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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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第一单元(第一單元) 个人信息(個人信息)

Unit One: Personal Information

第一课(第一課)问候(問候) Lesson 1 Greetings

一、课文(課文) Texts

课文(二)Text (2) 你早!

Exercise 1 1

Listen to the two short dialogues and fill in the missing words with pinyin and tone marks.

1. A: Wáng	, n h o!	2. A:	xi oji , zàijiàn!
B: Ji ng	,n h o!	B:	L, zàijiàn!

Exercise 2

Match the Chinese words in Column I with the appropriate English equivalents in Column II and write down the letters in the brackets.

Column I	Column II
()1. 你好	a. Good morning
() 2. 先生	b. Hello
() 3. 小姐	c. Miss
() 4. 你早	d. Goodbye
() 5. 再见	e. Mr.



Write an appropriate sentence in pinyin with tone marks for the following two pictures.





课文(三) Text (3) **你好吗?**

Exercise 4 1





Listen to Text (3) and fill in the missing words with pinyin and tone marks.

1. 李方	Ċ:	陈雨	,	吗'

陈雨: 我很好。 ?

李文:我也很好,_____!

2. 同学们: , 您好!

江老师: , 你们好!

Exercise 5

Match the Chinese words in Column I with the appropriate English equivalent in Column II and write down the letters in the brackets.

Column I	Column II
() 1. 你们	a. teacher
() 2. 老师	b. thank you
() 3. 很好	c. you (plural)
() 4. 谢谢	d. classmates
() 5. 同学们	e. very good

二、语音(語音)Phonetics

Exercise 1				
1	2	3		
4	5	6		
7	8	9		
10	11	12		
Exercise 1 🔲 🚵		ers ng simplified characters to pair th	ne	
你 见 好 吗	很我谢您学	色 们 陈 再 早	师	
1. 謝 () 2. 師 () 3. 學 () 4.們 () 5. 嗎 () 6. 見 ()	
四、语言点 (語言點) Language Points Exercise 1 ①				
Exercise 1 • • • • • • • • • • • • • • • • • •				
2				

3.

4. _____

Translate the following sentences into English.

1. 你好吗?	我很好。	谢谢!	
---------	------	-----	--

Exercise 3

Match the following greetings in Column I with the appropriate responses in Column II and write down the letters in the brackets.

Column I	Column II
() 1. 小李, 你早!	a. 我很好,谢谢! 你呢?
() 2. 小江, 你好吗?	b. 江小姐, 再见!
() 3. 老师, 您好!	c. 同学们, 你们好!
() 4. 王先生, 再见!	d. 你早, 小陈。

Exercise 4

Read the following greetings and choose the proper response for each of them.

1	Α.	你好!
Ι.	Λ .	- ハハメリー!

- a. 我好! b. 你好! c. 你也好!
- 2. A: 你好吗?
 - B: 我很好。你_____

 - a. 吗? b. 也吗? c. 呢?

3. A: 江小姐,你早!	
B:	
a. 我早! b. 你早, 王先生	E! c. 你也早!
4. A: 小谢, 你好吗?	
B:	
a. 你好! b. 我好!	c. 我很好。你呢?
5.A: 老师, 您好!	
B:	
a. 你好! b. 谢谢!	c. 我好, 你好吗?
5. A: 我很好, 谢谢! 你呢?	
B:	
a. 我也很好。 b. 谢谢你!	c. 我好。
7. A: 你们都好吗?	
B:	
a. 我都好。 b.我们都好。	c. 你们都好。
8.A: 老师,再见!	
B:	
a. 你们好! b. 谢谢你们!	c.同学们,再见!

五、语言运用(語言運用) Using the Language

A. 听力 Listening



Activity 1

Listen to the following greetings and write down the response to each of them in pinyin with tone marks.

1.	•••••	 	 	 	 	 	 	 	
2.		 	 	 	 	 	 	 	
3.									
_									
•	• • • • • • • • •	 	 • • • • • • • • •	 	 	 	 	 	
6.									

B. 说话 Speaking 🕞



Activity 2

What do you say in Chinese in the following situations?

- 1. In the morning, you see a Chinese person on the street who notices you.
- 2. In the afternoon, you see a Chinese student who is walking next to you on campus.
- 3. In the classroom, you see your classmate LI Wen, you want to greet him and/or ask about his situation.
- 4. In the early morning, you meet your Chinese instructor Mr. JIANG.
- 5. Chinese class has just ended. You want to say something to your instructor before you leave the classroom.

(C. 阅读 Reading) 🛄



Activity 3

Read the following dialogues and translate them into English.

1.A: 你好, 江先生! B: 你好, 陈小姐!	6.A: 江老师, 您好!
2.A: 小陈, 你早! B: 老王, 你早!	7. A: 同学们, 你们好! B: 老师好!
3. A: 江老师早! B: 你早!	8. A: 江老师, 你好吗? B: 我很好, 谢谢! 你呢? A: 我也很好。
4.A: 王先生,再见! B: 江小姐,再见!	B: 再见! A: 再见!
5.A: 同学们早! B: 老师早!	

D. 写作 Writing



Activity 4

Write an appropriate expression in pinyin with tone marks for the following four pictures.



六、文化万花筒(文化萬花筒) Cultural Kaleidoscope

Exercise	1	\Box
_X0.0.00	•	

Decide if the following statements are true or false based on the text in the textbook.

- 1. China is located on the west coast of the Pacific Ocean. (T/F)
- 2. China has a land area of 96 million square kilometers. (T/F)
- 3. There are four municipalities in China directly under Central Government control. (T/F)
- 4. There are 56 ethnic groups in China. (T/F)
- 5. Putonghua pronunciation is the same as that of Beijing dialect. (T/F)
- 6. Pictographs constitute most of today's Chinese characters. (T/F)

Exercise 2

Answer the following questions in English.

1. What is Putonghua?
2. What are the well-known major dialects in China?
3. What are the two components in most of the Chinese characters?
4. With the knowledge you learned here, compare Chinese and English and list two major
differences between the two languages.



Do research on the internet. Then fill in the following with their numbers in the map below.

1. Beijing	2. Yangtze River	3. Yellow River	4. China's Taiwan
5. Hainan Island	6. Hong Kong	7. Macao	8. South China Sea

Note: Beijing has been marked on the map as an example.



第二课(第二課)姓名(姓名) Lesson 2 Names

一、课文(課文)Texts

课文((-)	Text (1)	您贵姓?
-----	-----	--------	----	------

Exercise 1 \bigcap

Listen to Text (1) and fill in the table below with correct pinyin and tone marks.

	Surname	Given name
Teacher		
Student		

		_	•
Exercise	2	\square	

Read Text (1) and fill in the missing words with pinyin and tone marks.

A: 老师	!	
B:	!	
A: 老师 ,	?	
B: 我姓。	你叫什么	. ?
A: 我叫。		

课文(二)Text(2) 我们都是学生

Exercise 3

Fill in the blanks with the given words.

我们	是	我	学生	D 4	也

1. 李文: 我姓李, 李文。

2. 大卫: 叫大卫。

3. 玛丽: 我叫玛丽。李文, 你 学生吗?

4. 李文: 是, 我是 , 你呢?

5. 玛丽: 我 是学生。

6. 大卫: 都是学生。

Exercise 4

Make sentences by matching the Chinese words in Column I with the appropriate words in Column II.

Column I	Column II
() 1. 她姓	a. 老师
() 2. 他们不是	b. 李文
() 3. 你叫	c. 什么名字?
() 4. 我是	d. 陈

课文(三)Text (3) 您工作忙吗?

Exercise 5

Listen to Text (3) and fill in the missing words with correct pinyin and tone marks.

Chén Y: Wá	ang Xi nshen	g,	h o!	
Wáng Xi nsh	neng: N h o,		•	
Chén Y: Wá	ang Xi nshen	g, nín	ma	?
Wáng Xi nsh	neng: H n má	ng.		
Chén Y:		g ngzuò ma	áng ma?	
Wáng Xi nsh	neng: T	r	máng.	
Exercise 6 Rearrange the fo	_	ces into a meanir	ngful conversatio	on.
1. 张:	老师, 你好!			
2.	也很忙。			
3.	好,小王。			
4. 张:	老师,你工作	作忙吗?		
5. 很	忙。你学习情	亡吗?		
6. 我	们都很忙。			
二、语音	f(語音)F	Phonetics		
Exercise 1 Write down wha	•	correct pinyin an	d tone marks.	
1	2	3	4	5
6	7	8	9	10

漢字) Chinese Characters

Exercise 1



Put the following Chinese characters in the table according to the number of their components. Some examples are provided for you.

你 您 们 谢 也,很王

One component	Two components	Three components
Example: 也	Example: 你	Example: 悠

Exercise 2



汉字 Character	我	你	他	她	们	好	忙	吗	谢
起笔									
First stroke									
笔画数 Stroke count									
Stroke count									

語言點) Language Points



Listen to four Chinese names twice. Write down the last names and first names in pinyin with tone marks in the columns provided.

Last Name	First Name							

Match the Chinese sentences in Column I with the English translations in Column II and write down the letters in the brackets.

	Column I	Column II
()1. 我姓王, 叫王红。	a. May I ask, what is your honorable surname?
() 2. 请问, 您贵姓?	b. I am not very busy.
() 3. 你也是学生吗?	c. Are you also a student?
() 4. 我工作很忙。你呢?	d. My last name is WANG. My (full) name is WANG Hong.
() 5. 他们都不是老师。	e. I am fine. He is fine, too.
() 6. 我很好,他也很好。	f. None of them are teachers.
()7. 我不太忙。	g. I am very busy with my work. How about you?

Exercise 3 🔟 🔌

Read the following sentences and fill in the blanks with 姓 or 叫.

- 1. 请问, 您贵 ?
- 2. 我 张, 我 张林。
- 3. 我 小文。你 什么名字?
- 5. 你哥哥也 王文吗?
- 6. 我们两个都 李, 都 李红。

Exercise 4 🕮 🚵

Change the following sentences into questions with the word 吗 and 是不是. Then give them negative answers.

Example: 他是老师。

他是老师吗?他是不是老师?他不是老师。

- 7. 我们不是学生, 你______学生吗?
- a. 也不 b. 不也是 c. 也不是
- - a. 姓
- b. 맥

Read aloud the following dialogues and translate them into English.

Dialogue 1

A: 你好!

B: 你好! 你叫什么名字?

A: 我叫王大卫。你呢?

B: 我姓李, 叫李红。

A: 我是学生。你也是学生吗?

B: 是, 我也是学生。

A: 我们都是学生。

Dialogue 2

A: 大卫, 早上好!

B: 你好, 李红。

A: 大卫、 你学习忙吗?

B: 很忙。你呢?

A: 我也很忙。

B: 我们学习都很忙。

五、语言运用(語言運用) Using the Language

A. 听力 Listening



Activity 1

Listen to the following conversations and answer the questions in the space provided.

Dialogue 1
1. Who is the man?
2. What is his name?
Dialogue 2
1. Who is the woman looking for ?
2. Who is the male speaker? Is he a teacher?
3. What is the surname of the student?
4. What is the full name of the teacher?

B. 说话 Speaking



Activity 2

What do you say in Chinese in the following situation?

- 1. At a party, you meet a young Chinese lady and want to know her surname.
- 2. When a Chinese person asks you: "What is your honorable surname?"
- 3. In the classroom, you meet a new classmate and want to know his name.
- 4. On the campus, you meet a young Chinese and want to know whether he is a student.
- 5. After greeting each other, you want to start a casual chat with a Chinese person.
- 6. You are a teacher and you meet a new student and want to know his surname.

C. 阅读 Reading 🔲



Activity 3

Work in pairs. Read the following name list and say what the five people do.

Name	Age	Title
刘小英	19	学生
陈雨	16	学生
李文	21	学生
张先生	45	老师
江小姐	30	老师

D. 写作 Writing



Activity 4

Write each of the six basic strokes ten times with correct directions of writing.

Stroke	-	1	J	\	•	/
Name	横 héng	竖 shù	撇 pi	捺 nà	点 di n	提tí
Writing direction	\rightarrow	\	V	V	`	1
Copy here						

六、文化万花筒(文化萬花筒) Cultural Kaleidoscope

Exercise 1 🔟

Use "|" to separate family names from given names in the following Chinese names.

Example: 李大强→李|大强

刘小英 陈雨 王春华 欧阳奋强 孙中山 李鸿章 林则徐 司马相如 花木兰 欧阳修

Exercise 2

Where are these two people possibly born: 王京生 and 刘沪生?

王京生	 	 	 			 						 		
刘沪生														

第三课 第一单元复习(第 1—2 课) 第三課 第一單元復習(第 1—2 課) Lesson 3 Review of Unit One (Lessons1-2)

一、语音复习(語音復習) Review of Phonetics `

1. Listen to the following words twice and then fill in the missing initials.										
1)ìngmíng	2)i ng xi oji	3) oshang	4) O							
5)uésheng	6)áng xi nsheng	7) g nguò	8) Xi oén							
9) ng wèn	10) shí ì									
2. Listen to the follo	2. Listen to the following words twice and then fill in the missing finals with the tone mark.									
1) N Z 2))	Kièx 3) Chén Y	4) Xi o j	5) tóngx							
6) zàij 7) (guìx8) h n m	9) N n	10) míngz							
3. Listen to the following pairs of syllables twice and circle the ones that you heard.										
1) dàm — dàm	2) wèn n — w nn 3)	q ng zuò — q ngz	u 4) luòt —lu t							

5) I osh —I oshi 6) xi oshí— xi osh 7) y uxi n — y uxiàn 8) zàijiàn—zàixiàn

二、汉字复习(漢字復習) Review of Chinese Characters

Fill in the pinyin and the English meaning for the characters in the following table.

Character	Pinyin	English	Example
你			你们/你早!
您			您好! / 您早!
生			学生 / 王先生
姓			你姓什么?姓张。
姐			姐姐/江小姐
好			你好! /老师好!
早			你早! /老师早!
是			你是王小文吗?是。
再			再见
见(見)			再见/老师,再见。
呢			我很好, 你呢?
吗(嗎)			你好吗? /老师好吗?
띠			你叫什么名字?
们(們)			你们/先生们/小姐们
先			先生
学(學)			学生/同学们
谢(謝)			谢谢/谢谢你!
师(師)			老师/师生/王老师
同			同学 / 王同学好!
问(問)			问好/他问你。

江	江老师 / 江小姐
王	王先生/老王
张(張)	张先生/老张
名	姓名/我的姓名
请(請)	请问您贵姓?
贵(貴)	先生,您贵姓?
字	名字/叫什么名字?
也	我也是。/ 我也很好。
她	你问她。/她是王太太。
他	他们/他是王先生。
不	不是/我不忙。
都	我们都是学生。
上	早上/我早上工作。
作	什么工作?
忙	很忙/你学习忙吗?
小	小姐 / 小陈
大	大卫
太	王太太/工作太忙。

、三、语言点复习(語言點復習) Review of Language Points े

Listen to the following recorded questions or greetings twice, and then give your oral response in Chinese to each recording. Write down your response in pinyin with tone marks below.

1	 	 	 	 	 · · · · · · · •
2	 	 	 	 	 •
3	 	 	 	 	 •
4	 	 	 	 	 · · · · · · •
5	 	 	 	 	 .•
6.					· · · · · · · •

第二单元(第二單元) 家庭(家庭)

Unit Two: Family

第四课(第四課)老家(老家) Lesson 4 Hometown

一、课文(課文) Texts े

课文(一)Text(1) 你的老家在哪儿?

3. 小林和王红 是在美国出生的。

Exercise 1		
------------	--	--

Listen to Text (1) and fill in the missing words with pinyin and tone marks.

Listen to	1ext (1) a	na tili in th	e missing word	is with p	inyin and to	one mari	KS.	
大卫:	玛丽,	你的		在	哪儿?			
玛丽:	我的老	家在伦敦	文, 我是在英	英国	É	内。你	呢?	
大卫:	我是在	美国出生	:的,我的表	芒家在.		0		
玛丽:	小林和	小王,你	六 们	是在	美国出生	生的吗	?	
林华:	我不是	。我是在	<u>.</u>	生的,	我的老领	京在		0
王红:	我也不	是。我是	全在北京出 生	上的,	我是		.0	
Select th	se 2 🔲 e correct v in Text (1	words to co	omplete the foll	owing st	tatements b	ased or	n the infor	mation
1. 玛丽	的老家	在	0					
a. 纽	约 b	.北京	c. 伦敦	d. 台非	Ł			
2. 大卫	是在	t	出生的。					
a. 英	国 b	,美国	c. 中国	d. 中国	目台湾			

 a. 也
 b. 都
 c. 不都
 d. 都不

 4. 王红不是美国人, 她是
 人。

 a. 纽约
 b. 伦敦
 c. 北京
 d. 台北

课文(二)Text (2) 你是哪国人?

Exercise 3 1

Listen to Text (2) and write down the information about the people mentioned.

	Family name or given name	Nationality
The male teacher		
The female student		
Her classmate		

Exercise 4 🔲

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

1. 张老师是中国人。	()
2. 老师们都不是中国人。	()
3. 大卫是学生,他是美国人。	()
4. 玛丽是大卫的同学。	()
5. 玛丽和大卫都是美国人。	()
6.玛丽是英国人,不是美国人。	()

Exercise 5 🔲 🚵

Read the following sentences and fill in the blanks with the correct characters according to the pinyin.

1. 他是老师,	他	(xìng) 张
----------	---	----------

- 2. 玛丽是 (Y ngguórén)。
- 3. 玛丽的同学大卫 (y shì) 美国人。
- 4. 小王是 (n guó rén)?

語音) Phonetics

Exercise 1



Spell the following syllables according to the spelling rules.

$$1.i \rightarrow$$

$$ia \rightarrow$$

$$ie \rightarrow$$

$$ian \rightarrow$$

$$in \rightarrow$$

$$ing \rightarrow$$

$$2. U \rightarrow$$

$$uo \rightarrow$$

$$uan \rightarrow$$

$$uen \rightarrow$$

üan
$$ightarrow$$

$$\ddot{u}n \rightarrow$$

$$\rightarrow$$

4.
$$x + \ddot{u}e \rightarrow q + \ddot{u} \rightarrow l + \ddot{u} \rightarrow$$

$$5.1 + i\acute{o}u \rightarrow g + u\grave{e}i \rightarrow s + u \rightarrow$$



Write down what you hear with the correct pinyin and tone marks.

1	2
1.	⊿.

漢字) Chinese Characters

Exercise 1



Study the following characters which are required for writing in Lesson 4. Copy each of them six times with the correct stroke order as illustrated.

у	_	_			
èr	二	- =			
s n	三	- = =			
sì	四	1			

147	T	T T			
W	五	一厂开五			
lìu	六	、一六六			
q	七	一七			
b	八	, ,			
j u	九	ノ九			
shí	+	- +			
rén	人	ノ人			
dà	大	一ナ大			
tài	太	一ナ大太			
n	你	11466			
h o	好	() 女女 好好			
ma	吗	1 1 1 1 1 1 四 吗			
W	我	一一 于 手 我 我			
bù	不	一フィ不			

Put the following characters in two categories: single component characters and compound characters. Two examples have been provided for you.

人你好也爸妈王生国学不英上中谢小工您很女

Single component characters	Compound characters
Example: 人	Example: 你



Study the new characters required for writing and then fill in the following chart according to the example.

Character	吗	你	我	不	大	好
English	question marker					
Pinyin	ma					
Components	口+马					

Exercise 4



Transform the following pinyin into Chinese characters and then translate them into English.

1.s nshísì ()
2. b shíliù ()
3. w shíji()
4. N h o ma?? ()
5.H nh o!! ()
6. Bú tài h o ()

四、语言点 (語言點) Language Points





Listen to two short self-introductions and answer the following questions in English.

Self-introduction 1:

Questions:

1. What is her name?

2. Where was she born?	
3. How is her study?	
Self-introduction 2:	
Questions:	
1. What is his last name and first name?	
2. Where is he from?	
3. Is he a teacher or a student?	
Exercise 2	derlined parts by
1. 江先生是美国人,他的老家在纽约。	
Questions:	?
	?
2. 王小姐是中国人。她是在北京出生的。	
Questions:	?
3. 玛丽的老家在伦敦, 她是在英国出生的。	?
Questions:	?
	?
Exercise 3	
2. 我 张老师, 你们 好吗?	

3. 我们都	很好,谢谢	!	
4. "小陈,	你学习	不忙?""不	忙。"
5. 老师, 您	贵姓?	您	.?
6. "我们都	在美国出	生的, 你呢?"	"我也。"
7. "您工作	忙吗?"	"我工作	不太忙。"
8. "你是不	玛丽?"	"我不	"
Exercise 4			
Complete the following questions by choosing the right answer for each of them.			
1. 请问, 你:	是	是英国人吗?	
a. 谁国	b. 哪国	c. 什么国	
2. 你的老家美国的哪儿?			
a. 是	b. [1]	c. 在	
3. 你的爸爸。	妈妈	中国出生的吗?	
a. 是在	b. 是	c. 在哪儿	
4. 小林和王:	红 在	美国出生的吗?	
a. 都不是	b. 是不都	c. 都是不	
5. 你们是哪	国人?	法国人吗?	
a. 是在	b. 在	c. 是	
6. 你是在纽:	约出生	吗?	
a. 是	b. 的	c. 也	
7. 你的同学	中国人	人吗?	
a. 不是都	b. 都不是	c. 是不都	

Translate the following sentences into English.

- 1. 我不是在美国出生的。我是在中国出生的。
- 2. 小张和小王在哪儿工作?
- 3. 你的老家在哪儿? (你的老家) 在伦敦吗?
- 4. 小林和王红都不是在美国出生的。
- 5. 你的同学玛丽是美国人吗?不,她是英国人。
- 6. 大卫是玛丽的同学。他的老家在纽约。

Translate the two dialogues into English. Then read the Chinese dialogues aloud with your partner.

Dialogue 1

学生:请问,您贵姓?

老师: 我姓林。

学生: 您是我们的中文老师吗?

老师: 是的, 我是你们的中文老师。

学生: 您是美国人吗?

老师: 是的, 我是美国人。 不过, 我的老家

不在美国,在中国。



Dialogue 2

老师: 你是中文系的学生吗?

学生: 是的, 我是中文系的学生.

老师: 你的老家在哪儿?

学生: 在美国的加州(California)。 我是

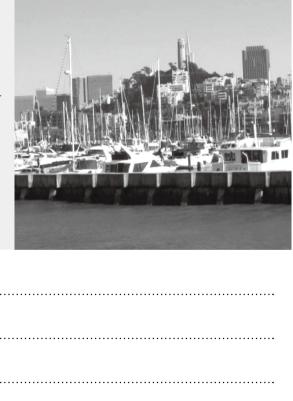
在旧金山(San Francisco)出生的。

老师: 你叫什么名字?

学生: 我的中文名字叫王学文。

老师:很好的中文名字。

学生:谢谢!



语言运用(語言運用) Using the Language

A. 听力 Listening



Activity 1

Listen to the following conversations and answer the questions.

Conversation One

1. Where is the woman from?	

2. Where was the man born?

Conversation Two

1. Where is the woman's hometown?	

2. Was the man born in New York?	

B. 说话 Speaking 🕞



Activity 2

What do you say in Chinese in the following situations?

- 1. You meet a Chinese person at a party. You want to ask for his last name politely.
- 2. You want to ask this person's first name.
- 3. You want to ask a person about his nationality.
- 4. You want to know this person where his hometown is.
- 5. You want to know this person's birthplace.

C. 阅读 Reading 🔲



Activity 3

Work in pairs. Each person reads one residence card to find out as much personal information as possible. Tell your partner about the person on your card.



姓名: 林学文

性别: 男

出生地: 台北

职业: 学生



姓名: 王丽红

性别:女

出生地: 北京

职业: 教师

Activity 4

Read the following passage and answer the questions.

美国人大卫在北京学中文。他的女朋友玛丽是英国人。大卫和玛 丽的老师叫张国中,是北京人。张老师的太太不是北京人,是美国人。 她是在纽约出生的。张老师工作很忙。张太太不忙。

1. Where are David and Mary from?
2. What is Mr. ZHANG's name?
3. Is Mr. ZHANG's wife Chinese?
4. Where was ZHANG's wife born?
5. Are Mr. ZHANG and his wife busy?

D. 写作 Writing



Activity 5

Interview at least three of your classmates and fill out the following card in characters or pinyin with tone marks. Report your card to the class.

Name 姓名	Sex 性别	Nationality 国籍	Hometown 家乡

六、文化万花筒(文化萬花筒) Cultural Kaleidoscope

Activity

Interview a Chinese person, preferably a senior one, in your community or school and find out where their ancestral home is and if they get involved in the Fellow Countrymen Association. Record the information in the following table in pinyin with tone marks. Then report your findings to the entire class.

English Name	Chinese Name	Sex	Number of Family Members	Hometown	Citizenship	Fellow Countrymen Association

第五课(第五課) 家人(家人) Lesson 5 Family Members

一、课文(課文)Texts

课文 (一) Text (1)	你家有几口人?

Exercise 1		
------------	--	--

Read Text (1) and decide whether the following statements are true (T) or false (F).

1. There are six people in Mary's home.	()
2. LI Wen's family does not include grandparents.	()
3. Mary has a younger brother.	()
4. LI Wen's parents are both less than 45 years old.	()

Exercise 2

Fill in each blank with the right word from the list below to complete the following sentences. Then translate them into English.

	年纪	岁	和	口	
1. 你家有几	人?				
				•••••	
2. 我家有爸爸,	妈妈,哥哥,	弟弟		我。	
3. 你爸爸多大	?				
4. 我爸爸五十二	0				

课文(二)Text(2) 我的一家

Exercise 3		
Exercise 3	• •	

Listen to Text (2) and match the people in Column I with their professions in Column II. Write down the letters in the brackets.

	Column I	Column II
() 1. father	a. school teather
() 2. mother	b. college student
() 3. Xiaoying	c. bank clerk
() 4. elder sister	d. doctor

Exercise 4 🔲

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

1. 刘小英今年十六岁。	()
2. 刘小英的妈妈在小学工作。	()
3. 刘小英是大学生。	()
4. 刘小英的姐姐在银行工作。	()
5. 刘小英的姐姐是在中国出生的。	()
6. 刘小英的爸爸是医生。	()

Exercise 5 🔲 🚵

Fill in the blanks with characters according to Text (2).

1. 刘小英家里有	人。
2. 刘小英	姐姐
3. 刘小英的	是医生。
4. 刘小英的妈妈在	工作。
5. 刘小英是	

二、语音(語音) Phonetics

Exercise 1		
Exercise 1	• •	

Transcribe the words that you hear in pinyin with tone marks, paying attention to the tone sandhi and the neutral tones.

1	2	3	4	5 .	
6	7	8	9	10	
Exercise 2					مسمه ملفنيي
marks.	tollowing three-s	syllable words or	pnrases and wrn	e down the pinyin	with tone
1	2	3	3.	4	

5. 6. 7. 8.

三、汉字(漢字) Chinese Characters

Exercise 1



Copy the following new characters required for writing in this lesson six times each.

1	也	у	also; too			
2	他	t	he; him			
3	她	t	she; her			
4	们(們)	mén	plural marker			
5	家	ji	family; home			

6	有	y u	to have			
7	几(幾)	j	how many			
8	D	k u	measure word			
9	个(個)	gè	measure word			
10	多	du	many; much			
11	了	le	modal particle			
12	爸	bà	dad			
13	妈(媽)	m	mom			
14	可	g	elder brother			
15	弟	dì	younger brother			
16	姐	ji	elder sister			
17	妹	mèi	younger sister			
18	生	sh ng	be born			

Identify the first stroke of the following characters and count the number of strokes.

汉字 Character	也	了	妈	马	家	爸	D	弟
起笔 First stroke								
笔画数 Stroke count								



Write down the pinyin, English meaning, and components for the characters in the chart.

Character	他	爸	妈	哥	弟	姐	妹
Pinyin							
English							
Components							

Exercise 4



Translate the following English sentences into Chinese characters.

1. You are so good!
2. How is your wife?
3. My father is 61.
4. How many people are there in your family?
5. I have an elder brother and four younger sisters.
6. She has an elder sister and three younger brothers.

四、语言点(語言點)Language Points

Exercise 1 \bigcap



Listen to the introduction of Bill's family. For each member, fill in the age, and other information in the chart below.

Family member	Age	Other information



Match the Chinese sentences in Column I with the English translations in Column II and write down the letters in the brackets.

	Column I	Column II
()1. 我家有六口人。	a. I'm a college student.
() 2. 我爸爸在银行工作。	b. My elder brother has a girlfriend.
() 3. 我妈妈是老师,工作很忙。	c. My father works at a bank.
() 4. 我是一个大学生。	d. My mother is a teacher. She is very busy with her work.
() 5. 我哥哥有一个女朋友。	e. There are six people in my family.
() 6. 我妹妹今年十三岁。	f. Both my younger sister and I were born in America.
()7. 我和妹妹都是在美国出生的。	g. My younger sister is 13 years old.

Exercise 3

Change the following 有 sentences into three types of questions.

Example: 江太太有两个孩子。

- A. 江太太有两个孩子吗?
- B. 江太太有没有两个孩子?
- C. 江太太有几个孩子?

他们班有两个英国学生。	
A	?
B.	?
C.	?
大卫有两个弟弟。	
A.	?
B	?
C	
玛丽家有四口人。	
A.	?
В.	?
C.	?
xercise 4 🍣	naracters.
小文家有五口人,爸爸、妈妈、妹妹、弟弟和他。	
Question:	?
小文今年十八岁,是一个大学生。	
Question:	?
他爸爸在银行工作,今年四十七岁。	
Question:	?
他妈妈是小学老师,工作很忙。	2
Ouestion:	.>

5. 小文有三个	好朋友。		
Question:			. ?
6. 小文班有二	十一个学生。		
Question:			. ?
Exercise 5 Choose the right a		e following sentences.	
1. 你们家	人?		
a. 是几口	b. 有几口	c. 是多大	
2. 我们家有爸	爸、妈妈、弟弟	我。	
a. 也	b. 还	c. 和	
3. 我爸爸	学校二	工作, 他很忙。	
a. 是	b. 在	c. 不是	
4. 他的爸爸和	妈妈都是在北京	出生	
a. 7	b. 呢	c. 的	
5. 王老师,您	的儿子	了?	
a. 多大	b. 多少	c. 几年	
6. 陈雨有	哥哥?		
a. 几个	b. 几口	c. 多大	
7. 我的爸爸今	年		
a. 六十八年	b. 六十八年纪	c. 六十八岁	
8. 玛丽有一个	哥哥和一个弟弟	,姐姐。	
a. 不有	b. 没有	c. 有不	

9. 大卫有两/	个姐姐,	·······一个弟弟。
a. 也	b. 还有	c. 不有
10. 玛丽和大	卫	弟吗?
a. 不有	b. 有没有	c. 都有
Exercise 6		and translate them into English.
Dialogue 1		
A: 你有姐妹!	马?	
B: 我没有姐妹	未,我有一个弟弟	3 7 ₀
A: 你弟弟在明	耶儿工作?	
B: 他在银行二	工作。	
A: 他今年多	大了?	
B: 他二十二岁	岁了。	
Dialogue 2		
A: 小雨, 你	们家有几口人?	
B: 我们家有日	四口人,爸爸、	妈妈、姐姐和我。
A: 你爸爸和!	妈妈在哪儿工作?)
B: 我爸爸是	大学老师。我妈妈	妈没有工作。
A: 你姐姐呢?	?	
B: 我姐姐是-	一个大学生。	

言运用(語言運用)Using the Language

A. 听力 Listening)



Activity 1

You overheard a conversation at a speed dating event between a man and a woman. Determine whether the following statements are true (T) or false (F).

1. 王卫是北京人。	()	
2. 王卫的弟弟不在北京。	()	
3. 王卫不在上海。	()	
4. 李小华的妹妹是老师。	()	
5. 李小华的爸爸是老师。	()	
6.李小华有两个妹妹。	()	
7. 李小华的爸爸妈妈不在北京工作。	()	

B. 说话 Speaking 🕞



Activity 2

Work in pairs. Look at the following picture and talk about the relationship between the family members. You can invent names for the people in the picture.



爷爷 奶奶 爸爸 妈妈 姐姐 妹妹 提示:

C. 阅读 Reading 🔲



Activity 3

LI Hua learns Chinese at a weekend Chinese school. She posted the following picture on her social media with some Chinese description. Share what she wrote in English.



这是我的家。我家有四口 人。我有爸爸和妈妈,还有一 个妹妹。我爸爸四十岁,妈妈 三十五岁, 我妹妹九岁。我爸是 医生, 我妈在银行工作。我和妹 妹都是小学生。我爱我的家。

•••••	 • • • • • •	 	 	 	 	• • • • • • •	 	 	 	 	
•••••	 • • • • • •	 	 	 	 	• • • • • • •	 	 	 	 	

Activity 4

Work in pairs. Read the following form about Mr. WANG's personal information and answer the questions below. Based on the context, guess the meaning of the characters that are new to you.

姓名	王文同	出生年月	1985年12月23日			
性别	男	出生地	北京			
学历	大学	参加工作时间	2007年10月1日			
家庭成员						
王	京生	爸爸	老师			
李	李丽美 妈妈		医生			
王	文学	弟弟	银行职员			
王	文美	妹妹	学生			

Questions:

1. When was WANG Wentong born?
2. Where was he born?
3. What is his highest level of education?
4. How many people are there in his family? Who are they?
5. What do his parents do?
6. What do his siblings do?

D. 写作 Writing



Activity 5

Look at the following picture and prepare a presentation about the family of LIN Guowen in a combination of pinyin and characters.

In the picture, from left to right:

Front Row:

 $LIN\ Guowen\ 's\ younger\ sister's\ son, LIN's\ parents, LIN\ 's\ uncle$

Back row:

LIN's younger sister, LIN's sister's husband, LIN's younger brother, LIN Guowen Your paragraph should include the size of the family, the members of the family and their professions.

New words:

g ngchéngsh 工程师	engineer	g ngrén 工人	worker	dàifu 大夫	doctor
xi nsheng 先生	husband	sh shu 叔叔	uncle	wàisheng 外甥	nephew



六、文化万花筒(文化萬花筒) Cultural Kaleidoscope

Exercises	$\left(\right)$	<u>}</u>
	_	_

Answer the following questions.

1. What traditional culture concepts are behind the traditional Chinese family structure?
2. What does 三代同堂 mean?
3. What kind of family has become the dominant form in urban area in China?
4. What population policy did the Chinese government implement in the 1970s? How did this policy affect the structure of Chinese population?
5. Why does the Chinese government now allow a couple to have more children?

第六课(第六課)介绍(介紹) Lesson 6 Introduction

一、课文(課文)Texts

课文(一)Text (1) 这是我女朋友

Exercise 1

Referring to Text (1), rearrange the following sentences to form a proper dialogue.

- 1. 你好、大卫!
- 2. 陈雨, 你好! 我也很高兴认识你。
- 3. 他是我哥哥。
- 4. 陈雨, 那位男孩是谁?
- 5. 你好, 玛丽! 认识你很高兴。
- 6. 你好, 陈雨! 我来介绍一下。这是我女朋友玛丽。

Exercise 2

You will hear four statements followed by three responses. Select the response that best corresponds to each statement.

- 1.
 - a. 我叫文中。
 - b. 是我哥哥。
 - c. 是你朋友吗?
- 2._____
 - a. 不是, 我来看陈雨。
 - b. 我很高兴认识你。

c. 那两个美国朋友是谁?						
3						
a. 你高兴什么?						
b. 小文很高兴。						
c. 我也很高兴认识你。						
4.						
a. 你的同学是谁?						
b. 陈雨, 你好!						
c. 陈雨去看电影。						
Exercise 3						
Translate the following sentences into Chinese characters	ters or pinyin.					
1. Let me introduce my friend. This is Xiao ZHANG.						
2. Is that girl his girlfriend?						
3. It is a pleasure to meet you.						
4. Are you here for the movie?						
	•••••		• • •			
课文(二)Text(2) 我的好朋友						
Exercise 4 1						
Read Text (2) and decide whether the following statem	ents are true (T)	or false (F).				
1. Bill is my teacher.	()				
2. Bill and I often do things together. ()						
3. LIN Hua is Bill's girlfriend.						
4. LIN Hua is busy and seldom sees Bill.	()				
5. Bill's father and mother do not live with him.	()				
6. LIN Hua's siblings are in the U.S.	()				

7. Bill was born in San Francisco.

Read the following Chinese phrases and translate them into English in the right column.

Chinese	English
我的好朋友	
比尔的同学	
一起上中文课	
去跑步	
去食堂吃午饭	
常常回家看父母	
从中国台湾来的	
家人都在美国	

Exercise 6

You will hear four statements followed by four responses. Select the response that best responds to each statement.

1. _____

- a. 请问您叫什么名字?
- b. 认识你很高兴。
- c. 我是老师。
- d. 谁是玛丽?

2. _____

- a. 我妈妈是医生。
- b. 认识你很高兴。
- c. 我爸爸是在美国出生的。
- d. 你有兄弟姐妹吗?

3.

a. 小华	也是在北京	出生的吗?						
b. 我来	b. 我来介绍一下我的美国朋友。							
c.玛丽	了是大卫的女	朋友。						
d. 他是	是在旧金山出	生的吗?						
4								
a. 小华	是在北京出	生的。						
b. 小华	4, 你好! 认	识你很高兴	0					
c. 谢谢	· 力,我姓张,	叫大明。						
d. 大卫	2是我的室友	_0						
	语音(語音 1) he words that yo			oinyin with tone ma	arks.			
1	2	3	4	5				
6	7	8	9	10				
	2 O	ee-syllable word	s and write dow	n the pinyin with to	one marks.			
1	2		3	4				
5	6		7	8				

三、汉字(漢字) Chinese Characters

Exercise 1 🕮 🚵

Copy the following characters required for writing in this lesson six times each.

1	请(請)	q ng	please			
2	问(問)	wèn	to ask			
3	男	nán	male			
4	女	n	female			
5	朋	péng	friend			
6	友	y u	friend			
7	姓	xìng	surname			
8	띠	jiào	to call; be called			
9	什(甚)	shén	what			
10	么(麽)	me	question marker			
11	名	míng	name			
12	字	zì	character			
13	这(這)	zhè	this			
14	是	shì	be			
15	学(學)	xué	to study			
16	的	de	structure particle			
17	很	h n	very			
18	在	zài	in; at			



Identify the first stroke of the following characters and count the number of strokes.

汉字 Character	问	男	女	友	字	么	是	学
起笔 First stroke								
笔画数 Stroke count								

Exercise 3



Type the following characters on your computer.

- 1. Zhè shì Chén Y, zhè shì Lín Huá, t men d u shì w de h o péngyou. (simplified-form)
- 2. Lín Huá shì cóng Zh ngguó Táiw n lái de, t de ji rén d u zài Táiw n. (traditional form)

Exercise 4



Translate the following sentences into Chinese characters. Write them in the space provided.

- 1. Excuse me, do you have a boyfriend?
- 2. What is your girlfriend's surname?
- 3. What is your younger sister's name?
- 4. He is my elder brother, not my boyfriend.
- 5. Is your elder sister at home?
- 6. My younger brother is a college student.
- 7. How are your parents?
- 8. They are also very good.

四、语言点(語言點)Language Points

10. 李文, 我______图书馆看书, 你_____吗?

Exercise 1
Dialogue 1
1. Who is the girl?
2. Where is she from?
Dialogue 2
1. Who is the boy?
2. Where was he born?
Exercise 2
1. 我是中国人, 我是从北京的。
2. 我常常
3. 请问, 你是看玛丽的吗? 她不在。
4. 我的女朋友常常
5. 我介绍一下我的家人。
6. 你的老师是从哪儿
7. 我和我的室友常常一起图书馆学习中文。
8. 小雨,晚上我们
9. 玛丽的妈妈从英国看她。

Choose the right answer for each of the following sentences.

1.	林华,晚上你	大 我家	和我一起做作业,好吗?			
	a. 去	b. 回	c. 来			
2.	你是和	一起看电影	乡的?			
	a. 哪儿	b. 谁	c. 哪人			
3.	我们每天都一	-起中	文系上中文课。			
	a. 来	b. 去	c. 去一下			
4.	请问, 你是人	人哪国	的?			
	a. 人	b. 出生	c. 来			
5.	她们两个	是江小姐	1?			
	a. 谁	b. 哪	c. 这			
6.	我来介绍	,这是我	的女朋友小红。			
	a. 她谁	b. 一下	c. 是谁			
7.	这是		上的家吗?			
	a. 哪	b. 哪儿	c. 谁			
8.	我去图书馆,	你和我一起	吗?			
	a. 那儿	b. 去	c. 来			
Tr	Exercise 4 Translate the following sentences into English, paying attention to the underlined words.					
1.	1. 我来介绍一下, 这是我的男朋友大卫。					

2. 你们是来上中文课的吗?

3. 今天晚上我们去哪儿吃晚饭?							
4. 我可以问(4. 我可以问 (wèn, to ask) 一下你的名字吗?						
5.她是从英国	<u>国来</u> 的,她	的父母都在	伦敦。				
6. 我和弟弟会	承天一起去	跑步。					
7. 小雨,请来	 火一下我家	,好吗?					
8. 我和室友常	常常一起去	图书馆做作	业。				
9. 这位女孩是	是谁?她是	你妹妹吗?					
10. 我学习很	忙。我不常	宁回旧金山的	5家看父母。				
Exercise 5							
	•	ces into Chinese	in characters or pin	yin using the wo	rds below.		
来	去	常常	从…来的	谁	一起		
1. We go to the d	dining hall for	lunch every day	7.				
2. Are you comin	ng here to wat	ch the movie?					
3. She is from Beijing. All her family members are in Beijing.							
4 NATION IN ALICE AND							
4. Who is this classmate? He is Mary's boyfriend.							
5. Do you often go back to China to visit your parents?							
,							
6. On Sunday I o	often go to the	library to do m	y homework with n	ny boyfriend.			

五、语言运用(語言運用) Using the Language

A. 听力 Listening



Activity 1

Listen to a conversation and select the best answer.

1. What is the occasion of this conversation? ()
a. A lady is introducing a man to a woman.	
b. They are coming to see a movie.	
c. Xiaomei is studying in the library.	
2. Who is the man and what does he do? ()
a. Mr. WANG, a teacher.	
b. Xiaomei's brother, a librarian.	
c. Xiao WANG, a college student.	
3. Where does Xiaomei work? ()	
a. In the Chinese Department.	
b. In the English Department.	
c. In the library.	
4. What does the man often do in the evening? ()
a. He takes English classes.	
b. He goes to the library.	
c. He works for the Chinese Department.	

5. What does Xiaomei do in the evening? ()
a. She goes to English classes.	
b. She goes to the library.	
c. She works for the Chinese Department.	
6. What have they agreed to do together? ()
a. Study English.	
b. Watch a movie.	
c. Review Chinese lessons.	

Activity 2

Your friend left you a voice message. Listen to the message and answer the following questions.

1. Why did your friend call you?
2. Who is Xiaoli?
3. What do your friend and Xiaoli often do together?
4. What family members does Xiaoli have? What do they do?
5. What will your friend and Xiaoli do in a few days?

B. 说话 Speaking



Activity 3

Role Play

Work in a group of three. One student plays the role of Xiao WANG, who is your classmate. Another student plays the role of Xiao LIU, who is your girlfriend/boyfriend. Your girlfriend/boyfriend is a student of the English Department. You and your girlfriend/boyfriend run into Xiao WANG at the movie theater. Introduce your classmate Xiao WANG to your girlfriend/boyfriend.

Example: 来来来, 我来介绍一下, 这是……

Activity 4

What do you say?

- 1. You want to ask if somebody is coming here to watch the movie.
- 2. You want to introduce your friend to a guest.
- 3. You are introduced to a new friend.
- 4. You want to report the birthplace of your friend.
- 5. You wonder if a person is your friend's boyfriend or girlfriend.

C. 阅读 Reading



Activity 5

The following is a letter WANG Minghua's mother wrote to him. Read the handwritten letter and sum up the information about the person described here. Ignore the words you have not learned yet.

明华我儿:	
近来处于吃	2.?今天写信是想给
你介绍一个女	朋友。她叫江丽丽
北京人。女也今	年28岁,身高1.62米,是
小学老师。她	人很好,常常来看我。
她爸爸也是	老师,妈妈是工程师。
处还有一个女	女,在北京上大学。利
很喜欢丽丽。	你下个周末回家的时代
我想.介绍你们	的认识一下。
	女马女马
	十六日

明华我儿:

近来好吧? 今天写信是想给你介绍一个女朋友。她叫江丽丽, 北京人。她今年28岁, 身高1.62米, 是小学老师。她人很好, 常常来看我。她爸爸也是老师, 妈妈是工程师。她还有一个妹妹, 在北京上大学。我很喜欢丽丽。你下个周末回家的时候, 我想介绍你们认识一下。

妈妈 十六日

New word:

g ngchéngsh 工程师 engineer

Name	
Age	
Height	
Occupation	
Hometown	
Father	
Mother	
Siblings	

Share with your partner and discuss with your partner: if you were Minghua, would you like to meet Lili? Why or why not?

Activity 6

Study the following greetings that the Chinese actually use in their daily life and compare with informal greetings in English.

Chinese	Pinyin	Meaning
吃了吗?/吃了。	Ch le ma?/ Ch le.	Have you eaten?/ Yes, I have eaten.
您起挺早啊? / 还行。	Nín q t ng z o a? /Hái xíng.	You got up early?/ YES, I did.
上班去啊?/是啊, 上班。	shàngb n qù a? Shì a,shàngb n.	Go to work?/Yes,go to work.
买菜去啦?/可不是吗, 这不刚回来。	M i cài qù la?/K bu shì ma, zhè bu g ng huílai.	You went shopping grocery?/ Didn't I! See, I'm just back.
出去啊?/啊,出去 一趟。	Ch qu a?/A, ch qu yí tàng.	Going out?/ Oh ya.
下班啦您? / 下班了。	Xiàb n la nín?/Xiàb n le.	Off work now?/ Oh ya!
还没睡哪? / 这就睡。	Hái méi shuì na?/Zhè jiù shuì.	Still up?/ I'm turning in right now!

D. 写作 Writing



Activity 7

Write a dialogue in characters or pinyin to describe the following pictures. Type it out on your computer.

(Suggested names for the characters: man in the middle, 林卫 LIN Wei; man on the left, 李文 LI Wen; girl, 林华 LIN Hua, LIN Wei's younger sister.)





六、文化万花筒 (文化萬花筒) Cultural Kaleidoscope

Exercise 1

How do you ask the name of a person in Chinese?

A person older than you or has higher social status than you do	
A person around your age and is on familiar terms with you	
A person around your age and is basically a stranger	
A person several years younger than you are	

Exercise 2

Fill in the table the ways to address the following people in English and Chinese. Consult your instructor when needed.

Name and job	Sex	English	Chinese
LI Xiuting, head of a middle school	Female		
WANG Hong, classmate	Female		
LI Wen, classmate and friend	Male		
LI Chen, college teacher	Female		
ZHANG Xiaohui, famous singer	Female		
WANG Peng, school bus driver	Male		
LI Ying, family doctor	Female		
ZHANG Hong, neighbor, five year old girl	Female		

第七课 第二单元复习(第 4-6 课) 第七課 第二單元復習(第 4-6 課) Lesson 7 Review of Unit Two (Lessons 4-6)

一、语音复习(語音復習) Review of Phonetics

1. Rewrite the following syllables according to the spelling rules of pinyin. The first one is an example done for you.

Final	i	ian	ia	ian	in	ing	iu	ua	uang	un	ui	u	ü	üan
Syllable	yi													

2. Listen and circle the words tha	t you hear in the following pairs.
------------------------------------	------------------------------------

- 1) dàm —dàm 2) qìch —qích 3) q ng zuò—q ngz u 4) qiánmiàn—qi miàn 5) niánjì—liànxí 6) l osh —l oshi 7) wúqí—w qì 8) rènwù—rénwù 9) màoyì—máoy 10) jìxù—jìshù 11) x nzàng-x zàng 12) tóngyì—t ngy
- 13) ji yào—ji yáo 14) b ozhù—bàozhù 15) zhàngfu-zhèngf 16) shíyán—shíyàn
- 3. Dictation: Write down the three-syllable words that you hear in pinyin with tone marks.
- 5) 7) 8)
- 9) 10) 11) 12)

张文(男): 小红, 你是来看							
张文(男): 哦,我来 一下,这是我的 小陈。 小红(女): 你好小陈,我 江, 江小红。 小陈(女): 你好,小红。我 陈雨。我是张文的 小红(女): 很高兴 你。 小陈(女): 认识你我也很 。	张文	(男)	:	小红, 你是来看	的吗?		
小红(女): 你好小陈,我	小红	(女)	:	是的,张文。这位小女	且是	啊?	
小陈(女): 你好, 小红。我	张文	(男)	:	哦,我来	一下, 这是我的	1	卜陈 。
小红(女): 很高兴	小红	(女)	:	你好小陈,我	江,	江小红。	
小陈(女):认识你我也很	小陈	(女)	:	你好,小红。我	陈雨。我	是张文的	0
	小红	(女)	:	很高兴	Co		
	小陈	(女)	:	认识你我也很	0		
16.2 (A) , 1 14 (A) , 1 2 (A) ,	张文	(男)	`	小陈(女)、小红(云	b):	!	

4. Listen to a conversation and fill in the missing parts in pinyin with tone marks.

二、汉字复习(漢字復習) Review of Chinese Characters

1. Use arrows to indicate the writing directions for the six basic strokes, and give example characters that contain each of the strokes.

Name	横 héng horizontal	竖 shù vertical	撇 pi down left	捺 nà down left	点 di n dot	提 tí upward slant
Stroke	_	1	J	\	•	/
Writing direction						
Example						

2. Write down the stroke count for each of the following characters.

Characters	四	五	也	中	你	我	姓	张	吗
Stroke Count									

3. Study the following character writing demonstrations and copy each characters six times.

1)	三	- = <u>=</u>			
2)	大	一ナ大			
3)	小	1 11 11			
4)	四	1777四			
5)	高	、一十十十一一方高高高			

4. Write down the common component for each group of characters.

1) 姓	好	姐	她:
2) 什	你	您	们:
			叫 呢:
4) 很	银	跟	恨:

5. Write down the pinyin and components for each of the following characters, and then copy each of them five times in correct stroke order.

English	Character	Pinyin	Components	Copy each character five tim			
four	四						
mouth	D						
to ask	问(問)						
to call; be called	121						
name	名						
question marker	吗(嗎)						
mom	妈(媽)						

female	女				
good; well	好				
elder sister	姐				
younger sister	妹				
very	很				
you	你				
plural marker	们(們)				
not; no	不				
be	是				
also; too	也				
she; her	她				
he; him	他				
I; me	我				
be born	生				
surname	姓				
to study	学(學)				
to have	有				
dad	爸				
particle	的				

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many	多				
elder brother	可				
younger brother	弟				
male	男				
friend	朋				
friend	友				
in; at	在				
this	这(這)				
please	请(請)				
family	家				
character	字				

6.	Translate the following	sentences int	o Chinese cl	haracters and t	vpe them out.
v.	Translate the following	g acriterioea irre		ilai actors alla t	ype mem out

1) How are you?	
2) I am also very well.	
3) She is my girlfriend.	o
4) What is her surname?	?
5) What is your name?	?
6) Are you a student?	?
7) I am not her boyfriend.	0
8) There are four people in my family, my parents, my younger sister, and I.	
о	,

7. Fill in the following table with the corresponding simplified character, pinyin, and English explanation for each traditional character.

Traditional form	嗎	幾	甚麽	學	個	媽	這	請	問
Simplified form									
Pinyin									
English									

8. Type the following sentences into charac	ters.
---	-------

1) Xi	o Wáng shì Zh	ngguórén.	
,			

趣味汉字 Fun with Characters

9. Divide the class into two groups. Each group will combine the following components into characters that you have learned or you have known. The group that makes more correct characters will win.

土	巴	女	化	玉	生	马	也	王	1	口	可	
乍	子	钅	父	又	彳	口	艮	冬	j.	十		

三、语言点复习(語言點復習) Review of Language Points `

1. Complete the following questions by choosing the correct answer for each of them.

1) 大卫;	是	国人	.?							
a. 那		b. 这	c	. 哪						
2) 你	Л	几个妹妹	妹和弟	弟?						
a. 是	-	b. 有	c	. 在						
3) 你的:	好朋友ス	不	张	吗?						
a. 是		b. ш	С	. 姓						
4) 他们	有几	中	文老师	节 ?						
a. 个		b. П	c	. 人						
5) 你爸~	爸工作作	亡	?	不太忙。						
a. 呢		b. 吗	c	. 也						
6) 玛丽	的老家。		哪儿	?						
a. 是		b. 在	c	. 生						
7) 你姐:	姐是在丰	化京出	生	吗?						
a. 的		b. 是	С	. 好						
8) 他哥-	哥是不是	是	王	大文?						
a. 姓		b. 名:	字 c	. PY						
2. Comple	2. Complete the following sentences with the given words. Some words may not be used.									
吃饭	年	中国	跑步	工作	老师	爸爸	出生	岁	老家	
1) 小红;	早	X								
		• • • •	0							
2) 你在	银行		1 (

3)" 好!""同学们好!"								
4) 小林是在哪儿的?								
5) 我妈妈四十五了。								
6) 我的在北京。我是在北京出生的。								
7) 我的和妈妈都是五十岁。								
8) 我们中午一起去食堂								
		with the w			translate the	e completed s	entences into	
		-						
						不是	都	
和	口	去	有	没有	那儿	哪儿		
1) 我爸	· · · · · · · · · · · · · ·	国,		中国。				
		·,						
				_	个姐姐。			
••	• • • • • • • • • • • • • • • • • • • •	•	. ,	····· 作	•			
			•	•	••			
	6) 我和女朋友常常一起 食堂吃午饭。							
7) 你每天 一起跑步?								
8) 美国很大, 中国								
9) 你的老家在 ? 你在 上小学吗?								
10) 他和他弟弟都是在纽约出生								
4. Fill in the blanks with suitable words.								
1) 我学生,我								
2) 小江, 你								

3) 林老师,您 哪国人	.?
--------------	----

- 4) 张华的家 四口人。他 在北京出生的。
- 5) 早上我们一起 跑步。
- 6) 来来来, 我来 一下, 这 我的同学大卫。
- 7) 放学后我们 食堂吃饭。
- 8) 他常常回家 父母。
- 5. Rearrange the words and phrases to form a grammatically correct sentence. Write the complete sentences in the right column.

1) 很好 / 我 / 谢谢 / 也	
I am fine, too. Thank you!	
2) 您 / 吗 / 忙 / 工作	
Are you busy with your work?	
3)是/你/老家/在纽约/吗/的	
Is your hometown in New York?	
4) 不是 / 我 / 老师 / 在银行 / 我 / 工作	
I am not a teacher. I work in a bank.	
5)我/姐姐/家/有/三口/人	
There are three people in my elder sister's family.	
6)今年/岁/的/五十四/小华/了/爸妈/都	
Both of Xiaohua's parents are 54 this year.	
7)你/出生/是/在北京/的/吗	
Were you born in Beijing?	
8)来/我/介绍/一下/女孩/这个	
Let me introduce this girl to you.	

6. Look at the following pictures and read the sentence. Say something to fill in the blanks to make the sentences fit the contents of the pictures.



大卫先生看见我,说: !



我姐姐是一个小学





他们在吃午饭。



我的 在中国台北。



他们是好____。



你是在美国 的吗?



他们每天一起去

- 7. Translate the following sentences into Chinese with the word 是.
- 1) Are you a student?
- 2) This is my girlfriend.
- 3) Is your father a teacher?
- 4) We are also students.
- 5) We are all Americans.
- 6) My mom is not a British. She is a Chinese.

8. Correct the mistakes in the following senten	ces.
1) 是吗你老师?	
【四、综合练习(綜合練習) Compre	hensive Practice
	inclisive i lactice
A. 听力 Listening	
Activity 1	
1. Listen to a dialogue and circle T or F based	l on what you hear.
Orientation: an overheard conversation or	the campus
1) The male speaker is a teacher.	(T/F)
2) The male speaker's name is JIANG Wen.	(T/F)
3) The female speaker's name is Lisa.	(T/F)
4) Lisa was born in the U. S	(T/F)
5) Lisa's parents work in England.	(T/F)
2. Listen to the following passage and answe	r the questions.
Orientation: an introduction of CHEN l	Hua by Mary
1) Who is CHEN Hua?	
2) What do her parents do?	
3) Where is CHEN Hua now?	

4) Where are her family members?
5) What does CHEN Hua study?
B. 说话 Speaking
Activity 2
Take turns to ask and answer the following questions.
1) 你姓什么? 叫什么名字?
2) 你是在哪儿出生的?
3) 你家有几口人? 家里都有谁?
4) 你爸爸妈妈多大年纪了?
5) 你爸爸妈妈工作吗? 他们在哪儿工作?
6) 你家有几个兄弟姐妹?
7) 你们的中文老师都是哪国人?
8) 你有男/女朋友吗? 他/她叫什么名字?
Activity 3
You are meeting one of your new classmates for the first time. Introduce yourself and tell your new classmate about your hometown, family members, and their occupations. Also politely ask your new classmate about his/her name, hometown, family members, and their occupations. Switch roles when you finish. Take notes in English about your new classmate's information on the grid below.
erassinate s information on the grid below.

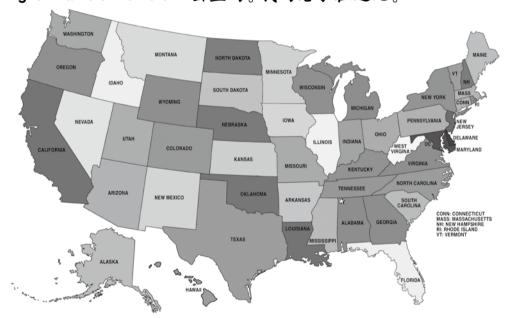
Activity 4

Work in pairs. Discuss with your partner what to say in the following situations and act out a conversation.

- 1) Two people meet and want to know each other's name and identity.
- 2) You meet your classmate LIN Hong on campus in the morning.
- 3) You are introduced to a teacher by a friend.
- 4) You want to know how many people there are in your friend's family.
- 5) You want to tell your friend about some activities you regularly do.

Activity 5

Work in pairs. Ask each other about hometowns with the question "请问, 你是在哪儿出生的?". Then the partner will point out the locations of their hometown using a map and say: "我是在English name of hometown出生的。我的老家在这儿。"



Activity 6

Interview two of your classmates about their families including family members, their ages and their work, and hometown. Then present your discoveries in Chinese to the class.

Family member				
家庭成员 Age 年龄 Job 工作				
Age				
年龄				
Job				
工作				
Hometown				
家乡				

C. 阅读 Reading 🔲

Activity 7

Work in pairs. One student reads Passage 1 and answer the questions and the other student does the same with Passage 2. Then tell each other what you have read.

Passage 1

Questions:

- 1) Where is JIANG Tian's hometown?
- 2) When did JIANG Tian come to the U.S.?
- 3) What do JIANG Tian's parents do?
- 4)What do JIANG Tian and ZHANG Xiaohong do together every day?



Passage 2

Questions:

- 1) Who is Peter?
- 2) What does Peter's father do?
- 3) How many siblings does Peter have?
- 4) What do Peter and his girlfriend usually do in the morning?



写作 Writing



- 1. Write a proper question or questions for the following answers.
- 1) 我叫张雨。
- 2) 我家有四口人。
- 3) 我是在中国台北出生的。
- 4) 这位女孩是我的同学。
- 5)她的老家在北京。
- 6) 是的,我们都是来看电影的。
- 7)他不是我的男朋友。他是我哥哥。
- 8) 大卫和他女朋友晚上一起去食堂吃饭。
- 2. Write a brief dialogue based on the pictures below and share with your partner.



1) 我叫……





2) ……是在北京出生的。 3) ……老家在中国台北。



4)……一起跑步。



5) ……一起吃晚饭。

第七课(第二单

五、文化万花筒(文化萬花筒) Cultural Kaleidoscope

Activity 1 Do the following math and follow the example to fill in the table with answers.

Questions	In Pinyin	In Characters
Example: 3+7=10	s n ji q d ngyú shí	三加七等于十
8-2=		
9×3=		
12÷4=		
9-5=		
50÷2=		

Activity 2

Do the following math and follow the example to fill in the table with answers.

Questions	In Pinyin	In Characters
Example: 2×3=6	èr sān dé liù	二三得六
4×6=		
4×5=		
6×8=		
6×9=		
8×9=		

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