



CHENG & TSUI

“Bringing Asia to the World”™

中文听说读写 · 中文聽說讀寫

INTEGRATED CHINESE

Simplified and
Traditional Characters

4

Workbook

4th Edition

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The *Integrated Chinese* series includes textbooks, workbooks, character workbooks, teacher's resources, streaming audio, video, and more. Content is available in a variety of formats, including print and online via the ChengTsui Web App™. Visit chengtsui.co for more information on the other components of *Integrated Chinese*.

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Preface

In designing the workbook exercises for Volumes 3 and 4 of *Integrated Chinese* (IC), we sought to give equal emphasis to the core language skills of listening, speaking, reading, and writing. For the new edition, we have also added *pinyin* and tone exercises for students to progressively improve their pronunciation and lesson opener checklists for them to track their learning. Where appropriate, we have labeled the exercises as interpretive, interpersonal, or presentational according to the American Council on the Teaching of Foreign Languages (ACTFL) *21st Century Skills Map for World Languages*.

In addition to the print editions, the IC workbooks are also available online through the **ChengTsui Web App™** (*Essential* and *Educator Editions*). In the digital format, the exercises are presented alongside the textbook content, and automatic feedback for students is provided. For more information about the Web App, visit chengtsui.co.

Organizational Principles

As with the textbooks, the IC Volume 3 and 4 workbooks do not follow one pedagogical methodology, but instead blend several effective teaching approaches. In addition, the full text is offered in both simplified and traditional characters, with simplified characters listed first. When accessed through the ChengTsui Web App, the workbooks are particularly suited for differentiated instruction, blended learning, and the flipped classroom. Here are some features that distinguish the IC workbooks:

Form and Function

The ultimate purpose of learning any language is to be able to communicate in that language. With that goal in mind, we pay equal attention to language form and function. In addition to traditional workbook exercise types (e.g., fill-in-the-blanks, sentence completion, translation, multiple choice), we include task-based assignments that equip students to handle real-life situations using accurate and appropriate language. These exercises provide linguistic context and are written to reflect idiomatic usage.

Visual Learning

Engaging learners through rich visuals is key to our pedagogy. To build a bridge between the classroom and the target language setting, we include a range of exercises centered on authentic materials. We also include illustration-based exercises that prompt students to answer questions directly in Chinese without going through the process of translation.

Learner-Centered Tasks

We believe that workbook exercises should not only align with the textbook, but also relate to students' lives. We include exercises that simulate daily life and reference culturally relevant topics and themes, including social media and globalization. We hope such open-ended exercises will actively engage students in the subject matter, and keep them interested in the language-learning process.

Differentiated Instruction

We have designed the exercises at different difficulty levels to suit varying curricular needs. Therefore, teachers should assign the exercises at their discretion; they may use some or all of them, in any sequence. Moreover, teachers may complement the workbook exercises with their own materials.

Bringing It Together

Every five lessons, we provide a short cumulative review unit ("Bringing It Together") for students who wish to check their progress. These flexible units do not introduce any new learning materials, and can be included in or excluded from curricula according to individual needs.

Lesson Structure

The exercises in this workbook have been designed to recycle vocabulary learned and provide a contextualized language environment.

The workbook lesson sections are as follows:

Listening Comprehension

All too often, listening comprehension is sacrificed in the formal classroom setting. Because of time constraints, students tend to focus their time and energy on mastering a few grammar points. We include a substantial number of listening comprehension exercises to remedy this imbalance. There are two categories of listening exercises; both can be done on students' own time or in the classroom. In either case, the instructor should review students' answers for accuracy.

The first group of listening exercises, which is placed at the beginning of this section, is based on the scenarios in the lesson. For the exercises to be meaningful, students should study the vocabulary list before listening to the recordings.

The second group of listening exercises is based on audio recordings of two or more short dialogues or narratives. These exercises are designed to give students extra practice on the vocabulary and grammar points introduced in the lesson. The Workbook Listening Rejoinder exercises are significantly more difficult than others. These exercises should be assigned towards the end of the lesson, after students have familiarized themselves with its content. For the Fourth Edition, these exercises have largely been reworked as multiple-choice or true/false questions to facilitate easy assessment.

Audio for the workbooks (and textbooks) is accessible via the ChengTsui Web App and, for print users, at chengtsui.co/resources.

Pinyin and Tone

To solidify students' grasp of the finer points of Mandarin pronunciation, this section incorporates exercises that focus specifically on comparing and distinguishing initials, finals, and tones, as well as on differentiating characters that have more than one pronunciation.

Speaking

As with Listening Comprehension, this section includes two groups of exercises. They should be assigned separately based on students' proficiency level.

To help students apply new vocabulary and grammar knowledge to meaningful communication, we first ask questions related to the Lesson Text, and then ask questions related to their own lives. These questions require a one- or two-sentence answer. By stringing together short questions and answers, students can construct their own dialogues, practice in pairs, or take turns asking or answering questions.

As their confidence increases, students can progress to more difficult prompts that invite them to express opinions on a number of topics. Some of these topics are abstract, so they gradually teach students to express their opinions in longer conversations or statements. As the school year progresses, these speaking exercises should take up more class discussion time. Because this second group of exercises can be challenging, it should be attempted only after students are well grounded in the lesson's grammar and vocabulary. Usually, this does not occur immediately after students have completed the first group of exercises.

Reading Comprehension

To help students understand how their newly acquired vocabulary and grammatical structures function in meaningful contexts, this section includes questions asking students to match terms, answer questions in English or Chinese, or answer multiple-choice questions based on readings. There are also activities based on realia. There are two types of reading exercises in



the workbook: short passages incorporating new vocabulary and grammar structures from the lesson, and authentic materials such as advertisements, personal ads, and short news articles.

Writing and Grammar

As the culmination of each lesson, this section includes exercises that enable students to consolidate what they have just learned.

While training students to work on their proficiency at the sentence and paragraph levels, we saw a need to help students solidify their foundation in character recognition and word association. Hence, character- and word-building exercises are included in each lesson.

Open-ended prompts and exercises are provided to solidify students’ grasp of important grammar points. Through brief exchanges, students answer questions using specific grammatical forms, or are given sentences to complete. Because they must provide context for these exercises, students cannot treat them as simple mechanical repetition drills.

Translation has been an age-old tool for language teaching and still has its place today. Positive student feedback confirms our belief in its continued importance. The translation exercises we have devised serve two primary functions: one, to have students apply specific grammatical structures; and two, to encourage students to build their vocabulary. Ultimately, we believe this dual-pronged approach will enable students to realize that it takes more than just literal translation to convey an idea in a foreign language.

We have also included exercises that encourage students to express themselves through writing. Many of the topics overlap with those used in oral practice, and we expect that students will find it easier to write what they have already learned to express orally.

Finally, to train students to tell a complete story based on what they see and use their language skills to construct narratives, an illustrated storytelling exercise is provided at the end of each lesson. These exercises require students to draw on what they have just learned in order to recount the story depicted.

Note: Prefaces to previous editions of IC are available at chengtsui.co.





Lesson 11

第十一課

第十一課

中国的节日 中國的節日 China's Holidays



Check off the following language functions as you learn how to:

- ☐ Name major Chinese holidays, give their dates, and identify foods with which they are associated
- ☐ Express Chinese New Year wishes
- ☐ Describe Chinese New Year customs
- ☐ Wish others success or good health

As you progress through the lesson, note other language functions you would like to learn.

I. Listening Comprehension



Audio

A Listen to the Lesson Text audio, then circle the most appropriate choice. INTERPRETIVE

- 1 Why was the character 福 pasted upside down?
 - a It was put upside down by mistake.
 - b Xuemei's uncle and aunt grew up in the U.S. and can't read Chinese.
 - c The placement is based on a pun.
- 2 A Chinese New Year's Eve dinner should include fish because
 - a eating fish is good for one's health.
 - b fish are auspicious animals.
 - c the word for "fish" sounds like a different word that is auspicious.
- 3 What major traditional Chinese festivals besides Chinese New Year are mentioned in the dialogue?
 - a the Qingming and Dragon Boat Festivals
 - b the Dragon Boat and Mid-Autumn Festivals
 - c the Mid-Autumn and Qingming Festivals
- 4 What do Xuemei and Ke Lin receive from Xuemei's uncle and aunt as a New Year gift?
 - a cash
 - b a cellphone
 - c firecrackers
- 5 Who does Xuemei send Chinese New Year's greetings to after dinner?
 - a her parents and teachers
 - b her teachers and friends
 - c her parents and friends

B Listen to the Workbook Dialogue audio, then mark these statements true or false. INTERPRETIVE

- 1 ____ The speakers have lived in their current residence for less than a year.
- 2 ____ The dialogue most likely takes place at the dinner table.
- 3 ____ The man likes both their residence and their neighborhood.
- 4 ____ The woman thinks that they need more furniture.
- 5 ____ The speakers are happy that they don't have children.
- 6 ____ The speakers toast each other with tea.

C Listen to the Workbook Narrative 1 audio, then mark these statements true or false. INTERPRETIVE

- 1 ____ This voicemail is a Chinese New Year's greeting.
- 2 ____ Little Jiang has been living in China for many years.
- 3 ____ Little Jiang celebrated the Chinese New Year with his parents.
- 4 ____ Little Jiang wants to hear about Little Lin's Chinese New Year's Eve dinner.

D Listen to the Workbook Narrative 2 audio, then circle the most appropriate choice. INTERPRETIVE

- 1 Where does Old Wang live?
 - a Sichuan
 - b Beijing
 - c elsewhere in China
- 2 Why didn't Old Wang and Mrs. Wang make dinner reservations at a restaurant for New Year's Eve?
 - a All the good restaurants in town were completely booked.
 - b Their children prefer to eat at home.
 - c Mrs. Wang wanted to cook for her family.
- 3 Why didn't their son light any firecrackers?
 - a They didn't buy any firecrackers.
 - b They didn't want to disturb others watching TV.
 - c They wanted to go to bed.

E ____ Listen to the Workbook Listening Rejoinder audio. After hearing the first speaker, select the best response from the four choices given by the second speaker. Indicate the letter of your choice. INTERPRETIVE

II. Pinyin and Tone

A Compare the pronunciations of the underlined characters in the two words or phrases given. Provide their initials in *pinyin*.

小区/小區 _____

初五 _____

B Compare the tones of the underlined characters in the two words or phrases given. Indicate the tones with 1 (first tone), 2 (second tone), 3 (third tone), 4 (fourth tone), or 0 (neutral tone).

正月 _____

正好 _____

III. Speaking

A Practice asking and answering these questions. INTERPERSONAL

- 1 你住的地方是租的还是买的?
你住的地方是租的還是買的?
- 2 几房几厅几卫?
幾房幾廳幾衛?
- 3 环境怎么样? 住起来舒服不舒服?
環境怎麼樣? 住起來舒服不舒服?
- 4 除夕是哪一天?
- 5 今年过什么节你会回家跟家人团圆?
今年過什麼節你會回家跟家人團圓?

B Practice speaking with these prompts. PRESENTATIONAL

- 1 请谈谈中国人怎么过春节。
請談談中國人怎麼過春節。
- 2 请谈谈在你们的国家，人们怎么过新年。
請談談在你們的國家，人們怎麼過新年。
- 3 Review the lesson and name the major traditional Chinese festivals, their dates, and the foods they are typically associated with. Which Chinese holiday appeals to you most? Why?

IV. Reading Comprehension

A Write the characters, *pinyin*, and English equivalent of each new word formed. Guess the meaning, then use a dictionary to confirm.

1 “社会”的“社” + “小区”的“区”

“社會”的“社” + “小區”的“區”

→ 社 + 区/區 → _____

2 “幸福”的“福” + “天气”的“气”

“幸福”的“福” + “天氣”的“氣”

→ 福 + 气/氣 → _____

3 “奇怪”的“怪” + “购物”的“物”

“奇怪”的“怪” + “購物”的“物”

→ 怪 + 物 → _____

4 “月饼”的“饼” + “干杯”的“干”

“月餅”的“餅” + “乾杯”的“乾”

→ 饼/餅 + 干/乾 → _____

5 “拜年”的“年” + “蛋糕”的“糕”

→ 年 + 糕 → _____

B Read the dialogue, then fill in the blanks with the phrases provided. INTERPRETIVE

住起来 吃起来 穿起来 喝起来 做起来

Person A: 您的新家环境真不错, _____ 很舒服吧?

Person B: 还行, 挺安静的。请喝咖啡。

Person A: 谢谢! ……您这咖啡 _____ 特别香。您得告诉我您在咖啡里边放了什么。

Person B: 咖啡里什么都没放, _____ 很简单, 有空我教你。来, 吃点儿月饼。

Person A: 您的月餅 _____ 真香，肯定很貴吧？

Person B: 我也不清楚，是朋友送的。我今天穿的這件衣服，也是同一個朋友送的。

Person A: 您的朋友真會買東西。這件衣服，您 _____ 特別好看。

住起來 吃起來 穿起來 喝起來 做起來

Person A: 您的新家環境真不錯，_____ 很舒服吧？

Person B: 還行，挺安靜的。請喝咖啡。

Person A: 謝謝！……您這咖啡 _____ 特別香。您得告訴我您在咖啡裡邊放了什麼。

Person B: 咖啡裡什麼都沒放，_____ 很簡單，有空我教你。來，吃點兒月餅。

Person A: 您的月餅 _____ 真香，肯定很貴吧？

Person B: 我也不清楚，是朋友送的。我今天穿的這件衣服，也是同一個朋友送的。

Person A: 您的朋友真會買東西。這件衣服，您 _____ 特別好看。

C

Read this passage, then mark the statements true or false. **INTERPRETIVE**

雪梅已經兩年沒有和爸爸媽媽一起過春節了。這次回杭州，她原來打算陪父母過完年以後再去北京，可是舅舅從北京打電話說有一個實習的機會，馬上就要開始工作。爸爸媽媽也說，這個機會對雪梅的事業太重要了，就讓雪梅和柯林春節前去了北京。雪梅在北京給媽媽打電話說，她和柯林已經在杭州一家有名的餐館兒給爸爸媽媽和弟弟訂好了去那兒吃年夜飯，這樣媽媽就不用花時間準備了。可是媽媽說，到餐館兒吃方便是方便，可是沒有在家裡吃年夜飯好。雪梅覺得媽媽說的有道理，就打電話告訴那家餐館兒說不去了。

雪梅已經兩年沒有和爸爸媽媽一起過春節了。這次回杭州，她原來打算陪父母過完年以後再去北京，可是舅舅從北京打電話說有一個實習的機會，馬上就要開始工作。爸爸媽媽也說，這個機會對雪梅的事業太重要了，就讓雪梅和柯林春節前去了北京。雪梅在北京給媽媽打電話說，她和柯林已經在杭州一家有名的餐館兒給爸爸媽媽和弟弟訂好了去那兒吃年夜飯，這樣媽媽就不用花時間準備了。可是媽媽說，到餐館兒吃方便是方便，可是沒有在家裡吃年夜飯好。雪梅覺得媽媽說的有道理，就打電話告訴那家餐館兒說不去了。

- 1 ____ Xuemei went to Beijing earlier than she had originally planned.
- 2 ____ Xuemei feels bad that she has spent only one Spring Festival with her parents in the last two years.
- 3 ____ Xuemei had intended to cook a New Year's Eve dinner for her family.
- 4 ____ Xuemei's parents and brother will most likely have their New Year's Eve dinner at home.
- 5 ____ Xuemei's parents persuaded Xuemei to leave for Beijing before the Spring Festival because they thought that Xuemei's uncle would need her company in Beijing.

D Read this passage, then mark the statements true or false. INTERPRETIVE

在中国，很多人在过春节的时候都说吉利 (jǐlì) (auspicious) 的话，可是有时候说吉利的话不太容易。有一位王先生，家里的家具都很新很漂亮，他觉得过年应该在墙上贴两张画才像过年。他贴好了第一张，想把第二张贴得跟第一张一样高，就对十岁的儿子说：“你帮我看看，要是我把画贴得太高了，你就说‘发财’；要是太低了，你就说‘健康’。”说着，王先生就把第二张画贴到墙上了，贴得正好，不比第一张高，也不比第一张低。这时候儿子高兴地说：“爸爸，你太棒了，不发财，也不健康！”

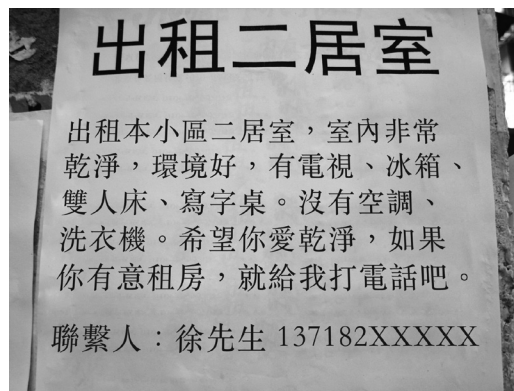
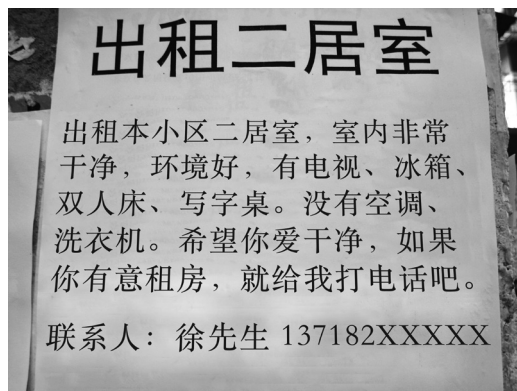
在中國，很多人在過春節的時候都說吉利 (jǐlì) (auspicious) 的話，可是有時候說吉利的話不太容易。有一位王先生，家裡的傢俱都很新很漂亮，他覺得過年應該在牆上貼兩

張畫才像過年。他貼好了第一張，想把第二張貼得跟第一張一樣高，就對十歲的兒子說：“你幫我看看，要是我把畫貼得太高了，你就說‘發財’；要是太低了，你就說‘健康’。”說著，王先生就把第二張畫貼到牆上了，貼得正好，不比第一張高，也不比第一張低。這時候兒子高興地說：“爸爸，你太棒了，不發財，也不健康！”

- 1 ____ According to the passage, saying the right auspicious thing is not always easy.
- 2 ____ Mr. Wang thinks that pasting a couple of pictures on the wall will enhance the festive atmosphere.
- 3 ____ Of Mr. Wang's two pictures, the first has to do with wealth and the second has to do with health.
- 4 ____ Mr. Wang tries to get his son to say auspicious words.
- 5 ____ Mr. Wang's son is glad that his father was able to position the pictures perfectly.
- 6 ____ Mr. Wang's son knows that his father will be neither wealthy nor healthy.

E Look at the apartment listing below and note in English the things that you like and dislike about the place. Before calling the landlord, jot down in Chinese some of the questions you may want to ask. Note: 二居室 has the same meaning as 两个卧室/兩個臥室.

INTERPRETIVE & PRESENTATIONAL



Likes: _____

Dislikes: _____

Questions: _____

V. Writing and Grammar

A Form a character by combining the given components as indicated. Then use that character to write a word, phrase, or short sentence.

- 1 左边一个人字旁，右边一个“到”，
左邊一個人字旁，右邊一個“到”，
是_____的_____。
- 2 左边一个“工作”的“工”，右边一个“力气”的“力”，
左邊一個“工作”的“工”，右邊一個“力氣”的“力”，
是_____的_____。
- 3 左边一个三点水，右边一个“良好”的“良”，
左邊一個三點水，右邊一個“良好”的“良”，
是_____的_____。
- 4 左边一个人字旁，右边一个“专业”的“专”，
左邊一個人字旁，右邊一個“專業”的“專”，
是_____的_____。
- 5 外边一个“口”，里边一个“售货员”的“员”，
外邊一個“口”，裡邊一個“售貨員”的“員”，
是_____的_____。
- 6 左边一个“贝”，右边一个“刚才”的“才”，
左邊一個“貝”，右邊一個“剛才”的“才”，
是_____的_____。
- 7 上边一个“因为”的“因”，下边一个“心事”的“心”，
上邊一個“因為”的“因”，下邊一個“心事”的“心”，
是_____的_____。

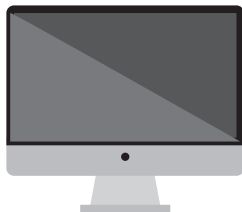
B Look at the illustrations below. Ask and answer questions about what these people are busy doing, following the example below. INTERPERSONAL



Person A: 天明忙着做什么呢?
天明忙著做什麼呢?

Person B: 他忙着打扫房间呢。
他忙著打掃房間呢。

1



2



3



C Summarize the IC characters' routines using 先...再..., following the example below.

PRESENTATIONAL



having soup



having (other) food

张天明一般都先喝汤再吃饭。
張天明一般都先喝湯再吃飯。

1

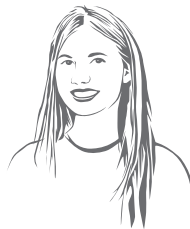


doing homework



having dinner

2



working at the library



swimming at the athletic center

3



taking a shower



having breakfast



D

Translate this advertisement into Chinese. Note that BLCU refers to Beijing Language and Culture University (北京语言大学/北京語言大學). PRESENTATIONAL

出租一居

One-bedroom apartment for rent. Close to BLCU and ten-minute walk from subway. TV, fridge, washing machine, air-conditioner, microwave, bed, desk, table, sofa, tea table, and so on... Internet and hot water 24 hours.

Telephone number: 158016XXXXX Joe

E

Translate these dialogues into Chinese. PRESENTATIONAL

1 Q: What have you decided to do after the semester ends?

A: Go to New York to intern and find a job.

2 Q: Where you're from (你们那儿/你們那兒), can you set off firecrackers for the Spring Festival?

A: No. We can't buy firecrackers, either.

3 Q: What Thanksgiving traditions does your family have?

A: My family eats together on Thanksgiving. After lunch we watch American football. It's very lively in my house on Thanksgiving.





4 Q: How is the environment of your residential development?

A: The environment is very nice, very quiet. And it's very close to school, really convenient.

5 Q: Where did you go for the Spring Festival?

A: I went to Hangzhou to see my (maternal) uncle and aunt. They have a three-bedroom, one-dining room, one-living room, two-bathroom apartment. It's very comfortable [to live there].

Q: When did you get to Hangzhou?

A: I got to Hangzhou on New Year's Eve. My uncle and aunt took me to a restaurant, so we didn't have New Year's Eve dinner at their home.

Q: Do your uncle and his wife cook?

A: They really like cooking, but they are very busy with work. They often don't have time to cook.

Q: What do your uncle and aunt do?

A: My uncle is a university professor. My aunt is a lawyer.





6 Person A: My Chinese classmate invited me to have dinner on Chinese New Year's Eve at her house. I wonder (I don't know) what Chinese people have for dinner on Chinese New Year's Eve.

Person B: If your classmate's family is from the North, they'll definitely have dumplings.

Person A: Great! I like eating dumplings. What else?

Person B: Chinese people must also have fish at dinner on Chinese New Year's Eve. Furthermore, you can't eat it all. You have to leave some on the plate.

Person A: Why? Isn't that wasteful?

Person B: Because "fish" is pronounced the same as "surplus," in other words, "leaving some behind."

Person A: How interesting! Thank you for telling me. Otherwise, I'd probably eat the whole fish.

F Translate this passage into Chinese. PRESENTATIONAL

China has many traditional holidays. Besides the Spring Festival, there are also the Lantern Festival, the Dragon Boat Festival, the Mid-Autumn Festival, and the Qingming Festival (清明节/清明節). Every year, the fifteenth day of the first month on the lunar calendar is the Lantern Festival. On that day, Chinese people eat *yuanxiao*. April 5 is the Qingming Festival, which is also an important traditional holiday. The fifth day of the fifth month of the lunar calendar is the Dragon Boat Festival. Every Chinese family eats *zongzi*. The fifteenth day of the eighth month of the lunar calendar is the Mid-Autumn Festival, which is a day of family reunion—a bit like America's Thanksgiving. Everyone eats moon cakes to celebrate the Mid-Autumn Festival.





G

It's that time of year again—time to call, text message, email, or write a card to your Chinese friends and their families to wish them a happy Chinese New Year. Make sure your New Year wishes are appropriate given your relationship with the recipient. Fill in the table, indicating who you will contact, how you will contact them, and what you will say or write. PRESENTATIONAL

Name	Mode of Communication	Wishes
Person 1: 老师/老師	写卡片/寫卡片	
Person 2:		
Person 3:		
Person 4:		
Person 5:		
Person 6:		

From among your friends and relatives, choose one to call. Rehearse your message with a partner or record a message for your teacher. Choose another person to write a letter or an email to. Write down your message to that person:

H

Find two or three photos of a Chinese holiday by searching online or asking friends and family. Write a brief news article or a letter to a friend in Chinese describing the pictures. Make sure to describe the atmosphere, what people are doing and eating, how the places are decorated, etc. You can use your imagination to make up quotes from people celebrating the festival. Use at least two of the grammar patterns and five new words and phrases from this lesson. PRESENTATIONAL



I This year, you will be starting a new tradition by hosting a Chinese New Year celebration for your family. Write an email to your family members describing how they can help decorate and cook for the holiday, what they should expect to do, what they should wear, what they should bring, etc. The more details you provide about the celebration, the more fun it will be! Use at least three of the grammar patterns or words and phrases from this lesson. PRESENTATIONAL

J Write a story in Chinese based on the four images below. Make sure that your story has a beginning, middle, and end, and that the transition from one picture to the next is smooth and logical. PRESENTATIONAL



Lesson 12

第十二课

第十二課

中国的变化 中國的變化 Changes in China



Check off the following language functions as you learn how to:

- ☐ Describe ways in which a place has or hasn't changed
- ☐ Indicate that something is different from what you expected
- ☐ Express concern about the consequences of a persistent state
- ☐ Compare a place with what it used to be like

As you progress through the lesson, note other language functions you would like to learn.

I. Listening Comprehension



Audio

A Listen to the Lesson Text audio, then mark these statements true or false. INTERPRETIVE

- 1 ____ Tianming and Lisha will return to the United States right after visiting Nanjing.
- 2 ____ Nanjing is not like what Lisha had expected.
- 3 ____ Like his visitors, Tianming's cousin is concerned that Nanjing does not look distinctly Chinese.
- 4 ____ Tianming fails to find his father's middle school in Nanjing.
- 5 ____ Tianming's cousin wants to show his visitors around more sights before breaking for lunch.

B Listen to the Workbook Dialogue audio, then mark these statements true or false. INTERPRETIVE

- 1 ____ Both speakers have been away from this place for some time.
- 2 ____ The speakers are in a very quiet environment.
- 3 ____ The restaurant has expanded its business in recent years.
- 4 ____ The parking lot in front of the restaurant is full of cars and bicycles.
- 5 ____ The restaurant's menu has not changed very much over the years.
- 6 ____ The customers of the restaurant nowadays like the same types of food that customers of the past preferred.

C Listen to the Workbook Narrative 1 audio, then mark these statements true or false. INTERPRETIVE

- 1 ____ Mr. Qian went to college in Beijing.
- 2 ____ Many of the places in Hangzhou familiar to Mr. Qian no longer exist.
- 3 ____ Mr. Qian is pleased with how much his hometown has changed.

D Listen to the Workbook Narrative 2 audio, then circle the most appropriate choice. INTERPRETIVE

- 1 How does the speaker describe old Nanjing?
 - a It had few high-rises and many trees.
 - b It had few high-rises but many cars.
 - c It had many trees and many cars.
- 2 According to the speaker, what does Nanjing look like now?
 - a It has many trees, many cars, and many high-rises.
 - b It has few trees, many cars, and many high-rises.
 - c It has many trees, many cars, and few high-rises.

3 On the street, the speaker hears people talking in

- a Mandarin.
- b Shanghai dialect.
- c Nanjing dialect.

4 How does the speaker feel about the changes unfolding in Nanjing?

- a happy
- b concerned
- c indifferent

E — Listen to the Workbook Listening Rejoinder audio. After hearing the first speaker, select the best response from the four choices given by the second speaker. Indicate the letter of your choice. INTERPRETIVE

II. Pinyin and Tone

A Compare the pronunciations of the underlined characters in the two words or phrases given. Provide their initials in *pinyin*.

一句话/一句話 _____ 帮助/幫助 _____

B Compare the tones of the underlined characters in the two words or phrases given. Indicate the tones with 1 (first tone), 2 (second tone), 3 (third tone), 4 (fourth tone), or 0 (neutral tone).

导游/導遊 _____ 道歉 _____

III. Speaking

A Practice asking and answering these questions. INTERPERSONAL

1 你坐过高铁吗？坐过几次？从哪儿坐到哪儿？

你坐過高鐵嗎？坐過幾次？從哪兒坐到哪兒？

2 你喜欢住在安静的城市还是热闹的城市？为什么？

你喜歡住在安靜的城市還是熱鬧的城市？為什麼？

- 3 你们的城市新盖的高楼多还是传统的建筑多？你喜欢住在新盖的高楼里还是传统的建筑里？为什么？

你們的城市新蓋的高樓多還是傳統的建築多？你喜歡住在新蓋的高樓裡還是傳統的建築裡？為什麼？

- 4 你游览过哪些城市？对哪个城市的印象最好？为什么？
你遊覽過哪些城市？對哪個城市的印象最好？為什麼？

B Practice speaking with these prompts. PRESENTATIONAL

- 1 请谈谈你的家乡有什么特色。

請談談你的家鄉有什麼特色。

- 2 请谈谈你的家乡最近几年有些什么变化。

請談談你的家鄉最近幾年有些什麼變化。

- 3 Review the lesson. In Chinese, share your answers to these questions with your class: Do you prefer places with traditional characteristics or modern excitement? Do you enjoy visiting cities with popular tourist sights, or those with convenient shopping centers?

IV. Reading Comprehension

A Write the characters, *pinyin*, and English equivalent of each new word formed. Guess the meaning, then use a dictionary to confirm.

- 1 “绿色”的“绿” + “变化”的“化”

“綠色”的“綠” + “變化”的“化”

→ 绿/綠 + 化 → _____

- 2 “上班”的“班” + “公共汽车”的“车”

“上班”的“班” + “公共汽車”的“車”

→ 班/班 + 车/車 → _____

- 3 “一座山”的“座” + “位子”的“位”

→ 座 + 位 → _____

4 “回来”的“回” + “声音”的“声”

“回來”的“回” + “聲音”的“聲”

→ 回 + 声/聲 → _____

5 “农村”的“农” + “民以食为天”的“民”

“農村”的“農” + “民以食為天”的“民”

→ 农/農 + 民 → _____

B Read the dialogue, then fill in the blanks with the phrases provided. INTERPRETIVE

尽可能 看起来 怎么 从来 非…不可

Person A: 元宵节快到了，我们做点元宵吃，怎么样？

Person B: 做元宵？我不行，_____ 没做过。

Person A: 你在中国出生、长大的，_____ 没做过元宵？

Person B: 我最不喜欢进厨房，能不做菜就_____ 不做菜。别说做元宵了，我连一般的菜都不太会。

Person A: _____ 这次做元宵得靠我了。

Person B: 没错，_____ 得靠你_____。

儘可能 看起來 怎麼 從來 非…不可

Person A: 元宵節快到了，我們做點元宵吃，怎麼樣？

Person B: 做元宵？我不行，_____ 沒做過。

Person A: 你在中國出生、長大的，_____ 沒做過元宵？

Person B: 我最不喜歡進廚房，能不做菜就_____ 不做菜。別說做元宵了，我連一般的菜都不太會。

Person A: _____ 這次做元宵得靠我了。

Person B: 沒錯，_____ 得靠你_____。

C Complete each dialogue by selecting the most appropriate response from the choices provided.
Indicate the letter of your choice. INTERPRETIVE

- a 别着急，我们尽可能帮你找。
別著急，我們儘可能幫你找。
- b 出去旅行应该尽可能少带东西。
出去旅行應該儘可能少帶東西。
- c 请尽可能早点来。
請儘可能早點來。
- d 我们应该尽可能保留有特点的传统建筑。
我們應該儘可能保留有特點的傳統建築。

1 Person A: 请问，我明天什么时候来上班？
請問，我明天什麼時候來上班？

Person B: _____

2 Person A: 糟糕，我的电脑丢了。
糟糕，我的電腦丟了。

Person B: _____

3 Person A: 等等我，我行李还没有准备好。
等等我，我行李還沒有準備好。

Person B: _____

4 Person A: 我们怎么让更多的游客来我们这儿旅游呢？
我們怎麼讓更多的遊客來我們這兒旅遊呢？

Person B: _____

D Read the passage, then mark the statements true or false. INTERPRETIVE

如果你没去过城南的“小吃一条街”，你一定得去看看。那儿有很多餐馆，湖南的、四川的、上海的、广东的，都是传统建筑。一到晚上，小吃街上和建筑上的灯都亮了，五颜六色，非常漂亮。七点左右，街上就都是人，还有不少老外呢。你别以为他们是来看那些传统建筑的，他们是来尝尝餐馆里的传统小吃的。有的餐馆里人太多，你得等半个多小时才能买到一份小吃。虽然我们这座城市现在有不少美国快餐店，可是去“小吃一条街”的人还是很多。不管是“老中”还是“老外”，大家都喜欢中国的传统小吃。二十年来，这个城市完全变了，只有“小吃一条街”保留了自己的特色。

如果你沒去過城南的“小吃一條街”，你一定得去看看。那兒有很多餐館，湖南的、四川的、上海的、廣東的，都是傳統建築。一到晚上，小吃街上和建築上的燈都亮了，五顏六色，非常漂亮。七點左右，街上就都是人，還有不少老外呢。你別以為他們是來看那些傳統建築的，他們是來嚐嚐餐館裡的傳統小吃的。有的餐館裡人太多，你得等半個多小時才能買到一份小吃。雖然我們這個城市現在有不少美國快餐店，可是去“小吃一條街”的人還是很多。不管是“老中”還是“老外”，大家都喜歡中國的傳統小吃。二十年來，這個城市完全變了，只有“小吃一條街”保留了自己的特色。

- 1 ____ The street described in the passage is in the northern part of the city.
- 2 ____ Along the street, there are Chinese restaurants serving different styles of cooking.
- 3 ____ In the evening, the street is full of people admiring the architecture.
- 4 ____ Some of the restaurants are over half an hour away.
- 5 ____ In this city, traditional Chinese snacks remain popular despite the increasing number of American fast food restaurants.

E Based on the passage in (D), circle the most appropriate choice. INTERPRETIVE

1 Which of these statements about the street described in the passage is most accurate?

- a It is the only place in the city that offers traditional Chinese food.
- b It is the only place in the city that has remained largely unchanged over the last two decades.
- c It is the only place in the city where there isn't an American fast food restaurant.

2 Who are the intended readers of this passage?

- a restaurant owners
- b architects
- c visitors to the city

F Read the passage, then mark the statements true or false. INTERPRETIVE

广生，

看到你昨天的电子邮件，知道你计划今年暑假回广州，我太高兴了，真希望暑假明天就开始。我特别高兴的是，你没忘记我们以前常去的新元电影院。我和你一样，也很希望我们能一起再去那儿看一次电影。可是我得告诉你，新元电影院那里半年前盖了一个新的地铁站。你知道我们这儿以前是一个很安静的地方，可是有了地铁以后，就变得热闹了。还记得新元电影院对面的那两家小鞋店吗？那儿现在成了一家日本银行和一家美国快餐店了。你在法国的这两年，广州的变化真的是太大了。虽然广州变化那么大，可是我没变，我还是两年前的我。

爱你的，
小花

廣生，

看到你昨天的電子郵件，知道你計劃今年暑假回廣州，我太高興了，真希望暑假明天就開始。我特別高興的是，你沒忘記我們以前常去的新元電影院。我和你一樣，也很希望我們能一起再去那兒看一次電影。可是我得告訴你，新元電影院那裡半年前蓋了一個新的地鐵站。你知道我們這兒以前是一個很安靜的地方，可是有了地鐵以後，就變得熱鬧了。還記得新元電影院對面的那兩家小鞋店嗎？那兒現在成了一家日本銀行和一家美國快餐店了。你在法國的這兩年，廣州的變化真的是太大了。雖然廣州變化那麼大，可是我沒變，我還是兩年前的我。

愛你的，
小花

- 1 ____ Guangsheng left Guangzhou for France two years ago.
- 2 ____ This email was most likely written in October.
- 3 ____ When Guangsheng was in Guangzhou, he lived close to a subway station.
- 4 ____ When Guangsheng is back in Guangzhou, Xiaohua will see a movie with him at the movie theater that they used to go to.

G Based on the passage in (F), circle the most appropriate choice. INTERPRETIVE

- 1 Which of the following places did Guangsheng most likely mention in his initial email to Xiaohua?
 - a the movie theater
 - b the subway station
 - c shoe stores
- 2 What does the final sentence of Xiaohua's email suggest?
 - a Even though Guangzhou has changed a lot, Guangsheng will not get lost in the city.
 - b Despite the changes in their neighborhood, Guangzhou remains largely the same.
 - c Her feelings for Guangsheng haven't changed.
- 3 What is the most likely relationship between Guangsheng and Xiaohua?
 - a teacher and student
 - b boyfriend and girlfriend
 - c casual acquaintances

H Look at this store sign and answer the questions in English. INTERPRETIVE



- 1 张天明从来没去过这个城市，你呢？
張天明從來沒去過這個城市，你呢？

- 2 他们卖的东西里，你认识哪些？请你选一、两个翻译成英文。
他們賣的東西裡，你認識哪些？請你選一、兩個翻譯成英文。

I Look at this restaurant's slogan and answer the question. INTERPRETIVE



你已经学过第一句话了，你觉得第二句话的意思是什么呢？请翻译成英文。
你已經學過第一句話了，你覺得第二句話的意思是什麼呢？請翻譯成英文。

V. Writing and Grammar

A Form a character by combining the given components as indicated. Then use that character to write a word, phrase, or short sentence.

- 1 外边一个“银行”的“行”，中间上、下两个“土”，
外邊一個“銀行”的“行”，中間上、下兩個“土”，
是_____的_____。
- 2 左边一个“马”，右边一个“奇怪”的“奇”，
左邊一個“馬”，右邊一個“奇怪”的“奇”，
是_____的_____。
- 3 左边一个“女”，右边一个“生”，
左邊一個“女”，右邊一個“生”，
是_____的_____。
- 4 外边一个“广”，里边一个“坐”，
外邊一個“广”，裡邊一個“坐”，
是_____的_____。
- 5 左边一个“口”，右边一个“合适”的“合”，
左邊一個“口”，右邊一個“合適”的“合”，
是_____的_____。



B Based on the illustrations, complete the sentences using 要不是, following the example below.

PRESENTATIONAL



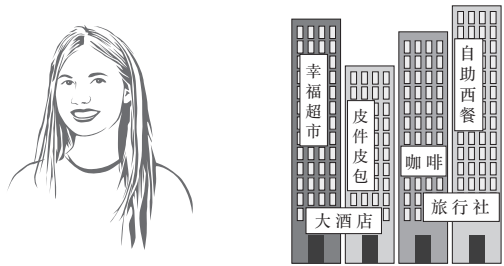
要不是出租汽车师傅帮忙，张天明是不可能找回他的电脑的。
要不是出租汽車師傅幫忙，張天明是不可能找回他的電腦的。

1



_____，
柯林上课非迟到不可。
柯林上課非遲到不可。

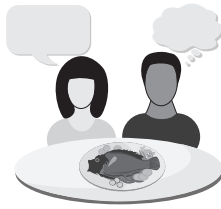
2



_____，
丽莎还以为她在纽约呢。
麗莎還以為她在紐約呢。



3



柯林吃年夜饭的时候就会把鱼都吃了。
柯林吃年夜飯的時候就會把魚都吃了。

C

Based on the images, complete the statements using 从来/從來, following the example below.

PRESENTATIONAL



林雪梅的妈妈从来不喝咖啡。
林雪梅的媽媽從來不喝咖啡。

1



我从来不_____。
我從來不_____。

2



我姐姐从来不_____。
我姐姐從來不_____。

3



我从来没_____。
我從來沒_____。



4

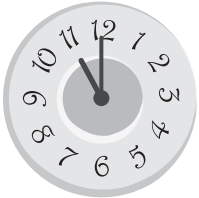


我弟弟从来不_____。
我弟弟從來不_____。

D Based on the images, use 看起来/看起來 to complete the dialogues. INTERPERSONAL

1 Q: 他今天晚上会来吗?
他今天晚上會來嗎?

A: _____。



2 Q: 柯林喜欢吃月饼吗?
柯林喜歡吃月餅嗎?

A: _____。



3 Q: 雪梅会滑冰吗?
雪梅會滑冰嗎?

A: _____。



4 Q: 雪梅舅舅、舅妈两个人幸福不幸福?
雪梅舅舅、舅媽兩個人幸福不幸福?

A: _____。





E

Translate these dialogues into Chinese. PRESENTATIONAL

1 Q: Cousin (表哥), we've arrived at the train station. Where are you?

A: I'm almost there. Sorry, the roads are jammed. Wait for me. Don't go running around.

Q: Where should we wait for you, then?

A: When you come out of the train station, there's a shopping center next to it. Wait for me at the entrance to the shopping center.

2 Person A: What's that sound?

Person B: Sorry, it's my stomach rumbling. I'm hungry.

Person A: What would you like to eat? There are many shops selling local snacks across the street.

Person B: Do you want to have *zongzi*?

Person A: Since it's the Lantern Festival today, let's have *yuanxiao*.



F

1

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.



2 OK. We've arrived at the Temple of Confucius. I'll give a short introduction to the history of the Temple of Confucius. Nanjing's Temple of Confucius was first (最早) built in 1034, so it has a history of almost one thousand years. The architecture that we can see now isn't as old as that, but it is very characteristic of old Nanjing. We can all see that there are many Chinese and foreign tourists here. So who was Confucius? He was a very famous philosopher. In the past, many places in China had a Temple of Confucius. Many people would go to the Temple of Confucius to pay their respects to Confucius (拜孔子), hoping that they would do well on exams.

G

Choose a city or another place with a long history, and write a paragraph in Chinese offering your suggestions for promoting tourism there. Use at least two grammar patterns and five words or phrases from this lesson. PRESENTATIONAL



H Write a story in Chinese based on the four images below. Make sure that your story has a beginning, middle, and end, and that the transition from one picture to the next is smooth and logical. PRESENTATIONAL

