Chapter 1
千人糕
qiānrén gāo
Cake for a thousand people

Page 2
Paragraph 1

糕	gāo	Cake
智明	zhì míng	The boy's name. It literally means "Wisdom Bright".
外婆	wài pó	Grandma (mother's mother)
家	jiā	Home
湊巧	còu qiǎo	Luckily, just at the right time
剛	gāng	Just now
怎樣	zěn yàng	How? What kind of thing (is x)?
蛋糕	dàn gāo	Cake
肯定	kěn dìng	Definitely
廚房	chú fáng	Kitchen
失望	shī wàng	To be disappointed
普通	pǔtóng	Ordinary

摸	mō	To touch
欺騙	qī piàn	To deceive, to trick.
由	yóu	through, by
數	shǔ	To count.
麯粉	miàn fěn	Flour (麯 is more often written as 麵)
麥子	màizi	Wheat
磨	mó	To grind
種	zhǒng	To plant
機器	jī qì	Machine
製造	zhì zào	To make
紅糖	hóng táng	Brown sugar (literally "red sugar")
養	yǎng	To raise (an animal)
甘蔗	gān zhè	Sugar cane
點	diǎn	To nod
運	yùn	To transport
火車	huǒ chē	Train
輪船	lún chuán	Ship (literally "wheel boat")
飛機	fēi jī	airplane
工廠	gōng chǎng	Factory

駕駛	jià shǐ	To drive
竟然	jìng rán	Unexpectedly, actually
合作	hé zuò	To cooperate
感謝	gǎn xiè	to say thank you (to)
零	líng	zero (so 第一千零一個人 literally means "the one thousand and first person", i.e. the one other person who should be added to the thousand people to be thanked)

Page 5.

This chapter introduces the 米 (mǐ) radical.

> 米 refers to grain which has had its husk removed, such as rice , millet etc. The ancient character 米 looked like scattered grains of rice with a horizontal stroke in the middle. This represented the space between frames on which rice from the paddy fields was laid out.

If you see a character that contains this component 米 very often the character has something to do with food – as in the title of the text 千人糕。 糕 gāo means cake – and cakes were originally made from rice flour.

Some examples of characters using the 米 radical are given on Page 5, these include:

粥	zhōu	congee
粽	zòng	rice dumplings (the ones eaten at Dragon Boat Festival)

糕	gāo	cake
粉	fěn	wheat flour… powder
粟	sù	millet, grain, unhusked rice
粗	cū	course, rough (like the husk of rice…)
糖	táng	sugar
糊 糊塗	hū hū tú	dregs of rice confused, in a mess

REFLECTION AND DISCUSSION

1. Read the text and fill in the missing information on the six elements of a narrative (story).

TIME	
PLACE	
CHARACTERS	
BEGINNING	
CONTINUATION	
RESULT	

When Zhì míng saw the thousand-person cake, why was he disappointed?

Why did his grandmother call it a "thousand-person cake"?

What do you think is the main point of the text? From which part of the text can you find this?

If you were to give the "thousand-person cake" another name, what would it be?

Getting food is not easy. Say something about how we should cherish food.

LANGUAGE KNOWLEDGE AND USAGE
The 米 (mǐ) radical
1. Look at the evolution of the character 米.

2. Circle the characters that have the 米 radical.

> 米 refers to grain which has had its husk removed, such as rice , millet etc. The ancient character 米 looked like scattered grains of rice with a horizontal stroke in the middle. This represented the space between frames on which rice from the paddy fields was laid out.

> Rice is a food frequently eaten by mankind, so most characters that have the 米 radical have something to do with food.

3. Choose three of the above 米 radical characters (and add other characters to them) to form words (詞 cí).

4. Look in a character dictionary (字典 zì diǎn)or a word dictionary (詞典 cí diǎn) and find more words or phrases (詞語 cí yǔ) that contain 米 radical characters.

> Character dictionaries (字典 zì diǎn) and word dictionaries (詞典 cí diǎn) are both useful aids for reading texts. The methods for looking up characters and words are almost the same for both. If you have a question about the form, sound or meaning of a new character, you can look it up in a character dictionary. If you want to look up a word or phrase, then you can use a word dictionary.
> Or you can use the PLECO app – it's often much easier.

I found the word/phrase .... in the character dictionary.

I found the word/phrase .... in the word dictionary.

RHETORICAL QUESTIONS

1. Think about this: Did Zhì míng really need to ask the question to know the answer?

2. Compare the two sentences below.
     (1)
     (2)

> I find that the meanings of the two sentences are (the same/different), but the one that is a question is (lighter/stronger) in tone.

Grandmother doesn't really want to ask a question, she is just using the form of a question to express her meaning and letting Zhì míng think about it. This is known as a 'rhetorical question' (反問句 fǎn wèn jù) . The characteristic of a rhetorical question is that the answer is already in the question.

3. Read the following questions and put a tick in the yellow circle in front of those that are rhetorical questions.

PROGRESSIVE COMPLEX SENTENCES
Find the similarities and differences between the following two sentences.

(1)
(2)

> I find that these two sentences both say that Grandmother did two things, but in (1), Zhì míng's feelings about the two things are (the same/different) and his feeling about the (former/latter) is stronger.

DRIVERS OF PUBLIC TRANSPORT VEHICLES

1. Read the phrases and find what they have in common.

> I have found that people who manage or control means of transport can all be referred to using ....

2. Think about this: Can other people responsible for managing or controlling things also be referred to using the same kind of phrases?

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READING SILENTLY AND INTENSIVE READING
Do you know the difference between silent reading (默讀 mò dú） and intensive reading （精讀 jīng dú） ? Tick the appropriate boxes.

> (... silent reading / .... intensive reading) is reading without making a sound. It is faster than reading out loud and doesn't disturb others. (... silent reading / ... intensive reading) is for completely and deeply understanding the content of a text as well as mastering the meanings of the characters, words and sentences in it.

LISTENING TO AN INTRODUCTION

1. Listen carefully to the elf's introduction and fill in the circles in front of the correct answers.

When we read intensively, we use the following strategies:

     not deeply investigating the meaning of words/phrases

     thinking about the meaning of sentences and paragraphs as we read

     silently reading the accompanying questions

     using our imagination as we read

     making marks on the book

     using reference books

     drawing concept maps

     reading out loud with feeling and rhythm

2.

Which of the above strategies did you use in reading the text for this lesson?

DRAWING CONCEPT MAPS

If you want to understand the content of a text, you can use a concept map to lay out clearly the main points and how they are layered.

Concept maps help us to think, to understand and to remember. There are many ways of doing concept maps. This is one of them.

When you analyse an essay, first write down the main theme in the centre of the page, using comparatively large characters. You can also add a simple picture related to the main theme.

Then, based on the content of the essay, use different coloured pencils to draw branches (out from the main theme): the first level of branches should represent the most important content under the main theme. Use very concise words or phrases and draw circles, squares or any other shape you like around them in order to distinguish among the different aspects of content.

Extending out from the first level of branches, draw branches to different related points.

When such a concept map with clearly distinct layers has been completed, it is easy to see clearly the main points of an essay. Isn't it useful and interesting? Have a go!