# Level 2 · Part 2 Integrated Chinese

# 中文听说读写

# **TEACHER'S HANDBOOK**

**Corresponds to Third Edition** 

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IC 2-2-Teacher's Handbook Front i 2013/5/2 13:02:1

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16 15 14 13 1 2 3 4 5 6 7 8 9 10

Published by Cheng & Tsui Company, Inc. 25 West Street Boston, MA 02111-1213 USA Fax (617) 426-3669 www.cheng-tsui.com "Bringing Asia to the World"<sup>TM</sup>

ISBN 978-0-88727-696-5

Cover Design: studioradia.com

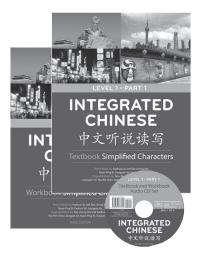
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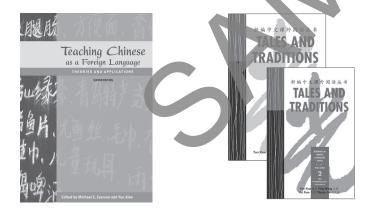
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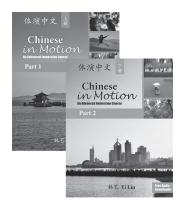
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# Contents 目录

Preface	并vii
I. General Information	I. 概论
How to Use This Handbook	本手册使用须知ix
Layout of Individual Chapters	章节安排 xi
Sample Syllabus	教学提纲范例xx
Sample Daily Schedule I based on four sessions a week	逐日教学进度表范例一(以每周四节课为例) xxii
Sample Daily Schedule II based on five sessions a week	逐日教学进度表范例二(以每周五节课为例) xxvii
General Principles and Useful Resources	总体教学原则及资源xxii
II. Teaching Suggestions	Ⅱ. 教学参考意见
<b>Lesson 11:</b> Chinese Festivals	第十一课: 中国的节日 1
Lesson 12: Changes in China	第十二课: 中国的变化17
Lesson 13: Travel	第十三课、旅游29
Lesson 14: Life and Wellness	第十四课: 生活与健康43
<b>Lesson 15:</b> Gender Equality	第十五课:男女平等57
<b>Lesson 16:</b> Environmental Protection and Energy Conservation	第十六课:环境保护与节约能源71
<b>Lesson 17:</b> Money Management and Investing	第十七课:理财与投资85
Lesson 18: Chinese History	第十八课:中国历史99
<b>Lesson 19:</b> Interviewing for a Job	第十九课: 面试109
<b>Lesson 20:</b> Foreigners in China	第二十课:外国人在中国121
III. Workbook Answer Key	Ⅲ.《学生练习本》答案
IV. Sample Quizzes and Tests	Ⅳ. 考试测验范例 173

IC 2-2-Teacher's Handbook Front v v 2013/5/2 13:02:15

# **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 Teacher's Handbook for the 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.

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IC 2-2-Teacher's Handbook Front vi vi 2013/5/2 13:02:15

# **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 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 hand book 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.

IC 2-2-Teacher's Handbook Front vii vii 2013/5/2 13:02:15

### VIII Integrated Chinese • Level 2 Part 2 • Teacher's Handbook

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. Specifically, we would like to thank those teachers who contributed to the tests and quizzes for this publication: Mei Xu (quizzes 15 and 20, midterm exam, and final exam), Qiaona Yu (quizzes 11–14 and unit tests 11–14), and Chuan Lin (quizzes 16–19 and unit tests 16–19). 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 our editors at Cheng & Tsui.



IC 2-2-Teacher's Handbook Front viii viii 2013/5/2 13:02:15

### **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
- **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

肯记住本于册并不提供详尽的教程计划。 换言之,本于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。

### X Integrated Chinese • Level 2 Part 2 • Teacher's Handbook

- 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"。

IC 2-2-Teacher's Handbook Front x x 2013/5/2 13:02:16

### **Layout of Individual Chapters**

# 章节安排

This Teacher's Handbook is the second 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.

Since most basic grammar has been covered in Level 1 of this textbook, some of the grammatical content in Level 2 functions as in-depth practice for grammatical items that have already been taught, while the rest ties together related items that were presented separately in the past. Although we do introduce some new grammar points, including some points used more often in written Chinese, as well as some modal particles, it can be safely said that at this level, grammar is no longer the focus of the language practice that *Integrated Chinese* provides. Instead, building students' vocabulary has become the main focus. We therefore recommend spending more time on vocabulary practice, including key vocabulary items, verbs, adjectives, and abstract nouns presented in the Level 2 textbooks' new vocabulary sections.

本教师手册为二年级系列的两卷之第二卷。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"听读读写"之面掌握。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入,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。

本教材在 Level 1 中将汉语基本语法都涵盖了。Level 2 有的语法部分是对已学过的语法项目进一步加深学习,有的是过去分散学的内容做一个小结。我们也教了一些新的语言点(或叫作语法点),其中有一些书面语虚词、有些表示语气用法的。可以说,语法已经不是 Level 2 语言学习的重点,重点转向词语。也就是说,扩大词汇量已成为学习的重点。因此我们建议多做一些词语练习(包括重点词语和生词中的动词、形容词、抽象名词等)。

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.

### **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.

### Focal Themes Teaching Suggestions

We have added a new category called "Focal Themes Teaching Suggestions" (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.

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。

### 取色

为了更好地占显焦点,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,而是为一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"Focal Themes Teaching Suggestions"(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。

# 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.

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 ূᆜ. 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.

### 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三册相同,特陈述如下。

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。譬如在语义上有联系的词语或句法结构中相关的成分(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。

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.

### 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.

跟前三册相比,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

跟前三册相比,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。

### 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"汽牛车站"。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。

### **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 han. 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.

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 痩, 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.

### 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。

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。

### **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.

### **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.

### 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。

### 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。

### 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.

### **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 中文, we also give information on  $\dot{\mathbf{X}}$ . 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:

### 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。

### 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(我学了两年的中文了 vs.我学中文学了两年了)。

### 翻

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:

### XVIII Integrated Chinese • Level 2 Part 2 • Teacher's Handbook

- 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."
- 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 memoric 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 to check comprehension and help students practice listening and speaking.

- 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。
- 介绍新组合中是复习的过程。

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 声。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,以此方法来 检查学生对课文的理解,同时可以帮助学生 练习听力及口语。

### **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:

### 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.

### 综合练习活动

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:

### 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。

### 速写

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 High** to **Advanced Low** level on the ACTFL/ETS proficiency scale. Specifically, students will be able to achieve the following:

- Listening Able to understand paragraph-length utterances pertaining to a wide range of topics relating to daily life such as: Chinese festivals, traveling, health, environmental protection, money management, interviewing for a job, etc.
- Speaking Be able to handle successfully a wide range of task-oriented and social functions pertaining to such topic areas as those mentioned above, participating fully in casual conversations. Will be able to narrate, describe, compare and contrast in paragraph length.
- Reading Be able to identify key facts and details in descriptive material on daily life. Can discern linkages among sentences in connected texts. Be able to understand a wide range of authentic texts dealing with personal and social needs, and some texts dealing with public life.
- Writing Be able to write in paragraphs with appropriate connectors. Can describe one's own experiences, and certain events such as Chinese festivals. Can express one's own opinion on issues such as health, gender equality in the work place, environmental protection, etc.

### **Text & Materials**

- Integrated Chinese (Level 2, Part 2), 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 2), 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 2), 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 2)*, 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/

### **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:

IC 2-2-Teacher's Handbook Front xx xx 2013/5/2 13:02:19

- 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 your absence 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 reachers 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+, 7–94=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, 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 16-week long semester. The class only meets four days each week. Each lesson will take 5 days to finish. There will be a short unit test after each lesson, except for L15 and L20. 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 to the course; Bac	ckground information sheets; S	tudent roster; Classroom
Day 1	Expressions Review; Getting to	o know each other, Review IC2	2 Part1
	Begin Integrated Chinese		Study TB L11 T, V, CH
Day 2	Level 2, Part 2	/ ) V	(pp. 2–16)
Day 2	L11 Intro. to V (TB		
	pp. 10–12) & T (TB pp. 2–9)		
Day 3	Review L11 V&T	WB L11 LC (pp. 1–2)	Preview WB L11 SE (pp. 2–3)
Day 3	L11 G (TB pp. 17–20)	CWB L11 (PP. 1–11)	Study TB L11 G (pp. 17–20)
	Review L11 G	WB L11 RC (pp. 3–8)	Study TB L11 WP
Day 4	L11 WP (TB pp. 20–23)		(pp. 20–23)
	L11 Voc Quiz		

	211 100 Quil			
Week 2 (Days 5–8)				
Date	Class Activities	Homework Due	Preparation	
D. 5	LP (ABCDEF) (TB pp. 24–26)	WB L11 WGE (A-H)	Study TB L11 LP (ABCDEF)	
Day 5		(pp. 8–14)	(p. 24–26)	
D (	LP (GHIJK) (TB pp. 27–30)	WB L11 WGE (I–L)	Study TB L11 LP (GHIJK)	
Day 6	L11 Test	(pp. 15–17)	(pp. 27–30)	
Day 7	L12 Intro. to V&T		Study TB L12 T, V, CH	
D. 0	Review L12 V&T	WB L12 LC	Preview WB L12 SE	
Day 8	L12 G	CWB L12	Study TB L12 G	

### Week 3 (Days 9–12)

Date	Class Activities	Homework Due	Preparation
	Review L12 G	WB L12 RC	Study TB L12 WP
Day 9	L12 WP		
	L12 Voc Quiz		
Day 10	LP (ABCD)	WB L12 WGE (A-G)	Study TB L12 LP (ABCD)
Day 11	LP (EFGH)	WB L12 WGE (H–J)	Study TB L12 LP (EFGH)
D. 12	Review		
Day 12	L12 Test		

### Week 4 (Days 13–16)

Date	Class Activities	Homework Due	Preparation
Day 13	L13 Intro. to V&T		Study TB L13 T, V, CH
Day 14	Review L13 V&T	WB L13 LC	Preview WB L13 SE
Day 14	L13 G	CWB L13	Study TB L13 G
	Review L13 G	WB L13 RC	Study TB L13 WP
Day 15	L13 WP		
	L13 Voc Quiz		
Day 16	LP (ABC)	WB L13 WGE (A-G)	Study TB L13 LP (ABC)

### Week 5 (Days 17-20)

Date	Class Activities	Homework Due	Preparation
D 17	LP (DEFG)	WB L13 WGE (H–K)	Study TB L13 LP (DEFG)
Day 17	L13 Test		
Day 18	L14 Intro. to V&T		Study TB L14 T, V, CH
Day 19	Review L14 V&T	WB L14 LC	Preview WB L14 SE
Day 19	L14 G	CWB L14	Study TB L14 G
	Review L14 G	WB L14 RC	Study TB L14 WP
Day 20	L14 WP		
	L14 Voc Quiz		

### Week 6 (Days 21–24)

Date	Class Activities	Homework Due	Preparation
Day 21	LP (ABCD)	WB L14 WGE (A-G)	Study TB L14 LP (ABCD)
Day 22	LP (EFGH)	WB L14 WGE (H–K)	Study TB L14 LP (EFGH)
D. 22	Review		
Day 23	L14 Test		
Day 24	L15 Intro. to V&T		Study TB L15 T, V, CH

### **XXIV** Integrated Chinese • Level 2 Part 2 • Teacher's Handbook

### Week 7 (Days 25-28)

Date	Class Activities	Homework Due	Preparation
D 25	Review L15 V&T	WB L15 LC	Preview WB L15 SE
Day 25	L15 G	CWB L15	Study TB L15 G
	Review L15 G	WB L15 RC	Study TB L15 WP
Day 26	L15 WP		
	L15 Voc Quiz		
Day 27	LP (ABCD)	WB L15 WGE (A–H)	Study TB L15 LP (ABCD)
Day 28	LP (EFG)	WB L15 WGE (I–K)	Study TB L15 LP (EFG)

### Week 8 (Days 29–32)

Date	Class Activities	Homework Due	Preparation
Day 29	Let's Review! L11–15	WB R1 Let's Review L11-15	Study Let's Review! L11–15
Day 30	Midterm Exam		
Day 31	L16 Intro. to V&T		Study TB L16 T, V, CH
D 22	Review L16 V&T	WB L16 LC	Preview WB L16 SE
Day 32	L16 G	CWB L16	Study TB L16 G

### Week 9 (Days 33-36)

Date	Class Activities	Homework Due	Preparation
	Review L16 G	WB L16 RC	Study TB L16 WP
Day 33	L16 WP		
	L16 Voc Quiz		
Day 34	LP (ABC)	WB L16 WGE (A-H)	Study TB L16 LP (ABC)
D 25	LP (DEF)	WB L16 WGE (I–K)	Study TB L16 LP (DEF)
Day 35	L16 Test		
Day 36	L17 Intro. to V&T		Study TB L17 T, V, CH

### Week 10 (Days 37–40)

Date	Class Activities	Homework Due	Preparation
Day 37	Review L17 V&T	WB L17 LC	Preview WB L17 SE
Day 37	L17 G	CWB L17	Study TB L17 G
	Review L17 G	WB L17 RC	Study TB L17 WP
Day 38	L17 WP		
	L17 Voc Quiz		
Day 39	LP (ABCD)	WB L17 WGE (A–H)	Study TB L17 LP (ABCD)
Day 40	LP (EFG)	WB L17 WGE (I–K)	Study TB L17 LP (EFG)

IC 2-2-Teacher's Handbook Front xxiv xxiv 2013/5/2 13:02:19

### **Week 11** (Days 41–44)

Date	Class Activities	Homework Due	Preparation
D 44	Review		
Day 41	L17 Test		
Day 42	L18 Intro. to V&T		Study TB L18 T, V, CH
Day 43	Review L18 V&T	WB L18 LC	Preview WB L18 SE
	L18 G	CWB L18	Study TB L18 G
	Review L18 G	WB L18 RC	Study TB L18 WP
Day 44	L18 WP		
	L18 Voc Quiz		

### Week 12 (Days 45–48)

Date	Class Activities	Homework Due	Preparation
Day 45	LP (ABCDE)	WB L18 WGE (A–G)	Study TB L18 LP (ABCDE)
D 46	LP (FG)	WB L18 WGE (H-J)	Study TB L18 LP (FG)
Day 46	L18 Test		
Day 47	L19 Intro. to V&T		Study TB L19 T, V, CH
D 40	Review L19 V&T	WB L19 LC	Preview WB L19 SE
Day 48	L19 G	CWB L19	Study TB L19 G

### Week 13 (Days 49–52)

Date	Class Activities	Homework Due	Preparation
Day 49	Review L19 G L19 WP	WB L19 RC	Study TB L19 WP
	L19 Voc Quiz		
Day 50	LP (ABCDE)	WB L19 WGE (A–H)	Study TB L19 LP (ABCDE)
Day 51	LP (FGHI)	WB L19 WGE (I–K)	Study TB L19 LP (FGHI)
Day 52	L19 Test		

### **Week 14** (Days 53–56)

Date	Class Activities	Homework Due	Preparation
Day 53	L20 Intro. to V&T		Study TB L20 T, V, CH
D 54	Review L20 V&T	WB L20 LC	Preview WB L20 SE
Day 54	L20 G	CWB L20	Study TB L20 G
	Review L20 G	WB L20 RC	Study TB L20 WP
Day 55	L20 WP		
	L20 Voc Quiz		
Day 56	LP (ABC)	WB L20 WGE (A-G)	Study TB L20 LP (ABC)

### **XXVI** Integrated Chinese • Level 2 Part 2 • Teacher's Handbook

### Week 15 (Days 57–60)

Date	Class Activities	Homework Due	Preparation
Day 57	LP (DEF)	WB L20 WGE (H–J)	Study TB L20 LP (DEF)
Day 58	Let's Review! L16–20	WB R2 Let's Review L16–20	Study Let's Review! L16–20
Day 59	Review for the final exam		
Day 60	Final Exam		

# Don't forget to insert the holidays observed by your school into your schedule and adjust the dates accordingly.

Date	Holiday

### **Sample Daily Class Schedule**

(Five Hours a Week)

### **List of Abbreviations:**

CH: Culture Highlights, CWB: Character Workbook, G: Grammar, L: Lesson, 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 15-week long semester. The class meets five days each week. Each lesson will take 6 days to finish. There will be a short unit test after each lesson, except for L15 and L20. 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 1-5)

Date	Class Activities	Homework Due	Preparation
Day 1	Introduction to the course; bac	kground information sheets; st	tudent roster; classroom
Day 1	expressions review; getting to l	know each other; review IC2 Pa	art 1
	Begin Integrated Chinese		Study TB L11 T, V, CH
Day 2	Level 2, Part 2		(pp. 2–16)
Day 2	L11 Intro. to V (TB		
	pp. 10–12) & T (TB pp. 2–9)		
Day 2	Review L11 V&T	WB L11 LC (pp. 1-2)	Preview WB L11 SE (pp. 2–3)
Day 3	L11 G (TB pp. 17–20)	CWB L11 (pp. 1–11)	Study TB L11 G (pp. 17–20)
	Review L11 G	WB L11 RC (pp. 3–8)	Study TB L11 WP
Day 4	L11 WP (TB pp. 20-23)		(pp. 20–23)
	L11 Voc Quiz		
Day 5	LP (ABCDEF) (TB pp. 24–26)	WB L11 WGE (A–H)	Study TB L11 LP (ABCDEF)
Day 5		(pp. 8–14)	(pp. 24–26)

### Week 2 (Days 6-10)

Date	Class Activities	Homework Due	Preparation
B (	LP (GHIJK) (TB pp. 27–30)	WB L11 WGE (I-M)	Study TB L11 LP (GHIJK)
Day 6		(pp. 16–19)	(pp. 27–30)
D 7	Review		
Day 7	L11 Test		
Day 8	L12 Intro. to V&T		Study TB L12 T, V, CH
D. 0	Review L12 V&T	WB L12 LC	Preview WB L12 SE
Day 9	L12 G	CWB L12	Study TB L12 G
	Review L12 G	WB L12 RC	Study TB L12 WP
Day 10	L12 WP		
	L12 Voc Quiz		

IC 2-2-Teacher's Handbook Front xxvii xxvii 2013/5/2 13:02:19

### **XXVIII** Integrated Chinese • Level 2 Part 2 • Teacher's Handbook

### **Week 3** (Days 11–15)

Date	Class Activities	Homework Due	Preparation
Day 11	LP (ABCD)	WB L12 WGE (A-G)	Study TB L12 LP (ABCD)
Day 12	LP (EFGH)	WB L12 WGE (H–J)	Study TB L12 LP (EFGH)
D 12	Review		
Day 13	L12 Test		
Day 14	L13 Intro. to V&T		Study TB L13 T, V, CH
Day 15	Review L13 V&T	WB L13 LC	Preview WB L13 SE
	L13 G	CWB L13	Study TB L13 G

### Week 4 (Days 16–20)

Date	Class Activities	Homework Due	Preparation
	Review L13 G	WB L13 RC	Study TB L13 WP
Day 16	L13 WP		
	L13 Voc Quiz		
Day 17	LP (ABC)	WB L13 WGE (A-G)	Study TB L13 LP (ABC)
Day 18	LP (DEFG)	WB L13 WGE (H-K)	Study TB L13 LP (DEFG)
Day 10	Review		
Day 19	L13 Test		
Day 20	L14 Intro. to V&T		Study TB L14 T, V, CH

### Week 5 (Days 21–25)

Date	Class Activities	Homework Due	Preparation
D 21	Review L14 V&T	WB L14 LC	Preview WB L14 SE
Day 21	L14 G	CWB L14	Study TB L14 G
	Review L14 G	WB L14 RC	Study TB L14 WP
Day 22	L14 WP		
	L14 Voc Quiz		
Day 23	LP (ABCD)	WB L14 WGE (A-G)	Study TB L14 LP (ABCD)
Day 24	LP (EFGH)	WB L14 WGE (H–K)	Study TB L14 LP (EFGH)
D. 25	Review		
Day 25	L14 Test		

IC 2-2-Teacher's Handbook Front xxviii xxviii xxviii 2013/5/2 13:02:20

### Week 6 (Days 26–30)

Date	Class Activities	Homework Due	Preparation
Day 26	L15 Intro. to V&T		Study TB L15 T, V, CH
D 27	Review L15 V&T	WB L15 LC	Preview WB L15 SE
Day 27	L15 G	CWB L15	Study TB L15 G
	Review L15 G	WB L15 RC	Study TB L15 WP
Day 28	L15 WP		
	L15 Voc Quiz		
Day 29	LP (ABCD)	WB L15 WGE (A–H)	Study TB L15 LP (ABCD)
Day 30	LP (EFG)	WB L15 WGE (I–K)	Study TB L15 LP (EFG)

### Week 7 (Days 31–35)

Date	Class Activities	Homework Due	Preparation
Day 31	Review		
Day 22	Let's Review! L11–15	WB R1 Let's Review!	Study Let's Review! L11–15
Day 32		L11-15	
D 22	More review for the midterm		
Day 33	(or start midterm oral)		
Day 34	Midterm Oral Exam		
Day 35	Midterm Written Exam		

### Week 8 (Days 36-40)

Date	Class Activities	Homework Due	Preparation
Day 36	L16 Intro. to V&T		Study TB L16 T, V, CH
D 27	Review L16 V&T	WB L16 LC	Preview WB L16 SE
Day 37	L16 G	CWB L16	Study TB L16 G
	Review L16 G	WB L16 RC	Study TB L16 WP
Day 38	L16 WP		
	L16 Voc Quiz		
Day 39	LP (ABC)	WB L16 WGE (A–H)	Study TB L16 LP (ABC)
Day 40	LP (DEF)	WB L16 WGE (I–K)	Study TB L16 LP (DEF)

IC 2-2-Teacher's Handbook Front xxix xxix 2013/5/2 13:02:20

### **XXX** Integrated Chinese • Level 2 Part 2 • Teacher's Handbook

### Week 9 (Days 41–45)

Date	Class Activities	Homework Due	Preparation
D 41	Review		
Day 41	L16 Test		
Day 42	L17 Intro. to V&T		Study TB L17 T, V, CH
D 42	Review L17 V&T	WB L17 LC	Preview WB L17 SE
Day 43	L17 G	CWB L17	Study TB L17 G
	Review L17 G	WB L17 RC	Study TB L17 WP
Day 44	L17 WP		
	L17 Voc Quiz		
Day 45	LP (ABCD)	WB L17 WGE (A–H)	Study TB L17 LP (ABCD)

### Week 10 (Days 46-50)

Date	Class Activities	Homework Due	Preparation
Day 46	LP (EFG)	WB L17 WGE (I-K)	Study TB L17 LP (EFG)
Day 47	Review L17 Test		
Day 48	L18 Intro. to V&T		Study TB L18 T, V, CH
Day 49	Review L18 V&T L18 G	WB L18 LC CWB L18	Preview WB L18 SE Study TB L18 G
Day 50	Review L18 G L18 WP L18 Voc Quiz	WB L18 RC	Study TB L18 WP

# Week 11 (Days 51–55)

Date	Class Activities	Homework Due	Preparation
Day 51	LP (ABCDE)	WB L18 WGE (A–G)	Study TB L18 LP (ABCDE)
Day 52	LP (FG)	WB L18 WGE (H–J)	Study TB L18 LP (FG)
Day 53	Review		
	L18 Test		
Day 54	L19 Intro. to V&T		Study TB L19 T, V, CH
Day 55	Review L19 V&T	WB L19 LC	Preview WB L19 SE
	L19 G	CWB L19	Study TB L19 G

### Week 12 (Days 56–60)

Date	Class Activities	Homework Due	Preparation
	Review L19 G	WB L19 RC	Study TB L19 WP
Day 56	L19 WP		
	L19 Voc Quiz		
Day 57	LP (ABCDE)	WB L19 WGE (A–H)	Study TB L19 LP (ABCDE)
Day 58	LP (FGHI)	WB L19 WGE (I–K)	Study TB L19 LP (FGHI)
Day 59	Review		
	L19 Test		
Day 60	L20 Intro. to V&T		Study TB L20 T, V, CH

### **Week 13** (Days 61–65)

Date	Class Activities	Homework Due	Preparation
D (1	Review L20 V&T	WB L20 LC	Preview WB L20 SE
Day 61	L20 G	CWB L20	Study TB L20 G
	Review L20 G	WB L20 RC	Study TB L20 WP
Day 62	L20 WP		
	L20 Voc Quiz		
Day 63	LP (ABC)	WB L20 WGE (A-G)	Study TB L20 LP (ABC)
Day 64	LP (DEF)	WB L20 WGE (H-J)	Study TB L20 LP (DEF)
Day 65	Review		

### Week 14 (Days 66–70)

Date	Class Activities	Homework Due	Preparation
Day 66	Let's Review! L16-20	WB R2 Let's Review! L16–20	Study Let's Review! L16–20
Day 67	Review for the final oral		
Day 68	Review for the final written		
Day 69	Final Oral Exam		
Day 70	Final Written Exam		

### Don't forget to insert the holidays observed by your school into your schedule and adjust the dates accordingly.

Date	Holiday

### **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 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: 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。但老师不必把一课都教完。不少老师觉得一个学期(或一五、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)

- Recap
- Homework assignment

Second hour: text (reading Chinese characters)

- Review
- Reading vocabulary and dialogue
- Character writing practice
- Character structures (radicals etc.)
- Recap
- Homework assignment

Third hour: words and phrases

- Practice "words and phrases" of this lesson
- Vocabulary quiz
- Recap
- Homework assignment

Fourth hour: language practice

- Review
- Go over "Language Practice" of this lesson
- Communicative activity
- Recap
- Homework assignment

Fifth hour: review of both dialogues

- Comprehensive review
- Integrative communicative activity
- Check workbook answers

### The Instructional Hour

- Warm up (pronunciation work, Relate and Get Ready, Cultural Highlights etc.)
- Feedback on homework assignments/tests

- 总结
- 布置作业

第二个课时:课文(看汉字)

- 复习
- 朗读生词和对话
- 汉字练习/习字
- 汉字结构(部首等)
- 总结
- 布置作业

第三个课时: 词语

- 练习本课的词记
- 生词测验
- 总结
- 布置作业

第四个课时:语言练习

- 复习
- 让学生做本课的"语言练习"
- 交际练习
- 总结
- 布置作业

第五个课时:复习

- 总复习
- 综合交际练习
- 核对练习本答案

### 每个课时的安排

- 准备活动(发音练习、Relate and Get Ready、文化背景等)
- 作业解析

### XXXIV Integrated Chinese • Level 2 Part 2 • Teacher's Handbook

- Review of previously introduced materials
- Introduction and practice of new words and structures
- More controlled practice (pattern practice, teacher-student interaction)
- More open-ended communicative activities (student- student interaction)
- Integrative practice and overall review

For the suggested activities provided in this handbook, no length of time is specified. Teachers should be able to assess the optimum amount of time an activity should take. A judicious amount of repetition is necessary, but too much repetition will surely induce boredom. Therefore, it may not be a good idea to go through every student in the class for a given teacher-student interaction.

### **Pronunciation**

Although some elementary Chinese classes start with concentrated practice of pronunciation before any lesson is introduced, it may not be a good idea to practice pronunciation outside of vocabulary. Doing that may be boring and hard to integrate with the teaching of vocabulary and grammar.

In order to make the practice of pronunciation more fun and meaningful, at the beginning teachers can bring in names of famous people and places in China as well as transliterations of familiar names of people and places.

Try not to use 1, 2, 3, and 4 to mark tones, as they are quite arbitrary. Also avoid using special terminology like 阴平 (high tone), 阳平 (rising tone), 上声 (low tone), and 去声 (falling tone); instead use terms like *high*, *rising*, *low*, and *falling*.

- 复习
- 介绍和练习生词以及新的结构
- 相对可控性练习(句型操练、老师和学 生互动)
- 比较活的交际练习(学生和学生互动)
- 综合练习和总复习

手册中建议的练了没有指明具体的时间长度,老师可自行决定》适当的重复是必要的,但重复过多、学生会觉得乏味,所以老师和学生的互动练了,不必和每个学生都过一遍。

### 发音

有上初级中文课先集中练习发音,然后再 进入正课内容,但总的来说,不宜脱离词 汇 练习发音。一来乏味 ,二来不易与词 汇和语法的教学结合起来。

为了使发音练习更有意思和有意义,开始可用中国的名人、名胜的名字和学生熟悉的人名地名。

尽量避免使用1、2、3、4来标声调,也不要用专业术语如阴平、阳平、上声和去声。High, rising, low 和 falling 这样的说法更形象易懂。

For ease of typing tone marks on a regular keyboard, the following tone marks can be adopted for doing homework and tests: 1 (high tone) = '-' (dash): 2='/'; 3='\_' (underscore); 4='\'. e.g., 我爱 中国= wo\_ ai\ zhong- guo/. A Microsoft Word macro for converting these marks to official tone marks can be found at http://www-rohan.sdsu.edu/ dept/chinese/newtonemarkconversion.txt

These marks also have the advantage of suggesting pitch contour in an iconic fashion. For demonstrating tone contours in class, hand-gestures can also be used.

English rising and falling intonation associated with questions and statements can be used to prompt the rising and falling tones in Mandarin.

The free acoustic analysis software WaveSurfer can be used to display tone contour instantly, either in class or by students at home:

http://www.speech.kth.se/wavesurfer/

It may be a good idea to present the four tones as two pairs: high vs. low and rising vs. falling, instead of the traditional sequence of high, rising, low and falling.

Students can be encouraged to have a few standard phrases incorporating all four tones such as "我 爱\中-文/" (Flove Chinese), or "我\_去\ 中-国/" (I go to China)

在一般电脑键盘上,可用下列符号代表调 号: 1 (high tone) = '-' (dash); 2= '/'; 3=''(underscore); 4='\'.e.g., 我爱 中国= wo\_ ai\ zhong- guo/. 下载下列软件 便可将这些符号转换成正式调号:

http://www-rohan.sdsu.edu/dept/chinese/ newtonemarkconversion.txt

这些符号的优点是形象,声调的升降起伏 一目了然。老师也可在课堂上用手势示范 不同的声调。

英语疑问句和陈述句的语调变化也可用来 提示普通话的二声和四声。

免费的语音分析软件WaveSurfer可用来当 场显示不同声调的曲线。可供老师在课上 也可供学生在课后用:

http://www.speech.kth.se/wavesurfer

可一对一对地介绍四声,如一声和三声、 二声和四声,不一定因循传统的一声、 二声、三声、四声顺序。

可鼓励学生背诵含有四个声调的一两个句 子, 如: "我 爱\中-文/"、"我 去\ 中-国/"。

### XXXVi Integrated Chinese • Level 2 Part 2 • Teacher's Handbook

It may also be a good idea to ask students to draw out the contours of the tones as they pronounce them. While tracing the contours of the high, rising and falling tones is quite straightforward, the third tone is in most instances short and low, instead of a short fall followed by a rising component. The full third tone, which contains a short fall followed by a rising portion, is rather limited in occurrence and therefore can be left out.

Some hard sounds for English-speaking students:

Seven initials: j, q, x, z, c, zh, r

Simple finals: o e (ê) i ü

Compound finals: ui, iu, ian, ü ê, üan

Teachers need to be prepared to work on pronunciation for the long haul and not expect to achieve perfect results at the beginning. Continuous work on the difficult spots such as tones and vowels like e, i, ü, and consonants like z, c, zh, j, q, may persist into the second year.

Some recent research results may be incorporated into the teachers' knowledge, such as Shi Feng, Wen Baoying: "Study of Language Transfer in Vowel Articulation by Chinese and American Students" (JCLTA, 42.2, May 2009), especially the following chart showing how English-speaking students are affected by their native language.

也可请学生在练习发音的同时,画出声调的形状。一声、二声和四声比较容易画,三声总的是短而低。全三声出现的几率很少,所以可以不教急促的下降然后上升的全三声。

对英语为母语的学生比较难的音有:

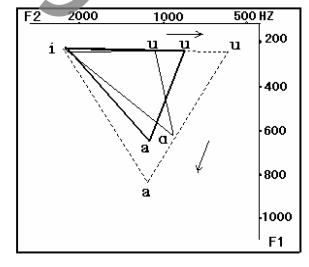
七个声母: j, q, x, z, c, zh, r

单韵母: o e (e) i ü

复韵母: ui, iu, ian, ü ê, üan,

发音练习得持之以恒,不能指望学生一学就能掌握。一些难点如声调,某些元音如 e, i, u 和某些辅音如 z, c, zh, j, q, 可能要 第到二年级。

有些近来的研究如石锋,温宝莹:中美学生元音发音中的母语迁移现象研究(JCLTA, 42:2, May 2009)可能对教学有参考作用,特别是下面一张英语影响学生发音的图:





As can be seen from the chart on the previous page, American students' pronunciation is affected by their native language. The distance between vowels is less in English than in Chinese. When pronouncing the vowel sound "a," native English-speakers do not typically open their mouths as wide as is required in Chinese; similarly, when pronouncing "u," their tongues might not be sufficiently back in the mouth. Teachers can use this chart to demonstrate the differences between Chinese and English vowels.

## Pinyin

There have been different Romanization systems over the years and pinyin is now the most widelyused system. There are 25 letters in pinyin, as "v" is not a distinctive phoneme. In Beijing speech, it is a variant of w. Generally speaking, pinyin spelling is more regular than in English. However, in order to simplify its written use, pinyin is not entirely phonetic. Some letters are not pronounced in the same way in every instance, for example, the vowel sound "o" varies from "song" to "ao." In some cases, the pronunciation of a sound is influenced by its surrounding sounds, such as the "a" in "ian" in such combinations as "xian," which becomes less open than when alone. There are also cases of one letter representing more than one sound, such as i, e, o, and u. There are also abbreviated spellings: ui(=uei), iu(=iou), un(=uen), ün(=üen) etc.

At the beginning, students may not be aware of the discrepancy between spelling and pronunciation. We recommend that students avoid reading off *pinyin* when they learn the pronunciation of words; it is better to imitate the teacher and audio recording.

## Vocabulary

Although the separation between individual Chinese characters can be clearly seen, the boundaries between Chinese words made up of groups of characters are not so distinct as in alphabetic writing systems. However, students should still learn the differences between characters and words. Vocabulary items are words, not characters, even though some single characters function as words.

由上图可以看出,英语为母语的学生的发音受英语的影响,元音之间的距离小于汉语为母语者。发 a 时,口张得不够开;发 u 时,舌头偏前。老师可以在示范发音时,用此图显示英汉语元音的区别。

## 拼音

汉语有几种不同的注音符号系统,"汉语拼音"是现在最普及的一种。拼音共有二十五个字母。在北京话里,v和w不具区别意义作用。一般来说,汉语拼音比英文来得有规律。但制定汉语拼音方案时,为了简便,拼写和发音并不完全一致。有些字母的发音不完全一样,如"song"和"ao"中的o。有时一个音受周围的音影响,如"ian"中的"a"口型比单独发的"a"小。有的字母代表不同的音,如i, e, o和u。有的拼写属缩略式的,如ui(=uei), iu(=iou),un(=uen),ün(=üen)等。

开始的时候,学生可能不会意识到拼写和 发音之间不一致的情况,练习时最好避免 指着拼音一个音一个音地念,最好让学生 模仿老师和录音。

#### 词汇

虽然单个汉字很容易辨别,但不像拼音文字,汉语的单词之间没有间隔。学生还是应该知道字和词的区别。词汇的单位是词而不是字,虽然某些字也是一个词。

## XXXVIII Integrated Chinese • Level 2 Part 2 • Teacher's Handbook

Attention needs to be paid to both characters and words. Words are composed of individual characters and have their own independent meanings; the meaning of a word does not necessarily reflect the combination of the individual characters' meaning. Therefore, when introducing vocabulary items, it is not enough to focus only on the characters themselves. However, as characters are the building blocks of words and can be shared by related words, they should be examined to facilitate retention and the expansion of student vocabulary.

The order of vocabulary presentation does not need to follow that of the vocabulary list. The vocabulary list is organized by the order of appearance in the text, which may or may not be best for pedagogical purposes. The order used in this handbook often differs from the vocabulary list, and it can be adopted in class if one so wishes.

To introduce the meanings of new words, it is best not to solely rely on English glosses out of context. If presentation software is available, then try to use images as much as possible. Defining new words in Chinese can be phased in gradually. Although this practice may be more applicable at more advanced levels, it can be done to some extent even at the beginning level.

Students tend to rely on self-made flashcards with *pinyin*, simple English translations and little or no context. More vocabulary work should be done in class to counter this approach and cultivate better vocabulary learning strategies.

字和词都得重视。词由字组成,具有独立的意义,一个词的意义不一定是字意的直接组合,所以介绍生词时,把注意力只放在字上是不够的。反过来,字所代表的音节是词的构件,意义有关系的词可能有相同的字,所以介绍字,不仅能帮助学生记忆,而且对他们以后扩大词汇量会很有帮助。

介绍生词时不一定要按照词汇表的顺序。 词汇表是以生词在课文出现的先后排列 的,不一定适合教学的目的。《教师手册》 内的词汇和课文中的排列顺序不同,可供 上课参考。

介绍生词时,最好不要完全依赖脱离具体 语境的英文翻译。如有简报软件(ppt)的话, 尽量多用图片。可逐步用中文讲解生词。 当然高年级用中文容易些,但在某种程度 上,低年级也可以。

学生常常喜欢自己做生词卡,标上拼音和 英文翻译,没有任何上下文。老师应在课 堂上加强词汇练习,帮助学生找到更好的 词汇练习方法。 For example, one way to learn vocabulary in context is to integrate it with pattern practice, right after a new word is introduced. To avoid being misled by pinyin spelling, new words can be first presented aurally without any pinyin, so that students can concentrate on the sounds. When there are good familiar sound clues in the new characters, pinyin can be totally or partially withheld and the sound clues used to indicate sound instead. For example, 吗 can be used to indicate the pronunciation of 妈, thus relating the new to the old. The same thing can be done to connect new and old characters in terms of shape and meaning, for example, brainstorming about characters with specific phonetic or semantic components. To help retention, the teacher can also try to reuse characters as much as possible and have them appear in as many contexts and new combinations as possible. However, care should be taken that the characters' meanings stay the same or vary only slightly in the new combinations.

Cheng & Tsui publishes a set of *Integrated Chinese BuilderCards* by Haidan Wang and Song Jiang, which present vocabulary in a more contextualized fashion. Vocabulary items from *Integrated Chinese* are listed with linguistically associated words, allowing more effective recall of definitions and contextual interpretation of unfamiliar words.

## Characters

The distinctness of the Chinese written script may blur a fundamental difference that needs to be made between language and writing, i.e., between 语 and 文. Confusing the two may lead to undue emphasis on the written representation of language at the expense of language itself.

It is also worth mentioning at the outset that there is a widespread pictographic myth regarding the nature of Chinese characters, which simplistically assumes that all Chinese characters are based on pictures. In fact, pictographs are only one of four types of characters:

例如,一个通过语境来教生词的方法是把生词和句型结合起来,学了生词马上就用在句型里。为了避免拼音拼写的误导,开始要求学生集中听。如果生词中有学生很熟悉的声符,可以完全不用拼音,而利用声符。比如,"吗"字可用来提示"妈",以旧带新。同样,可以利用学生学过的意符,举一反三,找出含有同样声符和意符的字。为了帮助记忆,老师可尽量在不同的语境和组合中重复用学生学过的字,但必须注意新的组合中的字的意思不变或相近。

Cheng & Tsui 出版王海丹、姜松设计的 Integrated Chinese Builder Cards 将词汇放在语境中,可供参考。相关的词汇同时列出,帮助单词的记忆和理解。

## 汉字

汉字的特殊形式可能模糊语和文之间的区 别,导致重文轻语。

另需指出的是有个对汉字性质的普遍误解,认为汉字都是从象形字演变而来。实际上,象形字只是汉字所谓六书(本文举其中四个常用的)中的一种:

## XI Integrated Chinese • Level 2 Part 2 • Teacher's Handbook

Pictographs: 日月水火人

Simple indicatives:  $-\Xi \pm T$ 

Compound indicatives: 信 明 林 森 家

Semantic-phonetic 清吗想饭背

compounds:

Although some Chinese characters did originate from pictographs, they actually constitute a very small portion of the characters in use. The other two types of characters representing meanings directly, i.e., the simple and compound indicatives, likewise constitute a small percentage. Most characters are of the fourth type, i.e., "semantic-phonetic compounds," with a meaning and a sound component.

Along with the pictographic myth, there also seems to be a related bias favoring the semantic components at the expense of the phonetic, which arguably are of greater importance in the transmission of information than the meaning components. Although some sound clues may not indicate the accurate pronunciation (both in terms of tones and initials) due to historical sound changes, semantic components only suggest the category of meaning for each character. The phonetic components should be pointed out to students whenever they present themselves, even from the beginning of their studies.

Instead of using the sometimes confusing term "radical," it may be simpler and more understandable to use the terms 意符 "semantic component" and 声符 "phonetic component" to refer to the character components.

Instead of treating characters in isolation, we should alert students to connections between the characters they have learned in terms of meaning, structure, and pronunciation whenever possible. 象形: 日月水火人

指事: 一二三上下

会意: 信 明 林 森 家

形声: 清吗想饭背

虽然一些汉字的确起源于象形字,但它们 只占了总数的一小部分,另两类即指事和 会意同样比例不大。大部分的汉字属于第 四类,即形声字

除了误认为汉字都是象形的以外,很多人还重意符轻声符,其实后者更重要,因为声符比意符能传递更多的信息。虽然因为汉语语音的变化,声符可能在声调和发音上不一定完全准确,但意符只表示字的义类,对词的意义不能提供更多的信息。从一开始学汉语的时候,就应该对学生指出生字中的声符。

形容字的构件时,用"意符"和"声符"可能比用"部首"简单易懂。

应该尽量提醒学生学过的汉字哪些在意思、形状和发音上是有关联的。

Character writing should not be restricted to mechanical practice. It is also important to cultivate students' ability to analyze characters and identify components. Apart from hand-writing characters, they should also be able to do the following:

Identify components: ex. 姓= 女+ 生

Provide context: ex. 姓=我姓王

In addition to demonstrating stroke order of characters selected by the teacher, eStroke (www.eon.com.hk/estroke/, demo version available) can also be used to prepare animated displays of stroke order and components and included in computer presentations, for use in class or for students' own use.

#### Grammar

It is not a good idea to learn grammar simply for its own sake. Grammatical explanations should be simple and to the point, focusing on the most basic cases and those directly relevant to the current lesson. More complex grammatical structures are spread out over a few lessons instead of being taught all at once, to avoid cognitive overload for students.

The basic principle is to lecture less and practice more. Learning to use the language is more important than learning grammatical rules and terminology. Students should be encouraged to use analogies (举一反三). This is especially important for teaching grammar to students who are not that well versed in the grammar of their native language.

#### **Practice**

Practice should not be purely mechanical. Students should be engaged cognitively as much as possible, and there should be room for creativity even in strictly controlled exercises, with a good balance between control and creativity. Completing sentences, fill in-the-blanks, and answering questions according to the students' own situations are all formats that allow some creativity and yet stay within the scope of targeted structures.

练习汉字不应该光是机械重复,应该培养 学生分析汉字的能力。除了手写汉字,学 生还应该能:

找出字的构件,如:姓=女+生。 知道怎么造句,如:姓=我姓王。

eStroke (www.eon.com.hk/estroke/)可用来通过动画的形式演示字的笔顺和构件。可供老师作成投影片在课上用,也可供学生在课下自己用。

## 语法

应该避免为了学者法而学语法。语法解释 应该简单明了,例句应该是最基本的,并 和课文直接有关。为了易于学生消化接 受,比较复杂的结构我们分成几课讲而不 是一下子讲完。

我们的基本原则是精讲多练。学习对语言的运用比学习语法规则和术语更为重要。 应该多给学生一些例句,并鼓励学生自己造句,举一反三。对于那些对母语语法都不太熟悉的学生来说,多解释不如多模拟。

## 练习

练习不应该纯粹是机械性的,应该尽量让 学生动脑。即使是有范围控制的练习,也 可以活一点。完成句子,填空和按照真实 情况回答问题,这些形式都既有范围控制 又能使学生有创造性。

## XIII Integrated Chinese • Level 2 Part 2 • Teacher's Handbook

When students work in pairs or small groups, they should be given sufficient support (scaffolding) and specific parameters. Before a task, modeling of the structure, clear instructions, and time limits should be provided, as well as the expected demonstrable outcome. During the task, the teacher can facilitate the activity by providing assistance. After the task, some students should be asked to perform the task and the teacher should provide any necessary feedback.

## Texts/Dialogues

Classroom instruction should be driven by the focal structures and functions of the lesson, rather than by the dialogues or text passages. Therefore, there is no need to start with the dialogues or follow their sequence. The dialogue or main text can in fact be introduced after the key elements have been practiced, as an integrative review.

The text may be presented using transparencies or slideshows. Students can take turns reading the dialogue and instructors can provide feedback on pronunciation.

Apart from doing the exercises in the workbook, teachers can also devise additional questions to test student comprehension and to give students an opportunity to make use of the new words and structures.

Being able to recite dialogues from memory does not necessarily mean students will be capable of using the content spontaneously. What is more important is to be able to use the words and structures in new contexts.

The English translation at the end of the lesson can be used to do "back translations" – that is, to translate the English back into Chinese, with the original Chinese text as built-in feedback.

The dialogues can be cut into pieces, which are then reassembled by students, to test their comprehension and elicit some limited form of controlled production. 学生们跟语伴或在小组中练习时,应得到 足够的支持和具体的指导。开始前,应有 示范、清楚的说明和时间限制,以及所要 达到的结果。练习中,教师应给于必要的 协助。完成后,应选几个学生作汇报;教 师应提供必要的反馈。

## 课文/对话

课堂教学应围绕房课的重点结构和功能, 而不是对话或课文,所以没有必要按照对 话的顺序按部就班地上。对话或主要课文 可以在每课重点练习完后,作为综合练习 企组。

课文可先用透明幻灯片或电脑投影片介绍 对话,学生可轮流朗读对话,老师纠正发 音。

除了《学生练习本》里的作业,老师还可 自行设计问题来测试学生的理解,让学生 练习生词和结构。

学生能够背诵对话并不意味他们真正掌握 了内容,重要的是能活用生词和语法。

可以让学生把每篇课文后的英译反译成中 文,和原文对照,起到反馈的作用。

对话可分成几段让学生重新组合,来检查 理解和进行有限的模拟对话。

IC 2-2-Teacher's Handbook Front xiii xlii 2013/5/2 13:02:23

#### The Uses of Presentation Software

Slideshow software (ex. Microsoft PowerPoint®) are now used ubiquitously to make presentations. These computer-based presentations can also be used to advantage in the language classroom, as long as they are used judiciously. Some of the strengths of slideshows are:

- Greater amount of information presented (compared with chalkboards)
- Ease of incorporating multimedia
- Ease of sharing

## **Typing vs. Hand-Writing Characters**

More and more people, including native Chinese, exclusively type characters instead of hand-writing them. In addition to being a necessary skill to acquire, typing Chinese characters also has the following pedagogical benefits:

- Reinforcement of pinyin skills
- Intensive character recognition
- Increased awareness of word separations, due to faster and more accurate word based input
- Ease of delivery/dissemination/record keeping
- Easier integration with audio-enabled testing in language labs

Some common input methods are listed below, along with their download sites:

- Microsoft IME: comes with Windows software
- Google Input: www.google.com/ime/pinyin/
- Sogou input: pinyin.sogou.com/

Although many people in China now use the computer exclusively to produce characters, there is still some advantage to hand-writing characters. There may be what is popularly called "muscle memory" involved in the learning of characters. Hand-writing characters also forces the students to attend to details that can otherwise be overlooked.

## 简报软件的使用

幻灯片播放软体(例如 Microsoft PowerPoint®) 现今普遍被运用在简报的制作上。只要善加操作,这些电脑多媒体软体也能令语言 学习更生动。一些幻灯片创作播放软体的 优点有:

- 信息量大
- 容易结合多媒体
- 容易分享

## 打字和手写汉字

越来越多的人,包括中国人,用电脑打字而不是手写,所以打字技能十分有用,而且也有助于学习。

加强拼音能力

加强汉字识别能力

- 加强词汇意识,尤其是用以词为单位的 输入法
- 易于交流和保存
- 易于在语言实验室结合音响来测试

下列是常用的一些输入法下载网址:

- 微软IME: Windows 系统软件本身包含
- 谷歌输入法: www.google.com/ime/pinyin/
- 搜狗输入法: pinyin.sogou.com/

虽然电脑打字越来越普遍,但是学习手写 汉字还是有益的、必要的。首先,手写 ("肌肉记忆")能帮助学生记住汉字,其 次手写能使学生注意容易忽视的细节。

## The Use of English and Translation

The use of English should be limited but not eliminated. English is necessary for giving instructions and explanations and can be helpful in clarifying concepts and word meanings. The judicious use of some English may also lessen student anxiety.

Translation, long considered undesirable for the language classroom, may also be judiciously used, such as for the following purposes:

- Student comprehension can be tested more thoroughly, rather than through spot checks alone
- Students can be requested to use targeted vocabulary and sentence structures

#### **Teacher Talk**

There are some characteristics of teacher talk that are important to bear in mind, such as the form teachers' questions can take and how negative feedback is given.

Teachers' questions can be used for soliciting the correct answers which the teacher already knows or for obtaining information that the teacher does not already know. The former category of questions is called "display questions" and the latter is "reference questions."

While there are situations where display questions are unavoidable, the use of reference questions should be encouraged whenever possible, as they are genuinely communicative.

Although negative feedback is part of learning, there is more than one way of giving negative feedback, some of which might not be perceived as negative. For example, teachers can ask students to expand and clarify their answers: Is this what you meant? Did you mean to say...?

## 使用英语和翻译

课堂上应尽量少用英语,但说明要求和讲解时,英语还是必要的。适当地运用一些 英语能减轻学生的焦虑。

翻译练习长期被认为不适合运用于外语教学,但如目的清楚,运用得恰到好处,能收到很好的效果。如:

- 能较彻底地检查学生的理解,而不只是抽查
- 能要求学生必须使用需要掌握的词汇和 结构

## 教师用语

须注意教师课堂用语的特征,如发问和给 出负面反馈的形式。

老师的问题可分为两种。一种是所谓的呈现性问题,即答案是已知(封闭)的。另一种是答案是未知(开放)的,即所谓征询性问题。

呈现性问题有时不可避免,但应尽量使用 征询性问题,因为后者更具有交际功能。

纠错是教学不可或缺的一部分,但纠错的 形式多种多样,有直接的,有委婉的。例 如,老师可请学生扩展和澄清答案: 你的 意思是? 你是说这个吗? For realistic video teaching demos, the DVDs by Nyan-Ping Bi and Yuehua Liu titled "Teaching Demonstrations for Beginning Chinese" (Foreign Language Teaching and Research Press) are available from Cheng & Tsui at: www.cheng-tsui.com/store/products/teaching\_demonstrations\_beginning\_chinese.

## **Seating Arrangements**

If logistics allow, classroom seating can be arranged in such as way that students can see each other, which helps create a friendlier atmosphere.

## Selected Readings on Chinese and the Teaching of Chinese

#### On Chinese character formation:

DeFrancis, John. *The Chinese Language: Fact and Fantasy*, University of Hawai'i Press, 1984.

Wu, Jianhsin. *The Way of Chinese Characters*, Cheng & Tsui Company, 2009.

Zhou, Youguang. *The Historical Evolution of Chinese Languages and Scripts*, (Pathways to Advanced Skills Series, vol. 8), Ohio State University National East Asian Languages Resource Center, 2003.

## For teaching strategies and tools:

Everson and Xiao, eds. Teaching Chinese as a Foreign Language: Theories and Applications, Cheng & Tsui, 2011.

## Selected Web Resources

The following web resources are up-to-date at the time of printing. If the links are no longer working, you can try searching for them using keywords.

#### Pinyin:

Pinyin Practice: pinyinpractice.com/wangzhi/ An interactive website on *pinyin* reading and ear-training by Alan Peterka at the University of Iowa. 具体教学示范,请参考毕念平和刘月华的
"Teaching Demonstrations for Beginning

Chinese": www.cheng-tsui.com/store/products/teaching\_demonstrations\_beginning\_chinese.

## 座位的安排

如果情况许可,可将座位摆得让学生们可以互相看得见,以打造一种温馨的氛围。

## 汉语和汉语教学参考文献

## 关于汉字的结构

DeFrancis, John. *The Chinese Language: Fact and Fantasy*, University of Hawai'i Press, 1984.

Wu, Jianhsin. *The Way of Chinese Characters*, Cheng & Tsui Company, 2009.

Zhou, Youguang. The Historical Evolution of Chinese Languages and Scripts, (Pathways to Advanced Skills Series, vol. 8), Ohio State University National East Asian Languages Resource Center, 2003.

## 一般教学策略和工具的论文集:

Everson and Xiao, eds. *Teaching Chinese as a Foreign Language: Theories and Applications*, Cheng & Tsui, 2011.

## 网上参考资料

下述链接在本书付印时尚有效,如过时的话,可用关键词查找。

## 拼音:

Pinyin Practice: pinyinpractice.com/wangzhi/ 互动式拼读拼音和听力训练,作者 University of Iowa, Alan Peterka.

## XIVi Integrated Chinese • Level 2 Part 2 • Teacher's Handbook

WaveSurfer: www.speech.kth.se/wavesurfer/ A free acoustic analysis software program that can display tone contour instantly.

## **Characters:**

eStroke: www.eon.com.hk/estroke/ Software with animated displays of stroke order and component parts.

www.csulb.edu/~txie/azi/page1.htm A free animated character site.

## **Integrated Chinese Companion Site:**

The companion site for *Integrated Chinese* has a variety of resources that teachers can use in the classroom. At www.integratedchinese.com teachers can find course-related slides, vocabulary, and grammar exercises, as well as an online Image Gallery with the illustrations and photographs from the textbooks.

Cheng & Tsui is planning to add more supplementary exercises in upcoming revisions to the companion sites. There are *Integrated Chinese*-specific resources available through www.cheng-tsui.com as well. An online version of the workbook is already available for all levels of *Integrated Chinese*. Students and teachers can access all exercises and audio from any computer connected to the Internet, with immediate feedback available for most activities, as well as classroom management capabilities for teachers. This new option also allows students to record exercises and submit them to the teacher electronically—which is especially effective for individual pronunciation practice.

WaveSurfer: www.speech.kth.se/wavesurfer/ 免费语音分析软件,能即时显示声调曲 线。

## 汉字:

eStroke: www.eon.com.hk/estroke/ 用动画呈现笔顺和字的部件的软件。

www.csulb.edu/~txie/azi/page1.htm 免费汉字动画。

## 中文听说读写网站:

中文听说读写网站上有一系列教师上课时可用的资源。在www.integratedchinese.com可以找到课件幻灯片、词汇语法练习、以及含有果本上的插图和照片的图片库。

Cheng & Tsui 计划不断把补充练习放到 Integrated Chinese 相关网址上 www.cheng-tsui. com 上也有专为 Integrated Chinese 设计的资源。Integrated Chinese 各册的《学生练习本》已有网上版,学生和教师可从任何联网的电脑上获取所有的练习和录音,并能在做大多数练习时得到即时的反馈,以及为教师提供的课堂管理功能。这个新的功能可让学生将作业录音后传给老师,这对检查学生发音尤其有效。

# LESSON 11

# Chinese Festivals 中国的节日

## **Chapter Structure**

- Lesson Focus
- Priorities
- Focal Themes Teaching Suggestions
- Sequencing and Suggestions for Key Grammar and Vocabulary

- Exercises for the Main Text
- Suggested Integrative Activities

Speaking and Listening

Reading and Writing

Grammar and Vocabulary

## **Lesson Focus**

## 本课重点

本课语言功能请参考本课第一页上的学习目标。若新内容超过学生负担,应进行筛选。下面是我们的建议。

学生应掌握的最基本文化知识与语言功能是,能说出几个中国重要的传统节日的日期、 食物、以及过春节的一些习俗。老师可按学生情况决定介绍多少细节。

#### **Function**

- 1. 能说说中国有见些传统节日。
- 2. 过节吃什么东西
- 3. 过节做什么事。
- 4. 能用中文拜年。
- 5. 能用中文祝人成功、健康。
- 6. 能谈谈自己住的地方/环境怎么样(如以上都能完成,并仍有时间。)

## **Priorities**

## 取舍

如学生年龄小,不必练习"为…干杯"。

"以茶代酒"中的"以"是文言,学生理解其意思即可,不必要求会用,也不必练习,因为在这个阶段,对他们来说可能太难。

"嘛"如果学生掌握不了,也不必强求。

如果觉得学生负担太重,可不必练习"倒计时"。不过如果介绍"倒计时",可用美国纽约时代广场每年12月31号晚上一起倒计时做引导。

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## **Focal Themes Teaching Suggestions**

## 重点主题教学建议

为了增加学习的趣味性并加深印象,可在中国春节(农历年)期间教授本课。那时可让学生上网寻找春节的习俗,应景的图像与影片。老师也可与学生一起制作春节贺卡,学以致用。

1. 说说中国有哪些传统节日。

先复习年月日,再用有农历的月历指出农历的年月日(可用实物或投影)。可利用月历上的颜色(红色)来凸显农历的节日,并可让学生说出当天是农历几月几号。

提问句式举例:

今天是农历的几月几日? (请问)x节是农历的几月几日? 春节是农历的哪一天?(正月初一) 除夕是哪一天?(春节的前一天晚上)

示范一、两次后,就可让学生互相问答。

本课也提到美国节日感恩节,因为感恩节跟春节和中秋节一样,是家人团聚的日子。问答举例:

中秋节跟美国的什么节很像?(跟感恩节很像) 为什么?(都是一家人团圆的节日/大家都回家跟家人团圆) 感恩节是哪一天?(十一月的第四个星期四)

做阶段总结或复习时,可做本章后面 Suggested Integrative Activities 中跟节日有关的练习,尤其是 "Basic unformation about important festivals." 另外可做课本的 Language Practice E: "Name that Holiday," Language Practice F: "Don't Get the Wrong Food."

2. 过节吃什么东西。

可用实物或图片介绍各个节日的食物:

问答句式举例:

- Q: 这是什么?
- A: 这是元宵/粽子/月饼。
- Q: 过什么节吃元宵/粽子/月饼?
- A: 过元宵/端午/中秋节吃元宵/粽子/月饼。
- Q: 元宵什么样?
- A: 白白的、圆圆的。

- Q: 年夜饭一定要有什么?
- A: 得有鱼, 但鱼不能都吃了。北方人还吃饺子。
- Q: 为什么?
- A: 因为"年年有鱼"的"鱼"跟"年年有余"的"余"发音一样, "余"有"剩下 (钱)"的意思。"饺子"像以前的钱,也是希望新年有钱的意思。
- 3. 过年/过节做什么。

可用图片或视频介绍各个节日的庆祝活动。可利用词语或图片,先做"连连看"游戏。在这个基础上做口语练习,然后集中练习/复习春节的活动,例如:

中国人过春节以前得做什么?(打扫房子,准备好吃的东西)除夕做什么?(回家跟家人团圆,忙着做年夜饭,然后家人一起吃年夜饭,看春[节]晚[会])

晚上12点做什么?(12点一到,就放鞭炮,给家人拜年) 正月初一做什么?(穿新衣服/鞋,出门给人拜年,小孩给大人拜年,大人给小孩红包···)

最后可用 Language Practice J: "Don't Miss Out!" 做复习或检查。

4. 怎么拜年、拜年的时候说什么

先应该强调介词"给"和表拜一方式的状语:怎么给家人朋友拜年?(打电话/发短信/写卡片给···拜年;小孩给大人拜年)可做本章后面 Suggested Integrative Activities 中 Grammar and Vocabulary 中的部分练习。

学生都会说"新年快乐",不必练习,应多多鼓励学生说其他的祝贺词语,如: "恭喜发财"、"新年好"、"过年好"、"祝你在新的一年里身体健康/学习进步/ 找工作顺利/事业成功。等。

提醒学生"恭喜发则"前不能加"祝(你)","新年好""过年好"前一般也不说 "祝(你)"。可做 Language Practice G: "Happy New Year to You All!"练习。中可做本章后 面 Suggested Integrative Activities 中"Say the right thing!"的练习。

5. 怎么祝人成功、健康

可做 Language Practice H: "Well-Wishing" 以及本章后面 Suggested Integrative Activities 中 "Say the right thing!" 的练习。

**6.** 自己住的地方/环境怎么样(为本年级第一、二课的内容;如以上1-5各项学生都能完成,并仍有时间时可复习)

可先以单句问答(参考本章后面 Suggested Integrative Activities 中 "How is your living environment?"),然后再引导学生串成段落(可参考本章后面 Suggested Integrative Activities 中 Grammar and Vocabulary 中最后一题 "My Place")。

## **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. 结束; 2. 继续; 3. 本来; 4. 舅舅、舅妈; 5. 感情; 6. 幸福; 7. 环境; 8. 奇怪; 9. 意思; 10. 顺利; 11. 进步; 12. 成功; 13. 浪费; 14. 传统; 15. 拜年; 16. 恭喜; 17. 热闹; 18. 存现句; 19. 有 vs. V着; 20. Adj/V + 着 + V; 21. 量词重叠; 22. (先)····再; 23. V起来; 24. V 得/不出来; 25. 介词"以"; 26. 嘛

1. 结束

More examples: 暑假昨天结束了。

昨天下午我们开会开到五点钟才结束。

这个学期上个星期就结束了,可是我们的工作还没有结束。

Q&A Practice: 这个学期什么时候结束?

这个学年什么时候结束?

学期结束以后你打算做什么?

Other combinations: 结:结果、结业、结算

2. 继续

Character: 两字均有"纟"旁、可用来帮助记忆。

More examples: 他已经学了两年中文了,下个学期会继续学下去。

昨天我们的会没有开完, 今天要继续开。

Q&A Practice: 下学期你会继续学中文吗?

Other combinations: 继:继父、继母

续:续木、续水

3. 本来

Chinese gloss: 原来

More examples: 这个学期我本来想选一门电脑课,可是我的指导老师不同意。

去年夏天我们本来想去云南旅游,可是我舅舅建议我们去哈尔滨。

Completion: 他本来想坐火车去旅游,可是\_\_\_\_\_。

我本来\_\_\_\_\_\_,可是选那门课的人太多了,就没选。

guided completion using the pattern 我本来想\_\_\_\_,可是\_\_\_\_:

make a reservation at a restaurant but can't get seats

go to Harbin but do not have time

go traveling with friends but nobody wants to go with me

Completion:	Isn't that obvious?
	吃元宵嘛!
	吃年夜饭嘛!
	看春晚嘛!
	说中文嘛!

## **Exercises for the Main Text**

## 主课文的练习

**认读课文**: 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。可借此机会纠正学生们的发音,并检查他们对所学内容的理解状况。

**问答**:课文认读完毕后,老师可就课文提问,以此方法来检查学生对课文的理解状况,同时可以帮助学生练习听力及口语。

## Questions about the text:

- 柯林、雪梅为什么在中国?
- 他们是在哪儿过的春节? 他们是跟谁一起过的春节?
- 雪梅的舅舅做什么工作?她的舅妈呢?
- 雪梅的舅舅、舅妈想要孩子吗?为什么?
- 他们住的小区环境怎么
- 他们的公寓有几房、几户 几
- 把"福"字、"春"字倒贴是什么意思?
- 除夕那天雪梅的舅舅舅妈忙着做什么?
- 现在很多家庭在哪儿吃年夜饭?
- 雪梅他们为什么不在餐馆吃年夜饭?
- 他们年夜饭吃了些什么?
- 为什么中国人过年要吃鱼? 魚为什么不能都吃了,要剩下一些?
- 雪梅怎么給爸爸妈妈拜年? 她怎么给朋友拜年?
- 拜年的时候说什么?
- 过年的时候还做什么?
- 什么节吃粽子? 什么节吃月饼? 什么节吃元宵?
- 中秋节像美国的什么节日? 为什么?

# Foreigners in China 外国人在中国

## **Chapter Structure**

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## **Lesson Focus**

## 本课重点

本课语言功能请参考本课第一页上的学习目标。若新内容超过学生负担,应进行筛选。下面是我们的建议。

#### **Function**

- 1. 能简单叙述适应新生活,所经历户困难。
- 2. 能在新来乍到的情况下, 客气地向有经验的友人或前辈寻求帮助与照顾。
- 3. 能筹划各种聚会。
- 4. 能在接风或饯行的聚会场合说出适当的欢迎或送行语言。

## **Priorities**

## 取舍

本课语言功能着重于学生能否在不同的聚会场合,说出适宜的语言。课文内容许多为复习。如果学生负担太重,可不练习"面熟、流、而已、不仅、众人"等词语。

## **Focal Themes Teaching Suggestions**

## 重要主题教学建议

1. 简单叙述适应新生活时所经历的困难:

## 122 Integrated Chinese • Level 2 Part 2 • Teacher's Handbook

a. 你在中国生活习惯吗?你觉得你很快就适应了中国的生活吗? (对在美国的外国留学生以及中国来的老师:已经适应美国的生活了吗?融入美国社会了吗?)

如果学生没有出国的经验,则可多练习学生可能比较熟悉的情况。如,你已经适应大学/学校宿舍/这个城市的生活了吗?

b. 很多留学生在中国,一边学习,一边打工,他们大多做什么工作?(翻译、家教)

可用 Language Practice F: "Foreigners in China" 做扩展。并可联系学生在美国半工半读的经历。

**2.** 如何在新来乍到的情况下,客气地向有经验的友人或前辈寻求帮助与照顾(请多关照; 麻烦多照顾)。如以下这些场合: ▲

刚到一个新地方/公司 刚搬到一个新城市,交了新朋友 刚到新公司上班,看到新同事 第一天到公司上班,看到总经理

可用 Language Practice D: "Being a Newcomer" 以辅助

3. 能筹划各种聚会。由复习学过的带出本课生词:

跟谁聚会?(家人、朋友、同学、同事・)

为什么聚会?(周末,过生日,过年/过节,庆祝x毕业/找到工作/考上研究生/拿到学位/面试成功/退休;给人接风/饯行···)

在哪儿聚会(比较介适)? \*\*、宿舍、学生活动中心、小区活动中心、公园、餐馆、火锅店、快餐店、咖啡馆儿…

聚会的时候做什么? / 怎么庆祝? (聚餐、吃火锅、唱卡拉OK、跳舞、爬山、喝茶、聊天、打麻将…; — 再…)

在家聚会的时候准备点儿什么?(饮料、零食、水果、火锅、音乐、游戏、[叫]外卖···)(也可复习一年级第14课内容)

聚会的时候说什么?以茶代酒,举起杯来,为x干杯 / 祝x / 恭喜x; 太棒了,真为你高兴。

可用 Language Practice C: "It's Party Time!" 做阶段练习。

4. 在一些聚会场合说出适宜得体的话,包括以下这些场合:

给人过生日 庆祝别人毕业 庆祝别人找到工作 给人接风/饯行

可用 Language Practice E: "What to Say?" 做辅助。

## Sequencing and Suggestions for Key Grammar and Vocabulary

## 重要语法和词汇的顺序与教学建议

1.聚会; 2.庆祝; 3.接风; 4.接受; 5.饯行; 6.客人; 7.面熟; 8.关照; 9.搞;

10. 出差; 11. 流; 12. 值得; 13. 年轻; 14. 不仅; 15. 放心; 16. 友谊, 17. 永远;

**18.**稳定; **19.**联系; **20.**而已; **21.**在…一下; **22.**你说呢?; **23.**汉语的语序

## 1. 聚会

Character: 注意"聚"字的声符为"取"。

More examples: 下个月我跟我以前的同事有一聚会。

昨天晚上人位中国留学上在这家中国餐馆聚会。

Other combinations: 聚: 聚餐

## 2. 庆祝

More examples: 你找到工作了,我们应该好好庆祝庆祝。

雪梅去欧洲出差,推销了很多太阳能热水器,我们今天晚上要聚

会, 庆祝她的成功。

Q&A Practice: 中国人庆祝哪些传统节日? Other combinations: 庆:国庆、庆功、欢庆

## 3. 接风

More examples: 雪梅昨天刚从欧洲回来,王太太今天要开晚会,给雪梅接风。

今天又来了五位中国留学生,这个周末中国同学会要给他们接风。

送行的饺子、接风的面。

Other combinations: 接:接球、接机、接电话、接手

## 4. 接受

Character: 注意"受"字不同"爱"。

Q&A Practice: 你是在哪儿接受的中学教育?

老师应该不应该接受学生的礼物?

#### **Exercises for the Main Text**

## 主课文的练习

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**问答**:课文认读完毕后,老师可就课文提问,以此方法来检查学生对课文的理解状况,同时可以帮助学生练习听力及口语。

#### Questions about the text:

- A. 可就各人在中国的工作和生活情况提问。
  - 雪梅下个星期做什么?(开始上班)
  - 她第一个工作是做什么?(出国推销公司的太阳能热水器)
  - 听马克说,最近什么样的产品在市场上卖得很火?(跟环保、节能有关的绿色产品)
  - 马克在中国的发展怎么样?(他做过很多不同的工作。当过英文家教,搞过翻译, 演过电视剧,拍过广告。不过有时候忙 有时候没事做 工作不稳定。)
  - 马克在中国生活得怎么样?(他生活得很快乐/交了很多中国朋友,已经融入中国 社会了。)
  - 丽莎习惯/适应中国的生活了没有?(她在心食住行各个方面都习惯/适应中国的生活了。)
- B. 或以雪梅的"聚会"为主题做引导、先复习练习聚会时必须准备什么,再谈谈聚会分哪些。
  - 大家为什么到雪梅家聚会?(庆祝雪梅顺利找到工作;给李哲接风;给丽莎、天明 饯行)
  - 雪梅准备了些什么?(准备了饮料、零食、水果、火锅、还叫了外卖)
  - 雪梅说了些什么话来欢迎大家?(不要客气,好好吃,好好玩儿)
  - 大家恭喜雪梅找到工作时,说了些什么?(恭喜你找到了好工作。)
  - 大家给李哲接风的时候说了些什么?(欢迎来北京)
  - 大家给丽莎、天明饯行的时候,说了些什么?(为我们的友谊干杯;祝你们一路平安:祝事业成功:以后多联系…)

## **Suggested Integrative Activities**

## 综合练习活动

#### Speaking and Listening

- 1. Party! Party! Party! Brainstorm party ideas. 以学生为中心,分组讨论以下主题:
- 聚会/晚会有哪几种?
- 你常常跟谁聚会?

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# **Character Quiz**

Α.		rite down the <i>Chinese charac</i> arks. (40%)	cters for the foll	owing along	g with <i>pinyin</i> and <i>tone</i>
	1.	to end; to finish			
	2.	feeling; emotion; affection			
	3.	happy; happiness			
	4.	meal			
	5.	to drink a toast; cheers!			
В.		rite down the <i>Chinese charac</i> wn the <i>meaning in English</i> .		oving piny	n. In the parentheses, write
	1.	niányèfàn		(	)
	2.	chuántŏng	10.	(	)
	3.	nónglì		(	)
	4.	zhēngyuè		(	)
	5.	gōngxĭ		(	)
С.	Tra	anslate the following sentenc	es into English.	(20%)	
	1.	他们住的小区环境征 寓,家具都很新、征 很舒服。			
	2.	为你们在新的一年」	里找工作顺	利、学习	进步。干杯!



Name:	Section:
name.	Jection.

## **Test**

## Section I Listening Comprehension (30%)

Listen, then answer the following questions in English.

A:		each question in this part, you will hear a short conversation between two akers.
	1.	What is the first speaker looking for?
	2.	What does the second speaker suggest?
	3.	What is Ke Lin probably doing now?
	4.	What is the second speaker's suggestion to the first speaker's problem?
B:		questions 5–6, you will hear a short narration.  Which dish will definitely be included in the Chinese New Year's Eve Dinner?

6. Why don't people finish the fish included in the Chinese New Year's Eve Dinner?

## Section II Translation (30%)

Translate the following dialogues into Chinese characters or English as appropriate.

A:	新年到了,我以茶代酒,祝 大家新年快乐,身体健康!	
В:		Yes, let's drink to everyone's health!

A:		Happy New Year! Come get some red envelopes.
В:	谢谢舅舅、舅妈,恭喜发财!	

A:	天明一个人在美国,不能回 家过年,一定很难过吧。
В:	Don't forget to send a text message to Tianming to wish him a Happy New Year.

## Section III Reading Comprehension (20%)

Read the passage below and decide whether the statements that follow it are true or false.

每年的农历正月初一,是中国新年。中国人过春节的时候,家家都会打扫房间,在门上贴春联和倒了的"福"字。春节的前一天晚上叫"除夕",全家人都会在一起,热热闹闹地吃年夜饭。这些年来,越来越多的家庭还会一边吃年夜饭,一边在电视上看春节晚会。不过,各个地方的年夜饭不一样。北方人喜欢吃饺子,南方人常常吃年糕。可是不管吃饺子还是年糕,大家希望的都是能够生活美满,一年比一年好。

IC 2-2-Teacher's Handbook Tests.194 194 2013/5/2 14:08:41

1. (	)	The first day of the first month on the solar calendar is Chinese New Year.
2. (	)	Chinese people have dinner as a family on New Year's Day.
3. (	)	Southern Chinese people have dumplings while northern Chinese people like
		"niangao" for Chinese New Year's Eve Dinner.
4. (	)	More and more families like watching the "Spring Festival Evening Show" on
		TV while having Chinese New Year's Eve Dinner.
C4:		N. Marine
		Writing (20%)
		d describe how they can help decorate and cook for the holiday, what they
		ar, what they should bring, what they should expect to do at the celebration,
etc.		

IC 2-2-Teacher's Handbook Tests.195 195 2013/5/2 14:08:42



## **Test Listening Script**

Suggested duration of test: 30 minutes

## Section I Listening Comprehension (30%)

Listen, then answer the following questions in English.

Suggested duration: 6 minutes

- **A.** For each question in this part, you will hear a short conversation between two speakers.
  - 1. Speaker 1: 您好,我想租一套两房一厅 一卫的公寓。
    - Speaker 2: 请问要不要带家具?
  - 2. Speaker 1: 今年春节又不能回家了,我 真难过。
    - Speaker 2: 别难过了,打电话回家给爸爸妈妈拜个年吧。
  - 3. Speaker 1: 您好,请问柯林在家吗?
    - Speaker 2: 他刚刚急着去见朋友,没吃晚饭就出去了。
  - 4. Speaker 1: 我最不愿意最而人打交道 可是妈妈非让我上医学院不可。
    - Speaker 2: 价跟妈妈说清楚嘛,要是上了医学院想再换专业,就难了。

**B.** For questions 5–6, you will hear a short narration.

春节的时候,如果你去中国人家里吃年夜饭,你一定会吃到鱼。可是吃鱼的时候,你一定不要把鱼吃完。为什么?你听说过"年年有鱼,年年有余"吗?"鱼"跟"余"的发音一样、"余"有"剩下"的意思。这样,人们一望每年都有剩下的钱。

#### **Section II** Translation (30%)

Translate the following dialogues into Chinese characters or English as appropriate.

Suggested duration: 6 minutes

## Section III Reading Comprehension (20%)

Read the passage below and decide whether the statements that follow it are true or false. *Suggested duration: 6 minutes* 

## Section IV Writing (20%)

You will host a Chinese New Year's Eve celebration at your place. Write a letter to your friends and describe how they can help decorate and cook for the holiday, what they should wear, what they should bring, what they should expect to do at the celebration, etc.

Suggested duration: 12 minutes