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

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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.

PUBLISHER'S NOTE

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), or contact the following members of our Editorial Board.

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PREFACE

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, 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, 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>

ABOUT NOTE REFERENCES

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**.

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

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^uo)** actually includes a very short **u** sound between **b** and **o**.



PRACTICE

B.1.a

ba	bi	bu	bo
pa	pi	pu	po
ma	mi	mu	mo
fa	fu	fo	

B.1.b b vs. p

ba	pa	bu	pu
po	bo	pi	bi

B.1.c m vs. f

ma	fa	mu	fu
-----------	-----------	-----------	-----------

B.1.d b, p, m, f

bo	po	mo	fo
fu	mu	pu	bu



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

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 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

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

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

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 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

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 below.



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** 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

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

C.3.a ia vs. ie

jia	jie	qia	qie
xia	xie	ya	ye

C.3.b ian vs. iang

xian	xiang	qian	qiang
jian	jiang	yan	yang

C.3.c in vs. ing

bin	bing	pin	ping
jin	jing	yin	ying

C.3.d iu vs. iong

xiu	xiong	you	yong
------------	--------------	------------	-------------

C.3.e ao vs. iao

zhao	jiao	shao	xiao
chao	qiao	ao	yao

C.3.f an vs. ian

chan	qian	shan	xian
zhan	jian	an	yan

C.3.g ang vs. iang

zhang	jiang	shang	xiang
chang	qiang	ang	yang

C.4: ua uo uai ui uan un uang

C.4.a ua vs. uai

shua	shuai	wa	wai
-------------	--------------	-----------	------------

C.4.b uan vs. uang

shuan	shuang	chuan	chuang
zhuan	zhuang	wan	wang

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
-----	------	-----	-----

C.5.b üan vs. uan

xuan	shuan	juan	zhuan
quan	chuan	yuan	wan

C.5.c üe

yue	que	jue
-----	-----	-----

C.6: er

ger*

*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 “-.”

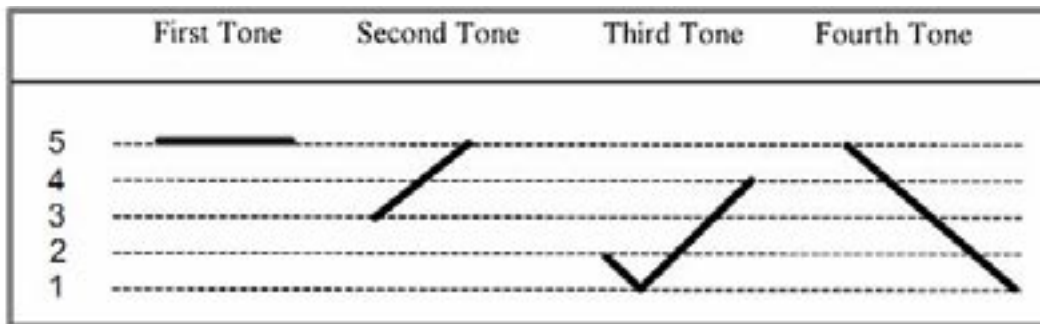
The second tone is a rising tone with a pitch value of 35; its tone mark is “ˊ.”

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

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.b 1st vs. 2nd

zā	zá
chū	chú
hē	hé
shī	shí

1.c 1st vs. 3rd

tū	tǔ
mō	mǒ
xī	xǐ
shā	shǎ

1.d 1st vs. 4th

fā	fà
dī	dì
qū	qù
kē	kè

1.e 2nd vs. 1st

hú	hū
xí	xī
zhé	zhē
pó	pō

1.f 2nd vs. 3rd

gé	gě
tí	tǐ
jú	jǔ
rú	rǔ

1.g 2nd vs. 4th

lú	lù
mó	mò
cí	cì
zhé	zhè

1.h 3rd vs. 1st

tǎ	tā
mǐ	mī
gǔ	gū
chě	chē

1.i 3rd vs. 2nd

chǔ	chú
kě	ké
xǐ	xí
qǔ	qú

1.j 3rd vs. 4th

bǒ	bò
nǐ	nì
chǔ	chù
rě	rè

1.k 4th vs. 1st

jì	jī
là	lā
sù	sū
hè	hē

1.l 4th vs. 2nd

nà	ná
zè	zé
jù	jú
lù	lú

1.m 4th vs. 3rd

sà	sǎ
zì	zǐ
kù	kǔ
zhè	zhě



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 jīlǜ

2.e 2nd 1st

shíshī qíjī shíchā

2.f 2nd 2nd

jíhé shépi pígé

2.g 2nd 3rd

jítǐ bóqǔ zhéilǐ

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 lǚshī

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,

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 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

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 (mother, mom)	chúzi (cook)
shūshu (uncle)	lǐzi (plum)	shìzi (persimmon)

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



D.3 PRACTICE

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



E. COMBINATION EXERCISES

I.

shān	xiān	sān
cháng	qiáng	cáng
zhǐ	jǐ	zǐ
lüè	nüè	yuè
kè	lè	rè

II.

Zhōngguó	xīngqī	lǚshī	zhàopiàn
zài jiàn	tóng xué	xǐ huan	diàn shì
yīn yuè	kě lè	yǎn lèi	shàng wǔ
cè suǒ	chūn tiān	xià wǔ	bàn yè
gōng kè	kāi shǐ	rì jì	cān tīng
zuì jìn	xī wàng	yī sheng	chū zū
zhōu mò	guān xi	dòu fu	jié hūn
liú xué	nǚ ér	shén me	suī rán
wǎng qiú	xǐ zǎo	nián jí	yóu yǒng

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.

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 yìsì? | 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... |

	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 ⁽¹⁾ :	Nǐ hǎo ⁽²⁾ !
Lǐ Xiǎojie:	Nǐ hǎo!
Wáng Xiānsheng:	Qǐng wèn, nín guì xìng ⁽³⁾ ?
Lǐ Xiǎojie:	Wǒ xìng ^(G1) Lǐ. Nǐ ne ^(G2) ?
Wáng Xiānsheng:	Wǒ xìng Wáng, jiào ^(G3) Wáng Péng ⁽⁴⁾ . Nǐ jiào shénme míngzi ⁽⁵⁾ ?
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 <u>shì</u> ^(G4) lǎoshī <u>ma</u> ^(G5) ?
Wáng Xiānsheng:	<u>Bù</u> ^(G6) , wǒ <u>bú</u> ⁽¹⁾ shì lǎoshī, wǒ shì xuésheng. Lǐ Xiǎojie, nǐ ne?
Lǐ Xiǎojie:	Wǒ <u>yě</u> ^(G7) 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(1)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.

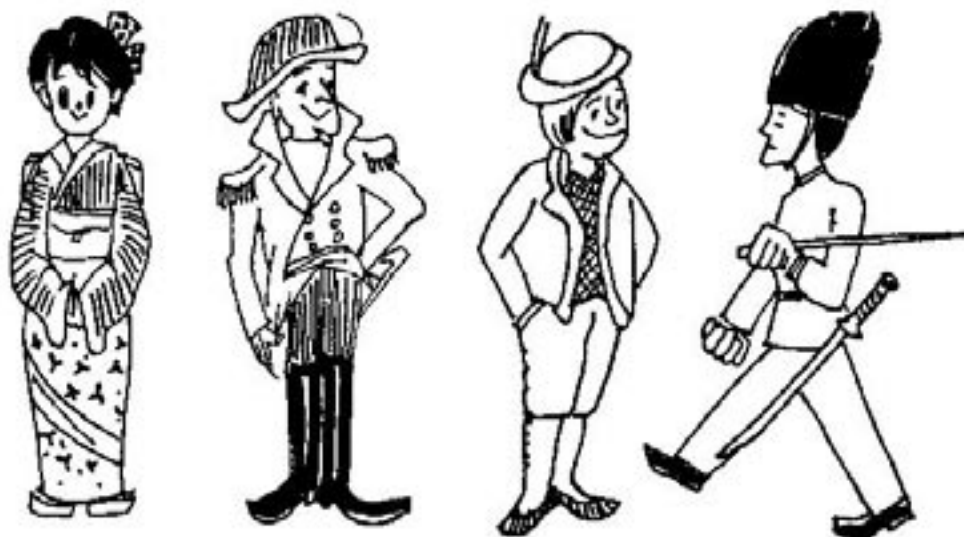


Can you identify the “老师” (lǎoshī) and “学生” (xuésheng) in this picture?



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?



What are they saying to each other?

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



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:

1. b	p	d	t
bǎo	pǎo	dā	tā
bān	pān	dí	tí
bù	pù	duì	tuì
bō	pō	dīng	tīng
bēng	pēng	děng	téng
2. j	q	z	c
jiǎo	qiǎo	zāi	cāi
jǐng	qǐng	zǎo	cǎo
jīn	qīn	zì	cì
jiě	qiě	zé	cè
jiàn	qiàn	zhè	chè
3. sh	s	x	
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 2 ▲ Family

第二课 ▲ 家庭

Dì èr kè ▲ Jiā tíng



我家有六个人。
Wǒ jiā yǒu liù ge rén.

Dialogue I: Looking at a Family Photo



VOCABULARY

- | | | | | |
|----|----|----------|----|--|
| 1. | 那 | nà/nèi | pr | that |
| 2. | 张 | zhāng | m | (a measure word for flat objects) |
| 3. | 照片 | zhàopiàn | n | picture; photo |
| 4. | 的 | de | p | (a possessive, modifying, or descriptive particle) |
| 5. | 这 | zhè/zhèi | pr | this |
| 6. | 爸爸 | bàba | n | father; dad |

7.	妈妈	māma	n	mother; mom
8.	个	gè, -ge	m	(a common measure word)
9.	男孩子	nánháizi	n	boy
	男	nán	adj	male
	孩子	háizi	n	child
10.	谁	shéi	qpr	who
11.	他	tā	pr	he; him (May mean either “he/him” or “she/her” when the sex of the person is unknown.)
12.	弟弟	dìdi	n	younger brother
13.	女孩子	nǚháizi	n	girl
	女	nǚ	adj	female
14.	妹妹	mèimei	n	younger sister
15.	她	tā	pr	she
16.	女儿	nǚ'ér	n	daughter
17.	有	yǒu	v	to have; to exist
18.	儿子	érzi	n	son
19.	沒(没)**	méi	adv	not

Note: In the vocabulary section, a hyphen is placed before or after the *pinyin* of a syllable (e.g. “-ge”) to indicate a bound form (i.e., something less than an independent word), which is not used alone.

Proper Nouns

20.	小高	Xiǎo Gāo	pn	Little Gao
	小	xiǎo	adj	small; little
	高	gāo	adj	(a surname); tall

**Note that the character méi (not) appears in two forms, 沒 and 没. In writing it, you should use the latter form (没).



DIALOGUE I

(Wang Peng is in Little Gao's room pointing to a picture on the wall.)

Wáng Péng: Xiǎo Gāo⁽¹⁾, nà zhāng^(G1) zhàopiàn shì nǐ de ma?

(They both walk toward the picture and then stand in front of it.)

Xiǎo Gāo: Shì. Zhè shì wǒ bàba, zhè shì wǒ māma.

Wáng Péng: Zhège nánháizi shì shéi^(G2)?

Xiǎo Gāo: Tā shì wǒ dìdi.

Wáng Péng: Zhège nǚháizi shì nǐ mèimei ma?

Xiǎo Gāo: Bú shì, tā shì Lǐ Xiānsheng de⁽²⁾ nǚ'ér.

Wáng Péng: Lǐ Xiānsheng yǒu^(G3) érzi ma?

Xiǎo Gāo: Tā méiyǒu érzi.

DIALOGUE I

(Wang Peng is in Little Gao's room pointing to a picture on the wall.)

王朋：小高⁽¹⁾，那张^(G1)照片是你的吗？

(They both walk toward the picture and then stand in front of it.)

小高：是。这是我爸爸，这是我妈妈。

王朋：这个男孩子是谁^(G2)？

小高：他是我弟弟。

王朋：这个女孩子是你妹妹吗？

小高：不是，她是李先生的⁽²⁾女儿。

王朋：李先生有^(G3)儿子吗？

小高：他没有儿子。



The picture on the wall in Little Gao's room.

Notes

- ▲1▲ A familiar and affectionate way of addressing a young person is to add 小 (xiǎo, little; small) to the surname, e.g., 小王 (Xiǎo Wáng, Little Wang), 小李 (Xiǎo Lǐ, Little Li), 小高 (Xiǎo Gāo, Little Gao), etc. Similarly, to address an older peer, 老 (lǎo, old) can be used with the surname, e.g., 老王 (Lǎo Wáng, Old Wang), 老李 (Lǎo Lǐ, Old Li), 老高 (Lǎo Gāo, Old Gao), etc. However, such terms are rarely used to address a relative or a superior.
- ▲2▲ The particle 的 (de), as an indicator of a possessive relationship, always follows the “possessor” and precedes the “possessed.” To that extent, it is equivalent to the “apostrophe + s” structure in English.

Chinese Kinship Terms

Chinese kinship terms are not only gender-specific but also seniority rank-specific, which makes them more precise than their Western counterparts in defining the relationship. If you are interested in learning more about Chinese kinship terms, see the chart in Lesson 22 in Integrated Chinese Level 1, Part 2.

The Chinese School System

In China and Taiwan the school system is similar to that in the United States. A typical education consists of six years of elementary school (小学, xiǎoxué, grades 1–6), six years of middle school (中学, zhōngxué, grades 7–12), and four years of university (大学, dàxué) or college (学院, xuéyuàn). Middle school is further divided into junior high (初中, chūzhōng, grades 7–9) and senior high (高中, gāozhōng, grades 10–12). Many students also attend kindergarten before they enter the grade school, and some of them continue on to graduate school after college. Now that you have learned that a college student is called 大学生 (dàxuéshēng) in Chinese, can you guess the words for elementary school students, junior high school students, and senior high students?

Dialogue II: Asking about Someone's Family



VOCABULARY

1.	家	jiā	n	family; home
2.	几	jǐ-	qw	how many
3.	哥哥	gēge	n	older brother
4.	两	liǎng	nu	two; a couple of
5.	姐姐	jiějie	n	older sister
6.	和	hé	conj	and
7.	做	zuò	v	to do
8.	英文	Yīngwén	n	the English language
9.	# 律师	lǜshī	n	lawyer
10.	都	dōu	adv	both; all
11.	大学生	dàxuéshēng	n	college student
	大学	dàxué	n	university; college
12.	# 医生	yīshēng	n	doctor; physician

Proper Nouns

13. 小张	Xiǎo Zhāng	Little Zhang
张	zhāng	(a surname); (a measure word for flat objects)



DIALOGUE II

- Lǐ Yǒu: Xiǎo Zhāng, nǐ jiā⁽¹⁾ yǒu^(G4) jǐge⁽²⁾ rén?
- Xiǎo Zhāng: Wǒ jiā yǒu liù ge rén. Wǒ bàba⁽³⁾, wǒ māma, yí⁽⁴⁾ ge^(G1) gēge, liǎng^(G5) ge jiějie hé⁽⁵⁾ wǒ⁽⁶⁾. Lǐ Xiǎojie, nǐ jiā yǒu jǐ ge rén?
- Lǐ Yǒu: Wǒ jiā yǒu wǔ ge rén: bàba, māma, liǎng ge mèimei hé wǒ. Nǐ bàba māma shì zuò shénme de⁽⁷⁾?
- Xiǎo Zhāng: Wǒ māma shì Yīngwén lǎoshī, bàba shì lǜshī, gēge, jiějie dōu^(G6) shì dàxuéshēng.
- Lǐ Yǒu: Wǒ māma yě shì lǎoshī, wǒ bàba shì yīshēng.

DIALOGUE II

- 李友：小张，你家⁽¹⁾有^(G4)几个⁽²⁾人？
- 小张：我家有六个人。我爸爸⁽³⁾、我妈妈、一⁽⁴⁾个^(G1)哥哥、两^(G5)个姐姐和⁽⁵⁾我⁽⁶⁾。李小姐，你家有几个人？
- 李友：我家有五个人。爸爸、妈妈、两个妹妹和我。你爸爸妈妈是做什么的⁽⁷⁾？
- 小张：我妈妈是英文老师，爸爸是律师，哥哥、姐姐都^(G6)是大学生。
- 李友：我妈妈也是老师，我爸爸是医生。

Notes

▲1▲ In Chinese, 家 (jiā) can refer to one's family as well as one's home. So, one can point to her family picture and say “我家有四个人” (Wǒ jiā yǒu sì ge rén; There are four people in my family), and one can also point to her house and say “这是我的家” (Zhè shì wǒ de jiā; This is my home).

▲2▲ For the number of people in a family, another measure word 口 (kǒu) is also used. The original tone for the measure word 个 (gè) is the falling tone. However, in actual speech it is always pronounced as a neutral tone word.

▲3▲ The possessive particle 的 (de) is usually omitted after a personal pronoun and before a kinship term. Therefore, we say “王朋的妈妈” (Wáng Péng de māma; Wang Peng's mother) with 的 (de) but “我妈妈” (wǒ māma; my mother) without 的 (de).

▲4▲ The numeral “一” (yī, one) is pronounced with the first tone “yī” when it stands alone or comes at the end of a word or sentence. Otherwise, its pronunciation changes according to the following rules: (a) “yī” before a fourth tone syllable becomes second tone. Therefore, “一个” is pronounced “yí gè” rather than “yī gè.” (b) “yī” before a syllable in any tone other than the fourth tone becomes fourth tone. The above rules also apply to the numerals “七” (qī, seven) and “八” (bā, eight). However, nowadays few people change tones when pronouncing “七” (qī, seven) and “八” (bā, eight).

▲5▲ Although considered a conjunction and translated as “and,” 和 (hé) cannot link two clauses or two sentences as “and” can in English. We say, “我爸爸是老师，我妈妈是医生” (Wǒ bàba shì lǎoshī, wǒ māma shì yīshēng). We don't say, “*我爸爸是老师，和我妈妈是医生” (*Wǒ bàba shì lǎoshī, hé wǒ māma shì yīshēng).

▲6▲ The pause mark, or “series comma,” “、” is often used to link two, three or even more parallel words or phrases, e.g., 爸爸、妈妈、两个妹妹和我 (bàba, māma, liǎng ge mèimei hé wǒ; dad, mom, two younger sisters and I). For further discussion of this punctuation mark, see Note 2 for Dialogue I in Lesson 4.

▲7▲ “X是做什么的” (X shì zuò shénme de) is often used to ask for a person's occupation, where the person is “X.”

Culture Notes

In Chinese it is customary to mention the male before the female. Therefore, we say, 爸爸、妈妈, 哥哥、姐姐, 弟弟、妹妹 (bàba, māma, gēge, jiějie, dìdi, mèimei) instead of 妈妈、爸爸, 姐姐、哥哥, 妹妹、弟弟 (māma, bàba, jiějie, gēge, mèimei, dìdi), etc.



Whose family is this?

Grammar

1. Measure Words (I)

In Chinese a numeral is not usually followed immediately by a noun. Rather, a measure word is inserted between the number and the noun. There are several hundred measure words in Chinese, but you may hear only two or three dozen in everyday speech. Many nouns are associated with special measure words, which often bear a relationship to the meaning of the given noun. However, the general measure -ge can sometimes be substituted for the

special measure. The following are two measure words that we have learned in this lesson.

个 (gè): This is the single most commonly used measure word in Chinese. It is also sometimes used as a substitute for other measure words.

Examples:

- | | | | |
|-----|------|----------------|-----------|
| (1) | 一个人 | yí ge rén | a person |
| (2) | 一个学生 | yí ge xuésheng | a student |
| (3) | 一个老师 | yí ge lǎoshī | a teacher |

张 (zhāng): This measure word is associated with objects with flat surfaces.

Examples:

- | | | | |
|-----|--------------|-------------------|------------------|
| (1) | 一张照片 | yì zhāng zhàopiàn | a photo |
| (2) | 一张纸 (zhǐ) | yì zhāng zhǐ | a piece of paper |
| (3) | 一张床 (chuáng) | yì zhāng chuáng | a bed |

2. Interrogative Pronouns

Interrogative pronouns include 谁 (shéi, who), 什么 (shénme, what), 哪 (nǎ/něi, which) [see L.6], 哪儿 (nǎr, where) [see L.5], 几 (jǐ-, how many), etc. In a question with an interrogative pronoun, the word order is exactly the same as that in a non-interrogative statement. Therefore, when learning to compose a question in Chinese, we can start with a statement and then replace the part of the statement that is in question with the appropriate interrogative pronoun.

For example:

- (1) 她是李友。
Tā shì Lǐ Yǒu.
(She is Li You.)

One can replace 她 (tā) with 谁 (shéi):

- (2) 谁是李友?
Shéi shì Lǐ Yǒu?
(Who is Li You?)

Here 谁 (shéi) appears in the predicate of the sentence and occupies the same position as 她 (tā) in the corresponding statement. Or one can replace 李友 (Lǐ Yǒu) with 她 (tā):

(3) 她是谁?

Tā shì shéi?

(Who is she?)

谁 (shéi) functions as the object of the sentence and occupies the same position as 李友 (Lǐ Yǒu).

Other examples:

(4) A: 我妈妈是医生。

Wǒ māma shì yīshēng.

(My mother is a doctor.)

B: 你妈妈是做什么的?

Nǐ māma shì zuò shénme de?

(What does your mother do?)

Examples with the verb 有 (yǒu).

(5) A: 王朋有妹妹。

Wáng Péng yǒu mèimei.

(Wang Peng has a younger sister.)

B: 谁有妹妹?

Shéi yǒu mèimei?

(Who has any younger sisters?)

(6) A: 我有三个姐姐。

Wǒ yǒu sān ge jiějie.

(I have three older sisters.)

B: 你有几个姐姐?

Nǐ yǒu jǐ ge jiějie?

(How many older sisters do you have?)



Can you name the family members in Chinese?

3. 有 (yǒu) in the Sense of “to Have” or “to Possess”

有 (yǒu) is always negated with 没 (méi).

Examples:

(1) A: 王先生有一个弟弟。

Wáng Xiānsheng yǒu yí ge dìdi.

(Mr. Wang has a younger brother.)

B: 王先生没有弟弟。

Wáng Xiānsheng méiyǒu dìdi.

(Mr. Wang doesn't have any younger brothers.)

(2) A: 我有两张照片。

Wǒ yǒu liǎng zhāng zhàopiàn.

(I have two photos.)

B: 我没有照片。

Wǒ méiyǒu zhàopiàn.

(I don't have any photos.)

4. 有 (yǒu) in the Sense of “to Exist”

Examples:

(1) 我家有五个人。

Wǒ jiā yǒu wǔ ge rén.

(There are five people in my family.)

(2) 小张家有两个大学生。

Xiǎo Zhāng jiā yǒu liǎng ge dàxuéshēng.

(There are two college students in Little Zhang's family.)

5. The Usage of 二 (èr) and 两 (liǎng)

二 (èr) and 两 (liǎng) both mean “two,” but they differ in usage. 两 (liǎng) is used in front of common measure words to express a quantity, e.g., 两个人 (liǎng ge rén, two persons). In counting, one uses “二” (èr): “一，二，三，四……” (yī, èr, sān, sì; one, two, three, four...). “二” (èr) is also used in compound numerals, e.g., 二十二 (èrshí'èr, twenty-two) and 一百二十五 (yībǎi èrshíwǔ, 125).

Cases involving quadruple digit numbers will be introduced later.

6. 都 (dōu, both; all)

The word 都 (dōu) indicates inclusiveness. As it always occurs in front of a verb, it is classified as an adverb. However, because it refers to something that has been mentioned earlier in the sentence, or in a preceding sentence, it also has a pronoun-like flavor and it must be used at the end of an enumeration.

Examples:

(1) 王朋、高生和李友都是律师。

Wáng Péng, Gāo Shēng hé Lǐ Yǒu dōu shì lǜshī.

(Wang Peng, Gao Sheng and Li You are all lawyers.)

(lit. Wang Peng, Gao Sheng and Li You *all are* lawyers.)

[都 (dōu) refers back to Wang Peng, Gao Sheng and Li You and therefore appears *after* they are mentioned.]

(2) 王朋和李友都不是老师。

Wáng Péng hé Lǐ Yǒu dōu bú shì lǎoshī.

(Neither Wang Peng nor Li You is a teacher.)

(3) 王朋和李友都有弟弟。

Wáng Péng hé Lǐ Yǒu dōu yǒu dìdì.

(Both Wang Peng and Li You have younger brothers.)

(lit. Wang Peng and Li You both have younger brothers.)

(4) 高生和张中都没有妹妹。

Gāo Shēng hé Zhāng Zhōng dōu méi yǒu mèimei.

(Neither Gao Sheng nor Zhang Zhong has younger sisters.)

Note: 没 (méi) is always used to negate 有 (yǒu). However, to say “not all of...have,” we say in Chinese “不都有” (bù dōu yǒu) rather than “*没都有” (méi dōu yǒu). Whether the negation word precedes or follows the word 都 (dōu) makes the difference between partial negation and complete negation.

Compare:

A. 他们不都是中国人。

(Tāmen bù dōu shì Zhōngguó rén.)

(Not all of them are Chinese.)

B. 他们都不是中国人。

(Tāmen dōu bú shì Zhōngguó rén.)

(None of them are Chinese.)

C. 他们不都有弟弟。

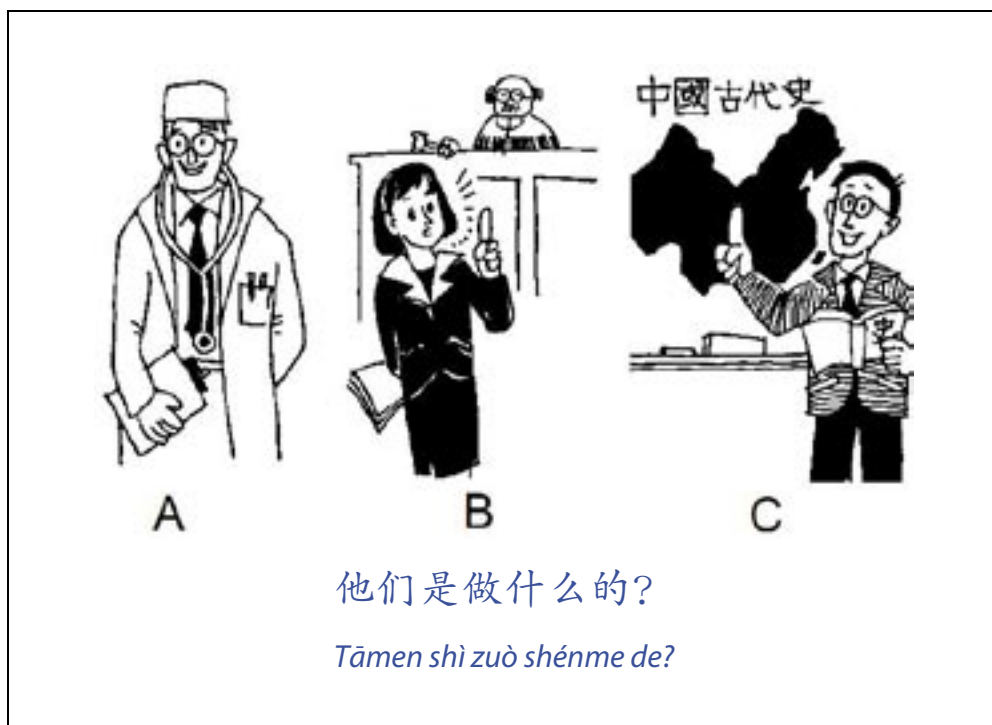
(Tāmen bù dōu yǒu dìdì.)

(Not all of them have younger brothers.)

D. 他们都没有弟弟。

(Tāmen dōu méi yǒu dìdì.)

(None of them have younger brothers.)



PATTERN DRILLS

A. 有 (yǒu, to have) with Measure Words

1.	Wǒ	<u>yǒu</u>	yí	<u>ge</u>	gēge.
2.	Tā		liǎng		jiějie.
3.	Xiǎo Wáng		sān		mèimei.
4.	Xiǎo Lǐ		yí		dìdi.
5.	Xiǎo Zhāng		liǎng		Zhōngguó lǎoshī.
6.	Gāo Lǎoshī		sān		érzi.
7.	Wǒ		liù	<u>zhāng</u>	zhàopiàn.

1.	我	<u>有</u>	一	<u>个</u>	哥哥。
2.	他		两		姐姐。
3.	小王		三		妹妹。
4.	小李		一		弟弟。
5.	小张		两		中国老师。

6. 高老师 三 儿子。
7. 我 六 张 照片。

B. 没有 (méiyǒu, have not)

1.	<u>Lǎo Wáng yǒu</u>	gēge,	<u>méiyǒu</u>	dìdi.
2.		jiějie,		mèimei.
3.		Zhōngguó péngyǒu,		Měiguó péngyǒu.
4.	<u>Xiǎo Lǐ yǒu</u>	gēge,		jiějie.
5.		dìdi,		mèimei.
6.	<u>Wáng Xiánsheng yǒu</u>	mèimei,		jiějie.
7.		jiějie,		dìdi.
8.		nǚ'ér,		érzi.

1. 老王有 哥哥, 没有 弟弟。
2. 姐姐, 妹妹。
3. 中国朋友, 美国朋友。
4. 小李有 哥哥, 姐姐。
5. 弟弟, 妹妹。
6. 王先生有 妹妹, 姐姐。
7. 姐姐, 弟弟。
8. 女儿, 儿子。

C. 有 (yǒu, there is/are)

1.	Wǒ jiā	<u>yǒu</u>	liù	<u>ge rén.</u>
2.	Xiǎo Lǐ jiā		sān	
3.	Zhāng Lǎoshī jiā		liǎng	
4.	Wáng Xiānsheng jiā		sì	



How many children do they have?

- | | | |
|----|-----------------|----|
| 5. | Gāo Xiǎojie jiā | bā |
| 6. | Xiǎo Zhāng jiā | wǔ |

- | | | | | |
|----|------|----------|---|------------|
| 1. | 我家 | <u>有</u> | 六 | <u>个人。</u> |
| 2. | 小李家 | | 三 | |
| 3. | 张老师家 | | 两 | |
| 4. | 王先生家 | | 四 | |
| 5. | 高小姐家 | | 八 | |
| 6. | 小张家 | | 五 | |

D. Interrogative Pronouns 谁 (shéi, who); 几个 (jǐge, how many);
什么 (shénme, what)

Formulate a question for each of the sentences below using the appropriate interrogative pronoun.

Example: A: Zhè shì shéi?

B: Zhè shì wǒ bàba.

A: 这是谁?

B: 这是我爸爸。



Can you describe this photo in Chinese?

1. A: _____ ? B: Nà shì wǒ jiějie.
2. A: _____ ? B: Xiǎo Zhāng jiā yǒu liù ge rén.
3. A: _____ ? B: Xiǎo Gāo yǒu sān ge jiějie.
4. A: _____ ? B: Wǒ bàba shì lǜshī.
5. A: _____ ? B: Wǒ yǒu liǎng ge Zhōngguó lǎoshī.
6. A: _____ ? B: Tā gēge shì yīshēng.
7. A: _____ ? B: Tā jiào Zhāng Yǒuzhōng.

1. A: _____ ? B: 那是我姐姐。
2. A: _____ ? B: 小张家有六个人。
3. A: _____ ? B: 小高有三个姐姐。
4. A: _____ ? B: 我爸爸是律师。
5. A: _____ ? B: 我有两个中国老师。

6. A: _____ ? B: 他哥哥是医生。
7. A: _____ ? B: 他叫张有中。

E. 都 (dōu, both, all)

Rephrase the sentences with 都.

Example: Wǒ bàba shì yīshēng, tā bàba yě shì yīshēng.

→ Wǒ bàba hé tā bàba dōu shì yīshēng.

我爸爸是医生，他爸爸也是医生。

→ 我爸爸和他爸爸都是医生。

1. Wǒ gēge shì lǜshī, wǒ jiějie yě shì lǜshī. →
2. Wáng Péng shì xuésheng, Lǐ Yǒu yě shì xuésheng. →
3. Wǒ bàba shì lǎoshī, tā bàba yě shì lǎoshī. →
4. Wǒ jiā yǒu sān ge rén, Xiǎo Zhāng jiā yě yǒu sān ge rén. →
5. Wǒ yǒu liǎng ge dìdi, tā yě yǒu liǎng ge dìdi. →
6. Zhège xuésheng shì Zhōngguó rén, nàge xuésheng yě shì Zhōngguó rén. →
7. Zhè zhāng zhàopiàn shì nǐ de, nà zhāng zhàopiàn yě shì nǐ de. →
8. Wǒ māma xìng Gāo, tā māma yě xìng Gāo. →

1. 我哥哥是律师，我姐姐也是律师。 →
2. 王朋是学生，李友也是学生。 →
3. 我爸爸是老师，他爸爸也是老师。 →
4. 我家有三个人，小张家也有三个人。 →

5. 我有两个弟弟，他也有两个弟弟。→
6. 这个学生是中国人，那个学生也是中国人。→
7. 这张照片是你的，那张照片也是你的。→
8. 我妈妈姓高，他妈妈也姓高。→

F. 都 (dōu, all, both) with 不 (bù, not) or 没有 (méiyǒu, have not)

Rephrase the sentences with 都 plus 不 or 没有.

Examples: Wáng Zhōng shì lǎoshī. Lǐ Shēng shì lǎoshī. Gāo Péng shì yīshēng. (lǚshī)

→ Wáng Zhōng, Lǐ Shēng, Gāo Péng dōu bú shì lǚshī.

Xiǎo Zhāng méiyǒu gēge. Xiǎo Lǐ méiyǒu gēge. Xiǎo Wáng yě méiyǒu gēge.

→ Xiǎo Zhāng, Xiǎo Lǐ, Xiǎo Wáng dōu méiyǒu gēge.

王中是老师。李生是老师。高朋是医生。

(律师)

→王中、李生、高朋都不是律师。

小张没有哥哥。小李没有哥哥。小王也没有哥哥。

→小张、小李、小王都没有哥哥。

1. Wǒ bàba shì lǎoshī. Wǒ jiějie shì lǚshī. Wǒ gēge shì yīshēng. (xuésheng)
2. Xiǎo Wáng méiyǒu mèimei. Xiǎo Lǐ méiyǒu mèimei. Xiǎo Zhāng yě méiyǒu mèimei. (mèimei)
3. Wáng Zhōng shì Měiguórén. Lǐ Yǒu shì Měiguórén. Gāo Guì yě shì Měiguórén. (Zhōngguórén)
4. Lǐ Zhōng shì lǎoshī. Wáng Péng bú shì lǎoshī. Gāo Yǒu yě bú shì lǎoshī. (lǎoshī)
5. Wáng Péng méiyǒu zhàopiàn. Lǐ Zhōng méiyǒu zhàopiàn. Gāo Yǒu yě méiyǒu zhàopiàn. (zhàopiàn)
6. Wǒ māma xìng Wáng. Nǐ māma xìng Gāo. Tā bàba xìng Zhāng. (Lǐ)

1. 我爸爸是老师，我姐姐是律师，我哥哥是医生。(学生)
2. 小王没有妹妹，小李没有妹妹，小张也没有妹妹。(妹妹)

3. 王中是美国人，李友是美国人，高贵也是美国人。（中国人）
4. 李中是老师，王朋不是老师，高友也不是老师。（老师）
5. 王朋没有照片，李中没有照片，高友也没有照片。（照片）
6. 我妈妈姓王，你妈妈姓高，她爸爸姓张。（李）

PRONUNCIATION EXERCISES

A. Initials

- | | | | | |
|--------------|-----|------|-------|--------|
| 1. zh | zhè | zhǎo | zhāng | zhuāng |
| ch | chè | chǎo | chàng | chuáng |
| sh | shè | shǎo | shāng | shuāng |
| 2. d | dà | duō | duì | dōu |
| t | tà | tuō | tuì | tōu |
| 3. r | rén | rào | rì | rè |

B. The Final “e”

- | | | | |
|----|----|-----|-----|
| gē | dé | zhè | hē |
| kē | tè | chē | shé |
| zé | cè | sè | rè |

C. Tones

- | | | | |
|------------|------------|----------|---------|
| chénggōng | chángcháng | rénkǒu | xuéxiào |
| Chángjiāng | Chángchéng | míngxiǎn | chídào |

D. The Neutral Tone

- | | | | |
|-------|---------|--------|--------|
| māma | shéi de | jiějie | mèimei |
| tā de | fángzi | nǐ de | dìdi |

English Texts

DIALOGUE I

(Wang Peng is in Little Gao's room pointing to a picture on the wall.)

Wang Peng: Little Gao, is that picture yours?

(They both walk toward the picture and then stand in front of it.)

Little Gao: Yes. This is my dad. This is my mom.

Wang Peng: Who is this boy?

Little Gao: This is my younger brother.

Wang Peng: Is this girl your younger sister?

Little Gao: No, she's Mr. Li's daughter.

Wang Peng: Does Mr. Li have any sons?

Little Gao: He has no sons.

DIALOGUE II

Li You: Little Zhang, how many people are there in your family?

Little Zhang: There are six people in my family: my dad, my mom, an older brother, two older sisters and I. How many people are there in your family, Miss Li?

Li You: There are five people in my family: my dad, my mom, my two younger sisters and I. What do your dad and mom do?

Little Zhang: My mom is an English teacher. My dad is a lawyer. My older brother and sisters are all college students.

Li You: My mom is also a teacher. My dad is a doctor.

LESSON 3 ▲ Dates and Time

第三课 ▲ 时间

Dì sān kè ▲ Shíjiān



**Dialogue I: Taking Someone Out to Eat
on His/Her Birthday**



VOCABULARY

- | | | | |
|--------|----------|----|--------------------------------------|
| 1. 九月 | jiǔyuè | n | September |
| 月 | yuè | n | month |
| 2. 十二 | shí'èr | nu | twelve |
| 3. #号 | hào | m | number in a series; day of the month |
| 4. 星期四 | xīngqīsi | n | Thursday |

	星期	xīngqī	n	week
5.	天	tiān	n	day
6.	生日	shēngrì	n	birthday
	生	shēng	v	to give birth to; to be born
	日	rì	n	day; the sun
7.	今年	jīnnián	t	this year
	年	nián	n	year
8.	多大	duō dà	ce	how old
	多	duō	adv	how many/much; to what extent
	大	dà	adj	big; old
9.	十八	shíbā	nu	eighteen
10.	#岁	sui	n	year (of age)
11.	请	qǐng	v	to treat (somebody); to invite [see also L.1]
12.	吃	chī	v	to eat
13.	晚饭	wǎnfàn	n	dinner; supper
	晚	wǎn	adj	evening; night; late
	饭	fàn	n	meal; (cooked) rice
14.	吃饭	chī fàn	vo	to eat (a meal)
15.	怎么样	zěnmeyàng	qpr	Is it O.K.? What is it like? How does that sound?
16.	太...(了)	tài...(le)		too; extremely
17.	#谢谢	xièxie	ce	thank you
18.	喜欢	xǐhuan	v	to like, like to; to prefer, prefer to
19.	还是	háishi	conj	or

20.	可是	kěshì	conj	but
21.	好	hǎo	adj	good; O.K.
22.	我们	wǒmen	pr	we
23.	点钟	-diǎnzhōng	m	o'clock
	点	diǎn	m	o'clock (lit. point, thus "points on the clock")
	钟	zhōng	n	clock
24.	半	bàn	nu	half; half an hour
25.	晚上	wǎnshang	t/n	evening; night
26.	见	jiàn	v	to see
27.	再见	zàijiàn	ce	goodbye; see you again
	再	zài	adv	again

Proper Noun

28.	小白	Xiǎo Bái	pn	Little Bai
	白	bái	adj	white; (a surname)



DIALOGUE I

(Little Gao is talking to Little Bai.)

- Xiǎo Gāo: Xiǎo Bái, jiǔyuè shí'èr⁽¹⁾ (G1) hào^(G2.3) shì xīngqījī^(G2.1)?
- Xiǎo Bái: Shì xīngqīsì.
- Xiǎo Gāo: Nà tiān shì wǒ de^(G3) shēng rì.
- Xiǎo Bái: Shì ma? Nǐ jīnnián duō dà⁽²⁾?
- Xiǎo Gāo: Shíbā suì⁽³⁾.
- Xiǎo Bái: Xīngqīsì wǒ qǐng nǐ chī wǎnfàn^(G4), zěnmeyàng?
- Xiǎo Gāo: Tài hǎo le. Xièxie, xièxie⁽⁴⁾.
- Xiǎo Bái: Nǐ xǐhuan chī Zhōngguó fàn háishì^(G5) Měiguó fàn?
- Xiǎo Gāo: Wǒ shì Zhōngguó rén, kěshì wǒ xǐhuan chī Měiguó fàn.
- Xiǎo Bái: Hǎo, wǒmen chī Měiguó fàn.

Xiǎo Gāo: Xīngqīsì jǐ diǎnzhōng?
Xiǎo Bái: Qīdiǎn bàn^(G2.6) zěnmeyàng?
Xiǎo Gāo: Hǎo, xīngqīsì wǎnshang jiàn.
Xiǎo Bái: Zàijiàn.

DIALOGUE I

(Little Gao is talking to Little Bai.)

小高：小白，九月十二^{(1)(G1)}号^(G2.3)是星期
几^(G2.1)？

小白：是星期四。

小高：那天是我的的^(G3)生日。

小白：是吗？你今年多大⁽²⁾？

小高：十八岁⁽³⁾。

小白：星期四我请你吃晚饭^(G4)，怎么样？

小高：太好了。谢谢，谢谢⁽⁴⁾。

小白：你喜欢吃中国饭还是^(G5)美国饭？

小高：我是中国人，可是我喜欢吃美国饭。

小白：好，我们吃美国饭。

小高：星期四几点钟？

小白：七点半^(G2.6)怎么样？

小高：好，星期四晚上见。

小白：再见！

九 月						
日	一	二	三	四	五	六
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Circle Little Gao's birthday.

Notes

▲1▲ Chinese time expressions proceed from the largest to the smallest unit, e.g., 二零零三年九月十二日晚上七点 (èr-líng-líng-sān nián jiǔyuè shí'èr rì wǎnshàng qīdiǎn; literally, the year 2003, the ninth month, the twelfth day, the evening, seven o'clock).

▲2▲ To find out someone's age, we ask, 你今年多大? (Nǐ jīnnián duō dà?). If the person is a child who appears to be under ten, we change the question to 你今年几岁? (Nǐ jīnnián jǐ suì?). To find out an older person's age, it would be more polite to ask, 您多大年纪/岁数了? (Nín duō dà niánjì/suìshù le?).

▲3▲ To give one's age, it is correct to say “我十八岁” (Wǒ shíbā suì), but the word 岁 (suì, year of age) can often be dropped. If one is ten years old or younger, however, the word 岁 cannot be dropped. It is **incorrect** to say “*我十” (*Wǒ shí) or “*我八” (*Wǒ bā).

▲4▲ To show gratitude, one can say “谢谢” (xièxie), or “谢谢, 谢谢” (xiè-xie, xièxie) by repeating the word. The latter one is obviously more polite and exuberant.



Xiao Gao's birthday celebration.

Culture Notes

The traditional Chinese manner of counting age, which is still in use among many (mainly older) people on non-official occasions, is based on the number of the calendar years one has lived *in*, rather than the length of time in actual years that one has lived. For example, a child born in January 2001 can be said to be two years old in January 2002, as he or she has by then lived in two calendar years, 2001 and 2002. But for official purposes, for instance on the census, the child would still be considered as one year old, as that is the actual length of time he or she has lived.

Dialogue II: Inviting Someone to Dinner



VOCABULARY

1. 现在	xiànzài	t	now
2. 刻	-kè	m	quarter (hour); 15 minutes
3. 事	shì	n	matter; affair; business
4. 明天	míngtiān	t	tomorrow
5. 忙	máng	adj	busy
6. 今天	jīntiān	t	today
7. 很	hěn	adv	very
8. 为什么	wèishénme	qpr	why
为	wèi	prep	for
9. 因为	yīnwei	conj	because
10. 还有	hái yǒu		also there are
还	hái	adv	also; too; as well
11. 同学	tóngxué	n	classmate
12. 认识	rènshi	v	to know (someone); to recognize

Proper Noun

13. 小李	Xiǎo Lǐ	pn	Little Li
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Culture Notes

The traditional Chinese equivalent of the birthday cake is noodles. Because noodles are long, they are considered a symbol of longevity. That is why they are called 长寿面 (chángshòu miàn, longevity noodles). Among the younger generations in urban areas birthday cakes are also becoming quite common.



DIALOGUE II

(Wang Peng and Little Bai are talking to each other.)

- Wáng Péng: Xiǎo Bái, xiànzài jǐ diǎnzhōng?
 Xiǎo Bái: Wǔ diǎn sān kè.
 Wáng Péng: Wǒ liù diǎn yí kè yǒu shì.
 Xiǎo Bái: Wáng Péng, nǐ míngtiān máng bu máng^(G6)?
 Wáng Péng: Wǒ jīntiān hěn máng⁽¹⁾, kěshì míngtiān bù máng. Yǒu shì ma?
 Xiǎo Bái: Míngtiān wǒ qǐng nǐ chī wǎnfàn, zěnmeyàng?
 Wáng Péng: Wèishénme qǐng wǒ chī fàn?
 Xiǎo Bái: Yīnwei míngtiān shì Xiǎo Gāo de shēng rì.
 Wáng Péng: Shì ma? Hǎo, hái yǒu^(G7) shéi?
 Xiǎo Bái: Hái yǒu wǒ de tóng xué Xiǎo Lǐ.
 Wáng Péng: Nà tài hǎo le! Wǒ yě rènshi Xiǎo Lǐ. Jǐ diǎnzhōng?
 Xiǎo Bái: Míngtiān wǎnshàng qī diǎn bàn.
 Wáng Péng: Hǎo, míngtiān qī diǎn bàn jiàn.

DIALOGUE II

(Wang Peng and Little Bai are talking to each other.)

- 王朋：小白，现在几点钟？
 小白：五点三刻。
 王朋：我六点一刻有事。
 小白：王朋，你明天忙不忙^(G6)?
 王朋：我今天很忙⁽¹⁾，可是明天不忙。有事吗？
 小白：明天我请你吃晚饭，怎么样？
 王朋：为什么请我吃饭？

小白：因为明天是小高的生日。

王朋：是吗？好。还有(G7)谁？

小白：还有我的同学小李。

王朋：那太好了，我也认识小李。几点钟？

小白：明天晚上七点半。

王朋：好，明天七点半见。

Notes

▲1▲ Although usually translated as “very,” the Chinese adverb 很 (hěn) is not quite as strong as its English equivalent. Therefore, the sentence 我很忙 (Wǒ hěn máng)—unless the word 很 (hěn) is stressed—is closer to “I am busy” than “I am *very* busy.” There is a tendency in Modern Chinese to compound a monosyllabic adjective with 很, e.g., 很好 (hěn hǎo), 很忙 (hěn máng), etc. Accordingly, we usually say “我很好” (Wǒ hěn hǎo; I am fine) instead of “我好” (Wǒ hǎo) and “她很忙” (Tā hěn máng; She is busy) instead of “她忙” (Tā máng). Also see Grammar Note 2 in Lesson 5.



SUPPLEMENTARY VOCABULARY

1.	分	fēn	m	minute
2.	差	chà	v	to be short of; to be lacking
3.	昨天	zuótiān	t	yesterday
4.	前天	qiántiān	t	the day before yesterday
5.	后天	hòutiān	t	the day after tomorrow
6.	明年	míngnián	t	next year

7.	去年	qùnián	t	last year
8.	前年	qiánnián	t	the year before last
9.	后年	hòunián	t	the year after next
10.	下(个)月		xià(ge)yuè t	next month
11.	表	biǎo	n	watch
12.	早饭	zǎofàn	n	breakfast
13.	中饭	zhōngfàn	n	lunch

Time Expressions Involving Year and Day

大前天	前天	昨天	今天	明天	后天	大后天
大前年	前年	去年	今年	明年	后年	大后年

Note that the above expressions with 天 (tiān, day) and 年 (nián, year) form two parallel series except for 昨天 (zuótiān, yesterday) and 去年 (qùnián, last year).

Time Expressions Involving Month and Week

上上个月	上个月	这个月	下个月	下下个月
上上个星期	上个星期	这个星期	下个星期	下下个星期

Note that the above expressions with 月 (yuè, month) and 星期 (xīngqī, week) form two parallel series.

Grammar

1. Numbers (0, 11–100)

0: 零 (líng, zero)

11–99: 十一 (shíyī, eleven), 十二 (shí'èr, twelve), 十三 (shísān, thirteen)...二十 (èrshí, twenty), 二十一 (èrshíyī, twenty-one), 二十二 (èrshí'èr, twenty-two), 二十三 (èrshísān, twenty-three)...三十 (sānshí, thirty), 九十一 (jiǔshíyī, ninety-one)...九十九 (jiǔshíjiǔ, ninety-nine)

100, 200, etc.: 一百 (yìbǎi, one hundred), 二百 (èrbǎi, two hundred)

2. Dates and Time

(1) Days of the week

星期一	xīngqiyī	Monday
星期二	xīngqī'èr	Tuesday
星期三	xīngqīsān	Wednesday
星期四	xīngqīsì	Thursday
星期五	xīngqiwǔ	Friday
星期六	xīngqīliù	Saturday
星期日 (天)	xīngqīrì (tiān)	Sunday

While 星期 (xīngqī, week) is commonly used in spoken Chinese, 周 (zhōu, week) is usually used in written Chinese. Monday can also be called 周一 (zhōuyī), Tuesday 周二 (zhōu'èr), etc. Weekend is 周末 (zhōumò) in both spoken and written Chinese, and in written Chinese 周日 (zhōurì) is sometimes used to refer to Sunday. In China the week starts on Monday. The question 星期几? (xīngqījǐ?) is used to ask the day of the week. To answer this question, simply replace the word 几 (jǐ, what, how many) with the number indicating the day of the week, such as 星期四 (xīngqīsì, Thursday), meaning the fourth day of the week. In spoken Chinese the expression 礼拜 (lǐbài, week) is also used. Therefore, 礼拜四 (lǐbàisì) also means Thursday. Both 星期日 (xīngqīrì) and 星期天 (xīngqītiān) mean Sunday. 星期日 (xīngqīrì)

is used more in written Chinese whereas 星期天 (xīngqītiān) is used more in spoken Chinese.

(2) Months

一月	yīyuè	January
二月	èryuè	February
三月	sānyuè	March
四月	sìyuè	April
五月	wǔyuè	May
六月	liùyuè	June
七月	qīyuè	July
八月	bāyuè	August
九月	jiǔyuè	September
十月	shíyuè	October
十一月	shíyīyuè	November
十二月	shíèryuè	December

(3) Days of the month

In spoken Chinese 号 (hào, number) is used to refer to the days of the month. However, in written Chinese 日 (rì, day) is always used.

Examples:

二月五号 èryuè wǔ hào February 5 (spoken)

二月五日 èryuè wǔ rì February 5 (written)

(4) Year

年 (nián, year) is always included with numbers referring to a year.

Examples:

一七七六年 yī-qī-qī-liù nián 1776

一九九五年 yī-jiǔ-jiǔ-wǔ nián 1995

Note: Unlike in English, where the two years given above are read “seventeen seventy-six” and “nineteen ninety-five” respectively, years in Chinese are pronounced one digit at a time.

(5) *Word Order for Dates*

To give a date in Chinese, observe the following order (progression from larger to smaller unit):

year month day day of the week

年 月 日 星期

nián yuè rì xīngqī

Example:

一九九五年七月二十六日星期三

(Wednesday, July 26, 1995)

yī jiǔ jiǔ wǔ nián qī yuè èrshí liù rì xīngqī sān

(6) *Telling Time*

These terms are used to tell time in Chinese: 点钟 (diǎnzhōng, o'clock), 半 (bàn, half hour), 刻 (kè, quarter hour), and 分 (fēn, minute).

Examples:

a. *o'clock:*

三点钟 sān diǎnzhōng three o'clock

十一点 shíyī diǎn eleven o'clock

七、八点钟 qī, bā diǎnzhōng seven or eight o'clock

Note that 钟 (zhōng) can be omitted from 点钟 (diǎnzhōng).

b. *minute:*

一点十八(分) yī diǎn shíbā (fēn) 1:18

两点零七分 liǎng diǎn líng qī fēn 2:07

三点零五(分) sān diǎn líng wǔ (fēn) 3:05

五点二十(分) wǔ diǎn èrshí (fēn) 5:20

差十分九点 chà shí fēn jiǔ diǎn 8:50 (ten till nine)

Note: The term 零 (líng, zero) is usually added before a single-digit number of 分 (fēn, minute), e.g., 三点零五分 (sān diǎn líng wǔ fēn). 分 (fēn) can be omitted from the end of the expression if the number for the minutes appears in two syllables. Thus one can say “一点十八” (yī diǎn shíbā) and “三点零五” (sān diǎn líng wǔ), but not “*两点七” (*liǎng diǎn qī) or “*一点十” (*yī diǎn shí).

c. quarter hour:

两点一刻 liǎng diǎn yí kè 2:15 (a quarter past two)

差一刻四点 chà yí kè sì diǎn 3:45 (a quarter till four)

十一点三刻 shíyī diǎn sān kè 11:45 (a quarter till twelve)

d. half hour:

两点半 liǎng diǎn bàn 2:30 (half past two)

八点半 bā diǎn bàn 8:30 (half past eight)

十二点半 shí'èr diǎn bàn 12:30 (half past twelve)

Note that *两刻 (*liǎng kè, two quarters) is *not* used.

e. evening time:

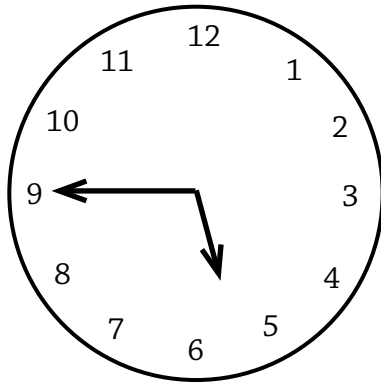
晚上七点(钟) wǎnshang qī diǎn (zhōng) 7:00 p.m.

晚上八点零五(分) wǎnshang bā diǎn líng wǔ (fēn) 8:05 p.m.

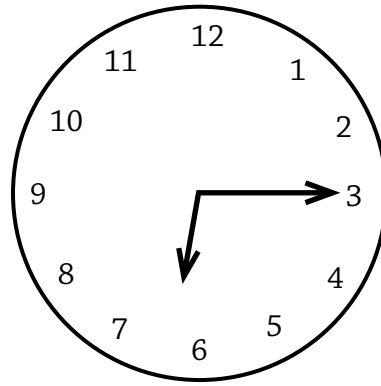
晚上九点一刻 wǎnshang jiǔ diǎn yí kè 9:15 p.m.

晚上十点半 wǎnshang shí diǎn bàn 10:30 p.m.

晚上差四分十一点 wǎnshang chà sì fēn shíyī diǎn 10:56 p.m.



A



B

Can you say the times in the pictures above in Chinese?

3. Pronouns as Modifiers and the Usage of 的 (de)

When the personal pronouns 我 (wǒ, I), 你 (nǐ, you), and 他 (tā, he) are followed by a term indicating a close personal relationship such as 妈妈 (māma, mother), 弟弟 (dìdi, younger brother), and 老师 (lǎoshī, teacher), the word 的 (de) can be omitted; e.g., 我妈妈 (wǒ māma, my mother), 你弟弟 (nǐ dìdi, your younger brother), 我们老师 (wǒmen lǎoshī, our teacher). Otherwise 的 (de) is generally required; e.g., 我的生日 (wǒ de shēngrì, my birthday).

4. Pivotal Sentences

In the sentence “我请你吃晚饭” (Wǒ qǐng nǐ chī wǎnfàn; I will treat you to dinner), 你 (nǐ, you) is the object of the verb 请 (qǐng, to treat) as well as the subject of the second verb 吃 (chī, to eat). Therefore, 你 (nǐ, you) can be considered the pivot of the sentence. That is why some people consider this sentence as a type of “pivotal sentence.”

Examples:

(1) 明天李生请你吃中国饭。

Míngtiān Lǐ Shēng qǐng nǐ chī Zhōngguófàn.

(Li Sheng is inviting you to eat Chinese food tomorrow.)

- (2) 今天晚上我请你和你妹妹吃美国饭，好吗？

Jīntiān wǎnshàng wǒ qǐng nǐ hé nǐ mèimei chī Měiguó fàn, hǎo ma?

(How about if I invite you and your younger sister to eat American food tonight?)

5. Alternative Questions

The structure (是)...还是...(shì...háishi..., ...or...) is used to form an alternative question. If there is another verb used in the predicate, the first 是 (shì) can be omitted.

- (1) 你是中国人，还是美国人？

Nǐ shì Zhōngguó rén, háishi Měiguó rén?

(Are you Chinese or American?)

- (2) 你哥哥是老师，还是学生？

Nǐ gēge shì lǎoshī, háishi xuésheng?

(Is your older brother a teacher or a student?)

- (3) (是)你请我吃饭，还是他请我吃饭？

(Shì) nǐ qǐng wǒ chīfàn, háishi tā qǐng wǒ chīfàn?

(Are you taking me to dinner, or is he?)

- (4) A: 他(是)喜欢吃中国饭，还是喜欢吃美国饭？

Tā (shì) xǐhuan chī Zhōngguó fàn, háishi xǐhuan chī Měiguó fàn?

(Does he like to eat Chinese or American food?)

- B: 中国饭美国饭他都喜欢。

Zhōngguó fàn Měiguó fàn tā dōu xǐhuan.

(He likes both Chinese food and American food.)

6. Affirmative + Negative (A-not-A) Questions (I)

Besides adding the interrogative particle 吗 (ma) to a declarative sentence, another common way of forming a question in Chinese is to repeat the verb or adjective in its affirmative and negative form.

Example:

(1) 你忙不忙?

Nǐ máng bu máng?

(Are you busy or not?)

(2) 妈妈喜欢不喜欢吃中国饭?

Māma xǐhuan bu xǐhuan chī Zhōngguó fàn?

(Does mother like to eat Chinese food or not?)

(3) 王太太今天有没有事?

Wáng Tàitai jīntiān yǒu méiyǒu shì?

(Does Mrs. Wang have anything to do today or not?)

7. 还有 (hái yǒu, also, too, in addition) + Noun

The word 还有 (hái yǒu) can signify addition. For instance,

(1) 我家有爸爸、妈妈，还有一个妹妹。

Wǒ jiā yǒu bàba, māma, hái yǒu yí ge mèimei.

(In my family there's Dad, Mom, and a younger sister.)

(2) A: 谁喜欢吃美国饭?

Shéi xǐhuan chī Měiguó fàn?

(Who likes to eat American food?)

B: 我、我弟弟，还有我姐姐。

Wǒ, wǒ dìdi, hái yǒu wǒ jiějie.

(I, my younger brother, and also my older sister.)

PATTERN DRILLS

A. Days of the week

(Provide the correct answers based on the calendar below.)

March						
Su	M	Tu	W	Th	F	Sa
12	13	14	15	16	17	18

Example: (Sānyuè shíwǔ hào)

A: Sānyuè shíwǔ hào shì xīngqī jǐ?

B: Sānyuè shíwǔ hào shì xīngqī sān.

(三月十五号)

A: 三月十五号 是星期几?

B: 三月十五号 是星期三。

1. Sānyuè shísān hào

2. Sānyuè shíliù hào

3. Sānyuè shí'èr hào

4. Sānyuè shíqī hào

5. Sānyuè shíbā hào

6. Sānyuè shísì hào

1. 三月十三号

2. 三月十六号

3. 三月十二号



几点钟？

Jǐ diǎnzhōng?

4. 三月十七号
5. 三月十八号
6. 三月十四号

B. Time

- | | | |
|-----------------|----------------------|---------------|
| 1. <u>Wǒmen</u> | wǔ diǎnzhōng | <u>jiàn</u> . |
| 2. | liù diǎn èrshí fēn | |
| 3. | jiǔ diǎn | |
| 4. | qī diǎn bàn | |
| 5. | bā diǎn shí fēn | |
| 6. | shíyī diǎn sìshí fēn | |

1. 我们 五点钟 见。
2. 六点二十分
3. 九点
4. 七点半
5. 八点十分
6. 十一点四十分



A Chinese teahouse.

C. 还是 (háishi, or)

Form 还是 questions with the information given.

- | | | |
|--------------------------------------|---------------|------------------------|
| 1. Tā shì xuésheng, | <u>háishi</u> | lǎoshī? |
| 2. Xiǎo Gāo xǐhuan chī Zhōngguó fàn, | | xǐhuan chī Měiguó fàn? |
| 3. Nǐ de lǎoshī xìng Gāo, | | xìng Zhāng? |
| 4. Nǐ jīnnián shì shíjiǔ, | | èrshí? |
| 5. Tā gēge shì yīshēng, | | lǜshī? |
| 6. Nǐ qǐng wǒ chīfàn, | | wǒ qǐng nǐ chīfàn? |

- | | | |
|--------------|-----------|---------|
| 1. 他是学生 | <u>还是</u> | 老师? |
| 2. 小高喜欢吃中国饭, | | 喜欢吃美国饭? |
| 3. 你的老师姓高, | | 姓张? |
| 4. 你今年是十九, | | 二十? |
| 5. 他哥哥是医生, | | 律师? |
| 6. 你请我吃饭, | | 我请你吃饭? |



What time was this photo taken?

D. 可是 (kěshì, but)

Rephrase the sentences with 可是.

Example: Xiǎo Gāo shì Zhōngguó rén. Xiǎo Gāo xǐhuan chī Měiguó fàn.

→ Xiǎo Gāo shì Zhōngguó rén, kěshì xǐhuan chī Měiguó fàn.

小高是中国人。小高喜欢吃美国饭。

→ 小高是中国人，可是喜欢吃美国饭。

1. Wǒ xǐhuan Zhāng Xiǎojiě. Wǒ bù xǐhuan Bái Xiǎojiě.
2. Wǒ rènshi Wáng Lǎoshī. Wǒ bú rènshi Lǐ Lǎoshī.
3. Wǒ yǒu liǎng ge gēge. Wǒ méiyǒu dìdi.
4. Gāo Lùshī jīntiān hěn máng. Gāo Lùshī míngtiān bù máng.
5. Wǒ dìdi shì lǎoshī. Wǒ shì xuésheng.
6. Wǒ qǐng tā chīfàn. Tā bù qǐng wǒ chīfàn.

1. 我喜欢张小姐。我不喜欢白小姐。
2. 我认识王老师。我不认识李老师。
3. 我有两个哥哥。我没有弟弟。

4. 高律师今天很忙。高律师明天不忙。
5. 我弟弟是老师。我是学生。
6. 我请他吃饭。他不请我吃饭。

E. Affirmative + Negative (A-not-A) Questions

Change the questions below into A-not-A questions.

Example: Nǐ shì xuésheng ma?

→ Nǐ shì bu shì xuésheng?

你是学生吗?

→ 你是不是学生?

1. Tā gēge shì yīshēng ma? →
2. Shíyuè wǔ hào shì xīngqīsi ma? →
3. Nǐ qǐng wǒ chī wǎnfàn ma? →
4. Gāo Yīshēng xǐhuan chī Měiguó fàn ma? →
5. Wǒmen jīntiān wǎnshang chī Zhōngguó fàn ma? →
6. Zhāng Lǎoshī jīntiān máng ma? →
7. Wáng Lùshī rènshì Lǐ Xiǎojie ma? →
8. Xiǎo Bái shì nǐ de tóngxué ma? →

1. 他哥哥是医生吗? →
2. 十月五号是星期四吗? →
3. 你请我吃晚饭吗? →
4. 高医生喜欢吃美国饭吗? →

5. 我们今天晚上吃中国饭吗? →
6. 张老师今天忙吗? →
7. 王律师认识李小姐吗? →
8. 小白是你的同学吗? →

F. 还有 (háiyǒu, also; in addition)

Answer the questions using 还有 and the information in parentheses.

Example: Nǐ rènshi shéi? (Wáng Péng, Xiǎo Gāo)

→ Wǒ rènshi Wáng Péng, háiyǒu Xiǎo Gāo.

你认识谁? (王朋, 小高)

→ 我认识王朋, 还有小高。

- | | |
|----------------------------------|---------------------------------------|
| 1. Nǐ qǐng shéi chīfàn? | (Zhāng Yīshēng, Lǐ Lǎoshī, Bái Lǚshī) |
| 2. Nǐ xǐhuan chī shénme fàn? | (Měiguó fàn, Zhōngguó fàn) |
| 3. Shéi qǐng nǐ chīfàn? | (Xiǎo Gāo, Xiǎo Lǐ, Xiǎo Wáng) |
| 4. Shéi xǐhuan chī Zhōngguó fàn? | (Wǒ bàba, wǒ māma, wǒ dìdi) |

1. 你请谁吃饭? (张医生、李老师、白律师)
2. 你喜欢吃什么饭? (美国饭, 中国饭)
3. 谁请你吃饭? (小高, 小李, 小王)
4. 谁喜欢吃中国饭? (我爸爸, 我妈妈, 我弟弟)

PRONUNCIATION EXERCISES

A. The Initial r

- | | | | |
|---------|--------|--------|--------|
| shēngrì | rìjì | rèqíng | rénmín |
| réngrán | ránhòu | ruìlì | ràngbù |

B. Finals

1. ie	jiè	xiě	dié	tiě
ue	jué	xué	quē	qiē
2. uo	duō	tuō	zuò	cuò
ou	dōu	tóu	zǒu	còu
3. u	dū	tū	zū	cū

C. Two-syllable Words

bàngōng	gànhuó	rìjì	xiànzài
dìqū	dìtú	dàxiě	jiǎozhà

D. The Neutral Tone

yí ge	sān ge	zhè ge	nà ge
tā de	shéi de	wǒ de	nǐ de

E. Tone Sandhi [See Sec. D.2 in the Introduction]

zhǎnlǎn	lǚguǎn	yǔsǎn	děngděng
shǒufǎ	yǔnxǔ	xuǎnjǔ	guǎngchǎng

English Texts

DIALOGUE I

(Little Gao is talking to Little Bai.)

- Little Gao: Little Bai, what day is September 12?
 Little Bai: It's a Thursday.
 Little Gao: That (day) is my birthday.
 Little Bai: Really? How old are you this year?
 Little Gao: Eighteen.
 Little Bai: I'll treat you to dinner on Thursday. How's that?
 Little Gao: That would be great. Thank you very much!
 Little Bai: Do you like Chinese food or American food?
 Little Gao: I'm Chinese, but I like American food.
 Little Bai: All right. Let's have American food.

Little Gao: Thursday at what time?
 Little Bai: How about seven thirty?
 Little Gao: All right. See you Thursday evening.
 Little Bai: See you.

DIALOGUE II

(Wang Peng and Little Bai are talking to each other.)

Wang Peng: Xiao Bai, what time is it now?
 Little Bai: A quarter to six.
 Wang Peng: I have something to do at a quarter after six.
 Little Bai: Wang Peng, are you busy tomorrow?
 Wang Peng: I'm very busy today, but I won't be tomorrow. What is it?
 Little Bai: I'd like to take you to dinner tomorrow. What do you think?
 Wang Peng: Why are you taking me to dinner?
 Little Bai: Because tomorrow is Little Gao's birthday.
 Wang Peng: Really? Great. (Are you taking) anyone else?
 Little Bai: My classmate Little Li.
 Wang Peng: That's fantastic! I know Little Li, too. At what time?
 Little Bai: Seven thirty tomorrow night.
 Wang Peng: O.K., I'll see you at seven thirty tomorrow.



Can you describe this picture in Chinese?

LESSON 4 ▲ Hobbies

第四课 ▲ 爱好

Dì sì kè ▲ Aihào



Dialogue I: Talking about Hobbies



VOCABULARY

- | | | | |
|-------|---------|----|-------------------|
| 1. 周末 | zhōumò | n | weekend |
| 2. 打球 | dǎ qiú | vo | to play ball |
| 打 | dǎ | v | to hit; to strike |
| 球 | qiú | n | ball |
| 3. 看 | kàn | v | to watch; to look |
| 4. 电视 | diànshì | n | TV |

	电	diàn	n	electricity
	视	-shì	n	vision
5.	唱歌(儿)	chàng gē(r)	vo	to sing (a song)
	唱	chàng	v	to sing
	歌	gē	n	song
6.	跳#舞	tiào wǔ	vo	to dance
	跳	tiào	v	to jump
	舞	wǔ	n	dance
7.	#听	tīng	v	to listen
8.	音乐	yīnyuè	n	music
9.	对	duì	adj	right; correct
10.	有时候	yǒu shíhou	ce	sometimes
	时候	shíhou	n	(a point in) time; moment; (a duration of) time
11.	看书	kàn shū	vo	to read books; to read
	书	shū	n	book
12.	电影	diànyǐng	n	movie
	影	yǐng	n	shadow
13.	常常	chángcháng	adv	often
14.	那	nà	conj	in that case; then
15.	去	qù	v	to go
16.	外国	wàiguó	n	foreign country
17.	请客	qǐng kè	vo	to invite someone to dinner; to be the host
18.	昨天	zuótiān	t	yesterday
19.	所以	suǒyǐ	conj	so



DIALOGUE I

(Little Bai is talking to Little Gao.)

- Xiǎo Bái: Xiǎo Gāo, nǐ zhōumò⁽¹⁾ xǐhuan zuò shénme^(G1)?
- Xiǎo Gāo: Wǒ xǐhuan dǎ qiú, kàn diànshì⁽²⁾. Nǐ ne?
- Xiǎo Bái: Wǒ xǐhuan chàng gē, tiào wǔ, hái xǐhuan tīng yīnyuè.
- Xiǎo Gāo: Nǐ yě xǐhuan kàn shū, duì bu duì?
- Xiǎo Bái: Duì, yǒu shíhou yě xǐhuan kàn shū.
- Xiǎo Gāo: Nǐ xǐhuan bu xǐhuan^(G2) kàn diànyǐng?
- Xiǎo Bái: Xǐhuan. Wǒ zhōumò chángcháng kàn diànyǐng.
- Xiǎo Gāo: Nà^(G3) wǒmen jīntiān wǎnshàng qù kàn^(G4) yí ge wàiguó diànyǐng, zěnmeyàng?
- Xiǎo Bái: Hǎo. Jīntiān wǒ qǐngkè.
- Xiǎo Gāo: Wèishénme nǐ qǐngkè?
- Xiǎo Bái: Yīnwei zuótiān nǐ qǐng wǒ chīfàn, suǒyǐ jīntiān wǒ qǐng nǐ kàn diànyǐng.

DIALOGUE I

(Little Bai is talking to Little Gao.)

- 小白：小高，你周末⁽¹⁾ 喜欢做什么^(G1)？
- 小高：我喜欢打球、看电视⁽²⁾。你呢？
- 小白：我喜欢唱歌、跳舞，还喜欢听音乐。
- 小高：你也喜欢看书，对不对？
- 小白：对，有时候也喜欢看书。
- 小高：你 喜欢不喜欢^(G2) 看电影？
- 小白：喜欢。我周末常常看电影。
- 小高：那^(G3) 我们今天晚上 去看^(G4) 一个外国电影，怎么样？

小白：好。今天我请客。

小高：为什么你请客？

小白：因为昨天你请我吃饭，所以今天我
请你看电影。



Name the hobby depicted in each of the pictures above.

Notes

▲1▲ The concept of 周末 (zhōumò) has not always been exactly the same in China and Taiwan as it is in the United States. Until the mid-90s, office workers in China and Taiwan had to work on Saturdays and students had to go to class on Saturday mornings.

▲2▲ The series comma (、) is very useful in Chinese. When three or more nouns or pronouns occur in a series, this punctuation mark is used to sepa-



Karaoke.

rate them, while the conjunction 和 (hé) connects the last two items in the series, e.g., 我、你和她 (wǒ, nǐ hé tā; you, she and I); 中国、美国、英国和法国 (Zhōngguó, Měiguó, Yīngguó hé Fǎguó; China, the United States, England and France). The series comma can also be used between two or more verbs, as for example in 我喜欢唱歌、跳舞 (Wǒ xǐhuan chàng gē, tiào wǔ; I like singing and dancing).

Dialogue II: Inviting Someone to Play Ball



VOCABULARY

- | | | | | |
|----|----|---------|-----|------------------------------|
| 1. | 好久 | hǎo jiǔ | ce | a long time |
| | 久 | jiǔ | adj | a long time; for a long time |
| 2. | 不错 | búcuò | adj | not bad; pretty good |
| | 错 | cuò | adj | wrong |
| 3. | 想 | xiǎng | av | to want to; to think |



Can you name this sport in Chinese?

4.	觉得*	juéde	v	to feel/think that...
5.	有意思	yǒuyìsi	adj	interesting
	意思	yìsi	n	meaning
6.	只	zhǐ	adv	only
7.	睡#觉*	shuì jiào	vo	to sleep
	睡	shuì	v	to sleep
8.	算了	suàn le	ce	Forget it. Never mind.
9.	找	zhǎo	v	to look for
10.	别人	biérén	n	others; other people; another person
	别 (的)	bié (de)	adv	other

*Note that the character 觉 is pronounced in two different ways and has two different meanings: jué “to feel,” and jiào “to sleep.”

Culture Notes

The Chinese are known for their hospitality, which often finds its strongest expression in connection with meals. After a meal at a restaurant Chinese people often compete with



今天谁请客?

Jīntiān shéi qǐngkè?

their friends or relatives to pay the bill, with everyone insisting that it's their treat today: “今天我请客” (Jīntiān wǒ qǐngkè). For further discussion of Chinese food culture, see Culture Notes in Dialogue I of Lesson 12, in Level 1 Part 2.



DIALOGUE II

(Wang Peng is talking to Little Zhang.)

Wáng Péng: Xiǎo Zhāng, hǎo jiǔ bú jiàn⁽¹⁾, nǐ hǎo ma?

Xiǎo Zhāng: Wǒ hěn hǎo. Nǐ zěnmeyàng?

Wáng Péng: Wǒ yě búcuò. Zhège zhōumò nǐ xiǎng^(G5) zuò shénme?
Xiǎng bu xiǎng qù dǎ qiú?

Xiǎo Zhāng: Dǎ qiú? Wǒ bù xǐhuan dǎ qiú.

Wáng Péng: Nà wǒmen qù kàn diànyǐng, hǎo ma^(G6)?

Xiǎo Zhāng: Kàn diànyǐng? Wǒ juéde kàn diànyǐng yě méiyǒu yìsi⁽²⁾.

Wáng Péng: Nà nǐ xǐhuan zuò shénme?

Xiǎo Zhāng: Wǒ zhǐ xǐhuan chī fàn, shuì jiào.

Wáng Péng: Nà suàn le^(F). Wǒ qù zhǎo biérén.

DIALOGUE II

(Wang Peng is talking to Little Zhang.)

王朋：小张，好久不见⁽¹⁾，你好吗？

小张：我很好。你怎么样？

王朋：我也不错。这个周末你想^(G5)做什么？想不想去打球？

小张：打球？我不喜欢打球。

王朋：那我们去看电影，好吗^(G6)？

小张：看电影？我觉得看电影也没有意思⁽²⁾。

王朋：那你喜欢做什么？

小张：我只喜欢吃饭、睡觉。

王朋：那算了^(F)。我去找别人。

Note: The ^(F) sign indicates an idiomatic expression of which more examples are given below, in “Functional Expressions.”

FUNCTIONAL EXPRESSIONS

算了 (suàn le; forget it, never mind)

1. A: 明天我们去打球，怎么样？

(We'll go to play ball tomorrow, how does that sound?)

Míngtiān wǒmen qù dǎ qiú, zěnmeyàng?

- B: 明天我很忙。(I'll be busy tomorrow.)

Míngtiān wǒ hěn máng.



A traditional dance of the Uighur people from Xinjiang Province.

A: 那算了。(Oh, then never mind.)

Nà suàn le.

2. A: 你今年多大了? (How old are you this year?)

Nǐ jīnnián duō dà le?

B: 你为什么问我多大了?

(Why do you ask how old I am?)

Nǐ wèishénme wèn wǒ duō dà le?

A: 算了, 我不问了。(Forget it. I'll ask no more.)

Suàn le, wǒ bú wèn le.

Notes

▲1▲ To English speakers, 好久不见 (hǎo jiǔ bú jiàn) may be vaguely reminiscent of the pidgin English expression, “Long time no see,” which is said to have had its origin in a word-for-word translation of the Chinese greeting.

▲2▲ The position of negatives in Chinese is not always the same as their counterparts in English. An English speaker would say: “I *don't* think going to the movies is interesting,” but Chinese uses the more logical order of negation, as in “我觉得看电影没有意思” (Wǒ juéde kàn diànyǐng méiyǒu yìsi), which literally means, “I think going to the movies is *not* interesting.”



SUPPLEMENTARY VOCABULARY

1.	对了	duì le	ce	That's right!
2.	篮球	lánqiú	n	basketball
3.	网球	wǎngqiú	n	tennis
4.	橄榄球	gǎnlǎnqiú	n	American style football (used in Taiwan)
	橄榄	gǎnlǎn	n	olive
5.	美式足球	Měishì zúqiú	n	American style football (used in mainland China)
6.	棒球	bàngqiú	n	baseball
7.	足球	zúqiú	n	soccer
8.	排球	páiqiú	n	volleyball

Grammar

1. Word Order in Chinese

The basic word order in a Chinese sentence is:

Subject + Adverbial + Verb + Object

Subject (agent of the action) + Adverbial (time, place, manner, etc.) + Verb +

Object (receiver of the action)

Examples:

	Subject	Adv. of time		Verb	Object
(1)	他	今天		吃	中国饭。
	Tā	jīntiān		chī	Zhōngguó fàn.
	(He is eating Chinese food today.)				
(2)	我	周末	常常	看	电影。
	Wǒ	zhōumò	chángcháng	kàn	diànyǐng.
	(I often watch movies on weekends.)				

This is the most common word order in a Chinese sentence. (Also see Grammar Note 3 in Lesson 1.) Of course, varying discourse contexts may affect this norm.

2. Affirmative + Negative Questions (II)

In this type of question there can be no adverbials before the verb other than time words. If there is an adverbial—such as 很 (hěn, very), 都 (dōu, all), or 常常 (chángcháng, often)—before the verb, the 吗 type question must be used instead.

- (1) 你明天去不去?
Nǐ míngtiān qù bu qù?
(Are you going tomorrow?)
- (2) 她今天晚上看不看电视?
Tā jīntiān wǎnshàng kàn bu kàn diànshì?
(Is she going to watch TV tonight?)
- (3) 他们都是学生吗?
Tāmen dōu shì xuésheng ma?
(Are they all students?)
- (3a) *他们都是不是学生?
*Tāmen dōu shì bu shì xuésheng?
- (4) 你常常看电影吗?
Nǐ chángcháng kàn diànyǐng ma?
(Do you often go to the movies?)
- (4a) *你常常看不看电影?
*Nǐ chángcháng kàn bu kàn diànyǐng?
- (5) 张医生很忙吗?
Zhāng Yīshēng hěn máng ma?
(Is Dr. Zhang very busy?)



Having dinner at home.

(5a) *张医生很忙不忙?

*Zhāng Yīshēng hěn máng bu máng?

3. 那(么) (nà{me}) as a Cohesive Device

那(么) (nà{me}) can function as a cohesive device in a dialogue. In other words, 那(么) shows the relationship between a previously-discussed sentence and the current sentence.

For example:

(1) 你今天晚上不想打球，那么我们去
看一个外国电影，怎么样?

Nǐ jīntiān wǎnshàng bù xiǎng dǎ qiú, nàme wǒmen qù kàn yí
ge wàiguó diànyǐng, zěnmeyàng?

(You don't feel like playing ball this evening. Then let's go and
see a foreign movie. How does that sound?)

(2) A: 我今天很忙，不想去吃晚饭。

Wǒ jīntiān hěn máng, bù xiǎng qù chī wǎnfàn.

(I'm very busy today. I don't want to go to dinner.)

B: 那明天呢?

Nà míngtiān ne?

(How about tomorrow?)

(3) A: 你喜欢不喜欢吃美国饭?

Nǐ xǐhuan bu xǐhuan chī Měiguó fàn?

(Do you like to eat American food or not?)

B: 不喜欢。

Bù xǐhuan.

(No, I don't.)

C: 那我们吃中国饭, 怎么样?

Nà wǒmen chī Zhōngguó fàn, zěnmeyàng?

(Then let's eat Chinese food. How's that sound?)

D: 我也不喜欢。

Wǒ yě bù xǐhuan.

(I don't like it either.)

4. 去 (qù, to go) + Verb

To indicate that the performance of an action involves moving away from the speaker, the 去 (qù) + V construction must be used.

For example:

(1) 我们去看电影。

Wǒmen qù kàn diànyǐng.

(We are going to see a movie.)

(2) 晚上我不去跳舞。

Wǎnshang wǒ bú qù tiào wǔ.

(I will not go dancing tonight.)

(3) 今天我想去打球, 你去不去?

Jīntiān wǒ xiǎng qù dǎ qiú, nǐ qù bu qù?

(I would like to play ball today. Do you want to go?)

5. The Auxiliary Verb 想 (xiǎng, to want to)

想 (xiǎng) has several meanings. In this lesson it is a modal verb indicating a desire to do something. It must be followed by a verb, a clause or a whole sentence.

For example:

- (1) 你想听音乐吗?

Nǐ xiǎng tīng yīnyuè ma?

(Would you like to listen to some music?)

- (2) 今天白老师想打球，可是王老师不想打。

Jīntiān Bái Lǎoshī xiǎng dǎ qiú, kěshì Wáng Lǎoshī bù xiǎng dǎ.

(Today Teacher Bai felt like playing ball, but Teacher Wang didn't.)

- (3) 你不想看电影?

Nǐ xiǎng bu xiǎng kàn Zhōngguó diànyǐng?

(Do you feel like going to see a Chinese movie?)

- (4) 你不想听外国音乐?

Nǐ xiǎng bu xiǎng tīng wàiguó yīnyuè?

(Do you feel like listening to some foreign music?)

6. Questions with 好吗 (hǎo ma)

To solicit someone's opinion, we can ask 好吗 (hǎo ma) after stating an idea or suggestion.

For example:

- (1) 我们去看电影，好吗?

Wǒmen qù kàn diànyǐng, hǎo ma?

(Let's go see a movie, all right?)

(2) 我们今天晚上吃中国饭，好吗？

Wǒmen jīntiān wǎnshang chī Zhōngguó fàn, hǎo ma?

(We'll eat Chinese food tonight, all right?)

Note: In Taiwan 好不好 (hǎo bu hǎo), instead of 好吗 (hǎo ma), is often used to solicit opinions.

PATTERN DRILLS

A. Subject + Time + Verb + (Object)

1. Tā dìdi	<u>zhōumò chángcháng</u>	dǎ qiú.
2. Wáng Péng, Lǐ Yǒu		kàn Zhōngguó diànyǐng.
3. Gāo Lǎoshī		qǐng xuésheng chī fàn.
4. Wǒ jiějie		tiào wǔ.
5. Xiǎo Wáng		kàn diànshì.
6. Bái Xiǎojie		tīng yīnyuè.

1. 她弟弟	<u>周末常常</u>	打球。
2. 王朋、李友		看中国电影。
3. 高老师		请学生吃饭。
4. 我姐姐		跳舞。
5. 小王		看电视。
6. 白小姐		听音乐。

B. 去 (qù, to go) + Verb

1. Wǒmen jīntiān wǎnshang	<u>qù</u>	tiào wǔ.
2.		chàng gē.
3.		dǎ qiú.
4.		kàn wàiguó diànyǐng.

5. chī Měiguó fàn.
6. tīng Zhōngguó yīnyuè.

1. 我们今天晚上 去 跳舞。
2. 唱歌。
3. 打球。
4. 看外国电影。
5. 吃美国饭。
6. 听中国音乐。

C. 因为...所以...(yīnwèi...suǒyǐ..., because...therefore...)

Make sentences using 因为...所以....

- | | | | |
|------------------|-----------------------------------|--------------|---------------------------------|
| 1. <u>Yīnwèi</u> | tā shì Zhōngguó rén, | <u>suǒyǐ</u> | tā hěn xǐhuan chī Zhōngguó fàn. |
| 2. | tā hěn máng, | | tā bú qù kàn diànyǐng. |
| 3. | tā juéde dǎ qiú méiyǒu yìsi, | | tā bù xiǎng qù dǎ qiú. |
| 4. | jīntiān de diànshì méiyǒu yìsi, | | tā xiǎng qù kàn diànyǐng. |
| 5. | tā xiǎng qù tiào wǔ, | | tā bú qù kàn diànyǐng. |
| 6. | tā juéde tīng yīnyuè méiyǒu yìsi, | | tā bù tīng yīnyuè. |

1. 因为 他是中国人, 所以 他很喜欢吃中国饭。
2. 他很忙, 他不去看电影。
3. 他觉得打球没有意思, 他不想去打球。
4. 今天的电视没有意思, 他想去看电影。
5. 他想去跳舞, 他不去看电影。
6. 他觉得听音乐没有意思, 他不听音乐。



看电影

Kàn diànyǐng

D. 想 (xiǎng, to want to)

1. Nǐ	<u>xiǎng bu xiǎng</u>	qù dǎ qiú?
2. Tā		chī Zhōngguó fàn?
3. Gāo Yīshēng		qù tiào wǔ?
4. Xiǎo Zhāng de mèimei		tīng yīnyuè?
5. Lǐ Xiǎojie		qù kàn Měiguó diànyǐng?
6. Nǐmen		tīng yīnyuè?
7. Xiǎo Wáng de dìdi		kàn diànshì?

1. 你	<u>想不想</u>	去打球?
2. 他		吃中国饭?
3. 高医生		去跳舞?
4. 小张的妹妹		听音乐?
5. 李小姐		去看美国电影?
6. 你们		听音乐?
7. 小王的弟弟		看电视?



看书

Kàn shū

E. 有意思 (yǒu yìsi, interesting)

1.	Xiǎo Zhāng	<u>juéde</u>	dǎ qiú	<u>hěn yǒu yìsi.</u>
2.	Bái Yīshēng		tiào wǔ	
3.	Zhāng Lǜshī		tīng Zhōngguó yīnyuè	
4.	Lǐ Lǎoshī		kàn wàiguó diànyǐng	
5.	Wáng Xiǎojie		kàn shū	
6.	Xiǎo Gāo de dìdi		kàn diànshì	

- | | | | | |
|----|-------|-----------|-------|-------|
| 1. | 小张 | <u>觉得</u> | 打球 | 很有意思。 |
| 2. | 白医生 | | 跳舞 | |
| 3. | 张律师 | | 听中国音乐 | |
| 4. | 李老师 | | 看外国电影 | |
| 5. | 王小姐 | | 看书 | |
| 6. | 小高的弟弟 | | 看电视 | |

F. 好吗? (hǎo ma? O.K.?)

1.	<u>Wǒmen</u>	zhège zhōumò	<u>qù</u>	kàn diànyǐng,	<u>hǎo ma?</u>
2.		míngtiān		tiào wǔ,	
3.		xīngqīsi		chàng gē,	
4.		zhège zhōumò		Gāo Lǎoshī jiā,	
5.		xīngqīliù		dǎ qiú,	
6.		xīngqīwǔ		kàn wàiguó diànyǐng,	
7.		jīntiān wǎnshang		tīng yīnyuè,	

1.	<u>我们</u>	这个周末	<u>去</u>	看电影,	<u>好吗?</u>
2.		明天		跳舞,	
3.		星期四		唱歌,	
4.		这个周末		高老师家,	
5.		星期六		打球,	
6.		星期五		看外国电影,	
7.		今天晚上		听音乐,	

English Texts

DIALOGUE I

(Little Bai is talking to Little Gao.)

Little Bai: What do you like to do on weekends?

Little Gao: I like to play ball and watch TV. How about you?

Little Bai: I like to sing, dance, and listen to music.

Little Gao: You like to read as well, right?

Little Bai: Yes, sometimes I like to read as well.

Little Gao: Do you like to watch movies?

Little Bai: Yes, I do. I often watch movies on weekends.

Little Gao: Then let's go see a foreign movie this evening. How's that sound?

- Little Bai: Fine. I'll treat today.
 Little Gao: Why is it your treat?
 Little Bai: Because you treated me to dinner yesterday, so today I'm treating you to a movie.

DIALOGUE II

(Wang Peng is talking to Little Zhang.)

- Wang Peng: Little Zhang, long time no see. How are you?
 Little Zhang: Great. How about you?
 Wang Peng: I'm fine, too. What would you like to do this weekend?
 Would you like to play ball?
 Little Zhang: Play ball? I don't like playing ball.
 Wang Peng: Then let's go see a movie. How's that sound?
 Little Zhang: See a movie? I don't think seeing a movie would be much fun either.
 Wang Peng: Then what do you like to do?
 Little Zhang: I only like to eat and sleep.
 Wang Peng: Then forget it. I'll ask somebody else.



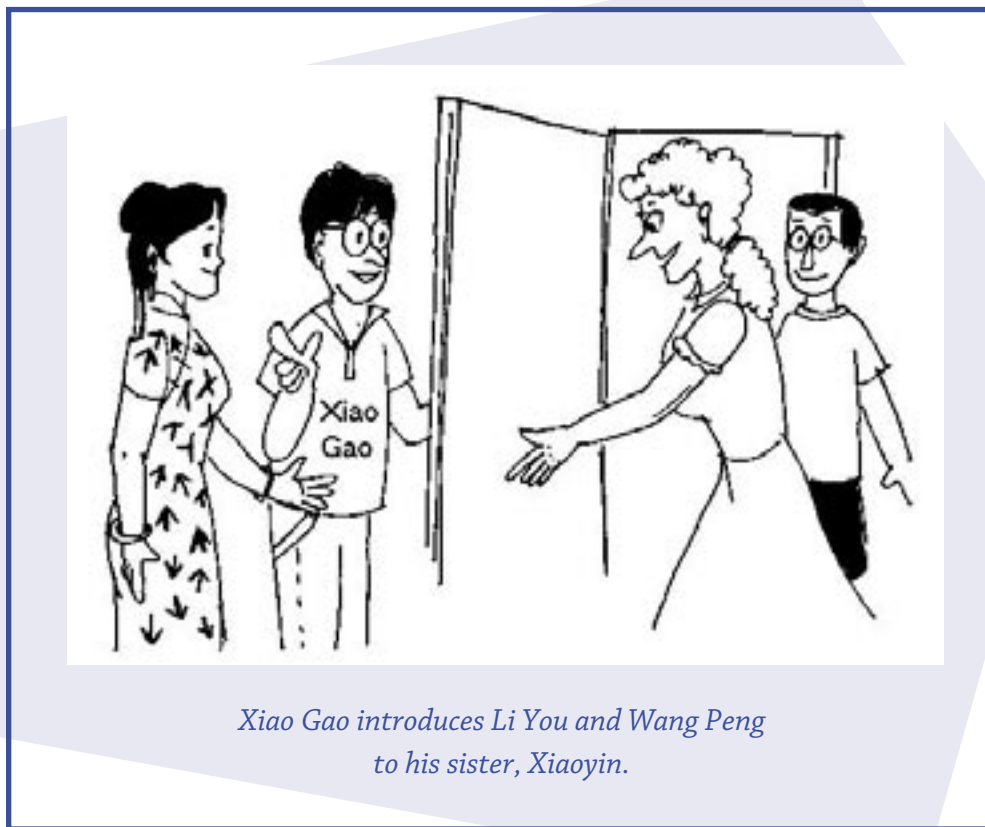
我只喜欢睡觉。

Wǒ zhǐ xǐhuan shuì jiào.

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 |

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?^(F)
- 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^(G1), zhè shì wǒ jiějie, Gāo Xiǎoyīn.
- Lǐ Yǒu: Xiǎoyīn, nǐ hǎo. Rènshi nǐ hěn gāoxìng⁽¹⁾.
- Gāo Xiǎoyīn: Rènshi nǐmen wǒ yě hěn gāoxìng.
- Lǐ Yǒu: Nǐmen jiā hěn dà^(G2), yě hěn piàoliang.
- Xiǎo Gāo: Shì ma^{(2)(F)}? Qǐng zuò, qǐng zuò.
- Wáng Péng: Xiǎoyīn, nǐ zài^(G3) nǎr gōngzuò?
- Gāo Xiǎoyīn: Wǒ zài xuéxiào gōngzuò. Nǐmen xiǎng hē diǎnr^(G1) shénme? Yǒu chá, kāfēi, hái yǒu píjiǔ.
- Wáng Péng: Wǒ hē píjiǔ ba^(G4).
- 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.



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^(G5) Xiǎo Gāo de jiějie. Tā jiào Gāo Xiǎoyīn, zài xuéxiào de túshūguǎn gōngzuò. Xiǎo Gāo qǐng Wáng Péng hē⁽¹⁾ pījiǔ, 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^(G6) 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^(G5)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⁽¹⁾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^(G6)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.)



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 wǎnshàng hěn wǎn cái shuì jiào.

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

- | | |
|-------|------|
| 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)

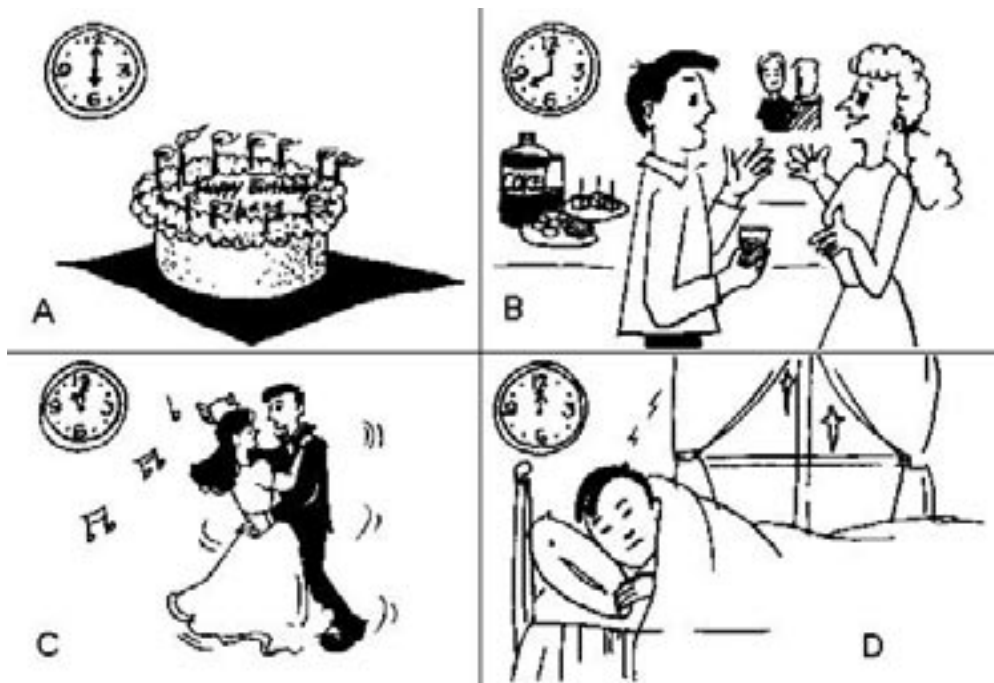
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|----|----------------------------|-------|-----------|------------|-----------|
| 1. | <u>Tā zuótiān wǎnshang</u> | hē | <u>le</u> | sì bēi | shuǐ. |
| 2. | | kàn | | liǎng ge | diànyǐng. |
| 3. | | hē | | wǔ bēi | kělè. |
| 4. | | hē | | liǎng píng | 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.*