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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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).

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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.
How to Use This Handbook

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.
• 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，本手册更像是一个菜单，而不是一本“烹调菜谱”
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.

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” (焦点主题教学建议) 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” (主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.
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 呀. 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.

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.
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 a 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 is 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 hǎn. 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.

Chinese Gloss
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。

Usage
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。

Regional Variation
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 hǎn。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**

有需要时，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。这些文化解释与课本中的文化点并不重复，因为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建议。

**问答练习**

这通常是介绍一个生词后最进行的练习。

从教学法上来说，问答练习有如下优点：

在问答练习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.

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**Integrated Chinese**

**Level 2 Part 1**

**Teacher’s Handbook**

**Jeopardy**

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句中的语言点。虽然学生不会在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总是提问者。有时候学生会因为不知问题的答案而发问！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。

**绝处逢生**

“绝处逢生”是表示在绝望中得到希望的意思。有一种练习方式也可以用这个词来表示，即在练习中遇到困难时，通过提问来解决。提问者可以针对某个词语或者句子，提出相关的问题，并且这些问题需要回答者来回答。这种练习方式可以让学生在练习中遇到问题时，自己去寻找答案，而不是直接从教师那里获得答案。这样可以提高学生的独立思考和解决问题的能力。
**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 (我学了两年的中文了 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 茶 (tea), 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 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.”

**Translation**
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。

**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缘关系，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出正在朗读的部分。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 allowing 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.
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 Companion Site: www.integratedchinese.com
• Tao-chung Yao’s Integrated Chinese resource website: http://eall.hawaii.edu/yao/icusers/

Supplementary Resources

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%

**Sample Daily Class Schedule**  
*(Four Hours a Week)*

**List of Abbreviations:**  

(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)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Activities</th>
<th>Homework Due</th>
<th>Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>Introduction to the course; background information sheets; student roster; review of classroom expressions; getting to know each other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 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)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Activities</th>
<th>Homework Due</th>
<th>Preparation</th>
</tr>
</thead>
</table>
| Day 5  | LP (ABCDE) (TB pp. 27–29)  
L1 Test | 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  
L1 Test |                       | 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:

[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)

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Activities</th>
<th>Homework Due</th>
<th>Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>Introduction to the course; background information sheets; student roster; review of classroom expressions; getting to know each other</td>
<td></td>
<td>Study TB L1 T, V, CH (pp.2–11)</td>
</tr>
<tr>
<td>Day 2</td>
<td>Begin IC Level 2 Part 1</td>
<td></td>
<td>Study TB L1 T, V, CH (pp.2–11)</td>
</tr>
<tr>
<td>Day 3</td>
<td>Review L1 V&amp;T</td>
<td>WB L1 LC (pp.1–4)</td>
<td>Study TB L1 G (pp.11–20)</td>
</tr>
<tr>
<td>Day 4</td>
<td>Review L1 G</td>
<td>WB L1 RC (pp.5–10)</td>
<td>Study TB L1 WP (pp.21–26)</td>
</tr>
<tr>
<td>Day 5</td>
<td>LP (ABCDE) (TB pp.27–29)</td>
<td>WB L1 WGE (A-H) (pp.10–15)</td>
<td>Study TB L1 LP (ABCDE) (pp.27–29)</td>
</tr>
</tbody>
</table>

Week 2 (Days 6–10)

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Activities</th>
<th>Homework Due</th>
<th>Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 6</td>
<td>LP (FGHIJ) (TB pp.27–31)</td>
<td>WB L1 WGE (I-M) (pp.16–19)</td>
<td>Study TB L1 LP (FGHIJ) (pp.29–31)</td>
</tr>
<tr>
<td>Day 7</td>
<td>Review Lesson 1 Test</td>
<td></td>
<td>Study TB L2 T, V, CH</td>
</tr>
<tr>
<td>Day 8</td>
<td>L2 Intro. to V&amp;T</td>
<td>WB L2 LC</td>
<td>Study TB L2 SE</td>
</tr>
<tr>
<td>Day 9</td>
<td>Review L2 V&amp;T</td>
<td>CWB L2</td>
<td>Study TB L2 G</td>
</tr>
<tr>
<td>Day 10</td>
<td>Review L2 G</td>
<td>WB L2 RC</td>
<td>Study TB L2 WP</td>
</tr>
</tbody>
</table>
General Principles and Useful Resources

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)
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。下面是我们的一些建议。

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。以下是我们的一些建议：

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内容掌握得不好，对他们的整体表达也没有太大的影响。
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“上网用音乐。”老师可扩展为，“你上网下载过的音乐吗？下载音乐是免费的吗？”若学生说，“上网做功课。”老师可接着问“上网听音乐，不上网查资料？”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已的生活有何好处/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E-mail/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

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？
   你常在网上购物吗？
   你常去哪个网站购物？
   Other combinations: 网：网路、网速、网名、网民、网店

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？
   上网写博客不花时间？

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、杂志、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。为什么不能在网络上找呢？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.
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?
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