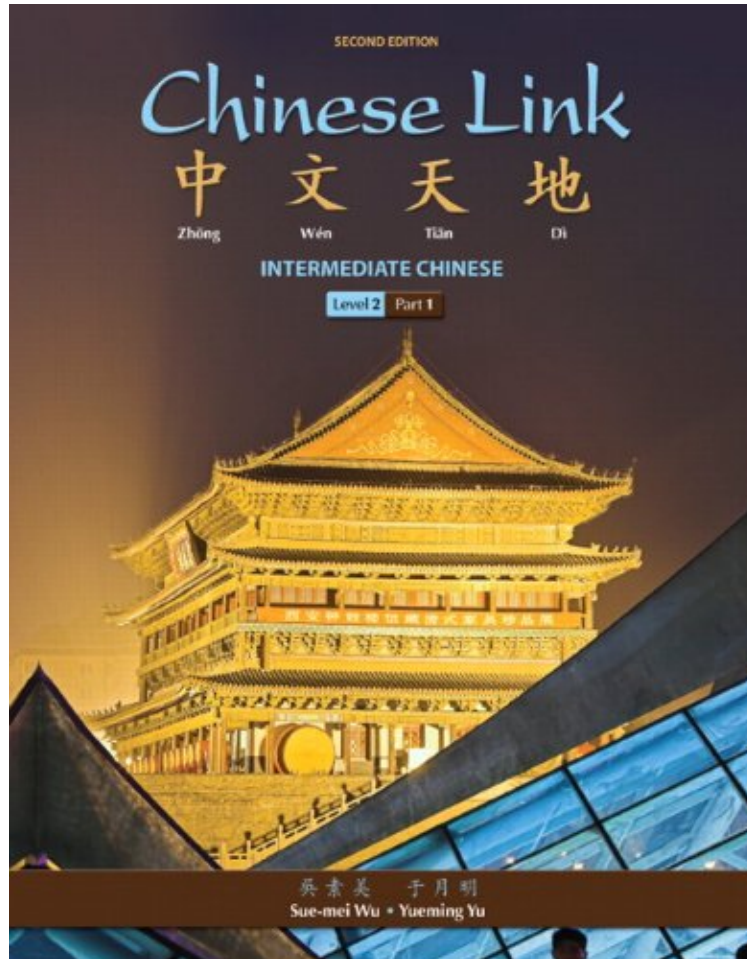


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Chinese Link: Intermediate Chinese, Level 2/Part 1 (2nd Edition)

Sue-mei Wu, Yueming Yu

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Sue-mei Wu, Yueming Yu : Chinese Link: Intermediate Chinese, Level 2/Part 1 (2nd Edition) before purchasing it in order to gauge whether or not it would be worth my time, and all praised Chinese Link: Intermediate Chinese, Level 2/Part 1 (2nd Edition):

2 of 2 people found the following review helpful. Good textbook By Peggy Lin I have taught Mandarin for almost 7 years and found Chinese Link is a pretty good textbook. The content is balanced among vocabulary, text, grammar, and cultural facts. I don't like its grammar section as much as Integrated Chinese. But, Chinese Link has more and richer cultural information which I love. 0 of 0 people found the following review helpful. Great textbook By Jeff PA very, very good textbook series. Well written, well organized, and comes with terrific online resources at no extra cost. Highly recommended! 0 of 0 people found the following review helpful. Five Stars By Evelyn Winata I like this book. Good for intermediate level

CHINESE LINK: Zhongwen Tiandi Level 2 provides a practical, learner-centered, and enjoyable language and culture learning experience for intermediate level Chinese learners, as well as an efficient and comprehensive teaching resource for instructors. The intermediate level in the Chinese Link: program, this series systematically emphasizes and integrates the 5Cs principles of the National Standards for Foreign Language Education Communication, Cultures, Comparisons, Connections, and Communities throughout the program. While learners of Chinese at the intermediate level need to continue to build their mastery of commonly used vocabulary and grammatical structures, they also need to begin to train for advanced level language usage: Chinese Link Level 2 supports these two needs. Chinese Link Level 2 continues to systematically build learners abilities in the four skills of listening, speaking, reading, and writing so that they can reach the intermediate level of competence. The content and exercises in the intermediate level program build upon what has been studied in the introductory level program, gradually adding more sophisticated vocabulary and grammatical structures. Frequent consolidation and review exercises are included. Chinese Link Level 2 also helps learners get ready for advanced Chinese study by introducing formal and written expressions and increasing students media literacy. This is accomplished by providing exposure to common Chinese idioms and the stories behind them, and by including texts written in the style of newspaper, magazines, and Internet news articles. Chinese Link Level 2 / Part 1 is comprised of 10 lessons, presenting traditional and simplified character versions side-by-side, allowing students to focus on one or the other, or to see the variations between the characters. Chinese Link Level 2 Parts 1 and 2 are designed to be completed in an academic year of college-level study.

Chinese Link is by far the best structured and sequenced textbook I have ever seen with a scope covering all necessary structural and communicative elements for elementary Chinese. I am a strong supporter for this practice to combine pinyin with characters in first year textbook since it will give learners immediate hints about the pronunciation of characters which are totally foreign to English speaking Chinese learners. The video for Language in Use is great! The video presentations impressed me greatly in that with its authentic settings and naturally occurring communicative activities, they will not only help learners outside class but also in class. Wenze Hu Ph.D., Assistant Professor, US Naval Academy Given students beginning level of proficiency in Chinese, the accompanied Pinyin would be a welcome service to the students who can then focus better on the sentence structures involved. This is a great textbook with an integrated approach for developing students overall linguistic and communicative competence. The Culture Link sections are what make this book different from other traditional textbooks. I find the audio resources on this Companion Website wonderful and they should be taken advantage of by all who use the textbook. I love the video presentation of this textbook. I think it tremendously enhances the dialogues and the texts because of quality of the pronunciations of the cast who acted out these texts. Jean Wu Ph.D., Director Chinese Language Program, University of Oregon The grammar activities are well-guided and involve more interaction [than Integrated Chinese] . Chao-mei Shen Ph.D., Senior Lecturer of Chinese, Rice University From the Back Cover Chinese Link Intermediate Level 2 Student Resources Student Text Student Activities Manual Character Book Text and Student Activities Manual Audio CDs Companion Website MyChineseLab Many student resources are available for purchase at www.mypearsonstore.com Instructor Resources Instructors Resource Manual Testing Program Testing Program Audio CDs MyChineseLab Many instructor resources are available for download at www.pearsonhighered.com Save Time, Improve Results! Over 200,000 students use the award-winning MyLanguageLabs online learning and assessment system to succeed in their basic language courses. If your instructor has required use of MyChineseLab, you will have online access to an eText, an interactive Student Activities Manual, audio materials, and many more resources to help you succeed. For more information or to purchase access, visit www.mylanguagelabs.com. About the Author Sue-mei Wu, Ph.D., Associate Teaching Professor of Chinese Studies in the Modern Languages Department at Carnegie Mellon University. She is the project leader and primary author for the Chinese Link textbook project (Beginning and Intermediate levels). She received her Ph.D. in linguistics, with a minor in language pedagogy, from the Ohio State University. She has taught at Ohio State University, Harvard University and Carnegie Mellon University. She has devoted her linguistic, pedagogy and technology expertise to creating and developing various innovative new Chinese courses, textbooks, online courses and web pages. She has designed, developed and coordinated all levels of Chinese languages and culture courses and received several awards to support developing online language, culture and folk performance modules. She is the chair of the Chinese LearnLab of the Pittsburgh Science of Learning Center (PSLC, funded by NSF, <http://learnlab.org>), and the PI of various online Chinese language and culture projects. She is the project leader and coordinator of the Chinese Online project funded by NSF. She is the co-author of Classical Chinese Primer (Hong Kong: The Chinese University Press) and the co-author of a new textbook for heritage learners. Yueming Yu, Ph.D., Teaching Professor and Coordinator of the Chinese Studies Program of the Department of Modern Languages at Carnegie Mellon University and co-author of the Chinese Link textbook project. She came to CMU in 1992 to start the Chinese Program at the Department of Modern Languages and has been the Coordinator of the program ever since. She has more than 40 years of experience in teaching a foreign language. She has taught various levels of Chinese courses and in recent years has focused on the content courses at the advanced level of Chinese. Before she came to the US, she was an Associate Professor of English as well as the coordinator of the

International Journalism Program at the Shanghai International Studies University. She was also one of the founding members of the English newspaper (Students Weekly) in Shanghai and a pioneer for the English News Program of Radio Shanghai. She has translated several books from English to Chinese, and compiled English-Chinese dictionaries. Her doctoral dissertation was a research on the criteria used in the selection of textbooks for teaching Chinese in the United States. Her current research focuses on pedagogical issues in Chinese language education with an emphasis on the relationship between teaching language and teaching culture, including a special focus on the teaching of heritage students. She is also the project leader of another textbook of Chinese for heritage students and published a series of Chinese textbooks for online use by high school students.