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教师手册内容

BOOK ORGANIZATION

为了便利教师的教学和课堂管理，《欢迎（四）教师手册》（上）包括了以下内容：
This *Huanying*, Volume 4, Part 1 Teachers' Book includes the following sections to assist teachers in lesson planning and teaching:

《欢迎》课程一览 Scope & Sequence Chart

这是一个《欢迎》第四册课程内容的一览表。其中包括每课的语言交流目标，文化信息，文法结构，以及阅读和写作技巧。

This is an overview chart of content—including communicative goals, culture topics, language structures and usage, and reading and writing strategies—covered in the course.

如何使用《欢迎》第四册 Teaching with *Huanying* Volume 4

这一节为教师提供了一些很具体的建议，包括如何在开始新的单元前主题引入，如何循序渐进地设计课程进度和课堂活动，如何评估学生的进展，以及如何引导学生将汉语知识延伸至其他学科和华语社群。

This section explains the pedagogical philosophy around which *Huanying* was written and contains suggestions for beginning a unit, teaching a lesson, evaluating students' progress, and going beyond the classroom.

《欢迎》课程进度与设计范例 Pacing and Lesson Planning

这一节包括课程进度方面的建议以及两个课程部件设计，供教师们参考。每个课程部件设计都在活动顺序和时间安排上为教师提出了具体的建议。同时，本节还包括一些教学小窍门。

This section contains two sample lesson plans based on a traditional high school schedule. Each lesson plan provides detailed suggestions as to sequence of activities, time allocation, and tips to teachers.

教学用具建议 Recommended Teaching Materials

这一节为教师们列出了课堂教学可以使用的工具、设备、电脑软件等等。还为有语音实验室的教师提供了具体的录音设备方面的建议。

This is a list of some suggested tools, materials, and software for teachers to incorporate into classroom and language lab teaching.

《欢迎》练习册教学建议 Using *Huanying* Workbook Activities

《欢迎》(四)单元一至二练习册：《欢迎》教师手册(上)主要的构件包括所有学生练习册中的活动和答案。所有答案都占据主要页面。为方便课堂活动的进行和课堂秩序的管理，汉英双语教学建议都列在每页的留白。听力部分的录音文本列在页底。

Workbook Units 1-2: The main body of this teacher's book consists of copies of all the student workbook activities in Volume 4, Part 1, with answer keys displayed in the center of the page. On the side, "Notes to the Teacher" in both simplified Chinese and English help teachers effectively conduct the activities and facilitate a communicative classroom environment. Audio transcripts are provided at the bottom of the page.

附录 Appendix

所有单元测验和考试，以及试题答案都收集于此。在《欢迎》的设计上，每课都有两个测验：生词测验和综合测验。教师们可以选择在开始新课时给学生生词测验，在新课结束之前给学生综合测验。单元考试可以在单元结束前进行。单元考试的题目已经设计完毕，但教师们可以择优使用。所有测验和考试都有学生版和教师版两个版本，可供教师复印。

This appendix contains unit tests and quizzes (with answer keys). Each lesson (except for the review lesson) contains two quizzes: a vocabulary quiz and a general quiz. You can use the vocabulary quiz before you start the new lesson or immediately after you have finished teaching vocabulary. This is to help students memorize the new words. The general quiz can be used at the end of the lesson to measure whether students have mastered the content. Each quiz has two versions: a student and a teacher's version. You can make copies of the student version and use it in class. The Unit Test can be given at the end of each unit. You can use the entire test or parts of the test, depending on your needs.

《欢迎》第四册课程一览

SCOPE & SEQUENCE

Unit 1	Unit Theme: 世界在变化 The World Is Changing	
	Communicative Goals	Culture
1.1 交通越来越方便了	<ul style="list-style-type: none"> Exchanging detailed information about travel Describing a travel itinerary in detail Comparing and contrasting different modes of transportation Making inquiries about details of a past event 	<ul style="list-style-type: none"> Chinese idioms: 四通八达; 四面八方; 星罗棋布 Chinese legends: 盘古开天地 Chinese rail transport
1.2 卡的世界	<ul style="list-style-type: none"> Describing the purpose and use of everyday objects in personal finance Giving and obtaining information regarding bank procedures and policies Persuading others to subscribe to a particular service 	<ul style="list-style-type: none"> Chinese idioms: 比比皆是; 不计其数; 铺天盖地 Chinese legends: 女娲造人 The world of cards in contemporary Chinese life
1.3 日新月异	<ul style="list-style-type: none"> Describing one's living environment and community in detail Narrating a past or a present event in detail and in a logical sequence Comparing and contrasting changes in one's living environment 	<ul style="list-style-type: none"> Chinese idioms: 物换星移; 改天换地; 天翻地覆 Chinese legends: 夸父逐日 Public transportation in China
1.4 网校	<ul style="list-style-type: none"> Exchanging information regarding distance learning facilities Justifying one's decision to join a distance learning program Giving advice on study methods and procedures 	<ul style="list-style-type: none"> Chinese idioms: 一日千里; 眼明手快; 捷足先登 Chinese legends: 精卫填海 A history of distance learning in China
1.5 新图书馆	<ul style="list-style-type: none"> Making inquiries about the operational details of a public facility Describing a public facility's building, service, rules and procedures in detail 	<ul style="list-style-type: none"> Chinese idioms: 后来居上; 后浪推前浪; 别开生面 Chinese legends: 仓颉造字 Internet use in China
1.6 第一单元复习		

Structure & Usage	Reading & Writing Activities
<ul style="list-style-type: none"> • The use of 可惜 • Using 大概 to mean “about, approximately, probably” • Using 从…以来 to indicate a period of time • The use of 一再 • Vocabulary Extension: terms for travel and tourism 	<p>Reading:</p> <ul style="list-style-type: none"> • Understanding written definitions of words and expressions • Reading public announcements and advertisements • Obtaining detailed information about public facilities from published or online sources • Extracting main arguments or points of view from published or online sources
<ul style="list-style-type: none"> • Directional complements indicating results • The use of 的确 • Using 来 to indicate a means to an end relationship • The colloquial expression 这个noun那个noun的 • Using 办 to mean “handle business, procedures, or paperwork” • The conjunction 万一 • Vocabulary Extension: additional words for different kinds of cards and idioms about business and money 	<p>Writing:</p> <ul style="list-style-type: none"> • Writing definitions for words and expressions • Describing pictures using set expressions • Business writing: event advertisements, campaign ads, and procedural instructions • Writing personal narratives • Writing summaries for a survey or an event description • Writing email responses • Writing short expository or argumentative essays
<ul style="list-style-type: none"> • Using 自从…以后 to introduce a time phrase or a time clause • The use of 幸亏 • Using 也就是说 to further clarify the meaning and implication of what was said • The use of 终于 • Vocabulary Extension: common terms and expressions for a city’s infrastructure and buildings 	
<ul style="list-style-type: none"> • Using 也 for emphasis • The use of 不管…(都)… • The use of 都 for emphasis • The use of 有道理 • Vocabulary Extension: additional Chinese terms for distance learning 	
<ul style="list-style-type: none"> • The word 化 used as a suffix • The use of 除外 • The use of 凡是 • Vocabulary Extension: additional words used with 化 	

《欢迎》第四册课程一览 **Scope & Sequence** (Continued)

Unit 2	Unit Theme: 民以食为天 Bread Is the Staff of Life	
	Communicative Goals	Culture
2.1 农业和饮食	<ul style="list-style-type: none"> • Making inquiries about the relationship between agriculture and diet • Describing the impact of geography on agriculture • Summarizing the agricultural economy of a region 	<ul style="list-style-type: none"> • Chinese idioms: 丰衣足食; 国富民强; 人给家足 • Symbolism in Chinese Food: 月饼的传说 • Chinese geography and topography
2.2 中国的地方菜系	<ul style="list-style-type: none"> • Making inquiries about the details of a cuisine • Obtaining details about regional cuisines • Describing the ingredients of a dish • Describing the origin, history, and characteristics of major cuisines in China • Describing basic Muslim customs 	<ul style="list-style-type: none"> • Chinese idioms: 家常便饭; 粗茶淡饭; 山珍海味 • Symbolism in Chinese Food: 腊八粥 • Restaurants in China
2.3 饮食全球化	<ul style="list-style-type: none"> • Making inquiries about the similarities and differences of regional diets • Describing a particular dish in some detail • Discussing the advantages and disadvantages of the globalization of food • Describing the basic environmental impact of globalization and localization 	<ul style="list-style-type: none"> • Chinese idioms: 少壮不努力, 老大徒伤悲; 言必行, 行必果; 有志者, 事竟成 • Symbolism in Chinese Food: 春卷和“咬春” • The Hui minority in China
2.4 “绿色食品”和“健康食品”	<ul style="list-style-type: none"> • Describing the differences between food labels • Describing the general process of growing and manufacturing food • Discussing the definitions of food labels 	<ul style="list-style-type: none"> • Chinese idioms: 青山绿水; 海无边, 江无底; 人不知春草之春; 百川归海 • Symbolism in Chinese Food: 好吃不过年饺子 • Characteristics of Chinese food
2.5 中国的饮食文化	<ul style="list-style-type: none"> • Making inquiries about some popular Chinese sayings • Describing Chinese cultural customs related to eating • Describing how the Chinese view food, in some detail 	<ul style="list-style-type: none"> • Chinese idioms: 苦尽甘来; 先苦后甜; 五味俱全 • Symbolism in Chinese Food: 枣栗子和早立子 • The Chinese way of showing hospitality
2.6 第二单元复习		

Structure & Usage	Reading & Writing Activities
<ul style="list-style-type: none"> • The use of 实际上 • Using the structure “time word/phrase + 来…” to indicate a time period from the past to now • Using 总的来说 to summarize a discussion • Using 占 to indicate fractions and percentages • The use of 百分之 • The use of 怎么办 in spoken Chinese • Vocabulary Extension: additional words and expressions about agriculture and farming-related matters 	<p>Reading</p> <ul style="list-style-type: none"> • Understanding written definitions of words and expressions • Reading questionnaires, written summaries, and task lists • Reading email correspondence regarding food, agriculture, and cultural practices • Extracting main arguments or points of view from published or online sources
<ul style="list-style-type: none"> • The use of 对…有研究 • The prepositional phrase 从…看 + verb phrase • The use of 一般来说 • Vocabulary Extension: additional terms used to discuss business 	<p>Writing:</p> <ul style="list-style-type: none"> • Writing definitions for words and expressions • Creating task lists • Recording other people’s personal opinions • Business writing: creating a multicultural dinner menu, producing a local information pamphlet, and writing survey reports • Writing personal narratives • Writing summaries for a survey or an event description • Writing a comparison essay • Writing a reflection essay
<ul style="list-style-type: none"> • The use of 无论 • The use of 对…有好处 • Using 尤其 to highlight a specific aspect of an issue • The use of 对不起(人) • Vocabulary Extension: additional names of popular food around the world 	
<ul style="list-style-type: none"> • The use of 不见得 • Using 像 to list things • Vocabulary Extension: words usually used in food packaging 	
<ul style="list-style-type: none"> • Using 举例子 when giving examples • The use of 像 • The conjunction 并且 • The conjunction 哪怕 • Vocabulary Extension: terms used to refer to different flavors 	

《欢迎》第四册课程一览 **Scope & Sequence** (Continued)

Unit 3	Unit Theme: 发展和环境 Development and the Environment	
	Communicative Goals	Culture
3.1 绿色的春节	<ul style="list-style-type: none"> Conveying one's attitude towards a greener way of life Describing a greener way to celebrate holidays Justifying one's opinions on traditional holiday celebrations Justifying one's opinions on animal protection Presenting different opinions on issues of holiday celebrations 	<ul style="list-style-type: none"> Chinese idioms: 画虎类狗; 蜗行牛步; 狐群狗党 The Chinese View of Nature: 中国的五岳 Celebration etiquette for the Chinese New Year
3.2 全球化和本土化	<ul style="list-style-type: none"> Explaining in detail how some products have been localized Discussing the necessity of economic globalization and localization Describing the areas that reflect China's modernization and Westernization 	<ul style="list-style-type: none"> Chinese proverbs: 万紫千红; 气象万千; 五花八门 The Chinese View of Nature: 风水 The variety of Chinese stores
3.3 到处都是广告	<ul style="list-style-type: none"> Discussing the impact of commercialization, particularly commercial advertisements Expressing personal opinions on commercialization in daily life Using concrete examples to support one's opinions Describing different sales schemes 	<ul style="list-style-type: none"> Chinese idioms: 一目了然; 一览无余; 东张西望; 目不转睛 The Chinese View of Nature: 茶马古道 Advertisements in China
3.4 环境保护, 从我做起	<ul style="list-style-type: none"> Describing different types of pollution Describing the need for recycling Discussing concrete steps to recycle and conserve Making suggestions on how to protect the environment 	<ul style="list-style-type: none"> Chinese idioms: 细水长流; 节衣缩食; 精打细算 The Chinese View of Nature: 王维的《竹里馆》 Recommendations for energy conservation
3.5 地理环境和发展	<ul style="list-style-type: none"> Making inquiries about people's activities Describing China's geography Presenting personal views on the relationship between geography and economic development Using examples to support one's arguments Developing skills in public debates 	<ul style="list-style-type: none"> Chinese idioms: 地动山摇; 排山倒海; 倒海翻江 The Chinese View of Nature: 桃花源 China's water resources
3.6 第三单元复习		

Structure & Usage	Reading & Writing Activities
<ul style="list-style-type: none"> • 没什么 used in spoken Chinese • The use of 受…的影响 • Vocabulary Extension: additional words and expressions for holiday activities 	<p>Reading:</p> <ul style="list-style-type: none"> • Reading definitions of words and expressions • Reading questionnaires, advertisements, personal opinions, and blog postings about the environment • Extracting main arguments or points of view from published or online sources <p>Writing:</p> <ul style="list-style-type: none"> • Writing definitions for words and expressions • Recording other people's opinions on environmental issues • Creating survey questions • Writing personal narratives • Writing summaries or reports for a survey or a personal opinion • Writing argumentative essays • Writing a reflection paper
<ul style="list-style-type: none"> • The use of 正 for emphasis • Using adjective + 死了 to mean “extremely” • The use of 顺便 • Using 正要…(呢) to indicate that one is about to do something • Using 一句话 to sum things up • Vocabulary Extension: popular sayings about food and health 	
<ul style="list-style-type: none"> • Using 对我来说 to state personal opinions • The conjunctions 不是…而是… • The conjunction 于是 • Using 既然 to introduce a conditional clause • Vocabulary Extension: additional words about doing business 	
<ul style="list-style-type: none"> • Making concessions using 你说的也是 • The use of 还好 • Vocabulary Extension: additional words about environmental protection 	
<ul style="list-style-type: none"> • The use of 不光 • Using 相比之下 for comparisons • Vocabulary Extension: additional words for topography and geography 	

《欢迎》第四册课程一览 **Scope & Sequence** (Continued)

Unit 4	Unit Theme: 往前看 Looking Forward	
	Communicative Goals	Culture
4.1 升学	<ul style="list-style-type: none"> Describing the procedures of China's college entrance examination Giving step-by-step instructions on filling out a university application form in China Describing the university admission process in China in detail 	<ul style="list-style-type: none"> Chinese idioms: 只争朝夕; 当机立断; 机不可失, 失不再来 The Chinese Aesthetic: 文人画 China's college application process
4.2 就业	<ul style="list-style-type: none"> Expressing one's concerns about jobs and employment Describing a job in the service industry in some detail Summarizing prerequisites for finding employment Comparing the pros and cons of different service jobs 	<ul style="list-style-type: none"> Chinese idioms: 有志者, 事竟成; 敏于事, 慎于言; 事在人为 The Chinese Aesthetic: 王羲之和《兰亭序》 The job market for Chinese youth
4.3 出国留学	<ul style="list-style-type: none"> Inquiring about study abroad procedures Giving instructions on preparations for study abroad Describing housing choices for study abroad programs Describing the procedures for applying to a U.S. university 	<ul style="list-style-type: none"> Chinese idioms: 手足无措; 忐忑不安; 如坐针毡 The Chinese Aesthetic: 泥人张 Study abroad procedures for a Chinese student
4.4 自由啦!	<ul style="list-style-type: none"> Expressing feelings about relationships with parents Talking about feelings and opinions on living independently Talking about renting a house and finding a roommate 	<ul style="list-style-type: none"> Chinese idioms: 谈天说地; 谈笑风生; 津津乐道 The Chinese Aesthetic: 年画 Recommendations for new college students
4.5 友谊天长地久	<ul style="list-style-type: none"> Making inquiries about the senior prom in the U.S. Describing a senior prom in a high school in the U.S. Talking about feelings towards friendship and plans to maintain a friendship 	<ul style="list-style-type: none"> Chinese idioms: 意气相投; 志同道合; 情投意合 The Chinese Aesthetic: 放风筝 English teaching and learning in China
4.6 第四单元复习		

Structure & Usage	Reading & Writing Activities
<ul style="list-style-type: none"> • The use of 作为 • The colloquial expression 是这样的 • The use of 恐怕 • The conjunction 非…不可 • Vocabulary Extension: additional words for the college entrance process 	<p>Reading:</p> <ul style="list-style-type: none"> • Reading definitions of words and expressions • Reading questionnaires, advertisements, personal opinions, and blog postings on topics relating to education, employment and study abroad • Obtaining information from public announcements
<ul style="list-style-type: none"> • The conjunction 主要是 • Using 可 + verb to indicate that something is worth doing • Vocabulary Extension: additional words often used as subtitles on a resume 	<p>Writing:</p> <ul style="list-style-type: none"> • Writing definitions for words and expressions • Creating a resume • Responding to job advertisements, study abroad programs, rental ads, etc. • Recording other people's opinions on issues relating to jobs and education
<ul style="list-style-type: none"> • Using 东V西V • The use of 如此 • Vocabulary Extension: additional words commonly used for a study abroad applications 	<ul style="list-style-type: none"> • Making a school information brochure • Writing an event narrative based on picture cues • Writing summaries of interviews or survey results • Writing descriptions of college applications
<ul style="list-style-type: none"> • Using the idiomatic expression 说正经的 • The use of 再也 + 不/没 • Vocabulary Extension: additional words for renting an apartment 	
<ul style="list-style-type: none"> • The use of 因此 • Vocabulary Extension: words relating to dancing and parties 	

如何使用《欢迎》第四册

TEACHING WITH HUANYING

VOLUME 4

如何开始新的单元：为理解创立基础

Beginning a Unit: Setting the Stage for Understanding

从教材所覆盖的主题上讲，《欢迎》第四册反映的是一种循序渐进、螺旋上升的理念。第四册的主题与《欢迎》的第一至三册出现过的一些主题有类似的地方，但是无论是探讨的角度、方式和深度，还是对学生语言能力的要求都与第一至三册有所不同。《欢迎》（四）中的每个主题讨论都反映多种视角，每种视角又力求加入基本的论证。这就要求学生在学习《欢迎》（四）的课程时不但注意理解他人的看法和感受，并且进一步发展个人用汉语表达意见、建议和用汉语论证自己的观点的能力。《欢迎》（四）的课程要求教师在介绍新单元时做以下工作：

Huanying Volume 4 reflects the belief that language teaching may be best practiced through a gradual and spiraling progression. Some of the themes and topics covered in Volume 4 are similar to those covered in the first three volumes; however, they are discussed differently both in scope and in depth. Each theme in *Huanying* Volume 4 is explored from multiple perspectives, and each perspective is further elaborated with details and justifications. The Volume 4 course requires that students, while discussing familiar topics, understand and convey different points of view through development of language competence for active communication. When introducing a new unit in Volume 4, therefore, teachers may need to consider the following steps:

1. 由于《欢迎》第四册的主题是学生们已经熟悉的，教师们在开始介绍一个新的单元时，需要帮助学生复习已经学过的关于单元主题的词汇、句法和表达方式。比如，让学生用汉语列出对于单元主题他们已经知道哪些内容，然后分组或在全班共同分享。同时，教师还应要求学生猜想对同样的主题还可以进行哪些进一步的讨论。

Because the *Huanying* Volume 4 themes are familiar to the students, when introducing a new unit teachers may want to help students activate their existing vocabulary and expressions about the unit theme. For example, ask students to make a list of the vocabulary and expressions they already know about the unit theme, and then they can share the list either in small groups or with the entire class. In addition, teachers may want to challenge students to predict what other aspects or in-depth knowledge they can learn about the unit theme.

2. 与《欢迎》第一至三册相同，介绍单元主题、了解章节的顺序和学习目标、探讨单元主题所具有的文化性，仍然是介绍一个新单元的切入点。由于现在已经进入第四年的《欢迎》课程，学生们应该已经建立了预习、预测和预先思考的习惯。因此，在学生们讨论单元主题时，教师们除了鼓励学生了解学好这一单元所需的词汇、语法和文化知识之外，还应将他们的注意力转向论证、逻辑、和修辞方面。比如，在讨论第三单元“发展和环境”时，邀请学生们设想讨论这一主题所需要的基本文化

知识，像传统中国人在饮食、节庆、购物和家庭经济等方面的习俗，以及在现代社会中这些传统习俗经历的变化。这些文化知识和观念既能帮助学生了解现代中国社会在全球化经济中的地位，又能帮助学生理解传统文化在现代生活中经历的矛盾。从而促使学生发展用汉语对较为复杂的社会问题和现象做分析和批判的能力。

Similarly to *Huanying* Volumes 1 through 3, teachers should still begin each new unit by introducing the unit theme, acquainting students with the lesson sequence and objectives, and directing students' attention to the cultural aspects of the theme/topic. Entering the fourth year of the *Huanying* curriculum, students most likely have become familiar with the basic routine of preview, prediction, and pre-observation when starting a new unit. Therefore, in addition to highlighting the necessary vocabulary, grammar, and cultural content of a topic, teachers may want to direct students' attention to critical reading and rhetoric of language. For example, when discussing Unit 3, "Development and the Environment," consider inviting students to brainstorm the traditional Chinese beliefs about food, shopping, and home economy. Then ask students to compare and contrast these traditional beliefs with contemporary practices introduced in each lesson. These kinds of discussions can help students acquire the language abilities that will enable them to read critically and argue logically.

3. 与《欢迎》第三相同，《欢迎》第四册中每课结尾的“学无止境”、“你知道吗？”和“中国文化一瞥”中介绍的内容均为正式教学的一部分。但这些内容在掌握方法和考量形式上又与课文有所不同。如，“学无止境”中介绍的生词，往往是以听说的形式练习，让学生给所听到的词语下定义。而“你知道吗？”和“中国文化一瞥”中的内容，有的经过改写之后以听力短文的形式出现，有的是让学生根据阅读的内容作一个口头报告。这样做的目的不仅是为了帮助提高学生灵活运用语言的能力，也是为了帮助提高学生用汉语复述、总结所学内容的能力。

Similarly to Volume 3, *Huanying* Volume 4 requires that content in the "Extend Your Knowledge," "Did You Know?," and "A Glimpse into Chinese Culture" sections of the textbook becomes part of the formal language instruction. The materials covered in these sections, however, are taught and assessed differently from the rest of the lesson texts. For example, the additional words introduced in "Extend Your Knowledge" are usually assessed in the form of definitions in listening comprehension exercises; and the stories or articles in "Did You Know?" and "A Glimpse into Chinese Culture" are either adapted into short listening selections, or modified into oral presentation topics. Incorporating the aforementioned material into the formal language instruction serves to further enhance students' ability to use Chinese more spontaneously. It also helps to consolidate the summarizing and paraphrasing skills that students have been developing over the years of instruction.

4. 继续提供附加分活动的机会，促使学生自愿地探讨单元主题所包含的各个方面。比如，可以鼓励学生们设计一个关于汉语课教学的问卷调查，或走出校门采访一位当地的中国问题专家，甚至真的帮助社区的政府或者企业翻译简单资料。

Continue to offer extra credit to students who further explore the theme/topic of the unit. For example, students could take inspiration from the lesson texts and design a questionnaire for their Chinese class, interview a local expert on China-related issues, or even create an actual brochure in Chinese for their local government or business.

如何教授一篇课文：循序渐进，增进理解

Teaching a Lesson: Sequenced Instruction for Better Understanding

循序渐进的教学 Instructional Sequence

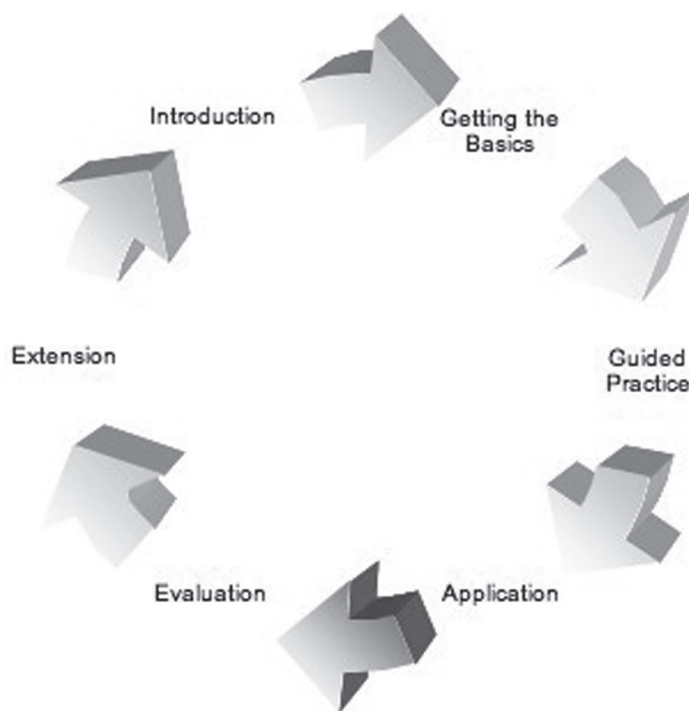
与《欢迎》第三册相同，《欢迎》第四册含有四个以主题为中心的单元。每个单元仍然包括六个小节，每一小节讨论一个围绕单元主题而展开的题目。每个单元的最后一节为单元复习。《欢迎》第四册的撰写目的，仍是辅助教师建立一个以语言使用能力为核心的教学流程。故《欢迎》第四册的教科书应与练习册结合使用。《欢迎》所涉及的教学步骤为：

Huanying Volume 4, similarly to Volume 3, contains four thematic units. Each unit still consists of six lessons based on common topics within each theme, with the last lesson being a unit review that consolidates the vocabulary and expressions introduced in the unit. The textbook is designed to be used in conjunction with the workbook to form a competency-based instructional sequence, which includes the following steps:

- **主题引入** —— 通向沟通的阶梯
Introduction: Setting the Stage for Communication
- **基本功训练** —— 掌握基本语言技巧
Getting the Basics: Acquiring Basic Skills for Communication
- **目标型训练** —— 初级语言再生阶段
Guided Practice: Initial Speech Production
- **应用型训练** —— 综合语言训练
Application: Using the Target Language Creatively
- **评估** —— 自我评估和教师评估
Evaluation: Self-Reflection and Teacher Assessments
- **语言扩展** —— 将语言知识与技巧延伸至其他学科
Extension: Go Beyond the Classroom

以上教学流程可以下图演示：

These steps can be illustrated as follows:



值得注意的是，上图所显示的仅只是一个循序渐进的教学过程，而非每日的课程部件设计。请参考后面有关课程设计一节来具体了解如何将上述教学过程编织入日常教学活动中。

Note that these steps only indicate a general sequence of instruction. They do not correspond to specific class periods. Please refer to the Sample Lesson Plans for details on how to weave these instructional steps into an organic process of teaching and learning.

主题引入 —— 通向沟通的阶梯

Introduction: Setting the Stage for Communication

在开始传授新课以前，教师可以首先介绍这一课的题目，并邀请学生思考下面的问题：为了有效地参与人际沟通，这一课最可能出现的内容，词语，句子和表达方式是哪些？教师也可以鼓励学生对这一课的题目做一个跨文化的比较或观察。

Before beginning a new lesson, teachers may want to introduce the topic of the lesson and ask students to speculate on the likely content of the lesson, the range of basic vocabulary, and useful expressions that will enable effective communication. Teachers can also encourage students to make cross-cultural comparisons throughout this process.

教学建议 *Suggestions for Teachers*

1. 在教新课的前一天，把预习新课作为家庭作业布置给学生。告诉学生预习的步骤应为：

- 学习生词（包括汉字）
- 听课文录音，注意生词的发音和汉字的写法
- 阅读课文，注意生词是如何在课文中使用的
- 把不懂的地方记下来作为问题提出
- 阅读语言注释，看看其中的解释是否可以帮助解答记录下来下的问题
- 把仍然未解的问题作为课堂讨论的题目
- 把有关文化习俗方面的观察记下来与全班分享

Have students prepare for the new lesson as a homework assignment the day before your introduction. Ask students to:

- study the vocabulary, including the characters
- listen to the recordings of the lesson texts, paying attention to the pronunciation and the writing of the new words
- read the lesson texts and learn how the new words are used in the text
- write down any questions that come up while reading the texts
- go over the language notes to see if they address any of the questions they have jotted down
- bring any unanswered questions to class for discussion
- note any cultural observations

2. 另一个以课上预习为中心的办法是：

- 请学生在课上独自学习生词
- 让学生两人一组分角色念课文
- 回答《练习册》中综合语言练习部分“用汉语怎么说？”的问题
- 让学生组成小组，讨论“用汉语怎么说？”的答案
- 全班一起综合各小组讨论的结果
- 请学生就课文的难点提问，并让学生分享有关文化方面的观察

An alternative classroom-based approach would be to:

- have students work individually to study the vocabulary in class
- read the lesson texts in pairs or as a class
- answer the questions in the "How do you say it in Chinese?" section in the workbook
- have students discuss the answers to the questions in small groups
- work together as a class to recall what each group has discovered
- encourage students to ask questions based on their reading or share observations about cultural features

基本功训练 —— 掌握基本语言技巧

Getting the Basics: Acquiring Basic Skills for Communication

在介绍了新课的题目之后，教师可以请学生们完成《练习册》里的一些关于生词和句型的基本练习，以了解学生对本课基础知识的掌握情况。需要明确的一点是，《欢迎》第四册的侧重点之一在于向学生介绍比较正式的词汇和较为复杂的句型。尽管练习册中的一些活动用学生已有的常用词汇和简单句型也可以完成，教师应该在课堂练习上坚持让学生使用课文中介绍的生词和句法。

Following the introduction of the lesson topics, teachers can assess students' basic knowledge of the lesson vocabulary and expressions through the activities in the workbook. It is important to keep in mind that one of the main purposes of *Huanying* Volume 4 is to help students develop more formal vocabulary and complex sentence structures. Teachers should insist that students use the newly introduced expressions when completing the routine workbook activities.

教学建议 *Suggestions for Teachers*

1. 让学生互相测验本课的生词和基本句法。这是一个非正式的由学生自己进行的评估活动。这种互相测验的活动对创造一个互助互学的课堂环境有很大的意义。由于使用《欢迎》第四册的学生已经学了三年的汉语，这种生词互测活动应该完全用汉语来进行。

Conduct peer quizzes on the lesson vocabulary and expressions. This is an informal assessment done by students themselves. It is an excellent way to foster a cooperative learning environment. Since students using *Huanying* Volume 4 are already in their fourth year of Chinese language studies; they should be able to conduct peer quizzes exclusively in Chinese.

2. 要求学生完成基于课文的听力理解练习。此类练习已包括在《练习册》中。这些练习的问题、答案、及录音文本都印在《教师手册》中。和《欢迎》第三册相同，《欢迎》第四册仍保留了以下两种听力练习：（1）用汉语解释课文中的生词或者成语/俗语的意思。这个练习的目的是培养学生解释、描述的能力。而这些能力仍然是第四年的学习所需要发展的。（2）用汉语回答与课文内容有关的问答题，或参加于课文有关的即兴会话。这些问答题不仅可以帮助教师考量学生对课文的掌握情况，而且可以进一步训练学生复述课文内容以及就给定题目开展讨论的能力。

Ask students to complete the listening comprehension questions based on the lesson texts. These questions are already included in the workbook; all questions are printed in the teacher's book and are accompanied by audio transcripts. Similarly to Volume 3, *Huanying* Volume 4 includes the following two kinds of listening exercises: (1) definition of terms or idioms introduced in the lesson, and (2) simulated conversations based on the topics introduced in the lesson texts. By completing these sections, along with the true/false questions about the texts, teachers not only can determine students' real comprehension, but can also further develop their students' ability to rephrase, relay, and expand on the content of the lesson texts.

3. 请学生跟录音或教师念课文。注意，这个活动并非为了使学生背诵课文，或重复课文里的句子。相反，念诵的目的是以课文为样本来模仿正确的发音和语调的抑扬顿挫。当学生听得懂他们所说所念，他们对学习的兴趣就可能提高。此外，这个活动还可以给学生一个问问题的机会。

Ask students to read the lesson dialogues aloud after the recording or after the teacher. Note that this activity is not intended for the students to memorize or reproduce the language in the dialogues. Rather, using the lesson recording as a model, students can listen to and imitate the correct sound and cadence of Chinese. When they can understand what they are hearing and saying, they will be more likely to enjoy the language experience. In addition, this activity often gives students a chance to ask questions regarding the expressions in the lesson, which they may have already jotted down.

4. 让学生完成以课文生词和句型为基础，以扩展听力理解为目的而设计的其他听力练习。此类练习均已包括在《练习册》中。

Ask students to complete additional listening comprehension activities that use the vocabulary and expressions from the lesson yet have content that goes beyond the texts. These types of activities are already included in the "Listening Practice" section of the workbook.

目标型训练 —— 初级语言再生阶段

Guided Practice: Initial Language Production

当学生们把握了一篇新课的基本语言技巧，即生词、语法、和用法之后，教师应该引导学生进入初级语言再生能力的训练。在《欢迎》的练习册中有许多在教师指导下进行的、以学生为中心的交流与沟通活动。这些活动一方面注重练习固定范围内的词语和表达方式，另一方面又给与语言训练有实际意义的语境。这样，学生在语言练习中可以随时注意到语言的实践性。因此，《欢迎》所设计的初级语言再生阶段的练习，并非机械性的句型重复练习；它们要求学生通过主动性的沟通来把握语意。

Once the students have demonstrated basic knowledge of the vocabulary, grammar, and expressions introduced in a lesson, teachers can guide students through their first language production efforts. Many teacher-directed and student-centered communicative activities are already included in the workbook. These activities, while targeting a specific set of vocabulary and usages introduced in the lesson, are contextualized to keep students focused on the performance aspect of language production. Instead of mechanical grammar manipulation, students are required to negotiate meaning in active communication contexts.

教学建议 *Suggestions for Teachers*

1. 为了有效地使用《欢迎》所设计的各种语言交流和沟通活动，活动前的准备和活动后的总结是不可缺少的两个环节。

Pre-activity instructions and post-activity reflections are necessary steps for the effective use of each communicative task in the workbook.

- 活动前的准备不仅让教师有机会解释活动要求、帮助学生分组配对，而且给学生一个机会澄清活动中涉及的汉字、图片、句法和用法的问题。

Pre-activity instructions not only give teachers an opportunity to assign role sheets and go over the directions, but also offer students a chance to ask questions about characters, pictures, or expressions used in the activity.

- 活动后的总结可以协助教师重新集合学生的注意力，再次明确活动目的。这也是一个核对学生答案，让不同小组汇报活动结果的好机会。

Post-activity reflections help to bring the class back together and summarize the purpose of the activity. This is also the time for teachers to check the responses and for students to report on their findings.

2. 在组织课堂活动中，教师不必等每个学生或小组都完成了所给活动之后才进行下一个活动。一个值得尝试的方法是由教师事先宣布给定活动可以占用的时间。这样可以促使学生把精力集中在所给的活动上。在学生进行小组活动时，教师最好在班上来回走动，观察学生的进展，回答可能出现的问题。

It is not necessary to wait for all students to complete an activity, particularly speaking and writing activities. Teachers may want to set a time limit for each activity to help students remain focused on the task. While students are engaged in the communicative tasks, teachers can walk around and answer questions that may arise in the process.

3. 大多数《欢迎》的结对和小组活动都可以作为全班活动来做。反之亦然。例如，生词宾果游戏可以作为全班活动，由教师叫宾果字盘。同样的，这个游戏亦可作为小组活动或结对活动。

Most pair and small group activities can also be used as full class activities, or vice versa. For example, word bingo can be played as a full class game with the teacher calling out the words. It can also be treated as a small group game or a pair activity.

4. 有写作内容的活动可以作为家庭作业布置给学生。在《欢迎》第四册中，此类活动仍以电邮、采访报告或作文的形式出现。对于一些比较复杂的写作练习，教师可以考虑让学生打草稿，或者给学生写第二稿甚至第三稿的机会，以便激发学生的上进心。

Certain activities that involve writing can be assigned as homework. In *Huanying* Volume 4, these activities are in the forms of email responses, summaries of an interview, or essays. It may be a good idea for teachers to ask students to write a first draft for certain writing assignments. It will also motivate students more if teachers allow students to rewrite the assignments.

5. 为了协助课堂管理，教师可以考虑把各种不同类型的练习穿插起来运用。例如，结对活动之后，可以选择让学生做独立写作活动，或者全班的听力活动，这样可以帮助学生平静下来，重新集中精力和体力。

To facilitate classroom management, teachers may want to alternate types of activities from the workbook when planning for a lesson. For example, a pair activity can be followed by an individual writing task or a full class listening activity, so that students get a chance to refocus their energy.

应用型训练 —— 综合语言训练

Application: Using the Target Language Creatively

当学生的语言控制能力增强之后，教师应该引导学生走出封闭型的严格控制的语言训练，进入开放型的演示性沟通活动。后者在《欢迎》练习册中往往体现为综合语言能力的活动。这些活动要求学生寓已有的语言知识于新的语言情境之中。

As students' language control increases, teachers should guide students to move from controlled language tasks to open-ended performance tasks. These are often cumulative activities that help students to recycle previously learned materials while applying newly acquired skills. They require that students use their Chinese language skills creatively in simulated real-life situations.

教学建议 *Suggestions for Teachers*

1. 由于开放型活动的综合性较强，学生们需要有活动前的准备，以便了解活动内容和要求，复习所需词语；学生们也需要活动后的总结，以便有机会进行互相评估。

Pre- and post-activity sessions are necessary to help students understand the requirements of the activity, review necessary expressions, and have a chance for peer critique.

2. 在学生进行开放型沟通时，教师应考虑在教室内来回走动，聆听学生对话的进展，以便帮助学生集中精力在所给的活动上。

Teachers may want to circulate around the classroom and listen in on some groups. This can also help keep students on task.

3. 在评估学生的课堂参与情况时，教师应考虑以整体性的评估来鼓励学生发挥自己的创造性。若是有条件的话，教师也可以把课堂活动拍摄下来跟学生和家长分享。

Teachers may want to evaluate students holistically to encourage creativity. If equipment is available, teachers can also videotape students' performances to share with other classes or parents.

评估 —— 自我评估和教师评估

Evaluation: Self-Reflection and Teacher Assessments

《欢迎》汉语教学系列的设计理念，建立在作者对外语教学目的认知之上。作者认为，外语教学的目的是通过积极的人际沟通活动，学会从一个新的视角来看待我们共同的世界。使用《欢迎》系列的教师或者学生，都可以不断地、整体性地对他们在语言上的教与学做随时评估和考量。《欢迎》教科书为教师提供了以下评估方式：

The *Huanying* series was created based on the belief that the goal of foreign language learning is to acquire new perspectives in our understanding of the world through active communication. Teachers and students of this series are encouraged to constantly and holistically evaluate their language acquisition. The textbook series has the following built-in assessment tools:

- 学生自我评估：在每个单元复习结束后，学生们都有机会反思他们的单元学习体验，并分析评估自己对单元内容的掌握。这种反思活动可以帮助学生成为自己学习过程的主导者。

Self-assessment at the end of each unit, following the unit review lesson. This section allows students to reflect on their learning experience and identify their own strengths and weaknesses. Through constant reflection, students can become more active participants in their own learning.

- 每课测验及单元考试：教师手册中包括每一课的测验和每一单元的考试。有助于教师了解学生对课程内容掌握的情况。

Quizzes and unit tests in the teacher's book to help gauge students' basic language skills.

- 《练习册》活动都有明确的语言练习目的，可以帮助学生和教师评估活动完成的结果。以第一单元，1.5课的综合语言练习VIII为例，这个练习要求学生上网研究，找到一个本社区的公共服务设施，了解这个设施的服务项目，时间和对象，然后在全班做一个口头报告。最后根据自己的报告情况为这个服务设施写一个介绍性短文，发表在本地区的旅游网站上。由于此类活动的要求明确，无论是教师还是学生都可以很明确地衡量作业完成的质量。

Activities that specify desired outcomes so that teachers and students can evaluate the quality of their task completion. For example, in Unit 1, Lesson 1.5, Integrated Language Practice VIII, students are instructed to search online for a public service facility in their community. They need to find out all the details about this facility, including the location, hours of operation, and the types of service provided. Then they are asked to give an oral presentation and write a description about this facility. In the end, the description will be published on the local tourism website. This type of assessment requires that students understand the task fully and that they be given the grading rubrics in advance.

以下的两个评分表可以用来作为教师评估学生写作或口头报告的参考（附录##：可供复印的英文表格）：

Below are two simple rubrics that can be used for written and oral tasks (See Appendix 2 for copyable, English-only rubrics):

写作评分纪录

	任务完成 Task Completion	语言使用 Language Use	文化理解 Cultural Awareness
5	任务完成得全面彻底 task completed fully and thoroughly	语言流畅，错误极少 language fluent and with minimal errors	措辞用语符合文化习俗 culturally appropriate register and expressions
4	任务完成得全面，但不一定彻底 task completed but not thoroughly	存在错误，有时会影响理解 infrequent errors that might interfere with understanding	使用了符合文化习俗的用语 mostly appropriate register and expressions

3	任务基本完成，直接回答了问题 task mostly completed by directly responding to the prompts	错误频繁，影响理解 frequent errors that interfere with understanding by native speakers	文化理解不始终如一 cultural awareness inconsistent
2	间接回答了问题 mainly a marginal response to the prompts	错误频繁，难以理解 frequent errors render incomprehensible to language teachers	文化敏感度不足 culturally insensitive
1	任务未完成 task not completed	无法理解 incomprehensible	不符合文化习俗 culturally inappropriate

口头报告评分纪录

	任务完成 Task Completion	语言使用 Language Use	发音语调 Pronunciation and Cadence	文化理解 Cultural Awareness
5	任务完成得全面彻底 task completed fully and thoroughly	语言流畅，错误极少 fluent and with minimal errors	字正腔圆，语句流畅，错误极少 natural pace and accurate pronunciation with minimal errors	措辞用语符合文化习俗 culturally appropriate register and expressions
4	任务完成得全面，但不一定彻底 task completed but not thoroughly	存在错误，有时会影响理解 infrequent errors that might interfere with understanding	音调有少量错误，语句较为流畅 smooth pace and accurate pronunciation with occasional errors	使用了符合文化习俗的用语 mostly appropriate register and expressions
3	任务基本完成，直接回答了问题 task mostly completed by directly responding to the prompts	错误频繁，影响理解 frequent errors that interfere with understanding by native speakers	发音及音调均有少量错误；语句基本流畅，有时又断续感 mainly consistent pace with occasional repetition; accurate pronunciation with some errors in tones	文化理解不始终如一 cultural awareness not consistent
2	间接回答了问题 task completed by marginally responding to the prompts	错误频繁，难以理解 frequent errors render incomprehensible to language teachers	语句断断续续，发音错误较为频繁，使得听众较难辨别要表达的内容 pace is inconsistent, even choppy; frequent pronunciation errors require some interpretation	文化敏感度不足 culturally insensitive
1	任务未完成 task not completed	无法理解 incomprehensible	语句破碎，难于理解 labored pace with frequent errors that render incomprehensible	不符合文化习俗 culturally inappropriate

语言扩展——将语言知识与技巧延伸至其他学科和社群

Extension: Go Beyond the Classroom

如果我们的教学目的是使得学生们创造性地运用他们的汉语知识，那么我们在教学中就需要提供给学生充足的机会走出汉语课堂，深入华语社群，甚至将他们对汉语的了解延伸至其他学科的学习。《欢迎》第四册为学生提供了以下扩展知识的机会：

If students are to be encouraged to use the Chinese language creatively, they need to be given plenty of opportunities to use the language outside the classroom, in Chinese language communities, and even integrated within their studies in other academic subjects. Overall, *Huanying* Volume 4 provides students with the following knowledge extension opportunities:

- 每篇课文中都包括“学无止境”的生词扩展部分，“中国文化一瞥”的成语俗语部分故事及用法，和“你知道吗？”的知识性短文。

Every lesson includes the following three language extension sections: “Extend Your Knowledge” for vocabulary extension, “A Glimpse into Chinese Culture” for Chinese idioms and proverbs, and “Did You Know?” for cultural anecdotes.

- 在每篇课文的“中国文化一瞥”中新加入了辅助单元主题的文化读物。这些读物包括民间传说，饮食文化，传统自然观，以及传统审美观。在每片读物的结尾都要求学生将文章中介绍的中国文化和他们本人的文化做一个对比，并发表一个演说。

New to *Huanying* Volume 4, we have added a culture reading in the section “A Glimpse into Chinese Culture.” These culture readings are complementary to the lesson texts and unit themes. They cover a wide range of topics, including traditional Chinese legends, symbolism in Chinese food, the traditional Chinese view of nature, as well as Chinese arts and aesthetics. Following each reading, students are asked to compare the Chinese culture they have read about with their own culture and give an oral presentation in class.

- 练习册中的课堂专案活动和口头报告给学生提供把语言知识带到社区的机会。

Workbook activities, especially class projects and oral presentations, provide students with opportunities to bring their knowledge of the Chinese language to their community.

教师可以考虑将上述部分的一些内容作为附加分的功课布置给学生，鼓励学生体验、研究、或分享华语文化。例如，在学习成语时，可以让学生把自己最喜爱的成语做成一个动漫给大家看，或是在比较中国的食文化和他们本国的食文化时，鼓励学生主办一个国际食品展示会。此类活动都将有助于激发学生学习汉语的兴趣。

Teachers can assign some activities in these sections as extra credit for students to experience, research, or share results with the class. For example, when studying Chinese idioms, teachers can ask students to make a cartoon or a slideshow based on one of their favorite idioms. Another idea would be to ask the students to organize an international food fair at the school after they compare symbolism in Chinese food with that in their own cultures. These kinds of opportunities can help motivate students and increase their interest in studying Chinese language and culture.

《欢迎》课程进度与设计范例

PACING AND LESSON PLANNING

《欢迎》第四册是为高中汉语而设计的一个学年的课程。一般来说，《欢迎》第四册所提供的教学内容是按照每五天到六天学习一课，每三十到三十六天完成一个单元的进度而设计的。按此进度，高中教师应在一个学年的上半学期教完第一至第二单元，在下半学期教完第三至第四单元。

Huanying Volume 4 is designed to be taught in one regular school year at the high school level. The material developed in each lesson generally should allow for one lesson every five-to-six class periods, or one unit every thirty- to thirty-six class periods. This pace would enable teachers to cover Units 1–2 in the fall semester and Units 3–4 in the spring semester.

教师们在熟悉了教材的内容与活动之后，可以根据各自学校的课时安排和学生特点调整教学的进度。例如，若是一个学校的学年少于公立学校所规定的180天，那么教师也许可以考虑每四天学习一课，或者把每个单元的第六课，也就是单元复习课，从目前设计的四个课时缩减到一个课时。此外，由于第四年的汉语课程要求学生同时接触课本之外的真实语料，教师们在课程设计上需要考虑到扩大阅读、看中国电影和学中文歌所需要的课时，并且根据实际情况增减在每篇课文上所需的课时。无论面临何种具体的教学情况，笔者相信教师们都能够从《欢迎》第四册中找到多样化的教学活动和资料。

Teachers can develop their own sense of pacing as they become familiar with the types of activities accompanying each lesson. Indeed it may be necessary for teachers to adjust the *Huanying* curriculum based on their school's schedule and class dynamics. For example, if the school has a shorter academic year than a regular 180-day school year, a teacher may need to cover one lesson every four class periods instead of five, or s/he may need to reduce the hours spent on the sixth chapter—the review chapter—to a one day review lesson instead of a four-day lesson as it is currently designed. In addition, teachers should also consider adjusting the amount of time spent on each lesson if they have planned to include extra reading materials, Chinese movies, or Chinese songs in their curriculum. Regardless of how the *Huanying* curriculum will be adopted, teachers who need to adjust their lesson planning according to the learning styles of students will find that *Huanying* Volume 4 provides a variety of activities and ancillaries to allow flexibility.

课件设计范例 Sample Lesson Plans

以下部分是为《欢迎》第四册第一单元1.6课和第二单元2.1课所作的两个课件设计，供教师们参考使用。这两个课件设计都是基于传统的学校作息时间表，即每周五次课，每次五十分钟。第一单元1.6课为典型的复习课，而第二单元2.1课则为典型的主题引入课。各位教师应注意到的是，以下两个课件设计并未考虑到个别班级的具体特点和个性；也不反映每个教师的教学风格。而且，尽管每个课件设计的范例都尽量使用《欢迎》中所有的活动和资料，但这并不意味着每位教师都非此不可。

The following are two sample lesson plans, for Unit 1, Lesson 1.6 and Unit 2, Lesson 2.1 of *Huanying* Volume 4. Both plans are based on a traditional school schedule of a 50-minute class period that meets five times a week. Lesson 1.6 is a typical review unit, and Lesson 2.1 is a typical unit introducing new material. Keep in mind that these are generic lesson plans. They do not take into consideration specific characteristics and dynamics of a live classroom; nor do they reflect an individual teacher's teaching style. Although the sample lesson plans try to utilize all the activities and ancillaries provided for each lesson, teachers are not expected to use every activity or exercise in the workbook.

第一单元，第1.6课第一单元复习

Unit 1, Lesson 1.6 Unit 1 Review

第一天	Day 1
<p>1. 制作复习提纲。把学生分成五个小组，每个小组负责列出一课书的复习提纲（即一个小组负责第1.1课，一个负责第1.2课，依此类推）。其中应该包括这篇课文讨论的题目，所需的语言知识，所涉及的小故事（即在“你知道吗”和“中国文化一瞥”中谈及的内容），等等。这些提纲列出来以后，在全班分享。（如果教室里有文件投影仪，或是有电脑，做这个活动则比较方便。若没有，可以让学生去复印）。 三十五分钟</p> <p>2. 自我评估。让学生按照所得到的复习提纲做一个自我评估。把他们觉得已经掌握的语言知识写在一张纸的左半侧，把需要复习的语言知识写在这张纸的右半侧。 十分钟</p> <p>3. 小结。总结今日所学，布置家庭作业。 五分钟</p> <p>作业：按照复习提纲复习第1.1课和第1.2课的内容。</p>	<p>1. Create a review guide for everyone. Divide the class into five groups, and ask each group to make a review sheet for one lesson in the unit (i.e. one group for 1.1, one for 1.2, etc.). The review sheet must include the topic of the lesson, the new words, expressions, and structures introduced, stories from the “Did You Know?” and “A Glimpse into Chinese Culture” sections, etc. Once students have completed their review sheets, ask them to share the results with the class. (If you have a document reader or a few computers in your classroom, the sharing part will be easy to do. If you do not have this equipment, send a student to make photocopies.) 35 minutes</p> <p>2. Self-evaluation. Ask students to follow the review guide they have received to complete a self-evaluation on a separate sheet of paper. They should write what they know in the left-hand column and what they need to review in the right-hand column. 10 minutes</p> <p>3. Summary. Summarize today's lesson and explain the homework. 5 minutes</p> <p>Homework: Review Lessons 1.1 and 1.2 following the review sheets.</p>
第二天	Day 2
<p>1. 朗读课文。把学生分成两人一组，请他们朗读第1.6课的两篇课文。注意让学生将课文念两次，因为第一次常常比较生疏。念完对话以后，教师就对话内容向学生提问。 十分钟</p>	<p>1. Read the Lesson 1.6 texts. Pair up the students and have them read the Lesson 1.6 dialogue and text. Make sure that the texts are read twice, as the first time around is usually choppy. Teachers may want to ask questions based on the texts to check understanding. 10 minutes</p>

<p>2. 课文理解。请学生完成《练习册》第80页上第1.6课综合语言练习I和II。然后在全班核对答案。 十五分钟</p> <p>3. 定义游戏。把学生分成小组（两人、四人均可），让他们以练习册中每课的听力练习I为样板互测第1.1课和第1.2课中的生词和词组。 十五分钟</p> <p>4. 结伴活动。把学生分成两人一组，完成《练习册》第82页上第1.6课综合语言练习III。 五分钟</p> <p>5. 小结。总结今日所学，布置家庭作业。 五分钟</p> <p>作业：按照复习提纲复习第1.3课和第1.4课的内容。</p>	<p>2. Lesson understanding. Ask students to complete Lesson 1.6 Activities I and II in Integrated Language Practice, Workbook p. 80. 15 minutes</p> <p>3. Name that word. Ask students to pair up and define the words and phrases from Lessons 1.1 and 1.2, using Listening Practice Activity I from each lesson as a model. 15 minutes</p> <p>4. Pair activity. Pair students up and ask them to complete Lesson 1.6 Activity III in Integrated Language Practice, Workbook p. 82. 5 minutes</p> <p>5. Summary. Summarize today's lesson and explain the homework. 5 minutes</p> <p>Homework: Review Lessons 1.3 and 1.4 following the review sheets.</p>
<p>第三天</p>	<p>Day 3</p>
<p>1. 听力练习。请学生完成《练习册》第78页上的第1.6课成语练习I。 十分钟</p> <p>2. 定义游戏。把学生分成小组（两人、四人均可），让他们以练习册中每课的听力练习I为样板互测第1.3课和第1.4课中的生词和词组。 十五分钟</p> <p>3. 复习活动。把学生分成两人一组，完成练习册中的第1.6课综合语言练习V。 十分钟</p> <p>4. 全班练习。让学生们完成练习册第82页上的第1.6课综合语言练习IV，然后在全班核对答案。建议：可将答案制成幻灯片，投在屏幕上。还可请学生互相更改对方的练习。 十分钟</p> <p>5. 小结。总结今日所学，布置家庭作业。 五分钟</p> <p>作业：按照复习提纲复习第1.5课的内容。</p>	<p>1. Listening activity. Ask students to complete Lesson 1.6 Activity I in Idioms Practice, Workbook p. 78. 10 minutes</p> <p>2. Name that word. Ask students to pair up and define the words and phrases in Lessons 1.3 and 1.4, using Listening Practice I of each lesson as a model. 15 minutes</p> <p>3. Review activity. Pair up the students and ask them to complete Lesson 1.6 Activity V in Integrated Language Practice, Workbook p. 84. 10 minutes</p> <p>4. Mixer Survey. Have students complete Lesson 1.6 Activity IV in Integrated Language Practice, Workbook p. 82, and then go over the answers in class. Suggestion: Consider putting correct answers on an overhead transparency and asking students to correct each other's answers. 10 minutes</p> <p>5. Summary. Summarize and explain the homework. 5 minutes</p> <p>Homework: Review Lesson 1.5 following the review sheets.</p>

<p>第四天</p>	<p>Day 4</p>
<p>1. 自我评估。请学生回答课本第61页上的自我评估问卷。由于这是复习课，最好让学生在回答每一个问题时举出一两个例子。每个例子都应用汉字写出来。 十分钟</p> <p>2. 小对话。把学生分成两人小组，让他们完成1.6综合语言练六。 五分钟</p> <p>3. 口头报告。 步骤：</p> <p>a. 把全班学生分成小组，每组六个人。</p> <p>b. 把练习册第79页上第1.6课的口头报告题目（一共六个）复印下来，把每个问题贴在一张小目录卡上。这样，一套目录卡里有六张，每张上有一个口头报告的题目。按照学生的总数，你可能要做几套卡片。但这些卡片明年还可以用。</p> <p>c. 把评分表发给学生（见附录2）</p> <p>d. 让每个学生从本组的口头报告卡片里随便抽出一张。然后用四分钟的时间按照卡片上的题目准备一个两分钟的演讲。学生准备演讲时，教师应用计时器计时。若是没有计时器，可用网上计时器。网址是：http://www.online-stopwatch.com/</p> <p>e. 时间到了以后，让学生按照演讲题目的顺序开始演讲。听的学生应用评分表评分。</p> <p>f. 全班汇总和总结 三十分钟</p> <p>4. 单元小结。建议：用这个机会巩固单元教学所期望达到的语言技巧和文化理解目标。 五分钟</p> <p>作业：复习第一单元，准备单元考试。</p>	<p>1. Self-assessment. Ask students to complete the self-evaluation form on p. 61 of their textbook. They should include one or two examples if they have checked “Yes” for a question. All examples must be written in characters. 10 minutes</p> <p>2. Role Play. Pair up the students and ask them to complete Lesson 1.6 Activity VI in Integrated Language Practice, Workbook p. 85. 5 minutes</p> <p>3. Oral Presentations. Procedures:</p> <p>a. Divide the class into small groups of six students.</p> <p>b. Make copies of the oral presentation topics listed in the Lesson 1.6 exercise on p. 79 of the workbook. There are six topics all together. Paste each question on a 3" x 5" index card so that each set of Unit 1 oral presentation topics has 6 cards. Depending on your class size, you may need to make a few sets. But you can use them year after year.</p> <p>c. Distribute Oral Presentation Rubrics to students (see Appendix 2)</p> <p>d. Ask each student in a group to take a topic card from the set. Give students four minutes to prepare a two-minute presentation. Consider using a timer to keep track of time. If you do not have a timer, use an online stopwatch at http://www.online-stopwatch.com/</p> <p>e. When preparation time is up, ask students begin to present in their group according to the order of the topics they have chosen. Students should grade the presentations according to the rubrics while listening. 30 minutes</p> <p>4. Summarize the unit. Suggestion: Use this opportunity to reinforce the fundamental understanding that you would like the students to achieve upon completion of this unit. 5 minutes</p> <p>Homework: Review for Unit 1 Test.</p>
<p>第五天</p>	<p>Day 5</p>
<p>1. 单元一考试。 四十分钟</p> <p>2. 介绍第二单元主题：民以食为天。请学生参与讨论在这个主题中最可能出现的内容、词语、句子和表达方式。提醒学生注意中国和西方饮食文化的异同。 五分钟</p>	<p>1. Unit 1 Test 40 minutes</p> <p>2. Introduce Unit 2 theme: Bread is the Staff of Life. Ask students to anticipate the likely topics, vocabulary and expressions common to the discussion of the topic involved. Remind students to pay attention to any cultural differences regarding food and diet. 5 minutes</p>

<p>3. 介绍第2.1课的题目：农业和饮食。问学生以下问题：如果只看这个题目，你猜猜这篇课文讲的会是什么？说话人可能是谁？听话人可能是谁？中国农业有什么特点？跟美国农业一样吗？教师应注意用汉语提问，并鼓励学生尽量用汉语回答问题。 五分钟</p> <p>作业：预习第2.1课。</p>	<p>3. Introduce Lesson 2.1 Theme: Agriculture and Food. Ask students the following questions: without reading the dialogues, can you guess what this lesson is about? Who is the likely speaker if you only read the title? Who is the speaker talking to? What are the characteristics of Chinese agriculture? Is Chinese agriculture similar to/different from American agriculture? Teachers must make every effort to ask questions in Chinese and encourage students to use Chinese in their answers. 5 minutes</p> <p>Homework: Study Lesson 2.1 vocabulary and read/listen to the lesson texts.</p>
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第二单元，第2.1课农业和饮食
Unit 2, Lesson 2.1 Agriculture and Food

第一天	Day 1
<p>1. 复习第2.1生词。将学生分成二人小组，互相测验本课生词。注意让学生使用汉语提问。如“汉语怎么说…？”这个活动并非为了给学生时间学习生词，而是为了给接下来的练习作准备。 五分钟</p> <p>2. 生词测验。请将《教师用书》附录中的第2.1课生词测验按照学生人数复印。教师可自己决定要学生写拼音还是汉字，或是两个都要写。 十分钟</p> <p>3. 朗读课文对话。把学生分成两人小组，分角色朗读第2.1课对话一和二。对话应读两次，使每个学生有机会扮演不同角色。 八分钟</p> <p>4. 课文理解练习。请学生完成《练习册》第92页上的第2.1课综合语言练习II和III。这两个练习是课文理解练习，帮助学生充分了解课文内容和一些习惯性表达方式的内涵。在学生完成这两个练习以后，教师应跟学生核对一下答案。 十五分钟</p> <p>5. 生词语法解释。在上述练习之后，教师应考虑分析汉字字源，介绍课文中出现的语法现象。还可以利用这个机会请学生就不懂的地方提问。 十分钟</p>	<p>1. Review Lesson 2.1 New Words. Ask students to pair up and peer quiz on the Lesson 2.1 vocabulary. Make sure students ask questions in Chinese, using “汉语怎么说…？” This activity is not intended for students to learn the new words, as they should have learned them the night before. It is only intended to help students review the vocabulary and get ready for the next activity. 5 minutes</p> <p>2. Vocabulary Quiz. Please make enough copies of the Lesson 2.1 vocabulary quiz. You can find the pre-made quiz in the appendix of the Teacher's Book. You can decide whether students should use pinyin or Chinese characters to finish the quiz. 10 minutes</p> <p>3. Lesson Dialogues. Divide students in pairs and have them role play Dialogues 1 and 2 from Lesson 2.1. Make sure that each dialogue is read twice so that each student gets to play different roles. 8 minutes</p> <p>4. Reading Comprehension: Understand the lesson texts. Following the previous activity, teachers should ask students to complete Lesson 2.1 Activities II and III in Integrated Language Practice, Workbook p. 92. These two activities help ensure that students understand the lesson texts fully. Teachers should go over the answers with students after they finish the exercises. 15 minutes</p> <p>5. Vocabulary and Grammar Explanations. Following the previous activity, teachers should go over the etymology of the characters (if applicable), as well as the expressions introduced in the texts. This is also an opportunity to allow students to ask questions they jotted down the previous day. 10 minutes</p>

<p>6. 小结。总结本日所学，布置家庭作业。 二分钟</p> <p>作业：完成第2.1课《练习册》第91页综合语言练习I。</p>	<p>6. Summary. Summarize today's lesson and explain the homework. 2 minutes</p> <p>Homework: Complete Lesson 2.1 Activity I in Integrated Language Practice I, Workbook p. 91.</p>
<p>第二天</p>	<p>Day 2</p>
<p>1. 听力练习。请学生完成《练习册》第87页上的第2.1课听力练习I。听写结束时，教师应跟学生核对一下答案。练习的录音可以从www.cheng-tsui.com的网页上下载。 十分钟</p> <p>2. 检查作业。教师可跟学生核对作业以后再将作业收上来。 十五分钟</p> <p>3. 听力练习。请学生完成《练习册》第81页上的第2.1课听力练习II和III。这两个练习是课文理解练习，目的是复习第一天已经学过的内容。听写结束时，教师应跟学生核对一下答案。练习的录音可以从www.cheng-tsui.com的网页上下载。 十分钟</p> <p>4. 结对练习。把学生分成两人一组，请他们完成第2.1课综合语言练习IV。 十分钟</p> <p>5. 小结。总结今日所学，布置家庭作业。 五分钟</p> <p>作业：《练习册》第88页的第2.1课听力练习IV。</p>	<p>1. Listening Comprehension. Ask students to complete Lesson 2.1 Activity I in Listening Practice, Workbook p. 87. Teachers may want to go over the answers with the students afterwards. The audio clips for this activity are online at www.cheng-tsui.com. 10 minutes</p> <p>2. Check Homework. Have students show you their completed homework. You may want to go over the answers before collecting the homework. 15 minutes</p> <p>3. Listening Comprehension. Ask students to complete Lesson 2.1 Activities II and III in Listening Practice, Workbook p. 88. These two exercises consist of questions based on the lesson texts. They help students review what they learned the previous day. Please go over the answers with students at the end of the activities. The audio clips for this activity are online at www.cheng-tsui.com. 10 minutes</p> <p>4. Pair Activity. Pair up the students and ask them to complete Lesson 2.1 Activity IV in Integrated Language Practice, Workbook p. 93. 10 minutes</p> <p>5. Summary. Summarize today's lesson and explain the homework. 5 minutes</p> <p>Homework: Complete Lesson 2.1 Activity IV in Listening Practice, Workbook p. 88.</p>
<p>第三天</p>	<p>Day 3</p>
<p>1. 听写练习。教师应考虑用第2.1课中介绍的词语问学生几个问题，让学生听了问题以后用汉字把回答写下来。 五分钟</p> <p>2. 检查作业。建议：请几个学生在全班分享他们写的答案，还可让学生互相评改对方的练习。 十分钟</p> <p>3. 小组练习。请学生完成《练习册》第94页上第2.1课综合语言练习IV。建议：活动结束后，教师应跟学生核对一下答案。 十五分钟</p>	<p>1. Dictation. Teachers should come up with a few questions using the expressions introduced in Lesson 2.1. Then read these questions to students and ask them to write down their answers in Chinese characters. 5 minutes</p> <p>2. Check Homework. Suggestion: Consider asking a couple of students to share their invitations with the class, or asking students to correct each other's answers. 10 minutes</p> <p>3. Group Activity. Ask students to complete Lesson 2.1 Activity VI in Integrated Language Practice, Workbook p. 94. Suggestion: Go over the answers with students at the end of the activities. 15 minutes</p>

<p>4. 听力练习。请学生完成《练习册》第89页上第2.1课听力练习V。建议：活动开始以前，教师可以跟学生过一下问题。练习的录音可以从www.cheng-tsui.com的网页上下载。 十五分钟</p> <p>5. 小结。总结今日所学，布置家庭作业。 五分钟</p> <p>作业：《练习册》第95页的第2.1课综合语言练习VII，第一步和第二步。建议：最好老师指定三到四个机构让学生采集资料。比如，学生必须采集本班、本校、本市的资料。</p>	<p>4. Listening Comprehension. Complete Lesson 2.1 Activity V in Listening Practice, Workbook p. 89. Suggestions: consider going over the questions before starting the audio CD. The audio clips can be found online at www.cheng-tsui.com. 15 minutes</p> <p>5. Summary. Summarize today's lesson and explain the homework. 5 minutes</p> <p>Homework: Complete the Lesson 2.1 Activity VII in Integrated Language Practice, Workbook p. 95. Suggestion: Consider designating three to four places for the students to conduct research and collect data. For example, ask students to collect data about their own class, school, and the city where they reside.</p>
<p>第四天</p>	<p>Day 4</p>
<p>1. 检查作业：把学生分成三到四人的小组。指定小组成员把某个机构的资料合并在一起，以便作小组口头报告。 十五分钟</p> <p>2. 阅读练习。完成《练习册》第96页第2.1课综合语言练习V。建议：活动结束后，教师应跟学生核对一下答案。 十五分钟</p> <p>3. 听力练习。完成《练习册》第90页第2.1课听力练习VI。建议：活动结束后，教师应跟学生核对一下答案。练习的录音可以从www.cheng-tsui.com的网页上下载。 十五分钟</p> <p>4. 小结。总结今日所学，布置家庭作业。 五分钟</p> <p>作业：完成《练习册》中第2.1课综合语言练习IX。</p>	<p>1. Check Homework. Ask students to form small groups of three or four. Assign each group a specific institution and ask them to pool their data together. Each group will then be asked to give an in-class oral presentation based on their findings. 15 minutes</p> <p>2. Reading Comprehension. Ask students to complete Activity VIII in Integrated Language Practice, Workbook p. 96. Suggestions: Please go over the answers with students at the end of the activity. 15 minutes</p> <p>3. Listening Comprehension. Complete Lesson 2.1 Activity VI in Listening Practice, Workbook p. 90. Suggestions: consider going over the questions before starting the audio CD. The audio clips can be found online at www.cheng-tsui.com. 15 minutes</p> <p>4. Summary. Summarize today's lesson and explain the homework. 5 minutes</p> <p>Homework: Complete Lesson 2.1 Activity IX in Integrated Language Practice, Workbook p. 97.</p>
<p>第五天</p>	<p>Day 5</p>
<p>1. 检查作业。《练习册》中第2.1课综合语言练习九要求学生准备一个口头报告。如果班上学生较多，教师可先请一两个学生在全班演讲，然后把学生分成小组，在小组演讲。 十五分钟</p> <p>2. 写作练习。请学生完成《练习册》第98页上的第2.1课写作练习。这个练习最好在课上做，因为学生需要练习如何在给定的时间内完成作文。在写作之前教师应该让学生练习拟定一个提纲。 二十分钟</p>	<p>1. Check Homework. Lesson 2.1 Activity IX in Integrated Language Practice requires that students give an oral presentation. If the class is relatively large, consider asking one or two students to give the presentation in front of the class, and then divide students in small groups and ask them to give their presentations to their group. 15 minutes</p> <p>2. Writing Exercise. Ask students to complete Lesson 2.1 Writing Exercise on p. 98 in the Workbook. It may be a good idea to do this activity in class, as students must learn how to complete a composition within a given time period. Teachers may want to ask students to write an outline before writing the body of the email. 20 minutes</p>

<p>3. 阅读练习。让学生阅读课本第74页上的第2.1课“月饼的传说”然后讨论中秋节的习俗。如果教师事先有时间，可以从网上找到嫦娥奔月，后羿射日等图片和故事。 十分钟</p> <p>4. 本课小结：总结第2.1课所学的内容。布置家庭作业。 五分钟</p> <p>作业：1) 复习准备第2.1课考试。2) 准备课本第75页上关于节日文化的口头报告。</p>	<p>3. Reading Comprehension. Ask students to read the text “The Moon Cake” in the Textbook, p. 74. Discuss the Moon Festival customs. If time allows, teachers may want to collect some pictures of the Chang E, Hou Yi, etc. from the Internet. 10 minutes</p> <p>4. Summary. Summarize what was learned in Lesson 2.1 and explain the homework. 5 minutes</p> <p>Homework: 1) Study for the Lesson 2.1 Lesson Quiz. 2) Prepare for the oral presentation on holiday foods from p. 75 of the textbook.</p>
<p>第六天</p>	<p>Day 6</p>
<p>1. 口头报告。请学生在全做关于节日文化的口头报告。若是有录音设备，也可以让学生把报告录下来。 二十分钟</p> <p>2. 第2.1课考试。请复印第2.1课考试的学生版。 二十分钟</p> <p>3. 介绍第2.2课题目：中国的地方菜系。请学生猜测本课内容，并分享他们关于中国饮食的知识。鼓励学生尽量用汉语。 十分钟</p> <p>4. 补充阅读：若是教师希望做一些扩大阅读的活动，可以安排在本节课上。¹</p> <p>作业：预习第2.2课的生词和课文。</p>	<p>1. Oral Presentation. Ask students to give the cultural presentation in front of the class. If you have recording devices, you can also ask students to record their presentations. 20 minutes</p> <p>2. Lesson Quiz. Make copies of the student quiz, which is included in Appendix 1 of this book. 20 minutes</p> <p>3. Introduce Lesson 2.2 Theme: Regional Cuisines in China. Ask students to anticipate the content of the lesson and share what they know about Chinese cuisine. Make sure that students speak in Chinese during the discussion. 10 minutes</p> <p>4. Extended Reading Activities. If teachers have planned to have the class read additional or authentic materials, this can be done in today’s class.¹</p> <p>Homework: Study Lesson 2.2 vocabulary and read/listen to the lesson texts.</p>

³ For additional reading material, teachers may find the following Cheng & Tsui publications helpful:

1) Weijia Huang, Qun Ao. How Far Away Is the Sun? and Other Essays. Boston: Cheng & Tsui Co., 2007.

2) Yu Xiao, Hui Xiao, Ying Wang. Tales and Traditions, Volume 1: Readings in Chinese Literature Series. Boston: Cheng & Tsui Co., 2007.

创造适合自己需要的课件设计 Planning a Lesson to Suit Your Needs

唐代哲学家韩愈在《师说》中写道，“师者，所以传道，授业，解惑也。”的确，由于课堂班级的个性之区别，每日课程焦点和需要之不同，一个教师往往要扮演多种角色。本章中所列出的课件设计，不过是希望为教师提供一个如何使用《欢迎》课件资料的模拟。每位教师需要根据自己的情况和特点对这些材料进行取舍。

The eighth-century Chinese philosopher Han Yu (韩愈) has a saying: “师者，所以传道，授业，解惑也,” which means, “What teachers do is pass on the Dao, teach practical skills, and answer questions.” Indeed, a classroom teacher often wears many hats, because each class has different dynamics, and each day’s learning has a different focus and requirements. The generic lesson plans included in this chapter are only intended to show teachers how all the materials developed in *Huanying* Volume 4 can be incorporated in day-to-day teaching. It is up to each teacher to adapt these materials and lesson plans based on her or his individual needs.

例如，若是教师的课程是每周四次，每次五十分钟，那么更多的写作方面的活动就可能需要作为家庭作业来完成。使用板块性课程表的教师可能需要将两天的课并为一天教。如果教师的班上主要是华裔学生，那么课堂活动就需要着重于读写，并要增加补充读物（请参考剑桥出版社网页<http://my.cheng-tsui.com/huanying>上所列的“阅读扩展建议”一节）。

For example, teachers whose classes meet four times a week for 50 minutes each time may need to assign most of the writing exercises as homework. Teachers who teach in a block schedule may need to combine two days worth of class material into one day. Those teachers whose classes are predominately made up of heritage speakers may need to focus more on reading and writing in class by adding extra reading materials to the curriculum (refer to <http://my.cheng-tsui.com/huanying> for a list of recommended reading materials).

在设计自己的课件时，教师可以遵循以下的原则：1) 课件设计应反映循序渐进的教学方法；2) 每堂课应将不同类型的活动穿插在一起，如个人活动和小组活动交织；3) 结对活动和小组活动之后，最好安排一个写作活动，以便重新聚集学生精力和体力。

Teachers can follow three basic principles when adapting *Huanying* materials and lesson plans: 1) each lesson plan should reflect a sequenced instructional purpose; 2) each class period should have a mix of activities that allow group work as well as individual work; and 3) each pair or group activity is best followed by a quiet writing activity to redirect students’ energy.

教学用具

RECOMMENDED TEACHING MATERIALS

- **计时器** a timer
计时器可帮助老师控制课堂活动时间。A timer can help the teacher control the time spent on each class activity.
- **彩色笔** color markers
- **录音播放设备** audio file player (CD player or MP3 player)
- **电脑设备** computer equipment:
 - a) **PC电脑—需安装中文输入软件。** Preferably, a PC with Chinese input software.
 - b) **为了与美国大学理事会AP中文的要求相配合，您的电脑最好是PC，并装有 Microsoft IME。对软硬件的具体要求请到 AP Chinese Language and Culture Course home page 的网站 (<http://apcentral.collegeboard.com>) 查看。**
In order to build up a pre-AP program, it is a good idea to configure your PC according to the requirements given by the College Board for the AP Chinese Language and Culture Course. Please go to the AP Chinese Language and Culture Course home page at <http://apcentral.collegeboard.com> for hardware and software requirements.
 - c) **按照大学理事会对外语AP课程准备的要求，您的电脑还需装有 Audacity – 录音软件。此软件可从网上免费下载：<http://audacity.sourceforge.net/>**
Based on the requirements for foreign language AP preparation given by the College Board, your computer should have Audacity, a recording and audio file editing software that is free for download at: <http://audacity.sourceforge.net/>
- **互联网。** 由于所有课文及听力练习的录音均可从网上免费下载，若教室内有互联网对教师来说比较方便。当然，若是条件不许可，教师可从网上下载所有录音，然后在课堂上播放。
Internet connection. Since all audio clips are freely accessible from www.cheng-tsui.com, it would be convenient if teachers had access to the Internet in the classroom. If not, teachers can download the audio clips from www.cheng-tsui.com onto their computer and play them in class.
- **电脑录听两用麦克风。** 若是您的学校准备开设中文AP课程，请到大学理事会中文AP网页上查看对录听两用麦克风的要求：<http://apcentral.collegeboard.com>
Headset with microphone. If your school will be hosting the AP Chinese Exam, please check the specifications for the microphone at the AP Chinese Language and Culture Course home page: <http://apcentral.collegeboard.com>
- **中文骰子。** 这种骰子可以从以下网页买到：<http://asianideas.com/>
Dice with numbers in Chinese. These dice can be purchased at <http://asianideas.com/>
- **教学投影仪** overhead projector

- 其他教学物品。若是教师需要购买一些课堂活动小礼品或教室装饰物，可到下面网页：www.orientaltrading.com

Other teaching materials. Please go to www.orientaltrading.com for gift ideas that can serve as class game awards and for classroom decoration materials.

《欢迎》练习册教学建议
**USING THE *HUANYING*
WORKBOOK ACTIVITIES**

第一单元 世界在变化

UNIT 1 The World Is Changing

1.1

交通越来越方便了

Transportation Has Become More Convenient

一·听力练习



I. 连连线! Match Them!

Match the phrases you hear in Audio Clip 1-1-1 with the definitions in Column B. Enter the corresponding numbers and phrases in Column A.

A 栏: 请把你听到的写下来	B 栏: 短语的意思
6. 铁路交通	rail transportation
1. 旅行团	tourist group
12. 越来越好	better and better
9. 精神很好	in good spirits
2. 没去成	didn't get to go
11. 交通方便	transportation is convenient
4. 坐轻轨	travel by light rail
10. 一言为定	a promise is a promise
8. 自然景色	natural scenery
3. 坐马车	travel by horse-drawn carriage
7. 受到影响	to be affected
5. 五日游	five-day tour

1



教学建议: 这是一个生词、汉字和短语练习。在放录音1-1-1以前, 你可以给学生几分钟的时间独立认汉字。

Notes to the teacher: This is an activity for vocabulary, characters, and set phrases. Before playing Audio Clip 1-1-1, you may want to give students a few minutes to review the vocabulary introduced in the lesson.

I 录音文本1-1-1

1. 旅行团
2. 没去成
3. 坐马车
4. 坐轻轨
5. 五日游
6. 铁路交通

7. 受到影响
8. 自然景色
9. 精神很好
10. 一言为定
11. 交通方便
12. 越来越好

II

教学建议：请先放课文1.1对话一的录音，再放录音1-1-2。

Notes to the teacher: First play the recording of Dialogue 1 from Lesson 1.1, and then Audio Clip 1-1-2.

III

教学建议：请先放课文1.1对话二的录音，再放录音1-1-3。

Notes to the teacher: First play the recording of Dialogue 2 from Lesson 1.1, and then Audio Clip 1-1-3.

IV

教学建议：这个练习的目的是让学生适应即兴谈话的沟通形式，而非简单地背课本。请注意要求学生在回答问题时尽量采纳课文中的细节。

Notes to the teacher: The purpose of this activity is to develop students' skills in simulated conversation. Please make sure students are not treating this activity as a simple text memorization exercise. Ask them to include as much detail from the lesson as possible in their responses.

Activity IV 答案 (Answers may vary.)

2 HUANYING 4 WORKBOOK

II

II. 对话一理解 Dialogue 1 Comprehension

Listen to the recording of Dialogue 1 from Lesson 1.1 first, and then answer the True/False questions in Audio Clip 1-1-2.

	1	2	3	4
对	√			√
错		√	√	

III

III. 对话二理解 Dialogue 2 Comprehension

Listen to the recording of Dialogue 2 from Lesson 1.1 first, and then answer the True/False questions in Audio Clip 1-1-3.

	1	2	3	4	5
对		√		√	
错	√		√		√

IV

IV. 回答问题 Answer the Questions

Answer the questions in this section based on your understanding of the Lesson 1.1 dialogues.

Directions: Listen carefully to the questions in Audio Clip 1-1-4 and record your answers on an audio recorder. You have 20 seconds to record your answers. If you do not have a recording device, arrange with your teacher to leave him/her a voicemail or write down your answers below in pinyin or characters.

- 暑假的时候，大卫原来打算先去法国看爷爷奶奶，然后坐火车去意大利玩儿，最后从意大利回香港。可是他没去成意大利，因为下大雨，铁路交通受到了影响。
- 汤姆在东北旅游的时候，坐马车参观了两个村子，因为他的导游要他们了解以前农民的生活。

II 录音文本1-1-2

- 暑假的时候，汤姆跟爷爷奶奶去东北旅游了五天。
- 大卫暑假的时候先去了法国和意大利，然后从意大利坐飞机到香港，最后从香港回到了上海。
- 大卫跟汤姆一样，都觉得坐飞机旅行比坐火车有意思，因为在飞机上可以看到很多不同的风景。
- 汤姆去东北旅行的时候，有机会坐着马车去农村参观。

III 录音文本1-1-3

- 上个周末，玛丽娅去看张爷爷的时候，张爷爷跟他高中时候的同学去美国了。
- 张爷爷的高中同学姓林。
- 四十年代的时候，从上海去旧金山大概需要旅行三个星期。
- 现在从旧金山到上海，只要十多个小时。
- 张爷爷的高中同学是坐机场专线车到旧金山机场的。

3. 他们觉得坐火车旅行可以看到很多不同的风景。
4. 以前交通不方便的时候，大家坐马车旅行。从一个地方到另一个很远的地方也要用很长时间。现在有很多交通工具，可以坐汽车，火车和飞机旅行，很远的地方也能很快地到达。
5. 周末的时候张爷爷的高中同学林爷爷从美国来看他了。
6. 林爷爷是四十年代跟张爷爷一起上的高中。一九四七年他去了美国上大学，现在他住在旧金山。

V

V. 听对话 Listen to the Dialogues

Audio Clip 1-1-5 includes four short conversations. Each conversation is followed by a number of True/False questions based on its content. After listening to each dialogue, decide whether the statements below are true or false. Each dialogue will be played twice.

Dialogue 1	T/F
1. The last flight from Shanghai to Beijing leaves at 9:30 PM.	T
2. There is a flight to Beijing every half hour.	F
3. The longest flight from Shanghai to Beijing can take up to five hours.	T
Dialogue 2	T/F
1. The man traveled by himself during the summer vacation.	F
2. He toured the Yangtze River by boat for five days.	F
3. He traveled by train for two days.	T

3. 为什么汤姆和大卫都觉得坐火车旅行比坐飞机有意思？
4. 为什么大卫说，现在世界变得越来越小了？
5. 周末的时候，张爷爷家来了什么客人？
6. 关于林爷爷，玛丽娅知道什么？

V 录音文本 1-1-5

Dialogue 1

男：请问，从上海到北京每天有几个航班？

女：九个。从上午八点半开始到晚上九点半，每一个半小时有一班。

男：飞机要飞多长时间？

女：要是直飞，两个半小时就到了。要是需要转机，可能要四、五个小时。

Dialogue 2

女：老师，暑假您去哪儿旅游了吗？

男：七月我去参加了一个长江五日游的旅行团。

女：真的？在长江上坐着游船游览五天，一定看到了很多有名的古迹和自然景色吧。

男：其实，说是长江五日游，我们坐船只坐了三天。第一天和最后一天我们都是坐动车旅行的。

V

教学建议：练习V的目的是让学生学会如何在做难度较高的听力练习时记笔记，而非简单地听写。请注意要求学生把录音中对话的基本内容，包括对话者的关系，讨论的内容，可听懂的详情，等等写下来。

Notes to the teacher: The purpose of Activity V is to develop students' skill at taking notes while listening to increasingly difficult audio selections in Chinese. Please make sure students are not treating these activities as simple dictation exercises. You may want to have students focus on the main ideas (terms) in each dialogue, including the relationship between the speakers, the topic discussed, and a few details from the conversation, by writing them down.

IV 录音文本 1-1-4

1. 大卫暑假的时候有什么打算？为什么他最后没有去成意大利？
2. 汤姆暑假在东北旅游的时候做了哪些活动？

VI

教学建议：这个练习的目的是让学生适应即兴谈话的沟通形式。请要求学生在回答问题时尽量加入细节。在做这个练习以前，请给学生几分钟时间念一下旅游广告。

Notes to the teacher: The purpose of this activity is to develop students' skills in simulated conversation. Please encourage them to add in details whenever possible. Before starting the activity, give students a few minutes to read through the travel flyer.

Dialogue 3

女：林叔叔，您在南京住了多少年了？

男：二十多年了。

女：您是怎么决定搬到南京来的呢？

男：哦，我开始是想来南京上大学。那是一九八零年。到这儿以后，我找到了一个很喜欢的工作，所以就决定先参加工作再上大学。就这样，二十年过去了。大学还没有上。

Dialogue 4

男：张奶奶，您是哪年去马来西亚的？

女：很久以前，我记得好像是一九四八年。

男：您是怎么从这儿去马来西亚的？

女：说出来能吓你一跳。我是先从北京坐汽车到天津，然后从天津坐船到广州，再从广州坐船到马来西亚的。

男：您在路上一共走了多少天？

女：我想想...。从北京到天津用了一天，从天津坐船到广州...差不多一个星期。从广州到马来西亚走了三个星期。在路上一共有一个月。

Activity VI 答案 (Answers may vary.)

4 HUANYING 4 WORKBOOK

Dialogue 3

1. Uncle Lin moved to Nanjing in the early 1980s.

T/F

T

2. At first Uncle Lin came to Nanjing for work. But once he arrived in Nanjing, he decided to enroll at the university instead.

F

Dialogue 4

T/F

1. Grandma Zhang went to Malaysia forty-eight years ago.

F

2. She traveled by train and boat.

F

3. She traveled for more than four weeks to get to Malaysia.

T

VI

VI. 即时对话 A Simulated Conversation

Suppose you work for 世界漫游旅行社. Now you are talking to a customer, who is calling to inquire about tour packages to France and Italy. Read the travel flyer first. Listen carefully to the customer's questions in Audio Clip 1-1-6, and then answer them based on the information in the travel flyer below. After each question, you will have 20 seconds to record your answers. If you do not have a recording device, you can arrange with your teacher to leave him/her a voicemail. A vocabulary list has been included below the travel flyer.

法国、意大利七日游

发团社：世界漫游旅行社

价格：成人：8860元/人，六岁以下儿童：7500元/人

出发地点：北京

到达地点：法国巴黎

行程天数：7天

交通方式：飞机、火车、旅游汽车

出发日期：3月6日，3月18日，3月31日，4月6日，4月18日

电话咨询：020-1234567



每天餐饮：早、午、晚

交通工具：

✈ 飞机

🚆 火车

🚗 旅游汽车

旅行日程：

第一天：北京✈法国首都巴黎

第二天：卢浮宫，埃菲尔铁塔，巴黎圣母院

第三天：巴黎百货商店购物

第四天：巴黎🚆尼斯，在尼斯海边散步休息

第五天：尼斯🚆米兰，参观米兰大教堂

第六天：米兰🚆威尼斯，参观圣马可广场教堂，坐贡多拉船游览

第七天：威尼斯🚆罗马，参观罗马城市，然后✈北京

男：那么久！

女：是啊，现在交通发达了。几个小时就够了。

VI 录音文本 1-1-6

1. 我三月二十五号到四月十号放春假。请问，这个时间里你们有没有去法国和意大利的旅游团？
2. 这个旅游团在法国和意大利的行程是什么样的，能不能请您给我介绍一下？
3. 旅行团到了法国以后，是坐飞机去各地旅游还是坐火车？

Vocabulary

行程	xíngchéng	itinerary	咨询	zīxún	inquiry
巴黎	Bāilí	Paris	卢浮宫	Lúfú gōng	Louvre Museum
埃菲尔铁塔	Āifēi'ěr tiětǎ	the Eiffel Tower	巴黎圣母院	Bāilí Shèngmǔyuàn	Notre Dame de Paris
尼斯	Nísī	Nice	米兰	Mílán	Milan
威尼斯	Wēinísī	Venice	罗马	Luómǎ	Rome
圣马可	Shèngmǎkě	Saint Mark	贡多拉船	Gòngduōlā chuán	gondola

You may want to use the space provided below to jot down some notes or write down your answers in pinyin or characters.

- _____
- _____
- _____
- _____
- _____
- _____

VII

 VII. 中国文化短文 A Short Text on Chinese Culture

In Audio Clip 1-1-7 a student is giving a presentation based on a famous Chinese creation myth. After listening to the presentation, decide based on its content whether each statement is true or false. The presentation will be played twice. You can take notes while listening.

Below is a word bank that may help you understand the presentation better.

- 旅行团会在意大利住几天？在那儿都会参观哪些景点？
- 如果我们参加这个旅行团的话，我打算跟我先生和孩子一起去。请问，你们有没有儿童票？
- 哦，可惜我的孩子已经十五岁了。请问，如果我们三个人一起去，费用一共是多少？

VII 录音文本 1-1-7

老师们、同学们好！今天我想给大家讲一个成语故事。这个成语故事叫“盘古开天地”。

中国人相信，很久很久以前，天和地是合在一起的，没有被分开。那个时候，宇宙就像一个大鸡蛋，里面一片混沌，也没有光亮。在这个鸡蛋里面住着一个人，叫盘古。他在这个“大鸡蛋”里睡了差不多一万八千年。睡醒以后，看到周围黑黑的，盘古就举起手来一挥，一下子就把“大鸡蛋”打碎了。鸡蛋里面又轻又清的东西慢慢地升起来，变成蓝色的天；那些又重又浊的东西就变成了地。盘古站在天地的中间，用手举着蓝天，脚踩着大地，这样过了十万八千年，盘古把天和地永远分开了。

VII

教学建议：练习VII的内容是课文1.1“中国文化一瞥”中的文章。这个练习的目的是让学生学会怎样用汉语记笔记。请注意要求学生把录音中文章的基本内容写下来。在放录音以前，请给学生几分钟的时间预习一下生词，猜测一下将要听到的文章的内容。

Notes to the teacher: The content of Activity VII is from the “中国文化一瞥” section of Lesson 1.1. The purpose of this activity is to develop students' skill at taking notes in Chinese. You may want to have students focus on the main idea of the passage by writing it down. Before playing the audio clip, please give students a few minutes to review the vocabulary in the word bank and ask them to predict the content of the passage they are about to hear.

盘古	Pán Gǔ	proper name	挥	huī	wave
相信	xiāngxìn	believe	碎	suì	broken
宇宙	yǔzhòu	the universe	升	shēng	rise
混沌	hùndùn	chaos	浊	zhuó	muddy
睡醒	shuìxǐng	wake up	踩	cǎi	step on
周围	zhōuwéi	surroundings	永远	yǒngyuǎn	forever
举起	jǔqǐ	lift			

Notes:

对不对?

	对	错
1. Many Chinese people believe that in the beginning the universe was formless chaos within a shape like a large egg.	√	
2. Many Chinese people also believe that Pan Gu was the man who created the universe.		√
3. In this legend, Pan Gu slept in the universe for 1,800 years.		√

4. According to this Chinese legend, the blue sky is made of the clear and light elements of the universe.	√	
5. According to this legend, it took about 18,000 years for the sky to be separated from the earth.		√

二·综合语言练习

I. 汉语怎么说? How do you say it in Chinese?

If a word or a phrase is provided, try to use it in your sentence.

- They have taken a 10-day tour of Europe.
他们参加了欧洲十日游。
- Taking the train allowed me to see more natural scenery.
坐火车让我看到更多的自然景色。
- In the past, there was no highway. To get to the village one had to ride a horse-drawn cart.
过去没有公路。去这个村子得坐马车。
- Transportation has become more convenient and the world has become smaller.
交通越来越方便，世界越来越小了。
- We planned a trip to Italy. It was a pity that we couldn't go. (可惜)
我们计划去意大利。可惜没有去成。
- It is a pity that you didn't take the light rail. Otherwise, you would have arrived here an hour earlier. (可惜)
可惜你没坐轻轨。要不然你可以早到一个小时。
- Perhaps the flight time can be reduced by three hours. (大概)
飞行时间大概可以减少三个小时。
- Because rail transportation was affected by the weather, we had to wait in the railway station for 6 hours.
因为铁路交通受到天气的影响，我们不得不在火车站等了六个小时。

教学建议：活动I可以作为会话练习或写作练习。也可以让学生把他们的回答记录下来。

Notes to the teacher: Activity I can be used as both a speaking and a writing exercise. You may also want to ask the students to record their answers.

9. Since last April, he has been working as a tour guide. (从...以来)
从去年四月以来,他一直在当导游。

10. He has told me repeatedly that I can take the subway to the airport. (一再)
他一再告诉我,我可以坐地铁去机场。

II. 凯丽理解得对吗? Did Kelly understand correctly?

The following is what Kelly said about how David and Tom spent their summer vacation. Based on Dialogue 1 in Lesson 1.1, decide whether Kelly's statements are correct.

	对	错
1. 暑假的时候,大卫和汤姆都去看爷爷奶奶了。	√	
2. 汤姆跟爷爷奶奶一起参加了一个旅行团。	√	
3. 大卫在爷爷奶奶家住了两个星期,然后去意大利玩了一个星期。		√
4. 汤姆和大卫都是坐火车去旅行的。		√
5. 汤姆和大卫都觉得坐火车比坐飞机有意思,因为可以看到很多自然景色。	√	
6. 汤姆很喜欢农村,可是大卫不喜欢。		√
7. 汤姆参加的旅行团主要是参观中国东北的农村。		√
8. 汤姆在中国农村旅游的时候,交通很不方便,只能坐马车。		√
9. 因为马车走得慢,所以从一个村子到另一个村子,路上的时间比较长。	√	
10. 大卫觉得,因为交通越来越方便,世界变得越来越小了。	√	

II III

教学建议:练习II和III可以让学生单独做,结对做,或在小组做。学生做完以后,老师可以在全班核对一下答案。

Notes to the teacher: Activities II and III can be done individually, in pairs, or in small groups. After students have finished these activities, you can check the answers as a class.

II

III

III. 有什么不同? What's the difference between the two trips?

Dialogue 2 in Lesson 1.1 describes two trips that Grandpa Lin took between Shanghai and San Francisco. Write down three differences between the two trips in the space provided below. After you have finished, compare notes with a partner.

林爷爷四十年代的旅行	林爷爷现在的旅行
1. 坐船	坐飞机
2. 路上用了三个星期	路上用了十几个小时
3. 从上海到旧金山, 需要在香港转船	可以直接从旧金山到上海

IV

IV. 结伴活动: 可惜! Pair Activity: What a pity!

You and some of your friends have been planning a weekend trip to Hangzhou. However, after drawing up a plan, you and your partner have discovered that things aren't going as smoothly as you originally thought. Tell each other about the hiccups you are encountering and discuss how you will adjust your plans.

Share the problems that you discovered with your partner, following the example in Model 1. Be sure to use 可惜 in your conversation.

Model 1: A: 今天下午两点我们一起去打网球吧。

B: 可惜我有事, 今天不能跟你们一起去打了。

A: Give a suggestion (such as, 我们下个周末再去吧)。

B: Respond to the suggestion (either accept it or make your own suggestion).

When your partner shares the problems s/he has discovered, take notes on your worksheet following the example in Model 2. Don't forget to include 可惜 in your notes. Discuss with your partner how to adjust your plan and write your decision in the column 我们的新计划.

Model 2:

我们原来的周末计划	我发现的问题	我们的新计划
玛丽娅跟我们一起去看电影。	Maria is sick and can't go to the movie with us anymore. 可惜玛丽娅病了, 不能跟我们一起去看电影了。	我们可以下个周末去。

IV

教学建议: 做练习IV以前, 可以帮助学生复习一下“可惜”的用法。做完结伴活动部分以后, 如果时间许可, 老师可以让一两个小组或者每个小组在班上报告他们的新计划。

Notes to the teacher: Before doing Activity IV, you may want to help students review how to use 可惜 (unfortunately, it's pity...). If there is enough time, after the activity you can ask one or two pairs or every pair to report their new plan in class.

Activity IV 答案 (Answers may vary.)

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A's Worksheet

我们的周末计划	我知道的情况	新计划
1. 我们俩和小丽一起去杭州旅游。	Xiao Li has to go to a test-preparation class and can't go to Hangzhou with us anymore. 可惜小丽要去备考班，不能跟我们去杭州了。	Answers may vary.
2. 我们坐早上八点的动车去，下午六点的动车回来。	可惜下午六点的火车票都卖完了。	Answers may vary.
3. 在杭州，我们可以去参观一个种茶的村子。	The village is under repair. There is not much to see. 可惜村子在修理，可以看的不多。	Answers may vary.
4. 我们可以去杭州的“楼外楼”菜馆吃午饭。	可惜菜馆中午有酒席，我们大概要等一个小时。	Answers may vary.
5. 吃完午饭，我们去西湖坐船。	It will rain in the afternoon. 可惜下午要下雨。	Answers may vary.
6. 然后我们骑自行车去市中心。	可惜我们不能在市中心骑自行车。	Answers may vary.

B's Worksheet

我们的周末计划	我知道的情况	新计划
1. 小丽跟我们一起去杭州旅游。	可惜小丽要去备考班，不能跟我们去杭州。	Answers may vary.
2. 我们坐早上八点的动车去，下午六点的动车回来。	Tickets for the six o'clock train are all sold out. 可惜下午六点的火车票都卖完了。	Answers may vary.
3. 在杭州，我们可以去参观一个种茶的村子。	可惜村子在修理，可以看的不多。	Answers may vary.
4. 我们可以去杭州的“楼外楼”菜馆吃午饭。	The restaurant will have a banquet at noon, so we may have to wait for an hour (大概). 可惜菜馆中午有酒席，我们大概要等一个小时。	Answers may vary.
5. 吃完午饭，我们去西湖坐船。	可惜下午要下雨。	Answers may vary.
6. 然后我们骑自行车去市中心。	We can't ride bicycles downtown. 可惜我们不能在市中心骑自行车。	Answers may vary.

Activity V 答案 (Answers may vary.)

12 HUANYING 4 WORKBOOK

V

教学建议：做练习V以前，可以帮助学生复习一下“大概”的用法。

Notes to the teacher: Before doing Activity V, you may want to help students review how to use 大概 (probably, perhaps).

V

V. 小组活动：大概原因 Group Activity: What's the most likely cause?

Step 1: Yesterday, some unusual events took place at your school. Form a group of three. Take turns guessing what the cause might be. Make sure that you use the word 大概 when making a guess. When your group members speak, take notes about their guesses.

Model: 昨天大概没有电，所以电脑都不能用了。

情况	我	同学一	同学二
1. 昨天学校电脑房的电脑都不能用了。	没有电	Answers may vary.	Answers may vary.
2. 有人在学校看见两个不三不四的人。	Answers may vary.	Answers may vary.	Answers may vary.
3. 昨天下午学校来了两个警察。	Answers may vary.	Answers may vary.	Answers may vary.
4. 昨天校长看上去很不高兴。	Answers may vary.	Answers may vary.	Answers may vary.
5. 有几个人在学校门口大喊大叫。	Answers may vary.	Answers may vary.	Answers may vary.
6. 昨天看门师傅不见了。	Answers may vary.	Answers may vary.	Answers may vary.

Step 2: Discuss your guesses in class. As a class, decide which ones are the best guesses.

VI

VI. 小对话: 你一直在做什么? Mini-Dialogue: What have you been doing?

A	B
<p>You start</p> <ul style="list-style-type: none"> • Ask if B can go to a movie with you tonight. • Ask how long B has been volunteering there. • Apologize. Tell B you have to take a violin lesson tomorrow evening. • Tell B you have been taking violin lessons since last year (从...以来). Ask B if this Saturday will be a good time to go to a movie together. • Accept the appointment. 	<p>Your partner starts</p> <ul style="list-style-type: none"> • Apologize. Tell A you have to volunteer at a senior center tonight. • Tell A you have been volunteering there since last March (从...以来). Ask A if you can go to the movie tomorrow evening. • Ask how long A has been taking violin lessons. • Tell A Saturday afternoon will work for you. Suggest a time and place to meet.
<p>Your partner starts</p> <ul style="list-style-type: none"> • Tell B you have been taking a college entrance exam preparation course since the first year of high school (从...以来). Ask if B has also been preparing for the college entrance exam. • Ask if B has heard about the website "Your Math Teacher." Tell B you have been going there since last year (从...以来). The website is helpful. • Ask B if you could borrow the book. 	<p>You start</p> <ul style="list-style-type: none"> • Ask if A has been preparing for the college entrance exam. • Tell A you have been working with an English tutor since January (从...以来), and your English has improved. But you are having problems with math. • Thank A for the information. Ask if A knows about the book <i>Analysis of College Entrance Exam on Physics</i>. Tell A you have been reading it since last week (从...以来). It is very helpful. Ask if A would like to read it, too. • Tell A you will lend it to A as soon as you finish it.

VI

教学建议: 练习VI可以让
学生做两遍以提高准确和
流利程度。在做这个练习
以前, 可以帮助学生复习
一下“从...以来”的用
法。

Notes to the teacher: Activity VI
can be done twice to improve
students' accuracy and fluency.
Before starting the activity, you
can help students review how to
use 从...以来 (since...).

VII

教学建议：练习VII是一个阅读练习。可以在课堂做，也可以作为回家作业。

Notes to the teacher: Activity VII is a reading activity, which can be done in class or assigned as homework.

VII

VII. 哪家旅行社好? Which travel agency has better services?

Your neighbor would like to take a group tour to China. He has found two travel agencies that organize China tours at similar prices. In order to make a good decision, he has collected several reviews about the two travel agencies, but all the reviews are written in Chinese. Your neighbor has printed out the reviews and asked you to help him make a decision. Read the comments carefully and write a one-sentence summary in the space provided.

游客的评论	一句话概括
四方旅行社◎◎◎◎◎ 我们全家参加了上海三日游。旅行日程安排得非常好。交通、食宿也都没有问题。我们特别喜欢四方旅行社的服务。每天早上，导游都把一天的活动告诉大家。如果有不清楚的地方，导游会很耐心地一再解释。下一次我们去海南岛旅行，也打算用四方旅行社。	
四方旅行社◎ 我和朋友参加了四方旅行社组织的南京一日游。我们车上有两个游客，他们到了一个景点就要拍很多照片，还要买东西。所以每次到了规定离开的时间，他们总是晚回来五到十分钟。一车的人都等他们。我们一再对导游说，“到了开车的时间就应该开车。”可是导游总是说，“再等几分钟吧。”所以我觉得，在我们的旅游中，很多时间都是在等人。	
四方旅行社◎◎◎ 四方旅行社的导游非常愿意为游客服务，可是导游必须知道，服务应该是为大家的，而不是为一个人的。我在上海旅行的时候，我们旅游团里有一位老先生要买不少东西。为了帮助他买东西，导游就带我们去了很多商店。多数的游客都不想买东西，可是也得去那些商店。虽然那位老先生想买的东西全买到了，可是这对多数游客来说，是不公平(fair)的。	

游客的评论	一句话概括
<p>江山旅行社◎◎</p> <p>我参加了杭州两日游。导游很客气，交通、住宿也很好，可是我觉得在景点的时间太短了。每次到了一个景点，导游就说：“给大家十分钟时间拍照，拍完照就上车，我们要去下一个景点。”我们没有时间好好参观，杭州两日游是“走马观花”。</p>	
<p>江山旅行社◎◎◎◎</p> <p>我们一家参加了海南岛五日游。我对这次旅行非常满意。只有一点我觉得江山旅行社还可以做得更好。我们在海南岛的五天，有些天安排的活动很多，一天要去参观五六个地方。有些天安排的活动很少，有一天只花了一小时去看一个景点，别的时间都是自由活动。希望江山旅行社能够把旅游日程安排得更好。</p>	
<p>江山旅行社◎◎◎◎◎</p> <p>我和女朋友参加了华北一周游。我们去了四个城市，日程安排得满满的。每天早上八点出发，晚上九点以后才回旅店。我们旅游团的有些游客抱怨说，这样旅游太辛苦，他们觉得很累。我不同意。出来玩就应该好好玩。能这样从早玩到晚，让我非常高兴。要是我们慢慢地玩，就不可能在七天里去四个城市了。</p>	

VIII

教学建议：练习VIII可以作为回家作业，第二天让学生在班上做口头报告。

Notes to the teacher: Activity VIII can be assigned as homework, and you can ask students to make an oral report of their findings for the next day's class.

IX

教学建议：练习IX的第一部可以作为回家作业，第二天让学生把自己的广告贴在教室里。第二部分和第三部分应该在班上、以小组为单位做。

Notes to the teacher: Step 1 of Activity IX can be assigned as homework. The next day have the students post all their advertisements in the classroom and finish steps 2 and 3 in class. Students can form small groups to finish steps 2 and 3.

VIII

VIII. 口头报告：坐公交 Oral Report: Using Public Transportation

You need to do online research to complete this activity.

1. Think of a place that you would like to visit in the state/province/city where you live.
2. Do an online search (using online maps or a local transit map, for example) to find out how to get there from where you live by using public transportation.
3. Write down the information that you find.
4. Prepare to make an oral report in Chinese for the next day's class.

IX

IX. 旅游广告 Travel Advertisement

Step 1: Create a travel advertisement, following the models on page 8 of your textbook.

Step 2: Post your advertisement in the designated area in your classroom to create a "travel program exhibit." Read all the advertisements carefully and select one tour package that interests you. Write the details about that travel program in the form below.

这个旅游项目叫什么名字?	
从哪个城市出发?	
哪天出发?	
旅游多少天?	
参观哪些景点?	
需要多少钱?	
包括不包括饮食?	
有没有特价?	
预订热线和网站	

Step 3: Form a small group of three or four people. Tell each other which tour package you have selected and why.

三·写作练习

Based on Activity VII, write an email to your neighbor. In the email, you need to:

1. Summarize the reviews and pinpoint the strengths and weaknesses of each travel agency.
2. Recommend one travel agency to your neighbor, stating why you believe this agency is better than the other one.

Send	Reply	Reply All	Forward	Print	Delete



教学建议：这一部分可以作为回家作业。

Notes to the teacher: This activity can be assigned as homework.

I

教学建议：这是一个生词、汉字和短语练习。在放录音1-2-1以前，你可以给学生几分钟的时间独立认汉字。

Notes to the teacher: This is an activity for vocabulary, characters, and set phrases. Before playing Audio Clip 1-2-1, you may want to give students a few minutes to review the vocabulary introduced in the lesson.

II

教学建议：请先放课文1.2对话一的录音，再放录音1-2-2。

Notes to the teacher: First play the recording of Dialogue 1 from Lesson 1.2, and then Audio Clip 1-2-2.

I 录音文本1-2-1

- 你过生日的时候，别人会送给你这种卡。
- 你需要有这种卡才可以去银行取钱。
- 你坐公共汽车和地铁的时候要用这种卡。
- 用这种卡，你可以从银行里借钱花，花完了以后，银行会告诉你一共花了多少钱，然后你再把钱还给银行。
- 要是你参加了一个健身房，你就会得到这样的卡。
- 如果你看电影、坐火车、和坐飞机的时候想买学生票，你必须给售票员看这个卡。
- 你想打电话，或者给你的手机充值，需要有这种卡。
- 这种卡常常是别人送你的礼物。
- 要是你想从图书馆借书，你需要有这种卡。

1.2

卡的世界
A World of Cards

一·听力练习

I. 连连线! Match Them!

Match the descriptions you hear in Audio Clip 1-2-1 with the terms in Column B. Enter the corresponding numbers in Column A.

A 栏: 请把你听到的写下来	B 栏: 短语的意思
4	信用卡
10	现金卡
5	会员卡
3	交通卡
7	电话卡
8	礼品卡
1	生日卡
9	借书卡
6	学生证
2	取款卡

II. 对话一理解 Dialogue 1 Comprehension

Listen to the recording of Dialogue 1 from Lesson 1.2 first, and then answer the True/False questions in Audio Clip 1-2-2.

	1	2	3	4
对	√		√	
错		√		√

10. 有了这种卡，你就不用带现金了。可是你需要把现金存在你的账号上，然后才可以用这种卡。

II 录音文本1-2-2

- 凯丽要去东方百货公司买东西，因为她有一张那里的礼品卡。
- 大卫打算跟凯丽逛东方百货公司，因为他也有很多东西要买。
- 大卫和凯丽每个人都有二十张卡左右。
- 大卫和凯丽都需要买大钱包，因为他们都发财了。

III

III. 对话二理解 Dialogue 2 Comprehension

Listen to the recording of Dialogue 2 from Lesson 1.2 first, and then answer the True/False questions in Audio Clip 1-2-3.

	1	2	3
对		√	√
错	√		

IV

IV. 回答问题 Answer the Questions

Answer the questions in this section based on your understanding of the Lesson 1.2 dialogues.

Directions: Listen carefully to the questions in Audio Clip 1-2-4 and record your answers on an audio recorder. You have 20 seconds to record your answers. If you do not have a recording device, arrange with your teacher to leave him/her a voicemail or write down your answers below in pinyin or characters.

- 因为凯丽的姥姥送给她一张东方百货公司的礼品卡。这张礼品卡一定要在东方百货公司用。
- 大卫想要买一个大钱包，因为他有二十张卡，现在的钱包放不下。
- 大卫平时在钱包里放二十多种卡，有借书卡、银行卡、会员卡、信用卡、电话卡、学生证什么的。
- 大卫说，信用卡是你先从银行借钱花，然后再把钱还给银行。现金卡要先把现金存在银行里才可以花钱。
- 因为电话卡、交通卡、礼品卡什么的都需要先把钱放到你的账户里才可以用，这跟现金卡一样。
- 玛丽娅觉得，要是你拿错了卡，或者忘了带卡，就不能办事了。而且，把很多卡都放在钱包里，万一钱包丢了，就什么事都办不成了。

III

教学建议：请先放课文1.2对话二的录音，再放录音1-2-3。

Notes to the teacher: First play the recording of Dialogue 2 from Lesson 1.2, and then Audio Clip 1-2-3.

IV

教学建议：这个练习的目的是让学生适应即兴谈话的沟通形式，而非简单地背课本。请注意要求学生在回答问题时尽量采纳课文中的细节。

Notes to the teacher: The purpose of this activity is to develop students' skills in simulated conversation. Please make sure students are not treating this activity as a simple text memorization exercise. Ask them to include as much detail from the lesson as possible in their responses.

III 录音文本1-2-3

- 大卫告诉玛丽娅，取款卡只能取钱用，现金卡只能存钱用。可是信用卡又可以当现金用，又可以取钱用。
- 大卫有很多卡，因为他觉得带卡比带钱方便得多。
- 大卫虽然有信用卡，可是只有在紧急的情况下他才可以用。

IV 录音文本1-2-4

- 为什么凯丽一定要去东方百货公司买东西？
- 为什么大卫想要买一个大钱包？
- 大卫平时在钱包里放哪些卡？
- 信用卡和现金卡有什么不同？
- 为什么大卫觉得电话卡、交通卡、礼品卡其实都是一种现金卡？
- 为什么玛丽娅觉得带很多卡听起来方便，可是其实不一定方便？

教学建议：1) 这个练习的目的是让学生学会怎样用汉语记笔记，而非简单地听写。请注意要求学生把录音中句子的基本内容写下来。2) 在做练习前，请帮助学生复习一下课文1.2“学无止境”里的词。

Notes to the teacher: 1) The purpose of this activity is to develop students' skill at taking notes in Chinese. Please make sure students are not treating this activity as a simple dictation exercise. You may want to have students focus on the main ideas (terms) in each sentence by writing them down. 2) It may be a good idea to help students review the words in the Lesson 1.2 “学无止境” section before this activity.

V 录音文本1-2-5

- 小云，我们下个月底打算去云南看看。你想想不想一起去？
 - 想是想，可惜我不喜欢看这个电影。
 - 谢谢你请我，可惜我已经有别的事了。
 - 万一我跟你们去了，我就什么事都办不成了。
 - 好啊，大概星期天有空。
- 听说张爷爷最近精神很好，身体也比以前健康多了，是吗？
 - 是啊，我这两个月常常运动，觉得比以前健康了。
 - 真的吗？我最近很注意健康。
 - 可惜我最近没有去看他。他身体怎么样？
 - 对，他每天都去公园散步，有空儿的时候找他的老朋友聊天。
- 听说你去参加了欧洲十日游，玩得很高兴吧？
 - 是啊，因为下大雨，铁路交通受到很大影响，结果没去成。

Activity VI 答案 (Answers may vary.)

20 HUANYING 4 WORKBOOK

V. 怎么回答? Rejoinders

In Audio Clip 1-2-5 you will hear five partial conversations, followed by four possible choices designated (A), (B), (C), and (D). Circle the choice that continues or completes the conversation in a logical and culturally appropriate manner.

Note: Both the questions and the choices will be read only once.

1	2	3	4	5
(A)	(A)	(A)	(A)	(A)
(B)	(B)	(B)	(B)	(B)
(C)	(C)	(C)	(C)	(C)
(D)	(D)	(D)	(D)	(D)

VI. 这个词是什么意思? What does this word mean?

In Audio Clip 1-2-6 you will hear a selection of Chinese terms that have been introduced either in the Lesson 1.2 texts or in the “学无止境” section. After each term, you will be given 20 seconds to record a definition and explanation. Record your answers on an audio recorder. If you do not have a recording device, arrange with your teacher to leave him/her a voicemail or write down your answers below in pinyin or characters.

Model:

You will hear:	You will say:
学生证	这是学校发给学生的证件。用这个证件学生可以买便宜的电影票和火车票。

- 是吗，你们去了哪些国家？
 - 是啊，有机会的话你也应该去看看。
 - 对，我们这次是坐火车去的，路上走了十天。
- 男:请问，你们旅行社有没有去中国的旅游团？
女:有啊，我们有中国八日游，十日游和十五日游。请问您想参加哪一个？
 - 你知道不知道十日游都去什么地方？
 - 我想，十号的或者十五号的都可以。
 - 可惜，八日和十日我都有事，十五日怎么样？
 - 万一我们那几天都有事，不是就哪儿都去不成了吗？

Terms	Notes
1. 人民大学 工作证	这是人民大学发给在这里工作的人的证件。
2. 大华超市 会员卡	这是去大华超市买东西的时候可以用的卡。用这个卡买东西可能比较便宜。
3. 星球网吧 上网卡	这是去星球网吧上网用的卡。要是没有这个卡，大概不能上网。
4. 中国银行 现金卡	这是中国银行发给你的卡。银行根据你的账号上的钱，告诉你可以用这个卡买多少钱的东西。
5. 北京市 公共交通卡	这是在北京坐公共汽车或者地铁时要用的卡。
6. 东方天地购物 中心礼品卡	这是别人给你的礼物。这种卡可以让你在东方天地购物中心买东西。
7. 中国国家 图书馆借书证	这是中国国家图书馆发给你的卡。用这张卡你可以在中国国家图书馆借书。
8. 青鸟健身房 会员卡	这是青鸟健身房发给你的卡。用这张卡你可以去这个健身房运动。

VII



VII. 中国文化短文 A Short Text on Chinese Culture

In Audio Clip 1-2-7 a student is giving a presentation based on a famous Chinese creation myth. After listening to the presentation, decide based on its content whether each statement is true or false. The presentation will be played twice. You can take notes while listening.

Below is a word bank that may help you understand the presentation better.

女娲	Nǚ Wā	proper name	绳子	shéngzi	rope, string
女神	nǚshén	goddess	沾	zhān	be stained with
寂寞	jìmò	lonely	洒	sǎ	sprinkle
泥人	nírén	clay figurine			

VII

教学建议：练习VII的内容是课文1.2“中国文化一瞥”中的文章。这个练习的目的是让学生学会怎样用汉语记笔记。请注意要求学生把录音中文章的基本内容写下来。在放录音以前，请给学生几分钟的时间预习一下生词，猜测一下将要听到的文章的内容。

Notes to the teacher: The content of Activity VII comes from the “中国文化一瞥” section of Lesson 1.2. The purpose of Activity VII is to develop students' skill at taking notes in Chinese. You may want to have students focus on the main idea of the passage by writing it down. Before playing the audio clip, give students a few minutes to review the vocabulary in the word bank and ask them to predict the content of the passage they are about to hear.

5. 女售票员：一路快车，开往天安门。上车的乘客请刷卡，没卡的乘客请买票。请问，这位先生，您刷卡了吗？
- (A) 可惜，我今天忘了带信用卡。
- (B) 哦，对不起，我不知道在哪儿刷卡。
- (C) 万一这辆车不到天安门，我应该换什么车？
- (D) 大概我会用现金卡买票。

VI 录音文本1-2-6

1. 人民大学工作证
2. 大华超市会员卡
3. 星球网吧上网卡
4. 中国银行现金卡
5. 北京市公共交通卡
6. 东方天地购物中心礼品卡
7. 中国国家图书馆借书证
8. 青鸟健身房会员卡

Notes:

对不对?

	对	错
1. According to this legend, Nü Wa was the first human on earth.	√	
2. Many Chinese people believe that Pan Gu and Nü Wa created human beings together.		√
3. According to this legend, humans were created from loess and water.	√	
4. In the Chinese creation myth, human beings were created in the image of Nü Wa.	√	

VII 录音文本1-2-7

老师们、同学们好！今天我想给大家讲一个故事。这个故事叫“女娲造人”。

女娲是中国传统故事里的一个女神。盘古把天地分开以后，女娲看着蓝色的天和绿色的地，心里很高兴。可是，因为在绿色的大地上没有人，只有动物，女娲觉得很寂寞，所以她决定照着自己的

的样子，用黄土和水，造出了一个个小泥人。她把这些小泥人一放到地上，小泥人就活了。他们跳啊，笑啊，非常高兴。慢慢地，女娲觉得这样一个一个地造泥人太慢了，于是她就用一根绳子，沾了黄泥，用力一挥，一点一点的黄泥洒在地上，都变成了人。中国人相信，他们都是女娲的后代。

二·综合语言练习

I. 用汉语怎么说? How do you say it in Chinese?

If a word or a phrase is provided, try to use it in your sentence.

1. Look, I have a gift card from the department store. Let's go shopping there.

看,我有百货公司的礼品卡。我们去那儿买东西吧。

2. My wallet is too small and can't hold so many cards.

我的钱包太小了,放不下这么多卡。

3. I have too many cards. Here is an ATM card, a credit card, a supermarket membership card, a phone card, and a library card. (这个...那个...的)

这个卡那个卡的,我的卡太多了。这是取款卡、信用卡、超市的会员卡、电话卡和借书证。

4. It is indeed more convenient to carry a bank card than to carry cash. (的确)

带银行卡的确比带现金方便多了。

5. After you swipe your cafeteria card, you will know the balance on the card.

你刷了食堂的饭卡以后,就知道卡里还有多少钱了。

6. To use a debit card, first you need to add money to the card account.

要用现金卡,你需要先把钱放在卡的帐户里。

7. If by any chance you forget to take the cards, you won't be able to take care of business. (万一)

万一你忘了带卡,就不能办事了。

I

教学建议:活动I可以作为会话练习或写作练习。也可以让学生把他们的回答记录下来。

Notes to the teacher: Activity I can be used as both a speaking and a writing activity. You may also want to ask the students to record their answers.

8. Every day there is too much homework. It usually takes me four hours to finish it.
(这个... 那个... 的)

这个作业那个作业的。我常常要用四个小时才能做完。

II III IV

教学建议：练习II, III, IV可以作为单独、结对、或小组活动。学生做完以后，可以在全班核对一下答案。

Notes to the teacher: Activities II, III, and IV can be individual, pair, or group activities. After students finish the activities, you can check the answers as a class.

II

II. 结伴活动：他们有几张卡？ Pair Activity: How many cards do they have?

Based on Dialogue 1 in Lesson 1.2, decide whether Kelly and David have the following cards. You should put a checkmark in the corresponding column. After you have finished, compare your answers with a partner.

卡/证	凯丽	大卫	卡/证	凯丽	大卫
礼品卡	√		借书证	√	√
电话卡	√	√	学生证	√	√
航空公司会员卡			上网卡		
信用卡	√	√	现金卡	√	√
银行卡	√	√	超市会员卡	√	√
健身房会员卡		√	手机卡		
饭卡	√	√	书店会员卡		
百货公司特价卡			交通卡	√	√

III

III. 结伴活动：有什么不同？ Pair Activity: What's the difference?

Based on Dialogue 2 in Lesson 1.2, take turns describing the difference between the two items in the left column. If you can't describe the difference, your partner has a chance to try. You will score 1 point for a correct answer and 0 points for no answer or an incorrect answer. At the end of the activity, tally the scores. The one who has the higher total score wins the game.

有什么不同?	你	你同学
会员卡, 礼品卡		
现金卡, 信用卡		
现金卡, 礼品卡		
交通卡, 信用卡		
电话卡, 交通卡		
学生食堂饭卡, 现金卡		
总计 (Total)		

IV

IV. 对不对 True or False?

Based on your understanding of the Lesson 1.2 dialogues, decide whether the following statements are correct.

	对	错
1. 凯丽要去东方百货公司是因为她有一张东方百货公司的礼品卡。	√	
2. 大卫需要一个大钱包, 因为他出门的时候总是带很多钱。		√
3. 大卫觉得现在的钱包太小, 因为他的钱包放不下很多卡。	√	
4. 凯丽也有许多卡, 所以也需要一个大钱包。	√	
5. 大卫有三张上海银行的卡。	√	
6. 不管你有哪种银行卡, 都可以去商店买东西。		√
7. 银行发的卡都是为了让大家买东西比较方便。		√