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 Chinese advanced language students at the high school level. 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 2006 that featured relatively minor changes and adjustments, this third edition of Level 2 is the result of a much more extensive revision.

Changes in the Third Edition

Revised Storyline

In the present edition, a new, cohesive storyline about a diverse group of characters connects together all the lessons in Level 2. The relationships among the main characters are carefully scripted. We hope that students will get to know the characters well and enjoy following their stories, and that by doing so, they will feel more of a personal involvement in the process of learning the language. In order to increase students’ cultural competency and knowledge of Chinese society, in Level 2 Part 2 we have moved the setting of the storyline to China. The main characters in this volume are studying or working in China. The lesson topics have been designed to reflect students’ interests and to be relevant to their lives.

Current Vocabulary

In Level 2, we have made a special effort to recycle many of the vocabulary items from Level 1. At the same time, we have accelerated the pace at which new vocabulary items and expressions are introduced, in the hope of enhancing students’ ability to communicate. However, we are mindful of the number of vocabulary items introduced in this level and have tried to keep it manageable.

There are about 500 new vocabulary items in Level 2 Part 2. We have tried to limit the number of new words and expressions in each lesson to around 50. Where higher numbers of new words occur, they are necessitated mainly by the inclusion of proper nouns and specialized terms.

Most of the pinyin renderings and parts of speech of the vocabulary items are based on the fifth edition of the Modern Chinese Dictionary (現代漢語詞典第五版/现代汉语词典第五版) published by the Commercial Press (商務印書館/商务印书馆). For easy referencing, the Level 2 Part 2 vocabulary indexes also include vocabulary from Level 2 Part 1.

More Accessible Grammar and Usage Explanations

When learning to speak a foreign language, students typically go through several stages. The focus of the first stage is pronunciation. In the second stage, grammar is the main focus. In the third stage, expanding vocabulary and mastering important but difficult
words and phrases become the primary goals. Ongoing attention to pronunciation and grammar, of course, remains a crucial part of improving students’ language skills. Apart from adding new grammar points, we have made the following important changes in the grammar explanations in Level 2:

- We have further expanded explanations of some of the grammatical concepts that are first introduced in Level 1 and offered detailed, contrastive discussions of some language structures that are similar to each other, to help students differentiate among them.
- We have emphasized the use of linking words and phrases in order to improve students’ ability to express themselves coherently in a series of sentences. Level 2 Part 2 also introduces a number of form words (虚词/虚词) that are common in written and Classical Chinese.
- The usage of some of the more difficult but common words and phrases is discussed in a new section, “Words & Phrases.” Those items are highlighted in green in the main text of each lesson.

**Clear Learning Objectives and an 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. 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” sections at the beginning to help students prepare and concentrate. At the end of each lesson, questions in “Self-Assessment” are to be used by students in self-testing their achievement of the learning objectives.

Additionally, we have introduced in Level 2 another set of new features, which delineates successive steps in building effective learning strategies: the section “Before You Study” helps students focus on the theme of the lesson and gives them opportunities to make predictions based on their own experience; the section “When You Study” encourages students to skim or scan the lesson for the main ideas or specific information; and the section “After You Study” allows the students to confirm their predictions, to recap what happens in the lesson, or to understand the organization of the text. These guidelines are student-centered and designed to be done independently by the students themselves. However, they can also be carried out in Chinese as part of the in-class activities if the instructor considers it appropriate to do so and if the students are linguistically ready.

**Contextualized and Interactive Language Practice**

The section “Language Practice” highlights the functions of the expressions in the current lesson and provides task-oriented classroom activities centered on those expressions. In particular, we have increased the number of interactive exercises as well as exercises that were designed for enhancing students’ skills in oral communication and discourse formation. In at least one of the exercises, students are invited to link up a group of individual sentences and organize them in a coherent passage.

Similar changes are also present 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 or 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.

**A New, Colorful, and User-Friendly Design**

Where design and layout are concerned, the third edition represents a significant improvement over the previous editions. 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, an audio CD icon 🎧 appears next to the main texts and vocabulary. This symbol indicates the presence of audio recordings, which are available on the companion audio CD set and as MP3 downloads.

It is our hope that these changes will enable students to learn Chinese in a more efficient and pragmatic way. By making these changes, we have attempted to place language acquisition in a real-world context and make IC all the more conducive to active use of the language, not only in the classroom, but more importantly, beyond it.

**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 Professor Zheng-sheng Zhang of San Diego State University and colleagues and friends at Beijing Language and Culture University, as well as Kristen Wanner and Laurel Damashek at Cheng & Tsui.

As authors, we take great pleasure in the contributions that IC has made to Chinese teaching and learning, and we also feel the weight of responsibility to constantly improve on what has been done before. 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 IC 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

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 analyze similarities and differences between their native language and culture and Chinese language and culture.

Before, When, and After You Study

NEW IN LEVEL 2, Before You Study and When You Study are placed before the main text, whereas After You Study appears at the end of the main text. The trio assists students to use various strategies when studying.
Text Design
Each text begins with two illustrations depicting the scene, with traditional text on the left page and simplified text mirrored on the right.

Language Notes, Grammar Callouts, Words & Phrases
In the text, words or expressions with corresponding Language Notes are clearly marked and numbered in green circles, and the notes are placed at the bottom of the page for ease of reference. The Grammar Points are highlighted and numbered in red to draw students’ attention to the language forms covered in the grammar section of each lesson. Words that are explained in more details in the Words & Phrases section are highlighted in green for ease of reference.

Culture Highlights
Photos or other authentic materials accompany the culture notes.
Language Practice

In addition to role plays and partner activities, this section also includes contextualized drill practice with the help of visual cues, as well as exercises to practice how to build a discourse. New sentence patterns are highlighted in blue.

English Text

Historically, China was a society that favored men over women. Women's status in the family and in society was much lower than that of men. After 1950 the situation changed gradually. Especially in the cities, girls and boys had equal access to education and employment. Women's social status also improved substantially.

However, since the Reform and Opening-Up [started], in certain for-profit and nonprofit enterprises, the phenomenon of gender inequity has resurfaced. For example, when looking for work, women tend to have more difficulty than men. Some factories and companies haven't implemented equal pay for equal work. Of course, there are some women who have surpassed men in terms not only of work achievement but also income, but in the final analysis their number among women is still few and far between.

Nowadays, in Chinese households, many couples are considerate of and attentive to each other. Therefore, within the family is perhaps where men and women are more equal in Chinese society. Take Xuemei’s uncle for example—he is a big soccer fan. The only time

Self-Assessment

It is important for students to feel engaged and 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.

The English translation of each text is added for students’ reference at the end of the chapter, away from the main text, so that students will not be distracted when studying the main character text.
Let’s Review

Let’s Review! (Lessons 11-15)

I. Chinese Character Crossword Puzzles

You have learned many vocabulary items in Lessons 1–15. You may have noticed that some words and phrases share the same characters. Let’s see whether you can recall these characters. The common character is positioned in the center of the cluster of rings. The block arrows indicate which way you should read the words. Work with a partner and see how many association rings you can complete. Of course, you may add more rings if you can think of additional words and phrases sharing the same characters, or you may create your own clusters of rings.

EXAMPLE:

After every five lessons, there is a section to help the students review the language forms and language functions introduced.