

Level 1 • Part 2

# Integrated Chinese

## 中文听说读写

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**TEACHER'S HANDBOOK**

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**Third Edition**

Compiled by Zheng-sheng Zhang  
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Yea-Fen Chen, Liangyan Ge, Yaohua Shi



CHENG & TSUI COMPANY

Boston

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Third Edition

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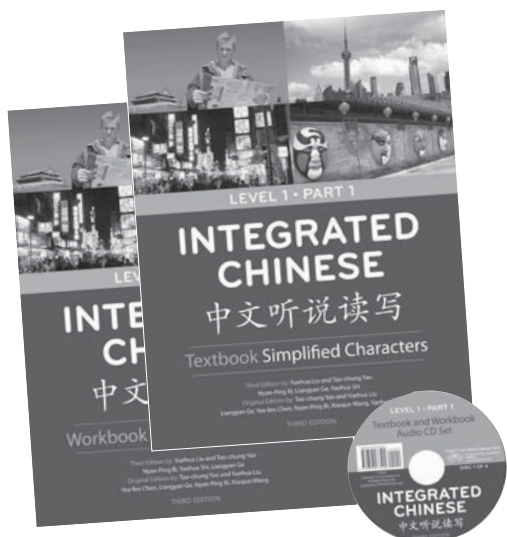
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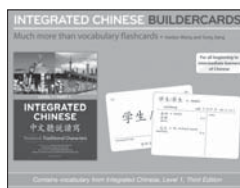
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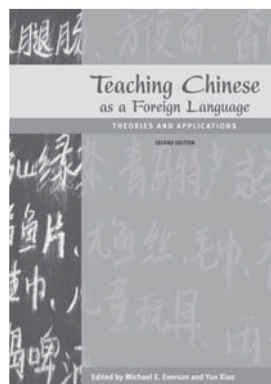
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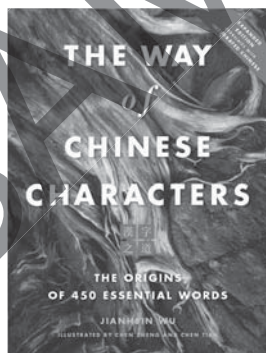
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# Publisher's Note

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](http://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](mailto: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, Minying Tan, and Sam Lasser, our editors at Cheng & Tsui, as well as Shu-Ling Wu, Changqin Geng, and Qiaona Yu, who prepared the sample quizzes and tests in this handbook.

SAMPLE

## 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。

SAMPLE

## Layout of Individual Chapters

### 章节安排

As this volume is the continuation of Level 1 Part 1, its structure remains largely the same. Nonetheless, there are a few omissions and additions in Level 1 Part 2.

#### Focus

Each chapter begins with a list of focus points that highlight the functions, vocabulary, grammar, pronunciation, etc. of the lesson. In some lessons, the focus on pronunciation and character will no longer be given, as was done in Level 1 Part 1, as most of the areas of difficulty have been dealt with in Part 1. However, this does not imply that no more attention should be paid to pronunciation and character composition. Indeed, you will still find notes on pronunciation and character for some lexical items.

#### 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](http://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.

由于本手册为 Level 1 Part 1 的续集，章节安排基本未变，但有若干增加和删减。

#### 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。有些课不再列出发音和汉字方面的重点，因为大多数难点在 Part 1 都已经提过。但这并不意味着不需要继续注意发音和汉字结构，因此有些词汇还会有发音和汉字方面的提示。

#### 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](http://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。

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.

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. The relative sequencing of associated items follows a somewhat counterintuitive pattern:

- a. object before verb, so 饭 is presented before 吃;
- b. noun before adjective, so 房租 is presented before 贵;
- c. verb/adjective before adverb, so 安静 is presented before 非常.

As can be seen, the order of presentation is the reverse of the actual word order. Only this order of presentation allows for the maximum practice of newly introduced items.

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.

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。

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。本书在介绍相关成分时，它们出现的先后不同于一般所想象的次序：

- a. 宾语先于动词；如“饭”比“吃”先出现；
- b. 名词先于形容词；如“房租”比“贵”先出现；
- c. 动词或形容词先于副词；如“安静”比“非常”先出现。

如所示，这些相关成分介绍的先后次序正好与实际使用中的次序相反。只有这种次序才能允许我们最大可能地练习刚学过的词语。

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。

***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.

**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.

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。

**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。



### Word Structure

For some multisyllabic words, a note on word structure is provided. When words contain more than two syllables, the issue of internal grouping of syllables becomes relevant. For example, the correct grouping of 服务员 should be 服务 + 员 rather than 服 + 务员. This is especially important when the correct structure is not apparent. For example, in 汽车站, both 汽车 and 车站 are words in their own right. Yet the correct structure is really 汽车 + 站, rather than 汽 + 车站. Knowing the breakdown of a word should be helpful for the comprehension and retention of a vocabulary item.

### Chinese Gloss

A newly added feature in this volume is the Chinese gloss. Whenever possible, we try to provide a Chinese gloss for new words. This has the dual benefit of recycling old vocabulary and conveying the meaning better when simple English glosses do not work, as for kinship terms.

### Usage

Usage notes are used to address the subtle differences in the use of lexical items. For example, even though 父母 means the same thing as 爸妈, the former cannot be used to address parents face to face.

### Regional Variation

The linguistic scene in China is extremely diverse. To prepare students for extensive regional variation, we provide some regional variants of standard usages. For example, the preferred term for 水平 in Taiwan is 水准; 和 is pronounced as hàn. Even though 行 can no longer be used as a verb meaning “walk” in Mandarin, it is still used this way in Cantonese, as was true of classical Chinese as well.

### 单词结构

在介绍一些多音节单词时，本书为其提供了结构说明。如果一个单词有两个以上的音节，单词内部的组合结构就有讲究了。例如，“服务员”一词中正确的组合结构是“服务+员”而不是“服+务员”。在答案并非显而易见时，正确的组合结构就显得尤为重要。例如，在“汽车站”中，“汽车”和“车站”都各自是一个词。但是这儿正确的组合结构应该是“汽车+站”而不是“汽+车站”。正确了解单词内部结构有助于对单词的理解和记忆。

### 中文解释

本册中新增了“中文解释”之一条目。我们尽可能为生词提供中文解释。这样做有两个好处，一方面可以复习学过的词语，另一方面可以在英文解释不够准确的情况下更好地表达词义，例如亲属关系用语等。

### 用法

用法说明的目的是讨论相关词语之间词义上的微妙差异。例如，虽然“父母”与“爸妈”同义，但是前者不用于当面称呼父母。

### 地区性差异

在语言上中国是极其多样化的国家。为了让学生更好地应对中国各地区之间在语言上的差异，我们告诉他们一些标准用法的地区性变体。例如，通常使用的“水平”在台湾会说成“水准”，“和”的音在台湾可能发成 hàn。虽然“行”在普通话中通常不再用作表示“行走”的动词，但是在粤语和文言文中仍用于这一意义。

In addition to exposing students to the linguistic reality of the Chinese-speaking world, giving regional variants has additional benefits for heritage students, who may be able to use this kind of information to relate to their own dialects.

### Culture

A new feature in Level 1 Part 2 is the addition of cultural notes on vocabulary items. For example, for the character 瘦, the significance of the sickness radical will be pointed out. Traditionally, to be thin was to be sick; an out-of-date compliment is 你胖了. Cultural notes like these not only serve to highlight the distinctness of Chinese culture, they will also help in the retention of characters and words. These cultural notes do not overlap with those given in the main textbook, which are more general in nature and are related to the topic of the lesson rather than individual vocabulary items.

### Sequence

When it is important to introduce something before something else, a note on sequencing is provided.

### 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:

- 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.

除了帮助学生正视中国各地区间的语言差异外,这一条目对有华裔背景的学生尤为有益,有助于他们跟自己的方言联系起来。

### 文化

一年级第二册教师手册为一些生词新增了文化解释。例如,在讨论“瘦”字时,我们会指出其“病”字头。中国人传统上认为“瘦”与“病”有关,而“你胖了”曾经是一句恭维语,尽管现在已经不合时宜了。这样的文化解释不仅有助于彰显中国文化的不同,而且有助于学生对词和字的记忆。这些文化解释与主课本中的文化点并不重复,因为主课本中的文化点涉及的是更宽泛的内容,相关的是课文的主题而不是个别单词的词义。

### 先后次序

如果不同成分介绍的先后次序至关重要,我们会提供提示。

### 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:

- 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。

### Jeopardy

A newly added method for practicing target linguistic items is named after the popular TV game show. There are a number of uses of this format:

If the answer is too involved or open-ended, asking questions instead of answering them reduces the difficulty level and allows us to focus on the targeted item more.

The format can also be used if the questions from the teacher sound unnatural for lack of sufficient context or appear intrusive. By asking students to provide questions to match the answers, we turn the question-answer sequence into practice of form, which need not be as natural.

Finally, the use of the format can get students to ask questions, instead of only answering them. Students should not always be at the receiving end of questions. There will be times when students don't know the answer and therefore want to ask questions! With better facility in asking questions, students will feel more comfortable initiating conversations and controlling the direction a conversation takes.

### 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.

### 绝处逢生

我们为练习某些特定的词语，仿照同名电视游戏节目，新增了一个练习，称其为“Jeopardy”。这个练习有几个用处：

如果答案太复杂或者太过宽泛，可以通过提问来降低该问题的难度，并把注意力集中在要练习的词语上。

如果教师的问题因语境不明而听起来不够自然或者显得突兀，不妨采用这个模式。通过让学生提出与答句对应的问句，我们可以将问答程序变为语法练习，而语法练习不必是非常自然的。

最后，这个练习方式可以鼓励学生提问，而不仅仅限于回答问题。在问答活动中学生不应该永远是被问者。有时候学生会因为不知问题的答案而提问！在提问的能力得到提高之后，学生才会更加得心应手地跟他人展开交谈或者在交谈中改变话题。

### 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。

**Fill in the Blanks**

This format is used to focus on target items, which is not easy to do with other kinds of exercises. The typical items that go into blanks are grammatical words like prepositions, aspect markers, particles, and so on. Another use of the format is to contrast two items by requiring students to fill in blanks with either of the two items.

**Completion of Sentences**

Completing sentences with fixed or open-ended answers can be used to focus on the target language points. This format can be used when questions are not appropriate. The use of this format allows a fine balance between encouraging creativity and providing sufficient control and scaffolding.

**Combining Sentences**

This is mostly used to practice conjunctions such as 因为, 所以; 虽然...但是 etc. In addition, this can also be used to combine/incorporate different sentential fragments, such as the incorporation of an attributive clause into a sentence.

**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.

**Transformation**

This is used to highlight the difference in form between two related structures—for example, that between the two ways of expressing time duration, i.e., either before an object or after an object (我学了两年的中文了 vs. 我学中文学了两年了).

**Translation**

This type of exercise is used mostly to highlight the differences between Chinese and English. A slight variant is Guided Translation, for which key prompts are provided.

**填空**

这种练习可用于凸现那些不易用其他方式练习的词语。用来填空的通常会如介词、体态词、语气词等语法成分。另一用法是让学生通过对相关两个词语的对比而选定其中之一填空。

**填充完成句子**

用特定的或非特定的词语完成句子可用来练习一些重点语言点。在不适宜采用问答模式的情况下可考虑使用这种模式。这种模式可即让学生发挥创造性又让教师有足够的实施调控和提供支持的空间。

**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。另外，翻译练习中也可用于整合某一特定的语句片断，如定语从句等。

**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。

**变形**

这种练习用于突出两种相关句型之间的联系和差异，例如有关动作延续时间的两种表达法之间的差异(我学了两年的中文了。vs. 我学中文学了两年了。 )。

**翻译**

这类练习主要用于彰显中英文的差异。一种略为不同的做法是导向翻译，这种翻译练习包括重点词语的提示。

### 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”放在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 **Intermediate-Low** to **Intermediate-Mid** level on the ACTFL/ETS proficiency scale. Specifically, students will be able to achieve the following:

- |           |   |
|-----------|---|
| Listening | Understand sentence-length utterances that consist of recombination of learned elements from a limited number of content areas, particularly if strongly supported by the situational context. Comprehension areas include basic topics such as weather, dining, lodging, travel, etc.  |
| Speaking  | Handle a variety of basic communicative tasks and social situations. Students will be able to talk simply about themselves and perform tasks such as ordering a meal, asking directions, and making purchases. They will also be able to ask and answer questions and participate in conversations on common topics such as birthday parties, sports, etc.  |
| Reading   | Read specially prepared passages for informative purposes and comprehend portions of some authentic material. Students will also be able to identify the main ideas in texts and understand simple messages and personal notes.   |
| Writing   | Perform a variety of practical writing tasks. Students will be able to write short messages, postcards, simple letters, and notes. They will also be able to produce statements about personal preferences, daily routines, everyday events, and other topics grounded in personal experience. Material produced consists of learned vocabulary and structures recombined into simple sentences on familiar topics. |

### Text & Materials

- *Integrated Chinese* (Level 1, Part 2), Textbook (Third Edition), Yuehua Liu and Tao-chung Yao, et al. Boston: Cheng & Tsui Company, 2009. Print and eBook versions available.
- *Integrated Chinese* (Level 1, Part 2), Workbook (Third Edition), Yuehua Liu and Tao-chung Yao, et al. Boston: Cheng & Tsui Company, 2009. Print and online versions available.
- *Integrated Chinese* (Level 1, Part 2), Character Workbook (Third Edition), Yuehua Liu and Tao-chung Yao, et al. Boston: Cheng & Tsui Company, 2009.
- Audio Recordings for *Integrated Chinese* (Level 1, Part 2), Third Edition. Boston: Cheng & Tsui Company, 2009. Available on CD or as downloadable MP3s from [www.cheng-tsui.com](http://www.cheng-tsui.com).
- *Integrated Chinese* Companion Site: [www.integratedchinese.com](http://www.integratedchinese.com)
- Tao-chung Yao's *Integrated Chinese* resource website: <http://call.hawaii.edu/yao/icusers/>

### Supplementary Resources

- *Integrated Chinese* (Level 1, Part 2), DVD. 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, 2011.

**Student Responsibilities**

*This information may vary according to your institution's policies.*

**Attendance:** Attendance is mandatory. Absences without valid reasons will affect your grade. Students who are more than 15 minutes late to class will be regarded as absent for that session.

**Class preparation and participation:** All students are expected to prepare for class and participate actively in the day's language practice. Students' class participation and performance will be evaluated daily and a final score will be given at the end of each class using the following scale:

- 4 = Well prepared with excellent performance
- 3 = Gave some indication of good preparation
- 2 = Participated, but displayed inadequate preparation
- 1 = Present with almost no participation
- 0 = Absent

3. **Homework and assignments:** All homework and assignments must be turned in on the day due. Late homework and assignments will NOT be accepted even if they are submitted along with new homework. You are expected to listen to the audio recordings and practice speaking EVERY DAY. Practice writing characters EVERY DAY! No language can be acquired overnight. The best way to build up your Chinese language proficiency is gradually, through constant practice.
4. **Quizzes and tests:** Every effort should be made to take quizzes and tests at the specified times. If you know you must miss a class ahead of time, tell the teacher before that class. Quizzes cannot be made up unless arrangements are made BEFORE being absent from class. No one is allowed to make up a missed test without a valid, written excuse.

*Please keep in mind that each student's background, interests, learning style, difficulties, and goals are different. Please be patient with each other and do not hesitate to see one of the teachers for extra help or explanations.*

**Grading**

*Note: The percentage for each segment may vary according to the individual teacher's grading policy.*

Final course grades will be based on the results of:

- |   |     |
|---|-----|
| 1. Attendance and Participation:                            | 40% |
| 2. Quizzes (10%) and Tests (10%):                           | 20% |
| 3. Homework and Assignments:                                | 10% |
| 4. Midterm (5% plus oral 5%) and Final (10% plus oral 10%): | 30% |

Final grade: 100–98=A+, 97–94=A, 93–90=A-, 89–87=B+, 86–84=B, 83–80=B-, 79–77=C+, 76–74=C, 73–70=C-, 69–67=D+, 66–64=D, 63–60=D-, 59 and below=F

## Sample Daily Class Schedule

(Five Hours a Week)

### List of Abbreviations:

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

[Note: This schedule is based on a semester that is 15 weeks long. The first day is used for introduction of the course and review of *Integrated Chinese* Level 1 Part 1. Each lesson will take six 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. Remember to allow extra time for breaks and holidays, depending on your school's schedule.]

### Week 1 (Days 1–5)

| Date  | Class Activities   | Homework Due             | Preparation                          |
|-------|--|--------------------------|--------------------------------------|
| Day 1 | Course Introduction; Review <i>Integrated Chinese</i> Level 1 Part 1 |                          |                                      |
| Day 2 | Begin L11 D1 V (Intro)   |                          | TB: L11 D1 (pp. 1-17)<br>CD: L11D1   |
| Day 3 | L11 D1 Characters<br>L11 G1-4  | CWB: L11 D1 (pp.1-4)     | TB: L11 D1 (pp. 1-17)<br>CD: L11 D1  |
| Day 4 | Q: L11 D1 V<br>R: L11 D1<br>L11 D2 V (Intro)                         | WB: L11 Part I (pp.1-10) | TB: L11 D2 (pp.18-30)<br>CD: L11 D2  |
| Day 5 | L11 D2 (Intro)<br>L11 D2 Characters<br>L11 G5-6                      | CWB: L11 D2 (pp.5-7)     | TB: L11 D2 (pp. 18-30)<br>CD: L11 D2 |

### Week 2 (Days 6–10)

| Date   | Class Activities                                      | Homework Due               | Preparation                                  |
|--------|---|----------------------------|--|
| Day 6  | Q: L11 D2 V<br>R: L11<br>Speaking & Reading Exercises | WB: L11 Part II (pp.11-22) | TB: L11 D1 & D2 (pp.1-30)<br>CD: L11 D1 & D2 |
| Day 7  | Grammar Clinic ** (Review WB), Role Play, Sum-up      |                            | TB: L11 D1 & D2 (pp.1-30)<br>CD: L11 D1 & D2 |
| Day 8  | Test: L11<br>Begin L12 D1 V (Intro)                   |                            | TB: L12 D1<br>CD: L12 D1                     |
| Day 9  | L12 D1 (Intro)<br>L12 D1 Characters<br>L12 G1-5       | CWB: L12 D1                | TB: L12 D1<br>CD: L12 D1                     |
| Day 10 | Q: L12 D1 V<br>R: L12 D1<br>L12 D2 V (Intro)          | WB: L12 Part I             | TB: L12 D2<br>CD: L12 D2                     |

\*\* You may use the Grammar Clinic to go over students' homework mistakes. For the Role Play, the teacher can use those in the textbook or design his/her own.

## Sample Daily Class Schedule

(Four Hours a Week)

### List of Abbreviations:

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

[Note: This schedule is based on a semester that is 16 weeks long, with four instructional hours per week. The first day is used for introduction of the course and review of *Integrated Chinese* Level 1 Part 1. Each lesson will take five days to finish. There will be a midterm exam and a final exam. Remember to allow extra time for breaks and holidays, depending on your school's schedule.]

### Week 1 (Days 1–4)

| Date  | Class Activities                                   | Homework Due             | Preparation                         |
|-------|--|--------------------------|-------------------------------------|
| Day 1 | Introduction and Review                            |                          |                                     |
| Day 2 | Begin L11 D1 V (Intro)<br>L11 D1 Characters        |                          | TB: L11 D1 (pp. 1-17)<br>CD: L11 D1 |
| Day 3 | Q: L11 D1 V<br>L11 G1-4                            | CWB: L11 D1 (pp.1-4)     | TB: L11 D1 (pp. 1-17)<br>CD: L11 D1 |
| Day 4 | R: L11 D1<br>L11 D2 V (Intro)<br>L11 D2 Characters | WB: L11 Part I (pp.1-10) | TB: L11 D2 (pp.18-30)<br>CD: L11 D2 |

### Week 2 (Days 5–8)

| Date  | Class Activities   | Homework Due               | Preparation                                  |
|-------|--|----------------------------|--|
| Day 5 | Q: L11 D2 V<br>L11 G5-6  | CWB: L11 D2 (pp.5-7)       | TB: L11 D2 (pp. 18-30)<br>CD: L11 D2         |
| Day 6 | R: L11<br>Speaking and Reading<br>Exercises, Role Play, Sum-up | WB: L11 Part II (pp.11-22) | TB: L11 D1 & D2 (pp.1-30)<br>CD: L11 D1 & D2 |
| Day 7 | Begin L12 D1 V (Intro)<br>L12 D1 Characters                    |                            | TB: L12 D1<br>CD: L12 D1                     |
| Day 8 | Q: L12 D1 V<br>L12 G1-5  | CWB: L12 D1                | TB: L12 D1<br>CD: L12 D1                     |

## 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 2, 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 17

## Renting an Apartment 租房子

### Lesson Focus

### 本课重点

#### Function:

- 描述住房情况
- 合适和理想的住处
- 家具及用具
- 租房及协商租金、家具、押金

#### Vocabulary/Grammar:

- 连…都/也
- Verb 不下
- 疑问代词+都/也
- 时段
- 了…了
- 房间、家具

#### Character:

- 宝盖头、厂字头

### Teaching Aids

### 教学辅助材料

房屋设计蓝图  
房屋出租广告  
家具店广告型录

### Teaching Suggestions and Sequencing of Important Language Points

### 重要语言点的教学建议与顺序

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

1. 公寓; 2. 套; 3. 客厅; 4. 卧室; 5. 厨房; 6. 做饭; 7. 卫生间; 8. 沙发; 9. 饭桌;
10. 椅子; 11. 书架; 12. 家具; 13. Verb 不下; 14. 疑问代词+都/也; 15. 连…都/也;
16. 安静; 17. 吵; 18. 非常; 19. 附近; 20. 美元; 21. 元; 22. 人民币; 23. 房租;
24. 费; 25. 付; 26. 押金; 27. 还给; 28. 能不能 adj. 一点儿; 有点儿 (adv.) \_\_\_\_\_ vs. 一点儿 (complement); 29. 宠物; 30. 养; 31. 不准; 32. 报纸; 33. 广告; 34. 差不多;
35. 另外; 36. 当; 37. Amount + 多; 38. 时段



## 1. 公寓

Character: “寓”字的义符为宝盖头。  
 Meaning: 注意“公”字与词义的关系。

Practice with Q&A: 你住(在)公寓还是宿舍?  
 Other combinations: 公: 公车、公厕、公事、办公

## 2. 套

Grammar: “套”字可作名词和量词。  
 Jeopardy: Q: \_\_\_\_\_? A: 这套公寓有三个房间。  
 Other combinations: 套: 套房、套间、套餐、外套

## 3. 客厅

Character: “客”字的义符为宝盖头，声符为“各”。注意“厅”的声符(尤其繁体字)。  
 Chinese gloss: 会客的房间。  
 Usage: “一房(室)一厅”这样的词语一般是四个字。  
 Other combinations: 客: 客人、旅客、客房、做客  
 厅: 音乐厅、饭厅、大厅、会客厅

## 4. 卧室

Character: “室”字的义符为宝盖头。  
 Meaning: “卧”就是“躺下”的意思。  
 Chinese gloss: 睡觉的房间。  
 Other combinations: 卧: 卧房、卧车、卧病在床  
 室: 室内、室外、工作室、卫生室、室友

## 5. 厨房

Character: “房”字的声符为“方”。  
 Chinese gloss: 做饭的房间。  
 Other combinations: 厨: 厨师、大厨、二厨、厨具  
 房: 书房、卧房、房东、房客、房钱、租房、买房、卖房

## 6. 做饭

Pronunciation: “z”和“uo”均为难点。  
 Practice with Q&A: 你会做饭吗?  
 你会做什么饭?  
 你常做饭吗?

## 7. 卫生间

Character: “间”字的义符为“门”。  
 Chinese gloss: 厕所

Usage: “卫生间”为“厕所”的诸多委婉语之一。  
 Other combinations: 卫生：卫生纸、卫生员、卫生所、卫生衣  
 间：洗手间、空间

## 8. 沙发

Meaning: 汉语中有一些音译外来词，沙发、咖啡即属于这种词。  
 Other combinations: 沙发：单人沙发、沙发床

## 9. 饭桌

Character: “桌”字的义符为“木”。  
 Jeopardy: Q: \_\_\_\_\_? A: 餐厅里有二十张饭桌。  
 Q: \_\_\_\_\_? A: 饭桌上有很多菜。  
 Other combinations: 桌：课桌、咖啡桌、桌子

## 10. 椅子

Character: “椅”字的义符为“木”。  
 Grammar: “子”为名词后缀。  
 Practice with Q&A: 我们的教室里有几把椅子？  
 Other combinations: 椅：躺椅、沙发椅、电椅、凉椅

## 11. 书架

Character: “架”字的声符为“加”，义符为“木”。  
 Jeopardy: Q: \_\_\_\_\_? A: 图书馆有很多书架。  
 Q: \_\_\_\_\_? A: 书架在床的旁边。  
 Other combinations: 架：鞋架、衣架、货架

## 12. 家具

Character: “家具”的“家”字繁体字可有“丿”旁。但是“回家”的“家”繁体字不可有“丿”旁。  
 Practice with Q&A: 你住的地方家具多吗？  
 你的(宿舍、卧室或客厅)里有什么家具？  
 Other combinations: 具：文具、茶具、工具、玩具、餐具、用具

## 13. Verb 不下

Preparation: 练习可能补语“不下”前，应先从第十六课介绍的可能补语引入。

Practice with Q&A (用教室里的实景作判断练习):  
 这个教室坐得下几个人？  
 这个教室坐得下坐不下三十个人？  
 你的宿舍放得下几张床、几把椅子？  
 你的车里坐得下几个人？

Practice with Q&A: (用家具店的实景广告作判断练习):  
 这个客厅坐得下坐不下十个人?  
 这个卧室放得下放不下两张床?  
 这个卫生间站得下站不下三个人?  
 Jeopardy: Q: \_\_\_\_\_? A: 我的房间里放不下两张床。

#### 14. 疑问代词+都/也

Presentation: 练习“疑问代词+都/也”时，例句尽量结合情境与其他句型，让语言丰富些，用上不同的疑问代词和名词、动词。如：

A: 这几套公寓都不错，你喜欢哪一套？

B: 都太贵了，我哪一套都住不起/买不起。

A: 这家饭馆的菜都挺好，你觉得点什么好？

B: 我什么都吃，点什么都行。

Completion: 他昨天才搬到这个城市来，\_\_\_\_\_都不认识。  
 周末他们家里有事儿，太忙，\_\_\_\_\_都没去。  
 她两天没吃饭了，\_\_\_\_\_都想吃。  
 我没有钱，\_\_\_\_\_也不买。

Pattern practice:

|  |     |    |    |
|--|-----|----|----|
| (He likes to eat all kinds of food)    | 他   | 菜  | 吃  |
| (He likes to watch all kinds of films) | 他   | 电影 | 看  |
| (The furniture store has everything)   | 家具店 | 家具 | 有  |
| (She is good at languages)             | 她   | 话  | 会说 |

#### 15. 连…都/也

Preparation: 练习“连…都/也”句型前，应做量词的复习。可用实物或图片引导。如，一支笔、一件衣服、一条裤子、一封信，等等。接下来，通过语境介绍句型。如，我平常都用电脑打字，不用笔写字，我连一支笔都没有。

Completion: 她什么都忘了带，\_\_\_\_\_。  
 他们很忙，\_\_\_\_\_。  
 他这个月的钱都花完了，\_\_\_\_\_。  
 弟弟很懒，不喜欢练习写汉字，昨天\_\_\_\_\_。

Pattern Practice:

|      |       |     |
|------|-------|-----|
| 书桌太小 | 一个电脑  | 放不下 |
| 表姐没钱 | 一分钱   | 没有  |
| 我太忙  | 睡觉的时间 | 没有  |
| 弟弟太累 | 饭     | 不想吃 |

#### 16. 安静

Character: “安”为会意字，注意它的组成部件。“静”字的声符为“青”。  
 注意与“净”的区别。

Chinese gloss: 不吵

Practice with Q&A: 你住的地方安静吗?  
Other combinations: 安: 长安、西安、天安门、安心、平安

## 17. 吵

Character: “吵”字的义符为“口”，声符为“少”。

Practice with Q&A: 你住的地方吵吗?  
你觉得学生餐厅吵吗? 图书馆吵不吵?

Other combinations: 吵: 吵架

## 18. 非常

Chinese gloss: “非”为“不”，“常”为“ordinary”。

Fill in the blanks: 王朋的宿舍非常\_\_\_\_，也非常\_\_\_\_。  
他要买的车非常\_\_\_\_，也非常\_\_\_\_。  
这里夏天的天气\_\_\_\_\_。

## 19. 附近

Character: “附”字的声符为“付”，同“腐”。

Practice with Q&A: 你家附近有什么?  
学校附近有没有中餐馆? 有没有购物中心?

Other combinations: 近: 近视、近东、近来

## 20. 美元

Usage: 也叫美金。

Other combinations: 元: 日元、加元

## 21. 元

Chinese gloss: 用作货币单位的“块”。

Usage: 钱币上也写“圆”；口语为“块”。

## 22. 人民币

Usage: 符号为 RMB (¥)

Presentation: 应借机会复习钱数金额。并介绍美元和人民币、港币和新台币的兑换率。

Other combinations: 币: 外币、纸币、钱币、金币、港(gǎng)币、新台币

Completion: 现在一块美元是\_\_\_\_\_块人民币。

现在一块人民币是\_\_\_\_\_块港币。

现在一块美元是\_\_\_\_\_块新台币。

## 23. 房租

Character:

“租”字的义符为何为“禾”。

Grammar:

“租”有两个词性：名词和动词。本课学的是名词用法。

Practice with Q&amp;A:

你的房租贵吗？

你每个月什么时候付房租？

Other combinations:

租：租金、租约

## 24. 费

Grammar:

在上一课里，学生们学的是动词的用法。这一课里学名词的用法。

Usage:

注意“费”虽是“钱”的意思，但不能随意替换。

Practice with Q&amp;A:

你租房子的時候，得付房租，还得付什么费？

你觉得学校的学费贵吗？

在中国去饭馆吃饭得付小费吗？

Other combinations:

费：小费、学费、服务费、水费、电费、电话费

## 25. 付

character:

“付”为“腐”的声符。

Practice with Q&amp;A:

坐公共汽车是上车的时候付钱，还是下车的时候付钱？

王朋每个月付房租的时候，要不要付水电费？

学校学费一个学期付一次还是一年付一次？

## 26. 押金

Character:

“押”字的义符为“扌”。

Meaning:

“金”为“钱”的意思。

Practice with Q&amp;A:

住宿舍得付押金吗？

王朋租公寓付了多少押金？

Other combinations:

金：租金、美金、现金、黄金

## 27. 还给

Pronunciation:

“还”为多音字。

Grammar:

本课的“还”为动词。

Fill in the blanks:

请你把\_\_\_\_\_还给我！

明天我会把\_\_\_\_\_还给你。

请你把书还给\_\_\_\_\_。

Completion:

我看的这本书是李友的，我明天会\_\_\_\_\_。

要是你不喜欢朋友给你的礼物，你可以\_\_\_\_\_吗？

Other combinations:

还：还书、还钱、还东西、有借有还，再借不难

## 28. 能不能 adj. 一点儿

Presentation:

书中的语法部分虽然没有包括这一点，但“能不能 adj. 一点儿”一类的句子可着重练习。可用的形容词很多，如，大、小、长、短、多、少、白、等等。“一点儿”中的“一”可省略。

Fill in the blanks

(with 有 or 一):

有点儿 (adv.) \_\_\_\_\_ vs. 一点儿 (complement):

\_\_\_\_\_ 点儿贵，能不能便宜 \_\_\_\_\_ 点儿？

早 \_\_\_\_\_ 点儿可以吗？ \_\_\_\_\_ 点儿晚。

\_\_\_\_\_ 点儿大，你们有小 \_\_\_\_\_ 点儿的吗？

少吃 \_\_\_\_\_ 点儿！

## 29. 宠物

Chinese gloss:

家里养的喜爱的动物。

Presentation:

许多学生喜欢养宠物，应多给他们机会用中文谈这个话题。

Practice with Q&amp;A:

如果爸爸妈妈让你养宠物，你希望养什么？

你家养宠物吗？

Other combinations:

宠：宠爱、宠孩子

## 30. 养

Character:

繁体字(養)的义符为“食”，声符为“羊”。

Practice with Q&amp;A:

你养过宠物吗？

你住的地方可以养宠物吗？

你觉得养宠物麻烦吗？

Other combinations:

养：养花、养孩子、养狗、养家、养鱼

## 31. 不准

Chinese gloss:

不允许

Practice with Q&amp;A:

中文老师说上课不准做什么？

什么地方不准带宠物？

Completion:

图书馆里不准\_\_\_\_\_。

\_\_\_\_\_不准吃东西/喝东西。

## 32. 报纸

Usage:

“纸”可省略。

Practice with Q&amp;A:

你看报吗？

你看什么报？

你会看中文报纸吗？

Other combinations:

报：早报、晚报、北京晚报、日报、时报、《纽约时报》、报告

纸：卫生纸、手纸、信纸、纸张



## 33. 广告

Meaning: 字面意思为“widely inform”。

Practice with Q&A:

你看不看网上的广告?

你写过广告吗?

报纸上有什么广告?

你喜欢看什么广告?

你见过中文广告吗?

你觉得找房子看广告有用吗?

Other combinations:

广告: 报纸广告、电视广告、网上广告

## 34. 差不多

Completion:

差不多可以用在动词前作状语, 也可以作谓语/补语:

这个教室差不多坐得下\_\_\_\_\_个人。(状语)

一张电影票差不多\_\_\_\_\_块钱。(状语)

这些钱买电脑差不多, 你不用再给我了。(谓语)

我妈妈说的话跟你差不多, 真有意思。(谓语)

小高和他姐姐长得差不多。(补语)

## 35. 另外

Character:

注意“另”与“别”的意义和字形的共同点。

Chinese gloss:

还有

Completion:

我每个月得付五百块的房租, 另外\_\_\_\_\_。

\_\_\_\_\_, 另外还有一个客房。

## 36. 当 (to be, as)

Completion:

我以后想当\_\_\_\_\_。

王朋的中文很好, 常当李友的\_\_\_\_\_。

## 37. Amount + 多

Completion:

一双鞋差不多要\_\_\_\_\_多块钱。

这个学校有\_\_\_\_\_多人。

这个电影演了\_\_\_\_\_多小时。

## 38. 时段

Presentation:

介绍时段时, 别忘了用不同的动词作练习。一开始的例子最好是学生熟悉的内容。如, “你昨天睡了几个钟头/多长时间?”, “你上个星期工作了几个钟头?”。

Sequence:

有三种带时段的句子, 需要循序渐进。先练习只带一个“了”的句子。等学生掌握得差不多了, 再练带两个“了”的句子。两个“了”的句子比较难, 应该着重练习。两个“了”和一个“了”的句子语义不同, 这种句子表示, 某从过去某时间开始,

到说话时还在继续进行。如：“王朋在学校的宿舍住了两个学期了。”“他找房子找了一个多月了。”最后别忘了习惯性时段(不带“了”)的例子，如：“我每天走路走半个钟头。你呢？”

Practice with Q&A:

你昨天复习中文复习了多长时间？

你学中文学了多长时间了？

你上星期运动了多长时间？

你在这个城市住了多长时间了？

你每天运动多长时间？

Completion:

我学中文学了\_\_\_\_\_了。

我上大学 / 高中上了\_\_\_\_\_了。

### 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、检查学生的理解状况。

**Question and answer:** 课文认读完毕后，可就课文提问，检查学生的理解状况、练习听力及口语。

### Questions about the narrative

- 王朋在学校的宿舍住了多长时间了？
- 他觉得宿舍怎么样？
- 下个学期他准备做什么？
- 他找房子找了多长时间了？
- 他找到合适的房子了吗？
- 他在哪儿看到了一个广告？是什么广告？
- 这个公寓远吗？
- 公寓里有什么房间？
- 带家具吗？
- 王朋觉得这套公寓对他合适吗？

### Questions about the dialogue

- 公寓有几个房间？
- 有什么家具？
- 那里怎么样？
- 房租多少钱？
- 人民币差不多是多少钱？
- 王朋觉得房租怎么样？
- 他得付什么钱？不用付什么钱？
- 公寓里可以养宠物吗？
- 王朋对养宠物有兴趣吗？

**Integrative exercise: What is your housing situation like?**

- 你在宿舍住还是在校外租房子住？
- 你在那儿住了多长时间了？
- 你住的地方有什么房间？
- 带家具吗？有什么家具？
- 你得付什么钱？
- 不用付什么钱？
- 你住的地方怎么样？大不大？吵还是安静？干净不干净？乱不乱？
- 你觉得你住的地方对你合适吗？想搬家吗？

**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225页上的课文英语译文，让学生翻译回中文。

# Workbook Answer Key

## LESSON

## 11

### Talking about the Weather

#### Part One

(Dialogue I: Tomorrow's Weather Will Be Even Better!)

#### I. Listening Comprehension

- A. 1. ( T )  
2. ( T )  
3. ( F )  
4. ( T )  
5. ( F )

- B. (李友: 高文中, 你怎么在这儿?  
高文中: 李友, 你好。我来买滑冰的冰鞋。  
李友: 你会滑冰?  
高文中: 不会, 可是白英爱会, 我想请白英爱教我。  
李友: 白英爱滑冰滑得不错, 王朋比她滑得更好, 他们两个人昨天去公园滑冰了。  
高文中: 他们怎么没约我们一起去?  
李友: 因为我们都不会!  
高文中: 那让他们教我们!  
李友: 好, 我们约他们明天去公园教我们滑冰。)

1. ( T )  
2. ( T )  
3. ( F )  
4. ( F )  
5. ( T )

- C. (Woman: 天气预报说明天天气比今天好, 不但不会下雪, 而且会暖和一点儿。

Man:

- a. 是啊, 天气真暖和!  
b. 明天会下雪, 那我在家看碟吧。  
c. 没错, 天气预报说明天比今天冷得多。  
d. 太好了。我约了朋友明天去公园玩。)

#### II. Speaking Exercises

- A. 1. 比昨天好。  
2. 他约了朋友去公园滑冰。  
3. 在网上。  
4. 因为他约了白英爱去滑冰, 可是白英爱今天早上去纽约了。

B. (Answers may vary.)

C. (Answers may vary.)

#### III. Reading Comprehension

A.

| New Word | Pinyin   | English       |
|----------|----------|---------------|
| 滑水       | huáshuǐ  | to water ski  |
| 滑雪       | huáxuě   | to ski        |
| 校园       | xiàoyuán | campus        |
| 暖气       | nuǎnqì   | heat          |
| 飞碟       | fēidié   | flying saucer |



Name: \_\_\_\_\_ Section \_\_\_\_\_

**Character Quiz 1**

**A:** Write down the *Chinese characters* for the following along with *pinyin* and *tone marks*. (40%)

1. apartment \_\_\_\_\_
2. newspaper \_\_\_\_\_
3. to cook \_\_\_\_\_
4. even \_\_\_\_\_
5. noisy \_\_\_\_\_

**B:** Write down the *Chinese characters* for the following *pinyin*. In the parentheses, write down the *meaning in English*. (40%)

1. guǎnggào ( \_\_\_\_\_ )
2. fùjìn ( \_\_\_\_\_ )
3. wòshì ( \_\_\_\_\_ )
4. kètīng ( \_\_\_\_\_ )
5. jiājù ( \_\_\_\_\_ )

**C:** Translate the following sentence into English: (10%)

1. 昨天学的生词，我连一个都想不起来。

\_\_\_\_\_

**D:** Translate the following sentence into Chinese: (10%)

1. The room is so small that there isn't even space for a computer.

\_\_\_\_\_



## Character Quiz 1

**A:** Write down the *Chinese characters* for the following along with *pinyin* and *tone marks*. (40%)

- |              |    |         |
|--------------|----|---------|
| 1. apartment | 公寓 | gōngyù  |
| 2. newspaper | 报纸 | bàozhǐ  |
| 3. to cook   | 做饭 | zuò fàn |
| 4. even      | 连  | lián    |
| 5. noisy     | 吵  | chǎo    |

**B:** Write down the *Chinese characters* for the following *pinyin*. In the parentheses, write down the *meaning in English*. (40%)

- |             |    |                  |
|-------------|----|------------------|
| 1. guǎnggào | 广告 | (advertisement ) |
| 2. fùjìn    | 附近 | (vicinity )      |
| 3. wòshì    | 卧室 | (bedroom )       |
| 4. kètīng   | 客厅 | (living room )   |
| 5. jiājù    | 家具 | (furniture )     |

**C:** Translate the following sentence into English: (10%)

1. 昨天学的生词，我连一个都想不起来。

I cannot recall even a single word we learned yesterday.

**D:** Translate the following sentence into Chinese: (10%)

1. The room is so small that there isn't even space for a computer.

房间太小，连电脑都放不下。



Name: \_\_\_\_\_ Section \_\_\_\_\_

## Test

**Section I** Listening Comprehension: Listen, then answer the following questions in English. (25%)

**A:** For each question in this part, you will hear a short conversation between two speakers.

1. What is the second speaker going to do?

\_\_\_\_\_

2. What is the weather like today?

\_\_\_\_\_

3. Where is the bookstore? (Please give details)

\_\_\_\_\_

4. What does the first speaker want to find out?

\_\_\_\_\_

5. What does the second speaker mean?

\_\_\_\_\_

6. Where is Xiao Gao's house? (Please give details)

\_\_\_\_\_

**B:** Listen to the following dialogue and answer questions 7–10 in English.

7. What are the two speakers going to do tomorrow night? Why?

\_\_\_\_\_

8. Will the second speaker drive tomorrow? Why?

\_\_\_\_\_



9. From where the conversation took place, how can the first speaker get to the second speaker's home?

---

10. If the first speaker goes the wrong way, what can he do?

---

**Section II** Find and circle the letter in the sentence where the character(s) below should be inserted. (15%)

1. 这个 A 电脑 B 没有 C 那个电脑 D 贵。  
那么
2. 你吃 A 饭 B 跟我去 C 看电影 D 吧。  
完
3. 他家 A 离学校 B 不远, C 在学校 D 旁边。  
就
4. 我 A 常常 B 我朋友的宿舍 C 去 D 聊天。  
到
5. 他哥哥 A 去过中国城 B 很多次, C 不用地图 D 能找到。  
也

**Section III** Fill in the blank in each sentence by selecting the correct answer from the choices below. (10%)

1. 高文中, 我用你的电脑, \_\_\_\_\_?  
a. 是吗  
b. 好吗  
c. 是吧

2. 他弟弟不喜欢学习, \_\_\_\_\_ 上课 \_\_\_\_\_ 睡觉。
- a. 一... 就
  - b. 虽然...但是
  - c. 不但...而且
3. 你从这儿一直往前开, 过两个路口, \_\_\_\_\_ 往西拐就到了。
- a. 再
  - b. 还
  - c. 也
4. 我没去 \_\_\_\_\_ 图书馆, 不知道怎么走。
- a. 了
  - b. 过
  - c. 到
5. A: 我忘了拿地图了, 走错了怎么办?  
B: \_\_\_\_\_ , 我知道怎么走。
- a. 糟糕
  - b. 没问题
  - c. 不客气

**Section IV** Reading Comprehension: Read the text and answer the following true/false questions. (20%)

我昨天和我的好朋友李文一起开车去中国城吃中国饭。李文不知道怎么走, 问我带地图了没有。我去过中国城三次, 所以我就告诉李文怎么走。我说一直往东开, 过两个路口, 再往南一拐就到了。可是李文不知道东南西北, 他一直往前开, 过了三个红绿灯就往左拐了, 最后我们开到了小东京, 所以我们就吃了日本饭。

1. (    ) 我和李文想去中国城的饭馆吃中国饭。
2. (    ) 李文开车开得很好，他知道怎么去中国城。
3. (    ) 要是一直往东开，过两个路口，往南一拐就到中国城了。
4. (    ) 李文喜欢吃日本饭，所以他开车去小东京了。
5. (    ) 我们在小东京的中国饭馆吃了中国饭。

**Section V** Translation: Translate the following dialogue into Chinese or English as appropriate, using Chinese characters for the Chinese half. (30%)

|    |                     |  |
|----|---------------------|--|
| A: |                     | Little Wang, where are you going?  |
| B: | 我想去书店买书。你可以告诉我怎么走吗? |  |
| A: |                     | You haven't been to the bookstore?   |
| B: | 我只去过一次，忘了怎么走了。      |  |
| A: |                     | Walk straight north and make a left turn at the first intersection. The bookstore is next to the school. |
| B: | 好，谢谢！希望我能找到。        |  |



## Test Listening Script

**Section I** Listening Comprehension: Listen, then answer the following questions in English. (25%)

**A:** For each question in this part, you will hear a short conversation between two speakers.

1. Speaker 1: 诶, 小王, 上哪儿去?

Speaker 2: 我到电脑中心去上网。你想一起去吗?

2. Speaker 1: 今天天气怎么样?

Speaker 2: 今天没有昨天那么热。

3. Speaker 1: 你知道书店怎么走吗?

Speaker 2: 书店就在学生活动中心里边。学生活动中心就在下一个路口。

4. Speaker 1: 你见过李先生吗?

Speaker 2: 见过, 上个月还见过他。

5. Speaker 1: 小王, 你知道小东京怎么走吗?

Speaker 2: 小东京我去过很多次, 不用地图也能找到。

6. Speaker 1: 小高, 你家在什么地方?

Speaker 2: 我家离学校不远, 就在学校和运动场的中间。

**B:** Listen to the following dialogue and answer questions 7–10 in English.

Speaker 1: 嘿, 小王, 刚下课吗?

Speaker 2: 是啊。你在等我吗, 有什么事?

Speaker 1: 明天是我的生日, 我们一起去中国饭馆吃饭怎么样?

Speaker 2: 是吗, 明天是你的生日? 我都忘了。对不起。

Speaker 1: 没关系。我知道你最近很忙。你明天晚上有空吗?

Speaker 2: 有空。我们几点去吃饭?

Speaker 1: 晚上六点怎么样?

Speaker 2: 没问题。可是我没有车, 我们怎么去? 坐公共汽车吗?

Speaker 1: 我先开车去你家, 然后我们一起坐地铁去饭馆, 怎么样?

Speaker 2: 太好了。你知道我住的地方在哪儿吗?

Speaker 1: 不知道, 从这儿去你家怎么走?

Speaker 2: 你从这儿一直往东开, 过四个红绿灯, 往右一拐就到了。我家在一个日本饭馆的旁边。

Speaker 1: 好, 知道了。对了, 要是我走错了, 怎么办?

Speaker 2: 别忘了带地图。要是走错了, 也可以打我的手机。

Speaker 1: 好。那明天见喽。

**Section II** Find and circle the letter in the sentence where the character(s) below should be inserted. (15%)

**Section III** Fill in the blank in each sentence by selecting the correct answer from the choices below. (10%)

**Section IV** Reading Comprehension: Read the text and answer the following true/false questions. (20%)

**Section V** Translation: Translate the following dialogue into Chinese or English as appropriate, using Chinese characters for the Chinese half. (30%)