

MAGICAL *Advanced Learning Through Stories* TOUR OF CHINA

奇妙中国游

Sampler Pack

样书

BETTER CHINESE



Founder: Li-hsiang Yu 虞丽翔
Publisher: Chi-kuo Shen 沈启国

Illustrations by Better World Ltd.
Published by Better World Ltd.

MAGICAL TOUR OF CHINA BETTER CHINESE INTERMEDIATE LEVEL CURRICULUM

Sampler Pack
~ Not for Sale or Distribution ~

Copyright © 2010 Better World Ltd. All rights reserved.



BetterChinese

美国
USA
P. O. Box 695
Palo Alto, CA 94302
Tel. +1-650-384-0902
Email: usa@betterchinese.com

目 录

Contents

Introduction to Better Chinese	1
K-12 Curriculum Overview	6
K-12 Curriculum Articulation	8
Magical Tour of China Program Description	10
Series Overview	11
Component Features	15
Sample Lessons	
Lesson 1 我们要去中国 We are Going to China	
Textbook	21
Teacher's Guide	37
Workbook	51
Worksheets	60
Assessments	67
Assessment Answer Key	76
Lesson 2 集合 The Group Gathers	
Textbook	78
Teacher's Guide	93
Workbook	105
Worksheets	115

Assessments	121
Assessment Answer Key	129
Sample Online Components	130

Introducing Better Chinese...

Dear Fellow Educator,

Thank you for picking up one of our books! As a teacher or administrator, we know that you're on an exciting path to offering and nurturing a Chinese language program. Your challenge is to make your class or program an exciting, relevant and accessible place for your students. We are excited and honored to be a part of your journey. Let us tell you a bit about ours...

Learning Chinese should be pleasurable and accessible! Better Chinese was founded with this singular goal as our inspiration. Our mission is to develop and provide high-quality resources to facilitate the learning of Chinese language and culture. Our unique approach to learning Chinese is to do so through stories and through multiple forms of media. We specialize in helping learners in non-native Chinese environments develop comfort with and affection for both Chinese language and culture.

Language and cultural understanding have always been imperative in our lives. With personal and professional backgrounds in diplomacy, we have always believed deeply in the importance of communication. Our own children grew up relishing reading and clamoring after books of all kinds. The Chinese books and educational texts that were available to them as they were growing up paled in comparison to books in English and other languages. In 1997, we set out to tackle this challenge.

We traveled near and far to select materials for our first Book Club in Hong Kong and strove to offer children high quality literary choices and alternatives to traditional textbooks. With the help of fellow parents and teachers, we started a non-traditional after-school Mandarin learning center for families in Hong Kong. Students loved learning Chinese through our method based on storytelling and story-enacting. Our website dedicated to sharing stories was a natural extension of this environment beyond class hours, and was founded shortly thereafter.

For the last several years we have been working hard with a team of teachers, schools, artists, and engineers to build our complete preschool to grade 12 curriculum for Chinese as a Foreign Language students. This process, like life and all learning, has been challenging, joyful and fulfilling for us. We hope you and your students experience the same enjoyment with our products as we have in their creation. We wish you happy teaching and learning!

和谐!幸福!

Li-hsiang Yu
Chi-kuo Shen

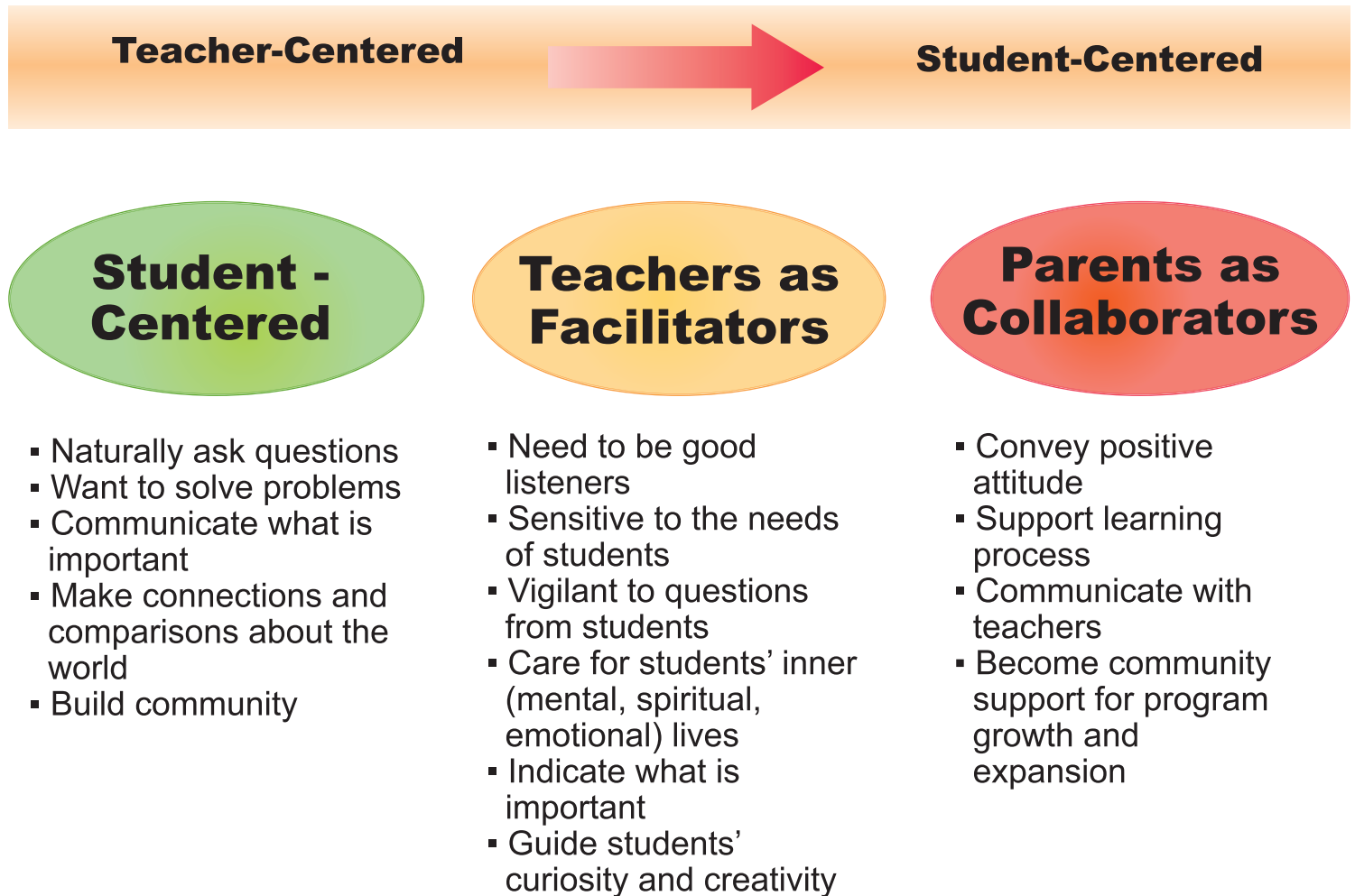
虞麗翔 沈啟國



Company Philosophy & Pedagogy

We hold fast to the belief that learners respond and develop best when presented with materials that are relevant to their lives and accessible to their learning styles. Materials that spark the interest of learners and engage them in a learning experience that is involved, fun and satisfying prove to be the most effective for today's learners. Our materials and the language learning activities in them reflect this basic belief.

Shifting from a Teacher-Centered to Student-Centered Approach



Better Chinese puts students in the center of our curriculum. Traditionally, Chinese textbooks have focused on self-study, drills and testing, techniques that benefit teachers more than students who find such methods alienating and under-stimulating. Our curriculum shifts Chinese language learning from a teacher-centered to a student-centered approach.

Curricular Methodology

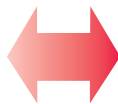
Becoming bilingual is not merely a linguistic event or series of events; for young learners especially, it is a social, psychological and emotional event, which underpins the growth of the whole individual. Language is experienced by the student, rather than learned from the teacher. Language is best acquired by learning through the language rather than learning about the language.

The pillars of our methodology are to encourage inquiry-based and story-centered learning. These two methods elicit the full potential of students' natural curiosity, creativity and innate abilities.

Alignment with the National Standards for Foreign Language Learning - the 5 C's

BetterChinese Paradigm

Inquiry-Based Story-Centered



U.S. National Standard's 5C's

- **Communication 沟通**
Heart of language learning
- **Cultures 文化**
Gains understanding and masters cultural context
- **Connections 贯连**
Additional bodies of knowledge
- **Comparisons 比较**
Multiple ways of viewing the world
- **Communities 社区**
Participates in global cultures

Inquiry-Based

Through inquiry-based activities, we encourage students by fostering exploration, varied repetition, provocation, mastery, friendship, interaction and collaboration. These classroom values are cultivated through a wide range of speech events: role-play, drama, interactive activities, games and arts and crafts projects, creating a solid foundation for Mandarin acquisition.

Story-Centered

The design of our textbooks creates a culture-rich, activity-rich curriculum built on stories and a multi-channelled, multi-media learning environment. Stories encourage students to ask questions about themselves, their lives, other people and the world around them. Stories impart experiences, help students develop abstract thinking about cultures, connections, comparisons and communities and act as an important contextualization for language learning.



Why Better Chinese?

Our company and materials are built on the simple goal of making Chinese language learning fun, relevant and easy for students. We believe passionately in the importance, power and joy of learning a new language and getting to know a different culture. As the only Chinese as a Foreign Language publisher with an articulated K-12 program that also offers comprehensive online support, we continue to innovate and work with schools and educators to create the most appropriate and effective materials for students, teachers and the rest of the Chinese language learning community.



- Student-centered materials
- Engaging and relevant
- Fun and effective
- Articulated K-12 progression
- Complete teacher support
- Integrated supplementary materials

COMPLETE K-12 CFL MATERIALS



ONLINE LEARNING BEYOND THE CLASSROOM

- Extend learning through online lessons, stories and homework
- Open-ended and authentic tasks
- Classroom Management System for school accounts
- Lesson history and student status reports



TEACHER SUPPORT & LESSON PLANNING TOOLS

- Lesson planning in 10 minutes!
- 1,400 + stories for use in the classroom
- Teaching aids and in-class supplementary games
- Professional development seminars for educators

Spiral-Up Approach

- Builds vocabulary and sentences upon each other
- Helps students review prior learning and lays strong language foundation
- New sentence structures immediately followed by practice opportunities
- Grammar and syntax are practiced through class activities to reinforce communication

Multimedia Learning

- Students are encouraged to learn beyond the classroom
- Access to the most comprehensive online resources available
- Interactive lesson modules and homework practice to sustain learning in non-heritage environments
- 1,400+ cultural stories available to expand language learning

Assessments

- Challenge sections in textbooks
- Workbook exercises
- Online homework assignments
- Activities in the Teacher's Guides
- Paper-based assessment and expanded online assessment options available in the near future

Our curricular series are built upon each other to allow for a fully articulated K-12 Mandarin learning program, giving teachers and administrators Mandarin programs with longevity, growth, and continued effectiveness from year to year.

Professional Development Workshop

Better Chinese is pleased to offer Professional Development Workshops to better support our teachers and schools. Workshops are designed to empower teachers with the right skills to plan for, teach, and assess students in non-Chinese environments for both Chinese language and cultural learning. Our trainings focus on creating fun, engaging, and classroom-proven activities based on the Better Chinese curriculum to make learning Chinese effective and enjoyable! Students will learn to communicate and express themselves in Chinese instead of merely memorizing vocabulary. No more boring texts! Our student-centered and story-based method is both exciting and relevant to students. Give your teaching skills an edge and see results immediately in your classroom. We strive to make sure your students love learning Chinese and recruit their parents to be your biggest supporters.

For more information and to offer workshops at your school, please contact the Better Chinese Professional Development Team
Tel: 650-384-0902 Email: profdev@betterchinese.com



Complete Preschool to Grade 12 Chinese

Preschool - Lower Elementary



My First Chinese Words

快乐幼儿华语

36 Story Books

I Love Chinese

我爱华语

12 Story Books

Beginner

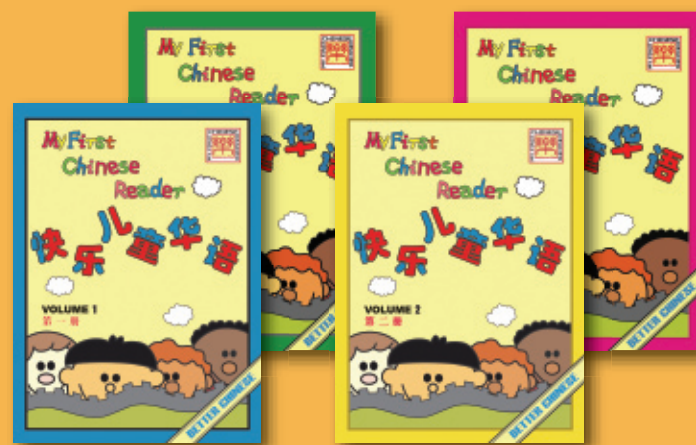
These are not textbooks! My First Chinese Words and I Love Chinese are 48 child-sized readers meant to be used as storybooks for the very young learner. Stories are the best way for children to acquire experiences and thereby make sense of what they learn. All stories cover topics taken directly from the lives of children with fun and surprising endings. These sets of engaging readers also use overlapping content and a predictable narrative structure to provide a springboard for creative play-acting and allow children to quickly apply words they have learned to real-life situations and start speaking Chinese right away. Covers 30+ fundamental sentence patterns and 350+ essential vocabularies.

- Both traditional & simplified characters
- Vocabulary acquired: 350+
- Sentence patterns: 30+

Complete set includes

- 36 small storybooks + audio CD set
- 12 I Love Chinese storybooks + audio CD set
- Matching exercise books
- Parent/Teacher's Guide
- Activity sheets
- Animated 36-lesson CD-ROM
- Integrated Internet lessons and activities
- Matched 4 CD set of Sing Along songs
- Card games to learn Chinese!

Elementary School



My First Chinese Reader

快乐儿童华语

4 Volumes

Beginner – Intermediate

My First Chinese Readers are targeted at young students with no previous exposure to Chinese. This 4-volume curriculum introduces students to Chinese language and culture in daily situations. Student-centric themes, a spiral-up approach, and motivational design encourage students to learn Chinese with enthusiasm. 12 lessons per volume build upon each level with comprehensive sentence patterns and syntax lessons.

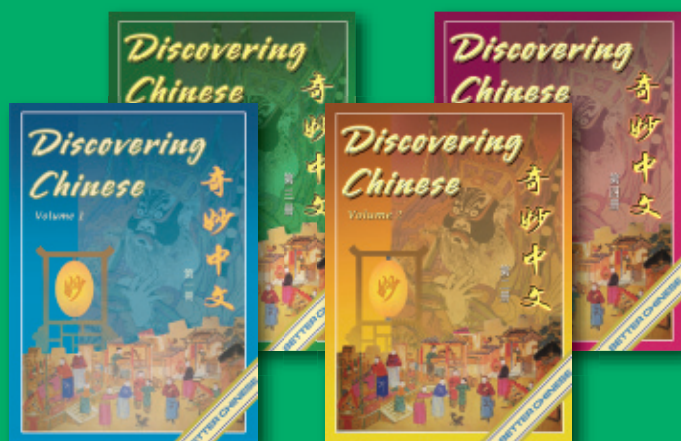
- Both traditional & simplified characters
- Vocabulary acquired: 650+
- Builds to SAT2 Level readiness

Complete set includes

- Student books (1-4)
- Set of 2 exercise books (1-4)
- Teacher's guides (1-4)
- Activity sheets
- Assessment options
- Lesson audio CDs (1-4)
- Animated lesson CD-ROMs (1-4)
- Integrated Internet lessons and activities (1-4)
- Matched thematic posters (20)

as a Foreign Language Curriculum

Middle - High School



Discovering Chinese 奇妙中文 4 Volumes

Beginner – Intermediate

Discovering Chinese is designed for beginning-level young adults in non-Chinese environments. This series of 4 volumes builds students' understanding of Chinese language and culture with themes and subjects that are relevant to their daily lives. Through 12 lessons in each volume, students build up their vocabulary and repertoire of sentence patterns. Students also learn from Chinese cultural lessons ranging from Chinese idioms to the origins of various Chinese characters to typing Chinese on computers.

- Both traditional & simplified characters
- Vocabulary acquired: 850+
- Builds to SAT2 Level readiness

Complete set includes

- Student books (1-4)
- Exercise books (1-4)
- Teacher's guides (1-4)
- Worksheets
- Assessment options
- Lesson audio CDs (1-4)
- Animated lesson CD-ROMs (1-4)
- Integrated Internet lessons and activities (1-4)

Middle - High School



MAGICAL TOUR OF CHINA 奇妙中国游 4 Volumes

Intermediate – Advanced

Magical Tour of China follows the story of three families who visit China for the first time. This 4-volume cultural series uses story-based episodes as springboards for advanced Chinese learning. Students will acquire language and cultural knowledge along with the families portrayed in the stories, starting from trip planning to their new experiences in Beijing. Nine episodes per volume emphasize communication and include varied authentic content such as literary excerpts, modern texts, and idioms. This advanced learning text goes beyond language to educate students about Chinese culture.

- Simplified characters
- Vocabulary acquired: 2,000+
- Volumes 3 and 4 build to Advanced Placement (AP) Level readiness

Complete set includes

- Student books (1-4)
- Exercise books (1-4)
- Teacher's guides (1-4)
- Worksheets
- Lesson audio CDs (1-4)
- Animated lesson CD-ROMs (1-4)
- Cultural lesson videos (1-4)
- Chinese idioms videos (1-4)
- Integrated Internet lessons and activities (1-4)

Integrated and Easy Articulation:



Advanced



My First Chinese Reader 快乐儿童华语

My First Chinese Reader 3 & 4

- Intermediate Level
- Elementary School

Intermediate



My First Chinese Words 快乐幼儿华语

I Love Chinese

我爱华语

Beginner



My First Chinese Words &
I Love Chinese Sets

- Beginner Level
- Preschool ~ Lower Elementary

My First Chinese Reader 1 & 2

- Beginner Level
- Elementary School



Complete K-12 Progression

MAGICAL TOUR OF CHINA

奇妙中国游

Discovering Chinese 奇妙中文

Discovering Chinese 3 & 4

- Intermediate Level (SAT2)
- Middle or High School



Magical Tour of China 1 & 2

- Intermediate Level (SAT2)
- Middle or High School



Magical Tour of China 3 & 4

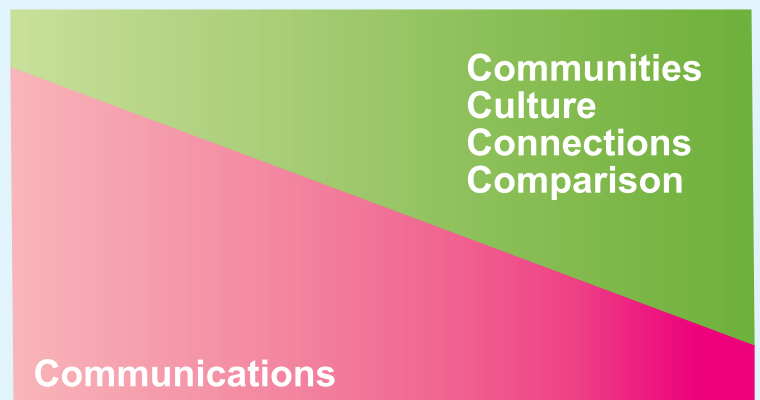
- Advanced Level (AP)
- Middle or High School



Discovering Chinese 1 & 2

- Beginner Level
- Middle or High School

Our curricular materials include all elements of the National Standards for Foreign Language Learning



Beginner

Advanced

The teaching emphasis in our materials shifts from Communications to Communities, Culture, Connections and Comparison as students advance



MAGICAL TOUR OF CHINA

PROGRAM DESCRIPTION

The *Magical Tour of China* series is designed for intermediate level middle and high school students in non-Chinese environments. This 4 volume (9 lessons in each) series uses story-based episodes following three American families who visit to Beijing for the first time to encourage advanced learning that goes beyond language to educate students about Chinese culture. The curriculum emphasizes authentic content mastery and cultural, literary, and historical comparisons to build interpersonal, interpretive and presentational communication skills. Furthermore, this series allows students to gain a level of language proficiency which meets the guidelines of the Advanced Placement (AP) test.

We built our company and all of our materials on the simple goal of making Chinese language learning fun, relevant, and easy for students. Our curricular materials are inquiry-based and story-centered to ensure that not only are they interesting but also culturally enriching. The lessons build vocabulary and sentences upon each other in a spiral-up approach that helps students review and lays a strong language foundation. More importantly, the lessons are student-centric to help prepare the learners for real-life communication.

In our classroom, we encourage teachers to foster an environment of exploration, repetition, provocation, mastery, friendship, interaction, and collaboration. Our design creates a culture-rich, activity-rich curriculum built on stories and provides a multi-channeled, multi-media learning environment. With a wide range of speech events, such as role-playing, drama, activities, and games, we continually nurture students' foundation for Mandarin acquisition.

Beyond the classroom, we encourage learning through engaging and comprehensive online resources (www.BetterChinese.com) that give students easy access to a Mandarin language environment at home even if no one at home speaks Mandarin.

Magical Tour of China is only available in simplified Chinese characters.

奇妙中国游
MAGICAL TOUR OF CHINA

SERIES OVERVIEW

Volume 1 Overview			
Lesson	Lesson Title	Topic	Vocabulary (127)
1	We Are Going To China 我们要去中国	Travel planning and preparation	凤诉消复当进张叔孩着噢榜样准备已经忙芭露营麦开心
2	The Group Gathers 集合	Self introductions, introducing others, courteous phrases, addressing people	集近错让懂意始扣结输思
3	Cola Is Kele Cola就是可乐	On the airplane	安带哈填入境卡护州才次差奇喽
4	Beijing Has So Many Cars 北京的车真多	Transportation	跟司鼓错卡辆嗯费落终啦
5	Meeting Grandpa and Grandma 见到爷爷奶奶	Chinese Gift Giving and Receiving, Chinese Si He Compound House	刚候合进屋挺特相像
6	shuǐ jiǎo or shuì jiào? 水饺还是睡觉?	Hotel services; asking for services	订格当碗
7	Paternal Auntie or Maternal Auntie? 姑妈还是姨妈?	Familial titles and relationships	姑娘戚父别伯舅绕唉称阵搞清楚
8	Nali, Nali 哪里, 哪里	Courteous phrases, social etiquette, being humble	嘛招呼怕题总回答刚夸貌谦虚骄傲奖
9	Having Beijing Duck 吃北京烤鸭	Chinese food culture	烤鸭另乎夜差调顿筷叉难连传统抹酱葱丝卷宗掉盘着急

Volume 2 Overview			
Lesson	Lesson Title	Topic	Vocabulary (130)
10	Visiting the Palace Museum (1) 游故宫 (上)	Chinese architecture - The Forbidden City	紫禁皇帝般殿屋据代栏杆案
11	Visiting the Palace Museum (2) 游故宫 (下)	China's history and dynasties	约清朝代许秦唐总统背首商周段 战魏蜀吴晋延并立隋传宋元至此 谣
12	Climbing the Great Wall 爬长城	The Great Wall - famous historical sites	肯巩俐修仗士兵站敌烽木卡耶
13	Visiting the Wang's Home 去小龙的爷爷家做客	Chinese etiquette, Chinese hospitality	邀台湾胞宝贝母心意收费常惯举意财
14	No Colored Eggs on Easter (1) 没有彩蛋的复活节 (上)	Chinese Festivals	清扫墓纪念死觉圣恩诞轻
15	No Colored Eggs on Easter (1) 没有彩蛋的复活节 (下)	Chinese Festivals	夕重舟情
16	Magic Chinese Characters (1) 汉字真奇妙 (上)	Four Treasures of the Study	墨砚宣簿吸收磨楷
17	Magic Chinese Characters (2) 汉字真奇妙 (中)	Chinese Characters and Calligraphy	了解幅根据展原形专累刻龟甲或兽 骨容易简经变
18	Magic Chinese Characters (3) 汉字真奇妙 (下)	The evolution of Chinese Characters	猜铜铁属舍竹步虽基含永搭选确置 满

Volume 3 Overview			
Lesson	Lesson Title	Topic	Vocabulary (126)
19	Is He Speaking Chinese? 他在说中文吗?	The Nationalities and Dialects of China	聚响南省向言汇遗产姿秘密坏
20	Ruby's New Doll Ruby 的新娃娃	Traditional Chinese Costume; Loanwords	售货唐童年昔派稍
21	Shopping in Silk Alley 逛秀水街	Shopping Bargain; Four Great Inventions of Ancient China	展采购讨厌讨价格压低摊犹豫刻 逛丝绸帕满载归
22	Beijing's Spaghetti: Fried Sauce Noodles 中国的 Spaghetti: 北京炸酱面	Traditional Chinese Food; Silk Road; Buddhism	炸酱特众啦呐吓蛮担仔哦码咦欧 洲波罗
23	We're Going to See Peking Opera! (1) 我们一起去听京剧 (上)	Peking Opera of China; Four Chinese Classical Novels	欣吊噪抱歉培阪孙
24	We're Going to See Peking Opera! (2) 我们一起去听京剧 (下)	Peking Opera of China; Chinese Folk Music	演怕脸谱意涂武精斗悄突喝采众鼓 掌油
25	Chinese Rap 中国的 Rap	Chinese Folk Art Forms — 数来宝	躺摇哼格惊讶急脯递谱绕溜压韵念 噪
26	Basketball Match 篮球赛	Sports	约父抗裁判赢吹哨嘟被断则叠伸击 掌终瘾
27	Chinese Names and English Names 中文名与英文名	One Hundred Chinese Family Names and Present Chinese Names	吉祥莱坞萝卜姓笨

Volume 4 Overview			
Lesson	Lesson Title	Topic	Vocabulary (95)
28	Making Dumplings 包饺子	Traditional Chinese food and treats	款揉团够紧切馅拌盐调箍擀杖掌 按扁嘿较滚轻配厚
29	Shuttlecock 踢毽子，做毽子	Chinese traditional toys and folk games	毽舌摸扔禁勉强赢围圈顶糟糕
30	Xiaolong Is Sick 小龙生病了	Traditional Chinese Medicine and Acupuncture	针诊脉副注腕搏锅熬
31	Meeting a New Friend 遇到新朋友	China's Youth	遇箏稳昆缠怪
32	Different Types of Chinese Kung Fu 不一样的中国功夫	Shaolin style Kung Fu	呼吸剑术败锻炼抓杰
33	At the Teahouse 在茶馆	Tea Culture	乌井壶环境浪约棋惜器皱眉
34	Beijing's Si He Compound Houses 四合院	Traditional Chinese Architecture The Analects by Confucius	槛筑辈尊规或者墩撑枝哼贴保佑搬 愿存
35	Visit to Houhai 游后海	Beijing night life Traditional Chinese values	景酒
36	Goodbye, China 再见，中国	A Harmonious society	众忍既继续



MAGICAL TOUR OF CHINA

COMPONENT FEATURES

TEXTBOOK

Engaging Plotline

- Students learn along with visitors to China whose backgrounds may be similar to their own.
- Characters with personalities and meaningful relationships engage students' interest in their experiences and insights.
- Plotline and travel itinerary can be replicated by students who visit China in the future.

Full-Color Illustrations

- Rich visual detail and backgrounds offer students enhanced exposure to sights and landmarks in Beijing.
- Cartoon-style illustrations make students' learning experience pleasurable and engaging.

Lesson Text

- Lesson Text appears again in both paragraph-format in characters and separately in pinyin and in English for additional review opportunity without illustrations.

Grammar

- Relevant and essential points of grammar are explained thoroughly followed by a few examples to cement usage familiarity.

Sample Exercises

- A few simple yet thoughtful exercises place in the textbook for immediate practice of concepts, vocabulary or grammar taught.

Chinese Characters

- The story of the development of a Chinese character, written in Chinese, to deepen students' knowledge about Chinese characters, their origins, meanings and usage.

Chinese Culture

- While each lesson features an intensive exposure to various aspects of Chinese culture, history and society, a dedicated, additional module in each lesson expands on students knowledge and exposure.
- Introduced in Chinese to give students further reading comprehension practice, but also explained in English in an additional paragraph to support student retention of the various cultural features.

Words and Phrases

- Each lesson utilizes at least one Chinese idiom in the lesson dialogue and an additional module teaches students about the idiom(s).

- Usage examples are included to help students further master the idiomatic nature of Chinese language.
- Phrases are illustrated in a short passage, written in Chinese, that offers students additional reading comprehension practice.

Illustrations and Images

- Gorgeous photography reveal rich and intricate detail from famous sites and widely-seen street scenes in China.
- Images of authentic sources such as posters, maps, signs and ticket stubs give students further applied reading practice.

Vocabulary

- New vocabulary learned in each lesson are listed along with Pinyin and English definitions.
- New vocabulary learned in each additional module are also listed along with Pinyin and English definitions for further vocabulary development.

TEACHER'S GUIDE

The Teacher's Guide takes an inquiry-based approach and gives instructors additional explanations, examples and activities to teach the grammar, vocabulary, Chinese characters, Chinese culture and Words and Phrases introduced in each lesson. Suggested activities and projects are accompanied with activity objectives, as well as assessment check in points to help instructors better plan their lessons and gauge student progress.

Features such as a thorough "Introduction to Chinese" section on Pinyin and Chinese character strokes, as well as several Appendices on Teacher Tools, additional idioms and colloquial phrases, Chinese crafts and projects provide teachers with a wealth of ideas for additional extension activities.

Each lesson is supported by the following features:

Lesson Overview

- Comprehensive chart with at-a-glance listing of lesson title, topic(s) covered and vocabulary learned

Essential Questions

- Big-picture questions that help guide the inquiry-based learning students will experience through the lesson.

Teaching Objectives

- Conveniently listed by the 5 C's of language learning (Communication, Culture, Comparisons, Connections and Communities).
- Act as guideposts for instructors to shape their lesson planning and curriculum.

Vocabulary

- Listing of special vocabulary learned in the lesson, focusing on how to apply and use particular word types in different contexts.
- Additional examples listed to help answer students' questions and further demonstrate use of vocabulary.

- Suggested activities to help students practice vocabulary.

Grammar

- Listing of grammar words and sentence structures learned in the lesson, including language notes on special circumstances and how to apply grammar words and sentence structures.
- Additional examples listed to further demonstrate usage.

Chinese Characters

- Content from Chinese Characters module in the textbook listed in the Teacher's Guide to make lesson planning easy.
- Additional notes and examples listed when necessary.

Words and Phrases

- Words and Phrases taught in lesson module listed along with examples to facilitate the introduction of the phrases to students.
- Additional and related idioms listed to further emphasize the importance of particular words, phrases or ideas in colloquial Chinese.

Chinese Culture and Culture & Comparisons

- Further explanation of Chinese Culture module in each lesson.
- Additional examples and pieces of information are provided to guide a deeper inquiry into the particular feature of Chinese culture taught in the lesson.

Pointers and Suggestions

- Suggested activities, games and projects that utilize Better Chinese's inquiry-based methodology and offer students additional practice and engagement with the material that is fun and informative.
- Activity objectives help instructors plan out their curriculum scope as well as each individual lesson, while assessment check in points act as ways to gauge student progress.

Extended Learning

- Extended information pertaining to aspects of the lesson listed as ways to help students make connections between Chinese class learning and other disciplines.
- Authentic sources such as poetry and song lyrics.
- Related contemporary and historical personas, organizations, trends etc.

Teaching Resources

- A comprehensive listing of the supplemental resources and learning materials produced by Better Chinese in conjunction with each lesson.

Teacher's Notes

- Space for instructors to take notes on each lesson: lesson summary, student feedback and other notes.

WORKBOOKS

A workbook accompanies each textbook volume and offers immediate practice opportunities for the grammar, vocabulary, Chinese characters, Chinese culture and Words and Phrases introduced in each lesson.

Application of Vocabulary and Grammar

- The first section for each lesson gives students practice with key vocabulary and their pinyin, definitions and usage in sentences.
- Several exercises allow students to practice grammar and sentence structure patterns learned in the lesson.

Listening Comprehension

- Exercises developed to test students listening comprehension and retention of information from the lesson based on the lesson text, online, CD-ROM and/or audio CD lessons.

Dialogue Creation and Role Plays

- Suggested role play and dialogue topics for students to practice vocabulary and cultural concepts learned in the lesson.

Composition Questions

- Prompt for a short essay students can write in Chinese based on what they have learned in each lesson.

Extended Activities

- Additional activities that tap into students' own backgrounds and further research opportunities.

Focus on Culture

- Activities that focus on the cultural components of each lesson, as well as the words and phrases idioms.
- Exercises test students' mastery of the vocabulary, grammar and concepts behind the cultural components of each lesson.

WORKSHEETS

Several worksheets tailored to each lesson can be used in a variety of ways to let students gain additional practice of learned vocabulary and sentence structures. Worksheets can be handed out as homework, used for differentiated in-class individual or group activities, used as bell drills or even given as forms of assessment. Different worksheets feature additional practice with Pinyin, character writing, application of grammar, vocabulary usage, idiom usage, sentence writing, etc.

ONLINE COMPONENTS

Each *Magical Tour of China* lesson is fully-supported by interactive online modules at our website: www.BetterChinese.com. Online modules for each lesson include:

Lesson Story

- Animated lessons that allow for interactive in-class learning and continued practice beyond the classroom.

Homework Questions

- Gradeable online homework questions that assess students' skills in listening, reading, logic, grammar and syntax.
- 30 Single-Response questions test various language and logic skills.

Projects

- 5 Performance-Based, Free-Response questions give students practice in speaking, writing, making connections and comparisons, and cultural understanding.

Voice Recorder

- Allows additional speaking practice for students based on class-relevant topics.

Writing Pad

- Provides additional writing practice on specific characters assigned by teachers.
- Includes playback function to check for correct stroke order sequence.

Composition

- Allows extra speaking practice for students based on class-relevant topics.

CULTURAL DVD

- Short video segments shot in contemporary China illustrate cultural modules and “Words and Phrases” idioms to deepen students' understanding of culture and phrases taught.
- Edgy, contemporary and often humorous footage features authentic Chinese citizens and scenery, allowing students to build an emotional link and affinity to learning Chinese and about China.

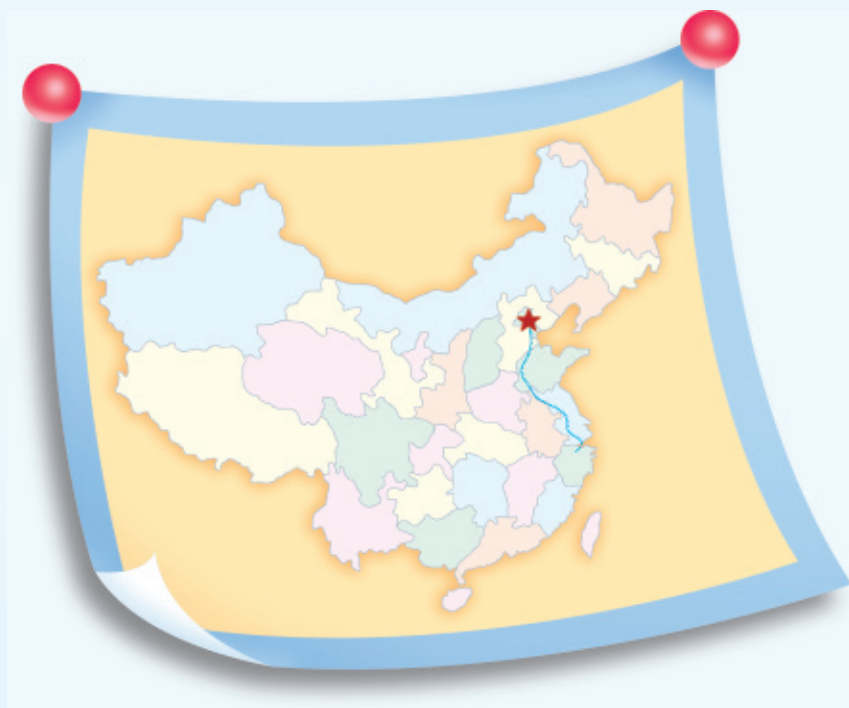
ADDITIONAL SUPPLEMENTAL RESOURCES

- A variety of additional resources such as downloadable podcasts, CD-ROMs, Audio CDs, Online Story Libraries and cultural products are available to supplement the Magical Tour of China curriculum. Please see our catalog for more information.



第一集 我们要去中国

Unit 1
We Are Going To China



人物介绍

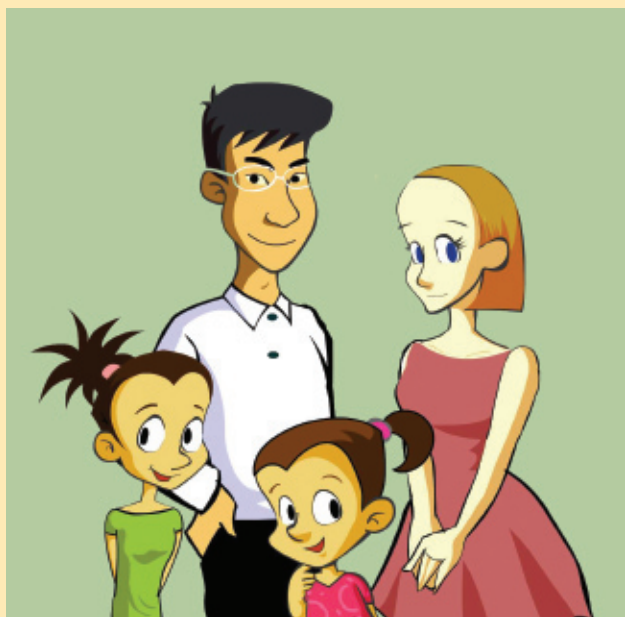


王家 WANG Family:
父母是第一代美国华人。

父亲: 王大力
母亲: 李美兰
儿子: 王小龙
女儿: 王小凤

史家 Smith Family:
父亲是欧洲后裔, 母亲来自台湾。

父 亲: Mike
母 亲: Linda
大儿子: Jason
小儿子: David



张家 ZHANG Family:
父亲是华人, 母亲是欧洲后裔。

父 亲: 张华
母 亲: Mary
大女儿: Joy 张吉祥
小女儿: Ruby 张如意

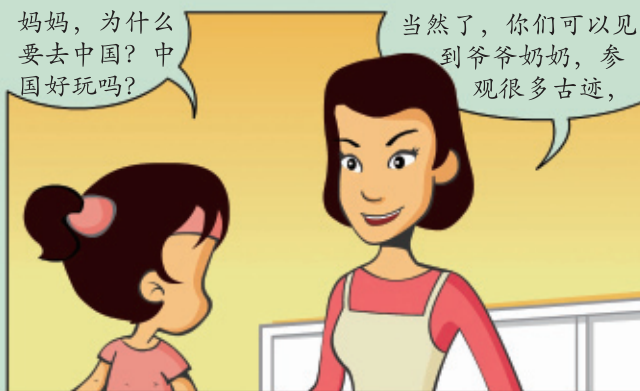
我叫妙妙

我叫奇奇



第一集 我们要去中国

..... We Are Going To China



第一集 我们要去中国

..... We Are Going To China





课文 Text

第一集 我们要去中国

王小龙家——

王大力：小龙，小凤，告诉你们一个好消息！我们要去中国旅行了！

小 龙：真的吗？什么时候？

王大力：复活节假期，就是下个月。

小 凤：妈妈，为什么要去中国？中国好玩吗？

李美兰：当然了，你们可以见到爷爷奶奶，参观很多古迹，吃地道的中国菜，看可爱的熊猫，和中国小朋友一起玩……你们的中文会进步哦！

王大力：除了我们家，还有张叔叔一家，Joy, Ruby 都会去。

李美兰：我的朋友 Smith 一家也去，你们一路上都有朋友。

小 龙：太棒了！

Smith家——

Linda: Jason, David! 下个月我们要去中国旅行了！

Jason: 太棒了！我们是不是能看到长城？

David: Peking Duck! Peking Duck...

Linda: 孩子们，听着：在中国你们只能说中文！

David: 噢！不！

Mike: Do I have to speak Chinese?

Linda: 当然。

Mike: “你好”、“再见”、“我爱你”。

Linda: 你可以慢慢学。你最好给你的儿子们做个好榜样。
看你是不是真的爱我。



Joy家——

张 华：你们要带的东西准备好了吗？

Joy: 妈妈和我已经准备好了，可是 Ruby 还在忙。

张 华：Ruby, 你在找什么？

Ruby: 我想带我的芭比，还有我喜欢的饼干。

张 华：Ruby, 我们是去中国，不是去露营。在中国也可以买到你喜欢的饼干。

Ruby: 中国有麦当劳吗？

张 华：当然有！中国还有好多你想不到的好东西呢。你一定会玩得很开心的！



字词 Vocabulary

凤	fèng	phoenix
告诉	gào su	to tell
好消息	hǎo xiāo xi	good news
旅行	lǚ xíng	to travel
复活节	fù huó jié	Easter
当然	dāng rán	certainly, of course
地道	dì dào	authentic
进步	jìn bù	(to make) progress
叔叔	shū shu	uncle (father's younger brother), a courteous way of addressing an older man
一路上	yí lù shang	along the way
太棒了	tài bàng le	great, wonderful
孩子	hái zi	kid, child
着	zhe	[a grammatical word signifying a continued action]
噢	ò	oh [an exclamation]
慢慢	màn mǎn	slowly
儿子	ér zi	son
榜样	bǎng yàng	example, model
准备	zhǔn bèi	to prepare
已经	yǐ jīng	already
忙	máng	busy
芭比	bā bǐ	Barbie
露营	lù yíng	camping
麦当劳	mài dāng láo	McDonald's
开心	kāi xīn	happy, to have a good time





语法 Grammar

要

① will, be going to

要去中国了，小龙特别高兴。

Xiaolong is very happy because he is going to China.

冬天来了，要下雪了。

Winter is coming, it's going to snow.

② to want

明天咱们出去玩儿，你们要带什么东西？

Tomorrow we are going out, what do you want to take?

你要喝什么？我要可乐。

What do you want to drink? I want cola.

看

① to see, to watch

她要去动物园看可爱的熊猫。

She will go to the zoo to see cute pandas.

小龙和小凤都喜欢看电影。

Both Xiaolong and Xiaofeng like to watch movies.

② to consider, to judge

我看这是个好办法。

I think it's a great idea.

我看他是个很好的人。

I think he is a nice man.

一

① 一家人：the same family

我们是一家人。

We are from the same family.

我们一家人寒假要去滑雪。

Our family will go skiing for winter vacation.

② 一路上：along the way. It is usually followed by 都 (all).

一路上我们都有朋友在一起。

We have friends all along the way.

小龙一路上都没有说话。

Xiaolong said nothing the whole way.

③ 一下子：In a short while; at once; all of a sudden. You can also say 一下。

这个故事很容易，我一下子就记住了。

The story is very simple, so I remembered it at once.

请等一下。

Please wait for a little.



练习例句 Sample exercises



(一) Use “一” to express “as a whole”.

◆ 例句：放假了，我们开车出去玩儿，可是一路上都堵车。

1. 杯子掉到地上，弄得一_____都是水。
2. 修汽车时，我弄得一_____都是机油。
3. 运动后，我一_____都是汗。
4. 今天家里大请客，只见一_____都是客人。
5. 他被车子撞到，弄得一_____都是血。

(二) Complete the sentences with “只能”。

开车时	只能	
在图书馆借书		
下大雨时		



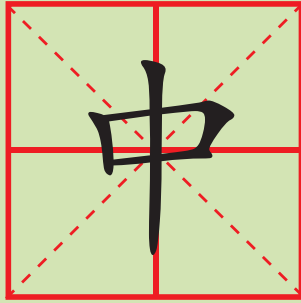
古代农村生活，明朝沈周画，收藏于北京故宫博物院。

Painting by *Ming Dynasty* artist *Shen Zhou*, depicting farm life. *Beijing Palace Museum*



说文解字

Chinese Characters



中国的“中”字就像旗子挂在旗杆的中间。在古代，“中”就是旗子的意思。又因为旗子挂在旗杆中间，“中”就有了“中间”的意思。古代中国人认为他们的国家在世界的中心，所以他们就叫他们的国家“中国”，这种叫法一直用到了现在。

生字词

旗子	qí zi	flag
挂	guà	to hang
旗杆	qí gān	mast
中间	zhōng jiān	in the middle of
意思	yì si	meaning

古代	gǔ dài	ancient times
认为	rèn wéi	to think, to consider
中心	zhōng xīn	center
一直	yì zhí	all the time, always
叫法	jiào fǎ	ways to address people or things



妙语如珠 Words & Phrases

lóng fēi fèng wǔ 龙飞凤舞

“The dragon is flying while the phoenix is dancing.”

This is used to describe a free and creative style of writing characters.

lóng fèng chéng xiáng 龙凤呈祥

“The Dragon and Phoenix bring prosperity.”



龙和凤是中国传统的吉祥物。龙和凤在一起象征着幸运、成功、美好。中文里有很多关于龙和凤的成语，例如：“龙飞凤舞”和“龙凤呈祥”。

龙在天上飞，凤在空中舞，非常美丽壮观。中国人常常用“龙飞凤舞”这个词来形容一个人的字写得潇洒，活泼，有创意。

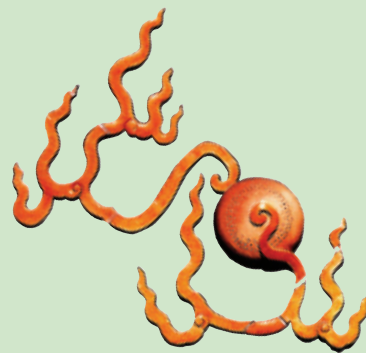
“龙凤呈祥”是说龙和凤一起出现，象征吉祥富贵。在北京故宫里，有很多龙和凤的装饰，中国很多工艺品上也有龙和凤的图案。

生字词

吉祥物	jí xiáng wù	a lucky charm	形容	xíng róng	to describe
成功	chéng gōng	success	潇洒	xiāo sǎ	free-spirited
幸运	xìng yùn	luck	活泼	huó pō	vivid, lively
美好	měi hǎo	fine, wonderful	有创意	yǒu chuàng yì	creative
成语	chéng yǔ	idiom	装饰	zhuāng shì	decoration
空中	kōng zhōng	in the sky	工艺品	gōng yì pǐn	artwork, handy craft
壮观	zhuàng guān	splendid	图案	tú àn	pattern, motif



华夏文化 Chinese Culture



龙 和 凤

“龙”和“凤”都是中国古代神话中的动物。

“龙”强壮有力，代表着健康。它会飞翔，所以也代表着自由。这些好的意义加在一起，代表着成功。

从前，“龙”是皇帝的象征。皇帝的身体叫龙体，皇帝坐的椅子叫龙椅，皇帝的儿子叫龙子。在北京故宫里有很多龙的装饰。

龙也是中国的象征。过春节的时候，中国人喜欢舞龙；过端午节的时候，中国人喜欢赛龙舟。龙是十二生肖中的动物之一。

“凤”也叫“凤凰”，在古代是皇后的象征，它有美丽、吉祥的意思。皇后戴的王冠叫“凤冠”，后来成为中国女子结婚时喜欢戴的头饰。

“龙”和“凤”在一起，象征着成功、健康、美好、幸福。

中国父母盼望孩子长大之后会成功、幸福，因此很注意孩子的学习，人们说这是“望子成龙”。中国人为儿女起名时也常常会用“龙”、“凤”，表达对子女的美好祝愿。



九龙壁
The Nine Dragon Wall

生字词

强壮有力
代表
飞翔
自由
意义
皇帝
装饰
望子成龙
舞龙
之一
吉祥
皇后

qiáng zhuàng yǒu lì
dài biǎo
fēi xiáng
zì yóu
yì yì
huáng dì
zhuāng shì
wàng zǐ chéng lóng
wǔ lóng
zhī yī
jí xiáng
huáng hòu

strong
to represent, to speak for
to fly
freedom
meaning
Emperor
decoration
to expect one's son to be talented
Dragon Dance
one of
lucky, auspicious
Empress

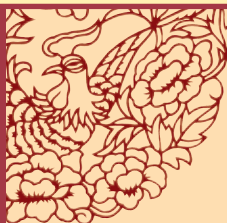
戴
王冠
女子
结婚
头饰
盼望
注意
起名
表达
美好
幸福
祝愿

dài
wáng guān
nǚ zǐ
jié hūn
tóu shì
pàn wàng
zhù yì
qǐ míng
biǎo dá
měi hǎo
xìng fú
zhù yuàn

to wear (used for accessories like hats,
belts, scarfs, watches, etc.)
crown
female
marry
headwear
to hope
to pay attention to
to name
to express
nice, good
happiness
to wish

The Dragon and the Phoenix

The phoenix and dragon are important symbols in Chinese culture, and are found all around the Imperial Palace and across China. The dragon has represented the Emperor and been a symbol of China in general for thousands of years. The phoenix is the sovereign of all the birds and represents the Queen. Historical sites in Beijing and around China frequently feature the dragon and phoenix. Annual events like the Dragon Boat festival revolve around them as well.



双龙玉器

A jade piece with two dragon-heads



Dìyī jí Wǒmen yào qù Zhōngguó

Wáng Xiǎolóng jiā —

Wáng Dàilì: Xiǎolóng, Xiǎofèng, gào su nǐmen yí gè hǎo xiāoxi! Wǒmen yào qù Zhōngguó lǚxíng le!

Xiǎolóng: Zhēnde ma? Shénme shíhou?

Wáng Dàilì: Fùhuó jié jiàqī, jiù shì xiàgeyuè.

Xiǎofèng: Māma, wèishénme yào qù Zhōngguó? Zhōngguó hǎowán ma?

Lǐ Měilán: Dāngrán le, nǐmen kěyǐ jiàn dào yéye nǎinai, cānguān hěnduō gǔjì, chī dīdào de Zhōngguó cài, kàn kě' ài de xióngmāo, hé Zhōngguó xiǎopéngyou yìqǐ wán... Nǐmen de Zhōngwén huì jìnbù o!

Wáng Dàilì: Chule wǒmen jiā, háiyǒu zhāng shūshu yìjiā, Joy, Ruby dōu huì qù.

Lǐ Měilán: Wǒde péngyou Smith yìjiā yě qù, nǐmen yí lù shang dōu yǒu péng you.

Xiǎolóng: Tài bàng le!

Smith Jiā —

Linda: Jason, David! Xiàgeyuè wǒmen yào qù Zhōngguó lǚxíng le!

Jason: Tài bàng le! Wǒmen shìbushì néng kàn dào chángchéng?

David: Peking Duck! Peking Duck...

Linda: Háizimen, tīngzhe: Zài Zhōngguó nǐmen zhǐnéng shuō Zhōngwén!

David: ō! Bù!

Mike: Do I have to speak Chinese?

Linda: Dāngrán.

Mike: “Nǐhǎo” 、 “Zài jiàn” 、 “Wǒ ài nǐ” .

Linda: Nǐ kěyǐ màn mǎn xué. Nǐ zuì hǎo gěi nǐde érzimen zuò ge hǎo bǎngyàng. Kàn nǐ shìbushì zhēnde ài wǒ.

Joy Jiā —

Zhāng Huá: Nǐmen yào dài de dōngxì zhǔnbèi hǎo le ma?

Joy: Māma hé wǒ yǐjīng zhǔnbèi hǎo le, kěshì Ruby hái zài máng.

Zhāng Huá: Ruby, nǐ zài zhǎo shénme?

Ruby: Wǒ xiǎng dài wǒde bābǐ, háiyǒu wǒ xǐhuan de bǐnggān.

Zhāng Huá: Ruby, wǒmen shì qù Zhōngguó, bú shì qù lùyíng. Zài Zhōng guó yě kěyǐ mǎidào nǐ xǐhuan de bǐnggān.

Ruby: Zhōngguó yǒu màidāngláo ma?

Zhāng huá: Dāngrán yǒu! Zhōngguó háiyǒu hǎo duō nǐ xiǎngbúdào de hǎo dōngxì ne. Nǐ yídìng huì wán de hěn kāixīn de!.

Unit 1: We Are Going To China

WANG Dali: Xiaolong, Xiaofeng, I have good news for you. We are going to China.

Xiaolong: Really? When?

WANG Dali: During Easter, next month.

Xiaofeng: Mom, will it be fun in China?

LI Meilan: Definitely. You will see your Grandma and Grandpa, visit historical sites, try real Chinese food, see the pandas, and play with Chinese children...More importantly, you'll get to practice your Chinese.

WANG Dali: The Zhang family, Joy and Ruby, will also join us.

LI Meilan: My friend Linda and her family will come along, too.

Xiaolong: Cool.

Linda: Jason, David, we will go to China next month.

Jason: Great. We're going to climb the Great Wall.

David: Peking Duck! Peking Duck...

Linda: Boys, listen. In China, you can ONLY speak Chinese.

David: Oh, no.

Mike: Do I have to speak Chinese, too?

Linda: Absolutely. I mean "*dang ran*".

Mike: Sure, "*ni hao*," "*zai jian*," "*wo ai ni*".

Linda: You'll learn. You'd better set a good example for your sons. Let's see if you really mean "*wo ai ni*".

ZHANG Hua: Have you finished packing?

Joy: Mom and I are done. Ruby hasn't finished it yet.

ZHANG Hua: Ruby, what are you looking for?

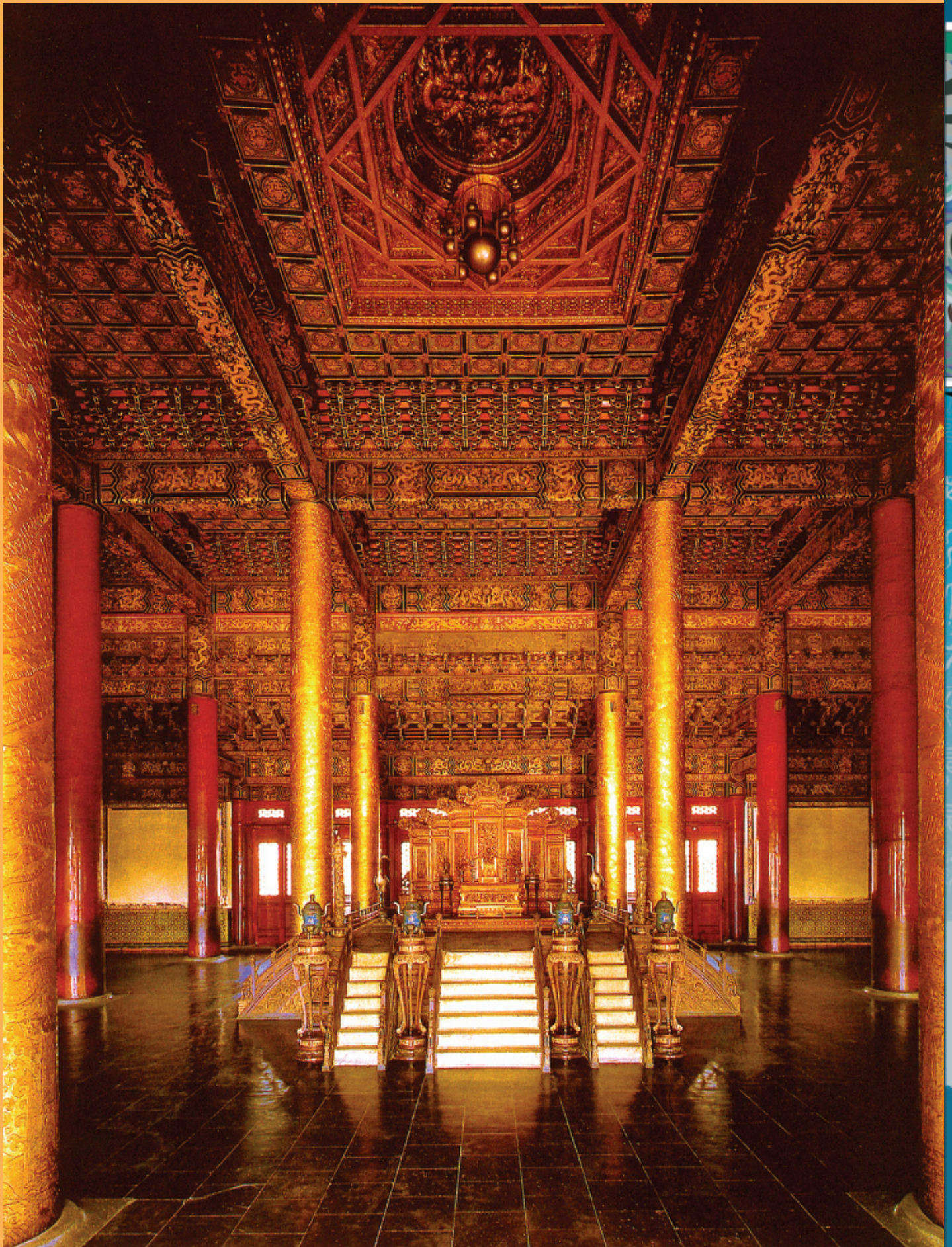
Ruby: I want to bring my Barbie doll and my favorite cookies.

ZHANG Hua: Ruby, we are going to China, not camping.

Ruby: Is there McDonald's in China?

ZHANG Hua: Of course. China has plenty of interesting places and things you will never expect. Trust me, you will have a good time.





北京故宫的太和殿，皇帝与大臣在此议事。

The *Hall of Supreme Harmony* in the *Forbidden City* where the Emperor held audiences with ministers

Lesson 1 We are Going to China

Lesson Overview:

Lesson	Lesson Title	Topic	Vocabulary (24)
1	我们要去中国 We Are Going To China	Travel planning and preparation	凤诉消复当进张叔孩着噢榜样 准备已经忙芭露营麦开心

Essential Questions:

- Why do people travel? How do they make decisions about where to go?
- Why might it be interesting to visit China? How might visiting China benefit me?

教学目标 Teaching Focus and Objectives:

◆ Communication

- Be able to carry on a discourse about travels.
- Be able to convey the excitement of going on a trip: expectations, preparation, questions asked by others about the destination, etc.
- Be able to consider the basics in preparation for a trip: devise an itinerary, fill out forms, be able to read the dos and don'ts of traveling to a foreign land, etc.

◆ Culture

- Become familiar with the significance and usage of Chinese sayings related to dragons and phoenixes.
- Learn about the origin of the name China in Chinese and the different ways in which Chinese people refer to China.
- Understand the symbol and significance of the panda and other endangered animals.

◆ Comparisons

- Think about what other animals in the world hold the same significance as the panda does for China. Where do such animals live? Why are they important to that country, culture or region?
- Compare and contrast the image of the “dragon” in Chinese and Western cultures.

◆ Connections

- Become familiar with the geography of China by looking at a topographical map.
- Examine the different elevations between various regions in China by looking at a topographical map.

◆ Communities

- Discuss with classmates who have been to China about their visit and ask them to share their impressions with the rest of the class.
- Share with others information gathered from readings about and travels in China. How have students' experiences and the people they've met on their travels influenced them?

生字词 Vocabulary:

◆ From Known to Unknown 以旧释新

Start with the vocabulary students have already acquired: synonyms, antonyms and associations, to put words into context. Create a language-friendly environment through discussions and questions in which the context helps explain the words. Establish semantic and syntactic relationships. Create meaning as well as learn how sentences come together, nurturing students' abilities to think in that language. For example:

不快我们可以说是	慢
旅游还可以说成	旅行
“太好了”我们也可以说	太棒了
“小孩”我们有时也说	孩子
女孩是女儿，男孩是什么？	儿子
高兴还可以怎么说？	开心

◆ Extensions 扩展法

Scaffolding of language from characters → words → phrases → sentences → unit of thoughts or paragraphs.

- characters → words: 告 → 告诉
- words → phrases: 告诉 → 告诉叔叔
- words/phrases → sentences: 告诉叔叔 → 小凤告诉叔叔
- sentence → units of thoughts or paragraphs: 小凤告诉叔叔 → 小凤要告诉叔叔一个好消息，是什么呢？同学们可以猜一猜。

Encourage students to draw from their vocabulary repertoire and build their speaking and writing abilities.

◆ Forming Morphemes 语素组词法

Some morphemes are commonly found in many Chinese words. Have students brainstorm a list of words with similar morphemes on characters. Recognize that the Chinese language is semantically based; a single character paired with another character produces a different meaning. Recognize the possibilities of one basic character lending meaning to a whole group of words. For example:

复
 复习 to review
 重复 to repeat
 复活节 Easter

露
 露营 camping
 露水 dew

道
 地道 authentic (adj.); tunnel
 道路 road, way, path
 街道 street
 过道 aisle

进来
 进步 to make progress
 come in
 进去 go in
 进行 to carry out, execute

语法 Grammar:

◆ 要

1. Will, be going to; used to indicate future tense

我们要去中国旅行了! We are going to China!

要放暑假了,小华十分高兴。 Summer vacation is coming soon, Xiaohua is very happy.

我们要去海边度假了! We are going to the beach for vacation!

小草绿了,春天要来了。 The grass is turning green; Spring is coming.

2. To want; to indicate intentions

你们要带的东西准备好了吗? Have you packed all the things you want to bring?

你要带什么东西吗? What do you want to bring?

你要吃点什么? What would you like to eat?

◆ 看

1. To see, watch

看可爱的熊猫。 Look at the cute pandas.

我们要去体育馆看比赛。 We are going to the gym to watch the game/competition.

爸爸和妈妈都喜欢看京剧。 Dad and Mom both like to watch Chinese opera.

2. To consider, judge

看你是不是真的爱我。 See if you really love me.

我看这个办法行。 I think this method will work.

我看桌子放在这儿正好,你看呢? I think this is just the place for the table, what do you think?

◆ 一

1. 一家/一家人

一家 means "the whole family" and 一家人 means "of the same family."

除了我们家, 还有张叔叔一家。 Aside from our family, there will also be Uncle Zhang's family.

我的朋友Smith一家也去。 My friend Smith and his family will come along as well.

我们是一家人。 We are a family.

我们两家关系很好, 像一家人。 The relationship between our two families is so good that we are like one family.

星期天, 我们一家人去看电影。 My whole family is going to the movies on Sunday.

他们一家人都喜欢运动。 Their entire family likes sports.

2. 一路上

一路上 means "along the way," or encompassing an entire entity; usually followed by 都 (all)

你们一路上都有朋友。 You have friends along the entire way.

开车去加州, 一路上都有好风景。 One enjoys great scenery while driving to California.

爸爸去上班, 一路上都在听音乐。 Father listens to music on his way to work.

3. 一下子

In a short while, at once, all of a sudden. Used after a verb, indicating an act or an attempt. 一下 can also be said.

请你看一下。 Please take a look.

电影太精彩了, 我一下子就被吸引住了。 The movie was so brilliant that I was immediately drawn into it.

◆ 除了

除 is a preposition that means except, besides, in addition to. One can say 除了, 除开 and 除去. The word following 除了 can be a noun (phrase), pronoun, verb (phrase), adjective (phrase) or subject-predicate phrase.

1. 除了...以外/之外/外

Besides, also, in addition to. In this context, 除了 is regularly used with direction words such as 外, 之外, 以外.

除了我们一家, 还有张叔叔一家, Joy, Ruby 都会去。 Aside from our family, Uncle Zhang's family, including Joy and Ruby, will all go as well.

除了我和哥哥以外, 爸爸妈妈也要去看电影。 Besides Older Brother and me, Dad and Mom will also go to the movies.

除了苹果以外, 我还喜欢吃香蕉。 In addition to apples, I also like [to eat] bananas.

除了中国外, 我还想去日本和英国。 Besides China, I also want to visit Japan and the UK.

2. Except, aside from

除了组长小华, 我们组都是男孩。 Except for the group leader Xiaohua, the rest of our group is all boys.

除了星期四, 你哪天来都可以。 Other than Thursday, you can come any day.

常用表达式 Common Expressions:◆ **太 + adjective + 了**

1. Extremely; used to express an exclamation or provide emphasis

太棒了! Awesome!

太好吃了! Super delicious!

妹妹真是太可爱了! Younger Sister is so cute!

2. Too, Beyond the expected; usually in a negative sense

菜太咸了。 This dish is too salty.

走得太快了。 [You] walk too fast.

蛋糕太甜了。 [This] cake is too sweet.

◆ **是不是**

Is or not; a question form that seeks the verification of a statement. For example, somebody/something + 是不是.....?

看你是不是真的爱我。 Let's see if you really love me.

你的作业是不是做完了? Did you finish your homework?

他是不是很喜欢看电影? Does he like movies a lot?

小龙是不是美国人? Is Xiaolong American?

<Note>

Generally speaking, an adjective cannot follow directly behind 是不是. In usage with adjectives, the adjective should be modified. For example:

她是不是漂亮。 [错]

她是不是很漂亮? [对] Is she very beautiful?

说文解字 Chinese Characters:◆ **The Character 中**

Pronunciation: zhōng

Structure: pictographic character, single structure

Meaning:

1. (at the) center, (in the) middle

中秋节 (mid-Autumn Festival), 中午 (noon, mid-day)

2. Pertaining to China

中餐 (Chinese cuisine), 中文 (Chinese language [generally, or in reference to written

Chinese]), 中国话 (Chinese language [in reference to spoken Chinese]), 中药 (Traditional

Chinese Medicine)

3. At or within a certain range

水中有鱼 (there are fish in the water), 家中没有人 (there is no one at home.)

4. Between two ends, medium, intermediate

中年 (middle aged, mid-life), 中学 (middle school), 中秋 (mid-Autumn),
中级 (intermediate), 中等 (medium), 中午 (noon, mid-day)

5. Secondary school: 高中 (high school), 初中 (middle school)

妙语如珠 Words & Phrases:

◆ 龙飞凤舞

形容山势蜿蜒雄壮。也形容书法笔势舒展活泼。

The Dragon soars while the Phoenix dances; used to describe a free and creative style of calligraphy

◆ 龙凤呈祥

龙和凤一起出现，象征吉祥富贵。

The Dragon and Phoenix bring prosperity.

Additional Sayings on Dragons and Phoenixes 和 “龙” “凤” 有关的成语

◆ 望子成龙 望女成凤

希望儿子/女儿能出人头地或成为有作为、有出息的人。

To harbor great ambitions for one's son and daughter: the hope for one's son to be like the dragon and one's daughter to be like the phoenix.

◆ 龙腾虎跃

像龙一样飞腾，像虎一样跳跃。形容矫健有力，生气勃勃，或场面活跃热烈。

Dragons rising and tigers leaping; a scene of bustling activity.

◆ 凤毛麟角

凤指凤凰，麟指麒麟，是古代传说中的吉祥动物，头上长角。本义指凤凰的羽毛和麒麟的角，都是人间珍贵稀有的东西。比喻罕见而珍贵的人才或事物。

Phoenix feathers and unicorn horns, precious and rare.

◆ Student Activity 学生活动

Ask students to look for the two words among the names of their Chinese friends and classmates.

Point out that both Jackie Chan and Bruce Lee have the word “dragon” in their names.

华夏文化 Chinese Culture:

◆ The Dragon and the Phoenix 龙和凤

The phoenix and dragon are important symbols in Chinese culture, and are found all around the

Imperial Palace and across China. The dragon represented the Emperor and has been a symbol of China for thousands of years. The phoenix is the sovereign of all birds and was used to represent the Empress. Historical sites in Beijing and around China frequently feature carvings of dragons and phoenixes. Annual events such as the Dragon Boat festival revolve around these mystical creatures as well.

文化 ◆ 比较 Culture and Comparisons:

◆ Geography 中国的地理位置

China is situated on the eastern part of the Asian Continent, west of the Pacific Ocean, covering an area of 9.6 million square meters. The country is flanked by four bodies of water: Bo Hai (渤海), Huang Hai (黄海), Dong Hai (东海) and Nan Hai (南海). More than 5,000 islands dot the surrounding seas. China's topography varies greatly, with its Western region towering over its lower Eastern landscapes, ranging from mountains to plateaus to grasslands to valleys. The Chinese civilization has developed along the two major rivers, the Yellow River up in the North and the Yangtze River to the South.

◆ The Origin of the Name China 中国国名的来源

The Chinese traditionally held the view that they were at the center of the Earth, hence, the name "Middle Kingdom." Nowadays, some people point to "middle" as referring to the median. The "middle way" is one of the defining characteristics of the Chinese society and culture, and serves as a benchmark for how one should conduct oneself in society. There are numerous other names for China, such as 华夏 (Huaxia)、中华 (Zhonghua)、神州 (Shenzhou)、九州 (Jiuzhou)。

◆ Dragons in China and other Cultures 中外文化中的“龙”

The dragon symbolizes China. The Chinese refer to themselves as "descendents of the Dragon." The dragon was also the symbol of the Emperor and enjoys a positive connotation. In the West, however, the dragon is often considered a force of evil, darkness and cruelty, and its image is to be feared rather than venerated. In Chinese culture, dragon symbolism is widely used to indicate auspiciousness.

◆ Proverbs and Idioms 谚语和成语

Proverb: a short popular saying, usually of unknown and ancient origin, that expresses effectively some commonplace truth or useful thought; adage. For example, 巧妇难为无米之炊 (One can not accomplish anything without the necessary means), 人不可貌相 (You can't judge a person by his/her look, you can't judge a book by its cover), etc.

Idiom: an expression whose meaning differs from the usual meanings of its constituent elements, (e.g. kick the bucket or hang one's head,) or from the general grammatical rules of a language (e.g. the table round instead of the round table.) For example, 龙飞凤舞、一心一意、五花八门.

教学建议 Pointers and Suggestions:

◆ Beginning the Lesson 课文导入

Objectives:

1. Find out how much the students know about China.
2. Encourage students to share with others their observations and questions about China.

Instructions:

1. Begin the lesson by asking questions and facilitating a discussion: Have you been to China? What was your impression of China? Would you like to go to China? If we all have a chance to travel to China, what would you most like to do? Invite those who have been to China to share their experiences.
2. Divide the class into two groups: those who have been to China and those who have not. Those who have not been to China can ask questions to those who have been to China. Use the exchange between the two groups to explore the main points of the lesson.

Assessment Check-In:

1. Students who have visited China share interesting points about their visit.
2. Students who have not visited China ask pertinent and thoughtful questions.

◆ Getting to Know China: “Let’s start our Magical Tour of China with the capital of China, Beijing...” 让我们来了解中国

Objectives:

1. Use an engaging multimedia platform to introduce students to China as a travel destination.
2. Give students practice listening for information and summarizing the content.

Requirements:

Series CD-ROM or access to www.BetterChinese.com series flash stories.

Instructions:

1. Play lesson animations: Get to know the three families through the animated presentation.
2. Listening comprehension practice: Ask students to listen to their plans and expectations.
3. Sharing of information: Ask students to collect information and conduct research on China through multimedia sources. Have the students share their results and use them as an entry point to the lesson.

Assessment Check-In:

1. Students are able to use multimedia resources effectively and summarize the main content of the text and what they heard.
2. Students demonstrate interest in learning about China through collecting information and creating their own reports.

◆ Role Play and Dialogue Practice: Listening and Speaking 角色扮演和对话练习**Objective:**

Have students practice various expressions learned in the lesson, such as vocabulary, grammar and key sentences.

Requirements:

Series CD-ROM or access to www.BetterChinese.com series flash stories.

Instructions:

1. Listening Comprehension: Review the lesson before viewing the animations to allow students to better focus and remember lesson content. Mute the sound and have students repeat the dialogue as the visual cues are played. You can pause and slow down the flash story as needed.
2. Role playing: Assign students to different roles and role play a skit based on the text. The goal is to practice the various expressions in the text. Alternatively, you can ask students to change the dialogue into a narrative by retelling the story.

Assessment Check-In:

1. Students accurately summarize the story in Chinese.
2. Students engage actively in the role play and substitute and include their own ideas creatively.

◆ Travel Experience Sharing 分享旅行经历**Objectives:**

1. Review lesson vocabulary and sentence structures.
2. Learn to summarize one's own travel experiences or those of others.

Instructions:

1. Have students split into groups and describe their most recent travels.
2. Then one representative from the group should present to the rest of the class a summary of one of the trips they discussed in the group, preferably a trip taken by another member of the group so that they can practice recalling and summarizing someone else's experiences.

Assessment Check-In:

1. Students use lesson vocabulary and sentence structures correctly.
2. Students summarize experiences accurately and succinctly.

◆ Practical Training 实际运用训练**Objectives:**

1. Develop real-world, practical experience in making travel preparations and devising an itinerary.
2. Gain further, applied practice with lesson vocabulary, grammar and sentence structures.

Instructions:

1. Ask students to prepare for different types of travel (e.g. a vacation at the beach, a trip to a state

or national park, a trip to a famous city, a trip to a hot climate, a cold climate, a backpacking trip, a cruise, a luxury trip etc.)

- a. compile packing lists
- b. prepare an itinerary
- c. decide on the best time of year to travel
- d. decide on different modes of transportation they will take, and find good fares
- e. consider possible places of lodging

Assessment Check-In:

1. Students use various sources of information to devise an interesting and appropriate itinerary.
2. Students present and discuss their ideas with classmates.

◆ **Dream Vacation 梦想的旅行**

Objectives:

1. Engage students' imaginations, preferences and creativity while reviewing lesson vocabulary and sentence structures.
2. Help students develop their writing skills.

Instructions:

1. Ask students to write a short essay about their dream vacation, detailing where they would like to go, what they would like to do there and why.
2. Students can present their short essays to their classmates and ask/answer further questions of/ from classmates.

Assessment Check-In:

1. Students come up with interesting and imaginative vacations, and justify their preferences with good reasons.
2. Students correctly use lesson vocabulary and sentence structures.

◆ **National and Regional Symbols Report 关于民族或文化象征的报告**

Objectives:

1. Engage students' curiosity and enhance their cultural understanding through the study of symbols.
2. Give students an opportunity to exhibit and develop their powers of observation and cultural comparison.

Instructions:

1. Ask students to compile a report on significant national or cultural symbols from different parts of the United States, or different countries.
2. Students should answer in their report questions such as: in what ways does the symbol surface? Why is it used by that region? Are the origins of the symbol endemic to the area, or was its usage spurred on by the arrival of or interaction with outsiders?

- Students can give a presentation on their findings to the rest of the class; presentations can be done in English or Chinese, depending on student language abilities.

Assessment Check-In:

Students exhibit some cultural understanding and the ability to compare and contrast cultural symbols.

◆ Country Statistics Report 国家概况报告

Objectives:

- Allow students to get to know some basic statistics about both China and the United States.
- Give students some experience researching basic facts and information about a country, and have them consider differences in specific statistics.

Instructions:

- Ask students to prepare a report on the geography and topography of China and/or the United States.
- Students should answer questions such as: what are some prominent features found in each country? Where are the large cities? Where is the population the densest? The sparsest?
- Encourage students to include in their report other statistics they find interesting or significant.
- If students find data or statistics that conflict, use this as an opportunity to have a basic discussion as to why such numbers might differ (source, scope, definition, etc.)
- Students can share their information via a poster exhibit and/or present their findings to their classmates.

Assessment Check-In:

- Students find out and present interesting facts and statistics about either country
- Students make interesting observations about differences and similarities between China and the United States.

延伸内容 Extended Learning:

◆ Shuo Wen Jie Zi 《说文解字》

During the Eastern Han Dynasty, Xu Shen (许慎) wrote 说文解字. He was a well-known scientist, linguist, and pioneer in the study of Chinese characters. This dictionary authored by Xu Shen is considered China's first comprehensive study to the shape, structure and origin of Chinese characters. In Shuo Wen Jie Zi, Xu Shen systematically categorized Chinese characters into six types including a comprehensive and authoritative interpretation, called 六书:

- **Pictographic character (象形字):** The evolution of characters from the actual shapes of the objects, such as 山、水、日、月.

- **Pictophonetic character (形声字):** A combination of picture-based and sound-based characters to form another character, giving clues to the meaning as well as the pronunciation of that character. Over 80% of Chinese characters are sound-based, such as 城、逛、跟.
- **Associative or combined character (会意字):** Parts of the character indicate the meaning of the word. For example, man + speech = trust, which indicates that the word “trust” 信 stems from a person’s word. For example, 合、妙.
- **Self-explanatory character (指事字):** The characters themselves are indicative of their meaning, such as 上、下。
- **Phonetic loan character (假借字):** When new or foreign objects appear but there are no characters to represent them, phonetic loan characters are created from homophones or morphemes of hear homophones, such as, 令、长.
- **Mutually explanatory character (转注字):** These characters have similar radical and meaning and can be used to explain one another, such as, 考、老.

◆ The Giant Panda 大熊猫

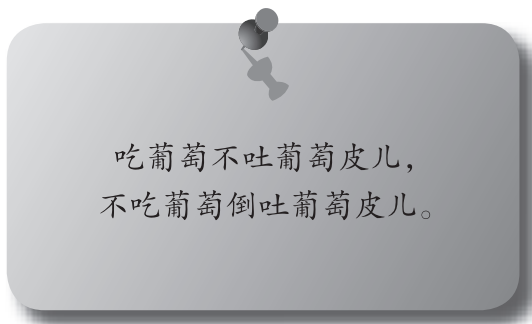
China is home of the Giant Panda, one of the world’s most precious species that is listed as endangered. It has been presented to many countries around the world as a symbol of peace and friendship. The U.S. cities of Atlanta, Washington D.C., and San Diego, are beneficiaries of such a gift. To protect and save the pandas, the Chinese government has taken a series of measures. The three provinces of Sichuan (四川), Gansu (甘肃), and Shanxi (陕西) have formed a joint natural habitat for the pandas, the most well-known one being the Sichuan Wolong National Nature Reserve (四川卧龙国家级自然保护区). The Chinese government has also stipulated through its Constitution that pandas are a rare and protected animal. Severe measures are meted out for those who violate this law.

The emblem for the World Wildlife Fund is a picture of the Giant Panda. The WWF was established in 1961 as an independent, non-governmental organization committed to the protection of wild life on earth. Its aim is to protect the diversity of life, ensure the sustainability of renewable resources, and reduce pollution and waste.

The logo of the World Wildlife Fund



◆ Tongue Twister 趣味绕口令



<Note>

The pronunciation of 倒 in this context is dào.

Teaching Resources:

◆ **Online Resources**

Magical Tour of China Podcast Lesson 1
Online Lesson 1

◆ **Multimedia Resources**

Magical Chinese Culture DVD 1
Magical Chinese Language DVD 1
Volume 1 Lesson CD-ROM
Volume 1 Audio CD

Teacher's Notes:

◆ Lesson Summary:

◆ Student Feedback:

◆ Other Notes:



第一集 我们要去中国

SECTION A



词汇 Vocabulary

一、写出课文中生词的汉语拼音 Please write the Pinyin for these words.

1. 旅行		4. 新闻	
2. 榜样		5. 消息	
3. 露营		6. 准备	

二、填空 Fill in the blanks with the correct vocabulary in Pinyin or in Chinese characters.

1. 请你 tell me 的 tell 是_____。
2. Good news 就是_____。
3. Travel 的中文是_____。
4. When 就是什么_____。
5. Of course 就是_____。
6. 我们学校明天要去 visit museum, visit 就是_____。
7. 有当地的味道, 非常 authentic 的, authentic 就是_____。
8. 你们的中文都越来越好, improve 就是_____了。
9. _____ 就是爸爸的弟弟。
10. Really 就是_____。
11. Are you ready 就是你_____好了吗?
12. 我 already 准备好了的 already 就是_____。
13. Are you busy 的 busy 就是_____。
14. I like camping 就是我_____。
15. Having fun 就是玩得很_____。

三、写反义词 Write the Antonym.

- | | | |
|------------|-------------|------------|
| 1. 好 _____ | 2. 天 _____ | 3. 真 _____ |
| 4. 多 _____ | 5. 古代 _____ | 6. 进 _____ |

四、找一找下列字的偏旁 What are the radicals for these characters?

- | | | |
|-----------|-----------|-----------|
| 1. 地_____ | 2. 消_____ | 3. 息_____ |
| 4. 迹_____ | 5. 道_____ | 6. 进_____ |
| 7. 到_____ | 8. 诉_____ | |

五、看一看，写一写 Which two characters make up the following word?

- 古 () + ()
- 地 () + ()
- 玩 () + ()
- 息 () + ()



语法 Grammar

一、Please use...是... /...就是...to make a sentence.

1. ...是...(means "is")

◆例句：我是你们的中文老师，不是你们的英文老师。

_____。

2. ...就是... means "is precisely" or "must".

◆例句：我就是你们的中文老师，他不是。

春节就是 Spring Festival。

学语言就是要常常说才学得好。

_____。

二、Please use 除了...以外... to rewrite the following sentences.

◆例句：小龙、小凤、Joy、Ruby 都要去中国旅行。

除了小龙和小凤以外，Joy 和 Ruby 也要去中国旅行。

1. 在中国时，可以参观古迹，看可爱的熊猫，吃地道的中国菜，练习说中文。

_____。

2. Smith 太太会说中文，Smith 先生，Jason 和 David 只听得懂一点儿中文。

_____。

3. 小龙的考试成绩：中文九十分；英文九十五分；数学一百分；物理六十分。

_____。

三、 Please write a sentence following the sample sentence below.

是不是+Verb?

◆例句：Mike是不是睡着了?

_____?



听力理解 Listening Comprehension

Before completing this section, please watch the animated story of Unit 1 on the website, or listen to the audio version on the CD.

一、看短片或听对话，完成以下题目。 Answer the following questions based on what you learned in the story.

(一)

1. 中国好玩儿吗？为什么？

2. 谁要去中国？

3. 最后，小龙说：“太棒了！”为什么？

(二)

1. 一共有几家人一起去中国？

2. 每家有几口人？

3. 王家有几个孩子？是男孩儿，还是女孩儿？

4. 张家呢？史家呢？

5. 谁的爸爸是欧洲后裔?
6. 谁的妈妈是欧洲后裔?
7. 谁的爸爸戴眼镜?
8. 说一说你家: 我们应该叫你家什么家? 你家有几口人? 几个男孩儿? 几个女孩儿? 你家有人戴眼镜吗?

二、读一读，填一填，再按故事顺序在句子前面的括号里填入数字。

Use the following words in the table to fill in the blanks, then number the sentences according to the sequence of the story.

进步	开心	好消息	喜欢	地道	准备
旅行	参观	长城	除了	已经	露营

- () 爸爸告诉她，他们是去中国，不是去_____。
- () Ruby 想带她的芭比，还有她_____的cookies。
- () Joy 说她和妈妈_____准备好了，可是Ruby还在忙。
- () Jason 说可以爬_____，David 说可以吃北京烤鸭。
- () 在Joy家，张华问孩子们是不是_____好了旅行要带的东西。
- () 妈妈告诉她，可以见到爷爷奶奶，_____很多古迹。
- () 他们可以和中国小朋友一起玩，他们的中文一定会_____。
- () 可以在北京吃_____的中国菜。
- () 复活节他们要去中国_____。
- () 爸爸妈妈告诉他们一个好消息。
- () 爸爸说，_____他们家，还有张叔叔一家和Smith一家也都会去。
- () 你们一定会玩得很_____的!



阅读理解 Reading Comprehension

读一读，填一填。 Use the following words in the rectangles to fill in the blanks.

消息	地道	好玩儿	参观	当然	已经
一定	准备	着	要	带	进步

我今年念十二年级，上个月，我跟学校请了三天假，去西岸参观了几所大学。我学中文_____学了两年了，打算念大学时继续学中文。所以申请大学时，_____要选有中文课的学校。

西岸有好多有名的大学，那儿的大学生_____我_____校园和宿舍时，告诉我大学的生活比高中的_____多了。

我发觉加州有很多中国人，学校外面有不少中国餐馆。听说那儿的上海菜做得很_____，味道吃起来就像在上海的一样。

我回到学校以后，我就忙着_____申请加州的大学。

老师说我各科的成绩都有_____，很有希望进加州的大学。

我把申请表和写给老师的信都寄出以后，就只有等_____大学入学通知的_____了。



对话 Create A Dialogue

Find a partner and create a short skit about the following topic:

Student A tells Student B that he is going on a vacation. Student B asks A some questions about his trip. Here are some questions B could ask: Where are you going? Who is going with you? When are you leaving? What are you going to bring? What are you going to do or see during the trip?



作文 Composition

请你讨论一下你的旅行经验。你有没有去过其他国家？在国内呢，你去过哪些地方？你觉得旅行好玩吗？旅行的时候，让你最担心的是什么？让你最兴奋的呢？如果任何地方都可以去，你会想去哪里？



延伸活动 Extended Activities

一、要准备什么？ What do you need to do to prepare for the following situations?

去外国旅行以前	
考试以前	
游泳以前	
在家请客以前	
进电影院看电影以前	
上飞机以前	
去露营以前	

二、打字 Typing Practice

设计一份你自己的旅行携带物品表。

Use the computer to prepare a "To Bring" list in Chinese for your trip. You can brainstorm with your friends to come up with the list. Remember to only bring the things you need.

☆ 旅行携带物品表 ☆		
<input type="checkbox"/> 护照/签证/影印本	<input type="checkbox"/> 便鞋/拖鞋 /球鞋	<input type="checkbox"/> 面纸/手帕
<input type="checkbox"/> 信用卡	<input type="checkbox"/> 长袖衬衫/长裤	<input type="checkbox"/> 耳环/项链
<input type="checkbox"/> 原子笔/记事本	<input type="checkbox"/> 帽子	<input type="checkbox"/> 睡衣
<input type="checkbox"/> 牙刷/牙线/牙膏	<input type="checkbox"/> 雨衣	<input type="checkbox"/> 短袜/厚袜
<input type="checkbox"/> 乳液	<input type="checkbox"/> 机票	<input type="checkbox"/> 药品
<input type="checkbox"/> 毛巾	<input type="checkbox"/> 旅行支票/现金	<input type="checkbox"/> 太阳眼镜
<input type="checkbox"/> 发梳/发饰	<input type="checkbox"/> 小说	<input type="checkbox"/> 外套/厚夹克
<input type="checkbox"/> 恤衫	<input type="checkbox"/> 洗面（乳）皂	<input type="checkbox"/> 相机
<input type="checkbox"/> 内衣/内裤	<input type="checkbox"/> 化妆品	

SECTION B

Cultural Focus

Before completing this section, please read the passages in the Words & Phrases and Chinese Culture sections of the chapter, or listen to these sections on the audio CD.



词汇 Vocabulary

一、**填空** Fill in the blanks with the correct vocabulary in Pinyin or in Chinese characters.

1. 北京是中国的文化_____。
2. 十二生肖中的动物，除了龙以外还有_____、_____、_____、_____、_____（至少写出五个）。
3. Dragon Boat Festival中文就是_____节。
4. 中国人常常把自己比做_____的传人。

二、选择 Choose the correct answer(s). There may be more than one answer.

1. 龙是_____。

A 皇帝的身体 B 中国的一种动物 C 皇帝的儿子 D 皇帝的象征

2. 他的字写得潇洒，活泼，非常有创意，真是_____。

A 龙凤呈祥 B 龙飞凤舞 C 龙争虎斗 D 龙凤吉祥

3. 中国人为子女起名时常常会用“龙”、“凤”，表达对子女的美好祝愿。一般来说，男孩用_____起名，女孩儿用_____起名。

A 凤 龙 B 龙 凤 C 凤 凤 D 龙 龙

4. 这幅画着龙和凤的中国画，象征吉祥富贵，可以叫做_____图。

A 龙凤呈祥 B 龙飞凤舞 C 龙凤吉祥 D 凤龙呈祥



成语 Idioms

请用下列的成语造句 Create sentences using the following idioms.

1. 望子成龙

_____。

2. 龙的传人

_____。



文化思考 Thinking About Culture

1. 通过本课的学习，你明白“龙”和“凤”对中国人为什么那么重要吗？请举几个例子。

2. 你能够想到什么人的名字里有“龙”或“凤”字？

3. 从课文中的图片“九龙壁”中，你可以看出“龙”的身上还有哪些动物的特征？请形容一下。
4. 中国的龙和西方的龙有很大的不同。想一想，谈一谈它们的：
- (1) 形状
 - (2) 如何移动
 - (3) 对人类的意义
5. 除了中国以外，世界其他地方有什么名胜古迹？



译一译 Translation Practice

请把下面的文字翻译成英语。 Please translate the following sentences into English.

龙和凤是中国传统的吉祥物。龙和凤在一起象征着幸运、成功、美好。中文里有很多关于龙和凤的成语，例如：“龙飞凤舞”和“龙凤呈祥”。

龙在天上飞，凤在空中舞，非常美丽壮观。中国人常常用“龙飞凤舞”这个词来形容一个人的字写得潇洒，活泼，有创意。

“龙凤呈祥”是说龙和凤一起出现，象征着吉祥富贵。在北京故宫里，有很多龙和凤的装饰，中国很多工艺品上也有龙和凤的图案。

姓名: _____

班级: _____ 日期: _____

Worksheet A 字词练习

看拼音写词语，再把以下的词语，填入适当的句子中。

1. shū shu	2. gào su	3. lǚ xíng	4. dì dao	5. màn mǎn
6. ér zi	7. hái zi	8. bǎng yàng	9. zhǔn bèi	10. yǐ jīng
11. lù yíng	12. jìn bù	13. dāng rán	14. xiāo xi	15. tài bàng le

- 他昨天 _____ 我他下星期一要去中国 _____。
- 他妈妈会做很 _____ 的法国菜。
- 大人应该给 _____ 做个好 _____。
- 爸爸的弟弟就是你的 _____。
- 听到这个好 _____，大家都非常开心。
- 这学期他的成绩比上学期 _____ 很多。
- 他的 _____ 今年 _____ 二十岁了。
- 我正在 _____ 去 _____ 要用的东西。
- 夏天到了，天气 _____ 变热了。
- 全家人一起出国旅行真是 _____！
- 中国有麦当劳吗？ _____ 有啦！

姓名: _____

班级: _____ 日期: _____

Worksheet B 字词练习

挑错字并改正。

1. 高诉你们一个好消喜。()
2. 你什么时后要去北京?()
3. 在北京你可以吃到地倒的中国菜。()
4. 长和中国小朋有一起玩, 中文一定会近步的。()
5. 路营要带的东西已经准备好了。()
6. 着是我最喜欢吃的并干。()
7. 你们一定会玩的很开心得。()

姓名: _____

班级: _____ 日期: _____

Worksheet C 语法练习

改病句，把正确的句子写在横线上。

1. 小龙一条路上都没有说话。

2. 看你是不是真的爱我吗？

3. 运动后，我一身上都是汗。

4. 太棒！我们能看到长城。

5. 她去要看动物园可爱的熊猫。

6. 在中国你们说中文只能。

7. 你要给他们一个好榜样。

8. 小龙和小凤准备好了已经。

姓名: _____

班级: _____ 日期: _____

Worksheet D 语法练习

排一排。

1. 我们家 还有 除了 张叔叔一家 也会去

2. 去露营 我们是 不是 去中国

3. 最好 儿子们 你 做个 给 你的 好榜样

4. 好东西 中国 好多 你想不到的 还有 呢

5. 下个月 去 中国 一家人 我们 要 旅行

姓名: _____

班级: _____ 日期: _____

Worksheet E 造句练习

用下面的词语和句型造句。

1. 除了……还有……

2. 最好

3. 是不是

4. 只能

5. 已经

姓名: _____

班级: _____ 日期: _____

Worksheet F 会话练习

把对话按顺序排好，并与你的同学表演出来。

- ☐ 告诉你一个好消息!
- ☐ 什么时候去?
- ☐ 我一定要说中文吗?
- ☐ 我们要去中国旅行。
- ☐ 中国有麦当劳吗?
- ☐ 下个月。
- ☐ 当然了。
- ☐ 什么好消息?
- ☐ 当然有!
- ☐ 真的吗?

班级: _____ 日期: _____

请用下面的词语写一个100字左右的段落,并用电脑打印出来。

好消息 旅行 地道的 参观 准备
一路上 太棒了 想不到

[illegible]

姓名: _____

班级: _____ 日期: _____

考试

第一集 我们要去中国

一、听力

1. Listen carefully, then choose the best answer for each question.

听一听，选择正确的答案。

- | | | | |
|-------------------|------------------|--------|----------|
| 1) a. 还没有 | b. 已经下了 | c. 天冷了 | d. 不知道 |
| 2) a. 我们班同学 | b. 我们学校 | c. 我自己 | d. 我们一家人 |
| 3) a. 东京 | b. 北京 | c. 上海 | d. 香港 |
| 4) a. 榜样 | b. 傍羊 | c. 旁样 | d. 榜样 |
| 5) a. 三月 | b. 四月 | c. 五月 | d. 六月 |
| 6) a. 妈妈准备好了。 | b. 我准备好了。 | | |
| c. Ruby 准备好了。 | d. Ruby 还没准备好。 | | |
| 7) a. 小龙认为这首诗没有趣。 | b. 小龙很快就记住了这首诗。 | | |
| c. 小龙不喜欢这首诗。 | d. 小龙记不住这首诗。 | | |
| 8) a. 儿子身上没有水。 | b. 儿子告诉了妈妈一个好消息。 | | |
| c. 儿子走得很慢。 | d. 儿子摔倒了。 | | |
| 9) a. 能看到 | b. 不知道 | c. 看不到 | d. 当然不能 |

2. Listen carefully, then choose the best answer for each question.

听一听，选择正确的答案。

Dialogue 1

1) 小华去哪儿旅行了？

- a. 英国 b. 北京 c. 中国 d. 日本

2) 下面哪项是小华在旅行时可能没做的事情？

- a. 参观古迹 b. 尝中国菜 c. 学中文 d. 买东西

3) 大中去中国最想干的事情是什么？

- a. 参观故宫 b. 尝中国菜 c. 看长城 d. 练习武术

Dialogue 2

1) 中国在哪里？

- a. 亚洲大陆东部，大西洋的西岸 b. 亚洲大陆西部，太平洋的东岸
c. 亚洲大陆东部，太平洋的西岸 d. 亚洲大陆南部，太平洋的东岸

2) 中国的面积有多大？地势是什么样的？

- a. 960万平方公里，西高东低 b. 960平方公里，西高东低
c. 960万平方，南高北低 d. 960万公里，东高西低

3) 中国最长的河流是什么？

- a. 黄河 b. 长江 c. 淮河 d. 黑龙江

姓名: _____

班级: _____ 日期: _____

考试

第一集 我们要去中国

二、阅读

1. Identify the radicals for the following words, then build another word using the same character. Finally, write another character with the same radical.

写出下列字的部首并组词，再写出一个有相同部首的字。

Example:

说 → (讠) → (说话)



(课)

1) 准 → () → ()



()

2) 慢 → () → ()



()

3) 棒 → () → ()



()

4) 活 → () → ()



()

2. Fill in the blanks with the appropriate words. 填上恰当的词语。

- 1) 可爱的 _____ 2) _____ 的旅行
- 3) 地道的 _____ 4) _____ 的中国
- 5) 想不到的 _____ 6) _____ 的榜样

3. Fill in the blanks. Choose all answers that apply. 选择填空。

- 1) 在中国可以看到_____。
a. 熊猫 b. 长城 c. 故宫 d. 麦当劳
- 2) 龙和凤是中国传统的吉祥物，象征着_____。
a. 幸运、健康 b. 成功、幸福 c. 吉祥、美好 d. 黑暗、邪恶
- 3) 关于中国的国名，下面说法正确的有_____。
a. 古代中国人认为他们的国家在世界的中心。
b. “中”有“中间”的意思。
c. “中”字就像旗子挂在旗杆的中间。
d. 在古代，“中”就是旗子的意思。
- 4) 中国人常用“龙飞凤舞”这个词来形容一个人的字写得_____。
a. 不好看 b. 有创意 c. 活泼 d. 潇洒
- 5) 下面关于北京烤鸭的说法正确的有_____。
a. 是烤熟的 b. 用鸡和鸭都可以做
c. 和很多菜配着吃 d. 北京的烤鸭最地道

4. Read the passage below carefully, then answer each question in Chinese.

仔细阅读下面的短文，回答问题。

长城是中国也是世界上修建时间最长的古代防御(fáng yù)工程。前后修了2000多年,约6300千米(1万多华里),横穿中国北方七个省市,被称为“万里长城”。

长城最早是在公元前^①9世纪的西周^②开始修的，用来防御其他民族和国家的侵略(qīn lüè)。到了公元前7、8世纪的春秋战国^③时期，各诸侯国(zhū hóu guó)为了相互争

斗，先后在自己的边境上修起长城。这时候每段长城的修筑(xiū zhù) 方向和长度都不同。

约公元前220年，秦统一了中国。秦朝^④把这些分段的城墙连接起来，建成了完整的长城。到了明代^⑤ (1368 ~ 1644年)又继续修筑，使长城更加坚固(jiān gù)，慢慢建成了现在的面貌。

长城是历史上最伟大的工程之一，被列入《世界文化遗产名录》^⑥和“世界七大奇迹之一”。它在历史、军事和文化艺术方面都有着重要的价值。

注：

① 公元前	B.C.
② 西周	West Zhou (Dynasty)
③ 春秋战国	Spring and Autumn Period, Warring States Period
④ 秦朝	Qin Dynasty
⑤ 明代	Ming Dynasty
⑥ 世界文化遗产名录	World Heritage Site

- 1) 长城约6300千米，为什么被称为“万里长城”？
- 2) 古代人修建长城的目的是什么？
- 3) 春秋战国时期修筑的长城有什么特点？
- 4) 分段的长城是在什么时候被连接起来的？哪个朝代修筑的长城有了现在的面貌？
- 5) 除了长城，你还知道哪些奇妙的建筑(building)？

姓名: _____

班级: _____ 日期: _____

考试

第一集 我们要去中国

三、书写

1. Fill in the blanks. 填空。

Pinyin	Chinese	English
Example: lù yíng	露营	camping
gào su		to tell
lǚ xíng	旅行	
	地道	authentic
hái zi	孩子	
lù yíng	露营	
	进步	(to make) progress
shū shu		uncle (father's younger brother)

2. Rewrite the following sentences with the given words. 用括号中的词语改写句子。

1) 你是真的爱我吗? (是不是)

2) 我很快就要上中学了。(马上)

3. Use each word to make a sentence. 用下列词语造句。

1) 准备

2) 地道

4. Short Essay 写作。

出门旅行，你总会看到一些新事物，遇到一些有趣的人。国家有国家的不同，城市有城市的不同，人也有不同的特点。请你说一次自己的旅行经历，把你看到的有趣的事或人写一写。

姓名: _____

班级: _____ 日期: _____

考试

第一集 我们要去中国

四、翻译

1. Translate from Chinese into English. 汉译英。

除了我们家，还有史老师一家也要去郊游。

2. Translate from English into Chinese. 英译汉。

The phoenix and dragon are important symbols in Chinese culture. The dragon has represented the Emperor and has been a symbol of China for thousands of years.

姓名: _____

班级: _____ 日期: _____

考试

第一集 我们要去中国

五、口语

Read out loud. 朗读。

龙的传人 (节选)

作词: 侯德健 改编、演唱: 王力宏

yáo yuǎn
遥远的东方有一条江, 它的名字就叫长江。

遥远的东方有一条河, 它的名字就叫黄河。

céng mèng shén
虽不曾看见长江美, 梦里常神游长江水。zhuàng péngpài xiōngyǒng
虽不曾听见黄河壮, 澎湃汹涌在梦里。

古老的东方有一条龙, 它的名字就叫中国。

qún
古老的东方有一群人, 他们全都是龙的传人。

Volume 1 Assessments, Answer Key 参考答案

Lesson 1 Test

(Approximate duration ~ 40 minutes, Total Points: 100)

一、听力

1. 1) a. 还没有 (1pt)
2) d. 我们一家人 (1pt)
3) d. 香港 (1pt)
4) d. 榜样 (1pt)
5) b. 四月 (1pt)
6) d. Ruby 还没准备好。 (1pt)
7) b. 小龙很快就记住了这首诗。 (1pt)
8) d. 儿子摔倒了。 (1pt)
9) a. 能看到 (1pt)
2. 1) c. 中国 (1pt)
2) d. 买东西 (1pt)
3) c. 看长城 (1pt)
3. 1) a. 亚洲大陆东部, 大西洋的西岸 (1pt)
2) a. 960万平方公里, 西高东低 (1pt)
3) b. 长江 (1pt)

二、阅读

1. 1) 丿 准备 冰 (3pts)
2) 忄 快慢 情 (3pts)
3) 木 棒球 树 (3pts)
4) 氵 活动 洒 (3pts)
2. (Answers may vary)
1) 熊猫 (2pts)
2) 开心 (2pts)
3) 旅行 (2pts)
4) 中国菜 (2pts)
5) 奇妙 (2pts)
6) 学习 (2pts)
3. 1) a., b., c., d., 熊猫, 长城, 故宫, 麦当劳 (2pts)
2) a., b., c., 幸运、健康、成功、幸福、吉祥、美好 (2pts)
3) a., b., c., d.,
古代中国人认为他们的国家在世界的中心。
“中”有“中间”的意思。

“中”字就像旗子挂在旗杆的中间。

在古代, “中”就是旗子的意思。 (2pts)

4) b., c., d., 有创意, 活泼, 潇洒 (2pts)

5) a., c., d., 是烤熟的, 和很多菜配着吃, 北京的烤鸭最地道 (2pts)

4. 1) 6300千米就是1万多华里, 所以叫万里长城。 (2pts)

2) 防御其他民族和国家的侵略。 (2pts)

3) 每段长城的修筑方向和长度都不同。 (2pts)

4) 秦朝 明代 (2pts)

5) Open-ended (2pts)

三、书写

1. (14pts)

Pinyin	Chinese	English
gào su	告诉	to tell
lǚ xíng	旅行	to travel
dì dào	地道	authentic
hái zi	孩子	kid, child
lù yíng	露营	camping
jìn bù	进步	(to make) progress
shū shu	叔叔	uncle (father's younger brother)

2. 1) 你真的爱我, 是不是? (1pts)

2) 我马上就要上中学了。 (1pts)

3. 1) - 2) Open-ended (2pts)

4. Open-ended (6pts)

四、翻译

1. (Answers may vary) (3pts)

Besides our family, Teacher SHI's family will also go on an excursion.

2. (Answers may vary) (4pts)

龙和凤在中国文化里是很重要的象征。龙代表着皇帝, 几千年来, 它也成为了中国的象征。

五、口语

1. (Read the following lyrics) (10pts)

第二集 集合

Unit 2
The Group Gathers



合



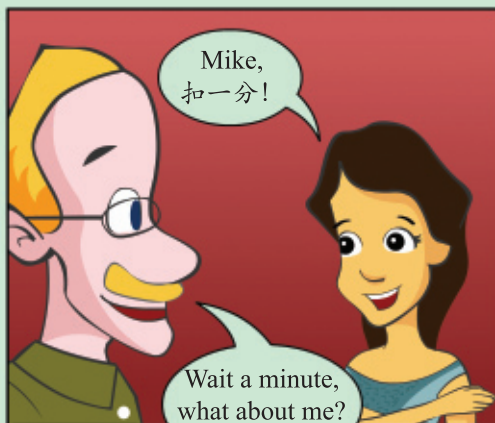
第二集 集合

..... The Group Gathers



第二集 集合

..... The Group Gathers





课文 Text

第二集 集合

王大力：张华、Mary, 好久不见！最近怎么样？

张 华：还不错。你们呢？

李美兰：老样子。

Mary: 这是小龙和小凤吧？你们好。

小龙、小凤：您好！

李美兰：Joy, Ruby 都长这么高了！

Joy, Ruby: 美兰阿姨好！

王小龙：嗨！Joy, Ruby, 你们好。

Joy: 嗨！小龙！嗨！小凤！



王大力：你的朋友 Linda 一家怎么还没有来？

李美兰：来了！来了！在那边。嗨！Linda！

Linda: 嗨！你们好！不好意思，让你们久等了！

介绍一下，这是我老公 Mike, 我的两个儿子 Jason 和 David。

王大力：你好！我是美兰的先生，叫我大力就好。这位是我的朋友张华，这是他太太 Mary。

Mike: 你们好！我是 Mike。

张 华：你会说中文，太好了！

Linda: 他能听懂中文，但是只会说“你好”、“再见”，别的就不行了。Mike, 这两位就是你的中文老师了。

Mike: 太好了！



王小龙：我叫王小龙，这是我的妹妹王小凤。这是 Joy, 这是 Ruby.

Jason: 很高兴认识你们。

David: Hi guys!

Linda: David, 说中文，记住了吗？我有一个主意，我们来一个比赛，从现在开始，我们都要说中文。如果谁忘记了，就扣一分。现在每人有100分，旅行结束以后，比比谁的分数高。输的人请客，好吗？

大 家：好主意！

Mike: Wait a minute, what about me?

Linda: Mike! 扣一分！

Mike: OK! 我的意思是“可以！可以！”



生字词 Vocabulary

集合	jí hé	to gather together
最近	zuì jìn	recently
不错	bú cuò	not bad, pretty good
样子	yàng zi	appearance, look
老样子	lǎo yàng zi	(remain) the same
这么	zhè me	such, so
阿姨	ā yí	Auntie
嗨	hāi	Hi, Hello
边	biān	[suffix, signifying direction]
不好意思	bù hǎo yì si	to feel shy or embarrassed (used as an apology)
让	ràng	to let
老公	lǎo gōng	husband
先生	xiān sheng	Mr., Sir; husband
太太	tài tai	Mrs.; wife
懂	dǒng	to understand
但是	dàn shì	but
别的	bié de	other
记住	jì zhu	to remember
主意	zhǔ yi	idea
开始	kāi shǐ	to begin, to start
忘记	wàng jì	to forget
扣	kòu	to deduct
结束	jié shù	to finish
分数	fēn shù	mark, score
输	shū	to lose
请客	qǐng kè	to invite
意思	yì si	meaning





语法 Grammar

好

① Used to mean “very” in front of descriptive adjectives.
好久，好多。

② Used as a greeting, asking how somebody is.
你好！阿姨好！

③ Good, fine, nice.
好主意！好极了！

你会说中文吗？

我会说一点儿。



呢、吗、吧

Particles used at the end of a sentence.

① 吗 indicates a question.
明天小龙来吗？
Is Xiaolong coming tomorrow?

② 呢 indicates a question and is often used in rhetorical questions, or to mean “what about...?”

人呢？都到哪里去了？
Where did everyone go?

③ 吧 is used to imply doubt or a suggestion.

他明天不会去北京吧？
He's not going to Beijing tomorrow, is he?

都

① all
我们都是大华中学的学生。
We are all students from Da Hua High School.
大家都爱学习华语。
All of us like to learn Chinese.

② already
她都已经是个中学生了。
She is already a high school student.
都已经七点了。
It's already 7 o'clock.

如果……，就……

“if..., then...”

如果明天下雨，我们就不去露营了。
If it rains tomorrow, we will not go camping.

如果你不去，就叫他去吧。
If you don't want to come, then ask him to go.

个、位

个 and 位 are both measure words. 个 can be used for people or things, but 位 is a polite measure word only used before people.

① 个

小龙都吃了两个苹果了，还要吃第三个。

Xiaolong has eaten two apples, but he still wants to eat one more.

教室里只有三个人。

There are only three people in the classroom.

② 位

家里来了几位客人。

A few guests are coming to my house.

这位老师是我的中文老师。

This teacher is my Chinese teacher.



长安大戏院
The Chang-An Grand Theater



练习例句 Sample exercises



(一) Use **不但……而且……** to complete the sentences.

◆ 例句：小凤聪明，努力学习

小凤不但聪明，而且努力学习。

1. 我们的学校很大，很漂亮。

2. 他会说中文，说得非常好。

3. 她去过中国，去过好几次。

(二) What should you say in these situations?

第一次见面	
做介绍的时候	
和自己的朋友打招呼	
和爸爸妈妈的朋友打招呼	
迟到时	
拒绝别人的请求时	

1. 你好！最近怎么样？

2. 阿姨好！叔叔好！

3. 你好！我叫Mike，很高兴认识你。

4. 你好！这位是我的朋友Susan。

5. 对不起，我有事，不能去。

6. 对不起，我来晚了。



说文解字

Chinese Characters



“合”的意思是聚集在一起。大家到相同的地方，叫“集合”，很多人一起唱歌叫“合唱”。“合”字很好写，它由三个字组成：人、一、口，就像每个人都有一张嘴。如果大家张嘴说一样的话，像一个人说话，就会很整齐。

生字词

聚集
相同
地方
组成
张
整齐

jù jí
xiāng tóng
dì fang
zǔ chéng
zhāng
zhěng qí

to assemble, to combine
the same
place
to form into, to gather into, to build up
[a measure word for paper]; to open
even and orderly, uniform



妙语如珠 Words & Phrases

yì yán wéi dìng

一言为定

“One Word Makes a Decision”

This is used to mean “It is a deal.”

yì xīn yí yì

一心一意

“One Heart One Mind”

It is used to describe someone as being determined and focused.

Linda: 马上就要去旅行了，从现在开始我们都不能说英文，只能说中文。

王大力：一言为定！

David: 什么是“一言为定”？

Linda: “一言为定”就是一句话说定了，不再改变。英文就是 It's a deal.

David: Oh, I see!

小龙：David, 要说中文！

David: 哦！好，一言为定！

Linda: 这就对了。学中文的时候还要一心一意。

David: “一心一意”又是什么意思？一个“心”的意思？

王大力：在这里就是说你学习中文的时候很认真，不想别的事情。

David: 好，一言为定！我会一心一意地学中文。

生字词

马上	mǎ shàng	at once, immediately
定	dìng	to decide, to agree upon
改变	gǎi biàn	to change, to alter
认真	rèn zhēn	earnest



我们还可以这样说：

① A: 我们明天八点在学校见。

B: 好的，一言为定。

A: Let's meet at 8 at school tomorrow.

B: Okay, it's settled.

② A: 这次比赛我们一定要得金牌！

B: 一言为定，加油！

A: We must win the gold in this competition.

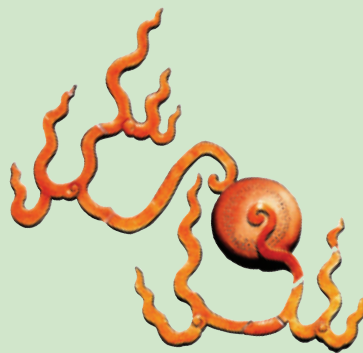
B: It's a deal, go for it!

③ 妹妹画画的时候总是一心一意的。

My young sister is always very focused when she is drawing.



华夏文化 Chinese Culture



中文的称呼

中国人很讲究“礼”，对不同的人有不同的称呼，如果叫错了就不礼貌。

称呼同辈的人，叫名字就可以了。长辈称呼晚辈，也可以叫名字。但是晚辈一定不能叫长辈的名字。

和熟人见面时，如果是爸爸妈妈的朋友，要叫“叔叔”“伯伯”或“阿姨”；如果是和爷爷年龄差不多的人，要叫“爷爷”“奶奶”。称呼时，可以在前面加上姓名，如，美兰阿姨，王爷爷，张叔叔。见到不认识的老人，要叫“老人家”。坐出租车时，可以叫出租车司机“师傅”。

中国人夫妻之间的称呼也很多，丈夫可以叫对方“妻子”、“老婆”、“太太”，妻子可以叫对方“丈夫”、“老公”、“先生”。

在中国人生活中，正确的称呼是对别人的尊重和礼貌，是中国文化的一个重要部分。

生字词

讲究	jiǎng jiu	pay attention to; strive for; be particular about
礼	lǐ	etiquette, manners; gift
礼貌	lǐ mào	respect, politeness
称呼	chēng hu	addressing someone
长辈	zhǎng bèi	the older generation
晚辈	wǎn bèi	the younger generation
同辈	tóng bèi	the same generation
熟人	shú rén	acquaintance
加上	jiā shang	to add
老人家	lǎo ren jia	old folk
司机	sī jī	driver
师傅	shī fu	master
之间	zhī jiān	between
丈夫	zhàng fu	husband
妻子、老婆	qī zi, lǎo po	wife
对方	duì fāng	other side

Addressing people in Chinese

In Chinese there are numerous polite terms to address people, and the usage of these terms may depend on the user's age and relationship to the addressed. For example, children address their parent's friends as "Shu Shu" and "A Yi" (Uncle and Aunt) and generally refer to old people as "Ye Ye" and "Nai Nai" (Grandpa and Grandma), or "Lao Ren Jia" (old folk). Taxi drivers are frequently called "Shifu" (master). These various terms of addressing can be confusing at the beginning, but will come to be a pleasant and respectful way of interacting with people in China.

Dìer jí Jíhé

Wáng Dàlì: Zhāng Huá, Mary, hǎo jiǔ bú jiàn! Zuìjìn zěnmeyàng?

Zhāng Huá: Hái búcuò. Nǐmen ne?

Lǐ Měilán: Lǎo yàngzi.

Mary: Zhè shì Xiǎolóng hé Xiǎofèng ba? Nǐmen hǎo.

Xiǎolóng, Xiǎofèng: Nín hǎo!

Lǐ Měilán: Joy, Ruby dōu zhǎng zhème gāo le!

Joy, Ruby: Měilán āyí hǎo!

Xiǎolóng: Hāi! Joy, Ruby, nǐmen hǎo.

Joy: Hāi! Xiǎolóng! Hāi! Xiǎofèng!

Wáng Dàlì: Nǐ de péngyou Linda yìjiā zěnmé hái méiyǒu lái?

Lǐ Měilán: Lái le! Lái le! Zài nà biān. Hāi! Linda!

Linda: Hāi! Nǐmen hǎo! Bùhǎoyìsi, ràng nǐmen jiǔ děng le! Jièshào yí xià, zhè shì wǒ lǎogōng Mike, wǒde liǎng gè érzi Jason hé David.

Wáng Dàlì: Nǐhǎo! Wǒ shì měilán de xiānsheng, jiào wǒ Dàlì jiù hǎo. Zhè wèi shì wǒde péngyou zhāng Huá, zhè shì tā tàitai Mary.

Mike: Nǐmen hǎo! Wǒ shì Mike.

Zhāng Huá: Nǐ huì shuō Zhōngwén, tàihǎole!

Linda: Tā néng tīng dǒng Zhōngwén, dànshì zhǐ huì shuō “nǐhǎo”, “zàijiàn”, biéde jiù bù xíng le. Mike, zhè liǎng wèi jiù shì nǐ de Zhōngwén lǎoshī le.

Mike: Tài hǎole!

Xiǎolóng: Wǒ jiào Wáng Xiǎolóng, zhè shì wǒde mèimei Wáng Xiǎofèng. Zhè shì Joy, zhè shì Ruby.

Jason: Hěn gāoxìng rènshi nǐmen.

David: Hì guys!

Linda: David, shuō Zhōngwén, jìzhu le ma? Wǒ yǒu yí gè zhǔyì, wǒmen lái yí gè bǐsài, cóng xiànzài kāishǐ, wǒmen dōu yào shuō Zhōngwén. Rúguǒ shuǐ wàngjì le, jiù kòu yí fēn. Xiànzài měirén yǒu yìbǎi fēn, lǚxíng jiéshù yǐhòu, bǐ bǐ shéi de fēnshù gāo. Shū de rén qǐngkè, hǎo ma?

Dàjiā: Hǎo zhǔyì!

Mike: Wait a minute, what about me?

Linda: Mike! Kòu yí fēn!

Mike: OK! Wǒde yìsi shì “Kěyǐ! Kěyǐ!”

Unit 2: The Group Gathers

WANG Dali: ZHANG Hua, Mary, how's it going?

ZHANG Hua: Not bad. How about you?

LI Meilan: Same as usual.

Mary: You must be Xiaolong and Xiaofeng. Nice to meet you.

Xiaolong, Xiaofeng: Nice to meet you.

LI Meilan: Joy, Ruby, what big girls you are now!

Joy, Ruby: Hello Auntie Meilan.

Xiaolong: Hey Joy. Hey Ruby.

Joy: Hi Xiaolong. Hi Xiaofeng.



WANG Dali: Where's your friend Linda and her family?

LI Meilan: They're over there. Hi Linda.

Linda: Hello everyone. Sorry to keep you waiting. This is my husband, Mike, and my sons, Jason and David.

WANG Dali: Hello. I'm Meilan's husband--just call me Dali. This is my friend ZHANG Hua and his wife Mary.

Mike: *Ni men hao. Wo jiao* Mike.

ZHANG Hua: You can speak Chinese? That's wonderful.

Linda: He can understand what we say, but he doesn't speak much Chinese except *ni hao* and *zai jian*. Mike, they are your Chinese teachers.

Mike: Great.

Xiaolong: My name is Xiaolong. This is my sister Xiaofeng. This is Joy and this is Ruby.

Jason: Nice to meet you.

David: Hi guys.

Linda: David, remember--speak Chinese. I have an idea. Let's have a competition. Everybody must speak Chinese from now on. Each time you forget, you lose one point. Everybody starts with 100 points. At the end of the trip, let's compare scores and the loser has to treat everyone, how's that?

Others: OK. Good idea.

Mike: Wait a minute, what about me?

Linda: Mike, you lose one point.

Mike: OK. I mean—"keyi, keyi".



Lesson 2 The Group Gathers

Lesson Overview:

Lesson	Lesson Title	Topic	Vocabulary (35)
1	我们要去中国 We Are Going to China	Travel Planning and Preparation	凤诉消复当进张叔孩着噢榜样 准备已经忙芭露营麦开心
2	集合 The Group Gathers	Introductions, Courteous Phrases, Addressing People	集近错让懂意始扣结输思

Essential Questions:

- Why do different cultures practice different customs in addressing others?
- What does the use of honorifics in Chinese tell us about Chinese values and social relationships?
- Are there differences in how Chinese greet and introduce each other from the West? What might have influenced these developments?

教学目标 Teaching Focus and Objectives:

◆ Communication

- Be able to introduce self and others.
- Learn how to address others in Chinese.
- Learn how to use courteous phrases properly.

◆ Culture

- Become familiar with the proper way of addressing people in Chinese.
- Learn the basic Chinese terms of greeting when two people meet.
- Understand and master standard Chinese appellation: the surname comes before the given name.

◆ Comparisons

- What differences exist in how to address an elder in Chinese and in English?
- What are similarities and differences in greeting customs in different cultures?

◆ Connections

- Explore whether or not customs in the level of formality in social greetings reflect other similarities / differences, e.g. historical, geographic, and political.
- Consider whether different customs involving interaction can be seen in more than just a linguistic / cultural context, e.g. different religious groups / traditions.
- Think about and debate whether or not humans are the only species with set greeting customs.

◆ Communities

- Develop in students a heightened awareness of how people interact in the community in which they live. Have they observed noteworthy interactions and trends? How do people greet each other? What do they talk about?
- Encourage students to be proactive in promoting appropriate and respectful greetings and interactions at school, at home and in their community.

生字词 Vocabulary:

◆ Suffixes and Prefixes in Chinese Names and Nouns 利用前缀和后缀

• 老

As prefix of a person's name to indicate seniority, or before an animal or plant

老师 teacher

老张 Lao Zhang

老虎 tiger

老鼠 rat

老三 Third Child

In the lesson text, the character “老” in “老样子” means unchanged or same, “the same old look.”

• 阿

Used before a pet name, monosyllabic surname, or a number denoting order of seniority in a family to make it sound more endearing or used before kinship terms.

阿姨 Aunt

阿婆 Granny

阿爸 Dad

阿妈 Mom

阿哥 Elder Brother

• 子

1. noun + 子, as a suffix

裤子 trousers

鞋子 shoes

袜子 socks

样子 sample

儿子 son

杯子 cup, glass

盘子 tray

鼻子 nose

帽子 cap

2. adjective / verb + 子 = noun

胖子 fat person

垫子 cushion

◆ Explain, Give Examples and Extend 解释、举例和扩展

• 集合

Assemble, muster and get together

全校同学已经在操场集合了。The entire school has already assembled on the playground.

• 让

让 + somebody + verb

1. To make somebody do something

让你们久等了! Sorry to make you wait. [A courteous expression]

老师让我明天早点到学校。The teacher asked me to get to school early tomorrow.

2. To let

让我想想! Let me think [about it].

让他走吧! Let him go.

3. Allow

妈妈不让我碰不干净的东西。Mother won't let me touch things that are not clean.

◆ What's the Correct Response? 提问法

See if students can recall the correct courteous phrases to use in the following situations:

A. Someone asks how you have been lately. You respond:

1. 还不错。

2. 老样子。

B. You have kept others waiting for a long time; when you arrive, you should say:

1. 不好意思, 让你久等了!

2. 真不好意思, 我来晚了。

C. You are unable to think of or remember something:

1. 我“忘记”了。

D. We have learned the word, 开 (to open) and it is used in 开门, 开车 (to open the door, to drive, etc). In this lesson, we learned 开始 (to begin). What is the relationship between 开始 (begin) and 结束 (to end)?

They are opposites.

E. The opposite of 赢 (win) is?

输。To lose.

语法 Grammar:

◆ 好

Pronunciation: hǎo and hào

1. When pronounced hǎo:

a) 好 + adjective, used to mean “very” when placed in front of descriptive adjectives

好久 a long time	好多 many
好美 very beautiful	好长 very long
好亮 very bright	好黑 very dark

b) Used as a greeting, asking how somebody is

你好! Hello!
老师好! Hello, teacher!
阿姨好! Hello, Auntie!

c) 好 + noun, denotes the judgment that something is good, fine, nice

好书 good book
好电影 good movie
好人 good person
好主意 great idea

2. When pronounced hào:

to like, love, be fond of

爱好 hobby
好学 likes to study
好问 curious
好为人师 likes to teach others

◆ 呢、吗、吧 Particles used at the end of a sentence

1. 呢

phrase + 呢? means “what/how about.....?”

还不错, 你们呢? Not bad, how about you?
人呢? 都到哪里去了? Where did everyone go?
昨天我去海边了, 你呢? I went to the beach yesterday, and you?
你在学习中文, 他呢? You are learning Chinese, what about him?

2. 吗

Statement sentence + 吗? is a yes-or-no question.

要说中文, 记住了吗? Remember now, speak Chinese.
输的人请客, 好吗? The loser pays, okay?
你去过中国吗? Have you been to China?
你喜欢吃烤鸭吗? Do you like roast duck?
他不参加比赛了吗? Is he no longer participating in the race?

3. 吧

- a) 吧 is used at the end of a statement to express request, command, consultation or proposal.
 你帮帮他吧。 Why don't you help him?
 我们出发吧。 Let's get on the road.
 你再想想吧。 Why don't you think about it some more?
- b) 吧 is used at the end of a statement to show concession or approval.
 好吧, 就这样吧。 Okay, let's do it this way.
 你们去吧, 我就不去了。 You go ahead, I just won't go.
- c) 吧 is used at the end of a statement to express that the speaker has a suspicion or an estimation of something but is not certain. These sentences are usually written with a question mark, but their tone is more attenuated than that of a direct question.
 你说得不对吧? You can't be right?
 昨天他没来吗? He didn't come yesterday, did he?

◆ 都

1. Already; usually precedes 已经 to express that a certain condition has already become truth/reality.

Ruby 都长这么高了! How Ruby has grown!

她都已经是中国学生了。 She is already a high school student.

都已经七点了。 It's already 7 o'clock.

2. All

我们都是大华中学的学生。 We are all students at DaHua High School.

大家都爱学习华语。 Everyone likes to learn Chinese.

◆ 如果……, 就……

“if..., then....” 如果……就……is used in subordinate complex sentences to indicate a suppositive relation.

如果谁忘记了, 就扣一分。 Whoever forgets will have one point deducted.

如果你说的都是真的, 我就去。 If all that you say is true, then I will go.

如果你不吃苹果, 就给弟弟吃吧。 If you are not going to eat the apple, why don't you give it to younger brother [to eat].

◆ 个、位

个 and 位 are both measure words.

个 can be used for people or things.

几个人? How many people?

一个杯子 a cup

一个帽子 a hat

三个苹果 three apples

位 is a polite measure word only used to count people.

有几位客人? How many guests?
请问几位? May I ask how many [people]?
一位老师 a teacher
这位同学 this student

常用表达式 Common Expressions:

◆ 比比

比 means “to compare.”

比比谁的分数高。 Let's compare who has the highest score.

比比谁长得高。 Let's compare who is taller.

比一比 is another way to say 比比.

我们来比一比, 比比谁的个子高。 Let's compare, who is taller.

比一比这两件衣服, 哪件更好看? Make a comparison between the two pieces of clothing. Which one is more beautiful?

说文解字 Chinese Characters:

◆ The Character 合

Pronunciation: hé

Structure: associative or combined character, top/bottom structure

Meaning:

1. Close, shut

合眼 (close the eyes), 笑得合不上嘴 (grin from ear to ear; laughed so much as to be unable to keep one's mouth shut)

2. Join, combine

合唱 (chorus), 合作 (cooperate), 合得来 (hit it off),

同心合力 (unite and make a concerted effort)

3. Suit, agree

合法 (legal), 合格 (qualified), 合情合理 (fair and reasonable; fair and sensible)

4. Whole

合家团聚 (a reunion of the whole family)

妙语如珠 Words & Phrases:◆ **一言为定**

One word makes the decision; used to mean “it is a deal.”

A: 我们明天八点在学校见。

B: 好的, 一言为定。

A: Let's meet at 8 at school tomorrow.

B: Okay, it's settled.

A: 这次比赛我们一定要得金牌!

B: 一言为定, 加油!

A: We must win the gold in this competition.

B: It's a deal, go for it!

◆ **一心一意**

Used to describe someone of singular purpose; focused and determined.

妹妹画画的时候总是一心一意的。

Younger sister is always very focused when she is drawing.

Additional Idioms Using the Word 有“一”字的成语◆ **一板一眼**

比喻言语、行动有条理或合规矩。有时也比喻说话做事不灵活。

following a prescribed pattern in speech or action; scrupulous and methodical

◆ **一鼻孔出气**

同一个鼻孔出气。比喻立场、观点、主张完全一致。

to breathe through the same nostrils; to sing the same tune; to hold identical opinions

◆ **一本正经**

形容态度庄重严肃, 郑重其事。有时含讽刺意味。

in all seriousness; in dead earnesty; in a serious manner

华夏文化 Chinese Culture:◆ **Addressing People in Chinese 中文的称呼**

In Chinese there are numerous polite terms used to address people, and the usage of these terms depends on the speaker's age and relationship to the person they are addressing. For example, children address their parents' friends as 叔叔 and 阿姨 (Uncle and Aunt) and generally refer to elderly people as 爷爷 and 奶奶 (Grandpa and Grandma), or 老人家 (old folk). Taxi drivers are frequently called 师傅 (master). These various terms of addressing others can be confusing at first when learning Chinese, but will come to be a pleasant and respectful way of interacting with people in China.

文化 ◆ 比较 Culture and Comparisons:

◆ Chinese Titles 中国和西方的称呼

In the West, calling someone older by their first name can signify intimacy or familiarity. The Chinese address people differently according to their age, social relationship, and social position. It is fine to address people of the same generation by their given names, but it is considered rude to address elders by their first names in China. One must use an honorific title or a relational term when addressing people older than you.

◆ Familiar and Honorific “You” “你” and “您”

你 is used for people of the same generation or between friends.

您 is used for people older, such as superiors, customers, and strangers.

◆ Names for Spouses 夫妻间的称呼

When referring to one's husband or wife, different terms are used depending on various occasions.

◆ Introducing Oneself 自我介绍

When introducing oneself, most Chinese will state his/her name and profession, but not the rank or title. When handing out one's business card, one uses both hands to hand it over in order to show respect. A handshake usually follows a self-introduction.

◆ Chinese Appellation 汉语称谓

In Chinese, the surname comes before the given name and is often followed by titles such as 老师、先生、女士、太太、经理. A surname or given name consists of one or two Chinese characters.

教学建议 Pointers and Suggestions:

◆ Classifying 重点归类

Objective:

Be able to use courtesy phrases and address people appropriately.

Instructions:

1. Have students group different courteous phrases into pertinent categories such as: greetings, leave-takings, offering apologies, giving thanks and conferring praise.
2. Have students record this information and practice using the phrases in different role play situations.

Assessment Check-In:

Students correctly categorize various expressions and use them in the appropriate context.

◆ Who Can Say It First 比赛说词

Objectives:

1. Gain further practice in speaking or writing vocabulary learned in this lesson.
2. Have students strengthen their ability to build words and make sentences.

Instructions:

1. Divide students into pairs.
2. Have each pair play “rock, paper, scissors” with the loser having to say a vocabulary word taught in this lesson.
3. Several rounds can be played in which the loser of the first round says the word, the loser in the second round has to write the word, the loser of the third round has to make up a sentence using the word, using as many vocabulary words from this lesson as possible.

Examples:

If the first round loser says 记住, the second round loser must write 记住 while the third round loser can say: 我记住了阿姨的话.

If the first round loser says 结束, the second round loser must write 结束 while the third round loser can say: 不好意思, 电影已经结束了, 请等下一场吧, etc.

Assessment Check-In:

Students recall vocabulary words and make them into words and sentences.

◆ Role Play 角色扮演

Objectives:

1. Practice courteous phrases used in addressing people, self introductions and introducing others.
2. Apply appropriate expressions according to different objects or occasions.

Instructions:

1. Review the lesson by role playing various situations where students can practice the courteous phrases and sentences taught.
2. Students can also create their own phrases and situations where appropriate.
3. Change the dialogue into a narrative by retelling the story.

Assessment Check-In:

1. Students are able to correctly say courteous phrases and addressing people correctly.
2. Students use the appropriate expressions for different relationships and occasions.

◆ Observe and Consider 观察思考

Objective:

Deepen students' interest in comparing Chinese and Western practices or customs.

Instructions:

1. Ask students to make some observations about the differences in various greeting customs in different countries.
2. Are there trends in certain regions of the world that seem to be consistent? Or does it depend on various countries, communities, etc.
3. How does one interact with strangers in a foreign country?
4. What about where you live? Is this different from or the same as other regions in your own country?
5. Why might such customs have developed?

Assessment Check-In:

1. Students engage enthusiastically the discussion and are able to make interesting and observant comparisons / contrasts.
2. Students are open-minded and respectful in considering the reasons for any differences / similarities.

延伸内容 Extended Learning:

◆ Commonly Used Social Phrases 常用的谦辞、敬语

There are commonly used social phrases that express humility and respect. These are used in day-to-day social interactions as well as in written correspondence:

• 家 Self-deprecatory self reference

家父: 对别人称自己的父亲。 Referring to one's own father when speaking to others.

家母: 对别人称自己的母亲。 Referring to one's own mother when speaking to others.

• 令 Term of respect or polite expression such as 'May I request', 'Excuse me', etc.

令兄、令妹: 对别人兄妹的敬称。 Referring to listener's brother or sister.

令郎、令爱: 对别人儿女的敬称。 Referring to listener's son or daughter.

• 赐 Term of respect or polite expression, to be favored with, gift.

赐教: 别人指教自己。 Asking others to teach to oneself.

• 请 Term of respect, please.

请问: 希望别人回答。 Asking a question of someone.

请教: 希望别人指教。 Asking opinion or explanation of someone.

Additional Polite Expressions or Formalities 其他礼貌用语

见谅: 表示请人谅解。 Asking for pardon ("pardon me").

久违: 好久没见。 Long time no see.

久仰: 仰慕已久 (when first meeting). I've heard a lot about you.

劳驾: 用于请别人做事或让路。 Excuse me.

留步: 用于主人送客时, 客人请主人不要送出去。 Spoken by guests to hosts requesting them not to show them out.

◆ Poetry 诗歌

山居秋暝

(唐朝) 王维

空山新雨后，天气晚来秋。
明月松间照，清泉石上流。

<Note>

Autumn on the Mountain

This poem by Tang Dynasty poet WANG Wei depicts three beautiful, serene scenes:

1. Dusk on an early Autumn day, after the rain, the air is fresh and crisp, peace and calm in the mountains;
2. Evening descends, a bright moon rises in the sky, its silvery rays seen through the pine branches, twinkling stars falling from the sky;
3. Clear mountain spring flowing over mountain rocks, against the bright reflection of the moon, like a piece of brightly lit silk, fluttering in the wind.

Teaching Resources:

◆ Online Resources

Magical Tour of China Podcast Lesson 2
Online Lesson 2

◆ Multimedia Resources

Magical Chinese Culture DVD 1
Magical Chinese Language DVD 1
Volume 1 Lesson CD-ROM
Volume 1 Audio-CD

Teacher's Notes:

◆ Lesson Summary:

◆ Student Feedback:

◆ Other Notes:



第二集 集合

SECTION A



词汇 Vocabulary

一、写出课文中生词的汉语拼音 Please write the Pinyin for these words.

1. 不错		5. 忘记	
2. 主意		6. 听懂	
3. 请客		7. 结束	
4. 扣分		8. 最近	

二、填空 Fill in the blanks with the correct vocabulary in Pinyin or in Chinese characters.

- 请大家 gather together 的意思是请大家_____。
- Pretty good 就是_____。
- Husband 就是_____。
- 一个 good idea 就是一个_____。
- 比赛 began 了就是说比赛_____了。
- 比赛 finished 了就是_____了。
- 打招呼时说的“hi, hello”的中文是_____。
- Minus a point 就是_____。

三、写反义词 Write the Antonym.

- | | | |
|------------|-----------|------------|
| 1. 结束_____ | 2. 加_____ | 3. 太太_____ |
| 4. 记住_____ | 5. 高_____ | 6. 这边_____ |

四、找相对词 Analogies. Write a word that has the same relationship to its pair as the relationship between the example pair. Example: dog: puppy = cat: kitten.

- 个: 位 = 老公: _____
- 第一次见面: 你好 = 告别的时候: _____

3. 中文：外语 = _____：外国

4. 老师：同学 = _____：子女

五、找出错别字，把正确的字写出来。 Find the incorrect character, and write the correct version in the blank.

A: 啊姨 _____

B: 结束 _____

C: 听懂 _____

D: 注义 _____



语法 Grammar

一、选择恰当的词填空 Fill in the blanks with the correct assigned word .

(一) 选择“让” or “叫”？

1. 不好意思！我来晚了，_____你们久等了！
2. 这个问题我不知道，_____我想一想。
3. 刚才Mike打电话来，_____你参加他的生日会。
4. 妈妈来_____我回家，我不能跟你们一起玩。

(二) 选择“都” or “也”？

1. 他_____已经是高中生了。
2. 大家很喜欢英语，_____很喜欢汉语。
3. 现在_____中午了，你还不吃午饭吗？

(三) 选择“呢”、“吗” or “吧”？

1. 明天你来参加我的生日宴会_____？
(Are you coming to my birthday party tomorrow?)
2. 好久不见，最近还好_____？
(It's been a while, how have you been?)

3. 我的书包_____? 刚才还在桌子上的。

(Where's my backpack? It was just on the table.)

4. 明天的考试题不会很难_____?

(Tomorrow's test shouldn't be that difficult, right?)

5. 春假的时候我要去中国旅行。你_____?

(During spring break I'm going to go traveling in China. What about you?)

(四) 选择“个” or “位”?

1. 小龙一下子吃了三_____苹果。

2. 他在黑板上写了四_____大字，龙凤呈祥。

3. 我们的中文老师是一_____值得尊敬的老师。

4. 小明回到家，看到家里来了几_____客人。

5. 我有三_____最好的朋友，你有几_____?

二、造句 Sentence Patterns

(一) Please use “如果..., 就...” to rewrite the following sentences.

◆例句：你不去，我也不去。

如果你不去，我就不去。

1. 要想吃到地道的中国菜，还是去中国吧。

_____。

2. 今天下雨了，我们不去露营了。

_____。

3. 小明昨天晚上睡得太晚了，所以第二天上学迟到了。

_____。

(二) Please use “太棒了”, “已经”, and “除了” to complete the sentences. Then, rewrite them on the line below.

1. 我们要去吃北京烤鸭了，真是_____!

_____!

2. 我_____收拾好旅行要带的东西了，_____带我要穿要

用的东西，我还带了我想看的书。妈妈说：“_____，你都准备好了！”

3. 到中国旅行，_____ 可以爬长城，游故宫，还可以学中文，
_____!

_____!



听力理解 Listening Comprehension

Before completing this section, please watch the animated story of Unit 2 on the website, or listen to the audio version on the CD.

一、看短片或听对话，完成以下题目。 Answer the following questions based on what you learned in the story.

(一)

1. 中国人见面时说什么?
2. 讲一讲下面的对话什么时候说哪一种?
A “你好! ——你好。”
B “很高兴认识你。”
C “你好吗? ——我很好, 谢谢, 你呢?”
D “好久不见! 最近怎么样? ——还可以/ 还不错/ 老样子/ 马马虎虎。”

(二)

1. 怎么称呼妈妈的朋友?
2. 谁是 Linda 的老公?
3. 哪一家最晚到?
4. 大家决定来一个_____。他们要比什么? 怎么比?

二、读一读，填一填，再按故事顺序在句子前面的括号里填入数字。

Use the following words in the table to fill in the blanks, then number the sentences according to the sequence of the story.

忘记	结束	集合	开始	扣	不好意思
认识	主意	比赛	久等	介绍	所以

- () 她 _____ 她老公 Mike 和两个儿子 Jason 和 David 给大家 _____ 。
- () 三家人在机场 _____ 一起去中国旅行。王大力、李美兰、小龙和小凤他们先到，看见了张华、Mary 和 Joy, Ruby。
- () 如果谁 _____ 了，就扣一分。
- () Linda 有一个 _____ ，要大家来一个说中文 _____ ，从现在 _____ ，都要说中文。
- () 现在每人有100分，旅行 _____ 以后，比比看谁的分数高，输的人请客。
- () Mike 只能说“你好”、“再见”，别的都不会， _____ 他说“Wait a minute, what about me?”
- () Linda 一家人来晚了，Linda 对大家说：“ _____ ，让大家 _____ 了。”
- () 因为他说了英文，被 _____ 了一分。



对话 Create A Dialogue

Find a partner and create a short skit about the following topic:

A student meets the parent of a classmate for the first time. The parent asks the student to describe her family. Here are some questions the parent might ask the student: How many people are in your family? What do your parents do? Do you have any brothers and sisters? What languages do you speak at home? Don't forget to greet each other properly.



作文 Composition

你觉得 Linda 要大家只说中文的主意怎么样？说了英文就要扣分，这样的比赛公平不公平？这样的比赛你会不会赢？当你去中国旅行的时候，你想你会尽量说中文吗？



延伸活动 Extended Activities

一、看通知，回答问题。 Read the announcement and answer the questions.

通知

因天气缘故，明天（12月3日）下午四点的足球队训练取消，改为后天（12月4日）下午三点半。请足球队队员准时参加。如不能参加训练，请给Mike打电话：1234567。

1. 这个通知是写给谁的？

2. 为什么要写这个通知？

二、打字 Typing Practice

写一个“集合通知”给大家，包括集合时间、集合地点、集合原因，还有注意事项等。 Write a note to everyone about the upcoming sports meet. Please include the meeting time, place, reason for the meeting and items to bring.

通知

SECTION B

Cultural Focus

Before completing this section, please read the passages in the Words & Phrases and Chinese Culture sections of the chapter, or listen to these sections on the audio CD.



词汇 Vocabulary

一、选择 Choose the correct answer(s). There may be more than one answer.

- 你和叔叔好久没有见面了，见面时要说_____。
A 您最近好吗？ B 你好吗？ C 最近怎么样？ D 你好
- 第一次见面，要说_____。
A 我喜欢你 B 你好吗？ C 很高兴认识你 D 太好了
- 见到爸爸的朋友要叫_____。
A 朋友 B 叔叔/阿姨 C 爷爷 D 他的名字
- 迟到 (late) 时，要说_____。
A 我迟到了 B 没关系 C 不好意思，久等了 D 我好了

二、读一读，填一填。 Use the following words in the list to fill in the blanks.

如果	好久不见	太太	礼貌	忘了	但是	丈夫
不同	怎么样	一定	老婆	老公	尊重	

和不同的人打招呼要用_____的说法。见到朋友的时候，可以问：“_____？忙什么呢？”_____如果第一次见面就这么问，会很没礼貌。_____和朋友很长时间没有见面，可以说：“_____！还好吗？”

在中国，对长辈要叫“叔叔”、“阿姨”、“爷爷”、

“奶奶”，_____不能直接叫他们的名字，这是非常不礼貌的，千万不要_____哟！

中国人夫妻之间的称呼也很多，_____可以叫对方“妻子”、“_____”、“_____”，妻子可以叫对方“丈夫”、“_____”、“先生”。

在中国人生活中，正确的称呼是对别人的_____和_____，是中国文化的一个重要部分。



成语 Idioms

一、根据拼音写成语 Write the following idioms in characters.

1. yì yán wéi dìng ()

2. yì xīn yí yì ()

二、用下面的成语填空，造句。 Fill in the blanks with the correct idioms, and then create your own sentences using the idioms below.

一心一意

一言为定

1. A: 我们明天一起去露营。

B: 好的，_____。

_____。

2. 他写字的时候总是_____的，很认真，所以字写得很好。

_____。



文化思考 Thinking About Culture

1. 中文里对长辈的称呼和英文里对长辈的称呼有哪些不同点？
2. 谈一谈中国人为什么有那么多不同的称呼？你觉得好处在哪里？坏处在哪里？
3. 假设你和你的好朋友已经三年没有见面了，有一天，你们两人在中国相遇了，你们会怎样表达兴奋的心情？请想像一下，设计一段中文对话。

姓名: _____

班级: _____ 日期: _____

Worksheet A 字词练习

看拼音写词语，再把以下的词语，填入适当的句子中。

1. zuì jìn	2. dàn shì	3. jí hé	4. bú cuò	5. ā yí
6. lǎo gōng	7. xiān sheng	8. tài tai	9. jié shù	10. kāi shǐ
11. jì zhu	12. wàng jì	13. kòu fēn	14. qǐng kè	15. yì si

- 大家约好明天上午在机场_____。
- 有的人喜欢叫自己的_____称为“老公”。
- 有的人喜欢把自己的_____称为“老婆”。
- 他四岁就_____学弹钢琴。
- 今天这顿饭是王先生_____, 我们不用付钱。
- _____的天气不太好, 常常下雨。
- 假期_____了, 学校又开始上课了。
- 我的_____唱歌唱得很_____。
- 虽然他很有钱, _____很不快乐。
- 别_____下星期一有个考试。
- 不好_____, 让你们久等了!
- 爸爸要我_____他的话。
- 答错一个题目, 就会被_____。

姓名: _____

班级: _____ 日期: _____

Worksheet B 字词练习

挑错字并改正。

1. 你最进过得怎么样? ()
2. 他能听懂中文, 旦是不太会说。 ()
3. 丛现在开时, 我每天都要运动。 ()
4. 我有一个注意, 我们来一个北赛。 ()
5. 旅行结束已后, 看看谁的分数高。 ()
6. 别忘己我们的比赛。输的人要清客。 ()
7. 他工做的时候总是一心一义的。 ()
8. 我门应该在什么地方集和? ()

姓名: _____

班级: _____ 日期: _____

Worksheet C 语法练习

选字。

1. 教室里的学生 (呢, 吗, 吧)? 都到哪里去了?
2. 这位小姐不会是你的女朋友 (呢, 吗, 吧)?
3. 明天你能来参加我的生日派对 (呢, 吗, 吧)?
4. 时间很晚了, 你快回家 (呢, 吗, 吧)!
5. (让, 被, 对) 您请客, 真是不好意思!
6. 小龙一 (家, 个, 位) 人都喜欢去露营。
7. 让我来介绍一 (个, 下, 会儿), 这位是我的同学李平。

姓名: _____

班级: _____ 日期: _____

Worksheet D 造句练习

用下面的句型造句。

1. 如果……, 就……

2. 不但……而且……

姓名: _____

班级: _____ 日期: _____

Worksheet E 对话练习

把对话按顺序排好，并与你的同学表演出来。

☐

好久不见！最近怎么样？

☐

对不起，我来晚了。

☐

你好，我是张华。

☐

下课后一起去看电影怎么样？

☐

介绍一下你的朋友吧！

☐

没关系。

☐

好主意。

☐

他叫王小龙。

☐

还不错。你呢？

☐

很高兴认识你。

姓名: _____

班级: _____ 日期: _____

Lesson 2

集合

Worksheet F 写作练习

请用下面的词语写一个100字左右的段落, 并用电脑打印出来。

主意	但是	请客	不好意思
结束	不错	记住	别的

Worksheets

姓名: _____

班级: _____ 日期: _____

考试

第二集 集合

一、听力

1. Listen carefully, then choose the best answer for each question.

听一听，选择正确的答案。

1. a. Mary b. 大卫 c. 大华 d. 太太
2. a. 说得很好 b. 只会说一点儿 c. 一点儿也听不懂 d. 水平很高
3. a. 美凤 b. 张小云 c. 张云 d. 梅凤
4. a. 时间已经很晚了。
 c. 妹妹不回家了。 b. 妹妹回来得太早了。
 d. 时间还早着呢。
5. a. 睡觉 b. 露营 c. 游泳 d. 看书
6. a. 和老的时候一样。
 c. 变化很大。 b. 和原来一样。
 d. 他们俩是一样的。
7. a. 8点20分 b. 2点20分 c. 7点40分 d. 2点08分
8. a. 快 b. 不快 c. 慢 d. 太慢
9. a. 女士要请男士吃早饭。
 c. 女士要谢谢男士。 b. 男士要请女士吃晚饭。
 d. 他们都觉得吃饭是小意思。

2. Listen carefully, then choose the best answer for each question.

听一听，选择正确的答案。

Dialogue 1

- 1) 女士的中文说得好，原因是下面哪一个？
 - a. 她是中国人。
 - b. 她在中国生活了五、六年。
 - c. 她英文不太好。
 - d. 她是美国人。
- 2) 张大林要教这位女士哪一种语言？
 - a. 英文
 - b. 中文
 - c. 法文
 - d. 北京话
- 3) 下面说法正确的是
 - a. 张大林是美国人。
 - b. 男士是美国人。
 - c. 女士是美国人。
 - d. 他们都喜欢中文。

Dialogue 2

- 1) 中国人会根据对方的具体情况使用不同的称呼，不包括下面哪一项？
 - a. 年龄
 - b. 身份
 - c. 职业
 - d. 长相
- 2) 在中国，可以直接叫长辈名字吗？为什么？
 - a. 可以，表示亲切、自然。
 - b. 不可以，会被认为很没有礼貌。
 - c. 可以，但对同辈不可以直接叫名字。
 - d. 不可以，长辈年龄太大了。
- 3) 这段话的主要意思是什么？
 - a. 中文的称呼很多，美国的称呼很少。
 - b. 在中国怎样称呼长辈。
 - c. 什么是尊称。
 - d. 中西方对长辈称呼的不同。

姓名: _____

班级: _____ 日期: _____

考试

第二集 集合

二、阅读

1. Identify the radicals for the following words, then build another word using the same character. 写出下列字的部首并组词。

- 1) 错 () _____ 2) 数 () _____
 借 () _____ 楼 () _____

2. Choose the answer that best reflects the meaning of the underlined words.

选择与画线部分意思最接近的词语。

1) 到了中国，我们只能说中文，不能说英文。

好，就这么说定了。

- a. 一言为定 b. 一心一意 c. 不好意思 d. 一拍即合

2) 妹妹画画的时候总是一心一意的。

- a. 一言为定 b. 认认真真 c. 三心二意 d. 龙飞凤舞

3) 张丽的老公是李明。

- a. 先生 b. 老公公 c. 老婆 d. 阿公

4) 周末看电影是小龙的想法吗？

- a. 说法 b. 主见 c. 看法 d. 主意

3. Choose the correct answer. 会话交际。

1) 朋友把你介绍给别人时，你怎样说比较好？

- a. 我不认识你。 b. 你好，很高兴认识你。
 c. 请问你是哪国人？ d. 再见！

2) 小龙: “不好意思, 让你们久等了!”

朋友: “_____。”

a. 没关系!

b. 你要是早点来就好了。

c. 怎么现在才来啊?

d. 太好了!

3) 你和小龙是同学, 有一天在街上遇到了小龙和他的爸爸妈妈, 怎样说最合适?

a. 小龙都长这么高了? 真快啊!

b. 小龙越长越美丽了!

c. 你们一家三口都长胖了!

d. 叔叔、阿姨你们好! 常听小龙说起你们。

4) 和老朋友见面时, 可以说什么?

a. 要不要我介绍一下自己?

b. 我们不认识吧?

c. 很高兴认识你。

d. 好久没见了, 最近怎么样?

4. Fill in the blanks with 吧, 呢, 吗. 用 “吧”、“呢”、“吗” 填空。

1) 我在学习中文, 你_____?

2) 你不会又忘记了_____?

3) 请问小龙在_____? 我是他同学。

4) 时间不早了, 咱们走_____!

5. Fill in the blanks with 的, 地, 得. 用 “的”、“地”、“得” 填空。

在中国, 一年最热闹_____一天是春节, 也叫过年。我最喜欢过年。

过年_____时候, 我们都穿上美丽_____新衣服, 大家见面后都高高兴兴_____说祝福_____话, 全家还在一起吃丰盛_____年夜饭。这一天, 爷爷奶奶笑_____合不上嘴, 孩子们玩_____特别开心, 爸爸妈妈也显_____很高兴, 特别是妈妈不停_____走来走去。妈妈说: “这是一年中全家人团聚_____日子, 再累也高兴。”

姓名: _____

班级: _____ 日期: _____

考试

第二集 集合

三、书写

1. Fill in the blanks. 填空。

Pinyin	Chinese	English
Example: xiān sheng	先生	Mr., Sir; husband
fēn shù		mark, score
qǐng kè	请客	
	忘记	to forget
jì zhu	记住	
zuì jìn	最近	
	样子	appearance, look

2. Use each word to make a sentence. 用下列词语造句。

1) 这么

2) 别的

3. Use 不但... 而且... to rewrite each sentence. 用“不但... ..而且.....”改写句子。

1) 北京很大，很现代。

2) 他会说中文，还会写。

4. Use 除了..., 还... to rewrite each sentence. 用“除了....., 还.....”改写句子。

1) 我喜欢看电影，也喜欢看足球比赛。

2) 我去过中国、德国和法国。

5. Short Essay 写作。

你想介绍两位朋友彼此认识吗？试着介绍以下内容：姓名、年龄、从哪里来、上什么学校、爱好、兴趣等。

姓名: _____

班级: _____ 日期: _____

考试
第二集 集合

四、翻译

1. Translate from Chinese into English. 汉译英。

小凤不但聪明，而且努力学习。

2. Translate from English into Chinese. 英译汉。

Various terms for addressing people can be confusing in the beginning, but will become a pleasant and respectful way of interacting with people in China.

姓名: _____

班级: _____ 日期: _____

考试
第二集 集合

五、口语

请谈谈你的家庭成员或亲朋好友。

Volume 1 Assessments, Answer Key 参考答案

Lesson 2 Test

(Approximate duration ~ 40 minutes, Total Points: 100)

一、听力

1.
 - 1) b. 大卫 (1pt)
 - 2) b. 只会说一点儿 (1pt)
 - 3) a. 美凤 (1pt)
 - 4) a. 时间已经很晚了。 (1pt)
 - 5) b. 露营 (1pt)
 - 6) b. 和原来一样。 (1pt)
 - 7) c. 7点40分 (1pt)
 - 8) a. 快 (1pt)
 - 9) b. 男士要请女士吃晚饭。 (1pt)
2.
 - 1) b. 她在中国生活了五、六年。 (1pt)
 - 2) a. 英文 (1pt)
 - 3) a. 张大林是美国人。 (1pt)
3.
 - 1) d. 长相 (1pt)
 - 2) b. 不可以，会被认为很没有礼貌。 (1pt)
 - 3) d. 中西方对长辈称呼的不同。 (1pt)

二、阅读

1.
 - 1) 错误 借书 (4pts)
 - 2) 数学 木 大楼 (4pts)
2.
 - 1) a. 一言为定 (2pts)
 - 2) b. 认认真真 (2pts)
 - 3) a. 先生 (2pts)
 - 4) d. 主意 (2pts)
3.
 - 1) b. 你好，很高兴认识你。 (2pts)
 - 2) a. 没关系! (2pts)
 - 3) d. 叔叔、阿姨你们好!
常听小龙说起你们。 (2pts)
 - 4) d. 好久没见了，最近怎么样? (2pts)
4.
 - 1) 呢 (2pts)
 - 2) 吧 (2pts)
 - 3) 吗 (2pts)
 - 4) 吧 (2pts)
5. 在中国，一年最热闹的一天是 (11pts)
春节，也叫过年。我最喜欢过年。
过年的时候，我们都穿上美丽的新

衣服，大家见面后都高高兴兴地说祝贺的话，全家还在一起吃丰盛的年夜饭。这一天，爷爷奶奶笑得合不上嘴，孩子们玩得特别开心，爸爸妈妈也显得很高兴，特别是妈妈不停地走来走去。妈妈说：“这是一年中全家人团聚的日子，再累也高兴。”

三、书写

1. (14pts)

Pinyin	Chinese	English
fēn shù	分数	mark, score
qǐng kè	请客	to invite
wàng jì	忘记	to forget
jì zhu	记住	to remember
zuì jìn	最近	example, model
jìn bù	进步	recently
yàng zi	样子	appearance, look

2. 1) - 2) Open-ended (4pts)
3.
 - 1) 北京不但很大，而且很现代。 (1pts)
 - 2) 他不但会说中文，而且还会写。 (1pts)
4.
 - 1) 我除了喜欢看电影，还喜欢看足球比赛。 (1pts)
 - 2) 我除了去过中国和德国，还去过法国。 (1pts)
5. Open-ended (6pts)

四、翻译

1. (Answers may vary) (4pts)
Xiao Feng is not only smart, she also studies diligently.
2. (Answers may vary) (4pts)
一开始，人们可能会混淆不同的称呼，但是在与中国人的交往中，这是令人愉快和尊重他人的方式。

五、口语

1. (Describe your family or friends) (6pts)

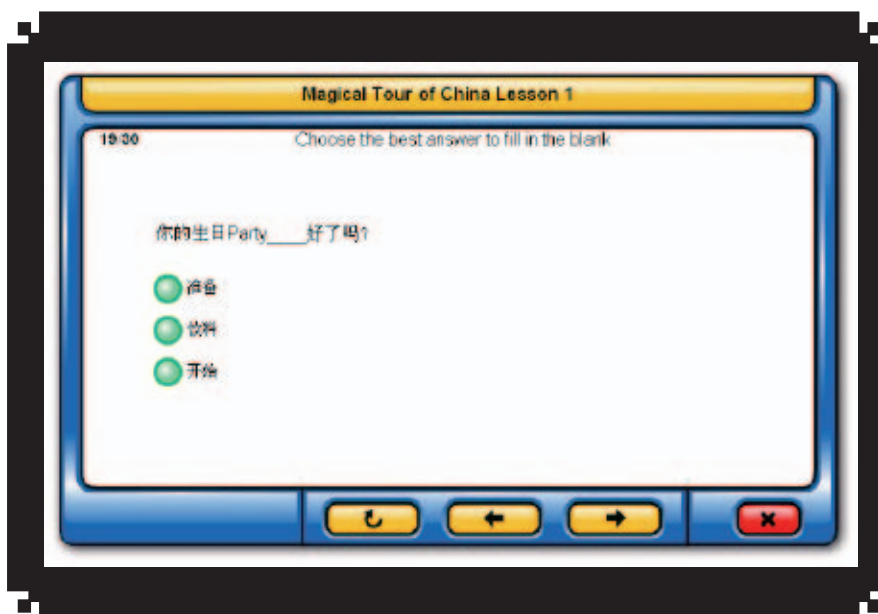
Sample Online Components

Lesson 1 我们要去中国! We are Going to China

Lesson Story



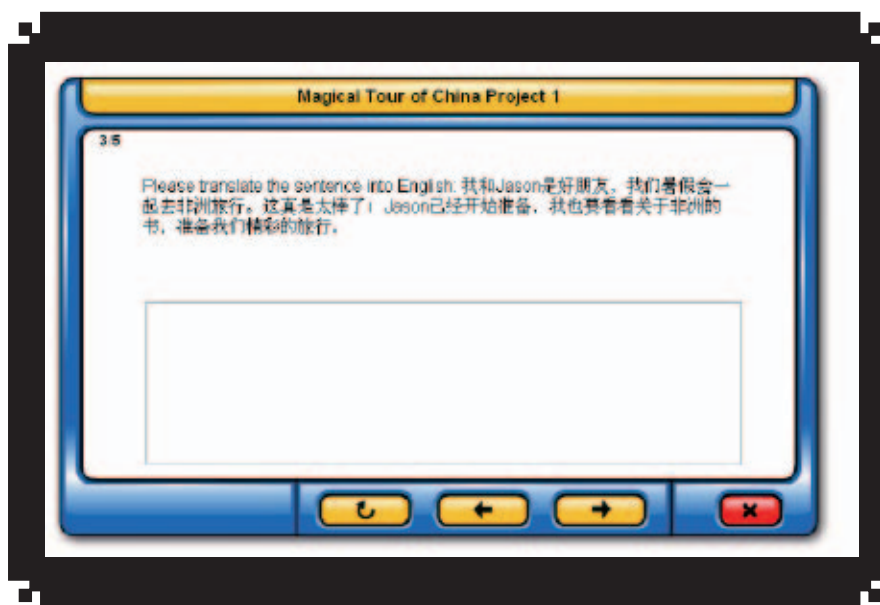
Homework



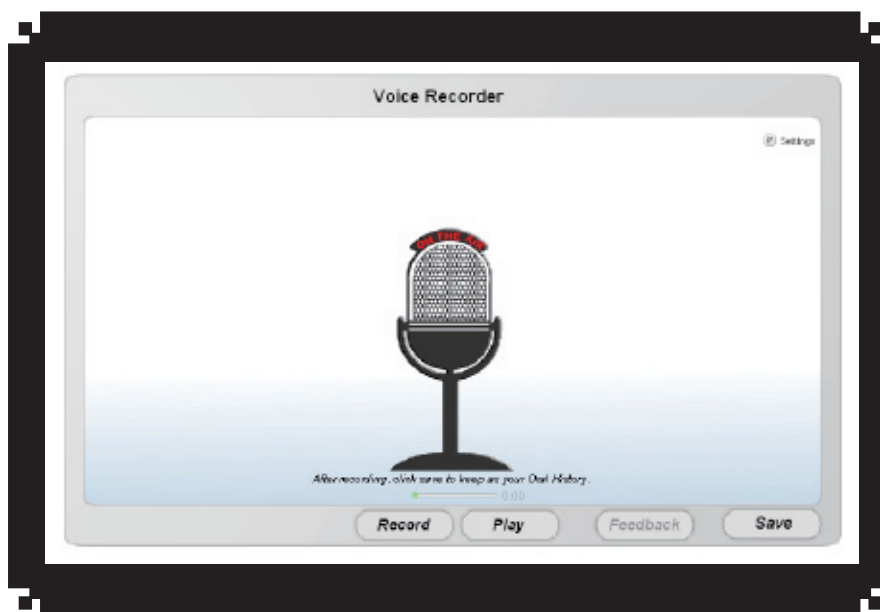
Sample Online Components

Lesson 1 我们要去中国! We are Going to China

Projects



Voice Recorder



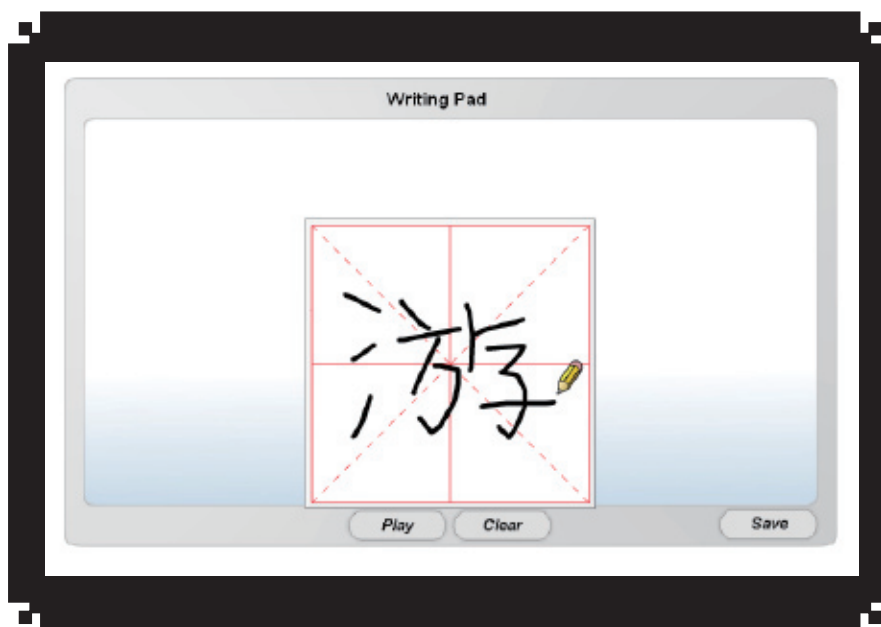
Sample Online Components

Lesson 1 我们要去中国! We are Going to China

Composition



Writing Pad



《奇妙中国游》系列教材讲述三个美国家庭第一次到中国北京旅游的经历；吃烤鸭，逛长城，听京剧，学中文，感受东西方文化的异同。故事角色情节贴近生活，语言生动真实。

- ⑤ 语言地道，真实，鲜活。
- ⑥ 螺旋式的课式，引人入胜。
- ⑦ 每课都有生词表，听、看、读、说综合多种技能，方便学习。
- ⑧ 课文注释以宾州情势为主，并配有宾州链接。
- ⑨ 内容涉及中国文字、语言、文化三部分，总体上语言与文化底蕴，既提高学生的中文水平，又增添他们的文化知识。

教材分为四册，每册9课，一共36课故事。每册有配套的练习册、光盘和Audio CD。还有网站 www.BetterChinese.com 的支持。

Magical Tour of China follows three American families who visit Beijing for the first time to learn about Chinese culture and language. This series consists of four volumes, each with nine episodes for a total of 36 lessons. There are accompanying Workbook, CD-ROM, and Audio CD for each volume. Online lessons and exercises are available at www.BetterChinese.com.

Designed for students in a non-native Chinese speaking environment, the features of **Magical Tour of China** include:

- ⑤ Builds language fluency to meet guidelines of the Advanced Placement (AP) test.
- ⑥ Use of National Standard's 5C (communication, cultures, connections, comparisons, communities) principles of teaching foreign languages.
- ⑦ Contemporary topics with emphasis on authenticity of content.
- ⑧ Integration of multimedia materials to build communicative strength.
- ⑨ Step-by-step, spiral-up approach to reinforce learning.
- ⑩ Entertaining, full-colored comic book lessons format for language learning appeal.
- ⑪ Fascinating cultural insights, including the origins of written characters and popular sayings, which enable students to achieve proficiency in Chinese language and culture.

大千世界 华夏文化
风姿绰约 永恒精品

