

# INTEGRATED CHINESE

4<sup>th</sup> Edition

SAMPLER



The Leading Chinese Textbook Series

# Thoughts from the Authors

Cheng & Tsui works closely with authors to create groundbreaking, accessible materials what appeal to a wide audience. The authors of *Integrated Chinese* are experienced educators as well as successful developers of language-learning materials. We asked the IC 4th Edition authors to share their thoughts on the new edition and thoughts on teaching Chinese.

## What is the rationale behind the changes made to the 4th Edition of the series?

Since the publication of the 3rd Edition of IC, China and the world have seen many changes, especially in the diffusion and adoption of communication technology. We've updated IC accordingly. Based on user feedback, we've also condensed some of the lessons in Volumes 3 and 4, and carefully reduced the number of new words to facilitate classroom instruction. We've also added new types of exercises to help students use the target language in real communicative situations.

距第三版已经七八年了，国际以及中国社会都有变化，特别是交流手段，出现了不少广为世界各国采用的新东西。本书适应了这一变化。本书还根据学生和教师的反馈，在后边的课本里课文缩短了、生词也减少了一些，课本会更好学更好教。课本还增加了一些新的练习方式，使学生更快地进入真实语言交际。

## What is the most challenging aspect of teaching Chinese and how does IC address this challenge?

As Chinese is a non-alphabetic language, the writing system is perhaps the most challenging aspect to teach. In light of that fact, we have introduced new features in both the textbook and workbook of the new edition to enhance students' awareness of the structure of Chinese characters, and to teach them to remember characters by recurring components instead of individual strokes.

中文书写系统不是拼音文字，所以在中文教学中最具挑战性的部分可能就是汉字。考虑到这一点，我们在新版的课本和练习本中增添了与汉字教学有关的新的内容，在汉字结构方面加强对学生的训练，同时引导学生以汉字常见部件而不是笔画为基本单位来增进对汉字书写的记忆。

## Why do you think IC has been so successful?

Perhaps the biggest reason for IC's success has been its focus on language use and pedagogical application. In designing the lessons, we've paid attention to the social

functions of the target language and its usage in real communicative contexts. Students can thus quickly learn to use natural and idiomatic Chinese to complete specific tasks, such as greeting people, discussing family, making appointments, shopping, asking for directions, etc. The topics gradually branch out from those that affect students directly, such as personal circumstances, family, and school, to working part-time, health, education, geography, history, and the environment. IC also addresses difficulties faced by English-speakers through comparison and contrast activities, both in the textbooks and workbooks. IC includes a large variety of exercises and tasks. These features make IC easy to use in the classroom and adaptable to different pedagogical styles and needs.

《中文听说读写》受到老师和学生欢迎的最大原因可能是这套教材着眼于“用”，在语用、实用、好用等方面下了一番功夫。具体来说，话题的安排注意交际功能，语言内容注意符合语境，使学生从一开始就能/运用相对自然、地道的中文完成特定交际任务，如打招呼、介绍家庭情况、约时间、买东西、问路等。课文也从个人、家庭、学校逐渐扩展到打工、健康、教育、地理、历史、环境等学生比较关心的话题。教材设计针对母语为英语的学生学习汉语的难点有的放矢地进行对比、讲解和操练，课本和练习本提供大量不同类型的练习供老师选择。

## If you could offer one piece of advice to Chinese language teachers today, what would it be?

Plan each lesson with the learning objectives in mind and help guide students' work on both language forms and language functions in a meaningful context, and never in isolation.

教案安排、课程设计应以学习目标为准则，循序渐进地引导学生从语言形式与语言功能两方面在有意义之语境中练习与应用，以达到既定的学习目标。



CHENG & TSUI

Since 1979, Cheng & Tsui has dedicated itself to the mission of “Bringing Asia to the World.” We are proud of the part we play in changing the face of Asian language and cultural education in North America and beyond by envisioning, developing, translating, and publishing award-winning language and culture learning materials in both print and digital formats for Chinese, Japanese, Korean, and Arabic.

We are pleased to offer you an in-depth look at the new 4th Edition of *Integrated Chinese* (IC), the market-leading series designed for college Chinese language programs, now also available on the all-new ChengTsui™ Web App.

  
Jill Cheng

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# The Legacy of *Integrated Chinese* and the 4th Ed.



## Series Approach & Structure

*Integrated Chinese* revolutionized the world of Chinese language learning by introducing the approach of teaching all four language skills of listening, speaking, reading, and writing concurrently. Ever since the 1st Edition was published in 1997, *Integrated Chinese* (IC) has been the leading series for Chinese language learning in the United States and beyond.

In the higher education setting, the *Integrated Chinese* series often covers two years of instruction across four volumes. Lessons transition smoothly between levels and topics, first covering conversation and everyday life, and gradually transitioning to discussions about more abstract subjects and social issues. The series has never adhered to one pedagogical style, and the books can be used in a variety of classrooms.

*Integrated Chinese* is the most widely adopted textbook for Chinese language study at the college level because of the excellent groundwork it supplies to students with no prior experience. Across the four volumes, students will progress from Novice Low to Intermediate High, preparing them with a cohesive foundation for further study.

## Accompanying Materials

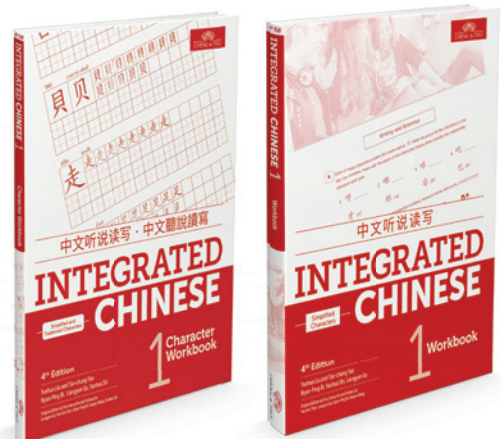
A calling card of the series is its comprehensive approach to teaching content across print, audio, and video. There is a grammar skills practice workbook and a character workbook to accompany every volume of the series. The workbook, like the textbook, is arranged around teaching the four language skills—reinforcing what is practiced in class. Audio is included for both the textbook and the workbook, and it is now more accessible than ever, with downloads available at [www.chengtsui.co/resources](http://www.chengtsui.co/resources). The video components introduced to the series for the 3rd Edition can be used alongside the 4th Edition.

**IC<sub>1</sub>** Novice Low - Novice High

**IC<sub>2</sub>** Novice High - Intermediate Low

**IC<sub>3</sub>** Intermediate Low - Intermediate Mid

**IC<sub>4</sub>** Intermediate Mid - Intermediate High



# New Devices and Technology in the 4th Edition of IC

## New Series Devices

When creating the 4th Edition, we paid close attention to the legacy of all the editions that came before. Everyone contributing to the latest edition was acutely aware of their stewardship of such an established and highly regarded series. Creating a successful update required a balance of maintaining the best aspects of the structure and foundation of the series while adding fresh and engaging materials to enhance and improve the core content. Careful attention was also paid to standards in language learning, and the content has been updated to match ACTFL's 5 Cs.

We were able to achieve our goals by introducing new features and language learning devices to the well-known curriculum. The language learning devices are visually rich extension elements that allow students to engage with the Chinese language from a variety of angles. The language

learning devices listed below can be taught any time during a lesson, serving as language checks, prompts for classroom discussion, and opportunities for student reflection, all while maintaining a level-appropriate challenge.

## Technological Enhancements

The 4th Edition is also featured in our newest blended learning venture, the ChengTsui Web App™. The ChengTsui Web App is uniquely designed to enable students and teachers to view and seamlessly navigate a core textbook alongside companion media, workbooks, interactive content, and teacher resources, enabling effective learning and teaching.

See pages 44-49 for more information on the ChengTsui Web App and how blended learning can benefit language learners.

## New Devices and Technology in 4th Edition

李友 口味:4 环境:5 服务:4 人均:¥35  
酸辣汤太好喝了! 家常豆腐也很好吃, 一点儿味精都没放。不过素饺子不太好吃.....  
10-22 心美小馆 赞(9) 回应(2) 收藏 举报

### Chinese Chat

Li You just posted a restaurant review on Dianping (大众点评) (Dàzhòng diǎnyìng), a popular Chinese review app. What dishes do you think she would recommend?

### Chinese Chat

Models how language is used on social media in China today.

### Characterize it!

1 2 济 挤  
Identify the common component.  
What does the component represent?

### Characterize It!

Encourages students to approach the learning of characters analytically.

You're having a party, and one of your friends has brought over a delicious selection of bubble tea (珍珠奶茶) (zhēnzhū mǐnchá). What flavors did she bring?  
GET Real WITH CHINESE

### Get Real with Chinese

Uses realia to situate language learning in a real-life context.

A WAY WITH WORDS  
叫出租车 叫出租汽車  
Using the word/phrase in orange as a clue, try to figure out the meaning of the words/phrases in blue; consult a dictionary if necessary. Consider how the literal and extended senses are related in each case.  
昨天晚上她唱歌唱得不错, 很多人为她叫好。  
这个电影特别叫座, 很多人想去看。

### A Way With Words (Vol. 3 & 4)

Helps students build strategies for interpreting new words with familiar characters.

### The ChengTsui Web App

Is the newest way to experience *Integrated Chinese* as a digital, interactive product for use by students and teachers.

(See pages 30-39 for more information on the language learning devices listed above.  
See pages 44-49 for more information on the ChengTsui Web App)

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The Leading Chinese Textbook Series

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# **INTEGRATED CHINESE**



Volume 1

Volume 2

*(Previously known as Integrated Chinese Level 1 Part 1 and Integrated Chinese Level 1 Part 2)*

# IC1 Scope & Sequence

*Integrated Chinese* Volumes 1 and 2 are often taught across one academic year at the college level. As a result of this common practice, they share the same features and structures. In Volumes 1 and 2, each Lesson has two texts (Dialogues, Narratives, Letters, etc) each followed by Vocabulary, Grammar, and Language Practice sections. *Integrated Chinese* Volumes 1 & 2 are available in either Simplified or Traditional characters.

## Integrated Chinese 1 - Textbook Scope and Sequence

(Previously known as *Integrated Chinese Level 1 Part 1*)

<b>Basics</b>	<ul style="list-style-type: none"> <li>• Become familiar with syllabic structure, <i>pinyin</i>, and pronunciation</li> <li>• Gain an understanding of the writing system and basic grammatical features</li> </ul>	<ul style="list-style-type: none"> <li>• Use common expressions in the classroom and daily life</li> </ul>
<b>Lesson 1 - Greetings</b> 问好 / 問好	<ul style="list-style-type: none"> <li>• Exchange basic greetings</li> <li>• Ask for a person's family name and provide your own</li> </ul>	<ul style="list-style-type: none"> <li>• Determine whether someone is a teacher or a student</li> </ul>
<b>Lesson 2 - Family</b> 家庭	<ul style="list-style-type: none"> <li>• Use basic kinship terms for family members</li> <li>• Describe a family photo</li> </ul>	<ul style="list-style-type: none"> <li>• Ask about someone's profession</li> <li>• Name some common professions</li> <li>• Ask where someone is from</li> </ul>
<b>Lesson 3 - Time and Date</b> 时间 / 時間	<ul style="list-style-type: none"> <li>• Discuss times and dates</li> <li>• Talk about ages and birthdays</li> </ul>	<ul style="list-style-type: none"> <li>• Arrange a dinner date with someone</li> </ul>
<b>Lesson 4 - Hobbies</b> 爱好 / 愛好	<ul style="list-style-type: none"> <li>• Name common hobbies</li> <li>• Ask about someone's hobbies</li> </ul>	<ul style="list-style-type: none"> <li>• Make plans for the weekend with friends</li> </ul>
<b>Lesson 5 - Visiting Friends</b> 看朋友	<ul style="list-style-type: none"> <li>• Welcome a visitor</li> <li>• Introduce one person to another</li> <li>• Be a gracious guest</li> </ul>	<ul style="list-style-type: none"> <li>• Ask for beverages as a guest</li> <li>• Offer beverages to a visitor</li> <li>• Briefly describe a visit to a friend's place</li> </ul>
<b>Lesson 6 - Making Appointments</b> 约时间 / 約時間	<ul style="list-style-type: none"> <li>• Answer a phone call and initiate a phone conversation</li> <li>• Set up an appointment with a teacher on the phone</li> </ul>	<ul style="list-style-type: none"> <li>• Ask a favor</li> <li>• Ask someone to return your call</li> </ul>
<b>Lesson 7 - Studying Chinese</b> 学中文 / 學中文	<ul style="list-style-type: none"> <li>• Discuss your exam performance</li> <li>• Comment on your character writing</li> <li>• Discuss your experience learning Chinese</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about your study habits</li> <li>• Describe typical classroom situations</li> </ul>
<b>Lesson 8 - School Life</b> 学校生活 / 學校生活	<ul style="list-style-type: none"> <li>• Describe a student's daily routine</li> <li>• Write a simple diary entry or blog post</li> <li>• Write a brief letter or formal email applying appropriate conventions</li> </ul>	<ul style="list-style-type: none"> <li>• Update a friend on recent activities</li> <li>• Express hope that a friend will accept your invitation</li> </ul>
<b>Lesson 9 - Shopping</b> 买东西 / 買東西	<ul style="list-style-type: none"> <li>• Describe the color, size, and price of a purchase</li> <li>• Recognize Chinese currency</li> <li>• Pay in cash or with a credit card</li> </ul>	<ul style="list-style-type: none"> <li>• Determine the proper change you should receive</li> <li>• Ask for merchandise in a different size or color</li> <li>• Exchange merchandise</li> </ul>
<b>Lesson 10 - Transportation</b> 交通	<ul style="list-style-type: none"> <li>• Discuss different means of transportation</li> <li>• Explain how to transfer from one subway or bus line to another</li> </ul>	<ul style="list-style-type: none"> <li>• Navigate public transit</li> <li>• Express gratitude after receiving a favor</li> <li>• Offer New Year wishes</li> </ul>



Every lesson has a Cultural Literacy section and Lesson Wrap-Up. Interspersed throughout every chapter are language learning devices (see pages 30-39). For the sake of clarity and consistency, all of the lesson sample pages in this section are from Lesson 9 in *Integrated Chinese Volume 1*. The Cultural Literacy spread is from Lesson 11 in Volume 2. All sample pages in this section make use of Simplified characters.

## Integrated Chinese 2 - Textbook Scope and Sequence

(Previously known as *Integrated Chinese Level 1 Part 2*)

<b>Lesson 11 - Weather</b> 天气 / 天氣	<ul style="list-style-type: none"> <li>• Talk about the weather in basic terms</li> <li>• Compare weather in two places</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about what you can do in nice or bad weather</li> <li>• Present a simple weather forecast</li> </ul>
<b>Lesson 12 - Dining</b> 吃饭 / 吃飯	<ul style="list-style-type: none"> <li>• Ask if there are seats available at a restaurant</li> <li>• Order some Chinese dishes</li> <li>• Describe your dietary preferences and restrictions</li> </ul>	<ul style="list-style-type: none"> <li>• Ask for recommendations</li> <li>• Rush your order</li> <li>• Pay for your meal and get change</li> </ul>
<b>Lesson 13 - Asking Directions</b> 问路 / 問路	<ul style="list-style-type: none"> <li>• Ask for and give directions</li> <li>• Identify locations by using landmarks as references</li> </ul>	<ul style="list-style-type: none"> <li>• Describe whether two places are close to or far away from each other</li> <li>• State where you are heading and the reason for going there</li> </ul>
<b>Lesson 14 - Birthday Party</b> 生日晚会 / 生日晚會	<ul style="list-style-type: none"> <li>• Ask a friend to go to a party with you</li> <li>• Suggest things to bring to a get-together</li> <li>• Thank people for gifts</li> </ul>	<ul style="list-style-type: none"> <li>• Describe a duration of time</li> <li>• Talk about the year of your birth and your Chinese zodiac sign</li> </ul>
<b>Lesson 15 - Seeing a Doctor</b> 看病	<ul style="list-style-type: none"> <li>• Describe common cold and allergy symptoms</li> <li>• Understand instructions on when and how often to take medications</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about why you do or don't want to see the doctor</li> <li>• Urge others to see a doctor when they are not feeling well</li> </ul>
<b>Lesson 16 - Dating</b> 约会 / 約會	<ul style="list-style-type: none"> <li>• Describe how long you've known someone</li> <li>• Ask someone out on a date</li> <li>• Make arrangements to go out with friends</li> </ul>	<ul style="list-style-type: none"> <li>• Accept or gently decline a date</li> <li>• End a phone conversation politely</li> </ul>
<b>Lesson 17 - Renting an Apartment</b> 租房子 / 租房子	<ul style="list-style-type: none"> <li>• Describe your current and ideal dwellings</li> <li>• Name common pieces of furniture</li> <li>• State how long you have been living at your current residence</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why a place is or isn't right for someone</li> <li>• Discuss and negotiate rent, utilities, and security deposits</li> </ul>
<b>Lesson 18 - Sports</b> 运动 / 運動	<ul style="list-style-type: none"> <li>• Name and discuss some popular sports</li> <li>• Talk about your exercise habits</li> </ul>	<ul style="list-style-type: none"> <li>• Compare soccer and American football in simple terms</li> </ul>
<b>Lesson 19 - Travel</b> 旅行	<ul style="list-style-type: none"> <li>• Talk about your plans for summer break</li> <li>• Describe what kind of city Beijing is</li> <li>• Describe your travel itinerary</li> </ul>	<ul style="list-style-type: none"> <li>• Ask for discounts, compare airfares and routes, and book airplane tickets</li> <li>• Ask about seat assignments and request meal accommodations based on your dietary restrictions or preferences</li> </ul>
<b>Lesson 20 - At the Airport</b> 在机场 / 在機場	<ul style="list-style-type: none"> <li>• Check in at the airport</li> <li>• Wish departing friends a safe journey and remind them to keep in touch</li> <li>• Greet guests at the airport</li> </ul>	<ul style="list-style-type: none"> <li>• Compliment someone's language ability</li> <li>• Ask about someone's health</li> <li>• Take leave of someone</li> </ul>

*Integrated Chinese* introduces foundational vocabulary and grammar through relatable, narrative-based dialogues. In each book, students are exposed to stories about a relatable group of students who learn Chinese and accomplish daily tasks while building their skills. For more information on how grammar and vocabulary are taught see pages 12-13.

## 1 Audio

read by native speakers is provided for all lesson texts. Two speeds — normal and slow— are available to model proper pronunciation.

In the 4th Edition, audio is available interactively for users of the ChengTsui Web App™ and is available as a free download for all users of the textbook at [chengtsui.co/resources](http://chengtsui.co/resources).

For more information on the ChengTsui Web App see pages 44-49.

## 2 Video

of every dialogue is available, and video stills are shown alongside the dialogue text to support understanding of the story.

Videos are available interactively in the Web App. All 3rd Edition DVDs can be used with the 4th Edition books and can be purchased separately.

Pre- and post- Video Activity Worksheets and transcripts are included in the teacher support materials (see page 52).

# Shopping for Clothes

## Dialogue 1

李友在商店买东西，售货员问她……



Audio



小姐，您要<sup>1</sup>买什么衣服？



Video



我想买一件<sup>2</sup>衬衫。



您喜欢什么颜色的<sup>3</sup>，黄的还是红的？



我喜欢穿<sup>a</sup>红的。我还想买一条<sup>2</sup>裤子<sup>b</sup>。



多<sup>4</sup>大的？大号的、中号的、还是小号的？



中号的。不要太贵的，也不要太便宜<sup>5</sup>的。



这条裤子怎么样？



颜色很好。如果长短合适的话，我就买。



您试一下。

Li You checks the size on the label and measures the pants against her legs.



不用试。可以。



这件衬衫呢？



也不错。一共多少钱？



衬衫二十一<sup>块</sup>五，裤子三十二<sup>块</sup>九<sup>毛</sup>九，  
一共是五十四<sup>块</sup>四<sup>毛</sup>九<sup>分</sup>。



好，这是一百块钱。



找您四十五块五毛一。



谢谢。

Practical, real-world topics allow students opportunities to connect Chinese to their own lives, so they can start communicating. Lesson texts are presented on a range of themes, from family, school life, dining out, seeing a doctor, renting an apartment, and more to enable students to operate in a variety of contexts.



3 Pinyin Dialogue

Lǐ Yǒu zài shāngdiàn mǎi dōngxī, shòuhuàyuán wèn tā . . .



Xiǎojiě, nín yào<sup>1</sup> mǎi shénme yīfu?



Wǒ xiǎng mǎi yī jiàn<sup>2</sup> chènshān.



Nǐn xǐhuan shénme yánsè de<sup>3</sup>, huáng de háishi hóng de?



Wǒ xǐhuan chuān<sup>a</sup> hóng de. Wǒ hái xiǎng mǎi yì tiáo<sup>2</sup> kùzi<sup>b</sup>.



Duō<sup>4</sup> dà de? Dà hào de, zhōng hào de, háishi xiǎo hào de?



Zhōng hào de. Bú yào tài guì de, yě bú yào tài piányi<sup>c</sup> de.



Zhè tiáo kùzi zěnmeyàng?



Yánsè hěn hǎo, rúguǒ chángduǎn héshì de huà, wǒ jiù mǎi.



Nǐn shì yí xia.

Li You checks the size on the label and measures the pants against her legs.



Búyòng shì, kěyǐ.



Zhè jiàn chènshān ne?



Yě búcuò. Yìdòng duōshao qián?



Chènshān èrshíyī kuài wǔ, kùzi sānshí'èr kuài jiǔ máo jiǔ, yìgòng shì wǔshísi kuài sì máo jiǔ fēn<sup>e</sup>.



Hǎo, zhè shì yībǎi kuài qián.



Zhāo nǐn sishíwǔ kuài wǔ máo yī.



Xièxie.

6 Language Notes

a 穿 (chuān)

Note that this verb can mean both “to wear” and “to put on.” However, for most accessories, 戴 (dài) (to wear, to put on) is used instead.

b 一条裤子 (yì tiáo kùzi)

In Chinese, a pair of pants is considered a single piece of clothing. Hence, it is 一条裤子 (yì tiáo kùzi) (lit. a trouser) instead of 一双裤子 (yì shuāng kùzi) (lit. a pair of trousers).

c 便宜 (piányi)

The first character of 便宜 (piányi) (inexpensive) is pronounced “pián.” But in 方便 (fāngbiàn) (convenient), the same character is pronounced “biàn.” Sometimes the same character can have different pronunciations that carry different meanings. Other examples include 乐 (yuè or lè) and 觉 (jué or jiào): 音乐 (yīnyuè) (music), 可乐 (kělè) (cola), 觉得 (juéde) (to feel), and 睡觉 (shuì jiào) (to sleep).

3 Pinyin

is provided in Volumes 1 and 2 for learning support and to accommodate different learning and teaching styles.

4 Avatars

are used to represent the cast of characters in the dialogues and throughout the text.

5 Grammar Points

are numbered according to the sequence in which they are introduced and explained in the Grammar section of the lesson.

6 Language Notes

are available at the end of each lesson text to help students understand idiomatic and natural language usage.

Comprehensive vocabulary lists provide learners with tools for success in acquiring the language. The characters are printed clearly and legibly. *Pinyin* support and accompanying audio help students learn how to pronounce each word accurately. *Integrated Chinese* includes terms such as “Measure Word” (MW) or “Question Pronoun” (QPR) to help students comprehend the finer points of the Chinese language.

## 1 Audio

for all vocabulary words models proper pronunciation.

### New in 4th Ed.

## 2 Interactive Flashcards

that combine audio, characters, *pinyin* and example sentences are available to users of the ChengTsui Web App™.

## 3 Vocabulary

includes character, *pinyin*, part of speech, and definition

An appendix at the back of the book includes all words in English, Chinese, and by part of speech for ease of reference.

### New in 4th Ed.

## How About You?

encourages students to personalize their study and learn words or phrases relating to their own interests. Prompts are provided for students, and matching vocabulary is supplied in an appendix.

See page 38 for more *How About You*.

## Vocabulary

No.	Word	Pinyin	Part of Speech	Definition
1	商店	shāngdiàn	n	store, shop
2	买	mǎi	v	to buy
3	东西	dōngxi	n	things, objects
4	售货员	shòuhuòyuán	n	shop assistant, salesclerk
5	衣服	yīfu	n	clothes
6	件	jiàn	m	(measure word for shirts, dresses, jackets, coats, etc.)
7	衬衫	chènshān	n	shirt
8	颜色	yánsè	n	color
9	黄	huáng	adj	yellow
10	红	hóng	adj	red
11	穿	chuān	v	to wear, to put on
12	裤子	kùzi	n	pants
13	号	hào	n	size
14	中	zhōng	adj	medium, middle
15	便宜	piányi	adj	cheap, inexpensive
16	如果的话	rúguǒ de huà	conj	if
17	长短	chángduǎn	n	length
	长	cháng	adj	long
	短	duǎn	adj	short
18	合适	héshì	adj	suitable
19	试	shì	v	to try
20	不用	búyòng		need not
21	一共	yìgòng	adv	altogether
22	多少	duōshao	qpr	how much/many

The Grammar sections build a solid foundation in essential language patterns. Spoken language, often considered one of the hardest aspects of Chinese, is emphasized from the start of the series, helping students communicate orally. Grammar exercises in the textbook are new to the 4th Edition.

## Grammar

### 1 The modal verb 要 (yào) (want to do) (II)

要 (yào) can also mean “to desire to do something.” [See also Grammar 2, Lesson 6.]

**A** 明天是周末，你要做什么？

Míngtiān shì zhōumò, nǐ yào zuò shénme?

Tomorrow is the weekend. What do you want to do?

**B** 我要去图书馆看书，你去不去？

Wǒ yào qù túshūguǎn kàn shū, nǐ qù bu qù?

I want to go to the library to read. Do you want to come?

**C** 我要喝可乐，他要喝茶。

Wǒ yào hē kělè, tā yào hē chá.

I want to drink cola. He wants to drink tea.

To negate it, use 不想 (bù xiǎng).

**D** 我不想去图书馆。

Wǒ bù xiǎng qù túshūguǎn.

I don't want to go to the library.

**E** 今天我不想做功课。

Jīntiān wǒ bù xiǎng zuò gōngkè.

I don't want to do my homework today.

Both of the modal verbs 想 (xiǎng) and 要 (yào) can express a desire or an intention, but 要 (yào) carries a stronger tone.

### 2 EXERCISES

Answer the following questions using 要 where appropriate.

- 李友要去商店买什么？
- 你这个周末要做什么？

### 1 Grammar Points

elucidate with numerous and meaningful examples.

### New in 4th Ed.

#### 2 Exercises

tailored to specific grammar points allow students to put into practice what they've just learned.

### New in 4th Ed.

#### 3 More Exercises in the ChengTsui Web App™

expand on exercises in the textbook. Users receive automatic feedback on their performance through the Web App as well.

For more information on the ChengTsui Web App see pages 44-49.



More exercises

In the Language Practice sections, students apply and combine the grammar and vocabulary they have learned in order to negotiate meaning in a range of scenarios. Language Practice exercises require students to interpret information and communicate concepts and ideas. Pair and group work encourages students to learn more about each other, adding relevance and social aspects to the language-learning experience.

**New in 4th Ed.**

**1 Communicative**

**Modes**

based on ACTFL's 3 Modes of Communication (interpersonal, presentational, and interpretive) are now used to classify each practice exercise, creating a more holistic vision of language learning.

**2 Visual Elements**

help students avoid the translation stage as they work to accomplish tasks and practice recently acquired language.

**3 Interpersonal Communication**

in the form of pair or group work is encouraged, giving students opportunities to practice with peers and engage in conversation.

## Language Practice

**1**

**I'll check my calendar**

INTERPERSONAL

In pairs, form a question-and-answer about what Little Wang wants to do next week based on the following calendar. [See also Grammar 2, Lesson 6.] Insert 要 (yào) where appropriate, e.g.:

星期一 (xīngqīyī)

Q: 小王下个星期一要做什么?

*Xiǎo Wáng xià ge xīngqīyī yào zuò shénme?*

A: 小王下个星期一要去上课。

*Xiǎo Wáng xià ge xīngqīyī yào qù shàng kè.*

**2**



Then discuss your partner's plans for next week, e.g.:

Q: 你呢? 你下个星期要做什么?

*Nǐ ne? Nǐ xià ge xīngqī yào zuò shénme?*

**3**

A: 我下个星期一…… 星期二……

*Wǒ xià ge xīngqīyī... xīngqīèr...*

Make it Flow!, activities, projects, and Can-Do Checklists encourage students to take stock of their progress while exploring the use of Chinese for personal enjoyment, enrichment, and advancement. Project-based activities such as role-play exercises and social media practice are featured in the Lesson Wrap-Up sections and provide opportunities for students to fine tune their presentation skills.

## Lesson Wrap-Up

### Make It Flow! <sup>1</sup>

Rearrange the following sentences into a logical sequence. Then combine them into a coherent narrative. Remember to omit repetitive elements and substitute subjects with personal pronouns where appropriate. Time expressions and place words can also serve as useful connective devices.

- \_\_\_ 售货员找给李友四十五块五毛一。
- \_\_\_ 李友买的衬衫是中号的。
- \_\_\_ 李友买了一件衬衫。
- 1 李友在商店买衣服。
- \_\_\_ 李友买的衬衫是红的。
- \_\_\_ 李友还买了一条裤子。
- \_\_\_ 李友一共得付五十四块四毛九。
- \_\_\_ 李友给了售货员一百块钱。

### Role-Play

<sup>2</sup>

It's your younger brother's birthday next week. You want to get him a shirt. His favorite color is blue and his size is medium. You want to buy something that's stylish yet not too expensive, but the salesperson tries to get you to buy the most expensive shirt in the store. Create a short skit with your partner, and perform it in class or make a video and post it on social media.

### Social Media

On social media, post three items of clothing you are considering buying. Tell your friends what you like about them (style, color, etc.). See which item gets the most likes.

<sup>3</sup>

### Can-Do Check List

Before proceeding to Lesson 10, make sure you can complete the following tasks in Chinese:

I can

- ▣ Name my favorite color and other common colors
- ▣ Talk about clothing and shoe sizes
- ▣ Count money and determine proper change
- ▣ Return or exchange items at a store

#### New in 4th Ed.

#### 1 Make It Flow!

encourages students to speak and write naturally, with appropriate transitions.

#### New in 4th Ed.

#### 2 Activities and Projects

help students assimilate and produce language through context-based tasks, such as skits and presentations.

#### 3 Can-Do Checklists

encourage students to engage in self-assessment in order to take ownership of their learning.

Cultural Literacy promotes an awareness of cultural diversity in a globalized world with thoughtfully chosen information and questions that pique students' interests. These thematically cohesive, visually united sections help students connect with the target culture.

**New in 4th Ed.**

**1 Photography and Design**

elements have been incorporated into the Cultural Literacy sections, inviting students to learn more about Chinese culture and Chinese-speaking communities. Eye-catching photos and modern designs will resonate with students.

**2 Thematic Topics**

address the diversity and breadth of Chinese history and culture to expand learners' views of China.

**New in 4th Ed.**

**3 Continue To Explore**

in Volumes 1 and 2 provides more information related to the topic through a short video featuring a woman exploring Beijing and talking with people on the street.



A section of the Great Wall near Beijing

Peach blossoms in Wuyuan, Jiangxi Province

波士顿  
Bōshìdùn  
BOSTON

伦敦  
Lúndūn  
LONDON

柏林  
Bólín  
BERLIN

## PLACE NAME TRANSLITERATION

Some Chinese names for places in the West were invented by early Chinese immigrants, for example, San Francisco was dubbed 旧金山 (Jiùjīnshān) (lit. Old Gold Mountain) after gold was discovered in Victoria, Australia. For a period of time, Melbourne was called 新金山 (Xīnjīnshān) (lit. New Gold Mountain). However, the vast majority of Chinese names for places in the West are transliterations. California, for instance, is transliterated as 加利福尼亚州 (Jiālǐfúnyǎzhōu), which is often shortened to 加州 (Jiāzhōu). The character 州 (zhōu) means "state." Today, Melbourne is known by its transliteration 墨尔本 (Mò'ěrběn) as well.



Language learning is never complete without an understanding of cultural practices and perspectives, and the new and improved Cultural Literacy sections are designed to inform and inspire. The new Compare and Contrast sections help students fulfill the Comparisons standard outlined in ACTFL's 5 Cs.



A snow-covered house in Xuexiang Village, Heilongjiang Province

# Weather <sup>2</sup>

Across China, climatic conditions differ dramatically. In general terms, the north is cold and snowy in winter; the south, hot and wet in summer. 重庆 (Chóngqìng), 武汉 (Wǔhàn), and 南京 (Nánjīng), are nicknamed the “Three Furnaces on the Yangtze River” for their scorching hot summer temperatures. Some cities are known for being temperate year-round—昆明 (Kūnmíng), for instance, is famous for being like spring all year, 四季如春 (sìjì rú chūn). In the lower Yangtze (长江) (Chángjiāng) valley, the rainy season called 梅雨 (méi yǔ) starts in mid-June and lasts until early July, bringing copious rain and high humidity. 梅 (méi) (plum) is a homophone of 霉 (méi) meaning “mold.” In southern China, the rainy season generally starts in July and ends in August, swelling nearly all rivers to flood levels. In winter, the warmth and resorts of the island of 海南 (Hǎinán) provide a respite to tourists from the north, while many southerners brave the cold in the northern city of 哈尔滨 (Hā'ěrbīn) for its annual ice sculpture festival.

## 4 Language Learning

remains crucial in Cultural Literacy sections, so students can expand their knowledge of China and learn topical idioms and expressions.

### New in 4th Ed.

## 5 Compare & Contrast

sections in all Cultural Literacy sections encourage students to carefully consider the similarities and differences of Chinese culture and their own.

Students are occasionally prompted to research topics related to the theme to expand their world views.

## 4 UNITS OF MEASUREMENT

China uses the metric system: thus, temperatures are given in Celsius, distances in kilometers, and weights in kilograms in China. However, on occasion, people do still use traditional Chinese units of measurement such as the 里 (lǐ), equal to half a kilometer or 0.311 miles, and the 斤 (jīn), equal to half a kilogram or 1.102 pounds. The 里 (lǐ) is referred to in a famous Chinese proverb from the Tao Te Ching, 道德经 (Dàodéjīng), attributed to Laozi: 千里之行，始于足下 (qiān lǐ zhī xíng, shǐ yú zú xià) (A journey of a thousand li begins with a single step).



## 5 COMPARE & CONTRAST

The traditional Chinese calendar, which is strictly speaking a lunisolar calendar, is divided into twenty-four solar terms called 节气 (jiéqì). One term, 冬至 (dōngzhì) (winter solstice), marks the longest night of the year in the Northern Hemisphere. Traditionally, people eat dumplings (饺子) (jiǎozi), in the north, and wonton (馄饨) (húntun) and glutinous rice balls (汤圆) (tāngyuán) in the south. It is also the day to make ritual offerings to one's ancestors and visit the graves of deceased relatives. Is the December solstice observed in any special way in your culture? Are there any foods or traditions associated with it?

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The Leading Chinese Textbook Series

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# **INTEGRATED CHINESE**



Volume 3

Volume 4

*(Previously known as Integrated Chinese Level 2 Part 1 and Integrated Chinese Level 2 Part 2)*

# IC3 Scope & Sequence

In a college setting, *Integrated Chinese Volumes 3 and 4* are typically taught in the second year. These volumes have evolved slightly from Volumes 1 and 2, and include features that help students have a more nuanced understanding of the language. In Volumes 3 and 4, every lesson has one text which is made up of a Narrative/Prose section and a Dialogue, followed by Vocabulary, Grammar, Words & Phrases, and Language Practice sections.

## Integrated Chinese 3 - Textbook Scope and Sequence

(Previously known as *Integrated Chinese Level 2 Part 1*)

<b>Lesson 1 - Starting a New Semester</b> 开学/開學	<ul style="list-style-type: none"> <li>• Explain how to write your Chinese name</li> <li>• Say where you were born and grew up</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the pros and cons of living on and off campus</li> <li>• Express a dissenting opinion politely</li> </ul>
<b>Lesson 2 - Dorm Life</b> 宿舍生活	<ul style="list-style-type: none"> <li>• Name basic pieces of furniture</li> <li>• Describe your living quarters</li> </ul>	<ul style="list-style-type: none"> <li>• Comment on someone's living quarters</li> <li>• Disagree tactfully</li> </ul>
<b>Lesson 3 - At a Restaurant</b> 在饭馆儿/ 在飯館兒	<ul style="list-style-type: none"> <li>• Name four principal regional Chinese cuisines</li> <li>• Order food and drinks</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about what tastes you like and dislike</li> <li>• Describe your dietary restrictions and preferences</li> </ul>
<b>Lesson 4 - Shopping</b> 买东西/買東西	<ul style="list-style-type: none"> <li>• Name basic clothing, bedding, and bath items</li> <li>• Describe your shopping preferences and criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Disagree with others tactfully</li> <li>• Use rhetorical questions</li> </ul>
<b>Lesson 5 - Choosing Classes</b> 选课/選課	<ul style="list-style-type: none"> <li>• State your major and academic department and some required courses you have taken</li> <li>• Talk about your plans after graduation</li> <li>• Discuss what will enhance your future job opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Explain whether your family members have an influence on your choice of major and career path</li> <li>• Share tips on how to save money for your education</li> </ul>
<b>Lesson 6 - Dating</b> 男朋友女朋友/ 男朋友女朋友	<ul style="list-style-type: none"> <li>• Say if you have an upbeat personality</li> <li>• State if you share the same interests or hobbies as others</li> <li>• Inquire if everything is OK and find out what has happened</li> </ul>	<ul style="list-style-type: none"> <li>• Describe typical behaviors of a forgetful person</li> <li>• Give a simple description of what you look for in a friend</li> <li>• Tell about what makes you anxious or angry</li> </ul>
<b>Lesson 7 - Computers and the Internet</b> 电脑和网络/ 電腦和網絡	<ul style="list-style-type: none"> <li>• Find out if others are angry with you and apologize if so</li> <li>• Avoid tension in a conversation by changing the subject</li> <li>• Let people know about the trouble you had to go through because of their thoughtlessness or carelessness</li> </ul>	<ul style="list-style-type: none"> <li>• Name and discuss the activities you use the Internet for</li> <li>• Discuss the pros and the cons of using the Internet</li> </ul>
<b>Lesson 8 - Working Part Time</b> 打工	<ul style="list-style-type: none"> <li>• Review your monthly income and spending patterns</li> <li>• Talk about how you balance your personal budget</li> </ul>	<ul style="list-style-type: none"> <li>• Name some possible reasons to part time while in school</li> <li>• Discuss the pros and cons of working part time while in school</li> </ul>
<b>Lesson 9 - Education</b> 教育/教育	<ul style="list-style-type: none"> <li>• Comment on whether your parents packed your schedule as a child</li> <li>• Name some typical classes offered in after school programs</li> </ul>	<ul style="list-style-type: none"> <li>• Indicate agreement or disagreement</li> <li>• Present your opinions on children's education</li> <li>• Talk about parents' aspirations for their children</li> </ul>
<b>Lesson 10 - Geography of China</b> 中国地理/ 中國地理	<ul style="list-style-type: none"> <li>• Locate major Chinese cities, provinces, and geographic features on a map</li> <li>• Compare basic geographic aspects of China and your own country</li> </ul>	<ul style="list-style-type: none"> <li>• Describe features of a tourist site that would attract or deter you</li> <li>• Plan a trip to China</li> </ul>

Every lesson has a Cultural Literacy section and Lesson Wrap-Up. For the sake of clarity and consistency, all of the lesson sample pages are from Lesson 10 in *Integrated Chinese Volume 3*. The Cultural Literacy spread is from lesson 16 in *Integrated Chinese Volume 4*.

## Integrated Chinese 4 - Textbook Scope and Sequence

(Previously known as *Integrated Chinese Level 2 Part 2*)

<b>Lesson 11 - China's Holidays</b> 中国的节日 / 中國的節日	<ul style="list-style-type: none"> <li>Name major Chinese holidays, give their dates, and identify foods with which they are associated</li> </ul>	<ul style="list-style-type: none"> <li>Express Chinese New Year wishes</li> <li>Describe Chinese New Year customs</li> <li>Wish others success or good health</li> </ul>
<b>Lesson 12 - Changes in China</b> 中国的变化 / 中國的變化	<ul style="list-style-type: none"> <li>Describe ways in which a place has or hasn't changed</li> <li>Indicate that something is different from what you expected</li> </ul>	<ul style="list-style-type: none"> <li>Express concern about the consequences of a persistent state</li> <li>Compare a place with what it used to be like in the past</li> </ul>
<b>Lesson 13 - A Trip to Yunnan</b> 去云南旅游 / 去雲南旅遊	<ul style="list-style-type: none"> <li>Describe what costs a package tour may cover</li> <li>Explain the differences between "soft" and "hard" sleeper cars</li> </ul>	<ul style="list-style-type: none"> <li>Describe Yunnan's natural and cultural attractions</li> <li>Discuss high and low points of a trip</li> </ul>
<b>Lesson 14 - Lifestyle and Health</b> 生活与健康 / 生活與健康	<ul style="list-style-type: none"> <li>Ask a friend to go to a party with you</li> <li>Suggest things to bring to a get-together</li> <li>Thank people for gifts</li> </ul>	<ul style="list-style-type: none"> <li>Describe a duration of time</li> <li>Talk about the year of your birth and your Chinese zodiac sign</li> </ul>
<b>Lesson 15 - Gender Equality</b> 男女平等	<ul style="list-style-type: none"> <li>Talk about equal treatment in relationships</li> <li>Discuss gender equality in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>Summarize the changes in Chinese women's social status in the twentieth century</li> <li>Report the score and results of a sports game</li> </ul>
<b>Lesson 16 - Environmental Protection and Energy Conservation</b> 环境保护与节约能源 / 環境保護與節約能源	<ul style="list-style-type: none"> <li>Describe how to get close to and relax in nature</li> <li>Talk about indicators of a clean environment</li> <li>Discuss green and renewable energy</li> </ul>	<ul style="list-style-type: none"> <li>Explain what government can do to reduce pollution</li> <li>Identify what individuals can do to protect the environment</li> </ul>
<b>Lesson 17 - Wealth Management and Investing</b> 理财与投资 / 理財與投資	<ul style="list-style-type: none"> <li>Discuss whether you're a saver or a spender</li> <li>Identify ways to invest money</li> <li>List ways to purchase a big-ticket item</li> </ul>	<ul style="list-style-type: none"> <li>Describe your spending habits</li> <li>Recount in basic terms the ups and downs of the stock market</li> </ul>
<b>Lesson 18 - China's History</b> 中国历史 / 中國歷史	<ul style="list-style-type: none"> <li>Narrate the general timeline of Chinese history</li> <li>Describe the historical significance of major Chinese dynasties</li> </ul>	<ul style="list-style-type: none"> <li>Talk about important Chinese material and cultural artifacts</li> <li>Discuss the contributions of key Chinese historical figures</li> </ul>
<b>Lesson 19 - Job Interview</b> 面试 / 面試	<ul style="list-style-type: none"> <li>Explain why China has been able to attract talent and corporations from overseas</li> </ul>	<ul style="list-style-type: none"> <li>Describe overseas returnees and their nickname</li> <li>Recount a nerve-racking interview</li> <li>Handle typical job interview questions</li> </ul>
<b>Lesson 20 - The World is Getting Smaller</b> 世界变小了 / 世界變小了	<ul style="list-style-type: none"> <li>Check in at the airport</li> <li>Wish departing friends a safe journey and remind them to keep in touch</li> <li>Greet guests at the airport</li> </ul>	<ul style="list-style-type: none"> <li>Compliment someone's language ability</li> <li>Ask about someone's health</li> <li>Take leave of someone</li> </ul>

In Volumes 3 and 4, the action shifts to China with a new cast of characters, allowing students to acquire the necessary vocabulary to successfully navigate life experiences such as studying, traveling, and finding employment. The topics become more complex, and by the completion of the series, students are able to discuss real-world issues with ease. Such topics include gender equality and environmentalism for example.

## New in 4th Ed.

### 1 Guided Reading Questions

in the form of Before You Study, When You Study, and After You Study help students prepare strategies for approaching the texts and check to ensure that they have understood the materials.

Questions are now in Chinese, encouraging students to answer in Chinese. This is aligned with the ACTFL recommendation that 90% of instruction is conducted in the target language.

### 2 Narrative and Dialogue

sections are provided in each lesson text, allowing students to engage with the language and observe differences in spoken and prose language.

## 课文 4

### Text



Audio

#### 1 Before You Study

Answer the following questions in Chinese to prepare for the reading.

- 1 中国的人口是多少?
- 2 中国大还是你的国家(country)大?

#### When You Study

Listen to the audio recording and skim the text; then answer the following questions in Chinese.

- 1 张天明为什么想去南京看看?
- 2 丽莎想去哪些地方旅游? 为什么?
- 3 他们最后决定去哪儿? 为什么?

2 寒假快到了, 张天明这几天一直在考虑旅行<sup>a</sup>的事儿。他的父母希望他去他们的家乡南京看看, 张天明也很想当丽莎的导游, 带她到中国的一些地方走走。除了南京以外, 还应该去什么地方呢? 为了决定旅行的路线, 张天明拿出一张中国地图, 看了起来<sup>1</sup>。3

丽莎, 你来看看中国地图, 看到哪儿去旅行好。

看地图? 你这个主意不错, 我也正想学学中国地理呢。我对中国地理了解得太少了。3

我们先到南京, 我父母的家乡……在这里, 在中国的东南。然后你想去哪儿?

这是哈尔滨, 对吗? 去哈尔滨吧。

你一下子要从东南边跑到最北边去?

昨天电视里介绍哈尔滨的冰灯了, 好看极了。

冰灯好看是好看, 可是哈尔滨现在冷得不得了, 夏天再去吧。

好吧。不去北边, 那坐火车去西边吧, 听说新疆是个很特别的地方。

The 4th Edition follows the longstanding tradition of presenting simplified and traditional characters in the same volume. As students progress with the language, it's important that they are exposed to both writing styles. For dialogues, the simplified version of the text is on the left-hand side and the traditional is on the right.

## 課文 4

### Text



Audio

2 寒假快到了，張天明這幾天一直在考慮旅行<sup>a</sup>的事兒。他的父母希望他去他們的家鄉南京看看，張天明也很想當麗莎的導遊，帶她到中國的一些地方走走。除了南京以外，還應該去什麼地方呢？為了決定旅行的路<sup>3</sup>線，張天明拿出一張中國地圖，看了起來<sup>1</sup>。

麗莎，你來看看中國地圖，看到哪兒去旅行好。

看地圖？你這個主意不錯，我也正想學學中國地理呢。我對中國地理了解得太少了。

我們先到南京，我父母的家鄉……在這裡，在中國的東南。然後你想去哪兒？

這是哈爾濱，對嗎？去哈爾濱吧。

你一下子要從東南邊跑到最北邊去？

昨天電視裡介紹哈爾濱的冰燈了，好看極了。

冰燈好看是好看，可是哈爾濱現在冷得不得了，夏天再去吧。

好吧。不去北邊，那坐火車去西邊吧，聽說新疆是個很特別的地方。

#### 1 Before You Study

Answer the following questions in Chinese to prepare for the reading.

- 1 中國的人口是多少？
- 2 中國大還是你的國家(country)大？

#### When You Study

Listen to the audio recording and skim the text; then answer the following questions in Chinese.

- 1 張天明為什麼想去南京看看？
- 2 麗莎想去哪些地方旅遊？為什麼？
- 3 他們最後決定去哪兒？為什麼？

#### 3 Grammar Points

Grammar, Language Notes, & Words and Phrases are highlighted in the text for ease of reference.

Language Notes are collected at the end of the text.

Grammar and Words & Phrases are expanded upon in their own sections.

#### 4 Simplified and Traditional

characters are presented on facing pages in the text of Volumes 3 and 4, exposing students to the differences in the two character sets.



Video

Videos for Volumes 3 and 4 employ a documentary style to explore topics based on the theme of each lesson.

In the videos, a host travels around China, having conversations with common folks in China—showing authentic vistas and situations.

As students progress in their language learning, the nuanced understanding of grammar becomes increasingly important. In Volumes 3 & 4, grammar points build on previously acquired knowledge; grammar points that expand on what has already been learned are denoted with Roman numerals.

### 1 Grammar

explanations and examples elucidate various ways in which a grammar pattern may be used. Accompanying translations aid understanding.

### 2 Simplified and Traditional

characters are presented together. Simplified is always on top, with Traditional on the bottom.

#### New in 4th Ed.



More exercises

Additional exercises are supplied for users of the ChengTsui Web App™, providing students with greater opportunities to practice.

For more information on the ChengTsui Web App see pages 44-49.

## Grammar

### 1 Indicating the beginning of a state using 起来/起來

- 1 As we learned in IC2, 起来/起來 can indicate that an action is starting to take place. [See Grammar 2, Lesson 15, IC2.]

**A** 张天明拿出一张中国地图，看了**起来**。  
**2** 張天明拿出一張中國地圖，看了**起來**。  
 Zhang Tianming took out a map of China and started studying it.

**B** 听她说完那些话，大家都笑了**起来**。  
 聽她說完那些話，大家都笑了**起來**。  
 After listening to what she said, everybody began to laugh.

**C** 你怎么哭**起来**了？  
 你怎麼哭**起來**了？  
 How come you started crying?

**D** 吃完晚饭，没有什么事儿，他就看**起**杂志**来**。  
 吃完晚飯，沒有什麼事兒，他就看**起**雜誌**來**。  
 After dinner he had a free moment, so he began to flip through some magazines.

When there is an object, it must be placed between 起/起 and 来/來, as in (D).

起来/起來 can also be used after adjectives to indicate the start and continuation of a state.

**E** 今天是周末，购物中心里的人多**起来**了。  
 今天是週末，購物中心裡的人多**起來**了。  
 It's the weekend today. The malls are starting to fill up with people.

**F** 他走进房间打开灯，房间里一下子亮 (liàng) **起来**了。  
 他走進房間打開燈，房間裡一下子亮 (liàng) **起來**了。  
 He walked into the room and turned on the light. The room brightened up instantly.



In Volumes 3 and 4 the Words & Phrases section elaborates on versatile terms to alert learners to semantic differences, usages, and nuances in the Chinese language. As students become more advanced, the study of semantics alongside grammar is necessary for students to increase their proficiency with the language.

## Words & Phrases

A

### 为了/為了 and 因为/因為

为了/為了 denotes purpose, whereas 因为/因為 denotes cause.

- 1 为了把中文学得更好，我明年要去中国留学。  
為了把中文學得更好，我明年要去中國留學。  
In order to improve my Chinese, I'm going to study abroad in China next year.
- 2 因为在中国学中文条件更好，所以我明年去中国留学。  
因為在中國學中文條件更好，所以我明年去中國留學。  
Because the conditions in China are better for learning Chinese, I'm going to China to study next year.
- 3 为了解决学费的问题，他一边上学一边打工。  
為了解決學費的問題，他一邊上學一邊打工。  
In order to solve the problem of school tuition, he works part time while going to school.
- 4 因为得交学费，所以他一边上学一边打工。  
因為得交學費，所以他一邊上學一邊打工。  
Because he has to pay for school tuition, he works part time while going to school.
- 5 因为这个学校很有名，所以我申请。  
因為這個學校很有名，所以我申請。  
Because this school is very famous, I'm applying to it.
- 6 我申请这个学校，是为了能跟我的女朋友在一起。  
我申請這個學校，是為了能跟我的女朋友在一起。  
I'm applying to this school so that I can be with my girlfriend.

### 1 Examples

are provided to help students understand varying usages and nuances.

### 2 Simplified and Traditional

characters are presented together. Simplified is always on top, with Traditional on the bottom.

Language Practice in Volumes 3 and 4 is less prescriptive than in previous volumes — students respond to more open-ended questions and occasionally complete small projects that provide ample opportunities to make use of recently learned grammar. Students are encouraged to look at these materials as more than drills; rather they are opportunities to practice the language holistically.

**New in 4th Ed.**

**1 Communicative Exercises**

emphasize the skills required to use Chinese in interpersonal, interpretive, and presentational modes. In volumes 3 and 4 many exercises require students to use two modes of communication.

**2 Practice Opportunities**

prompt students to complete tasks that require critical thinking.

**3 Simplified and Traditional**

character sets are presented together. When words are outside of a sentence, characters will be separated with a slash. Simplified is always on the left and traditional is on the right.

## Language Practice

**1** **A** INTERPRETIVE **Goes with the territory** PRESENTATIONAL

Refer to the map of China at the top of page 318 to locate these provinces.

- |           |                             |
|-----------|-----------------------------|
| 1 四川省     | 4 云南省/雲南省                   |
| 2 广东省/廣東省 | 5 山东省/山東省                   |
| 3 湖南省     | 6 A province of your choice |

Then work with a partner and describe to each other where these provinces are located in China.

\_\_\_\_\_ 在中国的 \_\_\_\_\_ 部。 \_\_\_\_\_ 呢，  
在中国的 \_\_\_\_\_ 部。……

\_\_\_\_\_ 在中國的 \_\_\_\_\_ 部。 \_\_\_\_\_ 呢，  
在中國的 \_\_\_\_\_ 部。……

**B** INTERPRETIVE **Talk of the town** INTERPERSONAL

**2** Refer to the map of China at the top of page 318 to locate these cities. Then order them according to latitude with the northernmost city first.

- |      |                         |
|------|-------------------------|
| 1 上海 | 6 广州/廣州 <b>3</b>        |
| 2 北京 | 7 杭州                    |
| 3 南京 | 8 哈尔滨/哈爾濱               |
| 4 天津 | 9 A city of your choice |
| 5 深圳 |                         |

Finally, answer this question with a partner:

哪些城市靠海或者离海不远?

哪些城市靠海或者離海不遠?

Lesson Wrap-Up sections provide opportunities for students to consolidate their learning, replicating what they have recently learned in project form. The Lesson Wrap-Up sections are new to the 4th Edition, and effective engagement with the content allows students to check their own progress qualitatively.

## Lesson Wrap-Up

### 1 Project

Your home state or province has a trade office in China, and has asked a Chinese friend of yours to prepare a presentation introducing the state or province. You've offered to help your friend.



- Using the list of topics below as a guide, conduct research on your state or province.
- Try to contextualize your facts, e.g., \_\_\_\_\_ 州在美国/美國的\_\_\_\_部, 面积/面積是\_\_\_\_\_, 是美国面积/美國面積(最大或最小或第\_\_\_\_大)的州. Use connective phrases to make sure that your presentation flows, e.g., if the political and economic centers of your state or province do not coincide, you can say: 虽然/雖然 X 是 Y (州 or 省) 的政治中心, 但是 Y (州 or 省) 的经济中心/經濟中心是 Z.
- Prepare a slideshow based on your research and share it with your friend/the class.

#### TOPICS:

- 地理方位
- 面积/面積
- 人口
- 州的首府 (shǒufǔ) 或者省的省会/省會 (shěng huì)
- 自然条件/自然條件 (靠海不靠海, 是不是沙漠/沙漠、平原、高原)
- 政治中心
- 经济中心/經濟中心
- 文化中心
- 最高的山
- 最长的河/最長的河
- 语言/語言 (yǔ yán)
- 教育 (有名的大学/大學)
- 运动/運動
- 旅游/旅遊 (有哪些名胜古迹/名勝古蹟)

#### New in 4th Ed.

##### 1 Projects

give students the opportunity to review everything they have learned and to express their own point of view and interests.

#### New in 4th Ed.

##### Keep It Flowing

tasks students with coherently and cohesively organizing information in discussion.

##### Can-Do Check List

Can-Do Checklist helps students keep track of their own progress.

In Volumes 3 and 4, students explore topics related to living in China and real-world social issues that Chinese people encounter. Eye-catching, well-researched Cultural Literacy units provide insights to deepen students' learning and help them achieve cultural competence.

**New in 4th Ed.**

**1 Continue to Explore**

offers opportunities for learning and enrichment related to materials in the lesson in the ChengTsui Web App™.

**2 Contemporary Topics**

aim to present rich, detailed information on Chinese history and culture. When applicable, topics have been updated to give views of contemporary China.

## CULTURAL LITERACY

1



Continue to explore



2

# Green Initiatives

With rising public consciousness, China has adopted a slate of policies to mitigate the ecological impact of development. In particular, reducing China's reliance on fossil fuels has become a major concern. Although coal remains the largest source of energy in China as well as a major source of air pollution, China is investing heavily in green energy, particularly solar and wind power. China is already a major exporter of solar panels and is a world leader in renewable energy production, with the largest installed capacity of hydroelectric, wind, and solar power facilities. This can be seen in vast wind farms in Inner Mongolia, Xinjiang, and Gansu to the compact solar-powered water heaters on the roofs of many residential buildings. To tighten regulatory loopholes, China passed legislation in 2016 to implement a comprehensive environmental tax beginning in 2018. To combat global warming, the government started the world's largest carbon trading market in 2017, using a scheme known as cap-and-trade to encourage companies to cut emissions.

Not all policies have been at the macro level. In June 2008, the Chinese government banned the production, sale, and use of "super-thin" (less than 0.025 millimeter) plastic shopping bags. Supermarkets and shopping centers can no longer give away free plastic bags. Instead, shoppers have to purchase them or bring their own shopping bags. This effort has significantly cut down on plastic pollution, also known as "white pollution," or 白色污染 (báisè wūrǎn).



The spreads feature relevant and updated information about a variety of topics. A balanced viewpoint is employed, and the topics increase student awareness of contemporary issues and culture in China.



2

## Endangered Species

As a biodiverse but rapidly developing country, China is home to many endangered and vulnerable species, such as the giant panda (大熊猫/大熊貓). Fortunately, conservation efforts such as those at the Wolong National Nature Reserve (卧龙自然保护区/臥龍自然保護區) have led to an increase in the population of pandas in the wild. Pandas living in captivity attract hundreds of thousands of visitors to conservation centers each year. The relative success story of the giant panda has raised hopes for the protection of other endangered and vulnerable animals in China as well.

### 3 Historical Context

is presented to encourage a richer view of how language, history, tradition, and culture coexist in the modern era.

#### New in 4th Ed.

### 4 Compare & Contrast

exercises in Volumes 3 and 4 enjoin students to draw connections between their own culture or community and the target culture.

## 3 Sustainability in Ancient Thought

In Chinese discourses on sustainability, one often hears the warning against “draining the pond to catch the fish” (竭泽而渔/竭澤而漁) (jié zé ér yú). This expression comes from an ancient text called *The Spring and Autumn Annals of Lü* [Buwei] (吕氏春秋/呂氏春秋) (Lǚshì Chūnqiū). In 636 BCE, the capital of the state of Song was besieged by the powerful army of the state of Chu. King Cheng of Song sought help from King Wen of Jin, who in turn asked his uncle, Huyan, for advice. Huyan thought that aiding Song would increase Jin's prestige, and suggested using deception to defeat the superior Chu army. King Wen's minister, Yongji, however, found Huyan's counsel shortsighted and cautioned, “If one drains the pond, one will certainly catch all the fish. However, there will be no more fish to catch next year. If one burns down the forest, one will certainly catch all the prey. However, there will be no more beasts to catch next year. One may get away with chicanery and deception temporarily. However, one cannot repeat it. Therefore, it's not a viable long-term strategy.” The phrase 竭泽而渔/竭澤而漁 has become a familiar metaphor for the unsustainable exploitation of natural resources.

4

### COMPARE & CONTRAST

How green is your country? Can you pinpoint the start of environmentalism as a grassroots movement? What citizen initiatives and public policies have resulted in much cleaner air and water? In China as in other countries, some have argued that an emphasis on environmental protection hampers development. Can you find evidence for this view in your country, and how would you argue for or against it?



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The Leading Chinese Textbook Series

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# **INTEGRATED CHINESE**

**New in 4th Ed.**

Chinese Chat

Characterize It!

**Get Real With Chinese**

How About You?

**A Way With Words**

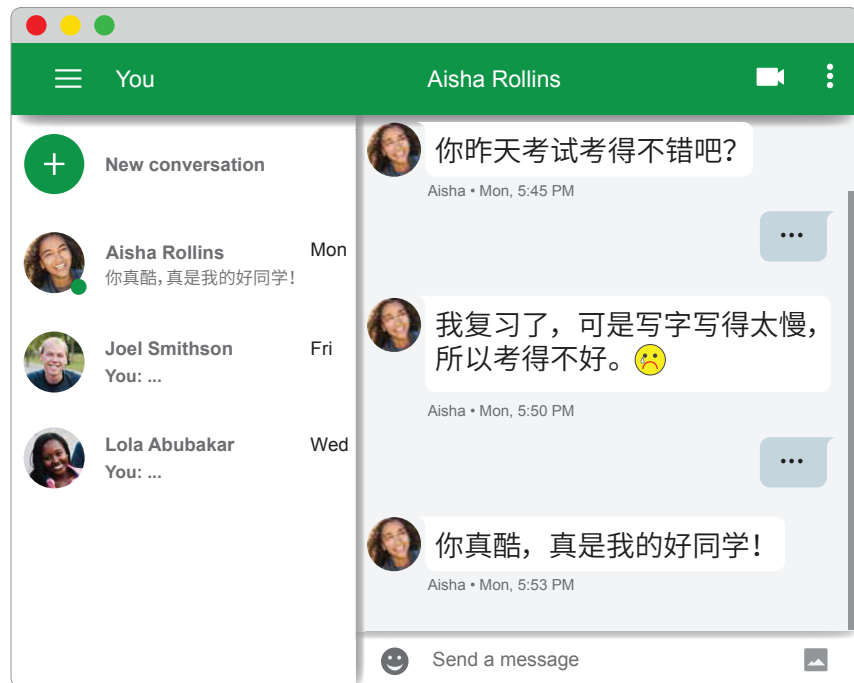
Social media is a major venue for interaction and communication in any language! Using Chinese Chat, students are given more opportunities to practice recently learned vocabulary, interpret meaning, and consider how they would relate to others on social media. Chinese Chat is also designed to help students understand social media platforms that are popular in China.

## IC<sub>1</sub>

### Chinese Chat

In Volume 1, Lesson 7 the dialogues are about studying Chinese, and in responding to Aisha's message students must consider the whole conversation and develop answers that will make sense in context.

Your classmate is chatting with you on Google Hangouts about a recent test. How would you reply?




## IC<sub>2</sub>

### Chinese Chat

Volume 2, Lesson 15 discusses health and going to the doctor's. Aside from practicing recently learned vocabulary, this exercise could prompt a visit to haodf.com and a discussion of how this approach to health care is different from your country's online medical communities.

Your friend just published a post on haodf.com (好大夫在线) (Hǎo dàifu zài xiàn), a popular medical consultation and scheduling website in China. What's ailing him, and what does the doctor suggest?




李新  
状态: 就诊前

医生, 上周我眼睛特别红, 这几天刚好, 可是现在鼻子又特别痒……吃了很多又贵又难吃的药都没用。我是感冒了还是过敏了?

来自好大夫APP (下载APP与医生一对一免费沟通)

患



高朋 大夫

别乱吃药, 我得先给你检查一下, 快来医院看病。

医



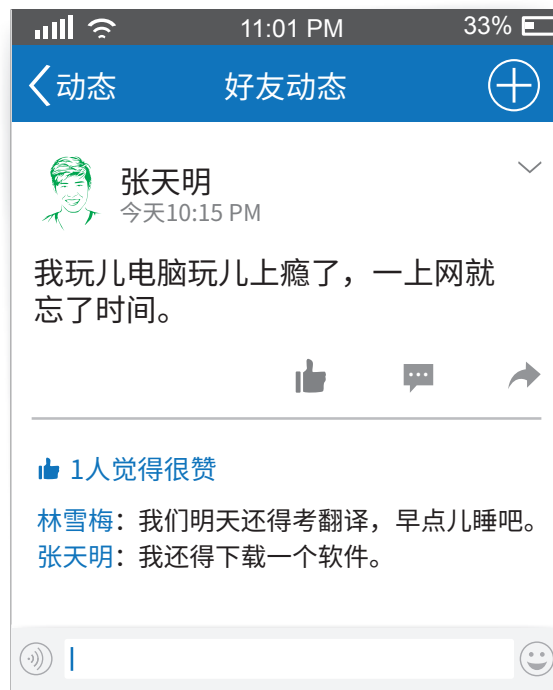
Chinese Chat presents opportunities for students to develop interpersonal skills as they respond to friends using casual or idiomatic language. Students must think critically to answer the questions posed. The exercises maintain level-appropriate complexity across the volumes. Suggestions on classroom use are selected from the teacher support materials.

## IC<sub>3</sub>

### Chinese Chat

Volume 3, Lesson 7 is about computer and internet usage; having a discussion about how students respond to Zhang Tianming's chat will give students plenty of opportunities to voice their views on internet usage.

Zhang Tianming and Lin Xuemei are chatting on QZone. What would you say to Zhang Tianming?



張天明:  
我玩兒電腦玩兒上癮了，一上網就忘了時間。

林雪梅:  
我們明天還得考翻譯，早點兒睡吧。

張天明:  
我還得下載一個軟件。

## IC<sub>4</sub>

### Chinese Chat

In volume 4, Lesson 13 students are learning about Yunnan and travel in China. Interpreting this TripAdvisor post can be a prompt for in class discussion or a short writing assignment on travelling as a tourist.

Ke Lin just posted a review on TripAdvisor 猫途鹰/猫途鹰 (Māotúyīng). What tips does he offer other tourists?



### 柯林

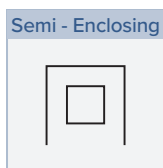
坐火車到雲南以後，我和朋友們嚐了嚐地道的特色小吃，還遊覽了像樹林一樣的石林、古老的大理三塔、和美麗的麗江古城。我們的導遊雖然很幽默，但是一直讓我們買紀念品……下次來雲南，我打算自助遊。

# Characterize it!

Character acquisition and retention is fundamental to proficiency in Chinese, and Characterize It! helps students develop skills for approaching Chinese characters analytically. Recognizing that students grow more comfortable with characters as they progress, the presentations become more nuanced to provide the types of support the students require.

IC<sub>1</sub>

## Characterize it!



Which of these characters are formed with the pattern on the left?



More characters

In Volume 1 of Integrated Chinese many Characterize It! sections ask students to look at a set of known characters and select characters that use the same basic character structure. This approach helps students internalize the different structures and recognize patterns, a skill which help them retain characters and approach learning new ones.

IC<sub>2</sub>

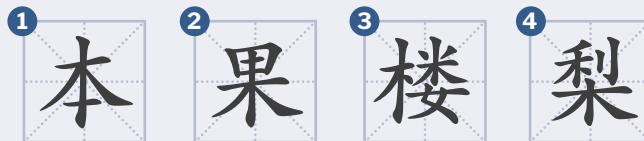
## Characterize it!

What do the characters mean?

What is the common radical?

What does the radical mean?

How does the radical relate to the overall meaning of the characters?



More characters

In Volume 2, Characterize It! exercises all center around identifying a common radical between the characters, thereby enforcing radicals that students have learned. When applicable, the different forms of the radical will be shown so students learn that radicals can appear in different forms. The questions encourage students to think critically about why these characters all share the same radical, a skill which will help them develop a stronger vocabulary.

Extra Characterize It! exercises are provided in all editions of the ChengTsui Web App™. The automatic feedback capabilities of the Web App allow students to engage with the exercises on their own.

## IC<sub>3</sub>

### Characterize it!



More characters

1 说	2 讨	3 论
4 谈	5 议	

Identify the common radical.

How does the radical relate to the overall meaning of the characters?

1 說	2 討	3 論
4 談	5 議	

In Volumes 3 & 4, students reap the benefits of having Simplified and Traditional characters side by side in Characterize It!. As before, students are examining characters to locate the common radical in characters and how it contributes to the overall meaning of the character, but in these volumes students have the opportunity to examine the different ways the radicals are written in Simplified and Traditional. The ability to identify radicals and components and convert them to Simplified or Traditional is an incredibly useful skill for students as they grow more independent.

## IC<sub>4</sub>

### Characterize it!

1 财	2 资
3 赔	4 赚

What do the characters mean?

What is the common radical?

What does the radical mean?

How does the radical relate to the overall meaning of the characters?

1 財	2 資
3 賠	4 賺



More characters

Characterize It! exercises use vocabulary from the current lesson. By Volumes 3 & 4, however, students will likely know many other characters that use the common radical. Students can also be encouraged to think of other terms they know which share the radical emphasized in a Characterize It! activity.

# Get Real With Chinese

Get Real With Chinese uses realia to situate language learning in true-to-life scenarios. Students analyze, predict, and synthesize conclusions based on studied vocabulary. Using realia allows for a discussion of the embedded linguistic meaning as well as the cultural significance of the products. Throughout Get Real With Chinese students look for meaning in advertisements, product labels, public signs, cultural pieces, and more.

IC<sub>1</sub>



On festive occasions, Chinese give out red envelopes (红包) (hóngbāo) containing money for good fortune. What celebration is this envelope for?

In Volume 1, Lesson 3 of *Integrated Chinese* students have learned about times, dates, and how to ask when someone's birthday is. This exercise asks students what the red envelope is celebrating, and they will be able to recognize the characters for “生日快樂”. Such exercises help students make connections between language learning and real life contexts. Moreover, teachers can use this as an opportunity to discuss the significance of red envelopes in Chinese culture.

IC<sub>2</sub>



You and a vegetarian friend are at a restaurant in Chengdu, and are given this menu. Which dishes would you suggest to your friend? Which dishes would you advise your friend not to order?

In Volume 2, Lesson 12, students learn about ordering food at restaurants. Looking at the menu gives them more opportunities to practice recently learned vocabulary words, and prepares them to learn more. Enforcing recently learned words and putting them in context benefits students, emboldening them to try and identify learned characters when they encounter Chinese characters outside of the classroom.

The diversity of these examples of realia means that no two exercises are alike. Moreover, students will have opportunities to see known characters in a variety of designs and stylized fonts (including handwriting). Below are examples of Get Real With Chinese across all 4 volumes; the teaching suggestions are selected from the teacher support materials.

IC<sub>3</sub>



**GET  
Real  
WITH CHINESE**

You want to watch a movie with your Chinese friend in the Zhongguancun area in Beijing. Your friend is showing you how to buy movie tickets at a lower price on a 团购 (tuāngòu) (group purchasing) app. Identify the offers at the two movie theaters. Decide which offer would you take and explain why.

In Volume 3, Lesson 6, students learn about attitudes on dating in China, and movies are discussed prominently. In this exercise students examine the offers from two movie theaters. Students can be split into groups to discuss and report back an answer.

IC<sub>4</sub>



**GET  
Real  
WITH CHINESE**

At the Temple of Confucius, you see these tablets with personal wishes written on them. What are these students wishing for? What would you write on your own tablet?

In Volume 4, Lesson 12, the dialogues are set at the Temple of Confucius in Nanjing; a common place to find these tablets. Students are prompted to not only read the wishes of whoever wrote on this tablet, but to think about what they themselves would write. Afterwards, students can discuss their own hopes.

# How About You

How About You? accompanies all Vocabulary lists, encouraging students to personalize the language learning experience with words related to their own interests and backgrounds. In the 3rd Edition “How About You?” was presented in list format, and in the 4th Edition the visual cues prompt possible answers, promote vocabulary expansion, and aid in retention.

IC<sub>1</sub>

In Volumes 1 and 2, vocabulary terms matching the images are available in an appendix, and teachers can also create their own examples that relate to the students. The questions make use of *pinyin* and English to match the language levels of students.

您要买什么衣服？

*Nín yào mǎi shénme yīfu?*

What would you like to buy?



我想买 \_\_\_\_\_。

*Wǒ xiǎng mǎi \_\_\_\_\_.*

See index for corresponding vocabulary or research another term.

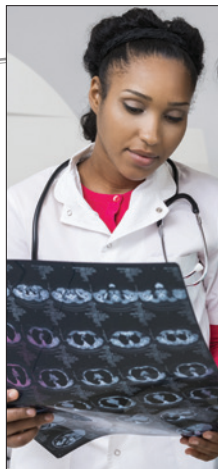
How About You?

IC<sub>3</sub>

How About You? is now a feature in all four volumes of the Integrated Chinese series. In Volumes 3 & 4, the questions are not accompanied by *pinyin* or English, and the questions encourage students to answer in full sentences as part of a class discussion or in a short paragraph.

张天明想学文学，但是他妈妈希望他念金融。你想选什么专业？你父母同意吗？

张天明想學文學，但是他媽媽希望他念金融。你想選什麼專業？你父母同意嗎？



How About You?

In A Way With Words students use the context of example sentences to learn new vocabulary that they have not formally studied but bear a cognate relationship to a word or phrase from the current lesson. These exercises are designed to raise student awareness of the semantic connections between distinct vocabulary items and foster their ability to expand their vocabulary independently.

IC<sub>3</sub>

## A WAY WITH WORDS

轻松

我每天都带电脑去上课，所以需要一個**轻便**的电脑。

住在校内很方便，你不应该那么**轻易**地决定搬到校外去住。

Using the word/phrase in orange as a clue, try to figure out the meaning of the words/phrases in blue; consult a dictionary if necessary. Consider how the literal and extended senses are related in each case.

輕鬆

我每天都帶電腦去上課，所以需要一個**輕便**的電腦。

住在校內很方便，你不應該那麼**輕易**地決定搬到校外去住。

IC<sub>4</sub>

## A WAY WITH WORDS

随手

他的建议我们还没有讨论，你怎么就**随口**同意了呢？

你要有问题，可以**随时**给我发微信。

Using the word/phrase in orange as a clue, try to figure out the meaning of the words/phrases in blue; consult a dictionary if necessary. Consider how the literal and extended senses are related in each case.

隨手

他的建議我們還沒有討論，你怎麼就**隨口**同意了呢？

你要有問題，可以**隨時**給我發微信。

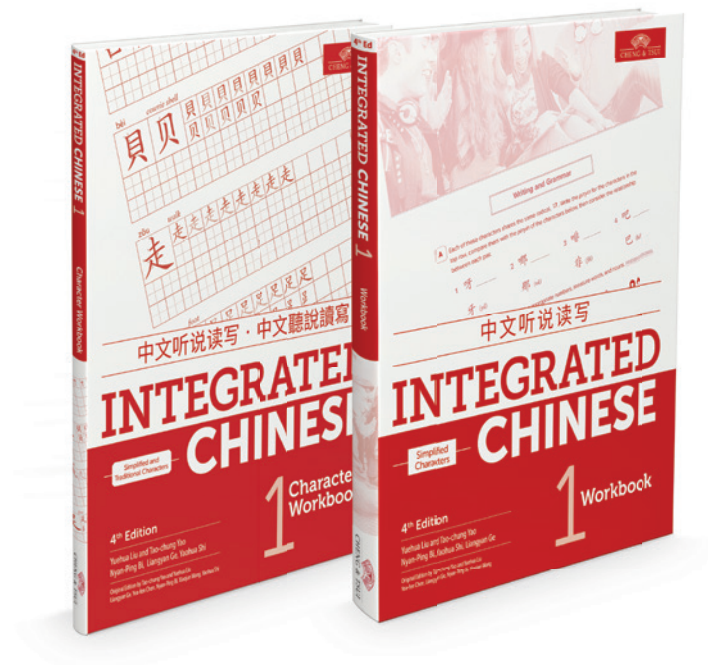
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The Leading Chinese Textbook Series

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# **INTEGRATED CHINESE**





Workbook

Character Workbook

Cohesion between the textbooks, workbooks, and character workbooks has long been a hallmark of *Integrated Chinese*. Like the core textbooks, workbooks give equal emphasis to the core language skills of listening, speaking, reading, and writing. The workbooks provide form and function to students, with time-tested workbook exercises (i.e. fill-in-the-blanks, multiple choice, translation, etc.) alongside task based assignments that equip students to handle real-life situations.

A set of workbook exercises accompanies every lesson text to help students internalize new vocabulary and grammar while reinforcing what they have previously learned. In the 4th Edition, ACTFL Communicative Modes are emphasised, and exercises have been classified as interpretive, interpersonal, and/or presentational when appropriate.

### New in 4th Ed.

#### Pinyin and Tone

students improve their pronunciation and understanding of the Chinese language through grouping words based on *pinyin* and marking tones.

### Pinyin and Tone

**A** Identify the characters with the same finals (either *an* or *ang*) and write them in *pinyin*.

晚上慢张汉难

1 *an*: \_\_\_\_\_

2 *ang*: \_\_\_\_\_

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

1 喜 \_\_\_\_\_ 习 \_\_\_\_\_ 3 工 \_\_\_\_\_ 功 \_\_\_\_\_

2 纸 \_\_\_\_\_ 枝 \_\_\_\_\_ 4 语 \_\_\_\_\_ 预 \_\_\_\_\_



#### Lesson Openers

help students chart and measure progress and proficiency with the materials.

#### Sequence of The Workbook:

**Listening Comprehension** - students answer questions based on pre-recorded audio available for download at [www.chengtsui.co](http://www.chengtsui.co) or streaming on the ChengTsuui Web App™.

**Speaking** - students review grammar and vocabulary through prompts related to their own lives and experiences. As students grow confident with new materials, they are encouraged to address more abstract ideas.

**Reading Comprehension** - students use short readings or realia to answer questions. Comprehension exercises come in many forms, including matching terms, multiple choice, and open ended response.

**Writing and Grammar** - students practice what they have learned through a series of character writing exercises (new to Volumes 1 and 2), grammar exercises, translation, and writing short compositions in response to lesson related prompts.

The *Integrated Chinese* Character Workbooks are designed to help students internalize the structures and components of Chinese characters. All entries in the workbooks feature *pinyin*, English definitions, highlighted radicals, stroke order, and practice boxes with fine shaded lines to help students correctly write the characters. Characters are presented in both simplified and traditional forms where applicable.

In the Volume 1 Character Workbook, important radicals and their variants are addressed, corresponding with the Basics Lesson in the textbook. The early focus on radicals encourages students to internalize these character components. In the writing sequences, the construction of already studied radicals is not illustrated so students can concentrate on learning components of the character that they have not studied before.

IC<sub>1</sub>

rèn to recognize


New in 4th Ed.

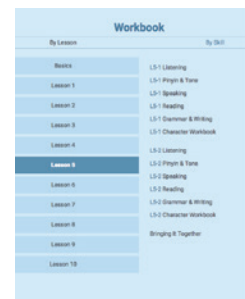
**Stroke order**

for traditional characters has been updated to match the standard currently used in Taiwan.

IC<sub>3</sub>

zá mixed, miscellaneous


New in 4th Ed.



**Digital Integration**

The ChengTsu Web App™ is designed to make the learning experience effective and convenient. Users of the Essential and Educator Editions will have access to a built-in, interactive online workbook and downloadable character workbook, allowing users to optimize study and practice.

**Online Options in with the ChengTsu Web App™**

The Interactive **Online Workbook** is based on the exercises from the print workbook, ensuring that all students have equal opportunities for review and practice. The interactive workbook allows students to practice grammar, typing skills, and more, while maintaining the core strengths of the paper workbook.

Many of the exercises have been adapted to offer automatic feedback, allowing students to immediately review their progress and retry anything they may have gotten wrong. Exercises

come in a variety of forms, such as true or false, multiple choice, drag and drop, and more. Students are also prompted to practice writing by responding to open ended questions.

The **Downloadable Character Workbook** allows students to print out pages so they can practice writing Chinese characters by hand as much as they need to.

For more information on the ChengTsu Web App see pages 44-49.

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The Leading Chinese Textbook Series

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# **INTEGRATED CHINESE**

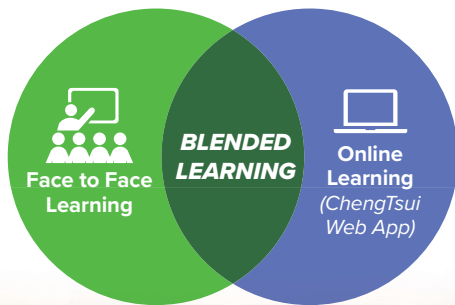


The ChengTsui Web App™

*Integrated Chinese* on the ChengTsui Web App offers an enhanced version of the Textbook, Workbook, Character Workbook, and Teacher Support Materials. The Web App is designed to be used in a classroom or home-based setting. Learners can move seamlessly between text, audio, video, and practice exercises, navigating the content flexibly to suit their individual learning needs, pace, and styles. The Teacher Support Materials are included in the Educator's Edition, providing instructors with relevant resources to facilitate simpler lesson planning.

## Blended Learning and the ChengTsui Web App

The ChengTsui Web App is an exciting new way to use *Integrated Chinese* for students and teachers alike. The Web App's many interactive features makes it a perfect presentation tool for teachers who wish to share audio, video, or demonstrate exercises for students.



The Web App is also a wonderful tool for personalized and differentiated learning, as students have the opportunity to make the book their own through the use of highlighting, note-taking, adjusting audio playback speed, and setting their own pace.

## Flipped Classrooms and the ChengTsui Web App

The Web App also supports the flipped classroom model of instruction by allowing students to complete more basic tasks on their own, including previewing the grammar points and checking their comprehension with automatic feedback exercises. As a result, more class time can be spent on group work, projects, and other communicative activities.

## Flexible Delivery

Flexibility is an integral part of the ChengTsui Web App experience. Not only is Cheng & Tsui proud to offer *Integrated Chinese* in Simplified and Traditional characters, we also offer the product either as a standalone or bundled with the print edition of the Textbook. Instructors, users, and educational institutions will be able to select a variety of subscription lengths to support the needs of learners and teachers. Moreover, the Web App is browser-based and can be used on any device with a compatible web browser. Some offline capabilities are supported.



## How Did You Do on the Exam?

### Dialogue 1

王朋跟李友说话……

李友，你上个星期考试考得<sup>1</sup>怎么样？

因为你帮我复习，所以考得不错。

但是我写中国字写得太<sup>2</sup>慢了！

是吗？以后我跟你一起练习写字，好不好<sup>3</sup>？

那太好了！我们现在就<sup>4</sup>写，怎么样？

好，给我一枝笔<sup>4</sup>、一张纸。写什么字？

你教我怎么写“懂”字吧。

好吧。

你写字写得真<sup>2</sup>好，真快。

哪里，哪里<sup>5</sup>。你明天有中文课吗？

我帮你预习。

明天我们学第七<sup>5</sup>课。第七课的语法

很容易，我都懂，可是生词太多，

汉字也有一点儿<sup>5</sup>难。

没问题，我帮你。



Pinyin Dialc 1

Wáng Péng gēn Lǐ Yǒu shuō huà ...

Lǐ Yǒu, nǐ shàng ge xīngqī kǎoshì kǎo de zěnyàng?

Yīnwèi nǐ bāng wǒ fùxí, suǒyǐ kǎo de bùcuò.

Dànshì wǒ xiě Zhōngguó zì xiě de tài màn le!

Shì ma? Yǐhòu wǒ gēn nǐ yìqǐ liànxí xiě zì, hǎo bù hǎo?

Nà tài hǎo le! Wǒmen xiànzài jiù xiě, zěnyàng?

Hǎo, gěi wǒ yì zhī bǐ, yì zhāng zhǐ. Xiě shénme zì?

Nǐ jiāo wǒ zěnyàng xiě "dǒng" zì ba.

Hǎo ba.

Nǐ xiě zì xiě de zhēn hǎo, zhēn kuài.

Nǎh, nǎh. Nǐ míngtiān yǒu Zhōngwén kè ma? Wǒ bāng nǐ yǔxí.

Míngtiān wǒmen xué dì qī kè. Dì qī kè de yǔfǎ hěn róngyì, wǒ dōu dǒng, kěshì shēngcí tài duō, Hànzì yě yǒu yìdiǎnr nán.

Méi wèn tí, wǒ bāng nǐ.

Highlight Notes

My Tools

Highlights Notes

Current All

- 给我一枝笔 L5 pg 178
- 哪里，哪里 L5 pg 178
- 练习写字，好不好 L5 pg 178
- 太慢了 L5 pg 184
- 太好了 L5 pg 184

- ChengTsu Interactive Component Tabs**  
house all the rich interactive content and applications of *Integrated Chinese*, 4th Edition (for more information see next page.)
- Scroll Bar, Forward & Back Buttons, Go to function, and the TOC**  
allow users to navigate the text easily and efficiently.
- Simplified / Traditional Characters toggle**  
allows users to change their character preference with the click of a button. This feature changes the textbook and interactive workbook pages for *Integrated Chinese* 1 and 2. When using *Integrated Chinese* 3 and 4 this option appears when using the interactive materials and the online workbook
- Highlighting and Note-taking**  
features are activated by selecting text and choosing either option; all highlights and notes are stored within the tools tab.
- Tools Tab**  
allows for access to any highlights and notes previously made. They can be viewed by Current Page or All views.

## The ChengTsu Web App's Dynamic Tools for Blended Learning

The ChengTsuiWeb App™ fully integrates all the components of the *Integrated Chinese* program. Tabs in the upper-right corner manage access to the interactive content (audio, video, etc.), workbook exercises, and teacher resources that are overlaid on the textbook. While user access to these materials is dependent on subscription type, all users of the ChengTsui Web App have the ability to access to the Interactive Content Tab.

## Materials in the Interactive Components Tabs



### Interactive Content Tab

#### Streaming Audio

- Listen to Lesson Texts and vocabulary items spoken in Mandarin Chinese at different speeds

#### Streaming Video

- Watch an acted out version of the dialogue or narrative (IC 1 & 2)
- Watch the Culture Minutes (IC 1 & 2)
- Watch the thematically based View and Explore (IC 3 & 4)

#### Flashcards

- Access a helpful tool for vocabulary study

#### Characterize It!

- Extra, interactive exercises provide more practice

#### More Exercises

- Additional practice with automatic feedback accompanies selected exercises in the Textbook's Grammar sections



### Workbook Tab

#### Workbook Exercises

- Immediately after completing a textbook lesson, practice related skills, grammar and vocabulary

- Auto-feedback exercises that allow users to self-check their work.
- Workbook audio recordings accompany exercises which can be answered online.
- A variety of interactive exercises stimulate engagement and comprehension
- Encourages the simultaneous learning of writing and typing



### Character Workbook

- Pages from the character workbook can be downloaded and printed, allowing students to practice writing by hand



### Resources Tab

#### Teaching Tips and Strategies

- As teachers navigate through the textbook the materials in the Resources tab will conveniently update to correspond to the teacher's exact position in the book

#### Tests & Worksheets

- Alternative exercises, character quizzes, tests, worksheets, and Workbook answer keys are organized by lesson, allowing for easy access by teachers
- All materials can be downloaded, customized and printed by the instructor to fit the needs of the class



## Discussing Hobbies

### Dialogue 1

Gao Wenzhong asks Bai Ying'ai about her weekend plans and wants to invite her to a movie; however...

- 白英爱，你周末喜欢做什么<sup>1</sup>？  
 我喜欢打球、看电视<sup>a</sup>。你呢？  
 我喜欢唱歌、跳舞，还喜欢听音乐。  
 你也喜欢看书，对不对？  
 对，有的时候也喜欢看书。  
 你喜欢不喜欢<sup>2</sup>看电影？  
 喜欢。我周末常常看电影。  
 那<sup>3</sup>我们今天晚上去看<sup>4</sup>一个外国电影，  
 怎么样？我请客。  
 为什么你请客？

The screenshot shows the 'Interactive Content' interface. At the top, it says 'Interactive Content' and 'Current Page By Lesson'. Below this, there are sections for 'L4-1 Dialogue 1 Audio' and 'L4-1 Dialogue 1 Video'. The video player shows a scene with a woman and a man. To the right, there is a 'Table of Contents' sidebar with a tree view showing 'Basics', 'Lesson 1' through 'Lesson 10', and 'Lesson 4' is currently selected. At the bottom, there are navigation controls and a 'TOOLS' button.

## ChengTsui Web™ App Features per Edition

### Basic Edition Features



- ✓ Interactive Textbook
- ✓ Streaming Audio
- ✓ Streaming Video
- ✓ Extra Interactive Exercises

### Essential Edition Features



- ✓ All features of the Basic Edition
- ✓ Auto-Feedback Interactive Workbook
- ✓ Printable Character Workbook

### Educator Edition Features



- ✓ All features of the Essential Edition
- ✓ Teaching Tips and Strategies
- ✓ Customizable Tests and Quizzes

## Try for Yourself

Free Web App trials are available at: <http://cheng-tsui.com/previewic>

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The Leading Chinese Textbook Series

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# **INTEGRATED CHINESE**

**Teacher Support Materials**

**Supplemental Resources**

# Teacher Support Materials

Cheng & Tsui provides comprehensive teacher support for instructors using *Integrated Chinese*. Materials are provided as either the **Teacher’s Resources**, a downloadable eBook; or as the **Educator’s Edition**, one of the content levels available on the ChengTsui Web App™. For the first time, the teacher support materials are now wholly digital, allowing teachers to access quizzes and tests as customizable documents.

## FEATURES AND BENEFITS OF TEACHER SUPPORT MATERIALS

Teacher’s Resources Downloadable eBook	Educator’s Edition Web App Subscription
<ul style="list-style-type: none"> <li>• Separate purchase</li> <li>• Teacher’s Tips and Resources are all downloaded when purchased</li> <li>• Tests, quizzes, and other materials can be customized</li> <li>• One-time purchase</li> <li>• Free audio must be downloaded separately</li> <li>• <i>Integrated Chinese</i> DVDs must be bought separately</li> </ul>	<ul style="list-style-type: none"> <li>• Purchase of the Educator’s Edition comes with online access to the textbook and workbook, with character workbook sheets available for download</li> <li>• Teacher’s Tips and Resources in the Web App are configured to correspond with the user’s position in the book</li> <li>• Tests, quizzes, and other materials can be downloaded and customized</li> <li>• Subscription-based</li> <li>• Educator’s Edition is updated as new content is added to the Teacher’s Resources</li> <li>• Streaming audio, video, and full access to interactive materials in the Web App</li> <li>• Allows teachers to set up classrooms in the Web App</li> <li>• More features to come with subsequent versions of the Web App</li> </ul>

Both versions of the teacher support materials come equipped with the following materials for effective lesson planning and teaching when using *Integrated Chinese*.

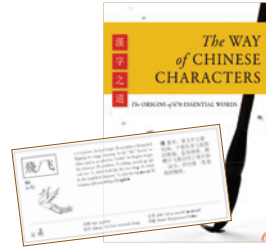
- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• General Information &amp; Uses</li> <li>• Teaching Suggestions &amp; Teaching Tips by Lesson</li> <li>• Review Materials</li> <li>• Assessment Materials</li> <li>• User Guide</li> <li>• Sample Syllabi</li> <li>• Sample Class Schedules</li> <li>• General Teaching Tips</li> <li>• Strategies for teaching characters, pronunciation, grammar, and vocabulary tailored to the lesson</li> <li>• Tips on how to sequence language points to enhance learning</li> </ul> | <ul style="list-style-type: none"> <li>• Suggestions on classroom activities to reinforce the text</li> <li>• Pre- and post-viewing video activity sheets</li> <li>• Lesson Summary PPTs that review grammar and vocabulary</li> <li>• Workbook answer keys</li> <li>• Sample quizzes and tests with audio transcripts</li> <li>• Two character quizzes per lesson with answer keys</li> <li>• Additional listening comprehension, reading, writing, and grammar exercises (Vol. 1 only)</li> <li>• Sentence Pattern Review Sheets (Vol. 1 only)</li> </ul> |
|---|---|

# The Supplemental Resources to Accompany IC



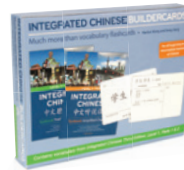
## Integrated Chinese Textbook DVDs

Aligned to all four volumes—  
one DVD per Volume  
*Yuehua Liu, Tao-Chung Yao,  
Nyan-Ping Bi, Liangyan Ge,  
and Yaohua Shi*



## The Way of Chinese Characters

Aligned to all four volumes  
*Jianshin Wu, illustrated by  
Chen Zheng and Chen Tian*



## Integrated Chinese Builder cards

Aligned to Volumes 1 and 2  
*Song Jiang and Haidan Wang*



## Cheng & Tsui Chinese Character Dictionary

Appropriate for all users  
*Edited by Wang Huidi*

## Cheng & Tsui Chinese Measure Word Dictionary\*

Appropriate for all users  
*Compiled by Jiqing Fang  
and Michael Connolly*  
\*Now available as an eBook



## Making Connections

Aligned to Volumes 1 and 2  
*Madeline K. Spring*



## Readings in Chinese Culture Series

For use with Volume 2  
and beyond  
*Weijia Huang and Qun Ao*



## Chinese Biographies

For use with Volume 3  
and beyond  
*Grace Wu*

## Professional Development Resources for Teachers



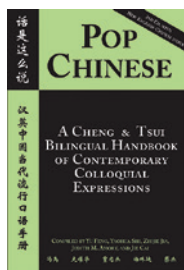
## Tales and Traditions

For use with Volume 3  
and beyond  
*Yun Xiao, Hui Xiao, Ying Wang,  
Wenjia Liu, Ying Zhang,  
Chunching Chang, and Jijun Yu*



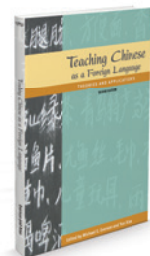
## Explorations in Teaching Chinese as a Second Language: Studies in Honor of Professor Tao-Chung "Ted" Yao

*Edited by Yang Xiao-Desai  
and Ka F. Wong*



## Pop Chinese

Appropriate for Volume 4 users  
and beyond  
*Compiled by Yu Feng, Yaohua  
Shi, Zhijie Jia, Judith M. Amory,  
and Jie Cai*



## Teaching Chinese as a Foreign Language

*Edited by Michael E. Everson  
and Yun Xiao*



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Streaming Audio at chengtsui.co



Language Chinese Simplified Characters and/or Traditional Characters

ACTFL Level Novice Low to Intermediate High

INTEGRATED CHINESE 4th Edition

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ORDERING AND CONTACT INFORMATION

Thank you for your interest in the 4th Edition of Integrated Chinese and the ChengTsui Web App™

To order these materials go to chengtsui.co/integratedchinese

Cheng & Tsui appreciates the opportunity to learn from users like you, and we welcome your thoughts and feedback at administrator@cheng-tsui.com