CHENG & TSUI

"Bringing Asia to the World"™

中文聽說讀寫

INTEGRATED CHINESE

Traditional Characters

1

Textbook

4th Edition

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This Fourth Edition of *Integrated Chinese* is dedicated to the memory of our
dearest colleague and friend Professor Tao-chung (Ted) Yao.

Publisher's Note

When *Integrated Chinese* was first published in 1997, it set a new standard with its focus on the development and integration of the four language skills (listening, speaking, reading, and writing). Today, to further enrich the learning experience of the many users of *Integrated Chinese* worldwide, Cheng & Tsui is pleased to offer this revised and updated Fourth Edition of *Integrated Chinese*. We would like to thank the many teachers and students who, by offering their valuable insights and suggestions, have helped *Integrated Chinese* evolve and keep pace with the many positive changes in the field of Chinese language instruction. *Integrated Chinese* continues to offer comprehensive language instruction, with many new features, including a new and innovative web application, as detailed in the Preface.

The Cheng & Tsui Chinese Language Series is designed to publish and widely distribute quality language learning materials created by leading instructors from around the world. We welcome readers' comments and suggestions concerning the publications in this series. Please contact the following members of our Editorial Board, in care of our Editorial Department (e-mail: editor@cheng-tsui.com).

Contents

Preface

The *Integrated Chinese* (IC) series is an internationally acclaimed Mandarin Chinese language course that delivers a cohesive system of print and digital resources for highly effective teaching and learning. First published in 1997, it is now the leading series of Chinese language learning resources in the United States and beyond. Through its holistic focus on the language skills of listening, speaking, reading, and writing, IC teaches novice and intermediate students the skills they need to function in Chinese.

What's New

It has been eight years since the publication of the Third Edition of IC. We are deeply grateful for all the positive feedback, as well as constructive suggestions for improvement, from IC users. In the meantime, China and the world have seen significant transformations in electronic communications, commerce, and media. Additionally, the technology available to us is transforming the way teachers and students interact with content. The teaching of Chinese as a second language needs to keep pace with these exciting developments. Therefore, the time seems right to update IC across delivery formats.

In developing this latest edition of IC, we have consulted the American Council on the Teaching of Foreign Languages (ACTFL) *21st Century Skills Map for World Languages*. The national standards for foreign language learning in the 21st century focus on goals in five areas—communication, cultures, connections, comparisons, and communities. In addition to classifying the applicable Language Practice activities by communication mode (interpersonal, interpretive, and presentational), we have added a host of materials that address the 5 Cs. The delivery of IC via the new ChengTsui Web App elevates the teaching and learning experience by presenting multimedia and interactive content in a truly blended and integrated way.

New, visually rich supplementary modules that recur in each lesson have been introduced. These can be taught in any sequence to serve as prompts for classroom discussion and student reflection:

- **Get Real with Chinese** draws on realia to situate language learning in real-life contexts. Students are required to analyze, predict, and synthesize before coming to conclusions about embedded linguistic and cultural meaning. Photos and questions connect the classroom to authentic Chinese experiences.

- **Chinese Chat** provides opportunities for language practice in the digital environment. Realistic texting, microblogging, and social media scenarios show students how the younger generation has adapted Chinese to new communication technologies.

- **Characterize It!** encourages students to approach Chinese characters analytically. The exercises in the first five lessons introduce a major pattern to teach character structure; then a major radical to teach characters' meanings. The remaining lessons introduce two major radicals each to allow students to continue to expand their knowledge strategically. Additional activities are provided on the ChengTsui Web App.

- While not a new segment, **How About You?** has been revamped for the Fourth Edition. This module encourages students to personalize their study of vocabulary and learn words and phrases that relate to their own interests and background. Questions now appear in both Chinese and English, while visual cues, which typically correspond to possible answers, promote vocabulary expansion and retention. Vocabulary items corresponding to the visual cues are listed in a separate index.

Moreover, to promote students' awareness of cultural diversity in a world of rapid globalization, we have included **Compare & Contrast** activities in the **Cultural Literacy** (formerly Culture Highlights) section. This section as a whole has been given a lavishly illustrated, magazine-style treatment to better engage students. Users who subscribe to the ChengTsui Web App will have access to additional cultural content related to the lesson themes.

We have also updated the **Grammar** section to include exercises tailored to each grammar point, so students can immediately put into practice the language forms they have just learned. Additional practice exercises for each grammar point are accessible via the ChengTsui Web App.

The **Basics** (formerly Introduction) section has been completely redesigned to emphasize its foundational importance in the book. More information on its pedagogical function can be found on page 1. **Keeping It Casual** (formerly That's How the Chinese Say It!) remains a review of functional expressions after Lessons 5 and 10 that encourages students to build their own personalized list of useful expressions.

Finally, the new **Lesson Wrap-Up** section includes context-based tasks that prepare students to communicate with native Chinese speakers. Also in this section are **Make It Flow!** exercises, which help students develop and apply strategies to organize information coherently and cohesively in written and spoken discourse. We created this activity to address the common phenomenon of novice and intermediate students speaking in choppy, isolated sentences. The ultimate purpose of acquiring a language is communication, and a hallmark of effective communication is the ability to produce continuous discourse. The **Lesson Wrap-Up** activities are intended as assessment instruments for the **Can-Do Checklist**, which encourages students to measure their progress at the end of the lesson.

As previous users of IC will note, we have renamed the four-volume series. The new sequencing of Volumes 1 to 4 better reflects the flexibility of the materials and the diversity of our user groups and their instructional environments.

As with the Third Edition, the Fourth Edition of IC features both traditional and simplified character versions of the Volume 1 and 2 textbooks and workbooks, and a combination of traditional and simplified characters in the Volume 3 and 4 textbooks and workbooks. However, in response to user feedback, we have updated the traditional characters to ensure they match the standard set currently used in Taiwan. For reference, we have consulted the Taiwan Ministry of Education's *Revised Chinese Dictionary*.

The most significant change to the Fourth Edition is the incorporation of innovative educational technology. Users of the print edition have access to streaming audio (at chengtsui.co), while subscribers to the ChengTsui Web App have access to streaming audio plus additional, interactive content.

Users who choose to subscribe to the *Basic Edition* of the ChengTsui Web App will have access to:

- Audio (Textbook and Workbook)
- Video of the lesson texts
- Vocabulary flashcards
- Additional grammar exercises
- Additional character practice
- Additional cultural content

Users who choose to subscribe to the *Essential Edition* of the ChengTsui Web App will, in addition to the above, have access to the Workbook with auto-grading and the Character Workbook as a download.

In addition to the student editions, the ChengTsui Web App is available in an *Educator Edition*. The *Educator Edition* web-application overlay suggests teaching tips and strategies and conveniently makes connections between the Textbook and the additional resources provided in the Teacher's Resources, such as video activity sheets, quizzes, and answer keys.

A key feature of the ChengTsui Web App is coherence. The innovative instructional design provides an integrated user experience. Learners can move seamlessly between the transmission, practice, application, and evaluation stages, navigating the content to suit their particular learning needs and styles. For more information and a free trial, please visit chengtsui.co.

Both in its print and digital versions, the new IC features a contemporary layout that adds clarity and rigor to our instructional design. Rich new visuals complement the text's revised, user-friendly language and up-to-date cultural content. We hope that students and teachers find the many changes and new features timely and meaningful.

Organizational Principles

In the higher education setting, the IC series of four volumes often covers two years of instruction, with smooth transitions from one level to the next. The lessons first cover topics from everyday life, then gradually move to more abstract subject matter. The materials do not follow one pedagogical methodology, but instead blend several effective teaching approaches. Used in conjunction with the ChengTsui Web App, incorporating differentiated instruction, blended learning, and the flipped classroom is even easier. Here are some of the features of IC that distinguish it from other Chinese language resources:

Integrating Pedagogy and Authenticity

We believe that students should be taught authentic materials even in their first year of language instruction. Therefore, most of our pedagogical materials are simulated authentic materials. Authentic materials (produced by native Chinese speakers for native Chinese speakers) are also included in every lesson.

Integrating Traditional and Simplified Characters

We believe that students should learn both traditional and simplified Chinese characters. However, we also realize that teaching students both forms from day one could be overwhelming. Our solution is for students to focus on one form during their first year of study, and to acquire the other during their second. Therefore, the first two volumes of IC are available in separate traditional and simplified versions, with the alternative character forms of the texts included in the Appendix.

By their second year of study, we believe that all students should be exposed to both forms of written Chinese. Accordingly, the final two volumes of IC include both traditional and simplified characters. Students in second-year Chinese language classes come from different backgrounds, and should be allowed to write in their preferred form. However, it is important that the learner write in one form only, and not a hybrid of both.

Integrating Teaching Approaches

Because no single teaching method can adequately train a student in all language skills, we employ a variety of approaches in IC. In addition to the communicative approach, we also use traditional methods such as grammar-translation and the direct method.

Users of the ChengTsui Web App can employ additional teaching approaches, such as differentiated learning and blended learning. Students can self-pace their learning, which is a very powerful instructional intervention. The product also facilitates breaking down direct instruction into more engaging "bites" of learning, which improves student engagement. Moreover, the ChengTsui Web App allows students to interact with the content at home and practice and apply their learning in the classroom with corrective teacher feedback, which has the potential to improve student outcomes. Additionally, teachers and learners do not need to follow the instructional flow of the underlying book. They can navigate using multiple pathways in flexible and customized ways and at varying paces for true individualized learning.

Acknowledgments

We would like to thank users around the world for believing in IC. We owe much of the continued success of IC to their invaluable feedback. Likewise, we would be remiss if we did not acknowledge the University of Notre Dame for sponsoring and inviting us to a one-day workshop on IC on April 9, 2016. Leading Chinese language specialists from across the country shared their experiences with the IC authors. We are especially indebted to Professor Yongping Zhu, Chair of the Department of East Asian Languages and Cultures at Notre Dame, and his colleagues and staff for organizing the workshop.

Professors Fangpei Cai and Meng Li of the University of Chicago took time out from their busy teaching schedules to compile a detailed list of comments and suggestions. We are profoundly touched by their generosity. In completing this Fourth Edition, we have taken into consideration their and other users' recommendations for revision. Indeed, many of the changes are in response to user feedback. The authors are naturally responsible for any remaining shortcomings and oversights.

For two summers in a row, Professor Liangyan Ge's wife, Ms. Yongqing Pan, warmly invited the IC team to their home to complete the bulk of the work of revising the IC series. Words are inadequate to express our thanks to Ms. Pan for her warm hospitality and her superb cooking day in and day out.

We are deeply grateful to our publisher Cheng & Tsui Company and to Jill Cheng in particular for her unswerving support for IC over the years. We would also like to express our heartfelt appreciation to our editor Ben Shragge and his colleagues for their meticulous attention to every aspect of this new edition.

As we look back on the evolution of IC, one person is never far from our thoughts. Without Professor Tao-chung Yao's commitment from its inception, IC would not have been possible. Sadly, Professor Yao passed away in September 2015. Throughout that summer, Professor Yao remained in close contact with the rest of the team, going over each draft of IC 1 with an eagle eye, providing us with the benefit of his wisdom by phone and email. This Fourth Edition of IC is a living tribute to his vision and guidance.

Note: Prefaces to the previous editions of IC are available at chengtsui.co.

Series Structure

The IC series has been carefully conceptualized and developed to facilitate flexible delivery options that meet the needs of different instructional environments.

Component per Volume	Description	Print/Other Formats	ChengTsui Web App
Textbook	• Ten engaging lessons per volume, each with readings, grammar explanations, communicative exercises, and culture notes	• Paperback or Hardcover • Simplified or Traditional Characters (Volumes 1 and 2) • Simplified with Traditional Characters (Volumes 3 and 4)	• *Basic*, *Essential*, and *Educator Editions*
Workbook	• Wide range of integrated activities covering the three modes of communication (interpersonal, interpretive, and presentational)	• Paperback • Simplified or Traditional Characters (Volumes 1 and 2) • Simplified with Traditional Characters (Volumes 3 and 4)	• *Essential* and *Educator Editions*
Character Workbook	• Radical- and character-writing and stroke order practice	• Paperback • Simplified with Traditional Characters	• *Essential* and *Educator Editions*
Audio	• Audio for Textbook vocabulary, lesson texts, and pronunciation exercises, plus pronunciation and listening exercises from the Workbook • Normal and paused versions	• Streaming audio available to print users at chengtsui.co	• *Basic*, *Essential*, and *Educator Editions*
Video	• Volumes 1 and 2: acted dialogues and narratives presented in the Textbooks; also includes theme-related Culture Minutes sections in authentic settings • Volumes 3 and 4: documentary-style episodes correlating to the lesson themes in authentic settings	• One DVD per volume	• *Basic*, *Essential*, and *Educator Editions* • Streaming video
Teacher's Resources	• Comprehensive implementation support, teaching tips, syllabi, tests and quizzes, answer keys, and supplementary resources	• Downloadable resources that include core lesson guides along with ancillary materials previously on the companion website	• *Educator Edition*

Lesson Structure

All components of IC (Textbooks, Workbooks, and Teacher's Resources) are considered core and are designed to be used together to enhance teaching and learning. Recurrent lesson subsections are highlighted in the Textbook Elements column. Note that Supplementary Modules do not compose a separate section, but are rather discrete entities that appear throughout each lesson.

Section	Textbook Elements	Interactive Content	Workbooks	Teacher's Resources
Lesson Opener	• Learning Objectives state what students will be able to do by the end of the lesson • Relate & Get Ready helps students reflect on similarities and differences between Chinese culture and their own		• Opportunity for students to revisit learning objectives and self-assess	• Overview of language functions, vocabulary, grammar, pronunciation, and characters taught in the lesson • Sequencing recommendations and teaching aids
Lesson Text	• Two Chinese lesson texts demonstrate practical vocabulary and grammar usage • *Pinyin* versions of the lesson texts provide pronunciation support • Language Notes elaborate on important structures and phrases in the lesson texts	• Audio builds receptive skills • Video provides insight into non-verbal cues and communication plus context through authentic settings	• Listening comprehension and speaking exercises based on the lesson texts • Reading comprehension	• Strategies for teaching the lesson texts, plus question prompts • Pre- and post-video viewing activity worksheets and scripts
Vocabulary	• Vocabulary lists define and categorize new words from the lesson texts (proper nouns are listed last)	• Audio models proper pronunciation • Flashcards assist with vocabulary acquisition	• Handwriting and stroke order practice is provided in the Character Workbook • All exercises use lesson vocabulary to support acquisition	• Explanations, pronunciation tips, usage notes, and phrasal combinations • Vocabulary slideshows
Grammar	• Grammar points, which correspond to numbered references in the lesson texts, explain and model language forms • Exercises allow students to practice the grammar points immediately	• Additional exercises deepen knowledge of the language	• Writing and grammar exercises based on grammar introduced in the lesson	• Explanations, pattern practice, and additional grammar notes • Grammar slideshows
Language Practice	• Role-plays, pair activities, contextualized drills, and colorful cues prompt students to produce language • Pronunciation exercises in the first three lessons	• Audio accompanies pronunciation exercises in the first three lessons	• Exercises and activities spanning the three modes of communication (interpersonal, interpretive, and presentational), plus *pinyin* and tone practice, to build communication and performance skills	• Student presentations, integrative practice, and additional practice activities • Additional activities categorized by macro-skill

Section	Textbook Elements	Interactive Content	Workbooks	Teacher's Resources
Cultural Literacy	• Culture notes provide snapshots of contemporary and traditional Chinese-speaking cultures • Compare & Contrast draws connections between cultures	• Additional content further develops cultural literacy of the lesson theme	• Authentic materials to develop predictive skills	• Background notes expand on the section and offer additional realia
Lesson Wrap-Up	• Make It Flow! develops students' ability to produce smooth discourse • Projects encourage review and recycling of lesson materials through different text types • Can-Do Checklist allows students to assess their fulfillment of the learning objectives			• Teaching tips for implementing self-diagnostic activities, answer keys for Make it Flow!, and additional sample quizzes and tests • Slideshows that summarize content introduced in the lesson
Supplementary Modules	• How About You? encourages students to personalize their vocabulary • Get Real with Chinese teaches students to predict meaning from context • Characterize It! explores the structure of Chinese characters • Chinese Chat demonstrates how language is used in text messaging and social media	• Additional Characterize It! exercises and slideshows increase understanding of characters	• Pattern exercises to build radical and character recognition	• Teaching tips and strategies for fully exploiting and implementing these new elements

Scope and Sequence

Lesson	Learning Objectives	Grammar	Cultural Literacy
Basics	• Learn about Chinese and its dialects • Become familiar with syllabic structure, *pinyin*, and pronunciation • Gain an understanding of the writing system and basic grammatical features • Use common expressions in the classroom and daily life		
1 Greetings	• Exchange basic greetings • Ask for a person's family name and full name and provide your own • Determine whether someone is a teacher or a student • Ask where someone's from	1. The verb 姓 *(xìng)* 2. Questions ending with 呢 *(ne)* 3. The verb 叫 *(jiào)* 4. Subject + verb + object 5. The verb 是 *(shì)* (to be) 6. Questions ending with 嗎 *(ma)* 7. The negative adverb 不 *(bù)* (not, no) 8. The adverb 也 *(yě)* (too, also)	• Family names • Full names
2 Family	• Use basic kinship terms for family members • Describe a family photo • Ask about someone's profession • Name some common professions	1. The particle 的 *(de)* (I) 2. Measure words (I) 3. Question pronouns 4. Indicating possession using 有 *(yǒu)* 5. Indicating existence using 有 *(yǒu)* 6. Using 二 *(èr)* and 兩 *(liǎng)* 7. The adverb 都 *(dōu)* (both, all)	• Kinship terms • Family structure
3 Time and Date	• Discuss times and dates • Talk about ages and birthdays • Arrange a dinner date with someone	1. Numbers up to 100 2. Dates 3. Time 4. Pronouns as modifiers and the particle 的 *(de)* (II) 5. The sentence structure of 我請你吃飯 *(wǒ qǐng nǐ chī fàn)* 6. Alternative questions 7. Affirmative + negative (A-not-A) questions (I) 8. The adverb 還 *(hái)* (also, too, as well)	• Calendars • Age • Birthday traditions
4 Hobbies	• Name common hobbies • Ask about someone's hobbies • Make plans for the weekend with friends	1. Word order 2. Affirmative + negative (A-not-A) questions (II) 3. The conjunction 那（麼）*(nà [me])* (then, in that case) 4. 去 *(qù)* (to go) + action 5. Questions with 好嗎 *(hǎo ma)* (OK?) 6. The modal verb 想 *(xiǎng)* (want to, would like to) 7. Verb + object as a detachable compound	• Mahjong • Chinese chess • Go • Feasting

Lesson	Learning Objectives	Grammar	Cultural Literacy
5 Visiting Friends	• Welcome a visitor • Introduce one person to another • Be a gracious guest • Ask for beverages as a guest • Offer beverages to a visitor • Briefly describe a visit to a friend's place	1. Moderating tone of voice: 一下 (yí xià) and (一) 點兒 ([yì] diǎnr) 2. Adjectives as predicates using 很 (hěn) 3. The preposition 在 (zài) (at, in, on) 4. The particle 吧 (ba) 5. The particle 了 (le) (I) 6. The adverb 才 (cái) (not until)	• Tea • Greetings • Etiquette
Keeping It Casual (L1–L5)	• Review functional expressions	1. 算了 (suàn le) (forget it, never mind) 2. 誰呀 (shéi ya) (who is it?) 3. 是嗎 (shì ma) (really, is that so?)	
6 Making Appointments	• Answer a phone call and initiate a phone conversation • Set up an appointment with a teacher on the phone • Ask a favor • Ask someone to return your call	1. The preposition 給 (gěi) (to, for) 2. The modal verb 要 (yào) (will, be going to) (I) 3. The adverb 別 (bié) (don't) 4. Time expressions 5. The modal verb 得 (děi) (must, have to) 6. Directional complements (I)	• Phone etiquette • Cell phones • Terms for Mandarin
7 Studying Chinese	• Discuss your exam performance • Comment on your character writing • Discuss your experience learning Chinese • Talk about your study habits • Describe typical classroom situations	1. Descriptive complements (I) 2. The adverbs 太 (tài) (too), 真 (zhēn) (really), and 很 (hěn) (very) 3. The adverb 就 (jiù) (I) 4. Double objects 5. Ordinal numbers 6. 有 (一) 點兒 (yǒu[yì]diǎnr) (somewhat, rather, a little bit) 7. Question pronoun: 怎麼 (zěnme) (how, how come) 8. The 的 (de) structure (I) 9. Connecting sentences in continuous discourse	• Simplified vs. traditional characters • Writing conventions • Four treasures of the study
8 School Life	• Describe a student's daily routine • Write a simple diary entry or blog post • Write a brief letter or formal email applying appropriate conventions • Update a friend on recent activities • Express hope that a friend will accept your invitation	1. The position of time-when expressions 2. The adverb 就 (jiù) (II) 3. Describing simultaneity using 一邊…一邊… (yìbiān . . . yìbiān . . .) 4. Series of verbs/verb phrases 5. The particle 了 (le) (II) 6. The particle 的 (de) (III) 7. The 正在 v structure (zhèngzài) (be doing. . .) 8. Indicating inclusiveness: 除了…以外，還/也… (chúle . . . yǐwài, hái/yě . . .) (in addition to, also) 9. Comparing 能 (néng) and 會 (huì) (I) 10. The conjunctions 要是 (yàoshi) and 因為 (yīnwèi) and the adverb 就 (jiù) (III)	• Semesters • Letter-writing conventions

Lesson	Learning Objectives	Grammar	Cultural Literacy
9 Shopping	• Describe the color, size, and price of a purchase • Recognize Chinese currency • Pay in cash or with a credit card • Determine the proper change you should receive • Ask for merchandise in a different size or color • Exchange merchandise	1. The modal verb 要 *(yào)* (want to do) (II) 2. Measure words (II) 3. The 的 *(de)* structure (II) 4. Using 多 *(duō)* interrogatively 5. Denominations of currency 6. Comparing using 跟/和…（不）一樣 *(gēn/hé … [bù] yíyàng)* ([not] the same as . . .) 7. The conjunctions 雖然…，可是/但是… *(suīrán . . . , kěshì/dànshì . . .)* (although . . . yet . . .)	• Traditional clothes • Prices • Forms of address
10 Transportation	• Discuss different means of transportation • Explain how to transfer from one subway or bus line to another • Navigate public transit • Express gratitude after receiving a favor • Offer New Year wishes	1. Topic-comment sentences 2. Indicating alternatives: 或者 *(huòzhě)* (or) and 還是 *(háishi)* (or) 3. Indicating sequence: 先…再… *(xiān . . . zài)* (first . . . , then . . .) 4. Pondering alternatives: 還是…（吧）*(háishi . . . [ba])* (had better) 5. Indicating totality: 每…都… *(měi . . . dōu)* (every) 6. Indicating imminence: 要…了 *(yào . . . le)* (soon)	• High-speed rail • Taxi drivers • New Year traffic
Keeping It Casual (L6–L10)	• Review functional expressions	1. 喂 *(wéi)* (hello [on the phone]) 2. 沒問題 *(méi wèntí)* (no problem) 3. Expressions of gratitude 4. 哪裡，哪裡 *(nǎli, nǎli)* (I'm flattered) or 是嗎？*(shì ma)* (is that so?) 5. 就是它吧 *(jiù shì tā ba)* (let's go with that) or 就是他/她了 *(jiù shì tā le)* (we'll go with him/her) 6. 祝 *(zhù)* (I wish . . .)	

Abbreviations of Grammatical Terms

adj	adjective		**pr**	pronoun
adv	adverb		**prefix**	prefix
conj	conjunction		**prep**	preposition
interj	interjection		**qp**	question particle
m	measure word		**qpr**	question pronoun
mv	modal verb		**t**	time word
n	noun		**v**	verb
nu	numeral		**vc**	verb plus complement
p	particle		**vo**	verb plus object
pn	proper noun			

Legend of Digital Icons

The icons listed below refer to interactive content. Streaming audio is available at chengtsui.co to readers who have purchased the print edition. All other digital content is available exclusively to ChengTsui Web App subscribers.

Audio — **Lesson Text, Vocabulary, Pronunciation**

Video — **Lesson Text**

Flashcards — **Vocabulary**

More characters — **Characterize It!**

More exercises — **Grammar**

Continue to explore — **Cultural Literacy**

Cast of Characters

Wang Peng
王朋

A Chinese freshman from Beijing. He has quickly adapted to American college life and likes to play and watch sports.
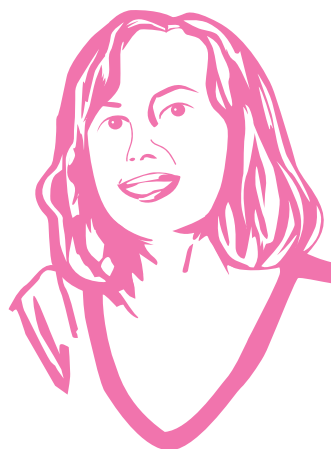
Li You
李友

Amy Lee, an American student from New York State. She and Wang Peng meet each other on the first day of class and soon become good friends.

Gao Wenzhong
高文中

Winston Gore, an English student. His parents work in the United States. Winston enjoys singing, dancing, and Chinese cooking. He has a secret crush on Bai Ying'ai.

Gao Xiaoyin
高小音

Jenny Gore, Winston's older sister. She has already graduated from college, and is now a school librarian.

Bai Ying'ai
白英愛

Baek Yeung Ae, an outgoing Korean student from Seoul. She finds Wang Peng very "cool" and very "cute."
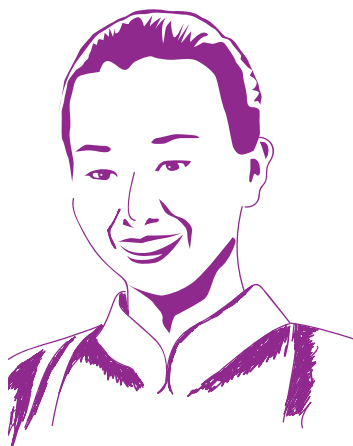
Chang Laoshi
常老師

Chang Xiaoliang, originally from China and in her forties. She has been teaching Chinese in the United States for ten years.
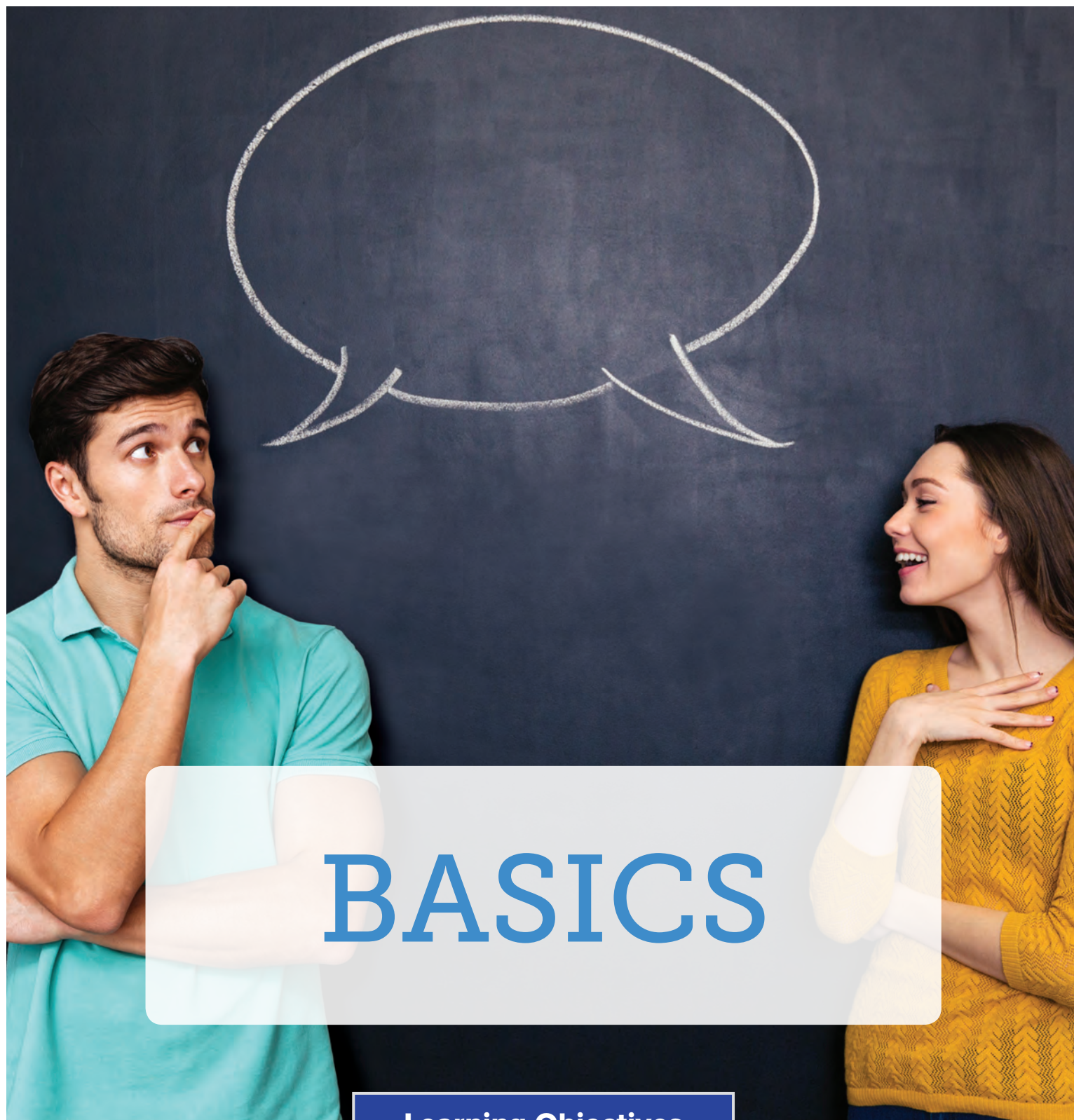
BASICS

Learning Objectives

This section gives students the fundamentals they need to begin studying Chinese. Background is provided on the language's syllabic structure, *pinyin*, and pronunciation; writing system; and important grammatical features. Practice exercises, along with accompanying audio recordings (indicated by 🔊), are provided to help students learn proper pronunciation. Lists of useful expressions are also included. Classes may devote three or four sessions to this core material before starting Lesson 1.

Mandarin and Dialects

China is roughly the same size as the United States. There are numerous regional dialects of Chinese. These dialects, most of which are mutually unintelligible, are often divided into eight groups: Mandarin, Wu, Hakka, Southern Min, Northern Min, Cantonese, Xiang, and Gan.

Conventional terms for Modern Standard Chinese include *Putonghua* ("common language") in Mainland China; *Guoyu* ("national language") in Taiwan; and *Huayu* ("language spoken by ethnic Chinese people") in other Chinese-speaking communities, such as those in Singapore and Malaysia. It is the *lingua franca* of intra-ethnic (among different Chinese dialect speakers) as well as inter-ethnic (among Han Chinese and non-Han minority groups) communication in China. Its grammar is codified from the modern Chinese literary canon, while its pronunciation is based on the Beijing dialect. Modern Standard Chinese is usually referred to as Mandarin in English.

China officially recognizes fifty-six ethnic groups. The Han, the largest group, accounts for over 90% of China's population. Many of the other fifty-five ethnic groups speak their own distinct languages.

Syllabic Structure, Pinyin, and Pronunciation

A Modern Standard Chinese syllable typically has three parts: an initial consonant, a final consisting of a vowel or a vowel and the ending consonant *-n* or *-ng*, and a tone. The tone is superimposed on the entire syllable. A syllable may also have no initial consonant.

syllable = (initial) + final/tone

(initial)   syllable ⌒
              nà   tone
              _____ final

In this book, Chinese sounds are represented by *Hanyu Pinyin,* or *pinyin* for short. The *pinyin* system uses twenty-five of the twenty-six letters of the English alphabet. Although *pinyin* symbols are thus the same as English letters, the actual sounds they represent can vary widely from their English counterparts. This section is designed to raise your awareness of these distinctions. Over time, you will acquire a more nuanced understanding of Chinese pronunciation and improve your skills through listening and practice.

A

Simple Finals

🔊 Audio

There are six simple finals in *pinyin*: *a*, *o*, *e*, *i*, *u*, *ü*

a is a central vowel when pronounced by itself. Keep your tongue in a relaxed position to pronounce it. *a* sounds similar to the "a" in "fa la la."

o is a rounded semi-high back vowel. Round your lips when pronouncing it. *o* seldom appears as a syllable by itself. Usually it compounds with the initials *b*, *p*, *m*, and *f*, and should be practiced with them. Because of the bilabial or labiodental nature of *b*, *p*, *m*, and *f*, *o* sounds almost like a diphthong or the double vowel *uo*. It glides from a brief *u* to *o*.

e is an unrounded semi-high back vowel. To pronounce it, first position your tongue as if you are about to pronounce *o*, then unround your mouth. At the same time, spread your lips apart as if you were smiling. This vowel is different from "e" in English, which is pronounced with the tongue raised slightly forward.

i is an unrounded high front vowel. To pronounce it, smile tightly and pull the corners of your mouth straight back. It is similar to the long vowel in "sheep." When pronouncing it, however, you raise your tongue higher.

u is a rounded high back vowel. Pucker up your lips when pronouncing it. *u* is similar to the long vowel in "coop," but, when pronouncing it, you raise your tongue higher and retract it more.

ü is a rounded high front vowel. To produce this vowel, first position your tongue as if you are about to pronounce *i*, then round your lips.

In the *pinyin* system, *i* represents two special vowels in addition to the high front vowel. One is a front apical vowel, the other a back apical vowel—that is to say, they are articulated with the front and back part of the tongue, respectively. Both of these vowels are homorganic with the very limited sets of initials with which they can co-occur (see *z, c, s* and *zh, ch, sh, r*). In other words, they are pronounced in the same area of the vocal tract as those consonants. You will learn how to pronounce *i* simply by prolonging the sounds of these two groups of consonants.

B Initials

There are twenty-one initial consonants in *pinyin*. They are grouped as follows:

1. *b p m f*	4. *j q x*
2. *d t n l*	5. *z c s*
3. *g k h*	6. *zh ch sh r*

B.1 *b, p, m, f*

b is different from its English counterpart. It is not voiced, as the vocal cords do not vibrate upon its pronunciation, and sounds more like the "p" in "speak."

p is aspirated. In other words, there is a strong puff of breath when this consonant is pronounced. It is also voiceless, and sounds like the "p" in "pork."

m is produced in the same manner as the English "m." It is voiced.

Pronounce *f* as you would in English.

Only the simple finals *a, o, i,* and *u* and compound finals that start with *a, o, i,* or *u* can be combined with *b, p,* and *m*; only the simple finals *a, o,* and *u* and compound finals that start with *a, o,* or *u* can be combined with *f*. When these initials are combined with *o*, there is actually a short *u* sound in between. For instance, the syllable *bo* actually includes a very short *u* sound between *b* and *o*: it is pronounced *b(u)o*.

Practice your pronunciation with the audio exercises below:

B.1.a (Initial-Final Combinations)

ba	bi	bu	bo
pa	pi	pu	po
ma	mi	mu	mo
fa	fu	fo	

B.1.b *b* vs. *p*

ba	pa	bu	pu
po	bo	pi	bi

B.1.c *m* vs. *f*

ma	fa	mu	fu

B.1.d *b, p, m, f*

bo	po	mo	fo
fu	mu	pu	bu

B.2 *d, t, n, l*

When pronouncing *d*, *t*, and *n*, touch your upper gum with the tip of your tongue. The tongue is raised more to the back than it would be to pronounce their English counterparts. *d* and *t* are voiceless. Roughly, *d* sounds like the "t" in "stand," and *t* sounds like the "t" in "tea." When pronouncing *l*, touch your palate with the tip of your tongue. *n* is nasal.

Only the simple finals *a*, *i*, *e*, and *u* and compound finals that start with *a*, *i*, *e*, or *u* can be combined with *d*, *t*, *n*, and *l*; *n* and *l* can also be combined with *ü* and the compound finals that start with *ü*.

Practice your pronunciation with the audio exercises below:

Audio

B.2.a	(Initial-Final Combinations)			
da	di	du	de	
ta	ti	tu	te	
na	ni	nu	ne	nü
la	li	lu	le	lü

B.2.b	*d* vs. *t*		
da	ta	di	ti
du	tu	de	te

B.2.c	*l* vs. *n*		
lu	lü	nu	nü
lu	nu	lü	nü

B.2.d	*d, t, n, l*		
le	ne	te	de
du	tu	lu	nu

B.3 *g, k, h*

g is unaspirated and voiceless, whereas *k* is aspirated and voiceless. When pronouncing *g* and *k*, raise the back of your tongue against your soft palate. Roughly, *g* sounds like the "k" in "sky," and *k* sounds like the "k" in "kite."

h is voiceless. When pronouncing *h*, raise the back of your tongue towards your soft palate. Unlike the pronunciation of its English counterpart, the friction is noticeable.

Only the simple finals *a*, *e*, and *u* and the compound finals that start with *a*, *e*, or *u* can be combined with *g*, *k*, and *h*.

Practice your pronunciation with the audio exercises below:

Audio

B.3.a	(Initial-Final Combinations)	
gu	ge	ga
ku	ke	ka
hu	he	ha

B.3.b	*g* vs. *k*		
gu	ku	ge	ke

B.3.c	*g* vs. *h*		
gu	hu	ge	he

B.3.d	*k* vs. *h*		
ke	he	ku	hu

B.3.e	*g, k, h*	
gu	ku	hu
he	ke	ge

B.4 *j, q, x*

To make the *j* sound, first raise the flat center of your tongue to the roof of your mouth and position the tip of your tongue against the back of your bottom teeth; then loosen your tongue and let the air squeeze out through the channel you've made. It is unaspirated and the vocal cords do not vibrate. The *pinyin j* is similar to the "j" in "jeep," but it is unvoiced and articulated with the tip of the tongue resting behind the lower incisors. You also need to pull the corners of your mouth straight back to pronounce it.

q is pronounced in the same manner as *j*, but it is aspirated. The *pinyin q* is similar to the "ch" in "cheese," except that it is articulated with the tip of the tongue resting behind the lower incisors. When pronouncing *q*, don't forget to pull the corners of your mouth straight back.

To make the *x* sound, first raise the flat center of your tongue toward (but not touching) the hard palate and then let the air squeeze out. The vocal cords do not vibrate. *x*, like *j* and *q*, is articulated with the tip of the tongue resting behind the lower incisors. To pronounce *x* correctly, you also need to pull the corners of your mouth straight back, as if making a tight smile.

The finals that can be combined with *j*, *q*, and *x* are limited to *i* and *ü* and compound finals that start with *i* or *ü*. When *j*, *q*, and *x* are combined with *ü* or a compound final starting with *ü*, the umlaut is omitted and the *ü* appears as *u*.

Practice your pronunciation with the audio exercises below:

B.4.a	(Initial-Final Combinations)
ji	*ju*
qi	*qu*
xi	*xu*

B.4.b	*j* vs. *q*		
ji	*qi*	*ju*	*qu*

B.4.c	*q* vs. *x*		
qi	*xi*	*qu*	*xu*

B.4.d	*j* vs. *x*		
ji	*xi*	*ju*	*xu*

B.4.e	*j, q, x*	
ji	*qi*	*xi*
ju	*qu*	*xu*

Audio

B.5 *z, c, s*

z is similar to the English "ds" sound, as in "lids."

c is similar to the English "ts" sound, as in "students." It is aspirated.

s is similar to the English "s" sound.

To pronounce these sounds, touch the back of your upper teeth with your tongue.

The simple finals that can be combined with *z*, *c*, and *s* are *a*, *e*, *u*, and the front apical vowel *i* (not the regular palatal high front vowel *i*).

When pronouncing the syllables *zi*, *ci*, and *si*, hold your tongue in the same position; relax it slightly as the articulation moves from the voiceless initial consonant to the voiced vowel.

Practice your pronunciation with the audio exercises below:

B.5.a	(Initial-Final Combinations)		
za	*zu*	*ze*	*zi*
ca	*cu*	*ce*	*ci*
sa	*su*	*se*	*si*

B.5.b	*s* vs. *z*		
sa	*za*	*su*	*zu*
se	*ze*	*si*	*zi*

Audio

B.5.c	*z* vs. *c*		
za	ca	zi	ci
ze	ce	zu	cu

B.5.d	*s* vs. *c*		
sa	ca	si	ci
su	cu	se	ce

B.5.e	*z, c, s*	
sa	za	ca
su	zu	cu
se	ze	ce
si	zi	ci
za	cu	se
ci	sa	zu
su	zi	ce

B.6

zh, ch, sh, r

To make the *zh* sound, first curl up the tip of your tongue against your hard palate, then loosen it and let the air squeeze out through the channel you've made. It is unaspirated and the vocal cords do not vibrate. *zh* sounds rather like the first sound in "jerk," but it is unvoiced.

ch is pronounced like *zh*, but *ch* is aspirated. *ch* sounds rather like the "ch" in "chirp."

To make the *sh* sound, turn the tip of your tongue up toward (but not touching) the hard palate and then let the air squeeze out. The vocal cords do not vibrate. *sh* sounds rather like the "sh" in "shirt" and "Shirley."

r is pronounced in the same manner as *sh*, but it is voiced; therefore, the vocal cords vibrate. Pronounce it simply by prolonging *sh*, making sure your lips are not rounded.

The finals that can be combined with *zh*, *ch*, *sh*, and *r* are *a*, *e*, *u*, and the back apical vowel *i*, as well as compound finals that start with *a*, *e*, or *u*. When pronouncing the syllables *zhi*, *chi*, *shi*, and *ri*, hold your tongue in the same position; relax it slightly as the articulation moves from the initial consonant to the vowel.

Practice your pronunciation with the audio exercises below:

🔊 Audio

B.6.a	(Initial-Final Combinations)		
zha	zhu	zhe	zhi
cha	chu	che	chi
sha	shu	she	shi
ru	re	ri	

B.6.b	*zh* vs. *sh*		
sha	zha	shu	zhu

B.6.c	*zh* vs. *ch*		
zha	cha	zhu	chu

B.6.d	*ch* vs. *sh*		
chu	shu	sha	cha

B.6.e	*zh, ch, sh*		
shi	zhi	chi	shi
she	zhe	che	she

B.6.f	*sh* vs. *r*		
shu	ru	shi	ri

B.6.g	*r* vs. *l*		
lu	ru	li	ri

B.6.h	*sh, r, l*		
she	re	le	re

B.6.i	*zh, ch, r*		
zhe	re	che	re

B.6.j	*zh, ch, sh, r*		
sha	cha	zha	
shu	zhu	chu	ru
zhi	chi	shi	ri
che	zhe	she	re

Reference Chart for Initials

Manner of Articulation / Place of Articulation	Stop		Affricative		Fricative	Nasal	Lateral	Approximant
	Unaspirated	Aspirated	Unaspirated	Aspirated				
Bilabial	*b*	*p*				*m*		
Labiodentals					*f*			
Apical-toothback			*z*	*c*	*s*			
Apical-alveolar	*d*	*t*				*n*	*l*	
Apical-postalveolar			*zh*	*ch*	*sh*			*r*
Alveolo-palatal			*j*	*q*	*x*			
Velar	*g*	*k*			*h*			

C

Compound Finals

Consonant finals in *pinyin* are grouped as follows:

1. *ai ei ao ou*
2. *an en ang eng ong*
3. *ia iao ie iu* ian in iang ing iong*
4. *ua uo uai ui** uan un*** uang ueng*
5. *üe üan ün*
6. *er*

* The main vowel *o* is omitted in the spelling of the final *iu* (*iu* = *iou*). Therefore, *iu* represents the sound *iou*. The *o* is especially conspicuous in third- and fourth-tone syllables.

** The main vowel *e* is omitted in the final *ui* (*ui* = *uei*). Like *iu* above, it is quite conspicuous in third- and fourth- tone syllables.

*** The main vowel *e* is omitted in *un* (*un* = *uen*).

In *pinyin*, compound finals are composed of a main vowel and one or two secondary vowels, or a main vowel and one secondary vowel followed by the nasal ending *-n* or *-ng*. When the initial vowels are *a*, *e*, or *o*, they are stressed. The vowels following are soft and brief. When the initial vowels are *i*, *u*, or *ü*, the main vowels come after them. *i*, *u*, and *ü* are transitional sounds. If there are vowels or nasal consonants after the main vowels, they should be unstressed as well. In a compound final, the main vowel can be affected by the phonemes before and after it. For instance, the *a* in *ian* is pronounced with a lower degree of aperture and a higher position of the tongue than the *a* in *ma*; and to pronounce the *a* in *ang*, the tongue has to be positioned more to the back of the mouth than is usually the case with *a*.

When pronouncing the *e* in *ei*, the tongue must be positioned a bit toward the front and a bit higher than it would be if pronouncing the simple vowel *e* alone. The *e* in *ie* is pronounced with a lower position of the tongue than the *e* in *ei*. When pronouncing the *e* in *en* and the *e* in a neutral tone like the second syllable of *gēge*, you should position your tongue in the center of your mouth, as with the pronunciation of the "e" in "the."

Audio

As noted above, in *pinyin* orthography some vowels are omitted for the sake of economy, e.g., *i(o)u*, *u(e)i*. However, when pronouncing such sounds, these vowels must not be omitted.

Pinyin spelling rules are as follows:

1. If there is no initial consonant before *i*, *i* is written as a semi-vowel, *y*. Thus *ia*, *ie*, *iao*, *iu*, *ian*, and *iang* become *ya*, *ye*, *yao*, *you* (note that the *o* cannot be omitted here), *yan*, and *yang*. Before *in* and *ing*, add *y*, e.g., *yin* and *ying*.

2. If there is no initial consonant before *ü*, add a *y* and drop the umlaut: *yu*, *yuan*, *yue*, *yun*.

3. *u* becomes *w* if it is not preceded by an initial, e.g., *wa*, *wai*, *wan*, *wang*, *wei*, *wen*, *weng*, *wo*. *u* by itself becomes *wu*.

4. *ueng* is written as *ong* if preceded by an initial, e.g., *tong*, *dong*, *nong*, *long*. Without an initial, it is *weng*.

5. To avoid confusion, an apostrophe is used to separate two syllables with connecting vowels, e.g., *nǚ'ér* (daughter) and the city *Xī'ān* (*nǚ* and *ér*, *Xī* and *ān* are separate syllables). Sometimes an apostrophe is also needed even if the two syllables are not connected by vowels, e.g., *fáng'ài* (to hinder) and *fāng'àn* (plan, scheme).

Practice your pronunciation with the audio exercises below:

Audio

C.1 *ai ei ao ou*

| pai | lei | dao | gou |
| cai | mei | sao | shou |

C.2 *an en ang eng ong*

C.2.a *an* vs. *ang*

| tan | tang | chan | chang |
| zan | zhang | gan | gang |

C.2.b *en* vs. *eng*

| sen | seng | shen | sheng |
| zhen | zheng | fen | feng |

C.2.c *eng* vs. *ong*

| cheng | chong | deng | dong |
| zheng | zhong | keng | kong |

C.3 *ia iao ie iu ian in iang ing iong*

C.3.a *ia* vs. *ie*

| jia | jie | qia | qie |
| xia | xie | ya | ye |

C.3.b *ian* vs. *iang*

| xian | xiang | qian | qiang |
| jian | jiang | yan | yang |

C.3.c *in* vs. *ing*

| bin | bing | pin | ping |
| jin | jing | yin | ying |

C.3.d *iu* vs. *iong*

| xiu | xiong | you | yong |

C.3.e *ao* vs. *iao*

| zhao | jiao | shao | xiao |
| chao | qiao | ao | yao |

C.3.f *an* vs. *ian*

| chan | qian | shan | xian |
| zhan | jian | an | yan |

C.3.g *ang* vs. *iang*

| zhang | jiang | shang | xiang |
| chang | qiang | ang | yang |

C.4 *ua uo uai ui uan un uang*

C.4.a	*ua* vs. *uai*		
shua	*shuai*	*wa*	*wai*

C.4.b	*uan* vs. *uang*		
shuan	*shuang*	*chuan*	*chuang*
zhuan	*zhuang*	*wan*	*wang*

C.4.c	*un* vs. *uan*		
dun	*duan*	*kun*	*kuan*
zhun	*zhuan*	*wen*	*wan*

C.4.d	*uo* vs. *ou*		
duo	*dou*	*zhuo*	*zhou*
suo	*sou*	*wo*	*ou*

C.4.e	*ui* vs. *un*		
tui	*tun*	*zhui*	*zhun*
dui	*dun*	*wei*	*wen*

C.5 *üe üan ün*

C.5.a	*ün* vs. *un*		
jun	*zhun*	*yun*	*wen*

C.5.b	*üan* vs. *uan*		
xuan	*shuan*	*juan*	*zhuan*
quan	*chuan*	*yuan*	*wan*

C.5.c	*üe*	
yue	*que*	*jue*

C.6 *er*

ger (*er* with a first tone does not exist in Mandarin, but the word "*ger*" [*ge* with the *r* ending] contains the final *er* in first tone. See D.1 Practice III for more examples.)

D # Tones

Every Chinese syllable has a tone.

Four Tones and Neutral Tone

D.1

There are four tones in Modern Standard Chinese.

The first tone is a high-level tone with a pitch value of 55 (see chart below); its tone mark is " ‾ ".

The second tone is a rising tone with a pitch value of 35; its tone mark is " ´ ".

The citation form of the third tone has a pitch value of 214. However, in normal speech it almost always occurs as a "half third tone" with a pitch value of 21. Its tone mark is " ˇ ". Please see D.2. Tone Sandhi for a discussion of how to pronounce third-tone syllables in succession.

The fourth tone is a falling tone with a pitch value of 51; its tone mark is " ` ".

In addition to the four tones, there is also a neutral tone in Modern Standard Chinese. Neutral tone words include those that do not have fundamental tones (e.g., the question particle *ma*), and those which do have tones when pronounced individually, but are not stressed in certain compounds

(e.g., the second *ba* in *bàba*, "father"). There are no tone marks for neutral tone syllables. A neutral tone syllable is pronounced briefly and softly, and its pitch value is determined by the stressed

syllable immediately before it. A neutral tone following a first-tone syllable, as in *māma* (mother), carries a pitch tone of 2. When it follows a second-tone syllable, a third-tone syllable, or a fourth-tone syllable, its pitch tone will be 3, 4, and 1 respectively.

Tones are crucial in Chinese. The same initial-final combination with different tones may have different meanings. For instance, *mā* is "mother," *má* is "hemp," *mǎ* is "horse," *mà* is "to scold," and *ma* is an interrogative particle. The four tones can be diagrammed as follows:

	First Tone	Second Tone	Third Tone	Fourth Tone
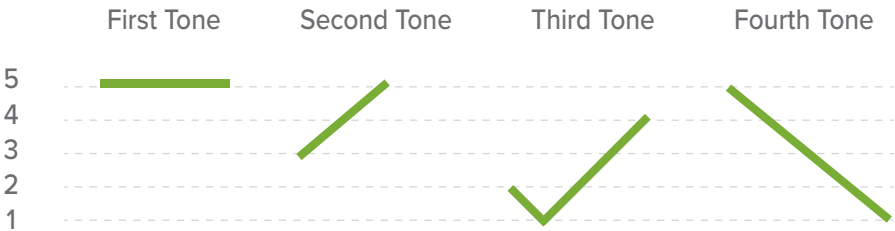
Tone marks are written above the main vowel of a syllable. The main vowel can be identified according to the following sequence: *a-o-e-i-u-ü*. For instance, in *ao* the main vowel is *a*. In *ei* the main vowel is *e*. There is one exception: when *i* and *u* are combined into a syllable, the tone mark is written on the second vowel: *iù*, *uì*.

D.1 **Practice I: Monosyllabic Words**

Audio

1.a Four Tones

bī	bí	bǐ	bì
pū	pú	pǔ	pù
dà	dǎ	dá	dā
shè	shě	shé	shē
tí	tī	tǐ	tì
kè	kě	kē	ké
jǐ	jí	jî	jī
gú	gù	gū	gǔ

1.b 1st vs. 2nd

zā	zá	hē	hé
chū	chú	shī	shí

1.c 1st vs. 3rd

tū	tǔ	xī	xǐ
mō	mǒ	shā	shǎ

1.d 1st vs. 4th

fā	fà	qū	qù
dī	dì	kē	kè

1.e 2nd vs. 1st

hú	hū	zhé	zhē
xí	xī	pó	pō

1.f 2nd vs. 3rd

gé	gě	jú	jǔ
tí	tǐ	rú	rǔ

1.g 2nd vs. 4th

lú	lù	cí	cì
mó	mò	zhé	zhè

1.h 3rd vs. 1st

tǎ	tā	gǔ	gū
mǐ	mī	chě	chē

1.i 3rd vs. 2nd

chǔ	chú	xǐ	xí
kě	ké	qǔ	qú

1.j 3rd vs. 4th

bǒ	bò	chǔ	chù
nǐ	nì	rě	rè

1.k 4th vs. 1st

jî	jī	sù	sū
là	lā	hè	hē

1.l 4th vs. 2nd

nà	ná	jù	jú
zè	zé	lù	lú

1.m 4th vs. 3rd

sà	sǎ	kù	kǔ
zì	zǐ	zhè	zhě

D.1 Practice II: Bisyllabic Words

	Tones	Examples		
2.a	1st+1st:	*chūzū*	*tūchū*	*chūfā*
2.b	1st+2nd:	*chātú*	*xīqí*	*chūxí*
2.c	1st+3rd:	*shēchǐ*	*gēqǔ*	*chūbǎn*
2.d	1st+4th:	*chūsè*	*hūshì*	*jīlǜ*
2.e	2nd+1st:	*shíshī*	*qíjī*	*shíchā*
2.f	2nd+2nd:	*jíhé*	*shépí*	*pígé*
2.g	2nd+3rd:	*jítǐ*	*bóqǔ*	*zhélǐ*
2.h	2nd+4th:	*qítè*	*fúlì*	*chíxù*
2.i	3rd+1st:	*zǔzhī*	*zhǔjī*	*lǐkē*
2.j	3rd+2nd:	*pǔjí*	*zhǔxí*	*chǔfá*
2.k	3rd+4th:	*lǚkè*	*gǔlì*	*tǐzhì*
2.l	4th+1st:	*zìsī*	*qìchē*	*lǜshī*
2.m	4th+2nd:	*fùzá*	*dìtú*	*shìshí*
2.n	4th+3rd:	*zìjǐ*	*bìhǔ*	*dìzhǐ*
2.o	4th+4th:	*mùdì*	*xùmù*	*dàdì*

Audio

D.1 Practice III: Words with "*er*" sound

3.a	*érzi*	*érqiě*
3.b	*ěrduo*	*mù'ěr*
3.c	*shí'èr*	*èrshí*

Audio

D.2 Tone Sandhi

If two third-tone syllables are spoken in succession, the first third tone becomes second tone (a tone change that linguists call tone sandhi), e.g.:

xǐlǐ	➡	*xílǐ*	(baptism)
chǐrǔ	➡	*chírǔ*	(shame)
qǔshě	➡	*qúshě*	(accept or reject)

Audio

Note: Following standard *pinyin* practice, we do not change the tone marks from third to second tone. Initially, the student has to consciously remember to pronounce the first syllable in the second tone; but through practice and imitation, it will soon become habit.

Practice your pronunciation with the audio exercises below:

Audio

chǔlǐ	➡	*chúlǐ*	*jǔzhǐ*	➡	*júzhǐ*
gǔpǔ	➡	*gúpǔ*	*zǐnǚ*	➡	*zínǚ*
bǐnǐ	➡	*bínǐ*	*zhǐshǐ*	➡	*zhíshǐ*

D.3 **Neutral Tone**

Audio

The neutral tone occurs in unstressed syllables, typically following a syllable with one of the four tones. It is unmarked, e.g.:

chēzi (car), *māma* (mom), *chúzi* (cook), *shūshu* (uncle), *lǐzi* (plum), *shìzi* (persimmon)

Practice your pronunciation with the audio exercises below:

Audio

1st+neutral	*māma*	*gēge*	*shīfu*	*chūqu*
2nd+neutral	*dízi*	*bóbo*	*bízi*	*chúle*
3rd+neutral	*lǐzi*	*qǐzi*	*dǐzi*	*fǔshang*
4th+neutral	*bàba*	*dìdi*	*kèqi*	*kùzi*

E **Combination Exercises**

Audio

1.
shān	*xiān*	*sān*
cháng	*qiáng*	*cáng*
zhǐ	*jǐ*	*zǐ*
lüè	*nüè*	*yuè*
kè	*lè*	*rè*

2.
Zhōngguó	*xīngqī*	*lǜshī*	*zhàopiàn*
zàijiàn	*tóngxué*	*xǐhuan*	*diànshì*
yīnyuè	*kělè*	*yǎnlèi*	*shàngwǔ*
cèsuǒ	*chūntiān*	*xiàwǔ*	*bànyè*
gōngkè	*kāishǐ*	*rìjì*	*cāntīng*
zuìjìn	*xīwàng*	*yīsheng*	*chūzū*
zhōumò	*guānxi*	*dòufu*	*jiéhūn*
liúxué	*nǚ'ér*	*shénme*	*suīrán*
wǎngqiú	*xǐzǎo*	*niánjí*	*yóuyǒng*

Writing System

<div style="border:1px solid green;">

A

Formation of Characters

</div>

Unlike English, Chinese is written in characters, each of which represents a syllable. Two sets of Chinese characters are in use: simplified characters and traditional characters. Simplified characters typically have fewer strokes than their traditional counterparts, though many characters are shared between the two sets. Characters have historically been divided into the following six categories:

A.1 象形 *(xiàngxíng)* **(pictographs, pictographic characters), e.g.:**

人 *(rén)*
person

山 *(shān)*
mountain

日 *(rì)*
sun

月 *(yuè)*
moon

木 *(mù)*
tree

A.2 指事 *(zhǐshì)* **(simple ideograms), e.g.:**

上 *(shàng)*
above

下 *(xià)*
below

A.3 會意 *(huìyì)* **(compound ideograms), e.g.:**

明 *(míng)*
bright

休 *(xiū)*
rest

A.4 形聲 *(xíngshēng)* **(pictophonetic characters [with one element indicating meaning and the other sound]), e.g.:**

江，河，飯，姑

A.5 轉注 *(zhuǎnzhù)* **(mutually explanatory characters), e.g.:**

老，考

A.6 假借 *(jiǎjiè)* **(phonetic loan characters), e.g.:**

來，我

A popular myth is that Chinese writing is pictographic, and that each Chinese character represents a picture. In fact, only a small proportion of Chinese characters evolved from pictures. The vast majority are pictophonetic characters consisting of a radical and a phonetic element. The radical often suggests the meaning of a character, and the phonetic element indicates its original pronunciation, which may or may not represent its modern pronunciation.

Basic Radicals

Although there are more than fifty thousand Chinese characters, you only need to know two or three thousand to be considered literate. Mastering two or three thousand characters is, of course, still a rather formidable task. However, the learning process is easier if you grasp the basic components of Chinese characters. Traditionally, Chinese characters are grouped according to their common components, known as radicals, 部首 *(bùshǒu)*. The 214 Kangxi radicals have been the standard set of radicals since the publication of the great *Kangxi Dictionary* (《康熙字典》) (《 *Kāngxī Zìdiǎn* 》) in 1716; although some contemporary dictionaries, which treat simplified characters as primary forms, have reduced that number to 189. If you know the radicals and other basic components well, you will find recognizing, remembering, and reproducing characters much easier. Knowing the radicals is also a must when using dictionaries that arrange characters according to their radicals. The following is a selection of forty radicals that everybody starting to learn characters should know. As you review the chart, identify where the radicals appear in the examples.

No.	Radical	Pinyin	English	Examples
1.	人（亻）	*rén*	person	今，他
2.	刀（刂）	*dāo*	knife	分，到
3.	力	*lì*	power	加，助
4.	又	*yòu*	right hand, again	友，取
5.	口	*kǒu*	mouth	叫，可
6.	口*	*wéi*	enclose	回，因
7.	土	*tǔ*	earth	在，坐
8.	夕	*xī*	sunset	外，多
9.	大	*dà*	big	天，太
10.	女	*nǚ*	woman	婆，好
11.	子	*zǐ*	child	字，孩
12.	寸	*cùn*	inch	寺，封
13.	小	*xiǎo*	small	少，尖
14.	工	*gōng*	labor, work	左，差
15.	幺	*yāo*	tiny, small	幻，幼
16.	弓	*gōng*	bow	引，弟
17.	心（忄）	*xīn*	heart	想，忙
18.	戈	*gē*	dagger-axe	我，或
19.	手（扌）	*shǒu*	hand	拿，打
20.	日	*rì*	sun	早，明

No.	Radical	Pinyin	English	Examples
21.	月	*yuè*	moon	期，朗
22.	木	*mù*	wood	李，杯
23.	水（氵）	*shuǐ*	water	氶，洗
24.	火（灬）	*huǒ*	fire	燒，熱
25.	田	*tián*	field	男，留
26.	目	*mù*	eye	看，睡
27.	示（礻）	*shì*	show	票，社
28.	糸（糹）	*mì*	fine silk	素，紅
29.	耳	*ěr*	ear	聾，聊
30.	衣（衤）	*yī*	clothing	袋，衫
31.	言	*yán*	speech	說，話
32.	貝	*bèi*	cowrie shell	貴，財
33.	走	*zǒu*	walk	趣，起
34.	足	*zú*	foot	跳，跑
35.	金	*jīn*	gold	錢，銀
36.	門	*mén*	door	間，開
37.	隹	*zhuī*	short-tailed bird	雖，集
38.	雨	*yǔ*	rain	雪，雲
39.	食（飠）	*shí*	eat	餐，飯
40.	馬	*mǎ*	horse	騎，驚

* Used as a radical only, not as a character by itself.

弓	弓	字	旁
孑	子	字	旁
女	女	字	旁
糹	絞	絲	旁

馬	馬	字	旁
扌	提	手	旁
艹	草	字	頭
大	大	字	頭

Two Chinese radical charts.

C

Basic Character Structures

To help you learn Chinese characters, we present the major structures for Chinese characters below. However, this list is not intended to be exhaustive. Less common structures are not covered here, and some of the components can be further divided into subcomponents. For example, by our classification, 照 is in the Top-Bottom structure, but its top component can be seen as a combination of 日 on the left and 召 on the right. Teachers are encouraged to explain the structures of individual characters whenever appropriate, and to emphasize that it is much easier to memorize a character by component than by individual stroke.

No.	Pattern		Examples
1.	Unitary		上 水 人 女 山 長 東
2.	Left-Right		忙 唱 便 漢 都 找 湯
3.	Top-Bottom		李 字 念 想 筆 花 緊
4.	Semi-Enclosing		同 周 問 間 風
5.	Enclosing		回 因 國 圖 圓
6.	Horizontal Trisection		班 街 掰 粥
7.	Vertical Trisection		鼻 幕 曼
8.	Left-Bottom Enclosing		這 起 過 道 適 題
9.	Left-Top Enclosing		床 麻 病 歷 屋

D

Basic Strokes

As you review the chart, identify where the strokes appear in the examples.

Basic Stroke	Chinese	Pinyin	English	Examples
丶	點	*diǎn*	dot	小，六
一	橫	*héng*	horizontal	一，六
丨	豎	*shù*	vertical	十，中
丿	撇	*piě*	downward left	人，大
乀	捺	*nà*	downward right	八，人
㇀	提	*tí*	upward	我，江
㇖	橫鈎	*hénggōu*	horizontal hook	你，字
亅	豎鈎	*shùgōu*	vertical hook	小，你
㇂	斜鈎	*xiégōu*	slanted hook	戈，我
㇕	橫折	*héngzhé*	horizontal bend	五，口
㇄	豎折	*shùzhé*	vertical bend	七，亡

Note: With the exception of the "*tí*" stroke (which moves upward to the right) and the "*piě*" stroke (which moves downward to the left), all Chinese strokes move from top to bottom, left to right.

Do you know the names of the strokes below? Can you write them properly?

丶　一　乀　丨　丿

E

Stroke Order

Following these stroke order rules will make it easier for you to accurately count the number of strokes in a character. Knowing the exact number of strokes in a character will help you find the character in a radical-based dictionary. Finally, your Chinese characters will look better if you write them in the correct stroke order!

1. **From left to right**　　川，人
2. **From top to bottom**　　三
3. **Horizontal before vertical**　　十
4. **From outside to inside**　　月
5. **Middle before two sides**　　小
6. **Inside before closing**　　日，回

Note: Learn the correct stroke order of the characters introduced in this book by using the associated Character Workbook.

Important Grammatical Features

Chinese grammar is relatively simple, since Chinese contains virtually no significant inflectional changes. However, beginners of Chinese should frequently review some fundamental characteristics of the language, even though not all these characteristics are unique to Chinese.

1. The most basic sentence structure in Chinese is:

   Subject + Verb + Object

   王朋　　喜歡　　打球。
   Wang Peng　like　　play ball

   Wang Peng likes to play ball.

2. In Chinese, modifiers of nouns go before the nouns.

   姐姐　　給我　買　　的　　襯衫。
   older sister　for　me　buy　　　shirt

   The shirt that my older sister bought me.

3. In Chinese, adverbials, which modify verbs, go before verbs. Adverbials typically follow the subject or the topic of the sentence.

   王朋　　昨天　看　了　一個　中國　電影。
   Wang Peng　yesterday　see　　one　China　movie

   Wang Peng watched a Chinese movie yesterday.

   Unlike in English, adverbials in Chinese never appear at the end of the sentence.

4. In general, Chinese nouns do not directly follow numerals; there must be a measure word in between.

   一　個　人
   a　　　person

   三　本　書
   three　books

5. If a sentence has multiple clauses with the same subject, the subject in the ensuing clauses is typically omitted. If two consecutive sentences have the same subject, the subject of the second sentence is typically represented by a pronoun.

   李友 在 商店 買 衣服。 她 買 了 一件 襯衫，
   Li You　at　store　buy　clothes　she　buy　　one　　shirt

   還 買 了 一條 褲子， 花 了 六十 塊 錢。
   also　buy　　one　pants　spend　　sixty　dollar　money

   Li You went shopping for clothes. She bought a shirt. She bought a pair of pants as well. She spent sixty dollars.

6. When the "recipient" of an action becomes known information to both interlocutors, the "recipient" of the action often appears at the beginning of the sentence as the "topic," and the rest of the sentence functions as a "comment." So the sentence structure becomes: Topic-Comment.

爸爸　昨天　給　了　我　一個　手機，　那个　手機　我　不　喜歡。

Dad　yesterday　give　I　one　cell phone,　that　cell phone　I　not　like

Dad bought me a cell phone yesterday, and I don't like it.

Useful Expressions

A | **Classroom Expressions**

🔊 Audio

You will hear these expressions every day in Chinese class.

1.	*Nǐ hǎo!*	How are you? How do you do? Hello.
2.	*Lǎoshī hǎo!*	How are you, teacher?
3.	*Shàng kè.*	Let's begin the class.
4.	*Xià kè.*	The class is over.
5.	*Dǎ kāi shū.*	Open the book.
6.	*Wǒ shuō, nǐmen tīng.*	I'll speak, you listen.
7.	*Kàn hēibǎn/báibǎn.*	Look at the blackboard/whiteboard.
8.	*Duì bu duì?*	Is it right?
9.	*Duì!*	Right! Correct!
10.	*Hěn hǎo!*	Very good!
11.	*Qǐng gēn wǒ shuō.*	Please repeat after me.
12.	*Zài shuō yí biàn.*	Say it again.
13.	*Dǒng bu dǒng?*	Do you understand?
14.	*Dǒng le.*	Yes, I/we understand; I/we do.
15.	*Zàijiàn!*	Goodbye!

B

Survival Expressions

 Audio

These expressions will help you survive in a Chinese language environment. A good language student constantly learns new words by asking questions. Learn the following expressions and start to acquire Chinese on your own.

1.	*Duìbuqǐ!*	Sorry!
2.	*Qǐng wèn . . .*	Excuse me . . . May I ask . . .
3.	*Xièxie!*	Thanks!
4.	*Zhè shì shénme?*	What is this?
5.	*Wǒ bù dǒng.*	I don't understand.
6.	*Qǐng zài shuō yí biàn.*	Please say it one more time.
7.	*" . . . " Zhōngwén zěnme shuō?*	How do you say " . . . " in Chinese?
8.	*" . . . " shì shénme yìsi?*	What does " . . . " mean?
9.	*Qǐng nǐ gěi wǒ . . .*	Please give me . . .
10.	*Qǐng nǐ gàosu wǒ . . .*	Please tell me . . .

C

Numerals

Knowing Chinese numerals will help you with basic tasks like shopping and asking for the time. You can get a head start by memorizing 0 to 10 now. After you've memorized them, try saying your telephone number in Chinese.

 Audio

○ *(líng)*	一 *(yī)*	二 *(èr)*	三 *(sān)*	四 *(sì)*	五 *(wǔ)*
zero	one	two	three	four	five

六 *(liù)*	七 *(qī)*	八 *(bā)*	九 *(jiǔ)*	十 *(shí)*
six	seven	eight	nine	ten

Lesson 1

第一課

Dì yī kè

問 好

Wèn hǎo

GREETINGS

Learning Objectives

In this lesson, you will learn to:

- Exchange basic greetings
- Ask for a person's family name and full name and provide your own
- Determine whether someone is a teacher or a student
- Ask where someone's from

Relate & Get Ready

In your own culture/community:

- How do people greet each other when meeting for the first time?
- Which do people say first, their given name or family name?
- How do acquaintances or close friends address each other?

Exchanging Greetings

Dialogue 1

At school, Wang Peng and Li You meet each other for the first time.

Audio

Video

你好 <u>a</u>！

你好！

請問 <u>b</u>，你 <u>c</u>貴姓？

我姓<u>1</u>*李。你呢<u>2</u>？

我姓王。李小姐<u>d</u>，你叫<u>3</u>什麼名字？

我叫李友。王先生，你叫什麼名字？

我叫王朋<u>4</u>。

Pinyin Dialogue

Nǐ hǎo <u>a</u>*!*

Nǐ hǎo!

Qǐng wèn <u>b</u>*, nǐ* <u>c</u> *guì xìng?*

Wǒ xìng <u>1</u> *Lǐ. Nǐ ne* <u>2</u>*?*

Wǒ xìng Wáng. Lǐ xiǎojiě <u>d</u>*, nǐ jiào* <u>3</u> *shénme míngzi?*

Wǒ jiào Lǐ Yǒu. Wáng xiānsheng, nǐ jiào shénme míngzi?

Wǒ jiào Wáng Péng <u>4</u>*.*

* Here and throughout the book, the blue lesson text and numbers correspond to explanations in the **Grammar section**.

Language Notes

a 你好! *(Nǐ hǎo!)*

This common greeting is used to address strangers as well as old acquaintances. To respond, simply repeat the same greeting.

b 請問 *(qǐng wèn)*

This is a polite phrase used to get someone's attention before asking a question or making an inquiry, similar to "excuse me, may I ask" in English.

c 你 *(nǐ)* vs. 您 *(nín)*

To be more polite and respectful, replace 你 *(nǐ)* with its honorific form, 您 *(nín)*. [See Language Note A, Dialogue 1, Lesson 6.]

d 小姐 *(xiǎojiě)*

This is a word with two third-tone syllables. The tone sandhi rule applies, thus making the first third tone, 小 *(xiǎo)*, a second tone. The second syllable, 姐 *(jiě)*, can also be pronounced in the neutral tone.

Vocabulary

Audio

Flashcards
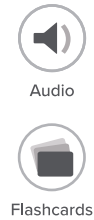
No.	Word	Pinyin	Part of Speech	Definition
1	你	*nǐ*	pr	you
2	好	*hǎo*	adj	fine, good, nice, OK, it's settled
3	請	*qǐng*	v	please (polite form of request), to treat or to invite (somebody)
4	問	*wèn*	v	to ask (a question)
5	貴	*guì*	adj	honorable, expensive
6	姓	*xìng*	v/n	(one's) family name is . . . ; family name [See Grammar 1.]
7	我	*wǒ*	pr	I, me
8	呢	*ne*	qp	(question particle) [See Grammar 2.]
9	小姐	*xiǎojiě*	n	Miss, young lady
10	叫	*jiào*	v	to be called, to call [See Grammar 3.]
11	什麼	*shénme*	qpr	what
12	名字	*míngzi*	n	name
13	先生	*xiānsheng*	n	Mr., husband, teacher
14	李友	*Lǐ Yǒu*	pn	(a personal name)
	李	*lǐ*	pn/n	(a family name); plum
15	王朋	*Wáng Péng*	pn	(a personal name)
	王	*wáng*	pn/n	(a family name); king

你叫什麼名字？

Nǐ jiào shénme míngzi?
What is your name?

我叫 _____ 。
Wǒ jiào _____.

How About You?

Grammar

<u>**1**</u> | **The verb** 姓 *(xìng)*

姓 *(xìng)* is both a noun and a verb. When it is used as a verb, it must be followed by an object.

A Q: 你姓什麼？   A: 我姓李。

Nǐ xìng shénme?   *Wǒ xìng Lǐ.*

What is your family name?   My family name is Li.

姓 *(xìng)* is usually negated with 不 *(bù)*. [See Grammar 7.]

B Q: 你姓李嗎？   A: 我不姓李。 [✗ 我不姓。]

Nǐ xìng Lǐ ma?   *Wǒ bú xìng Lǐ.*

Is your family name Li?   My family name is not Li.

The polite way to ask for and give a family name is as follows.

C Q: 你貴姓？   [✗ 你貴姓什麼？]

Nǐ guì xìng?

What is your family name?
(Lit. Your honorable family name is . . . ?)

Remember to drop the honorific 貴 *(guì)* when you reply.

A: 我姓王。   [✗ 我貴姓王。]

Wǒ xìng Wáng.

My family name is Wang.

You can also respond to 你貴姓 *(nǐ guì xìng)* by saying 免貴姓王 *(miǎn guì xìng Wáng)*, 免貴姓李 *(miǎn guì xìng Lǐ)*. (Lit. Dispense with "honorable." [My] family name is Wang/Li.)

EXERCISES

Complete these exchanges with your own family name.

1   Q: 請問，你貴姓？   A: 我姓＿＿＿＿。

2   Q: 你姓什麼？   A: 我姓＿＿＿＿。

2 | Questions ending with 呢 (ne)

呢 (ne) often follows a noun or pronoun to form a question when the content of the question is already clear from the context.

A

Q: 請問，你貴姓？

Qǐng wèn, nǐ guì xìng?

What's your family name, please?

A: 我姓李，你呢？

Wǒ xìng Lǐ, nǐ ne?

My family name is Li. How about you?

B

Q: 你叫什麼名字？

Nǐ jiào shénme míngzi?

What's your name?

A: 我叫王朋，你呢？

Wǒ jiào Wáng Péng, nǐ ne?

My name is Wang Peng. How about you?

When 呢 (ne) is used in this way, there must be some context. In each of the two examples above, the context is provided by the preceding sentence: 我姓李 (*wǒ xìng Lǐ*) in (A), and 我叫王朋 (*wǒ jiào Wáng Péng*) in (B).

GET Real WITH CHINESE

You're at the first meeting of your college's Chinese Student Association. What is this sophomore's name?

姓名　李好
职务　主席
编号　CSA16035

EXERCISES

In pairs, ask and give your name and family name.

1   **Q:** 我姓＿＿＿＿，你呢？   **A:** 我姓＿＿＿＿。

2   **Q:** 我叫＿＿＿＿，你呢？   **A:** 我叫＿＿＿＿。

---

3 | **The verb 叫 *(jiào)***

While 叫 *(jiào)* has several meanings, it means "to be called" in this lesson. Like 姓 *(xìng)*, it must be followed by an object, which can be either a full name or a given name, but seldom a given name that consists only of one syllable.

A   **Q:** 你叫什麼名字？   **A:** 我叫王小朋。

Nǐ jiào shénme míngzi?   *Wǒ jiào Wáng Xiǎopéng.*

What is your name?   My name is Wang Xiaopeng.

叫 *(jiào)* is usually negated with 不 *(bù)*. [See Grammar 7.]

B   **Q:** 你叫李生嗎？   **A:** 我不叫李生。

Nǐ jiào Lǐ Shēng ma?   *Wǒ bú jiào Lǐ Shēng.*

Is your name Li Sheng?   My name is not Li Sheng.

EXERCISES

Take turns answering the questions below.

1   **Q:** 請問，你叫什麼名字？   **A:** 我叫＿＿＿＿。

2   **Q:** 你叫李好嗎？   **A:** 我不叫＿＿＿＿。

---

4 | **Subject + verb + object**

From the examples in the previous Grammar Points, we can see that the basic word order in a Chinese sentence is subject + verb + object.

The word order remains the same in statements and questions. You don't place the question word at the beginning of a question as you do in English, unless that question word is the subject. [See also Grammar 3, Lesson 2, and Grammar 1, Lesson 4.]

Language Practice

Mix and mingle	INTERPERSONAL

Introduce yourself to your classmates using the outline below.

Student A 你好！

Nǐ hǎo!

Student B _____ 。

_____.

Student A 請問，你貴姓？

Qǐng wèn, nǐ guì xìng?

Student B 我姓 _____。你呢？

Wǒ xìng _____. Nǐ ne?

Student A 我姓 _____，我叫 _____。你叫
什麼名字？

Wǒ xìng _____, wǒ jiào _____. Nǐ jiào shénme míngzi?

Student B 我叫 _____ 。

Wǒ jiào _____.

Characterize it!
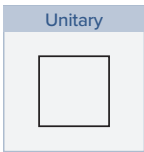
Unitary	1	2	3	4	5
☐	小	請	王	生	貴

Which of these characters are formed with the pattern on the left?

More
characters

B Getting acquainted INTERPERSONAL

Complete the following exchange between two people who have never met before. Do a role-play based on the prompts.

Student A

你好！

Nǐ hǎo!

Student B

_____ 。

_____.

Student A

我姓 _____ ，請問，你貴姓？

Wǒ xìng _____, qǐng wèn, nǐ guì xìng?

Student B

_____ 。

_____.

Student A

_____ ，你叫什麼名字？

_____, *nǐ jiào shénme míngzi?*

Student B

我叫 _____ 。

Wǒ jiào _____.

�॥ ⌃	9:41 PM	85% ▭
‹ Contacts		Q

李朋

李友

王朋

王友

Chinese Chat

You want to add Wang Peng and Li You to a group text message. From this contact list, which names would you select?

Where Are You From?

Dialogue 2

Wang Peng and Li You start chatting after bumping into each other on campus.

Audio

Video

王先生，你是⁵老師嗎⁶？

我不⁷ᵃ是老師，我是學生。

李友，你呢？

我也⁸是學生。你是中國人嗎？

是ᵇ，我是北京人。你是

美國人嗎？

是，我是紐約人。

Pinyin Dialogue

Wáng xiānsheng, nǐ shì⁵ lǎoshī ma⁶?

Wǒ bú⁷ᵃ shì lǎoshī, wǒ shì xuésheng. Lǐ Yǒu, nǐ ne?

Wǒ yě⁸ shì xuésheng. Nǐ shì Zhōngguó rén ma?

Shì ᵇ, wǒ shì Běijīng rén. Nǐ shì Měiguó rén ma?

Shì, wǒ shì Niǔyuē rén.

China has the fastest growing air passenger market in the world. Based on his boarding pass, identify this traveler's flight plan.

GET
Real
WITH CHINESE

Language Notes

a 不

The original tone of 不 is the falling or fourth tone, "bù." However, when followed by another fourth tone syllable, 不 changes to second tone, as in 不是 *(bú shì)*.

b 是 *(shì)*/不是 *(bú shì)*

These are not universal equivalents of "yes" and "no." One does not always need to introduce an affirmative answer to a yes/no question with 是 *(shì)* or a negative answer with 不是 *(bú shì)*. For instance, to answer the question 你姓王嗎？*(Nǐ xìng Wáng ma?)* (Is your family name Wang?) affirmatively, one can reply, 對，我姓王 *(Duì, wǒ xìng Wáng)* (Yes, my family name is Wang) or simply, 我姓王 *(Wǒ xìng Wáng)*. To answer the question negatively, say 不，我不姓王 *(Bù, wǒ bú xìng Wáng)* (No, my family name is not Wang), or simply, 我不姓王 *(Wǒ bú xìng Wáng)*.

Vocabulary

Audio

Flashcards

No.	Word	Pinyin	Part of Speech	Definition
1	是	*shì*	v	to be [See Grammar 5.]
2	老師	*lǎoshī*	n	teacher
3	嗎	*ma*	qp	(question particle) [See Grammar 6.]
4	不	*bù*	adv	not, no [See Grammar 7.]
5	學生	*xuésheng*	n	student
6	也	*yě*	adv	too, also [See Grammar 8.]
7	人	*rén*	n	people, person
8	中國	*Zhōngguó*	pn	China
9	北京	*Běijīng*	pn	Beijing
10	美國	*Měiguó*	pn	America
11	紐約	*Niǔyuē*	pn	New York

你是美國人嗎？

Nǐ shì Měiguó rén ma?

Are you American?

（不）是，我是＿＿＿＿＿＿＿人。

(Bú) shì, wǒ shì ＿＿＿＿＿＿＿ rén.

See index for corresponding vocabulary or research another term.

How About You?

Grammar

<u>5</u> | **The verb 是 *(shì)* (to be)**

是 *(shì)* (to be) is a verb that can be used to link two things that are in some way equivalent. These two things can be nouns, pronouns, or noun phrases, e.g.:

A Q: 你是老師嗎？

Nǐ shì lǎoshī ma?

Are you a teacher?

A: 我是老師。

Wǒ shì lǎoshī.

I am a teacher.

B 李友是學生。

Lǐ Yǒu shì xuésheng.

Li You is a student.

是 *(shì)* is negated with 不 *(bù)*. [See also Grammar 7.]

C 王朋不是美國人。

Wáng Péng bú shì Měiguó rén.

Wang Peng is not American.

EXERCISES

Form questions and affirmative answers based on the information below. Use exercise 1 as an example.

1   王朋　　　　　學生

→ Q: 王朋是學生嗎？ A: 王朋是學生。

2   李友　　　　　美國人

3   王朋　　　　　北京人

6 | Questions ending with 嗎 *(ma)*

When 嗎 *(ma)* is added to the end of a declarative statement, that statement turns into a question. To answer the question in the affirmative, drop 嗎 *(ma)* from the end of the question. To answer the question in the negative, drop 嗎 *(ma)*, and insert a negative adverb—usually 不 *(bù)*—before the verb. [See Grammar 7.]

A   Q: 你是老師嗎？

Nǐ shì lǎoshī ma?

Are you a teacher?

A: 我是老師。

Wǒ shì lǎoshī.

I am a teacher. (affirmative)

A: 我不是老師。

Wǒ bú shì lǎoshī.

I am not a teacher. (negative)

B   Q: 你姓王嗎？

Nǐ xìng Wáng ma?

Is your family name Wang?

A: 我姓王。

Wǒ xìng Wáng.

My family name is Wang. (affirmative)

A: 我不姓王。

Wǒ bú xìng Wáng.

My family name is not Wang. (negative)

7 | **The negative adverb** 不 *(bù)* **(not, no)**

In Chinese, there are two main negative adverbs. One of the two, 不 *(bù)* (not, no), occurs in this lesson.

A 我不是北京人。

Wǒ bú shì Běijīng rén.

I am not from Beijing.

B 李友不是中國人。

Lǐ Yǒu bú shì Zhōngguó rén.

Li You is not Chinese.

C 老師不姓王。

Lǎoshī bú xìng Wáng.

The teacher's family name is not Wang.

D 我不叫李中。

Wǒ bú jiào Lǐ Zhōng.

My name is not Li Zhong.

EXERCISES

Give negative answers to these questions. Use exercise 1 as an example.

1 Q: 李友是中國人嗎？

→ A: 李友不是中國人。

2 Q: 王朋是老師嗎？

3 Q: 李友是北京人嗎？

More exercises

8 The adverb 也 *(yě)* (too, also)

The adverb 也 *(yě)* basically means "too" or "also." In Chinese, adverbs, especially one-syllable adverbs, normally appear after subjects and before verbs. The adverb 也 *(yě)* cannot be put before the subject or at the very end of a sentence.

A   我也是學生。

Wǒ yě shì xuésheng.

I'm a student, too.

B   王朋是學生，李友也是學生。

Wáng Péng shì xuésheng, Lǐ Yǒu yě shì xuésheng.

Wang Peng is a student. Li You is a student, too.

C   你是中國人，我也是中國人。

Nǐ shì Zhōngguó rén, wǒ yě shì Zhōngguó rén.

You are Chinese. I am Chinese, too.

[✗ ……我是中國人也。]
[✗ ……也我是中國人。]

When the adverb 也 *(yě)* is used together with the negative adverb 不 *(bù)* (not, no), 也 *(yě)* is placed before 不 *(bù)*.

D   王朋不是老師，李友也不是老師。

Wáng Péng bú shì lǎoshī, Lǐ Yǒu yě bú shì lǎoshī.

Wang Peng is not a teacher. Li You is not a teacher, either.

E 你不是紐約人，我**也不**是紐約人。

Nǐ bú shì Niǔyuē rén, wǒ yě bú shì Niǔyuē rén.

You are not from New York. I am not from New York, either.

EXERCISES

Use these sentences to form question-and-answers, inserting 也 where appropriate. Use exercise 1 as an example.

⊕
More
exercises

1   王朋是學生。

→ Q: 王朋是學生，你呢？ A: 我也是學生。

2   李友是美國人。

3   李友不是老師。

Chinese Chat

A friend you just met online is chatting with you on Google Hangouts. How would you reply?

☰ You   Rebecca Jankiv   🎥 ⋮

➕ New conversation

Rebecca Jankiv   Mon
You: ...

Joel Smithson   Fri
You: ...

你好！你是紐約人嗎？
Rebecca • Mon, 5:45 PM

...

我是學生，你呢？
Rebecca • Mon, 5:50 PM

...

☺ Send a message   🖼
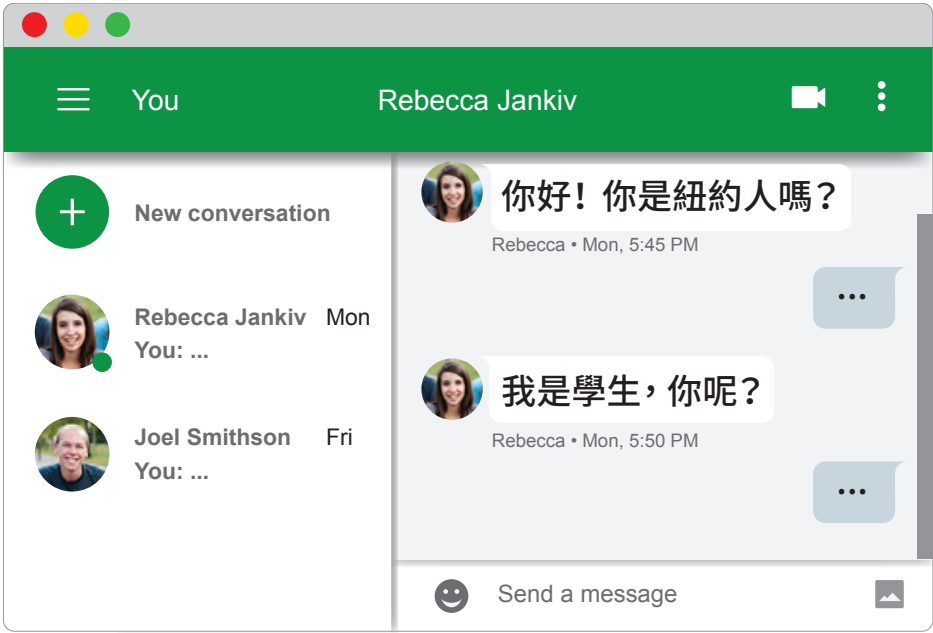
Language Practice

<u>C</u> | **Getting to know you** | INTERPERSONAL

In pairs, form a question-and-answer, inserting 是 *(shì)* in the ◇ and 嗎 *(ma)* when needed, e.g.:

王朋 ◇ 學生

Wáng Péng ◇ xuésheng

Q: 王朋是學生嗎?   *Wáng Péng shì xuésheng ma?*
A: 王朋是學生。   *Wáng Péng shì xuésheng.*

1 李友◇美國人   *Lǐ Yǒu ◇ Měiguó rén*

2 王朋◇中國人   *Wáng Péng ◇ Zhōngguó rén*

3 李友◇美國學生   *Lǐ Yǒu ◇ Měiguó xuésheng*

4 王朋◇北京人   *Wáng Péng ◇ Běijīng rén*

5 李友◇紐約人   *Lǐ Yǒu ◇ Niǔyuē rén*

6 你◇學生   *nǐ ◇ xuésheng*

<u>D</u> | **On the contrary** | INTERPERSONAL

In pairs, ask and answer the following questions, using 不 *(bú)* where appropriate, e.g.:

Q: 李小姐叫李朋？   *Lǐ xiǎojiě jiào Lǐ Péng ma?*
A: 李小姐不叫李朋。   *Lǐ xiǎojiě bú jiào Lǐ Péng.*

1 李友是中國人嗎？   *Lǐ Yǒu shì Zhōngguó rén ma?*

2 你是王朋嗎？   *Nǐ shì Wáng Péng ma?*

3 王朋是紐約人嗎？   *Wáng Péng shì Niǔyuē rén ma?*

4 王先生叫王友嗎？

Wáng xiānsheng jiào Wáng Yǒu ma?

5 你叫李友嗎？

Nǐ jiào Lǐ Yǒu ma?

E **What about you?** INTERPERSONAL

In pairs, ask and answer the following questions with a partner, using 也 *(yě)* where appropriate.

1 王朋是中國人，你也是中國人嗎？

Wáng Péng shì Zhōngguó rén, nǐ yě shì Zhōngguó rén ma?

2 李友是紐約人，你也是紐約人嗎？

Lǐ Yǒu shì Niǔyuē rén, nǐ yě shì Niǔyuē rén ma?

3 王朋不是老師，你呢？

Wáng Péng bú shì lǎoshī, nǐ ne?

4 李友不是中國人，你呢？

Lǐ Yǒu bú shì Zhōngguó rén, nǐ ne?

5 王朋姓王，你也姓王嗎？

Wáng Péng xìng Wáng, nǐ yě xìng Wáng ma?

Characterize it!

What do the characters mean?

What is the common radical?

What does the radical mean?

How does the radical relate to the overall meaning of the characters?

❶ 呢 ❷ 叫 ❸ 嗎 ❹ 名

More characters

F

Where are you from?

Interview your classmates to find out what country, state, or city they're from. Attach the word 人 (rén) (person) to the name of the country, state, or city to indicate nationality or place of residence, e.g.:

我是美國 (Wǒ shì Měiguó)/California/Boston 人 (rén) 。

Student A　我是美國人，你呢？

Wǒ shì Měiguó rén, nǐ ne?

Student B　······

...

Student A　你是 (state) 人嗎？

Nǐ shì (state) rén ma?

Student B　我是······人。/
我不是······人，我是······人。

Wǒ shì . . . rén./Wǒ bú shì . . . rén, wǒ shì . . . rén.

Student A　你是 (city) 人嗎？

Nǐ shì (city) rén ma?

Student B　我是 ······ 人。你呢？

Wǒ shì . . . rén, nǐ ne?

Student A　我是 ······ 人。

Wǒ shì . . . rén.

Pronunciation

Practice your pronunciation with the audio exercises below.

1 Initials:

	b	p	d	t
1	bǎo	pǎo	dā	tā
2	bān	pān	dí	tí
3	bù	pù	duì	tuì
4	bō	pō	dīng	tīng
5	bēng	pēng	dēng	tēng

2 Initials:

	j	q	z	c
1	jiāo	qiāo	zāi	cāi
2	jǐng	qǐng	zǎo	cǎo
3	jīn	qīn	zì	cì
4	jiè	qiè	zè	cè
5	jiàn	qiàn	zhè	chè

3 Initials:

	sh	s	x
1	shà	sà	xià
2	shàn	sàn	xiàn
3	shēn	sēn	xīn
4	shēng	sēng	xīng

4 Tones:

1	tiāntiān	5	xīngqī
2	jīnnián	6	fādá
3	jīnglǐ	7	fāzhǎn
4	shēngqì	8	shēngdiào

5 Tone combinations:

1	nǐ hǎo	5	hǎo duō
2	Lǐ Yǒu	6	nǐ lái
3	lǎohǔ	7	hǎo shū
4	zhǎnlǎn	8	qǐng wèn

6 The neutral tone:

1	xiānsheng	5	wǒ de
2	míngzi	6	nǐ de
3	xiáojie	7	tā de
4	shénme	8	shéi de

CULTURAL LITERACY

文化e

Continue
to explore

FAMILY names

姓 氏

Most Chinese family names, 姓 *(xìng)*, are monosyllabic. There are, however, a few disyllabic family names such as 歐陽 *(Ōuyáng)* and 司徒 *(Sītú)*. The number of Chinese family names is fairly limited. According to the most recent census, the most common family names are 王 *(Wáng)*, 李 *(Lǐ)*, 張 *(Zhāng)*, 劉 *(Liú)*, and 陳 *(Chén)*. Family names precede official titles and other forms of address: 王先生 *(Wáng xiānsheng)* (Mister Wang), 李老師 *(Lǐ lǎoshī)* (Teacher Li), etc. When addressing strangers, it is proper to say 先生 *(xiānsheng)* (Mr.) or 小姐 *(xiǎojiě)* (Miss) following their family name.

In China, family names were originally passed down along maternal lines. Indeed, some of the most ancient Chinese family names, such as 姬 *(Jī)*, 嬀 *(Guī)*, 姒 *(Sì)*, 姚 *(Yáo)*, and 姜 *(Jiāng)*, as well as the character 姓 *(xìng)*, contain the female radical 女 *(nǚ)*. Aristocratic men and women were born with a 姓 *(xìng)*, which came to indicate paternal lineage in subsequent ages. However, with the expansion of clans, aristocratic men would adopt a 氏 *(shì)* as a secondary family name. By the Western Han period (207 BCE–8 CE), 姓 *(xìng)* and 氏 *(shì)* had become indistinguishable, and even commoners had acquired family names. Thus, family names, 姓 *(xìng)*, are sometimes called 姓氏 *(xìngshì)*.

When talking about family names, many Chinese people will reference the *Hundred Family Names*, 百家姓 *(Bǎi Jiā Xìng)*, which records the known family names of the Northern Song Dynasty in the tenth century. The more than four hundred family names included are arranged in four-character lines, with every other line rhymed. This book was a popular reading primer for schoolchildren.

COMPARE & CONTRAST

1. Search for the idiom 張三 李四 *(Zhāng Sān Lǐ Sì)* using the keywords "張三 李四" and "English." Why do you think the family names 張 *(Zhāng)* and 李 *(Lǐ)* are singled out? What is the English equivalent of this idiomatic Chinese expression, and what are some of the most common family names in English?

2. Chinese personal names often carry special meanings. Give examples of personal names with special meanings from other cultures.

FULL names

In Chinese, family names always precede personal or given names, 名 *(míng)*. Personal names usually carry auspicious meanings. They can be either monosyllabic, written in one character, or disyllabic, written in two characters. A person is seldom referred to by his or her family name alone. For example, Wang Peng, 王朋 *(Wáng Péng)*, should not be referred to as Wang. Additionally, when introducing oneself or someone else, one does not usually mention a monosyllabic personal name alone. For example, Wang Peng would not say ✖ 我叫朋 *(Wǒ jiào Péng)* or ✖ 她叫友 *(Tā jiào Yǒu)* when introducing Li You. Instead, he would typically say 我叫王朋 *(Wǒ jiào Wáng Péng)* and 她叫李友 *(Tā jiào Lǐ Yǒu)*.

When meeting someone for the first time, it is polite to first ask for a family name. Then the question 你叫什麼名字? *(Nǐ jiào shénme míngzi?)* (What is your name?) can be asked to find out the person's given name or full name.

In Chinese culture, the use of given names often suggests a much higher degree of intimacy than is the case in the West. If one's given name is monosyllabic, its use is even more limited and is usually confined to couples. For example, Wang Peng's girlfriend could address him as Peng, but most people would call him Wang Peng.

Lesson Wrap-Up

Make It Flow!

Rearrange the following sentences into a logical sequence. Then combine them into a coherent self-introduction. Remember to omit repetitive elements where appropriate.

_____我是北京人。

_____我叫王朋。

__1__我姓王。

Role-Play

You are at the first event hosted by your school's Chinese-American Student Association. Be friendly! Meet and greet and introduce yourself.

Student A   You are an American student from New York City.

Student B   You are a Chinese student from Beijing.

Student C   You are an American teacher from Boston.

Student D   You are a Chinese student from Shanghai.

Video

Make a short video introducing yourself in Chinese and post it on social media.

Can-Do Check List

✓ I can

Before proceeding to Lesson 2, make sure you can complete the following tasks in Chinese:

- ☐ Exchange basic greetings
- ☐ Say my family name and full name
- ☐ Ask for someone's family name and full name
- ☐ Say if I am a student or not
- ☐ State my nationality
- ☐ Ask where someone's from

Lesson 2

第二課

Dì èr kè

家庭

Jiātíng

FAMILY

Learning Objectives

In this lesson, you will learn to:

- Use basic kinship terms for family members
- Describe a family photo
- Ask about someone's profession
- Name some common professions

Relate & Get Ready

In your own culture/community:

- What is the typical family structure?
- Do adults consider their parents' house their home?
- Do adults live with their parents?
- When talking about family members, do people mention their father or mother first?
- Is it appropriate to ask about people's professions when you first meet them?

Looking at a Family Photo

Dialogue 1

Audio

Video

Wang Peng is in Gao Wenzhong's room and points to a picture on the desk.

高文中，那是你的[1]照片嗎？

They walk toward the picture and stand in front of it.

是。這是我爸爸，這是我媽媽。

這[a]個[2]女孩子是誰[3]？

她是我姐姐。

這個男孩子是你弟弟嗎？

不是，他是我大哥的兒子[b]。

你大哥有[4]女兒嗎？

他沒有女兒。

Pinyin Dialogue

Wang Peng is in Gao Wenzhong's room and points to a picture on the desk.

Gāo Wénzhōng, nà shì nǐ de[1] zhàopiàn ma?

They walk toward the picture and stand in front of it.

Shì. Zhè shì wǒ bàba, zhè shì wǒ māma.

Zhè[a] ge[2] nǚ háizi shì shéi[3]?

Tā shì wǒ jiějie.

Zhè ge nán háizi shì nǐ dìdi ma?

Bú shì, tā shì wǒ dàgē de érzi[b].

Nǐ dàgē yǒu[4] nǚ'ér ma?

Tā méiyǒu nǚ'ér.

a 這，那

In colloquial Chinese, 這 can also be pronounced as *zhèi* and 那 as *nèi* when they are followed by a measure word or a numeral and a measure word.

b 兒子 *(érzi)*，女兒 *(nǚ'ér)*

Do not refer to someone's son, 兒子 *(érzi)*, as 男孩子 *(nán háizi)* (boy), or someone's daughter, 女兒 *(nǚ'ér)*, as 女孩子 *(nǚ háizi)* (girl).

Vocabulary

Audio

Flashcards
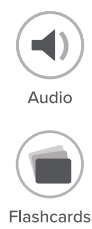
No.	Word	Pinyin	Part of Speech	Definition
1	那	*nà*	pr	that
2	的	*de*	p	(a possessive or descriptive particle) [See Grammar 1.]
3	照片	*zhàopiàn*	n	picture, photo
4	這	*zhè*	pr	this
5	爸爸	*bàba*	n	father, dad
6	媽媽	*māma*	n	mother, mom
7	個	*gè/ge*	m	(measure word for many common everyday objects) [See Grammar 2.]
8	女	*nǚ*	adj	female
9	孩子	*háizi*	n	child
10	誰	*shéi*	qpr	who, whom [See Grammar 3.]

GET Real WITH CHINESE

While on a family trip to Hong Kong, you see this sign. What is the instruction?

請勿拍照

No.	Word	Pinyin	Part of Speech	Definition
11	她	tā	pr	she, her
12	姐姐	jiějie	n	older sister
13	男	nán	adj	male
14	弟弟	dìdi	n	younger brother
15	他	tā	pr	he, him
16	大哥	dàgē	n	eldest/oldest brother
17	兒子	érzi	n	son
18	有	yǒu	v	to have, to exist [See Grammar 4 and Grammar 5.]
19	女兒	nǚ'ér	n	daughter
20	沒	méi	adv	not
21	高文中	Gāo Wénzhōng	pn	(a personal name)
	高	gāo	pn/adj	(a family name); tall, high

How About You?

這是誰？

Zhè shì shéi?

Who is this?

這是 _____ 。

Zhè shì _____.

Bring a family photo to class, like the ones above, and identify your family members.

Grammar

1   The particle 的 *(de)* **(I)**

To indicate a possessive relationship, the particle 的 is used between the "possessor" and the "possessed." To that extent, it is equivalent to the "'s" structure in English, as in 老師的名字 *(lǎoshī de míngzi)* (teacher's name). The particle 的 *(de)* is often omitted in colloquial speech after a personal pronoun. Therefore, we say "王朋的媽媽" *(Wáng Péng de māma)* (Wang Peng's mother) but "我媽媽" *(wǒ māma)* (my mother). [See also Grammar 4, Lesson 3.]

EXERCISES

More exercises

Translate these phrases containing the particle 的.

1   李友的爸爸

2   哥哥的女兒

2   Measure words (I)

In Chinese, a numeral is usually not followed immediately by a noun. Instead, a measure word is inserted between the number and the noun, as in (A), (B), and (C). Similarly, a measure word is often inserted between a demonstrative pronoun and a noun, as in (D) and (E). There are over one hundred measure words in Chinese, but you will come across only two or three dozen in everyday speech. Many nouns are associated with specific measure words, which are often related in meaning to the nouns.

個 *(gè/ge)* is the single most common measure word in Chinese. It is also sometimes used as a substitute for other measure words.

A   一個人

yí ge rén

a person

C   一個老師

yí ge lǎoshī

a teacher

B   一個學生

yí ge xuésheng

a student

D   這個孩子

zhè ge háizi

this child

E   那個男學生

nà ge nán xuésheng

that male student

EXERCISES

Translate these phrases containing the measure word 個.

1   一個中國人

2   三個弟弟

3   Question pronouns

Question pronouns include 誰 *(shéi)* (who/whom), 什麼 *(shénme)* (what), 哪 *(nǎ/něi)* (which) [see Lesson 6], 哪兒 *(nǎr)* (where) [see Lesson 5], and 幾 *(jǐ)* (how many). In a question with a question pronoun, the word order is exactly the same as that in a declarative sentence. Therefore, when forming a question with a question pronoun, start with a declarative sentence and then replace the relevant part with the appropriate question pronoun.

A   那個女孩子是李友。

Nà ge nǚ háizi shì Lǐ Yǒu.

That girl is Li You.

那個女孩子 *(Nà ge nǚ háizi)* can be replaced with 誰 *(shéi)* to form the question below.

誰是李友？

Shéi shì Lǐ Yǒu?

Who is Li You?

Here 誰 *(shéi)* functions as the subject of the sentence and occupies the same position as 那個女孩子 *(Nà ge nǚ háizi)* in the corresponding statement. 李友 *(Lǐ Yǒu)* in (A) can also be replaced with 誰 *(shéi)* to form the question below.

那個女孩子是誰？

Nà ge nǚ háizi shì shéi?

Who is that girl?

誰 *(shéi)* functions as the object of the sentence and occupies the same position as 李友 *(Lǐ Yǒu)*.

B

Q: 誰是老師？

Shéi shì lǎoshī?

Who is a teacher?

A: 李先生是老師。

Lǐ xiānsheng shì lǎoshī.

Mr. Li is a teacher.

C

Q: 那個女孩子姓什麼？

Nà ge nǚ háizi xìng shénme?

What's that girl's family name?

A: 那個女孩子姓王。

Nà ge nǚ háizi xìng Wáng.

That girl's family name is Wang.

D

Q: 誰有姐姐？

Shéi yǒu jiějie?

Who has older sisters?

A: 高文中有姐姐。

Gāo Wénzhōng yǒu jiějie.

Gao Wenzhong has an older sister.

EXERCISES

Use the question pronoun 誰 to survey your classmates.

1 Q: 誰是＿＿＿＿？ A: 我是＿＿＿＿。

2 Q: 誰有＿＿＿＿？ A: 我有＿＿＿＿。

☀

新濾鏡　新濾鏡

篩選　編輯

Chinese Chat

You're about to post this picture of a family member on Instagram. What caption would you write? Use the hashtag #姐姐.

‹ 新帖子 ⌄

撰寫說明……

👤 標註用戶

📍 新增地點
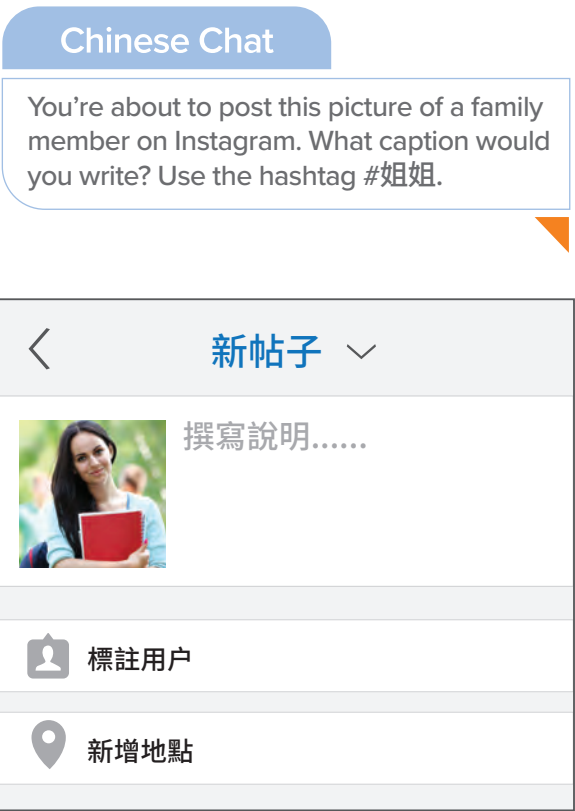
4 | Indicating possession using 有 (yǒu)

有 (yǒu) is always negated with 沒 (méi), not 不 (bù).

A Q: 王先生有弟弟嗎？

Wáng xiānsheng yǒu dìdi ma?

Does Mr. Wang have a younger brother?

A: 王先生沒有弟弟。

Wáng xiānsheng méiyǒu dìdi.

Mr. Wang doesn't have any younger brothers.

B Q: 我有三個姐姐，你呢？

Wǒ yǒu sān ge jiějie, nǐ ne?

I have three older sisters. How about you?

A: 我沒有姐姐。

Wǒ méiyǒu jiějie.

I don't have any older sisters.

EXERCISES

In pairs, complete either the question or the answer, inserting 有 where appropriate.

1 Q: 高文中＿＿＿＿＿＿＿＿＿＿？

A: 高文中有姐姐。

2 Q: 你有哥哥嗎？

A: 我＿＿＿＿＿＿＿＿＿＿。

More exercises

Language Practice

A | **Who's this?** | INTERPERSONAL

In pairs, identify the IC characters below using 誰 (*shéi*), e.g.:

Q: 這個人/男孩子是誰？   *Zhè ge rén/nán háizi shì shéi?*

A: 這個人/男孩子是王朋。   *Zhè ge rén/nán háizi shì Wáng Péng.*

1

2

9:41 PM   85%

‹ Back   **Rebecca Jankiv**   ⓘ
Active Now • Messenger

你好！這是你的照片嗎？
這個女孩子是誰？

...

這個男孩子是你弟弟嗎？

...
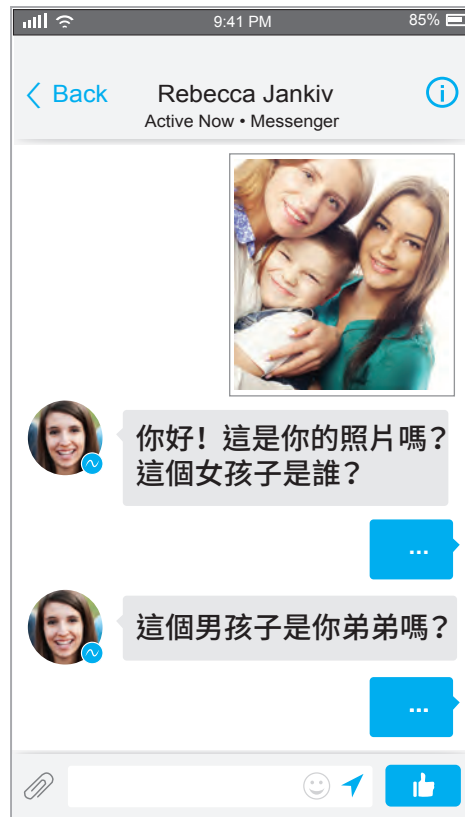
Chinese Chat

You've just shared a family photo with a friend on Facebook Messenger and she's asking you about it. How would you reply?

Characterize it!

Left - Right

1	2	3	4	5
那	的	爸	高	他

Which of these characters are formed with the pattern on the left?

More characters

B | **Family matters** | INTERPERSONAL

Form a question-and-answer about family members, inserting 有 *(yǒu)* or 沒有 *(méiyǒu)*

in the ◇ and 嗎 *(ma)* where appropriate, e.g.:

高大哥 ◇ 女兒

Gāo dàgē ◇ nǚ'ér

Q: 高大哥有女兒嗎？

Gāo dàgē yǒu nǚ'ér ma?

A: 他沒有女兒。

Tā méiyǒu nǚ'ér.

1 高文中 ◇ 姐姐

Gāo Wénzhōng ◇ jiějie

4 你 ◇ 弟弟

nǐ ◇ dìdi

2 高大哥 ◇ 兒子

Gāo dàgē ◇ érzi

5 你的老師 ◇ 女兒

nǐ de lǎoshī ◇ nǚ'ér

3 你 ◇ 姐姐

nǐ ◇ jiějie

C | INTERPERSONAL | **Family portrait** | PRESENTATIONAL

In pairs, share and discuss family photos.

Q: 這是誰？

Zhè shì shéi?

A: 這是我_____。

Zhè shì wǒ _____.

Now present your family photo to the class and describe the people in the picture.

這是我爸爸，這是我媽媽，……

Zhè shì wǒ bàba, zhè shì wǒ māma, . . .

Discussing Family

Dialogue 2

Li You and Bai Ying'ai are chatting about their family members and what each of them does.

Audio

Video

白英愛，你家^a有⁵幾口^b人？

我家有六口人，我爸爸、我媽媽、
一^c個哥哥、兩⁶個妹妹和^d我^e。李友，
你家有幾口人？

我家有五口人: 爸爸、媽媽、大姐、
二姐和我。你爸爸媽媽做什麼工作？

我爸爸是律師，媽媽是英文老師，
哥哥、妹妹都⁷是大學生。

我媽媽也是老師，我爸爸是醫生。

Pinyin Dialogue

Bái Yīng'ài, nǐ jiā^a yǒu⁵ jǐ kǒu^b rén?

Wǒ jiā yǒu liù kǒu rén, wǒ bàba, wǒ māma, yī^c ge gēge, liǎng⁶ ge mèimei hé^d wǒ^e.

Lǐ Yǒu, nǐ jiā yǒu jǐ kǒu rén?

Wǒ jiā yǒu wǔ kǒu rén: bàba, māma, dàjiě, èrjiě hé wǒ. Nǐ bàba māma zuò shénme gōngzuò?

Wǒ bàba shì lǜshī, māma shì Yīngwén lǎoshī, gēge, mèimei dōu⁷ shì dàxuéshēng.

Wǒ māma yě shì lǎoshī, wǒ bàba shì yīshēng.

a 家 *(jiā)*

This word can refer to one's family or home. 我家有四口人 *(Wǒ jiā yǒu sì kǒu rén)* (There are four people in my family) can be used to describe the number of people in your family and 這是我家 *(Zhè shì wǒ jiā)* (This is my home) can be used to point out your house.

b 口 *(kǒu)*

This is the idiomatic measure word used in northern China for number of family members. In the south, people say 個 *(gè/ge)* instead.

c 一 *(yī/yí)*

The numeral 一 *(yī)* (one) is pronounced in the first tone *(yī)* in the following cases: when it stands alone; when it implies an ordinal number, e.g., 一樓 *(yī lóu)* (first floor); and when it comes at the end of a phrase. Otherwise, its tone changes according to the following rules:

- Before a fourth-tone word, it becomes second tone: 一個 *(yí gè)*.
- Before a first-, second-, or third-tone word, it is pronounced in the fourth tone, e.g., 一張 *(yì zhāng)* (a sheet), 一盤 *(yì pán)* (one plate), 一本 *(yì běn)* (one volume).

d 和 *(hé)*

Unlike "and," 和 *(hé)* cannot link two clauses or two sentences: 我爸爸是老師 *(Wǒ bàba shì lǎoshī)*, ❌ 和我媽媽是醫生.

e 、

The pause mark or series comma, 、, is often used to link two, three, or even more parallel words or phrases, e.g., 爸爸、媽媽、兩個妹妹和我 *(bàba, māma, liǎng ge mèimei hé wǒ)* (dad, mom, two younger sisters, and I). [See Language Note A, Dialogue 1, Lesson 4.]

Vocabulary

No.	Word	Pinyin	Part of Speech	Definition
1	家	*jiā*	n	family, home
2	幾	*jǐ*	nu	how many, some, a few
3	口	*kǒu*	m	(measure word for number of family members)
4	哥哥	*gēge*	n	older brother
5	兩	*liǎng*	nu	two, a couple of [See Grammar 6.]
6	妹妹	*mèimei*	n	younger sister
7	和	*hé*	conj	and
8	大姐	*dàjiě*	n	eldest/oldest sister
9	二姐	*èrjiě*	n	second oldest sister

GET Real WITH CHINESE

Chinese custom is to present business cards with both hands, ensuring the writing faces the recipient. What type of professional gave out this card?

No.	Word	Pinyin	Part of Speech	Definition
10	做	*zuò*	v	to do
11	工作	*gōngzuò*	n/v	job; to work
12	律師	*lǜshī*	n	lawyer
13	英文	*Yīngwén*	n	the English language
14	都	*dōu*	adv	both, all [See Grammar 7.]
15	大學生	*dàxuéshēng*	n	college student
	大學	*dàxué*	n	university, college
16	醫生	*yīshēng*	n	doctor, physician
17	白英愛	*Bái Yīng'ài*	pn	(a personal name)

他/她做什麼工作？
你呢?

Tā zuò shénme gōngzuò? Nǐ ne?
What does he/she do? How about you?

他/她是＿＿＿，我是＿＿＿。
Tā shì ＿＿＿ , wǒ shì＿＿＿.

See index for corresponding vocabulary or research another term.

How About You?

Grammar

5	**Indicating existence using** 有 *(yǒu)*

A 我家有五口人。

Wǒ jiā yǒu wǔ kǒu rén.

There are five people in my family.

B 小高家有兩個大學生。

Xiǎo Gāo jiā yǒu liǎng ge dàxuéshēng.

There are two college students in Little Gao's family.

EXERCISES

Complete the question or the answer, inserting 有 where appropriate.

1   Q: 你家＿＿＿＿＿＿＿＿＿＿＿＿＿＿ ？

A: 我家有五口人。

2   Q: 白英愛家有幾口人？

A: 白英愛家＿＿＿＿＿＿＿＿＿ 。

6	**Using** 二 *(èr)* **and** 兩 *(liǎng)*

二 *(èr)* and 兩 *(liǎng)* both mean "two," but they differ in usage. 兩 *(liǎng)* is used in front of common measure words to express a quantity, e.g., 兩個人 *(liǎng ge rén)* (two people). When counting numbers, however, 二 *(èr)* is used, e.g., 一, 二, 三, 四 *(yī, èr, sān, sì)* (one, two, three, four). In compound numerals, 二 *(èr)* is always used in the last two digits, e.g., 二十二 *(èrshí'èr)* (22) and 一百二十五 *(yìbǎi èrshíwǔ)* (125). But 二百二十二 *(èrbǎi èrshí'èr)* (222) can also be expressed as 兩百二十二 *(liǎngbǎi èrshí'èr)* (222).

7 | The adverb 都 *(dōu)* **(both, all)**

The word 都 *(dōu)* (both, all) indicates inclusiveness. As it always occurs in front of a verb, it is classified as an adverb. Because it refers to things or people just mentioned, it must be used at the end of an enumeration.

A 王朋、李友和高文中都是學生。

Wáng Péng, Lǐ Yǒu hé Gāo Wénzhōng dōu shì xuésheng.

Wang Peng, Li You, and Gao Wenzhong are all students.

[都 *(dōu)* refers back to Wang Peng, Li You, and Gao Wenzhong, and therefore appears after them.]

B 王朋和李友都不是律師。

Wáng Péng hé Lǐ Yǒu dōu bú shì lǜshī.

Neither Wang Peng nor Li You is a lawyer.

C 王朋和白英愛都有妹妹。

Wáng Péng hé Bái Yīng'ài dōu yǒu mèimei.

Both Wang Peng and Bai Ying'ai have younger sisters.

D 高文中和李友都沒有弟弟。

Gāo Wénzhōng hé Lǐ Yǒu dōu méiyǒu dìdi.

Neither Gao Wenzhong nor Li You has any younger brothers.

沒 *(méi)* is always used to negate 有 *(yǒu)*. However, to say "not all of . . . have," we say 不都有 *(bù dōu yǒu)* rather than ❌ 沒都有. Whether the negative precedes or follows the word 都 *(dōu)* makes the difference between partial negation and complete negation. Compare the following examples. Note: 他們 *(tāmen)* (they).

E 他們不都是中國人。

Tāmen bù dōu shì Zhōngguó rén.

Not all of them are Chinese.

F 他們都不是中國人。

Tāmen dōu bú shì Zhōngguó rén.

None of them are Chinese.

G 他們不都有弟弟。

Tāmen bù dōu yǒu dìdi.

Not all of them have younger brothers.

H 他們都沒有弟弟。

Tāmen dōu méiyǒu dìdi.

None of them have any younger brothers.

EXERCISES

Join these sentences to indicate inclusiveness, inserting 都 where appropriate. Use exercise 1 as an example.

1 白英愛的媽媽是老師。
李友的媽媽是老師。
→ 白英愛的媽媽和李友的媽媽都是老師。

2 白英愛沒有弟弟。
李友沒有弟弟。

3 我姐姐有兩個女兒。
小李的姐姐有兩個女兒。

More exercises

Language Practice

E | **One big family?** |

Interview your classmates to find out how many family members they have and report back to the class. Use 有 (*yǒu*), e.g.:

Q: 請問，你家有幾口人？

Qǐng wèn, nǐ jiā yǒu jǐ kǒu rén?

A: 我家有四口人。

Wǒ jiā yǒu sì kǒu rén.

F | **All about the cast**

Complete the following questions-and-answers by inserting 誰 (*shéi*) or another appropriate question pronoun, e.g.:

Q: 這是誰？

Zhè shì shéi?

A: 這是王朋。

Zhè shì Wáng Péng.

1 **Q:** ＿＿＿＿有兒子？

＿＿＿＿ *yǒu érzi?*

A: 高文中的大哥有兒子。

Gāo Wénzhōng de dàgē yǒu érzi.

2 **Q:** 李友家有＿＿＿＿口人？

Lǐ Yǒu jiā yǒu ＿＿＿＿ kǒu rén?

A: 李友家有五口人。

Lǐ Yǒu jiā yǒu wǔ kǒu rén.

3 Q: 白英愛有_____個妹妹？

Bái Yīng'ài yǒu _____ ge mèimei?

A: 白英愛有兩個妹妹。

Bái Yīng'ài yǒu liǎng ge mèimei.

4 Q: 李友的爸爸做_____工作？

Lǐ Yǒu de bàba zuò _____ gōngzuò?

A: 李友的爸爸是醫生。

Lǐ Yǒu de bàba shì yīshēng.

5 Q: 白英愛的媽媽做_____工作？

Bái Yīng'ài de māma zuò _____ gōngzuò?

A: 白英愛的媽媽是英文老師。

Bái Yīng'ài de māma shì Yīngwén lǎoshī.

G | **World traveler** | INTERPERSONAL

You're staying at a hostel in China. Using the images below, ask your international roommates where they're from and what they do.

你是_____人嗎？

Nǐ shì _____ rén ma?

or

你做什麼工作？你是_____嗎？
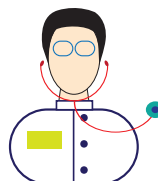
Nǐ zuò shénme gōngzuò? Nǐ shì_____ ma?

1   2   3   4   5

H | **Common denominator**

Based on the information given, rephrase the sentences using 都 *(dōu)*, e.g.:

王朋是學生，李友也是學生。

Wáng Péng shì xuésheng, Lǐ Yǒu yě shì xuésheng.

王朋和李友都是學生。

Wáng Péng hé Lǐ Yǒu dōu shì xuésheng.

1 白英愛的媽媽是老師，李友的媽媽也是老師。

Bái Yīng'ài de māma shì lǎoshǐ, Lǐ Yǒu de māma yě shì lǎoshī.

_____

2 李友有姐姐，高文中也有姐姐。

Lǐ Yǒu yǒu jiějie, Gāo Wénzhōng yě yǒu jiějie.

_____

3 王朋不是紐約人，高文中也不是紐約人。

Wáng Péng bú shì Niǔyuē rén, Gāo Wénzhōng yě bú shì Niǔyuē rén.

_____

4 王朋沒有哥哥，李友也沒有哥哥。

Wáng Péng méiyǒu gēge, Lǐ Yǒu yě méiyǒu gēge.

_____

P

丅 | **To have or have not** |

The following chart shows the similarities and differences among Wang Peng, Li You, Gao Wenzhong, and Bai Ying'ai. Based on the information given, make negative sentences using 都 *(dōu)* with 不 *(bù)* or 沒有 *(méiyǒu)* appropriately. Note: 他們 *(tāmen)* (they).

	律師 lǜshī	弟弟 dìdi	照片 zhàopiàn	姐姐 jiějie
	✗	✗	✓	✗
	✗	✗	✓	✗
	✗	✗	✓	✓
	✗	✗	✗	✗

丄 | **#1 fan** |

Who is your favorite celebrity? As a true fan *(fěnsī)*, introduce him or her to your friends through a post on social media. Include biographical information such as name, nationality, and family details.

Characterize it!

| What do the characters mean? |
| What is the common radical? |
| What does the radical mean? |
| How does the radical relate to the overall meaning of the characters? |

More characters

❶ 媽 ❷ 姐 ❸ 妹 ❹ 她 ❺ 姓

Pronunciation

🔊 Audio

Practice your pronunciation with the audio exercises below.

1 **Initials:**

1 *zhè*   *chè*   *shè*   *rè*
2 *zhǎo*   *chǎo*   *shǎo*   *rǎo*
3 *zhèn*   *chèn*   *shèn*   *rèn*
4 *zhāng*   *chāng*   *shāng*   *rāng*

2 **The final "e":**

1 *gē*   *dé*   *zhè*   *hē*
2 *kē*   *tè*   *chē*   *shé*
3 *zé*   *cè*   *sè*   *rè*

3 **Compound finals:**

1 *dōu*   *duō*   *tóu*   *tuó*
2 *duī*   *diū*   *shuǐ*   *xuě*
3 *shùn*   *xùn*   *jiū*   *zhuī*
4 *lüè*   *nüè*   *juè*   *què*

4 **Tones:**

1 *chénggōng*   5 *Chángjiāng*
2 *chángcháng*   6 *Chángchéng*
3 *rénkǒu*   7 *míngxiǎn*
4 *xuéxiào*   8 *chídào*

5 **The neutral tone:**

1 *māma*   5 *bàba*
2 *dìdi*   6 *gēge*
3 *jiějie*   7 *jǐ ge*
4 *mèimei*   8 *zhè ge*

Chinese Chat

Your friend just posted a photo of her family with a short description on Instagram. What comment would you leave?

Instagram

andreacameron_86   20min

❤ 75 likes

andreacameron_86 這是我家人的照片。 我家有三口人：媽媽、 姐姐和我。 我媽媽是醫生，姐姐是律師。 我是學生。 你家有幾口人？ 有照片嗎？

20 MINUTES AGO

Comment

CULTURAL LITERACY

文化

Continue
to explore

Kinship terms

When expressing kinship terms, the Chinese customarily put male before female: 爸爸媽媽 *(bàba māma)* (dad and mom), 哥哥姐姐 *(gēge jiějie)* (older brothers and sisters), and 弟弟妹妹 *(dìdi mèimei)* (younger brothers and sisters). When pairing up kinship terms for the same gender, the one with seniority is mentioned first: 哥哥弟弟 *(gēge dìdi)* (older and younger brothers), 姐姐妹妹 *(jiějie mèimei)* (older and younger sisters).

Siblings are 兄弟姐妹 *(xiōng dì jiě mèi)*. To ask whether someone has any siblings, say 你有兄弟姐妹嗎? *(Nǐ yǒu xiōng dì jiě mèi ma?)* (Do you have any brothers or sisters?). Oldest siblings are called 大哥 *(dàgē)* (oldest brother) and 大姐 *(dàjiě)* (oldest sister); the youngest are 小弟 *(xiǎodì)* (youngest brother) and 小妹 *(xiǎomèi)* (youngest sister). The rest are ranked by numerals according to their birth order, e.g., 二姐 *(èrjiě)* (second oldest sister), 三弟 *(sāndì)* (third youngest brother). Younger siblings generally do not refer to their older brothers and sisters by name but use the appropriate kinship terms instead. Because of the one-child policy, however, many Chinese people have only cousins but no siblings.

Family structure

In traditional Chinese society, multiple generations often lived in the same house, thus the term 四代同堂 (*sì dài tóng táng*) (four generations under the same roof). It was common for the head of the household to live with his sons and daughters-in-law, grandchildren, and even his great-grandchildren. Nowadays, while some couples still live with the husband's parents, nuclear families living independently are more and more common. Due to family planning policies in China since the late 1970s, many Chinese people do not have any brothers or sisters. In 2015, the government abandoned the one-child policy and allowed every couple to have two children. The new policy came into effect on January 1, 2016.

COMPARE & CONTRAST

1 How does the family structure of traditional and modern China compare and contrast with that of your society or culture?

2 Below is a Chinese government poster. Look up 一樣 (*yíyàng*) in the Vocabulary Index. What does the headline 男孩女孩 一樣好 (*Nánhái nǚhái yíyàng hǎo*) mean? What orientation is the government trying to change? Does the same orientation exist in your culture?

男孩女孩 一樣好

69

Lesson Wrap-Up

Make It Flow!

Rearrange the following sentences into a logical sequence. Then combine them into a coherent narrative. Remember to omit repetitive elements and substitute subjects with personal pronouns where appropriate. Don't forget to incorporate the adverb 都 *(dōu)*.

_____白英愛的妹妹是大學生。

_____白英愛的哥哥是大學生。

__1__白英愛的爸爸是律師。

_____白英愛的媽媽是英文老師。

Role-Play

In groups, create your own "family," assigning roles to each person. Then, as a group, introduce yourselves to the class by stating your new names and family roles.

Family Photo

After you have introduced your new "family" to the class, take a family photo. Then, label the picture with everyone's Chinese name and family role and post it on social media.

Can-Do Check List

✓ I can

Before proceeding to Lesson 3, make sure you can complete the following tasks in Chinese:

- ☐ Say and write basic kinship terms
- ☐ Identify different family members in a photo
- ☐ Ask someone about family size
- ☐ Ask someone if he or she has any siblings
- ☐ Mention my family's professions and my own
- ☐ Ask someone what he or she does professionally
- ☐ Say and write some common professions