

第 3 版前言

《新实用汉语课本》是新世纪之初，主要为以英语为母语或媒介语的海外成人汉语学习者编写的一套零起点的综合教材，是《实用汉语课本》系列的第二代产品。本版为修订后的第 3 版，主要供海外大学、孔子学院及高中用作汉语课教材，也可自学使用。

一部世界广泛使用的汉语教材

《新实用汉语课本》自 2002 年作为中国国家汉办重点规划教材陆续问世以来，得到世界各地汉语学习者和汉语教师们的欢迎与关爱。最初推出了英文、俄文、泰文、西班牙文 4 个文种注释本。2009 年在孔子学院总部 / 国家汉办的大力支持下，又陆续推出了英文、法文、德文、俄文、西班牙文、阿拉伯文、日文、韩文、泰文等 9 个文种注释本的入门级分册；同时我们对原版（英文注释本）进行了局部修订，出版了第一册到第四册的第 2 版。现在，从南北美洲、东西欧洲到澳洲，从亚洲到非洲，都有第 1 版和第 2 版的大量的使用者。以西班牙文注释本为例，2014 年的发行量是 2009 年的 6 倍。13 年来，各种版本的第一册，总共已印刷 31 次。一些国家还购买了该教材的版权。这些都表明《新实用汉语课本》正如它的上一代产品（上世纪八九十年代的《实用汉语课本》）一样，已成为世界上最广泛使用、最具有影响力的基础汉语教材之一。2010 年，《新实用汉语课本》荣获“优秀国际汉语教材奖”。

教学目标

《新实用汉语课本》的教学目标是通过汉语语言结构、语言功能与相关文化知识的学习和听说读写技能训练，逐步培养学习者综合运用汉语的能力。首先是培养学习者跨文化交际能力，并提高多元文化意识；同时在这一过程中让学习者掌握一些汉语的学习策略，增强学习汉语的兴趣。

全书共六册，第一册到第四册为初级（基础）阶段，围绕几个年轻的外国留学生在的生活及他们与中国朋友和教师的友情与交往，展开一系列贴近学习者真实生活、有趣的故事。其中，第一、二册结合校园及日常生活，介绍与汉语表达和理解有关的习俗文化；第三、四册围绕青年学生感兴趣的话题进行文化对比和讨论。完成这四册的学习，学习者可掌握汉语的基本结构和表达功能，达到新 HSK 四至五级水平。第五、六册为中级阶段，内容反映了中国社会的众多方面，体现中国当代国情、文化和传统文化。语言结构除扩大和深化词语和语法教学外，把重点放在复句和语段层面，培养学习者理解和表达中高级的功能和话题的能力，特别是成段表达的交际能力。完成这一阶段的学习，学习者可达到新 HSK 五至六级水平。

编写和修订理念

近年来国际汉语教学已出现前所未有的大发展的新形势，世界第二语言教学理论和教学方法的研究也有很多新的进展。这些变化促成了《新实用汉语课本》第 3 版的问世。

本教材的编写和修订，以学习者“更容易学”、教师“更方便用”为宗旨，继承中国对外汉

语教学半个多世纪以来的优秀传统，汲取国内外语言教学理论和教学实践的新成果，特别注重研究汉语教学本身的规律，坚持贯彻能体现汉语教学特点的“结构—功能—文化相结合”的教学理念。我们认为，牢固地掌握语言结构，是培养语言运用能力的基础。这就需要既要让学习者通过大量操练和练习获得四种基本技能，又要让成人学习者懂得必要的语法知识和组词造句的规则。对像汉语这样与绝大多数学习者母语的谱系关系相去甚远的“真正外语”，尤其要强调语音、词汇、句型、语法和话语等语言结构的学习和掌握，而且要特别注意体现由简单到复杂、由易到难、循序渐进、不断重现的原则，才能使学习过程更为容易，更为顺利。语言教材还应该有助于学习者了解目的语国家的文化和社会，从而更好地运用目的语进行交际。这就是我们编写和修订《新实用汉语课本》所主张的主要理念。

新版（第3版）的新特点

修订后的第3版教材，更重视学习者的主动、创造性的学习，使学习者不断增强学习动力并获得成就感，每课增设了课前“热身”以及最后的“自我评估”环节。

新版强调用中学，加强课堂互动和合作学习，在坚持以语言结构教学为基础的同时，加强交际性、任务型的活动。

新版课文内容更体现时代感，更有趣味性，更适合学习者的需要；话题更加集中、明确；功能更加突出、实用；语言更加真实、自然；生词选取更注重常用词，加强补充词；语言点的安排更为科学合理，更突出难点、重点；练习更加注意处理好机械性、交际性、任务型练习的关系。内容采取板块式的安排，方便学习者根据需要进行选择。

修订后的《新实用汉语课本》，海外专修或选修中文的学习者可用作听说读写综合教学的汉语教材。全书每册有10课（第一册另设两课语音预备课，供学习者选用），每课约需4~5学时。一学期可学完一册。

新版《课本》体例

语音预备课

学习者从一开始就重视汉语的语音和声调的学习，这一点非常重要。新版编写了两课语音预备课，除系统地教语音外，还配合声韵母和声调的练习，学一些常用会话和课堂用语。（注意：预备课中不进行任何语法、句型教学，语言结构的教学将从第一课开始）同时，开始学习汉字的基本知识。教师可根据学生的具体情况决定这两课的使用。

正课

1. 热身 每课的开始，提出两个启发性的问题，作为课前预习的一部分，有助于引起学习者的兴趣，将学习者引进本课。

2. 课文 为学习者提供他们所需要的话题和典型的情境，进行汉语基本结构和功能的学习和运用。课文中凸显功能，并多次重现本课要学的语言结构。第一、二册课文基本上采用对话体（每课两段），以利于基础阶段在听说读写全面要求的基础上加强听说的训练。课文中拼音与汉字的呈现方式，由利用、突出拼音到逐步摆脱对拼音的依赖。

生词 一方面对组成生词的语素（汉字）进行分析，便于学习者理解和记忆生词，进而掌握汉语构词的规律；同时强调通过词语搭配，掌握生词的用法。

注释 主要内容为：解释词语的用法；介绍必要的文化背景知识；补充已学过的语法点；对课文中已出现但暂不讲解语法点的句子，通过译文让学习者弄懂意思。

3. 语言点

核心句 体现了本课所介绍的主要语言结构及主要功能，是本课必须要熟练掌握的句子。

语法 针对汉语的特点和难点，对本课出现的主要语言结构进行必要的说明。着重介绍句子组装的规律，不求语法知识的全面系统。每个语法点讲解后，即有理解性（机械性）的练习加以巩固。比较复杂的语法点或词汇用法，常分几课介绍，注意在当课不要一次超前讲完所有用法。课文中尽量重现前一课的主要语言点。每册有1~2次语法小结，帮助学习者对已学过的语法点进行梳理。

4. 练习与运用

补充词语 紧密配合课文内容，扩大相关词语，有利于学习者进行交际性、任务型课堂活动，并由学习者量力吸取。

语音练习 在学习语音预备课的基础上，针对汉语语音的特点和难点，坚持有重点地加以练习，巩固并提高语音学习的成果。

会话练习 根据本课的话题和主要功能，运用所学的语言结构，进行有意义的会话练习。

听后复述 根据本课的话题和主要功能，运用所学的语言结构，在变换情境的情况下，做听和说的练习。

阅读理解 用叙述体短文重现已学过的句型与词汇，着重培养语段理解与连贯表达的能力。

任务与活动 在操练和有意义练习的基础上，进一步进行交际性、任务型的活动，培养学习者综合运用汉语的能力。

写作练习 由于汉语自身的特点，学习者读写能力的提高一般说来难于听说能力，读和写中又以写的难度为最高。在学汉语的开始阶段就要重视写的技能的培养，从写汉字、生词、语段开始，读写结合，逐步由控制性写作提高到开放性写作。

5. 汉字 加强部件的教学，介绍汉字的结构规律和书写规律，帮助学习者认写汉字，逐步化解汉字难的问题。

6. 文化知识 开始多用学习者母语或媒介语介绍，便于学习者了解、学习与汉语有关的、必要的文化知识。随着学习者汉语水平的提高，文化知识将逐渐融合到课文中去。

7. 自我评估 自我小结本课的学习情况。

此外，为增加汉语学习的趣味性，启发学习者对汉语特点的思考，每课还在最后增设“趣味汉语”小板块。

配套资源

《综合练习册》 主要供学习者课下练习用。除了汉字练习外，还有语音、句型、词汇的练习，以及听说读写全面的技能训练。此外还设有一些交际性、任务型的练习。

《教师用书》 就每课的教学目的、教学步骤和方法等提出建议，并对教材内容进行说明。对语音、语法、词汇的有关知识做较详细的介绍，并尽可能提供教案和教辅资料，供教师参考。

《同步阅读》 加强语言输入，培养阅读技巧，使课内学到的语言结构得到重现和运用。

《测试题》 每课有一个小测试卷，期中和期末各有一个单元测试卷，最后还有一个大测试卷，方便教师准备课堂或学期测试及学习者自测。

网络资源专区 提供教案、课件及教材的练习参考答案等，实现资源共享。

网络课程平台 辅助教师授课，同时提供智能化的班级和学生管理系统，实现学习者在线智能学习与互动。其网络沟通功能可实现全球的《新实用汉语课本》用户联络和在线交流。

鸣谢

《新实用汉语课本》第3版的修订工作，得到孔子学院总部/国家汉办一如既往的关心、指导与帮助。北京语言大学副校长、前北语社董事长戚德祥博士，北语出版社董事长兼总编辑张健博士和北语出版社社长兼北美分社社长郝运博士，自始至终给予支持与帮助，为修订工作提供了可靠的保证。特向他们表示衷心的感谢。

考虑到《新实用汉语课本》国际通用的现状，在此次修订过程中我们向分布在各大洲、长期使用本教材并从事汉语教学研究的各国学者们提出了咨询，得到他们宝贵的意见和建议。他们还同意担任本教材新版的咨询小组成员，继续关注教材在各地的使用情况，并继续提出建议。特向他们表示我们的谢意。

加拿大多伦多大学吴小燕博士和怀雅逊大学司徒祥文博士担任本教材第3版的英文翻译工作，北语社责任编辑付彦白和孙玉婷、美术编辑张静和李佳、画师李慧麟和刘谱为本教材的编辑出版工作付出了辛勤的劳动。没有他们的通力协作，也不会有我们面前的这套亮丽的新版本。

本教材是在第1版的基础上修订而成的。第1版的作者为张凯、刘社会、陈曦、左珊丹、施家炜和刘珣，主编为刘珣。是他们的辛勤工作为《新实用汉语课本》打下了坚实的基础。由于种种原因，部分原作者未能继续参与第3版编写的工作，特向他们为第1版所做的努力致以衷心的感谢。

我们要特别感谢本教材第1版的加拿大主要协作方——不列颠·哥伦比亚大学亚洲学系中国语文部的老师们，特别是陈山木主任和郑志宁先生，为本书第1版的完成做出了出色贡献。

《新实用汉语课本》第3版从内容到形式都是全新打造，我们希望它能以更专业、更国际化的新面貌呈现给世界汉语学习者，让学习者感受到选择它来学习汉语，更实用、更有效、更容易；也让我国对外汉语教学界的这套已有30余年的品牌教材，继续为汉语加快走向世界服务，为帮助各国朋友们学习汉语做贡献。

期待使用本教材的教师和学习者提出宝贵意见，以便我们今后继续对本教材做新的改进，使之不断与时俱进。

编者
2015年5月
于北京语言大学

Preface

As a product of the second generation of the *Practical Chinese Reader* series, *New Practical Chinese Reader* (NPCR) is a series of comprehensive Chinese textbooks compiled at the beginning of the 21st century for adult beginners who are native English speakers or who use English as their language of instruction. This is the third edition of NPCR, mainly targeting students at overseas universities, Confucius Institutes, and high schools. It may also be used for study on one's own.

A Popular Chinese Language Textbook Series Used Worldwide

Ever since its publication in 2002 as a key textbook series planned by the Office of the Chinese Language Council International (a.k.a., Hanban), it has been well received by students and teachers of Chinese all over the world. It was first published with annotations and translations in four languages: English, Russian, Thai, and Spanish. In 2009, with the strong support of Hanban/Confucius Institute Headquarters, a beginner-level Chinese language textbook, was added to NPCR, annotated and translated into nine languages: English, French, German, Russian, Spanish, Arabic, Japanese, Korean, and Thai, which were published one after another. At the same time, we partially revised the English edition and published the 2nd edition from volumes 1 to 4. At the present time, from North and South America, East and West Europe to Australia, from Asia to Africa, there are a large number of users of the 1st and 2nd editions. For example, the number of copies of the Spanish edition sold in 2014 was six times the number in 2009. Over the past 12 years, all the first volumes of various editions have altogether been reprinted 31 times. Some countries also bought the copyrights of NPCR. All these indicate that *New Practical Chinese Reader*, like its previous generation *Practical Chinese Reader* in 1980s to 1990s, is one of the most widely used and influential basic Chinese language teaching materials. In 2010, NPCR won the Award for Outstanding International Chinese Language Teaching Materials.

Teaching Goals

The teaching goals of this series of textbooks are to gradually develop students' ability to use Chinese through the study of its structure, functions, and related cultural knowledge, as well as the training in listening, speaking, reading, and writing skills. The textbooks will cultivate students' cross-cultural communicative skills and raise their multicultural awareness, and at the same time help students master some strategies for learning the Chinese language, and increase their interest in learning the language.

The whole set consists of six volumes. Volumes 1 to 4 are at the basic level, focusing on the

interesting stories of the lives of a few young foreign students in China and their friendships and interactions with their Chinese friends and teachers. Volumes 1 and 2 introduce Chinese customs and culture relevant to some Chinese expressions and ideas within the setting of campus and daily life. Volumes 3 and 4 encourage cultural comparisons and discussions on the topics that young students are interested in. Upon completing the four volumes, students will have a good command of the fundamental structures and functions to express themselves, and may reach Level 4 or 5 of the new HSK (Hànyǔ Shuǐpíng Kǎoshì – Chinese Proficiency Test). Volumes 5 and 6 are at the intermediate level, with the contents reflecting various aspects of Chinese society, embodying the current situation and traditional culture in China. In addition to expanding and deepening the teaching of vocabulary and grammar, the teaching of linguistic structures emphasizes complex sentences and paragraphs, which will help to develop students' ability to understand and use high-intermediate functions and topics, especially their communicative competence to express themselves using sentences extensively. After that, students' Chinese proficiency may reach Level 5 or 6 of the new HSK.

The Concept for Compiling and Revising NPCR

Recently, a new situation, an unprecedented advancement in the teaching and learning of Chinese as an international language, has emerged. Theories and methods of second language teaching have also undergone new developments. Many of these changes have led to the creation of the 3rd edition of NPCR.

The compilation and revision of this series of textbooks aim at producing a series of textbooks that are “easier to learn” for students and “easier to use” for teachers. The 3rd edition carries on the fine tradition in China of teaching Chinese as a foreign language for over half a century. It absorbs the new findings in theories and methods in language teaching in China and abroad, particularly emphasizing the research in the patterns of Chinese language teaching itself. It maintains the pedagogy of “the integration of structure, function and culture” that embodies the characteristics of Chinese language teaching. We believe that firmly mastering the structure of a language is the foundation of developing the use of a language. This requires numerous drills and exercises to obtain the four basic skills of listening, speaking, reading, and writing. It should also help adult learners to understand the necessary grammar and rules to form phrases and make sentences. As for a “genuine foreign language” like Chinese, which is entirely different from most students' mother tongues according to the language families, it is particularly important to emphasize the study and mastery of pronunciation, vocabulary, sentence patterns, grammar, and discourse, etc. It is essential to pay close attention to the principle of going from simple to complex, from easy to difficult, with constant repetition. Only then can learning become simpler and smoother. A language textbook should also help students understand the culture and society of the target language, thereby better communicating in that language. These are the main principles for compiling and revising NPCR.

New Features of the 3rd Edition

Having been revised, the 3rd edition emphasizes learners' initiative and creativity in learning, continuously motivating them and giving them a sense of achievement. Each lesson has a Warm-up section added at the beginning, and a Self-evaluation section at the end.

The 3rd edition emphasizes learning by doing, strengthening classroom interactions and collaborative learning; while insisting on the teaching of linguistic structures, it gives priority to communicative and task-oriented activities.

The part of the Text of the 3rd edition offers present-day contents, and is more interesting and more suitable for the needs of the learners. The topics are more focused and explicit; the linguistic functions are more clear-cut and practical; the language is authentic and natural. The most commonly used vocabulary has been chosen, and more supplementary words are added. The arrangement of the Language Points is more logical, with stress on the difficulties and key points in the language. More emphasis is given to the coordination of mechanical drills, communicative activities, and task-oriented exercises. The contents are arranged by categories, making it convenient for students to select a section based on their needs.

The revised NPCR can be used as comprehensive Chinese textbooks for foreign students who major in Chinese or take Chinese as an elective. Each volume has 10 lessons (the first volume also has two optional preparatory lessons on phonetics). Each lesson requires approximately 4-5 class sessions. One volume can be completed in one semester.

The Layout of the 3rd Edition Textbook

Introduction to Phonetics

It is extremely important that students, from the very beginning, pay attention to the pronunciation and tones of the Chinese language. The 3rd edition contains two preparatory lessons on phonetics. In addition to teaching phonetics systematically, these two lessons provide many exercises on initials, finals and tones, as well as some daily conversations and classroom expressions (N.B.: These two lessons don't teach any grammar or sentence patterns. The teaching of the linguistic structures starts from Lesson 1). The basic knowledge of Chinese characters is introduced concurrently. Teachers may decide how to teach these two preparatory lessons based on the specific needs of their students.

Main Lessons

1. Warm-up

At the beginning of each lesson, there are two probing questions to stimulate the interest of students, leading them into the lesson.

2. Text

This section provides necessary topics and typical scenes for students to learn and use basic structures and functions of the Chinese language. The Text highlights the functions and repeats the linguistic structures in this lesson. The Text in Volumes 1 and 2 primarily uses the format of dialogues (two in each text) to strengthen listening and speaking, two of the overall requirements of the four language skills at the basic level. In the Text, *Hanyu Pinyin* and Chinese characters appear together, going from heavy use of *pinyin* to gradually reducing the reliance on it.

New Words

Each lesson analyzes the morphemes (characters) which make up each word, making it easy for students to understand and memorize, and thereby helps them to grasp the rules of word formation. At the same time, through various word combinations, they are reinforced to master the usage of the new words.

Notes

The main contents explain the usage of the words, introduce the necessary cultural background and knowledge, and supplement the previously learned grammatical points. Some sentences whose grammar has not yet been covered are accompanied by translation to help students understand.

3. Language Points

Key Sentences

They embody the main language structures and functions of the lesson, which must be thoroughly mastered.

Grammar

Focusing on the characteristics and difficulties of the Chinese language, this section gives necessary explanations for the main language structures that appear in the lesson. It stresses the regular patterns of the sentences instead of systematical presentation of the grammar. After each point is explained, exercises, although may be mechanical, are immediately provided to reinforce students' understanding of the point in question. The relatively complex grammatical points and vocabulary usages are often introduced using several lessons and are not meant to be taught all in one lesson ahead of time. Each text repeats, as much as possible, the main language points of the previous lesson. Each volume has one or two summaries of the grammar covered so far, helping students to progressively review all the grammatical points already studied.

4. Practice and Application

Supplementary Words

This section closely coordinates with the content of the Text and expands related vocabulary, facilitating communicative and task-oriented classroom activities, and allows students to absorb the supplementary words according to their ability.

Pronunciation Drills

In view of the characteristics and difficulties of pronunciation in Mandarin for foreign students, this section places special emphasis on practicing challenging sounds, reinforcing students' achievements in the pronunciation skills they have acquired.

Conversation Practice

Building upon the topic and main linguistic functions of the lesson, this section allows students to use the grammatical structures learned to conduct meaningful conversations.

Listening and Repeating

This section, based on the topic and main linguistic functions of the lesson, facilitates the application of the grammatical structures learned through listening and speaking exercises in different scenarios.

Reading Comprehension

Using short narrative passages to repeat the already learned sentence patterns and vocabulary, this section focuses on training in paragraph comprehension and smooth expression.

Task and Activity

Based on the drills and the meaningful exercises, this section provides more communicative and task-oriented activities, developing students' ability to use Chinese in a variety of ways.

Writing Exercise

Due to the characteristics of the Chinese language, the progress in reading and writing is generally more difficult than listening and speaking, of which writing is the most difficult. Writing should be learned from the very beginning, starting with writing Chinese characters, new words, expressions, and through the integration of reading and writing, gradually progress from guided writing to free writing.

5. Chinese Characters

This section emphasizes the importance of teaching Chinese character components by introducing the composition of a character and writing rules, thus assisting students to recognize and write characters, gradually reducing the difficulty of learning Chinese characters.

6. Cultural Knowledge

This section is first introduced in the students' mother tongue or intermediary language so that they can gain insight into the cultural information related to and necessary for their language studies. As their proficiency in Chinese improves, cultural knowledge will be incorporated more and more in the Text in Chinese.

7. Self-evaluation

This section checks students' progress in the lesson.

Besides, a section Fun with Chinese is added at the end of each lesson to increase the interest in learning Chinese and to stimulate students to think about the special features of the Chinese language.

Supplementary Resources

The *Workbook* is primarily for students to do exercises while out of class. In addition to Chinese character exercises, there are exercises on pronunciation, sentence patterns, and vocabulary, as well as comprehensive skill training in listening, speaking, reading, and writing. There are also some communicative and task-oriented activities.

The *Instructor's Manual* gives suggestions for the goals, steps, methods, and so on for teaching each lesson, and also explains the teaching materials. It introduces the relevant knowledge about phonetics, grammar, and vocabulary in detail, and provides teaching plans and supplementary materials as references for teachers.

The *Companion Reader* strengthens the input of the Chinese language and develops reading skills, repeating and applying the language structures learned in class.

The *Tests and Quizzes* provides a quiz for each lesson, as well as a mid-term test and a final exam. All these facilitate teachers' preparations for classroom teaching, testing and students' self-testing.

Online Resources provide teaching plans, courseware files, and answer keys to the exercises and so on to be shared by all users.

The platform for online courses helps teachers to teach; at the same time it provides computerized classroom and student management, facilitating students' online learning and interaction. This online platform allows the global NPCR users' exchanges and interactions to happen.

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In view of the worldwide use of NPCR, we sought consultations from the international scholars who have been using the first two editions of this series in teaching for a long time and have been engaging in the research of teaching Chinese as a foreign language, whose valuable opinions and suggestions have been incorporated into the revisions. They agreed to serve as the consultants to continue to care about the use of this series in their localities, and keep on giving feedback. We express our sincere gratitude to them.

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Ms. Zhang Jing and Mr. Li Jia, Artistic Editors, and Mr. Li Huilin and Mr. Liu Pu, artists, all made significant contributions to the compilation of this edition. Without their concerted efforts, there would have been no new edition.

The 3rd edition is based on the revision of the 1st edition. The authors of the 1st edition are Zhang Kai, Liu Shehui, Chen Xi, Zuo Shandan, Shi Jiawei, and Liu Xun, with Liu Xun as the Chief Compiler. Their hard work laid a solid foundation for NPCR. For various reasons, some original authors were unable to continue to participate in the compilation of the 3rd edition. We truly appreciate all the efforts they made for the 1st edition.

We would like to give special thanks to our main Canadian collaborators of the 1st edition, the Chinese language teachers in the Department of Asian Studies, University of British Columbia, particularly to the Coordinator Dr. Robert S. Chen and Mr. Zhining Zheng, who contributed greatly to the completion of the 1st edition.

From the contents to the format, the 3rd edition has been completely revised. We hope that this new edition will encourage international students to choose NPCR for its greater practicality, effectiveness, and easy use, and will continue to allow the world to access this series of textbooks of Chinese as a foreign language that has been popular for over 30 years, thereby supporting our international friends in learning Chinese.

We sincerely hope that teachers and students who use our teaching materials will offer their valuable suggestions so that we can keep these textbooks up along with the times.

The compilers

May 2015

Beijing Language and Culture University

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《Xīn Shíyòng Hànyǔ Kèběn》 huānyíng nǐ!

《新实用汉语课本》欢迎你！

New Practical Chinese Reader welcomes you!

In the two lessons of Introduction to Phonetics, you'll come across the complete Chinese phonetic system: 21 initials, 38 finals, 4 tones, and tone sandhi in the flow of speech. When you have learned "Hànyǔ pīnyīn 汉语拼音", you can read out any syllable in Chinese (There are only some 1,200 syllables in Chinese). Of course, these two preparatory lessons only give you a phonetic foundation. In each of the future lessons, we will continue to practice the sounds and tones until you can pronounce them as correctly as the Chinese do.

The purpose of learning phonetics is to communicate. In these two lessons, you'll learn 16 sets of common dialogues and more than 30 classroom expressions and will also come across many useful Chinese words and phrases.

What is extremely important is that you'll learn 14 most basic Chinese characters and come to understand the strokes of Chinese characters and the writing rules. These most basic characters can help you learn the relatively complex characters and learn by heart more words and phrases.

Are you ready? Here we go!

Nǐ hǎo
你好
Hello

Chinese is a tonal and musical language. You will want to use accurate Mandarin to communicate with Chinese. These two preliminary lessons will help you from the very beginning to establish a sound foundation in phonetics. The picturesque Chinese characters, one of the world's oldest written languages still in use today, with more than three thousand years of history, might have seemed quite mysterious to you. These lessons will also tell you how to recognize and write Chinese characters, in a relatively easy manner. In the current lesson, you will learn six basic characters. In addition, you will learn how to say some essential daily expressions. Are you ready? Let's begin.

热身 WARM-UP

Listen to the following syllables. On the lines below, write the numbers of the three syllables that you think are Mandarin. Listen a second time and imitate the Mandarin syllables you hear.

(1) _____ (2) _____ (3) _____



1-01-01

第一部分 PART ONE

一、课文 TEXT



1-01-02

A: Nǐ hǎo!
你好!

B: Nǐ hǎo!
你好!

A: Hello!
B: Hello!



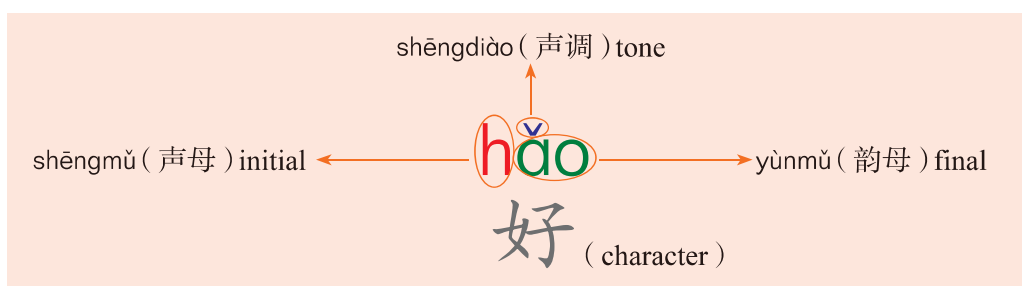
Communication activity

Greet your classmates and teacher in Mandarin.

二、语音 PHONETICS

1 语音知识 Knowledge about Phonetics

1. The basic sounds in Mandarin



In Modern Standard Chinese, a syllable usually has three parts: the initial, the final, and the tone. The initial is the consonant at the beginning; the rest of the syllable is the final. A final is made of one to three vowels or a combination of a vowel plus the consonant “n” or “ng”. A tone mark is placed above a vowel. For instance, in the example “hǎo 好”, “h” is the initial, “ao” is the final, and the tone is the third tone. A syllable may not have an initial, such as “ai”, but it must have a final. Altogether Mandarin has 21 initials, 38 finals, and four tones.

The structure of a Hànyǔ pīnyīn syllable is as follows:

syllable =	tone	
	(initial)	final

2. Phonological items

(1) Initials: b, p, m, and f

The initials **b**, **p**, and **m** are bilabial, but **f** is labiodental. They are pronounced similar to English.

(2) Initials: d, t, n, and l

When pronouncing **d**, **t**, **n**, and **l**, the tip of the tongue is in the alveolar position. They are pronounced similar to English.

Note:

The initials **b** and **d** are unaspirated; **p** and **t** are pronounced in the same position as **b** and **d**, but they are aspirated.

(3) Single finals: a, o, e, i, u, and ü

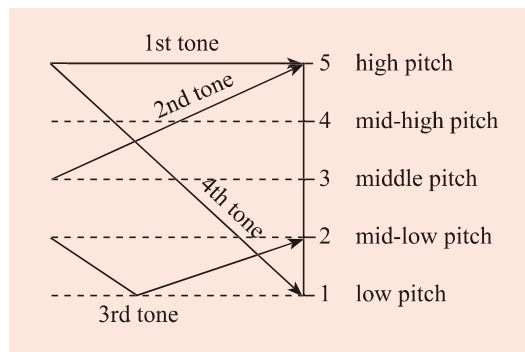
When the final **o** alone is combined with **b**, **p**, **m**, or **f**, there is usually a short **u** in between the initial and the final. So, the actual pronunciation of **bo**, **po**, **mo**, and **fo** is **buo**, **puo**, **muo**, and **fu**.

The *pinyin* final **e** and the English letter **e** are pronounced differently. When pronouncing the *pinyin* **e**, approximate the sound **er** as in the British English word “her”.

The final **ü** is a rounded high front vowel. When pronouncing it, place your tongue as if you were pronouncing **i** in *pīnyīn* and then round your lips.

(4) Tones

Chinese is a tonal language. Each tone has the function of differentiating meaning. Mandarin has four basic tones.



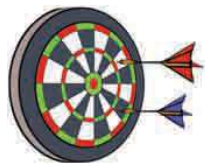
Example



bā (八)
eight



bá (拔)
to pull out



bǎ (靶)
target



bà (爸)
dad

Tone marks: the first tone is marked “—”, the second tone is marked “↗”, the third tone is marked “↘”, and the fourth tone is marked “↙”.

When a syllable has only one vowel, the tone mark is marked above the vowel such as “lù 陆” and “hěn 很”. If the tone mark is above the *pinyin* vowel **i**, the dot above **i** should be removed such as “nǐ 你”, “nín 您”, and “píng 平”. When a syllable has a compound final,

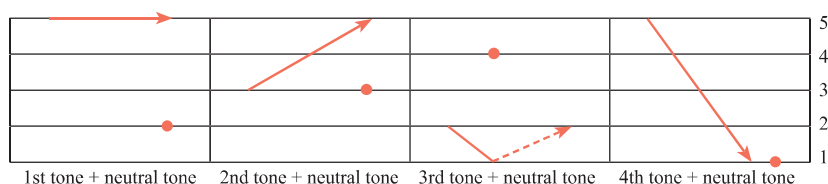
the tone mark should usually be put above the vowel which requires your mouth to be open the widest. When the degree to which you open your mouth is the same, put the tone mark above the second vowel, such as “liú 留” and “duì 对”.

The order of vowel sounds based on how wide the mouth is opened:

a o e i u ü

(5) The neutral tone

Mandarin has a neutral tone. The neutral tone must be read lightly and quickly. When spelling the syllable, there is no tone mark.



Example

māma (妈妈)
mom

bóbo (伯伯)
uncle

nǐmen (你们)
you

bàba (爸爸)
dad

2 语音练习 Pronunciation Drills



1-01-03

1. Read aloud and pay attention to the tones

ā	á	ǎ	à
bō	bó	bǒ	bò
lū	lú	lǔ	lù
yī	yí	yǐ	yì
wū	wú	wǔ	wù
yū	yú	yǔ	yù

2. Sound discrimination

bà (father) — pà (afraid)

dà (big) — tà (to stamp)

fǎ (law) — mǎ (horse)

lì (strength) — lǜ (green)

bó (uncle) — pó (mother-in-law)

dǔ (to bet) — tǔ (soil)

mò (ink) — mù (wood)

nǚ (female) — nǚ (to exert)

3. Tone discrimination

mǎ (horse) — mā (mom)

yī (one) — yí (aunt)

dǔ (to bet) — dú (to read)

mù (wood) — mǔ (mother)

lì (strength) — lǐ (in)

yǔ (rain) — yú (fish)

4. The neutral tone

bàba

māma

dìdi

bóbo

pópo

Nǐ ne?

三、课堂用语 CLASSROOM EXPRESSIONS

● Nǐ dú.

Read aloud.



1-01-04

第二部分 PART TWO

一、课文 TEXT

(一)



1-01-05

A: Nǐmen hǎo!
你们 好!

B: Nǐ hǎo!
你 好!

A: Hello, everyone!

B: Hello!



(二)



1-01-06

Nǐ máng ma?
A: 你 忙 吗?

Hěn máng.
B: 很 忙。

A: Are you busy?
B: Very busy.



Communication activity

Based on the pictures and scenes below, complete the dialogues, using the designated words.



(1) A: _____! (2) A: _____! (3) A: Bàba, _____? (máng)
B: _____! B: _____! B: _____. (máng)

二、语音 PHONETICS

1 语音知识 Knowledge about Phonetics

1. Phonological items

(1) Initials: g, k, and h

When pronouncing **g** and **k**, raise the back of the tongue against the soft palate. The initial **g** is pronounced like “kir” in the English word “skirt”.

When pronouncing **h**, raise the back of the tongue and place it close to the soft palate.

Note:

Though **g** and **k** are pronounced in the same position, **g** is unaspirated and **k** is aspirated. The initial **h** in Mandarin is pronounced in a similar position as “h” in English.

(2) Front-sonorant compound finals: ai, ei, ao, and ou

Front-sonorant compound finals are composed of a primary vowel and a secondary vowel. The first vowel is the primary vowel (the tone mark is put above it), the pronunciation is relatively clear and loud, and the length of the sound is longer than the secondary vowel; the length of the secondary vowel is relatively short and the pronunciation is less stressed.

A primary vowel + a secondary vowel: **ai**, **ei**, **ao**, and **ou**

The final **ei** is similar to “ay” as in the English word “play” and the final **ou** is similar to “o” in the English word “so”.

(3) Finals with nasal endings: an, en, ang, eng, and ong

A final that ends with **n** is called a front nasal final; a final that ends with **ng** is called a back nasal final.

When pronouncing a front nasal final, first pronounce the vowel in the final. Then immediately pronounce **n** along with the flow of the air. The nasal **n** is pronounced similar to “n” as in the English word “in”.

When pronouncing a back nasal final, first pronounce the vowel in the final. Then immediately pronounce **ng** along with the flow of the air. The pronunciation of **ng** is similar to “ng” as in the English word “belong”.

2. Third tone sandhi

(1) When appearing on its own, a third tone is fully pronounced.

Example nǐ hǎo mǎ nǚ

(2) When two third tones are read aloud together, the first third tone is read as a second tone, but the tone mark remains the third tone.

▼ + ▼ —————> / + ▼

Example	nǐ hǎo (hello)	ní hǎo
	hěn hǎo (very good)	hén hǎo
	yǔfǎ (grammar)	yúfǎ
	kěyǐ (all right)	kéyǐ

(3) When a third tone is followed by a first tone, second tone, or fourth tone syllable, or most neutral tones, the third tone is read aloud as a half third tone.

Example hěn gāo (very tall)
hěn bái (very white)
hěn dà (very big)
nǎinai (grandma)

2 语音练习 Pronunciation Drills



1-01-07

1. Read aloud and pay attention to the tones

nī	ní	nǐ	nì	
hāo	háo	hǎo	hào	nǐ hǎo
mēn	mén		mèn	nǐmen
tā		tǎ	tà	tāmen
	hén	hěn	hèn	
māng	máng	mǎng		hěn máng

2. Sound discrimination

kàn (to look) — gàn (to do)	kǒu (mouth) — gǒu (dog)
fēi (to fly) — hēi (black)	bǎi (hundred) — běi (north)
dāo (knife) — dōu (all)	tán (to talk) — táng (sugar)
fēn (minute) — fēng (wind)	dōng (east) — dēng (lamp)

3. Tone discrimination

dāo — dào	kàn (to look) — kǎn (to cut)
pái — pài	hěn (very) — hèn (to hate)
páng — pàng (fat)	děng (to wait) — dēng (lamp)

4. Third-tone sandhi

děng tā	hěn gāo
nǐ máng	hěn máng
nǐ hǎo	hěn hǎo
kěle	hǎokàn
nǎinai	hǎo ma

三、课堂用语 CLASSROOM EXPRESSIONS

- | | |
|---------------|-------------------------|
| ① Hěn hǎo! | Very good! |
| ② Nǐmen dú. | Please read aloud. |
| ③ Kàn hēibǎn. | Look at the blackboard. |



1-01-08

Nǐ zuìjìn zěnmeyàng 你最近怎么样 How have you been lately

With the foundation of Chinese phonetics and Chinese characters, you can now study Lesson 1. After completing this lesson, you can greet Chinese people in Chinese. You can also ask someone's name in Chinese, and give a brief self-introduction. In addition, using simple sentences, you can ask how your friends have been doing lately, and also reply to the same questions that your friends ask you.

一、热身 WARM-UP

1 思考 Think

Think about the following questions:

- (1) In your country, how do friends greet each other?
- (2) When you meet someone for the first time, how do you ask the person's name?
- (3) In the culture of your country, do you put the surname first or last?

2 活动 Activity

The following names in Chinese are based on transliterations. Please read these names aloud quickly in Chinese and guess their corresponding names in English.



Male names

Āndōngní
安东尼
Kèlǐsī
克里斯
Màikè
麦克
Mǎxiū
马修
Dàwèi
大卫



Female names

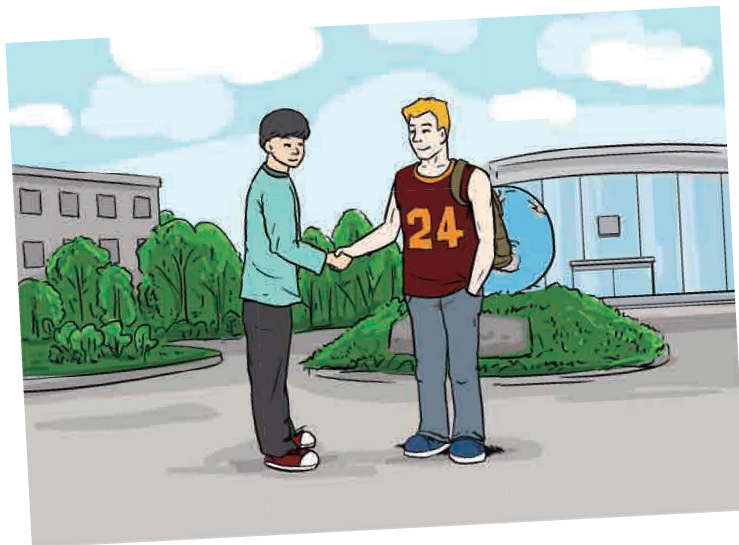
Zhēnnífó
珍妮佛
Kǎisèlín
凯瑟琳
Sūshān
苏珊
Yīlìshābái
伊丽莎白
Líndá
琳达

二、课文 TEXT

(一)



2-01-01



(Ma Dawei meets Song Hua on campus for the first time.)

Mǎ Dàwéi: Nǐ hǎo! ①

马大为: 你好!

日常打招呼

Daily greetings

Sòng Huá: Nǐ hǎo!

宋华: 你好!

Mǎ Dàwéi: Wǒ jiào Mǎ Dàwéi. Qǐngwèn, ② nǐ jiào shénme míngzi? ③

马大为: 我叫马大为。请问, 你叫什么名字?

Sòng Huá: Wǒ xìng Sòng, jiào Sòng Huá.

宋华: 我姓宋, 叫宋华。

问名字

Asking about one's name

Mǎ Dàwéi: Rènshi nǐ hěn gāoxìng. ④

马大为: 认识你很高兴。

Sòng Huá: Rènshi nǐ wǒ yě hěn gāoxìng.

宋华: 认识你我也很高兴。

生词 New Words



2-01-02

1. nǐ	你	Pr	you (<i>singular</i>)
2. hǎo	好	A	good; well; fine; OK 你好
3. wǒ	我	Pr	I; me
4. jiào	叫	V	to be called; to call
5. qǐngwèn	请问	V	may I ask; excuse me
qǐng	请	V	please; to request; to invite
wèn	问	V	to ask
6. shénme	什么	QPr	what
7. míngzi	名字	N	name 什么名字 叫什么名字
8. xìng	姓	V/N	one's surname is / surname 姓宋 姓马
9. rènshi	认识	V	to know 认识你 认识他 认识马大为
10. hěn	很	Adv	very 很好
11. gāoxìng	高兴	A	happy 很高兴
12. yě	也	Adv	also; too 也很高兴 也认识你
13. Mǎ Dàwéi	马大为	PN	Ma Dawei, name of an American student
14. Sòng Huá	宋华	PN	Song Hua, name of a Chinese student

注释 Notes

① Nǐ hǎo!

Hello!

“Nǐ hǎo! 你好!” (Hello) is a very common greeting in Chinese. Whether between strangers or acquaintances, whether in the morning, at noon, or in the evening, you can use it. The response is also “你好!”.

② Qǐngwèn……

May I ask... (Excuse me, ...)

This is a polite way to start asking someone a question.

③ Nǐ jiào shénme míngzi?

What is your name?

This is a common way to ask someone's name, usually by a senior to a junior or between young people.

In Chinese, the surname comes first and the given name comes next. For example, in “Sòng Huá 宋华”, “宋” is the surname and “华” is the given name. Most names have three characters, such as “Lù Yǔpíng 陆雨平”, in which “陆” is the surname and “雨平” is the given name. When asked “Nǐ jiào shénme míngzi? 你叫什么名字?” (What is your name?), the response is “Wǒ xìng 我姓……, jiào 叫……” (My surname is... and my given name is...) or “Wǒ jiào 我叫……” (My full name is...).

When one addresses a junior or someone around one's age and familiar, whose given name has two characters, one often calls the person by the given name without using the surname. For example, “Lù Yǔpíng 陆雨平” can be called “Yǔpíng 雨平”.

④ Rènshi nǐ hěn gāoxìng.

Nice to meet you.

This is often used when meeting someone for the first time.

(二)



2-01-03



(Ding Libo talks with Lin Na in Lin Na's dorm room.)

Dīng Lìbō: Qǐngwèn, Lín Nà zài ma? ①

丁力波：请问，林娜在吗？

Lín Nà: Zài. Lìbō, qǐng jìn, ② qǐng zuò.
林娜：在。力波，请进，请坐。

Dīng Lìbō: Xièxie. Nǐ zuìjìn zěnmeyàng? ③
丁力波：谢谢。你最近怎么样？

问候
Greetings

Lín Nà: Wǒ hěn hǎo. Nǐ ne? ④
林娜：我很好。你呢？

Dīng Lìbō: Wǒ hěn máng. Nǐ máng ma?
丁力波：我很忙。你忙吗？

Lín Nà: Wǒ bú tài máng. Dàwéi hǎo ma?
林娜：我不太忙。大为好吗？

问候他人
Greeting others

Dīng Lìbō: Tā yě hěn hǎo.
丁力波：他也很好。

生词 New Words



2-01-04

1. zài	在	V	to be (here, there); to be (in, on, at)
2. ma	吗	QPt	a modal particle used for a question expecting a yes-no answer 你忙吗 宋华在吗
3. jìn	进	V	to enter 请进
4. zuò	坐	V	to sit 请坐
5. xièxie	谢谢	V	to thank 谢谢你
6. zuìjìn	最近	Adv	lately; recently
7. zěnmeyàng	怎么样	QPr	how (is, are); how about 你怎么样 最近怎么样
8. ne	呢	QPt	a modal particle used for an elliptical question 你呢
9. máng	忙	A	busy 很忙
10. bù	不	Adv	not; no 不忙 不好 不高兴 不在
11. tài	太	Adv	too; extremely 不太忙 不太好
12. tā	他	Pr	he; him
13. Dīng Lìbō	丁力波	PN	Ding Libo, name of a Canadian student
14. Lín Nà	林娜	PN	Lin Na, name of a British student

注释 Notes

① Lín Nà zài ma?

Is Lin Na in?

② Qǐng jìn.

Come in, please.

“Qǐng 请 + verb” is a polite way to make a request.

③ Nǐ zuìjìn zěnmeyàng?

How have you been lately?

“……zěnmeyàng 怎么样?” (How is/are...?) is often used to ask about the situation of someone or something. “Nǐ (zuìjìn) zěnmeyàng? 你（最近）怎么样?” (How have you been (lately)?) is a greeting used between acquaintances or friends. The response could be “hěn hǎo 很好” (very well), “hěn máng 很忙” (very busy), etc.

④ Nǐ ne?

And (how are) you?

三、语言点 LANGUAGE POINTS

1 核心句 Key Sentences



2-01-05

1. Nǐ zuìjìn zěnmeyàng?

2. Wǒ hěn hǎo. Nǐ ne?

3. Nǐ máng ma?

4. Tā yě hěn hǎo.

5. Nǐ jiào shénme míngzì?

6. Wǒ xìng Sòng, jiào Sòng Huá.



2 语法 Grammar

1. 用“吗”的是非问句 Yes-no questions with “ma 吗”

Adding the modal question particle “吗” at the end of a declarative sentence makes a simple yes-no question. The response is the affirmative or negative form of the declarative sentence without “吗”. For example,

Declarative Sentence	Interrogative Sentence
Tā máng. 他 忙。	→ Tā máng ma ? 他 忙 吗 ?
Wǒ jiào Mǎ Dàwéi. 我 叫 马 大为。	→ Nǐ jiào Mǎ Dàwéi ma ? 你 叫 马 大为 吗 ?
Lín Nà zài. 林 娜 在。	→ Lín Nà zài ma ? 林 娜 在 吗 ?

Exercise I Change the following sentences into questions and then in groups of two, ask each other questions and answer them.

- Wǒ hěn hǎo. Wǒ bú tài máng.
(1) 我 很 好。 → _____? (3) 我 不 太 忙。 → _____?
- Dīng Lìbō hěn gāoxìng. Lín Nà hěn máng.
(2) 丁 力波 很 高 兴。 → _____? (4) 林 娜 很 忙。 → _____?

Exercise II Based on the pictures, complete the dialogues using proper words.



Nǐ hǎo ma?
(1) A: 你 好 吗?

Wǒ
B: 我 _____。



Nǐ _____ ma?
(2) A: 你 _____ 吗?

Wǒ hěn máng.
B: 我 很 忙。



Tā gāoxìng ma?
(3) A: 他 高 兴 吗?

Tā hěn
B: 他 很 _____。

2. 形容词谓语句 A sentence with an adjectival predicate

Subject	Predicate	
	Adverb	Adjective
Nǐ 你		hǎo. 好。
Wǒ 我	hěnn 很	hǎo. 好。
Dàwéi 大为	yě hěnn 也很	hǎo. 好。
Wǒ 我	bù 不	máng. 忙。

In Chinese an adjective by itself can serve as a predicate, which can be modified by adverbs like “hěnn” (very) and/or “yě 也” (also; too), etc. such as “Wǒ hěnn hǎo. 我很好。” (I am fine), “Dàwéi yě hěnn hǎo. 大为也很好。” (Dawei is also fine). The negative form is formed by putting the adverb “bù 不” (not) before the adjective, such as “Wǒ bù máng. 我不忙。” (I am not busy).

Notes:

- ① The adverbs “很”, “也”, “不” and so on must be put before the adjective they modify.
- ② If a sentence does not have another adverb (e.g., “不”, “也”, “tài 太”, etc.), the adverb “很” is often added. For example, to respond to “Nǐ zuìjìn zěnmeyàng? 你最近怎么样?” (How have you been recently?), the response is not “*Wǒ hǎo. 我好。” (I’m fine) or “*Wǒ máng. 我忙。” (I’m busy); usually it is “Wǒ hěnn hǎo. 我很好。” (I’m very well) or “Wǒ hěnn máng. 我很忙。” (I’m very busy). “很” in this context does not necessarily carry the literal meaning of “very”.
- ③ When a sentence with an adjectival predicate is changed to a question ending with “吗”, “很” is usually removed. For example, “我很好。” (I’m very well) → “Nǐ hǎo ma? 你好吗?” (How are you?). Do not ask “*Nǐ hěnn hǎo ma? 你很好吗?”.

Exercise I Complete the dialogues with the words on the right.

- Nǐ máng ma?
(1) A: 你 忙 吗?
- Wǒ _____ máng. Nǐ ne?
B: 我 _____ 忙。你呢?
- Wǒ _____ máng.
A: 我 _____ 忙。

hěnn
很
bú tài
不太
bù
不

Mǎ Dàwéi hǎo ma?
(2) A: 马大为 好吗?

Tā hěn hǎo. ne?
B: 他 很好。 呢?

Tā yě hěn hǎo.
A: 他 也 很好。

Sòng Huá
宋 华
Dīng Libō
丁 力波

Exercise II Form sentences by rearranging the words.

wǒ máng hěn
(1) 我 忙 很 → _____

gāoxìng bù tài tā
(2) 高兴 不 太 他 → _____

hǎo nǐ ma
(3) 好 你 吗 → _____

3. 副词“也”的位置 The position of the adverb “也” (also; too)

The adverb “也” must be put after the subject but before the predicate verb or adjective. For example, “Wǒ yě hěn hǎo. 我也很好。” (I’m also fine), but not “*Yě wǒ hěn hǎo. 也我很好。” or “*Wǒ hěn hǎo yě. 我很好也。” Besides, “也” cannot serve as the predicate on its own, for example, it’s not right to say “*wǒ yě 我也”.

也 + Verb/Adjective

Subject	Predicate	
	Adverb	Verb/Adjective
Tā 他	yě 也	xìng Sòng. 姓 宋。
Lín Nà 林 娜	yě hěn 也 很	gāoxìng. 高兴。

In a negative sentence, “也” must be put before “不”.

也 + 不 + Verb/Adjective

Subject	Predicate	
	Adverb	Verb/Adjective
Tā 他	yě bú 也不	xìng Sòng. 姓宋。
Lìbō 力波	yě bù 也不	máng. 忙。

Exercise I Complete the dialogues with the words on the right.

(1) A: Dàwéi _____ ma?
大为 _____ 吗?

B: Dàwéi hěn _____, wǒ yě hěn _____.
大为 很 _____, 我也很 _____。

(2) A: Lín Nà _____ ma?
林娜 _____ 吗?

B: Lín Nà bú tài _____, Lìbō yě bú tài _____.
林娜 不太 _____, 力波也不太 _____。

hǎo
好
máng
忙

máng
忙
gāoxìng
高兴

Exercise II Form sentences by rearranging the words.

(1) wǒ hǎo yě hěn
我 好 也 很 → _____

(2) tā bù yě zài
他 不 也 在 → _____

(3) Dàwéi hǎo ma yě
大为 好 吗 也 → _____

4. 汉语的语序 Word order in Chinese

There are several main characteristics of Chinese grammar. There are no changes, strictly speaking, in terms of personal pronouns, verb tenses, gender, singular or plural case, etc. Grammatically, the word order plays an extremely important role. The word order in Chinese, in general, has the subject at the beginning, which may also be called the topic to be described; the predicate, which describes the subject, follows. For example,

Subject (Topic)	Predicate (Statement)
Wǒ 我	hěn máng. 很 忙。
Tā 他	xìng Sòng. 姓 宋。

四、练习与运用 PRACTICE AND APPLICATION

补充词语 Supplementary Words



2-01-06

1. kùn	困	A	sleepy 很困 不困 不太困
2. kě	渴	A	thirsty 很渴 不渴 不太渴
3. è	饿	A	hungry 很饿 不饿 不太饿
4. lèi	累	A	tired 很累 不累 不太累
5. hái xíng	还行		not bad
6. mǎmǎhūhū	马马虎虎	A	so-so
7. tā	她	Pr	she; her

1 语音练习 Pronunciation Drills



2-01-07

Listen and read aloud: Add tone marks to the following words and sentences, and then read them aloud.

- ① laoshi ② hen ke ③ qingwen
- ④ hen mang ⑤ bu mang ⑥ bu e
- ⑦ bu ke ⑧ bu gaoxing ⑨ Wo bu tai mang.
- ⑩ Renshi ni hen gaoxing.

2 会话练习 Conversation Practice

Pair activity: Create dialogues based on the scenes and the requirements below.

1. Greetings

(1)



(2)



2. Meeting for the first time

(1)



(2)



Qǐngwèn, nǐ jiào shénme míngzì? / Rènshi nǐ hěn gāoxìng.
(请问, 你叫什么名字? / 认识你很高兴。)

3. Greetings

(1)



Nǐ hǎo ma?
(你好吗?)

(2)



Nǐ zuìjìn zěnmeyàng?
(你最近怎么样?)

4. How is he/she?



3 听后复述 Listening and Repeating



2-01-08

Listen to the following dialogues and repeat what you hear.

Nǐ hǎo ma?
(1) A: 你好吗?

Wǒ hěn hǎo. Nǐ ne?
B: 我很好。你呢?

Wǒ yě hěn hǎo.
A: 我也很好。

Nǐ zuìjìn máng ma?
(2) A: 你最近忙吗?

Wǒ hěn máng. Nǐ ne?
B: 我很忙。你呢?

Hái xíng.
A: 还行。

Qǐngwèn, nǐ jiào shénme míngzì?
(3) A: 请问, 你叫什么名字?

Wǒ xìng Lín, jiào Lín Nà. Nǐ ne?
B: 我姓林, 叫林娜。你呢?

Wǒ jiào Sòng Huá. Rènshi nǐ hěn gāoxìng.
A: 我叫宋华。认识你很高兴。

Rènshi nǐ wǒ yě hěn gāoxìng.
B: 认识你我也很高兴。

4 阅读理解 Reading Comprehension



Tā jiào Mǎ Dàwéi, tā jiào Dīng Lìbō, tā jiào Lín Nà.
他叫马大为, 他叫丁力波, 她叫林娜。

Dàwéi hěn hǎo, Dīng Lìbō hěn máng, Lín Nà bú tài máng, tā yě hěn hǎo.
大为很好, 丁力波很忙, 林娜不太忙, 她也很好。

Answer the following questions:

Mǎ Dàwéi hǎo ma?
(1) 马大为好吗?

Lín Nà zěnmeyàng?
(2) 林娜怎么样?

Dīng Lìbō máng ma?
(3) 丁力波忙吗?



Tā jiào Chéng Lóng, tā jiào Gōng Lì. Chéng Lóng hěn máng, Gōng Lì yě hěn máng.
他叫 成 龙, 她叫 巩 俐。成 龙 很 忙, 巩 俐 也 很 忙。

Yáo Míng zěnmeyàng? Yáo Míng yě hěn máng.
姚 明 怎 么 样? 姚 明 也 很 忙。

Tā jiào shénme míngzi? Tā jiào Mǎ Yún. Mǎ Yún máng ma? Mǎ Yún hěn máng.
他 叫 什 么 名 字? 他 叫 马 云。马 云 忙 吗? 马 云 很 忙。

Answer the following questions:

Tāmen jiào shénme míngzi?
(1) 他们 叫 什 么 名 字?

Tāmen zěnmeyàng?
(2) 他们 怎 么 样?

5 任务与活动 Task and Activity

Class activity: In groups of three to five, following the form below, ask your group members their names, give simple greetings, and ask them how they are. Then report back to the whole class.

No.	Name	How about...
1.		
2.		
3.		
4.		
5.		

The following words may be helpful to you:

zěnmeyàng jiào rènshi máng hǎo
怎 么 样 叫 认 识 忙 好

6 写作练习 Writing Exercise

Make a business card of your own based on the sample below.



五、汉字 CHINESE CHARACTERS

1 汉字知识 Knowledge about Chinese Characters

1. Components of Chinese characters

The structure of modern Chinese characters can be analyzed from three perspectives: strokes, components, and the whole character. For instance, the character “mù 木” (wood) is composed of four strokes: 一, |, J and 丶. “木” is a basic character itself, but it is also a component to form a character. For instance, the character “lín 林” (woods; forest) is composed of two “木” components. Some components can stand on their own as independent characters, but others cannot and can only be part of another character. This characteristic is the key to understanding modern Chinese characters. For example, the character “yuàn 院” (courtyard) can be divided into three components: “阝”, “宀”, and “yuán 元” (first). Only “元” can stand on its own, while “阝” and “宀” cannot. To master the components is crucial to learning Chinese characters well.

2. The interrelationships between strokes in Chinese characters

The interrelationships between strokes in characters have the function of distinguishing meaning. For the same strokes, with different interrelationships, the meanings are different. There are three kinds of interrelationships between strokes. They are:

(1) Close but not touching, e.g.,

bā 八 (eight), ér 儿 (son), èr 二 (two), and xiǎo 小 (small)

(2) Strokes that cross each other, e.g.,

shí 十 (ten), dà 大 (big), jiǔ 九 (nine), and fū 夫 (husband)

(3) Strokes that touch but do not cross, e.g.,

chǎng 厂 (factory), Dīng 丁 (a surname), rén 人 (person), and shān 山 (mountain)

3. Compound strokes of Chinese characters (II)

Stroke Form	Name	Example	Way of Writing
ㄅ [ㄅ]	héngpiě	又 yòu (again)	Like the 1st stroke in 又
ㄥ [ㄥ]	piězhé	么 me (the 2nd character of the word “shénme 什么” (what))	Like the 2nd stroke of 么
ㄣ [ㄣ]	shùtí	以 yǐ (to use; to take)	Like the 1st stroke of 以
㇏ [㇏]	shùgōu	你 nǐ (you)	Like the 5th stroke of 你
㇐ [㇐]	héngzhéngōu	问 wèn (to ask)	Like the 3rd stroke of 问
㇑ [㇑]	héngzhétí	认 rèn (to recognize)	Like the 2nd stroke of 认
㇒ [㇒]	héngzhézhépiě	近 jìn (near)	Like the 6th stroke of 近

Count the strokes of the following character and practice writing it.


永

yǒng (forever)

2 汉字偏旁 Chinese Radicals

Radical	Name	Stroke Order	No. of Strokes	Example	Explanation
亻	dānrénpáng	丿 亻	2	你 nǐ (you) 什 shén (what)	Related to “human”
讠	yánzìpáng	丶 讠	2	认 rèn (to recognize) 识 shí (to know)	Related to “speech”
木	mùzìpáng	一 十 才 木	4	林 lín (woods; forest) 样 yàng (shape)	Related to “wood”
辶	zǒuzhīdǐ	丶 辶 辶	3	进 jìn (to enter) 近 jìn (near)	Related to “walking”

3 认写基本汉字 Learn and Write the Basic Chinese Characters

- | | | | | | | | |
|-----|---|---------------|-------|------------|-----------|---|---|
| (1) | 力 | ㇏ 力 | lì | strength | 2 strokes |  |  |
| (2) | 生 | 丿 ㇏ ㇏ 牛 生 | shēng | to be born | 5 strokes |  |  |
| (3) | 言 | 丶 一 ㇏ ㇏ 言 言 言 | yán | speech | 7 strokes |  |  |
| (4) | 人 | 丿 人 | rén | person | 2 strokes |  |  |
| (5) | 木 | 一 十 才 木 | mù | wood | 4 strokes |  |  |
| (6) | 羊 | 丶 丶 ㇏ ㇏ ㇏ 羊 | yáng | sheep | 6 strokes |  |  |
| (7) | 井 | 一 二 ㇏ 井 | jǐng | well (N) | 4 strokes |  |  |
| (8) | 土 | 一 十 土 | tǔ | earth | 3 strokes |  |  |

4 认写课文中的汉字 Learn and Write the Chinese Characters in the Text

- | | | | |
|-----|-----------|--------------------------|-----------|
| (1) | 叫 jiào | 叫 → 口 + 丿 (㇏: ㇏ ㇏) | 5 strokes |
| (2) | 姓 xìng | 姓 → 女 + 生 (生: 丿 ㇏ ㇏ 牛 生) | 8 strokes |
| (3) | 什么 shénme | 么 → 丿 + ㇏ | 3 strokes |

(4) 名字 míngzi

名 → 夕 (夕: 丿 ㇏ 夕) + 口

6 strokes

(5) 最近 zuìjìn

最 → 日 (日: 丨 ㇏ 口 日 日) + 耳 (耳: 一 ㇏ ㇏ ㇏ 耳) + 又 12 strokes

近 → 斤 (斤: 一 ㇏ 斤 斤) + 辶

7 strokes

(6) 认识 rènshi

认 → 讠 + 人

4 strokes

识 → 讠 + 只 (只: 丨 ㇏ 口 尸 只)

7 strokes

(7) 怎么样 zěnmeyàng

样 → 木 + 羊

10 strokes

(8) 林 lín

林 → 木 + 木

8 strokes

(9) 进 jìn

进 → 井 + 辶

7 strokes

(10) 坐 zuò

坐 → 人 + 人 + 土

7 strokes

六、文化知识 CULTURAL KNOWLEDGE

Chinese Characters and Simplified Chinese Characters

Chinese characters are one of the oldest scripts in the world. Usually, one character has one syllable that has a meaning. The total number of characters is extremely large, estimated at over 50,000. However, only 5,000 – 8,000 characters are commonly used, and only more than 3,000 characters are in daily use.

Different from alphabetical writing systems, Chinese characters are ideographic. This ideographic writing system is the only one that is still in use today. Most characters are pictophonetic, with the semantic component indicating the meaning and the phonetic component indicating the sound.



Modern Chinese characters have evolved from ancient pictographic characters, many of which were written in a rather complicated way. In order to write quickly, for over two thousand years, people have been trying hard to simplify the way of writing characters. There are two ways to simplify characters. One is to reduce the number of characters; the other is to reduce the number of strokes. Characters that have been simplified are called “jiǎntǐzì 简体字 / 簡體字” (simple-form characters; simplified characters) and their original unsimplified forms are called “fántǐzì 繁体字 / 繁體字” (complex-form characters; complex characters). The simplified characters are standardized in mainland China today, while unsimplified characters are mostly used in

the publication of classical literature. Compared with unsimplified characters, simplified characters are easy to learn, remember, read, and write. Let's compare the characters below:



mā 妈 / 媽 mom (simplified character / complex character)

mén 门 / 門 door (simplified character / complex character)

七、自我评估 SELF-EVALUATION

I can basically do the following things in Chinese:

- ☐ I can greet people who I know or don't know.
- ☐ I can ask people their names and introduce myself.
- ☐ I know how to talk to people who I meet for the first time.
- ☐ I can greet people who I am familiar with.



趣味汉语 Fun with Chinese

Animal Sounds in Chinese

Do you know how to describe animal sounds in Chinese?

- Xiǎo yáng: Miē miē miē, nǐmen hǎo, wǒ shì xiǎo yáng, wǒ hěn gāoxìng.
1. 小羊: 咩咩咩, 你们好, 我是小羊, 我很高兴。
- Xiǎo gǒu: Wāng wāng wāng, nǐmen hǎo, wǒ shì xiǎo gǒu, wǒ yě hěn gāoxìng.
2. 小狗: 汪汪汪, 你们好, 我是小狗, 我也很高兴。
- Xiǎo mìfēng: Wēng wēng wēng, nǐmen hǎo, wǒ shì xiǎo mìfēng, wǒ hěn máng.
3. 小蜜蜂: 嗡嗡嗡, 你们好, 我是小蜜蜂, 我很忙。
- Xiǎo nǎiniú: Mōu mōu mōu, nǐmen hǎo, wǒ shì xiǎo nǎiniú, wǒ yě hěn máng.
4. 小奶牛: 哞哞哞, 你们好, 我是小奶牛, 我也很忙。
- Xiǎo māo: Miāo miāo miāo, nǐmen hǎo, wǒ shì xiǎo māo, wǒ hěn kùn.
5. 小猫: 喵喵喵, 你们好, 我是小猫, 我很困。
- Xiǎo lù: Yōu yōu yōu, nǐmen hǎo, wǒ shì xiǎo lù, wǒ yě hěn kùn.
6. 小鹿: 呦呦呦, 你们好, 我是小鹿, 我也很困。

- (1) A little lamb: Miē miē miē (baa, baa, baa), hello, everyone. I'm a little lamb. I'm very happy.
(2) A little puppy: Wāng wāng wāng (woof, woof, woof), hello, everyone. I'm a little puppy. I'm very happy too.
(3) A little bee: Wēng wēng wēng (buzz, buzz, buzz), hello, everyone. I'm a little bee. I'm very busy.
(4) A little cow: Mōu mōu mōu (moo, moo, moo), hello, everyone. I'm a little cow. I'm very busy too.
(5) A little kitten: Miāo miāo miāo (meow, meow, meow), hello, everyone. I'm a little kitten. I'm very sleepy.
(6) A little fawn: Yōu yōu yōu (ma-mah, ma-mah, ma-mah), hello, everyone. I'm a little fawn. I'm very sleepy too.