

# Integrated Chinese

Level 1 Part 1

Textbook

Traditional Characters

## Third Edition

## 中文聽說讀寫

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SAMPLE

## Preface to the Third Edition

It has been over ten years since *Integrated Chinese (IC)* came into existence in 1997. During these years, amid all the historical changes that took place in China and the rest of the world, the demand for Chinese language teaching-learning materials has been growing dramatically. We are greatly encouraged by the fact that *IC* not only has been a widely used textbook at the college level all over the United States and beyond, but also has become increasingly popular with advanced language students at high schools. Over the years, regular feedback from the users of *IC*, both students and teachers, has greatly facilitated our repeated revisions of the series. Following its second edition published in 2005 that featured relatively minor changes and adjustments, the third edition is the result of a much more extensive revision.

### Changes in the Third Edition

#### Manageable Number of Lessons

Level 1 now contains 10 lessons in Part 1 and 10 lessons in Part 2 for maximum flexibility. Based on the reports from many teachers that they could not finish all the lessons in the Level 1 volumes within one academic year, we have, for the third edition, eliminated the chapters “At the Library” and “At the Post Office,” as the language contents in these chapters have become somewhat obsolete. The chapter “Hometown” has also been removed, but part of its content has been incorporated into other chapters.

#### Revised Storyline

In the present edition, a new, connected storyline about a diverse group of students strings together all the dialogues and narratives in the lessons throughout Level 1. The relationships among the main characters are more carefully scripted. We want the students to get to know the characters well and to find out how things develop among them. We hope that, by getting to know more about each cast member, the students will be more involved in the process of learning the language.

#### Current Vocabulary

As in the earlier editions, the third edition makes a special effort to reflect students’ life. Additionally, we have updated some of the vocabulary items and expressions in the hope of keeping pace with the evolution of contemporary Chinese and enhancing students’ ability to communicate. In the meantime, we have deleted some words and expressions that are of relatively lower frequencies of usage. As a result, the total number of vocabulary items for the series is moderately reduced. The grammar sequence, however, remains fundamentally unchanged.

#### Clear Learning Objectives and Engaging Learner-Centered Approach

Ever since its inception in 1997, *IC* has been a communication-oriented language textbook which also aims at laying a solid foundation in language form and accuracy for students. The third edition holds fast to that pedagogic philosophy. On top of that, it has adopted a task-based teaching approach, which is intended to intensify students’ motivation and heighten their awareness of the learning objectives in each chapter. Each lesson includes Learning Objectives and Relate and Get Ready questions at the beginning to focus students’ study. At the end of each lesson, there is a Progress Checklist to be used by students in self-testing their fulfillment of the learning objectives.

It is our hope that these changes will enable students to learn Chinese in a more efficient and pragmatic way and develop their language proficiency and problem-solving abilities in real-life situations. In their feedback to us, many users of previous editions of *IC* noted that, more than many other Chinese language textbooks, *IC* was effective in developing students' abilities to use the language. While making all the efforts to retain that merit in the new edition, we have endeavored to place language acquisition in a real-world context and make *IC* all the more conducive to active use of the language in the classroom and, more importantly, beyond it.

### **Contextualized Grammar and Interactive Language Practice**

The somewhat mechanical drills on sentence patterns in the earlier editions are now replaced by Language Practice exercises based on simulated real-life situations. In particular, we have increased the number of interactive exercises and exercises that serve the purpose of training students' abilities in oral communication and discourse formation. Similar changes are also to be seen in the *Integrated Chinese Workbook*, which offers new exercises that are more distinctly communication-oriented and more closely aligned with the learning objectives of each chapter. The exercises in the *Workbook* cover the three modes of communication as explained in the “Standards for Foreign Language Learning in the 21st Century”: interpretive, interpersonal and presentational. To help the user locate different types of exercises, we have labeled the workbook exercises in terms of the three communication modes.


### **Linguistically and Thematically Appropriate Cultural Information and Authentic Materials**

In comparison with the earlier editions, there is more cultural information in the third edition. The revised texts provide a broader perspective on Chinese culture, and important cultural features and topics are discussed in the “Culture Highlights.” In the meantime, more up-to-date language ingredients, such as authentic linguistic materials, new realia, and new illustrations, are introduced with a view towards reflecting cultural life in the dynamic and rapidly changing contemporary China. We believe that language is a carrier of culture and a second/foreign language is acquired most efficiently in its native cultural setting. Based on that conviction, we have attempted to offer both linguistic and cultural information in a coherent, consistent manner and simulate a Chinese cultural environment in our texts, especially those that are set in China.

### **All-New, Colorful, and User-Friendly Design**

Where design and layout are concerned, the third edition represents a significant improvement, intended to better facilitate its use by both teachers and students. We have taken full advantage of colors to highlight different components of each chapter, and have brought in brand-new illustrations and photos to complement the content of the text. The book has also been thoroughly redesigned for optimal ease of use.

### **Updated Audio Recordings**

Throughout this book, you will see an audio CD icon  next to the main texts, vocabulary, and pronunciation exercises. This symbol indicates the presence of audio recordings, which are available on the companion audio CD set.

### **Acknowledgments**

During the course of preparing for the third edition, we accumulated more academic and intellectual debts than any acknowledgment can possibly repay. We wish to express our

deep gratitude to all those who helped us in so many different ways. In particular, our heartfelt thanks go to the two editors, Ying Yang of the University of California Berkeley and Zoe Wu of Pasadena City College, as well as Craig Butler of Hong Kong International School, Chengzhi Chu of the University of California Davis, colleagues and friends at Beijing Language and Culture University, and Laurel Damashek at Cheng & Tsui.

As authors, we take great pleasure in the contributions that *IC* has made to Chinese teaching and learning over the past ten years, and we also feel the weight of responsibility. In retrospect, *IC* has traversed a long way since its earliest incarnation, yet we know its improvement will not end with the present edition. We promise to renew our efforts in the future, and we expect to continue to benefit from the invaluable comments and suggestions we receive from the users.

## An Overview of the New Features of the Third Edition

### Chapter Opener



Each lesson opens with an illustration that highlights the theme for the lesson.

**LEARNING OBJECTIVES**  
In this lesson, you will learn to use Chinese to:

- Welcome a visitor;
- Introduce one person to another;
- Compliment someone on his/her house;
- Ask for beverages as a guest at someone else's place;
- Offer beverages to a visitor;
- Briefly describe a visit to a friend's place.

**RELATE AND GET READY**  
In your own culture/community—

1. Is it common to pay a visit to a friend's house without advance notice?
2. Do people bring anything when visiting a friend's home?
3. What are some of the common beverages and foods offered to visitors?

Learning Objectives for every lesson help students focus their study and envision what they will have accomplished at the end of the lesson.

The self-reflective questions in **Relate and Get Ready** help students to reflect on similarities and differences between their native language and culture and Chinese language and culture.

### Dialogue Design

Each dialogue or narrative begins with an illustration depicting the scene. For the main characters, instead of the characters' names, their avatar icons appear in the dialogue. This helps the students get acquainted with the characters more quickly.

Dialogue II: Asking about Someone's Family

白英愛：你家有幾口人？  
我家有六口人。我爸爸、我媽媽、一

**LANGUAGE NOTES**  
In Chinese, 家 (jiā) can refer to one's family as well as one's home. So one can point to his or her family picture and say “我家有四口人” (wǒ jiā yǒu sì kǒu rén). There are four people in my family, and

## Language Notes and Grammar Callouts

The Language Notes are clearly marked and numbered in green circles, and placed next to the dialogue for ease of reference.

The grammar points are highlighted and numbered in red to draw the students' attention to the language forms covered in the Grammar section of each lesson.

## Vocabulary Section

A low-frequency character that the teacher may decide not to have the students practice writing is shown in a shaded gray color.

## Language Practice

In addition to role plays and partner activities, this section also includes contextualized drill practice with the help of visual cues. New sentence patterns are highlighted in blue.

## Culture Highlights

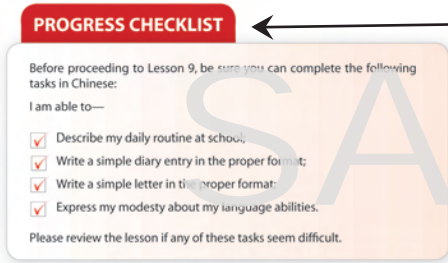
Photos or other authentic materials accompany the culture notes.

### Customized Learning: How About You?



Beginning students need not be overwhelmed by additional vocabulary items that do not seem to be very useful or relevant to them. However, they should be given opportunities to select and learn words and phrases that relate to their own interests and experiences. **How About You?** provides this personalized vocabulary space.

### Self-Reflection: Progress Checklist



It's important for students to be engaged learners who feel responsible for their own learning. At the end of each lesson, students are asked to check on their learning progress and evaluate whether they have achieved the learning objectives.

### Functional Expressions: That's How the Chinese Say It!



After every five lessons, **That's How the Chinese Say It** provides a review of the functional expressions that have appeared in the texts. It includes additional linguistic and cultural contexts to demonstrate the use of these expressions.

## Scope and Sequence

Lessons	Topics & Themes	Sections & Contexts	Learning Objectives & Functions
<b>Introduction</b>		<ol style="list-style-type: none"> <li>1. Chinese Language and Dialects</li> <li>2. Syllabic Structure and Pronunciation of Modern Standard Chinese</li> <li>3. The Chinese Writing System</li> <li>4. Useful Expressions</li> </ol>	<ol style="list-style-type: none"> <li>1. Learn about the Chinese language</li> <li>2. Become familiar with basic Chinese pronunciation</li> <li>3. Know basic information about the Chinese writing system</li> <li>4. Use common expressions in the classroom and daily life</li> </ol>
<b>1</b>	<b>Greetings</b>	<ol style="list-style-type: none"> <li>1. Exchanging Greetings</li> <li>2. Asking about Someone's Nationality</li> </ol>	<ol style="list-style-type: none"> <li>1. Exchange basic greetings</li> <li>2. Request a person's last name and full name, and provide your own</li> <li>3. Determine whether someone is a teacher or a student</li> <li>4. Ascertain someone's nationality</li> </ol>
<b>2</b>	<b>Family</b>	<ol style="list-style-type: none"> <li>1. Looking at a Family Photo</li> <li>2. Asking about Someone's Family</li> </ol>	<ol style="list-style-type: none"> <li>1. Employ basic kinship terms</li> <li>2. Describe a family photo</li> <li>3. Ask about someone's profession</li> <li>4. Say some common professions</li> </ol>
<b>3</b>	<b>Dates &amp; Time</b>	<ol style="list-style-type: none"> <li>1. Taking Someone out to Eat on His/Her Birthday</li> <li>2. Inviting Someone to Dinner</li> </ol>	<ol style="list-style-type: none"> <li>1. Tell and speak about time and dates</li> <li>2. Talk about someone's age and birthday</li> <li>3. Invite someone to dinner</li> <li>4. Arrange a dinner date</li> </ol>
<b>4</b>	<b>Hobbies</b>	<ol style="list-style-type: none"> <li>1. Talking about Hobbies</li> <li>2. Would You Like to Play Ball?</li> </ol>	<ol style="list-style-type: none"> <li>1. Say and write the terms for basic personal hobbies</li> <li>2. Ask about someone's hobbies</li> <li>3. Ask friends out to see a movie</li> <li>4. Set up plans for the weekend</li> </ol>
<b>5</b>	<b>Visiting Friends</b>	<ol style="list-style-type: none"> <li>1. Visiting a Friend's Home</li> <li>2. At a Friend's House</li> </ol>	<ol style="list-style-type: none"> <li>1. Welcome a visitor</li> <li>2. Introduce one person to another</li> <li>3. Compliment someone on his/her house</li> <li>4. Ask for beverages as a guest at someone else's place</li> <li>5. Offer beverages to a visitor</li> <li>6. Briefly describe a visit to a friend's place</li> </ol>

	Forms & Accuracy	Culture Highlights
	<ol style="list-style-type: none"> <li>1. The Verb 姓 (xìng)</li> <li>2. Questions Ending with 呢 (ne)</li> <li>3. The Verb 叫 (jiào)</li> <li>4. The Verb 是 (shì)</li> <li>5. Questions Ending with 嗎 (ma)</li> <li>6. The Negative Adverb 不 (bù)</li> <li>7. The Adverb 也 (yě)</li> </ol>	Chinese names
	<ol style="list-style-type: none"> <li>1. The Particle 的 (de) (I)</li> <li>2. Measure Words (I)</li> <li>3. Question Pronouns</li> <li>4. 有 (yǒu) in the sense of "to Have" or "to Possess"</li> <li>5. 有 (yǒu) in the sense of "to Exist"</li> <li>6. The Usage of 二 (èr) and 兩 (liǎng)</li> <li>7. The Adverb 都 (dōu)</li> </ol>	Chinese kinship terms Chinese education system
	<ol style="list-style-type: none"> <li>1. Numbers (0, 1–100)</li> <li>2. Dates and Time</li> <li>3. Pronouns as Modifiers and the Usage of the Particle 的 (de) (II)</li> <li>4. The Sentence Structure of 我請你吃飯 (Wǒ qǐng nǐ chī fàn)</li> <li>5. Alternative Questions</li> <li>6. Affirmative + Negative (A-not-A) Questions (I)</li> <li>7. The Adverb 還 (hái)</li> </ol>	Chinese calendar Chinese manner of counting age Chinese food symbolizing longevity
	<ol style="list-style-type: none"> <li>1. Word Order in Chinese</li> <li>2. Affirmative + Negative (A-not-A) Questions (II)</li> <li>3. The Conjunction 那 (麼) (nà{me})</li> <li>4. 去 (qù) + Action</li> <li>5. Questions with 好嗎 (hǎo ma)</li> <li>6. The Modal Verb 想 (xiǎng)</li> <li>7. Verb+Object as a Detachable Compound</li> </ol>	Chinese way of "splitting" the check Chinese pastimes
	<ol style="list-style-type: none"> <li>1. 一下 (yí xià) and (一)點兒 (yì diǎnr) Moderating the Tone of Voice</li> <li>2. Adjectives as Predicates</li> <li>3. The Preposition 在 (zài)</li> <li>4. The Particle 吧 (ba)</li> <li>5. The Particle 了 (le) (I)</li> <li>6. The Adverb 才 (cái)</li> </ol>	Chinese civilities upon meeting for the first time Chinese tea



Lessons	Topics & Themes	Sections & Contexts	Learning Objectives & Functions
<p><b>That's How the Chinese Say It!</b></p>			<ol style="list-style-type: none"> <li>1. Review functional expressions from lessons 1–5</li> </ol>
	<p><b>6</b></p>	<p><b>Making Appointments</b></p>	<ol style="list-style-type: none"> <li>1. Calling One's Teacher</li> <li>2. Calling a Friend for Help</li> </ol>
<p><b>7</b></p>	<p><b>Studying Chinese</b></p>	<ol style="list-style-type: none"> <li>1. How Did You Do on the Exam?</li> <li>2. Preparing for a Chinese Class</li> </ol>	<ol style="list-style-type: none"> <li>1. Comment on one's performance on an exam</li> <li>2. Comment on one's character writing</li> <li>3. Talk about one's experience in learning Chinese vocabulary and grammar</li> <li>4. Talk about one's study habits</li> <li>5. Remark on typical scenes from one's language class</li> </ol>
<p><b>8</b></p>	<p><b>School Life</b></p>	<ol style="list-style-type: none"> <li>1. A Diary: A Typical School Day</li> <li>2. A Letter: Talking about Studying Chinese</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe the routine of a student's life on campus</li> <li>2. Write a simple diary entry</li> <li>3. Write a brief letter in the proper format</li> <li>4. Express your modesty in terms of your foreign language ability</li> <li>5. Invite friends to go on an outing</li> </ol>
<p><b>9</b></p>	<p><b>Shopping</b></p>	<ol style="list-style-type: none"> <li>1. Shopping for Clothes</li> <li>2. Exchanging Shoes</li> </ol>	<ol style="list-style-type: none"> <li>1. Speak about the color, size, and price of a purchase</li> <li>2. Recognize Chinese currency</li> <li>3. Pay bills in cash or with a credit card</li> <li>4. Determine the proper change you should receive</li> <li>5. Ask for a different size and/or color of merchandise</li> <li>6. Exchange merchandise</li> </ol>
<p><b>10</b></p>	<p><b>Transportation</b></p>	<ol style="list-style-type: none"> <li>1. Going Home for the Winter Vacation</li> <li>2. An Email: Thanking Someone for a Ride</li> </ol>	<ol style="list-style-type: none"> <li>1. Comment about several means of transportation</li> <li>2. Explain how to travel from one station to another</li> <li>3. Describe a traffic route</li> <li>4. Express your gratitude after receiving a personal favor</li> <li>5. Offer New Year's wishes</li> </ol>

	Forms & Accuracy	Culture Highlights
	<ol style="list-style-type: none"> <li>1. 算了 (suàn le)</li> <li>2. 誰呀 (shéi ya)</li> <li>3. 是嗎 (shì ma)</li> </ol>	
	<ol style="list-style-type: none"> <li>1. The Preposition 給 (gěi)</li> <li>2. The Modal Verb 要 (yào) (I)</li> <li>3. The Adverb 別 (bié)</li> <li>4. Time Expressions</li> <li>5. The Modal Verb 得 (děi)</li> <li>6. Directional Complements (I)</li> </ol>	<p>Chinese phone etiquette Chinese phone numbers Chinese names for the Chinese language</p>
	<ol style="list-style-type: none"> <li>1. Descriptive Complements (I)</li> <li>2. The Adverbs 太 (tài) and 真 (zhēn)</li> <li>3. The Adverb 就 (jiù) (I)</li> <li>4. Double Objects</li> <li>5. Ordinal Numbers</li> <li>6. 有(一)點兒 (yǒu{yì}diǎnr)</li> <li>7. 怎麼 (zěnmē) in Questions</li> <li>8. The 的 (de) Structure (I)</li> <li>9. The Use of Nouns and Pronouns in Continuous Discourse</li> </ol>	<p>Chinese characters Chinese character writing Chinese writing brushes and other stationery</p>
	<ol style="list-style-type: none"> <li>1. The Position of Time-When Expressions</li> <li>2. The Adverb 就 (jiù) (II)</li> <li>3. 一邊...一邊... (yìbiān...yìbiān...)</li> <li>4. Series of Verbs/Verb Phrases</li> <li>5. The Particle 了 (le) (II)</li> <li>6. The Particle 的 (de) (III): To “de” or not to “de”</li> <li>7. The Adverb 正在 (zhèngzài)</li> <li>8. 除了...以外, 還... (chúle...yǐwài, hái...)</li> <li>9. 能 (néng) and 會 (huì) (I) Compared</li> <li>10. The Adverb 就 (jiù) (III)</li> </ol>	<p>Chinese letter format Chinese school year</p>
	<ol style="list-style-type: none"> <li>1. The Modal Verb 要 (yào) (II)</li> <li>2. Measure Words (II)</li> <li>3. The 的 (de) structure (II)</li> <li>4. 多 (duō) Used Interrogatively</li> <li>5. Amounts of Money</li> <li>6. 跟/和...(不)一樣 (gēn/hé... {bù} yíyàng)</li> <li>7. 雖然... , 可是/但是... (suīrán..., kěshì/dànshì...)</li> </ol>	<p>Chinese salesclerks and waiters Chinese formal attire</p>
	<ol style="list-style-type: none"> <li>1. Topic-Comment Sentences</li> <li>2. 或者 (huòzhě) and 還是 (háishi)</li> <li>3. 先 (xiān)...再 (zài)...</li> <li>4. 還是 (háishi)...(吧) (ba)</li> <li>5. 每 (měi)...都 (dōu)</li> <li>6. 要 (yào)...了 (le)</li> </ol>	<p>Chinese taxi drivers Chinese public transportation Chinese New Year</p>

Lessons	Topics & Themes	Sections & Contexts	Learning Objectives & Functions
	<p><b>That's How the Chinese Say It!</b></p>		<p>1. Review functional expressions from Lessons 6–10</p>
	<p><b>Indexes and Appendix</b></p>	<ol style="list-style-type: none"> <li>1. Vocabulary Index (Chinese-English)</li> <li>2. Vocabulary Index (English-Chinese)</li> <li>3. Vocabulary Index (by grammar category and by lesson)</li> <li>4. Appendix: Alternate Characters (Texts in Simplified Form)</li> </ol>	

SAMPLE

**Forms & Accuracy****Culture Highlights**

1. 喂 (wéi)
2. 沒問題 (méi wèntí)
3. Expressing and Acknowledging Gratitude
4. 哪裏，哪裏 (nǎli, nǎli) or 是嗎？(shì ma)
5. 就是它吧/就是他/她了 (jiù shì tā ba/ Jiù shì tā le)
6. 祝 (zhù)

SAMPLE

# Introduction



## I. Chinese Language and Dialects

China is roughly the same size as the United States. There are numerous regional dialects of Chinese. These dialects, which are often mutually unintelligible, are usually divided into eight groups: Northern, Wu, Kejia (Hakka), Southern Min (Xiamen), Northern Min (Fuzhou), Yue (Cantonese), Xiang or Hunan, and Gan or Jiangxi.

Modern Standard Chinese is known as *Putonghua* (“common language”) in mainland China; *Guoyu* (“national language”), but also *Huayu* (“language spoken by ethnic Chinese people”), in Taiwan and other Chinese-speaking communities such as Singapore and Malaysia. It is the *lingua franca* for intra-ethnic (among different Chinese dialect speakers) as well as inter-ethnic (among ethnic Chinese and other minority groups) communication in China. Its grammar is codified from the modern Chinese literary canon, while its pronunciation is based on the speech of Beijing.

China officially recognizes 56 ethnic groups. The largest group is the Han, which makes up over 90% of China’s population. Many of the other 55 ethnic minorities speak their own distinct languages.

## II. Syllabic Structure and Pronunciation of Modern Standard Chinese

A syllable of Modern Standard Chinese is usually composed of three parts: an initial consonant, a final consisting of vowels or vowels and ending consonants  $[-n]$  or  $[-ng]$ , and a tone. The tone is superimposed on the entire syllable. A syllable may also have no initial consonant.

Chinese syllabic structure:

syllable =	tone	
	(initial)	final

In this book, Chinese sounds are represented by *Hanyu Pinyin*—shortened to *Pinyin*. The *Pinyin* system uses twenty-five of the twenty-six letters of the Roman alphabet. Although *Pinyin* symbols are thus the same as English letters, the actual sounds they represent can be very different from their English counterparts. Over time, you will acquire a better appreciation of the finer details of Chinese pronunciation. This chapter is designed to help you become aware of these distinctions, though attaining more native-sounding pronunciation will take time and effort through extensive listening and practice.

### A. Simple Finals:

There are six simple finals in Modern Standard Chinese:

a, o, e, i, u, ü

When it is pronounced by itself, a is a central vowel. The tongue remains in a natural, relaxed position. It sounds similar to a as in “fa la la” in English.

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

e is an unrounded semi-high back vowel. It may be helpful to first position the tongue as if to pronounce o, and then change the shape of the mouth from rounded to unrounded. At the same time spread the lips apart, as if you were smiling. This vowel is different from “e” in English, which is pronounced with the tongue raised slightly forward.

i is an unrounded high front vowel. Try to squeeze a smile and pull the corners of your mouth straight back. It is similar to the long vowel in the English word “sheep.” However, the tongue is raised higher than it would be to pronounce its counterpart in English.

u is a rounded high back vowel. Pucker up your lips when pronouncing this sound. It is similar to the long vowel in the English word “coop,” but the tongue is raised higher and retracted more.

ü is a rounded high front vowel. To produce this vowel, first position the tongue as if to pronounce i, then round the lips.

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



## B. Initials

There are twenty-one initial consonants in Modern Standard Chinese:

- |    |          |          |          |          |    |           |           |           |
|----|----------|----------|----------|----------|----|-----------|-----------|-----------|
| 1. | <b>b</b> | <b>p</b> | <b>m</b> | <b>f</b> | 4. | <b>j</b>  | <b>q</b>  | <b>x</b>  |
| 2. | <b>d</b> | <b>t</b> | <b>n</b> | <b>l</b> | 5. | <b>z</b>  | <b>c</b>  | <b>s</b>  |
| 3. | <b>g</b> | <b>k</b> | <b>h</b> |          | 6. | <b>zh</b> | <b>ch</b> | <b>sh</b> |

### ■ B.1: b, p, m, f

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

p is aspirated. In other words, there is a strong puff of breath when the consonant is pronounced. It is also voiceless.

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

Pronounce f as you would in English.

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



### Practice:

#### □ B.1.A

<b>ba</b>	<b>bi</b>	<b>bu</b>	<b>bo</b>
<b>pa</b>	<b>pi</b>	<b>pu</b>	<b>po</b>
<b>ma</b>	<b>mi</b>	<b>mu</b>	<b>mo</b>
<b>fa</b>	<b>fu</b>	<b>fo</b>	

#### □ B.1.C m vs. f

<b>ma</b>	<b>fa</b>	<b>mu</b>	<b>fu</b>
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#### □ B.1.B b vs. p

<b>ba</b>	<b>pa</b>	<b>bu</b>	<b>pu</b>
<b>po</b>	<b>bo</b>	<b>pi</b>	<b>bi</b>

#### □ B.1.D b, p, m, f

<b>bo</b>	<b>po</b>	<b>mo</b>	<b>fo</b>
<b>fu</b>	<b>mu</b>	<b>pu</b>	<b>bu</b>

### ■ B.2: d, t, n, l

When pronouncing d, t, n, the tip of the tongue touches the gum of the upper teeth. The tongue is raised more to the back than it would be to pronounce their English counterparts. When pronouncing l, the tip of the tongue should touch the palate. d and t are voiceless, and n is nasal.

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



### Practice:

#### B.2.A

da di du de  
ta ti tu te  
na ni nu ne nü  
la li lu le lü

#### B.2.B d vs. t

da ta di ti  
du tu de te

#### B.2.C l vs. n

lu lü nu nü  
lu nu lü nü

#### B.2.D d, t, n, l

le ne te de  
du tu lu nu

### ■ B.3: g, k, h

**g** is unaspirated and voiceless, and **k** is aspirated and voiceless. When pronouncing **g** and **k**, the back of the tongue is raised against the soft palate. The *Pinyin* **g** sounds like the “k” in the English word “sky.”

**h** is voiceless. When pronouncing **h**, the back of the tongue is raised towards the soft palate. The friction is noticeable. With its English counterpart, however, the friction is not noticeable.

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



### Practice:

#### B.3.A

gu ge ga  
ku ke ka  
hu he ha

#### B.3.B g vs. k

gu ku ge ke

#### B.3.C g vs. h

gu hu ge he

#### B.3.D k vs. h

ke he ku hu

#### B.3.E g, k, h

gu ku hu  
he ke ge

### ■ B.4: j, q, x

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

**q** is pronounced in the same manner as **j**, but it is aspirated. Chinese **q** is similar to the English **ch** as in “cheese,” except that it is articulated with the tip of the tongue resting behind the lower incisors. Don’t forget to pull the corners of your mouth straight back.

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

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



**Practice:**

**B.4.A**

ji ju  
qi qu  
xi xu

**B.4.B j vs. q**

ji qi ju qu

**B.4.C q vs. x**

qi xi qu xu

**B.4.D j vs. x**

ji xi ju xu

**B.4.E j, q, x**

ji qi xi  
ju qu xu

**B.5: z, c, s**

z is similar to the English ds sound as in “kids.”

c is similar to the English ts sound as in “students.” It is aspirated.

s is similar to the English s sound.

The above group of sounds is pronounced with the tongue touching the back of the upper teeth.

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

In pronouncing the syllables zi, ci and si the tongue is held in the same position throughout the syllable except that it is slightly relaxed as the articulation moves from the voiceless initial consonant to the voiced vowel.



**Practice:**

**B.5.A**

za zu ze zi  
ca cu ce ci  
sa su se si

**B.5.B s vs. z**

sa za su zu  
se ze si zi

**B.5.C z vs. c**

za ca zi ci  
ze ce zu cu

**B.5.D s vs. c**

sa ca si ci  
su cu se ce

**B.5.E z, c, s**

sa za ca  
su zu cu  
se ze ce  
si zi ci  
za cu se  
ci sa zu  
su zi ce



### ■ B.6 zh, ch, sh, r

To make the zh sound, first curl up the tip of the tongue against the hard palate, then loosen it and let the air squeeze out the channel thus made. It is unaspirated and the vocal cords do not vibrate. zh sounds rather like the first sound in “jerk,” but it is unvoiced and produced with the tip of the tongue raised against the hard palate.

ch is pronounced in the same manner as zh, but ch is aspirated. ch sounds rather like the “ch” in “chirp” except that it is produced with the tip of the tongue raised against the hard palate.

To make the sh sound, turn up the tip of the tongue toward (but not touching) the hard palate and then let the air squeeze out. The vocal cords do not vibrate. sh sounds rather like the “sh” in “shirt” and “Shirley” except that it is produced with the tip of the tongue raised against the hard palate.

r is pronounced in the same manner as sh, but it is voiced, therefore the vocal cords vibrate. You can pronounce it simply by prolonging sh, but make sure your lips are not rounded.

The finals that can be combined with zh, ch, sh, r are a, e, u and the back apical vowel i, as well as the compound finals which start with a, e, or u. In pronouncing the syllables zhi, chi, shi and ri the tongue is held in the same position throughout the syllable except that it is slightly relaxed as the articulation moves from the initial consonant to the vowel.



#### Practice:

##### □ B.6.A

zha zhu zhe zhi  
cha chu che chi  
sha shu she shi  
ru re ri

##### □ B.6.B zh vs. sh

sha zha shu zhu

##### □ B.6.C zh vs. ch

zha cha zhu chu

##### □ B.6.D ch vs. sh

chu shu sha cha

##### □ B.6.E zh, ch, sh

shi zhi chi shi  
she zhe che she

##### □ B.6.F sh vs. r

shu ru shi ri

##### □ B.6.G r vs. l

lu ru li ri

##### □ B.6.H sh, r, l

she re le re

##### □ B.6.I zh, ch, r

zhe re che re

##### □ B.6.J zh, ch, sh, r

sha cha zha  
shu zhu chu ru  
zhi chi shi ri  
che zhe she re

#### A Reference Chart for Initials

	UNASPIRATED STOPS	ASPIRATED STOPS	NASALS	FRICATIVES	VOICED CONTINUANTS
Labials	b	p	m	f	w*
Alveolars	d	t	n	l	
Dental sibilants	z	c	s		
Retroflexes	zh	ch	sh	r	
Palatals	j	q	x	y*	
Velars	g	k	h		

\* See explanations of w and y in the “Spelling Rules” section on the next page.

**C. Compound Finals:**

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

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

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

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

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

When pronouncing the **e** in **ei**, the tongue has to be positioned a bit toward the front and a bit higher than pronouncing the simple vowel **e** alone. The **e** in **ie** is pronounced with a lower position of the tongue than the **e** in **ei**. When pronouncing the **e** in **en** and the **e** in a neutral tone like the second syllable of **gēge**, the tongue position should be in the center, like the **e** in “the.”

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

**SPELLING RULES**

1. If there is no initial consonant before **i**, **i** is written as a semi-vowel, **y**. Thus **ia**, **ie**, **iao**, **iu**, **ian**, **iang** become **ya**, **ye**, **yao**, **you** (note that the **o** cannot be omitted here), **yan**, **yang**. Before **in** and **ing**, add **y**, e.g., **yin** and **ying**.
2. If there is no initial consonant before **ü**, add a **y** and drop the umlaut: **yu**, **yuan**, **yue**, **yun**.
3. **u** becomes **w** if it is not preceded by an initial, e.g., **wa**, **wai**, **wan**, **wang**, **wei**, **wen**, **weng**, **wo**. **u** by itself becomes **wu**.
4. **ueng** is written as **ong** if preceded by an initial, e.g., **tong**, **dong**, **nong**, **long**. Without an initial, it is **weng**.
5. In order to avoid confusion, an apostrophe is used to separate two syllables with connecting vowels, e.g., **nǚ'ér** (daughter) and the city **Xī'ān** (**nǚ** and **ér**, **Xī** and **ān** are separate syllables). Sometimes an apostrophe is also needed when there are confusions even if the two syllables are not connected by vowels, e.g., **fáng'ài** (to hinder) and **fāng'àn** (plan; scheme).

**Practice**

**C.1: ai ei ao ou**

pai	lei	dao	gou
cai	mei	sao	shou

**C.2: an en ang eng ong** **C.2.A an vs. ang**

tan	tang	chan	chang
zan	zhang	gan	gang

 **C.2.B en vs. eng**

sen	seng	shen	sheng
zhen	zheng	fen	feng

- C.2.C eng vs. ong**  
 cheng chong deng dong  
 zheng zhong keng kong

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

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><input type="checkbox"/> <b>C.3.A ia vs. ie</b><br/>         jia jie qia qie<br/>         xia xie ya ye</p> <p><input type="checkbox"/> <b>C.3.C in vs. ing</b><br/>         bin bing pin ping<br/>         jin jing yin ying</p> <p><input type="checkbox"/> <b>C.3.E ao vs. iao</b><br/>         zhao jiao shao xiao<br/>         chao qiao ao yao</p> <p><input type="checkbox"/> <b>C.3.G ang vs. iang</b><br/>         zhang jiang shang xiang<br/>         chang qiang ang yang</p> | <p><input type="checkbox"/> <b>C.3.B ian vs. iang</b><br/>         xian xiang qian qiang<br/>         jian jiang yan yang</p> <p><input type="checkbox"/> <b>C.3.D iu vs. iong</b><br/>         xiu xiong you yong</p> <p><input type="checkbox"/> <b>C.3.F an vs. ian</b><br/>         chan qian shan xian<br/>         zhan jian an yan</p> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### C.4: ua uo uai ui uan un uang

- |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><input type="checkbox"/> <b>C.4.A ua vs. uai</b><br/>         shua shuai wa wai</p> <p><input type="checkbox"/> <b>C.4.C un vs. uan</b><br/>         dun duan kun kuan<br/>         zhun zhuan wen wan</p> <p><input type="checkbox"/> <b>C.4.E ui vs. un</b><br/>         tui tun zhui zhun<br/>         dui dun wei wen</p> | <p><input type="checkbox"/> <b>C.4.B uan vs. uang</b><br/>         shuan shuang chuan chuang<br/>         zhuan zhuang wan wang</p> <p><input type="checkbox"/> <b>C.4.D uo vs. ou</b><br/>         duo dou zhuo zhou<br/>         suo sou wo ou</p> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### C.5: üe üan ün

- |                                                                                                                                                               |                                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| <p><input type="checkbox"/> <b>C.5.A ün vs. un</b><br/>         jun zhun yun wen</p> <p><input type="checkbox"/> <b>C.5.C üe</b><br/>         yue que jue</p> | <p><input type="checkbox"/> <b>C.5.B üan vs. uan</b><br/>         xuan shuan juan zhuan<br/>         quan chuan yuan wan</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|

### C.6: er

ger\*

\* Due to the lack of words with first tone in them, the word “ger” (ge with r ending) is here to give the reader a feel for it. See D.1 Practice III below for more examples.

## D. Tones

Every Chinese syllable has a tone.

### ■ D.1: Four Tones and Neutral Tone:

There are four tones in Modern Standard Chinese: the first tone, the second tone, the third tone, and the fourth tone.

The first tone is a high level tone with a pitch value of 55 (see chart below); its tone mark is “ˉ”.

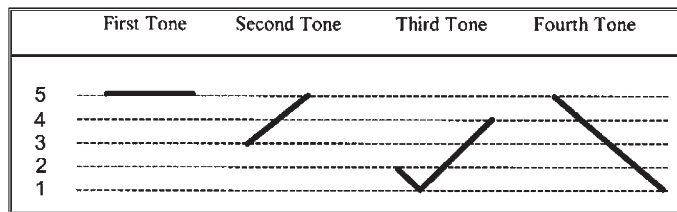
The second tone is a rising tone with a pitch value of 35; its tone mark is “ˊ”.

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

The fourth tone is a falling tone with a pitch value of 51; its tone mark is “ˋ”.

In addition to the four tones, there is also a neutral tone (qīngshēng) in Modern Standard Chinese. Neutral tone words include those that do not have fundamental tones (e.g., the question particle *ma*), and those which do have tones when pronounced individually, but are not stressed in certain compounds (e.g., the second *ba* in *bàba* or “father”). There are no tone marks for neutral tone syllables. A neutral tone syllable is pronounced briefly and softly, and its pitch value is determined by the stressed syllable immediately before it. A neutral tone following a first tone syllable, as in *māma* (mother), carries a pitch tone of 2. When it follows a second tone syllable, a third tone syllable, or a fourth tone syllable, its pitch value will be 3, 4, and 1 respectively.

Tones are very important in Chinese. The same syllable with different tones can have different meanings. For instance, *mā* is mother, *má* is hemp, *mǎ* is horse, *mà* is to scold, *ma* is an interrogative particle. The four tones can be diagrammed as follows:



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



### D.1 Practice I: Monosyllabic Words

#### □ 1.A Four Tones

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

#### □ 1.C 1st vs. 3rd

tū	tǔ
mō	mǒ

#### □ 1.B 1st vs. 2nd

zā	zá
chū	chú
hē	hé
shī	shí

#### □ 1.D 1st vs. 4th

fā	fà
dī	dì

xī	xǐ	qū	qù
shā	shǎ	kē	kè
□ 1.E	2nd vs. 1st	□ 1.F	2nd vs. 3rd
hú	hū	gé	gě
xí	xī	tí	tǐ
zhé	zhē	jú	jǔ
pó	pō	rú	rǔ
□ 1.G	2nd vs. 4th	□ 1.H	3rd vs. 1st
lú	lù	tǎ	tā
mó	mò	mǐ	mī
cí	cì	gǔ	gū
zhé	zhè	chě	chē
□ 1.I	3rd vs. 2nd	□ 1.J	3rd vs. 4th
chǔ	chú	bō	bò
kě	ké	nǐ	nì
xǐ	xí	chú	chù
qǔ	qù	rè	rè
□ 1.K	4th vs. 1st	□ 1.L	4th vs. 2nd
jì	jī	nà	ná
là	lā	zè	zé
sù	sū	jù	jú
hè	hē	lù	lú
□ 1.M	4th vs. 3rd		
sà	sǎ		
zì	zǐ		
kù	kǔ		
zhè	zhě		



### D.1 Practice II: Bisyllabic Words

2.a	1st+1st:	chūzū	tūchū	chūfā
2.b	1st+2nd:	chātú	xīqí	chūxí
2.c	1st+3rd:	shēchǐ	gēqǔ	chūbǎn
2.d	1st+4th:	chūsè	hūshì	jīlǔ
2.e	2nd+1st:	shíshī	qíjī	shíchā
2.f	2nd+2nd:	jíhé	shépi	píge
2.g	2nd+3rd:	jítǐ	bóqǔ	zhělǐ
2.h	2nd+4th:	qítè	fúli	chíxù
2.i	3rd+1st:	zǔzhī	zhǔjī	lǐkē
2.j	3rd+2nd:	pǔjí	zhǔxí	chūfā
2.k	3rd+4th:	lǔkè	gǔli	tǐzhì

2.l	4th+1st:	zìsī	qìchē	lùshī
2.m	4th+2nd:	fùzá	dìtú	shìshí
2.n	4th+3rd:	zìjǐ	bìhǔ	dìzhǐ
2.o	4th+4th:	mùdì	xùmù	dàdì



**D.1 Practice III: Words with “er” sound**

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



**D.2: Tone Sandhi**

If two third tone syllables are spoken in succession, the first third tone becomes second tone. This tone change is known as *tone sandhi* in linguistics. For instance,

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

**Note:** Following standard *Pinyin* practice, we do not change the tone marks from third to second tone. Initially the student might have to consciously remember that the first syllable actually is pronounced in the second tone, but through practice and by imitating the teacher, it will soon become an automatic habit.



**D.2 Practice**

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



**D.3: Neutral Tone**

The neutral tone occurs in unstressed syllables. It is unmarked. For instance,

chēzi (car)	māma (mom)	chúzi (cook)
shūshu (uncle)	lízi (plum)	shìzi (persimmon)



**D.3 Practice**

1. māma	gēge	shīfu	chūqu
2. dízi	bóbo	bízi	chúle
3. lízi	qízi	dízi	fǔshang
4. bàba	dìdi	kèqi	kùzi

## E. Combination Exercises



### I.

shān	xiān	sān
cháng	qiáng	cáng
zhǐ	jǐ	zǐ
lǜè	nǜè	yuè
kè	lè	rè



### II.

Zhōngguó	xīngqī	lǚshī	zhàopiàn
zàijiàn	tóngxué	xǐhuan	diànshì
yīnyuè	kělè	yǎnlèi	shàngwǔ
cèsuǒ	chūntiān	xiàwǔ	bànyè
gōngkè	kāishǐ	rìjì	cāntīng
zuìjìn	xīnàng	yīsheng	chūzū
zhōumò	guānxi	dǒufu	jiéhūn
liúxué	nǚ'ér	shénme	suīrán
wǎngqiú	xǐzǎo	niánjí	yóuyǒng

## III. The Chinese Writing System

### A. The Formation of Chinese Characters

Unlike English, which is an alphabetic language, Chinese writing is represented by “characters,” each of which represents a syllable. Characters are traditionally divided into the following six categories:



#### 1. 象形 xiàng xíng pictographs, pictographic characters

EXAMPLES:

人		rén	person
山		shān	mountain
日		rì	sun
月		yuè	moon
木		mù	tree



**2. 指事 zhǐshì self-explanatory characters**

EXAMPLES:

上		shàng	above
下		xià	below

**3. 會意 huìyì associative compounds**

EXAMPLES:

明		míng	bright
休		xiū	rest

**4. 形聲 xíngshēng pictophonetic characters (with one element indicating meaning and the other sound)**

EXAMPLES: 江，河，飯，姑

**5. 轉注 zhǎnzhù mutually explanatory characters**

EXAMPLES: 老，考

**6. 假借 jiǎjiè phonetic loan characters**

EXAMPLES: 來，我

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

**B. Basic Chinese Radicals**

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



Chinese radical	Pinyin	English	Examples
1. 人 (亻)	rén	person	今, 他
2. 刀 (刂)	dāo	knife	分, 到
3. 力	lì	power	加, 助
4. 又	yòu	right hand; again	友, 取
5. 口	kǒu	mouth	叫, 可
6. 囗**	wéi	enclose	回, 因
7. 土	tǔ	earth	在, 坐
8. 夕	xī	sunset	外, 多
9. 大	dà	big	天, 太
10. 女	nǚ	woman	婆, 好
11. 子	zǐ	son	字, 孩
12. 寸	cùn	inch	寺, 封
13. 小	xiǎo	small	少, 尖
14. 工	gōng	labor; work	左, 差
15. 幺	yāo	tiny; small	幻, 幼
16. 弓	gōng	bow	引, 弟
17. 心 (忄)	xīn	heart	想, 忙
18. 戈	gē	dagger-axe	我, 或
19. 手 (扌)	shǒu	hand	拿, 打
20. 日	rì	sun	早, 明
21. 月	yuè	moon	期, 朗
22. 木	mù	wood	李, 杯
23. 水 (氵)	shuǐ	water	永, 洗
24. 火 (灬)	huǒ	fire	燒, 熱

25.	田	tián	field	男，留
26.	目	mù	eye	看，睡
27.	示 (示)	shì	show	票，社
28.	系 (糸)	mì	fine silk	素，紅
29.	耳	ěr	ear	聾，聊
30.	衣 (衤)	yī	clothing	袋，衫
31.	言	yán	speech	說，話
32.	貝	bèi	cowrie shell	貴，財
33.	走	zǒu	walk	趣，起
34.	足	zú	foot	跳，跑
35.	金	jīn	gold	錢，銀
36.	門	mén	door	間，開
37.	隹	zhuī	short-tailed bird	雖，集
38.	雨	yǔ	rain	雪，雲
39.	食 (食)	shí	eat	餐，飯
40.	馬	mǎ	horse	騎，驚

(\*\* = used as radical only, not as a character by itself)



Two Chinese radical charts.

### C. Basic Strokes

The following is a list of basic strokes:

Basic stroke	Chinese	Pinyin	English	Examples
1. “丶”	點	diǎn	dot	小，六
2. “一”	橫	héng	horizontal	一，六
3. “丨”	豎	shù	vertical	十，中
4. “丿”	撇	piě	downward left	人，大
5. “㇇”	捺	nà	downward right	八，人
6. “㇀”	提	tí	upward	我，江
7. “㇇”	橫鈎	hénggōu	horizontal hook	你，字
8. “㇇”	豎鈎	shùgōu	vertical hook	小，你
9. “㇇”	斜鈎	xiégōu	slanted hook	戈，我
10. “㇇”	橫折	héngzhé	horizontal bend	五，口
11. “㇇”	豎折	shùzhé	vertical bend	七，亡

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

### D. Stroke Order

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

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

Note: Learn the correct stroke order of the characters introduced in this book by using the *Integrated Chinese Level 1 Part 1 Character Workbook*.

## IV. Useful Expressions



### A. Classroom Expressions

The following is a list of classroom expressions that you will hear every day in your Chinese class.

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



### B. Survival Expressions

The following is a list of important expressions that will help you survive in a Chinese language environment. A good language student is constantly learning new words by asking questions. Learn the following expressions well and start to acquire Chinese on your own!

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



## C. Numerals

Having good control of the Chinese numerals will facilitate your dealing with real life situations such as shopping, asking for time and dates, etc. You can get a head start by memorizing 1 to 10 well now.

1.	yī	one	一
2.	èr	two	二
3.	sān	three	三
4.	sì	four	四
5.	wǔ	five	五
6.	liù	six	六
7.	qī	seven	七
8.	bā	eight	八
9.	jiǔ	nine	九
10.	shí	ten	十

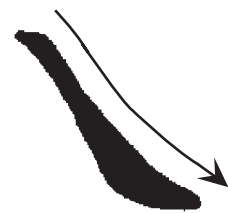
Do you know the names of the strokes below? Can you write them properly?



A



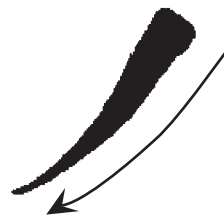
B



C



D



E