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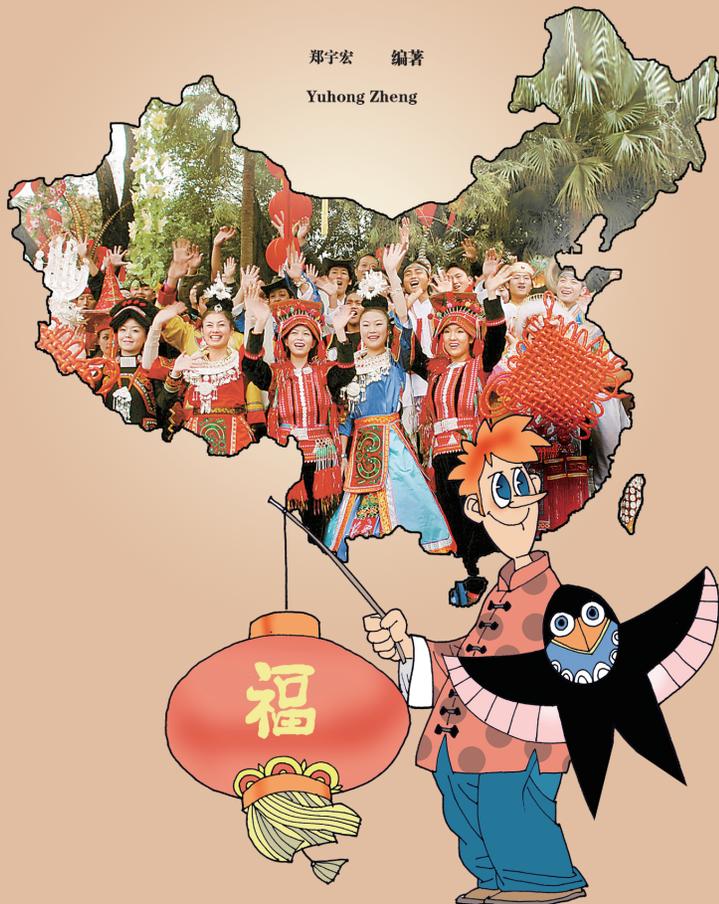
形象中文  
Chinese In Focus

# 住在中国

## LIVING IN CHINA

郑宇宏 编著

Yuhong Zheng



深圳出版发行集团  
海天出版社

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# 教师手册

# Teacher's Manual

深圳出版发行集团  
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形象中文

第二册

# 住在中国

(教师手册)

Chinese In Focus

Level 2

**LIVING IN CHINA**

(Teacher's Manual)

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Kathy Swanson has brought a depth of teaching experience to *Chinese in Focus*. Besides proofreading the Teacher's Manual she was instrumental in the designing and writing of several sections.

I sincerely thank these people for their generous contribution to this manual.

The author,  
Yuhong Zheng

## ANNOUNCEMENT

We have received authorization from most of the owners of the photos, pictures and materials in this book. However, some of them could not be reached. If you claim the right to any unacknowledged material used in this book, please contact Yuhong Zheng, the author of this book, at [info@chineseinfofocus.com](mailto:info@chineseinfofocus.com), to discuss a user fee. We thank all the people who contributed their materials to this book.

## To Teachers

Dear colleagues,

Thank you for choosing “Chinese in Focus” as your Chinese textbook!

For sixteen years I was a Chinese language teacher in Quincy, Massachusetts. At the beginning of each school year, I encountered the following situation: many students enthusiastically signed up for Chinese class but often dropped the class within a few weeks. I asked them why. They said that the textbooks were too difficult, too abstract, and too boring. Many of my professional peers who taught Chinese throughout the country had the same experience. They said that not only did their students not like the textbooks, but they, as teachers, felt the textbooks were difficult to use.

These experiences influenced my decision to write the textbook that I am presenting to you now.

In writing the teaching materials, my main concern was how to avoid repeating the same problem other Chinese textbooks have. 形象(vivid) and 具体(concrete) are the ultimate goals of my textbook. This is the reason that I named the textbook “Chinese in Focus.” To make it 形象 and 具体, I invented a storyline that weaves all the language objectives into the story. I applied illustrations and animations to make the language learning interesting and easy. In a word, this is not a traditional textbook; it is a newly created learning program that is based on my thirty-years of studying and teaching Chinese both in China and in the USA.

Included in this manual are the following sections: a description of how our materials meet the “5C” standards, a presentation of our materials, a guide to use the Student’s Book and ancillaries, class activity suggestions and cultural notes. We also provide assessments – lesson quizzes, unit tests, mid-term and final exams and their answer keys. I am confident that this manual will help to make your teaching easier and enjoyable.

I know that many of you have excellent ideas regarding Chinese textbooks. I would like to ask you for your critiques and suggestions to improve our materials.

Yuhong Zheng  
The author

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# **I. HOW *Chinese in Focus* USES THE ACTFL STANDARDS**

The American Council on the Teaching of Foreign Languages designed the Standards for Foreign Language Teaching in 1995 in order to provide guidelines for successful language teaching. Acknowledging that the essential objective of language learners is to communicate, the guidelines propose a framework to accomplish this goal. The question is “what” language skills are necessary to communicate one’s desires, opinions, feelings and responses. In investigating language acquisition, researchers developed the Standards for Foreign Language Learning, commonly referred to as the 5 C’s. Although communication is the focal point of these standards, the 5 C’s recognize the importance of culture, interdisciplinary studies, and global interconnectedness to further language proficiency and performance.

As stated by ACTFL, the National Standards are presented below:

## **Communication: Communicate in Languages Other Than English**

**Standard 1.1:** Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.

**Standard 1.2:** Students understand and interpret written and spoken language on a variety of topics.

**Standard 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

## **Cultures: Gain Knowledge and Understanding of Other Cultures**

**Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

**Standard 2.2:** Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

## **Connections: Connect with Other Disciplines and Acquire Information**

**Standard 3.1:** Students reinforce and further their knowledge of other disciplines through the foreign language.

**Standard 3.2:** Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture.

## **Comparisons: Develop Insight into the Nature of Language and Culture**

**Standard 4.1:** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

**Standard 4.2:** Students demonstrate the understanding of the concept of culture through comparisons of the cultures studied and their own.

## **Communities: Participate in Multilingual Communities at Home and Around the World**

**Standard 5.1:** Students use the language both within and beyond the school setting.

**Standard 5.2:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

As a player in the development of language learning, textbook designers need to use these guidelines as a framework for their instruction. In our *Chinese in Focus* series, the implementation of the guidelines is evident throughout our text and other learning materials.

### **Communication**

*Chinese in Focus* is based on a communicative approach to language learning. In each unit there is ample opportunity for the learners to practice new sounds and vocabulary, to pair with classmates for the purpose of language exchange, and to participate in group activities. The unique challenge of writing in Chinese, using both pinyin and characters, is creatively approached. New characters and vocabulary are introduced by legendary Chinese figures who instruct the students on the pronunciation and formation of the new words. In culturally rich dialogues, students are exchanging language with these legendary figures, their classmates, and even with web-mates.

### **Culture**

*Chinese in Focus* is a culturally rich series. With one quick glance at our textbooks the abundance of cultural stimulation will impress you. Colorful, authentic pictures of landscapes, monuments, cities and people enliven this series. The students meet Chinese folk characters who teach them about China, its language and its people. Each unit is situated in a different cultural environment, exposing the students to the vastness and beauty of China. The units begin with a cultural introduction which is then explored throughout the unit. In addition to the big “C” cultural topics, *Chinese in Focus* concentrates on the integration of small “c” usage – vocabulary, grammar structures, sentence formations, customs and behaviors are all authentically developed from a Chinese perspective.

### **Connections**

The extensive use of poetry, rhymes, songs, history, geography, technology and pop culture throughout the textbook assures the connectivity of *Chinese in Focus* with the global realities of today. Our textbook enlightens the student to the richness of Chinese society and welcomes him/her to investigate it more thoroughly.

## **Comparisons**

Language competency is best developed by using the learner's accumulated knowledge of his native language. By interweaving linguistic and cultural references, *Chinese in Focus* strives to build language competency by comparing and contrasting language usage, structures and pronunciations with English, when appropriate. The student's linguistic and cultural knowledge in his first language is used to transition the learner to integrate new concepts and formations. We acknowledge that language is infused with cultural perspectives, therefore customs, traditions and national values are discussed with an appreciation for both differences and similarities between the English and Chinese-speaking communities.

## **Communities**

*Chinese in Focus* awakens the American student to a new world of ancient wonders and modern developments. By showcasing the history and traditions of China the students can better comprehend the quickly emerging importance of China in the 21st century. Early in the series the students learn about the role of the Confucius' Institutes in promoting Chinese language and culture. Through the text and the workbook, and particularly through our web-based support center, the students are encouraged to use the resources of the Confucius Institutes in their studies. The internet is also used as a source of research and investigation, connecting the students with the global Chinese community. By engaging the students in this broader community, their motivation to learn and their interest in "all things Chinese" will be maximized.

## II. OUR MATERIALS

Our materials are the result of more than a decade of research and development. Our philosophy is to make learning Chinese fun and stimulating. The student's book is the primary teaching tool, supported by creative ancillaries that will enhance each lesson.

MATERIALS	DESCRIPTION
1. <i>Living in China, Student's Book</i>	The textbook is divided into 10 units and each unit is subdivided into 3 lessons. Approximately 450 Chinese words are taught by providing images and by breaking each character/word into its parts to help students remember it more easily. In the level two text, about 50 sentence patterns with the most common structural functions are presented in daily-life situations. One of the most outstanding features of this book is the storyline: Mark (the American boy who traveled to China in the level one text) now returns to China as an exchange student to live and to attend school in Guangzhou. Various cultural topics are introduced to enrich students' knowledge about China. Exercises on the four skills are well designed in a systematic scheme and integrated into each lesson.
2. <i>Living in China, Workbook</i>	The workbook provides additional practice for the students to develop their language skills. It aligns with the units of the student book.
3. <i>Living in China, Audio CD</i>	Each Student Book comes with an audio CD program. It enables the students to hear native speakers as they learn and practice words, sentences and paragraphs or dialogues. We also provide audio at our website for students and teachers to download for homework.
4. <i>Living in China, Teacher's Manual</i>	The Teacher's Manual provides the teachers with an outline of our program, a concise explanation on how to use our materials, a survey of our teaching content, suggestions for class activities and cultural notes. The accompanying CD includes the assessment program with quizzes, tests, mid-term and final exams, answer keys and audio scripts.
5. <i>Living in China, Animation</i>	The animation program is a lively, entertaining, colorful presentation of the storyline that unifies our textbook. It is divided into 10 episodes, each of them about 12 minutes long, which correspond to the 10 units of the Student's Book. Legendary folk characters and ancient figures come alive together with imaginary people to instruct our students and lead them on an adventure through China. This is a great motivational tool to stimulate your students to learn.
6. <i>Website:</i> <a href="http://www.chineseinfoocus.com">www.chineseinfoocus.com</a>	An online website is available for you and your students. You are encouraged to use our website to ask for explanations or clarifications, to do research, to exchange ideas or to use as a teaching tool. All units in the text conclude with "Mark's Blog", an activity that requests that students contact the website and exchange ideas. Also included on the website are the audio exercises for the Workbook.

### III. THE STUDENT'S BOOK

#### A. Story, Content, and Functions

The essential feature in our Student's Book is the storyline that unifies the learning experience. All contents are woven into the story. It makes learning Chinese interesting and effective.

Unit		Story and Contents	Functions
1	<b>My Chinese Home</b>	In level 1 <i>Traveling in China</i> , Mark visited the Moon Palace and traveled throughout China to learn Chinese. In <i>Living in China</i> , Mark returns as an exchange student to live at Lín Xiǎomù's home in Guangzhou. Here he learns about Guangzhou and becomes part of a Chinese family.	<ul style="list-style-type: none"> <li>✓ Asking if someone knows something</li> <li>✓ Asking where someone lives</li> <li>✓ Asking about and stating one's profession</li> <li>✓ Describing the layout of a house</li> <li>✓ Stating the exact location</li> </ul>
2	<b>The Confucius School</b>	It's early September and Mark attends the Confucius School where he makes new friends and classmates. He will learn about school life in China.	<ul style="list-style-type: none"> <li>✓ Asking what grade and class someone is in at school</li> <li>✓ Expressing that someone is in the same class</li> <li>✓ Expressing that someone should do something</li> <li>✓ Describing people/things with more than one adjective</li> <li>✓ Stating the location of something</li> </ul>
3	<b>Delicious Chinese Food</b>	It's October and Mark visits a restaurant with his Chinese family. He learns about traditional food from Guangdong, and about table manners in China. Later he tries some famous regional dishes.	<ul style="list-style-type: none"> <li>✓ Offering a choice</li> <li>✓ Ordering food at a restaurant</li> <li>✓ Expressing a request</li> <li>✓ Expressing table manners</li> <li>✓ Describing simultaneous activities</li> <li>✓ Reciting something</li> </ul>
4	<b>On the Way to Grandma's House</b>	It's January, winter vacation, so Mark and Xiǎomù travel to her grandma's house for a visit. They will travel by different means of transportation, from taking the high-speed train to riding a donkey. They finally arrive at a village and Mark thinks this place looks familiar!	<ul style="list-style-type: none"> <li>✓ Asking if someone has experience doing something</li> <li>✓ Asking how to get somewhere</li> <li>✓ Explaining reasons</li> <li>✓ Describing the completion of an action</li> <li>✓ Expressing opposite ideas</li> </ul>

5	<b>Spring Festival at Grandma's Home</b>	February has arrived and it is time to celebrate Chinese New Year. At the Peach Blossom Village Mark learns about the tradition of celebrating Spring Festival.	<ul style="list-style-type: none"> <li>✓ Asking the price</li> <li>✓ Bargaining</li> <li>✓ Asking what someone is doing</li> <li>✓ Asking for help</li> <li>✓ Spring Festival greetings</li> <li>✓ Stating similarity</li> </ul>
6	<b>Spring Is Here</b>	March is here and so is spring. The weather is getting warmer. Mark learns about the weather and climate. He also learns about the lunar calendar and the kite culture in China.	<ul style="list-style-type: none"> <li>✓ Describing different kinds of weather</li> <li>✓ Inquiring about the weather</li> <li>✓ Weather forecast terms</li> </ul>
7	<b>I Am Sick</b>	Unfortunately, Mark gets sick in April, but he thinks it is a great opportunity to try the Chinese medicine. He goes to the doctor and learns about it.	<ul style="list-style-type: none"> <li>✓ Asking about and stating one's health information</li> <li>✓ Asking whether someone is afraid of doing something</li> <li>✓ Asking about and stating one's body temperature</li> <li>✓ Asking about and describing the taste of something</li> <li>✓ Expressing concern</li> </ul>
8	<b>My Idol</b>	May comes with an unexpected and fabulous visit. Here Mark learns about Chinese movies and kung fu.	<ul style="list-style-type: none"> <li>✓ Asking if someone is free</li> <li>✓ Asking about and stating one's intention</li> <li>✓ Asking the length of time</li> <li>✓ Asking about possibility or capability</li> <li>✓ Describing events that have occurred</li> <li>✓ Describing the sequence of events</li> </ul>
9	<b>The Costume Party</b>	It is June and the school holds a costume party. Mark has a great time and learns about the importance of colors in Chinese culture and clothing.	<ul style="list-style-type: none"> <li>✓ Asking for someone's opinion about clothes</li> <li>✓ Expressing resemblance between things</li> <li>✓ Comparing two things</li> <li>✓ Making a guess at something</li> <li>✓ Describing what one is wearing</li> </ul>
10	<b>Goodbye, China!</b>	It's time to go back home. Mark gets ready as he reviews everything he learned during the school year.	<ul style="list-style-type: none"> <li>✓ The story and culture review</li> <li>✓ Vocabulary review</li> <li>✓ Functional sentences review</li> </ul>

## B. Introduction to the Sections

<b>Sections</b>	<b>Description</b>
<b>Unit Title Page</b>	The title page is the first page of each unit. It tells students about Mark's adventures in each episode. It introduces the linguistic objectives of the unit. This page is visual and colorful, with the intention of stirring the imagination of the readers.
<b>Dialogue / Text</b>	This page appears at the beginning of each lesson. It is a dialogue or a short text (i.e. a letter, a page of a diary, etc.) cartoon style, and focuses on daily needs. Through the dialogues/texts, we get to share Mark's experiences and meet his friends. Students will listen to the audio recording and hear the dialogue/text for the first time. Because we are stressing oral communication in our teaching technique, we advise teachers to take time to practice the new language structures with the students, building interactive dialogues and communicative activities to provide additional practice. Remember that this is still an introductory level and we are not expecting proficiency yet.
<b>Follow Me to Learn Words and Expressions</b>	This is the vocabulary page following the dialogue/text pages. As an essential section of the unit, you will notice that we teach words by breaking them down to make it easier for students to remember both its parts and the whole word. Teachers must take time for the students to accomplish the objectives of this section. Students will practice the pronunciation, learn the meanings and write the characters for each new vocabulary word. After they practice the pronunciation with both the recording and the teacher, they will learn how to write each character. Much time must be spent to accomplish the appropriate result.
<b>Language Notes</b>	In this section, we introduce some grammatical structures followed by examples extracted from the dialogue/text. Word order and grammatical usage are color coded to help students “see” the comparisons between Chinese and English,
<b>Let's Say It</b>	These are structured communicative activities that provide the opportunity for students to practice the new vocabulary and functional structures as they practice with their classmates. These exercises are designed for paired activities, cooperative exercises or group interactions.
<b>Read and Write</b>	This is a consolidating section that combines the written format, vocabulary and functional structures. It assumes a sufficient level of proficiency of the elements introduced in the unit.
<b>The Voice of Cháng'é</b>	In this section students have several opportunities to hear and practice the new words, sentences and dialogues. The nature of the exercises varies depending on the functional structures of the lesson.
<b>Just for Fun</b>	This section provides extended practice for the different skills in a way that consolidates the lesson in a fun and entertaining activity. There is no better way to learn than by having fun.
<b>Cultural Note</b>	In this section students are introduced to different aspects of China and its culture. This section is presented in English so that the students will easily understand the concepts and topics being discussed. At this time we encourage teachers to expand the cultural lessons by sharing personal experiences or stories with the students; by leading discussions, using the students' knowledge and experiences; by displaying realia that support the cultural lessons; by assigning research topics as homework.

<b>Mark's Blog</b>	Mark's blog appears at the end of each unit. Its goal is to provide an opportunity for teachers to summarize the unit and for students to review the unit. Students are encouraged to use the blog to express their ideas, questions and comments on our website. They can communicate with other students or with native speakers in China. It is an exciting and unique concept. We ask you to encourage your students to take advantage of this learning tool.
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## V. CULTURAL NOTES

### Unit 1

#### 1.1 五羊传说

五羊传说是一则广州的史前拓殖故事，反映出西周末年，由于诸侯崛起，民不聊生，中原百姓纷纷携带家畜、农作物向南迁徙的事实，同时也表达了广州先民们对美好生活的向往。

广州这块土地面临南海，地处珠江三角洲腹地，气候温和，日照时间长，雨量充沛。早在五千年前的新石器时代，就有人在这里从事渔猎和原始农业活动。在广州的龙眼洞、飞鹅岭等地发现的远古文化遗址中，出土了大量石斧、石凿、石磨和陶器等生产工具，说明当时已经有流动的渔猎部落在珠江三角洲的广州地区定居，并逐步发展成为原始聚落。

公元前9世纪，周朝的楚国在如今的广州建造了一个城邑，名叫楚庭。有一年，楚庭大旱，田地荒芜，农业失收，百姓饥荒。有一天，南海的天空出现五朵祥云，云朵上有五位仙人。他们身穿红黄青白黑五色彩衣，分别骑着五只仙羊。仙羊口衔一棵一茎六穗的稻子，仙人骑着仙羊徐徐降落在这个城邑。仙人驱动云朵，播下甘霖，又把稻穗赠给百姓，把五只仙羊留下，祝愿这里永无饥荒，然后腾空而去。

从此，广州成了岭南最富庶的地方，也开始有了“羊城”、“五羊城”、“穗城”之称。广州的百姓修建了五仙观，纪念这五位造福人类的仙人。五仙观的东侧，有一块巨大的红砂石，石上有个椭圆形的凹穴，相传，那是仙人留下的脚印。

为什么神话传说中五位仙人衣是五色，羊亦五色？仙人为什么骑的是羊而不是别的什么动物？

在传统中国文化中，五行之说无处不在，五色可代五方五土，贯通五行金木水火土，进而包罗万物。

为什么骑的是羊？中原人早在公元前9世纪的周朝就开始南迁，并给岭南人带来了北方的文化和文明。南移的居民自然会带来家畜，带什么家畜呢？猪的行动缓慢，成批驱赶不便，再加上在古代传说中，猪的形象不好。而狗，在古代是许多民族的图腾和始祖神，很少作为一种具有经济价值的家畜来饲养。相对于狗和猪来说，羊的繁殖力强，适应力强，还有较高的经济价值，至今广东仍有“种姜养羊，本少利长”之说。加上它行动快速，便于驱赶。可见，五羊传说中的仙人骑羊，除象征其从北方而来之外，还有心理、道德和经济上的考虑。

现在，五羊已成为广州的城徽标志。“仙人脚印”依然可见，仙湖街、仙邻巷、五仙门等地名都还粘有一点“仙”气——“五羊仙”的神话，可谓影响深远。

(本文参考资料：叶春生主编《广州的故事与传说》)