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AP CHINESE LANGUAGE AND CULTURE · EXAM PREP AND PRACTICE

# AP Chinese Language and Culture **Ascent** **Booster.**

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A focused 100-page boost for the exam: every theme, every task type, model responses in Chinese, the language toolkit, and practice with full explanations.

## INSIDE

Exam and Strategy · Six Themes · Reading and Listening · Speaking · Writing · Language Toolkit · Mini Practice Exam · Reference



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AP Chinese Language and Culture: exam strategy, themes, toolkit, and practice.

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Each section has an explanation, worked examples, and practice problems. Answers and explanations close every chapter. Click any entry to jump to that page.

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# Welcome to the Chinese Ascent Booster.

Everything the exam tests, in one focused book: strategy, language toolkit, model answers, and practice.

## Welcome

## How to Use This Book

This book prepares you for every part of the AP Chinese Language and Culture exam. Listening practice uses printed scripts: have a partner read each one aloud twice, or use text-to-speech.

### What is inside

Start Here covers the exam and a strategy for every task. Chapters 1 and 2 teach the six themes with vocabulary, culture and structures; Chapter 3 trains reading and listening; Chapters 4 and 5 train speaking and writing with model responses; Chapter 6 is the language toolkit. A mini practice exam and a reference section close the book.

| Your situation                   | Study plan                                                                                                                                  |
|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| Taking the course now            | Work one chapter at a time alongside class, then do that chapter's practice sets.                                                           |
| Starting 6 weeks before the exam | Read Start Here, do two sections a day, practice one speaking and one writing task a week, and take the practice exam at the end of week 5. |
| Final week                       | Redo missed items, drill the toolkit and vocabulary lists, rehearse the speaking and writing templates, and review the scoring checklists.  |

### A routine that works

- 1. Read.** Study the key boxes, then work each example yourself before reading its solution.
- 2. Practice.** Do every Set A problem, then Sets B and C. Write your answers before you look.
- 3. Check.** Compare with the answers and explanations at the end of the chapter. Mark mistakes and note the reason, not just the right answer.
- 4. Review.** Return to missed problems the next day, then do the multiple-choice and free-response sections and the practice exams.

### Use the target language

Say answers aloud and write them out. Reading explanations is not enough: speaking and writing improve only by producing language.

### Learn from mistakes

For every missed item write the rule in your own words and one new example sentence.

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# Start Here: The Exam and Your Toolkit.

2 sections with explanations and worked examples, then 26 practice problems. Answers and full explanations are at the end of the chapter.

0.1

## The Chinese Language and Culture Exam: Format, Scoring, and Study Plan

This lesson shows you exactly what the exam contains, how each part is weighted and scored, and how to turn six weeks of study into a score you can trust.

The exam lasts about 1 hour and 50 minutes and has two sections of equal weight. **Section I** is free response: 4 questions, 50% of your score, 40-45 minutes, spoken and written. **Section II** is multiple choice: 55 questions, 50% of your score, 65 minutes, listening and reading. Each multiple-choice question set has five questions and one or two audio or written sources, so you answer 11 sets in all.

| Part           | Task                            | Questions   | Weight | Timing                                  |
|----------------|---------------------------------|-------------|--------|-----------------------------------------|
| I-A Speaking   | Q1 Project Presentation         | 1           | 20%    | 3 min prepare + 3 min speak             |
| I-A Speaking   | Q2 Project Q&A                  | 4 questions | 15%    | 40 seconds per answer; each heard twice |
| I-B Writing    | Q3 Story Narration (4 pictures) | 1           | 7.5%   | part of 30 min writing                  |
| I-B Writing    | Q4 Email Response               | 1           | 7.5%   | part of 30 min writing                  |
| II-A Listening | 5 sets (5 task types)           | 25          | 25%    | 25 min                                  |
| II-B Reading   | 6 sets (5 task types)           | 30          | 25%    | 40 min                                  |

### Exam at a glance

Free response = 50% (Q1 20% + Q2 15% + Q3 7.5% + Q4 7.5%). Speaking alone is 35% of your score.

Multiple choice = 50% (listening 25% + reading 25%), 55 questions, 11 sets of 5.

Listening task types: Audio and Chart, Audio Report, Conversation, Instructional Guidance, Presentation.

Reading task types: Article, Article and Chart, Correspondence, Literary Text, Promotional Material. The mix of the six sets changes each year, but there are always 30 questions.

The exam is organized around **six units**: Families and Communities, Language and Culture, Art and Creativity, Science and Technology, Contemporary Life, and Global Contexts. Every source you hear or read comes from one of these areas, so study vocabulary by unit (Lesson 6.3 gives you word lists).

Three **skill categories** describe what is tested. Category 1 is interpretive: understand texts, audio, and charts. Category 2 is interpersonal and presentational: speak and write for a purpose and an audience. Category 3 is cultural understanding: connect products, practices, and perspectives, and compare cultures.

| Skill category    | Where it is tested                                   | What it means for you                                           |
|-------------------|------------------------------------------------------|-----------------------------------------------------------------|
| 1 Comprehend      | Every multiple-choice set                            | Find details, infer attitude, synthesize audio with a chart     |
| 2 Speak and write | Q1-Q4                                                | Match register to the audience, be easy to understand, organize |
| 3 Culture         | Content of all sources; speaking and writing answers | Explain why a practice exists; compare with your own community  |

Writing and speaking are scored with analytic rubrics. Story Narration and Email Response are each worth 8 points: Message or Narrative Development (0-3), Organization (0-2), Language Control (0-3). The Project Presentation is worth 11 points and the Project Q&A 9 points. Scorers reward complete, relevant, organized answers; they do not need perfection.

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## What scorers reward

Content first: answer every question or request, with a detail or example each (email: both requests; story: all four pictures).

Organization: a clear beginning, middle, and end, plus connectors such as 首先 (shouxian, first), 然后 (ranhou, then), 最后 (zuihou, finally).

Language control: a variety of sentence patterns and vocabulary, correct characters, and appropriate register (polite 您 for a principal).

Culture: name a specific practice, product, or perspective and explain it; in speaking, compare at least once.

Delivery (speaking): steady pace, clear tones, natural intonation.

### EXAMPLE 1: CLASSIFY THE TASK

You hear a two-minute talk by a school guide about a new recycling plan, and the next question shows a bar chart of last year's recycling. Name the task type, the skill category, and the best first move.

#### SOLUTION

Task type: Audio and Chart (listening, interpretive, Skill Category 1).

Before the audio starts, read the chart title, axis labels, and units, and read the five questions and their choices.

Listen for what the speaker adds to or changes in the chart; questions often ask you to combine the two sources.

Mark each answer immediately and move on; you cannot replay the audio.

### EXAMPLE 2: SPOT THE MISSING POINTS

Prompt: a friend asks 你周末通常做什么？你最喜欢哪个节日？(Ni zhoumo tongchang zuo shenme? Ni zui xihuan nage jieri? What do you usually do on weekends? Which holiday do you like best?)

Student reply: 你好！周末我常常看书。再见！

#### SOLUTION

Request 1 is answered, but with no detail: 周末我常常看书 (zhoumo wo changchang kanshu, I often read on weekends) needs when, where, or with whom.

Request 2 (favorite holiday) is not answered at all, so Message Development cannot rise above 1 of 3.

A greeting and closing exist, but there are no connectors, so Organization stays low.

Stronger version: 周末我常常和朋友去图书馆看书，因为那儿很安静。我最喜欢春节，因为全家人可以一起吃团圆饭。

A good plan uses the exam weights. Because speaking is 35% and is the skill most students leave until last, start recording yourself in Week 1.

| Week | Focus                                              | Daily 45 minutes                                   |
|------|----------------------------------------------------|----------------------------------------------------|
| 1    | Diagnose; exam format; character and pinyin habits | One timed set of each type; record a 1-minute talk |
| 2    | Listening sets and note-taking in Chinese keywords | Two listening sets, review misses                  |
| 3    | Reading sets (article, chart, correspondence)      | Two reading sets, list unknown words               |
| 4    | Email Response and Story Narration                 | One timed email, one timed story, self-score       |
| 5    | Project Presentation and Project Q&A               | Outline, 3-minute talk, four 40-second answers     |
| 6    | Full mixed practice; fix top three errors          | One half-exam per day, error log                   |

- Final week, day 1-2: take a full practice exam under timing and score it with the rubrics.
- Day 3-4: redo only the task types where you lost the most points.
- Day 5: speaking rehearsal (3-minute presentation, four Q&A answers) and one email and story.
- Day 6: review your error log, connector list, and unit word lists; sleep early.
- Exam day: check your device and headset, eat, and read each direction line fully.

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**Exam tip**

Treat the book as a loop: learn in a lesson, test in the multiple-choice and free-response chapters, record every mistake in an error log with the reason (vocabulary, tone, grammar, timing), then drill that reason.

- ◆ How to use this book: do the lesson and its Set A first, then Set B under time, then Set C without notes.
- ◆ Read model answers after you try. Copy useful sentence patterns into your own phrase bank.
- ◆ Always say or write your answer first, then compare. Reading answers early teaches you very little.

**Practice****SET A Check Your Understanding**

Answer in English in one to three sentences.

1. How many multiple-choice questions are on the exam, how many question sets is that, and how long is Section II?
2. Add up the weights of the two speaking questions and the two writing questions. Which group is worth more, and by how much?
3. Which skill category is directly tested in every multiple-choice set, and which two tasks test speaking?
4. A Story Narration response describes each of the four pictures in separate, unconnected sentences with no time words. Which rubric row is hurt most, and why?
5. Explain why you should start recording speaking practice in Week 1 rather than Week 5.

**SET B Exam-Style Multiple Choice**

Read each short text and choose the best answer.

6. 小林的留言：我每天晚上听十五分钟的中文广播，然后把听不懂的词写在本子上，周末再复习一次。  
小林怎样学习生词？  
(A) 只在周末听广播 (B) 把没听懂的词记在本子上，周末复习 (C) 每天看十五分钟电视  
(D) 请老师把生词写在黑板上
7. 通知：中文俱乐部本周六下午两点在图书馆二楼举行「春节故事会」，请每位同学带一个自己家过春节的小故事。  
参加的同学要准备什么？  
(A) 一份春节礼物 (B) 一本图书馆的书 (C) 一个春节食谱  
(D) 一个家里过春节的故事
8. 老师的邮件：请大家在下周三以前交作文，不少于两百字。如果不能按时交，请提前告诉我。  
如果不能按时交作文，学生应该怎么做？  
(A) 提前告诉老师 (B) 写得少一点儿 (C) 下周三以后再交 (D) 请同学代写
9. 广告：新开的「书香茶馆」每个星期二下午买一杯茶，第二杯半价。周末人比较多，需要提前预约。  
想便宜一点儿的人，最好什么时候去？  
(A) 周六上午 (B) 周日下午 (C) 星期二下午 (D) 每天晚上
10. 小王比小李每天多练习二十分钟口语，所以他说得更流利。  
这句话的意思是什么？  
(A) 小李比小王练习得多 (B) 小王说得流利是因为练习时间更长 (C) 小王和小李练习时间一样  
(D) 小李不想练习口语

**SET C Apply and Extend**

Write full answers. Model answers show what earns points.

11. Your weak areas are Q2 (Project Q&A) and the reading section. Write a Week 5 schedule of five 45-minute sessions that uses both, and say how you will check progress.
12. Score this reply with the Email Response rows (Message Development 0-3, Organization 0-2, Language Control 0-3). Prompt: a pen pal asks 你们学校有什么社团？你参加了哪一个？ Reply: 你好！我们学校有很多社团，比如篮球社和书法社。我参加了书法社，因为我喜欢中国文化。我们每个星期三练习。再见！ Justify each score.
13. Write a final-week checklist of six items for the night before the exam and give the reason for each.

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## 0.2 Strategy Playbook: Every Task Type and Time Management

Each task type rewards a different routine. Learn the routine for each one, practice it until it is automatic, and use the pacing table to protect your time.

Start with the clock. In listening you have about one minute per question. In reading you have 40 minutes for 30 questions across six sets, about 6 to 7 minutes per set. In writing you have 30 minutes for two tasks, so plan about 14 minutes each and keep 2 minutes to check.

| Task                          | Time                       | Pacing target                                          |
|-------------------------------|----------------------------|--------------------------------------------------------|
| Listening set (5 questions)   | 25 min for 5 sets          | Preview questions before audio; answer while listening |
| Reading set (5 questions)     | 40 min for 6 sets          | 6 min per set; mark and return only once               |
| Q1 Project Presentation       | 3 min prepare, 3 min speak | Spend the prep minutes on your outline, not new ideas  |
| Q2 Project Q&A                | 40 seconds per answer      | About 4 sentences; start speaking at once              |
| Q3 Story Narration + Q4 Email | 30 min for both            | 12-14 min each, 2 min proofreading                     |

### Listening routine (all five set types)

1. Before the audio: read all five questions and choices; underline the question words (谁 shei, who; 为什么 weishenme, why; 什么时候 shenme shihou, when).
2. First hearing: write keywords in pinyin or characters, not full sentences. Numbers, times, and names go first.
3. Second pass (if offered) or immediately after: choose the answer that matches meaning, not the one that repeats a sound.
4. For Audio and Chart, study the chart first; the audio usually updates or contradicts one number.

In reading, the sources are an article, an article with a chart, correspondence, a literary text, and promotional material. Read the questions first, then skim for structure: title, first and last lines, numbers, and signal words such as 但是 (danshi, but) and 所以 (suoyi, so). **Distractors** (wrong choices) often use words that appear in the text but change the meaning, so match ideas, not characters.

### Unknown words and guessing

Use character parts: radicals give category (氵 water, 讠 speech, 心 feeling).

Use context: contrast words (但是) flip meaning; (因为) marks a reason.

Use word structure: 学生 (xuesheng, student) shows 生 means person or life; 图书馆 shows 馆 is a building.

Never leave a multiple-choice item blank: eliminate two choices, then guess. Wrong answers are not penalized.

#### EXAMPLE 1: GUESS A WORD FROM CONTEXT

**Text:** 这家餐厅的菜很有特色，但是价格太昂贵，很多学生吃不起。

**What does 昂贵 (angui) most likely mean?**

#### SOLUTION

Notice 但是 (but): the first clause is positive, so the second clause turns negative.

The clause 很多学生吃不起 (hen duo xuesheng chibuqi, many students cannot afford it) explains the problem.

So 昂贵 means expensive. The component 贵 (gui, expensive) in the word confirms it.

For the **Project Presentation** (Q1), your Personalized Project Reference supports you, so use it as a map and speak in full sentences. Cover at least three factors, give a specific example for each, and link a cultural perspective to a product or practice. For the **Project Q&A** (Q2), each question is heard twice. Use the first hearing to understand, the second to plan; open with a direct answer, add a reason and an example, and compare cultures at least once.

- 1 **Q1 structure** Opening topic line, factor 1, factor 2, factor 3 (each with example + perspective), short conclusion.
- 2 **Q2 formula** Direct answer + reason + example + comparison with your own community.
- 3 **Q3 story** Name the characters and setting, then one to two sentences per picture with time words, then a feeling or lesson at the end.
- 4 **Q4 email** Greeting, thanks or reaction, answer request 1 with detail, answer request 2 with detail, closing.

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EXAMPLE 2: A 40-SECOND Q&A ANSWER

Question: 你研究的节日在你们社区里有类似的庆祝活动吗？(Nimen shequ li you leisi de qingzhu huodong ma? Does your community have a similar celebration?)

SOLUTION

Model: 有，不过有一些不同。我研究的中秋节人们会一起赏月、吃月饼，象征团圆。(You, buguo you yixie butong. Yes, but with some differences.) 我们这里的感恩节也是全家团聚，但是我们吃火鸡。

Points: direct answer (有), a detail about the product and practice (月饼, 赏月), the perspective (团圆, reunion), and a comparison with Thanksgiving.

Raise the score by adding a reason: 虽然形式不同，但是两个节日都表达了家人之间的感情。

| Self-check   | Speaking                        | Writing                                                 |
|--------------|---------------------------------|---------------------------------------------------------|
| Content      | Did I answer every part?        | Did I answer both requests, or cover all four pictures? |
| Organization | First, next, finally            | Greeting, closing, connectors                           |
| Language     | Tones, pace, fillers like 嗯, 那个 | Characters, 的/得/地, measure words, register              |
| Culture      | One comparison or perspective   | One culturally relevant expression                      |

Common mistakes

The top ten: (1) not previewing questions; (2) choosing a choice because a word matches the text; (3) spending 3 minutes on one item; (4) leaving blanks; (5) answering only one email request; (6) skipping a picture in the story; (7) 您 or 你 mixed up with the audience; (8) memorized speech that ignores the question; (9) speaking too fast to be clear; (10) not proofreading characters and punctuation.

Practice

SET A Check Your Understanding

Answer in English.

1. You have 40 minutes for six reading sets. How long should each set take, and what should you do if one question takes more than two minutes?
2. Why should you read the listening questions before the audio starts?
3. Name the four parts of a strong 40-second Q&A answer.
4. During the 3-minute preparation for Q1, what should you do and what should you not do?
5. A friend says: 'If I don't understand a word, I stop and wait.' Explain a better approach for listening and for reading.

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**SET B Exam-Style Multiple Choice**

Read each text and choose the best answer.

6. 小明想周六晚上七点去图书馆借书。根据下面的开放时间，他应该怎么办？

| 日期    | 开放时间       |
|-------|------------|
| 周一至周五 | 8:00-21:00 |
| 周六    | 9:00-17:00 |
| 周日    | 休息         |

- (A) 照常晚上七点去 (B) 改在周六下午五点以前去 (C) 改到周日去  
(D) 周六早上八点去
7. 图书馆里很安静，大家都在默默地看书，没有人说话。  
「默默」最可能是什么意思？  
(A) 安静地 (B) 高兴地 (C) 很快地 (D) 大声地
8. 王经理：您好！下周的会议如果您方便的话，能不能请您来介绍一下新产品？麻烦了。  
这封信的语气怎么样？  
(A) 很生气 (B) 很随便 (C) 很着急 (D) 很客气
9. 小文说：写作文时，我先写开头、中间、结尾的关键词，再写句子，最后检查有没有错别字。  
小文的第一步是什么？  
(A) 检查错别字 (B) 读题目两次 (C) 写关键词 (D) 写句子
10. 老师：听录音时，不要因为一个词没听懂就停下来，要继续听，因为后面的话常常能帮你理解。  
老师的建议是什么？  
(A) 遇到生词继续听 (B) 听前先把所有生词查完 (C) 每个词都要听懂  
(D) 只听第一句

**SET C Apply and Extend**

Write your answers; model responses list scoring points.

11. Plan the 30-minute writing block (Story Narration and Email Response): give minute-by-minute steps and explain one trade-off.
12. Improve this weak Q&A answer (question: 你觉得传统节日为什么重要?): 重要，因为很好。人们喜欢。 Rewrite it in about 40 seconds of speech, with pinyin for key phrases.
13. List a six-point proofreading routine for a written response and say what each point catches.

**Answers Start Here: Answers and Explanations**

Answers for every practice problem, numbered to match. Read the explanation even when your answer is correct.

**0.1 The Chinese Language and Culture Exam: Format, Scoring, and Study Plan****SET A · CHECK YOUR UNDERSTANDING**

- 55 multiple-choice questions in 11 sets of 5 questions each. Section II lasts 65 minutes: 25 minutes for listening (25 questions) and 40 minutes for reading (30 questions).
- Speaking is  $20\% + 15\% = 35\%$ ; writing is  $7.5\% + 7.5\% = 15\%$ . Speaking is worth 20 percentage points more. This is why speaking practice cannot be left for the last week.
- Skill Category 1 (interpretive comprehension) is assessed in every multiple-choice set. Speaking is tested by Question 1, the Project Presentation, and Question 2, the Project Q&A.
- Organization (0-2) is hurt most. Without sequence words such as 首先, 然后, 后来, 最后 the story has no clear beginning, middle, and end and uses no cohesive devices. Narrative Development also suffers if the sentences describe pictures instead of narrating events.
- Speaking skills (tones, speed, recall of vocabulary) improve only through repeated production, and speaking is 35% of the score. Early recordings also show you your habitual tone and grammar errors, giving you five weeks to fix them.

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**SET B · EXAM-STYLE MULTIPLE CHOICE**

6. B. 他把没听懂的词写在本子上，周末复习 (ba meitingdong de ci xiezi benzi shang, zhoumo fuxi). A is wrong because he listens every evening; D is not mentioned. Detail questions reward matching the verbs.
7. D. The notice says to bring 一个自己家过春节的小故事 (a story about their own family's Spring Festival). A tempting distractor is A (gift), but nothing in the text asks for a present.
8. A. 提前告诉我 (tiqian gaosu wo) means tell me in advance. C is the tempting trap: the text says hand in BEFORE next Wednesday, so submitting after is not allowed.
9. C. The discount is only on Tuesday afternoons (星期二下午 ... 第二杯半价). B and A are weekend options, which the ad says are busy and need booking, and nothing says they are cheaper.
10. B. 比 (bi) shows comparison, 多练习二十分钟 means practiced 20 minutes more, and 所以 (suoyi, so) links cause to result. A reverses the comparison; C ignores 比.

**SET C · APPLY AND EXTEND**

11. Model: Mon, record the 3-minute presentation from your outline and note three filler pauses; Tue, answer four practice Q&A prompts at 40 seconds each, including one cultural comparison; Wed, two reading sets (one chart set) under 20 minutes; Thu, re-record the weakest Q&A answers and replay for tone errors; Fri, mixed 20-minute reading plus a Q&A rehearsal. Progress check: reading accuracy above 80% on timed sets, and every Q&A answer fills most of 40 seconds. Points: schedule uses both areas (1), has timing (1), has a measurable check (1).
12. Message Development 3/3: both requests are answered (clubs at school: 篮球社, 书法社; which one the writer joined and why), with a detail (每个星期三练习). Organization 2/2: there is a greeting and a closing and 比如 and 因为 as connectors, though a stronger version adds 首先/另外. Language Control 2/3: structures are correct but mostly simple; to reach 3 add a variety such as 不但...而且... or a 把 sentence and a culturally relevant expression like 练字能让人静下心来. Total about 7/8.
13. Model: (1) pack ID and charged device so nothing distracts you; (2) review your connectors list so organization is automatic; (3) do one 10-minute listening set to warm up your ear; (4) say your Q1 opening and closing aloud once; (5) re-read the error log's top three mistakes; (6) sleep. Points: items cover speaking, writing, listening, and logistics, and each has a reason tied to scoring or performance.

**0.2 Strategy Playbook: Every Task Type and Time Management****SET A · CHECK YOUR UNDERSTANDING**

1. About 6 to 7 minutes per set (40 / 6). If a question passes two minutes, eliminate what you can, choose the best remaining answer, mark it, and move on; return only if time remains.
2. Previewing tells you what information to listen for (who, when, why, numbers), so you can write keywords as you hear them. You cannot replay the audio, so previewing replaces a second listen.
3. A direct answer, a reason, a specific example, and a cultural comparison or perspective (at least one response must include this).
4. Do: organize your reference into factor 1, 2, 3, plan a one-sentence opening and closing, and choose one example per factor. Do not: begin a new idea you cannot explain in Chinese or write full sentences to read aloud.
5. In listening, skip the word, keep following the main idea, and note what you catch. In reading, use radicals, context, and contrast words to guess, mark the item, and continue. Stopping loses the next sentence, which may hold the answer.

**SET B · EXAM-STYLE MULTIPLE CHOICE**

6. B. On Saturday the library closes at 17:00, so 7 pm is too late and he must go earlier. D is the tempting trap: 8:00 sounds early, but Saturday opens at 9:00. C is wrong because Sunday is 休息 (xiuxi, closed).
7. A. 默默地看书, 没有人说话 (momo de kanshu, meiyou ren shuohua) contrasts with speaking, so it means quietly. D is the opposite and B has no support in the text.
8. D. 如果您方便的话 和 麻烦您了 are polite softeners, so the tone is courteous (keqi). B is wrong because a casual tone would use 你 and no softeners.
9. C. 先 (xian, first) marks the first step: write keywords. A is the last step (最后), and D comes second (再写句子).
10. A. 继续听 (jixu ting, keep listening) is the advice. C is the opposite (stopping to understand every word), and B and D are not suggested.

**SET C · APPLY AND EXTEND**

11. Model: 0-1 min read both prompts; 1-13 write the story (plan four sentences, one per picture, then add details and a closing line); 13-14 move to the email; 14-27 write the email (answer request 1 and request 2 with details); 27-30 proofread both. Trade-off: a longer story may leave less time for the email, but both are worth 7.5%, so split time evenly. Points: realistic timing (1), proofreading time (1), a justified trade-off (1).
12. Model: 我觉得传统节日很重要 (wo juede chuantong jieri hen zhongyao). 首先, 它让家人团聚, 比如春节时大家一起包饺子. 其次, 它保存了文化, 让年轻人了解祖先的故事. 我们这里的感恩节也是这样, 虽然食物不同, 但是人们都想表达感谢和爱. 因此, 传统节日连接了过去和现在. Points: direct answer, two reasons with an example, comparison, conclusion; the original earned almost nothing because it had no detail.
13. Model: (1) read the prompt again for missed requests; (2) check greeting and closing; (3) check connectors; (4) check measure words (一本书, 三位老师); (5) check 的/得/地 and 了; (6) check punctuation and tone of address (您/你). Each point catches a specific scoring issue: content gaps, organization, or language control.

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# Chapter 1: Themes: Families, Language, and Art.

4 sections with explanations and worked examples, then 59 practice problems. Answers and full explanations are at the end of the chapter.

## 1.1 Families and Communities: Vocabulary, Culture, and Language

Theme 1 asks you to understand and talk about family life and the communities around it. This lesson gives you the core vocabulary, the cultural background, and the sentence patterns that show up most often on this theme.

**Families and Communities** is the first of the six course themes. It can appear in every part of the exam: you may hear a conversation about a family decision, read a notice from a neighborhood committee, write an email to a friend about a family event, or build your Project Presentation around a family or community custom. The exam rewards flexible use of words in context, so learn each cluster as a small network: a noun, a verb that goes with it, and one sentence you could say yourself.

### Vocabulary cluster: family and relationships

家庭 jiāting (family, household); 亲戚 qīnqi (relatives); 长辈 zhǎngbèi (older generation); 晚辈 wǎnbèi (younger generation); 独生子女 dúshēng zǐnǚ (only child)

孝顺 xiàoshùn (to be dutiful to one's parents); 照顾 zhàogù (to take care of); 赡养 shànyǎng (to support aging parents, formal); 代沟 dàigōu (generation gap); 团圆 tuányuán (to be reunited as a family)

Kin terms show which side of the family and which generation: 爷爷 yéye / 奶奶 nǎinai (father's parents), 外公 wàigōng / 外婆 wàipó (mother's parents), 叔叔 shūshu (father's younger brother), 舅舅 jiùjiu (mother's brother), 姑姑 gūgu (father's sister), 姨妈 yímā (mother's sister).

### Vocabulary cluster: community and customs

邻居 línjū (neighbor); 社区 shèqū (neighborhood community); 居委会 jūwēihui (residents' committee); 志愿者 zhìyuànzhě (volunteer); 互相帮助 hùxiāng bāngzhù (help one another)

传统 chuántǒng (tradition); 习俗 xísú (custom); 庆祝 qīngzhù (to celebrate); 年夜饭 niányèfàn (New Year's Eve dinner); 红包 hóngbāo (red envelope with money); 家谱 jiāpǔ (family genealogy book)

**Culture: products, practices, perspectives.** The exam expects you to connect what people do and make to what they believe. Here are three real examples.

- ◆ Practice: on New Year's Eve, families gather for the 年夜饭, and in the weeks around the holiday hundreds of millions of people travel home. The perspective behind it is that being together at the turning of the year matters more than almost any other obligation.
- ◆ Product: the 土楼 tǔlóu, round earthen buildings of Hakka (客家) communities in Fujian, once housed an entire clan around one courtyard. Beijing's 四合院 sìhéyuàn (courtyard houses) on 胡同 hùtòng (alleys) do the same on a smaller scale. Both show a perspective that several generations belong under one roof.
- ◆ Practice and change: the 重阳节 Chóngyáng Jié (ninth day of the ninth lunar month) honors the elderly. Today, many young adults work far from home, so communities run senior lunch programs and square-dancing groups (广场舞 guǎngchǎngwǔ), and 孝 (filial duty) is re-expressed through calls and visits.

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| Structure             | Pattern                                                                     | Example with pinyin                                          | Meaning                                                             |
|-----------------------|-----------------------------------------------------------------------------|--------------------------------------------------------------|---------------------------------------------------------------------|
| Aspect: le, guo, zhe  | V + 了 (completed); V + 过 (experienced); V + 着 (ongoing state)               | 我小时候去过外婆家。Wǒ xiǎoshíhòu qùguo wàipó jiā.                     | When I was little I went to my grandmother's house (at least once). |
| Result complement     | V + 完/好/懂/到                                                                 | 他们看到了老朋友。Tāmen kàndào le lǎo péngyou.                        | They saw old friends.                                               |
| Direction / potential | V + 出来; V + 得了 / 不了; V + 得 / 不 + complement                                 | 这桌菜太多，我们吃不完。Zhè zhuō cài tài duō, wǒmen chī bu wán.          | This table of dishes is too much; we cannot finish it.              |
| 把 and 被               | Subject + 把 + object + verb + result;<br>Object + 被 + agent + verb + result | 妈妈把饺子包好了。Māma bǎ jiǎozi bāohǎo le.                           | Mom finished wrapping the dumplings.                                |
| 是...的                 | 是 + time/place/manner + verb + 的                                            | 我是在奶奶家长大的。Wǒ shì zài nǎinai jiā zhǎngdà de.                  | I grew up at my grandmother's house.                                |
| Comparison            | A 比 B + adjective; A 没有 B + (那么) + adjective                                | 我没有姐姐那么爱说话。Wǒ méiyǒu jiějie nàme ài shuōhuà.                 | I am not as talkative as my older sister.                           |
| Connectors            | 虽然...但是...; 因为...所以...; 要是...就...                                           | 要是你有空，就来我家吃饭吧。Yàoshi nǐ yǒu kòng, jiù lái wǒ jiā chī fàn ba. | If you are free, come to my house for a meal.                       |

### Measure words for this theme

一家人 yì jiā rén (a family); 一位老师 yì wèi lǎoshī (a teacher, polite); 一张全家福 yì zhāng quánjiāfú (a family photo); 一桌菜 yì zhuō cài (a table of dishes); 一顿饭 yì dùn fàn (a meal); 一个红包 yì gè hóngbāo (a red envelope)

#### EXAMPLE 1: INTERPERSONAL DIALOGUE

Two cousins plan an 80th birthday dinner for their maternal grandmother. Write a six-line dialogue that uses a 把 sentence, a 是...的 sentence, a potential complement, 虽然...但是, a 比 comparison, and 要是...就.

#### SOLUTION

A: 下个月十五号是外婆的八十岁生日，你想怎么给她过？

Xià gè yuè shíwǔ hào shì wàipó de bāshí suì shēngrì, nǐ xiǎng zěnmē gěi tā guò?

B: 我是这样想的：先把亲戚们都请到家里来，然后一起吃一顿团圆饭。

Wǒ shì zhèyàng xiǎng de: xiān bǎ qīnqimen dōu qǐng dào jiā lǐ lái, ránhòu yìqǐ chī yì dùn tuányuán fàn.

A: 好主意！可是舅舅住在广州，他来得了吗？

Hǎo zhǔyi! Kěshì jiùjiu zhù zài Guǎngzhōu, tā lái de le ma?

B: 虽然他工作很忙，但是他一定会回来。外婆的生日比什么都重要。

Suīrán tā gōngzuò hěn máng, dànshì tā yíding huì huílai. Wàipó de shēngrì bǐ shénme dōu zhòngyào.

A: 那我去订蛋糕，你把外婆爱吃的菜写下来吧。

Nà wǒ qù dìng dāngāo, nǐ bǎ wàipó ài chī de cài xiě xiàlai ba.

B: 没问题。要是她看到全家人都来了，就会特别高兴。

Méi wèntí. Yàoshi tā kàndào quánjiā rén dōu lái le, jiù huì tèbié gāoxìng.

Why it works: 把 (lines 2, 5) puts the affected object before the verb; 是...的 (line 2) stresses how the speaker thinks; 来得了 (line 3) means 'is able to come'; 比 (line 4) compares the birthday with everything else.

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**EXAMPLE 2: READING FOR THE MAIN IDEA**

Read and answer in English: what does the writer suggest about the neighborhood?

我家住在一个老小区。楼下有个小花园，每天早上，邻居们都在那里打太极拳、聊天。去年冬天奶奶生病了，邻居们轮流给她送饭，还帮我们照顾她。从那以后，我们和邻居的关系比以前更近了。

**SOLUTION**

Gloss: we live in an old compound; neighbors exercise in the garden each morning; last winter Grandma was ill and neighbors took turns bringing food; since then we are closer than before.

Find the pivot: 去年冬天奶奶生病了 introduces the event, and 从那以后 ('since then') signals the result. The result sentence carries the main point.

Model answer: The writer suggests that the neighborhood is a close-knit community where neighbors act almost like extended family, and that a crisis (Grandma's illness) made the bond stronger.

Trap to avoid: the first sentences describe tai chi and chatting, but these are background details, not the main idea.

**Common mistakes**

(1) Using 了 for habits: 我每天早上喝牛奶 is correct; 我每天早上喝了牛奶 is wrong because 了 marks a completed event, not a routine. (2) Adding 很 to 比: say 哥哥比我高 or 哥哥比我高得多, never 哥哥比我很高. (3) Mixing up 外婆 and 奶奶 changes whose side of the family you mean.

**On the exam.** Listening: a conversation or report about family plans or community events; identify the speakers and the problem first. Reading: correspondence or an article about neighbors or customs; find the writer's purpose before details. Email Response: answer every question in a friend's message in a friendly tone. Project Presentation: explain a practice or product and the perspective behind it.

**Practice****SET A Check Your Understanding**

Answer each item in Chinese (or English where indicated).

- Rewrite with 把: 妈妈做好了晚饭。
- Fill in the measure words: 一\_\_\_\_全家福; 一\_\_\_\_饭; 一\_\_\_\_老师 (polite).
- Combine into one sentence with 虽然...但是...: 我家很小。我们很快乐。
- Translate into Chinese using 是...的: I grew up at my grandmother's house, not in the city.
- In English, explain why 外婆 and 奶奶 are not interchangeable and what this shows about Chinese kinship terms.

**SET B Exam-Style Multiple Choice**

Choose the best answer.

- 社区通知：本周六上午九点，幸福小区将举办「邻里节」。欢迎每家带一道拿手菜来，大家一起吃饭、聊天。需要帮忙的居民请联系志愿者小张。  
这个通知的主要目的是什么？  
(A) 请居民交社区管理费 (B) 告诉居民搬到新小区 (C) 邀请居民参加邻里活动  
(D) 介绍一家新开的饭店
- Which sentence correctly says 'The red envelope was taken away by my little brother'?  
(A) 红包被弟弟拿走了。 (B) 弟弟把红包被拿走了。 (C) 红包把弟弟拿走了。  
(D) 被弟弟红包拿走了。
- 小文给朋友写信：「我们家虽然不大，但是每个周末外公外婆都会来吃饭。我觉得有他们在，家里才像一个家。」  
小文的态度是什么？  
(A) 她觉得房子太小，不满意 (B) 她很珍惜和外公外婆在一起的时间 (C) 她不喜欢周末做饭  
(D) 她希望外公外婆搬走
- 爷爷虽然身体不太好，但是每天都坚持去公园打太极拳。  
这句话说明爷爷怎么样？  
(A) 不喜欢运动 (B) 总是生病所以不出门 (C) 想让孙子陪他去 (D) 有毅力，坚持锻炼

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10. 哥哥比我高，可是我没有他那么爱说话。

根据这句话，下面哪个正确？

- (A) 我比哥哥高 (B) 哥哥比我矮 (C) 哥哥比我爱说话 (D) 我们两个一样安静

### SET C Apply and Extend

Complete each task. Model responses and scoring points are in the answer key. Task 1 (Email Response, about 15 minutes in the exam): Reply to this email. 小林，你好！下个月我们学校有「家庭日」，我想请你和你的家人来参加。你家里有几口人？你们周末一般做什么？你觉得家庭日我们可以准备什么活动？期待你的回信。小王 Task 2 (Interpersonal, 20 seconds per answer): Your friend asks, 你和家人最重要的一个传统是什么？为什么？ Task 3 (Presentational, 1 minute): Explain how a family or community custom reflects a cultural perspective.

11. Write the reply email to 小王 (80 to 120 characters is enough for practice).  
 12. Give a spoken answer to the friend's question in Task 2.  
 13. Prepare a one-minute talk for Task 3 using the structure: practice, details, perspective, personal link.

## 1.2 Language and Culture: Vocabulary, Culture, and Language

Theme 2 looks at how language shapes identity and how history, festivals, and daily customs shape language. You will learn the vocabulary for talking about Mandarin, dialects, characters, and heritage, plus the sentence patterns you need to explain your own experience.

**Language and Culture** is a theme where you are often both a speaker and an observer. Exam passages may be a report on a dialect, an interview with a heritage learner, a promotional flyer for a calligraphy class, or a conversation about a festival. Your job is to understand what is said, who it is said to, and what attitude the speaker has. When you speak or write, you are expected to describe your own learning experience and explain how a custom reflects what a community values.

### Vocabulary cluster: language and identity

普通话 pǔtōnghuà (Mandarin); 方言 fāngyán (dialect, regional variety); 广东话 Guǎngdōnghuà (Cantonese); 母语 mǔyǔ (mother tongue); 口音 kǒuyīn (accent); 双语 shuāngyǔ (bilingual)

身份 shēnfèn (identity); 认同 rèntóng (to identify with); 华裔 huáyì (person of Chinese descent living abroad); 家乡 jiāxiāng (hometown); 根 gēn (root); 传承 chuánchéng (to pass down)

汉字 Hànzì (Chinese characters); 简体字 jiǎntǐzì (simplified characters); 繁体字 fántǐzì (traditional characters); 拼音 pīnyīn (romanization); 书法 shūfǎ (calligraphy); 成语 chéngyǔ (four-character idiom)

### Vocabulary cluster: learning and festivals

练习 liànxí (to practice); 进步 jìnbù (to make progress); 坚持 jiānchí (to persist); 翻译 fānyì (to translate); 明白 míngbai (to understand); 难为情 nánwéiqíng (embarrassed)

端午节 Duānwǔ Jié (Dragon Boat Festival); 粽子 zongzi (sticky rice dumpling); 中秋节 Zhōngqiū Jié (Mid-Autumn Festival); 月饼 yuèbǐng (mooncake); 灯笼 dēnglong (lantern); 对联 duìlián (spring couplet)

**Culture: products, practices, perspectives.** Three examples show how to connect them.

- Practice: during the Dragon Boat Festival, communities race boats and eat 粽子 to remember the poet Qu Yuan (屈原). The perspective is that loyalty and moral integrity deserve public remembrance.
- Product: a 成语 compresses a story into four characters. 画蛇添足 huà shé tiān zú ('draw a snake and add feet') means to ruin something by overdoing it. Using idioms shows cultural literacy because every one points back to a story.
- Language variety: many people speak a local variety at home, such as Cantonese in Guangdong and Hong Kong or Shanghaiese in Shanghai, and Mandarin at school and at work. Simplified characters are standard in mainland China and Singapore; traditional characters are used in Taiwan and Hong Kong. Exam materials may show either form, so learn to recognize both.

| Structure            | Pattern                   | Example with pinyin                             | Meaning                                                        |
|----------------------|---------------------------|-------------------------------------------------|----------------------------------------------------------------|
| Aspect: le, guo, zhe | V + 了 / 过 / 着             | 门上贴着一个福字。Mén shang tiēzhe yí gè fú zì.          | A 'fortune' character is pasted on the door (state continues). |
| Experience with guo  | V + 过; negative 没 + V + 过 | 他去过台湾，我还没去过。Tā qùguo Táiwān, wǒ hái méi qùguo.  | He has been to Taiwan; I have not yet.                         |
| Result / potential   | V + 懂/错/清楚; V + 得出 / 不出来  | 我说不出来这个字的意思。Wǒ shuō bu chūlai zhège zì de yìsi. | I cannot put the meaning of this character into words.         |

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| Structure  | Pattern                                               | Example with pinyin                                                            | Meaning                                                     |
|------------|-------------------------------------------------------|--------------------------------------------------------------------------------|-------------------------------------------------------------|
| 把 and 被    | 把 + object + V + complement;<br>object + 被 + doer + V | 请把这个字写下来。Qǐng bǎ zhège zì xiě xiàlai.                                          | Please write this character down.                           |
| 是...的      | 是 + time/place/manner + V + 的                         | 我是去年开始学书法的。Wǒ shì qùnián kāishǐ xué shūfǎ de.                                  | It was last year that I began calligraphy.                  |
| Comparison | 比 / 没有...那么                                           | 说中文没有写中文那么难。Shuō Zhōngwén méiyǒu xiě Zhōngwén nàme nán.                        | Speaking Chinese is not as hard as writing it.              |
| Connectors | 不但...而且...; 因为...所以...                                | 因为他常看中文电影, 所以口音很好。Yīnwèi tā cháng kàn Zhōngwén diànyǐng, suǒyǐ kǒuyīn hěn hǎo. | Because he often watches Chinese films, his accent is good. |

### Template for talking about identity

我是在...出生的, 从小在家说...。Wǒ shì zài ... chūshēng de, cóngxiǎo zài jiā shuō ... (I was born in ...; at home I spoke ... from childhood.)

对我来说, 学中文不但是..., 而且是...。Dùì wǒ lái shuō, xué Zhōngwén bú dàn shì ..., ér qiě shì ... (For me, learning Chinese is not only ... but also ...)

#### EXAMPLE 1: INTERPERSONAL DIALOGUE

A heritage learner talks to his grandfather by video call. Write a six-line dialogue that includes 是...的, 虽然...但是, 比, a result complement, and 要是...就.

##### SOLUTION

小明: 爷爷, 您说的话我只听懂了一半。您是用广东话说的吗?

Yéye, nín shuō de huà wǒ zhǐ tīngdǒng le yíban. Nín shì yòng Guǎngdōnghuà shuō de ma?

爷爷: 是啊。我们家乡人在家里都说广东话, 因为这样才亲切。

Shì a. Wǒmen jiāxiāng rén zài jiā lǐ dōu shuō Guǎngdōnghuà, yīnwèi zhèyàng cái qīnqiè.

小明: 虽然我的普通话说得不太好, 但是我很想学。

Suīrán wǒ de pǔtōnghuà shuō de bú tài hǎo, dànshì wǒ hěn xiǎng xué.

爷爷: 别担心。你比去年进步多了, 已经会写很多汉字了。

Bié dānxīn. Nǐ bǐ qùnián jìnbù duō le, yǐjīng huì xiě hěn duō Hànzì le.

小明: 要是我每天练习, 就能学好吗?

Yàoshì wǒ měitiān liànxí, jiù néng xué hǎo ma?

爷爷: 当然。语言不只是工具, 也是我们的根。

Dāngrán. Yǔyán bù zhǐshì gōngjù, yě shì wǒmen de gēn.

Notes: 听懂 is a result complement (listen + understand); 是...的 in line 1 focuses on the language used; 多了 after an adjective means 'much more.' The last line states a perspective, which is what higher-scoring responses do.

#### EXAMPLE 2: READING FOR AUDIENCE AND ATTITUDE

Read the blog excerpt, then answer in English: who is the likely audience and what is the writer's attitude now?

我在美国出生, 爸妈在家总是说上海话, 所以我小时候一直以为那就是「中文」。上小学以后, 我才发现老师教的普通话和家里说的不一样。一开始我有点难为情, 因为同学们都听不懂我的口音。现在我不这么想了。会说两种话是我的优势, 也让我更了解自己是谁。

##### SOLUTION

Gloss: I was born in the US; at home my parents spoke Shanghainese, so I thought that was 'Chinese.' In primary school I found that Mandarin differed from home speech. At first I was embarrassed because classmates could not understand my accent. Now I no longer think so. Speaking two varieties is my advantage and helps me understand who I am.

Audience: the style (first person, reflective, no technical terms) suggests other young people with a mixed language background, or general readers of a blog about heritage.

Attitude: it changes. The key signals are 一开始 (at first) and 现在...不...了 (now no longer). Embarrassment becomes pride.

Score tip: always say both the earlier and later attitude when the text shows a change.

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**Exam tip**

Dialect words and accent differences do not change what a speaker means. In a listening item, focus on the content words (nouns and verbs) and on signals of attitude such as 其实 (actually), 可是 (but), and 没想到 (did not expect). Common mistake: writing 我学中文了三年. The correct order is 我学了三年中文, with 了 right after the verb and the duration before the object.

**Practice****SET A Check Your Understanding**

Answer each item in Chinese (or English where indicated).

- Fill in the blank with 过, 了, or 着: 他去\_\_\_\_上海, 所以会说一点上海话。
- Rewrite using 被: 老师写错了我的名字。
- Translate into Chinese: Speaking Mandarin is easier than writing characters.
- Complete the sentence with 不但...而且...: 学汉字\_\_\_\_
- In English, explain the difference between 简体字 and 繁体字 and where each is commonly used.

**SET B Exam-Style Multiple Choice**

Choose the best answer.

- 广告: 周末书法班开始报名了! 老师是有二十年经验的书法家。不用带笔, 我们提供所有工具。适合七岁以上的小朋友和成年人。这个广告的对象主要是谁?  
(A) 想学写毛笔字的人 (B) 想买书法作品的人 (C) 想当老师的人 (D) 只有成年人
- 中秋节晚上, 一家人坐在院子里, 一边吃月饼, 一边看月亮。这句话主要说明了什么?  
(A) 月饼比其他食物便宜 (B) 大家都不喜欢月亮 (C) 中秋节有团圆的习俗 (D) 院子很大
- A: 你的粤语怎么说得这么好?  
B: 我是在香港长大的, 不过我在北京工作, 所以现在普通话说得更多。  
B 的意思是什么?  
(A) B 现在住在香港 (B) B 在香港长大, 现在用普通话更多 (C) B 不会说粤语  
(D) B 觉得普通话很难
- 这本书把中国的成语故事翻译成英文, 还配了很多图画, 很适合想了解中国文化的外国孩子。这段话最可能出现在哪里?  
(A) 新闻报道 (B) 医院通知 (C) 书的介绍 (D) 天气预报
- 小李说: 「我虽然在国外长大, 但是我从来没觉得自己不是中国人。」  
小李想表达什么?  
(A) 他想回国工作 (B) 他不会说英文 (C) 他不喜欢国外生活  
(D) 他对中国人身份有认同感

**SET C Apply and Extend**

Complete each task. Model responses and scoring points are in the answer key. Task 1 (Email Response): Your pen pal, Anna, writes: 你好! 听说你在学中文。你为什么学中文? 你觉得最难的是什么? 你有什么好办法吗? 请告诉我。Write a reply. Task 2 (Project Q&A style, 20 seconds each): Answer aloud: 你家里有没有自己的节日习俗? 你觉得语言和节日有什么关系? Task 3 (Written presentational): Write 4 to 5 sentences explaining what a Chinese idiom or festival teaches about cultural values.

- Write the reply email to Anna (about 100 characters).
- Give your spoken answers to the two Q&A questions.
- Write the 4 to 5 sentence explanation for Task 3.

**1.3 Art and Creativity: Vocabulary, Culture, and Language**

Theme 3 covers visual arts, music, literature, film, theater, architecture, and folk art. You will learn how to describe works and performances, explain what they say about a community, and give your own opinion with correct structures.

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**Art and Creativity** questions on the exam usually ask what a work or performance shows, who made it, who it is for, and what it says about the people who value it. A listening item may be a radio report about a festival of folk art, a reading item may be an exhibition flyer or a short story excerpt, and a writing prompt may ask you to narrate a story about someone who discovers an art form. Treat every work as a product that expresses a perspective.

### Vocabulary cluster: making and viewing art

艺术 yìshù (art); 艺术家 yìshùjiā (artist); 作品 zuòpǐn (a work); 创作 chuàngzuò (to create); 灵感 línggǎn (inspiration); 创意 chuàngyì (creativity, original idea); 风格 fēnggé (style)  
展览 zhǎnlǎn (exhibition); 博物馆 bówùguǎn (museum); 欣赏 xīnshǎng (to appreciate); 观众 guānzhòng (audience); 表演 biǎoyǎn (to perform); 演员 yǎnyuán (performer, actor); 舞台 wǔtái (stage)  
古典 gǔdiǎn (classical); 现代 xiàndài (modern); 审美 shěnměi (aesthetics); 感人 gǎnrén (moving); 精美 jīngměi (exquisite)

### Vocabulary cluster: art forms and measure words

一幅画 yí fú huà (a painting); 一首歌 yí shǒu gē (a song); 一部电影 yí bù diànyǐng (a film); 一座建筑 yí zuò jiànzhù (a building); 一场演出 yí chǎng yǎnchū (a show); 一件作品 yí jiàn zuòpǐn (a work)  
国画 guóhuà (traditional ink painting); 京剧 jīngjù (Peking opera); 剪纸 jiǎnzhǐ (paper cutting); 二胡 èrhú (two-string fiddle); 相声 xiàngsheng (comic crosstalk); 脸谱 liǎnpǔ (opera face paint)

### Culture: products, practices, perspectives.

- ◆ Product: the Mogao Caves (莫高窟 Mògāo Kū) near Dunhuang in Gansu hold centuries of Buddhist wall paintings and statues. They record religion, clothing, music, and trade along the Silk Road, so art here works as a historical archive.
- ◆ Practice: Peking opera uses singing, speech, acrobatics, and symbolic face paint. Red faces usually show loyalty and courage, so the audience reads character from color before a word is sung. The perspective is that art communicates through shared symbols.
- ◆ Change and creativity: Beijing's 798 Art Zone turned former factory buildings into galleries and studios, showing how contemporary artists reuse industrial history. Classical gardens in Suzhou, in contrast, express a perspective that humans should live in harmony with nature.

| Structure            | Pattern                           | Example with pinyin                                                      | Meaning                                                 |
|----------------------|-----------------------------------|--------------------------------------------------------------------------|---------------------------------------------------------|
| Aspect: le, guo, zhe | V + 了 / 过 / 着                     | 舞台上站着一位演员。Wǔtái shàng zhàn zhe yí wèi yǎnyuán.                           | An actor is standing on the stage.                      |
| Experience           | V + 过                             | 我看过京剧，可是没看懂。Wǒ kànguo jīngjù, kěshì méi kàndǒng.                         | I have seen Peking opera but did not understand it.     |
| Potential complement | V + 得懂 / 不懂; V + 得起 / 不起          | 京剧的唱词我听不懂。Jīngjù de chàngcí wǒ tīng bu dǒng.                             | I cannot follow the sung words.                         |
| 把 and 被              | 把 + O + V + 在/成; O + 被 + doer + V | 他把剪纸贴在窗户上。Tā bǎ jiǎnzhǐ tiē zài chuānghu shàng.                          | He pasted the paper-cut on the window.                  |
| 是...的                | 是 + agent/time/place + V + 的      | 这座园林是明代建的。Zhè zuò yuánlín shì Míngdài jiàn de.                           | This garden was built in the Ming dynasty.              |
| Comparison           | A 比 B + adj; A 没有 B + 那么 + adj    | 这部电影没有小说那么感人。Zhè bù diànyǐng méiyǒu xiǎoshuō nàme gǎnrén.                | This film is not as moving as the novel.                |
| Connectors           | 如果/要是...就...; 虽然...但是...          | 要是你喜欢画画，就应该去看看展览。Yàoshi nǐ xǐhuan huàhuà, jiù yīnggāi qù kànkàn zhǎnlǎn. | If you like painting, you should go see the exhibition. |

### Template for giving an opinion on a work

我觉得这件作品...，因为...。(I think this work is ..., because ...)

它让我想到... / 它反映了...的生活。Tā ràng wǒ xiǎngdào ... / Tā fǎnyǐng le ... de shēnghuó. (It reminds me of ... / It reflects the life of ...)

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**EXAMPLE 1: INTERPERSONAL DIALOGUE**

Two friends visit an art district. Write a six-line dialogue using 是...的, 比, a potential complement, 把, 虽然...但是, and 要是...就.

**SOLUTION**

A: 这幅画真特别！是谁画的？

Zhè fú huà zhēn tèbié! Shì shéi huà de?

B: 是一位年轻艺术家画的。他把传统国画和现代风格放在一起了。

Shì yí wèi niánqīng yìshùjiā huà de. Tā bǎ chuántǒng guóhuà hé xiàndài fēnggé fàng zài yìqǐ le.

A: 虽然我看不懂每个细节，但是我觉得颜色比我想的更生动。

Suīrán wǒ kàn bu dǒng měi gè xìjié, dànshì wǒ juéde yánsè bǐ wǒ xiǎng de gèng shēngdòng.

B: 这里还有一场音乐会，晚上七点开始。你有时间吗？

Zhèlǐ hái yǒu yì chǎng yīnyuèhuì, wǎnshang qī diǎn kāishǐ. Nǐ yǒu shíjiān ma?

A: 要是不用太晚回家，我就去。

Yàoshì bú yòng tài wǎn huíjiā, wǒ jiù qù.

B: 放心，十点就结束了。我们先去吃点东西吧。

Fàngxīn, shí diǎn jiù jiéshù le. Wǒmen xiān qù chī diǎn dōngxī ba.

Notes: 是...的 in line 1 asks who made it (focus on the agent); 看不懂 is a negative potential complement; 把...放在一起 (put together) shows 把 with a location phrase.

**EXAMPLE 2: READING A PROMOTIONAL TEXT**

Read the notice and answer in English: what should a visitor who only has Sunday afternoon do?

| 项目   | 内容                        |
|------|---------------------------|
| 展览名称 | 「剪纸里的四季」                  |
| 地点   | 市文化馆二楼                    |
| 时间   | 周二至周日，上午十点到下午五点；周一休息      |
| 票价   | 成人二十元，学生免费                |
| 活动   | 周六上午：跟老师学剪纸；周日下午两点：老艺人讲故事 |

**SOLUTION**

Read the table by category. The exhibit is open Tuesday to Sunday until 5 p.m., so Sunday afternoon is possible.

Find the Sunday activity: 周日下午两点 is a storytelling session by an experienced craftsman. The paper-cutting lesson is Saturday morning, so it does not fit.

Model answer: Go on Sunday after two o'clock to hear the older artist tell stories, and buy a ticket (free for students). Do not plan to take the lesson, which is only on Saturday morning.

Tip: in tables and flyers, the question is usually about matching time, price, or audience. Underline day words (周六, 周日) before reading the questions.

**Common mistakes**

(1) Learners often use 了 with 喜欢 or 觉得: 我喜欢了这幅画 is wrong for a general feeling; say 我很喜欢这幅画. (2)

Measure words matter: 一首画 and 一幅歌 are wrong; paintings are 幅, songs are 首. (3) When describing a past event, state the time or use 是...的 to focus on how, where, or who: 这首歌是他去年写的.

**Practice****SET A Check Your Understanding**

Answer each item in Chinese (or English where indicated).

- Fill in the measure words: 一\_\_电影; 一\_\_画; 一\_\_歌.
- Rewrite using 把: 他贴了剪纸在窗户上.
- Translate into Chinese: This painting was made by a young artist.

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4. Rewrite with 没有: 京剧比相声难懂。
5. In English, explain what red face paint in Peking opera usually communicates and why that is a good example of a cultural perspective.

**SET B Exam-Style Multiple Choice**

Choose the best answer.

6. 剪纸是中国的民间艺术，人们常在春节时把红色的剪纸贴在窗户上，希望新年平安快乐。  
人们为什么贴剪纸？  
(A) 因为剪纸很便宜 (B) 为了表示美好的愿望 (C) 因为窗户太旧了 (D) 为了卖给游客
7. A: 听说这部电影得了很多奖。  
B: 是啊，可是我没有看懂结尾。  
B 的意思是什么？  
(A) B 没有看这部电影 (B) B 觉得电影结尾很短 (C) B 不喜欢电影的音乐  
(D) B 不明白电影的结尾
8. 展览通知：本周末晚上，博物馆将举办二胡音乐会。入场票需要提前在网上预订，座位有限。  
如果你想参加，应该怎么做？  
(A) 提前在网上订票 (B) 周六早上去买票 (C) 给博物馆写信 (D) 带自己的二胡
9. 这位画家小时候家里很穷，买不起颜料，就用树枝在地上画画。后来，他成了有名的艺术家。  
这段话主要说明了什么？  
(A) 画家很喜欢树枝 (B) 画家家里很有钱 (C) 艺术家都住在农村  
(D) 兴趣和努力能帮助人成功
10. 相比传统京剧，现代戏剧没有那么多固定的规则，所以演员有更多自由。  
根据这段话，下面哪个正确？  
(A) 京剧没有规则 (B) 现代戏剧的规则比京剧少 (C) 现代戏剧比京剧更古老  
(D) 演员在京剧中更自由

**SET C Apply and Extend**

Complete each task. Model responses and scoring points are in the answer key. Task 1 (Story Narration, written, about 15 minutes in the exam): Narrate the four-picture story below in 6 to 8 sentences. Picture 1: A girl walks through a park and sees a street musician playing the erhu. Picture 2: She stops, listens, and puts a coin in his hat. Picture 3: At home she asks her mother to buy her an erhu. Picture 4: A year later she plays on the school stage while her family claps. Task 2 (Spoken answer, 20 seconds): 你最喜欢哪一种艺术？为什么？ Task 3 (Presentation, 1 minute): Explain how an art form or building in Chinese-speaking communities reflects a cultural perspective.

11. Write the story narration (6 to 8 sentences) with a title.
12. Give a spoken answer to Task 2.
13. Prepare the one-minute presentation outline and key sentences for Task 3.

**1.4 Multiple-Choice Practice: Themes: Families, Language, and Art**

Twenty multiple-choice questions on Families and Communities, Language and Culture, and Art and Creativity, mixing listening and reading.

Directions: For each audio item, have a partner or a text-to-speech tool read the script aloud twice (scripts are in the answer key); you may take notes. For each reading passage, read first, then answer. Choose the best answer. The real exam has 55 multiple-choice questions: 25 listening in 25 minutes and 30 reading in 40 minutes. Aim for about one minute per listening item and about 80 seconds per reading item.

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**SET A Core Skills**

Questions 1 to 3 are based on Audio 1 (a conversation). Questions 4 to 7 are based on the passage below. 阅读短文，回答第4至7题。在上海的一个老小区里，有一家特别的「社区食堂」。每天中午十一点，附近的老人们就会慢慢走进来，坐在一起吃饭。这里的饭菜不贵，一顿只要十块钱，而且菜做得软一点，适合老人吃。食堂的工作人员大多是退休的邻居和附近大学的志愿者。大学生小周说：「刚开始我只是为了拿志愿服务的学分，后来发现老人们的故事比课本有意思多了。」一位八十岁的王奶奶告诉记者，她的孩子都在国外，以前一个人在家吃饭，常常觉得很孤单。现在她每天都来食堂，不但认识了很多新朋友，而且身体也比以前好了。居委会表示，明年还会在另外三个小区开办同样的食堂。

1. Audio 1: 爸爸为什么想让爷爷住一楼？  
(A) 一楼比较便宜 (B) 爷爷喜欢花园里的花 (C) 爷爷的腿不好，不方便上楼  
(D) 小芳想搬到楼上
2. Audio 1: 小芳对爷爷搬来住是什么态度？  
(A) 支持，而且很期待 (B) 担心房间太小 (C) 不高兴，因为要搬家  
(D) 没有意见，因为不关心
3. Audio 1: 爸爸要求小芳做什么？  
(A) 周末帮爷爷搬东西 (B) 每天早上陪爷爷散步 (C) 放学后马上回家做饭 (D) 先做完作业再下棋
4. 这家社区食堂有什么特点？  
(A) 饭菜是免费的 (B) 价格便宜，菜适合老人吃 (C) 只有大学生可以去吃  
(D) 每天只卖一种菜
5. 王奶奶以前为什么常常觉得孤单？  
(A) 她不喜欢邻居 (B) 孩子在国外，她一个人吃饭 (C) 她的身体不好  
(D) 她没有钱吃饭
6. 小周对志愿工作的看法有什么变化？  
(A) 一开始想挣钱，后来想换工作 (B) 一开始喜欢，后来不喜欢 (C) 一开始很热情，后来觉得太累  
(D) 一开始为了学分，后来觉得老人的故事很有意思
7. 根据短文，居委会明年有什么计划？  
(A) 在另外三个小区开办同样的食堂 (B) 把食堂搬到大学里 (C) 请更多记者来采访  
(D) 让孩子们从国外回来

**SET B Applications**

Questions 8 to 10 are based on Audio 2 (a radio report). Questions 11 to 14 are based on the email below. 阅读电子邮件，回答第4至7题。亲爱的大卫：你好！上个月我回了一趟老家温州，发生了一件有趣的事。我跟爷爷奶奶说话时，他们说温州话，我说普通话，我们互相都听不太懂，最后只好让表弟当翻译！你知道吗，温州话很特别，连很多中国人也听不懂。爷爷说，以前村子里的人几乎只说方言，是上学以后才学普通话的。现在年轻人都会说普通话了，会说方言的却越来越少。我觉得这有点可惜，所以决定向爷爷学几句温州话。要是我学好了，下次就不用表弟帮忙了！你的中文学得怎么样了？暑假你打算来中国旅游吗？要是你来，我一定带你去温州尝尝当地的小吃。祝学习进步！小雨

8. Audio 2: 这所学校的学生大部分是什么人？  
(A) 刚从中国来的孩子 (B) 在美国出生的华裔孩子 (C) 大学生  
(D) 在旧金山工作的老师
9. Audio 2: 除了语文课，学校还开设了什么课？  
(A) 科学和数学课 (B) 英语和法语课 (C) 书法、舞狮和民乐课 (D) 电脑和体育课
10. Audio 2: 李老师给家长什么建议？  
(A) 多鼓励孩子，不要只看成绩 (B) 让孩子多参加考试 (C) 让孩子少说英语  
(D) 每周增加一节课
11. 小雨回老家时，为什么需要表弟当翻译？  
(A) 表弟的普通话比她好 (B) 她忘记了怎么说普通话 (C) 他们说不同的外语  
(D) 她说普通话，爷爷奶奶说温州话，互相听不懂

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12. 小雨为什么觉得会说方言的人越来越少很可惜？  
 (A) 她想学英语 (B) 她觉得方言比普通话容易 (C) 她觉得方言是家乡文化的一部分  
 (D) 表弟不想学普通话
13. 小雨为什么决定向爷爷学温州话？  
 (A) 这样下次就不用表弟帮忙了 (B) 为了通过考试 (C) 为了去旅游  
 (D) 因为爷爷要求她学
14. 信的最后一段主要想做什么？  
 (A) 批评大卫的中文 (B) 介绍温州的历史 (C) 向大卫要礼物 (D) 邀请大卫来中国玩

### SET C Exam-Level Stretch

Questions 15 to 17 are based on Audio 3 (an interview). Questions 18 to 20 are based on the excerpt below. 阅读文学选段，回答第4至6题。爷爷的书房里总有一股淡淡的墨香。小时候我不明白，为什么他每天早晨都要花一个小时写字，写完的字又不拿出去卖，只是一张一张地挂在墙上。有一次我忍不住问他：「爷爷，您写这么多，不累吗？」他笑了笑，把毛笔递给我：「你来试试。」我握着笔，手却一直发抖，写出来的「永」字歪歪扭扭，像一条喝醉了的虫子。爷爷没有批评我，只是轻轻握住我的手，说：「写字和做人一样，心要静，手才稳。」那天以后，我每个周末都去他的书房。现在爷爷已经不在，可是每当我拿起毛笔，仿佛还能感觉到他那双温暖的手。

15. Audio 3: 陈师傅是怎么开始学皮影的？  
 (A) 在大学里学的 (B) 十岁时跟父亲学的 (C) 看电视学的 (D) 在博物馆里学的
16. Audio 3: 陈师傅觉得学生用手机做的动画怎么样？  
 (A) 太简单了 (B) 会让皮影消失 (C) 没有人看 (D) 很有创意
17. Audio 3: 陈师傅对传统的看法是什么？  
 (A) 传统应该放进博物馆 (B) 传统不应该改变 (C) 传统要让人继续使用和创造  
 (D) 传统已经没有人喜欢了
18. 爷爷每天早晨写字，说明他是什么样的人？  
 (A) 把写字当作生活和修养，不是为了赚钱 (B) 想靠书法挣钱 (C) 是专业的书法老师  
 (D) 想参加比赛
19. 「像一条喝醉了的虫子」这句话的语气是什么？  
 (A) 批评爷爷 (B) 幽默地描述自己写得不好 (C) 非常生气  
 (D) 很骄傲
20. 最后一句话表达了作者什么感情？  
 (A) 对书法的厌倦 (B) 对写字的害怕 (C) 对爷爷的怀念 (D) 对未来的担心

## Answers Chapter 1: Answers and Explanations

Answers for every practice problem, numbered to match. Read the explanation even when your answer is correct.

### 1.1 Families and Communities: Vocabulary, Culture, and Language

#### SET A · CHECK YOUR UNDERSTANDING

- 妈妈把晚饭做好了。Māma bǎ wǎnfàn zuòhǎo le. The object 晚饭 moves in front of the verb 把, and the verb keeps a result complement (好) plus 了 to show a completed outcome.
- 张, 顿, 位. 张 is for flat things such as photos, 顿 counts meals, and 位 is the polite measure word for people. Any answer using 个 for the teacher is acceptable but less polite.
- 虽然我家很小, 但是我们很快乐。Suīrán wǒ jiā hěn xiǎo, dànshì wǒmen hěn kuàilè. Both halves of the connector are used, and the two clauses contrast.
- 我是在奶奶家长大的, 不是在城市长大的。Wǒ shì zài nǎinai jiā zhǎngdà de, bú shì zài chéngshì zhǎngdà de. 是...的 highlights the place of growing up; the second clause uses the same frame with 不是.
- 外婆 is the mother's mother and 奶奶 is the father's mother. Chinese kin terms separate paternal from maternal relatives and often elder from younger, so choosing the right word shows exactly who you mean and signals respect for family structure.

#### SET B · EXAM-STYLE MULTIPLE CHOICE

- C. 邀请居民参加邻里活动。The notice announces an event (邻里节) and invites each household to bring a dish. A is wrong because no fee is mentioned; the volunteer is only for help.
- A. 红包被弟弟拿走了。In a 被 sentence the receiver comes first, then 被, then the doer, then the verb with a complement. B mixes 把 and 被, which cannot be in one clause.
- B. 她很珍惜和外公外婆在一起的时间。The 'only then does it feel like a home' line shows she values them. A is tempting because of 不大, but 虽然...但是 shows the small size does not bother her.

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9. D. 有毅力, 坚持锻炼. 坚持 means to keep doing something despite difficulty, and 虽然 introduces his health as the obstacle. D is invented; nothing mentions the grandchild.
10. C. 哥哥比我爱说话. 没有他那么爱说话 means 'I am less talkative than he is,' so he is more talkative. A is wrong because the height clause says 哥哥比我高, so he is taller.

### SET C · APPLY AND EXTEND

11. Model: 小王, 你好! 谢谢你的邀请. 我家有五口人: 爸爸、妈妈、哥哥、奶奶和我. 我们周末常常一起包饺子, 要是天气好, 就去公园散步. 家庭日的时候, 我们可以请每个家庭带一道菜, 还可以一起玩游戏. 我一定去! 祝好, 小林. Pinyin of key line: Wǒ jiā yǒu wǔ kǒu rén. Scoring: answers all three questions (family size, weekend, activities) = content points; greeting and closing in the right register = format; at least two connectors or complements (要是...就, 一起) = language control. To raise the score, add a detail such as what dish you will bring and a reason why.
12. Model: 我们家最重要的传统是春节吃年夜饭. Wǒmen jiā zuì zhòngyào de chuántǒng shì Chūnjié chī niányèfàn. 每年除夕, 不管多忙, 全家人都要回奶奶家团圆. 因为我们觉得一家人在一起比什么都重要. Scoring: states the tradition, gives a reason with 因为, and stays on topic. To improve, add one concrete detail (a dish, a place) and a personal feeling.
13. Model: 春节吃年夜饭是中国家庭最重要的习俗之一. Chūnjié chī niányèfàn shì Zhōngguó jiātíng zuì zhòngyào de xísú zhī yī. 除夕晚上, 全家人坐在一起吃饺子, 大家互相问候, 长辈给孩子红包. 这个习俗说明, 中国人觉得家人团圆比工作更重要. 我们家也是这样: 虽然爸爸工作很忙, 但是他每年都回家过年. Scoring: practice named (1), at least two details (2), a perspective stated (1), personal link (1). To raise the score, connect the practice to a product (the 红包 or the meal) and add a cause-effect sentence.

## 1.2 Language and Culture: Vocabulary, Culture, and Language

### SET A · CHECK YOUR UNDERSTANDING

1. 过. 过 shows an experience in the past, which explains why he can speak some Shanghaiese. 了 would mean a specific completed trip, and 着 describes a continuing state.
2. 我的名字被老师写错了. Wǒ de míngzi bèi lǎoshī xiěcuò le. The receiver of the action (my name) is the subject, the doer follows 被, and the verb keeps its complement 错.
3. 说普通话比写汉字容易. Shuō pǔtōnghuà bǐ xiě Hànzì róngyì. 比 needs no 很; compare two activities directly.
4. Model: 学汉字不但能帮助我们记住发音, 而且能让我们了解中国文化. Both halves must share the same subject or topic, and the second half adds something stronger or additional.
5. 简体字 are the simplified forms with fewer strokes, standard in mainland China and Singapore; 繁体字 are the older, more complex forms, used in Taiwan and Hong Kong. Both write the same language, so a learner should be able to recognize either.

### SET B · EXAM-STYLE MULTIPLE CHOICE

6. A. 想学写毛笔字的人. The ad offers a calligraphy class and says anyone over seven can join. B is wrong because no works are sold; D is wrong because children are included.
7. C. 中秋节有团圆的习俗. Family gathering, mooncakes, and moon viewing are the festival's reunion customs. A is a tempting detail about the food, but the sentence says nothing about price.
8. B. B 在香港长大, 现在用普通话更多. 是...的 stresses the place of growing up, and 不过 introduces the contrast with the current job in Beijing. A fails because Beijing, not Hong Kong, is where B works now.
9. C. 书的介绍. The text says 这本书, describes its content and its suitable readers, which is typical of a book blurb. A news report would state events and times.
10. D. 他对中国人身份有认同感. 从来没觉得自己不是中国人 is a double negative meaning he has always felt Chinese. A is wrong because no job or return is mentioned.

### SET C · APPLY AND EXTEND

11. Model: Anna, 你好! 谢谢你的来信. 我学中文是因为我的外婆是中国人, 我想跟她聊天. 对我来说, 最难的是写汉字, 因为有很多字看起来很像. 我有一个好办法: 每天写五个字, 还看中文电影. 你也可以试试! 祝学习顺利. Scoring: answers all three questions (reason, difficulty, advice); a friendly greeting and closing; at least two structures (因为...所以, 对我来说, 比). To raise the score, add a specific example character and a reason the method works.
12. Model: 我们家过中秋节的时候, 一定会吃月饼. Wǒmen jiā guò Zhōngqiū Jié de shíhòu, yíding huì chī yuèbǐng. 我觉得语言和节日有很大关系, 因为节日的名字、故事和祝福的话都要用语言传下去. Scoring: each answer is on topic, uses a complete sentence, and gives a reason. To improve, add a concrete example such as a greeting people say during the festival.
13. Model: 成语「画蛇添足」告诉我们, 做事要适可而止. Chéngyǔ 'huà shé tiān zú' gào su wǒmen, zuò shì yào shì kě ér zhǐ. 这个成语来自一个小故事: 一个人画蛇画得很快, 可是他又给蛇加了脚, 结果输了比赛. 这说明中国人重视谦虚和适度. Scoring: names the idiom or festival (1), explains meaning or story (1), states a value (1), uses fluent connectors (1). To raise the score, link the value to a modern example.

## 1.3 Art and Creativity: Vocabulary, Culture, and Language

### SET A · CHECK YOUR UNDERSTANDING

1. 部, 幅, 首. 部 counts films, 幅 counts paintings, and 首 counts songs and poems. Using 个 is understandable but less accurate.
2. 他把剪纸贴在窗户上. Tā bǎ jiǎnzhǐ tiē zài chuānghu shàng. After the object comes first and the verb is followed by 在 plus a location.
3. 这幅画是一位年轻的艺术家的. Zhè fú huà shì yí wèi niánqīng de yìshùjiā huà de. 是...的 puts the focus on the doer.
4. 相声没有京剧那么难懂. Xiàngsheng méiyǒu jīngjù nàme nán dǒng. The two nouns swap places: the weaker item comes first with 没有.

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5. Red faces usually show loyalty and courage. It is a good example of a perspective because the audience shares a code of symbols, so a color carries values (what the community admires in a person) without any words.

### SET B · EXAM-STYLE MULTIPLE CHOICE

6. B. 为了表示美好的愿望. 希望新年平安快乐 states the purpose, which is a wish. A and D bring in price and sales, which the text never mentions.
7. D. B 不明白电影的结尾. 没有看懂 means 'did not understand,' not 'did not watch.' A is the tempting distractor, but 可是 contrasts that B did see the film yet could not follow the ending.
8. A. 提前在网上订票. The notice says tickets must be booked online in advance. B ignores 提前, so it would fail because seats are limited.
9. D. 兴趣和努力能帮助人成功. The story shows a poor child who kept drawing and became famous, which supports the lesson. B contradicts 家里很穷.
10. B. 现代戏剧的规则比京剧少. 没有那么多规则 means fewer rules than Peking opera, so there is more freedom. D reverses the comparison.

### SET C · APPLY AND EXTEND

11. Model title: 一把二胡的故事. 一个星期天, 小女孩在公园里散步, 看见一位街头艺人在拉二胡. Yí gè xīngqītiān, xiǎo nǚhái zài gōngyuán lǐ sànbù, kànjiàn yí wèi jiētóu yīrén zài lā èrhú. 她停下来听了很久, 最后把一枚硬币放进了他的帽子里. 回到家, 她对妈妈说: 「我也想学二胡, 可以吗?」 妈妈很高兴, 就给她买了一把. 她每天练习, 虽然一开始拉得不好听, 但是她没有放弃. 一年以后, 她在学校的舞台上演奏, 全家人都用力地鼓掌. Scoring: covers all four pictures in order; clear time words (一个星期天, 一年以后); past-time structures (了, 把); a title and ending; connectors. To raise the score, add feelings (她很激动) and a concluding message about perseverance.
12. Model: 我最喜欢电影, 因为电影可以把音乐、故事和画面放在一起. Wǒ zuì xǐhuan diànyǐng, yīnwèi diànyǐng kěyǐ bǎ yīnyuè, gùshi hé huàmiàn fàng zài yìqǐ. 我看过一部中国电影, 它让我了解了一个小村子的生活. Scoring: states a preference, gives a reason with 因为, and adds a personal example. Raise it by including a comparison (比) or a feeling.
13. Model outline: practice or product (苏州园林), details (water, rocks, windows that frame views), perspective (people should live in harmony with nature), personal link. Sample: 苏州园林是中国古典建筑的代表. Sūzhōu yuánlín shì Zhōngguó gǔdiǎn jiànzhù de dàibiǎo. 园林里有水、石头和很多小窗户, 每个窗户都像一幅画. 这说明中国人认为人应该和自然和谐相处. 我去过一次, 觉得非常安静. Scoring: named product (1), at least two details (2), perspective explained (1), personal link (1). To raise the score, compare with a modern building in your community.

## 1.4 Multiple-Choice Practice: Themes: Families, Language, and Art

### SET A · CORE SKILLS

**Audio scripts** (have a partner read each aloud twice, or use text-to-speech, while you answer):

Audio 1: 男: 小芳, 下个月爷爷要搬来跟我们一起住, 你的房间可能要换一下。

女: 爸, 为什么要换呢? 我的房间虽然不大, 但是离学校近。

男: 爷爷的腿不太好, 爬楼梯很不方便. 一楼的房间比你的房间安静, 也不用上楼, 所以我想让他住一楼。

女: 那我住哪儿?

男: 你可以搬到楼上, 就是妈妈以前放东西的那间. 我周末帮你把东西搬过去。

女: 其实我不介意. 爷爷一个人在老家, 我们早就该把他接过来了. 要是他住进来, 我每天放学就能陪他下棋。

男: 你真懂事. 不过你要先把作业做完, 才能下棋。

女: 知道了!

1. C. The father says 爷爷的腿不太好, 爬楼梯很不方便. The distractor about Xiaofang moving upstairs is a result of the plan, not the reason.
2. A. She says she does not mind (不介意) and looks forward to playing chess with him. Worry about the small room is tempting because she mentions it, but 虽然...但是 shows it is not her concern.
3. D. The father says 你要先把作业做完, 才能下棋. Helping move things is something the father himself offers to do on the weekend.
4. B. The text says a meal is only ten yuan and the food is made softer for elders. Free is wrong: ten yuan is cheap, not free.
5. B. The text says her children are abroad and she used to eat alone at home. Poor health is mentioned only as having improved, not as the cause.
6. D. The key contrast words are 刚开始...后来: first for credit, later he finds the stories more interesting than textbooks. The other choices invent motives or reverse the direction of change.
7. A. The last sentence says three more neighborhoods will get the same canteen next year. Moving to a university confuses the source of the volunteers with the location.

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## SET B · APPLICATIONS

**Audio scripts** (have a partner read each aloud twice, or use text-to-speech, while you answer):

Audio 2: 各位听众好，欢迎收听《华人生活》。今天我们来到旧金山的一所周末中文学校。这所学校有三百多名学生，年龄从五岁到十六岁，大部分是在美国出生的华裔孩子。校长李老师说，很多家长不但希望孩子学会说普通话，而且希望他们了解中国文化，所以学校除了语文课，还开设了书法、舞狮和民乐课。有的学生在家说广东话，上课说普通话，出了校门又说英语。一个十二岁的女孩告诉我们，她刚开始觉得周末上课太辛苦，不过现在很喜欢，因为她可以用中文给远在福建的奶奶写信。李老师提醒家长，学习语言需要时间，最好多鼓励孩子，而不是只看考试成绩。

8. B. The report says 大部分是在美国出生的华裔孩子. Newly arrived children are not mentioned; the ages 5 to 16 also rule out university students.
9. C. The principal lists calligraphy, lion dance, and folk music. The others sound like ordinary school subjects but are never mentioned.
10. A. The last sentence says 最好多鼓励孩子，而不是只看考试成绩. More exams reverses the advice.
11. D. The email says she spoke Mandarin, her grandparents spoke Wenzhou dialect, and they could hardly understand each other. The cousin interpreted between varieties of Chinese, not foreign languages.
12. C. She says it is a pity and decides to learn a few phrases from her grandfather, so she values dialect as part of her roots. Claiming dialect is easier is not stated; the text even says it is hard to understand.
13. A. The end of paragraph one says that if she learns it she will not need her cousin next time. Grandpa demanding it is invented.
14. D. 要是你来，我一定带你去温州尝尝当地的小吃 is an invitation. The question about his Chinese is a friendly check-in, not a criticism.

## SET C · EXAM-LEVEL STRETCH

**Audio scripts** (have a partner read each aloud twice, or use text-to-speech, while you answer):

Audio 3: 主持人：今天我们请到了皮影戏艺人陈师傅。陈师傅，您做皮影多少年了？

陈师傅：四十多年了。我是十岁的时候跟父亲学的，一开始只是帮他刻小人儿，后来慢慢学会了演出。

主持人：现在看皮影的年轻人多吗？

陈师傅：说实话，没有以前多。不过去年有一所大学请我去上课，学生们对皮影特别好奇，有人还用手机做了一个动画，把传统故事改成了现代故事，我觉得很有创意。

主持人：您担心皮影会消失吗？

陈师傅：以前担心，现在不太担心了。只要有人喜欢，它就不会消失。我的想法是，传统不是放在博物馆里的东西，而是要让人们继续使用、继续创造。

15. B. He says he learned from his father at age ten. The university class is a later event where he taught students.
16. D. He says 我觉得很有创意. He does not worry that shadow puppets will vanish, so the disappearance option fails.
17. C. He says tradition is not something kept in a museum but something to keep using and creating. The museum option reverses his words.
18. A. He writes for an hour every morning, does not sell the work, and hangs it on the wall; his lesson that a calm heart gives a steady hand shows self-cultivation. The money and contest options are contradicted by the text.
19. B. The narrator compares a crooked character to a drunk bug, a self-teasing image. Grandfather does not criticize and the narrator is not angry or proud.
20. C. 现在爷爷已经不在 plus 仿佛还能感觉到他那双温暖的手 expresses missing him. The sentence looks back, so worry about the future does not fit.

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# Chapter 2: Themes: Science, Contemporary Life, and Global Contexts.

4 sections with explanations and worked examples, then 59 practice problems. Answers and full explanations are at the end of the chapter.

## 2.1 Science and Technology: Vocabulary, Culture, and Language

Theme 4 asks how science and technology shape daily life, communication and society in Chinese-speaking communities. This lesson gives you the vocabulary, cultural examples and sentence patterns that this theme calls for.

Science and Technology covers innovations and emerging technologies, personal technology and communication, science in everyday life, and the societal impact of technology. On the exam you meet it in listening items (a school announcement, a report), reading items (an article, an ad, a chart), the **Project Presentation** (where you explain cultural practices, products and perspectives) and the writing tasks (an email reply or a story). You do not need rare words. You need precise, common words and clear sentences.

| Term    | Pinyin             | Meaning / note                  |
|---------|--------------------|---------------------------------|
| 科技      | kējì               | science and technology          |
| 人工智能    | rénɡōng zhìnéng    | artificial intelligence         |
| 手机支付    | shǒujī zhīfù       | mobile payment (scan a QR code) |
| 社交媒体    | shèjiāo méitǐ      | social media                    |
| 网络安全    | wǎngluò ānquán     | online safety                   |
| 隐私      | yǐn sī             | privacy                         |
| 创新 / 发明 | chuàngxīn / fāmíng | innovation / to invent          |
| 电动汽车    | diàndòng qìchē     | electric vehicle                |
| 太阳能     | tàiyángnéng        | solar energy                    |
| 远程医疗    | yuǎnchéng yīliáo   | telemedicine                    |
| 依赖      | yīlài              | to depend on (often a worry)    |
| 伦理      | lúnǐ               | ethics                          |

### Culture to know

高铁 (gāotiě, high-speed rail): a national network that has made day trips between big cities normal, and changed how families travel at holidays.

扫码支付 (sǎo mǎ zhīfù): paying in markets, taxis and small shops by scanning a code. Many older people now learn it in community classes.

共享单车 (gòngxiǎng dānchē): shared bikes unlocked by phone, which solve the "last kilometre" from a subway stop to home.

台湾的半导体产业 (Táiwān de bàndǎotǐ chǎnyè): chip-making is a source of local pride and a link between Taiwan and the world economy.

Perspective to use: technology is valued for convenience (方便) and progress, but families also worry about screen time, privacy and the gap between generations.

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Strong answers do not stop at naming a product. They link a **product or practice** (扫码支付) to a **perspective** (people value convenience and speed) and, when asked, compare it with your own community. Use this frame: product, what people do with it, why they value or worry about it, and how it differs from or matches your community.

| Structure          | Pattern                   | Model sentence                                                                         |
|--------------------|---------------------------|----------------------------------------------------------------------------------------|
| 了 (completed)      | V + 了 + quantity + O      | 我昨天下载了一个新应用。Wǒ zuótiān xiàzài le yí gè xīn yìngyòng. I downloaded a new app yesterday. |
| 过 (experience)     | V + 过                     | 我坐过高铁。Wǒ zuò guo gāotiě. I have ridden high-speed rail.                                |
| 着 (state)          | V + 着                     | 他看着手机走路。Tā kàn zhe shǒujī zǒulù. He walks while looking at his phone.                  |
| Result / direction | V + 懂/到/完; V + 出来         | 我看懂了这篇文章。Wǒ kàndǒng le zhè piān wénzhāng. I understood this article.                   |
| Potential          | V + 得/不 + complement      | 这个字我看不懂。Zhège zì wǒ kàn bu dǒng. I cannot make out this word.                          |
| 把                  | S + 把 + O + V + result    | 请把手机关上。Qǐng bǎ shǒujī guānshang. Please turn the phone off.                            |
| 被                  | O + 被 + (agent) + V       | 我的手机被弟弟借走了。Wǒ de shǒujī bèi dìdì jiè zǒu le. My phone was borrowed by my brother.      |
| 是...的              | S + 是 + detail + V + 的    | 这个软件是去年开发的。Zhège ruǎnjiàn shì qùnián kāifā de. This software was developed last year.  |
| 比 / 没有             | A 比 B + adj; A 没有 B + adj | 高铁比飞机方便。Gāotiě bǐ fēijī fāngbiàn.                                                      |

### Connectors that raise your score

虽然...但是... (suīrán...dànshì...): although... still... Do not drop 但是.

因为...所以... (yīnwèi...suǒyǐ...): because... so... Both halves are fine together in Chinese.

要是...就... (yàoshi...jiù...): if... then... Use it for hypotheses and suggestions.

不但...而且... (búdàn...érqiě...): not only... but also...

Measure words: 一台电脑 (tái), 一部手机 (bù), 一个应用 (gè), 一条新闻 (tiáo), 一项发明 (xiàng).

#### EXAMPLE 1: A SHORT DIALOGUE

Read the dialogue and name three structures from the table, then say what Xiao Wang is worried about.

小李：你昨天看了那条新闻吗？一家公司发明了一种用太阳能充电的书包。

小王：看过！虽然价格有点儿贵，但是真的很方便。

小李：要是学校里能充电，我就不用每天带充电宝了。

小王：对，可是手机用得太多，对眼睛不好。我们应该把时间安排好。

#### SOLUTION

Meaning: Li asks whether Wang saw the news about a solar-powered backpack. Wang has seen it; it is pricey but convenient. Li says that if the school had charging, he would not need a power bank. Wang agrees but warns that heavy phone use hurts the eyes and says they should plan their time.

Structures: 虽然...但是 (concession), 要是...就 (hypothesis), 把时间安排好 (ba sentence with result complement), 看过 (experience), 发明了 (completed action).

Worry: too much phone use is bad for eyesight, so the pair should manage screen time. Pinyin of the key line: Wǒmen yīnggāi bǎ shíjiān ānpái hǎo.

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**EXAMPLE 2: A SHORT READING**

Read and answer: What changed for Grandmother, and why does she feel life is better?

奶奶今年七十岁了。以前她不会用智能手机，总是被孩子们担心。去年社区办了一个「老年人学科技」的活动，志愿者教她怎么视频通话、怎么扫码买菜。现在奶奶每天早上都用手机给在国外工作的女儿打视频电话，还把做好的菜拍下来发给她。因为学会了这些，奶奶觉得生活比以前有意思多了。

**SOLUTION**

Translation: Grandmother is seventy. She used to be unable to use a smartphone, and her children always worried. Last year the community ran a "seniors learn technology" event where volunteers taught her video calls and paying for groceries by scanning a code. Now every morning she video-calls her daughter abroad and photographs her cooking to send to her. Because she learned this, she feels life is much more interesting than before.

Answer: she learned video calling and QR payment through a community class; now she stays close to her daughter and shops independently, so life feels richer (比以前有意思多了).

Reading skill: 被...担心 shows passive worry; 因为...觉得 gives the reason. Cultural point: community programs help older people join digital life.

- ◆ Listening: announcements about labs, apps or products; reports on new inventions. Listen for who, where, when, and the reason given.
- ◆ Reading: articles about innovation, ads for devices, charts about internet use. Check numbers and the writer's attitude.
- ◆ Project Presentation and Q&A: explain at least three factors with details, and tie a practice or product to a perspective.
- ◆ Writing: an email reply about phones or online learning; a story where technology causes or solves a problem.

**Common mistakes**

Do not use 了 for every past event; 我去年去过北京 (experience) needs 过, not 了. Put the object of a 把 sentence before the verb and add a result: 把手机关上, not 把手机关. Use 比 without 很: 比...很方便 is wrong; say 比...方便 or 比...方便得多. Do not mix 没有 and 不: 飞机没有高铁方便.

**Practice****SET A Check Your Understanding**

Answer each short item in Chinese.

1. Translate with a 把 sentence: Please download this app onto your phone.
2. Fill in the aspect particle (了, 过 or 着) and explain: 我去年坐\_\_\_\_\_一次高铁, 非常舒服.
3. Join with 虽然...但是...: 手机很方便 / 对眼睛不好.
4. Compare online shopping and shopping in a store (time) using 比 and 没有.
5. Say in Chinese that you cannot understand the technical words in this article (potential complement).

**SET B Exam-Style Multiple Choice**

Choose the best answer.

6. 小张说:「这个手机应用是去年才开发的, 现在已经有两百万人在用了。」这句话主要说明:
  - (A) 应用刚开发出来, 用的人还很少
  - (B) 应用开发时间不长, 但很受欢迎
  - (C) 应用去年被很多人删除了
  - (D) 应用是两百万人一起开发的
7. 下面哪一句话用法正确?
  - (A) 我把手机放。
  - (B) 高铁比飞机很方便。
  - (C) 我的电脑被弟弟用坏了。
  - (D) 我坐高铁过两次。
8. 「要是明天下雨, 我就在家用视频和朋友聊天。」说话人的意思是:
  - (A) 如果下雨, 他会用视频聊天
  - (B) 明天一定会下雨
  - (C) 他不喜欢出门
  - (D) 他已经和朋友聊过天了
9. 张奶奶不会用手机, 所以请孙子「教她扫码买菜」。这个例子反映了哪一种看法?
  - (A) 老年人不应该学新技术
  - (B) 技术应该让各个年龄的人都方便
  - (C) 买菜比用手机更贵
  - (D) 孙子不喜欢帮助奶奶

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10. 下面哪一个词最适合填空：这家公司的新产品很有\_\_\_\_\_，和市场上别的手机完全不一样。
- (A) 隐私 (B) 依赖 (C) 伦理 (D) 创新

SET C Apply and Extend

Write a model response in Chinese for each task. Aim for connectors and at least one product-perspective link.

11. Presentation (about 60 characters): Explain two ways technology is changing daily life in a Chinese-speaking community and why people value or worry about them.
12. Email reply (4-5 sentences): A friend in Shanghai asks, "Do you use your phone a lot? What apps do you use, and do you think it is good for students?" Reply.
13. Cultural comparison (3-4 sentences): Compare how people pay for things in your community with scanning a code in China.

2.2 Contemporary Life: Vocabulary, Culture, and Language

Theme 5 asks how daily life in Chinese-speaking communities has changed and how traditions and values shape modern choices. This lesson gives you the words, cultural examples and structures to talk about school, work, leisure, food, housing and travel.

Contemporary Life covers education and career, entertainment and media, food and health, pop culture, sports and leisure, and travel. The essential questions behind it are how life has changed in the last twenty years, what role traditions play, and what shapes people's ideas of what matters. Expect a voicemail about an apartment, an ad for a gym, a chart about hobbies, or a Project Q&A question asking you to compare a custom in your community with one you studied.

| Term | Pinyin          | Meaning / note                                   |
|------|-----------------|--------------------------------------------------|
| 高考   | gāokǎo          | national college entrance exam                   |
| 补习班  | bǔxibān         | after-school tutoring class                      |
| 兼职   | jiānzhi         | part-time job                                    |
| 加班   | jiābān          | to work overtime                                 |
| 生活节奏 | shēnghuó jiézòu | pace of life                                     |
| 压力   | yālì            | pressure, stress                                 |
| 健身   | jiànshēn        | to work out                                      |
| 养生   | yǎngshēng       | to look after health (tea, tai chi, early sleep) |
| 小区   | xiǎoqū          | residential compound with shared courtyard       |
| 外卖   | wàimài          | food delivery                                    |
| 网购   | wǎnggòu         | online shopping                                  |
| 夜市   | yèshì           | night market                                     |

Culture to know

早茶 (zǎochá, morning tea with dim sum): in Guangzhou and Hong Kong, families and retirees spend a long, slow morning in a teahouse, so a meal is also a way to talk and keep relationships.

夜市 (yèshì): night markets such as those in Taipei mix cheap food, games and shopping and are a popular leisure place for students and young workers after school or work.

广场舞 (guǎngchǎngwǔ) and 太极拳 (tàijíquán): groups of older adults exercise together in parks and squares in the early morning or evening, combining health with community.

双十一 (Shuāng Shíyī, the Nov. 11 shopping festival): online sales built around discounts show a strong consumer culture; some young people now ask whether they really need what they buy.

Perspective: many people value stability, family time and health, yet face study and work pressure; a good answer shows both sides.

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| Structure     | Use                                        | Model sentence                                                                     |
|---------------|--------------------------------------------|------------------------------------------------------------------------------------|
| 是...的         | emphasize time, place, way of a past event | 我们是坐地铁去的夜市。Wǒmen shì zuò dìtiě qù de yèshì. We went to the night market by subway. |
| 比 / 没有        | comparing                                  | 现在的生活比以前方便。Xiànzài de shēnghuó bǐ yǐqián fāngbiàn.                                 |
| 比 + 多了/一点儿    | how much more                              | 城市里的房子贵多了。Chéngshì lǐ de fángzi guì duō le.                                        |
| V + 完 / 好 / 到 | result complements                         | 作业我已经做完了。Zuòyè wǒ yǐjīng zuò wán le.                                               |
| V + 起来 / 下去   | direction, continuation                    | 我们坚持下去吧。Wǒmen jiānchí xiàqù ba. Let's keep going.                                  |
| 把             | dispose of something                       | 请把外卖放在门口。Qǐng bǎ wàimài fàng zài ménkǒu.                                           |
| 了 / 过 / 着     | aspect                                     | 他在公园里打着太极拳。Tā zài gōngyuán lǐ dǎ zhe tàijíquán.                                    |

Connectors and measure words for this theme

因为工作忙，所以我常常点外卖。Because I am busy, I often order takeout.  
虽然住在小区里，但是邻居们很熟。Although we live in a big compound, neighbors know each other.  
要是有时间，我就去健身房。If I have time, I go to the gym.  
一家餐厅 (jiā), 一份外卖 (fèn), 一套公寓 (tào), 一场比赛 (chǎng), 一门课 (mén), 一次旅行 (cì)

EXAMPLE 1: A SHORT DIALOGUE

Read the dialogue and answer: Why did the friends choose Saturday evening, and what does Mei value about the night market?  
小美：周六晚上有空吗？我们去夜市吧。  
小华：好啊！我是上个月和表哥一起去的，那里的小吃比学校附近的好吃多了。  
小美：因为要考试，我这几天压力很大，想出去走走。  
小华：那就去吧。吃完饭，我们还可以把作业带上，在咖啡店学一会儿。  
小美：好主意！虽然夜市人很多，但是气氛很热闹，我喜欢。

**SOLUTION**  
Meaning: Mei asks if Hua is free Saturday evening to go to a night market. Hua went last month with his cousin; the snacks beat those near school. Mei is under exam stress and wants a walk. Hua suggests bringing homework to a cafe afterward. Mei likes the lively atmosphere despite the crowd.  
Answer: they chose Saturday because both are free then and Mei needs a break from exam pressure; Mei values the lively (热闹) atmosphere and good food.  
Structures: 是...的 (shì shàng ge yuè...de), 比...多了 (comparison), 因为...压力, 把作业带上 (ba plus result), 虽然...但是.

EXAMPLE 2: A SHORT READING

Read and answer: What contrast does the writer draw between two generations?  
爸爸说，他们小时候放学以后常常在院子里玩，晚饭是全家人一起吃的。现在我们住在大城市的小区里，邻居不太认识，爸爸妈妈也常常加班，晚饭常常点外卖。不过周末的早上，爸爸会带我去公园，看老人们打太极拳。他说，虽然生活节奏比以前快多了，但是一家人在一起的时间还是最重要的。  
**SOLUTION**  
Translation: Dad says that when he was little he played in the courtyard after school and the whole family ate dinner together. Now we live in a compound in a big city, we hardly know the neighbors, and my parents often work overtime so we often order takeout. But on weekend mornings Dad takes me to the park to watch older people practice tai chi. He says that although life moves faster than before, family time is still most important.  
Answer: Dad's childhood had playing outside and shared dinners; the writer's life has takeout, overtime and less contact with neighbors. Both generations value family time.  
Skill: look for time markers (小时候 vs 现在) and a concession (虽然...但是) that signals the writer's main point.

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- ◆ Listening: voicemails and announcements about plans, gyms, trips; note time, place and a reason for change.
- ◆ Reading: ads, schedules, blog posts; the question often asks for an inference about attitude.
- ◆ Project Presentation: use a cultural practice (早茶, 夜市) as a product or practice and link it to a perspective such as valuing community.
- ◆ Writing: a reply to a friend about weekend plans, or a four-picture story set at school, a market or a trip.

### Exam tip

For 是...的, keep 是 before the detail and 的 at the end (or before the object): 我是在台北学中文的. Do not use it for future events. For result complements, say what happened to the action: 做完, not just 做. When you compare, give a reason: 夜市比餐厅热闹, 因为人多.

## Practice

### SET A Check Your Understanding

Answer each short item in Chinese.

1. Use 是...的 to say that you went to the library by bus yesterday.
2. Combine with 因为...所以...: 我每天要上补习班 / 没有时间看电影.
3. Use 比 plus 多了 to compare food in the school cafeteria and in a night market.
4. Say that you finished your homework (result complement) and then ate takeout (了 or 过).
5. Name one cultural practice from this lesson and state the value it shows.

### SET B Exam-Style Multiple Choice

Choose the best answer.

6. 小林说:「我们是周末坐火车去杭州的。」这句话强调的是:
  - (A) 他们要去杭州
  - (B) 他们去了几次杭州
  - (C) 他们喜欢坐火车
  - (D) 他们去杭州的时间和方式
7. 「虽然房子比以前贵多了,但是很多年轻人还是愿意住在大城市。」这句话的意思是:
  - (A) 年轻人觉得大城市有吸引力,不怕贵
  - (B) 房子比以前便宜多了
  - (C) 年轻人都不想住大城市
  - (D) 大城市没有房子
8. 下面的广告:「晨光社区健身中心,早上六点到八点,太极拳课免费,欢迎老人参加。」最适合哪一类人?
  - (A) 想晚上学跳舞的高中生
  - (B) 想找夜间工作的学生
  - (C) 想早上锻炼身体的老年人
  - (D) 想吃早茶的游客
9. 妈妈说:「我宁愿在家做饭,也不想天天点外卖。」她主要的想法是:
  - (A) 外卖比家里做的饭便宜
  - (B) 自己做饭更健康也更有家的感觉
  - (C) 她不会用手机点餐
  - (D) 外卖送得太慢
10. 「双十一」网购节让很多年轻人买了不需要的东西,现在一些人开始想:我真的需要吗?这说明:
  - (A) 人们对消费有了新的想法
  - (B) 网购已经没有人用了
  - (C) 商店不再打折
  - (D) 年轻人没有钱了

### SET C Apply and Extend

Write a model response in Chinese for each task.

11. Presentation (about 60 characters): Explain how one popular leisure practice in a Chinese-speaking community reflects what people value.
12. Email reply (4-5 sentences): A pen pal in Taipei writes: "What do you usually do after school? Have you ever been to a night market or a similar place? Tell me about it." Reply.
13. Story prompt (3-4 sentences): Four pictures show a student rushing to a tutoring class, falling asleep on the subway, seeing a park where people do tai chi, and joining them. Narrate the middle two pictures.

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2.3 Global Contexts: Vocabulary, Culture, and Language

Theme 6 looks at how global events affect Chinese-speaking communities and how individuals respond. This lesson gives you the vocabulary, cultural examples and structures for migration, environment, cooperation, health and international exchange.

Global Contexts covers global communication, the natural world, history, policy and planning, and transportation, along with related topics such as health, migration and human rights. The essential questions ask how global phenomena affect communities, what role individuals play, and how complex issues shape a society's culture. On the exam, expect a report on an environmental project, an article about overseas Chinese families, a chart of tourism numbers, and Project Q&A questions asking for a solution or a comparison.

| Term    | Pinyin            | Meaning / note                                           |
|---------|-------------------|----------------------------------------------------------|
| 全球化     | quánqiúhuà        | globalization                                            |
| 移民      | yímín             | immigrant; to emigrate                                   |
| 华侨 / 华裔 | huáqiáo / huáyì   | overseas Chinese / person of Chinese descent born abroad |
| 气候变化    | qìhòu biànhuà     | climate change                                           |
| 污染      | wūrǎn             | pollution                                                |
| 合作      | hézuò             | cooperation                                              |
| 贸易      | màoyì             | trade                                                    |
| 公共卫生    | gōnggòng wèishēng | public health                                            |
| 交换生     | jiāohuànshēn      | exchange student                                         |
| 志愿者     | zhìyuànzhě        | volunteer                                                |
| 和平      | héping            | peace                                                    |
| 解决      | jiějué            | to solve                                                 |

Culture to know

侨乡 (qiáoxiāng): hometowns of overseas Chinese in Guangdong and Fujian. The watchtower houses (碉楼, diāolóu) in Kaiping blend Chinese and foreign styles because returning emigrants brought home ideas and money.

三北防护林 (Sānběi fánghùlín): a long tree-planting program in northern China to slow desert spread; schools and volunteers take part, showing how individuals can help with environmental problems.

春节 abroad: Spring Festival parades in Chinatowns in Singapore, San Francisco and Sydney show how traditions travel with migrants and mix with local culture.

Perspective: people often see global issues as shared responsibilities, from local action (recycling) to cooperation between countries (health, climate).

The best Project Q&A answers move from a global issue to a specific local effect and then to an action. Use this chain: issue, how it affects a community, what individuals or groups can do, and a comparison with your own community. Keep each step to one clear sentence with a connector.

| Structure | Use                        | Model sentence                                                                  |
|-----------|----------------------------|---------------------------------------------------------------------------------|
| 被         | effect of a force or event | 很多树木被污染影响了。Hěn duō shù mù bèi wūrǎn yǐngxiǎng le.                               |
| 把         | action taken on something  | 我们应该把垃圾分类。Wǒmen yīnggāi bǎ lājī fēnlèi. We should sort garbage.                 |
| 是...的     | origin, time, way          | 他是十年前移民到加拿大的。Tā shì shí nián qián yímín dào Jiānádà de.                         |
| 比 / 没有    | comparison                 | 城市的空气比以前好多了。Chéngshì de kōngqì bǐ yǐqián hǎo duō le.                            |
| Potential | ability                    | 这个问题一个人解决不了。Zhège wèntí yí gè rén jiějué bù liǎo. One person cannot solve this. |
| 过 / 了 / 着 | aspect                     | 他去过三个国家。Tā qù guo sān gè guójiā.                                                |

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## Linking phrases

随着...的发展 (suízhe...de fāzhǎn): as ... develops. 随着经济的发展, 更多人出国旅游。

不仅...而且... / 一方面...另一方面...: not only... but also / on the one hand... on the other.

对...来说 (duì...láishuō): for... 对年轻人来说, 交流很重要。

如果...就...; 因为...所以...; 虽然...但是...

### EXAMPLE 1: A SHORT DIALOGUE

Read and answer: What did Lin learn as an exchange student, and what does she want to do?

老师: 林雪, 你去年当交换生, 在新加坡住了多久?

林雪: 我是去年九月去的, 住了十个月。

老师: 那里的生活和我们这里有什么不同?

林雪: 新加坡的公共交通比这里方便多了, 而且人们很重视环保。我学会了把垃圾分类, 回来以后也想在学校里推广。

老师: 很好。要是你们愿意, 我们可以成立一个环保小组。

#### SOLUTION

Meaning: The teacher asks how long Lin stayed in Singapore as an exchange student; she went last September and stayed ten months. She notes that public transport there is much more convenient and people care about the environment. She learned to sort garbage and wants to promote it at school. The teacher says that if students are willing, they can set up an environmental group.

Answer: she learned about convenient public transport and sorting garbage, and wants to promote recycling at school through an environmental group.

Structures: 是...的 (went last September), 比...多了, 学会了, 把垃圾分类, 要是...就 (implied).

### EXAMPLE 2: A SHORT READING

Read and answer: How can individuals help a global problem, according to the passage?

在中国北方, 沙漠一年一年地变大, 影响了很多人的生活。几十年来, 政府和普通人一起种树, 想让土地重新变绿。今年春天, 我们学校的志愿者也去了内蒙古, 种了两百棵小树。虽然一个人的力量不大, 但是大家一起做, 就能解决问题。一位老师说: 「种树不是一天的事, 要坚持。」我觉得这句话说得对。

#### SOLUTION

Translation: In northern China, deserts have grown year after year and affected many lives. For decades the government and ordinary people have planted trees together to make the land green again. This spring our school's volunteers went to Inner Mongolia and planted two hundred saplings. Although one person's strength is small, if everyone works together, the problem can be solved. A teacher said, tree planting is not a one-day job; one must persist. I think this is very right.

Answer: individuals can join volunteer groups and persist; many small efforts together can address a big problem.

Skill: 虽然...但是 gives the main message, and the teacher's quote shows a perspective valuing persistence (坚持).

- ◆ Listening: reports about environmental projects, exchange programs or tourism; note numbers, places and recommendations.
- ◆ Reading: articles about migration or health, and charts about visitors; check what the chart actually measures.
- ◆ Project Presentation and Q&A: connect a practice or product (diaolou, tree planting) to a perspective, and offer a solution.
- ◆ Writing: an email to an exchange student, or a story about travel, volunteering or helping a newcomer.

## Common mistakes

Do not translate "affect" with 影响 in every place: 影响 needs an object (污染影响健康). Do not use 被 for neutral facts; reserve it for effects, losses or events that happen to something. Use 对...来说, not 对于我说. Do not leave out the result in 把 sentences: 把垃圾分类 works because 分类 is the result, but 把垃圾 alone does not.

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## Practice

### SET A Check Your Understanding

Answer each short item in Chinese.

- Write a sentence using 被 about a river and pollution.
- Use 是...的 to say that your friend moved to Canada three years ago.
- Use 随着...的发展 to link tourism and the economy.
- Say in Chinese that one person cannot solve climate change alone (potential complement).
- State one cultural product or practice of overseas Chinese communities and what perspective it shows.

### SET B Exam-Style Multiple Choice

Choose the best answer.

- 他是十年前移民到澳大利亚的。这句话强调的是：  
(A) 他想移民 (B) 他移民的时间和地点 (C) 他现在住在哪里 (D) 他有几个孩子
- 「随着交通越来越方便，去外国旅游的人越来越多。」作者的看法是：  
(A) 旅游的人越来越少 (B) 外国旅游太贵了 (C) 交通发展让更多人能出国  
(D) 大家都不想旅游
- 某学校成立环保小组，大家每周把垃圾分类。这个例子说明：  
(A) 学生可以用行动回应环境问题 (B) 全球问题不能靠个人解决 (C) 学校不喜欢垃圾  
(D) 垃圾分类很难
- 「对年轻人来说，学外语不仅是学习，而且是了解世界的机会。」句子的重点是：  
(A) 学外语只是为了考试 (B) 年轻人不想学外语 (C) 学外语能帮助了解世界  
(D) 外语比汉语难
- 哪一句话的用法不对？  
(A) 那个湖被污染了。 (B) 我们应该把电关上。 (C) 我去过两次中国。  
(D) 这个问题我解决了不。

### SET C Apply and Extend

Write a model response in Chinese for each task.

- Presentation (about 60 characters): Explain how one global issue affects a Chinese-speaking community and what people are doing about it.
- Email reply (4-5 sentences): An exchange student asks: "What can I do to help the environment while I stay in your city? And what is a custom from your community that I should learn?" Reply.
- Project Q&A style (3 sentences): Compare how your community and a Chinese-speaking community treat recycling or public transport, and give a reason for the difference.

## 2.4 Multiple-Choice Practice: Themes: Science, Contemporary Life, and Global Contexts

Twenty items on themes 4 to 6, mixing audio items (scripts are in the answer key) and reading passages.

Directions: For audio items, a partner or text-to-speech reads the script twice without pausing. For reading items, choose the best answer to each question. Aim for about two minutes per item. All answers are in Chinese; explanations are in English.

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**SET A Core Skills**

Audio items: your partner reads the Audio 1 script aloud twice (see the answer key). Reading passage follows. 阅读材料 1 (博客) 今年暑假,我第一次回到爷爷在福建的老家,一个小村子。我在加拿大出生,平时在家只和爸爸妈妈说普通话,爷爷说的方言我几乎听不懂。刚到村子的时候,我有点儿紧张,因为我怕自己说不好,大家会笑我。没想到,邻居们都很热情,有人给我端来热茶,有人拿出老照片,告诉我爷爷小时候的故事。原来,村里的那座旧房子是我曾祖父一百年前从南洋寄钱回来盖的。房子的墙上有中式的窗户,也有西式的门,看起来很特别。住了两个星期以后,我学会了几句方言,也明白了爷爷为什么一直说「根在这里」。回家的飞机上,我在日记里写下:一个人走得再远,也不会忘记自己从哪里来。

- Audio 1: 科技体验日的活动在哪里举行?  
(A) 学校体育馆 (B) 本地科技公司 (C) 图书馆三楼 (D) 计算机教室
- Audio 1: 为什么同学们要先在网站上报名?  
(A) 参加的名额有限 (B) 活动需要交钱 (C) 参加的人必须会编程 (D) 只有社团的同学可以参加
- Audio 1: 关于参加者得到的礼物,下面哪一项正确?  
(A) 是一台小机器人 (B) 要报名两次才能得到 (C) 只给带朋友来的人 (D) 是用回收材料做的
- 阅读材料 1: 作者刚到村子的时候,为什么有点儿紧张?  
(A) 因为天气太热 (B) 因为担心自己说得不好会被笑 (C) 因为找不到爷爷的家 (D) 因为不喜欢喝茶
- 阅读材料 1: 关于村里的那座旧房子,下面哪一项正确?  
(A) 完全是西式的 (B) 是邻居们去年盖的 (C) 是爷爷送给作者的 (D) 有中式和西式的特点,是用寄回来的钱盖的
- 阅读材料 1: 作者最后写的那句话想说明什么?  
(A) 不管走多远,都不应该忘记自己的来历 (B) 出国旅行太累了 (C) 方言很难学 (D) 老房子应该修一修

**SET B Applications**

Audio 2: your partner reads the script aloud twice (see the answer key). Then read the advertisement. 阅读材料 2 (广告) 青云旅行社: 周末城市慢旅行 路线一: 古镇两日游。周六早上八点出发,参观水乡古镇,晚上住民宿,周日下午六点回到市区。费用: 每人480元; 学生凭学生证优惠100元。路线二: 山地徒步一日游。周六早上六点出发,中午在山上的农家吃饭,晚上八点回到市区。费用: 每人260元; 十二岁以下儿童半价。路线三: 美食夜市一日游。周五晚上六点出发,品尝本地小吃,晚上十一点回到市区。费用: 每人150元,包括五张小吃券。说明: 请在出发前三天报名; 天气不好时,路线可能会改变。每条路线都提供免费矿泉水,但是不包括午饭(路线二除外)。

- Audio 2: 王阿姨为什么给听话人留言?  
(A) 邀请他帮忙搬家 (B) 提醒他星期六电梯会检修 (C) 抱怨楼上太吵 (D) 想借他的东西
- Audio 2: 星期六什么时候电梯不能用?  
(A) 早上六点到九点 (B) 下午三点以后 (C) 上午九点到下午三点 (D) 整个周末
- Audio 2: 王阿姨希望听话人做什么?  
(A) 回来以后给她回电话 (B) 把快递拿到她家 (C) 帮她搬东西 (D) 带饺子过来
- 阅读材料 2: 一个十岁的孩子参加路线二,要付多少钱?  
(A) 260元 (B) 480元 (C) 150元 (D) 130元
- 阅读材料 2: 下面哪一个人最适合参加路线三?  
(A) 想在古镇住一晚的游客 (B) 周五下班后想体验夜市的上班族 (C) 想早起爬山的学生 (D) 不想吃东西的人
- 阅读材料 2: 关于这些旅行,下面哪一项正确?  
(A) 所有路线都包午饭 (B) 天气不好时一定会退钱 (C) 必须在出发前三天报名 (D) 路线二不提供矿泉水
- 阅读材料 2: 哪条路线需要在外过夜?  
(A) 路线一 (B) 路线二 (C) 路线三 (D) 三条路线都需要

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**SET C Exam-Level Stretch**

Audio 3: your partner reads the script aloud twice (see the answer key). Then read the story excerpt. 阅读材料 3 (文学节选) 出发的那天早上, 母亲把一个小布包塞进我的行李箱。我知道里面是什么: 一包家乡的茶叶, 还有她亲手缝的一个护身符。我说, 美国什么都有, 不用带。她没有回答, 只是把箱子拉链拉好, 又用手压了压, 好像这样就能把家也一起压进去。机场里人很多, 广播里一遍一遍地念着航班号。我不敢回头, 怕一回头, 眼泪就会掉下来。过了安检, 我才在手机里看见母亲发来的消息: 「到了给我打电话, 不管几点。」我对屏幕笑了, 又哭了。飞机起飞的时候, 我打开布包, 闻到熟悉的茶香, 忽然觉得, 不管我飞多远, 家都在身边。

14. Audio 3: 李医生是怎样帮助山区病人的?  
 (A) 开车去村子里看病 (B) 把病人接到省城的医院 (C) 给村里的医生寄药  
 (D) 通过视频和村里的医生一起看病
15. Audio 3: 李医生说远程医疗有什么限制?  
 (A) 费用比医院高 (B) 有些检查要当面做, 网络不好时画面会断 (C) 病人不愿意用平板电脑  
 (D) 村里没有医生
16. Audio 3: 李医生对技术的态度是什么?  
 (A) 技术可以完全代替医生 (B) 年轻医生不应该去村子工作 (C) 技术只是工具, 责任心更重要  
 (D) 他不相信网络
17. 阅读材料 3: 母亲为什么把小布包塞进行李箱?  
 (A) 希望孩子带着家乡的味道和祝福 (B) 担心美国买不到茶叶 (C) 想让行李重一点  
 (D) 是孩子要求的
18. 阅读材料 3: 「我不敢回头」的原因是什么?  
 (A) 怕错过飞机 (B) 不喜欢母亲 (C) 机场太吵 (D) 怕自己忍不住哭
19. 阅读材料 3: 母亲发来的短信表现了什么?  
 (A) 生气 (B) 牵挂和关心 (C) 骄傲 (D) 无所谓
20. 阅读材料 3: 最后一句话「家都在身边」的意思是:  
 (A) 作者没有离开家 (B) 作者想马上回家 (C) 虽然离开了, 但是感觉家人的爱一直陪着自己  
 (D) 作者家里有一个茶馆

**Answers Chapter 2: Answers and Explanations**

Answers for every practice problem, numbered to match. Read the explanation even when your answer is correct.

**2.1 Science and Technology: Vocabulary, Culture, and Language****SET A · CHECK YOUR UNDERSTANDING**

- 请把应用下载到你的手机上。Qǐng bǎ zhège yīngyòng xiàzài dào nǐ de shǒujī shàng. The object comes after 把, and the verb carries the destination complement 到...上。
- 过。The speaker reports a past experience (riding the train once), so 过 fits. 了 would suit a single completed event with a stated result, but with 一次 and a comment on the experience, 过 is more natural.
- 虽然手机很方便, 但是对眼睛不好。Suīrán shǒujī hěn fāngbiàn, dànshì duì yǎnjīng bù hǎo. Keep both 虽然 and 但是。
- 网购比逛街节省时间。Or: 逛街没有网购省时间。Wǎnggòu bǐ guàngjiē jiéshěng shíjiān. Guàngjiē méiyǒu wǎnggòu shěng shíjiān. 比 takes no 很; 没有 is followed by the adjective or verb phrase.
- 这篇文章里的科技词语我不懂。Zhè piān wénzhāng lǐ de kējì cíyǔ wǒ kàn bu dǒng. 看不懂 is the negative potential form: look but cannot understand.

**SET B · EXAM-STYLE MULTIPLE CHOICE**

- B. 已经有两百万人在用 shows popularity, while 才开发 and 去年 show the app is new. A is wrong because 两百万 is a large number, not a small one. D misreads 在用 (are using) as 一起开发。
- C. 被 introduces the doer (弟弟) and the verb has a result (坏了), so the passive is complete. A has no place or result after 放, so it is unfinished. B is the tempting choice because the topic is comparison, but 比 cannot be followed by 很. D puts 过 in the wrong place; the correct order is 坐过两次高铁。
- A. 要是...就 states a condition: if it rains, then video chat. B is the common error because students read the conditional as a fact; nothing says rain is certain.
- B. The grandson teaches QR payment, showing that technology should serve people of every age. A contradicts the story; C and D are not supported by the text. A is tempting only if you read 不会用 as a rule, not a problem to solve.
- D. 创新 (innovation) fits 和别的手机完全不一样. 伦理 (ethics) is the tempting theme word but does not describe a product being different; 隐私 (privacy) is unrelated; 依赖 means dependence, a worry rather than praise.

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## SET C · APPLY AND EXTEND

11. Model: 现在很多中国人用手机扫码支付, 买菜、坐地铁都很方便, 所以大家觉得生活更快了。可是有些老人不会用, 孩子们就要教他们。另外, 高铁让城市之间的距离变短了。虽然科技带来方便, 但是也有人担心隐私。Pinyin: Xiànzài hěn duō Zhōngguó rén yòng shǒujī sǎo mǎ zhīfù... Scoring: product named (1), perspective of convenience (1), second factor with detail (1), connector 虽然...但是 (1). Stronger: add a specific place or generation and a comparison.
12. Model: 你好! 我每天都用手机, 主要用来查资料、看新闻和跟家人视频聊天。我觉得手机对学生有好处, 因为可以找到很多学习资料。不过, 要是玩得太久, 就会影响睡觉, 所以我会把手机放在书包里。你呢? Scoring: answers all three questions (2), details and example (1), polite greeting and question back (1), connector (1). Stronger: add a personal example and a closing wish.
13. Model: 在我的社区, 很多人还用信用卡或者现金, 手机支付比较少。中国的扫码支付更普遍, 连小商店也能用。我觉得这是因为那里的智能手机很普及, 也比较方便。Scoring: a clear comparison (1), specific detail on each side (1), a reason or perspective (1), accurate structures (1). Stronger: name one practice and one value, like convenience versus security.

## 2.2 Contemporary Life: Vocabulary, Culture, and Language

## SET A · CHECK YOUR UNDERSTANDING

1. 我是昨天坐公共汽车去图书馆的。Wǒ shì zuótiān zuò gōnggòng qìchē qù túshūguǎn de. 是 introduces the detail (how) and 的 closes the sentence; both time and means may be stressed.
3. 夜市的小吃比学校食堂的好吃多了。Yèshì de xiǎochī bǐ xuéxiào shítáng de hǎochī duō le. 多了 shows a big difference; do not add 很.
5. Model: 早茶是广州的传统, 说明人们重视家庭和朋友的相处时间。Zǎochá shì Guǎngzhōu de chuántǒng... Scoring: a real practice (1) plus a stated value (1).
2. 因为我每天要上补习班, 所以没有时间看电影。Yīnwèi wǒ měitiān yào shàng bǔxíbān, suǒyǐ méiyǒu shíjiān kàn diànyǐng. Both connectors are fine in Chinese, and 没有 negates the noun 时间.
4. 我做完作业以后, 吃了外卖。Wǒ zuò wán zuòyè yǐhòu, chī le wàimài. 完 is the result complement and 了 marks the completed action.

## SET B · EXAM-STYLE MULTIPLE CHOICE

6. D. 是...的 stresses the time (周末) and means (坐火车) of a past trip. A would be true only if the trip were in the future; B is not stated.
8. C. The ad is for early morning (六点到八点), free tai chi, and invites seniors. A fails because of the time, D because the ad offers no tea.
10. A. The doubt about buying things shows people are rethinking consumption. B and C ignore the fact that the festival still exists; D is not stated.
7. A. 虽然...但是 concedes the high price, but the main point is that young people still want to live in the city. B reverses 比...贵 and is the tempting trap for readers who miss 贵.
9. B. 宁愿...也不 shows preference: cook at home rather than order out every day. Health and the home feeling are implied. A is the trap: nothing is said about price.

## SET C · APPLY AND EXTEND

11. Model: 在中国的公园里, 早上常常有老人打太极拳、跳广场舞。他们不但锻炼身体, 而且可以和朋友聊天。这说明很多人重视健康和社区关系。虽然年轻人比较忙, 但是周末也会带孩子去。Scoring: a specific practice (1), a detail (1), a value or perspective (1), connectors such as 不但...而且 (1). Stronger: name a place, add a comparison with your own community.
12. Model: 你好! 放学以后, 我常常先写作业, 然后跟朋友打球。我没有去过夜市, 不过去年我和家人去过一个很热闹的农夫市场, 那里有很多好吃的。要是有机会, 我很想去台北的夜市。你最喜欢什么小吃? Scoring: all three questions answered (2), details (1), culturally polite tone with a question back (1), structures like 过 and 要是...就 (1). Stronger: add a short comparison.
13. Model: 小明看了看手表, 已经快迟到了, 他跑着去补习班。下课以后他累极了, 在地铁里睡着了。Pinyin: Xiǎomíng kàn le kàn shǒubiǎo... Scoring: both pictures narrated in order (2), sequence words like 以后 (1), accurate result/aspect (1). Stronger: add feelings and a closing sentence.

## 2.3 Global Contexts: Vocabulary, Culture, and Language

## SET A · CHECK YOUR UNDERSTANDING

1. 那条河被污染了。Nà tiáo hé bèi wūrǎn le. 被 marks something affected, 污染 is the verb, and 了 shows the state.
3. 随着经济的发展, 来旅游的人越来越多。Suízhe jīngjì de fāzhǎn, lái lǚyóu de rén yuèláiyuè duō. The phrase opens the sentence and introduces a trend.
5. Model: 碉楼说明海外华人重视家乡, 也把外国文化带回来。Diǎolóu shuōmíng... Scoring: a real product (1) plus a perspective (1).
2. 我的朋友是三年前搬到加拿大的。Wǒ de péngyou shì sān nián qián bān dào Jiānádà de. 是 precedes the time detail and 的 ends the clause.
4. 气候变化一个人解决不了。Qìhòu biànhuà yí gè rén jiějué bù liǎo. 不了 is the potential negative: unable to complete.

## SET B · EXAM-STYLE MULTIPLE CHOICE

6. B. 是...的 stresses time (十年前) and place or direction (澳大利亚). A would not need the pattern; C and D are not given.
8. A. Students sort garbage weekly, showing action at the local level. B is the opposite of the example; C and D are not supported.
10. D. A potential complement needs 解决不了, not 解决了. A is correct passive use; B has the result 上 after 关; C uses 过 correctly.
7. C. 随着...越来越 links more convenient transport with more travelers abroad. A reverses the trend; B adds a price idea not stated.
9. C. 不仅...而且 adds a second purpose: not only study but also understanding the world. A is tempting because of 学习, but the sentence says it is more than that.

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## SET C · APPLY AND EXTEND

11. Model: 在中国北方, 沙漠影响了很多人的生活, 所以政府和志愿者一起种树。学生们春天也会去内蒙古种树。这说明很多人觉得, 个人的行动也很重要。虽然问题很大, 但是大家一起做就有希望。 Scoring: issue and affected community (1), action with detail (1), perspective (1), connector (1). Stronger: add a number or place and a comparison.
12. Model: 你好! 欢迎来到我的城市。要想保护环境, 你可以坐公共汽车, 不用一次性塑料袋, 也可以把垃圾分类。我们这里过年的时候, 家人会一起吃饭, 所以你可以参加, 了解我们的传统。要是你有问题, 随时告诉我。 Scoring: answers both questions (2), polite welcome and offer (1), structures (1), detail (1). Stronger: add a personal reason.
13. Model: 在我的社区, 很多人开车, 公共交通比较少; 在新加坡, 地铁很方便, 所以人们不太需要车。这是因为城市小, 政府也很重视规划。 Scoring: comparison of both places (1), reason (1), accurate language (1). Stronger: tie the reason to a value such as environmental responsibility.

## 2.4 Multiple-Choice Practice: Themes: Science, Contemporary Life, and Global Contexts

## SET A · CORE SKILLS

**Audio scripts** (have a partner read each aloud twice, or use text-to-speech, while you answer):

Audio 1: 各位同学请注意: 本周五下午三点, 学校图书馆三楼的「科技体验室」将举行开放日活动。同学们可以亲手试用三维打印机, 也可以体验机器人老师教编程的课。活动是由本校的计算机社团和一家本地科技公司一起安排的。参加者不需要有任何基础, 不过因为名额只有六十个, 所以请大家先在学校网站上报名。如果报名以后不能来, 请提前一天取消, 好让别的同学有机会。另外, 每位参加者都会得到一个小礼物, 是用回收塑料做成的手机支架。希望大家踊跃参加, 也欢迎带朋友一起来。谢谢。

1. C. The announcement says the open day is on the third floor of the library. A and D are tempting because they sound like school places, but neither is mentioned; the technology company only helps organize the event.
2. A. The speaker says there are only sixty places, so students must sign up first. D is the best distractor: the computer club co-organizes, but anyone may join, and no experience is required.
3. D. The gift is a phone stand made from recycled plastic. B is wrong because registration is needed only once; A confuses the robot class with the gift.
4. B. The writer was afraid of speaking badly and being laughed at (怕自己说不好, 大家会笑我)。A is a detail the passage does not raise; C is wrong because the writer came to the grandfather's home village.
5. D. The house has Chinese windows and a Western door and was built with money sent back from Southeast Asia. A is only half right and ignores the Chinese windows; C is wrong because the writer's great-grandfather built it.
6. A. 走得再远, 也不会忘记自己从哪里来 means however far you go, you will not forget where you come from. B misreads 走 as travel; the line is about identity and roots, not fatigue.

## SET B · APPLICATIONS

**Audio scripts** (have a partner read each aloud twice, or use text-to-speech, while you answer):

Audio 2: 你好, 我是王阿姨, 住在你楼下。我刚才给你敲门, 你不在, 所以给你留个言。物业通知说, 这个星期六上午九点到下午三点, 我们这栋楼的电梯要检修, 不能用。你住在十二楼, 搬东西不方便, 所以我想提醒你一下。如果你那天要出门, 最好早点儿走, 或者等下午三点以后再回来。另外, 物业还说, 小区里的快递柜这个月搬到了大门旁边, 以后取快递要去那里。对了, 我周末想包饺子, 要是你有空, 欢迎来我家一起吃, 我多做一些。不用带东西, 人来就行。你回来以后, 给我回个电话吧。谢谢!

7. B. She says the elevator will be repaired on Saturday and wants to remind the listener. D is wrong: she invites him to dumplings but does not ask to borrow anything.
8. C. The repair runs from nine in the morning to three in the afternoon. B is the tempting option because she says to return after three, but that is when it works again.
9. A. She ends by asking the listener to call her back. D is the trap: dumplings are an invitation, and the speaker says not to bring anything.
10. D. Children under twelve pay half of 260, which is 130. A is the full price for an adult, which the child does not pay.
11. B. Route 3 leaves Friday evening and tastes local snacks, so it suits a worker after work. A fits route 1, and C fits route 2.
12. C. The notice says to sign up three days before leaving. B is wrong because only the route may change, and no refund is promised; D is wrong because every route has free water.
13. A. Route 1 is two days with a night in a guesthouse. B and C return to the city the same day.

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## SET C · EXAM-LEVEL STRETCH

**Audio scripts** (have a partner read each aloud twice, or use text-to-speech, while you answer):

Audio 3: 主持人：欢迎来到《健康在线》。今天请到的是李医生。李医生，听说您最近常常用视频给山区的病人看病？

李医生：对。我在省城的医院工作，可是西部有些村子离医院很远，坐车要六七个小时。去年我们开始做远程医疗，村里的医生用平板电脑把病人的情况传给我，我再在视频里问问题、给建议。

主持人：这种办法有什么好处？

李医生：最大的好处是省时间也省钱，很多老人不用再坐长途汽车。不过也有限制，比如有些检查必须面对面做，网络不好的时候，画面会断。所以我觉得，远程医疗不能完全代替医院，只能成为一种帮助。

主持人：您对未来有什么希望？

李医生：我希望每个村子都有稳定的网络，也希望更多年轻医生愿意去基层工作。技术是工具，真正有用的，还是人的责任心。

14. D. Doctor Li says the village doctor sends the patient's condition and Li asks questions and advises by video. A and B are tempting because they describe usual care, but the speaker says villages are far from the hospital and the video method is used instead.
15. B. He says some checks must be done face to face and the picture breaks when the network is poor. A is wrong: he says the method saves money, not costs more.
16. C. He calls technology a tool and says responsibility is what is really useful. A is the best distractor, but he says it cannot fully replace hospitals.
17. A. The tea and charm are things from home and a mother's blessing. B is the tempting literal reading, but the writer says the US has everything, so the point is emotional, not practical.
18. D. The writer is afraid that turning around will bring tears. A is wrong because nothing suggests a rush or a delay at the airport.
19. B. 到了给我打电话，不管几点 shows she wants to hear from her child no matter what time. C is wrong: there is no mention of pride.
20. C. Smelling the tea makes the writer feel family is close even while far away. A is the literal trap: the writer is clearly flying away.

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# Chapter 3: Interpretive Communication: Reading and Listening.

5 sections with explanations and worked examples, then 79 practice problems. Answers and full explanations are at the end of the chapter.

## 3.1 Reading: Texts, Charts, and Literary Excerpts

The reading part rewards a clear routine, a strong guess at unknown words, and careful matching of answers to the text. This lesson shows you how to read each of the five task types.

The reading part of the exam (Part B of the multiple-choice section) has **30 questions in 40 minutes** and counts for 25% of your total score. The questions come in six sets of five, built on one or two texts each. Across the exam you will meet five task types: **Article**, **Article and Chart**, **Correspondence** (emails, letters, notices), **Literary Text**, and **Promotional Material** (ads, flyers, posters). The number of sets per type varies each year, so practice all five. Forty minutes for six sets is about six and a half minutes per set, so you cannot translate every word.

Two skills are tested. First, you must **recognize explicit meaning**: find supporting details and, in charts, read data points, patterns, and trends. Second, you must **interpret meaning**: decide the main idea, the audience, the writer's point of view, tone, and attitude, how the text is organized, and what an unfamiliar word means from its surroundings. Texts and scripts in the course materials appear in both simplified and traditional characters, so train yourself to read whichever form you choose quickly, and learn to spot common traditional forms (for example 學 for 学 and 國 for 国).

| Text type            | What it usually looks like                                             | Typical questions                                    | Trap to avoid                                         |
|----------------------|------------------------------------------------------------------------|------------------------------------------------------|-------------------------------------------------------|
| Article              | News, feature, or explanatory piece with a headline and 3-4 paragraphs | Main idea, details, cause and effect, vocabulary     | Choosing a detail instead of the main idea            |
| Article and Chart    | A short text plus a table, bar chart, or infographic                   | Reading numbers, trends, link between chart and text | Using the wrong year or column                        |
| Correspondence       | Email or letter with subject line, greeting, request, closing          | Purpose, requests, deadlines, relationship, register | Missing the real purpose hidden in the last paragraph |
| Literary Text        | Original story, essay, or poem excerpt with a narrator                 | Feelings, symbols, attitude, meaning of lines        | Reading figurative language literally                 |
| Promotional Material | Ad, flyer, or poster with prices, dates, conditions                    | Conditions, costs, who it is for, what is excluded   | Ignoring small print such as 限、除外、起                   |

### Four-step reading routine (about 6 minutes per set)

1. Preview (30 sec): read the title, the first lines of each paragraph, and every question stem; do NOT read the choices yet.
2. Read (2 min): read the text once for the main idea, underlining numbers, names, contrast words, and the writer's opinion words.
3. Answer (2-3 min): go question by question, return to the exact sentence, and eliminate choices that are too extreme, off topic, or only partly true.
4. Check (30 sec): reread any question whose answer you chose by feel; never leave a blank, because there is no penalty for guessing.

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### Question stems you must recognize

这篇文章主要...? (zhè piān wénzhāng zhǔyào...?) = What is the main idea?

根据文章... (gēnjù wénzhāng...) = According to the text... (a detail)

可以推断出... (kěyǐ tuīduàn chū...) = It can be inferred that... (use clues, not guesses)

作者的态度/语气是... (zuòzhě de tàidù/yǔqì shì...) = The author's attitude/tone is...

「...」最接近什么意思? (「...」 zuì jiējìn shénme yìsi?) = What is closest in meaning to...?

下面哪一项不正确? (xiàmiàn nǎ yí xiàng bú zhèngquè?) = Which is NOT correct? (mark the negative word)

**Unknown words.** When a word blocks you, use three clues in order. (1) Word parts: many characters carry a meaning component. 𠂇 (food) in 饺 jiǎo, 氵 (water) in 河 hé, 忄 (heart/feelings) in 怕 pà, 讠 (speech) in 说 shuō. Compounds also help: 电 + 话 gives 电话 diànhuà (telephone), and suffixes mark roles, such as 者 (-er: 读者 dúzhě, reader) and 化 (-ize: 现代化 xiàndàihuà, modernize). (2) Neighboring words: a contrast word such as 但是 or 不过 tells you the next idea is opposite. (3) Grammar: a measure word or 的 tells you whether the word is a noun, verb, or description.

**Loanwords and false friends.** Chinese has sound-borrowed words you can guess when you say them aloud: 沙发 shāfā (sofa), 咖啡 kāfēi (coffee), 巧克力 qiǎokèlì (chocolate). The dangerous ones look transparent in English; see the table.

| Word | Pinyin         | Meaning                  | Note                                                   |
|------|----------------|--------------------------|--------------------------------------------------------|
| 东西   | dōngxi         | thing, stuff             | Not the compass directions (dōng xī)                   |
| 马上   | mǎshàng        | immediately              | Time word, not about horses                            |
| 所谓   | suǒwèi         | so-called                | Often signals the writer's doubt or definition         |
| 其实   | qíshí          | in fact, actually        | Introduces the real situation after a wrong assumption |
| 反而   | fǎn'ér         | on the contrary, instead | Result is opposite to expectation                      |
| 二话不说 | èr huà bù shuō | without hesitation       | Four-character idiom; guess from context               |

#### EXAMPLE 1: BLOG POST, MAIN IDEA, INFERENCE, AND VOCABULARY

阅读短文，回答问题。

上个月我第一次一个人坐高铁去成都。本来以为会很无聊，没想到邻座的阿姨一直跟我聊天，还分给我她自己做的腊肠。到站的时候，我才发现手机没电了，不知道怎么去旅馆。阿姨二话不说，用她的手机帮我叫了车。这件事让我明白，所谓「陌生人」，有时候比朋友还热心。

(1) 这篇短文主要想说明什么？ A. 高铁很舒服 B. 陌生人也可能很热心 C. 成都的旅馆很贵 D. 手机很重要

(2) 「二话不说」最接近什么意思？ A. 一句话也听不懂 B. 马上，不犹豫 C. 说了两遍 D. 不想说话

#### SOLUTION

(1) B. The narrator tells a short story and then states the lesson in the last sentence: strangers can be warmer than friends (zhè jiàn shì ràng wǒ míngbai... = this event made me realize...). A, C, and D are details or background, not the point.

(2) B. Word-part clue: 二 (two) + 话 (words) + 不说 (not say) = did not say two words. Context clue: the aunt called a car for the narrator right after learning about the dead phone, with no discussion, so she acted at once. A misreads 不说 as an inability to understand; D misses that she was actively helping.

Strategy: a sentence starting 这件事让我明白 (this made me realize) usually states the main idea.

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**EXAMPLE 2: READING A CHART AND CHOOSING THE RIGHT COMPARISON**

某中学学生每天使用手机的平均时间

年级 | 学习用 | 娱乐用

初一 | 40分钟 | 95分钟

初二 | 55分钟 | 110分钟

初三 | 70分钟 | 80分钟

说明：初三学生将在六月参加中考。

问题：哪个年级「学习用」和「娱乐用」的时间最接近？这可能与什么有关？

**SOLUTION**

Compare the two columns row by row. Differences: 初一 55 minutes, 初二 55 minutes, 初三 10 minutes. The closest is 初三 (chū sān, grade 9).

Link to the note: 初三 students face the 中考 (zhōngkǎo, high-school entrance exam) in June, so study use rises and entertainment falls. The chart gives the pattern; the note gives the likely cause.

Trap: 初二 has the highest entertainment time (110), but that answers a different question. Match your answer to the exact comparison asked.

**Common mistakes**

(1) Choosing an answer only because it repeats words from the text; distractors copy phrases but change the meaning. (2) Treating a quoted person's opinion as the author's. (3) Inferring beyond the text. (4) Ignoring negatives such as 不、没有、除了. (5) Spending four minutes on one unknown word.

**Comparing two sources and reading culture.** Some sets pair a text with a chart or two views of the same issue. Ask: what do both agree on, and where does each add something? Texts also assume cultural knowledge, such as the New Year's Eve reunion dinner (年夜饭 niányèfàn) or the 高考 (gāokǎo, national college entrance exam). Ask what value stands behind a custom, because tone questions often depend on it.

**Practice****SET A Check Your Understanding**

Answer each question briefly. Use English unless a Chinese answer is requested.

- In English, explain why 东西 in the sentence 他买了很多东西 does not mean "east and west", and name one other false friend with its real meaning.
- Using word parts, guess the meaning of 志愿者 (zhìyuànzhě) and say which part tells you the role. Context: 学校需要十个志愿者帮助老人。
- A question asks: 下面哪一项不正确？ Explain in English what the trap is and what you should do.
- Read: 虽然票价比去年贵了二十元，但是参观的人反而增加了。 What is surprising, and which word signals it? Answer in English.
- A chart shows 2022: 40%, 2023: 45%, 2024: 52% of students riding bikes to school. Write one Chinese sentence (with pinyin) describing the trend.

**SET B Exam-Style Multiple Choice**

Each item gives a short stimulus and a question. Choose the best answer.

- 广告：周末家庭烹饪班，每位成人120元，十二岁以下儿童免费，需提前三天预约。问：这个广告最可能吸引谁？  
(A) 想找工作的人 (B) 有小孩的家庭 (C) 独自旅行的游客 (D) 退休的老人
- 短文：小王原来想当医生，后来在志愿活动中认识了许多老师，反而决定去学教育。问：小王后来想做什么？  
(A) 当医生 (B) 当志愿者 (C) 当老师 (D) 当学生
- 邮件：王经理，您好！关于下周的会议，因为我要出差，能不能改到星期五？谢谢！问：写信人的语气是什么？  
(A) 礼貌而客气 (B) 生气而着急 (C) 轻松而随便 (D) 冷淡而严肃
- 文学：奶奶的手总是暖暖的，像冬天里的小火炉。问：这句话用了什么方法？  
(A) 夸张，说明奶奶很胖 (B) 对比，说明奶奶很冷 (C) 重复，说明奶奶很忙 (D) 比喻，说明奶奶很温暖

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10. 短文：这家饭馆的菜很好吃，可是服务太慢，我们等了四十分钟才上第一道菜。问：作者对这家饭馆的态度是什么？  
(A) 完全满意                      (B) 有满意也有不满                      (C) 完全不满                      (D) 没有意见

SET C    Apply and Extend

Complete each task in writing. Compare your response with the model and scoring points.

11. Read two short views of one topic. Source 1 (news): 本市今年新建了二十个公共图书馆，借书的人比去年多了三成。 Source 2 (blog): 我家附近的新图书馆很漂亮，但是周末人太多，常常找不到座位。 Write 3-4 English sentences saying what both sources agree on, what each adds, and the likely tone of Source 2.
12. Write three Chinese questions (a main-idea question, a detail question, and an inference question), each with four choices, for this text: 小区里的菜市场下个月就要拆了。有人高兴，因为可以建新的停车场；有人难过，因为在那里买了二十年的菜。 Mark the correct choice.
13. Read: 咖啡店菜单：拿铁32元 | 美式26元 | 蛋糕38元；任意饮料加蛋糕，套餐价58元；学生凭学生证九折（套餐除外）。 A student orders a latte and cake. Explain in English the cheapest way to pay and why the discount does or does not apply.

3.2    Listening: Interviews, Announcements, Podcasts, and Conversations

Listening success comes from predicting what you will hear, catching numbers and cue words, and reading tone. This lesson gives you a routine and a method for each audio type.

The listening part of the multiple-choice section (Part A) has **25 questions in about 25 minutes** and counts for 25% of your score. It has five sets of five questions, one set for each task type: **Audio and Chart** (you hear a source and read a chart or image), **Audio Report** (a news item, announcement, or report), **Conversation**, **Instructional Guidance** (someone explains how to do something), and **Presentation** (a talk or lecture). In class we also call these voicemails, interviews, podcasts, and announcements; they are different flavors of the same five types. You will not have the script, so listening is a memory-and-attention skill. Training it takes short, frequent, active practice.

| Audio type                  | What you hear                                                          | Listen for                                    | Common cue words |
|-----------------------------|------------------------------------------------------------------------|-----------------------------------------------|------------------|
| Audio Report / announcement | One voice, formal, organized: news, a school notice, a station message | Who, what, when, where; changes and deadlines | 请注意、通知、改为、截止、由于  |
| Conversation / voicemail    | Two voices or one caller; natural, short sentences                     | Plans, problems, decisions; speaker attitude  | 不过、可是、要不、那就、好吧   |
| Instructional Guidance      | Steps for a task or recipe                                             | Order of steps, tools, warnings               | 首先、然后、接着、最后、千万别  |
| Presentation / podcast      | A speaker develops a topic with examples                               | Main idea, reasons, examples, opinion         | 第一、比如、因此、我认为、总之  |
| Audio and Chart             | A source plus a visual                                                 | Match spoken claims to rows or bars           | 比去年、增加、下降、占...%  |

Before the audio: predict from the questions

1. Read all five questions and choices first. The questions tell you the topic and the order of the facts.
2. Circle question words: 什么时候 (when), 为什么 (why), 多少 (how many), 谁 (who), 哪里 (where), 态度 (attitude).
3. Make a mini grid on scratch paper with one slot for each question: Q1 \_\_\_ Q2 \_\_\_ Q3 \_\_\_ Q4 \_\_\_ Q5 \_\_\_.
4. Listen first for the gist; on later details, write only keywords.

Note-taking symbols that work in Chinese

Arabic digits for every number and time: 6:45, 2380, 30%.

Arrows: ↑ = increase (增加), ↓ = decrease (下降), → = leads to (所以/因此).

≠ = not or but (不/但是); + = and also (还/另外); ? = unsure; ! = key warning.

Use pinyin initials or one simple character: 钱 for money, 日 for date, 谁 for who.

Write the first sound if you cannot write the character (for example "zhy" for 志愿者); fix it later.

**Numbers, dates, and names** cause many wrong answers. Learn the traps. 二 (èr) is used for counting digits and ordinals (二月 February, 第二), while 两 (liǎng) is used before measure words: 两点 (2 o'clock), 两个人. A phone number may use 幺 (yāo) for "one". Days are 号 / 日; weeks are 星期/周/礼拜; 半 is half past, 一刻 is a quarter. 万 means ten thousand, not thousand: 两万 is 20,000. 百分之三十 (bǎi fēn zhī sānshí) is 30 percent. Always hear the whole phrase, because 三十 (30) and 十三 (13) sound close. For names, expect titles after the surname: 李先生 (Mr. Li), 周老师, 赵经理.

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**Tone and register.** Formal audio uses 您, 请, 敬请, and complete sentences; friends use 吧, 啊, 嘛, 要不, and short answers. Hedging words (可能、大概、不过、其实) tell you the speaker is unsure or about to disagree. Many questions ask for an **inference**: the speaker never says the answer, but the evidence allows only one choice. Prefer the choice that fits the speaker's feelings and the details, and reject extremes such as 一定 or 完全.

**EXAMPLE 1: VOICEMAIL (NUMBERS, DATES, CHANGES)**

Script (your partner reads it aloud):

您好, 李先生, 我是阳光旅行社的赵晓雯。您预订的黄山三日游, 出发日期有变化: 原来是十月八号, 现在改成十月十一号, 星期五早上六点四十五分, 在地铁东门站集合。旅费是每人两千三百八十元, 请在本周三之前转账。如果您想改期, 请回电话, 号码是零一零, 八六五二, 三七一九。谢谢, 再见。

Questions: (1) 新的出发日期是哪天? (2) 在哪里、几点集合? (3) 什么时候以前要付钱?

**SOLUTION**

Notes written while listening: 原 10/8 → 新 10/11 Fri | 6:45 | 地铁东门 | 2380/人 | Wed 前 | tel 010-8652-3719.

(1) October 11 (Friday). The cue 原来...现在 (originally...now) tells you the first date is the old one and the second is the new one. Choosing October 8 is the typical trap.

(2) At the East Gate subway station at 6:45 a.m. 六点四十五分 = 6 + 45; do not confuse with 四十六 or 五十四.

(3) Before Wednesday of this week (本周三之前). The amount is 2,380 yuan per person (两千三百八十), so 2,000 + 300 + 80.

**EXAMPLE 2: CONVERSATION (TONE AND INFERENCE)**

Script:

甲: 小周, 周五的聚会你来吗?

乙: 呃, 我也想来, 不过周五晚上我得加班, 可能要九点以后才能走。

甲: 九点啊, 那大家都吃完了。

乙: 没关系, 你们先吃, 我忙完就过去, 喝杯咖啡也行。

甲: 好吧, 那我给你留个位子。

Question: 乙对这次聚会的态度是什么? A. 一点也不想去 B. 想去, 但是有点为难 C. 完全不在乎 D. 已经决定不去

**SOLUTION**

B. 乙 says 我也想来 (I want to come too), but 不过 (however) introduces the obstacle (overtime), and 可能 shows uncertainty. He then offers a solution (join later), which shows he cares.

A is wrong because of 也想来; D is wrong because he proposes to arrive after nine; C is wrong because someone indifferent would not offer a compromise.

Skill: in attitude questions, find the contrast word (不过) and decide which side of it the speaker puts weight on.

**Exam tip**

Never stop to puzzle over a word you missed. Write a dash in your notes and keep listening, because the next sentence is usually where the answer is. If you are unsure at the end, use your notes and the question words to eliminate choices that mention things never said. Distractors often use a word from the audio in the wrong context.

- 1 **Rehearsal routine (20 minutes)** Have a partner read a short script, or use a text-to-speech tool on a script you have never seen.
- 2 **Round 1** Listen once with only the questions in front of you; write a gist sentence.
- 3 **Round 2** Listen again and fill in the grid of numbers, names, and reasons.
- 4 **Round 3** Read the script, underline every word you missed, and make a flash card for each one.
- 5 **Round 4** Shadow the script aloud for one minute, copying tone and speed, to train your ear for natural speech.

**Common mistakes** to avoid: relying on the first number you hear, choosing a detail you recognize rather than the answer to the question asked, ignoring 不 and 没, and translating word by word instead of keeping the gist. Review your errors weekly: tally whether they come from numbers, vocabulary, speed, or inference, and drill that category.

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## Practice

### SET A Check Your Understanding

Audio 1 is a school announcement. A partner or text-to-speech tool reads it from the answer key. Take notes, then answer each question.

- Audio 1. List in English: (a) why the library is closing on Wednesday afternoon, (b) the normal opening hours, (c) the computer rule.
- Audio 1. What are the two most popular kinds of new Chinese books, and how many books were bought?
- Audio 1. How much is the fine for late return and when are books due?
- Audio 1. Write the note-taking grid you would use for the five questions of a set based on this announcement (use at least three symbols).
- In English, list three differences between how a friend and a school official would speak, and give one Chinese example of each style.

### SET B Exam-Style Multiple Choice

Audio 2 is a cooking lesson (Instructional Guidance). A partner reads the script from the answer key. Choose the best answer.

- Audio 2 : 这道菜需要几个鸡蛋 ?  
(A) 两个 (B) 四个 (C) 三个 (D) 五个
- Audio 2 : 鸡蛋应该怎么炒 ?  
(A) 刚变硬就盛出来 (B) 炒到很老 (C) 和西红柿一起炒 (D) 最后才放进锅里炒
- Audio 2 : 为什么要放一小勺糖 ?  
(A) 为了让鸡蛋变硬 (B) 因为没有盐了 (C) 为了让汤变少 (D) 会让味道更好
- Audio 2 : 西红柿要炒多长时间 ?  
(A) 十分钟 (B) 两三分钟 (C) 半分钟 (D) 二十分钟
- Audio 2 : 关于最后一步, 哪一项正确 ?  
(A) 把鸡蛋倒回锅里再翻炒几下 (B) 关火后加米饭 (C) 把西红柿盛出来 (D) 加一点油煮汤

### SET C Apply and Extend

Audio 3 is a community announcement read from the answer key; the last task needs no audio. Respond in writing.

- Audio 3. Make a chart in English with the three volunteer projects, their days and times, and what volunteers do.
- Audio 3. Wang Li says 志愿者不需要有经验, 只要有耐心. What is her purpose in saying this, and who is her intended audience? Answer in 2-3 English sentences.
- Write your own 80-100 character (Chinese) announcement for a school event with at least four numbers or times, then list five questions an exam-style set could ask about it.

## 3.3 Cultural Understanding: Products, Practices, and Perspectives

Cultural understanding means more than knowing facts: you must connect what people make and do to what they believe, and compare it with your own community. This lesson gives you the chain and an example bank.

Cultural understanding is the third skill category of the course: you must describe, compare, and reflect on **cultural products, practices, and perspectives** (the "three Ps"). It is scored directly in the speaking tasks and it improves your reading and listening, because texts assume cultural knowledge. The key idea is that the three Ps are linked: a perspective (a value or belief) explains why a product exists and why a practice happens.

| Term        | Definition                                                                            | Chinese example (pinyin, meaning)                                              |
|-------------|---------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| Product     | A tangible or intangible creation: food, clothing, tools, monuments, artwork, stories | 饺子 jiǎozi (dumplings), 京剧 jīngjù (Peking opera), 故宫 Gùgōng (the Palace Museum) |
| Practice    | A pattern of social behavior: how people greet, socialize, or celebrate               | 春节给红包 chūnjié gěi hóngbāo (giving red envelopes at the Spring Festival)        |
| Perspective | The value, belief, or attitude behind products and practices                          | 重视家庭团圆 zhòngshì jiātíng tuányuán (valuing family reunion)                      |

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### The three-level chain (use it in every answer)

Product or practice: what is it, where, when, who (give a specific example).

Perspective: what value or belief explains it (use a signal phrase: 这反映了... zhè fǎnyìng le... = this reflects...).

Connection or comparison: how it is similar to or different from your own community (和...相比 hé...xiāngbǐ = compared with...).

**How it is scored.** In the project Q&A, the cultural understanding row is worth 0-2 points. You earn 1 point if, in at least one response, you describe products, practices, or perspectives of the Chinese-speaking community. You earn 2 points if, in at least one response, you give a real cultural comparison (similarities or differences with your own or another community, with details and examples) or you explain the relationship between a perspective and a product or practice, again with details and examples. A list without explanation stays at 1 point. In the project presentation, you must give specific examples from your research that show how perspectives connect to products and practices. In written tasks, culturally relevant expressions and details enrich your vocabulary and give your writing a natural voice.

### Useful phrases for cultural answers

Describe: 在中国/台湾/新加坡, 很多人...; 人们通常...; 传统上...

Explain: 这是因为...; 这反映了...的观念; 背后的想法是...

Compare: 和我们社区不同/相似, ...; 一方面...另一方面...; 相比之下...

Reflect: 对我来说, 这说明...; 我认为这个习惯很有意义, 因为...

| Theme                           | Product / practice (specific)                                                                                                                                               | Perspective behind it                                             |
|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| <b>Families and Communities</b> | 年夜饭 niányèfàn (New Year's Eve dinner) and 春运 chūnyùn (holiday travel); older adults dancing in the park (广场舞 guǎngchǎngwǔ)                                                  | Family reunion, respect for elders (孝 xiào), community and health |
| <b>Language and Culture</b>     | Traditional characters in Taiwan, Hong Kong, and Macau; Cantonese; the Speak Mandarin Campaign in Singapore (since 1979)                                                    | Language as identity and a link to heritage                       |
| <b>Art and Creativity</b>       | Opera face paint (脸谱 liǎnpǔ): red often means loyalty, white means cunning; Suzhou gardens that "borrow" views of distant scenery; Taiwan hand-puppet theater (布袋戏 bùdàixì) | Harmony with nature, symbolism, storytelling                      |
| <b>Science and Technology</b>   | High-speed rail (高铁 gāotiě); mobile QR-code payment; acupuncture (针灸 zhēnjiū) and herbal medicine                                                                           | Efficiency and convenience; balance of the body                   |
| <b>Contemporary Life</b>        | Morning dim sum tea (早茶 zǎochá) in Guangdong and Hong Kong; night markets in Taiwan; tai chi in parks; the 高考 gāokǎo exam                                                   | Eating together, valuing education and health                     |
| <b>Global Contexts</b>          | Chinatowns (唐人街 táng rén jiē) abroad; Singapore's four official languages; the voyages of Zheng He (郑和 zhèng hé)                                                            | Maintaining roots, exchange, and living together in diversity     |

#### EXAMPLE 1: A COMPARISON THAT EARNS 2 POINTS

Q&A prompt (read twice, 40 seconds to answer): 你们社区怎么庆祝新年? 这和你研究的地区有什么不同?

Model response (about 40 seconds):

在我们社区, 大家一般在一月一号晚上看烟花, 然后和朋友聚会。可是在中国的春节, 最重要的是和家人一起吃年夜饭, 很多人会坐高铁回老家, 这就是「春运」。老人还会给孩子红包, 希望孩子平平安安。这反映了中国人重视家庭团圆的观念。相比之下, 我们更重视和朋友一起玩。我觉得两种方式都很有意义, 不过我很喜欢团圆饭, 因为全家人可以聊天。

#### SOLUTION

Pinyin of the key sentence: Zhè fǎnyìng le Zhōngguó rén zhòngshì jiātíng tuányuán de guānniàn. (This reflects the Chinese emphasis on family reunion.)

Products and practices: 年夜饭 (dinner), 红包 (red envelope), 春运 (travel); each is specific. Perspective: 家庭团圆. Link: 这反映了... connects them. Comparison: 相比之下, with details from the speaker's own community.

Score: 2 points because it gives a comparison with details and explains the perspective behind the practices. A stronger version adds one more concrete detail (for example 饺子 dumplings in the north) and a reflection on why the speaker likes the custom.

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**EXAMPLE 2: RAISING A 1-POINT ANSWER TO 2 POINTS**

Weak answer to "介绍一个中国传统节日": 中秋节很有名。人们吃月饼, 看月亮。我喜欢月饼。

Task: explain why it scores only 1 point and rewrite it.

**SOLUTION**

Why 1 point: it lists a festival, a food, and an activity (describes) but has no explanation of the perspective and no comparison. It stays at the description level.

Rewrite: 中秋节在农历八月十五, 人们会吃月饼, 一起赏月。月饼是圆的, 月亮也是圆的, 所以它代表「团圆」。Zhōngqiū Jié zài nónglì bā yuè shíwǔ... (The Mid-Autumn Festival is on the 15th day of the 8th lunar month; people eat mooncakes and watch the moon together. Round mooncakes and the round moon stand for reunion.) 这反映了人们希望家人团聚的愿望。在我们社区, 感恩节也是全家吃饭的日子, 所以两个节日很相似。

The rewrite adds a date (specific), the symbolism (product linked to perspective), and a comparison with the speaker's own holiday.

**Common mistakes**

Do not stereotype ("all Chinese people..."); say 很多人, 一些地区, or 传统上. Do not confuse the Chinese-speaking regions: name the place (Beijing, Guangzhou, Taipei, Singapore). Do not just list items; connect them to a perspective. Do not use an example you cannot explain in Chinese. Practice three reusable examples you can say fluently, each with a clear value attached.

**Practice****SET A Check Your Understanding**

Answer each question briefly. English explanations are fine unless Chinese is requested.

1. Classify as product, practice, or perspective and explain: 红包 (hóngbāo).
2. Classify: 重视教育 (zhòngshì jiàoyù, valuing education).
3. Classify: 早上在公园打太极拳 (zǎoshang zài gōngyuán dǎ tàijíquán).
4. Link the product 月饼 to a perspective in one Chinese sentence with pinyin.
5. Write two Chinese sentences comparing a holiday meal in your community with a Chinese-speaking one. Which phrase signals the comparison?

**SET B Exam-Style Multiple Choice**

Choose the best answer. Questions and choices are in Chinese.

6. 哪一项是文化「观念」(perspective)?  
(A) 年夜饭 (B) 红包 (C) 重视家庭团圆 (D) 春运
7. 「这反映了中国人重视教育的观念」这句话的作用是什么?  
(A) 把习惯和背后的价值联系起来 (B) 介绍一个食物 (C) 列出一个节日  
(D) 比较两个城市
8. 下面哪一个例子来自新加坡?  
(A) 春运 (B) 北京烤鸭 (C) 大家在国庆节放长假  
(D) 政府推动讲华语运动, 社会使用四种官方语言
9. 想拿到文化理解的2分, 下面哪个回答最好?  
(A) 只说「我喜欢中国菜」 (B) 描述一个习俗, 解释背后的想法, 并和自己的社区比较 (C) 只列出五个节日的名字  
(D) 只说「中国很大」
10. 下面哪个说法最合适, 可以避免刻板印象?  
(A) 在中国, 很多人春节时回老家 (B) 所有中国人春节都回老家 (C) 中国人都吃饺子  
(D) 没有人在春节旅行

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**SET C Apply and Extend**

Complete each task in writing, then compare with the model and scoring points.

11. Write a 60-80 character Chinese answer (with pinyin for the key sentence) to: 你认为一个文化产品, 比如一种食物或一件艺术品, 可以告诉我们什么? Use the three-level chain.
12. Choose one theme from the table and write an outline for a 40-second Q&A answer that makes a cultural comparison with your own community. List the product or practice, the perspective, the comparison, and one detail.
13. Evaluate this response and score it 0-2, then improve it: 我研究了台湾的夜市。夜市有很多小吃, 也有游戏。人很多。

**3.4 Multiple-Choice Practice: Interpretive Communication: Reading and Listening**

Twenty reading questions on four original Chinese passages and one chart. Work in exam conditions: about two minutes per question, no dictionary.

Directions: Read each text carefully, then choose the best answer for every question. Questions and choices are in Chinese. Read the questions first, skim the text for the main idea, then go back for details. After each set, read the answer key and notice why the best wrong answer is tempting.

**SET A Core Skills: an article and an email**

Read each text, then choose the best answer for each question. Questions and choices are in Chinese, as on the exam. 文章：《胡同里的共享厨房》在北京一条老胡同里, 去年秋天开了一间「共享厨房」。这里不卖饭, 只提供炉灶、锅碗和冰箱, 谁都可以交二十元预约两个小时。组织者李明说, 他最初的想法很简单: 胡同里的老房子大多很小, 许多家庭的厨房只有一两平方米, 想请朋友来家里吃顿饭几乎不可能。现在, 每到周末, 这间厨房就特别热闹。退休的王奶奶教邻居包饺子, 附近大学的留学生做自己家乡的菜, 上班族也常常带着孩子来学做蛋糕。有一次, 一位来自四川的厨师在这里开了一堂免费的川菜课, 三十个名额一小时就报满了。不过, 共享厨房也遇到了一些问题。比如, 有人用完以后不打扫, 有人预约了却不来。为了解决这些问题, 李明请大家一起制定了「厨房公约」: 用完后清洗灶台; 不能来的话提前一天取消; 每月最后一个周六, 所有使用者一起做一顿饭, 互相认识。李明说: 「比起赚钱, 我更希望让邻居们重新走进彼此的生活。」 (Questions 1-4 are about the article.) Now read the email and answer questions 5-7. 电子邮件 主题: 华文文化周活动时间调整 各位家长: 您好! 原定于本周六上午在学校礼堂举行的「华文文化周」闭幕表演, 因为气象局预报当天有大雨, 改在下周日下午两点举行, 地点不变。请家长不必担心: 孩子们已经练好的节目, 包括舞狮、二胡合奏和古诗朗诵, 都会照常演出。另外, 原来说好的义卖摊位增加了一个。六年级的同学们决定卖自己做的月饼和手工书签, 所得的钱将全部捐给社区的老人活动中心。如果您愿意帮忙, 请在周三前回复我, 我会把您加入志愿者名单。感谢大家一直以来的支持! 陈美玲 敬上

1. 这篇文章主要介绍什么?  
(A) 一位四川厨师的烹饪课 (B) 一个让邻居共用厨房、增进交流的地方 (C) 北京老胡同的历史变化  
(D) 留学生学做中国菜的困难
2. 关于使用共享厨房, 下面哪一项正确?  
(A) 可以免费使用一整天 (B) 只有住在胡同里的人才能用 (C) 使用者必须自己带炉灶  
(D) 需要先预约, 并且要付费
3. 第二段中的「名额」最接近什么意思?  
(A) 可以参加的人数 (B) 上课的价格 (C) 厨房的大小 (D) 报名的时间
4. 从李明最后说的话可以看出, 他最看重什么?  
(A) 赚更多的钱 (B) 厨房的整洁 (C) 邻居之间的关系 (D) 川菜的传播
5. 这封电子邮件的主要目的是什么?  
(A) 邀请家长参加义卖 (B) 介绍学生的新节目 (C) 通知家长表演活动改期  
(D) 请家长捐钱给老人中心
6. 下面哪一项没有改变?  
(A) 表演的地点 (B) 表演的日期 (C) 表演的时间 (D) 表演的天气
7. 如果家长想帮忙, 应该怎么做?  
(A) 周六上午去礼堂 (B) 带月饼到学校 (C) 给气象局打电话  
(D) 星期三以前回复陈老师

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**SET B Applications: a chart and an advertisement**

Read the chart and the advertisement, then answer the questions. 图表与说明：某城市居民主要出行方式（占受访者百分比，受访者共2000人）出行方式 | 2020年 | 2025年 公交车 | 32% | 28% 地铁 | 24% | 31% 私家车 | 30% | 25% 自行车（含共享单车） | 9% | 11% 步行 | 5% | 5% 说明：2022年以来，该市新开通了三条地铁线路，同时提高了市中心的停车费。（Questions 8-11 are about the chart.）Now read the advertisement and answer questions 12-14. 广告 西湖龙井茶园一日游 行程：早上八点在杭州东站集合；上午参观茶园，亲手采茶；中午在农家吃午饭；下午学习炒茶，并品尝新茶；下午五点返回车站。 价格：成人298元；儿童（12岁以下）180元；两大一小家庭套票680元。四人以上团体九折。 说明：三月到五月是采茶季，其他月份不安排采茶，改为参观茶文化博物馆。出发前三天可免费取消，之后收取30%的手续费。

8. 2025年，最多人选择的出行方式是什么？  
(A) 公交车 (B) 私家车 (C) 自行车 (D) 地铁
9. 和2020年相比，哪种方式增加得最多？  
(A) 自行车 (B) 地铁 (C) 步行 (D) 公交车
10. 下面哪一项在五年中没有变化？  
(A) 步行 (B) 公交车 (C) 私家车 (D) 地铁
11. 根据图表和说明，地铁比例上升最可能的原因是什么？  
(A) 市民不喜欢走路 (B) 公交车的价格降低了 (C) 新线路开通了，开车也变得更贵  
(D) 自行车的数量减少了
12. 一家三口（两个大人，一个十岁的孩子）怎样买票最省钱？  
(A) 买家庭套票 (B) 买两张成人票和一张儿童票 (C) 加入四人以上团体  
(D) 等到五月以后再买
13. 如果七月去参加，游客可能会做什么？  
(A) 亲手采茶 (B) 学习炒茶后马上回家 (C) 在杭州东站吃午饭 (D) 参观茶文化博物馆
14. 出发前一天取消，会怎么样？  
(A) 可以免费取消 (B) 要付百分之三十的手续费 (C) 全部费用都不退  
(D) 可以改到下个月

**SET C Exam-Level Stretch: a literary excerpt**

Read the literary excerpt and answer the six questions. Pay attention to attitude, symbol, and structure. 文学作品节选 我记得外公家那把紫砂茶壶。壶身是暗红色的，壶盖上一道细细的裂纹，据说是我妈妈小时候不小心摔的。外公从来说它值多少钱，只说：「壶是越用越好的。」每天清晨，他总是第一个起床，把水烧开，慢慢地泡一壶茶，然后坐在窗边，看着院子里的石榴树发呆。那年夏天我十二岁，被父母送到外公家过暑假。起初我觉得无聊极了，没有手机，没有电视，连说话的人都不多。可是有一天早上，外公突然把一个小茶杯推到我面前：「尝尝。」茶很苦，我皱起了眉头。他笑了，说：「苦是第一口，等一等，后面会甜的。」我不太相信，可还是等了一会儿。奇怪的是，舌尖上真的慢慢泛起一丝甜味。外公没有再说什么，只是又给我倒了一杯。很多年以后，当我独自在国外为考试和工作发愁的时候，常常想起那个安静的早晨，想起那把有裂纹的茶壶。

15. 这段文字主要写的是什么？  
(A) 外公如何收藏昂贵的茶壶 (B) 「我」在国外工作的困难 (C) 一段让「我」学会耐心等待的回忆  
(D) 妈妈小时候的故事
16. 壶盖上的裂纹是怎么来的？  
(A) 外公不小心弄坏的 (B) 据说是妈妈小时候摔的 (C) 「我」夏天打碎的  
(D) 用得太久自然裂开的
17. 外公说「壶是越用越好的」，最可能表示他什么态度？  
(A) 他想把壶卖个好价钱 (B) 他希望别人不要碰这把壶 (C) 他对旧东西不感兴趣  
(D) 东西要常用才有价值，不必只看价钱
18. 故事开始时，「我」对外公家的暑假是什么感觉？  
(A) 觉得很无聊 (B) 觉得特别有趣 (C) 觉得很害怕 (D) 觉得非常累
19. 外公说的「苦是第一口，后面会甜的」，在文中最有可能象征什么？  
(A) 茶叶的品质不好 (B) 外公不喜欢喝甜茶 (C) 生活中的困难过后会有收获  
(D) 孩子不应该喝茶

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20. 最后一句「很多年以后」的作用是什么？

(A) 说明外公已经去世

(B) 说明这件事对「我」的影响很长久

(C) 表示「我」后来不再喝茶

(D) 解释茶壶为什么有裂纹

### 3.5 Multiple-Choice Practice: Listening

Twenty listening questions on four original Chinese audio scripts: an interview, a conversation, an announcement, and a podcast.

Directions: For each audio, a partner or text-to-speech tool reads the script from the answer key aloud, two times, at natural speed. Do not look at the script while you answer. Read the questions first, write short notes (numbers, times, names, reasons), and choose the best answer. Check yourself against the key and then read the script to find the words you missed.

#### SET A Core Skills: an interview

Audio 1 is a radio interview. Your partner (or a text-to-speech tool) reads the script from the answer key twice, at natural speed. Read the questions first, take notes, then choose the best answer. Questions and choices are in Chinese.

1. Audio 1: 周秀兰几岁开始学剪纸？

(A) 四十二岁

(B) 二十岁

(C) 七岁

(D) 十岁

2. Audio 1: 十年前，人们对剪纸的态度怎么样？

(A) 很少有人感兴趣

(B) 很多人都想学

(C) 只有老人不喜欢

(D) 大学生特别热情

3. Audio 1: 周秀兰的直播课在什么时候？

(A) 每个星期六早上八点

(B) 每天晚上八点

(C) 每个星期天晚上八点

(D) 每个星期六晚上八点

4. Audio 1: 她最近正在做什么新的事情？

(A) 在大学里教外国学生

(B) 把剪纸图案印在日用品上

(C) 给朋友剪一条龙

(D) 开一家窗花商店

5. Audio 1: 关于传统，周秀兰的看法是什么？

(A) 只要有人愿意学，传统就不会消失

(B) 印刷会让传统消失

(C) 传统只属于农村

(D) 年轻人不应该改变传统

6. Audio 1: 周秀兰坚持什么？

(A) 所有产品只在网上卖

(B) 只教自己的家人

(C) 图案必须先用手剪出来

(D) 不和公司合作

#### SET B Applications: a conversation and an announcement

Audio 2 is a conversation between two friends; Audio 3 is a library announcement. Each is read twice from the answer key script. Take notes on dates, times, and places.

7. Audio 2: 他们为什么不去爬山了？

(A) 小林生病了

(B) 星期六可能下雨

(C) 美华要打工

(D) 山上人太多

8. Audio 2: 小林对去夜市有什么顾虑？

(A) 不喜欢喝奶茶

(B) 路太远

(C) 没有钱

(D) 不太能吃辣，也怕人多

9. Audio 2: 他们打算几点去夜市？

(A) 下午四点

(B) 下午三点半

(C) 晚上八点

(D) 中午十二点

10. Audio 2: 小林接下来要做什么？

(A) 给表姐打电话

(B) 查天气预报

(C) 去买悠游卡

(D) 去打工

11. Audio 3: 儿童图书临时放在哪里？

(A) 三楼阅览室

(B) 服务台后面

(C) 二楼会议室

(D) 一楼大厅

12. Audio 3: 作家见面会什么时候举行？

(A) 十月十日下午两点

(B) 十月十二日下午两点

(C) 十月十四日晚上九点

(D) 十月十二日早上八点半

13. Audio 3: 读者怎样才能参加见面会？

(A) 在一楼服务台领免费入场券

(B) 提前一天在网上报名

(C) 买一本林海的新书

(D) 交一百元入场费

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**SET C Exam-Level Stretch: a podcast**

Audio 4 is a podcast episode and is longer than the others. It is read twice from the answer key script. Listen for numbers, causes, examples, and the speaker's overall opinion.

14. Audio 4 : 安然的表弟在不同的场合怎么说话 ?  
(A) 学校说粤语, 家里说普通话 (B) 学校说普通话, 家里说粤语, 网上用流行语 (C) 到处都说普通话  
(D) 学校说流行语, 家里说粤语
15. Audio 4 : 根据调查, 现在能流利说家乡话的孩子大约有多少 ?  
(A) 八成 (B) 十八成 (C) 两成 (D) 三成
16. Audio 4 : 下面哪一项不是方言减少的原因 ?  
(A) 学校用普通话上课 (B) 短视频大多是普通话 (C) 方言的发音太难学 (D) 父母没有时间教孩子
17. Audio 4 : 下面哪一项是积极变化的例子 ?  
(A) 年轻音乐人用方言写歌, 很受欢迎 (B) 孩子们在家只说普通话 (C) 学校取消了方言班  
(D) 地铁报站不再用方言
18. Audio 4 : 语言学家认为方言还有什么作用 ?  
(A) 让人更容易找到工作 (B) 帮助学习外语 (C) 代替普通话  
(D) 保存一个地方的文化和生活方式
19. Audio 4 : 安然最主要的观点是什么 ?  
(A) 应该放弃普通话 (B) 普通话和方言可以同时拥有 (C) 方言比普通话重要  
(D) 大城市不需要方言
20. Audio 4 : 「就像可以同时拥有两个家」是什么意思 ?  
(A) 应该搬到两个城市生活 (B) 方言只能在家里说 (C) 两种语言对一个人都很重要  
(D) 普通话不是自己的语言

**Answers****Chapter 3: Answers and Explanations**

Answers for every practice problem, numbered to match. Read the explanation even when your answer is correct.

**3.1 Reading: Texts, Charts, and Literary Excerpts****SET A · CHECK YOUR UNDERSTANDING**

- It means "things" or "stuff" here (pronounced dōngxī with a light second syllable). Compound meanings in Chinese are not always the sum of the characters. Another example: 马上 (mǎshàng) means "immediately", not "on a horse"; 小心 (xiǎoxīn) means "be careful". Any correct pair earns full credit.
- The last character 者 marks a person who does something (like -er). 志愿 relates to willingness or aspiration, so a 志愿者 is a volunteer. The context (help old people) confirms it. Skill: use suffixes to identify the role first, then the context to refine.
- This asks for the choice that is false, so three choices will be true statements from the text. The trap is picking the first true statement. Underline 不正确 before reading the choices, check each choice against the text, and choose the one that contradicts it or is missing.
- Visitors increased even though prices rose, which is the opposite of what we expect. The word 反而 (fǎn'ér, on the contrary / instead) signals the unexpected result, helped by 虽然...但是 (although...but).
- Model: 骑自行车上学的学生越来越多。 Qí zìxíngchē shàngxué de xuéshēng yuè lái yuè duō. (More and more students ride bikes to school.) A good answer states the direction (increase), the thing measured, and optionally the numbers 从百分之四十到百分之五十二.

**SET B · EXAM-STYLE MULTIPLE CHOICE**

- B. Family cooking class and free children's entry point to families with kids. A is wrong because nothing about jobs appears; always match audience to the offer.
- A. 您好, the title 经理, 能不能, and 谢谢 all show polite, respectful register. C is wrong because slang and casual forms are absent.
- B. The first clause praises the food and 可是 introduces a complaint, so the attitude is mixed. A ignores the contrast word.
- C. 反而 signals an unexpected change, from doctor to education. A is the earlier plan, a typical distractor.
- D. 像 introduces a simile comparing warm hands to a stove; it conveys affection. A takes the image literally.

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## SET C · APPLY AND EXTEND

11. Model answer: Both sources agree that new libraries are popular and heavily used (30% more borrowing; crowded on weekends). Source 1 adds city-wide numbers (20 new libraries) while Source 2 adds a personal experience and a problem (no seats). The tone of Source 2 is positive but slightly complaining: 很漂亮 praises, 但是 introduces the complaint. Scoring: 1 point for agreement, 1 for each source's addition, 1 for tone with the evidence word.
12. Model answer: (1) 这段文字主要说明什么? A. 菜市场要拆, 人们有不同的感受 B. 停车场很重要 C. 蔬菜很便宜 D. 二十年前的生活 (answer A). (2) 有人为什么高兴? A. 菜很便宜 B. 可以建停车场 C. 搬家了 D. 市场更大 (answer B). (3) 可以推断出什么? A. 所有人都同意 B. 有些人对市场有感情 C. 停车场已经建好 D. 市场不卖菜 (answer B, because a twenty-year customer is likely attached). Scoring: each question tests a different skill, one correct answer is supported by text, three plausible wrong choices (too narrow, opposite, unsupported).
13. The set meal is 58 yuan (latte 32 + cake 38 = 70 separately), so the cheapest is the set at 58. The student discount is excluded for the set (套餐除外), so it cannot be combined. Paying  $70 \times 0.9 = 63$  separately costs more than 58. Scoring: 1 point for choosing the set, 1 for noticing 除外, 1 for comparing the alternatives.

## 3.2 Listening: Interviews, Announcements, Podcasts, and Conversations

## SET A · CHECK YOUR UNDERSTANDING

**Audio scripts** (have a partner read each aloud twice, or use text-to-speech, while you answer):

Audio 1: 各位同学请注意, 学校图书馆下周的开放时间有调整。因为周三下午要举行教师培训, 所以图书馆那天只开到中午十二点半, 下午关闭。周四和周五恢复正常, 早上七点半开门, 晚上八点关门。另外, 想借电脑的同学, 请提前在网上预约, 每人每天最多两个小时。上个月, 我们新买了三百多本中文书, 其中最受欢迎的是科幻小说和美食杂志, 欢迎大家来借阅。最后提醒一下, 借的书请在两周内归还, 晚还的同学每天要交五毛钱罚款。谢谢大家的合作。

- (a) A teacher training session is held Wednesday afternoon, so the library closes at 12:30 p.m. (b) 7:30 a.m. to 8:00 p.m. on regular days (Thursday and Friday are back to normal). (c) Reserve a computer online in advance; maximum two hours per person per day. Points: 3, one per part; the cue 因为...所以 marks the reason.
- Science fiction novels and food magazines; more than 300 books (三百多本). Watch 三百 (300) versus 三十 (30), and note that 多 after the number means "more than".
- Books are due within two weeks (两周内); the fine is five mao (0.5 yuan) per day (每天五毛钱). 毛 is a tenth of a yuan. Giving only one detail earns half credit.
- A model grid: Wed 下午 × (close 12:30, training) | Thu-Fri 7:30-8:00 | PC: 预约, max 2h | new books 300+ (sci-fi, food) | due 2 wks, fine 0.5/day. Symbols such as arrows, digits, and a cross are accepted. The grid should be short, use numbers, and be organized by question.
- Formal: uses 您, 请, 敬请, full sentences (请注意、请在两周内归还). Casual: uses 吧, 啊, 嘛, short phrases (好吧、要不我们去吧). Casual speech also has fillers like 呃 and unfinished sentences. Any three differences with correct examples earn full credit.

## SET B · EXAM-STYLE MULTIPLE CHOICE

**Audio scripts** (have a partner read each aloud twice, or use text-to-speech, while you answer):

Audio 2: 老师: 同学们, 今天我教大家做一道最简单的家常菜, 西红柿炒鸡蛋。首先, 准备两个西红柿、三个鸡蛋、一点盐和糖。第一步, 把西红柿切成小块, 鸡蛋打到碗里, 加一点盐搅匀。第二步, 锅里放油, 油热了以后先倒入鸡蛋, 等它刚刚变硬就盛出来, 千万别炒得太老。第三步, 再放一点油, 把西红柿放进去炒两三分钟, 炒出汤来, 加一小勺糖, 这样会更好吃。最后, 把鸡蛋倒回锅里, 翻炒几下就可以了。很多人喜欢配米饭, 也有人喜欢配馒头。

- C. The teacher says two tomatoes and three eggs. A is the tomato count, a number swap trap.
- D. The teacher says the sugar makes the dish taste better. B is wrong because salt is added to the eggs earlier.
- A. The eggs go back into the pan with the tomatoes. C reverses what is removed and what is added.
- A. The instruction is to take the eggs out as soon as they set so they stay soft. B contradicts 千万别炒得太老.
- B. Two to three minutes until it releases juice. A inflates the time; no ten-minute step exists.

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## SET C · APPLY AND EXTEND

**Audio scripts** (have a partner read each aloud twice, or use text-to-speech, while you answer):

Audio 3: 我是社区中心的王丽。给大家介绍一下我们暑假的志愿者活动。一共有三个项目：第一个是陪伴老人，每周二、四下午，去养老院和老人聊天、下棋；第二个是社区花园，每周六早上，大家一起种花种菜；第三个是辅导小学生功课，每周三晚上七点到八点半。报名时间是五月一日到五月二十日，名额一共八十个。我想特别说明，志愿者不需要有经验，只要有耐心。去年有一位同学参加了花园项目，现在他每个周末都带爸爸妈妈来浇水，他说这是他一个夏天最大的收获。

11. Model chart: (1) Accompany seniors: Tuesday and Thursday afternoons; chat and play chess at the nursing home. (2) Community garden: Saturday morning; plant flowers and vegetables. (3) Tutoring elementary students: Wednesday 7:00-8:30 p.m.; help with homework. Also: registration May 1-20; 80 places. Scoring: 3 points for projects with days/times, 1 for the registration details.
12. Her purpose is to encourage students to sign up by removing a barrier: they might think they need experience. The audience is students (likely middle or high school) looking for summer activities. The reassurance and the garden story support this persuasive purpose. Scoring: 1 for purpose, 1 for audience, 1 for evidence.
13. Model: 学校将于五月十六日星期六下午两点在体育馆举行春季运动会，共有八个项目，一千五百名同学参加。请同学们十二点半到班级集合，穿运动服。报名截止到五月十日。Questions might ask: when, where, how many events, what to wear, deadline. Scoring: realistic content, number forms correct (两点 for 2:00), questions each test one detail, and at least one tests inference.

### 3.3 Cultural Understanding: Products, Practices, and Perspectives

## SET A · CHECK YOUR UNDERSTANDING

1. Product: it is a tangible item (a red envelope with money). The practice of giving it at the New Year or at weddings is a separate item, and the perspective is wishing luck and good fortune. Always say which level you are using.
2. Perspective: it is a value or attitude. It shows up in practices such as parents saving for school and in the 高考 exam culture. Perspectives are abstract ideas, not things you can touch.
3. Practice: it is a repeated social behavior (older adults exercising in the park). The perspective behind it is the value of health and balance; tai chi movements are also a cultural product.
4. Model: 月饼是圆的，代表家人团圆。Yuèbǐng shì yuán de, dàibiǎo jiārén tuányuán. (Mooncakes are round and stand for family reunion.) The sentence has a product, a perspective, and a connecting verb (代表).
5. Model: 在中国，春节时全家人一起包饺子。在我们家，感恩节时大家一起烤火鸡。相比之下，两个节日都重视家人。Signal: 相比之下 or 和...不同/相似。Scoring: one description each, one comparison word, and one shared or different value.

## SET B · EXAM-STYLE MULTIPLE CHOICE

6. C. Valuing family reunion is a belief or value. The other three are a food, an object, and a travel practice, so they are products or practices.
7. A. 反映 links something observable to its underlying value, which is exactly the product/practice-to-perspective connection.
8. D. Singapore has four official languages and had a Speak Mandarin Campaign. 春运 and the National Day holiday are in mainland China.
9. B. Only the first choice has description, explanation, and comparison. A list without explanation gets 1 point.
10. A. 很多人 (many people) is accurate and avoids overgeneralizing. The other choices use absolutes that are wrong.

## SET C · APPLY AND EXTEND

11. Model: 一个文化产品常常告诉我们人们的价值观。比如，苏州园林里有很多窗和小路，设计师想让人在里面慢慢走，欣赏不同的风景。这反映了中国人希望人与自然和谐相处的想法。Zhè fǎnyǐng le Zhōngguó rén xīwàng rén yǔ zìrán héxié xiāngchǔ de xiǎngfǎ. Scoring: product named (1), perspective explained (1), a specific detail (1), correct connector (1).
12. Model outline (Contemporary Life): Practice: 台湾的夜市, people eat dinner and snacks together after work (specific: 士林夜市, 蚵仔煎). Perspective: valuing casual shared meals and community life. Comparison: in my city, people mostly eat at restaurants or at home; night markets feel more social. Detail: stalls are open from evening until midnight and people walk around trying small portions. Scoring: all four parts complete earns 2 points.
13. Score 1: it describes a product and practice (night market, snacks, games) but gives no explanation of why people go and no comparison. Improvement: 夜市是台湾人晚上和家人朋友一起吃饭、逛街的地方。这反映了大家喜欢热闹、一起分享美食的生活方式。在我们城市，晚上人们大多在家，所以夜市给我的印象很深。 Add a specific market (士林夜市) and a specific food for extra detail.

### 3.4 Multiple-Choice Practice: Interpretive Communication: Reading and Listening

## SET A · CORE SKILLS: AN ARTICLE AND AN EMAIL

1. B. The article describes a shared kitchen and ends with the organizer's wish to bring neighbors back into each other's lives. A is wrong because the Sichuan class is only one detail in paragraph 2, not the main idea.
2. D. The text says anyone can pay twenty yuan to reserve two hours, so reservation plus a fee is correct. A is tempting because only the Sichuan class is described as free, but that is a single event, not the rule.
3. A. In context, 三十个名额一小时就报满了 means the thirty places filled up in an hour, so 名额 is a limited number of spots. D looks possible because 报名 appears nearby, but 名额 counts people, not time.
4. C. He says he cares more about neighbors re-entering each other's lives than about making money, which is an inference about values. B is wrong because cleanliness is why the rules exist, not what he values most.

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5. C. The email opens with the change of date and time because of rain. D is wrong because the money goes to the center from the students' sales; parents are not asked to donate.
6. A. The email says 地点不变 while the day and hour both change. D is a distractor: the weather forecast is the reason for the change, not something being changed.
7. D. Parents who want to help must reply before Wednesday to be added to the volunteer list. B is wrong because the sixth-graders, not parents, are making the mooncakes.

**SET B · APPLICATIONS: A CHART AND AN ADVERTISEMENT**

8. D. In the 2025 column, subway is 31%, the highest. A is the 2020 leader among public options and a trap for readers who look at the wrong column.
10. A. Walking stays at 5% in both years. C is wrong because private cars dropped from 30% to 25%.
12. A. The family package is 680 yuan, while separate tickets cost  $298 + 298 + 180 = 776$  yuan, so the package saves money. B is wrong because a group needs at least four people.
14. B. Free cancellation ends three days before departure; later cancellations cost 30%. A misreads 三天 as one day. C is not mentioned anywhere.
9. B. Subway rose from 24% to 31%, up 7 points; bicycles rose only 2. D is wrong because buses fell from 32% to 28%.
11. C. The note links the rise to three new subway lines and higher downtown parking fees, so the cause combines these. B is wrong because nothing in the chart or note says bus prices fell; the bus share dropped.
13. D. Picking is only in the March to May season; other months replace it with a tea museum visit. A is the most tempting wrong answer because it is the ad's main attraction.

**SET C · EXAM-LEVEL STRETCH: A LITERARY EXCERPT**

15. C. The narrator recalls a morning when the grandfather's tea taught patience, and later recalls it when stressed. A is wrong because the grandfather explicitly never discusses the pot's value.
16. B. The text says it was said to be caused by the narrator's mother as a child. D is a plausible-sounding guess that the text never states.
17. D. He refuses to discuss price and keeps using the cracked pot daily, so he values use over value in money. A contradicts the sentence that he never says what it is worth.
18. A. The narrator says 无聊极了 because there was no phone, TV, or conversation. B is wrong; the interest appears only later through the tea.
19. C. The adult narrator recalls it when worrying about exams and work, so the saying works as a symbol for hardship followed by reward. A is only the literal level of the line.
20. B. The time jump shows the memory still guides the narrator, so the effect lasts. A is an assumption: the passage never says the grandfather died.

**3.5 Multiple-Choice Practice: Listening****SET A · CORE SKILLS: AN INTERVIEW**

**Audio scripts** (have a partner read each aloud twice, or use text-to-speech, while you answer):

Audio 1: 主持人：各位听众，欢迎收听「城市故事」。今天我们请到的是剪纸艺人周秀兰女士。周女士，您学剪纸多少年了？

周秀兰：算起来有四十二年了。我是七岁开始跟奶奶学的。那时候在农村，一到过年，家家户户都要在窗户上贴窗花。

主持人：现在的年轻人还喜欢这门手艺吗？

周秀兰：说实话，十年前很少有人感兴趣。可是这两年不一样了。我在网上开了直播课，每个星期六晚上八点上课，大概有两千多人一起学。上个月，一位二十岁的大学生剪了一条龙，送给她的外国朋友，我看了特别感动。

主持人：听说您最近还在做一件新的事情？

周秀兰：对，我正在和一家设计公司合作，把剪纸的图案印到手提袋和手机壳上。有人担心这样会让传统变味儿，可我觉得，只要还有人愿意拿起剪刀，传统就不会消失。不过我也坚持一点：每一个图案，都必须先用手剪出来，再拿去印刷。

主持人：谢谢周女士，也希望更多年轻人爱上这门手艺。

1. C. She says she began at seven with her grandmother; 四十二 is the number of years she has been doing it. A is the classic number trap.
3. D. The time is Saturday at 8 p.m. A tests the morning/evening distinction; the question asks you to hold weekday and hour together.
5. A. Her view is optimistic and conditional on people picking up scissors. B is the worry she mentions from others, not her own view.
2. A. She says that ten years ago few people were interested. B reverses her point; the surge is a recent change.
4. B. She is working with a design company to print patterns on bags and phone cases. C is tempting because a student cut a dragon, but that was the student, not her project.
6. C. She insists that every pattern is cut by hand before printing. D is wrong because she is in fact cooperating with a company.

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## SET B · APPLICATIONS: A CONVERSATION AND AN ANNOUNCEMENT

**Audio scripts** (have a partner read each aloud twice, or use text-to-speech, while you answer):

Audio 2: 小林: 美华, 周末的活动你想好了吗? 本来我们打算去爬山, 可是天气预报说周六有雨。

美华: 是啊, 我也看到了。要不我们去台北的士林夜市吧? 我表姐住在那附近, 可以带我们去吃好吃的。

小林: 夜市我倒是很想去, 不过我不太能吃辣, 而且人太多的话, 我有点怕挤。

美华: 没关系, 夜市里不辣的东西多得很, 比如蚵仔煎、珍珠奶茶、烤玉米。人多的话, 我们下午四点就去, 那时候人还不多。

小林: 这个主意不错。那怎么去呢?

美华: 坐捷运最方便, 从我们住的地方到剑潭站, 大概三十分钟, 下车再走五分钟就到了。

小林: 好, 那我先去买悠游卡。你记得跟你表姐说, 我们不要太晚回来, 因为星期天早上我还要去打工。

Audio 3: 各位读者请注意: 欢迎来到市图书馆。为了迎接下个月的读书节, 本馆将从十月十日到十月十四日做一些调整。第一, 三楼的儿童阅览室因为重新装修, 暂时关闭, 儿童图书临时搬到一楼大厅。第二, 本馆开放时间延长, 每天从早上八点半到晚上九点。第三, 十月十二日, 星期六下午两点, 我们将举办一场作家见面会, 邀请著名作家林海先生谈他的新书。想参加的读者, 请在一楼服务台领取免费入场券, 名额只有一百位, 先到先得。感谢您的合作, 祝大家阅读愉快。

7. B. The forecast says rain on Saturday. D is wrong because crowds are Xiao Lin's concern about the night market, not the mountain.
9. A. Meihua proposes four in the afternoon because it is less crowded. B mixes up the thirty-minute subway ride with the departure time.
11. D. The announcement says the children's reading room on the third floor is closed and books move to the first-floor hall. A is where the books normally are.
13. A. Free tickets are given at the first-floor desk, limited to one hundred. C misuses the number 100, which is the ticket limit, not a price.
8. D. He says he cannot eat much spice and fears crowds. A is wrong because bubble tea is one of the foods suggested, not an objection.
10. C. He says he will first buy a transit card. D is a trap: he works on Sunday morning, which is why they must come back early.
12. B. The meeting is on October 12, Saturday, at 2 p.m. A uses the start date of the changes; C uses the closing hour.

## SET C · EXAM-LEVEL STRETCH: A PODCAST

**Audio scripts** (have a partner read each aloud twice, or use text-to-speech, while you answer):

Audio 4: 大家好, 欢迎收听「语言小课堂」, 我是安然。今天我们聊聊方言。上个星期我回了一趟广州, 发现一个有趣的现象: 我十岁的表弟, 在学校里说普通话, 回到家里跟奶奶说粤语, 可是跟同学在网上聊天, 却用一大堆流行语。

很多人担心方言会慢慢消失。有一项调查显示, 在大城市里, 十八岁以下的孩子中, 只有大约三成还能流利地说家乡话; 二十年前, 这个数字超过八成。原因并不难找: 学校用普通话上课, 电视和短视频也大多是普通话, 父母工作忙, 没有时间教孩子。

不过, 也有让人高兴的变化。有的城市开始在地铁里用方言报站, 有的学校开设了方言兴趣班, 还有一些年轻的音乐人用方言写歌, 反而在网上受到很多人喜欢。语言学家认为, 方言不只是交流的工具, 它还保存着一个地方的笑话、歌谣和生活方式。

当然, 我并不是说大家应该放弃普通话。普通话让来自不同地方的人互相理解, 非常重要。我想说的是, 一个人可以同时拥有两种语言, 就像可以同时拥有两个家。下一期节目, 我们会邀请一位上海的语文老师, 聊聊吴语的故事。

14. B. The cousin uses Mandarin at school, Cantonese with his grandmother, and slang online. A reverses the first two places.
16. C. Pronunciation difficulty is never mentioned. The other three are the reasons she names.
18. D. They say dialect keeps a place's jokes, songs, and way of life. B is plausible but never mentioned.
20. C. The comparison treats both languages as places where a person belongs. B misreads the image literally, since she praises dialect in public life too.
15. D. About 30 percent today; over 80 percent twenty years ago. A is the old figure, and 十八 is the age limit, not a percentage.
17. A. Songs in dialect gaining popularity is one of the hopeful signs; the other choices are the opposite of what she describes.
19. B. She says Mandarin is important and that a person can have two languages. A is explicitly rejected with 我并不是说。

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# Chapter 4: Speaking: Project Presentation and Project Q&A.

3 sections with explanations and worked examples, then 38 practice problems. Answers and full explanations are at the end of the chapter.

## 4.1 Project Presentation: Research, Reference Sheet, and Delivery

Question 1 of the exam is a spoken presentation based on the project topic you research months ahead. This lesson shows how to research, build a short reference sheet, and deliver a clear three-factor talk.

The **Project Presentation** is the first free-response question. A project topic is published in January of the exam year. You research it in Chinese, choose a community or region to study, and finish your **Personalized Project Reference** (a short outline you may use on exam day only) before the April 30 submission deadline. On the exam you get **3 minutes to prepare** and **3 minutes to deliver**. The question is worth 11 points and 20% of the exam score.

| Row                       | What the reader looks for                                                 | Points |
|---------------------------|---------------------------------------------------------------------------|--------|
| A. Task execution         | Explain 3 or more factors with relevant, researched details               | 0-2    |
| B. Cultural understanding | Specific examples linking a cultural perspective to a product or practice | 0-2    |
| C. Organization           | Logical order and a variety of linking words                              | 0-2    |
| D. Language control       | Varied vocabulary, structures, culturally relevant expressions            | 0-3    |
| E. Delivery               | Steady pace, clear tones, confident, not read aloud                       | 0-2    |

Your reference sheet is a memory aid, not a script. Follow the limits on the official template. Put key words and short phrases on it (names, places, one example per factor, a connector). Never write full sentences to read: reading verbatim or reciting from memory sounds flat and costs delivery points. Use your own research and your own words; copied or machine-translated content earns nothing.

### Four-part presentation template

1. Opening (15 seconds): greeting + topic + the community you studied + 'three factors'.
  2. Factor 1, 2, 3 (about 45 seconds each): name the factor, give one specific example, explain what it shows about people's values.
  3. Closing (15 seconds): one sentence that ties the three factors together.
- Formula for each factor: factor + example + 'this shows that ...' (perspective).

The key move that earns the cultural row is the last step of the formula. A **product** is something people make or use (a dish, a festival song). A **practice** is what people do (pouring tea first for elders). A **perspective** is the belief behind it (respect for family). Do not stop at the product or practice; say what it reveals.

### Linking and pacing phrases

首先 shǒuxiān / 第一 dì yī: first, 其次 qíci: second, 最后 zuìhòu: finally  
 比如 bǐrú / 例如 lírú: for example  
 这说明 zhè shuōmíng / 这反映了 zhè fǎnyǐng: this shows / reflects  
 因此 yīncǐ: therefore, 可见 kějiàn: it is clear that  
 虽然...但是...: although ... still ...  
 总的来说 zǒng de lái shuō: overall

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**EXAMPLE 1**

**Prompt:** How do regional foods in a Chinese-speaking community reflect how people live and what they value? Explain at least three factors with examples.

**SOLUTION**

Plan (3 minutes): topic = Guangdong morning tea. Notes: 家庭 / 敲桌谢谢; 地理 / 港口 虾饺; 社会 / 聊天 看报. Link words: 第一 比如 这说明 因此.

Model delivery: 大家好。今天我想介绍广东的早茶文化。我研究了三个因素：家庭、地理和社会生活。第一，家庭。周末一家人常常去茶楼喝早茶，爷爷奶奶、爸爸妈妈和孩子坐在一张大圆桌旁。比如，大家会先给长辈倒茶，晚辈用手指轻轻敲桌子表示感谢。这说明广东人很重视家庭，也很尊敬长辈。第二，地理。广东靠海，又是古代的贸易港口，所以点心的种类特别多，比如虾饺和烧卖，用的是新鲜的海鲜和各地来的材料。这反映了当地人愿意接受新事物。第三，社会生活。早茶不只是吃饭，也是朋友和邻居聊天的机会，很多老人一边喝茶一边看报纸。因此，早茶其实是联系社区的一种方式。总的来说，一顿早茶让我看到：饮食不只是食物，也表达了人们看重亲情、开放和人际关系的价值观。谢谢大家。

Pinyin of opening and closing: dà jiā hǎo. jīn tiān wǒ xiǎng jiè shào guǎng dōng de zǎo chá wén huà. / zǒng de lái shuō, yī dùn zǎo chá ràng wǒ kàn dào: yīn shì bù zhǐ shì shí wù, yě biǎo dá le rén men kàn zhòng qīn qīng, kāi fàng hé rén jì guān xī de jià zhí guān.

English gist: Hello. I studied morning tea in Guangdong through three factors. Family: relatives share a round table and tap the table to thank elders, showing respect. Geography: a coastal trading port produced many dim sum types, showing openness. Social life: tea is also a place to chat with neighbors, so it connects the community.

Scoring: A 2 (three explained factors, researched details); B 2 (tapping the table is the practice, respect and openness are the perspectives); C 2 (第一/第二/第三/因此/总的来说); D 3 (sentence variety, 一边...一边..., 所以, 又...); E depends on voice. To keep full marks, speak at an even pace and glance only at keywords.

**EXAMPLE 2**

**Prompt:** How does technology change the way a traditional festival is celebrated? Explain at least three factors with examples.

**SOLUTION**

Model delivery: 各位好。我研究的题目是科技怎样改变春节的庆祝方式。我找到三个因素。第一，手机支付。以前长辈把现金放在红包里给孩子，现在很多家庭在微信上发电子红包。虽然形式变了，但是祝福和关心的意思没有变。第二，人口流动。很多年轻人在外地工作，不能每年回家，所以用视频给爷爷奶奶拜年。这说明人们仍然重视团圆。第三，媒体。以前全家围着电视看春节联欢晚会，现在年轻人常常在手机上刷短视频，一边看一边在群里聊天。可见，传统节日在变化，可是家人团聚的价值观还是很重要。谢谢大家。

Pinyin of one key sentence: suī rán xíng shì biàn le, dàn shì zhù fú hé guān xīn de yì sī méi yǒu biàn.

English gist: Digital red envelopes, long-distance video greetings and phone viewing of the festival gala each change the form of celebration, yet the value of family reunion stays.

Scoring: A 2; B 2 (virtual red envelope is the product, the unchanged meaning of blessing is the perspective); C 2 (以前...现在..., 虽然...但是..., 可见); D 2-3; E 2 if smooth. To raise the language score, add a culturally rich term such as 压岁钱 (yāsuiqián, money given to children) or 团圆饭 (tuányuánfàn, reunion dinner).

**Common mistakes**

Listing factors without explanation (only 1 point for task); describing a festival in general instead of using researched detail; reading notes word for word; running out of time before the closing; using English words when stuck. If a word escapes you, describe it in Chinese (e.g., 过年给孩子的钱) rather than stopping.

**Practice****SET A Check Your Understanding**

Answer each question briefly in English or Chinese as noted.

- How much time do you have to prepare and to deliver the presentation, and what may you have with you?
- A student's reference sheet says: 广东人很重视家庭，所以周末一家人去喝早茶。 Rewrite it as key words and short phrases only.
- Turn this bare factor into a full explained factor in Chinese (2-3 sentences, with an example and what it shows): 第二，节日食物。
- Label each as product, practice or perspective: (a) 月饼 (b) 给长辈先倒茶 (c) 团圆比什么都重要。
- Add linking words to make this talk smooth: 春节有红包。红包是钱。红包表示祝福。

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**SET B Exam-Style Multiple Choice**

Choose the best answer.

6. 一位同学这样说：「我的因素有三个：饮食、家庭、节日。」然后就谢谢大家。他最需要改进什么？  
(A) 声音要大一点 (B) 要解释每个因素，并加上研究中的例子 (C) 要用更多英文  
(D) 要说得再快一点
7. 下面哪一句最清楚地说明了文化观点和习惯的关系？  
(A) 春节的时候很热闹。 (B) 很多人在春节吃饺子，也喜欢看晚会。  
(C) 春节一定要回家吃团圆饭，这说明人们把家人团聚看得最重要。 (D) 我去年春节也吃了饺子。
8. 你要在每个因素后面加一个例子，最合适的词是：  
(A) 比如 (B) 可是 (C) 所以 (D) 然后
9. 哪一种做法最可能得到「表达」(delivery) 的最高分？  
(A) 把全文背下来，用很快的速度说完 (B) 看着笔记一句一句念 (C) 看关键词提示，语速平稳，声调清楚，自然停顿  
(D) 每句话前面都说「嗯」来想词
10. 准备时间只有三分钟，下面哪个计划最好？  
(A) 把三个因素写成完整的句子 (B) 先写三个因素的关键词和例子，再想好开头和结尾的一句话  
(C) 只想开头，后面再想 (D) 把所有笔记都读一遍

**SET C Apply and Extend**

Complete each task. Compare with the model and the scoring points.

11. Topic: How do traditional crafts (for example paper cutting or tea sets) show what a community values? Write a reference sheet of 12 or fewer key words and phrases for three factors.
12. Write the opening (3 sentences) and the first factor (3-4 sentences) of a 3-minute presentation on the topic: How do public parks and tea houses shape neighborhood life in a Chinese city of your choice?
13. Self-score this weak sample out of Rows A and B (4 points) and say how to improve it: 我研究了北京的春节。春节很好玩。有饺子、红包和鞭炮。我喜欢春节。谢谢。

**4.2 Project Q&A: Answering Four Questions Under Pressure**

Right after your presentation comes a recorded conversation about your research. This lesson teaches you to answer four unseen questions in 40 seconds each, with a cultural comparison and calm recoveries.

The **Project Q&A** is the second free-response question, worth 9 points and 15% of the exam score. A recorded speaker gives a short introduction and then asks **four questions** about your project topic and your research. You hear each question **twice** and then have **40 seconds** to respond. You do not see the questions beforehand, so you must practice patterns, not memorized answers.

| Row                       | What the reader looks for                                                                                           | Points |
|---------------------------|---------------------------------------------------------------------------------------------------------------------|--------|
| A. Task execution         | Appropriate, complete answers; at least three questions fully answered earns the top score                          | 0-2    |
| B. Cultural understanding | In at least one answer, a cultural comparison OR a reflection on how a perspective relates to a product or practice | 0-2    |
| C. Language control       | Range of vocabulary and structures, culturally relevant expressions, comprehensible errors                          | 0-3    |
| D. Fluency                | Natural pace and intonation, clear pronunciation, fluid and automatic speech                                        | 0-2    |

Questions usually fall into four families. A **detail question** asks you to expand on something you presented. An **opinion question** asks what you think and why. A **comparison question** asks how the culture you studied differs from or resembles your own community. A **reflection question** asks why a practice exists or what a product shows about people's beliefs. Listen for the question word and the time frame (past, present, future) before you speak.

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### 40-second answer frame (about 5 sentences)

1. Answer in the first sentence: 我认为... / 我觉得... / 对我来说...
2. Reason or detail: 第一, ... 第二, ...
3. Example from your research: 比如, ...
4. Comparison or reflection: 跟我们这里比... / 这说明...
5. Short wrap-up: 总的来说, ...

### Buying time and recovering

这个问题很有意思 zhè ge wèntí hěn yǒuyìsi: that is an interesting question

让我想一想 ràng wǒ xiǎng yi xiǎng: let me think

换句话说 huàn jù huà shuō: in other words

我的意思是 wǒ de yìsi shì: what I mean is

不好意思, 我说错了, 应该是... bù hǎoyìsi, wǒ shuō cuò le, yīnggāi shì: sorry, I misspoke, it should be...

我不太知道这个词, 不过它是一种... wǒ bú tài zhīdào zhè ge cí: I do not know the word, but it is a kind of...

Use fillers sparingly. One calm phrase at the start is natural; repeated 嗯 and 那个 interrupt fluency. If you misspeak, correct once and keep going. A smooth self-correction actually helps the language-control row. If you did not understand a question, answer the part you caught and connect it to your research instead of staying silent. Silence is the only thing that cannot earn points.

#### EXAMPLE 1

Audio: 你在报告里说北京的胡同越来越少。你觉得人们为什么还想保护胡同? (reflection question, 40 seconds)

#### SOLUTION

Model answer: 这个问题很有意思, 让我想一想。我认为有三个原因。第一, 胡同是老北京人生活的地方, 邻居们常常在院子里聊天、下棋, 所以保护胡同就是保护人和人之间的感情。第二, 胡同里有很多历史故事, 比如四合院的门口有石头门墩, 这些都是传统建筑的特点。因此, 如果拆掉胡同, 年轻人就很难了解过去。所以我觉得, 人们想保护胡同, 是因为他们重视家园和历史。

Pinyin of first and last sentences: zhè ge wèn tí hěn yǒu yì si, ràng wǒ xiǎng yi xiǎng. / suǒ yǐ wǒ jué de, rén men xiǎng bǎo hù hú tòng, shì yīn wèi tā men zhòng shì jiā yuán hé lì shǐ.

English gist: Interesting question. Hutongs are where old Beijing neighbors chat and play chess, so protecting them protects relationships. They hold history, such as stone door blocks at courtyard gates. People protect them because they value home and history.

Scoring: A 2 (complete answer with reasons); B 2 (explains how a place, the product, shows values: community and history, the perspectives); C 3 (连接词 第一/第二/因此, culturally specific term 门墩); D depends on delivery. To reach the top, speak steadily for the whole 40 seconds.

#### EXAMPLE 2

Audio: 在你住的地方, 有没有类似的老街区? 跟胡同比, 有什么相同和不同? (comparison question, 40 seconds)

#### SOLUTION

Model answer: 在我住的地方, 有一条老街叫做唐人街, 那里有很多开了几十年的小商店。跟胡同比, 相同的地方是两个地方都有浓厚的社区生活, 邻居互相认识。不同的是, 胡同主要是居民住的地方, 而我们的老街更像是做生意的地方。虽然样子不同, 但是这两种地方都让我觉得, 人们很珍惜自己的传统。

Pinyin of key sentence: suī rán yàng zi bù tóng, dàn shì zhè liǎng zhòng dì fāng dōu ràng wǒ jué de, rén men hěn zhēn xī zì jǐ de chuán tǒng.

English gist: My city has an old street with decades-old small shops. Both places have strong community life; hutongs are mainly homes while our street is for business. Both show people cherish tradition.

Scoring: B 2 because it gives similarities and differences with details. A 2 for answering both halves of the question. A weaker answer would only say 'we also have old streets' and earn 1 for cultural understanding.

### Exam tip

You may finish early and still earn full marks if you complete the task, but 40 seconds is longer than it feels: plan for four or five connected sentences. Never answer in English. Practice with a timer and record yourself; check that your tones on key nouns are clear and that your last sentence does not trail off.

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## Practice

### SET A Check Your Understanding

Answer each item.

1. State how many questions the Project Q&A has, how many times you hear each, and how long each response is.
2. Name the four families of questions and give one Chinese question stem for each.
3. Write a one-sentence time-buying phrase and a one-sentence recovery phrase in Chinese, with meaning.
4. Which part of the answer frame earns the cultural understanding point? Explain in two sentences.
5. Rewrite this weak answer so it has an answer, a reason and an example: 我觉得很好。因为很好玩。

### SET B Exam-Style Multiple Choice

Choose the best answer.

6. 录音问：「你觉得这种传统会不会越来越少？」一位同学只说：「会。」这样回答的主要问题是什么？  
 (A) 声音太小 (B) 没有原因和例子，回答不完整 (C) 用了太多成语  
 (D) 语速太慢
7. 你没听清楚问题的最后一部分，最好的做法是：  
 (A) 一直不说话 (B) 用英文问 (C) 回答听懂的部分，并联系自己的研究  
 (D) 重复同一个短语到时间结束
8. 下面哪一句最适合用来做文化比较？  
 (A) 我很喜欢吃饺子。 (B) 在中国，春节要回家，可是我们这里的人更常在感恩节团聚。  
 (C) 春节有很多人。 (D) 我昨天看了一个视频。
9. 你说错了一个词，下面哪种处理最好？  
 (A) 停下来，不再说 (B) 笑着说「对不起」，然后用英文解释 (C) 说「不好意思，应该是...」，然后继续  
 (D) 假装没听见
10. 要说明一个习惯背后的价值观，最合适的句子是：  
 (A) 很多人都这样做。 (B) 这个习惯说明人们很尊敬长辈。 (C) 我也这样做过。  
 (D) 这个习惯很古老。

### SET C Apply and Extend

Complete each task. Aim for 40 seconds when speaking aloud (about 100-120 characters).

11. Question: 你研究的节日里，哪一种食物最有代表性？为什么？  
Write a model answer.
12. Question: 你觉得年轻人应该怎样保护传统文化？Write an answer with two ideas and one example.
13. Question: 如果你的好朋友要去你研究的地方旅行，你会给他什么建议？Answer with a comparison to your own community.

## 4.3 Free-Response Practice: Speaking: Project Presentation and Project Q&A

Four speaking prompts in the exam formats: two presentations and two four-question Q&A sets, each with a model response and rubric notes.

Scoring: the Project Presentation is scored on 11 points (task execution 2, cultural understanding 2, organization 2, language control 3, delivery 2) and the Project Q&A on 9 points (task execution 2, cultural understanding 2, language control 3, fluency 2). Practice each with a timer and a recording. Since the real topic is published in January, the topics here are practice topics only. For Q&A items, have a partner read each question twice, then answer for 40 seconds.

### QUESTION 1 Project Presentation: Education and Community Values

Practice topic: How do education practices in a Chinese-speaking community reflect what that community values? Explain at least three factors, giving specific examples from your research and showing how cultural perspectives relate to products and practices. You have 3 minutes to prepare using your reference sheet and 3 minutes to speak.

1. Prepare: write a reference sheet of key words (no full sentences).
2. Deliver: give a 3-minute presentation.

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**QUESTION 2 Project Presentation: Preserving Traditional Architecture**

Practice topic: How do cities in Chinese-speaking regions preserve traditional architecture while continuing to develop? Choose a community, explain at least three factors with specific examples, and show how cultural perspectives relate to cultural products and practices. You have 3 minutes to prepare and 3 minutes to speak.

3. Prepare: write a keyword reference sheet for three factors.
4. Deliver: give a 3-minute presentation.

**QUESTION 3 Project Q&A: Education and Community Values**

You have just given a presentation on education and community values. A recorded interlocutor introduces the task and asks four questions. You hear each question twice and have 40 seconds to respond to each. Practice aloud with a timer. Answer fully and include a cultural comparison or reflection in at least one answer.

5. Question 1: 你提到高考压力很大。你觉得学生可以怎样放松？
6. Question 2: 在你研究的社区里，老师为什么受到这么多尊重？
7. Question 3: 跟你们学校比，那里的学校生活有什么不一样？
8. Question 4: 你觉得二十年以后，教育会有什么变化？

**QUESTION 4 Project Q&A: Traditional Medicine and Everyday Health**

You have just given a presentation on traditional Chinese medicine and everyday health habits. A recorded interlocutor introduces the task and asks four questions. You hear each question twice and have 40 seconds for each response. Include a cultural comparison or reflection in at least one answer.

9. Question 1: 你提到了养生茶，能举一个具体的例子吗？
10. Question 2: 为什么越来越多的年轻人也对中医感兴趣？
11. Question 3: 你们社区有没有类似的传统健康习惯？请比较一下。
12. Question 4: 如果朋友生病了，你会建议他看中医还是西医？为什么？

**Answers Chapter 4: Answers and Explanations**

Answers for every practice problem, numbered to match. Read the explanation even when your answer is correct.

**4.1 Project Presentation: Research, Reference Sheet, and Delivery****SET A · CHECK YOUR UNDERSTANDING**

1. Three minutes to prepare and three minutes to deliver. You may use your Personalized Project Reference, the outline you submitted earlier, and nothing else; it holds key words, not a script.
2. Key words such as: 家庭 / 周末 / 早茶 / 全家一桌. Short phrases keep you speaking naturally; a full sentence tempts you to read aloud, which lowers delivery.
3. Model: 第二，节日食物。比如，中秋节的时候，一家人一起吃月饼，月饼是圆的，像月亮。这说明中国人把团圆看得很重要。 Points: names the factor, gives a specific example, states the perspective (reunion).
4. (a) product, a tangible food; (b) practice, a pattern of social behavior; (c) perspective, a value or belief. Perspectives are the 'why' behind products and practices.
5. Model: 首先，春节有红包。红包是装在红纸袋里的钱，比如长辈会给孩子压岁钱。这表示祝福，因此孩子们都很喜欢。 It adds an order word, an example marker, a result link and a meaning sentence.

**SET B · EXAM-STYLE MULTIPLE CHOICE**

6. B. The talk names factors but gives no explanation or details, so it earns at most one task point. A and D are delivery points, and C breaks the Chinese-only expectation.
7. C. It links a practice (going home for the reunion dinner) to a value (family togetherness). A and B only describe, and D is a personal anecdote.
8. A. 比如 introduces an example. 可是 contrasts, 所以 gives a result, 然后 only marks sequence.
9. C. Reading or reciting sounds flat, rushing and filler words interrupt fluency. Keywords with steady pace and clear tones match the strongest descriptor.
10. B. Keywords plus an opening and closing give structure. Full sentences (A, D) use up time and encourage reading, and C leaves the end unplanned.

**SET C · APPLY AND EXTEND**

11. Model: (1) 剪纸 / 窗花 / 春节装饰 / 祝福; (2) 紫砂茶具 / 宜兴 / 泡茶慢 / 待客; (3) 手工 / 老师傅 / 传给孩子 / 传统. Scoring: the sheet should cover three different factors, hold one concrete example each, and stay short. Raise it by adding a perspective word per factor (e.g., 祝福, 待客之道, 传承).
12. Model: 大家好。我想介绍上海的公园和茶馆怎样影响邻居的生活。我研究了三个因素。第一，公共空间。每天早上，许多老人在公园里打太极拳、下棋，比如人民公园的相亲角，家长们替孩子找对象。这说明邻居们很看重人与人的联系，也很关心下一代。 Points: greeting, topic, 'three factors', then factor + example + perspective, with 比如 and 这说明.
13. Row A 1: it lists items but explains none of three factors and uses personal opinion. Row B 1 or 0: examples are named (饺子, 红包) but no perspective. Improvement: 第一，红包：长辈给孩子压岁钱，这表示祝福平安；第二，饺子：形状像元宝，象征财富；第三，鞭炮：古人相信可以赶走坏运气。 Then conclude what these show.

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## 4.2 Project Q&A: Answering Four Questions Under Pressure

### SET A · CHECK YOUR UNDERSTANDING

- Four questions; each is played twice; you have 40 seconds per response.
- Model: 这个问题很有意思，让我想一想。(That is interesting, let me think.) 不好意思，我说错了，应该是三个。(Sorry, I misspoke; it should be three.) Both are short and polite.
- Model: 我觉得学习书法很有意义。第一，写毛笔字需要安静，能让人冷静下来。比如，我们学校的书法课上，大家一笔一画慢慢写。所以我觉得书法不只是艺术，也是一种生活态度。
- Model: detail 你能多说一点你提到的例子吗？ opinion 你认为哪个因素最重要？ comparison 这跟你们社区有什么不同？ reflection 这个习惯说明了什么价值观？ Any four natural stems matching the families are acceptable.
- The comparison/reflection step (step 4). The rubric requires at least one response that compares your culture's products, practices or perspectives with another community, or explains how a perspective relates to a product or practice, using details.

### SET B · EXAM-STYLE MULTIPLE CHOICE

- B. A one-word answer leaves the question unanswered; the reader needs a reason and a detail. A is delivery, C and D are not the problem.
- B. It contrasts two communities with a concrete practice. A, C and D lack comparison.
- B. It links a practice to a perspective (respect). D describes age only, A and C give no value.
- C. Partial answers still earn credit if relevant. A gives nothing, B violates the Chinese-only task, D shows no language control.
- C. Correct once, stay calm and keep speaking. A wastes time, B switches language, D leaves a confusing error.

### SET C · APPLY AND EXTEND

- 我觉得最有代表性的食物是饺子。第一，饺子的形状像古代的元宝，所以人们相信吃饺子会带来好运。第二，包饺子需要全家一起做，大家一边包一边聊天。比如，在北方的春节，除夕晚上全家人一起包饺子。这说明中国人很重视团圆和祝福。  
Pinyin: wǒ jué de zuì yǒu dài biǎo xíng de shí wù shì jiǎo zi. dì yī, jiǎo zi de xíng zhuàng xiàng gǔ dài de yuán bǎo, suǒ yǐ rén men xiāng xìn chī jiǎo zi huì dài lái hǎo yùn. dì èr, bāo jiǎo zi xū yào quán jiā yì qǐ zuò, dà jiā yì biān bāo yì biān liáo tiān. bǐ rú, zài běi fāng de chūn jié, chū xī wǎn shàng quán jiā rén yì qǐ bāo jiǎo zi. zhè shuō míng zhōng guó rén hěn zhòng shì tuán yuán hé zhù fú.  
English: I think dumplings are most representative. Their ingot shape brings luck and making them is a family activity; this shows values of reunion and blessing.
- 我认为年轻人可以从两个方面保护传统文化。第一，学习传统技艺，比如剪纸、书法或者茶艺。第二，用现代的办法介绍传统，比如在短视频平台上教大家做汉服的发型。这样既保护了传统，也让更多人了解它。总的来说，传统文化需要年轻人的参与。  
Pinyin: wǒ rèn wéi nián qīng rén kě yǐ cóng liǎng gè fāng miàn bǎo hù chuán tǒng wén huà. dì yī, xué xí chuán tǒng jì yì, bǐ rú jiǎn zhǐ, shū fǎ huò zhě chá yì. dì èr, yòng xiàn dài de bàn fǎ jiè shào chuán tǒng, bǐ rú zài duǎn shì pín píng tái shàng jiāo dà jiā zuò hàn fú de fà xíng. zhè yàng jì bǎo hù le chuán tǒng, yě ràng gèng duō rén liǎo jiě tā. zǒng de lái shuō, chuán tǒng wén huà xū yào nián qīng rén de cān yù.  
English: Young people can learn traditional skills and share them through new media; two ideas and a paper-cutting/video example.
- 我会建议他去西安。那里的城墙和回民街都很有名，他可以尝尝羊肉泡馍。跟我们这里的快餐比，西安的小吃很重视分享，大家常常围在一起吃。所以我建议他慢慢吃，多和当地人聊天。  
Pinyin: wǒ huì jiàn yì tā qù xī ān. nà lǐ de chéng qiáng hé huí mín jiē dōu hěn yǒu míng, tā kě yǐ cháng cháng yáng ròu pào mó. gēn wǒ men zhè lǐ de kuài cān bǐ, xī ān de xiǎo chī hěn zhòng shì fēn xiǎng, dà jiā cháng cháng wéi zài yì qǐ chī. suǒ yǐ wǒ jiàn yì tā màn màn chī, duō hé dāng dì rén liáo tiān.  
English: I would suggest Xi'an: the city wall, the Muslim Quarter, and mutton bun soup. Compared with our fast food, local snacks are shared.  
Rubric: A 2 for advice and detail, B 2 for the comparison.

## 4.3 Free-Response Practice: Speaking: Project Presentation and Project Q&A

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## QUESTION 1 · PROJECT PRESENTATION: EDUCATION AND COMMUNITY VALUES

1. Model sheet: 开头 教育 / 三因素 || 1 尊师重教: 教师节 9月10日 送花 贺卡 → 尊重知识 || 2 考试: 高考 补习班 压力 → 努力改变命运 || 3 家庭: 父母花钱 祖辈接送 → 家庭整体 || 结尾 教育=家庭+社会. Why it works: one example and one value per factor, and a connector list (第一 比如 这说明 虽然...但是 总的来说).
2. 大家好。今天我想谈谈教育在中国社区里的作用。我研究了三个因素：尊师重教、考试制度和家庭支持。第一，尊师重教。中国人从古代就认为老师非常重要，比如每年九月十日是教师节，学生会给老师送花和贺卡，有的学校还有感谢老师的仪式。这说明社会很尊重知识和教育。第二，考试制度。高考是很多学生人生中最重要的一次考试之一，所以高三的学生每天要学习到很晚，周末还要去补习班。虽然压力很大，但是很多人相信努力学习可以改变命运。第三，家庭支持。很多父母愿意把大部分收入花在孩子的教育上，有的爷爷奶奶也来帮忙接送孩子，这反映了家庭是一个整体，大家共同为下一代努力。总的来说，我发现教育不只是个人的事，而是整个家庭和社会共同重视的事情。谢谢大家。

Pinyin: dà jiā hǎo. jīn tiān wǒ xiǎng tán tán jiào yù zài zhōng guó shè qū lǐ de zuò yòng. wǒ yán jiū le sān gè yīn sù: zūn shī zhòng jiào, kǎo shì zhì dù hé jiā tíng zhī chí. dì yī, zūn shī zhòng jiào. zhōng guó rén cóng gù dài jiù rèn wéi lǎo shī fēi cháng zhòng yào, bǐ rú měi nián jiǔ yuè shí rì shì jiào shī jié, xué shēng huì gěi lǎo shī sòng huā hé hè kǎ, yǒu de xué xiào hái yǒu gǎn xiè lǎo shī de yí shì. zhè shuō míng shè huì hěn zūn zhòng zhī shí hé jiào yù. dì èr, kǎo shì zhì dù. gāo kǎo shì hěn duō xué shēng rén shēng zhōng zuì zhòng yào de kǎo shì zhī yī, suǒ yǐ gāo sān de xué shēng měi tiān yào xué xí dào hěn wǎn, zhōu mò hái yào qù bǔ xī bān. suī rán yā lì hěn dà, dàn shì hěn duō rén xiāng xìn nǔ lì xué xí kě yǐ gǎi biàn mìng yùn. dì sān, jiā tíng zhī chí. hěn duō fù mǔ yuàn yì bǎ dà bù fèn shōu rù huā zài hái zǐ de jiào yù shàng, yǒu de yé ye nǎi nai yě lái bāng máng jiē sòng hái zǐ, zhè fǎn yǐng le jiā tíng shì yí gè zhěng tǐ, dà jiā gòng tóng wèi xià yí dài nǚ lì. zǒng de lái shuō, wǒ fā xiàn jiào yù bù zhǐ shì gè rén de shì, ér shì zhěng gè jiā tíng hé shè huì gòng tóng zhòng shì de shì qing. xiè xiè dà jiā.

English: I studied three factors. Respect for teachers: Teachers' Day on Sept 10 with flowers and cards shows respect for knowledge. Exams: the gaokao and cram schools bring pressure, yet people believe effort can change fate. Family: parents spend heavily and grandparents help with school runs, showing the family acts as a unit. Education is a shared concern of family and society.

Scoring points: A 2 (three explained factors, each with researched detail); B 2 (teachers' day and cram schools tied to values of respect and effort); C 2 (第一/第二/第三, 比如, 虽然...但是, 总的来说); D 3 (varied structures, 改变命运, 共同为下一代努力); E 2 if spoken fluidly without reading. To raise a weaker version: add a concrete detail to each factor (a real school custom, a number, a name) and end each factor with 这说明/这反映了.

## QUESTION 2 · PROJECT PRESENTATION: PRESERVING TRADITIONAL ARCHITECTURE

3. Model sheet: 苏州 / 三因素 || 政府保护: 拙政园 世界遗产 限高 → 历史是财富 || 旅游: 水乡古镇 茶馆 丝绸 修老房 → 传统有新价值 || 居民: 苏州话 评弹 老街活动 → 认同感 || 结尾 记住从哪里来. Why it works: keywords only, one value per factor.
4. 各位好。我的题目是城市怎样在发展的同时保护传统建筑。我研究了苏州，找到三个因素。第一，政府的保护。苏州的古典园林，比如拙政园，已经成为世界文化遗产，政府对园林周围新建筑的高度有严格的规定。这说明人们把历史看成城市宝贵的财富。第二，旅游经济。每年有很多游客来苏州看园林和水乡古镇，所以当地人愿意花钱修理老房子，还开了茶馆和丝绸店。虽然游客太多有时会影响居民的生活，但是旅游确实让传统有了新的价值。第三，居民的认同感。很多苏州人从小在老街长大，他们喜欢说苏州话、听评弹，觉得这是自己城市的特色。因此，年轻人也愿意参加保护老街的活动。总的来说，保护传统建筑不只是为了游客，更是为了让人们记住自己是从哪里来的。谢谢大家。

Pinyin: gè wèi hǎo. wǒ de tí mù shì chéng shì zěn yàng zài fā zhǎn de tóng shí bǎo hù chuán tǒng jiàn zhù. wǒ yán jiū le sān gè yīn sù. dì yī, zhèng fǔ de bǎo hù. sū zhōu de gǔ diǎn yuán lín, bǐ rú zhuō zhèng yuán, yǐ jīng chéng wéi shì jiè wén huà yí chǎn, zhèng fǔ duì yuán lín zhōu wéi xīn jiàn zhù de gāo dù yǒu yán gé de guī dìng. zhè shuō míng rén men bǎ lì shǐ kàn chéng chéng shì bǎo guì de cái fù. dì èr, lǚ yóu jīng jì. měi nián yǒu hěn duō yóu kè lái sū zhōu kàn yuán lín hé shuǐ xiāng gǔ zhèn, suǒ yǐ dāng dì rén yuàn yì huā qián xiū lǐ lǎo fáng zi, hái kāi le chá guǎn hé sī chóu diàn. suī rán yǒu kè tài duō yǒu shí huì yǐng xiǎng jū mín de shēng huó, dàn shì lǚ yóu què shí ràng chuán tǒng yǒu le xīn de jià zhí. dì sān, jū mín de rèn tóng gǎn. hěn duō sū zhōu rén cóng xiǎo zài lǎo jiē zhǎng dà, tā men xǐ huān shuō sū zhōu huà, tīng píng tán, jué de zhè shì zì jǐ chéng shì de tè sè. yīn cǐ, nián qīng rén yě yuàn yì cān jiā bǎo hù lǎo jiē de huó dòng. zǒng de lái shuō, bǎo hù chuán tǒng jiàn zhù bù zhǐ shì wèi le yóu kè, gèng shì wèi le ràng rén men jì zhù zì jǐ shì cóng nǎ lǐ lái de. xiè xiè dà jiā.

English: I studied Suzhou. Government protection of gardens and building heights shows history is treasured. Tourism funds repairs and gives tradition new value, though crowds can disturb residents. Residents' pride in Suzhou dialect and storytelling makes young people join preservation. Preserving buildings helps people remember where they come from.

Scoring points: A 2 (three explained factors with named places); B 2 (garden protection and storytelling are linked to the perspective of valuing heritage and identity); C 2 (因此, 虽然...但是, 不只是...更是...); D 3; E 2 with even pacing. To improve: specify what the rules are, or name a particular old street, and keep the closing sentence short and confident.

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## QUESTION 3 · PROJECT Q&amp;A: EDUCATION AND COMMUNITY VALUES

5. 我觉得学生可以用两个办法放松。第一，每天运动半个小时，比如打乒乓球或者跑步。第二，和朋友聊天、听音乐。这样学习的效率更高。在中国的学校，课间操也是让学生休息的一种传统。

Pinyin: wǒ jué de xué shēng kě yǐ yòng liǎng gè bàn fǎ fàng sōng. dì yī, měi tiān yùn dòng bàn gè xiǎo shí, bǐ rú dǎ ping pāng qiú huò zhě pǎo bù. dì èr, hé péng yǒu liáo tiān, tīng yīn yuè. zhè yàng xué xí de xiǎo lǜ gèng gāo. zài zhōng guó de xué xiào, kè jiān cāo yě shì ràng xué shēng xiū xi de yī zhǒng chuán tǒng.

English: Exercise and music relax students; school exercise breaks are a tradition.

Scoring points: A: answers directly with two ideas. C: 第一/第二, 这样. Raise it by adding a research example or a comparison.

6. 我认为是因为中国人觉得知识非常重要。比如，教师节的时候，学生会送花给老师。从古代开始，老师就像第二个父母一样。这说明人们把学习看成改变生活的办法，所以特别尊敬教你知识的人。

Pinyin: wǒ rèn wéi shì yīn wèi zhōng guó rén jué de zhī shí fēi cháng zhòng yào. bǐ rú, jiào shī jié de shí hòu, xué shēng huì sòng huā gěi lǎo shī. cóng gǔ dài kāi shǐ, lǎo shī jiù xiàng dì èr gè fù mǔ yī yàng. zhè shuō míng rén men bǎ xué xí kàn chéng gǎi biàn shēng huó de bàn fǎ, suǒ yǐ tè bié zūn jīng jiào nǐ zhī shí de rén.

English: Teachers are respected because knowledge is valued. Teachers' Day gifts show this.

Scoring points: B 2: reflects on the relationship between a practice (gift giving) and a perspective (value of knowledge).

7. 跟我们学校比，最大的不同是早上的活动。那里的学生早上很早到学校，有时候先读书，然后做操。我们学校开始得比较晚，而且没有做操。相同的地方是，学生都很重视考试。虽然生活节奏不一样，但是大家都想把学习做好。

Pinyin: gēn wǒ men xué xiào bǐ, zuì dà de bù tóng shì zǎo shàng de huó dòng. nà lǐ de xué shēng zǎo shàng hěn zǎo dào xué xiào, yǒu shí hòu xiān dú shū, rán hòu zuò cāo. wǒ men xué xiào kāi shǐ dé bǐ jiào wǎn, ér qiě méi yǒu zuò cāo. xiāng tóng de dì fāng shì, xué shēng dōu hěn zhòng shì kǎo shì. suī rán shēng huó jié zòu bù yī yàng, dàn shì dà jiā dōu xiǎng bǎ xué xí zuò hǎo.

English: The biggest difference is the morning routine; similarity is concern for exams.

Scoring points: B 2: both similarities and differences with details (cultural comparison). C: 比...比较, 而且, 虽然...但是.

8. 我想二十年以后，在线学习会更多。学生可以在家里上课，也可以用手机学习汉语。不过我觉得老师还是很重要，因为他们能帮助学生思考。所以我相信教育会变得更方便，但是尊敬老师的传统不会消失。

Pinyin: wǒ xiǎng èr shí nián yǐ hòu, zài xiàn xué xí huì gèng duō. xué shēng kě yǐ zài jiā lǐ shàng kè, yě kě yǐ yòng shǒu jī xué xí hàn yǔ. bù guò wǒ jué de lǎo shī hái shì hěn zhòng yào, yīn wèi tā men néng bāng zhù xué shēng sī kǎo. suǒ yǐ wǒ xiǎng xīn jiào yù huì biàn dé gèng fāng biàn, dàn shì zūn jīng lǎo shī de chuán tǒng bú huì xiāo shī.

English: Online learning will grow, but teachers and respect for them will remain.

Scoring points: A 2: complete future answer. Using 不过/所以 adds fluency. A top score needs at least three of four fully answered; this set does so.

## QUESTION 4 · PROJECT Q&amp;A: TRADITIONAL MEDICINE AND EVERYDAY HEALTH

9. 可以。比如菊花茶，很多人夏天喝它，因为大家认为它可以让人不上火。办公室里的人也常常用杯子泡一点菊花和枸杞。这个习惯说明人们很重视平时的预防，而不是生病以后才治疗。

Pinyin: kě yǐ. bǐ rú jú huā chá, hěn duō rén xià tiān hē tā, yīn wèi dà jiā rèn wéi tā kě yǐ ràng rén bù shàng huǒ. bàn gōng shì lǐ de rén yě cháng cháng yòng bēi zi pào yì diǎn jú huā hé gǒu qǐ. zhè ge xí guàn shuō míng rén men hěn zhòng shì píng shí de yù fáng, ér bú shì shēng bìng yǐ hòu cái zhì liáo.

English: Chrysanthemum tea in summer; shows preference for prevention.

Scoring points: A 2: specific example. B 2: practice linked to the perspective of prevention.

10. 我觉得原因有两个。第一，现在年轻人工作压力大，睡不好，所以想用自然的办法调理身体。第二，社交媒体上有很多人分享养生的方法，比如喝汤、练太极。虽然不是所有人都完全相信，但是他们愿意试一试。

Pinyin: wǒ jué de yuán yīn yǒu liǎng gè. dì yī, xiàn zài nián qīng rén gōng zuò yā lì dà, shuì bù hǎo, suǒ yǐ xiǎng yòng zì rán de bàn fǎ tiáo lǐ shēn tǐ. dì èr, shè jiāo méi tǐ shàng yǒu hěn duō rén fēn xiǎng yǎng shēng de fāng fǎ, bǐ rú hē tāng, liàn tài jí. suī rán bú shì suǒ yǒu rén dōu wán quán xiāng xìn, dàn shì tā men yuàn yì shì yī shì.

English: Stress and social media make young people curious; they are willing to try.

Scoring points: A 2: two reasons. C: 第一/第二, 虽然...但是. To raise: add one named example.

11. 我们那里的人感冒的时候，常常喝鸡汤，或者在蜂蜜里加热水，这跟中国的养生茶有点像。不同的是，我们更习惯马上吃药，而中国人更喜欢先调理身体。这说明两个社区对健康的看法不一样：我们看重快速解决，他们看重平衡。

Pinyin: wǒ men nà lǐ de rén gǎn mào de shí hòu, cháng cháng hē jī tāng, huò zhě zài fēng mì lǐ jiā rè shuǐ, zhè gēn zhōng guó de yǎng shēng chá yǒu diǎn xiàng. bù tóng de shì, wǒ men gèng xī guàn mǎ shàng chī yào, ér zhōng guó rén gèng xī huān xiān tiáo lǐ shēn tǐ. zhè shuō míng liǎng gè shè qū duì jiàn kāng de kàn fǎ bù yī yàng: wǒ men kàn zhòng kuài sù jiě jué, tā men kàn zhòng píng héng.

English: Chicken soup and honey water resemble herbal teas; we take medicine first, they restore balance first.

Scoring points: B 2: comparison of similarities and differences, with a perspective. C: 跟...有点像, 不同的是, 更....

12. 我会建议他先去看西医，因为西医可以快速查出生病的原因。如果病好了以后身体还很弱，再去中医调理。这样两种方法可以互相配合。我觉得没有哪一种一定比另一种好。

Pinyin: wǒ huì jiàn yì tā xiān qù kàn xī yī, yīn wèi xī yī kě yǐ kuài sù chá chū shēng bìng de yuán yīn. rú guǒ bìng hǎo le yǐ hòu shēn tǐ hái hěn ruò, zài qù kàn zhōng yī tiáo lǐ. zhè yàng liǎng zhǒng fāng fǎ kě yǐ hù xiāng pèi hé. wǒ jué de méi yǒu nǎ yī zhǒng yí dìng bǐ lǐng yī zhǒng hǎo.

English: See Western medicine first for diagnosis, then use traditional medicine to restore strength.

Scoring points: A 2: gives a choice and reasons. D 2 if spoken smoothly. Stronger version: refer to a specific practice from the research, such as acupuncture or herbal soup.

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# Chapter 5: Writing: Story Narration and Email Response.

3 sections with explanations and worked examples, then 30 practice problems. Answers and full explanations are at the end of the chapter.

## 5.1 Story Narration: Telling a Story from Four Pictures

Story Narration asks you to type a complete, connected story that follows four pictures in order. You will learn a planning routine, the words that link events, and the details that move a story from 1 to 3 points.

The **Story Narration** is the third free-response question, worth 8 points and 7.5% of the exam. You see four pictures in sequence and type a complete story in Chinese that follows their order. The writing part of the exam (story and email together) lasts 30 minutes, so spend roughly two minutes planning, about twelve minutes writing and a minute checking on this task, and save the rest for the email.

| Row                      | What the reader looks for                                                                            | Points |
|--------------------------|------------------------------------------------------------------------------------------------------|--------|
| A. Narrative development | A complete story consistent with all four pictures, with relevant details and/or dialogue            | 0-3    |
| B. Organization          | Logical order and a variety of linking words                                                         | 0-2    |
| C. Language control      | Variety of vocabulary and structures, culturally relevant expressions, few errors that block meaning | 0-3    |

A picture sequence already has a **beginning** (picture 1: who, where, when), a **middle** (pictures 2 and 3: a problem or event and what the character does) and an **end** (picture 4: result and feeling). Describing pictures one by one earns little; telling what happened and why earns more. A story that would still make sense with no pictures at all reaches the top level.

### Two-minute planning routine

1. Name the characters (小雨, 奶奶) and the setting (除夕, 厨房).
2. Write one verb phrase for each picture: 包饺子 / 去买醋 / 帮老人 / 回家吃饭.
3. Decide the problem and the feeling at the end.
4. Choose one cultural touch (food, holiday, greeting) and one line of dialogue.

### Sequence and cause-effect words

有一天 / 那天早上: one day; 首先 / 先: first  
然后 / 接着: then; 后来: later; 突然: suddenly  
没想到: unexpectedly; 结果: as a result; 因为...所以...: because...so  
终于: finally; 最后: in the end; 虽然...但是...: although...still

Use **aspect** to show time. 了 marks a completed event (她买了醋). 着 describes a state or action in progress (爸爸拿着风筝). 过 marks experience (他放过风筝). 正在 shows an action happening right then. Chinese has no past tense verb endings, so time words (那天, 后来) carry most of the sequence. Add feelings with 难过, 紧张, 很高兴地 and show causes with 因为 or 所以.

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**EXAMPLE 1**

Pictures: (1) Xiaoyu and Grandma make dumplings in the kitchen on New Year's Eve. (2) Grandma gives Xiaoyu money; Xiaoyu leaves to buy vinegar. (3) On the street an old man's bike has fallen and oranges have rolled everywhere. (4) The family sits at the table eating dumplings and oranges. Write a story that follows all four pictures.

**SOLUTION**

Model: 除夕那天下午，小雨和奶奶在厨房里包饺子，全家人都很期待晚上的团圆饭。包到一半，奶奶发现醋用完了，就给了小雨一点钱，请她去楼下的小商店买一瓶。小雨高兴地答应了，穿上外套就出门了。

在路上，小雨看见一位老爷爷的自行车倒在地上，篮子里的橘子滚得到处都是。老爷爷正弯着腰慢慢地捡。小雨想：「我得帮帮他。」她把钱放进口袋，蹲下来一起捡橘子。老爷爷笑着说：「谢谢你，小姑娘！新年快乐！」还送给她两个橘子，因为在春节，橘子象征吉利。

后来，小雨才想起奶奶还在等她，赶紧买了醋跑回家。虽然回来得有点晚，但是奶奶一点儿也没有生气。听完小雨的故事，奶奶说：「帮助别人，就是给自己带来好运。」最后，全家人一起坐下来吃饺子，小雨还把橘子分给大家。她觉得这是她过得最有意义的一个除夕。

English gist: On New Year's Eve Xiaoyu is sent to buy vinegar, stops to help an old man gather oranges, and receives thanks and two oranges, a symbol of good luck. She returns late; Grandma is not angry and the family eats dumplings, sharing the oranges.

Scoring: A 3 (all four pictures, character feelings, dialogue, the story makes sense alone); B 2 (一半, 在路上, 后来, 最后, 虽然...但是); C 3 (把-structure 把钱放进口袋, 一边...一边, culturally rich 团圆饭, 吉利). Pinyin of one key sentence: tā bǎ qián fàng jìn kǒu dài, dūn xià lái yì qǐ jiǎn jú zi.

**EXAMPLE 2**

Pictures: (1) Ajie and Dad arrive at a park with a swallow-shaped kite. (2) The string breaks; the kite is blown up into a tall tree. (3) Ajie is sad while Dad talks to a park worker. (4) The worker uses a long pole; Ajie flies the kite again, smiling.

**SOLUTION**

Model: 上个星期天，阿杰和爸爸一起去公园放风筝。爸爸手里拿着一只红色的燕子风筝，那是爷爷以前亲手做的。阿杰很兴奋，因为他第一次放风筝。

刚开始的时候，风很大，风筝飞得又高又稳。可是没过多久，线突然断了，风筝被风吹走，挂在了很高的树上。阿杰难过得差点儿哭了，他说：「完了，这是爷爷做的风筝！」

爸爸想了想，说：「别着急，我们找人帮忙。」他们跑去问公园的管理员。管理员叔叔拿来一根长竹竿，小心地把风筝取了下来。

最后，爸爸把线重新绑好，阿杰又把风筝放上了天空。他一边跑一边笑，心里想：以后我也要把手艺教给自己的孩子。

English gist: A first kite flight ends with the string breaking; a park worker helps, and a hand-made family kite flies again, with Ajie thinking of passing on the craft.

Scoring: A 3; B 2 (刚开始, 可是, 没过多久, 最后); C 3 (被-structure 风筝被风吹走, 差点儿, 一边...一边...). Pinyin: fēng zhēng bèi fēng chuī zǒu, guà zài le hěn gāo de shù shàng.

To raise a weaker version, replace 'He was sad' by an action and a quote: 他难过得差点儿哭了。

**Common mistakes**

Describing pictures in the present tense as a list (图一有一个女孩); skipping a picture; using only 然后 as a link; writing the whole story in one paragraph; using English names for objects you could describe in Chinese. Write at least three connectors and one quotation.

**Practice****SET A Check Your Understanding**

Answer each item.

- Name the three scoring rows for Story Narration and their maximum points.
- Label each as beginning, middle or end: (a) 小明和妈妈到了菜市场 (b) 他发现钱包不见了 (c) 最后他们买到了菜，高高兴兴地回家了。
- Rewrite as a story, not a description: 图一有一个男孩。图二他在下雨。图三他没有伞。图四他回家。
- Add a cultural detail and one line of dialogue to: 奶奶给我一个红包，我很高兴。
- Choose the right aspect word: 他去年(了/过)上海，所以这次不太紧张。

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SET B

Exam-Style Multiple Choice

Choose the best answer.

6. 下面哪一个句子最适合放在故事的开头？  
(A) 最后他们回家了。 (B) 她觉得很累。 (C) 中秋节的晚上，小红和爸爸在阳台上等着月亮出来。  
(D) 所以他哭了。
7. 哪个连接词最适合：「我们正在吃饭，\_\_\_\_\_电话响了。」  
(A) 突然 (B) 虽然 (C) 如果 (D) 而且
8. 哪一段话最能得到「叙事发展」的高分？  
(A) 图三有一只狗。 (B) 狗很可爱。 (C) 我喜欢狗。  
(D) 小狗跑进了公园，小文追着它大声喊：「别跑！」
9. 「风筝被风吹走了」用的是哪个结构？  
(A) 把字句 (B) 被字句 (C) 比较句 (D) 是...的句子
10. 为了表示一个人「还在做」某件事，最合适的是：  
(A) 他吃了饭。 (B) 他吃过饭。 (C) 他正在吃饭。 (D) 他吃饭的。

SET C

Apply and Extend

Write 150-250 characters for each task, following all four pictures.

11. Pictures: (1) Mei and Dad at a night market. (2) Mei is looking at a lantern stall; her wallet is gone. (3) A stall owner holds up her wallet and calls to her. (4) Mei thanks him and buys a rabbit lantern. Write the story.
12. Pictures: (1) A student is studying in a library before an exam. (2) Her phone rings; a classmate needs help with math. (3) They study together at a table. (4) Both walk out of the exam room smiling. Write the story.
13. Improve this weak opening by adding two connectors, one feeling and one cultural detail: 小林去超市。他买了月饼。他回家。

5.2

Email Response: Replying Appropriately and Fully

The Email Response task asks you to type a reply to a message from a friend or someone in your community. You must answer every question and request, in the right register, with details and examples.

The **Email Response** is the fourth free-response question, worth 8 points and 7.5% of the exam. You read a short Chinese email and type a reply. The email contains two requests for information, and you must respond to both with relevant details and examples. It shares the 30 minute writing section with the story narration, so plan roughly 13-15 minutes here.

| Row                 | What the reader looks for                                                                      | Points |
|---------------------|------------------------------------------------------------------------------------------------|--------|
| A. Task execution   | Both requests answered fully, with details and examples that fit the situation                 | 0-3    |
| B. Organization     | Logical order and linking words that help the reader                                           | 0-2    |
| C. Language control | Variety of vocabulary and structures, culturally relevant expressions, an appropriate register | 0-3    |

Start by marking the sender, the relationship, and every question mark or request word (请问, 能不能, 你希望). Decide the **register** at once. Use 您 and polite verbs for a principal, teacher or elder; use 你 and a warmer tone for a friend. Then follow a repeating pattern: greeting, thanks for the message, answer to request 1 with reason and example, answer to request 2 with reason and example, an extra polite question, and a closing.

Email frame

Greeting: 刘校长：您好！ / 小华：你好！  
Opening: 谢谢您的来信 / 收到你的邮件我很高兴  
Answer 1: 关于..., 我认为/我建议... 因为... 比如...  
Answer 2: 至于..., 我可以... 如果需要的话...  
Closing: 祝您工作顺利！ / 盼望你的回信！ then your name and date.

**Details and examples** are what raise Task Execution from 2 to 3. A bare answer such as 我想做游戏 answers the request but gives the reader nothing to picture. Add a reason (因为), a specific example (比如) and, when natural, a time, place, name or number. Cultural appropriateness matters too: thank a teacher before requesting anything, avoid giving orders, offer help, and use seasonal wishes when the date suggests a holiday. Before you submit, reread the email once more and confirm that each request has its own paragraph.

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## Register markers

Formal: 您, 请问, 麻烦您, 能不能请您, 感谢, 此致敬礼 / 祝您身体健康

Informal: 你, 好久不见, 太棒了, 有空儿, 保重, 祝好, 下次见

Polite requests: 请问您能不能...? / 如果方便的话, ...

Offer: 如果需要的话, 我可以...; 我很愿意...; 没问题。

### EXAMPLE 1

Email from Teacher Zhang (Chinese Club advisor): 我们要举办中文文化日。1) 你希望做什么活动? 为什么? 2) 你能不能当志愿者? 什么时候有时间? Type a reply.

#### SOLUTION

Model reply: 张老师:

您好!

感谢您的邮件。我很高兴能参加中文俱乐部的文化日活动。

关于活动, 我建议做一次包饺子比赛。因为饺子是中国北方春节最重要的食物, 大家一起包饺子, 不但可以练习汉语, 还可以了解家人团圆的传统。比如, 我们可以请同学们用中文介绍自己的家人, 一边包一边聊天。

关于志愿者, 我很愿意帮忙。我下星期三和星期五下午三点以后有时间, 可以帮忙布置教室, 也可以去超市买面粉和肉。如果需要的话, 我还可以请两个朋友一起来。

请问我们需要提前交报名表吗? 麻烦您告诉我。

谢谢您!

祝

工作顺利!

学生 李明

十月二十日

English gist: Thanks; I suggest a dumpling-making contest because dumplings symbolize reunion at the Spring Festival and allow practice of Chinese. I am free next Wednesday and Friday after 3 pm, can arrange the room or shop, and can bring two friends. Do we need a registration form?

Scoring: A 3 (both requests answered with reasons, examples, availability); B 2 (关于活动, 关于志愿者, 如果需要的话); C 3 (您 and 麻烦您, 不但...而且 pattern, 团圆 cultural detail). Pinyin of key sentence: guān yú zhì yuàn zhě, wǒ hěn yuàn yì bāng máng.

### EXAMPLE 2

Email from your friend Xiaohua in Beijing: 下个月我就去你家了! 1) 你最想去哪些地方玩? 2) 我应该给你的家人带什么礼物? Type a reply.

#### SOLUTION

Model reply: 小华:

你好!

收到你的邮件我太高兴了! 终于要见面了!

你问我想去哪儿玩。我最想去故宫, 因为我在课上学过很多关于它的故事。另外, 我还想尝尝正宗的北京烤鸭, 听说一定要卷在薄饼里吃, 是吗? 如果你有时间, 我们也可以去逛逛胡同, 骑着自行车拍照。

关于礼物, 你不用特别准备, 不过我妈妈喜欢喝茶, 要是你能带一点家乡的茶叶, 她一定会很开心。我们家人也想送你一件小礼物, 你喜欢什么颜色的围巾?

你坐的飞机几点到? 我和爸爸去机场接你。

盼望见面!

你的朋友

小明

English gist: I most want to see the Palace Museum, taste Peking duck and bike through hutongs; bring tea for my mother and tell me your arrival time.

Scoring: A 3; B 2; C 3 (informal 你, 盼望, 要是...一定..., culturally relevant 茶叶, 烤鸭). Pinyin: pàn wàng jiàn miàn!

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- ◆ Score 1 on task: one request is answered, the other is missing or vague.
- ◆ Score 2: both are answered, but with few details or examples.
- ◆ Score 3: both are answered clearly, each with a reason, an example and a concrete detail.
- ◆ To raise any reply, add one sentence per request that starts with 比如 or 因为, and finish with a polite question to the sender, such as the time, place or preferred format.

### Exam tip

Do not answer only one question. Underline both requests before writing and tick them off at the end. Never switch between 你 and 您 in the same email. Add one extra question at the end (a time, a place, a preference) to show natural interaction. In writing, check each character; a typed pinyin that selects the wrong character can change the meaning.

## Practice

### SET A Check Your Understanding

Answer each item.

- How many requests does the email contain, and what must a reply do?
- Choose 你 or 您 and explain: an email to your school principal; an email to a friend your own age.
- Rewrite politely: 你告诉我时间。
- Give a polite closing for (a) a teacher and (b) a friend.
- Expand this thin answer into three sentences with a reason and an example: 我想去公园。

### SET B Exam-Style Multiple Choice

Read the email and choose the best answer. 发件人: 王老师 邮件主题: 书法比赛 同学们: 学校下个月要举办书法比赛。请问你想不想参加? 如果参加, 你想写什么内容? 另外, 比赛那天我需要几位同学帮忙布置教室, 你有没有时间? 请尽快回复我。谢谢!

- 王老师是谁?  
(A) 同学 (B) 朋友 (C) 老师 (D) 校长
- 哪两件事需要学生回答?  
(A) 去哪里买纸和笔 (B) 比赛几点开始 (C) 谁当裁判  
(D) 是否参加比赛和写什么内容
- 老师还要学生做什么?  
(A) 说明有没有时间帮忙布置教室 (B) 写一封英文信 (C) 带笔墨  
(D) 在家练字一个月
- 回复邮件时, 哪个称呼最合适?  
(A) 小王: 嗨! (B) 王老师: 您好! (C) 王同学: 你好! (D) 老王, 你好吗?
- 下面哪句话最能展示学生的礼貌和细节?  
(A) 我不知道。 (B) 好。  
(C) 我想参加, 请问报名要交钱吗? 我可以写「静」字, 因为我喜欢安静的感觉。 (D) 没有时间。

### SET C Apply and Extend

Write a reply of 100-180 characters for each. Answer every request.

- Email from Principal Chen (formal): 学校想增加一门课。1) 你希望学校开什么课? 为什么? 2) 你认为这门课对学生有什么好处?
- Email from your friend Lin (informal): 暑假你来我家, 我想带你去玩。1) 你想做什么? 2) 你有没有不吃的东西?
- Email from a neighbor (semi-formal): 我们社区要办中秋晚会。1) 你能表演什么节目? 2) 你能不能帮忙准备食物?

## 5.3 Free-Response Practice: Writing: Story Narration and Email Response

Four timed writing tasks in the real exam formats: two story narrations from four pictures and two email replies. Type your answers, then compare with the model and rubric.

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Scoring: Story Narration and Email Response are each scored out of 8 points (narrative development or task execution 3, organization 2, language control 3). The two writing tasks share 30 minutes on the exam; practice each in about 13-15 minutes. Pictures are described in words here, and on the exam they appear on screen. Use all four pictures or answer both requests, and keep a consistent register.

### QUESTION 1 Story Narration: The Singing Contest

Imagine you are writing a story shown in four pictures for a class assignment. Narrate a complete story that follows the order of the pictures. (13-15 minutes.) Picture 1: A boy named Xiaogang reads a poster for a Chinese singing contest on the school board. Picture 2: At home he practices singing while his mother listens at the door. Picture 3: On stage, he looks nervous and holds the microphone, forgetting the words. Picture 4: He stands with his parents holding a certificate, and the audience applauds.

1. Write the story using all four pictures, details, linking words and at least one cultural or setting detail.

### QUESTION 2 Story Narration: Making Zongzi

Narrate a complete story that follows the four pictures in order. (13-15 minutes.) Picture 1: A girl, Linlin, watches her grandmother wrap zongzi on a table before the Dragon Boat Festival. Picture 2: Linlin's zongzi falls apart with rice scattered on the table; she looks upset. Picture 3: Grandmother holds Linlin's hands, teaching her how to tie the string. Picture 4: Linlin hands a neat zongzi to a neighbor while a dragon boat race plays on TV.

2. Write the story using all four pictures, with relevant details, dialogue and linking words.

### QUESTION 3 Email Response: Welcoming an Exchange Student

Read the email and type a reply. (13-15 minutes.) Email from Teacher Zhou (exchange program coordinator): 下个月，一位来自上海的交换生要住在你家。1) 你打算怎样欢迎他？2) 你们家有哪些生活习惯需要提前告诉他？请你回信。

3. Write a formal reply that answers both questions with details and examples.

### QUESTION 4 Email Response: Teaching a Friend to Cook

Read the email and type a reply. (13-15 minutes.) Email from your friend Xiaolin in Shanghai: 我想学做一道你们那里的菜。1) 你们那里有什么有名的菜？2) 做这道菜需要什么材料，在哪里买？请你回信。

4. Write an informal reply that answers both requests, with reasons and examples.

## Answers

## Chapter 5: Answers and Explanations

Answers for every practice problem, numbered to match. Read the explanation even when your answer is correct.

### 5.1 Story Narration: Telling a Story from Four Pictures

#### SET A · CHECK YOUR UNDERSTANDING

1. Narrative development 0-3, organization 0-2, language control 0-3; total 8.
2. (a) beginning; (b) middle; (c) end. A story needs a clear setting, an event or problem, and a result.
3. Model: 一天下午，小明高高兴兴地走在回家的路上。没想到突然下起雨来，可是他没带伞。他只好用书包挡着头跑回家。回到家以后，妈妈马上给他准备了热姜汤。The model uses time words, cause and result, and an action.
4. Model: 春节的时候，奶奶笑着把一个红包放在我手里，说：「新年快乐，好好学习！」我高兴地说了一声谢谢。It adds a custom (红包) and a quote.
5. 过. 他去过上海 expresses past experience; 了 would mean a completed single trip.

#### SET B · EXAM-STYLE MULTIPLE CHOICE

6. C. It sets time, place and characters. A, C and D are an ending, a feeling, and a result.
7. A. 突然 means suddenly and introduces an interruption. 虽然 and 如果 need matching clauses, 而且 adds, not interrupts.
8. D. It has action, a character's emotion and dialogue. A is a bare description and B and C are opinions.
9. B. 被 marks the passive with the agent 风. 把 would put the object before the verb with the doer as subject.
10. C. 正在 marks an action in progress; 了 marks completion and 过 experience.

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## SET C · APPLY AND EXTEND

11. 元宵节的晚上，小美和爸爸一起去逛夜市。夜市里人很多，到处都挂着漂亮的灯笼。小美停在一个灯笼摊前，正想买一盏，才发现钱包不见了。她急得满头大汗，对爸爸说：「怎么办？」
- 就在这时，一位摊主举着一个粉色的钱包，大声喊：「小姑娘，这是你的吗？」原来是小美刚才不小心掉在地上的。小美高兴极了，连忙说谢谢。最后，她买了一盏兔子灯，心里想：好人真多。
- Pinyin: yuán xiāo jié de wǎn shàng, xiǎo měi hé bà bà yì qǐ qù guàng yè shì. yè shì lǐ rén hěn duō, dào chù dōu guà zhe piào liàng de dēng lóng. xiǎo měi tíng zài yí gè dēng lóng tān qián, zhèng xiǎng mǎi yī zhǎn, cái fā xiàn qián bāo bú jiàn le. tā jí dé mǎn tóu dà hàn, duì bà bà shuō : 「 zěn me bàn ? 」
- jiù zài zhè shí, yī wèi tān zhǔ jǔ zhe yí gè fēn sè de qián bāo, dà shēng hǎn : 「 xiǎo gū niáng, zhè shì nǐ de ma ? 」 yuán lái shì xiǎo měi gāng cái bù xiǎo xīn diào zài dì shàng de. xiǎo měi gāo xìng jí le, lián máng shuō xiè xiè. zuì hòu, tā mǎi le yī zhǎn tù zǐ dēng, xīn lǐ xiǎng: hǎo rén zhēn duō.
- English: At the Lantern Festival Mei loses her wallet at a night market; a stall owner returns it and she buys a rabbit lantern.
- Scoring: A 3 (all pictures, quotes, relevant details); B 2 (就在这时, 原来, 最后); C 3 (急得满头大汗, 连忙, cultural festival 元宵节).
12. 考试的前一天，小丽在图书馆认真地复习数学。突然，她的手机响了，是同学小云打来的，她说有几道题不会做。小丽想了想，决定帮她。她们坐在同一张桌子旁，小丽一边讲一边写，小云听懂了，开心地说：「谢谢你！」第二天考完试，两个人一起走出教室，脸上都带着笑容。小丽发现，教别人也是复习的好办法。
- Pinyin: kǎo shì de qián yī tiān, xiǎo lì zài tú shū guǎn rèn zhēn dì fù xí shù xué. tū rán, tā de shǒu jī xiǎng le, shì tóng xué xiǎo yún dǎ lái de, tā shuō yǒu jǐ dào tí bú huì zuò. xiǎo lì xiǎng le xiǎng, jué dìng bāng tā. tā men zuò zài tóng yī zhāng zhuō zi páng, xiǎo lì yī biān jiǎng yī biān xiě, xiǎo yún tīng dǒng le, kāi xīn dì shuō : 「 xiè xiè nǐ ! 」 dì èr tiān kǎo wán shì, liǎng gè rén yì qǐ zǒu chū jiào shì, liǎn shàng dōu dài zhe xiào róng. xiǎo lì fā xiàn, jiào bié rén yě shì fù xí de hǎo bàn fǎ.
- English: On the eve of an exam Lili helps Xiaoyun; both leave smiling and Lili realizes teaching helps her review.
- Scoring: A 3 (complete, includes insight); B 2 (突然, 一边...一边, 第二天); C 2-3 (决定, 带着笑容).
13. Model: 中秋节的下午，小林高兴地去超市。首先，他看了很多种月饼，最后选了一盒莲蓉月饼，因为他想送给爷爷奶奶。买完以后，他马上回家，一路上心里想着全家人团圆的样子。Points added: 中秋节 and 月饼 as cultural details, 首先/最后 as connectors, 高兴 as a feeling. The weak version lists actions only.

## 5.2 Email Response: Replying Appropriately and Fully

## SET A · CHECK YOUR UNDERSTANDING

- Two requests for information; the reply must answer both with relevant details and examples.
- You write 您 to the principal to show respect, and 你 to the friend, as it keeps a close, warm tone.
- Model: 请问您能不能告诉我活动的具体时间？ or 麻烦您告诉我具体的时间。It adds 请问 and a conditional softener.
- (a) 祝您工作顺利！或 此致 敬礼。(b) 盼望你的回信！或 祝好！
- Model: 我最想去公园，因为那里很安静。比如，我可以和朋友在湖边散步、聊天。我们还可以带一些水果，在草地上野餐。It names a place, a reason and an example.

## SET B · EXAM-STYLE MULTIPLE CHOICE

- C. The sender signs as a teacher (老师) and addresses students. A and B ignore the title and D would be a principal.
- A. The final request is whether you have time to help set up the classroom. B, C and D add tasks that are not in the email.
- C. It answers with a detail (the character 静 and the reason) and adds a polite question. The others are short or unhelpful.
- D. The email asks whether you will take part and what you would write. A, B and C are logistics the email never asks the student to answer.
- B. A teacher is addressed with the title and 您. A, C and D use casual or wrong titles.

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## SET C · APPLY AND EXTEND

## 11. 陈校长：

您好！

谢谢您的邮件。我希望学校开一门书法课，因为书法是中国文化很重要的一部分，学生可以学到汉字的美。

这门课有很多好处。比如，写毛笔字需要安静，能让学生冷静下来；另外，大家还可以了解汉字的历史。

谢谢您考虑我的建议。

祝工作顺利！

学生 王雨

Pinyin: chén xiào zhǎng :

nín hǎo !

xiè xiè nín de yóu jiàn. wǒ xī wàng xué xiào kāi yī mén shū fǎ kè, yīn wèi shū fǎ shì zhōng guó wén huà hěn zhòng yào de yī bù fèn, xué shēng kě yǐ xué dào hàn zì de měi .

zhè mén kè yǒu hěn duō hǎo chù. bǐ rú, xiě máo bǐ zì xū yào ān jìng, néng ràng xué shēng lěng jìng xià lái; lìng wài, dà jiā hái kě yǐ liǎo jiě hàn zì de lì shǐ .

xiè xiè nín kǎo lǚ wǒ de jiàn yì .

zhù gōng zuò shùn lì !

xué shēng wáng yǔ

English: I would like a calligraphy course, because it shows the beauty of characters; it calms students and teaches character history.

Scoring: A 3 (both requests, reason and examples); B 2 (因为, 比如, 另外); C 3 (您, 谢谢您考虑).

## 12. 小林：

您好！

收到你的信我太高兴了！我最想去吃火锅，还想去爬山，因为我听说你们那里的风景很美。

关于食物，我什么都吃，不过我不太能吃很辣的菜，所以请把辣度调低一点。

你说我们坐火车去还是自己开车去？盼望你的回信！

你的朋友

小明

Pinyin: xiǎo lín :

nǐ hǎo !

shōu dào nǐ de xìn wǒ tài gāo xìng le! wǒ zuì xiǎng qù chī huǒ guō, hái xiǎng qù pá shān, yīn wèi wǒ tīng shuō nǐ men nà lǐ de fēng jǐng hěn měi .

guān yú shí wù, wǒ shén me dōu chī, bù guò wǒ bù tài néng chī hěn là de cài, suǒ yǐ qǐng bǎ là dù diào dī yì diǎn .

nǐ shuō wǒ men zuò huǒ chē qù hái shì zì jǐ kāi chē qù? pàn wǎng nǐ de huí xìn !

nǐ de péng yǒu

xiǎo míng

English: I would like hotpot and hiking; I can eat anything but not very spicy food.

Scoring: A 3 (answers both with detail); B 2; C 2-3 (informal, 不过, 盼望).

## 13. 李阿姨：

您好！

谢谢您邀请我参加中秋晚会。我会弹钢琴，所以我想表演一首《月亮代表我的心》，这首歌很适合中秋节。

如果需要的话，我也可以帮忙准备食物。我可以帮您做月饼或者切水果，下星期六下午我有空。

请问我需要几点到？

祝您全家中秋快乐！

小张

Pinyin: lǐ ā yí :

nín hǎo !

xiè xiè nín yāo qǐng wǒ cān jiā zhōng qiū wǎn huì. wǒ huì tán gāng qín, suǒ yǐ wǒ xiǎng biǎo yǎn yī shǒu "yuè liàng dài biǎo wǒ de xīn" , zhè shǒu gē hěn shì hé zhōng qiū jié .

rú guǒ xū yào de huà, wǒ yě kě yǐ bāng máng zhǔn bèi shí wù. wǒ kě yǐ bāng nín zuò yuè bǐng huò zhě qiē shuǐ guǒ, xià xīng qī liù xià wǔ wǒ yǒu kòng .

qǐng wèn wǒ xū yào jǐ diǎn dào ?

zhù nín quán jiā zhōng qiū kuài lè !

xiǎo zhāng

English: I can play the piano and perform a moon song, and I can help make mooncakes next Saturday afternoon.

Scoring: A 3; B 2; C 3 (您 for a neighbor elder, cultural 月饼, 月亮代表我的心).

## 5.3 Free-Response Practice: Writing: Story Narration and Email Response

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## QUESTION 1 · STORY NARRATION: THE SINGING CONTEST

1. 星期一早上，小刚在学校的公告栏前看到一张海报，上面写着：「中文歌唱比赛，欢迎大家报名！」他一直很喜欢唱歌，就马上决定参加。

从那天起，小刚每天放学回家都认真地练习。妈妈在门外听着，笑着说：「你唱得越来越好了！」可是小刚还是有一点儿紧张。

比赛那天，他走上舞台，灯光一亮，突然忘了歌词。他的手都出汗了，台下的同学们安静地等着。过了一会儿，他深深地吸了一口气，想起了妈妈说的话，终于继续唱了下去。

唱完以后，大家都热烈地鼓掌。小刚得了第二名，他拿着奖状和爸爸妈妈一起拍了照。他高兴地说：「只要不放弃，就一定要有收获！」

Pinyin: xīng qī yī zǎo shàng, xiǎo gāng zài xué xiào de gōng gào lán qián kàn dào yī zhāng hǎi bào, shàng miàn xiě zhe : 「zhōng wén gē chàng bǐ sài, huān yíng dà jiā bào míng !」 tā yì zhí hěn xǐ huān chàng gē, jiù mǎ shàng jué dìng cān jiā 。

cóng nà tiān qǐ, xiǎo gāng měi tiān fàng xué huí jiā dōu rèn zhēn dì liàn xí. mā ma zài mén wài tīng zhe, xiào zhe shuō : 「nǐ chàng dé yuè lái yuè hǎo le !」 kě shì xiǎo gāng hái shì yǒu yí diǎn er jǐn zhāng 。

bǐ sài nà tiān, tā zǒu shàng wǔ tái, dēng guāng yí liàng, tū rán wàng le gē cí. tā de shǒu dōu chū hàn le, tái xià de tóng xué men ān jìng dì děng zhe. guò le yí huì er, tā shēn shēn dì xī le yí kǒu qì, xiǎng qǐ le mā ma shuō de huà, zhōng yú jì xù chàng le xià qù 。

chàng wán yǐ hòu, dà jiā dōu rè liè dì gǔ zhǎng. xiǎo gāng dé le dì èr míng, tā ná zhe jiǎng zhuàng hé bà ba mā ma yì qǐ pāi le zhào. tā gāo xìng dì shuō : 「zhǐ yào bù fàng qì, jiù yí dìng huì yǒu shōu huò !」

English: Xiaogang sees a poster for a Chinese singing contest, practices, forgets the lyrics on stage, remembers his mother's encouragement, finishes the song, and takes second place.

Scoring points: A 3: all four pictures with feelings and quotations, plus a moral; B 2: 从那天起, 比赛那天, 过了一会儿, 终于, 唱完以后; C 3: 越来越, 突然, 只要...就..., 深深地吸了一口气. To raise a weaker version: add a quote for the mother, a cause for nervousness, and a connector for each picture.

## QUESTION 2 · STORY NARRATION: MAKING ZONGZI

2. 端午节前的一个下午，林林跟着奶奶学包粽子。奶奶先把糯米和红枣放在粽叶里，一边包一边讲屈原的故事，林林听得很认真。

轮到林林自己包的时候，她包得太松，粽子一拿起来就散了，米掉了一桌子。林林难过地说：「我真笨，我不会包！」

奶奶没有生气，笑着握住她的手，慢慢地教她怎么把线绕紧。「别着急，多做几次就会了。」奶奶说。

晚上，林林终于包好了一个漂亮的粽子。她把粽子送给邻居，大家边吃边看电视里的龙舟比赛，都夸她手巧。林林觉得，过节不只是吃东西，也是把传统传下去。

Pinyin: duān wǔ jié qián de yí gè xià wǔ, lín lín gēn zhe nǎi nǎi xué bāo zòng zi. nǎi nǎi xiān bǎ nuò mǐ hé hóng zǎo fàng zài zòng yè lǐ, yí biān bāo yí biān jiǎng qū yuán de gù shì, lín lín tīng dé hěn rèn zhēn 。

lún dào lín lín zì jǐ bāo de shí hòu, tā bāo dé tài sōng, zòng zi yí ná qǐ lái jiù sàn le, mǐ diào le yí zhuō zi. lín lín nán guò dì shuō : 「wǒ zhēn bèn, wǒ bú huì bāo !」

nǎi nǎi méi yǒu shēng qì, xiào zhe wò zhù tā de shǒu, màn màn dì jiāo tā zěn me bǎ xiàn rào jǐn 。「bié zhāo jí, duō zuò jǐ cì jiù huì le 。」 nǎi nǎi shuō 。

wǎn shàng, lín lín zhōng yú bāo hǎo le yí gè piào liàng de zòng zi. tā bǎ zòng zi sòng gěi lín jū, dà jiā biān chī biān kàn diàn shì lǐ de lóng zhōu bǐ sài, dōu kuā tā shǒu qiǎo. lín lín jué de, guò jié bù zhǐ shì chī dōng xī, yě shì bǎ chuán tǒng chuán xià qù 。

English: Linlin learns to wrap zongzi from her grandmother, fails the first time, is taught patiently, and finally shares a neat zongzi with neighbors on the festival.

Scoring points: A 3: complete, consistent with all pictures, dialogue, emotion; B 2: 先, 轮到, 晚上, 终于; C 3: 一...就..., 边...边, 把线绕紧 pattern with 把, culturally relevant (屈原, 龙舟). To raise: use a different link than 然后, and add one sentence on why the grandmother is patient.

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## QUESTION 3 · EMAIL RESPONSE: WELCOMING AN EXCHANGE STUDENT

## 3. 周老师：

您好！

谢谢您的邮件。我们全家都非常期待欢迎来自上海的交换生。

关于欢迎的办法，我打算在他到的那天去机场接他，还会准备一个欢迎牌。晚上，我妈妈会做一顿我们这里的传统晚饭，比如烤火鸡和南瓜派，让他尝一尝。周末，我想带他去市中心的博物馆和海边，让他了解我们这里的生活。

关于家里的习惯，我想提前告诉他：我们家吃饭的时候大家一起坐在桌子旁，不看手机。晚上十点以后要安静，因为弟弟要睡觉。另外，我们家有一只小狗，如果他不喜欢狗，请告诉我。

请问他有没有特别的饮食要求？麻烦您告诉我。

谢谢您！

祝您工作顺利！

学生 陈东

Pinyin: zhōu lǎo shī :

nín hǎo !

xiè xiè nín de yóu jiàn. wǒ men quán jiā dōu fēi cháng qī dài huān yíng lái zì shàng hǎi de jiāo huàn shēng 。

guān yú huān yíng de bàn fǎ, wǒ dǎ suàn zài tā dào de nà tiān qù jī chǎng jiē tā, hái huì zhǔn bèi yí gè huān yíng pái. wǎn shàng, wǒ mā ma huì zuò yí dùn wǒ men zhè lǐ de chuán tǒng wǎn fàn, bǐ rú kǎo huǒ jī hé nán guā pài, ràng tā cháng yí cháng. zhōu mò, wǒ xiǎng dài tā qù shì zhōng xīn de bó wù guǎn hé hǎi biān, ràng tā liǎo jiě wǒ men zhè lǐ de shēng huó 。

guān yú jiā lǐ de xí guàn, wǒ xiǎng tí qián gào sù tā: wǒ men jiā chí fàn de shí hòu dà jiā yì qǐ zuò zài zhuō zi páng, bù kàn shǒu jī. wǎn shàng shí diǎn yǐ hòu yào ān jìng, yīn wèi dì dì yào shuì jiào. lìng wài, wǒ men jiā yǒu yí zhī xiǎo gǒu, rú guǒ tā bù xǐ huān gǒu, qǐng gào sù wǒ 。

qǐng wèn tā yǒu méi yǒu tè bié de yǐn shí yāo qiú? má fán nín gào sù wǒ 。

xiè xiè nín !

zhù nín gōng zuò shùn lì !

xué shēng chén dōng

English: I plan to meet him at the airport, prepare a welcome sign, cook a traditional dinner and take him to the museum and seaside. I will tell him our family eats together without phones and keeps quiet after 10 pm; we have a dog.

Scoring points: A 3: both requests answered with specific details and examples; B 2: 关于..., 关于..., 另外; C 3: formal 您, 麻烦您, 期待, a variety of structures (如果..., 因为..., 比如), appropriate register. To raise a weaker version: add 比如 to every list, ask a polite follow-up question, and sign with a closing.

## QUESTION 4 · EMAIL RESPONSE: TEACHING A FRIEND TO COOK

## 4. 小林：

你好！

收到你的邮件我太高兴了！你想学做菜，这个主意真棒！

我们这里最有名的菜是芝士通心粉，还有烤肉。我觉得你应该试试烤肉，因为它做起来不难，而且很好吃。每年夏天，我们全家都会在院子里烤肉，朋友们也常来。

做烤肉需要牛肉、洋葱、盐和黑胡椒，还需要烤架。这些东西你可以在超市买到，超市里有一个专门的肉类区。如果你来的时候不好买，我可以先帮你准备好。

你喜欢吃辣的吗？告诉我，我好调整做法。期待早点见面！

你的朋友

小东

Pinyin: xiǎo lín :

nǐ hǎo !

shōu dào nǐ de yóu jiàn wǒ tài gāo xìng le! nǐ xiǎng xué zuò cài, zhè ge zhǔ yì zhēn bàng !

wǒ men zhè lǐ zuì yǒu míng de cài shì zhī shì tōng xīn fěn, hái yǒu kǎo ròu. wǒ jué de nǐ yīng gāi shì shì kǎo ròu, yīn wèi tā zuò qǐ lái bù nán, ér qiě hěn hǎo chī. měi nián xià tiān, wǒ men quán jiā dōu huì zài yuàn zi lǐ kǎo ròu, péng yǒu men yě cháng cháng lái 。

zuò kǎo ròu xū yào niú ròu, yáng cōng, yán hé hēi hú jiāo, hái xū yào kǎo jià. zhè xiē dōng xī nǐ kě yǐ zài chāo shì mǎi dào, chāo shì lǐ yǒu yí gè zhuān mén de ròu lèi qū. rú guǒ nǐ lái de shí hòu bù hǎo mǎi, wǒ kě yǐ xiān bāng nǐ zhǔn bèi hǎo 。

nǐ xǐ huān chī là de ma? gào sù wǒ, wǒ hǎo tiáo zhěng zuò fǎ. qī dài zǎo diǎn jiàn miàn !

nǐ de péng yǒu

xiǎo dōng

English: Our famous dishes include mac and cheese and barbecue; I recommend barbecue and list ingredients and where to buy them, and I ask if my friend likes spice.

Scoring points: A 3: both requests with reasons and details; B 2: 因为, 而且, 如果, 还需要; C 2-3: informal 你, 太棒了, 期待, adequate variety. For a higher score, add a culturally relevant explanation, for example why families grill together in summer, and use one connector pair like 虽然...但是...

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# Chapter 6: Language Toolkit.

2 sections with explanations and worked examples, then 26 practice problems. Answers and full explanations are at the end of the chapter.

## 6.1 Grammar and Structures That Earn Points

Scorers reward a variety of structures used correctly. This lesson gives you the patterns that matter most at this level, with the rule, a gloss, and the trap for each.

Chinese verbs do not change form, so meaning comes from word order, particles, and complements. Master a small set of patterns and use them on purpose in every speaking and writing answer. Start with **measure words**: a number or 这/那 before a noun needs a measure word, as in 一本书 (yì běn shū, a book).

| Measure word | Used for                              | Example and gloss                    |
|--------------|---------------------------------------|--------------------------------------|
| 本 běn        | books, magazines                      | 三本杂志 sān běn zázhì (three magazines) |
| 张 zhāng      | flat things: paper, tables, tickets   | 一张票 yì zhāng piào (a ticket)         |
| 条 tiáo       | long thin things: rivers, fish, roads | 一条河 yì tiáo hé (a river)             |
| 位 wèi        | people, polite                        | 两位老师 liǎng wèi lǎoshī (two teachers) |
| 件 jiàn       | clothes, matters                      | 一件事 yì jiàn shì (one matter)         |
| 家 jiā        | shops, companies, families            | 一家餐厅 yì jiā cāntīng (a restaurant)   |
| 座 zuò        | bridges, mountains, buildings         | 一座桥 yì zuò qiáo (a bridge)           |
| 封 fēng       | letters, emails                       | 一封邮件 yì fēng yóujiàn (an email)      |

Next, the three **aspect particles** show how an action unfolds, not the time of day. 了 marks a completed or changed situation, 过 marks an experience at some point in life, and 着 marks a continuing state.

| Particle | Meaning                          | Example and gloss                                                  | Negative                  |
|----------|----------------------------------|--------------------------------------------------------------------|---------------------------|
| 了 le     | completed action / new situation | 我昨天买了一本书。Wǒ zuótiān mǎile yì běn shū. (I bought a book yesterday.) | 没(有) + verb, no 了         |
| 过 guo    | has ever done                    | 我去过北京。Wǒ qùguo Běijīng. (I have been to Beijing.)                  | 没去过                       |
| 着 zhe    | ongoing state                    | 门开着。Mén kāizhe. (The door is open.)                                | 门没开 (mén méi kāi) / 门是关着的 |

### Complements: attach the result to the verb

Result: verb + 完/好/到/懂/见 - 作业写完了 (zuòyè xiěwán le, the homework is finished); 我听懂了 (wǒ tīngdǒng le, I understood by listening).

Direction: verb + 上/下/进/出/回/过/起 (+ 来/去) - 请把书拿出来 (qǐng bǎ shū ná chūlai, please take the book out).

Potential: verb + 得/不 + complement - 我看得见 (wǒ kàn de jiàn, I can see it); 我听不懂 (wǒ tīng bu dǒng, I can't understand).

The **把 structure** moves the object before the verb to show what you do to it. The object must be known (definite), and the verb must end with a result, direction, or 了, never a bare verb. The **被 structure** is the passive: the receiver comes first, and the doer (if mentioned) comes after 被. It often marks something unfortunate or unexpected.

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## Formulas

把: Subject + 把 + object + verb + complement/了 - 我把作业做完了。(Wǒ bǎ zuòyè zuòwán le. I finished the homework.)

被: Receiver + 被 + (doer) + verb + complement/了 - 我的自行车被弟弟骑走了。(Wǒ de zìxíngchē bèi dìdì qí zǒu le. My bike was ridden away by my brother.)

是...的: stress when/where/how of a past event - 我是去年来这儿的。(Wǒ shì qùnián lái zhèr de. It was last year that I came here.)

Comparison: A 比 B + adjective (+ amount) - 他比我高五厘米。(Tā bǐ wǒ gāo wǔ límǐ. He is 5 cm taller than me.) A 没有 B + (那么) adjective - 上海没有北京那么冷。(Shànghǎi méiyǒu Běijīng nàme lěng. Shanghai isn't as cold as Beijing.)

Connectors link ideas into paragraph-level discourse, which is what organization rows reward: 虽然...但是 (suīrán...dànshì, although...still), 因为...所以 (yīnwèi...suǒyǐ, because...so), 要是...就 (yàoshi...jiù, if...then), 不但...而且 (búdàn...érqiě, not only...but also). Use each pair together, and remember that in Chinese the condition or reason clause comes first.

### EXAMPLE 1: BUILD A 把 SENTENCE

Prompt: Say that you put your passport in your bag (already done).

#### SOLUTION

Identify the object: 护照 (hùzhào, passport), known to both people, so 把 works.

Choose a verb with a result or location: 放在包里 (fàng zài bāo li, put in the bag).

Place the object before the verb: 我把护照放在包里了。(Wǒ bǎ hùzhào fàng zài bāo li le.)

Check: the verb has a complement (在包里) and 了, so the sentence is complete.

### EXAMPLE 2: COMBINE IDEAS WITH CONNECTORS

Combine: 天气不好。我们去爬山了。(The weather was bad. We went hiking.)

#### SOLUTION

The relationship is contrast, so use 虽然...但是.

虽然天气不好, 但是我们还是去爬山了。(Suīrán tiānqì bù hǎo, dànshì wǒmen hái shì qù pá shān le.)

Adding 还是 (háishi, still) and 了 (completed) improves naturalness. Dropping 但是 would be a common error in learner Chinese.

| Register      | Informal | Formal                             |
|---------------|----------|------------------------------------|
| you           | 你 nǐ     | 您 nín (elders, principals)         |
| asking        | 能不能...?  | 请问, 能否...? (qǐngwèn, néngfǒu)      |
| email closing | 再见 / 回头聊 | 此致敬礼 (cǐzhì jìnglǐ) / 祝好 (zhù hǎo) |
| thanks        | 谢谢啦      | 非常感谢 (fēicháng gǎnxiè)             |

## Common mistakes

Do not add 了 to a negative past (我没吃了早饭 is wrong; say 我没吃早饭). Do not put 很 after 比 (他比我很高 is wrong; say 他比我高 or 他比我高多了). Do not use 把 with a bare verb or an unknown object. For writing, choose the right de: 的 (possession), 得 (after verb, degree), 地 (before verb, manner); and 在 (at) versus 再 (again).

## Practice

### SET A Check Your Understanding

Answer as directed. Give pinyin for new sentences when you can.

- Choose the measure word: 一\_\_桥, 一\_\_鱼, 一\_\_信, 一\_\_老师 (polite).
- Correct the errors: (a) 他比我很高。 (b) 我没吃了早饭。 (c) 我把书看。
- Say in Chinese using 把: Please put the books on the table.
- Explain the difference between 我去过上海 and 我去了上海。
- Join with 虽然...但是: 这家餐厅很贵。很多人去。

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**SET B Exam-Style Multiple Choice**

Choose the best word or pair to complete each sentence.

6. 妈妈让我把窗户\_\_\_\_\_。  
(A) 关 (B) 关得 (C) 关上 (D) 关过
7. 北京的冬天\_\_\_\_\_上海那么暖和。  
(A) 没有 (B) 比 (C) 很 (D) 更
8. 小李的手机\_\_\_\_\_小偷偷走了。  
(A) 把 (B) 对 (C) 向 (D) 被
9. 你\_\_\_\_\_什么时候到北京的？  
(A) 有 (B) 是 (C) 在 (D) 被
10. \_\_\_\_\_明天下雨，我们\_\_\_\_\_不去公园了。  
(A) 要是...就 (B) 虽然...但是 (C) 因为...所以 (D) 不但...而且

**SET C Apply and Extend**

Write your answers in Chinese with pinyin for key structures. Model responses list scoring points.

11. Write four to five sentences about a school trip. Use at least one each of 了, 过, a complement, 把 or 被, and two connectors.
12. Rewrite this informal message as the opening and closing of an email to a school principal: 你好！我想问问能不能借教室开会。谢谢，再见！
13. Find and fix five errors: 我昨天去了公园玩。我比我姐姐很高。我没看了那部电影。他把书看。我在读书一遍。

**6.2 Connectors, Expressions, and Register**

Connectors, opinion phrases, and the right level of politeness turn separate sentences into organized, culturally appropriate discourse. Learn them in groups and reuse them in every task.

The Organization row of the writing rubrics and the speaking rubrics asks for a logical progression with a variety of cohesive devices. Using only 和, 因为, and 所以 repeatedly signals a limited set. Use at least one connector from each group below in every extended answer.

| Function         | Connector                                       | Example and gloss                                                                            |
|------------------|-------------------------------------------------|----------------------------------------------------------------------------------------------|
| Sequence         | 首先 shǒuxiān / 然后 ránhòu / 后来 hòulái / 最后 zuìhòu | 首先我们参观了博物馆，然后去吃饭。(First we visited the museum, then we ate.)                                 |
| Addition         | 而且 érqǐè / 另外 lìngwài / 不但...而且                 | 这个公园很大，而且很安静。(The park is big and also quiet.)                                               |
| Contrast         | 但是 dànshì / 可是 kěshì / 然而 rán'ér / 相反 xiāngfǎn  | 我想去，可是没有时间。(I want to go, but I have no time.)                                               |
| Cause and result | 因为...所以 / 由于 yóuyú / 因此 yīncǐ                   | 由于下雨，比赛取消了。(Because of rain, the game was cancelled.)                                        |
| Condition        | 要是...就 / 如果...就 / 只有...才                        | 只有多练习，才能说得流利。(Only by practicing more can you speak fluently.)                               |
| Example          | 比如 bǐrú / 例如 lǐrú / 拿...来说                      | 很多节日，比如端午节，都有特别的食物。(Many holidays, for example the Dragon Boat Festival, have special food.) |
| Conclusion       | 总之 zǒngzhī / 总而言之 / 综上所述                        | 总之，学习语言能让我们了解不同的文化。(In short, language learning helps us understand other cultures.)         |

**Opinion, agreement, and hedging**

Opinion: 我觉得 (wǒ juéde, I feel) / 我认为 (wǒ rènwéi, I think) / 在我看来 (zài wǒ kànlái, in my view)

Agree: 我同意 (wǒ tóngyi) / 你说得对 (nǐ shuō de duì) / 我也这么想 (wǒ yě zhème xiǎng)

Politely disagree: 我的看法有点儿不一样 (wǒ de kànfǎ yǒudiǎnr bù yíyàng) / 我不太同意，因为... (wǒ bù tài tóngyi, yīnwèi...)

Hedge: 可能 / 也许 / 大概 / 一般来说 (yībān lái shuō, generally) / 在某种程度上 (zài mǒu zhǒng chéngdù shàng, to some extent)

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**Register** means the level of formality. Use 您 (nín) and polite verbs for teachers, principals, and elders; use 你 with friends. In email, a formal opening is the person's title plus 您好, such as 尊敬的李老师：您好！(zūnjīng de Lǐ lǎoshī: nín hǎo!), and a typical closing is 此致敬礼 (cǐzhì jìnglǐ) or 祝您身体健康 (zhù nín shēntǐ jiànkāng). For a friend, 嗨 (hāi) and 回头聊 (huítóu liáo, talk later) are fine. Never mix the two: shifting from 您 to 你 lowers the Language Control row.

### Culturally relevant expressions

Responding to praise: 过奖了 (guòjiǎng le, you flatter me), 哪里哪里 (nǎlǐ nǎlǐ, not at all)

Thanks and requests: 麻烦您了 (máfan nín le, sorry to trouble you), 辛苦了 (xīnkǔ le, thank you for your effort)

Opening a request: 请问 (qǐngwèn), 不好意思 (bù hǎoyisi, excuse me)

Closing: 请多多指教 (qǐng duōduō zhǐjiào, I look forward to your guidance)

| Idiom  | Pinyin                | Meaning and use                                        |
|--------|-----------------------|--------------------------------------------------------|
| 熟能生巧   | shú néng shēng qiǎo   | practice makes perfect; for skills such as calligraphy |
| 入乡随俗   | rù xiāng suí sú       | follow local customs; for travel and exchange          |
| 一举两得   | yì jǔ liǎng dé        | kill two birds with one stone                          |
| 事半功倍   | shì bàn gōng bèi      | half the effort, twice the result                      |
| 百闻不如一见 | bǎi wén bù rú yí jiàn | seeing once beats hearing a hundred times              |
| 饮水思源   | yǐn shuǐ sī yuán      | remember where benefits come from; for gratitude       |

In speaking, short fillers buy thinking time without silence: 嗯 (ēn), 这个 (zhège), 那个 (nàge), 就是 (jiùshì), 其实 (qíshí, actually), and 怎么说呢 (zěnmē shuō ne, how shall I put it). Use one or two, not one in every sentence.

#### EXAMPLE 1: UPGRADE A FLAT PARAGRAPH

Flat: 我喜欢旅行。我去了西安。我看了兵马俑。我很高兴。

##### SOLUTION

The sentences are correct but unconnected. Add a reason, sequence, and an example.

Upgraded: 我特别喜欢旅行。比如去年暑假，我去了西安。首先，我参观了兵马俑，然后在回民街吃了很多小吃。总之，这次旅行让我了解了中国的历史，我非常开心。

Added: 比如 (example), 首先...然后 (sequence), 总之 (conclusion), and a result clause.

#### EXAMPLE 2: CHANGE THE REGISTER

Informal text to a friend: 嗨！这个周末你有空吗？我想请你来我家吃饭，回头聊！

Rewrite as an invitation to your teacher.

##### SOLUTION

Change 嗨 to 尊敬的王老师：您好！

Soften the question: 请问您这个周末有空吗？(Qǐngwèn nín zhège zhōumò yǒu kòng ma?)

Rewrite the invitation: 我们全家想请您来家里吃饭，不知道您是否方便？

Close formally: 谢谢您！祝您周末愉快！学生 小林

Match the connector to the real logic of your ideas. A connector is a promise to the reader: 但是 promises a contrast, 因此 promises a result, and 比如 promises an example. If the next clause does not keep that promise, the connector makes the answer more confusing, not better organized. Also remember that Chinese connectors often come in pairs, and the second half should not be dropped in writing.

### Exam tip

Keep a connector card with one item per function and use at least five in each written answer. In speaking, say the connector aloud at the start of each new idea; it also gives you a half-second to plan. Do not pile up idioms: one accurate idiom (熟能生巧) earns more than three forced ones.

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## Practice

### SET A Check Your Understanding

Answer as directed.

- Put these in a logical order and add the missing connector words: 我们坐飞机去北京 / 参观故宫 / 回到酒店休息 / 吃烤鸭.
- Choose a formal or informal closing for (a) a principal and (b) a close friend, and explain.
- Give one phrase for politely disagreeing and one hedging phrase, each with pinyin and gloss.
- What does 入乡随俗 mean and when could you use it in a Project Q&A answer?
- Add 但是 or 然而 to join: 我很想参加比赛。我的腿受伤了。

### SET B Exam-Style Multiple Choice

Choose the best answer.

- 北京的公共交通很方便。\_\_\_\_\_, 地铁线路有很多条。  
(A) 但是 (B) 例如 (C) 相反 (D) 总之
- 你给校长写邮件, 下面哪一个结尾最合适?  
(A) 再见啦! (B) 回头聊! (C) 此致敬礼 (D) 拜拜
- 他每天练习书法, 现在写得越来越好, 真是\_\_\_\_\_  
(A) 入乡随俗 (B) 马马虎虎 (C) 一举两得 (D) 熟能生巧
- 朋友说: 「你的汉语说得真好!」最自然的回答是什么?  
(A) 过奖了, 我还需要多练习 (B) 对, 我是班上最好的 (C) 不用谢  
(D) 没有, 你说错了
- 在讨论中, 下面哪一句最委婉地表示不同意见?  
(A) 你错了。 (B) 这不可能。 (C) 我的看法有点儿不一样。  
(D) 我不要听。

### SET C Apply and Extend

Write in Chinese and add pinyin for key expressions.

- Write five sentences giving your opinion on 'Should students learn a third language?' Include four different connectors, one hedging phrase, and one idiom.
- Write a formal opening and closing for an email to a community center director asking about volunteering. Include three formal expressions.
- Prepare the first 20 seconds of an answer to 你觉得手机对学生有好处吗? using two fillers, one opinion phrase, and one example.

## Answers Chapter 6: Answers and Explanations

Answers for every practice problem, numbered to match. Read the explanation even when your answer is correct.

### 6.1 Grammar and Structures That Earn Points

#### SET A · CHECK YOUR UNDERSTANDING

- 座 (zuò) for bridge, 条 (tiáo) for fish, 封 (fēng) for letter, 位 (wèi) for teacher. Each measure word matches the shape or category of the noun: bridges are structures, fish are long, letters are posted items, and 位 is the polite measure word for people.
- (a) 他比我高 or 他比我高多了: after 比, do not use 很. (b) 我没吃早饭: 没 negates completed action, so delete 了. (c) 我把书看完了: after 把, the verb needs a complement such as 完 and 了.
- 请把书放在桌子上。(Qǐng bǎ shū fàng zài zhuōzi shang.) The object 书 is definite, 放在桌子上 is a location complement, and 请 makes it polite.
- 去过 means you have been there at some point in life (experience), with no time reference. 去了 reports a completed trip, usually with a context such as yesterday or last week.
- 虽然这家餐厅很贵, 但是很多人去。(Suīrán zhè jiā cāntīng hěn guì, dànshì hěn duō rén qù.) Adding 还是 before 去 is more natural: 但是很多人还是去。

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## SET B · EXAM-STYLE MULTIPLE CHOICE

6. C. 把窗户关上 needs a result complement 上; the bare 关 is incomplete after 把, 关得 is the potential/degree pattern, and 关过 means experience (have closed before), which is not meant here.
7. A. 没有...那么 (méiyǒu ... nàme) compares degree negatively: Beijing winter is not as warm as Shanghai. 比 cannot be followed by 那么 in this way; 很 and 更 do not create a comparison with a standard.
8. D. 被 introduces the doer in a passive sentence: the phone was stolen by a thief. 把 is the tempting distractor, but it would need the thief as the subject (小偷把手机偷走了); 对 and 向 mean toward or about.
9. B. 是...的 emphasizes the time of a past event that has already happened. 有 and 在 break the structure, and 被 is passive.
10. A. 要是...就 (yàoshi ... jiù) marks a condition: if it rains tomorrow, we won't go. 因为...所以 states a fact, not a hypothetical, and 虽然...但是 shows contrast.

## SET C · APPLY AND EXTEND

11. Model: 上个星期我们去了西安。我以前没去过那儿, 所以特别兴奋。(Wǒ yǐqián méi qùguo nàr, suǒyǐ tèbié xīngfèn.) 我们先把行李放在宾馆里, 然后参观了兵马俑。虽然天气很热, 但是大家都玩得很开心。Points: 了 and 过 used correctly (1), 把 plus complement (1), complement 得 (1), two connectors (1), clear sequence 先...然后 (1).
12. Model: 尊敬的刘校长: 您好! 请问我们能否借用教室召开班会? (Qǐngwèn wǒmen néngfǒu jièyòng jiàoshì zhàokāi bānhuì?) 非常感谢您的帮助。此致敬礼! 学生 小王。Points: 您 throughout, polite 请问 and 能否, formal closing 此致敬礼, and a greeting with the title. The original lacked all formal markers.
13. Model: (1) 我昨天去公园玩了 (the verb phrase 去公园玩 is complete, so 了 goes at the end). (2) 我比我姐姐高 (no 很 after 比). (3) 我没看那部电影 (no 了 with 没). (4) 他把书看完了 (add a complement and 了). (5) 我读了一遍书 or 我把书读了一遍 (the frequency 一遍 follows the verb).

## 6.2 Connectors, Expressions, and Register

## SET A · CHECK YOUR UNDERSTANDING

1. Model: 首先, 我们坐飞机去北京。然后, 参观了故宫。接着, 吃了烤鸭。最后, 回到酒店休息。(Shǒuxiān ... ránhòu ... jiēzhe ... zuìhòu.) Any logical order with at least three sequence connectors is acceptable; the key is that each action appears in time order.
2. (a) 此致敬礼 or 祝您身体健康, because a principal requires formal, respectful language. (b) 回头聊 or 再见, because a friend is informal. Register must match the audience, and mixing creates inconsistency that costs points in Language Control.
3. Model: 我的看法有点儿不一样 (wǒ de kànfǎ yǒudiǎnr bù yíyàng, my view is slightly different) and 一般来说 (yìbān láishuō, generally). Both soften the statement and sound polite.
4. It means when in a place, follow its customs. Use it when comparing cultures, for example explaining that visitors take off shoes at a home or give a gift with both hands, and linking it to the perspective of respect.
5. 我很想参加比赛, 但是我的腿受伤了。(Wǒ hěn xiǎng cānjiā bǐsài, dànshì wǒ de tuǐ shòushāng le.) 然而 is more formal and fits writing; 但是 is the safest choice in speech.

## SET B · EXAM-STYLE MULTIPLE CHOICE

6. B. 例如 (lìrú) introduces an example of the previous sentence. 但是 and 相反 signal contrast, and 总之 introduces a conclusion, which does not fit after only one sentence.
7. C. 此致敬礼 is a formal closing used with teachers and principals. The other three are informal chat endings.
8. D. 熟能生巧 means skill comes from practice, which matches the daily calligraphy practice. 入乡随俗 and 一举两得 do not fit the context, and 马马虎虎 means careless or so-so.
9. A. 过奖了 (guòjiǎng le) is the modest, culturally expected response to praise. B is boastful, C answers thanks rather than praise, and D rejects the compliment rudely.
10. C. It uses 有点儿 (a little) to soften disagreement. A and B are direct and blunt, and D is rude.

## SET C · APPLY AND EXTEND

11. Model: 在我看来, 学生应该学习第三种语言。首先, 它能让我们认识更多朋友。比如我学习了西班牙语, 就能和邻居聊天。(Bíró wǒ xuéxí le Xībānyáyǔ, jiù néng hé línjū liáotiān.) 而且一般来说, 会多种语言的人更容易找到工作。总之, 学语言是一举两得的事。Points: four connectors (首先, 比如, 而且, 总之), hedge (一般来说), correct idiom (一举两得), opinion phrase, and a personal example.
12. Model: 尊敬的张主任: 您好! 我是本地中学的学生, 想了解志愿者活动的情况。我想了解贵中心有哪些志愿者活动, 也想知道应该怎样报名。麻烦您了, 非常感谢您! 此致敬礼 学生 王明。Points: title plus 尊敬的, 您 throughout, 麻烦您了, 此致敬礼; consistent register.
13. Model: 嗯, 这个问题很有意思。(Ēn, zhège wèntí hěn yǒu yìsi.) 我觉得手机有好处, 也有坏处。就是说, 比如我可以用手机查词典, 也可以用它学习中文。Points: fillers 嗯 and 就是说, opinion phrase 我觉得, example 比如; delivered in full sentences without long pauses.

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# Practice Exam: Mini Practice Exam.

1 sections with explanations and worked examples, then 42 practice problems. Answers and full explanations are at the end of the chapter.

## E1 Mini Practice Exam

A half-length practice exam: 30 multiple-choice items and four writing tasks, with full explanations and a scoring table to estimate your result.

This mini exam is about half the length of the real test. Section I has 30 multiple-choice questions (15 listening in three sets with scripts in the answer key, 15 reading in three sets). Section II has four writing tasks: two story narrations (each from four pictures described in words) and two email responses. The real exam has 55 multiple-choice questions in 11 sets of five (25 listening, 30 reading) and four free-response questions: Project Presentation, Project Q&A, Story Narration and Email Response. The two speaking tasks are not in this mini exam, so practice them with the other chapters. Real timing is 25 minutes for listening, 40 for reading, and 30 for the two writing tasks (about 15 minutes each).

Suggested timing here: listening about 15 minutes (each audio played twice by a partner reading the script), reading about 20 minutes, writing 15 minutes per task. Do the four writing tasks in two sittings if needed, but keep the 15-minute limit for each. No dictionary. Write in simplified characters.

| Part                           | Items or tasks                 | Points      | Share of mini score |
|--------------------------------|--------------------------------|-------------|---------------------|
| Section I, Part A: Listening   | 15 MC (3 audio sets)           | 15 (1 each) | 25%                 |
| Section I, Part B: Reading     | 15 MC (3 reading sets)         | 15 (1 each) | 25%                 |
| Section II: Story Narration x2 | Rows A (0-3), B (0-2), C (0-3) | 8 each = 16 | 25%                 |
| Section II: Email Response x2  | Rows A (0-3), B (0-2), C (0-3) | 8 each = 16 | 25%                 |

Estimating your score: multiple-choice percent = correct answers divided by 30, times 50. Writing percent = total writing points divided by 32, times 50. Add the two for a planning percentage out of 100. As a rough study guide only (these bands are my own planning bands, not official cut points): 72 or higher is the 5 range, 58-71 the 4 range, 45-57 the 3 range, 32-44 the 2 range, below 32 the 1 range. The official conversion changes each year and includes the two speaking tasks, so treat the result as a direction, not a promise.

### After the exam

Sort every miss into one of four causes: vocabulary, grammar or structure, missed detail (listening or reading), or running out of time. Fix the largest group first. For writing, re-score your own work a day later with fresh eyes; you will often spot errors you missed while typing.

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**SECTION I, PART A, SET 1** **Listening: Audio and Chart (questions 1-5)**

Listen to Audio 1 (your partner reads the script from the answer key, twice). A chart is printed with Question 2. Choose the best answer for each question. Suggested time: about 5 minutes.

- Audio 1. 说话的人是谁？  
(A) 社区中心的工作人员 (B) 体育老师 (C) 高中学生会的同学 (D) 一位小学生
- Audio 1. 根据图表，选择志愿者活动的同学大约占被调查同学的多少？

| 周末活动        | 人数  |
|-------------|-----|
| 运动 (篮球、足球等) | 60  |
| 看电影         | 42  |
| 志愿者活动       | 38  |
| 其他          | 10  |
| 合计          | 150 |

- (A) 四分之一 (B) 三分之一 (C) 一半 (D) 十分之一
- Audio 1. 为什么很多同学说周末才有时间放松？  
(A) 周末没有补习班 (B) 学校周末有很多活动 (C) 家人希望他们多运动 (D) 平时功课太多
- Audio 1. 关于志愿者活动，广播里说了什么？  
(A) 它是人数最多的选择 (B) 想参加的人比去年多了一倍，可是学校的项目很少 (C) 学校已经有很多这样的项目  
(D) 同学们对它不太感兴趣
- Audio 1. 学生会下个学期打算怎么做？  
(A) 增加运动比赛的次数 (B) 在学校里开办一家养老院 (C) 每个月和社区中心合作办一次活动  
(D) 让同学们周末多在家学习

**SECTION I, PART A, SET 2** **Listening: Conversation (questions 6-10)**

Listen to Audio 2, a conversation between two friends (your partner reads the script twice). Choose the best answer. Suggested time: about 5 minutes.

- Audio 2. 男的为什么还没有决定去哪儿？  
(A) 他的父母不同意 (B) 两个城市各有吸引他的地方 (C) 他没有足够的钱  
(D) 他不想学中文了
- Audio 2. 女的为什么建议他去成都？  
(A) 成都的夏天比台北凉快 (B) 成都的课程比较容易 (C) 成都的博物馆比台北多  
(D) 住在本地人家里，可以多说中文
- Audio 2. 男的对成都有什么担心？  
(A) 食物太辣，而且天气又闷又热 (B) 住的地方太小 (C) 交通很不方便  
(D) 吃不到地道的火锅
- Audio 2. 关于台北的项目，下面哪一项正确？  
(A) 学生住在本地人家里 (B) 每天只上口语课 (C) 有书法和茶艺课，每周去博物馆  
(D) 只有周末才有课
- Audio 2. 男的接下来打算做什么？  
(A) 跟父母商量以后，明天告诉她 (B) 今天晚上就报名成都的项目 (C) 上网再看看两个城市的介绍  
(D) 请老师帮他决定

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**SECTION I, PART A, SET 3** Listening: Audio Report (questions 11-15)

Listen to Audio 3, a radio news report (your partner reads the script twice). Choose the best answer. Suggested time: about 5 minutes.

11. Audio 3. 这条新闻主要报道什么？  
 (A) 一家新医院开业了 (B) 一条山路修好了 (C) 村民学会了用手机买东西  
 (D) 一个山区县用无人机给村子送药
12. Audio 3. 过去，村民买药有什么困难？  
 (A) 药品的价格太高 (B) 要走几个小时山路，下雨天更困难 (C) 医生都不愿意来山里  
 (D) 村里没有人会开车
13. Audio 3. 村医生怎样得到药？  
 (A) 自己骑车到县医院去拿 (B) 每个星期一固定送一次 (C) 用手机告诉医院，当天就能收到  
 (D) 等专家从城里带来
14. Audio 3. 什么情况下无人机不能飞？  
 (A) 刮大风的时候 (B) 下小雨的时候 (C) 晚上 (D) 药品太多的时候
15. Audio 3. 专家提醒了什么？  
 (A) 无人机可以代替村医生 (B) 应该等到明年再使用无人机 (C) 药品只能在白天运送  
 (D) 病得很重的时候，还是要去医院检查

**SECTION I, PART B, SET 4** Reading: Article and Chart (questions 16-20)

Read the article, then answer the questions. The chart appears with Question 2. Suggested time: about 7 minutes. 夜晚的图书馆去年九月，南城图书馆把周末的闭馆时间从下午五点延长到晚上九点，并且为中学生专门设置了安静的自习区和小组讨论室。馆长王女士说，这个决定来自读者的建议：许多学生白天要上补习班，只有晚上才有整块的时间读书。开放半年以后，周末晚上的读者增加了一倍多，其中十三岁到十八岁的青少年占六成。图书馆还发现，学生借的书越来越多样。下表是青少年借阅图书的比例（图表见第二题）。王馆长认为，漫画虽然排在后面，但是借阅的人数比以前多了不少，说明学生愿意在轻松的环境中接触阅读。下个学期，图书馆打算邀请作家来办讲座，并且开设朗读小组，希望让更多的年轻人爱上读书。

16. 图书馆为什么延长周末的开放时间？  
 (A) 学生白天要补习，只有晚上才有整块的时间读书 (B) 图书馆新买了很多书 (C) 周末来看书的人太少  
 (D) 成年读者要求举办讲座
17. 根据表格，借阅比例最高的两类书是什么？

| 书的种类 | 青少年借阅比例 |
|------|---------|
| 小说   | 34%     |
| 科普   | 24%     |
| 历史   | 18%     |
| 漫画   | 14%     |
| 其他   | 10%     |

- (A) 科普和漫画 (B) 小说和历史 (C) 小说和科普 (D) 历史和漫画
18. 开放半年以后，发生了什么变化？  
 (A) 青少年读者减少了 (B) 周末晚上的读者增加了一倍多，青少年占六成 (C) 周末晚上的读者六成是成年人  
 (D) 图书馆又延长到十一点
19. 王馆长怎样看漫画？  
 (A) 漫画影响学习，应该少买 (B) 漫画的借阅比例排第二  
 (C) 漫画比以前借的人少了 (D) 借阅比例虽然不高，但是人数增加了，说明学生喜欢轻松的阅读
20. 下个学期图书馆打算做什么？  
 (A) 把开放时间再延长 (B) 请作家办讲座，成立朗读小组 (C) 减少小说的数量  
 (D) 开办更多的补习班

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## SECTION I, PART B, SET 5

## Reading: Correspondence (questions 21-25)

Read the email, then answer the questions. Suggested time: about 6 minutes. 发件人：张丽 收件人：暑期交流项目全体同学 主题：欢迎来北京！亲爱的同学们：你们好！欢迎参加今年的暑期中文交流项目。下面是第一周的安排，请仔细阅读。七月二日下午三点，你们会到达首都机场。学校会派两位老师和一位司机在三号出口接大家。请不要把贵重的东西放在托运的行李里。到学校以后，大家先回宿舍休息，晚上六点在食堂一起吃欢迎晚餐。第二天上午九点有分班考试，包括听力和口语两部分，请带铅笔和学生证。考试不会影响你们的成绩，只是帮助老师了解大家的水平。下午我们去胡同参观，请穿舒服的鞋子。天气可能很热，别忘了带水和帽子。另外，请在六月二十五日以前告诉我你们有没有饮食方面的要求，比如不吃肉，或者对什么食物过敏，我会通知食堂。如果还有问题，可以随时给我写信。期待和大家见面！张丽 六月十日

21. 这封邮件的主要目的是什么？  
 (A) 通知项目取消了 (B) 请学生交费用 (C) 向交换生说明到达后第一周的安排  
 (D) 介绍北京的历史
22. 到机场接学生的是谁？  
 (A) 两位老师和一位司机 (B) 张丽老师一个人 (C) 宿舍管理员 (D) 学生要自己坐地铁
23. 分班考试的作用是什么？  
 (A) 决定学生能不能留在项目里 (B) 影响最后的成绩 (C) 只考笔试  
 (D) 帮助老师了解学生的水平，不影响成绩
24. 六月二十五日以前，学生需要做什么？  
 (A) 交分班考试的报名表 (B) 告诉张老师有没有饮食方面的要求 (C) 买好去北京的机票  
 (D) 带学生证到学校
25. 从邮件的内容可以看出，张老师是怎样的人？  
 (A) 热情，而且考虑得很周到 (B) 很严格，也不太友好 (C) 对项目不太熟悉  
 (D) 很忙，不想回信

## SECTION I, PART B, SET 6

## Reading: Literary Text (questions 26-30)

Read the passage, then answer the questions. Suggested time: about 7 minutes. 外婆的收音机 小时候，我每年暑假都在外婆家度过。外婆家在江南的一个小镇，房子旁边有一条窄窄的河。每天傍晚，她都会坐在门口，打开那台比我年纪还大的旧收音机，一边摇着蒲扇，一边听越剧。我那时候觉得那些唱腔又慢又吵，常常捂着耳朵跑开。有一次我问她：「您每天都听同样的歌，不烦吗？」外婆笑了笑说：「歌是一样的，可是每天听的人心情不一样，听出来的味道也就不一样。」我听不懂，只是低头吃着切好的西瓜。去年外婆走了。整理她的东西时，我又找到了那台收音机。我把它带回宿舍，在一个下着雨的晚上打开了开关。熟悉的唱腔在小小的房间里响起来，我忽然发现，自己竟然能跟着轻声地哼。窗外的雨声和歌声混在一起，我好像又看见了外婆坐在门口的样子。那一刻，我终于明白了她当年那句话的意思。

26. 小时候，「我」对越剧是什么态度？  
 (A) 非常喜欢，常常跟着外婆唱 (B) 觉得很有意思，想学唱戏 (C) 根本没有注意过  
 (D) 觉得声音又慢又吵，不喜欢
27. 外婆为什么每天听同样的歌？  
 (A) 因为她只有一台旧收音机 (B) 因为每天心情不同，听出来的感受也不同 (C) 想让「我」学会唱  
 (D) 为了打发无聊的时间
28. 「我」把收音机带回宿舍以后，发生了什么？  
 (A) 能跟着唱腔轻声地哼，并想起了外婆 (B) 发现收音机已经坏了 (C) 把收音机送给朋友  
 (D) 因为太吵，马上关掉了
29. 「我好像又看见了外婆坐在门口的样子」说明了什么？  
 (A) 外婆其实没有走 (B) 「我」做了一个梦 (C) 歌声唤起了「我」对外婆的回忆  
 (D) 「我」打算搬回小镇
30. 这段文字主要表达了什么？  
 (A) 旧东西比新东西好 (B) 小孩子不应该听戏曲 (C) 住宿舍的生活很孤独  
 (D) 传统艺术能把人和亲人的记忆联系在一起

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**SECTION II, QUESTION 1 Story Narration: The Mooncakes**

Task: You are writing a story for a class assignment based on the four pictures described below. Use all four pictures, in order, to narrate a complete story. Write in Chinese. You have 15 minutes. In your response you should: narrate a complete story consistent with all four pictures, including relevant details; organize it logically and use words and phrases that enhance the flow; use a variety of vocabulary and grammatical structures as well as culturally relevant expressions. Picture 1: Evening in a kitchen. A girl named Xiaoyu and her mother are making mooncakes; flour, red bean paste and a wooden mold are on the table. Picture 2: Xiaoyu puts finished mooncakes into a red gift box and stands at the door of the apartment next door. Picture 3: An elderly man opens the door with a surprised, happy face. Picture 4: Night in a courtyard. The old man, Xiaoyu and her family sit around a small table eating mooncakes under a full moon.

31. Planning (2 minutes): List the four pictures with one verb phrase each, name the characters, and choose three connectors you will use.
32. Write your story in Chinese (aim for 250 or more characters).
33. Self-score your story with the three rows: A (0-3), B (0-2), C (0-3). Write one sentence explaining each score.

**SECTION II, QUESTION 2 Story Narration: The Missing Wallet**

Task: You are writing a story for a class assignment based on the four pictures described below. Use all four pictures, in order, to narrate a complete story. You have 15 minutes. In your response you should: narrate a complete story consistent with all four pictures, including relevant details; organize it logically and use words and phrases that enhance the flow; use a variety of vocabulary and grammatical structures as well as culturally relevant expressions. Picture 1: A crowded railway station hall before the Spring Festival. A college student, Xiaolin, with a big backpack, stands in a long ticket line and looks at his watch. Picture 2: At the window Xiaolin searches his pockets and bag in a panic; his wallet is missing. Picture 3: A woman in a cleaner's uniform stands at the service desk holding up a wallet and speaking into the microphone. Picture 4: Xiaolin, holding his wallet, bows slightly to thank the cleaner and hands her a box of fruit; a train is visible behind them.

34. Planning (2 minutes): For each picture write the character's feeling and one time or place expression. Choose one idiom or four-character phrase you can write correctly.
35. Write your story in Chinese (aim for 250 or more characters).
36. Self-score with Rows A, B, C. Then name the single change that would add the most points.

**SECTION II, QUESTION 3 Email Response: International Culture Week**

Task: Read the email from Teacher Chen and type a reply in Chinese. You have 15 minutes. In your response you should: respond to both requests for information, providing relevant details and examples; organize your email logically and use words and phrases that enhance the flow; use culturally relevant expressions and a variety of vocabulary and grammatical structures while maintaining an appropriate register. 发件人：陈老师 邮件主题：国际文化周 同学们：下个月学校要举办「国际文化周」，每个班都要向全校介绍一种自己熟悉的节日或者传统。你想介绍哪个节日或者传统？为什么？另外，你觉得和不同文化的人交流有什么好处？请尽快回信。谢谢！陈老师

37. Planning (2 minutes): Underline the two requests in the email. Decide your register (formal or informal) and list the greeting, closing, and two linking phrases you will use.
38. Type your reply in Chinese (aim for 200 or more characters).
39. Self-score with Rows A (0-3), B (0-2), C (0-3). Is there a greeting and a closing? Is the register steady?

**SECTION II, QUESTION 4 Email Response: Visit to My Hometown**

Task: Read the email from your pen pal Xiaowen and type a reply in Chinese. You have 15 minutes. In your response you should: respond to both requests for information, providing relevant details and examples; organize your email logically and use words and phrases that enhance the flow; use culturally relevant expressions and a variety of vocabulary and grammatical structures while maintaining an appropriate register. 发件人：小文 邮件主题：暑假去找你玩！你好！告诉你一个好消息：我爸妈同意了，七月我可以去你的家乡玩一个星期！你们那儿有什么好玩的地方和好吃的东西？你能推荐一下吗？另外，我应该带些什么东西？期待你的回信！小文

40. Planning (2 minutes): Mark the two requests. Pick your register, then list two places or foods and two items to pack, each with a reason.
41. Type your reply in Chinese (aim for 200 or more characters).
42. Self-score with Rows A, B, C, then total all four writing tasks out of 32 and use the table at the top to estimate your result.

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**Answers****Practice Exam: Answers and Explanations**

Answers for every practice problem, numbered to match. Read the explanation even when your answer is correct.

**E1 Mini Practice Exam****SECTION I, PART A, SET 1 · LISTENING: AUDIO AND CHART (QUESTIONS 1-5)**

**Audio scripts** (have a partner read each aloud twice, or use text-to-speech, while you answer):

Audio 1: 各位同学，大家好！我是高中学生会的小林。上个月，我们在全校一百五十名同学中做了一个关于周末活动的调查，现在把结果告诉大家。最受欢迎的是打篮球、踢足球这样的运动，有六十个人选择了它。排第二的是看电影，有四十二个人。很多同学告诉我们，他们平时功课太多，只有周末才有时间放松。让我们意外的是，有三十八位同学希望参加志愿者活动，比去年多了一倍，可是学校现在只有两个这样的项目。所以，学生会决定下个学期和社区中心合作，每个月组织一次活动，比如去养老院陪老人聊天、帮小学生补习功课。想参加的同学，请在这个星期五以前到学生会办公室报名。谢谢大家！

1. C. The speaker opens with 我是高中学生会的小林 (wo shi gaozhong xueshenghui de Xiao Lin), so she is a student council member. The community center worker is tempting because the center appears later, but it is only the planned partner, not the speaker.  
Script meaning: A student council member reports a weekend-activity survey of 150 students (sports 60, movies 42, volunteering 38, other 10), says volunteer interest doubled, and announces a monthly project with a community center.
2. A. The chart shows 38 of 150 students, about 25 percent, or *sì fēn zhī yī* (one quarter). One third would need about 50 students, the error students make by rounding 38 up too far.
3. D. The speaker says 他们平时功课太多，只有周末才有时间放松 (tāmen píngshí gōngkè tài duō). Nothing is said about tutoring classes, school activities or family wishes; the tutoring idea sounds logical but is invented.
4. B. The report says the number doubled yet the school has only two projects. The 'most popular' option is wrong because sports (60) beat volunteering (38) in the chart, so you must check the audio against the numbers.
5. C. The plan is 每个月组织一次活动 with the community center. The stay-at-home option reuses 周末 and 学习 from earlier in the audio, but studying at home is the problem students described, not the solution. Opening a care home is not mentioned: the volunteers only visit one.

**SECTION I, PART A, SET 2 · LISTENING: CONVERSATION (QUESTIONS 6-10)**

**Audio scripts** (have a partner read each aloud twice, or use text-to-speech, while you answer):

Audio 2: 女：小杰，暑假的交流项目你决定去哪儿了吗？

男：还没呢。我在成都和台北之间犹豫。成都能吃到地道的火锅，还能去看大熊猫；台北的夜市也很有名。

女：我觉得成都更适合你。你不是一直想了解四川的茶馆文化吗？而且那里的项目要住在本地人家里，说中文的机会多得多。

男：可是我担心辣的菜我吃不惯，而且成都的夏天又闷又热。台北的项目虽然只住学校宿舍，但是有书法和茶艺课，每个星期还可以去博物馆。

女：辣的可以慢慢适应，热的话，多喝水就是了。再说，住在家里能练习口语，这比上课更重要。

男：你说得有道理。那我今晚再跟爸妈商量一下，明天告诉你。

6. B. He says 我在成都和台北之间犹豫 (I am torn between Chengdu and Taipei) and lists attractions of each city. The parents are only consulted at the end and have not refused, so the parent option is a trap built from the last line.  
Script meaning: Two friends compare a Chengdu homestay program with a Taipei dormitory program; he is undecided and will talk to his parents tonight.
7. D. She says the Chengdu program lets him live with local families, so he speaks Chinese more (说中文的机会多得多). The cooler-summer option is false: the man says Chengdu summers are 又闷又热 (humid and hot).
8. A. He worries about spicy food and the stuffy heat. The hotpot option is the opposite of what he says: real hotpot is one of the things he likes about Chengdu.
9. C. He describes dormitory housing, calligraphy and tea-art classes, and a weekly museum visit. The homestay option mixes it up with the Chengdu program.
10. A. His last lines are 今晚再跟爸妈商量一下，明天告诉你 (tonight I will talk with my parents, tomorrow I will tell you). He has not decided to sign up, and no website or teacher is mentioned.

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## SECTION I, PART A, SET 3 · LISTENING: AUDIO REPORT (QUESTIONS 11-15)

**Audio scripts** (have a partner read each aloud twice, or use text-to-speech, while you answer):

Audio 3: 听众朋友们，早上好。今天的科技新闻来自云南的一个山区县。过去，山里的村民生病以后，要走三四个小时的山路才能买到药，下雨天更是几乎没有办法。从今年三月开始，当地医院用无人机送药。无人机从县医院出发，飞到最远的村子只需要二十分钟，一次可以带五公斤的药品。村医生只要用手机提出需要，当天就能收到药。不过，这个办法也有困难：刮大风的时候不能飞，而且电池一次只能用一个小时左右。医院的负责人表示，明年他们打算增加五架无人机，并且培训更多的年轻人当操作员，让更多村子受益。专家提醒，科技可以帮助山区，但是它不能代替医生，村民得了严重的病，还是要到医院去检查。

11. D. The whole report is about drones carrying medicine from the county hospital to villages. The phone is mentioned only as the way village doctors place orders, so that option confuses a detail with the main idea.  
Script meaning: A radio report on drones delivering medicine to remote villages in Yunnan, with limits (wind, battery) and an expert warning.
12. B. The report says it took three or four hours of mountain walking and rain made it nearly impossible. Price and doctors are never discussed.
13. C. The drone is requested by phone and delivers the same day (当天). The ride-to-the-hospital option describes the old long trip, which the drone replaced.
14. A. The reporter lists strong wind as a limit. Rain is mentioned only as a problem for walkers. The heavy-load option is tempting because of the 5 kg figure, but the question asks when it cannot fly.
15. D. The expert says technology helps but cannot replace doctors, and serious illness still needs a hospital visit. The replace-the-doctor option states the opposite.

## SECTION I, PART B, SET 4 · READING: ARTICLE AND CHART (QUESTIONS 16-20)

16. A. The article says the idea came from readers: students attend tutoring during the day. The lecture option reverses the order, since lectures are a future plan, not the reason.  
Script meaning: A city library extends weekend hours into the evening for teenagers, readership more than doubles, and a chart shows fiction and science lead borrowing; lectures and a reading group are planned.
17. C. The chart shows fiction at 34 percent and science writing at 24 percent as the top two. Fiction plus history is tempting because it is also over half, but history is only 18 percent, below science.
18. B. The text gives 增加了一倍多 (more than doubled) and 青少年占六成 (teenagers are 60 percent). The adult option misreads 六成; the other two invent details.
19. D. She notes comics rank low (14 percent) but readers have grown. The 'ranks second' option misreads the chart: comics are fourth, not second.
20. B. Both plans come from the final sentence. Tutoring classes are what students already attend elsewhere, so that option is a distractor built from the opening paragraph.

## SECTION I, PART B, SET 5 · READING: CORRESPONDENCE (QUESTIONS 21-25)

21. C. The email states that it gives the first-week schedule (第一周的安排). The hutong visit is only one item in that schedule, so the answer about Beijing history is too narrow.  
Script meaning: A program coordinator emails exchange students their first-week schedule: airport pickup, welcome dinner, placement test, hutong visit, and a deadline for dietary needs.
22. A. The text says 学校会派两位老师和一位司机在三号出口接大家. Ms. Zhang writes the email, but she is not said to be the only person waiting.
23. D. The email says the test only helps teachers know students' levels and does not affect grades. Deciding who may stay overstates the stakes, and 'affects grades' contradicts 不会影响你们的成绩.
24. B. The deadline comes with the dietary-needs request so the cafeteria can be told. ID cards are for the placement test the day after arrival, not for this deadline.
25. A. She reminds students about luggage, shoes, water, hats and allergies, and invites questions at any time, which shows care. 'Too busy to reply' contradicts her offer 可以随时给我写信.

## SECTION I, PART B, SET 6 · READING: LITERARY TEXT (QUESTIONS 26-30)

26. D. The narrator covered the ears and ran away because the singing seemed slow and noisy. Loving the opera is the later change, not the childhood attitude.  
Script meaning: A narrator remembers disliking Grandmother's opera radio as a child, then understands her words about changing moods when playing the radio after her death.
27. B. Her own words explain that the songs repeat but the listener's mood changes. 'She only has an old radio' is a literal detail of the scene, not her reason.
28. A. On a rainy night the narrator hums along and seems to see Grandmother again. Switching it off because it is noisy repeats the childhood reaction, which has now changed.
29. C. 好像 (hǎoxiàng, as if) signals imagination triggered by the music, not reality. The dream answer over-reads the text; no sleep is mentioned.
30. D. The arc moves from rejecting the opera to understanding Grandmother through it, so memory and family bonds are the theme. 'Children should not listen' is a childhood opinion that the story undoes.

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## SECTION II, QUESTION 1 · STORY NARRATION: THE MOONCAKES

31. A good plan: Picture 1 (Xiaoyu and Mom make mooncakes, 做月饼); Picture 2 (pack a box, 送给邻居); Picture 3 (Grandpa opens the door, 吃惊, 高兴); Picture 4 (eat together, 赏月). Name the characters (小雨, 妈妈, 王爷爷). Connectors: 一边...一边, 后来, 当天晚上. Add one dialogue line and one feeling for each picture. Two minutes here prevents the most common loss: skipping or rushing a picture.

32. Model response (8/8):

中秋节的前一天傍晚, 小雨和妈妈在厨房里做月饼。桌子上放着面粉、豆沙和一个漂亮的木头模具。小雨一边揉面, 一边问妈妈: 「我们做这么多, 吃得完吗?」妈妈笑着说: 「做好以后, 你可以送一些给邻居。」

月饼烤好以后, 小雨把最大的几个装进红色的盒子里, 决定先送给隔壁的王爷爷。王爷爷一个人住, 孩子们都在外地工作, 每年中秋节都很冷清。小雨敲了敲门, 等了一会儿, 门终于开了。

王爷爷看到盒子, 先是吃了一惊, 然后高兴得说不出话来。他连忙说: 「快进来坐! 谢谢你, 孩子, 我已经好几年没有吃过家里人做的月饼了。」

当天晚上, 小雨一家把王爷爷请到院子里。大家围着小桌子, 一边吃月饼, 一边抬头赏月。王爷爷说, 这是他这些年过得最热闹的中秋节。小雨心里想: 原来, 把快乐分享给别人, 自己会更快乐。

Pinyin: zhōng qiū jié de qián yī tiān bàng wǎn, xiǎo yǔ hé mā ma zài chú fáng lǐ zuò yuè bǐng. zhuō zì shàng fàng zhe miàn fěn, dòu shā hé yí gè piào liàng de mù tóu mú jù. xiǎo yǔ yī biān róu miàn, yī biān wèn mā ma: 「wǒ men zuò zhè me duō, chī dé wán ma?」 mā ma xiào zhe shuō: 「zuò hǎo yǐ hòu, nǐ kě yǐ sòng yī xiē gěi lín jū.」

yuè bǐng kǎo hǎo yǐ hòu, xiǎo yǔ bǎ zuì dà de jǐ gè zhuāng jìn hóng sè de hé zǐ lǐ, jué dìng xiān sòng gěi gé bì de wáng yé yé. wáng yé yé yí gè rén zhù, hái zǐ men dōu zài wài dì gōng zuò, měi nián zhōng qiū jié dōu hěn lěng qīng. xiǎo yǔ qiāo le qiāo mén, děng le yī huì er, mén zhōng yú kāi le. wáng yé yé kàn dào hé zǐ, xiān shì chī le yī jīng, rán hòu gāo xìng dé shuō bù chū huà lái. tā lián máng shuō: 「kuài jìn lái zuò! xiè xiè nǐ, hái zǐ, wǒ yǐ jīng hǎo jǐ nián méi yǒu chī guò jiā lǐ rén zuò de yuè bǐng le.」

dāng tiān wǎn shàng, xiǎo yǔ yī jiā bǎ wáng yé yé qǐng dào yuàn zǐ lǐ. dà jiā wéi zhe xiǎo zhuō zì, yī biān chī yuè bǐng, yī biān tái tóu shǎng yuè. wáng yé yé shuō, zhè shì tā zhè xiē nián guò dé zuì rè nǎo de zhōng qiū jié. xiǎo yǔ xīn lǐ xiǎng: yuán lái, bǎ kuài lè fēn gěi bié rén, zì jǐ huì gèng kuài lè.

Meaning: On the eve of the Mid-Autumn Festival Xiaoyu and her mother make mooncakes and decide to share them. She takes a box to lonely Grandpa Wang next door; he is moved, and that night the families eat together under the moon.

Scoring points: Row A, Narrative Development, 3/3: all four pictures are integrated in order, with dialogue (the mooncake question, Grandpa Wang's thanks) and details (red bean paste, his children working far away). Row B, Organization, 2/2: clear beginning, middle and end with cohesive devices such as 一边...一边, 以后, 然后, 当天晚上, 原来. Row C, Language Control, 3/3: varied sentence types (把 sentences, 连忙, 高兴得说不出话来) and culturally relevant vocabulary (中秋节, 赏月, 月饼) with no errors that block meaning. To raise a 5/8 draft: add at least one line of dialogue, state what happens between pictures 2 and 3, and replace repeated 然后 with varied connectors.

33. Check Row A: did you include all four pictures in order (all four with details and/or dialogue = 3; at least three pictures with some details = 2; one or two pictures = 1)? Without any details or dialogue, even a complete story stays at 2. Check Row B: is there a beginning, middle and end, and are several different connectors used (2), or only one or two repeated (1)? Check Row C: is your sentence variety wider than simple subject-verb-object sentences, and do errors still allow full understanding? Add the three rows for a total out of 8 and record it for the estimate in the scoring table. If your two self-scores for a row differ by more than one point, reread the row descriptors in the scoring guide.

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## SECTION II, QUESTION 2 · STORY NARRATION: THE MISSING WALLET

34. Sample plan: P1 worried, 担心赶不上; P2 panicked, 急得...; P3 relieved, the broadcast (广播) and the cleaner's honesty; P4 grateful, 感激. Time words: 春节前夕, 这时, 后来. Four-character phrases: 满头大汗, 拾金不昧 (returning found money, a virtue worth naming). Choose only phrases you can write from memory without error; one correct phrase beats three doubtful ones.
35. Model response (8/8):  
 春节前夕, 火车站里挤满了回家的人。小林背着一个大背包, 在售票大厅排队买去外婆家的车票。他前面还有十几个人, 他看了看手表, 担心赶不上下午三点的火车。  
 终于轮到小林了, 他伸手去口袋里拿钱包, 却发现口袋是空的。他又翻了翻背包, 还是找不到。他急得满头大汗, 心想: 「糟糕, 钱包一定是排队的时候掉了!」  
 这时, 车站的广播响起来: 「请一位叫小林的同学注意, 您的钱包在服务台。」原来, 一位清洁工阿姨在地上捡到了钱包, 翻看里面的学生证, 才知道失主的名字。小林连忙跑到服务台。  
 拿回钱包以后, 小林不停地向阿姨道谢, 还把一盒水果送给她, 阿姨笑着说这是应该做的。后来, 小林顺利地买到了车票, 在火车开走前几分钟上了车。他看着窗外, 心里充满了感激。  
 Pinyin: chūn jié qián xī, huǒ chē zhàn lǐ jǐ mǎn le huí jiā de rén. xiǎo lín bèi zhe yí gè dà bēi bāo, zài shòu piào dà tīng pái duì mǎi qù wài pó jiā de chē piào. tā qián miàn hái yǒu shí jǐ gè rén, tā kàn le kàn shǒu biǎo, dān xīn gǎn bù shàng xià wǔ sān diǎn de huǒ chē.  
 zhōng yú lún dào xiǎo lín le, tā shēn shǒu qù kǒu dài lǐ ná qián bāo, què fā xiàn kǒu dài shì kōng de. tā yòu fān le fān bēi bāo, hái shì zhǎo bú dào. tā jí dé mǎn tóu dà hàn, xīn xiǎng: 「zāo gāo, qián bāo yí dìng shì pái duì de shí hòu diào le!」  
 zhè shí, chē zhàn de guǎng bō xiǎng qǐ lái: 「qǐng yī wèi jiào xiǎo lín de tóng xué zhù yì, nín de qián bāo zài fú wù tái.」 yuán lái, yī wèi qīng jié gōng ā yí zài dì shàng jiǎn dào le qián bāo, fān kàn lǐ miàn de xué shēng zhèng, cái zhī dào shī zhǔ de míng zì. xiǎo lín lián máng pǎo dào fú wù tái.  
 ná huí qián bāo yǐ hòu, xiǎo lín bù tíng dì xiàng ā yí dào xiè, hái bǎ yí hé shuǐ guǒ sòng gěi tā, ā yí xiào zhe shuō zhè shì yīng gāi zuò de. hòu lái, xiǎo lín shùn lì dì mǎi dào le chē piào, zài huǒ chē kāi zǒu qián jǐ fēn zhōng shàng le chē. tā kàn zhe chuāng wài, xīn lǐ chōng mǎn le gǎn jī.  
 Meaning: Before the Spring Festival, Xiaolin queues for a ticket home, finds his wallet missing, hears a station announcement, and gets it back from a cleaner who found it and used his student card to learn his name. He thanks her with fruit and catches the train.  
 Scoring points: Row A 3/3: four pictures in order; details (3 p.m. train, student card used to find the owner) and inner speech. Row B 2/2: stages are clear; connectors 终于, 却, 这时, 原来, 以后, 后来. Row C 3/3: variety such as 急得满头大汗, 糟糕, 连忙, 充满了感激, with accurate 把 and 才 structures and culturally relevant setting words (春节, 售票大厅, 外婆家). Raising a weaker answer: explain how the cleaner found him (the extra inference shows control), do not stop after picture 3, and avoid translating English idioms word for word.
36. Typical findings: if you wrote only three pictures, Row A drops to at most 2; if you wrote a list of events linked only by 然后, Row B drops to 1; if you have repeated verb-object errors or mix up 了 and 过, Row C is probably 2. The most efficient change is usually the missing picture or missing detail, because Row A is worth 3 points. Rewrite only that paragraph and re-score.

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## SECTION II, QUESTION 3 · EMAIL RESPONSE: INTERNATIONAL CULTURE WEEK

37. Requests: (1) which festival or tradition and why; (2) benefits of exchanging with other cultures. Register: formal, to a teacher, so 您 and 尊敬的陈老师 with 敬上 or 此致敬礼 at the end. Links: 首先/其次, 至于..., 一方面...另一方面. Plan one example per request. Never skip a request; each unanswered request costs points in Row A.

38. Model response (8/8):

尊敬的陈老师：

您好！收到您的邮件，我非常高兴。

我想介绍端午节。首先，我家每年端午节都会包粽子，我也会包，所以对这个节日比较熟悉。其次，端午节有赛龙舟的习俗，既热闹，又能让大家明白团队合作的重要。比如，去年我在社区看了龙舟比赛，我想在文化周带一些自己包的粽子，还可以放一段比赛的视频。

至于和不同文化的人交流，我认为好处很多。一方面，我们可以学到新的知识，了解不同的生活方式；另一方面，交流以后，我们会更尊重别人，也更了解自己的文化。古人说「读万卷书，行万里路」，认识各地的朋友也是一种学习。

如果需要我准备什么材料，请随时告诉我。谢谢您的安排！

祝您工作顺利！

学生 王明 敬上

Pinyin: zūn jìng de chén lǎo shī:

nín hǎo! shōu dào nín de yóu jiàn, wǒ fēi cháng gāo xìng.

wǒ xiǎng jiè shào duān wǔ jié. shǒu xiān, wǒ jiā měi nián duān wǔ jié dū huì bāo zòng zi, wǒ yě huì bāo, suǒ yǐ duì zhè ge jié rì bǐ jiào shú xī. qí cì, duān wǔ jié yǒu sài lóng zhōu de xí sú, jì rè nào, yòu néng ràng dà jiā míng bái tuán jié hé zuò de zhòng yào. bǐ rú, qù nián wǒ zài shè qū kàn le lóng zhōu bǐ sài, wǒ xiǎng zài wén huà zhōu dài yī xiē zì jǐ bāo de zòng zi, hái kě yǐ fàng yī duàn bǐ sài de shì pín.

zhì yú hé bù tóng wén huà de rén jiāo liú, wǒ rèn wéi hǎo chù hěn duō. yī fāng miàn, wǒ men kě yǐ xué dào xīn de zhī shí, liǎo jiě bù tóng de shēng huó fāng shì; lìng yī fāng miàn, jiāo liú yǐ hòu, wǒ men huì gèng zūn zhòng bié rén, yě gèng liǎo jiě zì jǐ de wén huà. gǔ rén shuō 「dú wàn juàn shū, xíng wàn lǐ lù」, rèn shí gè dì de péng yǒu yě shì yī zhǒng xué xí.

rú guǒ xū yào wǒ zhǔn bèi shén me cái liào, qǐng suí shí gào sù wǒ. xiè xiè nín de ān pái!

zhù nín gōng zuò shùn lì!

xué shēng wáng míng jìng shàng

Meaning: Respectful greeting; chooses the Dragon Boat Festival with two reasons (familiar zongzi making; boat races teach teamwork) and a concrete plan; names two benefits of intercultural exchange with a proverb; formal closing.

Scoring points: Row A 3/3: both requests answered with reasons, examples (last year's boat race, bringing zongzi) and details. Row B 2/2: greeting 尊敬的陈老师 and closing 敬上; connectors 首先, 其次, 至于, 一方面...另一方面. Row C 3/3: consistent formal register (您, 请, 谢谢您的安排), 既...又, a proverb, correct structures. To raise a weaker answer: give a reason AND a concrete example for each request, and keep 您 throughout; switching to 你 midway is the classic register slip that holds Row C at 2.

39. Row A: both requests plus relevant details earn 3; at least one request with some details earns 2. Row B: a greeting and a closing plus cohesive devices earn 2; a missing greeting or closing limits you to 1. Row C: a mix of 您 and 你 counts as occasionally inappropriate register, so 2 at most. Count the register slips in your draft; zero slips are needed for full credit.

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## SECTION II, QUESTION 4 · EMAIL RESPONSE: VISIT TO MY HOMETOWN

40. Requests: (1) recommend fun places and foods; (2) what to bring. Register: informal to a friend (你, no 敬上), but keep a greeting and sign-off. Plan: three places with a reason each, two items to pack with a reason, plus an offer (airport pickup). Linking words: 先说说, 另外, 至于, 还有. One simple structure used correctly beats a complex one with errors.

## 41. Model response (8/8):

小文：

你好！

太好了，你要来我这儿玩，我高兴极了！

先说说好玩的地方。我家在旧金山，你一定要去金门大桥，早上去的话人比较少，还能看到海上的雾。另外，渔人码头的海鲜很有名，我们可以一起去吃。如果你喜欢逛街，唐人街也不错，那儿有很多中国小店，你会觉得很亲切。

至于带什么，我建议你带一件外套，因为七月的旧金山常常有风，晚上特别凉，跟上海的夏天很不一样。还有，带一双舒服的鞋子，我们会走很多路。哦，对了，别忘了带相机！

你到的时候告诉我航班，我去机场接你。盼望早日见面！

你的朋友

小安

Pinyin: xiǎo wén:

nǐ hǎo!

tài hǎo le, nǐ yào lái wǒ zhè er wán, wǒ gāo xìng jí le!

xiān shuō shuō hǎo wán de dì fāng. wǒ jiā zài jīn shān, nǐ yí dìng yào qù jīn mén dà qiáo, zǎo shàng qù de huà rén bǐ jiào shǎo, hái néng kàn dào hǎi shàng de wù. lìng wài, yú rén mǎ tóu de hǎi xiān hěn yǒu míng, wǒ men kě yǐ yì qǐ qù chī. rú guǒ nǐ xǐ huān guàng jiē, táng rén jiē yě bù cuò, nà er yǒu hěn duō zhōng guó xiǎo diàn, nǐ huì jué de hěn qīn qiè.

zhì yú dài shén me, wǒ jiàn yì nǐ dài yī jiàn wài tào, yīn wèi qī yuè de jīn shān cháng cháng yǒu fēng, wǎn shàng tè bié liáng, gēn shàng hǎi de xià tiān hěn bù yí yàng. hái yǒu, dài yī shuāng shū fú de xié zi, wǒ men huì zǒu hěn duō lù. ó, duì le, bié wàng le dài xiàng jī!

nǐ dào de shí hòu gào sù wǒ háng bān, wǒ qù jī chǎng jiē nǐ. pàn wàng zǎo rì jiàn miàn!

nǐ de péng yǒu

xiǎo ān

Meaning: Informal and warm; recommends the Golden Gate Bridge, Fisherman's Wharf seafood and Chinatown with reasons; says what to bring (jacket, comfortable shoes, camera) and why; offers an airport pickup.

Scoring points: Row A 3/3: both requests (places and food; what to bring) answered with reasons and details. Row B 2/2: greeting and closing present; connectors 先说说, 另外, 如果, 至于, 还有. Row C 3/3: register matches a friend (你, 太好了, 哦对了) and stays consistent; idiomatic touches such as 高兴极了 and 盼望早日见面; structures include 的话, 因为, and 跟...不一样. To raise a weaker answer: add reasons (why a jacket) and one comparison between the two cities. Do not use overly formal phrases like 敬上 with a friend.

42. For Row C look for an even register: stiff phrases such as 敬上 or 此致敬礼 in a friend email are a mismatch. Total your four tasks (maximum 8 each = 32). Then enter your multiple-choice count (out of 30) into the formula in the scoring table to get a rough percentage and band. The real exam also has two speaking tasks, so use this as a reading, listening and writing check, not a prediction of your final score.

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# Appendix: Reference.

Scoring guides, vocabulary by theme, and checklists for fast review.

## R.1 Core Vocabulary by Theme

About 300 high-frequency words grouped by the six themes, with numbers, dates, time words and connectors.

This list gives about 300 high-frequency words and phrases, grouped by the six course themes, followed by numbers, dates, time words and connectors. Every entry has pinyin with tone marks and an English meaning. Use the tables for three jobs: (1) quick vocabulary review, (2) building a word bank for each story and email task, and (3) checking that your writing uses theme-specific words instead of only everyday ones. All words are in simplified characters.

### How to use this list

Learn each theme in three passes. First, cover the Meaning column and say the meaning from the Chinese. Second, cover the Chinese and write it from the meaning, adding the tone marks. Third, write one sentence for every five words using a connector from the last table. A word you can use in a sentence is worth far more on the exam than a word you only recognize.

#### Theme 1: Families and Communities (家庭与社区)

| Chinese | Pinyin         | Meaning                    |
|---------|----------------|----------------------------|
| 家庭      | jiāting        | family                     |
| 亲戚      | qīnqī          | relatives                  |
| 父母      | fùmǔ           | parents                    |
| 祖父母     | zǔfùmǔ         | grandparents               |
| 兄弟姐妹    | xiōngdì jiěmèi | siblings                   |
| 独生子女    | dúshēng zǐnǚ   | only child                 |
| 邻居      | línjū          | neighbor                   |
| 社区      | shèqū          | community                  |
| 志愿者     | zhìyuànzhe     | volunteer                  |
| 志愿服务    | zhìyuàn fúwù   | volunteer service          |
| 老人      | lǎorén         | elderly person             |
| 养老院     | yǎnglǎoyuàn    | nursing home               |
| 照顾      | zhàogù         | take care of               |
| 关心      | guānxīn        | care about                 |
| 尊重      | zūnzhòng       | respect                    |
| 孝顺      | xiàoshùn       | filial, devoted to parents |
| 团圆      | tuányuán       | family reunion             |
| 代沟      | dàigōu         | generation gap             |
| 家务      | jiāwù          | housework                  |

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| Chinese | Pinyin       | Meaning                           |
|---------|--------------|-----------------------------------|
| 传统      | chuántǒng    | tradition                         |
| 节日      | jiérì        | festival                          |
| 春节      | Chūn Jié     | Spring Festival                   |
| 中秋节     | Zhōngqiū Jié | Mid-Autumn Festival               |
| 端午节     | Duānwǔ Jié   | Dragon Boat Festival              |
| 清明节     | Qīngmíng Jié | Qingming (tomb-sweeping) Festival |
| 红包      | hóngbāo      | red envelope                      |
| 饺子      | jiǎozi       | dumplings                         |
| 月饼      | yuèbǐng      | mooncake                          |
| 聚会      | jùhuì        | get-together                      |
| 同学      | tóngxué      | classmate                         |
| 友谊      | yǒuyì        | friendship                        |
| 信任      | xìnren       | trust                             |
| 沟通      | gōutōng      | communicate                       |
| 理解      | lǐjiě        | understand, empathize             |
| 关系      | guānxì       | relationship                      |
| 责任      | zérèn        | responsibility                    |
| 帮助      | bāngzhù      | help                              |
| 捐款      | juānkuǎn     | donate money                      |
| 慈善      | císhàn       | charity                           |
| 公益      | gōngyì       | public welfare                    |
| 搬家      | bānjiā       | move house                        |
| 城市      | chéngshì     | city                              |
| 农村      | nóngcūn      | countryside                       |
| 习惯      | xíguàn       | habit                             |
| 压力      | yālì         | pressure                          |

Theme 2: Language and Culture (语言与文化)

| Chinese | Pinyin    | Meaning                |
|---------|-----------|------------------------|
| 语言      | yǔyán     | language               |
| 汉字      | hànzì     | Chinese character      |
| 拼音      | pīnyīn    | pinyin                 |
| 声调      | shēngdiào | tone                   |
| 发音      | fāyīn     | pronunciation          |
| 词汇      | cíhuì     | vocabulary             |
| 语法      | yǔfǎ      | grammar                |
| 成语      | chéngyǔ   | idiom (four-character) |
| 俗语      | súyǔ      | proverb, saying        |
| 方言      | fāngyán   | dialect                |
| 普通话     | pǔtōnghuà | Mandarin               |

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| Chinese | Pinyin         | Meaning                      |
|---------|----------------|------------------------------|
| 粤语      | yuèyǔ          | Cantonese                    |
| 书法      | shūfǎ          | calligraphy                  |
| 繁体字     | fántǐzì        | traditional characters       |
| 简体字     | jiǎntǐzì       | simplified characters        |
| 翻译      | fānyì          | translate                    |
| 口音      | kǒuyīn         | accent                       |
| 交流      | jiāoliú        | exchange, communicate        |
| 文化      | wénhuà         | culture                      |
| 习俗      | xísú           | custom                       |
| 礼貌      | lǐmào          | politeness                   |
| 礼物      | lǐwù           | gift                         |
| 敬酒      | jìngjiǔ        | offer a toast                |
| 称呼      | chēnghū        | form of address              |
| 客气      | kèqì           | courteous, polite            |
| 面子      | miànzi         | face (social standing)       |
| 谦虚      | qiānxū         | modest                       |
| 留学      | liúxué         | study abroad                 |
| 交换生     | jiāohuànshēng  | exchange student             |
| 外语      | wàiyǔ          | foreign language             |
| 双语      | shuāngyǔ       | bilingual                    |
| 练习      | liànxí         | practice                     |
| 进步      | jìnbù          | make progress                |
| 误会      | wùhuì          | misunderstanding             |
| 差异      | chāyì          | difference                   |
| 相似      | xiāngsì        | similar                      |
| 比较      | bǐjiào         | compare                      |
| 适应      | shìyīng        | adapt                        |
| 文化冲击    | wénhuà chōngjī | culture shock                |
| 历史      | lìshǐ          | history                      |
| 朝代      | chádài         | dynasty                      |
| 孔子      | Kǒngzǐ         | Confucius                    |
| 茶文化     | cháwénhuà      | tea culture                  |
| 筷子      | kuàizi         | chopsticks                   |
| 中医      | zhōngyī        | traditional Chinese medicine |
| 了解      | liǎojiě        | learn about, understand      |

Theme 3: Art and Creativity (艺术与创新)

Want a plan built around **your** student?

Book a free consultation. The short intake takes about a minute and opens right away.

**BOOK NOW →**

| Chinese | Pinyin       | Meaning                      |
|---------|--------------|------------------------------|
| 艺术      | yìshù        | art                          |
| 艺术家     | yìshùjiā     | artist                       |
| 画家      | huàjiā       | painter                      |
| 国画      | guóhuà       | traditional Chinese painting |
| 作品      | zuòpǐn       | work (of art)                |
| 创作      | chuàngzuò    | create (a work)              |
| 创意      | chuàngyì     | creativity, original idea    |
| 想象力     | xiǎngxiànglì | imagination                  |
| 灵感      | línggǎn      | inspiration                  |
| 音乐      | yīnyuè       | music                        |
| 乐器      | yuèqì        | musical instrument           |
| 二胡      | èrhú         | erhu (two-stringed fiddle)   |
| 古筝      | gǔzhēng      | guzheng (zither)             |
| 京剧      | jīngjù       | Beijing opera                |
| 戏曲      | xìqǔ         | traditional opera            |
| 舞蹈      | wǔdǎo        | dance                        |
| 剪纸      | jiǎnzhǐ      | paper cutting                |
| 陶瓷      | táocí        | ceramics                     |
| 刺绣      | cìxiù        | embroidery                   |
| 丝绸      | sīchóu       | silk                         |
| 风筝      | fēngzhēng    | kite                         |
| 灯笼      | dēnglóng     | lantern                      |
| 博物馆     | bówùguǎn     | museum                       |
| 展览      | zhǎnlǎn      | exhibition                   |
| 美术馆     | měishùguǎn   | art gallery                  |
| 电影      | diànyǐng     | movie                        |
| 导演      | dǎoyǎn       | director                     |
| 演员      | yǎnyuán      | actor                        |
| 小说      | xiǎoshuō     | novel, fiction               |
| 诗歌      | shīgē        | poetry                       |
| 作家      | zuòjiā       | writer                       |
| 故事      | gùshi        | story                        |
| 文学      | wénxué       | literature                   |
| 欣赏      | xīnshǎng     | appreciate                   |
| 表演      | biǎoyǎn      | perform, performance         |
| 观众      | guānzhòng    | audience                     |
| 舞台      | wǔtái        | stage                        |
| 摄影      | shèyǐng      | photography                  |
| 设计      | shèjì        | design                       |

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**BOOK NOW →**

| Chinese | Pinyin           | Meaning                            |
|---------|------------------|------------------------------------|
| 建筑      | jiànzhù          | architecture                       |
| 故宫      | Gùgōng           | the Palace Museum (Forbidden City) |
| 长城      | Chángchéng       | the Great Wall                     |
| 传统工艺    | chuántǒng gōngyì | traditional craft                  |
| 文化遗产    | wénhuà yíchǎn    | cultural heritage                  |
| 流行音乐    | liúxíng yīnyuè   | pop music                          |
| 才华      | cáihuá           | talent                             |

Theme 4: Science and Technology (科学与技术)

| Chinese | Pinyin           | Meaning                  |
|---------|------------------|--------------------------|
| 科学      | kēxué            | science                  |
| 技术      | jìshù            | technology               |
| 科学家     | kēxuéjiā         | scientist                |
| 研究      | yánjiū           | research                 |
| 实验      | shíyàn           | experiment               |
| 发明      | fāmíng           | invent, invention        |
| 发现      | fāxiàn           | discover                 |
| 创新      | chuàngxīn        | innovation               |
| 互联网     | hùliánwǎng       | the internet             |
| 手机      | shǒujī           | mobile phone             |
| 电脑      | diànnǎo          | computer                 |
| 软件      | ruǎnjiàn         | software                 |
| 应用程序    | yīngyòng chéngxù | app                      |
| 社交媒体    | shèjiāo méitǐ    | social media             |
| 网购      | wǎnggòu          | online shopping          |
| 视频      | shìpín           | video                    |
| 人工智能    | réngōng zhīnéng  | artificial intelligence  |
| 机器人     | jīqìrén          | robot                    |
| 无人机     | wúrénjī          | drone                    |
| 电动车     | diàndòngchē      | electric vehicle         |
| 高铁      | gāotiě           | high-speed rail          |
| 太空      | tàikōng          | outer space              |
| 航天员     | hángtiānyuán     | astronaut                |
| 卫星      | wèixīng          | satellite                |
| 能源      | néngyuán         | energy                   |
| 太阳能     | tàiyángnéng      | solar energy             |
| 环保      | huánbǎo          | environmental protection |
| 污染      | wūrǎn            | pollution                |
| 气候变化    | qìhòu biànhuà    | climate change           |
| 垃圾分类    | lājī fēnlèi      | waste sorting            |

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BOOK NOW →

| Chinese | Pinyin         | Meaning        |
|---------|----------------|----------------|
| 回收      | huíshōu        | recycle        |
| 节约      | jiéyuē         | conserve, save |
| 健康      | jiànkāng       | health         |
| 医疗      | yīliáo         | medical care   |
| 疫苗      | yìmiáo         | vaccine        |
| 隐私      | yǐnsī          | privacy        |
| 安全      | ānquán         | safety, safe   |
| 密码      | mìmǎ           | password       |
| 下载      | xiàzài         | download       |
| 上传      | shàngchuán     | upload         |
| 屏幕      | píngmù         | screen         |
| 沉迷      | chénmí         | be addicted to |
| 方便      | fāngbiàn       | convenient     |
| 效率      | xiàolǜ         | efficiency     |
| 网络安全    | wǎngluò ānquán | cybersecurity  |

## Theme 5: Contemporary Life (当代生活)

| Chinese | Pinyin      | Meaning          |
|---------|-------------|------------------|
| 日常      | rìcháng     | daily, everyday  |
| 作息      | zuòxī       | daily routine    |
| 睡眠      | shuìmián    | sleep            |
| 饮食      | yǐnshí      | diet             |
| 营养      | yíngyǎng    | nutrition        |
| 蔬菜      | shūcài      | vegetables       |
| 水果      | shuǐguǒ     | fruit            |
| 快餐      | kuàicān     | fast food        |
| 外卖      | wàimài      | takeout          |
| 运动      | yùndòng     | exercise, sports |
| 锻炼      | duànliàn    | work out         |
| 比赛      | bǐsài       | competition      |
| 篮球      | lánqiú      | basketball       |
| 乒乓球     | pīngpāngqiú | table tennis     |
| 太极拳     | tàijíquán   | tai chi          |
| 爱好      | àihào       | hobby            |
| 兴趣      | xìngqù      | interest         |
| 旅行      | lǚxíng      | travel           |
| 购物      | gòuwù       | shopping         |
| 逛街      | guàngjiē    | stroll the shops |
| 夜市      | yèshì       | night market     |
| 地铁      | dìtiě       | subway           |

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**BOOK NOW →**

| Chinese | Pinyin         | Meaning                  |
|---------|----------------|--------------------------|
| 公交车     | gōngjiāochē    | bus                      |
| 交通      | jiāotōng       | traffic, transportation  |
| 堵车      | dǔchē          | traffic jam              |
| 学校      | xuéxiào        | school                   |
| 功课      | gōngkè         | homework                 |
| 考试      | kǎoshì         | exam                     |
| 补习班     | bǔxíbān        | tutoring class           |
| 成绩      | chéngjì        | grades                   |
| 课外活动    | kèwài huódòng  | extracurricular activity |
| 兼职      | jiānzhí        | part-time job            |
| 工作      | gōngzuò        | job, work                |
| 职业      | zhíyè          | occupation               |
| 收入      | shōurù         | income                   |
| 预算      | yùsuàn         | budget                   |
| 存钱      | cúnqián        | save money               |
| 零花钱     | línghuāqián    | allowance, pocket money  |
| 时间管理    | shíjiān guǎnlǐ | time management          |
| 放松      | fàngsōng       | relax                    |
| 周末      | zhōumò         | weekend                  |
| 假期      | jiàqī          | vacation                 |
| 宿舍      | sùshè          | dormitory                |
| 食堂      | shítáng        | cafeteria                |
| 校服      | xiàofú         | school uniform           |
| 社团      | shètuán        | student club             |

## Theme 6: Global Contexts (全球视野)

| Chinese | Pinyin    | Meaning                |
|---------|-----------|------------------------|
| 全球      | quánqiú   | global                 |
| 世界      | shìjiè    | world                  |
| 国家      | guójiā    | country                |
| 国际      | guójì     | international          |
| 经济      | jīngjì    | economy                |
| 贸易      | màoyì     | trade                  |
| 旅游业     | lǚyóuyè   | tourism                |
| 游客      | yóukè     | tourist                |
| 护照      | hùzhào    | passport               |
| 签证      | qiānzhèng | visa                   |
| 航班      | hángbān   | flight                 |
| 机场      | jīchǎng   | airport                |
| 移民      | yímín     | immigrant, immigration |

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**BOOK NOW →**

| Chinese | Pinyin          | Meaning                 |
|---------|-----------------|-------------------------|
| 难民      | nànmín          | refugee                 |
| 人口      | rénkǒu          | population              |
| 贫穷      | pínqióng        | poverty                 |
| 教育      | jiàoyù          | education               |
| 平等      | píngděng        | equality                |
| 和平      | héping          | peace                   |
| 战争      | zhànzhēng       | war                     |
| 合作      | hézuò           | cooperate               |
| 联合国     | Liánhégúo       | United Nations          |
| 环境      | huánjìng        | environment             |
| 资源      | zīyuán          | resources               |
| 森林      | sēnlín          | forest                  |
| 海洋      | hǎiyáng         | ocean                   |
| 野生动物    | yěshēng dòngwù  | wildlife                |
| 大熊猫     | dàxióngmāo      | giant panda             |
| 保护      | bǎohù           | protect                 |
| 灾害      | zāihài          | disaster                |
| 地震      | dìzhèn          | earthquake              |
| 洪水      | hóngshuǐ        | flood                   |
| 可持续发展   | kě chíxù fāzhǎn | sustainable development |
| 全球化     | quánqiúhuà      | globalization           |
| 差距      | chājù           | gap                     |
| 机会      | jīhuì           | opportunity             |
| 挑战      | tiǎozhàn        | challenge               |
| 解决      | jiějué          | solve                   |
| 措施      | cuòshī          | measure, step           |
| 政府      | zhèngfǔ         | government              |
| 新闻      | xīnwén          | news                    |
| 报道      | bàodào          | report                  |
| 影响      | yǐngxiǎng       | influence, affect       |
| 责任感     | zérèngǎn        | sense of responsibility |

## Numbers, dates and time

| Chinese | Pinyin | Meaning         |
|---------|--------|-----------------|
| 零       | líng   | zero            |
| 十       | shí    | ten             |
| 百       | bǎi    | hundred         |
| 千       | qiān   | thousand        |
| 万       | wàn    | ten thousand    |
| 亿       | yì     | hundred million |

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**BOOK NOW →**

| Chinese | Pinyin             | Meaning                    |
|---------|--------------------|----------------------------|
| 半       | bàn                | half                       |
| 倍       | bèi                | times, fold                |
| 第一      | dì-yī              | first                      |
| 百分之三十   | bǎi fēn zhī sānshí | thirty percent             |
| 四分之一    | sì fēn zhī yī      | one quarter                |
| 年       | nián               | year                       |
| 月       | yuè                | month                      |
| 号       | hào                | day of the month (spoken)  |
| 日       | rì                 | day of the month (written) |
| 星期一     | xīngqīyī           | Monday                     |
| 星期天     | xīngqītiān         | Sunday                     |
| 前天      | qiántiān           | the day before yesterday   |
| 昨天      | zuótiān            | yesterday                  |
| 今天      | jīntiān            | today                      |
| 明天      | míngtiān           | tomorrow                   |
| 后天      | hòutiān            | the day after tomorrow     |
| 上个月     | shànggèyuè         | last month                 |
| 下个月     | xiàgèyuè           | next month                 |
| 去年      | qùnián             | last year                  |
| 今年      | jīnnián            | this year                  |
| 明年      | míngnián           | next year                  |
| 点       | diǎn               | o'clock                    |
| 分钟      | fēnzhōng           | minute                     |
| 一刻      | yí kè              | a quarter of an hour       |
| 早上      | zǎoshàng           | early morning              |
| 上午      | shàngwǔ            | morning                    |
| 中午      | zhōngwǔ            | noon                       |
| 下午      | xiàwǔ              | afternoon                  |
| 晚上      | wǎnshàng           | evening                    |
| 刚才      | gāngcái            | just now                   |
| 马上      | mǎshàng            | right away                 |
| 已经      | yǐjīng             | already                    |
| 常常      | chángcháng         | often                      |
| 有时候     | yǒu shíhou         | sometimes                  |
| 从来不     | cónglái bù         | never                      |

Connectors and sentence patterns

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**BOOK NOW →**

| Chinese       | Pinyin                               | Meaning                                   |
|---------------|--------------------------------------|-------------------------------------------|
| 因为...所以...    | yīnwèi ... suǒyǐ ...                 | because ... therefore ...                 |
| 虽然...但是...    | suīrán ... dànshì ...                | although ... but ...                      |
| 不但...而且...    | bùdàn ... érqiě ...                  | not only ... but also ...                 |
| 如果...就...     | rúguǒ ... jiù ...                    | if ... then ...                           |
| 只要...就...     | zhǐyào ... jiù ...                   | as long as ... then ...                   |
| 不管...都...     | bùguǎn ... dōu ...                   | no matter ... still ...                   |
| 除了...以外       | chúle ... yǐwài                      | besides, except for                       |
| 一边...一边...    | yìbiān ... yìbiān ...                | do ... while doing ...                    |
| 既...又...      | jì ... yòu ...                       | both ... and ...                          |
| 越...越...      | yuè ... yuè ...                      | the more ... the more ...                 |
| 与其...不如...    | yǔqí ... bùrú ...                    | rather than ... better to ...             |
| 尽管...还是...    | jǐnguǎn ... háishì ...               | even though ... still ...                 |
| 首先            | shǒuxiān                             | first of all                              |
| 其次            | qíci                                 | second                                    |
| 最后            | zuìhòu                               | finally                                   |
| 一方面...另一方面... | yì fāngmiàn ... lìng yì fāngmiàn ... | on the one hand ... on the other hand ... |
| 另外            | língwài                              | in addition                               |
| 而且            | érqiě                                | moreover                                  |
| 可是            | kěshì                                | but                                       |
| 不过            | bùguò                                | however                                   |
| 然而            | ránér                                | nevertheless                              |
| 因此            | yīncǐ                                | for this reason                           |
| 于是            | yúshì                                | so, thereupon                             |
| 然后            | ránhòu                               | then                                      |
| 后来            | hòulái                               | later                                     |
| 终于            | zhōngyú                              | at last                                   |
| 突然            | tūrán                                | suddenly                                  |
| 比如            | bǐrú                                 | for example                               |
| 总之            | zǒngzhī                              | in short                                  |
| 至于            | zhìyú                                | as for                                    |
| 对...来说        | duì ... láishuō                      | for (someone), in the view of             |
| 关于            | guānyú                               | about, concerning                         |
| 由于            | yóuyú                                | owing to                                  |
| 结果            | jiéguǒ                               | as a result                               |

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**BOOK NOW →**

### Four reusable word clusters

Giving an opinion: 我认为 (wǒ rènwéi, I think), 在我看来 (zài wǒ kàn lái, in my view), 我觉得...很重要 (wǒ juéde ... hěn zhòngyào, I feel ... is important).

Giving a reason: 原因是... (yuányīn shì, the reason is), 因为这样... (yīnwèi zhèyàng, because of this), 这样可以... (zhèyàng kěyǐ, this way one can).

Giving an example: 比如说 (bǐrú shuō, for example), 拿...来说 (ná ... lái shuō, take ... as an example), 就像 (jiù xiàng, just like).

Comparing cultures: 和...相比 (hé ... xiāngbǐ, compared with), 在...方面 (zài ... fāngmiàn, in the area of), 不同的是 (bù tóng de shì, the difference is).

### Culture words that earn points

Name one concrete product or practice (月饼, 红包, 剪纸, 太极拳), then connect it to a value (团圆, 尊重老人, 勤劳, 和谐).

A simple frame: 在中国, 人们... (做法), 因为大家认为... (价值观)。 (zài Zhōngguó, rénmen ..., yīnwèi dàjiā rènwéi ...)

Compare with your own community: 在我的家乡, ...不一样 (zài wǒ de jiāxiāng, ... bù yíyàng).

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