

Integrated Chinese Level 2 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 2 • Part 1

Integrated Chinese

中文听说读写

TEACHER'S HANDBOOK

Corresponds to Third Edition

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CHENG & TSUI COMPANY

Boston



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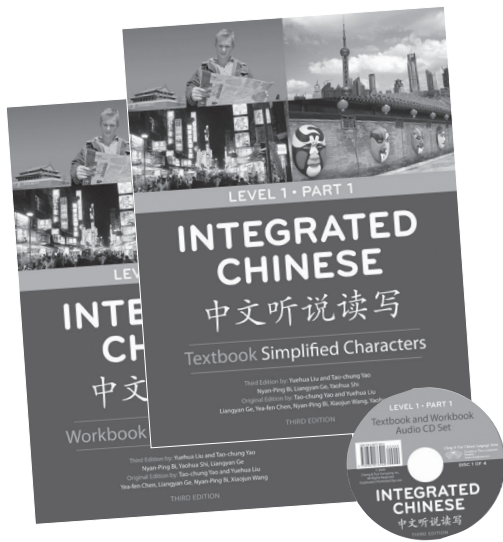
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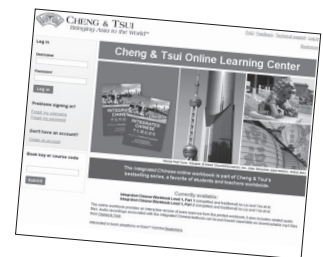


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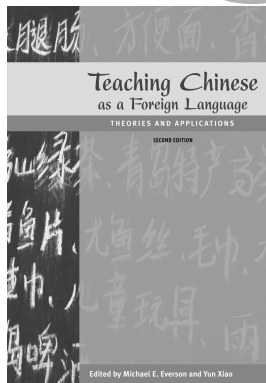
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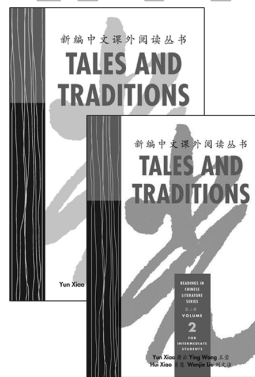
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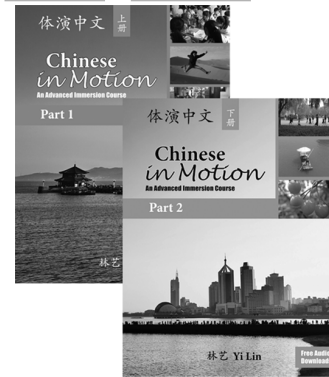
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Publisher's Note

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.

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 more than fifteen 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 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 Sam Lasser, our editor at Cheng & Tsui.

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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

This Teacher's Handbook is the first of a two-volume set for Level 2. While it is similar to the two Level 1 volumes in many ways, a number of differences are clearly noticeable.

One major difference between Level 2 and Level 1 is the greater need to prioritize. When students first start learning the language, the number of target items is relatively small and fundamental to the language. Because of this, students are expected to master them completely; that is, to both understand and use them in speech, and to be able to read and write them. Starting in Level 2 the number of words taught increases exponentially and the grammar is more complex. It is no longer realistic to expect students to master everything presented to them. This is especially true of the increasing number of written and formal expressions, many of which may not occur in spoken language in the first place. We therefore try to provide explicit suggestions on prioritizing—for example, which items are not crucial to the lesson and therefore need not be dwelt upon at length.

The layout of individual chapters, while remaining fairly similar to that of Level 1, has also changed somewhat to reflect this need to sharpen the focus. What follows is a list of the headings found in each individual chapter.

Chapter Structure

The chapter structure is given at the beginning of each chapter. The contents of each chapter are given below in order of appearance.

Lesson Focus

Each chapter begins with a list of the lesson's main points.

Instead of restating all of the focal elements from the textbook, we have selected some of the main themes for more detailed treatment.

本教师手册为二年级系列的两卷之第一卷。虽然与一年级的两卷有明显的渊源关系，但也有几个明显的区别。

一个主要的区别是二年级与一年级相比更有必要进行适当的取舍。当学生刚开始学习一种外语时，接触的生词、语法项目都很少，也比较基本，老师可以要求学生对所学的要“听说读写”全面掌握。但是到了二年级，随着学的词汇急速增加、语法复杂程度不断加大，学生就很难全面掌握所有学的内容。特别是有越来越多出现于书面语体或很正式的口语的词语，就不能要求学生全面掌握其用法。为此我们特别做一些提示，指出本课的哪些词汇或语法项目只要求理解，而不要求能说和写。

章节的格式虽无大变，但为了突出重点也作了相应的改动。以下是每一章所包括的内容。

章节结构

章节结构出现在每一章的开头。以下按其出现的顺序，依次介绍每一部份的内容。

本课重点

每章开头列出本课的焦点语言点。

我们不是简单地重复主课本中每课开头所列出的重点项，而是选一些主题，作重点处理。

Priorities

To sharpen the focus further, we have added a new category called “Priorities” (取舍), which is used to underscore our belief that the most important thing is not to cover all the material presented in a lesson but to make judicious choices to best accomplish the main objectives of the lesson. To that end, we offer some tentative suggestions on what need not be covered when circumstances do not allow.

Teaching Suggestions for Main Themes

We have added a new category called “Teaching Suggestions for Main Themes” (重点主题教学建议) to highlight the focal themes. In this section, suggestions are given on teaching aids/props and how to approach new materials, as well as detailed advice on how to develop and deepen the course material. As emphasized elsewhere, this volume is not to be treated as a recipe book, but rather as a resource that can be used selectively. These teaching suggestions are offered in this same spirit.

Sequencing and Suggestions for Key Grammar and Vocabulary

Renamed from “Teaching Suggestions and Sequencing of Important Language Points” (重要语言点的教学建议与顺序), this section still takes up the greater part of each chapter. Most of the space is devoted to vocabulary instruction, reflecting our belief in the importance and challenge of vocabulary acquisition in Chinese. This part also complements the main textbook, where information on the teaching of individual vocabulary items is limited to the vocabulary list and notes on selected items.

The principles used for sequencing the vocabulary items in a lesson remain the same as in Level 1. They are given below.

取舍

为了更好地凸显焦点,我们增添了一个称为“Priorities”(取舍)的新条目。这是用来强调最重要的并不是教完每一课的内容,而是为完成这一课的主要目标而做出合理的选择。为此,我们提出一些初步的建议,即情况不允许时什么内容可以略去不教。

焦点主题教学建议

为了进一步凸显焦点成分,我们还增添了一个叫“Teaching Suggestions for Main Themes”(重点主题教学建议)的新条目。在这部分,我们提供一些关于教学辅助材料、新内容的切入、详细教学步骤方面的建议。但我们说过,本书不应当作菜谱来用,而是应当视为选择性采用的资源库。这些教学建议也是本着这个精神而提出的。

主要语法和词汇的排序和教学建议

本部分即是一年级的“Teaching Suggestions and Sequencing of Important Language Points”(重要语言点的教学建议与顺序),仍占每一章最大的篇幅。词汇教学也仍然是中心内容,反映了我们关于汉语“词汇重要、词汇难”的信念。本部分也是对于主课本的补充。那里的词汇部分只限于词汇表和对一些词条的选择性的注释。

每一课的语言点的排序原则仍然与前两册相同,特陈述如下。

Unlike the vocabulary lists in the main textbook, in this handbook the words and structures are not presented in their order of appearance in the text as this may not be the best way to present and practice them. Instead, the items are grouped according to how closely they are associated either semantically or syntactically, such as verbs with their objects, or nouns with their modifiers, and so on.

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

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, we suggest pointing out that it shares the same sound component as 吗. 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.

There will be fewer notes on characters in Level 2 as most of the areas of difficulty have already been dealt with in Level 1. However, this does not imply that no more attention should be paid to character composition. Indeed, you will still find notes on character composition for some vocabulary items.

Pronunciation

There will also be fewer notes on pronunciation, as most of the areas of difficulty have been dealt with in Level 1. However, this does not imply that no more attention should be paid to pronunciation.

生词和语法点不像主课本那样按课文中出现的先后顺序排序。那种排序不一定利于教和练。本手册尽量将相关的内容放到一起，譬如语义有关的词语或相关的句法成分(如动词与其宾语，名词与其修饰语等)。

手册中对一个语言点的处理通常会包括如下几点内容：

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的结构规律，同时也可帮助他们联想到包含相同成分的其他汉字。

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，在学到“妈”这个字时，不妨指出其中的语音符号与“吗”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。

跟前两册相比，汉字的注释减少了，因为很多难点在一年级已经教过了。但这并不意味着汉字的结构不再需要注意。有些词汇还是会有汉字注释。

发音

跟前两册相比，发音的注释也减少了，因为很多难点在一年级已经教过了。但这并不意味着发音不再需要注意。

Meaning

Under this heading a number of meaning-related tips are given, for example the difference between the literal meanings of the component morphemes and the actual meaning of the word.

Word Structure

For some items with multiple syllables, a note on word composition is provided. When words contain multiple 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

As part of the effort to encourage the use of Chinese, a new vocabulary item is explained in Chinese whenever possible. 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 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 variations, we provide some regional variants of standard usages. For example, the preferred term for 水平 in Taiwan is 水准 and 和 is often pronounced hàn. Even though 行 can no longer be used as the verb to mean “walk” in Mandarin, it is still used this way in Cantonese, as was true of classical Chinese as well.

词义

在此会提供一些跟词义有关的提示，如实际词义和构词语素字面意思之间的差别。

单词结构

有些多音节词有构词注释。当一个词含有不止一个音节时，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，这种提示就尤为重要。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

为了尽量多用中文，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，例如亲属称谓等。

用法

用法说明是用来提示相关词语之间词义上的细微差别。例如，虽然“父母”与“爸妈”同义，但是前者不用于当面称呼父母。

区域变异

中国的语言极其多样化。为了让学生更好地应对极其普遍的区域变异，我们告诉他们一些标准用法的地区性变体。例如，“水平”在台湾通常说“水准”，“和”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 also has added benefits for heritage students, who may be able to use this kind of information to relate to their own dialects.

Culture

Cultural notes are given for some vocabulary items as needed. For example, for the character 瘦, the significance of the sickness radical will be pointed out. Traditionally, to be thin is 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 textbook, which are more general in nature, related to the topic of the lesson rather than individual vocabulary items.

Explanation

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

Suggested Modes for Practice

Some items (such as those that occur only in rhetorical questions) are not suited for practice in the usual way (for example, with Q&A exercises). For such items, an explicit suggestion for a mode of practice is given.

Q&A Practice

This is typically the first exercise to be used when 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 provides built-in structural scaffolding for the answer. Teachers should try to take advantage of this fact and encourage students to pay attention to the structure of each question and echo it in their answer.

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

有必要时,有些生词有文化注释。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西文化的不同,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。

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。

建议练习方式

有些语言点(如只出现在反问句中的词语)不适于用一般的方式练习(如问答练习)。为此我们就合适的练习方式提出一些具体的建议。

问答练习

这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。由于中文中问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

This format is named after the popular TV game show, and it has a number of uses:

If the answer is too involved or too open-ended, asking the question reduces the difficulty level and allows students to focus on the targeted item more.

This can be used if the target item is unlikely to appear in a question. Even though students will not be using the target item in their questions, they will at least see the target item in the answer, which their questions must be based on.

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 always be 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 hence want to ask questions! With better facility in asking questions, students will feel more comfortable initiating conversations and controlling the direction a conversation takes.

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 to 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.

Sentence Completion

This format can be used when the use of questions is not appropriate or possible, for example, when practicing connectives. The use of this format allows a fine balance between creativity and control/scaffolding.

绝处逢生

与流行的电视游戏节目同名，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难度，并把注意力集中在要练习的词语上。

这种练习也可以用于那些不太出现于问句的语言点。虽然学生不会在问句中用到这个语言点，他们得根据回答提出相应的问题，而从这些回答中就可接触到这个语言点。

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，而语法练习不必总是非常自然的。

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要发问！在发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。

填空

这种练习可用于凸显那些不易用其他方式练习的词语。用来填空的通常为介词、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。

完成句子

这个方式可在用问句练习不合适或不可能时采用，如练习关联词语时。用这种练习方式既能保持控制/提供支持也允许学生发挥一定的创造力。

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, e.g., either before an object or after an object (我学了两年中文了 vs. 我学中文学了两年了).

Translation

This exercise is used mostly to highlight the differences between Chinese and English.

Collocation

This is used to illustrate the use of the target items in typical contexts.

Other combinations

In the textbook, component characters are sometimes listed alongside the vocabulary items. Extending this practice, we single out word components when appropriate. We try, whenever appropriate, to provide new contexts for the word component, in order to help students strengthen their retention. 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:

- 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.
- Situating the word components in a broader context helps to clarify the meaning of these components. For example, presenting 汽车、马车 and 火车 together shows that the meaning of 车 is "vehicle" rather than "car."

转换

这种练习用于突显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。

搭配

这是用来显示所介绍的词语的典型搭配语境。

其他组合

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：

- 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中的其它成分联系起来。
- 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。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。

- Presenting new combinations serves as review of older materials.

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. This 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 suggested a number of exercises to help students become familiar with the text.

How to make most of reading aloud: In order to encourage students to associate sound with shape, we suggest projecting the text on screen and highlighting the parts being read. To engage more students and ensure comprehension, we suggest assigning the roles of speakers and interpreters for conversational text.

A list of questions related to the text is also given. Finally, “Back Translation” can be used to translate the English translation given at the end of the chapter back into Chinese, using the original Chinese text as built-in feedback.

Suggested Integrative Activities

The activities in this section are typically used after the introduction of vocabulary items and grammatical elements for the purpose of integrating them. The activities are grouped under three headings: “Speaking and Listening,” “Reading and Writing,” “Grammar and Vocabulary.”

Speaking and Listening

Some common activities under this category include:

- 介绍新组合也是复习的过程。

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，我们建议用一些练习方式，以帮助学生熟悉课文。

怎样使朗读更有效：为了帮助学生建立汉字字体和发音的联系，建议把课文投影在屏幕上并突显正在朗读的部分。为了让更多学生参与并确保课文的理解，我们建议念对话时分别让学生扮演说话者和翻译的角色。

我们还就课文内容提了一些问题。最后，还可用“Back translation”的办法将课文的英文译文译回中文，课文本身就可提供回馈。

这种练习通常在介绍过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。练习分成三大类，即听说、读写、语法和词汇。

听说

一些常见的活动包括：

Surveys

The data collected from the surveys are used for further follow-up activities, such as presentations.

Interviews

Students are asked to interview their language partners. Typically, the questions are given providing the necessary control and scaffolding while allow for a certain amount of creativity.

Presentations can be made based on the results of interviews.

Reading and Writing

Some common activities under this category include:

- Reading passages followed by comprehension questions
- Written responses based on reading. One common format is responding to an e-mail message, which is a very realistic task.
- Supplementary readings. These are extensions of the text, with the same cast of characters and the same themes as in the text.

Grammar and Vocabulary

Most of the exercises here are designed to focus on discrete lexical and grammatical elements. The two most common types of questions are fill-in-blanks and sentence completions, which both direct attention to the targeted elements and encourage cognitive engagement. While the former tends to elicit fixed answers, the latter allows for some degree of creativity while maintaining sufficient control/scaffolding.

调查

调查得到的资料可用作后随活动，如报告。

采访

要求学生采访他们的语伴。采访的问题一般可以给出，这样可让学生发挥一定的创造力，也能保证必要的控制和支持。

可以让学生报告采访的结果。

读写

这里一些常见的练习包括：

- 阅读短文，然后回答问题
- 根据所读短文写短文。一个很常见也很有用的任务是回复电邮。
- 补充阅读。这些是课文的延续，有同样的人物和同样的话题。

语法与词汇

这里的练习大多是用来凸显单个的词汇和语法成分。两种最常用的题型、既能让学生注意目标成分，也鼓励他们动脑筋，就是填空和完成句子。前者往往有固定答案，而后者在保持足够的控制和支持下允许学生发挥一定的创造力。

Sample Syllabus

Goals & Objectives

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

- Listening** Understand paragraph-length utterances pertaining to a wide range of topics related to daily life (including lodging/living quarters, dining, shopping, the Internet, work, travel, etc.).
- Speaking** Handle a wide range of tasks and social situations related to the topic areas mentioned above, and participate in casual conversations. They will also be able to narrate, describe, and compare and contrast.
- Reading** Identify key facts and some details in descriptive material about daily life, and discern connections between sentences in simple paragraphs. They will also be able to understand some authentic texts that serve a functional purpose, such as signs, public announcements, and short instructions.
- Writing** Compose notes and simple letters, summaries of biographical information such as work and school experience, and other multi-paragraph pieces of writing.

Text & Materials

- *Integrated Chinese* (Level 2, Part 1), Textbook (Third Edition), Yuehua Liu and Tao-chung Yao, et al. Boston: Cheng & Tsui Company, 2010. Print and eBook versions available.
- *Integrated Chinese* (Level 2, Part 1), Workbook (Third Edition), Yuehua Liu and Tao-chung Yao, et al. Boston: Cheng & Tsui Company, 2010. Print and online versions available.
- *Integrated Chinese* (Level 2, Part 1), Character Workbook (Third Edition), Yuehua Liu and Tao-chung Yao, et al. Boston: Cheng & Tsui Company, 2010.
- Audio Recordings for *Integrated Chinese* (Level 2, Part 1), Third Edition. Boston: Cheng & Tsui Company, 2010. Available on CD or as downloadable MP3s from www.cheng-tsui.com.
- *Integrated Chinese* Companion Site: www.integratedchinese.com
- Tao-chung Yao's *Integrated Chinese* resource website: <http://eall.hawaii.edu/yao/icusers/>

Supplementary Resources

- *Tales and Traditions*, Volume 2. Boston: Cheng & Tsui Company, 2009.
- *Making Connections*, Second Edition. Boston: Cheng & Tsui Company, 2012.

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

(Four Hours a Week)

List of Abbreviations:

CH: Culture Highlights, CWB: Character Workbook, G: Grammar, L: Lesson, LC: Listening Comprehension, LP: Language Practice, RC: Reading Comprehension, SE: Speaking Exercises, T: Text, TB: Textbook, V: Vocabulary, WB: Workbook, WGE: Writing and Grammar Exercises, WP: Words & Phrases

[Note: This schedule is based on a semester that is 16 weeks long, with four instructional hours per week. Each lesson will take five days to finish. There will be a short unit test after each lesson, except for Lessons 5 and 10. There will also 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 to the course; background information sheets; student roster; review of classroom expressions; getting to know each other		
Day 2	Begin IC Level 2 Part 1 L1 Intro. to V (TB pp. 8–9) & T (TB pp. 2–7)		Study TB L1 T, V, CH (pp. 2–11)
Day 3	Review L1 V&T L1 G (TB pp. 11–20)	WB L1 LC (pp. 1–4) CWB L1 (pp. 1–4)	Preview WB L1 SE (pp. 4–5) Study TB L1 G (pp. 11–20)
Day 4	Review L1 G L1 WP (TB pp. 21–26) L1 Vocab Quiz	WB L1 RC (pp. 5–10)	Study TB L1 WP (pp. 21–26)

Week 2 (Days 5–8)

Date	Class Activities	Homework Due	Preparation
Day 5	LP (ABCDE) (TB pp. 27–29)	WB L1 WGE (A-H) (pp. 10–15)	Study TB L1 LP (ABCDE) (p. 27–29)
Day 6	LP (FGHIJ) (TB pp. 27–31) L1 Test	WB L1 WGE (I-M) (pp. 16–19)	Study TB L1 LP (FGHIJ) (pp. 29–31)
Day 7	L2 Intro. to V&T		Study TB L2 T, V, CH
Day 8	Review L2 V&T L2 G	WB L2 LC CWB L2	Preview WB L2 SE Study TB L2 G

Sample Daily Class Schedule

(Five Hours a Week)

List of Abbreviations:

CH: Culture Highlights, CWB: Character Workbook, G: Grammar, L: Lesson, LC: Listening Comprehension, LP: Language Practice, RC: Reading Comprehension, SE: Speaking Exercises, T: Text, TB: Textbook, V: Vocabulary, WB: Workbook, WGE: Writing and Grammar Exercises, WP: Words & Phrases

[Note: This schedule is based on a semester that is 15 weeks long, with five instructional hours per week. Each lesson will take six days to finish. There will be a short unit test after each lesson, except for Lessons 5 and 10. There will also be a midterm exam and a final exam, each consisting of one 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	Introduction to the course; background information sheets; student roster; review of classroom expressions; getting to know each other		
Day 2	Begin IC Level 2 Part 1 L1 Intro. to V (TB pp.8–9) & T (TB pp.2–7)		Study TB L1 T, V, CH (pp.2–11)
Day 3	Review L1 V&T L1 G (TB pp.11–20)	WB L1 LC (pp.1–4) CWB L1 (pp.1–4)	Preview WB L1 SE (pp.4–5) Study TB L1 G (pp.11–20)
Day 4	Review L1 G L1 WP (TB pp.21–26) L1 Vocab Quiz	WB L1 RC (pp.5–10)	Study TB L1 WP (pp.21–26)
Day 5	LP (ABCDE) (TB pp.27–29)	WB L1 WGE (A-H) (pp.10–15)	Study TB L1 LP (ABCDE) (p.27–29)

Week 2 (Days 6–10)

Date	Class Activities	Homework Due	Preparation
Day 6	LP (FGHIJ) (TB pp.27–31)	WB L1 WGE (I-M) (pp.16–19)	Study TB L1 LP (FGHIJ) (pp.29–31)
Day 7	Review Lesson 1 Test		
Day 8	L2 Intro. to V&T		Study TB L2 T, V, CH
Day 9	Review L2 V&T L2 G	WB L2 LC CWB L2	Preview WB L2 SE Study TB L2 G
Day 10	Review L2 G L2 WP L2 Vocab Quiz	WB L2 RC	Study TB L2 WP

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 2 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: vocabulary and grammar (listening and speaking only)

- Warm up (Relate and Get Ready)
- Presentation and practice of vocabulary and grammar (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：生词和语法 (听和说)

- 准备 (Relate and Get Ready)
- 生词及语法的介绍和练习 (听说)

Chapter Structure

- | | |
|--|---|
| • Lesson Focus | • Exercises for the Main Text |
| • Priorities | • Suggested Integrative Activities |
| • Teaching Suggestions for Main Themes | Speaking and Listening |
| • Sequencing and Suggestions for Key Grammar and Vocabulary | Reading and Writing |
| | Grammar and Vocabulary |

Lesson Focus

本课重点

有关本课语言功能方面的问题，请参考本课第一页学习目标。如果新内容的学习对学生负担过重，老师应对所教授的内容进行筛选。

下面是我们的几点建议。

1. 说出自己平日上网做什么。
2. 简单评论网络世界对自己的生活有何好处 / 坏处。

Priorities

取舍

在本课中不是所有的生词和语法点都一样重要。老师应根据实际情况作适当的取舍。以下是一些建议：

1. 如果老师感觉学生的负担太重，则不必在以下的词汇上花太多时间：“急忙、正式、出版、落伍、感觉”等。这样做并不影响学生达到本课的学习目标。
2. “结果、总之、几乎、开玩笑”等词语则可在有语境的情况下稍做提示。
3. “得/不+了”这种可能补语可以用“能/不能”代替，因此即使学生们对这个部分的内容掌握得不好，对他们的整体表达也没有太大的影响。

Teaching Suggestions for Main Themes

重点主题教学建议

1. 说出自己平日上网做什么。

本课话题与学生生活息息相关，因此可在一开始就可引导学生对其展开讨论。如：学生可能说，“上网跟朋友聊天。”老师可接着问，“上网聊天是免费的吗？”又如：学生可能说，“上网看电影。”老师可接着问，“除了看电影以外，还上网看什么？”引导学生说出“看天气预报、看新闻、看博客”等旧语新词。若学生说，“上网买东西。”老师可乘胜追击，“上网购物买东西，需要付税吗？”再如：学生可能说“上网听音乐。”老师可扩展为，“你上网下载过音乐吗？下载音乐是免费的吗？”若学生说，“上网做功课。”老师可接着问“上网听录音还是上网查资料？”或“上网只做功课，不玩儿游戏吗？”若学生掌握得不错，可依各个网络上活动做进一步的扩展。如：学生说“上网查资料。”老师可接着问“网上的资料多吗 / 有用吗 / 可靠吗 / 网上的资料都是垃圾吗？”可用 Language Practice A 做练习 / 复习。

2. 简单评论网络世界对自己的生活有何好处 / 坏处。

第一部分的语言功能掌握后，才能进行此项的练习。基本提问与回答模式为：

问：上网对你的生活有什么好处？

答：上网对我的生活有很多好处。

比如说，上网查资料 / 发电邮 / 叫外卖 / 购物，比较价格…又快又方便。

上网看新闻 / 跟朋友聊天…都是免费的，省很多钱 / 不花钱，又省时间…

问：上网对你的生活有什么坏处？

答：上网对我的生活有一些坏处。

比如说，上网玩游戏常常玩太长时间，忘了时间 / 做功课 / 睡觉。

上网写博客、看博客，也很花时间。

坐在电脑前面太长时间，对眼睛不好 / 对身体健康没有好处…

根据学生对以上内容理解的程度与学习情况，老师可斟酌加入下面练习来提高学生的语言质量。在练习上述第二语言功能时，建议加入提问

“在生活中，你离得开离不开电脑 / 网络？”

“你觉得你玩儿电脑玩上瘾了吗？”

Sequencing and Suggestions for Key Grammar and Vocabulary

重要的语法和词汇的顺序与教学建议

1. 网络、网站; 2. 博客; 3. 新闻; 4. 杂志; 5. 资料; 6. 有用; 7. 可靠; 8. 游戏;
 9. 软件; 10. 下载; 11. 免费; 12. 帮助; 13. 翻译; 14. 价格; 15. 外卖; 16. 卡拉OK;
 17. 衣食住行; 18. 时代; 19. 甚至; 20. 结果; 21. 出版; 22. 正式; 23. 垃圾; 24. 落伍;
 25. 总之; 26. 屋子; 27. 待; 28. 几乎; 29. 老是; 30. 迟到; 31. 上瘾; 32. 严重;
 33. 重要; 34. 害得; 35. 敢; 36. 急忙; 37. 感觉; 38. 开玩笑; 39. 可能补语;
 40. 补语“好”; 41. 从…到…; 42. 或者; 43. 看起来、听起来

1. 网络、网站

Composition: “网”本义为“渔网”。

Q&A practice: 你经常上哪些网站?
 你常上网做什么? 玩游戏, 看新闻, 还是查资料?
 你常在网购物吗?
 你常去哪个网站购物?

Other combinations: 网: 网路、网迷、网名、网民、网球

2. 博客

Grammar: “博客”是英语词blog的音译, 但与blog的用法不同; 英语的blog是名词也是动词, 但“博客”只能是名词, 动词是“写”博客。

Q&A practice: 你喜欢看谁的博客?
 你有时间在网上写博客吗?
 上网看博客或写博客花不花时间?

3. 新闻

Character: “闻”的义符为“耳”, 是“听到”的意思; 声符为“门”。

Q&A practice: 最近世界上有什么大新闻?
 你平常看电视新闻还是网络新闻?

Collocation: 国际新闻、国内新闻、本地新闻、经济新闻

Other combinations: 闻: 喜闻乐见、百闻不如一见

4. 杂志

Q&A practice: 美国有哪些有名的杂志?
 你看过中文杂志吗?
 看中文杂志对学中文有帮助吗?

Other combinations: 杂: 杂文、杂记、杂货店

Questions about the text:

- 张天明在网上做什么？
- 丽莎为什么生张天明的气？
- 丽莎在网上做什么？
- 为什么雪梅的教授不让她们用网上的资料？
- 柯林为什么喜欢发电邮？

Back translation of text: 可用课本第251–252页上的课文英语译文，让学生翻译回中文。

Suggested Integrative Activities**Speaking and Listening****1. Poll: What do you use computers for the most?**

- 我常在网上_____。
 叫外卖、购物、租房子
 看新闻、看博客、看电影/电视/视频
 听音乐、玩游戏、下载软件、写博客
 交友、发电邮/短信、查资料

2. Find out how your partner uses the Internet:

- 你每天都上网吗？
- 你每天上几次网？
- 你每次上网多长时间？
- 你觉得你有网瘾了吗？
- 你上网做什么？查资料，给朋友写电邮，还是…？

Reading and Writing**1. Suppose you are the intended recipient of the email below. Read the message and then write a response (Interpersonal):**

柯林:

你的手机又没开！是不是因为不想跟我“电聊”？星期一我告诉你我这个星期要写一篇文章，你说你会上网帮我找一些资料。今天是星期三了，你还没把资料给我。这两天你在忙什么呢？要是你这次又把我的事儿忘得一干二净，我真的会生气的！看到我的邮件以后，要么马上给我回邮件，要么马上给我打电话，好吗？

雪梅

2. Read the passage below and decide whether the statements that follow it are true or false (Interpretive):

同学们都说网络世界又大又方便。有的同学说可以在网上买东西，也可以在网上查找资料，还有的同学说可以在网上交朋友。我同意你们的意见。可是，我希望你们写文章找资料，一定要在正式出版的书或者杂志里找。这些地方找到的资料肯定是可靠的。为什么不能在网络里找呢？网络里是有很多可靠的资料，可是你们可能不知道网上哪些资料是可靠的，哪些是不可靠的。所以，找资料的时候，你们应该去图书馆，而不要去电脑房。

True/False:

- () 1. The speaker of this message is most likely a professor.
 () 2. The speaker urges his audience to do business on the Internet.
 () 3. According to the speaker, information from print sources is definitely reliable.
 () 4. The speaker believes that information on the Internet is nothing but trash.
 () 5. The speaker thinks that a library is a quieter, and therefore better, place for writing a paper than a computer lab.

Grammar and Vocabulary

1. Complete the following sentences:

- 我最喜欢的网站是_____。
- 我最喜欢在网上_____。
- 我不在网上_____。
- 我常从网上下载_____。
- 我在_____上发短信。
- 我离不开_____。
- 我们的教授不让我们_____。
- _____学中文。
- 我觉得网络_____。

2. Draw a line connecting each verb with its proper object.

闹	工作
吵	电邮
交	别扭
选	网
生	朋友
上	架
写	专业
查	气
发	问题
发生	软件
申请	资料

下载
解决
出版

杂志
博客
事情

3. Write about your use of the Internet in a coherent paragraph. Be sure to address some of the following questions:

- What is your favorite online activity?
- What are your favorite/most visited websites?
- Do you download anything? If yes, what?
- Do you read/write blogs?
- Do you play games online?
- Do you send instant messages? Online or by phone?
- Are you addicted to computers/the Internet?
- Can you part with your computer/the Internet?
- Is there anything you can't part with? What is it?
- Do they allow you to use a computer in class?
- Do you use the Internet to study Chinese? If so, how?
- Do you use the Internet to help you translate, as Lisa does?
- What do you think of the Internet?

SAMPLE

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**

SAMPLE