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Teaching Materials for "Integrated Chinese" by Yao, Liu, et al. (2008, 2005, 1997). I created these teaching materials when I worked as a Chinese instructor for my Teaching Assistantship during 2001~ 2003. MSU Chinese 101 and 102 are team-taught courses so I didn't create all the materials for each lesson.

Teaching-Hsiang-Hua Chang - Michigan State University

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One of the things I like best about the Integrated Chinese textbook is the wonderful organization: each lesson has a very clear learning objective, and the lessons are ordered to make a clean storyline for students to follow and build up information accordingly. Each lesson contains two parts, which is manageable for students to digest new vocabulary and sentence structures.

Integrated Chinese 3rd Edition | Cheng & Tsui

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Integrated ChineseIntegrated Chinese - Cheng & Tsui

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Texts: Integrated Chinese: Lesson 1-11 - South High School

These Power Point slides show the target grammar and vocabulary for each dialogue in the Integrated Chinese Level 1 Part 2 textbook. The file names are written to indicate the lesson, dialogue number and whether it reviews grammar or vocabulary. For example: L11-D2-V is for Lesson 11, Dialogue 2, Vocabulary.

Integrated Chinese - Cheng & Tsui

Though translated as "very", Hěn []] has a weaker meaning than it does in English. It is often added before a single-syllable adjective just to enhance the rhythmic flow of the sentence. Hěn is used before the adjective in affirmative sentences, but not in negative sentences or questions. A common mistake of beginners is to insert shì [] into adjectival sentences, but this usage is ...

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