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Learning Objectives

- Grasping the basic concept of tones
- Recognizing and pronouncing the *pinyin* alphabet
- Pronouncing single syllables 50% of the time correctly
- Spelling out single syllables 30% of the time correctly
- Having a basic knowledge of how Chinese characters are written
- Saying numbers 1–10

Introduction

Mandarin and the Chinese Dialects

Chinese Phonetics and the *Pinyin* System

- The Chinese Syllable

- Tones
- Simple Finals
- Initials
- Compound Finals
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- *Pinyin* Spelling Rules
- Tone Mark Rules
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- General greetings and goodbye
- Asking someone's name
- Asking about someone's nationality / place of origin
- Asking about someone's academic status
- Confirming information

Text: Meeting People

Grammar

- Sentence with a Verbal Predicate

- The Usage of 是 (shì)
- The Usage of the Interrogative Pronouns 什么 (shénme) and 哪儿 (nǎr)
- The Usage of the Interrogative Particles 吗 (ma) and 呢 (ne)
- The Position of the Adverbs 不 (bù) and 也 (yě)

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我的家 My Family

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Vocabulary

Speech Communication Functions & Learning Objectives

- Asking about months and dates
- Inquiring about someone's well-being (informal)
- Inquiring about someone's family
- Asking about someone's age
- Asking about someone's occupation

Text: Do You Have Siblings?

Grammar

- The Use of Adjective as Predicates

- The Usage of 有 (yǒu)
- The Measure Words 个 (gè) and 口 (kǒu)
- The Affirmative-Negative Question
- The Usage of Possessive 的 (de)

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我的爱好 My Favorite Activities

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Speech Communication Functions & Learning Objectives

- Stating the time when an action occurs
- Inquiring about someone's pastimes
- Expressing a desire with 想 (xiǎng)
- Stating a planned activity with 要 (yào)
- Giving, accepting or declining an invitation / a suggestion
- Describing one's abilities

Text: Let's Go to a Movie!

Grammar

- The Word Order of Chinese Sentences with Time

Expressions

- The Usage of 都 (dōu)
- The Auxiliary Verbs 想 (xiǎng) and 要 (yào)
- The Adverbs 还 (hái) vs. 也 (yě)
- The Complement of Degree

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Vocabulary

Speech Communication Functions & Learning Objectives

- Inquiring about one's daily activities
- Stating what one did in the past
- Indicating perceived earliness or lateness with 就 (jiù) and 才 (cái)
- Describing sequence of events with 以前 (yǐqián) / 以后 (yǐhòu) / ……的时候 (……de shíhou)
- Giving and accepting an invitation (informal)

Text: A Busy Day

Grammar

- The Usage of 了 (le)

- The Usages of 以前 (yǐqián), 以后 (yǐhòu) and ……的时候 (……de shíhou)
- The Adverbs 就 (jiù) vs. 才 (cái)
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- Choosing between two options
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Grammar

- The Alternative Question
- V 一下儿 (yíxiàr)

- The Prohibitive/Preventative 别 (bié) vs. 不 (bù)
- (一) 点儿 [(yì)diǎnr] vs. 有 (一) 点儿 [yǒu (yì) diǎnr]
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房子前边有个小公园 There Is a Park in Front of the House

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Speech Communication Functions & Learning Objectives

- Stating the existence of an object
- Identifying the object that is in front of, behind etc. another object
- Stating the location of an object

Text: Do You Want to See the House?

Grammar

- The Existential Sentence

- The Identification Sentence
- Subject + 在 + Location
- The Prepositional Phrases

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在朋友家吃饭 Dinner at a Friend's House

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Speech Communication Functions & Learning Objectives

- Etiquette of dinner entertainment
- Talking about a past experience
- Expressing the condition for performing an action
- Declaring possession of an acquired skill: 会 (huì)
- Declaring availability or ability to perform an action: 能 (néng)
- Stating external factors that permit an action to occur: 可以 (kěyǐ)

Text: Eat More, Please!

Grammar

- The Usage of 每 (měi)
- 多/少 (duō/shǎo) + Verb + Quantity
- 过 (guo) as an Aspect Particle Indicating Experience
- The Auxiliary Verbs 会 (huì), 能 (néng) and 可以 (kěyǐ)
- The Auxiliary Verbs 得 (děi) and 肯 (kěn)

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选课 Selecting Courses

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Vocabulary

Speech Communication Functions & Learning Objectives

- Inquiring about someone's classes or major
- Seeking and offering opinions between peers
- Describing the result of an action
- Relating a request, demand, recommendation or permission

Text: What Classes Are You Going to Take?

Grammar

- 还没 (有) [hái méi(yǒu)] vs. 没 (有) [méi(yǒu)]
- The Topic-Comment Sentence

- The Resultative Complement
- The Pivotal Sentence
- Attributive + 的 (de) + Noun

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词汇表
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致谢
Acknowledgements

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Scan the QR code for PDF files of "Appendix 1: List of Chinese Radicals" and "Appendix 2: Strokes in Chinese Characters".

《一言一行学中文》为零起点中文基础教材，教学目标是**为初学者在听、说、读、写四项技能上打下坚实的基础**。本教材的适用对象**主要是母语为英语的成年学习者，高中学习者及其他自学者**只要在课程安排上稍做调整也完全可以使用。本教材课程设计高度灵活，具有弹性，适用于各类教学大纲。

主要特点

- 帮助学习者获得在一定的语言环境中准确、自然地使用中文的能力是本教材的最终目标，为达到这一目标，本教材将语用功能放在主导与核心地位，该教学原则的理论基础是语言行为理论。
- 语用功能的介绍和练习都立足于提供恰当的语境这一前提。
- 语用功能和语言形式直接挂钩，帮助学习者在认知层面把这两者联系起来。
- 语言形式的文化内涵在文化的层面加以展示。这样做的目的有两个：(1) 强调语言形式、语言功能和文化之间的联系；(2) 促进学习者对语言形式的记忆。
- 语法点的阐释使用清晰易懂的语言，尽量避免晦涩的专业术语。语法点的解释简单明了，重点突出，但同时也提供了足够的诠释和背景知识，使学习者能够较完整地理解该语法点。把功能相近的语法结构有意识地放在一起介绍，以便对比它们之间的相同点与不同点。语法诠释中还提供了大量例句。
- 在恰当语境下进行的词汇练习使生词学习具有互动性，更加有趣。学生可以利用课文提供的补充生词建立自己的个性化词库。
- 短小而真实（或类真实）的课堂听力练习和阅读练习能帮助学习者培养在真实的汉语语言环境中生活的能力。
- 每课都提供短小的汉字教学指导，除了偏旁和笔顺以外，还提供汉字结构的解析，展示汉字中最常出现的组成结构。
- 本教程融合了美国国家外语教学各项标准（5C），强调对造成各国、各民族、各文化之间相同与不同的内在和外在线索的了解和思考，而非仅对事实的单纯背诵和记忆。
- 课程内容采用线性安排，易懂易学。从生词、功能、语法、文化到综合性任务，每一步都伴以大量以学生为中心的、互动的任务型语言交流活动，减少了教师的备课量。
- 鉴于各中文项目在目的、教学目标、需求和学生群体上的千差万别，本教程在设计上尽量留出选择的余地。汉语拼音的标注在生词、语言交际功能、主课文和语法解说中始终出现。在语言交际功能和主课文中，拼音在 2—7 课置于汉字之上，8—13 课置于汉字之下，14—18 课与汉字分开排列。

教材组成

- 课本：上、下两册，每册 9 课，供大学一个学期使用。
- 练习册：上、下两册，每册 9 课，与课本一致。上册包括听力、阅读、行为文化、语法、翻译、词

汇累积和汉字练习，下册还增加了小作文。

- 录音：包括课本及练习册中全部的听力内容。
- 配套资源：扫描课本中的二维码，可下载配套录音，以及附录一“汉字部首表”、附录二“汉字的笔画”、各课“录音文本及部分答案”PDF文件；扫描练习册中的二维码，可下载配套录音，以及“录音文本及部分答案”PDF文件。
- 教师辅助资源：包括课堂教学用的PPT文件、供参考的教学大纲和教案，以及学生可以做的专题项目。有需要的老师可以发邮件到 maiheng@sas.upenn.edu 与作者联系。

课本单元内容简介 (第 2-18 课)

每课首页是一个设计新颖、一目了然的列表，使教师和学生都清楚本课要学的内容和要达到的目标。

主要生词		Core Vocabulary		
1	你	nǐ	pron.	you (singular; informal)
2	好	hǎo	adj.	good, fine, nice
3	再见	zàijiàn	v.	goodbye, to see again
	再	zài	adv.	once more, again
	见	jiàn	v.	to meet, to see
4	你们	nǐmen	pron.	you (plural)
	们	men	suf.	plural marker for pronouns and people
5	老师	lǎoshī	n.	teacher
6	叫	jiào	v.	to name, to call, to be called
7	什么	shénme	int. pron.	what
8	名字	míngzi	n.	name, given name
9	姓	xìng	n./v.	surname; to have the family name of, to be surnamed
10	我	wǒ	pron.	I, me
11	请问	qǐngwèn	v.	excuse me, may I ask
	请	qǐng	v.	please
	问	wèn	v.	to ask, to inquire
12	您	nín	pron.	you (singular; formal)
13	贵姓	guìxìng	n.	your surname
	贵	guì	adj.	expensive, honorable, noble
14	是	shì	v.	to be
15	哪儿	nǎr	int. pron.	where
16	人	rén	n.	person, people
17	美国	Měiguó	p.n.	America, USA
	美	měi	adj.	beautiful, pretty
	国	guó	n.	country, state, nation
18	呢	ne	par.	marker for contextual questions
19	中国	Zhōngguó	p.n.	China

“主要生词”部分列出了主课文中出现的生词，生词按其在课文中出现的顺序排列，人名和背景叙述中出现的生词不列。浅色汉字（如图中“再、见”）在初级阶段属低频字，可以排除在必学汉字之外（但仍需具备辨认能力）。

2 你好 Getting Acquainted	
In this chapter you will learn	
Vocabulary	Countries, nationalities, academic status, profession
Speech Communication Functions & Learning Objectives	<ul style="list-style-type: none"> • General greetings and goodbye • Asking someone's name • Asking about someone's nationality / place of origin • Asking about someone's academic status • Confirming information
Text	Meeting People
Grammar	<ul style="list-style-type: none"> • Sentence with a Verbal Predicate • The Usage of 是 (shì) • The Usage of the Interrogative Pronouns 谁 (shéi) and 哪儿 (nǎr) • The Usage of the Interrogative Particles 吗 (ma) and 呢 (ne) • The Position of the Adverbs 不 (bù) and 也 (yě)
Chinese Culture	<ul style="list-style-type: none"> • Naming in Chinese • How Do Chinese Address One Another? • Greetings
Guided Listening	• What Are Their Family Names?
Guided Reading	• What Do You Know?
Integrated Tasks	• Get Acquainted
Phonics & Pronunciation	• Role Play: Are You a Teacher?
Character Instruction	<ul style="list-style-type: none"> • Pronunciation Exercises • Tongue Twister • Poem Discussion

人名单列。其中绝大多数汉字会在其他场合再次出现。

人名 Personal names	
1. 李大伟 Lǐ Dàwèi	
李 Lǐ	p.n. a family name
大 dà	adj. big, grand, great
伟 wèi	great, magnificent, marvelous
2. 王芳 Wáng Fāng	
王 Wáng	p.n. a family name
芳 fāng	fragrant
3. 张明 Zhāng Míng	
张 Zhāng	p.n. a family name
明 míng	adj. obvious, clear, distinct, bright, intelligent
4. 白爱文 Bái Àiwén	
白 Bái	p.n. a family name
爱 ài	v. to like, to be fond of, to love
文 wén	literature

补充生词会在“词汇练习”和“语言交际功能”中出现。对这些词的掌握因人而异，因地制宜，因需而异，不做统一要求。

C Occupations

Supplemental Vocabulary 补充生词

1 gōngchéngshī 工程师 engineer	2 diànnǎo chéngxùyuán 电脑 程序员 computer programmer	3 kuàijìshī 会计师 accountant
4 jiàoshòu 教授 professor	5 shāng rén 商人 businessman	6 jīnglǐ 经理 manager
7 gùwèn 顾问 consultant	8 gōngwúyuán 公务员 civil servant	9 mìshū 秘书 secretary

A Months and dates

A1 The 12 months (月 yuè)

2021

JANUARY S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 Yīyuè 一月 January	FEBRUARY S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 Èryuè 二月 February	MARCH S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 Sānyuè 三月 March
APRIL S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 Sìyuè 四月 April	MAY S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 Wúyuè 五月 May	JUNE S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 Liúyuè 六月 June
JULY S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 Qīyuè 七月 July	AUGUST S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 Bāyuè 八月 August	SEPTEMBER S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 Jiǔyuè 九月 September
OCTOBER S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 Shíyuè 十月 October	NOVEMBER S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 Shíyīyuè 十一月 November	DECEMBER S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 Shíèryuè 十二月 December

有些相关词群不做单独介绍，如月份、星期、日期、时间等。但这些词群应作为一个整体来学，无论课文中有没有出现词群中这些词语。

“语言交际功能”是每课的学习重点，也是每课的学习目标。

每课都有若干“气泡”，提供即时的语言或文化方面的简短说明。

每一功能先介绍句型，然后是在语境中使用该句型的小对话。

语言交际功能 Speech Communication Functions

A General greetings (meeting people) and goodbye

1 Nǐ hǎo!
你好!

2 Zàijiàn!
再见!

Language in Context

1 When meeting people for the first time or in a formal setting, 你好 (nǐ hǎo) is generally used as a greeting. However, one will not greet one's family members or close friends with 你好 (nǐ hǎo). See Chinese Culture section.

2 Handshake is not as commonly practiced in China as in the West, especially between women or opposite sexes in less formal settings. A slight bow or friendly nod is usually sufficient.

Nǐmen hǎo!
A: 你们好!
Zhāng lǎoshī hǎo!
B & C: 张 老师 好!
(chat)

Zàijiàn!
Zhāng lǎoshī zàijiàn!
B & C: 张 老师 再见!
Zàijiàn!
A: 再见!

Activity Say "hello" and "goodbye" to your teacher and as many of your classmates as you can.

最后以有语境的任务型互动练习结束。

课文 Text: Meeting People

New semester starts. Wang Fang, Zhang Mingzhong, Bai Aiwen and Li Dawei are at the first monthly Language Partner Meeting organized by the ESL program. Bai approaches Zhang, whom she mistakes for a teacher.

Bai: Nǐ hǎo! Nǐ shì Zhōngguó rén ma?
你好! 您是中国人吗?

Zhang: Shì. Nǐ shì nǎr rén?
是。你是哪儿人?

Bai: Wǒ shì Měiguó rén. Qǐngwèn, nín guāng?
我是美国人。请问，您贵姓?

Zhang: Wǒ xìng Zhāng, jiào Zhāng Míngzhōng. Nǐ jiào shénme míng?
我姓张，叫张明中。你叫什么名字?

Bai: Wǒ jiào Bái Àiwén. Nǐ shì lǎoshī ma?
我叫白爱文。您是老师吗?

Zhang: Bù shì, bù shì. Wǒ shì yánjiūshēng. Nǐ yě shì xuéshēng ma?
不是，不是。我是研究生。你也是学生吗?

Bai: Shì, wǒ shì dàxuéshēng. Dàwéi! Tā jiào Lǐ Dàwéi, shì wǒ tóngué.
是，我是大学生。(with Li Dawei) 他叫李大伟，是我同学。

(Li and Wang come towards Zhang and Bai)

Zhang: Nǐ hǎo! Nǐ yě shì Zhōngguó rén ma?
你好! 你也是中国人吗?

Wang: Shì, wǒ shì Zhōngguó liúxuéshēng.
是，我是中国留学生。

Bai: Nǐ jiào shénme míng?
你叫什么名字?

Wang: Wǒ jiào Wáng Fāng. Nǐ ne?
我叫王芳。你呢?

主课文是“语言交际功能”中若干小对话的扩展，为语言交际功能的实现提供了一个更宽泛也更真实的语境。主课文较长是有意为之，只要在“语言交际功能”阶段准备得好，主课文的难度并不大，但其长度却能增加学生的自信心和成就感。

语法解释放在一起以便查找，但要达到最佳教学效果，相应语法点应该在“语言交际功能”或主课文中该语法点出现时进行介绍和操练。为了醒目，句型清楚地列在表格中。

“该你了”(Your turn!) 为学生提供了当场练习句型的机会。

六 综合语法练习 Comprehensve Grammar Exercises

A Ask questions based on the underlined words

1. A: _____?
Lǎoshī xìng Zhāng.
B: 老师姓张。

2. A: _____?
Wǒmen tóngué jiào Lǐ Dàwēi.
B: 我们同学叫李大伟。

3. A: _____?
Tāmen shì Měiguó rén.
B: 他们是美国人。

4. A: _____?
Shì, tā shì wǒ tóngxué.
B: 是，他是我同学。

B Fill in the blanks with 吗 (ma), 呢 (ne) or nothing

Qǐngwèn, nǐ guǎng
1. 请问，您贵姓____?

Nǐmen lǎoshī xìng Zhāng
2. 你们老师姓张____?

Nǐ yě shì xuéshēng
3. 你也是学生____?

Wǒ xìng Wáng, nǐ
4. 我姓王，你____?

C Rearrange the words to make them grammatical

Měiguó rén / lǎoshī / Lǐ / shì
1. 美国人 / 老师 / 李 / 是

jiào / xìng / Wáng / tā / Wáng Fāng
2. 叫 / 姓 / 王 / 她 / 王 芳

“中国文化点滴”介绍与本课主题相关的一些中国文化、历史、社会情况。这为后面的讨论提供了一个平台，也为下面的“听力练习”和“阅读练习”提供了必要的背景知识。

五 语法 Grammar

1 The Use of Adjectives as Predicates
Chinese adjectives are more than adjectives. They act like verbs, in the sense that they may serve independently as the predicate of a sentence. This feature renders the presence of the verb 是 (shì) unnecessary and ungrammatical.

Wǒ hěn máng. 我很忙。(correct)	I am busy.
Wǒ shì hěn máng. 我是很忙。(incorrect)	

However, the adjective predicate does not completely go solo either. It is usually modified by a degree adverb such as 很 (hěn) in an affirmative sentence. Please note that when 很 (hěn) is used in this context, it largely loses its ability as a degree indicator, and performs mostly a grammatical function. When the adjective predicate appears without a degree adverb, it implies comparison.

Wǒ máng, tā bù máng. 我忙，他不忙。	I am busy. He is not.
---------------------------------	-----------------------

Your Turn! Say the following sentences in Chinese.

	Our teacher is nice.
	His dad is busy.

2 The Usage of 有 (yǒu)
The verb for possession (to have, to own) or existence (there is/are) is 有 (yǒu). Note that its negative form is 没有 (méiyǒu), not 不有 (bù yǒu).

Possession	Tā yǒu yí gè dìdì. 他有一个弟弟。	He has a younger brother.
Existence	Tā jiā yǒu wǔ kǒu rén. 他家有五口人。	There are five people in his family.

“综合语法练习”采用了一些经过时间考验的、已被证明行之有效的传统操练法。但这些练习也没有脱离语境，语言点尽量在对话和短文中出现，而不是无上下文的单句。

七 中国文化点滴 Chinese Culture

1. Naming in Chinese
Chinese names are usually composed of two or three characters. The first character is the surname (姓, xìng) while the rest is the given name (名, míng). There are over 3,500 surnames being used. However, the most common ones claim 87% of the population's naming rights. These surnames are called 百家姓 (Bǎi jiā Xìng, The Hundred Family Surnames).

The Chinese given names are usually meaningful and carefully chosen by the parents or grandparents. A given name can have either one or two characters. When the given name has two characters, the first character traditionally stands for the generation of the family. For example, parents may name their three children as 文中 (Wénzhōng), 文田 (Wénguó), 文伟 (Wénguǎi) respectively, and the character 文 (wén) represents that particular generation of the family. However, this practice is largely disregarded now.

2. How Do Chinese Address One Another?
When two Chinese meet for the first time, it is common to ask only each other's family names. Once they become acquainted, they may call each other by full name, surname, given name or nicknames depending on the terms of the relationship. Take a woman whose full name is Lin Shufang as an example. Casual business associates or clients would call her by her surname with a title. Co-workers are likely to call her Xiao Lin if she is in her 20s or 30s or Lao Lin if she is in her 40s or older. Her former classmates would call her Lin Shufang, and her close friends and family would call her Shufang, A Fang, or Xiaofang.

3. Greetings
Although known as the equivalent of English "hello", 你好 (nǐ hǎo) is not commonly used by native Chinese when they greet one another. This expression is a contemporary invention reserved mostly for foreigners, business or casual acquaintances or people meeting for the first time. In all other occasions, Chinese would greet each other in one of the following ways. If it is early in the morning, people say 早 (zǎo) or 早上好 (nǐ zǎo), meaning "Good morning!" If it is close to lunch or dinner time, Chinese tend to ask each other whether they have eaten—吃饭了吗? (Chī fàn le ma?) If two people have not seen each other for some time, they are likely to ask how the other person has been doing—最近怎么样? (Zuìjìn zěnmeyàng?), or 最近在忙什么? (Zuìjìn zài máng shénme? What have you been busy with recently?) Another common way to greet is by stating the obvious. If one sees a neighbor coming home or on his/her way out, he/she would say something like 刚回来呀? (Gāng huái lái ya? Just returned?) or 要出去吗? (Yào chūqu ma? Going out?). These questions are rhetorical and rarely require a real answer. The addressee usually just acknowledges it.

COMPARE AND CONNECT

In your country, culture or community

- How do people name their children?
- How do people address each other?
- How is the way that people meet and introduce one another different from how Chinese practice it?

“听力练习”是生活中真实或类真实的对话片段，从几秒钟到一分钟不等。每段听力后设有理解题。为了达到训练学生在中文环境中具有生存能力的目的，这些对话的难度有意识地稍微高出学生现有水平，但学生应具备从中摘取所需信息的能力。我们希望持之以恒地进行这种训练，以减轻学生面对不熟悉的语言环境时的焦虑感，提高他们在不能完全理解的语段中获取关键信息的能力。这个练习应该有教师的积极参与，尤其是在开始阶段。

八 听力练习 Guided Listening

You will listen to a couple of short audio clips. They are representative of how native Chinese speakers interact with one another. Do not feel disappointed if you do not seem to understand much of it. Just focus on what information you can extract from the dialogue. You would be surprised!

1. What Are Their Family Names?

Answer the following questions based on the audio clip.

A What are the three men's family names? Write them down in pinyin.

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



B Do you think that these are their given names, family names or full names? You can find the answer in the Chinese Culture section.

九 阅读练习 Guided Reading

1. Your Opinions Are Valued

Below is a clip from a customer's comment. Answer the questions based on the comment.



我们全家每个星期都会来这里吃饭，不过今天的鸡肉味道太淡，颜色也待不多，希望下个星期能多给一点儿。

- (1) Which entrée did the customer order, beef, pork, chicken, fish...?

- (2) Based on the comment, was the customer satisfied with this meal? Why or why not?

- (3) Will the customer return to this restaurant? Why or why not?

2. 这个菜好吃极了！(Zhège Cài Hǎochī Jí Le!)

去高美生家吃饭以前，李大伟虽然吃过中国菜，可是他只在中国饭馆吃过，没在中国人家里吃过，所以美生请他和王芳去家里吃饭的时候，大伟很高兴。吃饭那天，美生的妈妈做了很多好吃的菜，有鸡，有鱼，有牛肉，

“阅读练习”分两部分：第一部分是生活中真实或类真实的文字语料。与“听力练习”相似，这一部分的主要目标也是要求学生能够从语料中获取相关信息。

第二部分是一个与本课主题有关的短小叙述文。这部分的语言难度等同于或稍高于学生水平，但学生应具有全面理解短文的能力。每篇短文后面都有阅读理解题，这个练习也应该有教师的参与。

2. 我是大学生 (Wǒ Shì Dàxuéshēng)

我叫王美，是中国人，我今年十八岁，是大学生。我家有四口人，爸爸、妈妈、一个弟弟和我。我爸爸是老师，妈妈是护士，我弟弟叫王明，今年十五岁，是中学生。我和弟弟的生日都是九月十一号。我没有哥哥，也没有妹妹。

Read the above paragraph, and answer the following questions.

- (1) What is the narrator's family name?

- (2) What is her nationality / place of origin?

- (3) How many people are there in her family? And who are they?

- (4) What are her parents' occupations?

- (5) What does her brother do? (hint: 中学生. This is the same as 中学生. Identify speaking "the middle kingdom".)

- (6) How old is her brother?

- (7) When is her brother's birthday?

- (8) When is the narrator's birthday?

- (9) From the context, can you guess what the word 周末 (weekend) might mean?

+ 综合任务 Integrated Task

Task (Pair Work): What Are You Doing On...?

This task involves 4 steps.

A. Use the calendar below to make plans for the week of November. Leave several days open up the weekend.



B. Talk to a classmate and find out what his/her favorite activities are. You can obtain this information by asking questions like 周末你喜欢做什么? (Zhōumò nǐ xǐhuān zuò shénme?) / 你喜欢不喜欢跳舞? (Nǐ xǐhuān bù xǐhuān tiàowǔ?) / 你喜欢看电影吗? (Nǐ chāng qǐ tiànwǔ ma?) / 你愿意跟谁一起玩? (Nǐ yuàn yì tiān dà zǎishéng?) Your objective is to find some common interests with your partner so you can do something together.

C. Once you find a common interest, propose an activity and find a time that is good for both of you. You can propose with these questions: 这个周末你想做什么? (Zhège zhōumò nǐ xiǎng zuò shénme?) / 下个星期五你想去看电影吗? (Xià ge xīngqíwǔ nǐ xiǎng bù xiǎng qù kàn diànyǐng?) / 23号你有空吗? (Èrshísān hào nǐ yǒu kòng ma?)

D. Report your favorite activities and your weekend plan(s) to the class in a short narrative (2-3 sentences).

“综合任务”是本课的总结、复习和测试。如果综合任务能顺利完成，说明教学目标就达到了。

十一 发音练习与古诗朗读 Pronunciation & Classical Poetry

1. Pronunciation Exercise

Want to learn some Chinese four-word proverbs? Below are four proverbs. Write the tone marks over the pinyin when your instructor dictates them to you and then practice reading them aloud. These proverbs represent what Chinese teachers expect from their students.

- (1) jì xué bù juǎn (to study diligently and tirelessly)
- (2) jiǎn yì yǒu héng (to be persistent and driven)
- (3) qǐ zhī yù qǐng (to be curious and thirsty for knowledge)
- (4) chéng zhuā nù (to be cool-headed and hard-working)

2. Tang Poem

Below is a Tang poem. Reading it aloud in accurate tones is the best way to appreciate its beauty.

Jìng Yè Sī
 静夜思

Zuòzhě: Lǐ Bái
 (作者: 李白 701-762)

Chuáng qián míng yuè guāng,
 床前明月光,
 Yí shì dì shàng shuāng.
 疑是地上霜。

Jū tóu wàng míng yuè,
 举头望明月,

Dī tóu sī gù xiāng.
 低头思故乡。

Night Thoughts
 (Author: Li Bai, 701-762)

In front of my bed the moonlight is very bright,
 I wonder if that can be frost on the floor.
 I lift up my head and look at the full moon, the dazzling moon,
 I drop my head, and think of the home of old days.



Trans. by Amy Lowell

3. Pinyin Dictation

Please write down the initials, finals and tones that your instructor dictates to you.

- (1) _____ (2) _____
- (3) _____ (4) _____
- (5) _____

发音在整个一年级学习过程中都不能放松。上册每课都提供了“发音与拼音练习”，从第五课开始，增加了“古诗朗读”。下册“朗读古诗和中国成语/习语”取代了“发音练习”。

汉字仍然是学习中文的最大挑战。通过小规模地、系统地介绍汉字的构成，学习汉字会变得容易一些。

十二 汉字解说 Character Instruction

你 你 你

Radical: 亻 (rén, person) Structure: 左右 (left to right)
 你 = 亻 + 尔 7 strokes

你 你 你 你 你 你 你

您 您 您

Radical: 心 (xīn, heart) Structure: 上下 (above to below)
 您 = 你 + 心 11 strokes

您 您 您 您 您 您 您

好 好 好

Radical: 女 (nǚ, woman) Structure: 左右 (left to right)
 好 = 女 + 子 6 strokes

好 好 好 好 好 好

是 是 是

Radical: 日 (rì, sun) Structure: 上下 (above to below)
 是 = 日 + 疋 9 strokes

是 是 是 是 是 是 是

中 中 中

Radical: 丨 (shù, the vertical) Structure: 内外 (overlaid)
 中 = 丨 + 口 4 strokes

中 中 中

Preface

Speak and Act: Beginning Chinese is a basic textbook in modern Mandarin Chinese. The teaching goal is to lay a solid foundation for beginners in all four skills—listening, speaking, reading and writing. It is designed primarily for English-speaking adult learners in a structured learning environment, but with a few adjustments it can also be used by high school learners and other individual learners. The lesson structure offers high flexibility for individualized curriculum and lesson planning.

Key Features

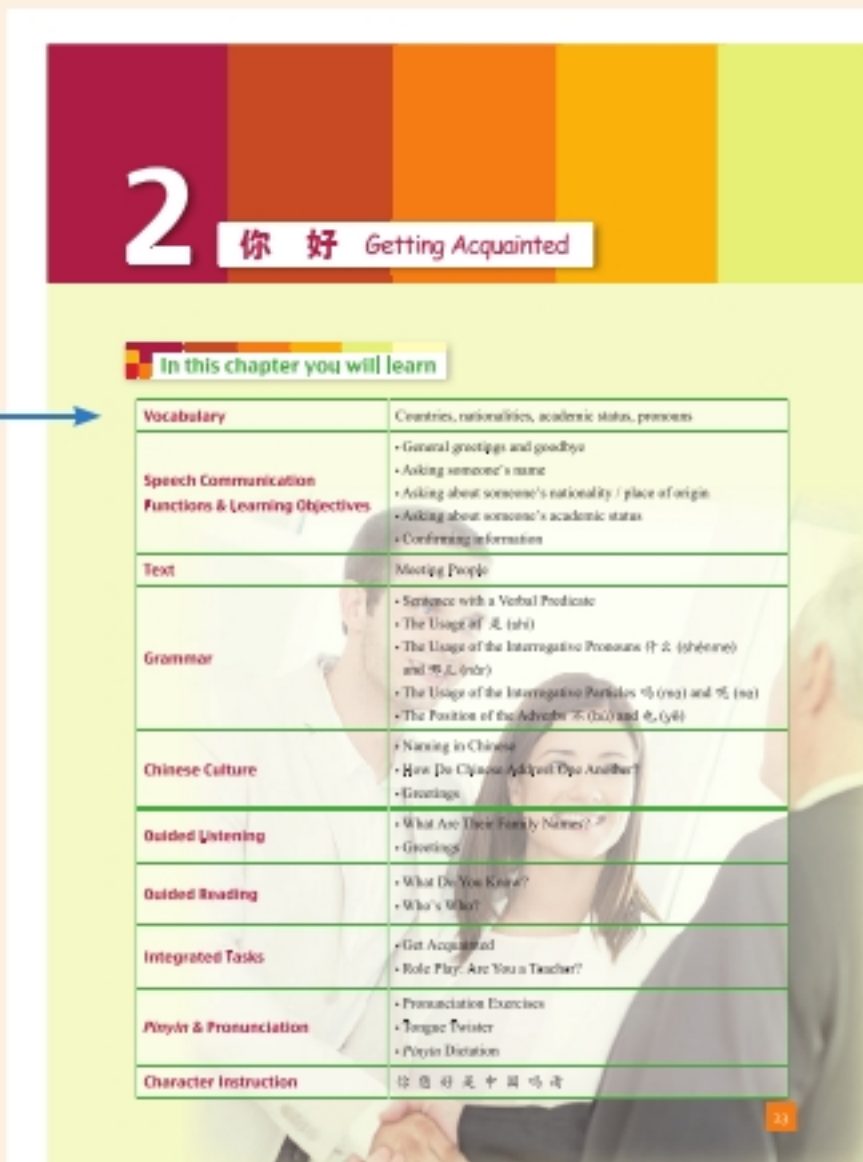
- Helping learners to attain the ability to use Chinese accurately and naturally in the appropriate language environment is the ultimate goal of this textbook. To this end, functionality is put in a leading and core position and serves as the organizational principle of this program. The theoretical framework of this approach is the speech act theory.
 - Language functions are consistently presented and practiced in appropriate context.
 - Language functions are explicitly linked to corresponding language forms to encourage an automatic association between the two in students' minds.
 - Features in language forms are demonstrated in the context of culture where such associations exist. This serves dual purposes: 1) highlighting the interconnectedness between language forms, culture and functions; and 2) providing a memory aid for students, learning of language forms.
 - Grammar points are presented systematically in clear, lucid and comprehensible language. Linguistic jargon is kept to a minimum. The explanation is simple enough to keep the point in focus yet detailed enough to facilitate a sound understanding of the grammar point in question for learners. Structures of related functionality are purposely introduced together to highlight their similarities and differences. Many illustrative examples are provided in the explanation of grammar.
 - Contextualized vocabulary exercises make this usually solitary task interactive and fun. The supplemental vocabulary provides a rich resource for students to build their individualized vocabulary bank.
 - Short authentic (or simulated) guided listening practice and reading materials are designed to develop students' coping strategies in real life situations when they find themselves in a Chinese-speaking environment.
 - Character instruction is provided in each lesson. In addition to demonstrating stroke orders and naming radicals, partitioning characters into common components is also illustrated.
 - The U.S. world-readiness standards for foreign language education (the 5Cs) are coherently integrated into the program. The emphasis is on understanding and reflecting on the underlining elements that have occasioned the similarities or differences among various countries, peoples and cultures, rather than just memorizing and reciting simple facts.
 - The organization of the lesson contents is streamlined and easy to follow—from vocabulary, functions, grammar, culture to a culminating performance task. Numerous interactive, student-centered and task-based communicative activities accompany each component, thus reducing the teacher's preparation load.
 - Fully aware of the differences among Chinese programs in terms of teaching goals, objectives, needs and the student body they serve, we strive to keep the options open for instructors in the design of this program. *Pinyin* is provided for vocabulary, speech communication functions, the main text and the grammar explanation all the time. For speech communication functions and the main text, *pinyin* is placed above characters in Lessons 2-7, under characters in Lessons 8-13, and separate from characters in Lessons 14-18.

Program Components

- Two volumes of textbook. Each volume contains nine lessons, and is intended for one academic semester at the college level.
- Two volumes of workbook. Each volume also contains nine lessons corresponding to the textbook lessons. Volume I consists of sections in listening, reading, behavior culture, grammar, translation, vocabulary building and character practice. Volume II adds a guided composition section.
- Audio program. It provides audio recordings for all the listening components in the textbook and workbook.
- Supplementary resources: Scan the QR code in the textbook to download the accompanying audio recordings, as well as PDF files of Appendix 1: List of Chinese Radicals, Appendix 2: Strokes in Chinese Characters, and “Audio Text and Part of the Answers” for each lesson. Scan the QR code in the workbook to download the accompanying audio recordings, as well as the PDF files of “Audio Text and Part of the Answers” for each lesson.
- Teacher auxiliary resources, It provides PPT for classroom instruction, suggested curriculum, lesson plans and performance-based projects. Teachers who need these teaching materials can send an email to maiheng@sas.upenn.edu to contact the author.

Unit Overview (Lessons 2-18)

The first page of each lesson features a background photograph representing the theme of the lesson. Each unit opens with an eye-catching list, detailing the objectives and contents of the lesson. It provides a clear direction for the students and the teacher and helps them stay focused.



主要生词		Core Vocabulary		
1	你	nǐ	pron.	you (singular, informal)
2	好	hǎo	adj.	good, fine, nice
3	再见	zàijiàn	v.	goodbye, to see again
	再	zài	adv.	once more, again
	见	jiàn	v.	to meet, to see
4	你们	nǐmen	pron.	you (plural)
	们	men	syf.	plural marker for pronouns and people
5	老师	lǎoshī	n.	teacher
6	叫	jiào	v.	to name, to call, to be called
7	什么	shénme	int. pron.	what
8	名字	míngzì	n.	name, given name
9	姓	xìng	n./v.	surname; to have the family name of, to be surnamed
10	我	wǒ	pron.	I, me
11	请问	qǐngwèn	v.	excuse me, may I ask
	请	qǐng	v.	please
	问	wèn	v.	to ask, to inquire
12	您	nín	pron.	you (singular, formal)
13	贵姓	guìxìng	n.	your surname
	贵	guì	adj.	expensive, honorable, noble
14	是	shì	v.	to be
15	哪儿	nǎr	int. pron.	where
16	人	rén	n.	person, people
17	美国	Měiguó	p.n.	America, USA
	美	měi	adj.	beautiful, pretty
	国	guó	n.	country, state, nation
18	呢	ne	par.	marker for contextual questions
19	中国	Zhōngguó	p.n.	China

The “Core Vocabulary” section lists new words from the main dialogue in the order of their appearance in the text. People’s names and words used in background narratives are excluded. The shaded characters (see “再、见”) in the picture are optional as learning objectives (although their recognition is recommended). They generally have a lower frequency rate at the beginning level.

Supplemental vocabulary words are included in vocabulary exercises and may appear in the “Speech Communication Functions” section. Learning them is optional. This is a space for individual design and needs.

人名 Personal names

1. 李大伟 Lǐ Dàwèi

李 Lǐ *p.n.* a family name
 大 dà *adj.* big, grand, great
 伟 wěi *adj.* great, magnificent, marvelous

2. 王芳 Wáng Fāng

王 Wáng *p.n.* a family name
 芳 fāng *n.* fragrant

3. 张明中 Zhāng Míngzhōng

张 Zhāng *p.n.* a family name
 明 míng *adj.* obvious, clear, distinct, bright, intelligent

4. 白爱文 Bái Àiwén

白 Bái *p.n.* a family name
 爱 ài *v.* to like, to be fond of, to love
 文 wén *n.* literature

Personal names are listed separately. Many of the characters will be presented in another context as well.

C Occupations

Supplemental Vocabulary 补充生词

1 gōngchéngshī
工程师
engineer

2 diànnǎo chéngxùyuán
电脑 程序员
computer programmer

3 kuàijìshī
会计师
accountant

4 jiàoshòu
教授
professor

5 shāng rén
商人
businessman

6 jīnglǐ
经理
manager

7 gùwèn
顾问
consultant

8 gōngwúyuán
公务员
civil servant

9 mīshū
秘书
secretary

Some interrelated vocabulary words are not introduced individually. They are grouped into units such as month, week, date and time, and should be learned together even though not all the words appear in the main text.

A Months and dates

A1 The 12 months (月 yuè)

2021

JANUARY							FEBRUARY							MARCH						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2															
3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	10	11	12	13	
10	11	12	13	14	15	16	14	15	16	17	18	19	14	15	16	17	18	19	20	
17	18	19	20	21	22	23	21	22	23	24	25	26	21	22	23	24	25	26	27	
24	25	26	27	28	29	30	28						28	29	30	31				
31																				

Yiyuè 一月 January Èryuè 二月 February Sānyuè 三月 March

APRIL							MAY							JUNE							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
				1	2	3					1						1	2	3	4	5
4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12	
11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19	
18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26	
25	26	27	28	29	30	31	23	24	25	26	27	28	29	27	28	29	30				
							30	31													

Sìyuè 四月 April Wúyuè 五月 May Liúyuè 六月 June

JULY							AUGUST							SEPTEMBER								
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
				1	2	3					1	2	3	4					1	2	3	4
4	5	6	7	8	9	10	5	6	7	8	9	10	11	5	6	7	8	9	10	11		
11	12	13	14	15	16	17	12	13	14	15	16	17	18	12	13	14	15	16	17	18		
18	19	20	21	22	23	24	19	20	21	22	23	24	25	19	20	21	22	23	24	25		
25	26	27	28	29	30	31	26	27	28	29	30	31	26	27	28	29	30					

Qīyuè 七月 July Bāyuè 八月 August Jiǔyuè 九月 September

OCTOBER							NOVEMBER							DECEMBER								
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
				1	2						1	2	3	4					1	2	3	4
5	6	7	8	9	10	11	5	6	7	8	9	10	11	5	6	7	8	9	10	11		
12	13	14	15	16	17	18	12	13	14	15	16	17	18	12	13	14	15	16	17	18		
19	20	21	22	23	24	25	19	20	21	22	23	24	25	19	20	21	22	23	24	25		
26	27	28	29	30	31		26	27	28	29	30		26	27	28	29	30	31				

Shíyuè 十月 October Shíyīyuè 十一月 November Shíèryuè 十二月 December

The “Speech Communication Functions” section is the core of each lesson, as well as the learning objectives of the lesson.

Each function opens with the sentence pattern(s) proceeds to mini-dialogue(s) that uses the pattern in the context.

There are many “bubbles” throughout each lesson. They are short notes on language or behavioral culture issues.

语言交际功能 Speech Communication Functions

A General greetings (meeting people) and goodbye

1 Nǐ hǎo!
你好!

2 Zàijiàn!
再见!

Language in Context

Nǐ hǎo!
你好!

A: 你好!
B: 你好!
(cǎi)
Zàijiàn!
A: 再见!
Zàijiàn!
B: 再见!

1 When meeting people for the first time or in a formal setting, 你好 (nǐ hǎo) is generally used as a greeting. However, one will not greet one's family members or close friends with 你好 (nǐ hǎo). See Chinese Culture section.

2 Handshaking is not as commonly practiced in China as in the West, especially between women or opposite sexes in less formal settings. A slight bow or friendly nod is usually sufficient.

Nimen hǎo!
你们好!

A: 你们好!
Zhāng lǎoshī hǎo!
张 老师好!
(chāo)
Zhāng lǎoshī zàijiàn!
张 老师再见!

B: 张 老师再见!
Zàijiàn!
A: 再见!

Activity Say “hello” and “goodbye” to your teacher and as many of your classmates as you can.

And ends up with task-based interactive communication activities that provide context for practice.

四 课文 Text: Meeting People

New semester starts. Wang Fang, Zhang Mingzhong, Bai Aiwen and Li Dawei are at the first monthly Language Partner Meeting organized by the ESL program. Bai approaches Zhang, whom she mistakes for a teacher.

Bai: Nǐ hǎo! Nǐ shì Zhōngguó rén ma?
 ■: 您好! 您是中国人吗?

Zhang: Shì. Nǐ shì nǎr rén?
 张: 是, 您是哪儿人?

Bai: Wǒ shì Měiguó rén. Qǐngwèn, nín guāng?
 ■: 我是美国人。请问, 您贵姓?

Zhang: Wǒ xìng Zhāng, jiào Zhāng Míngzhōng. Nǐ jiào shénme míngzì?
 张: 我姓张, 叫张明中。你叫什么名字?

Bai: Wǒ jiào Bái Àiwén. Nín shì lǎoshī ma?
 ■: 我叫白爱文, 您是老师吗?

Zhang: Bù shì, bù shì. Wǒ shì yánjiūshēng. Nǐ yě shì xuéshēng ma?
 张: 不是, 不是。我是研究生。你也是学生吗?

Bai: Shì, wǒ shì dàxuéshēng. Dàwèi? Tā jiào Lǐ Dàwèi, shì wǒ tóngxué.
 ■: 是, 我是大学生。(calls Li Dawei) (to Zhang) 他叫李大伟, 是我同学。

(Li and Wang come to find Zhang and Bai)

Zhang: Nǐ hǎo! Nǐ yě shì Zhōngguó rén ma?
 张: 你好! 你也是中国人吗?

Wang: Shì, wǒ shì Zhōngguó liúxuéshēng.
 王: 是, 我是中国留学生。

Bai: Nǐ jiào shénme míngzì?
 ■: 你叫什么名字?

Wang: Wǒ jiào Wáng Fāng. Nǐ ne?
 王: 我叫王芳。你呢?

The main text is an expansion of the mini-dialogues in the “Speech Communication Functions” section. It provides a broader and more authentic (thus closer to real life) context for various speech communication functions to interplay. The above-average length of the main text is intentional. With adequate preparation at the “Speech Communication Functions” stage the main text is not difficult, yet its length gives students a real sense of accomplishment and confidence.

Grammar explanations are placed together so they are easy to look up. To achieve the best result, however, the grammar point in question should be introduced and practiced when it appears in the “Speech Communication Functions” section or the main text. The sentence structures are displayed in clearly defined pattern boxes.

五 语法 Grammar

1 The Use of Adjectives as Predicates
 Chinese adjectives are more than adjectives. They act like verbs, in the sense that they may serve independently as the predicate of a sentence. This feature renders the presence of the verb 是 (shì) unnecessary and ungrammatical.

Wǒ hěn máng. 我很忙, (correct)	I am busy.
Wǒ shì hěn máng. 我是很忙, (incorrect)	

However, the adjective predicate does not completely go solo either. It is usually modified by a degree adverb such as 很 (hěn) in an affirmative sentence. Please note that 多 (duō) is used in this context, it largely loses its ability as a degree indicator, and performs mostly a grammatical function. When the adjective predicate appears without a degree adverb, it implies comparison.

Wǒ máng, tā bù máng. 我忙, 他不忙。	I am busy. He is not.
----------------------------------	-----------------------

Your Turn! Say the following sentences in Chinese.

	Our teacher is nice.
	His dad is busy.

2 The Usage of 有 (yǒu)
 The verb for possession (to have, to own) or existence (there is/are) is 有 (yǒu). Note that its negative form is 没有 (méiyǒu), not 不有 (bù yǒu).

Possession	Tā yǒu yí gè dìdì. 他有一个弟弟。	He has a younger brother.
Existence	Tā jiā yǒu wǔ kǒu rén. 他家有五口人。	There are five people in his family.

“Your turn!” provides an opportunity for students to practice the sentence patterns on the spot.

六 综合语法练习 Comprehensive Grammar Exercises

A Ask questions based on the underlined words

1. A: _____?
 Lǎoshī xìng Zhāng.
 B: 老师姓张。

2. A: _____?
 Wǒmen tóngxué jiào Lǐ Dàwèi.
 B: 我们同学叫李大伟。

3. A: _____?
 Tāmen shì Měiguó rén.
 B: 他们是美国人。

4. A: _____?
 Shì, tā shì wǒ tóngxué.
 B: 是, 他是我同学。

B Fill in the blanks with 吗 (ma), 呢 (ne) or nothing

Qǐngwèn, nín guāng?
 1. 请问, 您贵姓_____?

Nǐmen lǎoshī xìng Zhāng?
 2. 你们老师姓张_____?

Nǐ yě shì xuéshēng?
 3. 你也是学生_____?

Wǒ xìng Wáng, nǐ?
 4. 我姓王, 你_____?

C Rearrange the words to make them grammatical

Měiguó rén / lǎoshī / shì / shì
 1. 美国人 / 老师 / 是 / 是

jiào / xìng / Wáng / tā / Wáng Fāng
 2. 叫 / 姓 / 王 / 她 / 王芳

The comprehensive grammar exercises adopt some of the traditional grammar practice formats that remain effective and necessary. Language is presented in context (dialogues, paragraphs) instead of isolated sentences without context.



七 中国文化点滴 Chinese Culture

1. Naming in Chinese

Chinese names are usually composed of two or three characters. The first character is the surname (姓, xing) while the rest is the given name (名, ming). There are over 3,500 surnames being used. However, the most common ones claim 87% of the population's naming rights. These surnames are called 百家姓 (Bǎi Jiā Xìng, The Hundred Family Surnames).

The Chinese given names are usually meaningful and carefully chosen by the parents or grandparents. A given name can have either one or two characters. When the given name has two characters, the first character traditionally stands for the generation of the family. For example, parents may name their three children as 文中 (Wénzhōng), 文强 (Wénqiáng), 文伟 (Wénwēi) respectively, and the character 文 (wén) represents that particular generation of the family. However, this practice is largely disregarded now.

2. How Do Chinese Address One Another?

When two Chinese meet for the first time, it is common to ask only each other's family names. Once they become acquainted, they may call each other by full name, surname, given name or nickname depending on the terms of the relationship. Take a woman whose full name is Lin Shufang as an example. Casual business associates or clients would call her by her surname with a title. Coworkers are likely to call her Xiao Lin if she is in her 20s or 30s or Lao Lin if she is in her 40s or older. Her former classmates would call her Lin Shufang, and her close friends and family would call her Shufang, A Fang, or Xiaofang.

3. Greetings

Although known as the equivalent of English "hello", 你好 (nǐ hǎo) is not commonly used by native Chinese when they greet one another. This expression is a contemporary invention reserved mostly for foreigners, business or casual acquaintances or people meeting for the first time. In all other occasions, Chinese would greet each other in one of the following ways. If it is early in the morning, people say 早上好 (zǎo shàng hǎo), meaning "Good morning!" If it is close to lunch or dinner time, Chinese tend to ask each other whether they have eaten—吃饭了吗? (Chī fàn le ma?) If two people have not seen each other for some time, they are likely to ask how the other person has been doing—最近怎么样? (Zuìjìn zěnyàng?) or 最近在忙什么? (Zuìjìn zài máng shénme? What have you been busy with recently?) Another common way to greet is by stating the obvious. If one sees a neighbor coming home or on his/her way out, he/she would say something like 刚回来呀? (Gāng huilai ya? Just returned?) or 要出去吗? (Yào chūqu ma? Going out?). These questions are rhetorical and rarely require a real answer. The addressee usually just acknowledges it.

COMPARE AND CONNECT

In your country, culture or community

- How do people name their children?
- How do people address each other?
- How is the way that people meet and introduce one another different from how Chinese practice it?

“Chinese Culture” presents some informative cultural, social or historical facts or anecdotes related to the theme of the lesson in English. This provides a platform for probing and understanding-oriented discussions. It also prepares students for the “Guided Listening” and “Guided Reading” by providing necessary background information.

八 听力练习 Guided Listening

You will listen to a couple of short audio clips. They are representative of how native Chinese speakers interact with one another. Do not feel disappointed if you do not seem to understand much of it. Just focus on what information you can extract from the dialogue. You would be surprised!

1. What Are Their Family Names?

Answer the following questions based on the audio clip.

- A What are the three men's family names? Write them down in *English*.

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



- B Do you think that these are their given names, family names or full names? You can find the answer in the Chinese Culture section.

“Guided Listening” consists of authentic or quasi-authentic audio clips that capture native speakers’

conversations in their daily lives. The clips range from a few seconds to about a minute. Comprehension questions are provided after each clip. Aiming to develop students’ survival skills in a Chinese language environment, the audio clips are deliberately kept at slightly above the students’ current proficiency level. However, the information that students are asked to extract from the clip is not beyond their reach. It is our hope that this type of training can be done consistently to reduce students’ anxiety in unfamiliar situations and enable them to gather key information from a language sample that they do not fully

understand. This exercise is designed as a guided in-class activity. The instructor’s involvement is highly recommended, especially at the beginning stage.

九 阅读练习 Guided Reading

1. Your Opinions Are Valued

Below is a clip from a customer's comment. Answer the questions based on the comment.



我们全家每个星期都来这儿吃晚饭，不过今天的鸡肉味道太淡，饭也吃得不多，希望下个星期能多给一点儿。

- (1) Which entrée did the customer order, beef, pork, chicken, fish...?

- (2) Based on the comment, was the customer satisfied with this meal? Why or why not?

- (3) Will the customer return to this restaurant? Why or why not?

2. 这个菜好吃极了! (Zhège Cài Hǎochī Jí Le!)

去高美生家吃饭以前，李文伟虽然吃过中国菜，可是他只在中国饭馆吃过，没在中国人家里吃过。所以美生请他和王雷去家里吃饭的时候，文伟很高兴。吃饭那天，美生的妈妈做了很多好吃的菜，有鸡、有鱼、有牛肉。

“Guided Reading” consists of two parts: Part 1 is made up of authentic or quasi-authentic text corpus. Similar to that of the “Guided Listening”, the main goal is for students to extract relevant information.

2. 我是大学生 (Wǒ Shì Dàxuéshēng)

我叫王美，是中国人。我今年十八岁，是大学生。我家有四口人，爸爸、妈妈、一个弟弟和我。我爸爸是老师，妈妈是护士。我弟弟叫王明，今年十五岁，是中学生。我和弟弟的生日 (dǎu) 是九月十一号。我没有哥哥，也没有叔叔。

Read the above paragraph, and answer the following questions.

- 1) What is the narrator's family name?

- 2) What is her nationality / place of origin?

- 3) How many people are there in her family? And who are they?

- 4) What are her parents' occupations?

- 5) What does her brother do? (hint: 中 + 学 & . This is the same: 中 as in 中国, literally meaning "the middle kingdom".)

- 6) How old is her brother?

- 7) When is her brother's birthday?

- 8) When is the narrator's birthday?

- 9) From the context, can you guess what the word 寿 (shòu) might mean?

Part 2 is a short narrative related to the theme of the lesson. The language level is at or slightly above the students' proficiency. However, full comprehension is entirely possible and expected. Comprehension questions are provided after each part. Like the "Guided Listening", this exercise also requires the instructor's involvement.


The integrated task(s) serves as the recap, review and informal (or formal) assessment of the lesson. If the task is performed successfully, the teaching objectives (i.e. functions) will be achieved.

综合任务 Integrated Task

Task (Pair Work) What Are You Doing On...?

This task involves 4 steps:

A. Use the calendar below to make plans for the month of November. Leave several days open on the weekend.



B. Talk to a classmate and find out what his/her favorite activities are. You can obtain this information by asking questions like 周末你喜欢做什么? (Qǐbānǐ rì sīhuān zǎo chīshénme?) / 你喜欢不喜欢跳舞? (Nǐ xǐhuān bù xǐhuān tiàowǔ?) / 你喜欢跑步吗? (Nǐ xǐhuān pǎobù ma?) / 你喜欢看电影吗? (Nǐ xǐhuān kàn diànyǐng ma?) / 你喜欢听音乐吗? (Nǐ xǐhuān tīn yīn yuē ma?) / 你喜欢去图书馆吗? (Nǐ xǐhuān qù túshūguǎn ma?) / 你喜欢去公园吗? (Nǐ xǐhuān qù gōngyuán ma?) / 你喜欢去郊外吗? (Nǐ xǐhuān qù jiāowài ma?) / 你喜欢去爬山吗? (Nǐ xǐhuān qù páishān ma?) / 你喜欢去游泳吗? (Nǐ xǐhuān qù yóuyǒng ma?) / 你喜欢去钓鱼吗? (Nǐ xǐhuān qù yáoyú ma?) / 你喜欢去滑冰吗? (Nǐ xǐhuān qù huánbīng ma?) / 你喜欢去滑雪吗? (Nǐ xǐhuān qù huáxuě ma?) / 你喜欢去露营吗? (Nǐ xǐhuān qù lǎnyìng ma?) / 你喜欢去露营吗? (Nǐ xǐhuān qù lǎnyìng ma?) / 你喜欢去露营吗? (Nǐ xǐhuān qù lǎnyìng ma?)

C. Once you find a common interest, propose an activity and find a time that is good for both of you. You can propose with these questions: 这个周末你想做什么? (Qǐbān zhè wèi nǐ xiǎng zuò shénme?) / 下个周末你想去看电影吗? (Xià ge shàngbù nǐ xiǎng qù kàn diànyǐng ma?) / 下个周末你想去郊外吗? (Xià ge shàngbù nǐ xiǎng qù jiāowài ma?) / 下个周末你想去爬山吗? (Xià ge shàngbù nǐ xiǎng qù páishān ma?) / 下个周末你想去游泳吗? (Xià ge shàngbù nǐ xiǎng qù yóuyǒng ma?) / 下个周末你想去钓鱼吗? (Xià ge shàngbù nǐ xiǎng qù yáoyú ma?) / 下个周末你想去滑冰吗? (Xià ge shàngbù nǐ xiǎng qù huánbīng ma?) / 下个周末你想去滑雪吗? (Xià ge shàngbù nǐ xiǎng qù huáxuě ma?) / 下个周末你想去露营吗? (Xià ge shàngbù nǐ xiǎng qù lǎnyìng ma?)

D. Report your favorite activities and your weekend plans to the class in a short narrative (2-4 sentences).

十一 发音练习与古诗诵读 Pronunciation & Classical Poetry

1. Pronunciation Exercise

Want to learn some Chinese four-word proverbs? Below are four proverbs. Write the tone marks over the pinyin when your instructor dictates them to you and then practice reading them aloud. These proverbs represent what Chinese teachers expect from their students.

- (1) lì xué bù juān (to study diligently and tirelessly)
- (2) jǔng yǒu chéng (to be persistent and driven)
- (3) quǎn yú qióng (to be curious and thirsty for knowledge)
- (4) chéng zhào nǚ (to be oval-headed and hardworking)

2. Tang Poem

Below is a Tang poem. Reading it aloud in accurate tones is the best way to appreciate its beauty.

Jìng Yè Sī
静夜思

Zuòzhě: Lǐ Bái
(作者: 李白 701-762)

Chuáng qián míng yuè guāng,
床前明月光。

Yì shì dì shàng shuāng,
疑是地上霜。

Jǔ tóu wàng míng yuè,
举头望明月。

Dī tóu sī gǔliǎng,
低头思故乡。

Night Thoughts
(Author: Li Bai, 701-762)

In front of my bed the moonlight is very bright,
I wonder if that can be frost on the floor.
I lift up my head and look at the full moon, the dazzling moon.
I drop my head, and think of the home of old days.



3. Pinyin Dictation

Please write down the initials, finals and tones that your instructor dictates to you.

- (1) _____
- (2) _____
- (3) _____
- (4) _____
- (5) _____

Pronunciation is emphasized throughout the first year. Pronunciation and *pinyin* exercises are provided through Volume I. Starting from Lesson 5, classical poem recitation will be added. In Volume II, classical poem recitation and *pinyin* reading of common Chinese proverbs and idioms will replace pronunciation exercises.

Characters remain the biggest challenge in learning Chinese. By providing small-scale systematic instruction, we hope that the task will be more manageable.

汉字讲解 Character Instruction

你 你 你
Radical: 亻 (left, person) Structure: 亻 + 尔 (left to right)
你 = 亻 + 尔 7 strokes

您 您 您
Radical: 心 (heart) Structure: 亻 + 尔 + 心 (above to below)
您 = 亻 + 尔 + 心 11 strokes

好 好 好
Radical: 女 (woman) Structure: 女 + 子 (left to right)
好 = 女 + 子 6 strokes

是 是 是
Radical: 日 (sun) Structure: 日 + 是 (above to below)
是 = 日 + 是 9 strokes

中 中 中
Radical: 丨 (vertical) Structure: 丨 (overlaid)
中 = 丨 4 strokes

缩略语 Abbreviations

Abbreviation	English	Chinese	Pinyin
<i>adj.</i>	adjective	形容词	xíngróngcí
<i>adv.</i>	adverb	副词	fùcí
<i>aux.</i>	auxiliary verb	助动词	zhùdòngcí
<i>conj.</i>	conjunction	连词	liáncí
<i>dem. pron.</i>	demonstrative pronoun	指示代词	zhǐshì dàicí
<i>int. pron.</i>	interrogative pronoun	疑问代词	yíwèn dàicí
<i>intj.</i>	interjection	叹词	tàncí
<i>m.w.</i>	measure word	量词	liàngcí
<i>n.</i>	noun	名词	míngcí
<i>num.</i>	numeral	数词	shùcí
<i>par.</i>	particle	助词	zhùcí
<i>p.n.</i>	proper noun	专有名词	zhuānyǒu míngcí
<i>prep.</i>	preposition	介词	jiècí
<i>pron.</i>	pronoun	代词	dàicí
<i>q.</i>	quantifier	数量词	shùliàngcí
<i>suf.</i>	suffix	后缀	hòuzhuì
<i>t.w.</i>	time word	时间词	shíjiāncí
<i>v.</i>	verb	动词	dòngcí
<i>vc.</i>	verb-complement	动补结构	dòng·bǔ jiégòu
<i>vo.*</i>	verb-object	动宾结构	dòng·bīn jiégòu

* The “*vo.*” classification in this book does not differentiate segregated words from verbal phrases, both of which are composed of a verb and an object, and can be expanded by inserting other elements between the verb and the object.

主要人物 Cast of Characters



Wáng Fāng
王芳
Wang Fang

Female, 18, grew up in Beijing, China, just arrived in the U.S. to attend college. She wants to study business or accounting.



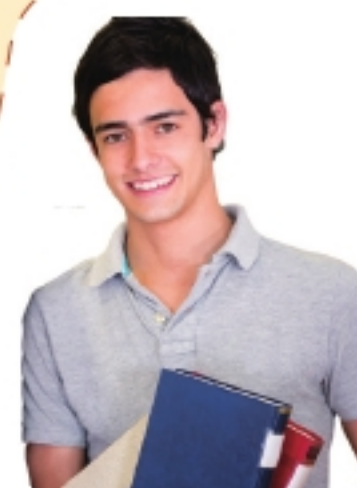
Zhāng Míngzhōng
张明中
Zhang Mingzhong

Male, 22, just finished college in Taipei, China, came to the U.S. for a master's degree in engineering.



Bái Àiwén
白爱文
Bai Aiwen
(Irene Becker)

Female, 21, American, majors in Chinese. Before attending college, she spent one month in China in a summer program and fell in love with Chinese. She plans to study in China. She is Li Dawei's classmate.



Lǐ Dàwēi
李大伟
Li Dawei
(David Lee)

Male, 20, American, grew up in NYC, America, loves Chinese culture and often goes to Chinatown. He majors in international relations and is studying Chinese.



Gāo Měishēng
高美生
Gao Meisheng

Female, 18, 2nd generation ABC. Her parents want her to study either business or medicine, but she herself is interested in psychology. She is Wang Fang's roommate and good friend.

1

入门 Introduction



Scan the QR code for audio recordings, audio text and part of the answers.

In this chapter you will learn

Learning Objectives	<ul style="list-style-type: none">• Grasping the basic concept of tones• Recognizing and pronouncing the <i>pinyin</i> alphabet• Pronouncing single syllables 50% of the time correctly• Spelling out single syllables 30% of the time correctly• Having a basic knowledge of how Chinese characters are written• Saying numbers 1–10
Introduction	Mandarin and the Chinese Dialects
Chinese Phonetics and the Pinyin System	<ul style="list-style-type: none">• The Chinese Syllable• Tones• Simple Finals• Initials• Compound Finals• Nasal Finals• <i>Pinyin</i> Spelling Rules• Tone Mark Rules• Tone Sandhi
Chinese Characters	<ul style="list-style-type: none">• The formation of Chinese characters• Radicals• Basic structure of the characters• Strokes and stroke order• Character and radical writing exercises
Numbers	<ul style="list-style-type: none">• Numbers 1–10• Numbers 11–100
Chinese Culture	Numbers in Chinese Culture

一 普通话和汉语方言

Mandarin and the Chinese Dialects

Chinese (汉语 Hànyǔ) is the language spoken by more than 1.4 billion of the world's population. However, this umbrella term represents hundreds of regional dialects, which, although share the same writing system, can be mutually unintelligible when spoken. There are eight major Chinese dialects: Northern, Wu (Jiangsu Province and Zhejiang Province), Xiang (Hunan Province), Gan (Jiangxi Province), Northern Min (Northern Fujian Province), Southern Min (Southern Fujian Province and Taiwan Province), Kejia (Hakka, Guangdong Province and Guangxi Zhuang Autonomous Region) and Yue (Cantonese, Guangdong Province). An attempt to establish a standard pronunciation based on the major dialects began in the 18th century. However, it did not show real results until the 1900s.

Today Mandarin is the official language of the People's Republic of China (普通话 pǔtōnghuà, common speech) and Taiwan Province (“国语” guóyǔ, “national language”). It is one of the four official languages in Singapore (华语 Huáyǔ, Chinese language). It is adopted by the United Nations as one of the working languages. The pronunciation of Mandarin is based on the Beijing dialect. The vocabulary is derived chiefly from the diverse dialects of northern, central and southwestern China. The grammar is standardized according to modern vernacular literary works. In this book, what you will learn is Mandarin.

二 汉语语音和拼音系统

Chinese Phonetics and the *Pinyin* System

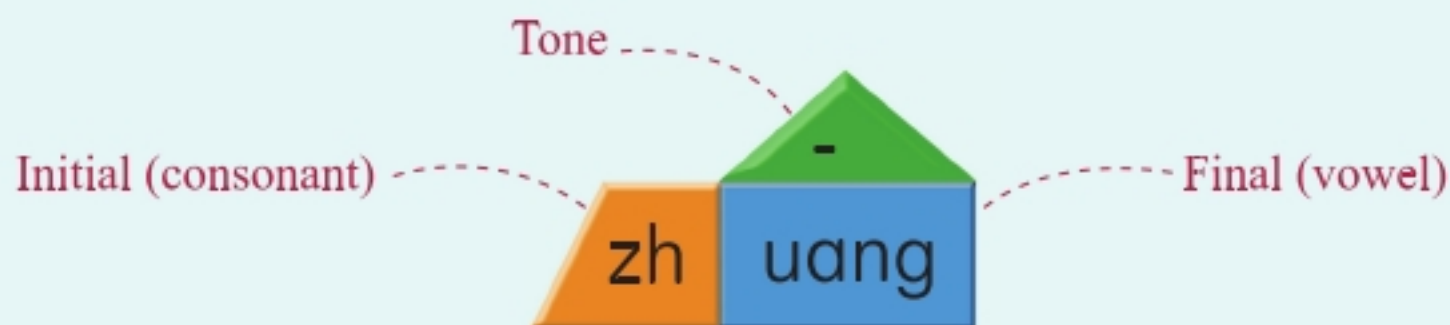
To transcribe the pronunciation of Mandarin, various romanization systems have been developed since the mid-19th century. The one used in Mainland China and in most Western publications about China is *pinyin* (literally “spell the sounds”). The United Nations and the International Organization for Standardization (ISO) both recognize *pinyin* as the standard romanization for Mandarin.

The *pinyin* system uses 25 of the 26 letters in the Latin alphabet (plus the letter ü) to represent the sounds of Mandarin. Many of the letters are pronounced similarly as they are in English, but not all of them. The key to good pronunciation is to **listen** closely to the audio and your teacher, and then imitate. You will have plenty of opportunities to practice during the course of this lesson and beyond.

1. The Chinese Syllable

A Chinese syllable typically consists of three components: initial, final and tone. A Chinese syllable can do without an initial, but not without a final. Except for “r”, “n” and “ng”—the latter two can be attached to a vowel as a nasal ending—Chinese consonants never appear after a vowel. That is why they are called initials.

The Structure of a Chinese Syllable



2. Tones

Chinese is a tonal language. Each syllable typically can be pronounced in four different tones (level of pitch and contour of pronunciation). Thus the same syllable can potentially have four different meanings, each associated with a given tone. For example:



bā (eight)



bá (to pull)



bǔ (target)



bà (father)



mā (mother)



má (hemp)

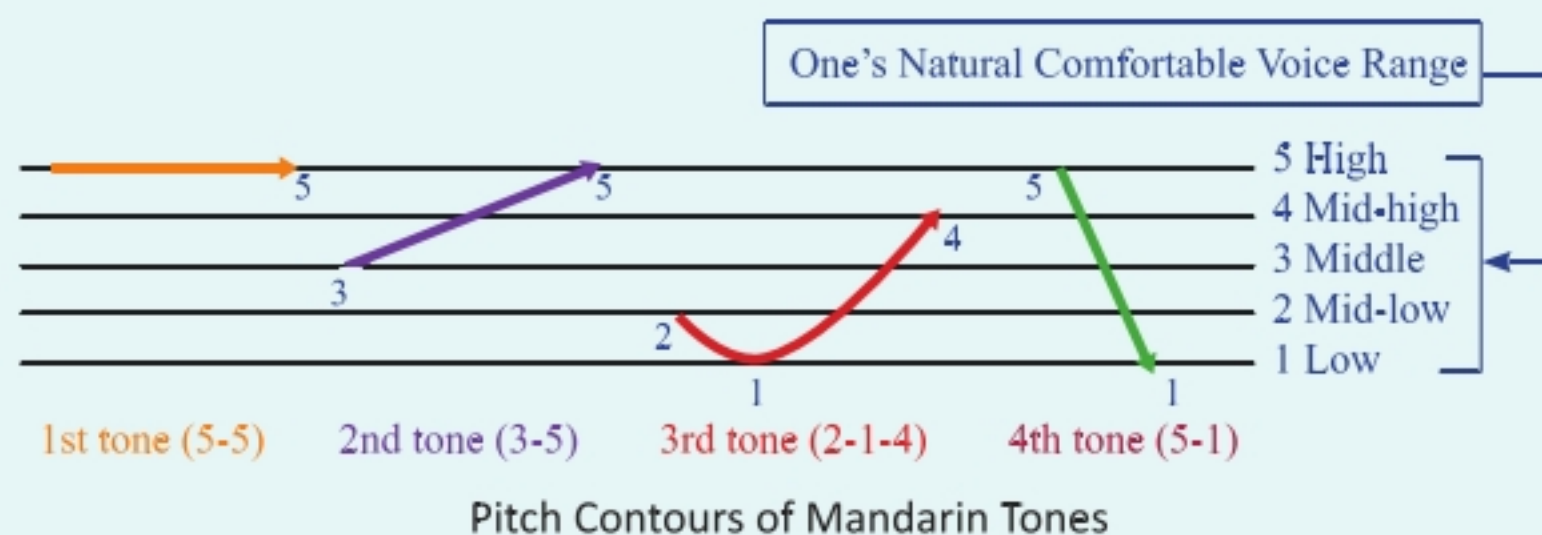


mǎ (horse)



mà (to scold)

The four basic tones in Chinese are labeled the first, second, third and fourth tone respectively. The pitch and contour of pronunciation of each tone is illustrated as below:




The key word for the first tone is *level*. Pitch is individual and relative—person A’s high pitch may be person B’s mid-high, but level is universal. The first tone is the only tone that can be prolonged indefinitely. If you can hold your first tone for ten seconds, you are saying it right.

The contour of the second tone resembles that of a question. Think of how you say “Yes?” and use the same pitch change for the second tone.

The key word for the third tone is *low*. Comparing its starting pitch with that of the second tone, you’ll notice that it is one pitch lower. Really sink the starting point, and you are on your way. The rising part is easy.

The fourth tone may sound unpleasant at first. It does resemble the contour of an angry “No!” However, with enough practice you’ll learn how to slide down the pitch contour softly and pleasantly. But do let the pitch drop!

The importance of the tones cannot be overemphasized. At the beginning stage, when you practice saying syllables, always say them in all four tones so you can get a feel of the difference among them. Devoting some time and energy to mastering the tones will pay off. It is more attainable than you think.

 **Practice** Say the following syllables in all four tones. Listen and imitate the pronunciation on the audio.

ba ma da na ta pa la

3. Simple Finals

There are six simple finals. They are the building blocks of the compound finals.

SIMPLE FINALS

a o e i u ü

a	Like “ah”, mouth fully open and rounded.
o	Like “aw” in “waw”, mouth no longer fully open but still rounded.
e	Like “uh”, lips spread as if you are smiling. There should be a gap between your upper and lower teeth.
i	Like “ee” in “bee”, lips spread wide, teeth touching.
u	Like “oo” in “boo”, mouth completely closed but lips rounded.
ü	No English equivalent. You start by saying “i→ee”, then quickly slide to “oo”.

It is crucial that your mouth form the described shape when pronouncing these sounds, or they will not come out right.

 **Practice** Say the simple finals in all four tones. Listen and imitate the pronunciation on the audio.

a o e i u ü

4. Initials

There are 21 initials. The following chart summarizes their places and features of articulation. To make them pronounceable, each initial has a “built-in” vowel attached. But you do not write the vowel unless the initial stands alone as a syllable. This chart should be memorized with the initials in the order they are presented. These initials are very selective about the finals with which they can be combined. The last column to the right lists all the possible finals for each row of initials.

INITIALS

No.	Place of articulation	Unaspirated	Aspirated	Nasal	Fricative	Voiced	Possible final selection
1	labial (lips)	b (o)	p (o)	m (o)	f (o)		a, o, e (m), i (b p m), u
2	alveolar (tongue tip behind upper front teeth)	d (e)	t (e)	n (e)	l (e)		a, e, i, u, ü (n l)
3	velar (back of tongue raised)	g (e)	k (e)		h (e)		a, e, u
4	palatal (lips spread, teeth clenched, air squeezed out from sides)	j (i)	q (i)		x (i)		i, ü
5	dental sibilant (tongue against bottom front teeth, air squeezed out between clenched teeth)	z (i)	c (i)		s (i)		a, e, u
6	retroflex (tongue tip curled up and back)	zh (i)	ch (i)		sh (i)	r (i)	a (zh ch sh), e, u

The vowel “o” can only occur with the first row of initials, and its pronunciation is actually “uo”. However, the “u” is unstressed and pronounced very lightly.

The first three rows resemble more or less their English equivalents in pronunciation. The one noticeable difference is that the English “b, d, g” are voiced (vocal cords vibrate) while the Chinese ones are voiceless. Consequently, the Chinese “b, d, g” sound like hard “p, t, k”:

b	like “p” in “speed”
d	like “t” in “stay”
g	like “k” in “sky”

It is also necessary to make a distinction between unaspirated (1st column) and aspirated (2nd column) sounds. If you put your hand close to your mouth and say the pair, you should feel a puff of air on your hand when you say the aspirated sound. Say the following pairs and feel the difference:

ba / pa bo / po da / ta de / te ga / ka gu / ku

🔊 **Practice** Say the following syllables in the first tone. Listen and imitate the pronunciation on the audio.

ba	bi	bu	bo	pa	pi	pu	po	ma	mi	mu	mo	me
fa	fu	fo		da	di	du	de	ta	ti	tu	te	
na	ni	nu	ne	nü	la	li	lu	le	lü	gu	ge	ga
ka	ku	ke		ha	hu	he						

Rows 4, 5 and 6 contain some of the most challenging sounds for English speakers. A big part of the challenge comes from the fact that many of them do not have an English equivalent. The hint suggested below (if there is one at all) is approximate at best. Listening to the audio and your teacher is your best way to learn them.

There is no English equivalent to the three consonants “j, q, x”. When pronouncing them, you should clench your teeth; your tongue lays flat, without touching the front teeth. Let out the air from the corners of your lips instead of the middle.

z	like “ds” in “roads”
c	like “ts” in “cats”
s	like “s” in “snack”
zh	like “jer” in “jersey”
ch	like “ch” in “church”
sh	like “sh” in “shirt”
r	like “r” in “row”

The “l” in the last two rows loses its “ee” sound. It merely represents a continuation of the preceding initial. We call it the silent “l”.

🔊 **Practice** Say the following syllables in the first tone. Listen and imitate the pronunciation on the audio.

ji	ju	qi	qu	xi	xu						
zi	za	ze	zu	ci	ca	ce	cu	si	sa	se	su
zhi	zha	zhe	zhu	chi	cha	che	chu	shi	sha	she	shu
ri	re	ru									

5. Compound Finals

A compound final is formed by putting two or more simple finals together. To pronounce it, you start with the first final and then glide into the next one without stopping.

COMPOUND FINALS

1	ai	ei	ao	ou
2	ia	iao	ie	iou (iu)
3	ua	uo	uai	uei (ui)
4	üe			
5	er			

A compound final can alter the pronunciation of its main vowel (a, o, e). For instance, “ei” is pronounced like “a” in April, and “ie” is like “ye” in “yes”.

🔊 **Practice** Say the following syllables in the first tone. Listen and imitate the pronunciation on the audio.

gai	gei	gao	gou
jia	jiao	jie	jiu
zhua	zhuo	zhuai	zhui
que			

6. Nasal Finals

A nasal final is formed by attaching one of the nasal endings “-n” or “-ng” after a simple or compound vowel.

NASAL FINALS

Front nasal	an	en	ian	in	uan	uen (un)	üan	üen (ün)
Back nasal	ang	eng	iang	ing	uang	ueng	iong	ong

Like compound finals, a nasal final can also alter the pronunciation of its main vowel. Here “ian” is pronounced “ien”.

🔊 **Practice** Say the following syllables in the first tone. Listen and imitate the pronunciation on the audio. Pay attention to the contrast between the front and back nasals.

san	sen	sang	seng	song
jian	jin	jiang	jing	jiong
zhuan	zhun	zhuang	zheng	
quan	qun (u = ü)			

7. Pinyin Spelling Rules

(1) i, u, ü without an initial consonant

i	i → y	ya	ye	yao	you	yan	yang	yong	
	φ + i → y + i	yi	yin	ying					
u	u → w	wa	wo	wai	wan	wei	wen	wang	weng
	φ + u → w + u	wu							
ü	ü → yu	yue	yuan	yun					

φ means no initial.

(2) iou, uei, uen with an initial consonant

- iou → iu e.g. liu
- uei → ui e.g. tui
- wen → un e.g. dun

(3) j, q, x + ü → ju, qu, xu

As “u” and “ü” are mutually exclusive with regard to the groups of consonants they are paired with (“ü” can only be combined with “j, q, x”), the umlaut (two dots) on “ü” is usually dropped (ju, qu, xu, juan, quan, xuan). The only exceptions are with “l” and “n”. Since these two consonants can take both “u” and “ü”, the umlaut must be presented to differentiate them.

(4) Syllable-dividing mark

When the second syllable in a two-syllable word begins with a vowel, an apostrophe is placed between them: xīān → xī'ān, or the word could be misread as “xiān”.

8. Tone Mark Rules

- The tone mark always goes on a vowel.
- If the final is a compound, the tone mark goes on the main vowel, in the order of “a, o, e”.
- If the compound final is composed of “i” and “u/ü”, the tone mark goes on the second vowel.
- Drop the dot on “i” when a tone mark is placed there.

Practice Your teacher will dictate numbers 1–10 in Chinese. Try to spell them out with correct spelling and tone.

--	--	--	--	--

9. Tone Sandhi

(1) Neutral tone

In addition to the four basic tones introduced above, in spoken Chinese, there is also something called

Pinyin Syllable Chart

Final Initial	i	a	o	e	ê	ai	ei	ao	ou	an	en	ang	eng	er	i	ia	ie	iao	iu	ian	in	iang	ing	u	ua	uo	uai	ui	uan	un	uang	ueng	ong	ü	üe	üan	ün	iong								
b		ba	bo			bai	bei	bao		ban	ben	bang	beng		bi	bie	biao		bian	bin		bing	bu																							
p		pa	po			pai	pei	pao	pou	pan	pen	pang	peng		pi	pie	piao		pian	pin		ping	pu																							
m		ma	mo	me		mai	mei	mao	mou	man	men	mang	meng		mi	mie	miao	miu	mian	min		ming	mu																							
f		fa	fo			fei		fou	fan	fen	fang	feng											fu																							
d		da		de	dai	dei	dao	dou	dan	den	dang	deng			di	dia	die	diao	diu	dian		ding	du		duo		dui	duan	dun										dong							
t		ta		te	tai	tei	tao	tau	tan		tang	teng			ti	tie	tiao		tian			ting	tu		tuo		tui	tuan	tun										tong							
n		na		ne	nai	nei	nao	nou	nan	nen	nang	neng			ni	nie	niao	niu	nian	nin	niang	ning	nu		nuo			nuan											nong	nü	nüe					
l		la		le	lai	lei	lao	lou	lan		lang	leng			li	lia	lie	liao	liu	lian	lin	liang	ling	lu		luo			luan	lun									long	lü	lüe					
g		ga		ge	gai	gei	gao	gou	gan	gen	gang	geng											gu	gua	guo	guai	gui	guan	gun	guang										gong						
k		ka		ke	kai	kei	kao	kou	kan	ken	kang	keng											ku	kua	kuo	kuai	kui	kuan	kun	kuang										kong						
h		ha		he	hai	hei	hao	hou	han	hen	hang	heng											hu	hua	huo	huai	hui	huan	hun	huang										hong						
j															ji	jia	jie	jiao	jiu	jian	jin	jiang	jing																	ju	jue	juan	jun	jiang		
q															qi	qia	qie	qiao	qiu	qian	qin	qiang	qing																			qu	que	quan	qun	qiong
x															xi	xia	xie	xiao	xiu	xian	xin	xiang	xing																			xu	xue	xuan	xun	xiong
zh	zhi	zha		zhe	zhai	zhei	zhao	zhou	zhan	zhen	zhang	zheng											zhu	zhua	zhuo	zhuai	zhui	zhuán	zhun	zhuang											zhong					
ch	chi	cha		che	chai		chao	chou	chan	chen	chang	cheng											chu	chua	chuo	chuai	chui	chuán	chun	chuang											chong					
sh	shi	sha		she	shai	shai	shao	shou	shan	shen	shang	sheng											shu	shua	shuo	shuai	shui	shuán	shun	shuang																
r	ri			re			rao	rou	ran	ren	rang	reng											ru	rua	ruo		ruì	ruan	run												rong					
z	zi	za		ze	zai	zei	zao	zou	zan	zen	zang	zeng											zu		zuo		zui	zuan	zun												zong					
c	ci	ca		ce	cai	cei	cao	cou	can	cen	cang	ceng											cu		cuo		cui	cuan	cun												cong					
s	si	sa		se	sai		sao	sou	san	sen	sang	seng											su		suo		sui	suan	sun												song					
Ø		a	o	e	ê	ai	ei	ao	ou	an	en	ang	eng	er	yi	ya	ye	yao	you	yan	yin	yang	ying	wu	wa	wo	wai	wei	wan	wen	wang	weng							yu	yue	yuán	yun	yong			

* The total number of possible sound combinations in Mandarin is a little over 400. The exact number has been debated. The chart used in this book includes 405, which is most commonly accepted.

neutral tone. The neutral tone resembles a very short and soft sliding tone. A syllable with the neutral tone is unstressed and brief, without any tone mark. A neutral tone typically occurs on the second syllable of a word with two identical syllables, e.g. “bàba, māma, jiějie”; or a noun ended with “zi”, e.g. “zhuōzi, yǐzi, kuàizi”. There are numerous other situations where a neutral tone can occur. Learn them as they come.

🔊 **Practice** Say the following words. Listen and imitate the pronunciation on the audio.

gēge	dìdi	yéye	nǎinai
hézi	kùzi	qúnzi	lǐzi
xuésheng	xiānsheng		

(2) 3rd tone sandhi

① Half 3rd tone

Unless the 3rd tone comes at the ending position or stands alone, it is never pronounced as a full 3rd tone. When it is followed by tone 1, 2, 4 and most neutral, the rising part of the tone becomes flat or stops at the low pitch point as it is just about to rise. Listen to the audio and your teacher to get a feel of how it sounds.

🔊 **Practice** Say the following words. Listen and imitate the pronunciation on the audio.

nǐ tīng yě lái zhǐshì yǐzi

② Two or more 3rd tones in succession

When two 3rd tones occur together, the first one is pronounced as 2nd tone, e.g. “nǐ hǎo → ní hǎo”. The tone mark is not changed. When three or more 3rd tones occur in succession, you can either go 2 → 2 → 3 or 3 → 2 → 3, whichever you find easier to pronounce.

🔊 **Practice** Say the following words. Listen and imitate the pronunciation on the audio.

hěn hǎo → hén hǎo	biǎoyǎn → biáoyǎn	wǒ hěn hǎo	{ wó hén hǎo wǒ hén hǎo
zhǐshǐ → zhíshǐ	kěkǒu → kékǒu	yě hěn yuǎn	{ yé hén yuǎn yě hén yuǎn
jiǎnshǎo → jiánshǎo	yě yǒu → yé yǒu	yǒu liǎng diǎn	{ yóu liáng diǎn yǒu liáng diǎn

三 拼音练习

Pinyin Exercises

1. Initial Discrimination (Practice saying the following.)

A b, p, m, f vs. d, t, n, l

- | | | |
|------------------------|-----------------|--------------------|
| (1) bā / pā / dā | mǐ / nǐ / lǐ | pó / bó / tuó |
| (2) mú / fú / nú | pài / dài / tài | biē / piē / tiē |
| (3) piáo / tiáo / liáo | bàn / pàn / nàn | mǎng / fǎng / tǎng |

B g, k, h

- | | | |
|---------------------|-----------------|-----------------|
| (1) gé / ké / hé | gù / kù / hù | gǒu / kǒu / hǒu |
| (2) guò / kuò / huò | gǔn / kǔn / hǔn | guǎ / kuǎ / huǎ |

C j, q, x

- | | | |
|---------------------|--------------------|-----------------------|
| (1) jí / qí / xí | jiā / qiā / xiā | jiào / qiào / xiào |
| (2) jiū / qiū / xiū | jiǎn / qiǎn / xiǎn | jiàng / qiàng / xiàng |

D z, c, s

- | | | |
|------------------------|--------------|--------------------|
| (1) zā / cā / sā | zè / cè / sè | zōng / cōng / sōng |
| (2) zēng / cēng / sēng | zǐ / cǐ / sǐ | zú / cú / sù |

E z, c, s vs. j, q, x

- | | | |
|------------------------|-----------------|------------------|
| (1) zǐ / jǐ / sǐ | cún / xún / suí | sēn / xiān / zūn |
| (2) quàn / xuàn / suàn | jūn / zūn / sūn | zǎn / cǎn / qiǎn |

F zh, ch, sh, r

- | | | |
|---------------------------|--------------------|-------------------|
| (1) zhì / chì / shì | rú / chú / shú | chǎn / shǎn / rǎn |
| (2) zhèng / chèng / shèng | zhāi / chāi / shāi | shuí / chuí / ruí |

G z, c, s vs. zh, ch, sh

- | | | |
|-------------------------|------------------|-------------------|
| (1) cǐ / chǐ / zǐ | zhè / zè / shè | zhái / cái / chái |
| (2) sōng / cōng / chōng | sǒu / chǒu / zǒu | suì / zuì / zhuì |

H j, q, x vs. zh, ch, sh vs. z, c, s

(1) qí / chí / cí	cù / xù / shù	sǎo / shǎo / xiǎo
(2) chòu / xiù / còu	qián / chán / cán	jiǒng / zǒng / zhǒng
(3) shēng / sēng / xiǎng	jú / zé / zhú	jiāo / chāo / sǎo

2. Final Discrimination

A Simple Finals

(1) pà / pò / pù	hā / hē / hū	lè / lù / lù
(2) kǎ / kě / kǔ	zhē / zhī / zhū	dé / dí / dú
(3) cè / cì / cù	nǎ / nǚ / nǚ	rè / rì / rù

B Compound Finals

(1) pēn / pān / piān	zhòu / jiù / zuò	sōu / suō / sāo
(2) bǎi / běi / biě	zuān / zūn / juān	chún / chóng / chéng
(3) jiǎn / juǎn / jǐn	cuì / què / cuò	yuàn / wàn / wèn
(4) quán / qún / qióng	jiǎo / jiǔ / jiǒng	rào / ruò / ròu

3. Disyllabic Words

(1) chūntiān / gūmā / xīngqī xīnlǐ / gēqǔ / shēnqǐng	Zhōngguó / chū mén / suīrán gōngkè / zhōumò / jīhuì yóujú / chufáng / liú xué chéngshì / qiánxiàn / fúwù tèbié / dòumiáo / fùzá xiàngmù / zuìjìn / diànshì
(2) quán jiā / qítā / yuányīn liú xiě / qiánjǐng / chú cǎo	
(3) gùxiāng / guàng jiē / tàn qīn shàngwǔ / cèsuǒ / zìjǐ	

4. Tones (Mark the tones based on what the instructor reads to you.)

(1) da di (to take a taxi)	(2) heliu (river)
(3) putong (ordinary)	(4) Guge (Google)
(5) jita (guitar)	(6) pifa (wholesale)
(7) silu (train of thought)	(8) tixian (to display)
(9) lüshi (lawyer)	(10) Xi Hu (the West Lake)
(11) niunai (milk)	(12) mi lu (to get lost)

5. Dictation

🔊 **A** Finals and tones (Write down the finals and tones based on what the instructor reads to you.)

Example



guǎngān

(1) b___c___



(2) q___j___



(3) h___sh___



(4) y___c___



(5) t___d___



(6) l___s___



(7) m___'___r



(8) f___q___



🔊 **B** Initials and tones (Write down the initials and tones based on what the instructor reads to you.)

Example



tiào wǔ

(1) ___ang___iu



(2) ___iang___un



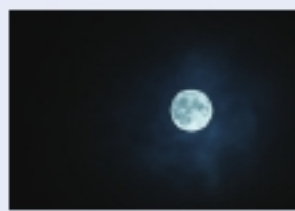
(3) ___ian___ua



(4) ___e___uo



(5) ___ue___iang



(6) ___ing___u



(7) ___ei___ian



(8) ___ui___u



6. Tone Sandhi

A Neutral tone (Read the following.)

bàba (dad)

jiějie (elder sister)

sháozi (spoon)

wǒ de (mine)

māma (mom)

dìdi (younger brother)

yǐzi (chair)

hǎo ma (OK?)

gēge (elder brother)

mèimei (younger sister)

qíezi (eggplant)

kèqi (polite)

B 3rd tone sandhi

lǎoshǔ (mouse)

pǐn jiǔ (to taste the wine)

shěng shuǐ (to save water)

nǐ hǎo (hello)

zǒngtǒng (president)

mǐfěn (rice noodles)

xiǎoniǎo (little bird)

xǐ zǎo (to shower)

měinǚ (pretty woman)

xǔkě (to permit)

bǐcǐ (each other)

biǎoyǎn (to perform)

C Half 3rd tone (Repeat after the audio or your teacher.)

fǎlù (law)

qǐng jìn (please come in)

nǚ'ér (daughter)

zhǎo rén (to look for a person)

pǎo bù (to jog)

wǎnshang (evening)

diǎn cài (to order food)

yǐqián (before)

lǎoshī (teacher)

qǐ chuáng (to get up)

四 汉字

Chinese Characters

Chinese is written in largely square-shaped symbols known as characters. Although each character typically stands for one syllable, these characters represent meaning rather than sounds. While the sounds a human mouth can produce are limited, the meaning people can express is infinite. Consequently, the total number of Chinese characters is large. The authoritative *Kangxi Dictionary* (《康熙字典》), compiled in 1710s, records more than 47,000 characters! However, most of them are rare characters accumulated through history and are not in active circulation. In reality, a Chinese person is considered literate with knowing 2,000–3,000 characters. Admittedly, that is still a formidable task, but not impossible if you know the native speakers’ “tricks”. And you will discover them in the course of your study.

There are two sets of characters used by native Chinese speakers at present: the traditional or complex form, known as *fántǐzì* (繁体字), and the simplified form, known as *jiǎntǐzì* (简体字). The latter was officially established in the mid-1950s in the People’s Republic of China as an effort to boost literacy and to standardize forms of characters to eliminate many variants. Not all characters are simplified. The list of simplified characters has a total of 2,236 (or 2,235) characters, 1,116 of which are frequently-used characters. Most of the simplified forms were chosen from existing nonstandard variants; about 20% were newly created. The simplified form is used in Mainland China and Singapore. It is adopted by the United Nations as one of the working languages. The traditional form is used in Taiwan Province, Hong Kong SAR and many overseas Chinese communities.

There is a well-known myth that Chinese characters are little pictures. There is some truth to it. A small percentage of the characters were originally pictures that depicted objects, as illustrated in the character evolution chart below:

Font	Archaic Form					
Oracle bone script (甲骨文)						
Bronze script (金文)						
Seal script (篆书)						
Clerical script (隶书)						
Regular script (楷书)	火	马	日	水	羊	月

The character categorization used today was summed up by a famous linguist from the Eastern Han Dynasty (25–220 A.D.), Xu Shen. In his *Shuo Wen Jie Zi* (《说文解字》), Xu divided the characters into six categories based on their forms:

xiàngxíng (象形)	Pictographic, representing the real object	日 月 人
zhǐshì (指事)	Indicative, bearing an indicative sign	上 下 刃
huìyì (会意)	Associative, combining meanings of two or more pictographic components	明 休 好

xíngshēng (形声)	Pictophonetic, one part (radical) suggesting meaning and the other part suggesting pronunciation	妈 湖 饭
zhuǎnzhù (转注)	Transformed cognates, one character in different forms	考 老
jiǎjiè (假借)	Phonetic loan, borrowed characters for a new meaning	自 万

Of the six categories, pictophonetic compounds are by far the most common (82%). Since the radical of the character suggests meaning, knowing the radicals obviously helps the process of learning characters. Furthermore, Chinese dictionaries use radicals (and stroke order) as an index for character search. It is necessary to know the radical if you want to look up a character. The *Kangxi Dictionary* lists 214 common radicals. (See Appendix 1 for a complete list.) There is no need to memorize all of them at once. Learning the radical along with the character is a fast and easy way to achieve this goal. Let's look at some common radicals:

SAMPLE COMMON RADICALS

Character	Radical	Name	English	Sample Characters	
人	亻	dānrénpáng	person	你 (nǐ, you)	他 (tā, he, him)
女	女	nǚzìpáng	woman	妈 (mā, mom)	姐 (jiě, elder sister)
雨	雨	yǔzìtóu	rain	雷 (léi, thunder)	雾 (wù, fog)
日	日	rìzìpáng	sun	明 (míng, bright)	昨 (zuó, yesterday)
月	月	ròuyuèpáng	moon; flesh	朋 (péng, friend)	腿 (tuǐ, leg)
火	火/灬	huǒzìpáng/sìdiǎndǐ	fire	烧 (shāo, to burn)	热 (rè, hot)
水	氵	sāndiǎnshuǐ	water	河 (hé, river)	汤 (tāng, soup)
刀	刀	dāobù	knife	劈 (pī, to chop)	刻 (kè, to carve)
	刂	lìdāo (páng)			
口	口	kǒuzìpáng	mouth	吃 (chī, to eat)	喝 (hē, to drink)
足	足	zú zìpáng	foot	跑 (pǎo, to run)	跳 (tiào, to jump)
木	木	mùzìpáng	tree	松 (sōng, pine)	林 (lín, woods)
手	扌	tíshǒupáng	hand	打 (dǎ, to hit)	提 (tí, to lift)
心	心	xīnzìdǐ	heart	想 (xiǎng, to think)	忙 (máng, busy)
	忄	shùxīn (páng)			
宀	宀	bǎogài	roof	家 (jiā, home)	宿 (sù, to spend the night)
辶	辶	zǒuzhī	to walk	过 (guò, to pass)	道 (dào, road)

We can see from the table above that some radicals double up as independent characters and use the same forms for both status; some change forms when serving as radicals; some are radicals only. Typically, the radical is the left part of the character, but it can also go on top, bottom, right, or outside. The following table illustrates the different ways a Chinese character may be structured. It is not necessary to memorize their description, but you should familiarize yourself with the composition. It will help you place each component of the character correctly in the square.

BASIC STRUCTURES OF THE CHARACTERS

Character Structures	Description	Example Characters
	Left to right	好 利
	Above to below	分 想
	Left to middle and right	班 谢
	Above to middle and below	享 意
	Full surround	回 国
	Surround from above	问 周
	Surround from below	凶 凶
	Surround from left	匠 医
	Surround from upper left	厕 友
	Surround from upper right	可 包
	Surround from lower left	起 题
	Overlaid	女 我

Practice Circle the radicals in the following characters.




妹 念 唱 呢 利 近 煮
 还 海 踢 排 们 明 伟

Characters are composed of strokes. Knowledge of the basic strokes is essential not only for drawing “right-looking” characters, but also for counting the strokes correctly so you can find the character in a Chinese dictionary. According to *Xinhua Xiezi Zidian* (《新华写字字典》, 2001), there are 31 different strokes, six of which are considered basic strokes in the same manner. They are:

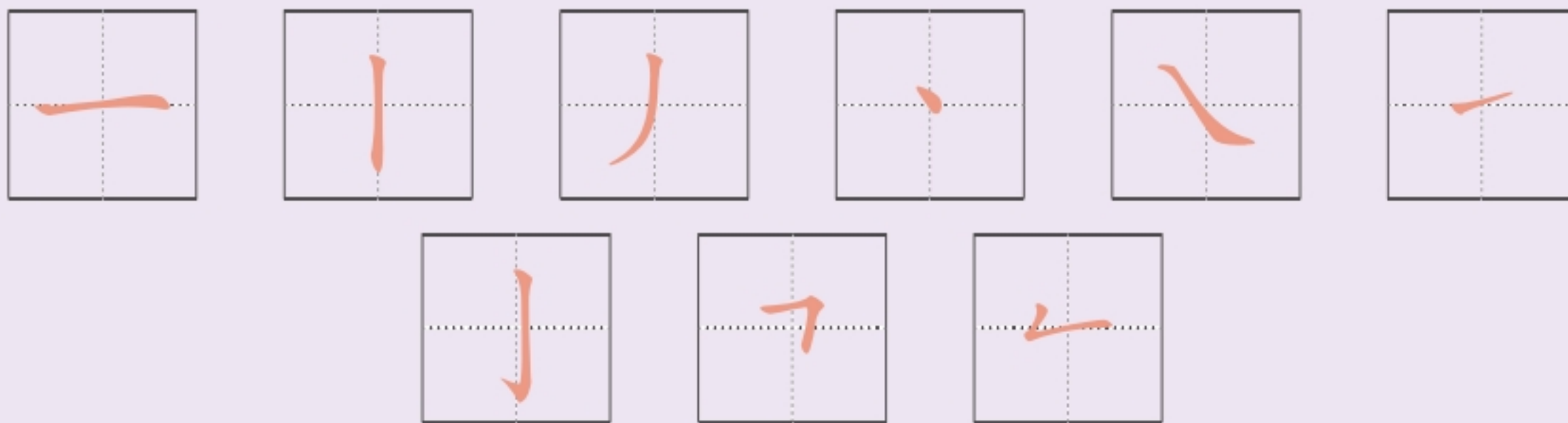
BASIC STROKES OF THE CHARACTER COMPOSITION

héng the horizontal	shù the vertical	piě the left falling	diǎn the dot	nà the right falling	tí the rising

These basic strokes are the building blocks of the more complex derivations (See Appendix 2 for a complete list of strokes). Three most commonly-used derivations are illustrated below:

shùgōu the vertical hook	héngzhé the horizontal turning	shùzhé the vertical turning
		

Practice Write the basic strokes as illustrated above.



The strokes are put together in a prescribed order, which is intended to facilitate speed, fluidity, and accuracy in composition. When you practice, you should follow the correct stroke order. To help you master it, the character practice sheets in the workbook provide stroke-by-stroke illustrations. The basic rules are as follows:

BASIC RULES OF STROKE ORDER

1	Left before right	女 + 子 → 好
2	Top before bottom	士 + 心 → 志
3	Horizontal before vertical	一 + 丨 → 丁
4	Center before sides	丨 + 丩 → 小
5	Left falling before right falling	ノ + ㇇ → 人
6	Frame before inside	冂 + 吉 → 周
7	Inside before bottom closing	囗 + 一 → 国

Practice Write the following characters according to the stroke order rules.

一

一 一 一 一

二 二

二 二 二 二

三 三 三

三 三 三 三

丨 冂 𠔁 四 四

四 四 四 四

一 丅 五 五

五 五 五 五

丶 一 六 六

六 六 六 六

一 七

七 七 七 七

丿 八

八 八 八 八

丿 九

九 九 九 九

一 十

十 十 十 十

丿 小 小

小 小 小 小

丿 月 月 月

月 月 月 月

五 汉字练习

Character Exercises

1. Radicals


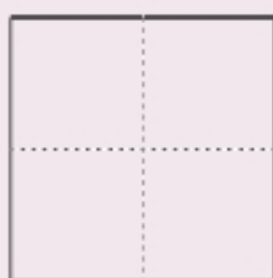

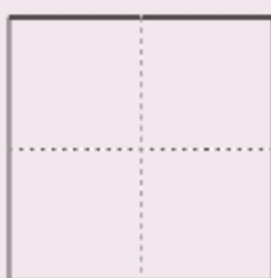

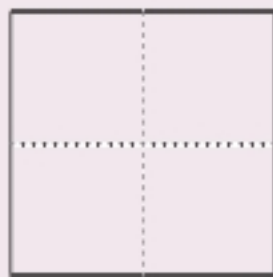

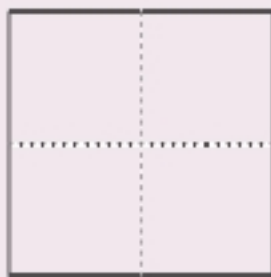

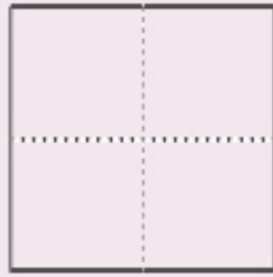

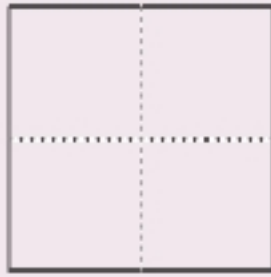

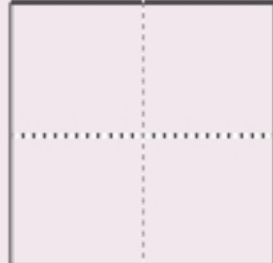
Use the following chart as a reference to identify under which radical each character below is categorized.

单字	人	女	雨	日	月	火	水	刀	口	足	木	手	心	宀	辶
偏旁	亻	女	雨	日	月	火/灬	氵	刀/刂	口	足	木	扌	心/忄	宀	辶

- | | | |
|-----------|-----------|-----------|
| 1. 吗 () | 2. 时 () | 3. 你 () |
| 4. 扫 () | 5. 家 () | 6. 姐 () |
| 7. 炎 () | 8. 洗 () | 9. 期 () |
| 10. 情 () | 11. 室 () | 12. 远 () |
| 13. 剃 () | 14. 送 () | 15. 跑 () |
| 16. 杯 () | 17. 树 () | 18. 忘 () |
| 19. 刃 () | 20. 霜 () | 21. 热 () |

2. Stroke Order

Refer to the seven stroke order rules to practice writing the following characters.






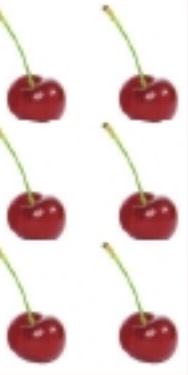
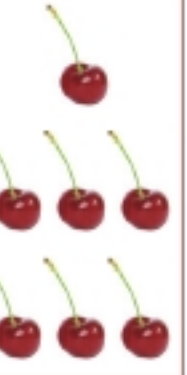
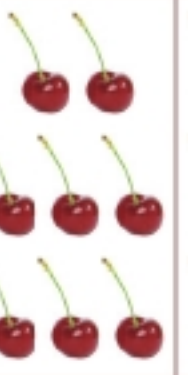
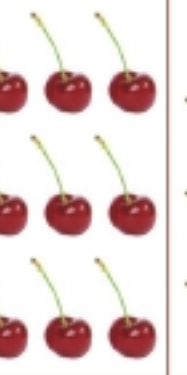
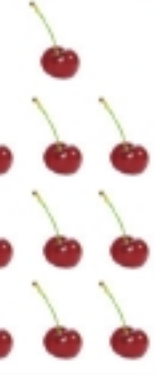
	⇒			⇒	
	⇒			⇒	
	⇒			⇒	
	⇒				

六 数字

Numbers

1. Numbers 1-10

We have learned the numbers 1-10 in *pinyin* and characters. Now let's do a quick review.

一	二	三	四	五	六	七	八	九	十
yī	èr	sān	sì	wǔ	liù	qī	bā	jiǔ	shí
									

2. Numbers 11-100

shíyī 十一	(10 + 1 = 11)	èrshí 二十	(2 × 10 = 20)
shí'èr 十二	(10 + 2 = 12)	èrshíyī 二十一	(20 + 1 = 21)
shísān 十三	(10 + 3 = 13)	èrshí'èr 二十二	(20 + 2 = 22)
shísì 十四	(10 + 4 = 14)	èrshísān 二十三	(20 + 3 = 23)
shíwǔ 十五	(10 + 5 = 15)	
shíliù 十六	(10 + 6 = 16)	(Continue counting using the same formula till you reach 29)	
shíqī 十七	(10 + 7 = 17)	sānshí 三十	(3 × 10 = 30)
shíbā 十八	(10 + 8 = 18)	
shíjiǔ 十九	(10 + 9 = 19)	(Continue counting using the same formula till you reach 99)	
		yìbǎi 一百	one hundred

Practice Count the numbers from 1 to 100. First count all the numbers, and then count by odd numbers, even numbers, fives, tens, etc. till you know them.

七 中国文化点滴 Chinese Culture

Numbers in Chinese Culture

Certain numbers are more popular than others in Chinese culture, usually due to how they sound. Because of the good luck supposedly associated with certain numbers, some people will go to extraordinary lengths to get these numbers for their phones, vehicle license plates, etc.

As a rule, even numbers are considered more favorable than odd numbers. For instance, the number 二 (èr, two) usually symbolizes harmony. Hence, at wedding ceremonies, decorations are invariably set out in pairs: a pair of red candles, a pair of pillows, and couplets of decorations hung on two sides of the hall.

Another lucky number is 六 (liù, six), which conveys its homophonic meaning—doing everything smoothly. The phrase 六六大顺 (liù liù dà shùn, superlatively smooth) is an example.

The number 八 (bā, eight) is considered extremely lucky, because its pronunciation is close to that of 发 (fā), which means prosperity and wealth in Chinese. To give an idea of how highly the number 8 is prized, the opening ceremony of the 2008 Summer Olympics in Beijing began on the eighth of August (2008/08/08), at precisely 8 minutes and 8 seconds past 8 p.m., local Beijing time!

Though even numbers are generally considered luckier than the odd ones, one odd number, 九 (jiǔ, nine), is considered especially fortunate. This is partly owing to the fact that the number 9 has traditionally been associated with the emperor (the number of rooms in the Forbidden City, 9,999) and partly owing to the fact that the sound byte for 九 is the same as for the word 久 (jiǔ), which means “long-lasting”.

On the other hand, the even number 四 (sì, four) is considered to be unlucky because it sounds like the word 死 (sǐ, to die). Hence, many numerical products skip 4. In East Asia, many buildings do not have the 4th floor. This is comparable to the Western practice of skipping the number 13.



2

你好 Getting Acquainted



Scan the QR code for audio recordings, audio text and part of the answers.

In this chapter you will learn

Vocabulary	Countries, nationalities, academic status, pronouns
Speech Communication Functions & Learning Objectives	<ul style="list-style-type: none"> • General greetings and goodbye • Asking someone's name • Asking about someone's nationality / place of origin • Asking about someone's academic status • Confirming information
Text	Meeting People
Grammar	<ul style="list-style-type: none"> • Sentence with a Verbal Predicate • The Usage of 是 (shì) • The Usage of the Interrogative Pronouns 什么 (shénme) and 哪儿 (nǎr) • The Usage of the Interrogative Particles 吗 (ma) and 呢 (ne) • The Position of the Adverbs 不 (bù) and 也 (yě)
Chinese Culture	<ul style="list-style-type: none"> • Naming in Chinese • How Do Chinese Address One Another? • Greetings
Guided Listening	<ul style="list-style-type: none"> • What Are Their Family Names? • Greetings
Guided Reading	<ul style="list-style-type: none"> • What Do You Know? • Who's Who?
Integrated Tasks	<ul style="list-style-type: none"> • Get Acquainted • Role Play: Are You a Teacher?
Pinyin & Pronunciation	<ul style="list-style-type: none"> • Pronunciation Exercises • Tongue Twister • Pinyin Dictation
Character Instruction	你您好是中国吗请



一 主要生词

Core Vocabulary

1	你	nǐ	<i>pron.</i>	you (<i>singular, informal</i>)
2	好	hǎo	<i>adj.</i>	good, fine, nice
3	再见	zàijiàn	<i>v.</i>	goodbye, to see again
	再	zài	<i>adv.</i>	once more, again
	见	jiàn	<i>v.</i>	to meet, to see
4	你们	nǐmen	<i>pron.</i>	you (<i>plural</i>)
	们	men	<i>suf.</i>	<i>plural marker for pronouns and people</i>
5	老师	lǎoshī	<i>n.</i>	teacher
6	叫	jiào	<i>v.</i>	to name, to call, to be called
7	什么	shénme	<i>int. pron.</i>	what
8	名字	míngzi	<i>n.</i>	name, given name
9	姓	xìng	<i>n./v.</i>	surname; to have the family name of, to be surnamed
10	我	wǒ	<i>pron.</i>	I, me
11	请问	qǐngwèn	<i>v.</i>	excuse me, may I ask
	请	qǐng	<i>v.</i>	please
	问	wèn	<i>v.</i>	to ask, to inquire
12	您	nín	<i>pron.</i>	you (<i>singular, formal</i>)
13	贵姓	guìxìng	<i>n.</i>	your surname
	贵	guì	<i>adj.</i>	expensive, honorable, noble
14	是	shì	<i>v.</i>	to be
15	哪儿	nǎr	<i>int. pron.</i>	where
16	人	rén	<i>n.</i>	person, people
17	美国	Měiguó	<i>p.n.</i>	America, USA
	美	měi	<i>adj.</i>	beautiful, pretty
	国	guó	<i>n.</i>	country, state, nation
18	呢	ne	<i>par.</i>	<i>marker for contextual questions</i>
19	中国	Zhōngguó	<i>p.n.</i>	China

	中	zhōng	<i>n.</i>	center, middle
20	吗	ma	<i>par.</i>	marker for yes/no questions
21	不	bù	<i>adv.</i>	not, no
22	学生	xuésheng	<i>n.</i>	student, pupil
23	他	tā	<i>pron.</i>	he, him
24	也	yě	<i>adv.</i>	also, too, as well as
25	同学	tóngxué	<i>n.</i>	fellow student, classmate
26	研究生	yánjiūshēng	<i>n.</i>	graduate student
	研究	yánjiū	<i>v.</i>	to study, to research
27	大学生	dàxuéshēng	<i>n.</i>	college or university student
	大学	dàxué	<i>n.</i>	college, university
28	留学生	liúxuéshēng	<i>n.</i>	international student, student studying abroad

人名 Personal names

1. 李大伟 Lǐ Dàwěi

李	Lǐ	<i>p.n.</i>	a family name
大	dà	<i>adj.</i>	big, grand, great
伟	wěi		great, magnificent, marvelous

2. 王芳 Wáng Fāng

王	Wáng	<i>p.n.</i>	a family name
芳	fāng		fragrant

3. 张明中 Zhāng Míngzhōng

张	Zhāng	<i>p.n.</i>	a family name
明	míng	<i>adj.</i>	obvious, clear, distinct, bright, intelligent

4. 白爱文 Bái Àiwén

白	Bái	<i>p.n.</i>	a family name
爱	ài	<i>v.</i>	to like, to be fond of, to love
文	wén		literature

二 词汇练习

Vocabulary Practice

A Countries

Supplemental Vocabulary 补充生词

Yīngguó 英国
 Déguó 德国
 Yìdàlì 意大利
 Yīndù 印度
 Tàiguó 泰国
 Àodàliyà 澳大利亚
 Éluósī 俄罗斯
 Zhōngguó 中国
 Bìlǔ 秘鲁
 Zhìlì 智利
 Jiānádà 加拿大
 Měiguó 美国
 Mòxīgē 墨西哥
 Rìběn 日本
 Hánguó 韩国

图例
 洲界
 未定
 国界
 地区界
 军事分界线
 1:250 000 000
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Practice Identify the countries below by their flags and write down their names in Chinese.





























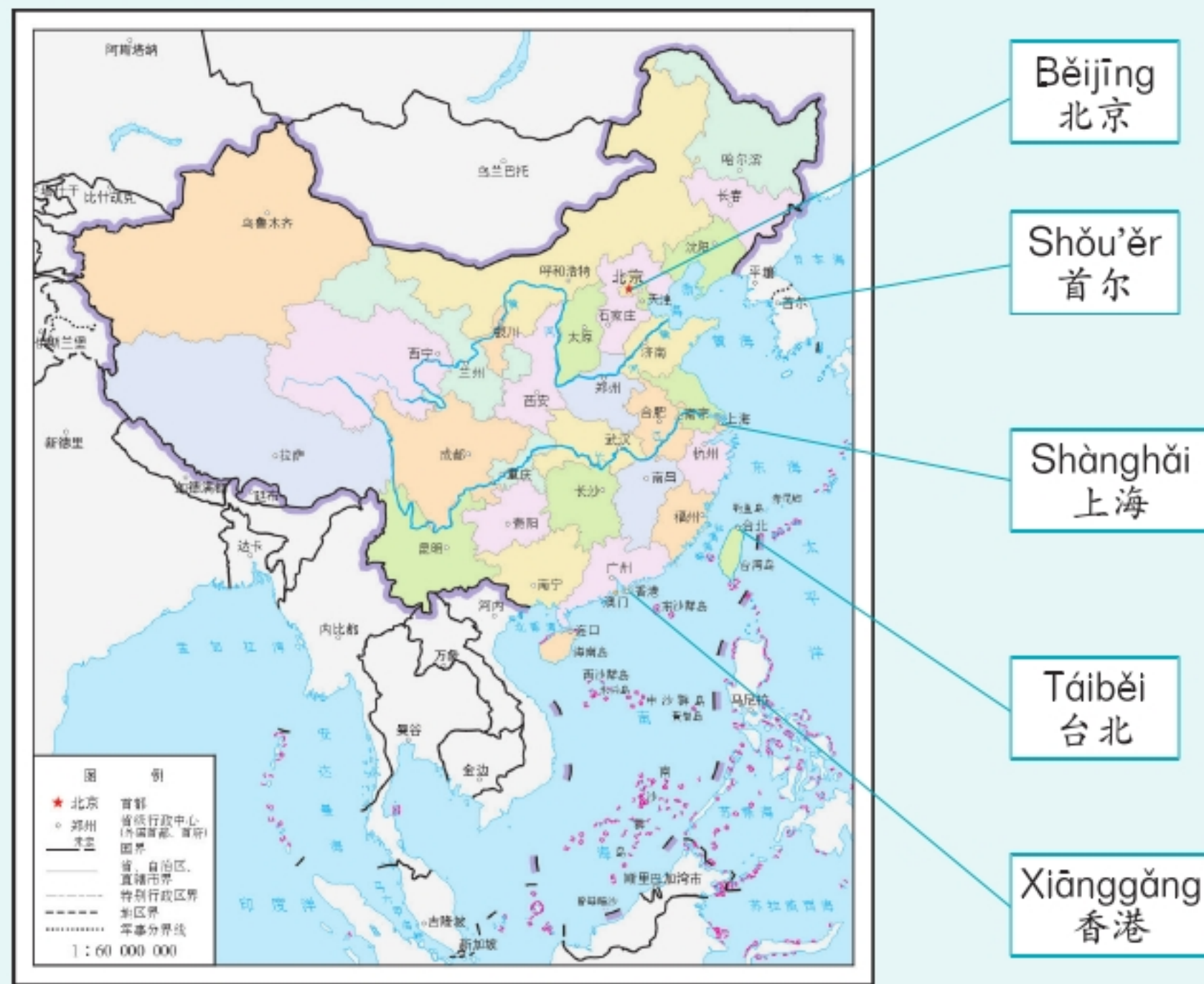


B Nationalities and places of origin

Supplemental Vocabulary 补充生词

- | | | | |
|--|--|--|--|
| 1
Hánguórén
韩国人
Korean | 2
Rìběnrén
日本人
Japanese | 3
Yīngguórén
英国人
British | 4
Fǎguórén
法国人
French |
| 5
Déguórén
德国人
German | 6
Éluósīrén
俄罗斯人
Russian | 7
Jiānádàrén
加拿大人
Canadian | 8
Mòxīgērén
墨西哥人
Mexican |
| 9
Gēlúnbǐyàrén
哥伦比亚人
Colombian | 10
Yìndùrén
印度人
Indian | 11
Niǔyuērén
纽约人
New Yorker | 12
Jiāzhōurén
加州人
Californian |
| 13
Mázhōurén
麻州人
Massachusettsian | 14
Bīnzhōurén
宾州人
Pennsylvanian | 15
Xīnzéxīrén
新泽西人
New Jerseyan | 16
Dézhōurén
德州人
Texan |

Practice What do you call people who are from these places?



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Lúndūn
 伦敦

Bólín
 柏林



Bālí
 巴黎

Wēngēhuá
 温哥华

Zhījiāgē
 芝加哥

Duōlúnduō
 多伦多

Bōshìdùn
 波士顿
 Mázhōu
 麻州

Jiùjīnshān
 旧金山
 Jiāzhōu
 加州



Luòshānjī
 洛杉矶
 Jiāzhōu
 加州

Niǚyuē (Shì)
 纽约 (市)
 Niǚyuē (Zhōu)
 纽约 (州)

Fèichéng
 费城
 Bīnzhōu
 宾州

Xiūsīdùn
 休斯敦
 Dézhōu
 德州

Practice In Chinese, identify the states these people are from.



Fùlánkèlín
富兰克林



Jiékèxùn
杰克逊



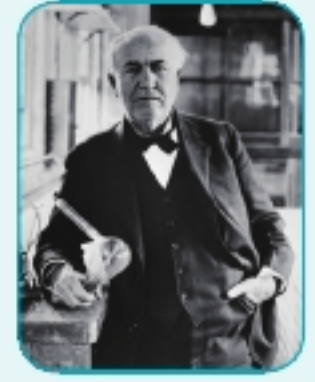
Mǎdīng
马丁



Kěnnídí
肯尼迪



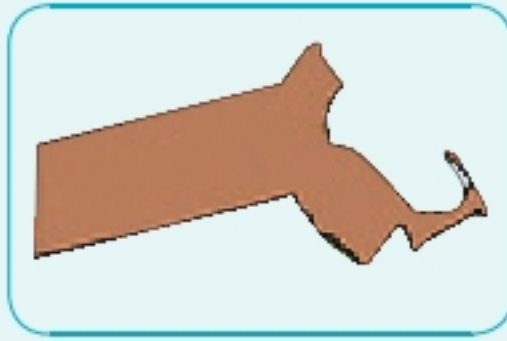
Huìtèní
惠特尼



Àidíshēng
爱迪生



Zuǒzhìyà Zhōu
佐治亚州



Mǎsàzhūsài Zhōu
马萨诸塞州



Éhài'è Zhōu
俄亥俄州



Yìndì'ǎnnà Zhōu
印第安纳州



Niǔyuē Zhōu
纽约州



Xīnzéxī Zhōu
新泽西州

C Academic status



Wáng Fāng
王芳

liúxuéshēng
留学生



Zhāng Míngzhōng
张明中

yánjiūshēng
研究生



Bái Àiwén
白爱文

dàxuéshēng
大学生



Lǐ Dàwěi
李大伟

dàxuéshēng
大学生



Gāo Měishēng
高美生

dàxuéshēng
大学生

Practice Identify the following people by their academic status.



graduate student Indian exchange student teacher Chinese exchange student college student

Yìndù liúxuéshēng lǎoshī yánjiūshēng dàxuéshēng Zhōngguó liúxuéshēng
 印度 留学生 老师 研究生 大学生 中国 留学生

D Titles

Supplemental Vocabulary 补充生词



xiǎojiě
 小姐
 Miss



xiānsheng
 先生
 mister, sir



shīfu
 师傅
 master, skilled worker

Practice You only know these people's family names. Address each of them with a proper title.

In Chinese, the family name precedes the title, e.g. Wáng shīfu. This is different from English and may be different from your native language too.



Lǐ
 李 _____



Wáng
 王 _____



Zhāng
 张 _____



Bái
 白 _____



Gāo
 高 _____

三 语言交际功能

Speech Communication Functions

A General greetings (meeting people) and goodbye

1 Nǐ hǎo!
你好!

2 Zàijiàn!
再见!

Language in Context

1 A: Nǐ hǎo!
你好!

Nǐ hǎo!
B: 你好!
(chat)

Zàijiàn!
A: 再见!

Zàijiàn!
B: 再见!

1 When meeting people for the first time or in a formal setting, 你好 (nǐ hǎo) is generally used as a greeting. However, one will not greet one's family members or close friends with 你好 (nǐ hǎo). See Chinese Culture section.

2 Handshake is not as commonly practiced in China as in the West, especially between women or opposite sexes in less formal settings. A slight bow or friendly nod is usually sufficient.

2 A: Nǐmen hǎo!
你们好!

Zhāng lǎoshī hǎo!
B & C: 张 老师 好!
(chat)

Zhāng lǎoshī zàijiàn!
B & C: 张 老师 再见!

Zàijiàn!
A: 再见!

Activity Say "hello" and "goodbye" to your teacher and as many of your classmates as you can.

🔊 **A1** Asking someone's name (informal, between children and young adults)

1 Nǐ jiào shénme míngzi?
 你叫 什么 名字?

2 Nǐ xìng shénme?
 你姓 什么?

Language in Context

Nǐ jiào shénme míngzi?

A: 你叫 什么 名字?

Wǒ jiào Lǐ Dàwēi. Nǐ jiào shénme?

B: 我叫李大伟。你叫 什么?

Wǒ jiào Wáng Fāng.

A: 我叫 王 芳。

When meeting people, Chinese tend to ask the other party's name first.

Activity 1 Work with a partner. Find out the family names and full names of these people. Take turns to ask and answer the questions.

Example:

	<p>Family Name: Zhāng</p> <p>Given Name: Míngzhōng</p>	<p>Tā xìng shénme? A: 他姓 什么? Tā xìng Zhāng. B: 他姓 张。</p>	<p>Tā jiào shénme míngzi? A: 他叫 什么 名字? Tā jiào Zhāng Míngzhōng. B: 他叫 张 明中。</p>
	<p>Family Name: Tàisēn</p> <p>Given Name: Mài kè</p>	<p>A: _____ ? B: _____ 。</p>	<p>A: _____ ? B: _____ 。</p>
	<p>Family Name: Zhāng</p> <p>Given Name: Zǐyí</p>	<p>A: _____ ? B: _____ 。</p>	<p>A: _____ ? B: _____ 。</p>
	<p>Family Name: Yáo</p> <p>Given Name: Míng</p>	<p>A: _____ ? B: _____ 。</p>	<p>A: _____ ? B: _____ 。</p>

Activity 2 Now get acquainted with your classmates and find out their names.

🔊 **A2** Asking someone's name (formal, between people of different social status or ages)

Qǐngwèn, nín guìxìng?
请问, 您贵姓?

1 Now people also use 您怎么称呼? (Nín zěnmě chēnghu? How should I address you?) when asking someone's name.

Language in Context

Qǐngwèn, nín guìxìng?
A: 请问, 您贵姓?

2 Have you noticed the elevated level of formality? The formal 您 (nín) is usually paired up with the formal 贵姓 (guìxìng).

Wǒ xìng Zhāng.
B: 我姓张。

3 Among Chinese adults, it is not customary to offer one's full name in a casual encounter.

Zhāng lǎoshī hǎo!
A: 张老师好!

Nǐ hǎo!
B: 你好!

Activity Imagine that you are at a formal business function. Ask people what their names are, and address them by their family names and titles to get acquainted.

🔊 **B** Asking about someone's nationality / place of origin

Nǐ shì nǎr rén?
你是哪儿人?

Language in Context

Nǐ shì nǎr rén?
A: 你是哪儿人?

Wǒ shì Měiguórén. Nǐ ne?
B: 我是美国人。你呢?

Wǒ shì Zhōngguórén.
A: 我是中国人。

Activity 1 Work with a partner to identify the nationality of the person in each picture.

Example



lǎoshī
老师



Lǎoshī shì nǎr rén?
 A: 老师 是哪儿人?

Lǎoshī shì Měiguó rén.
 B: 老师 是 美国人。



Zhāng lǎoshī
张老师



A: _____ shì nǎr rén?
 是哪儿人?

B: _____ shì _____。



Bái Àiwén
白爱文



A: _____ shì nǎr rén?
 是哪儿人?

B: _____ shì _____。



Lǐ Dàwěi
李大伟



A: _____ shì nǎr rén?
 是哪儿人?

B: _____ shì _____。



Nǐmen lǎoshī
你们老师



A: _____ shì nǎr rén?
 是哪儿人?

B: _____ shì _____。

Activity 2 Mingle with your classmates and find out their nationalities or places of origin.

🔊 **C** Requesting information with 吗 (ma)

Nín shì lǎoshī ma?
您是老师吗?

Language in Context

Nín shì lǎoshī ma?
A: 您是老师吗?

Bú shì, wǒ shì xuésheng.
B: 不是, 我是学生。

Tā ne? Tā yě shì xuésheng ma?
A: (pointing at C) 他呢? 他也是学生吗?

Shì, tā shì wǒ tóngxué.
B: 是, 他是我同学。

1 不 (bù) changes to the 2nd tone when followed by the 4th tone.

2 Chinese does not have a universal “yes” or “no”. Generally you can affirm the verb in the question for “yes”, or negate it for “no”.



Activity 1 Work with a partner. Take turns to ask and answer questions.

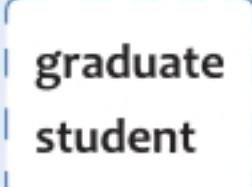

Example:

Wáng Fāng shì Zhōngguó rén ma?
A: 王芳是中国人吗?   Wáng Fāng shì Zhōngguó rén.
B: 王芳是中国人。

Wáng Fāng shì Měiguó rén ma?
A: 王芳是美国人吗?   Wáng Fāng bú shì Měiguó rén.
B: 王芳不是美国人。

Bái Àiwén
1. A: 白爱文 _____?   B: _____

Lǐ Dàwēi
2. A: 李大伟 _____?   B: _____

Wáng Fāng
3. A: 王芳 _____?   B: _____

Zhāng Míngzhōng
4. A: 张明中 _____?   B: _____

Activity 2 Pick a person from the pictures below and assume his/her academic status for the next few minutes. Now go to interview three classmates and get two pieces of information from them: 1) his/her name; 2) his/her academic status. Write down the names.











Activity 3 Now pair up with a classmate that you did not interview during the previous activity. Exchange the three names you each interviewed (swap the pieces of paper with the names), and find out from your new partner the academic status of the people he/she interviewed.

Wáng Fāng shì liúxuéshēng ma?

Example: A: 王 芳 是 留 学 生 吗?

Wáng Fāng shì Zhōngguó liúxuéshēng.

B: 王 芳 是 中 国 留 学 生。

**四 课文****Text: Meeting People**

New semester starts. Wang Fang, Zhang Mingzhong, Bai Aiwen and Li Dawei are at the first monthly Language Partner Meeting organized by the ESL program. Bai approaches Zhang, whom she mistakes for a teacher.

Bái: Nín hǎo! Nín shì Zhōngguó rén ma?

白: 您好! 您是中国人吗?

Zhāng: Shì. Nǐ shì nǎr rén?

张: 是。你是哪儿人?

Bái: Wǒ shì Měiguó rén. Qǐng wèn, nín guì xìng?

白: 我是美国人。请问, 您贵姓?

Zhāng: Wǒ xìng Zhāng, jiào Zhāng Míngzhōng. Nǐ jiào shénme míngzi?

张: 我姓张, 叫张明中。你叫什么名字?

Bái: Wǒ jiào Bái Àiwén. Nín shì lǎoshī ma?

白: 我叫白爱文。您是老师吗?

Zhāng: Bú shì, bú shì, wǒ shì yánjiūshēng. Nǐ yě shì xuéshēng ma?

张: 不是, 不是, 我是研究生。你也是学生吗?

Bái: Shì, wǒ shì dàxuéshēng. Dàwěi! Tā jiào Lǐ Dàwěi,

白: 是, 我是大学生。(calls Li) 大伟! (to Zhang) 他叫李大伟,

shì wǒ tóngxué.

是我同学。

(Li and Wang come towards Zhang and Bai)

Zhāng: Nǐ hǎo! Nǐ yě shì Zhōngguó rén ma?

张: 你好! 你也是中国人吗?

Wáng: Shì, wǒ shì Zhōngguó liúxuéshēng.

王: 是, 我是中国留学生。

Bái: Nǐ jiào shénme míngzi?

白: 你叫什么名字?

Wáng: Wǒ jiào Wáng Fāng. Nǐ ne?

王: 我叫王芳。你呢?

Bái: Wǒ jiào Bái Àiwén.

白: 我叫白爱文。

Zhāng: Zhāng Míngzhōng.

张: 张明中。

Lǐ: Lǐ Dàwěi.

李: 李大伟。

Nǐmen hǎo!

ALL: (nod to one another) 你们好!

(At the end of the meeting)

Wáng: Dàwěi, Àiwén, Míngzhōng, zàijiàn!

王: 大伟、爱文、明中, 再见!

Lǐ / Bái / Zhāng: Zàijiàn!

李/白/张: 再见!

课文理解 Comprehension

Answer the following questions

Zhāng Míngzhōng shì dàxuéshēng ma?

1. 张明中是大学生吗?

Lǐ Dàwěi shì lǎoshī ma?

2. 李大伟是老师吗?

Wáng Fāng shì Měiguó rén ma?

3. 王芳是美国人吗?

Bái Àiwén shì nǎr rén?

4. 白爱文是哪儿人?

英文译文 English translation

New semester starts. Wang Fang, Zhang Mingzhong, Bai Aiwen and Li Dawei are at the first monthly Language Partner Meeting organized by the ESL program. Bai approaches Zhang, whom she mistakes for a teacher.

B: Hello! Are you Chinese?

Zh: Yes. Where are you from?

B: I am American. May I ask what's your (honorable) family name?

Zh: My family name is Zhang. I am (called) Zhang Mingzhong. What's your name?

B: I am Bai Aiwen. Are you a teacher?

Zh: No, no, I am a graduate student. Are you also a student?

B: Yes, I am an undergrad. (calls Li) Dawei! (to Zhang) This is Li Dawei. He is my classmate.

(Li and Wang come towards Zhang and Bai)

Zh: Hello! Are you also Chinese?

W: Yes, I am a Chinese exchange student.

B: What's your name?

W: I am (called) Wang Fang. And you?

B: I am (called) Bai Aiwen.

Zh: Zhang Mingzhong.

L: Li Dawei.

ALL: (nod to one another) Hello!

(At the end of the meeting)

W: Dawei, Aiwen, Mingzhong, goodbye!

L/B/Zh: Bye!

五 语法

Grammar

1 Sentence with a Verbal Predicate

A Chinese sentence is usually divided into two main types: a subject-predicate structure or a non-subject-predicate structure. In a subject-predicate structure, the subject is usually placed before the predicate. When the predicate is a verbal phrase, the object is usually placed after the verb.

Subject	Predicate	
	Verb	Object
Wǒ 我 I	xìng 姓 to be surnamed	Zhāng. 张。 Zhang
Tā 他 He	jiào 叫 to be called	Lǐ Dàwēi. 李大伟。 Li Dawei
Wáng Fāng 王芳 Wang Fang	shì 是 to be	Zhōngguó rén. 中国人。 Chinese

2 The Usage of 是 (shì)

是 (shì) is similar to the verb “to be” in English. However, there is no conjugation in Chinese, so the English “am”, “are” and “is” are all translated as the same word 是 (shì) in Chinese.

Wǒ shì xuéshēng. 我是学生。	I am a student.
Nǐ shì lǎoshī. 你是老师。	You are a teacher.
Zhāng lǎoshī shì Zhōngguó rén. 张老师是中国人。	Teacher Zhang is Chinese.
Lǐ Dàwēi shì Měiguó rén. 李大伟是美国人。	Li Dawei is American.

Your Turn! Describe these people's occupations or nationalities.



(teacher)

Wáng Wénzhōng
王 文中



(Chinese)

Lǐ Míngměi
李 名美

3 The Usage of the Interrogative Pronouns 什么 (shénme) and 哪儿 (nǎr)

Another type of question uses an interrogative pronoun to solicit information about one specific aspect of the sentence. In this lesson, two Chinese interrogative pronouns are introduced:

shénme 什么	what
nǎr 哪儿	where

In Chinese, an interrogative-pronoun question follows the same word order as its answer. The only difference is the specific aspect (a place, for instance) is replaced by its respective interrogative pronoun (where). There is no change in word order.

Tā xìng Lǐ. 他姓李。	His surname is Li.
Tā xìng shénme? 他姓什么?	What is his surname?

Question	Answer
Nǐ jiào shénme (míngzi)? 你叫什么(名字)? What is your full name ?	Wǒ jiào Lǐ Dàwēi. 我叫李大伟。 My full name is Li Dawei .
Zhāng lǎoshī shì nǎr rén? 张 老师 是哪儿人? Where does Teacher Zhang come from? (lit. Zhang is a person of where ?)	Zhāng lǎoshī shì Zhōngguó rén. 张 老师 是 中国人。 Teacher Zhang is Chinese . (lit. Zhang is a person of China .)

Your Turn! Make a question based on the highlighted word.

Statement	Question
Tā jiào Dàwēi. 他叫 大伟。	
Dàwēi xìng Lǐ. 大伟 姓 李。	
Dàwēi shì Měiguó rén. 大伟 是 美国人。	

4 The Usage of the Interrogative Particles 吗 (ma) and 呢 (ne)

To form a Yes-No question, one simply add the interrogative particle 吗 (ma) at the end of the statement.

Statement	Yes-No Question
Nǐ shì lǎoshī. 你是老师。 You are a teacher.	Nǐ shì lǎoshī ma? 你是老师 吗? Are you a teacher?
Tā shì xuésheng. 他是 学生。 He is a student.	Tā shì xuésheng ma? 他是 学生 吗? Is he a student?
Zhāng lǎoshī shì Zhōngguó rén. 张 老师是 中国人。 Teacher Zhang is Chinese.	Zhāng lǎoshī shì Zhōngguó rén ma? 张 老师是 中国人 吗? Is Teacher Zhang Chinese?
Lǐ Dàwēi shì Měiguó rén. 李大伟 是 美国人。 Li Dawei is American.	Lǐ Dàwēi shì Měiguó rén ma? 李大伟 是 美国人 吗? Is Li Dawei American?

Your Turn! Convert the following statements into Yes-No questions.

Statement	Yes-No Question
Míngzhōng xìng Zhāng. 明中 姓 张。	
Tā jiào Zhāng Míngzhōng. 他叫 张 明中。	
Bái Àiwén shì Měiguó rén. 白 爱文是 美国人。	

Like 吗 (ma), 呢 (ne) is also an interrogative particle used in an interrogative sentence. However, 呢 (ne) indicates that the question is in reference to the statement that immediately precedes it. In other words, the exact reference of a 呢-question can be understood only in context.

Statement	Question
Nín guìxìng? A: 您 贵姓?	A: What is your (honorable) surname?
Wǒ xìng Lǐ. Nǐ ne? B: 我 姓 李。你 呢?	B: My surname is Li. And yours?
Wǒ xìng Wáng. A: 我 姓 王。	A: My surname is Wang.

Your Turn! Fill in the blanks with 吗 (ma) or 呢 (ne).

Wǒ shì Zhōngguó rén, nǐ
A: 我 是 中 国 人, 你 _____?

Wǒ shì Měiguó rén.
B: 我 是 美 国 人。

Nǐ jiào shénme míngzi?
A: 你 叫 什 么 名 字?

Wǒ jiào Bái Àiwén, nǐ
B: 我 叫 白 爱 文, 你 _____?

Wǒ jiào Wáng Fāng. Nǐ shì xuésheng
A: 我 叫 王 芳。你 是 学 生 _____?

Shì, wǒ shì xuésheng.
B: 是, 我 是 学 生。

5 The Position of the Adverbs 不 (bù) and 也 (yě)

In Chinese, adverbs, such as 不 (bù, not) and 也 (yě, also), are always placed immediately before the verb. When 也 (yě) and 不 (bù) occur together, 也 (yě) is usually placed before 不 (bù).

Positive Sentence	Negative Sentence with Adverb 不 (bù)
Wǒ shì xuésheng. 我 是 学 生。 I am a student.	Wǒ bú shì xuésheng. 我 不 是 学 生。 I am not a student.
Wáng Fāng shì Zhōngguó rén. 王 芳 是 中 国 人。 Wang Fang is Chinese.	Wáng Fāng bú shì Zhōngguó rén. 王 芳 不 是 中 国 人。 Wang Fang is not Chinese.

Positive Sentence	Negative Sentence with Adverb 不 (bù)
Tā xìng Wáng. 他姓王。 His surname is Wang.	Tā bù xìng Wáng. 他 不 姓王。 His surname is not Wang.
Tā jiào Lǐ Dàwēi. 他叫李大伟。 His full name is Li Dawei.	Tā bù jiào Lǐ Dàwēi. 他 不 叫李大伟。 His full name is not Li Dawei.

Statement	Sentence with Adverb 也 (yě)
Tā shì xuésheng. 他是学生。 He is a student.	Wǒ yě shì xuésheng. 我 也 是学生。 I am also a student.
Wáng lǎoshī shì Zhōngguó rén. 王老师是中国人。 Teacher Wang is Chinese.	Lǐ lǎoshī yě shì Zhōngguó rén. 李 老师也 是中国人。 Teacher Li is also Chinese.
Wǒ xìng Wáng. 我姓王。 My surname is Wang.	Tā yě xìng Wáng. 他 也 姓王。 His surname is also Wang.
Tā bù jiào Lǐ Dàwēi. 他 不 叫李大伟。 His full name is not Li Dawei.	Wǒ yě bù jiào Lǐ Dàwēi. 我 也 不 叫李大伟。 My full name is not Li Dawei either .

Your Turn! Based on the main dialogue in this lesson, answer the following questions in sequence.

Question	Answer
Bái Àiwén shì xuésheng ma? 白爱文是学生吗?	
Zhāng Míngzhōng ne? 张明中呢?	
Bái Àiwén shì Měiguó rén ma? 白爱文是美国人吗?	
Zhāng Míngzhōng ne? 张明中呢?	
Wáng Fāng ne? 王芳呢?	

六 综合语法练习**Comprehensive Grammar Exercises****A Ask questions based on the underlined words**

1. A: _____ ?

Lǎoshī xìng Zhāng.

B: 老师 姓 张。

2. A: _____ ?

Wǒmen tóngxué jiào Lǐ Dàwēi.

B: 我们 同学 叫 李大伟。

3. A: _____ ?

Tāmen shì Měiguórén.

B: 他们 是 美国人。

4. A: _____ ?

Shì, tā shì wǒ tóngxué.

B: 是, 他是我 同学。**B Fill in the blanks with 吗 (ma), 呢 (ne) or nothing**

Qǐngwèn, nín guìxìng

1. 请问, 您 贵姓 _____ ?

Nǐmen lǎoshī xìng Zhāng

2. 你们 老师 姓 张 _____ ?

Nǐ yě shì xuésheng

3. 你也是 学生 _____ ?

Wǒ xìng Wáng, nǐ

4. 我 姓 王, 你 _____ ?

C Rearrange the words to make them grammatical

Měiguórén / lǎoshī / Lǐ / shì

1. 美国人 / 老师 / 李 / 是

jiào / xìng / Wáng / tā / Wáng Fāng

2. 叫 / 姓 / 王 / 她 / 王 芳

lǎoshī / wǒmen / shì / Zhōngguó rén

3. 老师 / 我们 / 是 / 中国人

tā / yě / Zhāng / xìng / ma

4. 他 / 也 / 张 / 姓 / 吗

D Correct the error(s) in each sentence

Wǒ guìxìng Wáng, wǒ jiào Wáng Dàwēi.

1. 我 贵姓 王, 我叫 王 大伟。

Lǎoshī Lǐ yě shì Zhōngguó rén.

2. 老师 李也是 中国人。

Qǐngwèn, Bái Àiwén shì shénme rén?

3. 请问, 白爱文是 什么 人?

Nǐ shì nǎr rén ma?

4. 你是哪儿人 吗?

1. Naming in Chinese

Chinese names are usually composed of two or three characters. The first character is the surname (姓, xìng) while the rest is the given name (名, míng). There are over 3,500 surnames being used. However, the most common ones claim 87% of the population's naming rights. These surnames are called 百家姓 (Bǎi Jiā Xìng, The Hundred Family Surnames).

The Chinese given names are usually meaningful and carefully chosen by the parents or grandparents. A given name can have either one or two characters. When the given name has two characters, the first character traditionally stands for the generation of the family. For example, parents may name their three children as 文中 (Wénzhōng), 文国 (Wénguó), 文伟 (Wénwěi) respectively, and the character 文 (wén) represents that particular generation of the family. However, this practice is largely disregarded now.

2. How Do Chinese Address One Another?

When two Chinese meet for the first time, it is common to ask only each other's family names. Once they become acquainted, they may call each other by full name, surname, given name or nickname depending on the terms of the relationship. Take a woman whose full name is Lin Shufang as an example. Casual business associates or clients would call her by her surname with a title. Co-workers are likely to call her Xiao Lin if she is in her 20s or 30s or Lao Lin if she is in her 40s or older. Her former classmates would call her Lin Shufang, and her close friends and family would call her Shufang, A Fang, or Xiaofang.

3. Greetings

Although known as the equivalent of English "hello", 你好 (nǐ hǎo) is not commonly used by native Chinese when they greet one another. This expression is a contemporary invention reserved mostly for foreigners, business or casual acquaintances or people meeting for the first time. In all other occasions, Chinese would greet each other in one of the following ways. If it is early in the morning, people say 早 (zǎo) or 您早 (nín zǎo), meaning "Good morning!" If it is close to lunch or dinner time, Chinese tend to ask each other whether they have eaten—吃饭了吗? (Chī fàn le ma?) If two people have not seen each other for some time, they are likely to ask how the other person has been doing—最近怎么样? (Zuìjìn zěnmeyàng?), or 最近在忙什么? (Zuìjìn zài máng shénme? What have you been busy with recently?) Another common way to greet is by stating the obvious. If one sees a neighbor coming home or on his/her way out, he/she would say something like 刚回来呀? (Gāng huí lái ya? Just returned?) or 要出去吗? (Yào chū qu ma? Going out?). These questions are rhetorical and rarely require a real answer. The addressee usually just acknowledges it.

COMPARE AND CONNECT

In your country, culture or community

- How do people name their children?
- How do people address each other?
- How is the way that people meet and introduce one another different from how Chinese practice it?

八 听力练习

Guided Listening

You will listen to a couple of short audio clips. They are representative of how native Chinese speakers interact with one another. Do not feel disappointed if you do not seem to understand much of it. Just focus on what information you can extract from the dialogue. You would be surprised!

1. What Are Their Family Names?

Answer the following questions based on the audio clip.

- A** What are the three men's family names? Write them down in *pinyin*.

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

- B** Do you think that these are their given names, family names or full names? You can find the answer in the Chinese Culture section.



2. Greetings

Answer the following questions based on the audio clip.

- (1) Do you recognize a greeting phrase that we learned in this lesson? What was it?

- (2) Who said it and under what circumstance?

- (3) When the man and the woman were greeting each other, they both used the same greeting word. What was the word? Can you write it out in *pinyin* on the line?

- (4) What do you think the greeting word means?



九 阅读练习

Guided Reading

1. What Do You Know?

A Look at the business cards below and circle the family names of the card owners.



B Below is a photo of a restaurant in China. Look at its name and identify the kind of cuisine it serves. Circle the character or word that leads you to the conclusion.



C Below is a photo taken at the World EXPO. Can you tell which country's pavilion it is? Circle the word or character that gives you the answer.



2. Who's Who?

The following are participants' self-introductions given during the first Language Partner Meeting. Read them and fill in the chart accordingly.

1. 我姓白，叫白爱文。我是美国人。我是大学生。
2. 我姓李，叫李大伟。我是美国大学生。我是纽约 (Niǔyuē) 人。
3. 我姓王，叫王芳。我是中国留学生。我是北京 (Běijīng) 人。
4. 我姓张，叫张明中。我也是中国人。我是研究生。

Participant	Family Name	Given Name	Nationality / Place of Origin	Academic Status
1				
2				
3				
4				

+ 综合任务

Integrated Tasks

Task 1: Get Acquainted

This task involves three steps:

(1) Write down the following information:

Your name (Chinese name if you have one): _____

Where you are from: _____

Your occupation: _____

(2) Now mingle with your classmates. Find out their names, nationalities / places of origin and academic status. Make sure you jot down the information gathered during this process.

(3) Use the information from Step (2) to write 2 or 3 sentences narrating about one of the classmates you interviewed and report them to the class.

Example

Wǒ tóngxué xìng Wáng, jiào Wáng Fāng. Tā shì Zhōngguó rén. Tā shì liúxuéshēng.
我 同 学 姓 王，叫 王 芳。她 是 中 国 人。她 是 留 学 生。

Task 2 (Role Play): Are You a Teacher?

In this task, you will assume one of the roles below. Perform the task specified on the sheet. Keep talking and mingling even if you do not have an active task on hand at the moment.

Role 1 You are a new American exchange student in the Chinese program. You are supposed to meet two Chinese teachers—王 (Wáng) and 李 (Lǐ). Try to locate them by approaching people who seem to fit the profile. You should ask them their names, nationalities and whether they are teachers. Write down the teachers' full names when you find them.

Teacher 1: _____

Teacher 2: _____

_____ : Occupation:

_____ : Nationality:

_____ : Name:

Role 2 You are a Chinese teacher at the university. Your name is 李大芳 (Lǐ Dàfāng). A stranger approaches you. Answer his/her questions and ask his/her name, nationality and occupation.

Role 3 You are a Chinese teacher at the university.
Your name is 王友 (Wáng Yǒu). A stranger approaches you. Answer his/her questions and ask his/her name, nationality and occupation.

Name: _____

Nationality: _____

Occupation: _____

Role 4 You are an American teacher at the university.
Your name is John/Mary Smith. A stranger approaches you. Answer his/her questions and ask his/her name, nationality and occupation.

Name: _____

Nationality: _____

Occupation: _____

十一

拼音与发音练习

Pinyin & Pronunciation

1. Pronunciation Exercises

Read aloud the following.

A b, p, m, f

- | | | |
|-----------------|-------------|-------------|
| (1) bā / pā | bó / mó | fǎ / mǎ |
| (2) biàn / miàn | pí / bí | pēng / bēng |
| (3) fèi / bèi | biǎo / piǎo | mù / fù |

B z, c, s vs. zh, ch, sh

- | | | |
|------------------|--------------|------------|
| (1) zǔ / zhǔ | zāi / zhāi | zǐ / zhǐ |
| (2) cū / chū | cí / chí | cǎo / chǎo |
| (3) zāng / zhāng | céng / chéng | sǎn / shǎn |

C zh, ch, sh vs. j, q, x

- | | | |
|------------------|----------|------------|
| (1) qí / chí | jǐ / zhǐ | xùn / shùn |
| (2) juǎn / zhuǎn | xì / shì | jī / zhī |
| (3) jiǎn / zhǎn | qǔ / chǔ | jūn / zhūn |

D 3rd tone sandhi

- | | | |
|------------|-------|--------|
| (1) nǐ hǎo | bǐcǐ | bǎshǒu |
| (2) jǔzhǐ | fǔdǎo | gǔwǔ |

2. Tongue Twister: 2nd vs. 4th tone, sh vs. s

Please practice reading the tongue twister. Try to read it several times and go faster each time while keeping your tones right.

Sì shì sì, shí shì shí.
四是四，十是十。

Four is four, ten is ten;

Shísì shì shísì, sìshí shì sìshí.
十四是十四，四十是四十。

Fourteen is fourteen, forty is forty;

Sìshísì shì sìshísì.
四十四是四十四。

Forty-four is forty-four.

🔊 3. *Pinyin* Dictation

Please write down the initials, finals and tones that your instructor dictates to you.

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

十二

汉字解说

Character Instruction

你 你 你

Radical: 亻 (rén, person) Structure: 左右 (left to right)
你 = 亻 + 尔 7 strokes

你 你 你 你 你 你 你

您 您 您

Radical: 心 (xīn, heart) Structure: 上下 (above to below)
您 = 你 + 心 11 strokes

您 您 您 您 您 您 您 您 您 您 您

好 好 好

Radical: 女 (nǚ, woman) Structure: 左右 (left to right)
好 = 女 + 子 6 strokes

好 好 好 好 好

是 是 是

Radical: 日 (rì, sun) Structure: 上下 (above to below)
是 = 日 + 疋 9 strokes

是 是 是 是 是 是 是 是

中 中 中

Radical: 丨 (shù, the vertical) Structure: 覆盖 (overlaid)
4 strokes

中 中 中

國 国 国

Radical: 囗 (wéi, enclosure) Structure: 囗 (full surround)
国 = 囗 + 玉 8 strokes

丨 冂 月 月 月 用 用 国 国 国

囁 吗 吗

Radical: 口 (kǒu, mouth) Structure: 口 (left to right)
吗 = 口 + 马 6 strokes

丨 口 口 叮 吗 吗

請 请 请

Radical: 讠 (yán, speech) Structure: 讠 (left to right)
请 = 讠 + 青 10 strokes

讠 讠 讠 讠 讠 讠 请 请 请

3

我的家 My Family



Scan the QR code for audio recordings, audio text and part of the answers.

In this chapter you will learn

Vocabulary	Months and dates, family members, occupations
Speech Communication Functions & Learning Objectives	<ul style="list-style-type: none"> • Asking about months and dates • Inquiring about someone's well-being (informal) • Inquiring about someone's family • Asking about someone's age • Asking about someone's occupation
Text	Do You Have Siblings?
Grammar	<ul style="list-style-type: none"> • The Use of Adjective as Predicates • The Usage of 有 (yǒu) • The Measure Words 个 (gè) and 口 (kǒu) • The Affirmative-Negative Question • The Usage of Possessive 的 (de)
Chinese Culture	<ul style="list-style-type: none"> • Chinese Kinship Terms • China's One-Child Policy • How Old Are You?
Guided Listening	<ul style="list-style-type: none"> • How Old Is Your Sister? • Do You Have Siblings?
Guided Reading	<ul style="list-style-type: none"> • What Office Is This? • 我是大学生 (Wǒ Shì Dàxuéshēng)
Integrated Tasks	<ul style="list-style-type: none"> • Interview: My Family • Narrative: My Friend's Family
Pinyin & Pronunciation	<ul style="list-style-type: none"> • Pronunciation Exercises • Tongue Twister • Pinyin Dictation
Character Instruction	样挺家爸没月庭医



一 主要生词

Core Vocabulary

1	最近	zuìjìn	<i>n.</i>	recent(ly), lately
	最	zuì	<i>adv.</i>	most, -est
	近	jìn	<i>adj.</i>	near, close
2	怎么样	zěnmeyàng	<i>int. pron.</i>	how is it, what about
3	不错	búcuò	<i>adj.</i>	correct, right, not bad, good
	错	cuò	<i>adj.</i>	wrong, incorrect
4	忙	máng	<i>adj.</i>	busy
5	挺	tǐng	<i>adv.</i>	rather, pretty
6	很	hěn	<i>adv.</i>	very
7	想	xiǎng	<i>v.</i>	to think, to consider, to miss, to desire
8	家	jiā	<i>n.</i>	family, home
9	谁	shéi/shuí	<i>int. pron.</i>	who, whom
10	爸爸	bàba	<i>n.</i>	dad, father
11	妈妈	māma	<i>n.</i>	mom, mother
12	的	de	<i>par.</i>	showing possessive or attributive relationship
13	有	yǒu	<i>v.</i>	to have, to possess, there be, to exist
14	没	méi	<i>adv.</i>	not
15	兄弟姐妹	xiōngdì jiěmèi		siblings
	兄弟	xiōngdì	<i>n.</i>	(elder and younger) brothers
	姐妹	jiěmèi	<i>n.</i>	(elder and younger) sisters
16	独生子女/子	dúshēngnǚ/zǐ	<i>n.</i>	only child
	独	dú	<i>adj.</i>	only, single, lone
	生	shēng	<i>v.</i>	to be born, to give birth to
	女	nǚ		daughter, female child
	子	zǐ		son, male child
17	只	zhǐ	<i>adv.</i>	only
18	孩子	háizi	<i>n.</i>	child, kid

19	多大	duō dà		how old, how big
20	岁	suì	<i>m.w.</i>	year (of age)
21	生日	shēngrì	<i>n.</i>	birthday
	日	rì	<i>n.</i>	day, the sun, date
22	几	jǐ	<i>int. pron.</i>	how many (<i>for quantity fewer than ten</i>)
23	月	yuè	<i>n.</i>	month, moon
24	号	hào	<i>m.w.</i>	<i>measure word for dates and numbers</i>
25	口	kǒu	<i>m.w./n.</i>	<i>measure word for family members; mouth</i>
26	个	gè	<i>m.w.</i>	<i>a general measure word</i>
27	哥哥	gēge	<i>n.</i>	elder brother
28	弟弟	dìdi	<i>n.</i>	younger brother
29	和	hé	<i>conj.</i>	and
30	两	liǎng	<i>num.</i>	two (<i>used before a measure word</i>)
31	儿子	érzi	<i>n.</i>	son
	儿	ér	<i>n.</i>	child, son
32	可是	kěshì	<i>conj.</i>	but, yet, however
33	女儿	nǚ'ér	<i>n.</i>	daughter
34	姐姐	jiějie	<i>n.</i>	elder sister
35	妹妹	mèimei	<i>n.</i>	younger sister
36	做	zuò	<i>v.</i>	to do, to make, to produce, to manufacture
37	工作	gōngzuò	<i>n./v.</i>	job, work; to work
38	律师	lǜshī	<i>n.</i>	lawyer, attorney
39	家庭主妇	jiā tíng zhǔ fù		housewife
	家庭	jiā tíng	<i>n.</i>	family, household
	主妇	zhǔ fù	<i>n.</i>	housewife, hostess, mistress of a family
40	医生	yīshēng	<i>n.</i>	doctor
41	护士	hùshi	<i>n.</i>	nurse

二 词汇练习

Vocabulary Practice

A Months and dates

A1 The 12 months (月 yuè)

2021

JANUARY

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

yīyuè
一月 January

FEBRUARY

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

èryuè
二月 February

MARCH

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

sānyuè
三月 March

APRIL

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

sìyuè
四月 April

MAY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

wǔyuè
五月 May

JUNE

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

liùyuè
六月 June

JULY

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

qīyuè
七月 July

AUGUST

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

bāyuè
八月 August

SEPTEMBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

jiǔyuè
九月 September

OCTOBER

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

shíyuè
十月 October

NOVEMBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

shíyīyuè
十一月 November

DECEMBER

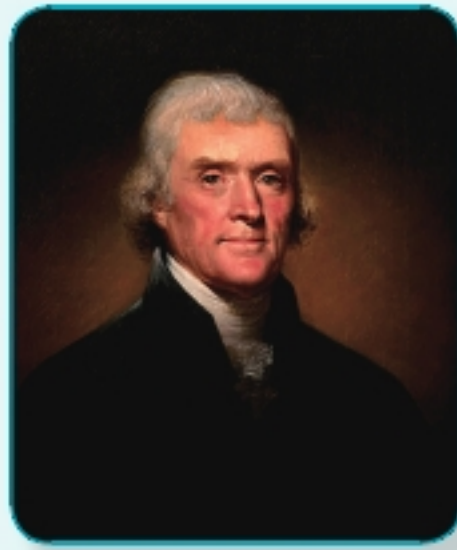
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

shí'èryuè
十二月 December

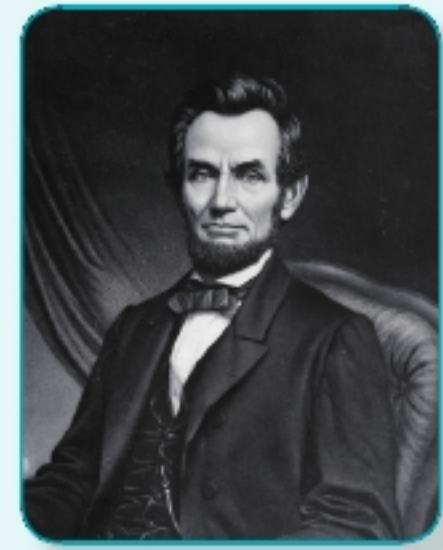
Practice Say the birth months of the following U.S. presidents in Chinese.



Eisenhower, 10 月



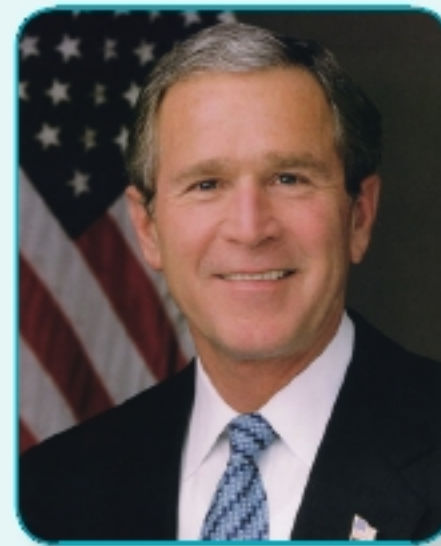
Jefferson, 4 月



Lincoln, 2 月



Truman, 5 月



Bush, 7 月

A2 Dates (号 hào or 日 rì)

2021年9月

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 (yī hào)	2 (èr hào)	3 (sān hào)	4 (sì hào)
5 (wǔ hào)	6 (liù hào)	7 (qī hào)	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Supplemental Vocabulary 补充生词

1
 xiànzài
 现在
 now

2
 jīntiān
 今天
 today

3
 míngtiān
 明天
 tomorrow

4
 zuótiān
 昨天
 yesterday

All these words end with 天 (tiān). What might this character mean?

* See Appendix 3 for a complete chart of time expressions.

Practice Go around the room to find out the birthdays of your classmates. You should interview at least 3 people. Report your findings to the class.

Nǐ de shēngrì shì jǐ yuè jǐ hào?
 你的生日是几月几号?

No.	Name	Birthday
1		
2		
3		
4		



B Immediate family members



bàba
爸爸



māma
妈妈

érzi
儿子



gēge
哥哥



dìdi
弟弟

nǚ'ér
女儿



jiějie
姐姐



mèimei
妹妹

Practice Work with a partner and name the family members in the pictures below.



C Occupations

Supplemental Vocabulary 补充生词

1

gōngchéngshī
工程师
engineer

2

diànnǎo chéngxùyuán
电脑 程序员
computer programmer

3

kuàijìshī
会计师
accountant

4

jiàoshòu
教授
professor

5

shāngrén
商人
businessman

6

jīnglǐ
经理
manager

7

gùwèn
顾问
consultant

8

gōngwùyuán
公务员
civil servant

9

mìshū
秘书
secretary

Practice Work with a partner and identify the people below by their occupations.



engineer



computer programmer



accountant



consultant



manager



lawyer



civil servant



businessman



nurse



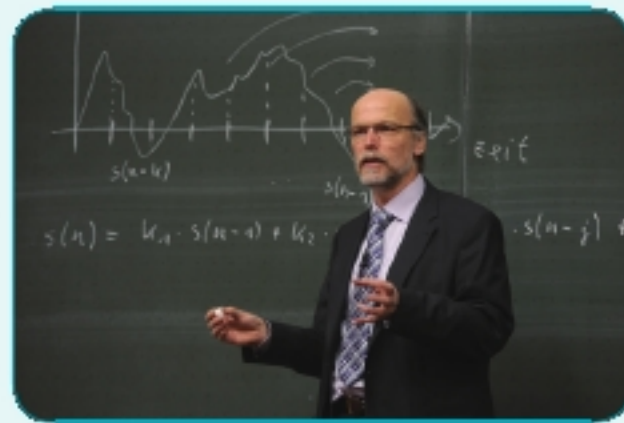
teacher



doctor



secretary



professor

三 语言交际功能

Speech Communication Functions

🔊 **A** Asking about months and dates

Xiànzài jǐ yuè?
现在 几月?

The verb 是 (shì) can be and often is omitted in questions and affirmative sentences that relate to dates, time, age and money amount.

Language in Context

Xiànzài jǐ yuè?
1) A: 现在 几月?

Xiànzài jiǔ yuè.
B: 现在 九月。

Jīntiān jǐ yuè jǐ hào?
2) A: 今天 几月几号?

Jīntiān wǔ yuè yī hào.
B: 今天 五月一号。

Míngtiān jǐ hào?

3) A: 明天 几号?

Míngtiān èr hào.
B: 明天 二号。

Zuótiān shì sì yuè sānshí hào ma?
A: 昨天 是四月三十号吗?

Shì.
B: 是。

Activity Use the calendar in the Vocabulary Practice section to practice identifying dates and months with a partner. Follow the models in Language in Context.

🔊 **B** Inquiring about someone's well-being (informal)

Nǐ (zuìjìn) zěnmeyàng?
你 (最近) 怎么样?

1 The word 最近 (zuìjìn) is regularly omitted by native speakers from mainland China, yet invariably included by those from Taiwan Province.

Language in Context

Nǐ (zuìjìn) zěnmeyàng?
A: 你 (最近) 怎么样?

Tǐng hǎo de / Búcuò. Nǐ ne?
B: 挺 好的 / 不错。你呢?

Wǒ yě tǐng hǎo de / búcuò.
A: 我 也 挺 好的 / 不错。

2 挺好的 (tǐng hǎo de) means “pretty good”. Chinese generally do not use the superlative degree to describe one's own state of being. Also note that the negative form 挺不 adj. 的 (tǐng bù adj. de) does not apply to all adjectives. For now, you should just refrain from using the negative form.

Activity Ask your classmates about their well-being. Try to alternate the expressions when you reply as you move to the next person.

🔊 **C** Inquiring about someone's family

1 Nǐ jiā yǒu jǐ kǒu rén?
你 家 有 几 口 人?

2 Nǐ jiā yǒu shénme rén?
你 家 有 什 么 人?

1 The m.w. 口 (kǒu) is used only when referring to the total number of people in a family. When referring to individual members, 个 (gè) is used (一个妹妹 yí gè mèimei, 三个哥哥 sān gè gēge).

Language in Context

Nǐ jiā yǒu jǐ kǒu rén?
A: 你 家 有 几 口 人?

Sì kǒu, bàba, māma, mèimei hé wǒ. Nǐ jiā yǒu shénme rén?
B: 四 口, 爸 爸, 妈 妈, 妹 妹 和 我。你 家 有 什 么 人?

Wǒ jiā yǒu māma, gēge, jiějie, dìdi hé wǒ.
A: 我 家 有 妈 妈, 哥 哥, 姐 姐, 弟 弟 和 我。

2 When listing family members, Chinese generally put male before female, older people before younger people. See Chinese Culture section.

Activity Go around the room, ask your classmates about their families, and tell them about yours.

🔊 **C1** Asking if one has a certain family member

1 Nǐ yǒu ma?
你 有 吗?

2 Nǐ yǒu méiyǒu?
你 有 没 有?

Language in Context

Nǐ yǒu méiyǒu jiějie?
1) A: 你 有 没 有 姐 姐?

Wǒ méiyǒu jiějie. Nǐ yǒu jiějie ma?
B: 我 没 有 姐 姐。你 有 姐 姐 吗?

Wǒ yě méiyǒu jiějie.
A: 我 也 没 有 姐 姐。

1 Can you tell how 有 (yǒu) is negated?

Nǐmen yǒu xiōngdì jiěmèi ma?
2) A: 你们有兄弟姐妹吗?

Méiyǒu, wǒ shì dúshēngzǐ.
B: 没有, 我是独生子。

Wǒ shì dúshēngnǚ, wǒ yě méiyǒu xiōngdì jiěmèi. Nǐ ne?
C: 我是独生女, 我也没有兄弟姐妹。你呢?

Wǒ yǒu liǎng gè dìdì.
A: 我有两个弟弟。

2

The number 2 (二 èr) becomes 两 (liǎng) when followed by a m.w. This rule only applies to this single number. It does not apply to 12, 20, 22, etc.

Activity Ask your classmates if they have a certain family member. Try to alternate your questions as you move to the next person.

D Asking about someone's age

1 Nǐ duō dà?
你多大?

1 This expression is applicable to all age groups. However, some people may not deem it respectful enough when the person in question is really advanced in age. See Chinese Culture section.

2 Nǐ jǐ suì?
你几岁?
(to children of 10 or younger)

2 In Taiwan Province this expression is appropriate for any age group.

Language in Context

Měishēng, nǐ (jīnnián) duō dà?
A: 美生, 你(今年)多大?

Wǒ shíbā suì. Nǐ ne?
B: 我十八岁。你呢?

Wǒ yě shíbā suì. Nǐ dìdì jǐ suì?
A: 我也十八岁。你弟弟几岁?

Tā jiǔ suì.
B: 他九岁。

Activity Now go around the room to find out your classmates' ages. If they have siblings, find out the siblings' ages too.

🔊 **E** Asking about someone's occupation

Nín/Nǐ zuò shénme gōngzuò?
您/你 做 什么 工作?

Language in Context

Nǐ bàba zuò shénme gōngzuò?
A: 你爸爸 做 什么 工作?

Tā shì lǜshī.
B: 他 是 律师。

Nǐ māma ne?
A: 你 妈妈 呢?

Wǒ māma shì jiā tíng zhǔ fù.
B: 我 妈妈 是 家庭 主 妇。

Activity Now find out what your classmates' parents do for a living, and report your findings to the class.



四 课文

Text: Do You Have Siblings?

One month into the semester, Bai Aiwen and Wang Fang are eating dinner at the college cafeteria.

Bái: Nǐ zuìjìn zěnmeyàng?

白: 你最近 怎么样?

Wáng: Wǒ tǐng hǎo de. Nǐ ne?

王: 我 挺 好 的。你呢?

Bái: Wǒ yě búcuò. Nǐ zuìjìn máng bu máng?

白: 我 也 不 错。你最近 忙 不 忙?

Wáng: Hěn máng.

王: 很 忙。

Bái: Nǐ xiǎng jiā ma?

白: 你 想 家 吗?

Wáng: Xiǎng jiā.

王: 想 家。

Bái: Nǐ xiǎng shéi?

白: 你 想 谁?

Wáng: Xiǎng bàba, māma, yě xiǎng wǒ de tóngxué.

王: 想 爸爸、妈妈, 也 想 我 的 同 学。

Bái: Nǐ yǒu méiyǒu xiōngdì jiěmèi?

白: 你 有 没 有 兄 弟 姐 妹?

Wáng: Méiyǒu, wǒ shì dúshēngnǚ, wǒ bàba māma zhǐ yǒu wǒ yí gè hái zi.

王: 没 有, 我 是 独 生 女, 我 爸 爸 妈 妈 只 有 我 一 个 孩 子。

Bái: Nǐ duō dà?

白: 你 多 大?

Wáng: Shíbā suì. Nǐ ne?

王: 十 八 岁。你呢?

Bái: Èrshíyī suì. Nǐ de shēngrì shì jǐ yuè jǐ hào?

白: 二 十 一 岁。你 的 生 日 是 几 月 几 号?

Wáng: Qīyuè shíyī hào. Àiwén, nǐ jiā yǒu jǐ kǒu rén?

王: 七 月 十 一 号。爱 文, 你 家 有 几 口 人?

Bái: Wǔ kǒu, bàba, māma, yí gè gēge, yí gè dìdi hé wǒ.

白: 五口, 爸爸、妈妈、一个哥哥、一个弟弟和我。

Wáng: Nǐ bàba māma yǒu liǎng gè érzi, kěshì zhǐ yǒu yí gè nǚ'ér.

王: 你爸爸妈妈有两个儿子, 可是只有一个女儿。

Bái: Shì, wǒ méiyǒu jiějie, yě méiyǒu mèimei.

白: 是, 我没有姐姐, 也没有妹妹。

Wáng: Nǐ bàba māma zuò shénme gōngzuò?

王: 你爸爸妈妈做什么工作?

Bái: Wǒ bàba shì lǜshī, wǒ māma shì jiātíng zhǔfù. Nǐ bàba māma ne?

白: 我爸爸是律师, 我妈妈是家庭主妇。你爸爸妈妈呢?

Wáng: Wǒ bàba shì yīshēng, wǒ māma shì hùshi.

王: 我爸爸是医生, 我妈妈是护士。

The conjunction 和 (hé) is not the equivalent of the English "and". It only connects nouns, pronouns and noun phrases. 和 (hé) never occurs at the beginning of a sentence.

课文理解 Comprehension

Answer the following questions

Bái Àiwén duō dà? Wáng Fāng ne?

1. 白爱文多大? 王芳呢?

Bái Àiwén yǒu xiōngdì jiěmèi ma? Yǒu jǐ gè?

2. 白爱文有兄弟姐妹吗? 有几个?

Shéi de bàba shì yīshēng?

3. 谁的爸爸是医生?

Wáng Fāng de māma zuò shénme gōngzuò?

4. 王芳的妈妈做什么工作?

Bái Àiwén de māma shì bu shì lǎoshī?

5. 白爱文的妈妈是不是老师?

英文译文 English translation

One month into the semester, Bai Aiwen and Wang Fang are eating dinner at the college cafeteria.

B: How are you doing lately?

W: Pretty good. How about you?

B: I am not bad either. Have you been busy recently?

W: I've been very busy.

B: Do you miss home?

W: Yes, I do.

B: Who do you miss?

W: I miss my mom and dad. I also miss my classmates.

B: Do you have siblings?

W: No, I am an only child. My parents only have me.

B: How old are you?

W: 18. What about you?

B: 21. When is your birthday?

W: July 11th. Aiwen, how many people are there in your family?

B: Five. Mom, dad, an elder brother, a younger brother and me.

W: Your parents have two sons, but only one daughter.

B: Yes. I don't have a sister (lit. an elder or younger sister).

W: What types of work do your parents do?

B: My dad is a lawyer, and my mom is a housewife. How about your parents?

W: My dad is a doctor, and my mom is a nurse.

五 语法

Grammar

1 The Use of Adjectives as Predicates

Chinese adjectives are more than adjectives. They act like verbs, in the sense that they may serve independently as the predicate of a sentence. This feature renders the presence of the verb 是 (shì) unnecessary and ungrammatical.

Wǒ hěn máng. 我 很 忙。(correct)	I am busy.
Wǒ shì hěn máng. 我 是 很 忙。(incorrect)	

However, the adjective predicate does not completely go solo either. It is usually modified by a degree adverb such as 很 (hěn) in an affirmative sentence. Please note that when 很 (hěn) is used in this context, it largely loses its ability as a degree indicator, and performs mostly a grammatical function. When the adjective predicate appears without a degree adverb, it implies comparison.

Wǒ máng, tā bù máng. 我 忙, 他 不 忙。	I am busy. He is not.
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Your Turn! Say the following sentences in Chinese.

	Our teacher is nice.
	His dad is busy.

2 The Usage of 有 (yǒu)

The verb for possession (to have, to own) or existence (there is/are) is 有 (yǒu). Note that its negative form is 没有 (méiyǒu), not 不有 (bù yǒu).

Possession	Tā yǒu yí gè dìdì. 他 有 一 个 弟 弟。	He has a younger brother.
Existence	Tā jiā yǒu wǔ kǒu rén. 他 家 有 五 口 人。	There are five people in his family.

Affirmative	Tā yǒu yí gè dìdì. 他有一个弟弟。	He has a younger brother.
Negative	Tā méiyǒu dìdì. 他没有弟弟。	He doesn't have any younger brother.
Interrogative	Tā yǒu dìdì ma? 他有弟弟吗? Tā yǒu méiyǒu dìdì? 他有 没有弟弟?	Does he have younger brothers?

Your Turn! Ask the following questions in Chinese.

	Do you have elder brothers?
	Do you have elder sisters?
	How many people are there in your family?

3 The Measure Words 个 (gè) and 口 (kǒu)

When counting things in Chinese, we need to put a measure word between the number and the noun. Every noun in Chinese has its own specific measure word, which should be learned with the noun. Usually the measure word for people is 个 (gè). 个 (gè) is the most commonly used measure word in Chinese. Not only does it serve as the specific measure word for a large number of nouns, it can also function as a substitute for many other measure words in colloquial speech.

yí gè dìdì 一个弟弟	one younger brother
sān gè mèimei 三个妹妹	three younger sisters
wǔ gè rén 五个人	five people

The measure word 口 (kǒu) is used to indicate the total number of people in a family. It is NOT used as a measure word for people in general or for individual family members. Therefore:

Wǒ jiā yǒu wǔ kǒu rén. 我家有五口人。	There are five people in my family.
Wǒ yǒu liǎng gè dìdì. 我有两个弟弟。	I have two younger brothers.

Your Turn! Say the following phrases/sentence in Chinese.

	one student
	two Americans
	four siblings
	There are six people in his family.

4 The Affirmative-Negative Question

The affirmative-negative question places the positive and negative forms of a verb or an adjective side by side. For example, to ask if someone is busy or not, you put the positive form of the adjective 忙 (máng) immediately before its negative form 不忙 (bù máng) to form the following question:

Nǐ máng bu máng? 你 忙 不 忙?	Are you busy or not? (= Are you busy?)
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Likewise, to ask if someone is a student, you may say:

Nǐ shì bu shì xuésheng? 你 是 不 是 学 生?	Are you a student?
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The affirmative-negative question is similar in function as a 吗-question. Both solicit a yes/no answer.

Nǐ máng ma? 你 忙 吗?	Are you busy?
Nǐ máng bu máng? 你 忙 不 忙?	

However, the affirmative-negative question is never used when a sentence contains an adverb such as 也 (yě) or 只 (zhǐ). Therefore:

Nǐ yě xìng Lǐ ma? 你 也 姓 李 吗? (correct)	Is your surname also Li?
Nǐ yě xìng bu xìng Lǐ? 你 也 姓 不 姓 李? (incorrect)	
Nǐ zhǐ yǒu yí gè dìdi ma? 你 只 有 一 个 弟 弟 吗? (correct)	Do you have only one younger brother?
Nǐ zhǐ yǒu méiyǒu yí gè dìdi? 你 只 有 没 有 一 个 弟 弟? (incorrect)	

Your Turn! Convert the following questions into affirmative-negative questions when possible.

吗-Question	Affirmative-Negative Question
Wáng Fāng yǒu gēge ma? 王 芳 有 哥哥 吗?	
Bái Àiwén shì Zhōngguó rén ma? 白 爱文 是 中国人 吗?	
Dàwēi xìng Lǐ ma? 大伟 姓 李 吗?	
Tā yě shì yīshēng ma? 他 也 是 医生 吗?	

5 The Usage of Possessive 的 (de)

Possession (defined here as ownership or human relationship) is marked by the particle 的 (de), which is placed immediately after the “possessor”. The function of 的 (de) is similar to that of apostrophe s (’s) in English.

Possessor	的 (de)	Possessed
wǒ 我	de 的	míngzi 名字
my		name
Měishēng 美生	de 的	mèimei 妹妹
Meisheng’s		younger sister

However, the possessive 的 (de) is usually omitted when 1) the possessor is a pronoun and 2) the possessor represents a human group (such as family, circle of friends, social organization, workplace, etc.) to which the possessor belongs. For example: 我家 (wǒ jiā), 他弟弟 (tā dìdì), 我们学校 (wǒmen xuéxiào)^①. In all other cases, 的 (de) must be present: 李老师的妈妈 (Lǐ lǎoshī de māma), 他的工作 (tā de gōngzuò).

Your Turn! Say the following phrases in Chinese.

	my job
	her daughter
	my classmate’s siblings

① When the possessor is an organization rather than a person, the possessor must be in plural form regardless of the actual number of people it represents. Hence, “my school” is “我们学校 (wǒmen xuéxiào)”.

六 综合语法练习

Comprehensive Grammar Exercises

A Complete the mini-dialogues based on the underlined answers

1. A: _____?

Wǒ bàba shì yīshēng.

B: 我爸爸是 医生。

2. A: _____?

Wǒ jiā yǒu sì kǒu rén.

B: 我家有 四口人。

3. A: _____?

Méiyǒu, wǒ méiyǒu jiějie.

B: 没有, 我 没有 姐姐。

4. A: _____?

Lǎoshī hěn máng.

B: 老师 很 忙。

B Fill in the blanks with 几(jǐ), 怎么样(zěnmeyàng), 什么(shénme) or nothing

Qǐngwèn, nǐ bàba zuò _____ gōngzuò?
1. 请问, 你爸爸做 _____ 工作?

Nǐ jiā yǒu _____ kǒu rén?
2. 你家有 _____ 口人?

Wǒ tǐng hǎo de, nǐ _____?
3. 我挺好的, 你 _____?

Nǐ yǒu _____ gè xiōngdì jiěmèi?
4. 你有 _____ 个兄弟姐妹?

Nǐ yǒu méiyǒu gēge _____?
5. 你有 没有 哥哥 _____?

C Rearrange the words to make them grammatical

shénme / gēge / zuò / nǐ / gōngzuò
1. 什么 / 哥哥 / 做 / 你 / 工作

nǐ / jǐ / jiā / rén / yǒu / kǒu
2. 你 / 几 / 家 / 人 / 有 / 口

zhǐ / Wáng lǎoshī / yǒu / yī / érzi / gè
3. 只 / 王 老师 / 有 / 一 / 儿子 / 个

yǒu / gēge / nǐ / méiyǒu / nǚ'ér
4. 有 / 哥哥 / 你 / 没有 / 女儿

D Circle the best answer

Qǐngwèn, nǐ jiā yǒu jǐ kǒu/gè rén?
1. 请问, 你家有几 _____ (口/个) 人?

Wǒ yǒu liǎng/èr gè mèimei.
2. 我有 _____ (两/二) 个妹妹。

Wǒmen lǎoshī bù/méi yǒu érzi.
3. 我们 老师 _____ (不/没) 有儿子。

Wǒ bàba shì/zuò yīshēng, wǒ māma yě shì/zuò yīshēng.
4. 我 爸爸 _____ (是/做) 医生, 我 妈妈 也 _____ (是/做) 医生。

E Correct the error(s) in each sentence

Lǎoshī zuìjìn shì bu shì máng?
1. 老师 最近是不是 忙?

Gāo Měishēng jiā shì wǔ rén.
2. 高 美生 家是五人。

Tā bù yǒu gēge.
3. 他不 有 哥哥。

Nǐ xiǎng bu xiǎng jiā ma?
4. 你 想 不 想 家 吗?

Nǐ zhǐ yǒu méiyǒu yí gè dìdì?
5. 你 只 有 没 有 一 个 弟 弟?

1. Chinese Kinship Terms

When it comes to kinship terms, the language used in Chinese reflects the fact that traditional Chinese society was patriarchal or male-dominant. When listing family members, the male is usually placed before the female. For instance, 爸爸妈妈 (bàba māma, dad and mom) rather than 妈妈爸爸 (māma bàba, mom and dad). In addition to gender, age also plays an important role. The older is always placed before the younger. Hence it is 哥哥弟弟 (gēge dìdi, elder brother and younger brother) rather than 弟弟哥哥 (dìdi gēge, younger brother and elder brother); 姐姐妹妹 (jiějie mèimei, elder sister and younger sister) rather than 妹妹姐姐 (mèimei jiějie, younger sister and elder sister).

In the Chinese kinship system, one can also see the distinction between maternal and paternal lineages. For example, a mother's brother is called 舅舅 (jiùjiu) while a father's brother is called 伯伯 (bóbo, father's elder brother) or 叔叔 (shūshu, father's younger brother). Likewise, a mother's sister is called 姨妈 (yímā) while a father's sister is called 姑姑 (gūgu).

2. China's Fertility Policy

China is the most populous country in the world with over 1.4 billion people. China began to implement its family planning policy in the 1970s. In 1982, this policy was written into the Constitution as a basic state policy. Great achievements that have attracted worldwide attention have been made in China's family planning. The rapid growth of population has been effectively controlled, the pressure on resources and the environment has been relieved, and the quality of population has been improved significantly, which has promoted the rapid economic development and social progress.

At the end of the 20th century, China's population aged 60 and above accounted for more than 10%, the whole country entering an aging society. In order to comply with the pattern of population development and actively respond to the declining birthrate and aging population, China's fertility policy is also being constantly adjusted. In November 2011, all provinces in China allowed couples to have two children if both parents were only children themselves; in December 2013, the two-child policy was implemented for families that one of the parents was an only child; in October 2015, Communique of the Fifth Plenary Session of the 18th Communist Party of China (CPC) Central Committee stated that we should adhere to the basic policy of family planning, actively address the aging issue, and implement the general two-child policy; on May 31st, 2021, the Political Bureau of Communist Party of China Central Committee announced to allow each couple to have up to three children. This policy will improve the age structure of the population and increase the overall vitality of society.

3. How Old Are You?

We learned in this lesson that to find out someone's age you say “你今年多大 (Nǐ jīnnián duō dà)”. However, this may not be formal or respectful enough when the person in question is older, say someone in his 80s. The very formal and respectful way to ask one's age is to add 年纪 (niánjì) after 多大 (duō dà) and change 你 (nǐ) to the honorific form 您 (nín) as in “您今年多大年纪 (Nín jīnnián duō dà niánjì), How old

are you)”.

If someone says “I am eighty-five”, take the number with a grain of salt. He could be only 84, even 83, depending on how his age is calculated. According to the traditional Chinese method of age calculation, a baby is one year old when he is born, and becomes two after the first New Year on the lunar calendar. So if a baby is born in December, he would be two on the first day of the first lunar month even though he is only a month old! One’s age derived from this method of calculation is called 虚岁 (xūsui, nominal age). Since the official adoption of Gregorian calendar in the People’s Republic of China in 1949, the 虚岁 method has been largely abolished by the urban population in favor of the Western method of age calculation (实岁 shísui or 足岁 zúsui, actual age). But the traditional method is kept alive in smaller towns and rural areas. People use 虚岁 and 实岁 alternately, but younger generations prefer the latter.

Is it appropriate to ask someone’s age? It depends. Young people do not mind being asked how old they are, and men generally are less sensitive about this question. But women, especially older women (and that can be someone merely in her 40s!), do not appreciate this question. Hence, in principle, refrain from asking ladies about their ages and direct your curiosity to something else.

COMPARE AND CONNECT

- How is one’s age calculated in your culture? Was it done differently in the past? Do you know why it was done that way? And what prompted the change if there was a change?
- Does a given way of age calculation reflect certain belief or philosophy of its culture? What does it tell you about Chinese culture?
- How many children do average families have in your culture or community? Do people prefer large family or small family, and why?
- Do you have siblings? If you could choose, would you want siblings? What are the advantages and disadvantages of being the only child?

八 听力练习

Guided Listening

Studying the cultural notes prior to listening to the audio clips provides context and thus helps you understand the dialogues better. Do not feel discouraged if there are words you don't understand. Focus on what information you do get that enables you to grasp the general direction of the dialogue and answer the questions that follow.

1. How Old Is Your Sister?

Answer the following questions based on the audio clip.

(1) Who just had a birthday?

(2) What is the birthday person's stated age? And real age?

(3) How old is the boy?



2. Do You Have Siblings?

Answer the following questions based on the audio clip.

(1) Does the man have an elder sister?

(2) Does the man want an elder sister?

(3) Does the man have any siblings?

(4) What siblings does the man desire?



1. What Office Is This?

The pictures below are offices in China. Can you circle the characters that help you identify the place? Write the English equivalent on the line.







2. 我是大学生 (Wǒ Shì Dàxuéshēng)

我叫王美，是中国人。我今年十八岁，是大学生。我家有四口人，爸爸、妈妈、一个弟弟和我。我爸爸是老师，妈妈是护士。我弟弟叫王明，今年十五岁，是中学生。我和弟弟的生日都 (dōu) 是九月十一号。我没有哥哥，也没有姐姐。

Read the above paragraph, and answer the following questions.

(1) What is the narrator's family name?

(2) What is her nationality / place of origin?

(3) How many people are there in her family? And who are they?

(4) What are her parents' occupations?

(5) What does her brother do? (hint: 中 + 学生 . This is the same 中 as in 中国, literally meaning "the middle kingdom" .)

(6) How old is her brother?

(7) When is her brother's birthday?

(8) When is the narrator's birthday?

(9) From the context, can you guess what the word 都 (colored) might mean?

+ 综合任务

Integrated Tasks

Task 1 (Interview): My Family

Interview a classmate and find out the following information about his/her family.

Person	Name	Place of Origin	Age & Birthday	Occupation
Your classmate				
Dad				
Mom				
Sibling 1				
Sibling 2				
Sibling 3				

Task 2 (Narrative): My Friend's Family

Organize the above information into a short narrative. Use the narrative in Guided Reading as a model. Present your narrative to the class.

十一

拼音与发音练习

Pinyin & Pronunciation

1. Pronunciation Exercises

Read aloud the following.

A d, t, n, l

- | | | |
|-----------------|-----------|-------------|
| (1) dā / tā | tiě / liě | nóng / lóng |
| (2) diàn / niàn | nüè / lüè | tāng / dāng |
| (3) nèi / lèi | dǎo / tǎo | duó / luó |

B z, c, s vs. j, q, x

- | | | |
|-----------------|--------------|--------------|
| (1) qí / cí | jiā / zā | xiè / sè |
| (2) jīū / cū | xiǎng / sǎng | jiǒng / zǒng |
| (3) qìng / sòng | qún / cún | quān / xuān |

C zh, ch, sh, r vs. j, q, x

- | | | |
|------------------|-------------|-------------|
| (1) róng / chóng | jiǎn / zhǎn | xùn / shùn |
| (2) jūn / zhūn | xué / jué | juàn / quàn |
| (3) chēng / rēng | xūn / sūn | xiǎo / shǎo |

D Neutral tone

- | | | |
|----------|--------|--------|
| (1) yéye | nǎinai | jiùjiu |
| (2) yǐzi | zhuōzi | kuàizi |

2. Tongue Twister

Please practice reading the tongue twister. Try to read it several times and go faster each time while keeping your tones right.

Bái shí dā bái tǎ,
白石搭白塔,

With white stones we build a white pagoda.

Bái tǎ bái shí dā,
白塔白石搭,

The white pagoda is made of white stones.

Dāhǎo bái shítǎ,
搭好白石塔,

When the white pagoda is complete,

Shítǎ bái yòu dà.
石塔白又大。

It (the white pagoda) will be white and grand.

🔊 3. *Pinyin* Dictation

Please write down the initials, finals and tones that your instructor dictates to you.

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

十二

汉字解说

Character Instruction

樣 样 样

Radical: 木 (mù, tree) Structure: 左右 (left to right)
 样 = 木 + 羊 10 strokes

一 十 木 木 木 样 样 样 样 样

攤 挺 挺

Radical: 扌 (shǒu, hand) Structure: 左右 (left to right)
 挺 = 扌 + 廷 9 strokes

一 扌 扌 扌 扌 扌 挺 挺 挺

家 家 家

Radical: 宀 (mián, roof) Structure: 上下 (above to below)
 家 = 宀 + 豕 10 strokes

一 宀 宀 宀 家 家 家 家 家

爸 爸 爸

Radical: 父 (fù, father) Structure: 上下 (above to below)
 爸 = 父 + 巴 8 strokes

一 父 父 爸 爸 爸 爸

得 没 没

Radical: 氵 (shuǐ, water) Structure: 左右 (left to right)
 没 = 氵 + 殳 7 strokes

一 氵 氵 没 没 没