

Field Test Edition

Teacher Guide

for Chinese Odyssey

Volume 1



Copyright © 2006 Johns Hopkins University.
Published by Cheng & Tsui Company, Inc., Boston.

© Cheng & Tsui Company, Inc.
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.

We welcome your feedback to help us make this teacher guide,
as well as all our publications, more meaningful to you.

Please write to us at editor@cheng-tsui.com.

Chinese Odyssey Volume 1 Textbook

ISBN 0-88727-452-8 (Traditional character edition)

Chinese Odyssey Volume 1 Textbook

ISBN 0-88727-457-9 (Simplified character edition)

Chinese Odyssey Volume 1 Workbook

ISBN 0-88727-453-6 (Traditional character edition)

Chinese Odyssey Volume 1 Workbook

ISBN 0-88727-458-7 (Simplified character edition)

Chinese Odyssey Volume 1 CD-ROM (Individual)

ISBN 0-88727-432-3 (Traditional and Simplified character edition)

Chinese Odyssey Volume 1 CD-ROM (Multiple Station License)

ISBN 0-88727-491-9 (Traditional and Simplified character edition)

Chinese Odyssey Volume 1 Audio CDs (Individual)

ISBN 0-88727-455-2

Chinese Odyssey Volume 1 Audio CDs (Campus Server License)

ISBN 0-88727-562-1

Chinese Odyssey Volume 1 Audio CDs (Lab Duplication License)

ISBN 0-88727-464-1

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”™

For more information about the *Chinese Odyssey* series and its book, software, and audio components, please visit www.cheng-tsui.com.

Contents



<i>Preface</i>	v
Lesson 1: Introduction to Chinese Phonetics	1
Lesson 2: Basic Greetings	13
Lesson 3: How's Your Family?	21
Lesson 4: How's It Going?	35
Lesson 5: How Do You Make a Living?	51
Lesson 6: Doing Homework	69
Lesson 7: Welcoming Guests	85
Lesson 8: Asking Someone's Name	101
Lesson 9: Looking for Someone	117
Lesson 10: Introducing Friends	133
<i>Appendix: Sample Syllabus</i>	149

Preface



The *Chinese Odyssey* series, an innovative multimedia language courseware for learning Chinese, is the first set of instructional materials that truly enables teachers to incorporate technology into Chinese curriculum. It covers three years of Chinese language instruction with a total of six volumes. The primary goal of this Teacher Guide is to “抛砖引玉 pāo zhuān yǐn yù.”

Designed for high school, college, and adult learners, *Chinese Odyssey* teaches the full scope of language learning skills—listening, speaking, reading, and writing—in addition to grammar. And because it is completely multimedia-based, *Chinese Odyssey* provides unique access to video, audio, images, and interactive exercises, adding a new dimension of flexibility and richness to the language learning experience.

There is a saying in Chinese that states, “Well begun is halfway to success.” Students should start their journey into Chinese learning by establishing a solid foundation of good pronunciation and intonation, as it is time-consuming and difficult to correct problems of this nature later on. Thus, via a variety of exercises in the first volume, we help students develop solid pronunciation, intonation, and pinyin skills. We have also introduced basic greetings and conversational skills.

Year-by-Year Learning Objectives

First Year (Volumes 1 and 2)

The first year is designed to teach the basic survival skills you will need to communicate in Chinese. The exercises concentrate heavily on spoken language and pronunciation, with a special focus on pinyin and tones in Volume 1. In Volume 2, pronunciation exercises are gradually replaced by more communicative and grammar-based exercises.

Second Year (Volumes 3 and 4)

In your second year of studying Chinese, you will complete the basic groundwork in Chinese, and you’ll learn more about Chinese grammar. At this point, you should become more comfortable with Chinese customs and will be able to communicate about daily tasks with Chinese people. By the end of this year, you will have gained the necessary language skills for living in China.

Third Year (Volumes 5 and 6)

At this level, you will be continuously honing your language skills and cultural understanding. You will develop the skills necessary to carry on a high-level discussion in Chinese, expressing your opinions as you talk about issues related to current events, Chinese society, politics, economics, the education system, and aspects of Chinese culture such as food, holidays, and Chinese medicine. You will also begin to learn the written form of Chinese, which is different from the modern spoken form of the language.

Chinese Odyssey's Pedagogical Approach

Why Multimedia Is Best

In the past, most education took place in a classroom environment and was based primarily on interaction between the teacher and student. Today, people of all ages and backgrounds are seeking to enhance their language experience with multimedia tools. As a completely stand-alone multimedia courseware, *Chinese Odyssey* lets you effectively manage your own learning. Using the multimedia CD-ROMs, you can instantly see whether you've completed an exercise correctly, get explanations of answers, and record your exercise scores. You can participate in a variety of interactive situations that allow you to practice what you have learned. Thus, you can set your own pace and focus on your perceived areas of weakness.

The multimedia format easily accommodates students of varying backgrounds, skill levels, and aptitudes. For example, beginning students can spend more time learning to write Chinese characters by following animated stroke order, or focus on pronunciation drills. In the second and third years, students can take advantage of online resources—such as links to Internet pages related to lesson topics—which will enrich their learning experience. In short, for students, using the multimedia program is like having a private tutor.

Within the realm of traditional classroom-based instruction, the *Chinese Odyssey* courseware enables instructors to more effectively use their limited instructional hours for interaction with their students rather than for mechanical drills. For example, using the multimedia CD-ROM, students can do drills and exercises as well as review the lesson on their own time. This frees up class time for more meaningful interaction between teachers and students. Because the courseware contains a score-keeping function, language instructors don't have to spend lots of time grading students' homework. Instructors can simply ask students to print out their exercise score reports, which will automatically indicate the students' performance as well as the time taken to complete the exercise. Moreover, students absent from class can take their portable CDs with them in order to keep up with lessons, without having to use too much of the instructor's time to make up the class.

A Note about the Exercises

Chinese Odyssey contains sophisticated multimedia exercises in grammar and the four basic language skills—listening, speaking, reading and writing. In order to prepare you to take the *Hanyu Shuiping Kaoshi* (HSK), the Chinese Proficiency Test given by the Chinese government, some of the exercises are in HSK format (see “How *Chinese Odyssey* Provides Preparation for the HSK” below). Other multimedia exercises include matching games and pre-recorded dialogues that you can engage in with the computer; we hope that such activities are able to bring some fun and interaction to Chinese learning.

Why We Introduce Idiomatic Colloquial Speech

Rather than teaching artificial textbook “language,” which can be limited by vocabulary and grammar, we introduce authentic idiomatic colloquial speech to make learning more real and the everyday spoken language more accessible. Heritage students and those who are highly motivated to learn can simply memorize the colloquial speech without a need to analyze the grammar. Those who have limited time do not have to memorize the idiomatic colloquial speech.

Topics in *Chinese Odyssey*

The course material contains practical topics such as greeting people, entertaining guests, opening a bank account, or going to the post office, as well as contemporary topics such as dating and opening a cell phone account. Before writing *Chinese Odyssey*, we held a series of discussions with our students in order to select topics that would be, from a learners’ perspective, both interesting and practical. For example, dating is a topic that students love because it helps to bring Chinese learning from academia into their everyday world.

Settings in *Chinese Odyssey*

The settings in *Chinese Odyssey* are designed to mirror the real experiences of students learning Chinese. In the first year, most students begin their language-learning journey in their home country. During the second and third years, however, students tend to travel abroad to enhance their language-learning experience in the target country of their chosen language. Thus, in parallel, our courseware begins in the home country of the novice Chinese learner, and then shifts to China, with increasingly sophisticated scenes as the students themselves advance in their language skills.

Curriculum Planning

Each year of *Chinese Odyssey* covers two volumes of material, with 20 lessons for each of the first two years (approximately 5–6 instructional hours per lesson), and 10 lessons for the third year (approximately 9–10 instructional hours per lesson). To facilitate learning and teaching, we have tightly controlled the number of vocabulary words and the length of the text in each lesson. Grammar is graded in terms of level of difficulty, and difficult grammar points such as verb complements usually appear more than once: first to introduce basic concepts and later with increasingly detailed explanations and practice.

How *Chinese Odyssey* Provides Preparation for the HSK

In addition to providing a rigorous Chinese language course, *Chinese Odyssey* is designed to prepare you for taking the *Hanyu Shuiping Kaoshi* (HSK), a proficiency-based, standardized aptitude test issued by the Chinese government. If you want to study abroad or work in China, you will eventually have to take this test. *Chinese Odyssey's* testing software is modeled after the HSK, to give you a sense of what the actual exam is like and help you prepare for the exam.

A Tour through *Chinese Odyssey*

Textbook

Text

Each lesson is introduced with a dialogue, which we refer to as the lesson's "text." Based on the experiences of a group of friends studying Chinese, the dialogues reflect the daily life of a typical university student. The situations in each of the lessons are real-life situations that you might encounter upon visiting or preparing to visit China, such as asking for directions, ordering food at a restaurant, or applying for a visa to study abroad. We have also incorporated a range of cultural material, including common idioms and slang, to enhance your working knowledge of Chinese culture and tradition.

Vocabulary

Because Chinese is a non-alphabetic language, it is often fascinating but time-consuming for beginning students to learn the written form. To make it easier, we have divided the vocabulary in Volume 1 of the first year into the following two types:

- **Basic:** Basic vocabulary consists of common words that are used in everyday conversation. You will practice listening, speaking, and reading these words, but will not be responsible for writing them by hand.

- **Core:** From the pool of basic vocabulary words, there is a smaller set of core vocabulary, which you should learn to write. In the vocabulary lists, these core vocabulary words are starred. Throughout *Chinese Odyssey*, you'll also find the following lists of words in the Vocabulary section.
- **Notes:** Explain special expression or idioms that appear in the texts. These special expressions are not required for you to learn, but because they are fun and convey something interesting about Chinese culture, most students enjoy learning them.
- **Spoken Expressions:** Part of the required basic vocabulary, these are colloquial expressions that you'll encounter frequently in everyday conversation.
- **Featured Vocabulary:** Contains further explanations and examples for the more difficult-to-use or commonly confused words and phrases.
- **Supplementary Vocabulary:** Additional words related to the lesson topic. Not required for you to learn.

Starting in Volume 3 of the second year, we have included a background paragraph as a preface to the opening dialogue, which provides cultural information you need to understand the text. In the third year, the opening passages become more sophisticated as more written language is introduced, and the dialogues are shortened accordingly.

Phonetics

This section (Lessons 1–8 in Volume 1) teaches you how to pronounce Chinese using pinyin, the standard Romanization system. This section includes phonetic presentations along with exercises such as distinguishing tones, distinguishing sounds, pronunciation practice, and sight-reading to help you master pinyin.

Character Writing

This section (Lessons 2–8 in Volume 1) presents Chinese character composition, stroke types, stroke order, and radicals along with a Chinese character box to help students practice handwriting.

Grammar

This section presents 3–5 grammar points related to the text in each lesson. The structures are introduced progressively from simple to complex and are displayed in chart form with plenty of supporting examples, making them accessible and easy to use for reference or self-study. You will start by learning parts of speech and the basic word order of a Chinese sentence. Gradually, you will begin to form more complex sentences using new grammatical structures, learn more function words (words with no substantial meaning, but specific grammatical roles), and more complex conjunctions unique to the Chinese language. Throughout the grammar sections, there are short “Practice” exercises that allow you to apply the grammar points you've just learned.

Textbook Exercises

In each lesson of the textbook, we have added some classroom-based exercises to give you an opportunity to practice what you have learned with your teacher and your classmates. The textbook exercises focus on grammar and general understanding of the lessons. This allows the teacher to check whether you understand the materials presented in class and give you feedback as you develop your skills.

Workbook

Each of the volumes of *Chinese Odyssey* includes a workbook that contains four sections: listening, speaking, reading, and writing. Each of the sections has 2–4 tasks, starting at an easy level and gradually becoming more difficult as your skills progress. For example, in the listening section you first might be asked to listen to a set of Chinese phrases and select the corresponding English. Later on, you might hear a short conversation or monologue and be asked to respond to questions based on the text. The speaking exercises emphasize pronunciation, intonation, and conversational skills along with correct grammatical structure. Reading and writing exercises measure your ability to respond to authentic sections of Chinese text or interact in a real-life situation you might encounter (writing an e-mail, filling out a form, writing a summary based on web research, etc).

Multimedia CD-ROM Set

The multimedia CD-ROM is a stand-alone courseware, and includes the same wide range of activities covering listening, speaking, reading, writing, and grammar that you'll find in the textbook and workbook. In addition, the multi media CD-ROM includes interactive activities and detailed explanations for the practice material, and offers the following technological advantages to help you further improve your language skills:

- A variety of images, video, audio, and readings that incorporate all the basic language skills in a dynamic multimedia environment.
- An interactive platform that allows you to engage in pre-recorded dialogues with the computer.
- Voice-recording capability that allows you to compare your pronunciation with that of a native speaker.
- The flexibility to optimize activities to your own personal skill level, for example by choosing to hear audio clips at different speeds, and choosing to show or hide pinyin.
- Vocabulary lists that feature step-by-step demonstration of character creation and stroke order.
- Immediate feedback on exercise results, with relevant explanations.
- Video clips and authentic materials that help broaden your understanding of life in contemporary China.
- Easy-to-follow navigation and attractive layout.

Audio CD

The audio CDs includes all lesson texts and vocabulary in the textbook, as well as all listening exercises and some speaking exercises in the workbook. The audio CDs are designed for those who either don't have access to a computer or who prefer not to use the multimedia CD-ROMs.

Using the Materials in *Chinese Odyssey*

There are four major ways to utilize the materials in *Chinese Odyssey*.

Multimedia CD-ROM Set

This is the primary element, and includes all lessons, grammar, vocabulary, and exercises in the program. It can be used as a stand-alone set, or in conjunction with other elements.

Textbook + Multimedia CD-ROM Set

This combination allows you to work away from the computer, and includes all of the lessons, grammar, and vocabulary, plus some additional in-class exercises.

Textbook + Workbook + Multimedia CD-ROM Set

The workbook allows you to do listening, reading, writing, and some speaking exercises without a computer. It includes all the workbook exercises on the CD-ROM, with the exception of some speaking exercises that require voice recording and playback.

Textbook + Workbook + Audio CD Set

This combination works well for people who don't have access to a computer, and thus can't use the multimedia CD-ROMs. The audio CD set contains audio content for all lessons, plus listening exercises and some speaking exercises.

Chinese Odyssey is an excellent courseware package, but like any teaching tool, it's only half of the equation. We've provided the materials, and now it's up to you to make the best use of them. Remember, the more you practice your Chinese, the better you will become. We wish you the best of luck and hope that you enjoy *Chinese Odyssey*.

1

Introduction to Chinese Phonetics (5 hours)



1st Hour

Introduction (Pages 1–9)

The following additional information can be included in the presentation to increase students' interest in learning Chinese:

Chinese characters are the most ancient in the world. Each character has its own meaning, which changes when it is combined with other characters. There are more than 56,000 characters in the modern Chinese language. However, only 2,500 of them are used frequently.

How Chinese Characters are Formed

According to Xu Sheng, there are six ways in which Chinese characters are formed:

1. Describing the shape:
人 ren 齿 chi 马 ma
2. Using simple symbols to indicate the meaning:
上 shang 下 xia
3. Combining the word (formed by describing the shape) with the sound of the word or with symbols of the word to form a new word:
湖 hu, water + hu (sound)
4. Keeping the radical of the word and changing the rest:
老 lao 考 kao

5. Using a picture to describe the meaning of the word:
出 chu 步 bu 立 li
6. Using existing words to indicate new meaning.

Another suggested way of making class more interesting is to show animated Chinese characters in the multimedia CD.

As part of the lesson, an overview of the pinyin system and tones can be provided, after a brief introduction of some unique aspects of Chinese language. (Conduct a demonstration of the pinyin table in lesson 1 of the multimedia CD if possible.)

Homework

- Preview the Part I and Part II pinyin table in the multimedia CD exercise in textbook.

2nd Hour

- The entire pinyin system can be introduced in detail in the next 4 hours (including this hour), making up a total of four parts or four classes. If you are able to teach in a language lab or a computer classroom for a week, you will not get a sore throat. You can first introduce how each sound in Part I should be pronounced. Afterwards, the students should practice tones and initials with the computer, and then complete the Initial and Final exercises in the Multimedia CD. You can work with students one-on-one during class time to check how they are doing. Note: The entire pinyin system will be reviewed from Lesson 2 to Lesson 8.
- Do all of the exercises in Part I of the In-Class section.

Homework

- Do Part I exercises in the workbook.
- Preview the Part II pinyin table in the multimedia CD exercise in the textbook.

3rd Hour

- Check to see how well students have learned the pinyin in Part I (dictation or sight-reading).
- Present pinyin in Part II.
- Do the Part II exercises in the textbook.

Homework

- Do the Part II exercises in the workbook.
- Preview the Part III pinyin table in the multimedia CD exercise in the textbook.

4th Hour

- Check to see how well students have learned the pinyin in Part II (dictation or sight-reading).
- Present the pinyin in Part III.
- Do the Part III exercises in the textbook.

Homework

- Do the Part III exercises in the workbook.
- Preview the Part IV pinyin table in the multimedia CD exercise in the textbook.

5th Hour

- Check to see how well students have learned pinyin in Part III (dictation or sight-reading).
- Present the pinyin in Part IV.
- Do the Part IV exercises in the textbook.

Homework

- Do Part IV exercises in the workbook.
- Go over the pronunciation review on pages 22–23.
- Preview the pinyin in the vocabulary section of Lesson 2.

Quizzes



If you would like to give your students a quiz at the end of each lesson, incorporate a few items from each of the above five sections.

Sample Quiz for Lesson 1

Name _____

I. Listen and circle the sound you hear in each pair. (Discrimination of initials)

- | | | | | | |
|----|----------|----------|-----|----------|----------|
| | A | B | | A | B |
| 1. | jiǎo | qiǎo | 8. | xí | shí |
| 2. | nǚ | lǚ | 9. | gǎo | kǎo |
| 3. | céng | chéng | 10. | zài | cài |
| 4. | zì | cì | 11. | xuán | quán |
| 5. | xiàng | shàng | 12. | rēn | zhēn |
| 6. | diǎn | tiǎn | 13. | zuò | cuò |
| 7. | jiáo | zháo | 14. | ràng | làng |

II. Listen to the tape and circle the sound you hear in each pair. (Discrimination of finals)

- | | | | | | |
|----|----------|----------|-----|----------|----------|
| | A | B | | A | B |
| 1. | táng | tán | 9. | làng | lèng |
| 2. | shuō | shōu | 10. | zhāo | zhōu |
| 3. | tóng | téng | 11. | cāng | cōng |
| 4. | xǐ | xǐ | 12. | nǚ | nu |
| 5. | kuài | kuì | 13. | huà | huì |
| 6. | yān | yuān | 14. | yùn | yuàn |
| 7. | pái | péi | 15. | qióng | chóng |
| 8. | gè | gǒu | 16. | dùn | dèng |

**III. Listen to the tape and circle the sound you hear in each pair.
(Discrimination of tones)**

	A	B		A	B
1.	chuǎng	chuáng	6.	duàn	duān
2.	qù	qū	7.	kǔn	kūn
3.	liào	liáo	8.	zhù	zhū
4.	xiù	xiū	9.	tiǎn	tián
5.	jié	jiě			

**IV. Recite the following words and have students write down the pinyin.
(Diction)**

pinjuānqū	xuán	kōngkuàng
Huánghé	zhēnzhān	gāokǎo
rào	zàngsòng	guài
mòluò	nuò	xiànxàng
1.	5.	9.
2.	6.	10.
3.	7.	11.
4.	8.	12.

Textbook Exercises



The multimedia courseware provides answers to most of the exercises, but you can randomly select some tone exercises and/or sound exercises to check whether students have mastered the tones and sounds learned in each section.

Part I

Distinguishing Tones

The number in the right column indicates the order of the tone read by the computer.

bō	bó	bǒ	bò	3142
pāo	páo	pǎo	pào	2314
fū	fú	fǔ	fù	1243
duō	duó	duǒ	duò	3241
tōu	tóu	tǒu	tòu	1432
yū	yú	yǔ	yù	1243
lē	dé	měi	hēi	3124
pāi	bái	mǎi	nài	4213

Distinguishing Sounds

The asterisk indicates the correct initial/final read by the computer.

Initials:

pó*	bó	tāo*	lāo
nǐ	lǐ*	mǒu*	fǒu
yì	lì*	wū	fū*
wài	bài*	nǚ*	lǚ

Finals:

mǎi	měi*	nǎi	nǎo*
duō*	dōu	nú*	nuó
là*	lài	dé*	dí
lì	lè*	táo	tóu*

Part II

Distinguishing Tones

The number in the right column indicates the order of the tones read by the computer.

zān	zán	zǎn	zàn	4123
cī	cí	cǐ	cì	1234
zhī	zhí	zhǐ	zhì	2314
chī	chí	chǐ	chì	4132
shī	shí	shǐ	shì	2134
sōng	sóng	sǒng	sòng	3124
zēng	céng	zhěng	chèn	2413
rāng	ráng	zhǎng	chàn	3142

Distinguishing Sounds

The asterisk indicates the correct initial/final read by the computer.

Initials:

cēn	sēn*	cán*	zán
chàng	shàng*	zhì	chì*
róng*	chóng	shěng	zhěng*
zī*	sī	zhè*	rè

Finals:

rǎn*	rǎng	zhěn	zhěng*
chán*	chéng	shèn	shàng*
zēng	zōng*	cóng*	cáng
sān*	sēn	rén	róng*

Part III

Distinguishing Tones

The number in the right column indicates the order of the tones read by the computer.

wā	wá	wǎ	wà	4213
huān	huán	huǎn	huàn	4123
wāng	wáng	wǎng	wàng	2341
wēng	wéng	wěng	wèng	1324
kuī	kuí	kuǐ	kuì	1423
wēi	wéi	wěi	wèi	2134
hūn	hún	hǔn	hùn	3412
guāi	huái	kuǎi	kuài	2431

Distinguishing Sounds

The asterisk indicates the correct initial/final read by the computer.

Initials:

guī	kuī*	kùn	gùn*
huān	kuān*	guài*	huài
kuā*	huā	huǎng*	guǎng
wén	hún*	gùn*	wèn

Finals:

huán*	huáng	guài	guì*
wāng	wēng*	kuǎ*	kuǎi
wēng	wēn*	huí*	hún
kuò*	kùn	gǔn	gǒng*

Part IV

Distinguishing Tones

The number in the right column indicates the order of the tones read by the computer.

jiā	jiá	jiǎ	jià	4213
-----	-----	-----	-----	------

qiāo	qiáo	qiǎo	qiào	1342
xiē	xié	xiě	xiè	2134
qīn	qín	qǐn	qìn	3124
xuē	xué	xuě	xuè	1324
yōng	yóng	yǒng	yòng	4321
yūn	yún	yǔn	yùn	1423
qiū	qiú	jiǔ	jiù	2314

Distinguishing Sounds

The asterisk indicates the correct initial/final read by the computer.

Initials:

jiǒng	qióng*	quán*	xuán
xīn	jīn*	què	juè*
xiāo*	qiāo	jǐng	xǐng*
yǒu	jiǔ*	xiè*	yè

Finals:

jiān*	jiāng	qín*	qíng
xuān*	xūn	jué	jié*
qiě	quě*	xiōng	xūn*
yào	yà*	yǒu	yǒng*

Workbook Exercises



The multimedia courseware provides answers to most of the exercises, but you can randomly select some pinyin examples to test your students' mastery of pinyin recognition and to also make sure that they did their homework.

Part I

Task 4, Dictation

The following pinyin words are dictated by the computer. Ask students to write down each of the monosyllabic and disyllabic pinyin in the multimedia CD.

A. Monosyllables

pǐ	fā	děi	nù	bó
nuò	lóu	tài	bǎ	fǒu

B. Disyllables

bāobì	pōlà	nǚnú	nǐlái	tàilèi
mòluò	dédào	tōudù	dīlǐ	míle

Part II

Task 4, Dictation

The following pinyin words are dictated by the computer. Ask students to write down each of the monosyllabic and disyllabic pinyin in the multimedia CD.

A. Monosyllables

cè	zǔ	sàng	zǎo	sài
----	----	------	-----	-----

zhuō rào shǒu zhè sǐ

B. Disyllables

shuōshū chūrù rìshí zhēnzhān shēngrì
zázhì cáizǐ zàngsòng sùzào cánsī

Part III

Task 4, Dictation

The following pinyin words are dictated by the computer. Ask students to write down each of the monosyllabic and disyllabic pinyin found in the multimedia CD.

A. Monosyllables

hùn huán kěn guì guài
hóng gāng hán hé hēi

B. Disyllables

kāiháng guāgě guǐguài huànguān kōngkuàng
kuànguò Huánghé gāokǎo hánhèn kǔguā

Part IV

Task 4, Dictation

The following pinyin words are dictated by the computer. Ask students to write down each of the monosyllabic and disyllabic pinyin in the multimedia CD.

A. Monosyllables


jìn qǐng xián qiāng xiǎo
jiǒng jiě qiú qià xuán

B. Disyllables

qiàqiǎo xiǎojiě qǐngjìn xiàxiàng jùjué
qiúqíng juānqū jìxù xǐxùn xiūqì

2

Basic Greetings (5 hours)



1st Hour

- Pronunciation review (pages 22–23)

Initials:	h	l	n	sh	z	
	hǎo	lǎo	nǐ, nín	shī	zǎo	
Finals:	i	ao		in	i	
	nǐ	hǎo	lǎo	zǎo	nín	shī

- Do in-class exercises Task 1 and Task 2
- Sight-reading

In a timed class activity or friendly competition, have your students identify the pinyin phrases or sentences on a sheet of paper that you handout. Feel free to use the pinyin found in the Bingo or Dictation exercises.

Homework

- Do exercises Task 1 and Task 2 in the workbook.
- Preview the vocabulary and grammar in Lesson 2.

2nd Hour

- Introduce Chinese characters
- Introduce the two main story characters in this lesson.

李丽莉 and 林笛

Li Lili and Lin Di are good friends studying Chinese at a college.

- Talk about how Chinese names are given (pages 18–19).

Ask whether each student has a Chinese name. Ask what their names mean. Give Chinese names to students who do not already have one.

- Introduce the third story character in this lesson.

史老师

- Talk about how to address people (page 20).
- Talk about the difference between 你 and 您 (page 21)

你, 您, 好, 早

- Talk about how to greet people.

Homework

- Have students practice accurate pronunciation of the vocabulary by reading aloud the material on the multimedia CD.
- Review the vocabulary and grammar on pages 1–20.

3rd Hour

- Check student learning in the following areas:

- A. Character composition
- B. Radicals

C. Stroke order

- Introduce parts of speech

A proper pronoun is a noun denoting names of persons, places and countries. This lesson only covers the names of persons.

For example: 李丽莉 林笛 史老师

A personal pronoun is a pronoun that takes the place of a noun referring to a person.

For example: 你 您

An adjective is a word that describes a noun.

For example: 好 早

Give students a Chinese character practice sheet and ask them to practice writing Chinese characters, following the stroke orders found in the vocabulary section of the multimedia CD.

Homework

- Do Tasks 3 and 4 in the workbook.

4th Hour

- Check if students have done Tasks 3 and 4 in the workbook.

- Q & A

How do you say the following words in Chinese: you (teacher); you (student)?

When you see a friend in the morning, how do you greet him or her?

How do you greet your teacher when you see him or her in the morning?

- Perform a situational dialogue in class.

Homework

- Preview the main text and practice reading it out loud.

5th Hour

- Check if students can write characters in the correct stroke order by asking volunteers to write a character on the board for discussion.
- Go over the main text and ask volunteers to read lessons out loud.

Homework

- Review everything learned in this lesson and prepare for a quiz.

Quizzes



If you would like to give your students a quiz at the end of each lesson, incorporate a few items from each of the above five sections.

Sample Quiz for Lesson 2

Name _____

I. Listen to the tape and circle the sound you hear in each pair. (Discrimination of initials)

- | | | | | | |
|----|----------|----------|----|----------|----------|
| | A | B | | A | B |
| 1. | nǐ | lǐ | 2. | shuān | suān |
| 3. | zāo | shāo | 4. | zì | cì |
| 5. | xí | shí | 6. | nǎo | lǎo |
| 7. | yì | nì | 8. | lín | yín |

II. Listen to the tape and circle the sound you hear in each pair. (Discrimination of finals)

- | | | | | | |
|----|----------|----------|----|----------|----------|
| | A | B | | A | B |
| 1. | zāo | zōu | 2. | shà | shào |
| 3. | lǐn | lǐng | 4. | zhāo | zhōu |
| 5. | huà | huì | 6. | ní | nín |

III. Listen to the tape and circle the sound you hear in each pair. (Discrimination of tones)

- | | | | | | |
|----|------|------|------|------|------|
| 1. | yin | yin | yin | yin | 1423 |
| 2. | lì | lì | lì | lì | 1243 |
| 3. | shì | shì | shì | shì | 2341 |
| 4. | nì | nì | nì | nì | 3142 |
| 5. | shào | shào | shào | shào | 3124 |

6.	hao	hao	hao	hao	2413
7.	lao	lao	lao	lao	4231
8.	zao	zao	zao	zao	4231

IV. Dictation: Ask students to write the following in both pinyin and Chinese characters.

(ni nín lǎoshi hǎo zǎo)

Textbook Exercises



Task 1

Distinguishing Tones

The number in the right column indicates the order of the tones read by the computer.

1.	ni	ni	ni	ni	1342
2.	zao	zao	zao	zao	3421
3.	hao	hao	hao	hao	2413
4.	yin	yin	yin	yin	4123
5.	shi	shi	shi	shi	2314
6.	shao	shao	shao	shao	3124
7.	lao	lao	lao	lao	4312
8.	li	li	li	li	1423

Task 2

Distinguishing Tones

The asterisk indicates the correct initial/final read by the computer.

Initials

1.	nǐ	lǐ*	2.	zāo	shāo*
3.	yì*	nì	4.	lín*	yín

Finals

1.	ní*	nín	2.	lǐn	lǐng*
3.	shà	shào*	4.	zāo*	zōu

Task 3

Scrambled Words

1. 林笛，你早。
2. 史老师，您好。

3

How's Your Family?

(5 hours)



1st Hour

- Review

Who are the main characters in Lesson 2?

What have they learned? (Greeting)

In this lesson, students learn to talk about or ask about someone's family members.

- Pronunciation review (pages 35–36) and introduction of the neutral tone

Initial: b j m t y w

 bàba jiějie māma mèimei tāmen yéye ā yí wǒ wú

Final: a e o u ai

 ā māma ne yéye yě wǒ Hú shūshu nǎinai

 en ie ian

 hěn tāmen Wéndé jiějie zàijiàn

- Do Task 1 and Task 2 as in-class exercises.

Homework

- Preview the vocabulary in this lesson.

2nd Hour

- Check to see how well students have mastered the pinyin in this lesson.
- Review the following pinyin:

Introducing another main character:

Wu Wende — a college student studying Chinese
He is a friend of Li Lili and Lin Di.

Family members (and introduction of neutral tone):

baba, mama, yeye, nainai, ayi, shushu
(Use a family tree if possible.)

How to address people (cont'd)

您 nin, 你 ni
Difference between ni and nin (page 21)
我 wo, 他/她 ta
再见 good-bye

- Go over the vocabulary (including the featured vocabulary) by matching the above pinyin with Chinese characters:

Personal Pronoun: 您 nin, 你 ni, 我 wo, 他她 ta
Suffix: 们 men
Noun: 阿姨 爸爸 妈妈 爷爷 奶奶 叔叔
Particle: 吗 ma, 呢 ne
Adverb: 很 hen, 也 ye

- Q&A

How do you say the following words and phrases in Chinese?

Hi	goodbye	fine
你好	再见	很好

Name all of the Chinese words you know that represent family member designations.

- Radicals (cont'd)

- Parts of speech (cont'd)

Personal pronouns: 你, 我, 他 and 她 are all singular personal pronouns. To form a plural form of personal pronouns, simply add 们 after each personal pronoun. For example: 你们, 我们, 他们, 她们. 您 is rarely used in plural form.

The particles 吗 and 呢 are placed at the end of a sentence to form a question. We will talk more about their usage in the grammar section.

An adverb is a word used to describe an adjective or a verb to indicate time, degree, scope, repetition, negation, etc. For example:

很 is usually used to indicate degree.

也 is usually used to indicate repetition.

Homework

- Have students practice the accurate pronunciation of each vocabulary word by mimicking the native speaker's pronunciation of each word in the multimedia CD.
- Review the vocabulary and make sure students understand the meaning of each word.
- Preview the grammar points.

3rd Hour

- Check whether students have mastered the meaning and usage of the vocabulary.
- Introduce character composition, radicals, and stroke orders.
- Present grammar points:

Ask students if they know the basic sentence structure in the English language; then introduce the Chinese basic sentence structure.

Positive: Subject + Predicate Adjective

主语 + 谓语

Nouns and pronouns can function as a subject.

Predicate adjective usually consists of an adjective (and an adverb).

Subject + Predicate Adjective

Noun/Pronoun (+ Adverb) + Adjective

名词代词 (+ 副词) + 形容词

- Introduce Chinese question forms: Interrogative 吗 ma 呢

吗 Question: Subject + Predicate Adjective + 吗?

呢 Question: Subject + 呢?

(as a follow-up question to the previous one)

- After each grammar point, do the Practice immediately in class.

Homework

- Give students a Chinese character practice sheet and ask them to practice writing Chinese characters, following the stroke orders found in the vocabulary section of the multimedia CD.
- Do the Task 2 and Task 3 exercises in the textbook.
- Do listening exercises in Task 1 and Task 2 at home or in the language lab. (Ask students to print out their scores.)

4th Hour

- Check students' listening comprehension by posing the phrases and/or sentences in Task 1 and Task 2 to them as questions.
- Do the Task 3 speaking exercises together with your students. Then ask questions that require students to use the patterns practiced in Task 2 to answer.

- Go over the lesson's main text.
- Check students' comprehension by doing Q & A in textbook.

Homework

- Read aloud the main lesson text by following the multimedia CD.
- Prepare Task 4 speaking exercises.
- Prepare Q & A questions based on the main lesson text.
- Prepare for oral presentation based on situational dialogue.

5th Hour

- Have volunteers read out loud lessons in class and point out where they need improvement in their pronunciation.
- Do the Task 4 Quick Response questions and Situational Dialogue in class (introducing family members).

Homework

- Do the Task 1, Task 2, Task 3 and Task 4 exercises in the the Reading and Writing section of the workbook.
- Prepare for the quiz by reviewing everything learned in this lesson.

Quizzes



If you would like to give your students a quiz at the end of each lesson, incorporate a few items from each of the above five sections.

Sample Quiz for Lesson 3

Name _____

I. Use pinyin with tone marks to express the following sentences:

Hi!

How about your grandpa?

My grandma is also fine.

How is Prof. Li?

Good morning, Auntie Hu.

They are very well.

Goodbye, Uncle Li.

II. Read the following text and fill in the blanks with the appropriate characters. Then answer the questions in English.

A: 您早，胡叔叔。

B: _____，吴文德。

A: 李阿姨好吗？

B: _____。你爸爸妈妈呢？

A: 他们__好。

A: 胡叔叔再见。

B: _____，吴文德。

Questions:

1. Who is “A”? Who is “B”?
2. How many people have the speakers asked about?
3. In this conversation, to whom does “他们” refer?
4. What is the relationship between “胡叔叔” and “李阿姨”?

III. Using Chinese characters (not pinyin), create and write a dialogue or at least five sentences that contain the following Chinese words:

nǐ nín wǒ tā men lǎoshī hǎo zǎo hěn yě ma ne

IV. Listening comprehension: Respond to questions in pinyin or characters.

1. 你好
2. 你爸爸妈妈好吗?
3. 你也好吗?
4. 我很好, 你老师呢?
5. 再见

Textbook Exercises



Task I

Pin Yin Exercises

Distinguishing Tones

The number in the right column indicates the order of the tone read by the computer.

1.	yē	yé	yě	yè	2341
2.	tiān	tián	jiǎn	jiàn	4123
3.	bāi	bái	mǎi	mài	3142
4.	mēn	mén	běn	bèn	2413
5.	tuō	tuó	wǒ	wò	1324

Distinguishing Sounds

The asterisk indicates the correct initial/final read by the computer.

Initials

1.	jiě*	yě	2.	tài	dài*
3.	bèn*	pèn	4.	mó	fó*

Finals

1.	má	mái*	2.	biē*	bēi
3.	wǔ*	wǒ	4.	jiàn*	jiè

Task 2

Grammatical Structure Practice

1. b)

你好 means “Hello!” or “Hi!” It is not a question, so 我很好 is NOT the appropriate response here.

2. a)

The surname Li should precede the title of address.

3. b)

吗 can only be attached to the end of a statement, not to a noun phrase. If you want to ask “how about sb/sth,” you should use 呢 instead.

4. b)

When the adjective is used as a predicate, it almost always requires a 很, unless otherwise specified.

Workbook Exercises



听说练习 Listening and Speaking Exercises

Task 1

Bingo

Phrases and Sentences

李老师好吗？ 胡阿姨，您早。 我们老师
他们很好。 我奶奶也很好。 再见，李叔叔。
你爸爸妈妈呢？ 你爷爷好吗？ 你好。

Task 2

Short Conversations

1. F: 林叔叔， 您早。
M: 李丽莉， 你好。

Q: Are the two speakers from the same family? Yes/No

Yes, because Li Lili knows the uncle's last name and Uncle Lin knows Li Lili's name.

2. 学生：胡老师， 再见。
F: 再见。

Q: Is class about to begin soon? Yes/No

No. The students and the teacher are saying goodbye to each other.

3. M: 你爸爸妈妈好吗?
 F: 他们很好。
 M: 你爷爷奶奶呢? 他们好吗?
 F: 他们也很好。

Q: Does the man know the woman's family? Yes/No

Yes. He apparently knows the woman has grandparents in addition to her parent, because he inquires about them.

Task 3

Substitution

N/A

Task 4

Quick Response

A. Asking Questions

1. A: 你好。
 Response: 你好。
2. A: 再见。
 Response: 再见。

B. Answering Questions

1. A: 你爸爸妈妈好吗?
 Response: 他们都很好。
2. A: 你爷爷奶奶呢?
 Response: 他们也(都)很好。

读写练习 Reading and Writing Exercises

Task 1

Fill in the Blanks

A: 你爸爸妈妈好(吗)?

B: 他们(很)好。

A: 你爷爷奶奶(呢)?

B: 他们(也很)好。

Task 2

Short Reading

1. True

Hu shushu, Wende, Li ayi, Wende's parents.

2. False

他们 refers to Wende's parents.

Task 3

Character Writing Practice

N/A

Task 4

Dialogue Construction

N/A

4

How's it Going? (5 hours)

At the end of this lesson, your students should know how to inquire about a person's well-being in Chinese. To begin the lesson, you can ask students to think how they would ask such a question, when they see someone whom they have not seen for awhile.

1st Hour

- Review

Explain how to talk about family members, using photos or pictures. (If you don't have any pictures of a family member, use the photo on page 38).

- Pronunciation review (pages 48–49)

Use this lesson's vocabulary, including proper noun and supplementary vocabulary, to review initials, finals, and tone change rules for 不

Initial

d g x r zh

Final

an ou un üe ia ang eng ong

- Go over the Phonetic Spelling Rules.
- Do the Task 1 Pinyin Exercises in In-Class Exercises.

Homework

- Use the multimedia CD to go over the vocabulary words in this lesson. Students should know how to pronounce and understand the meaning of each vocabulary word.

2nd Hour

- Check how well students have mastered pinyin in this lesson.

Surnames learned so far: 李 林 吴 史

Surnames introduced in this lesson: 高

- Go over the vocabulary words (including character composition and radicals).

Noun: 学习 (also a verb) 大家 先生 身体 太太 工作

Adjective: 累 忙 紧张 认真 顺利

Ask students to use Adjective + Noun to make as many phrases as possible.

Adverb: 还 (好) 太 都 不 都不 vs. 不都

Adverb of degree: (好) 太

Adverb of scope: 都

Adverb of negation: 不

When more than one adverb appears in a sentence, there is a word order to follow. For example: 也都不太(很) + adjective. See grammar section II for more information.

Ask students to use each adverb to describe an adjective and provide an explanation of its meaning.

Interrogative pronoun: 怎么样

Personal pronouns have been introduced in the previous two lessons. In this lesson, an interrogative pronoun, the 2nd type of pronoun, will be introduced. An interrogative pronoun is a pronoun used to form a question.

怎么样 can function as a predicate adjective.

你身体怎么样?

Conjunction: 但是

A conjunction is a word used to connect two words, two phrases or two sentences indicating the relationship between them. 但是 is usually used to indicate turns of events or transition. For example:

我很累, 但是身体还(好)。

Common expression: 马马虎虎, 好久不见, 是啊

马马虎虎 (comes from 马虎, which means “careless.”)

好久不见 (Ask students to remember this phrase as it is. Do not explain the grammar at this time to avoid confusing students.)

是啊 (Ask students to remember this phrase as it is.)

Homework

- Give students a Chinese character practice sheet and ask them to practice writing Chinese characters following the stroke orders in the vocabulary section of the multimedia CDs.
- Review each vocabulary word and understand the meaning of each word.
- Do the Bingo exercise on the multimedia CD.
- Preview the grammar points.

3rd Hour

- Dictate the vocabulary words to the students and see how well they have learned the vocabulary.
- Present the grammar points
- Review usage of 怎么样 and do the Practice exercises.
- Subject (主语) + Predicate Adjective (谓语) (Cont'd)

Single-syllable adjectives cannot stand alone.

Require an adverb

Position of adverbs

Negative sentence with adverb 不

Position of Adverb 不 when used with other adverbs

Do the Practice exercise

An adverb (such as 也, 都, 太 and 很) functions as an adverbial adjunct (状语).
An adverbial adjunct is placed before a predicate to indicate time, place, degree, scope, relation, repetition, etc.

Subject + Adverbial Adjunct + Predicate Adjective
主语 + 状语 + 谓语

- Do the Practice exercises.

Homework

- Do the Task 2 Grammar Exercises and the Task 3 Paraphrasing Exercises in textbook.
- Do the Listening Exercises in Task 1 and Task 2 at home or in the language lab. (Ask students to print out their scores.)

4th Hour

- Randomly select some phrases or sentences in Task 1 and Task 2. Ask students questions based on these phrases or sentences.
- Do the Task 3 speaking exercises together with your students. Then ask questions that require students to use the patterns practiced in Task 2.

For example:

1. How do you ask someone about his or her health?

你身体怎么样？

2. How do you ask someone how his or her work is going?

你工作怎么样？

3. How do you ask someone about the progress of his or her studies?

你学习怎么样？

- Go over the lesson's main text.
- Check students' comprehension by doing the Q & A exercise in the textbook.

Homework

- Read out loud the lesson's main text by following the multimedia CD.
- Prepare for the Task 4 speaking exercises.
- Prepare Q & A questions based on the lesson's main text.
- Prepare for an oral presentation based on a situational dialogue.

5th Hour

- Have volunteers read out loud the lessons in class and point out where they need improvement in their pronunciation.
- Do the Task 4 Quick Response questions.
- Do oral presentations based on the picture description, vocabulary and grammar learned in this lesson. Ask students to be creative.

Homework

- Do the Task 1, Task 2, Task 3 and Task 4 exercises in the Reading and Writing section of the workbook.
- Prepare for the quiz by reviewing everything learned so far.
- Review the Pronunciation section in Lesson 5.

Quizzes



If you would like to give your students a quiz at the end of each lesson, incorporate a few items from each of the above five sections.

Sample Quiz for Lesson 4

Name _____

I. Translate the follow sentences into pinyin with tone marks.

1. How are you doing?
2. His health is OK.
3. Everybody is busy and tired.
4. Our studies are very stressful.
5. They are neither busy with school, nor with their jobs.
6. She is very good at her job, but her health is not so good.

II. Fill in the blanks with the appropriate characters. Answer the questions at the end of the dialogue by circling the right answers.

A: 啊! 好久不见, 你 _____? (greetings)

B: 我 _____(OK), 你 _____?

A: 马马虎虎。你 _____ 吗? (study well)

B: _____。我们大家 _____，
_____。(all too busy, too tired)

A: 你们 _____ (too) 认真了!

B: 是啊! 你 _____ (work) 顺利吗?

A: 不 _____ 顺利, 但是 _____
紧张。你身体 _____? (well)

B: _____ 太好。你 _____?

A: 我很好。再见。

B: _____。

Questions:

1. Who is a student? A or B
2. Who is a worker? A or B
3. Who has an easier life? A or B
4. Whose health is better? A or B

III. Quick Response

Use the language lab to record responses. If not feasible, then ask students to write down the answers.

1. 好久不见, 你身体怎么样?
2. 你学习紧张吗?
3. 我工作不太顺利。你呢?
4. 中国人工作都很认真。美国人呢?

Textbook Exercises



Task I

Pinyin Exercises

A. Distinguishing Tones

The number in the right column indicates the order of the tone read by the computer.

1.	dī	dí	dǐ	dì	2143
2.	gū	gú	gǔ	gù	1243
3.	xiā	xiá	xiǎ	xià	2314
4.	rāng	ráng	rǎng	ràng	3124
5.	zhī	zhí	zhǐ	zhì	1234

B. Distinguishing Sounds

The asterisk indicates the correct initial/final read by the computer.

Initials

1.	dān*	tān	2.	gǒu*	kǒu
3.	xiá	jiá*	4.	rǒng	chǒng*
5.	rì*	shì			

Finals

1.	gān	gāng*	2.	zhàng*	zhèng
3.	dūn*	dōng	4.	ròu*	ruò
5.	xuě	xiě*			

Task 2

Grammatical Structure Practice

A. Word Insertion

1. When 太 is used as an adverb, it goes before the verbs and/or adjectives. Thus, in this sentence, it should be placed at B.
2. 都 sums up all the nouns that come BEFORE it, not after it. As an adverb, 都 comes before verbs and adjectives. 都 is also always placed before the adverb 很. Therefore, 都 should be inserted at B. The correct sentence should be 李老师高老师都很好。
3. Adverbs come before verbs, adjectives, or other adverbs —NEVER before nouns. Therefore, 也 should be placed at C. The correct sentence should be: 高先生身体很好, 高太太也还好。
4. When 也, 都, and 不 are used together, the word order should be 也 都 不. The adverb 太 modifies the adjective 累 and thus should immediately precede it. 太累 should stay together and not be separated.

B. Word Selection

1. When a monosyllabic adjective is used as a predicate, it almost always requires 很, unless otherwise specified. Therefore, the correct version should be: 我很好, 学习工作都很顺利。
2. As a response, 不好 sounds very abrupt, and is seldom used by itself. It is grammatically incorrect to say " 太不 + Adjective." A more appropriate answer would be: 他们身体不太好。
3. 也 indicates a parallel pattern, but 工作不忙 and 学习紧张 do not form a parallel situation. Therefore, the correct version should be: 他很好, 工作不忙, 学习也不紧张。
4. Whenever 也 is used, the sentence must parallel, in some sense, a previously mentioned sentence — in this case, 我们不忙. When the adverbs 也, 都, 不, 太 are used together, the correct order is 也 都 不 太. Therefore, the correct sentence is 我们也都不太忙。

C. Fill in the Blanks

1. A: 啊, 吴文德, 好久不见。你 (怎么样)?
B: 我还好, 你呢? 你学习 (忙) 吗?
A: 很忙。我们大家学习都很 (紧张)。
2. A: 你爸爸工作顺利 (吗)?
B: 他 (工作) 顺利, 但是, 太累。
A: 你妈妈身体 (好吗)?
B: 她 (身体) 还很好。但是, 她工作太忙了。
A: 是啊。你妈妈工作 (太认真)。

Task 3

Paraphrasing

F: 高叔叔, 好久不见。您身体怎么样?

M: 马马虎虎。你呢? 你学习怎么样?

F: 还好, 但是, 很忙。

M: 你爸爸妈妈呢? 工作顺利吗?

F: 工作顺利, 但是都很紧张。

M: 你爷爷奶奶身体还好吗?

F: 他们身体都很好, 谢谢您。

Workbook Exercises



听说练习 Listening and Speaking Exercises

Task I

Bingo on multimedia CD-ROM

A. Words/Phrases

先生 不认真 太忙 还好 好久不见 身体 爸爸 妈妈 太太

B. Sentences

你怎么样?
他身体马马虎虎。
我们学习都很紧张。
他学习马马虎虎。
他工作很好, 但是身体不太好。

你们学习怎么样?
他们工作很顺利。
大家都很忙, 也很累。
他学习不忙, 工作也不忙。

Task II

Short Conversation

1. F: 好久不见。你怎么样?
M: 还好。你呢?

Q: The man and the woman see each other frequently. True/False

False. The woman says to the man, "Long time no see!" This indicates that they haven't seen each other for a while.

2. M: 他学习怎么样?
F: 他学习不太认真。

Q: The person mentioned in the dialogue studies very hard. True/False

False. In the dialogue, the woman says, "he is not very conscientious with his studies."

3. F: 你妈妈身体怎么样?
M: 马马虎虎。

Q: The man's mother is perfectly healthy. True/False

False. The man says that his mom's health condition is just so-so, not perfect.

4. M: 你爸爸工作怎么样?
F: 他工作很顺利, 但是, 很忙。

Q: The woman's father is currently very busy with his work. True/False

True. The woman says her father's work is going very well, but it keeps him very busy.

5. F: 高先生李太太都好吗?
M: 都很好。不紧张, 也不累。

Q: The people mentioned are not stressed out over their work. True/False

True. The man says Mr. Gao and Mrs. Li are both very well; they are neither tired nor stressed out.

读写练习 Reading/Writing Exercises

Task I

Pinyin Exercises

Analytical Reading

- A: 吴文德, 好久不见。你(怎么样)?
B: 我还好, 你呢? 你学习(忙吗)?
A: 很忙。我们大家(学习)都很紧张。
B: 你爸爸工作顺利(吗)?
A: 我爸爸(工作)顺利, 但是, 太忙, 太累。
B: 你妈妈(呢)? 她身体好吗?
A: 她(还)好。你爸爸妈妈怎么样?
B: 他们工作(也)都很忙, 但是, 身体都很好。

1. 怎么样

This is a common way to greet someone and inquire about how he or she is doing.

2. 忙吗

This is the way to ask if someone is busy with his or her study.

3. 学习

This is a response to the question above, where B inquired about A's study.

4. 吗

Here, B is inquiring if A's father's work is going smoothly.

5. 工作

This is a response to the question above, where B inquires about how A's father is doing with his work.

6. 呢

This question is a continuation from B's previous question about A's father. So, 呢 is appropriate.

7. 还

还好 is the expression to mean so-so.

8. 也

Here B responds to A's question about his/ her parents, after inquiring about A's parents. So, 也 is the only appropriate choice.

Short Passage

1. c)

We know they are friends because Lin Di tells Wu Wende about her family and inquires about Wu Wende's parents.

2. d)

We know it was written during the semester because Lin Di inquires about Wu Wende's classes.

3. c)

We know Lin Di is a student because she mentions in the letter that she is very busy with her studies.

4. d)

We know it is Lin Di's brother because he is stressed out with his work and is suffering from poor health.

Sentence Construction

Sample Answers:

- | | | |
|----|---------|-------|
| 1. | 你学习紧张吗? | 不太紧张。 |
| | 你学习顺利吗? | 很顺利。 |
| | 你学习好吗? | 很好。 |

- | | | |
|----|---|--|
| 2. | 你妈妈身体怎么样？ | 我妈妈的身体还好。
我妈妈的身体不太好。
我妈妈的身体马马虎虎。 |
| 3. | 你工作怎么样？
你工作顺利吗？
你工作忙吗？
你工作紧张吗？ | 我工作很累。
我工作很顺利。
我工作很忙。
我工作很紧张。 |

5

How Do You Make a Living?

1st Hour

- Use this lesson's vocabulary, including proper noun and supplementary vocabulary, to review the initials, finals, and tone change rules.

Initials:	sh shénme	shì shéi	zhè	(ch p b)
Finals:	-i yīshēng	iao ua jiàoshòu	uang ao an ang shǎo lǎobǎn	

- Go over the Phonetic Spelling Rules
- Review the following pinyin:

Gāo Péng: the last main character in the first year. Thus, there are a total of four main characters—two males and two females.

Zhāng Zǐqiàn: a friend of Gao Peng.

Zhāng Zǐwén: the sister of Zhāng Zǐqiàn and also a friend of Gao Peng.

Occupations:	professor Jiàoshǒu 教授	doctor yīshēng 医生	nurse hùshi 护士
	engineer gōngchéngshī 工程师	boss lǎobǎn 老板	

Other nouns: lǎobǎn (老板), péngyou (朋友), gēge (哥哥),
shū (书), wèntí (问题)

Adjectives: duō (多) or shǎo (少)

Common expression: 是吗?, 啊, 嘛

Homework

- Do the Task 1 Pinyin Exercises in the In-Class Exercises in the multimedia CD.
- Find out the meaning of each of the pinyin words learned.
- Use the multimedia CD to review the vocabulary learned in this lesson.

2nd Hour

- Surnames we have learned so far: 李 林 吴 史 张
- Now that students have learned many of the vocabulary words in pinyin format, go over the characters (including featured vocabulary and radicals) with the students.

Nouns: 护士 医生 生意 哥哥 工程师 老板 朋友 教授
书 电脑 问题

Particle: Possessive 的

的 is usually placed between a noun and a noun modifier to indicate possession. For example: 老师的书

Have students make as many phrases as possible to help students understand the meaning of 的 and its usage.

Adjectives: 多 少

Ask students to use 多 and 少 to create a sentence using the structure of Subject + Predicate Adjective.

Action Verb: 做 搞
你做生意。
我搞电脑。

Certain verbs go with certain objects.
More information can be found in the grammar section.

Verb: 是

Verb 是 has a similar meaning as “to be,” but it does not change its shape according to the subject.

<u>English</u>	<u>Chinese</u>
I am...	我是...
You are...	你是...
She is...	她是...
They are...	他们是...

Demonstrative Pronoun: 这 and 那

这 and 那 have similar meanings and functions as “this” and “that” in English. They are usually used for identification.

这/那 + 是 + Noun

这 or 那 functions as a subject

Have students make as many sentences as possible using the vocabulary words that they have learned so far.

Interrogative Pronouns: 什么, 谁, 谁的

An interrogative pronoun can function as a subject, object, an attributive, predicate, etc. See grammar section for more information.

- Have students make as many phrases as possible using vocabulary words they have learned so far.

Homework

- Give students a Chinese character practice sheet and ask them to practice writing the Chinese characters following the stroke orders in the vocabulary section of the multimedia CDs.

- Review each of the vocabulary words and understand the meaning of each word.
- Do the Bingo exercises on the multimedia CD.
- Preview the grammar points.

3rd Hour

- Diction: see how well students have learned the vocabulary.
- Go over the grammar points.
- Basic Chinese Sentence Structures

Subject + Predicate
主语 + 谓语

A predicate can be either an adjective or a verb. Whether the predicate is an adjective or a verb, it can still be modified by an adverbial adjunct.

Subject + Adverbial Adjunct + Predicate Adjective
主语 (+ 状语) + 形容词

Subject + Action Verb + Object
主语 (+ 状语) + 动词 + 宾语

Subject + 做 + Something
搞 (colloquial)

Object (宾语): A noun or a pronoun that follows the verb to indicate the target or the results of the verb is called an object (宾语).

Attributive (定语): A word or phrase that modifies a subject or an object is called an attributive (定语). An attributive is usually placed before the subject or an object it modifies.

(Attributive +) Subject + Action Verb + (Attributive +) Object
(定语 +) 主语 (+ 状语) + 动词 + (定语 +) 宾语
我的爸爸妈妈都 做电脑生意。

(Attributive +) Subject + Verb 是 + (Attributive +) + Noun

(定语+) 主语 (+ 状语) + 动词是 + (定语+) 宾语
他的朋友也是我哥哥的朋友。

- Do the exercises in the Practice section.
- Pronouns:

There are three kinds of pronouns:

1. Personal pronouns:

Singular: 你, 我, 他, 她, 它 (ta, referring to things)

Plural: 你们, 我们, 他们, 她们, 它们
(他们 can also be used to refer to a group people including both males and females.)

2. Demonstrative Pronouns:

There are several demonstrative pronouns; this lesson only covers 这 and 那, which function as a subject in the sentence.

这/那 + 是 + Noun

3. Interrogative Pronouns:

An interrogative pronoun changes a sentence into a question. It can function as a subject, object, attributive, predicate, etc.

For example:

Subject + 是 + Noun

我妈妈是老师。

Subject:	谁是老师?	我妈妈是老师。
Attributive:	你妈妈是谁的老师?	我妈妈是林笛的老师。
Attributive:	你妈妈是什么老师?	我妈妈是中文老师。
Predicate:	你的老师怎么样?	我的老师很好。

Subject + Action verb + Object

我做生意。

Subject:	谁做生意?	我做生意。
Object:	你做什么?	我做生意。
	这/那 + 是 + Noun	
Object:	那是谁?	那是我妈妈。
Attributive:	那是谁的笔记?	那是我的笔记。
Object:	那是什么?	那是我的笔记。

- Give students several sentences in each of the patterns below and ask them to convert each of the sentences into a question.

Subject + Action verb + Object

Subject + 是 + Noun

这/那 + 是 + Noun

- Do the exercises in the Practice sections.

Homework

- Do the Task 2 Grammar exercises and the Task 3 Paraphrasing exercises in the textbook.
- Do the Listening Exercises in Task 1 and Task 2 of the workbook at home or in the language lab. (Ask students to print out their scores.)
- Prepare for the speaking exercises in Task 3 and Task 4 in the workbook.

4th Hour

- Check students' listening comprehension by asking them some questions based on randomly selected phrases or sentences in Task 1 and Task 2.
- As a class, do the Task 3 speaking exercises. Then, ask questions that require students to use the patterns practiced in Task 2. For example:

1. How do you ask someone what his or her profession is?

你做什么工作?

2. How do you ask a question to find out to whom something belongs?

这是谁的电脑？

3. How would you respond to a question regarding whether you have many friends?

我的朋友很多。

4. How would you formulate a question starting with the word 谁？

谁是你的朋友？ or 他们谁是你的朋友？

- Do the Task 4 Quick Response questions in the workbook.
- Go over the lesson's main text.

5th Hour

- Have volunteers read out loud the lesson's main text in class and point out where students need improvement in their pronunciation.
- Check students' comprehension by doing the Q & A exercise in the textbook.
- Have students describe pictures in Chinese.
- Do oral presentations based on vocabulary and grammar learned in this lesson. Ask students to be creative.

Homework

- Do the Task 1, Task 2, Task 3, and Task 4 exercises in the Reading and Writing section of the workbook.
- Prepare for the quiz by reviewing everything learned so far.

Quizzes



If you would like to give your students a quiz at the end of each lesson, incorporate a few items from each of the above five sections.

Sample Quiz for Lesson 5

Name _____

I. Translate the following sentences into Chinese. Use pinyin with tone marks.

1. What do your parents do?
2. None of us do business.
3. Who is this? She is my doctor.
4. He is my boss and my friend as well.
5. Which one of you is a nurse?
6. What does your brother specialize in? He specializes in computers.
7. Whose books are those? All of them are my professor's books.
8. He has a lot of questions. You have quite a few (not few) questions yourself.

II. Fill in the blanks with the appropriate characters and answer the questions in English based on the text.

我____ (am) 学生, 学习很忙, ____很累。 ____ (that) ____我____ ____
 (friend) 大文。他学____脑, 他____ ____ (book) 很____ (many), ____脑
 也不____。他学习很累。他叔叔____我爸爸____老板。他们____ (do) ____脑
 生意。他们____工作____很顺利。生意很____, 但是____紧张。

Questions:

1. How many people are mentioned in the text?
2. What are their relationships?
3. What do they do?
4. Who owns books and computers? Who owns a computer company?

III. Rewrite the following sentences into questions by using the given interrogative words.

1. Zhè shì wǒ de shū. (吗, 谁, 什么)
 - a.
 - b.
 - c.
2. Tā shì yīshēng. (谁, 什么)
 - a.
 - b.
3. Wǒ zuò diànnǎo shēngyì. (吗, 什么, 什么工作)
 - a.

b.

c.

4. Wǒ de péngyou gǎo diànnǎo. (谁的, 什么)

a.

b.

5. Wǒde wèntí hěn duō, tā de wèntí hěn shǎo.

a.

IV. Quick Response

1. Statement: 这是张教授, 他的书不少。

Question: 谁的书很多?

Response:

2. Statement: 那是我的医生。这是我妹妹的医生。

Question: 我的医生也是我妹妹的医生吗?

Response:

3. Statement: 我朋友学电脑, 他的电脑书很多。

Question: 你朋友作什么工作?

Response:

4. Statement: 我朋友搞电脑, 我问他很多问题。

Question: 你朋友的问题很多, 对吗?

Response:

5. Statement: 他做生意, 很忙, 也很累。但是很顺利。

Question: 他工作怎么样?

Response:

Textbook Exercises



Task I

Pinyin Exercises

A. Distinguishing Tones

1.	bā	bá	bǎ	bà	2134
2.	piāo	piáo	piǎo	piào	4123
3.	chuāng	cháng	chuǎng	chuàng	4231
4.	chān	chán	chǎn	chàn	1432
5.	wā	wá	wǎ	wà	1342

B. Distinguishing Sounds (* indicates the correct answers)

Initials

1.	piāo	biāo*	2.	bàn	pàn*
3.	zhǎng*	shǎng	4.	chuāng	zhuāng*
5.	shàn*	chàn			

Finals

1.	páo*	piáo	2.	zhuàng	zhàng*
3.	yāo*	yān	4.	chuāng*	chān
5.	wǎ	wǎ*			

C. Pronunciation Practice

1.	zhè shì	shéi de	Zhè dōu shì shéi de shū.
2.	gēge	zuò shénme	Nǐ gēge zuò shénme gōngzuò.
3.	nà shì	jiàoshòu	Nà shì wǒmen jiàoshòu de chē.

4. lǎobǎn gǎo diànnǎo Wǒ gēge de lǎobǎn bù gǎo diànnǎo.

D. Sight-reading

- | | |
|-------------------------------------|--------------------------------------|
| 1. diànnǎo gōngchéng
电脑工程 | 2. lǎobǎn bù hǎo
老板不好 |
| 3. jiǎoshòu jiāoshū
教授教书 | 4. wèntí bù shǎo
问题不少 |
| 5. shēngyì bù hǎo gǎo
生意不好搞 | 6. péngyou bù hǎo zhǎo
朋友不好找 |

Task II

Grammatical Structure Practice

- The correct sentence should be: 他朋友是谁? The question word here must match the subject at the beginning of the sentence. 他朋友 is a person, and therefore the sentence should employ 谁, instead of 谁的 or 什么.
- This sentence requires a modifier. Of the three choices, only 谁的 and 什么 can be used as a modifier. However, 谁的 does not make sense in the sentence. Therefore, the correct form is: 他做什么生意?
- Remember that singular personal pronouns (你, 我, 他/她) can be used without 的 to indicate possession ONLY when referring to family members or very close friends (for example, 我妈妈). To indicate possession in other cases, 的 is needed. Therefore, the correct form is: 那是我的电脑。
- It is inappropriate in this dialogue to use 是啊 and 是 because 是啊 is usually used to indicate an agreement while 是 is a response to a question and means “yes.” In this case, 是吗 means “Really?” or “Is that so?” and is used to express a sense of surprise. It is a correct answer.

Task III

Paraphrasing

F: 那是谁?

M: 那是我哥哥。

F: 哥哥搞什么? 他忙吗?

M: 他是教授。他工作很紧张。

F: 这都是谁的电脑?

M: 这都是我叔叔的电脑。

F: 你叔叔做什么工作?

M: 他做电脑生意。工作很累。

F: 是吗? 我哥哥也做电脑生意。工作也很累。

Workbook Exercises



听说练习 Listening Exercises

Task I

Bingo

A. Words/Phrases

我们老师 谁的老板 他的医生 她的护士 李大夫
不少 工程师 做生意 搞电脑

B. Sentences

这都是我的电脑。
这是什么？
你朋友做什么工作？
你的问题不多。
你们谁是胡教授？

那都是谁的书？
那是他的老板吗？
他搞什么？
我爸爸妈妈都不做生意。

Task II

Short Conversations

1. F: 那都是谁? 都是你们老师吗?
M: 是啊。那都是我们老师。

The speakers are talking about

- a) a teacher. b) each other. c) several teachers.

CORRECT ANSWER: c)

The speakers are talking about several teachers. This is indicated by the adverb 都。

2. M: 这都是谁的书?
F: 这都不是我的书, 都是林笛的书。

The books mentioned in the conversation belong to
a) the female speaker. b) the male speaker. c) neither of them

CORRECT ANSWER: c)

The books belong to 林笛, not the speakers.

3. F: 他做什么工作? 也搞电脑吗?
M: 他不搞电脑, 他做生意。

The person mentioned has
a) one job. b) two jobs. c) three jobs.

CORRECT ANSWER: a)

The person does not have a computer job, but a business instead.

4. M: 那都是他的医生吗?
F: 是啊。他的医生不少。

The person mentioned has
a) no doctor. b) one doctor. c) more than one doctor.

CORRECT ANSWER: c)

The dialogue the man says that this person has quite a few doctors.

Task III

Substitution

N/A

Task IV

Quick Response

N/A

读写练习 Reading and Writing Exercises

Task I

Analytical Reading

Demonstrate your understanding of the following text by choosing the best of three choices to replace each of the numbers throughout the passage.

我是（学生）。学习很忙，也很累。我妈妈是医生，（工作）很忙，她还学习。但是（她）不累，身体（很）好。我爸爸做生意，他生意很多，也很顺利。他（身体）还好。我爷爷奶奶（都不）做生意。（他们）都是老师，他们工作不紧张，（但是）身体不太好。

Task II

Short Passage

1. False

The passage does not indicate whether the speaker is a computer science student or not.

2. True

The speaker mentions that his/her uncle is a friend of Dawen's parents.

3. False

The passage focuses on not so much on the speaker's family as on his friend Dawen's family. It does mention that Dawen's father has a computer business.

4. False

The passage mentions that Dawen's parents are doing very well with their work/business. Health-wise they are also very well.

Task III

Dialogue Construction

Sample answers:

1. 你哥哥做什么工作?
他是工程师。
2. 这都是胡医生的书吗?
是啊，他的书很多。
3. 你们老师是谁?
我们老师是张教授。
4. 那都是谁的电脑?
都是我老板的电脑。他的电脑不少。


Task IV

Email

N/A

6

Doing Homework (5 hours)



When studying Chinese, students should be able to talk about homework, borrowing notes, etc. in Chinese. This lesson is an opportunity for students to learn how to talk about such common issues in their lives.

1st Hour

- Go over the Pronunciation Review by using the vocabulary words that have already been learned. Include the spoken expressions, proper nouns, and supplementary vocabulary in this lesson.
- List the pinyin of each vocabulary word under the following initials and finals. At the same time go over the phonetic spelling rules.

Initials: c k q z
 cōngmíng kè kàn qù zuòyè Zhōngwén

j
jiè jīntiān (bǐ) jì jiāo

x (g)
xià xiànzài xièxie xiūxi xiūxi

Finals: i er/-r u ui uan ang ong
 yìsi yīxiàr nǎr hùtu huán yang dǒng

Homework

- In the In-Class Exercises on the multimedia CD, do the Task 1 Pinyin Exercise.
- Look up the meaning of each of the pinyin words learned.
- Use the multimedia CD to go over the vocabulary in this lesson.

2nd Hour

- Go over the vocabulary

Understand the meaning of each word and then make as many phrases/sentences as possible using the Adjective + Noun, Verb + Noun, Adverb + Verb, Time Word + Verb.

In learning Chinese, students should take notes, read the textbook, and do homework. Teach your students the following words and phrases.

Noun: 作业 笔记 意思
 (做)作业 (记)笔记 看(书)

意思: When you do not understand something, how do you ask in Chinese?

这是什么意思? or 那是什么意思?

Verb: 借 用 还★ 说 懂 教 看★ 谢谢
 去 来★ 休息

A verb that takes an object is called a transitive verb. Note that some objects only go with certain verbs.

A verb that cannot take any object is called an intransitive verb.

Verbs above with asterisks have more than one meaning.

See if students are able to compose some phrases, following the Verb + Object structure.

Adverb: 一下儿

Example: 借一下儿 用一下儿

Time words: 现在, 今天

A time word in Chinese is a noun. Thus, it can function as a subject, an object, and an attributive, which we will learn later. However, unlike other nouns, a time word can also serve as an adverbial adjunct to indicate the time of an action. A time word can be placed at the beginning of the sentence or before a predicate. See examples below:

现在我很忙。
他今天来。

Adjective: 糊涂 难 聪明
Subject + Adjective Predicate

Ask student volunteers to make a sentence using each of the above adjectives.

Particle: 吧 is a particle that is placed at the end of a sentence to make a suggestion or a request. It can also used to indicate an agreement.

你用吧。 (suggestion)
好吧。 (agreement)
你问问题吧。 (request)

Interrogative Pronoun: 哪儿 (哪+儿=location word)

哪儿 is used to ask a question regarding “where.”

你去哪儿?
(哪儿 in this sentence serves as an object.)

Phrase: 真的

真的 can stand alone by itself. It has a positive and question form.

真的。 It is true.
真的? Really?

- Go over the radicals in the vocabulary list.

Homework

- Give students a Chinese character practice sheet and ask them to practice writing the Chinese characters, following the stroke orders in the vocabulary section of the multimedia CD.
- Review each of the vocabulary words learned in this lesson.
- Do the Bingo exercise on the multimedia CD.
- Preview the grammar points.

3rd Hour

- Review of Time Words

Write down this pattern on the board:
(Time Word) Subject (+ Time Word) + Predicate

Do the exercises in the Practice section.

- Presentation of Grammar

1. Multiple Verbs:

去/来 can be placed before action verb to indicate the action is going to take place.

Subject + 去/来 + Verb (+ Object)

我现在去做作业。

Do the exercises in the Practice section.

2. The Verb Repetition and Verb 一下儿

Some verbs indicating action or behavior can be reduplicated. But non-action verbs, such as 是, cannot. When the verb is reduplicated, it carries additional meanings:

a. to soften a tone:

我用用你的笔记好吗?

b. to indicate very short period of time:

我看看你的笔记。

- c. to express a sense of relaxation: 我去休息休息。
 d. to make an attempt or to give a try: 你去借借他的笔记。

Homework

- Do the Task 2 Grammar Exercises and the Task 3 Paraphrasing Exercises in the textbook.
- Do the Listening Exercises in Task 1 and Task 2 of the workbook at home or in the language lab. (Ask students to print out their scores.)
- Prepare for the speaking exercises in Task 3 and Task 4 in the workbook.

4th Hour

- Check students' listening comprehension by randomly selecting some phrases or sentences in Task 1 and Task 2, and then ask students questions based on them.
- Do the Task 3 speaking exercises together with your students and then ask questions that require students to use the patterns practiced in Task 2. For example:
 1. What do you say to a friend when you want to borrow something from him/her?
 我用一下儿你的电脑，好吗？ or 我看一下儿你的书，好吗？
 2. How do you say in Chinese "Do you think your homework is difficult?"
 你的作业很难，对吗？ or 你的作业很难，是吗？
 3. Your friend is going somewhere. How do you ask her where she is going? How might she respond?
 你现在去哪儿？ 我去还书。
- Do the Task 4 Quick Response questions.
- Go over the lesson's main text.

5th Hour

- Have volunteers read out loud the lesson's main text in class and point out where they need improvement in their pronunciation.
- Check students' comprehension by doing the Q & A exercise in the textbook.
- Do the Picture Description Exercise.
- Do oral presentations based on the vocabulary and grammar learned in this lesson. Ask students to be creative.

Homework

- Do the Task 1, Task 2, Task 3, and Task 4 exercises in the Reading and Writing section of the workbook.
- Prepare for the quiz by reviewing everything learned so far.

Quizzes



If you would like to give your students a quiz at the end of each lesson, incorporate a few items from each of the above five sections.

Sample Quiz for Lesson 6

Name _____

I. Translate the following sentences into Chinese. Use pinyin with tone marks.

1. What are you reading now? Let me take a look!
2. Where are you going to return the Chinese book? Where are you going to rest?
3. Is it all right with you if I borrow your notes for Chinese class?
4. I am not using it now, so you can use it.
5. What does this mean? Do you understand?
6. You are confused; I'm very confused too. Let's go ask the teacher!
7. What did you say? I'm very confused. I'm not too bright.
8. Today's homework is very difficult, right? I don't understand all the teacher's questions (in the homework).

II. Fill in the blanks with the appropriate Chinese characters. Then, in English, answer the questions that follow based on the text.

A: _____ (now) 你做什么?

B: 我做 _____ (Chinese class) 作业。我都不 _____ (understand), 太难了。
我 _____ (read) _____ (a short period of time) 你 _____ (today) 的笔记,
_____ (a tag question)?

A: 我 _____ (now) _____ (use) 笔记, 你 _____ (read) 你的 _____ (Chinese) 书
_____ (a particle)!

B: 你 _____ (say) 什么? 你不 _____ (lend) 我你的笔记, 真的吗?

A: 真的。我 _____ (still) _____ (use) 我的笔记, 你去问老师问题 _____ (a particle)!

B: 谢谢你, 你真是我的好 _____ (friend)!

Questions:

1. Who are A & B? What is their relationship?
2. Who had difficulty? What kind of difficulty did he/she have?
3. How many suggestions did A give B? What kind of suggestions were they?
4. Did B feel grateful for A's suggestions?

III. Create your own conversations that include the following phrases, appropriate tag questions, and positive or negative responses.

1. 搞电脑
2. 作业很难
3. 他很聪明
4. 去休息
5. 教我中文

IV. Quick response

1. 我没有中文笔记，你借我一下儿你的笔记，好吗？
2. 今天的作业很难，是吗？
3. 老师的问题你都懂吗？
4. 你很聪明，你教我一下儿这是什么意思？
5. 我现在很累，我去哪儿休息休息？

V. Listening Comprehension

我是学生。学习很忙。那时我朋友。他叫大文，是中国留学生。他学电脑。他的书很都，电脑也不少。他学习很累。他叔叔是我爸爸的老板。他们作电脑生意。他们的工作很顺利。生意很好，但是很紧张。

Questions:

1. 我朋友叫什么名字？哪国人？
2. 谁走电脑生意？生意怎么样？

Textbook Exercises



Task I

Pinyin Exercises

A. Distinguishing Tones

The number in the right column indicates the order of the tones read by the computer.

1.	cī	cí	cǐ	cì	3124
2.	kuī	kuí	kuǐ	kuì	2413
3.	qiū	qiú	qiǔ	qiù	2341
4.	qū	qú	qǔ	qù	1423
5.	huān	huán	huǎn	huàn	4132
6.	yōng	yóng	yǒng	yòng	3421

B. Distinguishing Sounds

The asterisk indicates the correct initial/final read by the computer.

Initials

1.	cuì*	zuì	2.	kuǎn	guǎn*
3.	qiū	jiū*	4.	xióng*	qióng
5.	chī	cī*			

Finals

1.	yǔ	wǔ*	2.	qióng*	qiú
3.	jū*	zhū	4.	yǒu	ǒu*
5.	kuī*	kēi			

C. Pronunciation Practice

N/A

D. Sight-reading

1. xuéxí tài lèi, xūyào xiūxi xiūxi
(学习很累, 需要休息休息)
2. hǎo jiè hǎo huán, zài jiè bù nán
(好借好还, 再借不难)
3. yōngrénzìrǎo, shízài bù cōngmíng
(庸人自扰, 实在不聪明)

Task II**Grammatical Structure Practice****A. Scrambled Words**

1. 我去看一下儿笔记。
2. 我现在去看看书。
3. 他现在去做作业。
4. 你还去休息吗?

B. Word Selection

1. c)

The sentence needs a tag question, confirming if the statement is correct. 是啊 is not a tag question; 好吗 forms a tag question but asks if the statement is all right.

2. b)

The sentence needs a tag question, to see if the request is alright with the other person. 是啊 is not a tag question; 对吗 forms a tag question, but it aims at confirming if the statement is correct.

3. a)

The sentence is NOT a question, which 呢 and 吗 help to form. 吧 turns the sentence into a suggestion.

4. c)

吧 is used to make a suggestion. The subject of such sentences should be either 你/你们 or 我们. Therefore, correct versions could be either 我们休息休息吧 or 你/你们休息休息吧. The third person 他们/他 would not make any sense.

Task III

Paraphrasing

你现在去哪儿?
我去还中文课笔记。
你现在不用, 我用一下儿, 好吗?
好吧。

今天的作业很难, 是吗?
是啊。我们现在来做作业, 怎么样?
我今天很糊涂。老师问的问题我都不懂。我去休息休息。
你不糊涂。作业太难。你不懂, 我也不懂。我们去问问老师吧。

Task IV

Picture Description

N/A

Workbook Exercises



听说练习 Listening and Speaking Exercises

Task I

Bingo on multimedia CD

A. Phrases

看看书	用一用	说中文	做作业	
借一下儿	休息休息	聪明	糊涂	谢谢

B. Sentences

你很聪明。	你还去休息吗？
我来还中文课笔记。	今天的作业不太难。
我今天很糊涂。	我现在不用，你用吧。
作业很难，对吗？	你现在去哪儿？
我借一下儿你的中文笔记，好吗？	

Task II

Short Conversations

1. F: 你还用你的笔记吗？
M: 我现在不用。你用吧。

The man is still using his notes. True/False

CORRECT ANSWER: False

The man said in the dialogue that he is not using his notes at the moment.

2. F: 你现在去哪儿? 你还看书吗?
M: 我很累, 去休息休息。

The man is still reading his book. True/False

CORRECT ANSWER: False

The man said he was feeling tired and was going to have some rest.

3. F: 我今天很糊涂, 老师问的问题我都不懂。
M: 我也不懂, 你去问老师吧。

The man did not help the woman with her homework. True/False

CORRECT ANSWER: True

He said that he didn't feel very smart that day and asked the woman to go looking for the professor.

4. F: 今天的作业很难。我看看你的作业, 好吗?
M: 你看看我的笔记, 怎么样?

The woman has succeeded in borrowing the item she needs. True/False

CORRECT ANSWER: False

She has not succeeded in borrowing the man's assignment. The man offers to lend her his notes instead.

Task III

Substitution

N/A

Task IV

Quick Response

N/A

读写练习 Reading and Writing Exercises

Task I

Analytical Reading

A: 你现在去 (哪儿)? 你 (还) 做中文作业吗?

B: 我 (不) 做。我太累, 去休息休息。

A: 我用一下儿你的中文书, (好吗)?

B: 好啊。(我) 现在不用。

A: 你的中文笔记 (呢)? 你还 (用) 吗?

B: 我也不用。你用 (吧)。

A: 谢谢。

Task II

Controlled Reading

1. b)

The speaker talks about how difficult his Chinese homework is, and says that he wants to borrow his friend's notes. Apparently he is making some effort, but complains that he is really tired.

2. a)

From the passage, we know that the friend only lent the speaker her notes, not her homework.

7

Welcoming Guests (5 hours)



1st Hour

- Use this lesson's vocabulary, including the proper noun and supplementary vocabulary, to review initials and finals.
- Write the pinyin of each vocabulary word under the following initials and finals.

Initial:	f	s	p	m	z	c	j	q	x
Final:	ing	ün	üan	ueng	iang				

- Go over Phonetic Spelling Rules.

Homework

- In the In-Class Exercises on the multimedia CD, do the Task 1 Pinyin exercises.
- Find out the meaning of each of the pinyin words learned.
- Use the multimedia CD to go over the vocabulary in this lesson.

2nd Hour

- Go over the vocabulary

Noun: 糖 点心 水果 水 酒 礼物 咖啡 茶

Adjective: 白 红 客气

Verb: 吃 喝 带 有 坐 进 请 欢迎

Adverb: 没 别(不) 常(常)/不常

Conjunction: 还是

Compound Verbs

教书	to teach	他每天教书。
看书	to read	他常常看书。
吃饭	to eat	他去吃饭。
喝酒	to drink	他喝酒。

Homework

- Give students a Chinese character practice sheet and ask them to practice writing the Chinese characters, following the stroke orders in the vocabulary section on the multimedia CDs.
- Review each of the vocabulary words.
- Do the Bingo exercise on the multimedia CD.
- Preview the grammar points.

3rd Hour

- Grammar Points:

I. The Relationship between an Attributive and the Structural Particle 的:

An attributive is always placed before the noun it modifies. A noun, a pronoun, an adjective or some words or phrases, etc. can serve as an attributive. Sometimes it is necessary to place 的 between an attributive and the noun; sometimes 的 cannot be used; and sometimes it is optional to use 的.

The following is a brief summary, which may help clarify some of the rules we have learned so far, but remember there are always exceptions to the rules.

When not to use 的:

Pronoun indicating family relationship:	我爸爸妈妈	他爷爷
Interrogative pronoun 什么:	什么作业	什么工作
Monosyllabic adjective:	白糖	好茶
Noun describing another noun:	中文笔记	中国电脑
Plural pronoun before collective units:	我们班	你们学校
	(our class)	(your school)

When to use 的:

Noun indicating possession:	哥哥的笔记	医生的电脑
Time words:	今天的作业	现在的工作
Pronoun indicating possession:	你们的工作	他们的礼物
Disyllabic adjective:	紧张的工作	糊涂的老板
Adjective phrase:	很多的点心	这么少的水果

Do the exercises in the Practice section.

II. 还是

A 还是 question gives a listener a choice to choose from one of the alternatives. The listener can also choose all or none of them.

Link two or more adjectives (or adjective phrases):

Subject + Predicate Adjective + 还是 + Predicate Adjective

Question: 史老师忙还是林老师忙?

Answers: 史老师忙。
都忙。
都不忙。

Link two or more verbs (or verb phrases):

Subject + Verb + Noun phrase + 还是 + Verb + Noun phrase

Question: 你来借书还是还书?

Answer: 我来借书。

Link two or more noun (or noun phrases):

Subject + Verb + Noun phrase + 还是 + Noun phrase

Question: 你妈妈是医生还是护士?

Answers: 她是医生。

都不是。

Link two or more time words (time phrases):

Question: 你今天去还是明天 (tomorrow) 去?

Answers: 我今天去。

我今天、明天都去。

我今天、明天都不去。

III. Adverb 都

Review the adverbs we have learned so far:

Adverb of time: 常

Adverb of degree: 很 太 都 这么

Adverb of repetition: 也 还

Adverb of negation: 不 别 没

In this lesson:

Object1 + Object2... + Subject + 都 + Predicate

我的笔记, 我的书他都不看。

Subject + Object1 + Object2... + 都 + Predicate

他学习, 工作都不紧张。

IV. 有

So far we have learned the following sentence structures:

Subject + Predicate Adjective

Subject + Verb (+ Object)

Subject + 是 + Noun

In this lesson:

Verb 有 in this lesson indicates possession. Like Verb 是, 有 cannot be duplicated.

Positive: Subject + 有 + Object

Negative: Subject + 没 (有) + Object

Question: Subject + 有 + Object + 吗?

Homework

- Do the Task 2 Grammar exercises and the Task 3 Paraphrasing exercises in the textbook.
- Do the listening exercises in Task 1 and Task 2 of the workbook at home or in the language lab. (Ask students to print out their scores.)
- Prepare for the speaking exercises in Task 3 and Task 4 in the workbook.

4th Hour

- Check students' listening comprehension by randomly selecting some phrases or sentences in Task 1 and Task 2, and then asking the students some questions based on the chosen phrases.
- Do the Task 3 speaking exercises together with your students and then ask questions that require students to use the patterns practiced in Task 2. For example:
 1. How do you thank a guest for bringing you a present?
你带这么好的礼物，谢谢你。
 2. What do you say when someone says “thank you”?
不谢 or 别客气。
 3. As a host or hostess, how do you ask your guests what they would like to eat or drink?
你喝什么？茶还是水？吃什么？我们有点心，也有水果。
 4. Ask a question with 还是. How would one respond to your question?
你吃点心还是吃水果？我都吃。 or 我都不吃。
- Do the Task 4 Quick Response questions.
- Go over the lesson's main text.

5th Hour

- Have volunteers read out loud the main lesson text in class and point out where students need improvement in their pronunciation.
- Check students' comprehension by doing the Q & A exercise in textbook.
- Do the Picture Description exercise.
- Do oral presentations based on vocabulary and grammar learned in this lesson. Ask students to be creative.

Homework

- Do the Task 1, Task 2, Task 3, and Task 4 exercises in the Reading and Writing section of the workbook.
- Prepare for the quiz by reviewing everything learned so far.
- Preview the Pronunciation Review section.

Quizzes



If you would like to give your students a quiz at the end of each lesson, incorporate a few items from each of the above five sections.

Sample Quiz for Lesson 7

Name: _____

I. Translate the following sentences into Chinese. Use pinyin with tone marks.

1. Welcome. Everybody, please come in and sit down.
2. What do you drink? White wine, red wine or beer?
3. Neither. Do you have water?
4. No. We don't have water. Please have some tea.
5. I often eat both fruit and snacks, and I eat candy as well.
6. You are very kind to bring us so many presents. Thanks a lot!
7. What are you thanking me for? It is only a small token.
8. He often drinks very good Japanese tea, but he doesn't drink coffee often.

II. Fill in the blanks with the appropriate characters and then translate the passage into English.

今天我去我好朋友 _____ 家 _____ (eat) 饭。我带什么礼物？带 _____ (tea) _____ (or) 咖啡？他 _____ (tea)、咖啡都 _____ (not often) _____ (drink)。我带中国糖吧。我去他家，他说：“_____ (welcome) 你来，_____ (come in), _____ (sit down)。你太 _____ 了！带 _____ 好 _____ 礼物。我问我朋友：“我想 _____ (drink wine)。你 _____ (have) 红葡萄 _____ (or) 白 _____ ?”他说：“_____ (neither) 但是我 _____ (water)。你 _____ (drink water) 吧！你想 _____ (eat) 什么？水果点心，我都 _____ (have)。”我说：“十分感谢！我都想 _____ 一点儿。”

English Translation:

III. Create your own conversations with the following phrases and positive or negative responses.

1. 这么多的作业
2. 中文书，日文书
3. 中国朋友，美国朋友
4. 借书，还书
5. 不用谢

IV. Listening Comprehension

今天我去好朋友的家吃饭。我带什么礼物？带茶还是咖啡？我朋友茶，咖啡都不常喝，我带中国糖吧！我去他家，他说：“欢迎你来，请进，请坐。你太客气了，带这么好的礼物。”我问我朋友：“我想喝酒。你有红葡萄酒还是白酒？”他说：“都没有。”

Questions:

1. 今天我带什么礼物去朋友家？为什么？
2. 我去朋友家，他说什么？
3. 我朋友家有什么酒？

Textbook Exercises



Task I

Pinyin Exercises

A. Distinguishing Tones

The number in the right column indicates the order of the tone read by the computer.

1.	fū	fú	fǔ	fù	2143
2.	cī	cí	cǐ	cì	1432
3.	yuān	yuán	yuǎn	yuàn	1243
4.	yīng	yíng	yǐng	yìng	4321
5.	sū	sú	zǔ	cù	4123

B. Distinguishing Initials and Finals

The asterisk indicates the correct initial/final read by the computer.

Initials

1.	fú	wú*	2.	sī*	zī
3.	cuō*	suō	4.	pó*	fó
5.	mó	fó*			

Finals

1.	jīng*	jīn	2.	quán	qún*
3.	xiǎng	xǐng*	4.	xiàn*	xiàng
5.	wēng	wēn*			

C. Pronunciation Practice

N/A

D. Sight-reading

1. qiānlǐ sòng é máo, lǐ qīng qíngyì zhòng

千里送鹅毛, 礼轻情义重

2. fēngshèng de jiǔxí, bú zuì bú sǎn

丰盛的酒席, 不醉不散

3. yīng yǒu jìn yǒu, jìn huān ér sǎn

应有尽有, 尽欢而散

Task II**Grammar Structure Practice****A. Pick and Choose**

- 都 always comes after the items it sums up and before the predicate verb or adjective. When 都 sums up the objects of a sentence, the pattern is: Object + Subject + 都 + Predicate Verb or Adjective or, alternatively, Subject + Object + 都 + Predicate Verb or Adjective. Therefore, the correct version should be: 我红酒白酒都不喝 or 红酒白酒我都不喝.
- 还是 is used only in a question that offers different options. It is NOT used in a declarative sentence. Therefore, the correct version is: 你常常喝茶还是咖啡?
- After 很好 there should be a 的. When the noun-modifier has two or more syllables, 的 is needed. Therefore, the correct version is: 这是很好的糖。
- This sentence is correct.
- When a country name is used as a noun-modifier, there is no need for 的. Therefore, the correct version is: 你们有中国茶还是日本茶?
- The negative form of 常常 is 不常, not 不常常.

B. Dialogue Construction

1. A: 你喝中国茶还是日本茶?
B: 中国茶, 日本茶我都不喝。你有英国茶吗?
A: 我没有英国茶。
2. A: 你喝法国咖啡还是英国咖啡?
B: 法国咖啡, 英国咖啡我都不喝。你有日本咖啡吗?
A: 我没有日本咖啡。
3. A: 你借中文书还是中文笔记?
B: 中文书, 中文笔记我都不借。你有英文笔记吗?
A: 我没有英文笔记。
4. A: 你吃水果还是点心?
B: 水果, 点心我都不吃。你有水吗?
A: 我没有水。
5. A: 你借红糖还是白糖?
B: 红糖, 白糖我都不借。你有水果糖吗?
A: 我没有水果糖。

Task III**Paraphrasing**

- A: 毛爷爷, 欢迎, 欢迎。请进。请坐。
B: 你好。这是你的咖啡。
A: 您太客气, 带这么好的礼物。多谢。
B: 谢什么? 一点小意思。别客气。
- A: 您请坐, 喝什么? 咖啡还是茶?
B: 咖啡、茶我都不喝。你们有没有水?
A: 有, 有, 您请喝水。
B: 谢谢你。
A: 不客气。

Task IV

Picture Description

N/A

Workbook Exercises



Task I

Bingo on multimedia CD

A. Phrases

吃水果
很多客人

喝茶
好茶

带礼物
很好的糖

这么多的点心
请坐 请进

B. Sentences

您喝中国茶还是喝日本茶?
你喝白酒还是红酒?
水果、点心我都不吃。
咖啡、茶我都有。
他喝很好的中国茶。
谢谢您给我们这么好的咖啡。
您太客气了,带这么多礼物。
欢迎你们常来。
大家请坐!

Task II

Short Conversations

1. F: 你哥哥喝那么多咖啡?
M: 他也喝很多茶。
Q: The man's brother only likes tea. True/False

False. It is mentioned in the dialogue that he drinks a lot of coffee.

2. M: 你这么客气, 带这么好的礼物。
F: 一点小意思。
The man is a guest, and the woman is a host. True/False
- False. In the dialogue, the man mentions that the woman has brought him a really nice present.
3. F: 你们有什么茶? 中国茶还是日本茶?
M: 我们中国茶, 日本茶都没有。
The man does not have what the woman wants. True/False
- True. The man neither drinks the Chinese tea nor the Japanese tea.
4. M: 李阿姨, 请坐。您吃水果, 还是吃点心?
F: 谢谢, 我水果点心都不吃。你有没有糖?
The woman is eager to eat what the man is offering her. True/False
- False. The woman mentions in the dialogue that she prefers candy to the fruit and snacks the man offered to her.

Task III

Substitution

N/A

Task IV

Quick Response

N/A

读写练习 Reading and Writing Exercises

Task I

Analytical Reading

丽莉,你好。好久不见,你现在(怎么样)?学习顺利吗?学习(别)太认真。学习认真太累。我哥哥明天请客。他的朋友,我的朋友都(来)。你来吗?我哥哥现在是工程师,工作很忙,很紧张。他常常不休息,也不吃饭。茶,咖啡他(也不太)喝。但是,他常常吃(很多)点心,还常常吃糖。我爸爸妈妈都说吃点心,吃糖(太多)不好。明天我哥哥做(中国饭),他做的中国饭,日本饭(都很好)吃。你来吧。但是,别带礼物!好吧。明天见!

Task II

Controlled Reading

1. c)

In the passage, the speaker ponders over the different things he could take to his friend the next day when he is invited to have some French food.

2. c)

The speaker mentions that he is drinking neither coffee nor tea these days.

3. d)

In the passage, the speaker, after pondering over the different possibilities, has decided not to take anything as a present for his friend.

4. d)

The speaker thinks his friend should not drink too much coffee or tea, implying that they are not good for the friend. The speaker seems to know the friend very well, because he in the end decided not to take any presents at all, indicating a very casual and intimate relationship. The speaker also mentions at the beginning that he is going to take a break from his studies the next day.

8

Asking Someone's Name (5 hours)



1st Hour

- Ask if there are any volunteers who want to do tongue twisters. Have fun.
- The objectives of this lesson are for students to be able to introduce themselves and to politely inquire about someone they have just met.
- Vocabulary:

After introducing the vocabulary, have students compose as many phrases as possible using the adjectives and verbs they have learned so far and the nouns they are learning in this lesson. For example: 好名字, 学文化

Noun:	姓名	(formal and written format)
	名字	我的名字是李丽莉。
	贵姓	请问您贵姓?
	学校	你是我们 学校的学生吗?
	系	我的爸爸在中文系教书。
	汉语	他的汉语很好。
	留学生	他是日本留学生。
	文化	中国文化
	笑话	闹笑话
	玩笑	开玩笑
	经验	他有很多工作经验。
Verb:	姓	你姓什么?
	叫	他叫吴文德。
	认识	我认识很多学生。
	懂	我不懂。

	知道	我不知道。
Adjective:	小	小张是他哥哥。他的电脑很小。
	对	对吗
	错	不错
	丰富	他经验很丰富。
	好奇	他很好奇。
Conjunction:	所以	我汉语还不太好，所以我想去中国。
Phrase:	哪里	张老师是哪国人？
	哪国人	张老师是哪国人？
	对不起/没关系	

- Teach the stroke order of the Chinese characters.

Homework

- Give students a Chinese character practice sheet and ask them to practice writing the Chinese characters, following the stroke orders found in the vocabulary section of the multimedia CD.
- Have students review each vocabulary word and make sure they understand the meaning of each word.
- Do the Task 1 Bingo exercise on the multimedia CD.
- Preview the grammar points.

2nd Hour

- Dictation: select some phrases from the Bingo exercises.
- Grammar points

I. Verbs with Two Objects: Direct and Indirect:

Some Chinese verbs take no object, some take one and some can even take two. However, there are only a limited number of verbs that can have two objects.

Verbs with two objects: the first object is always indirect (a person) and the second is direct (a thing). The order between the first and the second object cannot be changed.

Chinese: Subject + Verb + Indirect Object + Direct Object
(Verbs: 还, 叫, 教, 借, 问)

我	叫	他	老板。
他	教	我	电脑。

II. Inquiring about Someone's Nationality and Place of Origin

III. Ways of Asking a Person's Name 姓什么

IV. Using Polite Language for Communication

Homework

- Do the Task 2 Grammar exercises and the Task 3 Paraphrasing exercises in the textbook.
- Do the listening exercises in Task 2, Task 3, and Task 4 of the workbook at home or in the language lab. (Ask students to print out their scores.)

3rd Hour

- Ask students if they have any questions regarding the Task 2 Grammar exercise. Have students explain why the correct answer is correct and why the other answer choices are wrong.
- Check to see how students translated some of the key words into Chinese in Task 3. Then, ask students to try substituting certain words in class.
- Check students' listening comprehension by randomly selecting some phrases or sentences in Task 2, Task 3, and Task 4, and then asking the students some questions based on these phrases.

Homework

- Prepare to do the speaking exercises in Task 1, Task 2, and Task 3.

4th Hour

- Do the Task 1 speaking exercises together with your students. Ask a pair of students to create a two-sentence dialogue based on each substitution pattern. You may also ask questions that require students to use the patterns practiced in Task 1. For example:

1. How do you ask someone's name?

你叫什么名字？ or 你姓什么？ 叫什么？

2. How do you ask someone's nationality?

你是哪国人？

3. How do you compliment someone on his or her language ability?

你汉语很不错！

4. How do you ask the meaning of a word?

对不起，这个字是什么意思？

5. If someone compliments your Chinese language skills, how do you respond?

哪里，哪里。我中文不太好。

- Do the speaking exercises in Task 2 and Task 3. Ask students to create their own quick responses or dialogues based on Task 2 and Task 3.

Homework

- Go over the lesson's main text.
- Do the reading and writing exercises in Task 1, Task 2, Task 3, and Task 4.

5th Hour

- Go over the lesson (including Notes and Spoken Expressions).
- Do the Q & A exercise.
- Have students perform a skit in class based on whatever they learned in this lesson.

Quizzes



If you would like to give your students a quiz at the end of each lesson, incorporate a few items from each of the above five sections.

Sample Quiz for Lesson 1

Name: _____

I. Translate the following sentences into Chinese. Use pinyin with tone marks.

1. Which part of China is he from, Beijing or Shanghai?
He is from neither Beijing nor Shanghai. He is from Sichuan.

2. May I ask? What is your honorable name? Which country are you from?
My last name is Zhang. I'm Chinese. Call me Zhang Laoshi.

3. He knows many Chinese overseas students. Therefore, he understands Chinese culture.
Really? I didn't know he has Chinese friends.

4. I'm sorry. I don't understand what this means.
That's OK. I'll teach you.

II. Fill in the blanks with the appropriate characters and then translate the entire passage into English.

我朋友__ (surname) 吴__ (call) 大文。你__ (know) 他吗? 他是留学生。他学习__ (Chinese)。你__ (know) 他是哪__人吗? 他英文不太好, 看英文常有问題, 但是他的电脑很好。他常__ (teach) 我电脑。他__很好的老师。

III. Fill in the blanks below with the words given and then translate each of the sentences into English.

教, 还, 问, 叫, 借

1. 我朋友用我的中文笔记。现在他_____我笔记。
2. 我认识他, 我们大家都_____他老张。
3. 你有汉语书吗? 请你_____我你的汉语书。
4. 他的教书经验很丰富。他_____留学生英语。
5. 他很好奇, 常常_____我很多中国文化的问题。

IV. Listening and Writing

Write a summary of the monologue you just heard in Chinese.

我的中文名字叫林丽。姓林, 叫丽。我的中国朋友都叫我小林。我是我们学校东亚系的学生, 学中文。张老师是我的中文老师。她是北京人。教书很认真, 经验也很丰富。我认识很多中国的留学生, 我常常说汉语, 也常常问问题。但是, 我不懂文化, 常闹笑话。

Textbook Exercises



Task I

Questions and Answers

N/A

Task II

Grammatical Structure Practice

A. Matching

- | | |
|-----------------|----------------|
| 1. 请问，您是胡先生，对吗？ | (a) 不，我是李老师。 |
| 2. 你们叫我小吴，好吗？ | (b) 好啊。 |
| 3. 她也是这儿的学生，对吗？ | (c) 不对，她是我们老师！ |
| 4. 你叫什么名字？ | (d) 姓吴，叫文德。你呢？ |
| 5. 你们老师姓林吗？ | (e) 他不姓林，他姓史。 |

B. Word Selection

1. B: 认识

认识 means “to be acquainted with somebody or something through personal contact.”

知道 means “to know something as a fact.” 懂 means “to comprehend.”

2. B: 姓李

叫 means “to be called,” and refers to given name, or given name plus surname, but NOT surname alone. 姓 refers to surname alone, NOT the given name.

3. A: 知道

知道 means, “To know a certain fact.” 认识 means, “To be acquainted with somebody or something through personal contact” and CANNOT take a clause as its object. 懂 implies comprehension or psychological understanding on a deeper level.

4. C: 名字

Neither 贵姓 nor 叫 is a noun, which is what is required here.

C. Scrambled Words

1. 他的茶是哪国茶?
2. 你是中国哪里人?
3. 你朋友的名字叫什么?
4. 我不知道他是哪里人。

Task III**Paraphrasing**

Sample Answers:

1. 你叫什么名字?
我中文名字叫李文，姓李。我朋友都叫我小李。
2. 对不起，请问，您贵姓?
我姓胡。你叫我胡老师吧。
3. 他是哪儿人?
我知道他是中国人，但是我不知道（他是）中国哪儿（人）。
4. 你的中文现在很好。
哪里，哪里。我认识很多中国留学生。我们常常说汉语。
5. 你常常问你们老师问题吗?
不，我不常问问题。

6. 多谢你教我汉语，但是我的问题太多了。对不起。
没关系。

Task IV

Situational Dialogue

N/A

Workbook Exercises



听力练习 Listening Exercises

Task I

Bingo on the multimedia CD

A. Phrases

中文名字	很不错	不认识他	中国留学生
常常说中文	闹笑话	我的意思是	对不起
问问题	知道他的名字	教汉语	经验多
所以	不懂文化	中国哪里人	没关系

B. Sentences

请问，您贵姓？	我们老师叫我李丽。	你叫什么名字？
你们老师是哪人。	你朋友叫你什么？	你认识他吗？
你是留学生吗？	你们谁姓胡？	他是哪国人？

Task II

Short Conversations

1. F: 请问，您贵姓？
M: 我姓胡，大家都叫我老胡。
Q: Do the two speakers know each other? Yes/No

No, because the woman asked the man, “What is your honorable surname?”

2. F: 李老师是中国哪里人?

M: 他是北京人。

Q: Does the woman know Prof. Li's nationality? Yes/No

Yes. The woman asked the man which part of China Prof. Li came from.

3. M: 你的中文很不错。谁是你们汉语老师?

F: 我们汉语老师叫李国英。你认识她吗?

Q: Does the man know who the woman's Chinese teacher is? Yes/No

No. He does not. That is why he asked her who her Chinese teacher is.

4. F: 对不起, 我学汉语, 但是不懂中国文化。所以, 常常问问题。

M: 没关系。你知道什么是不耻下问吗?

Q: Does the man think that the woman asks too many questions? Yes/No

No. The man is encouraging the woman to ask more questions by saying 不耻下问.

Task III

Dialogue

M: 请问, 你叫什么?

F: 我姓张, 叫丽欢。我朋友都叫我欢欢。你呢?

M: 我中文名字叫李明。姓李, 叫明。

F: 你中文这么好。

M: 哪里。哪里。我现在学习中文。你也是学生吗?

F: 我不是。我朋友是。

M: 你朋友叫什么?

F: 他叫李大文。

M: 他学电脑, 是吗?

F: 是啊。你认识他吗?

M: 我知道他是王教授的学生, 是很好的学生。但是我还不认识他。

1. False

The man and the woman inquired each other's names, which implies that they did not know each other until they introduced themselves here in the dialogue.

2. False

The woman mentioned that she is not a student at present.

3. True

The man asks the woman “你也是学生吗？” 也 indicates that he is a student studying Chinese.

4. True

The man said he knew that Kaiwen was Prof. Wang's student, but did not know Kaiwen personally.

Task IV

Monologue

我朋友姓高，叫文生。你认识他吗？我的很多朋友都认识他。他是中国留学生，学电脑。我们都叫他小高。小高学习很认真，但是，他英文不太好，看英文书常有问題。他说英文也常常闹笑话，他常问我这是什么意思，那是什么意思。他的问題很多。但是，小高很聪明。他的电脑很好。他常教我电脑。他是很好的老师。

1. b) The whole passage is an introduction of Xiao Gao.
2. c) In this passage the speaker mentioned that his friend Gao Liwen often asked him questions like “What does this mean?” and “What does that mean?”
3. d) The passage mentioned all these qualities in Xiao Gao.
4. c) The speaker said that whereas he frequently helps his friend Xiao with his English, Xiao often teaches him about computers, so it's a fair exchange.

口语练习 Speaking Exercises

Task I

Substitution

N/A

Task II

Quick Response

N/A

Task III

Guided Role-playing

N/A

Task IV

Picture Description

N/A

读写练习 Reading and Writing Exercises

Task I

Controlled Reading

1. False. Da Ma laoshi and Xiao Ma laoshi are friends of the writer's brother.
2. False. Students often had to ask, “Are you the Elder Prof. Ma or the Younger Prof. Ma?”
3. False. The passage did not mention that Xiao Ma laoshi often made a fool of himself, but said that he often joked about his brother's surname.
4. False. Xiao Ma laoshi joked about his brother's surname, saying that his brother should have a different one, such as “Wang.”

Task II

Authentic Materials

1. 张 谢 李 高
2. Card 2, 谢
3. 英语系教授
4. 张丽欢

Task III

Sentence Construction


Sample Answers:

1. 你中文名字叫什么?
我中文名字姓李, 叫一文。

2. 你朋友是哪儿人?
他是四川人。
3. 你哥哥叫你什么?
他叫我小妹。
4. 你常常问问题吗?
是啊。我问题很多。

9

Looking for Someone (5 hours)



1st Hour

- The goals of this lesson are for students to be able to inquire about a person's whereabouts and to write Chinese addresses. To achieve these goals, we suggest starting with numbers.

零 一 二 三 四 五 六 七 八 九 十

- Vocabulary

After introducing the vocabulary, have students make as many phrases as possible using Adjectives + Nouns, Verbs + Nouns, Adverbs + Verbs, Adverbs + Adjectives, Preposition + Nouns, and Number + Measure Word + Nouns. Have fun!

Noun: 楼下 车 地址 号码 电话 楼 宿舍 同学 室友
这儿

Pronoun: 那儿

Verb: 玩儿 住 找

Adjective: 漂亮 麻烦 多少

Adverb: 一起 一定 以后

Preposition: 在

Phrase: 麻烦你了 不好意思

Measure Word: 个 号 层

Number: 几

- Go over the stroke order of the Chinese characters.

Homework

- Review each of the vocabulary words and understand the meaning of each word.
- Do the Task 1 Bingo exercise on the multimedia CD.
- Preview the grammar points.

2nd Hour

- Dictation: select some phrases from the Bingo exercises.
- Go over grammar points:

I. 这 and 那 (Lesson 5) by themselves are demonstrative pronouns. When 这 and 那 are used together with 么 (Lesson 7), they become an adverb meaning “so.”

这+么=这么

那+么=那么

In this lesson, when 这 and 那 are used with 儿, they become place words. Their interrogative word is 哪儿.

这+儿=这儿 (this place)

那+儿=那儿 (that place)

哪+儿=哪儿 (where)

II. 在

Verb 在: Subject + 在 + Place

Verb 在 always takes a place as its object.

你的车在哪儿?

林笛在 (家 or 这儿) 吗?

Preposition 在: Subject + 在 Place + Verb phrase

A preposition always has its own object; together they form a prepositional phrase. Preposition 在 usually takes a place as its object, and its prepositional phrase 在 + Place functions as an adverbial adjunct indicating where the verb takes place.

III. Measure Words

IV. The Interrogative Words 多少 (duōshǎo) and 几 (jǐ)

多少 and 几 carry the meaning of “how many,” or “how much”. However, 多少 can be placed directly before a noun, while 几 needs a measure word placed between it and the noun.

For example: 多少老师 or 几个老师

V. Chinese Addresses

Compare and contrast English addresses with Chinese addresses:

English: smallest unit to largest unit

Chinese: largest unit to smallest unit

Homework

- Ask students to do the grammar-related exercises in the Task 2 and Task 3 In-Class Exercise sections.

3rd Hour

- Ask students if they have any questions regarding Task 2 or Task 3. Have students explain why the correct answer is correct and why the other choices are wrong.
- In Task 4, after the translation section, ask students to perform a skit in class by substituting certain words.
- Check students' listening comprehension by randomly selecting some phrases or sentences in Task 2, Task 3, and Task 4, and then asking the students some questions based on the chosen phrases or sentences.

Homework

- Prepare to do the speaking exercises in Task 1, Task 2, and Task 3.

4th Hour

- Do the Task 1 speaking exercises together with your students. Ask a pair of students to create their two-sentence dialogues based on each substitution pattern. You may also ask questions which require students to use the patterns practiced in Task 1. For example:

How do you ask where someone lives?

你住哪儿？

How do you ask for someone's phone number?

你的电话号码是多少？

How do you ask someone if you can use his or her phone?

我用一下儿你的电话，好吗？

How do you tell someone where you are and what you are doing there?

现在我在朋友这儿学习。

How do you tell someone your address and phone number?

我住学生宿舍四层四十九号。我的电话是 202-5760。

Homework

- Go over the lesson's main text.
- Do the reading and writing exercises in Task 1, Task 2, Task 3 and Task 4.

5th Hour

- Do the Q & A exercise.
- Have students perform a skit in class based on whatever they learned in this lesson.
- Review the entire lesson (including Notes and Spoken Expressions).

Quizzes



If you would like to give your students a quiz at the end of each lesson, incorporate a few items from each of the above five sections.

Sample Quiz for Lesson 1

Name _____

I. Translate the following sentences into pinyin with tone marks.

1. Does Lao Wu live here? Yes, he lives here, but he is not here right now. He is at his brother's place.

2. Where is your roommate now? He is having fun at his classmate's place. Let's go look for him!

3. I don't know his address. What floor and room number of the student dorm does he live in? He lives in room 6289, on the fourth floor, building 107.

4. Sorry to bother you. How embarrassing. Could I use your phone for a second? It's OK. The phone is over there. Go ahead.

5. May I ask who is your boss? What is his/her telephone number?
My boss is _____. But I don't know his/her phone number, sorry.

6. My car is downstairs. Let's go look at it.
Such a beautiful car!

II. Fill in the blanks with the appropriate characters. Then, translate the entire passage into English.

我_ (named) 高文, 是吴文德的___ (roommate)。我也是他中文课的___ (classmate)。他哥哥常常来我们___ (dorm building) ___ (look for) 我们___ (play)。今天我们请很多朋友来___ (here) ___ (together) 喝咖啡。他哥哥也___ (come here)。我不知道他___ (live where)。所以我问他的_址是什么, 他的_ (telephone) ___ (number) 是___。他请我___ (future) ___ (一定) 去他___看他。

III. Write a short composition in Chinese describing yourself. Include all of the following:

1. first and last name
2. nationality
3. home address & telephone number
4. study and work situation
5. personal interests
6. daily activities
7. friends in general
8. one friend in some detail

IV. Listening Comprehension

我住学生宿舍 813 楼 6 层。我的好朋友大文不住我们楼。他住 823 楼。我的笔记, 中文书都在大文那儿。我去他那儿找他, 他不在。他的室友说他在林笛那儿。我们都不知道林笛住那儿? 也没有她的电话。但是我知道大文今天一定去吴文德宿舍做作业。我去那儿找他吧。

Questions:

1. 大文和我住在一起吗?
2. 我为什么去找大文? 他现在在那儿?
3. 大文的室友知道林笛的地址吗?

Textbook Exercises



Task I

Questions and Answers

N/A

Task II

Grammatical Structure Practice

A. Matching

1. c; 2. d; 3. a; 4. b
1. d; 2. a; 3. b; 4. c

B. Word Selection

1. b) 在

Here 在 means, “to be at home, to be in.”

2. c) 多少

The telephone number is more than a single digit, thus 几 is inappropriate.

3. c) 谁那儿

Since the sentence is a question, it has to be in question form. Personal pronouns like 你/我/他 are usually NOT combined with question pronouns. In the case of 谁, it can only be combined with 那儿.

4. b) 这儿

The pattern “personal pronoun + 这儿/那儿” refers to a location associated with the person. The other combinations are all wrong.

5. d) 宿舍四十四楼四层十四号

Since the student dorm is 学生宿舍, no 的 is needed. In addition, addresses in Chinese need to be written from the largest unit to the smallest unit, in descending order.

Task III

Paraphrasing

Sample Answers:

1. 吴文德在吗?
对不起, 他现在不在。他还在他朋友那儿。
2. 他朋友在哪儿? 你知道他朋友住几层多少号。
对不起。我不知道。但是我有他朋友的电话号码。他的电话号是
3. 你现在住哪儿?
我住学生宿舍, 八四五楼二层二一号。
4. 我用一下儿你的电话, 好吗?
电话在那儿, 你用吧。

Task IV

Situational Dialogue

N/A

Workbook Exercises



听力练习 Listening Exercises

Task I

Bingo on the multimedia CD

A. Phrases

几层	那个同学	在我那儿	学生宿舍
她的室友	在楼下	二层多少号	电话号码
找麻烦	住哪儿	这层楼	一定来玩儿
在谁那儿	一起去	这么漂亮的车	不好意思

B. Sentences

1. 请问，李先生在吗？
2. 我的中文书在谁那儿？
3. 你朋友住几层多少号？
4. 他不住学生宿舍吗？
5. 你哥哥住哪儿？
6. 麻烦你了。
7. 她还住她妈妈那儿。
8. 他住六二七楼八层八•五号。
9. 你的车不在我这儿，在他那儿。

Task II

Short Conversations

1. M: 你的电话号码是多少?
F: 我现在还没有电话。我哥哥的电话是 6254-3250。
Q: Did the woman give the man her phone number? Yes/No

No. The woman said she does not have a telephone of her own at the moment.

2. F: 请问, 吴文德住这儿吗?

M: 对, 他住这儿, 但是他现在不在。他在林笛那儿。

Q: Did Wu Wende move to Lin Di's place? Yes/No

No. The man said Wu Wende lived there, but had gone over to Lin Di's place.

3. F: 不好意思。麻烦你了。

M: 没关系。我的同学也常常用我的电话。

Q: Did the woman use the man's phone? Yes/No

Yes. The woman apologized for having bothered the man. The man said it was all right, and that his friends also frequently use his phone.

4. F: 你知道大文住哪儿吗?

M: 知道。他住学生宿舍五六一楼八层八零二号,

Q: Does Dawen live in building 561, room 802? Yes/No

Yes. The man said Dawen lives in student dorm building 561, room 802.

Task III

Dialogue

Knock, knock...

F: 是谁?

M: 我是张生。我找李丽莉。请问, 她在吗?

She opens the door...

F: 对不起。李丽莉, 她不住这儿。

M: 请问, 你们这儿是二层二·六号吗?

F: 是啊。但是, 李丽莉不住这个楼。

M: 她不住你们楼? 你知道她住哪儿吗?

F: 她住学生宿舍八三二楼。我不知道她住几层多少号。

M: 这不是八三二楼吗?

F: 不, 这是八二三。

M: 对不起。麻烦你了。

F: 没关系。

1. False

The man went to the dorm building and was talking to one of the students living there.

2. True

The man went to building 823, instead of 832.

3. False

She knew where 李丽莉 lived in building 832.

4. False

The woman said that 李丽莉 lived in building 832, but her building was 823.

Task IV

Monologue

我住学生宿舍八一四楼六层六•九号。我的好朋友大文不住我们楼。他住八二三楼五层五一二号。我的笔记，中文书都还在大文那儿。我去他那儿找他。他不在。他的室友说他在林笛那儿。我们都不知道林笛住哪儿，也没有她的电话号。但是，我知道大文今天下午一定去吴文德的宿舍做作业。我去那儿找他吧。

1. a)

He is a student. The speaker lived in a student dorm and mentioned his notes and Chinese books. Therefore, he must be a student. The passage also mentioned that Dawen was definitely going over to Wu Wende's place to do homework.

2. a)

They are friends. The speaker referred to Dawen as his good friend.

3. d)

The speaker said he lived in building 814 and that Dawen lived in 823.

4. b)

They barely know each other. The speaker said he neither knew where Lin's dorm was, nor her phone number.

口语练习 Speaking Exercises

Task I

Substitution

N/A

Task II

Quick Response

N/A

Task III

Guided Role-playing

N/A

Task IV

Picture Description

N/A

读写练习 Reading and Writing Exercises

Task I

Controlled Reading

1. True

The passage mentioned that Wang De was Dewen's Chinese friend.

2. False

Wang De told Dewen that his building is 812 and explained to him that the Chinese often read 'one' as 'yāo.'

3. True

Wang De explained to him that Chinese often read 'yī' as 'yāo.'

4. False

The passage said that Dawen and Dewen were roommates and that Wang De was Dewen's Chinese friend. He lived in building 812.

Task II

Authentic Material

1. Card 1

2. Card 1

3. Card 2

4. Card 3

Task III

Sentence Construction

Sample Answers:

1. 请问，李 丽莉在吗？
她不在。她现在在她朋友那儿。
2. 她的电话号是多少？
她的电话号是 6259-4325。
3. 我的汉语书在谁那儿？
你的书不在我这儿。
4. 你住学生宿舍几层多少号？
我住五层五-九号。


Task IV

Email

N/A

10

Introducing Friends (5 hours)



1st Hour

- The objectives of this lesson are for students to learn how to: 1) set up a date and time to meet someone, and 2) politely accept and decline invitations.
- Vocabulary

After introducing the vocabulary, have students compose as many phrases as possible using the following structures: Time Words + Verbs, Adjectives + Nouns, Verbs + Nouns, Adverbs + Verbs, Adverbs + Adjectives, and Preposition + Nouns/Pronouns.

Time Words: 后天 下午 上午 明天 晚上 (早上)

Noun: 电影
时间
晚饭
饭馆
(去) 商店
(买) 东西
女 (朋友)

(早饭, 中午饭)
咖啡馆 (茶馆)
我们去商店吧。
我们去买东西吧。
男 (朋友)

Verb: 放松
买
给
介绍

我们去放松放松吧。
你买什么?
我给你们去买礼物。
请你给我们介绍一下儿。

Adjective: 行
好听 (好看, 好吃...)

Adverb:	当然 非常 最近	当然去。 非常累。 你最近怎么样？
Preposition:	跟	他跟我们一起学习。
Conjunction:	和	他和我一起去学生宿舍。
Phrase:	没问题	

Homework

- Give students a Chinese character practice sheet and ask them to practice writing the Chinese characters, following the stroke orders found in the vocabulary section of the multimedia CD.
- Have students review each vocabulary word and make sure they understand the meaning of each word.
- Do the Task 1 Bingo exercise on the multimedia CD.
- Preview the grammar points.

2nd Hour

- Dictation: select some phrases from the Bingo exercises.
- Grammar Points

I. Affirmative-Negative Questions

Question types we have learned so far:

吗-type

Tag questions

Sentence structures we have learned so far:

Subject + Predicate Adjective

Subject + Predicate Verb

(The verbs: 是, 有, 在, and action verbs)

After the introduction, ask students to make as many affirmative-negative questions as possible using the above two sentence structures.

- II. Using Prepositions and 跟
- III. Topic-Comment Sentences (Cont'd)
- IV. 和
- V. Rhetorical Questions

Homework

- Do the Task 2 Grammar exercises and Task 3 Paraphrasing exercises in the textbook.
- Do the listening exercises in Task 2, Task 3, and Task 4 of the workbook at home or in the language lab. (Ask students to print out their scores.)

3rd Hour

- See if students have any questions regarding Task 2. Have students explain why the correct answer is correct and why the other choices are wrong.
- Give students a few key words and ask them to translate the words into Chinese. Then, ask the students to perform a skit in class by substituting certain words.
- Check students' listening comprehension by randomly selecting some phrases or sentences in Task 2, Task 3 and Task 4, and then asking students some questions based on the chosen phrases or sentences.

Homework

- Prepare to do the speaking exercises in Task 1, Task 2, and Task 3.

4th Hour

- Do the Task 1 speaking exercises together with your students. Ask a pair of students to create a two-sentence dialogue, based on each substitution pattern. You may also ask questions which require students to use the patterns practiced in Task 1. For example:

1. How do you ask a friend whether or not he or she has time to go to dinner with you?

你晚上有没有时间一起去吃晚饭?

2. How do you say in Chinese, “I don't know your friend. Could you introduce us”?

我不认识你的朋友，给我介绍一下儿，好吗?

3. Your friend asks you to go shopping with her, but you don't have time. How do you tell her?

对不起，我现在很忙，以后去吧!

4. Your friend asks you out for some fun together. You are happy to oblige. What do you say?

好啊! 没问题，我当然去啦。

- Do the speaking exercises in Task 2 and Task 3. Ask students to create their own quick responses or dialogues based on Task 2 and Task 3.

Homework

- Go over the lesson's main text.
- Do the reading and writing exercises in Task 1, Task 2, Task 3, and Task 4.

5th Hour

- Review the entire lesson (including Notes and Spoken Expressions).
- Do the Q & A exercise.
- Ask students to perform a skit in class based on whatever they learned in this lesson.

Textbook Exercises



Task I

Questions and Answers

N/A

Task II

Grammatical Structure Practice

A. Fill in the Blanks

1. 你明天下午（是不是）有中文课？
2. 那是谁？你（认识不认识）？
3. A: 你来（给）我介绍一下儿，好吗？
B: 好啊。来，你（跟）我来。
4. A: 今天下午我们去咖啡馆放松一下儿，你（去不去）？
B: 今天下午我很忙。明天下午（行不行）？

B. Error Identification

1. 你 去不去 那儿买东西？ or 你去那儿买东西吗？

The positive-negative question is an equivalent to the 吗-type question. Therefore, 去不去 and 吗 CANNOT coexist in the same sentence.

2. 她工作顺利不顺利? or 她常常工作顺利吗?

The positive-negative question CANNOT be used when there is an adverb modifying the verb (in this case 常常).

3. 她人聪明, 学习也很好。

和 links only noun phrases, NOT clauses.

4. 他跟不跟我们去喝咖啡?

When there is a preposition, the negative or positive-negative alternation takes place in the preposition, NOT in the verb.

5. 我跟他们去饭馆吃饭。

In Chinese, the prepositional phrase precedes the verbs, instead of trailing at the end of the sentence.

6. 我来介绍一下儿我们老师。 or 我给你们介绍一下儿。

The verb 介绍 is usually used in the following two ways: 1) 介绍一下儿 sth/sb; 2) 给 sb 介绍一下儿 sth/sb.

Task III

Paraphrasing

Sample Answers:

1. A: 你们认识不认识?
B: 不认识, 我们不认识。请你给我们介绍一下儿。
2. A: 我们去商店买东西, 你去不去?
B: 以后吧。现在我去做作业。没有时间。
3. A: 今天晚上我跟朋友去中国饭馆吃饭, 你来不来?
B: 当然。我今天晚上一定来。
4. A: 你早上有没有课?
B: 我早上没有课, 但是下午有课。

5. A: 你现在去看电影吗?
B: 是啊。你想不想跟我们去放松一下儿?

Task IV

Situational Dialogue

N/A

Workbook Exercises



听力练习 Listening Exercises

Task I

Bingo on the multimedia CD

A. Phrases

去看我妈妈	来这儿看我	跟我们去	给你介绍一下儿
下午没课	最近很忙	我们学校	早上当然有课
去中国饭馆	吃晚饭	去放松放松	有没有时间
今天去商店	去买东西	她的男朋友	没有女朋友

B. Sentences

她车漂亮，名字也这么好听。	请你给我们介绍一下儿。
他跟不跟我们去咖啡馆？	你去不去中国看你朋友？
你和你朋友是不是去饭馆吃饭？	我们今天晚上放松一下儿，好不好？
你明天早上忙不忙？	你今天下午不是有中文课吗？
我们明天去买东西，行不行？	

Task II

Short Conversations

- 男：那是大勇。你认识不认识他？
 女：你 给我介绍一下儿吧？
 Q: Does the woman know Dayong? Yes/No
 No. The woman asked the man to introduce Dayong to her.

2. 男：我跟我哥哥明天晚上去日本饭馆吃饭，你也来吧。

女：我明天晚上太忙，没有时间。以后吧。

Q: Is the woman going to dinner with the man? Yes/No

No. The woman said that she was going to be really busy that night.

3. 男：你今天晚上学习忙不忙？去不去咖啡馆喝咖啡？

女：我今天作业很多。明天行不行？

Is the woman going to have coffee with the man tonight? Yes/No

No. The woman had lots of homework that day.

She asked if the next day was all right.

4. 男：你下午去不去商店买东西？

女：我今天下午有中文课，明天早上去。

Does the woman want to go shopping? Yes/No

Yes. She said she is going tomorrow morning.

Task III

Dialogue

女：李丽莉今天晚上来不来？

男：她不来。她说她晚上要跟她的朋友去中国饭馆吃饭。

女：那个人是谁？你认识不认识他？

男：当然认识。他是我的老朋友，叫陈大勇。

女：他也是我们学校的学生吗？

男：是啊。他搞电脑。

女：这儿这么多人我都不认识。

男：没关系。这儿很多人都是我的朋友，都是我们学校的学生。

女：你来给我介绍一下儿，好不好？

男：没问题。你跟我来。

1. False

The woman did not know Dayong, who, the man said, was a friend of his.

2. True

In the conversation, both speakers said “women xuexiao,” which indicates that they go to the same school.

3. False

The woman did not know many people, whereas the man did.

4. True

In the conversation, the woman asks the man to introduce her to other students.

Task IV

Monologue

我来给你介绍一下我的室友。他的名字叫大文。他和我现在是很好的朋友。我常常跟他一起学习，一起休息，一起去商店买东西。但是我的很多朋友还不认识大文。我们现在课都很多，学习都很紧张，也很累。明天我跟朋友晚上去饭馆吃饭，放松放松。大文的妹妹明天来看他。他妹妹名字叫丽文。明天大文和丽文也跟我们大家一起去吃饭，我给他们介绍介绍我的朋友。

1. a)

The narrator says that he will introduce his friend to Dawen and Liwen tomorrow.

2. c)

The narrator mentions that Dawen still has not met his friends yet.

3. c)

The narrator mentions that Dawen's sister would be visiting the next day and that he wants to invite Dawen' and his sister along to have dinner with him and his friends.

4. a)

The narrator mentions that he wants to introduce his friends to Dawen.

口语练习 Speaking Exercises

Task I

Substitution

N/A

Task II

Quick Response

N/A

Task III

Guided Role-playing

N/A

Task IV

Picture Description

N/A

读写练习 Reading and Writing Exercises

Task I

Analytical Reading

我（跟）我朋友想去咖啡馆，喝咖啡。但是，上午他有课，下午我有课。昨天晚上他（来）找我，我不在。今天晚上我（去）找他，他的室友说他不在。我朋友现在在图书馆做作业。我现在去（那儿）找他。

Task II

Controlled Reading

1. 不是

She lives with her parents.

2. 不给

The narrator mentioned that he was going to show Liwen around his school the next day, because Dawen had classes in the morning.

3. 不常

The narrator mentioned that Liwen really missed Dawen, because she hadn't seen him for a long time.

4. 不在

The narrator mentioned that Liwen wanted to visit her brother's school, because they had very good Chinese teachers there.

Task III

Sentence Construction

Sample Answers:

1. 你认识不认识他?
不认识。你来给我们介绍一下儿吧。
2. 我和吴文德现在去咖啡馆，你去不去?
对不起，我还有中文课，你们去吧。
3. 明天我跟我们同学一起去商店。你也来吧?
没问题。我一定来。
4. 他今天晚上跟不跟我们去中国饭馆?
他今天晚上去看他朋友。我们以后请他吃饭吧。

Task IV

Email

N/A

Quizzes



If you would like to give your students a quiz at the end of each lesson, incorporate a few items from each of the above five sections.

Sample Quiz for Lesson 1

Name: _____

I. Translate the following sentences into Chinese. Use pinyin with tone marks.

1. I don't know your friend. Please introduce us. Alright?
2. I have recently been very busy with my studies. But, I still often go relax a bit at the coffee house with my boyfriend.
3. A: Are you going with us to the store to shop?
B: Sorry, I don't have time. Maybe later.
4. A: Let's go to a movie tomorrow. OK?
B: No. I'll have a class tomorrow both in the morning and in the afternoon. (I'll be) extremely busy. How about the day after tomorrow?
5. A: Do you have time this evening to come to my house for dinner?
B: Of course. I'll certainly come.

II. Fill in the blanks below with the appropriate Chinese characters and then translate the passage into English.

我来给你 _____ (introduce) 我的同学。他的名字叫大文。他 _____ (and) 我是很好的朋友。我 _____ (recently) 常常 _____ (with) 他一起学习，一起休息，一起去 _____ (store) _____ (shopping)。我还不认识大文的 _____ (girl) 朋友。他请我今天 _____ (evening) 去 _____ (restaurant) 吃中国 _____ (food)，也认识一下儿他的 _____ (girl) 朋友。但是我没有 _____ (time)。

III. Sentence Construction

Based on the previous passage, write at least five questions using the Affirmative-Negative structure. For example: 大文是不是他的朋友?

IV. Listening Comprehension

Listen to the teacher read passages and then, in Chinese, write answers to the teacher's questions about the passages.

Appendix: Sample Syllabus



Novice Chinese (902.710)

Course Description

This is a two-semester introductory course designed for students with no previous knowledge of the Chinese language. It is designed to develop communicative competence in listening, speaking, reading, and writing skills at the elementary level. By the end of the second semester of this course, students will have acquired the following:

1. Knowledge of Mandarin Chinese pronunciation.
2. Familiarity with basic grammar rules and sentence patterns.
3. Command of about 230 characters, which may form some 350 vocabulary words.
4. Ability to converse, read, and write on simple, everyday topics.

Work Load

1. Five class hours per week.
2. Approximately 1–2 hours each day of preparation and homework assignments.
3. Review quizzes and oral presentations.

Text

1. *Chinese Odyssey, Vol. 1 and Vol. 2* (Textbook & Workbook)
By Wang, Chi, Feng, and published by Cheng & Tsui
2. Multimedia CD-ROM
3. Audio CDs

Grading

The following factors will contribute to the final grade for the course:

- | | |
|-----------------------------------|-----|
| 1. Review quizzes | 50% |
| 2. Homework assignments | 20% |
| 3. Oral presentations/performance | 20% |
| 4. Classroom participation | 10% |

Outline and Schedule

Weeks	1.5 Hours	1.5 Hours	Two Hours
I	Sept. 13 Introduction of sound system L.1 Pinyin Part I & II (Textbook p.9–12)	15 Introduction of character L.1 Pinyin Part III & IV (Textbook p.12–15)	16 Part I–IV (Workbook p.1–8)
II	20 Review of Pinyin L.2 vocabulary & grammar	22 L.2 in-class Ex (Textbook p.26– 28)	23 L.2 Workbook (p.9–10)
III	27 L.2 text (Textbook p.17) Assignment #1 (L.2) *due L.3 vocabulary & grammar	29 L.3 in-class Ex (Textbook p.37–40)	30 L.3 Workbook (p.11–13) Quiz #1 (L.2)
IV	Oct. 4 L.3 text (Textbook p.29) Assignment #2 (L.3) *due L.4 vocabulary & grammar	06 L.4 in-class Ex (Textbook p.51–54)	07 L.4 Workbook (p.15–18) Quiz #2 (L.3)
V	11 L.4 text (Textbook p.41) Assignment #3 (L.4) *due L.5 vocabulary & grammar	13 L.5 in-class Ex (Textbook p.69–71)	14 L.5 Workbook (p.21–24) Quiz #3 (L.4)
VI	18 L.5 text (Textbook p.55) Assignment #4 (L.5) *due L.6 vocabulary & grammar	20 L.6 in-class Ex (Textbook p.86–90)	21 L.6 Workbook (p.27–31) Quiz #4 (L.5)
VII	25 L.6 in-class Ex (Textbook p. 86–90 (cont.)) Assignment #5 (L.6) *due	27 L.6 text (Textbook p.73) L.7 vocabulary & grammar	28 L.7 grammar practice (Textbook) Quiz #5 (L.6)
VIII	Nov. 1 L.7 in-class Ex (Textbook p.104–108)	03 L.7 in-class Ex (Textbook p.104–108) (cont.)	04 L.7 Workbook (p.33–37)
IX	08 L.7 text (Textbook p.91) Assignment #6 (L.7) *due L.8 vocabulary & grammar	10 L.8 gram. Practice (Textbook) L.8 in-class Ex (Textbook p.123– 125)	11 L.8 Workbook (p.39–45) Quiz #6 (L.7)
X	15 L.8 in-class Ex (Textbook p.123–125 (cont.))	17 L.8 text (Textbook p.109) Assignment #7 (L.8) *due L.9 vocabulary & grammar	18 L.9 gram. practice (Textbook) Quiz #7 (L.8)
XI	22 L.9 in-class Ex. (Textbook p.139–141)	24 Holiday	25 Holiday
XII	29 L.9 Workbook (p.49–55)	Dec. 1 L.9 text (Textbook p.127) Assignment #8 (L.9) *due L.10 vocabulary & grammar	02 L.10 gram. practice (Textbook) Quiz #8 (L.9)
XIII	06 L. 10 in-class Ex (Textbook p.157–159)	08 L.10 Workbook (p.59–66)	09 L.10 Workbook (p.59– 66) L.10 text (Textbook p.143) Assignment #9 (L.10) *due

* Refers to the “Reading/Writing Exercises Task 3/4” of each lesson in the workbook.