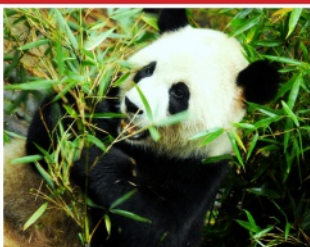


AUTHENTIC CHINESE



练习本 **1**
Workbook



真|实|中|文

Miao-Fen Tseng 曾妙芬 ◎主编

Junyao Wu 吴君瑶
Ying-Sin Chen 陈盈心 ◎编著
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Contents

Preface	IV
---------------	----

第一课 Lesson 1

对话一 Dialogue 1

一、拼音 Pinyin	1
二、汉字 Characters	3
三、听力 Listening	4
四、口语 Speaking	6
五、阅读 Reading	7
六、写作 Writing	8

对话二 Dialogue 2

一、拼音 Pinyin	9
二、汉字 Characters	11
三、听力 Listening	12
四、口语 Speaking	16
五、阅读 Reading	19
六、写作 Writing	21

第二课 Lesson 2

对话一 Dialogue 1

一、拼音 Pinyin	24
二、汉字 Characters	26
三、听力 Listening	27

四、口语 Speaking

五、阅读 Reading

六、写作 Writing

对话二 Dialogue 2

一、拼音 Pinyin	32
二、汉字 Characters	34
三、听力 Listening	35
四、口语 Speaking	37
五、阅读 Reading	38
六、写作 Writing	40

第三课 Lesson 3

对话一 Dialogue 1

一、拼音 Pinyin	45
二、汉字 Characters	47
三、听力 Listening	48
四、口语 Speaking	54
五、阅读 Reading	56
六、写作 Writing	60

对话二 Dialogue 2

一、拼音 Pinyin	64
-------------------	----

二、汉字 Characters	66
三、听力 Listening	67
四、口语 Speaking	71
五、阅读 Reading	73
六、写作 Writing	76

第四课 Lesson 4 82

对话一 Dialogue 1	82
一、拼音 Pinyin	82
二、汉字 Characters	84
三、听力 Listening	85
四、口语 Speaking	89
五、阅读 Reading	90
六、写作 Writing	94

对话二 Dialogue 2	98
一、拼音 Pinyin	98
二、汉字 Characters	100
三、听力 Listening	102
四、口语 Speaking	104
五、阅读 Reading	104
六、写作 Writing	109

第五课 Lesson 5 114

对话一 Dialogue 1	114
一、拼音 Pinyin	114
二、汉字 Characters	116
三、听力 Listening	117
四、口语 Speaking	120
五、阅读 Reading	122
六、写作 Writing	124

对话二 Dialogue 2	128
一、拼音 Pinyin	128
二、汉字 Characters	130
三、听力 Listening	131
四、口语 Speaking	134
五、阅读 Reading	136
六、写作 Writing	140

第六课 Lesson 6 148

对话一 Dialogue 1	148
一、汉字 Characters	148
二、听力 Listening	149
三、口语 Speaking	153
四、阅读 Reading	155
五、写作 Writing	160

对话二 Dialogue 2	164
一、汉字 Characters	164
二、听力 Listening	166
三、口语 Speaking	171
四、阅读 Reading	172
五、写作 Writing	174

第七课 Lesson 7 180

对话一 Dialogue 1	180
一、汉字 Characters	180
二、听力 Listening	181
三、口语 Speaking	184
四、阅读 Reading	186
五、写作 Writing	189

一封邮件 An Email	194	对话二 Dialogue 2	251
一、汉字 Characters	194	一、汉字 Characters	251
二、听力 Listening	196	二、听力 Listening	253
三、口语 Speaking	200	三、口语 Speaking	256
四、阅读 Reading	202	四、阅读 Reading	257
五、写作 Writing	205	五、写作 Writing	259
 第八课 Lesson 8	211	 第十课 Lesson 10	265
对话一 Dialogue 1	211	对话一 Dialogue 1	265
一、汉字 Characters	211	一、汉字 Characters	265
二、听力 Listening	212	二、听力 Listening	266
三、口语 Speaking	216	三、口语 Speaking	269
四、阅读 Reading	217	四、阅读 Reading	271
五、写作 Writing	221	五、写作 Writing	273
对话二 Dialogue 2	225	对话二 Dialogue 2	277
一、汉字 Characters	225	一、汉字 Characters	277
二、听力 Listening	227	二、听力 Listening	278
三、口语 Speaking	229	三、口语 Speaking	281
四、阅读 Reading	230	四、阅读 Reading	283
五、写作 Writing	233	五、写作 Writing	286
 第九课 Lesson 9	238		
对话一 Dialogue 1	238		
一、汉字 Characters	238		
二、听力 Listening	239		
三、口语 Speaking	241		
四、阅读 Reading	243		
五、写作 Writing	247		

Preface

The workbook for *Authentic Chinese* was created in alignment with research-endorsed principles and strategies for teaching Mandarin Chinese in secondary school settings. It supports classroom teaching focused on developing communication skills necessary for real-life contexts. In this workbook, core language skills in listening, speaking, reading, and writing reinforce and integrate with one another across three communicative modes—interpretive, interpersonal, and presentational. These modes, as defined by the American Council on the Teaching of Foreign Languages (ACTFL), serve as the foundation for the Advanced Placement (AP) Chinese Language and Culture Exam. This printed version is complemented by an interactive digital platform whereby learners can receive instant feedback upon completion of online learning activities.

Principles

Align with Target Objectives of Each Lesson

The workbook exercises seamlessly align with each lesson's Learning Objectives, What I Have Learned, and Exit Tickets. Following the principle of backward design in teaching, the learning objectives across three communicative modes at the beginning of each lesson guide the flow of the workbook. Each category of workbook exercises is labeled with a corresponding mode of communication, in relation to one or two of the language skills that learners will develop and perform. At the end of each lesson, learners can check their personal progress with What I Have Learned and Exit Tickets, to familiarize themselves with functions and patterns and identify areas where they may need to practice more to sharpen their skills. By assigning the workbook exercises as in-class practices, homework, or assessment items, instructors can get a better understanding of the progress of individual learners at different phases of learning, to determine whether intervention is needed. The practice items can be flexibly used to assess learners' performance as formative or summative assessments.

Emphasize Meaningful, Authentic, and Contextualized Communication

The workbook includes a wide variety of practice items to engage learners in communicative learning, with frequent opportunities for immersion in authentic-like contexts. The workbook

exercises reflect the language used in real-life situations and highlight situations relevant to students' everyday experience in secondary schools. A variety of simulated authentic materials, such as posters, advertisements, schedules, and flyers, provide contexts that learners will encounter in daily life. To increase learners' interest and opportunities for meaningful communication, the workbook features ample opportunities for learners to express their own opinions and relate their personal life experiences, which prepares them for spontaneous, appropriate, and capable communication in interacting with native speakers.

Recycle Vocabulary and Grammar in Contexts

The workbook features spiral and recurrent vocabulary and grammar structures to help learners master language functions through different types of exercises. Vocabulary and grammatical structures are constantly recycled and integrated with previous lessons, and whenever appropriate, they are expanded to immerse learners in increasingly complex language usages for active learning. This exposes learners frequently to a great amount of comprehensible input in a structure that progressively reinforces and consolidates their learning, in meaningful, communicative, and simulated authentic contexts. Exercise items, in this sense, are not block-by-block connected. Instead, they are incorporated and organized in a way that goes beyond one small step each time to gradually develop needed language skills within learners' comfort zones.

Simulate Contexts through Full-Color Illustrations

Many full-colored illustrations complement the workbook text. These have proven to be much more conducive to learning outcomes than black-and-white images. Visually appealing images, posters, pictures, and the like stimulate the curiosity and engagement of middle-school and high-school learners. Coupled with vivid contextual cues, these images provide support for learners to better interpret, interact, and connect with the content. Ultimately, adding visual interest and variety to the text helps catch learners' attention and motivate them to do better and more, and especially to stay on target to try to do well.

Organization

In this workbook, each lesson is divided into two parts corresponding to the lesson dialogues in the textbook. The workbook exercises in each section have been designed to increase in difficulty levels, in order to cater to the needs of different learners. Teachers are encouraged to select from among the many practice items and use them for different purposes before class, during class, and after class. The sections in each lesson are as follows.

Pinyin

From Lesson One to Lesson Five, exercises in this section ask learners to listen to individual characters, vocabulary, phrases, and sentences while writing or matching them with their corresponding Pinyin. This practice helps to build a strong foundation and enhance learners' understanding of pronunciation and tone recognition, which are critical for beginning learners in Mandarin Chinese. By practicing with meaningful words and sentences, learners are able to review vocabulary and grammar covered in the current lesson while gaining a deeper understanding of how to use the language in context.

① Listen to the audio and circle the correct tone you hear. 

1. (a) sī	(b) sì
2. (a) jī	(b) jǐ
3. (a) fèn	(b) fēn
4. (a) zuò	(b) zuō
5. (a) zài	(b) zǎi
6. (a) jiē	(b) jiě
7. (a) yáo	(b) yào
8. (a) huí	(b) huì
9. (a) yóu	(b) yǒu
10. (a) diàn	(b) diǎn

② Match the characters on the left with the Pinyin on the right.

1. 现在	(a) zěnmē
2. 开车	(b) huí jiā
3. 怎么	(c) diànnǎo
4. 地铁	(d) shàng kè
5. 回家	(e) yóuyòng
6. 电脑	(f) gōngchéngshī
7. 上课	(g) gōngzuò
8. 游泳	(h) xiànzài
9. 工作	(i) kāi chē
10. 工程师	(j) dìtiě

③ Listen to the audio and circle the correct Pinyin you hear. 

1. (a) huí jiā	(b) huì jiā
2. (a) shàng kè	(b) shàng kē
3. (a) nǎr	(b) nǎr
4. (a) yóuyòng	(b) yóuyǒng
5. (a) jiě rén	(b) jiě rěn

④ Match each phrase on the left with the Pinyin on the right.

1. 现在几点	(a) shàng yóuyòngkè
2. 上游游泳课	(b) xiànzài jī diàn
3. 坐地铁回家	(c) diànnǎo gōngchéngshī
4. 电脑工程师	(d) zuò dìtiě huí jiā
5. 在哪儿工作	(e) zài nǎr gōngzuò

This icon indicates that audio content is available to listen.

Characters and Radicals

This section is designed to help students understand the components, formation, and meaning of Chinese characters in an enjoyable and engaging way. The workbook includes a variety of exercises that are designed to simulate detective games, aimed at increasing students' awareness of the meaning of radicals and character components.

This section features five types of exercises, each providing different forms of stimulation. The exercises include circling the common parts of characters, combining radicals and character parts to create meaningful characters, matching the meaning of each radical, examining characters used in short phrases, and selecting characters with correct pronunciation.

By completing these exercises, students learn to recognize and predict the meaning of recurring radicals and character components. Through guided induction, students also build their knowledge of character formation while reviewing characters learned in each lesson. Listening to the audio and circling the characters reinforces the connection between pronunciation and characters. Throughout, students have fun exploring and learning characters.

Overall, students can have fun exploring and learning characters. By circling the common part of a character, learners absorb knowledge of character components and radical meanings while reviewing characters learned in each lesson.

4. Circle the common part of characters in each group for questions 1-4.

Example 你 们

1. 现 玩 2. 接 打
3. 程 和 4. 哪 听

5. Combine the radicals and character parts together to make new characters for questions 1-4.

1. 日 + 月 = _____ 2. 其 + 月 = _____
3. 月 + 月 = _____ 4. 月 + 齿 = _____

6. Combine the radicals in the orange cloud and the character parts in the blue cloud to make new characters. Sometimes you can combine one radical with more than one character part.

王、木、禾 + 见、占、星、安

Write down the characters you combined:

1. _____ 2. _____ 3. _____ 4. _____

7. Listen to the audio and circle the characters you hear in each group.

Group 1:

现、在、四、点、回

Group 2:

急、云、去、地、铁

Group 3:

昨、天、坐、开、车、接

8. Do you notice that the phrases in each line share the same character? Circle it and write it down with its English meaning.

Example 我 你 他 叫 to call

			character	meaning
1. 家务	家庭	家人		
2. 唱歌	这首歌	中文歌		
3. 男孩子	儿子	女孩子		
4. 明天	今天	星期天		
5. 几点	四点	五点二十		

Listening Comprehension

The listening section of the workbook begins with exercises based on the scenarios of the lesson dialogues. It offers an additional opportunity for learners to check their comprehension of the lesson's content. Other listening comprehension exercises are based on audio recordings of dialogues and narratives, incorporating vocabulary and grammar that the learners have already learned. To increase learners' confidence in answering questions, low-stress questions are incorporated for an easier and relatable start. Such items include multiple-choice, true/false questions, and checkboxes. Pictures are included to test learners' comprehension and provide visual aids to aid in understanding. For certain items, charts and tables are included

for learners to take notes or organize information while listening. This guides learners to develop listening skills and strategies while also gaining in comprehension and confidence.

Interpretive ② Listen to Textbook Dialogue 2 and select the most appropriate answers. 🎧

1. What does Li Ming's mom do?
a. a housewife
b. a doctor
c. a software engineer
2. What does Yingzi's mom do?
a. a housewife
b. a doctor
c. a software engineer

Interpretive ③ Listen to the four monologues and write down their parents' occupations in the table below in English. 🎧

	a.	b.	c.	d.
				
	王大明 Wang Daming	林明明 Lin Mingming	李英 Li Ying	李卫 Li Wei
Dad's job				
Mom's job				

Interpretive ② Listen to the five dialogues and select the correct ways of transportation. 🎧

1.			
	a.	b.	c.
2.			
	a.	b.	c.

Interpretive ③ Listen to the dialogue. Then mark the following statements with True (T) or False (F). 🎧

1. () The girl is going to have a birthday party on Sunday.
2. () The girl has a Chinese friend.
3. () Her friend is going to come to America on Saturday.
4. () The party will be held at twelve o'clock.
5. () The boy is coming to the party by taking the subway.

Speaking

This section provides speaking practice in both interpersonal and presentational modes, with language functions integrated into each lesson. It includes three types of exercises: meaningful open-ended questions, presentational speaking practice, and contextualized grammar structure practice. The open-ended questions have been designed to encourage learners to connect the lessons with their own lives, by inviting them to express their opinions and communicate their personal experiences. For each question, audio files are provided to simulate real-life contexts, prepare learners for future AP exams, and build a strong foundation in conversation. Presentational speaking exercises provide opportunities for learners to respond to real-life scenarios and practice their language skills in practical contexts. Contextualized grammar structure exercises have been designed to give learners meaningful contexts in which to

use key linguistic forms while engaging in meaning-based language use. This approach to speaking practices results in progressive development of the skills needed from the very start of Pre-AP toward AP Chinese. By doing these exercises, students will be well equipped with the tools they need to communicate effectively in Mandarin Chinese.

Interpersonal ④ Listen to each question and record your response with a technology tool. 🎧

Presentational ⑤ Look at each picture below and describe 李军军's daily schedule. Record your response with a technology tool.

Example 她七点上中文课。

7:00 am

8:00 am

3:00 pm

4:00 pm

7:00 pm

8:00 pm

Presentational ⑥ Read the statements of the people below. Then choose the sentence pattern A or B in the right column to provide each of them a suggestion. Record your response with a technology tool.

1

虽然我喜欢学中文，可是我的中文不好。我应该做什么？

A. 我觉得你应该……

OR

B. 我觉得你应该多……少……

2

我常常去朋友家打游戏。我妈妈一个人在家做家务。

A. 我觉得你应该……

OR

B. 我觉得你应该多……少……

Reading Comprehension

The reading section features a variety of question formats, including matching sentences, multiple-choice or true/false questions, rearranging dialogues, and organizing information from texts. These exercises provide learners with valuable language input and test their reading comprehension across diverse text types, including dialogues, narratives, and authentic materials that resemble those encountered in real-life situations. By practicing reading in a format that simulates what they may encounter outside the classroom, learners can improve their ability to understand and interpret the language in diverse Chinese-speaking settings.

Interpretive 1 Match each sentence on the left with the appropriate response on the right.

1. 现在几点?
2. 明天你要做什么?
3. 她爸爸在哪儿工作?
4. 你和弟弟怎么回家?
5. 你几点去上课?

- a. 我们坐地铁回家。
- b. 她爸爸在韩国工作。
- c. 现在九点四十五分。
- d. 明天我要看电影。
- e. 我七点坐车上学。

Interpretive 2 Look at the advertisement below and answer the questions in English.



1. What is this event about?

2. When is the start date of the event advertised on this poster?

Interpretive 3 Read the following dialogue and select the most appropriate answers.

李家豪: 你明天想不想去看电影?
金大中: 好啊! 我最喜欢看电影。我们几点去?
李家豪: 我们五点去, 你觉得怎么样?
金大中: 七点去, 好不好? 因为我四点半要上电脑课。
李家豪: 好, 没问题! 你想怎么去?
金大中: 我开车去你家接你, 怎么样?
李家豪: 对不起, 爸爸、妈妈不喜欢我坐朋友的车。
金大中: 那我们坐地铁去吧!
李家豪: 好。我们坐七点二十分的地铁。

1. What are they going to do together tomorrow?

- a. watch TV
- b. go swimming
- c. see a movie
- d. have a computer class

Interpretive 4 Read the description of the following people and complete the table below in Chinese characters.

你们好!
我叫王明明。我爸爸是
电脑工程师。我妈妈是中文
老师。我姐姐是中学生。

你好!
我叫李子英。我妈妈是
韩国人, 她是家庭主妇。我
爸爸是美国人, 他是老师。
我没有兄弟姐妹。

Writing

The writing section of the workbook, like the speaking section, focuses on both interpersonal and presentational modes. Through interpersonal writing tasks, learners express their own ideas and answer questions based on personal experiences through writing. Presentational writing exercises include filling in the blanks, rearranging sentences in a dialogue, and writing for real-life purposes. Fill-in-the-blank exercises aim to increase learners' awareness and understanding of key grammar and vocabulary usage in meaningful contexts, strengthening their ability to use targeted structures and vocabulary. Sentence rearrangement exercises, unlike traditional sentence scrambles with English translation, are presented in a context that involves two interlocutors taking turns, aided by visually intriguing colored pictures. This type of exercise enables learners to practice word order by comprehending sentences in context and immersing themselves in producing sentential-level language output. Finally, personal writing exercises are summative writing practices that align with Exit Tickets. These exercises give learners the opportunity to produce output that reflects their language proficiency in practical and authentic contexts, such as writing emails. They scaffold learners by providing examples

of writing and templates, helping to build confidence and enabling learners to practice using the language effectively.

Presentational ① Look at the clocks and complete the dialogue in Chinese characters.

1.		A: 现在几点? B: 现在 _____。
2.		A: 现在几点? B: 现在 _____。
3.		A: 现在几点? B: 现在 _____。

Presentational ② Fill in the blanks with the question words below.

吗 怎么样 多大 几 哪儿

- 现在 _____ 点?
- 你姐姐今年 _____?
- 你在 _____ 上游泳课?
- 你觉得那首中文歌 _____?
- 他坐地铁来上课 _____?

Interpersonal ③ What are your opinions on each person's statement below? Write down your opinions with the following sentence starters.

我觉得……应该……
我觉得……也很好
多……少……
我希望……
虽然……可是……
因为……

1.	 我觉得女孩子应该多做家务。	_____
2.	 我觉得女孩子应该做老师，男孩子应该做医生。	_____

Interpersonal ④ Rearrange the word order and write a complete sentence according to the prompts.

Example 生日派对 / 几点 / 是 / 她的
→ 她的生日派对是几点?



1.	上课 / 怎么 / 你 / 去 → _____	
2.	哪儿 / 你爸爸 / 在 / 工作 → _____	

Interpersonal ⑤ Answer the following questions according to your real experience.

- A: 你几点去上课?
B: _____
- A: 你在哪儿上中文课?
B: _____ (学校 xuéxiào, school)
- A: 你怎么回家?
B: _____

Interpersonal ⑥ Your teacher would like to know more about your family and your future career planning. Complete the following survey with Chinese characters to provide this information to your teacher.

我的中文名字 _____

你家有几个人?

你的家人做什么工作?

在你家，谁常常做家务?

你在家做家务吗? 你做什么家务?

你想做什么工作?

第一课 Lesson 1

Theme

个人和社群认同
Personal and Public Identities

Topic

新同学
New Classmates



Dialogue 1 对话一

一、拼音 Pinyin

A Listen to the audio and circle the correct tone you hear. 

- | | |
|--------------|----------|
| 1. (a) lí | (b) lǐ |
| 2. (a) nǐ | (b) ní |
| 3. (a) wò | (b) wǒ |
| 4. (a) háo | (b) hǎo |
| 5. (a) jīn | (b) jǐn |
| 6. (a) jiāo | (b) jiào |
| 7. (a) shēn | (b) shén |
| 8. (a) xíng | (b) xìng |
| 9. (a) wáng | (b) wǎng |
| 10. (a) mìng | (b) míng |

B Listen to the audio and circle the correct Pinyin you hear. 🎧

- | | |
|-----------------|--------------|
| 1. (a) Dàwéi | (b) Dàwèi |
| 2. (a) xìngmíng | (b) xìngmìng |
| 3. (a) límíng | (b) límíng |
| 4. (a) Yǐngzi | (b) Yīngzǐ |
| 5. (a) dàwáng | (b) dàwàng |

C Match the characters on the left with the Pinyin on the right.

- | | |
|--------|-------------|
| 1. 你 | (a) jiào |
| 2. 我 | (b) nǐ |
| 3. 呢 | (c) Jīn |
| 4. 金 | (d) ne |
| 5. 叫 | (e) wǒ |
| 6. 名字 | (f) nǐ ne |
| 7. 什么 | (g) nǐ hǎo |
| 8. 你好 | (h) wǒ xìng |
| 9. 我姓 | (i) shénme |
| 10. 你呢 | (j) míngzi |

D Match each name on the left with the Pinyin on the right.

- | | |
|--------|-----------------|
| 1. 王大卫 | (a) Jīn Yīngzǐ |
| 2. 金英子 | (b) Lǐ Dàying |
| 3. 李明 | (c) Wáng Dàwèi |
| 4. 王大明 | (d) Wáng Dàmíng |
| 5. 李大英 | (f) Lǐ Míng |

E Listen to each sentence and write down Pinyin with the correct tones you hear in the blanks. 🎧

1. Nǐ _____! Nǐ jiào _____ míngzi?
2. Wǒ _____ Dà Míng. Nǐ _____?
3. Wǒ _____ Lǐ, jiào Lǐ Yīng.

二、汉字 Characters

A Circle the common part of characters in each group for questions 1-4.

Example

你

们

- | | | | |
|------|---|------|---|
| 1. 你 | 什 | 2. 叫 | 呢 |
| 3. 姓 | 好 | 4. 好 | 字 |

B Combine the radicals in the orange cloud and the character parts in the blue cloud to make new characters. Sometimes you can combine one radical with more than one character part.

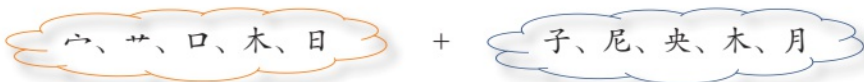
Part 1



Write down the combined characters here:

1. _____ 2. _____ 3. _____ 4. _____

Part 2



Write down the combined characters here:

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

C Listen to the audio and circle the characters you hear in each group.

Group 1:

我、好、叫、什、么

Group 2:

你、我、李、明、呢

Group 3:

我、姓、名、字、王、明

三、听力 *Listening*

Interpretive

A Listen to Textbook Dialogue 1 and select the most appropriate answers.

1. What do they first say to each other?

- a. Are you Dàwèi?
- b. How do you do?
- c. What is your name?

2. What is Dàwèi's family name?

- a. Wáng
- b. Lǐ
- c. Jiào

3. What is the woman's full name?

- a. Jīn Yīngzǐ
- b. Qīn Yīngzǐ
- c. Xīn Yīngzǐ

4. Write down their names in Pinyin next to their pictures.



Lǐ _____



Wáng _____



Jīn _____

Interpretive

B Listen to the following four people's self-introductions. Then write A, B, C, or D next to the number of each item to match the picture. 🎧

A



王大明
Wáng Dà míng

1. _____

B



林明明
Lín Míng míng

2. _____

C



李英
Lǐ Yīng

3. _____

D



李卫
Lǐ Wèi

4. _____

Interpretive

C Listen to the dialogue and select the most appropriate answers. 🎧

1. What do they first say to each other?

- a. Are you Lǐ Lín?
- b. How do you do?
- c. What is your name?

2. The man's name is

- a. Lǐ Wēi
- b. Lǐ Wéi
- c. Lǐ Wèi

3. The woman's surname is

- a. Lín
- b. Míngmíng
- c. Lǐ

四、口语 Speaking

Interpersonal

- A** Listen to each question and record your response with a technology tool. 🎧

Interpersonal

- B** Complete the dialogue based on B's response. Record what A should say with a technology tool.

1. A: _____

B: 你好!

2. A: _____

B: 我叫王大明。

3. A: _____

B: 我姓李。

4. A: _____

B: 老师姓林，叫林子学。

五、阅读 Reading

Interpretive

A Read the following name tags and fill in the blanks with the most appropriate numbers.



你好!

_____, 我叫金英子。



你好!

我姓李, _____。



你好!

我_____王, 我叫_____。



我姓王, 我_____王大卫。

① 姓

② 叫

③ 我叫李明

④ 王大明

⑤ 你好

⑥ 我姓金

Interpretive

B Complete the following short dialogue by entering a, b, or c in the blanks.

A: 1. _____

B: 你好!

A: 2. _____

B: 我叫王大明。你呢?

A: 3. _____

a. 你叫什么名字?

b. 我姓李, 叫李卫。

c. 你好!

六、写作 Writing

Interpersonal

A Complete the dialogue in Chinese characters.

A: _____

B: 你好!

A: _____

B: 我叫大明。

A: _____

B: 我姓林, 我叫林大明。

Presentational

B Write a short self-introduction in Chinese characters.

你好! 我姓 _____, 叫 _____。

你好! 我叫 _____。



Dialogue 2 对话二

一、拼音 Pinyin

A Listen to the audio and circle the correct tone you hear. 

- | | |
|---------------|-----------|
| 1. (a) yě | (b) yè |
| 2. (a) bǔ | (b) bù |
| 3. (a) nǎ | (b) nà |
| 4. (a) shī | (b) shì |
| 5. (a) guī | (b) guì |
| 6. (a) rèn | (b) rén |
| 7. (a) měi | (b) méi |
| 8. (a) hàn | (b) hán |
| 9. (a) guò | (b) guó |
| 10. (a) zhōng | (b) zhǒng |

B Listen to the audio and circle the correct Pinyin you hear. 

- | | |
|-----------------|--------------|
| 1. (a) lǎoshí | (b) lǎoshī |
| 2. (a) qǐng wèn | (b) qǐng wén |
| 3. (a) bù shí | (b) bú shì |
| 4. (a) Méiguò | (b) Měiguó |
| 5. (a) nín hǎo | (b) nǐ hǎo |

C Match the characters on the left with the Pinyin on the right.

1. 您	(a) yě
2. 也	(b) ma
3. 吗	(c) rén
4. 人	(d) qǐng wèn
5. 哪	(e) guàixìng
6. 请问	(f) nǎ
7. 贵姓	(g) bú shì
8. 美国	(h) nín
9. 不是	(i) lǎoshī
10. 老师	(j) Měiguó

D Match each name on the left with the Pinyin on the right.

1. 林美心	(a) Lǐ Měihǎo
2. 王贵英	(b) Lín Měixīn
3. 李美好	(c) Wáng Guìyīng
4. 金林心	(d) Lǐ Míngshēng
5. 李明生	(e) Jīn Línxīn

E Listen to the names of countries and circle the Pinyin you hear. 🎧

Group 1:

Yīngguó Měiguó Zhōngguó Mòxīgē

Group 2:

Rìběn Déguó Yīndù Yīngguó

Group 3:

Yuènnán Jiānádà Hánguó Fǎguó

二、汉字 Characters

A Circle the common part of characters in each group for questions 1-4.

Example

好

姓

1. 你 们 什
3. 问 名 叫

2. 吗 哪 呢
4. 木 林 李

B Match each radical on the left with the meaning on the right.

- | | |
|------|--------------------|
| 1. 亻 | (a) border |
| 2. 口 | (b) people, person |
| 3. 木 | (c) female, woman |
| 4. 女 | (d) mouth |
| 5. 冂 | (e) wood |

C Combine the radicals in the orange cloud and the character parts in the blue cloud to make new characters. Sometimes you can combine one radical with more than one character part.

Part 1



Write down the characters you combined:

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

Part 2



Write down the characters you combined:

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

D Do you notice that the phrases in each line share the same character? Circle it and write it down with its English meaning.

Example 我叫…… 你叫…… 他叫…… 叫 to call

			character	meaning
1. 你好	你们	你呢		
2. 我们	你们	老师们		
3. 中国人	美国人	哪国人		
4. 老师好	你们好	你好		
5. 您贵姓	我姓王	你姓李		

三、听力 Listening

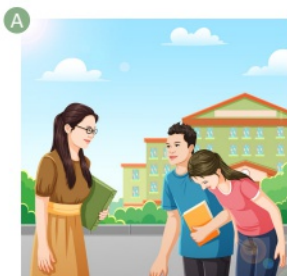
Interpretive

A Listen to Textbook Dialogue 2. Then draw a line to match people with their nationalities. 🎧



Interpretive

B Listen to the three dialogues and write A, B, or C next to the number of each item to match the picture. 🎧

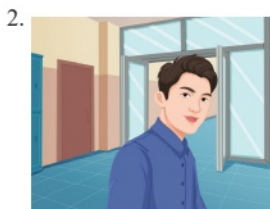
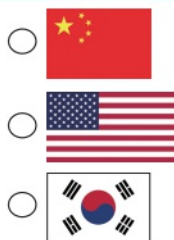
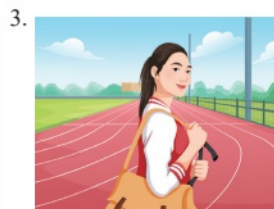


1. _____ 2. _____ 3. _____

Note: 学生 xuéshēng, student

Interpretive

C Listen to the three dialogues and select each person's nationality. 🎧



Interpretive

D Listen to the dialogue. Then mark the following statements with True (T) or False (F). 🎧

- () Two classmates are having a conversation.
- () The boy's name is Dàzhōng.
- () They are both Chinese.

Interpretive

E Listen to the name of each country, then write the letter representing each country next to the number of its matching item. 🎧

1. _____ America	a. 中国 Zhōngguó	
2. _____ China	b. 韩国 Hánguó	
3. _____ Korea	c. 美国 Měiguó	
4. _____ Japan	d. 英国 Yīngguó	
5. _____ India	e. 日本 Riběn	
6. _____ Mexico	f. 加拿大 Jiānádà	
7. _____ Canada	g. 印度 Yīndù	
8. _____ United Kingdom	h. 墨西哥 Mòxīgē	

Which countries would you like to visit? If a country is not listed, search it online and list the country in Pinyin.

1. _____
2. _____
3. _____

Interpretive

F Listen to the eight dialogues and guess which person is described in the dialogues. Then write a letter next to the number of each item to match the picture. 🎧



Mǎdīng Lùdé Jīn



美国



Yáo Míng



中国



Piáo Zǎixiàng



韩国

Yīlìshābái Yàlìshādélā
Mǎlì Wēnshā

英国



Jiāsītīng Bǐbó



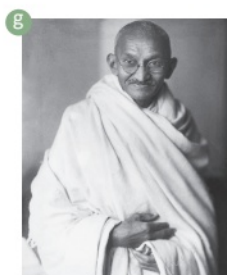
加拿大
Jiānádà



Dàbǎn Zhíměi



日本
Rìběn



Gāndì



印度
Yìndù



Fúlídá Kǎluó



墨西哥
Mòxīgē

Guess who?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

四、口语 Speaking

Presentational

A Please greet each person or group in an appropriate way. Record your greeting with a technology tool.



Presentational

- B** A Chinese person is visiting your school. Introduce yourself and politely ask some questions. Record your introduction and questions with a technology tool.

Interpersonal

- C** Ask questions with 吗 based on the response provided. Record your questions with a technology tool.

Example

你是学生吗?



1.

不是, 我不叫王大明。



2.

是, 我们是美国人。



<p>3.</p> <hr/>		
<p>4.</p> <hr/>		
<p>5.</p> <hr/>		

Interpersonal

- D** Listen to each question and record your response with a technology tool. 🎧

五、阅读 Reading

Interpretive

A Match each sentence on the left with the appropriate response on the right.

1. _____ 请问，您贵姓？
2. _____ 你好！
3. _____ 我是老师，你呢？
4. _____ 你是哪国人？
5. _____ 你叫什么名字？
6. _____ 你是美国人吗？

- a. 你好！
- b. 我叫金国。
- c. 我是美国人。
- d. 我也是老师。
- e. 我姓林，叫林美。
- f. 不是，我是中国人。

Interpretive

B Read the dialogue and mark the following statements with True (T) or False (F).

A: 您好！请问，您是老师吗？

B: 是，我是老师。你们好！

A: 老师，请问，您贵姓？

B: 我姓林，叫林子英。你们叫什么名字？

A: 我叫金大中。

C: 老师好，我叫王美英。

1. () The dialogue is between three classmates.
2. () Lín Zīyīng is a student.
3. () They are all familiar with each other.

Interpretive

C Read the following self-introductions and select the most appropriate answers.



你们好!
我姓王, 叫王大明。
我不是美国人, 我是中国人。



你好!
我叫李英。
我是美国人, 也是韩国人。



你们好!
我姓林, 我叫林明明。
我是中国人。



你们好!
我叫李卫。
我是美国人。

1. Who is Chinese?

- a. 王大明
- b. 李英
- c. 李卫

2. Who is Korean?

- a. 王大明
- b. 李英
- c. 林明明

3. What is 李英's nationality?
- American
 - Korean
 - American and Korean
4. Which one of the following statements is true?
- The second girl and the fourth boy have the same last name.
 - 林明明 and 王大明 are both American.
 - 李英 is a Chinese girl.

六、写作 Writing

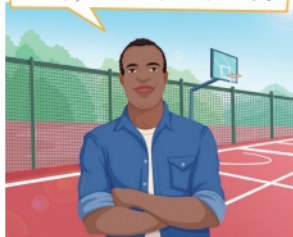
Interpersonal

- A** Rearrange the word order and write a complete sentence according to the prompts.

Example

老师 / 王大明 / 是 / 吗
→ 王大明是老师吗?

不是，王大明不是老师。



1.

美国 / 你们 / 吗 / 是 / 人

→ _____

是，我们是美国人。



<p>2.</p> <p>哪 / 是 / 国 / 人 / 李卫</p> <p>→ _____</p>		<p>李卫是美国人。</p> 
<p>3.</p> <p>您 / 老师 / 吗 / 是 / 也</p> <p>→ _____</p>		<p>是，我也是老师。</p> 
<p>4.</p> <p>您 / 请问 / 贵 / 姓</p> <p>→ _____</p>		<p>我姓林。</p> 
<p>5.</p> <p>什么 / 叫 / 你 / 名字</p> <p>→ _____</p>		<p>我叫王美英。</p> 

Interpersonal

B Complete the dialogue in Chinese characters based on B's responses.

A: _____

B: 你好!

A: _____

B: 我叫贵英。

A: _____

B: 我姓王。

A: _____

B: 不是，我不是中国人，我是美国人。

A: _____

B: 是，我是学生 (xuéshēng, student)。

Presentational

C Write a short self-introduction.

我姓 _____，叫 _____。

我是 _____ 人，我不是 _____ 人。

我是 _____。我不是 _____。（老师 / 学生 xuéshēng, student）

第二课 Lesson 2

Theme

家庭与社区
Families and Communities

Topic

我的家人
My Family



Dialogue 1 对话一

一、拼音 Pinyin

A Listen to the audio and circle the correct tone you hear. 

- | | |
|---------------|-----------|
| 1. (a) sì | (b) sī |
| 2. (a) ǎi | (b) ài |
| 3. (a) gè | (b) gē |
| 4. (a) wǔ | (b) wú |
| 5. (a) hē | (b) hé |
| 6. (a) mèi | (b) méi |
| 7. (a) hǎi | (b) hái |
| 8. (a) gòu | (b) gǒu |
| 9. (a) dòu | (b) dōu |
| 10. (a) liǎng | (b) liáng |

B Listen to the audio and circle the correct Pinyin you hear.

- | | |
|------------------|---------------|
| 1. (a) jià rén | (b) jiā rén |
| 2. (a) jǐ gè | (b) jí gé |
| 3. (a) dī dì | (b) dì dì |
| 4. (a) jié jié | (b) jiě jie |
| 5. (a) liǎng zhī | (b) liáng zhī |

C Match the characters on the left with the Pinyin on the right.

1. 都

(a) hěn

2. 还

(b) dōu

3. 很

(c) liǎng

4. 只

(d) zhī

5. 两

(e) hái

6. 妈妈

(f) dì dì

7. 妹妹

(g) bà ba

8. 弟弟

(h) mā ma

9. 爸爸

(i) mèi mei

10. 姐姐

(j) jiě jie

D Match each person's title on the left with the Pinyin on the right.

1. 王爸爸

(a) Dà míng dì dì

2. 英子姐姐

(b) Wáng bà ba

3. 大明弟弟

(c) Lín mā ma

4. 林妈妈

(d) Jiā xīn mèi mei

5. 家心妹妹

(e) Yīng zǐ jiě jie

E Listen to each sentence and write down Pinyin with the correct tones you hear in the blanks. 🎧

1. Nǐ hǎo, Měizǐ! Nǐ _____ yǒu jǐ _____ rén?
2. Wǒ jiā _____ sì gè _____, bà mā、_____ hé wǒ. Nǐ ne?
3. Wǒ jiā yǒu bàba、māma _____ wǒ, hái yǒu liǎng _____ gǒu.

二、汉字 Characters

A Circle the common part of characters in each group for questions 1-4.

• Example • 你 们

- | | |
|-------------|-------------|
| 1. 字 家 | 2. 姐 妹 |
| 3. 吗 妈 | 4. 字 李 |

B Combine the radicals and character parts together to make new characters for questions 1-4.

Part 1

- | | |
|------------------|----------------------|
| 1. 亻 + 尔 = _____ | 2. 亻 + 门 = _____ |
| 3. 亻 + 十 = _____ | 4. 亻 + 尔 + 心 = _____ |

Part 2

- | | |
|------------------|------------------|
| 1. 女 + 马 = _____ | 2. 女 + 子 = _____ |
| 3. 女 + 未 = _____ | 4. 女 + 且 = _____ |

C Listen to the audio and circle the characters you hear in each group. 🎧

Group 1:

你、家、有、人、吗

Group 2:

好、我、五、个、姐

Group 3:

妈妈、弟弟、姐姐、看、照片

三、听力 *Listening*

Interpretive

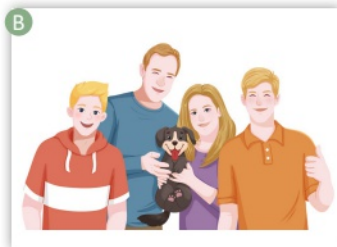
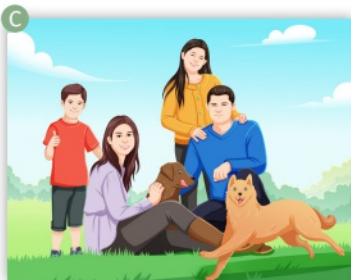
A Listen to Textbook Dialogue 1 and write A, B, C, or D next to the name to match each description. 🎧

Wáng Dàwèi

王大卫 _____

Jīn Yīngzǐ

金英子 _____



Interpretive

B Listen to the four dialogues and write A, B, C, or D next to the number of each item to match the picture. 🎧



1. _____ 2. _____ 3. _____ 4. _____

Interpretive

C Listen to the three dialogues and write A, B, or C next to the number of each item to match the picture. 🎧



1. _____ 2. _____ 3. _____

Interpretive **D** Listen to the dialogue. Then mark the following statements with True (T) or False (F). 🎧

1. () The boy's family has five people.
2. () The girl has a younger brother.
3. () The girl's family has five people.
4. () The boy has a dog.
5. () The girl doesn't have a dog.

四、口语 Speaking

Interpersonal Listen to each question and record your response with a technology tool. 🎧

五、阅读 Reading

Interpretive **A** Read the following vocabulary and match each picture of a family member with its corresponding meaning.

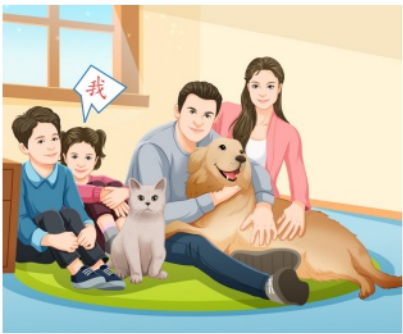
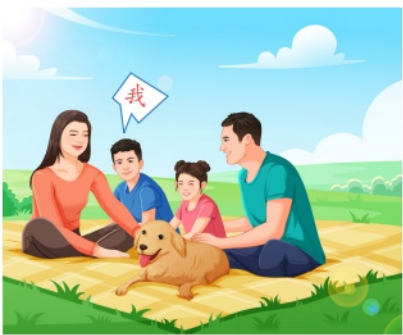
- | | | |
|---------------|---------------|---------------|
| 1. () 爸爸 | 2. () 妈妈 | 3. () 哥哥 |
| 4. () 姐姐 | 5. () 弟弟 | 6. () 妹妹 |



Interpretive

B Match their family descriptions with family portraits. Fill in the corresponding letters on top of the family portraits.

- a. 你们好！我家有四个人，有爸爸、妈妈、哥哥和我。我家还有一只猫（māo, cat）和一只狗。
- b. 你好！我家有三个人，有爸爸、妈妈和我。我家没有狗。
- c. 你好！我家有四个人，有爸爸、妈妈、妹妹和我。我家还有一只狗。
- d. 你好！我家有四个人。我家有爸爸、妈妈、姐姐和我。我家没有狗。

1. _____ 	2. _____ 
3. _____ 	4. _____ 

Interpretive

 Read the following song lyrics and answer the questions in Chinese characters.

我爱我的爸爸，
我爱我的妈妈，
我爱我的哥哥，
我爱我的姐姐，
我爱我的家。

1. 他家有几个人？

2. 他家有什么人？

3. 他有几个妹妹？

4. 他有几只狗？

六、写作 Writing

Presentational

Write a few sentences to introduce your family.

_____, 叫 _____. 我是 _____ 人。

我家有 _____ 个人, 有 _____,

没有 _____. 我 _____ 狗。



Dialogue 2 对话二

一、拼音 Pinyin

A Listen to the audio and circle the correct tone you hear. 🎧

- | | |
|---------------|-----------|
| 1. (a) tǎ | (b) tā |
| 2. (a) yí | (b) yī |
| 3. (a) zhè | (b) zhē |
| 4. (a) yóu | (b) yǒu |
| 5. (a) jiā | (b) jià |
| 6. (a) jiě | (b) jiē |
| 7. (a) kǎn | (b) kàn |
| 8. (a) zhào | (b) zhǎo |
| 9. (a) piàn | (b) piān |
| 10. (a) xióng | (b) xiōng |

B Listen to the audio and circle the correct Pinyin you hear. 🎧

- | | |
|------------------|---------------|
| 1. (a) gége | (b) gēge |
| 2. (a) kǎn jià | (b) kān jiā |
| 3. (a) yìshēng | (b) yīshēng |
| 4. (a) zhōngxuě | (b) zhōngxué |
| 5. (a) liáng rén | (b) liǎng rén |

C Match the characters on the left with the Pinyin on the right.

1. 这	(a) kàn
2. 有	(b) yī
3. 看	(c) zhè
4. 一	(d) yǒu
5. 学生	(e) zhàopiàn
6. 兄弟	(f) jiārén
7. 姐妹	(g) tāmen
8. 照片	(h) jiěmèi
9. 家人	(i) xiōngdì
10. 她们	(j) xuéshēng

D Match each phrase on the left with the Pinyin on the right.

1. 大明的哥哥	(a) Lǐ Měizǐ de bàba
2. 李美子的爸爸	(b) Lín Yīng de māma
3. 林英的妈妈	(c) Jiāyīng de dìdi
4. 王爱明的姐姐	(d) Dà míng de gēge
5. 家英的弟弟	(e) Wáng Ài míng de jiějie

E Listen to each sentence and write down Pinyin with the correct tones you hear in the blanks. 🎧

- Nǐ _____, zhè shì wǒ jiārén _____ zhàopiàn.
- Zhè _____ nǐ jiějie ma? _____ shì zhōng _____ ma?
- Bù, wǒ jiějie _____ zhōngxuéshēng, wǒ _____ shì.

二、汉字 Characters

A Circle the common part of characters in each group for questions 1-4.

• Example •  

- | | | | | | |
|------|---|---|------|---|---|
| 1. 你 | 您 | 们 | 2. 妈 | 她 | 姓 |
| 3. 和 | 吗 | 呢 | 4. 字 | 学 | 李 |

B Match each radical on the left with the meaning on the right.

- | | |
|------|------------|
| 1. 𠂔 | (a) step |
| 2. 人 | (b) animal |
| 3. 彳 | (c) people |
| 4. 宀 | (d) walk |
| 5. 辶 | (e) roof |

C Combine the radicals in the orange cloud and the character parts in the blue cloud to make new characters. Sometimes you can combine one radical with more than one character part.

Part 1



Write down the characters you combined:

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

Part 2



Write down the characters you combined:

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

D Do you notice that the phrases in each line share the same character? Circle it and write it down with its English meaning.

Example 我叫…… 你叫…… 他叫…… 叫 to call

			character	meaning
1. 我家	你家	她家		
2. 四个人	两个姐姐	一个哥哥		
3. 一只狗	两只狗	五只狗		
4. 我们	她们	学生们		
5. 中国	中国人	中学生		

三、听力 Listening

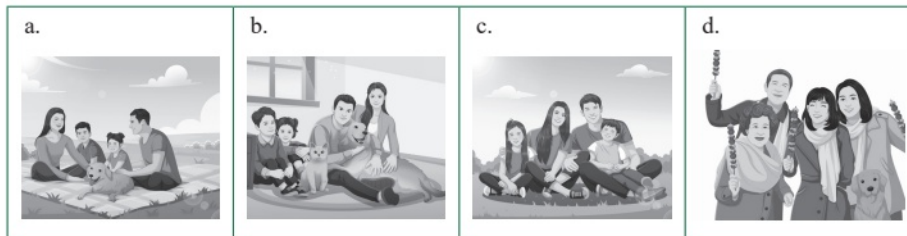
Interpretive

A Listen to Textbook Dialogue 2. Then mark the following statements with True (T) or False (F).

- () Dàwèi has a younger brother.
- () Lǐ Míng has two older sisters.
- () Lǐ Míng's sisters are secondary school students.
- () Dàwèi's brother is not a student.

Interpretive

- B** Ms. Lin is showing us her childhood family photo and talking about her family. Listen to the monologue and select the family photo below that matches the description. 🎧



Interpretive

- C** Two people are looking at a picture. Listen to the dialogue and select the most appropriate answers. 🎧

- Who is in the picture?
 - the woman's older sister
 - the woman's younger sister
 - the woman's teacher
- How many dogs does the man have?
 - none
 - one
 - two

四、口语 Speaking

Interpersonal

A Listen to each question and record your response with a technology tool. 🎧

Interpersonal

B Listen to each question and use 都 to answer each question with the information in the chart. Record your response with a technology tool. 🎧

Example

Question

李英和王大明都有狗吗？

Recorded answer

他们都没有狗。



(Chéng Lóng)
成龙
中国人
有哥哥和姐姐



王大明
中国人
中学生
有弟弟和妹妹



(Àobāmǎ)
奥巴马
美国人
有哥哥、姐姐、
弟弟和妹妹



李英
美国人
中学生
有妹妹

五、阅读 Reading

Interpretive

- A** This is a poster of a Chinese TV drama. Read the characters on the poster and select the most appropriate answer.

What is this TV drama about?

- a. School life
- b. Teacher
- c. Siblings
- d. Parents



Interpretive

- B** Two truths and a lie! The people below tell two truths and a lie about their family. Can you tell which is the lie? Circle the lie!

1. 王大卫	<p>a. 我家有四个人。</p> <p>b. 我有两个姐姐。</p> <p>c. 我有一个哥哥。</p>	
2. 金英子	<p>a. 我的哥哥是中学生。</p> <p>b. 我有一个弟弟。</p> <p>c. 我有一个妹妹。</p>	
3. 李明	<p>a. 我家有五个人。</p> <p>b. 我有一个哥哥。</p> <p>c. 我有两个姐姐， 我的姐姐是中学生。</p>	

Interpretive



Read the following self-introduction and select the most appropriate answers.

我叫韩家国。我是美国人。我家有四个人，有爸爸、妈妈、妹妹和我，还有两只狗。我和王美英是同学（tóngxué, classmate）。她家有六个人，她妹妹和我妹妹也是同学。她家还有一只狗。我们都很爱我们的狗。

1. How many people are there in the person's family?
 - a. four
 - b. five
 - c. six

2. The person has ...
 - a. an older sister.
 - b. a younger sister.
 - c. two younger sisters.

3. Which of the following statements is correct?
 - a. The person has one dog.
 - b. The person's sister and his classmate's sister are also classmates.
 - c. The person's classmate does not like dogs.

六、写作 Writing

Presentational A Read the following sentences and fill in a measure word (只, 个) if needed. If a measure word is not needed, put an X.

1. 他家有六 _____ 人。
2. 他有一 _____ 哥哥和两 _____ 妹妹。
3. 我的老师有两 _____ 狗。
4. 他没有 _____ 弟弟。
5. 我有两 _____ 中国老师，一 _____ 老师姓林，一 _____ 老师姓金。

Presentational B Read the questions and the responses, then fill in the most appropriate question words 什么, 哪, 呢, 几, or 吗 to complete the dialogues.

1. A: 你爸爸和妈妈是 _____ 国人?
B: 我爸爸和妈妈都是韩国人。
2. A: 你妹妹叫 _____ 名字?
B: 她叫王爱。
3. A: 金大中有兄弟姐妹 _____ ?
B: 有，他有一个姐姐和两个弟弟。
4. A: 这是你弟弟的照片 _____ ?
B: 不是，这是我哥哥的照片。
5. A: 李老师家有 _____ 个人?
B: 他家有五个人。
6. A: 我有两只狗。你 _____ ?
B: 我没有狗。

Interpersonal

C Rearrange the word order and write a complete sentence according to the prompts.

Example

你有姐姐吗？



我 / 姐姐 / 有 / 没

→ 我没有姐姐。

1.

你家有几只狗？

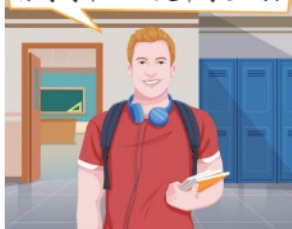


只 / 我家 / 两 / 有 / 狗

→ _____

2.

你哥哥和姐姐是中学生吗？



我 / 都 / 不是 / 哥哥 / 和 / 姐姐 / 中学生

→ _____

3.

林老师家有几个人？



她家 / 有 / 人 / 还有 / 四个 / 一只 / 狗

→ _____

4.		<p>这是 / 兄弟姐妹 / 我 / 照片 / 的</p> <p>→ _____</p>
6.		<p>都 / 有 / 狗 / 我们</p> <p>→ _____</p>

Presentational

D Read the personal information in the chart and use 都 to describe the aspects that two people have in common. Write two affirmative sentences and two negative sentences.

名字	 王中	 王大卫	 金英子	 林美
老师 / 学生	老师	学生	学生	老师
哪国人?	中国	美国	韩国	中国
家里有几个人?	五个人	四个人	五个人	四个人
有狗吗?	没有狗	一只狗	两只狗	一只狗
兄弟姐妹	哥哥和弟弟	哥哥	弟弟和妹妹	妹妹

Example

王大卫和金英子都是学生。

王大卫和金英子都不是老师。

Affirmative:

1. _____

2. _____

Negative:

1. _____

2. _____

Interpersonal

E Complete the dialogue in Chinese characters based on B's responses.

A: _____

B: 她是我的同学 (tóngxué, classmate), 她姓李, 叫李美明。

A: _____

B: 她是中国人。

A: _____

B: 是, 她是中学生。

A: _____

B: 她家有四个人, 还有两只狗。

A: _____

B: 她没有兄弟姐妹。

Presentational

F You are sharing three photos of your teachers/ friends/classmates to your penpal. Write three to five sentences to introduce them. You can write names in Pinyin. (You may attach a photo or draw their portraits.)

Example

这是我爸爸的照片。
他姓金，他叫金大国。
他是韩国人。他没有狗。



Photo 1	
Photo 2	
Photo 3	

第三课 Lesson 3

Theme

个人与社群认同
Personal and Public Identities

Topic

我的生日
My Birthday



Dialogue 1 对话一

一、拼音 Pinyin

A Listen to the audio and circle the correct tone you hear. 

- | | |
|--------------|----------|
| 1. (a) èr | (b) ěr |
| 2. (a) bā | (b) bá |
| 3. (a) qǔ | (b) qù |
| 4. (a) shí | (b) shì |
| 5. (a) liù | (b) liú |
| 6. (a) lài | (b) lái |
| 7. (a) pái | (b) pài |
| 8. (a) tiān | (b) tián |
| 9. (a) xǐng | (b) xīng |
| 10. (a) dìng | (b) dīng |

B Listen to the audio and circle the correct Pinyin you hear.

- | | |
|----------------|-------------|
| 1. (a) páiduì | (b) pàiduì |
| 2. (a) èrshí | (b) érshí |
| 3. (a) shì hào | (b) shí hào |
| 4. (a) xièxie | (b) xiěxiě |
| 5. (a) xīngqì | (b) xīngqī |

C Match the characters on the left with the Pinyin on the right.

- | | |
|--------|-------------|
| 1. 月 | (a) hào |
| 2. 号 | (b) lái |
| 3. 来 | (c) zhù |
| 4. 去 | (d) yuè |
| 5. 祝 | (e) qù |
| 6. 今天 | (f) yíding |
| 7. 快乐 | (g) xīngqī |
| 8. 一定 | (h) xièxie |
| 9. 星期 | (i) kuàilè |
| 10. 谢谢 | (j) jīntiān |

D Match each day or date on the left with the Pinyin on the right.

- | | |
|---------|---------------------|
| 1. 星期二 | (a) Sān yuè shí hào |
| 2. 星期五 | (b) Xīngqīwǔ |
| 3. 六月一号 | (c) Bā yuè bā hào |
| 4. 八月八号 | (d) Liù yuè yī hào |
| 5. 三月十号 | (e) Xīngqī'èr |

E Listen to each sentence and write down the correct Pinyin with tones you hear in the blanks. 🎧

1. Xiǎo Yīng, wǒ de _____ shì Shí yuè bā hào.
2. Shí yuè bā hào shì _____?
3. Xīngqīwǔ, wǒ _____ yí gè _____, nǐ _____ ma?
4. Hǎo, wǒ _____ qù.

二、汉字 Characters

A Circle the common part of characters in each group for questions 1-4.

• Example •

你

们

- | | | | |
|------|---|------|---|
| 1. 谁 | 谢 | 2. 是 | 星 |
| 3. 这 | 还 | 4. 今 | 个 |

B Combine the radicals in the orange cloud and the character parts in the blue cloud to make new characters. Sometimes you can combine one radical with more than one character part.

Part 1



Write down the characters you combined:

1. _____ 2. _____ 3. _____ 4. _____

Part 2



Write down the characters you combined:

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

C Listen to the audio and circle the characters you hear in each group.

Group 1:

今、是、星、明、几

Group 2:

谢、生、日、的、吗

Group 3:

十、月、号、有、快、乐

三、听力 Listening

Interpretive

A Listen to Textbook Dialogue 1 and select the most appropriate answers.

1. What day is it today?

- a. Monday
- b. Tuesday
- c. Wednesday
- d. Thursday

2. Whose birthday is it today?
 - a. Yīngzǐ
 - b. Lǐ Míng
 - c. Dàwèi
 - d. Lín lǎoshī

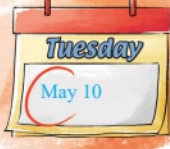
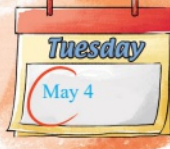
3. When is Yīngzǐ's birthday?
 - a. August 15
 - b. March 6
 - c. March 15
 - d. August 6

4. When is the birthday party?
 - a. Sunday
 - b. Saturday
 - c. Monday
 - d. Friday

5. Which of the following statements is correct?
 - a. Lǐ Míng and Yīngzǐ might go to the birthday party.
 - b. Lǐ Míng will definitely go to the birthday party, but Yīngzǐ will not.
 - c. Yīngzǐ will definitely go to the birthday party, but Lǐ Míng will not.
 - d. Lǐ Míng and Yīngzǐ will definitely go to the birthday party.

Interpretive

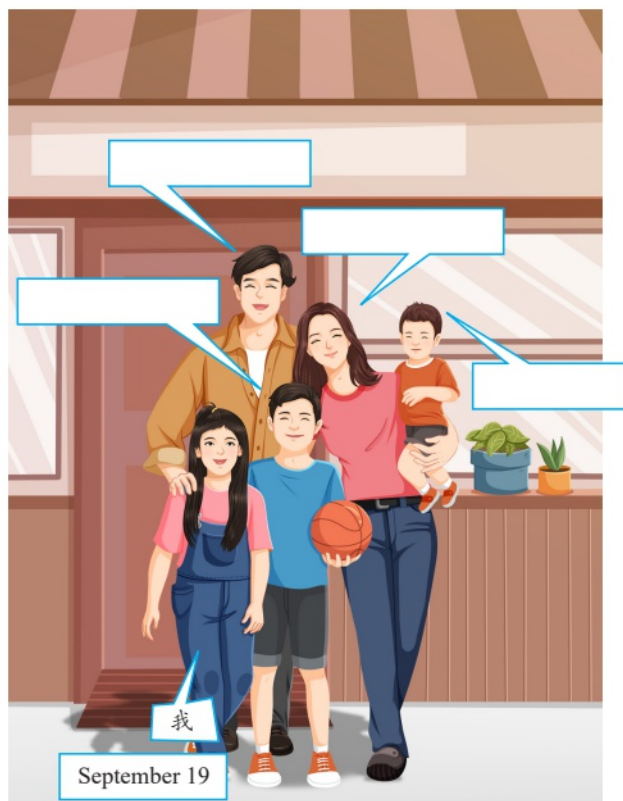
B Listen to the following six dialogues and select today's date. 🎧

1.	<p>a.</p> 	<p>b.</p> 	<p>c.</p> 
2.	<p>a.</p> 	<p>b.</p> 	<p>c.</p> 
3.	<p>a.</p> 	<p>b.</p> 	<p>c.</p> 
4.	<p>a.</p> 	<p>b.</p> 	<p>c.</p> 
5.	<p>a.</p> 	<p>b.</p> 	<p>c.</p> 

6.	<p>a.</p> 	<p>b.</p> 	<p>c.</p> 
----	---	---	---

Interpretive

Listen to the monologue and write the date of each person's birthday in the boxes. 🎧



Interpretive

D Listen to the five dialogues and select the pictures that match what the speakers are talking about. 🎧

1.	a. 	b. 	c. 
2.	a. 	b. 	c. 
3.	a. 	b. 	c. 
4.	a. 	b. 	c. 
5.	a. 	b. 	c. 

Interpretive

E Listen to the dialogue and match each person on the left with the correct object/pet/person on the right. 🎧

 <p>Wáng Dàwèi</p>	 <p>生日快乐</p>
 <p>Lǐ Míng</p>	
 <p>Jīn Yīngzǐ</p>	
 <p>Lín lǎoshī</p>	

四、口语 Speaking

Interpersonal

A Listen to each question and record your response with a technology tool. 🎧

Interpersonal

B Ask questions with 几 based on the responses. Record your questions with a technology tool.

Example

今天星期几?

今天星期一。

星期一

1.

今天五月四号。



2.

我的生日是七月八号。



3.	<hr/>	<p>三月一号是星期六。</p> 
4.	<hr/>	<p>我家有四个人。</p> 
5.	<hr/>	<p>我家有两只狗。</p> 

五、阅读 Reading

Interpretive A Circle the sentences that best describe the pictures.

1.	<p>a. 我的生日是四月五号。</p> <p>b. 这个星期六是我的生日。</p> <p>c. 我的生日是五月四号。</p>	
2.	<p>a. 祝你生日快乐!</p> <p>b. 今天是星期天。</p> <p>c. 这是我生日的照片。</p>	
3.	<p>a. 我家有五口人。</p> <p>b. 我家有三只狗。</p> <p>c. 我没有兄弟姐妹。</p>	
4.	<p>a. 这是谁的狗?</p> <p>b. 这是谁的照片?</p> <p>c. 今天是谁的生日?</p>	
5.	<p>a. 这个星期天我有一个生日派对。</p> <p>b. 这个星期五是我的生日。</p> <p>c. 今天是星期一。</p>	

Interpretive

B Read 金英子's calendar and select the most appropriate answer to each question.



星期一	星期二	星期三	星期四	星期五	星期六	星期日
29日	30日	01日	02日 今天	03日	04日	05日
06日	07日 我的生日	08日	09日	10日	11日 我的生日派对	12日
13日	14日	15日	16日	17日	18日	19日
20日	21日	22日	23日 妈妈的生日	24日	25日	26日 妈妈的生日派对
27日	28日	29日	30日	31日		

- What is today's date?
 - December 2
 - December 23
 - December 26
- Which date below falls on a Saturday?
 - December 21
 - December 6
 - December 11
 - December 26
- When is 金英子's birthday?
 - December 23
 - December 7
 - December 11
 - December 26

4. When is 金英子's mom's birthday?
- December 23
 - December 7
 - December 11
 - December 26
5. When is 金英子's birthday party?
- December 23
 - December 7
 - December 11
 - December 26
6. Which of the following statements is true?
- This is a calendar of November.
 - 金英子 and her mom's birthday are in December.
 - 金英子 has the same birthday as her mom.
 - 金英子 and her mom will celebrate their birthdays together.

Interpretive

C Look at the poster and answer the questions in Chinese characters.

- What is this event about?
- What are the dates for the event advertised on this poster?
- What are the days of the week for the event advertised?



Interpretive

D Read the dialogue and mark the following statements with True (T) or False (F).

大卫：英子，祝你生日快乐！

英子：谢谢！

大卫：你今天有生日派对吗？

英子：今天没有，今天是星期三。这个星期六我有一个生日派对，你来吗？

大卫：我一定去！李明也去吗？

英子：李明不来，星期六是他姐姐的生日。

1. () Today is 英子's birthday.
2. () Today is Saturday.
3. () 英子's birthday party is on Wednesday.
4. () 大卫 will definitely go to 英子's birthday party.
5. () 李明 will go to 英子's birthday party.
6. () 英子 has the same birthday as 李明's older sister.

Interpretive

E Read the following sentences and write the numbers in the blanks to rearrange the sentences into a logical dialogue.

- _____ 1 _____ 今天是你的生日吗？
 _____ 谢谢！
 _____ 你有生日派对吗？
 _____ 祝你生日快乐！
 _____ 太好了！我一定去！
 _____ 是，今天是我的生日。
 _____ 这个星期六我有一个生日派对，
 _____ 你来吗？



六、写作 Writing

Presentational

A Fill in the blanks with Chinese numbers to complete the sentences according to the picture cues.

1.		我家有 _____ 个人。
2.		我有 _____ 个哥哥。
3.		我有 _____ 只狗。
4.		他的生日是 _____ 月 _____ 号。

5.		今天是星期_____。
6.		今天是_____月_____号。
7.		这个星期日我有_____个生日派对。

Presentational

B What are the dates of these holidays? Write in Chinese characters.



Interpersonal

C Rearrange the word order and write a complete sentence according to the prompts.

Example

生日 / 星期几 / 是 / 她的
→ 她的生日是星期几?

她的生日是这个星期五。



1.

几 / 星期 / 今天

→ _____

今天星期五。



2.

几号 / 几月 / 生日 / 是 / 你的

→ _____

我的生日是四月三号。

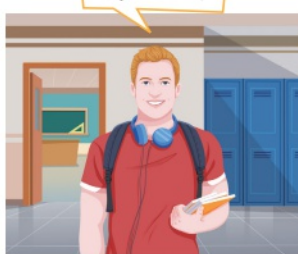


3.

你 / 生日派对 / 一个 / 我 / 这个星期
天 / 有 / 来吗

→ _____

我一定去!



<p>4.</p>	<p>祝 / 快乐 / 生日 / 你</p> <p>→ _____</p>	 <p>谢谢!</p>
<p>5.</p>	<p>谁的 / 生日 / 是 / 今天</p> <p>→ _____</p>	 <p>今天是我弟弟的生日。</p>



Dialogue 2 对话二

一、拼音 Pinyin

A Listen to the audio and circle the correct tone you hear. 🎧

- | | |
|--------------|----------|
| 1. (a) ér | (b) ěr |
| 2. (a) nà | (b) ná |
| 3. (a) mǎ | (b) má |
| 4. (a) cài | (b) cāi |
| 5. (a) duī | (b) duì |
| 6. (a) shū | (b) shǔ |
| 7. (a) suì | (b) suí |
| 8. (a) niú | (b) niǔ |
| 9. (a) mìng | (b) míng |
| 10. (a) zhèn | (b) zhēn |

B Listen to the audio and circle the correct Pinyin you hear. 🎧

- | | |
|-----------------|--------------|
| 1. (a) duō dá | (b) duō dà |
| 2. (a) shù mǎ | (b) shǔ mǎ |
| 3. (a) wǒ cāi | (b) wǒ cǎi |
| 4. (a) jīnnián | (b) jìnnián |
| 5. (a) nà zhāng | (b) nǎ zhāng |

C Match the characters on the left with the Pinyin on the right.

1. 男	(a) mǎ
2. 那	(b) nán
3. 儿	(c) nà
4. 牛	(d) niú
5. 马	(e) ér
6. 明天	(f) nǚ'ér
7. 今年	(g) zhēn de
8. 女儿	(h) jīnnián
9. 真的	(i) háizi
10. 孩子	(j) míngtiān

D Match each phrase on the left with the Pinyin on the right.

1. 真的吗	(a) cāiduì le
2. 她女儿	(b) tā nǚ'ér
3. 猜对了	(c) zhēn de ma
4. 他属马	(d) zhēn kuàilè
5. 真快乐	(e) tā shǔ mǎ

E Listen to each sentence and write down Pinyin with the correct tones you hear in the blanks. 🎧

- Kàn! _____ shì wǒ jiā rén de _____.
- Zhēn _____! Nà ge _____ háizi shì _____?
- Tā shì wǒ mèimei, _____ shí'èr _____. Tā _____ gǒu.

二、汉字 Characters

A Circle the common part of characters in each group for questions 1-4.

• Example •

好

姓

1. 今 金 个

2. 岁 多 名

3. 那 都 哪

4. 孩 字 好

B Match each radical on the left with the meaning on the right.

- | | |
|---------------------------------|-------------|
| 1. 日 | (a) speech |
| 2. 讠 | (b) evening |
| 3. 夕 | (c) city |
| 4. 阝 (right side of characters) | (d) the sun |
| 5. 灬 | (e) fire |

C Combine the radicals in the orange cloud and the character parts in the blue cloud to make new characters. Sometimes you can combine one radical with more than one character part.

Part 1



Write down the characters you combined:

1. _____ 2. _____ 3. _____ 4. _____

Part 2



Write down the characters you combined:

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

- D** Do you notice that the phrases in each line share the same character? Circle it and write it down with its English meaning.

Example 我叫……你叫……他叫…… 叫 to call

			character	meaning
1. 我的	她的	他的		
2. 今天	明天	星期天		
3. 属马	属狗	属牛		
4. 女儿	女孩子	女老师		
5. 你来吗	真的吗	你去吗		

三、听力 Listening

Interpretive

- A** Listen to Textbook Dialogue 2. Then mark the following statements with True (T) or False (F). 🎧

- () Lín lǎoshī's daughter is nine years old.
- () Lín lǎoshī's daughter was born in the Year of the Dog.
- () Lín lǎoshī's son is younger than her daughter.
- () Lín lǎoshī's son was born in the Year of the Ox.
- () Lǐ Míng correctly guesses the age of Lín lǎoshī's son.
- () Lǐ Míng has the same birthday as Lín lǎoshī's son.

Interpretive

B Listen to the five dialogues and circle the objects that the speakers are referring to. 🎧

1.	 a.	 b.
2.	 a.	 b.
3.	 a.	 b.
4.	 a.	 b.
5.	 a.	 b.

Interpretive

- C Listen to the four dialogues and draw a line to match the people with their zodiac signs and ages. 🎧



Wáng Dàwèi



Lǐ Míng



Jīn Yīngzǐ



Lín lǎoshī

a  age: 36	b  age: 16	c  age: 15	d  age: 14
---	---	---	--

Interpretive

- D Listen to the dialogue and select the most appropriate answers. 🎧



1. Who are the people in the photo?
 - a. the girl's siblings
 - b. the girl's teachers
 - c. the girls' parents

2. How old is the girl's older brother?
 - a. 42
 - b. 24
 - c. 14

3. How old is the girl's younger brother?
 - a. 15
 - b. 3
 - c. 24

4. In which year was the girl born?
 - a. the Year of the Dog
 - b. the Year of the Ox
 - c. the Year of the Horse

5. In which year was the girl's older sister born?
 - a. the Year of the Dog
 - b. the Year of the Ox
 - c. the Year of the Horse

6. Guess what "shuāngbāotāi" means.
 - a. twins
 - b. the other way of saying ox
 - c. adopted

四、口语 Speaking

Interpersonal

- A** Listen to each question and record your response with a technology tool. 🎧

Presentational

- B** Introduce your family members, including their names, ages, and zodiac signs. Record your response with a technology tool.

Interpersonal

- C** Ask questions based on the responses. Record your questions with a technology tool.

Example

今天星期几?

今天星期一。

星期一

1.	<hr/>	<p>我属牛。</p> 
2.	<hr/>	<p>那个女孩子是我的女儿。</p> 

<p>3.</p> <hr/>		<p>我今年二十五岁。</p> 
<p>4.</p> <hr/>		<p>我五岁。</p> 
<p>5.</p> <hr/>		<p>这是我的儿子。</p> 

五、阅读 Reading

Interpretive

A Match each sentence on the left with the appropriate response on the right.

1. _____ 谁是金英子?
2. _____ 你姐姐的生日是几月几号?
3. _____ 你爸爸今年多大?
4. _____ 那个男孩子是谁?
5. _____ 你女儿今年几岁?

- a. 他是王老师的儿子。
- b. 她今年六岁。
- c. 他今年四十七岁。
- d. 她的生日是五月八号。
- e. 她是我同学。

6. _____ 明天星期几?
7. _____ 你猜我属什么?
8. _____ 那张照片是谁的照片?
9. _____ 祝你生日快乐!
10. _____ 明天的生日派对, 你来吗?

- f. 明天我一定去!
- g. 那是我家人的照片。
- h. 谢谢!
- i. 明天星期天。
- j. 你属牛, 对吗?

Interpretive

B Read the following dialogue and select the most appropriate answers.

男: 那张照片真好看! 那个女孩子是谁?

女: 这是我女儿和她的马。她很爱她的马。

男: 你女儿今年几岁? 属什么?

女: 她属牛, 今年六岁。这个星期天是她的生日。

男: 真的吗? 这个星期天是几月几号?

女: 星期天是九月十七号。

男: 祝她生日快乐!

女: 谢谢! 明天星期六, 我们有一个生日派对, 你来吗?

男: 太好了, 我和我儿子一定去!



1. Who is in the photo?
 - a. the woman's son
 - b. the woman's daughter
 - c. the woman's sister

2. In which year was the person in the photo born?
 - a. the Year of the Ox
 - b. the Year of the Horse
 - c. the Year of the Dog

3. How old is the person in the photo?
 - a. nine years old
 - b. seven years old
 - c. six years old

4. When will they have the birthday party?
 - a. Friday
 - b. Saturday
 - c. Sunday

5. What is today's date?
 - a. September 17
 - b. September 16
 - c. September 15

6. Which of the following statements is true?
 - a. The person's birthday is on Saturday.
 - b. The man will go to the party with his kid.
 - c. The birthday party is on Sunday.

Interpretive

Read the diary below and answer the questions in English.



二〇二二年，三月十六号，星期三

今天是我的生日。我今年十四岁，属狗。我也很爱狗。可是（kěshì, but）我没有狗。今年我的生日礼物（lǐwù, present）是一只狗！真的太好了！谢谢爸爸和妈妈。这张生日派对的照片真好看！今年的生日，我真的很开心！

1. When is the person's birthday?

2. What day is today?

3. How old is the person?

4. What is the person's zodiac sign?

5. What gift did the person receive?

六、写作 Writing

Presentational A Fill in the blanks using Chinese characters.

1. 今天是星期五，明天是_____。
2. 今天是_____，明天是星期一。
3. 今天是一月三十一号，明天是_____。
4. 今天是_____，明天是十一月十号。
5. 这个星期二是五月六号，这个星期天是_____。
6. 今年是二〇二一年，明年是_____。

Presentational B Look at the calendar and write the dates in Chinese characters.

• Example • 二〇一八年 十二月三十一日 星期一



1.



2.



3.



4.



5.



Presentational

- C 明明 found this Chinese zodiac sheet on a table in a Chinese restaurant. Can you help 明明 find her family members' zodiac signs and fill in the chart? How about the year of your birthday and your zodiac sign? Write in Chinese characters.



	哪一年	属什么
明明的爸爸	1982 年	
明明的妈妈	1982 年	
明明的姐姐	2009 年	
明明	2014 年	
我		

Presentational

D Fill in the blanks with the appropriate words from the word bank to complete the dialogue. You may use the words multiple times.

那 几 多大 张 真 属 谁 岁 个 祝

A: 那 _____ 照片 _____ 好看! _____ 个男孩子是 _____ ?

B: 他是我儿子。

A: _____ 个女孩子是 _____ ?

B: 她是我女儿。

A: 你女儿 _____ 岁? _____ 什么?

B: 她八岁, 属马。

A: 你儿子今年 _____ ?

B: 他今年十二 _____。这个星期六是他的生日。

A: 真的吗? 他的生日是 _____ 月 _____ 号?

B: 二月二十九号。

A: _____ 他生日快乐!

Interpersonal

E Rearrange the word order and write a complete sentence according to the prompts.

Example

生日 / 星期几 / 是 / 她的

→ 她的生日是星期几?

她的生日是这个星期五。



<p>1.</p> <p>什么 / 属 / 你</p> <p>→ _____</p>		
<p>2.</p> <p>多大 / 今年 / 你</p> <p>→ _____</p>		
<p>3.</p> <p>是 / 女孩子 / 谁 / 那个</p> <p>→ _____</p>		
<p>4.</p> <p>你 / 女儿 / 岁 / 几 / 的</p> <p>→ _____</p>		

5.

儿子 / 你 / 有 / 吗

→ _____



Interpersonal

F Complete the dialogue in Chinese characters.

A: _____

B: 我的生日是十一月二十六号。

A: _____

B: 我属牛。

A: _____

B: 我弟弟今年九岁。

A: _____

B: 我妈妈今年四十二岁。

Presentational

G Introduce yourself and your family. Talk about your nationalities, your family members, your birthday, and the birthdays of your family members (at least two family members).

我叫_____。我是_____人。

我家有_____个人，有_____。

我今年_____岁。我属_____。我的生日是_____。

我_____叫_____。他今年_____岁。他属_____。

他的生日是_____。

第四课 Lesson 4

Theme

当代生活
Contemporary Life

Topic

爱好
Hobbies



Dialogue 1 对话一

一、拼音 Pinyin

A Listen to the audio and circle the correct tone you hear. 

- | | |
|--------------|----------|
| 1. (a) gè | (b) gē |
| 2. (a) zì | (b) zǐ |
| 3. (a) duì | (b) duī |
| 4. (a) xiě | (b) xiè |
| 5. (a) wèn | (b) wén |
| 6. (a) xué | (b) xuě |
| 7. (a) zuǐ | (b) zuì |
| 8. (a) tīng | (b) tíng |
| 9. (a) shǒu | (b) shǒu |
| 10. (a) zhǎo | (b) zhào |

B Listen to the audio and circle the correct Pinyin you hear. 🎧

- | | |
|----------------|-------------|
| 1. (a) lǎoshī | (b) lǎoshì |
| 2. (a) hǎotīng | (b) hǎotíng |
| 3. (a) xié zi | (b) xiě zì |
| 4. (a) yìsi | (b) yìsī |
| 5. (a) yīnwèi | (b) Yǐngwén |

C Match the characters on the left with the Pinyin on the right.

1. 学

(a) shǒu

2. 找

(b) gē

3. 写

(c) zhǎo

4. 首

(d) xué

5. 最

(e) duì

6. 歌

(f) zuì

7. 对

(g) xiě

8. 喜欢

(h) hǎotīng

9. 好听

(i) xǐhuan

10. 为什么

(j) wèi shénme

D Match each phrase on the left with the Pinyin on the right.

1. 最喜欢

(a) shēngrìgē

2. 学中文

(b) zuì xǐhuan

3. 生日歌

(c) xué Zhōngwén

4. 我的朋友

(d) zhēn yǒu yìsi

5. 真有意思

(e) wǒ de péngyou

E Listen to each sentence and write down Pinyin with the correct tones you hear in the blanks. 🎧

1. Míngmíng, zhè shǒu _____ jiào _____?
2. 《_____》, wǒ de jiā rén hěn _____ chàng.
3. Zhēn hǎo tīng, wǒ xǐ huan _____ gē.

二、汉字 Characters

A Circle the common part of characters in each group for questions 1-4.

• Example • 你 们

- | | |
|-------------|-------------|
| 1. 歌 欢 | 2. 对 欢 |
| 3. 朋 明 | 4. 听 唱 |

B Combine the radicals and character parts together to make new characters for questions 1-4.

Part 1

- | | |
|------------------|------------------|
| 1. 音 + 心 = _____ | 2. 田 + 心 = _____ |
| 3. 你 + 心 = _____ | 4. 相 + 心 = _____ |

Part 2

- | | |
|------------------|------------------|
| 1. 口 + 斤 = _____ | 2. 口 + 马 = _____ |
| 3. 口 + 昌 = _____ | 4. 口 + 尼 = _____ |

C Listen to the audio and circle the characters you hear in each group.



Group 1:

喜、欢、叫、中、歌

Group 2:

对、找、听、也、唱

Group 3:

首、歌、因、为、好、听

三、听力 *Listening*

Interpretive



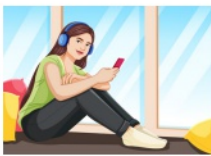
A Listen to Textbook Dialogue 1. Then mark the following statements with True (T) or False (F).

1. () The name of the Chinese song is *Looking for Friends*.
2. () Yīngzǐ likes to listen to English songs.
3. () Lǐ Míng likes to sing Chinese songs.
4. () Dàwèi doesn't like to learn Chinese because it's not interesting.
5. () Yīngzǐ likes to write Chinese characters the most.

Interpretive

B Listen to the six dialogues and select the correct pictures.



1.	 a.	 b.	 c.
2.	 a.	 b.	 c.
3.	 a.	 b.	 c.
4.	 a.	 b.	 c.
5.	 a.	 b.	 c.
6.	 a.	 b.	 c.

Interpretive

 Listen to the dialogue and select the most appropriate answers. 

1. What type of song does the girl like to listen to?
 - a. Chinese songs
 - b. English songs
 - c. Pop music

2. What song does the boy like to listen to?
 - a. a Chinese song
 - b. an English song
 - c. a Japanese song

3. What is the name of the song the boy plays?
 - a. *Sunday*
 - b. *Looking for Friends*
 - c. *Friday*

4. What does the girl think about the song that the boy plays?
 - a. It is good.
 - b. It is just so-so.
 - c. It is interesting.

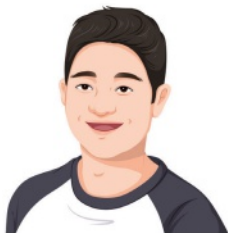
Interpretive

- D Listen to Yīngzǐ and Míngmíng's monologues and mark how they feel about each activity. 🎧



英子 Yīngzǐ

	dislike the most	dislike very much	dislike	like	like very much	like the most
Learn Chinese					✓	
Listen to Chinese songs						
Sing Chinese songs						
Write Chinese characters						



明明 Míngmíng

	dislike the most	dislike very much	dislike	like	like very much	like the most
Learn English						
Listen to English songs						
Sing English songs						
Write English						

四、口语 Speaking

Interpersonal

A Listen to each question and record your response with a technology tool. 🎧

Interpersonal

B According to the responses, ask questions with affirmative negative structures. Record your questions with a technology tool. 🎧

Sample affirmative negative structure:

爱不爱 / 有没有 / 喜不喜欢 /

好不好听 / 有没有意思

• Example •

你喜不喜欢学中文?

我喜欢学中文。



1.	<hr/>	<p>我喜欢这首歌， 因为这首歌很好听。</p>
2.	<hr/>	<p>学中文很有意思。</p>

3.	<hr/>	
4.	<hr/>	
5.	<hr/>	

五、阅读 Reading

Interpretive

A Match the sentence on the left with the appropriate response on the right.

1. _____ 你喜欢听中文歌吗?
2. _____ 你喜不喜欢学中文?
3. _____ 这首歌好听吗?
4. _____ 写汉字有意思吗?
5. _____ 你喜欢唱歌吗?

- a. 我喜欢学中文。
- b. 写汉字很有意思。
- c. 我最喜欢听中文歌。
- d. 我喜欢唱中文歌，不喜欢唱英文歌。
- e. 这首歌很好听。

Interpretive

- B** Read the characters on the poster and select the most appropriate answers.



赛 sài: competition

- What is this poster about?
 - an English song competition
 - a Chinese song competition
 - a Chinese language competition
- Which group of people is this competition aimed at?
 - elementary school students
 - college students
 - secondary school students

Interpretive

C Read the dialogue and mark the following statements with True (T) or False (F).

男：姐姐，这首歌叫什么？

女：这首歌叫《朋友》，是一首中文歌。你喜欢这首歌吗？

男：我很喜欢，很好听。

女：我也喜欢这首歌。

男：姐姐，学中文有没有意思？

女：学中文很有意思，因为我的中文老师很好。

男：你喜不喜欢写汉字？

女：我喜欢学中文，可是（kěshì, but）我不喜欢写汉字。

男：为什么？

女：因为写汉字没有意思。

1. () The dialogue is between a boy and his younger sister.
2. () The name of the song is *Friends*.
3. () The song in the dialogue is an English song.
4. () They both like the song.
5. () The girl likes learning Chinese.
6. () The girl's Chinese teacher is good.
7. () The girl thinks writing Chinese characters is interesting.

Interpretive

D Read the following sentences and write the numbers in the blanks to rearrange the sentences into a logical dialogue.

- _____ 1 _____ 这首歌叫什么？
 _____ 因为今天是我的生日。
 _____ 这首歌叫《祝你生日快乐》。
 _____ 你为什么听这首歌？
 _____ 谢谢！
 _____ 这首歌好不好听？
 _____ 这首歌很好听。
 _____ 真的吗？祝你生日快乐！

Interpretive

E Read the following paragraph and check off the activities that each family member likes to do in the table below.

我家有五个人，爸爸、妈妈、两个哥哥和我。我们都学中文！我爸爸喜欢听中文歌，因为中文歌很好听。我妈妈喜欢唱中文歌，她唱歌很好听。我大哥喜欢写汉字，因为写汉字很有意思。我二哥喜欢听中文歌，也喜欢唱中文歌。我呢？我最喜欢学中文，因为我喜欢写汉字、听中文歌，也喜欢唱中文歌！

	听中文歌	唱中文歌	写汉字	学中文
爸爸				
妈妈				
大哥				
二哥				
我				

六、写作 Writing

Presentational

A Fill in the blanks with verbs to complete the sentences according to the picture cues.

唱 写 学 听 看

1.		我最喜欢 _____ 《找朋友》这首歌。
2.		我不喜欢 _____ 歌， 因为我 _____ 歌不好听。
3.		我喜欢 _____ 汉字，因为汉字很好看。
4.		我最喜欢 _____ 中文， 因为中文课很有意思。
5.		我不喜欢 _____ 英文，因为我的英文不好。

6.		哥哥最喜欢 _____ 英文歌。
7.		你 _____，这是我家人的照片。

Presentational

B Read the paragraph below. Then put a check mark ✓ if you can fill in the blank with 因为. Put an X if you cannot fill in the blank with 因为.

我有一个哥哥、一个姐姐和一个妹妹。我哥哥喜欢学中文，
_____ 学中文很有意思。我姐姐不喜欢学中文，_____ 她不喜欢写
汉字。我妹妹喜欢唱中文歌，_____ 也喜欢听中文歌。我最不喜
欢唱英文歌，_____ 也不喜欢听英文歌，_____ 英文歌不好唱。

Interpersonal

C Rearrange the word order and write a complete sentence according to the prompts.

Example

你喜欢学中文吗？



学 / 中文 / 喜欢 / 我
→ 我喜欢学中文。

<p>1.</p>		<p>英文 / 喜欢 / 我 / 很 / 课</p> <p>→ _____</p>
<p>2.</p>		<p>这 / 歌 / 很 / 首 / 好听</p> <p>→ _____</p>
<p>3.</p>		<p>汉字 / 我 / 写 / 最 / 不喜欢</p> <p>→ _____</p>
<p>4.</p>		<p>课 / 中文 / 有意思 / 很</p> <p>→ _____</p>

5.



歌 / 首 / 叫 / 这 / 《找朋友》

→ _____

Interpersonal

D Answer the following questions according to your own likes and dislikes.

1. A: 你喜不喜欢学中文?

B: _____

2. A: 你喜不喜欢唱中文歌?

B: _____

3. A: 中文歌好不好听?

B: _____

4. A: 你的英文课有没有意思?

B: _____

5. A: 《找朋友》这首歌好不好听?

B: _____

6. A: 你爱不爱马? 你爱不爱牛?

B: _____

7. A: 你有没有中国朋友?

B: _____



Dialogue 2 对话二

一、拼音 Pinyin

A Listen to the audio and circle the correct tone you hear. 🎧

- | | |
|--------------|----------|
| 1. (a) kù | (b) kū |
| 2. (a) ná | (b) nà |
| 3. (a) dǎ | (b) dà |
| 4. (a) wú | (b) wǔ |
| 5. (a) kān | (b) kàn |
| 6. (a) wǎn | (b) wán |
| 7. (a) zuò | (b) zuó |
| 8. (a) jiù | (b) jiǔ |
| 9. (a) jiào | (b) jiāo |
| 10. (a) tiáo | (b) tiào |

B Listen to the audio and circle the correct Pinyin you hear. 🎧

- | | |
|-----------------|--------------|
| 1. (a) bù xiǎng | (b) bù xiāng |
| 2. (a) hǎowán | (b) hàowán |
| 3. (a) jiù shì | (b) jiǔ shí |
| 4. (a) wéntí | (b) wèntí |
| 5. (a) zhēn kǔ | (b) zhēn kù |

C Match the characters on the left with the Pinyin on the right.

1. 想	(a) jiù
2. 做	(b) xiǎng
3. 就	(c) zuò
4. 音乐	(d) juéde
5. 觉得	(e) kěshì
6. 飞机	(f) yīnyuè
7. 可是	(g) yóuxì
8. 游戏	(h) fēijī
9. 怎么样	(i) méi wèntí
10. 没问题	(j) zěnmeyàng

D Match each phrase on the left with the Pinyin on the right.

1. 教跳舞	(a) dǎ yóuxì
2. 打游戏	(b) kàn diànyǐng
3. 看电影	(c) jiāo tiào wǔ
4. 周末快乐	(d) wán wúrénjī
5. 玩无人机	(e) zhōumò kuàilè

E Listen to each sentence and write down Pinyin with the correct tones you hear in the blanks. 🎧

1. Zhège _____ nǐ xiǎng qù pàiduì _____ ma?
2. Bù xiǎng, wǒ _____ tiào wǔ méiyǒu _____, lái wǒ jiā dǎ yóuxì _____?
3. Hǎo, dǎ yóuxì yě hěn _____. Wǒ _____ qù!

二、汉字 Characters

A Circle the common part of the characters in each group for questions 1-4.

• Example • 好 姓

1. 游 没 派
3. 怎 想 意

2. 机 样 林
4. 戏 对 欢

B Match each radical on the left with the meaning on the right.

- | | |
|------|--------------------|
| 1. 𠂇 | (a) halberd, spear |
| 2. 心 | (b) heart |
| 3. 子 | (c) foot |
| 4. 子 | (d) son, child |
| 5. 戈 | (e) water |

C Combine the radicals in the orange cloud and the character parts in the blue cloud to make new characters. Sometimes you can combine one radical with more than one character part.

Part 1



Write down the characters you combined:

1. _____ 2. _____ 3. _____ 4. _____

Part 2



Write down the characters you combined:

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

D Do you notice that the phrases in each line share the same character? Circle it and write it down with its English meaning.

• Example • 我叫……你叫……他叫…… 叫 to call

			character	meaning
1. 听歌	听音乐	好听		
2. 唱歌	这首歌	中文歌		
3. 好玩	教我玩	不好玩		
4. 那个周末	周末快乐	这个周日		
5. 最喜欢	最好玩	最有意思		

三、听力 Listening

Interpretive

A Listen to Textbook Dialogue 2. Then mark the following statements with True (T) or False (F). 

1. () They are planning for someone's birthday party.
2. () They are sharing comments about different activities.
3. () Both Yǐngzǐ and Dàwèi would like to play games.
4. () Lǐ Míng thinks playing with drones is the most fun thing to do.
5. () They all know how to fly drones.

Interpretive

B Listen to the dialogue and mark the following statements with True (T) or False (F). 

1. () There were games, drones, and movies at the party.
2. () The woman feels that playing with drones was fun and cool.
3. () The woman feels that the movie was great but the music in the movie was not good.

Interpretive

C Listen to the dialogue and select the most appropriate answers. 

1. What does the man want to do the most?
 - a. see movies
 - b. go dancing
 - c. play games
 - d. listen to music
2. What would the woman not like to do on weekends?
 - a. see movies
 - b. go dancing
 - c. play games
 - d. listen to music

3. What activity are they most likely to do together on weekends?
- see movies
 - go dancing
 - play games
 - listen to music

Interpretive

D Listen to the dialogue and select the most appropriate answers.

1. Which of the following statements is correct?
- They are planning for next weekend together.
 - The woman is very interested in seeing a movie.
 - The man invites the woman to a movie.
 - The woman goes to a dance class on Sunday.
2. What does the girl plan to do on Saturday?
- see movies
 - have a dance class
 - have Chinese class
 - have a birthday party
3. What is the end of the conversation?
- They will go to the movies together.
 - They will celebrate a birthday together.
 - The woman accepts the invitation.
 - The man gives up and will find someone else.
4. Guess what the meaning of “Duìbuqǐ” is in the conversation.
- It's ok.
 - You're welcome.
 - Sorry.
 - Thank you.

四、口语 Speaking

Interpersonal

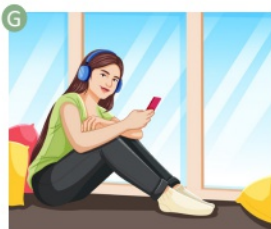
Listen to each question and record your response with a technology tool. 🎧

五、阅读 Reading

Interpretive

A Read the following vocabulary and match the picture of each activity to its corresponding description.

- | | | |
|----------------|-----------------|----------------|
| 1. () 写汉字 | 2. () 听音乐 | 3. () 跳舞 |
| 4. () 教中文 | 5. () 看电影 | 6. () 玩飞机 |
| 7. () 打游戏 | 8. () 玩无人机 | 9. () 唱歌 |



Interpretive

B Look at the posters and write down what you think each movie is about in English.









Interpretive

C Read the conversation of three people talking about the movies above and mark the following statements with True (T) or False (F).

林明明：你觉得哪个电影最有意思？

王美英：我喜欢《男朋友女朋友》。这个电影很好看。

金大中：可是我没有女朋友，我不想看。

林明明：你们觉得《没有她的生日》怎么样？

王美英：我想看快乐的电影。我觉得《没有她的生日》不是快乐的电影。

金大中：我觉得《最酷的那一天》最有意思。你们想不想看？

林明明：我也想，可是我想听中文，《三个好朋友》是中国电影，我们看这个电影，好不好？

王美英：好，我也喜欢。我们三个人就是三个好朋友！

金大中：对！

1. () They all want to watch the movie 《男朋友女朋友》.
2. () 金大中 does not want to see 《男朋友女朋友》 because he thinks the movie is not interesting.
3. () 王美英 thinks 《没有她的生日》 is a happy movie.
4. () 林明明 wants to see 《三个好朋友》 because it is a Chinese movie.
5. () They are good friends.

Interpretive

- D** Read the following passage about 美美's weekly routine and write down 美美's activities on the weekly planner below in English. Then answer the questions in English.

星期一我有英文课，老师教我们唱英文歌。星期二我学中文，我觉得中文课很有意思，老师教我写汉字，也教我唱中文歌。星期三我和朋友去学跳舞，我和朋友都很喜欢跳舞。星期四金英子教我韩文，金英子是韩国人。星期五我和朋友看电影，我最喜欢看中国电影。星期六我和妹妹打游戏，我们都觉得打游戏很好玩。星期天我和哥哥玩无人机，我觉得无人机真酷！

我的一个星期 

星期一

星期二

星期三

星期四

星期五

星期六

星期日

1. How does 美美 feel about Chinese class?

2. What does the teacher teach in Chinese class?

3. What does 美美 usually do with friends on Friday?

4. Who teaches 美美 Korean on Thursday?

5. How does 美美 feel about playing games?

六、写作 Writing

Presentational

A Fill in the blanks with 喜欢, 想, or 觉得 to complete the sentences.

1. 我这个周末 _____ 听音乐。
2. 金英子 _____ 中文课很有意思。
3. 我的狗最 _____ 无人机。
4. 这个星期五你 _____ 做什么?
5. 他 _____ 打游戏怎么样?
6. 我哥哥 _____ 跳舞, 可是我不 _____ 跳舞。

Presentational

B Fill in the blanks with 喜不喜欢, 想不想, or 觉不觉得 to complete the sentences according to B's responses.

1. A: 他 _____ 打游戏?
B: 他喜欢打游戏。
2. A: 你 _____ 去看中文电影?
B: 不想, 我想去看英文电影。
3. A: 你 _____ 他喜欢我?
B: 真的吗? 我不觉得。
4. A: 你 _____ 唱歌?
B: 好啊!
5. A: 我觉得他很好看, 你 _____ 他很好看?
B: 我也觉得他很好看。

Presentational

C The chart below shows the content and skills that each person can teach and what they want to learn. Write who can teach the skills to whom in characters.

Example

林老师教金英子中文。

who	can teach	wants to learn
林老师	中文	玩无人机
金英子	韩文	中文
李明	玩无人机	打游戏
大卫	打游戏	韩文

- 金英子 _____
- 李明 _____
- 大卫 _____

Interpersonal

D Rearrange the word order and write a complete sentence according to the prompts.

Example

这首 / 好听 / 吗 / 歌
→ 这首歌好听吗?

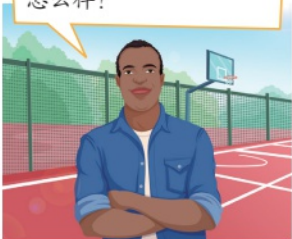


1.

想 / 跳舞 / 你 / 明天 / 不想 / 去

→ _____



<p>2.</p> <p>觉得 / 你 / 怎么样 / 打游戏</p> <p>→ _____</p>		<p>我觉得打游戏没有意思。</p> 
<p>3.</p> <p>你 / 写 / 教 / 我 / 好不好 / 汉字</p> <p>→ _____</p>		<p>好，没问题！</p> 
<p>4.</p> <p>这个周末我们玩无人机怎么样？</p> 		<p>很想 / 我 / 玩</p> <p>→ _____</p> <p>可是 / 有 / 一个 / 生日派对 / 我</p> <p>→ _____</p>
<p>5.</p> <p>你这个星期天想做什么？</p> 		<p>我 / 想 / 和 / 看电影 / 这个星期天 / 家人</p> <p>→ _____</p>

6.



最 / 我 / 喜欢 / 不 / 唱歌 / 因为

→ _____

Interpersonal

E Complete the dialogue in Chinese characters based on B's responses.

A: _____

B: 明天我不想唱歌。

A: _____

B: 因为我觉得唱歌没有意思。

A: _____

B: 我觉得无人机最好玩。

A: _____

B: 好，没问题，我教你玩。

Presentational

F You are emailing 美美, who is also learning Chinese. Introduce yourself, your family, and your hobbies. In addition, ask 美美 questions about herself. You can use the template below to write your email.

美美, 你好! 我叫 ____。我是 ____ 人。我家有 ____ 个人, 有 ____。我喜欢 ____。我不喜欢 ____。我觉得 ____ 有意思, ____ 没有意思。

祝你周末快乐!

(Your name)



第五课 Lesson 5

Theme

个人与社群认同
Personal and Public Identities

Topic

家人的工作
My Family Members' Occupations



Dialogue 1 对话一

一、拼音 Pinyin

A Listen to the audio and circle the correct tone you hear. 

- | | |
|--------------|----------|
| 1. (a) sī | (b) sì |
| 2. (a) jǐ | (b) jí |
| 3. (a) fèn | (b) fēn |
| 4. (a) zuó | (b) zuò |
| 5. (a) zài | (b) zǎi |
| 6. (a) jiē | (b) jiě |
| 7. (a) yáo | (b) yào |
| 8. (a) huí | (b) huì |
| 9. (a) yóu | (b) yǒu |
| 10. (a) diǎn | (b) diàn |

B Listen to the audio and circle the correct Pinyin you hear.

- | | |
|-----------------|--------------|
| 1. (a) huí jiā | (b) huì jià |
| 2. (a) shāng kē | (b) shàng kè |
| 3. (a) nàr | (b) nǎr |
| 4. (a) yǒuyòng | (b) yóuyǒng |
| 5. (a) jiě rén | (b) jiē rèn |

C Match the characters on the left with the Pinyin on the right.

- | | |
|---------|------------------|
| 1. 现在 | (a) zěnmē |
| 2. 开车 | (b) huí jiā |
| 3. 怎么 | (c) diànnǎo |
| 4. 地铁 | (d) shàng kè |
| 5. 回家 | (e) yóuyǒng |
| 6. 电脑 | (f) gōngchéngshī |
| 7. 上课 | (g) gōngzuò |
| 8. 游泳 | (h) xiànzài |
| 9. 工作 | (i) kāi chē |
| 10. 工程师 | (j) dìtiě |

D Match each phrase on the left with the Pinyin on the right.

- | | |
|----------|--------------------------|
| 1. 现在几点 | (a) shàng yóuyǒngkè |
| 2. 上游泳课 | (b) xiànzài jǐ diǎn |
| 3. 坐地铁回家 | (c) diànnǎo gōngchéngshī |
| 4. 电脑工程师 | (d) zuò dìtiě huí jiā |
| 5. 在哪儿工作 | (e) zài nǎr gōngzuò |

E Listen to each sentence and write down Pinyin with the correct tones you hear in the blanks. 🎧

1. Gēge, _____ nǐ zài _____?
2. Wǒ _____ péngyou jiā, wǒ lái _____ nǐ ma?
3. Xièxie, wǒ _____ shàng _____ kè.
4. Hǎo, wǒ liǎng diǎn _____ lái.

二、汉字 Characters

A Circle the common part of characters in each group for questions 1-4.

Example

你

们

- | | |
|-------------|-------------|
| 1. 现 玩 | 2. 接 打 |
| 3. 程 和 | 4. 哪 听 |

B Combine the radicals and character parts together to make new characters for questions 1-4.

- | | |
|------------------|------------------|
| 1. 日 + 月 = _____ | 2. 其 + 月 = _____ |
| 3. 月 + 月 = _____ | 4. 月 + 酉 = _____ |

C Combine the radicals in the orange cloud and the character parts in the blue cloud to make new characters. Sometimes you can combine one radical with more than one character part.

王、灬、扌、禾

+

见、占、呈、妾

Write down the characters you combined:

- | | | | |
|----------|----------|----------|----------|
| 1. _____ | 2. _____ | 3. _____ | 4. _____ |
|----------|----------|----------|----------|

D Listen to the audio and circle the characters you hear in each group.

Group 1:

现、在、四、点、回

Group 2:

怎、么、去、地、铁

Group 3:

昨、天、坐、开、车、接

三、听力 *Listening*

Interpretive

A Listen to Textbook Dialogue 1 and select the most appropriate answers.

1. What time is it now?
 - a. 3:12
 - b. 3:20
 - c. 7:12
 - d. 7:20

2. How will Yīngzǐ go home?
 - a. She will go home by taking the subway.
 - b. She will walk back home.
 - c. Her dad will drive to school to pick her up.
 - d. She will drive herself.

3. How will Lǐ Míng go home?
 - a. He will go home by taking the subway.
 - b. He will walk back home.
 - c. His dad will drive to school to pick him up.
 - d. He will drive himself.

4. What will Lǐ Míng do at four o'clock?

- a. have a swimming class
- b. have a Chinese class
- c. play games
- d. listen to music

5. Where does Lǐ Míng's father work?

- a. China
- b. school
- c. company
- d. home

Interpretive

B Listen to the six dialogues and select the correct time that is mentioned. 🎧

1.	 a.	 b.	 c.
2.	 a.	 b.	 c.
3.	 a.	 b.	 c.

4.	 a.	 b.	 c.
5.	 a.	 b.	 c.
6.	 a.	 b.	 c.

Interpretive

C Listen to the five dialogues and select the correct ways of transportation. 🎧

1.	 a.	 b.	 c.
2.	 a.	 b.	 c.

3.	 a.	 b.	 c.
4.	 a.	 b.	 c.
5.	 a.	 b.	 c.

Interpretive

D Listen to the dialogue. Then mark the following statements with True (T) or False (F). 🎧

- () The girl is going to have a birthday party on Sunday.
- () The girl has a Chinese friend.
- () Her friend is going to come to America on Saturday.
- () The party will be held at twelve o'clock.
- () The boy is coming to the party by taking the subway.

四、口语 Speaking

Interpersonal

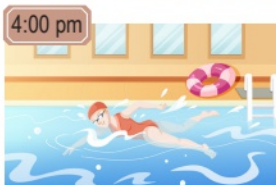
A Listen to each question and record your response with a technology tool. 🎧

Presentational

B Look at each picture below and describe 李家家's daily schedule. Record your response with a technology tool.

Example

她七点上中文课。

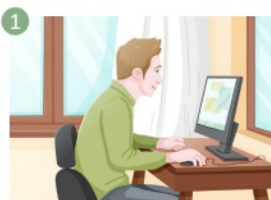


Presentational

C Look at each picture and describe where the people do the activities. Record your response with a technology tool.

Example

他在家看电视。



我家



北京
Běijīng
Beijing



朋友家



纽约
Niǔyuē
New York



上海
Shànghǎi
Shanghai



老师家

五、阅读 Reading

Interpretive

A Match each sentence on the left with the appropriate response on the right.

1. _____ 现在几点?
2. _____ 明天你要做什么?
3. _____ 她爸爸在哪儿工作?
4. _____ 你和弟弟怎么回家?
5. _____ 你几点去上课?

- a. 我们坐地铁回家。
- b. 她爸爸在韩国工作。
- c. 现在九点四十五分。
- d. 明天我要看电影。
- e. 我七点坐车去上课。

Interpretive

B Look at the advertisement below and answer the questions in English.

我们一起来游泳

暑假游泳课开始啰!

时间: 六月十日~八月十日

星期五

下午三点

地点: 明乐中学

1. What is this event about?

2. When is the start date of the event advertised on this poster?

3. Which day of the week is the event?

4. What time is the event?

5. Where is the event?

Interpretive



Read the following dialogue and select the most appropriate answers.

李家家：你明天想不想去看电影？

金大中：好啊！我最喜欢看电影。我们几点去？

李家家：我们五点去，你觉得怎么样？

金大中：七点去，好不好？因为我四点三十分要上电脑课。

李家家：好，没问题！你想怎么去？

金大中：我开车去你家接你，怎么样？

李家家：对不起，爸爸、妈妈不喜欢我坐朋友的车。

金大中：那我们坐地铁去吧！

李家家：好。我们坐七点二十分的地铁。

1. What are they going to do together tomorrow?

- a. watch TV
- b. go swimming
- c. see a movie
- d. have a computer class

2. What time did Jīn Dàzhōng propose?

- a. 4:00
- b. 5:00
- c. 6:00
- d. 7:00

3. What transportation method does Jīn Dàzhōng prefer?
 - a. taking the subway
 - b. driving himself
 - c. walking
 - d. riding in his parent's car

4. Which of the following statements is correct?
 - a. Both of them agree to go to the movie at five o'clock.
 - b. Jīn Dàzhōng would like to take the subway.
 - c. Lǐ Jiājia has a swimming class at four thirty.
 - d. Lǐ Jiājia's parents do not want her to take her friend's car.

六、写作 Writing

Presentational

A Look at the clocks and complete the dialogue in Chinese characters.

1.		<p>A: 现在几点?</p> <p>B: 现在 _____。</p>
2.		<p>A: 现在几点?</p> <p>B: 现在 _____。</p>
3.		<p>A: 现在几点?</p> <p>B: 现在 _____。</p>

4.



A: 现在几点?

B: 现在_____。

Presentational

B Fill in the blanks with the question words below.

吗 怎么样 多大 几 哪儿

1. 现在_____点?
2. 你姐姐今年_____?
3. 你在_____上游泳课?
4. 你觉得那首中文歌_____?
5. 他坐地铁来上课_____?

为什么 怎么 什么 哪 谁

1. 那个女孩子是_____?
2. 你的英文老师是_____国人?
3. 你爸爸属_____?
4. A: _____你不喜欢唱歌?
B: 因为我觉得唱歌没有意思。
5. A: 她_____回家?
B: 她妈妈开车来接她。

Interpersonal

C Rearrange the word order and write a complete sentence according to the prompts.

Example

生日派对 / 几点 / 是 / 她的

→ 她的生日派对是几点?

她的生日派对是六点。



1.

上课 / 怎么 / 你 / 去

→ _____

我走路去上课。



2.

哪儿 / 你爸爸 / 在 / 工作

→ _____

我爸爸在家工作。



3.

在 / 什么 / 你 / 中文老师家 / 做

→ _____

我在中文老师家唱中文歌。



4.		<p>两 / 现在 / 二十 / 分 / 点</p> <p>→ _____</p>
5.		<p>我 / 家人 / 明天 / 和 / 朋友家 / 去 / 要</p> <p>→ _____</p>
6.		<p>开车 / 我妈妈 / 来 / 我 / 接</p> <p>→ _____</p>

Interpersonal

D Answer the following questions according to your real experience.

1. A: 你几点去上课?

B: _____

2. A: 你在哪儿上中文课?

B: _____ (学校 xuéxiào, school)

3. A: 你怎么回家?

B: _____

4. A: 你这个周末要做什么?

B: _____



Dialogue 2 对话二

一、拼音 Pinyin

A Listen to the audio and circle the correct tone you hear. 

- | | |
|---------------|-----------|
| 1. (a) fù | (b) fū |
| 2. (a) zuó | (b) zuǒ |
| 3. (a) nán | (b) nǎn |
| 4. (a) kān | (b) kǎn |
| 5. (a) duó | (b) duō |
| 6. (a) mǎng | (b) máng |
| 7. (a) bāng | (b) bàng |
| 8. (a) tíng | (b) tǐng |
| 9. (a) wàng | (b) wǎng |
| 10. (a) chàng | (b) cháng |

B Listen to the audio and circle the correct Pinyin you hear. 

- | | |
|-------------------|---------------|
| 1. (a) yīshēng | (b) yìshēng |
| 2. (a) xǐ wán | (b) xǐ wǎn |
| 3. (a) zhùfú | (b) zhǔfù |
| 4. (a) chángcháng | (b) chànghàng |
| 5. (a) kèshí | (b) kěshì |

C Match the characters on the left with the Pinyin on the right.

1. 多少	(a) suīrán
2. 家庭	(b) jiāting
3. 虽然	(c) diànshì
4. 可是	(d) xīwàng
5. 做家务	(e) kěshì
6. 做饭	(f) yīnggāi
7. 应该	(g) zuò fàn
8. 希望	(h) zuò jiāwù
9. 电视	(i) hái zi
10. 孩子	(j) duōshao

D Match each phrase on the left with the Pinyin on the right.

1. 家庭医生	(a) jiāting yīshēng
2. 少看电视	(b) duō zuò jiāwù
3. 多做家务	(c) zuò fàn xǐ wǎn
4. 做饭洗碗	(d) gōngzuò hěn máng
5. 工作很忙	(e) shǎo kàn diànshì

E Listen to each sentence and write down Pinyin with the correct tones you hear in the blanks.

1. Línlin, wǒ lái bāng nǐ_____.
2. Xièxie! Nǐ_____zuò_____ma?
3. Duì, nán hái zi_____zuò jiāwù.
3. Wǒ_____wǒ gēge yě_____zuò jiāwù, shǎo wán yóuxì.

二、汉字 Characters

A Circle the common part of characters in each group for questions 1-4.

• Example •

好

姓

1. 妇 妈 好

2. 做 作 他

3. 昨 明 意

4. 洗 派 游

B Match each radical on the left with the meaning on the right.

1. 王

(a) jade; king

2. 月

(b) hand

3. 才

(c) grain

4. 禾

(d) altar

5. 宀

(e) the moon; flesh

C Combine the radicals and character parts together to make new characters for questions 1-4.

1. 氵 + 永 = _____

2. 氵 + 又 = _____

3. 氵 + 先 = _____

4. 氵 + 爻 = _____

D Combine the radicals in the orange cloud and the character parts in the blue cloud to make new characters. Sometimes you can combine one radical with more than one character part.

日、足、子、宀、宀

+

艮、乍、豕、亥、见

Write down the characters you combined:

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

- E** Do you notice that the phrases in each line share the same character? Circle it and write it down with its English meaning.

Example 我叫…… 你叫…… 他叫…… 叫 to call

			character	meaning
1. 家务	家庭	家人		
2. 唱歌	这首歌	中文歌		
3. 男孩子	儿子	女孩子		
4. 明天	今天	星期天		
5. 几点	四点	五点二十		

三、听力 Listening

Interpretive

- A** Listen to Textbook Dialogue 2 and select the most appropriate answers. 🎧

- What does Li Ming's mom do?
 - a housewife
 - a doctor
 - a software engineer
- What does Yingzi's mom do?
 - a housewife
 - a doctor
 - a software engineer

3. Why does Dàwèi often do housework at home?
 - a. Because he likes to do it.
 - b. Because his parents are doctors, and they are very busy.
 - c. Because his older brother doesn't do anything.

4. What will Lǐ Míng do today?
 - a. He will cook for his mom.
 - b. He will watch TV.
 - c. He will help his mom do housework.

5. What is Yíngzǐ's opinion on doing housework?
 - a. Housewives should take most responsibility for housework.
 - b. Boys should also do housework.
 - c. We should help our moms to do housework.

Interpretive

B Listen to the four monologues and write down their parents' occupations in the table below in English. 🎧

	a.  王大明 Wáng Dà míng	b.  林明明 Lín Míng míng	c.  李英 Lǐ Yīng	d.  李卫 Lǐ Wèi
Dad's job				
Mom's job				

Interpretive

- C** Listen to the four dialogues of the characters below. Fill in the blanks with the names of the people that these characters are having conversations with. Then select the most appropriate answers. 🎧

1.	 <p>王大明 Wáng Dà míng</p>	<p>This conversation is between Wáng Dà míng and his _____.</p> <p>a. Dà míng wants to help his mom wash dishes today. b. Dà míng wants to play games today. c. Dà míng's mom suggests that Dà míng should do housework tomorrow.</p>
2.	 <p>林明明 Lín Míng míng</p>	<p>This conversation is between Lín Míng míng and her _____.</p> <p>a. Míng míng's mom is a housewife. b. Míng míng's mom often comes to school to pick up Míng míng. c. Míng míng's mom will pick her up at 6:30 pm today.</p>
3.	 <p>李英 Lǐ Yīng</p>	<p>This conversation is between Lǐ Yīng and her _____. (shuō, to speak)</p> <p>a. Lǐ Yīng's teacher suggests that she should speak more English. b. Lǐ Yīng's teacher suggests that she should speak more Chinese and less English. c. Lǐ Yīng likes learning Chinese.</p>

4.



李卫
Lǐ Wèi

This conversation is between Lǐ Wèi and his _____.

- a. Lǐ Wèi's parents are both busy today.
- b. Lǐ Wèi will do the housework today.
- c. Lǐ Wèi thinks his dad should do more housework at home.

Interpretive

D Listen to the dialogue. Then mark the following statements with True (T) or False (F). 🎧

- 1. () The boy plans to hang out with the girl over the weekend.
- 2. () The boy's mom does most of the housework at home.
- 3. () The boy's mom is a doctor.
- 4. () The boy's dad doesn't do much housework because he is very busy.
- 5. () The girl thinks that girls should do most housework.
- 6. () The boy thinks that boys should also do housework at home.

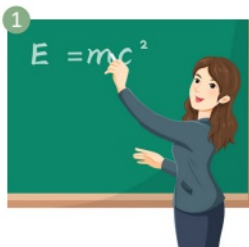
四、口语 Speaking

Interpersonal

A Listen to each question and record your response with a technology tool. 🎧

Presentational

B Answer the questions according to the pictures. Record your answers with a technology tool.



Q: 她做什么工作?



Q: 她做什么工作?



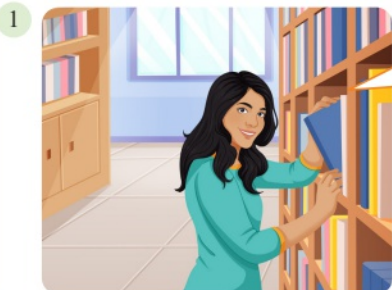
Q: 他做什么工作?



Q: 他做什么工作?

Interpersonal

C Read the statements of the people below. Then choose the sentence pattern A or B in the right column to provide each of them a suggestion. Record your response with a technology tool.



虽然我喜欢学中文，可是我的中文不好。我应该做什么？

A. 我觉得你应该……

OR

B. 我觉得你应该多……少……



我常常去朋友家打游戏。我妈妈一个人在家做家务。

A. 我觉得你应该……

OR

B. 我觉得你应该多……少……

3



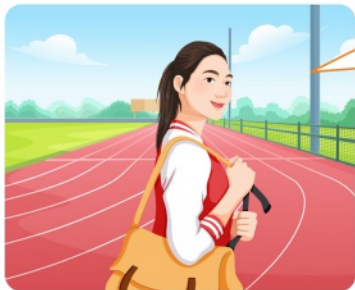
我常常在家学中文，可是我觉得一个人学中文没有意思。

A. 我觉得你应该……

OR

B. 我觉得你应该多……少……

4



这个周末我要上游泳课，可是我爸爸妈妈不来接我回家，因为他们很忙。

A. 我觉得你应该……

OR

B. 我觉得你应该多……少……

五、阅读 Reading

Interpretive

A Read the following movie poster and select the most appropriate answer.

- What is this movie about?
 - an American doctor
 - computer science
 - a Chinese doctor
- When will this movie be released?
 - July 9
 - June 7
 - July 8



Interpretive

B Read the following book covers and select the most appropriate answers.

1. What is this book about?

- a. computers
- b. teachers
- c. how to parent



2. What can you learn about by reading this book?

- a. Chinese
- b. engineering
- c. computers



3. Who is this book dedicated to?

- a. an engineer
- b. a doctor
- c. a teacher



4. What is this book about?

- a. health-related topics
- b. school-related topics
- c. parenting-related topics



Interpretive

C Match each sentence on the left with the appropriate response on the right.

1. ____ 你今天怎么回家?
2. ____ 他们做什么工作?
3. ____ 你爸爸妈妈都教什么?
4. ____ 你想做老师吗?
5. ____ 你想做什么工作?

- a. 他们都是老师。
- b. 我想做电脑工程师，因为我喜欢玩电脑。
- c. 我爸爸教英文，我妈妈教电脑。
- d. 我不想做老师，因为我不喜欢教学生。
- e. 我爸爸妈妈来接我。

Interpretive

D Read the description of the following people and complete the table below in Chinese characters.



你们好!

我叫王明明。我爸爸是电脑工程师,我妈妈是中文老师,我姐姐是中学生。



你好!

我叫李子英。我妈妈是韩国人,她是家庭主妇。我爸爸是美国人,他是老师。我没有兄弟姐妹。



你们好!

我姓林,我叫林多明。我妈妈不工作,可是她很忙。我爸爸在家工作,因为他是电脑工程师。我哥哥是大学生 (college student)。



你们好!

我叫李卫卫。我爸爸妈妈都是老师。我爸爸是英文老师,我妈妈是中文老师。我也想做老师。

	a.  王明明	b.  李子英	c.  林多明	d.  李卫卫
Mom's job				
Dad's job				
Sibling's job				

(Note: Please put N/A if the person in the top row doesn't have siblings.)

Interpretive

E Read the dialogue and mark the following statements with True (T) or False (F).

女孩子：你爸爸妈妈工作忙吗？

男孩子：他们都很忙，因为他们都是医生。你爸爸妈妈做什么工作？

女孩子：我爸爸是电脑工程师，我妈妈是家庭主妇。

男孩子：你想做什么工作？

女孩子：我也想当电脑工程师，可是我爸爸希望我做老师，因为我是女孩子。

男孩子：我觉得女孩子当电脑工程师也很好。你应该当电脑工程师，因为你喜欢电脑。

- () The boy's parents are both doctors.
- () The boy's parents are not busy.
- () The girl's mom is a computer engineer.
- () The girl's dad wants her to be a teacher, but she wants to be a computer engineer.
- () The boy wants to be a computer engineer because he likes computers.
- () The boy thinks it is also a good occupational choice for girls to be computer engineers.

六、写作 Writing

Presentational A Fill in the blanks with the following words to complete the sentences.

要 应该 常常 虽然 可是 最 希望 跟 帮

1. 我觉得你 _____ 多跳舞，少打游戏。
2. 我妈妈 _____ 我做一个医生。
3. 我 _____ 喜欢我妈妈做的饭。
4. 在我们家，我爸爸 _____ 洗碗。
5. 我常常 _____ 妈妈做饭。
6. _____ 我妈妈不工作，_____ 她很忙。
7. 今天四点我妈妈 _____ 来接我回家。
8. 我常常 _____ 我哥哥打游戏。

Presentational B Read the paragraph below and fill in the blanks with 多 or 少.

你好，我们家有一个人，爸爸、妈妈和我。我爸爸是电脑工程师，他不常做家务，因为他很忙。我觉得他应该 _____ 做家务，_____ 工作。我妈妈是家庭主妇，她有很多家务，我觉得我应该 _____ 帮妈妈做家务，_____ 打游戏。我喜欢唱中文歌，可是我的中文不好。我的中文老师希望我 _____ 说中文，_____ 写汉字，在中文课 _____ 说英文。

Interpersonal

C Rearrange the word order and write a complete sentence according to the prompts.

Example

你 / 什么 / 做 / 爸爸 / 工作

→ 你爸爸做什么工作?

他是一个老师。



1.

做 / 什么 / 妈妈 / 他的 / 工作

→ _____

他的妈妈是医生。

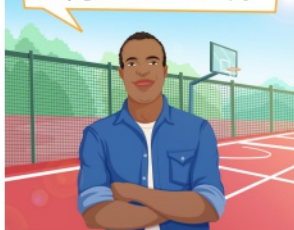


2.

什么 / 想 / 做 / 工作 / 你

→ _____

我想做电脑工程师。



3.

想 / 做 / 为什么 / 医生 / 你

→ _____

因为我想帮很多人。



<p>4.</p>	<p>忙 / 不忙 / 今天 / 你</p> <p>→ _____</p>	
<p>5.</p>	<p>在 / 爸爸妈妈 / 哪儿 / 你 / 工作</p> <p>→ _____</p>	
<p>6.</p>		<p>很 / 老师 / 我 / 做 / 虽然 / 想</p> <p>→ _____</p> <p>做 / 可是 / 妈妈 / 我 / 医生 / 希望 / 我</p> <p>→ _____</p>
<p>7.</p>		<p>中文 / 你 / 课 / 去 / 上 / 应该</p> <p>→ _____</p>
<p>8.</p>		<p>我 / 工作 / 少 / 希望 / 他</p> <p>→ _____</p>

Interpersonal

D Read the statements of the following people and give a suggestion to each of them with “我觉得你应该多……少……”.

1.		<p>~~~~~</p> <p>~~~~~</p> <p>~~~~~</p>
2.		<p>~~~~~</p> <p>~~~~~</p> <p>~~~~~</p>
3.		<p>~~~~~</p> <p>~~~~~</p> <p>~~~~~</p>

<p>4.</p>	<p>我英文不好，因为我不喜欢学英文。我喜欢听音乐、唱歌、打游戏。</p> 	<hr/> <hr/> <hr/>
<p>5.</p>	<p>在我家，我妈妈常常做家务，我不喜欢做家务。</p> 	<hr/> <hr/> <hr/>

Interpersonal

E What are your opinions of each person's statement below? Write down your opinions with the following sentence starters.

我觉得……应该……

我觉得……也很好

多……少……

我希望……

虽然……可是……

因为……

1.	<p>我觉得女孩子应该多做家务。</p> 	<hr/> <hr/> <hr/>
2.	<p>我觉得女孩子应该做老师，男孩子应该做医生。</p> 	<hr/> <hr/> <hr/>
3.	<p>男孩子应该多工作，不应该做家务。</p> 	<hr/> <hr/> <hr/>
4.	<p>我是中国人，所以我不想学英文。</p> 	<hr/> <hr/> <hr/>

5.

我想做工程师，可是我
妈妈觉得女孩子做老师
最好。



Interpersonal

P Your teacher would like to know more about your family and your future career planning. Complete the following survey with Chinese characters to provide this information to your teacher.

我的中文名字 _____

你家有几个人？

你的家人做什么工作？

在你家，谁常常做家务？

你在家做家务吗？你做什么家务？

你想做什么工作？

你想不想做医生？为什么？

你想不想做老师？为什么？

你想不想做电脑工程师？为什么？

第六课

Lesson

6

Theme

当代生活
Contemporary Life

Topic

跟朋友聊天
Chatting with Friends



Dialogue 1 对话一

一、汉字 Characters

A Circle the common part of characters in each group for questions 1-4.

• Example •

好

姓

1. 忙 快

2. 城 地

3. 在 坐

4. 馆 饭

B Combine the radicals and character parts together to make new characters for questions 1-4.

1. 口 + 乞 = _____

2. 口 + 斤 = _____

3. 口 + 昌 = _____

4. 口 + 乚 = _____

- C** Combine the radicals in the orange cloud and the character parts in the blue cloud to make new characters. Sometimes you can combine one radical with more than one character part.



Write down the characters you combined:

1. _____ 2. _____ 3. _____ 4. _____

- D** Listen to the audio and circle the characters you hear in each group. 

Group 1:

星、期、五、空、起、城

Group 2:

姐、跟、们、起、怎、样

Group 3:

没、题、开、车、来、接

二、听力 *Listening*

Interpretive

- A** Listen to Textbook Dialogue 1. Then mark the following statements with True (T) or False (F). 

- () Lǐ Míng is very busy today.
- () Dàwèi wants to invite Lǐ Míng to watch a movie today.
- () Lǐ Míng needs to go to library for a class today.
- () Lǐ Míng is available on Saturday.
- () Lǐ Míng will go to eat with his parents on Saturday.
- () Lǐ Míng and Dàwèi will meet on Friday night at 7:30 p.m.
- () Lǐ Míng and Dàwèi will go to the movies on Friday.

Interpretive

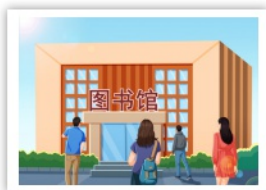
B Listen to the monologue and match the places with the activities. 🎧



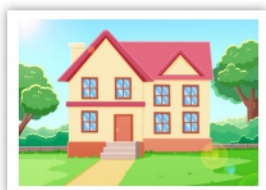
a.



b.



c.



d.



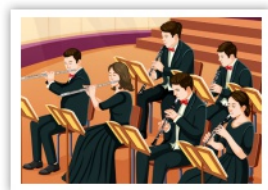
e.



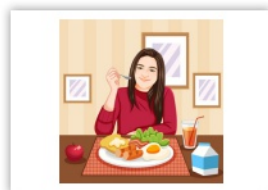
1.



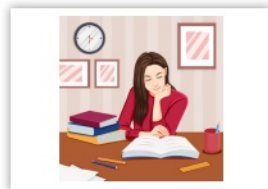
2.



3.



4.

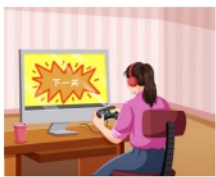


5.

Interpretive

Listen to the six dialogues and select the most appropriate pictures. 🎧

1.	 <p>a.</p>	 <p>b.</p>	 <p>c.</p>
2.	 <p>a.</p>	 <p>b.</p>	 <p>c.</p>
3.	 <p>a.</p>	 <p>b.</p>	 <p>c.</p>
4.	 <p>a.</p>	 <p>b.</p>	 <p>c.</p>
5.	 <p>a.</p>	 <p>b.</p>	 <p>c.</p>

6.	 <p>a.</p>	 <p>b.</p>	 <p>c.</p>
----	---	---	---

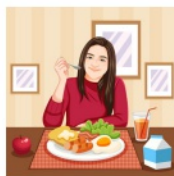
Interpretive

D Listen to the four dialogues and draw lines to match each pair's activity with its corresponding time. 🎧

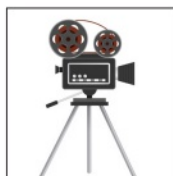
Activity



A.



B.



C.



D.

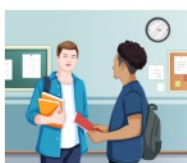
1.



2.



3.



4.



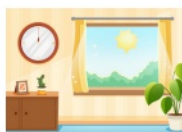
Time



a.



b.



c.



d.

三、口语 Speaking

Interpersonal

- A** Listen to each question and record your response with a technology tool. 🎧

Presentational

- B** The table below shows your schedule for this week. Read the invitations from each person and answer by saying if you have or do not have time according to the schedule provided. If you do not have time to go, please explain the reason. Record your response with a technology tool.

星期一	星期二	星期三	星期四	星期五	星期六	星期天
有空 	不忙 	上游泳课 	看电影 	有空 	帮妈妈做家务 	听音乐会 

1.	<div style="border: 1px solid black; padding: 5px; display: inline-block;">你星期一有空吗?</div> 	<div style="border-bottom: 1px dashed black; height: 20px; margin-bottom: 10px;"></div> <div style="border-bottom: 1px dashed black; height: 20px; margin-bottom: 10px;"></div> <div style="border-bottom: 1px dashed black; height: 20px;"></div>
2.	<div style="border: 1px solid black; padding: 5px; display: inline-block;">你这个星期二忙不忙?</div> 	<div style="border-bottom: 1px dashed black; height: 20px; margin-bottom: 10px;"></div> <div style="border-bottom: 1px dashed black; height: 20px; margin-bottom: 10px;"></div> <div style="border-bottom: 1px dashed black; height: 20px;"></div>

<p>3.</p>	<p>你这个星期三有什么事?</p> 	<p>~~~~~</p> <p>~~~~~</p> <p>~~~~~</p>
<p>4.</p>	<p>这个星期四你想不想一起去图书馆看书?</p> 	<p>~~~~~</p> <p>~~~~~</p> <p>~~~~~</p>
<p>5.</p>	<p>你这个周末忙吗?</p> 	<p>~~~~~</p> <p>~~~~~</p> <p>~~~~~</p>

四、阅读 Reading

Interpretive

- A** Look at the following pictures. Can you tell what each place is? Write A, B, C, or D next to the number of each item to match the picture.



1. _____

2. _____



3. _____

4. _____

A. library

B. movie theater

C. Chinatown

D. musical theater

Interpretive

- B** Match each sentence on the left with the appropriate response on the right.

1. _____ 你今天忙不忙?
2. _____ 明天你有空吗?
3. _____ 我今天想请你吃饭。
4. _____ 我们星期五去看电影，好吗?
5. _____ 我们几点见?

- a. 谢谢，可是我今天有事。
- b. 我今天很忙。
- c. 好。
- d. 三点，怎么样?
- e. 明天我没空。

Interpretive

- C 王明明、李子英、林多明、and 李卫卫 are classmates. Their teacher wants to know their availability this Sunday to partner them up for a pair project. Read their responses and take notes in English to list their schedules. Then select the most appropriate answers according to their schedules and complete the table to pair them up.



我星期天早上要帮妈妈做家务，中午和下午要在图书馆看书，晚上我没事。



我星期天早上没事，中午也没事。可是我下午很忙，我要帮爸爸做家务，下午五点还要跟李卫卫去听音乐会。晚上九点回家。



我星期天要中午起床。下午要跟李卫卫去电影院看电影。晚上我没有事，不忙。



这个星期天我很忙，早上我没事，可是我下午要跟林多明去看电影，晚上我要跟李子英去听音乐会。

Take notes in English to organize your thoughts as you read their responses.

	a.  王明明	b.  李子英	c.  林多明	d.  李卫卫
早上				
中午				
下午				
晚上				

1. What will 王明明 do in the morning?

- a. nothing
- b. do housework
- c. go to a movie
- d. go to a concert

2. What will 李子英 do in the afternoon?

- a. nothing
- b. do housework and go to a concert
- c. go to the library
- d. go to a concert

3. When will 林多明 go to the movies?

- a. noon
- b. morning
- c. afternoon
- d. evening

4. Who will go to the library this Sunday?

- a. 王明明
- b. 李子英
- c. 林多明
- d. 李卫卫

Fill out the following table in Chinese characters as in the example.

	Student's name	Available time
Example:	金英子、王大卫	星期天下午
Pair 1		
Pair 2		

Interpretive

D Read 李明's plans for this week and write 李明's activities and where he will do the activities on the weekly planner provided in English. Then answer the questions in English below.

这个星期我很忙。我星期一要跟朋友去中国城吃饭。星期二要跟爸爸妈妈去电影院看电影。星期三我要去图书馆看书，我觉得看书很有意思。星期四我要去音乐厅听音乐会。我很喜欢听音乐会，因为我喜欢唱歌。星期五大明要请我看电影，他晚上七点在电影院门口等我。星期六我没事，要在家帮妈妈做家务，我觉得男孩子也应该多做家务。星期天我要去朋友家打游戏。

我的一个星期 

星期一

星期二

星期三

星期四

星期五

星期六

星期日

1. Who will go with 李明 to eat in Chinatown on Monday?

2. How does 李明 feel about reading?

3. Why does 李明 like to go to the concert?

4. Where will 大明 wait for 李明?

5. What's 李明's point of view about doing housework?

五、写作 Writing

Presentational A Look at the pictures and complete the dialogue with a location using characters.

1.		A: 你明天在哪儿等我? B: 在 _____ 门口, 好吗? A: 好!
2.		A: 你要去哪儿吃饭? B: 我要去 _____ 吃饭。
3.		A: 你下午要去做什么? B: 我下午要去 _____ 看书。
4.		A: 我们去 _____ 看电影, 好吗? B: 好!

Presentational

B Fill in the blanks with the question words below to complete the questions.

为什么 怎么 什么 哪儿 谁

1. 明天你要跟 _____ 去看电影?
2. 明天你在 _____ 等我?
3. 你 _____ 去中国城?
4. _____ 你今天很忙?
5. 你今天有 _____ 事?

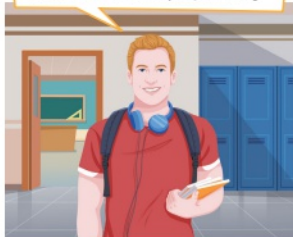
Interpersonal

C Rearrange the word order and write a complete sentence according to the prompts.

Example

生日派对 / 几点 / 是 / 她的
→ 她的生日派对是几点?

她的生日派对是六点。



1.

忙 / 今天 / 你 / 不忙

→ _____

今天我不忙。



<p>2.</p>	<p>什么 / 有 / 事 / 你</p> <p>→ _____</p>	
<p>3.</p>	<p>今天 / 听音乐会 / 一起 / 好吗 / 去 / 我们</p> <p>→ _____</p>	
<p>4.</p>		<p>两 / 二十 / 分 / 点</p> <p>→ _____</p>
<p>5.</p>		<p>我 / 门口 / 等 / 音乐厅 / 你 / 在</p> <p>→ _____</p>

6.



我们 / 点 / 见 / 五

→ _____

Interpersonal

D Answer the following questions according to your own schedule.

1. A: 你今天忙不忙?

B: _____

2. A: 你明天有事吗?

B: _____

3. A: 你这个周末有空吗?

B: _____

4. A: 我们今天晚上一起去吃饭, 怎么样?

B: _____



Dialogue 2 对话二

一、汉字 Characters

A Circle the common part of characters in each group for questions 1-4.

Example

好

姓

1. 晚 明 时

2. 试 课 谢

3. 校 机 林

4. 油 游 泳

B Match each radical on the left with the meaning on the right.

1. 巾

(a) hair

2. 乡

(b) food

3. 目

(c) eye

4. 土

(d) earth

5. 心

(e) heart

C Combine the radicals and character parts together to make new characters for questions 1-4.

1. 口 + 冬 = _____

2. 口 + 口 = _____

3. 口 + 大 = _____

4. 口 + 玉 = _____

- D** Combine the radicals in the orange cloud and the character parts in the blue cloud to make new characters. Sometimes you can combine one radical with more than one character part.



Write down the characters you combined:

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

- E** Do you notice that the phrases in each line share the same character? Circle it and write it down with its English meaning.

Example 我叫..... 你叫..... 他叫..... 叫 to call

			character	meaning
1. 学习	放学	学校		
2. 做功课	做饭	做家务		
3. 看电影	看书	看电视		a. b.
4. 不行	不累	不想		
5. 星期五	星期六	星期一		

二、听力 Listening

Interpretive

A Listen to Textbook Dialogue 2 and select the most appropriate answers. 

1. What time is it in New York?
 - a. 5:09 a.m.
 - b. 5:09 p.m.
 - c. 9:05 a.m.
 - d. 9:05 p.m.

2. What is the time difference between New York and Beijing?
 - a. no difference
 - b. 10 hours
 - c. 12 hours
 - d. 24 hours

3. What activity does Dàwèi propose to do together?
 - a. watch movies
 - b. play computer games
 - c. do homework
 - d. study Chinese

4. What activity would Dàwèi's Chinese friend like to do?
 - a. sleep
 - b. play games
 - c. play basketball
 - d. prepare for exams

5. Which of the following statements is true?

- a. The Chinese friend would like to sleep because he is bored.
- b. Dàwèi is not busy after school but is busy studying.
- c. Dàwèi is on the school basketball team, so he often practices after school.
- d. The Chinese friend is also on the school team, so he is busy and tired.

Interpretive

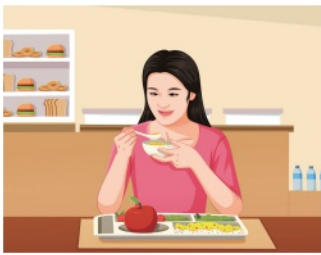
B Listen to the dialogue. Then mark the following statements with True (T) or False (F). 🎧

- 1. () They are classmates.
- 2. () The girl has to do her homework.
- 3. () The boy is bored.
- 4. () The girl is tired because she went swimming.
- 5. () The girl played basketball with school teammates.
- 6. () The girl asked the boy to find his friend to play with him.

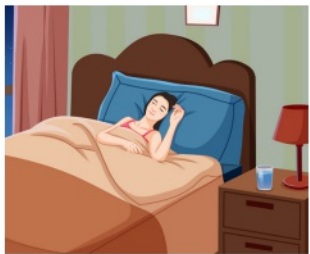
Interpretive

C Listen to the narration about 王美英's schedule. Then check the correct time box and fill in the time of each activity. 🎧

<p>Sample:</p> <p>☒ 早上</p> <p>☐ 中午</p> <p>☐ 下午</p> <p>☐ 晚上</p>	<p>时间:</p> <p>_____ 6:30 _____</p>	<p>起床 qǐ chuáng</p> 
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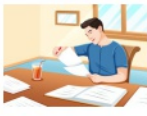
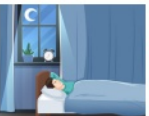
<p>1.</p> <p>☐ 早上</p> <p>☐ 中午</p> <p>☐ 下午</p> <p>☐ 晚上</p>	<p>_____</p>	<p>吃早饭 chī zǎofàn</p> 
<p>2.</p> <p>☐ 早上</p> <p>☐ 中午</p> <p>☐ 下午</p> <p>☐ 晚上</p>	<p>_____</p>	
<p>3.</p> <p>☐ 早上</p> <p>☐ 中午</p> <p>☐ 下午</p> <p>☐ 晚上</p>	<p>_____</p>	
<p>4.</p> <p>☐ 早上</p> <p>☐ 中午</p> <p>☐ 下午</p> <p>☐ 晚上</p>	<p>_____</p>	<p>吃午饭 chī wǔfàn</p> 

<p>5.</p> <p>☐ 早上</p> <p>☐ 中午</p> <p>☐ 下午</p> <p>☐ 晚上</p>	<hr/>	
<p>6.</p> <p>☐ 早上</p> <p>☐ 中午</p> <p>☐ 下午</p> <p>☐ 晚上</p>	<hr/>	
<p>7.</p> <p>☐ 早上</p> <p>☐ 中午</p> <p>☐ 下午</p> <p>☐ 晚上</p>	<hr/>	
<p>8.</p> <p>☐ 早上</p> <p>☐ 中午</p> <p>☐ 下午</p> <p>☐ 晚上</p>	<hr/>	<p>吃晚饭 chī wǎnfàn</p> 

<p>9.</p> <p>☐ 早上</p> <p>☐ 中午</p> <p>☐ 下午</p> <p>☐ 晚上</p>	<hr/>	
<p>10.</p> <p>☐ 早上</p> <p>☐ 中午</p> <p>☐ 下午</p> <p>☐ 晚上</p>	<hr/>	

Interpretive

D Listen to the two narrations about Ms. Lin and Jin Dazhong's activities. Then write 1, 2, 3, 4, or 5 on the top of each picture to put the activities in order. 🎧

<p>1.</p>					
<p>2.</p>					

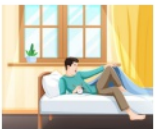
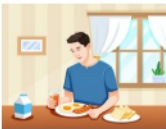
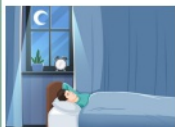
三、口语 Speaking

Interpersonal

- A** Listen to each question and record your response with a technology tool. 🎧

Presentational

- B** The table below shows 金大中's schedule for today. Use complete sentences to describe his activities. Try to use 以后 to connect two actions in two complete sentences in your recording. Record your response with a technology tool.

早上 6:00	早上 6:20	早上 7:00	早上 7:15	中午 12:30
				
下午 3:05	下午 3:30	下午 5:00	晚上 7:45	晚上 10:30
				

四、阅读 Reading

Interpretive

A Match each sentence on the left with the appropriate response on the right.

1. ____ 你早上几点来学校?
2. ____ 你现在想不想去打篮球?
3. ____ 放学以后, 你常常做什么?
4. ____ 纽约现在早上九点十五分, 北京呢?
5. ____ 你参加什么校队?
6. ____ 这个星期天你有空吗?
7. ____ 在美国学习忙吗?

- a. 不想, 我太累了。
- b. 我早上七点半来学校。
- c. 我没空, 我得准备考试。
- d. 放学以后, 我常常做家务、洗碗。
- e. 学习不忙, 放学以后很忙。
- f. 我是篮球校队的球员。
- g. 北京现在晚上九点十五分。

Interpretive

B Read the following sentences and write the numbers in the blanks to rearrange the sentences into a logical dialogue.

- ____ 1 ____ 你今天有没有空?
- ____ 两点没问题, 在哪儿见?
- ____ 好, 我们一起准备。今天几点?
- ____ 我今天有空, 有什么事?
- ____ 我在图书馆门口等你。
- ____ 下午两点, 怎么样?
- ____ 8 ____ 好, 谢谢! 两点见!
- ____ 明天有中文考试, 你帮我准备考试, 好不好?



Interpretive

C Read the dialogue and mark the following statements with True (T) or False (F).

大中：你明天有空吗？晚上我想请你看看篮球赛（sài, competition），怎么样？

明明：不行，我明天得准备中文考试。

大中：真的吗？我们星期三有中文考试吗？

明明：对，老师说我们星期三要写汉字、说中文，很不容易。

大中：天啊！那我们明天一起去图书馆看书、准备考试，好不好？

明明：行，我们明天早上九点半在图书馆门口见。我帮你准备考试。

大中：那我请你吃晚饭，怎么样？

明明：谢谢。我们一起加油！

1. () 大中 is inviting 明明 to watch a basketball game tomorrow.
2. () 明明 is going to meet 大中 tomorrow evening.
3. () 大中 is aware that there is a Chinese exam.
4. () They are going to meet at a restaurant.
5. () They are going to meet at 9:30 a.m.

Interpretive

D Read 大明's passage below and answer the questions in English.

我的中国朋友很忙，他得做很多功课，也得准备很多考试，真的很不容易。他常常早上六点半走路去学校，放学以后，还得上英文课和电脑课，他真的很累。

我也很累。我的学校有很多考试，我常常在学校做功课。放学以后，我得去校队打篮球、看书。回家以后，我还得做家务。我和中国朋友都没有时间睡觉。我希望我们有时间一起打游戏、说中文。

1. What is school life like for 大明's Chinese friend?

2. What is 大明's schedule like after school?

3. What does 大明 usually do after going home?

4. What is different between 大明 and his Chinese friend?

5. What would 大明 like to do with his Chinese friend?

五、写作 Writing

Presentational A Fill in the blanks with the appropriate words below to complete the sentences.

得 虽然 以后 请 觉得 一起 应该 帮

1. 晚上小明 _____ 我去听音乐会。

2. 这个星期我有很多功课和考试，我 _____ 很无聊。

3. 因为他是篮球校队的球员，放学 _____ 常常去打篮球。

4. 我这个星期 _____ 做功课，还得准备很多考试。

5. _____ 中文很有意思，可是中文考试不容易。

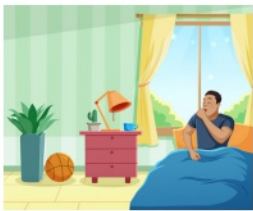
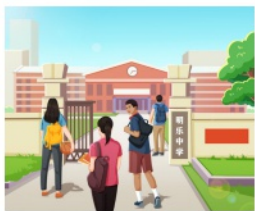
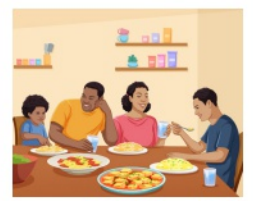
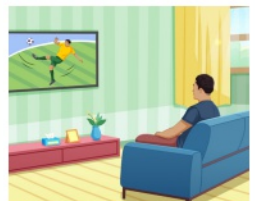
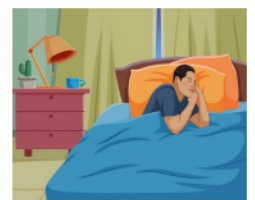
6. 我们 _____ 多参加校队的活动 (huódòng, activity)。

7. 我常常跟我的朋友 _____ 在图书馆看书。

8. 我的中国朋友常常 _____ 我学中文。

Presentational

B The tables below show 李卫's activities today. Use 以后 to describe his activities in Chinese characters.

早上 6:45	早上 7:15	他早上起床以后去学校。
		
下午 3:00	下午 3:30	
		
晚上 6:00	晚上 7:00	
		
晚上 7:30	晚上 10:00	
		

Interpersonal

C Rearrange the word order and write a complete sentence according to the prompts.

Example

几点 / 现在 / 纽约 / 晚上
→ 纽约现在晚上几点?

纽约现在晚上八点零五分。



1.

你们 / 打篮球 / 我们 / 要不要 / 跟 /
一起

→ _____

好，放学以后见。



2.

图书馆门口 / 早上 / 在 / 几点 / 见

→ _____

早上九点半见。

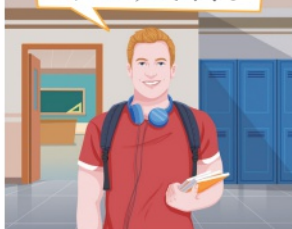


3.

你 / 吗 / 晚上七点 / 有空 / 以后

→ _____

对不起，我有事。



4.	<p>这个星期你学习忙不忙?</p> 	<p>很忙 / 学习 / 我 / 这个星期</p> <p>→ _____</p> <p>做功课 / 得 / 还 / 放学以后 / 准备 考试 / 得</p> <p>→ _____</p>
5.	<p>你今天六点后做什么?</p> 	<p>我女朋友 / 请 / 要 / 六点半 / 晚上 / 我 / 吃饭</p> <p>→ _____</p> <p>因为 / 我的 / 是 / 生日 / 今天</p> <p>→ _____</p>
6.	<p>你想不想参加篮球校队?</p> 	<p>可是 / 想 / 校队 / 没有 / 参加 / 我 / 时间</p> <p>→ _____</p>
7.	<p>学中文不容易, 怎么 学中文?</p> 	<p>多 / 应该 / 听中文 / 你 / 说英文 / 少</p> <p>→ _____</p>

Presentational

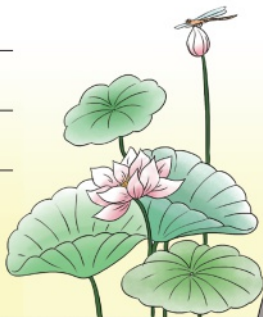
D You are going to invite a friend to do some activities together this weekend. Write an invitation to your friend, including time, place to meet, activities to do, reasons for the invitation, and who will attend.

Example

金英子：

你这个星期六下午五点半有空吗？我想请你和李明吃晚饭，因为你们帮我准备中文考试。我们一起去中国城吃饭，怎么样？李明觉得中国城的中国饭馆很好。我希望你一起来吃晚饭。我们星期六下午五点半在中国城的地铁站（zhàn, station）见。

大卫

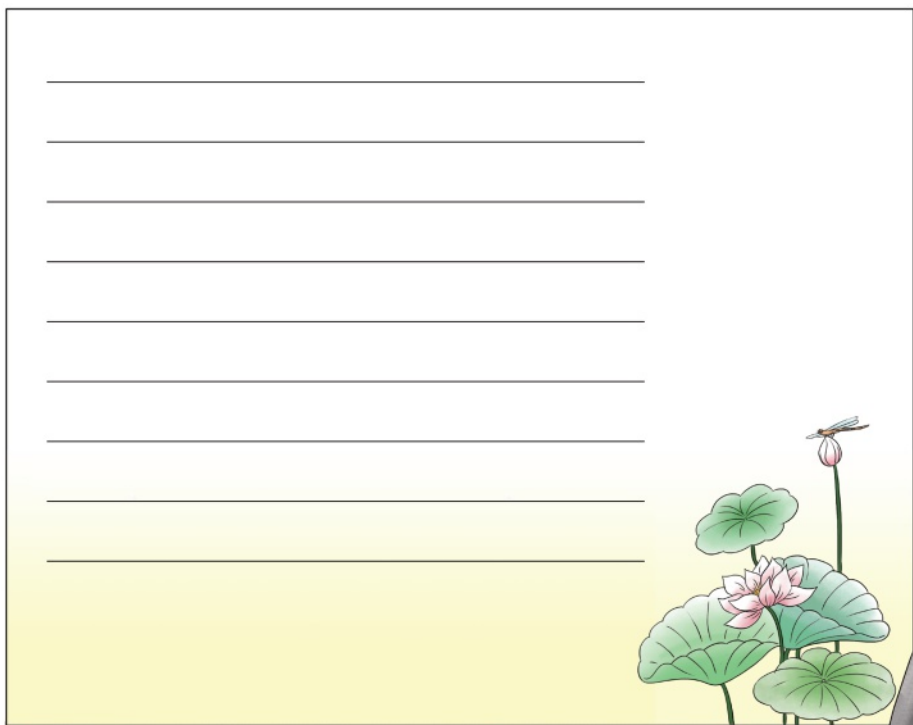


Presentational

E Write a short diary entry describing an activity that your friend invited you to do. Include information about the activities, who attended, and when and where it occurred.

Example

这个星期六下午，我要跟大卫和李明一起去中国城吃饭。大卫请我去中国饭馆吃晚饭，因为我帮大卫准备中文考试。我们五点半在饭馆吃饭，晚上七点一起坐地铁去大卫家看篮球赛（sài, competition），十点半以后回家。虽然这个星期准备考试很累，可是周末可以跟他们一起玩，我很开心（kāixīn, happy）。



第七课

Lesson

7

Theme

当代生活
Contemporary Life

Topic

吃饺子
Eating Dumplings



Dialogue 1 对话一

一、汉字 Characters

A Circle the common part of characters in each group for questions 1-4.

• Example •

好

姓

1. 找 打

2. 聊 聪

3. 吃 吗

4. 饺 饭

B Combine the radicals and character parts together to make new characters for questions 1-4.

1. 女 + 马 = _____

2. 女 + 冫 = _____

3. 女 + 子 = _____

4. 女 + 也 = _____

- C** Combine the radicals in the orange cloud and the character parts in the blue cloud to make new characters. Sometimes you can combine one radical with more than one character part.



Write down the characters you combined:

1. _____ 2. _____ 3. _____ 4. _____

- D** Listen to the audio and circle the characters you hear in each group.

Group 1:

喂、他、吃、晚、饭、了

Group 2:

还、没、有、忙、时、哪

Group 3:

到、家、起、包、饺、等

二、听力 *Listening*

Interpretive

- A** Listen to Textbook Dialogue 1 and select the most appropriate answers.

1. Where was Dàwèi when Lǐ Míng had the conversation with him?
- home
 - outside
 - restaurant
 - school

2. What did Dàwèi eat today?
 - a. He ate burgers and fries.
 - b. He ate dumplings.
 - c. He ate Chinese dishes.
 - d. He did not eat.

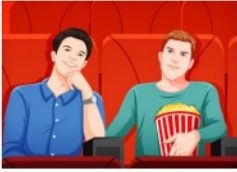
3. What did Dàwèi do last night?
 - a. He helped his mom cook.
 - b. He made Chinese food.
 - c. He ate dumplings.
 - d. He chatted with his Chinese friend.

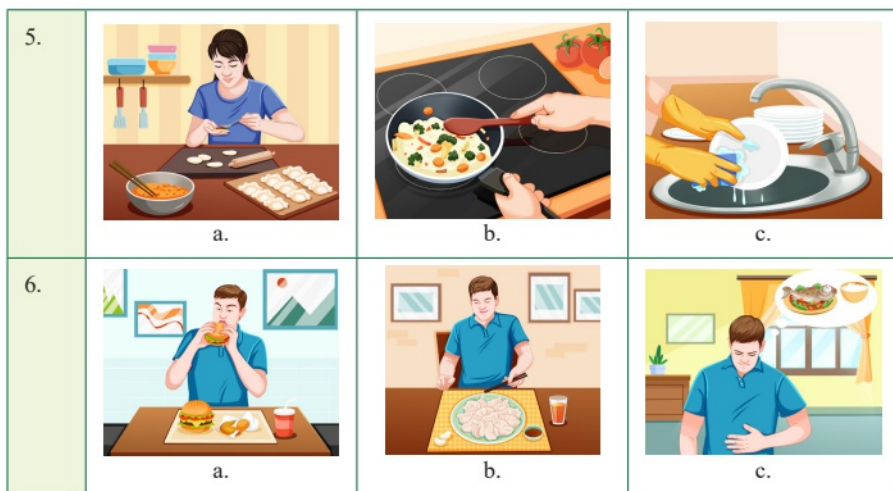
4. What will Dàwèi help Lǐ Míng with?
 - a. cooking
 - b. learning Chinese
 - c. finding Chinese friends
 - d. making Chinese food and dumplings

5. Which of the following statements is true?
 - a. Dàwèi and Lǐ Míng had this conversation in person.
 - b. Dàwèi thinks his Chinese friend is smart and friendly.
 - c. Dàwèi's mom made burgers and fries today.
 - d. Dàwèi knew how to make dumplings.

Interpretive

B Listen to the six dialogues and circle the activities that the speakers did or have done. There may be multiple answers. 🎧

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



Interpretive

C Listen to the dialogue. Then mark the following statements with True (T) or False (F). 

- () The conversation is not held in person.
- () His mom was busy cooking.
- () He had burgers and fries for lunch.
- () He is going to do homework while waiting for his mom.
- () They are going to eat Chinese food for dinner.
- () His mom has been waiting for Dàzhōng in front of the school building.

三、口语 Speaking

Interpersonal

A Listen to each question and record your response with a technology tool. 

Presentational

B Look at the following to-do list. What did 林老师 do? What did 林老师 not do? Use complete sentences by using 了 or 没有 to describe 林老师's activities today and record your response with a technology tool.



Presentational

C Look at the pictures and use the cues to complete the dialogue with “又……又……” Record your response with a technology tool.

1.		<p>A: 这个电影怎么样? (无聊、不好看)</p> <p>B: _____。</p>
2.		<p>A: 她昨天忙不忙? (忙、累)</p> <p>B: _____。</p>
3.		<p>A: 你觉得玩无人机怎么样? (好玩、酷)</p> <p>B: _____。</p>

4.



A: 你觉得这个游戏怎么样? (有意思、酷)

B: _____。

四、阅读 Reading

Interpretive

A Look at the following pictures. Can you tell what restaurants they are? Write a, b, c, or d under the pictures to match the food that the restaurants might serve.

a. dumplings

b. Chinese dishes

c. fries

d. burgers









Interpretive

B Read the questions and responses and select the most appropriate responses and questions.

1. A: 你昨天去哪儿了?

B: (a) 我去学校打篮球。

(b) 我去学校打篮球了。

(c) 我没有去。

2. A: 你吃了什么?

B: (a) 我吃汉堡。

(b) 我不吃汉堡。

(c) 我吃了汉堡。

3. A: 你爸爸教你做中国菜了吗?

B: (a) 他还没有教我做中国菜。

(b) 他不教了我做中国菜。

(c) 他没有教我做中国菜了。

4. A: (a) 你包饺子吗?

(b) 你包饺子了吗?

(c) 你包什么?

B: 对, 我下午包了饺子。

5. A: (a) 你昨天晚上跟谁聊天?

(b) 你昨天晚上聊天了吗?

(c) 你昨天晚上聊天吗?

B: 我昨天晚上聊天了。

Interpretive

C Read the dialogue and mark the following statements with True (T) or False (F).

爸爸：你回来了啊！那个电影怎么样？好看不好看？

家家：我没有去看电影。昨天金大中说，今天下午三点在电影院门口见，可是他今天下午没来。

爸爸：为什么他没去电影院？

家家：我不知道 (zhīdào, to know)。

爸爸：那你吃饭了吗？

家家：我吃了。

爸爸：在哪儿？

家家：中国城，那里 (nàlǐ, there) 又大又有意思。我的中国朋友都很喜欢。

爸爸：真的吗？你觉得好玩吗？

家家：太好玩了！我去了中国饭馆，吃了中国菜和饺子。太好吃了！我还在那儿看了包饺子。看！这是包饺子的照片，又酷又好玩！

爸爸：我也想吃饺子。

家家：我的中国朋友很友好，我想请她教我包饺子。

爸爸：太好了！

1. () 家家 and 金大中's date was scheduled for 3 p.m. today.
2. () 金大中 came late.
3. () 家家's Chinese friends like Chinatown.
4. () 家家 and 金大中 went to Chinatown together.
5. () 家家 thought Chinatown was big and interesting.
6. () 家家 ate Chinese food and dumplings.
7. () 家家 showed a picture of Chinatown to her father.
8. () 家家 knew how to make dumplings.

五、写作 Writing

Presentational **A** Read the following dialogues and fill in the blanks with 了 if needed. If 了 is not needed, put an X.

1. A: 明天晚上你要跟我去看 _____ 电影 _____ 吗?

B: 对不起, 我明晚没有空。

2. A: 你常常跟中国朋友聊天 _____ 吗?

B: 对, 我们常常聊 _____ 电脑游戏还有篮球。

3. A: 你去中国城 _____ 吗?

B: 去 _____, 我去中国城 _____。

4. A: 你到音乐厅 _____ 吗?

B: 还没有, 我还没有到地铁口 _____。

5. A: 你想吃什么 _____ ?

B: 我想 _____ 吃汉堡。

Presentational **B** Read the following sentences and decide if 不 or 没有 should fill in the blanks. Note that 没有 has two meanings: one is “did/do/does + not have + noun,” and another is “did not have + verb.”

1. 明天我 _____ 想去听音乐会。

2. 我昨天在图书馆门口等我朋友, 可是她 _____ 来。

3. 我昨天 _____ 睡觉, 因为我得准备很多考试。

4. 我哥哥 _____ 喜欢做家务。

5. 我上个星期 _____ 去打篮球, 因为学习太忙了。

6. 上个周末我在家, 我 _____ 去纽约。

7. 我看了那个电影, 可是我觉得 _____ 好看。

8. 昨天 _____ 游泳课, 我 _____ 去游泳。

9. 我跟家人上个周末 _____ 去中国城, 因为我弟弟 _____ 喜欢中国菜。
10. 我还 _____ 吃饭, 因为我妈妈今天 _____ 时间做饭。

Presentational

C Read the sentences provided and use “又……又……” to combine two sentences into one sentence.

Example

跳舞不好玩。跳舞也很无聊。

→ 跳舞又不好玩又很无聊。

1. 那个电影很好看。那个电影很有意思。

→ _____

2. 我觉得汉字很多。汉字不容易写。

→ _____

3. 我的好朋友很有意思。他也很友好。

→ _____

4. 那个饭馆的饺子很少。那个饭馆的饺子也不好吃。

→ _____

5. 我今天很忙。我也很累。

→ _____

6. 我的妈妈很美。她也很聪明。

→ _____

Interpersonal

D Rearrange the word order and write a complete sentence according to the prompts.

Example

吃 / 了 / 你 / 晚饭 / 吗

→ 你吃晚饭了吗?

还没有, 我还在图书馆
做功课。

1.

你 / 做 / 昨天 / 了 / 什么 / 晚上

→ _____

我昨晚做饭、做家务了。



2.

做 / 了 / 你 / 吗 / 功课

→ _____

做了。太容易了!



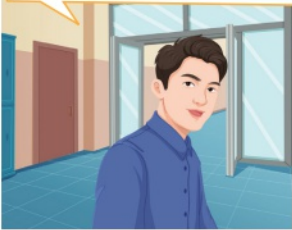
3.

你 / 了 / 到 / 喂 / 学校 / 吗

→ _____

我到学校了。你在哪儿?



<p>4.</p>	<p>以后 / 我们 / 好吗 / 一起 / 去 / 北京</p> <p>→ _____</p>	<p>好啊！一言为定。</p> 
<p>5.</p>	<p>喂，你吃了吗？</p> 	<p>没有 / 今天 / 做饭 / 还没有 / 我 / 时间</p> <p>→ _____</p>
<p>6.</p>	<p>我吃了饺子，你吃了什么？</p> 	<p>吃 / 我 / 汉堡 / 和 / 了 / 薯条</p> <p>→ _____</p>
<p>7.</p>	<p>上个周末你做什么了？</p> 	<p>我 / 包 / 教 / 饺子 / 美国朋友 / 在家 / 了</p> <p>→ _____</p>

8.

你的男朋友怎么样?



又 / 我的 / 酷 / 男朋友 / 又 / 聪明

→

他 / 帮 / 常常 / 考试 / 我 / 准备

→

Interpersonal

E Answer the following questions according to your own situation. You can look up words that you do not know and write in Pinyin or characters.

1. A: 你昨天吃晚饭了吗?

B: _____

2. A: 你吃了什么?

B: _____

3. A: 你上个周末做什么了?

B: _____

4. A: 我的好朋友又友好又有意思。你的好朋友呢?

B: _____

5. A: 你以后想做什么工作?

B: _____



An Email

一封邮件

一、汉字 Characters

A Circle the common part of characters in each group for questions 1-4.

• Example •

好

姓

- | | | |
|------|---|---|
| 1. 常 | 帮 | 希 |
| 2. 做 | 作 | 们 |
| 3. 认 | 识 | 谢 |
| 4. 点 | 然 | 照 |

B Match each radical on the left with the meaning on the right.

- | | |
|------|--------------|
| 1. 耳 | (a) grass |
| 2. 艹 | (b) rap, tap |
| 3. 巾 | (c) ear |
| 4. 纟 | (d) scarf |
| 5. 门 | (e) door |

C Combine the radicals and character parts together to make new characters for questions 1-4.

- | | |
|------------------|------------------|
| 1. 日 + 免 = _____ | 2. 日 + 月 = _____ |
| 3. 日 + 乍 = _____ | 4. 日 + 寸 = _____ |

- D** Combine the radicals in the orange cloud and the character parts in the blue cloud to make new characters. Sometimes you can combine one radical with more than one character part.



Write down the characters you combined:

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

- E** Do you notice that the phrases in each line share the same character? Circle it and write it down with its English meaning.

Example 我叫……你……他…… 叫 to call

			character	meaning
1. 他家	回家	家务		
2. 做功课	做饭	做家务		
3. 做菜	做饭	做客		a. b.
4. 肉饺子	素饺子	包饺子		
5. 好吃	好看	好听		

二、听力 *Listening*

Interpretive

A Listen to “An Email” in the Textbook and select the most appropriate answers. 

1. When was Chinese New Year?
 - a. last month
 - b. last week
 - c. this Monday
 - d. yesterday
2. What did Dàwèi do yesterday?
 - a. He celebrated Chinese New Year.
 - b. He went to Lǐ Míng's house.
 - c. He went to a restaurant to eat.
 - d. He met a new Chinese friend.
3. How many dumplings did Dàwèi eat yesterday?
 - a. 13
 - b. 10
 - c. 23
 - d. 30
4. What activity did Dàwèi and Lǐ Míng do after eating dumplings?
 - a. chatted and watched TV
 - b. watched TV and played games
 - c. played basketball and watched TV
 - d. prepared for exams and chatted
5. At the end of the letter, what did Dàwèi ask for?
 - a. to visit Xiǎoliàng someday in the future
 - b. for Xiǎoliàng to be Lǐ Míng's friend as well
 - c. to find a Chinese friend for Lǐ Míng
 - d. to find a Chinese teacher for Lǐ Míng

Interpretive

- B** Listen to the following two monologues and write 1, 2, 3, 4, or 5 above of each picture to put the activities in order. 🎧

1.					
2.					

Interpretive

- C** Listen to the five dialogues and select the most appropriate pictures. 🎧

1.	 a.	 b.	 c.
2.	 a.	 b.	 c.

3.	 <p>a.</p>	 <p>b.</p>	 <p>c.</p>
4.	 <p>a.</p>	 <p>b.</p>	 <p>c.</p>
5.	 <p>a.</p>	 <p>b.</p>	 <p>c.</p>

Interpretive

D Listen to the following five dialogues and fill in the table with the quantity of each item mentioned. 🎧

	Activity	Numbers
1.		

2.		
3.		
4.		
5.		

Interpretive

E Listen to the dialogue. Then mark the following statements with True (T) or False (F). 

- () There was a Chinese New Year party last night at Xiǎomíng's house.
- () The boy didn't make dumplings last night.
- () The boy made lots of dumplings last night.
- () The boy ate ten meat dumplings and five vegetable dumplings last night.
- () After eating dumplings, they danced together while chatting.
- () The boy went back home at 11 p.m.

三、口语 Speaking

Presentation

- A** Use “……了……以后” to describe a series of activities you did yesterday. Record your response with a technology tool.

Please include at least five activities and use “……了……以后” at least twice.

Presentation

- B** Use “一边……一边……” to describe two actions you often do simultaneously. Record your response with a technology tool.

Please use the following sentence starters to make three sentences.

我常常……

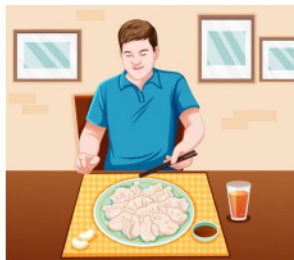
我喜欢……

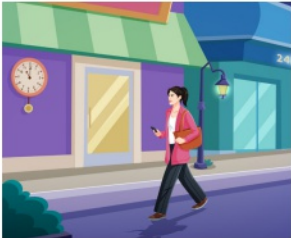
我想……

Interpersonal

- C** Listen to each question and answer the questions with the given pictures and sentence patterns. Record your answers with a technology tool. 🎧

1.



2.		
3.		
4.		<p>“一边……一边……”</p>
5.		<p>“才”</p>

四、阅读 Reading

Interpretive

A Match each sentence on the left with the appropriate response on the right.

1. ____ 你昨天晚上做什么了?
2. ____ 你昨天放学以后做什么了?
3. ____ 你能不能帮我找一个中国朋友?
4. ____ 你吃饺子了吗?
5. ____ 你包了几个饺子?
6. ____ 你上个星期看电影了吗?

- a. 好啊，我帮你找一个。
- b. 我上个星期看电影了。
- c. 我昨天晚上准备中文考试了。
- d. 昨天放学以后，我在家做家务了。
- e. 我包了十二个饺子。
- f. 没有，我没有吃饺子。

Interpretive

B Read the following sentences and write the numbers in the blanks to rearrange the sentences into a logical dialogue.

- ____ 1 ____ 好久不见！你最近怎么样？
- ____ 饺子好吃吗？
- ____ 我们包饺子、吃饺子了。
- ____ 饺子又大又好吃。
- ____ 我最近很忙，因为上个星期是春节。
- ____ 上个星期是春节，你们做什么了？
- ____ 8 ____ 好啊！
- ____ 我也想学包饺子，你教我包饺子，好吗？



Interpretive

C There are four English speakers who are looking for a Chinese friend. Draw lines to pair them up according to their descriptions.

A.

我希望跟我的中国朋友一起打游戏。



1.

我的英文不好，我想找一个美国朋友教我说英文。



B.

我想找一个中国朋友。我希望他又聪明又友好，因为我希望他能帮我学中文。



2.

我很喜欢吃中国菜！



C.

我希望我的中国朋友是女孩子。我能教她说英文，她能教我说中文。



3.

我想找一个美国朋友。我能教他说中文。



D.

我喜欢吃中国菜。我希望找一个中国朋友，我们能一起去吃中国菜。



4.

我最喜欢玩电子游戏，我希望找一个美国朋友教我打游戏。



Interpretive

D Read 大卫's email below and select the most appropriate answers.

金英子:

你好! 明天下午有中文考试, 我们要写汉字、说中文, 很不容易! 你准备好了吗? 今天早上我去图书馆准备中文考试了。我学习了十个汉字, 听了两首中文歌。可是我没有说中文, 因为我没有朋友跟我说中文。你今天晚上有空吗? 你可以跟我说中文吗?

大卫

1. When is the Chinese test?
 - a. tomorrow afternoon
 - b. yesterday afternoon
 - c. this afternoon
 - d. tomorrow morning
2. What did 大卫 do this morning?
 - a. He went to the library to prepare for a Chinese test.
 - b. He stayed at home to prepare for a Chinese test.
 - c. He went to a friend's house to prepare for a Chinese test.
 - d. He went to Chinatown to prepare for a Chinese test.
3. How many Chinese characters did 大卫 learn?
 - a. 5
 - b. 10
 - c. 15
 - d. 20

4. How many Chinese songs did 大卫 listen to?
- 1
 - 2
 - 3
 - 4
5. Why did 大卫 write this email to 英子?
- He wants to invite 英子 to hang out.
 - He wants 英子 to practice speaking Chinese with him.
 - He wants to say hi to 英子.
 - He wants 英子 to practice Chinese characters with him.

五、写作 Writing

Presentational

- A** Fill in the blanks with the following words to complete the sentences.

一边 才 对了 又 以后

- 看了电视 _____, 我帮妈妈洗碗。
- 我常常 _____ 听音乐 _____ 做功课。
- 我晚上十二点 _____ 睡觉。
- 他的家 _____ 大 _____ 漂亮。
- 我想去图书馆看书。_____, 你准备考试了吗?

Presentational

B Read the email below. Put a check mark ✓ if you can fill in the blank with 了. Put an X in the blanks if 了 is not necessary.

小马:

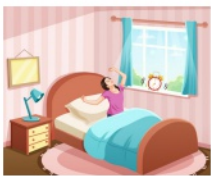
你好! 好久不见! 你最近怎么样? 听说明天是你的生日, 祝你生日快乐! 昨天是我的生日。我们家有 ____ 一个生日派对。我请 ____ 十二个朋友来我家做客。我们一起做中国菜、看电影。看 ____ 电影以后, 我们一边唱歌 ____ 一边跳舞 ____。晚上十点他们才回家 ____。对了, 最近有很多好看的中国电影, 你看 ____ 吗?

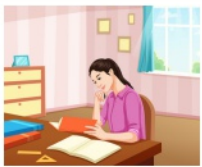
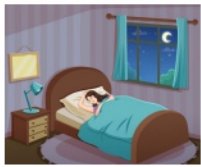
祝你生日快乐!

大明

Presentational

C The tables below show 美美's activities yesterday. Use 以后 to describe her activities in Chinese characters.

昨天早上 6:45	昨天早上 7:15	昨天早上, 她起了床以后去学校了。
		
昨天下午 3:00	昨天下午 3:30	
		

昨天晚上 6:00	昨天晚上 7:00	
		
昨天晚上 8:00	昨天晚上 10:00	
		

Interpersonal

D Rearrange the word order and write a complete sentence according to the prompts.

Example

怎么样 / 最近 / 你
→ 你最近怎么样?



1.

你 / 吃 / 饺子 / 吗 / 了

→ _____



<p>2.</p>	<p>了 / 吃 / 几个 / 你 / 饺子</p> <p>→ _____</p>	
<p>3.</p>	<p>我 / 朋友 / 想 / 认识 / 中国</p> <p>→ _____</p> <p>你 / 找 / 能不能 / 我 / 帮 / 一个</p> <p>→ _____</p>	
<p>4.</p>		<p>我妈妈 / 我 / 教 / 做菜 / 昨天晚上 / 了</p> <p>→ _____</p>
<p>5.</p>		<p>对 / 昨天 / 才 / 回家 / 十一点 / 晚上 / 我</p> <p>→ _____</p>

6.		<p>晚上 / 了 / 我 / 昨天 / 吃 / 饺子</p> <p>→ _____</p> <p>饺子 / 又 / 好吃 / 又 / 大</p> <p>→ _____</p>
7.		<p>中国 / 是 / 的 / 春节 / 上个月</p> <p>→ _____</p> <p>中国朋友 / 做客 / 家 / 去 / 我 / 了</p> <p>→ _____</p>

Presentational

E Write an email to tell your Chinese friend (real or imaginary) about activities you did yesterday.

Example

金英子:

你好! 好久不见。你最近怎么样?

昨天是星期六, 我又忙又累。我中午跟爸爸妈妈去中国城吃饭, 吃了很多肉饺子。吃了饭以后, 我去图书馆看书, 晚上七点才回家。到了家以后, 我帮妈妈做饭、做家务。我们八点半才吃饭。你呢? 你上个周末做什么了?

祝好!

大卫



第八课 Lesson 8

Theme

美学艺术
Beauty and Aesthetics

Topic

中国国宝
China's National Treasures



Dialogue 1 对话一

一、汉字 Characters

A Circle the common part of characters in each group for questions 1-4.

• Example •

好

姓

1. 颜 频

2. 猫 狗

3. 道 这

4. 理 现

B Combine the radicals and character parts together to make new characters for questions 1-4.

1. 辶 + 不 = _____

2. 辶 + 首 = _____

3. 辶 + 云 = _____

4. 辶 + 斤 = _____

- C** Combine the radicals in the orange cloud and the character parts in the blue cloud to make new characters. Sometimes you can combine one radical with more than one character part.



Write down the characters you combined:

1. _____ 2. _____ 3. _____ 4. _____

- D** Listen to the audio and circle the characters you hear in each group.

Group 1:

熊、狗、能、不、帮、画

Group 2:

没、只、用、黑、颜、能

Group 3:

好、也、想、对、学、谢

二、听力 Listening

Interpretive

- A** Listen to Textbook Dialogue 1 and select the most appropriate answers.

1. What is Yīngzǐ doing?
- a. watching a video of pandas
 - b. drawing a panda
 - c. looking at a picture of pandas
 - d. watching a movie about pandas

2. What color(s) did Yīngzǐ originally plan to use?
 - a. black
 - b. white
 - c. white and black
 - d. green

3. Why does Lǐ Míng suggest that Yīngzǐ should use the color green?
 - a. Because Yīngzǐ likes the color green.
 - b. Because pandas live in a green world.
 - c. Because green is pretty.
 - d. Because pandas like to eat bamboo and leaves.

4. Besides pandas, what Chinese national treasure is mentioned in the dialogue?
 - a. face changing
 - b. Chinese characters
 - c. Chinese food
 - d. Chinese songs

5. Which one of the following statements is true?
 - a. Dàwèi also wants to learn face changing.
 - b. Dàwèi also wants to draw a panda.
 - c. Dàwèi knows how to do face changing.
 - d. Lǐ Míng knows how to do face changing.

Interpretive

B Listen to the five dialogues and identify which of the following statements describes the content of the dialogues. Write a, b, c, or d next to the number of each item. 🎧

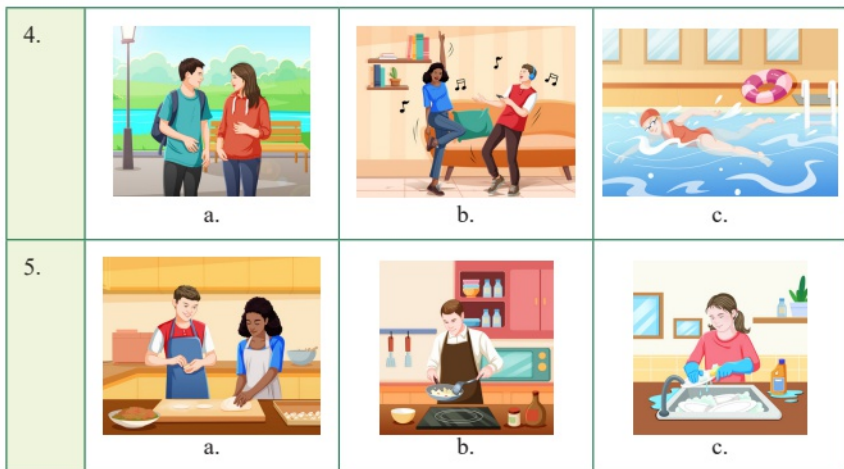
- a. The dialogue is talking about things that happened in the past.
- b. The dialogue is talking about things that are happening now.
- c. The dialogue is talking about regular schedules.
- d. The dialogue is talking about future plans.

1. _____ 2. _____ 3. _____
4. _____ 5. _____

Interpretive

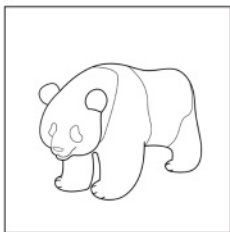
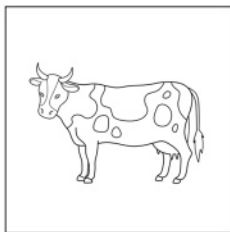
C Listen to the five dialogues and select the correct pictures. 🎧

1.	 a.	 b.	 c.
2.	 a.	 b.	 c.
3.	 a.	 b.	 c.



Interpretive

D Listen to the dialogue and fill in the correct colors to finish the pictures below. 🎧



脸谱 (liǎnpǔ, types of facial makeup in operas)

Interpretive

E Listen to the dialogue. Then mark the following statements with True (T) or False (F). 🎧

- () The photo is black and white.
- () The girl's parents don't like the photo because it's black and white.
- () The girl's mom is drawing in the photo.
- () The girl's dad is performing face changing in the photo.
- () The boy thinks face changing is not cool.
- () The girl's dad learned face changing within a few days.

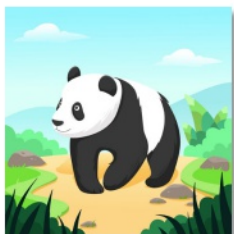
三、口语 Speaking

Interpersonal

- A Listen to each question and record your response with a technology tool. 🎧

Presentational

- B Choose one of the Chinese national treasures below and describe it by answering the guiding questions. Record your response with a technology tool.



熊猫



变脸



国画

Guiding questions:

1. 你最喜欢哪个国宝？为什么？
2. 你想用什么颜色画你最喜欢的国宝？为什么？

四、阅读 Reading

Interpretive

A Match each sentence on the left with the appropriate response on the right.

1. _____ 你在做什么?
2. _____ 黑色加白色是什么颜色?
3. _____ 画熊猫要用什么颜色?
4. _____ 中国有什么国宝?
5. _____ 熊猫喜欢吃什么?

- a. 黑色加白色是灰色 (huīsè, grey)。
- b. 熊猫喜欢吃竹子。
- c. 有熊猫、变脸、国画。
- d. 用黑色和白色。
- e. 我在听中文歌。

Interpretive

B Read the following sentences and select the best answers using a single verb or "verb + verb."

1. 你 _____ 这个变脸的视频。
 - a. 看
 - b. 看看
 - c. a and b both work.
2. 这首歌很好听，你 _____。
 - a. 听
 - b. 听听
 - c. a and b both work.
3. 这个游戏好玩吗？我也想 _____。
 - a. 玩
 - b. 玩玩
 - c. a and b both work.

4. 我哥哥常常 _____ 很多家务。

- a. 做
- b. 做做
- c. a and b both work.

5. 饺子很好吃, 我 _____ 了很多。

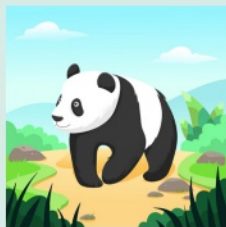
- a. 吃
- b. 吃吃
- c. a and b both work.

Interpretive

 Read the passage and select the most appropriate answers.

中国有很多国宝, 今天我来说说三个国宝:
熊猫、变脸和汉字。

熊猫是中国的国宝。它(tā, it)很可爱, 也很好看。熊猫的颜色是白色和黑色。它喜欢吃竹子, 它也喜欢睡觉。熊猫喜欢自己玩, 它不太喜欢跟朋友在一起。



变脸也是中国的国宝。我觉得变脸太厉害了, 因为变脸很不容易, 你得变很多个脸谱(liǎnpǔ, types of facial makeup in operas)。每个脸谱有很多种颜色。看, 有黑色、白色、绿色……

中国还有一个国宝——汉字。学中文不能只学说中文, 还要学写汉字。中国的汉字又酷又有意思。你看, “大”加“一”变成(chéng, to turn into)“天”; “女”加“子”变成“好”; “日”加“月”变成“明”。太有意思了!

1. Which one below is not mentioned in the reading?
 - a. pandas
 - b. Chinese characters
 - c. face changing
 - d. Chinese medicine

2. Which one below is true about pandas?
 - a. Pandas like to stay alone.
 - b. Pandas don't like to eat bamboo.
 - c. Pandas like to stay with friends.
 - d. Pandas don't like to sleep.

3. What is the author's opinion on face changing?
 - a. The author wants to learn it.
 - b. The author thinks face changing is awesome and not easy.
 - c. The author doesn't like face changing.
 - d. The author thinks there are too many colors on the face.

4. When you combine "big" and "one," what is the character?
 - a. 大
 - b. 一
 - c. 王
 - d. 天

5. Which one below is false about Chinese characters?
 - a. You also need to learn how to write characters if you are learning Chinese.
 - b. Learning to speak is more important than learning Chinese characters.
 - c. Chinese characters are interesting and cool.
 - d. You can combine different characters to make a new character.

Interpretive

D Read the dialogue and mark the following statements with True (T) or False (F).

(在中文课上……)

老师：今天我们来说说中国的国宝。你们知道中国有什么国宝吗？

学生1：熊猫！

老师：对，熊猫是中国的国宝。熊猫是什么颜色的？

学生2：黑色和白色。

老师：非常好。那中国还有什么国宝？

学生3：不知道。

老师：你们看看这个视频。

学生1：太厉害了！这个叫什么？

老师：这是变脸。

学生2：老师，变脸有几种颜色？

老师：变脸有非常多的颜色，白色、黑色、绿色……

学生3：我也想学变脸。老师你会变脸吗？

老师：我不会，变脸很不容易。你得去中国才能学变脸。

1. () This conversation is between a teacher and students.
2. () Pandas have lots of colors.
3. () The students don't know what pandas are.
4. () The teacher shows a video of face changing to the students.
5. () Face changing has lots of colors.
6. () The teacher knows how to do face changing.

五、写作 Writing

Presentational

A Fill “就……了” or 才 in the appropriate space to complete the dialogues. If no word is needed, put an X.

1. A: 我晚上六点 _____ 睡觉 _____。
B: 太早了!
2. A: 我今天上午十一点 _____ 起床 _____。
B: 为什么?
A: 因为我昨天很晚 _____ 睡觉。
3. 十点上课, 可是我今天八点 _____ 来 _____。
4. A: 你为什么这么早 _____ 来 _____?
B: 因为今天有考试。
5. 因为今天有考试, 我昨天晚上三点 _____ 睡觉 _____。

Presentational

B Fill in the blanks with the appropriate words below to complete the sentences.

只 得 加 才 会

1. A: 你会不会画熊猫?
B: 我 _____ 画熊猫。
2. A: 你要用什么颜色画中国画?
B: 我 _____ 用黑色。
3. 我 _____ 走了, 今天晚上我有事。
4. 我昨天晚上准备考试, 十一点半 _____ 睡觉。
5. 四 _____ 五是多少?

Interpersonal

C Rearrange the word order and write a complete sentence according to the prompts.

Example

在 / 做 / 你 / 什么
→ 你在做什么？



1.	<p>你 / 在 / 什么 / 画</p> <p>→ _____</p>	
2.	<p>喜欢 / 你 / 颜色 / 什么</p> <p>→ _____</p>	
3.	<p>你 / 颜色 / 什么 / 要 / 用</p> <p>→ _____</p>	

4.	<p>黑色 / 颜色 / 什么 / 是 / 加 / 白色</p> <p>→ _____</p>	
5.		<p>用 / 颜色 / 两种 / 我 / 只</p> <p>→ _____</p>
6.		<p>厉害 / 因为 / 太 / 变脸 / 了</p> <p>→ _____</p>
7.		<p>熊猫 / 可爱 / 又 / 又 / 聪明</p> <p>→ _____</p>

Presentational D **Introduce a national treasure.**

Option 1: You may introduce a Chinese national treasure.

Option 2: You may introduce a national treasure from your home country.

Example

熊猫是中国的国宝，又可爱又好看。画熊猫得用黑色和白色，因为熊猫喜欢吃竹子，还得用绿色画竹子。它也喜欢睡觉。熊猫喜欢自己玩，它不太喜欢跟朋友在一起。





Dialogue 2 对话二

一、汉字 Characters

A Circle the common part of characters in each group for questions 1-4.

• Example •

好

姓

1. 法 漂 没
2. 熊 照 点
3. 容 宝 客
4. 练 绿 约

B Match each radical on the left with the meaning on the right.

- | | |
|------------|-----------------|
| 1. 竹 (𥵹) | (a) head |
| 2. 页 | (b) bamboo |
| 3. 𡵓 | (c) cliff |
| 4. 厂 | (d) gold, metal |
| 5. 纟 | (e) silk |

C Combine the radicals and character parts together to make new characters for questions 1-4.

- | | |
|------------------|------------------|
| 1. 木 + 交 = _____ | 2. 木 + 几 = _____ |
| 3. 木 + 木 = _____ | 4. 木 + 羊 = _____ |

- D** Combine the radicals in the orange cloud and the character parts in the blue cloud to make new characters. Sometimes you can combine one radical with more than one character part.



Write down the characters you combined:

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

- E** Do you notice that the phrases in each line share the same character? Circle it and write it down with its English meaning.

Example 我 叫 你 叫 他 叫 叫 to call

			character or word	meaning
1. 黑色	白色	颜色		
2. 中国	美国	国宝		
3. 写书法	写汉字	写得好		
4. 中文歌	韩文歌	学唱歌		
5. 一起练习	一起打游戏	一起画熊猫		

二、听力 *Listening*

Interpretive

A Listen to Textbook Dialogue 2. Then mark the following statements with True (T) or False (F). 

- () Dàwèi can do calligraphy, but he doesn't think he can do it well.
- () Dàwèi asks Yīngzǐ where he can learn to sing.
- () Dàwèi asks Yīngzǐ to teach him to sing because he heard Yīngzǐ is good at singing.
- () Yīngzǐ teaches Dàwèi both Chinese and Korean songs.
- () Yīngzǐ does not like Lǐ Míng's rap performance.
- () Lǐ Míng suggests practicing more in order to get better at rapping.

Interpretive

B Listen to the dialogue and select the most appropriate answers.

- What are they doing?
 - watching a movie
 - watching a video
 - watching TV
 - eating
- Which one is the mother panda?
 - the one that is sleeping
 - the one that is eating and playing at the same time
 - the one that eats fast
 - the one that does not like swimming
- Which one is the father panda?
 - the one that is sleeping
 - the one that is eating and playing at the same time
 - the one that eats fast
 - the one that does not like swimming

4. Which one is the baby panda? (宝宝 bǎobao, baby)

- a. the one that is sleeping
- b. the one that is eating and playing at the same time
- c. the one that eats fast
- d. the one that does not like swimming

5. Which statement is correct?

- a. The father panda falls asleep right after eating.
- b. The baby panda doesn't like swimming.
- c. All pandas eat slowly.
- d. Both of them have seen pandas in China.

Interpretive

C Listen to the two monologues and write down skills/ talents of each person and how well or how badly they perform in English.

Name	Skills/Talents	How well/How bad
小文	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.
金大中	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.

三、口语 Speaking

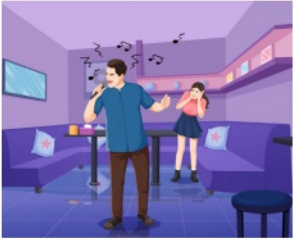
Interpersonal

A Listen to each question and record your response with a technology tool. 🎧

Interpersonal

B Listen to each question and answer it according to the picture cues. Record your response with a technology tool. 🎧

1.		
2.		
3.		

4.		
5.		

四、阅读 Reading

Interpretive

A Match each sentence on the left with the appropriate response on the right.

1. _____ 你会写书法吗?
2. _____ 你做饭做得怎么样?
3. _____ 哇! 你太牛了!
4. _____ 你在看什么视频?
5. _____ 你要吃饺子还是吃汉堡?
6. _____ 你游泳游得快不快?

- a. 我做得很难吃。
- b. 我要吃汉堡。
- c. 我游泳游得非常快。
- d. 会啊! 我常常练习。
- e. 哪里, 哪里。
- f. 我在看中文说唱的视频。

Interpretive

B Read the dialogue and select the most appropriate answers.

大中：下个星期天是你的生日，你想吃中国菜还是美国菜？

明明：我不太喜欢吃汉堡和薯条，我只喜欢吃中国菜。

大中：那我们去中国城的熊猫饭馆吃饭吧！

明明：那个饭馆不太好，做菜做得不好吃，我只去了一次。

大中：我最近知道一个新的饭馆。听说那里的菜很好吃，还有，那里的人会表演 (biǎoyǎn, to perform) 变脸，非常厉害！我们能一边吃饭，一边看变脸，很好玩。

明明：真的吗？这么酷！

大中：我们一起去看看吧。

明明：好啊！那我们坐地铁去还是开车去？

大中：我们开车去那儿吧！

1. When is or was 明明's birthday?

- a. tomorrow
- b. last week
- c. this week
- d. next week

2. What does 明明 like to eat?

- a. She only likes hamburgers and fries.
- b. She really likes American food.
- c. She only likes Chinese food.
- d. She likes Korean food the most.

3. What is correct about the Panda restaurant?

- a. 明明 likes the Panda restaurant.
- b. 明明 only went there once.
- c. The restaurant is new.
- d. The food there is good.

4. What is correct about the restaurant that 大中 suggests?
- a. They can eat and see a show.
 - b. The food there is not very good.
 - c. The servers in the restaurant know how to dance.
 - d. The restaurant is old.
5. What statement is true?
- a. 大中 had made decisions about the plan before inviting 明明.
 - b. 明明 had a good experience eating at the Panda restaurant.
 - c. 大中 went to the restaurant that he suggested before and enjoyed the service.
 - d. Neither of them have been to the restaurant that 大中 suggests.

Interpretive

 Read the passage below and mark the following statements with True (T) or False (F).

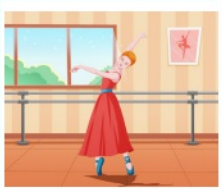
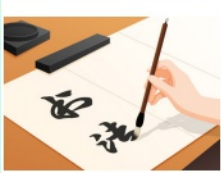
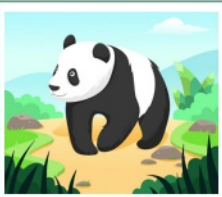
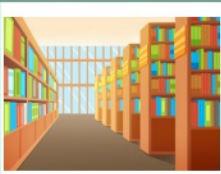
上个月是春节，我去朋友家做客了。他的家又大又漂亮，还有很多国画。他爸爸会画国画，他画的牛有黑色、白色和咖啡色（kāfēi, brown）的，画得非常好看。他爸爸也会写书法，写得很漂亮。我请他爸爸教我写书法。我写了“万事如意”，可是写得不太好看。他爸爸说，你应该多练习几次。现在我常常一边看视频一边学书法。我觉得写书法不容易，可是很有意思。

- 1. () The writer visited his friend's house during Chinese New Year.
- 2. () His friend likes Chinese painting very much.
- 3. () His friend's father's drawing of cows is really nice.
- 4. () Black, green, and white are used in the Chinese painting.
- 5. () His friend's father taught the writer how to do Chinese painting.
- 6. () The writer continues learning calligraphy on his own.

五、写作 Writing

Presentational

A Look at the pictures and read the responses provided. Use 还是 to ask questions about making a choice. Write in Chinese characters.

		<p>A: 你姐姐喜欢打篮球还是跳舞?</p> <p>B: 我姐姐喜欢跳舞。</p>
		<p>A: _____</p> <p>B: 我要用黑色。</p>
		<p>A: _____</p> <p>B: 我想学变脸。</p>
		<p>A: _____</p> <p>B: 她会画熊猫。</p>
		<p>A: _____</p> <p>B: 我们在音乐厅见。</p>

		A: _____ B: 我们两点半见。
---	---	------------------------

Interpersonal

B Answer the following questions according to your own abilities.

Example

A: 你唱歌唱得好听吗?

B: 我唱歌唱得不太好听。

1. A: 你写汉字写得好不好看?

B: _____

2. A: 你说中文说得怎么样?

B: _____

3. A: 你游泳游得快不快?

B: _____

4. A: 你打篮球打得怎么样?

B: _____

Interpersonal

 Rearrange the word order and write a complete sentence according to the prompts.

• Example •

在 / 做 / 你 / 什么
→ 你在做什么？

我在图书馆准备考试。

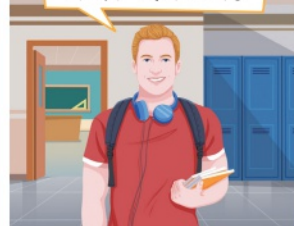


1.

你 / 不会 / 说唱 / 会

→ _____

会啊！我会说唱。



2.

打 / 得 / 打篮球 / 你 / 怎么样

→ _____

我打得非常好。



3.

我 / 写书法 / 教 / 吧 / 你

→ _____

好啊！



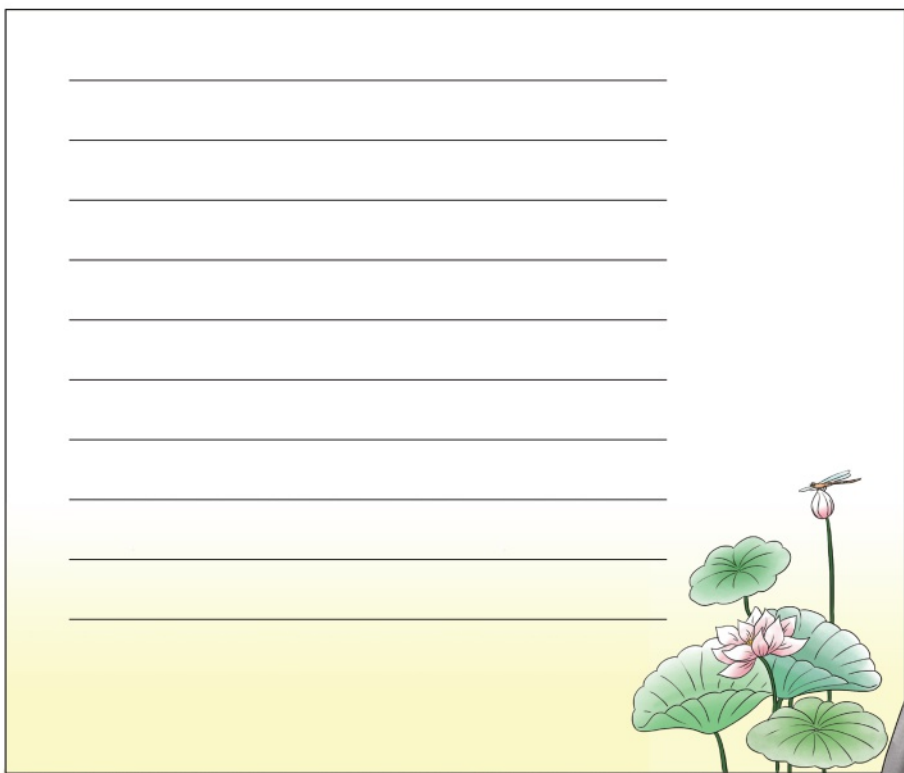
<p>4.</p>	<p>你 / 还是 / 要 / 写书法 / 画画</p> <p>→ _____</p>	
<p>5.</p>		<p>昨天 / 就 / 睡觉 / 九点 / 晚上 / 我 / 了</p> <p>→ _____</p>
<p>6.</p>		<p>晚上 / 玩 / 我 / 昨天 / 高兴 / 得 / 非常</p> <p>→ _____</p>
<p>7.</p>		<p>只 / 我 / 回家 / 想 / 睡觉</p> <p>→ _____</p>

Presentational

D Give comments about your own talents/skills, as well as the skills of your family members, friends, or any celebrities. Describe how well or how badly you or they perform the activities in Chinese characters.

Example

我参加了篮球校队，放学以后常常练习。我很会打篮球，打篮球打得非常好。我也会写汉字，虽然我写汉字写得很慢，可是我很喜欢汉字，因为汉字又美又有意思。我也会包饺子。我在中文课上跟老师学怎么包，包了三个。老师说我包得非常漂亮。我以后还要学国画、写书法。



第九课 Lesson 9

Theme

科学技术
Science and Technology

Topic

用手机
Using Cellphones



Dialogue 1 对话一

一、汉字 Characters

A Circle the common part of characters in each group for questions 1-4.

Example

好

姓

1. 码 碗

2. 话 说

3. 越 起

4. 信 你

B Combine the radicals and character parts together to make new characters for questions 1-4.

1. 讠 + 上 = _____

2. 讠 + 舌 = _____

3. 讠 + 人 = _____

4. 讠 + 只 = _____

- C** Combine the radicals in the orange cloud and the character parts in the blue cloud to make new characters. Sometimes you can combine one radical with more than one character part.



Write down the characters you combined:

1. _____ 2. _____ 3. _____ 4. _____

- D** Listen to the audio and circle the characters you hear in each group.

Group 1:

忘、电、视、号、码、多

Group 2:

手、机、电、二、五、六

Group 3:

发、短、信、起、打、游

二、听力 Listening

Interpretive

- A** Listen to Textbook Dialogue 1. Then mark the following statements with True (T) or False (F).

- () Lín lǎoshī is asking for Lǐ Míng's phone number.
- () Lǐ Míng tells it to Lín lǎoshī.
- () Yīngzǐ thinks nowadays people do not use home phones.
- () Lǐ Míng often uses his phone to text and watch videos.
- () Dàwèi thinks nowadays people often watch TV.
- () The discussion is about technology in an earlier era.
- () They both feel that life is more convenient with computers.

Interpretive

- B** Listen to the dialogue and fill in the information about the woman described in English. 🎧

Topic	Before	Now
Appearance		
Where she lives		
Where she works		
Playing basketball		
Phone number		

Interpretive

- C** Use the information in the chart to determine if the following statements are true or not, then mark them accordingly with True (T) or False (F).

1. () This is the first time they have met each other.
2. () The woman lives in Chinatown now.
3. () The woman works at home.
4. () The woman is a basketball coach.
5. () The woman is good at playing basketball.
6. () The man's son wants to learn to play basketball.
7. () The woman wants to teach his son basketball.
8. () The woman's phone number is the same as the previous one.

三、口语 Speaking

Interpersonal

- A** Listen to each question and record your response with a technology tool. 🎧

Presentational

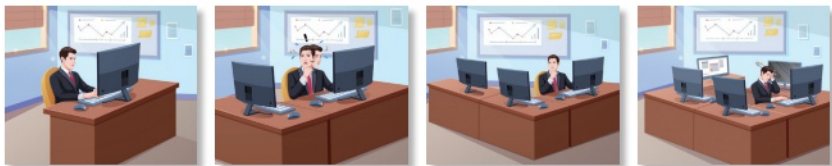
- B** Listen to each question and use “越来越……” to describe the given pictures. Record your response with a technology tool. 🎧

Example

我的狗越来越大。



1.



2.



3.

山亭丑相日
之在于题兴
水和崇会人
集赋咸点因

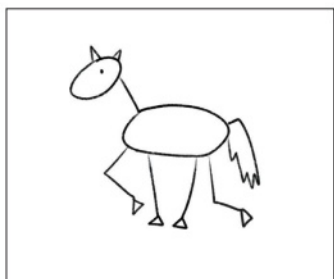
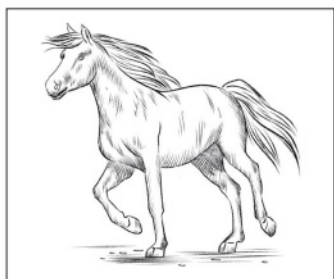


岁在癸丑暮
春之初会于
会稽山阴之
兰亭修禊事

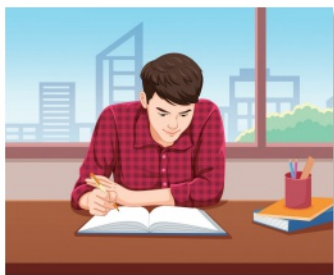
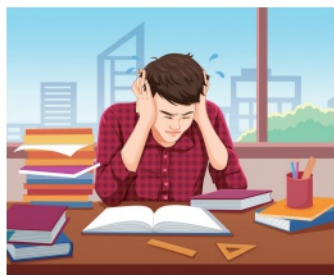
4.



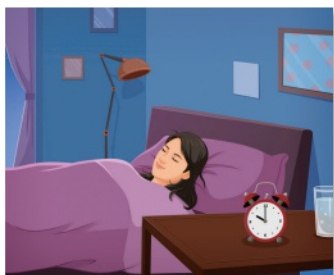
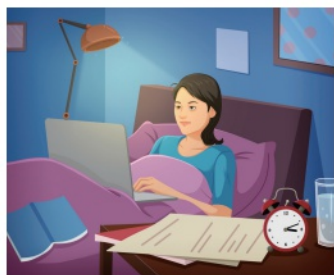
5.



6.



7.



8.



Presentational

C Look at the above pictures again and use “以前……，现在……了” to indicate a change of status from before to now. Record your response with a technology tool.

Example

我的狗以前很小，现在变大了。

四、阅读 Reading

Interpretive

A Match each sentence on the left with the appropriate response on the right.

1. ____ 你用手机做什么？
2. ____ 你用手机还是家里的电话？
3. ____ 你妹妹的电话号码是多少？
4. ____ 你的电话号码是多少？
5. ____ 有了电脑以后，你的生活跟以前一样不一样？

- a. 对不起，我忘了她的号码。
- b. 不一样，电脑让我的生活越来越方便。
- c. 发短信、看视频、跟朋友聊天。
- d. 我只用手机。
- e. 六七四三二七。

Interpretive

B Read the dialogue and select the most appropriate answers.

老师：你为什么没有做功课？

小明：对不起，我忘了。

老师：以前你做功课做得很好，现在你常常忘了做功课。你最近上课也常常睡觉。考试也考得越来越不好了。为什么呢？

小明：对不起，老师。因为我以前没有参加篮球队，现在我参加了校队，放学以后得练习打篮球，我越来越忙了。

老师：你回家以后都没有时间做功课吗？

小明：我打了篮球以后就累了，不想做功课。

老师：你几点睡觉？为什么上课还常常睡觉？

小明：因为……我回家以后常常用手机看视频、玩游戏，十二点才睡觉。

老师：哎呀，你应该跟以前一样，多学习，少玩手机。知道了吗？

小明：我知道了。我以后一定做功课。

1. Why do they have this conversation?

- a. The student's performance has gotten better.
- b. The teacher wants to practice speaking with the student.
- c. The teacher is not satisfied with the student's performance.
- d. The student does not want to practice basketball.

2. What aspect was NOT mentioned by the teacher about the student's performance?

- a. homework
- b. basketball
- c. performance on tests
- d. performance in class

3. What is the reason that the student provided to explain his performance in class?
 - a. The student has gotten busier after joining the basketball team.
 - b. The student's class has gotten harder.
 - c. The student does not sleep because he stays up late to study.
 - d. He spends lots of time learning Chinese on his phone.

4. What does the student do after going home?
 - a. He plays basketball.
 - b. He does homework.
 - c. He uses his phone to learn Chinese.
 - d. He watches videos and plays games.

5. Which statement is true?
 - a. The student wants to do homework but he is tired.
 - b. The teacher suggests that the student should use his phone more.
 - c. The teacher expects the student to perform at the level he did before.
 - d. The student goes to bed earlier than he usually does.

Interpretive

C Read 小音's short essay below and mark the following statements with True (T) or False (F).

学中文

我在学校上中文课。虽然我学中文只学了九个月，可是我非常喜欢中文。以前，我跟很多美国学生一样，觉得中文很难，可是学了中文以后，我觉得中文不太难。九个月以前，我不会说中文，现在我说中文说得越来越好了。我以前非常不喜欢练习写汉字，因为我觉得汉字很难写，可是现在我写汉字写得越来越快、越来越好看了。现在手机越来越方便了，以前我只用手机打电话、发短信，现在我还用手机听中文歌、看中文视频，还和中国朋友一起聊天。除了说中文、写汉字以外，我现在还会做中国菜。我的家人都很喜欢吃中国菜。我觉得学习中文真的非常有意思！

1. () Nine months ago, 小音 had not started learning Chinese yet.
2. () 小音 still feels Chinese is difficult.
3. () 小音 thought writing characters was easy.
4. () 小音 has used her smartphone to watch videos.
5. () 小音 uses her computer to chat with friends.
6. () 小音 can cook Chinese dishes now.

五、写作 Writing

Presentational

A Look at the picture cues and use “跟……一样/不一样” to describe the pictures. Write in Chinese characters.

我的狗的……



熊猫的……



我的狗的颜色跟熊猫的颜色一样。

妈妈的……



爸爸的……



纽约的……

New York



星期日, 4: 30

北京的……

Beijing



星期日, 16: 30

姐姐的……



妹妹的……



我家的……



王小明家的……



<p>我的生日……</p> 	<p>妹妹的生日……</p> 	
---	--	--

Interpersonal

B Rearrange the word order and write a complete sentence according to the prompts.

Example

是 / 手机号码 / 你的 / 这 / 还是 / 家里的 /
电话号码

→ 这是你的手机号码还是家里的电话号码?

这是我的手机号码。



1.

电话 / 的 / 你 / 多少 / 号码 / 是

→ _____

三一二六八七九。



2.

常常 / 你 / 用 / 什么 / 做 / 手机

→ _____

我常常用手机发短信、听音乐。



3.	<p>你现在写书法写得怎么样?</p> 	<p>我 / 现在 / 好看 / 越 / 来 / 了 / 越 / 写得</p> <p>→ _____</p>
4.	<p>你的手机跟姐姐的手机一样不一样?</p> 	<p>姐姐的 / 跟 / 手机 / 我的 / 一样</p> <p>→ _____</p>
5.	<p>你喜欢有电脑还是没有电脑的生活? 为什么?</p> 	<p>生活 / 我 / 电脑 / 喜欢 / 有 / 的</p> <p>→ _____</p> <p>让 / 生活 / 越来越 / 电脑 / 方便 / 因为</p> <p>→ _____</p>
6.	<p>你为什么昨天没参加派对?</p> 	<p>了 / 我 / 对不起 / 忘</p> <p>→ _____</p>

Interpersonal

C Answer the following questions according to your own cellphone habits. You can look up words that you do not know and write in Pinyin or characters.

1. A: 你用手机还是家里的电话?

B: _____

2. A: 你的电话号码是多少?

B: _____

3. A: 你常常用手机做什么?

B: _____

4. A: 以前没有手机, 你常常做什么?

B: _____

5. A: 有了手机以后, 你的生活跟以前一样不一样? 为什么?

B: _____



Dialogue 2 对话二

一、汉字 Characters

A Circle the common part of characters in each group for questions 1-4.

• Example •

好

姓

- | | | |
|------|---|---|
| 1. 次 | 歌 | 欢 |
| 2. 忘 | 想 | 意 |
| 3. 现 | 玩 | 环 |
| 4. 脑 | 朋 | 期 |

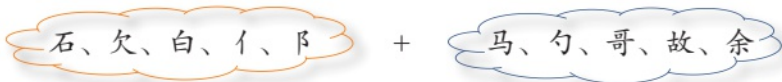
B Match each radical on the left with the meaning on the right.

- | | |
|--------------------------------|-------------------|
| 1. 走 | (a) stone |
| 2. 白 | (b) walk |
| 3. 欠 | (c) white |
| 4. 阝 (left side of characters) | (d) lack |
| 5. 石 | (e) terrain drops |

C Combine the radicals and character parts together to make new characters for questions 1-4.

- | | |
|------------------|------------------|
| 1. 纟 + 尧 = _____ | 2. 纟 + 录 = _____ |
| 3. 纟 + 丑 = _____ | 4. 纟 + 勺 = _____ |

- D** Combine the radicals in the orange cloud and the character parts in the blue cloud to make new characters. Sometimes you can combine one radical with more than one character part.



Write down the characters you combined:

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

- E** Do you notice that the phrases in each line share the same character? Circle it and write it down with its English meaning.

Example 我 叫 你 叫 他 叫 叫 to call

			character or word	meaning
1. 电视	电脑	电话		
2. 打字	汉字	名字		
3. 三个老师	四个人	两个姐姐		
4. 打字	打电话	打球		a. b. c.
5. 说得很快	唱得很好	写得不好		

二、听力 *Listening*

Interpretive

A Listen to Textbook Dialogue 2. Then mark the following statements with True (T) or False (F). 

1. () Lǐ Míng is doing Chinese tongue twisters.
2. () Dàwèi doesn't understand the tongue twister because he doesn't know Chinese.
3. () Lǐ Míng suggests Dàwèi practice Chinese pronunciation with a phone.
4. () Lǐ Míng uses a phone to type, record, and learn Chinese characters.
5. () Dàwèi has two Chinese teachers now.
6. () Dàwèi's Chinese friend is also his Chinese teacher.

Interpretive

B Listen to the dialogue and select the most appropriate answers. 

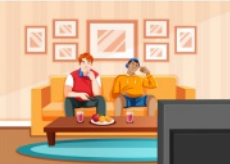
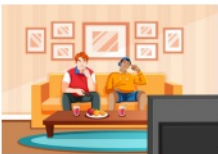
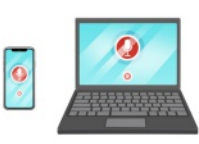
1. When does this conversation happen?
 - a. in the morning
 - b. at noon
 - c. at night
 - d. in the afternoon
2. What is their relationship?
 - a. couple
 - b. dad and son
 - c. dad and daughter
 - d. teacher and student
3. What is the girl doing?
 - a. doing homework on the phone
 - b. playing games on the phone
 - c. doing homework on the computer
 - d. watching TV on the phone

4. Which function of the phone isn't mentioned by the girl?
- practicing pronunciation
 - playing learning games
 - typing characters
 - doing recordings
5. Which statement is correct?
- The man asks the girl not to do homework.
 - The man doesn't like to use phones to learn Chinese.
 - The man suggests the girl use the computer to do homework.
 - The girl teaches the man how to type Chinese characters.

Interpretive

C Listen to the five dialogues and select the correct pictures. 🎧

1.	 <p>a.</p>	 <p>b.</p>	 <p>c.</p>
2.	 <p>a.</p>	 <p>b.</p>	 <p>c.</p>

3.	  a.	  b.	  c.
4.	  a.	  b.	  c.
5.	 a.	 b.	 c.

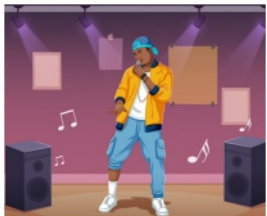
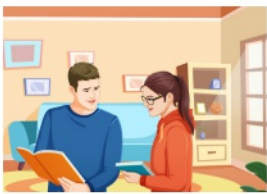
三、口语 Speaking

Interpersonal

A Listen to each question and record your response with a technology tool. 🎧

Interpersonal

B Listen to each question and answer each one according to the pictures with the given structures/words. Record your response with a technology tool. 🎧

1.	<p>《四和十》</p> <p>四是四,十是十, 四不是十,十不是四, 十四是十四,四十是四十, 十四不是四十,四十不是十四。</p>	我在……
2.		除了……以外,我还……
3.		除了……以外,我还……
4.		多……就……了。
5.		多……就……了。

四、阅读 Reading

Interpretive

A Match each sentence on the left with the appropriate response on the right.

1. _____ 你的中文越来越好了。
2. _____ 我不会打字，太难了！
3. _____ 我常常用手机学中文。
4. _____ 除了中文以外，你还学什么？
5. _____ 你为什么不用写？
6. _____ 你能看清楚吗？

- a. 你的中文一定会越来越好！
- b. 谢谢！
- c. 除了中文以外，我还学韩文。
- d. 因为我写汉字写得不好。
- e. 能，很清楚。
- f. 你多练习几次就好了。

Interpretive

B Read the following sentences and write the numbers in the blanks to rearrange the sentences into a logical dialogue.

- | | |
|---|---|
| _____ 1 _____

_____ 8 _____ | <p>你在做功课吗？</p> <p>用手机怎么打中文字？</p> <p>你的中文功课是什么？</p> <p>是用手机打字，然后录音。</p> <p>你看，我打拼音（pīnyīn）以后，就有汉字了。</p> <p>对，我在做中文功课。</p> <p>哇！手机打字难不难？</p> <p>不难，你多练习几次就会了。</p> |
|---|---|

Interpretive

 Read the passage below and select the most appropriate answers.

手机越来越好用了。我常常用手机学中文，因为手机能打字、录音、学汉字、看视频。虽然用电脑也能做很多事，可是电脑太大了，所以我喜欢用手机学中文。以前我要跟老师学中文，现在我也能自己用手机学中文了。除了学中文以外，我还常常用手机发短信、听音乐。手机太好用了！

1. Which of the following statements is true?
 - a. We don't need a teacher to learn Chinese.
 - b. Cellphones are very useful.
 - c. Computers are replacing cellphones nowadays.
 - d. You cannot use your cellphone to study Chinese.

2. Which statement is true about cellphones and computers, according to the passage?
 - a. You can use computers to learn Chinese but cannot use cellphones.
 - b. You can use cellphones to learn Chinese but cannot use computers.
 - c. Computers are better than cellphones.
 - d. Cellphones can do the same things as computers.

3. Which function below is not mentioned in the passage?
 - a. typing
 - b. watching movies
 - c. watching videos
 - d. recording

4. Why does the author like to use cellphones to learn Chinese?
- It's faster.
 - It's smaller than a computer.
 - It's cheaper.
 - It's better than a Chinese teacher.
5. In addition to learning Chinese, what else does the author use cellphones for?
- texting and listening to music
 - watching movies and listening to music
 - texting and chatting with friends
 - texting and sending emails

五、写作 Writing

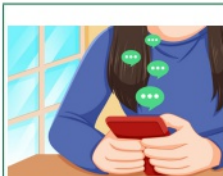
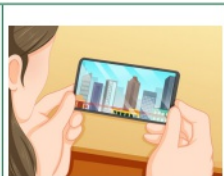
Presentational

- A** Look at the pictures and use “除了……以外，还……” to complete the dialogues. Write in Chinese characters.



A: 除了打篮球以外，你还喜欢做什么？

B: 除了打篮球以外，我还喜欢唱歌。



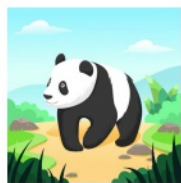
A: _____

B: 除了发短信以外，我还用手机看视频。



A: _____

B: 除了书法以外，中国国宝还有变脸。



A: 除了马以外，你还会画什么？

B: _____



A: 除了看电视以外，中国人春节还做什么？

B: _____



A: _____

B: _____

Presentational

B Fill in the blanks with the appropriate words below to complete the sentences.

除了 自己 一定会 越来越 就

1. A: 我听不懂这首中文歌。
B: 没关系, 你多听几次 _____ 懂了。
2. A: 你要 _____ 回家吗?
B: 不, 我爸爸妈妈要来接我回家。
3. A: 你的儿子 _____ 可爱了。
B: 谢谢!
4. _____ 打字以外, 我还常常用手机看视频。
5. A: 我常常学中文, 希望我能看懂很多中文字。
B: 你的中文 _____ 越来越好的。

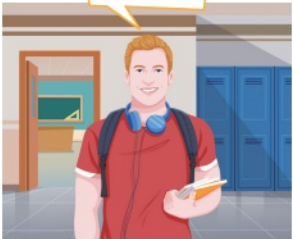
Interpersonal

C Rearrange the word order and write a complete sentence according to the prompts.

Example

在 / 做 / 你 / 什么
→ 你在做什么?



<p>1.</p>	<p>发短信 / 我 / 美国朋友 / 用英文 / 常常 / 跟</p> <p>→ _____</p>	<p>你的英文一定会越来越好。</p> 
<p>2.</p>	<p>说中文 / 得 / 说 / 清楚 / 我 / 吗</p> <p>→ _____</p>	<p>你说得很清楚。</p> 
<p>3.</p>	<p>中文 / 懂 / 吗 / 你 / 说唱</p> <p>→ _____</p>	<p>我不懂。</p> 
<p>4.</p>	<p>好用 / 电脑 / 还是 / 手机 / 好用</p> <p>→ _____</p>	<p>我觉得手机好用。</p> 

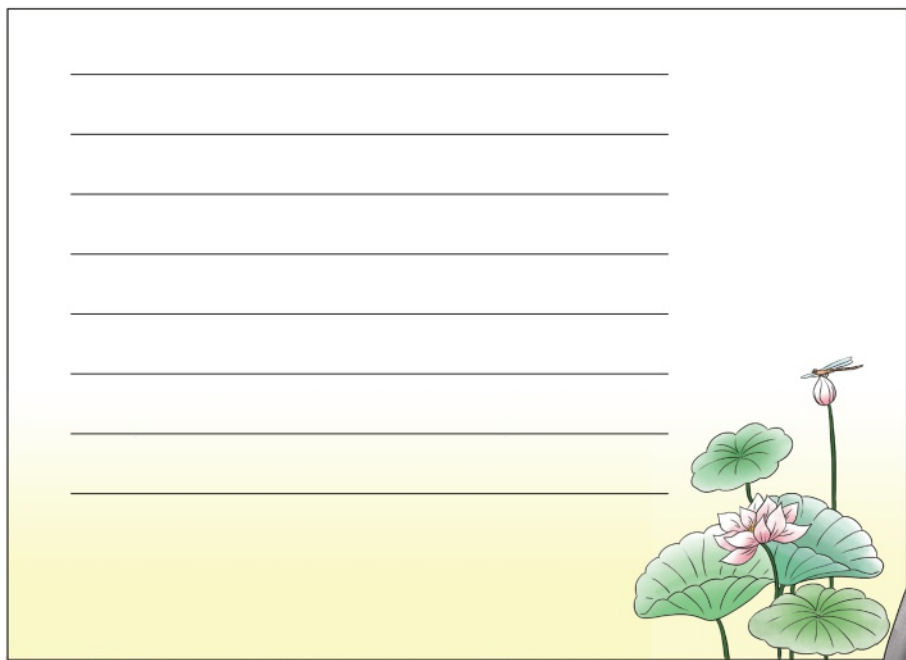
5.	<p>你常常怎么回家?</p> 	<p>我 / 自己 / 回家 / 开车</p> <p>→ _____</p>
6.	<p>除了打游戏以外, 你还喜欢做什么?</p> 	<p>以外 / 打游戏 / 我 / 还 / 喜欢 / 唱歌 / 除了</p> <p>→ _____</p>
7.	<p>你想用手机打游戏还是用电脑?</p> 	<p>手机 / 我 / 用 / 想</p> <p>→ _____</p> <p>手机 / 好用 / 因为 / 很</p> <p>→ _____</p>

Presentational

D Talk about yourself, your life, and school life. You have to use “除了……以外，还……” at least three times.

Example

你们好，我叫小林，我的英文名字叫 Linda。我是中国人，我妈妈是韩国人，我爸爸是中国人。我在家除了说中文以外，还常常跟妈妈说韩文。我非常喜欢唱歌。除了唱歌以外，我还喜欢跳舞。我跟林老师学中文，老师教我说中文。除了说中文以外，我还学写汉字。放学以后，我参加学校的篮球校队，除了篮球校队以外，我还参加游泳队，因为我非常喜欢游泳。除了篮球校队和游泳队以外，我还想去上书法课，可是我没有时间。



第十课 Lesson 10

Theme

全球挑战
Global Challenges

Topic

垃圾回收
Garbage Collection



Dialogue 1 对话一

一、汉字 Characters

A Circle the common part of characters in each group for questions 1-4.

• Example •

好

姓

1. 热 然

2. 冰 减

3. 地 境

4. 球 环

B Combine the radicals and character parts together to make new characters for questions 1-4.

1. 讠 + 争 = _____

2. 讠 + 水 = _____

3. 讠 + 隹 = _____

4. 讠 + 咸 = _____

- C** Combine the radicals in the orange cloud and the character parts in the blue cloud to make new characters. Sometimes you can combine one radical with more than one character part.



Write down the characters you combined:

1. _____ 2. _____ 3. _____ 4. _____

- D** Listen to the audio and circle the characters you hear in each group.

Group 1:

你、渴、今、我、请、客

Group 2:

那、要、杯、矿、泉、水

Group 3:

要、瓶、冰、用、杯、谢

二、听力 Listening

Interpretive

- A** Listen to Textbook Dialogue 1. Then mark the following statements with True (T) or False (F).

1. () Dàwèi and Yīngzǐ are extremely thirsty.
2. () Lǐ Míng offers them each a beverage.
3. () The boy Dàwèi asks for a cold coffee.
4. () Yīngzǐ uses a plastic bottle to drink.
5. () Yīngzǐ wants to protect the environment, so she uses her own cup.
6. () Dàwèi decides to use his own cup in the future.
7. () They all feel that it's good to use their own cups.

Interpretive

- B** Listen to the three dialogues and circle the person who has a stronger desire. Note: 想 indicates “would like to,” and 要 indicates stronger desire. 🎧

Dialogue A



Dialogue B



Dialogue C



Interpretive

- C** Listen to the dialogue and write down each person's ideas about protecting the Earth in English. 🎧

	Ideas
小明	
娜娜	
大卫	

Interpretive

- D** Listen to the dialogue and select the most appropriate answers. 🎧

- What's the girl's plan after school?
 - participate in a basketball game
 - draw
 - play computer games
 - participate in the environmental protection club

2. What does the environmental protection club do?
 - a. recycling
 - b. looking for trash and making it into a painting
 - c. searching for environmental protection information
 - d. going to environmental protection class

3. What is the girl's opinion?
 - a. Our life is more convenient, but our earth is not clean anymore.
 - b. Our earth is cleaner, but our life is not convenient.
 - c. Our earth is cleaner, and our life is more convenient.
 - d. Our earth is not clean, and our life is not convenient.

4. What is the boy's opinion about water?
 - a. It's not as clean as before.
 - b. It's as clean as before.
 - c. It's getting cleaner.
 - d. It used to be dirty.

5. Which statement is correct?
 - a. The boy remembers what our life was like before computers.
 - b. The girl thinks our life is more convenient but less healthy.
 - c. The boy doesn't want to participate in the environmental protection club.
 - d. The girl prefers current life.

三、口语 Speaking

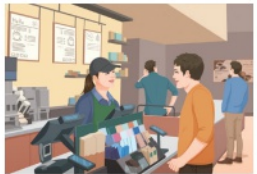
Interpersonal

A Listen to each question and record your response with a technology tool. 🎧

Interpersonal

B Read each question and use the given structures to answer each question. Record your response with a technology tool.

1.	<p>Q: 你觉得手机方便还是电脑方便?</p> 	<p>……更……, 因为……。</p>
2.	<p>Q: 怎么做能让我们的地球更干净?</p> 	<p>如果……, ……就会……。</p>

3.	<p>Q: 你要喝什么?</p> 	<p>我要……。</p>
4.	<p>Q: 如果你想保护环境, 你应该做什么?</p> 	<p>如果……, 你应该……。</p>
5.	<p>Q: 如果你去咖啡店, 你会做什么?</p> 	<p>我会……。</p>

四、阅读 Reading

Interpretive

A Match each sentence on the left with the appropriate response on the right.

1. _____ 你渴不渴?
2. _____ 你要吃中国菜还是美国菜?
3. _____ 你为什么用自己的杯子?
4. _____ 你记得你家的电话号码吗?
5. _____ 以后我也要保护环境。

- a. 我忘了。
- b. 因为用自己的杯子很方便。
- c. 我渴死了，给我一杯水吧。
- d. 我要吃中国菜。
- e. 对了，一定要记得这么做。

Interpretive

B Look at the following posters. Which posters are about environmental protection? Select the correct answer.

- a. 1 and 2
- c. 2 and 4

- b. 1 and 3
- d. 2 and 3



Interpretive

C Read the poster below and select the most appropriate answers.



如果你想保护地球，请你记得用自己的杯子，减少垃圾。你也应该少开车，多坐地铁。记得少用水和电！还有别忘了常常看看环境保护的视频。

1. What does this poster promote?
 - a. saving water
 - b. planting more trees
 - c. environmental protection
 - d. public transportation
2. What does the title of this poster mean?
 - a. This is our Earth.
 - b. We only have one Earth.
 - c. Let's protect our Earth.
 - d. Plant more trees.

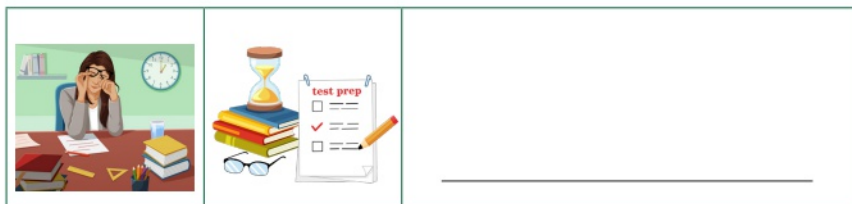
3. Which action will help protect our Earth?
- Use your own cups.
 - Drive your own car.
 - Use more electricity.
 - Shoot more videos of environmental protection.
4. Which statement is false?
- The poster asks us to reduce garbage by using our own cups.
 - The poster asks us to take public transportation.
 - The poster asks us to use less water and electricity.
 - The poster asks us to plant more trees.

五、写作 Writing

Presentational

A Look at the pictures and use “……死了，因为……” to describe the pictures. Write in Chinese characters.

		今天她忙死了，因为她有很多工作。
		_____
		_____



Interpersonal

B Rearrange the word order and write a complete sentence according to the prompts. 🎧

Example

你 / 不渴 / 渴

→ 你渴不渴?



1.

什么 / 想 / 喝 / 你

→ _____



2.

杯子 / 你 / 用 / 为什么 / 自己 / 的

→ _____



3.	<p>怎么做会让我们的地球更干净?</p>	<p>我们 / 如果 / 坐 / 地铁 / 少 / 开车 / 多</p> <p>→ _____</p> <p>地球 / 干净 / 就 / 会 / 越来越</p> <p>→ _____</p>
4.	<p>你要怎么保护环境?</p>	<p>我 / 自己的 / 用 / 要 / 以后 / 杯子</p> <p>→ _____</p>
5.	<p>怎么做能更健康?</p>	<p>多 / 应该 / 喝水 / 你</p> <p>→ _____</p>
6.	<p>你为什么天天坐地铁?</p>	<p>能 / 也 / 坐地铁 / 环境 / 因为 / 很快 / 保护</p> <p>→ _____</p>

Interpersonal

C Answer the following questions according to your own lifestyle. You can look up words that you do not know and write in Pinyin or characters.

1. A: 你今天要做什么?

B: _____

2. A: 如果你去星巴克 (Xīngbākè, Starbucks), 你要喝什么?

B: _____

3. A: 你常常用自己的杯子喝水吗?

B: _____

4. A: 你觉得怎么做能减少垃圾?

B: _____

5. A: 你觉得怎么做能保护环境?

B: _____

6. A: 你的生活健康吗? 为什么?

B: _____

7. A: 怎么做能让你的生活更健康?

B: _____



Dialogue 2 对话二

一、汉字 Characters

A Circle the common part of characters in each group for questions 1-4.

Example

好

姓

1. 喝 吸 啊

2. 杯 桶 样

3. 说 请 记

4. 保 使 做

B Match each radical on the left with the meaning on the right.

1. 力

(a) knife

2. 米

(b) rice

3. 冫

(c) ice

4. 丷

(d) power

5. 疒

(e) ill

C Combine the radicals and character parts together to make new characters for questions 1-4.

1. 占 + 灬 = _____

2. 昭 + 灬 = _____

3. 能 + 灬 = _____

4. 执 + 灬 = _____

D Combine the radicals in the orange cloud and the character parts in the blue cloud to make new characters. Sometimes you can combine one radical with more than one character part.

冫、疒、米、力、木

+

丙、斗、另、工、甬

Write down the characters you combined:

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

E Do you notice that the phrases in each line share the same character? Circle it and write it down with its English meaning.

Example 我叫……你叫……他叫…… 叫 to call

			character or word	meaning
1. 塑料杯	纸杯	杯子		
2. 垃圾回收	垃圾桶	减少垃圾		
3. 回收的方法	垃圾回收	回收桶		
4. 丢进垃圾桶	我帮你丢	不乱丢		
5. 越来越干净	越来越方便	越来越好		

二、听力 Listening

Interpretive

A Listen to Textbook Dialogue 2 and draw lines to put each piece of trash into the correct bin. 🎧



Interpretive

B Listen to Textbook Dialogue 2. Then mark the following statements with True (T) or False (F). 

1. () The straw can be recycled because it is the same as a plastic cup.
2. () The Earth will get sick if people litter.
3. () Dàwèi is surprised that Yīngzǐ knows a lot about recycling.
4. () Yīngzǐ is the person who knows how to recycle the best.
5. () Dàwèi is not interested in recycling methods.

Interpretive

C Listen to the dialogue and select the most appropriate answers. 

1. Why does Jiājiā talk to Dà míng?
 - a. She wants to invite Dà míng to play basketball.
 - b. She wants to invite Dà míng to eat lunch.
 - c. Dà míng did not go to school.
 - d. Dà míng did not go to see a doctor.

2. What is Dà míng's problem?
 - a. He is too busy to go to school.
 - b. He is sick.
 - c. He is too busy to play basketball.
 - d. He eats and drinks too much.

3. What did Dà míng NOT do this morning?
 - a. sleep
 - b. study
 - c. eat breakfast
 - d. drink coffee

4. What does Jiājiā NOT suggest to Dà míng?
- Drink coffee.
 - Eat well.
 - Sleep early.
 - Go out often.
5. Which statement is correct?
- Jiājiā meets Dà míng at his house.
 - Jiājiā and Dà míng are going to play basketball today.
 - Dà míng eats breakfast every day.
 - Jiājiā's mother drinks hot water often because she thinks it is healthier.

Interpretive

D Listen to the class announcement and take notes about what you can and cannot do in English. 🎧

中文课	
可以	1. 2. 3. 4. 5.
不可以	1. 2. 3. 4. 5.

三、口语 Speaking

Interpersonal

A Listen to each question and record your response with a technology tool. 🎧

Interpersonal

B Read each question and use “怎么那么……” to make comments according to the picture cues. Record your response with a technology tool.

1.		
2.		
3.		

4.

对不起，因为我很忙，
所以不能跟你吃晚饭了。



5.

我天天吃很多菜，喝
很多水。



四、阅读 Reading

Interpretive

A Match each sign on the left with the appropriate description on the right.

1. _____



a. 喝酒 (jiǔ, alcohol) 以后不可以开车。

2. _____



b. 不可以一边开车一边发短信。

3. _____



c. 不可以乱丢垃圾。

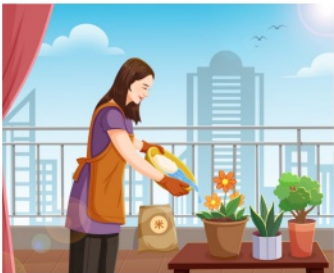
4. _____



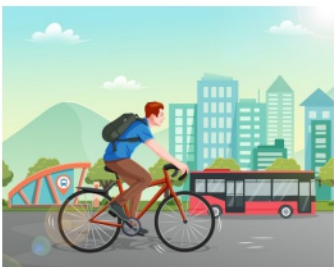
d. 不可以一边开车一边打电话。

Interpretive

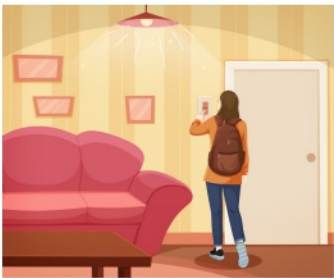
B Look at the pictures and read the characters on the left. Then circle the most appropriate description about each picture on the right.



- a. 减少用电
- b. 减少用水
- c. 少开车
- d. 少用塑料
- e. 回收垃圾，不乱丢垃圾



- a. 减少用电
- b. 减少用水
- c. 少开车
- d. 少用塑料
- e. 回收垃圾，不乱丢垃圾



- a. 减少用电
- b. 减少用水
- c. 少开车
- d. 少用塑料
- e. 回收垃圾，不乱丢垃圾



- a. 减少用电
- b. 减少用水
- c. 少开车
- d. 少用塑料
- e. 回收垃圾，不乱丢垃圾



- a. 减少用电
- b. 减少用水
- c. 少开车
- d. 少用塑料
- e. 回收垃圾，不乱丢垃圾

Interpretive

C Read the passage and mark the following statements with True (T) or False (F).

上海 (Shànghǎi) 的垃圾桶跟纽约的垃圾桶不一样。纽约有三种颜色的垃圾桶，上海有四种颜色的垃圾桶。纽约的垃圾桶有蓝色、绿色和黑色。蓝色的和绿色的是回收桶。上海的垃圾桶除了蓝色、绿色、黑色以外，还有红色。我的中国朋友说，在上海，塑料瓶、纸和玻璃 (bōli, glass) 都可以回收，应该丢进蓝色的回收桶里。菜、肉和饭都应该丢进绿色的垃圾桶里。不好的垃圾会让人生病，动物 (dòngwù, animal) 吃了以后也会死，那就应该丢进红色的垃圾桶里。除了这三种垃圾以外，别的 (bié de, other) 垃圾都可以丢进黑色的垃圾桶里。现在你知道中国人怎么丢垃圾了吗？

1. () There are more colors of trash bins in Shanghai than in New York.
2. () The color of the recycle bins in Shanghai is the same as the one in New York.
3. () The writer learns about recycling in Shanghai from his parents.
4. () The items that animals can eat should be put in blue bins.
5. () Red bins in Shanghai are for items that may be harmful to someone's health.

Interpretive

D Look at the trash items below and draw lines to put them into the correct bins according to the previous article from Part C.



五、写作 Writing

Presentational

A Read the sentences below and circle 能, 会, or 可以 to complete the sentences.

Can: 能, 会, 可以

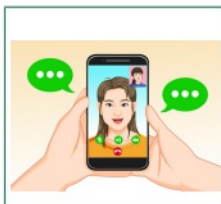
Implication	Character	Example	Lesson
Capacity: Be capable of something	能 (néng)	我一分钟能写五十个汉字。 Wǒ yī fēnzhōng néng xiě wǔshí gè Hànzì. I can write 50 characters per minute.	Lesson 7
Skill: Be good at; know how to do something	会 (huì)	她的中国朋友很会说英文。 Tā de Zhōngguó péngyou hěn huì shuō Yīngwén. Her Chinese friend speaks English very well.	Lesson 8

Permission: Be allowed or permitted to do something	可以 (kěyǐ)	我们不可以乱丢垃圾。 Wǒmen bù kěyǐ luàn diū lājī. We cannot litter.	Lesson 10
--	--------------	---	-----------

1. 上课不 _____ (会, 可以) 玩手机。
2. 我哥哥 _____ (能, 会) 吃三十个饺子。
3. 你不 _____ (可以, 会) 一边开车一边发短信。
4. 我 _____ (可以, 会) 写书法, 可是我写得不太好看。
5. 老师, 我听不懂, _____ (可以, 会) 再说一次吗?
6. 我会开车, 可是因为我生病了, 所以今天不 _____ (会, 能) 开车。
7. 我弟弟 _____ (会, 可以) 唱中文歌, 唱得很好。
8. 我们应该好好保护环境, 不 _____ (会, 可以) 乱丢垃圾。

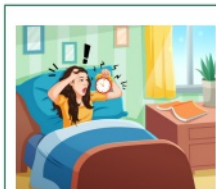
Presentational

B Look at the picture cues and use “因为……所以……” to respond to each question. Write in Chinese characters.



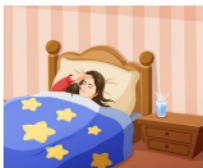
A: 为什么你的中文越来越好?

B: 因为我用手机和中国朋友聊天, 所以我说中文说得更好了。



A: 你怎么那么晚才来?

B: _____



A: 为什么小美今天没来上课?

B: _____



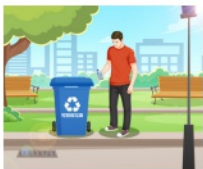
A: 你为什么不喜欢吃汉堡和薯条?

B: _____



A: 你为什么用自己的杯子喝咖啡?

B: _____



A: 瓶子为什么丢进蓝色的垃圾桶里?

B: _____

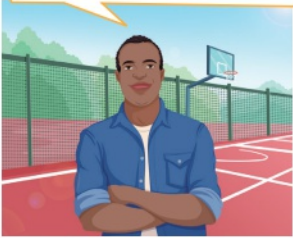
Interpersonal

C Rearrange the word order and write a complete sentence according to the prompts.

Example

喝 / 什么 / 你 / 想
→ 你想喝什么?



1.	<p>说得 / 那么 / 好 / 你怎么 / 说中文</p> <p>→ _____</p>	<p>因为我常常听中文， 看中文视频。</p> 
2.	<p>哪一个 / 果汁瓶 / 丢进 / 里 / 应该 / 桶</p> <p>→ _____</p>	<p>果汁瓶可以回收，请 丢进回收桶里。</p> 
3.	<p>可以 / 吃饭 / 吗 / 在 / 这里</p> <p>→ _____</p>	<p>在图书馆里不可以吃饭。</p> 
4.	<p>请问，我们怎么保护环境？</p> 	<p>我们 / 如果 / 能 / 不乱丢垃圾</p> <p>→ _____</p> <p>地球 / 干净 / 越来越 / 就 / 会</p> <p>→ _____</p>

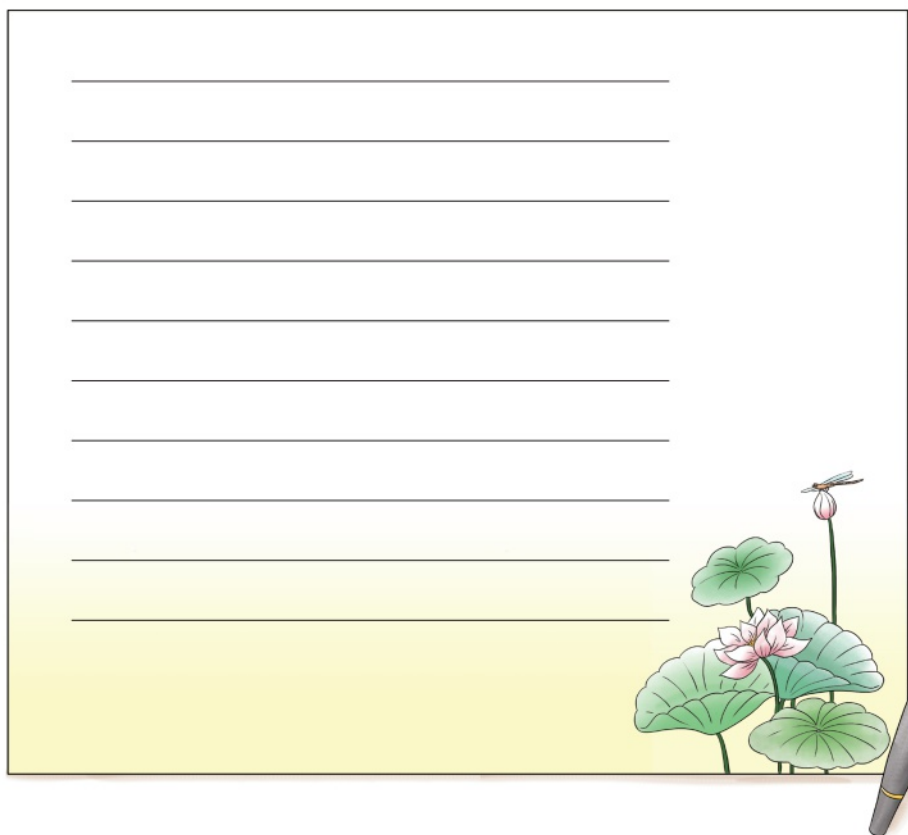
<p>5.</p>	 <p>你为什么不喜欢用塑料吸管?</p>	<p>我 / 因为 / 保护环境 / 要</p> <p>→ _____</p> <p>吸管 / 用 / 不喜欢 / 所以</p> <p>→ _____</p>
<p>6.</p>	 <p>纸杯可不可以回收?</p>	<p>回收 / 不可以</p> <p>→ _____</p> <p>丢进 / 里 / 应该 / 纸杯 / 垃圾桶</p> <p>→ _____</p>

Presentational

D You are the environmental ambassador in your school. What do you know about environmental protection? What should we do to protect our earth? Share some ways of reducing garbage and recycling cups and bottles. Then talk about possible consequences.

Example

同学们好，最近学校的垃圾越来越多了，我们应该想一想怎么减少垃圾，保护我们的环境。我们应该多用自己的杯子喝水、喝咖啡，少用塑料杯和纸杯。除了减少垃圾以外，我们也一定要记得回收垃圾的方法。纸、瓶子、塑料杯，还有纸杯的盖子可以回收，别丢进垃圾桶里。如果不乱丢垃圾，我们的环境就会越来越干净，生活也会更健康。因为地球只有一个，所以我们得好好保护地球。





Authentic
Chinese
真|实|中|文



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