

Preface to the Third Edition

It has been over ten years since *Integrated Chinese (IC)* came into existence in 1997. During these years, amid all the historical changes that took place in China and the rest of the world, the demand for Chinese language teaching-learning materials has been growing dramatically. We are greatly encouraged by the fact that *IC* not only has been a widely used textbook at the college level all over the United States and beyond, but also has become increasingly popular with advanced language students at high schools. Over the years, regular feedback from the users of *IC*, both students and teachers, has greatly facilitated our repeated revisions of the series. Following its second edition published in 2005 that featured relatively minor changes and adjustments, the third edition is the result of a much more extensive revision.

Changes in the Third Edition

Manageable Number of Lessons

Level 1 now contains 10 lessons in Part 1 and 10 lessons in Part 2 for maximum flexibility. Based on the reports from many teachers that they could not finish all the lessons in the Level 1 volumes within one academic year, we have, for the third edition, eliminated the chapters “At the Library” and “At the Post Office,” as the language contents in these chapters have become somewhat obsolete. The chapter “Hometown” has also been removed, but part of its content has been incorporated into other chapters.

Revised Storyline

In the present edition, a new, connected storyline about a diverse group of students strings together all the dialogues and narratives in the lessons throughout Level 1. The relationships among the main characters are more carefully scripted. We want the students to get to know the characters well and to find out how things develop among them. We hope that, by getting to know more about each cast member, the students will be more involved in the process of learning the language.

Current Vocabulary

As in the earlier editions, the third edition makes a special effort to reflect students’ life. Additionally, we have updated some of the vocabulary items and expressions in the hope of keeping pace with the evolution of contemporary Chinese and enhancing students’ ability to communicate. In the meantime, we have deleted some words and expressions that are of relatively lower frequencies of usage. As a result, the total number of vocabulary items for the series is moderately reduced. The grammar sequence, however, remains fundamentally unchanged.

Clear Learning Objectives and Engaging Learner-Centered Approach

Ever since its inception in 1997, *IC* has been a communication-oriented language textbook which also aims at laying a solid foundation in language form and accuracy for students. The third edition holds fast to that pedagogic philosophy. On top of that, it has adopted a task-based teaching approach, which is intended to intensify students’ motivation and heighten their awareness of the learning objectives in each chapter. Each lesson includes Learning Objectives and Relate and Get Ready questions at the beginning to focus students’ study. At the end of each lesson, there is a Progress Checklist to be used by students in self-testing their fulfillment of the learning objectives.

It is our hope that these changes will enable students to learn Chinese in a more efficient and pragmatic way and develop their language proficiency and problem-solving abilities in real-life situations. In their feedback to us, many users of previous editions of *IC* noted that, more than many other Chinese language textbooks, *IC* was effective in developing students' abilities to use the language. While making all the efforts to retain that merit in the new edition, we have endeavored to place language acquisition in a real-world context and make *IC* all the more conducive to active use of the language in the classroom and, more importantly, beyond it.

Contextualized Grammar and Interactive Language Practice

The somewhat mechanical drills on sentence patterns in the earlier editions are now replaced by Language Practice exercises based on simulated real-life situations. In particular, we have increased the number of interactive exercises and exercises that serve the purpose of training students' abilities in oral communication and discourse formation. Similar changes are also to be seen in the *Integrated Chinese Workbook*, which offers new exercises that are more distinctly communication-oriented and more closely aligned with the learning objectives of each chapter. The exercises in the *Workbook* cover the three modes of communication as explained in the “Standards for Foreign Language Learning in the 21st Century”: interpretive, interpersonal and presentational. To help the user locate different types of exercises, we have labeled the workbook exercises in terms of the three communication modes.


Linguistically and Thematically Appropriate Cultural Information and Authentic Materials

In comparison with the earlier editions, there is more cultural information in the third edition. The revised texts provide a broader perspective on Chinese culture, and important cultural features and topics are discussed in the “Culture Highlights.” In the meantime, more up-to-date language ingredients, such as authentic linguistic materials, new realia, and new illustrations, are introduced with a view towards reflecting cultural life in the dynamic and rapidly changing contemporary China. We believe that language is a carrier of culture and a second/foreign language is acquired most efficiently in its native cultural setting. Based on that conviction, we have attempted to offer both linguistic and cultural information in a coherent, consistent manner and simulate a Chinese cultural environment in our texts, especially those that are set in China.

All-New, Colorful, and User-Friendly Design

Where design and layout are concerned, the third edition represents a significant improvement, intended to better facilitate its use by both teachers and students. We have taken full advantage of colors to highlight different components of each chapter, and have brought in brand-new illustrations and photos to complement the content of the text. The book has also been thoroughly redesigned for optimal ease of use.

Updated Audio Recordings

Throughout this book, you will see an audio CD icon  next to the main texts, vocabulary, and pronunciation exercises. This symbol indicates the presence of audio recordings, which are available on the companion audio CD set.

Acknowledgments

During the course of preparing for the third edition, we accumulated more academic and intellectual debts than any acknowledgment can possibly repay. We wish to express our

deep gratitude to all those who helped us in so many different ways. In particular, our heartfelt thanks go to the two editors, Ying Yang of the University of California Berkeley and Zoe Wu of Pasadena City College, as well as Craig Butler of Hong Kong International School, Chengzhi Chu of the University of California Davis, colleagues and friends at Beijing Language and Culture University, and Laurel Damashek at Cheng & Tsui.

As authors, we take great pleasure in the contributions that *IC* has made to Chinese teaching and learning over the past ten years, and we also feel the weight of responsibility. In retrospect, *IC* has traversed a long way since its earliest incarnation, yet we know its improvement will not end with the present edition. We promise to renew our efforts in the future, and we expect to continue to benefit from the invaluable comments and suggestions we receive from the users.

An Overview of the New Features of the Third Edition

Chapter Opener



Each lesson opens with an illustration that highlights the theme for the lesson.

LEARNING OBJECTIVES

In this lesson, you will learn to use Chinese to:

- Welcome a visitor;
- Introduce one person to another;
- Compliment someone on his/her house;
- Ask for beverages as a guest at someone else's place;
- Offer beverages to a visitor;
- Briefly describe a visit to a friend's place.

RELATE AND GET READY

In your own culture/community—

1. Is it common to pay a visit to a friend's house without advance notice?
2. Do people bring anything when visiting a friend's home?
3. What are some of the common beverages and foods offered to visitors?

Learning Objectives for every lesson help students focus their study and envision what they will have accomplished at the end of the lesson.

The self-reflective questions in **Relate and Get Ready** help students to reflect on similarities and differences between their native language and culture and Chinese language and culture.

Dialogue Design

Each dialogue or narrative begins with an illustration depicting the scene. For the main characters, instead of the characters' names, their avatar icons appear in the dialogue. This helps the students get acquainted with the characters more quickly.

Dialogue II: Asking about Someone's Family

白英爱，你家有几口人？

我家有六口人。我爸爸、我妈妈、一

LANGUAGE NOTES

① In Chinese, 家 (jiā) can refer to one's family as well as one's home. So one can inquire to his or her family picture and say “我家有几口人？” (Wǒ jiā yǒu sì kǒu rén; There are four people in my family), and

Language Notes and Grammar Callouts

- Bàì Yīng 'ài, nǐ jiā **yǒu** jǐ kǒu rén?
- Wǒ jiā yǒu liú kǒu rén. Wǒ bàba, wǒ māma, yì ge gēge, **liǎng** ge mèimei hé wǒ. Lǐ Yǒu, nǐ jiā yǒu jǐ kǒu rén?
- Wǒ jiā yǒu wǒ kǒu rén: bàba, māma, dàjiě, èrjiě hé wǒ. Nǐ bàba māma zuò shénme gōngzuò?
- Wǒ bàba shì lǚshī, māma shì Yīngwén lǎoshī, gēge, mèimei **dōu** shì dàxuéshēng.
- Wǒ māma yě shì lǎoshī, wǒ bàba shì yīshēng.

syllable, it is pronounced in the fourth tone, e.g., 一张 (yì zhāng, a sheet), 一盒 (yì pán, one plate), 一本 (yì bēn, one volume).

Unlike *and*, 和 (hé) cannot link two clauses or two sentences: 我爸爸是老师, *和我妈妈是医生 (Wǒ bàba shì lǎoshī, *hé wǒ māma shì yīshēng).

The pause mark, or series comma, 、 is often used to link two, three or even more parallel words or phrases, e.g., 爸爸、妈妈、两个妹妹和我 (bàba, māma, liǎng ge mèimei hé wǒ; dad, mom, two younger sisters and I). For further

The **Language Notes** are clearly marked and numbered in green circles, and placed next to the dialogue for ease of reference.

The **grammar points** are highlighted and numbered in red to draw the students' attention to the language forms covered in the Grammar section of each lesson.

Vocabulary Section

VOCABULARY		
1. 玩(儿)	wán(r)	v
2. 了	le	p
3. 图书馆	túshūguǎn	n
4. 一起	yìqǐ	adv
5. 聊天(儿)	liáo tiān(r)	vo
聊	liáo	v
天	tiān	n

A low-frequency character that the teacher may decide not to have the students practice writing is shown in a shaded gray color.

Language Practice

Lesson 3 • Visiting Friends 131

1. 你的同学高兴。
2. 你的老师好。
3. 你的书有意思。

4. 你的同学高兴。
5. 你的老师好。
6. 你的书有意思。

在 (zài)

1. Look at the pictures given, and tell where Wang Peng and Li Yǒu are, and what they are doing there.

EXAMPLE: 王朋和李友在图书馆看书。
Wáng Pēng hé Lǐ Yǒu zài túshūguǎn kàn shū.

1. 王朋在图书馆看书。
2. 李友在图书馆看书。
3. 王朋在图书馆看书。
4. 李友在图书馆看书。

2. Everyone has a different routine and favorite places. Now let's find out where these people do their activities.

EXAMPLE:
小高在哪儿工作? Xiǎo Gāo zài nǎr gōngzuò?
小高在学校工作。Xiǎo Gāo zài xuéxiào gōngzuò.

1. 李医生在哪儿听音乐? Lǐ yīshēng zài nǎr tīng yīnyuè?
2. 王朋在哪儿打球? Wáng Pēng zài nǎr dǎ qiú?
3. 李友在哪儿看电影? Lǐ Yǒu zài nǎr kàn diànyǐng?
4. 小白在哪儿睡觉? Xiǎo Bái zài nǎr shuì jiào?

In addition to role plays and partner activities, this section also includes contextualized drill practice with the help of visual cues.

New sentence patterns are highlighted in blue.

Culture Highlights

writes horizontally from left to right. But the traditional way of writing is still kept alive in calligraphy.

This is a store sign which was commissioned more than one hundred years ago. It is read from right to left, and it's the name of the person who commissioned the store. Can you recognize his family name?

Should this sign be read from the left to the right or from the right to the left?

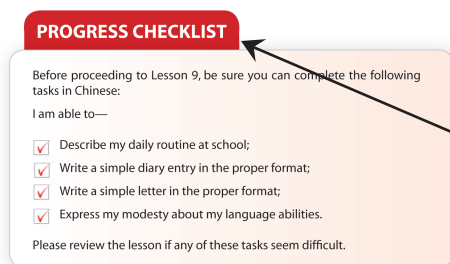
Photos or other authentic materials accompany the culture notes.

Customized Learning: How About You?



Beginning students need not be overwhelmed by additional vocabulary items that do not seem to be very useful or relevant to them. However, they should be given opportunities to select and learn words and phrases that relate to their own interests and experiences. **How About You?** provides this personalized vocabulary space.

Self-Reflection: Progress Checklist



It's important for students to be engaged learners who feel responsible for their own learning. At the end of each lesson, students are asked to check on their learning progress and evaluate whether they have achieved the learning objectives.

Functional Expressions: That's How the Chinese Say It!



After every five lessons, **That's How the Chinese Say It** provides a review of the functional expressions that have appeared in the texts. It includes additional linguistic and cultural contexts to demonstrate the use of these expressions.