

欢迎  
中学汉语课本

HUANYING  
An Invitation to Chinese

Teacher's Book, Vol. 2 Part 1

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欢迎：中学汉语课本

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# HUANYING

An Invitation to Chinese

TEACHER'S BOOK

SAMPLE

BY JIAYING HOWARD AND LANTING XU



Cheng & Tsui Company  
Boston

SAMPLE

*Huanying Volume 2 Part 1 Teacher's Book*

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# 教师手册内容

## BOOK ORGANIZATION

为了便利教师的教学和课堂管理，《欢迎（二）教师手册》（上）包括了以下内容：

This *Huanying, Volume 2 Part 1 Teacher's Book* includes the following sections to assist teachers in lesson planning and teaching:

### 《欢迎》课程一览 **Scope & Sequence Chart**

这是一个《欢迎》第二册课程内容的一览表。其中包括每课的语言交流目标，文化信息，文法结构，以及阅读和写作技巧。

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

### 如何使用《欢迎》 **Teaching with *Huanying* Volume 2**

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

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

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

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

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

## 课堂教学用具建议 **Recommended Teaching Materials**

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

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

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

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

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

## 附录 **Appendix**

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

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

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# 《欢迎》课程一览

## SCOPE & SEQUENCE

Unit 1	Unit Theme: 交通 Transportation	
	Communicative Goals	Culture
1.1 坐飞机还是坐火车?	<ul style="list-style-type: none"> <li>• Making inquiries about details of a past event</li> <li>• Obtaining information regarding travel reservations</li> <li>• Commenting on the characteristics of an event</li> </ul>	<ul style="list-style-type: none"> <li>• The development of the Chinese railways</li> <li>• Chinese idioms: 车水马龙, 学富五车</li> <li>• The story behind the idiom 学富五车</li> </ul>
1.2 接大卫	<ul style="list-style-type: none"> <li>• Obtaining general travel information</li> <li>• Discussing different public transportation options</li> <li>• Giving advice and warnings</li> <li>• Learning culturally appropriate euphemisms about travel</li> </ul>	<ul style="list-style-type: none"> <li>• A brief introduction to air travel in China</li> <li>• Chinese idioms: 一路平安, 多多益善</li> <li>• The story behind the idiom 多多益善</li> </ul>
1.3 去机场	<ul style="list-style-type: none"> <li>• Obtaining flight arrival and departure information</li> <li>• Communicating what is about to happen</li> <li>• Comparing pros and cons of different types of inner city transportation</li> </ul>	<ul style="list-style-type: none"> <li>• The public transportation system in China</li> <li>• Chinese idioms: 欲速则不达, 好好先生</li> <li>• The story behind the idiom 好好先生</li> </ul>
1.4 大卫到了	<ul style="list-style-type: none"> <li>• Inquiring about people's vacations and travels</li> <li>• Exchanging information regarding vacations and holidays</li> <li>• Relaying a past event to others</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Chinese characters on the Internet</li> <li>• Chinese idioms: 说一不二, 一鸣惊人</li> <li>• The story behind the idiom 一鸣惊人</li> </ul>

Structure & Usage	Reading & Writing Activities
<ul style="list-style-type: none"> <li>Using 得 with a complement of degree</li> <li>是……的 pattern</li> <li>多 indicating approximate number</li> <li>The use of 从……到……</li> <li>A verbal unit used as a subject</li> </ul>	<p>Reading:</p> <ul style="list-style-type: none"> <li>Obtaining travel information from published or online sources</li> <li>Obtaining basic information from public signs and announcements</li> <li>Reconstructing scrambled sentences based on dialogues</li> </ul>
<ul style="list-style-type: none"> <li>Directional complements</li> <li>V-着 to indicate a continuous aspect of an action or state</li> <li>Using 了 to indicate a change in the situation</li> <li>Using 别 to give others advice or warnings</li> <li>Differences among 别, 没 and 不</li> </ul>	<p>Writing:</p> <ul style="list-style-type: none"> <li>Writing Chinese characters in the correct stroke order</li> <li>Describing pictures using set expressions</li> <li>Recording other people's travel information</li> </ul>
<ul style="list-style-type: none"> <li>要……了 to indicate imminent action</li> <li>The use of 一样</li> <li>Preposition 往</li> <li>Different ways to say "taxi"</li> </ul>	<ul style="list-style-type: none"> <li>Writing email responses</li> <li>Writing survey summaries</li> </ul>
<ul style="list-style-type: none"> <li>多 + adj. in a question to ask about extent</li> <li>Using 了 in different ways</li> <li>一……就……</li> </ul>	

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

1.5 你认识路吗?	<ul style="list-style-type: none"> <li>• Making weekend plans</li> <li>• Inquiring about past experiences</li> <li>• Indicating the result of an action</li> <li>• Giving directions</li> <li>• Giving information on travel using public transportation</li> </ul>	<ul style="list-style-type: none"> <li>• How to set up Windows IME on a PC computer</li> <li>• Chinese idioms: 一五一十, 老马识途</li> <li>• The story behind 老马识途</li> </ul>
1.6 单元复习		
Unit 2	Unit Theme: 饮食 Food and Drink	
	Communicative Goals	Culture
2.1 中秋节要到了	<ul style="list-style-type: none"> <li>• Giving directions</li> <li>• Describing the appearance and surroundings of a place</li> <li>• Inquiring about the customs of the Moon Festival</li> </ul>	<ul style="list-style-type: none"> <li>• The story of Chang E</li> <li>• Chinese idioms: 花好月圆, 水中捞月</li> <li>• The story behind 水中捞月</li> </ul>
2.2 在超市	<ul style="list-style-type: none"> <li>• Inquiring about the price of a product</li> <li>• Comparing prices and qualities</li> <li>• Giving buying recommendations</li> </ul>	<ul style="list-style-type: none"> <li>• The legend of moon cakes</li> <li>• Chinese idioms: 种瓜得瓜, 种豆得豆; 投桃报李, 桃李满天下</li> <li>• The story behind the idiom 桃李满天下</li> </ul>
2.3 你想吃什么?	<ul style="list-style-type: none"> <li>• Inquiring about what one wants to eat</li> <li>• Expressing one's dietary preferences</li> <li>• Expressing basic opinions on food and diet</li> </ul>	<ul style="list-style-type: none"> <li>• Chinese idioms: 吃大锅饭, 喝西北风, 吃喝玩乐, 酒肉朋友</li> <li>• Food metaphors in the Chinese language</li> </ul>

- Resultative complement using 到
- The use of 次 for frequency
- V-过

### Structure & Usage

- Imminent action using 就要……了 and 快要……了
- “是 adj. 的” used to emphasize that something belongs to a particular category
- Using 着 to indicate a static state of existence
- Using interrogative pronouns in a dependent clause

- Using 呢 at the end of a sentence for emphasis
- Comparison using 比
- Chinese monetary units
- The expression V来V去
- Conjunction 不是……就是……

- The use of 一点儿
- Resultative complements using 饱 and 完
- Comparison using A跟B一样

### Reading & Writing Activities

#### Reading

- Reading simple questionnaires, store ads, and restaurant menus in Chinese
- Reading email correspondence regarding holiday celebrations

#### Writing:

- Writing Chinese characters in the correct stroke order
- Creating shopping lists
- Writing about holiday celebrations
- Writing picture descriptions
- Completing dialogues
- Creating restaurant menus and a business plan
- Writing summaries based on class surveys

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

2.4 在饭店	<ul style="list-style-type: none"> <li>• Ordering food and beverages in a Chinese restaurant</li> <li>• Inquiring about food price and taste</li> </ul>	<ul style="list-style-type: none"> <li>• Restaurants in China</li> <li>• Chinese idioms: 如鱼得水, 枯鱼之肆</li> <li>• The story behind 枯鱼之肆</li> </ul>
2.5 饮食和健康	<ul style="list-style-type: none"> <li>• Expressing one's opinion on health and diet</li> <li>• Discussing different aspects of a healthy diet</li> </ul>	<ul style="list-style-type: none"> <li>• The traditional Chinese diet</li> <li>• Chinese idioms: 鸡毛蒜皮, 不知肉味</li> <li>• The story behind 不知肉味</li> </ul>
2.6 单元复习	SAMPLE	
Unit 3	Unit Theme: 天气和旅行 Weather and Travel	
	<b>Communicative Goals</b>	<b>Culture</b>
3.1 下雨了	<ul style="list-style-type: none"> <li>• Describing the weather and temperature of a place</li> <li>• Comparing the weather in different seasons</li> <li>• Expressing one's preference about weather and seasons</li> <li>• Making weekend plans</li> </ul>	<ul style="list-style-type: none"> <li>• Weather patterns in China</li> <li>• Chinese idioms: 风雨交加, 风雨同舟, 风雨无阻, 风雨飘摇</li> </ul>

- Expressions commonly used for ordering food in a restaurant

- 位 (measure word)

- 给 used as a verb

- The use of 再 and 还

- The quantity complement

- The use of 又 and 再

- The expression 大……大……

SAMPLE

**Structure & Usage**

- Using particle 了 at the end of a sentence

- Comparing two actions using 比

- Quantity complements (continued)

- Conjunction ……的话

**Reading & Writing Activities**

Reading:

- Reading weather reports, email responses, and tourism promotions

Writing:

- Writing Chinese characters in the correct stroke order
- Writing email responses
- Creating tourism promotional materials
- Rearranging sentences into a logical narrative

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

<p>3.2 春夏秋冬</p>	<ul style="list-style-type: none"> <li>• Discussing the weather in the four seasons of different places</li> <li>• Recommending travel destinations suitable to each season</li> </ul>	<ul style="list-style-type: none"> <li>• China travel: Yunnan</li> <li>• Chinese idioms: 夏炉冬扇, 春兰秋菊</li> <li>• Chinese proverbs using analogies</li> </ul>
<p>3.3 中国的高山和大河</p>	<ul style="list-style-type: none"> <li>• Describing geographical features of a location</li> <li>• Expressing the sequence of actions/ events</li> <li>• Making tourist recommendations based on knowledge of geography and climate</li> <li>• Making predictions</li> </ul>	<ul style="list-style-type: none"> <li>• Chinese geography: the Yangtze River and the Yellow River</li> <li>• Chinese idioms: 山南海北, 世外桃源</li> <li>• The story behind 世外桃源</li> <li>• A Chinese folk song</li> </ul>
<p>3.4 我们去哪儿过寒假?</p>	<ul style="list-style-type: none"> <li>• Discussing vacation plans</li> <li>• Justifying one's vacation choices</li> <li>• Promoting a tourist destination</li> </ul>	<ul style="list-style-type: none"> <li>• Chinese geography: China's mountains and plateaus</li> <li>• Chinese idioms: 雪中送炭, 雪上加霜</li> </ul>
<p>3.5 安排旅游</p>	<ul style="list-style-type: none"> <li>• Making travel reservations</li> <li>• Discussing a travel itinerary</li> <li>• Negotiating details of a travel plan</li> </ul>	<ul style="list-style-type: none"> <li>• Chinese geography: famous tourist destinations</li> <li>• Chinese idioms: 读万卷书, 行万里路; 五湖四海, 游山玩水</li> <li>• Chinese poetry: 卜算子</li> </ul>
<p>3.6 单元复习</p>		

- 上 and 下 used in time expressions to indicate past and future
- Prepositional phrases with 到 or 在 used as complements
- Using 就……了 to indicate that something happened earlier than expected
- Comparison using 更

- The use of 着 to describe the state or manner of an action
- Different ways to express personal opinions
- Conjunction 然后 used to indicate a sequence of actions
- Conjunction 这样 used to conclude a conversation
- 会……的 used to make predictions

- The use of 要是 to indicate conditions for an action
- 可……了 used for emphasis
- The prepositional phrase 对……说

- 左右 used to mean “more or less”
- Review cohesive devices that indicate sequence of actions



# 如何使用《欢迎》第二册

## TEACHING WITH *HUANYING*

### VOLUME 2

如何开始新的单元：为理解创立基础

#### **Beginning a Unit: Setting the Stage for Understanding**

1. 介绍单元的主题，并请学生写下此一主题内可能出现的情况，活动和论题，包括可能涉及的人物，地点，活动和习俗。请学生在小组中讨论写下的结果。

Introduce the theme of the unit and ask students to write down some likely topics and areas of inquiries common to the theme. This may include people, locations, activities, and usual practices. Divide students into small groups and ask them to share their findings.

2. 引导学生了解单元的章节顺序和学习目标。请学生们讨论学好这一单元需要事先掌握的语言用法和知识。

Acquaint students with the lesson sequence and objectives of the unit. Ask students to help brainstorm a list of pre-requisite knowledge and language skills that would enable them to master the content of the unit.

3. 提醒学生注意本单元所探讨的主题的文化性，比较中国文化和本国文化在围绕单元主题的生活实践中的异同。邀请学生们在班上分享他们所观察到的各个方面，并鼓励他们阅读每章结尾的文化点滴。

Direct students' attention to any cultural similarities or differences between the Chinese practices and those of the students' own culture on the theme/topic covered in the unit. Ask students to contribute their observations or knowledge on the issue. Encourage students to read the cultural notes included in each lesson.

4. 提供附加分作业的机会，使学生自愿进一步地探讨单元主题所包含的各个方面。学生们可以用每章中“学无止境”一节的内容为引导，制定一个旅游计划，制作一个旅游热点宣传画，或者设计一个市中心购物区，等等。

Offer extra credit to students who further explore the theme/topic of the unit. Students could use the “Extend Your Knowledge” section following each lesson as a guide to create a travel itinerary, make a tourism promotional poster, or design a city shopping center, for example.

如何教授一篇课文：循序渐进，增进理解

## Teaching a Lesson: Sequenced Instruction for Better Understanding

循序渐进的教学 INSTRUCTIONAL SEQUENCE

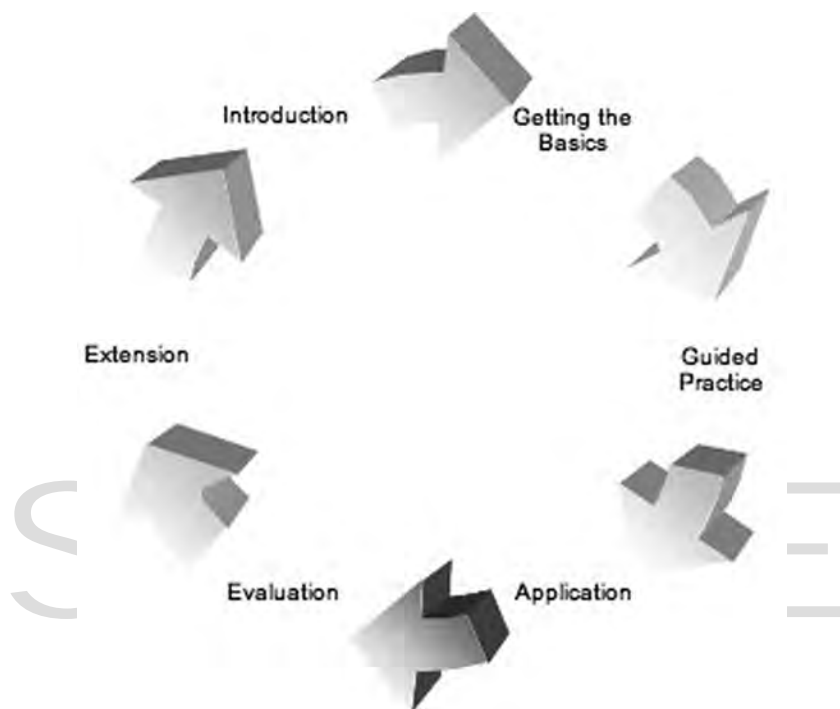
与《欢迎》第一册相同，《欢迎》第二册也含有六个以主题为中心的单元。每个单元包括六个小节，每小节讨论一个围绕单元主题而展开的题目。每单元的最后一节为单元复习。《欢迎》第二册的撰写目的，仍是辅助教师建立一个以语言使用能力为核心的教学流程。故《欢迎》第二册的教科书应与练习册结合使用。《欢迎》所涉及的教学步骤为：

*Huanying* Volume 2, just like Volume 1, is divided into six thematic units. Each unit consists of six lessons based on common topics within each theme, with the last lesson being a unit review that consolidates the vocabulary and expressions introduced in the unit. The textbook is designed to be used in conjunction with the workbook to form a competency-based instructional sequence, which includes the following steps:

- **主题引入** —— 通向沟通的阶梯  
Introduction—setting the stage for communication
- **基本功训练** —— 掌握基本语言技巧  
Getting the Basics—acquiring basic skills for communication
- **目标型训练** —— 初级语言再生阶段  
Guided Practice—initial speech production
- **应用型训练** —— 综合语言训练  
Application—integration of four skills
- **评估** —— 自我评估和教师评估  
Evaluation—self-reflection and teacher assessments
- **语言扩展** —— 将语言知识与技巧延伸至其他学科  
Extension—transferring the knowledge to other subject areas

以上教学流程可以下图演示：

**These steps can be illustrated as follows:**



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

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

### 主题引入——通向沟通的阶梯

#### **INTRODUCTION: SETTING THE STAGE FOR COMMUNICATION**

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

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

### 教学建议 *Suggestions to Teachers:*

1. 在教新课的前一天，把预习新课作为家庭作业布置给学生。告诉学生预习的步骤应为：
  - 学习生词
  - 听课文录音，注意生词的发音
  - 阅读课文，注意生词是如何在课文中使用的
  - 把不懂的地方记下来作为问题提出
  - 阅读语言注释，看看其中的解释是否可以帮助解答记录下来的问题
  - 把仍然未解的问题作为课堂讨论的题目
  - 把有关文化习俗方面的观察记下来与全班分享

Have students prepare for the new lesson as a homework assignment prior to your introduction.

Ask students to:

- study the vocabulary
  - listen to the recordings of the lesson texts, paying attention to the pronunciation of the new words
  - read the lesson texts and learn how the new words are used in a sentence
  - write down any questions while reading the texts
  - go over the language notes to see if they address any of the questions they have jotted down
  - keep the unanswered questions for class discussion
  - note any cultural observations
2. 另一个以课上预习为中心的办法是：
    - 请学生在课上独自学习生词
    - 让学生两人一组分角色念课文
    - 回答《练习册》中综合语言练习部分“用汉语怎么说？”的问题

- 让学生组成小组，讨论“用汉语怎么说？”的答案
- 全班一起综合各小组讨论的结果
- 请学生就课文的难点提问，并让学生分享有关文化方面的观察

An alternative classroom-based approach would be to:

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

### 基本功训练——掌握基本语言技巧

#### GETTING THE BASICS: ACQUIRING BASIC SKILLS FOR COMMUNICATION

在介绍了新课的题目之后，教师可以请学生们完成《练习册》里的一些关于生词和句型的基本练习，以了解学生对本课基础知识的掌握情况。需要明确的一点是，在这一语言学习阶段，学生们多数还在试图记住课文里介绍的生词和句法。他们的语言再生能力或许还不很明显。教师在选择课堂练习时，应侧重于那些以巩固生词和基本句法为目的的练习。

Following the introduction of the lesson topics, teachers may assess students' basic knowledge of the lesson vocabulary and expressions through activities in the workbook. It is important to keep in mind that, at this stage, students may be still struggling with new words and basic sentence structures. Their ability in language production may not be readily apparent. Teachers may need to select activities carefully with the goal of reinforcing vocabulary and basic sentence structures.

#### 教学建议 *Suggestions to Teachers:*

1. 让学生互相测验本课的生词和基本句法。这是一个非正式的由学生自己进行的评估活动。学生在互相测试过程中呈现的创造力和责任感常常会使很多资深教师感到惊喜。这种互相测验的活动对创造一个互助互学的课堂环境有很大的意义。

Conduct peer quizzes on the lesson vocabulary and expressions. This is an informal assessment done by students themselves. You will be amazed at how creative and serious students can be when they quiz each other. This is an excellent way to foster a cooperative learning environment.

2. 要求学生完成基于课文的听力理解练习。此类练习已包括在《练习册》中。这些练习的问题、答案、及录音文本都印在《教师手册》中。与《欢迎》第一册不同的是，在课文是非题之上，作者又加入了与课文内容有关的问答题。这些问答题，连同课文是非题，不仅可以帮助教师考量学生对课文的掌握情况，而且可以开始训练学生复述课文内容的能力。在教学设计上，作者希望课文问答题能够逐渐发展学生即时会话的能力。

Ask students to complete the listening comprehension questions based on the lesson texts. These questions are already included in the workbook; all questions are printed in the Teacher's Book and are accompanied by audio transcripts. In a change from Volume 1, *Huanying* Volume 2 adds a Q&A section based on the lesson texts. By completing this section, along with the yes/no questions about the texts, teachers not only can determine students' real comprehension, but also can begin to train students' ability to rephrase and relay the content of the lesson texts. It is the authors' hope that the Q&A exercises included in Volume 2 will eventually help develop students' ability to engage in a simulated or real-time conversation with a native Chinese speaker.

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

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

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

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

5. 请学生完成《练习册》中的生词配对游戏或汉字书写练习。此类练习既可作为课堂练习，亦可作为家庭作业。由于汉语语言要求学生同时掌握口头表达和书面表达两种语言，教师们最好能够帮助学生养成一个将音、象、意结合起来的习惯。一些资深教师还常常鼓励学生以图画的形式描绘一个汉字，然后跟全班分享。

Assign vocabulary matching games and character practice exercises either as class activities or as homework. These activities are included in the workbook. Given the fact that a Chinese language student must acquire both the spoken and the written languages simultaneously, it is always a good idea to help students develop the habit of matching the sound of a word with its image. Teachers can also encourage students to create picture associations for each character and share them with the rest of the class.

### 目标型训练——初级语言再生阶段

#### GUIDED PRACTICE: INITIAL SPEECH PRODUCTION

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

Once the students have demonstrated basic knowledge of the vocabulary, grammar, and expressions introduced in a lesson, teachers may guide students through their first language production efforts. Many teacher-directed and student-centered communicative activities are already included in the workbook. These activities, while targeting a specific set of vocabulary and usages introduced in the lesson,

are contextualized to keep students focused on the performance aspect of language production. Instead of mechanical grammar manipulation, students are required to negotiate meaning in active communication.

### 教学建议 *Suggestions to Teachers:*

1. 为了有效地使用《欢迎》所设计的各种语言交流和沟通活动，活动前的准备和活动后的总结是不可缺少的两个环节。
  - 活动前的准备不仅让教师有机会解释活动要求、帮助学生分组配对，而且给学生一个机会澄清活动中涉及的汉字、图片、句法和用法的问题。
  - 活动后的总结可以协助教师重新集合学生的注意力，再次明确活动目的。这也是一个核对学生答案，让不同小组汇报活动结果的好机会。

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

- Pre-activity instructions not only give teachers an opportunity to assign role sheets and go over the directions, but also offer students a chance to ask questions about characters, pictures, or necessary expressions used in the activity.
  - Post-activity reflections help to bring the class back together and summarize the purpose of the activity. This is also the time for teachers to check the responses and for students to report on their findings.
2. 在组织课堂活动中，教师不必等每个学生或小组都完成了所给活动之后才进行下一个活动。一个值得尝试的方法是由教师事先宣布给定活动可以占用的时间。这样可以促使学生把精力集中在所给的活动上。在学生进行小组活动时，教师最好在班上来回走动，观察学生的进展，回答可能出现的问题。

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



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

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

4. 有写作内容的活动可以作为家庭作业布置给学生。此类活动往往以汉字宾果、汉字书写练习、个人书信或采访报告的形式出现。对于一些比较复杂的写作练习，教师可以考虑让学生打草稿，或者给学生写第二稿甚至第三稿的机会，以便激发学生的上进心。

Certain activities that involve writing can be assigned as homework. These activities are often in the forms of character bingo, character sheets, personal letters, or summaries of an interview. It may be a good idea for teachers to ask students to write a first draft for certain writing assignments. It will also motivate students more if teachers allow students to rewrite the assignments.

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

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

### 应用型训练——综合语言训练

#### **APPLICATION: INTEGRATION OF THE FOUR SKILLS**

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

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

### 教学建议 *Suggestions to Teachers:*

1. 从课本写作理念上谈,《欢迎》第二册希望达到两个教学目的:首先是在第一年学习的基础上发展学生灵活运用语言的能力;第二,许多开放型的沟通活动要求学生使用大量已经学过的生词和语法。通过经常性的、有系统的复习,希望学生们在提高语言能力的同时又为第三年的汉语学习做好准备。

Building on the communicative skills developed in Volume 1, *Huanying* Volume 2 is designed to serve the following two instructional purposes: First, it strives to further develop students' ability to use language more spontaneously and creatively. Second, many open-ended activities in Volume 2 help students recall and recycle large amounts of previously learned vocabulary and expressions. They help students to systematically review and develop their language skills and, therefore, prepare them well for third-year Chinese.

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

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

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

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

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

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

## 评估——自我评估和教师评估

### EVALUATION: SELF-REFLECTION AND TEACHER ASSESSMENTS

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

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

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

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

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

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

- 《练习册》活动都有明确的语言练习目的，可以帮助学生和教师评估活动完成的结果。以第五单元，5.4课的综合语言练习III为例，这个练习要求两人一组，作一个北京市中心的服务设施规划，以便参加“新北京城市规划竞赛”。练习的要求包括学生在北京市中心地图上标出服务设施的地点（茶馆，公园，等），说明自己的设计理念（为什么要在这里建立这样的设施），然后向全班介绍和推荐自己的设计，由班上学生作评委，选出最佳设计。由于此类活动的要求明确，无论是教师还是学生都可以很明确地衡量作业完成的质量。

Activities that specify desired outcomes so that teachers and students can evaluate the quality of their task completion. In Unit 5, Lesson 5.4, Integrated Language Practice III, for example, students are paired up to create a city planning map as an entry to the “New Beijing City Planning Competition.” They must discuss the service facilities they want to install in the city center (tea houses, parks, etc.), draw these facilities on the map, justify their design philosophy, and present the design in front of the competition’s judges (played by their classmates). This type of assessment requires that students understand the task fully and that they be given the grading rubrics in advance.

以下的评分标准可以用来作为教师评估学生写作或口头报告的参考：

Below is a simple rubric that may be used for written and oral tasks:

	任务完成 Task Completion	语言使用 Language Use	文化理解 Cultural Awareness
5	任务完成得全面彻底 task was completed fully and thoroughly	语言流畅，错误极少 language was fluent and had minimal errors	措辞用语符合文化习俗 used culturally appropriate register and expressions
4	任务完成得全面，但不一定彻底 task was completed but may not be thorough	存在错误，有时会影响理解 language had infrequent errors that might interfere with understanding	使用了符合文化习俗的用语 used mostly appropriate register and expressions
3	任务基本完成，直接回答了问题 task was mostly completed by way of directly responding to the prompts	错误频繁，影响理解 language had frequent errors that interfere with understanding by native speakers	文化理解不始终如一 cultural awareness was not consistent
2	间接回答了问题 task was mainly a marginal response to the prompts	错误频繁，难以理解 language had frequent errors that rendered incomprehensible by language teachers	文化敏感度不足 culturally insensitive
1	任务未完成 task was not completed	无法理解 language was incomprehensible	不符合文化习俗 culturally inappropriate

## 语言扩展——将语言知识与技巧延伸至其他学科和社群

### EXTENSION: GO BEYOND THE CLASSROOM

如果我们的教学目的是使得学生们创造性地运用他们的汉语知识，那么我们在教学中就需要提供给学生们充足的机会走出汉语课堂，深入华语社群，甚至将他们对汉语的了解延伸至其他学科的学习。《欢迎》第二册为学生提供了以下扩展知识的机会：

If students are to be encouraged to use the Chinese language creatively, they need to be given plenty of opportunities to use the language outside the classroom, in the Chinese language communities, and integrated within their studies in other content fields. Overall, *Huanying Volume 2* provides students with the following knowledge extension opportunities:

- 每篇课文中的“学无止境”部分 *Extend Your Knowledge* following the language notes of most lessons
- 每篇课文都包括的“中国文化一瞥” *A Glimpse into Chinese Culture* at the end of each lesson
- 每课结尾的“你知道吗？”知识性短文 *Do You Know?* at the end of each lesson

教师可以将上述三部分的内容作为附加分的功课布置给学生，鼓励学生体验、研究、或分享华语文化。例如，有的“中国文化一瞥”的内容是介绍一个中国歌谣，然后请学生用课文中介绍的词语编一个歌谣。此类活动有助于激发学生学习汉语的兴趣。

Teachers can assign these sections as extra credit for students to experience, research or share results with the class. For example, some of the “Glimpse into Chinese Culture” sections introduce children’s rhymes popular in China and ask students to create their own rhyme or poem in Chinese. This kind of activity can help motivate students and increase their interest in Chinese language and culture.

# 《欢迎》课程进度与设计范例

## PACING AND LESSON PLANNING

《欢迎》第二册是为高中汉语所设计的一个学年的课程；若是用于初中教学，其内容则应分配于一个半学年。一般来说，《欢迎》第二册所提供的教学内容是按照每周一课书的进度而设计的。但是各位教师应根据自己学生对材料掌握的情况调整教学进度。无论面临何种教学情况，笔者相信教师们都能够从《欢迎》第二册中找到多样化的教学活动和资料。

*Huanying Volume 2* is designed to be taught in one regular school year at the high school level or in one and a half regular school years at the middle school level. The materials developed in each lesson should generally allow a pace of one lesson per week, although teachers are encouraged to develop their own sense of pacing as they become familiar with the types of activities accompanying each lesson. Teachers who need to adjust their lesson planning according to their students' learning styles will find that *Huanying Volume 2* provides a variety of activities and ancillaries to allow flexibility.

总的来说，在运用《欢迎》教材时，高中汉语课程的进度大致是每四到五天介绍一课，每二十四到三十天学完一个单元。按照如此进度，高中教师应在一个学年的第一学期教完第一至第三单元，在第二学期教完第四至第六单元。而初中教师则应计划以每学期两个单元的进度教学。

Generally speaking, teachers at the high school level should plan 4–5 days per lesson, 24–30 days per unit. This pace would enable teachers to cover Units 1–3 in the fall semester and Units 4–6 in the spring semester. Accordingly, teachers at the middle school level may plan to teach two units per semester (6–8 days per lesson, 36–48 days per unit).

## 课件设计范例 Sample Lesson Plans

以下部分是为《欢迎》第二册第一单元1.6课和第二单元2.1课所作的两个课件设计，供教师们参考使用。这两个课件设计都基于传统的学校作息时间表，即每周五次课，每次五十分钟。第一单元1.6课为典型的复习课，而第二单元2.1课则为典型的主题引入课。请各位教师注意，以下两个课件设计未考虑到一个班级的具体特点和个性；也无法反映每个教师的教学风格。此外，尽管每个课件设计的范例都尽量使用《欢迎》中所有的活动和资料，但这并不意味着每位教师都非此不可。

The following are two sample lesson plans for *Huanying Volume 2*: Unit 1, Lesson 1.6 and Unit 2, Lesson 2.1. Both plans are based on a traditional school schedule of a 50-minute class period that meets five times a week. Lesson 1.6 is a typical review unit, and Lesson 2.1 is a typical unit introducing new material. Keep in mind that these are generic lesson plans. They do not take into consideration specific characteristics and dynamics of a live classroom; neither do they reflect an individual teacher's teaching style. Although the sample lesson plans try to utilize all the activities and ancillaries provided for each lesson, teachers are not expected to use every activity and exercise in the workbook.

### 第一单元，第1.6课 第一单元复习

#### Unit 1, Lesson 1.6 Unit 1 Review

第一天	Day 1
1. 听写练习。由于这是复习课，教师可在第一单元的每课中的“听力练习I. Phrase Dictation”中任选两个词组给学生听写。听写结束时，教师应跟学生核对一下答案。 <div style="text-align: right;">八分钟</div>	1. <b>Dictation:</b> Since this is a review lesson, teachers can select two phrases at random from “Listening Practice I. Phrase Dictation,” which is included in each lesson in Unit 1, and use these phrases as dictation exercises. Go over the answers with students. <div style="text-align: right;"><b>8 minutes</b></div>

2. **复习飞机和地面交通用语。**这些用语出现于1.1到1.3，并在1.6课文一中有所重复。教师可先给学生概述每课所学过的题目、生词、文法和句法，然后问学生问题，如“汉语怎么说……？” **二十分钟**

3. **朗读课文。**把学生分成两人一组，请他们朗读1.6的课文一。注意让学生将课文念两次，因为第一次常常比较生疏。

**五分钟**

4. **课文理解。**就课文的内容向学生提问，检查他们对课文内容理解的程度。最好请学生将答案写在一张纸上，然后叫个别学生在班上回答问题。 **五分钟**

5. **小结。**总结今日所学，布置家庭作业。今日的作业是完成1.6综合语言练习I. Asking Questions。此活动在《练习册》第92-93页。这个作业要求学生根据回答写出需要提出的问题。教师可以带学生在全班做一、两个句子以后，让学生互相讨论完成练习。大多数学生可能不会做完，所以需要把它作为家庭作业。此外，还可以把1.6的汉字练习作为家庭作业。 **十二分钟**

2. **Review expressions regarding transportation.** These expressions are introduced in 1.1 through 1.3, as well as 1.6 Text 1. Give students a general review of the topic, vocabulary and expressions introduced in each lesson. Ask students questions such as 汉语怎么说……? **20 minutes**

3. **Read lesson Text 1.** Divide students into pairs and have them read Lesson 1.6 Text 1 aloud. Make sure that they read the text twice, as the first time around is usually choppy.

**5 minutes**

4. **Q&A on lesson text.** Check students' understanding of the Text 1 that they have just read by asking questions regarding the content. Have students write down their answers on a piece of paper. Go over answers in class by calling on individual students. **5 minutes**

5. **Summary.** Summarize today's lesson and explain homework. Today's homework is to complete Lesson 1.6, Integrated Language Practice I: Asking Questions, in the workbook (pp. 92-93). This assignment requires that students write out the questions based on the answers, which are already given. Teachers may want to help the class complete one or two sentences first, and then ask students work in small groups and help each other with this assignment. Most students may need to complete the assignment at home. In addition, the Character Practice in 1.6 can also be assigned as homework. **12 minutes**



第二天	Day 2
<p>1. <b>听写练习。</b>由于这是复习课，教师可在第一单元的每课中的“听力练习I. Phrase Dictation”中任选两个词组给学生听写。听写结束时，教师应跟学生核对一下答案。 <b>八分钟</b></p> <p>2. <b>检查作业。</b>请学生们将完成的作业拿出来检查。可以请几位学生到白板上写汉字。 <b>十分钟</b></p> <p>3. <b>复习机场接人和约定见面用语。</b>这些用语出现于1.4到1.5，并在1.6课文二中有所重复。教师可先给学生概述每课所学过的题目、生词、文法和句法，然后问学生问题，如“汉语怎么……？” <b>二十分钟</b></p> <p>4. <b>朗读课文。</b>把学生分成两人一组，请他们朗读1.6的课文二。注意让学生将课文念两次，因为第一次常常比较生疏。 <b>五分钟</b></p> <p>5. <b>课文理解。</b>就课文的内容向学生提问，检查他们对课文内容理解的程度。最好请学生将答案写在一张纸上，然后叫个别学生在班上回答问题。 <b>五分钟</b></p>	<p>1. <b>Dictation:</b> Since this is a review lesson, teachers can select two phrases at random from “Listening Practice I. Phrase Dictation,” which is included in each lesson in Unit 1, and use these phrases as dictation exercises. Go over the answers with students. <b>8 minutes</b></p> <p>2. <b>Check homework.</b> Have students show you the completed character sheet. Ask a few students to write each character on the board in the correct stroke order. <b>10 minutes</b></p> <p>3. <b>Review expressions used for meeting people at the airport or making weekend plans.</b> These expressions are introduced in 1.4 through 1.5, as well as 1.6 Text 2. Give students a general review of the topic, vocabulary, and expressions introduced in each lesson. Ask students questions such as 汉语怎么说……? <b>20 minutes</b></p> <p>4. <b>Read lesson Text 2.</b> Divide students into pairs and have them read Lesson 1.6 Text 2 aloud. Make sure that they read the text twice, as the first time around is usually choppy. <b>5 minutes</b></p> <p>5. <b>Q&amp;A on lesson text.</b> Check students' understanding of the Text 2 that they have just read by asking questions regarding the content. Have students write down their answers on a piece of paper. Go over answers in class by calling on individual students. <b>5 minutes</b></p>

<p>6. <b>小结。</b>总结今日所学，布置家庭作业。 <b>二分钟</b></p> <p><b>作业：</b>让学生自己复习1.1到1.6的生词和汉字。</p>	<p>6. <b>Summary.</b> Summarize today's lesson and explain the homework. <b>2 minutes</b></p> <p><b>Homework:</b> Ask students to review 1.1 to 1.6 vocabulary and characters.</p>
<p><b>第三天</b></p>	<p><b>Day 3</b></p>
<p>1. <b>听写练习。</b>由于这是复习课，教师可在第一单元的每课中的“听力练习II. Sentence Dictation”中任选两个词组给学生听写。听写结束时，教师应跟学生核对一下答案。 <b>八分钟</b></p> <p>2. <b>检查作业。</b>建议：让学生把单元一中学过的十六个生词写在一个宾果字盘中，然后请他们两人或四人一组玩汉字宾果游戏。 <b>十分钟</b></p> <p>3. <b>生词复习。</b>让学生完成《练习册》第94页上的综合语言练习III，并请学生向全班分享他们的结果。 <b>十五分钟</b></p> <p>4. <b>写作练习：</b>（《练习册》第93-94页，II）。让学生们独立完成这个练习，然后跟全班核对答案。建议：可将答案制成幻灯片，投在屏幕上。还可请学生互相更改对方的练习。 <b>十五分钟</b></p>	<p>1. <b>Dictation:</b> Since this is a review lesson, teachers can select two phrases at random from “Listening Practice II. Sentence Dictation,” which is included in each lesson in Unit 1, and use these phrases as dictation exercises. Go over the answers with students. <b>8 minutes</b></p> <p>2. <b>Check homework.</b> Suggestions: ask students to write 16 Unit 1 words in a bingo grid and play character bingo game in pairs or small groups. <b>10 minutes</b></p> <p>3. <b>Vocabulary review.</b> Have students complete Integrated Language Practice III in the workbook (on p. 94) and ask students to share their findings in class. <b>15 minutes</b></p> <p>4. <b>Writing exercise:</b> Have students complete Integrated Language Practice II (workbook pp. 93-94) individually first, and then go over the answers in class. Suggestion: Consider putting correct answers on an overhead transparency and asking students to correct each other's answers. <b>15 minutes</b></p>

<p>5. <b>小结：</b>总结今日所学，布置家庭作业。 <b>二分钟</b></p> <p><b>作业：</b>完成《练习册》第96-97页综合语言练习V。</p>	<p>5 <b>Summary:</b> Summarize and explain homework. <b>2 minutes</b></p> <p><b>Homework:</b> Complete Lesson 1.6 Integrated Language Practice V, workbook pp. 96-97.</p>
<p><b>第四天</b></p>	<p><b>Day 4</b></p>
<p>1. <b>听写练习。</b>由于这是复习课，教师可在第一单元的每课中的“听力练习II. Sentence Dictation”中任选两个句子给学生听写。听写结束时，教师应跟学生核对一下答案。 <b>八分钟</b></p> <p>2. <b>检查作业。</b>建议：可将答案制成幻灯片，投在屏幕上。 <b>八分钟</b></p> <p>3. 把学生分成两人一组，完成《练习册》第95页1.6综合语言练习IV。 <b>十五分钟</b></p> <p>4. <b>自我评估（课本第47页）。</b>请学生完成单元自我评估。 <b>五分钟</b></p> <p>5. <b>单元小结。</b>建议：用这个机会巩固单元教学所期望达到的语言技巧和文化理解目标。 <b>十一十四分钟</b></p> <p><b>作业：</b>复习第一单元，准备单元考试。</p>	<p>1. <b>Dictation:</b> Since this is a review lesson, teachers can select two sentences at random from “Listening Practice II. Sentence Dictation,” which is included in each lesson in Unit 1, and use these sentences as dictation exercises. Go over the answers with students. <b>8 minutes</b></p> <p>2. <b>Check homework.</b> Suggestion: Consider putting the answer key on an overhead transparency. <b>8 minutes</b></p> <p>3. Divide students into pairs and ask them to complete 1.6 Integrated Language Practice IV, workbook p. 95. <b>15 minutes</b></p> <p>4. <b>Self-Assessment.</b> Have students complete the self-assessment (textbook p. 47). <b>5 minutes</b></p> <p>5. <b>Summarize the unit.</b> Suggestions: Use this opportunity to reinforce the fundamental understanding that you would like the students to achieve upon completion of this unit. <b>10-14 minutes</b></p> <p><b>Homework:</b> Review for Unit 1 Test.</p>

第五天	Day 5
<p>1. <b>单元一考试。</b> 四十分钟</p> <p>2. <b>介绍第二单元主题：饮食。</b> 请学生参与讨论在这个主题中最可能出现的内容，词语，句子和表达方式。提醒学生注意有关家庭的文化异同。 五分钟</p> <p>3. <b>介绍2.1课的题目：中秋节要到了。</b> 问学生以下问题：什么是中秋节？你过过中秋节吗？今年的中秋节是几月几号？中秋节的时候中国人常常做什么？鼓励学生尽量用汉语回答问题。 五分钟</p> <p><b>作业：预习第2.1课。</b></p>	<p>1. <b>Unit 1 Test</b> 40 minutes</p> <p>2. <b>Introduce Unit 2 theme: Food and Drink.</b> Ask students to anticipate the likely topics, vocabulary and expressions common to the discussion of the topic involved. Remind students to pay attention to any cultural differences regarding family structures and values. 5 minutes</p> <p>3. <b>Introduce Lesson 2.1 topic: The Mid-Autumn Festival Is Coming.</b> Ask students questions such as: What is the Mid-Autumn Festival? Have you celebrated this festival? When is this year's Mid-Autumn Festival? What do the Chinese do during the festival? Try to encourage students to speak as much Chinese as they can. 5 minutes</p> <p><b>Homework:</b> Study Lesson 2.1 vocabulary and read/listen to the lesson texts.</p>

## 第二单元，第2.1课：中秋节要到了

### Unit 2, Lesson 2.1: The Mid-Autumn Festival Is Coming

第一天	Day 1
<p>1. <b>听写练习。</b> 请学生完成“2.1听力练习I. Phrase Dictation”。听写结束时，教师应跟学生核对一下答案。练习的录音可以在www.cheng-tsui.com的网页上下载。 八分钟</p>	<p>1. <b>Dictation:</b> Ask students to complete “2.1 Listening Practice I. Phrase Dictation”. Go over the answers with students. The audio clips for these exercises can be accessed online at www.cheng-tsui.com. 8 minutes</p>

2. **复习2.1 生词。**将学生分成二人小组，互相测验本课生词。注意让学生使用汉语提问。如“汉语怎么说……？”这个活动并非为了给学生时间学习生词，而是为了给接下来的练习作准备，因为学生已经在课前预习过了生词。 **五分钟**

3. **《练习册》第100-101页，听力练习III and IV。**这两个练习的目的，一是显示本课生词是如何在语句中使用的，二是帮助教师检查学生预习情况。练习的录音可以在 [www.cheng-tsui.com](http://www.cheng-tsui.com) 的网页上下载。 **十分钟**

4. **朗读课文对话。**把学生分成两人小组，分角色朗读2.1 对话一和二。对话应读两次，使每个学生有机会扮演不同角色。 **十分钟**

5. **语用法解释。**在上述练习之后，教师应考虑介绍课文中出现的语法现象。还可以利用这个机会请学生就不懂的地方提问。 **十五分钟**

2. **Review Lesson 2.1 new words.** Divide students into pairs and ask them to quiz each other orally on the lesson vocabulary. Make sure students ask questions in Chinese, using “汉语怎么说……?” This activity is not intended for students to learn the new words, as they should have learned them the night before. This activity is meant to help students review the vocabulary and get ready for the next activity. **5 minutes**

3. **Complete Listening Practice III and IV on pp. 100-101 of the workbook.** The exercises serve two purposes: first, they show students how the vocabulary words are used in context; second, they help the teacher to check students' understanding of the lesson texts. The audio clips for this activity are online at [www.cheng-tsui.com](http://www.cheng-tsui.com). **10 minutes**

4. **Read lesson dialogues.** Divide students into pairs and have them role play Lesson 2.1 Dialogues 1 and 2. Make sure that each dialogue is read twice so that each student gets to play different roles. **10 minutes**

5. **Grammar and usage explanations.** Following the previous activity, teachers should go over the expressions introduced in the texts. This is also an opportunity to allow students to ask questions they have jotted down the previous day. **15 minutes**

<p>6. 总结本日所学，布置家庭作业。 二分钟</p> <p>作业：完成《练习册》第118–119页综合语言练习IX和汉字练习。</p>	<p>6. <b>Summary and homework.</b> Summarize today's lesson and explain homework. <b>2 minutes</b></p> <p><b>Homework:</b> Complete exercises IX and Character Practice in Integrated Language Practice, workbook pp. 118–119.</p>
<p>第二天</p>	<p>Day 2</p>
<p>1. 听写练习。请学生完成《练习册》“2.1听力练习 II. Sentence Dictation”的1到5。听写结束时，教师应跟学生核对一下答案。练习的录音可以在 <a href="http://www.cheng-tsui.com">www.cheng-tsui.com</a> 的网页上下载。八分钟</p> <p>2. 检查作业。请学生把完成的汉字练习拿出来，并叫几个学生到白板上写本课汉字。五分钟</p> <p>3. 生词测验。请复印2.1生词测验学生版。测验可在教师用书的附录中找到。七分钟</p> <p>4. 用汉语怎么说？请学生完成《练习册》第103–104页的2.1综合语言练习I。这个练习可以帮助学生复习本课生词和句子。建议：教师应跟学生核对答案。十五分钟</p>	<p>1. <b>Dictation:</b> Ask students to complete “2.1 Listening Practice II, Sentence Dictation,” questions 1–5. Go over the answers with students. The audio clips for these exercises can be accessed online at <a href="http://www.cheng-tsui.com">www.cheng-tsui.com</a>. <b>8 minutes</b></p> <p>2. <b>Check homework.</b> Have students show you the completed character sheet. Ask a few students to write each character on the board using the correct stroke order. <b>5 minutes</b></p> <p>3. <b>Vocabulary quiz.</b> Make copies of Lesson 2.1 Vocabulary Quiz (Student Copy). See the Appendix in this Teacher's Book. <b>7 minutes</b></p> <p>4. <b>How do you say it in Chinese?</b> Have students complete 2.1 Integrated Language Practice I (from workbook pp. 103–104). This is a good way to help students review the vocabulary and expressions introduced in the lesson. Suggestions: the teacher should go over the answers with the students. <b>15 minutes</b></p>

<p>5. 《练习册》第101页听力练习V。这个练习不但可以帮助巩固本课生词和语法，而且可以帮助学生复习课文的内容。 十分钟</p> <p>6. 小结。总结今日所学，布置家庭作业。 五分钟</p> <p>作业：完成《练习册》第114页综合语言练习VI。</p>	<p>5. <b>Listening Practice V from workbook p. 101.</b> This exercise can not only reinforce the vocabulary and expressions introduced in the lesson, but also help review the content of the lesson texts. <b>10 minutes</b></p> <p>6. <b>Summary and homework.</b> Summarize today's lesson and explain homework. <b>5 minutes</b></p> <p><b>Homework:</b> Complete Integrated Language Practice VI on workbook p. 114.</p>
<p>第三天</p>	<p>Day 3</p>
<p>1. 听写练习。请学生完成《练习册》“2.1听力练习II. Sentence Dictation”的6到10。听写结束时，教师应跟学生核对一下答案。练习的录音可以在 <a href="http://www.cheng-tsui.com">www.cheng-tsui.com</a> 的网页上下载。 八分钟</p> <p>2. 检查作业。建议：可请几个学生跟全班分享他们写的邀请，还可让学生互相评改对方的练习。 五分钟</p> <p>3. 听力练习。《练习册》第102页，“听力练习VI: Rejoinders”。建议：把答案和录音文本打在投影仪上。 十分钟</p> <p>4. 知识竞赛。《练习册》第107页，综合语言练习III。 十五分钟</p>	<p>1. <b>Dictation:</b> Ask students to complete “2.1 Listening Practice II, Sentence Dictation,” questions 6–10. Go over the answers with students. The audio clips for these exercises can be accessed online at <a href="http://www.cheng-tsui.com">www.cheng-tsui.com</a>. <b>8 minutes</b></p> <p>2. <b>Check homework.</b> Suggestion: Consider asking a couple of students to share their invitations with the class, or asking students to correct each other's answers. <b>5 minutes</b></p> <p>3. <b>Listening Comprehension:</b> Complete “Listening Practice VI: Rejoinders” in the workbook (p. 102). Suggestions: Copy the answer key and the recording texts onto a transparency and project it on the screen. <b>10 minutes</b></p> <p>4. <b>Chinese holiday knowledge competition:</b> Integrated Language Practice III on workbook p. 107. <b>15 minutes</b></p>

<p>5. 《练习册》第116-117页，综合语言练习VIII。请学生独立完成这个练习，然后在全班核对答案。 <b>十分钟</b></p> <p>6. 小结。总结今日所学，布置家庭作业。建议：教师或许可以帮助学生巩固2.1的生词和语法，因为本日课程已是一周的第三次课。 <b>二分钟</b></p> <p>作业：完成《练习册》第115页综合语言练习VII。</p>	<p>5. <b>Integrated Language Practice VIII, workbook pp. 116-117.</b> Have students complete this exercise individually, and then go over the answers in class. <b>10 minutes</b></p> <p>6. <b>Summarize and explain homework.</b> Suggestions: Teachers may want to review the expressions introduced in Lesson 2.1 and reinforce the vocabulary, since this is already Day 3 of the lesson. <b>2 minutes</b></p> <p><b>Homework:</b> Complete Integrated Language Practice VII, workbook p. 115.</p>
<p><b>第四天</b></p>	<p><b>Day 4</b></p>
<p>1. 听力练习。请学生完成《练习本》第102-103页2.1听力练习VII。练习的录音可以在 <a href="http://www.cheng-tsui.com">www.cheng-tsui.com</a> 的网页上下载。 <b>五分钟</b></p> <p>2. 检查作业。建议：可让学生们互相评改作业，也可将答案打在屏幕上。 <b>十分钟</b></p> <p>3. 《练习册》第105-106页，综合语言练习II。这个练习的目的是巩固课文中介绍的表达方式。建议：注意让学生用汉语问答。 <b>十五分钟</b></p>	<p>1. <b>Listening Exercises.</b> Ask students to complete Listening Practice VII (workbook pp. 102-103). The audio clips can be found online at <a href="http://www.cheng-tsui.com">www.cheng-tsui.com</a>. <b>5 minutes</b></p> <p>2. <b>Check homework.</b> Suggestion: Consider asking students to swap their homework with each other and do peer critique. The teacher can also consider projecting the answer key on a screen. <b>10 minutes</b></p> <p>3. <b>Pair activity: Integrated Language Practice II on workbook pp. 105-106.</b> This activity is to reinforce the expressions introduced in the lesson. Suggestion: Make sure that students complete this activity using Chinese only. <b>15 minutes</b></p>



<p>4. 《练习册》第108-109页，综合语言练习IV。这个活动要求学生用他们熟悉的语言知识在新的语言环境中运用。活动中可能会听到以及会给与的回答伸缩性很大，不完全是课文中出现过的句子。这个活动要求学生已学的语言用法有一个全面的了解和综合的使用。建议：带学生读一下每组词语。 十五分钟</p> <p>5. 小结。总结今日所学，布置家庭作业。 五分钟</p> <p>作业：完成《练习册》中118页的综合语言练习IX。</p>	<p>4. <b>Mixer Activity in Integrated Language Practice IV, workbook pp. 108-109.</b> This activity requires that students use familiar expressions in a new setting. The possible answers that students will generate in this exercise are more fluid than those done in the previous days, and the exercise requires that students have a comprehensive understanding of the materials introduced in the lesson. Suggestions: Go over the vocabulary listed in the questionnaire before asking students to interview each other. <b>15 minutes</b></p> <p>5. <b>Summarize and explain homework:</b> <b>5 minutes</b></p> <p><b>Homework:</b> Integrated Language Practice IX, workbook p. 118.</p>
<p><b>第五天</b></p>	<p><b>Day 5</b></p>
<p>1. 完成《练习册》第112-113页，综合语言练习V。这个练习可以作为复习。 五分钟</p> <p>2. <b>2.1考试。</b>请复印考试的学生版。 十五到二十分钟</p> <p>3. <b>介绍第2.2课题目：在超市。</b>请学生猜测本课内容，并分享在中国购物的心得。鼓励学生尽量用汉语。 五到十分钟</p>	<p>1. Have students complete the Integrated Language Practice V, workbook pp. 112-113. This exercise can be used as a review exercise before the lesson quiz. <b>15 minutes</b></p> <p>2. <b>Lesson quiz.</b> Make copies of the student quiz, which is included in Appendix 1 of this Teacher's Book. <b>15-20 minutes</b></p> <p>3. <b>Introduce 2.2 topic: At the Supermarket.</b> Ask students to anticipate the content of the lesson and share any cultural observations they may have regarding shopping in China. Try to encourage students to speak as much Chinese as they can. <b>5-10 minutes</b></p>

**作业：**预习第2.2课的生词和课文。开学至此，学生应该已经了解“预习”所包含的意义。重申“预习”意味着学生们应该在课文的语境中学习生词，跟着录音朗读课文，阅读语言注释，并记下不懂的地方供课堂讨论。

**Homework:** Study Lesson 2.2 vocabulary and read/listen to the lesson texts. By now students should understand that the word “study” means: learn the new words in the lesson context, read aloud the lesson texts following the audio clips posted online at [www.cheng-tsui.com](http://www.cheng-tsui.com), and read through the Language Notes and jot down any questions they may have about the lesson.

## 创造适合自己需要的课件设计

### Planning a Lesson to Suit Your Needs

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

The eighth-century Chinese philosopher Han Yu (韩愈) has a saying: “师者，所以传道，授业，解惑也”，which means “What teachers do is pass on the Dao, teach practical skills, and answer questions.” Indeed, a classroom teacher often wears many hats, because each class has different dynamics, and each day’s learning has a different focus and different requirements. The generic lesson plans included in this chapter are only intended to show teachers how all the materials developed in *Huanying Volume 2* can be incorporated in day-to-day teaching. It is at each teacher’s discretion to adapt these materials and lesson plans based on his or her individual needs.

例如，若是教师的课程是每周四次，每次五十分钟，那么更多的写作方面的活动就可能需要作为家庭作业来完成。另一种方法是考虑将发音练习作为学生个人的决定。使用板块性课程表的教师可能需要将两天的课并为一天教。如果教师的班上主要是华裔学生，那么课堂活动就需要着重于读写，并要增加补充读物（请参考剑桥出版社网页 <http://my.cheng-tsui.com/huanying> 上所列的“扩展阅读建议”一节）。

For example, teachers whose classes meet four times a week for 50 minutes each time may need to assign most of the writing exercises as homework, or consider leaving the pronunciation exercises to each

student. Teachers who teach in a block schedule may need to combine two days' worth of materials into one day. Those teachers whose classes are predominately made up of heritage speakers may need to focus more on reading and writing in class by adding extra reading materials to the curriculum (refer to <http://my.cheng-tsui.com/huanying> for a list of recommended reading materials).

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

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

SAMPLE

# 教学用具

## RECOMMENDED TEACHING MATERIALS

- 计时器 a timer  
计时器可帮助老师控制课堂活动时间。A timer can help the teacher control the time spent on each class activity.
- 彩色笔 color markers
- 录音播放设备 audio file player (CD player or MP3 player)
- 电脑设备 computer equipment:
  - a) PC电脑 — 需安装中文输入软件。 Preferably, a PC with Chinese input software.
  - b) 为了与美国大学理事会AP中文的要求相配合，您的电脑最好是PC，并装有Microsoft IME。对软硬件的具体要求请到AP Chinese Language and Culture Course home page的网站(<http://apcentral.collegeboard.com>)查看。  
In order to build up a pre-AP program, it is a good idea to configure your PC according to the requirements given by the College Board for the AP Chinese Language and Culture Course. Please go to the AP Chinese Language and Culture Course home page <http://apcentral.collegeboard.com> for hardware and software requirements.
  - c) 按照大学理事会对外语AP课程准备的要求，您的电脑还需装有Audacity - 录音软件。此软件可从网上免费下载。  
Based on the requirements for foreign language AP preparation given by the College Board, your computer should have Audacity, a recording and audio file editing software that is free for download at: <http://audacity.sourceforge.net/>
- 互联网：由于所有课文及听力练习的录音均可从网上免费下载，若教室内有互联网对教师来说比较方便。当然，若是条件不许可，教师可从网上下载所有录音，然后在课堂上播放。  
Internet Connection. Since all audio clips are freely accessible from [www.cheng-tsui.com](http://www.cheng-tsui.com), it will be more convenient if teachers have access to the internet in the classroom. Otherwise, teachers can download the audio clips from [www.cheng-tsui.com](http://www.cheng-tsui.com) onto their computer and play them in class.

- 电脑录听两用麦克风。若是您的学校准备开设中文AP课程，请到大学理事会中文AP网页上查看对录听两用麦克风的要求。

<http://apcentral.collegeboard.com> for hardware and software requirements.

Headset with microphone. If your school will be hosting the AP Chinese Exam, please check the specifications for the microphone at the AP Chinese Language and Culture Course home page: <http://apcentral.collegeboard.com>.

- 中文骰子。这种骰子可以从以下网页买到：

<http://asianideas.com>

Dice with numbers in Chinese. These dice can be purchased at <http://asianideas.com>

- 教学投影仪。Overhead projector.
- 其他教学物品：若是教师需要购买一些课堂活动小礼品或教室装饰物，可到下面网页：[www.orientaltrading.com](http://www.orientaltrading.com)

Other teaching materials: Please go to [www.orientaltrading.com](http://www.orientaltrading.com) for gift ideas that can serve as class game awards and for classroom decoration materials.

# 第一单元 交通

## UNIT 1 Transportation

1.1

### 坐飞机还是坐火车? By Air or By Train?

#### 一·听力练习 LISTENING PRACTICE

I. Phrase Dictation. Listen carefully to Audio Clip 1-1-1. Each phrase will be read twice: first at normal speed for you to get a general idea, and then at slow speed for you to write down the phrase in pinyin.

1. guò de zěnmeyàng
2. kāi de hěn kuài
3. yī gè duō yuè
4. wǔ tiān
5. liǎng gè xiǎoshí
6. jǐ gè hángbān
7. hǎo jǐ cì
8. wǎngshàng dìng piào
9. tài fāngbiàn le
10. měitiān dōu yǒu

1

#### 1 录音文本 1-1-1

1. 过得怎么样
2. 开得很快
3. 一个多月
4. 五天
5. 两个小时
6. 几个航班
7. 好几次
8. 网上订票
9. 太方便了
10. 每天都有

III

教学建议：请先放课文1.1对话一的录音，再放录音1-1-3。

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

IV

教学建议：请先放课文1.1对话二的录音，再放录音1-1-4。

**Notes to the teacher:** First play the recording of Dialogue 2 from Lesson 1.1 and then Audio Clip 1-1-4.

II 录音文本1-1-2

1. 暑假过得怎么样？
2. 回加拿大住了两个多月。
3. 火车开得太慢了。
4. 从北京到天津有几个航班？
5. 他是星期三回来的。
6. 你是怎么去的上海？
7. 从上海到北京只要三个多小时。
8. 从这儿去杭州坐汽车要一天。

III 录音文本1-1-3

1. 暑假的时候凯丽在美国住了五天。
2. 凯丽的姥姥住在温哥华。
3. 汤姆暑假坐火车去了北京。
4. 凯丽是从温哥华直飞上海的。
5. 现在坐动车从上海到北京只要十多个小时。

II

**II. Sentence Dictation.** Listen carefully to Audio Clip 1-1-2. Each sentence will be read twice: first at normal speed for you to get a general idea, and then at slow speed for you to write down the sentence in pinyin.

1. Shǔjià guò de zěnmeyàng?
2. Huí Jiānádà zhù le liǎng gè duō yuè.
3. Huǒchē kāi de tài màn le.
4. Cóng Běijīng dào Tiānjīn yǒu jǐ gè hángbān?
5. Tā shì xīngqīsān huílái de.
6. Nǐ shì zěnmé qù de Shànghǎi?
7. Cóng Shànghǎi dào Běijīng zhǐ yào sān gè duō xiǎoshí.
8. Cóng zhèr qù Hángzhōu zuò qìchē yào yī tiān.

III

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

	1	2	3	4	5
对		✓	✓		
错	✓			✓	✓

IV

**IV. Listen to the recording of Dialogue 2 from Lesson 1.1 first, and then answer the True/False questions in Audio Clip 1-1-4.**

	1	2	3	4
对		✓	✓	
错	✓			✓

IV 录音文本1-1-4

1. 玛丽娅要去南京。
2. 汤姆觉得坐火车去南京很快。
3. 玛丽娅的朋友想坐飞机去南京。
4. 汤姆知道去南京每天有几个航班。

V



V. Listen carefully to the questions in Audio Clip 1-1-5. First, write down the questions in pinyin in the space provided; then answer the questions in pinyin or characters.

1. Q: Shǔjià Tāngmǔ qù nǎr le?  
A: 暑假汤姆去北京了。 Shǔjià Tāngmǔ qù Běijīng le.
2. Q: Tā shì zěnmé qù de?  
A: 他是坐火车去的。 Tā shì zuò huǒchē qù de.
3. Q: Kǎilì shǔjià guò de zěnmeyàng?  
A: 凯丽暑假过得很好。她去美国和加拿大了。  
Kǎilì shǔjià guò de hěn hǎo. Tā qù Měiguó hé Jiānádà le.
4. Q: Kǎilì shì nǎ tiān huí xuéxiào de?  
A: 凯丽是星期三回来的。 Kǎilì shì xīngqīsān huílái de.
5. Q: Cóng Shànghǎi zuò dòngchē dào Běijīng yào duōcháng shíjiān?  
A: 从上海坐动车到北京要十个小时。  
Cóng Shànghǎi zuò dòngchē dào Běijīng yào shí gè xiǎoshí.
6. Q: Mǎliyà de péngyou yào cóng nǎr lái?  
A: 玛丽娅的朋友要从法国来。  
Mǎliyà de péngyou yào cóng Fǎguó lái.
7. Q: Wèishénme Mǎliyà de péngyou bù xiǎng zuò huǒchē qù Nánjīng?  
A: 她觉得坐火车太慢了。 Tā juéde zuò huǒchē tài màn le.
8. Q: Yàoshì Mǎliyà xiǎng dìng huǒchēpiào, tā kěyǐ qù nǎr dìng?  
A: 她可以去网上订。 Tā kěyǐ qù wǎngshàng dìng.

V

教学建议：为了帮助学生做这个练习，老师可以在放录音以前，让学生复习一下课文；也可以让学生在听写完问题之后，开卷回答。老师可以决定让学生用汉字、拼音还是英文回答问题。

**Notes to the teacher:** To help students do the following exercise, you can ask them to review the text before listening to the recording. After students have written down the questions, you can also allow them to refer to the textbook when answering the questions. You can decide whether to let students answer the questions in Chinese characters, pinyin, or even English.

V 录音文本 1-1-5

1. 暑假汤姆去哪儿了?
2. 他是怎么去的?
3. 凯丽暑假过得怎么样?
4. 凯丽是哪天回学校的?
5. 从上海坐火车到北京要多长时间?
6. 玛丽娅的朋友要从哪儿来?
7. 为什么玛丽娅的朋友不想坐火车去南京?
8. 要是玛丽娅想订火车票，她可以去哪儿订?



VI 录音文本1-1-6

- 请问, 从上海到北京有几个航班?
  - 可以坐火车。
  - 两个, 都是动车。
  - 一小时一个。
  - 你可以在网上订。
- 你是哪天回来的?
  - 明天回来。
  - 昨天我们没来。
  - 今天他回来。
  - 昨天。你呢?
- 你在加拿大住了几天?
  - 已经好几天了。
  - 五天半。
  - 他昨天回来的。
  - 我们星期四去的。
- 他们在温哥华玩儿得怎么样?
  - 我们在那儿玩了几天。
  - 玩儿得很高兴。
  - 温哥华有很多好玩儿的地方。
  - 你要去温哥华吗?
- 你们去上海为什么不坐火车呢?
  - 动车很方便。
  - 是直飞的吗?
  - 火车太慢了。
  - 火车票可以在网上订。

VII 录音文本1-1-7

Passage 1

- 请问, 从上海到南京有几个航班?
- 五个。上午三个, 下午一个, 晚上一个。
- 有上午11点以前起飞的吗?
- 有。九点半有一班, 十点二十五分还有一班。
- 谢谢!

VI. Rejoinders: In Audio Clip 1-1-6 you will hear five partial conversations, followed by four possible choices designated by (A), (B), (C), and (D). Circle the choice that continues or completes the conversation in a logical and culturally appropriate manner.

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

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

VII. Listen to the dialogue in Audio Clip 1-1-7 and answer the multiple-choice questions below.

Passage 1

- Where does the woman want to go?
  - Beijing
  - Shanghai
  - Nanjing
  - Tianjin
- How many flights will leave before 11 AM for the destination?
  - one
  - two
  - three
  - four

Passage 2

Which of the statements are true?

- |   |                          |                          |
|---|--------------------------|--------------------------|
| 1. Maria is calling Julie                 | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Julie is going to Shanghai             | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Maria has purchased a ticket for Julie | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Julie is leaving on the 10th           | <input type="checkbox"/> | <input type="checkbox"/> |

Passage 2

朱莉, 我是玛丽娅。我问了我的朋友汤姆, 从上海到南京坐火车非常方便, 只要两个小时。我已经帮你订了十五号的动车票, 是上午十点半的。可以吗? 请你回来以后给我打个电话。

**Passage 3**

Determine whether the following statements are true or false.

- |  |                            |                            |
|--|----------------------------|----------------------------|
| 1. Weiming stayed in San Francisco for two days.                     | T                          | <input type="checkbox"/> F |
| 2. Weiming's younger sister went to a summer English camp.           | <input type="checkbox"/> T | F                          |
| 3. Weiming and his sister flew directly from Tokyo to San Francisco. | <input type="checkbox"/> T | F                          |
| 4. Weimin came back last night.                                      | T                          | <input type="checkbox"/> F |

VIII



**VIII. Listen to the dialogue in Audio Clip 1-1-8 and fill in the missing information.**

Shanghai to _____		
Train Number	Time of Departure	Travel Duration
#778	7:25 p.m.	10 hours 18 minutes
#780	8:35 p.m.	10 hours 25 minutes
#782	9:40 p.m.	10 hours 5 minutes
#784	10:55 p.m.	10 hours

## 二·综合语言练习 INTEGRATED LANGUAGE PRACTICE

### I. How do you say it in Chinese?

1. How was your summer vacation?

你的暑假怎么样? or 你的暑假过得怎么样?

2. He stayed (lived) in the United States for two months.

他在美国住了两个月。

3. He came back on Sunday.

他是星期天回来的。

I

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

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

**Passage 3**

- 伟明, 你暑假过得怎么样?
- 玩儿得很好。我和妹妹先去东京住了两天, 然后从东京飞到旧金山参加英语夏令营。
- 是吗? 你是哪天回来的?
- 我是星期三回来的, 妹妹昨天晚上回来的。

### VIII 录音文本 1-1-8

乘客你好! 欢迎你拨打上海火车热线。下面是从上海开往北京的动车发车时间:

778次, 开车时间: 十九点二十五分, 全程十小时十八分钟。

780次, 开车时间: 二十点三十五分, 全程十小时二十五分钟。

782次, 开车时间: 二十一点四十分, 全程十小时五十分。

784次, 开车时间: 二十二点五十五分, 全程十小时。

This preview contains only a partial answer key. The complete answers are available in the printed edition.

# 附录：单元测验及考试

## APPENDIX: Unit Quizzes and Tests

### Quizzes and Unit Test (Unit 1)

备注:

- 每课（1.6除外）有两个测验：一个是生词测验，另一个是普通测验。生词测验可以在上新课以前或者教完生词以后给学生做。生词测验的目的是帮助学生记住生词。普通测验可以在教完一课以后使用，来测试学生是否掌握了那一课的内容。
- 每个测验有两个版本：学生版和教师版。老师可以复印学生版，这样直接可以使用。
- 单元考试一般在教完一个单元之后进行。老师可以根据需要采用本书单元考试的全部或一部分。

### Notes to the teacher:

- Each lesson (except for 1.6) contains two quizzes: a vocabulary quiz and a general quiz. You may use the vocabulary quiz before starting the new lesson or immediately after finishing teaching vocabulary. This is to help students memorize the new words. The general quiz can be used at the end of the lesson to measure whether students have mastered the content.
- Each quiz has two versions: a student version and a teacher's version. You can make copies of the student version and use it in class.
- The Unit Test can be given at the end of the unit. You may use the entire test or parts of it, depending on your needs.

This preview contains sample pages from the Unit 1 Quizzes and Test. The complete exercises and answers are available in the printed edition.

学生版

姓名: \_\_\_\_\_

第 \_\_\_\_\_ 班

### 1.1 Vocabulary Quiz

Translate the English words into Chinese, using pinyin or characters.

high-speed bullet train, electric locomotive	
from	
ticket	
reserve, make a reservation	
airplane	
fly directly; direct flight	
flight	
fast, rapid	
clear	
help	

### 1.1 Quiz

**A.** Dictation: Listen to the statements read by your teacher and write them down in Chinese characters. Each statement will be read twice.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**B.** Answer the following questions in Chinese based on your own situation.

1. 你打篮球打得怎么样?

\_\_\_\_\_

2. 你说汉语说得怎么样?

\_\_\_\_\_

3. 你周末玩得高兴吗?

\_\_\_\_\_

4. 你的暑假过得好吗?

\_\_\_\_\_

5. 你每天做汉语作业要几个小时?

\_\_\_\_\_

学生版

姓名: \_\_\_\_\_

第 \_\_\_\_\_ 班

## 第一单元考试 Unit 1 Test

**A.** Write five words that are related to means of transportation. (10 points)

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**B.** How do you say the following in Chinese? (30 points)

1. It takes two hours to go there by train.

\_\_\_\_\_

2. Taking the subway to the airport is convenient.

\_\_\_\_\_

3. We need to change to a bus at the square.

\_\_\_\_\_

4. My luggage is quite (relatively) heavy.

\_\_\_\_\_

5. Have you been to the Museum of History?

\_\_\_\_\_

6. I have seen this detective movie three times.

\_\_\_\_\_

**C.** Answer the following questions in Chinese based on your own situation. (40 points)

1. 坐公共汽车去你们学校方便吗?

\_\_\_\_\_

2. 美国哪个城市有地铁?

\_\_\_\_\_



学生版

3. 从你家去机场要多少时间?

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4. 你骑自行车骑得怎么样?

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5. 哪个是美国有名的航空公司?

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6. 从你们的教室去电脑房要往哪儿走?

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7. 周末你去哪儿了? 玩得高兴吗?

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8. 你一到家就做什么?

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9. 你学汉语学了多久? 你的汉语写得怎么样?

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10. 你有没有去过外国? 去过什么国家?

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