Reading

Everyone who travels to a foreign place faces the problem of what kind of souvenirs to take back to his or her family and friends. For example, what might a foreigner spending some time in Taiwan buy as a remembrance of his or her visit here before returning to his or her own country? It is this problem that the writer, a foreigner living in Taiwan, has in mind in the following article.

As everyone knows, Taiwan's economic miracle is largely the result of local businesses manufacturing and exporting various products. Almost all of these goods have been practical consumer items: cheap apparel and shoes in the 1960s; then motorcycle components, televisions, and cameras; more recently, computers and other high-tech gadgets.

Unlike Thailand, which has inexpensive but attractive clothing, or Bali, where arts and crafts are very popular, Taiwan is not famous for distinctive souvenir-type products. This makes it difficult for foreigners passing through to find mementoes for themselves or special gifts for their friends and loved ones at home.

Fortunately, if they look around a little, there are several interesting shopping options.

Name chops — especially those made of semi-precious stones — are excellent gifts. Chinese characters seem dazzlingly intricate and arcane to most Western people. Devise a Chinese name for your friend back home, and present him or her with a name chop that he or she can use to mark his or her books, CDs, or other possessions. He or she will be grateful, and you might just ignite a lifelong passion for the Chinese language.

Traditional tea sets are another good choice. Even if the recipients never drink Chinese-style tea, the little pots and dainty cups make good living-room decorations. Delicate handheld fans, like those carried by Chinese ladies of yesteryear, are attractive and easy to put in your luggage.

An Irish friend of mine says one of the most warmly received gifts he's ever given to his family was a hand-painted oil-paper umbrella from Meinong in Kaohsiung County. He told me: "Having lived in Ireland — which has very rainy weather — all their lives, my parents were fascinated by the idea that some people actually use umbrellas to shield themselves from sunshine!"

And don't overlook the beautiful Chinese art of calligraphy. Another friend
of mine arranged for a professional calligrapher — the kind of person locals go to for wedding couplets and scrolls — to create some custom-made banners for her sister and her boyfriend.

CDs are always a reliable gift. In recent years, “world music” (music from developing countries) and “roots music” (original, tribal, indigenous, or folk music) have become popular in the UK, and I’ve found my friends back home enjoy CDs of Taiwanese aboriginal music — even if they show no interest in A-Mei or Jay Chou.

For many people, browsing in shops is an important part of the tourist experience. That’s why, whenever I’ve been guiding foreign visitors around, I’ve always included a stop at the special stores you find near major temples. In these stores the pious can buy what they need for Buddhist and Taoist rituals: spirit money, incense sticks and incense burners, and various items for ancestor worship.

I point out interesting items like the swords and spiked clubs that spirit mediums use to cut themselves while in trances. None of the foreigners I know has bought anything from this kind of store — but every one of them has commented on the experience, and found it very interesting indeed.

Many foreign visitors to Taiwan notice that bamboo is used in a number of different ways, including scaffolding in construction sites. A good place for souvenir hunting is Kaohsiung’s “bamboo street.” This “street,” which is actually a short section of Wufu Fourth Road, has several shops selling bamboo kitchenware, furniture, and items used in wedding and religious rituals. Among the most popular items sold here are waterproof hats and raincoats made of grass and bamboo fiber. Local friends tell me such raincoats disappeared during the 1950s, when cheap plastic products became widely available, and reappeared in the 1980s only as decorations. However, in mainland China they are still in use: when I visited southwestern China in 2002, I saw some farmers wearing coats like these.

Of course, there are a few things one shouldn’t buy for friends in Western countries. Few Occidentals like Taiwanese liquor. Traditional Chinese-style clothing may look nice, but not many Westerners are going to actually wear it.

Generally speaking, anything with Chinese characters on it — even a T-shirt — is well received. I’ve been asked to carry Taiwan Beer cans and Coca-Cola cans back to the UK for a friend’s collection. What is to you an everyday item of no particular interest — something you might toss in the trash without a second thought — may be an exotic treasure for someone living in a different part of the world!
Introduction

“Shopping for Souvenirs in Taiwan” serves as a good example of description. It offers a variety of descriptions of Taiwanese souvenirs. The author recommends several souvenir options for foreigners to choose from, and makes his recommendations persuasive with his vividly descriptive language. In terms of structure, the article demonstrates a well-organized arrangement, with a clear introduction, main body which consists of several descriptive paragraphs, and a conclusion of generalization.

Reading is the foundation stone of writing. There is no denying that without sufficient reading input, students fail to produce good writing. However, reading alone can’t help students write good articles unless they consciously learn the structure and language of the articles they read. This teaching activity focuses on how intensive reading can help students improve their writing skills and organization ability. In the process, students will come to imitate the structure and language of a good article that they read.

Text Difficulty Level:

- [ ] Elementary
- [ ] Intermediate
- [ ] Upper-Intermediate
- [x] Advanced

Mode of writing: Description

Teaching focus:
1. Students can learn the language used to describe objects.
2. Students can learn the structure of a descriptive essay.
3. Students can write a descriptive essay.

Teaching procedure:
1. Students are led to study how the author recommends and describes Taiwanese souvenirs.
2. Students are able to identify the descriptive statements used to promote souvenirs.
3. Students are led to find out how the author connects and arranges his ideas.
4. Students apply the transitional phrases or persuasive statements they have learned to organize their ideas into a descriptive essay.
Lesson Plan

I. Raising Students’ Awareness

The teacher asks the class what a souvenir is. After students give their definitions, the teacher shows the class some souvenirs and talks about them. Following the presentation, the teacher asks the class a few warm-up questions.

1. What tourist attractions have you visited?
2. Did you buy any souvenir in memory of your trips?
3. What is your souvenir like?
4. What is special about the souvenir?
5. Do you like the souvenir? Why or why not?

It will be even more productive if students are able to bring their souvenirs to school and show them to the class.

The teacher continues the warm-up activity by asking students to brainstorm on which Taiwanese souvenirs they would recommend to foreigners. Then the teacher discusses the mentioned souvenirs together with the class.

1. Why do you choose this object as a souvenir?
2. What do you say about this souvenir?
3. If you were a foreigner, which souvenir would you like?

II. Presenting the Text

In this activity, students are led to grasp the main ideas the author conveys. On top of this, students need to study the language use and structure of the article to know how to make descriptive statements and how to arrange and connect their paragraphs. However, the teacher does not have to dissect the whole article by paraphrasing all the paragraphs. Otherwise, his detailed paraphrasing may dampen students’ interest. What the teacher needs to do is allow students to find out what he wants to show them, that is, expressions and essay arrangement of a descriptive essay. The process is as follows.

1. The teacher leads the class to read the entire article and to discuss the following questions.
   A. What is the main idea or the purpose of the article?
   B. What does the author recommend as Taiwanese souvenirs?
   C. What does the author not recommend to do or to buy?
2. The teacher divides students into groups to complete the graphic organizer.
   A. Students discuss with their teammates to identify all the souvenirs that the
      author recommends and find out the words or sentences he uses to
      describe the souvenirs.
   B. Each team is assigned to write down one of the souvenirs and its
      description on the blackboard.
   C. The teacher leads the class to go through the souvenirs and their
      descriptions written on the blackboard. Students must focus more on the
      descriptive words or phrases that the author uses to catch the readers’
      eye.
   D. Students are further asked to identify the items that the author considers
      inappropriate for souvenirs options and the reasons why.
3. The teacher discusses the conclusion with students.
   A. In the last paragraph, the author mentions several items. What are they?
   B. Why are these items good souvenirs?
   C. How does the author conclude the article?
4. The teacher leads students to study the author’s language.
   A. Students are asked to examine the whole text to find out what transitional
      words or phrases are used.
   B. Students need to identify the expressions or sentences they consider
      useful to start a paragraph or to describe objects.
5. The class reviews the content and structure of the whole article.

III. Practice – A Bridge between Reading and Writing

Once students have learned what it takes to write a descriptive essay,
they should be given a chance to write their own essays immediately. Though
some students probably don’t have a clear picture thus far, the practice will
make them come to be aware of and even master what they have learned.
Here are some directions for the activity.
1. The teacher asks students to write down their reflections on the lesson. This
   can be an assignment or a class activity.
   A. If you were a foreigner, which of the recommended souvenirs would you
      like best? Why?
   B. Besides the souvenirs mentioned in the text, what souvenir do you
      recommend? Why?
   C. Have you ever bought any special souvenir either abroad or on a
      domestic trip? Please give a detailed description of it.
2. The teacher guides students to write a descriptive essay on the topic of birthday gifts.
   A. Students brainstorm the following questions:
      a. What gifts have you ever received for birthday?
      b. Among them, which one is the most impressive or memorable to you?
   B. Students are led to practice describing 3 to 5 birthday gifts.
   C. The teacher has students pair up to discuss their chosen gifts and descriptions.
3. Students organize their ideas into a descriptive essay.
   A. They first have to pick out 2 or 3 gifts they have thought of and put them in emphatic order.
   B. They are reminded to apply the transitional words to connect their ideas.
   C. They should also apply the expressions or sentences they have learned from the lesson to describe the gifts.

IV. Students’ Works

1. Worksheet of Lesson 7
   Lungteng Book VI Lesson 7  Shopping for Souvenirs in Taiwan

I. The Content of the Text

<table>
<thead>
<tr>
<th>Introduction:</th>
<th>A souvenir is ________________________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Taiwan is not famous for distinctive souvenir-type products. So, what souvenir can a foreigner find here?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Body:</th>
<th>Here are a variety of recommendations for your choices of souvenirs.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Souvenir</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>name chops</td>
<td>Chinese characters seem dazzlingly intricate to most Western people. They can use name chops to mark books, CDs, and so on.</td>
</tr>
<tr>
<td>2nd</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4th</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Conclusion: Generalization
Anything with Chinese characters on it is well received as a souvenir.

II. Language Focus
A. Transitional Words or Phrases

<table>
<thead>
<tr>
<th>5th</th>
<th>6th</th>
<th>7th</th>
<th>Others</th>
</tr>
</thead>
</table>

* Other Useful Transitional Phrases
  first / firstly, at first, first of all, to begin with, initially, second / secondly, third / thirdly, then, next, after that, following that, in addition (to), besides, last / lastly, at last, last of all, last but not least, finally, to sum up

B. Useful Expressions
  1. As everybody knows, S + V…

III. Questions:
  1. If you were a foreigner, which of the recommended souvenirs would you like best? Why?
  2. Besides the souvenirs mentioned in the text, what souvenir do you recommend? Why?
  3. Have you ever bought any special souvenir either abroad or on a domestic trip? Please give a detailed description of it.
2. Worksheet of Writing

I. Writing Practice – Recommendations for a Birthday Gift
1. What have you ever received for your birthday?

2. Among them, which one is the most impressive or memorable to you?

3. What gifts would you recommend to a friend who is looking for one as his girlfriend’s birthday gift? Why do you recommend them? Please describe your recommended gifts as well.

<table>
<thead>
<tr>
<th>Gift</th>
<th>Description</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

II. Writing a Description

Directions: Your best friend, Vincent, has trouble picking a birthday gift for his girlfriend. Write an email to give him some recommendations.

To: 

Subject: 

Dear

Yours,

2. Students’ Examples
Example 1 – Low Level

I. The Content of the Text

**Introduction:**
A souvenir is *something which foreigners will buy as a rememberabce.*
Taiwan is not famous for distinctive souvenir-type products. So, what souvenir can a foreigner find here?

**Body:**
Here are a variety of recommendations for your choices of souvenirs.

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Souvenir</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>name chops</td>
<td>Chinese characters seem dazzlingly intricate to most Western people. They can use name chops to mark books, CDs, and so on.</td>
</tr>
<tr>
<td>2nd</td>
<td>tea sets</td>
<td>To foreigners, the cups and pots are delicate, fainty and full of Chinese style. They can use them to act as a living room decoration.</td>
</tr>
<tr>
<td>3rd</td>
<td>handheld fans</td>
<td>They like those carried by Chinese ladies in the past and they are easily to carry with.</td>
</tr>
<tr>
<td>4th</td>
<td>oil-paper umbrella</td>
<td>It can use to shield user from sunshine rather than use it to shield rain as usual.</td>
</tr>
<tr>
<td>5th</td>
<td>calligraphy</td>
<td>The unique characters and great symmetry make itself a beautiful artcraft.</td>
</tr>
<tr>
<td>6th</td>
<td>CDs</td>
<td>They are the most reliable gifts. Although the recipients don’t understand the language they can still be enchanted with rhythms.</td>
</tr>
<tr>
<td>7th</td>
<td>waterproof hats and raincoats</td>
<td>They are made of grass and bamboo fiber.</td>
</tr>
<tr>
<td>Others</td>
<td>Tatoo: Taiwan’s beautiful tatooes are famous and we can let foreigners get the true words they want rather than just a Chinese word with bizzard meanings.</td>
<td></td>
</tr>
</tbody>
</table>

**Conclusion: Generalization**
Anything with Chinese characters on it is well received as a souvenir.

II. Language Focus
A. Transitional Words or Phrases
**Other Useful Transitional Phrases**

- first / firstly, at first, first of all, to begin with, initially, second / secondly, third / thirdly, then, next, after that, following that, in addition (to), besides, last / lastly, at last, last of all, last but not least, finally, to sum up

**B. Useful Expressions**

1. As everybody knows, S + V…
2. It is the problem that the… has in mind.
3. You might just ignite a lifelong passion for…
4. Sth. of mine
5. Sth. are always reliable.
6. Among the most popular items sold here are...
7. What is to you an everyday item of no particular interest may be a… treasure for someone...

**III. Questions:**

1. If you were a foreigner, which of the recommended souvenirs would you like best? Why?
   
   *Tea sets. I take delight in sipping tea to relax after an exhausted day.*
2. Besides the souvenirs mentioned in the text, what souvenir do you recommend? Why?
   
   *Stamps. Stamps usually have the characteristic of the country which can serve as best souvenirs.*
3. Have you ever bought any special souvenir either abroad or on a domestic trip? Please give a detailed description of it.
   
   *I have bought a key ring in a harbor. There are some shells, seaweeds and sand in it. Whenever I see it I remember the picturesqueness in the harbor.*

**IV. Writing Practice – Recommendations for a Birthday Gift**

1. What have you ever received for your birthday?
   
   *I have received birthday cards, books, a fishbone-shape decoration and a stuffed puppy for my birthday.*
2. Among them, which one is the most impressive or memorable to you?
The fish-bone decoration.

3. What gifts would you recommend to a friend who is looking for one as his girlfriend’s birthday gift? Why do you recommend them? Please describe your recommended gifts as well.

<table>
<thead>
<tr>
<th>Gift</th>
<th>Description</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>necklace</td>
<td>A well-designed necklace which can express your love to her.</td>
<td>You and your girlfriend can wear them as a tightly connection between you and her.</td>
</tr>
<tr>
<td>bracelet</td>
<td>Simple and easy to wear.</td>
<td>It is warm when you hang in hands with her with the same bracelet.</td>
</tr>
<tr>
<td>hand-made decoration</td>
<td>Something you spend much time to craft it.</td>
<td>The time and efforts you spend on it make it the most touching gifts.</td>
</tr>
<tr>
<td>pillow</td>
<td>An adorable pillow</td>
<td>Your girlfriend can miss you with the pillow in her arm when she sleeps.</td>
</tr>
<tr>
<td>a whole day company</td>
<td>You can take her to go seeing movies or having a dinner, etc.</td>
<td>A considerate company is better than any gifts without true heart.</td>
</tr>
</tbody>
</table>

**Writing a Description**

**Directions:** Your best friend, Vincent, has trouble picking a birthday gift for his girlfriend. Write an email to give him some recommendations.
Dear Vincent

Choosing gifts always makes everyone confused. But if you can put the following suggestion into forth then you can make the best choice. First, you should pick the gifts that the receiver really wants. They are always better than those which are expensive but of no use. Second, the gifts which can symbolize your relationship with receiver are another good choice. Third, why do you want to give him/her a gift? To make him/her happy or to deliver some massage? These play a important part in choosing gifts and you should show your sincerity through these gifts.

Here are some items which can be a good choice for you. Necklace, you and your girlfriend can wear them as a close relation between you and her. A hand-made decoration is always a reliable gift because it cost you not much and your girlfriend will feel warm when receives it. The time and effort you spend on it make it the most touching gifts. A whole day company, you can take her to go seeing movies or having a dinner, etc. A considerate company is better than any gifts without true heart. True heart, it is the most important thing you should show. If you do it then any gifts will be best gifts.

Yours,

sincerely

Tim
Example 2 – Intermediate Level
I. The Content of the Text

<table>
<thead>
<tr>
<th>Introduction:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A souvenir is a thing that serves as a reminder of a person, place or events.</td>
<td>Taiwan is not famous for distinctive souvenir-type products. So, what souvenir can a foreigner find here?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Body:</th>
<th>Here are a variety of recommendations for your choices of souvenirs.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Recommendation</td>
</tr>
<tr>
<td></td>
<td>1st</td>
</tr>
<tr>
<td></td>
<td>2nd</td>
</tr>
<tr>
<td></td>
<td>3rd</td>
</tr>
<tr>
<td></td>
<td>4th</td>
</tr>
<tr>
<td></td>
<td>5th</td>
</tr>
<tr>
<td></td>
<td>6th</td>
</tr>
<tr>
<td></td>
<td>7th</td>
</tr>
</tbody>
</table>
II. Language Focus

A. Transitional Words or Phrases

<table>
<thead>
<tr>
<th>For example, ...</th>
<th>Unlike N, ...</th>
<th>Fortunately, ...</th>
<th>Even if..., ...</th>
<th>As sb. know(s), ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>In recent years, ...</td>
<td>For many people, ...</td>
<td>For many (people), ...</td>
<td>That’s why...</td>
<td>However,...</td>
</tr>
<tr>
<td>Of course, ...</td>
<td>Generally speaking, ...</td>
<td>In this regard, ...</td>
<td>In the meantime, ...</td>
<td>Worst of all, ...</td>
</tr>
</tbody>
</table>

※ Other Useful Transitional Phrases

first / firstly, at first, first of all, to begin with, initially, second / secondly, third / thirdly, then, next, after that, following that, in addition (to), besides, last / lastly, at last, last of all, last but not least, finally, to sum up

B. Useful Expressions

1. As everybody knows, S + V...
2. Almost all of the N + V...
3. What is to you a ... may be a ... for someone.
4. N... + 較長的修飾語... + V
5. Sth. ignite a lifelong passion for...
6. Sb. be fascinated by the idea that...
7. There are a few things that one shouldn’t V...

III. Questions:

1. If you were a foreigner, which of the recommended souvenirs would you like best? Why?
   An oil-paper umbrella from Meinong. I prefer it because it’s a traditional item in the region. And what make me interested is that local ladies use it to shield themselves from sunshine. It will be perfect if there are Chinese characters on the umbrella.

2. Besides the souvenirs mentioned in the text, what souvenir do you recommend? Why?
   A map of Taiwan. A map that shows Taiwan is a country, not a province of...
Mainland China. And we can give a national flag as well, for the red, white and blue flag also symbolizes Taiwan.

3. Have you ever bought any special souvenir either abroad or on a domestic trip? Please give a detailed description of it.
My family and I visited Australia when I am nine. We bought a delicate bottle half-filled with clear sand. The sand shows that we have once leaved footprints on the secluded and beautiful land.

IV. Writing Practice – Recommendations for a Birthday Gift

1. What have you ever received for your birthday?
When I was five, I received a old horse toy from a superintendent. At fourteen, I got a box of chocolate. And this year, one of my friends gave me a dog toy.

2. Among them, which one is the most impressive or memorable to you?
The dog toy is the most memorable. I even took a photo of it as my desktop on my cell phone.

3. What gifts would you recommend to a friend who is looking for one as his girlfriend’s birthday gift? Why do you recommend them? Please describe your recommended gifts as well.

<table>
<thead>
<tr>
<th>Gift</th>
<th>Description</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>doll</td>
<td>A doll especially a adorable one suits either a boy or a girl recipient.</td>
<td>Most people like dolls even if they no longer play with them for dolls symbolize a innocent mind and friendship.</td>
</tr>
<tr>
<td>diamond</td>
<td>The hardest things in the world. What makes them precious is that they are both rare and beautiful.</td>
<td>We humans are mortal, but firm diamond along with love can last forever.</td>
</tr>
<tr>
<td>key chain</td>
<td>A gadget tied to keys.</td>
<td>It will be a recommended gift because it is useful in everyday life. Also, we often catch sight of it when we use keys and recalled the giver.</td>
</tr>
<tr>
<td>chocolate</td>
<td>Milk chocolate is sweet and delicious, while dark chocolate is healthful. Both them are popular choice for birthday.</td>
<td>Although some people think chocolate is a too common gift, it is still a pleasing and convenient choice.</td>
</tr>
</tbody>
</table>

Writing a Description

Directions: Your best friend, Vincent, has trouble picking a birthday gift for his
girlfriend. Write an email to give him some recommendations.

To: Vincent

Subject: Recommendations for Gifts

Dear Vincent,

Well, I heard that you worried about what to choose for Tina's birthday. In fact, simple and symbolic items will make the best gifts. For example, chocolate would be a good choice. Although some people think chocolate is a too common gift, it is still a pleasing one due to a variety of flavors you can choose from. And if she doesn’t like sweetened one, you may as well turn to dark chocolate. It is healthful and as pure as your love. Another choice for gifts go to a key chain. It will be a recommended gift because it is useful in everyday life. Also, when she catch sight of it, it will remind her of your bonds of affection just as the gadget tied to keys. The last one I suggest is a doll. A doll? Yes, most people like dolls even if they no longer play with them for they symbolize an innocent mind. In my opinion, a doll especially an adorable one will stand for your simple and sincere friendship. Those recommendations above are all I could do for you. Wish you, my friend!

Yours,
Bono

Comments:
The students did a fantastic job in studying the text. He found out the descriptions for the recommended souvenirs and clearly put them on the worksheet. His brainstorming on the birthday gifts is well-done too. As for the composition, his writing is fluent and he smoothly connected his ideas with the help of transitional phrases. Nevertheless, the student didn’t make good use of expressions that he was supposed to learn from the text.

Example 3 – High Level
I. The Content of the Text

Introduction:
A souvenir is what a visiter buy in local stores, and serves as a reminder. Taiwan is not famous for distinctive souvenir-type products. So, what souvenir can a foreigner find here?
Body:
Here are a variety of recommendations for your choices of souvenirs.

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Souvenir</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>name chops</td>
<td>Chinese characters seem dazzlingly intricate to most Western people. They can use name chops to mark books, CDs, and so on.</td>
</tr>
<tr>
<td>2nd</td>
<td>traditional tea sets</td>
<td>A set of utensils used for making tea. The Chinese-style little pots and dainty cups can serve as delicate living-room decorations.</td>
</tr>
<tr>
<td>3rd</td>
<td>delicate handheld fans</td>
<td>Fans carried usually by Chinese ladies of yesteryear.</td>
</tr>
<tr>
<td>4th</td>
<td>hand-painted oil-paper umbrellas</td>
<td>Umbrellas used to shield a person from scorching sunlights. They are made in Meinong, Kaohsiung County.</td>
</tr>
<tr>
<td>5th</td>
<td>Chinese art of calligraphy</td>
<td>A form of art which presents Chinese characters written couplets, scrolls, or custom-made banners. It usually appears in wedding ceremonies or traditional occasions.</td>
</tr>
<tr>
<td>6th</td>
<td>CDs</td>
<td>Disks recording tribal, indigenous, original. CDs like this can arouse interests in indigenous culture.</td>
</tr>
<tr>
<td>7th</td>
<td>device made of bamboo</td>
<td>Bamboo kitchenware, furniture and other items are stiff devices used in wedding and religious rituals.</td>
</tr>
<tr>
<td>Others</td>
<td>swords and spiked clubs; items made of bamboos such as kitchenware, furniture and those used in wedding and religious rituals; waterproof hats and raincoats made of grass and bamboo fiber; Taiwanese liquor; Chinese-style clothing; things with Chinese characters on them; beer can and Coca-cola cans</td>
<td></td>
</tr>
</tbody>
</table>

Conclusion: Generalization
Anything with Chinese characters on it is well received as a souvenir.

II. Language Focus
A. Transitional Words or Phrases

<table>
<thead>
<tr>
<th>Term</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>then</td>
<td>more recently</td>
</tr>
<tr>
<td>another good choice</td>
<td>An Irish friend of mine says...</td>
</tr>
<tr>
<td>for many people</td>
<td>for many people</td>
</tr>
<tr>
<td>For example</td>
<td>Unlike</td>
</tr>
<tr>
<td></td>
<td>Even if</td>
</tr>
<tr>
<td></td>
<td>CDs are</td>
</tr>
<tr>
<td></td>
<td>That’s why...</td>
</tr>
</tbody>
</table>
Thailand always

As every knows fortunately And don’t overlook...

In recent years Among the most popular items

However of course generally speaking

B. Useful Expressions
1. As everybody knows, S + V…
2. Everyone who travels to...
3. For many people, ...
4. It is this problem that...
5. That’s why, whenever S + V..., S + V...
6. Unlike..., S + V...
7. A good place for souvenir haunting is...
8. S + beV + another good choice.
9. Among the most popular items sold here are....
10. S... especially... V....
11. Of course, ...
12. What is to you a + N may be a N for sb.
13. And don’t overlook...
14. S + beV + always a reliable gift.
15. Generally speaking, ...

III. Questions:
1. If you were a foreigner, which of the recommended souvenirs would you like best? Why?
   I would choose couplets of Chinese calligraphy. To me, it is certainly the sophisticated and arcane Chinese characters that represent the typical mystical artistic sensation of Chinese culture.
2. Besides the souvenirs mentioned in the text, what souvenir do you recommend? Why?
   A small bottle of “star sand” picked on the beach on Gree Islet. The sand is very rare. You can only find several grains of the precious sand on the scenic sandy
beach. The delicate grains can remind you of the beautiful coastal line on Green Islet.

3. Have you ever bought any special souvenir either abroad or on a domestic trip? Please give a detailed description of it.

A copper small-sized “Eiffel Tower” bought in Paris. It is about 10 centimeters high and weighs approximately 300 grams. Its surface is coated with a golden-yellow layer of copper, making it endure for several years, remaining still shiny. In addition, it is very delicate as if the real Eiffel Tower is up close.

IV. Writing Practice – Recommendations for a Birthday Gift

1. What have you ever received for your birthday?

I have received several birthday gifts. All in all, they were delicate objects such as a cute glass kitten and some candies and cakes, but most of them were birthday cards with heart-felt words on them. Sometimes they were merely blessing words; for example, “Happy Birthday.”

2. Among them, which one is the most impressive or memorable to you?

No doubt, it should be the hand-written card flooded with genuine words, at the same time some obscure admiration. It was the special card from the girl that I liked.

3. What gifts would you recommend to a friend who is looking for one as his girlfriend’s birthday gift? Why do you recommend them? Please describe your recommended gifts as well.

<table>
<thead>
<tr>
<th>Gift</th>
<th>Description</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>hand-made chocolate</td>
<td>It can be a heart shape with some admiring words like “To the most special girl in my world.”</td>
<td>Sweet chocolate is a sure to overwhelm your girlfriend, who may have the candy and meanwhile taste the admiration from you.</td>
</tr>
<tr>
<td>a hand-made card with a rose</td>
<td>Cut from card boards, shaped like a heart, this card should also present your care for her. What’s more, remember to grab a fresh rose for her, too.</td>
<td>The card can tell of a implication that you really care for her because you spend time making something to make her feel happy.</td>
</tr>
<tr>
<td>a necklace with both of their names on it</td>
<td>Buy at a jewelry store an exquisite necklace, which has both their names.</td>
<td>This necklace, which may symbolize: As your girlfriend gets older, the love owned by you two can prosper as well.</td>
</tr>
<tr>
<td>a special dinner a</td>
<td>French cuisine and vintage wine with violinists playing classical</td>
<td>Get her to enjoy the romantic atmosphere. This is how you can</td>
</tr>
</tbody>
</table>
Writing a Description

**Directions:** Your best friend, Vincent, has trouble picking a birthday gift for his girlfriend. Write an email to give him some recommendations.

---

**To:** vincentsandler1990@hotmail.com

**Subject:** Recommendations for a Birthday Gift

**Dear Vincent,**

You must be very worried about the gift. Since there are still a week before your girlfriend’s birthday, I have some advice to provide to you. For many people, a special dinner at a fancy restaurant is no doubt a good choice, because the romantic atmosphere can surely improve your mutual affection. And don’t forget to give her a bunch of red roses to embellish her beauty. However, if you are considering whether there is any other good alternatives, a traditional gift may be a warm and sweet one. Unlike those splendid and gorgeous presents such as a diamond ring or expensive jewels, a hand-made chocolate cake or cookies with both your names on it should be a nice gift. It is the exquisite cake that implies your sincere love for her and tells of that you really care for you. In general, a birthday gift is a form of your admiration and care. Therefore, what makes the perfect present depends on how you lover her. I am sure that you are bound to give her a surprise.

**Yours,**

**Eric**

---

**Comments:**

The student made several errors in grammar and spelling. Some of his statements are really awkward to read, but it is noticeable that he writes far better than many high school students. Also it is highly impressive that the student had a close reading of the text, also singling out many useful
transitional phrases and expressions. What’s even better, he applied some phrases and expressions he had found in his composition. On the whole, the student’s writing is smooth and well-organized.

V. Conclusion

It is a great challenge for students to write a good essay which contains good expressions and a perfect structure. In this activity, my students had fun in studying the text because they did not have to finish the whole text word by word. Instead they had sufficient time to look for the information they needed to complete the graphic organizer and answer the related questions. They also felt interested and pleased when brainstorming birthday-gift options. However, they toiled away when they attempted to apply transitional phrases and useful expressions in their writing. What’s even more challenging to them was to employ the structure concept they had learned from the text when organizing their ideas into an essay. Due to so much work, several students did well in the close-reading part, but they gave up at the final stage – writing a description, even though they might be good writers actually. They just wrote as freely as they would like, totally leaving behind what they learned from the close reading. Other students barely “squeezed” a few phrases and expressions into their essays, which in turn produced awkward writing.

Despite all this, there is no doubt that my students did benefit from this activity. In some cases, application of transitional phrases helped to organize their ideas. In others, copying the learned expressions helped to make vivid descriptions and persuasive recommendations. A few students even succeeded doing these two jobs and thus wrote beautifully descriptive essays.

Not all students, therefore, could or should become good writers after the reading-writing activity. The teacher does not have to feel disappointed even though he or she has made many efforts. In fact, some of my students would follow my instructions and smartly apply the resources acquired from the reading into their writing, while, I must admit, others just used a few clues of the lesson, not to mention that still others never knew what was going on in class. However, students of different levels had different types of fun during the activity. They might not have given me as much feedback as I had expected or written as good descriptive essays as I had wished, but they paid great attention in the process of reading the text. Some of them even came to believe they were on the way to writing a good essay. Regarding this, my hard work paid off, I believe!