走向未来
Chinese for Tomorrow
新中文教程
A New Five-Skilled Approach

Traditional Character Edition

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This sample includes:

Copyright Page, Table of Contents, Preface,
Sample from Lesson 2,
Sample from Glossary

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VOLUME 1 OVERVIEW

Lesson	Objectives	Selected Language Points (Textbook)†	Grammar Points (Grammar Book)	
Introduction to the Chinese Language	1. Learn how to pronounce Chinese. 2. Understand the basics of the Chinese writing system. 3. Begin typing Chinese on a computer.			
Lesson 1 打招呼 **Greetings**	1. Say and respond to basic greetings. 2. Introduce yourself and others.	1. 嗎 questions 2. Adjectives used as verbs	1. Sentence with 是 2. Question with 嗎 3. Sentence with 有 4. Cardinal numbers under 100 5. Measure words	
Lesson 2 我和我家 **My Family and I**	1. Introduce family members. 2. Talk about occupations.	1. The complement of degree 2. Plural forms in Chinese 3. Use of the adverbs 不 and 都 4. The 是……的 construction	1. A-not-A questions 2. Usage of adjectives 3. Adverb 都 4. Sentences with 在 5. Ordinal numbers 6. Questions with 好嗎 or 對不對	
Lesson 3 約時間 **Making Appointments**	1. Make appointments. 2. Extend, accept, and decline invitations.	1. Tag questions such as "……, 怎麼樣?", and "……, 好嗎?" 2. The complement of result 3. Pivotal sentences	1. Telling time 2. Years, months, dates and weekdays 3. Time words 4. Numbers in daily life usage 5. Money expressions 6. The particle 呢	

† This chart lists only the language points that students are required to master. These points are marked by an Language Usage in the Appendix.

	Pronunciation	Character Writing and Computer Input	Customs & Culture
	Introduction to Mandarin Chinese pronunciation	Introduction to the Chinese Writing System Computer Input in Chinese	
	Understand the "tone sandhi" rules for pinyin.	Understand the basic form and structure of Chinese characters. Use the computer to type a few sentences (3–5) introducing yourself to your teacher.	**中國人的名字 Chinese Names** Test Your Knowledge: Match these names to their owners.
	Review and practice the pinyin system, including the "neutral tone" and the "er" sound.	1. Learn basic Chinese radicals. 2. Use the computer to type 5–6 sentences introducing your family.	**中國人的家庭稱呼** **Chinese Family Relationships** Test Your Knowledge: Make a family tree.
	Review and practice the pinyin system, including spelling rules and syllable separation marks.	1. Understand the basic strokes and stroke order of Chinese characters. 2. Write a core group of characters (5) by hand. 3. Use the computer to type 5–6 sentences about what you like to do in your spare time.	**中國的少數民族** **China's Ethnic Minorities** Test Your Knowledge: Identify these regions and ethnic minorities in China.

asterisk in the lessons. For a full list of language points covered in each lesson, see the List of Notes on

Lesson	Objectives	Selected Language Points (Textbook)†	Grammar Points (Grammar Book)	
Lesson 4 學中文 **Learning Chinese**	1. Talk about Chinese language studies. 2. Ask questions about language study.	1. Using 在, both to indicate an action in progress and as a preposition meaning "in" or "at" 2. The uses of 一點兒, 就 and 會 3. A-not-A questions	1. Question words 2. Topic-comment sentences 3. Pivotal sentences 4. The particle 吧 5. Usage of 的 6. Alternative question with 是……還是	
Lesson 5 去購物 **Going Shopping**	1. Ask for prices, bargain, and purchase items. 2. Return and exchange items.	1. 比 2. 的 3. 要是 4. 什麼的 5. 等 6. 除了…… 以外, 還……)	1. The particle 得 2. Auxiliary verbs 能, 會, and 可以 3. Auxiliary verbs 要 and 想 4. Auxiliary verbs 得 and 應該 5. Imperative sentences	
Lesson 6 乘車 **Transportation**	1. Talk about public transportation. 2. Tell how to get to a destination by public transportation.	1. 是……還是…… 2. 要看 3. 又……又…… 3. 有的……有的 …… 4. 差不多 5. 左右	1. The particle 了 2. Rhetorical questions 3. The particle 地 4. Sentences with 是……的 5. The conjunction 因為……所以	
Lesson 7 旅行 **Travel**	1. Make travel plans. 2. Book, purchase and change airline tickets.	1. 先……再…… 2. 過 (verb) 3. 怎麼 + 這麼/那麼 4. 多 (adverb) 5. 得 (děi, aux. verb) 6. 只好	1. Past experience with 過 2. Changes in near future with 了 3. Progressive aspect or ongoing action 4. Continued action or situation with 著 5. Simultaneous actions with 一邊……一邊	

† This chart lists only the language points that students are required to master. These points are marked by an Language Usage in the Appendix.

Pronunciation	Character Writing and Computer Input	Customs & Culture
	1. Write a core group of characters (5) by hand. 2. Use the computer to type 6–7 sentences about the difficulties and pleasures of learning Chinese.	**讀書與科舉考試制度** **Education and the Legacy of the Imperial Examination System** Test Your Knowledge: Who is the "Number One Scholar"?
	1. Write a core group of characters (5) by hand. 2. Use the computer to type 6–7 sentences about your experiences shopping in a street market.	**中國的貨幣與購物** **Chinese Money and Shopping** Test Your Knowledge: Where to go shopping?
	1. Write a core group of characters (5) by hand. 2. Use the computer to type 7–10 sentences describing the public transportation system in your city.	**中國的交通** **Transportation in China** Test Your Knowledge: How will you get there?
	1. Write a core group of characters (8) by hand. 2. Use the computer to type a paragraph (8–10 sentences minimum) about your plans for Thanksgiving break.	**欣賞京劇** **Enjoying and Appreciating Beijing Opera** Test Your Knowledge: How well do you know these famous Chinese novels?

asterisk in the lessons. For a full list of language points covered in each lesson, see the List of Notes on

Lesson	Objectives	Selected Language Points (Textbook)†	Grammar Points (Grammar Book)
Lesson 8 郵局和銀行 **At the Post Office and Bank**	1. Send mail at the post office. 2. Deposit and withdraw money at the bank.	1. Adj. + 是 + Adj. 2. 就是/可是 3. 只要 4. The 把 sentence 5. 原來 6. Topic-Comment sentence	1. Comparisons 2. Questions with 多 3. The complement of result 4. Simple directional complements 5. The adverb 就 for emphasis
Lesson 9 生病 **I Am Sick**	1. Communicate with a doctor. 2. Describe symptoms. 3. Understand instructions on taking medicine.	1. 就是 meaning "only" 2. 來 meaning "come and do" 3. 一下 4. 有沒有 (A-not-A question) 5. 什麼 as a general referral 6. The complement of frequency 7. 或者 8. 不用 9. Different uses of 了	1. Duration of time 2. The complement of frequency 3. Compound directional complements 4. 一……就 5. The conjunction 不但……而且
Lesson 10 天氣 **The Weather**	1. Talk about the weather. 2. Read and understand the weather forecast. 3. Describe the climate of a particular place.	1. Rhetorical questions 2. 害得 3. 被 used passively 4. 比較 5. 吧 in a question 6. 是……還是…… 7. 不如	1. Potential complements 2. 把 sentences 3. 被 sentences 4. The conjunction 連……都/也 5. The conjunction 雖然……但是

† This chart lists only the language points that students are required to master. These points are marked by an Language Usage in the Appendix.

Pronunciation	Character Writing and Computer Input	Customs & Culture
	1. Write a core group of characters (8) by hand. 2. Use the computer to type a paragraph (8–10 sentences minimum) about a past experience at the post office or bank.	**中國的郵局、電話和互聯網** **Post, Phone and Internet Services in China** Test Your Knowledge: Which service should you use?
	1. Write a core group of characters (8) by hand. 2. Use the computer to type an essay (200 characters, 10 sentences minimum) talking about an experience seeing a doctor.	**中醫和中藥** **Traditional Chinese Medicine** Test Your Knowledge: How would you treat these patients?
	1. Write a core group of characters (8) by hand. 2. Use the computer to type an article (200 characters minimum, 10 sentences minimum) talking about the climate where you live.	**二十四節氣** **The 24 Solar Terms** Test Your Knowledge: Can you identify the solar term for these events?

asterisk in the lessons. For a full list of language points covered in each lesson, see the List of Notes on

PREFACE FOR TEACHERS

Welcome to *Chinese for Tomorrow*, a uniquely effective approach to Chinese language learning that takes full advantage of the possibilities offered by computer technology. This series is projected to cover three years of instruction corresponding to a six-semester sequence of college or high school Chinese. Using what we call the "Computer Chinese" or "CC" method, we treat computer input of Chinese characters as both a language learning tool, and as a fifth language skill, along with the more traditionally defined ones of speaking, listening, reading, and writing. With the computer as an integral part of a first-year Chinese program, we can rapidly speed the process of language acquisition and greatly reduce the "pain-gain" ratio for students. The greatest obstacle for teachers hoping to use the computer method right now is the lack of appropriate material. *Chinese for Tomorrow* fills this gap, and represents an important step in bringing Chinese language teaching into the digital age. Our new approach to teaching Chinese has proven highly effective and engaging to our students during five years of field-testing at New York University, and we hope to offer its advantages to you through this material.

"Computer Chinese:" A New Approach to Learning the Chinese Language

Our "Computer Chinese (CC)" method starts out by emphasizing the use of pinyin to teach students how to write Chinese characters on the computer. This allows students to use the language in a practical and engaging way very early on in their studies, and to solidify their pinyin and pronunciation skills from the start. During the first year of study, in addition to teaching computer input, we also explain the components of Chinese characters and offer exercises for writing a specially selected number of characters by hand. This serves as preparation for the more focused and intense teaching of handwriting that occurs later, after students have built a solid foundation in the spoken language.

Computer Chinese integrates computer input and handwriting instruction.

We integrate computer input and handwriting instruction as complements, each supporting the other to help students read and write Chinese. We have found that using a computer for input and selection of characters can greatly increase students' learning efficiency and knowledge retention at the beginning stages. The major difference between our approach and traditional approaches is that our course allows students to learn how to write Chinese characters by hand gradually over a period of three years,

instead of all at once in the first year of study, when they are still struggling to grasp the basics of the language.

Chinese teachers have long recognized the high degree of student anxiety that comes with learning Chinese characters, and this has forced many to de-emphasize literacy skills for lower-level students and to focus instead on speaking and listening skills by writing only in pinyin. This approach may have some merits in the short run, but it does not get around the very real fact that Chinese books, newspapers, magazines, and even street signs, are written in Chinese characters, and that pinyin is a phonological tool, not a writing system in itself.

Computer Chinese uses the computer as a study tool, not just a word processing system.

Before the widespread use of Chinese language computer technology, there was simply no other way for students to master characters but to write each one over and over again, stroke by stroke. Now, however, it is possible to use the computer as a study tool, and not just as a word processing system. *Chinese for Tomorrow* addresses the most formidable hurdle facing beginning Chinese language learners by allowing them to write (type) in pinyin and see those words displayed as Chinese characters. In this way, students can use pinyin for the task for which it was intended—as a phonological tool—and not as a substitute for writing characters. With this in mind, we analyzed existing Chinese language curricula and studied the feasibility of applying computer techno-logy to teaching, and found definitively that using the computer to input Chinese is the best method of teaching Chinese to beginning learners. The book you are holding in your hands is a systematic, structured approach to learning Chinese based on these findings.

Computer Chinese improves students' vocabulary retention and language ability.

Through our teaching and testing experience in the Chinese language program at New York University, we have found that students using the CC method learn on average twenty more new words per class than those using more traditional methods. While developing this curriculum over five years of teach-ing, we found that our experimental group using the CC approach achieved higher rates of accuracy in vocabulary tests (93.22 percent vs. 76.12 percent in the control group) and better performance on reading comprehension tests (98.08 percent vs. 92.51 percent) than students in the control group using more traditional methods. Moreover, after one semester of training, essays written by CC students were judged equal to or better than essays written by students trained for three semesters in the traditional manner, assessed with regard to accuracy in grammatical expression (97.44 percent for the CC students vs. 94.83 percent for traditional students) and ability to use different word types

(358 word types [CC] vs. 238 word types [traditional]). Students who used the computer to learn vocabulary items simply processed them more quickly and remembered them better. The validity of this approach is also supported by the findings of the Penless Chinese Research Project funded by the U.S. Department of Education and led by Professor Ping Xu of Baruch College, City University of New York, and Professor Theresa Jen of the University of Pennsylvania.[1]

Computer Chinese speeds the process of language learning and reduces psychological barriers.

There are several advantages to our new approach. First, learning to input pinyin is much like inputting English—if you can say it, you can write it. In addition, the CC method reduces the number of characters learned incorrectly; indeed, one of the most frequent errors made by students is learning to write a character incorrectly (one too many or one too few strokes) and not realizing that it is incorrect. The computer will tell you immediately, and bypass this type of error altogether. Another key advantage of this new system is that it integrates reading and writing; if you want to write a Chinese character correctly, you must first learn to read and spell it correctly. The method saves time, as beginning students only need to recognize Chinese characters, and do not need to learn to write them stroke by stroke, rapidly increasing their reading ability. Using an online Chinese language dictionary makes looking up words incredibly easy, and online dictionaries include pinyin for each character, giving even first year students the ability to read a wide range of material and surf the Internet in Chinese. Finally, our approach increases students' ability to write. Lower-level students generally do not know how to write enough characters to assemble a decent composition, but after learning computer input, even first year students can begin to write compositions—and what they are writing is characters, not just pinyin. But perhaps the most important advantage of computer input is that it removes the psychological barrier that Chinese is difficult to learn and increases the confidence of students, thus reducing the number of students who are likely to drop Chinese before they reach even the second semester of study.

How we address some common concerns about the CC approach.

Concerns that have been raised regarding our new method are (1) how to choose appropriate Chinese software; (2) whether or not writing by hand should be taught at all; and (3) how to assess students' learning.

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[1] For more information on the Penless Chinese Research Project, see www.penlesschinese.org. Also see Xu, Ping and Theresa Jen, Eds,. *Hanzi jiaoxue yu diannao keji.* Taipei: Linking Press, 2005.

Software.

There are many Chinese word processing software packages on the market. The most recent versions of Microsoft® Windows® operating systems have a number of Chinese language input methods, and many instructors use these. Macintosh® computers also now come equipped with built-in Language Kits. Using these input methods saves teachers the trouble of finding an add-on software program and getting funding to buy a site license. (See Appendix 2 for basic instructions on how to set up your computer to type in Chinese using the latest versions of Windows and Macintosh operating systems.) From the perspective of teaching effectiveness, we prefer NJStar Chinese Word Processor (NJSTAR-CWP). Some of its functions are especially designed for Chinese language instructors and learners, such as the ability to add pinyin to character texts, hear sounds while typing, look up words in an online dictionary, control tone input and use a mouse as a pen for writing characters. Another option is the "Penless Chinese" software program, which can be freely downloaded at **http://www.penlesschinese.org.** If these Chinese software programs are not available to you, you can use the Internet to input Chinese, and you can look up words with the help of online dictionaries and translation programs. Some useful sites are listed on the companion web site for *Chinese for Tomorrow*, hosted at **www.cheng-tsui.com.**

CC versus handwriting.

As to the question of whether or not to teach handwriting at all, we think that computer typing and handwriting can and must complement one another in the process of learning Chinese. Indeed, it must be emphasized that computer typing and handwriting are two distinct language skills, both of which serve the same purpose—written communication. Writing Chinese characters by hand helps students develop an appreciation for the ways in which characters are structured and helps many students to recognize and remember new words. In this course we concentrate on the CC approach during the first two years of study, handwriting only a limited number of characters selected by frequency of use (5–10 per lesson). In the third year, students will then be ready to make a smooth transition to an emphasis on handwriting. Teachers who wish to emphasize handwriting more than this (or less than this) can use their own discretion in deciding what combination of the CC method and handwriting will be best for their students. For example, a teacher could use 90 percent CC and 10 percent handwriting in teaching (or vice versa); 50 percent CC and 50 percent hand writing, or even 100 percent CC, depending on the teaching goals, student learning styles, curriculum design, and available equipment.

Testing.

It is important that students be tested using the computer. Since they are being trained with the computer, it makes sense that they should be tested in this way. If a computer cannot be accessed in the

classroom, then students can be given an electronic exam in the school computer or language lab, or can be tested via Blackboard Academic Suite™ or other web-based classroom tools. Alternatively, teachers can upload exams to the Internet and restrict access by setting up passwords.

You design your new curriculum simply by developing an understanding of the CC approach, selecting the appropriate computer software and hardware, and utilizing the material offered in this textbook. The key features of this book are discussed below.

Key Features of Chinese for Tomorrow

This course is new and different in a number of important ways:

The series teaches language that is useful, interesting, natural, and relevant to daily life.

This is the guiding philosophy of our approach. Many popular Chinese language textbooks being used today are based on traditional approaches, which overemphasize grammar. In such textbooks, the readings, topics and vocabulary words are limited to those that incorporate the grammar points, and students often find themselves learning artificial language just for the sake of practicing a particular grammar structure. We insist on the language presented being natural, commonly used, and interesting. We accomplish this by presenting grammar in a separate, companion grammar book, thus freeing students and teachers to focus on the most relevant, useful language in the textbook. Topics in the textbook are appropriate for the particular needs of senior high school and university students, and students enjoy using the phrases they have learned in familiar situations. We introduce a number of commonly used expressions, including exclamations and fillers, such as ah (啊), ya (呀), and na (那). Several new expressions that have become common in China are also included, such as "Hollywood blockbuster" (美國大片) or dadi (打的) for "taking a taxi." If you know what dǎdī (打的) means, then dīgē (的哥) or dījiě (的姐) will be readily understandable. Young people in China often use such expressions, and introducing them assures learners that they are learning the most current, colorful, and useful language.

Textbook lessons introduce the language succinctly and clearly, and a companion grammar book explains grammar in detail.

The teaching of grammar has long been one of the most difficult challenges facing foreign language teachers. We take the view that new language can be acquired quickly and effectively without detailed grammatical explanation, but that a deep understanding of the language and its principles is crucial for

developing a "feel" for the language and the way it works. We therefore offer our companion grammar book, which contains a systematic explanation of the basic grammatical principles of Mandarin Chinese.

The grammar book is based on the principle that the most effective way to teach a foreign language to adolescents and adults is by means of a two-track approach. One of these is the communicative approach, which is situational and builds competency in terms of using the target language to negotiate a wide range of topics and situations. The second approach is that of deeper knowledge and analytical understanding of the grammatical, phonological, and pragmatic systems of the language. The textbook follows the first track, the communicative approach, and the grammar book the second track.

For example, in a given lesson in the textbook, a student may be asked to learn how to say a small set of numbers, but as preparation for future growth, the student must also understand the workings of the number system and how to say all the numbers from one to one hundred. While the student may not be able to say all the numbers immediately, he or she will eventually gain mastery of the counting system. It makes sense to concentrate on the small set of numbers in the textbook lesson, but include the counting system in the grammar book.

The companion grammar book has been designed to give teachers and students maximum flexibility and allow them to cover grammar at a pace that works best for their particular program. Students can study the grammar book together with the *Chinese for Tomorrow* textbook if they would like to have a better understanding about the grammar points introduced in the textbook. In addition, students using textbooks other than *Chinese for Tomorrow* can study this grammar book as an independent reference book because the grammar points discussed here are the most basic grammar points that every student is expected to know.

If you are teaching this book as part of the curriculum, we suggest teaching the relevant grammar points simultaneously with each corresponding lesson of the textbook. For example, if you are spending two weeks on Textbook Lesson 1, you might spend one full day or two half-days during that two-week period to cover the relevant grammar points discussed in the Grammar Book. Please see the suggested sample syllabi in the *Chinese for Tomorrow* Teacher's Manual for more detailed suggestions.

The textbook and the grammar book are closely connected. What students learn in the textbook is reinforced in the grammar book, and vice versa. Here are some specific ways in which the two books complement each other:

Vocabulary

The vocabulary used in corresponding lessons of the textbook and grammar book connects the two books. For example, the vocabulary introduced in Lesson 1 of the textbook is repeated and reinforced in Lesson 1 of the grammar book, to allow students and teachers to cover both books simultaneously in the same course.

Cross References

In the textbook, notes to the dialogues and passages refer to the points explained in the grammar book and indicate the lessons in which they can be found. In the grammar book, we also provide sample sentences selected from the textbook and explain certain grammar points by analyzing these sentences. It is important to note that the language items introduced in a given textbook lesson may or may not be covered in exactly the same lesson in the grammar book. In the textbook, vocabulary and sentence structures are presented in the order that students are likely to encounter them in their daily lives. In the grammar book, however, grammar items are presented in order of difficulty—the grammar items that are easiest to grasp are presented first. This two-track design is intentional, and it helps to strengthen students' language skills by providing broader exposure to language patterns and more repetition of vocabulary. For example, students may get a brief exposure to the use of the particle 了 "le" in Textbook Lesson 1, but may not learn 了 in detail until Grammar Book Lesson 6. This is because students will encounter 了 fairly early on in Chinese communication, but may not be ready to understand the range of uses of 了 until later. The grammar book serves to reinforce what was learned in textbook lessons, explain the new usage of familiar words at increasing levels of difficulty, and strengthen students' grasp of grammar.

Exercises

In the grammar book exercises, we provide at least one piece of conversation similar to what was introduced in the corresponding lesson in the textbook, but focusing on new grammar items explained in the grammar book. This way, the students can practice using the new grammar items in situations similar to the ones introduced in the textbook.

Large numbers of new vocabulary items are introduced in each lesson.

Because ordinary textbooks are written with the assumption that students must learn to write each and every character by hand, the amount of new words taught is severely limited. Most beginning textbooks commonly used in the United States introduce just over 20 new words per lesson, and a bit more in later lessons. More demanding textbooks introduce over 30 or so new words per lesson. *Chinese for Tomorrow* introduces 50–60 new words per lesson. This number is based upon our experience using the Computer Chinese method.

Students can learn how to speak, understand, and recognize vocabulary items in a relatively short period of time.

Based on current research, in order for students to reach limited proficiency, they need to know about 2,500 Chinese characters. In order to reach a working proficiency, they need to know about 3,500. And to reach fluency they need to know 5,000 to 6,000 characters. It takes far too long to get there by learning only 20 or 30 words per lesson. With our Computer Chinese method, students can learn one-third to one-half more words per lesson than students using traditional methods, and can therefore progress much more quickly.

The design of the texts focuses on the transition from single character words to compounds.

All existing Chinese learning materials introduce vocabulary items (single-character words or compound words). The traditional way of memorizing vocabulary items one by one according to their English meaning puts a serious limit on the amount of vocabulary a student can master. In *Chinese for Tomorrow*, we introduce a more effective way to build vocabulary: we present a range of specially designed activities that allow students to practice distinguishing characters with similar sounds and structures. In addition to the compound words we introduce as vocabulary items in each lesson, we select about 5–10 commonly used single characters that appear in those compounds. We ask students to study and practice these 5–10 characters, using online or traditional dictionaries to explore the range of compound words the characters can be used to form. When selecting these characters, we focused on the top 200 most commonly used characters by frequency-of-usage ranking[2] and the "A Level" characters tested on the HSK Chinese Proficiency Exam.[3] There are many homophones and many

[2] The frequency-of-usage ranking is an important reference for selecting the most commonly used vocabulary in standard Mandarin Chinese. We mainly use the frequency of usage information from two computer programs: Chinese TA and NJStar.

[3] The HSK Chinese Proficiency Exam is the official standardized test of Chinese as a second language developed in the People's Republic of China. Its vocabulary program is divided into four levels. Level A is the lowest of the four, and it includes the most commonly used 800 characters.

characters with similar shapes in Chinese, and these can be very confusing for students. The more time students spend seeing how words and characters they are learning relate to other words they have learned or will soon learn, the stronger their vocabulary will become.

The series includes a diversity of practice activities.

One of the special features of our approach is the diversity of practice activities and exercises that we offer. The student textbook and grammar book present both in-class and out-of-class exercises. Additional in-class communicative activities can be found in the teacher's manual.

Exercises and texts are designed to reinforce previously learned knowledge. In addition to such traditional standards as sentence structure and reading comprehension exercises, we offer specialized computer-based activities and computer input exercises, as well as a full range of tasks that address listening, conversation, recognizing Chinese characters, and writing characters by hand. There are exercises for everything that is covered, providing the student with ample opportunity to truly digest the contents of the texts, to use the language that has been learned, and to maximize communicative competence.

There are also exercises that extend the student's learning to language not specifically taught in the text. For example, each lesson's Reading Exercises are divided into two parts: one a "controlled vocabulary" section that uses language very close to that presented in the text, and the other section an "open" range of simple jokes, stories, and other material that go beyond the limits of the text and test students' ability to guess a word or phrase's meaning from context.

Previously learned language is continuously re-introduced.

In addition to introducing large amounts of new vocabulary, each lesson incorporates much previously introduced material, in order to reinforce students' mastery of earlier material. Vocabulary items from previous lessons are used in the listening, speaking, typing and other exercises in the textbook and grammar book. The textbook offers relatively concise grammatical explanations with an emphasis on communication, while the grammar book explains language points in more detail. The examples and exercises in the grammar book use vocabulary words that have been introduced in the textbook. The emphasis throughout is on continuity, so that students can constantly review and build on the language learned previously.

Chinese for Tomorrow has been developed to conform to ACTFL National Standards[4] and AP and HSK testing material.

Chinese for Tomorrow is firmly grounded in the "Five Cs" of the National Standards for Foreign Language Learning in the 21st Century: Communication, Culture, Connections, Comparisons, and Communities. This set of material is also an effective tool for preparing students for the Advanced Placement Chinese Language and Culture exam, and has been prepared with the AP course description in mind. In writing and designing the textbook and grammar book, we have used the HSK Chinese Proficiency Test Program as the central guide(中國漢語水平考試大綱), particularly with regard to the selection of vocabulary items and grammar points. The material contained in this book utilizes a wide variety of approaches, including both the communicative approach and more traditional methodologies. We employ many different techniques to help make Chinese learning more fun, interesting, systematic and practical for use in real life situations.

Topics integrate cultural knowledge and language learning.

Chinese for Tomorrow allows students of all backgrounds and nationalities to make observations about life in China and to make some cultural comparisons.

In the Notes on Language Usage, we point out some specific uses of the language that reflect Chinese culture, such as the use of the term "老師," greetings, responses to compliments, etc. Chinese and English are very different languages with very different traditions and cultural contexts. There is often no "one-to-one" translation between words or expressions in the two languages. Learning to appreciate these subtle differences is one of the great joys of learning another language and discovering another culture. This text presents Chinese conversations in their most natural contexts. We show students not only how to put sentences together, and we offer useful observations and hints to students about how to use their newly acquired Chinese words and expressions in the ways most appropriate to the culture.

In each lesson's Chinese Customs and Culture section, we provide important cultural material related to the topics presented in the texts. In Lesson 1, for example, we explain how Chinese names are given to children and, in Lesson 2, we introduce Chinese family life and family relationships. These sections are written completely in English, contain engaging and useful activities, and serve to help students build a deeper knowledge of Chinese cultural life. Some people with excellent language skills fail to attain real access to daily life in China because they fail to understand and internalize the

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[4] For more information about the American Council on the Teaching of Foreign Language, and the Standards for Foreign Language Learning in the 21st Century, visit **www.actfl.org**.

subtleties of the culture. We hope that the sections on cultural knowledge will help students avoid this problem.

Chinese for Tomorrow Sets a New Standard

Chinese for Tomorrow fills the need in Chinese teaching for an effective and engaging computer-based learning method, and is the first systematically developed set of material in this area. We hope you enjoy teaching with this course and we welcome your feedback. Please send all comments and suggestions to us, in care of **editor@cheng-tsui.com.**

The authors

March 2007, New York

SAMPLE

PREFACE FOR STUDENTS

This book is unlike earlier attempts to teach Chinese in that it introduces computer input methods that make the process of learning Chinese more efficient and rewarding. Traditional approaches to language learning are centered on four skills: reading, writing, speaking, and listening. We add a fifth, computer input, to meet the needs of today's learners. The computer allows you to maximize your progress and to gain a solid grounding in what is now the fastest-growing medium for written communication in Chinese—the computer. Whether typing a letter, writing a report, or sending an email to a friend, you will need to know how to use a computer to write in Chinese. Typing Chinese on a computer simply involves entering pinyin—or the English letters that represent the sounds of the Chinese word you wish to write—and then selecting the appropriate character from a list that your computer software will generate automatically. Thus, as you are learning Chinese computer input, you will also be gaining a strong knowledge of pinyin, which will help you perfect your pronunciation of Chinese.

In this course you will also learn how to write Chinese characters with a pen, pencil, or brush, but because it takes careful study and attention to detail, we teach handwriting gradually over a period of three years. While many teachers spend great amounts of time early on in their Chinese courses teaching students how to write by hand, we ask you to begin with computer input of Chinese characters, which will allow you to first build a strong foundation in the spoken language while getting used to writing Chinese characters by hand more gradually. You will focus on character recognition and will be able to start putting sentences together on your computer screen almost immediately. In this way, you will have more time to spend expanding your vocabulary, practicing speaking, and studying the structure of the language. Please see the Preface for Teachers for a more comprehensive explanation of the Computer Chinese method.

Using the computer will greatly boost your efficiency as a learner, and will make the process more fun and, ultimately, more rewarding. The Introduction to the Chinese Language will lead you through the basics and get you started using Chinese right away by typing it on your computer. Current versions of Windows® and Macintosh® operating systems already have a built-in capability for Chinese word processing, so it's incredibly easy to get started. See Appendix 2 for basic instructions on how to set up your computer to type in Chinese. Then turn to the Introduction to start learning!

We would like to say 歡迎 huānyíng (welcome) to you as you begin this course, and we hope you enjoy the fascinating journey on which you are embarking.

THE STRUCTURE OF EACH LESSON

Volume 1 of *Chinese for Tomorrow* includes three parts: an Introduction to the Chinese Language, 10 lessons with exercises, and appendices.

The Introduction to the Chinese Language is further divided into three parts: (1) pinyin; (2) characters; and (3) computer input. We first introduce the Chinese pronunciation system, with a focus on pinyin as the foundation of the CC approach. To make learning pinyin fun, we introduce words for some foreign brand-name products that are currently popular in China. The Introduction briefly explains the nature of Chinese characters, and then moves to an explanation of computer typing skills. Most of the pinyin exercises and typing practice exercises in the Introduction are selected from the first few lessons. In this way, from the very beginning, students will be used to acquiring a wide range of new vocabulary quickly and efficiently.

Each lesson in this textbook contains two dialogues and one prose passage, which is either a narrative text that summarizes what happens in the dialogues, or a reading related to the topics discussed in the dialogues. These are called the "texts," and each is presented in two forms: first in pinyin with characters, and second as a characters-only text. New Words lists and Notes on Language Usage associated with each text are presented, followed by English translations of the texts.

In the first three lessons, a special section on Learning Pinyin introduces some pinyin rules, such as tone changes and spelling rules. The first three lessons also include a section on Learning Chinese Characters. In Lesson 3, we begin to teach students how to write a small number of characters by hand: five characters each in Lessons 3–6 and eight characters each in Lessons 7–10. These characters are used as the basis for vocabulary-building exercises that let students practice forming compound words based on single characters they have learned.

This section is followed by four distinct exercise sections: Exercises for Listening and Speaking, Exercises for Computing and Learning Characters, Exercises for Understanding the Texts, and Supplementary Reading Exercises, (divided into "Controlled Vocabulary" and "Open Vocabulary" readings). The "Exercises for Computing and Learning Characters" can be completed by students in the computer lab; the other exercises can be done in or out of class, orally or with a computer. The "Supplementary Reading Exercises" focus on reviewing and reinforcing material introduced in the dialogues, and on developing the four language skills. The teacher can decide which items are done in class and which are done as homework according to the class schedule, the students' progress and the particular needs of the program. Each lesson concludes with a Chinese Customs and Culture section.

ACCOMPANYING MATERIAL

In addition to this textbook, the *Chinese for Tomorrow* series includes a teacher's manual, a companion grammar book, and online resources.

The teacher's manual is an important resource for teaching. It presents sample syllabi, extra classroom activities, sample quizzes and tests, and answer keys to the exercises in the textbook.

The grammar book provides a systematic explanation of the basic grammatical principles of Mandarin Chinese, and should be taught concurrently with the textbook.

The *Chinese for Tomorrow* online resources are located at **www.cheng-tsui.com** and include

1) audio files for the pronunciation section of the Introduction and for the listening and speaking exercises,

2) electronic versions of the dialogues, narratives, and readings for each lesson,

3) electronic versions of the supplementary reading exercises,

4) interactive texts and word lists,

5) flashcards for all the vocabulary words in the word lists, and

6) links to other web sites with information and tools for students using the Computer Chinese method.

Students can study the interactive texts on the computer by moving the cursor over a word or sentence to see its meaning or pinyin pronunciation, or to hear its sound. The electronic versions of the reading comprehension exercises allow students to use an online dictionary to help them read and understand the stories. The flashcards are a great way for students to reinforce their recognition of Chinese characters at home, on the bus or train, or wherever they may be.

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SAMPLE

ABBREVIATIONS OF GRAMMAR TERMS

Adj	Adjective
Ad	Adverb
AV	Auxiliary Verb
CE	Common Expression
Conj	Conjunction
Int	Interjection
M	Measure Word
N	Noun
Neg	Negation
NP	Noun Phrase
Num	Numerals
O	Object
Par	Particle
PN	Proper Noun
Pron	Pronoun
Prep	Preposition
PW	Place Word
QW	Question Word
QP	Question Particle
S	Subject
TW	Time Word
V	Verb
VC	Verb plus Complement
VO	Verb plus Object

wǒ hé wǒ jiā
我 和 我 家
My Family and I

▶ **Objectives:**

1. To introduce family members
2. To talk about occupations

duì   huà   yī
對   話   (一)

DIALOGUE 1

huá   yì   xué   shēng
華   裔   學   生

▶ **A Chinese-American Student**

．．

shēng   cí
生   詞

New Words

	Chinese	Pinyin	Part of Speech	English
1.	王小年	Wáng Xiǎonián	PN	Xiaonian Wang (a name)
2.	啊	a	Par	(a tone softener)
3.	怎麼	zěnme	Ad	how; why
4.	啦	la	Par	(a tone softener)
5.	說	shuō	V	speak; say
6.	得	de	Par	(a particle used after a verb)
7.	流利	liúlì	Adj	fluent; smooth
8.	華裔	huáyì	N	foreign citizens of Chinese origin
9.	人	rén	N	human being; man; person; people
10.	就是	jiùshì	CE	that is...
11.	生	shēng	V	give birth to; be born
12.	老家	lǎojiā	N	native place; old home
13.	在	zài	Prep	at

14.	哪兒	nǎr	Pron	where
15.	第三	dì-sān	Num	third
16.	代	dài	N	generation; era
17.	移民	yímín	N	emigrant; immigrant
18.	長	zhǎng	V	grow
19.	大	dà	Adj	big; large; great
20.	爺爺	yéye	N	grandfather; grandpa; a respectful form of address for an elderly man
21.	奶奶	nǎinai	N	grandmother; grandma; a respectful form of address for an elderly woman
22.	從	cóng	Prep	from; through
23.	廣東	Guǎngdōng	PN	Guangdong province (formerly called "Canton")
24.	也	yě	Ad	also
25.	可是	kěshì	Conj	but; yet; however
26.	爸爸	bàba	N	papa; dad; father
27.	媽媽	māma	N	mom; mother
28.	都	dōu	Ad	all; both
29.	北京	Běijīng	PN	Beijing (formerly called "Peking")
30.	們	men	Par	(a plural marker for pronouns and some animate nouns)
31.	工作	gōngzuò	V/N	work; job
32.	那	nà/nèi	Pron	that; (a discourse connector)
33.	老鄉	lǎoxiāng	N	person from the same hometown; fellow villager
34.	去	qù	V	go

pīn yīn kè wén
拼 音 課 文

🔘 **Text with Pinyin**

When reading the text below, try to identify compound words and phrases by underlining them.
For example:

kuài qù cān tīng chī fàn ba, zài jiàn.
快 去 餐 廳 吃 飯 吧，再 見。

▶▶▶

zhōng guó xué shēng: 中 國 學 生：	qǐng wèn, nǐ shì zhōng guó rén ma? 請 問，你 是 中 國 人 嗎？
wáng xiǎo nián: 王 小 年：	shì a. zěn me la? 是 啊。怎 麼 啦？
zhōng guó xué shēng: 中 國 學 生：	nǐ de zhōng wén zěn me shuō de 你 的 中 文 怎 麼 說 得 bù liú lì? 不 流 利？
wáng xiǎo nián: 王 小 年：	wǒ shì huá yì xué shēng, 我 是 華 裔 學 生， yǒu rén jiào wǒ ABC. 有 人 叫 我 ABC。
zhōng guó xué shēng: 中 國 學 生：	shén me shì ABC? 什 麼 是 ABC？
wáng xiǎo nián: 王 小 年：	jiù shì American Born Chinese. 就 是 (American Born Chinese) zài měi guó shēng de zhōng guó rén. 在 美 國 生 的 中 國 人。
zhōng guó xué shēng: 中 國 學 生：	nǐ de lǎo jiā zài nǎr? 你 的 老 家 在 哪 兒？
wáng xiǎo nián: 王 小 年：	wǒ shì dì sān dài yí mín, 我 是 第 三 代 移 民， zài měi guó zhǎng dà. wǒ de yé ye, 在 美 國 長 大。我 的 爺 爺、

nǎi nai shì cóng zhōng guó guǎng dōng lái
奶 奶 是 從 中 國 廣 東 來
měi guó de.
美 國 的。

zhōng guó xué shēng: wǒ de lǎo jiā yě zài guǎng dōng,
中 國 學 生： 我 的 老 家 也 在 廣 東，
kě shì bà ba, mā ma dōu zài
可 是 爸 爸、 媽 媽 都 在
běi jīng gōng zuò.
北 京 工 作。

wáng xiǎo nián: nà wǒ men shì lǎo xiāng le.
王 小 年： 那 我 們 是 老 鄉 了。
wǒ men qù chī zhōng guó fàn ba.
我 們 去 吃 中 國 飯 吧。 ◀◀◀

hàn zì kè wén
漢 字 課 文
Text in Chinese Characters

▶▶▶

中國學生： 請問，你是中國人嗎？

王小年： 是啊。怎麼啦？

中國學生： 你的中文怎麼說得不流利？

王小年： 我是華裔學生，有人叫我ABC。

中國學生： 什麼是ABC？

王小年： 就是 (American Born Chinese) 在美國生的中國人。

中國學生： 你的老家在哪兒？

王小年： 我是第三代移民，在美國長大。我的爺爺、奶奶是從中國廣東來美國的。

中國學生： 我的老家也在廣東，可是爸爸、媽媽都在北京工作。

王小年： 那我們是老鄉了。我們去吃中國飯吧。 ◀◀◀

yǔ yán yīng yòng zhù shì
語　言　應　用　註　釋
Notes on Language Usage

1. 啊

啊 softens the tone of one's speech, making it less strong and less direct. It is used at the end of a sentence to show agreement.

*2. 說得不流利

得 + adjective is called a "complement of degree" in grammar terminology. The complement indicates the degree or nature of the action. In this case it answers the question, "How does he speak?" with the complement "not fluently." (For details, please see Grammar Book I, Lesson 5.)

3. 華裔

This term is used to refer to people of Chinese ancestry born in foreign countries. In the United States, they are also called 美 měi (America) 籍 jí (citizenship) 華人 huárén (Chinese).

4. 哪兒

哪兒 meaning "where" is used in spoken Chinese. 哪裡 also means "where," but it is used both in written and spoken Chinese.

*5. 我的爺爺、奶奶是從中國廣東來美國的。
My grandparents came to America from Guangdong, China.

The 是⋯⋯的 construction is used here to emphasize a place, specifically the place from which the speaker's grandparents came. In the sentence 格林是在中國學習中文的 (Green learned Chinese in China), the same construction highlights the place where Green learned Chinese.

(Please see Grammar Book I, Lesson 6 for notes on how to use the 是⋯⋯的 construction.)

*6. 都

都 means "all" or "both." It is positioned after the subject, which must be a plural number.

For example:

格林和王小年都學中文。
Gélín hé Wáng Xiǎonián dōu xué Zhōngwén.
Both Green and Xiaonian Wang study Chinese.
(For details, please see Grammar Book I, Lesson 2.)

▶ A family photo.

7. 那

那 does not mean "that" here. Rather, it is a transition word used to connect the two sentences.

*8. 們

們 is a suffix used for pluralizing personal pronouns and nouns, as in 我們, 你們, 他們, 老師們, 學生們, 朋友們.

duì　huà　èr

對　　話　(二)

DIALOGUE 2

wǒ　hěn　xiǎng　jiā

我　　很　　想　　家

▶ **I Miss Home**

···

shēng　cí

生　　詞

New Words

	Chinese	Pinyin	Part of Speech	English
1.	想家	xiǎngjiā	VO	be homesick; miss home
	想	xiǎng	V	think; miss
	家	jiā	N/M	family; home; (a measure word for stores and businesses)
2.	做	zuò	V	do; make
3.	呢	ne	Par	(a question particle)
4.	醫生	yīshēng	N	doctor
5.	大學	dàxué	N	university
6.	教授	jiàoshòu	N	professor
7.	口	kǒu	M	(a measure word for people)
8.	哥哥	gēge	N	(elder) brother
9.	和	hé	Conj	and
10.	妹妹	mèimei	N	younger sister; sister

11.	紐約大學	Niǔyuē Dàxué	PN	New York University, NYU
12.	開	kāi	V	open; open up; run; drive
13.	館	guǎn	N	a place of accommodation for guests; a shop (often used in compound words)
14.	兄弟姐妹	xiōngdì jiěmèi	N	brothers and sisters
15.	上學	shàngxué	V	go to school; attend school
16.	中學	zhōngxué	N	middle school
17.	不	bù	Ad	no; not
18.	跟	gēn	Conj/Prep	and; with; follow
19.	學習	xuéxí	V	study
	學	xué	V/N	study, subject of study
20.	電腦	diànnǎo	N	computer
21.	商學院	shāngxuéyuàn	N	business school
	學院	xuéyuàn	N	college; academy; institute
22.	會計	kuàijì	N	accounting; bookkeeper; accountant
23.	紐約	Niǔyuē	PN	New York
24.	英文	Yīngwén	N	English (language)
25.	請教	qǐngjiào	V	ask for advice; consult
26.	可以	kěyǐ	AV	can; may
27.	互相	hùxiāng	Ad	mutual; each other
28.	幫助	bāngzhù	V	help; assist
29.	教	jiāo	V	teach; instruct

pīn yīn kè wén
拼　音　課　文
Text with Pinyin

▶▶▶

zhōng guó xué sheng:	wǒ	hěn	xiǎng	jiā.				
中　國　學　生：	我	很	想	家。				

wáng xiǎo nián:	nǐ	bà	ba	mā	ma	dōu	shì	zuò	shén
王　小　年：	你	爸	爸	媽	媽	都	是	做	什
	me	de	ne?					
	麼	的	呢？					

zhōng guó xué sheng:	mā	ma	shì	yī	shēng,	bà	ba	shì	dà
中　國　學　生：	媽	媽	是	醫	生，	爸	爸	是	大
	xué	jiào	shòu.	nǐ	ne?			
	學	教	授。	你	呢？			

wáng xiǎo nián:	wǒ	men	jiā	yǒu	wǔ	kǒu	rén.	bà	ba,
王　小　年：	我	們	家	有	五	口	人。	爸	爸、
	mā	ma,	yī	ge	gē	ge	hé	yī	ge
	媽	媽、	一	個	哥	哥	和	一	個
	mèi	mei.	bà	ba,	mā	ma	kāi	le	yī
	妹	妹。	爸	爸、	媽	媽	開	了	一
	jiā	zhōng	cān	guǎn.				
	家	中	餐	館。				

zhōng guó xué sheng:	wǒ	méi	yǒu	xiōng	dì	jiě	mèi.	nǐ	gē
中　國　學　生：	我	沒	有	兄	弟	姐	妹。	你	哥
	ge	hé	mèi	mei	dōu	shàng	xué	ma?	
	哥	和	妹	妹	都	上	學	嗎？	

wáng xiǎo nián:	tā	men	bù	dōu	shàng	xué,	gē	ge	shì
王　小　年：	他	們	不	都	上	學，	哥	哥	是
	zhōng	xué	lǎo	shī,	mèi	mei	gēn	wǒ	dōu
	中	學	老	師，	妹	妹	跟	我	都

在 紐 約 大 學 學 習。我 學 電 腦。妹 妹 在 商 學 院 學 會 計 學。

中國學生: 我 才 到 紐 約，英 文 不 好，以 後 要 多 請 教 你。

王小年: 我 們 可 以 互 相 幫 助。你 可 以 教 我 學 中 文。

中國學生: 那 太 好 了。

hàn zì kè wén
漢 字 課 文
Text in Chinese Characters

中國學生： 我很想家。

王小年： 你爸爸媽媽都是做什麼的呢?

中國學生： 媽媽是醫生，爸爸是大學教授。你呢?

王小年： 我們家有五口人。爸爸、媽媽、一個哥哥和一個妹妹。爸爸、媽媽開了一家中餐館。

中國學生： 我沒有兄弟姐妹。你哥哥和妹妹都上學嗎?

王小年： 他們不都上學，哥哥是中學老師，妹妹跟我都在紐約大學學習。我學電腦。妹妹在商學院學會計學。

中國學生： 我才到紐約，英文<u>不</u>好，以後要多請教你。

王小年： 我們可以互相幫助。你可以教我學中文。

中國學生： 那太好了。

◀◀◀

yǔ　yán　yīng　yòng　zhù　shì
語　言　應　用　註　釋

Notes on Language Usage

1. 呢

When used at the end of a question, this word softens the tone of the question. But in the phrase 你呢, it means "how about you?"

For example:

格林是美國留學生，你呢?

Gélín shì Měiguó liúxuéshēng, nǐ ne?

Green is an American student; how about you?

格林去餐廳吃飯，小文呢?

Gélín qù cāntīng chīfàn, Xiǎo Wén ne?

Green is going to eat in the cafeteria; how about Xiao Wen?

(For details, please see Grammar Book I, Lesson 3.)

*2. 不都

不都 means "not all" or "not both." In the sentence 他們不都上學, the speaker 王小年 means "they do not both go to school." His sister goes to school, but his brother does not. (For details, please see Grammar Book I, Lesson 2.)

*3. 不

不 is an adverb used for negation. It is placed right before the word it negates.

For example:

我不是美國留學生。

Wǒ bù shì Měiguó liúxuéshēng.

I am not an American student.

這個名字不好。

Zhège míngzi bù hǎo.

This name is not good.

(For details, please see Grammar Book I, Lesson 1.)

xù   shù

叙   述

Narration

hàn   zì   kè   wén
漢   字   課   文

Text in Chinese Characters

▶▶▶

　　王小年是華裔大學生，在美國生，美國長。王小年的爸爸、媽媽開中餐館。哥哥是中學老師，妹妹跟王小年在紐約大學學習。王小年的中文不太好。一天王小年在學校見到一個中國學生，那個學生的媽媽是醫生，爸爸是大學教授。他才到紐約，英文不好。他跟王小年學英文，王小年跟他學中文。 ◀◀◀

SAMPLE

▶ English Translations of the Texts

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Dialogue 1:   My Family and I

Chinese student: May I ask, are you Chinese?

Xiaonian Wang: Yes. Why?

Chinese student: How come your Chinese is not fluent?

Xiaonian Wang: I'm an American student of Chinese origin. Some people call us "ABCs."

Chinese student: What's an "ABC?"

Xiaonian Wang: It's an "American Born Chinese," a Chinese person who was born in the United States.

Chinese student: Where's your hometown?

Xiaonian Wang: I'm a third generation Chinese. I grew up in America. My grandfather and grandmother came to America from Guangdong, China.

Chinese student: My hometown is also in Guangdong. But my father and mother both work in Beijing.

Xiaonian Wang: So, we are *lǎoxiāng* (people from the same hometown). Shall we go have some Chinese food?

Dialogue 2:   I Miss Home

Chinese student: I miss home.

Xiaonian Wang: What do your parents do?

Chinese student: My mother is a doctor. My father is a college professor. How about you?

Xiaonian Wang: There are five people in my family. Dad, Mom, an elder brother and a younger sister. My parents run a Chinese restaurant.

Chinese student: I don't have brothers and sisters. Are your brother and sister both going to college?

Xiaonian Wang: No, they are not. My brother is a middle school teacher. My sister and I both study at New York University. I am studying computer science. My sister is studying accounting at the business school.

Chinese student: I just came to New York, and my English is not very good. I will ask you to teach me later on.

Xiaonian Wang: We can help each other. You can teach me Chinese.

Chinese student: That's great.

Narration

Xiaonian Wang is an American student of Chinese origin who was born and grew up in America. Xiaonian's father and mother run a Chinese restaurant. Xiaonian's elder brother is a middle school teacher. Xiaonian's sister studies at New York University with him. Xiaonian's Chinese is not very good. One day Xiaonian meets a Chinese student at school. The student's mother is a doctor, and his father is a college professor. The student has just arrived in New York. His English is not good, so he learns English from Xiaonian, and Xiaonian learns Chinese from him.

xué pīn yīn
學   拼   音

Learning Pinyin

The Neutral Tone

In some Mandarin Chinese words, certain syllables are pronounced so lightly that they lose their original tone and are pronounced without a tone. This is called "qīng shēng" or "neutral tone." Syllables with neutral tones are not written with tone marks. Neutral tones can help distinguish the meaning or part of speech of a word or expression. For example, the word shàng 上 in shàngxué 上学 and shàngbān 上班 is a verb when it is used in the fourth tone. However, in zǎoshang 早上 (morning), the same syllable is written without a tone mark because it is part of a noun. Neutral tones can also indicate a change in part of speech from noun to adjective. For instance, the phrase dìdào 地道 with a fourth tone means "tunnel," while dìdao 地道 with a neutral tone means "authentic." Another example is dàyì 大意, which means "the general idea of a piece of writing" as a noun, while dàyi 大意 with no tone mark over yi is an adjective meaning "careless." Although the two characters that make up the written form of these two expressions are exactly the same, their meaning depends on the tone in which they're pronounced.

The [Er] Sound

When Mandarin Chinese is spoken by native speakers from northern China, especially people from Beijing, an [er] sound is often heard at the end of certain words and expressions. Very often,

putting an [er] after a syllable, usually a noun, shows the speaker's positive feelings, such as 小孩 xiǎo háir (a little child); 金鱼 jīn yúr (a goldfish); 小田 Xiǎo Tiánr ("Little Tian," a way to call a younger colleague named Tian). This change can also serve a grammatical function. Sometimes, when the [er] sound is added to a verb or an adjective, the word becomes a noun. For example, the original meaning of 盖 gài is "to cover," but 盖儿 gàir means "a cover" or "a lid" after an [er] sound is added. The adjective 亮 liàng means "bright," but if an [er] sound is added, it becomes 亮儿 liàngr, the noun for "light." Since the [er] sound is used to vary the natural flow of speech, and sometimes to indicate a change in part of speech, it should not be used excessively.

Practice: Read the following words aloud, paying special attention to changes in pronunciation.

A. The Neutral Tone (The second syllable in the following words is unstressed and pronounced lightly and quickly.)

▶ **A statue of Confucius in New York City's Chinatown.**

bàba (father)	māma (mother)	gēge (older brother)
jiějie (older sister)	dìdi (younger brother)	mèimei (younger sister)
tāmen (they)	háizi (child)	shénme (what)
péngyou (friend)	kuàiji (accountant)	xuésheng (student)
wūli (in the room)	wàitou (outside)	shàngbian (above)
chūqu (go out)	jìnlai (come in)	zhàn qilai (stand up)
qīngchu (clear)	dìdao (authentic)	piàoliang (beautiful)
xiǎngxiang (consider)	kànkan (have a look)	
pǎo bu dòng (cannot run)	kàn yi kàn (have a look)	
hǎo de hěn (very good)	ná zhe shū (holding a book)	

B. The [Er] Final

yīhuìr (a little while)	rénr (person)	shuǐr (water)
fànguǎnr (restaurant)	yì bāor chá (a bag of tea)	wánr (to play)
bǐjìběnr (notebook)	nǎr (where)	míngr (name)

xué hàn zì

學　漢　字

Learning Chinese Characters

Basic Chinese Radicals

A radical is the basic component of a written character. Radicals are useful for learners of Chinese because they often reveal something about the basic meaning of a character. Radicals are also used in organizing dictionaries, indexes, etc., in Chinese publications. A radical can be as simple as one stroke, such as 一 or 乙, or as complicated as 鼠 or 龜. All Chinese characters are made up of one or more radicals. Most radicals are, in fact, independent characters or words that have their own meanings, and these are referred to as 獨體字 dútǐzì (single-body characters).

A majority of characters in Chinese are formed when a radical combines with a phonetic element. The radical often gives some hint as to the meaning of the character, while the phonetic element indicates its pronunciation. In a character made up of two or more components, the radical is usually the portion on the left, or the part that remains if the phonetic element is removed. For example, in the character 湖 hú meaning "lake," 氵 (sān diǎn shuǐ) is the radical meaning "water" and 胡 (hú) indicates the pronunciation.

Traditionally there are 214 radicals in the Chinese language, but after simplification of character forms, the total number of modern radicals has increased to 227. Most dictionaries published outside of Mainland China include about 178–188 radicals. Being able to recognize radicals will give you an advantage in learning to recognize, read, and handwrite characters, as well as in using dictionaries. The following is a list of the most frequently used radicals. These radicals are all single-body characters.

	Character	Pinyin	English	Examples of Characters Containing the Radical
1.	力	lì	power	動 (move), 助 (help), 努 (exert effort)
2.	口	kǒu	mouth	吃 (eat), 叫 (call), 吹 (blow)
3.	囗	wéi	enclose	四 (four), 回 (return), 國 (country)
4.	土	tǔ	earth, dirt	坐 (sit), 在 (at), 地 (the earth)
5.	大	dà	big, large	天 (sky), 夫 (husband), 太 (too)
6.	女	nǚ	female	媽 (mother), 姐 (sister), 奶 (grandma)
7.	子	zǐ	son	孫 (grandson), 孩 (child), 學 (study)
8.	寸	cùn	inch	對 (right), 封 (seal), 導 (lead)
9.	小	xiǎo	little, small	少 (young), 尚 (still), 尖 (tip)

10. 山	shān	mountain	仙 (immortal), 岳 (mountain), 嶺 (ridge)
11. 工	gōng	labor, work	左 (left), 差 (difference), 功 (achievement)
12. 弓	gōng	bow	彎 (bend), 張 (spread), 引 (guide)
13. 心	xīn	heart	您 (you), 忠 (loyal), 意 (meaning)
14. 日	rì	sun	時 (time), 春 (spring), 星 (star)
15. 月	yuè	moon, month	服 (clothes), 朝 (dynasty), 期 (period)
16. 木	mù	wood	林 (forest), 村 (village), 李 (plum)
17. 水	shuǐ	water	池 (pond), 汁 (juice), 河 (river)
18. 火	huǒ	fire	燈 (light), 爐 (stove), 炒 (stir fry)
19. 田	tián	field	男 (male), 界 (border), 留 (remain)
20. 目	mù	eye	睡 (sleep), 看 (look), 睛 (eye)

tīng　shuō liàn　xí

聽　　說　　練　　習

► Exercises for Listening and Speaking

• •

一、完成對話。 *(1. Work in pairs to complete the dialogue.)*

A: Xiǎo Wáng, nǐ de Zhōngwén zěnme shuō de bù liúlì?

B: _____

A: Shénme shì ABC?

B: _____

A: Nà nǐ de lǎojiā zài nǎr?

B: _____

A: Tài hǎo le, wǒmen shì lǎoxiāng le, wǒ yě shì cóng Běijīng lái de. Qù chī Zhōngguó fàn ba.

B: _____

二、聽對話，回答問題。 *(2. Listen to the conversation and answer the questions.)*

1. Who are the members of B's family?

   _____

2. Does B have any brothers?

   _____

3. Does A have any brothers?

   _____

4. Are A's parents both doctors?

   _____

5. In B's family, who is a professor?

   _____

三、先聽對話，然後兩人一組朗讀。 *(3. Listen to the following conversation without looking at the book, and then read it aloud in pairs, first by following the pinyin, then by following the characters.)*

Jiǎ:	Qù zhōngcānguǎn chīfàn ba.
Yǐ:	Qù nǎ jiā zhōngcānguǎn?
Jiǎ:	Wǒ bàba, māma kāi le yī jiā zhōngcānguǎn.
Yǐ:	Nǐ jiā hái yǒu shéi?
Jiǎ:	Wǒ hái yǒu yī ge gēge hé yī ge mèimei.
Yǐ:	Tāmen dōu shì xuésheng ma?
Jiǎ:	Wǒ gēge shì zhōngxué lǎoshī. Mèimei yě zài Niǔyuē Dàxué xuéxí.
Yǐ:	Tā xué shénme?
Jiǎ:	Tā xué kuàijì hé Zhōngwén.
Yǐ:	Hěn hǎo.
Jiǎ:	Yǐhòu wǒ yào duō qǐngjiào nǐ Zhōngwén.
Yǐ:	Wǒ yě gēn nǐ xuéxí Yīngwén.
Jiǎ:	Nà tài hǎo le.

甲： 去中餐馆吃饭吧。

乙： 去哪家中餐馆?

甲： 我爸爸、妈妈开了一家中餐馆。

乙： 你家还有谁?

甲： 我还有一个哥哥和一个妹妹。

乙： 他们都是学生吗?

甲： 我哥哥是中学老师。妹妹也在纽约大学学习。

乙： 她学什么?

甲： 她学会计和中文。

乙： 很好。

甲： 以后我要多请教你中文。

乙： 我也跟你学习英文。

甲： 那太好了。

四、角色表演 *(4. Role Play)*

A is a Chinese student who has just arrived in New York from China. He meets B (his classmate). They introduce themselves to each other and talk about their family members: what their names are, what they are doing, and who is studying at college or teaching at school. They agree to help each other learn Chinese and English.

diàn nǎo yǔ hàn zì liàn xí

電 腦 與 漢 字 練 習

Exercises for Computing and Learning Characters

一、打出下面段落。*(1. Type the following passage.)*

　　王小年的朋友叫王小年ABC。他問爸爸、媽媽是什麼意思 (yìsi, meaning),
他們說就是華裔美國人。他們的老家在中國,那裡都是中國人。中國人都
會說很流利的中文。

二、把下面拼音句子打成漢字。*(2. Type the following pinyin sentences and select the appropriate characters from the list that appears on your computer screen.)*

1. Nǐ de Zhōngwén zěnme shuō de bù liúlì?

2. Wǒ shì dì-sān dài yímín, zài Měiguó zhǎngdà.

3. Māma shì yīshēng, bàba shì dàxué jiàoshòu.

4. Mèimei gēn wǒ dōu zài Niǔyuē Dàxué.

5. Tā de bàba, māma kāi Zhōngcānguǎn.

三、圈出正確的漢字。 *(3. Circle the correct character to fill in the blanks.)*

1. 你是美國 ___ (八、幾、人、入、九) 嗎？

2. 老師不是 ___ (花、華、畢、傘、卉) 裔。

3. 我的老師是在美國 ___ (華、長、張、長、千) 大的。

4. 我的老 ___ (加、宁、宇、家、宗) 不在美國，在中國。

5. 我哥哥在商學 ___ (完、原、院、愿、陀) ___ (校、叫、教、救、赦) 電腦。

四、讀生字，找出偏旁部首。*(4. The characters in each of the following groups share a radical. Read the characters and write the shared radicals.)*

  Example: 這迎　shared radical:辶

1. 那 都 院　shared radical:_____

2. 姐 妹 媽 奶　shared radical:_____

3. 啊 哪 口 和　shared radical:_____

五、把漢字分成部件。*(5. Test your understanding of character structure by dividing the following characters into their component parts.)*

  Example: 嗎—>口 馬

1. 教—>_____

2. 想—>_____

3. 請—>_____

4. 媽—>_____

5. 爸—>_____

kè　wén　liàn　xí

課　文　練　習

Exercises for Understanding the Texts

一、根據課文回答問題。 *(1. Answer the questions orally based on the text.)*

1. 王小年是中國學生還是美國學生?

   Is Xiaonian Wang a Chinese or American student?

2. 王小年的中文說得怎麼樣?

   How is Xiaonian Wang's spoken Chinese?

3. 他的老家在哪兒? 那個中國學生呢?

   Where is his hometown? Where is the Chinese student's hometown?

4. 那個中國學生的爸爸、媽媽做什麼?

   What do the Chinese student's father and mother do?

5. 王小年的家有幾口人? 他們都是誰?

   How many people are there in Xiaonian Wang's family? Who are they?

6. 他們家誰在紐約大學學習?

   Which member of their family is going to New York University?

7. 王小年和中國學生怎麼互相幫助?

   How do they help each other?

二、完成對話。 *(2. Complete the dialogues orally.)*

1.　A: 請問你是哪國人?

　　B:_____。

2.　A: 你有華裔朋友嗎? 他們是誰?

　　B: _____。

3.　A: 你的老家在哪兒?

　　B: _____。

4.   A: _____。

   B: 我爸爸、媽媽不都是大學教授。

5.   A: 我有兩個妹妹和兩個哥哥，你呢?

   B:_____。

三、先填空，再朗讀段落。**(3. Fill in the blanks with the numbers corresponding to the correct Chinese characters, and then read the paragraph aloud.)**

1 哪兒 2 在 3 不都 4 都 5 都 6 都不 7 得 8 華裔

　　王小年是___大學生，___美國生，美國長。他的中文說___不流利。他的爸爸、媽媽開中餐館。他不知道他的老家在___。哥哥和妹妹___跟他在紐約大學學習。可是他們___是華裔，他們在學校___學中文，___學日文 (Rìwén, Japanese)。

四、 作文 **(4. Composition)**

Use the computer to write a few sentences (5-6) in Chinese introducing your family.

五、 翻譯 **(5. Translation)**

Translate the following sentences orally in class. Then type your translations in Chinese using the words and phrases provided.

 1. How come your Chinese is not fluent? (得)

 2. My grandfather and grandmother came to America from Guangdong, China. (是⋯⋯的)

 3. So, we are from the same hometown. Let's go have some Chinese food. (那,吧)

 4. I just came to New York. My English is not very good.

 5. They are not both going to college. My brother is a doctor. (不都)

 6. We can help each other.

 7. My sister is studying at New York University's business school.

 8. What do your parents do? (呢)

 9. My mother is a middle school teacher. My father is a college professor.

 10. I am a third generation immigrant. I grew up in America. (是⋯⋯的)

Chinese Customs and Culture

zhōng　guó　rén　de　jiā　tíng　chēng hū
▶中　　國　　人　　的　　家　　庭　　稱　　呼

Chinese Family Relationships

The Chinese have a very complicated system of family titles. Unlike in English, in Chinese, an "uncle" is not just an "uncle." There are different words for your father's older and younger brothers, your mother's brothers, and uncles by marriage. These titles are very important, as they help Chinese people find their places in the hierarchy of relationships that are so critical to family and social life in China. What follows is a list of the most important family relationships. Of course, Chinese family relationships can get very complicated – if you have more than one family member of the same relationship, you need to address them according to their birth order, status and seniority relative to yours. For example, if I have three older brothers, I call the oldest as 大哥 (dàgē, first older brother), then the second oldest 二哥 (èrgē, second older brother) and the third 三哥 (sāngē, third older brother). If I have three younger sisters, I can use 大妹 (dàmèi, first younger sister), 二妹 (èrmèi, second younger sister) and 三妹 (sānmèi, third younger sister). 三妹 can also be called 小妹 (xiǎomèi) if she is youngest of your younger sisters. After studying the following relationships, please try and fill in your own family tree below.

Grandparents' Generation

Father's father: 爺爺 yéyé
Father's mother: 奶奶 nǎinǎi
Mother's father: 外公 wàigōng
Mother's mother: 外婆 wàipó

Parents' Generation

Father: 爸爸 bàba
Father's older brother and his wife: 伯父 bófù、伯母 bómǔ
Father's younger brother and his wife: 叔叔 shūshu、嬸嬸 shěnshen
Father's sister and her husband: 姑媽 gūmā、姑夫 gūfū
Mother: 媽媽 māma
Mother's brother and his wife: 舅舅 jiùjiù、舅母 jiùmǔ
Mother's sister and her husband: 姨媽 yímā、姨夫 yífū

Your Generation

Myself: 我 wǒ

Elder brother: 哥哥 gēge

Younger brother: 弟弟 dìdi

Elder sister: 姐姐 jiějie

Younger sister: 妹妹 mèimei

Father's brother's son:
堂哥 tánggē、堂弟 tángdì

Father's brother's daughter:
堂姐 tángjiě、堂妹 tángmèi

Father's sister's son: 表哥
biǎogē、表弟 biǎodì

Father's sister's daughter:
表姐 biǎojiě、表妹 biǎomèi

Mother's brother's son: 表哥 biǎogē、表弟 biǎodì

Mother's brother's daughter: 表姐 biǎojiě、表妹 biǎomèi

Mother's sister's son: 姨哥 yígē、姨弟 yídì

Mother's sister's daughter: 姨姐 yíjiě、姨妹 yímèi

Children's Generation

Son: 兒子 érzi

Daughter: 女兒 nǚér

Nephew: brother's son 姪子 zhízi

Niece: brother's daughter 姪女 zhínǚ

Nephew: sister's son (addressor is male) 外甥 wàishēng

Niece: sister's daughter (addressor is male) 外甥女 wàishēngnǚ

Grandchildren's Generation
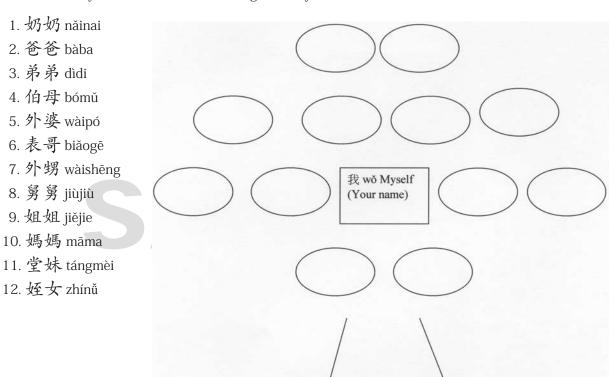
Son's son: 孫子 sūnzi

Son's daughter: 孫女 sūnnǚ

Daughter's son: 外孫 wàisūn

Daughter's daughter: 外孫女 wàisūnnǚ

Test Your Knowledge: Make a family tree. (Answers can be found at the end of the exercise.)

Instructions: There are four levels in the tree, indicating the four generations. The uppermost level is the grandparents' generation, the second the parents' generation, the third your own generation, and the fourth your children's generation. Place the characters or pinyin for the appropriate family relationships in the circles to complete the tree. Make sure that those more closely related to you are placed closer to you. In terms of organization, place relatives from your father's side to the left of "myself," and relatives from your mother's side to the right of "myself."

1. 奶奶 nǎinai
2. 爸爸 bàba
3. 弟弟 dìdi
4. 伯母 bómǔ
5. 外婆 wàipó
6. 表哥 biǎogē
7. 外甥 wàishēng
8. 舅舅 jiùjiù
9. 姐姐 jiějie
10. 媽媽 māma
11. 堂妹 tángmèi
12. 姪女 zhínǔ

我 wǒ Myself
(Your name)

Answers:

Level One: 1, 5

Level Two: 4, 2, 10, 8

Level Three: 11, 3, 9, 6

Level Four: 12, 7

總詞彙表 GLOSSARY

A

Pinyin	Traditional	Simplified	Part of Speech	English	Lesson
a	啊	啊	Par	(a tone softener)	2
a	啊	啊	Int	ah, oh	10
āi	哎	哎	Int	hey!; look out!	5
āiyōu	哎喲	哎哟	Int	hey; ouch; ow	9
ānquán	安全	安全	Adj	safe; secure	8
ānxīn	安心	安心	VO	feel at ease; be relieved; set one's mind at rest	9
àn	按	按	V	press; push down	8

B

Pinyin	Traditional	Simplified	Part of Speech	English	Lesson
ba	吧	吧	Par	(here, a particle used for making suggestions)	1
bā	吧	吧	N	bar	3
bǎ	把	把	M	measure word for umbrella	10
bàba	爸爸	爸爸	N	papa; dad; father	2
báitiān	白天	白天	N	daytime; day	10
bàn	半	半	Adj	half; semi-	5
bàn	辦	办	V	do; handle; manage; attend to	8
bànfǎ	辦法	办法	N	way; means; measure	6
bànlǐ	辦理	办理	V	handle; conduct; transact	8
bāng	幫	帮	V	help; assist	9
bāngzhù	幫助	帮助	V	help; assist	2
bàng	棒	棒	Adj	(colloquial) good; excellent; awesome	3
bāo	包	包	V/N	wrap; bundle; bag	8
bāoguǒ	包裹	包裹	N	package; bundle; wrap up; bind up	8
bǎohù	保護	保护	V	protect; safeguard	8
bào	報	报	V	report; announce; declare	10
bàozhǐ	報紙	报纸	N	newspaper; newsprint	10
bēizi	杯子	杯子	N	cup; glass	5
běi	北	北	N	north	3
Běijīng	北京	北京	PN	Beijing (formerly called "Peking")	2

bítì	鼻涕	鼻涕	N	nasal mucus	9
bǐ	比	比	Prep	compare; contrast; than	5
bǐjiào	比較	比较	Ad	fairly; comparatively; quite; compare	4
Bǐdé	彼德	彼德	PN	Peter (a name)	7
bì	幣	币	N	money, currency	6
biàn	變	变	V	change; become different; become	10
biǎo	表	表	N	table; form; list; meter; watch	8
biéde	別的	别的	Adj	other; another	5
bīngxiāng	冰箱	冰箱	N	refrigerator; freezer	9
bìng	病	病	N	ill; sick; disease	9
Bōshìdùn	波士頓	波士顿	PN	Boston	6
bǔ	補	补	V	mend; patch; repair; make up for	9
bù	不	不	Ad	no; not	2
bùcuò	不錯	不错	Ad	not bad; pretty good; correct; right	6
bùjiànbùsàn	不見不散	不见不散	CE	(If we) do not see (each other), (we) should not leave.	3
bùrú	不如	不如	Conj	not equal to; not as good as; inferior to; it would be better to	10

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Pinyin	Traditional	Simplified	Part of Speech	English	Lesson
cái	才	才	Ad	just	1
cài	菜	菜	N	vegetable; food; dish	9
cānjīnzhǐ	餐巾紙	餐巾纸	N	napkin	5
cāntīng	餐廳	餐厅	N	dining room; restaurant, dining hall	1
chā	叉	叉	N	fork	5
chá	查	查	V	check; examine; look into; investigate	7
chàbùduō	差不多	差不多	Adj	almost; nearly; about the same; similar	6
cháng	長	长	Adj	long	6
chángtú	長途	长途	Adj	long-distance	6
cháng	常	常	Ad	frequently; often; usually	6
chángyán	腸炎	肠炎	N	enteritis; intestinal inflammation	9
chāo(jí)shì (cháng)	超(級)市(場)	超(级)市(场)	N	supermarket	5
chāoxiě	抄寫	抄写	V	copy; transcribe.	4
cháoshī	潮濕	潮湿	Adj	moist; damp	10
chē	車	车	N	vehicle; car	5
chéng	成	成	V	accomplish; succeed; become	7
chéngshì	城市	城市	N	city; town	6