

NEW PRACTICAL CHINESE READER

(2nd Edition)

课 本
TEXTBOOK

英文注释
Annotated in English

新实用汉语课本

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(第2版)



北京语言大学出版社
BEIJING LANGUAGE AND CULTURE
UNIVERSITY PRESS

Foreword of the Revised Edition

Since *New Practical Chinese Reader* was published in 2002, it has been well received by learners and teachers of Chinese around the world and aroused a lot of concern among them. In the past few years, the total volume of the books and the accompanying audio-visual products has hit 1 million, not including those published and issued in the countries that have imported its copyright. In the seminars and annual meetings on Chinese language teaching held in many regions, this textbook often became a topic for discussion. It shows, just like *Practical Chinese Reader*, its previous edition, *New Practical Chinese Reader* has become one of the basic Chinese learning resources that are most widely used. It also shows that the teaching concepts *New Practical Chinese Reader* adheres to and the methods adopted in the compilation of the book correspond to the reality of Chinese teaching. The teaching concepts *New Practical Chinese Reader* upholds are taking language structure as the guideline and combining the teaching of language structure with the teachings of language functions and culture. Due to the compilers' utmost efforts, the language points and sentence structures are carefully arranged, gradually taught and constantly recurred, which have made it easier for students to learn Chinese. The content of the texts is closely related to Chinese culture, with an emphasis on introducing Chinese customs and Chinese behavioral culture, which have effectively aroused learners' interest and improved their ability to communicate in Chinese.

The attention given by our colleagues in the field of Chinese teaching to *New Practical Chinese Reader* has helped us see the heavy responsibility we are carrying as the textbook compilers. During the past years we conducted a lot of investigations and research to learn how *New Practical Chinese Reader* was used in various regions. And we found there is room for improvement in the textbook through our reflective teaching. Many warm-hearted colleagues and students home and abroad have put forward lots of valuable opinions and suggestions on *New Practical Chinese Reader*. All this has contributed to the publication of this revised edition.

For users' convenience, in this new edition we have revised those we found improper, but have not revised the framework, the texts and the main language points of the textbook. Users can visit www.blcup.com to learn the traditional Chinese version of the texts.

To facilitate students, in the second edition of this series, the recording is in the MP3 attached to each book.

We look forward to more opinions and suggestions from our users and will continue to improve and develop *New Practical Chinese Reader*.

Liu Xun
January 2010

Preface

New Practical Chinese Reader is a series of Chinese textbooks compiled at the beginning of the new millennium for the purpose of teaching Chinese to native English speakers or those who use English as their principal second language. It aims to develop the learner's communicative ability in Chinese by learning language structures, functions and related cultural knowledge as well as by training their listening, speaking, reading and writing skills. The series consists of 70 lessons in six volumes. The first four volumes, consisting of 50 lessons, are for beginners and pre-intermediate level learners. The last two volumes contain 20 lessons for learners at an intermediate level. This set of textbooks is designed for overseas students who either take Chinese as an elective or major in the language for a period of three years, studying about one lesson a week, or one volume a semester. It can also be used by self-study learners. The first four volumes come along with Workbooks, Instructor's Manuals, tapes, CDs and DVDs. The last two volumes are only accompanied by Instructor's Manuals.

Why have we named our teaching materials *New Practical Chinese Reader*?

We have given our textbooks this name, because it follows in the footsteps of the highly acclaimed and time-tested *Practical Chinese Reader* (hereinafter referred to as *PCR*). However, in the meantime, it is an entirely new set of textbooks. *PCR* has been published in numerous editions since 1981 and has been adopted as a textbook by Chinese language educators and learners worldwide during the last two decades. The characters in the lessons of *PCR* (Gu Bo, Palanca and Ding Yun etc.), have accompanied two generations of students of different nationalities during their study of beginning Chinese. Now these characters have finally reached middle age, and it is time for their children's generation to learn Chinese and become the principal characters in *New Practical Chinese Reader*. These include Ding Libo, a Canadian student, who is the son of Gu Bo and Ding Yun; Ma Dawei, an American student; and Lin Na, a British student. The teaching of Chinese as a second language has changed greatly during the last twenty years as a result of the experience accumulated by many Chinese language teachers, both at home and abroad. The new age in which we live requires that we improve our approaches and teaching materials. We hope that this new teaching material will be able to make a breakthrough to the teaching of Chinese language in a number of areas.

New Teaching Materials, New Concepts

More and more Chinese language teachers advocate the idea that the fundamental goal of language teaching is to cultivate the learner's communicative ability in the target language. We believe new teaching materials should be learner-centered. What is taught must be determined by students' needs and must enable them to learn creatively, gradually strengthening their motivation and sense of achievement. We must create a synthesis of all pedagogical schools, ranging from

the grammar-translation method to the communicative approach. We should emphasize the study of the communicative function of a language and the firm grasp of its structure. We should let students develop the four basic skills through a great deal of practice and exercises while also master the necessary grammatical knowledge and rules for word and sentence formation. The study of phonetics, vocabulary, sentence patterns, grammar, and discourse are the foundation of language communication. The only way that we can make the learning process easier and smoother is by emphasizing the principle of moving from the simple to the complex and from the easy to the difficult, progressing gradually as we constantly review what has come before. Language teaching materials must help students understand the culture and society of the target language so that they can use the target language more effectively. The above are the basic concepts that guided us while writing *New Practical Chinese Reader*.

Features of *New Practical Chinese Reader*

1. *New Practical Chinese Reader* does not follow the linear structure formerly adopted by Chinese teaching materials, instead it adopts a cyclical arrangement with constant review of language structure and function together with important cultural information. The teaching of language structure went through four cycles in the six volumes. In the first six lessons of Volume One, the focus of which is learning phonetics, students are exposed to various basic sentence patterns by engaging in simple dialogues, although grammar is not discussed systematically at this stage. The second cycle is found in the twenty lessons that comprise the last eight lessons of Volume One and all the lessons of Volume Two. In this cycle, students learn and practice fundamental sentence patterns. As a result, by the end of the first year of study, they should have an elementary command of basic Chinese language structure. Volumes Three and Four contain the 24 lessons of the third cycle, which further consolidate, expand and deepen students' understanding of lexical items and sentence patterns. The fourth cycle is found in the 20 lessons of the last two volumes. Besides introducing more new words and grammatical points, these lessons concentrate on the teaching of complex sentences and paragraphs not emphasized in previous Chinese teaching materials. These four large cycles contain smaller ones that closely interact with the unit reviews, not only increasing the students' command of language structures and functions, but also (and more importantly) giving them a sense of accomplishment in communicative abilities at each stage of the learning process.

2. *New Practical Chinese Reader* doesn't only emphasize on structure as the previous teaching materials did. Even in its introduction to phonetics, this new series gives prominence to function, training the students in the most needed functional items, such as greetings and introductions. The first four volumes focus on the teaching of basic functions and topics of conversation, training the students' abilities to use language structures for communication. The last two volumes cultivate students' abilities to comprehend and communicate at a higher level, especially their abilities to use paragraphs to communicate. Functional items are included throughout the six volumes in order to constantly improve the learner's listening, speaking, reading and writing skills. Some pictures and

culturally authentic materials are also used, such as selections from timetables, menus, advertisements, announcements, newspapers and classic works.

3. Unlike the vast majority of previous textbooks, *New Practical Chinese Reader* emphasizes the systematic study of Chinese characters. In view of the difficulties encountered by students lacking a background in Chinese characters, the first two volumes stress the rules of learning Chinese characters, studying easy forms such as basic strokes, character components and single-component characters first before moving on to difficult ones. The first six lessons of Volume One separate the study of characters from the text. The teaching of characters starts with the introduction of 60 common, easily learnt characters. These characters are frequently used as components of other characters. Some character components are also taught. The goal of this approach is to let students learn multi-component characters by mastering their components first.

4. Transcending the limits of campus life, *New Practical Chinese Reader* distinguishes itself from most previous Chinese textbooks even at the beginning stage by including a broader range of interesting materials. The first four volumes develop a series of attractive stories, narrating the lives of the three international students mentioned above, including their friendship, love stories and teacher-student relationships with the Chinese students Song Hua, Wang Xiaoyun, the journalist Lu Yuping, the tour guide Xiaoyanzi, as well as several Chinese language teachers. Volumes One and Two interweave campus life with daily life, introducing customs and culture closely associated with the expression and comprehension of Chinese. The third and fourth volumes concentrate on topics of interest to students, illustrating cultural differences between China and the West. The last two volumes introduce various aspects of Chinese society, highlighting traditional and contemporary Chinese culture.

5. *New Practical Chinese Reader* abandons the mechanical, monotonous and inflexible formulae of previous teaching materials and can suit the needs of students at different levels. It increases the language input, the amount of vocabulary and exercises, while adopting a module structure that balances the relationship between core material and supplementary contents. By guaranteeing the teaching of core material, it increases the amount of supplementary contents so that students can learn according to their individual needs, and teachers can use the textbook to suit the different levels of their students.

Furthermore, to help students better learn the rules of Chinese and develop their communication skills, innovations are also made in this set of textbooks in teaching word structure, morpheme and discourse.

The Layout of Volumes One to Four of *New Practical Chinese Reader*

■ Textbooks

Text This section supplies the topics and scenes of each lesson. For the most part, Volumes One and Two use dialogue form (with two paragraphs in each lesson), strengthening listening and speaking

practice and providing an overall foundation for the four basic skills in Chinese. The pronunciation section in lessons one to six emphasizes the texts annotated in *pinyin*, while lessons seven to fourteen focus on Chinese characters with *pinyin* written beneath them. In the second volume, *pinyin* disappears, and there are only tone marks. From the third volume onward, tone marks are no longer used. In this way, learners gradually free themselves from *pinyin*.

New Words This part of each lesson analyzes the morphemes (Chinese characters) that form new words with the aim of improving learners' comprehension and memory. At the same time, students can master the use of new words by practicing them in phrases. Supplementary words can be learned according to the learners' individual abilities.

Notes For the most part, notes contain explanations of new words, develop grammatical points taught previously, or introduce necessary cultural background. English translations are provided to help students comprehend sentences containing grammar that will be dealt with in latter lessons.

Conversation Practice (excluding Lessons 1–6), **Drills and Practice** (excluding Lessons 7–14) We hope students will thoroughly master the key sentences illustrating the fundamental language structures and functions in the text. By practicing phrases, doing pattern drills, and taking part in dialogues and communicative exercises, students can successfully move from doing mechanical exercises to proficient communication.

Reading Comprehension and Paraphrasing Exercises of this kind ensure the review of some of the sentence patterns and lexical items already taught, thereby developing the students' discourse abilities in both oral and written forms. From the second volume on, the contents of reading texts are expanded so as to strengthen the students' reading comprehension.

Phonetics and Pronunciation Drills (in Lessons 1–6) In view of the peculiarities of Chinese pronunciation and the special difficulties presented to foreign learners with English as their mother tongue, the texts focus on the principal features of the Chinese pronunciation system, phonetics and spelling rules. Students can gradually achieve a good foundation in pronunciation by doing the exercises for spelling, the four tones, sound discriminations, tone discriminations, tone sandhi, tone combinations, practice on disyllabic and polysyllabic words, and reading aloud classroom expressions.

Grammar The grammar explanations take into account the special features of the Chinese language and the difficulties encountered by native speakers of English in learning them. They do not attempt to treat Chinese grammar comprehensively but articulate the most important grammatical structures and rules for sentence formation. There are two review lessons in each volume that help learners review the grammatical points taught before.

Chinese Characters The text first introduces character components, later combining them to form characters. Rules for constructing and writing characters are also given to facilitate the learning of Chinese writing.

Cultural Note At first, a cultural note in English is provided so that students can gain insight

into cultural information related to their language studies. With the improvement of learners' Chinese proficiency, cultural note is more and more incorporated into the Chinese texts.

■ Workbooks

The Workbooks are designed for students to use after class. In addition to exercises for studying Chinese characters, phonetics, sentence patterns and words, they also include general exercises for listening, speaking, reading, and writing.

■ Instructor's Manuals

Suggestions are made in the Instructor's Manuals regarding the goals and methods of teaching and supply explanations of each lesson's contents. They also supply the instructors with more knowledge about phonetics, grammar and vocabulary. Unit tests and keys to the tests and some exercises of Workbooks are provided.

Acknowledgements

Sponsored by the National Office for Teaching Chinese as a Foreign Language (hereinafter referred to as NOTCFL), this set of teaching materials is one part of a key research project undertaken by the Beijing Language and Culture University. Ms. Yan Meihua, the director-general of the NOTCFL, Professor Jiang Mingbao and Ms. Li Guiling from the NOTCFL were responsible for planning and organizing this project. The President of the Beijing Language and Culture University, Professor Qu Delin, and the Chairman of the Council for University Affairs, Researcher Wang Lujiang, guaranteed the smooth implementation of this project undertaken by our university. In order to obtain an understanding of Chinese teaching overseas, we made a study trip to six Canadian universities with Chinese language programs before compiling this set of teaching materials. Special thanks go to Ms. Xu Lin, Educational Consul of the Chinese Consulate General in Vancouver, whose work helped us establish our partnership with the Asian Studies Department of the University of British Columbia. Our thanks are also due to Mr. Song Yongbo from the Teaching Bureau of the NOTCFL, for his assistance during the whole project.

We are very grateful to McGill University, University of Montreal, University of Toronto, University of British Columbia, Simon Fraser University and University of Victoria for the great hospitality they offered us during our study trip as well as the valuable suggestions provided by our colleagues from these institutions. Chinese language instructors from Queen's University, Huron College of the University of Western Ontario, York University, Langara College, Douglas College, and Comosen College also enthusiastically participated in our forum on Chinese textbooks. It is our pleasure to give special thanks to Dr. Robert Shanmu Chen, Chinese Coordinator of the Asian Studies Department of U.B.C., Mr. Zheng Zhining from the same department, Dr. Helen Wu of University of

Toronto, and Mr. Wang Renzhong of McGill University, who agreed to be on the Canadian Consulting Group for our teaching materials.

Dr. Robert S. Chen and Mr. Zheng Zhining were in charge of the Canadian party of this joint project, which would have never succeeded without their continuous organization and coordination. They are also responsible for the final proofreading of both the Chinese and English texts of all the six volumes. Dr. Robert S. Chen, Dr. Cheng Maorong, Dr. He Donghui, Dr. Li Tianming, Mr. Zheng Zhining and Ms. Xia Wei, all of which are from U.B.C., spent much time and effort translating the original Chinese text into English. Dr. Cheng Maorong, Dr. He Donghui, Dr. Li Tianming, Dr. Mou Huaichuan, Ms. Lin Huimin, Ms. Lü Mingzhu, Ms. Xia Wei, Ms. Yang Liqiong and Mr. Zheng Zhining participated in the proofreading of the Chinese texts. Mr. Allen Haaheim and Mr. Paul Crowe of U.B.C. edited and proofread the first version of the English translations, while Professor Jerry D. Schmidt proofread the final version of all the English translations. Dr. Cheng Maorong, Dr. He Donghui, Ms. Lin Huimin, Ms. Xia Wei, Ms. Yang Liqiong and Mr. Zheng Zhining did trial teaching of sample lessons from the six volumes at the Asian Studies Department of U.B.C.. We appreciate all these people for their efforts.

Special thanks are also due to the Director and General Editor of Beijing Language and Culture University Press, Professor Wang Jianqin, Editors Wang Hongyu and Wang Biao, and Painter Yang Keqian who did much hard work to facilitate the publication of our textbooks.

The chief compiler of this textbook series is Prof. Liu Xun. The other compilers include Associate Prof. Zhang Kai, Associate Prof. Liu Shehui, Associate Prof. Chen Xi, Ms. Zuo Shandan, and Ms. Shi Jiawei. Shi Jiawei and Liu Xun were in charge of writing Volumes One and Two. Volumes Three and Four were largely written by Liu Shehui and Chen Xi, and Volumes Five and Six mainly by Zhang Kai and Zuo Shandan.

We sincerely hope teachers and students using our materials to offer their valuable criticisms and suggestions to enable us to improve these textbooks in the future.

Compilers
January 2002
Beijing Language and Culture University

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Welcome to *New Practical Chinese Reader* (the 2nd Edition)!

This textbook features several imaginary characters to make your Chinese learning experience more enjoyable: international students Ding Libo, Lin Na, and Ma Dawei; Chinese teachers Mr. Yang, Ms. Chen, and Professor Zhang; Chinese students Song Hua, and Wang Xiaoyun; and Chinese reporter Lu Yuping. They, together with the help of your instructor, will act as tour guides for your adventure, guiding you and your classmates into the fascinating world of Chinese, the language with the largest number of speakers in the world today. Now let's get to know our companions for this journey.

人物介绍

Introduction to the Main Characters in the Text



丁力波 Dīng Lìbō
A Canadian student, aged 21, male. His father is Gu Bo, his mother is Ding Yun.

马大为 Mǎ Dàwéi
An American student, aged 22, male.

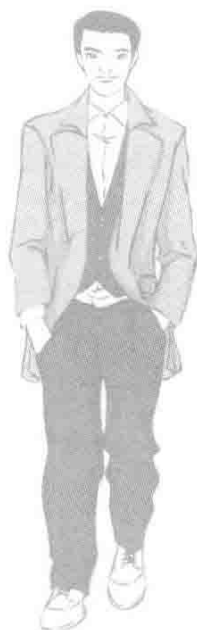


林娜 Lín Nà
A British student, aged 19, female.



宋华 Sòng Huá
A Chinese student, aged 20, male.

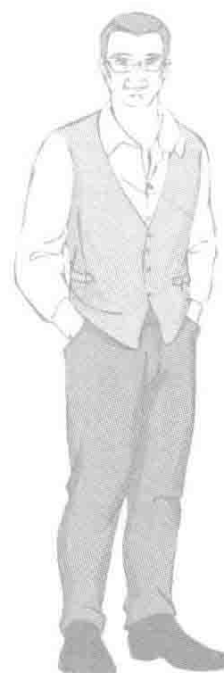
陆雨平 Lù Yǔpíng
A Chinese reporter, aged 26, male.



王小云 Wáng Xiǎoyún
A Chinese student, aged 20, female.



陈老师 Chén lǎoshī
A Chinese teacher, aged 30, female.



张教授 Zhāng jiàoshòu
A Chinese professor, aged 48, male.



杨老师 Yáng lǎoshī
A Chinese teacher, aged 32, male.

第一课

Lesson

1

Nǐ hǎo

你 好

How do you do?

This lesson begins by introducing some sounds unique to the Chinese language, including tones. The Chinese writing system dates back more than 3,000 years, and it is especially intriguing to see how Chinese characters developed since their basically pictographic origins in ancient China. By the end of the lesson, you will be able to express some everyday greetings in Chinese.



一、课文 Text



1 (一)

Lù Yǔpíng: Lìbō, nǐ hǎo.^①

陆雨平: 力波, 你好。

Lìbō: Nǐ hǎo, Lù Yǔpíng.

力波: 你好, 陆雨平。

打招呼

Saying hello



生词 New Words

1. nǐ	你	Pr	you
2. hǎo	好	A	good, well, fine, OK
3. Lù Yǔpíng	陆雨平	PN	(name of a Chinese reporter)
4. Lìbō	力波	PN	(name of a Canadian student)

注释 Notes



① Nǐ hǎo.

“Hello!”, “How do you do?”

This is the most common form of greeting in Chinese. It can be used at any time of the day when meeting people for the first time or for people you know. The response to this greeting form is also “Nǐ hǎo. (你好。)”

2

(二)



Lìbō: Lín Nà, nǐ hǎo ma?^②

力波: 林娜, 你好吗?

Lín Nà: Wǒ hěn hǎo, nǐ ne?^③

林娜: 我很好, 你呢?

Lìbō: Yě hěn hǎo.^④

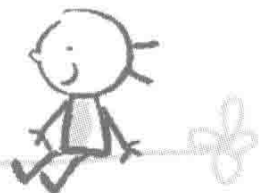
力波: 也很好。

生词 New Words

1. ma	吗	QPt	(a particle used for a question expecting a yes-no answer)
2. wǒ	我	Pr	I, me
3. hěn	很	Adv	very
4. ne	呢	QPt	(a modal particle used for elliptical questions)
5. yě	也 ^[1]	Adv	too, also
6. Lín Nà	林娜	PN	(name of a British student)

注释

Notes



② Nǐ hǎo ma?

“How are you?”

This is also a form of greeting, often used after you have not seen someone for some time, and the response is usually “Wǒ hěn hǎo (我很好)” or other similar polite, conventional verbal exchanges.

[1]: Students are required to master the characters in red in this lesson.

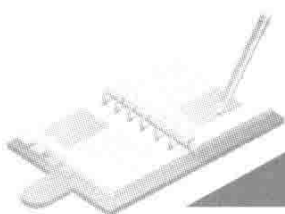
③ Nǐ ne?

“And (how are) you?”

④ Yě hěn hǎo.

“(I am) fine (literally, very good), too.”

This is an elliptical sentence, with the subject “wǒ (我)” omitted. In spoken Chinese, when the context is explicit and there is no ambiguity, the subject is often omitted. One may also say “Hěn hǎo. (很好。)” to answer the question “Nǐ hǎo ma? (你好吗?)”



二、练习 Exercises

● 语音练习 Pronunciation Drills



声母 Initials: b p m n l h
韵母 Finals: a o e i u ü
ao en ie in ing uo

1 拼音 Pinyin

bā	bō	bī	bū	bīn	bīng
pā	pō	pī	pū	pīn	pīng
mā	mō	mī	mū		
nē	nāo	niē			
lē	lāo	liē	luō		
hē	hāo	huō			

2 四声 The four tones

ā	á	ǎ	à	
nī	ní	nǐ	nì	
hāo	háo	hǎo	hào	nǐ hǎo
lī	lí	lǐ	lì	
bō	bó	bǒ	bò	Lìbō
līn	lín	lǐn	lìn	
nā	ná	nǎ	nà	Lín nà
lū	lú	lǔ	lù	
yū	yú	yǔ	yù	
pīng	píng			Lù Yǔpíng
wō		wǒ	wò	
	hén	hěn	hèn	wǒ hěn hǎo
yē	yé	yě	yè	yě hěn hǎo

3 辨音 Sound discrimination

bā — pā
(eight) (lie on one's stomach)

nǚ — nǔ
(female) (to exert)

wǔ — hǔ
(five) (tiger)

bīng — bīn
(ice) (guest)

piě — biě
(left-falling stroke) (shrivelled)

huǒ — wǒ
(fire) (I)

4 辨调 Tone discrimination

mǎ — mā
(horse) (mom)

mù — mǔ
(wood) (mother)

yī — yí
(one) (aunt)

yě — yè
(also) (night)

lì — lǐ
(strength) (in)

mén — mèn
(door) (depressed)

5 三声变调 Third-tone sandhi

nǐ hǎo hěn hǎo yě hǎo yě hěn hǎo

6 朗读下列课堂用语 Read the following classroom expressions aloud

Nǐ hǎo. Nǐmen hǎo.

会话练习 Conversation Practice



核心句 KEY SENTENCES

1. Nǐ hǎo.

3. Wǒ hěn hǎo, nǐ ne?

2. Nǐ hǎo ma?

4. Yě hěn hǎo.

(一) 打招呼 Saying hello

1. 完成下列会话 Complete the following dialogue

Lín Nà: Lìbō, nǐ hǎo!

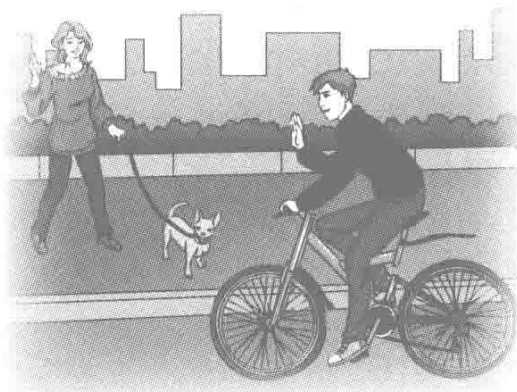
Lìbō: _____.

2. 看图会话 Make dialogues based on the pictures



① A: _____.

B: _____.



② A: _____.

B: _____.

(二) 问候 Greetings

1. 完成下列会话 Complete the following dialogue

Mǎlì: Nǐ hǎo ma?

Lù Yì: _____, _____?

Mǎlì: Wǒ yě hěn hǎo.

2. 情景会话 Situational dialogue

You run into a Chinese friend whom you haven't seen for a long time. What will you say to him / her?



(三) 听述 Listen and repeat

A: 你好吗?

B: 我很好, 你呢?

A: 我也很好。



三、语音 Phonetics

1 声母和韵母 Initials and finals

A syllable in the common speech of modern Chinese usually consists of an initial, which is a consonant that begins the syllable, and a final, which constitutes the rest of the syllable. For example, in the syllable “píng”, “p” is the initial and “ing” is the final. A syllable can stand without an initial, such as “yě”, but a syllable must have a final. In the common speech of modern Chinese, there are 21 initials and 38 finals altogether.

2 发音要领(1) Key points of pronunciation (1)

Initials: m, n, l, h are pronounced similarly to their counterparts in the English language.

b like “p” in “speak” (unaspirated, voiceless).

p like “p” in “park” (aspirated, voiceless).

Note: Particular attention should be paid to the pronunciation of the aspirated and unaspirated consonants: b-p.

Finals: e like “er” in “her”.

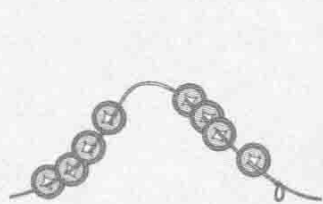
ie like “ye” in “yes”.

-ng (final) a nasalised sound like the “ng” in “bang” without pronouncing the “g”.

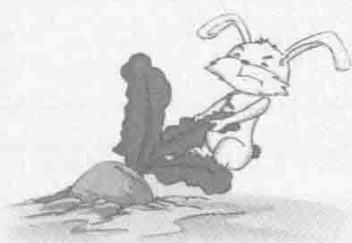
Note: The pronunciation of the “e” in a compound final is different from that of the simple final “e”.

3 声调 Tones

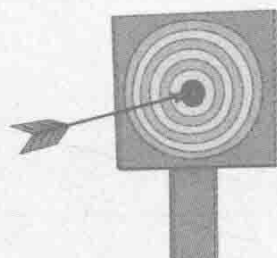
Chinese is a tonal language in which the tones convey differences in meaning.



bā (八)
eight



bá (拔)
pull



bǎ (靶)
target



bà (爸)
father

In common speech there are four basic tones, represented respectively by the following tone marks:

- “ - ” for the first tone,
- “ / ” for the second tone,
- “ v ” for the third tone,
- and “ \ ” for the fourth tone.

When a syllable contains only a single vowel, the tone mark is placed directly above the vowel letter as in “lù” and “hěn”. The dot over the vowel “i” should be dropped if the tone mark is placed above it, as in “nǐ”, “nín” and “píng”. When the final of the syllable is composed of two or more vowels, the tone mark should be placed above the vowel pronounced with the mouth widest open (e.g. hǎo).

The openness of the mouth for the vowels, from the widest to the smallest is as follows:

a o e i u ü

4 三声变调(1) Third-tone sandhi (1)

A third tone, when immediately followed by another third tone, should be pronounced in the second tone, but with the tone mark “v” remaining unchanged. For example:

Nǐ hǎo. → Ní hǎo.

Wǒ hěn hǎo. → Wó hén hǎo.

hěn hǎo → hén hǎo

Yě hěn hǎo. → Yé hén hǎo.

5 拼写规则(1) Spelling rules (1)

At the beginning of a syllable, “i” is written as “y” (e.g. iě → yě). “i” is written as “yi” when it forms a syllable all by itself (e.g. ī → yī).

At the beginning of a syllable, “u” is written as “w” (e.g. uǒ → wǒ). “u” is written as “wu” when it forms a syllable all by itself (e.g. ū → wū).

When “ü” is at the beginning of a syllable or forms a syllable by itself, a “y” is added to it and the two dots over it are omitted (e.g. ū → yǔ).



四、语法 Grammar

汉语的语序 Word order in Chinese

The main characteristic of Chinese grammar is that it lacks of morphological changes in person, tense, gender, number, and case in the strict sense. The word order, however, is very important to convey different grammatical meanings. The subject of a sentence is usually placed before the predicate. For example:

Subject	Predicate
Nǐ 你	hǎo. 好。
Wǒ 我	hěn hǎo. 很好。
Lìbō 力波	yě hěn hǎo. 也很好。



五、汉字 Chinese Characters

Chinese characters originated from pictures. The history of their formation is very long, dating back to remote antiquity. Present-day Chinese characters, which evolved from ancient Chinese characters, are square-shaped. Here are some examples illustrating their long evolution:

Picture	Oracle Bone Inscription	Small Seal Character	Official Script	Traditional Chinese in Regular Script	Simplified Chinese in Regular Script
					

1 汉字基本笔画 Basic strokes of Chinese characters

Chinese characters are written by combining various kinds of “strokes”. These strokes can be divided into “basic” strokes and “combined” strokes.

Basic Stroke	Name	Example	Way to Write
	diǎn	门	The dot is written from top to bottom-right, as in the first stroke of “门”.
	héng	一	The horizontal stroke is written from left to right.
	shù	木	The vertical stroke is written from top to bottom, as in the second stroke of “木”.
	piě	力	The left-falling stroke is written from top to bottom-left, as in the second stroke of “力”.
	nà	八	The right-falling stroke is written from top to bottom-right, as in the second stroke of “八”.
	tí	我	The upward stroke is written from bottom-left to top-right, as in the fourth stroke of “我”.

2 认写基本汉字 Learn and write basic Chinese characters

(1) 一
yī

一
one

1 stroke



(2) 八
bā

八
eight

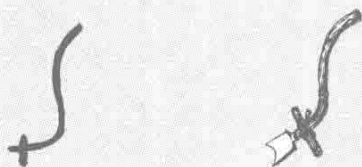
2 strokes



(3) 力
lì

力
strength

2 strokes



(4) 门 (門)
mén

门
door

3 strokes



(5) 也 yě too; also 3 strokes

(6) 马 (馬) mǎ horse 3 strokes



(7) 女 nǚ female 3 strokes

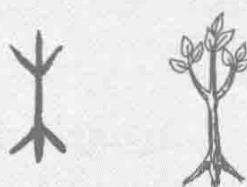


Note: “女” is written as “女” on the left side of a character.

(8) 五 wǔ five 4 strokes



(9) 木 mù wood 4 strokes



Note: “木” is written as “木” on the left side of a character.

(10) 火 huǒ fire 4 strokes



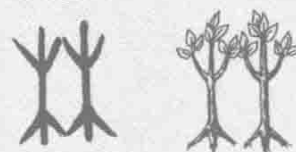
Note: “火” is written as “火” on the bottom of a character.

3 认写课文中的汉字 Learn and write the Chinese character in the text

林 lín

林 → 木 + 木

8 strokes



文化知识 Cultural Note

The Chinese Language (*Hanyu*) and "Common Speech" (*Putonghua*)

The Chinese language (*Hanyu*), the major language of the Chinese people with a history of more than 5,000 years, is one of the oldest languages in the world. In spite of its old age, Chinese is now one of the most widely used living languages. The language is spoken in many regions of China, as well as in many overseas Chinese communities, especially in Singapore and Malaysia. And there are more than a billion native speakers of Chinese worldwide. It is one of the working languages of the United Nations.

Chinese belongs to the Sino-Tibetan language family. Among the 56 ethnic groups in China, the *Han*, *Hui*, *Manchu* and other ethnic groups, constituting 94% of the population of China, speak Chinese.

Chinese includes variants from seven main dialect groups. The northern or Mandarin dialect covers three fourths of China's territory and includes two thirds of its population. Standard Chinese is also known by its official designation, *Putonghua*, literally "common speech". *Putonghua* is based on the northern dialect, using the dialect of Beijing as the basis for its pronunciation and modern vernacular literature for its grammatical structure.

第二课

Lesson

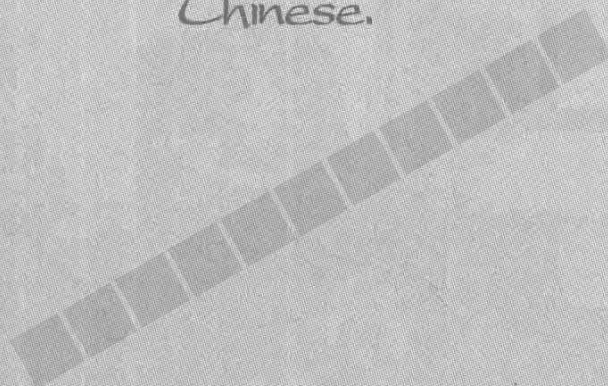
2

Nǐ máng ma

你 忙 吗

Are you busy?

By the end of this lesson, you will be able to greet others and express your needs in Chinese.





一、课文 Text



6 (一)

问候别人

Greetings

Lín Nà: Lù Yǔpíng, nǐ hǎo ma?

林娜: 陆雨平, 你好吗?

Lù Yǔpíng: Wǒ hěn hǎo. Nǐ bàba, māma hǎo ma? ①

陆雨平: 我很好。你爸爸、妈妈好吗?

Lín Nà: Tāmen dōu hěn hǎo. ② Nǐ máng ma?

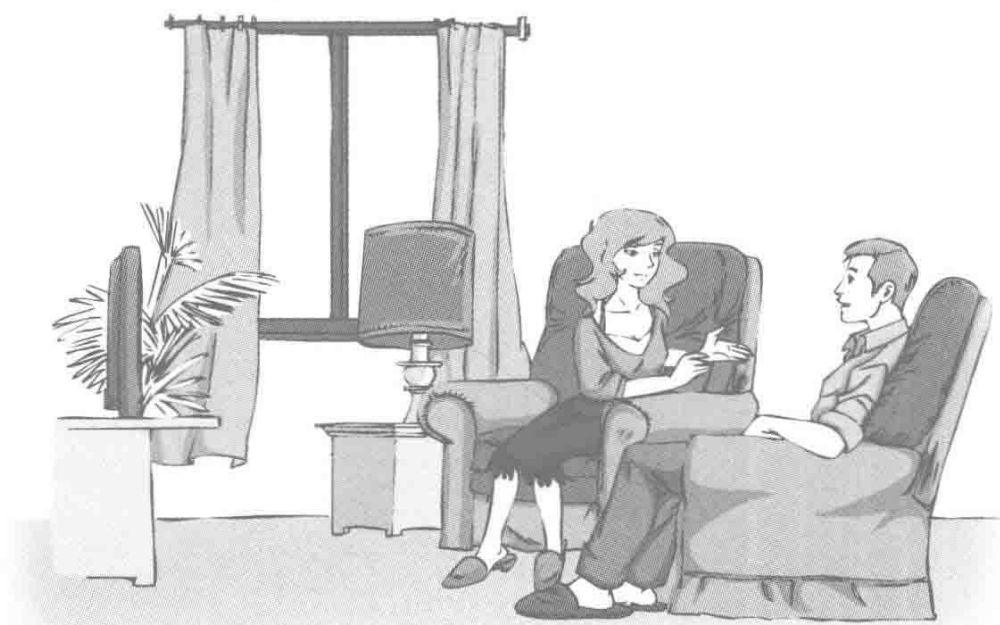
林娜: 他们都很好。你忙吗?

Lù Yǔpíng: Wǒ bù máng. Nǐ nán péngyou ne?

陆雨平: 我不忙。你男朋友呢?

Lín Nà: Tā hěn máng.

林娜: 他很忙。



生词 New Words

1. máng 忙 A busy

*2. ma 吗^[1] QPt (a particle used for questions expecting a yes-no answer)

3. bàba 爸爸 N dad

4. māma 妈妈 N mom

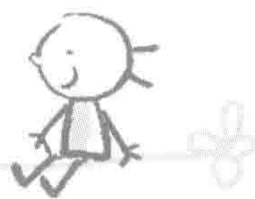
5. tāmen 他们 Pr they, them

tā 他 Pr he, him

[1]: Words marked by an asterisk have appeared in previous lessons.

men	们	Suf	(used after pronouns 我, 你, 他, 它 or certain nouns to denote plurality)
6. dōu	都	Adv	both, all
7. bù	不	Adv	not, no
8. nán	男	A	male
9. péngyou	朋友	N	friend
*10. ne	呢	MdPt	(a modal particle used for elliptical questions)

注释 Notes



① Nǐ bàba、māma hǎo ma?

“How are your mom and dad?”

nǐ bàba —— your dad, nǐ māma —— your mom, nǐ nán péngyou —— your boyfriend.

② Tāmen dōu hěn hǎo.

“They are both fine (literally, very good).”



7 (二)

Dīng Lìbō: Gēge, nǐ yào kāfēi ma? ③

丁力波: 哥哥, 你要咖啡吗?

Gēge: Wǒ yào kāfēi.

哥哥: 我要咖啡。

Dìdi: Wǒ yě yào kāfēi. ④

弟弟: 我也要咖啡。

Dīng Lìbō: Hǎo, wǒmen dōu

丁力波: 好, 我们都

hē kāfēi. ⑤

喝咖啡。

问需要

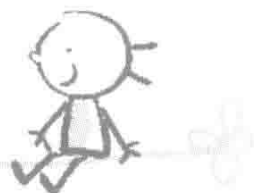
Asking what someone wants



生词 New Words

1. gēge	哥哥	N	elder brother
2. yào	要	V	to want
3. kāfēi	咖啡	N	coffee
4. dìdi	弟弟	N	younger brother
5. wǒmen	我们	Pr	we, us
6. hē	喝	V	to drink
7. Dīng	丁	PN	(a surname)

注释 Notes



③ Nǐ yào kāfēi ma?

“Do you want some coffee?”

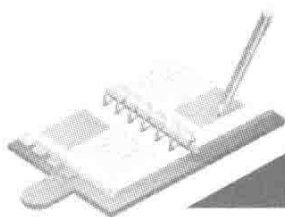
“Nǐ yào……ma? (你要……吗?)” is a sentence pattern commonly used when asking what the other party wants, whereas “Wǒ yào……(我要……)” is used to express what “I” want.

④ Wǒ yě yào kāfēi.

“I want some coffee, too.”

⑤ Wǒmen dōu hē kāfēi.

“We all drink coffee.”



二、练习 Exercises

语音练习 Pronunciation Drills



8

声母 Initials: d t g k f

韵母 Finals: ei ou an ang eng iao iou (-iu)

1 拼音 Pinyin

dē	dōu	dān	dāng
tē	tōu	tān	tāng
gē	gōu	gān	gāng
kē	kōu	kān	kāng
bēi	bān	bēng	biāo
pēi	pān	pēng	piāo
fēi	fān	fēng	diū
hēi	hān	hēng	niū

2 四声 The four tones

tā		tǎ	tà	
mēn	mén		mèn	tāmen
wō		wǒ	wò	wǒmen
nī	ní	nǐ	nì	nǐmen
nān	nán	nǎn	nàn	
pēng	péng	pěng	pèng	
yōu	yóu	yǒu	yòu	nán péngyou
bū	bú	bǔ	bù	
	máng	mǎng		bù máng
gē	gé	gě	gè	gēge
dī	dí	dǐ	dì	dìdi
hē	hé		hè	
kā		kǎ		
fēi	fēi	fěi	fèi	hē kāfēi

3 辨音 Sound discrimination

dà — tà
(big) (to step on)

kě — gě
(may) (a surname)

kǒu — gǒu
(mouth) (dog)

dōu — duō
(all) (many)

gēn — gēng
(to follow) (to plough)

dīng — tīng
(nail) (to listen)

4 辨调 Tone discrimination

dāo —— dào

(knife) (to arrive)

tǔ —— tù

(soil) (rabbit)

yòu —— yǒu

(again) (to have)

ní —— nǐ

(nun) (you)

liù —— liǔ

(six) (willow)

kàn —— kǎn

(to see) (to cut)

5 轻声 Neutral tone

bàba

māma

gēge

dìdi

nǐmen

wǒmen

tāmen

……hǎo ma?

Nǐ ne?

Nǐ nán péngyou ne?

6 双音节连读 Practice on disyllabic words

yǐnliào (drinks)

yéye (grandpa)

kělè (coke)

mèimei (younger sister)

hànbǎo (hamburger)

fāyīn (pronunciation)

píngguǒ (apple)

hēibǎn (blackboard)

7 朗读下列课堂用语 Read the following classroom expressions aloud

Tīng wǒ fāyīn.

Listen to my pronunciation.

Kàn hēibǎn.

Look at the blackboard.

会话练习 Conversation Practice



核心句 KEY SENTENCES

1. Tāmen dōu hěn hǎo.
2. Nǐ máng ma?
3. Wǒ bù máng.
4. Nǐ yào kāfēi ma?
5. Wǒ yào kāfēi.
6. Wǒmen dōu hē kāfēi.

(一) 问候别人 Greetings

(1) A: Dà Lín, nǐ máng ma?

B: _____. Nǐ ne?

A: _____.

(2) A: Nǐ bàba, māma hǎo ma?

B: _____. Nǐ gēge ne?

A: _____.

(3) A: Nǐ dìdi hǎo ma?

B: _____. Nǐ _____ ne?

A: _____.

(二) 问需要 Asking what someone wants

1. 完成下列会话 Complete the following dialogues

(1) A: Nín yào kāfēi ma?

B: Wǒ yào kāfēi.

A: Nǐ ne?

C: _____.

(2) A: Nǐ yào kělè (coke) ma?

B: _____.

A: Nǐ ne?

C: _____.

2. 看图会话 Make dialogues based on the pictures



① A: _____?

B: _____.



② A: _____?

B: _____.



10

(三) 听述 Listen and repeat

A: 你爸爸、妈妈都好吗?

B: 他们都很好。



三、语音 Phonetics

1 轻声 Neutral tone

In the common speech of modern Chinese, there are a number of syllables which are unstressed and are pronounced in a “weak” tone. This is known as the neutral tone and is indicated by the absence of a tone mark. For example:

吗 ma 呢 ne 们 men

2 发音要领(2) Key points of pronunciation (2)

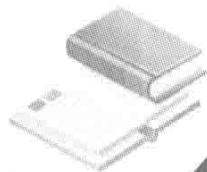
Initials: f is pronounced similarly to its counterpart in the English language.
 d like “t” in “stay” (unaspirated).
 t like “t” in “tag” (aspirated).
 g a soft unaspirated “k” sound like “k” in “skate”.
 k like “k” in “kangaroo” (aspirated).

Note: Particular attention should be paid to the pronunciation of the aspirated and unaspirated consonants: d-t, g-k.

Finals: ei like “ay” in “play”.
 ou like “o” in “so”.
 an like “an” in “can” (without stressing the “n”).

3 拼写规则(2) Spelling rules (2)

The compound final “iou” is written as “-iu” when it comes after an initial and the tone mark is placed on “u”. For example: liù (six).



四、语法 Grammar

1 形容词谓语句 Sentences with an adjectival predicate

Adjectives in Chinese can function directly as predicates. This kind of sentence is called a sentence with an adjectival predicate. Adjectives in this kind of sentence can be modified by adverbs such as “很”, “也”, and “都”. The negative form of sentences with an adjectival predicate is generated by placing the negative adverb “不” before the adjective that functions as the predicate. For example: “我不忙”.

Subject	Predicate
Nǐ 你	hǎo. 好。
Tā 他	hěn máng. 很 忙。
Wǒ 我	bù máng. 不 忙。
Tāmen 他们	dōu hěn hǎo. 都 很 好。

Note: Adverbs such as “很”, “也”, and “都” must be placed before the adjective they modify.

2 用“吗”的是非问句 “Yes-no” question with “吗”

A declarative sentence can be changed into a “yes-no” question by adding the question particle “吗” at the end of it.

Statement	Question
Nǐ hǎo. 你好。	Nǐ hǎo ma? 你好 吗?
Tā bàba、māma dōu hǎo. 他爸爸、妈妈 都 好。	Tā bàba、māma dōu hǎo ma? 他爸爸、妈妈 都 好 吗?
Tā máng. 她 忙。	Tā máng ma? 她 忙 吗?
Wǒ yào kāfēi. 我 要 咖啡。	Nǐ yào kāfēi ma? 你 要 咖啡 吗?



五、汉字 Chinese Characters

1 认写基本汉字 Learn and write basic Chinese characters

(1) 丁
dīng

一 丁
nail

2 strokes



(2) 刀
dāo

丿 刀
knife

2 strokes



Note: “刀” is written as “刂” on the right side of a character.

(3) 又
yòu

㇏ 又
again

2 strokes

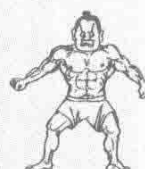


Note: “又” was originally a pictograph of “the right hand”.

(4) 大
dà

一 ㇏ 大
big

3 strokes



(5) 口
kǒu

丨 凵 口
mouth

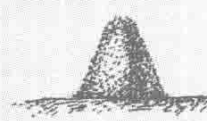
3 strokes



(6) 土
tǔ

一 十 土
earth

3 strokes

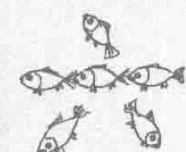


Note: “土” is written as “扌” on the left side of a character.

(7) 六
liù

丶 一 𠂇 六
six

4 strokes



(8) 不 bù no, not 4 strokes

(9) 尼 ní nun 5 strokes

(10) 可 kě can, may 5 strokes

2 认写课文中的汉字 Learn and write the Chinese characters in the texts

(1) 吗 ma (嗎)

吗 → 口 + 马 6 strokes

(“口” denotes the meaning of speaking, “马” denotes the pronunciation.)

(2) 呢 ne

呢 → 口 + 尼 8 strokes

(“口” denotes the meaning of speaking, “尼” denotes the pronunciation.)

(3) 妈妈 māma (媽媽)

妈 → 女 + 马 6 strokes

(“女” denotes the meaning of woman, “马” denotes the pronunciation.)

(4) 哥哥 gēge

哥 → 可 + 可 10 strokes

文化知识 Cultural Note

Chinese Characters and Simplified Characters

The Chinese character is the only ideograph still in daily use in the world today. Unlike the alphabetic systems used by most languages, Chinese is made up of characters, the majority of which are "pictophonetic". Most consist of a component indicating the sound of the character, the phonetic, combined with a semantic component, the significance of the radical, which shows the category of meaning to which the character belongs.

Chinese characters are monosyllables, and generally each character represents a single morpheme. The total number of Chinese characters is estimated at over 40,000, of which only 5,000 – 8,000 are frequently used, while 3,000 are normally adequate for everyday situations.

A considerable number of Chinese characters are composed of numerous strokes and are therefore complicated to write. With a view to facilitating writing, people have made continuous attempts to simplify the writing system. The simplification of Chinese characters includes two aspects: to reduce the number of characters, and to reduce the number of strokes. What are known as "simplified characters" refer to those characters that have been thus simplified; traditional characters, on the other hand, are those that retain their earlier forms.

The use of simplified characters is now official policy in the People's Republic of China, while traditional characters are restricted mainly to academic use or aesthetic purposes. Simplified characters have the advantages of being easier to learn, memorize, read and write. Here are two examples:

mother	媽 (traditional)	妈 (simplified)
door	門 (traditional)	门 (simplified)

Simplified characters are used in this textbook.