



CHENG & TSUI

"Bringing Asia to the World"™

中文听说读写

INTEGRATED
CHINESE

Simplified
Characters

1

Textbook

4th Edition

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This Fourth Edition of *Integrated Chinese* is dedicated to the memory of our
dearest colleague and friend Professor Tao-chung (Ted) Yao.

Publisher's Note

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

The Cheng & Tsui Chinese Language Series is designed to publish and widely distribute quality language learning materials created by leading instructors from around the world. We welcome readers' comments and suggestions concerning the publications in this series. Please contact the following members of our Editorial Board, in care of our Editorial Department (e-mail: editor@cheng-tsui.com).

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Preface

The *Integrated Chinese* (IC) series is an internationally acclaimed Mandarin Chinese language course that delivers a cohesive system of print and digital resources for highly effective teaching and learning. First published in 1997, it is now the leading series of Chinese language learning resources in the United States and beyond. Through its holistic focus on the language skills of listening, speaking, reading, and writing, IC teaches novice and intermediate students the skills they need to function in Chinese.

What's New

It has been eight years since the publication of the Third Edition of IC. We are deeply grateful for all the positive feedback, as well as constructive suggestions for improvement, from IC users. In the meantime, China and the world have seen significant transformations in electronic communications, commerce, and media. Additionally, the technology available to us is transforming the way teachers and students interact with content. The teaching of Chinese as a second language needs to keep pace with these exciting developments. Therefore, the time seems right to update IC across delivery formats.

In developing this latest edition of IC, we have consulted the American Council on the Teaching of Foreign Languages (ACTFL) *21st Century Skills Map for World Languages*. The national standards for foreign language learning in the 21st century focus on goals in five areas—communication, cultures, connections, comparisons, and communities. In addition to classifying the applicable **Language Practice** activities by communication mode (interpersonal, interpretive, and presentational), we have added a host of materials that address the 5 Cs. The delivery of IC via the new ChengTsui Web App elevates the teaching and learning experience by presenting multimedia and interactive content in a truly blended and integrated way.

New, visually rich supplementary modules that recur in each lesson have been introduced. These can be taught in any sequence to serve as prompts for classroom discussion and student reflection:

- **Get Real with Chinese** draws on realia to situate language learning in real-life contexts. Students are required to analyze, predict, and synthesize before coming to conclusions about embedded linguistic and cultural meaning. Photos and questions connect the classroom to authentic Chinese experiences.
- **Chinese Chat** provides opportunities for language practice in the digital environment. Realistic texting, microblogging, and social media scenarios show students how the younger generation has adapted Chinese to new communication technologies.
- **Characterize It!** encourages students to approach Chinese characters analytically. The exercises in the first five lessons introduce a major pattern to teach character structure; then a major radical to teach characters' meanings. The remaining lessons introduce two major radicals each to allow students to continue to expand their knowledge strategically. Additional activities are provided on the ChengTsui Web App.
- While not a new segment, **How About You?** has been revamped for the Fourth Edition. This module encourages students to personalize their study of vocabulary and learn words and phrases that relate to their own interests and background. Questions now appear in both Chinese and English, while visual cues, which typically correspond to possible answers, promote vocabulary expansion and retention. Vocabulary items corresponding to the visual cues are listed in a separate index.

Moreover, to promote students' awareness of cultural diversity in a world of rapid globalization, we have included **Compare & Contrast** activities in the **Cultural Literacy** (formerly Culture Highlights) section. This section as a whole has been given a lavishly illustrated, magazine-style treatment to better engage students. Users who subscribe to the ChengTsui Web App will have access to additional cultural content related to the lesson themes.

We have also updated the **Grammar** section to include exercises tailored to each grammar point, so students can immediately put into practice the language forms they have just learned. Additional practice exercises for each grammar point are accessible via the ChengTsui Web App.

The **Basics** (formerly Introduction) section has been completely redesigned to emphasize its foundational importance in the book. More information on its pedagogical function can be found on page 1. **Keeping It Casual** (formerly That's How the Chinese Say It!) remains a review of functional expressions after Lessons 5 and 10 that encourages students to build their own personalized list of useful expressions.

Finally, the new **Lesson Wrap-Up** section includes context-based tasks that prepare students to communicate with native Chinese speakers. Also in this section are **Make It Flow!** exercises, which help students develop and apply strategies to organize information coherently and cohesively in written and spoken discourse. We created this activity to address the common phenomenon of novice and intermediate students speaking in choppy, isolated sentences. The ultimate purpose of acquiring a language is communication, and a hallmark of effective communication is the ability to produce continuous discourse. The **Lesson Wrap-Up** activities are intended as assessment instruments for the **Can-Do Checklist**, which encourages students to measure their progress at the end of the lesson.

As previous users of IC will note, we have renamed the four-volume series. The new sequencing of Volumes 1 to 4 better reflects the flexibility of the materials and the diversity of our user groups and their instructional environments.

As with the Third Edition, the Fourth Edition of IC features both traditional and simplified character versions of the Volume 1 and 2 textbooks and workbooks, and a combination of traditional and simplified characters in the Volume 3 and 4 textbooks and workbooks. However, in response to user feedback, we have updated the traditional characters to ensure they match the standard set currently used in Taiwan. For reference, we have consulted the Taiwan Ministry of Education's *Revised Chinese Dictionary*.

The most significant change in the Fourth Edition is the incorporation of innovative educational technology. Users of the print edition have access to audio (at chengtsui.co/resources), while subscribers to the ChengTsui Web App have access to streaming audio plus additional, interactive content.

Users who choose to subscribe to the *Basic Edition* of the ChengTsui Web App will have access to:

- Audio (Textbook and Workbook)
- Video of the lesson texts
- Vocabulary flashcards
- Additional grammar exercises
- Additional character practice
- Additional cultural content

Users who choose to subscribe to the *Essential Edition* of the ChengTsui Web App will, in addition to the above, have access to the Workbook with auto-grading and the Character Workbook as a download.

In addition to the student editions, the ChengTsui Web App is available in an *Educator Edition*. The *Educator Edition* web-application overlay suggests teaching tips and strategies and conveniently makes connections between the Textbook and the additional resources provided in the Teacher's Resources, such as video activity sheets, quizzes, and answer keys.

A key feature of the ChengTsui Web App is coherence. The innovative instructional design provides an integrated user experience. Learners can move seamlessly between the transmission, practice, application, and evaluation stages, navigating the content to suit their particular learning needs and styles. For more information and a free trial, please visit chengtsui.co.

Both in its print and digital versions, the new IC features a contemporary layout that adds clarity and rigor to our instructional design. Rich new visuals complement the text's revised, user-friendly language and up-to-date cultural content. We hope that students and teachers find the many changes and new features timely and meaningful.

Organizational Principles

In the higher education setting, the IC series of four volumes often covers two years of instruction, with smooth transitions from one level to the next. The lessons first cover topics from everyday life, then gradually move to more abstract subject matter. The materials do not follow one pedagogical methodology, but instead blend several effective teaching approaches. Used in conjunction with the ChengTsui Web App, incorporating differentiated instruction, blended learning, and the flipped classroom is even easier. Here are some of the features of IC that distinguish it from other Chinese language resources:

Integrating Pedagogy and Authenticity

We believe that students should be taught authentic materials even in their first year of language instruction. Therefore, most of our pedagogical materials are simulated authentic materials. Authentic materials (produced by native Chinese speakers for native Chinese speakers) are also included in every lesson.

Integrating Traditional and Simplified Characters

We believe that students should learn both traditional and simplified Chinese characters. However, we also realize that teaching students both forms from day one could be overwhelming. Our solution is for students to focus on one form during their first year of study, and to acquire the other during their second. Therefore, the first two volumes of IC are available in separate traditional and simplified versions, with the alternative character forms of the texts included in the Appendix.

By their second year of study, we believe that all students should be exposed to both forms of written Chinese. Accordingly, the final two volumes of IC include both traditional and simplified characters. Students in second-year Chinese language classes come from different backgrounds, and should be allowed to write in their preferred form. However, it is important that the learner write in one form only, and not a hybrid of both.

Integrating Teaching Approaches

Because no single teaching method can adequately train a student in all language skills, we employ a variety of approaches in IC. In addition to the communicative approach, we also use traditional methods such as grammar-translation and the direct method.

Users of the ChengTsui Web App can employ additional teaching approaches, such as differentiated learning and blended learning. Students can self-pace their learning, which is a very powerful instructional intervention. The product also facilitates breaking down direct instruction into more engaging “bites” of learning, which improves student engagement. Moreover, the ChengTsui Web App allows students to interact with the content at home and practice and apply their learning in the classroom with corrective teacher feedback, which has the potential to improve student outcomes. Additionally, teachers and learners do not need to follow the instructional flow of the underlying book. They can navigate using multiple pathways in flexible and customized ways and at varying paces for true individualized learning.

Acknowledgments

We would like to thank users around the world for believing in IC. We owe much of the continued success of IC to their invaluable feedback. Likewise, we would be remiss if we did not acknowledge the University of Notre Dame for sponsoring and inviting us to a one-day workshop on IC on April 9, 2016. Leading Chinese language specialists from across the country shared their experiences with the IC authors. We are especially indebted to Professor Yongping Zhu, Chair of the Department of East Asian Languages and Cultures at Notre Dame, and his colleagues and staff for organizing the workshop.

Professors Fangpei Cai and Meng Li of the University of Chicago took time out from their busy teaching schedules to compile a detailed list of comments and suggestions. We are profoundly touched by their generosity. In completing this Fourth Edition, we have taken into consideration their and other users' recommendations for revision. Indeed, many of the changes are in response to user feedback. The authors are naturally responsible for any remaining shortcomings and oversights.

For two summers in a row, Professor Liangyan Ge's wife, Ms. Yongqing Pan, warmly invited the IC team to their home to complete the bulk of the work of revising the IC series. Words are inadequate to express our thanks to Ms. Pan for her warm hospitality and her superb cooking day in and day out.

We are deeply grateful to our publisher Cheng & Tsui Company and to Jill Cheng in particular for her unwavering support for IC over the years. We would also like to express our heartfelt appreciation to our editor Ben Shragge and his colleagues for their meticulous attention to every aspect of this new edition.

As we look back on the evolution of IC, one person is never far from our thoughts. Without Professor Tao-chung Yao's commitment from its inception, IC would not have been possible. Sadly, Professor Yao passed away in September 2015. Throughout that summer, Professor Yao remained in close contact with the rest of the team, going over each draft of IC 1 with an eagle eye, providing us with the benefit of his wisdom by phone and email. This Fourth Edition of IC is a living tribute to his vision and guidance.

Note: Prefaces to the previous editions of IC are available at chengtsui.co.

Series Structure

The IC series has been carefully conceptualized and developed to facilitate flexible delivery options that meet the needs of different instructional environments.

Component per Volume	Description	Print/Other Formats	ChengTsui Web App
Textbook	<ul style="list-style-type: none"> Ten engaging lessons per volume, each with readings, grammar explanations, communicative exercises, and culture notes 	<ul style="list-style-type: none"> Paperback or Hardcover Simplified or Traditional Characters (Volumes 1 and 2) Simplified with Traditional Characters (Volumes 3 and 4) 	<ul style="list-style-type: none"> <i>Basic, Essential, and Educator Editions</i>
Workbook	<ul style="list-style-type: none"> Wide range of integrated activities covering the three modes of communication (interpersonal, interpretive, and presentational) 	<ul style="list-style-type: none"> Paperback Simplified or Traditional Characters (Volumes 1 and 2) Simplified with Traditional Characters (Volumes 3 and 4) 	<ul style="list-style-type: none"> <i>Essential and Educator Editions</i>
Character Workbook	<ul style="list-style-type: none"> Radical- and character-writing and stroke order practice 	<ul style="list-style-type: none"> Paperback Simplified with Traditional Characters 	<ul style="list-style-type: none"> <i>Essential and Educator Editions</i>
Audio	<ul style="list-style-type: none"> Audio for Textbook vocabulary, lesson texts, and pronunciation exercises, plus pronunciation and listening exercises from the Workbook Normal and paused versions 	<ul style="list-style-type: none"> Audio available to print users at chengtsui.co/resources 	<ul style="list-style-type: none"> <i>Basic, Essential, and Educator Editions</i>
Video	<ul style="list-style-type: none"> Volumes 1 and 2: acted dialogues and narratives presented in the Textbooks; also includes theme-related Culture Minutes sections in authentic settings Volumes 3 and 4: documentary-style episodes correlating to the lesson themes in authentic settings 	<ul style="list-style-type: none"> One DVD per volume. The 4th Edition of IC continues to use the 3rd Edition DVDs. 	<ul style="list-style-type: none"> <i>Basic, Essential, and Educator Editions</i> Streaming video
Teacher's Resources	<ul style="list-style-type: none"> Comprehensive implementation support, teaching tips, syllabi, tests and quizzes, answer keys, and supplementary resources 	<ul style="list-style-type: none"> Downloadable resources that include core lesson guides along with ancillary materials previously on the companion website 	<ul style="list-style-type: none"> <i>Educator Edition</i>

Lesson Structure

All components of IC (Textbooks, Workbooks, and Teacher’s Resources) are considered core and are designed to be used together to enhance teaching and learning. Recurrent lesson subsections are highlighted in the Textbook Elements column. Note that Supplementary Modules do not compose a separate section, but are rather discrete entities that appear throughout each lesson.

Section	Textbook Elements	Interactive Content	Workbooks	Teacher’s Resources
Lesson Opener	<ul style="list-style-type: none"> • Learning Objectives state what students will be able to do by the end of the lesson • Relate & Get Ready helps students reflect on similarities and differences between Chinese culture and their own 		<ul style="list-style-type: none"> • Opportunity for students to revisit learning objectives and self-assess 	<ul style="list-style-type: none"> • Overview of language functions, vocabulary, grammar, pronunciation, and characters taught in the lesson • Sequencing recommendations and teaching aids
Lesson Text	<ul style="list-style-type: none"> • Two Chinese lesson texts demonstrate practical vocabulary and grammar usage • <i>Pinyin</i> versions of the lesson texts provide pronunciation support • Language Notes elaborate on important structures and phrases in the lesson texts 	<ul style="list-style-type: none"> • Audio builds receptive skills • Video provides insight into non-verbal cues and communication plus context through authentic settings 	<ul style="list-style-type: none"> • Listening comprehension and speaking exercises based on the lesson texts • Reading comprehension 	<ul style="list-style-type: none"> • Strategies for teaching the lesson texts, plus question prompts • Pre- and post-video viewing activity worksheets and scripts
Vocabulary	<ul style="list-style-type: none"> • Vocabulary lists define and categorize new words from the lesson texts (proper nouns are listed last) 	<ul style="list-style-type: none"> • Audio models proper pronunciation • Flashcards assist with vocabulary acquisition 	<ul style="list-style-type: none"> • Handwriting and stroke order practice is provided in the Character Workbook • All exercises use lesson vocabulary to support acquisition 	<ul style="list-style-type: none"> • Explanations, pronunciation tips, usage notes, and phrasal combinations • Vocabulary slideshows
Grammar	<ul style="list-style-type: none"> • Grammar points, which correspond to numbered references in the lesson texts, explain and model language forms • Exercises allow students to practice the grammar points immediately 	<ul style="list-style-type: none"> • Additional exercises deepen knowledge of the language 	<ul style="list-style-type: none"> • Writing and grammar exercises based on grammar introduced in the lesson 	<ul style="list-style-type: none"> • Explanations, pattern practice, and additional grammar notes • Grammar slideshows
Language Practice	<ul style="list-style-type: none"> • Role-plays, pair activities, contextualized drills, and colorful cues prompt students to produce language • Pronunciation exercises in the first three lessons 	<ul style="list-style-type: none"> • Audio accompanies pronunciation exercises in the first three lessons 	<ul style="list-style-type: none"> • Exercises and activities spanning the three modes of communication (interpersonal, interpretive, and presentational), plus <i>pinyin</i> and tone practice, to build communication and performance skills 	<ul style="list-style-type: none"> • Student presentations, integrative practice, and additional practice activities • Additional activities categorized by macro-skill

Section	Textbook Elements	Interactive Content	Workbooks	Teacher's Resources
Cultural Literacy	<ul style="list-style-type: none"> • Culture notes provide snapshots of contemporary and traditional Chinese-speaking cultures • Compare & Contrast draws connections between cultures 	<ul style="list-style-type: none"> • Additional content further develops cultural literacy of the lesson theme 	<ul style="list-style-type: none"> • Authentic materials to develop predictive skills 	<ul style="list-style-type: none"> • Background notes expand on the section and offer additional realia
Lesson Wrap-Up	<ul style="list-style-type: none"> • Make It Flow! develops students' ability to produce smooth discourse • Projects encourage review and recycling of lesson materials through different text types • Can-Do Checklist allows students to assess their fulfillment of the learning objectives 			<ul style="list-style-type: none"> • Teaching tips for implementing self-diagnostic activities, answer keys for Make it Flow!, and additional sample quizzes and tests • Slideshows that summarize content introduced in the lesson
Supplementary Modules	<ul style="list-style-type: none"> • How About You? encourages students to personalize their vocabulary • Get Real with Chinese teaches students to predict meaning from context • Characterize It! explores the structure of Chinese characters • Chinese Chat demonstrates how language is used in text messaging and social media 	<ul style="list-style-type: none"> • Additional Characterize It! exercises and slideshows increase understanding of characters 	<ul style="list-style-type: none"> • Pattern exercises to build radical and character recognition 	<ul style="list-style-type: none"> • Teaching tips and strategies for fully exploiting and implementing these new elements

Scope and Sequence

Lesson	Learning Objectives	Grammar	Cultural Literacy
Basics	<ul style="list-style-type: none"> Learn about Chinese and its dialects Become familiar with syllabic structure, <i>pinyin</i>, and pronunciation Gain an understanding of the writing system and basic grammatical features Use common expressions in the classroom and daily life 		
1 Greetings	<ul style="list-style-type: none"> Exchange basic greetings Ask for a person's family name and full name and provide your own Determine whether someone is a teacher or a student Ask where someone's from 	<ol style="list-style-type: none"> The verb 姓 (<i>xìng</i>) Questions ending with 呢 (<i>ne</i>) The verb 叫 (<i>jiào</i>) Subject + verb + object The verb 是 (<i>shì</i>) (to be) Questions ending with 吗 (<i>ma</i>) The negative adverb 不 (<i>bù</i>) (not, no) The adverb 也 (<i>yě</i>) (too, also) 	<ul style="list-style-type: none"> Family names Full names
2 Family	<ul style="list-style-type: none"> Use basic kinship terms for family members Describe a family photo Ask about someone's profession Name some common professions 	<ol style="list-style-type: none"> The particle 的 (<i>de</i>) (I) Measure words (I) Question pronouns Indicating possession using 有 (<i>yǒu</i>) Indicating existence using 有 (<i>yǒu</i>) Using 二 (<i>èr</i>) and 两 (<i>liǎng</i>) The adverb 都 (<i>dōu</i>) (both, all) 	<ul style="list-style-type: none"> Kinship terms Family structure
3 Time and Date	<ul style="list-style-type: none"> Discuss times and dates Talk about ages and birthdays Arrange a dinner date with someone 	<ol style="list-style-type: none"> Numbers up to 100 Dates Time Pronouns as modifiers and the particle 的 (<i>de</i>) (II) The sentence structure of 我请你吃饭 (<i>wǒ qǐng nǐ chī fàn</i>) Alternative questions Affirmative + negative (A-not-A) questions (I) The adverb 还 (<i>hái</i>) (also, too, as well) 	<ul style="list-style-type: none"> Calendars Age Birthday traditions
4 Hobbies	<ul style="list-style-type: none"> Name common hobbies Ask about someone's hobbies Make plans for the weekend with friends 	<ol style="list-style-type: none"> Word order Affirmative + negative (A-not-A) questions (II) The conjunction 那 (么) (<i>nà [me]</i>) (then, in that case) 去 (<i>qù</i>) (to go) + action Questions with 好吗 (<i>hǎo ma</i>) (OK?) The modal verb 想 (<i>xiǎng</i>) (want to, would like to) Verb + object as a detachable compound 	<ul style="list-style-type: none"> Mahjong Chinese chess Go Feasting

Lesson	Learning Objectives	Grammar	Cultural Literacy
5 Visiting Friends	<ul style="list-style-type: none"> Welcome a visitor Introduce one person to another Be a gracious guest Ask for beverages as a guest Offer beverages to a visitor Briefly describe a visit to a friend's place 	<ol style="list-style-type: none"> Moderating tone of voice: 一下 (yí xià) and (一) 点儿 (yì diǎnr) Adjectives as predicates using 很 (hěn) The preposition 在 (zài) (at, in, on) The particle 吧 (ba) The particle 了 (le) (I) The adverb 才 (cái) (not until) 	<ul style="list-style-type: none"> Tea Greetings Etiquette
Keeping It Casual (L1–L5)	<ul style="list-style-type: none"> Review functional expressions 	<ol style="list-style-type: none"> 算了 (suàn le) (forget it, never mind) 谁呀 (shéi ya) (who is it?) 是吗 (shì ma) (really, is that so?) 	
6 Making Appointments	<ul style="list-style-type: none"> Answer a phone call and initiate a phone conversation Set up an appointment with a teacher on the phone Ask a favor Ask someone to return your call 	<ol style="list-style-type: none"> The preposition 给 (gěi) (to, for) The modal verb 要 (yào) (will, be going to) (I) The adverb 别 (bié) (don't) Time expressions The modal verb 得 (děi) (must, have to) Directional complements (I) 	<ul style="list-style-type: none"> Phone etiquette Cell phones Terms for Mandarin
7 Studying Chinese	<ul style="list-style-type: none"> Discuss your exam performance Comment on your character writing Discuss your experience learning Chinese Talk about your study habits Describe typical classroom situations 	<ol style="list-style-type: none"> Descriptive complements (I) The adverbs 太 (tài) (too), 真 (zhēn) (really), and 很 (hěn) (very) The adverb 就 (jiù) (I) Double objects Ordinal numbers 有 (一) 点儿 (yǒu yì diǎnr) (somewhat, rather, a little bit) Question pronoun: 怎么 (zěnmē) (how, how come) The 的 (de) structure (I) Connecting sentences in continuous discourse 	<ul style="list-style-type: none"> Simplified vs. traditional characters Writing conventions Four treasures of the study
8 School Life	<ul style="list-style-type: none"> Describe a student's daily routine Write a simple diary entry or blog post Write a brief letter or formal email applying appropriate conventions Update a friend on recent activities Express hope that a friend will accept your invitation 	<ol style="list-style-type: none"> The position of time-when expressions The adverb 就 (jiù) (II) Describing simultaneity using 一边... 一边... (yìbiān... yìbiān...) Series of verbs/verb phrases The particle 了 (le) (II) The particle 的 (de) (III) The 正在 v structure (zhèngzài) (be doing...) Indicating inclusiveness: 除了...以外, 还/也... (chúle... yǐwài, hái/yě...) (in addition to, also) Comparing 能 (néng) and 会 (huì) (I) The conjunctions 要是 (yàoshi) and 因为 (yīnwèi) and the adverb 就 (jiù) (III) 	<ul style="list-style-type: none"> Semesters Letter-writing conventions

Lesson	Learning Objectives	Grammar	Cultural Literacy
9 Shopping	<ul style="list-style-type: none"> Describe the color, size, and price of a purchase Recognize Chinese currency Pay in cash or with a credit card Determine the proper change you should receive Ask for merchandise in a different size or color Exchange merchandise 	<ol style="list-style-type: none"> The modal verb 要 (yào) (want to do) (II) Measure words (II) The 的 (de) structure (II) Using 多 (duō) interrogatively Denominations of currency Comparing using 跟/和... (不) 一样 (gēn/hé... [bù] yíyàng) ([not] the same as...) The conjunctions 虽然..., 可是/但是... (suīrán..., kěshì/dànshì...) (although... yet...) 	<ul style="list-style-type: none"> Traditional clothes Prices Forms of address
10 Transportation	<ul style="list-style-type: none"> Discuss different means of transportation Explain how to transfer from one subway or bus line to another Navigate public transit Express gratitude after receiving a favor Offer New Year wishes 	<ol style="list-style-type: none"> Topic-comment sentences (I) Indicating alternatives: 或者 (huòzhě) (or) and 还是 (háishi) (or) Indicating sequence: 先...再... (xiān... zài) (first..., then...) Pondering alternatives: 还是... (吧) (háishi... [ba]) (had better) Indicating totality: 每...都... (měi... dōu) (every) Indicating imminence: 要...了 (yào... le) (soon) 	<ul style="list-style-type: none"> High-speed rail Taxi drivers New Year traffic
Keeping It Casual (L6–L10)	<ul style="list-style-type: none"> Review functional expressions 	<ol style="list-style-type: none"> 喂 (wēi) (hello [on the phone]) 没问题 (méi wèntí) (no problem) Expressions of gratitude 哪里, 哪里 (nǎli, nǎli) (I'm flattered) or 是吗? (shì ma) (is that so?) 就是它吧 (jiù shì tā ba) (let's go with that) or 就是他/她了 (jiù shì tā le) (we'll go with him/her) 祝 (zhù) (I wish...) 	

Abbreviations of Grammatical Terms

adj	adjective	pr	pronoun
adv	adverb	prefix	prefix
conj	conjunction	prep	preposition
interj	interjection	qp	question particle
m	measure word	qpr	question pronoun
mv	modal verb	t	time word
n	noun	v	verb
nu	numeral	vc	verb plus complement
p	particle	vo	verb plus object
pn	proper noun		

Legend of Digital Icons

The icons listed below refer to interactive content. Audio is available at chengtsui.co/resources to readers who have purchased the print edition. All other digital content is available exclusively to ChengTsui Web App subscribers.



Audio

Lesson Text, Vocabulary



Video

Lesson Text



Flashcards

Vocabulary



More characters

Characterize It!



More exercises

Grammar



Continue to explore

Cultural Literacy

Cast of Characters



Wang Peng
王朋

A Chinese freshman from Beijing. He has quickly adapted to American college life and likes to play and watch sports.



Li You
李友

Amy Lee, an American student from New York State. She and Wang Peng meet each other on the first day of class and soon become good friends.



Gao Wenzhong
高文中

Winston Gore, an English student. His parents work in the United States. Winston enjoys singing, dancing, and Chinese cooking. He has a secret crush on Bai Ying'ai.



Gao Xiaoyin
高小音

Jenny Gore, Winston's older sister. She has already graduated from college, and is now a school librarian.



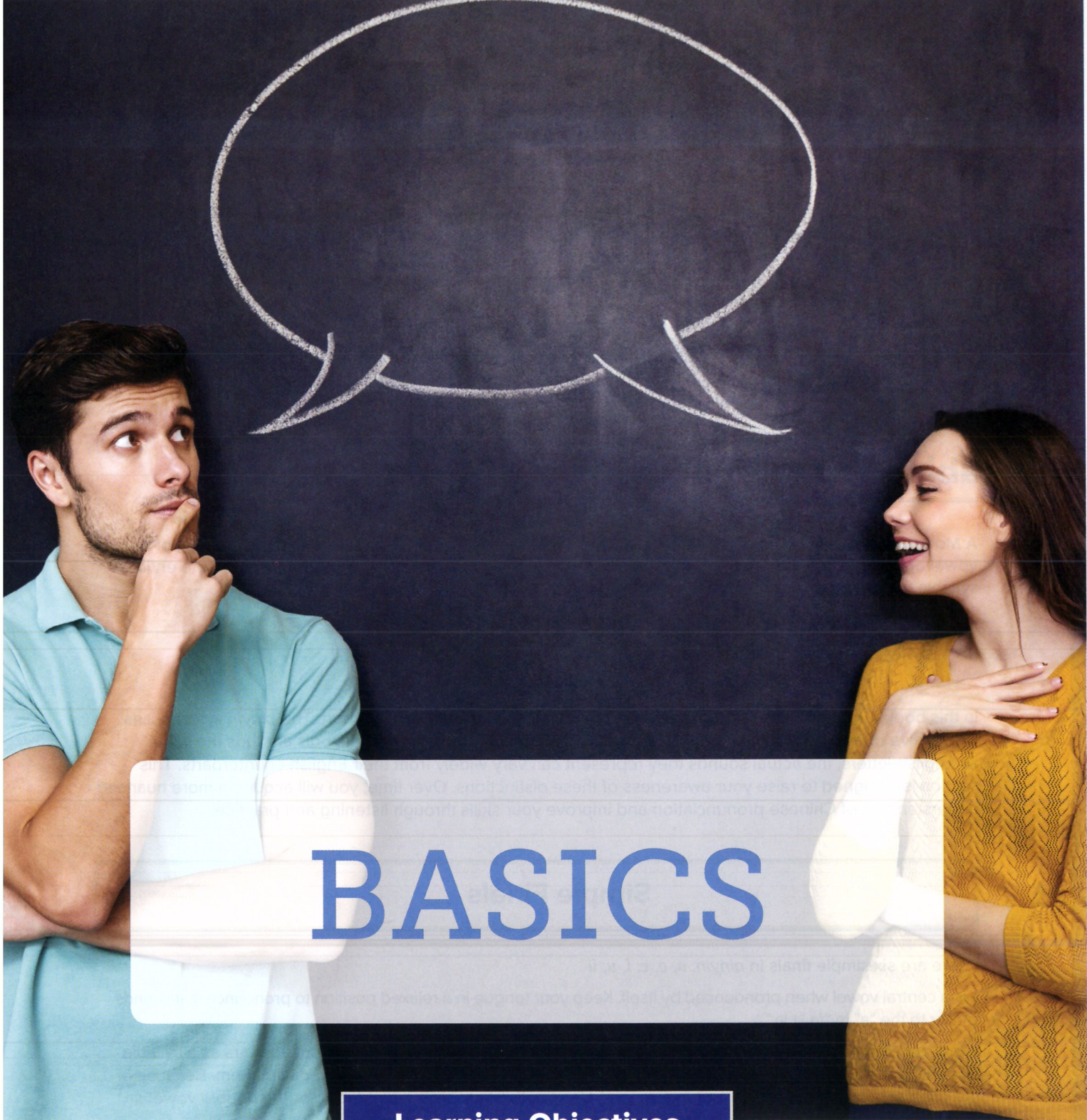
Bai Ying'ai
白英爱

Baek Yeung Ae, an outgoing Korean student from Seoul. She finds Wang Peng very "cool" and very "cute."



Chang Laoshi
常老师


Chang Xiaoliang, originally from China and in her forties. She has been teaching Chinese in the United States for ten years.



BASICS

Learning Objectives

This section gives students the fundamentals they need to begin studying Chinese. Background is provided on the language's syllabic structure, *pinyin*, and pronunciation; writing system; and important grammatical features. Practice exercises, along with

accompanying audio recordings (indicated by ), are provided to help students learn proper pronunciation. Lists of useful expressions are also included. Classes may devote three or four sessions to this core material before starting Lesson 1.

Mandarin and Dialects

China is roughly the same size as the United States. There are numerous regional dialects of Chinese. These dialects, most of which are mutually unintelligible, are often divided into eight groups: Mandarin, Wu, Hakka, Southern Min, Northern Min, Cantonese, Xiang, and Gan.

Conventional terms for Modern Standard Chinese include *Putonghua* (“common language”) in Mainland China; *Guoyu* (“national language”) in Taiwan; and *Huayu* (“language spoken by ethnic Chinese people”) in other Chinese-speaking communities, such as those in Singapore and Malaysia. It is the *lingua franca* of intra-ethnic (among different Chinese dialect speakers) as well as inter-ethnic (among Han Chinese and non-Han minority groups) communication in China. Its grammar is codified from the modern Chinese literary canon, while its pronunciation is based on the Beijing dialect. Modern Standard Chinese is usually referred to as Mandarin in English.

China officially recognizes fifty-six ethnic groups. The Han, the largest group, accounts for over 90% of China's population. Many of the other fifty-five ethnic groups speak their own distinct languages.

Syllabic Structure, Pinyin, and Pronunciation

A Modern Standard Chinese syllable typically has three parts: an initial consonant, a final consisting of a vowel or a vowel and the ending consonant *-n* or *-ng*, and a tone. The tone is superimposed on the entire syllable. A syllable may also have no initial consonant.



In this book, Chinese sounds are represented by *Hanyu Pinyin*, or *pinyin* for short. The *pinyin* system uses twenty-five of the twenty-six letters of the English alphabet. Although *pinyin* symbols are thus the same as English letters, the actual sounds they represent can vary widely from their English counterparts. This section is designed to raise your awareness of these distinctions. Over time, you will acquire a more nuanced understanding of Chinese pronunciation and improve your skills through listening and practice.

A

Simple Finals



Audio

There are six simple finals in *pinyin*: *a*, *o*, *e*, *i*, *u*, *ü*

a is a central vowel when pronounced by itself. Keep your tongue in a relaxed position to pronounce it. *a* sounds similar to the “a” in “fa la la.”

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

e is an unrounded semi-high back vowel. To pronounce it, first position your tongue as if you are about to pronounce *o*, then unround your mouth. At the same time, spread your lips apart as if you were smiling. This vowel is different from “e” in English, which is pronounced with the tongue raised slightly forward.

i is an unrounded high front vowel. To pronounce it, smile tightly and pull the corners of your mouth straight back. It is similar to the long vowel in “sheep.” When pronouncing it, however, you raise your tongue higher.

u is a rounded high back vowel. Pucker up your lips when pronouncing it. *u* is similar to the long vowel in “coop,” but, when pronouncing it, you raise your tongue higher and retract it more.

ü is a rounded high front vowel. To produce this vowel, first position your tongue as if you are about to pronounce *i*, then round your lips.

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

B

Initials

There are twenty-one initial consonants in *pinyin*. They are grouped as follows:

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



Audio

B.1

b, p, m, f

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

p is aspirated. In other words, there is a strong puff of breath when this consonant is pronounced. It is also voiceless, and sounds like the “p” in “pork.”

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

Pronounce *f* as you would in English.

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

Practice your pronunciation with the audio exercises below:

B.1.a (Initial-Final Combinations)

ba bi bu bo

pa pi pu po

ma mi mu mo

fa fu fo

B.1.b *b vs. p*

ba pa bu pu

po bo pi bi

B.1.c *m vs. f*

ma fa mu fu

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

bo po mo fo

fu mu pu bu



Audio

B.2

d, t, n, l

When pronouncing *d, t,* and *n,* touch your upper gum with the tip of your tongue. The tongue is raised more to the back than it would be to pronounce their English counterparts. *d* and *t* are voiceless. Roughly, *d* sounds like the “t” in “stand,” and *t* sounds like the “t” in “tea.” When pronouncing *l,* touch your palate with the tip of your tongue. *n* is nasal.

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

Practice your pronunciation with the audio exercises below:



Audio

B.2.a (Initial-Final Combinations)

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

B.2.b *d vs. t*

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

B.2.c *l vs. n*

<i>lu</i>	<i>lǚ</i>	<i>nu</i>	<i>nü</i>
<i>lu</i>	<i>nu</i>	<i>lǚ</i>	<i>nü</i>

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

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

B.3

g, k, h

g is unaspirated and voiceless, whereas *k* is aspirated and voiceless. When pronouncing *g* and *k,* raise the back of your tongue against your soft palate. Roughly, *g* sounds like the “k” in “sky,” and *k* sounds like the “k” in “kite.”

h is voiceless. When pronouncing *h,* raise the back of your tongue towards your soft palate. Unlike the pronunciation of its English counterpart, the friction is noticeable.

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

Practice your pronunciation with the audio exercises below:



Audio

B.3.a (Initial-Final Combinations)

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

B.3.b *g vs. k*

<i>gu</i>	<i>ku</i>	<i>ge</i>	<i>ke</i>
-----------	-----------	-----------	-----------

B.3.c *g vs. h*

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

B.3.d *k vs. h*

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

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

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

B.4

j, q, x

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

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

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

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

Practice your pronunciation with the audio exercises below:

B.4.a (Initial-Final Combinations)

<i>ji</i>	<i>ju</i>
-----------	-----------

<i>qi</i>	<i>qu</i>
-----------	-----------

<i>xi</i>	<i>xu</i>
-----------	-----------

B.4.b *j vs. q*

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

B.4.c *q vs. x*

<i>qi</i>	<i>xi</i>	<i>qu</i>	<i>xu</i>
-----------	-----------	-----------	-----------

B.4.d *j vs. x*

<i>ji</i>	<i>xi</i>	<i>ju</i>	<i>xu</i>
-----------	-----------	-----------	-----------

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

<i>ji</i>	<i>qi</i>	<i>xi</i>
-----------	-----------	-----------

<i>ju</i>	<i>qu</i>	<i>xu</i>
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Audio

B.5

z, c, s

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

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

s is similar to the English “s” sound.

To pronounce these sounds, touch the back of your upper teeth with your tongue.

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

When pronouncing the syllables *zi, ci,* and *si,* hold your tongue in the same position; relax it slightly as the articulation moves from the voiceless initial consonant to the voiced vowel.

Practice your pronunciation with the audio exercises below:

B.5.a (Initial-Final Combinations)

<i>za</i>	<i>zu</i>	<i>ze</i>	<i>zi</i>
-----------	-----------	-----------	-----------

<i>ca</i>	<i>cu</i>	<i>ce</i>	<i>ci</i>
-----------	-----------	-----------	-----------

<i>sa</i>	<i>su</i>	<i>se</i>	<i>si</i>
-----------	-----------	-----------	-----------

B.5.b *s vs. z*

<i>sa</i>	<i>za</i>	<i>su</i>	<i>zu</i>
-----------	-----------	-----------	-----------

<i>se</i>	<i>ze</i>	<i>si</i>	<i>zi</i>
-----------	-----------	-----------	-----------



Audio

B.5.c	z vs. c		
za	ca	zi	ci
ze	ce	zu	cu

B.5.d	s vs. c		
sa	ca	si	ci
su	cu	se	ce

B.5.e	z, c, s	
sa	za	ca
su	zu	cu
se	ze	ce
si	zi	ci
za	cu	se
ci	sa	zu
su	zi	ce

B.6 zh, ch, sh, r

To make the *zh* sound, first curl up the tip of your tongue against your hard palate, then loosen it and let the air squeeze out through the channel you've made. It is unaspirated and the vocal cords do not vibrate. *zh* sounds rather like the first sound in "jerk," but it is unvoiced.

ch is pronounced like *zh*, but *ch* is aspirated. *ch* sounds rather like the "ch" in "chirp."

To make the *sh* sound, turn the tip of your tongue up toward (but not touching) the hard palate and then let the air squeeze out. The vocal cords do not vibrate. *sh* sounds rather like the "sh" in "shirt" and "Shirley."

r is pronounced in the same manner as *sh*, but it is voiced; therefore, the vocal cords vibrate. Pronounce it simply by prolonging *sh*, making sure your lips are not rounded.

The finals that can be combined with *zh*, *ch*, *sh*, and *r* are *a*, *e*, *u*, and the back apical vowel *i*, as well as compound finals that start with *a*, *e*, or *u*. When pronouncing the syllables *zhi*, *chi*, *shi*, and *ri*, hold your tongue in the same position; relax it slightly as the articulation moves from the initial consonant to the vowel.

Practice your pronunciation with the audio exercises below:



Audio

B.6.a	Initial-Final Combinations		
zha	zhu	zhe	zhi
cha	chu	che	chi
sha	shu	she	shi
ru	re	ri	

B.6.b	zh vs. sh		
sha	zha	shu	zhu

B.6.c	zh vs. ch		
zha	cha	zhu	chu

B.6.d	ch vs. sh		
chu	shu	sha	cha

B.6.e	zh, ch, sh		
shi	zhi	chi	shi
she	zhe	che	she

B.6.f	sh vs. r		
shu	ru	shi	ri

B.6.g	r vs. l		
lu	ru	li	ri

B.6.h	sh, r, l		
she	re	le	re

B.6.i	zh, ch, r		
zhe	re	che	re

B.6.j	zh, ch, sh, r		
sha	cha	zha	
shu	zhu	chu	ru
zhi	chi	shi	ri
che	zhe	she	re

Reference Chart for Initials

Manner of Articulation Place of Articulation	Stop		Affricative		Fricative	Nasal	Lateral	Approximant
	Unaspirated	Aspirated	Unaspirated	Aspirated				
Bilabial	<i>b</i>	<i>p</i>				<i>m</i>		
Labiodentals					<i>f</i>			
Apical-toothback			<i>z</i>	<i>c</i>	<i>s</i>			
Apical-alveolar	<i>d</i>	<i>t</i>				<i>n</i>	<i>l</i>	
Apical-postalveolar			<i>zh</i>	<i>ch</i>	<i>sh</i>			<i>r</i>
Alveolo-palatal			<i>j</i>	<i>q</i>	<i>x</i>			
Velar	<i>g</i>	<i>k</i>			<i>h</i>			

Compound Finals

Consonant finals in *pinyin* are grouped as follows:

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



Audio

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

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

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

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

When pronouncing the *e* in *ei*, the tongue must be positioned a bit toward the front and a bit higher than it would be if pronouncing the simple vowel *e* alone. The *e* in *ie* is pronounced with a lower position of the tongue than the *e* in *ei*. When pronouncing the *e* in *en* and the *e* in a neutral tone like the second syllable of *gēge*, you should position your tongue in the center of your mouth, as with the pronunciation of the “e” in “the.”

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

Pinyin spelling rules are as follows:

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

Practice your pronunciation with the audio exercises below:



Audio

C.1

ai ei ao ou

pai lei dao gou

cai mei sao shou

C.2

an en ang eng ong

C.2.a *an vs. ang*

tan tang chan chang

zan zhang gan gang

C.2.b *en vs. eng*

sen seng shen sheng

zhen zheng fen feng

C.2.c *eng vs. ong*

cheng chong deng dong

zheng zhong keng kong

C.3

*ia iao ie iu ian in iang
ing iong*

C.3.a *ia vs. ie*

jia jie qia qie

xia xie ya ye

C.3.b

ian vs. iang

xian xiang qian qiang

jian jiang yan yang

C.3.c

in vs. ing

bin bing pin ping

jin jing yin ying

C.3.d

iu vs. iong

xiu xiong you yong

C.3.e

ao vs. iao

zhao jiao shao xiao

chao qiao ao yao

C.3.f

an vs. ian

chan qian shan xian

zhan jian an yan

C.3.g

ang vs. iang

zhang jiang shang xiang

chang qiang ang yang

C.4

ua uo uai ui uan un uang

C.4.a ua vs. uai

shua shuai wa wai

C.4.d uo vs. ou

duo dou zhuo zhou

C.4.b uan vs. uang

shuan shuang chuan chuang

zhuan zhuang wan wang

C.4.e ui vs. un

tui tun zhui zhun

dui dun wei wen

C.4.c un vs. uan

dun duan kun kuan

zhun zhuan wen wan

C.5

üe üan ün

C.5.a ün vs. un

jun zhun yun wen

C.5.b üan vs. uan

xuan shuan juan zhuan

quan chuan yuan wan

C.5.c üe

yue que jue

C.6

er

ger (*er* with a first tone does not exist in Mandarin, but the word “*ger*” [*ge* with the *r* ending] contains the final *er* in first tone. See D.1 Practice III for more examples.)

D

Tones

Every Chinese syllable has a tone.

D.1

Four Tones and Neutral Tone

There are four tones in Modern Standard Chinese.

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

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

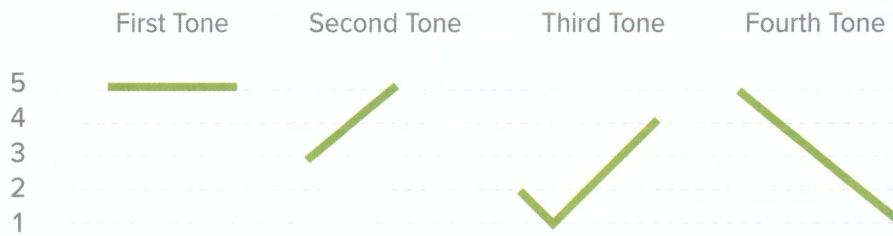
The citation form of the third tone has a pitch value of 214. However, in normal speech it almost always occurs as a “half third tone” with a pitch value of 21. Its tone mark is “ˇ”. Please see D.2. Tone Sandhi for a discussion of how to pronounce third-tone syllables in succession.

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

In addition to the four tones, there is also a neutral tone in Modern Standard Chinese. Neutral tone words include those that do not have fundamental tones (e.g., the question particle *ma*), and those which do have tones when pronounced individually, but are not stressed in certain compounds (e.g., the second *ba* in *bàba*, “father”). There are no tone marks for neutral tone syllables. A neutral tone syllable is pronounced briefly and softly, and its pitch value is determined by the stressed

syllable immediately before it. A neutral tone following a first-tone syllable, as in *māma* (mother), carries a pitch tone of 2. When it follows a second-tone syllable, a third-tone syllable, or a fourth-tone syllable, its pitch tone will be 3, 4, and 1 respectively.

Tones are crucial in Chinese. The same initial-final combination with different tones may have different meanings. For instance, *mā* is “mother,” *má* is “hemp,” *mǎ* is “horse,” *mà* is “to scold,” and *ma* is an interrogative particle. The four tones can be diagrammed as follows:



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

D.1 Practice I: Monosyllabic Words



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

1.b 1st vs. 2nd			
<i>zā</i>	<i>zá</i>	<i>hē</i>	<i>hé</i>
<i>chū</i>	<i>chú</i>	<i>shī</i>	<i>shí</i>

1.c 1st vs. 3rd			
<i>tū</i>	<i>tǔ</i>	<i>xī</i>	<i>xǐ</i>
<i>mō</i>	<i>mǒ</i>	<i>shā</i>	<i>shǎ</i>

1.d 1st vs. 4th			
<i>fā</i>	<i>fà</i>	<i>qū</i>	<i>qù</i>
<i>dī</i>	<i>dì</i>	<i>kē</i>	<i>kè</i>

1.e 2nd vs. 1st			
<i>hú</i>	<i>hū</i>	<i>zhé</i>	<i>zhē</i>
<i>xí</i>	<i>xī</i>	<i>pó</i>	<i>pō</i>

1.f 2nd vs. 3rd			
<i>gé</i>	<i>gě</i>	<i>jú</i>	<i>jǔ</i>
<i>tí</i>	<i>tǐ</i>	<i>rú</i>	<i>rǔ</i>

1.g 2nd vs. 4th			
<i>lú</i>	<i>lù</i>	<i>cí</i>	<i>cì</i>
<i>mó</i>	<i>mò</i>	<i>zhé</i>	<i>zhè</i>

1.h 3rd vs. 1st			
<i>tǎ</i>	<i>tā</i>	<i>gǔ</i>	<i>gū</i>
<i>mǐ</i>	<i>mī</i>	<i>chě</i>	<i>chē</i>

1.i 3rd vs. 2nd			
<i>chǔ</i>	<i>chú</i>	<i>xǐ</i>	<i>xí</i>
<i>kě</i>	<i>ké</i>	<i>qǔ</i>	<i>qú</i>

1.j 3rd vs. 4th			
<i>bǒ</i>	<i>bò</i>	<i>chǔ</i>	<i>chù</i>
<i>nǐ</i>	<i>nì</i>	<i>rě</i>	<i>rè</i>

1.k 4th vs. 1st			
<i>jī</i>	<i>jī</i>	<i>sù</i>	<i>sū</i>
<i>là</i>	<i>lā</i>	<i>hè</i>	<i>hē</i>

1.l 4th vs. 2nd			
<i>nà</i>	<i>ná</i>	<i>jù</i>	<i>jú</i>
<i>zè</i>	<i>zé</i>	<i>lù</i>	<i>lú</i>

1.m 4th vs. 3rd			
<i>sà</i>	<i>sǎ</i>	<i>kù</i>	<i>kǔ</i>
<i>zì</i>	<i>zǐ</i>	<i>zhè</i>	<i>zhě</i>

D.1

Practice II: Bisyllabic Words

	Tones	Examples		
2.a	1st+1st:	<i>chūzū</i>	<i>tūchū</i>	<i>chūfā</i>
2.b	1st+2nd:	<i>chātú</i>	<i>xīqí</i>	<i>chūxí</i>
2.c	1st+3rd:	<i>shēchǐ</i>	<i>gēqǔ</i>	<i>chūbǎn</i>
2.d	1st+4th:	<i>chūsè</i>	<i>hūshì</i>	<i>jīlù</i>
2.e	2nd+1st:	<i>shíshī</i>	<i>qíjī</i>	<i>shíchā</i>
2.f	2nd+2nd:	<i>jīhé</i>	<i>shépi</i>	<i>pígé</i>
2.g	2nd+3rd:	<i>jītǐ</i>	<i>bóqǔ</i>	<i>zhēlǐ</i>
2.h	2nd+4th:	<i>qítè</i>	<i>fúli</i>	<i>chíxù</i>
2.i	3rd+1st:	<i>zǔzhī</i>	<i>zhǔjī</i>	<i>lǐkē</i>
2.j	3rd+2nd:	<i>pǔjī</i>	<i>zhǔxí</i>	<i>chǔfá</i>
2.k	3rd+4th:	<i>lǔkè</i>	<i>gǔli</i>	<i>tǐzhì</i>
2.l	4th+1st:	<i>zìsī</i>	<i>qìchē</i>	<i>lùshī</i>
2.m	4th+2nd:	<i>fúzǎ</i>	<i>dītú</i>	<i>shìshí</i>
2.n	4th+3rd:	<i>zìjī</i>	<i>bìhǔ</i>	<i>dìzhǐ</i>
2.o	4th+4th:	<i>mùdì</i>	<i>xùmù</i>	<i>dàdì</i>



Audio

D.1

Practice III: Words with “er” sound

3.a	<i>érzi</i>	<i>érqiě</i>
3.b	<i>ěrduo</i>	<i>mù'ěr</i>
3.c	<i>shí'èr</i>	<i>èrshí</i>



Audio

D.2

Tone Sandhi

If two third-tone syllables are spoken in succession, the first third tone becomes second tone (a tone change that linguists call tone sandhi), e.g.:

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



Audio

Note: Following standard *pinyin* practice, we do not change the tone marks from third to second tone. Initially, the student has to consciously remember to pronounce the first syllable in the second tone; but through practice and imitation, it will soon become habit.

Practice your pronunciation with the audio exercises below:



Audio

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

D.3

Neutral Tone



Audio

The neutral tone occurs in unstressed syllables, typically following a syllable with one of the four tones. It is unmarked, e.g.:

chēzi (car), *māma* (mom), *chúzi* (cook), *shūshu* (uncle), *lǐzi* (plum), *shìzi* (persimmon)

Practice your pronunciation with the audio exercises below:



Audio

1st+neutral	<i>māma</i>	<i>gēge</i>	<i>shīfu</i>	<i>chūqu</i>
2nd+neutral	<i>dízi</i>	<i>bóbo</i>	<i>bízi</i>	<i>chúle</i>
3rd+neutral	<i>lǐzi</i>	<i>qǐzi</i>	<i>dǐzi</i>	<i>fúshang</i>
4th+neutral	<i>bàba</i>	<i>dìdi</i>	<i>kèqi</i>	<i>kùzi</i>

E

Combination Exercises



Audio

1.	<i>shān</i>	<i>xiān</i>	<i>sān</i>	2.	<i>Zhōngguó</i>	<i>xīngqī</i>	<i>lùshī</i>	<i>zhàopiàn</i>
	<i>cháng</i>	<i>qiáng</i>	<i>cáng</i>		<i>zàijiàn</i>	<i>tóngxué</i>	<i>xǐhuan</i>	<i>diànshì</i>
	<i>zhǐ</i>	<i>jǐ</i>	<i>zǐ</i>		<i>yīnyuè</i>	<i>kělè</i>	<i>yǎnlèi</i>	<i>shàngwǔ</i>
	<i>lüè</i>	<i>niùè</i>	<i>yuè</i>		<i>cèsuǒ</i>	<i>chūntiān</i>	<i>xiàwǔ</i>	<i>bànyè</i>
	<i>kè</i>	<i>lè</i>	<i>rè</i>		<i>gōngkè</i>	<i>kāishǐ</i>	<i>rìjì</i>	<i>cāntīng</i>
					<i>zuìjīn</i>	<i>xīwàng</i>	<i>yīsheng</i>	<i>chūzū</i>
					<i>zhōumò</i>	<i>guānxi</i>	<i>dòufu</i>	<i>jiéhūn</i>
					<i>liúxué</i>	<i>nǚ'ér</i>	<i>shénme</i>	<i>suǐrán</i>
					<i>wǎngqiú</i>	<i>xǐzǎo</i>	<i>niánjǐ</i>	<i>yóuyǒng</i>

Formation of Characters

Unlike English, Chinese is written in characters, each of which represents a syllable. Two sets of Chinese characters are in use: simplified characters and traditional characters. Simplified characters typically have fewer strokes than their traditional counterparts, though many characters are shared between the two sets. Characters have historically been divided into the following six categories:

A.1

象形 (*xiàngxíng*) (pictographs, pictographic characters), e.g.:



A.2

指事 (*zhǐshì*) (simple ideograms), e.g.:



A.3

会意 (*huìyì*) (compound ideograms), e.g.:



A.4

形声 (*xíngshēng*) (pictophonetic characters [with one element indicating meaning and the other sound]), e.g.:

江, 河, 饭, 姑

A.5

转注 (*zhuǎnzhù*) (mutually explanatory characters), e.g.:

老, 考

A.6

假借 (*jiǎjiè*) (phonetic loan characters), e.g.:

来, 我

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

Basic Radicals

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

No.	Radical	Pinyin	English	Examples
1.	人 (亻)	rén	person	今, 他
2.	刀 (刂)	dāo	knife	分, 到
3.	力	lì	power	加, 助
4.	又	yòu	right hand, again	友, 取
5.	口	kǒu	mouth	叫, 可
6.	口*	wēi	enclose	回, 因
7.	土	tǔ	earth	在, 坐
8.	夕	xī	sunset	外, 多
9.	大	dà	big	天, 太
10.	女	nǚ	woman	婆, 好
11.	子	zǐ	child	字, 孩
12.	寸	cùn	inch	寺, 封
13.	小	xiǎo	small	少, 尖
14.	工	gōng	labor, work	左, 差
15.	幺	yāo	tiny, small	幻, 幼
16.	弓	gōng	bow	引, 弟
17.	心 (忄)	xīn	heart	想, 忙
18.	戈	gē	dagger-axe	我, 或
19.	手 (扌)	shǒu	hand	拿, 打
20.	日	rì	sun	早, 明

No.	Radical	Pinyin	English	Examples
21.	月	yuè	moon	期, 朗
22.	木	mù	wood	李, 杯
23.	水 (氵)	shuǐ	water	汞, 洗
24.	火 (灬)	huǒ	fire	烧, 热
25.	田	tián	field	男, 留
26.	目	mù	eye	看, 睡
27.	示 (礻)	shì	show	票, 社
28.	糸 (纟)	mì	fine silk	素, 红
29.	耳	ěr	ear	聋, 聊
30.	衣 (衤)	yī	clothing	袋, 衫
31.	言 (讠)	yán	speech	誓, 话
32.	贝	bèi	cowrie shell	贵, 财
33.	走	zǒu	walk	趣, 起
34.	足	zú	foot	跳, 跑
35.	金 (钅)	jīn	gold	鉴, 银
36.	门	mén	door	间, 闷
37.	隹	zhuī	short-tailed bird	难, 集
38.	雨	yǔ	rain	雪, 雷
39.	食 (饣)	shí	eat	餐, 饭
40.	马	mǎ	horse	骑, 骂

* Used as a radical only, not as a character by itself.

弓	弓	字	旁
子	子	字	旁
女	女	字	旁
纟	绞	丝	旁

马	马	字	旁
扌	提	手	旁
艹	草	字	头
大	大	字	头

Two Chinese radical charts.

Basic Character Structures

To help you learn Chinese characters, we present the major structures for Chinese characters below. However, this list is not intended to be exhaustive. Less common structures are not covered here, and some of the components can be further divided into subcomponents. For example, by our classification, 照 is in the Top-Bottom structure, but its top component can be seen as a combination of 日 on the left and 召 on the right. Teachers are encouraged to explain the structures of individual characters whenever appropriate, and to emphasize that it is much easier to memorize a character by component than by individual stroke.

No.	Pattern	Examples
1.	Unitary	 上 水 人 女 山 长 东
2.	Left-Right	 忙 唱 便 汉 都 找 汤
3.	Top-Bottom	 李 字 念 想 笔 花 紧
4.	Semi-Enclosing	 同 周 问 间 风
5.	Enclosing	 回 因 国 图 圆
6.	Horizontal Trisection	 班 街 掰 粥
7.	Vertical Trisection	 鼻 幕 曼
8.	Left-Bottom Enclosing	 这 起 过 道 适 题
9.	Left-Top Enclosing	 床 麻 病 历 屋

Basic Strokes

As you review the chart, identify where the strokes appear in the examples.

Basic Stroke	Chinese	Pinyin	English	Examples
丶	点	diǎn	dot	小, 六
一	横	héng	horizontal	一, 六
丨	竖	shù	vertical	十, 中
㇇	撇	piě	downward left	人, 大
㇏	捺	nà	downward right	八, 人
㇀	提	tí	upward	我, 江
㇇	横钩	hénggōu	horizontal hook	你, 字
丨	竖钩	shùgōu	vertical hook	小, 你
㇇	斜钩	xiégōu	slanted hook	戈, 我
㇇	横折	héngzhé	horizontal bend	五, 口
㇇	竖折	shùzhé	vertical bend	七, 亡

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

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



Stroke Order

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

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

Note: Learn the correct stroke order of the characters introduced in this book by using the associated Character Workbook.

Important Grammatical Features

Chinese grammar is relatively simple, since Chinese contains virtually no significant inflectional changes. However, beginners of Chinese should frequently review some fundamental characteristics of the language, even though not all these characteristics are unique to Chinese.

1. The most basic sentence structure in Chinese is:

Subject + Verb + Object

王朋 喜欢 打球。

Wang Peng like play ball

Wang Peng likes to play ball.

2. In Chinese, modifiers of nouns go before the nouns.

姐姐 给 我 买 的 衬衫。

older sister for me buy shirt

The shirt that my older sister bought me.

3. In Chinese, adverbials, which modify verbs, go before verbs. Adverbials typically follow the subject or the topic of the sentence.

王朋 昨天 看 了 一个 中国 电影。

Wang Peng yesterday see one China movie

Wang Peng watched a Chinese movie yesterday.

Unlike in English, adverbials in Chinese never appear at the end of the sentence.

4. In general, Chinese nouns do not directly follow numerals; there must be a measure word in between.

一 个 人

a person

三 本 书

three books

5. If a sentence has multiple clauses with the same subject, the subject in the ensuing clauses is typically omitted. If two consecutive sentences have the same subject, the subject of the second sentence is typically represented by a pronoun.

李友 在 商店 买 衣服。 她 买 了 一 件 衬 衫，

Li You at store buy clothes she buy one shirt

还 买 了 一 条 裤 子， 花 了 六 十 块 钱。

also buy one pants spend sixty dollar money

Li You went shopping for clothes. She bought a shirt. She bought a pair of pants as well. She spent sixty dollars.

6. When the “recipient” of an action becomes known information to both interlocutors, the “recipient” of the action often appears at the beginning of the sentence as the “topic,” and the rest of the sentence functions as a “comment.” So the sentence structure becomes: Topic-Comment.

爸爸 昨天 给了 我 一个 手机, 那个 手机 我 不 喜欢。

Dad yesterday give I one cell phone, that cell phone I not like

Dad bought me a cell phone yesterday, and I don't like it.

Useful Expressions

A

Classroom Expressions

You will hear these expressions every day in Chinese class.

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



Audio

B**Survival Expressions**

These expressions will help you survive in a Chinese language environment. A good language student constantly learns new words by asking questions. Learn the following expressions and start to acquire Chinese on your own.

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

C**Numerals**

Knowing Chinese numerals will help you with basic tasks like shopping and asking for the time. You can get a head start by memorizing 0 to 10 now. After you've memorized them, try saying your telephone number in Chinese.



〇 (*líng*)
zero

一 (*yī*)
one

二 (*èr*)
two

三 (*sān*)
three

四 (*sì*)
four

五 (*wǔ*)
five

六 (*liù*)
six

七 (*qī*)
seven

八 (*bā*)
eight

九 (*jiǔ*)
nine

十 (*shí*)
ten

第一课

Dì yī kè

问好

Wèn hǎo

GREETINGS

Learning Objectives

In this lesson, you will learn to:

- Exchange basic greetings
- Ask for a person's family name and full name and provide your own
- Determine whether someone is a teacher or a student
- Ask where someone's from

Relate & Get Ready

In your own culture/community:

- How do people greet each other when meeting for the first time?
- Which do people say first, their given name or family name?
- How do acquaintances or close friends address each other?

Exchanging Greetings

Dialogue 1

At school, Wang Peng and Li You meet each other for the first time.



Audio



你好^a!



Video



你好!



请问^b, 你^c贵姓?



我姓^{1*}李。你呢²?



我姓王。李小姐^d, 你叫³什么名字?



我叫李友。王先生, 你叫什么名字?



我叫王朋⁴。

Pinyin Dialogue



Nǐ hǎo^a!



Nǐ hǎo!



Qǐng wèn^b, nǐ^c guì xìng?



Wǒ xìng¹ Lǐ. Nǐ ne²?



Wǒ xìng Wáng. Lǐ xiǎojiě^d, nǐ jiào³ shénme míngzi?

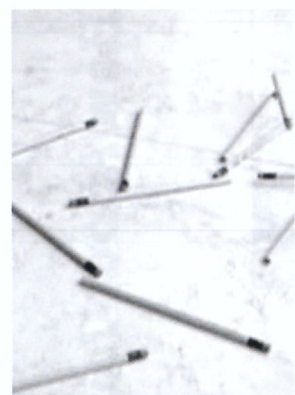
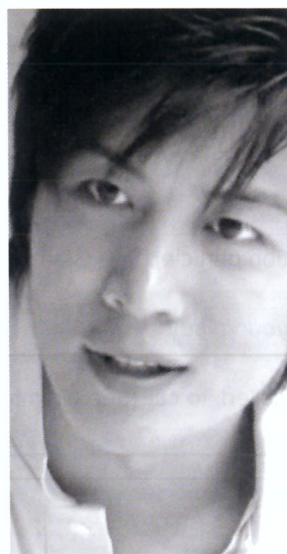
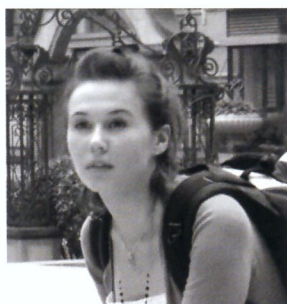


Wǒ jiào Lǐ Yǒu. Wáng xiānsheng, nǐ jiào shénme míngzi?



Wǒ jiào Wáng Péng⁴.

* Here and throughout the book, the blue lesson text and numbers correspond to explanations in the **Grammar section**.



a 你好! (Nǐ hǎo!)

This common greeting is used to address strangers as well as old acquaintances. To respond, simply repeat the same greeting.

b 请问 (qǐng wèn)

This is a polite phrase used to get someone's attention before asking a question or making an inquiry, similar to "excuse me, may I ask" in English.

c 你 (nǐ) vs. 您 (nín)

To be more polite and respectful, replace 你 (nǐ) with its honorific form, 您 (nín).

[See Language Note A, Dialogue 1, Lesson 6.]

d 小姐 (xiǎojiě)

This is a word with two third-tone syllables. The tone sandhi rule applies, thus making the first third tone, 小 (xiǎo), a second tone. The second syllable, 姐 (jiě), can also be pronounced in the neutral tone.

Vocabulary



Audio



Flashcards

No.	Word	Pinyin	Part of Speech	Definition
1	你	nǐ	pr	you
2	好	hǎo	adj	fine, good, nice, OK, it's settled
3	请	qǐng	v	please (polite form of request), to treat or to invite (somebody)
4	问	wèn	v	to ask (a question)
5	贵	guì	adj	honorable, expensive
6	姓	xìng	v/n	(one's) family name is . . . ; family name [See Grammar 1.]
7	我	wǒ	pr	I, me
8	呢	ne	qp	(question particle) [See Grammar 2.]
9	小姐	xiǎojiě	n	Miss, young lady
10	叫	jiào	v	to be called, to call [See Grammar 3.]
11	什么	shénme	qpr	what
12	名字	míngzi	n	name
13	先生	xiānsheng	n	Mr., husband, teacher
14	李友	Lǐ Yǒu	pn	(a personal name)
	李	lǐ	pn/n	(a family name); plum
15	王朋	Wáng Péng	pn	(a personal name)
	王	wáng	pn/n	(a family name); king

你叫什么名字?

Nǐ jiào shénme míngzi?

What is your name?



我叫 _____。

Wǒ jiào _____。

How About You?

1

The verb 姓 (xìng)

姓 (xìng) is both a noun and a verb. When it is used as a verb, it must be followed by an object.

A Q: 你姓什么?

Nǐ xìng shénme?

What is your family name?

A: 我姓李。

Wǒ xìng Lǐ.

My family name is Li.

姓 (xìng) is usually negated with 不 (bù). [See Grammar 7.]

B Q: 你姓李吗?

Nǐ xìng Lǐ ma?

Is your family name Li?

A: 我不姓李。 [✗ 我不姓。]

Wǒ bú xìng Lǐ.

My family name is not Li.

The polite way to ask for and give a family name is as follows.

C Q: 你贵姓?

Nǐ guì xìng?

What is your family name?
(Lit. Your honorable family name is . . . ?)

[✗ 你贵姓什么?]

Remember to drop the honorific 贵 (guì) when you reply.

A: 我姓王。

Wǒ xìng Wáng.

My family name is Wang.

[✗ 我贵姓王。]

You can also respond to 你贵姓 (nǐ guì xìng) by saying 免贵姓王 (miǎn guì xìng Wáng), 免贵姓李 (miǎn guì xìng Lǐ). (Lit. Dispense with “honorable.” [My] family name is Wang/Li.)

EXERCISES

Complete these exchanges with your own family name.

1 Q: 请问，你贵姓? A: 我姓_____。

2 Q: 你姓什么? A: 我姓_____。

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

A Q: 请问，你贵姓？

Qǐng wèn, nǐ guì xìng?

What's your family name, please?

A: 我姓李，你呢？

Wǒ xìng Lǐ, nǐ ne?

My family name is Li. How about you?

B Q: 你叫什么名字？

Nǐ jiào shénme míngzi?

What's your name?

A: 我叫王朋，你呢？

Wǒ jiào Wáng Péng, nǐ ne?

My name is Wang Peng. How about you?

When 呢 (ne) is used in this way, there must be some context. In each of the two examples above, the context is provided by the preceding sentence: 我姓李 (wǒ xìng Lǐ) in (A), and 我叫王朋 (wǒ jiào Wáng Péng) in (B).

GET
Real
WITH CHINESE

You're at the first meeting of your college's Chinese Student Association. What is this sophomore's name?



EXERCISES

In pairs, ask and give your name and family name.

- 1 Q: 我姓_____, 你呢? A: 我姓_____。
- 2 Q: 我叫_____, 你呢? A: 我叫_____。

3

The verb 叫 (jiào)

While 叫 (jiào) has several meanings, it means “to be called” in this lesson. Like 姓 (xìng), it must be followed by an object, which can be either a full name or a given name, but seldom a given name that consists only of one syllable.

- A** Q: 你叫什么名字? A: 我叫王小明。
- Nǐ jiào shénme míngzi?* *Wǒ jiào Wáng Xiǎomíng.*
- What is your name? My name is Wang Xiaoming.

叫 (jiào) is usually negated with 不 (bù). [See Grammar 7.]

- B** Q: 你叫李生吗? A: 我不叫李生。
- Nǐ jiào Lǐ Shēng ma?* *Wǒ bù jiào Lǐ Shēng.*
- Is your name Li Sheng? My name is not Li Sheng.

EXERCISES

Take turns answering the questions below.

- 1 Q: 请问, 你叫什么名字? A: 我叫_____。
- 2 Q: 你叫李好吗? A: 我不叫_____。

4

Subject + verb + object

From the examples in the previous Grammar Points, we can see that the basic word order in a Chinese sentence is subject + verb + object.

The word order remains the same in statements and questions. You don't place the question word at the beginning of a question as you do in English, unless that question word is the subject.

[See also Grammar 3, Lesson 2, and Grammar 1, Lesson 4.]

A

Mix and mingle

INTERPERSONAL

Introduce yourself to your classmates using the outline below.

Student A 你好!

Nǐ hǎo!

Student B _____。

_____。

Student A 请问，你贵姓?

Qǐng wèn, nǐ guì xìng?

Student B 我姓 _____。你呢?

Wǒ xìng _____。 Nǐ ne?

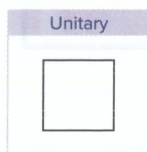
Student A 我姓 _____，我叫 _____。你叫什么名字?

Wǒ xìng _____, wǒ jiào _____。 Nǐ jiào shénme míngzì?

Student B 我叫 _____。

Wǒ jiào _____。

Characterize it!



1

小

2

请

3

王

4

生

5

贵

Which of these characters are formed with the pattern on the left?



More characters

Complete the following exchange between two people who have never met before. Do a role-play based on the prompts.

Student A 你好!

Nǐ hǎo!

Student B _____。

_____。

Student A 我姓 _____，请问，你贵姓?

Wǒ xìng _____, qǐng wèn, nǐ guì xìng?

Student B _____。

_____。

Student A _____，你叫什么名字?

_____，*nǐ jiào shénme míngzi?*

Student B 我叫 _____。

Wǒ jiào _____。



Chinese Chat

You want to add Wang Peng and Li You to a group text message. From this contact list, which names would you select?

Where Are You From?

Dialogue 2

Wang Peng and Li You start chatting after bumping into each other on campus.



Audio





Video

 王先生，你是⁵老师吗⁶？

 我不^{7 a}是老师，我是学生。


李友，你呢？


 我也⁸是学生。你是中国人吗？


 是^b，我是北京人。你是
美国人吗？


 是，我是纽约人。


Pinyin Dialogue

 Wáng xiānsheng, nǐ shì⁵ lǎoshī ma⁶ ?

 Wǒ bú^{7 a} shì lǎoshī, wǒ shì xuésheng. Lǐ Yǒu, nǐ ne?

 Wǒ yě⁸ shì xuésheng. Nǐ shì Zhōngguó rén ma?

 Shì^b, wǒ shì Běijīng rén. Nǐ shì Měiguó rén ma?

 Shì, wǒ shì Niūyuē rén.

China has the fastest growing air passenger market in the world. Based on his boarding pass, identify this traveler's flight plan.

GET Real WITH CHINESE



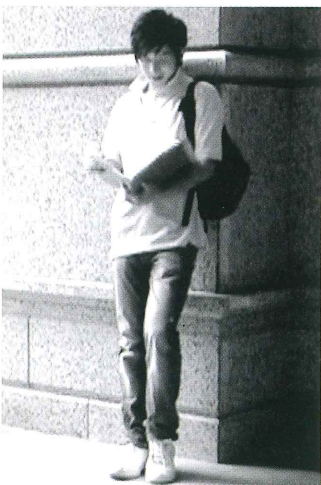
Language Notes

a 不

The original tone of 不 is the falling or fourth tone, “bù.” However, when followed by another fourth tone syllable, 不 changes to second tone, as in 不是 (bú shì).

b 是 (shì)/不是 (bú shì)

These are not universal equivalents of “yes” and “no.” One does not always need to introduce an affirmative answer to a yes/no question with 是 (shì) or a negative answer with 不是 (bú shì). For instance, to answer the question 你姓王吗? (Nǐ xìng Wáng ma?) (Is your family name Wang?) affirmatively, one can reply, 对, 我姓王 (Duì, wǒ xìng Wáng) (Yes, my family name is Wang) or simply, 我姓王 (Wǒ xìng Wáng). To answer the question negatively, say 不, 我不姓王 (Bù, wǒ bú xìng Wáng) (No, my family name is not Wang), or simply, 我不姓王 (Wǒ bú xìng Wáng).



Vocabulary



Audio



Flashcards

No.	Word	Pinyin	Part of Speech	Definition
1	是	shì	v	to be [See Grammar 5.]
2	老师	lǎoshī	n	teacher
3	吗	ma	qp	(question particle) [See Grammar 6.]
4	不	bù	adv	not, no [See Grammar 7.]
5	学生	xuésheng	n	student
6	也	yě	adv	too, also [See Grammar 8.]
7	人	rén	n	people, person
8	中国	Zhōngguó	pn	China
9	北京	Běijīng	pn	Beijing
10	美国	Měiguó	pn	America
11	纽约	Niǔyuē	pn	New York

你是美国人吗?

Nǐ shì Měiguó rén ma?

Are you American?



(不) 是, 我是_____人。

(Bù) shì, wǒ shì _____ rén.

See index for corresponding vocabulary or research another term.

How About You?

5

The verb 是 (*shì*) (to be)

是 (*shì*) (to be) is a verb that can be used to link two things that are in some way equivalent. These two things can be nouns, pronouns, or noun phrases, e.g.:

A Q: 你是老师吗?

Nǐ shì lǎoshī ma?

Are you a teacher?

A: 我是老师。

Wǒ shì lǎoshī.

I am a teacher.

B 李友是学生。

Lǐ Yǒu shì xuésheng.

Li You is a student.

是 (*shì*) is negated with 不 (*bù*). [See also Grammar 7.]

C 王朋不是美国人。

Wáng Péng bú shì Měiguó rén.

Wang Peng is not American.

EXERCISES

Form questions and affirmative answers based on the information below. Use exercise 1 as an example.

- 王朋 学生
→ Q: 王朋是学生吗? A: 王朋是学生。
- 李友 美国人
- 王朋 北京人



More exercises

When 吗 (ma) is added to the end of a declarative statement, that statement turns into a question. To answer the question in the affirmative, drop 吗 (ma) from the end of the question. To answer the question in the negative, drop 吗 (ma), and insert a negative adverb—usually 不 (bù)—before the verb. [See Grammar 7.]

A Q: 你是老师吗?

Nǐ shì lǎoshī ma?

Are you a teacher?

A: 我是老师。

Wǒ shì lǎoshī.

I am a teacher. (affirmative)

A: 我不是老师。

Wǒ bú shì lǎoshī.

I am not a teacher. (negative)

B Q: 你姓王吗?

Nǐ xìng Wáng ma?

Is your family name Wang?

A: 我姓王。

Wǒ xìng Wáng.

My family name is Wang. (affirmative)

A: 我不姓王。

Wǒ bú xìng Wáng.

My family name is not Wang. (negative)

In Chinese, there are two main negative adverbs. One of the two, 不 (bù) (not, no), occurs in this lesson.

A 我不是北京人。

Wǒ bú shì Běijīng rén.

I am not from Beijing.

B 李友不是中国人。

Lǐ Yǒu bú shì Zhōngguó rén.

Li You is not Chinese.

C 老师不姓王。

Lǎoshī bú xìng Wáng.

The teacher's family name is not Wang.

D 我不叫李中。

Wǒ bú jiào Lǐ Zhōng.

My name is not Li Zhong.

EXERCISES

Give negative answers to these questions. Use exercise 1 as an example.

- 1 Q: 李友是中国人吗?
→ A: 李友不是中国人。
- 2 Q: 王朋是老师吗?
- 3 Q: 李友是北京人吗?



More exercises

The adverb 也 (yě) basically means “too” or “also.” In Chinese, adverbs, especially one-syllable adverbs, normally appear after subjects and before verbs. The adverb 也 (yě) cannot be put before the subject or at the very end of a sentence.

A 我也是学生。

Wǒ yě shì xuésheng.

I'm a student, too.

B 王朋是学生，李友也是学生。

Wáng Péng shì xuésheng, Lǐ Yǒu yě shì xuésheng.

Wang Peng is a student. Li You is a student, too.

C 你是中国人，我也是中国人。

Nǐ shì Zhōngguó rén, wǒ yě shì Zhōngguó rén.

You are Chinese. I am Chinese, too.

[✘ ……我是中国人也。]

[✘ ……也我是中国人。]

When the adverb 也 (yě) is used together with the negative adverb 不 (bù) (not, no), 也 (yě) is placed before 不 (bù).

D 王朋不是老师，李友也不是老师。

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

Wang Peng is not a teacher. Li You is not a teacher, either.

E

你不是纽约人，我也不是纽约人。

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

You are not from New York. I am not from New York, either.

EXERCISES

Use these sentences to form question-and-answers, inserting **也** where appropriate.

Use exercise 1 as an example.

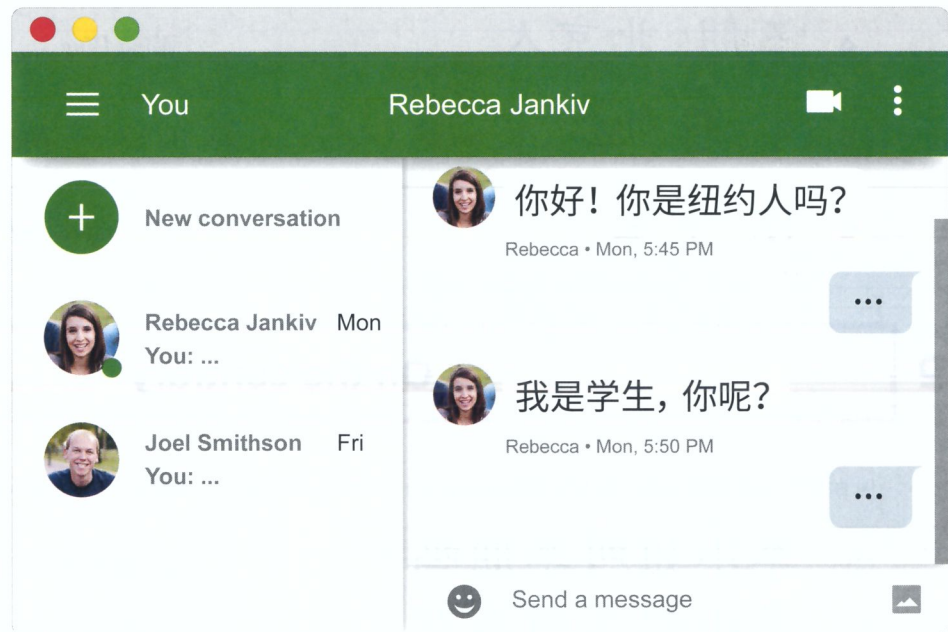
- 1 王朋是学生。
→ Q: 王朋是学生，你呢? A: 我也是学生。
- 2 李友是美国人。
- 3 李友不是老师。



More exercises

Chinese Chat

A friend you just met online is chatting with you on Google Hangouts. How would you reply?



C

Getting to know you

INTERPERSONAL

In pairs, form a question-and-answer, inserting 是 (shì) in the ◇ and 吗 (ma) when needed, e.g.:

王朋 ◇ 学生

Wáng Péng ◇ xuésheng

Q: 王朋是学生吗?

Wáng Péng shì xuésheng ma?

A: 王朋是学生。

Wáng Péng shì xuésheng.

1 李友 ◇ 美国人

Lǐ Yǒu ◇ Měiguó rén

2 王朋 ◇ 中国人

Wáng Péng ◇ Zhōngguó rén

3 李友 ◇ 美国学生

Lǐ Yǒu ◇ Měiguó xuésheng

4 王朋 ◇ 北京人

Wáng Péng ◇ Běijīng rén

5 李友 ◇ 纽约人

Lǐ Yǒu ◇ Niūyue rén

6 你 ◇ 学生

nǐ ◇ xuésheng

D

On the contrary

INTERPERSONAL

In pairs, ask and answer the following questions, using 不 (bù) where appropriate, e.g.:

Q: 李小姐叫李朋吗?

Lǐ xiǎojiě jiào Lǐ Péng ma?

A: 李小姐不叫李朋。

Lǐ xiǎojiě bú jiào Lǐ Péng.

1 李友是中国人吗?

Lǐ Yǒu shì Zhōngguó rén ma?

2 你是王朋吗?

Nǐ shì Wáng Péng ma?

3 王朋是纽约人吗?

Wáng Péng shì Niūyue rén ma?

4 王先生叫王友吗?

Wáng xiānsheng jiào Wáng Yǒu ma?

5 你叫李友吗?

Nǐ jiào Lǐ Yǒu ma?

E

What about you?

INTERPERSONAL

In pairs, ask and answer the following questions with a partner, using 也 (yě) where appropriate.

1 王朋是中国人，你也是中国人吗?

Wáng Péng shì Zhōngguó rén, nǐ yě shì Zhōngguó rén ma?

2 李友是纽约人，你也是纽约人吗?

Lǐ Yǒu shì Niǔyuē rén, nǐ yě shì Niǔyuē rén ma?

3 王朋不是老师，你呢?

Wáng Péng bú shì lǎoshī, nǐ ne?

4 李友不是中国人，你呢?

Lǐ Yǒu bú shì Zhōngguó rén, nǐ ne?

5 王朋姓王，你也姓王吗?

Wáng Péng xìng Wáng, nǐ yě xìng Wáng ma?

What do the characters mean?

What is the common radical?

What does the radical mean?

How does the radical relate to the overall meaning of the characters?

1

呢

2

叫

3

吗

4

名

Characterize it!



More characters

Interview your classmates to find out what country, state, or city they're from. Attach the word 人 (*rén*) (person) to the name of the country, state, or city to indicate nationality or place of residence, e.g.:

我是美国 (*Wǒ shì Měiguó*)/California/Boston 人 (*rén*)。

Student A 我是美国人，你呢？

Wǒ shì Měiguó rén, nǐ ne?

Student B

...

Student A 你是 (state) 人吗？

Nǐ shì (state) rén ma?

Student B 我是……人。 /
我不是……人，我是……人。

Wǒ shì ... rén./Wǒ bú shì ... rén, wǒ shì ... rén.

Student A 你是 (city) 人吗？

Nǐ shì (city) rén ma?

Student B 我是……人。你呢？

Wǒ shì ... rén, nǐ ne?

Student A 我是……人。

Wǒ shì ... rén.

Pronunciation



Audio

Practice your pronunciation with the audio exercises below.

1 Initials:

b p d t

1 *bǎo pǎo dā tā*

2 *bān pān dí tí*

3 *bù pù duì tuì*

4 *bō pō dīng tīng*

5 *bēng pēng dēng tēng*

2 Initials:

j q z c

1 *jiāo qiāo zāi cāi*

2 *jǐng qǐng zǎo cǎo*

3 *jīn qīn zì cì*

4 *jiè qiè zè cè*

5 *jiàn qiàn zhè chè*

3 Initials:

sh s x

1 *shà sà xià*

2 *shàn sǎn xiàn*

3 *shēn sēn xīn*

4 *shēng sēng xīng*

4 Tones:

1 *tiāntiān*

5 *xīngqī*

2 *jīnnián*

6 *fādá*

3 *jīnglǐ*

7 *fāzhǎn*

4 *shēngqì*

8 *shēngdiào*

5 Tone combinations:

1 *nǐ hǎo*

5 *hǎo duō*

2 *Lǐ Yǒu*

6 *nǐ lái*

3 *lǎohǔ*

7 *hǎo shū*

4 *zhǎnlǎn*

8 *qǐng wèn*

6 The neutral tone:

1 *xiānsheng*

5 *wǒ de*

2 *míngzi*

6 *nǐ de*

3 *xiáojie*

7 *tā de*

4 *shénme*

8 *shéi de*



Continue
to explore

FAMILY names

姓氏

Most Chinese family names, 姓 (*xìng*), are monosyllabic. There are, however, a few disyllabic family names such as 欧阳 (*Ōuyáng*) and 司徒 (*Sītú*). The number of Chinese family names is fairly limited. According to the most recent census, the most common family names are 王 (*Wáng*), 李 (*Lǐ*), 张 (*Zhāng*), 刘 (*Liú*), and 陈 (*Chén*). Family names precede official titles and other forms of address: 王先生 (*Wáng xiānsheng*) (Mister Wang), 李老师 (*Lǐ lǎoshī*) (Teacher Li), etc. When addressing strangers, it is proper to say 先生 (*xiānsheng*) (Mr.) or 小姐 (*xiǎojiě*) (Miss) following their family name.

In China, family names were originally passed down along maternal lines. Indeed, some of the most ancient Chinese family names, such as 姬 (*Jī*), 媯 (*Guī*), 姒 (*Sì*), 姚 (*Yáo*), and 姜 (*Jiāng*), as well as the character 姓 (*xìng*), contain the female radical 女 (*nǚ*). Aristocratic men and women were born with a 姓 (*xìng*), which came to indicate paternal lineage in subsequent ages. However, with the expansion of clans, aristocratic men would adopt a 氏 (*shì*) as a secondary family name. By the Western Han period (207 BCE–8 CE), 姓 (*xìng*) and 氏 (*shì*) had become indistinguishable, and even commoners had acquired family names. Thus, family names, 姓 (*xìng*), are sometimes called 姓氏 (*xìngshì*).

When talking about family names, many Chinese people will reference the *Hundred Family Names*, 百家姓 (*Bǎi Jiā Xìng*), which records the known family names of the Northern Song Dynasty in the tenth century. The more than four hundred family names included are arranged in four-character lines, with every other line rhymed. This book was a popular reading primer for schoolchildren.



COMPARE & CONTRAST

1. Search for the idiom 张三李四 (*Zhāng Sān Lǐ Sì*) using the keywords “张三李四” and “English.” Why do you think the family names 张 (*Zhāng*) and 李 (*Lǐ*) are singled out? What is the English equivalent of this idiomatic Chinese expression, and what are some of the most common family names in English?
2. Chinese personal names often carry special meanings. Give examples of personal names with special meanings from other cultures.

FULL names

In Chinese, family names always precede personal or given names, 名 (*míng*). Personal names usually carry auspicious meanings. They can be either monosyllabic, written in one character, or disyllabic, written in two characters. A person is seldom referred to by his or her family name alone. For example, Wang Peng, 王朋 (*Wáng Péng*), should not be referred to as Wang. Additionally, when introducing oneself or someone else, one does not usually mention a monosyllabic personal name alone. For example, Wang Peng would not say ❌ 我叫朋 (*Wǒ jiào Péng*) or ❌ 她叫友 (*Tā jiào Yǒu*) when introducing Li You. Instead, he would typically say

我叫王朋 (*Wǒ jiào Wáng Péng*) and 她叫李友 (*Tā jiào Lǐ Yǒu*).

When meeting someone for the first time, it is polite to first ask for a family name. Then the question 你叫什么名字? (*Nǐ jiào shénme míngzi?*) (What is your name?) can be asked to find out the person's given name or full name.

In Chinese culture, the use of given names often suggests a much higher degree of intimacy than is the case in the West. If one's given name is monosyllabic, its use is even more limited and is usually confined to couples. For example, Wang Peng's girlfriend could address him as Peng, but most people would call him Wang Peng.

Lesson Wrap-Up

Make It Flow!

Rearrange the following sentences into a logical sequence. Then combine them into a coherent self-introduction. Remember to omit repetitive elements where appropriate.

_____ 我是北京人。

_____ 我叫王朋。

_____ 1 我姓王。

Role-Play

You are at the first event hosted by your school's Chinese-American Student Association. Be friendly! Meet and greet and introduce yourself.

Student A You are an American student from New York City.

Student B You are a Chinese student from Beijing.

Student C You are an American teacher from Boston.

Student D You are a Chinese student from Shanghai.

Video

Make a short video introducing yourself in Chinese and post it on social media.

Can-Do Check List



I can

Before proceeding to Lesson 2, make sure you can complete the following tasks in Chinese:

- Exchange basic greetings
- Say my family name and full name
- Ask for someone's family name and full name
- Say if I am a student or not
- State my nationality
- Ask where someone's from



家庭

Jiātíng

FAMILY

Learning Objectives

In this lesson, you will learn to:

- Use basic kinship terms for family members
- Describe a family photo
- Ask about someone's profession
- Name some common professions

Relate & Get Ready

In your own culture/community:

- What is the typical family structure?
- Do adults consider their parents' house their home?
- Do adults live with their parents?
- When talking about family members, do people mention their father or mother first?
- Is it appropriate to ask about people's professions when you first meet them?

Looking at a Family Photo

Dialogue 1

Wang Peng is in Gao Wenzhong's room and points to a picture on the desk.



Audio



高文中，那是你的¹照片吗？

They walk toward the picture and stand in front of it.



Video



是。这是我爸爸，这是我妈妈。



这^a个²女孩子是谁³？



她是我姐姐。



这个男孩子是你弟弟吗？



不是，他是我大哥的^b儿子。



你大哥有⁴女儿吗？



他没有女儿。

Pinyin Dialogue

Wang Peng is in Gao Wenzhong's room and points to a picture on the desk.



Gāo Wénzhōng, nà shì nǐ de¹ zhàopiàn ma?

They walk toward the picture and stand in front of it.



Shì. Zhè shì wǒ bàba, zhè shì wǒ māma.



Zhè^a ge² nǚ hái zi shì shéi³ ?



Tā shì wǒ jiějie.



Zhè ge nán hái zi shì nǐ dìdi ma?



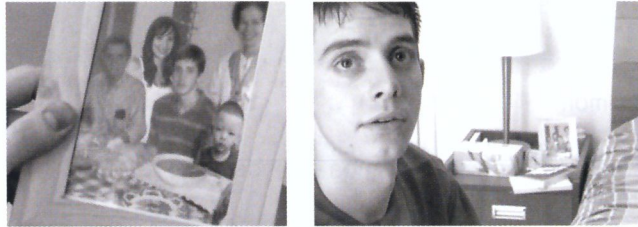
Bú shì, tā shì wǒ dàgē de^b érzi .



Nǐ dàgē yǒu⁴ nǚ'ér ma?



Tā méiyǒu nǚ'ér.



a 这, 那

In colloquial Chinese, 这 can also be pronounced as *zhèi* and 那 as *nèi* when they are followed by a measure word or a numeral and a measure word.

b 儿子 (érzi), 女儿 (nǚ'ér)

Do not refer to someone's son, 儿子 (*érzi*), as 男孩子 (*nán háizi*) (boy), or someone's daughter, 女儿 (*nǚ'ér*), as 女孩子 (*nǚ háizi*) (girl).

Vocabulary



Audio



Flashcards

No.	Word	Pinyin	Part of Speech	Definition
1	那	nà	pr	that
2	的	de	p	(a possessive or descriptive particle) [See Grammar 1.]
3	照片	zhàopiàn	n	picture, photo
4	这	zhè	pr	this
5	爸爸	bàba	n	father, dad
6	妈妈	māma	n	mother, mom
7	个	gè/ge	m	(measure word for many common everyday objects) [See Grammar 2.]
8	女	nǚ	adj	female
9	孩子	háizi	n	child
10	谁	shéi	qpr	who, whom [See Grammar 3.]

**GET
Real**
WITH **CHINESE**

While on a family trip to Hong Kong, you see this sign. What is the instruction?



請勿
拍照

No.	Word	Pinyin	Part of Speech	Definition
11	她	tā	pr	she, her
12	姐姐	jiějie	n	older sister
13	男	nán	adj	male
14	弟弟	dìdi	n	younger brother
15	他	tā	pr	he, him
16	大哥	dàgē	n	eldest/oldest brother
17	儿子	érzi	n	son
18	有	yǒu	v	to have, to exist [See Grammar 4 and Grammar 5.]
19	女儿	nǚ'ér	n	daughter
20	没	méi	adv	not
21	高文中	Gāo Wénzhōng	pn	(a personal name)
	高	gāo	pn/adj	(a family name); tall, high

这是谁?

Zhè shì shéi?

Who is this?



这是 _____。

Zhè shì _____。

How About You?

Bring a family photo to class, like the ones above, and identify your family members.

1

The particle 的 (de) (I)

To indicate a possessive relationship, the particle 的 is used between the “possessor” and the “possessed.” To that extent, it is equivalent to the “s” structure in English, as in 老师的名字 (*lǎoshī de míngzi*) (teacher’s name). The particle 的 (*de*) is often omitted in colloquial speech after a personal pronoun. Therefore, we say “王朋的妈妈” (*Wáng Péng de māma*) (Wang Peng’s mother) but “我妈妈” (*wǒ māma*) (my mother). [See also Grammar 4, Lesson 3.]



More exercises

EXERCISES

Translate these phrases containing the particle 的.

- 1 李友的爸爸
- 2 哥哥的女儿

2

Measure words (I)

In Chinese, a numeral is usually not followed immediately by a noun. Instead, a measure word is inserted between the number and the noun, as in (A), (B), and (C). Similarly, a measure word is often inserted between a demonstrative pronoun and a noun, as in (D) and (E). There are over one hundred measure words in Chinese, but you will come across only two or three dozen in everyday speech. Many nouns are associated with specific measure words, which are often related in meaning to the nouns.

个 (*gè/ge*) is the single most common measure word in Chinese. It is also sometimes used as a substitute for other measure words.



一个人

yí ge rén

a person



一个老师

yí ge lǎoshī

a teacher



一个学生

yí ge xuésheng

a student



这个孩子

zhè ge háizi

this child

E

那个男学生

nà ge nán xuésheng

that male student

EXERCISES

Translate these phrases containing the measure word 个.

1 一个中国人

2 三个弟弟



More exercises

3

Question pronouns

Question pronouns include 谁 (*shéi*) (who/whom), 什么 (*shénme*) (what), 哪 (*nǎ/něi*) (which) [see Lesson 6], 哪儿 (*nǎr*) (where) [see Lesson 5], and 几 (*jǐ*) (how many). In a question with a question pronoun, the word order is exactly the same as that in a declarative sentence. Therefore, when forming a question with a question pronoun, start with a declarative sentence and then replace the relevant part with the appropriate question pronoun.

A

那个女孩子是李友。

Nà ge nǚ háizi shì Lǐ Yǒu.

That girl is Li You.

那个女孩子 (*Nà ge nǚ háizi*) can be replaced with 谁 (*shéi*) to form the question below.

谁是李友?

Shéi shì Lǐ Yǒu?

Who is Li You?

Here 谁 (*shéi*) functions as the subject of the sentence and occupies the same position as 那个女孩子 (*Nà ge nǚ háizi*) in the corresponding statement. 李友 (*Lǐ Yǒu*) in (A) can also be replaced with 谁 (*shéi*) to form the question below.

那个女孩子是谁?

Nà ge nǚ háizi shì shéi?

Who is that girl?

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

B Q: 谁是老师?

Shéi shì lǎoshī?

Who is a teacher?

A: 李先生是老师。

Lǐ xiānsheng shì lǎoshī.

Mr. Li is a teacher.

C Q: 那个女孩子姓什么?

Nà ge nǚ hái zi xìng shénme?

What's that girl's family name?

A: 那个女孩子姓王。

Nà ge nǚ hái zi xìng Wáng.

That girl's family name is Wang.

D Q: 谁有姐姐?

Shéi yǒu jiějie?

Who has older sisters?

A: 高文中有姐姐。

Gāo Wénzhōng yǒu jiějie.

Gao Wenzhong has an older sister.

EXERCISES

Use the question pronoun 谁 to survey your classmates.

1 Q: 谁是_____? A: 我是_____。

2 Q: 谁有_____? A: 我有_____。



Chinese Chat

You're about to post this picture of a family member on Instagram. What caption would you write? Use the hashtag #姐姐.

< 新帖子



撰写说明.....

标注用户

新增地点

有 (yǒu) is always negated with 没 (méi), not 不 (bù).

A

Q: 王先生有弟弟吗?

Wáng xiānsheng yǒu dìdì ma?

Does Mr. Wang have a younger brother?

A: 王先生没有弟弟。

Wáng xiānsheng méiyǒu dìdì.

Mr. Wang doesn't have any younger brothers.

B

Q: 我有三个姐姐，你呢?

Wǒ yǒu sān ge jiějie, nǐ ne?

I have three older sisters. How about you?

A: 我没有姐姐。

Wǒ méiyǒu jiějie.

I don't have any older sisters.

EXERCISES

In pairs, complete either the question or the answer, inserting 有 where appropriate.

1 Q: 高文中 _____ ?

A: 高文中有姐姐。

2 Q: 你有哥哥吗?

A: 我 _____ 。



More exercises

A

Who's this?

INTERPERSONAL

In pairs, identify the IC characters below using 谁 (shéi), e.g.:



Q: 这个人/男孩子是谁?

Zhè ge rén/nán hái zi shì shéi?

A: 这个人/男孩子是王朋。

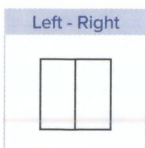
Zhè ge rén/nán hái zi shì Wáng Péng.



Chinese Chat

You've just shared a family photo with a friend on Facebook Messenger and she's asking you about it. How would you reply?

Characterize it!



1 那 2 的 3 爸 4 高 5 他

Which of these characters are formed with the pattern on the left?



More characters

Form a question-and-answer about family members, inserting 有 (yǒu) or 没有 (méiyǒu) in the ◇ and 吗 (ma) where appropriate, e.g.:

高大哥 ◇ 女儿

Gāo dàgē ◇ nǚ'ér

Q: 高大哥有女儿吗?

Gāo dàgē yǒu nǚ'ér ma?

A: 他没有女儿。

Tā méiyǒu nǚ'ér.

1 高文中 ◇ 姐姐

Gāo Wénzhōng ◇ jiějie

4 你 ◇ 弟弟

nǐ ◇ dìdi

2 高大哥 ◇ 儿子

Gāo dàgē ◇ érzi

5 你的老师 ◇ 女儿

nǐ de lǎoshī ◇ nǚ'ér

3 你 ◇ 姐姐

nǐ ◇ jiějie

In pairs, share and discuss family photos.

Q: 这是谁?

Zhè shì shéi?

A: 这是我_____。

Zhè shì wǒ _____.

Now present your family photo to the class and describe the people in the picture.

这是我爸爸，这是我妈妈，……

Zhè shì wǒ bàba, zhè shì wǒ māma, ...

Discussing Family

Dialogue 2

Li You and Bai Ying'ai are chatting about their family members and what each of them does.



Audio



Video



白英爱，你家^a有⁵几口^b人？



我家有六口人，我爸爸、我妈妈、
一^c个哥哥、两⁶个妹妹和^d我^e。李友，
你家有几口人？



我家有五口人：爸爸、妈妈、大姐、
二姐和我。你爸爸妈妈做什么工作？



我爸爸是律师，妈妈是英文老师，
哥哥、妹妹都⁷是大学生。



我妈妈也是老师，我爸爸是医生。

Pinyin Dialogue



Bái Yīng'ài, nǐ jiā^a yǒu⁵ jǐ kǒu^b rén?



Wǒ jiā yǒu liù kǒu rén, wǒ bàba, wǒ māma, yī^c ge gēge, liǎng⁶ ge mèimei hé^d wǒ^e.

Lǐ Yǒu, nǐ jiā yǒu jǐ kǒu rén?



Wǒ jiā yǒu wǔ kǒu rén: bàba, māma, dàjiě, èrjiě hé wǒ. Nǐ bàba māma zuò shénme gōngzuò?



Wǒ bàba shì lǜshī, māma shì Yīngwén lǎoshī, gēge, mèimei dōu⁷ shì dàxuéshēng.



Wǒ māma yě shì lǎoshī, wǒ bàba shì yīshēng.



a 家 (jiā)

This word can refer to one's family or home.

我家有四口人 (*Wǒ jiā yǒu sì kǒu rén*)

(There are four people in my family) can be used to describe the number of people in

your family and 这是我家 (*Zhè shì wǒ jiā*)

(This is my home) can be used to point out your house.

b 口 (kǒu)

This is the idiomatic measure word used in northern China for number of family

members. In the south, people say

个 (*gè/ge*) instead.

c 一 (yī/yí)

The numeral 一 (*yī*) (one) is pronounced in the first tone (*yí*) in the following cases: when

it stands alone; when it implies an ordinal

number, e.g., 一楼 (*yī lóu*) (first floor);

and when it comes at the end of a phrase.

Otherwise, its tone changes according to the following rules:

- Before a fourth-tone word, it becomes second tone: 一个 (*yí gè*).
- Before a first-, second-, or third-tone word, it is pronounced in the fourth tone, e.g., 一张 (*yì zhāng*) (a sheet), 一盘 (*yì pán*) (one plate), 一本 (*yì běn*) (one volume).

d 和 (hé)

Unlike "and," 和 (*hé*) cannot link two clauses or

two sentences: 我爸爸是老师 (*Wǒ bàba shì lǎoshī*), ❌ 和我妈妈是医生.

e 、

The pause mark or series comma, 、, is

often used to link two, three, or even more

parallel words or phrases, e.g., 爸爸、妈妈、两个妹妹和我 (*bàba, māma,*

liǎng ge mèimei hé wǒ) (dad, mom, two

younger sisters, and I). [See Language Note

A, Dialogue 1, Lesson 4.]

Vocabulary



Audio



Flashcards

No.	Word	Pinyin	Part of Speech	Definition
1	家	jiā	n	family, home
2	几	jǐ	nu	how many, some, a few
3	口	kǒu	m	(measure word for number of family members)
4	哥哥	gēge	n	older brother
5	两	liǎng	nu	two, a couple of [See Grammar 6.]
6	妹妹	mèimei	n	younger sister
7	和	hé	conj	and
8	大姐	dàjiě	n	eldest/oldest sister
9	二姐	èrjiě	n	second oldest sister

**GET
Real**
WITH **CHINESE**

Chinese custom is to present business cards with both hands, ensuring the writing faces the recipient. What type of professional gave out this card?

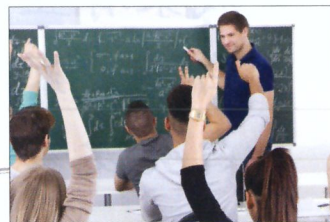


No.	Word	Pinyin	Part of Speech	Definition
10	做	zuò	v	to do
11	工作	gōngzuò	n/v	job; to work
12	律师	lǜshī	n	lawyer
13	英文	Yīngwén	n	the English language
14	都	dōu	adv	both, all [See Grammar 7.]
15	大学生	dàxuéshēng	n	college student
	大学	dàxué	n	university, college
16	医生	yīshēng	n	doctor, physician
17	白英爱	Bái Yīng'ài	pn	(a personal name)

他/她做什么工作?
你呢?

Tā zuò shénme gōngzuò? Nǐ ne?

What does he/she do? How about you?



他/她是_____，我是_____。

Tā shì _____, wǒ shì _____.

See index for corresponding vocabulary or research another term.

How About You?

5

Indicating existence using 有 (yǒu)

A 我家有五口人。

Wǒ jiā yǒu wǔ kǒu rén.

There are five people in my family.

B 小高家有两个大学生。

Xiǎo Gāo jiā yǒu liǎng ge dàxuéshēng.

There are two college students in Little Gao's family.



More exercises

EXERCISES

Complete the question or the answer, inserting 有 where appropriate.

1 Q: 你家_____?

A: 我家有五口人。

2 Q: 白英爱家有几口人?

A: 白英爱家_____。

6

Using 二 (èr) and 两 (liǎng)

二 (èr) and 两 (liǎng) both mean “two,” but they differ in usage. 两 (liǎng) is used in front of common measure words to express a quantity, e.g., 两个人 (liǎng ge rén) (two people).

When counting numbers, however, 二 (èr) is used, e.g., 一, 二, 三, 四 (yī, èr, sān, sì)

(one, two, three, four). In compound numerals, 二 (èr) is always used in the last two digits,

e.g., 二十二 (èrshíèr) (22) and 一百二十五 (yībǎi èrshíwǔ) (125). But 二百二十二

(èrbǎi èrshíèr) (222) can also be expressed as 两百二十二 (liǎngbǎi èrshíèr) (222).

The word 都 (dōu) (both, all) indicates inclusiveness. As it always occurs in front of a verb, it is classified as an adverb. Because it refers to things or people just mentioned, it must be used at the end of an enumeration.

A

王朋、李友和高文中都是学生。

Wáng Péng, Lǐ Yǒu hé Gāo Wénzhōng dōu shì xuésheng.

Wang Peng, Li You, and Gao Wenzhong are all students.

[都 (dōu) refers back to Wang Peng, Li You, and Gao Wenzhong, and therefore appears after them.]

B

王朋和李友都不是律师。

Wáng Péng hé Lǐ Yǒu dōu bú shì lǜshī.

Neither Wang Peng nor Li You is a lawyer.

C

王朋和白英爱都有妹妹。

Wáng Péng hé Bái Yīng'ài dōu yǒu mèimei.

Both Wang Peng and Bai Ying'ai have younger sisters.

D

高文中和李友都没有弟弟。

Gāo Wénzhōng hé Lǐ Yǒu dōu méiyǒu dìdì.

Neither Gao Wenzhong nor Li You has any younger brothers.

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

E

他们不都是中国人。

Tāmen bù dōu shì Zhōngguó rén.

Not all of them are Chinese.

F

他们都不是中国人。

Tāmen dōu bú shì Zhōngguó rén.

None of them are Chinese.

G

他们不都有弟弟。

Tāmen bù dōu yǒu dìdi.

Not all of them have younger brothers.

H

他们都没有弟弟。

Tāmen dōu méiyǒu dìdi.

None of them have any younger brothers.



More exercises

EXERCISES

Join these sentences to indicate inclusiveness, inserting **都** where appropriate. Use exercise 1 as an example.

- 1 白英爱的妈妈是老师。
李友的妈妈是老师。
→ 白英爱的妈妈和李友的妈妈都是老师。
- 2 白英爱没有弟弟。
李友没有弟弟。
- 3 我姐姐有两个女儿。
小李的姐姐有两个女儿。

E

INTERPERSONAL

One big family?

PRESENTATIONAL

Interview your classmates to find out how many family members they have and report back to the class. Use 有 (yǒu), e.g.:

Q: 请问，你家有几口人？

Qǐng wèn, nǐ jiā yǒu jǐ kǒu rén?

A: 我家有四口人。

Wǒ jiā yǒu sì kǒu rén.

F

All about the cast

Complete the following questions-and-answers by inserting 谁 (shéi) or another appropriate question pronoun, e.g.:

Q: 这是谁？

Zhè shì shéi?

A: 这是王朋。

Zhè shì Wáng Péng.

1 Q: _____ 有儿子？

_____ yǒu érzi?

A: 高文中的大哥有儿子。

Gāo Wénzhōng de dàgē yǒu érzi.

2 Q: 李友家有 _____ 口人？

Lǐ Yǒu jiā yǒu _____ kǒu rén?

A: 李友家有五口人。

Lǐ Yǒu jiā yǒu wǔ kǒu rén.

3 Q: 白英爱有_____个妹妹?

Bái Yīng'ài yǒu _____ ge mèimei?

A: 白英爱有两个妹妹。

Bái Yīng'ài yǒu liǎng ge mèimei.

4 Q: 李友的父亲做_____工作?

Lǐ Yǒu de bàba zuò _____ gōngzuò?

A: 李友的父亲是医生。

Lǐ Yǒu de bàba shì yīshēng.

5 Q: 白英爱的妈妈做_____工作?

Bái Yīng'ài de māma zuò _____ gōngzuò?

A: 白英爱的妈妈是英文老师。

Bái Yīng'ài de māma shì Yīngwén lǎoshī.

G

World traveler

INTERPERSONAL

You're staying at a hostel in China. Using the images below, ask your international roommates where they're from and what they do.

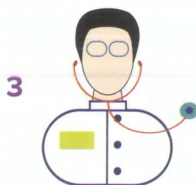
你是_____人吗?

Nǐ shì _____ rén ma?

or

你做什么工作? 你是_____吗?

Nǐ zuò shénme gōngzuò? Nǐ shì _____ ma?



Based on the information given, rephrase the sentences using 都 (dōu), e.g.:

王朋是学生，李友也是学生。

Wáng Péng shì xuésheng, Lǐ Yǒu yě shì xuésheng.

王朋和李友都是学生。

Wáng Péng hé Lǐ Yǒu dōu shì xuésheng.

1 白英爱的妈妈是老师，李友的妈妈也是老师。

Bái Yīng'ài de māma shì lǎoshī, Lǐ Yǒu de māma yě shì lǎoshī.

2 李友有姐姐，高文中也有姐姐。

Lǐ Yǒu yǒu jiějie, Gāo Wénzhōng yě yǒu jiějie.

3 王朋不是纽约人，高文中也不是纽约人。

Wáng Péng bú shì Niǔyuē rén, Gāo Wénzhōng yě bú shì Niǔyuē rén.

4 王朋没有哥哥，李友也没有哥哥。

Wáng Péng méiyǒu gēge, Lǐ Yǒu yě méiyǒu gēge.

The following chart shows the similarities and differences among Wang Peng, Li You, Gao Wenzhong, and Bai Ying'ai. Based on the information given, make negative sentences using 都 (dōu) with 不 (bù) or 没有 (méiyǒu) appropriately. Note: 他们 (tāmen) (they).

	律师 lǜshī	弟弟 dìdì	照片 zhàopiàn	姐姐 jiějie
	X	X	✓	X
	X	X	✓	X
	X	X	✓	✓
	X	X	X	X

Who is your favorite celebrity? As a true fan (fēnsī), introduce him or her to your friends through a post on social media. Include biographical information such as name, nationality, and family details.

Characterize it!

What do the characters mean?

What is the common radical?

What does the radical mean?

How does the radical relate to the overall meaning of the characters?



More characters

Pronunciation



Audio

Practice your pronunciation with the audio exercises below.

1 Initials:

- 1 zhè chē shè rē
- 2 zhǎo chǎo shǎo rǎo
- 3 zhèn chèn shèn rèn
- 4 zhāng chāng shāng rāng

2 The final “e”:

- 1 gē dé zhè hē
- 2 kē tè chē shé
- 3 zé cè sè rè

3 Compound finals:

- 1 dōu duō tóu tuó
- 2 dū diū shuǐ xuě
- 3 shùn xùn jiū zhū
- 4 liè niè juè què

4 Tones:

- | | |
|--------------|--------------|
| 1 chénggōng | 5 Chángjiāng |
| 2 chángcháng | 6 Chángchéng |
| 3 rénkǒu | 7 míngxiǎn |
| 4 xuéxiào | 8 chídào |

5 The neutral tone:

- | | |
|----------|----------|
| 1 māma | 5 bàba |
| 2 dìdi | 6 gēge |
| 3 jiějie | 7 jǐ ge |
| 4 mèimei | 8 zhè ge |

Chinese Chat

Your friend just posted a photo of her family with a short description on Instagram. What comment would you leave?

Instagram

 andreacameron_86 20min



♡ 💬 ↻ ⋮

♥ 75 likes

andreacameron_86 这是我家人的照片。我家有三口人：妈妈、姐姐和我。我妈妈是医生，姐姐是律师。我是学生。你家有几口人？有照片吗？

20 MINUTES AGO

Comment 



Continue to explore



Kinship terms



When expressing kinship terms, the Chinese customarily put male before female: **爸爸妈** (bàba māma) (dad and mom), **哥哥姐姐** (gēge jiějie) (older brothers and sisters), and **弟弟妹妹** (dìdi mèimei) (younger brothers and sisters). When pairing up kinship terms for the same gender, the one with seniority is mentioned first: **哥哥弟弟** (gēge dìdi) (older and younger brothers), **姐姐妹妹** (jiějie mèimei) (older and younger sisters).



Siblings are **兄弟姐妹** (xiōng dì jiě mèi). To ask whether someone has any siblings, say **你有兄弟姐妹吗?** (Nǐ yǒu xiōng dì jiě mèi ma?) (Do you have any brothers or sisters?). Oldest siblings are called **大哥** (dàgē) (oldest brother) and **大姐** (dàjiě) (oldest sister); the youngest are **小弟** (xiǎodì) (youngest brother) and **小妹** (xiǎomèi) (youngest sister). The rest are ranked by numerals according to their birth order, e.g., **二姐** (èrjiě) (second oldest sister), **三弟** (sāndì) (third youngest brother). Younger siblings generally do not refer to their older brothers and sisters by name but use the appropriate kinship terms instead. Because of the one-child policy, however, many Chinese people have only cousins but no siblings.



Family structure

In traditional Chinese society, multiple generations often lived in the same house, thus the term **四代同堂** (*sì dài tóng táng*) (four generations under the same roof). It was common for the head of the household to live with his sons and daughters-in-law, grandchildren, and even his great-grandchildren. Nowadays, while some couples still live with the husband's parents, nuclear families living independently are more and more common. Due to family planning policies in China since the late 1970s, many Chinese people do not have any brothers or sisters. In 2015, the government abandoned the one-child policy and allowed every couple to have two children. The new policy came into effect on January 1, 2016.



COMPARE & CONTRAST

- 1 How does the family structure of traditional and modern China compare and contrast with that of your society or culture?
- 2 Below is a Chinese government poster. Look up **一样** (*yíyàng*) in the Vocabulary Index. What does the headline **男孩女孩一样好** (*Nánhái nǚhái yíyàng hǎo*) mean? What orientation is the government trying to change? Does the same orientation exist in your culture?



Lesson Wrap-Up

Make It Flow!

Rearrange the following sentences into a logical sequence. Then combine them into a coherent narrative. Remember to omit repetitive elements and substitute subjects with personal pronouns where appropriate. Don't forget to incorporate the adverb **都** (*dōu*).

- _____ 白英爱的妹妹是大学生。
- _____ 白英爱的哥哥是大学生。
- _____ 1 白英爱的爸爸是律师。
- _____ 白英爱的妈妈是英文老师。

Role-Play

In groups, create your own “family,” assigning roles to each person. Then, as a group, introduce yourselves to the class by stating your new names and family roles.

Family Photo

After you have introduced your new “family” to the class, take a family photo. Then, label the picture with everyone's Chinese name and family role and post it on social media.

Can-Do Check List



Before proceeding to Lesson 3, make sure you can complete the following tasks in Chinese:

I can

- Say and write basic kinship terms
- Identify different family members in a photo
- Ask someone about family size
- Ask someone if he or she has any siblings
- Mention my family's professions and my own
- Ask someone what he or she does professionally
- Say and write some common professions

Lesson 3

第三课

Dì sān kè

时间

Shíjiān

TIME AND DATE

Learning Objectives

In this lesson, you will learn to:

- Discuss times and dates
- Talk about ages and birthdays
- Arrange a dinner date with someone

Relate & Get Ready

In your own culture/community:

- Do people write the month before the day or vice versa?
- Is it appropriate to ask someone's age and birthday?
- What do people typically do to celebrate their birthday?

Out for a Birthday Dinner

Dialogue 1

Gao Wenzhong is talking to Bai Ying'ai about a special day coming up.



Audio



Video

 白英爱，九月十二^{1a}号²是星期几²？

 是星期四。

 那天^b是我的³生日。

 是吗？你今年多大^c？


 十八岁^d。

 我星期四请你吃饭⁴，怎么样？

 太好了^e！谢谢，谢谢^f。

 你喜欢吃中国菜还是⁵美国菜？

 我是英国人，可是我喜欢吃中国菜。

 好，我们吃中国菜。

 星期四几点？


 七点半怎么样？

 好，星期四晚上见。

 再见！

 Bái Yīng'ài, jiǔyuè shí'èr ^{1a} hào ² shì xīngqī ² ?

 Shì xīngqī.

 Nà ^b tiān shì wǒ de ³ shēngrì.

 Shì ma? Nǐ jīnnián duō dà ^c ?

 Shíbā suì ^d .

 Wǒ xīngqī qǐng nǐ chī fàn ⁴ , zěnmeyàng?

 Tài hǎo le ! Xièxie, xièxie ^f .

 Nǐ xīhuan chī Zhōngguó cài háishi ⁵

Měiguó cài?

 Wǒ shì Yīngguó rén, kěshì wǒ xīhuan chī

Zhōngguó cài.

 Hǎo, wǒmen chī Zhōngguó cài.

 Xīngqī jǐ diǎn?

 Qī diǎn bàn zěnmeyàng?

 Hǎo, xīngqī wǎnshàng jiàn.

 Zàijiàn!



a 时间 (Shíjiān)

Chinese time expressions proceed from the largest to the smallest unit, e.g., 二〇一九年八月十二日晚上七点 (èr líng yī jiǔ nián bāyuè shí'èr rì wǎnshàng qī diǎn) (2019, August 12, 7:00 p.m.).

b 天 (tiān) and 年 (nián)

These nouns do not require a measure word because they function as measure words on their own.

c 你今年多大?

(Nǐ jīnnián duō dà?)

Say this to find out someone's age. If you're asking a child, use 你今年几岁?

(Nǐ jīnnián jǐ suì?). To ask an older person, use the polite forms 您多大年纪了? (Nín duō dà niánjī le?) or 您多大岁数了? (Nín duō dà suìshù le?).

d 十八岁 (shíbā suì)

State your age by saying 我十八岁 (wǒ shíbā suì) (I'm eighteen years old). The verb 是 (shì) is usually not needed, and the word 岁 (suì) (years of age) can often be dropped. However, if the age is ten or under, the word 岁 (suì) cannot be omitted: ❌ 我十 or ❌ 我八. Note that it is incorrect to say, ❌ 我十八年.

e 太...了 (tài...le)

When 太...了 (tài...le) is used in an exclamation (as in the case here), the stress usually falls on 太 (tài), and it can typically be translated as "so" or "really."

f 谢谢 (xièxie)

To express gratitude, say 谢谢 (xièxie), or 谢谢, 谢谢 (xièxie, xièxie), which is more polite and exuberant.

Vocabulary



Audio



Flashcards

No.	Word	Pinyin	Part of Speech	Definition
1	九月	jiǔyuè	n	September
2	月	yuè	n	month
3	十二	shí'èr	nu	twelve
4	号	hào	m	(measure word for position in a numerical series, day of the month)
5	星期	xīngqī	n	week
6	星期四	xīngqīsì	n	Thursday
7	天	tiān	n	day
8	生日	shēngrì	n	birthday
	生	shēng	v	to give birth to, to be born
	日	rì	n	day, sun
9	今年	jīnnián	t	this year
	年	nián	n	year
10	多	duō	adv	how many/much, to what extent
11	大	dà	adj	big, old
12	十八	shíbā	nu	eighteen
13	岁	suì	n	year (of age)
14	吃	chī	v	to eat
15	饭	fàn	n	meal, (cooked) rice
16	怎么样	zěnmeyàng	qpr	Is it OK? How is that? How does that sound?
17	太...了	tài...le		too, extremely
18	谢谢	xièxie	v	to thank

No.	Word	Pinyin	Part of Speech	Definition
19	喜欢	xǐhuan	v	to like
20	菜	cài	n	dish, cuisine
21	还是	háishi	conj	or [See Grammar 6.]
22	可是	kěshì	conj	but
23	我们	wǒmen	pr	we, us
24	点	diǎn	m	o'clock (lit. dot, point, thus "points on the clock")
25	半	bàn	nu	half, half an hour
26	晚上	wǎnshang	t	evening, night
27	见	jiàn	v	to see
28	再见	zàijiàn	v	goodbye, see you again
	再	zài	adv	again
29	英国	Yīngguó	pn	Britain

你喜欢吃什么菜？

Nǐ xǐhuan chī shénme cài?

What do you like to eat?



我喜欢吃 _____。

Wǒ xǐhuan chī _____。

See index for vocabulary corresponding to national cuisine or research another term.

How About You?

1

Numbers up to 100

The characters below serve as the basis for the Chinese numeration system.

〇 (<i>líng</i>) zero	一 (<i>yī</i>) one	二 (<i>èr</i>) two	三 (<i>sān</i>) three	四 (<i>sì</i>) four	五 (<i>wǔ</i>) five
六 (<i>liù</i>) six	七 (<i>qī</i>) seven	八 (<i>bā</i>) eight	九 (<i>jiǔ</i>) nine	十 (<i>shí</i>) ten	

All other double-digit numbers can be formed using numbers from 一 (*yī*) to 十 (*shí*), following the patterns below.

Pattern	Application	Example
十 (<i>shí</i>) + Single Digit	11, 12–18, 19	十五 (<i>shíwǔ</i>) (15)
Single Digit + 十 (<i>shí</i>)	20, 30–80, 90	四十 (<i>sìshí</i>) (40)
Single Digit + 十 (<i>shí</i>) + Single Digit	21, 22–98, 99	八十三 (<i>bāshísān</i>) (83)

When counting by hundreds, the pattern is single digit + 百 (*bǎi*) (hundred), e.g.: 一百 (*yībǎi*) (one hundred), 二百/两百 (*èrbǎi/liǎngbǎi*) (two hundred).

EXERCISES

Say the following numbers in Chinese.

9 18 27 36 90 100



More exercises

2

Dates

Days of the week

星期几 (*xīngqījǐ*) is the standard way to ask the day of the week. To answer the question, simply replace the word 几 (*jǐ*) (how many) with the number indicating the day of the week. The following table shows varying degrees of formality. Note that 周 (*zhōu*) (week) is formal, 星期 (*xīngqī*) (week) is standard, and 礼拜 (*lǐbài*) (week) is informal.

ENGLISH	CHINESE		
	Standard	Informal ^a	Formal
Monday	星期一 (xīngqīyī)	礼拜一 (lǐbàiyī)	周一 (zhōuyī)
Tuesday	星期二 (xīngqī'èr)	礼拜二 (lǐbài'èr)	周二 (zhōu'èr)
Wednesday	星期三 (xīngqīsān)	礼拜三 (lǐbàisān)	周三 (zhōusān)
Thursday	星期四 (xīngqīsì)	礼拜四 (lǐbàisì)	周四 (zhōusì)
Friday	星期五 (xīngqīwǔ)	礼拜五 (lǐbàiwǔ)	周五 (zhōuwǔ)
Saturday	星期六 (xīngqīliù)	礼拜六 (lǐbàiliù)	周六 (zhōuliù)
Sunday	星期日 (xīngqīrì) or	礼拜日 (lǐbàirì) or	周日 (zhōurì)
	星期天 ^b (xīngqītiān)	礼拜天 (lǐbàitiān)	
Weekend			周末 ^c (zhōumò)

^aThe expression 礼拜 (lǐbài) is generally used in spoken Chinese and is more colloquial than 星期 (xīngqī).

^b星期日 (xīngqīrì) is used more in written Chinese, whereas 星期天 (xīngqītiān) is used more in spoken Chinese.

^c周末 (zhōumò) is used in standard, informal, and formal Chinese. [See Lesson 4.]

Months

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

Dates

In spoken Chinese, 号 (*hào*) (number) is used to refer to dates. However, in written Chinese, 日 (*rì*) (day) is used instead.

A

二月五号 (spoken)

èryuè wǔ hào

February 5

二月五日 (written)

èryuè wǔ rì

February 5

Year

The word 年 (*nián*) (year) always follows the number referring to a specific year. Years are read one digit at a time.

B

一七八六年

yī qī bā liù nián

1786

二〇三九年

èr líng sān jiǔ nián

2039

Word order for dates

To specify a date in Chinese, observe the following order.

X年

(X nián)

Year

X月

(X yuè)

Month

X号/日

(X hào/rì)

Day

星期X

(xīngqī X)

Day of the Week

C

二〇一九年七月二十六号/日星期五

èr líng yī jiǔ nián qī yuè èrshíliù hào/rì, xīngqīwǔ

Friday, July 26, 2019

EXERCISES

Say the following dates in Chinese.

- 1 Saturday, October 1, 1949
- 2 Friday, September 9, 1988
- 3 Tuesday, May 12, 2020



More exercises

The terms used to tell the time are: 点 (diǎn)/点钟 (diǎnzhōng) (o'clock), 半 (bàn) (half hour), 刻 (kè) (quarter hour), and 分 (fēn) (minute).

Hour

A

两点 (钟)

liǎng diǎn (zhōng)

2:00

十一点 (钟)

shíyī diǎn (zhōng)

11:00

钟 (zhōng) can be omitted from 点钟 (diǎnzhōng). ~~二点 (钟)~~ is not used.

Minute

B

十二点四十 (分)

shí'èr diǎn sìshí (fēn)

12:40

五点二十 (分)

wǔ diǎn èrshí (fēn)

5:20

两点〇五 (分)

liǎng diǎn líng wǔ (fēn)

2:05

八点十分

bā diǎn shí fēn

8:10

When telling the time, 〇 (líng) (zero) is usually added before a single-digit number and 分 (fēn) (minute), e.g., 两点〇五分 (liǎng diǎn líng wǔ fēn) (2:05). 分 (fēn) can be omitted from the end of the expression if the number for the minutes appears in two syllables. Another way of looking at this is that 分 (fēn) has to be added if the number for the minutes appears in one syllable.

C

一点四十

yī diǎn sìshí

1:40

一点十分

yī diǎn shí fēn

1:10

[~~一点十~~]

两点〇五

liǎng diǎn líng wǔ

2:05

两点五分

liǎng diǎn wǔ fēn

2:05

[~~两点五~~]

Quarter hour

D 两点一刻 十一点三刻 [~~×~~ 两刻] (two quarters) is not used]

liǎng diǎn yí kè

shíyī diǎn sān kè

2:15

11:45

Half hour

E 两点半 十二点半

liǎng diǎn bàn

shí'èr diǎn bàn

2:30

12:30

Evening

F 晚上七点 (钟) 晚上八点〇五 (分)

wǎnshàng qī diǎn (zhōng)

wǎnshàng bā diǎn líng wǔ (fēn)

7:00 p.m.

8:05 p.m.

晚上九点一刻

晚上十点半

wǎnshàng jiǔ diǎn yí kè

wǎnshàng shí diǎn bàn

9:15 p.m.

10:30 p.m.

Observe the temporal progression from general to specific and from largest to smallest unit.

EXERCISES

Say the following times in Chinese.

- 1 3:45
- 2 4:00
- 3 9:09 p.m.



More
exercises

4

Pronouns as modifiers and the particle 的 (de) (II)

When personal pronouns such as 我 (wǒ) (I), 我们 (wǒmen) (we), 你 (nǐ) (you), 他 (tā) (he), and 她 (tā) (she) are followed by a term indicating a close personal relationship, the particle 的 (de) can be omitted, e.g., 我妈妈 (wǒ māma) (my mother), 你弟弟 (nǐ dìdì) (your younger brother), 我们家 (wǒmen jiā) (our family). Otherwise 的 (de) is generally required, e.g., 他的医生 (tā de yīshēng) (his doctor), 我的照片 (wǒ de zhàopiàn) (my photo).

5

The sentence structure of 我请你吃饭 (wǒ qǐng nǐ chī fàn)

In the sentence 我请你吃饭 (wǒ qǐng nǐ chī fàn) (I will treat you to dinner), 你 (nǐ) (you) is the object of the verb 请 (qǐng) (to treat) as well as the subject of the second verb, 吃 (chī) (to eat).

A

明天李先生请你吃中国菜。

Míngtiān Lǐ xiānsheng qǐng nǐ chī Zhōngguó cài.

Mr. Li is inviting you to have Chinese food tomorrow.

B

今天晚上我请你和你妹妹吃美国菜，
怎么样？

Jīntiān wǎnshang wǒ qǐng nǐ hé nǐ mèimei chī Měiguó cài,
zěnmeyàng?

I'll treat you and your younger sister to American food tonight.

How about it?

EXERCISES

Rearrange the words to form a question, and then answer it.

- 谁 七点半 白英爱 吃饭 请 星期四
- 怎么样 吃饭 星期五 请 你 我



More
exercises

Alternative questions

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

A 你哥哥是老师还是学生?

Nǐ gēge shì lǎoshī háishi xuésheng?

Is your older brother a teacher or a student?

B Q: 他 (是) 喜欢吃中国菜还是喜欢吃美国菜?

Tā (shì) xǐhuan chī Zhōngguó cài háishi xǐhuan chī Měiguó cài?

Does he like to eat Chinese or American food?

A: 中国菜、美国菜他都喜欢 (吃)。

Zhōngguó cài, Měiguó cài tā dōu xǐhuan (chī).

He likes both Chinese food and American food.

C 你是中国人还是美国人?

Nǐ shì Zhōngguó rén háishi Měiguó rén?

Are you Chinese or American?

D Q: 他 (是) 姓高还是姓王?

Tā (shì) xìng Gāo háishi xìng Wáng?

Is his family name Gao or Wang?

A: 他不姓高, 也不姓王。他姓李。

Tā bú xìng Gāo, yě bú xìng Wáng. Tā xìng Lǐ.

His family name is not Gao or Wang. His family name is Li.

EXERCISES

In pairs, ask and answer these alternative questions.

- 1 你是中国人还是美国人?
- 2 李友有姐姐还是有妹妹?



More exercises

Language Practice

A

March madness

INTERPERSONAL

三月						
日	一	二	三	四	五	六
				1 十二	2 十三	3 十四
4 十五	5 十六	6 惊蛰	7 十八	8 十九	9 二十	10 廿一
11 廿二	12 廿三	13 廿四	14 廿五	15 廿六	16 廿七	17 廿八
18 廿九	19 二月	20 初二	21 春分	22 初四	23 初五	24 初六
25 初七	26 初八	27 初九	28 初十	29 十一	30 十二	31 十三

In pairs, form a question-and-answer about dates based on the calendar above, e.g.:

三月二十一号

sānyuè èrshíyī hào

Q: 三月二十一号 (是) 星期几?

Sānyuè èrshíyī hào (shì) xīngqījǐ?

A: 三月二十一号 (是) 星期三。

Sānyuè èrshíyī hào (shì) xīngqīsān.

1 三月十八号

sānyuè shíbā hào

2 三月二十号

sānyuè èrshí hào

3 三月二十三号

sānyuè èrshísān hào

4 三月二十四号

sānyuè èrshísì hào

B

See you then

INTERPERSONAL

Based on the visual clues given, ask your partner what time you will meet, e.g.:

7:30 Q: 我们几点见?

Wǒmen jǐ diǎn jiàn?

A: 我们七点半见。

Wǒmen qī diǎn bàn jiàn.

1



2



3



4



C

When's your birthday?

INTERPERSONAL

Find out when people's birthdays are, e.g.:

Q: 高文中的生日 (是) 几月几号?

Gāo Wénzhōng de shēngrì (shì) jǐ yuè jǐ hào?

A: 高文中的生日 (是) 九月十二号。

Gāo Wénzhōng de shēngrì (shì) jiǔ yuè shí'èr hào.

1 你

nǐ

2 你爸爸

nǐ bàba

3 你妈妈

nǐ māma

4 你哥哥/姐姐/弟弟/妹妹

nǐ gēge/jiějie/dìdi/mèimei

5 你们 (的) 老师

nǐmen (de) lǎoshī

D

Which is it?

INTERPERSONAL

In pairs, form a question-and-answer by inserting 还是 (háishi) in the ◇, e.g.:

高大哥有儿子◇女儿

Gāo dàgē yǒu érzi ◇ nǚ'ér

Q: 高大哥有儿子还是有女儿?

Gāo dàgē yǒu érzi háishi yǒu nǚ'ér?

A: 高大哥有儿子。

Gāo dàgē yǒu érzi.

1 王朋是学生◇老师

Wáng Péng shì xuésheng ◇ lǎoshī

2 高文中今年十八岁◇十九岁

Gāo Wénzhōng jīnnián shíbā suì ◇ shíjiǔ suì

3 白英爱的爸爸是医生◇律师

Bái Yīng'ài de bàba shì yīshēng ◇ lǚshī

4 李友是美国人◇英国人

Lǐ Yǒu shì Měiguó rén ◇ Yīngguó rén

5 你喜欢星期五◇星期六

Nǐ xǐhuan xīngqīwǔ ◇ xīngqīliù

6 你喜欢吃美国菜◇中国菜

Nǐ xǐhuan chī Měiguó cài ◇ Zhōngguó cài

E

Form a birthday dragon

INTERPERSONAL

Mobilize the class to ask each other's birthday and form a line. Students whose birthdays are earlier in the year will line up before people whose birthdays are later. After the line is formed, the teacher will ask the first student: 你的生日(是)几月几号? (Nǐ de shēngrì [shì] jǐ yuè jǐ hào?). After answering the question, the first student will ask the second student the same question, the second student will answer and ask the third, and so on. Then sing the "Happy Birthday" song in Chinese to the student with the most recent birthday:

祝你生日快乐

zhù nǐ shēngrì kuàilè

祝你生日快乐

zhù nǐ shēngrì kuàilè

祝你生日快乐

zhù nǐ shēngrì kuàilè

祝你生日快乐

zhù nǐ shēngrì kuàilè

E

INTERPERSONAL

D.O.B.

PRESENTATIONAL

Share your and your family's birthdays with a partner or the class. Your teacher will then ask questions about the information reported.

Chris

我的生日 (是) _____ 月 _____ 号,
我爸爸的生日 (是) _____ 月 _____ 号,

.....

Wǒ de shēngrì (shì) _____ yuè _____ hào,

wǒ bàba de shēngrì (shì) _____ yuè _____ hào,

...

Teacher

Chris 的生日 (是) 几月几号?

Chris 爸爸的生日 (是) 几月几号?

Chris de shēngrì (shì) jǐ yuè jǐ hào? Chris bàba de shēngrì (shì) jǐ yuè jǐ hào?

G

Let's eat!

INTERPERSONAL

In pairs, ask and answer the following questions about food preferences.

Q: 你喜欢吃什么菜?
英国菜还是美国菜?

Nǐ xǐhuan chī shénme cài?

Yīngguó cài háishi Měiguó cài?

A: 我喜欢吃 _____ 菜。

Wǒ xǐhuan chī _____ cài.

Q: 你喜欢吃 _____ 菜吗?

Nǐ xǐhuan chī _____ cài ma?

A: 我也喜欢吃/我不喜欢吃 _____ 菜。

Wǒ yě xǐhuan chī/Wǒ bù xǐhuan chī _____ cài.

On festive occasions, Chinese give out red envelopes (红包) (hóngbāo) containing money for good fortune. What celebration is this envelope for?



GET Real
WITH CHINESE

Characterize it!

1 九 2 星 3 多 4 日 5 岁

Top - Bottom

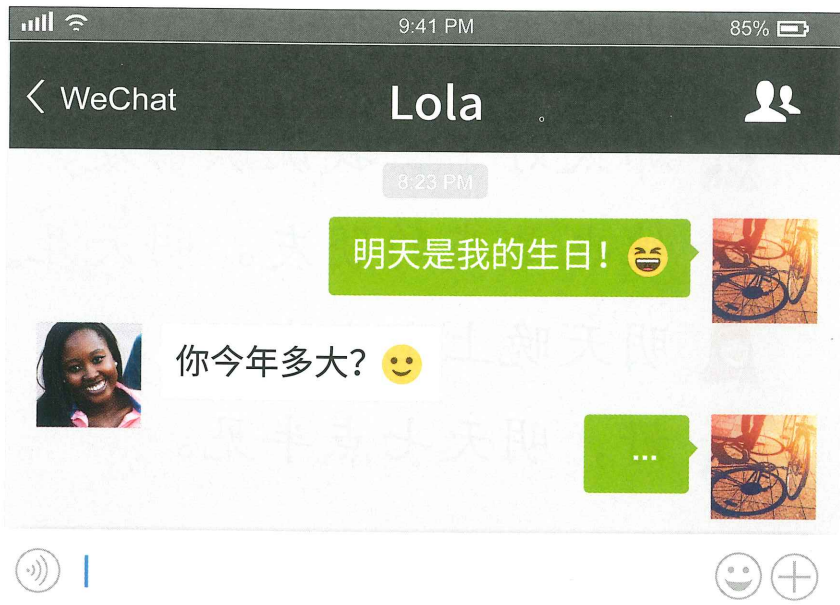


Which of these characters are formed with the pattern on the right?



More characters

Chinese Chat
You're discussing your upcoming birthday on WeChat with a friend. How would you reply to her question?



Dinner Invitation

Dialogue 2

Bai Ying'ai asks Wang Peng about his plans for tomorrow.



Audio



Video



白英爱，现在几点？



五点三刻。



我六点一刻有事儿。



你今天**很忙^a**，明天**忙不忙^b**？



我今天很忙，可是明天不忙。
有事儿吗？



明天我请你吃晚饭，怎么样？



你为什么请我吃饭？



因为明天是高文中的生日。



是吗？好。**还^c**请谁？



还请我的同学李友。



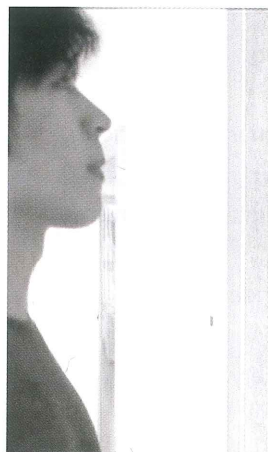
那太好了，我认识李友，
她也是我的朋友。明天几点？



明天晚上七点半。



好，明天七点半见。



Bái Yīng'ài, xiànzài jǐ diǎn?



Wǔ diǎn sān kè.



Wǒ liù diǎn yí kè yǒu shìr.



Nǐ jīntiān hěn máng^a, míngtiān máng bu máng⁶?



Wǒ jīntiān hěn máng, kěshì míngtiān bù máng.

Yǒu shìr ma?



Míngtiān wǒ qǐng nǐ chī wǎnfàn, zěnmeyàng?



Nǐ wèishénme qǐng wǒ chī fàn?



Yīnwèi míngtiān shì Gāo Wēnzhōng de shēngri.



Shì ma? Hǎo, hái⁷ qǐng shéi?



Hái qǐng wǒ de tóngxué Lǐ Yǒu.



Nà tài hǎo le! Wǒ rènshi Lǐ Yǒu, tā yě shì

wǒ de péngyou. Míngtiān jǐ diǎn?



Míngtiān wǎnshang qī diǎn bàn.



Hǎo, míngtiān qī diǎn bàn jiàn.

Language Note

很 (hěn)

When an adjective functions as a predicate, it is usually preceded by adverbial modifiers such as 很 (hěn) (very). [See Grammar 2, Lesson 5.]

Vocabulary



Audio



Flashcards

No.	Word	Pinyin	Part of Speech	Definition
1	现在	xiànzài	t	now
2	刻	kè	m	quarter (of an hour)
3	事 (儿)	shì(r)	n	matter, affair, event
4	今天	jīntiān	t	today
5	很	hěn	adv	very
6	忙	máng	adj	busy
7	明天	míngtiān	t	tomorrow
8	晚饭	wǎnfàn	n	dinner, supper
9	为什么	wèishénme	qpr	why
	为	wèi	prep	for
10	因为	yīnwèi	conj	because
11	还	hái	adv	also, too, as well [See Grammar 8.]
12	同学	tóngxué	n	classmate
13	认识	rènshi	v	to be acquainted with, to recognize
14	朋友	péngyou	n	friend

你的生日是几月几号?

Nǐ de shēngrì shì jǐ yuè jǐ hào?
When is your birthday?



我的生日是_____月_____号。

Wǒ de shēngrì shì _____ yuè _____ hào.

See Grammar 1 and 2 for vocabulary corresponding to dates.

HOW ABOUT YOU?

7

Affirmative + negative (A-not-A) questions (I)

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

A Q: 你今天忙不忙?

Nǐ jīntiān máng bu máng?

Are you busy today?

A: 我今天很忙。

Wǒ jīntiān hěn máng.

I am very busy today.

B Q: 你妈妈喜欢不喜欢吃中国菜?

Nǐ māma xǐhuan bu xǐhuan chī Zhōngguó cài?

Does your mother like to eat Chinese food or not?

A: 我妈妈不喜欢吃中国菜。

Wǒ māma bù xǐhuan chī Zhōngguó cài.

My mother doesn't like to eat Chinese food.

C Q: 请问，王律师今天有没有事儿?

Qǐng wèn, Wáng lǜshī jīntiān yǒu méi yǒu shìr?

Excuse me, is Lawyer Wang free today or not?

A: 王律师今天没有事儿。

Wáng lǜshī jīntiān méi yǒu shìr.

Lawyer Wang is free today.

EXERCISES

Change the ...吗 questions below into A-not-A questions. Use exercise 1 as an example.

- 1 王朋是北京人吗? → 王朋是不是北京人?
- 2 高文中的哥哥有儿子吗?
- 3 白英爱的爸爸是律师吗?



More exercises

The adverb 还 (hái) (also, too, as well)

As an adverb, 还 (hái) (also, too, as well) indicates that the action or situation denoted by the verb involves someone or something else.

A 白英爱请高文中和王朋，**还**请李友。

Bái Yīng'ài qǐng Gāo Wénzhōng hé Wáng Péng, **hái** qǐng Lǐ Yǒu.

Bai Ying'ai is inviting Gao Wenzhong and Wang Peng, and Li You, too.

B 王朋喜欢吃中国菜，**还**喜欢吃美国菜。

Wáng Péng xǐhuan chī Zhōngguó cài, **hái** xǐhuan chī Měiguó cài.

Wang Peng likes to eat Chinese food, and American food, too.

EXERCISES

Add more information to the sentences by inserting 还 where appropriate. Use exercise 1 as an example.

- 高文中有姐姐。 哥哥
→ 高文中有姐姐，**还**有哥哥。
- 白英爱明天请高文中吃饭。 王朋
- 王朋认识白英爱。 李友

< Messages Ying Wang Contact

明天晚上忙吗？我请你吃饭。

...

明天星期六，也是我二十岁的生日。

...

你，还有我的同学小王。

...

晚上六点半，怎么样？

...

iMessage Send

Chinese Chat

You and a friend are using iMessage to set up a dinner date. How would you respond to finalize your plans?

H

Just double-checking

INTERPERSONAL

In pairs, take turns rearranging the declarative sentence into an A-not-A question for your partner to answer, e.g.:

王朋是◇北京人

Wáng Péng shì ◇ Běijīng rén

Q: 王朋是不是北京人?

Wáng Péng shì bu shì Běijīng rén?

A: 王朋是北京人。

Wáng Péng shì Běijīng rén.

1 今天是◇星期五

jīntiān shì ◇ xīngqīwǔ

2 高大哥有◇女儿

Gāo dàgē yǒu ◇ nǚ'ér

3 你喜欢◇高文中

nǐ xǐhuan ◇ Gāo Wénzhōng

4 王朋认识◇白英爱

Wáng Péng rènshi ◇ Bái Yīng'ài

5 我们的老师忙◇

wǒmen de lǎoshī máng ◇

6 美国大◇

Měiguó dà ◇

I

This and that

INTERPERSONAL

In pairs, ask and answer the following questions. Use 还 (hái), e.g.:

Q: 白英爱喜欢吃什么菜?

Bái Yīng'ài xǐhuan chī shénme cài?

A: 白英爱喜欢吃美国菜, 还喜欢吃中国菜。

Bái Yīng'ài xǐhuan chī Měiguó cài, hái xǐhuan chī Zhōngguó cài.

1 Q: 白英爱请谁吃饭?

Bái Yīng'ài qǐng shéi chī fàn?

A: _____

2 Q: 李友认识谁?

Lǐ Yǒu rènshi shéi?

A: _____

J

When are you free?

INTERPERSONAL

PRESENTATIONAL

Find out when your partner is free this week, e.g.:

Q: 你星期一忙不忙?

Nǐ xīngqīyī máng bu máng?

A: 我星期一很忙/不忙。

Wǒ xīngqīyī hěn máng/bù máng.

How about Tuesday?

Q: 星期二呢? 你忙不忙?

Xīngqī'èr ne? Nǐ máng bu máng?

A:

...

Go through the days of the week. Then report to the class when your partner is free.

Emma 星期一、____、____ 很忙,
星期二、____、____ 不忙。

Emma xīngqīyī, _____, _____ ... hěn máng, xīngqī'èr, _____, _____ ... bù máng.

Ask your friend out to dinner.

我星期_____请你吃晚饭，怎么样？

Wǒ xīngqī_____qǐng nǐ chī wǎnfàn, zěnmeyàng?

Your friend is busy that day, and suggests an alternative time:

星期_____，我很忙。

Xīngqī_____, wǒ hěn máng.

星期_____，怎么样？

Xīngqī_____, zěnmeyàng?

Your response:

Your friend wants to find out who else will be there, and asks:

你还请谁？

Nǐ hái qǐng shéi?

Your answer:

我还请_____。

Wǒ hái qǐng_____。

Chinese Chat

Li You just posted this on Twitter during an evening out with friends. How do you think she is feeling?



Li You @liyou_88 • Aug 10

Follow

今天是我的生日，朋友请我吃饭！



← ↻ 25 ❤️ 28 ⋮

Pronunciation



Practice your pronunciation with the audio exercises below.

1 The initial r:

- | | | | |
|---|---------|---|---------|
| 1 | shēngrì | 5 | réngrán |
| 2 | rìjī | 6 | ránhòu |
| 3 | rèqíng | 7 | ruìlì |
| 4 | rénmín | 8 | ràngbù |

2 Finals:

- | | | | | | |
|---|----|-----|-----|-----|-----|
| 1 | ie | jiè | xiě | qié | tiě |
| 2 | ue | jué | xué | quē | qiē |
| 3 | uo | duō | tuō | zuò | cuò |
| 4 | ou | dōu | tóu | zǒu | còu |
| 5 | u | zhū | chū | zū | cū |

3 Two-syllable words:

- | | | | |
|---|---------|---|---------|
| 1 | dāndāng | 5 | jiāozhà |
| 2 | shōuhuò | 6 | chūnqiū |
| 3 | qūchú | 7 | juébié |
| 4 | yúnwù | 8 | kuǐjiù |

4 The neutral tone:

- | | | | |
|---|--------|---|----------|
| 1 | zhè ge | 5 | wǎnshang |
| 2 | nà ge | 6 | xièxie |
| 3 | wǒmen | 7 | xǐhuan |
| 4 | nǐmen | 8 | rènshi |

5 Tone sandhi:

[See D.2, Basics]

- | | | | |
|---|---------|---|------------|
| 1 | zhǎnlǎn | 5 | shǒufǎ |
| 2 | lǚguǎn | 6 | yǔnxǔ |
| 3 | yǔsǎn | 7 | xuǎnjǔ |
| 4 | qǔshě | 8 | guǎngchǎng |

**GET
Real**
WITH **CHINESE**

In addition to widely circulated papers like China's official People's Daily, vibrant local media serve Chinese communities worldwide. When was this issue of The China Press Weekly published?

A2 僑報 周末
The China Press Weekly

2016年6月3日·星期五

波士頓亞青交響樂團5月

中西合璧

Characterize it!

What do the characters mean?

What is the common radical?

What does the radical mean?

How does the radical relate to the overall meaning of the characters?



Chinese Chat

You receive a group message from Bai Ying'ai about dinner plans on WeChat (微信) (Wēixìn), one of the most popular messaging apps in China. What would you need to ask in order to add the event to your calendar?



CULTURAL LITERACY



Continue to explore



Calendars

When you open a Chinese calendar, you will most likely see two different dates for any given day of the year, one according to the traditional lunar calendar and the other according to the international solar calendar. Typically, the lunar calendar date lags about one month behind its corresponding date in the solar calendar. In most years, the Lunar New Year falls in late January or early February.

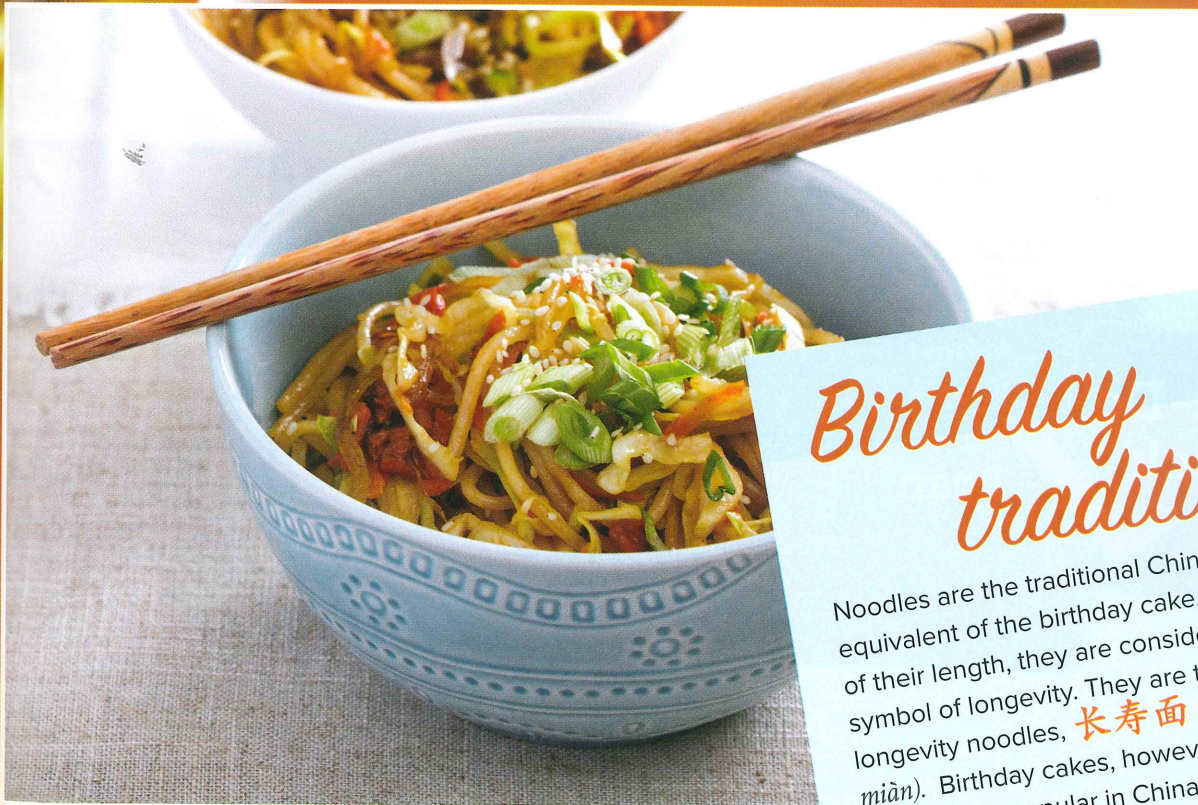
The traditional Chinese manner of counting age, which is still in use among many (mainly older) people on non-official occasions, is based on the number of calendar years one has lived in, rather than the length of time in actual years that one has lived. For example, a child born in January 2016 is said to have turned two in January 2017, since the child has by then lived during two calendar years, 2016 and 2017. But for official purposes, for instance in the census, the child would still be considered one year old. The former is called the child's nominal age, 虚岁 (*xūsui*), and the latter his/her actual age, 实岁 (*shísui*).

Age

COMPARE & CONTRAST

1 Research holidays and festivals observed in Chinese-speaking countries. Are similar holidays and festivals observed in your own country or culture?

2 Certain numbers in Chinese are considered auspicious because they sound similar to words with lucky meanings. Look up the word 久 (*jiǔ*) in a dictionary. What number is it a homophone of, and why do you think this number is popular at weddings? Can you think of another culture in which numbers carry auspicious meaning?



Birthday traditions

Noodles are the traditional Chinese equivalent of the birthday cake. Because of their length, they are considered a symbol of longevity. They are thus called longevity noodles, 长寿面 (*chángshòu miàn*). Birthday cakes, however, are also increasingly popular in China.

Lesson Wrap-Up

Make It Flow!

Rearrange the following sentences into a logical sequence. Then combine them into a coherent narrative. Try to replace a proper noun with a personal pronoun and **星期四** (xīngqīsi) with **那天** (nà tiān) wherever appropriate.

- _____ 星期四是高文中的生日。
1 高文中今年十八岁。
_____ 白英爱星期四请高文中吃饭。
_____ 白英爱和高文中吃中国菜。

Birthday Party

Share your date of birth with your classmates. If anyone is celebrating his or her birthday this or next month, organize a party to celebrate! Find out when everyone is free and what type of food they like. When everyone has agreed on the time, confirm it:

好 (hǎo), _____ **见** (jiàn)!

Birthday Card

Write your friend's Chinese or English name and age, combined with **祝你生日快乐!** (*Zhù nǐ shēngrì kuài lè!*) (Happy Birthday), on a birthday card. Don't forget to date and sign it before delivery.

Can-Do Check List

I can

Before proceeding to Lesson 4, make sure you can complete the following tasks in Chinese:

- Say and write times and dates
- Ask someone's age and birthday
- Give my age and birthday
- Name my favorite cuisine
- Ask about someone's availability and set up a dinner appointment

A photograph of two young women riding a pink bicycle. The woman in the front is wearing a purple tank top and white pants, and is smiling broadly with her mouth open. The woman behind her is wearing a purple t-shirt and a black and white patterned headscarf, also smiling. They are in front of a wall covered in colorful graffiti. The overall mood is joyful and active.

Lesson 4

第四课

Dì sì kè

爱好

Aìhào

HOBBIES

Learning Objectives

In this lesson, you will learn to:

- Name common hobbies
- Ask about someone's hobbies
- Make plans for the weekend with friends

Relate & Get Ready

In your own culture/community:

- What are people's favorite pastimes?
- What do people usually do on weekends?

Discussing Hobbies

Dialogue 1

Gao Wenzhong asks Bai Ying'ai about her weekend plans and wants to invite her to a movie; however...



Audio



Video

 白英爱，你周末喜欢做什么¹？

 我喜欢打球、看电视^a。你呢？

 我喜欢唱歌、跳舞，还喜欢听音乐。

你也喜欢看书，对不对？


 对，有的时候也喜欢看书。

 你喜欢不喜欢²看电影？

 喜欢。我周末常常看电影。

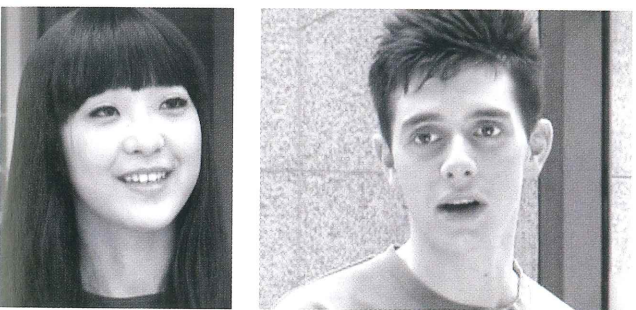
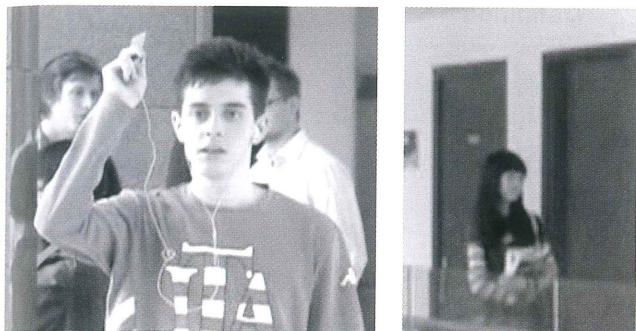
 那³我们今天晚上去看⁴一个外国电影，怎么样？我请客。

 为什么你请客？

 因为昨天你请我吃饭，所以今天我请你看电影。


 那你也请王朋、李友，好吗⁵？

 ……好。



 Bái Yīng'ài, nǐ zhōumò xǐhuan zuò shénme¹?


 Wǒ xǐhuan dǎ qiú, kàn diànshì^a. Nǐ ne?


 Wǒ xǐhuan chàng gē, tiào wǔ, hái xǐhuan tīng yīnyuè.

Nǐ yě xǐhuan kàn shū, duì bu duì?

 Duì, yǒude shíhou yě xǐhuan kàn shū.

 Nǐ xǐhuan bu xǐhuan² kàn diànyǐng?

 Xǐhuan. Wǒ zhōumò chángcháng kàn diànyǐng.

 Nā³ wǒmen jīntiān wǎnshang qù kàn⁴ yí ge wàiguó

diànyǐng, zěnmeyàng? Wǒ qǐng kè.

 Wèishénme nǐ qǐng kè?

 Yīnwèi zuótiān nǐ qǐng wǒ chī fàn, suǒyǐ jīntiān

wǒ qǐng nǐ kàn diànyǐng.

 Nà nǐ yě qǐng Wáng Péng, Lǐ Yǒu, hǎo ma⁵?

 ... Hǎo.

Language Note

a 、

When nouns or pronouns occur in a series, “、” is used to separate them.

The conjunction 和 (hé) connects the last two items in the series, e.g., 我、你和她 (wǒ, nǐ hé tā) (me, you, and her); 中国、美国、英国和法国 (Zhōngguó, Měiguó, Yīngguó hé Fǎguó) (China, United States, Britain, and France).

The series comma can also be used between two or more verbs or adjectives, as in 我常常打球、跳舞、看电视 (Wǒ chángcháng dǎ qiú, tiào wǔ, kàn diànshì) (I often play ball, dance, and watch TV).

Vocabulary



Audio



Flashcards

No.	Word	Pinyin	Part of Speech	Definition
1	周末	zhōumò	n	weekend
2	打球	dǎ qiú	vo	to play ball
	打	dǎ	v	to hit
	球	qiú	n	ball
3	看	kàn	v	to watch, to look, to read
4	电视	diànshì	n	television
	电	diàn	n	electricity
	视	shì	n	vision
5	唱歌 (儿)	chàng gē(r)	vo	to sing (a song)
	唱	chàng	v	to sing
	歌	gē	n	song
6	跳舞	tiào wǔ	vo	to dance
	跳	tiào	v	to jump
	舞	wǔ	n	dance
7	听	tīng	v	to listen
8	音乐	yīnyuè	n	music
9	书	shū	n	book
10	对	duì	adj	right, correct
11	有的	yǒude	pr	some
12	时候	shíhou	n	(a point in) time, moment, (a duration of) time
13	电影	diànyǐng	n	movie
	影	yǐng	n	shadow
14	常常	chángcháng	adv	often

Your friend in Shanghai is taking you out for the night and gives you this ticket. Where will you be going?



GET Real WITH CHINESE

No.	Word	Pinyin	Part of Speech	Definition
15	那	nà	conj	in that case, then
16	去	qù	v	to go
17	外国	wàiguó	n	foreign country
18	请客	qǐng kè	vo	to invite someone (to dinner, coffee, etc.), to play the host
19	昨天	zuótiān	t	yesterday
20	所以	suǒyǐ	conj	so

你周末喜欢做什么?

Nǐ zhōumò xǐhuan zuò shénme?
What do you like to do on weekends?



我喜欢 _____。
Wǒ xǐhuan _____。

See index for corresponding vocabulary or research another term.

How About You?

1

Word order

The basic word order in a Chinese sentence is as follows.

Subject (agent of the action)	Adverbial (time, place, manner, etc.)	Verb	(Object) (receiver of the action)
白医生 <i>Bái yīshēng</i>	星期六、星期天 <i>xīngqīliù, xīngqītiān</i>	工作 <i>gōngzuò</i>	
Dr. Bai works on Saturdays and Sundays.			
王朋 <i>Wáng Péng</i>	周末/常常 <i>zhōumò/chángcháng</i>	听 <i>tīng</i>	音乐 <i>yīnyuè</i>
Wang Peng often listens to music on weekends.			
李友 <i>Lǐ Yǒu</i>	明天 <i>míngtiān</i>	吃 <i>chī</i>	中国菜 <i>Zhōngguó cài</i>
Li You will have Chinese food tomorrow.			
高文中 <i>Gāo Wénzhōng</i>	今天下午五点半 <i>jīntiān xiàwǔ wǔ diǎn bàn</i>	去看 <i>qù kàn</i>	外国电影 <i>wàiguó diànyǐng</i>
Gao Wenzhong will go to see a foreign movie at 5:30 this afternoon.			

While this is the most common word order in a Chinese sentence, the norm varies depending on context.

2

Affirmative + negative (A-not-A) questions (II)

In this type of question, there can be no adverbials before the verb other than time words, as in (A) and (B). If there is an adverbial—such as 都 (*dōu*) (both, all) or 常常 (*chángcháng*) (often)—before the verb, the 吗 (*ma*) type question must be used instead, as in (C) and (D). If there is more than one verb, the question form applies to the first verb, as seen in (E) and (F).

A

你明天去不去?

Nǐ míngtiān qù bu qù?

Are you going tomorrow?

B

她今天晚上看不看电视?

Tā jīntiān wǎnshàng kàn bu kàn diànshì?

Is she going to watch TV tonight?

C

他们都是学生吗?

[他们都是不是学生?]*Tāmen dōu shì xuésheng ma?*

Are they all students?

D

你常常看电影吗?

[你常常看不看电影?]*Nǐ chángcháng kàn diànyǐng ma?*

Do you often go to the movies?

E

你喜欢不喜欢跳舞?

[你喜欢跳不跳舞?]*Nǐ xǐhuan bu xǐhuan tiào wǔ?*

Do you like dancing?

F

你的同学去不去打球?

Nǐ de tóngxué qù bu qù dǎ qiú?

Are your classmates going to play ball?

[你的同学去打不打球?]**EXERCISES**

In pairs, form an A-not-A question-and-answer based on the information below. Use exercise 1 as an example.

1 白英爱 明天 去跳舞

→ Q: 白英爱明天去不去跳舞?

A: 白英爱明天去/不去跳舞。

2 李友 今天晚上 听中国音乐

3 白英爱 明天晚上 请李友吃饭



More exercises

In conversation, immediately following a statement by speaker A, speaker B can often start with 那 (么) (nà [me]) (then, in that case), which links up the sentences by the two speakers.

A

Student A

今天晚上没事儿。

Jīntiān wǎnshang méi shìr.

We have nothing to do tonight.

Student B

那么我们去看电影，怎么样？

Nàme wǒmen qù kàn diànyǐng, zěnmeyàng?

In that case, let's go to see a movie. How about that?

Student A

好，我请客。

Hǎo, wǒ qǐng kè.

OK, my treat.

Student B

是吗？太好了！

Shì ma? Tài hǎo le.

Really? Great!

B

Student A

我今天很忙，晚上不去吃晚饭。

Wǒ jīntiān hěn máng, wǎnshang bú qù chī wǎnfàn.

I'm very busy today, and will not go to dinner tonight.

Student B

那明天呢？

Nà míngtiān ne?

Then how about tomorrow?

C**Student A**

你喜欢不喜欢吃美国菜?

Nǐ xǐhuan bu xǐhuan chī Měiguó cài?

Do you like to eat American food or not?

Student B

不喜欢。

Bù xǐhuan.

No, I don't.

Student A

那我们吃中国菜，怎么样?

Nà wǒmen chī Zhōngguó cài, zěnmeyàng?

Then let's eat Chinese food. How about that?

Student B

我也不喜欢。

Wǒ yě bù xǐhuan.

I don't like that either.

EXERCISES

Form questions based on the context, inserting 那(么) where appropriate. Use exercise 1 as an example.



More
exercises

1 **Student A** 我今天不忙。

Student B 那我们去看电影，怎么样?

2 **Student A** 我不喜欢跳舞。

Student B _____ ?

3 **Student A** 王朋星期六很忙。

Student B _____ ?

If the performance of an action involves a change of location, then use the construction below.

A

我们明天
去看电影。

Wǒmen míngtiān qù kàn diànyǐng.

We are going to see a movie tomorrow.

C

晚上我
不去跳舞。

Wǎnshang wǒ bú qù tiào wǔ.

I will not go dancing tonight.

B

周末我去跳舞，你去不去？

Zhōumò wǒ qù tiào wǔ, nǐ qù bu qù?

I'll go dancing this weekend. Are you going?



More
exercises

EXERCISES

Answer these questions, inserting the given verb phrases and 去 where appropriate. Use exercise 1 as an example.

- 1 Q: 李友明天晚上做什么? 看中国电影
→ A: 李友明天晚上去看中国电影。
- 2 Q: 白英爱星期天晚上做什么? 打球
- 3 Q: 王朋和李友今天晚上做什么? 吃美国菜

Questions with 好吗 (hǎo ma) (OK?)

To solicit someone's opinion, we can ask 好吗 (hǎo ma) (OK?) after stating an idea or suggestion. As an alternative, we can also say 好不好 (hǎo bu hǎo) (all right?).

A

我们去看电影，好吗？

Wǒmen qù kàn diànyǐng, hǎo ma?

We'll go see a movie, OK?

B

我们今天晚上吃中国菜，好吗？

Wǒmen jīntiān wǎnshang chī Zhōngguó cài, hǎo ma?

We'll eat Chinese food tonight, OK?

A

What a week!

PRESENTATIONAL

Using the images below, take turns describing Little Wang's schedule this week, e.g.:



小王星期一看书。

Xiǎo Wáng xīngqīyī kàn shū.

1 星期一 (xīngqīyī)



5 星期五 (xīngqīwǔ)



2 星期二 (xīngqī'èr)



6 星期六 (xīngqīliù)



3 星期三 (xīngqīsān)



7 星期天 (xīngqītiān)



4 星期四 (xīngqīsì)



What does your calendar look like? Share your schedule with the class, e.g.:

我星期一去跳舞。

Wǒ xīngqīyī qù tiào wǔ.

B

Shall we?

INTERPERSONAL

In pairs, use the images to find out what your partner likes to do and invite him/her out tomorrow night by using 去 (qù) and 好吗 (hǎo ma), e.g.:



Q: 你喜欢看电影吗?

我们明天晚上去看电影, 好吗?

Nǐ xǐhuan kàn diànyǐng ma?

Wǒmen míngtiān wǎnshang qù kàn diànyǐng, hǎo ma?

A: 好! (agreeing, confirming, accepting)

Hǎo!

A: 我明天很忙, 也不喜欢看电影。 (declining)

Wǒ míngtiān hěn máng, yě bù xǐhuan kàn diànyǐng.

1



2



3



4



In pairs, form a question-and-answer about why you will or won't do something by using

因为…所以… (yīnwèi... suǒyǐ...), e.g.:

Q: 你为什么不去看电影? (很忙)
Nǐ wèishénme bú qù kàn diànyǐng? (hěn máng)

A: 因为我很忙, 所以不去看电影。
Yīnwèi wǒ hěn máng, suǒyǐ bú qù kàn diànyǐng.

1 你为什么不去打球? (有事儿)
Nǐ wèishénme bú qù dǎ qiú? (yǒu shìr)

2 你为什么不去看外国电影? (不喜欢)
Nǐ wèishénme bú qù kàn wàiguó diànyǐng? (bù xǐhuan)

3 你为什么星期五请我吃晚饭? (你的生日)
Nǐ wèishénme xīngqīwǔ qǐng wǒ chī wǎnfàn? (nǐ de shēngrì)

4 你为什么不去跳舞? (不喜欢)
Nǐ wèishénme bú qù tiào wǔ? (bù xǐhuan)

5 你为什么不听音乐? (很忙)
Nǐ wèishénme bù tīng yīnyuè? (hěn máng)

Characterize it!

Semi - Enclosing



Which of these characters are formed with the pattern on the left?



More characters

In pairs, find out what your partner likes to do on weekends, e.g.:

Q: 你周末喜欢做什么?

Nǐ zhōumò xǐhuan zuò shénme?

A: 我周末喜欢_____。

Wǒ zhōumò xǐhuan _____.

Report to the class and be prepared to answer the teacher's questions.

Juan 周末喜欢做什么?

Juan zhōumò xǐhuan zuò shénme?

Kristen 呢? Kristen 周末喜欢不喜欢看书?

Kristen ne? Kristen xǐhuan bù xǐhuan kàn shū? . . .

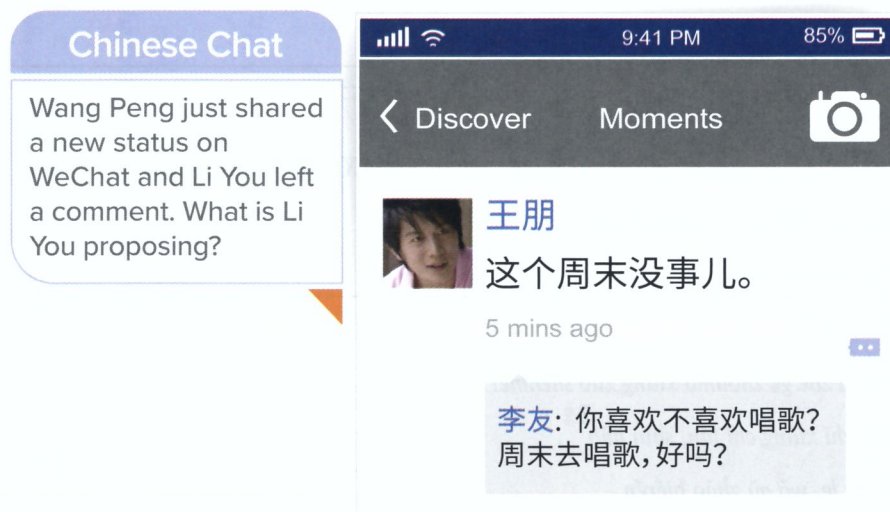
Survey your classmates about their favorite singers, movie stars, athletes, and dancers using the questions below.

你喜欢听谁的歌?

你喜欢看谁的电影?

你喜欢看谁打球?

你喜欢看谁跳舞?



Let's Play Ball

Dialogue 2

Wang Peng visits Gao Wenzhong and invites him to play ball over the weekend.



Audio



Video



小高^a，好久不见^b，你好吗^c？



我很好。你怎么样？



我也不错。这个周末你想^e做什么？
想不想去打球？



打球？我不喜欢打球。



那我们去看球，怎么样？



看球？我觉得看球也没有意思^d。



那你这个周末想做什么？



我只想吃饭、睡觉^{z e}。



算了，我去找别人。

Pinyin Dialogue



Xiǎo Gāo^a, hǎo jiǔ bú jiàn^b, nǐ hǎo ma^c?



Wǒ hěn hǎo. Nǐ zěnmeyàng?



Wǒ yě búcuò. Zhè ge zhōumò nǐ xiǎng^e zuò shénme? Xiǎng bu xiǎng qù dǎ qiú?



Dǎ qiú? Wǒ bù xǐhuan dǎ qiú.



Nà wǒmen qù kàn qiú, zěnmeyàng?



Kàn qiú? Wǒ juéde kàn qiú yě méiyǒu yìsi^d.



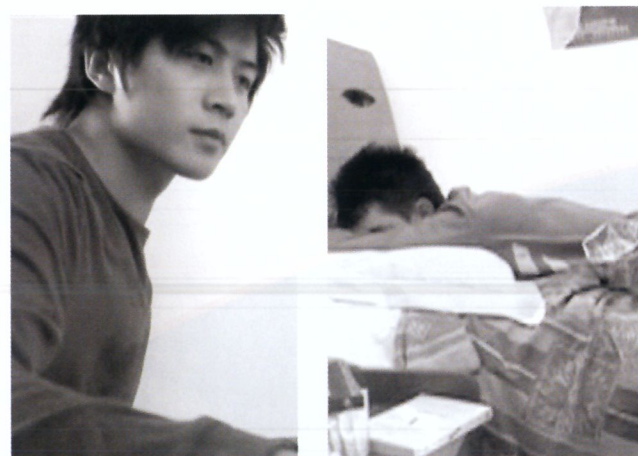
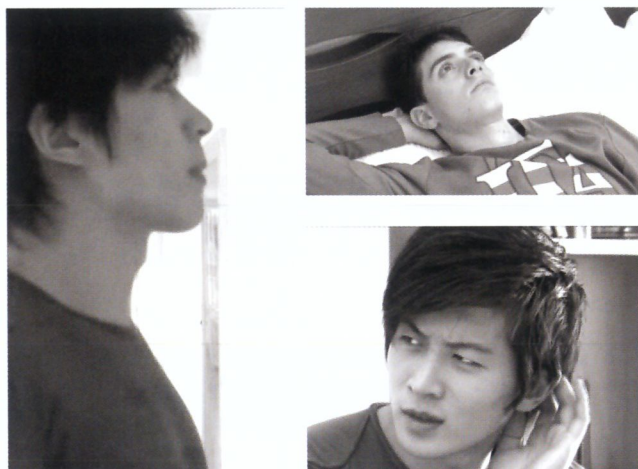
Nà nǐ zhè ge zhōumò xiǎng zuò shénme?



Wǒ zhǐ xiǎng chī fàn, shuì jiào^{z e}.



Suàn le, wǒ qù zhǎo biérén.



a 小 (xiǎo)

A familiar and affectionate way of addressing a young person is to add 小 (xiǎo) (little, small) to the family name, e.g., 小王 (Xiǎo Wáng) (Little Wang). Similarly, to address an older acquaintance, 老 (lǎo) (old) can be used with the family name, e.g., 老王 (Lǎo Wáng) (Old Wang). However, such terms are rarely used to address a relative or a superior.

b 好久不见 (hǎo jiǔ bú jiàn)

Now you know where the expression “Long time no see” comes from.

c 你好吗? (Nǐ hǎo ma?)

This question (meaning “How are you?”) is typically asked of people you already know. The answer is usually 我很好 (Wǒ hěn hǎo) (I am fine).

d 觉得没有意思 (juéde méiyǒu yìsi)

The position of negatives in Chinese is not always the same as it is in English. An English speaker would say: “I don’t think going to the movies is much fun,” but a Chinese speaker would say 我觉得看电影没有意思 (Wǒ juéde kàn diànyǐng méiyǒu yìsi), which literally means, “I think going to the movies is not much fun.”

e 觉 (jué/jiào)

The character 觉 is pronounced in two different ways and has two different meanings: *jué* as in 觉得 (*juéde*) (to feel) and *jiào* as in 睡觉 (*shuì jiào*) (to sleep).

Vocabulary



Audio



Flashcards

No.	Word	Pinyin	Part of Speech	Definition
1	小	<i>xiǎo</i>	adj	small, little
2	好久	<i>hǎo jiǔ</i>		a long time
	好	<i>hǎo</i>	adv	very
	久	<i>jiǔ</i>	adj	long (of time)
3	不错	<i>búcuò</i>	adj	pretty good
	错	<i>cuò</i>	adj	wrong
4	想	<i>xiǎng</i>	mv	to want to, would like to [See Grammar 6.]
5	觉得	<i>juéde</i>	v	to feel, to think [See Grammar 6.]

**GET
Real**
WITH CHINESE

Your roommate puts this on before lying down on the couch. What is she trying to tell you?



No.	Word	Pinyin	Part of Speech	Definition
6	有意思	yǒu yìsi	adj	interesting
	意思	yìsi	n	meaning
7	只	zhǐ	adv	only
8	睡觉	shuì jiào	vo	to sleep
	睡	shuì	v	to sleep
	觉	jiào	n	sleep
9	算了	suàn le		forget it, never mind
10	找	zhǎo	v	to look for
11	别人	biérén	n	other people, another person
	别(的)	bié (de)	adj	other

这个周末你想做什么?

Zhè ge zhōumò nǐ xiǎng zuò shénme?
What would you like to do this weekend?



我想_____。

Wǒ xiǎng_____。

See index for corresponding vocabulary or research another term.

How About You?

6

The modal verb 想 (*xiǎng*) (want to, would like to)

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

A 你想听音乐吗?

Nǐ xiǎng tīng yīnyuè ma?

Would you like to listen to some music?

B 白老师想打球，可是王老师不想打。

Bái lǎoshī xiǎng dǎ qiú, kěshì Wáng lǎoshī bù xiǎng dǎ.

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

C 你不想去看中国电影?

Nǐ xiǎng bu xiǎng kàn Zhōngguó diànyǐng?

Do you feel like going to see a Chinese movie?

D 你不想听外国音乐?

Nǐ xiǎng bu xiǎng tīng wàiguó yīnyuè?

Do you feel like listening to some foreign music?

想 (*xiǎng*) vs. 喜欢 (*xǐhuan*)

想 (*xiǎng*) can be translated as “would like to” or “to have a desire to.” 喜欢 (*xǐhuan*) is “to like,” meaning “to be fond of.” 想 (*xiǎng*) and 喜欢 (*xǐhuan*) are different, and are not interchangeable.

想 (*xiǎng*) vs. 觉得 (*juéde*)

Both 想 (*xiǎng*) and 觉得 (*juéde*) can be translated as “to think,” but the former is used to express a desire, whereas the latter is to express an opinion or comment on something.

EXERCISES

In pairs, form a question-and-answer about your partner's intent, inserting **想** where appropriate.

Use exercise 1 as an example.



1 吃中国菜

→ Q: 你晚上想吃中国菜吗?

A: 我想吃中国菜。 (affirmative)

A: 我不想吃中国菜。 (negative)

2 请同学去看电影

3 去听中国音乐

7

Verb + object as a detachable compound

Even though **睡觉** (*shuì jiào*) (to sleep), **唱歌** (*chàng gē*) (to sing), and **跳舞** (*tiào wǔ*) (to dance) are each treated as a word, grammatically speaking, they are all verb-object compounds. When an attributive element modifies the object, such as an adjective or a number-measure word combination, it must be inserted between the verb and the noun. Such a compound does not take an object, and is called a “detachable compound.”

A

睡觉

shuì jiào

to sleep

睡一个好觉

shuì yí ge hǎo jiào

have a good sleep

B

唱歌

chàng gē

to sing

唱英文歌

chàng Yīngwén gē

sing an English song

C

跳舞

tiào wǔ

to dance

跳中国舞

tiào Zhōngguó wǔ

do a Chinese dance

In later lessons, you will see examples of other elements, like aspect markers, being inserted between the verb and the object in a detachable compound.

E

Let the weekend begin!

INTERPERSONAL

In pairs, discuss what you'd like to do over the weekend by using **想 (xiǎng)**, e.g.:



Q: 你周末想不想打球?

Nǐ zhōumò xiǎng bu xiǎng dǎ qiú?

A: 我 (周末) 想打球。 (affirmative)

Wǒ zhōumò xiǎng dǎ qiú.

A: 我 (周末) 不想打球。 (negative)

Wǒ zhōumò bu xiǎng dǎ qiú.

1



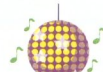
2



3



4



5



G

INTERPERSONAL

How interesting

PRESENTATIONAL

In pairs, determine your partner's interest level in these activities and report to the class by using **很有意思 (hěn yǒu yìsi)** or **没有意思 (méiyǒu yìsi)**, e.g.:

打球 (小高)

dǎ qiú (Xiǎo Gāo)

小高觉得打球很有意思。

Xiǎo Gāo juéde dǎ qiú hěn yǒu yìsi.

1 跳舞

tiào wǔ

4 看英文书

kàn Yīngwén shū

2 听中国音乐

tīng Zhōngguó yīnyuè

5 看电视

kàn diànshì

3 看外国电影

kàn wàiguó diànyǐng

In pairs, complete these sentences and role-play the discussion about the weekend ahead.

Q: 你这个周末想做什么?

Nǐ zhè ge zhōumò xiǎng zuò shénme?

A: 我这个周末想_____。

Wǒ zhè ge zhōumò xiǎng_____.

Then find out if your partner feels like doing something else this weekend.

Q: 你想_____吗?

Nǐ xiǎng_____ ma?

A: 我想_____。 (affirmative)

Wǒ xiǎng_____.

A: 我不想_____。 (negative)

Wǒ bù xiǎng_____.

What types of activities does your partner think are interesting?

Q: 你觉得(看电影、打球, etc.)有意思吗?

Nǐ juéde (kàn diànyǐng, dǎ qiú, etc.) yǒu yìsi ma?

A: 我觉得_____很有意思。 (affirmative)

Wǒ juéde_____ hěn yǒu yìsi.

A: 我觉得_____没有意思。 (negative)

Wǒ juéde_____ méi yǒu yìsi.

What do the characters mean?

What is the common radical?

What does the radical mean?

How does the radical relate to the overall meaning of the characters?

Characterize it!

1

想

2

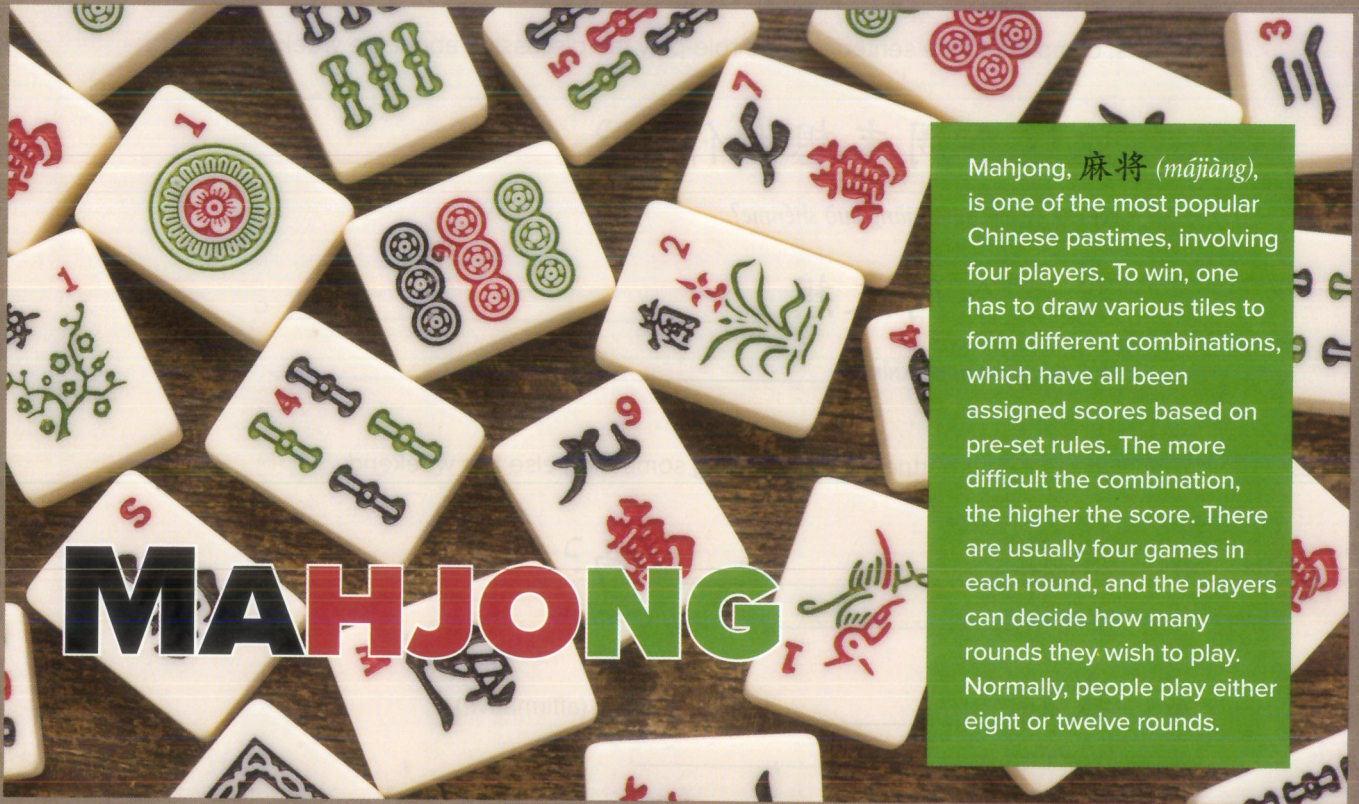
思



More characters



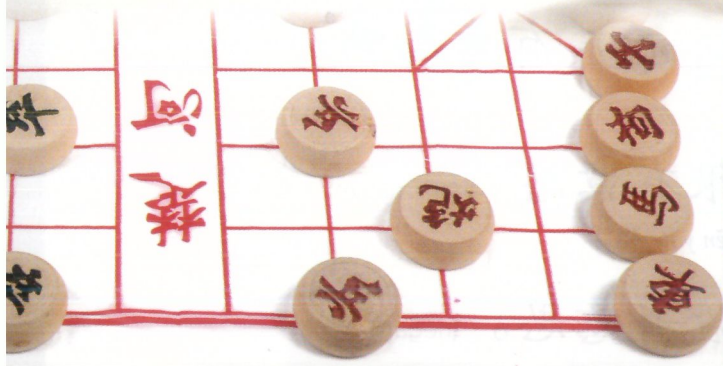
Continue to explore



MAHJONG

Mahjong, 麻将 (*májiàng*), is one of the most popular Chinese pastimes, involving four players. To win, one has to draw various tiles to form different combinations, which have all been assigned scores based on pre-set rules. The more difficult the combination, the higher the score. There are usually four games in each round, and the players can decide how many rounds they wish to play. Normally, people play either eight or twelve rounds.

The two teams of Chinese chess pieces are identified by colors, typically black and red. They are set up as shown. Since you have learned the character/radical meaning “horse,” can you find where the “horse” is on the board?



Chinese chess, 象棋 (*xiàngqí*), is another popular pastime, especially among senior citizens. While international chess has such pieces as king, queen, rook, knight, and pawn, Chinese chess has commander-in-chief, general, chariot, horse, and soldier. Both mahjong and Chinese chess go back centuries. Community centers and clubhouses in China often have a 棋牌室 (*qípáishì*), or chess-and-poker room, where residents, especially retirees, meet for chess and mahjong marathons. In neighborhood parks, it is also common to find onlookers gathering around chess players.

CHINESE CHESS

COMPARE & CONTRAST

1 Organize a lunch or dinner with two or three friends. Use the end of Dialogue 1 as a model. Decide if you want to treat or to split the bill with your friends by using 今天我请客 (*Jīntiān wǒ qǐngkè*) or 我们今天AA制 (*Wǒmen jīntiān AA zhì*), explained below. How often do people treat in your culture?

2 Nowadays, binge-watching is a hobby for many people. Dramas produced in Mainland China and Taiwan have been gaining popularity in many Chinese-speaking countries, and even among viewers who do not speak Chinese. Research some of the most popular Chinese dramas. How do they compare with popular dramas in your own country?



Arguably less popular but more prestigious is the game of Encirclement, 围棋 (*wéiqí*), better known in the West by its Japanese name, Go. It is a deceptively simple game played with counters or stones on a board. The objective of the game is to surround and capture the opponent's counters. Every year, major corporations sponsor tournaments with master players from China, Japan, and South Korea participating and TV stations providing live coverage of important matches.



When Chinese people go out to eat with friends, they rarely split the check. Usually, someone will insist on picking up the tab by saying 今天我请客 (*Jīntiān wǒ qǐngkè*) (It's my treat today). The unspoken expectation is that someone else will offer to pay the next time. Often, more than one person will reach for the bill and there might be a little struggle over who gets to pay. Among young urban white-collar professionals and college students, it is increasingly common to separate the check or adopt the AA制 (*AA zhì*) except on celebratory or festive occasions.

FEASTING

Lesson Wrap-Up

Make It Flow!

Rearrange the following sentences into a logical sequence according to Gao Wenzhong and Bai Ying'ai's likes and dislikes. Then combine them into a coherent narrative. If the subject is the same, remember not to repeat it in subsequent clauses. Replace the proper noun in the previous clause with a personal pronoun if beginning a new sentence.

- _____ 高文中不喜欢打球。
- _____ 白英爱还喜欢看电影。
- _____ 高文中觉得看球没有意思。
- _____ 1 高文中喜欢唱歌、跳舞。
- _____ 白英爱喜欢打球、看电视。
- _____ 白英爱有的时候也喜欢看书。
- _____ 高文中还喜欢听音乐。
- _____ 白英爱周末常常去看电影。
- _____ 高文中也不喜欢看球。

Interview

Interview your classmates about what their families like to do.

你爸爸、妈妈喜欢做什么?

你哥哥、姐姐、弟弟、妹妹喜欢做什么?

Hang Out

Do your classmates share your interests? Survey them about their hobbies on social media: 你喜欢……? (*Nǐ xǐhuan . . . ?*). Arrange a time to hang out with classmates who share your interests.

Can-Do Check List



I can

Before proceeding to Lesson 5, be sure you can complete the following tasks in Chinese:

- Talk about my favorite pastimes and ask about someone else's
- Comment on whether certain activities appeal to me
- Invite someone to do something over the weekend
- Accept or decline an invitation to do something over the weekend

Lesson 5

第五课

Dì wǔ kè

看朋友

Kàn péngyou

VISITING FRIENDS

Learning Objectives

In this lesson, you will learn to:

- Welcome a visitor
- Introduce one person to another
- Be a gracious guest
- Ask for beverages as a guest
- Offer beverages to a visitor
- Briefly describe a visit to a friend's place

Relate & Get Ready

In your own culture/community:

- Is it common to visit a friend's place without advance notice?
- Do people bring anything when visiting a friend's home?
- What food and drinks do hosts commonly offer guests?

Visiting a Friend's Place

Dialogue

Wang Peng and Li You visit Gao Wenzhong and meet his sister, Gao Xiaoyin.

(The doorbell rings.)



Audio



Video



谁呀?



是我, 王朋, 还有李友。



请进, 请进, 快进来! 来, 我介绍一下¹, 这是我姐姐, 高小音。



小音, 你好。认识你很高兴。



认识你们我也很高兴。



你们家很大², 也很漂亮。



是吗?^a 请坐, 请坐。



小音, 你在哪儿^b工作?



我在学校工作。你们想喝点儿¹什么?
喝茶还是喝咖啡?



我喝茶吧⁴。



我要一瓶可乐, 可以吗?



对不起, 我们家没有可乐。



那给我一杯水吧。



(The doorbell rings.)



Shéi ya?



Shì wǒ, Wáng Péng, hái yǒu Lǐ Yǒu.



Qǐng jīn, qǐng jīn, kuài jīn lai! Lái, wǒ jièshào
yí xià¹, zhè shì wǒ jiějie, Gāo Xiǎoyīn.



Xiǎoyīn, nǐ hǎo. Rènshi nǐ hěn gāoxìng.



Rènshi nǐmen wǒ yě hěn gāoxìng.



Nǐmen jiā hěn dà², yě hěn piàoliang.



Shì ma?^a Qǐng zuò, qǐng zuò.



Xiǎoyīn, nǐ zài nǎr³ gōngzuò?



Wǒ zài xuéxiào gōngzuò. Nǐmen xiǎng hē diǎnr¹
shénme? Hē chá háishi hē kāfēi?



Wǒ hē chá ba⁴.



Wǒ yào yì píng kělē, kěyǐ ma?



Duìbuqǐ, wǒmen jiā méi yǒu kělē.



Nà gěi wǒ yì bēi shuǐ ba.

Language Notes

a 是吗? (Shì ma?)

"Is that so?" or "Really?" It is a rhetorical question here. This is a modest way to respond to a compliment.

b 哪儿 (nǎr)

A question word meaning "where." Do not confuse it with 那儿 (nàr) (there). "Here" is 这儿 (zhèr).

Vocabulary



Audio



Flashcards

No.	Word	Pinyin	Part of Speech	Definition
1	呀	ya	p	(interjectory particle used to soften a question)
2	进	jìn	v	to enter
3	快	kuài	adv/adj	fast, quick; quickly
4	进来	jìn lái	vc	to come in
5	来	lái	v	to come
6	介绍	jièshào	v	to introduce
7	一下	yí xià	n+m	once, a bit [See Grammar 1.]
8	高兴	gāoxìng	adj	happy, pleased
9	漂亮	piàoliang	adj	pretty
10	坐	zuò	v	to sit
11	在	zài	prep	at, in, on [See Grammar 3.]
12	哪儿	nǎr	qpr	where
13	学校	xuéxiào	n	school
14	喝	hē	v	to drink
15	点(儿)	diǎn(r)	m	a little, a bit, some [See Grammar 1.]
16	茶	chá	n	tea
17	咖啡	kāfēi	n	coffee
18	吧	ba	p	(a sentence-final particle) [See Grammar 4.]
19	要	yào	v	to want
20	瓶	píng	m	(measure word for bottled liquid, etc.)
21	可乐	kělè	n	cola



China's booming soft drinks market offers consumers a variety of choices. Can you identify these flavors?

GET Real WITH CHINESE

No.	Word	Pinyin	Part of Speech	Definition
22	可以	kěyǐ	mv	can, may
23	对不起	duìbuqǐ	v	sorry
24	给	gěi	v	to give
25	杯	bēi	m	(measure word for things contained in a cup or glass)
26	水	shuǐ	n	water
27	高小音	Gāo Xiǎoyīn	pn	(a personal name)

你喜欢喝什么?

Nǐ xǐhuan hē shénme?
What do you like to drink?



我喜欢喝 _____ 。
 Wǒ xǐhuan hē _____ 。

How About You?

See index for corresponding vocabulary or research another term.

1 Moderating tone of voice: 一下 (yí xià) and (一) 点儿 (yì diǎnr)

Following a verb, both 一下 (yí xià) (lit. “once”) and (一) 点儿 (yì diǎnr) (“a bit”) can soften the tone of a question or an imperative sentence, making it more polite. When used in this way, 一下 (yí xià) modifies the verb, while (一) 点儿 (yì diǎnr) modifies the object.

A 你看一下，这是谁的照片？

Nǐ kàn yí xià, zhè shì shéi de zhàopiàn?

Take a look. Whose photo is this?

B 你想吃点儿什么？

Nǐ xiǎng chī diǎnr shénme?

What would you like to eat?

C 你进来一下。

Nǐ jìn lai yí xià.

Come in for a minute.

D 你喝一点儿茶吧。

Nǐ hē yì diǎnr chá ba.

Have some tea.



More exercises

EXERCISES

Moderate the tone of these sentences by inserting 一下 or (一) 点儿.

Use exercise 1 as an example.

- 1 我看_____你的照片 → 我看一下你的照片。
- 2 我看_____你的书。
- 3 你喝_____咖啡。

When an adjective functions as a predicate, it is not preceded by the verb 是 (shì) (to be). It is usually modified by 很 (hě'n) (very)—as in (A), (B), (C), and (D)—or some other adverbial modifier. Although usually translated as “very,” 很 (hě'n) is not quite as strong as its English equivalent when not stressed. It acts as an affirmative indicator. When forming a question with an adjective as the predicate, 很 (hě'n) is not used, as in (E) and (F).

A

我今天很高兴。

Wǒ jīntiān hě'n gāoxìng.

I'm very happy today.

B

他妹妹很漂亮。

Tā mèimei hě'n piàoliang.

His younger sister is very pretty.

C

那个电影很好。

Nà ge diànyǐng hě'n hǎo.

That movie is very good.

D

你们大学很大。

Nǐmen dàxué hě'n dà.

Your university is very large.

E

Q: 你弟弟高吗?

Nǐ dìdì gāo ma?

Is your younger brother tall?

A: 他很高。

Tā hě'n gāo.

He is very tall.

F

Q: 你家大吗?

Nǐ jiā dà ma?

Is your house big?

A: 我家不大，很小。

Wǒ jiā bú dà, hě'n xiǎo.

My house is not big; it's very small.

Chinese adjectives without **很** (*hěn*) or any sort of modifier before them can often imply comparison or contrast, as in (G) and (H).

G Q: 姐姐忙还是妹妹忙?

Jiějie máng háishi mèimei máng?

Who's busier, the older sister or the younger sister?

A: 妹妹忙。

Mèimei máng.

The younger sister is busier.

H 哥哥的中文好，我的中文不好。

Gēge de Zhōngwén hǎo, wǒ de Zhōngwén bù hǎo.

My older brother's Chinese is good. My Chinese is not good.



More exercises

EXERCISES

Use adjectives as predicates by inserting **很**. Use exercise 1 as an example.

- 1 我弟弟_____高。→ 我弟弟很高。
- 2 我妹妹今天_____高兴。
- 3 王律师的中文_____好。

3

The preposition 在 (*zài*) (at, in, on)

在 (*zài*) is a verb in (A).

A Q: 我的书在哪儿?

Wǒ de shū zài nǎr?

Where is my book?

A: 在那儿。

Zài nàr.

It's over there.

It is a preposition when a “**在** (*zài*) + location” appears before a verb, as in (B), (C), and (D).

B Q: 你在哪儿工作?

Nǐ zài nǎr gōngzuò?

Where do you work?

A: 我在这儿工作。

Wǒ zài zhèr gōngzuò.

I work here.

C

我在这个大学学中文。

Wǒ zài zhè ge dàxué xué Zhōngwén.

I study Chinese at this university.

D

我不在家看电影。

Wǒ bú zài jiā kàn diànyǐng.

I don't watch movies at home.

EXERCISES

Form a question-and-answer about where each of the activities occurs, inserting 在 where appropriate. Use exercise 1 as an example.



More exercises

- | | | | |
|---|---------|-----------|------------|
| 1 | 白英爱 | 跳舞 | 学校 |
| | → Q: | 白英爱在哪儿跳舞? | A: 她在学校跳舞。 |
| 2 | 白英爱这个周末 | 喝茶 | 高文中家 |
| 3 | 高文中明天 | 吃中国饭 | 老师家 |

4

The particle 吧 (ba)

吧 (ba) is a sentence-final particle often used to soften the tone of a command or suggestion.

A

你喝咖啡吧。

Nǐ hē kāfēi ba.

Why don't you have some coffee?

C

我们跳舞吧。

Wǒmen tiào wǔ ba.

Let's dance.

B

请进来吧。

Qǐng jìn lai ba.

Come in, please.



More exercises

EXERCISES

Soften the tone of these suggestions by inserting 吧. Use exercise 1 as an example.

- 1 你喝点儿水_____。 → 你喝点儿水吧。
- 2 我们明天去看中国电影_____。
- 3 你今天晚上去听音乐_____。

Chinese Chat

Gao Wenzhong just published a new post on Weibo (微博) (Wēibó), a popular Chinese microblogging platform. Based on his tone, can you tell how he's feeling?



高文中

02-13 17:54 来自 iPhone 客户端

晚上朋友请客! 太高兴了! 去哪吃呀?
@白英爱

转发 1

评论 7

赞 79

GET
Real
WITH CHINESE

Chinese lanterns are sometimes used as advertisements. What are these lanterns promoting?

photo courtesy of
ShuWen Zhang

A

If you ask politely . . .

Complete the sentences by using 一下 (yí xià) to moderate the tone of voice, e.g.:

You'd like to see a picture of your brother's girlfriend, so you ask him . . .

哥哥，我看一下你女朋友的照片，好吗？

Gēge, wǒ kàn yí xià nǐ nǚpéngyou de zhàopiàn, hǎo ma?

- 1 You'd like your friend Little Bai to introduce you to Miss Li, so you say . . .

小白，我想认识李小姐。请你_____。

Xiǎo Bái, wǒ xiǎng rènshi Lǐ xiǎojiě. Qǐng nǐ _____.

- 2 You're at the doctor's office for your appointment; the nurse tells you the doctor is busy, and asks you to take a seat, so she says . . .

对不起，医生现在有事儿，请你_____。

Duìbuqǐ, yīshēng xiànzài yǒu shìr, qǐng nǐ _____.

- 3 Your roommate is streaming an album and suggests that you listen to it, so she says . . .

这个音乐不错。你_____。

Zhè ge yīnyuè búcuò. Nǐ _____.

- 4 Your teacher wants to talk to you after class and asks you to come with him, so he says . . .

我有事儿找你。你_____。

Wǒ yǒu shìr zhǎo nǐ. Nǐ _____.

What do the characters mean?

What is the common radical?

What does the radical mean?

How does the radical relate to the overall meaning of the characters?

Characterize it!

1

菜

2

茶



More characters

In pairs, use the sentences to form questions about each other's personal opinions. Answer in the affirmative by inserting 很 (hěn) in the ◇, and then in the negative, e.g.:

高文中的家◇漂亮

Gāo Wénzhōng de jiā ◇ piàoliang

If people ask your opinion of Gao Wenzhong's house,

Q: 高文中的家漂亮吗?

Gāo Wénzhōng de jiā piàoliang ma?

and you think Gao Wenzhong's house is beautifully decorated (affirmative), you can say . . .

A: 高文中的家很漂亮。

Gāo Wénzhōng de jiā hěn piàoliang.

But, if you don't think Gao's house is beautifully decorated (negative), you can say . . .

A: 高文中的家不漂亮。

Gāo Wénzhōng de jiā bú piàoliang.

1 你的医生◇忙

nǐ de yīshēng ◇ máng

2 你的学校◇大

nǐ de xuéxiào ◇ dà

3 你的同学◇高兴

nǐ de tóngxué ◇ gāoxìng

4 你的老师◇好

nǐ de lǎoshī ◇ hǎo

5 你的书◇有意思

nǐ de shū ◇ yǒu yìsi

Where are Wang Peng and Li You and what are they doing there? Use the visual information and 在 (zài) to form different answers to the question, e.g.:



王朋和李友在学校看书。

Wáng Péng hé Lǐ Yǒu zài xuéxiào kàn shū.



Then ask your classmates where they like to do certain activities, e.g.:

你喜欢在哪儿看书/打球/听音乐?

Nǐ xǐhuan zài nǎr kàn shū/dǎ qiú/tīng yīnyuè?

D

May I offer you a refreshment?

INTERPERSONAL

In groups of five, act out a brief scenario. One of you is hosting a party for Gao Wenzhong, Wang Peng, Li You, and Bai Ying'ai. Find out what your guests would like to drink, and have them answer by using 吧 (ba), e.g.:



高文中，你想喝点儿什么？

Gāo Wénzhōng, nǐ xiǎng hē diǎnr shénme?



我喝茶吧。

Wǒ hē chá ba.

1



2



3



E

Do you know everyone in your class?

INTERPERSONAL

Form a circle and take turns introducing the classmate on your right to the classmate on your left.

Student A

我介绍一下，这是_____。

Wǒ jièshào yí xià, zhè shì _____.

Student B

认识你很高兴。我介绍一下，这是_____。

Rènshi nǐ hěn gāoxìng. Wǒ jièshào yí xià, zhè shì _____.

Student C

认识你很高兴。我介绍一下，这是_____。

Rènshi nǐ hěn gāoxìng. Wǒ jièshào yí xià, zhè shì _____.

Form groups of three and role-play the following exchange:

Host 你/你们想喝点儿什么?

Nǐ/Nǐmen xiǎng hē diǎnr shénme?

Guests 我喝_____吧。

Wǒ hē _____ ba.

Apologize for not having that beverage and offer an alternative:

Host 对不起，没有_____。_____, 可以吗?

Duìbuqǐ, méiyǒu _____. _____, kěyǐ ma?

The guests accept or ask for something else:

Guests 那给我一杯/一瓶_____吧。

Nà gěi wǒ yì bēi/yì píng _____ ba.

In groups, interview your classmates about what they like to drink. Have a representative from each group record the results on the board, in a book, or on a computer, and another report the results to the class. Tally the results from all groups and have someone announce the class's favorite drinks.

你喜欢喝什么?

Nǐ xǐhuan hē shénme?

你喜欢喝茶吗?

Nǐ xǐhuan hē chá ma?

你喜欢喝可乐还是咖啡?

Nǐ xǐhuan hē kělè háishi kāfēi?

你喜欢喝水还是喝茶?

Nǐ xǐhuan hē shuǐ háishi hē chá?

At a Friend's Place

Narrative

Wang Peng and Li You visited Gao Wenzhong and Gao Xiayon.



昨天晚上，王朋和李友去高文中家玩儿。在高文中家，他们认识了⁵高文中的姐姐。她叫高小音，在学校的图书馆工作。她请王朋喝^a茶，王朋喝了⁵两杯。李友不喝茶，只喝了一杯水。他们一起聊天儿、看电视。王朋和李友晚上十二点才⁶回家。



Audio



Video

Pinyin Narrative

Zuótiān wǎnshang, Wáng Péng hé Lǐ Yǒu qù Gāo Wénzhōng jiā wánr. Zài Gāo Wénzhōng jiā, tāmen rènshi le⁵ Gāo Wénzhōng de jiějie. Tā jiào Gāo Xiǎoyīn, zài xuéxiào de túshūguǎn gōngzuò. Tā qǐng Wáng Péng hē^a chá, Wáng Péng hē le⁵ liǎng bēi. Lǐ Yǒu bù hē chá, zhǐ hē le yì bēi shuǐ. Tāmen yìqǐ liáo tiānr, kàn diànshì. Wáng Péng hé Lǐ Yǒu wǎnshang shí'èr diǎn cái⁶ huí jiā.

Language Note

a 喝 (hē)

Unlike its English counterpart, 喝 (hē) always functions as a transitive verb, i.e., unless it's clear from the context, the beverage has to be specified. Therefore, 他常常喝 (Tā chángcháng hē) is not a complete sentence unless the beverage is understood; e.g., when it occurs as an affirmative answer to a question:

Q: 他常常喝咖啡吗?

Tā chángcháng hē kāfēi ma?

Does he often drink coffee?

A: 他常常喝。

Tā chángcháng hē.

He often does.

Vocabulary



Audio



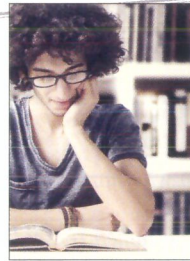
Flashcards

No.	Word	Pinyin	Part of Speech	Definition
1	玩 (儿)	wán(r)	v	to have fun, to play
2	了	le	p	(a dynamic particle) [See Grammar 5.]
3	图书馆	túshūguǎn	n	library
4	一起	yìqǐ	adv	together
5	聊天 (儿)	liáo tiān(r)	vo	to chat
	聊	liáo	v	to chat
	天	tiān	n	sky
6	才	cái	adv	not until, only then [See Grammar 6.]
7	回家	huí jiā	vo	to go home
	回	huí	v	to return

你在哪儿看书?

Nǐ zài nǎr kàn shū?

Where do you read books?



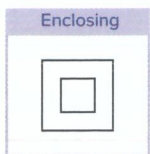
我在_____看书。

Wǒ zài _____ kàn shū.

How About You?

See index for corresponding vocabulary or research another term.

Characterize it!



Enclosing

1

图

2

了

3

回

4

玩

5

馆

Which of these characters are formed with the pattern on the left?



More characters

The particle 了 (le) (I)

The dynamic particle 了 (le) signifies : 1) the occurrence or completion of an action or event, or 2) the emergence of a situation. The action, event, or situation usually pertains to the past, but sometimes it can refer to the future. Therefore 了 (le) is not a “past tense” marker and should not be taken as the equivalent of the past tense in English. In this lesson, it indicates the occurrence or completion of an action or event. It is usually used directly after a verb. In interrogative and declarative sentences, it sometimes appears after a verb and the object of the verb.

A

今天妈妈喝了三杯水。

Jīntiān Māma hē le sān bēi shuǐ.

Mom drank three glasses of water today.

OCURRENCE OR COMPLETION OF AN ACTION, IN THE PAST.

B

星期一小高请我喝了一瓶可乐。

Xīngqīyī Xiǎo Gāo qǐng wǒ hē le yì píng kělè.

On Monday, Little Gao bought me a bottle of cola.

OCURRENCE OR COMPLETION OF AN EVENT, IN THE PAST.

C

Q: 昨天晚上你去打球了吗?

Zuótiān wǎnshang nǐ qù dǎ qiú le ma?

Did you play ball last night?

OCURRENCE OR COMPLETION OF AN EVENT, IN THE PAST, INTERROGATIVE

A: 昨天晚上我去打球了。

Zuótiān wǎnshang wǒ qù dǎ qiú le.

I went to play ball last night.

OCURRENCE OR COMPLETION OF AN EVENT, IN THE PAST.

D

明天我吃了晚饭去看电影。

Míngtiān wǒ chī le wǎnfàn qù kàn diànyǐng.

Tomorrow I'll go see a movie after I eat dinner.

OCURRENCE OR COMPLETION OF AN ACTION IN THE FIRST PART OF THE SENTENCE, IN THE FUTURE

There is often a specific time phrase in a sentence with the dynamic particle 了 (*le*), such as:

- 今天 (*jīntiān*) (today) in (A)
- 星期一 (*xīngqīyī*) (Monday) in (B)
- 昨天晚上 (*zuótiān wǎnshàng*) (last night) in (C)

When 了 (*le*) is used between the verb and the object, the object is usually preceded by a modifier.

The following “numeral + measure word” is the most common type of modifier for the object:

- 三杯 (*sān bēi*) (three cups/glasses) in (A)
- 一瓶 (*yì píng*) (one bottle) in (B)

If there are other phrases or sentences following the object of the first clause, then the object does not need a modifier. See (D) above. This *v* 了 *o+v* (*o*) structure can be used to depict a sequence of actions regardless of the time of their occurrence.

If the object following 了 (*le*) is a proper noun, it doesn't need a modifier either. See (E).

E 我昨天看了《星球大战》，那个电影很好。

Wǒ zuótiān kàn le «Xīngqiú Dàzhàn», nà ge diànyǐng hěn hǎo.

I saw *Star Wars* yesterday. The movie was very good.

To say that an action did not take place in the past, use 没(有) (*méi [yǒu]*) instead of 不...了 (*bù... le*) or 没有...了 (*méiyǒu... le*), as in the example below.

F 昨天我没有听音乐。 [× 昨天我不听音乐了。]
[× 昨天我没有听音乐了。]

Zuótiān wǒ bù tīng yīnyuè le.

I didn't listen to music yesterday.

The following are examples of interrogative forms:

G Q: 你吃饭了吗? or 你吃饭了没有? A: 我没吃。

Nǐ chī fàn le ma? or Nǐ chī fàn le méiyǒu?

Have you eaten?

Wǒ méi chī.

No, I haven't.

H Q: 你喝了几杯水? A: 我喝了一杯水。

Nǐ hē le jǐ bēi shuǐ?

How many glasses of water did you drink?

Wǒ hē le yì bēi shuǐ.

I drank one glass of water.

EXERCISES

Rearrange the words to form a sentence by inserting 了 after the verb and before the numeral and measure word. Use exercise 1 as an example.

- 1 我 喝 可乐 一 → 我喝了一瓶可乐。
- 2 他昨天 看 中国电影 一
- 3 李友今天 认识 人 四



More exercises

6

The adverb 才 (cái) (not until)

The adverb 才 (cái) (not until) indicates the occurrence of an action or situation later than the speaker expects. That lateness is perceived by the speaker, and is not necessarily objective, as in (B) and (C). 才 (cái) never takes the particle 了 (le), even if it pertains to a past action or situation.

A

我请他六点吃晚饭，他六点半才来。

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

I invited him out to dinner at six o'clock. He didn't arrive until six-thirty.

B

小高常常晚上十二点才回家。

Xiǎo Gāo chángcháng wǎnshàng shí'èr diǎn cái huí jiā.

Little Gao often doesn't come home until midnight.

C

她晚上很晚才睡觉。

Tā wǎnshàng hěn wǎn cái shuì jiào.

She goes to bed very late at night.

EXERCISES

Indicate perceived lateness by joining these sentences. Insert 才 where appropriate. Use exercise 1 as an example.

- 1 我们六点吃饭。她六点一刻来。
→ 我们六点吃饭，她六点一刻才来。
- 2 我们十点钟回家。王朋十一点回家。
- 3 我们两点去打球。我弟弟四点去打球。



More exercises

H

You did what?

Little Gao has so much energy! He can do a lot in one day. Based on the images, recap what he did yesterday by using 了 (le), e.g.:



小高昨天喝了四杯咖啡。

Xiǎo Gāo zuótiān hē le sì bēi kāfēi.

1



2



3



4



L

Fashionably late!

PRESENTATIONAL

Your roommate is a procrastinator and does everything later than you. Present your different schedules to the class using 才 (cái), e.g.:



我七点喝咖啡，她八点才喝（咖啡）。

7:00 vs. 8:00

Wǒ qī diǎn hē kāfēi, tā bā diǎn cái hē (kāfēi).

1



9:00 vs. 9:30

2



2:15 vs. 2:45

3



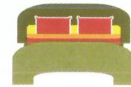
6:00 vs. 7:15

4



8:00 vs. 8:30

5



9:30 vs. 12:00

J

INTERPERSONAL

What did you do last night?

PRESENTATIONAL

Interview your classmates about what they did last night, e.g.:

你昨天晚上去朋友家玩儿了吗?

Nǐ zuótiān wǎnshang qù péngyou jiā wánr le ma?

If the answer is negative, then ask:

你昨天晚上去哪儿了? 你喝什么了?

你喝了几杯/几瓶?

Nǐ zuótiān wǎnshang qù nǎr le? Nǐ hē shénme le? Nǐ hē le jǐ bēi/jǐ píng?

Then report to the class what your partner did last night, e.g.:

Mark 昨天晚上去朋友家玩儿了/没有去朋友家玩儿……

Mark *zuótiān wǎnshang qù péngyou jiā wánr le/méiyǒu qù péngyou jiā wánr ...*

K

Birthday itinerary

PRESENTATIONAL

Describe what Little Wang did on his birthday, and when, according to these images.

1



2



3



Chinese Chat

A friend is texting you about taking a coffee break. How would you reply?





Continue
to explore



COMPARE & CONTRAST

- 1 “Host” and “guest” are 主 (zhǔ) and 客 (kè). The Chinese often say 客随主便 (kè suí zhǔ biàn), “A good guest goes along with whatever is convenient for the host.” A related expression is 入乡随俗 (rù xiāng suí sú), “Wherever you find yourself, follow local customs.” The phrase 反客为主 (fǎn kè wéi zhǔ), meanwhile, describes a presumptive guest who usurps the place of the host. Are there similar sayings in your culture?
- 2 When you visit a friend in China, you should bring a gift. You might be asked to change into slippers and be offered something to drink. Normally, food is served family style to indicate abundance and respect for the guests. Dishes are brought out one course at a time, so the host will not join the meal until all the dishes are served. It is polite to wait for the host to urge you to start eating. If a Chinese friend asks you about visiting etiquette in your culture, what would you say?
- 3 The tea plant is native to China. The beverage made from its leaves is often called some derivative of the Mandarin or Southern Min dialect pronunciation of the Chinese word for tea. The Russian *chai* comes from Mandarin, whereas tea in English comes from the Southern Min dialect. Do you know what tea is called in any other language?

Tea

茶 (chá) can probably be called the national drink of China. Indeed, the practice of drinking tea originated there. According to legend, tea was discovered by the ancient Chinese emperor 神农 (Shěnnóng) when leaves from a nearby shrub fell into the water he was boiling. It depends on whom you ask, but in general, Chinese tea may be classified into the following categories according to the different methods by which tea leaves are processed: green tea, black tea, Wulong tea, compressed tea, and scented tea.

Chrysanthemum tea, 菊花茶 (júhuā chá), is a type of scented tea, whereas Longjing tea, 龙井茶 (lóngjǐng chá), belongs to the green tea family. Nowadays, bubble tea, 珍珠奶茶 (zhēnzhū nǎichá), is gaining popularity in the West.

Although tea remains the most popular beverage in China, the number of coffee drinkers has been on the rise in recent years. Coffee is now widely available in supermarkets. Coffee shops, including international chains such as Starbucks, 星巴克 (Xīngbākè), and Coffee Bean & Tea Leaf, are familiar sights in many Chinese cities.

Do you know where bubble tea originated? 奶茶 (nǎichá) literally means milk tea. How about 珍珠 (zhēnzhū)? What are they really?

认识你很高兴 (*rènshi nǐ hěn gāoxìng*) or 很高兴认识你 (*hěn gāoxìng rènshi nǐ*) is basically a translation of “I’m very happy to meet you.” This form of greeting is becoming more common, even though to some Chinese it sounds a bit formal.

Greetings

Etiquette

Traditionally, privacy is a somewhat less sacrosanct concept in Chinese culture than it is in the West: you would not necessarily be considered intrusive if you dropped by a friend’s place without warning; nor would topics such as age, marital status, and salary necessarily be off limits in a polite conversation. For those who believe in the traditional Chinese notion of friendship or personal loyalty, sharing such personal information is an important gesture of trust. But there is a more prosaic explanation. Until relatively recently, most people lived in close proximity to one another and everyone followed more or less the same prescribed track in life. The income gap was limited. Therefore, there were few secrets. Everyone knew what their neighbors did and how much money they made.

This is changing, however; particularly due to disparity in incomes and urbanization of communities. Chinese citizens have become more conscious of their “right to privacy,” or 隐私权 (*yǐn sī quán*). Nowadays, Chinese people consider it more and more important to give notice before visiting friends and to avoid asking about personal information.



Lesson Wrap-Up

Make It Flow!

Rearrange the following sentences into a logical sequence. Then combine them into a coherent narrative. Remember to omit repetitive elements and substitute subjects with personal pronouns where appropriate. Time expressions and place words can also serve as useful connective devices.

- ___ 高文中的姐姐叫高小音。
___ 他们一起聊天儿、看电视。
___ 1 昨天晚上，王朋和李友去高文中家玩儿。
___ 晚上十二点王朋和李友才回家。
___ 在高文中家王朋和李友认识了高文中的姐姐。
___ 高小音在图书馆工作。

Role-Play

- Student A** You are the host. Introduce your guests and ask what they would like to drink.
- Student B** Meet and greet the other guest. Compliment the host's home. Ask where the other guest works. Tell the host that you don't drink tea, coffee, or cola. Ask for a glass of water instead.
- Student C** Meet and greet the other guest. Tell the other guest that you are delighted to meet him/her. Tell the other guest that you don't work; you are a student. Let the host know that you would like a cup of tea.

Email

Email your Chinese-speaking friend about your visit to a friend's place last night. Include the following information:

- Where you went
- Whom you met there, what they did, and whether you found them interesting
- What your friend's home was like, e.g., big, nicely decorated
- What you did
- When you returned home

Can-Do Check List



I can

Before proceeding to Lesson 6, make sure you can complete the following tasks in Chinese:

- Introduce one person to another
- Greet guests when they visit my home
- Offer drinks to my guests
- As a guest, ask the host/hostess for a beverage
- Briefly describe a visit to a friend's place

Keeping It Casual (L1–L5)

Before you progress to the next half of the text, we'll review how some of the functional expressions from Lessons 1–5 are used in casual Chinese. After you complete the review, note any other casual expressions you would like to learn, then share the list with your teacher.

1

算了 (*suàn le*) (forget it, never mind)

Say this when you've put someone in an awkward position, or when someone's made a mistake that you're willing to let go. You can also say this when you're dissatisfied with what someone is doing and want him/her to stop. [See Lesson 4.]

A

Student A 明天我们去打球，怎么样？

Míngtiān wǒmen qù dǎ qiú, zěnmeyàng?

Let's go play ball tomorrow, all right?

Student B 明天我很忙。

Míngtiān wǒ hěn máng.

I'm very busy tomorrow.

Student A 那算了。

Nà suàn le.

Never mind then.

B

Student A 你今年多大？

Nǐ jīnnián duō dà?

How old are you this year?

Student B 你为什么问我多大？

Nǐ wèishénme wèn wǒ duō dà?

Why are you asking me how old I am?

Student A 算了，我不问了。

Suàn le, wǒ bú wèn le.

Never mind. I won't ask then.

2

谁呀 (shéi ya) (who is it?)

Say this when someone knocks on your door. [See Lesson 5.]

A

(Knocking on the door.)

Wang Peng 谁呀?

Shéi ya?

Who is it?

Li You 是我, 李友。

Shì wǒ, Lǐ Yǒu.

It's me, Li You.

Wang Peng 请进。

Qǐng jìn.

Please come in.

B

(Knocking on the door.)

Gao Wenzhong 谁呀?

Shéi ya?

Who is it?

Little Wang 我, 小王。

Wǒ, Xiǎo Wáng.

It's me, Little Wang.

Gao Wenzhong 进来。

Jìn lai.

Come in.

3

是吗 (shì ma) (really, is that so?)

Say this when you hear something unexpected. [See Lesson 5.]

A

Student A 我昨天晚上三点半才睡觉。

Wǒ zuótiān wǎnshàng sān diǎn bàn cái shuì jiào.

Last night, I didn't go to sleep until 3:30.

Student B 是吗? 为什么?

Shì ma? Wèishénme?

Really? Why?

Student A 因为昨天我很忙。

Yīnwèi zuótiān wǒ hěn máng.

Because I was so busy yesterday.

B

Student A 周末我去跳舞。

Zhōumò wǒ qù tiào wǔ.

I'm going dancing this weekend.

Student B 是吗? 我也去。

Shì ma? Wǒ yě qù.

Really? I'm going as well.

Lesson 6

第六课

Dì liù kè

约时间

Yuē shíjiān

MAKING APPOINTMENTS

Learning Objectives

In this lesson, you will learn to:

- Answer a phone call and initiate a phone conversation
- Set up an appointment with a teacher on the phone
- Ask a favor
- Ask someone to return your call

Relate & Get Ready

In your own culture/community:

- How do you answer the phone?
- How do students address their teachers?
- How do you ask for a favor?

Calling Your Teacher

Dialogue 1

李友给¹常老师打电话……



Audio



Video



喂?



喂, 请问, 常老师在吗?



我就是。您^a是哪位?



老师, 您好。我是李友。



李友, 有事儿吗?



老师, 今天下午您有^b时间^b吗?
我想^c问^c您几个问题。



对不起, 今天下午我²要²开会。



明天呢?



明天上午我有两^d节^d课,
下午三点要给二年级考试。



您^e什么时候^e有空儿?



明天四点^f以后^f才有空儿。



要^g是^g您方便, 四点半我到您的办公室
去, 行吗?



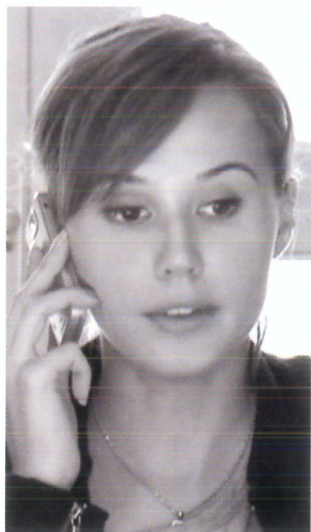
四点半, ^h没^h问题^h。我在办公室等你。



谢谢您。



别³客气。



Lǐ Yǒu gěi¹ Cháng lǎoshī dǎ diànhuà . . .



Wéi?



Wéi, qǐng wèn, Cháng lǎoshī zài ma?



Wǒ jiù shì. Nín^a shì nǎ wèi?



Lǎoshī, nín hǎo. Wǒ shì Lǐ Yǒu.



Lǐ Yǒu, yǒu shìr ma?



Lǎoshī, jīntiān xiàwǔ nín yǒu shíjiān^b ma?

Wǒ xiǎng wèn^c nín jǐ ge wèntí.



Duìbuqǐ, jīntiān xiàwǔ wǒ yào² kāi huì.



Míngtiān ne?



Míngtiān shàngwǔ wǒ yǒu liǎng jié^d kè,
xiàwǔ sān diǎn yào gěi èr niánjǐ kǎo shì.



Nín shénme shíhòu^e yǒu kòngr?



Míngtiān sì diǎn yīhòu^f cái yǒu kòngr.



Yāoshi^g nín fāngbiàn, sì diǎn bàn wǒ dào
nín de bàngōngshì qù, xíng ma?



Sì diǎn bàn, měi wèntí^h. Wǒ zài
bàngōngshì dēng nǐ.



Xièxie nín.



Bié³ kèqì.

Language Notes

a 您 (nín)

This personal pronoun is often used to address an older person or someone of higher social rank. It is common for strangers to address each other with 您 (nín) and then switch to 你 (nǐ) as they get acquainted.

b 有时间 (yǒu shíjiān)

"To have free time" is 有时间 (yǒu shíjiān) or 有空儿 (yǒu kòngr), never 有时候 (yǒu shíhòu).

c 问 (wèn)

Both 问 (wèn) and 请 (qǐng) are often translated as "to ask" in English. However, the verb 问 (wèn) means "to inquire," e.g., 我问她一个问题 (Wǒ wèn tā yí ge wèntí) (I ask her a question), whereas 请 (qǐng) means "to invite" or "to request," e.g., 我请她跳舞 (Wǒ qǐng tā tiào wǔ) (I invite her to dance).

d 节 (jié)

The measure word for academic courses is 门 (mén). Compare: 三门课 (sān mén kè) (three courses), 三节课 (sān jié kè) (three class periods), and 三课 (sān kè) (three lessons).

e 什么时候 (shénme shíhòu)

几点 (jǐ diǎn) is used to ask for a specific time of day. To ask about time in general, use the expression 什么时候 (shénme shíhòu) (when).

f 以后 (yǐhòu)

The Chinese equivalent of "after four o'clock" is 四点以后 (sìdiǎn yǐhòu). Note the difference in word order. Likewise, "before Monday" is 星期一以前 (xīngqīyī yǐqián).

g 要是 (yàoshi)

要是 (yàoshi) (if) is a conjunction used to introduce a contingent or hypothetical action or situation. Unlike "if," it cannot introduce a subordinate clause: ❌ 我不知道要是他明天来。

h 没问题 (méi wèntí)

This phrase, meaning "no problem," is a reassuring reply to a tentative inquiry. It suggests that the speaker does not foresee any problems. When people thank you and say 谢谢 (xièxie), the appropriate answer is 不谢 (bú xiè) or 别客气 (bié kèqì) rather than 没问题 (méi wèntí).

Vocabulary



Audio



Flashcards

No.	Word	Pinyin	Part of Speech	Definition
1	给	<i>gěi</i>	prep	to, for [See Grammar 1.]
2	打电话	<i>dǎ diànhuà</i>	vo	to make a phone call
	电话	<i>diànhuà</i>	n	telephone
3	喂	<i>wēi/wèi</i>	interj	(on the phone) Hello!, Hey!
4	在	<i>zài</i>	v	to be present, to be at (a place)
5	就	<i>jiù</i>	adv	precisely, exactly
6	您	<i>nín</i>	pr	you (honorific for 你)
7	哪	<i>nǎ/něi</i>	qpr	which
8	位	<i>wèi</i>	m	(polite measure word for people)
9	下午	<i>xiàwǔ</i>	t	afternoon
10	时间	<i>shíjiān</i>	n	time
11	问题	<i>wèntí</i>	n	question, problem
12	要	<i>yào</i>	mv	will, to be going to, to want to, to have a desire to [See Grammar 2.]
13	开会	<i>kāi huì</i>	vo	to have a meeting
	开	<i>kāi</i>	v	to open, to hold (a meeting, party, etc.)
	会	<i>huì</i>	n	meeting
14	上午	<i>shàngwǔ</i>	t	morning
15	节	<i>jié</i>	m	(measure word for class periods)
16	课	<i>kè</i>	n	class, course, lesson
17	年级	<i>niánjí</i>	n	grade in school
18	考试	<i>kǎo shì</i>	vo/n	to give or take a test; test
	考	<i>kǎo</i>	v	to give or take a test
	试	<i>shì</i>	n/v	test; to try, to experiment
19	以后	<i>yǐhòu</i>	t	after, from now on, later on
20	空 (儿)	<i>kòng(r)</i>	n	free time
21	要是	<i>yàoshi</i>	conj	if
22	方便	<i>fāngbiàn</i>	adj	convenient
23	到	<i>dào</i>	v	to go to, to arrive



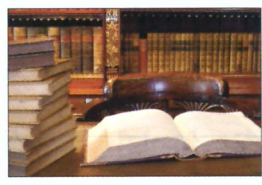
Confucius (孔子) (Kǒng Zǐ), considered China's "First Teacher" (先师) (Xiānshī), is associated with wisdom. Why do you think Confucius is referenced on this packaging? How does this pen refill claim to help students?



No.	Word	Pinyin	Part of Speech	Definition
24	办公室	bàngōngshì	n	office
25	行	xíng	v	all right, OK
26	等	děng	v	to wait, to wait for
27	别	bié	adv	don't [See Grammar 3.]
28	客气	kèqi	adj	polite
29	常老师	Cháng lǎoshī	pn	Teacher Chang

我们在哪儿见面?

Wǒmen zài nǎr jiànmiàn?
Where will we meet?



我在 _____ 等你。
Wǒ zài _____ děng nǐ.

How About You?

See index for corresponding vocabulary or research another term.

1

The preposition 给 (gěi) (to, for)

给 (gěi) (to, for) can be a verb or a preposition. As a preposition, 给 (gěi) is generally combined with nouns or pronouns to form prepositional phrases, which appear before verbs as adverbials.

A 他给我打了一个电话。

Tā gěi wǒ dǎ le yí ge diànhuà.

He gave me a call.

B 他是谁? 请你给我们介绍一下。

Tā shì shéi? Qǐng nǐ gěi wǒmen jièshào yí xià.

Who is he? Please introduce us.

C 你有你姐姐的照片吗? 给我看一下, 行吗?

Nǐ yǒu nǐ jiějie de zhàopiàn ma? Gěi wǒ kàn yí xià, xíng ma?

Do you have a picture of your older sister? Can I have a look?

D 我昨天很忙, 没给妈妈打电话。

Wǒ zuótiān hěn máng, méi gěi māma dǎ diànhuà.

I was very busy yesterday. I didn't call my mother.

EXERCISES

Rearrange the words to form a sentence by inserting 给 where appropriate. Use exercise 1 as an example.

1 高文中 介绍他姐姐 我们

→ 高文中给我们介绍他姐姐。

2 李老师 介绍中国音乐 他的学生

3 我妈妈 看她的照片 我们



More exercises

The modal verb 要 (yào) (will, be going to) has several meanings. In this lesson, 要 (yào) indicates a future action, particularly a scheduled event or an activity that one is committed to. The negative form of 要 (yào) is 不 (bù) (no, not) rather than 不要 (bú yào).

A 明天下午三点我要给二年级考试。

Míngtiān xiàwǔ sān diǎn wǒ yào gěi èr niánjí kǎo shì.

I'm going to give the second-year class a test at 3:00 p.m. tomorrow.

B 今天晚上妹妹要去看电影。

Jīntiān wǎnshang mèimei yào qù kàn diànyǐng.

My younger sister is going to see a movie tonight.

C Q: 明天我要去小白家玩儿。你呢?

Míngtiān wǒ yào qù Xiǎo Bái jiā wánr. Nǐ ne?

I'm going to visit Little Bai tomorrow. How about you?

A: 明天我不去小白家玩儿，我要开会。

Míngtiān wǒ bú qù Xiǎo Bái jiā wánr, wǒ yào kāi huì.

I'm not going to visit Little Bai tomorrow. I am going to a meeting.

EXERCISES

In pairs, form a question-and-answer about people's scheduled activities by using 要.

Use exercise 1 as an example.

1 小李今天晚上 去听音乐

→ Q: 小李今天晚上要做什么?

A: 他今天晚上要去听音乐。

2 王朋星期三 去高文中家玩儿

3 王律师的弟弟明天晚上 去学校看电影



More
exercises

别 (bié) (don't) is used to advise someone to refrain from doing something. Depending on the context, it can be used to express a polite request, a gentle reminder, or a serious admonition.

A 别客气。

Bié kèqi.

You're welcome.

B 你别说。

Nǐ bié shuō.

Don't say anything.

C 别进来!

Bié jìn lái!

Don't come in!

D 那个电影没有意思，你别看了。

Nà ge diànyǐng méi yǒu yìsi, nǐ bié kàn le.

That movie is boring. Don't go see it.

E 别给小王打电话!

Bié gěi Xiǎo Wáng dǎ diànhuà!

Don't call Little Wang!

EXERCISES

In pairs, suggest your partner refrain from doing something by using the bracketed phrase and inserting 别 where appropriate. Use exercise 1 as an example.

1 **Student A** 我今天晚上想去看电影。 (没意思)

Student B 那个电影没意思，别去看了。

2 **Student A** 我想请小高吃美国菜。 (不喜欢)

Student B 小高 _____。

3 **Student A** 我想给小英打电话。 (很忙)

Student B 小英 _____。



More exercises

A
BFF

PRESENTATIONAL

Recap what Little Gao often does for his friends. Use 给 (gěi) where appropriate, e.g.:

打电话

dǎ diànhuà

小高常常给他们打电话。

Xiǎo Gāo chángcháng gěi tāmen dǎ diànhuà.

1 看他爸爸妈妈的照片

kàn tā bàba māma de zhàopiàn

2 听中国音乐

tīng Zhōngguó yīnyuè

3 喝英国茶

hē Yīngguó chá

4 介绍新电影

jièshào xīn diànyǐng

你呢? Now share what you do for your friends with the class.

B
To-do list

INTERPERSONAL

Li You has the next few days all planned out. In pairs, form a question-and-answer about what she will be doing by inserting 要 (yào) in the ◇, e.g.:

明天◇去跳舞

míngtiān ◇ qù tiàowǔ

Q: 李友明天做什么?

Lǐ Yǒu míngtiān zuò shénme?

A: 李友明天要去跳舞。

Lǐ Yǒu míngtiān yào qù tiàowǔ.

1 今天晚上◇请朋友喝咖啡

jīntiān wǎnshang ◇ qǐng péngyou hē kāfēi

2 明天上午◇

míngtiān shàngwǔ ◇

去同学家练习中文

qù tóngxué jiā liànxí Zhōngwén

3 明天下午◇

míngtiān xiàwǔ ◇

去老师的办公室问问题

qù lǎoshī de bàngōngshì wèn wèntí

4 这个星期五◇

zhè ge xīngqīwǔ ◇

去学校看电影

qù xuéxiào kàn diànyǐng

5 这个周末◇



zhè ge zhōumò ◇

给小高介绍一个朋友

gěi Xiǎo Gāo jièshào yí ge péngyou

Then ask about your partner's plans for the next few days.

Using the images, practice how to be accommodating. Insert 要是 (yàoshi) where appropriate, e.g.:

不喜欢 (bù xǐhuan)  喜欢 (xǐhuan) 
要是你不喜欢唱歌，我们跳舞，怎么样？

Yàoshi nǐ bù xǐhuan chàng gē, wǒmen tiào wǔ, zěnmeyàng?

- 1 不想 (bù xiǎng)  想 (xiǎng) 
- 2 觉得……没有意思 (juéde ... méiyǒu yìsi) 
觉得……有意思 (juéde ... yǒu yìsi) 
- 3 不喜欢 (bù xǐhuan)  喜欢 (xǐhuan) 
- 4 没有空儿 (méi yǒu kòngr) today 有空儿 (yǒu kòngr) tomorrow

In pairs, take turns asking and answering the following questions.

- 1 要是你有时间，你想去哪儿玩儿？
Yàoshi nǐ yǒu shíjiān, nǐ xiǎng qù nǎr wánr?
- 2 要是朋友请你吃饭，你想吃什么菜？
Yàoshi péngyou qǐng nǐ chī fàn, nǐ xiǎng chī shénme cài?
- 3 要是同学请你看电影，你想看什么电影？
Yàoshi tóngxué qǐng nǐ kàn diànyǐng, nǐ xiǎng kàn shénme diànyǐng?
- 4 要是朋友请你去跳舞，你想去哪儿跳舞？
Yàoshi péngyou qǐng nǐ qù tiào wǔ, nǐ xiǎng qù nǎr tiào wǔ?
- 5 要是朋友找你打球，你什么时候有时间？
Yàoshi péngyou zhǎo nǐ dǎ qiú, nǐ shénme shíhou yǒu shíjiān?

You are calling your friend to arrange a time to hang out. In pairs, role-play the conversation between the caller and the person (either your friend or your friend's sibling) who answers.

Caller 喂，请问，_____ 在吗？

Wēi, qǐngwèn, _____ zài ma?

Friend 我就是。 /

Wǒ jiù shì. /

Friend's Sibling _____ 不在。

_____ bú zài.

Friend/Friend's Sibling 您是哪位？

Nín shì nǎ wèi?

Caller 我是 _____。

Wǒ shì _____.

Friend/Friend's Sibling _____, 你好！
有事儿吗？

_____, nǐ hǎo! Yǒu shìr ma?

Caller (You ask if you can come over this evening to watch TV.)

Friend/Friend's Sibling (They have a ball game, but are free tomorrow night.)

Caller (Tomorrow night works for you, so you set a time before saying goodbye.)

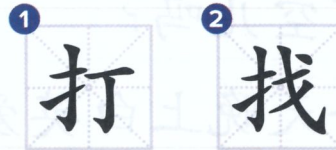
What do the characters mean?

What is the common radical?

What does the radical mean?

How does the radical relate to the overall meaning of the characters?

Characterize it!



More characters

Chinese Chat

Teacher Chang just posted a tweet. When do you think her students can make an appointment with her?



Teacher Chang
@Teacher_Chang66

Follow

明天上午有两节课，还要开会.....十一点半以后才有空儿。

10:07 PM - 14 Nov 2016

25 28

Calling a Friend for Help

Dialogue 2

李友给王朋打电话……



Audio



Video



喂，请问，王朋在吗？



我就是。你是李友吧^a？



王朋，我下个星期⁴要考中文，
你帮我准备一下，跟我练习
说中文，好吗？



好啊，但是你得⁵请我喝咖啡。



喝咖啡，没问题。那我什么
时候跟你见面^b？你今天晚上
有空儿吗？



今天晚上白英爱请我吃饭。



是吗？白英爱请你吃饭？



对。我回来⁶以后给你打电话。



好，我等你的电话。



Lǐ Yǒu gěi Wáng Péng dǎ diànhuà . . .

Wéi, qǐng wèn, Wáng Péng zài ma?

Wǒ jiù shì. Nǐ shì Lǐ Yǒu ba^a?

Wáng Péng, wǒ xià ge xīngqī⁴ yào kǎo Zhōngwén,
nǐ bāng wǒ zhǔnbèi yí xià, gēn wǒ liànxí shuō
Zhōngwén, hǎo ma?

Hǎo a, dànshì nǐ děi⁵ qǐng wǒ hē kāfēi.

Hē kāfēi, méi wèntí. Nà wǒ shénme shíhou gēn nǐ jiàn^b
miàn^b? Nǐ jīntiān wǎnshang yǒu kòngr ma?

Jīntiān wǎnshang Bái Yīng'ài qǐng wǒ chī fàn.

Shì ma? Bái Yīng'ài qǐng nǐ chī fàn?

Duì. Wǒ huí lai⁶ yǐhòu gěi nǐ dǎ diànhuà.

Hǎo, wǒ děng nǐ de diànhuà.

Language Notes

a 吧 (ba)

Compare the two particles 吧 (ba) and 吗 (ma):

你是李友吧?

Nǐ shì Lǐ Yǒu ba?

You are Li You, aren't you?

(I think you're Li You. Am I right?)

你是李友吗?

Nǐ shì Lǐ Yǒu ma?

Are you Li You?

(I am not quite sure.)

b 见面 (jiàn miàn)

"A meets B" is "A 跟 (gēn) B 见面 (jiàn miàn),"

not "⊗ A 见面 B."

Vocabulary



Audio



Flashcards

No.	Word	Pinyin	Part of Speech	Definition
1	下个	<i>xià ge</i>		next
	下	<i>xià</i>		below, next
2	中文	<i>Zhōngwén</i>	n	Chinese language
	文	<i>wén</i>	n	language, script, written language
3	帮	<i>bāng</i>	v	to help
4	准备	<i>zhǔnbèi</i>	v	to prepare
5	练习	<i>liànxí</i>	v	to practice
6	说	<i>shuō</i>	v	to say, to speak
7	啊	<i>a</i>	p	(a sentence-final particle of exclamation, interrogation, etc.)
8	但是	<i>dànshì</i>	conj	but
9	得	<i>děi</i>	av	must, to have to
10	跟	<i>gēn</i>	prep	with
11	见面	<i>jiàn miàn</i>	vo	to meet up, to meet with
	面	<i>miàn</i>	n	face
12	回来	<i>huí lai</i>	vc	to come back

我学中文，你呢？

Wǒ xué Zhōngwén, nǐ ne?

I study Chinese. How about you?



我（也）学 _____。

Wǒ (yě) xué _____.

See index for corresponding vocabulary or research another term.

How About You?

4

Time expressions

年 (*nián*) (year), 月 (*yuè*) (month), 星期 (*xīngqī*) (week), and 天 (*tiān*) (day) are all nouns, but 年 (*nián*) (year) and 天 (*tiān*) (day) are also measure words. Therefore, they are used differently, following the patterns below.

Pattern	Examples
Numeral + 年/天	一年 (<i>yì nián</i>) (one year), 五天 (<i>wǔ tiān</i>) (five days)
Numeral + Measure Word + 月/星期	一个月 (<i>yí ge yuè</i>) (one month), 三个星期 (<i>sān ge xīngqī</i>) (three weeks)

“One week” is 一个星期 (*yí ge xīngqī*), therefore “one week later” is 一个星期以后 (*yí ge xīngqī yǐhòu*). “One month” is 一个月 (*yí ge yuè*), therefore “one month later” is 一个月以后 (*yí ge yuè yǐhòu*). Please note that “one month” is not 一月 (*yí yuè*) (January). The time expressions 月 (*yuè*) and 星期 (*xīngqī*) can be formed by using 下 (*xià*) (below) and 上 (*shàng*) (above), following the patterns below. “Below” (下) (*xià*) is used to refer to weeks and months in the future, and “above” (上) (*shàng*) to refer to weeks and months in the past.

月 ^a (<i>yuè</i>) (month)	星期 ^b (<i>xīngqī</i>) (week)
上上个月 (<i>shàng shàng ge yuè</i>) (the month before last)	上上 (个) 星期 (<i>shàng shàng [ge] xīngqī</i>) (the week before last)
上个月 (<i>shàng ge yuè</i>) (last month)	上 (个) 星期 (<i>shàng [ge] xīngqī</i>) (last week)
这个月 (<i>zhè ge yuè</i>) (this month)	这 (个) 星期 (<i>zhè [ge] xīngqī</i>) (this week)
下个月 (<i>xià ge yuè</i>) (next month)	下 (个) 星期 (<i>xià [ge] xīngqī</i>) (next week)
下下个月 (<i>xià xià ge yuè</i>) (the month after next)	下下 (个) 星期 (<i>xià xià [ge] xīngqī</i>) (the week after next)

^aWe don't say 上月/下月.

^bThe measure word 个 can be omitted for 星期: 下个星期=下星期; 上个星期=上星期.

The below expressions using 天 (*tiān*) (day) and 年 (*nián*) (year) form two parallel series except for 昨天 (*zuótiān*) (yesterday) and 去年 (*qùnián*) (last year).

天 (*tiān*) (day)

年 (*nián*) (year)

大前天 (*dàqiántiān*)

(three days ago)

大前年 (*dàqiánnián*)

(three years ago)

前天 (*qiántiān*)

(the day before yesterday)

前年 (*qiánnián*)

(the year before last)

昨天 (*zuótiān*)

(yesterday)

去年 (*qùnián*)

(last year)

今天 (*jīntiān*)

(today)

今年 (*jīnnián*)

(this year)

明天 (*míngtiān*)

(tomorrow)

明年 (*míngnián*)

(next year)

后天 (*hòutiān*)

(the day after tomorrow)

后年 (*hòunián*)

(the year after next)

大后天 (*dàhòutiān*)

(three days from today)

大后年 (*dàhòunián*)

(three years from now)

EXERCISES

Based on the information given, fill in the blanks with the appropriate time expressions. Exercise 1 includes an example.

- 1 这个月是五月：上个月是四月，_____是三月，
_____是六月，_____是七月。
- 2 今天是星期三：昨天是_____，前天是_____，
明天是_____，后天是_____。



More exercises

The modal verb 得 (děi) means “have to” or “must.”

A 我现在得去开会，没空儿跟你聊天儿。

Wǒ xiànzài děi qù kāi huì, méi kòngr gēn nǐ liáo tiānr.

I have to go to a meeting right now, and don't have time to chat with you.

B 我有事儿，得去学校。

Wǒ yǒu shìr, děi qù xuéxiào.

I have some business to attend to. I have to go to school.

The negative form of 得 (děi) is 不用 (bú yòng) (need not) or 不必 (bú bì) (need not), **✗** 不得. Therefore, the correct way to say “You don't have to go to the library” is (C).

C 你不用去图书馆。 or 你不必去图书馆。

Nǐ bú yòng qù túshūguǎn.

Nǐ bú bì qù túshūguǎn.

[**✗** 你不得去图书馆。]

EXERCISES

In pairs, role-play the completed question-and-answers below by inserting 得 where appropriate. Use exercise 1 as an example.



- Q: 今天晚上我们去看电影，好吗？

A: 对不起/不行，今天晚上我得看书。
- Q: 老师，下午三点我去您的办公室问问题，行吗？

A: _____，_____上课。
- Q: 白律师，明年二月你可以来我们这儿工作吗？

A: _____，_____去英国开会。

来 (*lái*) (to come) and 去 (*qù*) (to go) can serve as directional complements after such verbs as 进 (*jìn*) (to enter) and 回 (*huí*) (to return). 来 (*lái*) signifies movement toward the speaker, as in (A) and (B). 去 (*qù*) (to go) signifies movement away from the speaker, as in (C), or the speaker's own movement away from a current location, as in (D).

(You're bored in your dorm, so you ask your roommate when she's returning.)

A 你什么时候回来?

Nǐ shénme shíhòu huí lái?

When are you coming back?

(After you knock on the door, your teacher invites you into her office.)

B 进来。

Jìn lái.

Come in.

(Upon arrival at the airport, your friend drops you off and reminds you to hurry up.)

C 快进去吧!

Kuài jìn qù ba!

Just go in, quickly!

(While shopping at the mall, you text your mom to tell her when you'll be home.)

D 我六点回去。

Wǒ liù diǎn huí qù.

I'll be back at six.

EXERCISES

Complete the sentences below by inserting the appropriate directional complements.

- 1 白英爱：老师，我可以进____吗？
- 2 常老师：快进_____。



More exercises

E

It takes two

INTERPERSONAL

Based on the information below, practice saying who does what with whom by using 跟 (gēn) where appropriate, e.g.:



常老师跟李友说中文。

Cháng lǎoshī gēn Lǐ Yǒu shuō Zhōngwén.



Then ask your partner whom they often speak Chinese with.

G

Do's and don't's

PRESENTATIONAL

Practice persuading someone to do one thing instead of another. Insert 别 (bié) and 得 (děi) where appropriate, e.g.:

❌ 聊天儿

liáo tiānr

✅ 看书

kàn shū

你别聊天儿，你得看书。

Nǐ bié liáo tiānr, nǐ děi kàn shū.

1 ❌ 喝茶

hē chá

✔️ 睡觉

shuì jiào

2 ❌ 看电视

kàn diànshì

✔️ 给老师打电话

gěi lǎoshī dǎ diànhuà

3 ❌ 睡觉

shuì jiào

✔️ 去考试

qù kǎo shì

4 ❌ 打球

dǎ qiú

✔️ 练习说中文

liànxí shuō Zhōngwén

5 ❌ 去朋友家玩儿

qù péngyou jiā wánr

✔️ 去学校工作

qù xuéxiào gōngzuò

Then present a list of study habits to improve your Chinese language skills to your classmates.

H

Meeting up

PRESENTATIONAL

Indicate which IC characters you would or would not like to meet, using 跟 (*gēn*) and 见面 (*jiàn miàn*) where appropriate, e.g.:



我 (不) 想跟王朋见面。

Wǒ (bù) xiǎng gēn Wáng Péng jiàn miàn.

1



2



3



4



5



In pairs, ask questions about your partner's schedule.

你这个星期天上午（要）做什么？

Nǐ zhè ge xīngqītiān shàngwǔ (yào) zuò shénme?

你下个星期三下午（要）做什么？

Nǐ xià ge xīngqīsān xiàwǔ (yào) zuò shénme?

你下个星期五晚上（要）做什么？

Nǐ xià ge xīngqīwǔ wǎnshang (yào) zuò shénme?

One good turn deserves another

Use the information and the pattern to reply to requests for help.

- 1 Study Chinese
- 2 Practice playing ball
- 3 Practice singing
- 4 Practice dancing

“If I help you . . . , you have to . . . ”

要是我帮你 _____，你得_____。

Yàoshi wǒ bāng nǐ _____, nǐ děi _____.

Suppose you have an oral exam tomorrow. Convince your classmate to help you study by modifying the pattern above.

What do the characters mean?

What is the common radical?

What does the radical mean?

How does the radical relate to the overall meaning of the characters?



Characterize it!



More characters

You are calling your Chinese friend to arrange a date. In pairs, role-play the conversation between the caller and the parent who answers the phone.

Caller 您好! 请问李音在吗?

Nín hǎo! Qǐng wèn Lǐ Yīn zài ma?

Parent 不在。你是哪位?

Bú zài. Nǐ shì nǎ wèi?

Caller 我是_____。

Wǒ shì _____.

Parent 你找_____有事儿吗?

Nǐ zhǎo _____ yǒu shìr ma?

Caller 我明天晚上想请她_____。

Wǒ míngtiān wǎnshang xiǎng qǐng tā _____.

Parent 她明天晚上要_____, 没空儿。

Tā míngtiān wǎnshang yào _____, méi kòngr.

Caller 那她_____有时间吗?

Nà tā _____ yǒu shíjiān ma?

Parent 她_____要_____, 没时间。

Tā _____ yào _____, méi shíjiān.

Caller 那请她回来以后_____, 我等她的电话。

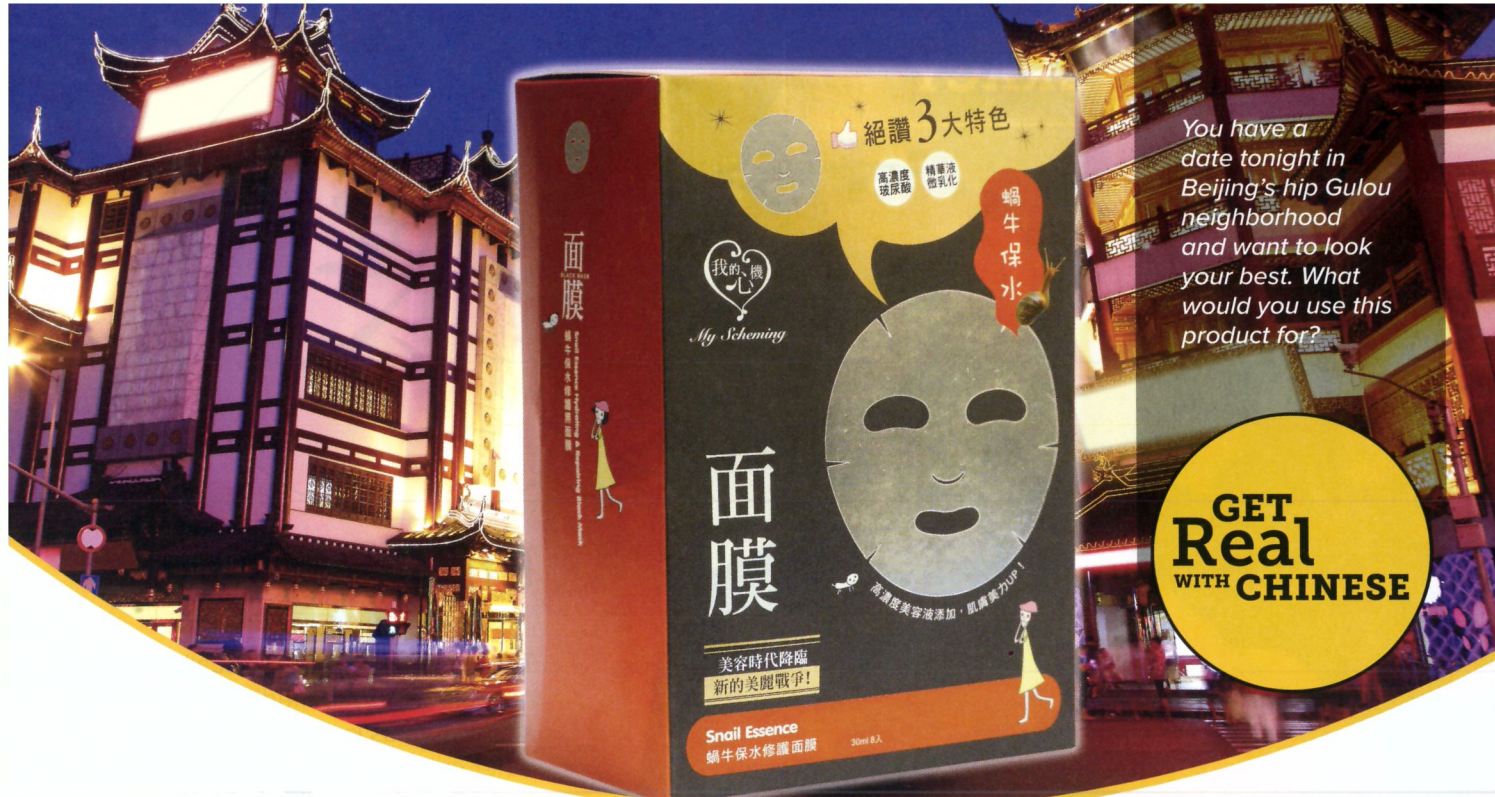
Nà qǐng tā huí lai yǐhòu _____, wǒ děng tā de diànhuà.

Parent 好, 再见。

Hǎo, zàijiàn.

Caller 谢谢您! 再见。

Xièxie nín! Zàijiàn.



You have a date tonight in Beijing's hip Gulou neighborhood and want to look your best. What would you use this product for?

GET Real WITH CHINESE



Chinese Chat

Your classmate is chatting with you on HipChat to set up a study session. How would you reply?



Continue
to explore



Phone etiquette

The receiver of the call usually does not self-identify immediately on answering, as is common in some other cultures. Instead, the receiver typically only says 喂 (*wēi/wèi*) and lets the caller initiate the conversation.



Cell phones

To call a cell phone, or 手机 (*shǒujī*), neither 0 nor an area code is needed before dialing the eleven-digit cell phone number. China is now the largest cell phone market in the world. Since the early 2010s, a messaging app called WeChat, or 微信 (*Wēixìn*) (lit. micro message), has quickly become a major social media platform on cell phones and other mobile devices. Because users can call each other through the app as well as send voice messages, it is now a very popular communication tool among people in China and overseas Chinese. In English-language materials in China, the term “mobile phone” rather than “cell phone” is preferred, as in the name of the country’s largest cell phone service provider, China Mobile.



Chinese

Both **中文** (*Zhōngwén*) and **汉语** (*Hànyǔ*) mean “the Chinese language.” Derived from the name of one of the longest dynasties of unified China, Han **汉** (*Hàn*) refers to the predominant ethnic group in China, and **汉语** (*Hànyǔ*) literally means “the language of the Han people.” Thus, many Chinese citizens of non-Han ethnic backgrounds usually refer to the Chinese language as **汉语** (*Hànyǔ*) rather than **中文** (*Zhōngwén*), which can be understood as the language of China. Additionally, there is a subtle difference between **语** (*yǔ*) (speech) and **文** (*wén*) (writing), but for most purposes **汉语** (*Hànyǔ*) and **中文** (*Zhōngwén*) are generally considered synonymous.

The Chinese language has the most number of speakers out of any language, and is spoken in at least thirty-three countries. It is important to note that what you are currently studying is Standard Chinese, also known as Modern Standard Mandarin, or simply Mandarin. Mandarin is the standard form of the language. It is referred to as **普通话** (*Pǔtōnghuà*) (“common language”) in Mainland China, **国语** (*Guóyǔ*) (“national language”) in Taiwan, and **华语** (*Huáyǔ*) (“language spoken by ethnic Chinese people”) in Southeast Asia.

COMPARE & CONTRAST

- 1 China is comparable in size to the United States, and yet there is only one time zone in the entire country: **北京时间** (*Běijīng shíjiān*) (Beijing Time). Consequently, people in the western part of the country have to make adjustments to their daily schedules. When most people in Beijing go to work at 8:00 a.m., it is hardly daybreak yet in the western city of Urumqi (**乌鲁木齐**) (*Wūlǔmùqí*). Based on the time zone differences, what do you think people in China are doing right now as you read this question?
- 2 How many time zones are there in your country? Are there other large countries that have only one time zone? Discuss the pros and cons of having one versus multiple time zones within a country.

Lesson Wrap-Up

Make It Flow!

Turn the following eight short sentences into a coherent narrative. Remember to omit repetitive elements and substitute subjects with personal pronouns where appropriate. Use the connective devices **因为** (*yīnwèi*), **所以** (*suǒyǐ*), and **可是** (*kěshì*) where appropriate.

今天是星期三。李友星期五要考试。李友想星期四下午去问常老师问题。常老师说她很忙。常老师星期三下午要开会。常老师星期四上午有课。常老师星期四下午四点以后才有空。李友说星期四下午四点半到老师的办公室去。

Make an Appointment

Make an appointment with your teacher by email or text. Begin your message with a greeting and introduce yourself. Pick a time and find out if your teacher is free. Explain why you would like to see him/her. After you hear back from your teacher, confirm your appointment and express your thanks.

Make a Call

Call a friend who speaks Chinese. Make sure you remember how to begin a phone conversation. Ask if your friend can help you study for an upcoming Chinese exam, or would like to study together. Pick a time and find out if your friend is free. Ask if he/she would like to have Chinese food afterwards.

Can-Do Check List



I can

Before proceeding to Lesson 7, be sure you can complete the following tasks in Chinese:

- Answer a phone call and initiate a phone conversation
- Politely ask for a favor
- Set up an appointment on the phone
- Negotiate a time to meet
- Request that my call be returned

学中文

Xué Zhōngwén

STUDYING CHINESE

Learning Objectives

In this lesson, you will learn to:

- Discuss your exam performance
- Comment on your character writing
- Discuss your experience learning Chinese
- Talk about your study habits
- Describe typical classroom situations

Relate & Get Ready

In your own culture/community:

- How do people talk about academic achievements?
- What are considered good study habits for learning a foreign language?

How Did You Do on the Exam?

Dialogue 1

王朋跟李友说话……



Audio



Video



李友，你上个星期考试考得¹怎么样？



因为你帮我复习，所以考得不错。

但是我写中国字写得太²慢了！



是吗？以后我跟你一起练习写字，好不好^a？



那太好了！我们现在就³写，怎么样？



好，给我一枝笔⁴、一张纸。写什么字？



你教我怎么写“懂”字吧。



好吧。



你写字写得真²好，真快。



哪里，哪里^b。你明天有中文课吗？

我帮你预习。



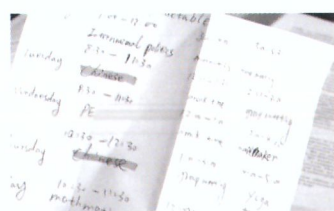
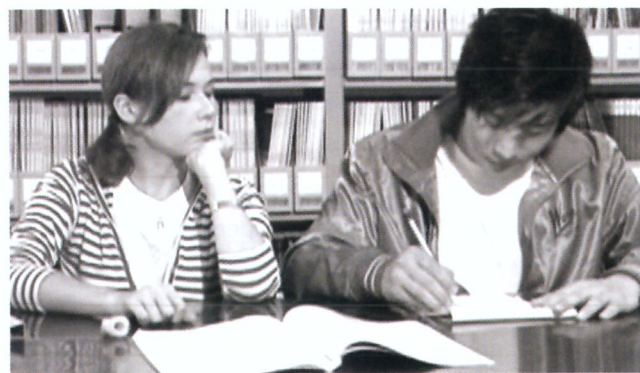
明天我们学第七⁵课。第七课的语法

很容易，我都懂，可是生词太多，

汉字也有一点儿⁶难。



没问题，我帮你。



Wáng Péng gēn Lǐ Yǒu shuō huà . . .


 Lǐ Yǒu, nǐ shàng ge xīngqī kǎo shì kǎo de ¹ zěnmeyàng?

 Yīnwèi nǐ bāng wǒ fúxí, suǒyǐ kǎo de búcuò.

Dànshì wǒ xiě Zhōngguó zì xiě de ² tài màn le!

 Shì ma? Yíhòu wǒ gēn nǐ yìqǐ liànxí xiě zì, ^a hǎo bu hǎo?

 Nà tài hǎo le! Wǒmen xiànzài ³ jiù xiě, zěnmeyàng?

 Hǎo, gěi wǒ yì zhī ⁴ bǐ, yì zhāng zhǐ. Xiě shénme zì?


 Nǐ jiāo wǒ zěnmē xiě “dǒng” zì ba.

 Hǎo ba.

 Nǐ xiě zì xiě de ² zhēn hǎo, zhēn kuài.

 ^b Nǎli, nǎli. Nǐ míngtiān yǒu Zhōngwén kè ma? Wǒ

bāng nǐ yùxí.

 Míngtiān wǒmen xué ⁵ dì qī kè. Dì qī kè de yǔfā hěn róngyì, wǒ dōu dǒng, kěshì shēngcí tài duō, Hànzì yě yǒuyìdiǎnr ⁶ nán.

 Méi wèntí, wǒ bāng nǐ.

Language Notes

a 好不好 (hǎo bu hǎo)

Like 行吗 (xíng ma) and 好吗 (hǎo ma), this expression can be used to seek someone's approval of a proposal.

b 哪里 (nǎli)

This literally means “where,” and is a polite reply to a compliment. In recent times, however, the phrase has become a bit old-fashioned. Many people will respond to a compliment by saying 是吗 (shì ma) (is that so?). Some young people in urban areas will also acknowledge a compliment by saying 谢谢 (xièxie) (thanks) instead.

Vocabulary



Audio



Flashcards

No.	Word	Pinyin	Part of Speech	Definition
1	说话	shuō huà	vo	to talk
	话	huà	n	word, speech
2	上个	shàng ge		previous, last
3	得	de	p	(a structural particle) [See Grammar 1.]
4	复习	fùxí	v	to review
5	写	xiě	v	to write
6	字	zì	n	character
7	慢	màn	adj	slow
8	枝	zhī	m	(measure word for long, thin, inflexible objects such as pens, pencils, etc.)
9	笔	bǐ	n	pen
10	张	zhāng	m	(measure word for flat objects such as paper, pictures, etc.)
11	纸	zhǐ	n	paper
12	教	jiāo	v	to teach
13	怎么	zěnmē	qpr	how, how come
14	懂	dǒng	v	to understand
15	真	zhēn	adv	really [See Grammar 2.]
16	哪里	nǎlǐ	pr	where
17	预习	yùxí	v	to preview
18	学	xué	v	to study, to learn
19	第	dì	prefix	(prefix for ordinal numbers) [See Grammar 5.]
20	语法	yǔfǎ	n	grammar

To convert a foreign driver's license in China, applicants must answer ninety out of a hundred questions correctly. If asked, could you identify this sign?



前方学校
减速慢行

GET
Real
WITH CHINESE

No.	Word	Pinyin	Part of Speech	Definition
21	容易	róngyì	adj	easy
22	生词	shēngcí	n	new words, vocabulary
23	多	duō	adj	many, much
24	汉字	Hànzì	n	Chinese characters
25	难	nán	adj	difficult

我们一起练习写字吧！
你想练习什么字？

Wǒmen yìqǐ liànxí xiě zì ba!

Nǐ xiǎng liànxí shénme zì?

Let's practice writing characters!

What characters do you want to practice writing?

就慢教懂

我想练习写 _____ 字。

Wǒ xiǎng liànxí xiě _____ zì.

Pick any characters you'd like to practice writing.

How About You?

1

Descriptive complements (I)

The particle 得 (*de*) can be used after a verb or an adjective. This lesson mainly deals with 得 (*de*) as it appears after a verb. The adjective, adverb, or verb phrase that follows 得 (*de*) in the construction below is called a descriptive complement. In this lesson, the descriptive complements are all adjectives that serve as comments on the actions expressed by the preceding verbs.

A 他写字写得很好。

Tā xiě zì xiě de hěn hǎo.

He writes characters very well.

[很好 (*hěn hǎo*) (very well) is a comment on the action 写 (*xiě*) (to write).]

B 他昨天睡觉睡得很晚。

Tā zuótiān shuì jiào shuì de hěn wǎn.

He went to bed very late last night.

[很晚 (*hěn wǎn*) (very late) is a comment on the action 睡觉 (*shuì jiào*) (to sleep).]

C 妹妹歌唱得很好。

Mèimei gē chàng de hěn hǎo.

My younger sister sings very well.

[很好 (*hěn hǎo*) (very well) is a comment on the action 唱 (*chàng*) (to sing).]

If the complement is an adjective, it is usually preceded by 很 (*hěn*) (very), as is the case when an adjective is used as a predicate. If the verb is followed by an object, the verb has to be repeated before it can be followed by the “得 (*de*) + complement” structure, e.g., 写字写得 (*xiě zì xiě de*) in (A). Repeating the verb turns the “verb + object” combination preceding it into a topic and the complement that follows serves as a comment on it. [See Grammar 1, Lesson 10.] The first verb can be omitted if the meaning is clear from the context, as in (C).

EXERCISES

Complete the sentences below by using 得 to lead a complement. Use exercise 1 as an example.

- 1 我昨天晚上睡_____。
→ 我昨天晚上睡得不错。
- 2 弟弟昨天吃晚饭吃_____。
- 3 王朋打球打_____。



2 The adverbs 太 (tài) (too), 真 (zhēn) (really), and 很 (hěn) (very)

When the adverbs 太 (tài) (too) and 真 (zhēn) (really) are used in exclamatory sentences, in most cases they convey not new factual information but the speaker's subjective judgment. If the speaker wants to make a more "objective" statement or description, other intensifiers, such as 很 (hěn) (very), are often used instead.

A Q: 他写字写得怎么样?

Tā xiě zì xiě de zěnmeyàng?

How well does he write characters?

One would normally answer:

A: 他写字写得很好。

Tā xiě zì xiě de hěn hǎo.

He writes characters very well.

Rather than:

A: 他写字写得真好。

Tā xiě zì xiě de zhēn hǎo.

Compare the second answer with (B).

B

小李，你写字写得真好！你可以教我吗？

Xiǎo Lǐ, nǐ xiě zì xiě de zhēn hǎo! Nǐ kěyǐ jiāo wǒ ma?

Little Li, you write characters really well! Could you teach me?

太 (*tài*) can also be used in a statement, either with or without 了 (*le*) at the end. It means “excessive in degree,” pertaining to a less than satisfactory thing or situation, and the stress can fall either on 太 (*tài*) or the adjective following it.

C

你和我两个人吃饭，五个菜太多了。

Nǐ hé wǒ liǎng ge rén chī fàn, wǔ ge cài tài duō le.

It's just the two of us eating. Five dishes are too many.

D

这个电影太贵了，我不去看。

Zhè ge diànyǐng tài guì le, wǒ bú qù kàn.

It costs too much to see this movie, and I am not going to watch it.

E

我们是同学，你不要太客气了。

Wǒmen shì tóngxué, nǐ bú yào tài kèqì le.

We are classmates. There is no need for you to be so polite.



More exercises

EXERCISES

Rewrite the declarative sentences as two exclamatory sentences, replacing 很 with 太 and 真 where appropriate. Use exercise 1 as an example.

- 那个电影很有意思。
→ 那个电影真有意思！ / 那个电影太有意思了！
- 第六课的语法很容易。
- 高文中的家很漂亮。

The adverb 就 (jiù) is used before a verb to suggest the earliness, brevity, or quickness of an action.

A 他明天七点就得上课。

Tā míngtiān qī diǎn jiù děi shàng kè.

He has to go to class early at 7:00 tomorrow.

B 我们八点看电影,他七点半就来了。

Wǒmen bā diǎn kàn diànyǐng, tā qī diǎn bàn jiù lái le.

We were supposed to see the movie at 8:00, but he came early at 7:30.

就 (jiù) vs. 才 (cái)

就 (jiù) suggests the perceived earliness or promptness of an action, as in (C) and (E), whereas 才 (cái) suggests the perceived lateness of an action, as in (D) and (F). [See also Grammar 6, Lesson 5.]
When commenting on a past action, 就 (jiù) is always used with 了 (le) to indicate promptness, but 才 (cái) is never used with 了 (le).

C 八点上课,小白七点就来了。

Bā diǎn shàng kè, Xiǎo Bái qī diǎn jiù lái le.

Class started at 8:00, but Little Bai came early at 7:00.

D 八点上课,小张八点半才来。

Bā diǎn shàng kè, Xiǎo Zhāng bā diǎn bàn cái lái.

Class starts at 8:00, but Little Zhang didn't come until 8:30.

E 我昨天五点就回家了。

Wǒ zuótiān wǔ diǎn jiù huí jiā le.

Yesterday I went home early at 5:00.

F 我昨天五点才回家。

Wǒ zuótiān wǔ diǎn cái huí jiā.

Yesterday I didn't get home until 5:00.



More
exercises

EXERCISES

Indicate the earliness or lateness of an action by inserting **就** or **才** where appropriate. Use exercise 1 as an example.

- 1 我明天要回家。妹妹上个星期回家了。
→ 我明天要回家，妹妹上个星期就回家了。
- 2 我昨天五点去打球。王朋四点去打球。
- 3 我们昨天晚上十一点睡觉。高文中十二点睡觉。

4

Double objects

Some verbs can take two objects. The object representing people or animate entities, usually the direct object, precedes the one representing inanimate things, usually the indirect object.

A 老师教我们生词和语法。

Lǎoshī jiāo wǒmen shēngcí hé yǔfǎ.

The teacher teaches us vocabulary and grammar.

B 大哥给了我一瓶水。

Dà gē gěi le wǒ yì píng shuǐ.

My big brother gave me a bottle of water.

C 你教我汉字，可以吗？

Nǐ jiāo wǒ Hànzì, kěyǐ ma?

Will you teach me Chinese characters, please?

D 我想问你一个问题。

Wǒ xiǎng wèn nǐ yí ge wèntí.

I'd like to ask you a question.

EXERCISES

Add a direct or indirect object to the sentences below. Use exercise 1 as an example.

- 1 老师给我_____。 → 老师给我一本书。
- 2 白英爱问_____一个问题。
- 3 王朋教李友_____。



5

Ordinal numbers

Ordinal numbers in Chinese are formed by placing 第 (dì) before cardinal numbers, e.g., 第一 (dì yī) (the first), 第二杯茶 (dì èr bēi chá) (the second cup of tea), 第三个月 (dì sān ge yuè) (the third month). However, 第 (dì) is not used directly before months, e.g., 一月, 二月, 三月 (yī yuè, èryuè, sānyuè) (January, February, March). Neither is it used to indicate the birth order of siblings, e.g., 大哥, 二哥, 三哥 (dàgē, èrgē, sāngē) (oldest brother, second oldest brother, third oldest brother); 大姐, 二姐, 三姐 (dàjiě, èrjiě, sānjiě) (oldest sister, second oldest sister, third oldest sister).

6

有 (一) 点儿 (yǒu(yì)diǎnr) (somewhat, rather, a little bit)

The phrase 有一点儿 (yǒuyìdiǎnr) precedes adjectives or verbs. It often carries a negative tone. 一 (yī) is optional.

A

我觉得中文有 (一) 点儿难。

Wǒ juéde Zhōngwén yǒu(yì)diǎnr nán.

I think Chinese is a little hard.

[✗ 我觉得中文有 (一) 点儿容易。]

B

我觉得这一课生词有 (一) 点儿多。

Wǒ juéde zhè yī kè shēngcí yǒu(yì)diǎnr duō.

I think there are a few too many new words in this lesson.

However, when the sentence describes a change in situation, the phrase 有 (一) 点儿 (yǒu(yì)diǎnr) can carry a positive tone.

C

我以前不喜欢他，现在有（一）点儿喜欢他了。

Wǒ yǐqián bù xǐhuan tā, xiànzài yǒu(yì)diǎnr xǐhuan tā le.

I used to dislike him, but now I rather like him. [以前 (yǐqián) (previously or before)] [See Lesson 8.]

Take care not to confuse 有（一）点儿 (yǒu(yì)diǎnr) (a little), which is an adverbial used to modify adjectives, with （一）点儿 (yìdiǎnr) (a little), which usually modifies nouns. In the above sentences, 有（一）点儿 (yǒu(yì)diǎnr) is not interchangeable with （一）点儿 (yìdiǎnr).

D

给我（一）点儿咖啡。

Gěi wǒ (yì)diǎnr kāfēi.

Give me a little coffee.

E

给我（一）点儿时间。

Gěi wǒ (yì)diǎnr shíjiān.

Give me a little time.

F

我有（一）点儿忙。

[✗ 我（一）点儿忙。]

Wǒ yǒu(yì)diǎnr máng.

I am kind of busy.

G

她有（一）点儿不高兴。

Tā yǒu(yì)diǎnr bù gāoxìng.

She is a little unhappy.

[✗ 她（一）点儿不高兴。]

EXERCISES

Rewrite the sentences below to reduce the intensity by inserting 有（一）点儿 where appropriate. Use exercise 1 as an example.

- 1 第七课很难。 → 第七课有（一）点儿难。
- 2 老师今天很忙。
- 3 王朋说中文说得很快。



More exercises

A

How well?

PRESENTATIONAL

Describe Little Wang's traits based on the information given, inserting 得 (de) where appropriate. Pay attention to the structure of the verbs involved, e.g.:

考试 (VO) 好

kǎo shì (VO) hǎo

小王常常考试考得很好。

Xiǎo Wáng chángcháng kǎo shì kǎo de hěn hǎo.

1 睡觉 (VO) 晚

shuì jiào (VO) wǎn

2 喝咖啡 (VO) 多

hē kāfēi (VO) duō

3 写字 (VO) 快

xiě zì (VO) kuài

4 说中文 (VO) 好

shuō Zhōngwén (VO) hǎo

5 预习 (V) 不错

yùxí (V) búcuò

6 工作 (V) 好

gōngzuò (V) hǎo

B

Exclamations!

PRESENTATIONAL

Let people know how you feel by inserting the adverb 太 (tài) or 真 (zhēn) when appropriate, e.g.:

汉字◇有意思

Hànzì ◇ yǒu yìsi

汉字太有意思了! / 汉字真有意思!

Hànzì tài yǒu yìsi le! / Hànzì zhēn yǒu yìsi!

1 老师家◇漂亮

lǎoshī jiā ◇ piàoliang

2 考试◇容易

kǎo shì ◇ róngyì

3 语法◇难

yǔfǎ ◇ nán

4 同学的中文◇好

tóngxué de Zhōngwén ◇ hǎo

5 我写字◇慢

wǒ xiě zì ◇ màn

C

Could be worse

PRESENTATIONAL

Moderate your view by inserting 有 (一) 点儿 (yǒuyìdiǎnr) where appropriate e.g.:

语法◇难

yǔfǎ ◇ nán

语法有 (一) 点儿难。

Yǔfǎ yǒu(yì)diǎnr nán.

1 第七课的生词◇多

dì qī kè de shēngcí ◇ duō

2 我们的考试◇难

wǒmen de kǎo shì ◇ nán

3 中文课◇早 (zǎo) (early)

Zhōngwén kè ◇ zǎo (early)

4 汉字◇难

Hànzì ◇ nán

5 老师说话◇快

lǎoshī shuō huà ◇ kuài

D

Runs in the family

INTERPERSONAL

In pairs, discuss how well your family members perform certain activities, e.g.:



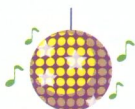
Q: 你爸爸打球打得怎么样?

Nǐ bàba dǎ qiú dǎ de zěnmeyàng?

A: 我爸爸打球打得不好，我妈妈打球打得好。

Wǒ bàba dǎ qiú dǎ de bù hǎo, wǒ māma dǎ qiú dǎ de hǎo.

1



2



3



In pairs, discuss your experience learning Chinese, e.g.:

你觉得中文什么难? 生词、语法还是汉字?

Nǐ juéde Zhōngwén shénme nán? Shēngcí, yǔfǎ háishi hànzi?

What do the characters mean?

What is the common radical?

What does the radical mean?

How does the radical relate to the overall meaning of the characters?

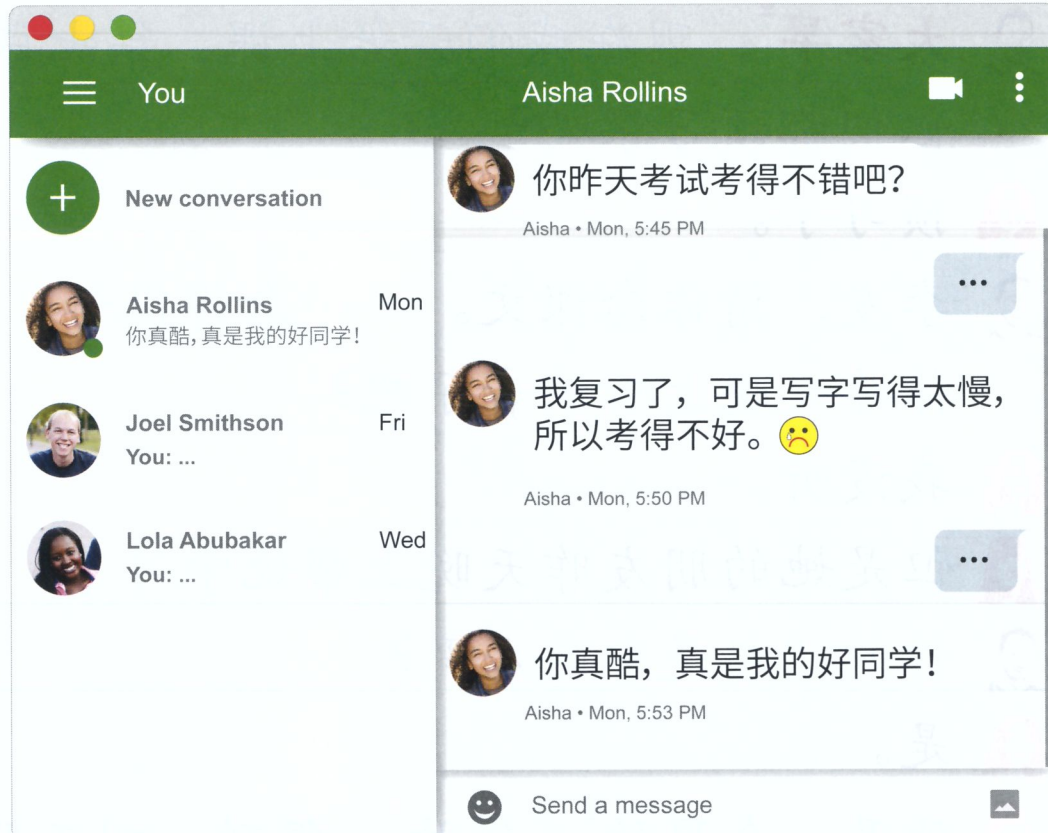
Characterize it!



More characters

Chinese Chat

Your classmate is chatting with you on Google Hangouts about a recent test. How would you reply?



Preparing for Chinese Class

Dialogue 2

李友跟白英爱说话……



Audio



Video



白英爱，你平常来得很早，今天怎么⁷这么晚？



我昨天预习中文，早上^a四点才³睡觉，你也睡得很晚吗？



我昨天十点就³睡了。因为王朋帮我练习中文，所以我功课做得很快。



有个中国朋友真好。

上中文课……



大家早^b，现在我们开始上课。第七课你们都预习了吗？



预习了。



李友，请你念课文。……念得很好。你昨天晚上听录音了吧？



我没听。



但是她的朋友昨天晚上帮她学习了。



你的朋友是中国人吗？



是。



他是一个男的⁸，很帅^c，很酷，叫王朋。⁹

Pinyin Dialogue

Lǐ Yǒu gēn Bái Yīng'ài shuō huà . . .



Bái Yīng'ài, nǐ píngcháng lái de hěn zǎo,
jīntiān zěnmē⁷ zhème wǎn?



Wǒ zuótiān yùxí Zhōngwén, zǎoshang^a sì
diǎn cái³ shuì jiào, nǐ yě shuì de hěn wǎn ma?



Wǒ zuótiān shí diǎn jiù³ shuì le. Yīnwèi Wáng
Péng bāng wǒ liànxí Zhōngwén, suǒyǐ wǒ
gōngkè zuò de hěn kuài.



Yǒu ge Zhōngguó péngyou zhēn hǎo.
Shàng Zhōngwén kè . . .



Dàjiā zǎo^b, xiànzài wǒmen kāishǐ shàng kè.
Dì qī kè nǐmen dōu yùxí le ma?



Yùxí le.



Lǐ Yǒu, qǐng nǐ niàn kèwén . . . Niàn de hěn
hǎo. Nǐ zuótiān wǎnshang tīng lùyīn le ba?



Wǒ méi tīng.



Dànshì tā de péngyou zuótiān wǎnshang bāng
tā xuéxí le.



Nǐ de péngyou shì Zhōngguó rén ma?



Shì.



Tā shì yí ge nán de⁸, hěn shuài^c, hěn kù, jiào
Wáng Péng.⁹



Language Notes

a 早上 (zǎoshang) / 上午 (shàngwǔ)

Both words are usually translated as “morning,” but the two are not interchangeable. 早上 (zǎoshang) refers to early morning, whereas 上午 (shàngwǔ) covers the entire first half of the day (until noon).

b 早 (zǎo)

This is a common Chinese greeting. Other morning greetings, such as 早上好 (zǎoshang hǎo) and 早安 (zǎo'ān), still sound rather formal to many Chinese people.

c 帅 (shuài)

This term is usually used to describe a handsome man. 漂亮 (piàoliang) (pretty) is used to describe an attractive woman. The term 好看 (hǎokàn) (good-looking) is gender-neutral, and can be used to describe anyone.

Vocabulary



Audio

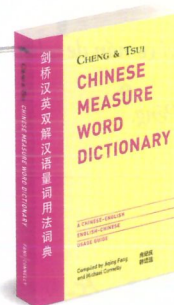
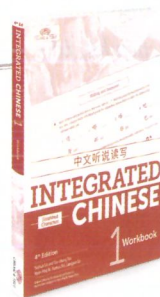
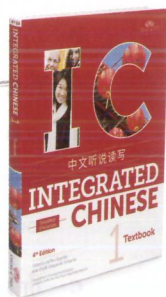


Flashcards

No.	Word	Pinyin	Part of Speech	Definition
1	平常	píngcháng	adv	usually
2	早	zǎo	adj	early
3	这么	zhème	pr	so, this (late, etc.)
4	晚	wǎn	adj	late
5	早上	zǎoshang	t	morning
6	功课	gōngkè	n	homework, schoolwork
7	大家	dàjiā	pr	everybody
8	上课	shàng kè	vo	to go to a class, to start a class, to be in class
9	开始	kāishǐ	v/n	to begin, to start; beginning
10	念	niàn	v	to read aloud
11	课文	kèwén	n	text of a lesson
12	录音	lùyīn	n/vo	sound recording; to record
13	学习	xuéxí	v	to study, to learn
14	帅	shuài	adj	handsome
15	酷	kù	adj	cool (appearance, behavior)

你有中文书吗?

Nǐ yǒu Zhōngwén shū ma?
Do you have Chinese books?



我有 _____。

Wǒ yǒu _____。

See index for corresponding vocabulary or research another term.

How About You?

7

Question pronoun: 怎么 (zěnmě) (how, how come)

怎么 (zěnmě) (how, how come) is an interrogative pronoun. It is used to ask about the manner of an action, as in (A), and sometimes the reason or the cause of an action, as in (B) and (C).

A

请你教我怎么写“懂”这个字。

Qǐng nǐ jiāo wǒ zěnmě xiě “dǒng” zhè ge zì.

Please teach me how to write the character “懂.”

B

你怎么才来?

Nǐ zěnmě cái lái?

How come you've just arrived?

C

你怎么没去看电影?

Nǐ zěnmě méi qù kàn diànyǐng?

How come you didn't go see the movie?

Both 怎么 (zěnmě) (how come) and 为什么 (wèishénme) (why) are used to ask about the cause of or reason for something. However, 怎么 (zěnmě) (how come) conveys the speaker's surprise, whereas 为什么 (wèishénme) (why) does not.

EXERCISES

Join these sentences to express surprise by using 怎么 where appropriate. Use exercise 1 as an example.

- 我们今天考中文。你昨天晚上九点就睡了。
→ 我们今天考中文，你昨天晚上怎么九点就睡了?
- 上个星期的考试很容易。 白英爱考得不好。
- 高小音是高文中的姐姐。 你不认识高小音。



More exercises

We have a 的 (de) structure when an adjective is followed by the structural particle 的 (de).

Grammatically, a 的 (de) structure is equivalent to a noun. When Bai Ying'ai says, “他是一个男的 (Tā shì yí ge nán de),” it is clear from the context that she means a male (one). [See also Grammar 3, Lesson 9.]

A 我写了十个字，五个难的，五个容易的。

Wǒ xiě le shí ge zì, wǔ ge nán de, wǔ ge róngyì de.

I wrote ten characters, five difficult ones and five easy ones.



More exercises

EXERCISES

Rewrite the sentences below by omitting repeated nouns and inserting the 的 structure where appropriate. Use exercise 1 as an example.

- 我练习写了四十个汉字，二十个难的汉字，二十个容易的汉字。
→ 我练习写了四十个汉字，二十个难的，二十个容易的。
- 学校有三个图书馆，一个大图书馆，两个小图书馆。
- 老师想给学生考两个考试，一个难的考试，一个容易的考试。

As suggested in the previous “Make It Flow!” exercises, if a noun serves as the unchanged subject in a continuous discourse, its later appearances in the ensuing clauses or sentences should generally be substituted by an appropriate pronoun or simply be omitted. The pronoun, in turn, can also be omitted after its first appearance.

A

小白很喜欢学中文。她晚上预习课文、复习语法、练习写汉字，常常很晚才睡觉。

Xiǎo Bái hěn xǐhuan xué Zhōngwén. Tā wǎnshang yùxí kèwén, fùxí yǔfǎ, liànxí xiě Hànzì, chángcháng hěn wǎn cái shuì jiào.

Little Bai likes to study Chinese a lot. At night, she previews the text, reviews the grammar, and practices writing the characters. Often she doesn't go to bed until very late.

In (A), the subject of the second sentence remains the same as that in the beginning sentence, and therefore the proper noun 小白 (*Xiǎo Bái*) (Little Bai) is substituted by the pronoun 她 (*tā*) (she). In the subsequent clauses in the second sentence, neither the proper noun nor the pronoun is repeated. If we keep repeating the subject, as seen in (B), or the pronoun, as in (C), we will end up with a series of choppy sentences.

B

小白很喜欢学中文。小白晚上预习课文、小白复习语法、小白练习写汉字。小白常常很晚才睡觉。

Xiǎo Bái hěn xǐhuan xué Zhōngwén. Xiǎo Bái wǎnshang yùxí kèwén, Xiǎo Bái fùxí yǔfǎ, Xiǎo Bái liànxí xiě Hànzì. Xiǎo Bái chángcháng hěn wǎn cái shuì jiào.

C

小白很喜欢学中文。她晚上预习课文，她复习语法、她练习写汉字。她常常很晚才睡觉。

Xiǎo Bái hěn xǐhuan xué Zhōngwén. Tā wǎnshang yùxí kèwén, tā fùxí yǔfǎ, tā liànxí xiě Hànzì. Tā chángcháng hěn wǎn cái shuì jiào.

In order to form a continuous discourse, time and location expressions can be used as transitional elements.

D

昨天晚上，王朋和李友去高文中家玩儿。在高文中家他们认识了高文中的姐姐。她叫高小音，在学校图书馆工作。他们一起聊天儿、看电视。十二点大家才说再见。

Zuótiān wǎnshang, Wáng Péng hé Lǐ Yǒu qù Gāo Wénzhōng jiā wánr. Zài Gāo Wénzhōng jiā tāmen rènshi le Gāo Wénzhōng de jiějie. Tā jiào Gāo Xiǎoyīn, zài xuéxiào túshūguǎn gōngzuò. Tāmen yìqǐ liáo tiānr, kàn diànshì. Shí'èr diǎn dàjiā cái shuō zàijiàn.

Yesterday evening, Wang Peng and Li You went to Gao Wenzhong's place for a visit. There they met Gao Wenzhong's older sister. Her name is Gao Xiaoyin, and she works in the school library. They talked and watched TV together, and didn't say their goodbyes until midnight.

In (D), the discourse would not be cohesive without the time and location expressions marked in blue.

GET
Real
WITH CHINESE

This quotation by Chairman Mao (毛主席) (Máo Zhǔxí) appears on posters, signs; even everyday items like this pencil case. What does its popularity say about Chinese values? How do you think it's being used here?

好好学习 天天向上
HAO HAO XUE XI TIAN TIAN XIANGSHANG

E

Having an off day

INTERPERSONAL

In pairs, use the prompts below to contrast how someone behaved today with his/her usual habits.

Insert **怎么** (zěnmě) and **这么** (zhème) where appropriate, e.g.:

来学校 ◇ 早 vs. 晚

lái xuéxiào ◇ zǎo vs. wǎn

你平常来学校来得很早，今天怎么来得这么晚？

Nǐ píngcháng lái xuéxiào lái de hěn zǎo, jīntiān zěnmě lái de zhème wǎn?

1 预习生词 ◇ 好 vs. 不好

yùxí shēngcí ◇ hǎo vs. bù hǎo

2 念课文 ◇ 快 vs. 慢

niàn kèwén ◇ kuài vs. màn

3 考试 ◇ 不错 vs. 不好

kǎoshì ◇ búcuò vs. bù hǎo

4 写字 ◇ 漂亮 vs. 难看 (*nánkàn*) (ugly)

xiě zì ◇ piàoliang vs. nánkàn

There are further signs your friend is having an off day. Complete the questions to show your bewilderment.

5 今天是你妈妈的生日，你怎么不/没……

Jīntiān shì nǐ māma de shēngrì, nǐ zěnmě bù/méi . . .

6 明天你有考试，你怎么不……

Míngtiān nǐ yǒu kǎoshì, nǐ zěnmě bù . . .

Below is Gao Wenzhong's usual schedule contrasted with what he actually did yesterday. In pairs, form a question-and-answer by using 就 (jiù) or 才 (cái) where appropriate, e.g.:

Q: 高文中平常几点开始学习中文?

Gāo Wénzhōng píngcháng jǐdiǎn kāishǐ xuéxí Zhōngwén?

A: 他平常上午九点开始学习中文。

可是他昨天上午八点三刻就开始学习中文了。

Tā píngcháng shàngwǔ jiǔ diǎn kāishǐ xuéxí Zhōngwén.

Kěshì tā zuótiān shàngwǔ bā diǎn sān kè jiù kāishǐ xuéxí Zhōngwén le.

His Usual Schedule

9:00 a.m. study Chinese

10:00 a.m. listen to the audio

10:45 a.m. go to school

12:00 p.m. go home

1:00 p.m. have lunch

What Happened Yesterday

8:30 a.m. studied Chinese

9:30 a.m. listened to the audio

10:15 a.m. went to school

12:30 p.m. returned home

2:00 p.m. had lunch

Describe your reasons for not performing as well as expected when learning a foreign language by using 得 (de) where appropriate, e.g.:

生词 多 学 慢

shēngcí duō xué màn

生词太多，我（学生词）学得很慢。

Shēngcí tài duō, wǒ (xué shēngcí) xué de hěn màn.

1 功课 多做 慢

gōngkè duō zuò màn

2 语法 难复习 不好

yǔfǎ nán fùxí bù hǎo

3 汉字 多写 慢

Hànzì duō xiě màn

4 考试⁽ⁿ⁾ 难 考试^(VO) 不好

kǎoshì nán kǎo shì bù hǎo



Learning tips

PRESENTATIONAL

How do you best learn a foreign language? What suggestions can you give based on your experience? For example, discuss what works for you before a new lesson, in class, and after class. List your advice or write a blog post.

Chinese Chat

Wang Peng just replied to a Weibo (微博) (*Wēibó*) post by Li You. What do you think Wang Peng is like as a friend?

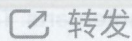


王朋

7-6 10:36 AM 来自iPhone 7



明天有中文课吗？我帮你预习吧！//@李友：王朋真酷，常常帮我练习中文，有个中国朋友真好！



转发



评论



赞

How do you pronounce the characters?

What is the common component?

How do you pronounce the common component?

How does the component relate to the pronunciation of the characters?

Characterize it!

1

功

2

空



More characters



Continue
to explore

Simplified vs. traditional

In the 1950s, as part of its campaign to raise the nation's literacy rate, the Chinese government set out to simplify some of the more complex characters, or 汉字 (*Hànzi*). This accounts for the bifurcation between 简体字 (*jiǎntǐzì*) (simplified characters) and 繁体字 (*fántǐzì*) (traditional characters, lit. complex characters).^{*} Currently, simplified characters are used in Mainland China, Singapore, and Malaysia, while people in Taiwan, Hong Kong, and many overseas Chinese communities still write traditional

characters. Many of the simplified characters were not actually new inventions. They had been used at different times in China's long history, and a few have an even longer history than their *fántǐzì* counterparts. The additional burden on Chinese learners caused by this bifurcation is actually not as onerous as it may seem. After all, many of the characters were not affected and remain the same in both systems. For those characters that do have two different forms, what is affected is often a familiar component, in many cases the radical.

COMPARE & CONTRAST

- 1 Have writing systems and practices within your culture changed over time?
- 2 An anadrome is a word or sentence that forms another when read backwards. Here is an anecdote to illustrate the often amusing ambiguity that can result from reading

a Chinese store sign. As the story goes, a father took his five-year-old son to a restaurant called 友朋小吃 (*Yǒupéng Xiǎochī*) for a good meal, only to have the son cry loudly at the door and adamantly refuse to enter. Why do you think the little boy refused to enter? Can you think of an example of an English anadrome?

^{*} The English term "traditional characters" was brought into common usage by Cheng & Tsui in the 1990s.

Writing Conventions

Traditionally, Chinese was written from top to bottom and from right to left. Store signs and placards, however, were often inscribed horizontally, typically from right to left. Since a 1955 government mandate, left-to-right writing has become standard in Mainland China. However, the traditional way of writing is still kept alive in calligraphy, and occasionally it is still possible to see a store sign that reads from right to left.

For many centuries, the Chinese wrote with a **毛笔** (*máobǐ*), or “writing brush.” But people have switched to more convenient Western-style writing instruments such as **铅笔** (*qiānbǐ*) (pencils), **钢笔** (*gāngbǐ*) (fountain pens), and **圆珠笔** (*yuánzhūbǐ*) (ballpoint pens), which are also known as **原子笔** (*yuánzǐbǐ*) in Taiwan. The traditional **毛笔** (*máobǐ*) is now used almost only for calligraphy. Moreover, in the digital era, typing and texting have significantly eroded the importance of handwriting in general.



The term **文房四宝** (*wénfāng sì bǎo*) (“Four Treasures of the Study”) is often used to refer to traditional Chinese stationery, which usually includes **笔** (*bǐ*) (writing brush), **墨** (*mò*) (ink stick), **纸** (*zhǐ*) (paper), and **砚** (*yàn*) (inkstone). The traditional paper for writing and painting is known as **宣纸** (*xuānzhǐ*), named after its most famous place of production, **宣城** (*Xuānchéng*) in Anhui Province. Ink is made by grinding an ink stick on an inkstone with water. Many inkstones are carved. Two of the most famous kinds are **端砚** (*duānyàn*) and **歙砚** (*shèyàn*), from Guangdong and Anhui, respectively. Ink sticks are typically made from burnt pinewood with a binding agent and an aromatic substance. Antique ink sticks and inkstones are highly prized as collectibles.

Lesson Wrap-Up

Make It Flow!

Rearrange the following sentences into a logical sequence. Then combine them into a coherent narrative. Remember to omit repetitive elements and substitute subjects with personal pronouns where appropriate. Use connective devices such as **因为** (*yīnwèi*) and **所以** (*suǒyǐ*).

- | | |
|-----------------|-----------|
| 1 王朋昨天帮李友练习中文了。 | 李友今天有中文课。 |
| 李友昨天晚上功课做得很快。 | 李友念得很好。 |
| 李友昨天晚上十点就睡了。 | 老师请李友念课文。 |

Study Buddy

Pre-interview: Assess your strengths and weaknesses.

- | | |
|----------|-------------|
| 你常常听录音吗? | 第六课的语法你懂了吗? |
| 你的发音好吗? | 你写汉字写得怎么样? |
| 你觉得生词难吗? | 你中文考试考得怎么样? |

Interview: What are your classmates' strengths? Interview three classmates.

- | | |
|---------------|---------------|
| 你觉得中文语法容易吗? | 你想和同学一起学习中文吗? |
| 你觉得汉字怎么样, 难吗? | 你什么时候有时间? |

Can you think of any other questions that would help you find a good study partner?

Skit

Prepare a skit based on the prompts, then perform it in front of the class.

- Student A** Your friend has been acting strangely. Usually, he/she is never late to class. You want to find out why.
- Student B** You've been very busy and going to bed very late. You've been having difficulty with your Chinese class. The grammar is very difficult. There is a lot of homework and new vocabulary. And there are many tests!
- Student A** Can you relate to your friend? What can you do to help?

Can-Do Check List

Before proceeding to Lesson 8, be sure you can complete the following tasks in Chinese:

I can

- Describe my performance on a test
- Describe the way someone reads, writes, and speaks Chinese
- Ask someone to help me with my Chinese
- Explain how I prepare for my Chinese class
- Describe my experience learning Chinese

Lesson 8

第八课

Dì bā kè

学校生活

Xuéxiào shēnghuó

SCHOOL LIFE

Learning Objectives

In this lesson, you will learn to:

- Describe a student's daily routine
- Write a simple diary entry or blog post
- Write a brief letter or formal email applying appropriate conventions
- Update a friend on recent activities
- Express hope that a friend will accept your invitation

Relate & Get Ready

In your own culture/community:

- How do people connect with friends?
- How has technology affected letter-writing conventions?
- How do you think people will communicate about their daily lives and connect with others in the future?

A Typical School Day

Diary Entry



Audio



Video

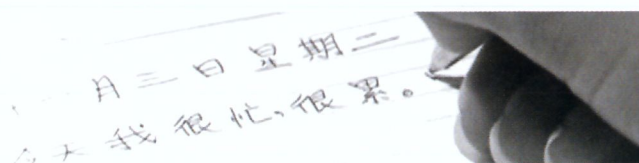
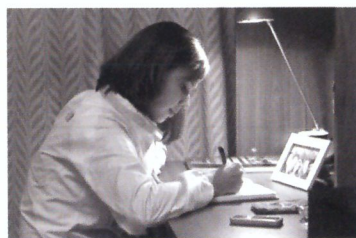
李友的一篇日记

十一月三日 星期二

今天我很忙，很累。早上七点半起床¹，洗了澡以后就²吃早饭。我一边吃饭，一边³听录音。九点到教室去上课⁴。

第一节课是中文，老师教我们发音、生词和语法，也教我们写字，还给了⁵我们一篇新课文⁶，这篇课文很有意思。第二节是电脑^a课，很难。

中午我和同学们一起到餐厅去吃午饭。我们一边吃，一边练习说中文。下午我到图书馆去上网。四点王朋来找我打球。五点三刻吃晚饭。七点半我去白英爱的宿舍跟她聊天（儿）。到那儿的时候，她正在⁷做功课。我八点半回家。睡觉以前，高文中给我打了一个电话，告诉我明天要考试，我说我已经知道了。



Lǐ Yǒu de yì piān rìjì

Shíyī yuè sān rì xīngqīèr

Jīntiān wǒ hěn máng, hěn lèi. Zǎoshang qī diǎn
bàn qī chuáng¹, xǐ le zǎo yǐhòu jiù² chī zǎofàn. Wǒ
yìbiān chī fàn, yìbiān³ tīng lùyīn. Jiǔ diǎn dào jiàoshì
qù shàng kè⁴.

Dì yī jié kè shì Zhōngwén, lǎoshī jiāo wǒmen
fāyīn, shēngcí hé yǔfǎ, yě jiāo wǒmen xiě zì, hái gěi le⁵
wǒmen yì piān xīn kèwén⁶, zhè piān kèwén hěn yǒu
yìsi. Dì èr jié shì diànnǎo^a kè, hěn nán.

Zhōngwǔ wǒ hé tóngxuémen yìqǐ dào cāntīng qù chī
wǔfàn. Wǒmen yìbiān chī, yìbiān liànxí shuō Zhōngwén.
Xiàwǔ wǒ dào túshūguǎn qù shàng wǎng. Sì diǎn Wáng
Péng lái zhǎo wǒ dǎ qiú. Wǔ diǎn sān kè chī wǎnfàn. Qī
diǎn bàn wǒ qù Bái Yīng'ài de sùshè gēn tā liáo tiān(r).
Dào nàr de shíhou, tā zhèngzài⁷ zuò gōngkè. Wǒ bā
diǎn bàn huí jiā. Shuì jiào yǐqián, Gāo Wénzhōng gěi wǒ
dǎ le yí ge diànhuà, gào su wǒ míngtiān yào kǎoshì, wǒ
shuō wǒ yǐjīng zhīdao le.

Language Note

a 电脑 (diànnǎo)

The usual colloquial term for a computer is
电脑 (diànnǎo), literally “electric brain.”

A more formal term, especially in Mainland
China, is 电子计算机 (diànzǐ jìsuànjī)
(electronic computing machine) or simply
计算机 (jìsuànjī). But in Taiwan, 计算机
(jìsuànqì) means a calculator. In Mainland China,
a calculator is called 计算器 (jìsuànqì).

Vocabulary



Audio



Flashcards

No.	Word	Pinyin	Part of Speech	Definition
1	篇	<i>piān</i>	m	(measure word for essays, articles, etc.)
2	日记	<i>rìjì</i>	n	diary
3	累	<i>lèi</i>	adj	tired
4	起床	<i>qǐ chuáng</i>	vo	to get up
	床	<i>chuáng</i>	n	bed
5	洗澡	<i>xǐ zǎo</i>	vo	to take a bath/shower
6	早饭	<i>zǎofàn</i>	n	breakfast
7	一边	<i>yìbiān</i>	adv	simultaneously, at the same time [See Grammar 3.]
8	教室	<i>jiàoshì</i>	n	classroom
9	发音	<i>fāyīn</i>	n	pronunciation
10	新	<i>xīn</i>	adj	new
11	电脑	<i>diànnǎo</i>	n	computer
	脑	<i>nǎo</i>	n	brain
12	中午	<i>zhōngwǔ</i>	t	noon
13	餐厅	<i>cāntīng</i>	n	dining room, cafeteria
14	午饭	<i>wǔfàn</i>	n	lunch, midday meal
15	上网	<i>shàng wǎng</i>	vo	to go online, to surf the internet
16	宿舍	<i>sùshè</i>	n	dormitory
17	那儿	<i>nàr</i>	pr	there
18	正在	<i>zhèngzài</i>	adv	in the middle of (doing something) [See Grammar 7.]

Street food in China ranges from steamed buns to scallion pancakes. Based on the character with the smiley face, determine whether this food truck serves breakfast, lunch, or dinner.

GET Real
WITH CHINESE



No.	Word	Pinyin	Part of Speech	Definition
19	以前	yǐqián	t	before
20	告诉	gàosu	v	to tell
21	已经	yǐjīng	adv	already
22	知道	zhīdao	v	to know

你和朋友在哪儿见面?

Nǐ hé péngyǒu zài nǎ'èr jiànmiàn?
Where do you meet your friends?



我们在 _____ 见面。
Wǒmen zài _____ jiànmiàn.

How About You?

See index for corresponding vocabulary or research another term.

1

The position of time-when expressions

Time-when expressions come before the verb. They often appear after the subject, but sometimes precede the subject under certain conditions. In this lesson, we focus on practicing time-when expressions positioned after the subject.

A 我们十点上课。

Wǒmen shí diǎn shàng kè.

We start class at ten.

B 我们几点去?

Wǒmen jǐ diǎn qù?

What time are we going?

C 你什么时候睡觉?

Nǐ shénme shíhou shuì jiào?

When do you go to bed?

D 他明天上午八点来。

Tā míngtiān shàngwǔ bā diǎn lái.

He will come at eight tomorrow morning.

EXERCISES

Form two new sentences by inserting time-when expressions where appropriate. Use exercise 1 as an example.

- 1 王朋去学校看书。 昨天晚上七点
→ 王朋昨天晚上七点去学校看书了。
- 2 李友去高文中家玩儿。 上个星期六
- 3 常老师要去中国开会。 下个月



More exercises

The adverb 就 (jiù) connects two verbs or verb phrases to indicate that the second action happens as soon as the first one is completed. [See also Grammar 3, Lesson 7.]

A 他今天早上起床以后就听中文录音了。

Tā jīntiān zǎoshang qǐ chuáng yǐhòu jiù tīng Zhōngwén lùyīn le.

He listened to the Chinese audio right after he got up this morning.

B 王朋看了电视以后就去睡觉了。

Wáng Péng kàn le diànshì yǐhòu jiù qù shuì jiào le.

Wang Peng went to bed right after watching TV.

C 我做了功课以后就去朋友家玩儿。

Wǒ zuò le gōngkè yǐhòu jiù qù péngyou jiā wánr.

I will go to my friend's place right after I finish my homework.

EXERCISES

Link the two actions to form a sentence, inserting 就 where appropriate. Use exercise 1 as an example.

- | | | |
|---|----------------|-------|
| 1 | 常老师起床以后 | 去洗澡 |
| | → 常老师起床以后就去洗澡。 | |
| 2 | 李友吃了晚饭 | 去找人打球 |
| 3 | 小王给他弟弟打了电话 | 去学校上课 |



More exercises

Describing simultaneity using

一边…一边… (yìbiān ... yìbiān ...)

This structure describes two simultaneous actions. Typically, the first action is the principal one, which begins before the second, accompanying action.

A 我们一边吃晚饭，一边练习说中文。

Wǒmen yìbiān chī wǎnfàn, yìbiān liànxí shuō Zhōngwén.

We practiced speaking Chinese while having dinner.

B 他常常一边吃饭一边看电视。

Tā chángcháng yìbiān chī fàn yìbiān kàn diànshì.

He often eats and watches TV at the same time.

C 我一边洗澡一边唱歌。

Wǒ yìbiān xǐ zǎo, yìbiān chàng gē.

I sang while I was showering.

D 我妹妹喜欢一边看书一边听音乐。

Wǒ mèimei xǐhuan yìbiān kàn shū, yìbiān tīng yīnyuè.

My younger sister likes to listen to music while she reads.

EXERCISES

Form sentences to indicate the simultaneity of the two actions by inserting 一边…一边… where appropriate. Use exercise 1 as an example.

- 1 高小音 看书 听音乐
→ 高小音一边看书，一边听音乐。
- 2 王朋和朋友 看球 聊天儿
- 3 白老师 看电影 喝可乐



More exercises

Some verbs and verb phrases can be used in succession to represent a series of actions. Their sequential order usually coincides with the temporal order of the actions.

A 他常常去高小音家吃饭。

Tā chángcháng qù Gāo Xiǎoyīn jiā chī fàn.

He often goes to eat at Gao Xiaoyin's place.

B 下午我要到图书馆去看书。

Xiàwǔ wǒ yào dào túshūguǎn qù kàn shū.

This afternoon, I will go to the library to read.

C 我明天想找同学去打球。

Wǒ míngtiān xiǎng zhǎo tóngxué qù dǎ qiú.

I'd like to find some classmates to play ball with tomorrow.

D 你明天来我家吃晚饭吧。

Nǐ míngtiān lái wǒ jiā chī wǎnfàn ba.

Come and have dinner at my house tomorrow.

EXERCISES

Answer the questions by adding the given verb phrase where appropriate. Use exercise 1 as an example.

- 1 Q: 小王今天去哪儿吃晚饭? 去朋友家
→ A: 他今天去朋友家吃晚饭。
- 2 Q: 周末我们去哪儿打球? 去学校
- 3 Q: 小白在哪儿上网? 在家



More exercises

The particle 了 (le) (II)

If a statement enumerates a series of realized actions or events, 了 (le) usually appears at the end of the series rather than after each verb. [See also Grammar 5, Lesson 5, and Grammar 2, Lesson 1, Volume 2.]

A

昨天第一节课是中文。老师教我们发音、生词和语法，也教我们写字，还给了我们一篇新课文。那篇课文很有意思。

Zuótiān dì yī jié kè shì Zhōngwén. Lǎoshī jiāo wǒmen fāyīn, shēngcí hé yǔfǎ, yě jiāo wǒmen xiě zì, hái gěi le wǒmen yì piān xīn kèwén. Nà piān kèwén hěn yǒu yìsi.

Yesterday, the first class was Chinese. Our teacher taught us pronunciation, vocabulary, and grammar. She also taught us how to write characters and gave us a new text. That text was very interesting.

The particle 的 (de) (III)

When a disyllabic or polysyllabic adjective modifies a noun, the particle 的 (de) is usually inserted between the adjective and the noun.

A

漂亮的学校 容易的汉字 有意思的电影

piàoliang de xuéxiào

róngyì de Hànzì

yǒu yìsi de diànyǐng

beautiful school

easy character

interesting movie

However, with monosyllabic adjectives, 的 (de) is generally not required.

B

新课文 新电脑 大教室 好老师

xīn kèwén

xīn diànnǎo

dà jiàoshì

hǎo lǎoshī

new text

new computer

big classroom

good teacher

If the adjective is preceded by 很 (hěn), however, 的 (de) cannot be dropped, e. g., 很大的教室 (hěn dà de jiàoshì) (very big classroom), 很好的老师 (hěn hǎo de lǎoshī) (very good teacher).

The 正在 (zhèngzài) v structure (be doing . . .) denotes an ongoing or progressive action at a certain point of time. It is more emphatic than 在 (zài), which can serve the same function.

- A** Q: 李友，你在做什么？
Lǐ Yǒu, nǐ zài zuò shénme?
 Li You, what are you doing?
- A: 我在练习写汉字。
Wǒ zài liànxí xiě Hànzì.
 I'm practicing writing Chinese characters.
- B** 我们现在正在上课，你别打电话。
Wǒmen xiànzài zhèngzài shàng kè, nǐ bié dǎ diànhuà.
 We are in class right now. Don't make phone calls.
- C** 我昨天到他宿舍的时候，他正在练习发音。
Wǒ zuótiān dào tā sùshè de shíhòu, tā zhèngzài liànxí fāyīn.
 When I got to his dorm yesterday, he was in the middle of practicing pronunciation.
- D** Q: 你知道不知道王老师在哪儿？
Nǐ zhīdao bù zhīdao Wáng lǎoshī zài nǎr?
 Do you know where Teacher Wang is?
- A: 他正在办公室开会。
Tā zhèngzài bàngōngshì kāi huì.
 He is having a meeting in his office.

EXERCISES

Join the two sentences by inserting the “...的时候，...正在...” construction where appropriate. Use exercise 1 as an example.

- 王朋给我打电话。 我做功课。
 → 王朋给我打电话的时候，我正在做功课。
- 我打电话回家。 爸爸妈妈吃晚饭。
- 我到她宿舍。 她上网。



More exercises

A

What a day!

PRESENTATIONAL

Describe Little Gao's schedule using appropriate time expressions, e.g.:



小高早上八点起床。

Xiǎo Gāo zǎoshang bā diǎn qǐ chuáng.

MON 29	TUE 30	WED 31	THU 01	FRI 02	SAT 03	SUN 04	8.00 AM		
MON 05	TUE 06	WED 07	THU 08	FRI 09	SAT 10	SUN 11	8.30 AM		
MON 12	TUE 13	WED 14	THU 15	FRI 16	SAT 17	SUN 18	9.15 AM		
MON 19	TUE 20	WED 21	THU 22	FRI 23	SAT 24	SUN 25	12.00 PM		

B

Multitasking

INTERPERSONAL

Using the images below, practice how to describe two simultaneous actions by inserting 一边... 一边... (yìbiān ... yìbiān ...) where appropriate. Then ask if your partner multitasks, e.g.:



他们一边喝茶，一边聊天儿。

Tāmen yìbiān hē chá, yìbiān liáo tiānr.

你也常常和朋友一边喝茶，一边聊天吗？

Nǐ yě chángcháng hé péngyou yìbiān hē chá, yìbiān liáo tiānr ma?



Determine the logical sequence of the actions and fill in the blanks with appropriate locations or personal names. Then rearrange the phrases into complete sentences, e.g.:

王朋 去玩 (儿) 到_____家

Wáng Péng qù wán (r) dào_____jiā

王朋到高小音家去玩 (儿) 。

Wáng Péng dào Gāo Xiǎoyīn jiā qù wán(r).

1 到_____去

dào _____qù

高文中

Gāo Wénzhōng

问老师问题

wèn lǎoshī wèntí

2 打球

dǎ qiú

王朋

Wáng Péng

找_____

zhǎo _____

3 找同学聊天

zhǎo tóngxué liáo tiān

去_____

qù _____

小白

Xiǎo Bái

4 教她怎么写汉字 李友

jiāo tā zěnmē xiě Hànzì

Lǐ Yǒu

请_____

qǐng _____

Based on your class schedule, tell the class how you would organize classes on pronunciation, vocabulary, grammar, Chinese characters, and the lesson texts if you were the teacher, e.g.:

我星期一教大家生词，星期二教大家语法，……

Wǒ xīngqīyī jiāo dàjiā shēngcí, xīngqīèr jiāo dàjiā yǔfǎ, ...

Which topics do students have the most questions about?

学生常常问老师发音的问题。

Xuéshēng chángcháng wèn lǎoshī fāyīn de wèntí.

E

Keeping tabs

INTERPERSONAL

In pairs, form a question-and-answer about what people are doing based on the images below. Use 正在 (zhèngzài), e.g.:



Q: 他正在做什么?

Tā zhèngzài zuò shénme?

A: 他正在睡觉。

Tā zhèngzài shuì jiào.



E

Business as usual

INTERPERSONAL

In pairs, form a question-and-answer about your partner's daily routines, e.g.:

Q: 你平常几点起床?

Nǐ píngcháng jǐ diǎn qǐ chuáng?

A: 我平常八点起床。

Wǒ píngcháng bā diǎn qǐ chuáng.

你平常几点吃早饭/去上课/吃午饭/吃晚饭?

Nǐ píngcháng jǐ diǎn chī zǎofàn/qù shàng kè/chī wǔfàn/chī wǎnfàn?

你平常什么时候洗澡?

Nǐ píngcháng shénme shíhou xǐ zǎo?

你(是)起床以后还是睡觉以前洗澡?

Nǐ (shì) qǐ chuáng yǐhòu háishi shuì jiào yǐqián xǐ zǎo?

G

INTERPRETIVE

Character development

PRESENTATIONAL

Present a day in the life of a fictional character from a screenplay or novel you'd like to write, e.g.:

王文早上九点起床, 吃了早饭以后就去上课, ……
下午两点去找同学打球, ……

Wáng Wén zǎoshang jiǔ diǎn qǐ chuáng, chī le zǎofàn yǐhòu jiù qù shàng kè, . . .

Xiàwǔ liǎng diǎn qù zhāo tóngxué dǎ qiú, . . .

Then quiz the class about your character's day, e.g.:

王文吃了午饭以后做什么？

Wáng Wén chī le wǔfàn yǐhòu zuò shénme?

王文练习了中文以后做什么？

Wáng Wén liànxí le Zhōngwén yǐhòu zuò shénme?

王文跟朋友打了球以后做什么？

Wáng Wén gēn péngyou dǎ le qiú yǐhòu zuò shénme?

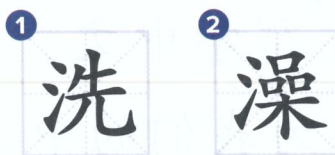
What do the characters mean?

What is the common radical?

What does the radical mean?

How does the radical relate to the overall meaning of the characters?

Characterize it!



More characters

Chinese Chat

Your friend is texting you through Facebook Messenger about when to hang out. How would you reply?



Writing to a Friend

Letter



Audio



Video

一封信

这是李友给高小音的一封信。

小音：

你好！好久不见，最近怎么样？

这个学期我很忙，除了专业课以外，还得学中文。我们的中文课很有意思。因为我们的中文老师只会说中文，不会说英文，所以上课的时候我们只说中文，不说英文。开始我觉得很难，后来，王朋常常帮我练习中文，就觉得不难了。

你喜欢听音乐吗？下个星期六，我们学校有一个音乐会，希望你能来。我用中文写信写得很不好，请别笑我。祝好！

你的朋友

李友

十一月十八日



Yì fēng xìn

Zhè shì Lǐ Yǒu gēi Gāo Xiǎoyīn de yì fēng xìn.

Xiǎoyīn:

Nǐ hǎo! Hǎo jiù bú jiàn, zuìjìn zěnmeyàng?

Zhè ge xuéqī wǒ hěn máng, chūle zhuānyè kè yǐwài, hái^a děi xué Zhōngwén. Wǒmen de Zhōngwén kè hěn yǒu yìsi. Yīnwèi wǒmen de Zhōngwén lǎoshī zhǐ huì⁹ shuō Zhōngwén, bú huì shuō Yīngwén, suǒyǐ shàng kè de shíhou wǒmen zhǐ shuō Zhōngwén, bù shuō Yīngwén. Kāishǐ wǒ juéde hěn nán, hòulái^a, Wáng Péng chángcháng bāng wǒ liànxí Zhōngwén, jiù¹⁰ juéde bù nán le^b.

Nǐ xǐhuan tīng yīnyuè ma? Xià ge xīngqīliù, wǒmen xuéxiào yǒu yí ge yīnyuèhuì, xīwàng nǐ néng⁹ lái. Wǒ yòng Zhōngwén xiě xìn xiě de hěn bù hǎo, qǐng bié xiào wǒ. Zhù

Hǎo!

Nǐ de péngyou

Lǐ Yǒu

Shíyīyuè shíbā rì

Language Notes

a 后来 (hòulái)

This is usually translated as “later,” but it pertains only to actions and situations in the unspecified past.

b 了 (le)

This sentence-final particle usually indicates a change in status or the realization of a new situation. [See also Grammar 2, Lesson 1, Volume 2.]

Vocabulary



Audio



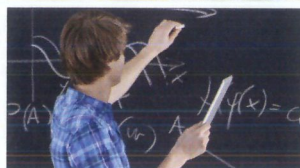
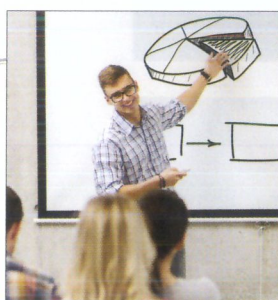
Flashcards

No.	Word	Pinyin	Part of Speech	Definition
1	封	fēng	m	(measure word for letters)
2	信	xìn	n	letter (correspondence)
3	最近	zuìjìn	t	recently
	最	zuì	adv	(of superlative degree, most, -est)
	近	jìn	adj	close, near
4	学期	xuéqī	n	school term, semester, quarter
5	除了...以外	chúle... yǐwài	conj	in addition to, besides [See Grammar 8.]
6	专业	zhuānyè	n	major (in college), specialty
7	会	huì	mv	can, know how to [See Grammar 9.]
8	后来	hòulái	t	later
9	音乐会	yīnyuèhuì	n	concert
10	希望	xīwàng	v/n	to hope; hope [See Grammar 9.]
11	能	néng	mv	can, to be able to [See Grammar 9.]
12	用	yòng	v	to use
13	笑	xiào	v	to laugh at, to laugh, to smile
14	祝	zhù	v	to wish (well)

你的专业是什么?

Nǐ de zhuānyè shì shénme?

What's your major?



我的专业是_____。

Wǒ de zhuānyè shì _____。

How About You?

See index for corresponding vocabulary or research another term.

8

Indicating inclusiveness: 除了...以外, 还/也...

(*chúle ... yǐwài, hái/ yě ...*) (in addition to, also)

除了... 以外 (*chúle ... yǐwài*) means “apart from” or “in addition to.” When followed by 还... (*hái ...*) (also, too, as well) or 也 (*yě*) (too, also), it indicates inclusiveness of the content inserted between 除了 (*chúle*) and 以外 (*yǐwài*).

A 我除了学专业课以外, 还学中文。

Wǒ chúle xué zhuānyè kè yǐwài, hái xué Zhōngwén.

Besides the courses in my major, I also take Chinese.

B 上个周末我们除了看电影以外, 还听音乐了。

Shàng ge zhōumò wǒmen chúle kàn diànyǐng yǐwài, hái tīng yīnyuè le.

Last weekend, besides seeing a movie, we also listened to music.

C 他除了喜欢听音乐以外, 还喜欢打球。

Tā chúle xǐhuan tīng yīnyuè yǐwài, hái xǐhuan dǎ qiú.

In addition to listening to music, he also likes to play ball.

The activities in (A), (B), and (C) are performed by the same subject. If activities are done by different subjects, the adverb 也 has to be used. In these cases, the first subject follows 除了, and the second subject precedes 也, as in (D).

D 除了小王以外, 小李也喜欢唱歌、跳舞。

Chúle Xiǎo Wáng yǐwài, Xiǎo Lǐ yě xǐhuan chàng gē, tiào wǔ.

Like Little Wang, Little Li also enjoys singing and dancing.

EXERCISES

Join the two sentences to indicate inclusiveness by inserting 除了... 以外, 还/也... where appropriate. Use exercise 1 as an example.

- 她这个学期学中文。她这个学期学日文。
→ 她这个学期除了学中文以外, 还学日文。



More exercises

- 2 王朋今天晚上想看球。王朋今天晚上想上网。
3 李友周末想看电影。白英爱周末想看电影。

9

Comparing 能 (néng) and 会 (huì) (II)

Both 能 (néng) and 会 (huì) have several meanings. The basic meaning of 能 (néng) is “to be capable of (doing something),” as in (A). It can also indicate the viability of an action, as in (B) and (C). Additional meanings will be introduced in later lessons. 会 (huì), as used in (D), (E), and (F), means having acquired the skill to do something through learning.

A 我能喝十杯咖啡。

Wǒ néng hē shí bēi kāfēi.

I can drink ten cups of coffee.

B 今天下午我要开会，不能去听音乐会。

Jīntiān xiàwǔ wǒ yào kāi huì, bù néng qù tīng yīnyuèhuì.

I have a meeting this afternoon. I cannot go to the concert.

C 我们不能在图书馆聊天儿。

Wǒmen bù néng zài túshūguǎn liáo tiānr.

We cannot chat in the library.

D 李友会说中文。

Lǐ Yǒu huì shuō Zhōngwén.

Li You can speak Chinese.

E 小白会唱很多美国歌。

Xiǎo Bái huì chàng hěn duō Měiguó gē.

Little Bai can sing many American songs.

F 我不会打球，请你教我。

Wǒ bù huì dǎ qiú, qǐng nǐ jiāo wǒ.

I don't know how to play ball. Please teach me how.

EXERCISES

In pairs, ask about your partner's capabilities or availability by inserting 会 or 能 when appropriate.

- 1 Q: 你_____用中文写信吗? A: 我_____。
- 2 Q: 明天考试, 今天晚上你_____去看电影吗?
A: 我_____。



More exercises

10

The conjunctions 要是 (yàoshi) and 因为 (yīnwèi) and the adverb 就 (jiù) (III)

In this structure, the first clause conveys a condition or reason while the second clause denotes the result or conclusion. The adverb 就 (jiù) indicates the close relationship between the two. The relationship is often causal, as in (A) and (B), or conditional, as in (C) and (D).

A

(因为) 小高喜欢吃中国菜, (所以) 我们就吃中国菜。

(Yīnwèi) Xiǎo Gāo xǐhuan chī Zhōngguó cài, (suǒyǐ) wǒmen jiù chī Zhōngguó cài.

Little Gao prefers Chinese food, so we went for Chinese food.

B

(因为) 小王的专业是中文, (所以) 我就请他教我怎么说中文。

(Yīnwèi) Xiǎo Wáng de zhuānyè shì Zhōngwén, (suǒyǐ) wǒ jiù qǐng tā jiāo wǒ zěnmē shuō Zhōngwén.

Little Wang's major is Chinese, so I asked him to teach me how to speak Chinese.

C

要是同学帮我复习, 我考试就考得很好。

Yàoshi tóngxué bāng wǒ fùxí, wǒ kǎoshì jiù kǎo de hěn hǎo.

If my classmates help me review, I do very well on my tests.

D

要是你不能来, 我就去你那儿。

Yàoshi nǐ bù néng lái, wǒ jiù qù nǐ nàr.

If you can't come over, I will go to your place.

E

写汉字，开始觉得很难，（要是）常常练习，就觉得容易了。

Xiě Hànzì, kāishǐ juéde hěn nán, (yàoshi) chángcháng liànxí, jiù juéde róngyì le.

Learning to write Chinese characters might be very difficult at first. It becomes easier with practice.



EXERCISES

Join the sentences to indicate the close relationship between two actions or situations. Use exercise 1 as an example.

- 1 你喜欢看美国电影。我们看美国电影。
→ 你喜欢看美国电影，我们就看美国电影。
- 2 你不喜欢吃中国菜。我们不吃中国菜。
- 3 你不会用中文跟他聊天。你用英文跟他聊天。

**GET
Real**
WITH CHINESE

Upon enrollment, Chinese university students are given a basic ID card (学生卡) (*xuéshēngkǎ*) and a more detailed ID book (学生证) (*xuéshēngzhèng*). Based on her ID book, describe this student as best you can.



H

In addition

INTERPERSONAL

In pairs, ask each other these questions using 除了…以外, 还… (chúle... yǐwài, hái...):

1 你今天除了上中文课以外, 还上什么课?

Nǐ jīntiān chúle shàng Zhōngwén kè yǐwài, hái shàng shénme kè?

2 你们上中文课除了练习语法以外, 还做什么?

Wǒmen shàng Zhōngwén kè chúle liànxí yǔfǎ yǐwài, hái zuò shénme?

3 你除了会说中文以外, 还会说什么话?

Nǐ chúle huì shuō Zhōngwén yǐwài, hái huì shuō shénme huà?

I

Ends and means

INTERPERSONAL

In pairs, form a question-and-answer about what tools people use to perform certain actions.

Use 用 (yòng), e.g.:

上网 ◇ 电脑

shàng wǎng ◇ diànnǎo

Q: 你用什么上网?

Nǐ yòng shénme shàng wǎng?

A: 我用电脑上网。

Wǒ yòng diànnǎo shàng wǎng.

1 做功课 ◇ 笔

zuò gōngkè ◇ bǐ

2 练习发音 ◇ 电脑

liànxí fāyīn ◇ diànnǎo

3 喝茶 ◇ 咖啡杯

hē chá ◇ kāfēi bēi

4 写日记 ◇ 中文

xiě rìjì ◇ Zhōngwén

5 看电影 ◇ 电脑

kàn diànyǐng ◇ diànnǎo

J

Get personal

INTERPERSONAL

Survey your classmates about how they write letters and diary entries.

你写信吗?

Nǐ xiě xìn ma?

你常常给谁写信?

Nǐ chángcháng gěi shéi xiě xìn?

你会用电脑写信吗?

Nǐ huì yòng diànnǎo xiě xìn ma?

你写日记吗?

Nǐ xiě rìjì ma?

你用中文写日记还是用英文写日记?

Nǐ yòng Zhōngwén xiě rìjì háishi yòng yīngwén xiě rìjì?

What do the characters mean?

What is the common radical?

What does the radical mean?

How does the radical relate to the overall meaning of the characters?

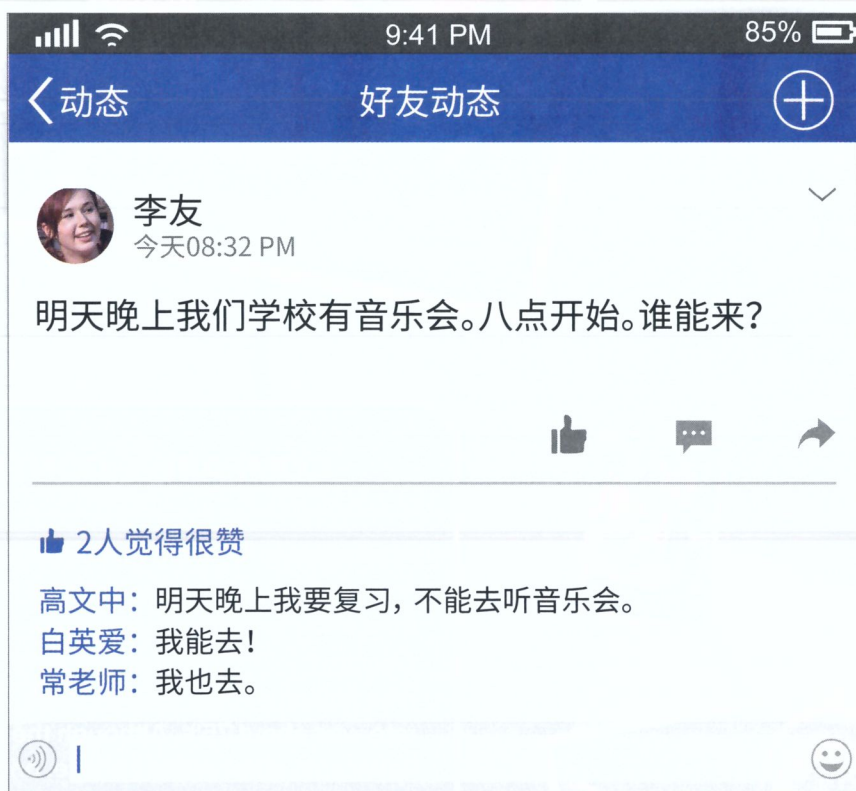
Characterize it!



More characters

Chinese Chat

Li You just published a post on Qzone (QQ空间) (QQ kōngjiān), a Chinese social networking site. What comment would you leave?



CULTURAL LITERACY



Continue
to explore

Semesters

Colleges and universities in both Mainland China and Taiwan are on the semester system. Typically, the fall semester starts in late August or early September, and ends in mid-January. The winter break lasts about a month. Since the Chinese New Year usually falls in late January or early February, college students can take advantage of the break to go home and celebrate the most important holiday of the year with their families. The spring semester starts around mid-February and lasts until early July. A semester at a Chinese college is about three weeks longer than a typical American college semester.



COMPARE & CONTRAST

Applicants to Chinese universities and colleges are required to take the National Higher Education Entrance Examination, also known as *Gaokao* (高考) (*gāo kǎo*). In 2015, more than nine million people took the test. The admission rate was about 75%. Although the majority of applicants make it into college, only those with the highest scores are admitted into a **一本大学** (*yī běn dàxué*) (first-tier university). Others go to a **二本大学** (*èr běn dàxué*) (second-tier university), **三本大学** (*sān běn dàxué*) (third-tier university), or higher vocational college. Compare *Gaokao* and the equivalent standardized test in your own country, and discuss the advantages and disadvantages of different college admission processes.



信

90564
相



Yours truly

The traditional way to end a formal letter is to use the closing 祝好 (zhù hǎo) (I wish you well), with the character 祝 (zhù) (to wish) following the final sentence of the letter and the character 好 (hǎo) at the very beginning of the next line.

However, it is now more common to keep the two characters 祝好 (zhù hǎo) unseparated. With the advent of new technology like social media, formal writing conventions (including salutations and sign-offs) are changing rapidly.



Lesson Wrap-Up

Make It Flow!

Rearrange the following sentences into chronological order. Then combine them into a coherent narrative. Remember to avoid repeating the same nouns by replacing them with pronouns where appropriate. Use **一边... 一边...** (*yìbiān ... yìbiān ...*), **除了... 以外, 还...** (*chúle ... yíwài, hái ...*) where appropriate.

- _____ 李友早上7点起床。
- _____ 李友吃早饭的时候听录音。
- _____ 李友上午有中文课。
- _____ 1 李友今天很忙。
- _____ 李友下午3点去图书馆上网。
- _____ 李友晚上8点半和王朋一起练习说中文。
- _____ 李友11点半才睡觉。
- _____ 李友7点半吃早饭。
- _____ 李友5点半吃晚饭。
- _____ 李友上午有三节课。
- _____ 李友4点去打球。
- _____ 李友上午还有电脑课。

Blog

Using the diary format, post a blog entry describing your day.

Email

Write an email describing your Chinese teacher and outlining why he/she should be nominated for a teaching award. Use formal letter-writing conventions.

Can-Do Check List



I can

Before proceeding to Lesson 9, make sure you can complete the following tasks in Chinese:

- ▣ Narrate my daily routine at school
- ▣ Update a friend on recent activities
- ▣ Write a simple diary entry or blog post using appropriate conventions
- ▣ Write a brief letter or formal email using appropriate conventions

买东西

Mǎi dōngxi

SHOPPING

Learning Objectives

In this lesson, you will learn to:

- Describe the color, size, and price of a purchase
- Recognize Chinese currency
- Pay in cash or with a credit card
- Determine the proper change you should receive
- Ask for merchandise in a different size or color
- Exchange merchandise

Relate & Get Ready

In your own culture/community:

- Do people haggle over prices in stores?
- Can merchandise be returned or exchanged?
- Do people typically pay for their purchases with cash?

Shopping for Clothes

Dialogue 1

李友在商店买东西，售货员问她……




Audio



Video

 小姐，您要¹买什么衣服？

 我想买一件²衬衫。

 您喜欢什么颜色的³，黄的还是红的？

 我喜欢穿^a红的。我还想买一条²裤子^b。

 多⁴大的？大号的、中号的、还是小号的？


 中号的。不要太贵的，也不要太便宜^c的。

 这条裤子怎么样？

 颜色很好。如果长短合适的话，我就买。


 您试一下。

Li You checks the size on the label and measures the pants against her legs.

 不用试。可以。

 这件衬衫呢？

 也不错。一共多少钱？

 衬衫二十一^a块五，裤子三十二^b块九毛九，
一共是五十四^c块四毛九⁵分。

 好，这是一百块钱。

 找您四十五^a块五毛一。

 谢谢。



Lǐ Yǒu zài shāngdiàn mǎi dōngxī, shòuhuòyuán wèn tā . . .



Xiǎojiě, nín yào¹ mǎi shénme yīfú?



Wǒ xiǎng mǎi yī jiàn² chènshān.



Nín xǐhuan shénme yánsè de³, huáng de hái shì hóng de?



Wǒ xǐhuan chuān^a hóng de. Wǒ hái xiǎng mǎi yī tiáo² kùzi^b.



Duō⁴ dà de? Dà hào de, zhōng hào de, hái shì xiǎo hào de?



Zhōng hào de. Bú yào tài guì de, yě bú yào tài piányi^c de.



Zhè tiáo kùzi zěnmeyàng?



Yánsè hěn hǎo, rúguǒ chángduǎn héshì de huà, wǒ jiù mǎi.



Nín shì yí xia.

Li You checks the size on the label and measures the pants against her legs.



Búyòng shì, kěyǐ.



Zhè jiàn chènshān ne?



Yě búcuò. Yígòng duōshao qián?



Chènshān èrshíyī kuài⁵ wǔ, kùzi sānshíèr kuài jiù máo jiǔ, yígòng shì wǔshíwǔ kuài sì máo jiǔ fēn⁵.



Hǎo, zhè shì yībǎi kuài qián.



Zhǎo nín sìshíwǔ kuài wǔ máo yī.



Xièxie.

Language Notes

a 穿 (chuān)

Note that this verb can mean both “to wear” and “to put on.” However, for most accessories, 戴 (dài) (to wear, to put on) is used instead.

b 一条裤子 (yī tiáo kùzi)

In Chinese, a pair of pants is considered a single piece of clothing. Hence, it is 一条裤子 (yī tiáo kùzi) (lit. a trouser) instead of ❌ 一双裤子 (yī shuāng kùzi) (lit. a pair of trousers).

c 便宜 (piányi)

The first character of 便宜 (piányi) (inexpensive) is pronounced “pián.” But in 方便 (fāngbiàn) (convenient), the same character is pronounced “biàn.” Sometimes the same character can have different pronunciations that carry different meanings. Other examples include 乐 (yuè or lè) and 觉 (jué or jiào): 音乐 (yīnyuè) (music), 可乐 (kělè) (cola), 觉得 (juéde) (to feel), and 睡觉 (shuì jiào) (to sleep).

Vocabulary



Audio



Flashcards

No.	Word	Pinyin	Part of Speech	Definition
1	商店	shāngdiàn	n	store, shop
2	买	mǎi	v	to buy
3	东西	dōngxi	n	things, objects
4	售货员	shòuhuòyuán	n	shop assistant, salesclerk
5	衣服	yīfu	n	clothes
6	件	jiàn	m	(measure word for shirts, dresses, jackets, coats, etc.)
7	衬衫	chènshān	n	shirt
8	颜色	yánsè	n	color
9	黄	huáng	adj	yellow
10	红	hóng	adj	red
11	穿	chuān	v	to wear, to put on
12	裤子	kùzi	n	pants
13	号	hào	n	size
14	中	zhōng	adj	medium, middle
15	便宜	piányi	adj	cheap, inexpensive
16	如果	rúguǒ	conj	if
	的话	de huà		
17	长短	chángduǎn	n	length
	长	cháng	adj	long
	短	duǎn	adj	short
18	合适	héshì	adj	suitable
19	试	shì	v	to try
20	不用	bùyòng		need not
21	一共	yíòng	adv	altogether
22	多少	duōshao	qpr	how much/many

You are wandering the Shilin Night Market in Taipei and come across this vendor selling imagawayaki (车轮饼) (chēlúnbing). How many can you buy with 100 yuan?

**GET
Real
WITH CHINESE**

No.	Word	Pinyin	Part of Speech	Definition
23	钱	qián	n	money
24	块	kuài	m	(measure word for the basic Chinese monetary unit [equivalent of a dollar])
25	毛	máo	m	(measure word for 1/10 of a kuai [equivalent of a dime])
26	分	fēn	m	(measure word for 1/100 of a kuai [equivalent of a cent])
27	百	bǎi	nu	hundred
28	找 (钱)	zhǎo (qián)	v(o)	to give change

您要买什么衣服?

Nín yào mǎi shénme yīfu?
What would you like to buy?



我想买 _____。

Wǒ xiǎng mǎi _____。

See index for corresponding vocabulary or research another term.

How About You?

1

The modal verb 要 (yào) (want to do) (II)

要 (yào) can also mean “to desire to do something.” [See also Grammar 2, Lesson 6.]

A 明天是周末，你要做什么？

Míngtiān shì zhōumò, nǐ yào zuò shénme?

Tomorrow is the weekend. What do you want to do?

B 我要去图书馆看书，你去不去？

Wǒ yào qù túshūguǎn kàn shū, nǐ qù bu qù?

I want to go to the library to read. Do you want to come?

C 我要喝可乐，他要喝茶。

Wǒ yào hē kělè, tā yào hē chá.

I want to drink cola. He wants to drink tea.

To negate it, use 不想 (*bù xiǎng*).

D 我不想去图书馆。

Wǒ bù xiǎng qù túshūguǎn.

I don't want to go to the library.

E 今天我不想做功课。

Jīntiān wǒ bù xiǎng zuò gōngkè.

I don't want to do my homework today.

Both of the modal verbs 想 (*xiǎng*) and 要 (*yào*) can express a desire or an intention, but 要 (*yào*) carries a stronger tone.

EXERCISES

Answer the following questions using 要 where appropriate.

- 李友要去商店买什么？
- 你这个周末要做什么？



More exercises

These are useful “measure word + noun” combinations. [See also Grammar 2, Lesson 2.]

Word	Pinyin	Definition
一个人	yí ge rén	a person
一位先生	yí wèi xiānsheng	a gentleman
一杯茶	yì bēi chá	a cup of tea
一瓶可乐	yì píng kělè	a bottle of cola
一枝笔	yì zhī bǐ	a pen
一张纸	yì zhāng zhǐ	a piece of paper
一节课	yì jié kè	a class period
一篇课文	yì piān kèwén	the text of a lesson
一件衬衫	yì jiàn chènshān	a shirt
一条裤子	yì tiáo kùzi	a pair of pants
一双鞋	yì shuāng xié	a pair of shoes [See Dialogue 2.]
一块钱	yì kuài qián	one yuan
一毛钱	yì máo qián	one mao (1/10 of a yuan)
一分钱	yì fēn qián	one fen (1/100 of a yuan)
一本书	yì běn shū	a book
一只鞋	yì zhī xié	a shoe (one of a pair) [See also “a pair of shoes,” above.]

EXERCISES

Fill in the blanks with the proper measure words.

- 1 两 _____ 咖啡
- 2 三 _____ 衬衫



More
exercises

We have a 的 (de) structure when a noun, a pronoun, an adjective, or a verb is followed by the structural particle 的 (de). Grammatically, a 的 (de) structure is equivalent to a noun, e.g., 老师的 (lǎoshī de) (the teacher's), 我的 (wǒ de) (mine), 大的 (dà de) (the big one), 吃的 (chī de) (things to eat). [See also Grammar 8, Lesson 7.]

EXERCISES

Answer the following questions using the 的 structure where appropriate.

- 1 你的衬衫是大号的、中号的还是小号的?
- 2 你爸爸喜欢穿什么颜色的裤子?



More exercises

The adverb 多 (duō) is often used in questions asking about degree or extent. The adjectives that follow 多 (duō) typically suggest an expansive quality, such as 大 (dà) (big), as in (A) and (B), and 高 (gāo) (tall, high), as in (C). Note that words that denote a diminutive quality, such as 小 (xiǎo) (small, little) and 矮 (ǎi) (short), are not used in this construction.

A 你今年多大? [See Lesson 3.]

Nǐ jīnnián duō dà?

How old are you this year?

B 你穿多大的衣服?

Nǐ chuān duō dà de yīfu?

What size clothes do you wear?

C 你弟弟多高?

Nǐ dìdì duō gāo?

How tall is your younger brother?

EXERCISES

Form questions asking about degree or extent by inserting 多 where appropriate.

- 1 高文中 高
- 2 你弟弟 大



More exercises

The denominations of Chinese currency are as follows.

Usage	Unit of Currency	1/10 of a Unit	1/100 of a Unit
Standard ^a	元 (yuán)	角 (jiǎo)	分 (fēn)
Colloquial	块 (kuài)	毛 (máo)	分 (fēn)

^aStore prices are typically listed in 元 (yuán) and 角 (jiǎo).

In colloquial speech, ¥5.99 is 五块九毛九分钱 (wǔ kuài jiǔ máo jiǔ fēn qián). In conversation, abbreviated forms are also used, e.g., 五块九毛九分 (omitting 钱 [qián] [money]) and 五块九毛九 (omitting 钱 [qián] and the last unit). If 钱 (qián) is included, the preceding measure (e.g., 分 [fēn]) must also be included. ❌ 五块九毛九钱.

One or more zeroes occurring internally in a complex number are read as 〇 (líng) (zero). To avoid ambiguity, 毛 (máo) and 分 (fēn) must be retained, as in (D) or (E).

- | | |
|---|--|
| <p>A 八块五毛五 (分) (钱)</p> <p><i>bā kuài wǔ máo wǔ (fēn) (qián)</i></p> <p>¥8.55</p> | <p>D 一百块〇三毛 (钱)</p> <p><i>yībǎi kuài líng sān máo (qián)</i></p> <p>¥100.30</p> |
| <p>B 十五块三 (毛) (钱)</p> <p><i>shíwǔ kuài sān (máo) (qián)</i></p> <p>¥15.30</p> | <p>E 一百块〇三分 (钱)</p> <p><i>yībǎi kuài líng sān fēn (qián)</i></p> <p>¥100.03</p> |
| <p>C 一百〇三块 (钱)</p> <p><i>yībǎi líng sān kuài (qián)</i></p> <p>¥103</p> | |

EXERCISES

Say the following amounts of money in Chinese.

1 ¥9.99

2 ¥135.20

3 ¥86.04



More exercises

A

I'll check my calendar

INTERPERSONAL

In pairs, form a question-and-answer about what Little Wang wants to do next week based on the following calendar. [See also Grammar 2, Lesson 6.] Insert 要 (yào) where appropriate, e.g.:

星期一 (xīngqīyī)

Q: 小王下个星期一要做什么?

Xiǎo Wáng xià ge xīngqīyī yào zuò shénme?

A: 小王下个星期一要 go 上课。

Xiǎo Wáng xià ge xīngqīyī yào qù shàng kè.



Then discuss your partner's plans for next week, e.g.:

Q: 你呢? 你下个星期要做什么?

Nǐ ne? Nǐ xià ge xīngqī yào zuò shénme?

A: 我下个星期一…… 星期二……

Wǒ xià ge xīngqīyī ... xīngqīèr ...

B

Online shopping spree

PRESENTATIONAL

Little Li is an avid online shopper. Recap what's in her shopping cart based on the images below, using 想 (xiǎng) where appropriate, e.g.:



小李想买一件新衣服。

Xiǎo Lǐ xiǎng mǎi yī jiàn xīn yīfu.



Then share what's on your online wish list with the class and explain why you want the items, e.g.:

我喜欢白色/我没有白色的裤子，
所以我想买一条白色的裤子。

Wǒ xǐhuān báisè/Wǒ méiyǒu báisè de kùzi, suǒyǐ wǒ xiǎng mǎi yī tiáo báisè de kùzi.

C

Lost and found

INTERPERSONAL

In pairs, identify to whom the objects belong. Use 的 (de), e.g.:



Q: 这瓶可乐是谁的?

Zhè píng kělè shì shéi de?

A: 这瓶可乐是高文中的。

Zhè píng kělè shì Gāo Wénzhōng de.



Then identify the colors of Little Wang's belongings, using 的 (de), e.g.:



Q: 小王的笔是什么颜色的?

Xiǎo Wáng de bǐ shì shénme yánsè de?

A: 小王的笔是黄色的。

Xiǎo Wáng de bǐ shì huángsè de.



D

Questions, questions, questions!

INTERPERSONAL

In pairs, ask questions about your friend's sibling's age, the price of your friend's pants, etc., by using 多 (*duō*).

E

Shopping poll

INTERPERSONAL

Poll your classmates on their shopping habits for the student newspaper, e.g.:

你喜欢买东西吗?

Nǐ xǐhuan mǎi dōngxi ma?

你喜欢买什么东西?

Nǐ xǐhuan mǎi shénme dōngxi?

你常常去买东西吗?

Nǐ chángcháng qù mǎi dōngxi ma?

你喜欢买衣服吗?

Nǐ xǐhuan mǎi yīfu ma?

你常常去哪儿买东西?

Nǐ chángcháng qù nǎr mǎi dōngxi?

你常常跟谁一起去买东西?

Nǐ chángcháng gēn shéi yìqǐ qù mǎi dōngxi?

你有几件衬衫?

Nǐ yǒu jǐ jiàn chènshān?

你有几条裤子?

Nǐ yǒu jǐ tiáo kùzi?

F

INTERPERSONAL

Fashion blogger

PRESENTATIONAL

Present a popular fashion blogger to the class, then start a dialogue about his/her sense of style, e.g.:

(Fashion blogger's name) 喜欢什么颜色?

(Fashion blogger's name) xǐhuan shénme yánsè?

她/他喜欢穿什么颜色的衣服?

Tā xǐhuan chuān shénme yánsè de yīfu?

她/他今天的衣服是什么颜色的?

Tā jīntiān de yīfu shì shénme yánsè de?

你觉得她/他今天的衣服长短合适不合适?

Nǐ juéde tā jīntiān de yīfu chángduǎn héshì bù héshì?

她/他的衣服多吗?

Tā de yīfu duō ma?

What do the characters mean?

What is the common radical?

What does the radical mean?

How does the radical relate to the overall meaning of the characters?

Characterize **it!**



More characters

Chinese Chat

Your friend is messaging you on LINE while shopping. How would you reply?



Exchanging Shoes

Dialogue 2

王朋想换一双鞋，他问售货员……



Audio



Video



对不起，这双鞋太小了。

能不能换一双？



没问题。您看，这双怎么样？



也不行，这双跟那双一样⁶大。



那这双黑的呢？



这双鞋虽然大小合适，可是⁷颜色不好。

有没有咖啡色的？



对不起，这种鞋只有黑的。



这双鞋样子挺好的^a，就是它吧^b。

你们这儿可以刷卡吗？



对不起，我们不收信用卡。

不过，这双的钱跟那双一样，

您不用再付钱了。



Wáng Péng xiǎng huàn yì shuāng xié, tā wèn shòuhuòyuán . . .



Duìbuqǐ, zhè shuāng xié tài xiǎo le. Néng bu néng huàn yì shuāng?



Méi wèntí. Nín kàn, zhè shuāng zěnmeyàng?



Yě bù xíng, zhè shuāng gēn nà shuāng yíyàng ⁶ dà.



Nà zhè shuāng hēi de ne?



Zhè shuāng xié suīrán dàxiǎo héshì, kěshì ⁷ yánsè bù hǎo. Yǒu méiyǒu kāfēisè de?



Duìbuqǐ, zhè zhǒng xié zhǐ yǒu hēi de.



Zhè shuāng xié yàngzi tíng hǎo de ^a, jiù shì tā ba ^b.

Nǐmen zhèr kěyǐ shuā kā ma?



Duìbuqǐ, wǒmen bù shōu xìnyòngkā. Búguò, zhè shuāng de qián gēn nà shuāng yíyàng, nín búyòng zài fù qián le.

Language Notes

a 挺 (tǐng)

The construction 挺 + adj + 的 (tǐng + adj + de) means "it's rather + adj." 的 (de) is optional.

b 就是它吧 (jiù shì tā ba)

This expression is often used to indicate the completion of a selection. It means "I'll take this one." [See Keeping It Casual (L5–L10).]

Vocabulary



Audio



Flashcards

No.	Word	Pinyin	Part of Speech	English
1	双	shuāng	m	(measure word for a pair)
2	鞋	xié	n	shoes
3	换	huàn	v	to exchange, to change
4	一样	yíyàng	adj	same, alike [See Grammar 6.]
5	虽然	suīrán	conj	although [See Grammar 7.]
6	大小	dàxiǎo	n	size
7	咖啡色	kāfēisè	n	brown, coffee color
8	种	zhǒng	m	(measure word for kinds, sorts, types)
9	黑	hēi	adj	black
10	样子	yàngzi	n	style
11	挺	tǐng	adv	very, rather
12	它	tā	pr	it
13	这儿	zhèr	pr	here
14	刷卡	shuā kǎ	vo	to pay with a credit card
	刷	shuā	v	to brush, to swipe
	卡	kǎ	n	card
15	收	shōu	v	to receive, to accept
16	信用卡	xìnyòngkǎ	n	credit card
17	不过	búguò	conj	however, but
18	再	zài	adv	again
19	付钱	fù qián	vo	to pay money
	付	fù	v	to pay

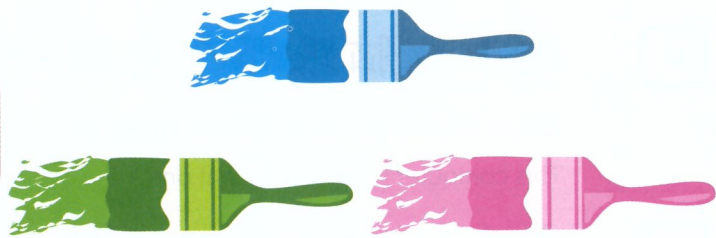
In many countries, there is heated debate over who should appear on currency. In China, many figures used to appear but, since 1999, all have been replaced with Chairman Mao. What are the denominations of these fourth edition bills (on the right)? Research the names of the ethnic groups depicted.



GET Real WITH CHINESE

你喜欢什么颜色?

Nǐ xǐhuan shénme yánsè?
What color do you like?



我喜欢_____。

Wǒ xǐhuan _____.

How About You?

See index for corresponding vocabulary or research another term.

What do the characters mean?

What is the common radical?

What does the radical mean?

How does the radical relate to the overall meaning of the characters?

1 果 2 床 3 杯 4 末

Characterize it!



More characters

6

Comparing using 跟/和…(不)一样 (gēn/hé...[bù] yíyàng) ([not] the same as...)

To express similarity or dissimilarity between objects, people, or actions, use the structure 跟/和…(不)一样 (gēn/hé...[bù] yíyàng) ([not] the same as...). Following 一样 (yíyàng) (same, alike) an adjective can be used, as in (C), (D), and (E).

A 你的衬衫跟我的一样。

Nǐ de chènshān gēn wǒ de yíyàng.

Your shirt is the same as mine.

B 贵的衣服和便宜的衣服不一样。

Guì de yīfu hé piányi de yīfu bù yíyàng.

Expensive clothes are different from cheap ones.

C 弟弟跟哥哥一样高。

Didi gēn gēge yíyàng gāo.

The younger brother is as tall as the older one.

D 这个电脑跟那个电脑一样新。

Zhè ge diànnǎo gēn nà ge diànnǎo yíyàng xīn.

This computer is as new as that one.

E 常老师写汉字写得跟王老师
(写汉字写得) 一样漂亮。

Cháng lǎoshī xiě Hànzì xiě de gēn Wáng lǎoshī (xiě Hànzì xiě de) yíyàng piàoliang.

Teacher Chang writes Chinese characters as beautifully as Teacher Wang does.

EXERCISES

Form sentences by combining these words and inserting the A 跟/和 B 一样 structure where appropriate. Use exercise 1 as an example.

- 妹妹 姐姐 高
→ 妹妹和/跟姐姐一样高。
- 这件衬衫 那件衬衫 漂亮
- 你的电脑 我的电脑 贵



More exercises

The conjunctions 虽然…，可是/但是… (*suīrán* . . . , *kěshì/dànshì* . . .) (although . . . yet . . .)

This pair of conjunctions links two clauses to form a complex sentence. Note, however, that 虽然 (*suīrán*) (although) is often optional.

A 虽然这双鞋很便宜，可是大小不合适。

Suīrán zhè shuāng xié hěn piányi, kěshì dàxiǎo bù héshì.

Although this pair of shoes is very inexpensive, they're not the right size.

B 这件衬衫大小很合适，可是太贵了。

Zhè jiàn chènshān dàxiǎo hěn héshì, kěshì tài guì le.

This shirt is the right size, but it's too expensive.

C 学中文不容易，但是很有意思。

Xué Zhōngwén bù róngyì, dànshì hěn yǒu yìsi.

Learning Chinese is not easy, but it's very interesting.

Whether or not 虽然 (*suīrán*) is used in the first clause, 可是/但是 (*kěshì/dànshì*) (but) cannot be omitted in the second.

[✗ 虽然学中文不容易，很有意思。]

EXERCISES

Join these sentences by using the 虽然…，可是/但是… structure and deleting identical nouns and pronouns where appropriate. Use exercise 1 as an example.

- 这个电脑很快。 这个电脑很贵。
→ 虽然这个电脑很快，可是（这个电脑）很贵。
- 这条裤子大小很合适。 这条裤子颜色不好。
- 这个商店的东西很便宜。 这个商店不收信用卡。



More
exercises

G

Just the same

PRESENTATIONAL

Form sentences by combining these words and inserting the A 跟/和 (gēn/hé) B 一样 (yíyàng) structure in the ◇, e.g.:

这件衣服 ◇ 那件衣服 ◇ 漂亮

zhè jiàn yīfu ◇ nà jiàn yīfu ◇ piàoliang

这件衣服跟那件衣服一样漂亮。

Zhè jiàn yīfu gēn nà jiàn yīfu yíyàng piàoliang.

- | | | |
|---|-----------------|---|
| 1 | 这枝笔 ◇ 那枝笔 ◇ 便宜 | zhè zhī bǐ ◇ nà zhī bǐ ◇ piányi |
| 2 | 这条裤子 ◇ 那条裤子 ◇ 贵 | zhè tiáo kùzi ◇ nà tiáo kùzi ◇ guì |
| 3 | 这双鞋 ◇ 那双鞋 ◇ 合适 | zhè shuāng xié ◇ nà shuāng xié ◇ héshì |
| 4 | 这件衬衫 ◇ 那件衬衫 ◇ 大 | zhè jiàn chènshān ◇ nà jiàn chènshān ◇ dà |
| 5 | 第九课的语法 ◇ | dì jiǔ kè de yǔfǎ ◇ |
| | 第八课的语法 ◇ 难 | dì bā kè de yǔfǎ ◇ nán |

H

All shopped out

PRESENTATIONAL

Form sentences expressing shopping frustrations by using the 虽然 (suīrán) …, 可是/但是 (kěshì/dànshì) … structure where appropriate, e.g.:

虽然这个商店的鞋都很漂亮，可是她都不喜欢。

Suīrán zhè ge shāngdiàn de xié dōu hěn piàoliang, kěshì tā dōu bù xǐhuan.

- | | | |
|---|--------------------|--|
| 1 | 他的新衣服很多 ◇
他都不穿 | tā de xīn yīfu hěn duō ◇
tā dōu bù chuān |
| 2 | 这条裤子很便宜 ◇
长短不合适 | zhè tiáo kùzi hěn piányi ◇
chángduǎn bù héshì |
| 3 | 这件衬衫的颜色很好看 ◇ | zhè jiàn chènshān de yánsè hěn hǎokàn ◇ |

有一点儿小

yǒu yìdiǎnr xiǎo

4 这双鞋样子挺不错的
太贵了

zhè shuāng xié yàngzi tǐng búcuò de ◇

tài guì le

5 这个商店不小
不能刷卡

zhè ge shāngdiàn bù xiǎo ◇

bù néng shuā kǎ

L

Double trouble

PRESENTATIONAL

Here's some information about two sisters who are identical twins. Describe what they have in common, using 跟/和 (gēn/hé) ...一样 (yíyàng) where appropriate, e.g.:

王文京跟王文英一样大。

Wáng Wénjīng gēn Wáng Wényīng yíyàng dà.

1 Height: 5'5" 5'5"

2 Shirts: size 6 size 6

3 Pants: red red

J

INTERPERSONAL

Taking stock

INTERPRETIVE

You're starting your own fashion line. To determine your business strategy, survey your classmates about their color preferences and sizes. Then jot down your findings.

鞋/衬衫/裤子

xié/chènshān/kùzi

你喜欢穿什么颜色的?

Nǐ xǐhuan chuān shénme yánsè de?

你穿多大的?

Nǐ chuān duō dà de?

Chinese Chat

Li You just updated her status on Facebook, and Wang Peng left a comment. What do you think Wang Peng is hinting at?

Li You
6 minutes ago
换了—双鞋, 大小合适, 可是颜色不好。😞
3 people like this

Wang Peng
4 minutes ago
那你想再换—双吗? 我也想去那个商店买鞋。😊

3 likes 1 comment



Continue
to explore

Traditional CLOTHES

Contemporary Chinese fashion is largely similar to that of the West. On formal occasions, Chinese men wear suits and ties and women wear Western-style dresses. When dressing casually, many young people wear jeans and T-shirts. However, more traditional clothing from the early twentieth century can still be seen around China.

One of the most enduring examples of traditional Chinese fashion is 旗袍 (*qípáo*), a close-fitting woman's dress with a high collar and a slit skirt. It was extremely popular among urban women until 1949 in Mainland China and into the 1960s and 70s in Taiwan. Today, you can still see women in *qipao* at weddings and formal parties. Specialized stores offer *qipao* designs in both modernized and traditional versions. They are popular among foreign tourists, and several fashion brands in Europe and North America have introduced *qipao*-influenced designs.

For Chinese men in the early twentieth century, the traditional formal attire was a long robe called 长袍 (*chángpáo*) (lit. long gown) and a short jacket called 马褂 (*mǎguà*) (Mandarin jacket). Today they have disappeared from city streets, but remain an important part of Chinese visual culture. Characters in popular period dramas and films, as well as performers of 相声 (*xiàngsheng*) (cross-talk), a type of traditional stand-up comedy involving two comics, and storytelling arts such as 评弹 (*píngtán*) (Suzhou-style ballad singing), are frequently seen in 长袍 (*chángpáo*). Until the 1990s, almost every Chinese man wore the 中山装 (*Zhōngshānzhuāng*) ("Sun Yat-sen suit"), better known in the West as the "Mao suit." Even today, Chinese leaders wear the high-collared jacket in place of a Western-style suit jacket on some formal occasions, and padded versions can still be seen in rural China in winter.

PRICES

In Mainland China, prices are usually non-negotiable in supermarkets and large department stores, but bargaining is routine at street-side stalls and small shops. It is also not customary to tip at a restaurant, although upscale restaurants often charge a service fee.



COMPARE & CONTRAST

E-commerce is becoming prevalent in China. For many people, online shopping, 网上购物 (wǎngshàng gòuwù) or 网购 (wǎng gòu), is the preferred way to find the best deal. Two of the most popular sites, 天猫 (Tiānmāo: www.tmall.com) and 淘宝 (Táobao: www.taobao.com), are owned by Alibaba. Alibaba's sales dwarf those of Amazon and eBay combined.

Search for an item on one of these sites, put it in the shopping cart, and describe how the experience compares with your usual online shopping.



Forms of Address

In Mainland China, a salesperson in a department store is usually addressed as 售货员 (shòuhuòyuán), and a server in a restaurant is usually called 服务员 (fúwùyuán) (service person). Both male and female taxi drivers and bus drivers are commonly addressed as 师傅 (shīfu) (an old term of respect for a master craftsman or skilled worker). However, these forms of address vary according to the age and preference of the speaker as well as the status or function of the person spoken to, and usage has very much been in flux.

Students should carefully observe actual usage and follow suit. In Taiwan, 小姐 (xiǎojiě) (Miss) and 先生 (xiānsheng) (Mr.) are the preferred terms in all these contexts. Most recently, 老师 (lǎoshī) (teacher) has come to be used as a respectful form of address for people in the arts (such as writers, painters, and actors) on both sides of the Taiwan Strait, regardless of whether they teach professionally.

Lesson Wrap-Up

Make It Flow!

Rearrange the following sentences into a logical sequence. Then combine them into a coherent narrative. Remember to omit repetitive elements and substitute subjects with personal pronouns where appropriate. Time expressions and place words can also serve as useful connective devices.

- _____ 售货员找给李友四十五块五毛一。
- _____ 李友买的衬衫是中号的。
- _____ 李友买了一件衬衫。
- _____ 1 李友在商店买衣服。
- _____ 李友买的衬衫是红的。
- _____ 李友还买了一条裤子。
- _____ 李友一共得付五十四块四毛九。
- _____ 李友给了售货员一百块钱。

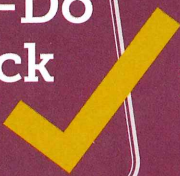
Role-Play

It's your younger brother's birthday next week. You want to get him a shirt. His favorite color is blue and his size is medium. You want to buy something that's stylish yet not too expensive, but the salesperson tries to get you to buy the most expensive shirt in the store. Create a short skit with your partner, and perform it in class or make a video and post it on social media.

Social Media

On social media, post three items of clothing you are considering buying. Tell your friends what you like about them (style, color, etc.). See which item gets the most likes.

Can-Do Check List



I can

Before proceeding to Lesson 10, make sure you can complete the following tasks in Chinese:

- Name my favorite color and other common colors
- Talk about clothing and shoe sizes
- Count money and determine proper change
- Return or exchange items at a store

Lesson 10

第十课

Dì shí kè

交通

Jiāotōng

TRANSPORTATION

Learning Objectives

- In this lesson, you will learn to:
- Discuss different means of transportation
 - Explain how to transfer from one subway or bus line to another
 - Navigate public transit
 - Express gratitude after receiving a favor
 - Offer New Year wishes

Relate & Get Ready

- In your own culture/community:
- How often do people use public transportation?
 - Do people hail taxis or do they order rides on their phone?
 - How do people express gratitude?
 - What do people say to each other on New Year's Day?

Going Home for Winter Vacation

Dialogue

李友跟王朋说话……



Audio



Video



李友，寒假你回家吗？



对，我要回家。



飞机票你买了¹吗？



已经买了。是二十一号的。



飞机是几点的？



晚上八点的。



你^a怎么去^a机场？



我想坐公共汽车^{或者}²坐地铁。你知道^{怎么走}^a吗？



你先坐一路汽车，坐三站下车，然后换地铁。^先坐红线，^再³换绿线，最后换蓝线。



不行，不行，太麻烦了。我^{还是}⁴打车^b吧。



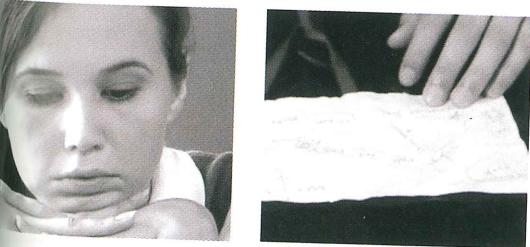
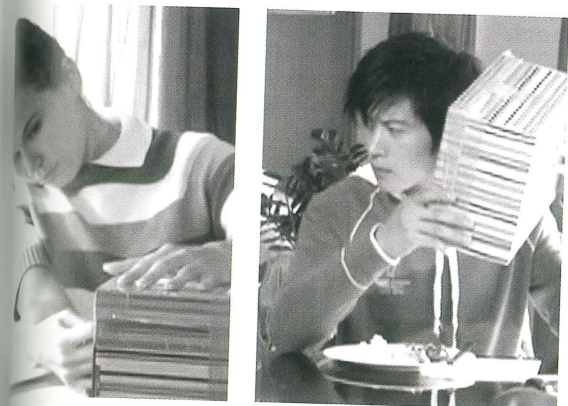
出租汽车太贵，我开车送你去吧。



谢谢你。




不用客气。




Lǐ Yǒu gēn Wáng Péng shuō huà . . .

 Lǐ Yǒu, hánjià nǐ huí jiā ma?

 Duì, wǒ yào huí jiā.


 Fēijī piào nǐ mǎi le ma¹?


 Yǐjīng mǎi le. Shì èrshíyī hào de.

 Fēijī shì jǐ diǎn de?


 Wǎnshang bā diǎn de.


 Nǐ zěnmē qù^a jīchǎng?

 Wǒ xiǎng zuò gōnggòng qìchē huòzhě² zuò dìtiē. Nǐ zhīdao zěnmē zǒu^a ma?

 Nǐ xiān zuò yī lù qìchē, zuò sān zhàn xià chē, ránhòu huàn dìtiē. Xiān zuò hóng xiàn, zài³ huàn lǚ xiàn, zuìhòu huàn lán xiàn.

 Bù xíng, bù xíng, tài máfan le. Wǒ hāishì⁴ dǎ chē^b ba.

 Chūzū qìchē tài guì, wǒ kāi chē sòng nǐ qù ba.

 Xièxie nǐ.

 Búyòng kèqi.

Language Notes

a 怎么去 (zěnmē qù) and 怎么走 (zěnmē zǒu)

怎么去 (zěnmē qù) is used to ask about the means of transportation, whereas 怎么走 (zěnmē zǒu) is used to ask for directions.

b 打车 (dǎ chē)

This means "to take a taxi." A common variant is 打的 (dǎ dī). Taxis are 出租 (汽) 车 (chūzū [qì]chē) in Mainland China, but 计程车 (jìchéng chē) (metered cars) in Taiwan.

Vocabulary



Audio

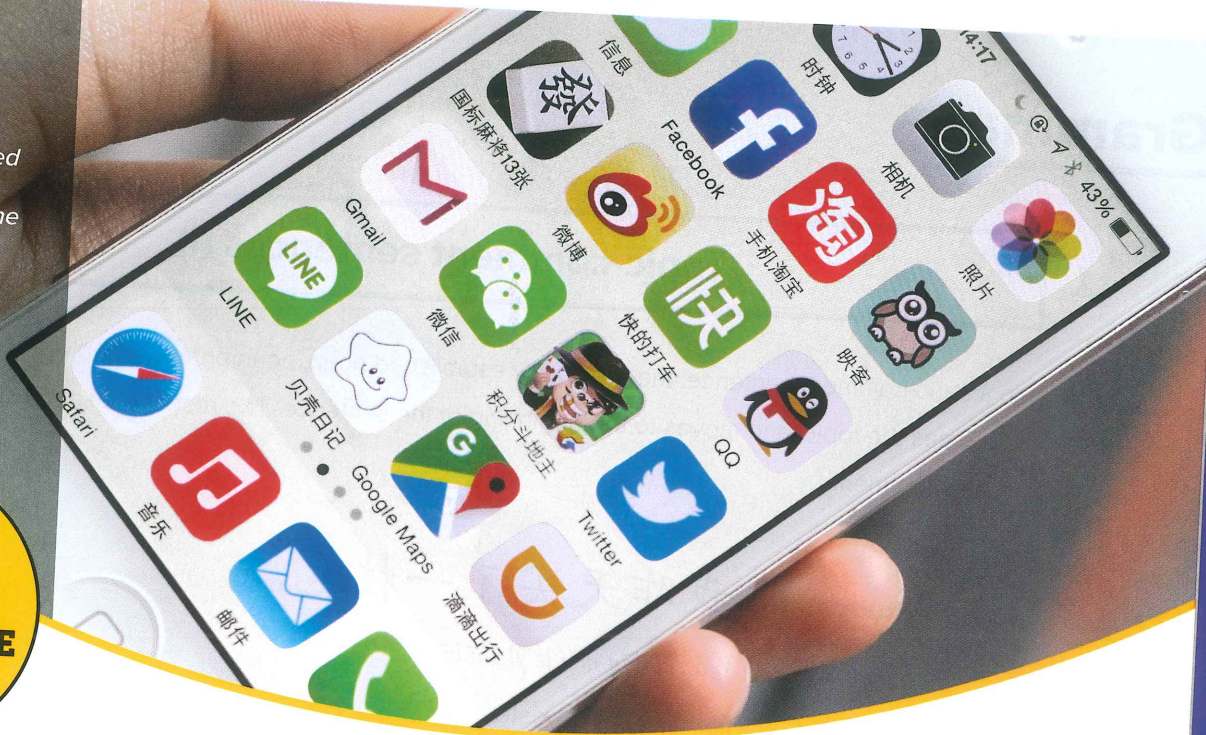


Flashcards

No.	Word	Pinyin	Part of Speech	Definition
1	寒假	<i>hánjià</i>	n	winter vacation
2	飞机	<i>fēijī</i>	n	airplane
	飞	<i>fēi</i>	v	to fly
	机	<i>jī</i>	n	machine
3	票	<i>piào</i>	n	ticket
4	(飞) 机场	<i>(fēi)jīchǎng</i>	n	airport
5	坐	<i>zuò</i>	v	to travel by
6	公共汽车	<i>gōnggòng qìchē</i>	n	bus
	公共	<i>gōnggòng</i>	adj	public
	汽车	<i>qìchē</i>	n	automobile
	车	<i>chē</i>	n	vehicle, car
7	或者	<i>huòzhě</i>	conj	or [See Grammar 2.]
8	地铁	<i>dìtiě</i>	n	subway
9	走	<i>zǒu</i>	v	to go by way of, to walk
10	先	<i>xiān</i>	adv	first [See Grammar 3.]
11	路	<i>lù</i>	n	route, road
12	站	<i>zhàn</i>	m	(measure word for bus stops, train stops, etc.)
13	下车	<i>xià chē</i>	vo	to get off (a bus, train, etc.)
14	然后	<i>ránhòu</i>	adv	then
15	绿	<i>lǜ</i>	adj	green
16	线	<i>xiàn</i>	n	line
17	最后	<i>zuìhòu</i>		final, last
18	蓝	<i>lán</i>	adj	blue
19	麻烦	<i>máfan</i>	adj	troublesome

You've just arrived in Beijing and downloaded some apps your friend recommended. Which would you use to get a ride? Can you identify the other apps?

GET Real WITH CHINESE



No.	Word	Pinyin	Part of Speech	Definition
20	打车	dǎ chē	vo	to take a taxi
21	出租汽车	chūzū qìchē	n	taxi
	出租	chūzū	v	to rent out, to let
	租	zū	v	to rent
22	开车	kāi chē	vo	to drive a car
	开	kāi	v	to drive, to operate
23	送	sòng	v	to see off or out, to take (someone somewhere)

你怎么回家?

Nǐ zěnmē huí jiā?
How do you get home?



我 _____
Wǒ _____

How About You?

See index for corresponding vocabulary or research another term.

1

Topic-comment sentences (I)

In a topic-comment sentence, the previously established noun, noun phrase, or object of the verb becomes the topic, and moves to the beginning of the sentence. The rest of the sentence serves as the comment.

A

Student A

我昨天买了一枝笔。

Wǒ zuótiān mǎi le yì zhī bǐ.

I bought a pen yesterday.

Student B

那枝笔你用了吗?

Nà zhī bǐ nǐ yòng le ma?

Have you used it?

B

Q: 你知道我的衬衫在哪儿吗?

Nǐ zhīdao wǒ de chènshān zài nǎr ma?

Do you know where my shirt is?

A: 你的衬衫我给你妈妈了。

Nǐ de chènshān wǒ gěi nǐ māma le.

I gave your shirt to your mother.

C

Q: 你有朋友吗?

Nǐ yǒu péngyou ma?

Do you have any friends?

A: 朋友我有很多，可是都不在这儿。

Péngyou wǒ yǒu hěnn duō, kěshì dōu bú zài zhèr.

I have many friends, but none of them are here.

- D** 她不想去纽约，可是**飞机票**她妈妈已经帮她买了。

Tā bù xiǎng qù Niǔyūē, kěshì fēijī piào tā māma yǐjīng bāng tā mǎi le.

She does not want to go to New York, but her mother has already bought her a plane ticket.

EXERCISES

Join these sentences to form a topic-comment sentence. Use exercise 1 as an example.

- 1 我昨天买了一件衬衫。
我很喜欢那件衬衫。
→ 我昨天买了一件衬衫。那件衬衫我很喜欢。
- 2 学校有一个商店。
我常常去那个商店。
- 3 Q: 李友买飞机票了吗?
A: 李友已经买飞机票了。



More exercises

Indicating alternatives:

或者 (huòzhě) (or) and 还是 (háishi) (or)

Both 或者 (huòzhě) (or) and 还是 (háishi) (or) connect words or phrases to indicate alternatives. The former usually appears in statements, the latter in questions.

- A** Q: 你今天晚上做什么?

Nǐ jīntiān wǎnshang zuò shénme?

What are you going to do tonight?

- A: 听音乐**或者**看电影。

Tīng yīnyuè huòzhě kàn diànyǐng.

Listen to music or watch a movie.

B Q: 你周末想看电影还是跳舞?

Nǐ zhōumò xiǎng kàn diànyǐng hái shì tiàowǔ?

Would you like to see a movie or go dancing this weekend?

A: 看电影或者跳舞都行。

Kàn diànyǐng huòzhě tiàowǔ dōu xíng.

Either seeing a movie or going dancing would be fine with me.

C Q: 你喜欢什么颜色的鞋? 黑色的还是咖啡色的?

Nǐ xǐhuan shénme yánsè de xié? Hēisè de hái shì kāfēisè de?

What color shoes do you like? Black or brown?

A: 黑色的或者咖啡色的我都不喜欢, 我喜欢白的。

Hēisè de huòzhě kāfēisè de wǒ dōu bù xǐhuan, wǒ xǐhuan bái de.

I don't like either black or brown; I like white ones.

D 明天你去开会或者小高去开会都可以。

Míngtiān nǐ qù kāi huì huòzhě Xiǎo Gāo qù kāi huì dōu kěyǐ.

Either you or Little Gao may attend tomorrow's meeting.

EXERCISES

Connect these words to form a question or a statement by inserting either 或者 or 还是 as appropriate. Use exercise 1 as an example.

1 今天晚上我们 去跳舞 去打球

→ 今天晚上我们去跳舞或者去打球。

2 白医生想 坐地铁 坐公共汽车 去机场

3 高文中 星期五 星期六 请客



More exercises

Indicating sequence:

先...再... (xiān... zài...) (first..., then...)

In this structure, 再 (zài) (then) indicates a sequence of actions rather than repetition.

A

我想先打球再去图书馆。

Wǒ xiǎng xiān dǎ qiú zài qù túshūguǎn.

I'd like to play ball and then go to the library.

B

弟弟常常先做功课再上网聊天儿。

Didi chángcháng xiān zuò gōngkè zài shàng wǎng liáo tiānr.

My little brother often does his homework first and then chats online.

C

Q: 你什么时候给妈妈打电话?

Nǐ shénme shíhou gěi māma dǎ diànhuà?

When are you going to call Mom?

A: 下课以后再打。

Xià kè yǐhòu zài dǎ.

I'll call her after class.

As adverbs, 先 (xiān) and 再 (zài) must come before a verb. They should not be placed in front of the subject.

D

小王先买东西再吃晚饭。

Xiǎo Wáng xiān mǎi dōngxi zài chī wǎnfàn.

Little Wang will shop first before having dinner.

[✗ 先小王买东西再吃晚饭。]



More exercises

EXERCISES

Combine these words to indicate sequence by inserting **先…再…** where appropriate.

Use exercise 1 as an example.

- 1 小王 坐公共汽车 坐地铁 去学校上课
→ 小王先坐公共汽车，再坐地铁去学校上课。
- 2 王朋常常 看电视 做功课
- 3 张律师今天 吃晚饭 开车 去机场

4

Pondering alternatives:

还是… (吧) (*háishi ... [ba]*) (had better)

The structure **还是… (吧)** (*háishi ... [ba]*) (had better) can be used to suggest an alternative.

A Q: 我们星期五去看电影，好不好?

Wǒmen xīngqīwǔ qù kàn diànyǐng, hǎo bù hǎo?

Let's go to a movie on Friday. How's that?

A: 还是星期六去吧。

Háishi xīngqīliù qù ba.

Let's go on Saturday instead.

B Student A 我们今天晚上去听音乐会吧。

Wǒmen jīntiān wǎnshàng qù tīng yīnyuèhuì ba.

How about we go to a concert tonight?

Student B 可是我明天考试。

Kěshì wǒ míngtiān kǎo shì.

But I have a test tomorrow.

Student A 那别去听音乐会了。你**还是**在家复习功课**吧**。

Nà bié qù tīng yīnyuèhuì le. Nǐ **háishi** zài jiā fùxí gōngkè **ba**.

Let's not go to the concert then. You'd better stay home and review.

EXERCISES

In pairs, use these words to discuss alternatives by inserting **还是...吧** where appropriate. Use exercise 1 as an example.



More exercises

1 打球 有点儿累 明天

Student A 我想打球，可是有点儿累。

Student B 你有点儿累，还是明天打吧。

2 打车去学校 打车太贵 坐公共汽车

3 看球 明天考中文 复习生词语法



筛选

编辑

Chinese Chat

You're about to post this picture of your trip on Instagram. What caption would you write? Use the hashtag #寒假.

< 新帖子 ▾



撰写说明.....

标注用户

新增地点

Make It Flow!

Role-Play

Social Media

Ca
Ch
Li

A

On topic

In pairs, answer the questions in the affirmative or negative using the topic-comment structure.

Q: 你喜欢我这件衣服吗?
Nǐ xǐhuan wǒ zhè jiàn yīfu ma?

A: 这件衣服我不喜欢。
Zhè jiàn yīfu wǒ bù xǐhuan.

1 你会不会打球?

Nǐ huì bu huì dǎ qiú?

3 你现在想不想去?

Nǐ xiànzài xiǎng bu xiǎng qù?

2 你复习课文了吗?

Nǐ fùxí kèwén le ma?

4 你认识白英吗?

Nǐ rènshi Bái Yīng'ài ma?

B

Fine either way

In pairs, suggest and accept alternatives, inserting 或者 (huòzhě) or 还是 (háishi) when appropriate, e.g.:

今天晚上做什么◇听音乐/看电视

jīntiān wǎnshàng zuò shénme ◇ tīng yīnyuè/kàn diànshì

Q: 我们今天晚上做什么? 听音乐还是看电视?
Wǒmen jīntiān wǎnshàng zuò shénme? Tīng yīnyuè háishi kàn diànshì?

A: 听音乐或者看电视都行。
Tīng yīnyuè huòzhě kàn diànshì dōu xíng.

1 明天下午做什么◇去打球/去跳舞

míngtiān xiàwǔ zuò shénme ◇ qù dǎ qiú/qù tiàowǔ

2 明天晚上做什么◇去商店买东西/去朋友家

míngtiān wǎnshàng zuò shénme ◇ qù shāngdiàn mǎi dōngxi/qù péngyou jiā liáo tiānr

3 这个周末怎么去机场◇坐地铁/打车

zhège zhōumò zěnmē qù jīchǎng ◇ zuò dìtiě/dǎ chē

4 喝什么茶◇中国茶/英国茶

hē shénme chá ◇ Zhōngguó chá/Yīngguó chá

5 买什么颜色的车◇蓝的/黑的

mǎi shénme yánsè de chē ◇ lán de/hēi de

C

First things first

PRESENTATIONAL

Based on the images, sequence these actions using 先 (xiān) ... 再 (zài) ... where appropriate, e.g.:



他先吃早饭，再去图书馆学习。

Tā xiān chī zǎofàn, zài qù túshūguǎn xuéxí.



What do the characters mean?

What is the common radical?

What does the radical mean?

How does the radical relate to the overall meaning of the characters?

Characterize it!

1 地 2 场 3 坐 4 在



More characters

D

Plan B

INTERPERSONAL

Use 还是...吧 (*háishi...ba*) and the information below to form question-and-answers. The answers should propose alternatives to the original suggestions, e.g.:

听音乐◇看电视

tīng yīnyuè ◇ kàn diànshì

Q: 我们听音乐, 好吗?

Wǒmen tīng yīnyuè, hǎo ma?

A: 我们还是看电视吧。

Wǒmen háishi kàn diànshì ba.

1 坐地铁去机场◇开车

zuò dìtiě qù jīchǎng ◇ kāi chē

2 坐公共汽车去买东西◇打车

zuò gōnggòng qìchē qù mǎi dōngxi ◇ dǎ chē

3 买黑色的衬衫◇买红色的

mǎi hēisè de chènshān ◇ mǎi hóngsè de

4 学中文专业◇学电脑专业

xué Zhōngwén zhuānyè ◇ xué diànnǎo zhuānyè

E

En route

INTERPERSONAL

In pairs, take turns asking and giving directions to the following destinations by using 先 (*xiān*) ... 再 (*zài*) ... where appropriate.

- 1 Dr. Wang's office: Take the subway—the Red Line. Get off after five stops.
- 2 Sofia's house: Take Bus #5. Get off after four stops. Then change to the subway. Take the Green Line first and then switch to the Red Line. Get off after six stops.
- 3 Mark's school: Take Bus #29. Get off after six stops. Then switch to the subway. Take the Red Line first and then switch to the Blue Line. Get off after three stops.

Exchange student

PRESENTATIONAL

You will be studying Chinese at Peking University next summer. How will you get to Tian'anmen Square from campus? After researching transportation options, share your plan with your partner.

Use expressions such as **先** (*xiān*) ..., **再** (*zài*) ..., and **然后** (*ránhòu*) ...

Chinese Chat

Your friend is sending you WeChat messages from the subway. How would you reply?



Thanks for the Ride

Email

李友给王朋写电子邮件^a：



Audio



Video

Date: 12月20日

From: 李友

To: 王朋

Subject: 谢谢!

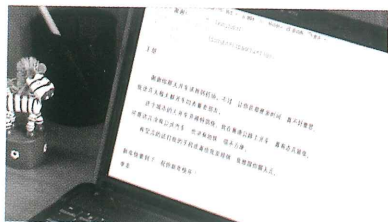
王朋：

谢谢你那天开车送我到机场。不过，让你花那么多时间，真不好意思。我这几天每天都⁵开车出去看老朋友。这个城市的人开车开得特别快。我在高速公路上开车，真有点儿紧张。可是这儿没有公共汽车，也没有地铁，只能自己开车，很不方便。

有空儿的话打我的手机或者给我发短信，我想跟你聊天儿。

新年快要到了⁶，祝你新年快乐！

李友



Lǐ Yǒu gěi Wáng Péng xiě **diànzǐ yóujiàn^a** :

Date: 12 yuè 20 rì

From: Lǐ Yǒu

To: Wáng Péng

Subject: Xièxie!

Wáng Péng:

Xièxie nǐ nà tiān kāi chē sòng wǒ dào jīchǎng.

Búguò, ràng nǐ huā nàme duō shíjiān, zhēn bù hǎoyì-sì. Wǒ zhè jǐ tiān měi tiān **dōu⁵** kāi chē chūqu kàn lǎo péngyou. Zhè ge chéngshì de rén kāi chē kāi de tèbié kuài. Wǒ zài gāosù gōnglù shang kāi chē, zhēn yǒudiǎn(r) jǐnzhāng. Kěshì zhèr méiyǒu gōnggòng qìchē, yě méiyǒu dìtiē, zhǐ néng zìjǐ kāi chē, hěn bù fāngbiàn.

Yǒu kōngr de huà dǎ wǒ de shǒujī huòzhě gěi wǒ fā duǎnxìn, wǒ xiǎng gēn nǐ liáo tiānr.

Xīnnián kuài **yào dào le⁶**, zhù nǐ xīnnián kuàilè!

Lǐ Yǒu

Language Note

a 电子邮件 (diànzǐ yóujiàn)

As in English, the Chinese word for electronic mail, 电子邮件 (diànzǐ yóujiàn), is often abbreviated as 电邮 (diàn yóu) (email).

Vocabulary



Audio



Flashcards

No.	Word	Pinyin	Part of Speech	Definition
1	电子邮件	diànzǐ yóujiàn	n	email/electronic mail
	电子	diànzǐ	n	electron
2	让	ràng	v	to allow or cause (somebody to do something)
3	花	huā	v	to spend
4	不好意思	bù hǎoyìsi		to feel embarrassed
5	出去	chū qu	vc	to go out
6	每	měi	pr	every, each [See Grammar 5.]
7	城市	chéngshì	n	city
8	特别	tèbié	adv	especially
9	高速公路	gāosù gōnglù	n	highway
	高速	gāosù	adj	high speed
	公路	gōnglù	n	highway, public road
	路	lù	n	road, path
10	紧张	jǐnzhāng	adj	nervous, anxious
11	自己	zìjǐ	pr	oneself
12	手机	shǒujī	n	cell phone
13	发短信	fā duǎnxìn	vo	to send a text message (lit. to send a short message)
14	新年	xīnnián	n	new year
15	快乐	kuàilè	adj	happy

陕西省高速公路车辆通行费票据
 政票据监制
 交通部监制
 票据专用章

入出口: 六村堡 => 机场西

车型: 1客

金额: 5元

收费员: 0740103028

时间: 2015-06-02 10:01:48

517188659

Your friend made a payment in Shaanxi Province. How much did she pay, and why? What other information can you identify from this receipt?

GET Real WITH CHINESE

What do the characters mean?

What is the common radical?

What does the radical mean?

How does the radical relate to the overall meaning of the characters?

Characterize it!

1

跳

2

跟

3

路



More characters

你怎么去机场?

Nǐ zěnmě qù jīchǎng?

How do you get to the airport?



How About You?

我 _____。

Wǒ _____。

See index for corresponding vocabulary or research another term.

5

Indicating totality: 每...都... (měi... dōu...) (every)

In sentences that contains the term 每 (měi) (every), the adverb 都 (dōu) (both, all) is usually inserted before the verb.

A 他每天晚上都预习课文。

Tā měi tiān wǎnshang dōu yùxí kèwén.

He studies the lessons in advance every night.

B 我每节课都来。

Wǒ měi jié kè dōu lái.

I come to every class.

C 这儿每个人我都认识。

Zhèr měi gè rén wǒ dōu rènshi.

I know everyone here.

D 常老师的字每个都好看。

Cháng lǎoshī de zì měi ge dōu hǎokàn.

Every one of Teacher Chang's characters looks good.

EXERCISES

Translate the English phrase by using 每 and add it to the sentence, inserting 都 where appropriate. Use exercise 1 as an example.

1 我在高速公路上开车。 Every day

→ 我每天都在高速公路上开车。

2 王律师坐飞机去纽约。 Every month

3 白英爱的鞋很漂亮。 Each pair



More
exercises

The 要...了 (yào...le) (soon) structure indicates the imminence of an anticipated action or situation. It also appears in the form of 快要...了 (kuài yào...le).

A

新年快要到了，我们给爸爸妈妈
打一个电话吧。

Xīnnián kuài yào dào le, wǒmen gěi bàba māma dǎ yí ge diànhuà ba.

New Year is around the corner. Let's call Mom and Dad.

B

寒假要到了，你要做什么？

Hánjià yào dào le, nǐ yào zuò shénme?

It'll be winter break soon. What do you want to do?

C

电影快要开始了，你买票了吗？

Diànyǐng kuài yào kāishǐ le, nǐ mǎi piào le ma?

The movie is going to start soon. Did you get the tickets?

D

快要考试了，我们大家得准备一下。

Kuài yào kǎo shì le, wǒmen dàjiā děi zhǔnbèi yí xià.

The exam is coming. We have to prepare.

EXERCISES

Form a new sentence to indicate the imminence of an action or situation by inserting (快) 要...了 where appropriate. Use exercise 1 as an example.

- 1 新年到 → 新年快要到了。
- 2 我们考中文
- 3 我们上课



More
exercises

Use 每...都... (měi...dōu...) and the words below to form a sentence describing Little Bai's lifestyle, e.g.:

晚上◇复习生词语法

wǎnshang ◇ fùxí shēngcí yǔfǎ

小白每天晚上都复习生词语法。

Xiǎo Bái měi tiān wǎnshang dōu fùxí shēngcí yǔfǎ.

1 早上◇洗澡

zǎoshang ◇ xǐ zǎo

2 衬衫◇是白色的

chènshān ◇ shì báisè de

3 裤子◇是三十二号的

kùzi ◇ shì sānshíèr hào de

4 周末◇去商店买东西

zhōumò ◇ qù shāngdiàn mǎi dōngxi

5 寒假◇坐飞机回家

hánjià ◇ zuò fēijī huí jiā

Then take turns finding out if your partner also follows a routine.

1 你每天都吃早饭吗?

Nǐ měi tiān dōu chī zǎofàn ma?

2 你每天都给同学发短信吗?

Nǐ měi tiān dōu gěi tóngxué fā duǎnxìn ma?

3 你每个星期都上网跟朋友聊天儿吗?

Nǐ měi ge xīngqī dōu shàng wǎng gēn péngyǒu liáotiānr ma?

4 你每年都换手机吗?

Nǐ měi nián dōu huàn shǒujī ma?

Use the following questions to survey your classmates about their driving habits, then present the results to the class.

你会开车吗?

Nǐ huì kāi chē ma?

你每天都开车吗?

Nǐ měitiān dōu kāi chē ma?

你开车开得快不快?

Nǐ kāi chē kāi de kuài bu kuài?

在高速公路上开车让你紧张吗?

Zài gāosù gōnglù shàng kāi chē ràng nǐ jǐnzhāng ma?



Chinese Chat

Li You just published a post on Renren Network 人人网 (*Rénrénwǎng*), a Chinese social networking service, and Wang Peng left a comment with questions. Why do you think he's asking these questions?



Continue
to explore

HIGH-SPEED RAIL

For many decades before the early 1990s, the railroad system was the principal means of travel and transport in China. However, both the highway system and air travel infrastructure grew rapidly around the turn of the century. China now has seventy thousand miles of highway, the most of any country in the world, and is second only to the United States in total number of air passengers per year. In the 1990s, passenger train service rapidly lost market share to airlines and highway travel, but it soon made an astonishing comeback with the construction of an expansive high-speed railroad network, referred to as **高速铁路** (*gāosù tiělù*) or **高铁** (*gāotiē*). As of December 2014, the system had more track in service than the rest of the world combined. Now, about two and a half million people take *gaotie* every day. Traveling by train between Beijing and Shanghai, which took as long as seventeen hours in 1980, now takes only five hours.



TAXI DRIVERS

Taxi drivers in China, especially those in Beijing, are known for being very outgoing. If you visit China and your taxi driver happens to be chatty, you might find yourself with a good opportunity to learn about ordinary Chinese people's lives and their opinions on current affairs.



COMPARE & CONTRAST

To get a sense of the scale of human movement over the Chinese New Year, look up **春运** (*chūnyùn*) on Google Images. What is the busiest travel day in your country? How do most people travel? Discuss holiday travel with a Chinese friend or a Chinese student on campus. Your conversation can include such questions as: How do you get around? Do you like driving? Is it easy for you to buy plane or train tickets online? How do you get to the airport or train station?

Chinese New Year, also known as **春节** (*Chūnjié*) (Spring Festival), is the most important annual holiday in Chinese communities. The date is determined by the lunar calendar and usually falls in late January or early February. However, nowadays, the international New Year on January 1 is also recognized. The most common New Year greetings are **新年好** (*xīnnián hǎo*) and **新年快乐** (*xīnnián kuàilè*), which can be used for both New Years. However, many people still prefer the traditional Chinese New Year greeting **恭喜发财** (*gōngxǐ fācái*). This phrase, which literally means “Congratulations and may you make a fortune,” can be translated as “May you be happy and prosperous!”

The largest human migration on earth is known as **春运** (*chūnyùn*) (Spring Festival traffic) in Chinese. Over a forty-day period around the time of the Chinese New Year, millions of Chinese people return home by train or long-distance bus to reunite with their families and then make their way back to their places of work. In 2015, the total number of trips taken was estimated to be around 3.7 billion; migrant laborers from inland provinces accounted for a significant portion of this figure.

NEW YEAR TRAFFIC



Lesson Wrap-Up

Make It Flow!

Rearrange the following sentences into a logical sequence. Then combine them into a coherent narrative. If the subject remains the same, replace it with a personal pronoun. Remember to avoid unnecessary repetitions of identical elements. Add **但是** (*dànshì*), **再** (*zài*), or **最后** (*zuihòu*) where appropriate.

- | | |
|------------------------|------------------|
| _____ 李友得先坐三站汽车，然后换地铁。 | _____ 李友得先坐红线地铁。 |
| _____ 李友坐绿线地铁以后得换蓝线地铁。 | _____ 李友觉得太麻烦。 |
| _____ 1 李友寒假要回家。 | _____ 王朋说打车太贵。 |
| _____ 李友买了二十一号晚上8点的机票。 | _____ 李友想打车。 |
| _____ 李友想坐公共汽车和地铁去机场。 | |
| _____ 李友坐红线地铁以后得换绿线地铁。 | |
| _____ 王朋说他可以开车送李友去。 | |

Research

You work for a travel company catering to Chinese tourists. They've asked you to provide directions for taking public transportation from Boston's Logan Airport to Harvard Square. Research the information online, summarize it in Chinese, and post it on social media. **从洛根** (*Luògēn*) (Logan) **机场到哈佛广场** (*Hāfó Guāngchǎng*) (Harvard Square) **怎么走?**

Presentation

In your opinion, which city in your country has the best transportation system? Consider:

- | | |
|-------------|-------------------|
| 这个城市大吗? | 这个城市有几个机场? 机场大吗? |
| 这个城市有没有地铁? | 在这个城市里开车容易吗? 为什么? |
| 这个城市地铁有几条线? | 在这个城市没有车方便吗? 为什么? |

Present your case to the class using a slideshow. After everyone finishes, have a vote.

Can-Do Check List

Before proceeding to the next Volume, make sure you can complete the following tasks in Chinese:

I can

- ▣ Talk about common means of transportation
- ▣ Discuss the most/least convenient way to get to a destination
- ▣ Thank someone for a favor
- ▣ Extend New Year greetings, both oral and written

Keeping It Casual (L6–L10)

Before you progress to the next volume, we'll review how some of the functional expressions from Lessons 6–10 are used in casual Chinese. After you complete the review, note any other casual expressions you would like to learn, then share the list with your teacher.

1

喂 (wēi) (hello [on the phone])

Say this to start a phone conversation. [See Lesson 6.]

A

Li You's Roommate 喂，你好，请问哪位？

Wēi, nǐ hǎo, qǐng wèn nǎ wèi?

Hello! May I ask who's calling?

Wang Peng

你好，我是王朋。请问，李友在吗？

Nǐ hǎo, wǒ shì Wáng Péng. Qǐng wèn, Lǐ Yǒu zài ma?

Hello! This is Wang Peng. Is Li You there, please?

Li You's Roommate

在，你等等，我去叫她。

Zài, nǐ děngdeng, wǒ qù jiào tā.

Yes. Wait a minute. I'll go get her.

B

Little Li

喂，你找谁？

Wēi, nǐ zhǎo shéi?

Hello! Who would you like to speak to?

Teacher Chang

我找小李。

Wǒ zhǎo Xiǎo Lǐ.

I'd like to speak to Little Li.

Little Li

我就是。你是哪位？

Wǒ jiù shì. Nǐ shì nǎ wèi?

This is she. Who's speaking?

Teacher Chang

我是常老师。

Wǒ shì Cháng lǎoshī.

This is Teacher Chang.

C

Little Li

喂，请问小王在吗？

Wēi, qǐng wèn Xiǎo Wáng zài ma?

Hello! Is Little Wang there, please?

Old Wang

在，你是哪位？

Zài, nǐ shì nǎ wèi?

Yes, he is. Who is this, please?

Little Li

我是小李。

Wǒ shì Xiǎo Lǐ.

This is Little Li.

Old Wang

好，请等一下。

Hǎo, qǐng děng yí xià.

OK. Please wait a minute.

2

没问题 (méi wèntí) (no problem)

Say this to put someone at ease that you will agree to do something, or to assure someone that there is no need to worry. [See Lesson 6.]

A

Li You

王朋，你今天晚上帮我练习中文，好吗？

Wáng Péng, nǐ jīntiān wǎnshang bāng wǒ liànxí Zhōngwén, hǎo ma?

Wang Peng, would you help me practice Chinese this evening?

Wang Peng

没问题。晚上见。

Méi wèntí. Wǎnshang jiàn.

No problem. See you this evening.

B

Little Li

英爱，坐地铁太麻烦了。
你开车送我去机场，好吗？

Yīng'ài, zuò dìtiě tài máfan le.

Nǐ kāi chē sòng wǒ qù jīchǎng, hǎo ma?

Ying'ai, it's too much trouble to take the subway.

Would you drive me to the airport instead?

Bai Ying'ai

没问题。

Méi wèntí.

Sure thing.

C

Li You

你下午有空儿帮我准备考试吗？
要是你没时间，就算了。

Nǐ xiàwǔ yǒu kòngr bāng wǒ zhǔnbèi kǎoshì ma?

Yāoshi nǐ méi shíjiān, jiù suàn le.

Do you have time this afternoon to help me prepare for my test?

Never mind if you're too busy.

Wang Peng 没问题，我有空儿。

Méi wèntí, wǒ yǒu kòngr.

Don't worry, I have time.

3

Expressions of gratitude

Say these phrases to express and acknowledge gratitude.

A

Wang Peng 小李，这是你的手机吗？

Xiǎo Lǐ, zhèshì nǐ de shǒujī ma?

Little Li, is this cell phone yours?

Little Li 谢谢！

Xièxie!

Thanks!

Wang Peng 不客气。

Bú kèqi.

You're welcome.

B

Little Bai 小高，请喝茶。

Xiǎo Gāo, qǐng hē chá.

Please have some tea, Little Gao.

Little Gao 多谢！

Duō xiè.

Thanks a lot.

Little Bai 不谢。

Bú xiè.

No thanks needed.

C**Waitress** 王小姐，这是你的咖啡。*Wáng xiǎojiě, zhè shì nǐ de kāfēi.*

Miss Wang, here's your coffee.

Miss Wang 谢谢!*Xièxie!*

Thanks!

Waitress 没事儿。*Méi shìr.*

No problem.

D**Dr. Wang** 白医生，你的书。*Bái Yīshēng, nǐ de shū.*

Dr. Bai, your book.

Dr. Bai 谢了。*Xiè le.*

Thanks.

Dr. Wang 不用谢。*Búyòng xiè.*

No thanks needed.

4

哪里，哪里 (*nǎli, nǎli*) (I'm flattered) or
是吗 (*shì ma*) (is that so?)

When receiving a compliment, Chinese people often express modesty by saying 哪里 (*nǎli*) or 是吗 (*shì ma*). Nowadays, however, some people say 谢谢 (*xièxie*) instead. [See Lesson 7.]

A**Student A** 你今天很漂亮。*Nǐ jīntiān hěn piàoliang.*

You look very pretty today.

Student B 哪里，哪里。*Nǎli, nǎli.*

I'm flattered.

B**Student A** 你写汉字写得很漂亮。*Nǐ xiě Hànzì xiě de hěn piàoliang.*

You write Chinese characters beautifully.

Student B 哪里，写得不好。*Nǎli, xiě de bù hǎo.*

I wish that were true. My writing isn't good.

C**Student A** 你说中文说得真好!*Nǐ shuō Zhōngwén shuō de zhēn hǎo!*

You speak Chinese really well!

Student B 是吗? 我觉得我说得不好。*Shì ma? Wǒ juéde wǒ shuō de bù hǎo.*

You think so? I don't think I speak very well.

5

就是它吧 (*jiù shì tā ba*) (let's go with that) or
就是他/她了 (*jiù shì tā le*) (we'll go with him/her)

Say these when you've made a decision. [See Lesson 9.]

A**Salesperson** 先生，你知道要哪一双了吗?*Xiānsheng, nǐ zhīdao yào nǎ yì shuāng le ma?*

Sir, do you know which pair you'd like?

Mr. Gao 就是它吧。*Jiù shì tā ba.*

I'll take that one.

B**Li You** 王老师，小李打球打得不太好，你找别人跟你一起练习吧。*Wáng lǎoshī, Xiǎo Lǐ dǎ qiú dǎ de bú tài hǎo, nǐ zhǎo bié rén gēn nǐ yìqǐ liànxí ba.*

Teacher Wang, Little Li is not a very good ball player.

Why don't you find someone else to practice with?

Teacher Wang 就是他了。别人都没空儿。*Jiù shì tā le. Biérén dōu méi kòng.*

I'll have to go with him. Everyone else is busy.

To express good wishes, say the verb 祝 (zhù) at the beginning of a sentence. [See Lesson 10.]

A

祝你新年快乐!

Zhù nǐ xīnnián kuàilè!

Happy New Year!

E

祝感恩节快乐!

Zhù Gǎn'ēnjié kuàilè!

Happy Thanksgiving!

B

祝你生日快乐!

Zhù nǐ shēngrì kuàilè!

Happy birthday!

F

祝春节快乐!

Zhù Chūnjié kuàilè!

Happy Chinese New Year!

C

祝你考试考得好!

Zhù nǐ kǎo shì kǎo de hǎo!

I hope you do well on the exam!

G

祝一路平安!

Zhù yí lù píng'ān!

Have a safe trip!

D

祝寒假快乐!

Zhù hánjià kuàilè!

Have a pleasant winter break!

H

祝旅途愉快!

Zhù lǚtú yúkuài!

Bon voyage!

Vocabulary Index (Chinese-English)

The Chinese-English index is alphabetized according to *pinyin*. Words containing the same Chinese characters are grouped together first. Homonyms appear in the order of their tonal pronunciation (i.e., first tones first, second tones second, third tones third, fourth tones fourth, and neutral tones last).

Simplified	Traditional	Pinyin	Part of Speech	Definition	Lesson
A					
啊		<i>a</i>	p	(a sentence-final particle of exclamation, interrogation, etc.)	6
B					
爸爸		<i>bàba</i>	n	father, dad	2
吧		<i>ba</i>	p	(a sentence-final particle)	5
白英爱	白英愛	<i>Bái Yīng'ài</i>	pn	(a personal name)	2
百		<i>bǎi</i>	nu	hundred	9
半		<i>bàn</i>	nu	half, half an hour	3
办公室	辦公室	<i>bàngōngshì</i>	n	office	6
帮	幫	<i>bāng</i>	v	to help	6
杯		<i>bēi</i>	m	(measure word for things contained in a cup or glass)	5
北京		<i>Běijīng</i>	pn	Beijing	1
笔	筆	<i>bǐ</i>	n	pen	7
别	別	<i>bié</i>	adv	don't	6
别人	別人	<i>biérén</i>	n	other people, another person	4
不		<i>bù</i>	adv	not, no	1
不错	不錯	<i>búcuò</i>	adj	pretty good	4
不过	不過	<i>búguò</i>	conj	however, but	9
不好意思		<i>bù hǎoyìsi</i>		to feel embarrassed	10
不用		<i>bú yòng</i>		need not	9

Simplified	Traditional	Pinyin	Part of Speech	Definition	Lesson
C					
才		cái	adv	not until, only then	5
菜	菜	cài	n	dish, cuisine	3
餐厅	餐廳	cāntīng	n	dining room, cafeteria	8
茶	茶	chá	n	tea	5
常常		chángcháng	adv	often	4
常老师	常老師	Cháng lǎoshī	pn	Teacher Chang	6
长短	長短	chángduǎn	n	length	9
唱歌 (儿)	唱歌 (兒)	chàng gē(r)	vo	to sing (a song)	4
衬衫	襯衫	chènshān	n	shirt	9
城市		chéngshì	n	city	10
吃		chī	v	to eat	3
除了…以外		chúle . . . yǐwài	conj	in addition to, besides	8
出去		chūqu	vc	to go out	10
出租汽车	出租汽車	chūzū qìchē	n	taxi	10
穿		chuān	v	to wear, to put on	9
D					
打车	打車	dǎ chē	vo	to take a taxi	10
打电话	打電話	dǎ diànhuà	vo	to make a phone call	6
打球		dǎ qiú	vo	to play ball	4
大		dà	adj	big, old	3
大哥		dàgē	n	eldest/oldest brother	2
大家		dàjiā	pr	everybody	7
大姐		dàjiě	n	eldest/oldest sister	2

Simplified	Traditional	Pinyin	Part of Speech	Definition	Lesson
大小		dàxiǎo	n	size	9
大学生	大學生	dàxuéshēng	n	college student	2
但是		dànshì	conj	but	6
到		dào	v	to go to, to arrive	6
的		de	p	(a possessive or descriptive particle)	2
得		de	p	(a structural particle)	7
得		děi	av	must, to have to	6
等		děng	v	to wait, to wait for	6
第		dì	prefix	(prefix for ordinal numbers)	7
弟弟		dìdi	n	younger brother	2
地铁	地鐵	dìtiě	n	subway	10
点	點	diǎn	m	o'clock (lit. dot, point, thus "points on the clock")	3
点 (儿)	點 (兒)	diǎn(r)	m	a little, a bit, some	5
电脑	電腦	diànnǎo	n	computer	8
电视	電視	diànshì	n	television	4
电影	電影	diànyǐng	n	movie	4
电子邮件	電子郵件	diànzǐ yóujiàn	n	email/electronic mail	10
东西	東西	dōngxi	n	things, objects	9
懂	懂	dǒng	v	to understand	7
都		dōu	adv	both, all	2
对	對	duì	adj	right, correct	4
对不起	對不起	duìbuqǐ	v	sorry	5
多		duō	adv	how many/much, to what extent	3

Simplified	Traditional	Pinyin	Part of Speech	Definition	Lesson
多		duō	adj	many, much	7
多少		duōshao	qpr	how much/how many	9
E					
儿子	兒子	érzi	n	son	2
二姐		èrjiě	n	second oldest sister	2
F					
发短信	發短信	fā duǎnxìn	vo	to send a text message (lit. to send a short message)	10
发音	發音	fāyīn	n	pronunciation	8
饭	飯	fàn	n	meal, (cooked) rice	3
方便		fāngbiàn	adj	convenient	6
飞机	飛機	fēijī	n	airplane	10
(飞) 机场	(飛) 機場	(fēi)jīchǎng	n	airport	10
分		fēn	m	(measure word for 1/100 of a kuai [equivalent of a cent])	9
封		fēng	m	(measure word for letters)	8
付钱	付錢	fù qián	vo	to pay money	9
复习	復習	fùxí	v	to review	7
G					
高速公路		gāosù gōnglù	n	highway	10
高文中		Gāo Wénzhōng	pn	(a personal name)	2
高小音		Gāo Xiǎoyīn	pn	(a personal name)	5
高兴	高興	gāoxìng	adj	happy, pleased	5
告诉	告訴	gàosu	v	to tell	8
哥哥		gēge	n	older brother	2
个	個	gè/ge	m	(measure word for many common everyday objects)	2

Simplified	Traditional	Pinyin	Part of Speech	Definition	Lesson
给	給	<i>gěi</i>	v	to give	5
给	給	<i>gěi</i>	prep	to, for	6
跟		<i>gēn</i>	prep	with	6
公共汽车	公共汽車	<i>gōnggòng qìchē</i>	n	bus	10
功课	功課	<i>gōngkè</i>	n	homework, schoolwork	7
工作		<i>gōngzuò</i>	n/v	job; to work	2
贵	貴	<i>guì</i>	adj	honorable, expensive	1
H					
还	還	<i>hái</i>	adv	also, too, as well	3
还是	還是	<i>háishi</i>	conj	or	3
孩子		<i>háizi</i>	n	child	2
寒假		<i>hánjià</i>	n	winter vacation	10
汉字	漢字	<i>Hànzì</i>	n	Chinese characters	7
好		<i>hǎo</i>	adj	fine, good, nice, OK, it's settled	1
好久		<i>hǎojiǔ</i>		a long time	4
号	號	<i>hào</i>	m	(measure word for a position in a numerical series, day of the month)	3
号	號	<i>hào</i>	n	size	9
喝		<i>hē</i>	v	to drink	5
和		<i>hé</i>	conj	and	2
合适	合適	<i>héshì</i>	adj	suitable	9
黑		<i>hēi</i>	adj	black	9
很		<i>hěn</i>	adv	very	3
红	紅	<i>hóng</i>	adj	red	9

Simplified	Traditional	Pinyin	Part of Speech	Definition	Lesson
后来	後來	<i>hòulái</i>	t	later	8
花	花	<i>huā</i>	v	to spend	10
换	換	<i>huàn</i>	v	to exchange, to change	9
黄	黃	<i>huáng</i>	adj	yellow	9
回家		<i>huí jiā</i>	vo	to go home	5
回来	回來	<i>huí lai</i>	vc	to come back	6
会	會	<i>huì</i>	mv	can, know how to	8
或者		<i>huòzhě</i>	conj	or	10
J					
几	幾	<i>jǐ</i>	nu	how many, some, a few	2
家		<i>jiā</i>	n	family, home	2
件		<i>jiàn</i>	m	(measure word for shirts, dresses, jackets, coats, etc.)	9
见	見	<i>jiàn</i>	v	to see	3
见面	見面	<i>jiàn miàn</i>	vo	to meet up, to meet with	6
教		<i>jiāo</i>	v	to teach	7
教室		<i>jiàoshì</i>	n	classroom	8
叫		<i>jiào</i>	v	to be called, to call	1
节	節	<i>jié</i>	m	(measure word for class periods)	6
姐姐		<i>jiějie</i>	n	older sister	2
介绍	介紹	<i>jièshào</i>	v	to introduce	5
今年		<i>jīnnián</i>	t	this year	3
今天		<i>jīntiān</i>	t	today	3
紧张	緊張	<i>jǐnzhāng</i>	adj	nervous, anxious	10
进	進	<i>jìn</i>	v	to enter	5

Simplified	Traditional	Pinyin	Part of Speech	Definition	Lesson
进来	進來	<i>jīn lai</i>	vc	to come in	5
九月		<i>jiǔyuè</i>	n	September	3
就		<i>jiù</i>	adv	precisely, exactly	6
觉得	覺得	<i>juéde</i>	v	to feel, to think	4
K					
咖啡		<i>kāfēi</i>	n	coffee	5
咖啡色		<i>kāfēisè</i>	n	brown, coffee color	9
开车	開車	<i>kāi chē</i>	vo	to drive a car	10
开会	開會	<i>kāi huì</i>	vo	to have a meeting	6
开始	開始	<i>kāishǐ</i>	v/n	to begin, to start; beginning	7
看		<i>kàn</i>	v	to watch, to look, to read	4
考试	考試	<i>kǎo shì</i>	vo/n	to give or take a test; test	6
可乐	可樂	<i>kělè</i>	n	cola	5
可是		<i>kěshì</i>	conj	but	3
可以		<i>kěyǐ</i>	mv	can, may	5
刻		<i>kè</i>	m	quarter (of an hour)	3
课	課	<i>kè</i>	n	class, course, lesson	6
课文	課文	<i>kèwén</i>	n	text of a lesson	7
客气	客氣	<i>kèqi</i>	adj	polite	6
空(儿)	空(兒)	<i>kōng(r)</i>	n	free time	6
口		<i>kǒu</i>	m	(measure word for number of family members)	2
酷		<i>kù</i>	adj	cool (appearance, behavior)	7
裤子	褲子	<i>kùzi</i>	n	pants	9
快		<i>kuài</i>	adj/adv	fast, quick; quickly	5

Simplified	Traditional	Pinyin	Part of Speech	Definition	Lesson
快乐	快樂	kuàilè	adj	happy	10
块	塊	kuài	m	(measure word for the basic Chinese monetary unit [equivalent of a dollar])	9
L					
来	來	lái	v	to come	5
蓝	藍	lán	adj	blue	10
老师	老師	lǎoshī	n	teacher	1
了		le	p	(a dynamic particle)	5
累		lèi	adj	tired	8
李友		Lǐ Yǒu	pn	(a personal name)	1
练习	練習	liànxí	v	to practice	6
两	兩	liǎng	nu	two, a couple of	2
聊天 (儿)	聊天 (兒)	liáo tiān(r)	vo	to chat	5
路		lù	n	route, road	10
录音	錄音	lùyīn	n/vo	sound recording; to record	7
绿	綠	lǜ	adj	green	10
律师	律師	lǜshī	n	lawyer	2
M					
妈妈	媽媽	māma	n	mother, mom	2
吗	嗎	ma	qp	(question particle)	1
麻烦	麻煩	máfan	adj	troublesome	10
买	買	mǎi	v	to buy	9
慢		màn	adj	slow	7
忙		máng	adj	busy	3
毛		máo	m	(measure word for 1/10 of a kuai [equivalent of a dime])	9

Simplified	Traditional	Pinyin	Part of Speech	Definition	Lesson
没	沒	méi	adv	not	2
每		měi	pr	every, each	10
美国	美國	Měiguó	pn	America	1
妹妹		mèimei	n	younger sister	2
明天		míngtiān	t	tomorrow	3
名字		míngzi	n	name	1
N					
哪		nǎ/něi	qpr	which	6
哪里	哪裡	nǎli	pr	where	7
哪儿	哪兒	nǎr	qpr	where	5
那		nà	pr	that	2
那		nà	conj	in that case, then	4
那儿	那兒	nàr	pr	there	8
男		nán	adj	male	2
难	難	nán	adj	difficult question	7
呢		ne	qp	(question particle)	1
能		néng	mv	can, to be able to	8
你		nǐ	pr	you	1
年级	年級	niánjí	n	grade in school	6
念		niàn	v	to read aloud	7
您		nín	pr	you (honorific for 你)	6
纽约	紐約	Niūyuē	pn	New York	1
女		nǚ	adj	female	2
女儿	女兒	nǚ'ér	n	daughter	2

Simplified	Traditional	Pinyin	Part of Speech	Definition	Lesson
P					
朋友		péngyou	n	friend	3
篇		piān	m	(measure word for essays, articles, etc.)	8
便宜		piányi	adj	cheap, inexpensive	9
票		piào	n	ticket	10
漂亮	漂亮	piàoliang	adj	pretty	5
瓶		píng	m/n	(measure word for bottled liquid, etc.)	5
平常		píngcháng	adv	usually	7
Q					
起床	起床	qǐ chuáng	vo	to get up	8
钱	錢	qián	n	money	9
请	請	qǐng	v	please (polite form of request), to treat or to invite (somebody)	1
请客	請客	qǐng kè	vo	to invite someone (to dinner, coffee, etc.), to play the host	4
去		qù	v	to go	4
R					
然后	然後	ránhòu	adv	then	10
让	讓	ràng	v	to allow or cause (somebody to do something)	10
人		rén	n	people, person	1
认识	認識	rènshi	v	to be acquainted with, to recognize	3
日记	日記	rìjì	n	diary	8
容易		róngyì	adj	easy	7
如果…的话	如果…的話	rúguǒ... de huà	conj	if	9

Simplified	Traditional	Pinyin	Part of Speech	Definition	Lesson
S					
商店		shāngdiàn	n	store, shop	9
上个	上個	shàng ge		previous, last	7
上课	上課	shàng kè	vo	to go to a class, to start a class, to be in class	7
上网	上網	shàng wǎng	vo	to go online, to surf the internet	8
上午		shàngwǔ	t	morning	6
谁	誰	shéi	qpr	who, whom	2
什么	什麼	shénme	qpr	what	1
生词	生詞	shēngcí	n	new words, vocabulary	7
生日		shēngrì	n	birthday	3
十八		shíbā	nu	eighteen	3
十二		shí'èr	nu	twelve	3
时候	時候	shíhou	n	(a point in) time, moment, (a duration of) time	4
时间	時間	shíjiān	n	time	6
试	試	shì	v	to try	9
事 (儿)	事 (兒)	shì(r)	n	matter, affair, event	3
是		shì	v	to be	1
收		shōu	v	to receive, to accept	9
手机	手機	shǒujī	n	cell phone	10
售货员	售貨員	shòuhuòyuán	n	shop assistant, salesclerk	9
书	書	shū	n	book	4
刷卡		shuā kǎ	vo	to pay with a credit card	9
帅	帥	shuài	adj	handsome	7

Simplified	Traditional	Pinyin	Part of Speech	Definition	Lesson
双	雙	shuāng	m	(measure word for a pair)	9
水		shuǐ	n	water	5
睡觉	睡覺	shuì jiào	vo	to sleep	4
说	說	shuō	v	to say, to speak	6
说话	說話	shuō huà	vo	to talk	7
送		sòng	v	to see off or out, to take (someone somewhere)	10
宿舍		sùshè	n	dormitory	8
算了		suàn le		forget it, never mind	4
虽然	雖然	suīrán	conj	although	9
岁	歲	suì	n	year (of age)	3
所以		suǒyǐ	conj	so	4
T					
他		tā	pr	he, him	2
她		tā	pr	she, her	2
它		tā	pr	it	9
太…了		tài . . . le		too, extremely	3
特别	特別	tèbié	adv	especially	10
天		tiān	n	day	3
条	條	tiáo	m	(measure word for pants and long, thin objects)	9
跳舞		tiào wǔ	vo	to dance	4
听	聽	tīng	v	to listen	4
挺		tǐng	adv	very, rather	9
同学	同學	tóngxué	n	classmate	3
图书馆	圖書館	túshūguǎn	n	library	5

Simplified	Traditional	Pinyin	Part of Speech	Definition	Lesson
W					
外国	外國	wàiguó	n	foreign country	4
玩 (儿)	玩 (兒)	wán(r)	v	to have fun, to play	5
晚		wǎn	adj	late	7
晚饭	晚飯	wǎnfàn	n	dinner, supper	3
晚上		wǎnshang	t	evening, night	3
王朋		Wáng Péng	pn	(a personal name)	1
喂		wēi/wèi	interj	(on the phone) Hello!, Hey!	6
位		wèi	m	(polite measure word for people)	6
为什么	為什麼	wèishénme	qpr	why	3
问	問	wèn	v	to ask (a question)	1
问题	問題	wèntí	n	question, problem	6
我		wǒ	pr	I, me	1
我们	我們	wǒmen	pr	we, us	3
午饭	午飯	wǔfàn	n	lunch, midday meal	8
X					
希望	希望	xīwàng	v/n	to hope; hope	8
喜欢	喜歡	xǐhuan	v	to like	3
洗澡		xǐ zǎo	vo	to take a bath/shower	8
下车	下車	xià chē	vo	to get off (a bus, train, etc.)	10
下个	下個	xià ge		next	6
下午		xiàwǔ	t	afternoon	6
先		xiān	adv	first	10
先生		xiānsheng	n	Mr., husband, teacher	1
线	線	xiàn	n	line	10

Simplified	Traditional	Pinyin	Part of Speech	Definition	Lesson
现在	現在	xiànzài	t	now	3
想		xiǎng	av	to want to, would like to	4
小		xiǎo	adj	small, little	4
小姐		xiǎojiě	n	Miss, young lady	1
笑		xiào	v	to laugh at, to laugh, to smile	8
鞋		xié	n	shoes	9
写	寫	xiě	v	to write	7
谢谢	謝謝	xièxie	v	to thank	3
新		xīn	adj	new	8
新年		xīnnián	n	new year	10
信		xìn	n	letter (correspondence)	8
信用卡		xìnyòngkǎ	n	credit card	9
星期		xīngqī	n	week	3
星期四		xīngqīsì	n	Thursday	3
行		xíng	v	all right, OK	6
姓		xìng	v/n	(one's) family name is . . . ; family name	1
学	學	xué	v	to study, to learn	7
学期	學期	xuéqī	n	school term, semester, quarter	8
学生	學生	xuésheng	n	student	1
学习	學習	xuéxí	v	to study, to learn	7
学校	學校	xuéxiào	n	school	5
Y					
呀		ya	p	(interjectory particle used to soften a question)	5
颜色	顏色	yánsè	n	color	9
样子	樣子	yàngzi	n	style	9

Simplified	Traditional	Pinyin	Part of Speech	Definition	Lesson
要		yào	v	to want	5
要		yào	mv	will, to be going to; to want to, to have a desire to	6
要是		yàoshi	conj	if	6
也		yě	adv	too, also	1
一边	一邊	yìbiān	adv	simultaneously, at the same time	8
一共		yígòng	adv	altogether	9
一起	一起	yìqǐ	adv	together	5
一下		yí xià	n+m	once, a bit	5
一样	一樣	yíyàng	adj	same, alike	9
衣服		yīfu	n	clothes	9
医生	醫生	yīshēng	n	doctor, physician	2
以后	以後	yǐhòu	t	after, from now on, later on	6
以前		yǐqián	t	before	8
已经	已經	yǐjīng	adv	already	8
因为	因為	yīnwèi	conj	because	3
音乐	音樂	yīnyuè	n	music	4
音乐会	音樂會	yīnyuèhuì	n	concert	8
英国	英國	Yīngguó	pn	Britain	3
英文	英文	Yīngwén	n	the English language	2
用		yòng	v	to use	8
有		yǒu	v	to have, to exist	2
有的		yǒude	pr	some	4
有意思		yǒu yìsi	adj	interesting	4
语法	語法	yǔfǎ	n	grammar	7

Simplified	Traditional	Pinyin	Part of Speech	Definition	Lesson
预习	預習	yùxí	v	to preview	7
月		yuè	n	month	3
Z					
在		zài	prep	at, in, on	5
在		zài	v	to be present, to be at (a place)	6
再		zài	adv	again	9
再见	再見	zàijiàn	v	goodbye, see you again	3
早		zǎo	adj	early	7
早饭	早飯	zǎofān	n	breakfast	8
早上		zǎoshang	t	morning	7
怎么	怎麼	zěnmē	qpr	how, how come	7
怎么样	怎麼樣	zěnmeyàng	qpr	Is it OK? How is that? How does that sound?	3
站		zhàn	m	(measure word for bus stops, train stops, etc.)	10
张	張	zhāng	m	(measure word for flat objects such as paper, pictures, etc.)	7
找		zhǎo	v	to look for	4
找(钱)	找(錢)	zhǎo (qián)	v(o)	to give change	9
照片		zhàopiàn	n	picture, photo	2
这	這	zhè	pr	this	2
这么	這麼	zhème	pr	so, this (late, etc.)	7
这儿	這兒	zhèr	pr	here	9
真		zhēn	adv	really	7
正在		zhèngzài	adv	in the middle of (doing something)	8
枝		zhī	m	(measure word for long, thin, inflexible objects such as pens, pencils, etc.)	7

Simplified	Traditional	Pinyin	Part of Speech	Definition	Lesson
知道		zhīdao	v	to know	8
只		zhǐ	adv	only	4
纸	紙	zhǐ	n	paper	7
中		zhōng	adj	medium, middle	9
中国	中國	Zhōngguó	pn	China	1
中文		Zhōngwén	n	the Chinese language	6
中午		zhōngwǔ	t	noon	8
种	種	zhǒng	m	(measure word for kinds, sorts, types)	9
周末	週末	zhōumò	n	weekend	4
祝		zhù	v	to wish (well)	8
专业	專業	zhuānyè	n	major (in college), specialty	8
准备	準備	zhǔnbèi	v	to prepare	6
字		zì	n	character	7
自己		zìjǐ	pr	oneself	10
走		zǒu	v	to go by way of, to walk	10
最后	最後	zuìhòu		final, last	10
最近		zuìjìn	t	recently	8
昨天		zuótiān	t	yesterday	4
做		zuò	v	to do	2
坐		zuò	v	to sit	5
坐		zuò	v	to travel by	10

Vocabulary Index (English-Chinese)

The English-Chinese index is organized based on the alphabetical order of the English definitions. For ease of reference, indefinite articles and definite articles are omitted when they are at the beginning of a phrase.

English	Simplified	Traditional	Pinyin	Part of Speech	Lesson
A					
after, from now on, later on	以后	以後	yǐhòu	t	6
afternoon	下午		xiàwǔ	t	6
again	再		zài	adv	9
airplane	飞机	飛機	fēijī	n	10
airport	(飞) 机场	(飛) 機場	(fēi)jīchǎng	n	10
all right, OK	行		xíng	v	6
allow or cause (somebody to do something)	让	讓	ràng	v	10
already	已经	已經	yǐjīng	adv	8
also, too, as well	还	還	hái	adv	3
although	虽然	雖然	suīrán	conj	9
altogether	一共		yígòng	adv	9
America	美国	美國	Měiguó	pn	1
and	和		hé	conj	2
ask (a question)	问	問	wèn	v	1
at, in, on	在		zài	prep	5
B					
Bai Ying'ai	白英爱	白英愛	Bái Yīng'ài	pn	2
be	是		shì	v	1
be acquainted with, recognize	认识	認識	rènshi	v	3

English	Simplified	Traditional	Pinyin	Part of Speech	Lesson
be called, call	叫		jiào	v	1
be present, be at (a place)	在		zài	v	6
because	因为	因為	yīnwèi	conj	3
before	以前		yǐqián	t	8
begin, start; beginning	开始	開始	kāishǐ	v/n	7
Beijing	北京		Běijīng	pn	1
big, old	大		dà	adj	3
birthday	生日		shēngrì	n	3
black	黑		hēi	adj	9
blue	蓝	藍	lán	adj	10
book	书	書	shū	n	4
both, all	都		dōu	adv	2
breakfast	早饭	早飯	zǎofàn	n	8
Britain	英国	英國	Yīngguó	pn	3
brown, coffee color	咖啡色		kāfēisè	n	9
bus	公共汽车	公共汽車	gōnggòng qìchē	n	10
busy	忙		máng	adj	3
but	但是		dànshì	conj	6
but	可是		kěshì	conj	3
buy	买	買	mǎi	v	9
C					
can, able to	能		néng	mv	8
can, know how to	会	會	huì	mv	8
can, may	可以		kěyǐ	mv	5

English	Simplified	Traditional	Pinyin	Part of Speech	Lesson
cell phone	手机	手機	shǒujī	n	10
character	字		zì	n	7
chat	聊天 (儿)	聊天 (兒)	liáo tiān(r)	vo	5
cheap, inexpensive	便宜		piányi	adj	9
child	孩子		háizi	n	2
China	中国	中國	Zhōngguó	pn	1
Chinese characters	汉字	漢字	Hànzì	n	7
Chinese language	中文		Zhōngwén	n	6
city	城市		chéngshì	n	10
class, course, lesson	课	課	kè	n	6
classmate	同学	同學	tóngxué	n	3
classroom	教室		jiàoshì	n	8
clothes	衣服		yīfu	n	9
coffee	咖啡		kāfēi	n	5
cola	可乐	可樂	kělè	n	5
college student	大学生	大學生	dàxuéshēng	n	2
color	颜色	顏色	yánsè	n	9
come	来	來	lái	v	5
come back	回来	回來	huí lai	vc	6
come in	进来	進來	jīn lai	vc	5
computer	电脑	電腦	diànnǎo	n	8
concert	音乐会	音樂會	yīnyuèhuì	n	8
convenient	方便		fāngbiàn	adj	6
cool (appearance, behavior)	酷		kù	adj	7
credit card	信用卡		xìnyòngkǎ	n	9

English	Simplified	Traditional	Pinyin	Part of Speech	Lesson
D					
dance	跳舞		<i>tiào wǔ</i>	vo	4
daughter	女儿	女兒	<i>nǚ'ér</i>	n	2
day	天		<i>tiān</i>	n	3
diary	日记	日記	<i>rìjì</i>	n	8
difficult	难	難	<i>nán</i>	adj	7
dining room, cafeteria	餐厅	餐廳	<i>cāntīng</i>	n	8
dinner, supper	晚饭	晚飯	<i>wǎnfàn</i>	n	3
dish, cuisine	菜	菜	<i>cài</i>	n	3
do	做		<i>zuò</i>	v	2
doctor, physician	医生	醫生	<i>yīshēng</i>	n	2
don't	别	別	<i>bié</i>	adv	6
dormitory	宿舍		<i>sùshè</i>	n	8
drink	喝		<i>hē</i>	v	5
drive a car	开车	開車	<i>kāi chē</i>	vo	10
(dynamic particle)	了		<i>le</i>	p	5
E					
early	早		<i>zǎo</i>	adj	7
easy	容易		<i>róngyì</i>	adj	7
eat	吃		<i>chī</i>	v	3
eighteen	十八		<i>shíbā</i>	nu	3
eldest/oldest brother	大哥		<i>dàgē</i>	n	2
eldest/oldest sister	大姐		<i>dàjiě</i>	n	2
email/electronic mail	电子邮件	電子郵件	<i>diànzǐ yóujiàn</i>	n	10

English	Simplified	Traditional	Pinyin	Part of Speech	Lesson
English language	英文	英文	<i>Yīngwén</i>	n	2
enter	进	進	<i>jìn</i>	v	5
especially	特别	特別	<i>tèbié</i>	adv	10
evening, night	晚上		<i>wǎnshang</i>	t	3
every, each	每		<i>měi</i>	pr	10
everybody	大家		<i>dàjiā</i>	pr	7
exchange, change	换	換	<i>huàn</i>	v	9
F					
family, home	家		<i>jiā</i>	n	2
fast, quick; quickly	快		<i>kuài</i>	adj/adv	5
father, dad	爸爸		<i>bàba</i>	n	2
feel, think	觉得	覺得	<i>juéde</i>	v	4
feel embarrassed	不好意思		<i>bù hǎoyìsi</i>		10
female	女		<i>nǚ</i>	adj	2
final, last	最后	最後	<i>zuìhòu</i>		10
fine, good, nice, OK, it's settled	好		<i>hǎo</i>	adj	1
first	先		<i>xiān</i>	adv	10
foreign country	外国	外國	<i>wàiguó</i>	n	4
forget it, never mind	算了		<i>suàn le</i>		4
free time	空 (儿)	空 (兒)	<i>kōng(r)</i>	n	6
friend	朋友		<i>péngyou</i>	n	3
G					
Gao Wenzhong	高文中		<i>Gāo Wénzhōng</i>	pn	2
Gao Xiaoyin	高小音		<i>Gāo Xiǎoyīn</i>	pn	5
get off (a bus, train, etc.)	下车	下車	<i>xià chē</i>	vo	10

English	Simplified	Traditional	Pinyin	Part of Speech	Lesson
get up	起床	起床	qǐ chuáng	vo	8
give	给	給	gěi	v	5
give change	找(钱)	找(錢)	zhǎo (qián)	v(o)	9
give or take a test; test	考试	考試	kǎo shì	vo/n	6
go	去	去	qù	v	4
go by way of, walk	走	走	zǒu	v	10
go home	回家	回家	huí jiā	vo	5
go online, surf the internet	上网	上網	shàng wǎng	vo	8
go out	出去	出去	chūqu	vc	10
go to, arrive	到	到	dào	v	6
go to a class, start a class, be in class	上课	上課	shàng kè	vo	7
goodbye, see you again	再见	再見	zàijiàn	v	3
grade in school	年级	年級	niánjí	n	6
grammar	语法	語法	yǔfǎ	n	7
green	绿	綠	lǜ	adj	10
H					
half, half an hour	半	半	bàn	nu	3
handsome	帅	帥	shuài	adj	7
happy	快乐	快樂	kuàilè	adj	10
happy, pleased	高兴	高興	gāoxìng	adj	5
have, exist	有	有	yǒu	v	2
have a meeting	开会	開會	kāi huì	vo	6
have fun, play	玩(儿)	玩(兒)	wán(r)	v	5
he, him	他	他	tā	pr	2

English	Simplified	Traditional	Pinyin	Part of Speech	Lesson
Hello!, Hey! (on the phone)	喂	喂	wēi/wèi	interj	6
help	帮	幫	bāng	v	6
here	这儿	這兒	zhèr	pr	9
highway	高速公路	高速公路	gāosù gōnglù	n	10
homework, schoolwork	功课	功課	gōngkè	n	7
honorable, expensive	贵	貴	guì	adj	1
hope; hope	希望	希望	xīwàng	v/n	8
how, how come	怎么	怎麼	zěnmē	qpr	7
how many, some, a few	几	幾	jǐ	nu	2
how many/much, to what extent	多	多	duō	adv	3
how much/many	多少	多少	duōshǎo	qpr	9
however, but	不过	不過	búguò	conj	9
hundred	百	百	bǎi	nu	9
I					
I, me	我	我	wǒ	pr	1
if	如果…的话	如果…的話	rúguǒ... de huà	conj	9
if	要是	要是	yàoshi	conj	6
in addition to, besides	除了…以外	除了…以外	chúle... yǐwài	conj	8
in that case, then	那	那	nà	conj	4
in the middle of (doing something)	正在	正在	zhèngzài	adv	8
interesting	有意思	有意思	yǒu yìsi	adj	4
(interjectory particle used to soften a question)	呀	呀	ya	p	5
introduce	介绍	介紹	jièshào	v	5

English	Simplified	Traditional	Pinyin	Part of Speech	Lesson
invite someone (to dinner, coffee, etc.), play the host	请客	請客	qǐng kè	vo	4
Is it OK? How is that? How does that sound?	怎么样	怎麼樣	zěnmeyàng	qpr	3
it	它		tā	pr	9
J					
job; to work	工作		gōngzuò	n/v	2
K					
know	知道		zhīdao	v	8
L					
late	晚		wǎn	adj	7
later	后来	後來	hòulái	t	8
laugh at, laugh, smile	笑		xiào	v	8
lawyer	律师	律師	lǜshī	n	2
length	长短	長短	chángduǎn	n	9
letter (correspondence)	信		xìn	n	8
Li You	李友		Lǐ Yǒu	pn	1
library	图书馆	圖書館	túshūguǎn	n	5
like	喜欢	喜歡	xǐhuan	v	3
line	线	線	xiàn	n	10
listen	听	聽	tīng	v	4
little, a bit, some	点 (儿)	點 (兒)	diǎn(r)	m	5
long time	好久		hǎojiǔ		4
look for	找		zhǎo	v	4
lunch, midday meal	午饭	午飯	wǔfàn	n	8

English	Simplified	Traditional	Pinyin	Part of Speech	Lesson
M					
major (in college), specialty	专业	專業	<i>zhuānyè</i>	n	8
make a phone call	打电话	打電話	<i>dǎ diànhuà</i>	vo	6
male	男		<i>nán</i>	adj	2
many, much	多		<i>duō</i>	adj	7
matter, affair, event	事 (儿)	事 (兒)	<i>shì(r)</i>	n	3
meal, (cooked) rice	饭	飯	<i>fàn</i>	n	3
(measure word for a pair)	双	雙	<i>shuāng</i>	m	9
(measure word for a position in a numerical series, day of the month)	号	號	<i>hào</i>	m	3
(measure word for bottled liquid, etc.)	瓶		<i>píng</i>	m/n	5
(measure word for bus stops, train stops, etc.)	站		<i>zhàn</i>	m	10
(measure word for class periods)	节	節	<i>jié</i>	m	6
(measure word for essays, articles, etc.)	篇		<i>piān</i>	m	8
(measure word for flat objects such as paper, pictures, etc.)	张	張	<i>zhāng</i>	m	7
(measure word for kinds, sorts, types)	种	種	<i>zhǒng</i>	m	9
(measure word for letters)	封		<i>fēng</i>	m	8
(measure word for long, thin, inflexible objects such as pens, pencils, etc.)	枝		<i>zhī</i>	m	7
(measure word for many common everyday objects)	个	個	<i>gè/ge</i>	m	2
(measure word for number of family members)	口		<i>kǒu</i>	m	2
(measure word for 1/100 of a kuai [equivalent of a cent])	分		<i>fēn</i>	m	9
(measure word for 1/10 of a kuai [equivalent of a dime])	毛		<i>máo</i>	m	9

English	Simplified	Traditional	Pinyin	Part of Speech	Lesson
(measure word for pants and long, thin objects)	条	條	tiáo	m	9
(measure word for people [polite])	位	位	wèi	m	6
(measure word for shirts, dresses, jackets, coats, etc.)	件		jiàn	m	9
(measure word for the basic Chinese monetary unit [equivalent of a dollar])	块	塊	kuài	m	9
(measure word for things contained in a cup or glass)	杯		bēi	m	5
medium, middle	中	中	zhōng	adj	9
meet up/with	见面	見面	jiàn miàn	vo	6
Miss, young lady	小姐		xiǎojiě	n	1
money	钱	錢	qián	n	9
month	月		yuè	n	3
morning	上午		shàngwǔ	t	6
morning	早上		zǎoshang	t	7
mother, mom	妈妈	媽媽	māma	n	2
movie	电影	電影	diànyǐng	n	4
Mr., husband, teacher	先生		xiānsheng	n	1
music	音乐	音樂	yīnyuè	n	4
must, have to	得		děi	av	6
N					
name	名字		míngzi	n	1
need not	不用		bú yòng		9
nervous, anxious	紧张	緊張	jǐnzhāng	adj	10
new	新		xīn	adj	8
new words, vocabulary	生词	生詞	shēngcí	n	7

English	Simplified	Traditional	Pinyin	Part of Speech	Lesson
new year	新年		<i>xīnnián</i>	n	10
New York	纽约	紐約	<i>Niūyue</i>	pn	1
next one	下个	下個	<i>xià ge</i>		6
noon	中午		<i>zhōngwǔ</i>	t	8
not	没	沒	<i>méi</i>	adv	2
not, no	不		<i>bù</i>	adv	1
not until, only then	才		<i>cái</i>	adv	5
now	现在	現在	<i>xiànzài</i>	t	3
O					
o'clock (lit. dot, point, thus "points on the clock")	点	點	<i>diǎn</i>	m	3
office	办公室	辦公室	<i>bàngōngshì</i>	n	6
often	常常		<i>chángcháng</i>	adv	4
older brother	哥哥		<i>gēge</i>	n	2
older sister	姐姐		<i>jiějie</i>	n	2
once, a bit	一下		<i>yí xià</i>	n+m	5
(one's) family name is . . . ; family name	姓		<i>xìng</i>	v/n	1
oneself	自己		<i>zìjǐ</i>	pr	10
only	只		<i>zhǐ</i>	adv	4
or	还是	還是	<i>háishi</i>	conj	3
or	或者		<i>huòzhě</i>	conj	10
other people, another person	别人	別人	<i>biérén</i>	n	4
P					
pants	裤子	褲子	<i>kùzi</i>	n	9
paper	纸	紙	<i>zhǐ</i>	n	7

English	Simplified	Traditional	Pinyin	Part of Speech	Lesson
pay money	付钱	付錢	fù qián	vo	9
pay with a credit card	刷卡		shuā kǎ	vo	9
pen	笔	筆	bǐ	n	7
people, person	人		rén	n	1
picture, photo	照片		zhàopiàn	n	2
play ball	打球		dǎ qiú	vo	4
please (polite form of request), to treat or to invite (somebody)	请	請	qǐng	v	1
polite	客气	客氣	kèqi	adj	6
(possessive or descriptive particle)	的		de	p	2
practice	练习	練習	liànxí	v	6
precisely, exactly	就		jiù	adv	6
(prefix for ordinal numbers)	第		dì	prefix	7
prepare	准备	準備	zhǔnbèi	v	6
pretty	漂亮	漂亮	piàoliang	adj	5
pretty good	不错	不錯	búcuò	adj	4
preview	预习	預習	yùxí	v	7
previous one	上个	上個	shàng ge		7
pronunciation	发音	發音	fāyīn	n	8
Q					
quarter (of an hour)	刻		kè	m	3
(question particle)	吗	嗎	ma	qp	1
(question particle)	呢		ne	qp	1
question, problem	问题	問題	wèntí	n	6

English	Simplified	Traditional	Pinyin	Part of Speech	Lesson
R					
read aloud	念		niàn	v	7
really	真		zhēn	adv	7
receive, accept	收		shōu	v	9
recently	最近		zuìjìn	t	8
red	红	紅	hóng	adj	9
review	复习	復習	fùxí	v	7
right, correct	对	對	duì	adj	4
route, road	路		lù	n	10
S					
same, alike	一样	一樣	yíyàng	adj	9
say, speak	说	說	shuō	v	6
school	学校	學校	xuéxiào	n	5
school term, semester, quarter	学期	學期	xuéqī	n	8
second oldest sister	二姐		èrjiě	n	2
see	见	見	jiàn	v	3
see off or out, take (someone somewhere)	送		sòng	v	10
send a text message (lit. send a short message)	发短信	發短信	fā duǎnxìn	vo	10
(sentence-final particle of exclamation, interrogation, etc.)	啊		a	p	6
(sentence-final particle)	吧		ba	p	5
September	九月		jiǔyuè	p	3
she, her	她		tā	pr	2
shirt	衬衫	襯衫	chènshān	n	9
shoes	鞋		xié	n	9

English	Simplified	Traditional	Pinyin	Part of Speech	Lesson
assistant, salesclerk	售货员	售貨員	shòuhuòyuán	n	9
simultaneously, at the same time	一边	一邊	yibiān	adv	8
(a song)	唱歌 (儿)	唱歌 (兒)	chàng gē(r)	vo	4
	坐		zuò	v	5
	大小		dàxiǎo	n	9
	号	號	hào	n	9
sleep	睡觉	睡覺	shuì jiào	vo	4
slow	慢		màn	adj	7
small, little	小		xiǎo	adj	4
	所以		suǒyǐ	conj	4
this (late, etc.)	这么	這麼	zhème	pr	7
some	有的		yǒude	pr	4
son	儿子	兒子	érzi	n	2
sorry	对不起	對不起	duìbuqǐ	v	5
sound recording; record	录音	錄音	lùyīn	n/vo	7
spend	花	花	huā	v	10
store, shop	商店		shāngdiàn	n	9
structural particle)	得		de	p	7
student	学生	學生	xuésheng	n	1
study, learn	学	學	xué	v	7
study, learn	学习	學習	xuéxí	v	7
appearance	样子	樣子	yàngzi	n	9
subway	地铁	地鐵	dìtiě	n	10
suitable	合适	合適	héshì	adj	9

English	Simplified	Traditional	Pinyin	Part of Speech	Lesson
T					
take a bath/shower	洗澡		xǐ zǎo	vo	8
take a taxi	打车	打車	dǎ chē	vo	10
talk	说话	說話	shuō huà	vo	7
taxi	出租汽车	出租汽車	chūzū qìchē	n	10
tea	茶	茶	chá	n	5
teach	教		jiāo	v	7
teacher	老师	老師	lǎoshī	n	1
Teacher Chang	常老师	常老師	Cháng lǎoshī	pn	6
television	电视	電視	diànshì	n	4
tell	告诉	告訴	gàosu	v	8
text of a lesson	课文	課文	kèwén	n	7
thank	谢谢	謝謝	xièxie	v	3
that	那		nà	pr	2
then	然后	然後	ránhòu	adv	10
there	那儿	那兒	nàr	pr	8
things, objects	东西	東西	dōngxi	n	9
this	这	這	zhè	pr	2
this year	今年		jīnnián	t	3
Thursday	星期四		xīngqīsi	n	3
ticket	票		piào	n	10
time	时间	時間	shíjiān	n	6
time (a point in), moment, time (a duration of)	时候	時候	shíhou	n	4
tired	累		lèi	adj	8

	Simplified	Traditional	Pinyin	Part of Speech	Lesson
	给	給	gěi	prep	6
	今天		jīntiān	t	3
	一起	一起	yìqǐ	adv	5
	明天		míngtiān	t	3
	也		yě	adv	1
	太...了		tài...le		3
	坐		zuò	v	10
	麻烦	麻煩	máfan	adj	10
	试	試	shì	v	9
	十二		shí'èr	nu	3
	两	兩	liǎng	nu	2
U					
	懂	懂	dǒng	v	7
	用		yòng	v	8
	平常		píngcháng	adv	7
V					
	很		hěn	adv	3
	挺		tǐng	adv	9
W					
	等		děng	v	6
	王朋		Wáng Péng	pn	1
	要		yào	v	5
	想		xiǎng	av	4
	看		kàn	v	4
	水		shuǐ	n	5

English	Simplified	Traditional	Pinyin	Part of Speech	Lesson
we, us	我们	我們	wǒmen	pr	3
wear, put on	穿		chuān	v	9
week	星期		xīngqī	n	3
weekend	周末	週末	zhōumò	n	4
what	什么	什麼	shénme	qpr	1
where	哪里	哪裡	nǎli	pr	7
where	哪儿	哪兒	nǎr	qpr	5
which	哪		nǎ/něi	qpr	6
who, whom	谁	誰	shéi	qpr	2
why	为什么	為什麼	wèishénme	qpr	3
will, be going to; want to, have a desire to	要		yào	mv	6
winter vacation	寒假		hánjià	n	10
wish (well)	祝		zhù	v	8
with	跟		gēn	prep	6
write	写	寫	xiě	v	7
Y					
year (of age)	岁	歲	suì	n	3
yellow	黄	黃	huáng	adj	9
yesterday	昨天		zuótiān	t	4
you	你		nǐ	pr	1
you (honorific for 你)	您		nín	pr	6
younger brother	弟弟		dìdì	n	2
younger sister	妹妹		mèimei	n	2

Vocabulary by Lesson and Grammar Category

Lesson 1

L1-1

Noun: 小姐, 名字, 先生
Pronoun: 你, 我, 什么
Verb: 请, 问, 姓, 叫
Adjective: 好, 贵
Particle: 呢
Proper Noun: 王朋, 李友

L1-2

Noun: 老师, 学生, 人
Verb: 是
Adverb: 不, 也
Particle: 吗
Proper Noun: 中国, 北京, 美国, 纽约

Lesson 2

L2-1

Noun: 照片, 爸爸, 妈妈, 孩子, 姐
姐, 弟弟, 大哥, 儿子, 女儿
Measure Word: 个
Pronoun: 那, 这, 谁, 她, 他
Verb: 有
Adjective: 女, 男
Adverb: 没
Particle: 的
Proper Noun: 高文中

L2-2

Noun: 家, 哥哥, 妹妹, 大姐,
二姐, 工作, 律师, 英文,
大学生, 医生
Measure Word: 口
Numeral: 几, 两
Verb: 做
Adverb: 都
Conjunction: 和
Proper Noun: 白英爱

Lesson 3

L3-1

Noun:	九月, 月, 星期, 星期四, 天, 生日, 岁, 饭, 菜
Measure Word:	号, 点
Pronoun:	怎么样, 我们
Numeral:	十二, 十八, 半
Verb:	吃, 谢谢, 喜欢, 见, 再见
Adjective:	大
Adverb:	多
Conjunction:	还是, 可是
Time Word:	今年, 晚上
Others:	太...了
Proper Noun:	英国

L3-2

Noun:	事(儿), 晚饭, 同学, 朋友
Measure Word:	刻
Pronoun:	为什么
Verb:	认识
Adjective:	忙
Adverb:	很, 还
Conjunction:	因为
Time Word:	现在, 今天, 明天

Lesson 4

L4-1

Noun:	周末, 电视, 音乐, 书, 时候, 电影, 外国
Pronoun:	有的
Verb:	打球, 看, 唱歌, 跳舞, 听, 去, 请客
Adjective:	对
Adverb:	常常
Conjunction:	那, 所以
Time Word:	昨天

Lesson 5

L4-2	Noun:	别人
	Verb:	觉得, 睡觉, 找
	Modal Verb:	想
	Adjective:	小, 不错, 有意思
	Adverb:	只
	Others:	好久, 算了

L5-1	Noun:	学校, 茶, 咖啡, 可乐, 水
	Measure Word:	点(儿), 瓶, 杯
	Pronoun:	哪儿
	Verb:	进, 进来, 来, 介绍, 坐, 喝, 要, 对不起, 给
	Modal Verb:	可以
	Adjective:	高兴, 漂亮
	Adverb:	快
	Preposition:	在
	Particle:	呀, 吧
	Others:	一下
	Proper Noun:	高小音

L5-2	Noun:	图书馆
	Verb:	玩(儿), 聊天(儿), 回家
	Adverb:	一起, 才
	Particle:	了

Lesson 6

L6-1

Noun:	时间, 问题, 课, 年级, 空 儿, 办公室
Measure Word:	位, 节
Pronoun:	您, 哪
Verb:	打电话, 在, 开会, 考试, 到, 行, 等
Modal Verb:	要
Adjective:	方便, 客气
Adverb:	就, 别
Preposition:	给
Conjunction:	要是
Time Word:	下午, 上午, 以后
Others:	喂
Proper Noun:	常老师

L6-2

Noun:	中文
Verb:	帮, 准备, 练习, 说, 见面, 回来
Modal Verb:	得
Preposition:	跟
Conjunction:	但是
Particle:	啊
Others:	下个

Lesson 7

L7-1

Noun:	字, 笔, 纸, 语法, 生词, 汉字
Measure Word:	枝, 张
Pronoun:	怎么, 哪里
Verb:	说话, 复习, 写, 教, 懂, 预 习, 学
Adjective:	慢, 容易, 多, 难
Adverb:	真
Particle:	得
Others:	上个, 第

L7-2

Noun:	功课, 课文, 录音
Pronoun:	这么, 大家
Verb:	上课, 开始, 念, 学习
Adjective:	早, 晚, 帅, 酷
Adverb:	平常
Time Word:	早上

Lesson 8

L8-1

Noun:	日记, 早饭, 教室, 发音, 电脑, 餐厅, 午饭, 宿舍
Measure Word:	篇
Pronoun:	那儿
Verb:	起床, 洗澡, 上网, 告诉, 知道
Adjective:	累, 新
Adverb:	一边, 正在, 已经
Time Word:	中午, 以前

L8-2

Noun:	信, 学期, 专业, 音乐会
Measure Word:	封
Verb:	希望, 用, 笑, 祝
Modal Verb:	会, 能
Conjunction:	除了...以外
Time Word:	最近, 后来

Lesson 9

L9-1

Noun:	商店, 东西, 售货员, 衣服, 衬衫, 颜色, 裤子, 号, 长短, 钱
Measure Word:	件, 条, 块, 毛, 分
Pronoun:	多少
Numeral:	百
Verb:	买, 穿, 试, 找(钱)
Adjective:	黄, 红, 中, 便宜, 合适
Adverb:	一共
Conjunction:	如果...的话
Others:	不用

Lesson 10

L9-2

Noun:	鞋, 大小, 咖啡色, 样子, 信用卡
Measure Word:	双, 种
Pronoun:	它, 这儿
Verb:	换, 刷卡, 收, 付钱
Adjective:	一样, 黑
Adverb:	挺, 再
Conjunction:	虽然, 不过

L10-1

Noun:	寒假, 飞机, 票, (飞) 机场, 公共汽车, 地铁, 路, 线, 出租汽车
Measure Word:	站
Verb:	坐, 走, 下车, 打车, 开车, 送
Adjective:	绿, 蓝, 麻烦
Adverb:	先, 然后
Conjunction:	或者
Others:	最后

L10-2

Noun:	电子邮件, 城市, 高速公路, 手机, 新年
Pronoun:	每, 自己
Verb:	让, 花, 出去, 发短信
Adjective:	紧张, 快乐
Adverb:	特别
Others:	不好意思

Vocabulary Index (How About You?)

The How About You? vocabulary index is sequenced according to the order of the corresponding images, horizontally from left to right. Exercises that do not include images corresponding to vocabulary items (e.g., in Lesson 1: Dialogue 1) are omitted.

English	Simplified	Traditional	Pinyin	Part of Speech
L1: Dialogue 2				
Mexico	墨西哥		Mòxīgē	pn
India	印度		Yīndù	pn
Canada	加拿大		Jiānádà	pn
Britain	英国	英國	Yīngguó	pn
L2: Dialogue 2				
soldier	军人	軍人	jūnrén	n
teacher	老师	老師	lǎoshī	n
nurse	护士	護士	hùshi	n
L3: Dialogue 1				
British food	英国菜	英國菜	Yīngguó cài	n
Chinese food	中国菜	中國菜	Zhōngguó cài	n
American food	美国菜	美國菜	Měiguó cài	n
L4: Dialogue 1				
read books	看书	看書	kàn shū	vo
watch movies	看电影	看電影	kàn diànyǐng	vo
play ball	打球		dǎ qiú	vo
listen to music	听音乐	聽音樂	tīng yīnyuè	vo
L4: Dialogue 2				
sleep	睡觉	睡覺	shuì jiào	vo

English	Simplified	Traditional	Pinyin	Part of Speech
go shopping	逛街		guàngài jiē	vo
draw, paint	画画儿	畫畫兒	huà huàr	vo
play chess	下棋		xià qí	vo

L5: Dialogue

fruit juice	果汁		guǒzhī	n
Coca-Cola	可口可乐	可口可樂	Kěkǒukělè	pn
mineral water	矿泉水	礦泉水	kuàngquánshuǐ	n
Sprite	雪碧		Xuěbì	pn

L5: Narrative

school	学校	學校	xuéxiào	n
library	图书馆	圖書館	túshūguǎn	n
home	家		jiā	n

L6: Dialogue 1

home	家		jiā	n
office	办公室	辦公室	bàngōngshì	n
library	图书馆	圖書館	túshūguǎn	n

L6: Dialogue 2

Japanese language	日语	日語	Rìyǔ	pn
Spanish language	西班牙语	西班牙語	Xībānyáyǔ	pn
French language	法语	法語	Fǎyǔ	pn

L7: Dialogue 2

Chinese textbook	中文课本	中文課本	Zhōngwén kèběn	n
Chinese workbook	中文练习本	中文練習本	Zhōngwén liànxíběn	n
Chinese dictionary	中文字典		Zhōngwén zìdiǎn	n

English	Simplified	Traditional	Pinyin	Part of Speech
L8: Diary Entry				
classroom	教室		jiàoshì	n
dormitory	宿舍		sùshè	n
dining room, cafeteria	餐厅	餐廳	cāntīng	n
L8: Letter				
business management	工商管理		gōngshāng guǎnlǐ	n
chemistry	化学	化學	huàxué	n
mathematics	数学	數學	shùxué	
L9: Dialogue 1				
sweater	毛衣		máoyī	n
coat	外套		wàitào	n
suit	西装	西裝	xīzhuāng	n
L9: Dialogue 2				
blue	蓝色	藍色	lánsè	n
green	绿色	綠色	lǜsè	n
pink	粉红色	粉紅色	fěnhóngsè	n
L10: Dialogue				
walk	走路		zǒu lù	vo
ride a bicycle	骑自行车	騎自行車	qí zìxíngchē	vo
take a bus	坐公共汽车	坐公共汽車	zuò gōnggòng qìchē	vo
L10: Email				
ride a motorcycle	骑摩托车	騎摩托車	qí mótuōchē	vo
drive a car	开车	開車	kāi chē	vo
take the subway	坐地铁	坐地鐵	zuò dìtiě	vo

Appendix 1: Lesson Texts in Traditional Characters

Lesson 1

Dialogue 1

Exchanging
Greetings

At school, Wang Peng and Li You meet each other for the first time.

王朋：你好^a！

李友：你好！

王朋：請問^b，你^c貴姓？

李友：我姓¹李。你呢²？

王朋：我姓王。李小姐^d，你叫³什麼名字？

李友：我叫李友。王先生，你叫什麼名字？

王朋：我叫王朋⁴。

Dialogue 2

Where Are
You From?

Wang Peng and Li You start chatting after bumping into each other on campus.

李友：王先生，你是⁵老師嗎⁶？

王朋：我不^{7a}是老師，我是學生。李友，你呢？

李友：我也⁸是學生。你是中國人嗎？

王朋：是^b，我是北京人。你是美國人嗎？

李友：是，我是紐約人。

Lesson 2

Dialogue 1

Looking at
a Family Photo

Wang Peng is in Gao Wenzhong's room and points to a picture on the desk.

王朋：高文中，那是你的¹照片嗎？

They walk toward the picture and stand in front of it.

高文中：是。這是我爸爸，這是我媽媽。

王朋：這²個³女孩子是誰⁴？

高文中：她是我姐姐。

王朋：這個男孩子是你弟弟嗎？

高文中：不是，他是我大哥的兒子^b。

王朋：你大哥有⁴女兒嗎？

高文中：他沒有女兒。

Dialogue 2

Discussing
Family

Li You and Bai Ying'ai are chatting about their family members and what each of them does.

李友：白英愛，你家^a有^b幾口^c人？

白英愛：我家有六口人，我爸爸、我媽媽、一個^d哥哥、兩個^e妹妹和我^f。李友，你家有幾口人？

李友：我家有五口人：爸爸、媽媽、大姐、二姐和我。你爸爸媽媽做什麼工作？

白英愛：我爸爸是律師，媽媽是英文老師，哥哥、妹妹都^g是大學^h生。

李友：我媽媽也是老師，我爸爸是醫生。

Lesson 3

Dialogue 1

Out for a
Birthday Dinner

Gao Wenzhong is talking to Bai Ying'ai about a special day coming up.

高文中：白英愛，九月十二¹號²是星期幾³？

白英愛：是星期四。

高文中：那天⁴是我的⁵生日。

白英愛：是嗎？你今年多大⁶？

高文中：十八歲⁷。

白英愛：我星期四請你吃飯⁸，怎麼樣？

高文中：太好了⁹。謝謝，謝謝¹⁰。

白英愛：你喜歡吃中國菜還是¹¹美國菜？

高文中：我是英國人，可是我喜歡吃中國菜。

白英愛：好，我們吃中國菜。

高文中：星期四幾點？

白英愛：七點半怎麼樣？

高文中：好，星期四晚上見。

白英愛：再見！

Dialogue 2

Dinner
Invitation

Bai Ying'ai asks Wang Peng about his plans for tomorrow.

- 王朋：白英愛，現在幾點？
 白英愛：五點三刻。
 王朋：我六點一刻有事兒。
 白英愛：你今天**很忙**⁵，明天忙不忙⁶？
 王朋：我今天很忙，可是明天不忙。有事兒嗎？
 白英愛：明天我請你吃晚飯，怎麼樣？
 王朋：你為什麼請我吃飯？
 白英愛：因為明天是高文中的生日。
 王朋：是嗎？好。**還**⁷請誰？
 白英愛：還請我的同學李友。
 王朋：那太好了，我認識李友，她也是我的朋友。明天幾點？
 白英愛：明天晚上七點半。
 王朋：好，明天七點半見。

Lesson 4

Dialogue 1

Discussing
Hobbies

Gao Wenzhong asks Bai Ying'ai about her weekend plans and wants to invite her to a movie; however...

- 高文中：白英愛，你週末喜歡做什麼¹？
 白英愛：我喜歡**打球**、**看電視**²。你呢？
 高文中：我喜歡唱歌、跳舞，還喜歡聽音樂。你也喜歡看書，對不對？
 白英愛：對，有的時候也喜歡看書。
 高文中：你喜歡不喜歡²看電影？
 白英愛：喜歡。我週末常常看電影。
 高文中：那³我們今天晚上去看⁴一個外國電影，怎麼樣？我請客。
 白英愛：為什麼你請客？
 高文中：因為昨天你請我吃飯，所以今天我請你看電影。
 白英愛：那你也請王朋、李友，好嗎⁵？
 高文中：……好。

Dialogue 2

Let's
Play Ball

Wang Peng visits Gao Wenzhong and invites him to play ball over the weekend.

- 王朋： 小高¹，好久不見²，你好嗎³？
 高文中： 我很好。你怎麼樣？
 王朋： 我也不錯。這個週末你想⁴做什麼？想不想去打球？
 高文中： 打球？我不喜歡打球。
 王朋： 那我們去看球，怎麼樣？
 高文中： 看球？我⁵覺得看球也沒有意思⁶。
 王朋： 那你這個週末想做什麼？
 高文中： 我只想吃飯、睡覺⁷。
 王朋： 算了，我去找別人。

Lesson 5

Dialogue

Visiting a
Friend's Place

Wang Peng and Li You visit Gao Wenzhong and meet his sister, Gao Xiaoyin.

(The doorbell rings.)

- 高文中： 誰呀？
 王朋： 是我，王朋，還有李友。
 高文中： 請進，請進，快進來！來，我介紹一下¹，這是我姐姐，高小音。
 李友和王朋： 小音，你好。認識你很高興。
 高小音： 認識你們我也很高興。
 李友： 你們家很大²，也很漂亮。
 高小音： 是嗎？³請坐，請坐。
 王朋： 小音，你在⁴哪兒⁵工作？
 高小音： 我在學校工作。你們想喝點兒⁶什麼？喝茶還是喝咖啡？
 王朋： 我喝茶吧⁷。
 李友： 我要一瓶可樂，可以嗎？
 高小音： 對不起，我們家沒有可樂。
 李友： 那給我一杯水吧。

Narrative

At a Friend's
Place

Gao Xiaoyin, Wang Peng, and Li You visited Gao Wenzhong's place. 昨天晚上，王朋和李友去高文中家玩兒。在高文中家，他們認識了⁵高文中的姐姐。她叫高小音，在學校的圖書館工作。她請王朋喝⁶茶，王朋喝了⁷兩杯。李友不喝茶，只喝了一杯水。他們一起聊天兒、看電視。王朋和李友晚上十二點才⁸回家。

Lesson 6

Dialogue 1

Calling Your
Teacher

李友給¹常老師打電話……

常老師：喂？

李友：喂，請問，常老師在嗎？

常老師：我就是。您²是哪位？

李友：老師，您好。我是李友。

常老師：李友，有事兒嗎？

李友：老師，今天下午您有時間³嗎？我想問⁴您幾個問題。

常老師：對不起，今天下午我要²開會。

李友：明天呢？

常老師：明天上午我有兩節⁴課，下午三點要給二年級考試。

李友：您什麼時候⁵有空兒？

常老師：明天四點以後⁶才有空兒。

李友：要是⁷您方便，四點半我到您的辦公室去，行嗎？

常老師：四點半，沒問題⁸。我在辦公室等你。

李友：謝謝您。

常老師：別³客氣。

Dialogue 2

Calling a Friend
for Help

李友給王朋打電話……

李友：喂，請問，王朋在嗎？

王朋：我就是。你是李友吧¹？

李友：王朋，我下個星期⁴要考中文，你幫我準備一下，跟我練習說中文，好嗎？

王朋：好啊，但是你得⁵請我喝咖啡。

李友：喝咖啡，沒問題。那我什麼時候跟你見面？你今天晚上有空兒嗎？

王朋：今天晚上白英愛請我吃飯。

李友：是嗎？白英愛請你吃飯？

王朋：對。我回來⁶以後給你打電話。

李友：好，我等你的電話。

Lesson 7

Dialogue 1

How Did You
Do on the Exam?

王朋跟李友說話……

王朋：李友，你上個星期考試考得¹怎麼樣？

李友：因為你幫我復習，所以考得不錯。但是我寫中國字寫得太²慢了！

王朋：是嗎？以後我跟你一起練習寫字，好^a不好^a？

李友：那太好了！我們現在就³寫，怎麼樣？

王朋：好，給我一枝筆⁴、一張紙。寫什麼字？

李友：你教我怎麼寫“懂”字吧。

王朋：好吧。

李友：你寫字寫得真²好，真快。

王朋：哪裡，哪裡^b。你明天有中文課嗎？我幫你預習。

李友：明天我們學第七⁵課。第七課的語法很容易，我都懂，可是生詞太多，漢字也有一點兒⁶難。

王朋：沒問題，我幫你。

Dialogue 2

Preparing for
Chinese Class

李友跟白英愛說話……

李友：白英愛，你平常來得很早，今天怎麼²這麼晚？

白英愛：我昨天預習中文，早上^a四點才³睡覺，你也睡得很晚嗎？

李友：我昨天十點就³睡了。因為王朋幫我練習中文，所以我功課做得很快。

白英愛：有個中國朋友真好。

上中文課……

常老師：大家早^b，現在我們開始上課。第七課你們都預習了嗎？

白英愛和李友：預習了。

常老師：李友，請你念課文。……念得很好。你昨天晚上聽錄音了吧？

李友：我沒聽。

白英愛：但是她的朋友昨天晚上幫她學習了。

常老師：你的朋友是中國人嗎？

Lesson 8

Diary Entry

A Typical
School Day

Letter

Writing to
a Friend

李友： 是。
白英愛： 他是一個男的⁸，很帥⁵，很酷，叫王朋。⁹

李友的一篇日記

十一月三日星期二

今天我很忙，很累。早上七點半起床¹，洗了澡以後就²吃早飯。我一邊吃飯，一邊³聽錄音。九點到教室去上課⁴。

第一節課是中文，老師教我們發音、生詞和語法，也教我們寫字，還給了⁵我們一篇新課文⁶，這篇課文很有意思。第二節是電腦⁷課，很難。

中午我和同學們一起到餐廳去吃午飯。我們一邊吃，一邊練習說中文。下午我到圖書館去上網。四點王朋來找我打球。五點三刻吃晚飯。七點半我去白英愛的宿舍跟她聊天(兒)。到那兒的時候，她正在⁷做功課。我八點半回家。睡覺以前，高文中給我打了一個電話，告訴我明天要考試，我說我已經知道了。

一封信

這是李友給高小音的一封信。

小音：

你好！好久不見，最近怎麼樣？

這個學期我很忙，除了專業課以外，還⁸得學中文。我們的中文課很有意思。因為我們的中文老師只會⁹說中文，不會說英文，所以上課的時候我們只說中文，不說英文。開始我覺得很難，後來⁹，王朋常常幫我練習中文，就¹⁰覺得不難了¹⁰。

你喜歡聽音樂嗎？下個星期六，我們學校有一個音樂會，希望你能⁹來。我用中文寫信寫得很不好，請別笑我。祝好！

你的朋友
李友
十一月十八日

Lesson 9

Dialogue 1

Shopping
for Clothes

李友在商店買東西，售貨員問她……

售貨員：小姐，您要¹買什麼衣服？李友：我想買一件²襯衫。售貨員：您喜歡什麼顏色的³，黃的還是紅的？李友：我喜歡穿^a紅的。我還想買一條²褲子^b。售貨員：多⁴大的？大號的、中號的、還是小號的？李友：中號的。不要太貴的，也不要太便宜^c的。

售貨員：這條褲子怎麼樣？

李友：顏色很好。如果長短合適的話，我就買。

售貨員：您試一下。

Li You checks the size on the label and measures the pants against her legs.

李友：不用試。可以。

售貨員：這件襯衫呢？

李友：也不錯。一共多少錢？

售貨員：襯衫二十一塊五，褲子三十二塊九毛九，一共是五十四塊四毛九分⁵。

李友：好，這是一百塊錢。

售貨員：找您四十五塊五毛一。

李友：謝謝。

Dialogue 2

Exchanging
Shoes

王朋想換一雙鞋，他問售貨員……

王朋：對不起，這雙鞋太小了。能不能換一雙？

售貨員：沒問題。您看，這雙怎麼樣？

王朋：也不行，這雙跟那雙一樣⁶大。

售貨員：那這雙黑的呢？

王朋：這雙鞋雖然大小合適，可是⁷顏色不好。有沒有咖啡色的？

售貨員：對不起，這種鞋只有黑的。

王朋：這雙鞋樣子挺好的^a，就是它吧^b。你們這兒可以刷卡嗎？

售貨員：對不起，我們不收信用卡。不過，這雙的錢跟那雙一樣，您不用再付錢了。

Lesson 10

Dialogue

Going Home
for Winter
Vacation

李友跟王朋說話……

王朋：李友，寒假你回家嗎？

李友：對，我要回家。

王朋：飛機票你買了嗎¹？

李友：已經買了。是二十一號的。

王朋：飛機是幾點的？

李友：晚上八點的。

王朋：你怎麼去²機場？

李友：我想坐公共汽車或者²坐地鐵。你知道怎麼走³嗎？

王朋：你先坐一路汽車，坐三站下車，然後換地鐵。先坐紅線，再³換綠線，最後換藍線。

李友：不行，不行，太麻煩了。我還是⁴打車⁵吧。

王朋：出租汽車太貴，我開車送你去吧。

李友：謝謝你。

王朋：不用客氣。

Email

Thanks
for the Ride

李友給王朋寫電子郵件⁶：

Date: 12月20日

From: 李友

To: 王朋

Subject: 謝謝!

王朋：

謝謝你那天開車送我到機場。不過，讓你花那麼多時間，真不好意思。我這幾天每天都⁵開車出去看老朋友。這個城市的人開車開得特別快。我在高速公路上開車，真有點兒緊張。可是這兒沒有公共汽車，也沒有地鐵，只能自己開車，很不方便。

有空兒的話打我的手機或者給我發短信，我想跟你聊天兒。

新年快要到了⁶，祝你新年快樂！

李友

Appendix 2: Lesson Texts in English

Lesson 1

Dialogue 1

Exchanging
Greetings

At school, Wang Peng and Li You meet each other for the first time.

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

Dialogue 2

Where Are You
From?

Wang Peng and Li You start chatting after bumping into each other on campus.

- Li You: Mr. Wang, are you a teacher?
Wang Peng: I'm not a teacher, I'm a student. How about you, Li You?
Li You: I'm a student, too. Are you Chinese?
Wang Peng: Yes, I'm from Beijing (lit. I'm a Beijinger).
Are you American?
Li You: Yes, I'm from New York (lit. I'm a New Yorker).

Lesson 2

Dialogue 1

Looking at
a Family Photo

Wang Peng is in Gao Wenzhong's room and points to a picture on the desk.

- Wang Peng: Gao Wenzhong, is that picture yours?
They walk toward the picture and stand in front of it.
Gao Wenzhong: Yes. This is my dad. This is my mom.
Wang Peng: Who's this girl?
Gao Wenzhong: She's my older sister.
Wang Peng: Is this boy your younger brother?
Gao Wenzhong: No, he's my eldest brother's son.
Wang Peng: Does your eldest brother have any daughters?
Gao Wenzhong: He doesn't have any daughters.

Dialogue 2

Discussing
Family

Li You and Bai Ying'ai are chatting about their family members and what each of them does.

- Li You: Bai Ying'ai, how many people are there in your family?
Bai Ying'ai: There are six people in my family: my dad, my mom, an older brother, two younger sisters, and me. Li You, how many people are there in your family?
Li You: There are five people in my family: my dad, my mom, my oldest sister, my second oldest sister, and me. What do your dad and mom do?
Bai Ying'ai: My dad is a lawyer. My mom is an English teacher. My older brother and younger sisters are all college students.
Li You: My mom is also a teacher. My dad is a doctor.

Lesson 3

Dialogue 1

Out for a
Birthday Dinner

Gao Wenzhong is talking to Bai Ying'ai about a special day coming up.

- Gao Wenzhong: Bai Ying'ai, what day is September 12?
Bai Ying'ai: Thursday.
Gao Wenzhong: That (day) is my birthday.
Bai Ying'ai: Really? How old are you this year?
Gao Wenzhong: Eighteen.
Bai Ying'ai: I'll treat you to a meal on Thursday. How's that?
Gao Wenzhong: That would be great. Thank you very much!
Bai Ying'ai: Do you like Chinese food or American food?
Gao Wenzhong: I'm an Englishman, but I like Chinese food.
Bai Ying'ai: All right. We'll have Chinese food.
Gao Wenzhong: Thursday at what time?
Bai Ying'ai: How about seven-thirty?
Gao Wenzhong: All right. See you Thursday evening.
Bai Ying'ai: See you.

Dialogue 2

Dinner
Invitation

Bai Ying'ai asks Wang Peng about his plans for tomorrow.

- Wang Peng: Bai Ying'ai, what time is it now?
Bai Ying'ai: A quarter to six.
Wang Peng: I have something to do at a quarter after six.
Bai Ying'ai: You're busy today. Are you busy tomorrow?
Wang Peng: I'm busy today, but I won't be tomorrow. What's up?
Bai Ying'ai: I'd like to invite you to dinner tomorrow.
How about it?
Wang Peng: Why are you inviting me to dinner?
Bai Ying'ai: Because tomorrow is Gao Wenzhong's birthday.
Wang Peng: Really? Great. Who else are you inviting?
Bai Ying'ai: I'm also inviting my classmate Li You.
Wang Peng: Awesome. I know Li You. She's my friend, too.
What time tomorrow?
Bai Ying'ai: Seven-thirty tomorrow evening.
Wang Peng: OK, I'll see you tomorrow at seven-thirty.

Lesson 4

Dialogue 1

Discussing
Hobbies

Gao Wenzhong asks Bai Ying'ai about her weekend plans and wants to invite her to a movie; however . . .

- Gao Wenzhong: Bai Ying'ai, what do you like to do on weekends?
Bai Ying'ai: I like to play ball and watch TV. How about you?
Gao Wenzhong: I like to sing, dance, and listen to music. You like to read, right?
Bai Ying'ai: Yes, sometimes I like to read as well.
Gao Wenzhong: Do you like to watch movies?
Bai Ying'ai: Yes, I do. I often watch movies on weekends.
Gao Wenzhong: Then let's go see a foreign movie this evening.
OK? My treat.
Bai Ying'ai: Why your treat?
Gao Wenzhong: Because you treated me to dinner yesterday, today I'm treating you to a movie.
Bai Ying'ai: Then invite Wang Peng and Li You as well, OK?
Gao Wenzhong: . . . OK.

Dialogue 2

Let's
Play Ball

Wang Peng visits Gao Wenzhong and invites him to play ball over the weekend.

Wang Peng: Gao Wenzhong, long time no see. How are you?

Gao Wenzhong: I'm fine. How about yourself?

Wang Peng: I'm fine, too. What would you like to do this weekend? Would you like to play ball?

Gao Wenzhong: Play ball? I don't like playing ball.

Wang Peng: Then let's watch a ball game. How's that?

Gao Wenzhong: Watch a ball game? I don't think watching a ball game is much fun, either.

Wang Peng: Then what do you want to do this weekend?

Gao Wenzhong: I only want to eat and sleep.

Wang Peng: Never mind. I'll ask somebody else.

Lesson 5

Dialogue

Visiting a
Friend's Place

Wang Peng and Li You visit Gao Wenzhong and meet his sister, Gao Xiaoyin.

(The doorbell rings.)

Gao Wenzhong: Who is it?

Wang Peng: It's me, Wang Peng. Li You is here, too.

Gao Wenzhong: Please come in. Let me introduce you to one another. This is my sister, Gao Xiaoyin.

Wang Peng and Li You: How do you do, Xiaoyin! Pleased to meet you.

Gao Xiaoyin: Pleased to meet you, too.

Li You: Your home is very big, and very beautiful, too.

Gao Xiaoyin: Really? Have a seat, please.

Wang Peng: Xiaoyin, where do you work?

Gao Xiaoyin: I work at a school. What would you like to drink? Tea or coffee?

Wang Peng: I'll have tea.

Li You: I'd like a bottle of cola.

Gao Xiaoyin: I'm sorry. We don't have cola.

Li You: Then please give me a glass of water.

Narrative

At a Friend's
Place

Gao Xiaoyin, Wang Peng, and Li You visited Gao Wenzhong.

Last night, Wang Peng and Li You went to Gao Wenzhong's home for a visit. At Gao Wenzhong's home they met Gao Wenzhong's older sister. Her name is Gao Xiaoyin. She works at a school library. She offered tea to Wang Peng. Wang Peng had two cups. Li You doesn't drink tea. She only had a glass of water. They chatted and watched TV together. Wang Peng and Li You didn't get home until twelve o'clock.

Lesson 6

Dialogue 1

Calling Your Teacher

Li You is on the phone with her teacher . . .

- Teacher Chang: Hello?
- Li You: Hello, is Teacher Chang there?
- Teacher Chang: This is she. Who is this, please?
- Li You: Teacher, how are you? This is Li You.
- Teacher Chang: Hi, Li You. What's going on?
- Li You: Teacher, are you free this afternoon? I'd like to ask you a few questions.
- Teacher Chang: I'm sorry. This afternoon I have to go to a meeting.
- Li You: What about tomorrow?
- Teacher Chang: Tomorrow morning I have two classes. Tomorrow afternoon at three o'clock I have to give an exam to the second-year class.
- Li You: When will you be free?
- Teacher Chang: I won't be free until after four o'clock tomorrow.
- Li You: If it's convenient for you, I'll go to your office at four-thirty. Is that all right?
- Teacher Chang: Four-thirty? No problem. I'll wait for you in my office.
- Li You: Thank you.
- Teacher Chang: You're welcome.

Dialogue 2

Calling a Friend for Help

Li You and Wang Peng are talking on the phone . . .

- Li You: Hello, is Wang Peng there?
- Wang Peng: This is he. Is this Li You?
- Li You: Hi, Wang Peng. Next week I have a Chinese exam. Could you help me prepare by practicing speaking Chinese with me?
- Wang Peng: Sure, but you have to take me out for coffee.
- Li You: Take you out for coffee? No problem. So, when can I see you? Are you free this evening?
- Wang Peng: Bai Ying'ai is taking me out to dinner this evening.
- Li You: Is that so? Bai Ying'ai is taking you out to dinner?
- Wang Peng: That's right. I will call you when I get back.
- Li You: OK. I'll wait for you to call.

Lesson 7

Dialogue 1

How Did You
Do on the Exam?

Wang Peng is talking with Li You . . .

- Wang Peng:** How did you do on last week's exam?
Li You: Because you helped me review, I did pretty well, but I'm too slow at writing Chinese characters.
Wang Peng: Really? I'll practice writing characters with you from now on. How's that?
Li You: That would be great! Let's do it right now, OK?
Wang Peng: OK. Give me a pen and a piece of paper. What character should we write?
Li You: Why don't you teach me how to write the character "dǒng" (to understand)?
Wang Peng: OK.
Li You: You write characters really well, and very fast, too.
Wang Peng: I'm flattered. Do you have Chinese class tomorrow? I'll help you prepare.
Li You: Tomorrow we'll study Lesson 7. The grammar for Lesson 7 is easy; I understand all of it. But there are too many new words, and the Chinese characters are a bit difficult.
Wang Peng: No problem. I'll help you.

Dialogue 2

Preparing for
Chinese Class

Li You is talking with Bai Ying'ai . . .

- Li You:** Bai Ying'ai, you usually arrive very early. How come you got here so late today?
Bai Ying'ai: Yesterday I was preparing for Chinese. I didn't go to bed till four o'clock in the morning. Did you go to bed very late, too?
Li You: No, yesterday I went to bed at ten. Because Wang Peng helped me practice Chinese, I finished my homework very quickly.
Bai Ying'ai: It's so great to have a Chinese friend.
In Chinese class . . .
Teacher Chang: Good morning, everyone. Let's begin. Have you all prepared for Lesson 7?
Bai Ying'ai and Li You: Yes, we have.
Teacher Chang: Li You, would you please read the text aloud? . . . You read very well. Did you listen to the audio recording last night?
Li You: No, I didn't.
Bai Ying'ai: But her friend helped her study yesterday evening.
Teacher Chang: Is your friend Chinese?
Li You: Yes.
Bai Ying'ai: He's a very cool and handsome guy. His name is Wang Peng.

Lesson 8

Diary Entry

A Typical
School Day

An Entry from Li You's Diary

November 3, Tuesday

I was very busy and tired today. I got up at seven-thirty this morning. After taking a shower, I had breakfast. While I was eating, I listened to an audio recording. I went to class at nine o'clock.

We had Chinese for first period. The teacher taught us pronunciation, new vocabulary, and grammar. The teacher also taught us how to write Chinese characters, and gave us a new text. The text was very interesting. Second period was computer science. It was very hard.

At noon I went to the cafeteria with my classmates for lunch. As we ate, we practiced speaking Chinese. In the afternoon I went to the library to use the Internet. At four o'clock, Wang Peng came looking for me to play ball. I had dinner at a quarter to six. At seven-thirty, I went to Bai Ying'ai's dorm for a chat. When I got there, she was doing her homework. I got home at eight-thirty. Before I went to bed, Gao Wenzhong called. He told me there'd be an exam tomorrow. I said I already knew.

Letter

Writing to
a Friend

A Letter

This is a letter Li You wrote to Gao Xiaoyin.

Xiaoyin:

How are you? Long time no see. How are things recently?

I've been busy this semester. Besides the classes required for my major, I also need to study Chinese. Our Chinese class is really interesting. Because our Chinese teacher only speaks Chinese and can't speak any English, we only speak Chinese in class; no English. In the beginning, I felt it was very difficult. Wang Peng often helped me practice Chinese, and it doesn't feel so hard anymore.

Do you like listening to music? Next Saturday there'll be a concert at our school. I hope you can come. I don't write well in Chinese. Please don't poke fun at me. Wishing you all the best.

Your friend,
Li You
November 18

Lesson 9

Dialogue 1

Shopping
for Clothes

Li You is shopping at a store and the salesperson asks her . . .

Salesperson: Miss, what are you looking to buy?

Li You: I'd like to buy a shirt.

Salesperson: What color would you like? Yellow or red?

Li You: I'd like one in red. I'd also like to buy a pair of pants.

Salesperson: What size? Large, medium, or small?

Li You: Medium. Something not too expensive, but not too cheap, either.

Salesperson: How about these pants?

Li You: The color is nice. If the size is right, I'll take them.

Salesperson: Please try them on.

Li You checks the size on the label, and measures the pants against her legs.

Li You: No need to try them on. They'll do.

Salesperson: And how about this shirt?

Li You: It's not bad either. How much altogether?

Salesperson: Twenty one dollars and fifty cents for the shirt, and thirty-two ninety-nine for the pants. Fifty-four dollars and forty-nine cents altogether.

Li You: OK. Here's one hundred.

Salesperson: Forty-five fifty-one is your change.

Li You: Thank you.

Dialogue 2

Exchanging
Shoes

Wang Peng wants to exchange a pair of shoes and he asks the salesperson . . .

Wang Peng: Excuse me, this pair of shoes is too small. Can I exchange them for another pair?

Salesperson: No problem. How about this pair?

Wang Peng: No, they won't do either. This pair is the same size as the other one.

Salesperson: What about this pair in black?

Wang Peng: This pair is the right size, but it's not a good color. Do you have any in brown?

Salesperson: I'm sorry. We only have these shoes in black.

Wang Peng: These shoes look good. I'll take them. Can I use my credit card here?

Salesperson: I'm sorry, we don't take credit cards. But this pair is the same price as the other one. You won't need to pay again.

Lesson 10

Dialogue

Going Home
for Winter
Vacation

Li You is talking to Wang Peng...

Wang Peng: Are you going home for winter break?

Li You: Yes, I am.

Wang Peng: Have you booked a plane ticket?

Li You: Yes, for the twenty-first.

Wang Peng: When is the plane leaving?

Li You: Eight p.m.

Wang Peng: How are you getting to the airport?

Li You: I'm thinking of taking the bus or the subway.
Do you know how to get there?

Wang Peng: You first take Bus No. 1. Get off after three stops.
Then take the subway. First take the red line, then
change to the green line, and finally change to the
blue line.

Li You: Oh no. That's too much trouble. I'd better take a cab.

Wang Peng: It's too expensive to take a cab. I'll take you to
the airport.

Li You: Thank you so much.

Wang Peng: Don't mention it.

Email

Thanks
for the Ride

Li you writes an email to Wang Peng:

Date: December 20

From: Li You

To: Wang Peng

Subject: Thank you!

Wang Peng:

Thank you for driving me to the airport the other day. But I feel
very bad for taking up so much of your time. The past few days I've
been driving around to see old friends. People in this city drive very
fast. I'm really nervous driving on the highway. But there are no
buses or subway here; I have to drive. It's very inconvenient.
When you have time, please call me on my cell or send a text
message. I'd like to chat with you.

New Year is almost here. Happy New Year!

Li You