

JIAYING HOWARD AND LANTING XU

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欢迎

HUANYING

AN INVITATION TO CHINESE

TEXTBOOK

VOLUME

1

欢迎：中学汉语课本

HUANYING

An Invitation to Chinese

JIAYING HOWARD AND LANTING XU

VOLUME

1



Cheng & Tsui Company
Boston

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Demand for Chinese curricular materials at the secondary school level has never been greater, and Cheng & Tsui is pleased to offer *Huanying* — the first comprehensive secondary-school series written by experienced Chinese teachers in North American schools and based on ACTFL National Content Standards for Foreign Language Learning. Designed specifically for the North American classroom, *Huanying* offers a learner-centered communicative approach, a great variety of engaging activities, contemporary topics that appeal to secondary school students, a full-color textbook design, and additional resources that will reduce teacher preparation time and allow teachers to focus on teaching.

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- Audio recordings for sounds introduced in Unit 1.1, “A Brief Introduction to Chinese Pinyin”
- Dialogues
- New Words
- Pronunciation Practice
- A Glimpse into Chinese Culture
- Extend Your Knowledge

Workbook Audio Content:

- Listening Practice

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PREFACE

Huanying: An Invitation to Chinese (欢迎：中学汉语课本) is a series of textbooks designed for secondary school students who are non-native speakers of Chinese with minimal or no background in Mandarin Chinese. Following the *Standards for Foreign Language Learning* developed by the American Council on the Teaching of Foreign Languages, *Huanying* will offer four volumes covering four years of study at the secondary school level and taking students to an intermediate-high level of language proficiency, or the equivalent of two years of college Chinese. Each volume includes a textbook, a student workbook (in two parts, one for each semester), a teacher's book (also in two parts, one for each semester), and free downloadable audio recordings.

Huanying is organized around thematic units that are essential to everyday communication. All material in each unit — vocabulary, grammar, idiomatic expressions, culture — is carefully developed with learners' interests and real-life uses in mind, starting from self-introductions and the student's immediate surroundings, such as family, school, and daily life, and eventually extending to the bigger world. Students learn the vocabulary related to the theme, the grammar and idiomatic expressions they need to communicate about the theme, and the cultural information that helps to contextualize the language use. Language practice focuses on authentic communicative tasks that integrate several modalities of language skills and are intellectually engaging. Individual, pair and group activities are rooted in meaningful contexts that appeal to the interests of students and allow students to present, interpret and negotiate meanings through active communication.

Each volume of *Huanying* is designed for an entire school year, with the assumption that there are 180 instructional hours, or one hour of language class, per day. There are six units in each volume. Each unit includes five lessons and one unit review lesson. Teachers may plan to use a week to study one lesson. After the unit review lesson, a unit test can be given to students to assess their learning. The pre-prepared unit tests are in the *Huanying Teacher's Book*.

What Is the Pedagogical Philosophy Behind *Huanying*?

Our Goal: Communication

Huanying is developed based on the belief that the purpose of learning Chinese is to communicate in Chinese accurately and appropriately. *Huanying* is designed to help students achieve this goal through monitored language input via sequenced and organized instruction; vigorous language practice via performance-based communicative tasks and constant reinforcement of language skills; and systematic evaluation via quizzes, unit tests, and student self-assessment. All of the above serve the purpose of helping students communicate in Chinese from the very first day of class.

Our Content: Incorporating the “5 C’s”

Huanying reflects the philosophy outlined by the *Standards for Foreign Language Learning* developed by the American Council on the Teaching of Foreign Languages (ACTFL). It strives to provide students with the necessary knowledge and skills that will enable them to be “linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad.” *Huanying*’s primary focus is on meaningfulness, which is the core of communication. By imbedding language input and output in communicative tasks set in a broader socio-cultural context, *Huanying* requires students to draw from other academic disciplines and the knowledge of their own cultures to facilitate their understanding of Chinese language and culture. *Huanying* also provides students with opportunities to extend their knowledge in Chinese by exploring the Chinese-speaking communities around them. The ultimate goal of *Huanying* is for students to become more aware of themselves, as well as their own language and culture, through the study of Chinese.

Our Approach: Teaching for Understanding

Different from traditional Chinese language instructional approaches, *Huanying* adopts an integrated approach that promotes teaching for understanding. Instead of teaching discrete bits and pieces of language (vocabulary, sentence structures and idiomatic expressions) through repetitive drills without any meaningful context, *Huanying* takes a real-life communication task as its starting point. This holistic approach allows *Huanying* to teach vocabulary, grammar and cultural information not in isolation, but in context. In order to enhance accuracy in language use, language points are practiced in context. Practice of form, meaning, and function are always interwoven in the communication tasks. Through varied forms of

learning tasks, students learn to comprehend, use, and analyze the Chinese language. In brief, *Huanying's* approach affords students with the opportunity to construct their own understanding of new concepts and therefore become more effective learners. Based on our belief in teaching for understanding, *Huanying* pays particular attention to topics and situations that are authentic and that appeal to students. Authenticity and relevance are motivational tools for students to become life-long learners.

Our Strategy for Success: Negotiate Meaning in Context

Successful language learners know how to negotiate meaning by relying on their previous knowledge, and by analyzing and discovering cues from the communicative context. The activities in *Huanying* are designed to stimulate students' schemata, or schemes of how one perceives the world, to aid students in comprehension — getting both the main ideas and specific information — and to guide students step by step through some challenging tasks. *Huanying* also tries to convey the idea that language proficiency cannot be achieved from word-by-word translation. Effective learners approach language learning by looking at the context and structure, not by putting together dictionary definitions.

Huanying involves students in every step of the learning process. Students not only actively participate in learning activities, but also make decisions about using appropriate strategies to accomplish tasks. To help students build a tolerance for some ambiguity and risk as they explore a new language, we have purposefully made some pedagogical decisions while writing this book: 1) we do not provide English translations for the dialogues and texts in the textbook and workbook, 2) we include in the texts and activities some new words which do not interfere with students' overall comprehension of the text/task and which are not glossed, 3) we gradually decrease the use of pinyin as learning progresses, and 4) we ask students to assess, periodically, their own learning.

How Is *Huanying* Structured?

The structure of *Huanying* can be best described by using the “3 P's” (Presentation, Practice, Production) language instruction model as an analogy. The textbook focuses on presentation, and the student workbook on practice and production.

As many teachers still rely on textbooks as the starting point for class organization and planning, we want to assist teachers to achieve success in their teaching. The textbook and workbook are derived from a carefully planned communicative curriculum, with

corresponding goals and tasks. The teacher's book is intended to make lesson preparation more efficient for busy teachers; it contains workbook activities, answer keys, suggestions on how to facilitate a learner-centered classroom, and quizzes and unit tests.

Textbooks

Volume 1 of *Huanying* includes six units. Each unit focuses on one theme. There are five lessons and a review lesson in each unit, so that three units are typically covered per semester. Learning goals are clearly stated at the beginning of each unit, and students can check their progress by taking a self-assessment questionnaire at the end of the unit. A typical lesson consists of two dialogues or texts, a new word list (with simplified and traditional characters, pinyin, parts of speech, and English explanations), language notes, pronunciation practice, information about Chinese culture and some knowledge-related language activities (“Extend Your Knowledge”). Units 1–3 focus on helping students master the pinyin pronunciation system and learn the basics of Chinese character writing. Each lesson in Units 1–3 contains a special pronunciation practice section, which is phased out in Units 4–6 and replaced with “A Glimpse into Chinese Culture,” containing Chinese poems, idioms, proverbs, stories, and other cultural material, both classical and contemporary. Although the material in this section continues to serve the purpose on pronunciation practice, it is also intended to expose students to Chinese culture. We have intentionally narrowed the depth and breadth of exposure at this stage of learning due to students' limited language skills. The scope of cultural exposure will expand as students advance in their language proficiency.

At the end of the textbook, three indexes are provided: vocabulary, proper nouns, and language notes. Three helpful appendixes are included for students' easy reference: an appendix of strokes, stroke order, and radicals; an appendix of pinyin tone changes and spelling rules; and an appendix of dialogues and texts in traditional characters, designed for students who would like to learn traditional Chinese characters alongside simplified ones.

Workbooks

The workbook contains a wealth of communicative, ready-to use language activities and is divided into two parts: Volume 1 Part 1 for the first semester, and Volume 1 Part 2 for the second semester. For each lesson, the workbook has two types of language practice: listening practice and integrated language practice. The *Huanying Volume 1 Workbook* for first-year students contains an additional third section, Chinese character practice, designed to help students master the writing of Chinese characters.

Listening Practice involves two or more skills — usually listening/reading, listening/writing, listening/speaking, etc. It is separated from Integrated Language Practice because students will need the audio recordings (free as downloads from www.cheng-tsui.com/downloads) to complete these activities. Language practice comes in a variety of communicative activities, such as interviews, bingo, board games, role-play, and more. Students will benefit from this hands-on format that lets them use different language skills simultaneously (for example, interviewing a classmate while taking notes and filling out a chart in the workbook). Teachers will benefit because all of the activities are presented in a convenient, ready-to-use format — students do all activities directly in their workbooks and no photocopying of other materials is needed.

Teacher's Books

The Teacher's Books include copies of all the student workbook activities with answer keys, together with “Notes to the Teacher” in both simplified Chinese and English that help teachers effectively conduct the activities and facilitate a communicative classroom environment. Additional information at the front of the book includes general tips on lesson planning and classroom management, and an overview chart of content covered in the course. The appendix contains quizzes and unit tests (with keys). Two quizzes are provided for every lesson: one is a vocabulary quiz that can be given at the beginning of the lesson and the other is a general quiz that can be given at the end of the lesson. Preparing for quizzes and tests is made simple for teachers — just photocopy them.

We hope that *Huanying* will introduce secondary school students to Chinese language and culture. Learning a foreign language opens up a new world for exploration, and the new world welcomes (*huanying*) young adventurers.

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First of all, we would like to thank Ron and Ken for their support and understanding when we spend more time with *Huanying* than with them. Without them, *Huanying* would be impossible.

We wish to thank our illustrators Qiguang Xu, Landong Xu and Augustine Liu for creating wonderful line art to suit our special instructional needs. Many thanks also go to Peizhi Bai and Bob Phelan for giving us the permission to use their photographs.

We would also like to thank the foreign language teachers at Bellarmine College Preparatory for sharing their best practices over the years. Their professional support and

encouragement are invaluable to the compilation of this textbook series. Our gratitude also goes to the Chinese language students at Bellarmine College Preparatory and La Jolla Country Day School. Their unique perspectives and insightful comments serve as a constant reminder that this textbook series are designed for them and that the successful implementation of the curriculum relies by and large on their involvements.

Last, but not least, we would like to thank Ms. Jill Cheng and the editors at Cheng & Tsui for their meticulous reading of our manuscripts and the suggestions and comments they made to make *Huanying* a better series.

SAMPLE

ABBREVIATIONS OF PARTS OF SPEECH

<i>Abbreviation</i>	<i>Part of speech</i>
abbr.	abbreviation
adj.	adjective
adv.	adverb
aux.w.	auxiliary word
conj.	conjunction
excl.	exclamation
m.w.	measure word
n.	noun
num.	number
o.v.	optative verb
part.	particle word
p.n.	proper noun
prep.	preposition
pron.	pronoun
s.p.	set phrase
v.	verb
v.c.	verb plus complement
v.o.	verb plus object

SAMPLE

第一单元：同学们和我

UNIT 1 My Classmates and I

LEARNING GOALS OF UNIT 1

By the end of this unit, you will learn:

- The Chinese sound system – Hanyu Pinyin
- The rules for writing Chinese characters
- How to read and write 80 commonly used Chinese characters
- Some basic Chinese grammar structures used to form simple sentences (word order, positive statements, negative statements, tag questions, yes/no questions, questions with interrogative pronouns, possessive pronouns)
- Some set phrases for everyday communication
- Numbers 0–10

Your knowledge will enable you to:

- Pronounce Chinese words using pinyin
- Write Chinese characters by following the basic rules of stroke order
- Greet people
- Introduce yourself briefly to other people
- Exchange simple personal information, such as the place where you live, your telephone number and email address

1.1

汉语拼音简介

A Brief Introduction to Chinese Pinyin

In this book we introduce the Hanyu Pinyin (汉语拼音) romanization system as a method for pronouncing Chinese characters. Pinyin is a way to transliterate the pronunciation of Chinese characters using Latin letters. We will be teaching modern Mandarin Chinese, which is the official language spoken in the People's Republic of China, Taiwan, Malaysia and Singapore.

The first recorded attempt of using the Latin letters to denote the sound of Mandarin was made by Matteo Ricci and his fellow Jesuit Nicolas Trigault in the seventeenth century.¹ Since then several romanization systems for Chinese characters have been developed; among which the most popular are the Wade-Giles system, the Yale system, Phonetic Symbols (注音符号, also called BoPoMoFo) and Hanyu Pinyin.

The Hanyu Pinyin system was first adopted by the government of the People's Republic of China in 1958. In 1982, the International Organization for Standardization also adopted Hanyu Pinyin as the standard romanization system for modern Chinese. In recent years the Pinyin system has gained popularity among students and scholars who study the Chinese language, thanks to the convenience of pinyin as an input method for Chinese word-processing. Currently, besides the People's Republic of China, the Pinyin system is also used by Singapore, the Library of Congress, the American Library Association, and most international institutions.

How to Pronounce Chinese Using Pinyin

In the Pinyin system, the pronunciation of each Chinese character in Mandarin is transliterated into a pinyin syllable, which contains a combination of consonants and vowels using the 26 most common letters in the Latin alphabet. For example, the character 中, meaning “center,” is transliterated into “zhong.” Since this character is pronounced in the first tone, a

¹ Matteo Ricci (1552–1610), an Italian Jesuit and the founder of the Jesuit mission to China. In his 1605 publication entitled 《西字奇迹》 (*The Wonders of the Western Words*) he introduced a system of denoting Chinese pronunciation using the Latin alphabet. This system was further improved by the French Jesuit Nicolas Trigault (1577–1629) and was published in 1626 in his 《西儒耳目资》 (*Aid to the Eyes and Ears of Western Literati*).

horizontal tone mark is also added on top of the vowel “o” to indicate the tone of this syllable: “zhōng.”

A pinyin syllable for each character, therefore, consists of three elements: a consonant called the “initial,” a vowel or a combination of vowels and other elements called the “final,” and a tone mark. The tone mark is placed over the vowel. For example:

hàn yǔ pīn yīn
汉 语 拼 音

1. 声母 Initials

There are 21 initials in Pinyin, not including **y** and **w**. The letters **y** and **w** are placed in parentheses in the table below, because they function as initials when the finals **i**, **u**, and **ü** do not have any initial before them. For example, **iě** becomes **yě**, **ú** becomes **wú**, and **ú** becomes **yú**.



Chinese Initials

b	d	g	j	zh	z	(y)
p	t	k	q	ch	c	(w)
m	n	h	x	sh	s	
f	l			r		

2. 韵母 Finals

Pinyin has 36 finals. The finals take one of three forms: (1) a simple final (such as **à** in **pà**), (2) a compound final (such as **ǎo** in **hǎo**), or (3) a vowel and an ending (such as **ān** in **pān**). The simple finals are spelled the same as the five vowels in the English alphabet (**a**, **e**, **i**, **o**, **u**) plus **ü**. The compound finals consist of two or more vowels. The finals that have ending consonants consist of one or two vowels plus **n**, **ng**, or **r**. In the table below, the finals are arranged into rows depending on whether the first (or only) sound in the final is **i**, **u**, or **ü**.



Chinese Finals

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

*The finals in parentheses indicate the actual pronunciation.

3. 拼音拼写规则 Pinyin Spelling Rules

While most Mandarin words can be simply spelled out by combining an initial, a final, and a tone mark, there are some special cases where minor changes to the spelling of either the initial or the final must be made. When you compare the chart of Chinese finals above with pinyin words in print, you will see that their spellings sometimes differ; this is the result of special spelling rules at work. These special cases are outlined as follows:

- When **i** appears at the beginning of a syllable, **i** is written as **y**. For example: **ya, yao, ye, you, yan, yin, yang, ying, yong**.
- When **u** appears at the beginning of a syllable, **u** is written as **w**. For example: **wa, wo, wai, wei, wan, wen, wang, and weng**.
- When **ü** appears at the beginning of a syllable, a **y** is added before **ü**, and **ü** is written as a regular **u**.
- When **j, q, and x** are followed by **ü, üe, üan, and ün**, the **ü** is written as a regular **u** so that there will not be ambiguities in pronunciation.
- When **b, p, m, and f** are combined with the final **uo**, the **u** is dropped. For example: **bo, po, mo, and fo**.

By now it might seem that there are too many rules to remember in using pinyin. Don't be discouraged! These rules will quickly become second nature as you learn the pinyin system, and you don't need to commit all the rules to memory right now.

4. 声调和声调符号 Tones and Tone Marks

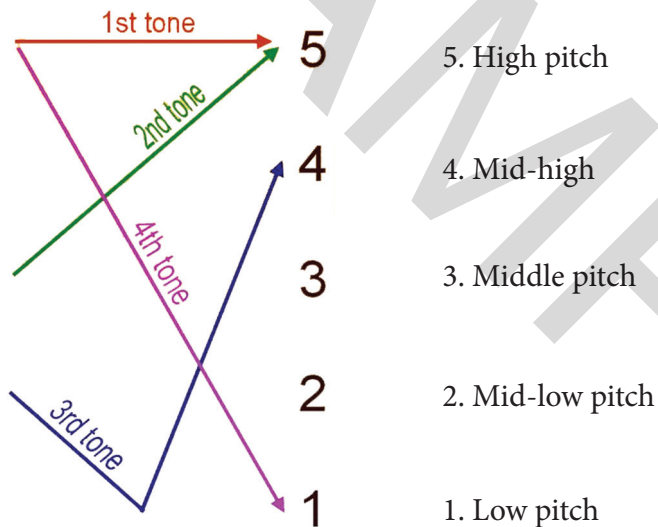
There are five basic tones in modern Mandarin, namely, the first tone (the flat tone), the second tone (the rising tone), the third tone (the dip and rise tone), the fourth tone (the down tone) and the neutral tone. When a syllable is not stressed and does not have a tone mark above the final, it is known as the neutral tone. For example: **bàba, māma, háizi**. The neutral tone cannot be pronounced alone and always follows a stressed tone. The tones are indicated by these four different tone marks:



<i>Tone name</i>	<i>Tone mark</i>	<i>Example</i>
1st tone	—	mā, yī, fēi, tāng
2nd tone	/	má, yí, féi, táng
3rd tone	∨	mǎ, yǐ, fěi, tǎng
4th tone	∖	mà, yì, fèi, tàng
neutral tone	none	māma, nǎinai, jiějie, mèimei

The following diagram shows the pitch ranges of the four tones: 1st tone uses a high pitch, 2nd tone starts with a middle pitch and ends with a high pitch, 3rd tone starts with a lower-middle pitch and ends with a mid-high pitch, and 4th tone travels from a high pitch to a low pitch.

Tones and Their Pitch Ranges



The tone mark is always placed above a vowel. The rules for determining on which vowel the tone mark appears are as follows:

- If there is more than one vowel and the first vowel is **i**, **u**, or **ü**, then the tone mark appears on the second vowel. For example: **huà**, **jiē**, **niú**.
- In all other cases, the tone mark appears on the first vowel. For example: **hǎo**, **bèi**, **lóu**.
- These rules do not apply to **y** and **w**, which are not considered vowels. For example: **yuè**, **wǒ**, **yǔ**.

你知道吗? Did you know?

Mandarin is referred to as 普通话 (Pǔtōnghuà, “Common Language”) in the People’s Republic of China, 国语 (Guóyǔ, “National Language”) in Taiwan, 华语 (Huáyǔ, the Language of the Cultural China) in many overseas Chinese communities, and Mandarin in the West. It is the official spoken language in the People’s Republic of China, the Republic of China (Taiwan), Malaysia, and Singapore. Chinese is spoken by one-quarter of the world’s population, and in the United States, it is the language of the second-largest group of non-English speakers, after only Spanish. Because of the increasing popularity of Chinese as a foreign language, in 2007 Mandarin Chinese was offered for the first time as an Advanced Placement (AP®) course by the College Board in the United States. The Advanced Placement course in Mandarin is called “the AP® Chinese Language and Culture” course, and leads up to an exam that, if you pass, will allow you to place out of beginning college-level Chinese.



课堂用语 Classroom Expressions

听我说。	Tīng wǒ shuō.	Listen to me.
跟我说。	Gēn wǒ shuō.	Repeat after me.
请你说。	Qǐng nǐ shuō.	You say it, please.

SAMPLE

1.2 丁老师 Our Teacher



Dīng Lǎoshī
丁老师

In this book, you will meet several people who are studying Chinese along with you. Here are the three people you'll meet first: Maria, Tom, and their Chinese teacher, Ms. Ding. Maria and Tom, who are both from the United States, are students at the Shanghai International School in China.



对话一 Dialogue 1

(It is the first day of school. Maria Rossini goes to her Chinese class.)



Mǎliyà
玛丽娅

Dīng Lǎoshī: Nǐ hǎo! Wǒ shì Dīng Lǎoshī. Nǐ ne?
丁老师：你好！我是丁老师。你呢？

Mǎliyà: Nín hǎo! Wǒ shì Mǎliyà.
玛丽娅：您好！我是玛丽娅。

Dīng Lǎoshī: Nǐ hǎo! Wǒ shì Dīng Lǎoshī.
丁老师：你好！我是丁老师。



Tāngmǔ
汤姆

Tāngmǔ: Nín hǎo! Wǒ shì Tāngmǔ.
汤姆：您好！我是汤姆。



对话二 Dialogue 2

(The class is over.)

Dīng Lǎoshī: Zàijiàn.
丁老师：再见。

Mǎliyà: Zàijiàn.
玛丽娅：再见。



生词 New Words

	<i>Simplified</i>	<i>Traditional</i>	<i>Pinyin</i>	<i>Part of Speech</i>	<i>English</i>
1.	你		nǐ	<i>pron.</i>	you
2.	好		hǎo	<i>adj.</i>	well, good, fine
3.	我		wǒ	<i>pron.</i>	I, me
4.	是		shì	<i>v.</i>	am, are, is (to be)
5.	老师	老師*	lǎoshī	<i>n.</i>	teacher
6.	呢		ne	<i>aux.w.</i>	a modal particle used in a tag question (see Language Note 2)
7.	您		nín	<i>pron.</i>	you (respectful form)
8.	再见	再見	zàijiàn	<i>s.p.</i>	good bye

Proper Nouns

9.	丁		Dīng	<i>p.n.</i>	a Chinese surname
10.	玛丽娅	瑪麗婭	Mǎliyà	<i>p.n.</i>	Maria
11.	汤姆	湯姆	Tāngmǔ	<i>p.n.</i>	Tom

语言注释 Language Notes

1. Basic word order of a Chinese sentence

The word order of modern Chinese is rather fixed. A sentence usually begins with a noun or pronoun as the “subject,” followed by a predicate, which can be in the form of a verb, a verbal phrase or an adjective.

*There are two forms of characters in written Chinese—simplified form and traditional form. In this book, we primarily use simplified characters. Most of the simplified and traditional characters are the same. If there is a difference, the traditional version is shown in the second column. See p. 14 for more information about the differences between simplified and traditional characters.

<i>Subject (Noun/Pronoun)</i>	<i>Predicate (Adjective/Verb/Verbal phrase)</i>
你	好!
您	好!
我	是 丁老师。

2. Tag questions using 呢? (how/what about ...?)

呢 can be used to form a special type of question called a “tag question.” It is usually used when the second speaker asks the same question that the first speaker has just asked. It is similar to saying “What about you” or “And you?” in English.

汤姆: 你好! 我是汤姆。你呢?
Hi, I'm Tom. What about you?

玛丽娅: 你好! 我是玛丽娅。
Hi, I'm Maria.

3. How to address someone in Chinese

The Chinese address each other much more formally than in the West. It is customary in China to address people whom you've just met using their formal titles, such as “Director Li” or “Professor Wang.” If a professional title isn't known, people address each other using a generic title such as “Mr. Wang” (王先生 Wáng Xiānsheng) or “Ms. Li” (李小姐, Lǐ Xiǎojiě). Children are never allowed to address adults by their first name. Instead, they will call the adults of their parent's age “Uncle Li” (李叔叔, Lǐ Shūshu) or “Auntie Wang” (王阿姨, Wáng Āyí), etc. To address someone in Chinese, add the person's title after his/her last name. For example:

<i>Surname</i>	<i>Title</i>	<i>English meaning</i>
丁	老师	Teacher Ding
汤	叔叔	Uncle Tang
王	阿姨	Auntie Wang

4. Grouping pinyin syllables into words

In Dialogues 1 and 2, did you notice that some pinyin words like “Dīng” contain one syllable, while other pinyin words like “Lǎoshī” contain two or more syllables? The *Basic Rules for Hanyu Pinyin Orthography* 《汉语拼音正词法基本规则》² published by the Chinese government specifies 36 rules regarding the standards in pinyin spelling. In general, when a Chinese word (词) that represents an independent meaning contains more than one character, this word should be transliterated as one multi-syllable word in pinyin. For example, the word 学生, meaning “student,” should be written in pinyin as “xuésheng,” instead of “xué sheng.” In the Pinyin system, proper nouns are capitalized, and the first letter of the first word in a sentence should be capitalized.

5. Special tone rules

There are some special rules for pronouncing Chinese words. In our text, 你好 is written as “nǐ hǎo” but pronounced as “ní hǎo.” This is because when two or more 3rd tones come one after another, the first 3rd tone will be pronounced as a 2nd tone. The last 3rd tone will always be pronounced as a 3rd tone. For example:

nǐ hǎo (pronounced as ní hǎo)
yě hěn hǎo (pronounced as yé hén hǎo)

When you listen to the audio recording of the text, pay attention to the tone change when the speaker pronounces 你好. In this textbook, we will write these words with their proper tone marks; you should be sure to adjust your pronunciation when you see two third tones in a row.

²《中文拼音正词法基本规则》(*Basic Rules for Hanyu Pinyin Orthography*), published and adopted by the Bureau of National Standardization of the People's Republic of China, 1996. See <http://www.pinyin.info/> for more information.

An Introduction to Chinese Characters (Part 1)

1. The Evolution of the Chinese Written Script

The Chinese written script, also known as “Chinese characters,” has enjoyed a long and continuous history of evolution. The earliest examples of Chinese writing consist of inscriptions on oracle bones, often made of turtle shells or cow’s shoulder blades. These inscriptions, dated to the late Shang Dynasty (ca. 1700–1027 BC), are called Oracle Bone Inscriptions (甲骨文, jiǎgǔwén) and were used for divination. The second stage of the evolution of Chinese characters is represented by the inscriptions on ritual bronze vessels, dated from late Shang to Western Zhou Dynasty (ca. 1027–771 BC).

The standardized Chinese writing script, the modern form of which is still in use today, evolved during the Qin Dynasty (221–207 BC) as the first Emperor of China, Qin Shihuang, attempted to establish the first unified empire. Since then many calligraphic styles for writing Chinese characters have been developed. Indeed, these styles have become an art in itself, practiced by the educated class. Here are some of the most popular calligraphic styles, used to write the character 马 (mǎ, horse).



2. Strokes of a Character

Chinese characters are written following certain rules and in a certain order. Each Chinese character consists of one or more strokes. A few characters can contain as many as 30 strokes, but most contain fewer than 15 strokes. A stroke can be defined as a line/dot that you write in a single brush movement. The following is a list of the basic character strokes:



Examples:

认 不 中 人 大 冰 口 了 刻 饭 也 我



Oracle bone inscriptions.

3. Stroke Order³

The strokes of Chinese characters must be written in a certain order. Here are the basic rules for writing characters in the correct order.

<i>Rule</i>	<i>Example</i>
Left before right	一
Top before bottom	三
Top to down	川
Horizontal stroke before intersecting vertical stroke	十
Left-slanted stroke before right-slanted stroke	八
Left vertical stroke (usually) before top horizontal stroke	口
Horizontal “support stroke” last	生
Center stroke before wings	水
Left-falling stroke before right-falling stroke (Diagonal right-to-left before left-to-right)	文
Outside before inside	向
Bottom enclosing strokes last	国
Minor strokes (often) last	戈

4. Character Simplification

There are two character sets, or ways to write Chinese characters, in use today. One is called “simplified characters” and the other is called “traditional characters.” In an attempt to eradicate illiteracy, the government of the People’s Republic of China began to develop the simplified character set in the 1950s. The first list of standard simplified characters was

³ For an animated illustration of the stroke orders in Chinese, please go to the following web link: http://en.wikipedia.org/wiki/Stroke_order#Basic_rules_of_stroke_order. If you would like to see the stroke orders of each character that you are learning, here’s a fantastic website: <http://online.eon.com.hk/>.

announced in 1956. This list was later revised and expanded into a total of over 2,000 simplified characters. Characters can be simplified in a number of ways. One way to simplify a character is to abbreviate some or all of the strokes (these abbreviations were often used in different calligraphic styles of handwriting prior to the development of simplified characters):

馬 马

見 见

Another way to simplify a character is to retain only one part of the traditional character:

開 开

號 号

There are other ways to simplify characters, many of which are a continuation of a simplification process that has been present throughout China's literary history. Today, the People's Republic of China, along with Singapore and Malaysia, use simplified Chinese characters, while Hong Kong, Macau, and Taiwan continue to use traditional Chinese characters.

你知道吗? Did you know?

There are about 3,500 most commonly used characters in Chinese.⁴ As for total number of characters, 《康熙字典》(Kāngxī Cídiǎn, *The Kangxi Dictionary*), one of the most authoritative Chinese dictionaries published in the Qing Dynasty (1644–1911), collected 46,964 characters; while 《汉语大字典》(Hànyǔ Dàzìdiǎn, *The Dictionary of Chinese Characters*) published during the 1980s in the People's Republic of China listed over 56,000 individual characters. In general, upon completion of nine years of compulsory education in China, a Chinese student should know all 3,500 of the most commonly used characters, and a graduate of a four-year university should know about 4,000–5,000 characters. Students of Chinese as a foreign language can begin to read Chinese newspapers, with the help of a dictionary, if they know about 1,200–1,500 of the most commonly used characters.

⁴《现代汉语常用字表》(Xiàndài Hànyǔ Chángyòngzì Biǎo, *The Most Commonly Used Characters in Modern Chinese*), compiled by the National Language Committee and the National Education Committee of the People's Republic of China, 1987.



发音练习 PRONUNCIATION PRACTICE

1. Read aloud the following syllables after your teacher and concentrate on pronouncing each of the four tones correctly.

First tone: Imagine that you are tuning your music instrument to the A note (“la” on the “do-re-mi” scale). What sound do you hear? Keep that sound in mind when you pronounce the first tone.

bō bān bāng bēn mēng miē mī miāo
 zhī zhā zhē zhūn chāng chōng chuāi chōu

Second tone: Try to say “What?” in English. What would you do? Most likely you would raise the pitch. Now keep that sound in mind as you pronounce the second tone in Chinese.

wó hú háo wén wánr shéi shén zán
 bó páng mián néng wán cóng sù zháo

Third tone: Try to produce the third tone by lowering your head. The pressure on the vocal cord will force you to produce a perfect third tone in Chinese.

sǎn sǒng sǔn shǎng chǎng chǒng chǔn chuǎi
 wǒ wěn wǎn wǎng yǐng yǎn xǐng yǒng

Fourth tone: Some people call it the “angry tone,” because the fourth tone in Chinese, in terms of the intonation, is similar to “No!” in English.

pàn pàng pò pèng nòng niàng nàn nù
 lù luò luàn liàn ràng rèn ròu rù



课堂用语 Classroom Expressions

汉语怎么说…?	Hànyǔ zěnmě shuō ...?	How do you say ... in Chinese?
对不对?	Duì bù duì?	Is it correct?
对了。	Duì le.	Correct.
不对。	Bù duì.	Incorrect.

1.3 大卫 David



Dàwèi
大卫

对话一 Dialogue 1

(Maria greets Tom.)

Mǎliyà: Nǐ hǎo ma, Tāngmǔ?

玛丽娅: 你好吗, 汤姆?

Tāngmǔ: Hěn hǎo, xièxie. Nǐ ne?

汤姆: 很好, 谢谢。你呢?

Nǐ zěnmeyàng?

你怎么样?

Mǎliyà: Wǒ yě tǐnghǎode.

玛丽娅: 我也挺好的。

对话二 Dialogue 2

(Tom introduces David to Maria. David is an international student who comes from France.)

Tāngmǔ: (To Maria) Āi, Mǎliyà, nǐmen rènshi ma?

汤姆: 唉, 玛丽娅, 你们认识吗?

Zhè shì Dàwèi. Tā yě shì wǒmen bān de xuésheng.

这是大卫。他也是我们班的学生。

(To David) Zhè shì wǒ de péngyou Mǎliyà ...

这是我的朋友玛丽娅。

Mǎliyà: Nǐ hǎo, Dàwèi!

玛丽娅: 你好, 大卫!

Dàwèi: Nǐ hǎo, Mǎliyà!

大卫: 你好, 玛丽娅!



生词 New Words

	Simplified	Traditional	Pinyin	Part of Speech	English
1.	吗	嗎	ma	aux.w.	a modal particle used in a question (see Language Note 1)
2.	很		hěn	adv.	very
3.	谢谢	謝謝	xièxie	s.p.	thank you, thanks
4.	怎么样	怎麼樣	zěnmeyàng	s.p.	how (is it)?
5.	也		yě	adv.	also
6.	挺...的		tǐng...de	s.p.	quite...
7.	唉		āi	aux.w.	hey
8.	你们	你們	nǐmen	pron.	you (plural)
9.	认识	認識	rènshi	v.	know (to recognize)
10.	这	這	zhè	pron.	this
11.	他		tā	pron.	he/him
12.	我们	我們	wǒmen	pron.	we, us
13.	班		bān	n.	class (a group of students meeting regularly in a course)
14.	的		de	aux.w.	a possessive particle (see Language Note 3)
15.	学生	學生	xuésheng	n.	student
16.	朋友		péngyou	n.	friend

Proper Noun

17.	大卫	大衛	Dàwèi	p.n.	David
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语言注释 Language Notes

1. Asking a yes/no question

To form a yes/no question, simply add 吗 to the end of a sentence. For example:

我是丁老师。	I am Teacher Ding.
→ 你是丁老师吗?	Are you Teacher Ding?
他是大卫。	He is David.
→ 他是大卫吗?	Is he David?

2. Basic word order of a Chinese sentence (continued from 1.2)

When the predicate—either a verb or an adjective—of a sentence takes a modifier such as an adverb, a time word, or a place word, the modifier should precede the verb or the adjective. See the examples below:

<i>Subject (Noun/pronoun)</i>	<i>Predicate (Modifiers+Adj./verb/verbal phrase)</i>
我 这	也 挺好的。 是我的朋友，玛丽娅。

3. Personal pronouns and possessive pronouns

Personal pronouns in Chinese do not vary between subject and object forms, as is the case in English where you say “I” as a subject but “me” as an object. For example, you can use the same word 我 as both the subject (“I”) and as the object (“me”) of a sentence.

The possessive pronouns in Chinese can be formed simply by adding the possessive particle 的 after the pronoun. Following is a table that lists all the personal pronouns and possessive pronouns:

<i>Singular</i>			<i>Plural</i>		
<i>Subject form</i>	<i>Object form</i>	<i>Possessive pronoun</i>	<i>Subject form</i>	<i>Object form</i>	<i>Possessive pronoun</i>
我	我	我的	我们	我们	我们的
你	你	你的	你们	你们	你们的
您	您	您的	你们	你们	你们的
他	他	他的	他们	他们	他们的
她	她	她的	她们	她们	她们的

When a possessive pronoun (我的、你的、他的···) is used to modify a noun that indicates a close personal relationship, the 的 in the possessive pronoun can be dropped. For example:

我的朋友 → 我朋友 (my friend)
 你的爸爸 → 你爸爸 (your dad)
 他们的老师 → 他们老师 (their teacher)

4. Sentences used in introductions

When introducing somebody to others, use “这是……” instead of “他是……”:

玛丽娅，这是大卫。
 大卫，这是我的朋友，汤姆。

When introducing somebody to others in a more formal setting, use “这位是……” (zhè wèi shì...)

玛丽娅，这位是丁老师。

5. The use of 你好 and 谢谢

In the past, many Chinese lived in the same village or neighborhood for many years or even generations. People knew each other very well and their relationships were quite close. Since everyone was living in an extended “family,” their interactions were quite informal. Greetings and niceties like 你好 (hello) and 谢谢 (thank you) were considered too formal among family members, relatives, friends and close neighbors. The Chinese would often greet each

other with phrases like 吃了吗? (chī le ma, Have you eaten?); 去哪儿? (qù nǎr, Where are you going?); 出去啊? (chū qù a, Are you going out?); and 下班啦? (xià bān la, You're off work?). When they received a favor from their friends or neighbors, they didn't need to say 谢谢, as they often helped their friends as well. As an old Chinese saying goes, 朋友之间不言谢 (péngyǒu zhījiān bù yán xiè, "There is no need to say thank you among friends").

This old custom, however, is fast becoming a thing of the past. Due to large-scale urbanization, people from different regions are now living in the same city and working together. Their relationships have also become more distant and formal. These days, it is very common to greet other people by saying 你好. When you help a stranger, you are likely to hear 谢谢. 你好 has become the most prevalent greeting in Chinese cities. Casual acquaintances may greet each other by saying 你好. If you call a business, you are most likely to be greeted by 你好. 你好 is now widely used even among good friends, particularly among the younger generation. There are hundreds and thousands of ways to greet in China, and 你好 is the most appropriate way.

An Introduction to Chinese Characters (Part 2)

Radicals of Chinese Characters

A radical is the semantic element (the part bearing the meaning) of a Chinese character. Most Chinese characters are composed of several parts, with one or more parts indicating meaning, and one or more parts indicating sound. The word "radical" (bùshǒu, 部首) literally means "section header." In a Chinese dictionary, all characters that are associated with a given "radical" are listed under it. Therefore, studying radicals will not only help you to understand the meaning of characters, but also help you to use Chinese dictionaries.





For example, in the character 妈, the left part 女 (woman) gives a clue as to the character's meaning and the right portion 马 (mǎ) bears the approximate pronunciation. When using a dictionary to look up the character 妈, we have to start with the radical 女.

The following are some frequently-used radicals from characters that we have learned so far. See Appendix 2 for a complete list of Chinese radicals.

<i>Radical</i>	<i>Meaning</i>	<i>Example</i>
亻	people	你, 他, 们 you, he, plural (for people)
口	mouth	吗, 呢, 吃, 喝 (modal particle), (modal particle), eat, drink
女	woman	妈, 好 mother, good
宀	house	家 family/home
足	foot	路 road
讠	language/talk	请, 谢, 认识, 语 invite, thanks, know, language
氵	water	海, 港, 汤 ocean, seaport, soup

你知道吗? Did you know?

About 90 percent of characters used in modern Chinese can be described as “phono-semantic,” which means that one part of a character indicates its meaning, and another part indicates its sound. The method of categorizing Chinese characters was developed by Xu Shen (许慎, 59-147 AD). In his 《说文解字》 (shuōwén jiězì, *The Lexicography of Chinese Characters*), he lists Chinese characters in six categories:

1. Pictographs (象形 xiàngxíng), as in the character 日 (rì) meaning “sun.” The character  (日) visually resembles the sun.
2. Simple indicatives (指事 zhǐshì), as in the character 上 (shàng) meaning “up” or “top.” The character  (上) itself indicates the idea of “up.”
3. Compound indicatives (会意 huìyì), as in the character 林 (lín) meaning “forest.” In the character  (林), two trees are joined to indicate a forest.
4. Phono-semantic compound characters (形声 xíngshēng), as in the character 提 (tí) meaning, among other things, to carry, lift, raise, promote, or bring up [an issue]. The left part of this character (扌, the hand radical) indicates the meaning, while the right part (是) indicates the pronunciation.
5. Borrowed characters (假借 jiǎjiè), as in the character 東 (dōng) meaning “east.”  originally depicted a bundle tied on both ends but was borrowed to refer to “east.”
6. Derived characters (转注 zhuǎnzhù), as in the characters 考 (kǎo) and 老 (lǎo). These two characters have a similar etymological root but different pronunciations and different meanings.



Learning to write Chinese characters.



发音练习 PRONUNCIATION PRACTICE

1. Read the following names of major Chinese cities after your teacher.
How many can you identify on the map?

Běijīng	Shànghǎi	Guìyáng	Kūnmíng
Chóngqìng	Guǎngzhōu	Lāsà	Xiānggǎng
Dàlián	Qūfù	Shěnyáng	Hā'ěrbīn
Xī'ān	Luòyáng	Hūhéhàotè	Wūlǔmùqí
Dàtóng	Nánjīng	Lánzhōu	Xīníng
Sūzhōu	Hángzhōu	Nánníng	Guìlín
Wǔhàn	Chángshā	Hǎikǒu	Nánchāng



2. Read the names of the provinces and autonomous regions in China after your teacher. How many can you locate on the map?

Běijīng	Shànghǎi	Jiāngsū	Ānhuī
Chóngqìng	Tiānjīn	Zhèjiāng	Jiāngxī
Hēilóngjiāng	Nèiměnggǔ	Fújiàn	Guǎngdōng
Jílín	Liáoníng	Guǎngxī	Hǎinán
Héběi	Hénán	Guìzhōu	Yúnnán
Shāndōng	Shānxī	Sìchuān	Xīzàng
Qīnghǎi	Gānsù	Níngxià	Táiwān
Shǎnxī	Xīnjiāng	Àomén	Xiānggǎng
Húnán	Húběi		



学无止境 EXTEND YOUR KNOWLEDGE

Choose one of the two research topics below.

1. Research one of the cities listed on page 24 and find out what famous historical or scenic sites are located in this city. Share the results with your classmates.
2. Research the administrative structure of the People's Republic of China and write down the answers to the following questions:
 - A. How many provinces, autonomous regions, municipalities and special administrative districts are there in China?
 - B. Use different colors to indicate on the map on page 25 the municipalities, special administrative districts and the autonomous regions in China.
 - C. Discuss your results with your classmates.

你知道吗? Did you know?

There is no strict gender etiquette in China when it comes to introductions. One does not need to introduce a woman before a man. However, there is a rather strict rule that, in a formal social setting, one should first introduce the person who holds a position of seniority, either in social status or in age.

When the Chinese meet each other for the first time in business settings or on relatively formal social occasions, it is customary for people to exchange business cards. When presenting or receiving a business card, one should hold the card with both hands. After receiving a business card, one should put the card carefully in a business card holder. It is considered impolite to casually stuff the card into one's wallet or pocket.



课堂用语 Classroom Expressions

懂了吗?	Dǒng le ma?	(Do you) understand?
懂了。	Dǒng le.	(I) understand.
不懂。	Bù dǒng.	(I) don't understand.

1.4

自我介绍
Introducing Myself

Kǎilì
凯丽



对话一 Dialogue 1

(Maria meets Kelly at a lunch table. Kelly is an international student who comes from the United States.)

Mǎliyà: Nǐ hǎo! Wǒ jiào Mǎliyà.
玛丽娅: 你 好! 我 叫 玛丽娅。

Nǐ jiào shénme míngzi?
你 叫 什么 名字?

Kǎilì: Nǐ hǎo! Wǒ jiào Kǎilì,
凯丽: 你 好! 我 叫 凯丽,

wǒ xìng Sītǎnà.
我 姓 斯坦纳。

Mǎliyà: Nǐ jiā zhù zài Shànghǎi ma?
玛丽娅: 你 家 住 在 上海 吗?

Kǎilì: Bù, wǒ jiā zhù zài Hángzhōu.
凯丽: 不, 我 家 住 在 杭州。

Nǐ jiā zhù zài nǎr?
你 家 住 在 哪儿?

Mǎliyà: Wǒ jiā zhù zài Shànghǎi.
玛丽娅: 我 家 住 在 上海。



杭州



上海



对话二 Dialogue 2

(The people in Maria's class are introducing themselves.)

Mǎliyà: Nǐmen hǎo! Wǒ jiào Mǎliyà, xìng Luóxīní.
玛丽娅: 你们好! 我叫玛丽娅, 姓罗西尼。
 Wǒ jiā zhù zài Shànghǎi. Wǒ xuéxí Hànyǔ.
 我家住在上海。我学习汉语。

Tāngmǔ: Dàjiā hǎo! Wǒ xìng Wáng, jiào Tāngmǔ. Wǒ jiā
汤姆: 大家好! 我姓王, 叫汤姆。我家
 yě zhù zài Shànghǎi.
 也住在上海。

Dàwèi: Wǒ jiào Dàwèi Gélín. Wǒ jiā bù zhù
大卫: 我叫大卫格林。我家不住
 zài Shànghǎi. Wǒ jiā zhù zài Xiānggǎng. Wǒ
 在上海。我家住在香港。我
 yě xuéxí Hànyǔ.
 也学习汉语。



生词 New Words

	<i>Simplified</i>	<i>Traditional</i>	<i>Pinyin</i>	<i>Part of Speech</i>	<i>English</i>
1.	叫		jiào	<i>v.</i>	given name is, full name is
2.	什么	甚麼	shénme	<i>pron.</i>	what
3.	名字		míngzi	<i>n.</i>	name
4.	姓		xìng	<i>n./v.</i>	<i>n.</i> surname; <i>v.</i> surname is
5.	家		jiā	<i>n.</i>	family
6.	住		zhù	<i>v.</i>	live
7.	在		zài	<i>prep.</i>	in, at
8.	不		bù	<i>adv.</i>	no, not
9.	哪儿	哪兒	nǎr	<i>pron.</i>	where
10.	学习	學習	xuéxí	<i>v.</i>	study, learn
11.	汉语	漢語	Hànyǔ	<i>p.n.</i>	Chinese (language)
12.	大家		dàjiā	<i>n.</i>	everybody, everyone

Proper Nouns

13.	凯丽	凱麗	Kǎilì	<i>p.n.</i>	Kelly
14.	斯坦纳	斯坦納	Sītǎnnà	<i>p.n.</i>	Steiner
15.	上海		Shànghǎi	<i>p.n.</i>	Shanghai
16.	杭州		Hángzhōu	<i>p.n.</i>	Hangzhou (a city near Shanghai)
17.	罗西尼	羅西尼	Luóxīní	<i>p.n.</i>	Rossini
18.	王		Wáng	<i>p.n.</i>	a Chinese surname
19.	格林		Gélín	<i>p.n.</i>	Green
20.	香港		Xiānggǎng	<i>p.n.</i>	Hong Kong

语言注释 Language Notes

1. Chinese names

First name only: 我叫玛丽娅。

My first name is Maria. / I am Maria.

Last name only: 我姓罗西尼。

My last name is Rossini.

Full name: (1) 我姓王，叫王丽娅。

My surname is Wang, I'm Wang Liya.

(2) 我叫玛丽娅·罗西尼。

I am Maria Rossini.

Unlike European names, the order of Chinese name is “last name (surname) + first name (given name)”. When the Chinese introduce themselves, they usually tell people their family names first, followed by their full name. For example:

我姓林，我叫林大卫。

我姓王，叫王丽。

It is not very common for people in China to call each other by their given names, unless they are close friends. Usually colleagues and acquaintances address each other by their surnames, with a prefix such as 老 (lǎo) for older people or 小 (xiǎo) for younger people.

2. Negating a present tense statement

To negate a statement in present tense, simply add the adverb 不 before the verb.

Subject	Adverb	Verbal phrase	English meaning
我	不	住在上海	I don't live in Shanghai.
我	不	住在杭州。	I don't live in Hangzhou.
他	不	是大卫。	He is not David.
他	不	学习汉语。	He doesn't study Chinese.
丁老师	不	认识他。	Teacher Ding doesn't know him.

3. Formulating a question using interrogative pronouns

When formulating a question using interrogative pronouns such as 什么 and 哪儿, simply insert the interrogative pronoun at the place where the answer would normally appear. In terms of the sentence word order, a question keeps the word order of a normal sentence, that is: Subject-Predicate. There is no need to change the word order. In addition, an interrogative sentence does not need the question particle 吗. For example:

他叫什么? → 他叫大卫。
 他姓什么? → 他姓林。
 他住在哪儿? → 他住在上海。

Below is a list of interrogative pronouns:

<i>Chinese</i>	<i>Pinyin</i>	<i>English</i>
谁	shéi / shuí	who/whom
谁的	shéide / shuíde	whose
什么	shénme	what
哪儿/哪里	nǎr / nǎlǐ	where
哪 + measure word	nǎ	which
为什么	wèishénme	why
怎么	zěnmē	how

4. The Chinese language

There are several terms that are commonly used to refer to “Chinese language.” They include 汉语, 中文 (Zhōngwén), 华语 (Huáyǔ), etc. In general, 汉语 refers to the Chinese language as a whole (both spoken and written), while 中文 the written form. 华语 is mainly used in Singapore, Malaysia and overseas Chinese communities.

5. Special tone rules for 不

In Dialogue 2, 大卫 says, “我家不住在上海。” When you listened to this sentence, did you hear that 不 is pronounced differently than usual? When 不 is followed by a 4th tone syllable, it is pronounced as a 2nd tone (**bú**) instead of as a 4th tone (**bù**). For example:

不是 **bù shì** is changed to **bú shì**

不对 **bù duì** is changed to **bú duì**

6. 儿 as a suffix

儿 (ér), meaning “son,” is commonly used as a familiar suffix for nouns in northern Chinese dialects and is incorporated into Standard Mandarin. In terms of pronunciation, the **er** sound merges with the syllable preceding it. Therefore, 哪儿 is pronounced as **nǎr** instead of **nǎ ér**.

The suffix 儿 is prevalent in Beijing dialect; its use extends to other parts of speech, such as place words and time words, and it is even used for verbs. In other parts in China – this is particularly true in southern China – other suffixes are used. A good example would be the two words meaning “where” introduced in this lesson: 哪儿 and 哪里. In Beijing you will most likely hear 哪儿, whereas in Shanghai 哪里 is the word that gets you to places. Throughout this book you will learn more words with 儿 suffix.



学无止境 EXTEND YOUR KNOWLEDGE








What other languages can you speak? Below is a list of Chinese words for foreign languages. Tell the class what languages you are studying by using the sentence 我学习...

<i>Spoken language</i>	<i>Written language</i>	<i>Pinyin</i>	<i>English</i>
日语	日文	Rìyǔ/Rìwén	Japanese
英语	英文	Yīngyǔ/Yīngwén	English
法语	法文	Fǎyǔ/Fǎwén	French
德语	德文	Déyǔ/Déwén	German
俄语	俄文	Éyǔ/Éwén	Russian
拉丁语	拉丁文	Lādīngyǔ/Lādīngwén	Latin
西班牙语	西班牙文	Xībānyáyǔ/Xībānyáwén	Spanish
意大利语	意大利文	Yìdàliyǔ/Yìdàliwén	Italian
汉语	中文	Hànyǔ/Zhōngwén	Chinese

An Introduction to Chinese Characters (Part 3)

The Structure of a Chinese Character

Each Chinese character can be considered a single unit that is made up of one, two, or three parts. These parts, or components, of characters are generally arranged in several common patterns:

Structure	Name	Examples
	Single structure	丁, 一, 上
	Left and right structure	好, 妈, 你
	Top and bottom structure	是, 老, 看
	Left, middle, and right structure	哪, 谢, 挺
	Top, middle, and bottom structure	桌, 墨, 黄
	Semi-encircle structure	房, 病, 虎
	Enclosed structure	国, 回, 四

Thinking of characters in this way—as made up of different components that are arranged into common patterns—will make it easier for you to recognize how they are composed and remember how to write them correctly, than thinking of them simply as a bunch of strokes to be memorized.



发音练习 PRONUNCIATION PRACTICE

1. Read the following names of popular dim sum dishes after your teacher.

点心 Dim Sum



Dim sum (点心, pronounced “diǎn xin” in Mandarin and “dim sum” in Cantonese) refers to a special kind of Cantonese cuisine that comes with a wide variety of dumplings, pastries and other Cantonese delicacies, served with tea. It is a delightful way to get together with family and friends, drinking tea and tasting the dumplings while chatting away on a Sunday morning. The commonly served dim sum items include:

虾饺	xiājiǎo	steamed shrimp dumplings wrapped in thin, transparent rice flour wrappers
烧麦	shāomài	(siu mai in Cantonese) steamed meat dumplings wrapped in thin wheat flour wrappers
肠粉	chángfěn	steamed rice noodle rolls stuffed with shrimp or beef
粉果	fěnguǒ	steamed dumplings stuffed with pork, peanuts, dried shrimp and other spices
叉烧包	chāshāobāo	steamed barbecued pork buns
叉烧酥	chāshāosū	pastry filled with barbecued pork
糯米鸡	nuòmǐjī	sweet rice wrapped in lotus leaves, stuffed with dried shrimp, chicken and shiitake mushrooms
麻团	mátuán	deep-fried sweet pastry filled with red bean paste and rolled in sesame seeds
蛋挞	dàntǎ	egg custard tart
油条	yóutiáo	fried dough usually eaten with soy milk or rice porridge
豆浆	dòujiāng	soy milk
粥	zhōu	rice porridge that can be plain or flavored with seafood or meat, among other things
小笼包	xiǎolóngbāo	Shanghai-style steamed pork buns known for their small size and rich broth inside
锅贴	guōtiē	(pot stickers) pan-fried meat or vegetable dumplings
春卷	chūnjuǎn	(spring rolls) deep fried roll consisting of vegetables, meat, and eggs

2. Read the following names of popular Chinese dishes after your teacher.



gōng bǎo jī dīng 宫保鸡丁 <i>Kung Pao Chicken</i>	má pó dòu fù 麻婆豆腐 <i>Mapo Tofu</i>	jiè lán niú ròu 芥兰牛肉 <i>Beef and Broccoli</i>
yú xiāng ròu sī 鱼香肉丝 <i>Fish-Flavored Pork</i>	běi jīng kǎo yā 北京烤鸭 <i>Peking Duck</i>	méng gǔ niú ròu 蒙古牛肉 <i>Mongolian Beef</i>
yāo guǒ xiā qiú 腰果虾球 <i>Prawn and Cashew Nuts</i>	shuāng dōng niú ròu 双冬牛肉 <i>Beef with Mushroom</i>	gǔ lǎo ròu 古老肉 <i>Sweet & Sour Pork and Bamboo Shoots</i>
táng cù yú 糖醋鱼 <i>Sweet & Sour Fish</i>	jī dàn chǎo fàn 鸡蛋炒饭 <i>Egg-Fried Rice</i>	xiā rén chǎo miàn 虾仁炒面 <i>Shrimp-Fried Noodles</i>

学无止境 EXTEND YOUR KNOWLEDGE

Go out with your family or friends and have dim sum, lunch, or dinner at a Chinese restaurant – yes, those Chinese fast food counters in your local shopping malls also count. Try to order your dishes in Chinese. Reflect on your experience and share it with your classmates.

你知道吗? Did you know?

As in the West, Chinese children generally take their father's surname. In the past, women in China changed their surname to their husband's after marriage. But this custom is no longer practiced in Mainland China. Women now keep their maiden names after marriage.

There are many different ways of asking a person's name in China, depending on how formal the occasion is. In informal settings, “你叫什么名字?” would be sufficient. However, in formal settings, one should use “您怎么称呼?” (Nín zěnme chēnghū?) or “您贵姓?” (Nín guìxìng?)



课堂用语 Classroom Expressions

请再说一遍。	Qǐng zài shuō yī biàn.*	Please say it again.
第一声	dì yī shēng	first tone
第二声	dì èr shēng	second tone
第三声	dì sān shēng	third tone
第四声	dì sì shēng	fourth tone
轻声	qīng shēng	neutral tone

*When yī (一) is used to indicate amount (one of something), its pronunciation changes according to the syllable that follows it: yī (一) is pronounced as a 4th tone (yì) instead of a 1st tone when followed by 1st, 2nd, and 3rd tone syllables and as a 2nd tone when followed by a 4th tone syllable. For example:

yī tiān (pronounced as yì tiān)

yī nián (pronounced as yì nián)

yī diǎn (pronounced as yì diǎn)

yī biàn (pronounced as yí biàn)

1.5

电话和电子邮件
Telephone and Email

0	1	2	3	4	5	6	7	8	9	10
零	一	二	三	四	五	六	七	八	九	十
líng	yī (also yāo) ⁵	èr	sān	sì	wǔ	liù	qī	bā	jiǔ	shí



对话一 Dialogue 1

(Maria and Tom exchange their contact information.)

Mǎliyà: Wǒ jiā de diànhuà hàomǎ shì: liù sān wǔ yāo-yāo èr sān bā.

玛丽娅: 我家的电话号码是: 6351-1238。

Nǐ jiā de diànhuà hàomǎ shì duōshao?

你家的电话号码是多少?

Tāngmǔ: Wǒ jiā de diànhuà hàomǎ shì: sān qī bā jiǔ-liù wǔ wǔ yāo.

汤姆: 我家的电话号码是: 3789-6551。

Mǎliyà: Nǐ de diànzi yóujiàn ne?

玛丽娅: 你的电子邮件呢?

Tāngmǔ: Wǒ de shì: tom@hotmail.com.

汤姆: 我的 是: tom@hotmail.com.

Mǎliyà: Xièxie.

玛丽娅: 谢谢。



⁵ See Language Note 2.



对话二 Dialogue 2

(Tom meets Kelly in the school's cafeteria.)

Tāngmǔ: Qǐng wèn, nǐ shì Dài'ān ma?

汤姆：请问，你是黛安吗？

Kǎilì: Bù shì, wǒ shì Kǎilì.

凯丽：不是，我是凯丽。

Tāngmǔ: Duìbùqǐ.

汤姆：对不起。

Kǎilì: Méiguānxi. Nǐ rènshí Dàwèi ma?

凯丽：没关系。你认识大卫吗？

Tāngmǔ: Rènshí. Tā shì wǒ péngyou. Wǒ jiào Tāngmǔ.

汤姆：认识。他是我朋友。我叫汤姆。

Kǎilì: Rènshí nǐ hěn gāoxìng. Nǐ zhīdào Dàwèi de

凯丽：认识你很高兴。你知道大卫的

shǒujī hàomǎ ma?

手机号码吗？

Tāngmǔ: Zhīdào. Yāo sān yāo èr-èr wǔ sì-sān sān liù liù.

汤姆：知道。1312-254-3366。

Kǎilì: Xièxie.

凯丽：谢谢。

Tāngmǔ: Bù kèqi.

汤姆：不客气。



生词 New Words

	<i>Simplified</i>	<i>Traditional</i>	<i>Pinyin</i>	<i>Part of Speech</i>	<i>English</i>
1.	电话	電話	diànhuà	<i>n.</i>	telephone
2.	号码	號碼	hàomǎ	<i>n.</i>	(telephone or street) number
3.	多少		duōshao	<i>s.p.</i>	how many/what's the number
4.	电子邮件	電子郵件	diànzǐ yóujiàn	<i>n.</i>	e-mail address (see Language Note 4)
5.	请问	請問	qǐngwèn	<i>s.p.</i>	excuse me
6.	对不起	對不起	duìbùqǐ	<i>s.p.</i>	I am sorry
7.	没关系	沒關係	méiguānxi	<i>s.p.</i>	that's all right, no problem
8.	高兴	高興	gāoxìng	<i>adj.</i>	glad
9.	知道		zhīdào	<i>v.</i>	to know (a fact)
10.	手机	手機	shǒujī	<i>n.</i>	cell phone
11.	不客气		bù kèqi	<i>s.p.</i>	don't be polite, you are welcome

Proper Noun

12.	黛安		Dài'ān	<i>p.n.</i>	Diane
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语言注释 Language Notes

1. How to read a Chinese telephone number

There are eight digits in a telephone number in China. For cell phones the number of digits rises to 11. When reading out a Chinese telephone number, group every four digits together. For example, if a phone number is 87658972, read it as 8765-8972. For cell phone numbers, the grouping pattern is usually 4-3-4. That is: 1315-788-8890.

2. 1 (yī) or 1 (yāo)

It is common for Chinese people to read the number one as “yāo” instead of “yī” when giving out phone numbers. This may be due to the fact that the sound “yī” can be mistakenly heard as “qī.”

3. The possessive particle 的

The possessive particle 的 is roughly equivalent to the function of ‘s (apostrophe + s) or the “of” in the phrase “the president of our class” (following the grammatical structure “Noun 1 of Noun 2”) in English.

<i>Noun/Pronoun</i>	的	<i>Noun</i>	<i>English meaning</i>
我	的	电话号码	My phone number
大卫	的	朋友	David's friend
你们	的	老师	Your teacher

Sometimes when the object under discussion has been mentioned in the previous sentences, the noun after 的 can be omitted.

我的电话号码是8244-5667,你的(电话号码)呢?

(My phone number is 8244-5667, what is yours?)

When a possessive pronoun (我、你、他...) is used to modify a noun, the possessive particle 的 can be omitted if a close personal relationship exists between the pronoun and the noun.

我(的)朋友	my friend
他(的)朋友	his friend
你(的)爸爸(bàba)	your father

4. 电子邮件 (email)

电子邮件 is also abbreviated as 电邮. The longer form is more often used in formal expressions. In daily communication, it has become more and more common for the Chinese to simply use English words such as “email,” “CD,” and “iPod™” without translating them into Chinese.

我的email是 xiaowang@163.com, 你的呢?
这是我的CD。

Cultural Notes

Below is a list of polite expressions commonly used in China:

⊕ *Apologies:*

To apologize: 对不起。 (Response: 没关系。)

⊕ *For minor errors or for disturbing others:*

不好意思 (bù hǎo yìsi) It's embarrassing. (Response: 没关系。)

⊕ *Thank you:* 谢谢! (Response: 不客气。 (bù kèqi) No need to be so polite.
不谢! (bù xiè) No need to thank me.

⊕ *Meeting someone for the first time (after introducing yourself or being introduced to somebody):*

认识你很高兴。 (rènshí nǐ hěn gāoxìng) I'm happy to meet you.

幸会, 幸会! (xìnghuì, xìnghuì) Pleased to meet you. (polite, formal expression)

⊕ *If the person you've just met is famous or you've heard a lot about him or her, then you'd say:*

久仰, 久仰! (jiǔyǎng, jiǔyǎng) I've been admiring you for a long time.

⊕ *When asking for help or interrupting others:*

请问…… (qǐngwèn...) May I ask ...?

对不起, 请问…… (duìbùqǐ, qǐngwèn) Excuse me, may I ask ...?



发音练习 PRONUNCIATION PRACTICE

The Neutral Tone

A syllable with no tone mark is pronounced in the neutral tone. The neutral tone usually occurs: 1) as the last syllable in a multi-syllable word, or 2) as a question or mood particle at the end of a sentence. You can produce a neutral tone by slightly prolonging the sound of the syllable prior to it.

1. Read the following syllables after your teacher and pay attention to the neutral tones.

wǒ de	nǐ de	gēge	jiějie	mèimei
wǎnshang	xiàlai	zǒuzhe	shàngqu	fàngxia
màn mǎn de	hóng hóng de	kào biān qu	lái wǎn le	chī fàn le

2. Read the following sentences after your teacher and pay attention to the syllables with neutral tones.

- A. Jiějie de míngzi jiào Lìlì.
(My elder sister is called Lili.)
- B. Wǒ de yì jiā zhù zài Běijīng.
(My family lives in Beijing.)
- C. Tā de dìdi hěn cōngming.
(His younger brother is very smart.)
- D. Wǒmen jiā yǒu sān gè rén: bàba, māma, hé wǒ.
(There are three people in my family: dad, mom and I.)
- E. Nǐmen rènshi ma?
(Do you know each other?)
- F. Máomao yě zhù zài Jiùjīnshān ba?
(Maomao also lives in San Francisco, right?)

3. Try to say the following tongue twister.

Pèng Peng Chē 碰 碰 车

Pèng peng chē, chē pèng peng,
碰 碰 车, 车 碰 碰,
Zuò zhe Péng peng hé Píng ping.
坐 着 朋 朋 和 平 平。
Píng ping kāi chē pèng Péng peng,
平 平 开 车 碰 朋 朋,
Péng peng kāi chē pèng Píng ping.
朋 朋 开 车 碰 平 平。

Bumper Cars

*Bumper cars bump against each other,
In the bumper cars are Pengpeng and Pingping.
Pingping drives the bumper car to bump against Pengpeng,
Pengpeng drives the bumper car to bump against Pingping.*

4. Try to say the following children's rhyme.

Shù Zì Gē 数 字 歌

Yī èr sān, sān èr yī,
一 二 三, 三 二 一,
Yī èr sān sì wǔ liù qī,
一 二 三 四 五 六 七,
Qī liù wǔ, wǔ qī liù,
七 六 五, 五 七 六,
Qī liù wǔ sì sān èr yī.
七 六 五 四 三 二 一。

A Rhyme of Numbers

One, two, three, three, two, one,
 One, two, three, four, five, six, seven,
 Seven, six, five, five, seven, six,
 Seven, six, five, four, three, two, one.

你知道吗? **Did you know?**

Telephone did not become popular in China until the late 1980s. Since the telephone is a relatively new phenomenon, telephone etiquette in China is basically imported from the West. For example, one should make phone calls during normal business hours; one should answer the phone promptly after two or three rings; and one should sit up straight and smile when answering the telephone, etc.

The use of mobile phones in China has a rather interesting history. The first mobile phone service was established in China in 1987. At the time the mobile phones were usually bulky, the service expensive, and those who could afford them rather elaborate in their manners. Owning a mobile phone then was a symbol of power and wealth – indeed the mobile phones were nicknamed “大哥大” (dàgēdà, literally “Big Brother is Great”). In recent years, the number of mobile phone subscribers has increased dramatically, thanks to rapid economic expansion in China. According to the statistics published by the Ministry of Information Industry of the People’s Republic of China, as of April 2007, there were more than 487 million cell phone subscribers in China.

课堂用语 **Classroom Expressions**

请打开课本。	Qǐng dǎkāi kèběn.	Please open your textbook.
请打开练习本。	Qǐng dǎkāi liànxíběn.	Please open your workbook.
第 X 页。	Dì X yè.	Page X.
请看第一课。	Qǐng kàn dì yī kè.	Please look at Lesson 1.

1.6

第一单元复习

Unit 1 Review

Read the following dialogues and the text. There are a few words in color; please guess the meaning of the new words from the context.



对话一 Dialogue 1

玛丽娅：你好！

汤姆：你好！

玛丽娅：我是玛丽娅。你呢？

汤姆：我姓王，叫汤姆。

大卫：你们好！我叫大卫格林。你们认识她(tā)吗？她是我朋友凯丽。

凯丽：你们好！认识你们很高兴。

What is the meaning of 她?

It is “she/her”. Pay attention to the radical on the left: 女 (woman).



对话二 Dialogue 2

丁老师：请问，你叫什么名字？

凯丽：老师好！我叫凯丽。

丁老师：你家住在哪儿？

凯丽：我家住在杭州。

丁老师：你家的电话号码是多少？

凯丽：三七二五-六七一九。

丁老师：谢谢！你的电子邮件是什么？

凯丽：是 kaili@sohu.com



课文 Text

你们好！我姓丁，叫丁明(míng)。我是你们的汉语老师。认识你们很高兴。

我住在上海。我的电话号码是六三四五-八八九零。我的电子邮件是 ding@sohu.com.

Do you know the meaning of 汉语老师?

You guessed it. It is “Chinese language teacher.”



生词 New Words

	Chinese	Pinyin	Part of Speech	English
1.	零	líng	num.	zero
2.	一	yī/ yāo	num.	one
3.	二	èr	num.	two
4.	三	sān	num.	three
5.	四	sì	num.	four
6.	五	wǔ	num.	five
7.	六	liù	num.	six
8.	七	qī	num.	seven
9.	八	bā	num.	eight
10.	九	jiǔ	num.	nine
11.	十	shí	num.	ten



发音练习 PRONUNCIATION PRACTICE

The Pronunciation of 一 and 不⁶

The tones of “一” and “不” change according to the tone of the syllable that follows. The character 一 is pronounced in the fourth tone (yì) when followed by 1st, 2nd and 3rd tones, and the second tone (yí) when followed by a 4th tone. Similarly, when 不 is followed by 1st, 2nd and 3rd tones, it is pronounced in the fourth tone (bù). When it is followed by a 4th tone, it is pronounced in the second tone (bú).

1. Read aloud the following syllables after your teacher, paying attention to the tone changes for 一.

yì tiān	yì zhāng	yì duān	yì zhuāng
yì nián	yì yuán	yì chuán	yì tiáo
yì dǐng	yì liǎng	yì kuǎn	yì liǎn
yí jiàn	yí gòng	yí dìng	yí lǔ
bù tīng	bù hē	bù chī	bù ān
bù máng	bù xíng	bù tíng	bù lái
bù mǎn	bù lǎn	bù gěi	bù xiǎng
bú yòng	bú kàn	bú jiàn	bú dìng

2. Read aloud the following phrases after your teacher.

yì	xīn	yí	yì	yì	qián	yí	hòu
一	心	一	意	一	前	一	后
yì	zhēn	yí	xiàn	yì	liǎng	yì	qián
一	针	一	线	一	两	一	钱
bù	sān	bú	sì	bù	huāng	bù	máng
不	三	不	四	不	慌	不	忙
bù	jǐn	bú	màn	bú	jìn	bú	tuì
不	紧	不	慢	不	进	不	退

⁶ In the pronunciation exercises, we show tone changes for the purpose of teaching correct pronunciation. Elsewhere, we write pinyin words with their base tones.

3. Read aloud the following children's rhyme about a little mouse, paying attention to the tone changes for 不.

Xiǎo Lǎo Shǔ
小 老 鼠

Xiǎo lǎo shǔ, shàng dēng tái,
小 老 鼠, 上 灯 台,
Tōu chī yóu, xià bù lái.
偷 吃 油, 下 不 来。
Jiào mā ma, mā bù lái,
叫 妈 妈, 妈 不 来,
Jī li gū lu gǔn xià lái.
叽 里 咕 噜 滚 下 来。

A Little Mouse

*A little mouse got up onto the lampstand,
To steal some oil to eat, but could not get down again,
Called for his mom, but mom didn't come,
So he rolled and tumbled down to the ground.*

4. Read aloud the following children's rhyme about a morning glory.

Qiān Niú Huā
牵 牛 花

Qiān niú huā, xiàng lǎ bā,
牵 牛 花, 象 喇 叭,
Tā bù qiān niú, zhǐ kāi huā.
它 不 牵 牛 只 开 花。

Qīan niú huā, dào chù pá,
牵牛花，到处爬，
Pá mǎn wǒ jiā zhú lí bā。
爬满我家竹篱笆。

Morning Glory

The morning glory looks like a loudspeaker,

It does nothing but bloom.

The morning glory spreads everywhere,

Covers my house's bamboo fence.

5. Read the following children's rhyme.

Xiǎo Bǎn Dèng

小板凳

Xiǎo bǎn dèng, nǐ bié wāi,
小板凳，你别歪，
Ràng wǒ diē diē zuò xià lái。
让我爹爹坐下来。
Wǒ gěi diē diē chuí chuí bèi,
我给爹爹捶捶背，
Diē diē kuā wǒ guāi bǎo bèi。
爹爹夸我乖宝贝。

A Small Bench

Small bench, don't tilt,

Let my dad sit down.

*I tap on my dad's back,**

Dad says I am a good kid.

*Tapping on someone's back is a form of massage in China.

SELF-ASSESSMENT

In Unit 1 you learned how to introduce yourself to your classmates and use Chinese to find out some information about your classmates. Have you reached the learning goals of Unit 1?

After completing the exercises for Unit 1 in your Workbook, fill out the following self-assessment sheet.

Yes/No	<i>Can you say these things in Chinese?</i>
	Greetings
	Your name
	Where you live
	Your telephone number
	Ask someone else their name, where they live, and their telephone number.

Yes/No	<i>Do you know how to do these things?</i>
	Count from 0–10.
	Pronounce pinyin when you see it.
	Know when to change the tones of 一 and 不.
	Know the stroke order for writing Chinese characters.
	Identify the radical of a character.

8–9	yes	excellent
5–7	yes	good
1–4	yes	need some work