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通向
中国

Chinese Odyssey

Innovative Chinese Courseware

SIMPLIFIED Character Edition

Vol. 2 • TEXTBOOK

Xueying Wang, Li-chuang Chi, and Liping Feng 

王学英

祁立庄

冯力平



CHENG & TSUI COMPANY Boston

Chinese Odyssey Volume 2 Textbook and Workbook

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Publisher's Note

Despite the increasing use of technology in foreign language education, there have been few multimedia courses in Chinese that focus on all four skills and span all levels of language instruction. At long last, we are pleased to present *Chinese Odyssey*, unique because it is the first stand-alone multimedia series designed for multi-year classroom instruction. *Chinese Odyssey's* pace and oral/aural emphasis are geared to the American high school and college instructional environments, and its combination of multimedia, audio, and book products allows educators the flexibility to use it independently as a multimedia course, or to combine multimedia and paper formats. In response to student requests, we have designed the book layout to allow space for learners to write notes in the margins.

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

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写中文信

Don't Forget to Write

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- Talk about someone's work.
- Ask about someone's family.

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Xueying Wang, Ph.D.
Principal Investigator of the Grant Project

Introduction

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 from beginning to advanced levels over a period of three years. Designed for high school, college, and adult learners, *Chinese Odyssey* teaches the full scope of language learning skills—listening, speaking, reading, and writing—in addition to grammar. And because it is completely multimedia-based, *Chinese Odyssey* provides unique access to video, audio, 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 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 (书面语), 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 on their own time. 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 *Hanyu Shuiping Kaoshi* (HSK), the 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” on page xix). 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 Conversational Chinese and Idiomatic Colloquial Speech

The dialogues in *Chinese Odyssey* are written in conversational Chinese, the language that people in mainland China use in their daily interactions. This differs from the standard textbook language found in most Chinese language learning materials. Some of the expressions may also differ from the language used in Taiwan.

We take this approach because we believe that the standard textbook language is heavily limited by vocabulary and grammar, and that it does not reflect natural spoken Mandarin Chinese. In the written passages, we use more formal language and less conversational language.

In addition to conversational Chinese, we also introduce authentic idiomatic colloquial speech to make learning more real and the everyday spoken language more accessible. These idiomatic expressions are explained in the notes that follow the dialogues. 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 expressions.

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. The grammar points and vocabulary are introduced based on the content of the topics. 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 bring Chinese learning from academia into their everyday world.

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 5–6 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. Grammar is graded in terms of level of difficulty, and difficult grammar points such as 的, 了, and verb complements usually appear more than once: first to introduce basic concepts and later with increasingly detailed explanations and practice.

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 the following 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.
- **Spoken Expressions (口头用语):** Part of the required basic vocabulary, these are colloquial expressions that you'll encounter frequently in everyday conversation.
- **Featured Vocabulary (词汇注解):** Contains further explanations and examples for the more difficult-to-use or commonly-confused words and phrases.
- **Supplementary Vocabulary (补充词汇):** Additional words related to the lesson topic. Not required for you to learn.

Starting in Volume 3 of the second year, as a preface to the opening dialogue we have included a background paragraph that provides additional information related to the topic. 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 section 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 apply the grammar points you’ve just learned.

Textbook Exercises

In each lesson of the textbook for volumes 1–4, 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. In volume 5–6, the textbook exercises are expanded so that contextualized practice sections immediately follow each major section. After the vocabulary lists, there are related vocabulary exercises. And after grammar patterns are introduced, likewise there is a section of related grammar exercises. This structure accommodates more focused and contextualized language practice for students at the higher skill levels.

Workbook

Volumes 1–4 of *Chinese Odyssey* each include 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 along with correct grammatical structure. Reading and writing exercises measure your ability to respond to authentic sections of Chinese text or measure interact in a real-life situation you might encounter (writing an e-mail, filling out a form, writing a summary based on web research, etc.).

In volumes 5–6 of *Chinese Odyssey*, the organization of exercises changes to allow for more integrated practice of all four skills. Instead of a separate workbook with exercises divided by skill type, the exercises in volumes 5–6 combine at least two, and usually three, of the different language skills together. You will have the opportunity to listen and speak, or to read, speak, and write, for example, in a series of integrated tasks.

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, writing, and grammar 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 choosing to hear audio clips at different speeds, 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. xxiii.

Audio CD

The audio CDs includes all lesson texts and vocabulary 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 three 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/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

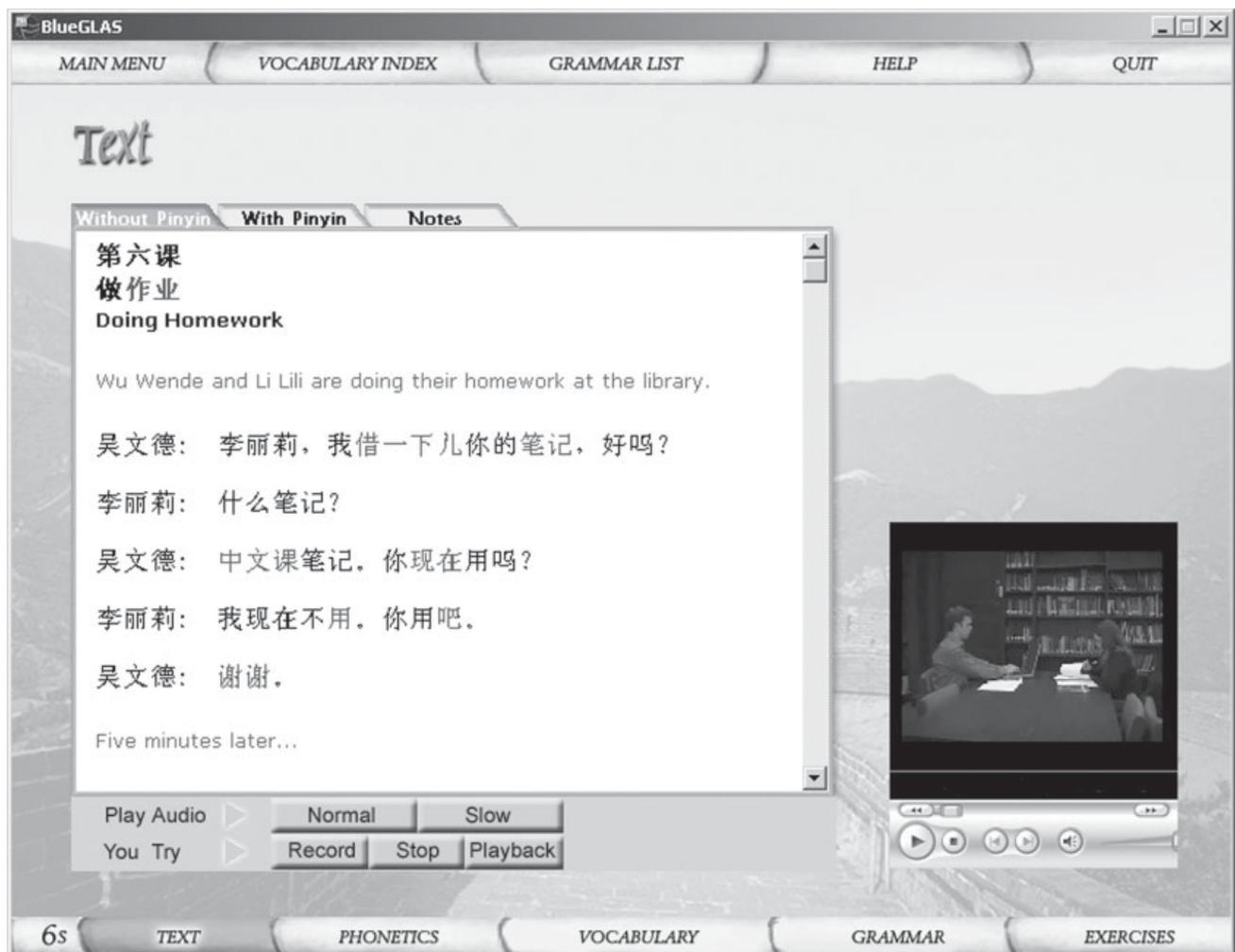
This combination works well for people who don't have access to a computer, and thus can't use the multimedia CD-ROMs. The audio CD set contains audio content for all lessons, plus listening exercises and some speaking exercises.

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



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

Phonetics

This section appears in Lessons 1-8 of Volume 1.

BlueGLAS

MAIN MENU VOCABULARY INDEX GRAMMAR LIST HELP QUIT

Phonetics

Presentation Tones Pinyin Review All Pinyin

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 covered 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

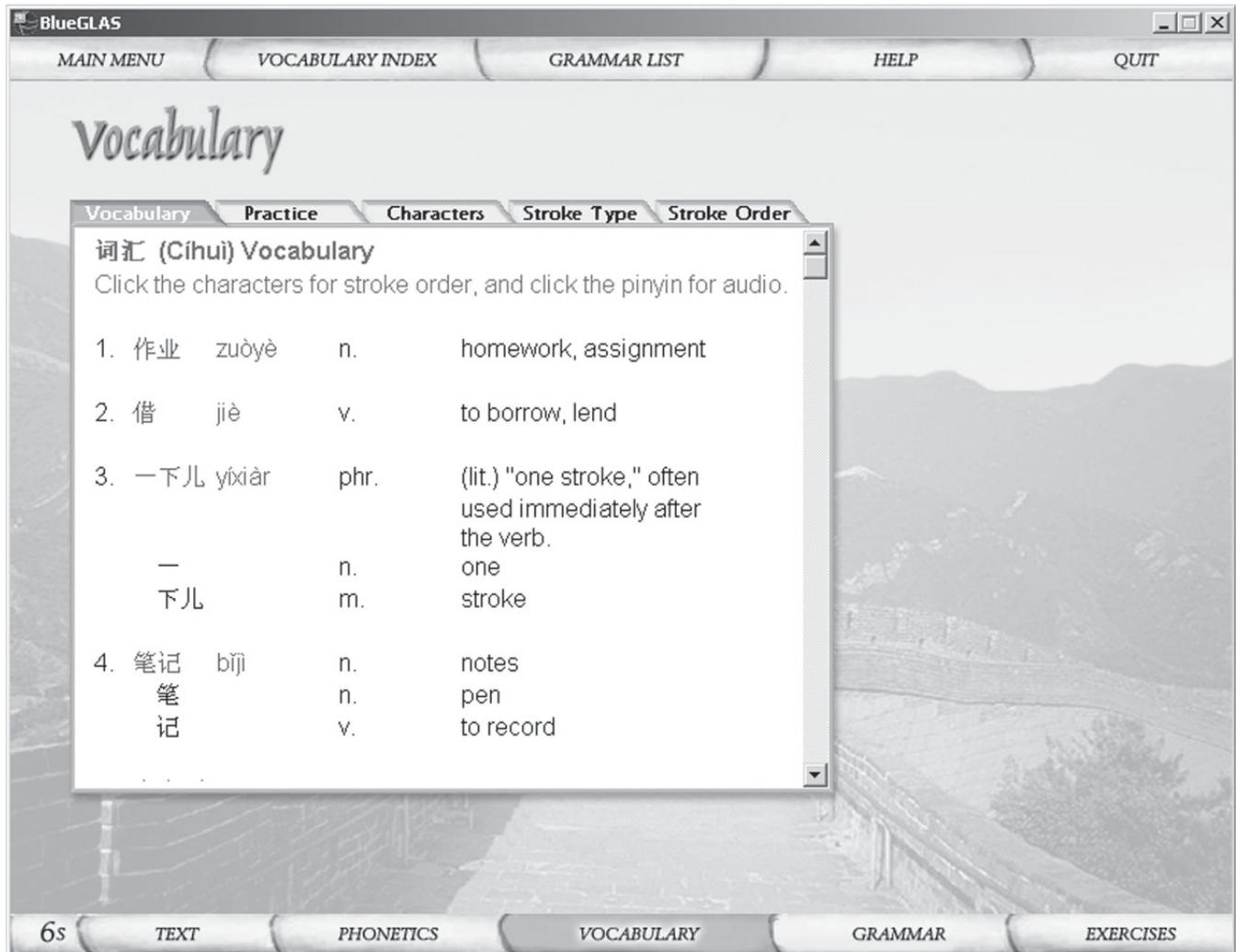
iao --> *yao* When *-iao* does not have any initials, *i* changes to *y*.

ua --> *wa* When *-ua* does not have any initials, *u* changes

5s TEXT PHONETICS VOCABULARY GRAMMAR EXERCISES

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

Vocabulary



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

Grammar

BlueGLAS MAIN MENU VOCABULARY INDEX GRAMMAR LIST HELP QUIT

Grammar

Review I II III IV

I. Using Time-Phrases

In Chinese, expressions of time are usually nouns (今天 jīntiān, 现在 xiànzài, etc.). A time phrase indicating the time of an action can go in one of the following two places:

A. Before the Subject at the Very Beginning of a Sentence

Time word	Subject	Verb/Adjective Predicate
现在	我	做作业。 Now I will do my homework.
现在	我	很忙。 I am very busy now.

B. Between the Subject and the Verb or Adjective Predicate

Subject	Time word	Verb/Adjective Predicate
我	今天	不工作。 Now I am not working.
我	现在	很顺利。 Now everything goes smoothly with me.

6s TEXT PHONETICS VOCABULARY GRAMMAR EXERCISES

- Review each lesson's grammar points.

Exercises

The screenshot shows the BlueGLAS software interface. At the top, there are navigation buttons: MAIN MENU, VOCABULARY INDEX, GRAMMAR LIST, HELP, and QUIT. The main title is "Textbook: Paraphrase Task" with "Previous Task" and "Next Task" buttons. The exercise is titled "Paraphrasing - Task 1: Paraphrasing" and includes instructions for Exercise 1/2. Below the instructions, there is a section for "Exercise 1/2 (Step 1 Oral)" with a large empty box for recording and buttons for Record, Stop, Playback, and Submit. To the right, there is a "Script" tab with a key for the dialogue. The bottom navigation bar includes "6s" and buttons for TEXT, PHONETICS, VOCABULARY, GRAMMAR, and EXERCISES.

Paraphrasing - Task 1: Paraphrasing
Exercise 1/2. Translate the following dialogue into Chinese, using your own words. When you are comfortable with your translation, record yourself speaking. To check your pronunciation, listen to the dialogue between the two speakers.

Exercise 1/2 (Step 1 Oral)

Record
Stop
Playback
Submit

Script 1/2 Returning the notes

A: Where are you going?
B: I am going to return the Chinese notes.
A: You are not using them now. Is it okay if I use it for a second?
B: Sure.

6s TEXT PHONETICS VOCABULARY GRAMMAR EXERCISES

- 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
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
p.w.	place word
s.e.	spoken expression
sent.	sentence
suff.	suffix
t.w.	time word
v.	verb
v. comp.	verb complement
v. obj.	verb object
v. phr.	verb phrase

11

写中文信

Don't Forget to Write

In this lesson you will learn how to:

- Write a letter.
- Talk about someone's work.
- Ask about someone's family.

At the school library

吴文德：林笛，你是不是从宿舍来？李丽莉在不在宿舍？

林笛：不在。你有什么事？

吴文德：我哥哥现在在中国工作。他常常给我来信问我“你的中文怎么样？”

林笛：你哥哥给你写信，你给他回信。你找李丽莉干什么？

吴文德：我不想用手写汉字，想用中文给我哥哥发电子邮件。但是，我不知道怎么写。

林笛：李丽莉不在，你想不想跟我学一学？

吴文德：好啊！林老师，我洗耳恭听¹。

林笛：写电子邮件很简单。你写，

哥哥：你好！

祝工作顺利！

弟弟

怎么样，容易不容易？

吴文德：“说起来容易，做起来难。”²写什么呢？

林笛：我们从工作开始吧。他在中国什么公司工作？

吴文德：他不在公司工作。他在北京大学外语系教英文。

林笛：在大学教书，他常常去图书馆看中文杂志和中文报纸吗？

吴文德：我不知道。

林笛：你为什么不给他写电子邮件问问他？

吴文德：哎呀，我的好老师，你怎么总是问他的工作和学习？

林笛：好吧。我们问问他们家吧。他在那儿有家吗？

吴文德：有啊。他太太也在那儿。

林笛：他有孩子吗？

吴文德：一男一女³。

林笛：你问问他爱人和孩子在那儿怎么样。

吴文德：爱人？爱人是什么意思？

林笛：爱人在这儿就是太太的意思⁴。

吴文德：爱人就是太太。有意思。还写什么？

林笛：你问他们好。告诉他你们兄弟姐妹都很想他们。你问问他们想不想家？

吴文德：他在中国那么好，当然不想家啦。

Notes

1. 洗耳恭听。(Xǐ ěr gōng tīng.)

I am all ears; (lit.) to wash one's ears and respectfully listen.

2. 说起来容易，做起来难。(Shuōqǐlái róngyì, zuòqǐlái nán.)

It is easier said than done.

3. 一男一女 (yì nán yì nǚ)

This phrase means “one boy and one girl.”

4. 爱人在这儿就是太太的意思。(Àiren zài zhèr jiù shì tàitài de yìsi.)

就 in this sentence emphasizes the definition of 爱人.



Chris Vee

A traditional, formal teapot.



生词表 (Shēngcí Biǎo)

Vocabulary

Character	Pinyin	Part of Speech	English Definition
1. 写 我在写信。	xiě	<i>v.</i>	to write
2. 信 他想写信。	xìn	<i>n.</i>	letter, mail
3. 从 你从哪儿来?	cóng	<i>prep.</i>	from
4. 事 你有什么事?	shì	<i>n.</i>	thing(s) to do, affair, matter
5. 回 请你给我回信。	huí	<i>v.</i>	to return something to somebody
6. 想 他很想学中文。	xiǎng	<i>aux.</i>	to want to do something
他很想他姐姐。		<i>v.</i>	to miss somebody, to think that...
7. 手 他的手很大。	shǒu	<i>n.</i>	hand

8. 汉字 Hànzì *n.* Chinese character
她认识很多汉字。
字 zì/zìr *n.* character (in Chinese), word
(in Western languages)
9. 发 fā *v.* to send (as a dispatch or an e-mail)
我常常给他发信。
10. 电子邮件 diànzǐ yóujiàn *phr.* e-mail
你给我发一个电子邮件吧。
电子 *n.* electronics
邮件 *n.* mail
11. 简单 jiǎndān *adj.* simple
用电子邮件很简单。
12. 祝 zhù *v.* to wish (in the sense of sending
good wishes)
祝你工作顺利。
13. 容易 róngyì *adj.* easy
给他写信很容易。
14. 开始 kāishǐ *v.* to start, to begin
我们开始上课吧。
15. 公司 gōngsī *n.* company, firm, corporation
他在他哥哥的公司工作。
16. 外语系 wàiyǔ xì *n.* Foreign Language Department
他是外语系的学生。
外语 *n.* foreign language
系 *n.* department (at a college or university)
17. 图书馆 túshūguǎn *n.* library
我在图书馆看书。
图书 túshū *n.* books
18. 杂志 zázhì *n.* magazine
你常常看什么杂志？
19. 报纸 bàozhǐ *n.* newspaper
我不常看报纸。
报 *n.* (short for) newspaper
v. to report
纸 *n.* paper (m.w. for paper is “zhāng”)

20. 为什么 wèi shénme *interrog. pron.* why
你为什么 不给我回信?
21. 总是 zǒngshì *adv.* always
他总是不给我回信。
22. 家 jiā *n.* family, home
现在他在家休息。
23. 孩子 háizi *n.* child
你有孩子吗?
24. 爱人 àiren *n.* spouse
他爱人也在 中国。
25. 告诉 gàosu *v.* to tell somebody something
他告诉我你们都想 去 中国。
26. 兄弟姐妹 xiōngdì jiěmèi *n.* brothers and sisters, siblings
他的兄弟姐妹都 在 中国吗?
兄 xiōng *n.* elder brother
弟/弟弟 dìdi *n.* younger brother
姐/姐姐 jiějie *n.* elder sister
妹/妹妹 mèimei *n.* younger sister

专有名词 (Zhuānyǒu Míngcí) Proper Nouns

北京大学 Běijīng Dàxué Peking University

补充词汇 (Bǔchōng Cíhuì) Supplementary Vocabulary

1. 寄信 jì xìn *v. obj.* to mail a letter
2. 收信 shōu xìn *v. obj.* to receive mail
3. 信封 xìnfēng *n.* envelope
4. 信纸 xìnzhi *n.* letter paper
5. 邮票 yóupiào *n.* stamp
6. 银行 yínháng *n.* bank
7. 上班 shàng bān *v. obj.* on duty, working
8. 下班 xià bān *v. obj.* off duty, off work

9. 家人	jiārén	<i>n.</i>	family (member)
10. 家庭	jiāting	<i>n.</i>	family

口头用语 (Kǒutóu Yòngyǔ) Spoken Expressions

1. 哎呀	āiyā		Oh! (an expression of wonder, shock, etc.)
2. 干什么	gàn shénme		why, what (very colloquial)
3. 问好	wèn hǎo		to send regards to someone

词汇注解 (Cíhuì Zhùjiě) Featured Vocabulary

1. 写信 (Xiěxìn), 回信 (Huíxìn), 去信 (Qùxìn), and 来信 (Láixìn)

We use certain verb phrases (写信, 回信, 去信, and 来信) to talk about different ways of sending a letter:

写信 literally means “to write a letter (to someone).” It emphasizes the process of writing. It does not indicate the speaker’s location or the direction in which the letter will be sent.

回信 literally means “to (write a) return letter (to someone).”

去信 is used to indicate that the letter is being sent away from the speaker to a specific location.

来信 is used to indicate that a letter has arrived at the speaker’s location from somewhere else.

Examples:

我常常给我哥哥去信。 I often write letters to my older brother.

他也常常给我来信。 He often writes letters to me, too.

他不常写信也不常回信。 He doesn’t write or return letters very often.

2. 有意思 (Yǒu Yìsi) vs. 什么意思 (Shénme Yìsi)

有意思 and 什么意思 may look similar in some ways, but they have totally different meanings.

The phrase 有意思 functions as an adjective indicating that something or someone is very interesting. For example:

那个人很有意思。 That person is very interesting.

In 什么意思, 意思 is a noun that means “meaning.” Therefore, the phrase can be literally translated as “What is the meaning?” For example:

这个字是什么意思? What does this word mean?

3. 总是 (Zǒngshì) vs. 老是 (Lǎoshì)

Both 总是 and 老是 carry the meaning of “always” and are usually placed before the verb. Although they can be used interchangeably, 老是 is more colloquial than 总是.

4. 告诉 (Gàosu) vs. 说 (Shuō)

告诉, which means “to tell,” is usually followed by a noun or pronoun referring to a person. For example:

他告诉我他是这儿的学生。

说, which means “to speak,” must be followed by a clause. For example:
他说他是这儿的学生。

However, “告诉 somebody something” is the same as “跟 somebody 说 something.” For example, “他告诉我他是这儿的学生” is the same as “他跟我说他是这儿的学生。”

5. 回家 (Huíjiā)

To say “go home” in Chinese, use 回家, not 去家.



语法 (Yǔfǎ) Grammar

Review

In Lesson 8, you learned about the direct object (referring to a thing) and the indirect object (referring to a person). Of all the verbs you have learned so far, only the following five can have both a direct and indirect object.

Verb	Indirect object	Direct object
借 to lend me a Chinese book	我	中文书
还 to return my notes	我	笔记
叫 to call me Xiao Li	我	小李
教 to teach me Chinese	我	中文
问 to ask me a question	我	问题

In this lesson, we will come across another verb that can take both an indirect and a direct object. Do you know which verb this is? As you go through the lesson, keep an eye out for this verb and see if you can recognize it. If you need help, refer to your CD-ROM.

㊦ PRACTICE

Find a partner and practice the above structures using the verbs 借, 还, 叫, 教, 告诉, and 问 to ask and answer questions. Be sure to provide answers in both positive and negative forms. For example: 你告诉他什么?

I. Different Ways to Use 想 (Xiǎng)

想 can have three different meanings, depending on whether it is followed by an object, a clause, or a verb.

A. 想 + Somebody or Something

When 想 is followed by somebody or something, it means “to miss somebody or something.” In this structure, 想 is a main verb.

	Subject	Main verb 想	Object
Positive:	他	很想	他哥哥。
	He misses his older brother a lot.		
Negative:	他	不想	家。
	He does not miss his family.		
Questions:	他哥哥	想不想	家?
	Does his older brother miss his family?		
	他	想	谁?
	Whom does he miss?		

B. 想 + Clause

When 想 is followed by a clause, it means “(I) think that...,” “It is my opinion that...,” or “I have a feeling that...” In this structure, 不 cannot be placed before 想; instead, the negation takes place in the clause.

For example:

	Main verb 想	Clause Subject 2	(不) Predicate
Subject 1	我	他工作	很忙。
	I have a feeling he's very busy with his work.		
	我	他朋友	不多。
	I don't think he has many friends.		

Notes

- Again, 不 should be placed immediately before the predicate in the clause to form a negative sentence.

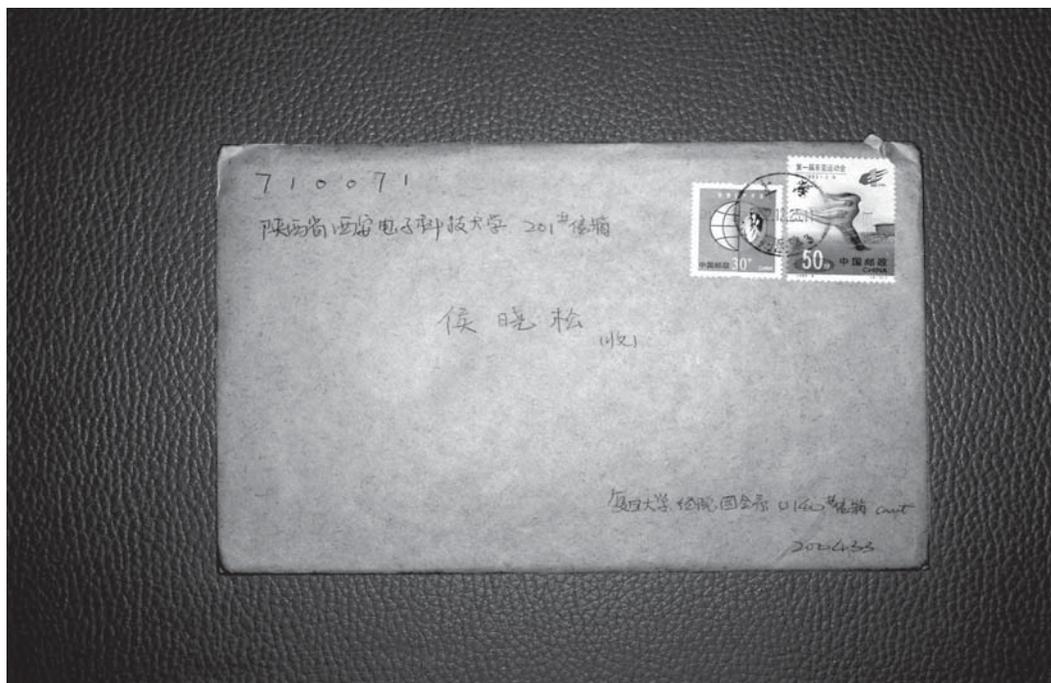
CORRECT: 我想他不忙。

xxx INCORRECT: 我不想他很忙。 xxx

2. When learning 想, students frequently ask how to say the sentence “What are you thinking?” To say this, we usually add 在 before 想. For example: 你在想什么? You will learn more about this structure in the future.

C. 想 + Verb Phrase

When 想 is followed by a verb phrase, it means “to be thinking of doing something.” In this context, 想 functions as an auxiliary verb. In Chinese sentences, the auxiliary verb precedes all other verbs and prepositions. When used in conjunction with other verbs, the auxiliary verb is the only one to be negated.



Hou Sheng Dong

A postmarked Chinese envelope. Note that the return address is in the lower right-hand corner and the addressee's name is in the upper left.

	Subject	想	Prepositional phrase	Verb phrase
Positive:	我	想	跟他	学写中文信。
	I'm thinking of learning how to write Chinese letters from him.			
Negative:	我	不想	跟他	学写中文信。
	I don't want him to teach me how to write Chinese letters.			
Questions:	你	想		做什么?
	What do you want to do?			
	你	想不想	跟他	学写中文信?
	Do you want to learn how to write Chinese letters from him?			

 PRACTICE

Demonstrate your understanding of the three different meanings of 想 by answering the following questions.

1. 你想不想家? 你想谁?
2. 你在想什么?
3. 你想去那儿? 你想做什么?

II. The Prepositions 跟(Gēn) and 从(Cóng)

You have already learned the prepositions 在 (in, at), 给 (to, for), and 跟 (with, to). Sentences with 在, 给, and 跟 are negated by placing 不 before the preposition. Here is a quick review:

(不)在	Place	Verb + (Something) (Lesson 9)
------	-------	-------------------------------

在	中国	学习
---	----	----

to study in China

在	学校	工作
---	----	----

to work at school

在	饭馆	吃饭
---	----	----

to eat in a restaurant

(不)给	Somebody	Verb + (Something) (Lesson 10)
------	----------	--------------------------------

给	你	买东西
---	---	-----

to buy things for you

给	我	写信
---	---	----

to write a letter to me

给	他	打电话
---	---	-----

to call him

给	我们	介绍一下儿
---	----	-------

to introduce us

(不)跟	Somebody	去	Place	Verb + (Something) (Lesson 10)
------	----------	---	-------	--------------------------------

跟	我们	去	学校	学习
---	----	---	----	----

to go to school and study with us

跟 我们 去 咖啡馆 喝咖啡

to go to a cafe and drink coffee with us

(不)跟 Somebody 说 Something (Lesson 10)

跟 你 说 他是我们学校的老师。

to tell you that he is a teacher at our school

In this lesson, you will learn how to use the prepositions 跟 and 从 to indicate “from whom” or “from where” respectively.

A. Using 跟

The preposition 跟 means “from a person” and is usually followed by a personal pronoun/noun.

For example:

	Prepositional phrase			
	Subject	跟 Somebody	Verb	(Object)
Positive:	我	跟史老师	学	中文。
	I learned Chinese from Professor Shi.			
Negative:	我	不跟史老师	学	中文。
	I didn't learn Chinese from Professor Shi.			
Question:	你	跟谁	学	中文?
	From whom did you learn Chinese?			

B. Using 从

The preposition 从 means “from (a place)” or “starting from...”

For example:

1. Starting from a Place

	Prepositional phrase				
	Subject	从	Place1	Verb	Place2
Positive:	我	从	宿舍	去	学校。
	I'm going to school from the dorm.				
Negative:	我	不从	宿舍	去	学校。
	I am not going to school from the dorm.				
Questions:	你	从	哪儿	去	学校?
	From where are you going to school?				
	你	从	哪儿	来?	
	Where are you coming from?				

Note

There is no negative response to the question “你从哪儿来?”

CORRECT: 我从北京来。

xxx INCORRECT: 我不从北京来。 xxx

2. Starting from a Point

	Subject	Prepositional phrase		Verb phrase
		从	Place	
Positive:	我们	从	工作	开始写吧。
	Let's start by writing about our work.			
Negative:	我们	不从	工作	开始，我们从家开始写吧。
	We are going to start writing not about work but about family.			
Question:	我们	从	哪儿	开始?
	Where do we start?			

㊦ PRACTICE

Use each of the following phrases to ask a question. Then provide a positive and a negative response to each question.

跟：学汉语，学写中文信，学电脑，学做饭，借杂志，借笔记，借用电话，借用车

从：去商店，回家，来上课，借书，开始说，开始教

III. Using the Interrogative Word 怎么 (Zěnmě)

In this lesson, you will learn two ways to use 怎么.

A. How to Do Something

In a sentence with multiple verbs, the first verb phrase often tells the manner or means by which the main action is carried out. 怎么 is used to ask a question about the first verb phrase. It can be translated as “how to (do something)” or “in what way (can something be done).”



Hou Sheng Dong

This student is composing an e-mail in Chinese.

For example:

	Subject	Manner/Means Verb phrase1	Main action Verb phrase2
Question:	你	怎么	写电子邮件?
	How do you write e-mail?		
Response:	我	用中文	写电子邮件。
	I am writing e-mail in Chinese.		
Question:	你	怎么	去?
	How are you getting there?		
Response:	我	坐车	去。
	I am going by car.		

B. Why or How Come

怎么 in this case means “why” or “how come.” It has a similar meaning to 为什么, but 怎么 is more colloquial than 为什么. 怎么 can be placed either before or after the subject.

Subject	怎么	Adverb	Verb/Adjective predicate
你	怎么	不	去学校?
Why don't you go to school?			
你	怎么	这么	忙?
Why are you so busy?			

Compare:

怎么 and 怎么样 may look alike, but they actually have very different meanings.

怎么 is used to ask how to do something or to ask “why” with a special focus on the verb. For example:

你知道怎么写中文电子邮件吗? Do you know how to write e-mail in Chinese?

你怎么不给我写信? Why don't you write to me?

怎么样 has two basic meanings.

1. To inquire about the state of someone or something with a special focus on the adjective

你最近怎么样? How have you been doing recently?

还好。 Fairly well.

你工作怎么样? How is your work?

很好。 Very good.

2. As a tag question to ask about the listener's opinion

我们今天去吃晚饭, 怎么样?

How about going to dinner tonight?

PRACTICE

Try using the following phrases to ask questions with 怎么 or 怎么样 and then provide an answer.

How to do: 给家人写信, 跟朋友聊天, 教语法, 去饭馆, 来学校

How come: 不给我回信, 不给我介绍你的女朋友, 这么难(容易), 总是不休息, 总是闹笑话

How about: 学校的图书馆, 那个饭馆, 你的同学, 跟我去咖啡馆, 别告诉他

IV. 是不是 for Emphasis

When discussing affirmative-negative questions in Lesson 10, we briefly introduced the 是不是 pattern, which is used to identify people and things.

For example:

你是不是学生? 我是学生。 Are you a student or not? I am a student.

那是不是你的书? 那不是我的书。 Is that your book or not? That's not my book.

In this lesson, you will learn the phrase 是不是, which is used to emphasize whatever follows it. The location of 是不是 indicates where the emphasis lies. It can be translated as “Is it true?” See the following examples.

A. At the Beginning of the Sentence

是不是你明天下午很忙? Is it true that you are very busy tomorrow afternoon? (Emphasizing the subject 你, not anyone else.)

B. Before the Time Phrase

你是不是明天下午很忙？ Is it true that tomorrow afternoon you are very busy? (Emphasizing the time phrase “tomorrow afternoon,” not another time.)

C. Before the Predicate

你明天下午是不是很忙？ Is it true that you are very busy tomorrow afternoon? (Emphasizing the predicate adjective 很忙.)

D. At the End of the Sentence as a Tag Question

你明天下午很忙，是不是？ You are very busy tomorrow afternoon, aren't you? (Emphasizing the confirmation of the question.)

 PRACTICE

Try making your own sentences using 是不是. Place 是不是 in various positions.

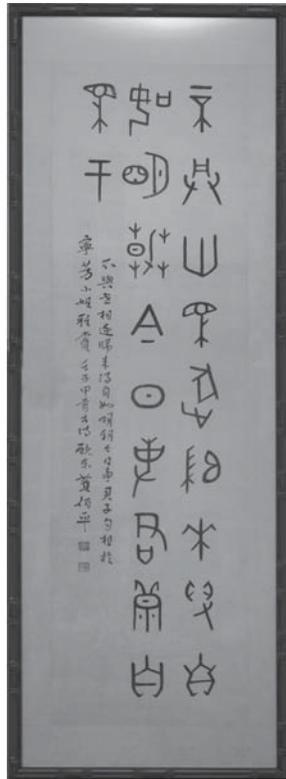


Textbook Exercises

 TASK 1. 课文问答 (KÈWÉN WÈNDÁ) QUESTIONS AND ANSWERS

How well did you understand the text? Check your comprehension by answering the following questions.

1. 吴文德找李丽莉干什么？
2. 吴文德的哥哥在中国做什么工作？
3. 吴文德的哥哥家都有什么人？他们想不想家？为什么？



Chris Yee

Framed Chinese calligraphy on a silk banner.

TASK 2. 语法练习 (Yǔfǎ liànxí) GRAMMATICAL STRUCTURE PRACTICE

A. Fill in the Blanks

Fill in the blanks by taking words from below and putting them into the appropriate places in the sentences. When you are done, translate the sentences into English.

从 跟 在 用

1. 你朋友 _____ 哪儿工作?
2. 我不想 _____ 手写汉字。
3. 我不想 _____ 他学写汉字。
4. A: 我们给你哥哥发电子邮件吧。
B: 好啊。我们 _____ 哪儿开始写?

B. Word Insertion

Read the following sentences and select the letter in each sentence that marks the best position for the given words.

1. 你(A)教我(B)用中文(C)写信(D)?
怎么样

2. (A)你教我(B)用中文(C)写电子邮件(D)?
怎么
3. 我(A)想(B)用中文(C)给我哥哥(D)写信。
不
4. 我(A)想(B)用中文(C)写信很(D)容易。
不

C. Word Selection

Select the choice that best completes each sentence.

1. 他在中国想 _____ 吗?
a) 哪儿 b) 家 c) 谁
2. 我不知道 _____ 写电子邮件。
a) 怎么 b) 怎么不 c) 什么
3. 我借你的中文杂志, 你 _____ 看?
a) 怎么样 b) 怎么不 c) 什么
4. 请你一定 _____ 他们好。
a) 问 b) 告诉 c) 说
5. 我不知道公司 _____ 意思。
a) 有 b) 是什么 c) 是

TASK 3. 翻译 (FĀNYÌ) PARAPHRASING

How well do you remember the grammar and vocabulary we've covered so far? Check yourself by translating the following sentences into Chinese.

1. A: Where does your friend come from?
B: She comes from Beijing. Do you want to get to know her? Let me introduce you.
(Hint: 从 + Place + Verb, 想, 给 + Someone + Verb + Something, 吧)
2. I miss home very much. I want to send my parents an e-mail in Chinese, but I don't know how to write it.
(Hint: 想, 用 + Verb + Something, 给 + Someone + Verb + Something, 怎么)
3. A: Why are you always asking him about his work and his studies? How about asking him if he has family there?

B: I don't think he has family there.

(Hint: 怎么 + Adverb, 怎么样, 想 + Clause)

4. A: Is it true that you are coming from the library? Is Lin Di still doing her homework there?

B: Why are you looking for Lin Di? Do you want to learn how to write Chinese characters? She's at the foreign language department reading magazines right now.

(Hint: 是不是, 从 + Place, 想 + 跟 Somebody + Verb + Something, 在)



TASK 4. 情景对话 (QÍNGJǐNG DUÌHUÀ) SITUATIONAL DIALOGUE

Setting: A telephone call

Cast: Two students

Situation: Two friends are having a conversation over the phone. One has been abroad for some time and is telling the other about his trip. They discuss the letters they sent to each other and how they learned to write letters in Chinese.

11

写中文信

Don't Forget to Write



听力练习 (Tīnglì Liànxí)

Listening Exercises

TASK 1. BINGO

The following phrases will be read to you in Chinese, but in a different order than that given below. Demonstrate your understanding of these phrases by numbering their English counterparts in the order in which you hear them.

A. Words/Phrases

so easy	why are (you) not going
how to write Chinese characters	to come from the library
to send an e-mail	where to start
to have children	to write letters in Chinese
he tells me that...	to be homesick
foreign language department	your brothers and sisters
their company	to read a newspaper
not simple	to return a letter

B. Sentences

I often write e-mails in Chinese.

Your brother's letter is very interesting.

Let's go to the library and read magazines.

Where does your brother work?

I don't think he has any children.

Does he miss home when he is there?

Using Chinese to write an e-mail is very easy.

“Àirén” means “wife” here, right?

He told me that he wants to write a letter in Chinese to his older brother.

 **TASK 2. SHORT CONVERSATIONS**

Listen to the short conversations. Select the correct answer for each question from the choices provided.

1. Are the two speakers husband and wife? Yes/No
2. Does the woman know the man’s brother? Yes/No
3. Do the two speakers know how to write e-mail in Japanese? Yes/No
4. Does the woman’s brother really enjoy his job? Yes/No

 **TASK 3. MONOLOGUE**

Listen to the passage and answer the questions below.

1. How many people in the narrator’s family know Chinese?
 - a) one
 - b) two
 - c) three
 - d) four
2. Why does the narrator’s mother write letters in Chinese?
 - a) because she wants to practice her Chinese
 - b) because she wants to encourage the narrator to learn Chinese
 - c) because she is teaching Chinese in China
 - d) none of the above
3. Why does the narrator look for Lin Di?
 - a) because the narrator wants to learn how to write e-mails in Chinese
 - b) because the narrator wants to show Lin Di her mother’s letter
 - c) because the narrator wants Lin Di to write e-mails to her mom
 - d) none of the above

4. Which of the following statements is correct?
- a) The narrator does not speak Chinese well enough to read her mother's letter.
 - b) The narrator thinks that her mother does too much shopping.
 - c) The narrator has never sent any e-mails in Chinese before.
 - d) None of the above.

 **TASK 4. DIALOGUE**

Listen to the dialogue and determine if each statement is true or false.

- | | |
|--|------------|
| 1. The woman is fluent in both Chinese and Japanese. | True/False |
| 2. The woman spends lots of time writing letters. | True/False |
| 3. The man prefers to call his friends instead of writing letters. | True/False |
| 4. The man's friends prefer to write to him rather than to e-mail him. | True/False |



口语练习 (Kǒuyǔ Liànxí)

Speaking Exercises

 **TASK 1. SUBSTITUTION**

Familiarize yourself with basic sentence patterns by substituting the given phrases into the following sentences. When you finish this exercise, see if you can apply its vocabulary and grammar in your responses to the supplementary questions on the audio CD or multimedia CD-ROM.

1. 我(哥哥)明天从(北京来看我)。
 是吗? 请你问他好。
 爸爸 四川来我们学校看我
 朋友 上海来我这儿玩儿
2. 我不知道怎么(用中文写信)。
 我常常(用中文写信)。我教你。
 看中文报纸
 做中国饭

3. 请你(用中文说), 好吗?
没问题。
用手写
用英文写
4. 男: (李叔叔)在中国怎么样?
女: 他说他很想(他孩子)。
你男朋友 家
你哥哥 他爱人
5. 她在(中国)做什么工作?
我想她在那儿(做生意)。
公司 搞电脑
大学 教书
6. 你今天晚上想做什么?
我想用(中文)给朋友(发电子邮件)。
日文 写信
英文 打电话

 TASK 2. QUICK RESPONSE

The following exercise will challenge your listening and pronunciation abilities and help you to develop good conversational skills.

A. Answering Questions

Listen to the following questions and provide a response to each one. If you don't know a word, try to get its meaning from the context, rather than looking it up. Remember, both speed and accuracy are important!

1. 你爸爸妈妈都在哪儿工作?
2. 你想怎么写电子邮件?
3. “兄弟姐妹”是什么意思?
4. 我想写信, 但是, 从哪儿开始写呢?

B. Asking Questions

Listen to the following statements and follow the hints in the right-hand column to ask a related question for each statement. Try to avoid using the 吗-type question.

- | | Hints |
|------------------|-------|
| 1. 我们从工作开始写吧。 | (哪儿) |
| 2. 我想用中文写信。 | (怎么) |
| 3. 是啊，我想给他发电子邮件。 | (是不是) |
| 4. 好吧。我们从宿舍去。 | (怎么样) |

TASK 3. GUIDED ROLE-PLAYING

Listen to the following dialogues between two native speakers. Select Role A or Role B and have a dialogue with the computer. After familiarizing yourself with the conversation, construct and record your own dialogue by replacing as many words as possible with related terms. Be creative, but be careful not to disrupt the structure of the conversation!

1. Talking about Family

A: 你姐姐现在在哪儿?

B: 她现在在中国，在北京教英文。

A: 是吗？她先生也在那儿吗？

他们的孩子呢？

B: 她家都在那儿。她先生在公司工作。

孩子在学校学习。

A: 他们在那儿怎么样？

B: 他们很想家，常常来信。我也常给他们去信。

2. Learning How to Do Something

A: 你常常用中文写信吗？

B: 不，写汉字太麻烦。

A: 你想不想用中文写电子邮件？

B: 想啊。但是我不知道怎么写电子邮件。

A: 我常常用中文写电子邮件，你想不想跟我学学？

B: 好啊！谢谢你。

TASK 4. PICTURE DESCRIPTION

Describe the pictures below using the grammar and the vocabulary you learned in this lesson. Use your imagination!



读写练习 (Dú Xiě Liànxí)

Reading/Writing Exercises

 TASK 1. LETTER READING

Read the passage and answer the True/False questions that follow.

林笛：

你好。好久不见。你最近怎么样？学习忙不忙？

我现在学习很紧张。常常去图书馆看中文杂志和中文报纸，做作业。快成书呆子了。我现在学中文这么累，很想去中国玩儿玩儿。你认识不认识我朋友陈业。现在他在上海学汉语。他来信告诉我，上海很有意思，我很想去他那儿玩玩。他现在汉语很棒，词汇量很大。他能看中文报、看杂志，还能用中文写信、写电子邮件。他跟我说，他现在开始在北京和上海找工作。那儿有很多美国公司。我想在那儿工作一定很有意思。我明年要去日本工作。我想从日本去上海看他，也在中国玩儿玩儿。你想不想去上海看看。我们明年一起去吧。常来信。问丽莉好。

祝学习顺利！

好友

英英

Supplementary Vocabulary

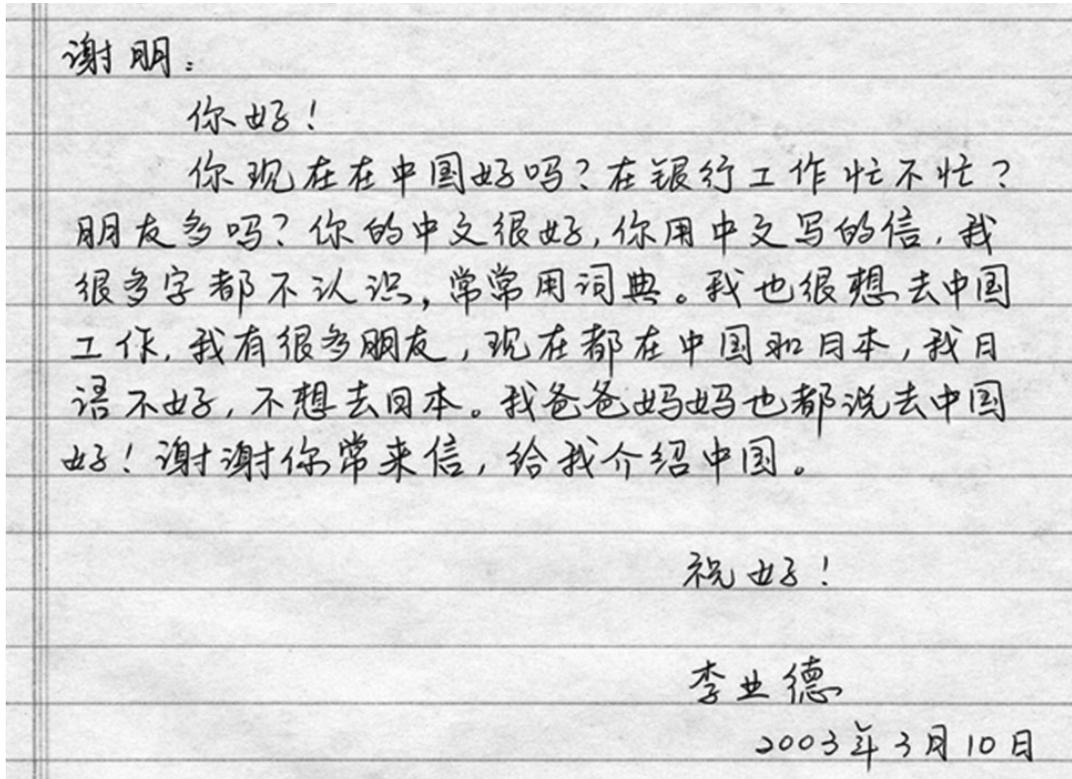
- | | | | |
|--------|------------|-------------|----------------------------------|
| 1. 词汇量 | cíhuìliàng | <i>n.</i> | size of one's vocabulary |
| 2. 能 | néng | <i>aux.</i> | to be capable of doing something |
| 3. 明年 | míngnián | <i>n.</i> | next year |
| 4. 好友 | hǎo yǒu | <i>phr.</i> | 好朋友 |

Questions

- | | |
|---------------------|------------|
| 1. 陈业常常用中文，他的中文非常好。 | True/False |
| 2. 现在陈业在美国公司工作。 | True/False |
| 3. 英英以后想在中国找工作。 | True/False |
| 4. 英英想跟林笛一起去日本玩儿玩儿。 | True/False |

TASK 2. AUTHENTIC MATERIAL

In this section, you will be exposed to some authentic materials that people use in China. Read the letter and answer the following questions.



Questions

1. 谁给谁写信?
2. 写信的人住在中国吗?
3. 写信的人想去日本吗? 为什么?
4. 写信的人中文怎么样?

TASK 3. SENTENCE CONSTRUCTION

Create your own questions using the phrases in the “Question” rows, and then answer the questions using the words in the “Response” rows.

1. Ask for the meaning of a word.

Question: 意思

Response: 不知道, 问 + Somebody

2. Decide from where to go to a restaurant.

Question: 从, 饭馆

Response: 图书馆

3. Ask if someone has family in a particular place.

Question: 那儿，家

Response: 我想，没

4. Ask if someone writes frequently.

Question: 给，信

Response: 是啊，但是



TASK 4. E-MAIL

Two of your friends are working in China right now. Send a short e-mail to someone in your Chinese class and ask him or her how to write a letter or e-mail in Chinese. Be sure to use the grammar and vocabulary we have learned so far!