

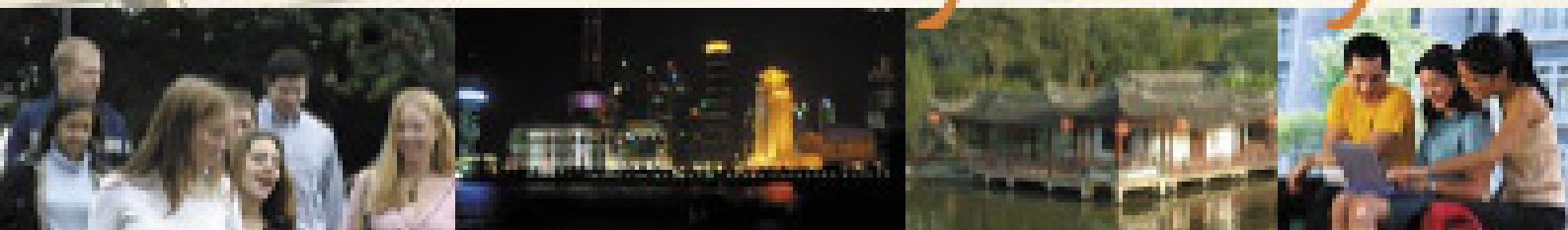
通
向
中
國

Chinese Odyssey

ADVANCE SAMPLE

THIS IS AN UNCORRECTED
PROOF

DO NOT DUPLICATE



Innovative Chinese Courseware

TRADITIONAL Character Edition

Vol. 1 TEXTBOOK

Xueying Wang, Lichuang Chi, and Liping Feng

Copyright © 2005 Johns Hopkins University. All Rights Reserved.

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, scanning, or any information storage or retrieval system, without written permission from the publisher.

10 09 08 07 06 05 6 5 4 3 2 1

Published by
Cheng & Tsui Company
25 West Street
Boston, MA 02111-1213 USA
Fax (617) 426-3669
www.cheng-tsui.com
"Bringing Asia to the World"™

Library of Congress Cataloging-in-Publication Data

Wang, Xueying.

Chinese odyssey : innovative Chinese courseware / Xueying Wang, Lichuang Chi, and Liping Feng.

p. cm.

Chinese and English.

ISBN 0-88727-457-9—ISBN 0-88727-452-8

I. Chinese language—Textbooks for foreign speakers—English. I. Chi, Lichuang. II. Feng, Liping. III. Title.

PL1129.E5W385 2004

495.1'82421—dc22

2004063504

Printed in the U.S.A.

Traditional Character Edition, ISBN 0-88727-452-8

Chinese Odyssey includes multimedia products, textbooks, workbooks, and audio products. Visit www.cheng-tsui.com for more information on the other components of *Chinese Odyssey*.

Brief Table of Contents

Preface		xvii
List of Abbreviations		xxv
Lesson 1	Introduction to Chinese Phonetics	1
Lesson 2	你早 Basic Greetings	15
Lesson 3	你爸爸媽媽好嗎? How's Your Family?	27
Lesson 4	好久不見, 你怎麼樣? How's It Going?	39
Lesson 5	你做什麼工作? How Do You Make a Living?	53
Lesson 6	做作業 Doing Homework	71
Lesson 7	歡迎你們常來! Welcoming Guests	89
Lesson 8	問姓名 Asking Someone's Name	107
Lesson 9	找人 Looking for Someone	123
Lesson 10	介紹朋友 Introducing Friends	139
APPENDIX	List of Grammar Points	157
GLOSSARIES	Chinese-English Vocabulary Glossary, Arranged by Lesson	159
	Chinese-English Vocabulary Glossary, Arranged Alphabetically by Pinyin	173
	Glossary of Proper Nouns	187

Contents

Preface xvii

List of Abbreviations xxv

Lesson 1 1

Introduction to Chinese Phonetics

In this lesson you will:

- Get a brief overview of Chinese phonetics, the Chinese writing system, and spoken Chinese.
- Learn about the pinyin system, including the basics of initials, finals, and tones.

Overview 1

Pinyin 3

Part One: Practicing Initials and Finals 9

Part Two: Practicing Initials and Finals 10

Part Three: Practicing Initials and Finals 12

Part Four: Practicing Initials and Finals 13

Lesson 2 15

你早

Basic Greetings

In this lesson you will:

- Review pronunciation, with special emphasis on tones.
- Learn some basic principles of Chinese character composition and rules of phonetic spelling.
- Greet someone in a culturally appropriate way.

Vocabulary 15

Grammar 16

I. Chinese Names

II. Addressing People

III. Greeting People

Pronunciation Review 19

Character Writing 21

In-Class Exercises 24

Lesson 3 27

你爸爸媽媽好嗎？

How's Your Family?

In this lesson you will:

- Learn to write Chinese characters.
- Use some family-related vocabulary.
- Use Chinese to politely discuss someone's well-being.

Vocabulary 28*Grammar* 30

I. Addressing People (Cont'd.)

II. Basic Sentence Structure

III. The Interrogative Particles 嗎 (Ma) and 呢 (Ne)

IV. Using Personal Pronouns as Possessives to Indicate Relationship

Pronunciation Review 33*Character Writing* 34*In-Class Exercises* 35**Lesson 4** 39

好久不見, 你怎麼樣？

How's It Going?

In this lesson you will:

- Review pronunciation and pinyin spelling rules.
- Write more Chinese characters.
- Ask people about their studies, health, and work.

Vocabulary 41*Grammar* 43

I. Basic Sentence Structure (Cont'd.)

II. Using the Adverbs 也 (Yě), 都 (Dōu), and 太 (Tài)

III. Using 怎麼樣 (Zěnmeyàng)

Pronunciation Review 46*Character Writing* 48*In-Class Exercises* 49**Lesson 5** 53

你做什麼工作？

How Do You Make a Living?

In this lesson you will:

- Do a review of pinyin pronunciation and tones

- Learn more character combinations and rules of phonetic spelling
- Use basic vocabulary to identify things and people
- Ask somebody about his or her profession.

Vocabulary 55

Grammar 57

I. Sentences Using Action Verbs

II. Sentences with the Verb 是 (Shì)

III. Using 這 (Zhè) and 那 (Nà) with the Verb 是 (Shì)

IV. Using (De) to Indicate Possession

V. Questions with 誰 (Shéi), 誰的 (Shéi de), and 甚麼 (Shènmé)

Pronunciation Review 64

Character Writing 65

In-Class Exercises 67

Lesson 6 71

做作業

Doing Homework

In this lesson you will:

- Review pronunciation, tones, and pinyin.
- Learn more about Chinese character composition and the rules of phonetic spelling.
- Use Chinese to borrow and return items.
- Talk about schoolwork.

Vocabulary 72

Grammar 76

I. Using Time Phrases

II. Sentences with Multiple Verbs

III. Verb Repetition and the Verb 一下兒 (Yíxiàr)

IV. Tag Questions

Pronunciation Review 81

Character Writing 83

In-Class Exercises 84

Lesson 7 89

歡迎你們常來！

Welcoming Guests

In this lesson you will:

- Review pronunciation, tones, pinyin, and phonetic spelling rules.

- Learn to host guests and offer them a choice of drinks.
- Use Chinese to express gratitude or respond to gratitude.

Review

Vocabulary 91

Grammar 94

I. Noun Modifiers

II. Using 還是 (Háishi) to Provide Options

III. Using 都 (Dōu) to Modify Objects

IV. Using the Verb 有 (Yǒu)

Pronunciation Review 99

Character Writing 100

In-Class Exercises 102

Lesson 8 107

問姓名

Asking Someone's Name

In this lesson you will:

- Review pinyin combinations and try a few tongue twisters.
- Review strokes and stroke order in writing Chinese characters.
- Learn vocabulary you will need to introduce yourself to others.
- Inquire politely about someone you have just met.

Vocabulary 109

Grammar 113

I. Verbs with Two Objects: Direct and Indirect

II. Inquiring about Someone's Nationality and Place of Origin
with 哪兒 (Nǎr) and 哪 (Nǎ) 08

III. Ways of Asking a Person's Name

IV. Using Polite Language for Communication

V. Using Compound Verbs

Pronunciation Review 119

Character Writing 120

In-Class Exercises 120

Lesson 9 123

找人

Looking for Someone

In this lesson you will:

- Learn to use Chinese numbers.

- Inquire about a person's whereabouts.
- Ask for and write Chinese addresses.

Vocabulary 125

Grammar 129

I. Location Words

II. Ways to Use the Location Verb 在 (Zài)

III. A Brief Introduction to Measure Words

IV. The Interrogative Words 多少 (Duōshao) and 幾 (Jǐ)

V. Chinese Addresses

Character Writing 134

In-Class Exercises 135

Lesson 10 139

介紹朋友

Introducing Friends

In this lesson you will:

- Learn to make introductions.
- Set up a date and time to meet someone.
- Politely accept and decline invitations.

Vocabulary 141

Grammar 143

I. Affirmative-Negative Questions

II. Using the Prepositions 給 (Gěi) and 跟 (Gēn)

III. Topic-Comment Sentences

IV. 和 (Hé) as a Conjunction

V. Rhetorical Questions

Summary of Radicals 151

In-Class Exercises 153

Appendix: List of Grammar Points 157

Chinese-English Vocabulary Glossary, Arranged by Lesson 159

*Chinese-English Vocabulary Glossary, Arranged Alphabetically
by Pinyin* 173

Glossary of Proper Nouns 187

Preface

Welcome to *Chinese Odyssey*, an innovative multimedia language courseware for learning Chinese. *Chinese Odyssey* is designed to provide a comprehensive curriculum, laying the groundwork for building your Chinese language skills over the next three years from beginning to advanced levels. Because it is completely multimedia-based, *Chinese Odyssey* provides unique access to video, audio, images, and interactive exercises, adding a new dimension of flexibility and richness to the language learning experience.

Year-by-Year Learning Objectives

First Year (Volumes 1 and 2)

The first year is designed to teach the basic survival skills you will need to communicate in Chinese. The exercises concentrate heavily on spoken language and pronunciation, with a special focus on pinyin and tones in Volume 1. In Volume 2, pronunciation exercises are gradually replaced by more communicative and grammar-based exercises.

Second Year (Volumes 3 and 4)

In your second year of studying Chinese, you will complete the basic groundwork in both spoken and written Chinese, and you'll learn more about Chinese grammar. At this point, you should become more comfortable with Chinese customs and will be able to communicate about daily tasks with Chinese people. By the end of this year, you will have gained the necessary language skills for living in China.

Third Year (Volumes 5 and 6)

At this level, you will be continuously honing your language skills and cultural understanding. You will develop the skills necessary to carry on a high-level discussion in Chinese, expressing your opinions as you talk about issues related to current events, Chinese society, politics, economics, the education system, and aspects of Chinese culture such as food, holidays, and Chinese medicine. You will also begin to learn the written form of Chinese (書面語), which is different from the modern spoken form of the language.

Chinese Odyssey's Pedagogical Approach

Why Multimedia Is Best

In the past, most education took place in a classroom environment and was based primarily on interaction between the teacher and student. Today,

people of all ages and backgrounds are seeking to enhance their language experience with multimedia tools. As a completely stand-alone multimedia courseware, *Chinese Odyssey* lets you effectively manage your own learning. Using the multimedia CD-ROMs, you can instantly see whether you've completed an exercise correctly, get explanations of answers, and record your exercise scores. You can participate in a variety of interactive situations that allow you to practice what you have learned. Thus, you can set your own pace and focus on your perceived areas of weakness.

The multimedia format easily accommodates students of varying backgrounds, skill levels, and aptitudes. For example, beginning students can spend more time learning to write Chinese characters by following animated stroke order, or focus on pronunciation drills. In the second and third years, students can take advantage of online resources—such as links to Internet pages related to lesson topics—which will enrich their learning experience. In short, for students, using the multimedia courseware is like having a private tutor.

Within the realm of traditional classroom-based instruction, the *Chinese Odyssey* courseware enables instructors to more effectively use their limited instructional hours for interaction with their students rather than for mechanical drills. For example, using the multimedia CD-ROM, students can do drills and exercises as well as review the lesson. This frees up class time for more meaningful interaction between teachers and students. Because the courseware contains a score-keeping function, language instructors don't have to spend lots of time grading students' homework. Instructors can simply ask students to print out their exercise score reports, which will automatically indicate the students' performance as well as the time taken to complete the exercise. Moreover, students absent from class can take their portable CDs with them in order to keep up with lessons, without having to use too much of the instructor's time to make up the class.

A Note about the Exercises

Chinese Odyssey contains sophisticated multimedia exercises in grammar and the four basic language skills—listening, speaking, reading and writing. In order to prepare you to take the HSK Chinese Proficiency Test given by the Chinese government, some of the exercises are in HSK format (see “How *Chinese Odyssey* Provides Preparation for the HSK” below). Other multimedia exercises include matching games and pre-recorded dialogues that you can engage in with the computer; we hope that such activities are able to bring some fun and interaction to Chinese learning.

Why We Introduce Idiomatic Colloquial Speech

Rather than teaching artificial textbook “language,” which is heavily limited by vocabulary and grammar, we introduce authentic idiomatic colloquial speech to make learning more real and the everyday spoken language more accessible. Heritage students and those who are highly motivated to learn can simply memorize the colloquial speech without a need to analyze the grammar. Those who have limited time do not have to memorize the idiomatic colloquial speech.

Topics in *Chinese Odyssey*

The course material contains practical topics such as greeting people, entertaining guests, opening a bank account, or going to the post office, as well as contemporary topics such as dating and opening a cell phone account. Before writing *Chinese Odyssey*, we held a series of discussions with our students in order to select topics that would be, from a learners’ perspective, both interesting and practical. For example, dating is a topic that students love because it helps to transcend Chinese learning from stuffy academia to their everyday work.

Settings in *Chinese Odyssey*

The settings in *Chinese Odyssey* are designed to mirror the real experiences of students learning Chinese. In the first year, most students begin their language-learning journey in their home country. During the second and third years, however, students tend to travel abroad to enhance their language-learning experience in the target country of their chosen language. Thus, in parallel, our courseware begins in the home country of the novice Chinese learner, and then shifts to China, with increasingly sophisticated scenes as the students themselves advance in their language skills.

Curriculum Planning

Each year of *Chinese Odyssey* covers two volumes of material, with 20 lessons for each of the first two years (approximately 5 instructional hours per lesson), and 10 lessons for the third year (approximately 9-10 instructional hours per lesson). To facilitate learning and teaching, we have tightly controlled the number of vocabulary words and the length of the text in each lesson.

How *Chinese Odyssey* Provides Preparation for the HSK

In addition to providing a rigorous Chinese language course, *Chinese Odyssey* is designed to prepare you for taking the *Hanyu Shuiping Kaoshi* (HSK), a proficiency-based, standardized aptitude test issued by the Chinese government. If you want to study abroad or work in China, you will eventually have to take this test. *Chinese Odyssey's* testing software is modeled after the HSK, to give you a sense of what the actual exam is like and help you prepare for the exam.

A Tour through *Chinese Odyssey*

Textbook

Text

Each lesson is introduced with a dialogue, which we refer to as the lesson's "text." Based on the experiences of a group of friends studying Chinese, the dialogues reflect the daily life of a typical university student. The situations in each of the lessons are real-life situations that you might encounter upon visiting or preparing to visit China, such as asking for directions, ordering food at a restaurant, or applying for a visa to study abroad. We have also incorporated a range of cultural material, including common idioms and slang, to enhance your working knowledge of Chinese culture and tradition.

Vocabulary

Because Chinese is a non-alphabetic language, it is often fascinating but time-consuming for beginning students to learn the written form. To make it easier, we have divided the vocabulary in Volume 1 of the first year into the following two types:

- **Basic:** Basic vocabulary consists of common words that are used in everyday conversation. You will practice listening, speaking, and reading these words, but will not be responsible for writing them by hand.
- **Core:** From the pool of basic vocabulary words, there is a smaller set of core vocabulary, which you should learn to write. In the vocabulary lists, these core vocabulary words are starred.

Throughout *Chinese Odyssey*, you'll also find these lists of words in the Vocabulary section.

- **Notes:** explain special expression or idioms that appear in the texts. These special expressions are not required for you to learn, but because they

are fun and convey something interesting about Chinese culture, most students enjoy learning them.

- **Common Expressions (慣用語):** Part of the required basic vocabulary, these are colloquial expressions that you'll encounter frequently in everyday conversation.
- **Featured Vocabulary:** contains further explanations and examples for the more difficult-to-use or commonly-confused words and phrases.
- **Supplemental Vocabulary:** Additional words related to the lesson topic. Not required for you to learn.

Starting in Volume 3 of the second year, we have included a background paragraph as a preface to the opening dialogue, which provides cultural information you need to understand the text. In the third year, the opening passages become more sophisticated as more written language is introduced, and the dialogues are shortened accordingly.

Phonetics

This section (Lessons 1-8 in Volume 1) teaches you how to pronounce Chinese using pinyin, the standard romanization system. This includes phonetic presentations along with exercises such as distinguishing tones, distinguishing sounds, pronunciation practice, and sight reading to help you master pinyin.

Character Writing

This section (Lessons 2-8 in Volume 1) presents Chinese character composition, stroke types, stroke order, and radicals along with a Chinese character box for handwriting practice.

Grammar

This section presents 3-5 grammar points related to the text in each lesson. The structures are introduced progressively from simple to complex and are displayed in chart form with plenty of supporting examples, making them accessible and easy to use for reference or self-study. You will start by learning parts of speech and the basic word order of a Chinese sentence. Gradually, you will begin to form more complex sentences using new grammatical structures, learn more function words (words with no substantial meaning, but specific grammatical roles), and more complex conjunctions unique to the Chinese language. Throughout the grammar sections, there are short "Practice" exercises that allow you to practice the grammar points you've just learned.

Textbook Exercises

In each lesson of the textbook, we have added some classroom-based exercises to give you an opportunity to practice what you have learned with your teacher and your classmates. The textbook exercises focus on grammar and general understanding of the lessons. This allows the teacher to check whether you understand the materials presented in class and give you feedback as you develop your skills.

Workbook

Each volume of *Chinese Odyssey* includes a workbook that contains four sections: listening, speaking, reading, and writing. Each section has 2-4 tasks, starting at an easy level and gradually becoming more difficult as your skills progress. For example, in the listening section you first might be asked to listen to a set of Chinese phrases and select the corresponding English. Later on, you might hear a short conversation or monologue and be asked to respond to questions based on the text. Speaking exercises emphasize pronunciation, intonation, and conversational skills, while reading and writing exercises test your ability to respond to authentic sections of Chinese text or interact in a real-life situation you might encounter (writing an e-mail, filling out a form, writing a summary, etc).

Multimedia CD-ROM Set

The multimedia CD-ROM is a stand-alone courseware, and includes the same wide range of activities covering listening, speaking, reading, and writing that you'll find in the textbook and workbook. In addition, the multimedia CD-ROM includes interactive activities and detailed explanations for the practice material, and offers the following technological advantages to help you further improve your language skills:

- A variety of images, video, audio, and readings that incorporate all the basic language skills in a dynamic multimedia environment.
- An interactive platform that allows you to engage in pre-recorded dialogues with the computer.
- Voice-recording capability that allows you to compare your pronunciation with that of a native speaker.
- The flexibility to optimize activities to your own personal skill level, for example by adjusting the speed of audio clips and choosing to show or hide pinyin.
- Vocabulary lists that feature step-by-step demonstration of character creation and stroke order.
- Immediate feedback on exercise results, with relevant explanations.

- Video clips and authentic materials that help broaden your understanding of life in contemporary China.
- Easy-to-follow navigation and attractive layout.

For more information on the Multimedia CD-ROM, please see “The Chinese Odyssey Multimedia CD-ROM” on p. XX.

Audio CD

The audio CDs includes all lesson texts, vocabulary, and phonetics in the textbook, as well as all listening exercises and some speaking exercises in the workbook. The audio CDs are designed for those who either don't have access to a computer or who prefer not to use the multimedia CD-ROMs.

Using the Materials in *Chinese Odyssey*

There are four major ways to utilize the materials in *Chinese Odyssey*.

Multimedia CD-ROM Set

This is the primary element, and includes all lessons, grammar, vocabulary, and exercises in the program. It can be used as a stand-alone set, or in conjunction with other elements.

Textbook + Multimedia CD-ROM Set

This combination allows you to work away from the computer, and includes all the lessons, grammar, and vocabulary, plus some additional in-class exercises.

Textbook + Workbook + Multimedia CD-ROM Set

The workbook allows you to do listening, reading, writing, and some speaking exercises without a computer. It includes all the workbook exercises on the CD-ROM, with the exception of some speaking exercises that require voice recording and playback.

Textbook + Workbook + Audio CD Set

This combination works well for people who don't have access to a computer, and thus can't use the multimedia CD-ROMs. The audio CD set contains audio content for all lessons, plus listening exercises and some speaking exercises.

Chinese Odyssey is an excellent courseware package, but like any teaching tool, it's only half of the equation. We've provided you with the materials, and now it's up to you to make the best use of them. Remember, the more you practice your Chinese, the better you will become. We wish you the best of luck and hope that you enjoy *Chinese Odyssey*.

The Chinese Odyssey

Multimedia CD-ROM

The Multimedia CD-ROM is the primary element in the Chinese Odyssey courseware, and may either be used as a stand-alone set or, for those who prefer to work with pen and paper, supplemented with the textbook and workbook. Directly correlated with the textbook and workbook, the multimedia CD-ROM allows you to practice listening, speaking, reading, and writing Chinese in an interactive format at your own pace.

Texts

((INSERT SCREEN SHOT "TEXT".))

- Read and listen to each lesson's text.
- Show or hide pinyin.
- See a video in which speakers enact the dialogues.

Phonetics

((INSERT SCREEN SHOT "PHONETICS".))

- Learn new sounds and tones.
- See a table containing all sounds in the Chinese language.
- Click on any word to hear its pronunciation.

Vocabulary

((INSERT SCREEN SHOT "VOCABULARY".))

- View each lesson's vocabulary list.
- Click on any character to see how it's written.
- Click on any pinyin word to see how it's pronounced.
- Record your voice and compare your pronunciation to that of a native speaker.

Grammar

(((INSERT SCREEN SHOT “GRAMMAR”.))))

- Review each lesson’s grammar points.

Exercises

(((INSERT TWO SCREEN SHOTS: “TEXT EXERCISE” AND “WKBK EXERCISE”.))))

- Do exercises in the textbook and workbook.
- See a key with explanations of correct answers.
- Record your voice and compare your pronunciation to that of a native speaker.
- Easily reference the lesson’s text, vocabulary list, and grammar notes.
- View your scores.

List of Abbreviations

General Abbreviations

Abbreviation	Full Word
gram.	grammar
lit.	literally
sb.	somebody
sth.	something
voc.	vocabulary
vs.	versus

Part of Speech Abbreviations

Abbreviation	Full Word
adj.	adjective
adj. phr.	adjective phrase
adv.	adverb
aux.	auxiliary
b.f.	bound form
c.e.	common expression
conj.	conjunction
interj.	interjection
interrog.	interrogative
m.w.	measure word
n.	noun
n. phr.	noun phrase
num.	number
part.	particle
phr.	phrase
pref.	prefix

Abbreviation	Full Word
prep.	preposition
pron.	pronoun
sent.	sentence
suff.	suffix
v.	verb
v. comp.	verb complement
v. obj.	verb object
v. phr.	verb phrase

1

Introduction to Chinese Phonetics

In this lesson you will:

- Get a brief overview of Chinese phonetics, the Chinese writing system, and spoken Chinese.
- Learn about the pinyin system, including the basics of initials, finals, and tones.



Overview

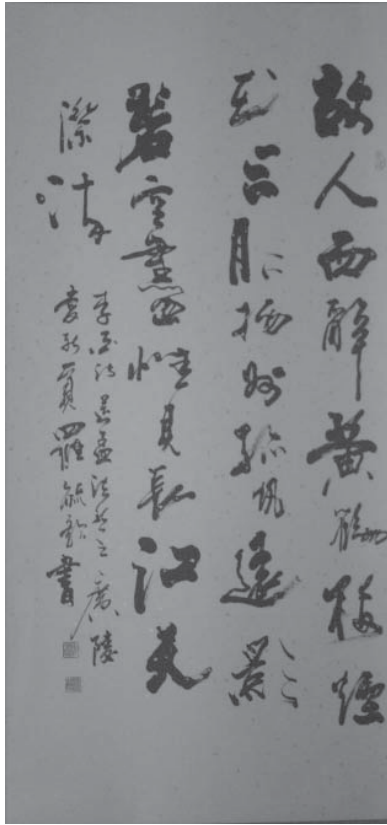
Chinese is spoken by more people than any other language except English. It is one of the five official languages of the United Nations. Standard Chinese, or Mandarin, is the form of the language taught throughout the school system of China and is the official medium of communication for the country. Within China, this standard form of the language is known as *putonghua*, or “the common language,” to distinguish it from the many other dialects and subdialects of Chinese. One also hears it referred to by the term *Hanyu*, which distinguishes it from the languages of China’s fifty-odd minority peoples and from foreign, non-Chinese languages.

In this lesson, you will learn how to pronounce some basic Chinese vocabulary. You will also be introduced — briefly — to the written language, although you won’t begin learning how to write until the next lesson.

Written Chinese

In terms of the written form, Chinese is not an alphabetic language, but is composed of individual characters: each represents a meaningful syllable of the spoken language.

Chinese characters have undergone a long process of evolution. A few characters have developed from pictographs. For example, the drawing ☉ originally represented the sun, and ☾ the moon. Over time, these drawings were gradually formalized into the written characters 日 (*ri* “sun”) and 月



(*yue* “moon”). These two “radicals,” or root components, were then combined into a single character 明 representing the syllable *ming*, meaning “bright.” Many characters — though a relatively small percentage of the total — are thus formed from two, or even three, meaningful components.

The single most prolific principle of character formation is “radical plus phonetic,” in which a character is formed from a radical component plus a phonetic component. The radical usually has some connection to the meaning of the compound character, while the phonetic part carries the pronunciation or at least gives a hint at the pronunciation of the character. This principle can be illustrated by the following group of characters, whose pronunciations differ only by tone: 方 *fāng*, 芳 *fāng*, 房 *fáng*, 訪 *fǎng*, 放 *fàng*. However, you should note that 方 is an unusually “strong” phonetic. Few “families” of characters that share a common phonetic component will be quite as similar in pronunciation as this group.

Riddle

Now let’s have some fun. Given the meaning of its components, can you guess the identity of the mystery character? The character in question has two top-bottom components: 田 (meaning “field”) and 力 (meaning “force”). What does the character 男 mean?

Answer: 男 = man. Sound anachronistic? Maybe. Remember, the Chinese language is thousands of years old. In ancient times, it is likely that men did most of the work in the fields, which probably contributed to the derivation of this character.

If you guessed correctly, congratulations! If not, don't get discouraged. This is only one of many ways that Chinese characters can be formed. You'll have plenty of opportunities to try again.

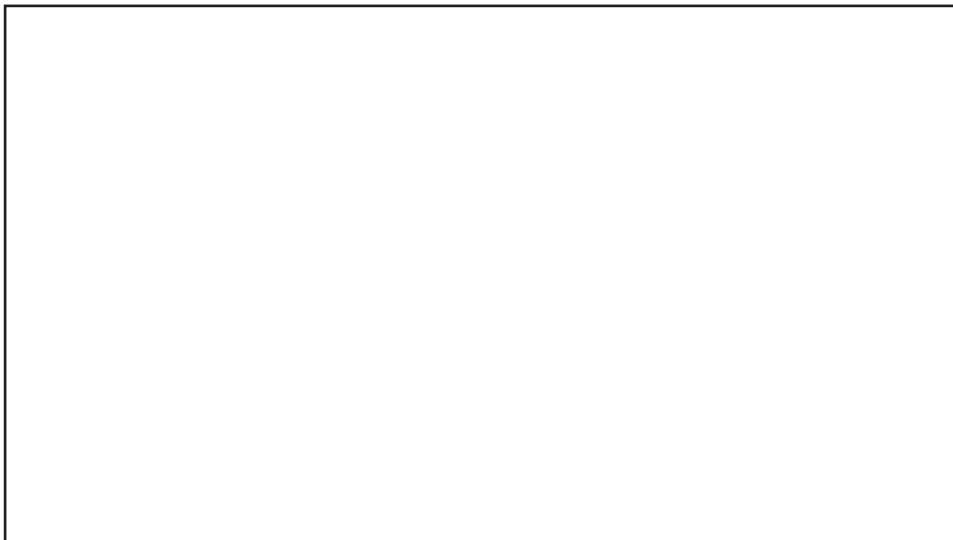
Spoken Chinese

Traditionally, Chinese learned the pronunciation of characters in their regional dialect, while Westerners wanting to learn the Chinese language used one or another of a rather large number of romanization systems that were developed over the past several centuries. Then, in the first half of the twentieth century, the Chinese government began to promote the use of a standard national language, and romanization, as well as other phonetic spelling systems, was used to aid speakers of other dialects in their study of Mandarin. After the official promulgation of *Hanyu* pinyin in 1958, this system became the standard in China and also gradually became the dominant system used outside of China for representing spoken Mandarin. Once you know pinyin, you'll be able to use the Internet, dictionaries, and any other reference with alphanumeric characters. Knowledge of pinyin is also necessary if you want to use many of the Chinese word processors on the market.



Pinyin

Pinyin, literally “phonetic spelling,” uses twenty-five of the twenty-six letters of the Latin alphabet (see how long it will take you to discover which letter is not used), plus tone marks and one other diacritic, to represent the sound system of Mandarin.



Linguists discuss the initial and final components of Chinese syllables. The initial is always a consonant, while the final is made up of a vowel nucleus with an optional final consonant and a tone. The only consonants that occur in the final position are *-n*, *-ng*, and *-r*. Thus, in each of the following syllables the first letter is the initial, and the remainder of the syllable is the final: *hao*, *ri*, *ming*, *fang*. (See the following for more detailed information and additional examples.)

Initials

In the following table the twenty one initial consonants are arranged in rows and columns to show grouping by place and manner of articulation. Familiarity with this table will help you learn the sounds of Chinese and their spellings in the pinyin system. Most of these sounds are identical or very similar to English sounds spelled with the same letters. However, in several cases, either the sound is different from anything in English, or the spelling itself is likely to be confusing. The Notes section below the table is designed to help with these difficult sounds.

Table of Initials

Stops and Affricates	Lateral and Unaspirated	Aspirated	Nasals	Fricatives	Retroflexive
Labials	b	p	m	f	
Dentals	d	t	n		l
Velars	g	k		h	
Palatals	j	q		x	
Retroflexes	zh	ch		sh	r
Dental sibilants	z	c		s	

Notes

1. The sounds in the first three rows are the same as or very similar to English sounds represented by the same spellings. However, it should be noted that: (a) The unaspirated and aspirated columns of stops and affricates are distinguished *only* by aspiration (the puff of breath that accompanies the *p*, *t*, *k*, etc., in column two), because the sounds in columns one and two are unvoiced. (b) In careful articulation, *h* is pronounced with friction between the back of the tongue and the velum, or soft palate, rather than just the quiet breathiness of an English *h*.

2. The palatals (row four: *j, q, x*) are similar to an English *j, ch,* and *sh* except that the part of the tongue that makes contact with the palate is not the tip but the area a bit further back from the tip.
3. The first three retroflex sounds (row five: *zh, ch, sh*) are also somewhat similar to an English *j, ch,* and *sh,* but they are pronounced with the tip of the tongue turned upward and making contact with the back of the gum ridge or the front part of the palate. In the flow of speech, *r* often sounds much like an initial English *r,* but when articulated carefully, it is very different, with the tip of the tongue curled upward and brought close enough to the front part of the palate so that a local buzzing sound is produced.
4. Row six contains two of the most difficult sounds and one of the easiest. Many beginning students find *z* and *c* difficult, not because English has no similar sounds but because the most similar sounds in English do not occur at the beginning of a word: *z* (unaspirated) is similar to the final sound of “kids,” and *c* (aspirated) is similar to the final sound of “pets”; *s* is the same as an English *s.*



Finals

The final of a Chinese syllable can be composed of one, two, or three vowels; or one or two vowels plus one of the final consonants (*-n, -ng,* or *-r*). Linguists usually arrange the finals in four groups — or rows in a table — according to whether the first (or only) sound in the final is: (1) an open vowel, (2) the high front unrounded vowel *i,* (3) the high back rounded vowel *u,* or (4) the high front rounded vowel *ü.* In addition, the very special vowel *-i,* which occurs only after the initials of rows five and six in the table above (*zh, ch, sh, r; z, c, s*), is also placed in row one.

Because the phonetic value — that is, the actual pronunciation — of some of these finals is quite complicated and in a number of cases it is not possible to make useful comparisons with English sounds, we will not attempt to explain the pronunciation at this point. Please be aware that you should pay close attention to the recordings as you learn the sound system of Chinese. Note the spelling rules that follow the table.

Table of Finals

-i	a	o	e	ai	ei	ao	ou	an	en	ang	eng	er
i	ia		ie			iao	iu	ian	in	iang	ing	iong
u	ua	uo		uai	ui			uan	un	uang	ong	
ü			üe					üan	ün			

Spelling Rules

1. Note that the first final in row one, which we have written as *-i*, occurs only after the initials *zh, ch, sh, r, z, c*, and *s*. Phonetically, it is entirely different from the *i* in row two. It is pronounced by slightly retracting the tip of the tongue from the position for articulation of the preceding initial consonant.
2. When a final from row two occurs without an initial consonant, *i* standing alone is written as *yi*, and for the remaining finals, *i* is replaced by *y*: *ya, ye, yao*, etc.
3. When a final from row three occurs without an initial consonant, *u* standing alone is written as *wu*, and for the remaining finals, *u* is replaced by *w*: *wa, wo, wai*, etc.
4. When a final from row four occurs without an initial consonant, *y* is added in front of the final and the umlaut mark is dropped from the *ü*: *yu, yue, yuan, yun*. When these finals occur after the palatal initials *j, q, x*, the umlaut is dropped: *ju, jue, quan, xun*, etc. When *ü* and *üe* occur after *n* or *l*, the umlaut is kept: *nü, nüe, lü, lüe*. Row four finals do not occur in any environments other than those mentioned here.

Initial and Final Combinations

Please see the figure in Appendix One for all actual combinations of the initials and finals. These are all the syllables in the Chinese language.

As you can see, the total number of Chinese syllables is limited, even when the variations related to all four tones are taken into consideration. On the other hand, the number of characters, when compared to the syllables, is almost limitless — even a small dictionary contains more than 10,000 characters, around 3,000 of which represent words or morphemes used in everyday speech. As a result, there are many homonyms in the Chinese language, because one syllable is usually shared by many characters.

Tones

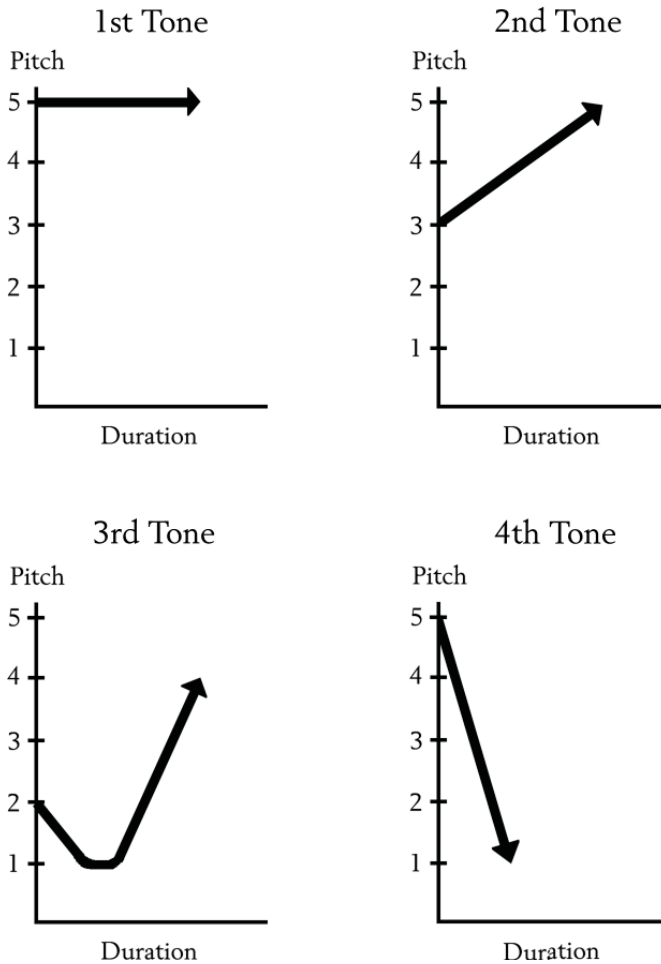
Tones are of paramount importance in the Chinese language. Each syllable has up to four main tones, plus a neutral tone. Tones are marked above the main vowel of the pinyin symbols (except for the neutral tone, which has no mark). Listen to the syllable *ma* pronounced in the four different tones.

Tone	Pinyin	Character	Meaning
1st tone	mā	媽	mother
2nd tone	má	麻	hemp
3rd tone	mǎ	馬	horse
4th tone	mà	罵	to swear, curse
Neutral tone	ma	嗎	particle

Can you imagine how your mother would feel if you mixed up the first tone with the third? Or with one of the other two tones? Now that we've seen an example, let's learn about the four tones.

The first tone is characterized by a high, steady monotone, without any change in pitch. The second tone is a rising tone that starts lower than the first tone and moves up to a higher pitch. The third tone falls to a very low pitch (even lower than the second tone) and then rises upward. (In everyday conversation, the third tone, unless emphasized, is seldom pronounced fully. It is often truncated into a half-third tone, which stays in the low pitch without much attempt to rise up again.) The fourth tone is a descending tone that starts at a high pitch and then moves down to a lower pitch.

The following is a series of charts that graphs the pitches of the four tones we have just discussed.



The neutral tone is pronounced lightly and quickly, without changing the pitch during pronunciation. However, its pitch varies according to the tones of the preceding, or the preceding and following, syllables.

As the Chinese saying goes, “What is well begun is halfway to success.” Seymour, an American college student, never bothered to learn the correct tones. As a result, this was his first experience in China.

Joke

Although Seymour can speak fluent Chinese, he frequently mixes up his tones. After he got off the airplane at the Beijing airport, he didn't know where to get his bags, so he stopped a pretty Chinese girl to ask for directions. Instead of saying, “*Xiǎo jiě, wǒ xiǎng wǎn wǎn nǐ?*” (“Miss, may I ask you a question?”), Seymour asked, “*Xiǎo jiě, wǒ xiǎng wǎn wǎn nǐ?*” The girl turned around and slapped him! It was only afterwards that the flustered boy

realized he had used the second tone instead of the fourth and had actually asked, “May I smell you?” or “May I kiss you?”

This joke highlights the importance of learning proper pronunciation. Remember: It’s much easier to learn to speak correctly from the start than to try to correct mistakes later on.

When pronounced correctly, the Chinese language has a unique musical quality to it. When you speak Chinese, try to think of the sentence as a full melodic phrase, rather than getting caught up pausing to check the tone of each syllable. Without further ado, let us begin our journey into this new tonal landscape.

The initials and finals are presented in four parts. Each part of the presentation will be followed by two practices: Distinguishing Tones and Distinguishing Sounds. The Distinguishing Tones exercises are designed to help you distinguish the tones and pronounce them correctly. The Distinguishing Sounds exercises, on the other hand, will teach you to distinguish and pronounce vowels and consonants.



Part One

PRACTICING INITIALS AND FINALS

Initials:	b	p	m	f		
	d	t	n	l		
Finals:	a	e	o/uo		i	u
	ü	ai	ei	ao	ou	

Notes

1. $i \rightarrow y$ When there is no initial, i is spelled as y .
2. $u \rightarrow w$ When there is no initial, u is spelled as w .

Distinguishing Tones

Practice saying the tones correctly, making sure that you can recognize the differences among each of the four tones.

bō	bó	bǒ	bò
pāo	páo	pǎo	pào

fū	fú	fǔ	fù
duō	duó	duǒ	duò
tōu	tóu	tǒu	tòu
yū	yú	yǔ	yù
lē	dé	měi	hèi
pāi	bái	mǎi	nài

Distinguishing Sounds

Listen carefully to the following pairs of syllables; note the differences between them, and try to pronounce them correctly.

Initials:	pó	bó	tāo	lāo
	nǐ	lǐ	mǒu	fǒu
	yì	lì	wū	fū
	wài	bài	nǚ	lǚ
Finals:	mǎi	měi	nǎi	nǎo
	duō	dōu	nú	nuó
	là	lài	de	dí
	lì	lè	táo	tóu



Part Two

PRACTICING INITIALS AND FINALS

Initials:	zh	ch	sh	r
	z	c	s	
Finals:	-i	an	en	
	ang	eng	ong	

Note

The *-i* stands for a very special vowel that is articulated by the tip of the tongue at the front of the hard palate (for the *zh-ch-sh-r* series) or behind the upper incisors (for the *z-c-s* series). To pronounce this vowel keep the tongue tip in the same position as the preceding consonant, withdrawing it just enough to let air pass through. Since *zh, ch, sh* and *z, c, s* are voiceless consonant initials, voicing begins just as the vowel is pronounced. Since *r* is a voiced initial, the syllable *ri* is voiced throughout.

Distinguishing Tones

Practice saying the tones correctly, making sure that you can recognize the differences among each of the four tones.

zān	zán	zǎn	zàn
cī	cí	cǐ	cì
zhī	zhí	zhǐ	zhì
chī	chí	chǐ	chì
shī	shí	shǐ	shì
sōng	sóng	sǒng	sòng
zēng	céng	zhěn	chèn
rāng	ráng	zhǎn	chàn

Distinguishing Sounds

Listen carefully to the following pairs of syllables. Once you can hear the difference between them, practice saying them correctly.

Initials:	cēn	sēn	cán	zán
	chāng	shāng	zhā	chā
	róng	chóng	shěng	zhěng
	zī	sī	zhè	rè
Finals:	rǎn	rǎng	zhěn	zhěng
	chán	chéng	shèn	shàng
	zēng	zōng	cóng	cáng
	sān	sēn	rén	róng



Part Three

🎧 PRACTICING INITIALS AND FINALS

Initials:	g	k	h
Finals:	ua	uai	ui
	uan	un	
	uang	ueng	

Notes

1. Initials *g*, *k*, and *h* can never be used with the finals starting with *i* and *ü*.
2. *ui* → *u(e)i* *ui* is the combination of *u* and *ei*. When there are initials, it is spelled as *-ui*. When there are no initials, it should be written as *wei*.
3. *un* → *u(e)n* *un* is the combination of *u* and *en*. When there are initials, it is spelled as *un*. When there are no initials, it should be written as *wen*.

Distinguishing Tones

Practice saying the tones correctly, making sure that you can recognize the differences among each of the four tones.

wā	wá	wǎ	wà
huān	huán	huǎn	huàn
wāng	wáng	wǎng	wàng
wēng	wéng	wěng	wèng
kuī	kuí	kuǐ	kuì
wēi	wéi	wěi	wèi
hūn	hún	hǔn	hùn
guāi	huái	kuǎi	kuài

Distinguishing Sounds

Listen carefully to the following pairs of syllables; note the differences between them, and try to pronounce them correctly.

Initials:	guī	kuī	kùn	gùn
	huān	kuān	guài	huài
	kuā	huā	huǎng	guǎng
	wén	hún	gùn	wèn
Finals:	huán	huáng	guài	guì
	wāng	wēng	kuǎ	kuǎi
	wēng	wēn	huí	hún
	kuò	kùn	gǔn	gǒng



Part Four

㊦ PRACTICING INITIALS AND FINALS

Initials:	j	q	x	
Finals:	ia	iao	ie	iu
	ian	in	üan	ün
	iang	ing	iong	üe

Notes

- When *i* follows the initials *j*, *q*, or *x*, it is pronounced like the “i” in the English “ski.”
- ie* is pronounced like the “ye” in the English “yes.”
- y* → *i* When there is no initial, *i* is spelled as *y*.
- iu* → *i(o)u* *iu* is the combination of *i* and *ou*. When there is an initial, it is spelled as *-iu* (e.g., *liu*). When there are no initials, *i* changes to *y* and *u* changes to *ou* (e.g., *you*).
- Note that the vowel *ü* occurs only: (1) after the initials *j*, *q*, *x* and (in a very few words) *n* and *l*, (2) in syllables with no initial. When it occurs after *j*, *q*, and *x*, the umlaut is omitted: *ju*, *jue*; *qun*, *quan*; *xue*, *xuan*, etc. When it occurs in syllables with no initial, a *y* is added in front of it and the umlaut is omitted: *yu*, *yue*, *yun*, *yuan*. Only when it occurs after *n* or *l* is the umlaut retained: *nü*, *lǜ*, *nüe*, *lǜe*.

DO NOT DUPLICATE

—This is an Advance UNCORRECTED Proof—

Distinguishing Tones

Practice saying the tones correctly, making sure that you can recognize the differences among each of the four tones.

jīa	jiá	jiǎ	jià
qiāo	qiáo	qiǎo	qiào
xiē	xié	xiě	xiè
qīn	qín	qǐn	qìn
xuē	xué	xuě	xuè
yōng	yóng	yǒng	yòng
yūn	yún	yǔn	yùn
qiū	qiú	jiǔ	jiù

Distinguishing Sounds

Listen carefully to the following pairs of syllables; note the differences between them, and try to pronounce them correctly.

Initials:	jiǒng	qióng	quán	xuán
	xīn	jǐn	què	jué
	xiāo	qiǎo	jǐng	xǐng
	yǒu	jǒu	xiè	yè
Finals:	jiān	jiǎng	qín	qíng
	xuān	xūn	jué	jié
	qiē	quē	xiōng	xūn
	yào	yà	yǒu	yǒng

5

你做甚麼工作？

How Do You Make a Living?

In this lesson you will:

- Do a review of pinyin pronunciation and tones.
- Learn more character combinations and rules of phonetic spelling.
- Use basic vocabulary to identify things and people.
- Ask somebody about his or her profession.

Starting in this lesson you should focus on recognizing Chinese characters rather than pinyin, so the pinyin has been moved from above the characters to below them.

Gao Peng and Lin Di are at Gao Peng's house looking at photographs on the wall.

林笛： 這是你媽媽嗎？

Lín Dí: Zhè shì nǐ māma ma?

高朋： 是啊，這是我媽媽，那是我爸爸。

Gāo Péng: Shì a, zhè shì wǒ māma, nàshì wǒ bàba.

林笛： 你爸爸媽媽都是老師嗎？

Lín Dí: Nǐ bàba māma dōu shì lǎoshī ma?

高朋： 都不是。我媽媽是護士，我爸爸是醫生。

Gāo Péng: Dōu bú shì. Wǒ māma shì hùshì, wǒ bàba shì yīshēng.

林笛： 是嗎？我爸爸也是醫生。

Lín Dí: Shì ma? Wǒ bàba yě shì yīshēng.

高朋： 你媽媽呢？她也是護士嗎？

Gāo Péng: Nǐ māma ne? Tā yě shì hùshì ma?

林笛： 不，她做生意。

Lín Dí: Bù, tā zuò shēngyì.

.....

林笛： 那是誰？
Lín Dí: Nà shì shéi?

高朋： 那是我哥哥。
Gāo Péng: Nà shì wǒ gēgē.

林笛： 你哥哥做甚麼工作？
Lín Dí: Nǐ gēgē zuò shénme gōng zuò?

高朋： 他是工程師，那是他的老闆。
Gāo Péng: Tā shì gōngchéngshī, nà shì tā de lǎobǎn.

.....

林笛： 這都是你的朋友嗎？
Lín Dí: Zhè dōu shì nǐ de péngyou ma?

高朋： 是啊，我朋友很多，這是張子倩，
Gāo Péng: Shì a, wǒ péngyou hěn duō, zhèshì Zhāng Zǐqiàn,

那是她哥哥張子文。
Nà shì tā gēgē Zhāng Zǐwén.

林笛： 這也是你朋友嗎？
Lín Dí: Zhè yěshì nǐ péngyou ma?

高朋： 不是，這是張教授，他是我們老師。
Gāo Péng: Búshì, zhèshì Zhāng Jiàoshòu, tāshì wǒmen lǎoshī.

林笛： 這都是張教授的書嗎？
Lín Dí: Zhè dōu shì Zhāng Jiàoshòu de shū ma?

高朋： 是啊，他的書很多。這是張教授的朋友。
Gāo Péng: Shì a, tāde shū hěn duō. Zhè shì Zhāng Jiàoshòu de péngyou.

林笛： 他搞甚麼？
Lín Dí: Tā gǎo shénme?

高朋： 他搞電腦。林笛，你的問題不少啊？
Gāo Péng: Tā gǎo diànnǎo. Lín Dí, nǐde wèntí bùshǎo a?

林笛： 聊聊天嘛¹。
Lín Dí: Liáoliáotiān ma.

Note

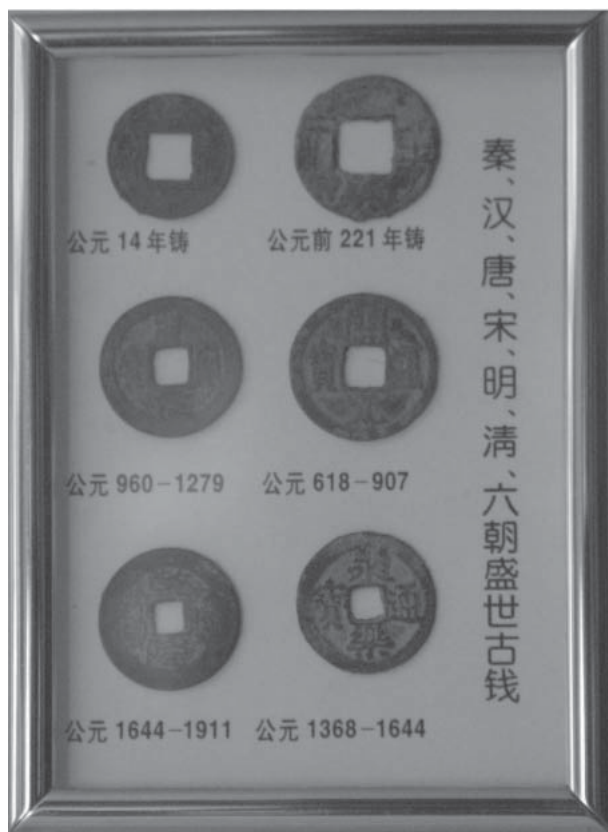
1. 聊聊天嘛。(Liáoliáotiān ma.) Literally, “I don’t have anything to talk about, but I am looking for things to say so we can chat.” It can be roughly translated as “(I am) just talking for talking’s sake.”

詞彙 (Cíhuì) Vocabulary

Character	Pinyin	Part of Speech	English Definition
1. 做	zuò	<i>v.</i>	to do
2. *甚麼	shénme	<i>pron.</i>	what?
3. *這	zhè	<i>pron.</i>	this
4. 是	shì	<i>v.</i>	to be
5. *那	nà	<i>pron.</i>	that
6. 護士	hùshì	<i>n.</i>	nurse
7. 醫生	yīshēng	<i>n.</i>	medical doctor
醫		<i>n.</i>	medicine; medical science
生		<i>suff.</i>	occurs in humans
8. 生意	shēngyì	<i>n.</i>	business
9. *誰	shéi	<i>pron.</i>	who, whom
10. 哥哥	gēge	<i>n.</i>	brother
11. 工程師	gōngchéngshī	<i>n.</i>	engineer
工程		<i>n.</i>	engineering
12. *的	de	<i>particle</i>	a particle used to indicate possession, similar to the English’s
13. 老闆	lǎobǎn	<i>n.</i>	boss (colloq.)
14. *朋友	péngyou	<i>n.</i>	friend
15. *多	duō	<i>adj.</i>	many, much (opposite of 少)
16. 教授	jiàoshòu	<i>n.</i>	professor
17. 書	shū	<i>n.</i>	book

DO NOT DUPLICATE

—This is an Advance UNCORRECTED Proof—



- | | | | |
|----------|-------------|----------------|--|
| 18. *搞電腦 | gǎo diànnǎo | <i>v.-obj.</i> | to specialize in computers (colloq.) |
| 搞 | | <i>v.</i> | to work on, to specialize in, to be engaged in (a certain field) [colloq.] |
| 電 | | <i>n.</i> | electricity; electronic |
| 腦 | | <i>n.</i> | brain |
| 19. *問題 | wèntí | <i>n.</i> | question, problem, issue |
| 問 | | <i>v.</i> | to ask, inquire |
| 20. *少 | shǎo | <i>adj.</i> | few, little (opposite of 多) |

常用口語 (Chángyòng Kǒuyǔ) Common Expressions

1. 是嗎 Shì ma? “Is that true?” or “Really?”
This is often used to express surprise or disbelief.
2. 啊 a This is used at the end of a sentence for emphasis.
3. 嘛 ma This is used at the end of the sentence to indicate that something is obvious.

專有名詞 (Zhuānyǒu Míngcí) Proper Nouns

1. 高朋 Gāo Péng a male's name
2. 張子倩 Zhāng Ziqiàn a female's name
3. 張子文 Zhāng Zǐwén a male's name

重點詞彙 (Zhòngdiǎn Cíhuì) Featured Vocabulary

搞電腦 (Gǎo Diànnǎo) vs. 做生意 (Zuò Shēngyì)

In 搞電腦, 搞 is frequently used to indicate someone's specialization. It is very colloquial. In 做生意, 做 can be used with 生意 or 買賣 to indicate a profession. They should be treated as fixed phrases.

補充詞彙 (Bǔchōng Cíhuì) Supplementary Vocabulary

1. 大夫 dàifu *n.* medical doctor
2. 做買賣 zuò mǎimai *v. obj.* to do business, buy and sell
3. 上司 shàngsī *n.* boss
4. 看電視 kàn diànshì *v. obj.* to watch TV
5. 看電影 kàn diànyǐng *v. obj.* to see a movie
6. 經理 jīnglǐ *n.* manager
7. 看書 kàn shū *v. obj.* to read, read a book
8. 問問題 wèn wèntí *v. obj.* to ask a question



語法 (Yǔfǎ)

Grammar

I. Sentences Using Action Verbs

In Lessons 2 and 3, you learned the “Subject + Predicate Adjective” structure. This lesson introduces the “Subject + Predicate Verb” structure. There are different kinds of verbs that can function as predicate verbs in the Chinese language. Here, you will learn how to use the action verb as a predicate verb. An action verb describes what the subject does. Look at the examples below:

	Subject	Verb	Object
Positive:	我	做	生意。
	I do business.		
	他們 (也)(都)	做	生意。
	They (all) do business, (too).		
Negative:	他們 (也)(都)	不做	生意。
	(Lit.) They also not all do business. None of them do business, either.		
Question:	你	做	生意 嗎?
	Do you do business?		

Notes

1. Questions requiring yes/no answers can be formed by adding 嗎 to the end of a sentence.
2. A negative sentence is formed by placing 不 before the verb.
3. When modifying action verbs, the adverbs 也 and 都 should be placed before the verb and should always be used in that order, just as with predicate adjectives.

㊦ PRACTICE

Create a positive sentence using the verb phrases 搞電腦, 做生意, or 問問題, plus one or more adverbs. Then change that sentence into a question and provide a negative answer.

II. Sentences with the Verb 是 (Shì)

In addition to action verbs, the verb 是 can also function as a predicate verb. In its most general context, the verb 是 means “to be” and can be roughly translated as “is,” “are,” or “am.” It links the subject of a sentence to a predicate noun. Remember that, as we learned earlier, 是 cannot be used with a predicate adjective.

	Subject	Adverb	Verb	Object of Identification
	Pronoun/Noun	(也)(都)	是	Pronoun/Noun
Positive:	我媽媽		是	老師。

My mom is a teacher.

他爸爸媽媽（也）（都）是 老師。

His dad and mom are both teachers.

Negative: 她媽媽 不是 老師。

Her mom is not a teacher.

她爸爸媽媽（也）（都）不是 老師。

Her parents aren't teachers, either.

Question: 你媽媽 是 老師 嗎?

Is your mom a teacher?

Notes

1. From the examples above, you can see that questions can be formed by adding 嗎 to the end of the sentence.
2. 不 is used to form a negative sentence.
3. When modifying 是, the adverbs 也 and 都 should be placed before 是 if they are used at all.

㊦ PRACTICE

Find a partner and use vocabulary such as 老師, 醫生, 護士, 工程師, 教授, 老闆, 朋友, 高先生, and 李太太 to prepare a short dialogue in which one person asks a question and the other provides responses in both positive and negative forms. Make sure that you are using the verb 是.

III. Using 這 (Zhè) and 那 (Nà) with the Verb 是 (Shì)

這 and 那 are demonstrative pronouns that are often used with 是 to introduce people or identify people/objects, as in “this is ...” or “that is”

	Demonstrative Pronoun	Verb	Object of Identification
	Subject	是	Pronoun/Noun
Positive:	這/那	是	我朋友。
	This is my friend.		
Negative:	那 不	是	我朋友。
	That is not my friend.		
Question:	這/那	是	你朋友 嗎?
	Is this your friend?		

Notes

1. In this structure, 這/那 can function only as the subject, NOT the object.

CORRECT: 那是他朋友。

xxx INCORRECT: 他朋友是那。 xxx

2. When 這 and 那 are used with 都, they are plurals and should be translated as “these all” and “those all” respectively.

3. Without 都, 這/那 can be either plural or singular, depending on the context of the sentence.

㊦ PRACTICE

Find a partner and prepare a short dialogue in which one person asks a question using 這/那 and the other answers the question in both positive and negative forms.

Example: Is that your friend?
 Yes, that is my friend.
 No, that is not my friend.

IV. Using 的 (De) to Indicate Possession

In Lesson 2, you learned how to use the singular personal pronouns 你/我/他 in a possessive sense to indicate relationship (e.g., 我媽媽, 你弟弟, and 他朋友). In these cases, the possessive particle 的 is not needed because the speaker is referring to a family member or very close friend. Note, however, that if it is not a close relationship, 的 must be used to indicate possession (e.g., 他的護士). Thus in Chinese, 的 functions similarly to the possessive “s” in English.

Object of Possession			
Noun/Pronoun	的	Noun Phrase	
電腦	的	問題	computer problem
朋友	的	書	friend's book
老師	的	問題	teacher's question
我們	的	醫生	our doctor
媽媽	的	生意	mother's business



When plural pronouns such as 我們, 你們, and 他們 are used to modify a noun, 的 is usually used and should be placed between the plural pronouns and the modified noun. The principal exception is when the pronoun is followed by an institution (e.g., our dorm, their school, your company, and our class) or when 我們, 你們, and 他們 are followed by 老師. Then, 的 can also be omitted (e.g., 我們老師).

㊦ PRACTICE

Bring a picture of your family or friends to class and identify everyone in the picture using 的: For example: 這是我爸爸。他是醫生。那是他的書。

V. Questions with 誰 (Shéi) / 誰的 (Shéide) / 甚麼 (Shénme)

In Lesson 3, you learned that when using the interrogative “怎麼樣” to form a question, the word order remains the same as in a statement. The same rule applies to interrogative pronouns such as 誰, 誰的, 甚麼, etc. The interrogative pronoun, or “question word,” occupies the same position in the sentence as the noun or phrase that will answer the question.

A. Using 誰 (Shéi)

The word 誰 is equivalent to “who” or “whom” in English. The following are examples of how 誰 can be used to turn a statement into a question.

誰 *as a Subject*

Statements	Questions
(李麗莉)是他的朋友。	(誰)是他的朋友?
Li Lili is his friend.	Who is his friend?
(他朋友)搞電腦。	(誰)搞电脑?
His friend specializes in computers.	Who specializes in computers?

誰 *as a Predicate Noun or following the Verb*

Statements	Questions
那是(我們老師)。	那是(誰)?
That's your teacher.	Who is that?
他的朋友是(李麗莉)。	他的朋友是(誰)?
His friend is Li Lili.	Who is his friend?

Notes

1. “誰是你的朋友?” vs “你的朋友是誰?” These two sentences, although their basic meanings are the same, have different points of emphasis.
In “誰是你的朋友?,” the speaker is addressing a group of people, asking who among them is the listener's friend. Therefore, you could also say, “他們誰是你的朋友?” (“Which one of them is your friend?”).
In “你的朋友是誰?,” we can assume that the friend is already the focus of conversation and that the speaker wants to clarify exactly whom they have been talking about.
2. In questions, the word order remains the same in both positive and negative forms (e.g., 誰搞電腦? or 誰不搞電腦?).

 PRACTICE

Find a partner and prepare a short dialogue in which one person asks a question using 誰 as a subject and the other person asks a question using 誰 as an object. Each should provide an answer to the other's question. For example:

誰 as a subject: 你們誰搞電腦? 他搞電腦。

誰 as an object: 你們老師是誰? 我們老師是史老師。



B. Using 誰的 (Shéide)

The word 誰的 is equivalent to “whose” in English. The example below demonstrates how to use 誰的 to turn a statement into a question.

誰的 *as a Noun Modifier*

Statements	Questions
那是(他的)電腦。 That's his computer.	那是(誰的)電腦? Whose computer is that?

㊦ PRACTICE

Find a partner and have a short conversation in which one person asks a question using 誰的 and the other person responds. For example:

這是誰的書？ 那是我的書。

C. Using 甚麼 (Shénme)

The question word 甚麼 is equivalent to “what” in English. When used to turn a statement into a question, 甚麼 can function either as an object or as a modifier.

甚麼 *as an Object*

Statements	Questions
他搞(電腦)。 He specializes in computers.	他搞(甚麼)? What does he specialize in?

甚麼 *as a Modifier*

Statements	Questions
我哥哥做(電腦)生意。 My old brother specializes in computers.	你哥哥做(甚麼)生意? What kind of business does your brother do?

 PRACTICE

Find a partner and prepare a short dialogue in which one person asks a question using 甚麼 as an object and the other person provides an answer. Now reverse the situation, this time using 甚麼 as a modifier, so that the person who answered is now asking. For example:

甚麼 as an object: 是甚麼, 搞甚麼, 做甚麼, 問甚麼
 甚麼 as a subject: 做甚麼工作, 做甚麼生意, 問甚麼問題



語音複習 (Yǔyīn Fùxí)

Pronunciation Review

I. Review of Initials and Finals

The initials and finals selected for review here are based on vocabulary learned in this lesson. We have included initials and finals from previous lessons in parentheses to be used with those that we cover in this lesson.

Initials: ch p (b zh sh)

Finals: -i iao ua uang (ao an ang)

II. Phonetic Spelling Rules

A. When There are No Initials

iao → *yao* When *-iao* does not have any initials, *i* changes to *y*.

ua → *wa* When *-us* does not have any initials, *u* changes to *w*.

uang → *wang* When *-uang* does not have any initials, *u* changes to *w*.

B. When the Final Is *-i*

The *-i* stands for a very special vowel that is articulated by the tip of the tongue at the front of the hard palate (for the *zh-ch-sh* series). To pronounce this vowel, keep the tongue tip in the same position as for the preceding consonant, withdrawing it just enough to let air pass through. Because *zh-ch-sh* are voiceless consonant initials, voicing begins just as the vowel is pronounced.

III. Review of Tones

	1st Tone	2nd Tone	3rd Tone	4th Tone
1st Tone:	tāshuō	tārén	tāyě	tāwèn
2nd Tone:	shéishuō	shéimáng	shéigǎo	shéizuò
3rd Tone:	nǐshuō	nǐwén	nǐhǎo	nǐlèi
4th tone:	shìtā	shìshéi	shìwǒ	shìshì
Neutral Tone:	gēge	shénme	nǐde	tàitai

Notes

1. Remember that a third tone before another third tone is pronounced like a second tone, and a third tone before any other tone is simply a low tone, without the rising contour of the citation form.
2. Note that the pitch of the neutral tone varies according to the tone of the preceding syllable. For example, it carries a noticeably higher pitch after a third tone syllable than after first or fourth tone syllables.



寫漢字 (Xiě Hànzì)

Character Writing

Key Radical Presentation

The speech radical:

言

The moon radical:

月

The door radical:

門



Today you are going to learn to write ten more Chinese characters. Please pay attention to their radicals. Also, when writing characters that belong to the “left-middle-right” composition group, the left and the middle part need to be squeezed and the right part can take slightly more space than 0.33 the width of the character.

Character

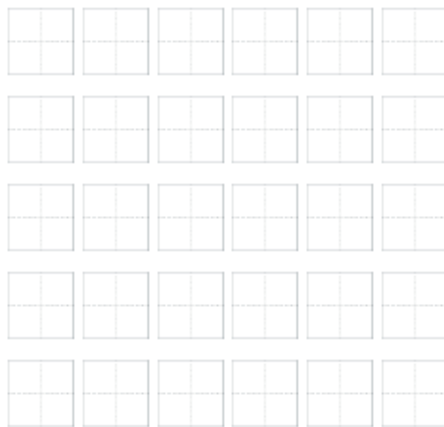
Practice with Chinese Characters

那
谁
甚
的
朋
做
多
是
少

DO NOT DUPLICATE

—This is an Advance UNCORRECTED Proof—

電書這友問



課堂練習 (Kètáng Liànxí)

In-Class Exercises



TASK 1. PINYIN EXERCISES

A. Distinguishing Tones

Practice saying the tones correctly, making sure that you can recognize the differences among each of the four tones.

1. ba ba ba ba
2. piao piao piao piao
3. chuang chuang chuang chuang
4. chan chan chan chan
5. wa wa wa wa

B. Distinguishing Sounds

Listen carefully to the following pairs of syllables; note the differences between them, and try to pronounce them correctly.

Initials

1. piāo biāo 2. bàn pàn 3. zhǎng shǎng
4. chuāng zhuāng 5. shàn chàn

Finals

1. páo piáo 2. zhuàng zhàng 3. yāo yān
4. chuāng chūn 5. wǎ wǒ

C. Pronunciation Practice

Practice your tones and pronunciation by listening to a native speaker on your audio CD or multimedia CD-ROM.

1. zhè shì shéi de zhe dōu shì shéi de shū
2. gēge zuò shénme ni gēge zuò shénme gōngzuò
3. nà shì jiàoshòu nà shì wǒmen jiàoshòu de chē
4. lǎobǎn gǎo diànnǎo wǒ gēgē de lǎobǎn bù gǎo diànnǎo

D. Sight-reading

Read aloud the following phrases. Your sight-reading skills will be measured by your speed and accuracy.

1. diànnǎo gōngchéng 2. lǎobǎn bù hǎo
3. jiàoshòu jiāoshū 4. wèntí bù shǎo
5. shēngyì bù hǎo gǎo 6. péngyǒu bù hǎo zhǎo

**TASK 2. GRAMMATICAL STRUCTURE PRACTICE**

Fill in the blanks below by selecting the appropriate word for each sentence.

1. 他朋友是_____?
a) 誰 b) 誰的 c) 甚麼
2. 他做_____生意?
a) 誰 b) 誰的 c) 甚麼
3. 那是_____電腦。
a) 我 b) 我的 c) 我們
4. 他的書很多。_____, 我的書也不少。
a) 是啊 b) 是嗎 c) 是

 **TASK 3. PARAPHRASING**

To find out how well you know the grammar and vocabulary covered so far, follow the steps below.

Step 1. Translate the following two dialogues into Chinese, using your own words. To check your pronunciation, listen to the dialogues on your CD.

Dialogue 1.

- F: Who is that?
M: That's my brother.
F: What does your brother specialize in? Is he busy?
M: He is a professor. His work is very intense.

Dialogue 2.

- F: Whose computers are these?
M: These are my uncle's computers.
F: What work does he do?
M: He is in the computer business. His job is very tiring.
F: Is that right? My brother is also in the computer business.
He says it's very stressful.

Step 2. Now that you familiarized yourself with the dialogue, be creative! Think of other words you have learned so far that might work in this dialogue. For example, instead of saying "That is my brother," you could say "That is my teacher." Try to substitute as many words as possible without disrupting the structure of the dialogue.

 **TASK 4. PICTURE DESCRIPTION**

Topic: As the two new roommates get to know each other, they spend time looking over their high school photo albums together. The album owner talks about the people in the different pictures, while the other person asks questions. Construct a dialogue between them, using the vocabulary learned in this lesson. Feel free to use the vocabulary from previous lessons as well, such as 累, 忙, 緊張, 認真。

1.



2.



3.

