

# Integrated Chinese 3rd Edition Transition Guide

*The best just got even better!*

(Sample in Traditional characters)

(Simplified character version will also be available)



## New Features of the Third Edition

à Click on the underlined text to view the example and click on the example to go back.

- We've introduced an all-new full-color design with lots of color photographs and illustrations to make it easier for students to grasp the material
- Based on user feedback, the number of lessons in Level 1 has been reduced in order to help you teach without being rushed. Level 1 Part 1 includes 10 lessons and Level 1 Part 2 includes another 10 lessons
- Level 2 will be divided into Level 2 Part 1 and Level 2 Part 2, as a result of feedback from students and teachers who asked for greater convenience and flexibility
- Lessons have been reorganized for more flexible teaching and learning: each of the two dialogues or readings in each lesson is followed by its own Vocabulary, Grammar, and Language Practice sections
- Each lesson in the Textbook includes a wealth of new, more communicative Language Practice exercises to help teach vocabulary and grammar: individual exercises, partner interviews, and whole-class games
- A realistic, engaging storyline featuring four students from diverse backgrounds links all the dialogues and readings in the series
- New authentic materials have been integrated into both the Textbook and the Workbook: menus, street signs, tickets, and much more.
- The Textbook includes a detailed plan of scope and sequence to aid in lesson planning.
- Learning Objectives have been added to the beginning of each lesson to help students focus their studies and achieve language learning goals
- Relate and Get Ready provides new introductory questions for each lesson designed to help students relate the learning objectives to their own cultural knowledge and communicative goals
- Culture Highlights section provides just the right amount of relevant, interesting cultural information in a consistent place in each lesson.

- How About You? section in each lesson presents fun supplementary vocabulary personalized to fit students' interests
- A new Progress Checklist at end of each lesson allows students to track their own progress and identify areas for further review
- Updated vocabulary in dialogues and readings focuses on frequently used, current terms
- The Third Edition continues the *Integrated Chinese* tradition of comprehensive grammar coverage, with improved, clearer explanations and examples
- An easy-to-use appendix of vocabulary by grammar category and lesson facilitates student review and teacher planning
- The Workbook incorporates more communicative exercises, designed according to current language learning approaches
- Exercises in the Workbook are arranged in two parts for each lesson, corresponding to the two dialogues or readings in the textbook and allowing more flexibility in class and homework pacing
- The Workbook now includes brief "Let's Take a Break" review lessons after every 5 lessons for cumulative practice and reinforcement
- The Character Workbook includes more practice space for each character and radical information for each character
- Based on user feedback, audio recordings include English translations for studying on the go
- Teacher's Handbook (available 2009) will include answer keys, lesson planning and teaching tips, additional classroom activities, sample quizzes, and more!

## Frequently Asked Questions about the 3rd Edition

### Are the Workbooks and Character Workbooks also being issued in a Third Edition?

Yes, the Workbooks and Character Workbooks are being newly revised along with the textbooks to better meet the needs of today's students. The Third Edition Workbooks include more authentic materials as well as personalized, open-ended, and communicative exercises. The workbook lessons have been reorganized into two sections correlated to the two main dialogues in the textbook, for greater flexibility in pacing and homework assignments. The Character Workbooks include radical information for every character, a more user-friendly design, and expanded practice space.

### Can I use the current Multimedia Companion with the Third Edition? Will there be new multimedia resources and companion websites?

Although the current Level 1 Part 1 Multimedia Companion CD-ROM is not being revised specifically for the Third Edition, we believe it will continue to be a useful

resource for teachers and students. Some of the specific wording of a few elements on the CD-ROM that correspond directly to the Second Edition textbook may not match the Third Edition textbook precisely. However, as the main thematic focus of each lesson as well as most of the vocabulary and grammar remain the same in the new edition, the supplementary learning resources on the Multimedia Companion such as authentic materials, pronunciation practice, cultural notes, stroke order, and extra language practice are still very appropriate to use with the third edition.

We are also developing a new Companion Site that will provide additional supplementary materials as well as the ability to share resources, ask questions, and connect with other teachers. We look forward to bringing you additional multimedia resources in the future. Please stay tuned for further details!

### **Will there be new audio CDs for the Third Edition? Are the Second Edition audio CDs compatible with the Third Edition?**

The Third Edition will also include new audio recordings reflecting the updated dialogues, vocabulary, and exercises in the textbooks and workbooks. We are also developing new options for downloadable audios. Because of the changes in the textbook and workbook, the Second Edition audio CDs will not be compatible with the Third Edition.

### **If I use the Third Edition, can I still use the Level 1 Part 1 Workbook DVD that goes with the Second Edition?**

Yes. The Level 1 Part 1 Workbook DVD is also compatible with the Third Edition Workbook.

### **Is the Third Edition appropriate as part of an AP® or IB®<sup>1</sup> program?**

The *Integrated Chinese* series can be an excellent foundation for many college and high school Chinese language programs, including those that progress to AP®-level or IB courses. The Third Edition places more emphasis on communicative skills and includes enhanced, relevant cultural coverage. It was developed with attention to the AP®'s three modes of communication (interpretive, interpersonal, and presentational); every exercise in the Workbook indicates which mode is addressed. The Third Edition materials also align with ACTFL's "Five Cs" standards for language learning (communication, connections, culture, comparisons, and communities.)

Since the AP® exam is intended to test proficiency equivalent to two full years of college Chinese study, and the IB® second language exams also measure a high degree of proficiency, most teachers find that their students are best prepared for these exams when their textbooks are supplemented with a variety of additional readings, listening activities, and culture-related resources. We offer a multitude of supplementary resources at various proficiency levels, such as the *Readings in Chinese Literature* series, the *Readings in Chinese Culture* series, *Integrated Chinese BuilderCards*, *The Way of Chinese Characters*, and *Making Connections*. We encourage you to contact us and discuss suitable options for your program.

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<sup>1</sup> AP® is a trademark of the College Board, which is a separate entity and has not reviewed or endorsed these products. IB® is a registered trademark of the International Baccalaureate Organization, which is a separate entity and has not reviewed or endorsed these products.

## Can I use Third Edition and Second Edition textbooks and workbooks together in the same classroom? Can I use a textbook from one edition with a workbook from the other?

Because the Third Edition has been thoroughly revised with updated dialogues and vocabulary, new chapter organization, a continuous storyline, additional pedagogical features, and a significant number of new individual, partner, and whole-class Language Practice exercises in each lesson, we recommend choosing one of the editions to use consistently in one classroom. The Workbooks and Character Workbooks have also been significantly revised, and for the best learning experience, all students should use the workbook edition that matches their textbook.

### Will the Second Edition still be available?

We will continue to offer the Second Edition as well as the Third Edition. However, we enthusiastically invite you to check out the significant changes and improvements we've made in the Third Edition to update the series for today's Chinese classes and provide more support for teachers and students. If you'd like to examine the Third Edition with no obligation, please contact us at 1-800-554-1963 or [service@cheng-tsui.com](mailto:service@cheng-tsui.com). In addition, we can provide you with PDFs of the first two chapters by April 25 to help you prepare for your classes.

## Lesson-by-Lesson Plan of *Integrated Chinese*

### (Level 1 Part 1 Textbook, 3rd Edition)

#### Scope and Sequence: Plan of the Book **NEW**

##### Introduction

- 1 Chinese Language and Dialects **NEW**
- 2 Syllabic Structure and Pronunciation of Modern Standard Chinese **REVISED** (clearer explanation)
- 3 The Chinese Writing System **REVISED** (clearer explanation)
- 4 Useful Expressions

##### Lesson 1: Greetings

###### Learning Objectives **NEW**

- Exchange basic greetings;
- Request a person's last name and full name and provide your own;
- Determine whether someone is a teacher or a student;
- Ascertain someone's nationality.

###### Relate and Get Ready **NEW**

In your own culture/community—

How do people greet each other when meeting for the first time?

Do people say their given name or family name first?

How do acquaintances or close friends address each other?

## Dialogue I: Exchanging Greetings

### Vocabulary

### Language Notes **REVISED**

New Notes: Using ; Pronouncing words with two 3<sup>rd</sup> tones; Honorific

### Grammar

1 The Verb (xìng) **REVISED** (clearer explanation)

2 Questions Ending with (ne)

3 The Verb (jiào) **REVISED** (clearer explanation)

### Language Practice

Mix and Mingle (Whole-Class Activity)

Meeting for the First Time (Partner Role-play)

## Dialogue II: Asking One's Nationality

### Vocabulary

New Vocabulary:

### Language Notes

### Grammar

4 The Verb (shì)

5 Questions Ending with (ma) **REVISED** (clearer explanation)

6 The Negative Adverb (bù)

7 The Adverb (y )

### Language Practice

... Partner Activity

Partner Activity

Partner Interview

"I'm American. How about you? Where are you from?" Whole-Class Activity

### How about You? **NEW**

Where are you from? (Countries, states, cities)

### Culture Highlights **NEW**

New Notes: ; intimacy and use of given names

### Pronunciation Exercises

### English Text

### Progress Checklist

## Lesson 2: Family

### Learning Objectives **NEW**

Employ basic kinship terms;

Describe a family photo;

Ask about someone's profession;  
Mention some common professions.

### Relate and Get Ready **NEW**

In your own culture/community—

What is a typical family structure?

Does an adult consider his/her parents' house his/her home?

Do adults live with their parents?

Do people mention their father or mother first when talking about family members?

Is it culturally appropriate to ask about people's professions upon first meeting them?

### Dialogue I: Looking At a Family Photo **REVISED**

#### Vocabulary

New vocabulary:

#### Language Notes **REVISED**

New Notes: Colloquial pronunciation of ; vs. vs.

#### Grammar

1 Measure Words (l) **REVISED** (additional examples)

2 Interrogative Pronouns **REVISED** (additional examples)

3 The Particle (de) (l) **NEW**

4 (y u) in the Sense of "to Have" or "to Possess" **REVISED** (clearer explanation)

#### Language Practice

– Identifying characters from illustrations (partner activity)

Family Pictures (partner and whole-class activities)

### Dialogue II: Asking About One's Family **REVISED**

#### Vocabulary

New Vocabulary: (as measure word)

#### Language Notes

New Notes: Using vs.

#### Grammar

5 (y u) in the Sense of "to Exist"

6 The Usage of (èr) and (li ng)

7 (d u, both; all)

#### Language Practice

– Classmate Interviews (Whole-Class Activity)

: Halloween Costumes

with or

Partner Interviews about Family

### How about You? **NEW**

What does everyone in your family do? (Occupations)

## Culture Highlights **NEW**

New Notes: male/female order in kinship terms; sibling terms

## Pronunciation Exercises

## English Text

## Progress Checklist **NEW**

### Lesson 3: Dates and Time

#### Learning Objectives **NEW**

Tell and speak about time and dates;

Talk about one's age and birthday;

Invite someone to dinner;

Arrange a dinner date.

#### Relate and Get Ready **NEW**

In your own culture/community—

Do people write the month before the day or the day before the month?

Is it appropriate to ask about people's age and birthday?

What do people typically do to celebrate their birthday?

#### Dialogue I: Taking Someone Out to Eat on His/Her Birthday

#### Vocabulary

New Vocabulary:

#### Language Notes

New Notes: no measure word necessary with

#### Grammar

1 Numbers (0, 11–100) **REVISED** (chart format for easy reference)

2 Dates and Time

3 Pronouns as Modifiers and the Usage of Particle (de)

4 (Pivotal Sentence) **REVISED** (clearer explanation)

5 Alternative Questions

#### Language Practice

Days of the Week

Time (Partner Activity)

Birthday

Forming a Birthday Dragon (Whole-Class Game)

Family Members' Birthdays (Partner/Whole-Class Activity)

Food Preferences (Partner Interview)

Dinner Invitation (Partner Activity)

#### Dialogue II: Inviting Someone to Dinner

#### Vocabulary

New Vocabulary:

#### Language Notes

## Grammar

6 Affirmative + Negative (A-not-A) Questions (I) **REVISED** (includes examples of responses)

7 (hái, also, in addition) **REVISED** (clearer explanation)

## Language Practice

Affirmative + Negative (A-not-A) Questions (Partner Interview)

Busy/Not Busy (Partner Interview/Whole-Class Activity)

Eating Out With Friends (Partner Activity)

## How about You?

What special days do you celebrate? (Holidays)

## Culture Highlights **NEW**

New Notes: Traditional lunar calendar system; the character

## Pronunciation Exercises

## English Text

## Progress Checklist

## Lesson 4: Hobbies

### Learning Objectives **NEW**

Say and write the terms for basic personal hobbies;

Ask about one's hobbies;

Ask friends out to see a movie;

Set up plans for the weekend.

### Relate and Get Ready **NEW**

In your own culture/community—

What are people's favorite pastimes?

What do people usually do on weekends?

## Dialogue I: Talking About Hobbies

## Vocabulary

## Language Notes

## Grammar

1 Word Order in Chinese **REVISED** (clearer explanation)

2 Affirmative + Negative Questions (II) **REVISED** (clearer explanation and more examples)

3 ( ) (nà{me}), then, in that case **REVISED** (clearer explanation)

4 (qù, to go) + Action **REVISED** (clearer explanation)

5 Questions with (h o ma)

## Language Practice

Sub + Time + V + Object (Activity Chart)

+ V Invitations (Role-play)

...

What do you like to do on weekends? (Partner/Whole-Class Activity)

## Dialogue II: Would You Like to Play Ball?

### Vocabulary

### Language Notes

New Notes: Using / with names; using ; two pronunciations of

### Grammar

6 The Auxiliary Verb (xi ng, want to; would like to) **REVISED**  
(clearer explanation, contrasting with )

7 Verb+Object as a detachable compound **NEW**

### Language Practice

(Making Invitations)

(Q and A)

Weekend Activities (Partner Interview)

### How about You?

What's your hobby?

### Culture Highlights

New Notes: Receipts in restaurants; traditional Chinese games (mahjong, Chinese chess, *weiqi*)

### English Text

### Progress Checklist

## Lesson 5: Visiting Friends

### Learning Objectives **NEW**

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 **NEW**

In your own culture/community—

Is it common to pay a visit to a friend's house without advance notice?

Do people bring anything when visiting a friend's home?

What are some of the common beverages and foods offered to visitors?

### Dialogue I: Visiting a Friend's Home **REVISED**

### Vocabulary

### Language Notes

New Note: vs.

### Grammar

1 (yí xià) and ( ) (yì)di nr) Moderating the

## Tone of Voice

2 Adjectives as Predicates

3 (zài, at; in; on)

4 The Particle (ba) **REVISED** (clearer explanation)

## Language Practice

Adjectives as Predicates

Introductions (Whole-Class Activity)

Host/Guests (Small Group Activity)

Favorite Beverages Survey (Whole-Class Activity)

Narrative: At a Friend's House **REVISED**

## Vocabulary

## Language Notes

New Note: as Transitive Verb

## Grammar

5 The Particle (le) (l) **REVISED** (clearer explanation)

6 The Adverb (cái, not until) **REVISED** (clearer explanation)

## Language Practice

Little Gao Has So Much Energy! ( )

What Did You Do Last Night? (Partner/Whole-Class Activity)

Little Wang's Birthday

## How about You?

What's Your Favorite Beverage?

## Culture Highlights

New Note: Types of Chinese Tea

## English Text

## Progress Checklist

## Lesson 6: Making Appointments

### Learning Objectives **NEW**

Answer a phone call and initiate a phone conversation;

Set up an appointment with a teacher on the phone;

Ask for a favor;

Ask for someone to return your call.

### Relate and Get Ready **NEW**

In your own culture/community—

What does one say first when answering a phone call?

Do people state their names when answering the phone?  
How do students address their teachers?  
What do you say to ask a favor?

## Dialogue I: Calling One's Teacher

### Vocabulary

### Language Notes

New Notes: vs. ; vs. vs. vs. vs.  
vs.

### Grammar

1 The Preposition (g i)

2 The Auxiliary Verb (yào, will; be going to) (I) **REVISED** (clearer explanation)

3 (bié, don't) **REVISED** (clearer explanation)

### Language Practice

as a Preposition

Indicating a Future Commitment

(desire, personal interest, personal preference, availability)

...(Partner Activity)

"Hello, is Jason there?" (Partner Activity)

## Dialogue II: Calling a Friend for Help **REVISED**

### Vocabulary

New Vocabulary:

### Language Notes

### Grammar

4 Time Expressions (moved from Notes; new chart for clarity) **REVISED**

5 The Auxiliary Verb (d i, must)

6 Directional Complements (I)

### Language Practice

A B + V(O)

and

A B

Day Planner (Partner Activity)

"If I help you..., you have to help me..." (Partner Activity)

My Girlfriend/Boyfriend Is Not Home (Telephone role-play)

## How about You? **NEW**

What languages do you speak?

## Culture Highlights **NEW**

New Culture Notes: Chinese phone etiquette; telephone options in China

## English Text

## Progress Checklist **NEW**

## Lesson 7: Studying Chinese

### Learning Objectives **NEW**

- Comment on one's performance on an exam;
- Comment on one's character writing;
- Talk about one's experience in learning Chinese vocabulary and grammar;
- Talk about one's study habits;
- Remark on typical scenes from one's language class.

### Relate and Get Ready **NEW**

- In your own culture/community—
- How do people convey that they have done well in a course of study?
- How do people convey that they have done poorly in a course of study?
- What are considered good study habits for a foreign language student?

### Dialogue I: How Did You Do on the Exam? **REVISED**

#### Vocabulary

New Vocabulary:

#### Language Notes

New Notes: replying to compliments with      or

#### Grammar

- 1 Descriptive Complements (I)
- 2      (tài, too) and      (zhēn, really)
- 3 The Adverb      (jiù) (I);      and      Compared **REVISED** (clearer examples)
- 4 Double Objects (moved from Lesson 8)
- 5 Ordinal Numbers
- 6      (yǒu {yǐ} diǎnr: somewhat, rather; a little bit)

#### Language Practice

- Verb +      (de) + Complement
- ...      (Exclamatory Sentences)
- : Making Complaints
- Compare Your Strengths: Descriptive Complements (Partner Activity)
- Talking with a Classmate about Study Habits (Partner Interview)

### Dialogue II: Preparing for a Chinese Class

#### Vocabulary

New Vocabulary:

#### Language Notes

New Note:      vs.      (moved from Lesson 8)

#### Grammar

- 7      (zěnme, how come) in Questions **REVISED** (additional example)
- 8      (de) Structure (I) **NEW** (explains when one can omit noun/pronoun after )
- 9 The Use of Nouns and Pronouns in Continuous Discourse

## Language Practice

(Partner Activity)

vs.

: Expressing Praise/Disapproval

Inexplicable Behavior: (Partner Interview)

Daily Routine (Partner Interview)

## How about You? **NEW**

Traditionally, paper, ink sticks, writing brushes, and ink stones are known as the four “treasures” of the scholar’s study. What treasures lie in your study?

## Culture Highlights **NEW**

New Culture Notes: History of simplified characters; conventions of writing vertically or horizontally; the *maobi*; (Four Treasures of the Studio)

## English Text

## Progress Checklist **NEW**

## Lesson 8: School Life

### Learning Objectives **NEW**

Narrate the routine of a student’s life on campus;

Write a simple diary entry in Chinese;

Write a brief letter in the proper Chinese format;

Express your modesty in terms of your foreign language ability;

Invite friends to go on an outing.

### Relate and Get Ready **NEW**

In your own culture/community—

Is there a fixed format for diary entries?

Do people follow a certain format in writing a letter?

Are expressions of modesty considered culturally appropriate?

### A Diary: A Typical School Day **REVISED**

#### Vocabulary

New Vocabulary:

#### Language Notes

#### Grammar

1 The Position of Time-When Expressions **REVISED** (clearer explanation)

2 (jiù) (II)

3 ... (yibi n... yibi n) **REVISED** (clearer explanation, additional

examples)

4 Serial Verbs/Verb Phrases

5 More on the Particle (le) (II)

6 ... (zhèngzài, be doing...) **REVISED** (clearer explanation)

7 To “de” or not to “de” **NEW** (usage of with monosyllabic, disyllabic, and polysyllabic adjectives)

## Language Practice

Time Expression + V

...

Subject + Verb 1 + Verb 2

Verb + Object 1 + Object 2

Questions in a Language Classroom (using )  
(Partner Activity)

Daily Routines (Partner Interview)

## A Letter: Talking About Studying Chinese **REVISED**

### Vocabulary

### Language Notes

New Notes: Use of ; indicating change of status/realization of new situation

### Grammar

8 ... (chúle...yíwài, hái, in addition to, also) **REVISED**  
(clearer explanation, additional examples)

9 (néng) and (huì) (I) Compared **REVISED** (additional examples)

10 (jiù) **NEW** (using to link actions/situations in a cause-effect or conditional relationship)

## Language Practice

... ..

+ tool/method/means + V(O)

Writing Letters and Diaries (Partner Interview)

## How about You? **NEW**

What is your major?

## Culture Highlights **NEW**

New Culture Notes: Ending letters with the academic year in Chinese universities

## English Text

## Progress Checklist **NEW**

## Lesson 9: Shopping

### Learning Objectives **NEW**

Speak about the color, size, and price of a purchase;

Recognize Chinese currency;

Pay bills in cash or with a credit card;

Determine the proper change you should receive;

Ask for a different size and/or color of merchandise;

Exchange merchandise.

### Relate and Get Ready **NEW**

In your own culture/community—

Do people haggle over prices in stores?  
Can merchandise be returned or exchanged?  
How do people pay for their purchases: in cash, with a check, or with a credit card?

## Dialogue I: Shopping for Clothes **REVISED**

### Vocabulary

New Vocabulary: ...

### Language Notes

#### Grammar

- 1 The Auxiliary Verb (yào) (II)
- 2 Measure Words (II)
- 3 (de) Structure
- 4 (du ) Used Interrogatively
- 5 Amounts of Money

### Language Practice

(Partner Activity)

Structure: Lost and Found

Structure: Colors

Asking About Age, Height, and Prices

Is Your Partner a Shopaholic? (Partner Interview)

Celebrity Fashion Commentator (Partner/Whole-Class Activity)

## Dialogue II: Exchanging Shoes **REVISED**

### Vocabulary

New Vocabulary: (*again*)

### Language Notes

New Notes: +Adj+

#### Grammar

6 / ( ) (g n/hé{bù} yíyàng, {not the} same as) **REVISED**

7 , / (su ran, k shi/dànshì, although...yet) **REVISED**

### Language Practice

...

... /

Identical Twins ( ... )

Clothing Preferences (Whole-Class Activity)

### How about You? **NEW**

What is your favorite color? What's in your wardrobe?

### Culture Highlights **NEW**

New Culture Note: Bargaining

### English Text

## Progress Checklist **NEW**

### Lesson 10: Transportation

#### Learning Objectives **NEW**

- Comment about several means of transportation;
- Explain how to travel from one station to another;
- Describe a traffic route;
- Express your gratitude after receiving a personal favor;
- Offer New Year's wishes.

#### Relate and Get Ready **NEW**

- In your own culture/community—
- What is the most popular means of public transportation?
- Can people hail a taxi on the street easily or do they have to call one by phone?
- How do people express their gratitude?
- What do people say to each other at the New Year?

#### Dialogue: Going Home for the Winter Vacation

##### Vocabulary

New Vocabulary:

##### Language Notes

New Note:            vs.

##### Grammar

- 1 Topic-Comment Sentences
- 2     (huòzh : or) and     (háishi: or)
- 3     ... (xi n...zài: first..., then...)
- 4     ... ( ) (háishi...{ba}: had better) **REVISED** (clearer explanation)

##### Language Practice

- Topic-Comment Sentences
- Offering Choices and Answering Diplomatically:     vs.     (Partner Activity)
- ...
- Persuading Your Partner to Accept an Alternative (Partner Activity)
- Giving Directions (Partner/Whole-Class Activity)

#### An Email: Thanking Someone for a Ride **REVISED**

##### Vocabulary

New Vocabulary:

##### Language Notes

New Note: Email in Chinese

##### Grammar

- 5     ... (m i...d u..., every)
- 6     ... (yào...le) **NEW**

##### Language Practice

- ...
- Is Your Partner a Good Driver? (Partner Interview)

How about You? **NEW**

How do you get around?

Culture Highlights **NEW**

New Culture Note: Taxi Drivers

English Text

Progress Checklist **NEW**

## Indices

Vocabulary Index (Chinese-English)

Vocabulary Index (English-Chinese)

Vocabulary by Grammar Category and Lesson **NEW** (for easy reference)

## Appendix

### 1. Color photographs



圖書館

túshūguǎn

n

library



她在哪兒看書？

Tā zài nǎr kàn shū?


### 2. Color illustrations







### 3. Individual exercise

H 了 (le):

Little Gao has so much energy! He can accomplish so much in one day: dancing, singing, studying, eating, working. Look at the following pictures, and recap what he did yesterday.

EXAMPLES  小高昨天喝了四杯咖啡。 Xiǎo Gāo zuótiān hē le sì bēi kāfēi.

1.  x1      2.  x3      3.  x2      4.  x4

### 4. Partner exercise

G Survey the class. First pair up and ask your partner these questions. Then report your findings to the class.

你喜歡喝什麼？

你喜歡喝可樂還是咖啡？

你喜歡喝茶嗎？

你喜歡喝水還是喝茶？

Nǐ xǐhuan hē shénme?  
Nǐ xǐhuan hē kělè háishi kāfēi?  
Nǐ xǐhuan hē chá ma?  
Nǐ xǐhuan hē shuǐ háishi hē chá?

The most popular beverage in the class is \_\_\_\_\_.



你想喝什麼？

Nǐ xiǎng hē shénme?

## 5. Whole-class exercise

**E** Do you all know each other in your class? Mobilize the entire class and form a big circle. Taking turns, introduce the person on your right to the person on your left.

1: 我介紹一下，  
這是\_\_\_\_\_。

2: 認識你很高興。  
我介紹一下，這是\_\_\_\_\_。

3: 認識你很高興。  
我介紹一下，這是\_\_\_\_\_。

1: Wǒ jièshào yí xià,  
zhè shì \_\_\_\_\_.  
2: Rènshi nǐ hěn gāoxìng.  
Wǒ jièshào yí xià, zhè shì \_\_\_\_\_.  
3: Rènshi nǐ hěn gāoxìng.  
Wǒ jièshào yí xià, zhè shì \_\_\_\_\_.

## 6. Authentic materials

美中文化研究所理事長兼所長  
北京大學教授

王永江

北京大學燕北園 XX 樓 XX 號  
郵編: 100091  
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外帶飲料

青	綠	紅	奶
茶	茶	茶	茶
20	20	20	30

其餘飲料 外帶半價優惠

你想喝什麼茶?

Nǐ xiǎng hē shénme chá?

## 7. Learning Objectives



### LEARNING OBJECTIVES

In this lesson, you will learn to use Chinese to

- Exchange basic greetings;
- Request a person's last name and full name and provide your own;
- Determine whether one is a teacher or a student;
- Ascertain someone's nationality.

## 8. Relate and Get Ready



### RELATE AND GET READY

In your own culture/community—

1. How do people greet each other when meeting for the first time?
2. Do people say their given name or family name first?
3. How do acquaintances or close friends address each other?





