

欢迎： 中学汉语课本

HUANYING

**An Invitation to Chinese,
Teacher's Book, Vol. 1 Part 1**

**THIS IS AN UNCORRECTED
ADVANCE SAMPLE COPY, NOT TO
BE REPRODUCED OR SOLD**

This sample includes:

VOLUME 1 TEACHER'S BOOK: Table of Contents, Preface, sample pages from Unit 1, sample pages from Appendix

ISBN: 978-0-88727-617-0

PUBLICATION DATE: July 28, 2008

To purchase a copy of this book, please visit www.cheng-tsui.com.

To request an exam copy of this book, please write marketing@cheng-tsui.com.

Cheng & Tsui Company www.cheng-tsui.com Tel: 617-988-2400 Fax: 617-426-3669

Huanying Volume 1 Part 1 Teacher's Book

Copyright © 2009 by Jiaying Howard and Lanting Xu

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, scanning, or any information storage or retrieval system, without written permission from the publisher.

16 15 14 13 12 11 10 09 1 2 3 4 5 6 7 8 9 10

First edition 2009

Published by
Cheng & Tsui Company, Inc.
25 West Street
Boston, MA 02111-1213 USA
Fax (617) 426-3669
www.cheng-tsui.com
“Bringing Asia to the World”™

ISBN: 978-0-88727-617-0

Illustrations by Landong Xu, Qiguang Xu and Augustine Liu

Photos by Peizhi Bai, Junye Bai, Lanting Xu, Jiaying Howard and Bob Phelan

Textbook design by Linda Robertson

Chinese text editor: Jing Wu

All logos and references mentioned in this textbook are used for identification purposes only and are the property of their respective owners.

Printed in Canada

内容目录

CONTENTS

教师手册内容	Book Organization	v
《欢迎》课程一览	Scope & Sequence	viii
如何使用《欢迎》教学	Teaching with <i>Huanying</i> Volume 1	xiv
《欢迎》课程进度与设计范例	Pacing and Lesson Planning	xxvii
课堂教学用具建议	Recommended Teaching Materials	xliv
华语世界	The Chinese-Speaking World	xlvi
汉语拼音教学建议	Suggestions for Teaching <i>Hanyu Pinyin</i>	li
《欢迎》练习册教学建议	Using the <i>Huanying</i> Workbook Activities	liii

UNIT 1 同学们和我 My Classmates and I

1.1 汉语拼音简介	A Brief Introduction to Chinese Pinyin	1
1.2 丁老师	Our Teacher	11
1.3 大卫	David	23
1.4 自我介绍	Introducing Myself	37
1.5 电话和电子邮件	Telephone and Email	55
1.6 第一单元复习	Review of Unit 1	67

UNIT 2 我的家 My Family

2.1 我家有五个人	There Are Five People in My Family	75
2.2 爸爸妈妈	Dad and Mom	90
2.3 兄弟姐妹	Siblings	103
2.4 家庭地址	Home Address	119
2.5 你是哪国人？	What Is Your Nationality?	132
2.6 第二单元复习	Review of Unit 2	148

UNIT 3 时间、日期 Time and Dates

3.1	我的生日	My Birthday	153
3.2	现在几点？	What Time Is It?	165
3.3	我的一天	My Daily Routine	181
3.4	我的课	My Classes	196
3.5	我的周末	My Weekend	210
3.6	第三单元复习	Review of Unit 3	224
附录：单元测验及考试		Appendix: Unit Quizzes and Tests	229

SAMPLE

教师手册内容

BOOK ORGANIZATION

为了便利教师的教学和课堂管理，《汉语（一）教师手册》（上）包括了以下内容：

This *Huanying, Volume 1 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》第一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 1**

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，以及如何引导学生讲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巧门。

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.

华语世界简介 **The Chinese-Speaking World**

这一节包括讨论题目和海外华人社群分布图，目的是辅助教师通过对华语和华人世界多元性的讨论，鼓励和发扬学生互帮互学的精神。

This section contains detailed discussion topics and a map to show the diversity of the Chinese-speaking world. The purpose of this section is to help teachers encourage cooperative learning through the acknowledgement of cultural and linguistic diversity in the Chinese-speaking world.

汉语拼音教学建议 **Suggestions for Teaching Hanyu Pinyin**

这一节主要是讨论如何把外语教学的“五C”贯彻到拼音教学中。希望本节的建议有助于教师们从开始第一单元的第一课“汉语拼音简介”时就建立起一个活跃的课堂气氛，使学生们认识到发音练习并不一定会枯燥无味。

This section contains some general suggestions for teaching *Hanyu Pinyin* effectively and incorporating the principles of the 5 C's into training on tones and sounds. It is designed to help teachers get started as they introduce the *Hanyu Pinyin* pronunciation system in Lesson 1.1, and to sustain a lively, fun atmosphere in the class while covering pronunciation-related topics throughout the entire course.

《欢迎》练习册教学建议

Using the *Huanying* Workbook Activities

《欢迎》单元一至三练习册：《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。为方面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。

Workbook Units 1–3: The main body of this teacher’s book consists of copies of all the student workbook activities in Volume 1, 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 tests can be given at the end of each unit. You may use the entire test or parts of the test, depending on your needs.

《欢迎》教学资源网站

Online Resources for Teachers of the *Huanying* Series

绝大多数课堂活动均已包括在学生练习册中，不需要教师另作影印。但由于每个教师的学生人数不同，时而会需要复制更多的活动卡片或表格。此类材料和其他教学资源，如用户论坛、补充活动、《欢迎》的勘误表等，都收集在 <<http://my.cheng-tsui.com/huanying>>。欢迎您登陆该网站，加入使用《欢迎》教材的教师社区，获取网上教学资源。

While most of the activities are designed to be completed directly by students in their student workbooks, an activity occasionally requires additional handouts from the teacher. These handouts, as well as corrections to errors that have been found in the student workbooks, are collected at the online companion site for the *Huanying* series. Please go to <http://my.cheng-tsui.com/huanying> to download copies of these additional handouts.

《欢迎》课程一览

SCOPE & SEQUENCE

Unit 1	Unit Theme: 同学们和我 My Classmates and I	
	Communicative Goals	Culture
1.1 汉语拼音简介	<ul style="list-style-type: none"> Pronouncing Chinese words using pinyin Accurately distinguishing and articulating the four tones 	<ul style="list-style-type: none"> Chinese Romanization systems Modern Standard Chinese
1.2 丁老师	<ul style="list-style-type: none"> Exchanging greetings Saying goodbye Recognizing people's names 	<ul style="list-style-type: none"> Chinese ways of greeting others The evolution of Chinese characters
1.3 大卫	<ul style="list-style-type: none"> Exchanging greetings and introductions Talking about oneself 	<ul style="list-style-type: none"> Chinese forms of introduction 你好 and 谢谢 in Chinese society The formation of Chinese characters
1.4 自我介绍	<ul style="list-style-type: none"> Exchanging personal information Asking and answering questions about one's city of residence Asking and answering questions about one's occupation 	<ul style="list-style-type: none"> Chinese names The Chinese way of addressing others Basic knowledge of the structures of Chinese characters
1.5 电话和电子邮件	<ul style="list-style-type: none"> Counting from 1 to 10 Exchanging phone number and email address 	<ul style="list-style-type: none"> Chinese telephone etiquette Foreign words in spoken Chinese Polite expressions in China
1.6 单元复习		

Structure & Usage	Reading & Writing Strategies
<ul style="list-style-type: none"> • Pinyin spelling rules • Tone pitches 	<p>Reading:</p> <ul style="list-style-type: none"> • Obtaining biographical information from business cards, IDs and other personal files • Reconstructing scrambled dialogues
<ul style="list-style-type: none"> • Subject-predicate sentences • Tag question using 呢 • Grouping pinyin syllables into words • Tone sandhi on the third tone clusters 	<p>Writing:</p> <ul style="list-style-type: none"> • Writing Chinese characters in the correct stroke order
<ul style="list-style-type: none"> • Subject-predicate sentences with adverbs • Yes/No questions using 吗 • Personal pronouns and possessive pronouns 	<ul style="list-style-type: none"> • Describing pictures using set phrases • Writing simple introductions about friends • Recording other people's biographical information
<ul style="list-style-type: none"> • Negation form of a subject-predicate sentence • Interrogative questions • Tone sandhi regarding 不 • The suffix 儿 in regional dialect 	
<ul style="list-style-type: none"> • The use of possessive particle 的 • The pronunciation of neutral tones 	
<ul style="list-style-type: none"> • Tone sandhi regarding 一 and 不 	

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

Unit 2	Unit Theme: 我的家 My Family	
	Communicative Goals	Culture
2.1 我家有五个人	<ul style="list-style-type: none"> Presenting family members Indicating one's city of residence 	<ul style="list-style-type: none"> Chinese family relationships— names of relatives
2.2 爸爸妈妈	<ul style="list-style-type: none"> Asking and answering questions about one's parents Asking and answer questions about age Talking about likes and dislikes 	<ul style="list-style-type: none"> Culturally appropriate ways to ask someone's age Chinese family: structure and hierarchy
2.3 兄弟姐妹	<ul style="list-style-type: none"> Asking and answering questions about one's siblings Talking about one's age, occupation and preferences Talking about family pets Describing people 	<ul style="list-style-type: none"> China's One Child policy
2.4 家庭地址	<ul style="list-style-type: none"> Exchanging information about one's home address Describing one's pets 	<ul style="list-style-type: none"> Chinese housing options and types of residential structures Basic information about Beijing
2.5 你是哪国人?	<ul style="list-style-type: none"> Exchanging information about nationality Asking and answering questions about the language one speaks Indicating the purpose of an event 	<ul style="list-style-type: none"> Basic information about Shanghai
2.6 单元复习		

Structure & Usage	Reading & Writing Strategies
<ul style="list-style-type: none"> • Sentences using 有 or 没有 • Asking questions using 几 • Adverbial of place in a sentence • The use of measure words • The use of 和 and 都 • 二 vs. 两 	<p>Reading:</p> <ul style="list-style-type: none"> • Reading cloze text in Chinese • Reading letters of introduction and biographical information cards <p>Writing:</p> <ul style="list-style-type: none"> • Writing Chinese characters in the correct stroke order • Writing an introduction about one's family • Writing picture descriptions • Filling out personal information cards • Creating a family tree
<ul style="list-style-type: none"> • Counting in Chinese • Ways of stating one's age • Tag question using 吧 • The use of particle 啦 	
<ul style="list-style-type: none"> • Interrogative questions • Using a noun or adjective to modify a noun • Measure words for animals 	
<ul style="list-style-type: none"> • Chinese word order regarding addresses 	
<ul style="list-style-type: none"> • 在 used as a verb • Nationalities and languages • The use of 因为 	

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

Unit 3		Unit Theme: 时间、日期 Time and Dates	
	Communicative Goals	Culture	
3.1 我的生日	<ul style="list-style-type: none"> Telling time: day, month and year Asking and answering questions about the date of one's birthday Making appointments 	<ul style="list-style-type: none"> Birthday etiquette 	
3.2 现在几点？	<ul style="list-style-type: none"> Telling clock time Naming routine activities Asking and answering questions about daily schedules 	<ul style="list-style-type: none"> Time expressions and time zone in China The use of interjections in Chinese 	
3.3 我的一天	<ul style="list-style-type: none"> Exchanging information about daily routines Making appointments and schedules 	<ul style="list-style-type: none"> Chinese letter format Culturally appropriate ways of making appointments The Chinese educational system 	
3.4 我的课	<ul style="list-style-type: none"> Naming the classes one is enrolled in Exchanging information about one's class schedule Creating one's weekly class schedule Talking about reasons for an action 	<ul style="list-style-type: none"> Chinese school year and academic subjects 	
3.5 我的周末	<ul style="list-style-type: none"> Asking and answering questions about weekend plans Inviting friends to an event Expressing good wishes 	<ul style="list-style-type: none"> Culturally appropriate ways of giving, accepting and declining invitations Idiomatic expressions of good wishes Secondary education in China 	
3.6 单元复习			

Structure & Usage	Reading & Writing Strategies
<ul style="list-style-type: none"> • Word order in dates and times • Adverbial of time • Verb-not-verb question • Reduplicated verb • Tag question using 好吗？ • Ways of telling and asking time 	<p>Reading:</p> <ul style="list-style-type: none"> • Reading people's schedules the departure/ arrival board of the Beijing Railway Station, and a Chinese student's class schedule <p>Writing:</p> <ul style="list-style-type: none"> • Writing Chinese characters in the correct stroke order • Writing pen pal letters describing one's daily routine and class schedule • Writing a summary about someone's daily schedule
<ul style="list-style-type: none"> • The use of 以后 • Word order regarding adverbials of time and place 	
<ul style="list-style-type: none"> • The pronunciation of <i>in</i>, <i>ün</i> and <i>ian</i> • Use of 哪 • The conjunction 因为……所以 	
<ul style="list-style-type: none"> • The use of 要 to indicate future plans 	

如何使用《欢迎》第一册

TEACHING WITH HUANYING VOLUME 1

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 inquiry common to the theme. This may include people, locations, activities and usual cultural 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体的生活实践上的有什么异同。邀请学生们在班上分享他们所观察到的各个方面，并鼓励学生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，发表一个饮茶所见的演讲，制作一个关于课外活动的摄影拼贴画，或者设计一个课堂规定的招贴画，等等。

Offer extra credit to students who explore further the theme/topic of the unit. Students could use the “Extend Your Knowledge” section following each lesson as a guide to write about a dim sum experience, make a photo collage of extra-curricular activities, or create a poster about class rules, 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

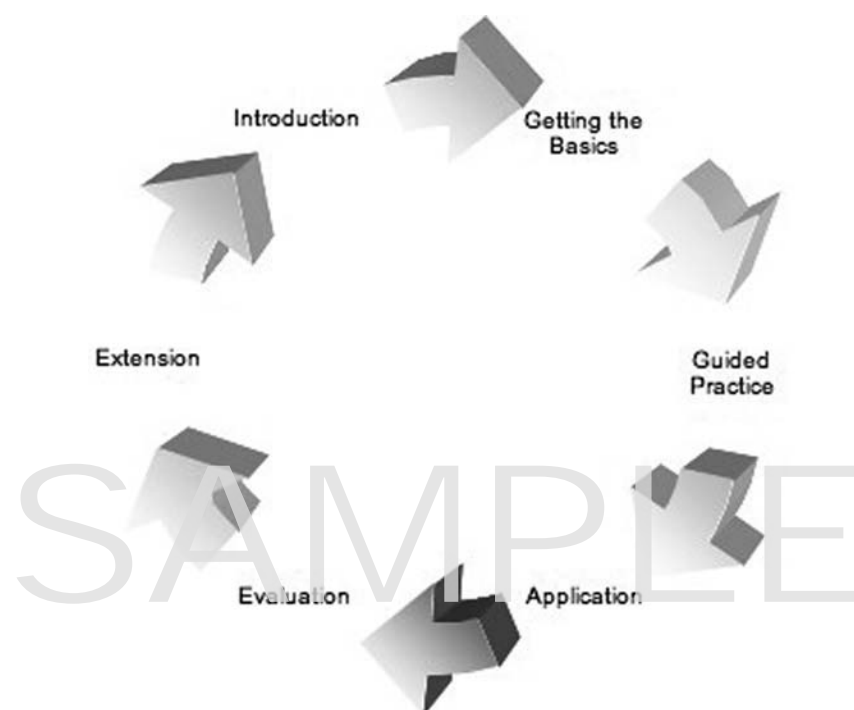
循序渐进的教学 INSTRUCTIONAL SEQUENCE

《欢迎》第一册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》第一册的撰写目的，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》第一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 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 the 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—go beyond the classroom

以上教学流程可以下图演示：These steps can be illustrated as follows:



值得提起注意的是，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 sequence of instruction. They do not correspond to class periods. Please refer to “Pacing and Lesson Planning” for details on how to weave these instructional steps into an organic process of teaching and learning.

主体引入——通向沟通的阶梯

INTRODUCTION: SETTING THE STAGE FOR COMMUNICATION

在开始传授新课以前，教师或许应该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，看看其中条款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 down 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，教师也许可以请学生们完成《练习册》里的一些关于生词和句型的基本练习，以便了解学生对本课基础知识的掌握情况。需要明确的一点是，在这个语言学习阶段，学生们多数还在试图记住课文里介绍的每个生词和句法。他们的语言再生能力或许还不是很明显。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. Teacher 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。这是一个非正式的有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. 要求学生完成就课文回答问题的听力练习。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。课文问题均为是非题，旨在帮助教师考量学生对课文的掌握情况。

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. By completing the yes/no questions regarding the texts, teachers can determine students' real comprehension.

3. 请学生跟录音或教师念课文。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 and imitate the correct sound and cadence of Chinese. When they can understand what they are hearing and saying, they would more likely 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 their contents go 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

当学生们把握了一片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 in the vocabulary, grammar and expressions introduced in a lesson, teachers may guide students through their first language production efforts. There are many teacher-directed and student-centered communicative activities already included 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 the 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。

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

- 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。

Pre-activity instructions not only give teachers an opportunity to assign role sheets and go over the directions, but they also offers students a chance to ask questions about characters, pictures, or necessary expressions used in the activity.

- 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。

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 back their findings.

2. 在组织课堂活动中，教师不必要等每个学生或小组都完成了给定的活动之后才进行下面的活动。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 those of speaking and writing. 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 be used as full class activities, or vice versa. For example, character bingo can be played as a full class game with 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 letter, or summary of an interview. It may be a good idea for teachers to ask students to write a first draft on certain writing assignments. It would also motivate students more if teachers allow students to do rewriting.

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 included in 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 a simulated real life situation.

教学建议 **Suggestions to Teachers:**

1. 在此阶段，教师最好要求学生自发性和创造性地运用语言，而非简单地背诵课文中的句子。开放型的沟通活动，其目的是鼓励学生自觉地使用汉语，提高他们汉语的流利程度。这一点在第四到第六单元中尤其明显。

从课本写作理念上谈，第四到第六单元应该是在一年级的第二学期使用。在这三个单元中，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二年的汉语学习做好准备。

Students should be asked to use language spontaneously instead of memorizing prepared scripts. The purpose of open-ended tasks is to encourage students to use the Chinese language at their own initiative and, in the process, further develop their fluency.

This is particularly true in Units 4–6, which are designed to be taught during the second semester of the first year. Many open-ended activities in Units 4–6 recycle larger amounts of previously learned material. They help students to systematically review and develop their language skills, and therefore, prepare them well for the second 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, 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 choose some groups to listen in on. This would 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。若是有条件的話，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之目的认知之上。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《汉语》系列的人，无论是教师还是学生，都可以不断地、整体性地对他们在语言上的教与学做随时的评估和考量。《汉语》教科书一位教师提供了一下评估方式：

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，并对自己的对单元内容的掌握做一个分析评估。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-assessments 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。以第二单元，2.1课的综合语言练习VII为例，这是一个介绍自己家庭的练习。练习的要求包括带一张全家福的照片，然后按照演讲的问题，把自己要演讲的内容写下来。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 the task completion. Take Unit 2, Lesson 2.1, Integrated Language Practice VII as an example, students are asked to give their classmates a presentation about their own family. The activity directions require that students must bring a family photo, and that their presentation must address three specific questions. This type of assessment requires that students understand the task fully, and that they are 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》第一册为学生提供了下述机会：

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. *Huanying* Volume 1 offers such opportunities through the following sections:

- 多数课文中的“学无止境”部分 *Extend Your Knowledge* following the language notes of most lessons
- 第四到第六单元的“中国文化一瞥” *A Glimpses into Chinese Culture* in Units 4–6
- 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，一个“学无止境”的内容是教学生如何用汉语说一些常见的中餐的名称，并建议学生去中餐馆用汉语点菜，然后在全班分享自己的经历。此类活动对于激发和增进学生对汉语学习的兴趣会十分有效。

Teachers can assign these sections as extra-credit for students to experience, research or share results with the class. For example, one of the *Extend Your Knowledge* sections recommends that students go eat in a Chinese restaurant and report back to their class on their experience. These kinds of activities can help motivate students and increase their interest in the Chinese language and culture.

《欢迎》课程进度与设计范例

PACING AND LESSON PLANNING

《欢迎》第一册是为高中汉语一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》第一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对材料掌握的情况调整适合于自身教学的进度。无论面临何种具体的教学情况，笔者相信教师们都能够从《汉语》第一册中找到多样化的教学活动和资料。

Huanying Volume 1 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 generally should 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 the learning styles of students will find that *Huanying* Volume 1 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上半学期教完第一至第三单元，在下半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》第一册第一单元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。这两个课件设计都是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。各位教师应注意到的是，以下两个课件设计都并未考虑到个别班级的具体特点和个性；也不反映每个教师的教学风格。而且，尽管每个课件设计的范例都尽量使用所有的《欢迎》已经设计的活动和资料，这并不意味着每位教师都非此不可。

The following are two sample lesson plans for Unit 1, Lesson 1.6 and Unit 2, Lesson 2.1 of *Huanying* Volume 1 Part 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 or exercise in the Workbook.

第一单元，第1.6课 第一单元复习

第一天

1. **发音练习。**带学生练习“一”和“不”的变调（发音练习1和2）。这两个练习均列在课本第49页。练习的录音可以在www.cheng-tsui.com的网页上下载。 五分钟
2. **复习问候语和自我介绍用语。**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……？” 十分钟
3. **朗读课文对话。**把学生分成两人一组，请他们分角色朗读1.6的对话一和对话二。注意让学生将对话念两次，以确保每人有机会扮演不同角色。 五分钟
4. **就课文回答问题。**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。 十分钟

5. **请学生完成1.6综合语言练习I：全班活动。**此活动在《练习册》第67页。 十五分钟
6. **阅读课文。**请学生独立阅读（默念）课本第48页上丁明的自我介绍。若希望检查学生的理解程度，可请学生为丁明设计一个名片。 五分钟
7. **小结。**总结今日所学，布置家庭作业。 五分钟

作业：完成1.6汉字练习（综合语言练习VIII），《练习册》第72页。

第二天

1. **发音练习。**带学生练习儿歌《小老鼠》（课本第50页，发音练习三）。练习的录音可以在 www.cheng-tsui.com 的网页上下载。 五分钟
2. **检查作业。**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。 五至八分钟
3. **生词复习。**让学生完成《练习册》第68页上的练习。若是有的学生提前作完，教师可请学生作汉字扩展练习，即为每类汉字多写几个例子。 二至五分钟
4. **结对活动：反虐待动物协会（《练习册》第67页）。**建议：教师或许可以给学生指定动物来做描述。 十五分钟
5. **检查和反思。**这个活动是为总结上述第四个活动而设。请学生在一张纸上写下来两个他们想要收养的动物。鼓励学生尽可能地用汉字对他们所选定的动物做细致描述。建议：可以把活动中的动物图像印成幻灯片，投影于屏幕上。 十分钟
6. **学生互评：请学生们互相交换他们写好的动物描述段落，然后互相评改对方的写作。**鼓励学生用“很好”、“不对”等评语。这个活动常常可以作为结对活动，也可作为小组活动。 五分钟
7. **小结。**总结今日所学，布置家庭作业。 五分钟

作业：完成《练习册》第71页1.6 综合语言练习VII。

第三天

1. **发音练习**。带学生练习儿歌《牵牛花》（课本第50-51页，发音练习四）。练习的录音可以在 www.cheng-tsui.com 的网页上下载。 五分钟
2. **检查作业**（《练习册》第71页1.6, VII）。建议：在白板上画下练习中的表格，请学生到白板上把他们在作业中列出的汉字写下来。 五分钟
3. **结对活动：汉字金字塔**（《练习册》第68页，IV）。建议：最好老师带领全班先做出一个金字塔，然后再让学生分组进行。此外，教师可准备一些小礼品，对建立最大金字塔的小组予以鼓励。 十五分钟
4. **听写**。这个活动的目的是为了承上启下，在进行活动五之前复习所需用的句型。建议：教师可写下六个与《练习册》第69页的综合语言练习V类型相似的句子，然后用这些句子给学生做听写练习。最好请学生把听写结果写在一张纸上。 五分钟
5. **写作练习：重新排列下列的语序**（《练习册》第69页，V）。让学生们独立完成这个练习，然后在全班核对答案。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。 十分钟
6. **教学个人化**。给学生们看你的亲朋好友的照片，让他们就照片提问。 五分钟
7. **小结：总结今日所学，布置家庭作业**。建议：帮助学生复习单元生词，然后过一遍作业中的读物。 五分钟

作业：完成《练习册》第70页综合语言练习VI。

第四天

1. **发音练习**。带领学生朗读儿歌《小板凳》（课本第51页发音练习五）。练习的录音可以在 www.cheng-tsui.com 的网页上下载。 五分钟
2. **检查作业**。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。 八分钟

3. **自我评估**（课本第52页）。请学生完成单元自我评估。
建议：让学生附上自己语言能力的证据，如自我介绍和介绍一个同学。 五分钟
4. **单元小结**。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。 二十分钟

作业：复习第一单元，准备单元考试。

第五天

1. **单元一考试** 四十分钟
2. **介绍第二单元主题：我的家**。请学生参与讨论在这个主题中最可能出现的内容，词语，句子和表达方式是哪些。提醒学生注意有关家庭的文化异同。 五分钟
3. **介绍2.1课的题目：我家有五个人**。问学生以下问题：这五个人可能是谁？你已经会说哪些家人的称呼？鼓励学生尽量用汉语回答问题。 五分钟

作业：预习第2.1课。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。

Unit 1, Lesson 1.6 Unit 1 Review

Day 1

1. **Pronunciation exercises.** Lead students to practice the tone sandhi of 一 and 不 (Textbook, Pronunciation Practice 1 and 2, p. 49). The audio clips can be found online at www.cheng-tsui.com. 5 minutes
2. **Review greetings and introductions.** 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……？ 10 minutes
3. **Read lesson dialogues.** Divide students into pairs and have them role play Lesson 1.6 Dialogues 1 and 2. Make sure that each dialogue is read twice so that each student gets to play different roles each time. 5 minutes

4. **Q&A on lesson dialogues.** Check students' understanding of the lesson dialogues that they have just read by asking questions based on the dialogues. Have students write down their answers on a piece of paper. Go over answers in class by calling on individual students. 5 minutes
5. **Have students complete Lesson 1.6, Integrated Language Practice I: Mixer Activity** in the Workbook (p. 67). 15 minutes
6. **Read lesson text.** Ask students to read individually 丁明's self introduction on p. 48 of the Textbook. To check their understanding, you can ask students to create a business card for 丁明. 5 minutes
7. **Summary.** Summarize today's lesson and explain homework. 5 minutes

Homework: Complete Lesson 1.6 character sheet (Integrated Language Practice VIII, Workbook p. 72).

Day 2

1. **Pronunciation exercises.** Lead students to read aloud the children's rhyme 小老鼠 (Pronunciation Practice 3, Textbook p.50). The audio clips can be found online at www.cheng-tsui.com. 5 minutes
2. **Check homework.** Have students show you the completed character sheet. Ask a few students to write each character on the whiteboard in correct stroke order. 5–8 minutes
3. **Vocabulary review.** Have students complete Integrated Language Practice III in the Workbook on p. 68. For those students who complete this exercise quickly, teachers can ask them to write out more words in each given category. 2–5 minutes
4. **Pair activity: At SPCA (Integrated Language Practice II, Workbook p. 67).** Suggestion: Teachers may want to assign certain pictures for each student to describe. 15 minutes
5. **Check and reflect.** This is a follow-up activity for #4. Ask students to write down on a piece of paper which two animals they are interested in adopting. Encourage them to write as many details about the animals as possible and write in as many characters as possible. Suggestion: Consider putting the animal pictures on an overhead transparency. 10 minutes
6. **Peer critique.** Ask students to swap their writings in #5 and correct each other's work. Encourage them to give each other feedback such as “很好” “不对”. This can be done in pairs or small groups of four. 5 minutes

7. **Summary.** Summarize today's lesson and explain the homework. **5 minutes**

Homework: Complete 1.6 Integrated Language Practice VII, Workbook p. 71.

Day 3

1. **Pronunciation exercises.** Lead students to read aloud the children's rhyme 牽牛花 (Pronunciation Practice 4, Textbook pp. 50–51). The audio clips can be found online at www.cheng-tsui.com. **5 minutes**
2. **Check homework (VII, Workbook p. 71).** Suggestion: Draw the worksheet table on the whiteboard and ask individual students to write down which character belongs to a given category. **5 minutes**
3. **Pair activity: Build A Word Pyramid (Integrated Language Practice IV, Workbook p. 68).** Suggestion: Consider creating one new word pyramid as a class before asking students to work in pairs. Also, prepare some small awards for those groups that have created the most or the biggest pyramids. **15 minutes**
4. **Dictation.** This is a transitional activity that can help students to review the type of expressions they will be rearranging in the following exercise. Suggestion: Teachers may want to write six sentences that use similar but not identical expressions as Integrated Language Practice V, Workbook p. 69. Then read these sentences to students, asking them write down what they hear on a piece of paper. **5 minutes**
5. **Writing exercise: Rearrange the words to make a sentence (Integrated Language Practice V, Workbook p. 69).** Have students complete this exercise 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. **10 minutes**
6. **Personalize.** Show students photos of your family or friends. Have them ask you questions. **5 minutes**
7. **Summarize and explain homework.** Suggestions: Teachers may want to review the characters introduced in Unit 1 and help students to read through the dialogue in the homework assignment. **5 minutes**

Homework: Complete Lesson 1.6 Integrated Language Practice VI, Workbook p. 70.

Day 4

1. **Pronunciation exercises.** Lead students to read aloud the children's rhyme 小板凳 (Pronunciation Practice 5, Textbook p. 51). The audio clips can be found online at www.cheng-tsui.com. **5 minutes**
2. **Check homework.** Suggestion: Consider putting the answer key on an overhead transparency and ask students to correct each other's work. **8 minutes**
3. **Self-Assessment (Textbook p. 52).** Have students complete the self-assessment. Suggestion: Ask students to show evidence of their knowledge and skills by writing a) a self-introduction and b) an introduction of a classmate. **5 minutes**
4. **Summarize the unit.** Suggestions: Use this opportunity to reinforce the fundamental understanding that you would like the students to achieve upon completion of this unit. **20 minutes**

Homework: Review for Unit 1 Test.

Day 5

1. **Unit 1 Test** **40 minutes**
2. **Introduce Unit 2 theme: My Family.** Ask students to anticipate the likely topics, vocabulary and expressions common to the introduction to one's family. Remind students to pay attention to any cultural differences regarding family structure and value. **5 minutes**
3. **Introduce Lesson 2.1 topic: There are Five People in My Family.** Ask students questions such as who the five people indicated in the title of the lesson could be, and which Chinese words about family members the students already know (妈妈, 爸爸, etc.). Try to encourage students to speak as much Chinese as they can. **5 minutes**

Homework: Study Lesson 2.1 vocabulary and read/listen to the lesson texts. By now students should have understood that the word "study" means that they learn the new words in the lesson context; that they need to read aloud the lesson texts following the audio clips posted online at www.cheng-tsui.com; and that they need to read through the Language Notes and jot down any questions they may have about the lesson.

第二单元，第2.1课我家有五个人

第一天

1. **发音练习**。带领学生做课本第60页的发音练习I和II，提醒学生注意j，q，x的发音。练习的录音可以在 www.cheng-tsui.com 的网页上下载。 **五分钟**
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。 **五分钟**
3. **《练习册》第77页，听力练习VI**。这个练习有两个目的：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 的网页上下载。 **五分钟**
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。 **五分钟**
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。建议：在介绍语法时，教师可请学生互问“你家有几个人？你住在哪儿？你爸爸妈妈在哪儿工作”等问题。 **十五分钟**
6. **《练习册》第78页，2.1综合语言练习I**。若条件许可，让学生把答案录下来给你，这样你可检查他们的发音。若是有的学生提前作完，请他们互换答案，互相点评。教师可在此练习进行了七分钟时叫停，核对答案。建议：将答案制成幻灯片，投在屏幕上。 **十分钟**
7. **《练习册》第77页，听力练习V**。这个练习有助于总结今日所学。练习的录音可以在 www.cheng-tsui.com 的网页上下载。 **三分钟**
8. **布置家庭作业** **二分钟**

作业：完成《练习册》第87-88页汉字练习I和II。

第二天

1. **发音练习**。带学生朗读儿歌《七加一》（课本第60页，发音练习3）。练习的录音可以在 www.cheng-tsui.com 的网页上下载。五分钟
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
3. **配配对！**请学生完成《练习册》第85页的生词配对练习。这个练习可以帮助学生复习本课生词，为接下来的生词测验做好准备。三分钟
4. **生词测验**。请复印2.1生词测验学生版。七分钟
5. 《练习册》第76页听力练习III和IV。这个练习可以帮助巩固本课生词和语法。五分钟
6. 《练习册》第79页，**骰子游戏：我应该先去哪儿？**建议：活动前，教师应把骰子发给每个小组，请一位学生给全班念活动要求。然后复习需用的句型（在Place学习）以及城市名。十五分钟
7. 《练习册》第89页，**汉字练习III**。学生做完这个练习后，叫他们互换答案，互评互改。鼓励他们给对方评语，如“很好”“不对”等。这个练习可作结对或小组活动。五分钟
8. **小结**。总结今日所学，布置家庭作业。五分钟

作业：完成《练习册》第86页填字游戏。

第三天

1. 《练习册》第75页，**听力练习I和II**。这两个练习旨在帮助学生提高音调辨别能力。练习的录音可以在 www.cheng-tsui.com 的网页上下载。五分钟
2. **检查作业**。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。五分钟
3. 《练习册》第80页，**小组活动：互相提问**。建议：再让学生分组活动前最好带学生看一下问题，保证每个学生都认识活动中的汉字。若有华裔学生，可请他们示范对话。十分钟

4. **问答。**在上面的活动结束后，教师应考虑让学生学会如何询问别人的家庭情况，作为巩固语言使用的步骤。建议：请学生阅读课文的对话一，然后写出想要问玛丽娅和汤姆的问题。或者教师将任意一张人物照片贴在白板上，请学生们用汉语写下五到八个问题。不要忘记请学生们分享他们写下的问题。 十五分钟
 5. **《练习册》第79页，综合语言练习II。**请学生独立完成这个练习，然后在全班核对答案。建议：可以考虑请学生为自家设计一个家谱。 十分钟
 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。 五分钟
- 作业：完成《练习册》第84页综合语言练习VI。这个练习要求学生做一个“我的一家”的演讲。练习包括写作和口头报告。今日功课是请学生写第一稿。

第四天

1. **发音练习。**请学生朗读儿歌《笔》（课本第61页发音练习4）。练习的录音可以在 www.cheng-tsui.com 的网页上下载。 五分钟
2. **检查作业。**建议：请几个学生在全班念他们所写的草稿，然后请学生点评并提出修改建议。此后可让学生们互换他们的草稿，互相点评修改。 十五分钟
3. **《练习册》第77页，听力练习VII。**这个练习的目的是巩固课文中介绍的表达方式。时至今日学生们应该已经学会了如何写课文中介绍的所有汉字。建议：请学生用汉字回答问题。 五分钟
4. **《练习册》第81-83页，小组活动。**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：带学生读一下每组句子。 十五分钟

5. **教学个人化。**给学生看一张你家人的照片，请他们就照片提问。 五分钟
6. **小结。**总结今日所学，布置家庭作业。提醒学生修改他们“我的一家”的演讲，并准备在课上发表演讲。 五分钟

作业：修改“我的一家”初稿，准备明天的口头报告。

第五天

1. **口头报告：我的一家。**建议：如果你的班较大，可将学生分成五、六人的小组报告。 每人二、三分钟
2. **2.1考试。**请复印考试的学生版。 十五到二十分钟
3. **介绍第2.2课题目：爸爸妈妈。**请学生猜测本课内容，并分享自己对中国人家庭中父母与子女关系方面的了解。鼓励学生尽量用汉语。 五到十分钟

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。

Unit 2, Lesson 2.1 There Are Five People in My Family

Day 1

1. **Pronunciation exercises.** Lead students through Pronunciation Practice I and II (Textbook p. 60), and ask students to pay special attention to the pronunciation of the initials j,q and x. The audio clips for these exercises can be found online at www.cheng-tsui.com. 5 minutes
2. **Review Lesson 2.1 new words.** Divide students in 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 only intends to help students review the vocabulary and get ready for the next activity. 5 minutes

3. **Complete Listening Practice VI on p. 77 of the Workbook.** This exercise services two purposes: first, it shows students how the vocabulary words are used in context; second, it helps the teacher to check for students' understanding of the lesson texts. The audio clips for this activity are online at www.cheng-tsui.com. **5 minutes**
4. **Read lesson dialogues.** Divide students in 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. **5 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. Suggestion: While going over the language notes, teachers can have students ask each other 你家里有几个人？你住在哪儿？你爸爸妈妈在哪儿工作？ **15 minutes**
6. **Complete Integrated Language Practice I, Workbook p. 78.** If you have the equipment, ask students to record their answers and send them to you, so that you could check their pronunciation. If some students finish this exercise before the given time, ask them to swap their work and do peer critiques. Go over the answers after seven minutes. Suggestion: consider putting the answer key on transparency, or scan it into your computer. **10 minutes**
7. **Complete Listening Practice V, Workbook p. 77.** This activity makes a good summary of what students have learned today. The audio clip is online at www.cheng-tsui.com. **3 minutes**
8. **Explain homework.** **2 minutes**

Homework: Complete Chinese Character Practice I and II, Workbook pp. 87–88.

Day 2

1. **Pronunciation exercises.** Lead students to read aloud the children's rhyme 七加一 (Pronunciation Practice 3, Textbook p. 60). The audio clips can be found online at www.cheng-tsui.com. **5 minutes**
2. **Check homework.** Have students show you the completed character sheet. Ask a few students to write each character on the whiteboard in correct stroke order. **5 minutes**
3. **Match Them!** Have students complete Match Them! on Workbook p.85. This is a good way to help students review the vocabulary introduced in the lesson, and prepare them to succeed in the vocabulary quiz which follows. **3 minutes**

4. **Vocabulary quiz.** Make copies of Lesson 2.1 Vocabulary Quiz (Student Copy). See the Appendix in this Teacher's Book. **7 minutes**
5. **Listening Practice III and IV on Workbook p. 76.** This exercise can serve to reinforce the vocabulary and expressions introduced in the lesson. **5 minutes**
6. **Pair activity: My Travel Route in China, Workbook p. 79.** Suggestions: Pre-activity procedures: Teachers distribute dice to each group, and then ask one student to read the directions to the class, making sure students understand how the activity works. Go over the necessary expression (在Place学习) and name of the cities in the list. Post activity: ask a few students to share their travel routes with the class. **15 minutes**
7. **Chinese Character Practice III, Workbook p. 89.** Once students finish this exercise, ask them to swap their work and do peer correction. Encourage them to give each other feedback such as “很好” “不对”. This can also be done in pairs or small groups of four. **5 minutes**
8. **Summary and homework.** Summarize today's lesson and explain homework. **5 minutes**

Homework: Complete the crossword puzzle on Workbook p. 86.

Day 3

1. **Listening Practice I and II, Workbook p. 75.** Continue developing students' acuteness to tones in Chinese. The audio clips can be found online at www.cheng-tsui.com. Reminder: go over the answers with students. **5 minutes**
2. **Check homework.** Suggestion: Consider putting the answer key on an overhead transparency and asking students to correct each other's answers. **5 minutes**
3. **Group activity: Mini-Interviews on Workbook p. 80.** Suggestion: Before dividing students in small groups of four, go over the questions first, making sure that students can read the characters and know how to answer the questions. You can also ask a heritage speaker to model the dialogue with you. **10 minutes**
4. **Asking the questions.** Following the above exercise, teachers may want students to learn how to inquire after one's family. Suggestions: Have students read Dialogue 1 of the lesson text and write down the questions they could ask Maria and Tom. Or post a photo on the white board and ask students to write down five to eight questions that they would like to ask the person in the photo. Encourage students to share what they write in class. **15 minutes**

5. **Integrated Language Practice II, Workbook p. 79.** Have students complete this exercise individually, and then go over the answers in class. Suggestion: Consider asking students to create their own family tree. **10 minutes**
6. **Summarize and explain homework.** 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. **5 minutes**

Homework: Complete Integrated Language Practice VI, Workbook p. 84. This exercise asks students to give a presentation about their family. It involves writing and oral presentation. Ask students to write the first draft today and second draft tomorrow.

Day 4

1. **Pronunciation exercises.** Ask students to read aloud the children's rhyme 笔 (Pronunciation Practice 4, Textbook p. 61). The audio clips can be found online at www.cheng-tsui.com. **5 minutes**
2. **Check homework.** Suggestion: Consider asking a few students to share their work by reading what they have written in class. Then ask the class to comment on the writings and suggest revisions. Afterwards, ask students to swap their writings with each other and do peer critique. **15 minutes**
3. **Listening Practice VII on Workbook p. 77.** This activity is to reinforce the expressions introduced in the lesson. At this point, students should also have learned how to write the characters from memory. Suggestion: Consider ask students to write their answers in characters instead of pinyin. **5 minutes**
4. **Mixer Activity on Workbook pp. 81–83.** This activity requires that students use familiar expressions in a new setting. The possible answers that will generate in this exercise are more fluid than those done in the previous days and require that students have a comprehensive understanding of the materials introduced in the lesson. Suggestions: Go over the sentences listed in all the groups before asking students to choose their new identity. **15 minutes**
5. **Personalize.** Show students photos of your family. Have them ask you questions. **5 minutes**

6. **Summarize and homework:** Remind students that they need to revise their family description and be ready to give an oral presentation based on their script. **5 minutes**

Homework: Revise the first draft of My Family presentation and prepare for the oral presentation, which can be given in class the following day.

Day 5

1. **Oral presentation: My Family.** Suggestion: Consider asking students to give this presentation in small groups of five or six if you have a large class. **2–3 minutes/person**
2. **Lesson quiz.** Make copies of student quiz, which is included in Appendix 1 of this Teacher's Book. **15–20 minutes**
3. **Introduce 2.2 topic: 爸爸妈妈.** Ask students to anticipate the content of the lesson and share any cultural observations that they may have regarding the relationship between Chinese parents and their children. Try to encourage students to speak as much Chinese as they can. **5–10 minutes**

Homework: Study Lesson 2.2 vocabulary and read/listen to the lesson texts. By now students should have understood that the word “study” means that they learn the new words in the lesson context; that they need to read aloud the lesson texts following the audio clips posted online at www.cheng-tsui.com; and that they need to 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

唐代哲学家汉语在《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的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，解惑者也”，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 requirements. The generic lesson plans

included in this chapter are only intended to show teachers how all the materials developed in *Huanying* Volume 1 can be incorporated in day-to-day teaching. It is up to each teacher to adapt these materials and lesson plans based on her individual needs.

例如，若是教师课程师每周四次，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交。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“阅读扩展建议”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) 可见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.

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, record player, or MP3 player)
- 电脑设备 Computer Equipment:
 - a. PC电脑—需安装中文输入软件。 Preferably 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/>
 - d. 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，若是条件不允许，教师可从网上下载所有录音，然后在课堂上播放。
Internet Connections. Since all audio clips are freely accessible from www.cheng-tsui.com, it would 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 onto their computer and play them in class.

- e. 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> for hardware and software requirements.

- 中文骰子。这种骰子可以从以下网页买到：<http://asianideas.com/chdi10pc.html>。 Dice with numbers in Chinese. These dice can be purchased at <http://asianideas.com/chdi10pc.html>.
- 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.
Other teaching materials: Please go to www.orientaltrading.com for gift ideas for class game awards or classroom decoration.

For a list of recommended reading materials that will help develop students' literacy skills, please see <http://my.cheng-tsui.com/huanying>.

华语世界

THE CHINESE-SPEAKING WORLD

教过高中一年级汉语的教师们可能对下述两种情况深有体会：一是你走进教室，发现大部分学生都是华裔子弟，来自不同的华语背景。另外一种情况是大多数学生为非华裔，对学汉语有敬畏之感。如果这两类不同学生合班上课，学生常常会形成两极分化，教师往往会感叹众口难调。如何在一个由不同汉语背景的学生组成的班级中建立团队意识？如何创造一个非华裔学生不感到气馁，华裔学生不觉得无聊的课堂环境？这些是高中汉语教学常常要面临的一个问题。很多有经验的教师都认为，一个比较有效的中和方法是通过介绍华语世界的多元性来培养学生的互助精神，增强学生的自信心，调动学生的积极性。

Many high school Chinese teachers who have taught the beginning Chinese classes may be able to relate to the following scenarios: you walk into the classroom and notice that the majority of students are heritage speakers who have had different levels of exposures to Chinese before; or you have a class with mostly true beginners who are apprehensive about learning Chinese. If you have to teach the two groups in the same classroom—as many of us often do—you may end up with a mixed level class that pulls you into the opposite directions at each given moment. How can we build a learning community that is made up by students with different language backgrounds yet strive toward a common curricular goal? What kind of a classroom environment can we create so that the true beginners won't feel intimidated and the heritage speakers won't feel unchallenged? These are the questions confronting high school Chinese teachers. Many experienced high school Chinese teachers believe that an effective way to negotiate through a multilayered Chinese classroom is to acknowledge the diversity of the Chinese-speaking world, help students share their language and cultural experiences, and, hopefully, nurture a cooperative learning environment in the process.

华语世界是一个比较广泛的概念。它既包括母语为汉语的国家和地区，又包括汉语为官方语言之一的国家和地区，还包括海外华人社群和学习汉语的各国各界人士。如果教师在课堂教学中通过经常性的比较、联想和启发来鼓励学生们分享他们对华语世界的认同，和在汉语

语言方面的知识，那么一个班级的团体意识就可能建立起来。有了团体意识，学生们便可能在课堂活动中互帮互学，共同提高。

The concept of the Chinese-speaking world is a broad one, which includes countries and regions where Chinese is the native tongue, or countries and regions where Chinese is one of the official languages. It also includes the myriad “Overseas Chinese” communities and those who are not ethnically Chinese yet who are studying the Chinese language and culture. If students feel encouraged to share their understanding of the Chinese language and their identification with the Chinese-speaking world through constant comparison, connection and inspiration, they will be more inclined to develop a sense of learning community. With the sense of a learning community, students will be able to help each other, learn from each other, and grow in each other’s company.

以下是几个简单的课堂讨论题目，旨在帮助学生们分享知识，互相了解，也培养他们的一些成就感。

What follows are some discussion topics that teachers may use in class. The purpose of these questions is to help students share what they know, understand each other, and develop a sense of accomplishment.

- 给学生五分钟的时间，先请他们用英文写下来 “What do you know about China” 的问题。然后请学生们在班上分享一下他们对于中国的历史、文化、风俗及汉语的了解。这个活动的目的是使学生看到中国并非一个完全神秘的未知世界。学生们在中小学阶段已经学到了很多关于中国和中文的知识。

Give students five minutes to write down in English their answers to the following questions: What do you know about China? Then ask students to share their answers in class. The purpose of this activity is to enable students to see that China and the Chinese language are not an entirely mysterious and unknown to them. All students entering high school will have learned something about China in their elementary and middle schools.

- 请学生们谈一谈他们对中国文化和语言的多样性和多元化的了解（如人口、民族、方言、地理…）。若是班上有会说方言的学生，可以请他们每人用自己的方言说同样的句子或朗读同一首诗，然后请非华裔学生讨论他们听到的不同之处。这类活动可以帮助非华裔学生了解到华语世界的广泛性，也能促使华裔学生更加珍惜自己的文化传承。

Invite students to share their knowledge of the cultural and linguistic diversity in China. This can be about population, ethnic groups, dialects or geography. If you have heritage speakers who can speak in different dialects, invite them to read aloud a poem in their dialects, and then ask non-native speakers to observe the differences in pronunciation and cadence. This activity will allow non-native speakers to experience the multi-faceted nature of Chinese language and culture, while encouraging heritage speakers to appreciate their own cultural heritage.

- 请学生们谈一谈他们自己对汉语的作为语言的经验。如他们听到的第一句汉语是什么，是在哪儿听到的。他们对汉字罗马化有什么看法。他们对简体字和繁体字有什么样的体验和看法，等等。此类活动的目的是使学生们注意到他们生活中已经接触到的汉语和汉字，从而体会到尽管大家的背景不同，他们都在一定程度上分享共同的生活经验。

Invite students to share their experience with the Chinese language. For example, what is the first Chinese word/phrase they heard? Where did they hear it? Do they know any Chinese loan words in English? How do they feel about the proposal to romanize the Chinese writing system? What are their experiences with simplified or traditional characters? The purpose of such discussion is to help students notice the Chinese language that already embedded in their daily activities. In doing so, students may become aware that, although they may come from different background, they share some common life experiences.

- 用以下的地图给学生介绍一下说汉语的地区和国家，如东南亚、海外华人社区。目的是让学生了解，除了中国大陆和台湾以外，还有许多说汉语的地区和社区。这个问题也可以作为附加分布置给学生，使每个学生都有机会跟他人分享自己的研究结果。

Use the map on the following page to illustrate the Chinese Diaspora, while discussing the countries, regions and communities where Chinese is spoken. The purpose of this activity is to demonstrate to the students that, besides the Mainland China and Taiwan, there are many other places in the world where Chinese is spoken. You can also assign this activity as extra credit to students.



SAMPLE

汉语拼音简介

SUGGESTIONS FOR TEACHING HANYU PINYIN

可用几种方式来练习拼音： You may use pinyin practice in several ways:

- 提供正确的语言模式，让学生跟着你念。 Provide modeling, by asking students to read after you.
- 请学生结对练习。一个学生大声念出每组拼音中的一个，另一个学生把他念的拼音圈出来。 Ask students to work in pairs: one student reads one from each group of pinyin, and the other student circles the one that has been read.
- 请学生个别，结对，在小组里大声朗读。 Ask students to read aloud by themselves, in pairs, or in small groups.
- 老师大声念出每组拼音中的一个，请学生把你念的拼音圈出来。 You read one item from each group of pinyin, and ask students to circle the one that has been read.
- 请学生去以下网站练习。 Ask students to practice pinyin by going to the website: <http://www.courses.fas.harvard.edu/~pinyin/>. (如需下载拼音字体，可去下列网站。 If pinyin fonts need to be downloaded and installed, go to <http://www.ctcfl.ox.ac.uk/Pinyin.htm>)
- 注重发音的准确性。你可采用各种方法纠正学生的发音，比如学生发错了，你不必直接指出，可以重发一遍，让他模仿正确的发音。也可以解释发音错误可能会造成的笑话和误会，从而创造一个以鼓励为主的学习氛围。 Emphasize accuracy by using various methods of correcting students' pronunciation errors, such as responding by providing correct input, asking student to imitate correct pronunciation, and explaining the consequence of a mispronounced sound (misunderstanding and/or humor), while maintaining a supportive and encouraging class atmosphere.
- 对比英语和汉语的发音，帮助学生记住那个声音。 Compare English and Chinese pronunciation when applicable to help students remember the sounds.
- 采用五个C的原则教学，以下是一些例子。 Try to incorporate the principles of 5 C's when teaching pronunciation. The following are some examples:

交流 Communication	文化 Cultures	关联性 Connections	对比 Comparisons	社区 Communities
<p>练习拼音的时候，用常用的词组和短语，比如打招呼，习惯用语，学生的中文名字等。</p> <p>In <i>pinyin</i> practice, use useful words and phrases, greetings, common expressions, and students' Chinese names.</p>	<p>可以用中国地图来练习中国省市的发音，或者用少数民族图来练习发音。这样，可以同时学习有关中国的地理、人口和民族。</p> <p>Use a Chinese map to practice the pronunciation of cities and provinces, or a nationality chart to practice the pronunciation of minorities, while learning about Chinese geography and China's diverse ethnic groups.</p>	<p>采用其它学科的基本概念来练习拼音（如数学课的数字、生物课的动物名称）。让练习在意义上有所相连，而不是分割的无意义练习。</p> <p>Use basic concepts from other subject areas (numbers in a math class, animal names in a biology class) for practice. Make the practice connected to meaning, instead of to isolated sounds.</p>	<p>对比英语和汉语的发音。（如 <i>gee</i> 很象汉语中的拼音 <i>j</i>；英语和汉语的 <i>r</i> 有一些区别等等）。</p> <p>Compare pronunciation in English and Chinese. (For example, the English "gee" sounds like the Chinese initial "j"; the difference between English "r" and Chinese "r").</p>	<p>鼓励学生去了解他们最喜欢的中国菜的正确发音（比如：麻婆豆腐、甜酸肉等等）。</p> <p>Encourage students to find the correct pronunciation for the Chinese dish that they like ("ma po dou fu", "tian suan rou", etc.)</p>

SAMPLE

《欢迎》练习册教学建议

**USING THE *HUANYING*
WORKBOOK ACTIVITIES**

SAMPLE

第一单元 同学们和我

UNIT 1 My Classmates and I

1.1

汉语拼音简介

A Brief Introduction to Chinese Pinyin

一·听力练习 LISTENING PRACTICE

1



1. Read the pinyin initials out loud as you listen to Audio Clip 1-1-1. For the purpose of pronouncing the syllables more easily, we have added a vowel in parentheses to each initial in the chart below.

The 21 Initials

b(o)	p(o)	m(o)	f(o)
d(e)	t(e)	n(e)	l(e)
g(e)	k(e)	h(e)	
j(i)	q(i)	x(i)	
z(i)	c(i)	s(i)	
zh(i)	ch(i)	sh(i)	r(i)
y(i)	w(u)		

This audio CD icon indicates that there is an audio recording for this exercise. Audio recordings are available as downloadable audio files. For information on how to download the audio files for this workbook, please see p. iv of your Volume 1 Textbook.

1

I II

教学建议：以下的声母和韵母表可以不同方式运用于教学，如：

1. 若教室配有投影仪，可将两表投在屏幕上，请学生们跟读。此二表亦可作为每日发音训练之用。
2. 教师也可用此二表教四声。
3. 在教拼音书写规则时也可以用此二表。

Notes to the teacher: The following two tables — initials and finals — can be used in different ways:

1. You can project the two tables on a screen (if your classroom is equipped with it) and ask the students to read after you when you teach them the initials and the finals.
2. You can again use these two tables when you demonstrate the Chinese tones. For example, you can read each row of syllables in different tones and ask the students to read after you.
3. The table of finals also includes spelling rules to follow when the finals beginning with “i,” “u” and “ü” are not preceded by any other initials.

1

- II. Read the pinyin finals out loud as you listen to Audio Clip 1-1-2. (Note that the words in the parentheses are variations of the spelling for the same vowel.)

The 36 Finals

a	ai	an	ang	ao				
o	ou	ong						
e	ei	en	eng	er				
i	ia (ya)	iao (yao)	ie (ye)	iu (iou, you)	ian (yan)	in (yin)	iang (yang)	ing (ying)
	iong (yong)							
u	ua (wa)	uo (wo)	uai (wai)	uei (wei)	uan (wan)	un (uen) (wen)	uang (wang)	ueng (weng)
ü	üe (yue)	üan (yuan)	ün (üen) (yun)					

- III. Read the following groups of pinyin syllables out loud as you listen to Audio Clip 1-1-3.

A.

bā	bá	bǎ	bà
pō	pó	pǒ	pò
mā	má	mǎ	mà
dē	dé	dě	dè
tī	tí	tǐ	tì
nū	nú	nǚ	nù
lū	lú	lǔ	lù
fā	fá	fǎ	fà
gū	gú	gǔ	gù
kē	ké	kě	kè
hū	hú	hǔ	hù
lā	lá	lǎ	là

III

教学建议：这部分练习既可全班跟读，诵读，又可个人单念。教师可根据情况灵活运用。此外，教师还可规定某天只练习某两个声调（如第二声和第三声），并请学生们读出每个音节中的相应声调。

Notes to the teacher: This section can be done first in choir, and then while asking individual student to read each set of four syllables. In addition, this section can be used to practice particular tones that the teacher deems to be necessary to practice for the day (e.g., 2nd and 3rd tone).

B. shē shé shě shè
 zhī zhí zhǐ zhì
 chā chá chǎ chà
 rū rú rǔ rù
 zā zá zǎ zà
 sē sé sě sè
 cī cí cǐ cì
 jī jí jǐ jì
 qī qí qǐ qì
 xī xí xǐ xì
 rē ré rě rè
 xū xú xǔ xù

C. Lā dà jù, chě dà jù,
 Nǐ lái, wǒ qù.*

D. hān hán hǎn hàn
 cāi cái cǎi cài
 chāng cháng chǎng chàng
 lāo láo lǎo lào
 rēn rén rěn rèn
 pēng péng pěng pèng
 tōng tóng tǒng tòng
 diān dián diǎn diàn
 fēi féi fěi fèi

E. xiē xié xiě xiè
 cān cán cǎn càn
 qiāng qiáng qiǎng qiàng
 liāo liáo liǎo liào
 kuī kuí kuǐ kuì
 shēng shéng shěng shèng

*Please visit http://www.cheng-tsui.com/resource_center/huanying to read this rhyme in Chinese characters with English translations.

4 HUANYING 1 WORKBOOK

jiē jié jiě jiè
zhān zhán zhǎn zhàn
liū liú liǔ liù

F. quē qué quě què
hēn hén hěn hèn
chuān chuán chuǎn chuàn
jiā jiá jiǎ jià
xuē xué xuě xuè
gōng góng gǒng gòng
wēi wéi wěi wèi
yīn yín yǐn yìn
wēn wén wěn wèn

G. Yáng liù qīng, fang fēng zhēng.
Yáng liù huáng, tī jiàn máng.*

SAMPLE

IV

教学建议：在每个部分练习之后，请跟学生核对一下答案。

Notes to the teacher: After completing each section, please go over the answers with your students.

IV



IV. Test your knowledge: Listen to Audio Clip 1-1-4 and write the sounds you hear.

A. Write the initials for the words you hear.

Set 1

1. z 2. g 3. l 4. p 5. m 6. n 7. f 8. d 9. k 10. zh

Set 2

1. ch 2. sh 3. j 4. c 5. z 6. x 7. ch 8. q 9. s 10. c

B. Write the finals for the words you hear.

Set 1

1. a 2. e 3. o 4. e 5. i 6. e 7. u 8. e 9. u 10. a

Set 2

1. ie 2. ue 3. ang 4. eng 5. en 6. uan 7. ei 8. ai 9. uo 10. an

*Please visit http://www.cheng-tsui.com/resource_center/huanying to read this rhyme in Chinese characters with English translations.

IV

录音文本1-1-4 A: Text of audio recording 1-1-4 A:

Set 1: 纵, 高, 龙, 胖, 摸, 哪, 分, 等, 克, 卓

Set 2: 陈, 说, 叫, 错, 早, 修, 冲, 穷, 斯, 曾

录音文本1-1-4 B: Text of audio recording 1-1-4 B:

Set 1: 打, 和, 莫, 特, 你, 歌, 路, 克, 普, 法

Set 2: 解, 确, 网, 风, 沉, 乱, 背, 买, 国, 占

V



V. Tones in combination: Read aloud the following groups of pinyin words as you listen to Audio Clip 1-1-5.

A. 1st tone + 1st tone

cānjiā sān tiān qīngchūn gōng bīng
tīngshuō gōng'ān pāndēng kōngjiān

1st tone + 2nd tone

Zhōngguó sēnlín gāoliáng Bōlán
gānquán fēngmáng kānchá wēixié

1st tone + 3rd tone

bīngxuě jiēguǎn shānjiǎn guāngpǔ
kuānzhǎi hē shuǐ sēnglǚ qiānbǐ

1st tone + 4th tone

biānjìng jiēdào huānlè kuānxiàn
shāmò sīzì hōngdòng shōuyì

B. 2nd tone + 1st tone

zuótiān qiánbiān méngjūn xióngxīn
línjū Táiwān dú shū yuánxiān

2nd tone + 2nd tone

báitáng chúmíng bórán wúcháng
mínsú pí máo suícóng Liáoníng

2nd tone + 3rd tone

yáoyuǎn qíngǎn péngyǒu huáixiǎng
jípǐn rénkǒu cóng shǔ láiwǎng

2nd tone + 4th tone

qiánjìng báihuà tiáojiàn wéihù
gémìng wénhuà liánxì lái qù

C. 3rd tone + 1st tone

lǎoshī língxiān shǎngguāng mǔqīn
guǎnjiā wūgōng zuǒbiān kāigē

V

教学建议：这个练习可做家庭作业，也可分成几天做，这样学生不会感到枯燥无味。

Notes to the teacher: This exercise can be either assigned as homework, or divided among several days of class time so that the students won't be bored by the mechanical repetition.

6 HUANYING 1 WORKBOOK

3rd tone + 2nd tone

bǎnqiú shǒutí shěngchéng rǒngcháng
gǒuxióng yěmán huǒchái tǎnrán

3rd tone + 3rd tone (pay attention to tone changes)

tǎngyǐ qǐcǎo lǐcǎi huǐsūn
hǔkǒu dǎohuǐ cǎoběn fǎwǎng

3rd tone + 4th tone

fǎlù dǎoluàn qǔdài rěnsuǒ
shǎnshuò tiěqì xiǎn'è tǐnglì

D. 4th tone + 1st tone

bào guān jiàqī kàngjī lùwēi
wòchē fūwēng liàngguāng guàng jiē

4th tone + 2nd tone

fèichú fùzé bàomíng jiùyuán
gòngtóng liànxí yèyú huàxué

4th tone + 3rd tone

fānguǎn dài kuǎn yòuxiǎo rù'ěr
zànxǔ wàngwǒ mièhuǒ rènkě

4th tone + 4th tone

yùnlù guàncè shìgù qìfèn
zhàndòu suànshù fènnù cìxù

E. 1st, 2nd, 3rd or 4th tone + neutral tone

gēge xiānsheng zhuōzi māma
cūnzi shūfu xuésheng jiějie
yǐzi cìhou xiàchang shìqing
kuàizi bàba dìdi mèimei

VI  **VI. Test your knowledge: Listen to Audio Clip 1-1-6 and mark the correct tones.**

A. Place tone marks on the following syllables.


1. mā 2. wáng 3. jiǔ 4. màn 5. zhōng 6. hēi
7. tóng 8. xuě 9. píng 10. pǐn 11. gāng 12. lù

B. Place tone marks on the first syllable of the following words.

1. lǐxiǎng 2. yǎnxí 3. zhōngguó 4. qiānbǐ
5. lǚguǎn 6. kànshū 7. diànhuà 8. shēntǐ

C. Place tone marks on the second syllable of the following words.

1. kāfēi 2. gōngzuò 3. hēibǎn 4. míngchēng
5. zuòyòng 6. chéngchuán 7. yǔfǎ 8. dǎqiú

VII  **VII. Read the following children's rhymes after your teacher or by following along with Audio Clip 1-1-7.**

A.

Mā ma qí mǎ,
妈 妈 骑 马，
Mǎ màn,
马 慢，
Mā ma mà mǎ.
妈 妈 骂 马。

Mom is riding a horse,
the horse walks slowly,
Mom scolds the horse.

VI
教学建议：这个练习亦可作为拼音测验用。

Notes to the teacher: This exercise can also be used as a pinyin quiz.

VII
教学建议：这个练习是为教师评估学生的发音和每日的“发音热身运动”而设计的。教师们可根据自己学生的情况酌情运用。

Notes to the teacher: This exercise is designed for teachers to evaluate their students' progress on pronunciation. It can also be used as a vocal warm up exercise, depending on the individual teacher's situation.

VI
录音文本1-1-6 A: Text of audio recording 1-1-6 A:
妈，王，九，慢，中，黑，同，雪，凭，品，刚，路

录音文本1-1-6 B: Text of audio recording 1-1-6 B:
理想，演习，中国，铅笔，旅馆，看书，电话，身体

录音文本1-1-6 C: Text of audio recording 1-1-6 C:
咖啡，工作，黑板，名称，作用，乘船，语法，打球

B.

Yī zhī xiǎo huā gǒu, dūn zài dà mén kǒu,
一只小花狗，蹲在大门口，
Liǎng yǎn hēi yǒu yǒu, xiǎng chī ròu gú tóu.
两眼黑黝黝，想吃肉骨头。

A little spotted puppy stays at the door,
With two black eyes fixed on the dog bone.

C.

Liǎng zhī lǎo hǔ, liǎng zhī lǎo hǔ,
两只老虎，两只老虎，
Pǎo de kuài, pǎo de kuài,
跑得快，跑得快，
Yī zhī méi yǎn jīng,
一只没有眼睛，
Yī zhī méi yǒu wěi bā.
一只没有尾巴。
Zhēn qí guài! Zhēn qí guài!
真奇怪！真奇怪！

Two tigers, Two tigers,
Running fast, running fast,
One without eyes, one without a tail.
How strange! How strange!

D.

Mǎn tiān xīng xīng, zhǎ zhǎ yǎn jīng.
 满 天 星 星， 眨 眨 眼 睛。
 Nà kē zuì liàng, zhào dào Běi jīng.
 那 颗 最 亮， 照 到 北 京。

Stars fill up the sky, twinkling brightly.
 The brightest one shines over Beijing.

VIII



VIII. Pinyin Review

A. Test your knowledge of pinyin by answering the following questions in English.

1. How many components does each pinyin word have? What are they?

Three: an initial, a final, and a tone mark.

2. How many initials does the Hanyu Pinyin sound system have?

21

3. How many finals does the Hanyu Pinyin sound system have?

36

4. How many tones does Mandarin have?

4

5. How are the each of the tones marked? Write an example of a word pronounced in each tone.

1st tone: - _____

2nd tone: / _____

3rd tone: ˇ _____

4th tone: \ _____

Neutral tone: no symbol _____

VIII

教学建议：这个练习可作家庭作业，在拼音测验的前一天布置给学生。

Notes to the teacher: This exercise can be assigned the day before the pinyin quiz.

B. Practice for Mastery

1. Write out all the pinyin initials in the space given below.

b, p, m, f, d, t, n, l, g, k, h, j, q, x, zh, ch, sh, r, z, c, s, (y), (w)

2. Transcribe the following letters with tones indicated by numbers into proper pinyin with tone marks.

- | | | | |
|---------------------------------------|-------|--------------------------------------|-------|
| a. wo ³ men | _____ | b. zu ³ guo ² | _____ |
| c. shi ⁴ jie ⁴ | _____ | d. ren ² min ² | _____ |
| e. mei ³ li ⁴ | _____ | f. ye ² ye | _____ |
| g. xue ² xiao ⁴ | _____ | h. lao ³ shi ¹ | _____ |
| i. sheng ¹ ri ⁴ | _____ | j. kuai ⁴ le ⁴ | _____ |

3. Read aloud the following rhyme, paying special attention to the tones.

Tiān cāng cāng, yě máng máng,
天 苍 苍，野 茫 茫，
Fēng chuī cǎo dī jiàn niú yáng.
风 吹 草 低 见 牛 羊。

The gray sky is vast, the land is boundless,
When wind blows the grass, herds are seen.

1.2

丁老师
Our Teacher

一 · 听力练习 LISTENING PRACTICE

I. Tone Recognition Practice

Below are six pairs of phrases. Each pair has the same spelling but different tones. Circle the ones you hear in Audio Clip 1-2-1.

- | | | | |
|---|------|---|------|
| A. shíshì
(current affairs) | 时事 | shìshí
(facts) | 事实 |
| B. rénmíng
(person's name) | 人名 | rènmìng
(to nominate) | 任命 |
| C. dàoguòlái
(to turn upside down) | 倒过来 | dǎoguòlái
(to switch) | 倒过来 |
| D. mǎi miànbāo
(to buy bread) | 买面包 | mài miànbāo
(to sell bread) | 卖面包 |
| E. búyào lán de
(not want the blue ones) | 不要蓝的 | búyào làn de
(not want the rotten one) | 不要烂的 |
| F. xūyào liànxí
(need practice) | 需要练习 | xūyào liánxì
(need to contact) | 需要联系 |

II. Place tone marks on the following pinyin words you hear in Audio Clip 1-2-2.

- | | | | |
|-------------------------------|------------------------------------|-------------------------------------|------------------------------------|
| A. nùqì
怒气
anger | B. núqì
奴气
slavish obedience | C. huàhuàr
画画儿
draw a picture | D. huàhuār
画花儿
draw a flower |
| E. yǒuyì
有意
intentional | F. yǒuyí
友谊
friendship | G. liànxí
练习
practice | H. liánxì
联系
contact |

I II

教学建议：以下两个练习的目的是帮助学生区分四声，并建立“声不同就可能字不同，字不同就可能意不同”的概念。

Notes to the teacher: The following two exercises are designed to help the students distinguish the tones in Mandarin. They can also help students to be aware that “different tones may refer to different characters, and different characters may carry different meanings.”

I. tongzhi 同志 comrade	J. tōngzhī 通知 announcement	K. jiējí 阶级 social class	L. jieji 劫机 hijack a plane
-----------------------------	----------------------------------	--------------------------------	----------------------------------

III. Place tone marks on the following pinyin phrases you hear in Audio Clip 1-2-3.

- A. yīqiāng rèxuè*
- B. yúgōng yíshān
- C. yègōng hàolóng
- D. jǐngdǐ zhīwā
- E. shuǐzhōng lāoyuè
- F. hújiǎ hǔwēi

IV. Mark the tones for the pinyin syllables you hear in Audio Clip 1-2-4.

- A. ma (3) B. wang (4) C. jiu (4) D. man (3) E. zhong (4) F. hei (1)
- G. tong (3) H. xue (3) I. ping (1) J. pin (2) K. gang (3) L. lu (2)

V. Place the tone marks on the second syllable of the following words you hear in Audio Clip 1-2-5.

- A. lǐxiang (3) B. yǎnxi (2) C. zhōngguo (2) D. qiānbǐ (3)
- E. lǚguan (3) F. kànshu (1) G. diànhua (4) H. shēntǐ (3)

*Please visit http://www.cheng-tsui.com/resource_center/huanying to read these phrases in Chinese characters with English translations.

III

录音文本1-2-3: Text of audio recording 1-2-3:

- A. 一腔热血
- B. 愚公移山
- C. 叶公好龙
- D. 井底之蛙
- E. 水中捞月
- F. 狐假虎威

IV

录音文本1-2-4: Text of audio recording 1-2-4:

- A. 马 B. 忘 C. 就 D. 满 E. 重 F. 黑
- G. 桶 H. 雪 I. 乒 J. 贫 K. 港 L. 卢

V

录音文本1-2-5: Text of audio recording 1-2-5:

- A. 理想 B. 演习 C. 中国 D. 铅笔 E. 旅馆
- F. 看书 G. 电话 H. 身体

VI. True or False?

Listen to the dialogue recording from this lesson (Audio Clip 1-2-6). Based on the information in the dialogues, decide if the statements you hear in Audio Clip 1-2-6 are true (对) or false (错).

- A. The teacher's surname is Ma. 对 错
- B. The female student is Maria. 对 错
- C. The proper greeting to the teacher is "Nǐ hǎo!" 对 错
- D. When class is over, the teacher says: "Zài jiàn!" 对 错

VII. Who's Speaking?

Listen to the following five dialogues in Audio Clip 1-2-7. All the names mentioned in the dialogues are listed below. Draw a line between each pair of speakers who have exchanged names. One of the names is not mentioned.

Mù Lán	Xiǎo Míng
Yuēhàn	Wáng Lěi
Wáng Lǎoshī	Jiémǐ
Mǎlì	Mǎliyà
Mèng Xiǎolín	Dīng Lǎoshī

VIII. Listen to what each person says in Audio Clip 1-2-8 and select the most appropriate response.

- A. 1. Nǐ hǎo. 2. Nín hǎo.
- B. 1. Nǐ hǎo. 2. Nín hǎo.
- C. 1. Nǐ hǎo. 2. Zài jiàn.
- D. 1. Zài jiàn. 2. Wǒ shì Zhāng Lì.
- E. 1. Zài jiàn. 2. Nín hǎo.

VII

录音文本1-2-7: Text of audio recording 1-2-7:

- 1. 你好。我是丁老师。你呢? 4. 我是孟晓林。你呢?
 您好。我是约翰。 我是杰米。
- 2. 你好。我是木兰。 5. 您好, 王老师!
 你好。我是王磊。 你好, 丁老师!
- 3. 马丽, 再见! 小明, 再见!

VIII

录音文本1-2-8: Text of audio recording 1-2-8:

- 1. 嘿, 小红, 你好你好! 4. 我是王老师, 你呢?
- 2. 你好! 我是丁老师。 5. 老师, 再见!
- 3. 汤姆, 再见!

IX

教学建议：教师应在此一练习开始以前把练习中介绍的打招呼方法带读一下。

Notes to the teacher: Please ask the students to read after you the additional greetings in Chinese before starting this activity.

IX

IX. In addition to “Nǐ hǎo” and “Nín hǎo,” there are other ways to greet people in Chinese. Some commonly used expressions are:

早！	Zǎo!	Morning!
早上好！	Zǎoshang hǎo!	Good morning!
晚上好！	Wǎnshang hǎo!	Good evening!
大家好！	Dàjiā hǎo!	Hello, everybody!

Word Bank

1. Nǐ hǎo.	2. Nín hǎo.	3. Nǐ zǎo.
4. Zǎoshang hǎo.	5. Wǎnshang hǎo.	6. Dàjiā hǎo.

Listen carefully as people greet each other in Audio Clip 1-2-9. Choose one expression from the above list and write its number next to the letter of the utterance.

A. 5 B. 3 C. 2 D. 4 E. 6 F. 1

X

教学建议：教师应在此一练习开始以前把练习中介绍的打招呼方法带读一下。

Notes to the teacher: Please ask the students to read after you the additional greetings in Chinese before starting this activity.

X

X. In addition to “Zàijiàn,” there are other ways to say goodbye in Chinese. Some commonly used expressions are:

一会儿见！	Yīhuìr jiàn!	See you later!
明天见！	Míngtiān jiàn!	See you tomorrow!
学校见！	Xuéxiào jiàn!	See you at school!
再会！	Zàihùi!	Goodbye!

Word Bank

1. Zài jiàn!	2. Yīhuìr jiàn!	3. Míngtiān jiàn!
4. Xuéxiào jiàn!	5. Zàihùi!	

Listen carefully as people say goodbye to each other in Audio Clip 1-2-10. Choose one expression from the above list and write its number next to the letter of the utterance.

A. 5 B. 3 C. 2 D. 1 E. 4 F. 5

IX

录音文本1-2-9: Text of audio recording 1-2-9:

- | | |
|--------------|-------------|
| A. 各位听众，晚上好！ | D. 老师们，早上好！ |
| B. 你早，老王！ | E. 同学们，大家好！ |
| C. 张先生，您好！ | F. 马丽娅，你好！ |

X

录音文本1-2-10: Text of audio recording 1-2-10:

- | | |
|-------------|------------|
| A. 各位听众，再会！ | D. 老师，再见！ |
| B. 老丁，明天见啊！ | E. 我们学校见！ |
| C. 一会儿见，汤姆！ | F. 玛丽娅，再会！ |

- XI XI. Listen to Audio Clip 1-2-11 and fill in the blanks with the correct name. Please write in pinyin.

Person	Name
Person 1	Wáng Lěi 王磊
Person 2	Zhāng lǎoshī 张老师
Person 3	Yuēhàn 约翰
Person 4	Mùlán 木兰

二·综合语言练习 INTEGRATED LANGUAGE PRACTICE

I. Who Are They?

You have met the three people depicted in the pictures below. Imagine that you run into them on campus. How would you greet them? Please write your greetings in Chinese characters in the spaces given.



你好，玛丽娅。



汤姆，你好。



您好，丁老师。

I II

教学建议：练习一和练习二可以作为会话或写作练习。如果学校有语音室，你可以请学生把他们回答录下来。你需要给学生一个时间限制，比如，三分钟准备，两分钟录音。

Notes to the teacher: Activities I and II can be used as both speaking and writing exercises. If you have language lab facilities, ask the students to record their answers. You may wish to set a time limit. For example, give students three minutes to prepare for the answers and two minutes to record their answers.

XI

录音文本1-2-11: Text of audio recording 1-2-11:

1. 你们好。我是王磊。
2. 你好。我是张老师。你呢？
3. 你好。我是约翰。
4. 你好。我是木兰。

附录一：单元测验及考试

APPENDIX 1: Unit Quizzes and Tests

Quizzes and Unit Test (Unit 1)

备注：

- 每课（1.1和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 1.1 and 1.6) contains two quizzes: a vocabulary and a general quiz. You may use the vocabulary quiz before starting 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 should be given at the end of this unit. You may use the entire test or parts of the test, depending on your needs.

学生版

姓名： _____

第 _____ 班

1.1 Quiz

A. Circle the pinyin syllable that your teacher has read from each pair.

- | | | | |
|----------|-------|---------|-----|
| 1. gāng | kāng | 2. jīu | qīu |
| 3. sǐ | shǐ | 4. qīng | qīn |
| 5. bèi | pèi | 6. zhá | chá |
| 7. shàng | chàng | 8. mán | nán |
| 9. lài | lèi | 10. kǎo | kǒu |

B. Add tone marks to the following pinyin syllables as your teacher reads them.

- | | |
|-------------|-------------|
| 1. Zhongguo | 2. Hanyu |
| 3. xuesheng | 4. zaijian |
| 5. laoshi | 6. xuexi |
| 7. mingzi | 8. mama |
| 9. dianhua | 10. duoshao |

1.1 Quiz (答案)

A. Circle the pinyin syllables that your teacher has read from each pair.

(**Teacher:** Please read aloud the circled syllables from the following list.)

- | | | | |
|-----------------------------------|------------------------------|----------------------------------|------------------------------|
| 1. <input type="checkbox"/> gāng | kāng | 2. jīu | <input type="checkbox"/> qīu |
| 3. <input type="checkbox"/> sǐ | <input type="checkbox"/> shǐ | 4. <input type="checkbox"/> qīng | qīn |
| 5. bèi | <input type="checkbox"/> pèi | 6. zhá | <input type="checkbox"/> chá |
| 7. <input type="checkbox"/> shàng | chàng | 8. mán | <input type="checkbox"/> nán |
| 9. là | <input type="checkbox"/> lèi | 10. kǎo | <input type="checkbox"/> kǒu |

B. Add tone marks to the following pinyin syllables as your teacher reads them.

- | | | | | | |
|-------------|----|-----|-------------|----|-----|
| 1. Zhongguo | 中国 | 1-2 | 2. Hanyu | 汉语 | 4-3 |
| 3. xuesheng | 学生 | 2-0 | 4. zaijian | 再见 | 4-4 |
| 5. laoshi | 老师 | 3-1 | 6. xuexi | 学习 | 2-2 |
| 7. mingzi | 名字 | 2-4 | 8. mama | 妈妈 | 1-0 |
| 9. dianhua | 电话 | 4-4 | 10. duoshao | 多少 | 1-3 |

学生版

姓名： _____

第 _____ 班

1.2 Vocabulary Quiz

Here are some new words from Lesson 1.2. Write the word (in pinyin or characters) next to the English meaning.

you	
good	
good-bye	
teacher	
I	
is	
you (respectful form)	

学生版

4.

- a. 谢谢！ b. 再见！ c. 没关系。

5.

- a. 杭州。 b. 我不住在北京。 c. 你也住在上海吗？

Part 2. Grammar and Usage

Section 1: Vocabulary

Directions: Please write out the pinyin pronunciation (including tone marks) for the following words/phrases in Chinese. (10 points)

- | | |
|--------------|--------------|
| 1. 你好 _____ | 2. 再见 _____ |
| 3. 对不起 _____ | 4. 没关系 _____ |
| 5. 请问 _____ | 6. 汉语 _____ |
| 7. 学习 _____ | 8. 老师 _____ |
| 9. 谢谢 _____ | 10. 朋友 _____ |

Section 2: Scrambled Sentences

The following sentences are scrambled. Rearrange the words to make grammatically correct sentences. (10 points)

1. 认识 高兴 你 很。
2. 他 汉语 学习 吗？
3. 在 你 不 上海 吗 住？
4. 老师 的 汉语 号码 是 电话 6334-5673。
5. 也 好 我 很 朋友。

学生版

Section 3: Writing

Task 1: You are asked to write a self-introduction to your Chinese pen pal. What would you write about yourself? Please write your sentences in the space given below (at least 4 sentences). Please note that each character and punctuation should occupy one square. (10 points)

Task 2: Maria is introducing Kelly to David. What could they be saying? Reconstruct their conversation in the space given below. (10 points)



第一单元考试 Unit 1 Test (答案)

Part 1. Listening Comprehension

Section 1: Short Questions

In this section you will hear five questions in Chinese. These questions will be read aloud by your teacher. Listen carefully to the questions and then write down your answers based on your own situation. Each question will be read twice. (15 points)

(Teacher: Please read the following statements twice.)

(Students' own answers.)

1. 你姓什么？
2. 你好吗？
3. 你家住在哪儿？
4. 你的汉语老师姓什么？
5. 你的电话号码是什么？

Section 2: Rejoinders

Directions: In this section you will hear parts of conversations. After each partial conversation, three possible responses are given. Circle the response that best completes each conversation in a logical and culturally appropriate manner. (5 points)

1. 你好，李雪梅！
a. 谢谢，丁老师！ b. 您好，丁老师！ c. 再见，丁老师！
2. 你好吗？
a. 你好！ b. 我好！你呢？ c. 很好，谢谢！
你呢？
3. 请问，你们认识吗？
a. 我姓林。 b. 不认识。 c. 对不起！

教师版

4. 对不起！

a. 谢谢！

b. 再见！

c. 没关系。

5. 你住在哪儿？

a. 杭州。

b. 我不住在北京。

c. 你也住在上海吗？

Part 2. Grammar and Usage

Section 1: Vocabulary

Please write out the pinyin pronunciation (including tone marks) for the following words/phrases in Chinese. (10 points)

1. 你好	nǐhǎo	2. 再见	zàijiàn
3. 对不起	duìbùqǐ	4. 没关系	méi guānxi
5. 请问	qǐngwèn	6. 汉语	Hànyǔ
7. 学习	xuéxí	8. 老师	lǎoshī
9. 谢谢	xièxie	10. 朋友	péngyou

Section 2: Scrambled Sentences

The following sentences are scrambled. Rearrange the words to make grammatically correct sentences. (10 points)

1. 认识 高兴 你 很。
认识你很高兴。

2. 他 汉语 学习 吗？
他是汉语学生吗？

3. 在 你 不 上海 吗 住？
你不住在上海吗？

4. 老师 的 汉语 号码 是 电话 6334-5673。
汉语老师的电话号码是63345673。

教师版

5. 也 好 我 很 朋友。
我朋友也很好。

Section 3: Writing

Task 1: You are asked to write a self-introduction to your Chinese pen pal. What would you write about yourself? Please write your sentences in the space given below (at least 4 sentences). Please note that each character and punctuation should occupy one square. (10 points)

Task 2: Maria is introducing Kelly to David. What could they be saying? Reconstruct their conversation in the space given below. (10 points)



玛丽娅：大卫，你好！你们认识吗？这是我的朋友凯丽。

大卫：你好，凯丽。认识你很高兴。

凯丽：你好，大卫！认识你也很高兴。