

Integrated Chinese

Level 2 Part 2

Workbook

Simplified and Traditional Characters

Third Edition

中文听说读写

中文聽說讀寫

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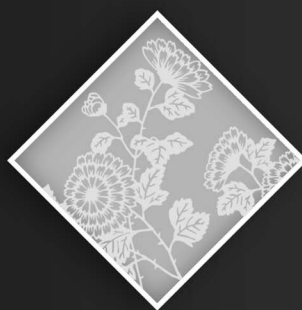
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Preface

This workbook accompanies the third edition of *Integrated Chinese (IC)*, Level 2 Part 2. The exercises cover the language form and the four language skills of listening, speaking, reading, and writing. They are arranged by language skill into four sections: Listening Comprehension, Speaking, Reading Comprehension, and Writing & Grammar. Within each section, exercises vary in difficulty in order to provide flexibility to suit different curricular needs.

These exercises are designed primarily for students to do outside of class, either as preparation before class or assignments after class. For instance, the listening comprehension questions based on the text of each lesson should be done when students are preparing for the lesson for the first time or before they read the text. The other exercises are for students to prepare at home, although some of them, particularly speaking exercises, can also be done in class. Unless otherwise indicated, all the exercises in the Writing and Grammar Exercises section should be done in Chinese. In general, teachers should assign the exercises at their discretion; they should not feel pressured into using all of them and should feel free to use them out of sequence, if appropriate. Moreover, teachers can complement this workbook with their own exercises.

We have made several improvements and added a number of new features in the third edition of the workbook.

Three Modes of Communication

Our exercises cover the three modes of communication—interpretive, interpersonal, and presentational—as explained in “Standards for Foreign Language Learning in the 21st Century.” We have labeled the exercises as interpretive, interpersonal, or presentational wherever applicable.

Listening Rejoinders

To help students develop interpersonal skills, we have added a rejoinder to each lesson. The rejoinders are designed to improve students’ ability to listen and respond to questions or remarks logically and meaningfully.

Character and Word Building Exercises

While training students to work on their proficiency at the sentence and paragraph-length levels, we realized there was a need to help students solidify their foundation in character recognition and word association. We have thus added character and word building exercises to each lesson.

New Reading Exercises

To help students understand how their newly acquired vocabulary and grammatical structures function in meaningful contexts and, at the same time, to avoid overwhelming students with extra materials containing words they haven't learned, we have added newly composed reading exercises and deleted the ancient Chinese parables that were included in previous editions. These parables, however, are now available online at PeerSource, my.cheng-tsui.com. Students should be encouraged to use them as supplementary reading materials with the help of a dictionary.

More Authentic Materials

To build a bridge between the pedagogical materials used in the classroom and the materials that students will encounter in the target language environment, we have added more authentic materials such as signs, posters, advertisements, and other documents in the exercises for all lessons.

New Illustrations

To make the exercises more interesting and appealing, we have added many illustrations to the exercises. These visual images increase the variety of exercise types, and also encourage students to answer questions directly in Chinese without going through the translation process.

UNCORRECTED PROOFS Contextualized Grammar Exercises and Task-Oriented Assignments

The ultimate goal of learning any language is to be able to communicate in that language. With this goal in mind, we pay equal attention to language form and language function, and have created task-based exercises to train students to handle real-life situations using the language accurately and appropriately. We have rewritten many items, especially in the translation section, to provide linguistic context and to reflect the language used in real life.

Learner-Centered Tasks

We believe that the exercises in the workbook should not only integrate the content of the textbook, but also relate to student life. We include exercises that simulate daily life with topics and themes that students can easily relate to. We hope these exercises will actively engage students in the subject matter and keep them interested in the language-learning process. Since the world is constantly changing, we also have tried to add exercises that will train students to meet the needs of today's world, such as writing e-mail messages in Chinese.

Storytelling Exercises

To coach students to describe what they see and use their language skills to construct narratives, we have added one storytelling exercise to each lesson. This exercise is designed to help students

develop skills for organizing ideas and presenting them in a coherent manner. It also provides practice in using transitional elements and cohesive devices to make the story progress smoothly and logically. This exercise is suitable for either speaking or writing. The teacher can ask students to submit the story as a written exercise and/or ask them to make an oral presentation in class.

New Review Exercises

At the end of every five lessons, a cumulative review unit is available to those students who wish to do a periodic progress check. These units are flexible, short, and useful as a review tool. They include exercises that reinforce a variety of language skills, from practicing pronunciation to recalling vocabulary and writing cohesive narratives. Since the review units do not introduce any new learning topics, they can be included in the teaching plan at the teacher's discretion.

Acknowledgments

We would like to take this opportunity to thank all those who have given us feedback in the past, and extend our sincere gratitude to Professor Zheng-sheng Zhang of San Diego State University and to Ms. Kristen Wanner for their invaluable editorial comments and to Ms. Laurel Damashek and Ms. Minying Tan at Cheng & Tsui for their support throughout the editorial and production process. We welcome your comments and feedback; please send any observations or suggestions to editor@cheng-tsui.com.

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第十一課

第十一課

中國的節日

中国的节日

I. Listening Comprehension

A. Textbook Content (INTERPRETIVE)

Listen to the recording for the Textbook and answer the questions in English.

1. How would you describe the apartment and area in which Xuemei's uncle and aunt live?

2. Why did Xuemei's aunt decide to prepare the Chinese New Year's Eve dinner at home, instead of going to a restaurant?

3. What dish does Xuemei say is essential for a Chinese New Year's Eve dinner, and why?

4. Besides Chinese New Year, what other major traditional Chinese festivals do the characters in the dialogue mention at the dinner table?

5. What New Year gifts do Xuemei and Ke Lin receive from Xuemei's uncle and aunt?

6. To whom does Xuemei send Chinese New Year's greetings after dinner?

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B. Workbook Dialogue (INTERPRETIVE)

Listen to the recording for the Workbook and answer the questions.

Questions (True/False):

- () 1. The speakers have lived in their current residence for less than a year.
- () 2. The conversation most likely takes place at the dinner table.
- () 3. The man likes not only their residence but also their neighborhood.
- () 4. The woman thinks that their residence is not completely furnished yet.
- () 5. The speakers are happy to be without children.
- () 6. The speakers make a toast using tea.

C. Workbook Narratives (INTERPRETIVE)

Listen to the recording for the Workbook and answer the questions in English.

1. Questions:

a. What is the purpose of this voicemail?

b. Has Little Jiang been in China for many years? How do you know?

c. What did Little Jiang like best about the Chinese New Year?

d. What other missing information does Little Jiang expect from Little Lin next time?

2. Questions:

a. Does Old Wang live in Sichuan, Beijing, or elsewhere? How do you know?

b. Did Old Wang and Mrs. Wang try to book a dinner reservation for their New Year's Eve dinner at a restaurant? Why or why not?

c. Did the Wangs have their New Year's Eve dinner at home or at a restaurant? Why?

d. Why did Little Wang want to go against tradition and not light firecrackers?

D. Workbook Listening Rejoinder (INTERPERSONAL)

In this section, you will hear two people talking. After hearing the first speaker, select the best from the four possible responses given by the second speaker.

II. Speaking Exercises

A. Practice asking and answering the following questions. (INTERPERSONAL)

1. 你住校內還是校外?

你住校內還是校外?

2. 幾房幾廳幾衛?

几房几厅几卫?

3. 環境怎麼樣？住起來舒服不舒服？

环境怎么样？住起来舒服不舒服？

4. 除夕是哪一天？

5. 今年過什麼節，你會回家跟家人團圓？

今年过什么节，你会回家跟家人团圆？

B. Practice speaking on the following topics. (PRESENTATIONAL)

1. 請談談中國人怎麼過春節。

请谈谈中国人怎么过春节。

2. 請談談在你的國家，人們怎麼過新年。

请谈谈在你的国家，人们怎么过新年。

3. Review the lesson, and recap the traditional Chinese festivals, their dates, and the foods typically associated with them. Which Chinese holiday appeals to you the most, and why?

III. Reading Comprehension

A. Building Words

Complete this section by writing the characters, the *pinyin*, and the English equivalent of each new word formed. Guess the meaning before you use a dictionary to confirm.

1. “社會”的“社” + “小區”的“區”

“社会”的“社” + “小区”的“区”

→

new word

pinyin

English

2. “幸福”的“福” + “氣氛”的“氣”

“幸福”的“福” + “气氛”的“气”

→

3. “奇怪”的“怪” + “購物”的“物”

“奇怪”的“怪” + “购物”的“物”

→

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4. “月餅”的“餅” + “乾杯”的“乾”
“月餅”的“餅” + “干杯”的“干”

→ _____

5. “拜年”的“年” + “蛋糕”的“糕”

→ _____

B. The following is a conversation between a host and a guest visiting her house for the first time. Fill in the blanks with phrases provided. (INTERPRETIVE)

(TRADITIONAL)

住起來 吃起來 穿起來 喝起來 做起來

A: 您的新家環境真不錯，_____很舒服吧？

B: 還行，挺安靜的。請喝咖啡。

A: 謝謝！…您這咖啡_____特別香。您在咖啡裡放了什麼？

B: 咖啡裏什麼都沒放，_____很簡單，有空我教你。來，吃點兒月餅。

A: 您的月餅_____真香，肯定很貴吧？

B: 我也不清楚，是朋友送的。我今天穿的這件衣服，也是同一個朋友送的。

A: 您的朋友真會買東西。這件衣服，您_____特別好看。

(SIMPLIFIED)

住起来 吃起来 穿起来 喝起来 做起来

A: 您的新家环境真不错，_____很舒服吧？

B: 还行，挺安静的。请喝咖啡。

A: 谢谢！…您这咖啡_____特别香。您在咖啡里放了什么？

B: 咖啡里什么都没放, _____ 很简单, 有空我教你。来, 吃点儿月饼。

A: 您的月饼_____ 真香, 肯定很贵吧?

B: 我也不清楚, 是朋友送的。我今天穿的这件衣服, 也是同一个朋友送的。

A: 您的朋友真会买东西。这件衣服, 您_____ 特别好看。

C. Read the passages and answer the questions. (INTERPRETIVE)

1.

(TRADITIONAL)

雪梅跟她父母的感情很好。她已經兩年沒有和爸爸媽媽一起過春節了。這次回杭州, 她本來打算陪父母過年以後再去北京, 可是舅舅從北京打電話說有一個實習的機會, 馬上就要開始工作。爸爸媽媽也說, 這個機會對雪梅的事業太重要了。於是雪梅和柯林春節前就到了北京。雪梅在北京給媽媽打電話說, 她和柯林已經在杭州一家有名的餐館給爸爸媽媽和弟弟訂好了年夜飯, 這樣媽媽就不用花時間準備了。可是媽媽說, 到餐館訂餐方便是方便, 可是不如在家裏吃年夜飯有家庭氣氛。雪梅覺得媽媽說得有道理, 於是就打電話告訴那家餐館不訂餐了。

(SIMPLIFIED)

雪梅跟她父母的感情很好。她已经两年没有和爸爸妈妈一起过春节了。这次回杭州, 她本来打算陪父母过年以后再去北京, 可是舅舅从北京打电话说有一个实习的机会, 马上就要开始工作。爸爸妈妈也说, 这个机会对雪梅的事业太重要了。于是雪梅和柯林春节前就到了北京。雪梅在北京给妈妈打电话说, 她和柯林已经在杭州一家有名的餐馆给爸爸妈妈和弟弟订好了年夜饭, 这样妈妈就不用花时间准备了。可是妈妈说, 到餐馆订餐方便是方便, 可是不如在家里吃年夜饭有家庭气氛。雪梅觉得妈妈说得有道理, 于是就打电话告诉那家餐馆不订餐了。

Questions (True/False):

- () 1. Xuemei went to Beijing earlier than she had originally planned.
- () 2. Xuemei feels bad that she had spent only one Spring Festival with her parents in the last two years.
- () 3. Xuemei had intended to cook the New Year's Eve dinner for her family.
- () 4. Xuemei's parents and brother will most likely have their New Year's Eve dinner at home.

Questions (Multiple Choice):

- () 5. Xuemei's parents persuaded Xuemei to leave for Beijing before the Spring Festival because _____.
 - a. they thought Xuemei's uncle would need her company in Beijing
 - b. they knew Xuemei would find a better job in Beijing
 - c. they knew the internship would be important for her future career
- () 6. Xuemei finally agrees with her mother's arrangement for the New Year's Eve dinner because it is _____.
 - a. less expensive
 - b. more casual and cozier
 - c. easier

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2.

(TRADITIONAL)

在中國，很多人在過春節的時候都說吉利(吉利 jǐlì: auspicious)的話，可是有時候說吉利的話不太容易。有一位王先生，家裏的家俱都很新很漂亮，他覺得過年應該在牆上貼兩張畫才有節日的氣氛。他貼好了第一張，想把第二張貼得跟第一張一樣高，就對十歲的兒子說：“你幫我看看，要是我把畫貼得太高了，你就說‘發財’；要是太低了，你就說‘健康’”。說著，王先生就把第二張畫貼到牆上了，貼得正好，不比第一張高，也不比第一張低。這時候兒子高興地說：“爸爸，你太棒了，不發財，也不健康。”

(SIMPLIFIED)

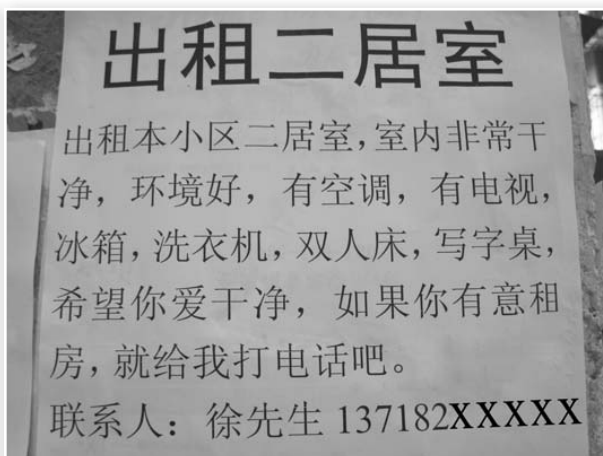
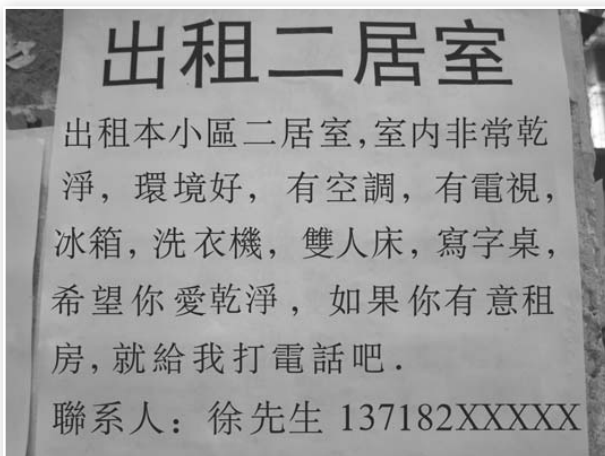
在中国，很多人在过春节的时候都说吉利(吉利 jǐlì: auspicious)的话，可是有时候说吉利的話不太容易。有一位王先生，家里的家具都很新很漂亮，他觉得过年应该在墙上贴两张画才有节日的气氛。他贴好了第

一张，想把第二张贴得跟第一张一样高，就对十岁的儿子说：“你帮我看看，要是我把画贴得太高了，你就说‘发财’；要是太低了，你就说‘健康’”。说着，王先生就把第二张画贴到墙上了，贴得正好，不比第一张高，也不比第一张低。这时候儿子高兴地说：“爸爸，你太棒了，不发财，也不健康。”

Questions (True/False):

- () 1. According to the passage, it is not always easy to say auspicious things.
- () 2. Mr. Wang thinks that a couple of pictures on the wall will increase the festive atmosphere.
- () 3. Of Mr. Wang's two pictures, the first has to do with wealth and the second has to do with health.
- () 4. Mr. Wang tries to make his son say auspicious words.
- () 5. Mr. Wang's son is glad that his father has been able to position the pictures perfectly.
- () 6. The son knows that his father will have neither wealth nor health.

D. Look at the ad below and list in English the things that you like and don't like about the place. Before calling the landlord, jot down in Chinese some of the questions you may want to ask. (INTERPRETIVE/PRESENTATIONAL)



(二居室=兩個臥室/两个卧室)

Likes:

Dislikes:

Questions:

_____	_____
_____	_____
_____	_____

IV. Writing and Grammar Exercises

A. Building Characters

Form a character by combining the given components as instructed. Then write a word, a phrase, or a short sentence in which that character appears.

1. 左邊一個人字旁，右邊一個“到”，
 左边一个人字旁，右边一个“到”，
 是 _____ 的 _____。
2. 外邊一個“气”，裏邊一個“分鐘”的“分”，
 外边一个“气”，里边一个“分钟”的“分”，
 是 _____ 的 _____。
3. 左邊一個“工作”的“工”，右邊一個“費力氣”的“力”，
 左边一个“工作”的“工”，右边一个“费力气”的“力”，
 是 _____ 的 _____。
4. 左邊一個三點水，右邊一個“良好”的“良”，
 左边一个三点水，右边一个“良好”的“良”，
 是 _____ 的 _____。
5. 左邊一個人字旁，右邊一個“專業”的“專”，
 左边一个人字旁，右边一个“专业”的“专”，
 是 _____ 的 _____。
6. 外邊一個“口”，裏邊一個“售貨員”的“員”，
 外边一个“口”，里边一个“售货员”的“员”，
 是 _____ 的 _____。

7. 左邊一個“貝”，右邊一個“剛才”的“才”，
 左边一个“贝”，右边一个“刚才”的“才”，
 是_____的_____。
8. 上邊一個“因為”的“因”，下邊一個“心事”的“心”，
 上边一个“因为”的“因”，下边一个“心事”的“心”，
 是_____的_____。

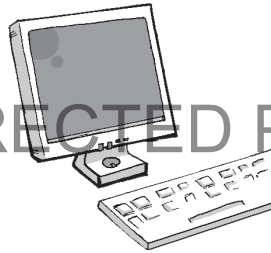
B. Look at the illustrations given and state what these people are busy doing.

EXAMPLE:



- **A:** 天明呢？他忙什麼呢？ **B:** 他忙著整理房間呢。
 天明呢？他忙什麼呢？ 他忙著整理房間呢。

1.



→

2.



→

3.



→

C. What expertise do you expect people in certain professions to have?

Use “V 得出(來)/V 得出(来)” to specify.

EXAMPLE: a coffee taster origin

他能喝得出(來)咖啡是從哪兒來的。 ○

他能喝得出(来)咖啡是从哪儿来的。 ○

1. a restaurant critic type of cuisine and authenticity

→ _____

2. an entertainment agent who can sing and who can dance

→ _____

3. a language teacher whether a student’s pronunciation is good

→ _____

D. Answer the questions emphatically by using reduplicated measure words.

1. 除夕晚上哪家餐館有位子?

除夕晚上哪家餐館有位子?



→ _____

2. 柯林的同學中誰是球迷?

柯林的同學中誰是球迷?



→ _____


3. 麗莎哪天有中文課?

麗莎哪天有中文課?


星期一	星期二	星期三	星期四	星期五
中文	中文	中文	中文	中文

→ _____


E. The characters in the textbook all follow their own routines and schedules. Describe their routines in Chinese based on the cues.

EXAMPLE:  having soup → having (other) food


→ 張天明一般都先喝湯再吃飯。
张天明一般都先喝汤再吃饭。

1.  doing homework → having dinner

→ _____

2.  tidying up living room → tidying up the bedroom

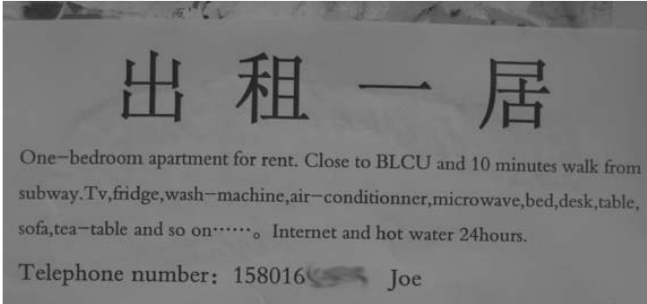
→ _____

3.  looking up information online → looking up information in the library

→ _____

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F. Translate the ad into Chinese. (PRESENTATIONAL)



出租一居

One-bedroom apartment for rent. Close to BLCU and 10 minutes walk from subway. Tv, fridge, wash-machine, air-conditionner, microwave, bed, desk, table, sofa, tea-table and so on..... Internet and hot water 24hours.

Telephone number: 158016 Joe

Note that BLCU refers to Beijing Language and Culture University (北京語言大學 / 北京语言大学)

G. Translate the following dialogues into Chinese. (PRESENTATIONAL)

1. **A:** What have you decided to do after the semester ends?

B: Go to New York to do an internship and find a job.

2. **A:** Where you're from (你們那兒/你们那儿), can you set off firecrackers for the Spring Festival?

B: No. We can't buy firecrackers, either.

3. **A:** What Thanksgiving traditions does your family have?

B: My family eats together on Thanksgiving. After lunch we watch American football. On Thanksgiving it's very boisterous in my house.

UNCORRECTED PROOFS

4. **A:** How is the environment of your residential community?

B: The environment is very nice, very quiet. And it's very close to school, really convenient.

5. A: Where did you go for the Spring Festival?

B: I went to Hangzhou to see my (maternal) uncle and his wife. They have a three-bedroom, one-dining room, one-living room, two-bathroom apartment. It's very comfortable (to live there).

A: When did you get to Hangzhou?

B: I got to Hangzhou on New Year's Eve. My uncle made a reservation at a restaurant, so we didn't have New Year's Eve dinner at home.

A: Do your uncle and his wife cook?

B: They like to cook very much, but they devote all their time to their careers, so they are very busy. They often don't have time to cook.

A: What do your uncle and his wife do?

B: My uncle is a university professor. His wife is a lawyer.

A: Do they have children?

B: They don't have any children. They are a two-person world. They are very fond of each other.

UNCORRECTED PROOFS

6. A: My Chinese classmate invited me to have Chinese New Year's Eve dinner at her house. I wonder (I don't know) what Chinese people have for Chinese New Year's Eve dinner.

B: If your classmate's family is from the North, they'll definitely have dumplings.

A: Great! I like eating dumplings. What else?

B: Also Chinese people must have fish for Chinese New Year's Eve dinner. Furthermore you can't eat it all. You have to leave some on the plate.

A: Why? Isn't that wasteful?

B: Because “fish” is pronounced the same as “surplus,” in other words, “leaving some behind.”

A: How interesting! Thank you for telling me. Otherwise, I’d probably eat the whole fish.

H. Translate the following passage into Chinese. (PRESENTATIONAL)

China has many traditional holidays. Besides the Spring Festival, there are also the Lantern Festival, the Dragon Boat Festival, the Mid-Autumn Festival, and the Qingming Festival. Every year, the fifteenth day of the first month on the lunar calendar is the Lantern Festival. On that day, Chinese people eat dumplings made of glutinous rice. The fifth day of the fifth month of the lunar calendar is the Dragon Boat Festival. Every Chinese family eats *zongzi*. The fifteenth day of the eighth month of the lunar calendar is the Mid-Autumn Festival, which is a day of family reunion—a bit like America’s Thanksgiving. Everyone has to eat moon cakes to celebrate the Mid-Autumn Festival. April 5th is the Qingming Festival (清明節/清明节), which is also an important traditional holiday.

1. It's that time of the year again: time to call, text-message, email, or write a card to your Chinese friends and their families to wish them a happy Chinese New Year. Make sure your New Year wishes are appropriate based on your relationship with the recipient. Fill in the table of the recipients, how you will communicate with them, and your wishes for each of them. (PRESENTATIONAL)

Name	Mode of Communication	Wishes
Person 1: 中文老師 / 中文老师	寫卡片 / 写卡片	
Person 2:		
Person 3:		
Person 4:		
Person 5:		
Person 6:		

For those whom you plan to call on the phone, rehearse with a partner or record a message for your teacher.

For those to whom you plan to write a letter or email, write your message here.

J. Find two or three photos of a Chinese holiday by searching online or asking friends and family. Use Chinese to write a brief news article or a letter to a friend describing the pictures. Make sure to describe the atmosphere, what people are doing and eating, how the places are decorated, etc. You can use your imagination to make up quotes from the people celebrating the festival. Use at least two of the grammar patterns and five new words and phrases from this lesson. (PRESENTATIONAL)

UNCORRECTED PROOFS

K. This year, you will be starting a new tradition by hosting a Chinese New Year celebration for your family. Write a letter to your family members describing how they can help decorate and cook for the holiday, what they should expect to do, what they should wear, what they should bring, etc. The more you teach them about the holiday, the more fun it will be! Use at least three of the grammar patterns or words and phrases from this lesson (PRESENTATIONAL).

L. Storytelling (PRESENTATIONAL)

Write a story in Chinese based on the four cartoons below. Make sure that your story has a beginning, a middle, and an end. Also make sure that the transition from one picture to the next is smooth and logical.

1



2



3



4

