

Integrated Chinese Level 1 Part 1 Teacher's Handbook

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This sample includes:

Excerpt from **General Information**
Chapter from **Teaching Suggestions (Lesson 6: Making Appointments)**
Excerpt from **Sample Quizzes and Tests**

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Level 1 • Part 1

Integrated Chinese

中文听说读写

TEACHER'S HANDBOOK

Third Edition

SAMPLE

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CHENG & TSUI COMPANY • Boston

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Third Edition

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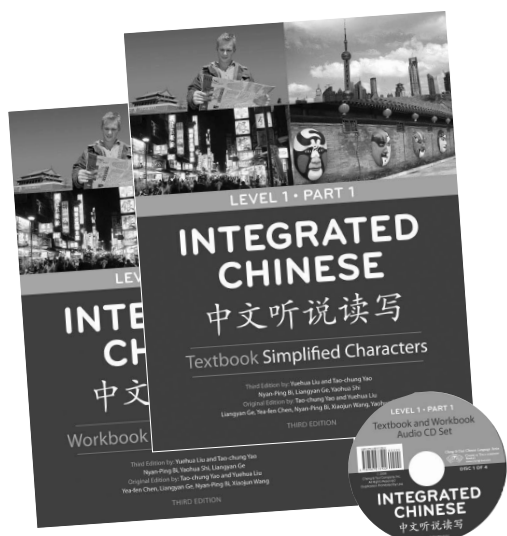
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Publisher's Note

When *Integrated Chinese* was first published in 1997, it set a new standard with its focus on the development and integration of the four language skills (listening, speaking, reading, and writing). Today, to further enrich the learning experience of the many users of *Integrated Chinese* worldwide, Cheng & Tsui is pleased to offer this revised and updated third edition of *Integrated Chinese*. We would like to thank the many teachers and students who, by offering their valuable insights and suggestions, have helped *Integrated Chinese* evolve and keep pace with the many positive changes in the field of Chinese language instruction. *Integrated Chinese* continues to offer comprehensive language instruction, with many new features and useful shared resources available on our website at www.cheng-tsui.com.

The Cheng & Tsui Chinese Language Series is designed to publish and widely distribute quality language learning materials created by leading instructors from around the world. We welcome readers' comments and suggestions concerning the publications in this series. Please contact the following members of our Editorial Board, in care of our Editorial Department (e-mail: editor@cheng-tsui.com).

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Preface

It has been over ten years since *Integrated Chinese (IC)* came into existence in 1997. During these years, amid the historical changes that have taken place in China and the rest of the world, the demand for Chinese language teaching and learning materials has grown dramatically. We are greatly encouraged by the fact that IC has not only been a widely used textbook at the college level in the United States and beyond, but also that it has become increasingly popular with high school classes. One major factor for the success of IC has been the steadfast support from the teachers of Chinese, whose feedback greatly facilitated the repeated revisions of the series throughout the years.

In a sense, this new Teacher's Handbook accompanying the third edition of IC is our way of repaying the teachers who have adopted IC as the textbook for their classes. The aims of the handbook are to make IC easier to use and Chinese language teaching more effective. With those guiding principles for its compilation, this handbook is an expansion of the series that is aimed solely at Chinese language teachers. In this handbook, we have provided discussions of the general principles on teaching Chinese, information on useful resources for teaching, sample syllabi and schedules, answer keys, as well as specific suggestions on teaching the language points in each lesson. Instead of being prescriptive, the content here is intended to alleviate the burden on teachers, who are welcome to utilize its features selectively and adaptively based on their actual needs.

Some of the pedagogical practices recommended in this handbook may not be as prevalent in all corners of the Chinese-teaching field. As the user will notice, in this handbook we have called for close attention to common pronunciation errors, especially those due to the similarities between English and *pinyin* spellings. We have also tried to achieve a new balance between grammar on one side and vocabulary and characters on the other, attaching greater importance to the analysis of specific words and characters. In particular, we have regularly highlighted the phonetic and semantic components in Chinese characters and used them to relate different words and characters by pointing out their shared components. While we firmly believe in the pedagogical value of these practices, we encourage teachers to prioritize their teaching activities based on their students' proficiency levels in different language skills.

In general, materials in this handbook are arranged in order to optimize their effectiveness in the classroom. For instance, the placement of mechanical drills before more communicative activities is prompted by the need for scaffolding. For the same reason, the arrangement of different activities on a given language point usually progresses from easy to difficult and from controlled to more open-ended. Elsewhere, however, the rationale may not be as obvious. For example, at certain places one may find tips on vocabulary and characters mixed together with those on grammar. In these cases, we felt it more effective to group together grammar explanations and vocabulary tips linked by a common theme.

The current volume is the result of a long course of preparation. The IC authors have provided a large number of grammar notes, tips on teaching aids and class activities, detailed lesson plans, drill exercises, sample syllabi and course schedules, but it took the sustained efforts of Professor Zheng-sheng Zhang, compiler of this handbook, to edit and reorganize these materials. He is also responsible for many of the added materials in the volume, especially the general instructional principles and most of the tips on teaching vocabulary and characters.

As we prepared this handbook, we have accumulated more academic and intellectual debts than we can possibly acknowledge here. As we said above, the Chinese teachers at both college and high school levels have always been a primary source of support and inspiration for us. To them we feel eternally indebted. We also wish to take the opportunity to express our gratitude to those who have helped us in different ways. Among many others, our particular thanks go to Laurel Damashek and Minying Tan, our editors at Cheng & Tsui, as well as Shu-Ling Wu and Changqin Geng, who prepared the sample quizzes and tests in this handbook.

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How to Use this Handbook

本手册使用须知

This handbook contains a collection of teacher resources which are not generally found in the textbook itself. They include the following:

- a. General guidelines for instruction**
- b. Useful resources**
- c. Tips and suggestions for teaching language points including characters, vocabulary, pronunciation and grammar**
- d. Notes on frequently encountered student errors**
- e. Answer key to the student workbook**
- f. Sample quizzes and tests**

It is important to bear in mind that this manual provides flexible guidelines which teachers can use to develop their own detailed lesson plans. In other words, it should not be regarded as a book of “recipes” to follow. The reasons for this are as follows:

- Although some sample syllabi and daily schedules are suggested at the beginning of the handbook, we have left the time restrictions open, so that teachers can decide, based on student response, how much time should be spent on each item. While some attempt is made to sequence the language points, ultimately it is up to the teacher to decide the best order.
- While lesson plans need to address the reviewing and recycling of lesson content, this manual does not generally dictate the manner in which this should be done. This should not be interpreted as an indication that going over the materials once is enough. Review and repetition are essential, but the extent and frequency of the review should depend on the individual teacher’s needs.

本手册为教师提供一般而言并不见之于课本本身的诸多资源，包括：

- a. 教学实践的一般原则**
- b. 实用性资源**
- c. 汉字、词汇、发音和语法等语言点的教学提示**
- d. 关于学生常见错误的提示**
- e. 《学生练习本》中的练习答案**
- f. 考试测验范例**

请记住本手册并不提供详尽的教程计划。换言之，本手册不同于一本可以按部就班地效仿的“食谱”。原因在于：

- 虽然本手册开篇处提供若干教学提纲范例及逐日教学进度表范例，但是教师必须根据学生的接受情况、反应来调整各项活动所需的时间。尽管我们在手册中对语言点的教学顺序做出一些建议，但是最佳安排最终仍然应由教师自己决定。
- 教案必须顾及对教材内容的复习和再循环，本手册与之不同，一般没有刻意规定对教材内容的复习和再循环的方式。这不应被理解为教材内容只需学习一遍即可。复习和回顾是绝对必要的，但是复习的幅度和频率应该由教师本人来决定。

- Neither is this handbook systematic and exhaustive in covering all vocabulary and grammar points. Each grammar point is not given the same weight, and so the discussion length can vary. Additionally, because some of the grammatical points are simpler than others, there might not be need for further explanation for all grammar items.
- Not all of the suggested activities need to be completed. In this sense, the handbook is more like a menu rather than a recipe book.
- 另外，本手册对词汇和语法点的讨论并不是系统性的或详尽无遗的。各语法点所占份量轻重不一，讨论的篇幅疏密互见，而且有的语法点因为比较简单，所以无需再进行提示。
- 对本手册建议的活动，教师不必逐一、全部完成。在这个意义上，本手册更像一个菜单，而不是一本烹调菜谱。

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Layout of Individual Chapters

章节安排

The chapters in this handbook typically contain the following parts:

Focus

Each chapter begins with a list of focus points that highlight the functions, vocabulary, grammar, pronunciation, etc. of the lesson.

Teaching Aids

A few chapters in this handbook recommend the use of teaching aids. Teachers should feel free to find materials from other sources, including the Internet. Many images in the *Integrated Chinese* series can be found at the online image gallery at www.integratedchinese.com. Search engines and video websites can be rich sources of images and video clips for language teaching. The key to finding good usable images is in the choice of keywords, which can be in Chinese (traditional or simplified) or English. Try different keyword combinations; experimenting with keywords and their combinations can yield interesting results.

Teaching Suggestions and Sequencing of Important Language Points

This part constitutes the bulk of each chapter. It contains suggestions on how to present and practice the important language points, as well as notes on mnemonic tips and common student errors.

Unlike the textbook, where vocabulary lists and grammar explanations are placed in separate sections, this handbook tries to reduce the amount of cross-referencing by putting all related material in one place. Thus, vocabulary and grammar points and their corresponding exercises are often combined in the same section.

本手册中的各章节一般有如下几部分:

重点

每章开篇处列出每课在功能、词汇、语法、发音等方面的重点。

教学辅助材料

本手册在某些章节建议可以使用的教学辅助材料。教师可以通过其它途径,包括互联网,来寻求别的辅助材料。《中文听说读写》中的很多图像都可在www.integratedchinese.com网站的图像库中找到。通过互联网搜索引擎和图像网站可获得有益于语言教学的图像和影视短片。搜寻有用图像的诀窍是选择适当的关键词,关键词可用中文(简体繁体均可)或英文输入。不妨尝试使用几种不同的关键词组合,这样的尝试有时会获得意外的惊喜。

重要语言点的教学建议与顺序

本部分占各章节的大部分篇幅。该部分包括对教授本课重点语言点的提示,对记忆提示的介绍以及对学生常犯错误的讨论。

不同于语言课本中将词汇表和语法解释分作两处的做法,本手册将互相关联的材料共置一处,以避免不同段落之间过多的相互指引。这样一来,生词与语法点,词汇练习与语法练习往往融合在一起。

A few words need to be said on the sequencing of vocabulary and grammar points adopted in this handbook. Unlike the vocabulary lists in the textbook, the order in which words and grammar points are listed here is not by their order of appearance in the main texts. Instead, we have tried to present related material together. For example, words on the same topic appear together, as do words specific to certain contexts, such as verbs and their associated objects. In some cases, this ordering is crucial, as it makes it possible to incorporate the newly introduced material in the exercises right away, which would otherwise not be possible.

The matter of sequencing is also relevant to the exercises. When there is more than one exercise or activity for a given language point, we have ordered them by their difficulty level as well as in order from more controlled to more open-ended. Thus, cognitively more engaging exercises (fill-in-the-blanks, completing dialogues, guided sentence formation, etc.) follow mechanical drills; integrative exercises (skits, guided conversations etc.) follow those for discrete elements; and communicative activities follow pattern practice.

A typical entry for a language point may include the following:

Explanation

Here additional explanations of the more difficult grammatical structures are given, along with suggestions for teaching.

Presentation

These tips suggest ways to present the language points that are both natural and relevant to students.

在此对本手册中生词和语法点的顺序略作说明。生词和语法点的顺序并非像课本中那样取决于它们在课文中出现的先后顺序。本手册往往将互有关联的内容放到一起，譬如有关同一主题的不同词语或特定词语和它们最典型的语境(如动词和与这些动词经常搭配的名词)等。在有些情况下，这种顺序安排极其重要，因为这种安排使我们可以立即利用练习中刚刚触及的内容。否则这点很难做到。

练习中也有顺序的问题。如果围绕某一特定语言点有多个练习或活动，本手册在安排这些练习或活动的顺序时，遵循的是“从易到难”和“从可控性到开放性”的原则。所以，较为机械性的操练在先，在认知上较具挑战性的练习(如填空，完成对话，引导式造句等)在后；单个性的练习在先，整合性的练习(小品表演，引导性对话等)在后；句型操练在先，交际活动在后。

手册中对一个语言点的处理通常会包括如下几点内容：

解释

此处会对难度较高的语法结构作出解释，并提供一些教学提示。

演示

此处演示如何以自然并贴近学生生活的方式使用所学的语言点。

Characters

Here teachers are alerted to whatever clues that exist, be they for meaning and/or sound, which can be used to make the characters appear more logical to students. In addition, we also include tips on how to draw connections between characters that share common components.

Especially important are the phonetic clues that have been somewhat neglected in the teaching of Chinese. For example, when introducing the character 妈 in Lesson 2, we suggest pointing out that it shares the same sound component as 吗 in Lesson 1. In this way, we can concentrate on the tonal differences in the characters, as it is no longer necessary to go over the “ma” pronunciation again. Relating the new character to the old also helps students get a handle on the new character, as well as being a helpful way to review.

Vocabulary/Meaning

Learning vocabulary should not solely rely on vocabulary lists and flashcards. In this section, we offer some tips that make the connection between meaning and form more transparent in the new vocabulary items. For example, pointing out that 长短 is formed by two adjectives with opposite meanings, and that 电影 literally means “electric shadow” renders the new words less opaque and easier to relate to other words with shared components.

Pronunciation

This suggestion mostly alerts the teacher to typical mistakes that native English-speaking students make in pronunciation.

Q&A Exercises

This is typically the first type of exercise to be used after a word has been introduced. The Q&A format has the following pedagogical advantages:

汉字

此处就汉字中可能包含的语音符号和语意符号对教师提出提示，这些符号可以帮助学生认识到汉字并非任意性的，同时也可帮助他们联想到包含相同成分的其它汉字。

汉字中的声符尤为重要，而这些声符在中文教学中往往没得到足够的重视。例如，在第二课学到“妈”这个字时，不妨指出其中的语音符号与第一课中的“吗”中的声符相同，这样做使我们除了声调以外不必再过于强调“妈”的发音。把新出现的字和已学过的字联系起来既帮助新字的掌握，又能起到复习作用。

生词/词义

生词的学习不一定让学生完全依靠生词表和单词卡。此处我们的提示有助于使生词的形式与词义的关系变得更为明了。例如，我们可以指出“长短”一词是由两个词义相反的形容词构成的，“电影”一词的字面上的意义就是“电形成的影子”。这样做使这些生词显得不那么晦涩，也使学生更容易联想到包含相同成分的其它单词。

发音

此处我们提醒教师更多地注意母语为英文的学生常犯的一些发音错误。

问答练习

问答练习通常是介绍一个生词后最先进行的练习。从教学法上来说，问答练习有如下优点：

- With a Q&A sequence, students can listen to and use the word right away.
- Given the similarity in word order between questions and answers in Chinese, the Question part provides built-in structural scaffolding for the Answer part. Teachers should, therefore, try to take advantage of this fact and encourage students to pay attention to the structure of the questions and follow it in the answers.

Phrasal Combinations

Before students are asked to form sentences, they can be asked to form shorter phrases first. For example, they can combine verbs with their objects or choose between the elements in “A-not-A” questions.

Pattern Practice

This is the same as pattern drills, which focus on grammatical forms.

Guided Sentence Formation

Various prompts (in English or Chinese) are given, which both steer students to use the desired forms and reduce irrelevant brain-racking to a minimum.

Completion of Sentences

Filling in blanks with fixed answers or open-ended questions can be used to focus on the target language points.

Combining Sentences

This is mostly used to practice conjunctions such as 因为, 所以; 虽然...但是 etc.

Guided Conversation

Students are asked to create dialogues based on given templates, which allow a certain amount of creativity while providing the necessary control and scaffolding.

- 在问答程序中, 学生可以听到并马上用到刚学的单词。
- 由于中文中间句和答句的词序相同, 问句本身即为答句提供结构上的铺垫。教师应利用这一点, 鼓励学生充分注意问句的结构并在答句中对其进行模仿。

词组组合

让学生造句之前, 不妨让他们先造一些词组, 例如动词与名词的组合, 或让他们对“A 不 A”句型中的正反成分作出选择。

句型练习

句型练习就是对句型进行操练, 焦点是语法形式。

引导式造句

此类练习提供各种提示(中文或英文), 以引导学生用到特定词语而不必大费周折。

填充完成句子

用固定性答案或非固定性答案填空完成句子, 是对特定语言点进行的一种练习。

句子组合

句子组合一般用于对“因为...所以”, “虽然...但是”一类连词的练习。

引导式对话

学生仿照特定模式进行对话, 这种对话在可控的循序渐进模式中, 允许学生有一定程度的创造性发挥。

Integrative Practice

This type of practice is typically used after the introduction of a number of vocabulary items and grammatical elements for the purpose of integrating them.

Communicative Practice (info-gaps, surveys, etc.)

This type of exercise is typically used at the end of the lesson. As it conveys new information to students, it is thus closest to real-world communication.

Other Combinations Containing the Target Character or Word

In the textbook, vocabulary items are introduced alongside glosses for their component characters. Following this practice, we also make reference to word components when appropriate. For example, in addition to the word 中文, we also give information on 文. We also try, whenever appropriate, to provide new contexts for the word component, in order to help students strengthen their retention. For example, when 茶 (tea) is introduced, related combinations such as 红茶 (black tea), 绿茶 (green tea), 中国茶 (Chinese tea), and 英国茶 (English tea) are also given. Instead of being an extra burden for students, the extra information may be helpful in the following ways:

- Situating the target elements in a broader context helps to clarify the meaning of these elements. For example, presenting 汽车 (automobile), 马车 (carriage), and 火车 (train) together shows that the meaning of 车 is 'vehicle' rather than 'car.'
- Presenting new combinations also serves as review of older materials.
- Showing students the patterns in the formations of compounds can also help pique their interests in the topic.

整合性练习

这种练习通常在介绍一定数量的生词和语法点以后进行，目的是对这些生词和语法点进行整合。

交际性练习（信息差距，调查等）

这种练习通常最后进行。由于这种练习给学生传递一些他们迄今未知的信息，所以最为接近真实世界中的交际活动。

包含特定单词或汉字的其它组合

课本的生词表在某些单词之下选择性地分列组成该词的字。仿照这种做法，本手册在适当的时候也讨论组成特定单词的字。例如，我们不仅介绍“中文”这个单词，我们也讨论这个词中的“文”。如果我们认为适当，我们还会介绍有关特定组词成分的语境，以帮助学生强化记忆。例如，在介绍“茶”的时候，我们会列举诸如“红茶”、“绿茶”、“中国茶”和“英国茶”一类的组合。它们不会给学生造成额外负担；相反，它们会在下列诸方面有帮助：

- 将所学的组词成分置于更大的语言环境中使该组词成分的意义更加清晰化。例如，将“汽车”、“马车”、“火车”放到一起可以更清楚显示“车”的意思是 vehicle 而不是 car。
- 显示新的组合，同时也是对以前学过的内容的复习。
- 向学生演示复合词的组成方式，可帮助提高学生对有关话题的兴趣。

- As Chinese is unrelated to most students' mother tongues, very little can be done to relate Chinese to their native languages, making vocabulary acquisition in Chinese particularly challenging. Therefore, in order to help students retain new material, we need to do everything possible to connect it to other elements within Chinese.

The information about word components and supplementary combinations is typically given at the very end, after the main target word is practiced. We recommend that teachers adhere to this sequence as well. While somewhat counter-intuitive, it may help prevent erroneous analogies by students.

Not all of the supplementary words supplied here need to be given to students. They certainly should not be expected to use all of the supplementary words. They are given more for their mnemonic values than anything else.

Exercises for the Main Text

In this section, we have provided a few suggestions regarding the presentation of the dialogues/paragraphs, as well as several comprehension questions and follow-up exercises that help students gain familiarity with the texts (teachers can ask students to mute videos of the dialogues and reconstruct the sound on their own, or recreate the texts based on the English translations).

- 对于大多数学生来说，中文与他们的母语没有亲族关系，很难使中文与他的母语发生联系。这一点使得他们对中文词汇的学习尤为困难。因此，为了帮助学生掌握新的内容，我们必须尽量将这一新内容与中文的其它成分联系起来。

有关组词成分和补充复合词的信息通常放在最后一部分，在主要词条的练习之后。我们希望教师在实际教学中也遵循这个顺序。这种做法看起来也许有些反直觉，但是有助于防止学生进行错误类比。

此处列出的补充词汇不必全数教给学生。绝对不应要求学生掌握所有的补充词汇。我们提供这些补充词汇，主要是因为它们有助于学生对所学词条的掌握。

主课文的练习

在这一部分，我们就对话或段落的演示提供一些建议，也就课文内容提供一些问题和练习，以帮助学生进一步熟悉课文(可要求学生关闭录像的声音，一面观看录像画面，一面进行类似的对话或者将对话的英译回译成中文。)

Sample Syllabus

Goals & Objectives

Students will gain listening, speaking, reading and writing skills in standard (Mandarin) Chinese, attaining approximately the Novice High level on the ACTFL proficiency scale. Specifically, students will be able to achieve the following:

- | | |
|-----------|---|
| Listening | Understand short, fixed utterances and some sentence-length utterances, especially where context supports understanding and speech is clear. Students will also be able to comprehend limited vocabulary and some simple questions and statements about family members, age, address, time, locations, interests, needs and daily activities. |
| Speaking | Make short statements and ask simple questions, primarily by relying on memorized utterances but occasionally by recombining familiar phrases and fragments. Vocabulary centers on areas such as common objects, places, daily activities, hobbies, etc. |
| Reading | Identify a limited number of character components and high-frequency characters in areas of immediate need. Students will be able to read typical messages for instructional and directional purposes, such as prices in stores, times and dates on schedules, and simple realia. |
| Writing | Write fixed expressions and short statements. Vocabulary centers on areas such as common objects, places, daily activities, hobbies, etc. Students will also be able to write names, numbers, dates, their own nationality, and other simple autobiographical information as well as some short phrases. |

Text & Materials

- *Integrated Chinese* (Level 1, Part 1), Textbook (Third Edition), Yuehua Liu and Tao-chung Yao, et al. Boston: Cheng & Tsui Company. 2008. Print and eBook versions available.
- *Integrated Chinese* (Level 1, Part 1), Workbook (Third Edition), Yuehua Liu and Tao-chung Yao, et al. Boston: Cheng & Tsui Company. 2008. Print and online versions available.
- *Integrated Chinese* (Level 1, Part 1), Character Workbook (Third Edition), Yuehua Liu and Tao-chung Yao, et al. Boston: Cheng & Tsui Company. 2008.
- Audio Recordings for *Integrated Chinese* (Level 1, Part 1), Third Edition. Boston: Cheng & Tsui Company, 2008. Available on CD or as downloadable MP3s from www.cheng-tsui.com.
- *Integrated Chinese* Companion Site <http://www.Integrated-Chinese.com/>
- Tao-chung Yao's *Integrated Chinese* resource website: <http://eall.hawaii.edu/yao/icusers/>

Supplementary Resources

- *Integrated Chinese DVD* (Level 1, Parts 1 & 2). Boston: Cheng & Tsui Company. 2010
- *Integrated Chinese BuilderCards* (Level 1). Boston: Cheng & Tsui Company. 2010
- *The Way of Chinese Characters*. Boston: Cheng & Tsui Company. 2009
- *Making Connections*, Second Edition. Boston: Cheng & Tsui Company. 2010.

Sample Daily Class Schedule

(Four Hours a Week)

List of Abbreviations:

CD: Audio recordings, **CWB:** Character Workbook, **D:** Dialogue, **G:** Grammar, **L:** Lesson, **R:** Review, **TB:** Textbook, **Q:** Quiz, **V:** Vocabulary, **WB:** Workbook

[Note: This schedule is based on a semester that is 16 weeks long, with 4 instructional hours per week. The first 4 days are used for introduction. Each lesson will take 5 days to finish. There will be a midterm exam and a final exam, each consisting of a review day, one day for the oral exam and one day for the written exam. Depending on your school's schedule, allow approximately one week for holidays: Labor Day, Columbus Day, Veterans' Day, Thanksgiving, etc.]

Week 1 (Days 1–4)

Date	Class Activities	Homework Due	Preparation
Day 1	Course Introduction; Background Information Sheets**; Student Roster Classroom Expressions; Getting to Know Each Other		
Day 2	Useful Expressions; Begin Introduction: Sound System		TB: Introduction (pp. 1–11) CD: Introduction
Day 3	Pronunciation Practice, Intro. to Online Resources	WB: Introduction (pp. 1–7)	TB: Introduction (pp. 1–11) CD: Introduction
Day 4	R: Sound System Numbers Basic Radicals	WB: Introduction (pp. 8–14)	TB: Introduction (pp. 11–17) CD: Introduction

*** A background information sheet usually asks the student if he/she has any Chinese language background. You might also want to get the students' contact information such as e-mail addresses and phone numbers.*

Week 2 (Days 5–8)

Date	Class Activities	Homework Due	Preparation
Day 5	Q: Sound System More Basic Radicals Begin L1; D1 V	CWB: Radicals & Numerals (pp. 1–16)	TB: L1 D1 (pp. 19–26) CD: L1 D1
Day 6	L1 D1 (Intro) L1 D1 Characters L1 G1–3	CWB: L1 D1	CD: L1 D1
Day 7	Q: L1 D1 V R: L1 D1 L1 D2 V (Intro)	WB: Part I	TB: L1 D2 CD: L1 D2
Day 8	L1 D2 (Intro) L1 D2 Characters L1 G 4–7	CWB: D2	TB: L1 D2 CD: L1 D2

Sample Daily Class Schedule

(Five Hours a Week)

List of Abbreviations:

CD: Audio recordings, **CWB:** Character Workbook, **D:** Dialogue, **G:** Grammar, **L:** Lesson, **R:** Review, **TB:** Textbook, **Q:** Quiz, **V:** Vocabulary, **WB:** Workbook

[Note: This schedule is based on a semester that is 15 weeks long. The first 4 days are used for introduction. Each lesson will take 6 days to finish. There will be a midterm exam and a final exam, each consisting of a review day, one day for the oral exam and one day for the written exam. Depending on your school's schedule, allow approximately one week for holidays: Labor Day, Columbus Day, Veterans' Day, Thanksgiving, etc.]

Week 1 (Days 1–5)

Date	Class Activities	Homework Due	Preparation
Day 1	Course Introduction; Background Information Sheets**; Student Roster Classroom Expressions; Getting to Know Each Other		
Day 2	Useful Expressions; Begin Introduction: Sound System		TB: Introduction (pp. 1–11) CD: Introduction
Day 3	Pronunciation Practice, Intro. to Online Resources	WB: Introduction (pp. 1–7)	TB: Introduction (pp. 1–11) CD: Introduction
Day 4	R: Sound System; Numbers; Basic Radicals	WB: Introduction (pp. 8–14)	TB: Introduction (pp. 11–17) CD: Introduction
Day 5	Q: Sound System , More Basic Radicals, Begin L1 ; D1 V	CWB: Radicals & Numerals (pp. 1–16)	TB: L1 D1 (pp. 19–26) CD: L1 D1

** A background information sheet usually asks the student if he/she has any Chinese language background. You might also want to get the students' contact information such as e-mail addresses and phone numbers.

Week 2 (Days 6–10)

Date	Class Activities	Homework Due	Preparation
Day 6	L1 D1 (Intro) L1 D1 Characters L1 G1–3	CWB: L1 D1	CD: L1 D1
Day 7	Q: L1 D1 V R: L1 D1 L1 D2 V (Intro)	WB: Part I	TB: L1 D2 CD: L1 D1
Day 8	L1 D2 (Intro) L1 D2 Characters L1 G4–7	CWB: D2	TB L1 D2 CD: L1 D2

General Principles and Useful Resources

总体教学原则及资源

Lesson Pace

Schedules vary from school to school, some being on a semester system while others are on a quarter system; some classes meet as few as three hours per week while others as many as five hours. It is, therefore, up to the individual school and instructor to decide how much material to cover in the school term.

While the two sample daily schedules provided in this handbook (one with 4 hours per week and the other with 5 hours, both on a semester system) do cover all ten lessons of Level 1 Part 1, teachers should not feel that all of the lessons have to be covered. Quite a few schools feel that eight lessons are all they can manage in a 15 or 16 week semester. This means that each lesson will take close to two weeks to finish, including the chapter tests and the midterm. The amount of instructional time for each lesson then is between 8–9 hours, if a five-day schedule is assumed. However, we do know that some schools finish all ten lessons in one semester.

Sequencing and Time Allocation

While the time taken to cover a lesson can vary from school to school, some general principles of time allocation and sequencing, both for a whole lesson cycle and within an instructional hour, can nonetheless be applicable.

The Lesson Cycle

The following is one possible option, with five hours allotted for each textbook lesson:

First hour: key words and structure of Dialogue 1 (listening and speaking only)

- Warm up (Relate and Get Ready)
- Presentation and practice of key words and structures (listening and speaking)

教学进度

每个学校的学制不尽相同，有的是学期制 (semester system)，有的是学季制 (quarter system)。每周的课时也因校而异，少的一周三节课，多的一周五节课，所以每个学校和教师必须根据自己的情况决定一学期或一学季的教学内容、进度。

手册中的两个课程表分别按每周四个课时和每周五个课时设计，一学年均为两学期，内容包括课本上册十课。但老师不必把十课都教完。不少老师觉得一个学期 (或十五、十六周) 顶多上八课，也就是说，把每课的测验和期中考试计算在内，一个学期平均下来每课将近用两周上完。如每周五节课的话，每课八到九个学时。我们知道，也有些学校一学期上完十课。

教学步骤和时间安排

虽然每课的教学时间因校而异，但有些教学步骤和时间安排的原则，如每课总的安排和课时的具体设计，对大家应该都是同样适用的。

每课的基本模式

以下是一种可能的安排法，每一课用五课时。

第一个课时：对话一的重点词语和结构 (听和说)

- 准备 (Relate and Get Ready)
- 重点词语以及结构的介绍和练习 (听说)

LESSON

6

Making Appointments

约时间

Lesson Focus

本课重点

Function:	Vocabulary/ Grammar:	Pronunciation:	Character:
<ul style="list-style-type: none"> 打电话、接电话 约时间 请别人帮忙 	<ul style="list-style-type: none"> 语序 情态动词：要、得 兼语式 	<ul style="list-style-type: none"> 多音字 (如“喂”、“得”) 发音相似的字(如那 vs. 哪) 	<ul style="list-style-type: none"> 字形相似的字(如根 vs. 很；说 vs. 话)

Teaching Suggestions and Sequencing of Important Language Points

重要语言点的教学建议与顺序

The ordering of language points in this lesson is as follows:

1. 喂；2. 您；3. 哪位；4. 我就是；5. 中文；6. 考试；7. 准备；8. 帮；9. 节；10. 开会；11. 年级；12. 办公室；13. 跟；14. “给”的介词用法；15. 跟 vs. 给；16. 方便；17. 到_____去；18. 请_____Verb；19. 行吗；20. 要是；21. 时间表达法；22. 星期/月 vs. 天/年；23. 以后；24. 上午、下午；25. 就；26. 能愿动词“要”；27. 得；28. 别；29. 回来；30. 趋向补语(I)

1. 喂

Pronunciation:

可有几种发音：wei\ (降调), wei/ (升调) wai\ (降调), wai/ (升调)

Character:

口字旁

可参考课本170页Culture Highlights 1。

2. 您

Character:

与“你”的异同。“心”字旁的作用。

Usage note:

南方人少用。

3. 哪位?

Presentation:

强调“位”表尊敬的意思。

例：哪天、哪年、哪个人、哪个星期

例：一位_____ (老师、先生、小姐) vs. 一个_____ (人、朋友)

Pronunciation: 注意“哪”跟“那”的区别。

Practice with Q&A: 喂，您是哪位？
(服务员：)你们几位？

4. 我就是

Presentation: 接电话时，英文对应的说法是：Speaking!或者This is he/she. (非电话用语的情境：A: 我找李同先生。B: 我就是。That's me.)

Practice with Q&A: XXX在吗？
可参考课本158页Language Practice E。

5. 中文

Meaning: 严格说指文字，而非语言。

文

Character: 象形字，原指纹路，花纹，后转指文字。

Pronunciation: 学生容易把“文”发成“when”。北京人可将w发成v，但拼音不用v。

“文”的其它组合：中文、英文、中文老师、英文老师、中文名字、英文名字、中文大学

6. 考试

Character: “考”与“老”字发音和字形上的相同点。
“考试”的其它组合：期中考试、期末考试、考试时间
“考”的其它组合：大考、小考、考大学、考中学、高考、考生

7. 准备

Phrasal combination: 准备_____ (考试、上课、做饭)

8. 帮

Phrasal combination: 帮朋友_____ (做饭、练球、学中文、练中文、准备考试)。

Practice with Q&A: 你常常帮朋友做什么？

9. 节

Character: 繁体字是“竹”字头。

Practice with Q&A: 你今天有几节课？
你几点上第一节课？

10. 开会

Meaning: “开”有open和convene或start的意思。

“开”的其它组合：开门、开球、开学、开工、开国

11. 年级

“年级”的其它组合：N年级、大学N年级(大N)

12. 办公室

Practice with Q&A:

老师的办公室在哪儿？

你常常去老师的办公室问问题吗？

办公

例句：我不喜欢在办公室办公。

Practice with Q&A:

老师在哪儿办公？

“办公”的其它组合：办公时间

13. 跟

Character:

足字旁，声符同“很”。

Phrasal combination:

跟_____ (一起) (朋友、家人、同学)

Presentation:

练习“跟”时，需跟不同的名词和动词搭配，课本的166页Language Practice F提供了一些例子。

Grammar:

介词如“跟”、“给”前可有“不、没、也、都、得”等副词。可以说“我也跟我的同学练习说中文”、“我昨天没给我妹妹打电话”、“我明天下午没空，得跟老师练习说中文”这样的句子。

Practice with Q&A:

你想跟谁跳舞？

你喜欢跟谁聊天儿？

你常常跟谁练习说中文？

你常常跟爸爸妈妈见面吗？

14. “给”的介词用法

Explanation:

“给”可以是一个动词，如：妈妈给我很多钱。可是，“给”和名词一起用在动词前面时，是介词。

可参考课本156页Language Practice A。

Pattern practice:

高文中		我们	介绍他姐姐。
李老师		学生	上课。
我妈妈	给	我们	看她的照片。
王医生		他的女儿	打电话。
白老师		二年级	考试。

15. 跟 vs. 给

Fill in blanks with the right choice:

李友_____同学一起考试。

老师_____学生考试。

我_____家人吃饭。

我_____家人打电话。

可参考课本156页Language Practice A和166页Language Practice F。

16. 方便

Usage note:

课文中的用法“要是您方便”是比较客气的套话，不能泛化。

例句：在中国，吃饭很方便。

“方便”的其它组合：方便面

“便”的其它组合：便饭

Practice with Q&A:

我想跟你练习中文，你什么时候方便？

17. 到_____去

Usage note:

虽然“到_____去”比“去”难，但出现频率相当高。

Transformation (去_____→到_____去):

例：我去您的办公室找您。→我到您的办公室去找您。

我去学校打球→

我去图书馆看书→

你想去哪儿玩儿？→

18. 请_____ Verb

Meaning:

“请”的几种意思：

请问(may I ask)

请进/坐(please)

我想请你吃饭(treat/invite)

我想请你帮我练中文(ask/request)

Make a request!

我想_____。

I would like to ask you to:

speak Chinese with me

help me practice singing

help me prepare for the test

19. 行吗?

Meaning:

行吗 = 可以吗

例句:

Q: 你帮我练习中文，行不行？ A: 行！

Q: 你帮我考中文，行不行？ A: 不行！

Make an unreasonable request:

_____, 行吗？

20. 要是

Connect the two clauses: 例: 不喜欢吃美国菜 吃中国菜→

要是你不喜欢吃美国菜，我们吃中国菜吧。

不喜欢打球

看电影→

星期六有事儿

星期天去吃饭→

喜欢外国音乐	听外国音乐→
不喜欢喝咖啡	请你喝茶→
不认识那个女孩子	给你介绍一下→
三点半不方便	四点去你的办公室→

还可用课本上157页Language Practice C:要是。

21. 时间表达法

Presentation:

可用幻灯片或投影片打出老师次日的时间表，借此做问答练习：“李老师明天上午忙不忙？”、“下午有空儿吗？”、“什么时候开会？”、“几点上课？”、“几点在/回办公室？”

可让学生很快地排出自己次日的时间表，分组互相问答以上问题，并可加上：“明天你有几节课？”、“有没有考试？”、“回了家/回家以后，做什么？看书还是看电视？”等。

22. 星期/月 vs. 天/年

Presentation:

用月历介绍“上个星期/月、这个星期/月、下个星期/月”，指出“上”、“下”与过去和将来的关系，并对比“去年、今年、明年”。

Usage note:

a. “星期”和“月”前可用指示代词“这、那”，要用量词“个”；

这个星期、那个星期；这个月、那个月

也可以用“上/下”，中间可以用“个”，也可以不用“个”，“月”前多用“个”：

上(个)星期、上上个星期、下(个)星期、下下(个)星期；

上(个)月、上上个月、下(个)月、下下个月。

前面有数词时，也要用量词“个”：一个星期、两个月

b. “天”前用“今”、“明”、“后”、“昨”、“前”等，中间不用量词：

大前天、前天、昨天、今天、明天、后天、大后天。

前面有数词时，也不用量词“个”：一天、两天

c. “年”与“天”接近，但是不用“昨”，而用“去”，中间也不用量词：

大前年、前年、去年、今年、明年、后年、大后年。

前面有数词时，也不用量词“个”：一年、两年

23. 以后

Grammar:

注意跟英语的语序相反，是“_____以后”，不是“after _____”。

After 3 o'clock = 三点以后；After Thursday = 星期四以后

Pattern practice:

我_____以后给你打电话(三点、回来、回家、考试、下课)。

24. 上午、下午

“上/下”的其它组合：上一个考试、下一个考试

25. 就

例：我十点就吃中饭。他八点就睡觉。

Fill in with appropriate time: 他_____点就起床，_____点就吃早饭。

就 vs. 才

例：我十点就吃午饭，他两点才吃中饭。

Fill in with appropriate time: 他_____点就吃晚饭，我_____点才吃晚饭。

26. 能愿动词“要”

能愿动词从意义上讲，是指表示意愿和可能的动词，从结构上说，能愿动词后边只能用动词，不能用名词作宾语。能愿动词往往不止一个意义，而且有的能愿动词的肯定形式和否定形式不对应。

本课学的“要”意思是“将要”，一般用于事先计划的动作行为，否定形式是“不会”或“不”。

Match the right time with the right activity:

小李	今天晚上	去听音乐。
我弟弟和妹妹	星期三	去李友家玩儿。
李老师	十月三十号	要 去中国学中文。
王律师的弟弟	明年	去纽约学唱歌。
高文中和高小音	明天	找人去打球。

Practice with Q&A:

你今天要做什么？

今天，我要_____。(上 N 节课、工作、考试、练球)

Translate the following:

(Is 要 in each case “need” to or “want”?):

今天，我要上三节课。

我要一杯水。

我明天要考中文。

我下午要去看电影。

27. 得(děi):

Explanation:

能愿动词“得”的意思是：必须、不能不，用于口语。其否定形式是“不用”、“不必”。

Pattern practice:

我	今天上午	去开会。
我	现在	看书。
王朋	这个周末	帮李友练习说中文。
李老师	下个星期一	得 给二年级考试。
我妈妈	下个月	到纽约去看妹妹。
白律师	明年二月	去英国开会。

Practice with Q&A: 你明天得做什么?
可参考166页Language Practice G。

28. 别

Explanation: 副词“别”用于劝阻、制止, 和“不要”的意思一样。
Don't do that! (whatever that means): 别_____!
看那个电影。
吃那个菜!
别 给他打电话!
在我家跳舞!
在学校吃晚饭。

29. 回来

Grammar: 注意跟英语come back语序相反。

30. 趋向补语 Directional Complements(I):

Usage note: 趋向补语是指用在动词和形容词后, 由趋向动词“来、去”, “上、下、进、出、回、过、起、开、到”以及由“来、去”和“上、下、进、出、回、过、起、开、到”构成的“上来、上去; 下来、下去……”等趋向补语。趋向补语的意义和结构都比较复杂, 本课学最简单的两个: “来”和“去”。

趋向补语“来/去”有一个参照点(也可以说是“立足点”), 表示趋向意义时, “来”的意思是向参照点(如说话人的位置)移动, “去”的意思是朝离开参照点的方向移动。

介绍“进来”、“进去”时, 可让学生“身体力行”利用教室这个空间做练习。

Choose the right complement:

1. 小白去中国了, 下个月才_____。(回来/回去)
2. 李友昨天晚上来我的学校看电影, 明天_____。(回来/回去)
3. 老师, 我可以_____吗?(进来/进去)(老师在办公室里)
4. 白英爱, 快_____。(进来/进去)(说话的人在办公室里)

Exercises for the Main Text

主课文的练习

Reading out the text: 可用幻灯片显示课文, 让学生轮流扮演对话中的角色及其口译员。老师可用鼠标跟踪、凸显生词及难点。可借此机会纠正发音、检查理解。

Question and answer: 课文认读完毕后, 可就课文提问, 检查理解、练习听力及口语。

Questions about Dialogue 1:

- 李友为什么给常老师打电话?
- 常老师今天下午有空吗?
- 常老师明天得做什么?
- 她什么时候有时间?
- 李友和常老师什么时候在哪儿见面?

Questions about Dialogue 2:

- 李友为什么给王朋打电话?
- 她想什么时候跟王朋见面?
- 王朋为什么今天晚上没空?
- 王朋什么时候给李友打电话?

Unscrambling the text: 两人或三人一组将句子按照顺序排好，最快排好的一组得胜。

Dubbing the dialogues: 学生熟悉课文后，可用课文DVD，将对话消音，让学生“配音”。

Back translation of text: 可用课本第172页上的课文英语译文，让学生翻译回中文。

Survey:

你什么时候有空(有时间)?

你_____ (时间)_____ 要做什么?

星期	一	二	三	四	五	六	日
上午	上课	上课	上课	上课	上课	家睡觉	家睡觉
中午	学校 午饭 同学	学校 午饭 同学	考试	练习 说中文	学校 午饭 同学	睡午觉	饭馆 午饭 朋友
下午	图书馆 看书	练球		办事	去老师 办公室		
晚上	学习 中文	帮朋友 准备 考试	帮家人 做饭		打电话	家 电影 朋友	茶馆 聊天儿 朋友

时间日程练习完后，再练习如何约时间。

Integrated practice: 可采取角色扮演，先让学生用中文索取彼此的电话号码，然后分开各找一个角落打对方手机，试着约对方看电影，打球，吃饭……

A structure for a phone conversation:

1. Establishing contact
2. Inquiring about/confirming identity
3. Asking about/stating purpose of call
4. Setting up appointment/negotiating time
5. Hanging up

布置作业或考口试时，可让学生给老师打电话，在语音信箱或答录机上留言约时间。

Complete the following dialogues:

男：你好。请问，_____？

女：我就是。请问，你有什么事？

男：_____。

女：几点？在哪儿？

男：_____。

女：太好了，谢谢你。

男：_____。

男：喂，请问小高在吗？

女：_____。

男：你好，小高。我是小王，今天晚上有一个中国电影，你想去看吗？

女：_____？

男：七点半。我请客。

女：_____。

男：别客气。



Name: _____ Section _____

Character Quiz 1

A: Write down the *Chinese characters* for the following along with *pinyin* and *tone marks*. (30%)

1. you _____
2. I; me _____
3. to be called _____

B: Reproduce the *Chinese characters* for the following *pinyin*. In the parentheses, write down the *meaning in English*. (20%)

1. xiānsheng _____ (_____)
2. míngzi _____ (_____)

C: Write down the *Chinese characters* for the following: (20%)

1. A: Hello! A: _____
B: Hello! B: _____
2. My name is [your Chinese name] _____

D: Translate the following into **English**: (30%)

1. 请问 _____
2. 你贵姓? _____
3. 王朋姓王。 _____



LESSON

1

Name: _____ Section _____

Test

Section I Listening (30%)

A: Listen, then fill in the blanks with the missing initials and add tone marks.

1. ___ing ___en 2. ___ao___i 3. ___ong___uo 4. ___ian___eng 5. ___ui ___ing

B: Listen, then fill in the blanks with the missing finals and add tone marks.

1. sh___m___ 2. n___ h___ 3. W___ P___ 4. L___ Y___ 5. w___ j___

C: Listen, then answer the following questions in English or *pinyin*.

1. What is the second speaker's surname?

2. What is the second speaker's given name?

3. Who are the two speakers?

4. Is the second speaker Chinese?

Section II Answer the following questions in complete sentences using Chinese characters. Then translate the questions and your answers into English. (35%)

Translation

1. A: Nǐ hǎo!

B: _____!

2. A: Qǐng wèn, nǐ guì xìng? _____

B: _____。

3. A: Nǐ shì lǎoshī ma? _____

B: _____

Section III Translate the following dialogue into Chinese or English as appropriate.
Use Chinese characters for the Chinese half. (20%)

A: 我是老师，你呢？	A:
B:	B: I am not a teacher, I am a student.
A:	A: Are you Chinese?
B: 是，我是中国人。	B:
A:	A: I am Chinese too.

Section IV Reading Comprehension (15%)
Read this business card and answer the following questions.

<p>美国夏威夷大学东亚语文系学生</p> <p>王 中 生</p> <p>TEL: 八 一 七 九 六 五 四</p> <p>FAX: 三 二 五 六 四 七 一</p>
--

1. What is this person's given name?

- a. 王
- b. 中
- c. 生
- d. 中生

2. This person is most likely

- a. a teacher in the United States
- b. a teacher in China
- c. a student in the United States
- d. a student in China

3. This person's telephone number is:

- a. 918 8654
- b. 817 9653
- c. 918 8671
- d. 817 9654

NOTE

This preview consists of excerpts. The printed book contains:

- **Full workbook answer key**
- **Sample quizzes for all lessons, with answers**
- **Sample tests for all lessons, a mid-term, and a final**