

Writing and Grammar

A

Each of these characters shares the same radical, 口. Write the pinyin for the characters in the top row, compare them with the pinyin of the characters below, then consider the relationship between each pair.

1 呀 ——

牙 (yá)

2 哪 ——

那 (nā)

3 啡 ——

非 (fēi)

4 吧 ——

巴 (bā)

→ appropriate numbers, measure words, and nouns. PRESENTATIONAL

中文听说读写

INTEGRATED CHINESE

Simplified
Characters

4th Edition

Yuehua Liu and Tao-chung Yao
Nyan-Ping Bi, Yaohua Shi, Liangyan Ge

Original Edition by Tao-chung Yao and Yuehua Liu
Yea-fen Chen, Liangyan Ge, Nyan-Ping Bi, Xiaojun Wang

1 Workbook



"Bringing Asia to the World"™

中文听说读写

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Publisher
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Editorial Manager
BEN SHRAGGE

Editors
LEI WANG with LIJIE QIN, MIKE YONG, and
RANDY TELFER

Creative Director
CHRISTIAN SABOGAL

Interior Design
LIZ YATES

Illustrator
KATE PAPADAKI

Cheng & Tsui Company, Inc.
Phone (617) 988-2400 / (800) 554-1963
Fax (617) 426-3669
25 West Street
Boston, MA 02111-1213 USA
chengtsui.co

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Preface

In designing the workbook exercises for *Integrated Chinese* (IC), we strove to give equal emphasis to the core language skills of listening, speaking, reading, and writing. For the new edition, we have also added *pinyin* and tone exercises for students to progressively improve their pronunciation, extra writing exercises to test their knowledge of Chinese characters, and lesson opener checklists so they can track their learning. Where appropriate, we have labeled the exercises as interpretive, interpersonal, or presentational according to the American Council on the Teaching of Foreign Languages (ACTFL) *21st Century Skills Map for World Languages*.

In addition to the print editions, the IC workbooks are also available online through the ChengTsui Web App (*Essential* and *Educator Editions*). In the digital format, the exercises are presented alongside the textbook content, and feature auto-grading capability. For more information and a free trial, visit chengtsui.co.

Organizational Principles

As with the textbooks, the IC workbooks do not follow one pedagogical methodology, but instead blend several effective teaching approaches. When accessed through the ChengTsui Web App, the workbooks are particularly suited for differentiated instruction, blended learning, and the flipped classroom. Here are some features that distinguish the IC workbooks:

Form and Function

The ultimate purpose of learning any language is to be able to communicate in that language. With that goal in mind, we pay equal attention to language form and function. In addition to traditional workbook exercise types (e.g., fill-in-the-blanks, sentence completion, translation, multiple choice), we include task-based assignments that equip students to handle real-life situations using accurate and appropriate language. These exercises provide linguistic context and are written to reflect idiomatic usage.

Visual Learning

Engaging learners through rich visuals is key to our pedagogy. To build a bridge between the classroom and the target language setting, we include a range of exercises centered on authentic materials. We also include illustration-based exercises that prompt students to answer questions directly in Chinese without going through the process of translation.

Learner-Centered Tasks

We believe that workbook exercises should not only align with the textbook, but also relate to students' lives. We include exercises that simulate daily life and reference culturally relevant topics and themes, including social media and globalization. We hope such open-ended exercises will actively engage students in the subject matter, and keep them interested in the language-learning process.

Differentiated Instruction

We have designed the exercises at different difficulty levels to suit varying curricular needs. Therefore, teachers should assign the exercises at their discretion; they may use some or all of them, in any sequence. Moreover, teachers may complement the workbook exercises with their own materials or with supplementary resources available at chengtsui.co.

Bringing It Together

Every five lessons, we provide a short cumulative review unit ("Bringing It Together") for students who wish to check their progress. These flexible units do not introduce any new learning materials, and can be included in or excluded from curricula according to individual needs.

Lesson Structure

For maximum flexibility in pacing, each lesson is divided into two parts corresponding to the lesson halves in the textbook. Teachers may spend two or three days teaching the first half and assigning students the associated exercises, then devote an equal amount of time to the second half and its exercises. Teachers may also give two separate vocabulary tests for the two readings to ease student workload.

The workbook lesson sections are as follows:

Listening Comprehension

All too often, listening comprehension is sacrificed in the formal classroom setting. Because of time constraints, students tend to focus their time and energy on mastering a few grammar points. We include a substantial number of listening comprehension exercises to remedy this imbalance. There are two categories of listening exercises; both can be done on students' own time or in the classroom. In either case, the instructor should review students' answers for accuracy.

The first group of listening exercises, which is placed at the beginning of this section, is based on the scenarios in the lesson. For the exercises to be meaningful, students should study the vocabulary list before listening to the recordings.

The second group of listening exercises is based on audio recordings of two or more short dialogues or narratives. These exercises are designed to give students extra practice on the vocabulary and grammar points introduced in the lesson. Some of the exercises, especially those that ask students to choose among several possible answers, are significantly more difficult than others. These exercises should be assigned towards the end of the lesson, after students have familiarized themselves with its content.

Streaming audio for the workbooks (and textbooks) is accessible at chengtsui.co.

Pinyin and Tone

This new section includes exercises that ask students to identify characters with the same initials or finals and write them in *pinyin*; and to indicate the tones of characters that are pronounced similarly. These exercises build on the foundation provided by the Basics section.

Speaking

As with Listening Comprehension, this section includes two groups of exercises. They should be assigned separately based on students' proficiency level.

To help students apply new vocabulary and grammar knowledge to meaningful communication, we first ask questions related to the dialogue or narrative, and then ask questions related to their own lives. These questions require a one- or two-sentence answer. By stringing together short questions and answers, students can construct their own short dialogues, practice in pairs, or take turns asking or answering questions.

As their confidence increases, students can progress to more difficult questions that invite them to express opinions on a number of topics. Typically, these questions are abstract, so they gradually teach students to express their opinions in longer conversations. As the school year progresses, these questions should take up more class discussion time. Because this second group of speaking exercises is quite challenging, it should be attempted only after students are well grounded in the lesson's grammar and vocabulary. Usually, this does not occur immediately after students have completed the first group of exercises.

Reading Comprehension

This section includes questions asking students to match terms, answer questions in English, or answer multiple-choice questions based on readings. There are also activities based on realia.

Writing and Grammar

Characters

These newly added exercises develop students' analytic ability by asking them to apply their knowledge of radicals and patterns. Where appropriate, space to practice writing characters is also provided.

Grammar and Usage

These drills and exercises are designed to solidify students' grasp of important grammar points. Through brief exchanges, students answer questions using specific grammatical forms, or are given sentences to complete. Because they must provide context for these exercises, students cannot treat them as simple mechanical repetition drills.

In the last three lessons, students are introduced to increasingly sophisticated and abstract vocabulary. Corresponding exercises help them to grasp the nuances of new words.

Translation

Translation has been a tool for language teaching through the ages, and positive student feedback confirms our belief in its continued importance. The exercises we have devised serve two primary functions: one, to have students apply specific grammatical structures; and two, to encourage students to build on their vocabulary. Ultimately, we believe this dual-pronged approach will enable students to realize that it takes more than just literal translation to convey an idea in a foreign language.

Writing Practice

This group of exercises is the culmination of the section, as it encourages students to express themselves through writing. Many of the topics overlap with those used in oral practice. We expect that students will find it easier to write what they have already learned to express orally.

Note: Prefaces to the previous editions of IC are available at chengtsui.co.

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Basics



Check off the following items as you learn them.

- Simple finals
- Initials
- Compound finals
- Tones

As you progress through the lesson, note what else you would like to learn to expand your knowledge of Chinese.



Audio

Single Syllable

Listen to the audio, then circle the correct answers.

A Simple Finals**1** a. *bā* b. *bū***3** a. *gū* b. *gē***5** a. *lú* b. *lū***2** a. *kē* b. *kā***4** a. *pū* b. *pō***B Initials****1** a. *pà* b. *bà***10** a. *kuì* b. *huì***19** a. *sè* b. *shè***2** a. *pí* b. *bí***11** a. *kǎi* b. *hǎi***20** a. *sè* b. *cè***3** a. *nán* b. *mán***12** a. *kuā* b. *huā***21** a. *zhōng* b. *jiōng***4** a. *fú* b. *hú***13** a. *jiān* b. *qiān***22** a. *shēn* b. *sēn***5** a. *tīng* b. *dīng***14** a. *yú* b. *qú***23** a. *rù* b. *lù***6** a. *tǒng* b. *dǒng***15** a. *xiāng* b. *shāng***24** a. *xiào* b. *shào***7** a. *nán* b. *lán***16** a. *chú* b. *rú***25** a. *qì* b. *chì***8** a. *niàn* b. *liàn***17** a. *zhá* b. *zá***9** a. *gàn* b. *kàn***18** a. *zì* b. *cì***C Compound Finals****1** a. *tuō* b. *tōu***10** a. *píng* b. *pín***19** a. *téng* b. *tóng***2** a. *guō* b. *gōu***11** a. *làn* b. *luàn***20** a. *kēng* b. *kōng***3** a. *duò* b. *dòu***12** a. *huán* b. *hán***21** a. *pàn* b. *pàng***4** a. *diū* b. *dōu***13** a. *fēng* b. *fēn***22** a. *fǎn* b. *fǎng***5** a. *liú* b. *lóu***14** a. *bèng* b. *bèn***23** a. *mín* b. *míng***6** a. *yǒu* b. *yǔ***15** a. *lún* b. *léng***24** a. *pēn* b. *pān***7** a. *nǚ* b. *nǚ***16** a. *bīn* b. *bīng***25** a. *rén* b. *rān***8** a. *lú* b. *lǚ***17** a. *kěn* b. *kǔn***9** a. *yuán* b. *yán***18** a. *héng* b. *hóng***D Tones: First and Fourth (Level and Falling)****1** a. *bō* b. *bò***5** a. *qu* b. *qu***9** a. *xià* b. *xiā***2** a. *pān* b. *pàn***6** a. *sì* b. *sī***10** a. *yā* b. *yà***3** a. *wù* b. *wū***7** a. *fei* b. *fei***4** a. *tà* b. *tā***8** a. *duì* b. *duī***E Tones: Second and Third (Rising and Low)****1** a. *mǎi* b. *mái***5** a. *wú* b. *wǔ***9** a. *fei* b. *fei***2** a. *fāng* b. *fáng***6** a. *bǎ* b. *bá***10** a. *láo* b. *lǎo***3** a. *tú* b. *tǔ***7** a. *zhǐ* b. *zhí***4** a. *gé* b. *gě***8** a. *huǐ* b. *huí*

F**All Four Tones**

- | | | | | | |
|----------|-----------------|-----------------|-----------|-----------------|-----------------|
| 1 | a. <i>bà</i> | b. <i>baā</i> | 10 | a. <i>mào</i> | b. <i>máo</i> |
| 2 | a. <i>pí</i> | b. <i>pì</i> | 11 | a. <i>bǔ</i> | b. <i>bù</i> |
| 3 | a. <i>méi</i> | b. <i>měi</i> | 12 | a. <i>kuàng</i> | b. <i>kuāng</i> |
| 4 | a. <i>wēn</i> | b. <i>wěn</i> | 13 | a. <i>jú</i> | b. <i>jǔ</i> |
| 5 | a. <i>zǎo</i> | b. <i>zāo</i> | 14 | a. <i>qiáng</i> | b. <i>qiāng</i> |
| 6 | a. <i>yōu</i> | b. <i>yóu</i> | 15 | a. <i>xián</i> | b. <i>xiān</i> |
| 7 | a. <i>guāng</i> | b. <i>guāng</i> | 16 | a. <i>yǒng</i> | b. <i>yòng</i> |
| 8 | a. <i>cí</i> | b. <i>cǐ</i> | 17 | a. <i>zú</i> | b. <i>zū</i> |
| 9 | a. <i>qì</i> | b. <i>qí</i> | 18 | a. <i>suí</i> | b. <i>suí</i> |

- | | | |
|-----------|-----------------|-----------------|
| 19 | a. <i>zhèng</i> | b. <i>zhēng</i> |
| 20 | a. <i>chòu</i> | b. <i>chóu</i> |
| 21 | a. <i>shuāi</i> | b. <i>shuài</i> |
| 22 | a. <i>wǒ</i> | b. <i>wò</i> |
| 23 | a. <i>yào</i> | b. <i>yáo</i> |
| 24 | a. <i>huī</i> | b. <i>huì</i> |
| 25 | a. <i>rú</i> | b. <i>rù</i> |

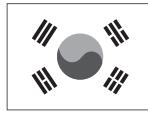
G**Comprehensive Exercise**

- | | | | | | | | | |
|----------|-----------------|-----------------|-----------|----------------|----------------|-----------|-----------------|-----------------|
| 1 | a. <i>jiā</i> | b. <i>zhā</i> | 10 | a. <i>dǒu</i> | b. <i>duǒ</i> | 19 | a. <i>liè</i> | b. <i>liè</i> |
| 2 | a. <i>chuí</i> | b. <i>qué</i> | 11 | a. <i>duō</i> | b. <i>zuō</i> | 20 | a. <i>jīn</i> | b. <i>zhēn</i> |
| 3 | a. <i>chǎng</i> | b. <i>qiǎng</i> | 12 | a. <i>mǎi</i> | b. <i>měi</i> | 21 | a. <i>xiǔ</i> | b. <i>shǒu</i> |
| 4 | a. <i>xū</i> | b. <i>shū</i> | 13 | a. <i>chóu</i> | b. <i>qiú</i> | 22 | a. <i>kǔn</i> | b. <i>hěn</i> |
| 5 | a. <i>shuǐ</i> | b. <i>xuě</i> | 14 | a. <i>yuè</i> | b. <i>yè</i> | 23 | a. <i>shǎo</i> | b. <i>xiǎo</i> |
| 6 | a. <i>zǎo</i> | b. <i>zhǎo</i> | 15 | a. <i>jiǔ</i> | b. <i>zhǒu</i> | 24 | a. <i>zhǎng</i> | b. <i>jiǎng</i> |
| 7 | a. <i>zǎo</i> | b. <i>cǎo</i> | 16 | a. <i>nǚ</i> | b. <i>nǚ</i> | 25 | a. <i>quā</i> | b. <i>chū</i> |
| 8 | a. <i>sōu</i> | b. <i>shōu</i> | 17 | a. <i>zhú</i> | b. <i>jú</i> | | | |
| 9 | a. <i>tōu</i> | b. <i>tuō</i> | 18 | a. <i>jī</i> | b. <i>zì</i> | | | |

Tone Combination Exercise

Audio

Listen to the words in the audio, then indicate the tones with 1 (first tone), 2 (second tone), 3 (third tone), 4 (fourth tone), or 0 (neutral tone) in the spaces provided. Note that the images in exercise A depict the meaning of the words.

A**Multisyllabic Words****1****3****5****2****4****6**

7



9



11



8



10



12



B

Disyllabic Words

1 _____

11 _____

21 _____

2 _____

12 _____

22 _____

3 _____

13 _____

23 _____

4 _____

14 _____

24 _____

5 _____

15 _____

25 _____

6 _____

16 _____

26 _____

7 _____

17 _____

27 _____

8 _____

18 _____

28 _____

9 _____

19 _____

29 _____

10 _____

20 _____

30 _____

Initials and Simple Finals

Listen to the audio, then fill in the blanks with the appropriate initials or simple finals.

A 1. __a 2. __p 3. __u 4. __l

B 1. __f 2. __n 3. __i 4. __u

C 1. __a 2. __l 3. __l 4. __u

D 1. __u 2. __t 3. __n 4. __n

E 1. __e 2. __u 3. __a



- F** 1. g 2. k 3. h
G 1. u 2. i 3. u
H 1. j 2. q 3. x
I 1. a 2. e 3. i 4. u
J 1. u 2. c 3. u 4. i
K 1. i 2. s 3. a 4. q
L 1. a 2. i 3. s 4. u
M 1. c 2. i 3. u 4. a
N 1. u 2. r 3. ch 4. e

Tones



Audio

Listen to the audio, then add the correct tone marks.

- A** 1. *he* 2. *ma* 3. *pa* 4. *di*
B 1. *nü* 2. *re* 3. *chi* 4. *zhu*
C 1. *mo* 2. *qu* 3. *ca* 4. *si*
D 1. *tu* 2. *fo* 3. *ze* 4. *ju*
E 1. *lii* 2. *bu* 3. *xi* 4. *shi*
F 1. *gu* 2. *se* 3. *ci* 4. *ku*
G 1. *mang* 2. *quan* 3. *yuan* 4. *yue*
H 1. *yi* 2. *er* 3. *san* 4. *si*
I 1. *ba* 2. *qi* 3. *liu* 4. *wu*
J 1. *jiu* 2. *shi* 3. *tian* 4. *jin*
K 1. *mu* 2. *shui* 3. *huo* 4. *ren*
L 1. *yu* 2. *zhuang* 3. *qun* 4. *zhong*

Compound Finals



Audio

Listen to the audio, then fill in the blanks with the appropriate compound finals.

- 1** a. *zh*_ b. *t*_ c. *k*_ d. *j*_
2 a. *x*_ b. *q*_ c. *j*_ d. *d*_
3 a. *x*_ b. *zh*_ c. *t*_ d. *g*_
4 a. *sh*_ b. *b*_ c. *z*_ d. *q*_
5 a. *j*_ b. *d*_ c. *x*_ d. *ch*_
6 a. *zh*_ b. *l*_ c. *k*_ d. *j*_
7 a. *s*_ b. *x*_ c. *p*_ d. *ch*_



Audio

Compound Finals and Tones

Listen to the audio, then fill in the blanks with the appropriate compound finals and tone marks.

- 1** a. *m*_ b. *zh*_ c. *sh*_ d. *zh*_
- 2** a. *sh*_ b. *t*_ c. *l*_ d. *b*_
- 3** a. *s*_ b. *j*_ c. *k*_ d. *d*_
- 4** a. *l*_ b. *q*_ c. *t*_ d. *x*_
- 5** a. *f*_ b. *p*_ c. *x*_ d. *j*_
- 6** a. *b*_ b. *j*_ c. *q*_ d. *t*_
- 7** a. *l*_ b. *g*_ c. *q*_ d. *x*_



Audio

Neutral Tone

Listen to the words in the audio one at a time, then indicate the tones with 1 (first tone), 2 (second tone), 3 (third tone), 4 (fourth tone), or 0 (neutral tone).

- | | | | |
|------------------|--|--------------------------------|---|
| <p>1 _____</p> |  | <p>8 _____ (older brother)</p> |  |
| 2 _____ |  | 9 _____ (younger brother) | |
| 3 _____ |  | 10 _____ (older sister) |  |
| 4 _____ |  | 11 _____ (younger sister) | |
| 5 _____ (father) |  | | |
| 6 _____ (mother) | | | |
| 7 _____ (son) | | | |



Audio

Initials, Finals, and Tones: Disyllabic Words

Listen to the audio, then circle the correct answers.

- | | | | | |
|-----------|---------------------|---------------------|---------------------|---------------|
| 1 | a. <i>lāoshī</i> | b. <i>lǎoshī</i> | c. <i>lǎoshí</i> | (teacher) |
| 2 | a. <i>nǚ’ér</i> | b. <i>nǚ’er</i> | c. <i>nǚ’ér</i> | (daughter) |
| 3 | a. <i>zhàopiān</i> | b. <i>zhāopiān</i> | c. <i>zháopiān</i> | (photograph) |
| 4 | a. <i>wànfan</i> | b. <i>wǎnfān</i> | c. <i>wǎnfàn</i> | (dinner) |
| 5 | a. <i>shēngrì</i> | b. <i>shéngri</i> | c. <i>shēngri</i> | (birthday) |
| 6 | a. <i>zāijiàn</i> | b. <i>zāijian</i> | c. <i>zāijiān</i> | (goodbye) |
| 7 | a. <i>xuéshēng</i> | b. <i>xuèsheng</i> | c. <i>xuésheng</i> | (student) |
| 8 | a. <i>diànyǐng</i> | b. <i>diānyǐng</i> | c. <i>diànyìng</i> | (movie) |
| 9 | a. <i>zuòtiān</i> | b. <i>zuótiān</i> | c. <i>zuótian</i> | (yesterday) |
| 10 | a. <i>suírán</i> | b. <i>suīrán</i> | c. <i>suīràn</i> | (although) |
| 11 | a. <i>xièxiè</i> | b. <i>shèshe</i> | c. <i>xièxie</i> | (thanks) |
| 12 | a. <i>kāfei</i> | b. <i>káfei</i> | c. <i>kāifēi</i> | (coffee) |
| 13 | a. <i>kēlè</i> | b. <i>kēlè</i> | c. <i>kēlā</i> | (cola) |
| 14 | a. <i>píngcháng</i> | b. <i>pēngchán</i> | c. <i>píngchèng</i> | (normally) |
| 15 | a. <i>gōngzuò</i> | b. <i>gōngzhuò</i> | c. <i>gōngzòu</i> | (work) |
| 16 | a. <i>piàoliàng</i> | b. <i>piāoliang</i> | c. <i>piàoliang</i> | (pretty) |
| 17 | a. <i>wèntí</i> | b. <i>wèntí</i> | c. <i>wěntí</i> | (questions) |
| 18 | a. <i>róngyi</i> | b. <i>lóngyi</i> | c. <i>róngyì</i> | (easy) |
| 19 | a. <i>kāishi</i> | b. <i>kāixi</i> | c. <i>kāisī</i> | (begin) |
| 20 | a. <i>lòudiǎn</i> | b. <i>liùdiǎn</i> | c. <i>liùdǎn</i> | (six o'clock) |

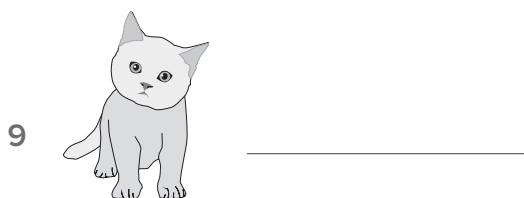
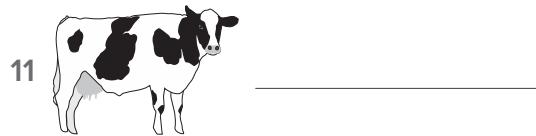
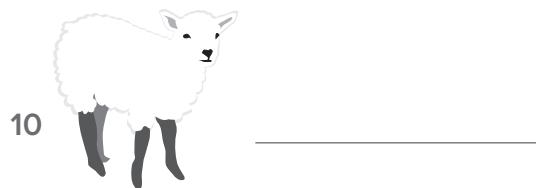
Initials, Finals, and Tones: Monosyllabic Words



Audio

Listen to the audio, then transcribe what you hear into *pinyin* with tone marks.

- | | | | | | |
|----------|--|-------|----------|--|-------|
| 1 | | _____ | 4 | | _____ |
| 2 | | _____ | 5 | | _____ |
| 3 | | _____ | 6 | | _____ |



Audio

Initials, Finals, and Tones: Cities

Listen to the *pinyin* words in the left column, then connect them with the corresponding cities in the right column, e.g.:

Mài'āmì → Miami

- | | | |
|----|---------------------|----------------|
| 1 | __ <i>Bōshídūn</i> | a. Venice |
| 2 | __ <i>Lúndūn</i> | b. Toronto |
| 3 | __ <i>Niǔyuē</i> | c. Boston |
| 4 | __ <i>Bálí</i> | d. Chicago |
| 5 | __ <i>Zhījiāgē</i> | e. Seattle |
| 6 | __ <i>Běijīng</i> | f. New York |
| 7 | __ <i>Luòshānjī</i> | g. Paris |
| 8 | __ <i>Duōlúnduō</i> | h. London |
| 9 | __ <i>Xīyātú</i> | i. Beijing |
| 10 | __ <i>Weinísī</i> | j. Los Angeles |



Audio

Initials, Finals, and Tones: Countries

Listen to the audio, transcribe what you hear into *pinyin* with tone marks, then identify the countries, e.g.:

Riběn → Japan

- | | | |
|---|-------|---------|
| 1 | _____ | → _____ |
| 2 | _____ | → _____ |

3 _____ → _____

4 _____ → _____

5 _____ → _____

6 _____ → _____

7 _____ → _____

8 _____ → _____

9 _____ → _____

10 _____ → _____

Initials, Finals, and Tones: American Presidents



Audio

Listen to the audio, transcribe what you hear into *pinyin* with tone marks, then identify the American presidents.

1 _____ → _____

2 _____ → _____

3 _____ → _____

4 _____ → _____

5 _____ → _____

6 _____ → _____

7 _____ → _____

8 _____ → _____

9 _____ → _____

10 _____ → _____

Realia

The tones for the three characters on the sign are 2, 3, and 4, respectively. Can you pronounce what's on the sign? If you can, then you know how to say "emergency room" in Chinese.



Lesson 1

第一课

问好

Greetings



Check off the following items as you learn them.

Useful Expressions

- Hello!
- What's your name?
- My name is _____ (your name).
- I'm a student.
- I'm _____ (your nationality).

Cultural Norms

- Polite introductions
- Standard forms of address
- Common family names
- Proper name order

As you progress through the lesson, note other useful expressions and cultural norms you would like to learn.

Dialogue 1: Exchanging Greetings



Audio

Listening Comprehension

A Listen to the Textbook Dialogue 1 audio, then circle the most appropriate choice. INTERPRETIVE

1 What does the man first say to the woman?

- a What's your name?
- b I'm Mr. Wang.
- c Are you Miss Li?
- d How do you do?

2 What is the woman's full name?

- a Wang Peng
- b Li You
- c Xing Li
- d Jiao Liyou

3 What is the man's full name?

- a Wang Peng
- b Li You
- c Xing Wang
- d Jiao Wangpeng

B Listen to the Workbook Dialogue 1* audio, then circle the most appropriate choice. INTERPRETIVE

1 These two people are

- a saying goodbye to each other.
- b asking each other's name.
- c greeting each other.
- d asking each other's nationality.

C Listen to the Workbook Dialogue 2 audio, then circle the most appropriate choice. INTERPRETIVE

1 The two speakers are most likely

- a brother and sister.
- b father and daughter.
- c two old friends being reunited.
- d strangers getting acquainted.

2 These two people are

- a Mr. Li and Miss You.
- b Mr. Li and Miss Li.
- c Mr. Wang and Miss You.
- d Mr. Wang and Miss Li.

* In Listening Comprehension, references to Workbook Dialogues and Narratives correspond to audio recordings of new Chinese texts, not the dialogues and narratives from the textbook.

Pinyin and Tone

- A** Identify the characters with the same initials (either *x* or *sh*) and write them in *pinyin*.

先 什 姓 小

1 *x:* _____

2 *sh:* _____

- B** Compare the tones of these characters. Indicate the tones with 1 (first tone), 2 (second tone), 3 (third tone), 4 (fourth tone), or 0 (neutral tone).

1 你 _____ 问 _____

2 我 _____ 叫 _____

3 什 _____ 么 _____

Speaking

- A** Answer these questions in Chinese based on Textbook Dialogue 1. PRESENTATIONAL

- 1 How does Mr. Wang greet Miss Li?
- 2 What is Miss Li's reply?
- 3 How does Mr. Wang ask what Miss Li's family name is?
- 4 What is Mr. Wang's given name?
- 5 How does Mr. Wang ask what Miss Li's given name is?
- 6 What is Miss Li's given name?

- B** In pairs, role-play meeting someone for the first time. Try to complete the following tasks in Chinese. INTERPERSONAL

- 1 Exchange greetings with each other.
- 2 Ask each other's family name and given name.

Reading Comprehension

A Read these Chinese sentences: 你好，先生。请问你贵姓？ Then mark these statements true or false. INTERPRETIVE

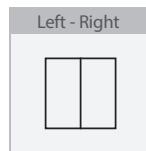
- 1 The question is addressed to a man.
- 2 The speaker is talking to his/her friend.
- 3 The sentence occurs at the end of a conversation.
- 4 We do not know the addressee's family name.

B Read these Chinese sentences: 小姐，你好。我姓李，叫李朋。你呢？ Then mark these statements true or false. INTERPRETIVE

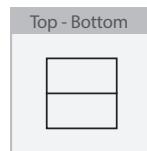
- 1 The speaker is talking to a man.
- 2 We don't know whether the speaker is a man or a woman.
- 3 We know the speaker's full name.
- 4 The speaker knows the addressee's full name.

Writing and Grammar

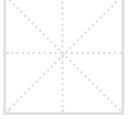
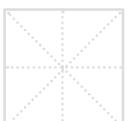
A Which of these characters are based on the left-right pattern, and which on the top-bottom pattern? After filling in the answers, write the characters in the spaces provided.



a



b

- | | | |
|----------------------------|---|---|
| 1 <input type="checkbox"/> |  |  |
| 2 <input type="checkbox"/> |  |  |
| 3 <input type="checkbox"/> |  |  |

- | | | |
|----------------------------|---|---|
| 4 <input type="checkbox"/> |  |  |
| 5 <input type="checkbox"/> |  |  |
| 6 <input type="checkbox"/> |  |  |

B

Rearrange these Chinese words into a complete sentence. Use the English in parentheses as a clue. **PRESENTATIONAL**

1 叫 | 名字 | 你 | 请问 | 什么

(May I ask what your name is?)

2 王朋 | 我 | 叫

(My name is Wang Peng.)

3 姓 | 李 | 我

(My family name is Li.)

C

Rewrite and answer these questions in characters. **PRESENTATIONAL**

1 *Nǐ hǎo!*

2 *Nǐ guì xìng?*

3 *Nǐ jiào shénme míngzì?*

D

Translate these sentences into Chinese. PRESENTATIONAL

1 Hi, Mr. Wang.

2 Q: May I ask what your family name is?

A: My family name is Li. My name is Li You.

E

Write your Chinese name, if you have one, in characters. If you don't, come up with one (ask your teacher for help if needed).

Dialogue 2: Where Are You From?

Listening Comprehension



A Listen to the Textbook Dialogue 2 audio, then mark these statements true or false. Quote the key sentence from the dialogue, in either *pinyin* or characters, to support your answer. INTERPRETIVE

- 1 Miss Li is a student.

- 2 Mr. Wang is a teacher.

- 3 Mr. Wang is American.

- 4 Miss Li is Chinese.

B Listen to the Workbook Dialogue 1 audio, then mark these statements true or false. INTERPRETIVE

- 1 Both the man and the woman are Chinese.

- 2 Both the man and the woman are American.

- 3 The man is Chinese and the woman is American.

- 4 The man is American and the woman is Chinese.

C Listen to the Workbook Dialogue 2 audio, then mark these statements true or false. INTERPRETIVE

- 1 Both the man and the woman are teachers.

- 2 Both the man and the woman are students.

- 3 The man is a teacher. The woman is a student.

- 4 The man is a student. The woman is a teacher.

Pinyin and Tone

- A** Identify the characters with the same initials (either *x* or *sh*) and write them in *pinyin*.

先 师 什 姓 是 小

1 *x:* _____

2 *sh:* _____

- B** Compare the tones of these characters. Indicate the tones with 1 (first tone), 2 (second tone), 3 (third tone), 4 (fourth tone), or 0 (neutral tone).

1 是 _____ 师 _____

Speaking

- A** Answer these questions in Chinese based on Textbook Dialogue 2. PRESENTATIONAL

- 1 How does Miss Li ask whether Mr. Wang is a teacher or not?
- 2 Is Mr. Wang a teacher?
- 3 Is Miss Li a teacher?
- 4 What is Mr. Wang's nationality?
- 5 What is Miss Li's nationality?

- B** You meet a Chinese person on campus. Ask politely in Chinese whether he/she is a teacher. INTERPERSONAL

- C** You've just met a foreign student who can speak Chinese. INTERPERSONAL

- 1 Ask whether he/she is Chinese.
- 2 Tell him/her that you are American.

- D** Introduce yourself in Chinese to your class. Tell your classmates what your Chinese name is and whether you are a student. PRESENTATIONAL

Reading Comprehension

- A** Match the sentences in the left column with the appropriate responses in the right column.

INTERPRETIVE

- | | | |
|---------|-----------|-------------|
| 1 _____ | 你好! | a 是, 我是老师。 |
| 2 _____ | 您贵姓? | b 不, 我是中国人。 |
| 3 _____ | 你是美国人吗? | c 我也是学生。 |
| 4 _____ | 你是老师吗? | d 我姓李。 |
| 5 _____ | 我是学生, 你呢? | e 你好! |

- B**

After reading this passage, fill in the chart, then answer the questions that follow by circling the most appropriate choice. INTERPRETIVE

王先生叫王师中。王师中是纽约人, 不是中国人。王师中是学生, 不是老师。李小姐是北京人, 叫李美生。李美生是老师, 不是学生。

| Gender | Given Name | Nationality | Occupation | Hometown |
|--------|------------|-------------|------------|----------|
| 王先生 | | | | |
| 李小姐 | | | | |

- 1 If you were the man's close friend, how would you normally address him?

- a Wang Xiansheng
- b Xiansheng Wang
- c Wang
- d Shizhong

- 2 If you were introduced to the woman for the first time, with which term would it be most appropriate to address her?
- a Li Xiaojie
 - b Xiaojie Li
 - c Li Meisheng
 - d Meisheng

C

Read this dialogue, then answer the questions in English. INTERPRETIVE

李先生：请问，你是王老师吗？

王小姐：是，我是。你是……

李先生：王老师，你好。我姓李，叫李大中。

王小姐：李大中，李大中……哦，李老师，是你 ya ……你好，你好。

1 Is this a dialogue between a teacher and a student?

2 Are the two speakers very familiar with each other?

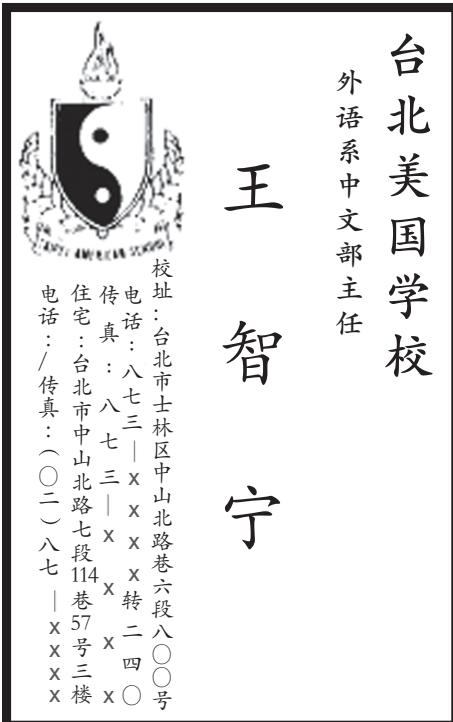
3 What tone of voice does the interjection “哦” bring to the dialogue?

4 What tone of voice does the particle “ya” bring to the dialogue?

D

On these three Chinese business cards, underline the characters that are family names. INTERPRETIVE





Review these two Chinese business cards, then answer the questions in English. **INTERPRETIVE**

| | |
|--|--|
| <p>外语教学与研究出版社 北京外语音像出版社</p> <p>王伟</p> <p>音像中心</p> <p>地址: 北京市西三环北路19号 (北京外国语大学) 电话: (010)6891 XXXX 手机: 13671 XXXX</p> | <p>美国在台协会华语学校</p> <p>王俊仁</p> <p>台北市阳明山山仔后 爱富三街长生巷5号</p> <p>电话: (02)2861- XXXX 传真: (02)2861- XXXX</p> |
|--|--|

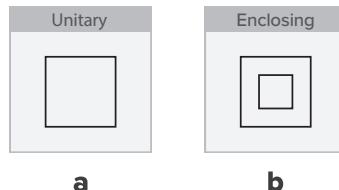
1 What are the card owners' family names?

2 Which business card's owner works in Beijing?

Writing and Grammar

A

Which of these characters are based on the unitary pattern, and which on the enclosing pattern?
After filling in the answers, write the characters in the spaces provided.



B

Rewrite these sentences in characters. PRESENTATIONAL

1 *Qǐng wèn, nǐ shì xuésheng ma?*

2 *Wǒ shì Zhōngguó rén. Nǐ ne?*

3 *Wǒ bù xìng Wáng, wǒ xìng Lǐ.*

4 *Nǐ shì lǎoshī, wǒ shì xuésheng.*

5 *Nǐ shì Měiguó rén, wǒ yě shì Měiguó rén.*

C

Rearrange these Chinese words into sentences, using the English in parentheses as clues.

PRESENTATIONAL

1 姓 | 王 | 吗 | 你

(Is your family name Wang?)

2 吗 | 是 | 你 | 学生 | 中国

(Are you a Chinese student?)

3 北京 | 是 | 人 | 我 | 不

(I am not from Beijing.)

4 小姐 | 先生 | 纽约人 | 纽约人 | 王 | 李 |
也 | 是 | 是

(Miss Wang is a New Yorker. Mr. Li is also from New York.)

D

Answer these questions in Chinese according to your own circumstances. INTERPERSONAL

1 Q: 你是学生吗?

A: _____

2 Q: 你是北京人吗?

A: _____

3 Q: 李小姐是美国人。你呢?

A: _____

4 Q: 王先生是中国学生。你呢?

A: _____

E

Write out the questions to which these statements are the appropriate answers, following the example below. PRESENTATIONAL

我是学生。

你是学生吗?

- 1 我是美国人。 _____
- 2 我姓李。 _____
- 3 王老师是北京人。 _____
- 4 李小姐不是老师。 _____
- 5 我也是学生。 _____

F

Connect these clauses to form compound sentences using 也, following the example below.

PRESENTATIONAL

李友是学生。 | 王朋是学生。

李友是学生，王朋也是学生。

- 1 你是美国人。 | 我是美国人。

-
- 2 李小姐不是中国人。 | 李先生不是中国人。
-

- 3 你不姓王。 | 我不姓王。
-

- 4 王先生不是纽约人。 | 李小姐不是纽约人。
-

G

Complete this conversation in characters based on the information given. PRESENTATIONAL

Student A: _____ o

Student B: _____ o

Student A: _____ , _____ ?

Student B: 我姓王。

Student A: _____ ?

Student B: 我叫王京。

Student A: _____, _____?

Student B: 不, 我不是, 我是中国人。

Student A: _____, _____?

Student B: 我也是。

H

Translate these sentences into Chinese. PRESENTATIONAL

- 1 Q: Is Mr. Wang Chinese?

A: Yes, Mr. Wang is from Beijing.

- 2 Q: Li You is a student. How about you?

A: I am also a student.

- 3 Q: I am from New York. Are you from New York, too?

A: No, I am from Beijing.

- 4 Q: My family name is Wang. Is your family name Wang also?

A: No, my family name is not Wang. My family name is Li.

I

Write a self-introduction in Chinese by filling in the blanks. PRESENTATIONAL

你好! 我姓_____，叫_____。
我是_____人，不是_____人。
我是_____，不是_____。

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Lesson 2

第二课

家庭

Family



Check off the following items as you learn them.

Useful Expressions

- There are _____ (number) people in my family.
- Who is this girl/boy?
- He/she is my older brother/sister.
- I don't have any brothers/sisters.
- My dad/mom is a _____ (profession).

Cultural Norms

- Kinship terms
- Family structure
- Business card etiquette

As you progress through the lesson, note other useful expressions and cultural norms you would like to learn.

Dialogue 1: Looking at a Family Photo



Audio

Listening Comprehension

A Listen to the Textbook Dialogue 1 audio, then mark these statements true or false. **INTERPRETIVE**

- 1 Wang Peng knows the people in the picture.
- 2 Gao Wenzhong doesn't have any older sisters.
- 3 Gao Wenzhong's parents are in the picture.
- 4 Gao Wenzhong's younger brother is also in the picture.
- 5 Gao Wenzhong's older brother doesn't have any daughters.

B Listen to the Workbook Dialogue 1 audio, then circle the most appropriate choice. **INTERPRETIVE**

- 1 Who are the people in the picture?
 - a The woman's mother and younger sister.
 - b The woman's mother and older sister.
 - c The woman's older sister and younger sister.
 - d The woman's mother and her mother's sister.

C Listen to the Workbook Dialogue 2 audio, then circle the most appropriate choice. **INTERPRETIVE**

- 1 Which of the following statements is true?
 - a Wang Jing is the woman's sister.
 - b Wang Jing is the man's daughter.
 - c Wang Jing is not related to Mr. Wang.
 - d Wang Jing is not related to the woman.

Pinyin and Tone

- A** Identify the characters with the same initials (either *j* or *zh*) and write them in *pinyin*.

姐 中 照 京 这

1 *j*: _____

2 *zh*: _____

- B** Compare the tones of these characters. Indicate the tones with 1 (first tone), 2 (second tone), 3 (third tone), 4 (fourth tone), or 0 (neutral tone).

1 他 _____ 她 _____

2 问 _____ 文 _____

3 哥 _____ 个 _____

Speaking

- A** Answer these questions in Chinese based on Textbook Dialogue 1. PRESENTATIONAL

- 1 Whose photo is on the wall?
- 2 Who is the young lady in the picture?
- 3 Who is the boy in the picture?
- 4 Does Gao Wenzhong's older brother have a son or a daughter?

- B** Using a picture found online, introduce your favorite cartoon or celebrity family to a partner. Then ask your partner if there are any older sisters or younger brothers in the family. INTERPERSONAL

Reading Comprehension

A Match these Chinese words with their English equivalents. INTERPRETIVE

- | | | |
|---|-----|-------------------------|
| 1 | 爸爸 | a mother |
| 2 | 大哥 | b boy |
| 3 | 弟弟 | c older sister |
| 4 | 女儿 | d eldest/oldest brother |
| 5 | 妈妈 | e younger brother |
| 6 | 姐姐 | f son |
| 7 | 儿子 | g girl |
| 8 | 男孩子 | h father |
| 9 | 女孩子 | i daughter |

B Match the questions on the left with the appropriate replies on the right. INTERPRETIVE

- | | | |
|---|-------------|--------------------|
| 1 | 这个人是谁? | a 我没有弟弟。 |
| 2 | 这是你的照片吗? | b 这是我爸爸。 |
| 3 | 这个男孩子是你弟弟吗? | c 他有儿子， 没有女儿。 |
| 4 | 你妹妹是学生吗? | d 不是，他是王 老师的儿子。 |
| 5 | 李先生有女儿吗? | e 是我的。 |
| 6 | 你有弟弟吗? | f 她是学生。 |

C

Read this dialogue, then circle the most appropriate choice. INTERPRETIVE

王朋： 李友， 这个女孩子是你吗？

李友： 不， 她是我妈妈。

王朋： 你妈妈？ 这个男孩子是你爸爸吗？

李友： 不是， 他是我妈妈的大哥。

1 What are the speakers doing while talking?

- a looking at a picture of Wang Peng
- b looking at a picture taken many years ago
- c looking at a picture they took yesterday
- d looking at Li You's parent's picture

2 Who is in the picture?

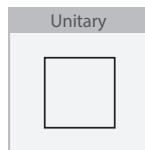
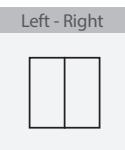
- a Wang Peng and Li You
- b Li You and her mother
- c Wang Peng and Li You's mother
- d Li You's mother and Li You's uncle

Writing and Grammar

A

Which of these characters are based on the left-right pattern, and which on the unitary pattern?

After filling in the answers, write the characters in the spaces provided.



a

b

1

女



3

子



2

妈



4

谁



5 — 大

7 — 那

6 — 他

B Fill in the blanks with 这 or 那 based on the prompt.

- 1 You point to a person standing about thirty feet away, and say:

_____ 个人是我的老师，他是北京人。

- 2 You are holding a family photo in your hand, and say:

_____ 是我爸爸，_____ 是我妈妈。

- 3 You look down the hallway and recognize someone, and say:

_____ 个人叫李生，是李友的爸爸。

- 4 You introduce to your friend a girl sitting at the same table, and say:

_____ 是李先生的女儿，李小约。

C Answer these questions based on the image. [INTERPERSONAL](#)

1 这个人是谁？／他是谁？

2 这个人是中国人吗？／

他是中国人吗？



D Answer these questions in Chinese according to your own circumstances. INTERPERSONAL

1 你有姐姐吗?

2 你有弟弟吗?

3 你爸爸叫什么名字?

4 你妈妈是老师吗?

E Focus on the underlined words, and write out the questions to which these statements are the appropriate answers. Follow the example below. PRESENTATIONAL

他是王朋。

谁是王朋?

1 这是王老师的照片。

2 那个男孩子是王朋。

F Translate these sentences into Chinese. PRESENTATIONAL

1 Q: Little Wang, is this your photograph?

A: This is not my photograph.

2 Q: Mr. Wang doesn't have any sons. How about Mr. Li?

A: He doesn't, either.

3 Q: Who is this young lady?

A: She's my older sister.

4 Q: Does your oldest brother have a son?

A: No, he doesn't have any sons, nor does he have any daughters.

G

Write a summary of a well-known family, including names of family members and their relationships to each other. PRESENTATIONAL

Dialogue 2: Discussing Family

Listening Comprehension



Audio

A

Listen to the Textbook Dialogue 2 audio, then circle the most appropriate choice. INTERPRETIVE

1 How many people are there in Bai Ying'ai's family?

- a three
- b four
- c five
- d six

2 How many people are there in Li You's family?

- a three
- b four
- c five
- d six

3 How many younger sisters does Bai Ying'ai have?

- a none
- b one
- c two
- d three

4 How many older sisters does Li You have?

- a none
- b one
- c two
- d three

5 How many older brothers does Bai Ying'ai have?

- a none
- b one
- c two
- d three

6 How many younger brothers does Bai Ying'ai have?

- a none
- b one
- c two
- d three

7 How many children do Bai Ying'ai's parents have?

- a two
- b three
- c four
- d five

8 How many sons do Li You's parents have?

- a none
- b one
- c two
- d three

9 What is Bai Ying'ai's father's occupation?

- a lawyer
- b teacher
- c doctor
- d student

10 What is Li You's mother's occupation?

- a lawyer
- b teacher
- c doctor
- d student

B

Listen to the Workbook Dialogue 1 audio, then circle the most appropriate choice. INTERPRETIVE

1 Which of the following is true?

- a Both the man and the woman have older brothers.
- b Both the man and the woman have younger brothers.
- c The man has an older brother but no younger brothers.
- d The man has a younger brother but no older brothers.

2 The woman laughs at the end of the conversation because

- a neither the man nor she herself has any younger brothers.
- b neither the man nor she herself has any older brothers.
- c the man failed to count himself as his older brother's younger brother.
- d the man failed to count himself as his younger brother's older brother.

C

Listen to the Workbook Dialogue 2 audio, then circle the most appropriate choice. INTERPRETIVE

1 What is the occupation of the man's mother?

- a teacher
- b student
- c doctor
- d lawyer

2 What is the occupation of the woman's father?

- a teacher
- b student
- c doctor
- d lawyer

D Listen to the Workbook Dialogue 3 audio, then circle the most appropriate choice. **INTERPRETIVE**

1 How many brothers does the woman have?

- a one
- b two
- c three
- d four

2 How many daughters do the woman's parents have?

- a one
- b two
- c three
- d four

3 How many people in the woman's family are older than herself?

- a two
- b three
- c four
- d five

4 How many people in the man's family are younger than himself?

- a none
- b one
- c two
- d three

5 When talking about the number of people in his family, the man forgot to include

- a his older brother.
- b his younger sister.
- c his younger brother.
- d himself.

Pinyin and Tone

A

Identify the characters with the same finals (either *uo* or *ou*) and write them in *pinyin*.

口 国 都 有 我

1 *uo*: _____

2 *ou*: _____

- B** Compare the tones of these characters. Indicate the tones with 1 (first tone), 2 (second tone), 3 (third tone), 4 (fourth tone), or 0 (neutral tone).

1 妹 _____ 没 _____

2 做 _____ 作 _____

Speaking

- A** Answer these questions in Chinese based on Textbook Dialogue 2. PRESENTATIONAL

- 1 How many people are there in Bai Ying'ai's family?
- 2 How many brothers and sisters does Li You have?
- 3 What is Bai Ying'ai's father's occupation?
- 4 What are Bai Ying'ai's mother's and Li You's mother's occupations?
- 5 How many people are there in Li You's family?

- B** Using a family portrait, introduce your family members to the class. PRESENTATIONAL

- C** In pairs, share family portraits and ask questions about the identity and occupations of family members. INTERPERSONAL

Reading Comprehension

- A** Mr. Wang and Mr. Li are neighbors. Read this passage about their families, then answer the questions. INTERPRETIVE

王先生是学生。他爸爸是律师，妈妈是英文老师。王先生的哥哥是医生。李先生和他妹妹都是学生。李先生的爸爸和姐姐都是医生，妈妈是老师。

1 If the two families vacation together, how many plane tickets should they book?

2 How many doctors are there between the two families? Who are they?

3 If Mr. Wang's mother were to have a colleague in the Li family, who would it most likely be?

4 How many students are there between the two families?

5 What does Mr. Li's father do? Is anyone from the Wang family in the same profession?

B

Read this dialogue, check the proper spaces on the form to indicate the professions of Little Gao's family members, then mark the statements true or false. **INTERPRETIVE**

小王：请问，你爸爸是律师吗？

小高：不，他是老师。我家有两个老师，两个医生，一个律师。

小王：你家有五口人吗？

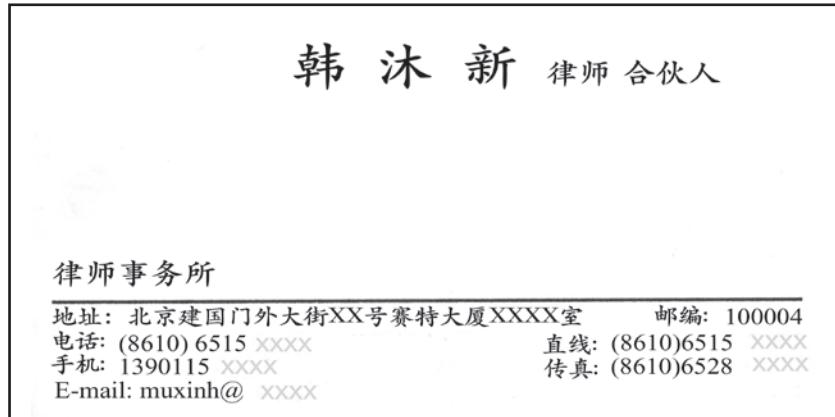
小高：不，我家有四口人。我和我妈妈都是医生。我哥哥是老师，也是律师。

| | Little Gao | Father | Mother | Older Brother |
|---------|------------|--------|--------|---------------|
| Lawyer | | | | |
| Doctor | | | | |
| Teacher | | | | |

- 1 _____ Little Wang seems to know Little Gao's family very well.
- 2 _____ Little Gao seems to have miscounted the people in his family.
- 3 _____ Little Gao's older brother is not only a teacher, but also a lawyer.

C

Review this business card, then mark the statements true or false. INTERPRETIVE



- 1 _____ This person's family name is Li.
- 2 _____ This person is a doctor.
- 3 _____ This person works in Beijing.

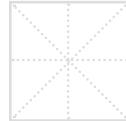
Writing and Grammar

A

Write the characters that include the radical for woman, 女, then provide each character's meaning in English.

爸 妈 哥 弟 姐 妹 他 她

1



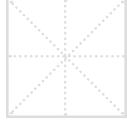
3



2



4



B

Answer these questions about family in complete sentences, using 有 or 没有.

If your answer is affirmative, state how many siblings you have, following the example below. INTERPERSONAL

Q: 你有哥哥吗?

A: 我有两个哥哥。 (affirmative)

A: 我没有哥哥。 (negative)

1 Q: 你有哥哥吗?

A: _____

2 Q: 你有姐姐吗?

A: _____

3 Q: 你有弟弟吗?

A: _____

4 Q: 你有妹妹吗?

A: _____

C

Rewrite these sentences using 都, following the example below. PRESENTATIONAL

小高是学生，王朋也是学生。

小高和王朋都是学生。

1 高文中有姐姐，李友也有姐姐。

2 那个男孩子姓李，那个女孩子也姓李。

3 李友没有我的照片，王朋也没有我的照片。

4 她哥哥不是律师，她弟弟也不是律师。

5 这个人不叫白英爱，那个人也不叫白英爱。

D

Fill in the blanks with the appropriate question words: 什么, 谁, 谁的, or 几. PRESENTATIONAL

1 Q: 他妹妹叫 _____ 名字?

A: 他妹妹叫高美美。

2 Q: 李老师家有 _____ 口人?

A: 他家有三口人。

3 Q: 他爸爸做 _____ 工作?

A: 他爸爸是医生。

4 Q: 那个美国人是 _____?

A: 他叫 Sam Freedman, 是我的老师。

5 Q: 那是 _____ 照片?

A: 那是白律师的照片。

E

Translate these sentences into Chinese. PRESENTATIONAL

1 Student A: How many people are there in Mr. Wang's family?

Student B: There are five people in his family.

2 Student A: What do his parents do?

Student B: Both his mother and father are teachers.

3 Student A: How many daughters does he have?

Student B: He doesn't have any. He has three boys.

4 Student A: My dad is a doctor. My mom is a lawyer. How about your mom and dad?

Student B: My mom is a lawyer, too. My dad is a teacher.

5 (Students A and B are looking at a picture on Student B's desk.)

Student A: Who is this?

Student B: This is my older sister. Her name is Wang Xiaoying.

Student A: What does she do?

Student B: My sister and I both are college students. How many sisters do you have?

Student A: I have an older sister, too. Here is a picture of her. She has a daughter.

F

Write about your family. PRESENTATIONAL

- 1 List your family members in Chinese.

- 2 State what each of your family members does. It's okay to write their occupations in *pinyin*.

- 3 Prepare an oral presentation: Write a brief introduction of your family using the framework provided. Memorize the introduction and present your family to the class using a family portrait.

你好，我姓_____，叫_____。我是_____学生。我家有_____口人，_____和我。这是我家人的照片。这是我爸爸，这是我妈妈，这个人是我_____……我爸爸是_____，妈妈是_____，_____是_____……

Lesson 3

第三课

时间

Time and Date



Check off the following items as you learn them.

Useful Expressions

- When is your birthday?
- I'll treat you to dinner.
- Thank you very much!
- What time is it now?
- Goodbye!

Cultural Norms

- Date formats
- Calendar types
- Birthday customs
- Counting age
- Auspicious numbers

As you progress through the lesson, note other useful expressions and cultural norms you would like to learn.

Dialogue 1: Out for a Birthday Dinner



Audio

Listening Comprehension

A Listen to the Textbook Dialogue 1 audio, then mark these statements true or false. **INTERPRETIVE**

- 1 Gao Wenzhong is eighteen years old this year.
- 2 September 12 is Thursday.
- 3 Bai Ying'ai will treat Gao Wenzhong to dinner on Thursday.
- 4 Gao Wenzhong is American, but he likes Chinese food.
- 5 Bai Ying'ai refuses to eat Chinese food.
- 6 They will have dinner together at 6:30 p.m.

B Listen to the Workbook Dialogue 1 audio, then circle the most appropriate choice. **INTERPRETIVE**

- 1 What is today's date?
 - a May 10
 - b June 10
 - c October 5
 - d October 6
- 2 What day of the week is it today?
 - a Thursday
 - b Friday
 - c Saturday
 - d Sunday
- 3 What day of the week is October 7?
 - a Thursday
 - b Friday
 - c Saturday
 - d Sunday

C Listen to the Workbook Dialogue 2 audio, then circle the most appropriate choice. **INTERPRETIVE**

- 1 What time does the man propose to meet for the appointment?
 - a 6:30
 - b 7:00
 - c 7:30
 - d 8:00

2 What time do they finally agree upon?

- a 6:30
- b 7:00
- c 7:30
- d 8:00

3 On what day of the week are they going to meet?

- a Thursday
- b Friday
- c Saturday
- d Sunday

Pinyin and Tone

A

Identify the characters with the same initials (*sh*, *s*, or *x*) and write them in *pinyin*.

岁 十 谢 谁 四 喜

1 *sh:* _____

2 *s:* _____

3 *x:* _____

B

Compare the tones of these characters. Indicate the tones with 1 (first tone), 2 (second tone), 3 (third tone), 4 (fourth tone), or 0 (neutral tone).

1 号 _____ 好 _____

2 星 _____ 姓 _____

3 还 _____ 孩 _____

4 是 _____ 十 _____

Speaking

A Answer these questions in Chinese based on Textbook Dialogue 1. PRESENTATIONAL

- 1 When is Gao Wenzhong's birthday?
- 2 How old is Gao Wenzhong?
- 3 Who is going to treat whom?
- 4 What is Gao Wenzhong's nationality?
- 5 What kind of food are they going to have?
- 6 What time is the dinner?

B In pairs, role-play the following situation. Today is your partner's birthday. Find out how old he/she is and offer to take him/her out to dinner. Ask if he/she prefers Chinese or American food and decide when to eat. INTERPERSONAL

Reading Comprehension

A Based on the information on the sticky note, circle the most appropriate choice. INTERPRETIVE

- 1 What day of the week is September 15?
 - a Monday
 - b Tuesday
 - c Friday
 - d Sunday
- 2 What is the date of the following Thursday?
 - a September 22
 - b September 23
 - c September 24
 - d September 25



B Fill in the blanks in English based on the calendar. INTERPRETIVE

- 1 The date on this calendar is _____.
- 2 The day of the week is _____.
- 3 Next month is _____.
- 4 The day after tomorrow is a _____.



C

Circle the correct way to write “June 3, 2019” in Chinese. INTERPRETIVE

1 6月3号2019年

2 3号6月2019年

3 6月2019年3号

4 2019年6月3号

D

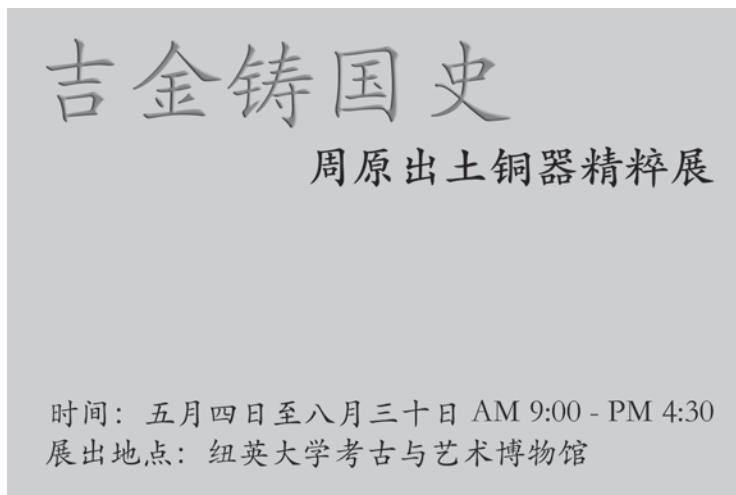
Read this passage, then mark the statements true or false. INTERPRETIVE

这个星期六是十一月二号，是小王的妈妈的生日。小王请他妈妈吃饭。王妈妈很喜欢我，小王也请我吃饭。吃什么呢？王妈妈是北京人，喜欢吃中国菜。我是纽约人，可是我也喜欢吃中国菜。

- 1 Saturday is Little Wang's birthday.
- 2 Little Wang's mother will take her son to dinner this Saturday.
- 3 The speaker seems to know Little Wang's mother well.
- 4 The speaker is American, and Little Wang's mother is Chinese.
- 5 They will most likely have a Chinese dinner on Saturday.

E

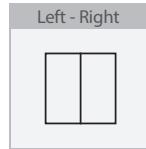
What are the dates for the exhibition advertised on this flyer, and on which university campus is it being held? INTERPRETIVE



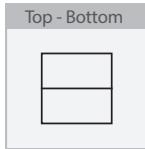
Writing and Grammar

A

Which of these characters are based on the left-right pattern and which on the top-bottom pattern?
After filling in the answers, write the characters in the spaces provided.



a



b

- 1 —
- 2 —
- 3 —
- 4 —

- 5 —
- 6 —
- 7 —

B

Write these numbers in Chinese characters. PRESENTATIONAL

1 15 _____

2 93 _____

3 47 _____

4 62 _____

5 Your phone number _____

6 Your birthday _____ 月 _____ 号

C

Write out the questions to which these statements are the appropriate answers. Use 还是 in each question, following the example below. PRESENTATIONAL

王朋



Q: 王朋是中国人还是美国人?

A: 王朋是中国人。

1 你



Q: _____ ?

A: 我喜欢吃美国菜。

2 李友的爸爸



Q: _____ ?

A: 他是律师。

3 高文中



Q: _____ ?

A: 高文中有姐姐。

D

Rearrange these Chinese words into sentences, using the English sentences as clues. PRESENTATIONAL

1 我 | 晚饭 | 你 | 怎么样 | 吃 | 请 | 星期四

(I'll take you out to dinner on Thursday. How about it?)

2 星期四 | 星期五 | 晚饭 | 我 | 你 | 还是 |

请 | 吃

(Are you taking me out to dinner on Thursday or Friday?)

3 哥哥 | 小白 | 喜欢 | 他 | 我 | 我 | 可是 |
不 | 喜欢

(I do not like Little Bai, but I like his older brother.)

4 美国人 | 美国菜 | 可是 | 他 | 不 | 喜欢 |
吃 | 是

(He is American, but he does not like eating American food.)

E

Answer these questions according to your own circumstances. INTERPERSONAL

1 Q: 你今年多大?

A:

2 Q: 你的生日 (是) 几月几号?

A:

3 Q: 你喜欢吃美国菜还是中国菜?

A:

F

Translate these sentences into Chinese. PRESENTATIONAL

1 Student A: When is your birthday?

Student B: My birthday is September 30.

2 Student A: What day of the week is September 30?

Student B: September 30 is Friday.

3 Student A: How old are you?

Student B: I'm eighteen.

4 Student A: How about I treat you to dinner on Thursday?

Student B: Great! Thanks. See you Thursday.

5 (Little Wang's girlfriend has never met Little Wang's parents. She is planning to invite them out to dinner, but wants to find out what they like to eat first.)

Little Wang: What time are we having dinner on Saturday night?

Girlfriend: How about 7:30?

Little Wang: Okay. Who are we inviting for dinner?

Girlfriend: We'll invite your mom and dad.

Little Wang: Great.

Girlfriend: Do they like American or Chinese food?

Little Wang: They like American, and they like Chinese, too.



Complete these tasks in Chinese. **PRESENTATIONAL**

1 Write down today's date.

2 Write down the current time.

3 Who's your idol/hero? Your idol/hero could be one of your family members or someone famous. If your idol/hero is someone famous, go online and find out his/her age, birthday, family members, and what cuisine he/she prefers. Write a personal profile of your idol/hero, and share it with your teacher/class.

Dialogue 2: Dinner Invitation



Listening Comprehension

A Listen to the Textbook Dialogue 2 audio, then mark these statements true or false. INTERPRETIVE

- 1 Wang Peng is not busy today.
- 2 Wang Peng will be busy tomorrow.
- 3 Bai Ying'ai is inviting Wang Peng to dinner.
- 4 Tomorrow is Bai Ying'ai's birthday.
- 5 Li You is Bai Ying'ai's schoolmate.

B Listen to the Workbook Dialogue 1 audio, then mark these statements true or false. INTERPRETIVE

- 1 Both speakers in the dialogue are Chinese.
- 2 The man invites the woman to dinner because it will be his birthday tomorrow.
- 3 The man likes Chinese food.
- 4 The woman only likes American food.

C Listen to the Workbook Dialogue 2 audio, then mark these statements true or false. INTERPRETIVE

- 1 Today the woman is busy.
- 2 Today the man is not busy.
- 3 Tomorrow both the man and the woman will be busy.

Pinyin and Tone

A Identify the characters with the same initials (either *j* or *x*) and write them in *pinyin*.

现 京 星 喜 见

1 *j*: _____

2 *x*: _____

- B** Compare the tones of these characters. Indicate the tones with 1 (first tone), 2 (second tone), 3 (third tone), 4 (fourth tone), or 0 (neutral tone).

1 事 _____ 十 _____

2 人 _____ 认 _____

3 有 _____ 友 _____

Speaking

- A** Answer these questions in Chinese based on Textbook Dialogue 2. PRESENTATIONAL

- 1 Why does Bai Ying'ai ask if Wang Peng is busy tomorrow?
- 2 When is Wang Peng busy?
- 3 Who else will go to the dinner tomorrow?
- 4 Does Bai Ying'ai know Li You? How do you know?

- B** In pairs, ask for today's date, the day of the week, and the current time. INTERPERSONAL

- C** In pairs, role-play the following scenario. Your partner's sibling has a birthday coming up, and you would like to invite him/her to dinner. Find out when the sibling's birthday is, when he/she is available, and what type of cuisine he/she prefers. INTERPERSONAL

Reading Comprehension

- A** Rewrite these times in ordinary numeric notation (e.g., 1:00, 2:15, 3:30 p.m.). INTERPRETIVE

1 三点 _____

2 六点三刻 _____

3 晚上八点 _____

4 晚上九点一刻 _____

5 晚上十一点半 _____

B

Read this dialogue, then mark the statements true or false. **INTERPRETIVE**

男：你好。今天我请你吃晚饭，怎么样？

女：是吗？我不认识你，你为什么请我吃饭？

男：因为今天是我的生日，可是没有人请我吃饭……

女：先生，你为什么不请你的朋友吃饭？

男：因为他们今天都很忙。

- 1 The two people are friends.
- 2 The man needs someone to celebrate his birthday with him.
- 3 The woman accepts the man's invitation readily.
- 4 The woman is the only one that the man invites to dinner.
- 5 According to the man, his friends are too busy today to celebrate his birthday.

C

Read this dialogue, then answer the questions by circling the most appropriate choice. **INTERPRETIVE**

小白：今天是几月几号？

小李：今天是二月二十八号。

小白：是吗？明天是我的生日。我的生日是二月二十九号。明天晚上我请你吃晚饭，怎么样？

小李：太好了，谢谢。可是明天不是二月二十九号。

小白：那明天是几月几号？

小李：明天是三月一号。你今年没有生日。

1 Which of these statements is true?

- a Little Bai has been expecting her birthday all week.
- b Little Bai almost forgot that her birthday was coming up.
- c Little Li has been expecting Little Bai's birthday.

2 What will tomorrow's date be?

- a February 28
- b February 29
- c March 1

3 Which of these statements is true?

- a Little Bai has forgotten her birthday.
- b Little Li gave the wrong date for tomorrow.
- c Little Bai's birthday is off this year's calendar.

D

Complete this application form to study abroad in China. The form asks for your name in Chinese. Invent one if you don't already have one. INTERPRETIVE

| | | | | | | | | | | | | | | | | |
|---------|----------|--------------------------|---|--------------------------|--|---|--|--|---|--|--|---|--|--|--|--|
| | 拼音 | | | | | | | | | | | | | | | |
| 1. 姓名 | 中文 正楷 | | | | | | | | | | | | | | | |
| 2. 出生日期 | | | | | | 年 | | | 月 | | | 日 | | | | |
| 3. 性別 | 男 | <input type="checkbox"/> | 女 | <input type="checkbox"/> | | | | | | | | | | | | |

Writing and Grammar

A

Write the common radical and the characters, then provide the characters' meanings. Consider their relationship with the radical.

期 明

1



2



3



B

Rewrite these date and time phrases in Chinese characters. PRESENTATIONAL

- 1 November 12 _____
- 2 Friday evening _____
- 3 7:00 this evening _____
- 4 8:30 p.m. Saturday _____
- 5 a quarter after nine _____

C

Complete these exchanges. PRESENTATIONAL

1 Q: 今天 (是) 几月几号?

A: _____ o

2 Q: 你的生日 (是) _____ ?

A: 我的生日 (是) _____ o

3 Q: 你今年多大?

A: _____ o

4 Q: 现在几点?

A: 现在 _____ o

5 Q: _____ ?

A: 我五点三刻吃晚饭。

D

Write out the questions using “A-not-A” form, following the example below. PRESENTATIONAL

Q: 王先生是不是北京人?

A: 王先生是北京人。

1 Q: _____

A: 小李没有弟弟。

2 Q: _____

A: 小王不喜欢吃美国菜。

3 Q: _____

A: 小高的姐姐工作。

4 Q: _____

A: 高律师明天很忙。

E

Based on Textbook Dialogue 2, answer these questions with 因为. INTERPERSONAL

1 白英爱为什么请高文中吃饭?

2 白英爱为什么问 (to ask) 王朋忙不忙?

3 王朋为什么认识李友?

F

Rewrite these sentences using 还, following the example below. PRESENTATIONAL

我有一个哥哥。 我有一个弟弟。

我有一个哥哥，还有一个弟弟。

1 她喜欢吃中国菜。 她喜欢吃美国菜。

2 他认识王朋。 他认识李友。

- 3 白英爱有她哥哥的照片。白英爱有她妹妹的照片。
-

G

Translate these sentences into Chinese. PRESENTATIONAL

- 1 Student A: What time is it right now?
-

Student B: It's 8:45.

- 2 Student A: Are you busy or not this evening?
-

Student B: I have things to do this evening, but am available tomorrow evening.

- 3 Student A: Does your brother have a girlfriend or not?
-

Student B: He doesn't.

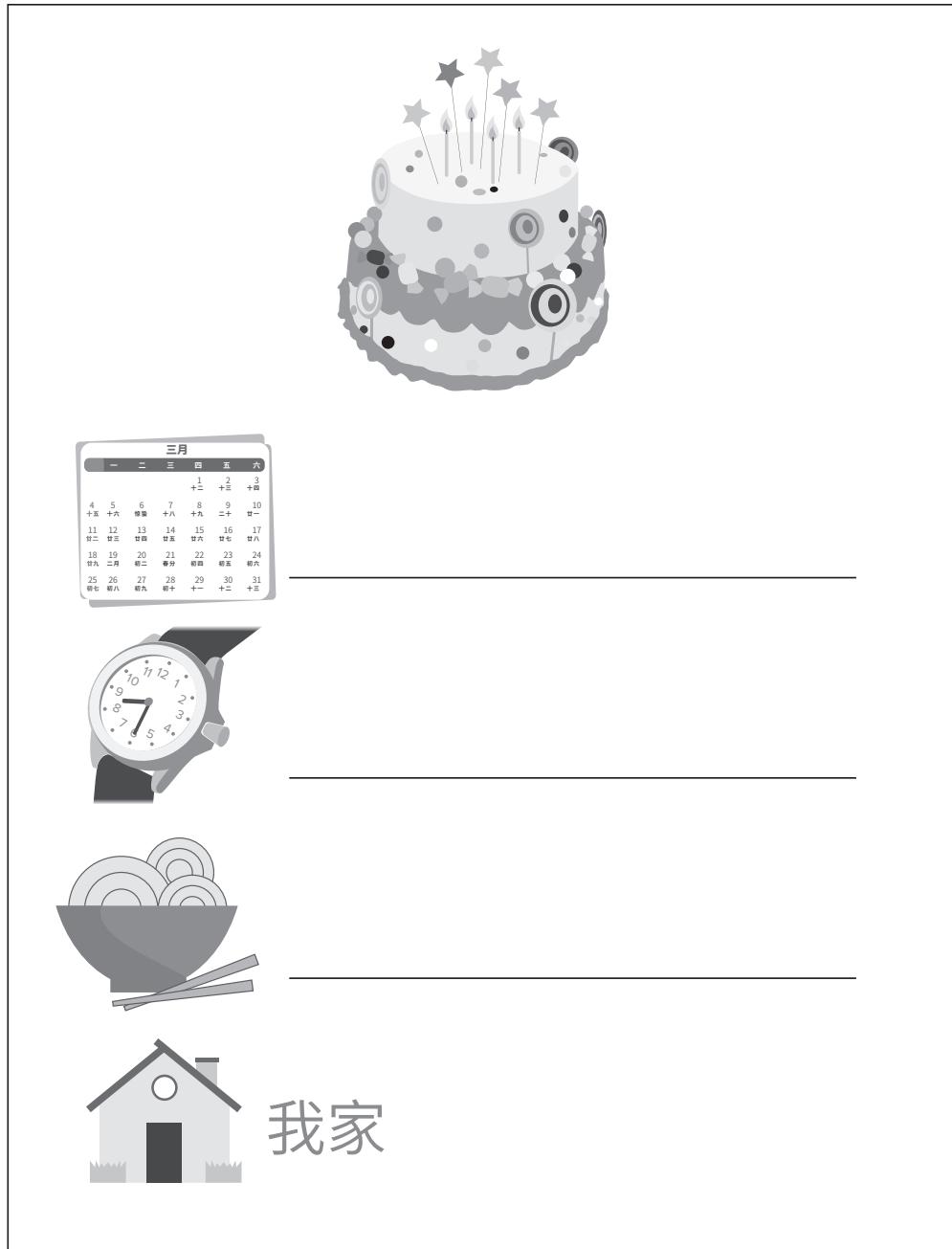
Student A: Great! I'd like to invite him to dinner on Friday.

Student B: He's busy on Friday, but I am free.

Student A: Really? But I like your brother, not you.

H

Write a birthday party invitation card in Chinese. Make sure to mention the date, the day of the week, the time, the food you will serve, and that you will be hosting at home. PRESENTATIONAL



I

Write a note to your friend inviting him/her to have dinner with you tomorrow to celebrate your birthday. PRESENTATIONAL
