

# **Integrated Chinese**

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**Level 1 Part 1 Textbook**  
*(Simplified Character Ed.)*

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LEVEL 1

Part 1

# Integrated Chinese

# 中文听说读写



*Simplified Character Edition*

**TEXTBOOK**

2nd Edition

**Tao-chung Yao and Yuehua Liu**  
Liangyan Ge, Yea-fen Chen, Nyan-ping Bi,  
Xiaojun Wang and Yaohua Shi



CHENG & TSUI COMPANY ▲ BOSTON

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Second Edition

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## THE INTEGRATED CHINESE SERIES

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The *Integrated Chinese* series is a two-year course that includes textbooks, workbooks, character workbooks, audio CDs, CD-ROMs, DVDs and teacher's resources.

**Textbooks** introduce Chinese language and culture through a series of dialogues and narratives, with culture notes, language use and grammar explanations, and exercises.

**Workbooks** follow the format of the textbooks and contain a wide range of integrated activities that teach the four language skills of listening, speaking, reading and writing.

**Character Workbooks** help students learn Chinese characters in their correct stroke order. Special emphasis is placed on the radicals that are frequently used to compose Chinese characters.

**Audio CDs** include the narratives, dialogues and vocabulary presented in the textbooks, as well as pronunciation and listening exercises that correspond to the workbooks.

**Teacher's Resources** contain helpful guidance and additional activities online.

**Multimedia CD-ROMs** are divided into sections of listening, speaking, reading and writing, and feature a variety of supplemental interactive games and activities for students to test their skills and get instant feedback.

**Workbook DVD** shows listening comprehension dialogues from the Level 1 Part 1 Workbook, presented in contemporary settings in color video format.

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## PUBLISHER'S NOTE

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

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](mailto:editor@cheng-tsui.com)), or contact the following members of our Editorial Board.

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## PREFACE

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The *Integrated Chinese* series is an acclaimed, best-selling introductory course in Mandarin Chinese. With its holistic, integrated focus on the four language skills of listening, speaking, reading, and writing, it teaches all the basics beginning and intermediate students need to function in Chinese. *Integrated Chinese* helps students understand how the Chinese language works grammatically, and how to use Chinese in real life.

The Chinese title of *Integrated Chinese*, which is simply 中文听说读写 (*Zhōngwén Tīng Shuō Dú Xiě*), reflects our belief that a healthy language program should be a well-balanced one. To ensure that students will be strong in all skills, and because we believe that each of the four skills needs special training, the exercises in the *Integrated Chinese* Workbooks are divided into four sections of listening, speaking, reading, and writing. Within each section, there are two types of exercises, namely, traditional exercises (such as fill-in-the-blank, sentence completion, translation, etc.) to help students build a solid foundation, and communication-oriented exercises to prepare students to face the real world.

### How *Integrated Chinese* Has Evolved

*Integrated Chinese* (IC) began, in 1993, as a set of course materials for beginning and intermediate Chinese courses taught at the East Asian Summer Language Institute's Chinese School, at Indiana University. Since that time, it has become a widely used series of Chinese language textbooks in the United States and beyond. Teachers and students appreciate the fact that IC, with its focus on practical, everyday topics and its numerous and varied exercises, helps learners build a solid foundation in the Chinese language.

### What's New in the Second Edition

Thanks to all those who have used *Integrated Chinese* and given us the benefit of their suggestions and comments, we have been able to produce a second edition that includes the following improvements:

- ▲ Typographical errors present in the first edition have been corrected, and the content has been carefully edited to ensure accuracy and minimize errors.
- ▲ The design has been revised and improved for easier use, and the Textbooks feature **two colors**.
- ▲ **Revised illustrations** and **new photos** provide the reader with visual images and relevant cultural information.
- ▲ Many **new culture notes** and examples of **functional expressions** have been added.

- ▲ **Grammar and phonetics explanations** have been rewritten in more student-friendly language.
- ▲ **Workbook listening and reading sections** have been revised.
- ▲ **A new flexibility for the teaching of characters** is offered. While we believe that students should learn to read all of the characters introduced in the lessons, we are aware that different Chinese programs have different needs. Some teachers may wish to limit the number of characters for which students have responsibility, especially in regards to writing requirements. To help such teachers, we have identified a number of lower-frequency Chinese characters and marked them with a pound sign (#) in the vocabulary lists. Teachers might choose to accept *pinyin* in place of these characters in homework and tests. The new edition adds flexibility in this regard.
- ▲ **The Level 1 Workbooks** have been reorganized. The Workbook exercises have been divided into two parts, with each part corresponding to one of the dialogues in each lesson. This arrangement will allow teachers to more easily teach the dialogues separately. They may wish to use the first two or three days of each lesson to focus on the first dialogue, and have students complete the exercises for the first dialogue. Then, they can proceed with the second dialogue, and have students complete the exercises for the second dialogue. Teachers may also wish to give separate quizzes on the vocabulary associated with each dialogue, thus reducing the number of new words students need to memorize at any one time.
- ▲ **Level 2 offers full text in simplified and traditional characters.** The original Level 2 Textbook and Workbook, which were intended to be used by both traditional- and simplified-character learners, contained sections in which only the traditional characters were given. This was of course problematic for students who were principally interested in learning simplified characters. This difficulty has been resolved in the new edition, as we now provide both traditional and simplified characters for every Chinese sentence in both the Textbook and the Workbook.

## Basic Organizational Principles

In recent years, a very important fact has been recognized by the field of language teaching: the ultimate goal of learning a language is to communicate in that language.

*Integrated Chinese* is a set of materials that gives students grammatical tools and also prepares them to function in a Chinese language environment. The materials cover two years of instruction, with smooth transitions from one level to the next. They first cover everyday life topics and gradually move to more abstract subject matter. The materials are not limited to one method or one approach, but instead they blend several teaching approaches that

can produce good results. Here are some of the features of *Integrated Chinese* which make it different from other Chinese language textbooks:

#### *Integrating Pedagogical and Authentic Materials*

All of the materials are graded in *Integrated Chinese*. We believe that students can grasp the materials better if they learn simple and easy to control language items before the more difficult or complicated ones. We also believe that students should be taught some authentic materials even in the first year of language instruction. Therefore, most of the pedagogical materials are actually simulated authentic materials. Real authentic materials (written by native Chinese speakers for native Chinese speakers) are incorporated in the lessons when appropriate.

#### *Integrating Written Style and Spoken Style*

One way to measure a person's Chinese proficiency is to see if s/he can handle the "written style" (书面语, shūmiànyǔ) with ease. The "written style" language is more formal and literal than the "spoken style" (口语, kǒuyǔ); however, it is also widely used in news broadcasts and formal speeches. In addition to "spoken style" Chinese, basic "written style" expressions are gradually introduced in *Integrated Chinese*.

#### *Integrating Traditional and Simplified Characters*

We believe that students should learn to handle Chinese language materials in both the traditional and the simplified forms. However, we also realize that it could be rather confusing and overwhelming to teach students both the traditional and the simplified forms from day one. A reasonable solution to this problem is for the student to concentrate on one form, either traditional or simplified, at the first level, and to acquire the other form during the second level. Therefore, for Level 1, *Integrated Chinese* offers two editions of the Textbooks and the Workbooks, one using traditional characters and one using simplified characters, to meet different needs.

We believe that by the second year of studying Chinese, all students should be taught to read both traditional and simplified characters. Therefore, the text of each lesson in Level 2 is shown in both forms, and the vocabulary list in each lesson also contains both forms. Considering that students in a second-year Chinese language class might come from different backgrounds and that some of them may have learned the traditional form and others the simplified form, students should be allowed to write in either traditional or simplified form. It is important that the learner write in one form only, and not a hybrid of both forms.

#### *Integrating Teaching Approaches*

Realizing that there is no one single teaching method which is adequate in training a student to be proficient in all four language skills, we employ a variety of teaching methods and approaches in *Integrated Chinese* to maximize

the teaching results. In addition to the communicative approach, we also use traditional methods such as grammar-translation and direct method.

## Online Supplements to Integrated Chinese

*Integrated Chinese* is not a set of course materials that employs printed volumes only. It is, rather, a network of teaching materials that exist in many forms. Teacher keys, software, and more are posted for *Integrated Chinese* users at [www.webtech.cheng-tsui.com](http://www.webtech.cheng-tsui.com), Cheng & Tsui Company's online site for downloadable and web-based resources. Please visit this site often for new offerings.

Other materials are available at the IC website, <http://eall.hawaii.edu/yao/icusers/>, which was set up by Ted Yao, one of the principal *Integrated Chinese* authors, when the original edition of *Integrated Chinese* was published. Thanks to the generosity of teachers and students who are willing to share their materials with other *Integrated Chinese* users, this website is constantly growing, and has many useful links and resources. The following are some of the materials created by the community of *Integrated Chinese* users that are available at the *Integrated Chinese* website.

- ▲ Links to resources that show how to write Chinese characters, provide vocabulary practice, and more.
- ▲ *Pinyin* supplements for all *Integrated Chinese* books. Especially useful for Chinese programs that do not teach Chinese characters.
- ▲ Preliminary activities for an activity book for *Integrated Chinese* Level 1 (in progress), by Yea-fen Chen, Ted Yao and Jeffrey Hayden. (<http://eall.hawaii.edu/yao/AB/default.htm>)
- ▲ Teacher's resources.

## About the Format

Considering that many teachers might want to teach their students how to speak the language before teaching them how to read Chinese characters, we decided to place the *pinyin* text before the Chinese-character text in each of the eleven lessons of the Level 1 Part 1 Textbook.

Since *pinyin* is only a vehicle to help students learn the pronunciation of the Chinese language and is not a replacement for the Chinese writing system, it is important that students can read out loud in Chinese by looking at the Chinese text and not just the *pinyin* text. To train students to deal with the Chinese text directly without relying on *pinyin*, we moved the *pinyin* text to the end of each lesson in the Level 1 Part 2 Textbook. Students can refer to the *pinyin* text to verify a sound when necessary.

We are fully aware of the fact that no two Chinese language programs are identical and that each program has its own requirements. Some schools will



cover a lot of material in one year while some others will cover considerably less. Trying to meet the needs of as many schools as possible, we decided to cover a wide range of material, both in terms of vocabulary and grammar, in *Integrated Chinese*. To facilitate oral practice and to allow students to communicate in real-life situations, many supplementary vocabulary items are added to each lesson. However, the characters in the supplementary vocabulary sections are not included in the Character Workbooks. In the Character Workbooks, each of the characters is given a frequency indicator based on the *Hànyǔ Pínǜ Dà Cídiǎn* (汉语频率大辞典). Teachers can decide for themselves which characters must be learned.

### Acknowledgments

Since publication of the first edition of *Integrated Chinese*, in 1997, many teachers and students have given us helpful comments and suggestions. We cannot list all of these individuals here, but we would like to reiterate our genuine appreciation for their help. We do wish to recognize the following individuals who have made recent contributions to the *Integrated Chinese* revision. We are indebted to Tim Richardson, Jeffrey Hayden, Ying Wang and Xianmin Liu for field-testing the new edition and sending us their comments and corrections. We would also like to thank Chengzhi Chu for letting us try out his “Chinese TA,” a computer program designed for Chinese teachers to create and edit teaching materials. This software saved us many hours of work during the revision. Last, but not least, we want to thank Jim Dew for his superb professional editorial job, which enhanced both the content and the style of the new edition.

As much as we would like to eradicate all errors in the new edition, some will undoubtedly remain, so please continue to send your comments and corrections to [editor@cheng-tsui.com](mailto:editor@cheng-tsui.com), and accept our sincere thanks for your help.

## ABBREVIATIONS FOR GRAMMAR TERMS

---

abbr	<i>Abbreviation</i>
adj	<i>Adjective</i>
adv	<i>Adverb</i>
av	<i>Auxiliary verb</i>
ce	<i>Common expression</i>
coll	<i>Colloquialism</i>
conj	<i>Conjunction</i>
exc	<i>Exclamation</i>
interj	<i>Interjection</i>
m	<i>Measure word</i>
n	<i>Noun</i>
np	<i>Noun phrase</i>
nu	<i>Numeral</i>
p	<i>Particle</i>
pn	<i>Proper noun</i>
pr	<i>Pronoun</i>
prefix	<i>Prefix</i>
prep	<i>Preposition</i>
ono	<i>Onomatopoeic</i>
qp	<i>Question particle</i>
qpr	<i>Question pronoun</i>
qw	<i>Question word</i>
t	<i>Time word</i>
v	<i>Verb</i>
vc	<i>Verb plus complement</i>
vo	<i>Verb plus object</i>

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## ABOUT NOTE REFERENCES

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Different types of notes provide explanations for selected expressions in the text. In the dialogues, expressions followed by a superscript numeral are explained in notes directly below the text; expressions followed by a superscript “G” plus a numeral are explained in grammar notes in the grammar section of the lesson. “F” refers to “Functional Expressions” explained in the pages that follow the dialogues.

# Introduction

## I. Chinese Pronunciation

A Chinese syllable is composed of an initial and a final. Initials consist of consonants or semi-vowels; finals consist of vowels or vowels plus one of the two nasal sounds  $[-n]$  or  $[-ng]$ . In addition to an initial and a final, each Chinese syllable has a tone.

### A. SIMPLE FINALS



There are six simple finals: **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.
- ▲ **o** is a rounded semi-high back vowel. The lips are round when pronouncing **o**.
- ▲ **e** is an unrounded semi-high back vowel. To produce this vowel, first 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. The tongue is raised higher than it would be to pronounce its counterpart in English.
- ▲ **u** is a rounded high back vowel. The tongue is raised higher than it would be to pronounce its counterpart in English.
- ▲ **ü** is a rounded high front vowel. To produce this vowel, first pronounce **i**, then modify the shape of the mouth from unrounded to rounded.

In the *pinyin* system **i** also represents two additional special vowels. One is a front apical vowel, the other a back apical vowel. 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, r**). In our discussion of phonetics, we sometimes write these special vowels with an italicized ***i*** to distinguish it from the ordinary high front vowel **i**.

DO NOT DUPLICATE

### Note

In this book, Chinese sounds are represented by *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. Be careful to distinguish them.

## B. INITIALS



There are twenty-one initial consonants in Chinese:

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

In addition, the semi-vowels **y** and **w** also function as initials.



### B.1: b, p, m, f

**b** is a bilabial unaspirated plosive. Note that the Chinese **b** is different from its English counterpart; it is not voiced. There are no voiced plosives in Chinese.

**p** is a bilabial aspirated voiceless plosive. In other words, there is a strong puff of breath when the consonant is pronounced. When pronouncing **b** and **p**, the lips are closed lightly between the front teeth and lower teeth.

**m** is a bilabial nasal sound, produced in the same manner as an English **m**.

**f** is a labio-dental fricative. To produce this sound, press the upper teeth against the lower lip, and let the breath flow out with friction, just as in pronouncing an English **f**.

## Notes

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 that start with **a, o,** or **u** can be combined with **f**. When these initials are combined with **o**, there is actually a short **u** sound in between. For instance, the syllable **bo (b<sup>u</sup>o)** 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.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.c m vs. f

<b>ma</b>	<b>fa</b>	<b>mu</b>	<b>fu</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 producing **d, t, n,** the tip of the tongue touches the upper teeth ridge. The tongue is raised more to the front than it would be to pronounce their English counterparts.

**d** is a tongue tip alveolar unaspirated plosive. It is voiceless.

**t** is a tongue tip alveolar aspirated stop. It is voiceless.

**n** is a tongue tip alveolar nasal. It is produced by placing the tip of the tongue against the ridge behind the upper teeth.

**l** is a tongue tip alveolar lateral. It is different from the English “l.” To produce the Chinese **l** the tip of the tongue should touch the alveolar ridge, which is the ridge located at the back of the upper teeth.

### Note

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



## PRACTICE

### B.2.a

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

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

<b>da</b>	<b>ta</b>	<b>di</b>	<b>ti</b>
<b>du</b>	<b>tu</b>	<b>de</b>	<b>te</b>

### B.2.c l vs. n

<b>lu</b>	<b>lü</b>	<b>nu</b>	<b>nü</b>
<b>lu</b>	<b>nu</b>	<b>lü</b>	<b>nü</b>

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

<b>le</b>	<b>ne</b>	<b>te</b>	<b>de</b>
<b>du</b>	<b>tu</b>	<b>lu</b>	<b>nu</b>



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

**g** is an unaspirated voiceless velar stop. **k** is an aspirated voiceless velar stop. When producing **g** and **k**, the back of the tongue is raised against the soft palate.

**h** is a voiceless velar fricative. When producing **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.

### Note

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

<b>gu</b>	<b>ge</b>	<b>ga</b>
<b>ku</b>	<b>ke</b>	<b>ka</b>
<b>hu</b>	<b>he</b>	<b>ha</b>

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

<b>gu</b>	<b>ku</b>	<b>ge</b>	<b>ke</b>
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### B.3.c g vs. h

<b>gu</b>	<b>hu</b>	<b>ge</b>	<b>he</b>
-----------	-----------	-----------	-----------

### B.3.d k vs. h

<b>ke</b>	<b>he</b>	<b>ku</b>	<b>hu</b>
-----------	-----------	-----------	-----------

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

<b>gu</b>	<b>ku</b>	<b>hu</b>
<b>he</b>	<b>ke</b>	<b>ge</b>





### B.4: j, q, x

**j** is an unaspirated voiceless palatal affricate. To produce this sound, first raise the front of the tongue to the hard palate and press the tip of the tongue against the back of the lower 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. Note that the Chinese **j** is similar to English **j** but unvoiced and articulated, with the tip of the tongue resting behind the lower incisors.

**q** is an aspirated voiceless palatal affricate. It is produced in the same manner as **j**, but it is aspirated. Note that the Chinese **q** is similar to English **ch** except that it is articulated with the tip of the tongue resting behind the lower incisors.

**x** is a voiceless palatal fricative. To produce it, first raise the front of the tongue toward (but not touching) the hard palate and then let the air squeeze out. The vocal cords do not vibrate. Note that the Chinese **x** is similar to English **sh** except that it is articulated with the tip of the tongue resting behind the lower incisors.

### Note

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



### PRACTICE

#### B.4.a

<b>ji</b>	<b>ju</b>
<b>qi</b>	<b>qu</b>
<b>xi</b>	<b>xu</b>

#### B.4.b j vs. q

<b>ji</b>	<b>qi</b>	<b>ju</b>	<b>qu</b>
-----------	-----------	-----------	-----------

## 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 an unaspirated voiceless apical affricate.

**c** is an aspirated voiceless apical affricate. The aspiration is strong. Note that **z** is like the **ts** sound in “that’s odd,” while **c** is like the **ts** sound in “it’s hot.”

**s** is a voiceless apical fricative. It is the same as English **s**.

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

### Note

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

**zh** is an unaspirated voiceless blade-palatal affricate. To produce it, first turn 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. Note that **zh** is similar to English **j** but unvoiced and with the tip of the tongue raised against the back of the gum ridge or front part of the hard palate.

**ch** is an aspirated voiceless blade-palatal affricate. This sound is produced in the same manner as **zh**, but it is aspirated. Note that **ch** is similar to English **ch** except that it is produced with the tip of the tongue raised against the back of the gum ridge or front part of the hard palate.

**sh** is a voiceless blade-palatal fricative. To produce this 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. Note that **sh** is similar to English **sh** except that it is produced with the tip of the tongue raised against the back of the gum ridge or front part of the hard palate.

**r** is a voiced blade-palatal fricative. It is produced in the same manner as **sh**, but it is voiced. The vocal cords vibrate. It is very different from the English “r.”

### Note

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 that 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

<b>zha</b>	<b>zhu</b>	<b>zhe</b>	<b>zhi</b>
<b>cha</b>	<b>chu</b>	<b>che</b>	<b>chi</b>
<b>sha</b>	<b>shu</b>	<b>she</b>	<b>shi</b>
<b>ru</b>	<b>re</b>	<b>ri</b>	

### B.6.b zh vs. sh

<b>sha</b>	<b>zha</b>	<b>shu</b>	<b>zhu</b>
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### B.6.c zh vs. ch

<b>zha</b>	<b>cha</b>	<b>zhu</b>	<b>chu</b>
------------	------------	------------	------------

### B.6.d ch vs. sh

<b>chu</b>	<b>shu</b>	<b>sha</b>	<b>cha</b>
------------	------------	------------	------------

## 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
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## 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>b</b>	<b>p</b>	<b>m</b>	<b>f</b>	<b>w*</b>
Alveolars	<b>d</b>	<b>t</b>	<b>n</b>		<b>l</b>
Dental sibilants	<b>z</b>	<b>c</b>		<b>s</b>	
Retroflexes	<b>zh</b>	<b>ch</b>		<b>sh</b>	<b>r</b>
Palatals	<b>j</b>	<b>q</b>		<b>x</b>	<b>y*</b>
Velars	<b>g</b>	<b>k</b>		<b>h</b>	

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



## C. COMPOUND FINALS

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

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

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

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

In Chinese, compound finals are comprised of a main vowel and one or two secondary vowels, or a main vowel and one or two vowels 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.

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**, **ing**, and **o**, add **y**, e.g., **yin**, **ying**, **yo**.

▲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 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., **shí'èr** (twelve) and the city **Xī'ān** (**shí** and **èr, xī** and **ān** are separate syllables).



## PRACTICE

### C.1: ai ei ao ou

<b>pai</b>	<b>lei</b>	<b>dao</b>	<b>gou</b>
<b>cai</b>	<b>mei</b>	<b>sao</b>	<b>shou</b>

### C.2: an en ang eng ong

#### C.2.a an vs. ang

<b>tan</b>	<b>tang</b>	<b>chan</b>	<b>chang</b>
<b>zan</b>	<b>zhang</b>	<b>gan</b>	<b>gang</b>

#### C.2.b en vs. eng

<b>sen</b>	<b>seng</b>	<b>shen</b>	<b>sheng</b>
<b>zhen</b>	<b>zheng</b>	<b>fen</b>	<b>feng</b>

#### C.2.c eng vs. ong

<b>cheng</b>	<b>chong</b>	<b>deng</b>	<b>dong</b>
<b>zheng</b>	<b>zhong</b>	<b>keng</b>	<b>kong</b>

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

#### C.3.a ia vs. ie

<b>jia</b>	<b>jie</b>	<b>qia</b>	<b>qie</b>
<b>xia</b>	<b>xie</b>	<b>ya</b>	<b>ye</b>

## C.3.b ian vs. iang

<b>xian</b>	<b>xiang</b>	<b>qian</b>	<b>qiang</b>
<b>jian</b>	<b>jiang</b>	<b>yan</b>	<b>yang</b>

## C.3.c in vs. ing

<b>bin</b>	<b>bing</b>	<b>pin</b>	<b>ping</b>
<b>jin</b>	<b>jing</b>	<b>yin</b>	<b>ying</b>

## C.3.d iu vs. iong

<b>xiu</b>	<b>xiong</b>	<b>you</b>	<b>yong</b>
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## C.3.e ao vs. iao

<b>zhao</b>	<b>jiao</b>	<b>shao</b>	<b>xiao</b>
<b>chao</b>	<b>qiao</b>	<b>ao</b>	<b>yao</b>

## C.3.f an vs. ian

<b>chan</b>	<b>qian</b>	<b>shan</b>	<b>xian</b>
<b>zhan</b>	<b>jian</b>	<b>an</b>	<b>yan</b>

## C.3.g ang vs. iang

<b>zhang</b>	<b>jiang</b>	<b>shang</b>	<b>xiang</b>
<b>chang</b>	<b>qiang</b>	<b>ang</b>	<b>yang</b>

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

## C.4.a ua vs. uai

<b>shua</b>	<b>shuai</b>	<b>wa</b>	<b>wai</b>
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## C.4.b uan vs. uang

<b>shuan</b>	<b>shuang</b>	<b>chuan</b>	<b>chuang</b>
<b>zhuan</b>	<b>zhuang</b>	<b>wan</b>	<b>wang</b>



## C.4.c un vs. uan

dun	duan	kun	kuan
zhun	zhuan	wen	wan

## C.4.d uo vs. ou

duo	dou	zhuo	zhou
suo	sou	wo	ou

## C.4.e ui vs. un

tui	tun	zhui	zhun
dui	dun	wei	wen

## C.5: üe üan ün

## C.5.a ün vs. un

jun	zhun	yun	wen
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## C.5.b üan vs. uan

xuan	shuan	juan	zhuan
quan	chuan	yuan	wan

## C.5.c üe

yue	que	jue
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## C.6: er

ger\*

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\*Due to the lack of words with first tone **er** 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 (p. 18) for more examples.

## D. TONES

Every Chinese syllable has a tone.

### D.1: Four tones

There are four tones in Mandarin Chinese (i.e., 普通话 pǔtōnghuà, “common language” in mainland China; 国语 guóyǔ, “national language” in Taiwan; 华语 Huáyǔ, “the Chinese language” in Singapore and some other places): the first tone (阴平 yīnpíng), the second tone (阳平 yángpíng), the third tone (上声 shǎngshēng), the fourth tone (去声 qùshēng).

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

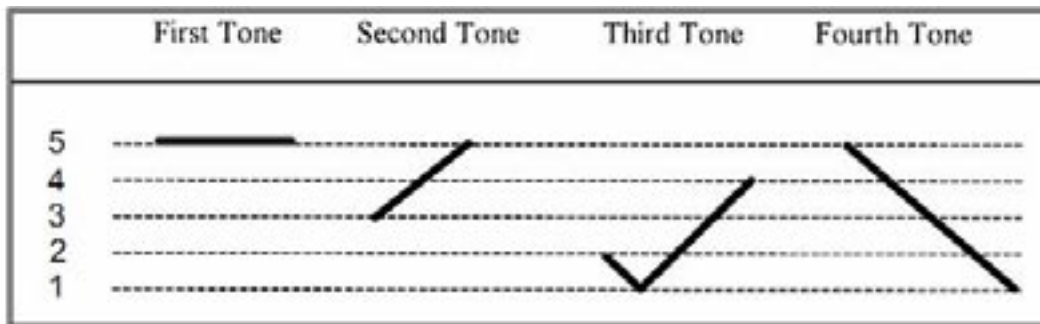
The second tone is a rising tone with a pitch value of 35; its tone mark is “ˊ.”

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 or (in front of another third tone) transformed into a second tone with the pitch value of 35. Its tone mark is “ˇ.”

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 (轻声 qīngshēng) in Mandarin Chinese. Neutral tone words include those that do not have fundamental tones (e.g., the question particle **ma**), and those that 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** 妈妈, 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** 妈 is mother, **má** 麻 is hemp, **mǎ** 马 is horse, **mà** 骂 is to scold, and **ma** 吗 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, uì**.



## D.1 PRACTICE I: MONOSYLLABIC WORDS

### 1.a Four Tones

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

### 1.b 1st vs. 2nd

<b>zā</b>	<b>zá</b>
<b>chū</b>	<b>chú</b>
<b>hē</b>	<b>hé</b>
<b>shī</b>	<b>shí</b>

### 1.c 1st vs. 3rd

<b>tū</b>	<b>tǔ</b>
<b>mō</b>	<b>mǒ</b>
<b>xī</b>	<b>xǐ</b>
<b>shā</b>	<b>shǎ</b>

## 1.d 1st vs. 4th

<b>fā</b>	<b>fà</b>
<b>dī</b>	<b>dì</b>
<b>qū</b>	<b>qù</b>
<b>kē</b>	<b>kè</b>

## 1.e 2nd vs. 1st

<b>hú</b>	<b>hū</b>
<b>xí</b>	<b>xī</b>
<b>zhé</b>	<b>zhē</b>
<b>pó</b>	<b>pō</b>

## 1.f 2nd vs. 3rd

<b>gé</b>	<b>gě</b>
<b>tí</b>	<b>tǐ</b>
<b>jú</b>	<b>jǔ</b>
<b>rú</b>	<b>rǔ</b>

## 1.g 2nd vs. 4th

<b>lú</b>	<b>lù</b>
<b>mó</b>	<b>mò</b>
<b>cí</b>	<b>cì</b>
<b>zhé</b>	<b>zhè</b>

## 1.h 3rd vs. 1st

<b>tǎ</b>	<b>tā</b>
<b>mǐ</b>	<b>mī</b>
<b>gǔ</b>	<b>gū</b>
<b>chě</b>	<b>chē</b>

## 1.i 3rd vs. 2nd

<b>chǔ</b>	<b>chú</b>
<b>kě</b>	<b>ké</b>
<b>xǐ</b>	<b>xí</b>
<b>qǔ</b>	<b>qú</b>

## 1.j 3rd vs. 4th

<b>bǒ</b>	<b>bò</b>
<b>nǐ</b>	<b>nì</b>
<b>chǔ</b>	<b>chù</b>
<b>rě</b>	<b>rè</b>

## 1.k 4th vs. 1st

<b>jì</b>	<b>jī</b>
<b>là</b>	<b>lā</b>
<b>sù</b>	<b>sū</b>
<b>hè</b>	<b>hē</b>

## 1.l 4th vs. 2nd

<b>nà</b>	<b>ná</b>
<b>zè</b>	<b>zé</b>
<b>jù</b>	<b>jú</b>
<b>lù</b>	<b>lú</b>

## 1.m 4th vs. 3rd

<b>sà</b>	<b>sǎ</b>
<b>zì</b>	<b>zǐ</b>
<b>kù</b>	<b>kǔ</b>
<b>zhè</b>	<b>zhě</b>



## D.1 PRACTICE II: BISYLLABLIC 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      jǐlù

### 2.e 2nd 1st

shíshī      qíjī      shíchā

### 2.f 2nd 2nd

jíhé      shépi      pígé

### 2.g 2nd 3rd

jítǐ      bóqǔ      zhélí

### 2.h 2nd 4th

qítè      fúli      chixù

### 2.i 3rd 1st

zǔzhī      zhǔjī      lìkē

### 2.j 3rd 2nd

pǔjí      zhǔxí      chǔfá

### 2.k 3rd 4th

lùkè      gǔli      tízhì

### 2.l 4th 1st

zìsī      qìchē      lǔshī

### 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.c

shí'èr

èrshí

### 3.b

ěrduo

mù'ěr

## 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,

<b>xǐlǐ</b>	→	<b>xílǐ</b>	(baptism)
<b>chǐrǔ</b>	→	<b>chírǔ</b>	(shame)
<b>qǔshě</b>	→	<b>qúshě</b>	(accept or reject)

### Note

Following standard *pinyin* practice, we do not change the tone marks from third to second tone. Initially you might have to consciously remember that the first syllable actually is pronounced as a second tone syllable, but through pronunciation drills and hearing the language spoken, you will soon be making the sandhi change automatically and unconsciously.



### D.2 PRACTICE

<b>chǔlǐ</b>	→	<b>chúlǐ</b>	<b>gǔpǔ</b>	→	<b>gúpǔ</b>
<b>bǐnǐ</b>	→	<b>bínǐ</b>	<b>jǔzhǐ</b>	→	<b>júzhǐ</b>
<b>zǐnǚ</b>	→	<b>zínǚ</b>	<b>zhǐshǐ</b>	→	<b>zhíshǐ</b>

### D.3: Neutral tone



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

<b>chēzi</b> (car)	<b>māma</b> (mother, mom)	<b>chúzi</b> (cook)
<b>shūshu</b> (uncle)	<b>lǐzi</b> (plum)	<b>shìzi</b> (persimmon)

The pitch of the neutral tone is determined by the preceding syllable.



### D.3 PRACTICE

1. <b>māma</b>	<b>gēge</b>	<b>shīfu</b>	<b>chūqu</b>
2. <b>dízi</b>	<b>bóbo</b>	<b>bízi</b>	<b>chúle</b>
3. <b>lǐzi</b>	<b>qǐzi</b>	<b>dǐzi</b>	<b>fǔshang</b>
4. <b>bàba</b>	<b>dìdi</b>	<b>kèqi</b>	<b>kùzi</b>



## E. COMBINATION EXERCISES

I.

shān	xiān	sān
cháng	qiáng	cáng
zhǐ	jǐ	zǐ
lüè	nüè	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	xīwàng	yīsheng	chūzū
zhōumò	guānxi	dòufu	jiéhūn
liúxué	nǚ'ér	shénme	suīrán
wǎngqiú	xǐzǎo	niánjí	yóuyǒng

## II. 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 meaningful syllable. Characters are traditionally divided into the following six categories:

1. 象形 xiàng xíng      pictographs, pictographic characters

*Examples:*

人 (((((Figure 0-2))))      rén      man

山 (((((Figure 0-3))))      shān      mountain

日 (((((Figure 0-4))))      rì      sun

月 (((((Figure 0-5))))      yuè      moon

木 (((((Figure 0-6)))) mù tree

2. 指事 zhǐshì self-explanatory characters

*Examples:*

上 (((((Figure 0-7)))) shàng above

下 (((((Figure 0-8)))) xià below

3. 会意 huìyì associative compounds

*Examples:*

明 (((((Figure 0-9)))) míng bright

休 (((((Figure 0-10)))) xiū rest

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

*Examples:* 江, 河, 饭, 姑

5. 转注 zhuǎnzhù mutually explanatory characters

*Examples:* 老, 考

6. 假借 jiǎjiè phonetic loan characters

*Examples:* 来, 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 have 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 of them to be considered literate. Mastering two or three thousand characters is, of course, 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, which 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	man	你, 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

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

10.	女	nǚ	woman	好, 妈
11.	子	zǐ	son	字, 学
12.	寸	cùn	inch	对, 付
13.	小	xiǎo	small	少, 尖
14.	工	gōng	labor; work	左, 差
15.	么	yāo	tiny; small	幻, 幼
16.	弓	gōng	bow	张, 弟
17.	心 (忄)	xīn	heart	忙, 快
18.	戈	gē	dagger-axe	我, 或
19.	手 (扌)	shǒu	hand	打, 找
20.	日	rì	sun	早, 明
21.	月	yuè	moon	有, 明
22.	木	mù	wood	李, 杯
23.	水 (氵)	shuǐ	water	没, 洗
24.	火 (灬)	huǒ	fire	烧, 热
25.	田	tián	field	男, 留
26.	目	mù	eye	看, 睡
27.	示 (礻)	shì	show	社, 票
28.	系 (纟)	mì	fine silk	红, 素
29.	耳	ěr	ear	取, 聊
30.	衣 (衤)	yī	clothing	衫, 初
31.	言 (讠)	yán	speech	说, 认
32.	贝	bèi	cowry shell	贵, 买

33.	走	zǒu	walk	趣, 起
34.	足	zú	foot	跳, 跑
35.	金(钅)	jīn	gold	钱, 银
36.	门	mén	door	问, 间
37.	隹	zhuī	short-tailed bird	售, 难
38.	雨	yǔ	rain	雪, 零
39.	食(饣)	shí	eat	饭, 馆
40.	马	mǎ	horse	骑, 驾



*A Chinese radical chart.*

NOTE: THIS IS AN ADVANCE SAMPLE.  
ACTUAL BOOK'S PHOTOS PRINT B/W, NOT FULL COLOR AS SHOWN HERE.

## C. BASIC STROKES

The following is a list of basic strokes:

	<i>Basic stroke</i>	<i>Chinese</i>	<i>Pinyin</i>	<i>English</i>	<i>Examples</i>
1.	“丶”	点	diǎn	dot	小, 六
2.	“一”	横	héng	horizontal	一, 六
3.	“丨”	竖	shù	vertical	十, 中
4.	“丿”	撇	piě	downward left	人, 大
5.	“㇇”	捺	nà	downward right	八, 人
6.	“(Fig 0-20)”	提	tí	upward	我, 江
7.	“一”	横钩	hénggōu	horizontal hook	你, 字
8.	“丨”	竖钩	shùgōu	vertical hook	小, 你
9.	“(Fig 0-23)”	斜钩	xiégōu	slanted hook	戈, 我
10.	“(Fig 0-24)”	横折	héngzhé	horizontal bend	五, 口
11.	“(Fig 0-25)”	竖折	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 Character Workbook*.

### III. 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. Dǎkāi 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 cì.     | Say it again.               |
| 13. Dǒng bu dǒng?       | Do you understand?          |
| 14. Dǒng le.            | Yes, I/we understand.       |

15. Zàijiàn! Good-bye!
16. Qǐng yòng \_\_\_\_\_ zàojù! Please make a sentence using \_\_\_\_\_!



## 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. "... Zhōngguóhuà 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....              |
| 11. Duìbuqǐ, nín shì shuō...?   | Sorry, do you mean...?          |



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

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



A



B



C



D



E

LESSON 1 ▲ Greetings

第一课 ▲ 问好

Dì yí kè ▲ Wèn hǎo



Dialogue I: Exchanging Greetings



VOCABULARY

- |       |           |     |                        |
|-------|-----------|-----|------------------------|
| 1. 先生 | xiānsheng | n   | Mr.; husband; teacher  |
| 2. 你好 | nǐ hǎo    | ce  | How do you do? Hello!  |
| 你     | nǐ        | pr  | you                    |
| 好     | hǎo       | adj | fine; good; nice; O.K. |
| 3. 小姐 | xiǎojie   | n   | Miss; young lady       |
| 4. 请问 | qǐng wèn  | ce  | May I ask...           |

DO NOT DUPLICATE



	请	qǐng	v	please (a polite form of request)
	问	wèn	v	to ask (a question)
5.	您	nín	pr	you (singular; polite)
6.	# 贵姓	guì xìng	ce	What is your honorable surname?
	贵	guì	adj	honorable
	姓	xìng	v/n	(one's ) surname is...; to be surnamed; surname
7.	我	wǒ	pr	I; me
8.	呢	ne	qp	(an interrogative particle)
9.	叫	jiào	v	to be called; to call
10.	什么	shénme	qpr	what
11.	名字	míngzi	n	name

*Proper Nouns*

12.	王朋	Wáng Péng	pn	(a personal name)
	王	wáng	n	(a surname); king
13.	李友	Lǐ Yǒu	pn	(a personal name)
	李	lǐ	n	(a surname); plum



## DIALOGUE I

Wáng Xiānsheng <sup>(1)</sup> :	Nǐ hǎo <sup>(2)</sup> !
Lǐ Xiǎojie:	Nǐ hǎo!
Wáng Xiānsheng:	Qǐng wèn, nín guì xìng <sup>(3)</sup> ?
Lǐ Xiǎojie:	Wǒ xìng <sup>(G1)</sup> Lǐ. Nǐ ne <sup>(G2)</sup> ?
Wáng Xiānsheng:	Wǒ xìng Wáng, jiào <sup>(G3)</sup> Wáng Péng <sup>(4)</sup> . Nǐ jiào shénme míngzi <sup>(5)</sup> ?
Lǐ Xiǎojie:	Wǒ jiào Lǐ Yǒu.

## DIALOGUE I

王先生(1): 你好(2)!

李小姐: 你好!

王先生: 请问, 您贵姓(3)?

李小姐: 我姓(G1)李。你呢(G2)?

王先生: 我姓王, 叫(G3)王朋(4)。你叫什么名字(5)?

李小姐: 我叫李友。

## A Note on the Notes

▲1▲ The # symbol preceding a character in the vocabulary section suggests that it's a low frequency one. The teacher might want to allow the student to use *pinyin* instead of writing the character when doing homework.

▲2▲ The numbering system for notes in this textbook works as follows:

- a. For numbers without any letter in front of them, see the Notes section.
- b. For numbers preceded with a "G," see the Grammar section.
- c. For the letter "F," see Functional Expressions.

## Notes

▲1▲ Most Chinese family names or surnames (姓 xìng) are monosyllabic. There are, however, a few disyllabic family names, written with two characters. The number of Chinese family names is fairly limited. According to the most recent census, the most common family names are Li 李 (Lǐ), Wang 王 (Wáng), Zhang 张 (Zhāng), Liu 刘 (Liú), and Chen 陈 (Chén). Family names also precede official titles or other forms of address: 王先生 (Wáng Xiānsheng, lit. Wang Mister), 李老师 (Lǐ Lǎoshī, lit. Li Teacher), etc. When

addressing someone without knowing his or her family name, it is proper to call him 先生 (xiānsheng, Mister) or her 小姐 (xiǎojiě, Miss) if she is relatively young.

▲2▲ “你好！” (Nǐ hǎo!) is a common form of greeting. It can be used to address strangers upon first introduction or between old acquaintances. To respond, simply repeat the greeting: “你好！” (Nǐ hǎo!). “你好吗？” (Nǐ hǎo ma? How are you?) is a question usually asked of people you already know. The answer is usually “我很好” (Wǒ hěn hǎo; I am fine).

▲3▲ According to an etymological speculation, the character 姓 (xìng), with a woman radical on the left side and an ideographic component on the right that can mean “to give birth,” suggests the matriarchal nature of the society at the time of the character’s conception, when family names were inherited matrilineally.

▲4▲ In Chinese, family names (姓 xìng) always precede personal or given names (名 míng). Personal names usually carry auspicious or positive meanings. They can be either monosyllabic, written in one character, or disyllabic, written in two characters. In Chinese a person is seldom referred to by his or her family name alone, especially if the family name is monosyllabic. For example, Wang Peng (王朋 Wáng Péng), should not be referred to simply as Wang.

▲5▲ In China, when you meet someone, it is polite to ask for his or her family name first, rather than his/her full name. Then the question “你叫什么名字？” (Nǐ jiào shénme míngzi? What is your name?) can be asked to find out his or her given name or full name.

### Culture Notes

In China the use of given names often suggests a much higher degree of intimacy than in the West. If one’s given name is monosyllabic, its use is even more limited, usually confined to writing. For example, Wang Peng’s parents can address him as Peng in their letters to him, but at home they would most likely call him Wang Peng, instead of Peng. If he is still a child, they might call him Xiao Peng (lit. Little Peng) or Pengpeng (duplicating the syllable).

Do you know anybody with the following surnames?

毕 (Bì); 蔡 (Cài); 陈 (Chén); 高 (Gāo); 黄 (Huáng); 李 (Lǐ); 林 (Lín); 刘 (Liú); 罗 (Luó); 毛 (Máo); 史 (Shǐ); 王 (Wáng); 吴 (Wú); 谢 (Xiè); 徐 (Xú); 许 (Xǔ); 杨 (Yáng); 姚 (Yáo); 叶 (Yè); 张 (Zhāng); 郑 (Zhèng); 周 (Zhōu)

## Dialogue II: Asking One's Status



### VOCABULARY

1.	是	shì	v	to be
2.	老师	lǎoshī	n	teacher
3.	吗	ma	qp	(an interrogative particle)
4.	不	bù	adv	not; no
5.	学生	xuésheng	n	student
6.	也	yě	adv	too; also
7.	中国人	Zhōngguó rén	n	Chinese people/person
	中国	Zhōngguó	n	China
	人	rén	n	people; person
8.	美国人	Měiguó rén	n	American people/person
	美国	Měiguó	n	America



### DIALOGUE II

Lǐ Xiǎojie: Wáng Xiānsheng, nǐ shì<sup>(G4)</sup> lǎoshī ma<sup>(G5)</sup>?

Wáng Xiānsheng: Bù<sup>(G6)</sup>, wǒ bú<sup>(1)</sup> shì lǎoshī, wǒ shì xuésheng. Lǐ Xiǎojie, nǐ ne?

Lǐ Xiǎojie: Wǒ yě<sup>(G7)</sup> shì xuésheng. Nǐ shì Zhōngguó rén ma?

Wáng Xiānsheng: Shì, wǒ shì Zhōngguó rén. Nǐ shì Měiguó rén ma?

Lǐ Xiǎojie: Wǒ shì Měiguó rén.

## DIALOGUE II

李小姐：王先生，你是(G4)老师吗(G5)？

王先生：不(G6)，我不<sup>(1)</sup>是老师，我是学生。李小姐，你呢？

李小姐：我也(G7)是学生。你是中国人吗？

王先生：是，我是中国人。你是美国人吗？

李小姐：我是美国人。

## Notes

▲1▲ The basic pronunciation of 不 is “bù” with fourth tone. However, when it is placed before another fourth tone syllable, 不 is pronounced in the second tone instead of the fourth. Therefore, 不是 is pronounced “bú shì” rather than “bù shì.” In this textbook, the tone for 不 is marked as it is actually pronounced.

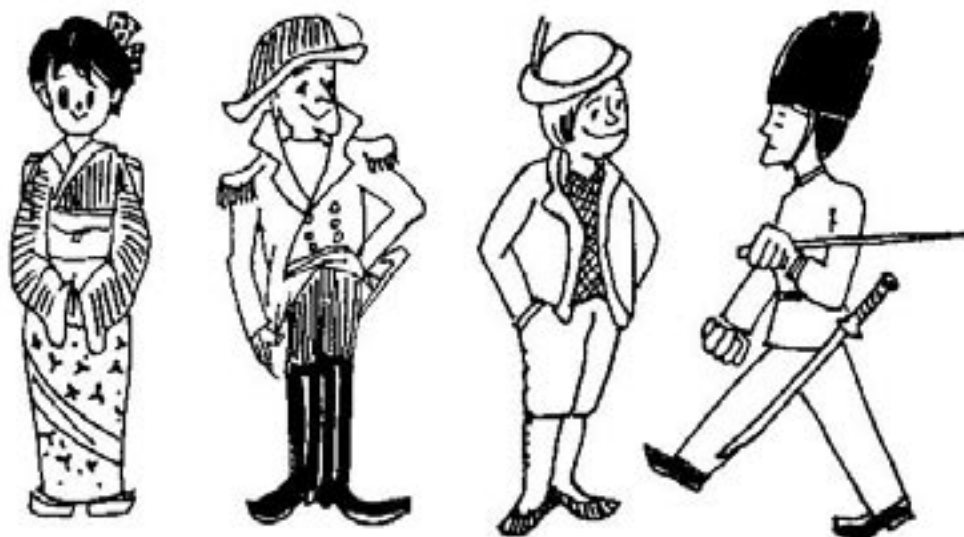


Can you identify the “老师” (lǎoshī) and “学生” (xuésheng) in this picture?



## SUPPLEMENTARY VOCABULARY

1.	朋友	péngyou	n	friend
2.	太太	tàitai	n	wife; Mrs.
3.	英国	Yīngguó	n	Britain; England
4.	法国	Fǎguó	n	France
5.	日本	Rìběn	n	Japan
6.	德国	Déguó	n	Germany
7.	英国人	Yīngguórén	n	British people/person
8.	法国人	Fǎguórén	n	French people/person
9.	日本人	Rìběnrén	n	Japanese people/person
10.	德国人	Déguórén	n	German people/person
11.	韩国人	Hánguórén	n	Korean people/person
12.	越南人	Yuènnánrén	n	Vietnamese people/person



*Can you tell their nationalities by their costumes?*



NOTE: THIS IS AN ADVANCE SAMPLE  
*What are they saying to each other?*  
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## Grammar

[Note: In the grammar explanations in this textbook, the sign \* indicates an example sentence that illustrates a grammatical or syntactic mistake.]

### 1. The Verb 姓 (xìng)

姓 (xìng) is both a noun and a verb. When it is used as a verb, an object must follow it. For example:

(1) A: 您贵姓?

Nín guì xìng?

(What is your surname? lit. Your honorable surname is...?)

B: 我姓王。

Wǒ xìng Wáng.

(My surname is Wang.)

(2) A: 你姓什么?

Nǐ xìng shénme?

(What is your surname? lit. You are surnamed what?)

B: 我姓李。

Wǒ xìng Lǐ.

(My surname is Li.)

姓 (xìng) is usually negated with 不 (bù). [See G.6 below.]

(3) A: 你姓李吗?

Nǐ xìng Lǐ ma?

(Is your family name Li?)

B: 我不姓李。

Wǒ bú xìng Lǐ.

(My surname is not Li.)

**Note:** When 姓 (xìng; to be surnamed) is used as a verb, an object must follow it. One should therefore never say \*我姓 (\*Wǒ xìng) or \*我不姓 (\*Wǒ bú xìng) as a short answer to the question: 你姓李吗? (Nǐ xìng Lǐ ma? Is your family name Li?)

## 2. Questions Ending with 呢 (ne)

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

*For example:*

(1) 我姓李，你呢?

Wǒ xìng Lǐ, nǐ ne?

(My surname is Li. How about you?)

(2) 我是中国人，你呢?

Wǒ shì Zhōngguó rén, nǐ ne?

(I am Chinese. How about you?)

(3) 我是老师，你呢?

Wǒ shì lǎoshī, nǐ ne?

(I am a teacher. How about you?)



**Note:** When 呢 (ne) is used in this way, there must be some context. In sentence (2) the context is provided by the preceding sentence, “我是中国人” (Wǒ shì Zhōngguó rén). Likewise in sentence (3) “我是老师” (Wǒ shì lǎoshī) provides the context.

### 3. The Verb 叫 (jiào)

The verb 叫 (jiào) has several meanings. It means “to be called” in this lesson. It must be followed by an object.

*For example:*

(1) A: 你叫什么名字?

Nǐ jiào shénme míngzi?

(What is your name?)

B: 我叫王朋。

Wǒ jiào Wáng Péng.

(My name is Wang Peng.)

叫 (jiào) is usually negated with 不 (bù). [See G.6 below.]

(2) A: 你叫李生吗?

Nǐ jiào Lǐ Shēng ma?

(Is your name Li Sheng?)

B: 我不叫李生。

Wǒ bú jiào Lǐ Shēng.

(My name is not Li Sheng.)

**Note:** Like 姓 (xìng; to be surnamed), when 叫 (jiào; to be called) is used as a verb, it must take an object. One should therefore never say \*我叫 (\*Wǒ jiào) or \*我不叫 (\*Wǒ bú jiào).

From the examples above, we can see that the basic word order in a Chinese sentence runs like this:

**Subject + Verb + Object**

DO NOT DUPLICATE



NOTE: THIS IS AN ADVANCE SAMPLE.  
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The word order remains the same in statements and questions. Remember that you don't place the question word at the beginning of a question as you do in English, unless that question word serves as the subject. (See more on word order in Grammar Note 1 in Lesson 4.)

#### 4. The Verb 是 (shì)

In Chinese, 是 (shì) is a verb that can be used to link two nouns, pronouns, or noun phrases that are in some way equivalent.

*For example:*

(1) A: 你是老师吗?

Nǐ shì lǎoshī ma?

(Are you a teacher?)

B: 我是老师。

Wǒ shì lǎoshī.

(I am a teacher.)

(2) A: 李友是学生。

Lǐ Yǒu shì xuésheng.

(Li You is a student.)

B: 你是美国人吗?

Nǐ shì Měiguó rén ma?

(Are you an American?)

是 (shì) is usually negated with 不 (bù). [See G.6 below.]

(3) A: 李友不是中国人。

Lǐ Yǒu bú shì Zhōngguó rén.

(Li You is not Chinese.)

B: 王朋不是老师。

Wáng Péng bú shì lǎoshī.

(Wang Peng is not a teacher.)

### 5. Questions Ending with 吗 (ma)

When 吗 (ma) is added to the end of a declarative statement, that statement is turned into a question. The person who asks a question that ends with 吗 (ma) often has some expectation of the answer. In sentence (1) below, the questioner may expect that the other person is a teacher, and in sentence (2) the questioner may expect that the other person is a student. To answer the question in the affirmative, 是 (shì) is used, while 不 (bù) is used if the answer is negative.

*For example:*

(1) A: 你是老师吗?

Nǐ shì lǎoshī ma?

(Are you a teacher?)

B: 是，我是老师。

Shì, wǒ shì lǎoshī.

(Yes, I am a teacher.)

C: 不，我不是老师。

Bù, wǒ bú shì lǎoshī.

(No, I am not a teacher.)

D: 不，我是学生。

Bù, wǒ shì xuésheng.

(No, I am a student.)

(2) A: 王友是学生吗?

Wáng Yǒu shì xuésheng ma?

(Is Wang You a student?)

B: 是，王友是学生。

Shì, Wáng Yǒu shì xuésheng.

(Yes, Wang You is a student.)

C: 不，王友不是学生。

Bù, Wáng Yǒu bú shì xuésheng.

(No, Wang You is not a student.)

D: 不，王友是老师。

Bù, Wáng Yǒu shì lǎoshī.

(No, Wang You is a teacher.)

(3) A: 李朋是美国人吗?

Lǐ Péng shì Měiguórén ma?

(Is Li Peng an American?)

B: 是，李朋是美国人。

Shì, Lǐ Péng shì Měiguórén.

(Yes, Li Peng is an American.)

C: 不，李朋不是美国人。

Bù, Lǐ Péng bú shì Měiguórén.

(No, Li Peng is not an American.)

D: 不，李朋是中国人。

Bù, Lǐ Péng shì Zhōngguórén.

(No, Li Peng is Chinese.)

## 6. The Negative Adverb 不 (bù)

In Chinese there are two main negative adverbs. One of the two, 不 (bù), occurs in this lesson.

*For example:*

- (1) 不，我不是老师。  
Bù, wǒ bú shì lǎoshī.  
(No, I am not a teacher.)
- (2) 李友不是中国人。  
Lǐ Yǒu bú shì Zhōngguó rén.  
(Li You is not Chinese.)
- (3) 老师不姓王。  
Lǎoshī bú xìng Wáng.  
(The teacher's surname is not Wang.)
- (4) 我不叫李中。  
Wǒ bú jiào Lǐ Zhōng.  
(My name is not Li Zhong.)

## 7. The Adverb 也 (yě)

The adverb 也 (yě) basically means “too, also” in English. In Chinese, adverbs normally appear after subjects and in front of verbs. They usually cannot precede subjects or follow verbs. The adverb 也 (yě) cannot be put before the subject or at the very end of a sentence.

*For example:*

- (1) 我也是学生。  
Wǒ yě shì xuésheng.  
(I am a student, too.)
- (2) 王朋是学生，李友也是学生。  
Wáng Péng shì xuésheng, Lǐ Yǒu yě shì xuésheng.  
(Wang Peng is a student. Li You is a student, too.)
- (3) 你是中国人，我也是中国人。  
Nǐ shì Zhōngguó rén, wǒ yě shì Zhōngguó rén.  
(You are Chinese. I am Chinese, too.)

The following sentences are **incorrect**:

(3) a. \*你是中国人，我是中国人也。

Nǐ shì Zhōngguó rén, wǒ shì Zhōngguó rén yě.

(3) b. \*你是中国人，也我是中国人。

Nǐ shì Zhōngguó rén, yě wǒ shì Zhōngguó rén.

When the adverb 也 (yě) is used together with the negative adverb 不 (bù), 也 (yě) is placed before 不 (bù).

For example:

(4) 王朋不是学生，李友也不是学生。

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

(Wang Peng is not a student. Li You is not a student either.)

(5) 你不是中国人，我也不是中国人。

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

(You are not Chinese, and I am not Chinese either.)

## PATTERN DRILLS

All the exercises in the Pattern Drills section of each lesson are meant to be **Substitution Drills** unless otherwise noted. The teacher first says a sentence, then gives one or two words. The student uses the word(s) to form a new sentence.

### A. 是 (shì)

Example:	Teacher:	Wǒ <u>shì</u> lǎoshī. (xuésheng)
	Student:	Wǒ <u>shì</u> xuésheng.
	Teacher:	我 <u>是</u> 老师。(学生)
	Student:	我 <u>是</u> 学生。

- |    |                |            |                    |
|----|----------------|------------|--------------------|
| 1. | Wǒ             | <u>shì</u> | Zhōngguó xuésheng. |
| 2. | Nǐ             |            | lǎoshī.            |
| 3. | Lǐ Xiǎojie     |            | xuésheng.          |
| 4. | Wáng Xiānsheng |            | lǎoshī.            |
| 5. | Wáng Péng      |            | Zhōngguó rén.      |
| 6. | Lǐ Yǒu         |            | Měiguó rén.        |

- |    |     |          |       |
|----|-----|----------|-------|
| 1. | 我   | <u>是</u> | 中国学生。 |
| 2. | 你   |          | 老师。   |
| 3. | 李小姐 |          | 学生。   |
| 4. | 王先生 |          | 老师。   |
| 5. | 王朋  |          | 中国人。  |
| 6. | 李友  |          | 美国人。  |

### B. 是...吗 (shì...ma)

- |    |                |            |                   |     |
|----|----------------|------------|-------------------|-----|
| 1. | Wáng Xiānsheng | <u>shì</u> | xuésheng          | ma? |
| 2. | Lǐ Yǒu         |            | Zhōngguó rén      |     |
| 3. | Wáng Péng      |            | Měiguó rén        |     |
| 4. | Lǐ Xiǎojie     |            | Zhōngguó xuésheng |     |
| 5. | Wáng Xiānsheng |            | Měiguó lǎoshī     |     |

- |    |     |          |      |    |
|----|-----|----------|------|----|
| 1. | 王先生 | <u>是</u> | 学生   | 吗? |
| 2. | 李友  |          | 中国人  |    |
| 3. | 王朋  |          | 美国人  |    |
| 4. | 李小姐 |          | 中国学生 |    |
| 5. | 王先生 |          | 美国老师 |    |

## C. 吗 (ma)

Provide appropriate questions for speaker A for the answers given by speaker B.

Example: A: Nǐ jiào Wáng Péng ma? B: Bù, wǒ bú jiào Wáng Péng.

A: 你叫王朋吗? B: 不, 我不叫王朋。

1. A: \_\_\_\_\_ ? B: Bù, Wáng Péng bú shì lǎoshī.
2. A: \_\_\_\_\_ ? B: Lǐ Yǒu shì xuésheng.
3. A: \_\_\_\_\_ ? B: Wáng Péng shì Zhōngguó rén.
4. A: \_\_\_\_\_ ? B: Bù, Lǐ Yǒu bú shì Zhōngguó rén.
5. A: \_\_\_\_\_ ? B: Bù, wǒ bú xìng Lǐ.
6. A: \_\_\_\_\_ ? B: Bù, wǒ bú jiào Lǐ Yǒu, wǒ jiào Wáng Yǒu.

1. A: \_\_\_\_\_ ? B: 不, 王朋不是老师。
2. A: \_\_\_\_\_ ? B: 李友是学生。
3. A: \_\_\_\_\_ ? B: 王朋是中国人。
4. A: \_\_\_\_\_ ? B: 不, 李友不是中国人。
5. A: \_\_\_\_\_ ? B: 不, 我不姓李。
6. A: \_\_\_\_\_ ? B: 不, 我不叫李友, 我叫王友。



## D. 也 (yě)

1.	<u>Nǐ shì</u>	xuésheng,	wǒ	<u>yě shì</u>	xuésheng.
2.		lǎoshī,	Wáng Xiānsheng		lǎoshī.
3.		Zhōngguó rén,	Lǐ Xiǎojie		Zhōngguó rén.
4.		Měiguó rén,	Wáng Xiǎojie		Měiguó rén.
5.		xuésheng,	Wáng Xiānsheng		xuésheng.
6.		lǎoshī,	Lǐ Xiānsheng		lǎoshī.

1.	<u>你是</u>	学生,	我	<u>也是</u>	学生。
2.		老师,	王先生		老师。
3.		中国人,	李小姐		中国人。
4.		美国人,	王小姐		美国人。
5.		学生,	王先生		学生。
6.		老师,	李先生		老师。

## E. 不 (bù)

Answer questions with 不.

Example: Nǐ shì lǎoshī ma? → Wǒ bú shì lǎoshī.

你是老师吗? → 我不是老师。

1. Lǐ Yǒu shì Zhōngguó rén ma?
2. Nǐ shì Wáng Lǎoshī ma?
3. Wáng Péng shì Měiguó rén ma?
4. Nǐ jiào Lǐ Yǒu ma?
5. Lǎoshī xìng Wáng ma?

1. 李友是中国人吗?
2. 你是王老师吗?
3. 王朋是美国人吗?
4. 你叫李友吗?
5. 老师姓王吗?

F. 是...不是... (shì ... bú shì...)

1. <u>Wǒ shì</u>	Lǐ Yǒu,	<u>bú shì</u>	Wáng Péng.
2.	Zhōngguó rén,		Měiguó rén.
3.	xuésheng,		lǎoshī.
4.	Zhōngguó xuésheng,		Měiguó xuésheng.
5.	Wáng Xiānsheng,		Lǐ Xiānsheng.
6.	Lǐ Xiǎojie,		Wáng Xiǎojie.
7.	Lǐ Lǎoshī,		Wáng Lǎoshī.

1. <u>我是</u>	李友,	<u>不是</u>	王朋。
2.	中国人,		美国人。
3.	学生,		老师。
4.	中国学生,		美国学生。
5.	王先生,		李先生。
6.	李小姐,		王小姐。
7.	李老师,		王老师。

## G. 不是..., 也不是 (bú shì..., yě bú shì...)

1.	Wǒ	<u>bú shì</u>	lǎoshī,	nǐ	<u>yě bú shì</u>	lǎoshī.
2.			Měiguórén,			Měiguórén.
3.			xuésheng,			xuésheng.
4.	Wǒ	<u>bú xìng</u>	Wáng,	nǐ	<u>yě bú xìng</u>	Wáng.
5.	Wǒ	<u>bú jiào</u>	Lǐ Yǒu,	nǐ	<u>yě bú jiào</u>	Lǐ Yǒu.

1. 我 不是 老师, 你 也不是 老师。  
 2. 美国人,  
 3. 学生,  
 4. 我 不姓 王, 你 也不姓 王。  
 5. 我 不叫 李友, 你 也不叫 李友。

## H. 呢 (ne)

1.	<u>Wǒ shì</u>	Zhōngguó rén,	nǐ	<u>ne?</u>
2.		Měiguó rén,	Wáng Xiǎojiě	
3.		xuésheng,	Lǐ Xiānsheng	
4.		Měiguó rén,	Wáng Lǎoshī	
5.		lǎoshī,	Lǐ Xiǎojiě	

1. 我是 中国人, 你 呢?  
 2. 美国人, 王小姐  
 3. 学生, 李先生  
 4. 美国人, 王老师  
 5. 老师, 李小姐

## PRONUNCIATION EXERCISES

### A. Practice the following initials:

<b>1. b</b>	<b>p</b>	<b>d</b>	<b>t</b>
bǎo	pǎo	dā	tā
bān	pān	dí	tí
bù	pù	duì	tuì
bō	pō	dīng	tīng
bēng	pēng	děng	téng
<b>2. j</b>	<b>q</b>	<b>z</b>	<b>c</b>
jiǎo	qiǎo	zāi	cāi
jǐng	qǐng	zǎo	cǎo
jīn	qīn	zì	cì
jiě	qiě	zé	cè
jiàn	qiàn	zhè	chè
<b>3. sh</b>	<b>s</b>	<b>x</b>	
shēn	sēn	xīn	
shēng	sēng	xīng	
shàn	sàn	xiàn	
shà	sà	xià	

### B. Practice the following tones:

tiāntiān	jīnnián	jīnglǐ	shēngqì
xīngqī	fādá	fāzhǎn	shēngdiào

### C. Practice the following syllables with neutral tones:

xiānsheng	míngzi	xiǎojie	shénme
wǒ de	nǐ de	tā de	shéi de

### D. Practice the following tones:

nǐ hǎo	Lǐ Yǒu	lǎohǔ	zhǎnlǎn
hǎo duō	nǐ lái	hǎo shū	qǐng wèn

**English Texts****DIALOGUE I**

- Mr. Wang: How do you do? (lit. You well?)
- Miss Li: How do you do?
- Mr. Wang: What's your family name, please? (lit. Please, may I ask... your honorable surname is...?)
- Miss Li: My family name is Li. What's yours? (lit. I am surnamed Li, and you?)
- Mr. Wang: My family name is Wang. My name is Wang Peng. What's your name?
- Miss Li: My name is Li You.

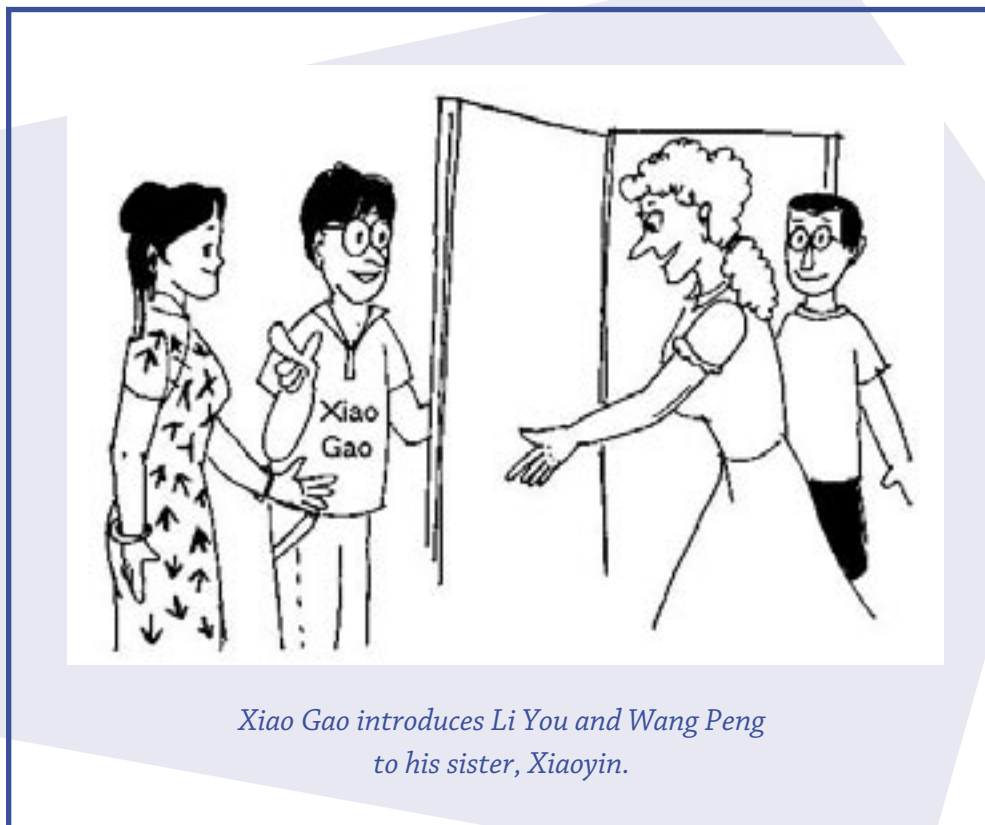
**DIALOGUE II**

- Miss Li: Mr. Wang, are you a teacher?
- Mr. Wang: No, I'm not a teacher. I'm a student. How about you, Miss Li?
- Miss Li: I'm a student, too. Are you Chinese?
- Mr. Wang: Yes, I'm Chinese. Are you American?
- Miss Li: I'm American.

## LESSON 5 ▲ Visiting Friends

### 第五课 ▲ 看朋友

Dì wǔ kè ▲ Kàn péngyou



*Xiao Gao introduces Li You and Wang Peng to his sister, Xiaoyin.*

### Dialogue: Visiting a Friend's Home



#### VOCABULARY

- |         |         |         |  |
|---------|---------|---------|--|
| 1. 呀    | ya      | p       | (an interjectory particle used to soften a question) |
| 2. 进    | jìn     | v       | to enter   |
| 3. 快    | kuài    | adj/adv | fast; quick; quickly                                 |
| 4. 进来   | jìnlai  | vc      | to come in   |
| 5. 来    | lái     | v       | to come  |
| 6. #介#绍 | jièshào | v       | to introduce   |

DO NOT DUPLICATE

7.	一下	yí xià	m	(a measure word used after a verb indicating short duration) [see G1]
8.	高兴	gāoxìng	adj	happy; pleased
9.	漂亮	piàoliang	adj	pretty
10.	坐	zuò	v	to sit
11.	在	zài	prep	at; in; on
12.	哪儿	nǎr	qpr	where
13.	工作	gōngzuò	v/n	to work; work; job
14.	学校	xuéxiào	n	school
15.	喝	hē	v	to drink
16.	点(儿)	diǎn(r)	m	a little; a bit; some [see G1]
17.	茶	chá	n	tea
18.	咖啡	kāfēi	n	coffee
19.	啤酒	píjiǔ	n	beer
	酒	jiǔ	n	wine; any alcoholic beverage [see Culture Note 3]
20.	吧	ba	p	(a “suggestion” particle; softens the tone of the sentence to which it is appended)
21.	要	yào	v	to want; to have a desire for
22.	杯	bēi	m	cup; glass
23.	可乐	kělè	n	cola
24.	可以	kěyǐ	av	can; may
25.	对不起	duìbuqǐ	ce	I’m sorry.
26.	给	gěi	v	to give
27.	水	shuǐ	n	water



*Bringing gifts to a friend's house.*



## DIALOGUE

- Xiǎo Gāo: Shéi ya?<sup>(F)</sup>
- Wáng Péng: Shì wǒ, Wáng Péng, hái yǒu Lǐ Yǒu.
- Xiǎo Gāo: Qǐng jìn, qǐng jìn! Lǐ Yǒu, kuài jìnlai! Lái, wǒ jièshào yí xià<sup>(G1)</sup>, zhè shì wǒ jiějie, Gāo Xiǎoyīn.
- Lǐ Yǒu: Xiǎoyīn, nǐ hǎo. Rènshi nǐ hěn gāoxìng<sup>(1)</sup>.
- Gāo Xiǎoyīn: Rènshi nǐmen wǒ yě hěn gāoxìng.
- Lǐ Yǒu: Nǐmen jiā hěn dà<sup>(G2)</sup>, yě hěn piàoliang.
- Xiǎo Gāo: Shì ma<sup>(2)(F)</sup>? Qǐng zuò, qǐng zuò.
- Wáng Péng: Xiǎoyīn, nǐ zài<sup>(G3)</sup> nǎr gōngzuò?
- Gāo Xiǎoyīn: Wǒ zài xuéxiào gōngzuò. Nǐmen xiǎng hē diǎnr<sup>(G1)</sup> shénme? Yǒu chá, kāfēi, hái yǒu píjiǔ.
- Wáng Péng: Wǒ hē píjiǔ ba<sup>(G4)</sup>.
- Lǐ Yǒu: Wǒ bù hē jiǔ. Wǒ yào yì bēi kělè, kěyǐ ma?
- Gāo Xiǎoyīn: Duìbuqǐ, wǒmen méiyǒu kělè.
- Lǐ Yǒu: Nà gěi wǒ yì bēi shuǐ ba.



## DIALOGUE

- 小高： 谁呀？(F)
- 王朋： 是我，王朋，还有李友。
- 小高： 请进，请进！李友，快进来！  
来，我介绍一下(G1)，这是我姐姐，高小音。
- 李友： 小音，你好。认识您很高兴(1)。
- 高小音： 认识你们我也很高兴。
- 李友： 你们家很大(G2)，也很漂亮。
- 小高： 是吗(2)(F)？请坐，请坐。
- 王朋： 小音，你在(G3)哪儿工作？
- 高小音： 我在学校工作。你们想喝点儿(G1)什么？有茶、咖啡，还有啤酒。
- 王朋： 我喝啤酒吧(G4)。
- 李友： 我不喝酒。我要一杯可乐，可以吗？
- 高小音： 对不起，我们没有可乐。
- 李友： 那给我一杯水吧。

## Notes

▲1▲ 认识你很高兴 (Rènshi nǐ hěn gāoxìng) is a translation of the English “I’m happy to meet you,” and may therefore sound rather western to some Chinese speakers. However, the traditional Chinese equivalent polite formulae have now generally become obsolete and this expression is often heard.

▲2▲ Although it takes a question mark, 是吗 (shì ma) is not a question here but a mild expression of one’s surprise on hearing something unexpected in a conversation. Here it indicates modest acceptance of a compliment, with the intended implication: “Your compliment has taken me by surprise.” It could be translated as “Is that so?” “You don’t say!” or “Really?” Another phrase which can be used for the same purpose is 哪里 (nǎli). The original meaning of 哪里 (nǎli) is “where?” When paid a compliment, some Chinese people would say, “哪里” (nǎli) or “哪里，哪里” (nǎli, nǎli). In recent times, however, 哪里 (nǎli) has become somewhat old fashioned.



你们家很大，也很漂亮。

*Nǐmen jiā hěn dà, yě hěn piàoliang.*



*Enjoying refreshments.*

## FUNCTIONAL EXPRESSIONS

### 谁呀 (shéi ya? Who is it?)

- A: (敲门) (Knocking at the door.)  
(Qiāo mén.)

B: 谁呀? (Who is it?)  
Shéi ya?

A: 是我, 李友。 (It's me, Li You.)  
Shì wǒ, Lǐ Yǒu.

B: 请进。 (Come in, please.)  
Qǐng jìn.
- A: (敲门) (Knocking at the door.)  
(Qiāo mén.)

B: 谁呀? (Who is it?)  
Shéi ya?

A: 我, 小王。 (It's me, Little Wang.)  
Wǒ, Xiǎo Wáng.



NOTE: THIS IS AN ADVANCE SAMPLE.  
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矿泉水

*Kuàngquánshuǐ*

B: 进来。(Come in.)

Jìn lai.

### 是吗 (shì ma? Really?)

1. A: 王朋的女朋友很漂亮。

(Wang Peng's girlfriend is pretty.)

Wáng Péng de nǚpéngyǒu hěn piàoliang.

B: 是吗? 她是学生吗?

(Really? Is she a student?)

Shì ma? Tā shì xuésheng ma?

2. A: 你的中文老师不是中国人。

(Your Chinese teacher is not Chinese.)

Nǐ de Zhōngwén lǎoshī búshì Zhōngguó rén.

B: 是吗? 他是哪国人?

(Really? What country is he from?)

Shì ma? Tā shì nǎ guó rén?

A: 他是美国人。

(He is American.)

Tā shì Měiguó rén.

## Culture Notes

▲1▲ Generally speaking, in Chinese culture privacy is a less sacrosanct notion than it is in the West. One would not necessarily be considered an intruder if one drops by a friend's place without any warning. Neither are age, marital status, and salary considered off limits in polite conversation. However, all that is changing—particularly among urbanites.

▲2▲ Although tea is the most popular beverage in China, the number of coffee drinkers has been on the rise in recent years, as evidenced by the varieties of coffee on supermarket shelves and the surge of coffee shops, such as Starbucks (星巴克, Xīngbākè), in many Chinese cities.

▲3▲ Although usually translated as “wine,” 酒 (jiǔ) applies to all kinds of alcoholic beverages. Among the traditional Chinese rice wines and liquors, the most celebrated is 茅台 (Máotái), a strong liquor with a heady aroma.

## Narrative: At a Friend's House



## VOCABULARY

1.	玩(儿)	wán(r)	v	to have fun; to play
2.	图书馆	túshūguǎn	n	library
3.	#瓶	píng	m	bottle
4.	一起	yìqǐ	adv	together
5.	#聊天(儿)	liáo tiān(r)	vo	to chat
	#聊	liáo	v	to chat
6.	才	cái	adv	not until, only then
7.	回家	huí jiā	vo	to go home
	回	huí	v	to return



## Narrative

Zuótiān wǎnshang, Wáng Péng hé Lǐ Yǒu qù Xiǎo Gāo jiā wánr. Zài Xiǎo Gāo jiā, tāmen rènshile<sup>(G5)</sup> Xiǎo Gāo de jiějie. Tā jiào Gāo Xiǎoyīn, zài xuéxiào de túshūguǎn gōngzuò. Xiǎo Gāo qǐng Wáng Péng hē<sup>(1)</sup> píjiǔ, Wáng Péng hēle liǎng píng. Lǐ Yǒu bù hē jiǔ, zhǐ hēle yì bēi shuǐ. Tāmen yìqǐ liáotiānr, kàn diànshì. Wáng Péng hé Lǐ Yǒu wǎnshang shí'èr diǎn cái<sup>(G6)</sup> huíjiā.

## Narrative

昨天晚上，王朋和李友去小高家玩儿。在小高家，他们认识了<sup>(G5)</sup>小高的姐姐。她叫高小音，在学校的图书馆工作。小高请王朋喝<sup>(1)</sup>啤酒，王朋喝了两瓶。李友不喝酒，只喝了一杯水。他们一起聊天儿、看电视。王朋和李友晚上十二点才<sup>(G6)</sup>回家。

## Notes

▲1▲ 喝 (hē) is not always used in the same way as its English equivalent, “to drink.” When used intransitively, the English verb often carries the connotation of “drinking alcohol.” 喝 (hē), on the other hand, is a transitive verb. Unless it’s clear from the context, it always takes an object; in other words, the beverage has to be specified. Therefore, “他常常喝” (Tā chángcháng hē) is a complete sentence only when the beverage has been indicated in the context, e.g.:

A: 他常常喝咖啡吗?

Tā chángcháng hē kāfēi ma?

(Does he often drink coffee?)

B: 他常常喝。

Tā chángcháng hē.

(He often does.)



她在哪儿工作?

*Tā zài nǎr gōngzuò?*



### SUPPLEMENTARY VOCABULARY

1. 打工	dǎ gōng	vo	to work part-time; to do manual work
2. 好吃	hǎochī	adj	good to eat; delicious
3. 好喝	hǎohē	adj	good to drink; tasty
4. 好看	hǎokàn	adj	good-looking
5. 好玩 (儿)	hǎowán(r)	adj	fun
6. 可口可乐	Kěkǒukělè	n	Coke
7. 百事可乐	Bǎishìkělè	n	Pepsi
8. 雪碧	Xuěbì	n	Sprite
9. 汽水(儿)	qìshuǐ(r)	n	soft drink; soda pop
10. 矿泉水	kuàngquánshuǐ	n	mineral water

## Grammar

### 1. 一下 (yí xià) and (一) 点儿 (yí diǎnr) Moderating the Tone of Voice

Following a verb, both 一下 (yí xià, lit. “once”) and (一) 点儿 (yí diǎnr, “a bit”) can soften a statement. This is similar to a moderated tone of voice in English and is therefore more polite. When used in this way, 一下 (yí xià) modifies the verb, while (一) 点儿 (yí diǎnr) modifies the object.

(1) 你看一下，这是谁的照片？

Nǐ kàn yí xià, zhè shì shéi de zhàopiàn?

(Take a look. Whose photo is this?)

(2) 你进来一下。

Nǐ jìnlai yí xià.

(Come in for a minute.)

(3) 你想吃点儿什么？

Nǐ xiǎng chī diǎnr shénme?

(What would you like to eat?)

(4) 你喝一点儿茶吧。

Nǐ hē yídiǎnr chá ba.

(Have some tea.)

### 2. Adjectives Used as Predicates

In Chinese an adjective can be used as a predicate without being preceded by the verb 是 (shì, to be).

(1) 我今天很高兴。

Wǒ jīntiān hěn gāoxìng.

(I'm very happy today.)

(2) 他妹妹很漂亮。

Tā mèimei hěn piàoliang.

(His younger sister is very pretty.)



(3) 那个电影很好。

Nàge diànyǐng hěn hǎo.

(That movie is very good.)

(4) 你们学校很大。

Nǐmen xuéxiào hěn dà.

(Your school is very large.)

**Note:** When an adjective is used as a predicate, it is usually modified by 很 (hěn, very) or some other adverbial modifier. 很 (hěn) is not as strong as its English counterpart “very.” In certain contexts Chinese adjectives without some sort of a modifier before them can be inherently comparative.

(5) A: 姐姐漂亮还是妹妹漂亮?

Jiějie piàoliang háishi mèimei piàoliang?

(Who’s prettier, the older sister or the younger sister?)

B: 妹妹漂亮。

Mèimei piàoliang.

(The younger sister is prettier.)

(6) 妹妹的中文好，我的中文不好。

Mèimei de Zhōngwén hǎo, wǒ de Zhōngwén bù hǎo.

(My younger sister’s Chinese is good. Mine is not.)

### 3. 在 (zài, at; in; on)

Combined with a noun, the preposition 在 (zài) indicates location. When the phrase is placed before a verb, it indicates the location of the action.

(1) 你在哪儿工作?

Nǐ zài nǎr gōngzuò?

(Where do you work?)

(2) 我在这个学校学中文。

Wǒ zài zhège xuéxiào xué Zhōngwén.

(I study Chinese at this school.)



NOTE: THIS IS AN ADVANCE SAMPLE.  
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*Chinese green tea.*

(3) 我不喜欢在家看电影。

Wǒ bù xǐhuan zài jiā kàn diànyǐng.

(I don't like to watch movies at home.)

#### 4. The Particle of Mood 吧 (ba)

吧 (ba) is often used at the end of an imperative sentence to soften the tone.

(1) 你喝茶吧。

Nǐ hē chá ba.

(Have some tea.)

(2) 请进来吧。

Qǐng jìnlai ba.

(Come in, please.)

#### 5. The Particle 了 (le) (I)

The dynamic particle 了 (le) signifies the occurrence of an action or the emergence of a situation. The action or situation usually pertains to the past, but sometimes it can refer to the future. Therefore the use of 了 (le) should not be taken as an equivalent to the past tense in English. In the current lesson, 了 (le) indicates the occurrence of an action. It can be used after a verb or at the end of a sentence.

- (1) 妈妈喝了一杯水。  
Māma hēle yì bēi shuǐ.  
(Mom had a glass of water.)
- (2) 昨天晚上我去小高家玩儿了。  
Zuótiān wǎnshang wǒ qù Xiǎo Gāo jiā wánr le.  
(Yesterday evening I went to Little Gao's home for a visit.)
- (3) 星期一小高请我喝了一杯茶。  
Xīngqīyī Xiǎo Gāo qǐng wǒ hēle yì bēi chá.  
(On Monday Little Gao invited me out for tea.)
- (4) 明天我吃了晚饭去看电影。  
Míngtiān wǒ chīle wǎnfàn qù kàn diànyǐng.  
(Tomorrow I'll go see a movie after I have eaten dinner.)

**Note:** There is often a specific time phrase in a sentence with the dynamic particle 了 (le)—such as 昨天晚上 (zuótiān wǎnshang, last night) in example (2), 星期一 (xīngqīyī, Monday) in example (3), and 明天 (míngtiān, tomorrow) in example (4). When 了 (le) is embedded between the verb and the object, the object must be preceded by a modifier. The following numeral + measure word is the most common type of modifier for the object:

一杯 (yì bēi, one cup; one glass) example (1)

一瓶 (yì píng, one bottle) example (3)

If there are other phrases or sentences following the object, then the object does not need a modifier. See example (4) above. Also, if the object following 了 (le) is a proper noun, it does not need a modifier, either:

我昨天看了“Titanic,”那个电影很好。

Wǒ zuótiān kànle “Titanic.” Nàge diànyǐng hěn hǎo.

(I saw *Titanic* yesterday. It was very good.)



Name these drinks in Chinese.

To say that an action did not take place in the past, use 没(有) (méiyǒu) instead of 不...了 (bù...le) or 没有...了 (méiyǒu...le).

For example:

- (5) 昨天我没有听音乐。  
 Zuótiān wǒ méiyǒu tīng yīnyuè.  
 (I didn't listen to the music yesterday.)
- (5a) \*昨天我不听音乐了。  
 Zuótiān wǒ bù tīng yīnyuè le.
- (5b) \*昨天我没有听音乐了  
 Zuótiān wǒ méiyǒu tīng yīnyuè le.

Interrogative forms:

- (6) A: 你吃了吗?  
 Nǐ chīle ma?  
 (Did you eat?)
- B: 我没吃。  
 Wǒ méi chī.  
 (No, I didn't.)
- (7) 你吃饭了没有?  
 Nǐ chī fànle méiyǒu?  
 (Have you eaten?)

(8) A: 你喝了几杯水?

Nǐ hēle jǐ bēi shuǐ?

(How many glasses of water did you drink?)

B: 我喝了一杯水。

Wǒ hēle yì bēi shuǐ.

(I drank one glass of water.)

A note on the phrase 认识了 (rènshile): 认识 (rènshi, to know; to be or become acquainted with) is a verb that usually indicates not an action but a state. Thus 认识了 (rènshile) indicates the beginning of a new state, “to become acquainted with.” 了 (le) indicates the occurrence of the transition from “not knowing” to “knowing.” Compare:

(9) 我认识高小音。

Wǒ rènshi Gāo Xiǎoyīn.

(I know Gao Xiaoyin.)

(10) 我昨天认识了高小音。

Wǒ zuótiān rènshile Gāo Xiǎoyīn.

(I got acquainted with Gao Xiaoyin yesterday.)

## 6. The Adverb 才 (cái)

才 (cái) indicates that an action or state occurs later than might have been expected.

(1) 我六点请他吃晚饭，他六点半才来。

Wǒ liù diǎn qǐng tā chī wǎnfàn, tā liù diǎn bàn cái lái.

(I invited him to dinner at six. He didn't come till six thirty.)

(2) 我昨天十二点才回家。

Wǒ zuótiān shí'èr diǎn cái huíjiā.

(I didn't go home yesterday till twelve o'clock.)

(3) 她晚上很晚才睡觉。

Tā wǎnshang hěn wǎn cái shuì jiào.

(She goes to bed very late in the evening.)

## PATTERN DRILLS

## A. 一下 (yí xià)

1. Wǒ kàn            yí xià.
2. Nǐ jièshào
3. Nǐ zuò
4. Wǒ tīng
5. Nǐ qù
6. Nǐ lái

1. 我看            一下。
2. 你介绍
3. 你坐
4. 我听
5. 你去
6. 你来

## B. Adjectives as Predicates

1. Xiǎo Gāo de      jiā                      hěn                      piàoliang.
2. xuéxiào    dà.
3. yīshēng    máng.
4. shū    yǒu yìsi.
5. jiějie    gāoxìng.
6. dìdi    gāo.
7. lǎoshī    hǎo.
8. tóngxué    hǎo.

1. 小高的      家                      很                      漂亮。
2. 学校    大。

- |       |      |
|-------|------|
| 3. 医生 | 忙。   |
| 4. 书  | 有意思。 |
| 5. 姐姐 | 高兴。  |
| 6. 弟弟 | 高。   |
| 7. 老师 | 好。   |
| 8. 同学 | 好。   |

### C. 在 (zài)

C1:

1. <u>Wáng Péng hé Lǐ Yǒu zài</u>	túshūguǎn	kàn shū.
2.	jiā	tīng yīnyuè.
3.	túshūguǎn	gōngzuò.
4.	jiā	kàn diànshì.
5.	Xiǎo Gāo jiā	hē kāfēi.
6.	Wáng Lǎoshī jiā	liáo tiān.
7.	Xiǎo Bái jiā	chī fàn.
8.	xuéxiào	dǎ qiú.

1. <u>王朋和李友在</u>	图书馆	看书。
2.	家	听音乐。
3.	图书馆	工作。
4.	家	看电视。
5.	小高家	喝咖啡。
6.	王老师家	聊天。
7.	小白家	吃饭。
8.	学校	打球。

C2: Answer questions with 在.

Example: Xiǎo Gāo zài nǎr gōngzuò? (xuéxiào)

→ Xiǎo Gāo zài xuéxiào gōngzuò.

小高在哪儿工作? (学校)

→小高在学校工作。

- |  |                |
|--|----------------|
| 1. Zhāng Yīshēng zài nǎr tīng yīnyuè?        | (jiā)          |
| 2. Xiǎo Wáng zài nǎr dǎ qiú?                 | (xuéxiào)      |
| 3. Xiǎo Gāo de mèimei zài nǎr kàn shū?       | (túshūguǎn)    |
| 4. Xiǎo Lǐ hé Xiǎo Bái zài nǎr kàn diànyǐng? | (xuéxiào)      |
| 5. Wáng Péng hé Lǐ Yǒu zài nǎr liáo tiānr?   | (Xiǎo Gāo jiā) |
| 6. Xiǎo Gāo de jiějie zài nǎr gōngzuò?       | (túshūguǎn)    |
| 7. Xiǎo Zhāng zài nǎr shuìjiào?              | (jiā)          |

- |                 |       |
|-----------------|-------|
| 1. 张医生在哪儿听音乐?   | (家)   |
| 2. 小王在哪儿打球?     | (学校)  |
| 3. 小高的妹妹在哪儿看书?  | (图书馆) |
| 4. 小李和小白在哪儿看电影? | (学校)  |
| 5. 王朋和李友在哪儿聊天儿? | (小高家) |
| 6. 小高的姐姐在哪儿工作?  | (图书馆) |
| 7. 小张在哪儿睡觉?     | (家)   |

#### D. 点儿 (diǎnr)

- |                    |              |      |              |                |
|--------------------|--------------|------|--------------|----------------|
| 1. Nǐ              | <u>xiǎng</u> | chī  | <u>diǎnr</u> | <u>shénme?</u> |
| 2. Xiǎo Bái        |              | tīng |              |                |
| 3. Nǐ              |              | zuò  |              |                |
| 4. Zhāng Lùshī     |              | chī  |              |                |
| 5. Lǐ Yīshēng, nín |              | hē   |              |                |



1. 你 想 吃 点儿 什么?
2. 小白 听
3. 你 做
4. 张律师 吃
5. 李医生, 您 喝

## E. 了 (le)

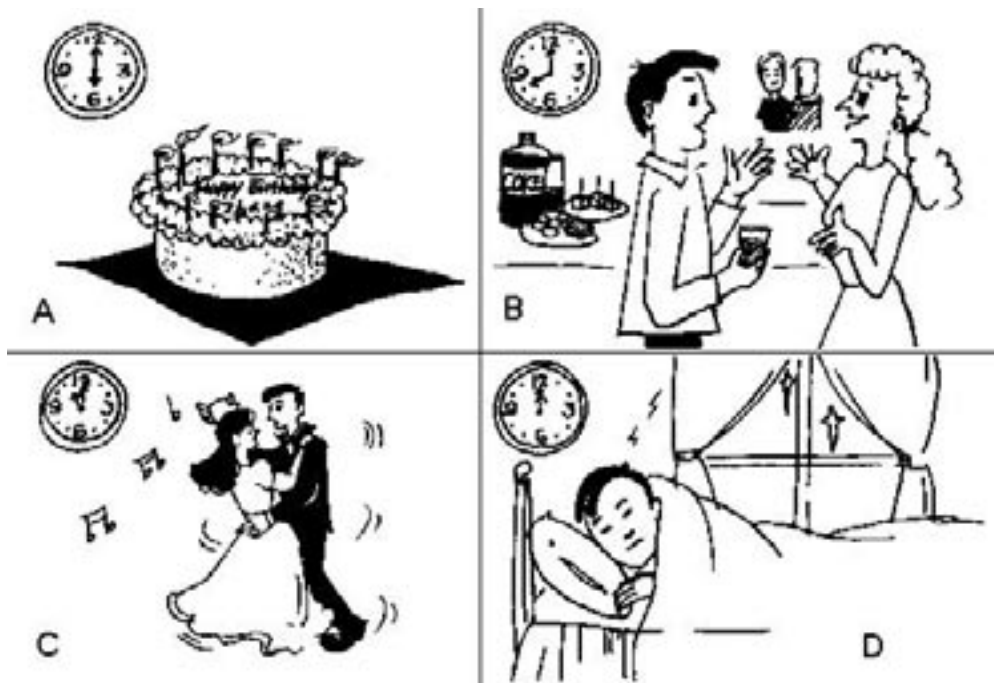
- |    |                            |       |           |            |           |
|----|----------------------------|-------|-----------|------------|-----------|
| 1. | <u>Tā zuótiān wǎnshang</u> | hē    | <u>le</u> | sì bēi     | shuǐ.     |
| 2. |                            | kàn   |           | liǎng ge   | diànyǐng. |
| 3. |                            | hē    |           | wǔ bēi     | kělè.     |
| 4. |                            | hē    |           | liǎng píng | píjiǔ.    |
| 5. |                            | hē    |           | liù bēi    | chá.      |
| 6. |                            | chàng |           | sān ge     | gē.       |
| 7. |                            | tiào  |           | yí ge      | wǔ.       |

1. 他昨天晚上 喝 了 四杯 水。
2. 看 两个 电影。
3. 喝 五杯 可乐。
4. 喝 两瓶 啤酒。
5. 喝 六杯 茶。
6. 唱 三个 歌。
7. 跳 一个 舞。

## F. 才 (cái)

1.	<u>Wǒmen</u>	liù diǎn	chī fàn,	<u>tā</u>	liù diǎn bàn	<u>cái lái.</u>
2.		jiǔ diǎn	tiào wǔ,		shí diǎn	
3.		qī diǎn	kàn diànyǐng,		bā diǎn	
4.		bā diǎn bàn	hē kāfēi,		jiǔ diǎn	
5.		qī diǎn	chī wǎnfàn,		qī diǎn bàn	
6.		jiǔ diǎn shí fēn	dǎ qiú,		jiǔ diǎn bàn	
7.		bā diǎn	tīng yīnyuè,		bā diǎn bàn	
8.		liù diǎn shíwǔ fēn	gōngzuò,		liù diǎn bàn	
9.		wǔ diǎn	qù zhǎo Gāo Lǎoshī,		liù diǎn èrshí fēn	

1	<u>我们</u>	六点	吃饭,	<u>他</u>	六点半	<u>才来。</u>
2.		九点	跳舞,		十点	
3.		七点	看电影,		八点	
4.		八点半	喝咖啡,		九点	
5.		七点	吃晚饭,		七点半	
6.		九点十分	打球,		九点半	
7.		八点	听音乐,		八点半	
8.		六点十五分	工作,		六点半	
9.		五点	去找高老师,		六点二十分	



*Make a story out of the four pictures above.  
Don't forget to mention the time in each picture!*

## English Texts

### DIALOGUE

- Little Gao: Who is it?  
 Wang Peng: It's me, Wang Peng. Li You is here, too.  
 Little Gao: Please come in. Please come in, Li You. Let me introduce you to one another. This is my sister, Gao Xiaoyin.  
 Li You: How do you do, Xiaoyin! Pleased to meet you.  
 Gao Xiaoyin: Pleased to meet you, too.  
 Li You: Your home is very big, and very beautiful, too.  
 Little Gao: Really? Sit down, please.  
 Wang Peng: Xiaoyin, where do you work?  
 Gao Xiaoyin: I work at a school. What would you like to drink? We have tea, coffee, and beer.  
 Wang Peng: I'll have a beer.  
 Li You: I don't drink. Could I have a glass of cola?  
 Miss Gao: I'm sorry. We don't have cola.  
 Li You: Then please give me a glass of water.



*Describe this scene in detail.*

### **Narrative**

Last night Wang Peng and Li You went to Little Gao's home for a visit. At Little Gao's home they met Little Gao's older sister. Her name is Gao Xiaoyin. She works at a school library. Little Gao offered beer to Wang Peng. Wang Peng had two bottles of beer. Li You does not drink. She just had a glass of water. They talked and watched TV together. Wang Peng and Li You did not get home until twelve o'clock.



*Use what you have learned so far to describe the picture above.  
You may also write a dialogue for the conversation that is underway.*