

Integrated Chinese

中文聽說讀寫

Level 1, Part 2

Traditional Character, Expanded 2nd
Edition
Textbook

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Table of Contents, Preface, Sample from “Lesson 12”

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SAMPLE

PREFACE

The *Integrated Chinese* series is an acclaimed, best-selling introductory course in Mandarin Chinese. With its holistic, integrated focus on the four language skills of listening, speaking, reading, and writing, it teaches all the basics beginning and intermediate students need to function in Chinese. *Integrated Chinese* helps students understand how the Chinese language works grammatically, and how to use Chinese in real life.

The Chinese title of *Integrated Chinese*, which is simply 中文聽說讀寫 (*Zhōngwén Tīng Shuō Dú Xiě*), reflects our belief that a healthy language program should be a well-balanced one. To ensure that students will be strong in all skills, and because we believe that each of the four skills needs special training, the exercises in the *Integrated Chinese* Workbooks are divided into four sections of listening, speaking, reading, and writing. Within each section, there are two types of exercises, namely, traditional exercises (such as fill-in-the-blank, sentence completion, translation, etc.) to help students build a solid foundation, and communication-oriented exercises to prepare students to face the real world.

How *Integrated Chinese* Has Evolved

Integrated Chinese (IC) began, in 1993, as a set of course materials for beginning and intermediate Chinese courses taught at the East Asian Summer Language Institute's Chinese School, at Indiana University. Since that time, it has become a widely used series of Chinese language textbooks in the United States and beyond. Teachers and students appreciate the fact that IC, with its focus on practical, everyday topics and its numerous and varied exercises, helps learners build a solid foundation in the Chinese language.

What's New in the Second Edition

Thanks to all those who have used *Integrated Chinese* and given us the benefit of their suggestions and comments, we have been able to produce a second edition that includes the following improvements:

- ▲ Typographical errors present in the first edition have been corrected, and the content has been carefully edited to ensure accuracy and minimize errors.
- ▲ The design has been revised and improved for easier use, and the Textbooks feature **two colors**.
- ▲ **Revised illustrations** and **new photos** provide the reader with visual images and relevant cultural information.
- ▲ Many **new culture notes** and examples of **functional expressions** have been added.

- ▲ **Grammar and phonetics explanations** have been rewritten in more student-friendly language.
- ▲ **Workbook listening and reading sections** have been revised.
- ▲ **A new flexibility for the teaching of characters** is offered. While we believe that students should learn to read all of the characters introduced in the lessons, we are aware that different Chinese programs have different needs. Some teachers may wish to limit the number of characters for which students have responsibility, especially in regards to writing requirements. To help such teachers, we have identified a number of lower-frequency Chinese characters and marked them with a pound sign (#) in the vocabulary lists. Teachers might choose to accept *pinyin* in place of these characters in homework and tests. The new edition adds flexibility in this regard.
- ▲ **The Level 1 Workbooks** have been reorganized. The Workbook exercises have been divided into two parts, with each part corresponding to one of the dialogues in each lesson. This arrangement will allow teachers to more easily teach the dialogues separately. They may wish to use the first two or three days of each lesson to focus on the first dialogue, and have students complete the exercises for the first dialogue. Then, they can proceed with the second dialogue, and have students complete the exercises for the second dialogue. Teachers may also wish to give separate quizzes on the vocabulary associated with each dialogue, thus reducing the number of new words students need to memorize at any one time.
- ▲ **Level 2 offers full text in simplified and traditional characters.** The original Level 2 Textbook and Workbook, which were intended to be used by both traditional- and simplified-character learners, contained sections in which only the traditional characters were given. This was of course problematic for students who were principally interested in learning simplified characters. This difficulty has been resolved in the new edition, as we now provide both traditional and simplified characters for every Chinese sentence in both the Textbook and the Workbook.

Basic Organizational Principles

In recent years, a very important fact has been recognized by the field of language teaching: the ultimate goal of learning a language is to communicate in that language.

Integrated Chinese is a set of materials that gives students grammatical tools and also prepares them to function in a Chinese language environment. The materials cover two years of instruction, with smooth transitions from one level to the next. They first cover everyday life topics and gradually move to more abstract subject matter. The materials are not limited to one method or one approach, but instead they blend several teaching approaches that

can produce good results. Here are some of the features of *Integrated Chinese* which make it different from other Chinese language textbooks:

Integrating Pedagogical and Authentic Materials

All of the materials are graded in *Integrated Chinese*. We believe that students can grasp the materials better if they learn simple and easy to control language items before the more difficult or complicated ones. We also believe that students should be taught some authentic materials even in the first year of language instruction. Therefore, most of the pedagogical materials are actually simulated authentic materials. Real authentic materials (written by native Chinese speakers for native Chinese speakers) are incorporated in the lessons when appropriate.

Integrating Written Style and Spoken Style

One way to measure a person's Chinese proficiency is to see if s/he can handle the "written style" (書面語, shūmiànyǔ) with ease. The "written style" language is more formal and literal than the "spoken style" (口語, kǒuyǔ); however, it is also widely used in news broadcasts and formal speeches. In addition to "spoken style" Chinese, basic "written style" expressions are gradually introduced in *Integrated Chinese*.

Integrating Traditional and Simplified Characters

We believe that students should learn to handle Chinese language materials in both the traditional and the simplified forms. However, we also realize that it could be rather confusing and overwhelming to teach students both the traditional and the simplified forms from day one. A reasonable solution to this problem is for the student to concentrate on one form, either traditional or simplified, at the first level, and to acquire the other form during the second level. Therefore, for Level 1, *Integrated Chinese* offers two editions of the Textbooks and the Workbooks, one using traditional characters and one using simplified characters, to meet different needs.

We believe that by the second year of studying Chinese, all students should be taught to read both traditional and simplified characters. Therefore, the text of each lesson in Level 2 is shown in both forms, and the vocabulary list in each lesson also contains both forms. Considering that students in a second-year Chinese language class might come from different backgrounds and that some of them may have learned the traditional form and others the simplified form, students should be allowed to write in either traditional or simplified form. It is important that the learner write in one form only, and not a hybrid of both forms.

Integrating Teaching Approaches

Realizing that there is no one single teaching method which is adequate in training a student to be proficient in all four language skills, we employ a variety of teaching methods and approaches in *Integrated Chinese* to

maximize the teaching results. In addition to the communicative approach, we also use traditional methods such as grammar-translation and direct method.

Online Supplements to Integrated Chinese

Integrated Chinese is not a set of course materials that employs printed volumes only. It is, rather, a network of teaching materials that exist in many forms. Teacher keys, software, and more are posted for *Integrated Chinese* users at www.webtech.cheng-tsui.com, Cheng & Tsui Company's online site for downloadable and web-based resources. Please visit this site often for new offerings.

Other materials are available at the IC website, <http://eall.hawaii.edu/yao/icusers/>, which was set up by Ted Yao, one of the principal *Integrated Chinese* authors, when the original edition of *Integrated Chinese* was published. Thanks to the generosity of teachers and students who are willing to share their materials with other *Integrated Chinese* users, this website is constantly growing, and has many useful links and resources. The following are some of the materials created by the community of *Integrated Chinese* users that are available at the *Integrated Chinese* website.

- ▲ Links to resources that show how to write Chinese characters, provide vocabulary practice, and more.
- ▲ *Pinyin* supplements for all *Integrated Chinese* books. Especially useful for Chinese programs that do not teach Chinese characters.
- ▲ Preliminary activities for an activity book for *Integrated Chinese* Level 1 (in progress), by Yea-fen Chen, Ted Yao and Jeffrey Hayden. (<http://eall.hawaii.edu/yao/AB/default.htm>)
- ▲ Teacher's resources.

About the Format

Considering that many teachers might want to teach their students how to speak the language before teaching them how to read Chinese characters, we decided to place the *pinyin* text before the Chinese-character text in each of the eleven lessons of the Level 1 Part 1 Textbook.

Since *pinyin* is only a vehicle to help students learn the pronunciation of the Chinese language and is not a replacement for the Chinese writing system, it is important that students can read out loud in Chinese by looking at the Chinese text and not just the *pinyin* text. To train students to deal with the Chinese text directly without relying on *pinyin*, we moved the *pinyin* text to the end of each lesson in the Level 1 Part 2 Textbook. Students can refer to the *pinyin* text to verify a sound when necessary.

We are fully aware of the fact that no two Chinese language programs are identical and that each program has its own requirements. Some schools will cover a lot of material in one year while some others will cover considerably less. Trying to meet the needs of as many schools as possible, we decided to cover a wide range of material, both in terms of vocabulary and grammar, in *Integrated Chinese*. To facilitate oral practice and to allow students to communicate in real-life situations, many supplementary vocabulary items are added to each lesson. However, the characters in the supplementary vocabulary sections are not included in the Character Workbooks. In the Character Workbooks, each of the characters is given a frequency indicator based on the *Hànyǔ Pínǜ Dà Cídiǎn* (漢語頻率大辭典). Teachers can decide for themselves which characters must be learned.

Acknowledgments

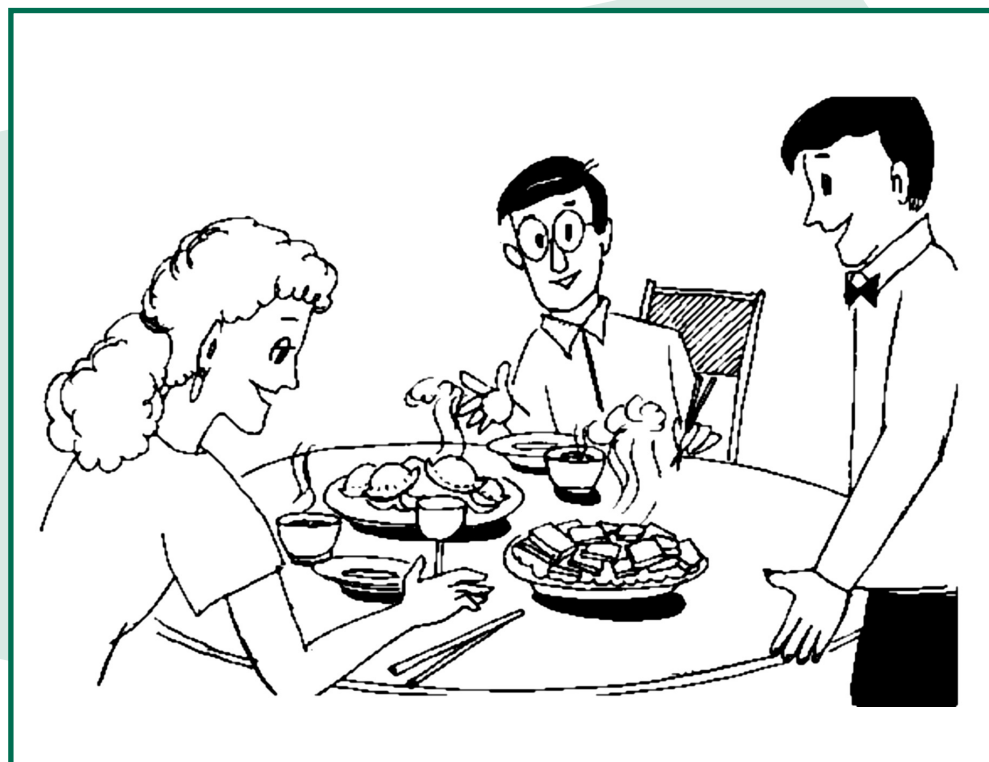
Since publication of the first edition of *Integrated Chinese*, in 1997, many teachers and students have given us helpful comments and suggestions. We cannot list all of these individuals here, but we would like to reiterate our genuine appreciation for their help. We do wish to recognize the following individuals who have made recent contributions to the *Integrated Chinese* revision. We are indebted to Tim Richardson, Jeffrey Hayden, Ying Wang and Xianmin Liu for field-testing the new edition and sending us their comments and corrections. We would also like to thank Chengzhi Chu for letting us try out his “Chinese TA,” a computer program designed for Chinese teachers to create and edit teaching materials. This software saved us many hours of work during the revision. Last, but not least, we want to thank Jim Dew for his superb professional editorial job, which enhanced both the content and the style of the new edition.

As much as we would like to eradicate all errors in the new edition, some will undoubtedly remain, so please continue to send your comments and corrections to editor@cheng-tsui.com, and accept our sincere thanks for your help.

LESSON 12 ▲ Dining

第十二課 ▲ 吃飯

Dì shí'èr kè ▲ Chī fàn



Dialogue I: Dining in a Restaurant



VOCABULARY

- | | | | | |
|----|-------|------------|---|------------------------------|
| 1. | 飯館(兒) | fànguǎn(r) | n | restaurant |
| 2. | 服務員 | fúwùyuán | n | waiter; attendant |
| | 服務 | fúwù | v | to serve; to provide service |
| 3. | 好像 | hǎoxiàng | v | to seem; to be like |
| 4. | 位子 | wèizi | n | seat |
| 5. | 桌子 | zhuōzi | n | table |

6.	點菜	diǎn cài	vo	to order dishes (in a restaurant)
	菜	cài	n	(of food) dish; course
7.	餃子	jiǎozi	n	dumplings (with vegetable and/or meat stuffing)
8.	素	sù	adj	vegetarian; of vegetables
9.	盤	pán	m	(plate; dish)
10.	家常#豆#腐	jiācháng dòufu	n	home-style tofu
	豆腐	dòufu	n	tofu; bean curd
11.	肉	ròu	n	meat (usually pork, when unmodified)
12.	#碗	wǎn	m	(bowl)
13.	#酸#辣#湯	suānlàtāng	n	hot and sour soup
	酸	suān	adj	sour
	辣	là	adj	spicy; hot
	湯	tāng	n	soup



*What does the number “30” in this picture represent?
(You will find the answer in Dialogue I.)*

14.	放	fàng	v	to put in
15.	味精	wèijīng	n	monosodium glutamate (MSG)
16.	#渴	kě	adj	thirsty
17.	這些	zhè(i)xiē	pr	these
	些	xiē	m	(some [measure word for an indefinite amount])
18.	夠	gòu	adj	enough
19.	#餓	è	adj/v	hungry; to starve
20.	上菜	shàng cài	vo	to serve dishes
21.	好	hǎo	adj	(indicating that something is ready)



DIALOGUE I

(在^(F)飯館兒)

服務員⁽¹⁾: 請進，請進。

李小姐: 人怎麼這麼多？好像一個位子
都^(G1)沒有了。

王先生: 請問，還有沒有位子？

服務員: 有，有，有。那張桌子沒有人。

服務員: 二位要吃一點(兒)什麼？

李小姐: 老王你點菜吧。

王先生: 好。先給我們三十個餃子，要素的。

服務員：除了餃子以外，還要什麼？

李小姐：還要一盤家常豆腐，不要肉，我們吃素。

服務員：我們的家常豆腐沒有肉。

李小姐：還要兩碗酸辣湯，請不要放味精。

服務員：好，兩碗酸辣湯。那喝點(兒)⁽²⁾什麼呢？

王先生：我要一瓶啤酒。

李小姐：我很渴，給我一杯可樂。

服務員：好，三十個餃子，一盤家常豆腐，兩碗酸辣湯，一瓶啤酒，一杯可樂。還要別的吗？



李小姐：不要別的了，這些夠了。小姐，
我們都餓了，請上菜快一點(兒)。

服務員：沒問題，菜很快就能做好^(G2)。

Notes

▲1▲ It is proper to address a waiter or waitress as 先生 (xiānsheng) or 小姐 (xiǎojiě). Until recently, people in mainland China tended to call a waiter/waitress simply 服務員 (fúwùyuán, literally, a person who serves), which is, despite its call-a-spade-a-spade candor, no longer considered polite enough.

▲2▲ 點(兒) (diǎn[r]) here is the abbreviated form of 一點(兒) (yīdiǎn[r]).

Culture Notes ▲

1▼ The word 中國飯 (Zhōngguófàn) covers all varieties of Chinese food in different styles. There are—aside from numerous minor styles—four principal schools of Chinese cuisine: Mandarin, originated in the north; Cantonese, based in the south; Shanghainese, favored by people in the lower Yangtze Valley; and Sichuanese, preferred by people in central provinces such as Sichuan and Hunan. A Chinese restaurant usually specializes in only one of those cooking styles, but some are more eclectic and syncretic.

2▼ For a Chinese meal, rice, sometimes substituted by noodles or dumplings, is the 主食 (zhǔshí, “staple,” or principal food). Everything else is called 副食 (fùshí, non-staple food). However, a Chinese hostess will usually be more elaborate with her 菜 (cài, dishes), which are considered 副食 (fùshí), in order to demonstrate her hospitality to the guest.

3▼ In Chinese food culture, knives (刀 dāo) belong to the kitchen, not to the dining table. The cook preempts the diner’s need for a knife by cutting the food, especially the meat, into small pieces before cooking. As everyone knows, most Chinese eat not with a fork but a pair of chopsticks (筷子 kuàizi).

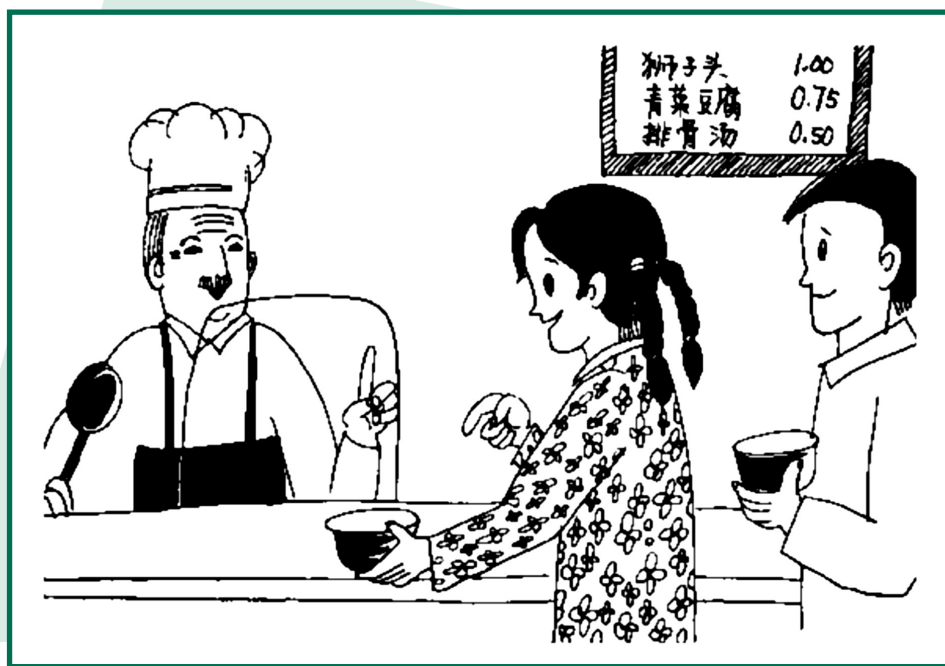
4 Since the 1990s, American fast food restaurants such as KFC, McDonald's and Pizza Hut have been popping up in Chinese cities like mushrooms. Many of them have enjoyed flourishing business. The dubious reputation of American fast food as a "fattener" does not scare most Chinese diners away, and it is hip, especially among the young people, to hang out with their friends in an American fast food restaurant.

Dialogue II : Eating in a Cafeteria



VOCABULARY

- | | | | | |
|----|-------|----------|-----|------------------------------|
| 1. | 好吃 | hǎochī | adj | delicious |
| 2. | 師#傅 | shīfu | n | master worker |
| 3. | 中餐 | Zhōngcān | n | Chinese food |
| 4. | 西#餐 | Xīcān | n | Western food |
| 5. | #糖#醋魚 | tángcùyú | n | fish in sweet and sour sauce |
| | 糖 | táng | n | sugar |



Who is the 師傅 (shīfu) in the picture?

	醋	cù	n	vinegar
	魚	yú	n	fish
6.	#甜	tián	adj	sweet
7.	極(了)	jí (le)	adv	extremely (usually with le as a complement of degree)
8.	紅燒	hóngshāo		to braise in soy sauce
9.	牛肉	niúròu	n	beef
	牛	niú	n	cow; ox
10.	賣完(了)	mài wán (le)	vc	to be sold out
	賣	mài	v	to sell
	完	wán	v	to finish; to run out of
11.	涼#拌	liángbàn		(of food) cold and dressed with sauce
12.	黃#瓜	huánggua	n	cucumber
13.	再	zài	adv	in addition
14.	兩	liǎng	m	(a Chinese traditional unit of weight, 50 grams)
15.	米飯	mǐfàn	n	cooked rice
16.	錯	cuò	adj	wrong
17.	明兒	míngér	n	tomorrow



DIALOGUE II

(在學生餐廳)

學生：請問今天晚飯有什麼好吃的？

師傅⁽¹⁾：中餐還是西餐？

學生：中餐。