



CHENG & TSUI

"Bringing Asia to the World"™

中文听说读写 · 中文聽說讀寫

INTEGRATED SAMPLER CHINESE

Simplified and
Traditional Characters

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3

Textbook

4th Edition

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the authors or publisher.

This Fourth Edition of *Integrated Chinese* is dedicated to the memory of our
dearest colleague and friend Professor Tao-chung (Ted) Yao.

SAMPLE

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Publisher's Note

When *Integrated Chinese* was first published in 1997, it set a new standard with its focus on the development and integration of the four language skills (listening, speaking, reading, and writing). Today, to further enrich the learning experience of the many users of *Integrated Chinese* worldwide, Cheng & Tsui is pleased to offer this revised and updated Fourth Edition of *Integrated Chinese*. We would like to thank the many teachers and students who, by offering their valuable insights and suggestions, have helped *Integrated Chinese* evolve and keep pace with the many positive changes in the field of Chinese language instruction. *Integrated Chinese* continues to offer comprehensive language instruction, with many new features, including the **ChengTsui Web App™**, as detailed in the Preface.

The Cheng & Tsui Chinese language program is designed to publish and widely distribute quality language learning materials created by leading instructors from around the world. We welcome readers' comments and suggestions concerning our publications. Please contact the following members of our Editorial Board, in care of our Editorial Department (email: editor@chengtsui.co).

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Preface

The *Integrated Chinese* (IC) series is an internationally acclaimed Mandarin Chinese language course that delivers a cohesive system of print and digital resources for highly effective teaching and learning. First published in 1997, it is now the leading series of Chinese language learning resources in the United States and beyond. Through its holistic focus on the language skills of listening, speaking, reading, and writing, IC teaches novice and intermediate students the skills they need to function in Chinese.

What's New

It has been over eight years since the publication of the Third Edition of IC. We are deeply grateful for all the positive feedback, as well as constructive suggestions for improvement, from IC users. In the meantime, China and the world have seen significant transformations in electronic communications, commerce, and media. Additionally, the technology available to us is transforming the way teachers and students interact with content. The teaching of Chinese as a second language needs to keep pace with these exciting developments. Therefore, the time seems right to update IC across delivery formats.

In developing this latest edition of IC, we have consulted the American Council on the Teaching of Foreign Languages (ACTFL) *21st Century Skills Map for World Languages*. The national standards for foreign language learning in the 21st century focus on goals in five areas—communication, cultures, connections, comparisons, and communities. In addition to classifying the applicable **Language Practice** activities by communication mode (interpersonal, interpretive, and presentational), we have added a host of materials that address the 5 Cs. The delivery of IC via the new **ChengTsui Web App™** elevates the teaching and learning experience by presenting multimedia and interactive content in a truly blended and integrated way.

New, visually rich supplementary modules that recur in each lesson have been introduced. These can be taught in any sequence to serve as prompts for classroom discussion and student reflection:

- **Get Real with Chinese** draws on realia to situate language learning in real-life contexts. Students are required to analyze, predict, and synthesize before coming to conclusions about embedded linguistic and cultural meaning. Photos and questions connect the classroom to authentic Chinese experiences. To familiarize students with both character sets, students are exposed to realia in simplified characters and realia in traditional characters.
- **Chinese Chat** provides opportunities for language practice in the digital environment. Realistic texting, microblogging, and social media scenarios show students how the younger generation has adapted Chinese to new communication technologies.
- **Characterize It!** encourages students to approach Chinese characters analytically. Additional activities are provided on the ChengTsui Web App.
- **How About You?** has been revamped for the first two volumes and newly introduced in Volumes 3 and 4. This module encourages students to personalize their study of vocabulary and learn words and phrases that relate to their own interests and background. Visual cues, which prompt possible answers, promote vocabulary expansion and retention. In Volumes 3 and 4, questions appear in Chinese only, and encourage students to answer in a full sentence or short paragraph.
- In **A Way with Words**, students will find in the example sentence new words and phrases that, although unstudied, bear a cognate relationship to a word or phrase that they have just learned in the current lesson. Based on the provided context, students are encouraged to guess at the meaning of these new words or phrases. The exercise is designed to raise students' awareness of the latent semantic interconnections among different vocabulary items and to foster their ability to expand their vocabulary on their own.

While not new to the Fourth Edition, **Words & Phrases** is new to Volumes 3 and 4 of IC. This is because as students move up proficiency levels the number of new syntactic structures decreases while the study of semantics becomes more and more important. Unlike **Language Notes**, which sheds light on lexical nuances and idiomatic usage, **Words & Phrases** elaborates on versatile words and phrases with multiple examples and should be given the same weight as **Grammar**.

Moreover, per ACTFL guidelines, we have included **Compare & Contrast** activities in the **Cultural Literacy** (formerly Culture Highlights) section in order to promote students' awareness of cultural diversity in a world of rapid globalization. This section as a whole has been given a lavishly illustrated, magazine-style treatment to better engage students.

In Volumes 3 and 4, the **Text** has been updated for additional visual interest, including with icons of the characters. The **Before You Study**, **When You Study**, and **After You Study** segments have been revised to include questions in Chinese. **View & Explore**, meanwhile, encourages students to make use of short, supplemental video clips available through the ChengTsui Web App.

The **Vocabulary** list, as well as the Indexes, now provides simplified and traditional characters in full for each item in Volume 3.

Bringing It Together (formerly Let's Review) continues to help students review language forms and language functions previously introduced.

Finally, the new **Lesson Wrap-Up** section includes context-based wrap-up projects, developed in line with ACTFL standards. These projects encourage students to become active learners by requiring them to engage in research beyond the textbook, and additional projects for this section are available through the ChengTsui Web App. The ability to speak and write cohesively is a key attribute of advanced learners; building on Make It Flow! in IC1 and IC2, we have created a new segment, **Keep It Flowing**, to help students develop and apply strategies for coherently and cohesively organizing information in written and spoken discourse. The **Lesson Wrap-Up** activities can be used as assessment instruments for the **Can-Do Checklist**, which encourages students to measure their progress at the end of the lesson.

As previous users of IC will note, we have renamed the four-volume series. The new sequencing of Volumes 1 to 4 better reflects the flexibility of the materials and the diversity of our user groups and their instructional environments. However, we also recognize that Volumes 1 and 2 are often used together in the first year of language instruction, and Volumes 3 and 4 in the second. Thus, for ease of reference, we have retained the sequencing of the lessons from 1 to 20 in each half of the series.

We have also relabeled complex grammatical structures. Users will now find continuous Roman numerals applied across the four IC volumes. Students and teachers can now easily see that five segments are devoted to the particle 了, three to directional complements, and so on. Grammatical structures that are recycled for review purposes are marked "revisited," to allow teachers to decide how much time to spend on them. We hope that this new system brings greater organizational clarity and makes for easier cross-referencing.

As with the Third Edition, the Fourth Edition of IC features both traditional- and simplified-character versions of the Volume 1 and 2 textbooks and workbooks, and a combination of traditional and simplified characters in the Volume 3 and 4 textbooks and workbooks. However, in response to user feedback, we have updated the traditional characters to ensure they match the standard set used in Taiwan. For reference, we have consulted the Taiwan Ministry of Education's online *Revised Chinese Dictionary*. To reflect the predominance of simplified characters in Chinese language instruction, we have listed simplified characters first in the new edition of Volumes 3 and 4.

The most significant change in the Fourth Edition is the incorporation of innovative educational technology. Users of the print edition have access to audio (at chengtsui.co/resources), while subscribers to the ChengTsui Web App have access to audio plus additional, interactive content.

Users who choose to purchase the **Basic Edition** of the ChengTsui Web App will have access to:

- Audio (Textbook and Workbook)
- View & Explore video clips based on each lesson's theme
- Vocabulary flashcards
- Additional character practice
- Additional Lesson Wrap-Up projects

Users who choose to purchase the **Essential Edition** of the ChengTsui Web App will, in addition to the above, have access to the Workbook with automatic feedback for students and printable Character Workbook sheets for handwriting and stroke order practice.

In addition to the student editions, the ChengTsui Web App is available in an **Educator Edition**. The *Educator Edition* web-application overlay suggests teaching tips and strategies and conveniently makes connections between the Textbook and the additional resources provided in the Teacher's Resources, such as video activity worksheets, quizzes, and answer keys.

A key feature of the ChengTsui Web App is coherence. The innovative instructional design provides an integrated user experience. Learners can move seamlessly between the transmission, practice, application, and evaluation stages, navigating the content to suit their particular learning needs and styles. For more information about the Web App, please visit chengtsui.co.

Both in its print and digital versions, the new IC features a contemporary layout that adds clarity and rigor to our instructional design. Rich new visuals complement the text's revised, user-friendly language and up-to-date cultural content. We hope that students and teachers find the many changes and new features timely and meaningful.

Organizational Principles

In the higher education setting, the IC series often covers two years of instruction, with the first two volumes usually used in the first year of study and the final two volumes in the second. The lessons first cover topics from everyday life, then gradually move to more abstract subject matter. The materials do not follow one pedagogical methodology, but instead blend several effective teaching approaches. Used in conjunction with the ChengTsui Web App, incorporating differentiated instruction, blended learning, and the flipped classroom is even easier. Here are some of the features of IC that distinguish it from other Chinese language resources:

Integrating Pedagogy and Authenticity

We believe that students should be taught authentic materials even at the beginning stage of language learning. Therefore, authentic materials (produced by native Chinese speakers for native Chinese speakers) are included in every lesson.

Integrating Traditional and Simplified Characters

We believe that students should learn both traditional and simplified Chinese characters. However, we also realize that teaching students both forms from day one could be overwhelming. Our solution is for students to focus on one form during their first year of study, and to acquire the other during their second. Therefore, the first two volumes of IC are available in separate traditional- and simplified-character versions, with the texts presented in the alternative character form in the Appendix.

By their second year of study, we believe that all students should be exposed to both forms of written Chinese. Accordingly, the final two volumes of IC include both traditional and simplified characters. Students in second-year Chinese language classes come from different backgrounds, and should be allowed to write in their preferred form. However, it is important that the learner write in one form only, and not a mix of both. In keeping with the differing conventions for the punctuation of traditional and simplified characters, punctuation marks for simplified characters have been set at the baseline and close to the preceding character, while punctuation marks for traditional characters have been set at the median and centered within the following space.

Integrating Teaching Approaches

Because no single teaching method can adequately train a student in all language skills, we employ a variety of approaches in IC. In addition to the communicative approach, we also use traditional methods such as grammar-translation and the direct method.

Users of the ChengTsui Web App can employ additional teaching approaches, such as differentiated learning and blended learning. Students can engage in self-paced learning, a very powerful study strategy. The product also facilitates breaking down direct instruction into more engaging “bites” of learning, which improves student engagement. Moreover, the ChengTsui Web App allows students to interact with the content at home and practice and apply their learning in the classroom with corrective teacher feedback, which has the potential to improve student outcomes. Additionally, teachers and learners do not need to follow the instructional flow of the underlying book. They can navigate using multiple pathways in flexible and customized ways and at varying paces for true individualized learning.

Acknowledgments

We would like to thank users around the world for believing in IC. We owe much of the continued success of IC to their invaluable feedback. Likewise, we would be remiss if we did not acknowledge the University of Notre Dame for sponsoring and inviting us to a one-day workshop on IC on April 9, 2016. Leading Chinese-language specialists from across the country shared their experiences with the IC authors. We are especially indebted to Professor Yongping Zhu, Chair of the Department of East Asian Languages and Cultures at Notre Dame, and his colleagues and staff for organizing the workshop.

Professors Fangpei Cai and Meng Li of the University of Chicago took time out from their busy teaching schedules to compile a detailed list of comments and suggestions. We are profoundly touched by their generosity. In completing this Fourth Edition, we have taken into consideration their and other users' recommendations for revision. Indeed, many of the changes are in response to user feedback. The authors are naturally responsible for any remaining shortcomings and oversights.

For two summers in a row, Professor Liangyan Ge's wife, Ms. Yongqing Pan, warmly invited the IC team to their home to complete the bulk of the work of revising the IC series. Words are inadequate to express our thanks to Ms. Pan for her gracious hospitality and her superb cooking day in and day out.

We are deeply grateful to our publisher Cheng & Tsui Company and to Jill Cheng in particular for her unwavering support for IC over the years. We would also like to express our heartfelt appreciation to our editors Ben Shragge, Mike Yong, and the rest of the editorial team for their meticulous attention to every aspect of this new edition.

As we look back on the evolution of IC, one person is never far from our thoughts. Without Professor Tao-chung Yao's commitment from its inception, IC would not have been possible. Sadly, Professor Yao passed away in September 2015. Throughout the summer, Professor Yao remained in close contact with the rest of the team, going over each draft of IC 1 with an eagle eye, providing us with the benefit of his wisdom by phone and email. This Fourth Edition of IC is a living tribute to his vision and guidance.

Note: Prefaces to the previous editions of IC are available at chengtsui.co.

Series Structure

The IC series has been carefully conceptualized and developed to facilitate flexible delivery options that meet the needs of different instructional environments.

Component per Volume	Description	Print/Other Formats	ChengTsui Web App™
Textbook	<ul style="list-style-type: none"> Ten engaging lessons per volume, each with readings, grammar explanations, communicative exercises, and culture notes 	<ul style="list-style-type: none"> Paperback or Hardcover Simplified or Traditional Characters (Volumes 1 and 2) Simplified and Traditional Characters (Volumes 3 and 4) 	<ul style="list-style-type: none"> <i>Basic, Essential, and Educator Editions</i>
Workbook	<ul style="list-style-type: none"> Wide range of integrated activities covering the three modes of communication (interpersonal, interpretive, and presentational) 	<ul style="list-style-type: none"> Paperback Simplified or Traditional Characters (Volumes 1 and 2) Simplified and Traditional Characters (Volumes 3 and 4) 	<ul style="list-style-type: none"> <i>Essential and Educator Editions</i>
Character Workbook	<ul style="list-style-type: none"> Radical- and character-writing and stroke order practice 	<ul style="list-style-type: none"> Paperback Simplified and Traditional Characters 	<ul style="list-style-type: none"> <i>Essential and Educator Editions</i>
Audio	<ul style="list-style-type: none"> Audio for Textbook vocabulary and lesson texts, and in Volume 1, pronunciation exercises Audio for Workbook listening exercises, and in Volume 1, pronunciation exercises 	<ul style="list-style-type: none"> Audio available to print users at chengtsui.co/resources 	<ul style="list-style-type: none"> <i>Basic, Essential, and Educator Editions</i>
Video	<ul style="list-style-type: none"> Volumes 1 and 2: acted dialogues and narratives presented in the Textbooks; also includes theme-related Culture Minutes sections in authentic settings Volumes 3 and 4: documentary-style episodes correlating to the lesson themes in authentic settings 	<ul style="list-style-type: none"> One DVD per volume 	<ul style="list-style-type: none"> <i>Basic, Essential, and Educator Editions</i> Streaming video
Teacher's Resources	<ul style="list-style-type: none"> Comprehensive implementation support, teaching tips, sample syllabi, tests and quizzes, answer keys to the workbook exercises, and supplementary resources 	<ul style="list-style-type: none"> Downloadable resources that include core lesson guides along with ancillary materials previously on the companion website 	<ul style="list-style-type: none"> <i>Educator Edition</i>

Volume 3 Lesson Structure

All components of IC (Textbooks, Workbooks, and Teacher’s Resources) are considered core and are designed to be used together to enhance teaching and learning. Recurrent lesson subsections are highlighted in the Textbook Elements column. Note that Supplementary Modules do not compose a separate section, but are rather discrete entities that appear throughout each lesson.

Section	Textbook Elements	Interactive Content	Workbooks	Teacher’s Resources
Lesson Opener	<ul style="list-style-type: none"> • Learning Objectives state what students will be able to do by the end of the lesson • Relate & Get Ready helps students reflect on similarities and differences between Chinese culture and their own 		<ul style="list-style-type: none"> • Opportunity for students to revisit learning objectives and self-assess 	<ul style="list-style-type: none"> • Overview of language functions, vocabulary, grammar, pronunciation, and characters taught in the lesson • Sequencing recommendations and teaching aids
Text	<ul style="list-style-type: none"> • Chinese Text in each lesson demonstrates practical vocabulary and grammar usage • Before You Study includes two lesson-related questions for teachers to use as warm-up activities • When You Study provides three reading comprehension questions that students can answer after listening to and scanning the text • After You Study includes two summative questions that encourage students to produce discrete sentences • Language Notes sheds light on semantic nuances and idiomatic usage • <i>Pinyin</i> versions at the end of the lesson provide pronunciation support 	<ul style="list-style-type: none"> • Audio builds receptive skills 	<ul style="list-style-type: none"> • Listening comprehension and speaking exercises based on the dialogues • Reading comprehension 	<ul style="list-style-type: none"> • Strategies for teaching the Text, plus question prompts

Section	Textbook Elements	Interactive Content	Workbooks	Teacher's Resources
Vocabulary	<ul style="list-style-type: none"> Vocabulary lists define and categorize new words from the Text (proper nouns are listed last) 	<ul style="list-style-type: none"> Audio models proper pronunciation Flashcards assist with vocabulary acquisition 	<ul style="list-style-type: none"> Handwriting and stroke order practice is provided in the Character Workbook All exercises use lesson vocabulary to support acquisition 	<ul style="list-style-type: none"> Explanations, pronunciation tips, usage notes, and phrasal combinations
Grammar	<ul style="list-style-type: none"> Grammar points, which correspond to numbered references in the readings, explain and model language forms 		<ul style="list-style-type: none"> Writing and grammar exercises based on grammar introduced in the lesson 	<ul style="list-style-type: none"> Explanations, pattern practice, and additional grammar notes
Words & Phrases	<ul style="list-style-type: none"> Words & Phrases elaborates on useful words and phrases, highlighted in green in the lesson text, with multiple examples 			
Language Practice	<ul style="list-style-type: none"> Role-plays, pair activities, contextualized drills, and visual cues prompt students to produce language 		<ul style="list-style-type: none"> Exercises and activities spanning the three modes of communication (interpersonal, interpretive, and presentational), plus <i>pinyin</i> and tone practice, to build communication and performance skills 	
Cultural Literacy	<ul style="list-style-type: none"> Culture notes provide snapshots of contemporary and traditional Chinese-speaking cultures Compare & Contrast draws connections between cultures 		<ul style="list-style-type: none"> Authentic materials develop predictive skills 	<ul style="list-style-type: none"> Background notes expand on the section and provide additional cultural information

Section	Textbook Elements	Interactive Content	Workbooks	Teacher's Resources
Lesson Wrap-Up	<ul style="list-style-type: none"> • Projects encourage review and recycling of lesson materials through different text types • Keep It Flowing develops students' ability to produce smooth discourse • Can-Do Checklist allows students to assess their fulfillment of the learning objectives 	<ul style="list-style-type: none"> • Additional projects encourage students to produce written discourse 	<ul style="list-style-type: none"> • Translation exercises provide opportunities to examine students' overall control of language forms and language functions in context 	<ul style="list-style-type: none"> • Teaching tips for implementing self-diagnostic activities, answer keys for Keep It Flowing, and additional sample quizzes and tests
Supplementary Modules	<ul style="list-style-type: none"> • How About You? encourages students to personalize their vocabulary • Get Real with Chinese teaches students to predict meaning from context • Characterize It! explores the structure of Chinese characters • Chinese Chat demonstrates how language is used in text messaging and social media • A Way with Words raises students' awareness of the latent semantic interconnections among different vocabulary items 	<ul style="list-style-type: none"> • Video, highlighted in the View & Explore segment, provides insight into non-verbal cues and communication plus context through authentic settings • Additional Characterize It! exercises increase understanding of characters 	<ul style="list-style-type: none"> • Pattern exercises to build radical and character recognition 	<ul style="list-style-type: none"> • Teaching tips and strategies for fully exploiting and implementing these new elements

SAMPLE

Cheng & Tsui

Scope & Sequence

Lesson	Learning Objectives	Grammar	Words & Phrases	Cultural Literacy
1 开学/開學 Starting a New Semester	<ul style="list-style-type: none"> Explain how to write your Chinese name Say where you were born and grew up Discuss the pros and cons of living on and off campus Express a dissenting opinion politely 	<ol style="list-style-type: none"> The particle 了 (IV) Sentences with 是...的 (I) revisited 除了...以外, 都... Connecting sentences (I) 	<ol style="list-style-type: none"> 觉得/覺得 (to feel, to think) 方便 (convenient) 安全/安全 (safe) 省钱/省錢 (to save money, to economize) 自由 (free, unconstrained) 不见得/不見得 (not necessarily) 好处/好處 (advantage, benefit) 适应/適應 (to adapt, to become accustomed to) 	<ul style="list-style-type: none"> School relationships Homonyms Military training
2 宿舍生活 Dorm Life	<ul style="list-style-type: none"> Name basic pieces of furniture Describe your living quarters Comment on someone's living quarters Disagree tactfully 	<ol style="list-style-type: none"> Existential sentences Expressing relative degree or extent using 比较/比較 Indicating an extreme extent using ...得很 Conjunctions 	<ol style="list-style-type: none"> 恐怕/恐怕 (I'm afraid, I think perhaps, probably) 差不多/差不多 (about, roughly) 吵 (noisy; to quarrel) 安静/安靜 (quiet) 一般 (generally) 不怎么样/不怎麼樣 (not that great, just so-so) 地道 (authentic, genuine) 	<ul style="list-style-type: none"> Student housing Campus dining Accommodations for international students
3 在饭馆儿/在飯館兒 At a Restaurant	<ul style="list-style-type: none"> Name four principal regional Chinese cuisines Order food and drinks Talk about what tastes you like and dislike Describe your dietary restrictions and preferences 	<ol style="list-style-type: none"> Topic-comment sentence structure 一 + verb and 一...就... 又...又... (both ... and ...) revisited The reaffirmative 是 	<ol style="list-style-type: none"> 正好 (coincidentally) 特别是/特別是 (especially) 有机/有機 (organic) 麻烦/麻煩 (to trouble; troublesome) 这(就)要看... (了) / 这(就)要看... (了) (It depends on ...) 比方说/比方說 (for example) 	<ul style="list-style-type: none"> Environmental influences on regional cooking Restaurants Dining conventions Cooking essentials Chopstick do's and don'ts

Lesson	Learning Objectives	Grammar	Words & Phrases	Cultural Literacy
4 买东西/ 買東西 Shopping	<ul style="list-style-type: none"> Name basic clothing, bedding, and bath items Describe your shopping preferences and criteria Express discounts Disagree with others tactfully 	<ol style="list-style-type: none"> 无论…, 都…/ 無論…, 都… Non-predicative adjectives Adjective/verb + 是 + adjective/verb, 可是 or 但是… revisited 	<ol style="list-style-type: none"> …什么的/ …什麼的 (… and so on) 大小, 长短/長 短, 宽窄/寬窄 (kuānzhǎi)… (size, length, width…) 打折 (to discount, to sell at a discount) (要) 不然 (otherwise) 只好 (can only, have to) 非…不可 (have to, must) 标准/標準 (criterion, standard) 在乎 (to mind, to care) 	<ul style="list-style-type: none"> Bargaining New forms of payment Dongxi
5 选课/選課 Choosing Classes	<ul style="list-style-type: none"> State your major and academic department and some required general courses you have taken Talk about your plans after graduation Discuss what will enhance your future job opportunities Explain whether your family members have an influence on your choice of major and career path Share tips on how to save money for your education 	<ol style="list-style-type: none"> 对…来说/ 對…來說 Resultative complements (III) 另外 Comparing 再 and 还/還 要么…, 要 么…/要麼…, 要麼… 	<ol style="list-style-type: none"> 只是 and 就是 (it's just that) 受不了 (unable to bear) 跟…打交道 (to deal with…) 这样/這樣 (in this way) 	<ul style="list-style-type: none"> Value of education Graduate school Declaring a major
Bringing It Together (L1–L5)	<ul style="list-style-type: none"> Review of L1–L5 			

Lesson	Learning Objectives	Grammar	Words & Phrases	Cultural Literacy
6 男朋友女朋友 Dating	<ul style="list-style-type: none"> • Say if you have an upbeat personality • State if you share the same interests or hobbies as others • Inquire if everything is OK and find out what has happened • Describe behaviors of a forgetful person • Give a simple description of what you look for in a friend • Tell what makes you anxious or angry 	<ol style="list-style-type: none"> 1. (在) …上 2. Verb 来 / 來 verb 去 3. Comparing 的, 得, and 地 (II) 4. 原来 / 原來 as adverb and adjective 5. Set phrases 	<ol style="list-style-type: none"> A. 到底 (what on earth, what in the world, in the end) B. 根本 (at all, simply) C. 一干二净 / 一乾二淨 (completely, thoroughly, spotless) D. 实际上 / 實際上 (actually, in fact, in reality) E. 丢三拉四 (scatterbrained, forgetful) F. 一会儿…，一会儿…，一会儿又… / 一會兒…，一會兒又… (one minute…，the next minute…) 	<ul style="list-style-type: none"> • Valentine's Day and the Qixi Festival • Idealized traits • Courtship
7 电脑和网络 / 電腦和網絡 Computers and the Internet	<ul style="list-style-type: none"> • Find out if others are angry with you and apologize if so • Avoid tension in a conversation by changing the subject • Let people know about the trouble you had to go through because of their thoughtlessness or carelessness • Name and discuss the activities you use the Internet for • Discuss the pros and the cons of using the Internet 	<ol style="list-style-type: none"> 1. Potential complements (III) 2. Connecting sentences (II) 3. 过来 / 過來 and 过去 / 過去 (to come over / to go over) 	<ol style="list-style-type: none"> A. 从…到… / 從…到… (from… to…) B. 结果 / 結果 (as a result) C. 害得 / 害得 (to cause trouble so that, to do harm so that) D. 看起来 / 看起來 (it seems) E. 听起来 / 聽起來 (it sounds) 	<ul style="list-style-type: none"> • Baidu, Alibaba, and Tencent • Internet lingo • Chinese character throwbacks

Lesson	Learning Objectives	Grammar	Words & Phrases	Cultural Literacy
8 打工 Working Part-Time	<ul style="list-style-type: none"> • Explain how people fund their education • Discuss if you work part-time and why • Name common jobs for students in China and in your country • Talk about how students spend their pocket money 	<ol style="list-style-type: none"> 1. Directional complements (III) 2. Connecting two verb phrases using 来/來 3. The particle 了 (V) 4. Rhetorical questions 	<ol style="list-style-type: none"> A. 受到 (to receive) B. 压力/壓力 (pressure) C. 减轻/減輕 (to lessen) D. 适合/適合 (to suit) and 合适/合適 (suitable) E. 影响/影響 (to influence, to affect; influence) F. 取得 (to obtain) G. 说到/說到 (speaking of) H. 不是 X, 就是 Y (if it's not X, it's Y; either X or Y) I. 难怪/難怪 (no wonder) J. 多 (How ... it is!) 	<ul style="list-style-type: none"> • Tuition and scholarships • Working students • Mencius and manual labor
9 教育 Education	<ul style="list-style-type: none"> • Comment on whether your parents packed your schedule with activities as a child • Describe some typical classes offered in afterschool programs • Indicate agreement or disagreement • Present your opinions on children's education • Talk about parents' aspirations for their children 	<ol style="list-style-type: none"> 1. The adverb 才 before numbers 2. Adjectives as predicates 3. 不是 X, 而是 Y 	<ol style="list-style-type: none"> A. 一直 (all along, continuously) B. Comparing 幸福, 快乐/快樂, and 高兴/高興 C. 厉害/厲害 (terrible, formidable) D. 最好 (had better, it's best) 	<ul style="list-style-type: none"> • Respect for teachers • Parental aspirations • Cram school
10 中国地理/中國地理 Geography of China	<ul style="list-style-type: none"> • Locate major Chinese cities, provinces, and geographic features on a map • Compare basic geographic aspects of China and your own country • Describe features of a tourist sight that would attract or deter you • Discuss an itinerary for travel to China 	<ol style="list-style-type: none"> 1. Indicating the beginning of a state using 起来/起來 2. The conjunction 而 3. 最 adjective 不过了/最 adjective 不過了 4. The dynamic particle 过/過 revisited 	<ol style="list-style-type: none"> A. 为了/為了 and 因为/因為 B. Comparing 理解/理解 and 了解/了解 C. 一下子 (all of a sudden, in an instant) D. 大多 (mostly) E. Indicating a pause in speech using 呢 	<ul style="list-style-type: none"> • Regional differences • Xu Xiake • Major rivers
Bringing It Together (L6-L10)	<ul style="list-style-type: none"> • Review of L6-L10 			

Abbreviations of Grammatical Terms

adj	adjective	pr	pronoun
adv	adverb	prefix	prefix
conj	conjunction	prep	preposition
interj	interjection	qp	question particle
m	measure word	qpr	question pronoun
mv	modal verb	t	time word
n	noun	v	verb
nu	numeral	vc	verb plus complement
p	particle	vo	verb plus object (for detachable compounds)
pn	proper noun		

Legend of Digital Icons

The icons listed below refer to interactive content. For readers who have purchased only the print edition, audio is available at chengtsui.co/resources and videos are available for separate purchase. All other digital content is available exclusively to Cheng Tsui Web App subscribers.



Audio

Text, Vocabulary



Video

View & Explore



Flashcards

Vocabulary



More characters

Characterize It!



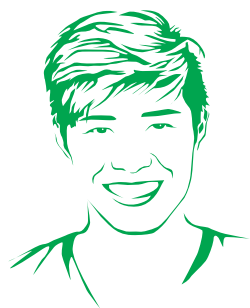
More exercises

Lesson Wrap-Up

SAMPLE

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Cast of Characters



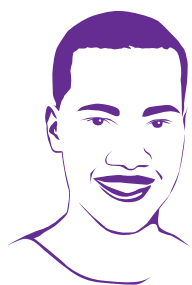
Zhang Tianming 张天明/張天明

An American college freshman whose parents immigrated to the United States from Nanjing, China. He's obsessed with sports and computers. Although he's outgoing and has many friends, his girlfriend thinks he spends too much time online.



Lisha 丽莎/麗莎

Lisa Cohen, an American college freshman. She and Zhang Tianming were high school sweethearts. Lisha loves music and is interested in all things Chinese.



Ke Lin 柯林

Al Collins, a graduate student and Lin Xuemei's boyfriend. He wants to study in China after he receives his master's degree in counseling. He is very warm and loves to help others.



Lin Xuemei 林雪梅

A graduate student from Hangzhou, China. She and Ke Lin are about four or five years older than Zhang Tianming and Lisha. Lin Xuemei and Lisha have quickly become good friends.



Li Zhe 李哲

Zack Ruiz, a senior and a good friend of Zhang Tianming's. He and Zhang Tianming like to hang out together and talk or play basketball. Li Zhe's older brother is an information technology specialist. His sister-in-law is originally from Hong Kong. Li Zhe has an eight-year-old niece.