CHINESE LANGUAGE VIDEO LESSONS
FOR CLASSROOM USE

"Interview with a Muleteer"

"University Student Borrows Notes"

created and developed by: Stephen Fleming
David Hiple
Cynthia Ning

distributed by

NATIONAL FOREIGN LANGUAGE RESOURCE CENTER
nflrc.hawaii.edu

© 1997 Second Language Teaching & Curriculum Center
These materials were developed under a grant from the National Security Education Program and distributed under a grant from the Department of Education (CFDA 84.229, 229A30007). However, the contents do not necessarily represent the policy of the Department of Education, and one should not assume endorsement by the Federal Government.
# Table of contents

Acknowledgements

Introduction vii

Lesson 1: Interview with a Primary School Student 1
Lesson 2: Description of Tiananmen Square 11
Lesson 3: Interview with an Elderly Lady 23
Lesson 4: Interview with a Little Girl 33
Lesson 5: Interview with a Peddler 43
Lesson 6: University Student Borrows Notes 53
Lesson 7: Interview with a Foreign Student 61
Lesson 8: Interview with a Muleteer 69
Lesson 9: How to Make *jianbing guozi* 81
Lesson 10: Mass Transit 91
Lesson 11: College Student's Self-introduction 101
Lesson 12: Interview with Junior High Students (1) 107
Lesson 13: Interview with Junior High Students (2) 113
Lesson 14: Interview with Junior High Students (3) 119
Lesson 15: Interview with a Taiji Teacher 125
Acknowledgements

The authors thank the following individuals and institutions for the support that was so critical to the completion of this project.

The National Security Education Program of the US Department of Defense provided us two years of funding to develop “Distance education in less-commonly taught languages: a model in Mandarin Chinese,” of which these video lessons are a component.

Peking University in Beijing was our pied-à-terre in China. Its Foreign Affairs Office made arrangements for the project team to work with different units at Peking University. Its current director, Hao Ping, participated in our project initially as an exchange scholar based at the University of Hawaii, and in that capacity conducted many on-camera interviews. Liu Lixin of the Chinese Language Center was also an exchange scholar at the University of Hawaii, and assisted in the development of lessons. Tian Yuan, an instructor at the Chinese Language Center, helped interview on camera during the second year of the project. The director and staff of the Audio-visual Center were personable and professional; we particularly thank the camera-crew, whom we remember affectionately as Old Yang and Young Shi.

At the University of Hawaii, the College of Languages, Linguistics, and Literature was the locus of the project, and within the college, the staff of the National Foreign Language Resource Center/Second Language Teaching & Curriculum Center (institutional home of author David Hiple) provided overall logistic and administrative support. In particular Heidi Wong was general coordinator, and Deborah Masterson handled layout and production of the print materials. The Department of East Asian Languages and Literatures (institutional home of author Stephen Fleming) also provided the help of Tao-chung Yao, Chinese language professor and undergraduate coordinator of the Chinese section, for on-camera interviews and review of finished units. The Center for Chinese Studies of the School of Hawaiian, Asian, and Pacific Studies (institutional home of author Cynthia Ning) was the liaison with Peking University. It also contributed the efforts of Tian Chenshan and An Ning, who helped transcribe relevant portions of the videoclips for inclusion as part of the video lessons. Clayton Chee of the Multimedia Center provided professional and timely help with editing multiple generations of the videotape.

The authors are grateful to have had such collegial support, and hope to continue to rely on it in the future.
Introduction

Background

This project responded to two perceived needs, first to introduce performance based approaches to language teaching to educators in China, and second, to bring China, as much as possible, to US students, with a view to preparing them for study abroad. Briefly, “performance-based approaches” underscore demonstrated student performance in real-life settings-how much students can understand of authentic listening and reading texts without teacher intervention, how much they can say or write in response to real-world stimuli, again without teacher prompts.

Under the auspices of “Distance education in less-commonly taught languages: a model in Mandarin Chinese” funded by the National Security Education Program, the project team made two trips to Beijing in the springs of 1995 and 1996 to conduct in service training workshops at Peking University for teachers of Chinese as a foreign language from all parts of Beijing and nearby Tianjin, and to videotape unscripted interviews and transactional interactions with a variety of people, ranging from the very young to the very old and from trades people to professionals. Raw footage from these interviews was later edited into *Chinese Language Video Clips for Classroom Use*, a single videocassette selection of fifty unmediated clips available for Chinese instructors to use according to their own instructional methodologies.

In line with our approach to the use of authentic materials for language and culture education, the project team has also taken some of the clips from CLVCFCU, as well as a number of additional clips, and created the set of lessons presented in the current volume. These follow a standardized lesson model based on natural reading and listening behaviors, described below.

Philosophy

The traditional approach to using video in the classroom generally matches the format of the traditional reading text. Support print materials for video tend to include a full transcription, vocabulary list, and form-based exercises.

In the target environment, however, students cannot expect to have access to transcriptions and vocabulary lists for everything they hear and read, and must use a different set of strategies to extract the maximum amount of information available using only the resources readily at hand, without obsessing about what is incomprehensible.
The natural reading and listening behaviors of native speakers are not based on close, word-by-word processing of the target material, but rather combine "top-down" or reader-based skills such as the activation of real-world knowledge, guessing, and the construction of a coherent internal text with "bottom-up" or text-based behaviors such as skimming for topics, decoding selected words and structures and checking rhetorical links. This book leads the student to mimic natural listening behaviors, and to develop the strategies for listening that are necessary for independent negotiation in the target environment.

The five-stage lesson approach seen in this book is similar to natural listening in that it takes advantage of skills and knowledge that students bring to the lesson. Students are given the opportunity to activate and share ideas about the text, as well as linguistic knowledge related to the text, before actually entering the text (which in this case is a video clip). In this way, students become resources for each other, and both cooperative and independent learning are fostered, lessening dependence on the teacher as the source of all knowledge.

The five stages of a lesson are as follows:

- **Pre-activities:** Before viewing the text, students are given general background knowledge about what they are going to see, hear, or read, and are asked to make predictions about topics appearing in the text. After completing pre-activities, students' viewing/reading/listening is sharpened by their expectation of what may appear and by the motivation to confirm or reject their predictions.

- **Global activities:** In an initial viewing, students confirm which topics appear and "map" their location on the page or in time. They gain awareness of the general argument of the text and are equipped with a framework into which they can fit bits of specific information from the text.

- **Specific information activities:** Through reexamination of the text in whole or in part, students focus in on details regarding each of the topic areas they identified in the global activities. It is important to note that treatment of the detailed information in the text is usually NOT exhaustive, but is ideally targeted toward the accomplishment of a real world task that would require use of the information. Texts are treated as "disposable" rather than "essential." In other words, we absorb what we conveniently can from each one and then discard it to proceed to a subsequent lesson; we do not have to chew up and digest each text 100% before we may move on. Linguistic items that do not receive focus in today's lesson will doubtless appear in subsequent ones.

- **Linguistic activities:** This stage is most similar to traditional approaches to language learning and least similar to the viewing/reading/listening behavior of native speakers. Having arrived at understanding of the text through the previous stages, students can now focus in on the linguistic elements that
helped them arrive at that understanding, and try to absorb these linguistic elements into their storehouse of resources to utilize in dealing with subsequent texts.

- **Post-activities:** In this stage, students are "launched" from the text at hand into a new communicative situation in which they will employ the language skills they have gained through study of the lesson. For this reason, the post-activity usually involves the productive skills of reading or speaking.

  > Please note that, although the format of all the units in this book looks the same, the approaches used in individual lessons may actually vary, because authors would like to suggest there is a multitude of possible approaches to raw video material, and are taking the opportunity to experiment with some of them. Your feedback on the effectiveness of some of these approaches would of course be welcome.

**How to use the book**

Each lesson in this book begins with "Suggestions for the teacher," a section leading the teacher through the lesson stage by stage. Following this is a series of student worksheets which are meant to be photocopied and distributed to students. Some lessons have worksheets for every stage; others depend on the teacher to conduct some of the stages without using worksheets.

  > Please note that the lessons, while grouped roughly in order of complexity, are not necessarily meant to be consumed in order, and do not correspond to the traditional divisions of the Chinese curriculum into semester and year, nor are they presented as companion material keyed to any textbook.

We intend for teachers to use these materials as supplements to existing curricula, or in lieu of units in current textbooks.

While the student worksheets are meant to be photocopied, we would appreciate it if teachers would refrain from photocopying other parts of the book; please encourage your colleagues to purchase the text and tapes from the NFLRC at the University of Hawai‘i, so that we know the extent to which the materials are being used.

Finally, your input is not only welcome, we actively solicit it. Please send comments and suggestions to The University of Hawai‘i, National Foreign Language Resource Center, 1859 East-West Road #106, Honolulu, HI 96822-2322. You may also call us at (808) 956-9424, FAX us at (808) 956-5983, or send us an e-mail message at <sfleming@hawaii.edu>.
Lesson 1
INTERVIEW WITH A PRIMARY SCHOOL STUDENT

教师指南 • Jiàoshī zhīnán • Suggestions for the teacher

预备活动 • Zhùnbèi huòdòng • Pre-activities

Tell the students they are going to see an interview with a student at a primary school near Peking University. Put the following eight topics on the blackboard or on the visual presenter. (You could xerox this page onto an overhead transparency using the “enlarge” feature.) Have students look over the topics and have the class predict WHICH TWO OF THESE TOPICS THE INTERVIEWS WILL NOT TOUCH UPON. You may wish to have students vote with a show of hands, and tally votes next to each topic. Even if the students are voting in English, try doing at least some of your speaking in Chinese and see if they understand.

age
name
grade in school
how long at this school
boyfriends, girlfriends
brothers and sisters
classes being taken
favorite class

总体活动 • Zǒngtī huòdòng • Global activities

Tell students that during the first viewing, their task will be to confirm their guesses.
View “Interview with a Primary School Student, Global activities, Viewing 1”

With input from the students, cross off the topic that is not addressed in the interviews. [Answer: There is no mention of boyfriends and girlfriends or of age.]

Pass out “Global activities/ Specific infomation activities” student worksheets (2 pages). Have students read directions and get ready to watch.

View “Interview with a Primary School Student, Global activities, Viewing 2” and have students number pictures according to order in which topics appear.

KEY to order of topics:  一年级，叫什么名字， 在这个小学几年了， 念什么（上什么课）， 最喜欢的课是什么， 有没有兄弟姐妹

Note: if additional viewings are necessary, go right ahead and rewind.

具体信息 • Jùtǐ xìnxì • Specific information activities

Tell students they will view five “video bites” to gather information to complete the “Plainfield School District” worksheet, and that each “bite” will be shown three times in rapid succession. Have them pre-read questions and get ready to watch. Encourage them to work in pairs or groups and speak in Chinese!

View “Interview with a Primary School Student, Specific info activities, Viewing 1”, consisting of the same “bite” recorded three times in succession.

Pause the tape and give students a chance to fill in the information they have gathered.

View “Specific info activities” viewing segments 2 through 5, pausing between each segment as you did for “Viewing 1.”
Students can work together to compare their answers, or you may have the class check answers together, or have students self-check using a key you put on the board.

KEY: Duàn, grade 3, all the classes EXCEPT English and Geography, favorite is Language Arts, has a younger sister (who may actually be a cousin), likes running (and long jump, for which there is no picture).

ously gōngzuò • Linguistic activities

Pass out “Linguistic activities, Worksheet 1” and ask students to pre-read.

Pass out “Linguistic activities” student worksheets 2 and 3. Tell students to complete the chart and wait to check answers before beginning the next activity.

Check answers using your method of choice.

KEY: See chart. Items in parentheses have already been supplied to students.

<table>
<thead>
<tr>
<th>Name</th>
<th>(Li Héshēng)</th>
<th>Dèng Zijuān</th>
<th>(Zhāng Lidé)</th>
<th>Mā Yíhuá</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hanzi #</td>
<td>3</td>
<td>4</td>
<td>(1)</td>
<td>2</td>
</tr>
<tr>
<td>Pinyin letter</td>
<td>A</td>
<td>(D)</td>
<td>C</td>
<td>(B)</td>
</tr>
<tr>
<td>Grade</td>
<td>(7th grade)</td>
<td>(graduate student)</td>
<td>6th grade</td>
<td>college sophomore</td>
</tr>
<tr>
<td>At current school for...</td>
<td>4 months</td>
<td>3 years</td>
<td>(2 and a half years)</td>
<td>(1 year + 3 months)</td>
</tr>
<tr>
<td>Subjects being taken</td>
<td>(English, calligraphy, community service, phys. ed., etc.)</td>
<td>(Phys. Ed. [likes running])</td>
<td>(math, English, art, etc.)</td>
<td>Chinese, English, math</td>
</tr>
</tbody>
</table>
After you have carefully read through the instructions yourself, ask students to read through directions for the next entire 8-step activity before beginning work. This complex activity requires careful management by the teacher. The object of teacher management is to preserve the integrity of the activity by ensuring that students accomplish the speaking task by using Chinese language rather than by merely showing each other the papers they have received. Here is a summary of what the teacher needs to do at each step:

Step 1: Make sure students are working alone.
Step 2: Collect papers and make sure that there are no names on the papers. Strike completely through names that do appear, so they are unreadable. If you wish to, you may provide feedback to the class as a whole on errors in the self-introductions that you feel are important or prevalent.
Step 3: This step can be done as a class, with students offering suggestions.
Step 4: Before you randomize and pass back papers, check with the students to make sure they know what’s going to happen. Try not to pass a student his or her own paper! Request SILENT reading.
Step 5: Enforce the procedure of concealing the papers.
Step 6: Before beginning interviews, solicit questions about procedure or language. Tell students to WAIT for instructions before doing Step 7.
Step 7: You can give permission for this step when everyone is finished with Step 6 interviews.
Step 8: Offer consultation services. This step makes a good homework assignment.

For the post-activity, invite a native or near-native speaker of Chinese, preferably a student, to your classroom. Ask the students to prepare to interview this person, each preparing two questions (at a minimum) to ask. Remind them that in addition to other questions
they may already know how to ask, they now know how to ask about grade in school, length of time at current school, and subjects taken in school. Tell students to listen carefully during the interview and to note five to ten facts about the person which they will use to write a short introduction to this person, similar to the one they wrote about themselves. The reports may be used for peer feedback or may be gathered by the teacher for feedback.
Lesson 1
Interview with a Primary School Student

总体活动・Zōngtī huòdòng • Global activities

Watch the video again and place numbers next to each of the topics below to indicate the order in which they appear in the video.

_Number of years at this school  _Student’s name  _Grade in school

.Classes she takes  _Brothers and sisters  _Favorite subject in school

具体信息・Jùti xīnxì • Specific information activities

View five video selections to complete the following worksheet. The student in the video is going to transfer to a school in the United States. Help her finish filling out the form on the following page in English, including the nine subjects she is taking. FILL OUT THE FORM FROM HER POINT OF VIEW.
PLAINFIELD SCHOOL DISTRICT STUDENT INFORMATION FORM

Name: ____________,  Dié  
Grade: ____________

Number of years at current school: 3

- Classes you are currently enrolled in (check all that apply):

<table>
<thead>
<tr>
<th>English as a Foreign Language</th>
<th>Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>√ Mathematics</td>
<td>(in your native language)</td>
</tr>
<tr>
<td>√ Natural Science (or equivalent)</td>
<td>√ Art</td>
</tr>
<tr>
<td>Geography</td>
<td>√ Community Service (or equivalent)</td>
</tr>
<tr>
<td>Music</td>
<td>√ Ethics/ Citizenship</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Penmanship</td>
</tr>
<tr>
<td></td>
<td>Computer Studies</td>
</tr>
</tbody>
</table>

- Place a star next to your favorite of the classes above.

- You have (circle all that apply):

  older / younger sister(s) / brother(s)

- Circle at least one of your favorite sports below:
Lesson 1
INTERVIEW WITH A PRIMARY SCHOOL STUDENT

Below are four paragraphs in Hanzi (#1 through #4) by four fictitious Chinese immigrant students in Hawaii giving information about themselves. Following the paragraphs, in mixed-up order, are transcriptions of the paragraphs into Pinyin romanization (letters A through D). Read the paragraphs and use the information to complete the chart on Worksheet 2.

1. 我叫张立德。我念高小三年级。我在Hokulani小学两年半了。我学数学、英文、美术、还有一些别的课。我最喜欢的课是美术课。

2. 我叫马益华。我念大学二年级。我在Chaminade大学一年三个月了。我学中文、英文、数学、还有……没有了。我最喜欢中文课。

3. 我叫李荷生。我念初中一年级。我在Jarrett中学四个月了。我学英文、写字、劳动、体育，还有一些别的课。我最喜欢英文。

4. 我叫邓姿娟。我是研究生。我在夏威夷大学有三年。我学体育。我最喜欢跑步。


B. Wǒ jiào Mǎ Yìhuá. Wǒ niàn dàxué èr níánjí. Wǒ zài Chaminade dàxué yī nián sān ge yuè le. Wǒ xué Zhōngwén, Yīngwén, shùxué, hái yǒu... méi yǒu le. Wǒ zuì xǐhuān Zhōngwén kè.


Lesson 1
INTERVIEW WITH A PRIMARY SCHOOL STUDENT

Using information from the paragraphs on Worksheet 1, fill in the blank cells in the chart.

<table>
<thead>
<tr>
<th>Name</th>
<th>Li Hesheng</th>
<th>Zhăng Lidé</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hanzi #</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Pinyin letter</td>
<td>D</td>
<td>B</td>
</tr>
<tr>
<td>Grade</td>
<td>7th grade</td>
<td>graduate student</td>
</tr>
<tr>
<td>At current school for...</td>
<td>2 and a half years</td>
<td>1 year + 3 months</td>
</tr>
<tr>
<td>Subjects being taken</td>
<td>English, calligraphy, community service, phys. ed., etc.</td>
<td>Phys. Ed. (likes running)</td>
</tr>
</tbody>
</table>

This activity is complicated. Instructions are continued on Worksheet 3. FOLLOW DIRECTIONS step by step.

Step 1: Using the paragraphs on the previous worksheet as a model, write on a fresh, WHITE sheet of paper a self-introduction paragraph in Pinyin ONLY (with tone-marks) giving your name, grade, the length of time you have been at your current school, and at least two of the subjects you study. LEAVE THE SPACE WHERE YOU WOULD WRITE YOUR NAME BLANK. Do not include any information on the sheet about your name.

Step 2: Pass your paper to the instructor.
Lesson 1
INTERVIEW WITH A PRIMARY SCHOOL STUDENT

Instructions for the activity on Worksheet 2 are continued below.

Step 3: Place check marks next to questions below that you think you would use to interview someone to find out information such as that you have written down.

<table>
<thead>
<tr>
<th>Ni xihuan pao bu ma?</th>
<th>Ni zai ni de xuexiang ji nian le?</th>
<th>Ni duo da le?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ni shang shenme ke?</td>
<td>Ni jiao shenme mingzi?</td>
<td>Ni nian ji nianji?</td>
</tr>
</tbody>
</table>

Step 4: Receive another student’s completed writing from the instructor and PRIVATELY read it. Memorize the information in it well enough to recognize it when you hear it.

Step 5: Put away the paper in your backpack or briefcase or desk.

Step 6: Without taking out the paper, interview four people. Do not let any of them know if you think you read their paper.

Step 7: When everyone is done interviewing, go get the paper you put away, and if you think you have found the person who wrote it, offer it to that person and ask, “Zhe shi ni de ma?” How many people in your class found the person who wrote their paper?

Step 8: Rewrite your self-introduction IN HANZI ONLY. This time give information about your name.
Lesson 2
DESCRIPTION OF TIANANMEN SQUARE

教师指南 • Jiàoshī zhǐnán • Suggestions for the teacher

准备活动 • Zhǔnbèi huódòng • Pre-activities

💡 Tell the students they are going to see a description of Tiananmen Square. Ask them to name any monuments or buildings they know about on the square, or to guess the function of the buildings that might be there, considering that Tiananmen Square serves a function similar to the function of The Mall in Washington, D.C. List their guesses up on the board or visual presenter. Tell them you are going to help them check their guesses by showing them a list of buildings which are on the square — plus one which is not. Put the following list up on the board and ask them to guess, based on a SILENT viewing of the video, which one of these kinds of buildings is NOT situated on the square.

- a museum
- a monument
- a palace gate
- a memorial building
- a building for the Chinese Congress
- a government office building

📖 View “Description of Tiananmen Square, Pre-activities.” There is NO SOUND.

-confirm the answer. Tell the students they will see and hear about all the other listed items in the video, and ask them to keep in mind which things they see belong to which category.

⚠️ KEY: a government office building.
总体活动・Zòngtǐ huódòng・Global activities

Pass out “Global activities/Specific information activities Worksheet 1.” Have the students read the worksheet and get ready to complete it.

View “Description of T. Square, Global activities, Viewing 1”

View “Description of T. Square, Global activities, Viewing 2”

Confirm the answers. If additional viewings are necessary, rewind and view again at the teacher's discretion.

KEY: 4, 6, 1, 2, 3, 5

具体信息・Jūtǐ xǐnxī・Specific information activities

Have students continue their work on the same worksheet.

View “Description of T. Square, Specific info activities, Viewing 1”

Have students work in pairs to check answers.

KEY: to roller skate

Pass out “Specific information activities Worksheet 2.” Have students read it and get ready to write Pinyin on the map.

View “Description of T. Square, Specific info activities, Viewing 2”

Confirm the answers.

KEY: At the top, 天安门; at left, the 人民大会堂; in the middle, the 英雄纪念碑; at right, the 历史博物馆; at the bottom, the 毛主席纪念堂.
Pass out "Linguistic activities, Worksheet 1."
Tell students they will have two viewings to gather information to complete the worksheet. Have them pre-read the items in the table and get ready to watch. During the first viewing they are to match codes from the right-hand columns to the English meanings on the left, as in the examples. Group work is fine.

View "Description of T. Square, Linguistic activities, Viewing 1"

View "Description of T. Square, Linguistic activities, Viewing 2"

Have students work in groups to check answers.
KEY: h4, b5, c2, a9, g3, i8, f1, e6, d7

Pass out "Linguistic activities, Worksheet 2." Ask students to guess, "左手在哪儿？" Identify one of the blank circles (for example, the leftmost one) and ask students to brainstorm how they might name one of the positions where there is a blank circle. When you feel they are ready, have them puzzle through the rest of the worksheet.

Have students work in groups to check answers.
KEY (from L to R): 3, 2, 4, 5, 1

Pass out "Linguistic activities, Worksheet 3." Confirm that the students understand the instructions. Facilitate their formation into pairs for the second task on the worksheet.

Have students work in groups to check answers.
KEY: F, T, T, T, F, T
The post-activity is an information-gap activity to be performed in pairs of students who do not show their papers (Form A and Form B) to each other. Group students in pairs and pass out "Post-activities" student worksheet forms A and B so that each pair has one A person and one B person. Have students follow directions on the sheet. Lead the students through part of the worksheet task, taking both A and B roles, before turning them loose: this will minimize confusion and questions.
Lesson 2
DESCRIPTION OF TIANANMEN SQUARE

View the video twice to complete this section.
Place numbers in the boxes to indicate in which order you hear the following topics mentioned:

<table>
<thead>
<tr>
<th></th>
<th>第几？</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yīngxióng Jìniàn Běi</td>
<td></td>
</tr>
<tr>
<td>Máo Zhǔxí Jìniàn Táng</td>
<td></td>
</tr>
<tr>
<td>Běijīng rén lái wǎnr, fàng fēngzheng</td>
<td></td>
</tr>
<tr>
<td>Rénmín Dàhuì Táng</td>
<td></td>
</tr>
<tr>
<td>Tiānānméng</td>
<td>3</td>
</tr>
<tr>
<td>Lǐshǐ Bówùguān</td>
<td></td>
</tr>
</tbody>
</table>

Watch the video again and cross out the activity that is NOT mentioned as a reason Beijing residents come to the square.

- to amuse themselves
- to roller skate
- to fly kites
Lesson 2
DESCRIPTION OF TIANNANMEN SQUARE

Watching the video one more time, use Pinyin to label each of the buildings and monuments in the map of the Square below. (Refer to the Global Activities worksheet for the Pinyin names.)
Lesson 2
DESCRIPTION OF TIANANMEN SQUARE

语言工作 • Yǔyán gōngzuò • Linguistic activities • Worksheet 1

During Viewing 1 and Viewing 2, fill the letter/number code for each Pinyin and Hanzi vocabulary item in the appropriate box.

<table>
<thead>
<tr>
<th>English</th>
<th>PY</th>
<th>HZ</th>
</tr>
</thead>
<tbody>
<tr>
<td>left side</td>
<td></td>
<td>h</td>
</tr>
<tr>
<td>right side</td>
<td></td>
<td></td>
</tr>
<tr>
<td>exact front</td>
<td></td>
<td></td>
</tr>
<tr>
<td>middle, center</td>
<td></td>
<td></td>
</tr>
<tr>
<td>facing (opposite) X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>square, plaza</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fly kites</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>to be at</td>
<td></td>
<td></td>
</tr>
<tr>
<td>amuse oneself</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>拼音</th>
<th>汉字</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. zhōngjiān</td>
<td>①放风筝</td>
</tr>
<tr>
<td>b. yòubian</td>
<td>②正前方</td>
</tr>
<tr>
<td>c. zhèng qiánfāng</td>
<td>③与 X 相对</td>
</tr>
<tr>
<td>d. yóu wán</td>
<td>④左边</td>
</tr>
<tr>
<td>e. zài</td>
<td>⑤右边</td>
</tr>
<tr>
<td>f. fāng fēngzhēng</td>
<td>⑥在</td>
</tr>
<tr>
<td>g. yù X xiāng duì</td>
<td>⑦游玩</td>
</tr>
<tr>
<td>h. zuòbían</td>
<td>⑧广场</td>
</tr>
<tr>
<td>i. guāngchāng</td>
<td>⑨中间</td>
</tr>
</tbody>
</table>
Each of the phrases below describes a position. Write its number in the appropriate circle. Use the space to the right of each phrase to transcribe it into Pinyin (with tone marks!).

(一)右手的右边
(二)左手的正前方
(三)左手的左边
(四)左手和右手的中间
(五)与(二)相对
Lesson 2
DESCRIPTION OF TIANANMEN SQUARE

Mark each sentence with T or F, using the information from the drawing. Then quiz a partner by reading the statements aloud in random order (or creating your own variations!) and having him or her answer “Dui” (right) or “Bú duì” (wrong). NOTE: You are facing the Jefferson Memorial.

(一) Capitol 在 Jefferson Memorial 的左边。
(二) Washington Monument 与 Jefferson Memorial 相对。
(三) Supreme Court 在你的左边。
(四) Wash. Monument 在 Jefferson Memorial 的正前方。
(五) Capitol 在 Wash. Monument 和 Supreme Court 的中间。
(六) Capitol 在 Supreme Court 的右边。
Lesson 2
DESCRIPTION OF TIANANMEN SQUARE

FORM A
You and a Chinese-speaking friend are sightseeing in Washington, D.C. However, you are staying at separate hotels. You both have copies of the same sightseeing map, and today you both drew boxes around the monuments and buildings on the Mall you plan to see. But both maps got wet in a big rainstorm today and a few of the names on each map have been blotted out. Now you are on the phone with your friend, speaking CHINESE ONLY. For each “boxed” site that you can still read on your map of the Mall below, ask your friend if she wants to see it. If she doesn’t know where the site is, try to tell her where it is using the phrases you have just learned. If your friend asks you if you want to see a site whose name you don’t see on your map, that means it was blotted out. Ask where it is and see if your friend can tell you in Chinese. Write the name in the appropriate place.
Lesson 2
DESCRIPTION OF TIANANMEN SQUARE

FORM B
You and a Chinese-speaking friend are sightseeing in Washington, D.C. However, you are staying at separate hotels. You both have copies of the same sightseeing map, and today you both drew boxes around the monuments and buildings on the Mall you plan to see. But both maps got wet in a big rainstorm today and a few of the names on each map have been blotted out. Now you are on the phone with your friend, speaking CHINESE ONLY. For each “boxed” site that you can still read on your map of the Mall below, ask your friend if she wants to see it. If she doesn’t know where the site is, try to tell her where it is using the phrases you have just learned. If your friend asks you if you want to see a site whose name you don’t see on your map, that means it was blotted out. Ask where it is and see if your friend can tell you in Chinese. Write the name in the appropriate place.
Lesson 3
INTERVIEW WITH AN ELDERLY LADY

教师指南 • Jiàoshī zhīnán • Suggestions for the teacher

准备活动 • Zhǔnbèi huòdòng • Pre-activities

💡 Tell the students they will be viewing an interview with a lady on the campus of Peking University.

📚 Pass out "Pre-activities" worksheet. Have students look over the questions and prepare to predict the answers on the basis of her appearance.

🎞️ View "Elderly Lady, Pre-activities." There is NO SOUND.

⭕ Have students write predictions on worksheet, using as much Chinese as they can, then compare predictions. Student predictions may be noted on the board.

总体活动 • Zǒngtǐ huòdòng • Global activities

📝 Pass out "Global activities" student worksheet. Tell students that in Viewing 1 they will complete only the "confirm" task, confirming which topics appear in the video and which do not by placing a check in the "有" column if a topic appears and in the "没有" column if it does not. Have them pre-read topics and get ready to watch.

🎞️ View "Elderly Lady, Global activities, Viewing 1"

⭕ Students can work together to compare their answers, or you may have the class check answers together, or have students self-check using a key you put on the board.
KEY: She does not mention where she lives or when she gets up.

During Viewing 2, students will do the “circle the answer” task on the “Global activities” worksheet. Have them pre-read the question and get ready to watch.

View “Elderly Lady, Global activities, Viewing 2”

Confirm the answer.

KEY: She tells us her family name.

Pass out “Global activities, Worksheet 2.” During Viewing 3, students will fill in numbers to order the appearance of topics in the video. Have them pre-read the table and get ready to watch.

View “Elderly Lady, Global activities, Viewing 3”

Confirm the answers. If additional viewings are necessary, rewind at the instructor’s discretion.

KEY: 2, 4, 3, 1, 5.

Pass out “Specific information activities” student worksheet. Tell students they will have at least two viewings to gather information to complete the task. Have them pre-read questions and get ready to watch.

View “Elderly Lady, Specific info activities, Viewing 1”

View “Elderly Lady, Specific info activities, Viewing 2”
Confirm the answers.

KEY: 65, retired, two sons, she’s just been to buy milk, Níng.

Pass out “Linguistic activities” student worksheet. Tell students they will have one viewing to gather information to complete the task. Have them pre-read questions and get ready to watch.

View “Elderly Lady, Linguistic activities”

Confirm the answers.

KEY: Exercise ①: c4, b1, e3, a5, d2; Exercise ②: Specific (example), specific, yes-no, specific, yes-no, specific, yes-no.

Pass out “Post-activities” student worksheet 1. Have students work in pairs, alone, at home — however you think appropriate — to complete the tasks.

Results may be performed; written drafts can first be passed around for peer critiquing.

Pass out “Post-activities” student worksheets 1 and 2. Again, a variety of ways to complete the task are available.

The teacher may wish to collect the written version of the final worksheet as a diagnostic indicator of student learning.
Lesson 3
INTERVIEW WITH AN ELDERLY LADY

准备活动 • Zhǔnbèi huódòng • Pre-activities

Predict:

她多大岁数了？
Tā duó dà suíshù le?

她做什么工作？
Tā zuò shénme gōngzuò?

她几点钟起床？
Tā jī diǎn zhōng qǐ chuáng?

她有没有孩子？
Tā yǒu méi yǒu háizi?

她住在哪里？
Tā zhù zài nǎr?

她去干什么？
Tā qù gàn shénme?

If you wished to speak to her, how would you address her? (Use Pinyin)

“_________________________”
Lesson 3
INTERVIEW WITH AN ELDERLY LADY

总体活动 • Zǒngtǐ huódòng • Global activities

Confirm:

| 多大岁数了 | duó dà suìshù le |
| 做什么工作 | zuò shénme gōngzuò |
| 几点钟起床 | jǐ diǎn zhōng qǐ chuáng |
| 有没有孩子 | yǒu méi yǒu háizi |
| 住在哪儿 | zhù zài nár |
| 去干什么 | qù gàn shénme |

有 | 没有

Circle the answer.
在录象里，老太太还告诉我们她的 ________。
Zài lùxiàng lǐ, lǎo tàitai hái gào su wǒmen tā de ________。

甲。孩子的名字 háizi de míngzi
乙。姓是什么 xìng shì shénme
丙。年收入是多少 nián shòurù shì duōshāo
丁。先生的工作是什么 xiānshēng de gōngzuò shì shénme
**Lesson 3**

**INTERVIEW WITH AN ELDERLY LADY**

<table>
<thead>
<tr>
<th>几号？</th>
<th>1号</th>
</tr>
</thead>
<tbody>
<tr>
<td>多大岁数了</td>
<td>duó dà suìshu le</td>
</tr>
<tr>
<td>做什么工作</td>
<td>zuò shénme gōngzuò</td>
</tr>
<tr>
<td>有没有孩子</td>
<td>yǒu méi yōu háizi</td>
</tr>
<tr>
<td>去干什么</td>
<td>qù gàn shénme</td>
</tr>
<tr>
<td>姓什么</td>
<td>xìng shénme</td>
</tr>
</tbody>
</table>

Write numbers in the boxes to show the order of appearance of the topics (1, 2, 3, etc.).
Lesson 3
INTERVIEW WITH AN ELDERLY LADY

View the video again (twice) to answer the following questions:

她多大岁数了？

她做什么工作？

她有没有孩子？

她去干什么？

她姓什么？

问问题的人怎么叫她？
Wèn wèntí de rén zěnme jiào tā?
How does the interviewer address her?

" ___________________ "

29
Lesson 3

INTERVIEW WITH AN ELDERLY LADY

Fill the letter/number code for each Pinyin and Hanzi vocabulary item in the appropriate box.

<table>
<thead>
<tr>
<th>English</th>
<th>PY</th>
<th>HZ</th>
</tr>
</thead>
<tbody>
<tr>
<td>retired</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;auntie&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>to have nothing in particular to do</td>
<td></td>
<td></td>
</tr>
<tr>
<td>grandson</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>拼音</th>
<th>汉字</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. méi shìr</td>
<td>① 大妈</td>
</tr>
<tr>
<td>b. dà mā</td>
<td>② 孙子</td>
</tr>
<tr>
<td>c. tuì xiū le</td>
<td>③ 年纪</td>
</tr>
<tr>
<td>d. sūnzi</td>
<td>④ 退休了</td>
</tr>
<tr>
<td>e. niánjì</td>
<td>⑤ 没事儿</td>
</tr>
</tbody>
</table>

Check the appropriate box to show whether each question is a yes-no question or a specific-information question (using question words).

<table>
<thead>
<tr>
<th></th>
<th>Yes-no question</th>
<th>Specific question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nín guìxing?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nǐ dào nǎr qù?</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Nín hái gōngzuò ma?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jiālǐ yǒu shénme rén?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hàizi dōu hé nǐ zhù zài yīqǐ ma?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nín jīnnián duó dà niánjì le?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hài zi zhù yīqǐ ma?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 3
INTERVIEW WITH AN ELDERLY LADY

Role-play: A woman named Ning has just won the lottery. The lottery company has been unable to locate her. The company representative is not sure if the woman you just talked to is the same one who won the prize, so he has asked you to tell him what you know about the woman. Tell him as much as you can. You may use Pinyin and/or Hanzi to make preparatory notes. (Speak and write in complete sentences.)
Lesson 3
INTERVIEW WITH AN ELDERLY LADY

You are writing an article for the school newspaper about ordinary people in China. You want to interview the two people below. In the blanks provided, Use Pinyin and/or Hanzi to write four questions you wish to ask each person.
Lesson 4
INTERVIEW WITH A LITTLE GIRL

教师指南 • Jiàoshī zhǐnán • Suggestions for the teacher

准备活动 • Zhǔnbèi huódòng • Pre-activities

💡 Put the following list of topics on the board or visual presenter. Tell students to prepare to look at the little girl onscreen and predict which TWO of the topics she will NOT talk about. Use as much Chinese as you think appropriate.

<table>
<thead>
<tr>
<th>地址</th>
<th>dizhī</th>
</tr>
</thead>
<tbody>
<tr>
<td>生日、年龄</td>
<td>shēngrì, niánling</td>
</tr>
<tr>
<td>宠物</td>
<td>chǒngwù</td>
</tr>
<tr>
<td>家人</td>
<td>jiārén</td>
</tr>
<tr>
<td>好玩儿的地方</td>
<td>hǎowánr de difang</td>
</tr>
<tr>
<td>玩具、游戏</td>
<td>wánjù, yóuxì</td>
</tr>
<tr>
<td>吃饭、喝水</td>
<td>chī fàn, hē shuǐ</td>
</tr>
</tbody>
</table>
View "Little Girl, Pre-activities." There is NO SOUND.

Note student predictions on the board. (Suggestion: ask students to vote on the two topics they think will not appear.)

总体活动• Zōngtǐ huόdòng • Global activities

💡 Tell students to prepare to view the video and confirm which topics the little girl did NOT talk about.

🖥 View "Little Girl, Global activities, Viewing 1."

⭕ Confirm the topics which did not appear.

桁 KEY: She did not talk about her address or her pets.

冊 Pass out "Little Girl, Global activities" worksheet. READ OVER INSTRUCTIONS with the students so they understand what they are doing before you begin. Give them a few minutes to skim the transcribed questions on the worksheet.

🖥 View "Little Girl, Global activities, Viewing 2."

🖥 View "Little Girl, Global activities, Viewing 3."

⭕ Have students compare their results on "Little Girl, Global activities" worksheet. Discuss, using as much Chinese as possible, differences in answers, but don’t venture beyond the requirements of the task.

桁 KEY: Possible answers to "Topic?": C/D/B,C/A,E/C/A/E/D/A,E

桁 KEY: Answers to "Order?": 7, 8, 2, 6, 1, 3, 5, 9, 4
具体信息 • Jùxī xìnxī • Specific information activities

Pass out “Specific information activities” student worksheets (3 pages). Tell students they will have at least two viewings to gather information to complete the task. Have them pre-read questions and get ready to watch.

View “Little Girl, Specific info activities, Viewing 1.”

View “Little Girl, Specific info activities, Viewing 2.”

Have students work in pairs to check answers, perhaps followed by class discussion.

KEY: Drink was Tang; ate hamburgers “‘n stuff”; visits Yiheyuan and Weiminghu; toys and cars are not found at Yiheyuan; she has guns and knives (and stuffed animals, not pictured); she uses stuffed animals to fight.

语言工作 • Yǔyán gōngzuò • Linguistic activities

Pass out “Linguistic activities” student worksheets. Tell students to complete as many of the tasks as they can without viewing the video again. Tell them there will be one final viewing to resolve problems. (Of course, if they insist, additional viewings will do no harm!)

View “Little Girl, Linguistic activities”

Confirm the answers.

KEY: Vocab matching: Vocab matching: e3, b4, d6, c1, f8, a7, h2, g5

KEY: Fill in questions: 小妹妹，你叫什么名字呀？你今年几岁了？你家里还有（些）什么人呢？

KEY: “‘n stuff”/“in addition to...”: B, A, B, A, A, A
Tell the students they will be enacting the following role-play:

"You will be taking care of a six-year-old Chinese girl next Saturday. She speaks only Mandarin. Before Saturday, you will have the chance to speak to her. In order to prepare for a fun day for both of you, you should tell her a little bit about yourself and also find out about her. Prepare a self-introduction including at least five facts about yourself that will interest her, for instance regarding your likes and dislikes. Then prepare six or seven questions for her, including ones asking her about what she likes to do, and asking details about an experience she had recently (birthday party?) that she may have enjoyed."

Have students prepare for their imaginary interview on a blank sheet of paper, preparing "crib notes" in Hanzi and/or Pinyin to help them during the interview. Then have them enact the interview with native speakers (if available) playing the part of the girl, or with you individually.
Lesson 4
INTERVIEW WITH A LITTLE GIRL

总体活动・Zǒngtì huòdòng・Global activities
Below is a transcribed SELECTION of the questions the interviewer asks the little girl in the video. They are NOT IN ORDER. You will be viewing the video two times.
• The first time you watch, write an appropriate letter for each question in the blanks under the heading “Topic?” using choices from the menu. A few questions may have more than one letter.
• The second time you watch, write numbers in the blanks under the heading “Order?” to indicate the order in which the questions are asked.

Menu

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>生日、年龄</td>
<td>家人</td>
<td>好玩儿的地方</td>
<td>玩具、游戏</td>
<td>吃饭、喝水</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic?</th>
<th>Order?</th>
</tr>
</thead>
<tbody>
<tr>
<td>你除了来未名湖以外还喜欢去什么地方玩？</td>
<td>7</td>
</tr>
<tr>
<td>Nǐ chǔ le Wèimínghú yìwài hái xǐhuān qù shénme dìfāng wán?</td>
<td></td>
</tr>
<tr>
<td>你是女孩子，你也喜欢玩儿刀啊、枪啊？</td>
<td>2</td>
</tr>
<tr>
<td>Nǐ shì nǚháizi, nǐ yè xǐhuān wán dāo a, qiāng a?</td>
<td></td>
</tr>
<tr>
<td>你今天是跟谁一起来的？</td>
<td></td>
</tr>
<tr>
<td>Nǐ jīntiān shì gèn shuí yìqǐ lái de?</td>
<td></td>
</tr>
<tr>
<td>记得喝的是什么吗？</td>
<td></td>
</tr>
<tr>
<td>Jì de hē de shí shénme ma?</td>
<td></td>
</tr>
<tr>
<td>今天是第几次来呢？</td>
<td></td>
</tr>
<tr>
<td>Jīntiān shì dì jǐ cì lái ne?</td>
<td></td>
</tr>
<tr>
<td>生日是几月几号，你记得吗？</td>
<td></td>
</tr>
<tr>
<td>Shēngrì shì jǐ yuè jǐ hào, nǐ de de ma?</td>
<td></td>
</tr>
<tr>
<td>除了吃汉堡包以外，你还吃了什么？</td>
<td></td>
</tr>
<tr>
<td>Chú le chī Hānbāobāo yìwài, nǐ hái chī le shénme?</td>
<td></td>
</tr>
<tr>
<td>你觉得最好玩儿的一件事情是什么事情？</td>
<td>9</td>
</tr>
<tr>
<td>Nǐ juédé zui hǎowánr de yì jiàn shìqíng shì shénme shìqíng?</td>
<td></td>
</tr>
<tr>
<td>A, E</td>
<td>4</td>
</tr>
<tr>
<td>你上次在麦当劳吃了些什么东西，还记得吗？</td>
<td></td>
</tr>
<tr>
<td>Nǐ shàng cì zài Mǎidiānláo chī le xiě shénme dōngxi, hái jì de ma?</td>
<td></td>
</tr>
</tbody>
</table>

37
Lesson 4
INTERVIEW WITH A LITTLE GIRL

View the video again twice to answer the following questions:

1. Below are two pictures of a birthday party. Circle the picture you think comes closest to showing Tiántian's last birthday party, and cite information from the video to explain why.
Lesson 4
INTERVIEW WITH A LITTLE GIRL

2. Circle a drink they had at her birthday.

3. How many of these foods does she mention eating at her birthday party? Circle.

4. Check two scenic spots in Beijing Tiántian likes to visit.

<table>
<thead>
<tr>
<th>English</th>
<th>Chinese</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tiananmen Square</td>
<td>天安门</td>
</tr>
<tr>
<td>The Summer Palace</td>
<td>颐和园</td>
</tr>
<tr>
<td>The Forbidden City</td>
<td>故宫</td>
</tr>
<tr>
<td>No Name Lake</td>
<td>未名湖</td>
</tr>
<tr>
<td>Zhongshan Park</td>
<td>中山公园</td>
</tr>
<tr>
<td>August 1st Lake</td>
<td>八一湖</td>
</tr>
</tbody>
</table>
Lesson 4

INTERVIEW WITH A LITTLE GIRL

5. Circle two things on this list she mentions as *not* being found at 颐和园。
   
   toys  ice cream  scenery  cars  kids

6. Circle two kinds of toys that Tiántian mentions having.

   ![Images of toys]

7. 甜甜用她的刀、枪跟她的布娃娃做什么游戏？请划✓。

<table>
<thead>
<tr>
<th>游戏</th>
</tr>
</thead>
<tbody>
<tr>
<td>打</td>
</tr>
<tr>
<td>看书</td>
</tr>
<tr>
<td>给布娃娃喝茶</td>
</tr>
<tr>
<td>给布娃娃穿衣服</td>
</tr>
</tbody>
</table>
Lesson 4
INTERVIEW WITH A LITTLE GIRL

Fill the letter/number code for each Pinyin and Hanzi vocabulary item in the appropriate box.

Gather more vocabulary from your classmates or from watching the video one more time to fill in the blank cells in the chart.

<table>
<thead>
<tr>
<th>English</th>
<th>PY</th>
<th>HZ</th>
</tr>
</thead>
<tbody>
<tr>
<td>knives and guns</td>
<td></td>
<td></td>
</tr>
<tr>
<td>last time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>inside there</td>
<td></td>
<td></td>
</tr>
<tr>
<td>remember</td>
<td>c</td>
<td></td>
</tr>
<tr>
<td>toys</td>
<td></td>
<td></td>
</tr>
<tr>
<td>stuffed toys</td>
<td></td>
<td></td>
</tr>
<tr>
<td>take a trip to...</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>lots and lots</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>拼音</th>
<th>汉字</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. bù wáwa</td>
<td>①记得</td>
</tr>
<tr>
<td>b. shàng cì</td>
<td>②去一趟</td>
</tr>
<tr>
<td>c. jì de</td>
<td>③刀枪</td>
</tr>
<tr>
<td>d. nà lítou</td>
<td>④上次</td>
</tr>
<tr>
<td>e. dāo qiāng</td>
<td>⑤多极了</td>
</tr>
<tr>
<td>f. wánjù</td>
<td>⑥那里头</td>
</tr>
<tr>
<td>g. duō jíle</td>
<td>⑦布娃娃</td>
</tr>
<tr>
<td>h. qǔ yí tàng</td>
<td>⑧玩具</td>
</tr>
</tbody>
</table>
Fill in the questions, using Pinyin or Hanzi or both, that the interviewer asked to elicit the answers on the right.

| 甜甜，大名字叫姚新洛。 | 五岁半多一点儿。 | 爸爸妈妈，爸爸出差了，妈妈上班去了。 |

For the pattern underlined in each sentence below, circle “A” if you feel it means something like “and so forth” or “’n stuff” and “B” if you feel it means something like “besides...” or “in addition to....”

<table>
<thead>
<tr>
<th>A/B</th>
<th>你除了来未名湖以外还喜欢去什么地方玩？(Ni chú le Wèiminghú yǐwài hái xǐhuān qù shénme dìfàng wán?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A/B</td>
<td>里头没有玩具啊什么的。(Lǐtóu méi yǒu wánjù a shénme de.)</td>
</tr>
<tr>
<td>A/B</td>
<td>除了汉堡包以外还吃了什么，还记得吗？(Chú le hànbaobāo yǐwài hái chī le shénme，hái jì de ma?)</td>
</tr>
<tr>
<td>A/B</td>
<td>我们吃了汉堡包那些的。(Wǒmen chī le hànbaobāo nèixié de.)</td>
</tr>
<tr>
<td>A/B</td>
<td>我们喝的是果珍那样的。(Wǒmen hē de shì Guózhēn nàliàng de.)</td>
</tr>
<tr>
<td>A/B</td>
<td>你是女孩子，你也喜欢玩儿刀啊、枪啊？(Nǐ shì nǚháizi，nǐ yě xǐhuān wánr dāo a，qiāng a?)</td>
</tr>
</tbody>
</table>
Lesson 5
INTERVIEW WITH A PEDDLER

教师指南 • Jiàoshī zhīnán • Suggestions for the teacher

准备活动 • Zhǔnbèi huóđòng • Pre-activities

Tell the students they are going to see an interview with a man who sells things at a small stand at the Great Wall. Put the following six actions on the blackboard or on the visual presenter. Have students look over the actions and have the class work through the meaning together—the teacher can offer support where necessary—and prepare to predict on the basis of a preview of the video without sound WHICH ONE OF THESE ACTIONS THE INTERVIEWER WILL NOT PERFORM.

<table>
<thead>
<tr>
<th>问长城多高</th>
<th>会出现</th>
<th>不出现</th>
</tr>
</thead>
<tbody>
<tr>
<td>问东西的名字</td>
<td></td>
<td></td>
</tr>
<tr>
<td>问东西的价钱</td>
<td></td>
<td></td>
</tr>
<tr>
<td>买东西</td>
<td></td>
<td></td>
</tr>
<tr>
<td>问小孩儿多大了</td>
<td>会出现</td>
<td>不出现</td>
</tr>
<tr>
<td>问卖东西的人多大了</td>
<td>会出现</td>
<td>不出现</td>
</tr>
</tbody>
</table>

View “Interview with a Peddler, Pre-activities.” There is NO SOUND.
Have students compare their guesses. Gather information about the guesses of the class by vote or by random sample, and put the results on the board.

总体活动 • Zōngtǐ huódòng • Global activities

Tell students that during the first viewing, their task will be to confirm their guesses.

View "Interview with a Peddler, Global activities, Viewing 1"

With input from the students, cross off the action on your chart that is not performed by the interviewer. [Answer: The interviewer does not ask the child how old he is.] Then have the students help you fill in the order in which the interviewer performs the remaining actions. They will have one more viewing to do this in.

View "Interview with a Peddler, Global activities, Viewing 2" and fill in order of appearance of topics.

KEY to order of actions: 问东西的价钱，问东西的名字（back and forth a few times），买东西，问长城多高，问卖东西的人多大了

Note: if additional viewings are necessary, go right ahead and rewind.

具体信息 • Jùtǐ xìnxi • Specific information activities

Pass out "Specific information activities, Worksheet 1." Tell students they will have at least two viewings to gather information to complete the task. Have them pre-read questions and get ready to watch. Encourage them to work in pairs or groups and speak in Chinese!

View "Interview with a Peddler, Specific info activities, Viewing 1"
View “Interview with a Peddler, Specific info activities, Viewing 2”

Students can work together to compare their answers, or you may have the class check answers together, or have students self-check using a key you put on the board.

KEY: h, f, a, b, d, g, c.

Pass out “Specific information activities, Worksheet 2.” Tell students they will have one viewing. Have them pre-read questions and get ready to watch. Encourage them to work again in pairs.

View “Interview with a Peddler, Specific info activities, Viewing 3.”

Check answers using your method of choice.

KEY: ¥3.00, ¥2.50, ¥3.00.

语言工作 • Yùyán gōngzuò • Linguistic activities

Pass out “Linguistic activities, Worksheet 1.” Tell students they will have two viewings to gather information to complete the worksheet. Have them pre-read the items in the table and get ready to watch. They will be circling items they hear in the video.

View “Interview with a Peddler, Linguistic activities, Viewing 1.”

View “Interview with a Peddler, Linguistic activities, Viewing 2.”

Check answers using your method of choice.

KEY: 大爷…,这是什么东西？,请问，这是多少钱一瓶？,三块钱？,咱们来个这个吧？,我们要不要？,你不要那你就要什么？,你不要，那我要了，啊！,来一瓶吧！,来个这个吧！,一共多少钱呢？,噢，一共八块五。
Pass out "Linguistic activities, Worksheet 3." Students may work independently or in pairs or groups.

Check answers using your method of choice. At this point, students will probably not need additional viewings, but if they do, you may rewind the tape.

KEY: d5, a4, i12, f9, c11, k10, h6, e1, b7, g2, j3.

The post-activity is an information-gap activity to be performed in pairs by students who do not show their papers (Form A and Form B) to each other. Pass out "Post-activities" student worksheet forms A and B. Have students follow directions on the sheet. Lead the students through part of the worksheet task, taking both A and B roles, before turning them loose: this will minimize confusion and questions.
Lesson 5
INTERVIEW WITH A PEDDLER

View the video again twice to complete this worksheet. Write letters in the boxes to indicate the correct number that answers each question. (There is one letter that doesn’t fit anywhere.) If you are not sure what a certain question means, there is a key in English below — but the order is mixed up.

他们买了几种东西？
Tāmen mǎi le jǐ zhǒng dōngxi?

—共用了多少钱？
Yìgòng yòng le duōshǎo qián?

长城有多少台阶？
Chángchéng yǒu duōshǎo táijié?

老大爷今年多大年纪了？
Lǎo dàyé jīnnián duó dà niánjí le?

老大爷有几个孩子？
Lǎo dàyé yǒu jǐ ge háizi?

老大爷有几个儿子？
Lǎo dàyé yǒu jǐ ge érzi?

老大爷有几个孩子结婚了？
Lǎo dàyé yǒu jǐ ge háizi jiēhūn le?

How old is the old gentleman this year? How many sons does he have? How many children does he have? How many children does he have who are married? How much money did they spend altogether? How many kinds of things did they buy? How many steps does the Great Wall have?
Lesson 5

INTERVIEW WITH A PEDDLER

View part of the video again once to complete this portion. Here are pictures of the three items inquired about and bought by the customer/interviewer. Write the price underneath each one.

¥ ¥ ¥

A lot of talk is needed to get through a shopping transaction — especially if you have a shopping partner to discuss possible purchases. At each stage of the transaction (such as those in the list on the next page), it is possible to say different things. All of the sentences following each of the listed stages on the next page (Linguistic Activities Worksheet 2) would be OK to use in Chinese in that situation. Your task is to identify the phrases actually used in the video and circle them. If a word is underlined, it means it was specific to the situation in the video. If you were shopping for something else, you might use another word in its place. You will have two viewings of the video to complete Worksheet 2.
### Polite Openers / Product Info

<table>
<thead>
<tr>
<th>大爷…</th>
<th>师傅…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dàyé…</td>
<td>Shīfù…</td>
</tr>
<tr>
<td>这是什么东西？</td>
<td>请问，这是火腿肠吗？</td>
</tr>
<tr>
<td>Zhè shì shénme dōngxi?</td>
<td>Qīngwèn, zhè shì huǒtuǐ zhāng ma?</td>
</tr>
</tbody>
</table>

### Asking Prices

<table>
<thead>
<tr>
<th>这个饮料多少钱一瓶？</th>
<th>请问，这是多少钱一瓶？</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zhè ge yǐnlǐào duòshāo qián yī píng?</td>
<td>Qīngwèn, zhè shì duòshāo qián yī píng?</td>
</tr>
<tr>
<td>这个多少钱一个？</td>
<td>三块钱？</td>
</tr>
<tr>
<td>Zhè ge duòshāo qián yī gè?</td>
<td>Sān kuài qián?</td>
</tr>
</tbody>
</table>

### Consulting with Shopping Partner

<table>
<thead>
<tr>
<th>我们要不要？</th>
<th>咱们来个这个吧？</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wǒmen yào bú yào?</td>
<td>Zánmen lái ge zhè ge ba?</td>
</tr>
<tr>
<td>你不要（这个）那你要什么？</td>
<td>你说，这个怎么样？</td>
</tr>
<tr>
<td>Nǐ bù yào (zhè ge) nà nǐ yào shénme?</td>
<td>Nǐ shuō, zhè ge zěnmeyàng?</td>
</tr>
<tr>
<td>你不要，那我要了，啊！</td>
<td>这个可以吗？</td>
</tr>
<tr>
<td>Nǐ bù yào, nà wǒ yào le, a!</td>
<td>Zhè ge kěyǐ ma?</td>
</tr>
</tbody>
</table>

### Specifying What You Want

<table>
<thead>
<tr>
<th>来个这个吧！</th>
<th>来三个。</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lái ge zhè ge ba!</td>
<td>Lái sān ge.</td>
</tr>
<tr>
<td>我要两个这个。</td>
<td>来一瓶吧！</td>
</tr>
<tr>
<td>Wǒ yào liǎng ge zhè ge.</td>
<td>Lái yī píng ba!</td>
</tr>
</tbody>
</table>

### Confirming Total

<table>
<thead>
<tr>
<th>一共多少钱呢？</th>
<th>嗯，一共八块五。</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yīgōng duòshāo qián ne?</td>
<td>Ŭ, yīgōng bā kuài wǔ.</td>
</tr>
</tbody>
</table>
Lesson 5
INTERVIEW WITH A PEDDLER

Fill the letter/number code for each Pinyin and Hanzi vocabulary item in the appropriate box.

<table>
<thead>
<tr>
<th>English</th>
<th>PY</th>
<th>HZ</th>
</tr>
</thead>
<tbody>
<tr>
<td>steps</td>
<td></td>
<td></td>
</tr>
<tr>
<td>altogether</td>
<td></td>
<td></td>
</tr>
<tr>
<td>≈¥ (colloquial)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>to get married</td>
<td></td>
<td></td>
</tr>
<tr>
<td>beverage</td>
<td>c</td>
<td></td>
</tr>
<tr>
<td>have, get, order</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>thousand</td>
<td></td>
<td></td>
</tr>
<tr>
<td>son</td>
<td></td>
<td></td>
</tr>
<tr>
<td>well, then…</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bottle(ful)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>how much</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>拼音</th>
<th>汉字</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. yígōng</td>
<td>①儿子</td>
</tr>
<tr>
<td>b. nà…</td>
<td>②瓶</td>
</tr>
<tr>
<td>c. yǐnliào</td>
<td>③多少</td>
</tr>
<tr>
<td>d. táijiē</td>
<td>④一共</td>
</tr>
<tr>
<td>e. érzi</td>
<td>⑤台阶</td>
</tr>
<tr>
<td>f. jiēhūn</td>
<td>⑥千</td>
</tr>
<tr>
<td>g. píng</td>
<td>⑦那…</td>
</tr>
<tr>
<td>h. qiān</td>
<td>⑨结婚</td>
</tr>
<tr>
<td>i. kuài</td>
<td>⑩来</td>
</tr>
<tr>
<td>j. duóshāo</td>
<td>(11)饮料</td>
</tr>
<tr>
<td>k. lái</td>
<td>(12)块</td>
</tr>
</tbody>
</table>
Lesson 5
INTERVIEW WITH A PEDDLER

Think of how the father and son negotiated what to buy in the video. Do you think you could negotiate with a shopping partner to arrive at a compromise about what to purchase? Try the following role-play:

You have come to the Great Wall today with a friend who, like you, is also a foreign student in Beijing. Your only common language is Chinese. You have been cruising the food stalls and both of you have the following information:

- Kēlè ¥ 3.00
- Huòtuǐ cháng ¥ 2.50
- Ritz bǐnggān ¥ 2.00

(fold here so your partner can’t see what is below)

FORM A

The following information does not need to be told to your partner, but it may affect what you want to say.

Much to your embarrassment, you forgot to bring any money with you, but you know that your friend intends to share with you. The only thing is, s/he may not have much money. You are craving meat, and are curious about this "huòtuǐ cháng" stuff.

Propose a purchase you think will be satisfactory for both of you.
Lesson 5
INTERVIEW WITH A PEDDLER

Think of how the father and son negotiated what to buy in the video. Do you think you could negotiate with a shopping partner to arrive at a compromise about what to purchase? Try the following role-play:

You have come to the Great Wall today with a friend who, like you, is also a foreign student in Beijing. Your only common language is Chinese. You have been cruising the food stalls and both of you have the following information:

kēlè  ¥ 3.00  huòtuǐ cháng  ¥ 2.50  Ritz bǐnggān  ¥ 2.00

(fold here so your partner can’t see what is below)

The following information does not need to be told to your partner, but it may affect what you want to say.

Your friend forgot to bring any money with him/her, but you’re willing to share what you’ve got, and you don’t want him/her to feel embarrassed. However, you only have ¥5, and you’re quite thirsty.

Propose a purchase you think will be satisfactory for both of you.
Lesson 6
UNIVERSITY STUDENT BORROWS NOTES

教师指南 • Jiàoshī zhǐnán • Suggestions for the teacher

准备活动 • Zhǔnbèi huódòng • Pre-activities

Tell the students they are going to see a video of a student from
Peking University borrowing notes from his classmates. Put the
following list of topics on the board or visual presenter and ask
students to predict which TWO of the topics will NOT be mentioned
in the video.

- when he'll return the notes
- what he'll do with the notes
- what kind of notes they are
- what he'll do in return for the favor
- how many pages of notes there are
- how many classes he missed
- why he missed classes

Tell the students everyone MUST vote twice, designating the two
topics they guess will not appear. Record votes next to the topics.

总体活动 • Zǒngtǐ huó dòng • Global activities

Tell students that their task during the first viewing will be to
confirm which topics appear in the video and which do not. They
may also begin to listen for the order in which the topics appear.

View “Univ. Student Borrows Notes, Global activities, Viewing 1.”
Match the results of the voting done during pre-activities to the key.
KEY: What he’ll do in return and how many pages of notes there are are NOT mentioned in the conversation.
Ask the students to quickly jot down the remaining five topics, and get ready to number the topics according to the order in which they are treated. Students will have two more viewings to do this in.
View “Univ. Student Borrows Notes, Global activities, Viewing 2” and fill in order of appearance of topics.
View “Univ. Student Borrows Notes, Global Activities, Viewing 3” and finish determining order of topics.
Confirm the order of topics through class discussion. Note: if additional viewings are necessary, rewind and view again at the teacher’s discretion.
KEY: how many classes he missed, why he missed classes, what kind of notes they are, when he’ll return the notes, what he’ll do with the notes.

Pass out “Specific information activities” student worksheet. Tell students they will have two viewings to gather information to circle the answers. (Each viewing consists of seven edited mini-clips containing the answers to the seven questions on the worksheet.) Have them pre-read questions and get ready to watch. Encourage them to work in pairs or groups and speak in Chinese.
View “University Student Borrows Notes, Specific information activities, Viewing 1”
View “University Student Borrows Notes, Specific information activities, Viewing 2”
Confirm the answers.
KEY: B, D, C, A, D, B, C.

语言工作 • Yǔyán gōngzuò • Linguistic activities

Pass out "Linguistic activities" student worksheets 1 and 2. Tell students to complete as many of the items on the worksheets as they can before watching the video. If necessary, they will have additional viewings to gather language items they need to complete the worksheets.

If necessary, view "University Student Borrows Notes, Linguistic activities, Viewing 1"

Have students check each other's answers. Solicit questions regarding difficult items.

KEY: Worksheet 1: 呢, 找, 找不着, 干嘛, 复习, 笔记, 用, 事, 哪一门, 外交, 还给, 抄, 复印

KEY: Worksheet 2:
Ào, zài zhèr ne! Zhāo nǐmen... Zhēn qǐngxiǎn, zhāo nǐmen dōu zhāo bu zháo.
Gàn mà ya? Wǒmen dōu fūxí hǎo le, gōngkè.
Wǒ xiànzǎi méi bǐjǐ ya! Nǐmen fūxí hǎo le...? Jiè wǒ yòng yǐxià ba.
Wǒ chū qù bàn le diànr shír.
Nǐ yào nà yì mén kě de bǐjǐ? Zhè bèn shí Zhōng-Rì wàijiāo.
Nǐ shěnmé shíhou huán gěi wǒmen ya?
Wǒ shì chāo ne? Fùyín?

衔接活动 • Xiánjiē huódòng • Post-activities

Pass out "Post-activities" student worksheet. Go over directions on the sheet. The directions may be hard to understand; explain them in simple Chinese or go ahead and set the task up in English. Remind students to make use of the resources they have created in the "Linguistic Activities" worksheets. If the task seems too hard, it may be helpful to do a "class version" of the note together first, with everyone brainstorming together, and then have students create their own notes as homework.
Lesson 6
UNIVERSITY STUDENT BORROWS NOTES

具体信息 • Jūtí xìnxi • Specific Information activities

Seven short edited portions of the video containing the answers to the following seven questions will be seen in succession, then repeated. Listen and circle the correct answers.

1. The student missed ____ classes.
   a. two        b. three        c. four        d. five

2. He missed classes because he ____.
   a. went on a short trip        b. was sick
   c. had to take care of his sister        d. had some business to take care of

3. He requested notes for ____.
   a. a specific class        b. two classes
   c. all classes        d. any class

4. The notes are on the topic of ____.
   a. China-Japan diplomacy        b. small business taxation
   c. Ming-Qing history        d. field research methodology

5. He is going to ____ the notes.
   a. hand-copy        b. memorize        c. retype        d. photocopy

6. The notes are to be returned in ____.
   a. two weeks        b. three days        c. four hours        d. five minutes

7. There will be a test ____.
   a. tomorrow        b. this Friday        c. next week        d. today
Lesson 6
UNIVERSITY STUDENT BORROWS NOTES

语言工作 • Yǔyán gōngzuò • Linguistic activities • Worksheet 1

Using Hanzi from the menu below, fill in the blanks for each vocabulary item missing in the following PARTIAL transcript. One blank per character.

Things the male student says as he approaches his classmates and opens the conversation.

噢，在这儿 (so) ______! ______你们……真清闲，找你们都 _______ _______。 (can’t find)

Things they say in response.

____ ______呀？我们都 _______ _______好了，功课。

what for/ what’s up _______ _______ review

He drops a hint that he might need notes. He makes his request.

我现在没 _______ _______呀！你们复习好了？……借我 _______ _______吧。

notes use

He explains why he missed class.

我出去办了点儿 _______.

business

They ask which notes he wants. They state which notes are in their possession.

你要 _______ _______ _______课的笔记？这本是中日 _______ _______。

which (one) which course diplomacy

They ask when he will return them.

你什么时候 _______ _______ _______我们呀？

return to

He wonders aloud what he should do with the notes.

我是 _______ _______ _______呢？

hand-copy photocopy

<table>
<thead>
<tr>
<th>还给</th>
<th>huán gěi</th>
<th>那一门</th>
<th>nà yì mén</th>
<th>复印</th>
<th>fùyìn</th>
<th>呢</th>
<th>ne</th>
</tr>
</thead>
<tbody>
<tr>
<td>干嘛</td>
<td>gàn má</td>
<td>找不着</td>
<td>zhǎo bu zháo</td>
<td>用</td>
<td>yòng</td>
<td>找</td>
<td>zhǎo</td>
</tr>
<tr>
<td>外交</td>
<td>wài jiāo</td>
<td>笔记</td>
<td>bǐ jì</td>
<td>复习</td>
<td>fù xí</td>
<td>事</td>
<td>shì</td>
</tr>
<tr>
<td>抄</td>
<td>chāo</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 6
UNIVERSITY STUDENT BORROWS NOTES

Below is the Hanzi text from the previous page. You know how to fill in the blanks with Hanzi. Now transcribe the text into Pinyin. Some words are supplied.

Things the male student says as he approaches his classmates and opens the conversation.

噢，在这儿__！____你们……真清闲，找你们都__ __ __。

Ao qingxian

Things they say in response.

__ __ 呀？我们都__ __ 好了，功课。

ya gongke

He drops a hint that he might need notes. He makes his request.

我现在没__ __ 呀！你们复习好了…？借我__一下吧。

jie

He explains why he missed class.

我出去办了点儿__儿。

ban

They ask which notes he wants. They state which notes are in their possession.

你要__ __ __课的笔记？这本是中日__ __。

They ask when he will return them.

你什么时候__ __我们呀？

He wonders aloud what he should do with the notes.

我是__ 呢？__ __？
Lesson 6
UNIVERSITY STUDENT BORROWS NOTES

角色扮演：你在北大留学，这个星期有两节课你没有去上，现在想向同学借笔记。请你在下边给那位同学写个便条说明你的请求，并说明：
・你之所以须要借笔记的理由
・你需要的是什么笔记
・你将什么时候还给那个同学。

Role-play: You are a foreign student at Peking University. This week you missed two classes, and you want to borrow notes from a non-English-speaking classmate. Write a note below to the classmate stating your request, and explain:
・ the reason you need to borrow notes
・ which notes you need
・ when you will return the notes
Lesson 7
INTERVIEW WITH A FOREIGN STUDENT

教师指南 • Jiàoshī zhīnán • Suggestions for the teacher

准备活动 • Zhǔnbèi huòdòng • Pre-activities

💡 Tell the students they are going to see an interview with a foreign student eating in a cafeteria at Peking University. Have the students generate five questions each that they might ask if they were the interviewer, and record a selection of student questions on the blackboard or on the visual presenter in Pinyin and/or Hanzi. You may wish to have the students vote on the questions they think most likely to actually appear in the interview.

〇 Do the following topics appear in students’ questions? 宿舍里的房间、国籍、名字、年龄、学习情况、爱好、食堂的饭菜。 Drop a few hints, if you like...

总体活动 • Zǔntǐ huòdòng • Global activities

💡 Tell students that their task during the first viewing will be to confirm which of their made-up questions appear in the video and which do not. They may also begin to listen for the order in which the questions are asked. Have them read through the made-up questions one more time. They are now ready to watch.

💻 View “Foreign Student, Global activities, Viewing 1.”

〇 Have the students help you adjust the list you made during pre-activities to eliminate the topic that is not addressed. Then make spaces next to the list for the students to help you fill in the order in which the questions are treated. They will have one more viewing to do this in. During this viewing, they should also identify questions appearing in the video that they did not guess.
View "Foreign Student, Global activities, Viewing 2" and fill in order of appearance of topics.

Confirm the topics in order — your students do not have to identify all of them. Note: if additional viewings are necessary, rewind and view again at the teacher’s discretion.

KEY: name, nationality, current residence, personal history/current occupation, dining-hall food, today's lunch.

Pass out "Specific information activities, Worksheet 1." Tell students they will have at least one viewing to gather information to complete the task. Have them pre-read questions and get ready to watch. Help them read the worksheet aloud if they find it difficult — don’t make this into a reading lesson! Encourage them to work in pairs or groups and speak in Chinese.

View "Foreign Student, Specific info activities, Viewing 1."

Confirm the answers.

KEY: C, D, B, A, C, B.

Pass out "Specific information activities, Worksheet 2." Tell students they will again have one viewing. Have them pre-read questions and get ready to watch. Encourage them to work again in pairs.

View "Foreign Student, Specific info activities, Viewing 2."

Confirm the answers.

KEY: 鸡丝面条、牛排、汤、茶.
Pass out “Linguistic activities, Worksheet 1.” Students will have two viewings to gather information to complete the worksheet. During the first viewing they are to match codes from the right-hand columns to the English meanings on the left, as in the examples. The blank cells in the table are for the next viewing after this one.

View “Foreign Student, Linguistic activities, Viewing 1.”

Have students check each other’s answers.

KEY: i5, b8, f7, g2, e9, j4, d1, a6, c10, h3

During the second viewing, students are to work in pairs or groups to gather vocabulary they would like to learn from the video. The blank cells in the table can accommodate new words in Pinyin and Hanzi, and their corresponding translations. Have the class share findings and choose four words for everybody to learn.

View “Foreign Student, Linguistic activities, Viewing 2”

Pass out “Linguistic activities, Worksheet 2.” Tell students they will have one viewing to gather information to complete the worksheet. Have them pre-read the items on the worksheet and get ready to watch.

View “Foreign Student, Linguistic activities, Viewing 3”

Additional viewings...? If students are interested enough in the lesson to demand them, it’s a good sign. Go ahead.

Pass out “Post-activities” student worksheet. Go over directions on the sheet. The directions are difficult; explain them in simple Chinese or go ahead and set the task up in English. Remind students that they will have to first think of a set of facts about their “new friend” and state them in a monologue for their partner to use as a basis for guessing. The answer should be “一号，二号” or another number.
Lesson 7
INTERVIEW WITH A FOREIGN STUDENT

具体信息 • Jùtǐ xīnxī • Specific Information activities • Worksheet 1

Watch the video again and circle the correct answer to each question.

1. 那个留学生从哪儿来？
a. 美国  b. 丹麦  c. 阿曼  d. 越南

2. 他来北京多久了？
a. 二十八天  b. 两年半  c. 两年零八个月  d. 二十八年

3. 他现在在哪个系学习？
a. 历史  b. 中文  c. 经济  d. 法律

4. 他觉得留学生活怎么样？
a. 还可以  b. 很好  c. 不错  d. 不好

5. 他觉得留学食堂怎么样？
a. 有时候非常好，有时候比较差
b. 有时候比较好，有时候比较差
c. 有时候还可以，有时候比较差
d. 有时候特别好，有时候比较差

6. 他这顿饭吃得怎么样？
a. 很多  b. 不多  c. 不少  d. 没吃饱
Lesson 7
INTERVIEW WITH A FOREIGN STUDENT

What did the student eat and drink? Circle all that apply.
Lesson 7
INTERVIEW WITH A FOREIGN STUDENT

During Viewing 1, fill the letter/number code for each Pinyin and Hanzi vocabulary item in the appropriate box.
During Viewing 2, gather more vocabulary to fill in the blank cells in the chart.

<table>
<thead>
<tr>
<th>English</th>
<th>PY</th>
<th>HZ</th>
</tr>
</thead>
<tbody>
<tr>
<td>poor, lacking in quality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>just a bit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>beef steak</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I myself</td>
<td></td>
<td></td>
</tr>
<tr>
<td>to fill the stomach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>honored</td>
<td></td>
<td></td>
</tr>
<tr>
<td>to come from</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OK, pretty good</td>
<td></td>
<td></td>
</tr>
<tr>
<td>acceptable, it’ll do</td>
<td></td>
<td></td>
</tr>
<tr>
<td>to take a short course of study</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>拼音</th>
<th>汉字</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. hài xíng</td>
<td>①来自</td>
</tr>
<tr>
<td>b. shāowēi</td>
<td>②本人</td>
</tr>
<tr>
<td>c. shuō de guò qù</td>
<td>③进修</td>
</tr>
<tr>
<td>d. lái zì</td>
<td>④荣幸</td>
</tr>
<tr>
<td>e. tián bāo dūzi</td>
<td>⑤差</td>
</tr>
<tr>
<td>f. niúpái</td>
<td>⑥还行</td>
</tr>
<tr>
<td>g. běnrén</td>
<td>⑦牛排</td>
</tr>
<tr>
<td>h. jìnxiū</td>
<td>⑧稍微</td>
</tr>
<tr>
<td>i. chà</td>
<td>⑨填饱肚子</td>
</tr>
<tr>
<td>j. róngxìng</td>
<td>⑩说得过去</td>
</tr>
</tbody>
</table>
Lesson 7
INTERVIEW WITH A FOREIGN STUDENT

语言工作 • Yǔyán gōngzuò • Linguistic activities • Worksheet 2

Choosing from the menu, write the correct character in each blank.

a.

<table>
<thead>
<tr>
<th>过</th>
<th>快</th>
<th>从</th>
</tr>
</thead>
<tbody>
<tr>
<td>自</td>
<td>后</td>
<td>在</td>
</tr>
<tr>
<td>短</td>
<td>好</td>
<td>前</td>
</tr>
</tbody>
</table>

这个学生来____阿曼，来北京时间不____了，____二十八年了。他父亲在北京工作过，他上北大以____，也在北京工作了____几年。现在____北大中文系进修。

b.

| 因为 | 所以 | 如果 | 为了 | 然后 |

他觉得____能到北大中文系学习，是一个很大的荣幸，____北大是个很有名的大学。

c.

| 就 | 只要 | 因为 | 所以 | 为了 |

今天中午他吃得不多，____早餐吃得比较多。他觉得____能填饱肚子，今天中午____可以说得过去。
Lesson 7
INTERVIEW WITH A FOREIGN STUDENT

Role-play: You are a foreign student at Peking University. Today at lunch in the cafeteria you met another foreign student — one of those pictured below. Describe your new friend well enough so that your roommate can guess which picture you are talking about. You can talk about any and all topics the student from Oman mentioned, including the cafeteria food!
Lesson 8
INTERVIEW WITH A MULETEER

教师指南 • Jiàoshī zhīnán • Suggestions for the teacher

准备活动 • Zhǔnbèi huódòng • Pre-activities

Tell the students they are going to see an interview with a man who drives a mule-cart for a living. Put the following five topics on the blackboard or on the visual presenter. Have students look over the questions — have the class work through the meaning together, offering support where necessary — and prepare to predict the answers on the basis of the man’s appearance.

<table>
<thead>
<tr>
<th></th>
<th>会出现</th>
<th>不出现</th>
</tr>
</thead>
<tbody>
<tr>
<td>女人的情况</td>
<td></td>
<td></td>
</tr>
<tr>
<td>男人的情况</td>
<td></td>
<td></td>
</tr>
<tr>
<td>他们的孩子的情况</td>
<td></td>
<td></td>
</tr>
<tr>
<td>他们的父母的情况</td>
<td></td>
<td></td>
</tr>
<tr>
<td>骡子的情况</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

View “Interview with a Muleteer, Pre-activities.” There is NO SOUND.

Have students compare their guesses, and perhaps come up with a few additional guesses as to the kinds of questions they will hear in the interview. Gather information about the guesses of the class by vote or by random sample, and put the results on the board.
总体活动 • Zōngtī huódōng • Global activities

💡 Tell students that of the five topics given in the chart, all appear in the video except one. During the first viewing, their task will be to identify the topic that does not appear. They may also begin to listen for the order in which the remaining topics are treated. They are now ready to watch.

 bật View “Interview with a Muleteer, Global activities, Viewing 1”

圆 Have the students help you adjust the chart you made during pre-activities to eliminate the topic that is not addressed. Then make spaces on the right of the chart for the students to help you fill in the order in which the remaining topics are treated. They will have one more viewing to do this in. Your chart should look like this:

<table>
<thead>
<tr>
<th>女人的情况</th>
<th>顺序</th>
</tr>
</thead>
<tbody>
<tr>
<td>男人的情况</td>
<td>1</td>
</tr>
<tr>
<td>他们的孩子的情况</td>
<td></td>
</tr>
<tr>
<td>骠子的情况</td>
<td></td>
</tr>
</tbody>
</table>

 bật View “Interview with a Muleteer, Global activities, Viewing 2” and fill in order of appearance of topics.
Check answers as a group.

KEY to order of topics: info about the mule, info about the man, info about the woman, info about the kids

**Specific information activities**

Pass out “Specific information activities, Worksheet 1.” Tell students they will have at least two viewings to gather information to complete the task. Have them pre-read questions and get ready to watch. Encourage them to work in pairs or groups and speak in Chinese!

View “Interview with a Muleteer, Specific info activities, Viewing 1”

View “Interview with a Muleteer, Specific info activities, Viewing 2”

Use your preferred method to check answers. Variety is the spice of life...


Pass out “Specific information activities, Worksheet 2.” Tell students they will again have at least two viewings. Have them pre-read questions and get ready to watch. Encourage them to work again in pairs.

View “Interview with a Muleteer, Specific info activities, Viewing 3”

View “Interview with a Muleteer, Specific info activities, Viewing 4”

Check answers.

KEY: 2, 12, 8, 4, 6, 1500, 8, 3, 3, “师傅”.
Pass out “Linguistic activities, Worksheet 1.” Tell students they will have two viewings to gather information to complete the worksheet. Have them pre-read the items in the table and get ready to watch. During the first viewing they are to match codes from the right-hand columns to the English meanings on the left, as in the examples. Group work is fine. The blank cells in the table are for the next viewing after this one.

View “Interview with a Muleteer, Linguistic activities, Viewing 1”

Have students work in pairs to check answers.

KEY: g5, f4, e7, d1, b8, h3, a2, c6

During the second viewing, students are to work in pairs or groups to gather vocabulary they would like to learn from the video. The blank cells in the table can accommodate new words in Pinyin and Hanzi, and their corresponding translations.

View “Interview with a Muleteer, Linguistic activities, Viewing 2”

Have the class share findings and choose four words for everybody to learn.

Pass out “Linguistic activities, Worksheet 2.” Tell students they will have one viewing to gather information to complete the worksheet. Have them pre-read the items on the worksheet and get ready to watch.

View “Interview with a Muleteer, Linguistic activities, Viewing 3”

Check answers.

KEY: 回、顿、里、头、块
Pass out “Post-activities” student worksheet. Have students follow directions on the sheet. Gather and randomly redistribute the sheets for the speaking portion of the activity. (You might want to model an interview using one of the completed sheets before students try it.)

Possibility for additional role-play: “You have ordered a cartload of coal. The couple in the video will be delivering it. When they arrive, tell them you saw them in a video and tell them what you know about them. Then, ask them three questions to find out more about them. Prepare for the visit by rehearsing with a classmate.”
Lesson 8
INTERVIEW WITH A MULETEER

View the video again twice to complete this worksheet. Confirm which of the following information is true and which is false (check the appropriate boxes):

<table>
<thead>
<tr>
<th></th>
<th>对</th>
<th>错</th>
</tr>
</thead>
<tbody>
<tr>
<td>那个女的姓刘。</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>Nèi ge nǚ de xìng Liú.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>那个男的姓张。</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Nèi ge nán de xìng Zhāng.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>那个男的要卖骡子。</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nèi ge nán de yào mài luózǐ.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>他们有个两岁的孩子。</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tāmen yǒu ge liǎng suì de háizi.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>那个男的的工作是送煤。</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nèi ge nán de gòng zuò shì sòng méi.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>那头骡子不容易生气。</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nèi tóu luózǐ bù róng yì shēng qì.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>那个女的每天都跟丈夫一起工作。</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>Nèi ge nǚ de měitiān dōu gēn zhàng fu yī qǐ gòng zuò.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>那个男的自己不会给骡子看病。</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nèi ge nán de zì jǐ bù huì gěi luó zǐ kàn bìng.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 8
INTERVIEW WITH A MULETEER

View the video again twice to complete this worksheet. Fill in each blank with an appropriate number from the menu.

2, 3, 3, 4, 6, 8, 8, 12, 20, 30, 500, 1500

(1) 他们有 [ ] 个孩子。
(2) 大儿子 [ ] 岁。
(3) 小儿子 [ ] 岁。
(4) 他们家离这儿有 [ ] 公里。
(5) 骡子今年 [ ] 岁。
(6) 骡子是用 [ ] 块钱买来的。
(7) 骡子一天干活干 [ ] 小时。
(8) 骡子每天吃 [ ] 顿饭。
(9) 骡子每天喝 [ ] 回水。

How does the interviewer address the muleteer?
“”
Lesson 8
INTERNVIEW WITH A MULETEER

<table>
<thead>
<tr>
<th>English</th>
<th>PY</th>
<th>HZ</th>
</tr>
</thead>
<tbody>
<tr>
<td>mule</td>
<td></td>
<td></td>
</tr>
<tr>
<td>wife, Madam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>obedient, docile</td>
<td></td>
<td></td>
</tr>
<tr>
<td>deliver coal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>usually</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>to work, labor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>temper</td>
<td>a</td>
<td></td>
</tr>
<tr>
<td>kilometer</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>拼音</th>
<th>汉字</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. píqì</td>
<td>① 送煤</td>
</tr>
<tr>
<td>b. píngcháng</td>
<td>② 脾气</td>
</tr>
<tr>
<td>c. gōnglǐ</td>
<td>③ 干活</td>
</tr>
<tr>
<td>d. sònɡ méi</td>
<td>④ 夫人</td>
</tr>
<tr>
<td>e. tínɡ huà</td>
<td>⑤ 骡子</td>
</tr>
<tr>
<td>f. fūrén</td>
<td>⑥ 公里</td>
</tr>
<tr>
<td>g. luózi</td>
<td>⑦ 听话</td>
</tr>
<tr>
<td>h. ɡàn huó(r)</td>
<td>⑧ 平常</td>
</tr>
</tbody>
</table>

During Viewing 1, fill the letter/number code for each Pinyin and Hanzi vocabulary item in the appropriate box. During Viewing 2, gather more vocabulary to fill in the blank cells in the chart.
Lesson 8
INTERVIEW WITH A MULETEER

As in the example, choose the appropriate measure word from the menu and fill it in the blank.

喝两 回 水
吃三 _______ 饭
走七十 _______ 路
买一 _______ 骡子
用八 _______ 钱
Lesson 8
INTERVIEW WITH A MULETEER

Think of how the mule was described in the video. Can you use Chinese to state some facts about your favorite pet using some of the same language?

- On a separate sheet of scatch paper, jot down a few notes in Pinyin or Hanzi to remind yourself what you will say. On this sheet, in the space below, use English to write down a few brief statements giving the equivalent information. DO NOT WRITE YOUR NAME ON THIS SHEET. These sheets will be gathered by the teacher and redistributed at random. You will then interview your classmates about their pets to find out whose sheet you have received, and to return it to them.
- DON'T SPOIL THE FUN BY LETTING YOUR INTERVIEWEES SEE THE SHEET YOU HAVE RECEIVED.

Summary of facts about pet:
Lesson 9
HOW TO MAKE JIANBING GUOZI

教师指南 • Jiàoshī zhǐnán • Suggestions for the teacher

准备活动 • Zhūnbèi huòdòng • Pre-activities

💡 Note to the instructor: the Pre-activities in this lesson are structured differently from most of the other lessons in that students will be asked to predict both global and specific information based on the images they see in the video. Later, during the Global activities and Specific information activities portion of the lesson, they will be asked to confirm their guesses.

💡 Tell the students they are going to see an interview with a street vendor who prepares a specialty snack food called 煎饼果子. Tell them they will be watching the video two times without sound, and that during each viewing they will have a specific task.

📖 Pass out "Pre-activities/Global activities/Specific information activities" student worksheet. Have students read the "Viewing 1" task under "Pre-activities" and get ready to watch. Their task is to cross out the one of the three topics they guess will not be addressed in the video, based on their first viewing.

🎬 View "How to Make Jianbing guozi, Pre-activities, Viewing 1"

💡 Without checking guesses, have students move on to the "Viewing 2" task under "Pre-activities" and get ready to watch. Their task is to guess which eight ingredients go into jianbing guozi, based on their second viewing.

🎬 View "How to Make Jianbing guozi, Pre-activities, Viewing 2"
总体活动 • Zǒngtǐ huódòng • Global activities

💡 Tell students that they will have one viewing to confirm their guesses about the one topic that does not appear.

💡 View “How to Make Jianbing guozi, Global activities.”

⭕️ With input from the students, cross off the topic that is not addressed in the interviews. [Answer: There is no discussion of utensils needed to make jianbing guozi.]

Note: if additional viewings are necessary, rewind.

具体信息 • Jǔtì xīnxī • Specific information activities

💡 Tell students that they will have one viewing to confirm their guesses about ingredients.

💡 View “How to Make Jianbing guozi, Specific information activities, Viewing 1.”

⭕️ Students can take a little time in between viewings to compare their answers, or you may move ahead. As teacher, avoid the temptation to provide the answers right away! Note: the order in which the ingredients are added is not the focus of this activity. That can come later.

🔑 KEY: Ingredients mentioned are batter, chili paste, egg, Chinese parsley (cilantro), fried dough, green onion (scallion), sesame seeds, sweet fermented paste.

📖 Pass out “Specific information activities Worksheet 2.” Tell students they will view an edited video segment to put the steps of the recipe in the proper order.
View "How to Make Jianbing guozi, Specific information activities, Viewing 2."

- Students can work together to compare their answers, or you may have the class check answers together, or have students self-check using a key you put on the board.
  - KEY: Order of steps: 3, 7, 1, 4, 10, 5, 11, 9, 8, 2, 6.

View "Specific info activities" viewing segment 3, which includes answers to the questions about her home town and why the jianbing is flipped over.

- Check answers.
  - KEY: Tianjin, that’s the way Tianjin cuisine is.

### 语言工作 • Yǔyán gōngzuò • Linguistic activities

- Pass out "Linguistic activities, Worksheet 1" student worksheet and make sure students know what to do. From this point on, students will probably not require any further viewings of the video.
  - Check answers using your method of choice.
    - KEY: Tones: jiānbǐng guǒzi. Order of steps: 4, 8, 6, 9, 1, 11, 10, 7, 3, 5, 2.

- Pass out "Linguistic activities, Worksheet 2" and resolve any student questions.
  - Have students check answers in pairs.
    - KEY: Order of steps in rice recipe: 6, 4, 2, 1, 3, 5. Order of steps in the chicken fried rice recipe: 3, 5, 1, 4, 6, 2.
Pass out "Linguistic activities, Worksheet 3." This may be assigned as homework.

Check answers using your method of choice.

KEY to matching: h4, g6, d8, f2, b7, i1, j5, e9, c10, a3.

First, brainstorm together with the students a short list of simple dishes that they might be able to instruct a Chinese friend how to make. Choose one and elicit a whole-class version of the recipe, encouraging use of the language from the video. You can decide whether you want to branch out into an entire new unit with more words for cooking in order to broaden students’ choices, or to limit students’ choices for the sake of keeping things simple. With the "class version" as an example, have each student decide on a recipe he or she is going to describe, without telling anyone else what the dish is. Have everyone listen together to the description of the recipe, and then have students guess what dish is being prepared.
Lesson 9
HOW TO MAKE JIANBING GUOZI

Viewing 1
In the video, the vendor will address three of the following four topics. Based on your first viewing of the video — there is no sound — cross out the topic you guess she will not address:

- utensils
- ingredients
- actions (knead, fry, etc.)
- information about herself

Viewing 2
Place checkmarks beside eight ingredients you think go into this product, based on your second viewing of the video, also without sound:

- batter
- chili paste
- Chinese parsley (cilantro)
- egg
- fried dough
- green onion (scallion)
- meat
- sesame seeds
- soy sauce
- sugar
- sweet fermented paste

Watch the video again with sound, and confirm your guesses for Viewing 1 above.

Watch one more time, and confirm your guesses for Viewing 2 above.
Lesson 9

HOW TO MAKE JIANBING GUOZI

Watch an edited segment of the video, and finish placing numbers in the blanks to show the proper order of the following steps.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>breaks an egg</td>
<td></td>
</tr>
<tr>
<td>quickly picks it up and flips it over</td>
<td></td>
</tr>
<tr>
<td>pours a ladleful of batter</td>
<td></td>
</tr>
<tr>
<td>puts in Chinese parsley</td>
<td></td>
</tr>
<tr>
<td>and [puts in] a piece of fried dough</td>
<td></td>
</tr>
<tr>
<td>5 puts in minced green onion</td>
<td></td>
</tr>
<tr>
<td>says “That’s the end!”</td>
<td></td>
</tr>
<tr>
<td>9 spreads on a little chili paste</td>
<td></td>
</tr>
<tr>
<td>puts in a little sweet fermented paste</td>
<td></td>
</tr>
<tr>
<td>spreads the batter smooth</td>
<td></td>
</tr>
<tr>
<td>sprinkles some sesame seeds</td>
<td></td>
</tr>
</tbody>
</table>

Watch the edited segment and circle the correct answers.

- The woman’s home town is _______.
  Tianjin  Canton  Beijing

- She says the reason the jianbing is flipped over is because _______.
  that’s the way Tianjin cuisine is
  it might burn if you left it too long
  the egg needs to be cooked
Fill in the tones on the name of this dish.

**jianbing guozi**

The procedures in the following table are identical to those you numbered on Specific Information Activities Student Worksheet 2, but the order is different. Place numbers in the blanks to show the proper order of the procedures according to the video.

<table>
<thead>
<tr>
<th>程序</th>
<th>Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>放一点香菜</td>
<td>fàng yī diǎn xiāng cài</td>
</tr>
<tr>
<td>来一点甜面酱</td>
<td>lái yī diǎn tiánmiànjiàng</td>
</tr>
<tr>
<td>洒一点芝麻</td>
<td>sǎ yī diǎn zhīmá</td>
</tr>
<tr>
<td>抹点辣椒</td>
<td>mǒ diǎn làjiāo</td>
</tr>
<tr>
<td>放一勺子面</td>
<td>fàng yī sháozi miàn</td>
</tr>
<tr>
<td>说，“这就完了。”</td>
<td>shuō，“Zhè jiù wán le.”</td>
</tr>
<tr>
<td>再（放）一（个）果子</td>
<td>zài（fàng）yī（ge）guǒzǐ</td>
</tr>
<tr>
<td>给它抢过来，翻过去</td>
<td>gěi tā qiǎng guò lái, fān guò qù</td>
</tr>
<tr>
<td>打一个鸡蛋</td>
<td>dǎ yī ge jiǎn</td>
</tr>
<tr>
<td>放一点葱花</td>
<td>fàng yī diǎn cóng huā</td>
</tr>
<tr>
<td>把它摊均了</td>
<td>bā tā tān yún le</td>
</tr>
</tbody>
</table>
**Write numbers in the blanks to indicate the proper order of steps for making rice, according to the English recipe below.**

<table>
<thead>
<tr>
<th>步骤</th>
<th>内容</th>
</tr>
</thead>
</table>
| 1.   | 这就完了  
zhè jiù wán le |
| 2.   | 然后倒三碗水  
ránhòu dào sān wǎn shuǐ |
| 3.   | 把米洗干净  
bā mǐ xǐ gānjìng |
| 4.   | 先倒一碗米  
xiān dào yī wǎn mǐ |
| 5.   | 再把米放在锅里  
zài bā mǐ fàng zài guō lǐ |
| 6.   | 把米煮熟  
bā mǐ zhǔ shú |

*First pour out a bowlful of rice. Wash the rice clean, and then put the rice in the pot. Then pour in three bowlfuls of water. Cook the rice till done. Then you're finished.*

**Write numbers in the blanks to indicate the proper order of steps for making chicken fried rice, according to the English recipe below.**

<table>
<thead>
<tr>
<th>步骤</th>
<th>内容</th>
</tr>
</thead>
</table>
| 1.   | 然后放一个鸡蛋  
ránhòu fàng yī ge jīdàn |
| 2.   | 炒三分钟  
chǎo sān fèn zhōng |
| 3.   | 先在热的炒锅里放一点儿酱油和盐  
xiān zài rè de chǎoguō lǐ fàng yī diǎnr jiàngyóu hé yán |
| 4.   | 洒一点儿葱花儿和鸡肉  
sā yī diǎnr cōng huār hé jīròu |
| 5.   | 这就完了  
zhè jiù wán le |
| 6.   | 把昨天做的米饭放在炒锅里  
bā zuòtiān zuò de mǐfàn fàng zài chǎoguō lǐ |

*First put a little soy sauce and salt into a hot wok. Put yesterday's rice in the wok. Then put in an egg. Scatter a little minced spring onion and chicken meat over the rice. Stir-fry for three minutes; then you're finished.*
### 语言工作 • Yǔyán gōngzuò • Linguistic activities • Worksheet 3

Fill the letter/number code for each Pinyin and Hanzi vocabulary item in the appropriate box.

<table>
<thead>
<tr>
<th>English</th>
<th>PY</th>
<th>HZ</th>
</tr>
</thead>
<tbody>
<tr>
<td>to smear</td>
<td>h</td>
<td></td>
</tr>
<tr>
<td>Chinese parsley</td>
<td></td>
<td></td>
</tr>
<tr>
<td>chili pepper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>to put, add</td>
<td></td>
<td></td>
</tr>
<tr>
<td>minced green onion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>to spread smooth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>to flip over</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sesame</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ladle(ful), spoon(ful)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>to scatter, sprinkle</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>拼音</th>
<th>汉字</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. sǎ</td>
<td>① 摊匀</td>
</tr>
<tr>
<td>b. cōng huā</td>
<td>② 放</td>
</tr>
<tr>
<td>c. sháozi</td>
<td>③ 洒</td>
</tr>
<tr>
<td>d. làjiāo</td>
<td>④ 抹</td>
</tr>
<tr>
<td>e. zhīma</td>
<td>⑤ 翻过去</td>
</tr>
<tr>
<td>f. fàng</td>
<td>⑥ 香菜</td>
</tr>
<tr>
<td>g. xiāngcài</td>
<td>⑦ 葱花</td>
</tr>
<tr>
<td>h. mò</td>
<td>⑧ 辣椒</td>
</tr>
<tr>
<td>i. tān yún</td>
<td>⑨ 芝麻</td>
</tr>
<tr>
<td>j. fān guoqù</td>
<td>(10) 叉子</td>
</tr>
</tbody>
</table>

Think of a simple dish you would like to tell a Chinese-speaking friend how to make. What phrases, in addition to the above, will you need? Make notes below.
Lesson 10
MASS TRANSIT

教师指南 • Jiàoshī zhǐnán • Suggestions for the teacher

准备活动 • Zhǔnbèi huódòng • Pre-activities

Pass out “Mass Transit: Pre-activities” student worksheet. Have the students make their predictions on what topics will be covered in the tape by checking the appropriate boxes.

KEY:

✓ forms of transportation available (bus, taxi, etc.)
✓ convenience to the user
☐ how comfortable each form of transport is
✓ popularity/availability of this form of transport
☐ routes travelled
✓ types of people who ride them
✓ cost
☐ who operates each form of transport

总体活动 • Zǒngtǐ huódòng • Global activities

View “Mass Transit: Global activities, Viewing 1.”

Have students check to see which of their predictions were mentioned.

Pass out “Mass Transit: Global activities worksheet.” Have the students read the instructions and get ready to view the tape again.

View “Mass Transit: Global activities, Viewing 2.”

Check the worksheet together.
### Specific information activities

- **Pass out** “Mass Transit: Specific information activities, Worksheet 1.”
  Tell students they will have at least two viewings to gather information to complete the task. Have them pre-read the instructions and get ready to watch.

- **View** “Mass Transit: Specific info activities, Viewing 1.”
- **View** “Mass Transit: Specific info activities, Viewing 2.”

- **Check the worksheet together.**

### KEY:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>是北京市民的主要交通工具</td>
</tr>
<tr>
<td>a</td>
<td>是北京最普通的交通工具</td>
</tr>
<tr>
<td>a</td>
<td>在北京有一、二百条的线路</td>
</tr>
<tr>
<td>b</td>
<td>一般比普通公共汽车要贵</td>
</tr>
<tr>
<td>c</td>
<td>是旅游型的车</td>
</tr>
<tr>
<td>d</td>
<td>是豪华型的车</td>
</tr>
<tr>
<td>c</td>
<td>是招手上车的</td>
</tr>
<tr>
<td>c</td>
<td>一般比普通公共汽车方便</td>
</tr>
<tr>
<td>d</td>
<td>主要是供游客使用</td>
</tr>
<tr>
<td>d</td>
<td>能带两个人</td>
</tr>
<tr>
<td>d</td>
<td>可以走街串巷</td>
</tr>
<tr>
<td>d</td>
<td>别有一番风味</td>
</tr>
<tr>
<td>e</td>
<td>是黄色的</td>
</tr>
<tr>
<td>e</td>
<td>是北京最普通型的小出租汽车</td>
</tr>
<tr>
<td>e</td>
<td>通常是十块钱十公里</td>
</tr>
<tr>
<td>e</td>
<td>超过十公里每公里再加五毛钱</td>
</tr>
<tr>
<td>e</td>
<td>是北京市民最喜欢的</td>
</tr>
<tr>
<td>e</td>
<td>又便宜又方便</td>
</tr>
</tbody>
</table>
Pass out “Mass Transit: Specific information activities, Worksheet 2.”
Tell students they will have at least one viewing to gather information to
complete the task in part (a). Have them pre-read the instructions and get ready
to watch.

View “Mass Transit: Specific info activities, Viewing 3.”

Check the worksheet together.

**KEY:**

<table>
<thead>
<tr>
<th>Type of vehicle</th>
<th>Place manufactured</th>
<th>Color</th>
<th>¥/kilometer</th>
<th>Minimum milage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charade</td>
<td></td>
<td>red</td>
<td>¥1.40</td>
<td>4 km</td>
</tr>
<tr>
<td>Toyota</td>
<td>Japan</td>
<td></td>
<td>¥2.00</td>
<td></td>
</tr>
<tr>
<td>Santana</td>
<td>Shanghai</td>
<td></td>
<td>¥2.00</td>
<td></td>
</tr>
<tr>
<td>minivan cab</td>
<td></td>
<td>yellow</td>
<td>¥1.00</td>
<td>10 km</td>
</tr>
</tbody>
</table>

Tell students they will have at least one viewing to gather information to
complete the task in part (b). Have them pre-read the instructions and get ready
to watch.

View “Mass Transit: Specific info activities, Viewing 4.”

Check the worksheet together.

**KEY:**

The boy corrected the narrator concerning the price of

- [ ] buses
- [ ] taxicabs
- [ ] other
Pass out “Mass Transit: Linguistic activities, Worksheet 1.” Tell students they will have at least one viewing to complete the task. Have them pre-read the grid and get ready to watch.

View “Mass Transit: Linguistic activities, Viewing 1.”

**KEY:**
- It’s both cheap and convenient. (18)
- There’s a different sort of a feel to it. (12)
- This is what the people of Beijing like the best. (17)
- It’s primarily for the use of tourists. (9)
- This is the most important mode of transport for Beijingers. (1)
- You signal the vehicle to board it. (7)
- After 10 kilometers, it’s an additional 50 cents a kilometer. (16)
- It’s yellow. (13)
- It’s generally more expensive than the usual bus. (4)
- It’s more convenient that the usual bus. (8)
- It can run through the streets and cut through the alleys. (11)
- It’s a luxurious type of vehicle. (6)
- It’s the most common type of taxicab in Beijing. (14)
- This is the most common mode of transport for Beijingers. (2)
- It’s a touring type of vehicle. (5)
- There are one, two hundred routes in Beijing. (3)
- It’s usually 10 yuan for 10 kilometers. (15)
- It can carry two people. (10)
Pass out “Mass Transit: Linguistic activities, Worksheet 2, Exercise (a).”
Tell students they will have at least one viewing to complete the task. Have them
pre-read the exercise and get ready to watch.

View “Mass Transit: Linguistic activities, Viewing 2.”

Check the exercise together.

KEY:
价钱(呢一般)的比普通的公共汽车要贵
这种(呢)是人工的三轮车
那么这种三轮车(呢)带两个人
那么超过十公里(呢)，每公里再加五毛钱
夏利车(呢)价钱比面的要贵一些
那么出租车(呢)大概是这么几个级别

Look at “Mass Transit: Linguistic activities, Worksheet 2, Exercise (b).”
Tell students they will have at least one viewing to complete the task. Have them
pre-read the exercise and get ready to watch.

View “Mass Transit: Linguistic activities, Viewing 3.”

KEY:
A：错了。 (不是 X，是 Y。)
B：好，谢谢你！
A：没事儿。

Check the exercise together.

You are introducing a Chinese exchange student to a major US city (pick one
you are familiar with). Briefly summarize the main forms of mass transport
available to her/him.
Lesson 10
MASS TRANSIT

准备活动 • Zhǔnbèi huódòng • Pre-activities

Predict which of the following topics will be covered in this description of mass transit in Beijing by checking the appropriate boxes.

☐ forms of transportation available (bus, taxi, etc.)
☐ convenience to the user
☐ how comfortable each form of transport is
☐ popularity/availability of this form of transport
☐ routes travelled
☐ types of people who ride them
☐ cost
☐ who operates each form of transport

总体活动 • Zǒngtǐ huódòng • Global activities

Place selections from the letters a–e in the parentheses below, to indicate the order in which the narrator introduces each of the following types of vehicles.

( ) 双层客车 (shuāng céng kè chē)
( ) 三轮车 (sān lún chē)
( ) 小面包车 (xiǎo miànbāo chē)
( ) 面的 (miàn dì)
( ) 公共汽车 (gōnggòng qìchē)
The sentences below are based on utterances in the narrative, and are listed in the order in which they appear. They describe (a) a public bus, (b) a double-decker tour bus, (c) a van bus, (d) a three-wheeled pedicab, and (e) a mini-van taxicab. Write the appropriate letter in the parentheses, based on which vehicle the sentence pertains to. Note that sentence #4 is equally applicable to three vehicles.

1. は北京市民的主要交通工具（ ）
2. は北京最普通的交通工具（ ）
3. 在北京有一、二百条的线路（ ）
4. 一般比普通公共汽车要贵（ , , ）
5. 是旅游型的车（ ）
6. 是豪华型的车（ ）
7. 是招手上车的（ ）
8. 一般比普通公共汽车方便（ ）
9. 主要是供游客使用（ ）
10. 能带两个人（ ）
11. 可以走街串巷（ ）
12. 别有一番风味（ ）
13. 是黄色的（ ）
14. 是北京最普通型的小出租汽车（ ）
15. 通常是十块钱十公里（ ）
16. 超过十公里每公里再加五毛钱（ ）
17. 是北京市民最喜欢的（ ）
18. 又便宜又方便（ ）
Lesson 10
MASS TRANSIT

具体信息 • Jūtǐ xīnxi • Specific information activities • Worksheet 2

a. Listen to the tape and fill in the information (English is fine) in the available spaces below.

<table>
<thead>
<tr>
<th>Type of vehicle</th>
<th>Place manufactured</th>
<th>Color</th>
<th>¥/kilometer</th>
<th>Minimum mileage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charade</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toyota</td>
<td></td>
<td></td>
<td>~¥2.00</td>
<td></td>
</tr>
<tr>
<td>Santana</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>minivan cab</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b. Listen to the tape to complete the following exercise.

The boy corrected the narrator concerning the price of (check one)

_____ buses
_____ taxicabs
_____ other
Lesson 10
MASS TRANSIT

语言工作 • Yǔyán gōngzuò • Linguistic activities • Worksheet 1

Look at the “Specific information Worksheet 1.” Write the arabic numeral for each sentence in Chinese characters in the parentheses following the corresponding English sentence.

It’s both cheap and convenient. ( )
There’s a different sort of a feel to it. ( )
This is what the people of Beijing like the best. ( )
It’s primarily for the use of tourists. ( )
This is the most important mode of transport for Beijingers. ( )
You flag the vehicle down to board it. ( )
After 10 kilometers, it’s an additional 50 cents a kilometer. ( )
It’s yellow. ( )
It’s generally more expensive than the usual bus. ( )
It’s more convenient that the usual bus. ( )
It can run through the streets and cut through the alleys. ( )
It’s a luxurious type of vehicle. ( )
It’s the most common type of taxicab in Beijing. ( )
This is the most common mode of transport for Beijingers. ( )
It’s a touring type of vehicle. ( )
There are one, two hundred routes in Beijing. ( )
It’s usually 10 yuan for 10 kilometers. ( )
It can carry two people. ( )
Lesson 10
MASS TRANSIT

语言工作 • Yǔyán gōngzuò • Linguistic activities • Worksheet 2

Topic-comment construction: It is common in conversational speech first to identify a topic and then make a comment on it (“As for me, I like to read”—Wǒ ne, xǐhuān kànshū). Ne is often inserted directly after the topic to set it off from the rest of the sentence.

Below are six examples of topic-comment utterances from the tape, with the topic marker ne omitted. Listen to the tape, and then use a carat ^ to indicate where the ne is used.

Sentence 1 has been completed as an example.

1. 价钱^一般的比普通的公共汽车要贵
2. 这种是人工的三轮车
3. 那么这种三轮车带两个人
4. 那么超过十公里，每公里再加五毛钱
5. 夏利车价钱比面的要贵一些
6. 那么出租车大概是这么几个级别

Correcting an error: View the tape to fill in the blanks in the dialogue below, based on the conversation between the boy who corrects the narrator and the narrator. Write characters and/or pinyin.

A: 错了。(不是 X，是 Y。)
B: ________!
A: _______。
Lesson 11
COLLEGE STUDENT’S SELF-INTRODUCTION

教师指南・Jiàoshī zhīnán・Suggestions for the teacher

准备活动・Zhǔnbèi huódòng・Pre-activities

View “College Student’s Self-introduction” introductory still.

Have students predict which items (name, age, hobbies, etc.) will be covered in this self-introduction. Note their predictions on the board.

Sample answers:
名字、年龄、年级、家庭背景、专业、个人爱好

总体活动・Zónghū huódòng・Global activities

View “College Student’s Self-introduction: Global activities, Viewing 1.”

Have students check to see which of their predictions were mentioned.

View “College Student’s Self-introduction: Global activities, Viewing 2.”

Make a listing of the items covered in the tape that the students did not predict. Use Chinese and/or English.

KEY: name, place of origin, major and school status, age, reason why he selected this major, favorite sports activities, other leisure activities.

具体信息・Jūtì xìnxi・Specific information activities

Pass out “Specific information activities” student worksheet. Tell students they will have at least three viewings to gather information to complete the task. Have them pre-read the instructions and get ready to watch.
View “College Student’s Self-introduction: Specific info activities, Viewing 1.”

View “College Student’s Self-introduction: Specific info activities, Viewing 2.”

View “College Student’s Self-introduction: Specific info activities, Viewing 3.”

**KEY:**

Name: Zhang Yajun  Age: 29  Major: History

Circle one:  
- freshman
- sophomore
- junior
- senior

Sports activities: (circle all that apply)
- tennis
- soccer
- hockey
- badminton
- lacrosse
- pingpong
- sprints
- basketball
- swimming
- volleyball
- crosscountry
- golf

Hobbies: (circle all that apply)
- dancing
- reading
- woodwork
- films/TV
- other (specify): socializing with friends

---

**语言工作 · Yǔyán gōngzuò · Linguistic activities**

Pass out “Linguistic activities” student worksheet. Tell students they will have at least three viewings to complete the task. Have them pre-read the paragraph and get ready to watch.

View “College Student’s Self-introduction: Linguistic activities, Viewing 1.”

View “College Student’s Self-introduction: Linguistic activities, Viewing 2.”

View “College Student’s Self-introduction: Linguistic activities, Viewing 3.”
各位朋友你们好！我叫张亚军，来自黑龙江省庆阳县，是北京大学历史系本科生。今年29岁。因为我非常喜欢历史，所以选择了历史系。在这里学了将近四年，马上就要离开学校。我在学校里的爱好非常广泛，喜欢各种体育运动，足球、羽毛球、乒乓球，还有其他一些的短跑一类的，都非常喜欢的。在其余业余时间就喜欢看书看电影，或者去跟朋友聊聊天，互相认识，接触一些不错的朋友。


### 衔接活动 • Xiánjié huódòng • Post-activity

Have your students carry out the following role-play.

“You are at a reception given in your honor upon your arrival in China. Prepare a 90 second self-introduction, explaining your background. Speak at the appropriately formal level (as modeled by Zhang Yajun) to impress your hosts.”
Lesson 11
COLLEGE STUDENT’S SELF-INTRODUCTION

Specific information activities

Fill in the information below based on the tape.

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circle one: freshman sophomore junior senior</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sports activities: (circle all that apply)
tennis soccer hockey badminton lacrosse
pingpong sprints basketball swimming volleyball
crosscountry golf

Hobbies: (circle all that apply)
dancing reading woodwork films/TV
other (specify):
你们好！我叫Zhang Yajun，来自黑龙江省庆阳县，是北京大学历史系undergraduate student:history。今年29岁。因为我非常喜欢choose历史，所almost了历史系。在这里学了almost四年，马上about to离开学校。我在学校里的爱好非常far-ranging, broad，喜欢all types of体育运动，足球、羽毛球、乒乓球，还有other一些的短跑一类的，都非常喜欢的。在remaining free time就喜欢remaining free time看书看电影，or else去跟朋友chat，互相get to know，接交一些不错的朋友。

a. 广泛guǎngfàn  b. 将近jiāngjìn  c. 本科生běnkèshēng  d. 就要jiùyào
e. 各位朋友gèwèi péngyǒu  f. 或者huòzhe  g. 各种gèzhòng  h. 来自lái zī
i. 业余时间yèyù shíjiān  j. 张亚军Zhāng Yàjùn  k. 聊聊天liáoliáotiān  l. 其他qítā
m. 选择xuǎnzé  n. 其余qíyú  o. 历史lìshǐ  p. 认识rènshī
Lesson 12
INTERVIEW W/JUNIOR HIGH STUDENTS (part 1 of 3)

教师指南 • Jiàoshī zhīnán • Suggestions for the teacher

准备活动 • Zhǔnbèi huódòng • Pre-activities

- View introduction to “Interview with Junior High Students (1).”

💡 The interviewer will ask the children, ‘What do you want to be when you grow up?’ Predict what their responses might be. List the class’ predictions on the board in pinyin and/or characters.

Samples of student responses:
医生、教员、商人、失业者

总体活动 • Zōngtǐ huódòng • Global activities

- View “Interview with Junior High Students (1): Global activities, Viewing 1.”
- Have students check to see which of their predictions were mentioned.
- View “Interview with Junior High Students (1): Global Activities, Viewing 2.”
- Which, if any, of the four children know exactly when they want to be when they grow up?

Sample answer:
第四个学生想当宇宙飞行员。
1. Ask the students the following question:
“What does student #1 say about what he wants to be when he grows up?”

View “Interview with Junior High Students (1): Specific info activities, Viewing 1.”

Students first write their responses individually on sheets of paper.
Then they form pairs to discuss what each has written.
Lastly, they report back to the class to formulate a collective response.

View “Interview with Junior High Students (1): Specific info activities, Viewing 2” to check their responses.

Sample answer:
他还知道他将来想做么。

2. Ask the students the following question:
“What does student #2 say about what she wants to be when she grows up?”

View “Interview with Junior High Students (1): Specific info activities, Viewing 3.”

Students first write their responses individually on sheets of paper.
Then they form pairs to discuss what each has written.
Lastly, they report back to the class to formulate a collective response.

View “Interview with Junior High Students (1): Specific info activities, Viewing 4” to check their responses.

Sample answer:
她想当老师，想当翻译。她甚么都想当过。

3. Ask the students the following question:
“What does student #3 say about what she wants to be when she grows up?”

View “Interview with Junior High Students (1): Specific info activities, Viewing 5.”
Students first write their responses individually on sheets of paper. Then they form pairs to discuss what each has written. Lastly, they report back to the class to formulate a collective response.

View “Interview with Junior High Students (1): Specific info activities, Viewing 6” to check their responses.

Sample answer:
地想她的同学。老师、医生、翻译、导游，都想当过。

4. Ask the students the following question: “What does student #4 say about what he wants to be when he grows up?”

View “Int with Junior High Students (1): Linguistic activities, Viewing 7.”

Students first write their responses individually on sheets of paper. Then they form pairs to discuss what each has written. Lastly, they report back to the class to formulate a collective response.

View “Interview with Junior High Students (1): Specific info activities, Viewing 8” to check their responses.

Sample answer:
他想当宇航员。

Pass out “Linguistic activities” student worksheet. Tell students they will have at least two viewings to complete the task. Have them pre-read the exercise and get ready to watch.

View “Interview with Junior High Students (1): Linguistic activities, Viewing 1.”

View “Interview with Junior High Students (1): Linguistic Activities, Viewing 2.”
KEY:

还没想________
随年龄________
________正
________能
________现
________拓
广大的________
探索人们________的

View “Interview with Junior High Students (1): Post-activities.” Respond to the questions posed; speak informally, but as much as possible in well-formed, connected sentences.
Lesson 12

INTERVIEW W/JUNIOR HIGH STUDENTS (part 1 of 3)

| 言工作 • Yūyán gōngzuò • Linguistic activities |

Match the blanks in the expressions below left with selections from the column on the right. English equivalents are provided in scrambled order, for your reference.

还没想__________  开

随年龄__________  未知

__________正    宇宙

__________能    好

__________现    曾长

__________拓    反

广大的__________  实

探索人们__________的  可

perhaps // open up, develop following (my) growth in age // explore the unknown // haven’t decided yet // in any case // realize, achieve, bring about // the vast universe
Lesson 13
INTERVIEW W/JUNIOR HIGH STUDENTS (part 2 of 3)

教師指南 • Jiàoshī zhǐnán • Suggestions for the teacher

准备活动 • Zhǔnbèi huódòng • Pre-activities

勸 View introduction to “Interview with Junior High Students (2)”

勸 The interviewer will ask the children, ‘What are some things that worry you?’ Predict what their responses might be. List the class’ predictions on the board in pinyin and/or characters.

Samples of student responses:
爸爸妈妈的健康
自己可能找不到好工作
世界发生战争
自己学习不好
父母不理解自己
自己考不上大学
臭气层破坏
中国政府的经济政策会变

总体活动 • Zǒngtì huódòng • Global activities

勸 View “Int. with Junior High Students (2): Global activities, Viewing 1.”

勸 Have students check to see which of their predictions were mentioned.
的具体信息・Jūtí xìnxī・Specific information activities

- Pass out “Int. with Junior High Students (2): Specific information activities” worksheet. Tell students they will have at least two viewings to complete the task. Have them pre-read the instructions and get ready to watch.

- View “Int. with Junior High Students (2): Specific info activities, Viewing 1.”

- Students first write their responses individually. Then they form pairs to discuss what each has written. Lastly, they report back to the class to formulate a collective response.

- View “Int. with Junior High Students (2): Specific info activities, Viewing 2” to check their responses.

- **KEY:**
  1. Own performance in class;
  0. Inability to gain independence from parents;
  4. Loss of parental concern;
  4. Loss of parents’ love;
  2. Own performance on tests;
  1. Teacher sending home a negative report;
  3. Loss of teacher’s attention;
  0. Inability to find a boy/girl-friend;
  3. Loss of teacher’s trust;
  3. Losing friends

语言工作・Yǔyán gōngzuò・Linguistic activities

- Pass out “Int. with Junior High Students (2): Linguistic activities” worksheet. Tell students they will have at least two viewings to complete the task. Have them pre-read the exercise and get ready to watch.


View "Interview with Junior High Students: Post-activities." Respond to the questions posed; speak informally, but as much as possible in well-formed, connected sentences.
Lesson 13
INTERVIEW W/JUNIOR HIGH STUDENTS (part 2 of 3)

Which of the four respondents (1, 2, 3, 4 or 0 [none]) mentioned each of the following topics as a matter of concern? Fill in the appropriate number.

_____ Own performance in class

_____ Inability to gain independence from parents

_____ Loss of parental concern

_____ Loss of parents’ love

_____ Own performance on tests

_____ Teacher sending home a negative report

_____ Loss of teacher’s attention

_____ Inability to find a boy/girl-friend

_____ Loss of teacher’s trust

_____ Losing friends
Lesson 13
INTERVIEW W/JUNIOR HIGH STUDENTS (part 2 of 3)

语言工作·Yǔyán gōngzuò·Linguistic activities

Match the characters with the pinyin and the English expressions.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>a. qiānzì</td>
<td></td>
<td>1. lose X’s confidence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. bù lǐ bù cái</td>
<td></td>
<td>2. worry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. yíngdé X de xìn rèn</td>
<td></td>
<td>3. lax, scattered</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. guǎn</td>
<td></td>
<td>4. lonely, alone</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. gūdú</td>
<td></td>
<td>5. discipline</td>
</tr>
<tr>
<td></td>
<td></td>
<td>f. dānxīn</td>
<td></td>
<td>6. take care of</td>
</tr>
<tr>
<td></td>
<td></td>
<td>g. sān</td>
<td></td>
<td>7. gain X’s confidence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>h. fòuzé</td>
<td></td>
<td>8. to sign</td>
</tr>
<tr>
<td></td>
<td></td>
<td>i. jīlù</td>
<td></td>
<td>9. if not, or else</td>
</tr>
<tr>
<td></td>
<td></td>
<td>j. shīqù X de xìn rèn</td>
<td></td>
<td>10. completely ignore</td>
</tr>
</tbody>
</table>
Lesson 14
INTERVIEW W/JUNIOR HIGH STUDENTS (part 3 of 3)

教师指南 • Jiàoshī zhīnán • Suggestions for the teacher

准备活动 • Zhǔnbèi huòdòng • Pre-activities

1. View introduction to “Interview with Junior High Students (3)”

2. The interviewer will ask the children, ‘Are there times when you cannot get along with your parents? What might be some reasons for conflicts with your parents?’ Predict what their responses might be. List the class’ predictions on the board in pinyin and/or characters.

Samples of student responses:
- 跟父母在一起的时间不多
- 父母不了解孩子的看法
- 父母认为孩子学习不够专心
- 父母给孩子太大压力，没有时间玩儿
- 父母对孩子的期望太高
- 父母和孩子的关系很好

总体活动 • Zǒngtǐ huòdòng • Global activities

1. View “Int. with Junior High Students (3): Global activities, Viewing 1.”

2. Have students check to see which of their predictions were mentioned.

3. View Int. with Junior High Students (3): Global activities, Viewing 2.”

4. Have students list the main idea of each child’s response in pinyin or characters, first individually, and then in pairs to compare what each has written. Have the pairs report to the class, to generate a master list on the board.
Samples of student responses:
甲：「爸爸妈妈常在吃饭的时候生我的气。」
乙：「我和我爸爸妈妈的关系很好。」
丙：「爸爸妈妈有的时候生我的气。」
丁：「我爸爸有的时候不喜欢我的朋友。」

具体信息・Jūtī xīnxi・Specific information activities

Say the following aloud to the students. “Student 1 lists 2 items about his behavior that bother his parents. What are they?” Have the students prepare to take individual notes, in English, on the answer to the question.

View “Int. with Junior High Students (3): Specific info. activities, Viewing 1.”

Have the students out write their responses individually on sheets of paper. View again to check their responses.

View “Int. with Junior High Students (3): Specific info. activities, Viewing 2.”

Form pairs to discuss what each has listed. View again to check their responses.

View “Int. with Junior High Students (3): Specific info. activities, Viewing 3.”

Report back to the class to formulate a collective response. Begin in English, if necessary, but switch to Chinese as soon as possible.

KEY:
一：我吃饭太挑食了。
二：我吃饭有的时候会掉东西。

Say the following aloud to the students. “Student 2 gives a reason why she gets along so well with her parents. What is it?” Have the students prepare to take individual notes, in English, on the answer to the question.

View “Int. with Junior High Students (3): Specific info activities, Viewing 4.”

Have the students out write their responses individually on sheets of paper. View again to check their responses.
View "Int. with Junior High Students (3): Specific info activities, Viewing 5."

Form pairs to discuss what each has listed. View again to check their responses.

View "Int. with Junior High Students (3): Specific info activities, Viewing 6."

Report back to the class to formulate a collective response. Begin in English, if necessary, but switch to Chinese as soon as possible.

**KEY:**

因为我妈妈是老师，所以她特别理解我的心理。

Say the following aloud to the students. "Student 3 sympathizes with her parents. Why?" Have the students prepare to take individual notes, in English, on the answer to the question.

View "Int. with Junior High Students (3): Specific info activities, Viewing 7."

Have the students out write their responses individually on sheets of paper. View again to check their responses.

View "Int. with Junior High Students (3): Specific info activities, Viewing 8."

Form pairs to discuss what each has listed. View again to check their responses.

View "Int. with Junior High Students (3): Specific info activities, Viewing 9."

Report back to the class to formulate a collective response. Begin in English, if necessary, but switch to Chinese as soon as possible.

**KEY:**

中学生有一种逆反心理，认为父母做甚么都在碍事。

Say the following aloud to the students. "Student 3 also describes a time when her parents tend to get angry at her. When is this, and what is their reaction?" Have the students prepare to take individual notes, in English, on the answer to the question.

View "Int. with Junior High Students (3): Specific info activities, Viewing 10."
Have the students out write their responses individually on sheets of paper. View again to check their responses.

View “Int. with Junior High Students (3): Specific info activities, Viewing 11.”

Form pairs to discuss what each has listed. View again to check their responses.

View “Int. with Junior High Students (3): Specific info activities, Viewing 12.”

Report back to the class to formulate a collective response. Begin in English, if necessary, but switch to Chinese as soon as possible.

KEY:
有时候我学校有事，我回家晚了。我妈妈会说我两句。

Say the following aloud to the students. “Student 4 has had some trouble with his father in the past. Describe what happened.” Have the students prepare to take individual notes, in English, on the answer to the question.

View “Int. with Junior High Students (3): Specific info activities, Viewing 13.”

Have the students out write their responses individually on sheets of paper. View again to check their responses.

View “Int. with Junior High Students (3): Specific info activities, Viewing 14.”

Form pairs to discuss what each has listed. View again to check their responses.

View “Int. with Junior High Students (3): Specific info activities, Viewing 15.”

Report back to the class to formulate a collective response. Begin in English, if necessary, but switch to Chinese as soon as possible.

KEY:
我领了朋友回家。我爸爸很不高兴地出去了。
他回来以后骂了我一顿。
Pass out “Int. with Junior High Students (3): Linguistic activities, Worksheet 1.” Tell students they will have at least two viewings to complete the task. Have them pre-read the exercise and get ready to watch.

View “Int. with Jun. High Students (3): Linguistic activities, Viewing 1.”


Pass out “Int. with Junior High Students (3): Linguistic activities, Worksheet 2.” Have them pre-read the exercise and get ready to watch.


**KEY (both exercises 1 & 2):**

1. Wǒ gèn jiāzhāng guò bú qù. 我跟家长过不去。

2. Wǒ jiāzhāng gěi wǒ yì xiē máfán. 我家长给我一些麻烦。

3. Wǒ mā lǎo shuō wǒ. 我妈老说我。

4. Wǒ bā ài cěr wǒ. 我爸爱刺我。

5. Wǒ fūmǔ hěn fán wǒ chīfàn de xíguàn. 我父母很烦我吃饭的习惯。

6. Wǒ mā hěn liāi wǒ de xīnlǐ. 我妈很理解我的心理。

7. Wǒ hé bàba māmā bǐjiāo róngqià. 我和爸爸妈妈比较融洽。

8. Yǐnweì wǒ yǒu yī zhǒng nǐfàn xīnlǐ, suǒyǐ juédé fūmǔ zuò de shénme shìqíng dōu bǐjiāo àishì. 因为我有一种逆反心理，所以觉得父母做什么事情都比较厌恶。

9. Wǒ bàmá duì wǒ zhàogē de wúweibúzhí. 我爸妈对我照顾得无微不至。

10. Wǒ péngyou lǎo zuò chū ràng wǒ bā kàn bù guò qù de shì. 我朋友老做出让我不过去的事。

11. Wǒ bā yánlí de pǐpǐng le wǒ. 我严厉地批评了我。

**Post-activity**

“Pretend that you are translating for a Chinese interviewer posing the same question (‘Are there times when you cannot get along with your parents? What might be some reasons for conflicts with your parents?’) to a U.S. teenager. Orally summarize (in Chinese) for your client what you expect the American’s student’s response will be.”
Lesson 14

INTERVIEW W/JUNIOR HIGH STUDENTS (part 3 of 3)

1. The eleven sentences listed below appear on the tape in the order given. Note whether each indicates a harmonious (√) or a disharmonious (X) relationship between the student and parent.

   ____1. Wǒ gēn jiàzhāng guò bù qù. 我跟家长过不去。
   ____2. Wǒ jiàzhāng gěi wǒ yì xiē máfán. 我家长给我一些麻烦。
   ____3. Wǒ mā lào shuō wǒ. 我妈老说我。
   ____4. Wǒ bà ài cēr wǒ. 我爸爱刺儿我。
   ____5. Wǒ fūmǔ hēn fán wǒ chīfān de xíguàn. 我父母很烦我吃饭的习惯。
   ____6. Wǒ mā hěn lǐjìe wǒ de xīnlǐ. 我妈很理解我的心理。
   ____7. Wǒ hé bàba māma bìjiāo róngqià. 我和爸爸妈妈比较融洽。
   ____8. Yīnwèi wǒ yǒu yì zhòng nǐfān xīnlǐ, suǒyì juédé fūmǔ zuò de shénme shìqíng dōu
      bìjiāo àishi. 因为我有一种逆反心理，所以觉得父母做什么事情都比较碍事。
   ____9. Wǒ bàmǎ duì wǒ zhàogù de wúwéibúzhì. 我爸妈对我照顾得无微不至。
   ____10. Wǒ péngyou lào zuò chū ràng wǒ bà kàn bù guò qù de shì. 我朋友老做出让
      我爸看不过去的事。
   ____11. Wǒ bà yánlì de pípíng le wǒ. 我爸严厉地批评了我。

2. Circle the words in the sentences above that correspond to the expressions below.

   1. not get along with
   2. gives some trouble
   3. get on (someone’s) case
   4. pick on (someone)
   5. be annoyed with (something)
   6. understand
   7. harmonious
   8. perverse
   9. go all out, leave no stone unturned
   10. not be able to tolerate
Lesson 15

INTERVIEW WITH A TAIJI TEACHER

教師指南 • Jiàoshī zhīnán • Suggestions for the teacher

准备活动 • Zhǔnbèi huòdòng • Pre-activities

🧬 View “Interview with Taiji Teacher: Introduction.”

💡 Have students make predictions on the topic given below, as much as possible in Chinese and in consultation with each other as necessary. Note their predictions on the board.

✓ “Name three topics the interview might touch upon.”

✍ Sample answers:
  - 为甚么要打太极拳
  - 太极拳怎么打

总体活动 • Zōngtī huòdòng • Global activities

💌 View “Interview with Taiji Teacher: Global activities, Viewing 1.”

☐ Have students verify their predictions.

💡 KEY: Topics covered:
- benefits of practicing Taijiquan
- teacher’s own background in learning Taiji
- how long it takes to become good

📚 Distribute “Interview with Taiji Teacher: Global activities, Worksheet 1.” Following Viewing 2, students will answer the questions provided on the “Global Activities” worksheet. Have them pre-read the questions and get ready to watch.

👨‍🏫 View “Interview with Taiji Teacher: Global activities, Viewing 2.”
KEY: No, child, stages

Note: if additional viewings are required, go right ahead and rewind.

具体信息 • Jùtì xìnxi • Specific information activities

Pass out “Int. with Taiji Teacher: Specific info activities” worksheet. Tell students they will have at least two viewings to gather information to complete the task. Have them pre-read the instructions and get ready to watch.

View “Interview with Taiji Teacher: Specific info activities, Viewing 1.”

View “Interview with Taiji Teacher: Specific info activities, Viewing 2.”

View “Interview with Taiji Teacher: Specific info activities, Viewing 3.”

KEY: 1. inexpensive, guards against disease, anyone can do it, can be done anywhere, benefits last a lifetime.
2. started to learn Taiji, started to teach Taiji, read books on Taiji, interviewed Taiji experts.
3. practical experience with Taiji, mimicking teacher's movements, repetition of movements.

语言工作 • Yǔyán gōngzuò • Linguistic activities

Pass out “Int. with Taiji Teacher: Ling. activities” worksheet. Tell students they will have at least three viewings to complete the tasks. Have them pre-read the paragraph and get ready to watch.

View “Interview with Taiji Teacher: Linguistic activities, Viewing 1.”

View “Interview with Taiji Teacher: Linguistic activities, Viewing 2.”

View “Interview with Taiji Teacher: Linguistic activities, Viewing 3.”
KEY:
1. 太极拳不但能够健身，而且可以防病，所以学生很喜欢。而且太极拳不管是男女老少，从现在开始学他可以终身受益。
   另外还可以水平高低也不分，什么人都可以学。

2. 通过…自己的实践，加强…学习，有新的…发现，很好地…琢磨，访问…专家，不受…限制，反复地…体会，一看一做…就会，悟出…内在的东西

3. 由表及深 (go deeper from the surface), 男女老少 (old & young, men & women), 終身受益 (derive lifelong benefits), 由里及外 (go from the inside out), 場地器材 (location & equipment), 由浅入深 (start shallow & go deep)

衔接活动・Xiánjié huódòng・Post-activity

Have the students draft a message to send on a postcard, telling a best friend or a parent that they are taking up taijiquan. Have them state 3-4 reasons why.
Lesson 15
INTERVIEW WITH A TAIJI TEACHER

总体活动・Zòngtì huódòng • Global activities

1. Regarding the "benefits/advantages of learning Taiji":
   Does the teacher issue any warnings to the beginning learner? (Check one.)
   □ yes □ no

2. Regarding the "teacher’s own background":
   Did she learn Taiji as a child or as an adult? (Check one.)
   □ child □ adult

3. Regarding "how long it takes":
   Is the teacher describing stages in the learning process, or a holistic approach to learning? (Check one.)
   □ stages □ holistic approach
Lesson 15
INTERVIEW WITH A TAIJI TEACHER

具体信息 • Jùtī xìnxī • Specific information activities

1. “Benefits/advantages of learning Taiji” include the following (check):
   - It is inexpensive.
   - It guards against disease.
   - It relieves stress.
   - It provides opportunities for social contact.
   - It is non-jarring exercise.
   - Anyone can do it.
   - It can be done anywhere.
   - It provides benefits that last a whole lifetime.

2. In attaining her current knowledge of Taijiquan, the teacher carried out the steps below in the following order (number):
   - Read books on Taiji.
   - Interviewed Taiji experts.
   - Started to learn Taiji movements from a teacher.
   - Started to teach Taiji.

3. Which of the following steps are named as necessary to gaining a deep understanding of the meaning of Taiji?
   - Gain practical experience with Taiji.
   - Mimic the movements of Taiji as demonstrated by a teacher.
   - Learn to control the speed of your movements.
   - Repeat the movements of Taiji over and over.
Lesson 15
INTERVIEW WITH A TAIJI TEACHER

1. Fill in the blanks in the sentences below with selections from the list provided. Each selection from the list may be used more than once.

太极拳_____能够健身，_____防病，_____学生很喜欢。_____太极拳不管是男女老少，_____现在开始学他_____终身受益。
_____还_____水平高低也不分，_____人都可以学。

a. 可以     b. 所以     c. 不但     d. 什么
e. 从     f. 而且     g. 另外     h. 因为

2. Fill in each bubble with a letter corresponding to the second portion of each of the Chinese verbal phrases below, based on the English meanings provided.

<table>
<thead>
<tr>
<th>English</th>
<th>Chinese</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>utilize personal experience</td>
<td>通过...</td>
<td>a. 就会</td>
</tr>
<tr>
<td>intensify study</td>
<td>加强...</td>
<td>b. 琢磨</td>
</tr>
<tr>
<td>make new discoveries</td>
<td>有新的...</td>
<td>c. 内在的东西</td>
</tr>
<tr>
<td>refine well</td>
<td>很好地...</td>
<td>d. 限制</td>
</tr>
<tr>
<td>call upon experts</td>
<td>访问...</td>
<td>e. 体会</td>
</tr>
<tr>
<td>not be limited</td>
<td>不受...</td>
<td>f. 发现</td>
</tr>
<tr>
<td>repeatedly experience (to understand)</td>
<td>反复地...</td>
<td>g. 学习</td>
</tr>
<tr>
<td>look, try, and immediately know how</td>
<td>一看一做...</td>
<td>h. 专家</td>
</tr>
<tr>
<td>realize that which is contained within</td>
<td>悟出...</td>
<td>i. 自己的实践</td>
</tr>
</tbody>
</table>
Lesson 15
INTERVIEW WITH A TAIJI TEACHER

3. First match the two halves of each 4-character expression, then match the expression with its English equivalent.

<table>
<thead>
<tr>
<th>由表</th>
<th>受益</th>
<th>go deeper from the surface</th>
</tr>
</thead>
<tbody>
<tr>
<td>男女</td>
<td>及外</td>
<td>go from the inside out</td>
</tr>
<tr>
<td>终身</td>
<td>入深</td>
<td>location &amp; equipment</td>
</tr>
<tr>
<td>由里</td>
<td>及深</td>
<td>old &amp; young, men &amp; women</td>
</tr>
<tr>
<td>场地</td>
<td>老少</td>
<td>start shallow &amp; go deep</td>
</tr>
<tr>
<td>由浅</td>
<td>器材</td>
<td>derive lifelong benefits</td>
</tr>
</tbody>
</table>