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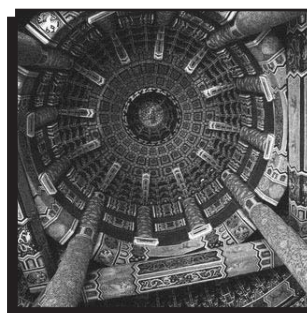
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LEVEL 2

Integrated Chinese

中文聽說讀寫 / 中文听说读写



Traditional and Simplified Character Edition

WORKBOOK

2nd Edition

Yuehua Liu and Tao-chung Yao

Nyan-Ping Bi and Yaohua Shi



CHENG & TSUI COMPANY ▲ Boston





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Second Edition

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Multimedia CD-ROMs are divided into sections of listening, speaking, reading, and writing, and feature a variety of supplemental interactive games and activities for students to test their skills and get instant feedback.

Workbook DVD dialogues from the Level 1 Part 1 Workbook are presented in contemporary settings in color video format.





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, the Cheng & Tsui Company is pleased to offer the revised, updated and expanded second 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.

The Cheng & Tsui Asian 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 feel free to send feedback to our Editorial Department (e-mail: editor@cheng-tsui.com), or to contact the following members of our Editorial Board.

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PREFACE

In designing the Level Two Workbook exercises for *Integrated Chinese*, we strove to give equal emphasis to students' listening, speaking, reading, and writing skills. There are different difficulty levels in order to provide variety and flexibility to suit different curriculum needs. Teachers can assign the exercises at their discretion; they need not feel pressure to use all of them. If appropriate, teachers can use them out of sequence. Moreover, teachers can supplement this workbook with their own exercises.

What's New in the Second Edition

Thanks to all those who have used *Integrated Chinese* and given us the benefit of their suggestions and comments, we have been able to produce a second edition that includes the following improvements.

- ▲ **Level 2 Workbook offers full text in simplified and traditional characters.** The original Workbook, although geared toward both traditional- and simplified-character learners, contained sections in which only the traditional characters were given. This was of course problematic for students who were principally interested in learning simplified characters. This difficulty has been resolved in the new edition, as we now provide both traditional and simplified characters for every Chinese sentence. The only exception is the authentic materials. All authentic materials used in the Workbook are presented in their original characters to preserve their authenticity. An appendix containing alternate character versions is provided as a learning tool for those interested in reading both forms.
- ▲ The Workbook's **exercises have been revised extensively** to recycle vocabulary learned and to provide a contextualized language environment. New and different varieties of exercises have been added, and more authentic materials are included. Teachers can choose exercises that best suit their needs. When words that have not been taught are used in the exercises, glosses have been provided.
- ▲ A **Chinese-English vocabulary index** and an **English-Chinese vocabulary index** have been added to the Workbook. The indices contain new vocabulary words that are glossed in the exercises. (See the Textbook indices for vocabulary words appearing in the lessons.)
- ▲ In addition to written instructions, **new illustrations and photos** provide the reader with visual interest, linguistic clues, and relevant cultural information.
- ▲ Typographical errors present in the first edition have been corrected, and the content has been carefully edited to ensure accuracy and minimize errors.

How to Use This Workbook

Listening Comprehension

All too often listening comprehension is sacrificed in a formal classroom setting because of time constraints. Students tend to focus their time and energy on the mastery of a few grammar points, rather than on developing strong listening skills. This workbook tries to remedy this imbalance by including a substantial number of listening comprehension exercises. There are two categories of listening exercises;

both can be done on the students' own time or in the classroom. In either case, it is important to have the instructor review the students' answers for accuracy.

The first category of listening exercises, which is at the beginning of each listening section, is based on the text of each lesson. For the exercises to be meaningful, students should *first* study the vocabulary list, and *then* listen to the recordings of the texts. The questions are provided to help students' aural understanding of the texts.

The second category of listening exercises consists of an audio CD recording of two or more mini-dialogues or narratives. These exercises are designed to give students extra practice on the vocabulary and grammar points introduced in the lesson. Some of the exercises, especially ones that ask students to choose among several possible answers, are significantly more difficult than others. These exercises should be assigned toward the end of the lesson, when the students have become familiar with the content of the lesson.

Speaking Exercises

Here, too, there are two types of exercises. They are designed for different levels of proficiency within each lesson and should be assigned at the appropriate time.

To help students apply their newly acquired vocabulary and grammatical understanding to meaningful communication, we first ask them questions related to the dialogues and narratives, and then ask them questions related to their own lives. These questions require one- or two-sentence answers. By stringing together short questions and answers, students can construct their own mini-dialogues, practice in pairs, or take turns asking or answering questions.

Once they have gained some confidence, students can progress to the more difficult questions, where they are invited to express opinions on a number of topics. Typically, these questions are abstract, so they gradually teach students to express their opinions in longer conversations. As the school year progresses, these types of questions should take up more class discussion time. Because this second type of speaking exercise is quite challenging, it should be attempted only **after** students are well grounded in the grammar and vocabulary of a particular lesson. Usually, this occurs not *immediately* after students have completed the first part of the speaking exercises.

Reading Comprehension

There are three types of reading exercises in the Workbook: 1) short passages incorporating new vocabulary and grammatical structures from the lesson; 2) authentic materials such as advertisements, personal ads, and short news articles (some slightly modified); and 3) ancient Chinese parables. The sequence generally reflects the degree of difficulty of the materials, with the short passages being the most straightforward. The authentic materials are included not only because of their pedagogical value but also for their sociological interest. The various parables, on the other hand, originate from classical "wisdom texts" and have long been familiar set phrases. The variety of the readings is a way to bring culture—contemporary and ancient—into language learning while also allowing flexibility to the instructor. Occasionally, words that may be unfamiliar to some students appear in the reading passages, and these words are not glossed. But they will not prevent students from completing the tasks assigned successfully. Students are encouraged to guess the meaning of these words from the context of the reading passage.

Writing and Grammar Exercises

Grammar and Usage

These drills and exercises are designed to solidify students' grasp of important grammar points. Through brief exchanges, students answer questions using specific grammatical forms, or are given sentences to complete. These exercises are not simple mechanical drills since their completion depends on students correctly understanding the contextual clues.

In the second half of the Level 2 Textbook, students are introduced to increasingly sophisticated and abstract vocabulary. Corresponding exercises in this Workbook help them to grasp the nuances of new words. For example, synonyms are a source of great difficulty; so exercises are provided to help students distinguish them.

Translation

Translation has been a tool for language teaching throughout the ages, and positive student feedback confirms our belief that it continues to play an important role. The exercises we have devised serve to reinforce two primary areas: one, to help students use specific grammatical structures in their speech; and two, to allow students to build their ever-increasing vocabulary. Ultimately, our hope is that this dual-pronged approach will enable students to understand that it takes more than just literal translation to convey an idea in a foreign language.

Writing Practice

This is the culmination of the written exercises, and it is where students learn to express themselves in writing. Many of the topics overlap with those used in oral practice. We expect that students will find it easier to put in writing what they have already learned to express orally.

Acknowledgments

Since publication of the first edition of *Integrated Chinese*, in 1997, many teachers and students have given us helpful comments and suggestions. We cannot list all of these individuals here, but we would like to reiterate our genuine appreciation for their help. We do wish to recognize the following individuals who have made recent contributions to the *Integrated Chinese* revision. We are indebted to Tim Richardson, Jeffrey Hayden, Ying Wang, and Xianmin Liu for field-testing the new edition and sending us their comments and corrections. We would also like to thank Chengzhi Chu for letting us try out his "Chinese TA," a computer program designed for Chinese teachers to create and edit teaching materials. This software saved us many hours of work during the revision. Last, but not least, we want to thank James Dew for his superb, professional editorial job, which enhanced both the content and the style of the new edition. We are also grateful to our editors at Cheng & Tsui, Sandra Korinchak and Kristen Wanner, for their painstaking work throughout the editing and production process. Naturally, the authors assume full responsibility for the content.

As much as we would like to eradicate all errors in the new edition, some will undoubtedly remain, so please continue to send your comments and corrections to editor@cheng-tsui.com, and accept our sincere thanks for your help.