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Preface

The Feiyue Chinese series is a set of Chinese textbooks written specifically for students in grades 9-12 of overseas high schools whose native language is not Chinese. The complete set of textbooks is divided into four levels. Each level is comprised of a textbook, a workbook, and a teacher's book, including a scannable audio QR code. These textbooks reflect the 5C foreign language teaching principles of the American Council on the Teaching of Foreign Languages (ACTFL), focusing on cultivating students' language skills and drawing extensively on the advancements of international Chinese teaching methods over the past decades. The complete set of textbooks can be used for the four grades of high school (grades 9-12), with one level per academic year. It can also be used by students preparing for AP exams and first- and second-year university students. After completing this course, students will make significant progress in Chinese listening, speaking, reading, writing, and translation, reaching the Intermediate-High level set by ACTFL, or its equivalent, Level 1+ established by the U.S. Interagency Language Roundtable (ILR). The following summarizes the books' layout and key characteristics.

A. Textbook

Each lesson of the textbook contains six parts: Lead-in, Texts and New Words, Phonetics, Chinese Characters, Language Points, and Cultural Kaleidoscope. The contents of these parts are interrelated and are connected to other courses in high school. The review lesson after each unit helps students review the texts, vocabulary, and grammar learned in the unit through cross-cultural communication exercises in listening, speaking, reading, writing, and translating. This enables the learners to pick up new vocabulary while reviewing the learned materials.

1. Lead-in.

At the beginning of each lesson, there is a warm-up activity in Chinese and a list of the teaching objectives of the lesson. This section provides an overview of what's to come to increase learners' interest in further study.

2. Text and New Words.

The text contents of this series fully reflect the real life of modern Chinese people in all aspects. The texts include frequently used new words and phrases in the internet era, such as 网页、网购、微博、微信、朋友圈、电邮、快递、高铁、支付宝、共享单车 (web pages, online shopping, Weibo, WeChat, Moments, email, express delivery, high-speed rail, Alipay, shared bikes). The texts are presented in Chinese characters and pinyin separately, which is conducive to the transition from pinyin to characters. Texts are presented in both traditional and simplified characters, providing learners with a choice between the two. Each lesson provides a dialogue and then a narrative to help students master both spoken and written Chinese. There is an "Essential Words" vocabulary section that students are required to master and an "Extended Vocabulary" list for more in-depth learning. This design is convenient for teachers to conduct differentiated instruction.

3. Phonetics

This series focuses on the teaching and practice of Chinese phonetics to help non-native speaking students acquire a more native accent and lay a solid foundation in pronouncing Chinese. The phonetics section systematically introduces the phonetic knowledge of Standard Chinese: initials, finals, tones, tone sandhi, spelling rules, multi-syllable liaison, sense group, stress, and sentence intonation. It also includes a section of "Fun with Pinyin", a tongue twister or rhymed text for students to practice pinyin for fun. Understanding the pinyin system sets learners up for the "Recitation of Tang Poems" sections in Books 2, 3, and 4, where a popular Tang poem is provided for students to recite and learn. The Tang poetry recitation accomplishes three objectives: it helps learners review the Chinese pinyin system, experience the rhythm of Chinese, and learn the rich Chinese culture embodied within the poems.

4. Chinese Characters

This series systematically introduces the basic knowledge of Chinese characters and provides a large number of Chinese character exercises. There are three key features in the character learning of this series. First, standards for reading and writing are distinct, in that students are required to read and understand all new characters in each lesson, but not required to write all characters from memory. Students are only required to write 18 to 20 "Essential Words" characters in each lesson after they have mastered the basic phonetics of Standard Chinese. "Essential Words" characters are common Chinese characters with strong word formation abilities. Mastering them will enable students to build up to more compound words. The second key feature is that this series strives to develop handwriting and "e-writing" skills simultaneously through writing and typing exercises. Students are required not only to handwrite Chinese characters according to the rules of stroke order, but also to electronically input Chinese characters into a computer to meet the needs of modern communication. Finally, the third key feature is that starting from Lesson 4 of Book 1, there is a "Fun with Chinese Characters" section that explores the historical evolution of several commonly used Chinese characters. This is then accompanied by fun exercises (e.g., scrabble, riddles for characters, and fun reading texts) to increase students' understanding of radicals and commonly used character components. These exercises are meant to provide additional context for the characters, which will hopefully help maintain students' interest as they dive further into the lessons.

5. Language Points

This series of textbooks focuses on the explanation of Chinese structure, sentence patterns, and grammar difficulties in the text. The explanations are provided in English, in clear and concise language, so that English speakers can follow the Chinese grammar rules with ease. Diagrams, tables, and sample sentences further help students master these grammar rules. This series draws on the research results of Chinese grammar in the past ten years, and introduces the concepts of Separable Verb-Object Compound (动宾离合词) and Separable Verb-Complement Compound (动科离合词) to align the grammatical explanations with how the Chinese language is actually used in daily life. Chinese complement is an important concept that, in our experience, has been difficult for non-native speakers to grasp, in part because the classification of Chinese complements in some textbooks is overly complex. Here, the lexical complement is distinguished from the syntactic complement. The introduction of the Separable Verb-Complement Compound simplifies the classification of Chinese complements and facilitates non-native speakers in mastering the structure of Chinese complements.

6. Cultural Kaleidoscope

The Cultural Kaleidoscope section in each lesson introduces Chinese cultural elements that are closely related to the text content. This section aims to integrate the process of language learning with cultural

studies by reflecting on the various aspects of Chinese social life. Cultural Kaleidoscope introduces relevant cultural products, cultural behaviors, and cultural concepts to students to help them gain an immersive understanding of Chinese culture and raise their cross-cultural awareness.

B. Workbook

Classroom and homework exercises in the workbook are designed to partner with the texts, phonetics, Chinese characters, language points, and Cultural Kaleidoscope sections in the textbook. One of the highlight features of the workbook is the section on Using the Language, which contains many authentic materials such as pictures, texts, and audios. The exercises in listening, speaking, reading, writing, and translating are based on the test forms of American Chinese Standardized Tests (e.g., AP Chinese Exam, SAT2 Chinese Test, OPI). These exercises deepen the learning of lesson contents and expand the skills of using the language in daily life. Additionally, assessment criteria for each unit are set up in the textbook and the workbook corresponding to the Learning Objectives of each lesson. These exercises can be used as the teacher's summary for the unit review or as a self-assessment for motivated students to sharpen their autonomous learning capabilities.

C. Teacher's Book

The Teacher's Book provides answers to all the exercises in the Student's Workbook and offers suggestions on teaching arrangements, including teaching plans for regular lessons and review lessons. For example, Lesson 5 and Lesson 8 have two teaching plans with different teaching schedules for middle school teachers and university instructors. The review lesson takes Lesson 7 as an example and provides plans for six class periods. The teaching plans put forward specific teaching suggestions on the teaching objectives, teaching contents, classroom exercises, and homework for each class hour. Due to the wide variation in the teaching requirements and curriculum design of Chinese courses in universities, high schools, and other types of schools, the teaching plans provided in this book are for reference only.

In order to facilitate teachers and increase the practicality of this series, sample final exams and lesson quizzes are provided in the Teacher's Book with test questions, answer keys, and scoring criteria. After the review class, the four final exams are arranged in each book, designed to assess students' command of the lesson texts, pronunciation, characters, and grammar structure. It is a comprehensive examination that assesses the five skills of listening, speaking, reading, writing, and translating. Teachers are encouraged to design their own mid-term exams and lesson quizzes based on the formats of the final exams and lesson quizzes provided.

The Teacher's Book also provides teaching objectives and teaching tips in Chinese for each lesson. The "teaching tips" provide concise explanations and hints in Chinese on each lesson's key points and difficulties. Since the Students' Textbooks use English to introduce pinyin, general knowledge of Chinese characters and grammar points, it is necessary to provide concise teaching suggestions in Chinese for teachers. At the end of each lesson, teaching references (e.g., relevant websites) related to the contents are provided.

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Patrick Lin August 2021

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第三单元(第三單元)日期和时间(日期和時間)

Unit Three: Dates and Time

第八课(第八課) 日期(日期) Lesson 8 Dates

一、课文(課文) Texts

课文(一) Text (1) 今天几号?

Evereice 1	
Exercise 1	(

Translate the following Chinese phrases into English.

1. 今天几号	
2. 买东西	
3. 没关系	
4. 今天不行。	
5. 做作业	
6. 放学以后	

Exercise 2	
Exercise 2	

Based on Text (1), write a proper response in characters or pinyin to the questions you hear.

1	 	 	 		 	 		 	
ว									
۷	 	 	 	• • • • • • • • •	 	 • • • • • • • •	• • • • • • • • •	 • • • • • • • •	
3	 	 	 		 	 		 	
4	 	 	 		 • • • • • • • • •	 		 	
5	 	 	 		 	 		 	
4									
6.									

课文(二) Text (2) 万圣节

Exercise 3 •

Listen to Text (2) and decide whether the following statements are true (T) or false (F).

1. David has classes in the mornings and evenings.	()
2. David is busy, especially this week because he needs to prepare for Halloween.	()
3. David does a lot of homework at night.	()
4. David's mother went shopping alone on Friday.	()
5. David will go out to have fun on the festival day.	()

Exercise 4

Match the verbs in Column I with the nouns in Column II according to Text (2) and write down the letters in the parentheses. Then translate the phrase into English in Column III.

	Column I	Column II	Column III
() 1. 做	a. 糖	
() 2. 放在	b. 作业	
()3. 发	c. 家门口	
() 4. 留在	d. 家里	

Exercise 5 \bigcirc

Listen to a passage with partial text below and fill in the blanks with pinyin and tone marks.

	我每	天都	。上	午上三节	课,下	午上三节课	2。晚上	<u>-</u>
万	圣节怡	央到了。	今天放学。	后我要:	和朋友-	去买	0	我还要买
很	多糖,	发给来	要糖的	0	我还要有	在家门口放	(一个	
孩	子们一	-定很		0				

二、语音(語音)Phonetics

Exercise 1

Write down the pinyin with tone marks that you hear, paying attention to the "er" and "-r" sound.

1.	2	3.
4	5	6.

Exercise 2 \bigcap

Listen to the following multisyllabic words and write down the pinyin with tone marks and their English meanings.

1	2	3	4
5	6.	7	8

三、汉字(漢字) Chinese Characters

Exercise 1 🔟 為

Copy the following characters required for writing five times with correct stroke order.

Pinyin	Character	Character Components	Copy each character five times				
j n	今	今					
míng	明	日 + 月					
nián	年	年					
yuè	月	月					
rì	日	日					
hào	号(號)	口+万					

x ng	星	日+生			
q	期	其 + 月			
ti n	天	天			
shàng	上	上			
xià	下	下			
zh ng	中	中			
W	午	午			
méi	没	> + 变			
m i	买(買)	一+头			
wán	完	宀+元			
У	以	ド + 人			
hòu	后(後)	后			

Find the following characters in a Chinese dictionary and fill in the following table.

Character	迟	时	街	找	始	睡	忘	鼠
Radical								
Pinyin								
Main meaning								

		1
Exercise	3	

Fill in each blank with character(s) a	according to the	context and	pinyin given.

l	 (hòu)	天就	是万	下圣节 了	,	可是我还没		(m	ih	O)	我的东西	呢。
	/ /	\ \\	<i>T</i> .	11	, ,,	11/ -	/	L	- T			

- (méi) 关系, 你可以放学 (y hòu) 去买。
 今天 (xiàw) 不行, 我还没做 (wán) 我的作业呢。
- 4. 你的______ (n péngyou) 是美国人还是_____ (zh ng)国人?
- 5. 星期天也 (jiào) 做星期 (rì)。

Translate the following sentences into Chinese characters.

- 1. What day is it today?
- 2. What month and date is it today?
- 3. Tomorrow is August 19, Saturday.
- 4. What month and date is the day after tomorrow?
- 5. What did you buy last Sunday?
- 6. I was born on April 6, 1998. How about you?
- 7. Next Friday is March 28.
- 8. She goes back home to see her parents every October.

四、语言点(語言點)Language Points

Exercise 1 Ω

Listen to three short dialogues and answer the questions in Chinese characters or pinyin.

Dialogue 1 1. 今天是几月几号? 星期几?
Dialogue 2 1.玛丽是哪年哪月哪日出生的?
2. 是在哪儿出生的?
Dialogue 3 1. 吃完晚饭以后大卫要做什么?
2. 他家的南瓜放在哪儿了?
Exercise 2 \square \bigcirc Read aloud the following words and phrases and then translate them into English. $1. f$ $\rightarrow f$ 完 $\rightarrow f$ 完 $\rightarrow h$ 完 $\rightarrow h$
Read aloud the following words and phrases and then translate them into English.
Read aloud the following words and phrases and then translate them into English. $1. \\ $
Read aloud the following words and phrases and then translate them into English. $1. f \to f $

5. 说→说好→说好了一起去图书馆

 7. 放→放在→放在门口 8. 留→留在→留在家里 Exercise 3 ② Complete the following dialogues by using T to indicate completion of an action. 1. A: 放学以后你和妈妈去商店买了什么? B: (a big pumpkin) 2. A: 你们今天上了什么课? B: (Chinese and English) 3. A: 今晚你在图书馆做了什么作业? B: (Chinese course) 4. A: 昨天你看了一个什么电影? B: (a film about Halloween) Exercise 4 ② Change the following sentences first into affirmative-negative questions with 有没有. Then give them negative answers with 没(有). Example: 小丽吃了早餐。 小丽有没有吃早餐? 小丽没(有)吃早餐。 1. 大卫在商店买了很多糖。 	6. 买→买好→买好万圣节的东西
Exercise 3	
Complete the following dialogues by using 了 to indicate completion of an action. 1. A:	
B:	· · · · · · · · · · · · · · · · · · ·
2.A: 你们今天上了什么课? B:	1.A: 放学以后你和妈妈去商店买了什么?
B:	B: (a big pumpkin)
3.A: 今晚你在图书馆做了什么作业? B:	2.A: 你们今天上了什么课?
B:	B:
4. A: 昨天你看了一个什么电影? B:	3.A: 今晚你在图书馆做了什么作业?
B: (a film about Halloween) Exercise 4 Change the following sentences first into affirmative-negative questions with 有没有. Then give them negative answers with 没(有). Example: 小丽吃了早餐。 小丽有没有吃早餐?小丽没(有)吃早餐。	B: (Chinese course)
Exercise 4 Change the following sentences first into affirmative-negative questions with 有没有. Then give them negative answers with 没(有). Example: 小丽吃了早餐。 小丽有没有吃早餐?小丽没(有)吃早餐。	4.A: 昨天你看了一个什么电影?
Change the following sentences first into affirmative-negative questions with 有没有. Then give them negative answers with 没(有). Example: 小丽吃了早餐。 小丽有没有吃早餐?小丽没(有)吃早餐。	B: (a film about Halloween)
小丽有没有吃早餐?小丽没(有)吃早餐。	Change the following sentences first into affirmative-negative questions with 有没有. Then
	Example: 小丽吃了早餐。
1. 大卫在商店买了很多糖。	小丽有没有吃早餐?小丽没(有)吃早餐。
9	1. 大卫在商店买了很多糖。

2. 李文放学后去了林华家。	
	?
3. 他们十月三十号回了老家	
	?
4. 昨晚林华和陈雨一块儿看	了电影。
	?
Exercise 5 Answer the following questions negations	atively.
1. 你有哥哥吗?	
2. 万圣节那天, 你去要糖了吗	?
3. 你看完那本书了吗?	
4. 你做完作业了吗?	
5.万圣节那天, 你有没有留在	家里?
6.你说了半个钟头了,说完了	没有?

Translate the following phrases into Chinese using the word 以后.

English	Chinese
1. after school	
2. after running	
3. after Wednesday	
4. after October 11th	
5. after buying the pumpkin	
6. after finishing my homework	



Translate the following sentences into English, paying attention to the different usages of the word 要.

- 1. 大卫要了一个大南瓜,还要了很多糖。
- 2. 这个周末我要回家看看父母。
- 3. 小华要了三本日历和六本书。
- 4.今天晚上我要去看电影,你要和我一起去吗?

語言運用) Using the Language

A. 听力 Listening 🔒



Activity 1

Listen to a conversation between two teachers, ZHANG and LI, and answer the following questions.

New words:

chàdi nr k oshì

考试 n./v. test; take a test 差点儿 adv. almost 忘 v. to forget

1. What are they talking about at the beginning?

2.	W	hat	test	ival	are	they	tal	king	at	out	: t	hen?	1

3. What will the female speaker do this weekend?

.....

4. What did the male speaker buy last Saturday?

.....

Activity 2

Listen to a conversation between two students, and decide if the following statements are true (T) or false (F).

1. LIN was not very busy last week.	()
2. WANG and his mother have started preparing for Halloween.	()
3. LIN's family usually buys a lot of candies for Halloween.	()
4. WANG is very happy because his friend from China will visit him.	()

B. 说话 Speaking



Activity 3

Look at this calendar and work in pairs. Pick a certain date and ask your partner what date and day it is.

S	M_	T_		T_	F_	S
1	2	3	4	5	6	7
+六	十七	十八	十九	=+		立冬
8	9	10	11	12	13	14
#≡	廿四	廿五	廿六	廿七	廿八	廿九
15	16	17	18	19	20	21
十月	初二	初三	初四	初五	初六	初七
22	23	24	25	26	27	28
小雪	初九	初十	+-	+=	+≡	十四
29 +五	30 +∻					

Activity 4

Look at the following four pages from a Chinese calendar. Work in pairs and take turns to ask and answer the questions below each page with the new words provided.

1	公历	g nglì	Western calendar
2	农历	nónglì	Chinese lunar calendar
3	节日	jiérì	Festival
4	春节	Ch njié	Chinese Spring Festival; Chinese New Year
5	正月	zh ngyuè	the first month of a lunar year
6	初	ch	prefix attached to numbers 1-10 for the first ten days in the lunar calendar month
7	圣诞节	Shèngdànjié	Christmas



- 1) 今天是农历几月几号?
- 2) 今天是什么节日?



白霉: 公历9月7日 农历七月十七

- 1) 今天是农历几月几号?
- 2) 今天是公历几月几号?



- 1) 今天是公历几月几号?
- 2) 今天是农历几月几号?



- 1) 今天是公历几月几号?
- 2) 今天是什么节日?

Activity 5

What do you say?

1. You want to know what day it is today.
2. You want to know today's date.
3. You have not done something that should have been done.
4. Ask your friend whether she/he can do something together with you today.
5. Tell your friend you can or cannot do something together with her/him today.
6. Make a suggestion to go together with your friend tomorrow.

C. 阅读 Reading 🛄

Activity 6

Read the following passage and give a brief summary of its contents in English.

New words:

píngj n zh u 平均 v. on average 周 n. week; cycle

一年有三百六十五天,有十二个月,五十二个星期。平均一个月三十天,一个星期七天。星期也叫"周"。星期一也可以叫做"周一",星期二可以叫做"周二"。星期的第七天不叫"星期七",叫"星期日",也叫"周日"。

Activity 7

Consult a Chinese-English dictionary and find the pinyin and meaning of the title in the following picture.



语文报 北美月刊

Pinyin:

English meaning:

Activity 8

Read the following hand-written notice about a Chinese school and answer the questions.

中文学校通知

因为这个周末是节日长周末,很多父母说要带孩子外出,不能来上课。中文学校决定,本周末不上课。下周末上课时间不变。上个周末的作业,请父母们看一看。

1. What did some parents say about this weekend's class?
2. What has the school decided?
3. What is mentioned about the following weekend?
4. What is said about homework?

D. 写作 Writing



Activity 9

Xiao ZHANG likes to use the calendar to plan his daily activities. Write a few sentences in pinyin with tone marks and/or characters about his schedule.

Example: 小张 1 月 8 号星期日上午 9 点去商店。

	1月8日 星期日	1月9日 星期一	1月10日 星期二	1月11日 星期三
8 a.m.		上课	复习	上课
9 a.m.	去商店			
10 a.m.				
11 a.m.			考试	
12 p.m.	去饭馆			去书店
1 p.m.		午饭		
2 p.m.		上课		上课
3 p.m.	图书馆复习			
4 p.m.				
5 p.m.		与李文一起 跑步		去小华家
6 p.m.				
7 p.m.	做晚饭,吃饭			看电影

六、文化万花筒 (文化萬花筒) Cultural Kaleidoscope

Chinese Lunar Calendar 中国阴历

Exercise 1



Fill in the Chinese characters and pinyin with tone marks of the 12 Chinese zodiac animals in the following table.

Exercise 2



How does the Chinese lunar calendar differ from Gregorian calendar? Give th	ree details.
••••••	