

TRAINER RESOURCE PACK



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Imprint

Published by inlingua International Ltd., Bern, Switzerland
For the exclusive use of inlingua language centers

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First published 2014

Item number o1034

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Introduction

This book is designed to help adolescents and adult learners learn basic conversational Mandarin as a foreign language. Through the material, the students will develop skills in listening, speaking, reading and writing Mandarin.

The students' textbook covers conversational topics, basic texts and grammar with particular emphasis on listening and speaking. Each key point includes a presentation of the new vocabulary and phrases in a practical context, a summary of new words, a section on Pin Yin, as well as listening, speaking, reading and writing exercises. The material is designed to help student develop oral communication skills through tasks such as dialogues, questions and answers, and interviews etc. Vocabulary and grammar in the first few units will appear again and be built upon in the later units.

Pin Yin is provided in the presentation section of the new language. It is not included in the exercises so as to help students begin to recognize characters rather than rely on Pin Yin.

How to use the material

The trainer should emphasize the importance of helping the students to develop both listening and speaking skills whilst giving support in character recognition and writing. For example, by associating the formation of characters to visual ideas or the Chinese culture wherever possible.

The trainer should go over the phonetics exercises in the textbook with the students and practice conversation and pronunciation as much as possible in class. The trainer should weave questions and answers as well as grammar points as much as possible.

Students should learn how to use the language functionally and the trainer should help students achieve good pronunciation.

This trainer resource pack contains additional suggestions and activities the trainer can use for practice. It also includes tips on grammar, pronunciation and writing/recognition of characters.

Overview

Target Language:

Basic greetings:

nǐ hǎo nǐ hǎo nín zǎo nǐ zǎo nín zǎo zài jiàn zài jiàn xiè xiè bú kè
你，好，你好，您，早，你早，您早，再，见，再见，谢谢，不客
qì duì bù qǐ méi guān xi nǐ hǎo ma hěn hǎo nǐ ne bù cuò bù cuò jiào
气，对不起，没关系，你好吗？，很好，你呢，不，错，不错，叫，
shén me míng zì xiǎo shān xiǎo shān xìng wáng
什么，名字，小，山，小山，姓，王，

Numbers:

yī èr sān sì wǔ liù qī bā jiǔ shí
一，二，三，四，五，六，七，八，九，十

Asking for a telephone number:

diàn huà hào mǎ jǐ jǐ hào de nǐ de wǒ de shì
电话；号码，几；几号；的；你的；我的；是

Pin Yin:

Vowels and the four tones/accents,

Four groups of consonants: b p m f; d t n l; z c s; zh ch sh r

Resources

RS 1A

Greetings (Situations)

RS 1B

Read me - Pin Yin

RS 1C

Hello! What is your telephone number?

Notes and Suggestions:*Practical Usage:*

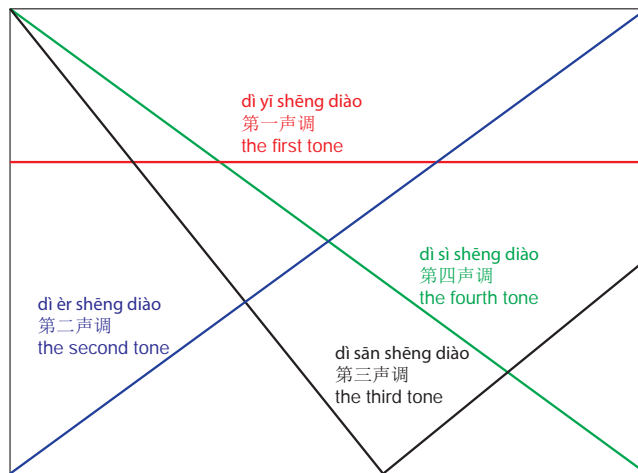
- Get students to brainstorm for different situations in which they would use the greetings learned.
- **In Chinese names, the last name is placed in front of the first names.**
- There are many common last names in the Chinese culture. 王 “Wang” is among the top ten most common last names.
- **Get students to exchange telephone numbers and say their home, office, cell phone numbers.**
- Students can practice numbers up to 99 using mathematics games.
- **In reading telephone numbers “1” is pronounced “yāo” instead of “yī”.**
- The trainer does not need to focus on large numbers such as a hundred, thousand, and ten thousand unless it is relevant to the students.

Pin Yin:

- Use gestures to help students remember the four tones (声调). E.g.:
First tone – wave your palms in a horizontal line above your head, singing a high tone.
Second tone – Wave your hands or tilt your head to one side while saying the tone, like asking a question.
Third tone – Do a swooping action with your hands to the floor, signifying the tone going low.
Fourth tone – Do a karate chop, signifying a quick and forceful sound.
- **There is also a fifth tone – a soft tone usually used when words are repeated or in particles. It is written without an accent.**

E.g. bà ba mā ma gē ge jiě jie
爸 爸，妈 妈，哥 哥，姐 姐shén me nǐ ne
什 么？，你 呢？

- The trainer may use the following graph to illustrate the four tones:



- Students may have difficulties differentiating *z* and *s*, or *z* and *c*. Trainer may get students to note the difference by placing their fingers on their throat to feel the vibrations or lack of, as well as pay attention to the air forced out of the mouth or lack of.
- Fun with Pin Yin:

Read the following two sentences carefully:

- mā ma mà mǎ
妈妈骂马。(Mum scolds the horse.)
- mǎ mà mā ma
马骂妈妈。(The horse scolds Mum.)

Character recognition:

- The character 您 for “you (respectfully)” is formed with the word 你 “you” placed above the “heart” radical 心, symbolizing “You are important to me, I respect you”.
- The character 早 has the “sun” radical 日 written above the number 十 “ten”.

Use of Resource Sheets:

- RS1 may be used in KP1.1 as production.
- RS2 may be used in KP1.1 for Pin Yin practice, or with KP1.2 to review and reinforce pronunciation of vowels.
- RS3 may be used as consolidation and production in KP1.3.

What would you say in the following situations?

1. Two neighbours meet in the morning before going to work/school.
2. You accidentally step on someone's foot in the bus. / Someone steps on your foot in the bus.
3. Your friend gave you a lunch treat. / You give a friend a lunch treat.
4. After work/classes, you are going home.
5. Your cart accidentally bumps into someone in the supermarket. / Someone's cart bumps into you.
6. You present someone with a birthday gift. / Someone gave you a birthday gift.
7. You see a friend walking along the street.
8. You meet your teacher/boss in the school/office.
9. Someone knocks over your box of pens. / You knock over a friend's box of pens.
10. You drop a book and someone helps to pick it up. / Help someone pick up the book they dropped.

Cut out the following boxes and place them in a stack, face down on the table. Students take turns picking one of the Pin Yin in the boxes below. If they read it correctly, they gain a point. The first student to get 10 points wins.

ò	ō	ù	ù	é
ī	ā	ǎ	ì	ǔ
á	ú	í	ě	ē
è	ǐ	ó	ū	à
ū	ǔ	ǒ	ú	xiè
nǐ	hǎo	kè	jiàn	zǎo
méi	zài	nín	qì	guān

Role Play with a classmate.

<p>Sarah Brown 010-6548-966</p>	<p>Wang An 303-1272-888</p>
<p>Pablo Lopez 593-6542-474</p>	<p>Samuel Lin 475-6985-012</p>
<p>Sondra Olik 506-9968-312</p>	<p>Kaito Nagasaki 443-7072-965</p>
<p>Navin Chandra 156-9114-332</p>	<p>Aida Osman 213-7655-330</p>

Overview

Target Language:

Age:

jǐ, suì, le, nǐ jǐ suì le? duō, dà, duō dà, tā, tā, yě, jīn,
nián, jīn nián
几, 岁, 了, 你 几 岁 了? 多, 大, 多 大, 他, 她, 也, 今,
年, 今 年

What nationality are you?:

shì, nǎ guó rén, zhōng guó, zhōng guó, zhōng guó rén.
是, 哪 国, 人, 中, 国, 中 国, 中 国 人.

Where do you live?:

zhù zài, nǎ er, běi jīng, běi jīng, yīng guó, lún dūn, rì běn, dōng dōng jīng
住 在, 哪 儿, 北. 京, 北 京, 英 国, 伦 敦, 日 本, 东, 东 京

Family:

jiā, yǒu, méi yǒu, kǒu, shéi, bà ba, mā ma, gē gē, jiě jiě, dì dì, mèi
mèi, xiōng dì, jiě mèi, liǎng gè, hé, men, shàng hǎi
家, 有, 没 有, 口, 谁, 爸 爸, 妈 妈, 哥 哥, 姐 姐, 弟 弟, 妹
妹, 兄 弟 姐 妹, 两, 个, 和, 们, 上 海

Pin Yin focus:

y, w, j, q, x and diphthongs

Resource Sheets

RS 2A

Age, Nationalities

RS 2B

This is my family

RS 2C

Family, Nationalities.

Notes and Suggestions:*Practical Usage:*

- Weave “你今年多大了?” with the students.
- **Bring in pictures of people in different places, pictures of different flags for presentation and practice of “他/她/你 是哪国人?” and “他/她/你 住在那儿?”**
- **Get students to bring a photo of their family and describe their family – age, where they live, where they are from.**

Additional Words:

- **Help students to learn the countries more easily by associating the names with the phonetics.**
E.g. 泰国 – Thai-land
德国 – Deutschland (in German)
加拿大 – Ca-na-da
荷兰 – The Netherlands or Hol-land
巴西 – Bra-zil
- **The nationality is obtained simply by adding “人” behind the countries.**

Pin Yin:

- **Students tend to be confused with ju / zu; qu / cu / ku; xu / su / shu.**
- **Do highlight to the students that between “u” and “ü”, “j, q, x, y” always go with “ü” (thus the two dots are not written) while “z, c, s, zh, ch, sh, r, w” always go with “u”.**
- **It is useful to go through the following three pin yin rules on where the tone is placed in diphthongs and triphthongs:**

1. The tone always goes above "a" or "e". There are no sounds with both "a" and "e".

E.g. 叫 jiào 北 běi

2. When "o" and "u" appear together, the tone goes above "o".

E.g. 国 guó 有 yǒu

3. In all other cases, the tone goes on the final vowel. E.g. 九 jiǔ

Note that this is not the focus of the lesson however.

Grammar:

- "几岁" is generally used with children while "多大" is more commonly used with adolescents and adults. A respectful way to ask elderly people is: "请问您贵庚?"
- Most of the time the structure of questions is the same as the statements. The response to the questions (statements) usually replaces the question words with the answers.
- Note that in the Chinese language, there are no tense conjugations. Time is expressed by mentioning the time reference in the statement itself, and generally placed at the start of the sentence, before or after the pronoun.
- In this unit, students learn their first measure words "口" and "个". "口" is used for counting bigger groups of people or population while "个" is the most general measure word. As students progress in the course, they will learn more measure words to be used for specific types of things. In the Mandarin language, a measure word is always used when counting items. For example, "三个人" (three persons), "一个星期" (a week), "一件衣服" (a piece of clothing), "一间店" (a shop), "一张桌子" (a table) and "一双筷子" (a pair of chopsticks).

Character Recognition:

- The character "岁" is formed by the words "山" (mountain) and "夕" (sunset). It can be implied by the more sunsets you have seen over the mountain, the older you are.
- The character "国" is a "王" (king) with a dot (a mole) or "玉" (jade, a precious stone in the Chinese culture) enclosed by the radical enclosure "口". It can be related to the mental picture of a king and the marking of his territory, or treasures in the territory.
- The character "上" looks like an "L" made with the index finger and thumb pointing upwards.
- The characters "海" (sea), "港" (port) and "湾" (bay) all possess the radical for water. All three characters are related to water.

Use of Resource Sheets:

- RS 2A may be used in KP2.2 as production.
- RS 2B may be used as production after KP2.3.
- RS 2C Part A can be used as speaking practice in class while Part B and C can be given as homework for consolidation of Unit 2.

Tips:

- Another way of asking "你有姐姐吗?" is "你有没有姐姐?"

Role-play with a classmate. Find out their name, last name, age, nationality and address.

Andy Chen Age: 25 Chinese Lives in Shanghai	Wang Hong Age: 18 Chinese Lives in Tokyo.
Ramon Sevilla Age: 16 Spanish Lives in London.	Taylor Walters Age: 34 English Lives in Beijing.
Tania Smith Age: 40 U.S. Lives in Hong Kong.	Miko Yamasaki Age: 19 Japanese Lives in Tokyo.
Jacques Fontaine Age: 67 French. Lives in Germany.	Mohamed Ali Age: 35 Malaysian. Lives in India.

This is my family

Resource Sheet 2B

Describe the following families.

[Put 4 pictures of families – put in the ages for each person. Some pictures will be labeled with some nationalities, others with where they live.]

E.g.

Father, French, 35 Jenny 's younger brother, 5

Jenny's family:

Jenny, 10



Mother, Spanish, 32

The family lives in England.

James, New Zealand, 39

Eva, Spanish, 36

Allesandro, Italian, 38

Majke, Dutch, 37

Michael, 2



Dario, 8

Vanessa, Dario 's
younger sister, 4



The family lives in Italy.

The family lives in Holland.

Saya, Filipina, 28

Ginto, Filipino, 33

Penelope, Venezuelan, 31



Rommel, 6

The family lives in Australia.



James, American, 38 Rachel, 7

The family lives in Canada.

Part A: Interview three friends and fill in the following survey.

你姓 什么?			
你叫什么 名字?			
你 家 有几个人?			
你家有 谁?	爸爸 (岁)	爸爸 (岁)	爸爸 (岁)
	妈妈 (岁)	妈妈 (岁)	妈妈 (岁)
他 / 她几岁?	哥哥 (岁)	哥哥 (岁)	哥哥 (岁)
	弟弟 (岁)	弟弟 (岁)	弟弟 (岁)
	姐姐 (岁)	姐姐 (岁)	姐姐 (岁)
	妹妹 (岁)	妹妹 (岁)	妹妹 (岁)
你们住在那儿?			

Part B. Match the words to the correct meaning.			Part C. Write the pinyin for the following phrases.		
1.	中国	a. live in	1.	家	
2.	日本	b. He	2.	哥哥	
3.	几岁	c. China	3.	北京	
4.	住在	d. younger sister	4.	伦敦	
5.	他	e. also	5.	谁	
6.	姐姐	f. England	6.	十四岁	
7.	妹妹	g. elder sister	7.	爸爸	
8.	她	h. how old	8.	今年	
9.	也	i. Japan	9.	上海	
10.	英国	j. She	10.	两个	

Unit 3

Time, Seasons and the Weather

dì sān dān yuán shí jiān jì jié hé tiān qì
第三单元 时间、季节和天气

Overview

Target Language

Telling the dates: Year, month, date:

jīn jīn tiān yuè jǐ yuè hào jǐ hào shēng rì xīng qī xīng qī jǐ xīng qī rì /
今天 今天 月 几月 号 几号 生日 星期 星期几 星期日 /
tiān zuó zuó tiān míng míng tiān nǎ nián
天 昨 昨天 明 明天 哪年

Telling the time:

zǎo shàng wǔ zhōng wǔ xià xià wǔ wǎn wǎn shàng xiàn zài jǐ diǎn qī diǎn fēn
早上 午 中午 下 下午 晚 晚上 现在 几点 七点 分
kè bàn qǐng wèn qǐng wèn
刻 半 请 问 请问

The four seasons:

jì jié tiān qì chūn xià qiū dōng
季节 天气 春 夏 秋 冬

The weather:

rè yǒu shí hòu fēng guā fēng yǔ xià yǔ xuě xià xuě tiān qíng tài lěng zěn
热 有时候 风 刮风 雨 下雨 雪 下雪 天晴 太 冷 怎
yàng tiān qì zěn yàng
样 天气 怎样?

Pin Yin focus:

combined consonants

Resource Sheets

RS 3A

When did this happen?

RS 3B

Match and Memory

RS 3C

Quiz: Form a question or a sentence

Notes and Suggestions:

Practical Usage:

- Bring a calendar and/or draw the clock and weave dates and time with students.
- For presentation of seasons and the weather, bring in pictures of the four seasons in the country (especially practical if the country they are in experiences the four seasons), and use gestures to show hot, cold, raining, windy.
- Get students to practice/produce by describing the weather on that same day, yesterday.
- Trainer may bring in flags of countries (found in previous unit) and get students to practice/produce by describing the seasons in these countries during particular months.

Pin Yin:

- Some students confuse b and p or d and t. This unit's practice comes in handy in correcting and practicing this as the consonants are combined together.
- Note that students do not need to focus on the meaning of the phrases with combined PinYin they read in the Han Yu Pin Yin: Read aloud sections. The main purpose is for practicing pronunciation.
- Students sometimes have difficulty combining two tones together. Trainer can help by reminding students with gestures and sufficient repetition.

Grammar:

- Remind students of the importance of placing the time phrases at the start of the sentence as there are no tense conjugations in the Mandarin language.
- In the Mandarin language, the full date is read in the following order: year, month, day, then day of the week.

- *In the reading of the year, we can read each digit individually, up to the year 1999. From the year 2000 onwards, we can read digit by digit, or two thousand-number. E.g. 两二零三年 (2003)。*
- *Note in KP3.1 Additional vocabulary that although today, this week, this year all utilize the word “今”, students must not try to directly translate yesterday, last week and last year or tomorrow, next week and next year as they do not use the same characters.*
- ***Note in KP3.2 that time can be told both using specific minutes (e.g. 十点三十分/ 十点四十五分) or quarters and halves (e.g. 十点半 / 十点三刻).***
- *We always read the time forward. For example, 十点五十分 (ten-fifty) and never ten-to-eleven.*

Character Recognition:

- *The character for moon/month “月” looks like and originated from the drawing of a crescent moon with a cloud passing through.*
- *The character for spring “春” has the radical of sun “日” and can be related to the arrival of sunny days.*
- *The character for autumn “秋” has the radical of “禾” and can be related to the harvesting of crops in this season.*
- *The character for winter “冬” has two dots which can be related to snow fall.*
- *The character for rain “雨” looks like the scene of falling rain seen through a window.*
- *The character for snow “雪” has the radical of rain “雨” and the bottom part looks like a rake. This can be related to raking snow.*

Use of Resource Sheets:

- *RS 3A can be used in KP3.1 for practice or consolidation.*
- *RS 3B can be used as practice or consolidation for the unit.*
- *RS 3C can be used as production or consolidation for the unit.*

Look at the following events below. Say when they took place.

- 1) Establishment of the People's Republic of China (October 1, 1949, Saturday)
- 2) First introduction of the Pinyin phonetic spelling system for Romanization of Chinese words (February 6, 1956)
- 3) First line of Beijing's subway is completed. (October 1, 1969)
- 4) Discovery of „Terracotta Army“ in tomb near Xian with thousands of statues (Year 1974)
- 5) China's population surpasses 1 billion people. (Year 1982)
- 6) China becomes connected to NSFNET (the Internet). (Year 1994)
- 7) China becomes a member of the World Trade Organization. (November, 2001)
- 8) Summer Olympics held in Beijing (August 8, 2008)



Cut out the following pictures and words. Trainer may use the following picture and word cards in various ways:

- 1) Matching: Students take turns matching the pictures to the words.
- 2) Memory Game: Place the cards face down on the table. Students take turns flip two cards at a time. If the two cards match, the student wins the pair. Student with the most number of pairs win.

		春	夏
		秋	冬
		请问	热
		冷	下雨
		四季	刮风

Form a question or a sentence.

Resource Sheet 3C

Students form into two teams and take turns saying the following phrases. The opposing team has to come up with a question or a sentence using the phrase. The team with the most number of correct responses wins.

List A

1. 什么
2. 早上
3. 季节
4. 昨天
5. 下雨
6. 天晴
7. 星期
8. 今年
9. 刮风
10. 半 / 刻

List B

1. 几点
2. 很冷
3. 春天
4. 下午
5. 下雪
6. 怎样
7. 明天
8. 生日
9. 十二月
10. 晚上

Overview

Target Language:

Professions:

lǎo, lǎo shī, yī, yī shēng, chū shēng, dàn shì, zhāng, shāng, shāng rén, lǜ, lǜ shī,
zuò, gōng zuò, gōng chéng shī, hù, shì, hù shì, cóng... dào, fú, fú wù, fú wù
yuán, xǐ huān, bù xǐ huān, jīng, lǐ, jīng lǐ, xià bān, xiǎo, xiǎo xué, xué shēng

Languages:

huì, shuō, huì shuō, pǔ tōng, pǔ tōng huà, yīng yǔ, hàn, hàn yǔ, fǎ yǔ

Modes of Transport:

kāi, kāi chē, bān, shàng bān, zuò, zū, qì, qì chē, chū zū qì chē, měi, měi tiān,
dì, tiě, dì tiě, huǒ, huǒ chē, qù, fēi, fēi jī, zěn, zěn me, gòng, gōng gòng,
gōng gòng qì chē, xiào, xiào chē, fàng, fàng xué, huí, huí jiā

Pin Yin focus:

combined consonants

Resource Sheets

RS 4A

Writing exercise: Form the story

RS 4B

Match and tell

RS 4C

Grammar practice: Fill in the blanks

Notes and Suggestions:

Practical Usage:

- Use the pictures in the textbook to present the professions and modes of transport. Weave “X做什么工作?” and “他做什么工作?” with the students to practice third person weave (Get the students to report back what jobs their classmates are in.)
- Note that only some basic professions are mentioned in this book. Trainer should prepare before the class to help the students know how to say their professions in Mandarin. Note also that the same professions might have slightly different names/terms in different locations.
- Use flags or a map to indicate countries and from there, get students to indicate the languages spoken by the people.
- Weave and encourage the use of “出生在X但是住在Y” by feeding students two different countries/cities.
- KP 4.2 Get students to practice introducing their families and the way they travel to work/school.
- KP4.3 Get students to practice saying what time their family members go to work/school and what time they go home/arrive home. Trainer should also weave “从星期一到星期五工作”, “星期六到星期日不工作” and “从Time: X到Time: Y工作”.

Pin Yin:

- Note and keep practicing zi, ci, si as compared to ji, qi, xi as well as the combination of these two groups of consonants especially.
- Note that students may still find it difficult to differentiate between z and s, zh and sh, si and xi, ci and qi.

Grammar:

- The measure word “张” is generally used for objects that are flat. E.g. “一张桌子” (a table); “两张纸” (two pieces of paper), or “一张床” (a bed).

- *Students might tend to relate “上班, 下班” to “上学, 下学” (which is incorrect). It’s “上班, 下班” but “上学, 放学”.*
- *Note that transportation in different places may have different names. For example, “出租车” is also commonly known as “的士” (transliteration of “taxi”) in Southeast Asia and some parts of southern China or in the cities. It is also known as “计程车” as in a car “车” that calculates distance “计程”. “公共汽车” is also commonly named “巴士” (transliteration of “bus”).*

Character Recognition:

- *The character “坐” is made of two persons “人” sitting on the ground “土”.*
- *The character “飞” looks like a bird flying, and the character “机” (machine) has the radical of “木” (wood) as the first “machines” in the world were made from wood.*
- *The characters “说”, “语” and “话” have the radical for speech on the left. Other words that students have learned that have the same radical are for example “谢” and “请”. All these characters are usually related to speech.*
- *Use of Resource Sheets:*
- *RS 4A can be used as homework and/or a writing exercise for revising previous units and practicing vocabulary from KP 4.1.*
- *RS 4B can be used for practice and free production after KP4.3.*
- *RS 4C can be used as homework for consolidation and review of grammar points from Units 1 to 4.*

Writing exercise: Form the story.

Resource Sheet 4A

Use the following phrases and write a story of at least 8 sentences, about 李天安 and his friend, 王英海 .


医生	商人	二十五岁	中国人	出生	哥哥	住在
但是	日本	汉语	英语	法语	住在	今年
会说	也	妹妹	律师	老师	加拿大	叫

李天安是医生。他。。。 他的朋友。。。 _____

Match and tell.

Resource Sheet 4B

Try forming sentences using at least two cards.

		
		
		
		
	<div data-bbox="596 1402 995 1648"><p>Bonjour!</p><p>你好</p><p>HELLO!</p></div>	
	<div data-bbox="596 1671 995 1901"></div>	

Fill in the blanks with the correct phrase / question word.

有时候	但是	喜欢	哪儿	怎样	从。。到
什么	怎么	吗	没	不	也 哪
谁	几				

1. 昨天 _____ 月 _____ 号?
2. 小英 _____ 有哥哥。她有一个弟弟。
3. 王香出生在中国, _____ 她现在住在法国。
4. 你的弟弟 _____ 岁了? 他今年十六岁了。
5. 我爸爸 _____ 是商人。他是工程师。
6. 你家有 _____ 个人? 我家有三个人。
7. 张美是 _____ 国人? 她是上海人。
8. 我爸爸工作, 他是医生。我妈妈 _____ 工作, 她是经理。
9. 王海家有 _____ ? 他家有爸爸, 妈妈, 一个姐姐和他。
10. 今天天气 _____ ? 今天刮风。
11. 你每天 _____ 上学? 我坐校车上学。
12. 你明天 _____ 点下班? 我明天五点下班。
13. 小安的爸爸 _____ 早上七点工作 _____ 下午四点。
14. 李家安的妹妹叫 _____ 名字? 她叫李家喜。
15. 你们现在住在 _____ ? 我们住在北京。
16. 王天朋是护士。他 _____ 早上上班, _____ 晚上上班。
17. 张月明不 _____ 坐公共车上上班。他 _____ 开车。
18. 你哥哥是中学生 _____ ?
19. 你的电话 _____ 号? 我的电话是 908-872-1743。
20. 方方出生在 _____ ? 他出生在香港。

Overview

Target Language:

Positions:

shàng xià zuǒ yòu dōng nán xī běi biān zuǒ biān yòu biān jiān zhōng
上, 下, 左, 右, 东, 南, 西, 北, 边, 左边, 右边, 间, 中
jiān lǐ lǐ biān wài biān qián qián miàn zhí zǒu zhí zǒu
间, 里, 里边, 外边, 前, 前面, 直, 走, 直走

Names of Places:

gōng yuán cān cān guǎn jiǔ diàn jiǔ diàn gòu wù zhōng xīn gòu wù zhōng xīn diàn
公园, 餐, 餐馆, 酒, 店, 酒店, 购物, 中心, 购物, 中心, 电
yǐng diàn yǐng yuàn cè suǒ xǐ shǒu jiān yín háng shū shū diǎn yī yuàn dòng wù dòng wù
影, 电影院, 厕所 (洗手间), 银行, 书, 书店, 医院, 动物, 动物
yuán
园

Directions (on a map, how to get to...):

zhí zǒu zhí zǒu rán hòu zhuǎn zuǒ zhuǎn duì duì miàn hòu hòu miàn
直, 走, 直走, 然后, 转, 左转, 对, 对面, 后, 后面

Directions (in a building):

lóu jǐ lóu èr lóu lóu shàng kā fēi kā fēi tīng lóu xià xiān
楼, 几楼, 二楼, 楼上, 咖啡, 咖啡厅, 楼下, 先

Pin Yin focus:

y and w with diphthongs, differentiating sounds with a rolled tongue (zh, ch, sh) and grit-teeth sounds (z, c, s)

Resource Sheets

RS 5A

Countries

RS 5B

Positions in the classroom/office (Who is who?)

RS 5C

Where am I?

RS 5D

What's odd?

*Notes and Suggestions:**Practical Usage:*

- Trainer may bring in real items (a pair of chopsticks, a plate, a bowl, a fork, a knife and a spoon) or use objects in the classroom to present vocabulary on placement and positions.
- As practice, trainer may get students to share how to get to places from the language institute, or how to get to the different places from their home/office. For KP 5.3, trainer can get students to describe the different offices/rooms in the building.
- Trainer can bring in a town map and get students to role-play asking for and giving directions.

Pin Yin:

- Note that the consonants y and w sound the same as yi and wu. For these two sounds we always put the consonants y and w.
- Pay attention to how students pronounce yi, yu (which is y and ü, since y always goes with ü) and you as well as the pronunciation of yu versus wu.
- The focus in this unit is differentiating the rolled tongue sounds (zh, ch, sh) from the similar grit-teeth consonants (z, c, s) but do also keep paying attention to the pronunciation of zh versus ch versus sh as well as z versus c versus s.

Grammar:

- The structure of “where” questions in this unit are similar to what students learned in Unit 2 – “在那儿？”
- The polite “请问” (May I ask) was mentioned in the note in KP 2.1 but it was not the focus. Students should practice the structure here.
- In KP 5.3, the use of “对不起” is a polite form for interrupting someone else in order to ask a question. It is not essential but it is courteous.
- Students have seen and used “先” as well as “然后” in other key points. In KP 5.3, trainer can weave and help students practice their use together. “先坐地铁，然后坐公共汽车。”

Character recognition:

- The character “上” looks like an “L” made with the index finger and thumb pointing upwards. The character “下” is like a laterally inverted “上” or the inverted “L” hand pointing downwards, with the dot drooping.
- The character “叉” looks like a piece of meat stuck in the middle; it can be related to a fork poking into a piece of meat and holding it up.
- The word “勺” looks like a scoop picking up a drop of water, which is essentially the use of a spoon – for scooping liquid.
- Many characters in this chapter are words that “borrow” the sound from another word that forms the character. For example, “园” and “院” “borrow” their sound from “元”. “馆” “borrows” the sound of “官”. “厕” sounds similar to “则”.

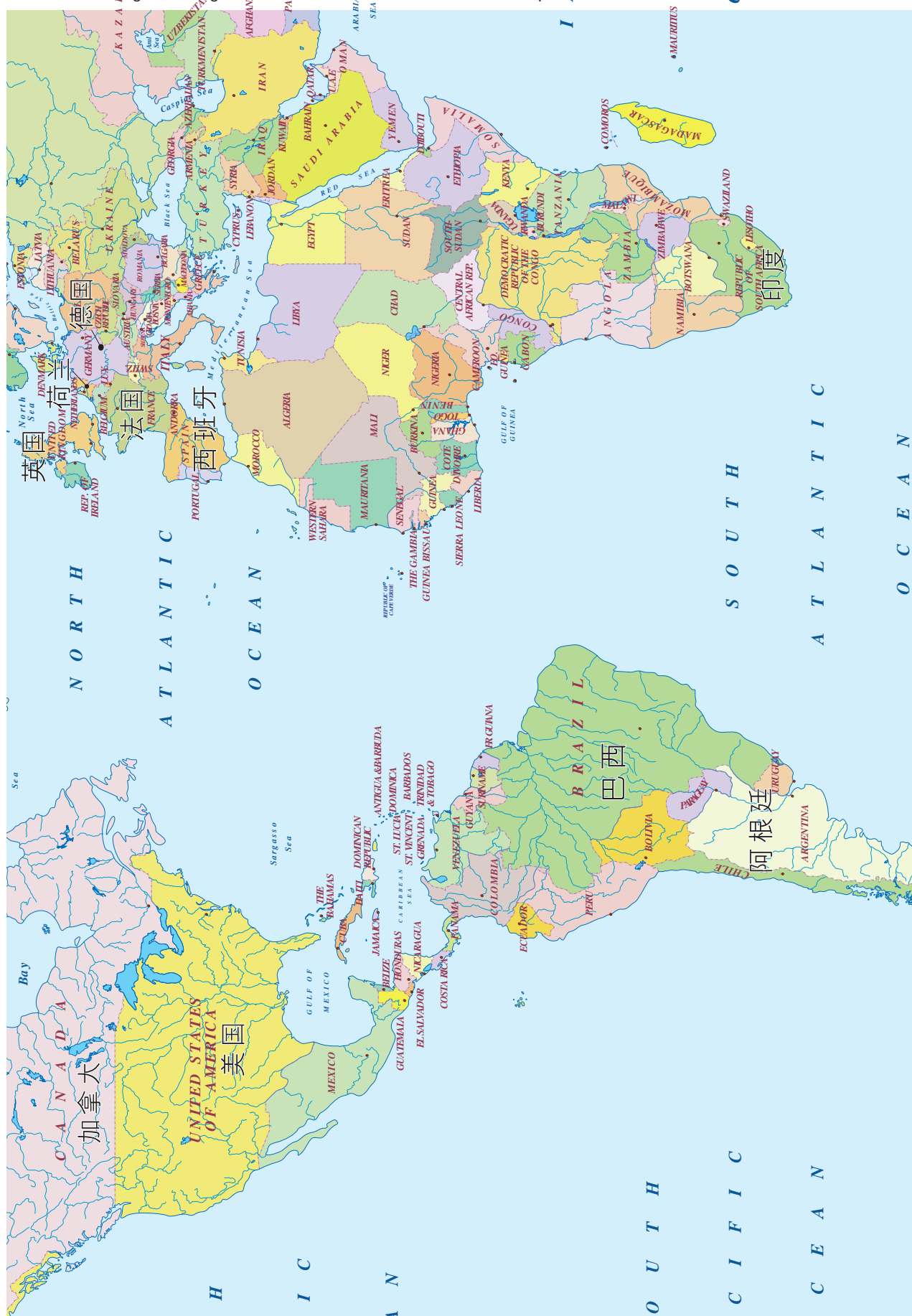
Resource Sheets:

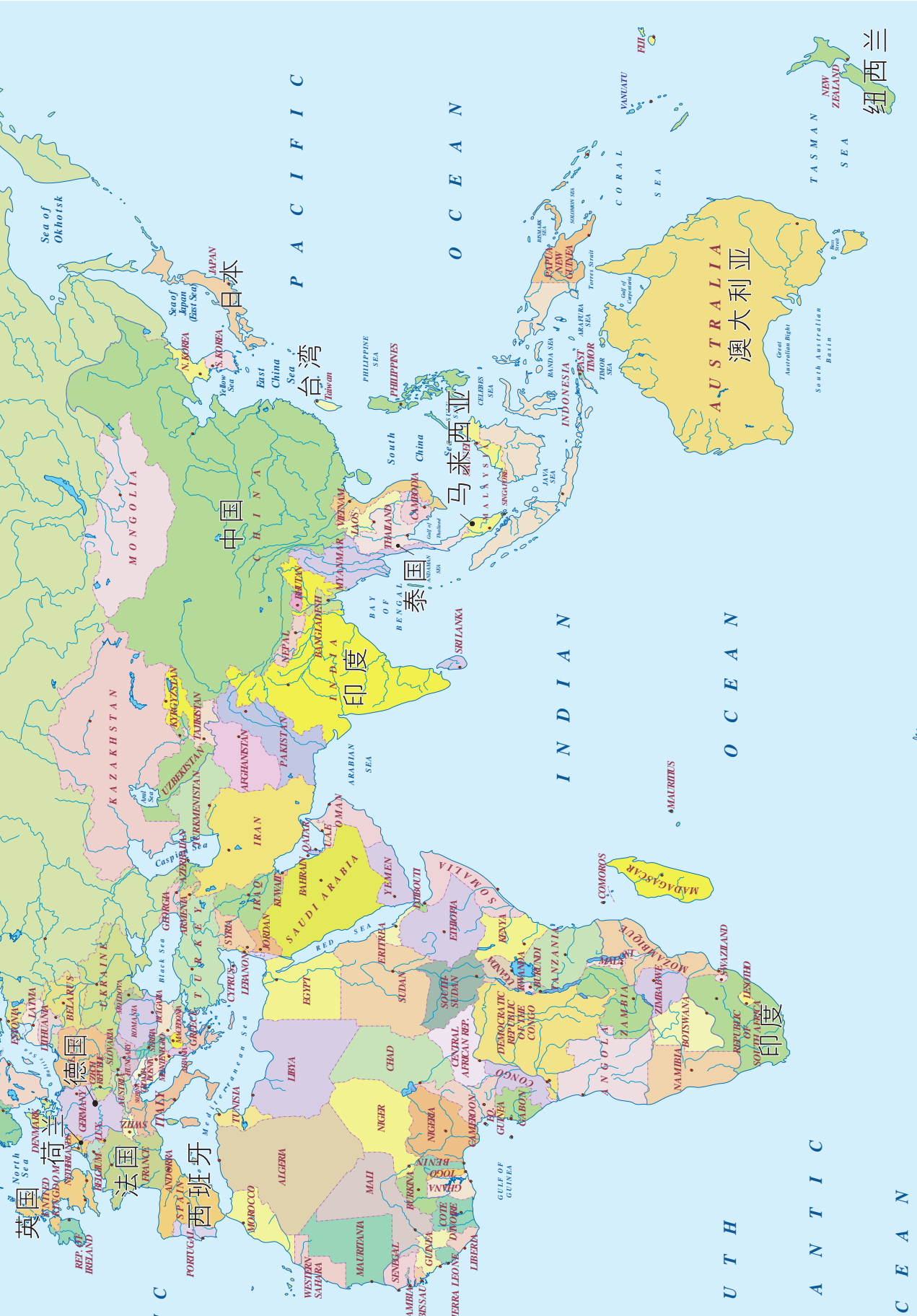
- RS 5A and 5B can be used in KP5.1 for practice and production.
- RS 5C can be used after KP 5.3 as an interactive activity for practice and consolidation of asking for and giving directions.
- RS 5D can be given as homework and used as a vocabulary review and a good exercise for practicing character recognition.

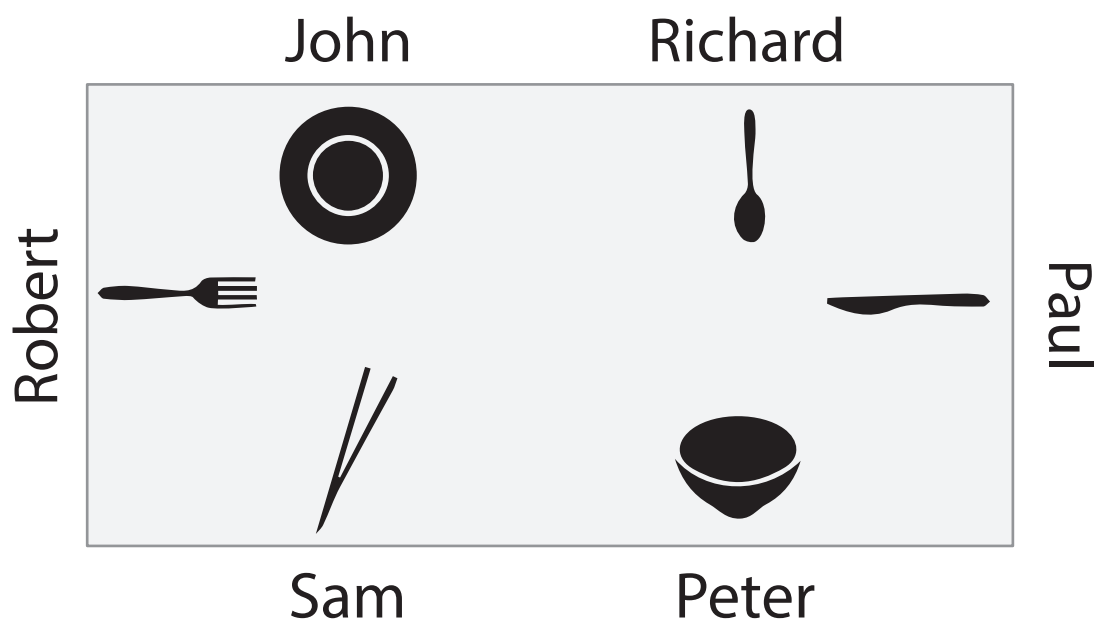
Countries

Resource Sheet 5A - Part 1

Make new dialogues using countries and "东南西北". For example, "日本在哪儿?" "日本在中国东边。"





**Activity 1:**

Trainer can read a series of sentences describing 6 people – John, Peter, Robert, Paul, Sam, Richard. Students must correctly identify all six characters.

E.g. The fork is in front of John.

The fork is on Paul's left.

The spoon is on Robert's right.

Paul is sitting in front of Sam.

Richard is not on Robert's right.

The bowl is behind Sam.

The plate is not in front of Peter.

Peter is on Sam's right.

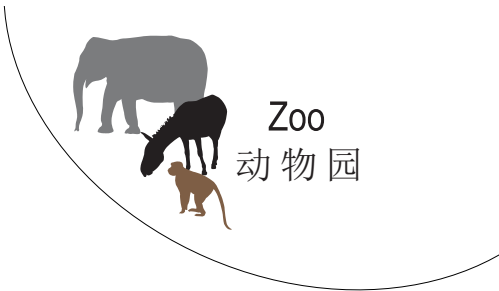
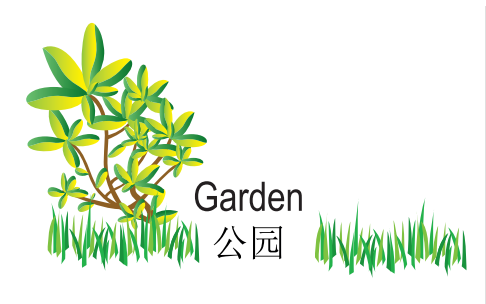
Activity 2:

Trainer or students can take turns saying a sentence describing where John is and the other students must guess which person in the picture John is.

E.g. " 叉子在 John 的前面 ." (The fork is in front of John.)

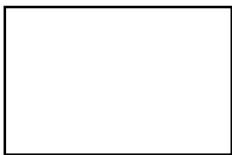
The other students must point to the person who has a fork in front of him and say "This is John."

► Directions can be more complicated if more than one person has a fork in front of him.



Bank
银行

Restaurant
餐馆



Shopping Centre
购物中心

Bookstore
书店



Hotel
酒店

Cinema
电影院



X

Hospital
医院

Activity 1:

Students take turns giving directions from “X” to a certain place. The other students must correctly identify which place is referred to.

Activity 2:

Students role-play asking for directions and giving directions.

Circle the odd one out.

- | | | | | |
|-----|-----|-----|-----|-----|
| 1) | 左边 | 里面 | 厕所 | 右边 |
| 2) | 医院 | 医生 | 护士 | 商人 |
| 3) | 爸爸 | 姐姐 | 哥哥 | 谢谢 |
| 4) | 公园 | 动物园 | 电影院 | 外面 |
| 5) | 香港 | 上海 | 北京 | 伦敦 |
| 6) | 工程师 | 家人 | 律师 | 法语 |
| 7) | 德国 | 加拿大 | 普通话 | 美国 |
| 8) | 经理 | 火车 | 校车 | 飞机 |
| 9) | 是 | 坐 | 昨 | 说 |
| 10) | 刮风 | 下雨 | 放学 | 天晴 |
| 11) | 上班 | 前面 | 后面 | 里面 |
| 12) | 什么 | 怎样 | 星期 | 吗 |
| 13) | 今天 | 明年 | 四月 | 但是 |
| 14) | 一刻 | 春天 | 六点 | 二十分 |
| 15) | 明 | 哪 | 朋 | 期 |

Overview

Target Language:

Asking for the price, bargaining, giving change:

lǎo bǎn, mài, mǎi, zhè lǐ, zhè ge, yào, shuāng, xié zi, xié, duō, shǎo, duō
老板, 卖, 买, 这里, 这个, 要, 双, 鞋子, 皮鞋, 多, 少, 多
shǎo, qián, duō shǎo qián, kuài, guì, tài guì le, suàn, pián yi, yí diǎn, zuì, hái shì,
少, 钱, 多少钱, 块, 贵, 太贵了, 算, 便宜, 一点, 最, 还是,
jì niàn, nà, jiàn, yī, yī fú, chú le
纪念, 那, 件, 衣, 衣服, 除了

Colours:

yán sè, hēi sè, bái sè, hóng sè, lán sè, lǜ sè, huáng sè, chéng sè, zǐ sè
颜色, 黑色, 白色, 红色, 蓝色, 绿色, 黄色, 橙色, 紫色

Purchasing tickets:

qǐng, gěi, chē piào, máo, fēn, zhǎo, zhǎo qián
请, 给, 车票, 毛, 分, 找, 找钱

Ordering food in a restaurant:

jiǎo zi, jiè shào, shāo jī, kǎo ròu, chī, hǎo chī, chǎo, chǎo miàn, chǎo fàn, bái fàn, qīng
饺子, 介绍, 烧鸡, 烤肉, 吃, 好吃, 炒, 炒面, 炒饭, 白饭, 青
cài, tāng, dòu fu, hē, yǐn liào, bēi, chá, tián, tián pǐn, jiù zhè yàng
菜, 汤, 豆腐, 喝, 饮料, 杯, 茶, 甜, 甜品, 就这样

Pin Yin focus:

differentiating sounds with a rolled tongue (zh, ch, sh) and grit-teeth sounds (z,c,s) continued and further combined with j, q, x; u versus ü

Resource Sheets

RS 6A

Mix and match the phrases

RS 6B

Purchasing tickets; Go shopping!

RS 6C

In a restaurant

Notes and Suggestions:*Practical Usage:*

- Bring in price tags and currencies for easy illustration of haggling and how much the items cost.
- Bring pictures in to present the food items.
- It is useful to bring colourful items and clothes to class, use the students' different coloured clothing as examples and for practicing colours.
- This unit is very practical and it is fun and interactive to get students involved in role plays as much as possible.
- There is quite a lot of vocabulary in this unit. Besides learning vocabulary, it is also useful to weave grammar items such as “除了。。还有。。吗?”, “X可以吗?” and “找你X钱.”

Pin Yin:

- Continue practicing the differentiation of sounds with a rolled tongue (zh, ch, sh) and grit-teeth sounds (z,c,s). It can get more confusing when combined with j, q, x and the four tones. With continued practice, the students will get more accustomed to the tongue and jaw movements as well as the switching between the four tones.
- The differentiation of u and ü can be confusing especially in this unit when ju, qu, xu, yu (all of these are actually pronounced ü) are combined with n and l (which can be paired with both u and ü) and z, c, s, zh, ch, sh, w (which are paired only with u and not ü).

Grammar:

- The word “请” when used as the polite “please”, is always placed in front of the verb or pronoun and never at the end of the sentence.

- When describing the colour of an item, it is not necessary to use “色” but the Mandarin language preference is to use pairs or four words. For example, we say “黑衣” or “黑色的衣” or “黑色衣服” instead of “黑色衣”.
- We say “找钱给你” to refer to “give you change”. When specifying the amount of change given, the amount is placed between “找” and “钱”. For example, “找五毛钱给你” or “找你五毛钱” or simply, “找你五毛”.

Character recognition:

- The character “卖”(sell) is formed by “买”(buy) and a cross or a plus sign “+” on top. The one who has “more” things is the one selling.
- The character “双”(pair) is formed by two “又”(again) signifying again and again, a double portion.
- The character “念” is formed by the character “今”(current) over “心”, signifying placing something of the present time in the heart i.e. remember and commemorate.
- The characters “烧”(roast), “烤”(barbecue) and “炒”(fry) all possess the radical “火”(fire). **They are all cooking methods that have to do with fire.**
- The characters “喝”(drink) and “吃”(eat) both possess the radical “口” as you eat and drink with your mouth.
- The character “甜” is formed by the characters “舌”(tongue) and “甘”(cane, as in cane sugar). The tongue tells that sugar cane is sweet.

Resource Sheets:

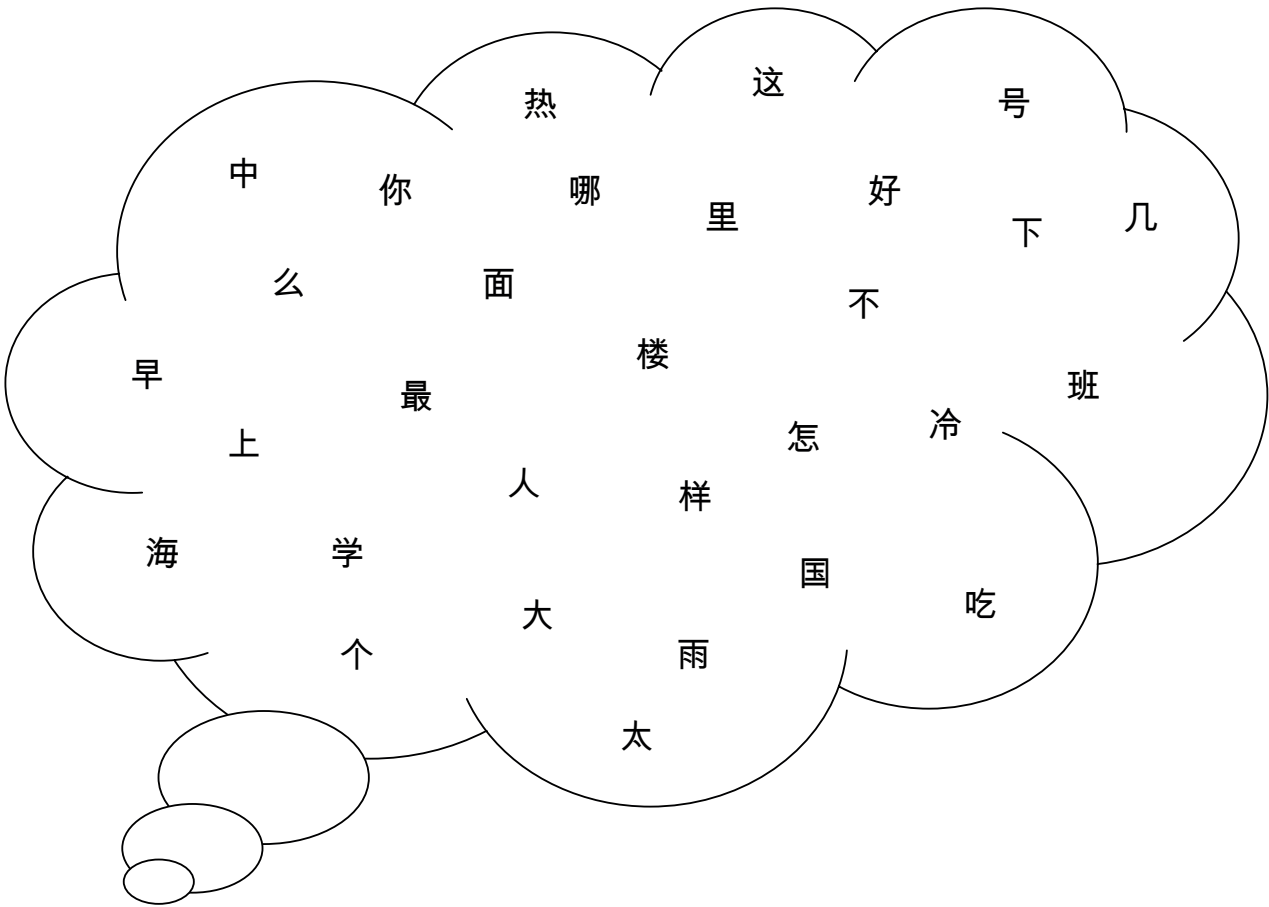
- RS 6A can be used as an in-class activity or homework for character recognition practice. It is also a useful activity for observing word patterns.
- RS 6B and RS 6C can be used as conversation activities in class for production in KP6.2 and KP6.3 respectively.

Tips:

- “半”^{bàn} refers to “half”. For example, “十五块半”^{shí wǔ kuài bàn} means fifteen dollars and fifty cents.
“毛”^{máo} refers to ten cents and “分”^{fēn} refers to cents.

For example, \$0.65 can be said as “六毛半”^{liù máo bàn} or “六毛五分”^{liù máo wǔ fēn}.

Form as many phrases as you can by using the following words.



- | | | |
|----------|-----------|-----------|
| 1. _____ | 10. _____ | 19. _____ |
| 2. _____ | 11. _____ | 20. _____ |
| 3. _____ | 12. _____ | 21. _____ |
| 4. _____ | 13. _____ | 22. _____ |
| 5. _____ | 14. _____ | 23. _____ |
| 6. _____ | 15. _____ | 24. _____ |
| 7. _____ | 16. _____ | 25. _____ |
| 8. _____ | 17. _____ | |
| 9. _____ | 18. _____ | |

Part 1: Purchasing train tickets

Look at the following table for the fares and schedule at the Beijing train station. In pairs, role-play the purchasing of tickets at a train station.

从北京到	上海	香港	西安	长城
绿线	07:00 – 12:23 \$81	13:00 – 13:00 \$155	10:05 – 15:45 \$72	08:00 – 09:20 \$1
红线	20:52- 08:40 \$107	–	17:00 – 06:47 \$110	12:40 – 14:00 \$1
蓝线	19:30 – 10:25 \$73	–	20:47 – 08:00 \$62	17:10 – 18:30 \$1

Part 2: Go shopping!

Using the following cue cards, role-play with a classmate.

你要买红色的皮鞋。 三十八号。 ＜ \$70.	你是鞋店老板。 黑色和白色皮鞋：\$80 红色皮鞋：三十二到四十号。\$90
你要买绿色 / 蓝色的衣服。 中号。 ＜ \$48	你是衣服店老板。 有：黄色，绿色，蓝色 绿色：小号和大号。 蓝色：中号 \$60
你要买三个纪念品。 橙色，红色，紫色。 ＜ \$ 6 0	你是纪念品店老板。 红色：\$15; 橙色：\$25 紫色：\$35

Activity 1:

Fill in the menus by asking your classmate how much the different dishes cost.

菜单		
炒面	-----	\$7.00
炒饭	-----	\$
白饭	-----	\$1.00
烧鸡	-----	\$23.50
烤肉	-----	\$
青菜	-----	\$13.00
豆腐	-----	\$16.50
饺子（十个）	-----	\$7.00
红茶	-----	\$
绿茶	-----	\$
甜品	-----	\$

菜单		
炒面	-----	\$
炒饭	-----	\$8.00
白饭	-----	\$
烧鸡	-----	\$
烤肉	-----	\$29.90
青菜	-----	\$13.00
豆腐	-----	\$
饺子（十个）	-----	\$
红茶	-----	\$4.00
绿茶	-----	\$4.00
甜品	-----	\$5.50

Activity 2:

Using the above menus, role-play ordering food in a restaurant. Take turns to be the waiter/waitress. Imagine you are having dinner with your family, or you are having lunch with a friend.

