. They are either speaking Italian, Japanese, Korean or French.)

4 四字格 (sìzìgé): Four Character Expressions

In Chinese written language, there are some special patterns, words and expressions to be used. The four character expressions are among the most frequently used ones. As the name indicates, these expressions consist of four characters. Most of them are idiomatic expressions or proverbs. We have to learn them one by one. The ones we have learned are as follows:

在漢語書面語中，有一些特殊格式，四字格是其中之一。這一表達方式由四個字組成，大部分四字格是漢語成語或諺語，我們需要逐個學習。我們已經學過的四字格有：

沒精打采 多才多藝 琴棋書畫 樣樣精通 各有所愛 志趣相投
左思右想 一路平安 人見人愛 自言自語 一言為定 對牛彈琴

- E.g.**
- 他沒精打采的，可能生病了。
(He looks very exhausted and tired. Maybe he is sick.)
 - 哥大的學生大多都多才多藝。(Most of the students at CU are versatile.)
 - 他們兩個都喜歡打棒球，可以說他們志趣相投。
(Both of them like playing baseball. You could say that they share the same interest.)
 - 我們兩個各有所愛：她喜歡網球，我喜歡棒球。
(We each have our own interests. She likes tennis and I like baseball.)
 - 你自言自語地說什麼呢？(What are you talking about to yourself?)
 - 你說你要把你的自行車給我？一言為定。
(You said you are going to give me your bicycle? Set in stone./It is a deal.)
 - 他的狗又聰明，又好看，人見人愛。
(His dog is both smart and good-looking. Everybody likes him/her.)
 - 別跟他說了，你不是在對牛彈琴嗎？他聽不懂中文。
(Don't talk to him any more. It's just like playing music to a cow. He doesn't understand Chinese.)

LESSON 11 愛好

NOTE: Four character expressions don't take any objects even if they are predicates of the sentence.

注意：即便四字格是句子的謂語，其後也不能帶任何賓語。

- E.g.**
- ④ 我左思右想這件事。→ 這件事，我左思右想，可是沒想出來什麼。
(I think a lot about this matter. But I still have not figured out anything.)
 - ⑤ 我們志趣相投很多事情。→ 我們在很多事情上志趣相投。
(We share a lot in many aspects.)

5 從 sth. V 起: start doing from...

- E.g.**
- a. 最後他說還是從小的時候說起吧。
(Finally he said that let him start from the time when he was little.)
 - b. 我還是從頭(tóu)做起吧。
(Let me start from the very beginning.)
 - c. 還是從我做起吧。(It is better to start from oneself.)
 - d. 我學來學去，每次都得從第一課學起。
(I have studied it for quite a while. But each time I have to start from Lesson one.)
 - e. 我從哪兒說起呢?(Where shall I start from?)

6 S...的時候 VP₁; 後來, VP₂了; 再後來, 又 VP₃; 現在, VP₄; 將來 VP₅

This is another way to indicate sequence of actions or events. It is very useful when describing an experience.

這是表達動作或事件發生順序的另一種方式，常用於描述一種經歷。

- E.g.**
- a. 我小的時候喜歡踢足球；後來，我愛上了棒球；再後來，我又喜歡上了籃球；現在，我特別愛玩兒網球；將來，我還準備學彈鋼琴。
(When I was little, I liked playing football. Later, I started to love baseball. Afterwards, I started to like basketball. Now I like playing tennis very much. In the future, I plan to learn how to play piano.)
 - b. 他剛開始的時候，是英文老師；後來，他學了法文；再後來，他又學了德文。現在，他英、法、德三種語言都說得很好；將來，他還準備學中文。
(At the very beginning, he was an English teacher. Later, he learned French. After that, he studied German. Now, as for the three languages of English, French, and German, he speaks all of them very well. In the future, he still plans to learn Chinese.)