AUTHENTIC CHINESE









课本 1
Textbook

真|实|中|文

Miao-Fen Tseng 曾妙芬 ◎主编

Luoyi Cai 蔡罗一
Junyao Wu 吴君瑶
Ying-Sin Chen 陈盈心
Jia Xu 徐 嘉
◎编著

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Contents

Preface VI

Scope and Sequence XX

Abbreviations of Grammar Terms XXVIII

Introduction 1

Cast of Characters 28

第一课 Lesson 1 29

学习目标 Learning Objectives 30

对话一 Dialogue 1 31

语法 Grammar 35

对话二 Dialogue 2 38

语法 Grammar 42

我学了 What I Have Learned 47

通关卡 Exit Tickets 49

汉字点滴 Character Morsels 51

汉字挑战 Character Challenge 52

阅读阶梯 Reading Ladder 54

文化角 Culture Corner 55

第二课 Lesson 2 58

学习目标 Learning Objectives 59

对话一 Dialogue 1 60

语法 Grammar 63

对话二 Dialogue 2 ····· 66
语法 Grammar ····· 68
我学了 What I Have Learned ····· 70
通关卡 Exit Tickets ····· 71
汉字点滴 Character Morsels ····· 75
汉字挑战 Character Challenge ····· 76
阅读阶梯 Reading Ladder ····· 78
文化角 Culture Corner ····· 79

第三课 Lesson 3 ····· 82

学习目标 Learning Objectives ····· 83
对话一 Dialogue 1 ····· 84
语法 Grammar ····· 88
对话二 Dialogue 2 ····· 92
语法 Grammar ····· 97
我学了 What I Have Learned ····· 102
通关卡 Exit Tickets ····· 103
汉字点滴 Character Morsels ····· 109
汉字挑战 Character Challenge ····· 110
阅读阶梯 Reading Ladder ····· 112
文化角 Culture Corner ····· 114

第四课 Lesson 4 ····· 117

学习目标 Learning Objectives ····· 118
对话一 Dialogue 1 ····· 119
语法 Grammar ····· 123
对话二 Dialogue 2 ····· 128
语法 Grammar ····· 132
我学了 What I Have Learned ····· 138
通关卡 Exit Tickets ····· 140

汉字点滴 Character Morsels ····· 144
汉字挑战 Character Challenge ····· 145
阅读阶梯 Reading Ladder ····· 147
文化角 Culture Corner ····· 149

第五课 Lesson 5 ····· 152

学习目标 Learning Objectives ····· 153
对话一 Dialogue 1 ····· 154
语法 Grammar ····· 157
对话二 Dialogue 2 ····· 163
语法 Grammar ····· 166
我学了 What I Have Learned ····· 171
通关卡 Exit Tickets ····· 173
汉字点滴 Character Morsels ····· 177
汉字挑战 Character Challenge ····· 178
阅读阶梯 Reading Ladder ····· 180
文化角 Culture Corner ····· 181

第六课 Lesson 6 ····· 184

学习目标 Learning Objectives ····· 185
对话一 Dialogue 1 ····· 186
语法 Grammar ····· 190
对话二 Dialogue 2 ····· 193
语法 Grammar ····· 199
我学了 What I Have Learned ····· 200
通关卡 Exit Tickets ····· 203
汉字点滴 Character Morsels ····· 207
汉字挑战 Character Challenge ····· 208
阅读阶梯 Reading Ladder ····· 210
文化角 Culture Corner ····· 211

第七课 Lesson 7 ····· **215**

学习目标 Learning Objectives ····· 216
对话一 Dialogue 1 ····· 217
语法 Grammar ····· 222
一封邮件 An Email ····· 227
语法 Grammar ····· 230
我学了 What I Have Learned ····· 233
通关卡 Exit Tickets ····· 236
汉字点滴 Character Morsels ····· 240
汉字挑战 Character Challenge ····· 241
阅读阶梯 Reading Ladder ····· 243
文化角 Culture Corner ····· 244

第八课 Lesson 8 ····· **248**

学习目标 Learning Objectives ····· 249
对话一 Dialogue 1 ····· 250
语法 Grammar ····· 255
对话二 Dialogue 2 ····· 258
语法 Grammar ····· 263
我学了 What I Have Learned ····· 267
通关卡 Exit Tickets ····· 270
汉字点滴 Character Morsels ····· 273
汉字挑战 Character Challenge ····· 274
阅读阶梯 Reading Ladder ····· 276
文化角 Culture Corner ····· 278

第九课 Lesson 9 ····· **283**

学习目标 Learning Objectives ····· 284
对话一 Dialogue 1 ····· 285

语法 Grammar ····· 290
对话二 Dialogue 2 ····· 292
语法 Grammar ····· 296
我学了 What I Have Learned ····· 297
通关卡 Exit Tickets ····· 299
汉字点滴 Character Morsels ····· 303
汉字挑战 Character Challenge ····· 304
阅读阶梯 Reading Ladder ····· 306
文化角 Culture Corner ····· 308

第十课 Lesson 10 ····· 313

学习目标 Learning Objectives ····· 314
对话一 Dialogue 1 ····· 315
语法 Grammar ····· 320
对话二 Dialogue 2 ····· 322
语法 Grammar ····· 327
我学了 What I Have Learned ····· 332
通关卡 Exit Tickets ····· 334
汉字点滴 Character Morsels ····· 338
汉字挑战 Character Challenge ····· 339
阅读阶梯 Reading Ladder ····· 341
文化角 Culture Corner ····· 343

Vocabulary by Lesson and Grammar Category ····· 346

Vocabulary Index (Chinese–English) ····· 364

Preface

Authentic Chinese is new, fresh, and innovative. Offering everything that teachers and students need for a successful class, it makes learning engaging, communicative, and most essentially, authentic. The comprehensive set of included materials has long been awaited by teachers and students in middle and high schools in the United States. It is recommended that the textbook, volume I, be used for one year in Level I in high school and for two years in middle school. Printed materials include the textbook, workbook, task workbook, and character workbook (with simplified and traditional version of characters). An online interactive platform complements the workbook to foster individual learning by providing instant feedback and scoring for learners to self-pace and self-check their learning progress. To save teachers' preparation time, resources are compiled and organized for free downloads; these include PowerPoint slides, test items, Quizlets for vocabulary learning, and supplementary authentic materials.

The textbook for *Authentic Chinese* aligns with the curricular framework articulated in the World-Readiness Standards for Learning Languages endorsed by American Council on the Teaching of Foreign Languages (ACTFL). It also follows the guidelines for the Advanced Placement (AP) Chinese Language and Culture Course and Exam created by the College Board in the United States. Adhering to the guiding principles for material development, *Authentic Chinese* reaffirms effective classroom-based principles and strategies critically needed by novice and seasoned Chinese language educators in American secondary school settings.

The ultimate goal of the textbook, volume I, is to develop learners' communication competence necessary for functioning in authentic, everyday contexts. A string of topics is connected and sequenced to reflect beginners' common interests in immediate life experience. Along these lines, comprehensive materials are created to help learners not only perform well in class but also transform their learning experience to be able to communicate spontaneously with native speakers in Chinese-speaking settings. *Authentic Chinese* is thus designed to simulate and unfold topics and activities that are relevant, interesting, and motivating, to bring about active learning and full engagement.

Task-supported language teaching is fundamental to *Authentic Chinese*. Based firmly in research and proven effective in practice, proficiency-based and task-supported language teaching is increasingly central to language learning in the digital and global era. This pedagogical and curricular paradigm places communicative goals and student-centeredness at the heart of teaching, material development, curriculum design, and assessment, all of which come into play to account for a successful class. The underlying meanings and beliefs in this approach set the tone for everything that is developed in the textbook. Tasks, regardless of task type, are designed carefully to supplement the learning materials in the textbook.

In an ideal Chinese language class, learning is interactive, collaborative, and authentic, as interaction is crucial in language learning. To become a global citizen who is culturally proficient, linguistically competent, and civically responsible, learners also need ample opportunities to develop their cognitive abilities, such as problem solving, critical thinking, and analytical skills that go beyond what a fixed curriculum can offer. Nowadays, learning a language is becoming much more fluid and multifaceted. It can no longer be achieved through a fixed mindset. Therefore, encouraging learners to go out of their comfort zone and be willing to take risks to challenge themselves requires another level of work and effort beyond what regular teaching hours normally entail.

Teaching a language class has never before been as complicated as it is now. After the burst of the COVID-19 pandemic, diversity, equity, and inclusion have emerged as core missions that educators advocate in many disciplines, especially language teaching and learning. Making teaching and learning more inclusive and diversified cannot be achieved in a simple or linear way. We need multiple, dynamic ways of thinking and doing to meet the needs of teachers and learners in response to rapid and complex global changes. Chinese language teachers have been looking for a set of learning materials that are easy to adopt and adapt to fulfill diversified needs of learners. This textbook, volume I, emerges at the right time to meet the needs of teachers and learners in beginning Mandarin Chinese.

The following eight winning features make this textbook a great choice for learning materials at the novice level. These eight features offer a high level of practicability and applicability in different teaching contexts. Relevance to learners' interest and immediate life experience is the core of content coverage. Teachers can flexibly adjust and determine what works for their own classes, while making the curriculum as inclusive as possible to cater to individual learners' needs. The eight winning features, some of which are groundbreaking, are as follows:

1. Connect with learners' daily life experience through a story line.

The topics of the ten lessons in this volume center upon immediate daily life experiences that are of great interest to students in middle and high schools in the United States. The topics are age-appropriate, level-appropriate, and intrinsically motivating. Each lesson is composed of two parts, consisting mainly of two dialogues that feature asking and responding to questions instrumental to the mastery of fundamental language elements. The dialogues connect learners' experience with the real world and reflect language use and cultural norms among teenagers in modern China. They are linguistically authentic and culturally enriched. Cultural elements are embedded in each topic, so learners develop awareness of cultural differences between China and the United States.

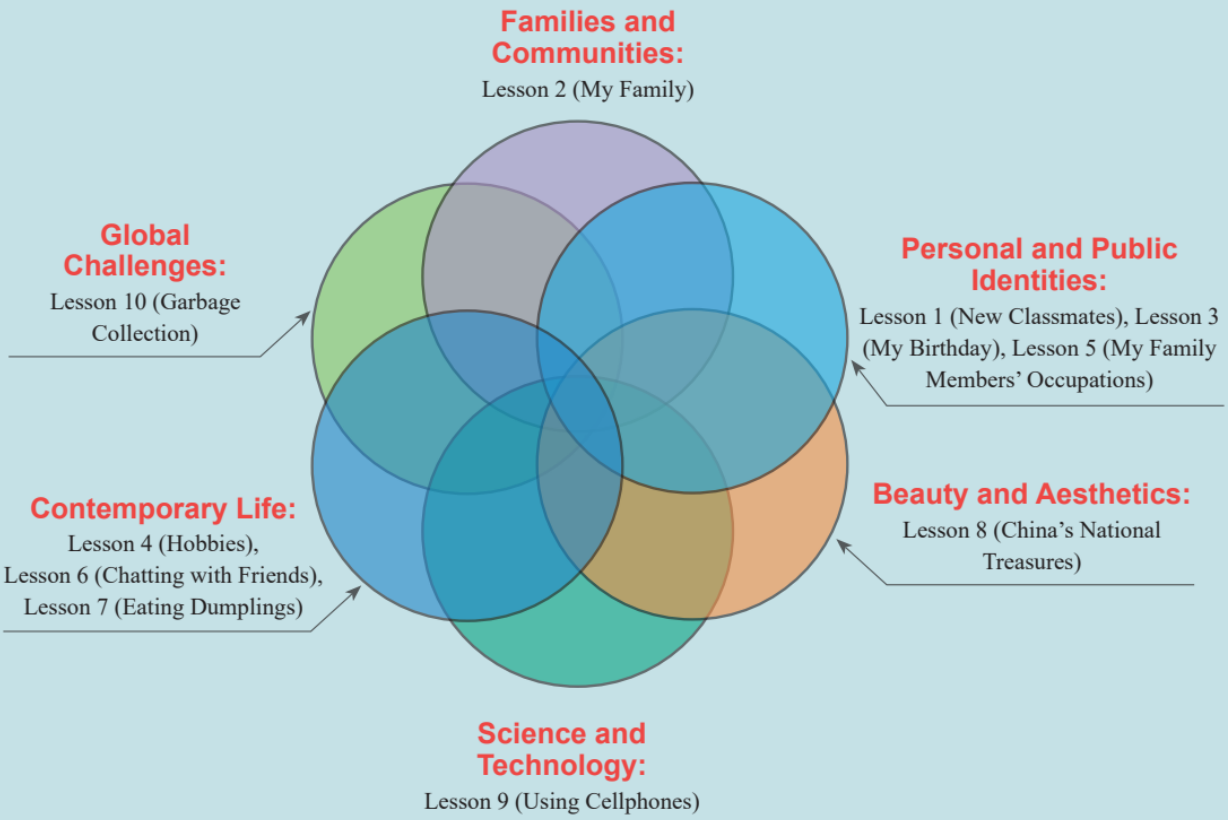
Lessons 1–10 create a story line that begins with David entering a Chinese language class as a new student in a New York high school. The Chinese language teacher, Ms. Lin, warmly welcomes him. She introduces him to his other classmates, including Li Ming and Yingzi. Together, Li Ming, Yingzi, and David embark on an exciting journey, with the help of Ms. Lin, to learn and explore Chinese language and culture. The story line resembles the school life experience of beginning Chinese learners, making the events relatable and applicable. This helps learners easily connect with the characters and what they do and say in the textbook.



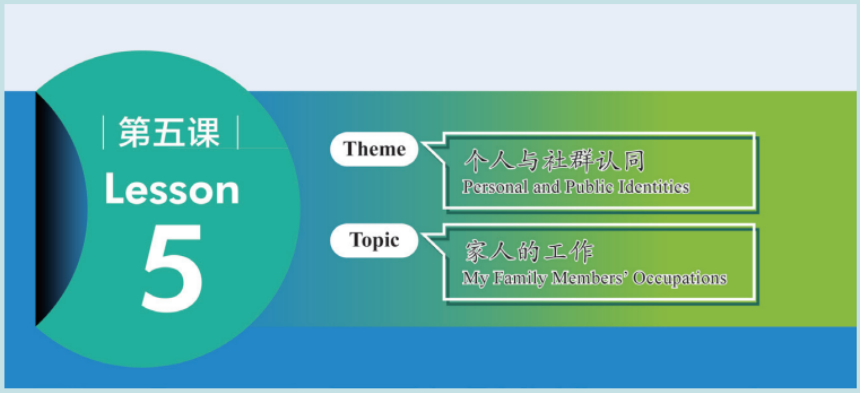
2. Identify AP Chinese themes that embrace topics in lessons.

The textbook content and topics are organized into six overarching themes: contemporary life, families and communities, individual and public identities, beauty and aesthetics, science and technology, and global challenges. They embrace many subthemes and topics across

different proficiency levels. This textbook is the first to link each lesson to one of these six themes, with the goal of building a robust vertical team from Level I to AP Chinese. In this volume, each lesson identifies a theme that embraces its topic. Each theme is likely to connect and overlap with one or more of the remaining themes. Therefore, a theme is determined by considering the focus, salience, and relevance of the content covered in that lesson. The following summarizes the lessons under the big umbrella of six themes.

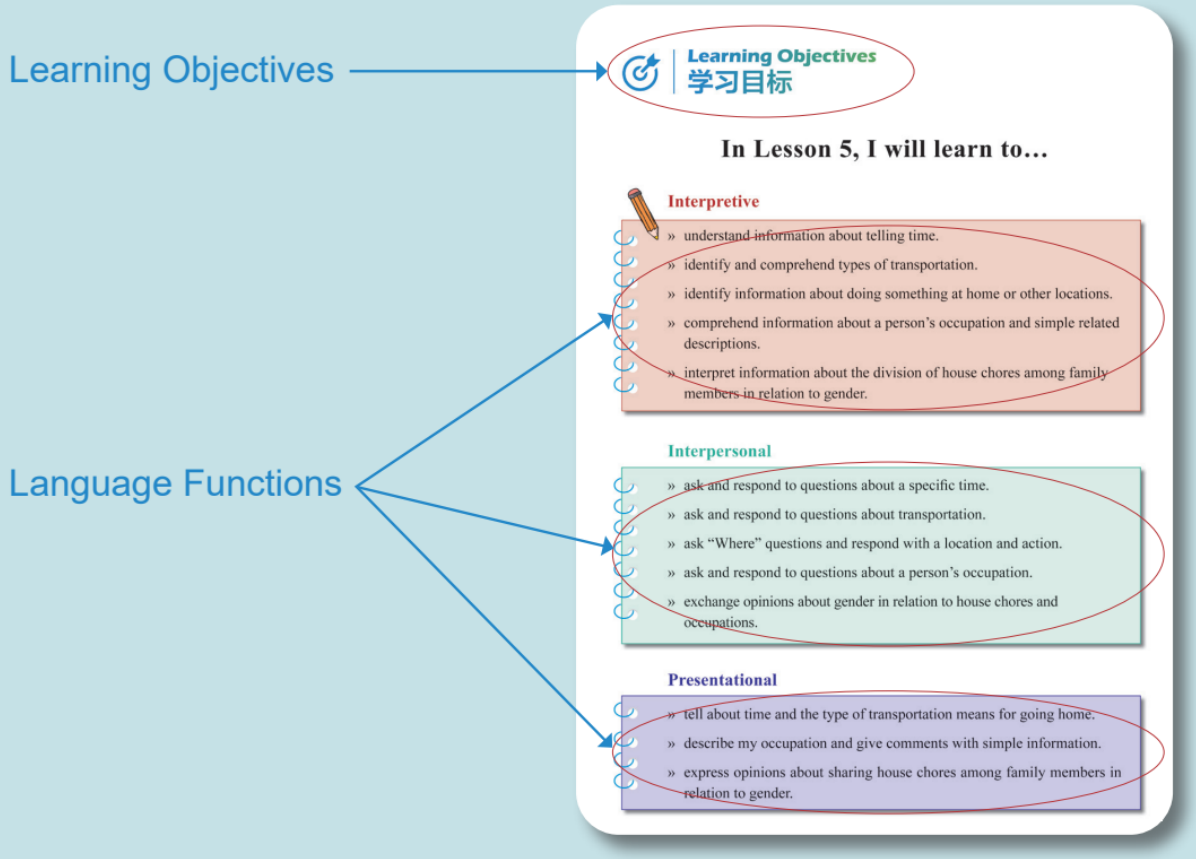


Each lesson identifies a theme that embraces its topic.



3. Use Exit Tickets to assess Learning Objectives.

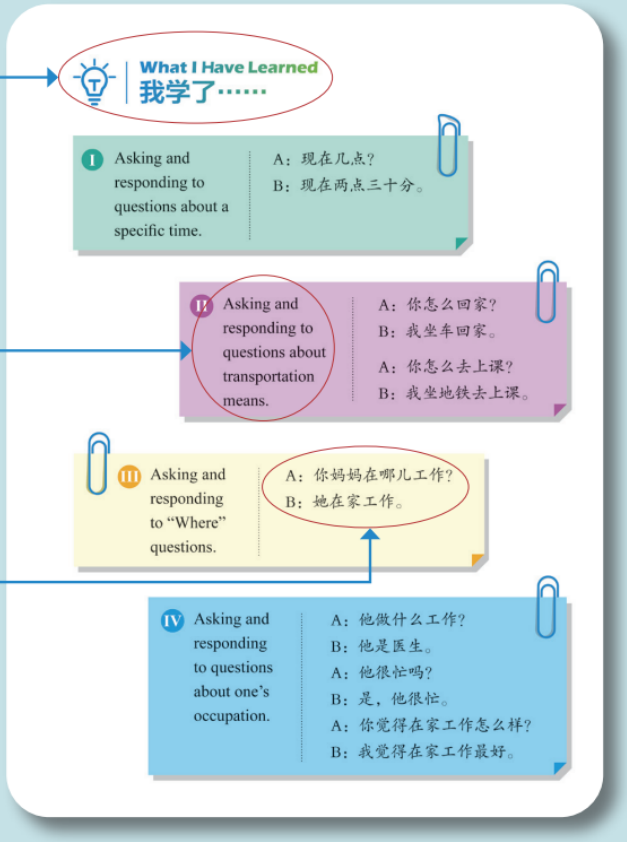
In each lesson, **Learning Objectives** outline target language functions across three communicative modes: interpretive, interpersonal, and presentational. They set clear learning objectives for learning outcomes. **What I Have Learned** provides sample mappings between the target language functions and required language patterns, formulaic expressions, and key vocabulary needed to master those language functions. Core grammatical structures and key words are constantly recycled and spiraled up to build a solid foundation for what is required to master the beginning level. **Exit Tickets** are created for teachers to monitor learners' performance any time until the end of a lesson, and whenever possible, to differentiate learning in light of individual pace and performance. The seamless connections among the three layers of design help teachers keep track of learners' progress, identify areas for improvement, and celebrate what individual learners can achieve. Considering the needs of each local classroom, teachers can flexibly select all or some of the Exit Tickets to assess learning outcomes, as formative or summative assessments.

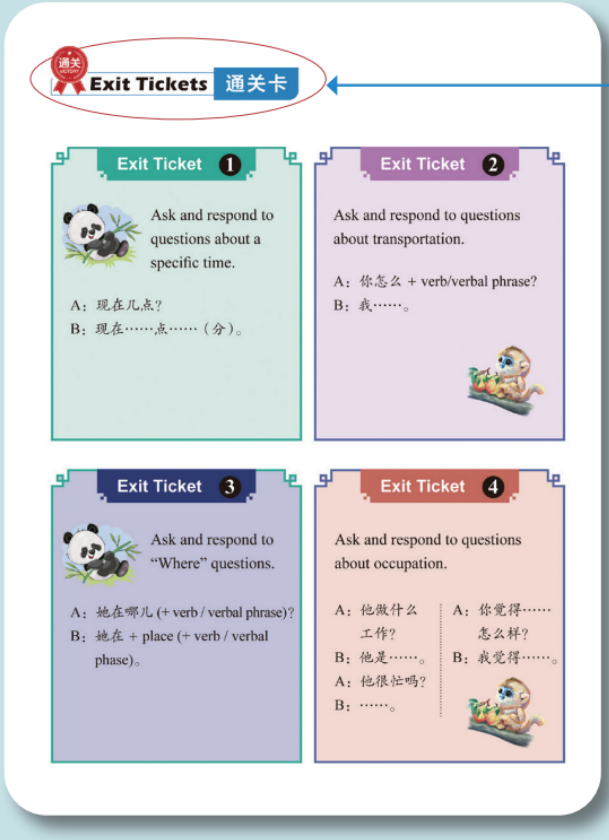


What I Have Learned

Language Functions

Language Forms





Exit Tickets: language functions + language forms + actionable template

4. Visualize a real China through a wide array of authentic materials.

Authentic materials are crucial. They complement texts and strengthen understanding of language and cultural elements, while empowering learners and building their confidence. This textbook includes a wide collection of photos and images to help learners experience and visualize the new landscape of evolving China. Each lesson begins with several authentic photos coupled with one or two prompts for a preliminary exploration of a given topic, as a warm-up activity. To impart a good understanding of certain words or expressions related to cultural products, practices, and perspectives, photos also appear in the section of grammar notes and elsewhere to help learners enhance their understanding of the content and grasp some cultural nuances. There is a wide range of linguistically and culturally enriched authentic materials. Photos and images remain the main source of authentic materials in the textbook; other sources of authentic materials may be found in the online free sources that are compiled to complement those in the textbook.
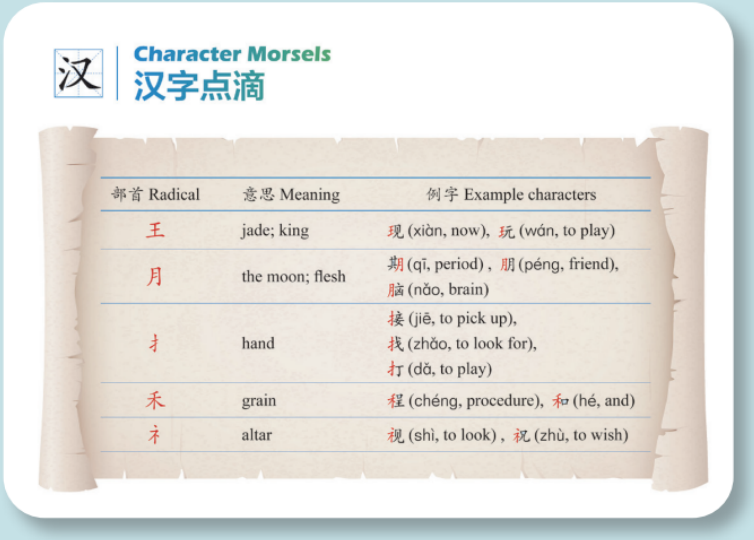






5. Strengthen reading through Reading Ladders.

Reading Ladders develop reading fluency, strengthen literacy skills, and help learners infer meaning from contextual clues. Each Reading Ladder is presented in the form of a dialogue, a reading passage, or a story, with increasing difficulty and complexity as learning proceeds. Each lesson has a short reading piece that connects to authentic Chinese culture, in a dynamic and multimodal way. The central figures, whenever mentioned, are well-known people who have made significant changes in different areas in China. Key words and structures are recycled and reviewed to help learners internalize and consolidate learning. Whenever necessary, words that have not been introduced are annotated at the end of the reading. Reading Ladders can be used for independent reading at any time or at the end of a lesson to reinforce and extend reading skills as a teaching activity or assignment.



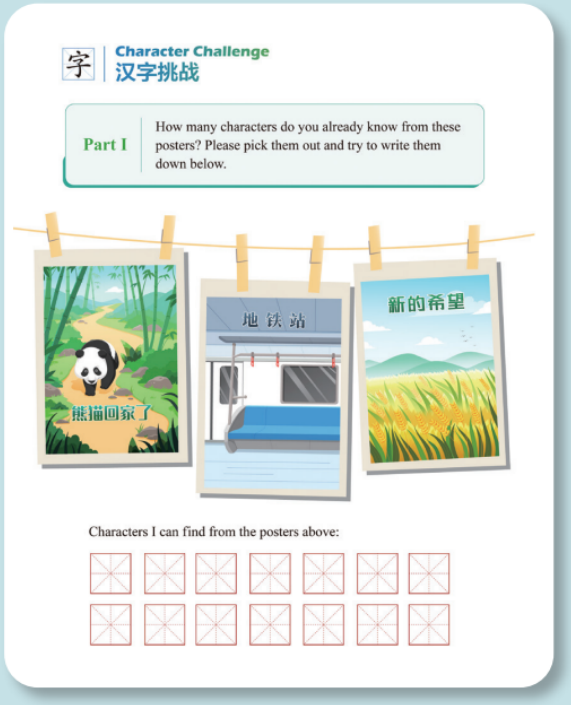
6. Consolidate character learning through Character Morsels and Challenge.

Radicals are building blocks of Chinese characters. A radical determines the root meaning of a character. The section Character Morsels therefore reinforces the learning of radicals in relation to characters. It helps learners form meaningful associations with characters and equips them with readiness skills to predict the meaning of a character and establish connections with more. In each lesson, five fundamental, essential radicals with exemplary characters are selected, based on what students have learned. Character Challenge goes a step further, immersing learners in character learning through simulated authentic materials such as pictures, theater posters, book covers, online and in-store advertisements, and public service announcements. Exposure to characters in colorfully illustrated contexts makes character recognition visually appealing and stimulating. This pressure-free activity can be carried out in class or completed as an out-of-class assignment.



汉 Character Morsels 汉字点滴

部首 Radical	意思 Meaning	例字 Example characters
王	jade; king	现 (xiàn, now), 玩 (wán, to play)
月	the moon; flesh	期 (qī, period), 朋 (péng, friend), 脑 (nǎo, brain)
扌	hand	接 (jiē, to pick up), 找 (zhǎo, to look for), 打 (dǎ, to play)
禾	grain	程 (chéng, procedure), 和 (hé, and)
礻	altar	视 (shì, to look), 祝 (zhù, to wish)



字 Character Challenge 汉字挑战

Part I How many characters do you already know from these posters? Please pick them out and try to write them down below.

熊猫回家了 地铁站 新的希望

Characters I can find from the posters above:



Part II How many characters do you already know from these posters? Please pick them out and try to write them down below.

家庭主日的一天 中国好医生 我的电脑会说话 你好

Characters I can find from the posters above:

7. Deepen understanding of China in Culture Corner.

In addition to the main texts in each lesson, Culture Corner adds interesting information to further underscore aspects of China's evolving culture that are of interest to teenagers in the United States. Culture Corner is an integral part of this textbook. In alignment with the theme of each lesson, this section introduces, showcases, and explains trending topics in Chinese culture. Cultural topics in this volume include authentic Chinese names, family members, birthday celebrations, hobbies, dream jobs, school life, dumplings and festivals, pandas, lucky numbers, and garbage classification and collection. The Culture Corner also helps develop students' self-learning abilities by giving them an international experience and promoting learning through critical reading, speaking, and exploring cultural differences. By engaging reading material about the cultural landscape in China, students can deepen their understanding of Chinese culture and build the skills necessary to navigate cultural differences in a globalized world.


Culture Corner 文化角

What is your dream job?

In China, what is considered a dream job differs from generation to generation. In older generations, job security and stability were of top priority for Chinese parents' hopes for their children. But nowadays, personal interest is gaining more and more importance. For girls in China, it is not uncommon to dream of becoming a teacher, public servant, artist, designer, or media streamer. Boys in China often dream of becoming a businessman, pilot, movie director, photographer, or scientist.

If you grew up in China, what life path do you think you would choose? Being an astronaut sounds impressive, doesn't it? In 2021, an astronaut by the name of Wang Yaping became the first Chinese woman to complete a spacewalk. This historical breakthrough marks a milestone celebrated by millions of girls across China. It proves that women can hold up "half of the sky" 半边天 (bànbiāntiān): they not only can play an equal part within society, but can also give even more meaningful contributions, such as being a source of inspiration for girls across the globe.

Have you ever dreamt of being an astronaut?

What would you like to be if you lived in China?

Discuss with your teacher and classmates.

Chinese astronaut Wang Yaping


Culture Corner 文化角

What animal comes to mind when talking about China?

I'm guessing your answer is...pandas 熊猫 (xióngmāo)! Pandas are native to China. They are proudly called China's national treasure 国宝 (guóbǎo). How many fun facts about pandas do you know?

1. Baby pandas are not black and white. Newborn pandas are furless, blind, and pink, and they weigh only 4 ounces. However, they grow up to be large, weighing up to 330 pounds.
2. Pandas have thumbs, like humans. They have a sixth finger that they use for grasping bamboo.
3. Pandas love to eat bamboo 竹子 (zhúzi). They can eat 26 to 84 pounds of bamboo every day.
4. Pandas also love to take naps. In the summer, they can be caught napping for six or more hours. In wintertime, they do not hibernate.
5. Where do pandas live in China? They only live in a few mountain ranges in central western and southwestern China, mainly in the Sichuan Province.
6. Panda's black-and-white color is seen as the harmony of yin and yang, and their gentle temperament symbolizes peace and friendship.

Have you ever seen a panda?

Where did you see it?

Share your experience with your teacher and classmates.


Culture Corner 文化角

If you ask your Chinese friends what special food they eat for the Chinese New Year 春节 (Chūnjié), you may hear the same answer hundreds of times: dumplings 饺子 (jiǎozi)! On Chinese New Year's Eve, the whole family gathers to chat and make dumplings 包饺子 (bāo jiǎozi) together. Sometimes, a coin, a candied chestnut, or a chocolate will be placed in a dumpling for good luck. If you get that special dumpling, guess what it means… Yes, you will be blessed for the whole year!

包饺子 (bāo jiǎozi)

吃饺子 (chī jiǎozi)

Why do Chinese people like eating dumplings 吃饺子 (chī jiǎozi) to celebrate the arrival of a new year? Besides their delicious flavor, the half-moon shape resembles ancient Chinese money that symbolizes wealth and good fortune in the coming year. In recent years, dumplings have become quite popular all over the world. People go to restaurants to try different types of dumplings on any given day.

What dumplings have you had before?

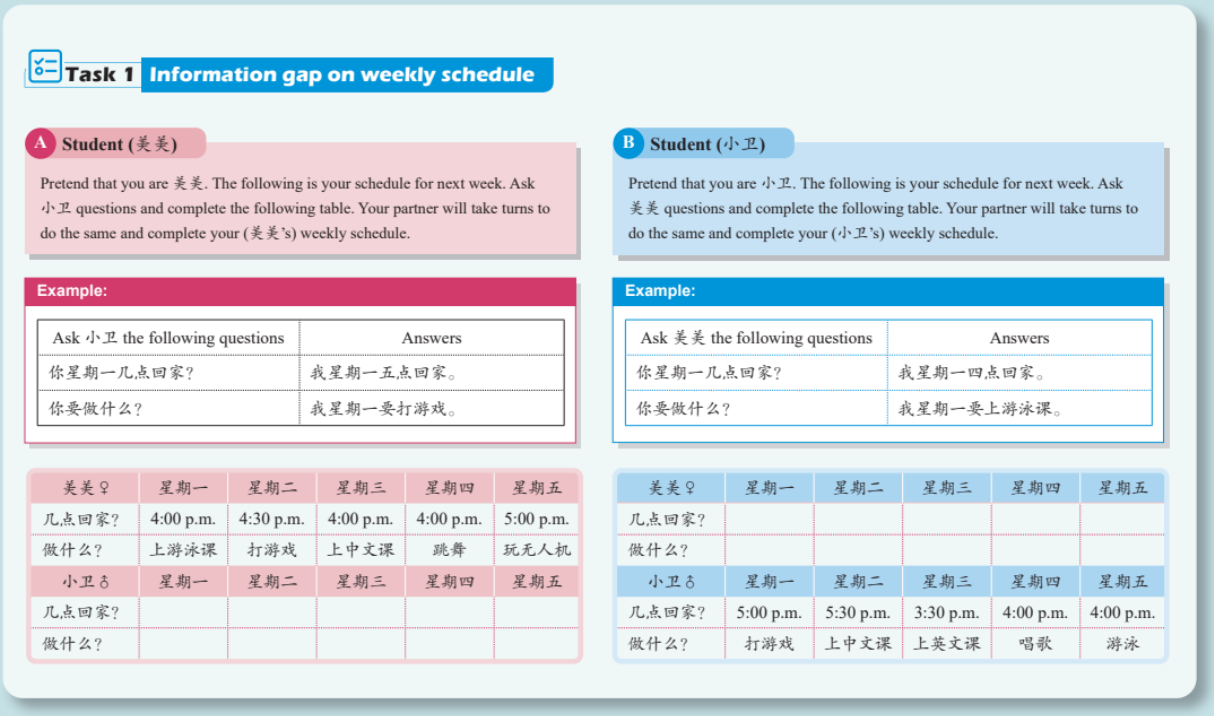
What are your favorite ingredients for dumplings?

Discuss with your teacher and classmates.

8. Complete student-centered tasks at ease.

The complementary task workbook includes a collection of different types of student-centered tasks. All pedagogical and authentic tasks in the task workbook closely align with each lesson's Learning Objective and correspond to the matching of functions and forms exemplified in What I Have Learned. The language template shown in each Exit Ticket further shapes and determines the task type and how that task can be implemented. Each task has clear instructions, steps for completing the task, and one or more handouts, templates, and samples, all of which help ease the learning process. Materials that are required to implement tasks, either in class or outside of class, are ready for immediate use. The task workbook is a new and welcome addition to the textbook and saves a lot of preparation time for teachers. To make it more convenient for teaching preparation, a digital version is available for teachers to modify and download to meet their classroom needs. Teachers can consult the task workbook to choose what they need for their class and students. Principles and strategies for how to choose, use, and implement a wide array of tasks are included to give teachers some guidance on this process before they dive in to the full batch of tasks.

This textbook is a groundbreaking and forward-thinking resource in material development in the field of teaching Chinese as a foreign language. As a final note for users, it is highly recommended that teachers constantly consult students on different aspects of learning as their learning journey unfolds. Working together, the journey will culminate in transformative and impactful experience and create a robust learning community in Mandarin Chinese.



Task 1 Information gap on weekly schedule

A Student (美美)

Pretend that you are 美美. The following is your schedule for next week. Ask 小卫 questions and complete the following table. Your partner will take turns to do the same and complete your (美美's) weekly schedule.

Example:

Ask 小卫 the following questions	Answers
你星期一几点回家?	我星期一五点回家。
你要做什么?	我星期一要打游戏。

美美♀	星期一	星期二	星期三	星期四	星期五
几点回家?	4:00 p.m.	4:30 p.m.	4:00 p.m.	4:00 p.m.	5:00 p.m.
做什么?	上游泳课	打游戏	上中文课	跳舞	玩无人机
小卫♂	星期一	星期二	星期三	星期四	星期五
几点回家?					
做什么?					

B Student (小卫)

Pretend that you are 小卫. The following is your schedule for next week. Ask 美美 questions and complete the following table. Your partner will take turns to do the same and complete your (小卫's) weekly schedule.

Example:

Ask 美美 the following questions	Answers
你星期一几点回家?	我星期一四点回家。
你要做什么?	我星期一要上游泳课。

美美♀	星期一	星期二	星期三	星期四	星期五
几点回家?					
做什么?					
小卫♂	星期一	星期二	星期三	星期四	星期五
几点回家?	5:00 p.m.	5:30 p.m.	3:30 p.m.	4:00 p.m.	4:00 p.m.
做什么?	打游戏	上中文课	上英文课	唱歌	游泳

Task 3 Future occupations

Step 1 Interview your partner to find out what they want to do in the future and explain why. Fill in the box with a check mark ☑ and complete the table.

你想不想做……？你想做……吗？

	想 / 不想	为什么？
老师	□想 / □不想	
工程师	□想 / □不想	
医生	□想 / □不想	
家庭主妇	□想 / □不想	









□（不）好玩　□（不）好看
□（不）好听　□（不）快乐
□（不）酷　□（不）美
□（没）有意思　□ Others

爱好	喜欢 / 不喜欢	为什么？
学中文	□喜欢 / □不喜欢	
唱歌	□喜欢 / □不喜欢	
跳舞	□喜欢 / □不喜欢	
听音乐	□喜欢 / □不喜欢	
游泳	□喜欢 / □不喜欢	
做家务	□喜欢 / □不喜欢	
做饭	□喜欢 / □不喜欢	
洗碗	□喜欢 / □不喜欢	
玩无人机	□喜欢 / □不喜欢	
打游戏	□喜欢 / □不喜欢	
玩电脑	□喜欢 / □不喜欢	
帮很多人	□喜欢 / □不喜欢	

Step 2 Interview your partner to get to know his/her hobbies and explain why they like them.

你喜不喜欢……？你喜欢……吗？

Step 3 Give your partner a suggestion about his/her future occupation.

我觉得你应该做 _____，因为 _____。

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Scope and Sequence

Lessons	Themes and Topics	Contexts	
1	**Personal and Public Identities** *New Classmates*	1. Exchange greetings and names. 2. Ask about one's nationality.	
2	**Families and Communities** *My Family*	1. How many members are there in your family? 2. Do you have siblings?	
3	**Personal and Public Identities** *My Birthday*	1. When is your birthday? 2. Ask about one's age and Chinese zodiac signs.	
4	**Contemporary Life** *Hobbies*	1. Express likes and dislikes. 2. What would you like to do?	
5	**Personal and Public Identities** *My Family Members' Occupations*	1. What does your father do? 2. Talk about doing house chores.	

	Learning Objectives, Exit Tickets, and Language Functions
	1. Exchange basic greetings. 2. Ask for and respond to someone's name. 3. Ask for and respond to someone's nationality. 4. Ask for information with a short question "你呢？".
	1. Ask about the number of family members. 2. Ask about siblings. 3. Ask about basic roles at school. 4. Describe feelings about family pets. 5. Describe my family/family photo.
	1. Tell the day of the week. 2. Talk about the date of my birthday. 3. Talk about my age and Chinese zodiac sign. 4. Seek confirmation about attendance at a birthday party. 5. Talk about relationships. 6. Express best wishes on someone's birthday. 7. Introduce my birthday and describe my age, Chinese zodiac sign, and birthday party.
	1. Talk about likes and dislikes. 2. Explain reasons. 3. Exchange opinions and comments. 4. Propose and discuss activities and reach a consensus. 5. Introduce your likes and dislikes, explain the reasons, express opinions, and give comments on hobbies and certain activities.
	1. Ask and respond to questions about a specific time. 2. Ask and respond to questions about transportation. 3. Ask and respond to "Where" questions. 4. Ask and respond to questions about occupation. 5. Exchange opinions about gender in relation to house chores and occupations. 6. Describe the occupations of your family members and give comments. 7. Express opinions about the division of housework in a family in relation to gender.

Lessons	Themes and Topics	Contexts	
6	**Contemporary Life** *Chatting with Friends*	1. Invite someone to do something. 2. Chat with a friend via WeChat.	
7	**Contemporary Life** *Eating Dumplings*	1. What did you eat for dinner? 2. Write an email to share what I did.	
8	**Beauty and Aesthetics** *China's National Treasures*	1. Talk about painting a panda. 2. Can you write Chinese calligraphy?	
9	**Science and Technology** *Using Cellphones*	1. Ask about phone numbers. 2. Talk about using cellphones to learn Chinese.	
10	**Global Challenges** *Garbage Collection*	1. Order something to drink. 2. Discuss garbage recycling.	

	Learning Objectives, Exit Tickets, and Language Functions
	1. Ask about a person's availability and invite him or her to do something. 2. Negotiate activity, time, and place and possible alternatives to an invitation. 3. Discuss a proposed after-school leisure activity and provide reasons for your choice or preference. 4. Exchange thoughts and comments on typical school life and after-school routine activities in high schools in China and in the United States. 5. Describe an activity that your friend invites you to do. You can also describe an activity that you invite your friend to. The activity should include information about the event, time, and place. 6. Present your typical school life and after-school routine activities, compare the similarities and differences with a Chinese or American high schooler, and give your comments.
	1. Call a friend to talk about what you did at school or after school. 2. Engage in a conversation to ask and respond to questions about multiple activities that happened in the past. 3. Talk about my Chinese friend or an imaginary Chinese friend. 4. Write an email to tell your friend about the things and activities that you did.
	1. Ask and respond to questions about actions in progress in a short conversation. 2. Ask and respond to questions about colors in a short conversation. 3. Ask and respond to questions about making a choice (A 还是 B？). 4. Ask and respond to questions about ability in or performance of talents or skills. 5. Describe and comment on China's national treasures. 6. Describe and comment on your ability/performance of a talent or skill.
	1. Ask and respond to questions about a telephone number. 2. Exchange ideas about and experiences of using smartphones and home phones. 3. Discuss what smartphones can do to help with Chinese language learning. 4. Say the tongue twister. 5. Express opinions about using smartphones and home phones in daily life. 6. Present the advantages of learning Chinese with a smartphone.
	1. Talk about beverage preferences. 2. Talk about the reasons to use one's own cup to reduce garbage. 3. Discuss the right ways to collect and recycle cups and bottles. 4. Express my beverage preference. 5. Present ways to reduce garbage and recycle cups and bottles, and summarize possible results.

Lessons	Language Patterns	Culture Corner
1	1. Greetings 2. A Chinese name: Last name (family name) + first name (given name) 3. The verb 叫 (jiào; to be called) 4. The verb 姓 (xìng; one's surname is...) 5. Questions ending with 呢 (ne) 6. Pronouns: Singular vs. plural 7. May I ask... 请问 (qǐng wèn) 8. An honorific form of 你 (nǐ): 您 (nín) 9. A formal and polite question asking for someone's surname: 您贵姓？(Nín guìxìng?) 10. The "to be" verb 是 (shì) and 不是 (bú shì) 11. A fundamental structure 12. YES/NO question marker 吗 (ma) 13. The question pronoun 哪 (nǎ; which) 14. The adverb 也 (yě; too, also)	*Hundred Family Surnames* Interesting facts of names
2	1. The verb 有 (yǒu; there are/is) 2. Measure words 个 (gè) and 只 (zhī) 3. The adverb 还 (hái; in addition) 4. The difference between 二 (èr) and 两 (liǎng) 5. The adverb 都 (dōu; both, all) 6. The adverb 很 (hěn; very) 7. The demonstrative pronoun 这 (zhè; this) 8. The possessive particle 的 (de)	Three generations under one roof Family tree

Lessons	Language Patterns	Culture Corner
3	1. Day of the week 2. Day of the month 3. Year, month, and day 4. Whose 谁的 (shéi de) 5. 这个 (zhège; this + measure word) + day of the week 6. Time adverbial 7. Are you coming? 你们来吗？(Nǐmen lái ma?) 8. The demonstrative word + measure word + noun 9. The measure word 张 (zhāng) 10. The question pronoun 谁 (shéi; who) 11. How old 几岁 (jǐ suì) vs. 多大 (duō dà) 12. Asking about one's Chinese zodiac sign 属什么 (shǔ shénme) 13. This year 今年 (jīnnián)	Longevity noodles Two birthdays in the solar and lunar calendars
4	1. Subject + adjective without 是 (shì; "to be" verb) 2. The adverb 很 (hěn; very) 3. Affirmative + negative questions [verb + 不 (bù; not) + verb; adjective + 不 (bù; not) + adjective] 4. Because 因为 (yīnwèi) 5. The superlative 最 (zuì) + 喜欢/爱 (xǐhuan/ài; like/love) or adjective 6. Affirmative + negative questions [modal verb + 不 (bù; not) + modal verb] 7. To feel 觉得 (juéde) 8. The conjunction 那 (nà; then, in that case) 9. How does that sound? ……怎么样？(…zěnmeyàng?) 10. The conjunction 可是 (kěshì; but) 11. Subject + 教 (jiāo; to teach) + someone + verb or verbal phrase 12. The tag question 好吗？(hǎo ma?)	Traditional Chinese games Leisure activities nowadays

Lessons	Language Patterns	Culture Corner
5	1. What time is it? 现在几点？ (Xiànzài jǐ diǎn?) 2. How 怎么(zěnme) 3. The modal verb 要 (yào; will, to be going to) 4. Where 哪儿 (nǎr) 5. Word order: a prepositional phrase + a verb or verbal phrase 6. Asking about one's occupation 做什么工作？ (zuò shénme gōngzuò?) 7. A prepositional phrase "跟 + 人" (gēn + rén; with someone) 8. Although... 虽然……可是……. (Suīrán… kěshì…) 9. Do... less/more 少/多 (shǎo/duō) + verbal phrase	Dream jobs A female astronaut
6	1. Revisit affirmative + negative questions [A + 不 (bù; not) + A] 2. Invite someone to do something 请 (qǐng) + 人 (rén) + verb/verbal phrase 3. The adverb 一起 (yìqǐ; together) 4. After school 放学以后 (fàng xué yǐhòu)	Class size and classmates A typical school day in China
7	1. The particle 了 (le) (I): Completion of an action or an event 2. 又 (yòu) + adjective 1 + 又 (yòu) + adjective 2 (both adjective 1 and adjective 2) 3. 太 (tài) + adjective + 了 (le) (too/so + adjective) 4. The particle 了 (le) (II): Emphasis on the completion of an action 5. 一边 (yìbiān) + action 1 + 一边 (yìbiān) + action 2 (did/do/does two things simultaneously) 6. The adverb 才 (cái; not until...) + verb/verbal phrase 7. The phrase 对了(duìle) signals a new topic	Eating dumplings on the Chinese New Year Eve

Lessons	Language Patterns	Culture Corner
8	1. The adverb 就 (jiù) + verb + 了 (le) 2. Action in progress: 在 (zài) + verb (verb + ing) 3. Verb + verb (to do something informally and quickly) 4. The modal verb 会 (huì; can, to know how to do something) 5. Descriptive complement 6. The particle 吧 (ba) 7. Alternative questions: A 还是 (háishi; or) B?	Six fun facts about pandas
9	1. The particle 了 (le) signals change of status 2. A 跟 B 一样 (A gēn B yíyàng; A is the same as B) 3. 越来越 (yuè lái yuè; more and more) 4. 除了……以外，subject 还…… (Chúle…yǐwài, subject hái…; In addition to..., also...) 5. 一定会…… (yídìng huì…; will certainly be...)	Lucky numbers
10	1. 渴死了 (kě sǐ le; extremely thirsty) 2. The modal verb 要 (yào; to want, must, need to) 3. 如果……，就会…… (Rúguǒ…, jiù huì…; If..., then... will...) 4. The sentence structure: Topic + comment 5. 可以 (kěyǐ; can, be allowed/permitted to do something) 6. 怎么 (zěnme; why) 7. 因为……，所以…… (Yīnwèi…, suǒyǐ…; Because..., ... /..., so...)	Garbage classification

Abbreviations of Grammar Terms

1	adj.	adjective
2	adv.	adverb
3	conj.	conjunction
4	interj.	interjection
5	misc.	miscellaneous
6	mv.	modal verb
7	mw.	measure word
8	n.	noun
9	nu.	numeral
10	p.	particle
11	phr.	phrase
12	pn.	proper noun
13	pron.	pronoun
14	prep.	preposition
15	t.	time word
16	v.	verb
17	vo.	verb plus object

Introduction

Welcome! You are about to embark on an exciting journey learning Chinese language and culture. This chapter highlights important facts you need to know about Mandarin Chinese, introduces the syllabic structures and pronunciation of the language (with phonetic spellings in *Pinyin*), and provides an overview of the writing of characters. It helps you get a little more familiar with the Chinese language to prepare you for Lesson 1. Let's get started!

I. Facts about Mandarin Chinese

Fact 1: Mandarin Chinese is one of the six official languages of the United Nations.

One of the world's major languages, Mandarin Chinese originated in northern China. It is named *Putonghua* (common speech) in China's mainland, and *Guoyu* (national language) in Taiwan Region. Mandarin Chinese is the most spoken language in the world.

Fact 2: Mandarin Chinese is the lingua franca in China.

China is composed of fifty-six ethnic groups. The Han is the largest group and represents about 91 percent of China's population. The remaining 9 percent of China's population is made up of fifty-five ethnic groups and most of them speak their own distinct languages. In addition, China is also a multi-dialect country. Mandarin Chinese, as the standard Chinese, enables communication in China as well as in the globe.

Fact 3: Mandarin Chinese has four tones that distinguish meaning.

Mandarin Chinese is a tonal language. It uses four tones to distinguish meaning. In other words, tone carries meaning. A syllable "ɑi" with two different tones signals two different meanings. The syllable with the fourth tone "ɑ̀i 爱 " means love. When the fourth tone in the same syllable switches to the third tone, "ɑ̌i 矮 ," its meaning becomes short (to characterize a person's height).

Fact 4: Mandarin Chinese is a nonalphabetical language.

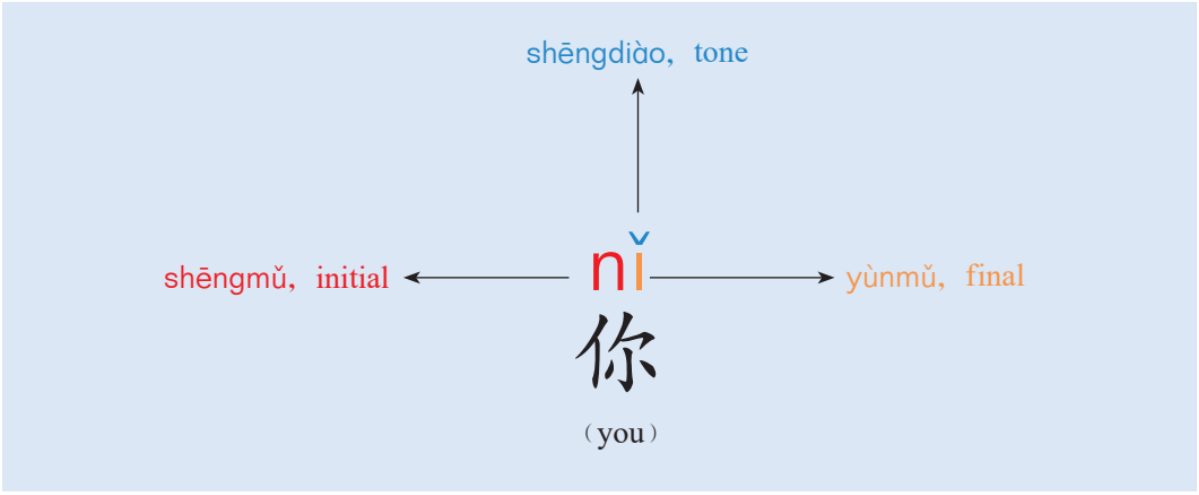
Mandarin Chinese is not alphabetical. Each written character has a radical that determines the root of its meaning. Chinese characters, also called *Hanzi*, usually do not reveal clues for how to pronounce them. This differs from English, which has predictable rules about how to pronounce groups of letters. There are no corresponding visual clues connecting writing and sound in Mandarin Chinese.

II. Pinyin: Syllabic Structures and Pronunciation

Hanyu Pinyin is a system of phonetic symbols that represent the pronunciation of written characters in Mandarin Chinese. It uses romanized spelling to describe the sound of a Chinese character.

A. Syllables

A syllable represents the pronunciation of a written character. It includes three components: initial, final, and tone mark.



B. Four Tones



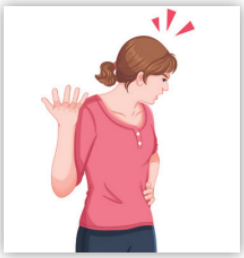
mā
妈
mother



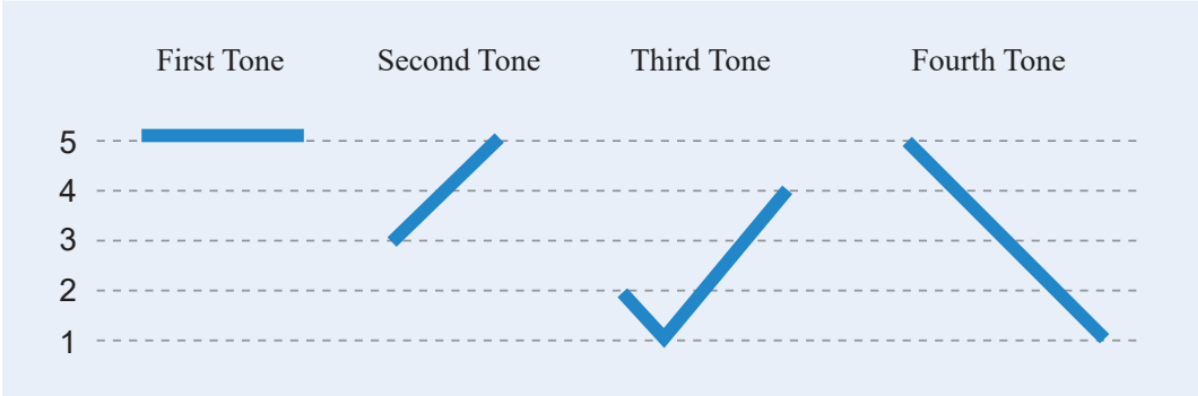
má
麻
hemp



mǎ
马
horse



mà
骂
scold



"ˉ": The first tone is level with the highest pitch 5-5 among the four tones.

"ˊ": The second tone has a rising pitch 3-5, like a question in English.

"ˇ": The third tone starts with a short go-down pitch 2-1 that connects with a rising tone 1-4 that sounds longer than the first part.

"ˋ": The fourth tone begins with the highest pitch and glides down to the lowest with the pitch value 5-1, sounding like "No" in English.

" ": The neutral tone is pronounced lightly and quickly with no written marks above the final.



Māma mà mǎ.
妈妈 骂 马。
Mother scolds the horse.

C. Simple Finals

There are six simple finals in standard modern Chinese. They are the fundamental building blocks of compound finals. The vowels differ from their English counterparts in how they are formed, for example in the openness of mouth, the shape of lips, and the tongue position, as summarized below.

Simple Finals

Simple final	English counterpart	Mouth	Lips
a	the first vowel in “God”	fully open	rounded
o	the vowel in “door”	partially open	partially open
e	the first short and quick vowel in “about,” not equivalent to the vowel in “bed”	slightly open	partially open
i	the vowel in “sheep”	slightly open	widely spread
u	the vowel in “blue”	slightly open	rounded
ü	no English counterpart, start with a short “i” and glide to “u” with lips fully rounded	slightly open	fully rounded

D. Initials

There are twenty-one initials in standard modern Chinese. The initials are classified into two groups, as follows. The pronunciation of the initials in the first group is fairly straightforward, but those in the second group need more attention, as many do not have English counterparts.

Initials

Group 1	Group 2
b p m f	j q x
d t n l	z c s
g k h	zh ch sh r

Initials b, p, m, f: Labials (Lips)

Initial	English counterpart	Aspirated	Unaspirated	Fricative	Nasal
b	"p" in "sport"		√		
p	"p" in "pot"	√			
m	"m" in "mug"				√
f	"f" in "fog"			√	

Rule 1: The first three initials—b, p, and m—are followed by the finals a, o, i, and u, and the compound finals (see section E) beginning with a, o, and i. The fourth initial, f, is followed by the finals a, o, and u, and the compound finals beginning with a and o.

Rule 2: When the four initials are followed by o, the short u sound is automatically added before o.

Initials d, t, n, l: Alveolars

Initial	English counterpart	Aspirated	Unaspirated	Fricative	Nasal
d	"t" in "stand"		√		
t	"t" in "tea"	√			
n	"n" in "no"				√
l	"l" in "log"			√	

To pronounce the four initials d, t, n, and l, position the tip of the tongue behind the upper front teeth.

Rule 3: The four initials d, t, n, and l, are followed by the finals a, e, i, and u, and the compound finals beginning with a, e, i, and u.

Rule 4: The two initials n and l are followed by ü and the compound finals beginning with ü.

Initials g, k, h: Velars

Initial	English counterpart	Aspirated	Unaspirated	Fricative
g	"k" in "sky"		√	
k	"k" in "key"	√		
h	"h" in "hot"			√

To pronounce the initials g, k, and h, raise the back of the tongue with the mouth slightly open.

Rule 5: The three initials g, k, and h are followed by a, e, and u and the compound finals beginning with a, e, and u.

Practice

Listen to the audio and practice your pronunciation.

ba	bo	bi	bu	pa	po	pi	pu	ma	mo	mi	mu	fa	fo	fu	
da	di	de	du	ta	ti	te	tu	na	ni	ne	nu	la	li	le	lu
nü	lü			ga	ge	gu		ka	ke	ku		ha	he	hu	

Initials j, q, x: Palatals

Initial	English counterpart	Aspirated	Unaspirated	Fricative
j	none		√	
q	none	√		
x	none			√

To pronounce the three initials j, q, and x, widely spread the lips, clench the teeth, flatten the

tongue, and say the initial with the tip of the tongue.

Rule 6: The three initials j, q, and x are followed by i and ü, and the compound finals beginning with i and ü. The ü is written as u (with the two dots omitted) in Pinyin.

Initials z, c, s: Dental Sibilants

Initial	English counterpart	Aspirated	Unaspirated	Fricative
z	"ds" in "roads"		√	
c	"ts" in "hats"	√		
s	"s" in "small"			√

To pronounce the three initials z, c, and s, clench the teeth and have the tongue touch the back of the upper teeth.

Rule 7: The three initials z, c, and s are followed by a, e, i, u, and the compound finals beginning with a, e, and u. Note that the vowel i is not the regular long i. It is the back apical vowel, which is pronounced relatively short with the tongue placed at a slightly relaxed position.

Initials zh, ch, sh, r: Retroflexes

Initial	English counterpart	Aspirated	Unaspirated	Fricative	Voiced
zh	"j" in "jelly"		√		
ch	"ch" in "cheese"	√			
sh	"sh" in "sheet"			√	
r	"r" in "red"				√

Rule 8: The four initials zh, ch, sh, and r are followed by a, e, i, u, and the compound finals beginning with a, e, and u. Like the three initials z, c, and s, the vowel i is not the regular long i. It is the back apical vowel, which is pronounced relatively short with the tongue placed at a slightly relaxed position.

Practice

Listen to the audio and practice your pronunciation.

ji	ju			qi	qu			xi	xu		
za	ze	zu	zi	ca	ce	cu	ci	sa	se	su	si
zha	zhe	zhu	zhi	cha	che	chu	chi				
sha	she	shu	shi	re	ru	ri					

E. Compound Finals

The following introduces thirty compound finals that are derived from six simple vowels.

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

Rule 9: Compound finals are composed either of two or three vowels as in "ai, uai", or one or two vowels and a nasal ending sound n or ng as in "an, uang." The initial vowels a, e, and o are stressed, and the secondary vowel is usually soft and brief.

Rule 10: The compound vowel iu has o omitted in the Pinyin spelling. Its actual pronunciation includes the o sound in between. The two compound vowels ui and un have e omitted in the Pinyin spelling. The actual pronunciation of these two compound vowels includes e in the middle of the syllable. For example:

liu (spelling) = liou (sound)
dui (spelling) = duei (sound)
tun (spelling) = tuen (sound)

F. Other Spelling Rules

Rule 11: When ia, iao, ie, iu, ian, iang, and iong are not preceded by a consonant, i is replaced by a semi-vowel y, becoming ya, yao, ye, you (the o cannot be omitted in spelling here), yan, yang, and yong. Similarly, in and ing become yin and ying.

ia	iao	ie	iu	ian	iang	iong	→	ya	yao	ye	you	yan	yang	yong
in	ing						→	yin	ying					

Rule 12: The four syllables yu, yuan, yue, and yun have the umlaut (ü) in the original spelling. Although the two dots of ü are removed in spelling, the four syllables consistently keep the sound of the umlaut (ü) in pronunciation.

yu (spelling) = yü (sound)
yuan (spelling) = yüan (sound)
yue (spelling) = yüe (sound)
yun (spelling) = yün (sound)

Rule 13: Use w to replace u when it is not preceded by a consonant. Therefore, ua, uo, uai, ui, uan, un, uang, and ueng become wa, wo, wai, wei (the e cannot be omitted in spelling here), wan, wen, wang, and weng. When u stands by itself, it becomes wu.

ua	uo	uai	ui	uan	un	uang	ueng	→	wa	wo	wai	wei	wan	wen	wang	weng
u								→	wu							

Rule 14: To avoid confusion, use an apostrophe to separate two vowels, as in Xi'an.

Xian → Xi'an

Rule 15: Add the tone mark above a vowel but not above a consonant. For double vowels, add the tone mark above the vowel that is pronounced longer. For example:

bāo dōu

Practice

Listen to the audio and practice your pronunciation.

1. bai pei mao fou dai tei nao lou gan ken hang
2. zheng chong sheng rong
3. jiu qiu xiu
4. jia qiao xie jun qun xun juan quan xuan
5. zhua chuo shuai rui zhuan chun shuang rang
6. zuo cao sou
7. sen seng shen sheng zhen zheng
8. yi ying yang yun wo wang weng

G. Tone Sandhi: More about the Third Tone

The third tone is rarely pronounced as a full third tone in daily communication. It is usually pronounced as a second tone or a half-third tone, which is the first part of a full third tone depending on the tone that follows it. The following patterns **Tone Sandhi** demonstrate how to pronounce third-tone syllables in succession. The third tone becomes the half-third tone in most cases, except for two connected third-tone syllables, in which the first third tone becomes a second tone. The following syllables are all selected from the lessons in this book.

Practice

Listen to the audio and practice your pronunciation.

ˇ + − → ˊ + −

lǎoshī	hǎochī	Běijīng	shǒujī
teacher	delicious	Beijing	smart phone

ˇ + ˊ → ˊ + ˊ

Měiguó	dǎ qiú	shǔtiáo	shǔ niú
America	to play ball	french fries	to be born in the year of Ox

ˇ + ˇ → ˊ + ˇ

ní hǎo	xí wǎn	jí diǎn	láohǔ
hello	to wash dishes	what time	tiger

ˇ + ˋ → ˊ + ˋ

hǎokàn	kǎoshì	qǐng kè	zhǔfù
good looking	exam	to treat	housewife

ˇ + neutral → ˊ + neutral

jiějie	wǒ de	nǚ de	jiǎozi
elder sister	my	female	dumpling

Practice

Listen to the audio and practice your pronunciation.

wǒ hěn hǎo	ˇ + ˇ + ˇ → ˊ + ˊ + ˇ
yě hěn hǎo	ˇ + ˇ + ˇ → ˊ + ˊ + ˇ
wǒ hěn máng	ˇ + ˇ + ˊ → ˊ + ˊ + ˊ
wǒ ài gǒu	ˇ + ˋ + ˇ → ˊ + ˋ + ˇ
xǐhuan nǐ	ˇ + neutral + ˇ → ˊ + neutral + ˇ

III. Review Pinyin

A. Initials

Listen to the following syllables and read them out loud. Pay attention to the pronunciation of the initials.

1. b p m f

bō pō	mú fú	bà pà	mǎ fǎ	běi pěi
mēn fēn	báo páo	màn fàn	biǎo piǎo	máng fáng

2. d t n l

dā tā	nǐ lǐ	dú tú	nǔ lǔ	dòu tòu
niú liú	dūn tūn	nóng lóng	diē tiē	

3. g k h

gē	kē	hē
gěn	kěn	hěn
gēng	kēng	hēng
gái	kái	hái
guì	kuì	huì
gòu	kòu	hòu
gǎn	kǎn	hǎn
gùn	kùn	hùn
guǎn	kuǎn	huǎn
gōng	kōng	hōng

4. j q x

jī	qī	xī
jià	qià	xià
jīn	qīn	xīn
jìng	qìng	xìng
jiǔ	qiǔ	xiǔ
juān	quān	xuān
jiàn	qiàn	xiàn
jué	qué	xué

5. zh ch sh r

zhī	chī	shī	rī
zhào	chào	shào	rào
zhè	chè	shè	rè
zhén	chén	shén	rén
zhǎn	chǎn	shǎn	rǎn
zhóu	chóu	shóu	róu
zhēng	chēng	shēng	rēng
zhuāng	chuāng	shuāng	

6. z c s

zǐ	cǐ	sǐ
zè	cè	sè
zài	cài	sài
zēn	cēn	sēn
zǎn	cǎn	sǎn
zuàn	cuàn	suàn
zuī	cuī	suī
zūn	cūn	sūn

7. j q x vs. z c s

jí	qí
zǐ	cǐ
xī	sī
cún	xún
zàn	càn
jiān	qiān
zái	cái
xiàng	sàng

8. zh ch sh vs. z c s

zhī	zī
chì	cì
shǐ	sǐ
zhái	zái
chèn	cèn
shuǒ	suǒ
zhēn	zēn
chún	cún
shāo	sāo

B. Finals

Listen to the following syllables and read them out loud. Pay attention to the pronunciation of the vowels.

1. Simple vowels

pā	pū	pī
bǒ	bǎ	bǔ
zī	cē	sā
zhú	shá	chí
kě	kǔ	kǎ
yū	wū	wō
rè	rì	rù
lè	lù	lǜ

2. Compound finals

péi	bái	bié
bān	pēn	mēng
zuǒ	chǒu	chǎo
qún	juán	xióng
suī	shuāi	shuā
yè	yùn	yuè
jǐn	jiǎn	jiǎng
wán	wén	wáng

3. Disyllabic words

chūntiān	xiàtiān	qiūtiān	dōngtiān	(seasons)
spring	summer	autumn	winter	
kělè	qìshuǐ	nǎichá	mǒchá	(beverages)
cola	soda	boba tea	mocha tea	

diànshì	diànyǐng	diànnǎo	diànlì	(electrical)
TV	movie	computer	power	
chàng gē	tiào wǔ	yóuyǒng	pá shān	(hobbies)
to sing	to dance	to swim	to climb mountains	
hùshi	yīshēng	lǜshī	jǐngchá	(occupations)
nurse	doctor	lawyer	policeman	
jiǎozi	hóngbāo	biānpào	bài nián	(cultural products for Chinese New Year)
dumpling	red envelope	fireworks	to wish happy New Year	

4. Four-word proverbs

(1) yì shí èr niǎo

two birds with one stone (literally, one stone two birds)

(2) wǔ yán liù sè

colorful (literally, five colors six colors)

(3) liù liù dà shùn

smooth and prosperous (literally, six six big smooth)

(4) qī shàng bā xià

perturbed state of mind; in a mess (literally, seven up and eight down)

(5) shí quán shí měi

perfect (literally, ten complete ten beautiful)

(6) zhāng sān lǐ sì

Tom, Dick, and Harry (literally, Zhang three Li four)

(7) diān sān dǎo sì

incoherent (literally, upside down three upside down four)

(8) huà shé tiān zú

superfluous (literally, draw a snake add a leg)

(9) duì niú tán qín

cast pearls before swine (literally, play the piano to the cow)

(10) shǒu zhū dài tù

wait for good things to drop into one's lap (literally, wait for the rabbit under a tree)

C. Listen to the audio, and add tones, initials, or finals

a. Add tone marks

1. wo	(I/me)	2. ba	(eight)
3. qu	(to go)	4. lai	(to come)
5. shei	(who)	6. da	(big)
7. wen	(to ask)	8. kan	(to look)
9. ting	(to listen)	10. deng	(to wait)

b. Add initials



1. ___ā___ēi



2. ___ūn___uǎn



3. ___óng___á



4. ___ū___ǎ



5. ___uó___uà



6. ___ióng___āo



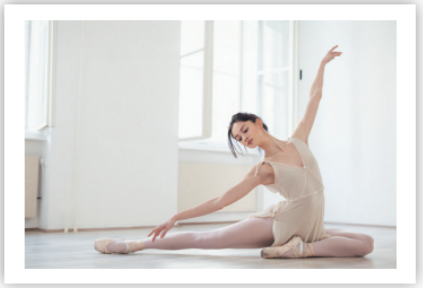
7. ___iàn___uà



8. ___iàn___ì



9. ___àng ___ē



10. ___iào ___ǔ

c. Add finals including the tone marks

1. Zh_____g_____(China)
2. M_____g_____(America)
3. B_____j_____(Beijing)
4. N_____y_____(New York)
5. sh_____ j_____(to sleep)
6. ch_____ f_____(to eat meals)
7. h_____ sh_____(to drink water)
8. l_____q_____(basketball)
9. x_____ z_____(to write characters)
10. y_____y_____(music)

D. Dictation

1. _____(people)
2. _____(home)
3. _____(dog)
4. _____(cat)
5. _____(car)
6. _____(to give birth to)
7. _____(day)
8. _____(to guess)
9. _____(right)
10. _____(female)

IV. Characters: Origins, Radicals, and Strokes

A. Facts about Chinese Characters

Fact 1: Traditional characters were simplified.

Chinese characters represent meaning rather than sound. They are divided into two versions: traditional characters (繁体字, fántǐzì) and simplified characters (简体字, jiǎntǐ zì). Traditional characters are the prototypes of the writing system. Some of the traditional characters were simplified in the 1950s to reduce illiteracy and standardize the writing system.

Fact 2: Users of the characters vary by region.

People in China's mainland use simplified characters, whereas people in Hong Kong, Macao, and Taiwan have been using traditional characters for thousands of years, and still do. Traditional characters are more complicated and have more strokes than simplified characters.

Fact 3: The number of characters varies by context.

There are about 50,000 characters, but a modern dictionary rarely lists more than 20,000 characters in use. An educated Chinese person knows about 8,000 characters, but a literate person really only needs to know about 2,000 to 3,000 characters to complete daily communication and read newspapers.

Fact 4: There are about 2,250 simplified characters.

Of all Chinese characters, approximately 2,250 characters are simplified; half are considered frequently used words. The simplified versions are predominantly adopted by Mandarin Chinese language learners in the United States.

B. Six Categories of Chinese Characters

It is commonly believed that Chinese characters are pictographs and that each character looks like a picture. While some Chinese characters evolved from pictures, those comprise only a small percentage of the writing system. The truth is that many characters are pictophonetic in nature, meaning they feature a combination of a pictographic component that determines the root of the meaning and a phonetic element that gives hints as to how to pronounce a character. The following table summarizes the formation of Chinese characters and examples in six categories.

Six Categories of Chinese Characters

Categories	Formation of Characters	Examples
Pictographic 象形 (xiàngxíng)	Draw a sketch to resemble a real object.	人 (rén) person 山 (shān) mountain 日 (rì) sun
Indicative 指事 (zhǐshì)	Draw an abstract concept or add/change a stroke to a pictographic character to indicate a new idea.	一 (yī) one 上 (shàng) above 下 (xià) under
Associative 会意 (huìyì)	Combine two or more pictographic characters that create an idea germane to the meaning of each pictographic character.	木 + 木 = 林 (lín) tree + tree = forest 日 + 月 = 明 (míng) sun + moon = bright 亻 + 木 = 休 (xiū) person + tree = to rest
Pictophonetic 形声 (xíngshēng)	Combine a pictographic character that represents meaning with another element that represents the pronunciation of the whole character. There are many more pictophonetic characters than there are characters in other categories.	女 + 马 = 妈 (mā) female + mǎ = mother 讠(言) + 青 = 请 (qǐng) word + qīng = to please/invite 至 + 刂 = 到 (dào) to arrive + dāo = to arrive

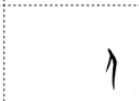
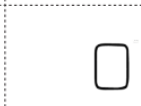
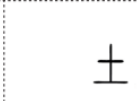
Categories	Formation of Characters	Examples
Explanative 转注 (zhuǎnzhù)	Transfer characters in form, meaning, or sound. Characters of this category are rare.	考 (kǎo) test 老 (lǎo) old Note: Originally interchangeable semantically, these characters' meanings have drifted apart over time.
Phonetic loan 假借 (jiǎjiè)	Borrow a character to create a different meaning while keeping the same pronunciation.	六 (liù) six, originally "hut" 北 (běi) north, originally "back"

C. Chinese Radicals

A radical (部首, bùshǒu) is an important component that determines the fundamental meaning of a character. It is key to the mastery of Chinese characters. Knowing radicals, therefore, is a must-learn skill for this initial stage of learning. It not only helps with the understanding of meaning but also enhances long-term memory, so you can recognize and produce characters correctly. Now, even though more and more people use online dictionaries to look for characters, radicals remain essential to ensure accurate understanding and interpretation of characters' meaning.

In traditional Chinese dictionaries, characters are classified and organized according to radicals that govern their fundamental meaning, regardless of the category indicating their original formation (described in Section B). There are a total of 214 radicals listed in the great *Kangxi Dictionary* (康熙字典, Kāngxī Zìdiǎn), published in 1716. Contemporary dictionaries include fewer radicals and have downsized to 189 radicals after simplified characters were invented. The following list includes common radicals that are must-knows for beginning learners.

Common Radicals

Radicals	Pictograph	Pinyin	English	Examples
一		yī	one	三 (sān) three 七 (qī) seven
人（亻）		rén	person	你 (nǐ) you 今 (jīn) today
刀（刂）		dāo	knife	到 (dào) to arrive 别 (bié) don't
又		yòu	again	友 (yǒu) friend 双 (shuāng) two; pair
口		kǒu	mouth	叫 (jiào) to call 吃 (chī) to eat
口		wéi	boundary	回 (huí) to return 国 (guó) country
山		shān	mountain	岁 (suì) year (of age) 出 (chū) out
土		tǔ	earth	坐 (zuò) to sit 在 (zài) in, on, at
大		dà	big	太 (tài) too 天 (tiān) day; sky
小		xiǎo	small	少 (shǎo) few; little 尝 (cháng) to taste
女		nǚ	female	好 (hǎo) good 妈 (mā) mother
子		zǐ	child	孩 (hái) child 字 (zì) word; character

Radicals	Pictograph	Pinyin	English	Examples
夕		xī	sunset	多 (duō) many; much 外 (wài) outside
心（忄）		xīn	heart	想 (xiǎng) to think 忙 (máng) busy
手（扌）		shǒu	hand	打 (dǎ) to beat; to play 接 (jiē) to pick up
日		rì	sun	明 (míng) bright 早 (zǎo) early; morning
月		yuè	moon	有 (yǒu) to have 朋 (péng) friend
木		mù	wood	林 (lín) woods; surname 李 (lǐ) plum; surname
水（氵）		shuǐ	water	洗 (xǐ) to wash 汁 (zhī) juice
艹		cǎo	grass	草 (cǎo) grass 茶 (chá) tea
火（灬）		huǒ	fire	热 (rè) hot 点 (diǎn) to ignite; o'clock
目		mù	eye	看 (kàn) to look at; to watch 睡 (shuì) to sleep
田		tián	field	男 (nán) male 电 (diàn) electricity
戈		gē	dagger-ax	我 (wǒ) I; me 戏 (xì) drama; game

Radicals	Pictograph	Pinyin	English	Examples
弓		gōng	bow	弟 (dì) younger brother 张 (zhāng) a measure word for paper or something flat; surname
言（讠）		yán	speech	请 (qǐng) please; to invite 说 (shuō) to speak; to say
糸（纟）		mì	silk	红 (hóng) red 纸 (zhǐ) paper
耳		ěr	ear	聊 (liáo) to chat 闻 (wén) to smell
走（辶）		zǒu	to walk	起 (qǐ) to rise 越 (yuè) more
足（⻊）		zú	foot	跳 (tiào) to jump 路 (lù) road
贝		bèi	cowry shell	贵 (guì) expensive 买 (mǎi) to buy
雨		yǔ	rain	零 (líng) zero 雪 (xuě) snow
金（钅）		jīn	gold	钱 (qián) money 钟 (zhōng) clock
食（饣）		shí	to eat	饭 (fàn) cooked rice; meal 饺 (jiǎo) dumpling
马		mǎ	horse	马 (mǎ) surname 驰 (chí) speed

D. Basic Strokes

There are ten basic strokes that Chinese speakers use to write characters.

Stroke Form	Name	Explanation
丶 [↘]	点 (diǎn)	dot
一 [→]	横 (héng)	horizontal
丨 [↓]	竖 (shù)	vertical
丿 [↙]	撇 (piě)	downward left
乀 [↘]	捺 (nà)	downward right
𠂉 [↗]	提 (tí)	upward
乛 [→↗]	横钩 (hénggōu)	horizontal hook
亅 [↓↙]	竖钩 (shùgōu)	vertical hook
𠃌 [→↓]	横折 (héngzhé)	horizontal bend
乚 [↓→]	竖折 (shùzhé)	vertical bend

E. Stroke Order

Westerners may feel that writing a Chinese character is just like drawing a picture. In fact, there are rules to follow in terms of stroke order. Following the rules makes it easier to write characters and helps make sure your characters look good in both shape and proportion.

Rule 1: left → right

你 → 你 你 你 你 你 你 你

好 → 好 好 好 好 好 好

Rule 2: left → middle → right

哪 → 哪 哪 哪 哪 哪 哪 哪 哪 哪

谢 → 谢 谢 谢 谢 谢 谢 谢 谢 谢 谢 谢 谢

Rule 3: top → bottom

家 → 家 家 家 家 家 家 家 家 家 家

字 → 字 字 字 字 字 字

Rule 4: top → middle → bottom

意 → 意 意 意 意 意 意 意 意 意 意 意 意 意

京 → 京 京 京 京 京 京 京 京

Rule 5: horizontal → vertical

十 → 十 十

事 → 事 事 事 事 事 事 事 事

Rule 6: outside → inside

月 → 月 月 月 月

问 → 问 问 问 问 问 问

Rule 7: middle → two sides

小 → 小 小 小

水 → 水 水 水 水

Rule 8: outside → inside → closing

回 → 回 回 回 回 回 回

国 → 国 国 国 国 国 国 国 国

Rule 9: left-sloping → right-sloping

人 → 人 人

文 → 文 文 文 文

Rule 10: additional dots last

太 → 

玉 → 

V. Common Expressions in a Chinese Language Class

A. Greetings

你好！	Nǐ hǎo!	How are you?
您好！	Nín hǎo!	How are you (polite form)?
老师好！	Lǎoshī hǎo!	How are you, teacher?
你们好！	Nǐmen hǎo!	How are you (plural)?
大家好！	Dàjiā hǎo!	How are you (all)?
同学们好！	Tóngxuémen hǎo!	How are you, classmates?

(同学们好 is a greeting that can be used by a teacher or student. If a teacher says it, 同学们 is used to address the students in the entire class. If a student says it, 同学们 refers to his or her classmates.)

B. What the teacher frequently says

（开始）上课。	(Kāishǐ) shàng kè!	Class begins.
下课。	Xià kè.	Class is over.
把书打开。	Bǎ shū dǎkāi.	Open your book.
把书合起来。	Bǎ shū héqǐlái.	Close your book.
翻到第……页。	Fāndào dì…yè.	Turn to page…
把……给老师。	Bǎ…gěi lǎoshī.	Give…to the teacher.
跟老师说。	Gēn lǎoshī shuō.	Repeat after me.
再见！	Zàijiàn!	Goodbye!

C. Check for understanding

A：是不是？ Shì bu shì? Is that right?

B：是。 Shì. Yes. / 不是。Bú shì. No.

A：懂不懂？ Dǒng bu dǒng? Understand?

B：懂了。 Dǒng le. Yes. / 不懂。Bù dǒng. No.

A：对不对？ Duì bu duì? Is that right?

B：对。 Duì. Yes. / 不对。Bú duì. No.

D. Teacher's feedback

好！	Hǎo!	Ok/Good.
很好！	Hěn hǎo!	Very good.
太好了！	Tài hǎo le!	Great!
太棒了！	Tài bàng le!	Terrific!

E. Communication strategies

对不起。	Duìbuqǐ.	I'm sorry.
我（听）不懂。	Wǒ (tīng) bù dǒng.	I do not understand.
我听不清楚。	Wǒ tīng bù qīngchu.	I did not hear it clearly.
请再说一次。	Qǐng zài shuō yí cì.	Please say it one more time.
请说慢一点。	Qǐng shuō màn yì diǎn.	Please speak a bit more slowly.
请问，……?	Qǐngwèn，…?	May I ask…?
……中文怎么说?	…Zhōngwén zěnme shuō?	How to say… in Chinese?
……是什么意思?	…shì shénme yìsi?	What does it mean by…?
这个汉字是……?	Zhège Hànzì shì…?	This character is ...?
请告诉我……。	Qǐng gàosu wǒ…	Please tell me…
谢谢。	Xièxie.	Thank you.

Cast of Characters

Let's meet the characters in the book



Wang Dawei
王大卫

David Walker is an American student. He is in the 9th grade and has an elder brother who is also in high school. He loves learning Chinese very much and is enthusiastic about Chinese language and culture.



Jin Yingzi
金英子

Yingzi Kim was born in Korea. She has a younger brother in the 5th grade and a younger sister in the 8th grade. She is in the 10th grade now and knows some Korean and Chinese. Her parents are permanent residents in the US but are not US citizens yet.



Li Ming
李明

Li Ming was born in the US. He is in the 9th grade and loves Chinese language and culture. He has two elder sisters who also study in high school. His parents were born in China and immigrated to the US. They speak both Chinese and English at home.



Lin Meixin
林美心

Ms. Lin is a Chinese language teacher. She was born in Beijing, China. She has a son and a daughter.

第一课
Lesson 1

Theme 个人和社群认同
Personal and Public Identities

Topic 新同学
New Classmates









How do you greet your classmates? What do you say to each other?

Learning Objectives
学习目标

In Lesson 1, I will learn to…

Interpretive

» understand basic greetings.

» identify and comprehend information about surname, given name, and nationality.

Interpersonal

» exchange basic greetings.

» ask and respond to questions about someone's name.

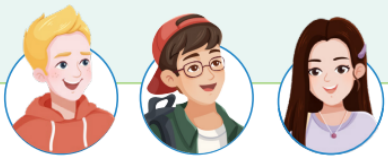
» ask and respond to questions about someone's nationality.

Presentational

» greet people and introduce my name and nationality.

Dialogue 1 对话一

David, who has just enrolled in the class, is entering the classroom and greeting his classmates.



大卫 李明 英子



你好[①]！



你好！



你叫[③]什么名字？




我叫李明②，你呢⑤？


我叫大卫。


你姓④什么？


我姓王，我叫王大卫。

David turns to Yingzi.


你好，我叫金英子。

Pinyin Dialogue 1

David, who has just enrolled in the class, is entering the classroom and greeting his classmates.



Dàwèi Lǐ Míng Yīngzǐ


Nǐ hǎo[①]!


Nǐ hǎo!


Nǐ jiào[③] shénme míngzi?


Wǒ jiào Lǐ Míng[②], nǐ ne[⑤]?


Wǒ jiào Dàwèi.


Nǐ xìng[④] shénme?


Wǒ xìng Wáng, wǒ jiào Wáng Dàwèi.

David turns to Yingzi.


Nǐ hǎo, wǒ jiào Jīn Yīngzǐ.

Vocabulary List 生词表

No.	Simplified	Traditional	Pinyin	Part of speech	Definition
1.	你好	你好	nǐ hǎo	*phr.*	hello; hi
	你	你	nǐ	*pron.*	you (singular)
	好	好	hǎo	*adj.*	good
2.	叫	叫	jiào	*v.*	to be called; to call
3.	什么	什麼	shénme	*pron.*	what
4.	名字	名字	míngzi	*n.*	name
5.	我	我	wǒ	*pron.*	I; me
6.	李明	李明	Lǐ Míng	*pn.*	character's name
	李	李	Lǐ	*n.*	surname Li
7.	呢	呢	ne	*p.*	a particle indicating that a previously asked question is to be applied to the preceding word (What about...?; And...?)
8.	姓	姓	xìng	*v./n.*	(one's) family name is …; to be surnamed/family name; surname
9.	王大卫	王大衛	Wáng Dàwèi	*pn.*	character's name
	王	王	Wáng	*n.*	surname Wang
10.	金英子	金英子	Jīn Yīngzǐ	*pn.*	character's name
	金	金	Jīn	*n.*	surname Jin; surname Kim (Korean)

Grammar 语法

1. Greetings

你好 (nǐ hǎo) means "How are you?" It is used to greet a peer of equal social status. To greet two or more people, use 你们好 (nǐmen hǎo) in the plural form. Another way of greeting a group of people is 大家好 (dàjiā hǎo). Literally, 大 (dà) means big; 家 (jiā) means home. To greet your Chinese language teacher, use the pattern "last name + teacher + 好" as in "林老师好" (Lín lǎoshī hǎo).

Greeting to one person	Greeting to teacher	Greeting to two or more	Greeting to a group of people
你好!	林老师好!	你们好!	大家好!
Nǐ hǎo!	Lín lǎoshī hǎo!	Nǐmen hǎo!	Dàjiā hǎo!
How are you?	How are you? Teacher Lin.	How are you?	How are you?

2. A Chinese name: Last name (family name) + first name (given name)

The order of a Chinese name differs from the order in English. A family name always occurs before a given name.

last name (family name)	first name (given name)
李	明
王	大卫
金	英子

3. The verb 叫 (jiào; to be called)

The verb 叫 (jiào) literally means "call." In Dialogue 1, it means "to be called" in English and is followed by a person's first name or full name.

Q: Pronoun + 叫 + what name?

A: Pronoun + 叫 + first name or full name.

Note:

Note that the word order in a pronoun question is identical to that in a statement.



你叫什么名字？
Nǐ jiào shénme míngzi?
What is your name?

我叫李明。
Wǒ jiào Lǐ Míng.
I'm Li Ming.



4. The verb 姓 (xìng; one's surname is…)

The verb 姓 (xìng) in a question is used as a verb to ask for someone's surname.

Pronoun + 姓 + what?
A：你 + 姓 + 什么？
What is your last name?
B：我 + 姓 + 王。
My last name is Wang.

5. Questions ending with 呢 (ne)

呢 (ne) occurs after a pronoun to ask for information like that already mentioned in the statement occurring before the short question "pronoun/noun + 呢?"

A: A complete sentence, pronoun/noun + 呢?

B: A complete sentence with the same structure and similar information as included in A.



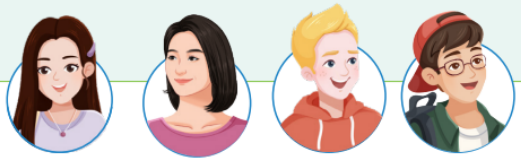
我叫李明，你呢？
Wǒ jiào Lǐ Míng，nǐ ne?
My name is Li Ming, how about you?

我叫大卫。
Wǒ jiào Dàwèi.
My name is David.



Dialogue 2 对话二

Ms. Lin is entering the classroom and answering students' questions.



英子 林老师 大卫 李明



老师好！



你们⑥好！



老师，请问⑦，您⑧贵姓⑨？




我姓林。


您是⑩中国人吗⑫？


是，我是中国人。你是哪⑬国人？

Students take turns responding.

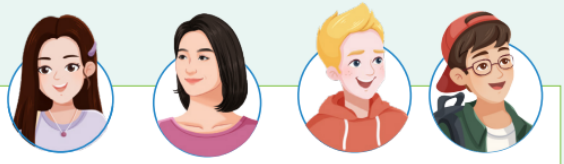

我是美国人。


我也⑭是美国人。


我不是⑩美国人，我是韩国人。

Pinyin Dialogue 2

Ms. Lin is entering the classroom and answering students' questions.



Yīngzǐ Lín lǎoshī Dàwèi Lǐ Míng


Lǎoshī hǎo!


Nǐmen⑥ hǎo!


Lǎoshī, qǐng wèn⑦, nín⑧ guìxìng⑨?


Wǒ xìng Lín.


Nín shì⑩ Zhōngguórén ma⑫?


Shì, wǒ shì Zhōngguórén. Nǐ shì nǎ⑬ guó rén?

Students take turns responding.


Wǒ shì Měiguórén.


Wǒ yě⑭ shì Měiguórén.


Wǒ bú shì⑩ Měiguórén, wǒ shì Hánguórén.

Vocabulary List 生词表

No.	Simplified	Traditional	Pinyin	Part of speech	Definition
1.	老师	老師	lǎoshī	*n.*	teacher
2.	们	們	men	*plural suffix*	a plural marker for pronouns and nouns referring to individuals
3.	请问	請問	qǐng wèn	*phr.*	excuse me; may I ask...?
	请	請	qǐng	*v.*	please (polite form of request)
	问	問	wèn	*v.*	to ask (a question)
4.	您	您	nín	*pron.*	you (an honorific form of 你)
5.	贵姓	貴姓	guìxìng	*n.*	one's (honorable) surname
	贵	貴	guì	*adj.*	honorable; expensive
6.	林	林	Lín	*n.*	surname Lin
7.	是	是	shì	*v.*	am, is, are; to be; yes
8.	中国	中國	Zhōngguó	*pn.*	China
9.	人	人	rén	*n.*	person, people
10.	吗	嗎	ma	*p.*	a question particle for YES/NO questions
11.	哪	哪	nǎ	*pron.*	which
12.	国	國	guó	*n.*	country
13.	美国	美國	Měiguó	*pn.*	the United States
14.	也	也	yě	*adv.*	also; too
15.	不	不	bù	*adv.*	not; no
16.	韩国	韓國	Hánguó	*pn.*	South Korea

Grammar 语法

6. Pronouns: Singular vs. plural

我 (wǒ; I, me), 你 (nǐ; you), and 他 (tā; he, him) are singular pronouns. To convert to the plural form, simply add the plural marker 们 (men) after 我 (wǒ), 你 (nǐ), 他 (tā), to make 我们 (wǒmen; we, us), 你们 (nǐmen; you), and 他们 (tāmen; they, them).

Singular	Plural
我	我们
你	你们
他	他们

7. May I ask… 请问 (qǐng wèn)

请 (qǐng) literally means "please"; 问 (wèn) literally means "ask." The combination of the two characters signals a polite inquiry: "May I ask…"

8. An honorific form of 你 (nǐ): 您 (nín)

您 (nín) is the polite form for 你 (nǐ), showing respect and courtesy to a person who is senior or of higher social status.

9. A formal and polite question asking for someone's surname: 您贵姓? (Nín guìxìng?)

您贵姓？ (Nín guìxìng?) is a formal way to ask for someone's surname. The response to this question has the honorific 贵 (guì) dropped and is identical to the response to 你姓什么？ (Nǐ xìng shénme?). See the following two responses, which are identical to each other regardless of the different degrees of formality and politeness in the questions.



您贵姓？
Nín guìxìng?
What's your family name, please?

我姓林。
Wǒ xìng Lín.
My family name is Lin.





你姓什么？
Nǐ xìng shénme?
What's your family name?

我姓林。
Wǒ xìng Lín.
My family name is Lin.



10. The "to be" verb 是 (shì) and 不是 (bú shì)

The "to be" verb 是 (shì) is used to link nouns, pronouns, or noun phrases in the fundamental sentence pattern: "Subject + 是 + noun / pronoun / noun phrase." To make a negative sentence, add 不 (bù) before 是 (shì) and keep other elements intact.

Positive	Negative
我是学生。	我不是学生。
你是老师。	你不是老师。
他是中国人。	他不是中国人。
你是美国人。	你不是美国人。

11. A fundamental structure

The following pattern constitutes a fundamental structure in Mandarin Chinese:
Subject + 是 + object
The two elements, "是 + object," are considered a predicate.

Subject	是	Object
我	是	中国人。
你	是	美国人。
我	是	老师。
他	是	学生。

The basic sentence structure in Mandarin Chinese is "subject + verb + object." Each of the above four short sentences has a noun that follows the "to be" verb 是 (shì) and occurs at the end of the sentence.

他叫王大卫。
Tā jiào Wáng Dàwèi.
His name is Wang Dawei.

老师姓林。
Lǎoshī xìng Lín.
The teacher's family name is Lin.

我爱你。
Wǒ ài nǐ.
I love you.

12. YES/NO question marker 吗 (ma)

吗 (ma) is a YES/NO question marker that occurs at the end of a YES/NO question. To form a YES/NO question, simply add the YES/NO question marker 吗 (ma) at the end of a statement.

A complete sentence + 吗?
你是中国人 + 吗?

13. The question pronoun 哪 (nǎ; which)

哪国人 (nǎ guó rén) is a question asking for someone's nationality; the literal, word-by-word translation is "which country person." It can be translated as "Where do you come from?" or "From which country do you come?"

Note:

Note that the word order in the question is identical to that in the response.



你是哪国人？
Nǐ shì nǎ guó rén?
Where do you come from?

我是中国人。
Wǒ shì Zhōngguórén.
I come from China.



14. The adverb 也 (yě; too, also)

The adverb 也 (yě; too, also) occurs before 是 (shì) or 不是 (bú shì).

Subject + 是 / 不是 + ……	→	Subject + 也 + 是 / 不是 + ……
我是中国人	→	我也是中国人。
我不是美国人	→	我也不是美国人。

It also occurs before a verb or before a negative word preceding a verb.

我也学中文。
Wǒ yě xué Zhōngwén.
I learn Chinese, too.

我也说英文。
Wǒ yě shuō Yīngwén.
I speak English, too.

他也不学中文。
Tā yě bù xué Zhōngwén.
He doesn't learn Chinese, either.

他也不说英文。
Tā yě bù shuō Yīngwén.
He doesn't speak English, either.

What I Have Learned
我学了……

I Exchanging basic greetings.

Between peers

A：你好!

B：你好!

Between a teacher and students

A：老师好！

B：你们好！

II Asking for and responding to someone's name.

Between peers

Asking for a full name

A：你叫什么名字？

B：我叫李明。

Asking for and responding to a surname first, given name later

A：你姓什么？叫什么？

B：我姓李，叫李明。

Between two people with different social status

A：请问，您贵姓？

B：我姓林。

III Asking for and responding to someone's nationality.

Positive and negative response

A：你是哪国人？
B：我是美国人。
C：我不是美国人，
　　我是中国人。

Me too

A：你是哪国人？
B：我是美国人。
C：我也是美国人。

IV Asking for information with a short question "你呢？".

A：我叫王大卫，你呢？
B：我叫金英子。

A：我姓林，你呢？
B：我姓金。

A：我是中国人，你呢？
B：我是韩国人。

Exit Tickets 通关卡

Exit Ticket 1



Exchange basic greetings.

A：你好！
B：你好！
(between peers)

A：老师好！
B：你们好！
(between a teacher and students)

Exit Ticket 2

Ask for and respond to someone's name.

A：你叫什么名字？
B：我叫……。
(between peers; asking for a full name)

A：你姓什么？叫什么？
B：我姓……，叫……。
(between peers; asking for a surname and a given name)



A：请问，您贵姓？
B：我姓……。
(between two people with different social status)

Exit Ticket 3



Ask for and respond to someone's nationality.

A：你是哪国人？
B：我是……人。
C：我不是……人，我是……人。

A：你是哪国人？
B：我是……人。
C：我也是……人。

Exit Ticket 4

Ask for information with a short question "你呢？".

A：我叫……，你呢？
B：我叫……。

A：我姓……，你呢？
B：我姓……。



A：我是……人，你呢？
B：我是……人。

Supplementary Word Bank 补充生词

No.	Simplified	Traditional	Pinyin	Part of speech	Definition
1.	他	他	tā	*pron.*	he; him
2.	她	她	tā	*pron.*	she; her
3.	学生	學生	xuéshēng	*n.*	student
4.	同学	同學	tóngxué	*n.*	classmate
5.	英国	英國	Yīngguó	*pn.*	United Kingdom; England
6.	法国	法國	Fǎguó	*pn.*	France
7.	德国	德國	Déguó	*pn.*	Germany
8.	加拿大	加拿大	Jiānádà	*pn.*	Canada
9.	日本	日本	Rìběn	*pn.*	Japan
10.	越南	越南	Yuènán	*pn.*	Vietnam
11.	印度	印度	Yìndù	*pn.*	India
12.	墨西哥	墨西哥	Mòxīgē	*pn.*	Mexico





Take a look at the two business cards above. Can you point out the person's last name and first name?



Do you know how students greet their teachers in China? How about in your country?

Character Morsels 汉字点滴

部首 Radical	意思 Meaning	例字 Example characters
亻	person	你 (nǐ, you), 什 (shén, what), 们 (men, plural marker)
女	female	好 (hǎo, good), 姓 (xìng, surname)
口	mouth	叫 (jiào, to be called), 哪 (nǎ, which), 呢 (ne, particle)
囗	boundary	国 (guó, country)
木	wood	林 (lín, woods), 李 (lǐ, surname)

What are your favorite characters in this lesson? Can you try to write them down and tell us why?

- My favorite characters:

- I love them because:

字 Character Challenge 汉字挑战

Part I

Greeting and Name: How many characters do you already know from these posters? Please pick them out and try to write them down below.



Characters I can find from the posters above:

Part II

Name and Nationality: How many characters do you already know from these posters? Please pick them out and try to write them down below.



Characters I can find from the posters above:

Reading Ladder
阅读阶梯

Yáo Míng
姚 明

你好，我姓姚，我叫Yáo Míng姚明。我是中国人。



Chéng Lóng
成 龙

你好，我叫Chéng Lóng成龙。我是中国人。



Láng Píng
郎 平

你好，我姓Láng郎，我叫Láng Píng郎平。我也是中国人。



Culture Corner 文化角

Are you looking for a Chinese name?

The *Hundred Family Surnames*, commonly known as《百家姓》(Bǎi Jiā Xìng), is a classic Chinese text composed of common Chinese surnames.

1 李 2 王 3 张 4 刘 5 陈 6 杨 7 赵 8 黄 9 周 10 吴
11 徐 12 孙 13 胡 14 朱 15 高 16 林 17 何 18 郭 19 马 20 罗
21 梁 22 宋 23 郑 24 谢 25 韩 26 唐 27 冯 28 于 29 董 30 萧
31 程 32 曹 33 袁 34 邓 35 许 36 傅 37 沈 38 曾 39 彭 40 吕
41 苏 42 卢 43 蒋 44 蔡 45 贾 46 丁 47 魏 48 薛 49 叶 50 阎
51 余 52 潘 53 杜 54 戴 55 夏 56 钟 57 汪 58 田 59 任 60 姜
61 范 62 方 63 石 64 姚 65 谭 66 廖 67 邹 68 熊 69 金 70 陆
71 郝 72 孔 73 白 74 崔 75 康 76 毛 77 邱 78 秦 79 江 80 史
81 顾 82 侯 83 邵 84 孟 85 龙 86 万 87 段 88 章 89 钱 90 汤
91 尹 92 黎 93 易 94 常 95 武 96 乔 97 贺 98 赖 99 龚 100 文

. Can you find your Chinese surname in the picture?

. What other surnames do you recognize?

The following are four interesting facts about Chinese names.

◎ **How many do you know?**

1. Chinese family names represent the lineage or clan, whereas Chinese given names usually represent aspirations and hopes parents have for their children.

2. Chinese given names have one or two characters. A two-character given name is more common than a one-character given name.

3. Chinese parents rarely name their kids after a prominent figure or themselves.

4. Chinese women normally retain their surname and do not adopt their husband's surname after marriage.

Want to learn more? Ask your teacher!

課文對話的繁體字版和英文版
Texts in Traditional Characters and in English

Dialogue 1 in traditional characters

David, who has just enrolled in the class, is entering the classroom and greeting his classmates.

大衛：你好！

李明：你好！

大衛：你叫什麼名字？

李明：我叫李明，你呢？

大衛：我叫大衛。

李明：你姓什麼？

大衛：我姓王，我叫王大衛。

David turns to Yingzi.

英子：你好，我叫金英子。

Dialogue 1 in English

David, who has just enrolled in the class, is entering the classroom and greeting his classmates.

David: Hello!

Li Ming: Hello!

David: What's your name?

Li Ming: My name is Li Ming, and you?

David: My name is David.

Li Ming: What is your last name?

David: My last name is Wang. My full name is David Walker.

David turns to Yingzi.

Yingzi: Hello, my name is Yingzi Kim.

Dialogue 2 in traditional characters

Ms. Lin is entering the classroom and answering students' questions.

英　子：老師好！

林老師：你們好！

大　衛：老師，請問，您貴姓？

林老師：我姓林。

大　衛：您是中國人嗎？

林老師：是，我是中國人。你是哪國人？

Students take turns responding.

大　衛：我是美國人。

李　明：我也是美國人。

英　子：我不是美國人，我是韓國人。

Dialogue 2 in English

Ms. Lin is entering the classroom and answering students' questions.

Yingzi: Hello, teacher!

Ms. Lin: Hello, everyone!

David: May I ask what your last name is?

Ms. Lin: My last name is Lin.

David: Are you Chinese?

Ms. Lin: Yes, I'm Chinese. Where are you from?

Students take turns responding.

David: I'm American.

Li Ming: I'm also American.

Yingzi: I'm not American, I'm Korean.

第二课

Lesson 2

Theme 家庭与社区
Families and Communities

Topic 我的家人
My Family









How many family members do you have? Do you have siblings?

Learning Objectives
学习目标

In Lesson 2, I will learn to…

Interpretive

» understand information about someone's family.

» identify and comprehend information about someone's family.

Interpersonal

» ask and respond to questions about the number of family members.

» ask and respond to questions about basic kinship terms in a family.

» ask and respond to questions about basic roles at school.

» ask and respond to questions about pets in a family.

Presentational

» introduce my family photo, explaining the number of family members and using kinship terms.

» describe the common occupations of my family members.

» express feelings about my family pets.

Dialogue 1 对话一

David and Yingzi are showing their family photos and introducing their family members in class.


大卫


英子


你家有① 几个② 人？


我家有五个人，有爸爸、妈妈、弟弟、妹妹和我。我没有哥哥和姐姐。


我家有四个人，还③ 有一只② 狗。


我家有两④ 只狗，我们都⑤ 很⑥ 爱狗。



Pinyin Dialogue 1

David and Yingzi are showing their family photos and introducing their family members in class.


Dàwèi


Yīngzǐ


Nǐ jiā yǒu① jǐ gè② rén?


Wǒ jiā yǒu wǔ gè rén，yǒu bàba、māma、dìdi、mèimei hé wǒ. Wǒ méiyǒu gēge hé jiějie.


Wǒ jiā yǒu sì gè rén，hái③ yǒu yì zhī② gǒu.


Wǒ jiā yǒu liǎng④ zhī gǒu，wǒmen dōu⑤ hěn⑥ ài gǒu.

Vocabulary List 生词表

No.	Simplified	Traditional	Pinyin	Part of speech	Definition
1.	家	家	jiā	*n.*	family; home
2.	有	有	yǒu	*v.*	to have; there is/are
3.	几	幾	jǐ	*pron.*	how many
4.	个	個	gè	*mw.*	a measure word for people or objects in general
5.	五	五	wǔ	*nu.*	five
6.	爸爸	爸爸	bàba	*n.*	father; dad
7.	妈妈	媽媽	māma	*n.*	mother; mom
8.	弟弟	弟弟	dìdi	*n.*	younger brother
9.	妹妹	妹妹	mèimei	*n.*	younger sister
10.	和	和	hé	*conj.*	and
11.	没	沒	méi	*adv.*	not
12.	哥哥	哥哥	gēge	*n.*	older brother
13.	姐姐	姐姐	jiějie	*n.*	older sister
14.	四	四	sì	*nu.*	four
15.	还	還	hái	*adv.*	in addition; also; else
16.	一	一	yī	*nu.*	one
17.	只	只	zhī	*mw.*	a measure word for animals
18.	狗	狗	gǒu	*n.*	dog
19.	两	兩	liǎng	*nu.*	in the amount of two
20.	都	都	dōu	*adv.*	all; both
21.	很	很	hěn	*adv.*	very
22.	爱	愛	ài	*v./n.*	to love; to be fond of / love

Grammar 语法

1. The verb 有 (yǒu; there are/is)

The verb 有 (yǒu; to have) means "there are/is," followed by the number of family members in this lesson.

我家有三个人。
Wǒ jiā yǒu sān gè rén.
There are three people in my family.

我家有两只狗。
Wǒ jiā yǒu liǎng zhī gǒu.
There are two dogs in my family.

2. Measure words 个 (gè) and 只 (zhī)

个 (gè) and 只 (zhī) are measure words that occur before a noun to express a quantity, such as 五个人 (wǔ gè rén; five people), 一只狗 (yì zhī gǒu; one dog). In the pattern "a number + measure word + noun," a noun normally goes with a fixed measure word that cannot change flexibly in Mandarin Chinese.



你家有几个人？
Nǐ jiā yǒu jǐ gè rén?
How many people are there in your family?

我家有四个人。
Wǒ jiā yǒu sì gè rén.
There are four people in my family.



3. The adverb 还 (hái; in addition)

The adverb 还 (hái; in addition) occurs before a verb and after a subject. It is used to indicate a situation or action that is additional to something or someone that has already been mentioned in the previous statement.

我家有四个人，还有一只狗。
Wǒ jiā yǒu sì gè rén, hái yǒu yì zhī gǒu.
There are four people in my family, and a dog too.

4. The difference between 二 (èr) and 两 (liǎng)

二 (èr) and 两 (liǎng) both mean "two" but are used in different contexts. 两 (liǎng) is used before a measure word to express a quantity such as 两个人 (liǎng gè rén; two people), 两个姐姐 (liǎng gè jiějie; two elder sisters), 两只狗 (liǎng zhī gǒu; two dogs). 二 (èr) is used to mention a series of numbers, such as a telephone number, or to count a sequence of numbers 一 (yī; one), 二 (èr; two), 三 (sān; three), 四 (sì; four), 五 (wǔ; five), 六 (liù; six), 七 (qī, seven).

5. The adverb 都 (dōu; both, all)

The adverb 都 (dōu), meaning both or all, occurs before a verb in a positive sentence or before a negative word in a negative sentence.

我们都爱狗。
Wǒmen dōu ài gǒu.
We all love dogs.

我们都不爱狗。
Wǒmen dōu bú ài gǒu.
None of us love dogs.

他们都是大学生。
Tāmen dōu shì dàxuéshēng.
They are all college students.

他们都不是大学生。
Tāmen dōu bú shì dàxuéshēng.
None of them are college students.

李明和大卫都有弟弟。
Lǐ Míng hé Dàwèi dōu yǒu dìdi.
Both Li Ming and David have younger brothers.

李明和大卫都没有弟弟。
Lǐ Míng hé Dàwèi dōu méiyǒu dìdi.
Neither Li Ming nor David has a younger brother.

6. The adverb 很 (hěn; very)

The adverb 很 (hěn; very) is used to describe an adjective or a verbal action. It occurs before an adjective or a verb.

我家很大。
Wǒ jiā hěn dà.
My home is very big.

我们都很爱狗。
Wǒmen dōu hěn ài gǒu.
We all love dogs.

Dialogue 2 对话二

Li Ming and David are showing family photos and continue to introduce their family members in class.



李明 大卫


你有兄弟姐妹吗？

有，我有一个哥哥，你呢？



我有两个姐姐，她们是中学生。

看！这⑦是我家人的⑧照片。这是我爸爸。这是我妈妈。这是我。这是我哥哥，他也是中学生。




Pinyin Dialogue 2




Lǐ Míng Dàwèi

Li Ming and David are showing family photos and continue to introduce their family members in class.



Nǐ yǒu xiōngdì jiěmèi ma?

Yǒu, wǒ yǒu yí gè gēge, nǐ ne?





Wǒ yǒu liǎng gè jiějie, tāmen shì zhōngxuéshēng.

Kàn! Zhè⑦ shì wǒ jiārén de⑧ zhàopiàn. Zhè shì wǒ bàba. Zhè shì wǒ māma. Zhè shì wǒ. Zhè shì wǒ gēge, tā yě shì zhōngxuéshēng.



Vocabulary List 生词表

No.	Simplified	Traditional	Pinyin	Part of speech	Definition
1.	兄弟	兄弟	xiōngdì	*n.*	brothers
2.	姐妹	姐妹	jiěmèi	*n.*	sisters
3.	她	她	tā	*pron.*	she; her
4.	中学生	中學生	zhōngxuéshēng	*n.*	secondary school student
	中学	中學	zhōngxué	*n.*	secondary school
	学生	學生	xuéshēng	*n.*	student
5.	看	看	kàn	*v.*	to look at; to see; to watch
6.	这	這	zhè	*pron.*	this
7.	家人	家人	jiārén	*n.*	(one's) family members
8.	的	的	de	*p.*	a possessive particle
9.	照片	照片	zhàopiàn	*n.*	photograph; picture
10.	他	他	tā	*pron.*	he; him

Grammar 语法

7. The demonstrative pronoun 这 (zhè; this)

The demonstrative pronoun 这 (zhè; this) is followed by a "to be" verb and a person, a noun, or an object.

这是我爸爸。
Zhè shì wǒ bàba.
This is my father.

这是我的家。
Zhè shì wǒ de jiā.
This is my home.

这是我的书。
Zhè shì wǒ de shū.
This is my book.

8. The possessive particle 的 (de)

The possessive particle 的 (de) is used to indicate possession before a noun. For informal usage, it can be omitted when a noun is animate, but it cannot be omitted when the nouns are inanimate. For example, it is required for inanimate objects in 我的照片 (wǒ de zhàopiàn; my photo) but is optional for animate objects in 我哥哥 (wǒ gēge; my elder brother), 我妈妈 (wǒ māma; my mother), and 我家人 (wǒ jiārén; my family).

Note:

Note that the possessive 的 (de) is required when describing pets, as in 我的狗 (wǒ de gǒu; my dog).

Inanimate object(s)	Animate object(s)	Pets as animate objects
我的照片 my photo	我哥哥 (我的哥哥) my elder bother 我妈妈 (我的妈妈) my mother 我家人 (我的家人) my family members	我的狗 my dog

What I Have Learned
我学了……

I Asking about the number of family members.

A：你家有几个人？
B1：我家有五个人，有爸爸、妈妈、哥哥、弟弟和我。
B2：我家有三个人，还有一只狗。

A：你家有几只狗？
B：我家有两只狗。

II Asking about siblings.

A：你有兄弟姐妹吗？
B：有，我有一个姐姐。我没有哥哥、弟弟和妹妹。

III Asking about basic roles at school.

A：你是中学生吗？
B：是，我是中学生。

A：你妈妈是老师吗？
B1：是，我妈妈是老师，她是中文老师。
B2：不是，我妈妈不是老师。

IV Feelings about family pets.

A：你们爱狗吗？
B：我们都很爱狗。

Exit Tickets 通关卡

Exit Ticket 1



Ask about the number of family members.

A：你家有几个人？
B1：我家有……人，有……和我。
B2：我家有……人，还有……只……。

A：你家有几只……？
B1：我家有……只……。
B2：我家没有……。

Exit Ticket 2

Ask about siblings.

A：你有兄弟姐妹吗？
B：有，我有……个……，没有……。



Exit Ticket 3



Ask about basic roles at school.

A：你是中学生吗？
B：……

A：你是老师吗？
B：……

Exit Ticket 4

Describe feelings about family pets.

A：你们爱狗吗？
B：……



Exit Ticket 5



Describe my family/ family photo.

我家有……个人，有……和我。我爸爸叫……，他（不）是英文老师。我妈妈叫……，她（不）是中文老师。我家还有一只狗，叫……。

这是我家人的照片。这是……。这是……。……我爱我的家人，也很爱我的狗。

Supplementary Word Bank 补充生词

No.	Simplified	Traditional	Pinyin	Part of speech	Definition
1.	二	二	èr	*nu.*	two
2.	三	三	sān	*nu.*	three
3.	六	六	liù	*nu.*	six
4.	七	七	qī	*nu.*	seven
5.	八	八	bā	*nu.*	eight
6.	九	九	jiǔ	*nu.*	nine
7.	十	十	shí	*nu.*	ten
8.	它	它	tā	*pron.*	it

No.	Simplified	Traditional	Pinyin	Part of speech	Definition
9.	猫	貓	māo	*n.*	cat
10.	大学生	大學生	dàxuéshēng	*n.*	university student; college student
11.	小学生	小學生	xiǎoxuéshēng	*n.*	primary school student; schoolchild
12.	高中生	高中生	gāozhōngshēng	*n.*	high school student
13.	爷爷	爺爺	yéye	*n.*	father's father; paternal grandfather
14.	奶奶	奶奶	nǎinai	*n.*	father's mother; paternal grandmother
15.	外公	外公	wàigōng	*n.*	mother's father; maternal grandfather
16.	外婆	外婆	wàipó	*n.*	mother's mother; maternal grandmother
17.	女儿	女兒	nǚ'ér	*n.*	daughter
18.	儿子	兒子	érzi	*n.*	son







金鱼
jīnyú
goldfish



鹦鹉
yīngwǔ
parrot



兔子
tùzi
rabbit



龙猫
lóngmāo
chinchilla

What pet(s) do you have? Do you consider your pet(s) part of the family?



Character Morsels
汉字点滴

部首 Radical	意思 Meaning	例字 Example characters
宀	house	家 (jiā, home)
辶	walking	还 (hái, also), 这 (zhè, this)
彳	walking; road	很 (hěn, very)
人	person	人 (rén, person), 个 (gè, measure word)
犭	animal	狗 (gǒu, dog)

What is your name in Chinese? Can you try to write it down and tell us the meaning of your name?

- My Chinese name:

- I love it because:

字 Character Challenge 汉字挑战

Part I

Family and Pets: How many characters do you already know from these posters? Please pick them out and try to write them down below.



Characters I can find from the posters above:

Part II

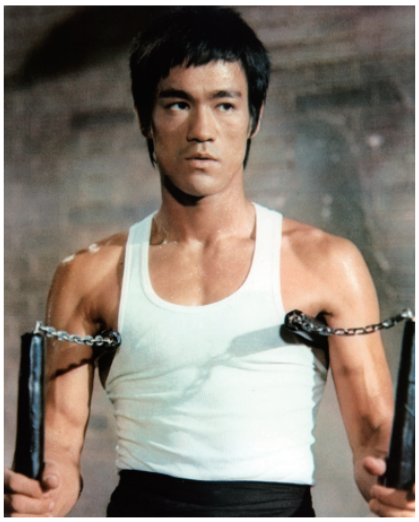
Siblings: How many characters do you already know from these posters? Please pick them out and try to write them down below.



Characters I can find from the posters above:

Reading Ladder
阅读阶梯

他姓李(Lǐ)，叫李小龙(Lǐ Xiǎolóng)。他的爸爸妈妈都是中国人。他家有七个人，有爸爸、妈妈、两个姐姐、一个哥哥、一个弟弟和他。他还有一只狗，叫波波(Bōbō)，他很爱狗。



这是他家的照片。



Culture Corner 文化角

Have you heard of "three generations under one roof" 三代同堂 (sān dài tóng táng)? In a traditional Chinese family, grandparents, parents, and children live together and take care of one another.

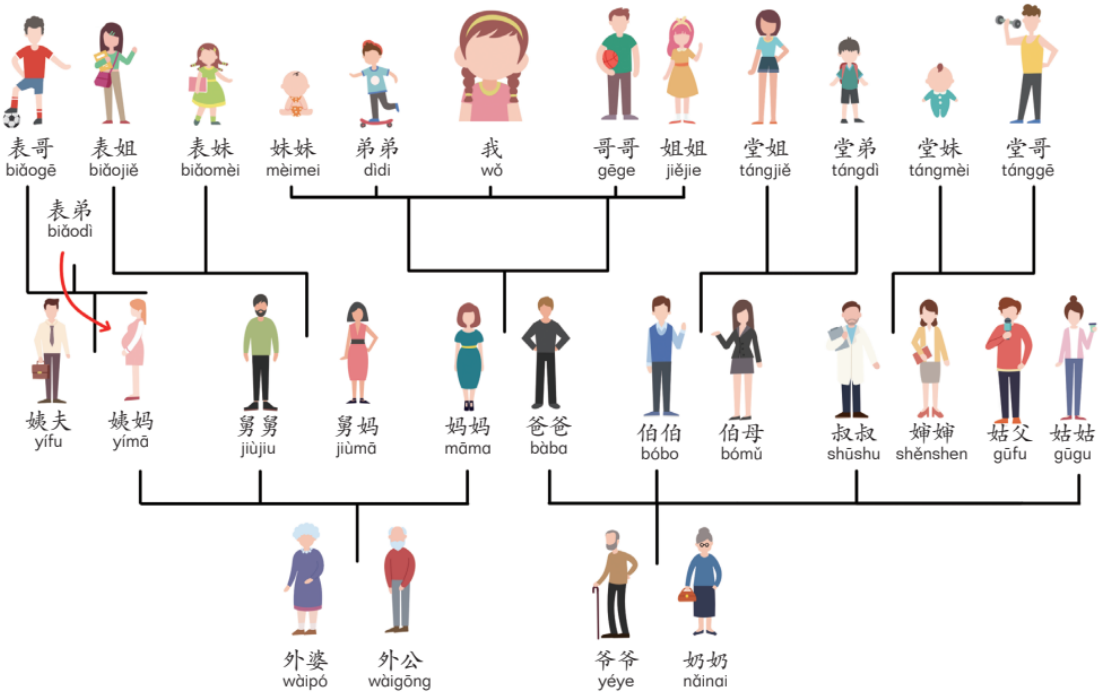


◎ Would you like to live with your grandparents?

Discuss this with your teacher and classmates.

◎ Did you know that the English word "cousin" can be said in eight different ways in Chinese?

These eight kinship terms are determined based on whether the cousin is a boy or girl, is younger or older, and is on mother's side or father's side. By the way, don't be surprised when your Chinese friend tells you he or she has six brothers and sisters. They just leave off the cousin-indicating prefixes and call them "elder sister" or "younger brother." If you want to know how to address your relatives with the proper terms, check out the family tree below.



課文對話的繁體字版和英文版
Texts in Traditional Characters and in English

Dialogue 1 in traditional characters

David and Yingzi are showing their family photos and introducing their family members in class.

大衛：你家有幾個人?

英子：我家有五個人，有爸爸、媽媽、弟弟、妹妹和我。我沒有哥哥和姐姐。

大衛：我家有四個人，還有一隻狗。

英子：我家有兩隻狗，我們都很愛狗。

Dialogue 1 in English

David and Yingzi are showing their family photos and introducing their family members in class.

David: How many people are in your family?

Yingzi: There are five people in my family: Dad, mom, my younger brother, my younger sister, and me. I have no older brother or older sister.

David: My family has four people and also a dog.

Yingzi: My family has two dogs. We all love dogs very much.

Dialogue 2 in traditional characters

Li Ming and David are showing family photos and continue to introduce their family members in class.

李明：你有兄弟姐妹嗎？

大衛：有，我有一個哥哥，你呢？

李明：我有兩個姐姐，她們是中學生。

大衛：看！這是我家人的照片。這是我爸爸。這是我媽媽。這是我。這是我哥哥，他也是中學生。

Dialogue 2 in English

Li Ming and David are showing family photos and continue to introduce their family members in class.

Li Ming: Do you have siblings?

David: Yes, I have an older brother. What about you?

Li Ming: I have two older sisters. They are in secondary school.

David: Look! This is my family photo. This is my dad, this is my mom, this is me, and this is my older brother. He's also a secondary school student.

第三课
Lesson 3

Theme

个人与社群认同
Personal and Public Identities

Topic

我的生日
My Birthday









How do you celebrate your birthday?

Learning Objectives
学习目标

In Lesson 3, I will learn to…

Interpretive

» identify information about day of the week, age, birthday, and Chinese zodiac sign.

» understand relationships among people.

Interpersonal

» ask and respond to questions about the day of the week.

» ask and respond to questions about the date of one's birthday.

» ask and respond to questions about age and Chinese zodiac sign.

» ask for and confirm attendance at a birthday party.

» ask and respond to questions about relationships.

Presentational

» tell the day of the week.

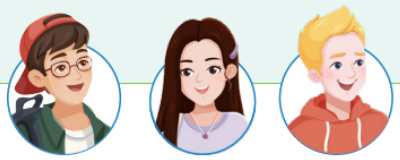
» introduce my age, birthday, and Chinese zodiac sign.

» express best wishes on someone's birthday.

» talk about relationships.

Dialogue 1 对话一

Li Ming, Yingzi, and David are talking about David's birthday during lunchtime at school.




今天星期几[1]？

今天星期二。



今天是谁的[4]生日？




今天是大卫的生日。


大卫，祝你生日快乐！


谢谢！你们的生日是几月几号②？


我的生日是八月十五号。

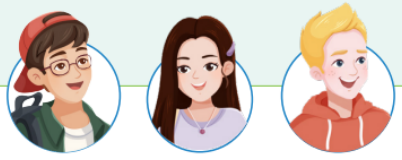

我的生日是三月六号。


这个⑤星期天⑥我有一个生日派对，你们来吗⑦？


太好了！我们一定去。

Pinyin Dialogue 1

Li Ming, Yingzi, and David are talking about David's birthday during lunchtime at school.



Lǐ Míng Yīngzǐ Dàwèi


Jīntiān xīngqī jǐ①?


Jīntiān Xīngqī'èr.


Jīntiān shì shéi de④ shēngrì?


Jīntiān shì Dàwèi de shēngrì.


Dàwèi, zhù nǐ shēngrì kuàilè!


Xièxie! Nǐmen de shēngrì shì jǐ yuè jǐ hào②?


Wǒ de shēngrì shì Bā yuè shíwǔ hào.


Wǒ de shēngrì shì Sān yuè liù hào.


Zhège⑤ Xīngqītiān⑥ wǒ yǒu yí gè shēngrì pàiduì, nǐmen lái ma⑦?


Tài hǎo le! Wǒmen yídìng qù.

Vocabulary List 生词表

No.	Simplified	Traditional	Pinyin	Part of speech	Definition
1.	今天	今天	jīntiān	*t.*	today
2.	星期	星期	xīngqī	*n.*	week
3.	星期二	星期二	Xīngqī'èr	*t.*	Tuesday
4.	二	二	èr	*nu.*	two
5.	谁	誰	shéi	*pron.*	who
6.	生日	生日	shēngrì	*n.*	birthday
7.	祝	祝	zhù	*v.*	to wish; to express good wishes
8.	快乐	快樂	kuàilè	*adj.*	happy; merry
9.	谢谢	謝謝	xièxie	*v.*	to thank; thanks
10.	月	月	yuè	*n.*	moon; month
11.	号	號	hào	*n.*	day of a month; date
12.	八	八	bā	*nu.*	eight
13.	十	十	shí	*nu.*	ten
14.	三	三	sān	*nu.*	three
15.	六	六	liù	*nu.*	six
16.	星期天	星期天	Xīngqītiān	*t.*	Sunday
17.	派对	派對	pàiduì	*n.*	party
18.	来	來	lái	*v.*	to come; to arrive
19.	太好了	太好了	tài hǎo le	*phr.*	that's great
20.	一定	一定	yídìng	*adv.*	surely; certainly
21.	去	去	qù	*v.*	to go

Grammar 语法

1. Day of the week

The expression 星期几 (xīngqī jǐ) is used to ask about the day of the week in Mandarin Chinese. In Chinese culture, the first day of the week is Monday, 星期一 (Xīngqīyī), and the week ends on Sunday 星期天 (Xīngqītiān) or 星期日 (Xīngqīrì). 星期天 (Xīngqītiān) is commonly used in spoken Chinese, whereas 星期日 (Xīngqīrì) is more formal and used more frequently in written Chinese. In speaking, 礼拜 (lǐbài) and 周 (zhōu), both meaning "week," are also used in daily life conversation.

2. Day of the month

The expression 几月几号 (jǐ yuè jǐ hào) is used to ask about the day of the month. It is normally used in spoken Chinese, which is less formal than 几月几日 (jǐ yuè jǐ rì), which is used in written Chinese. See the following table that shows the differences between informal and formal usage.

Less formal	More formal
星期天	星期日
礼拜 / 周	星期
九月十八号	九月十八日

3. Year, month, and day

The order of year, month, and day in Chinese differs from that in English. It begins with the largest unit of time (the year) and ends with the smallest unit of time (the time of day) as indicated in the following example:

二〇一八年八月八日 星期三八点
èr líng yī bā nián Bā yuè bā rì Xīngqīsān bā diǎn
8 p.m., Wednesday, August 8, 2018

The year, month, and day word order, as shown above, is often used to indicate one's birthday in written documents.

4. Whose 谁的 (shéi de)

谁 (shéi; who) is a question pronoun. When it is followed by 的 (de), it becomes 谁的 (shéi de), meaning whose.



今天是谁的生日？
Jīntiān shì shéi de shēngrì?
Whose birthday is it today?

今天是老师的生日。
Jīntiān shì lǎoshī de shēngrì.
Today is the teacher's birthday.



5. 这个 (zhège; this + measure word) + day of the week

The demonstrative word 这 (zhè; this) is followed by the measure word 个 (gè) to describe the day of the week in this lesson. The measure word is required and cannot be omitted when 星期 (xīngqī; week) is used.

The demonstrative word	measure word	day of the week
这	个	星期一
这	个	星期二
这	个	星期三
这	个	星期四
这	个	星期五
这	个	星期六
这	个	星期天 / 日

6. Time adverbial

In Mandarin Chinese, a time adverbial occurs before or after a subject, as shown in the following two sentences:

今天我有一个生日派对。
Jīntiān wǒ yǒu yí gè shēngrì pàiduì.
I have a birthday party today.

我今天有一个生日派对。
Wǒ jīntiān yǒu yí gè shēngrì pàiduì.
I have a birthday party today.

7. Are you coming? 你们来吗？ (Nǐmen lái ma?)

The question 你们来吗？ (Nǐmen lái ma?) means "Are you coming?" It is a YES/NO question with an action verb 来 (lái; to come) that occurs before the YES/NO question marker 吗 (ma). The response to the question should switch from the verb 来 (lái; to come) to a different verb 去 (qù; to go), indicating two opposite directions. While the question asks about the listener's future action, a future tense marker is omitted in Dialogue 1. The omission of a future tense marker is still grammatically accurate and acceptable with the occurrence of the time adverbial in the context. The usage of future tense markers will be introduced in Lesson 5.

Dialogue 2 对话二

Yingzi and Li Ming are chatting with Ms. Lin in the Chinese classroom.


英子


李明


林老师


老师，那⑧张⑨照片真好看。

那个女孩子是谁⑩？



她是我女儿。




她几岁⑪？属什么⑫？


她九岁，属马。


那个男孩子是你儿子吗？


是。


他今年⑬多大⑪？


他属牛，你猜他多大？


他今年十四岁。


你猜对了。明天是他的生日！


真的吗？明天也是我的生日。


祝你生日快乐！

Pinyin Dialogue 2

Yingzi and Li Ming are chatting with Ms. Lin in the Chinese classroom.


Yīngzǐ


Lǐ Míng


Lín lǎoshī


Lǎoshī, nà⑧ zhāng⑨ zhàopiàn zhēn hǎokàn.


Nàge nǚ háizi shì shéi⑩?


Tā shì wǒ nǚ'ér.


Tā jǐ suì⑪? Shǔ shénme⑫?


Tā jiǔ suì, shǔ mǎ.


Nàge nán háizi shì nǐ érzi ma?


Shì.


Tā jīnnián⑬ duō dà⑪?


Tā shǔ niú, nǐ cāi tā duō dà?


Tā jīnnián shísì suì.


Nǐ cāiduì le. Míngtiān shì tā de shēngrì!


Zhēn de ma? Míngtiān yě shì wǒ de shēngrì.


Zhù nǐ shēngrì kuàilè!

Vocabulary List 生词表

No.	Simplified	Traditional	Pinyin	Part of speech	Definition
1.	那	那	nà	*pron.*	that
2.	张	張	zhāng	*mw.*	a measure word for flat objects, sheet; surname Zhang
3.	真	真	zhēn	*adv.*	really; truly
4.	好看	好看	hǎokàn	*adj.*	good-looking; good (of a movie, book, TV show, etc.)
5.	女孩子	女孩子	nǚ háizi	*n.*	girl
	女	女	nǚ	*adj.*	female
	孩子	孩子	háizi	*n.*	child
6.	女儿	女兒	nǚ'ér	*n.*	daughter
7.	岁	歲	suì	*mw.*	a measure word for years (of age)
8.	属	屬	shǔ	*v.*	to be born in the year of (one of the twelve animals)
9.	九	九	jiǔ	*nu.*	nine
10.	马	馬	mǎ	*n.*	horse
11.	儿子	兒子	érzi	*n.*	son

No.	Simplified	Traditional	Pinyin	Part of speech	Definition
12.	男孩子	男孩子	nán háizi	*n.*	boy
	男	男	nán	*adj.*	male
13.	今年	今年	jīnnián	*t.*	this year
14.	多大	多大	duō dà	*phr.*	how old
15.	牛	牛	niú	*n.*	ox; cow; bull
16.	猜	猜	cāi	*v.*	to guess
17.	对了	對了	duì le	*phr.*	correct; that's right
	对	對	duì	*adj.*	right; correct
18.	明天	明天	míngtiān	*t.*	tomorrow
19.	真的	真的	zhēn de	*phr.*	really; truly; indeed

Grammar 语法

8. The demonstrative word + measure word + noun

There are two demonstrative words in Mandarin Chinese: 这 (zhè; this) and 那 (nà; that). While English does not require a measure word following the demonstrative, it is required in Mandarin Chinese and frequently mistakenly omitted by English learners. When the measure word occurs in the position of a subject that precedes the predicate, it has the following word order:

The demonstrative word	measure word	noun	predicate
这 / 那	个	人	是我老师。
这 / 那	个	女孩子 / 男孩子	是我姐姐 / 哥哥。
这 / 那	个	学生	属马。
这 / 那	个	儿子 / 女儿	九岁。
这 / 那	只	狗	七岁。
这 / 那	张	照片	真好看。

9. The measure word 张 (zhāng)

The measure word 张 (zhāng) occurs before an object with a flat surface, such as a photo, a desk, or a bed. It is also a very popular surname in China. Remember to add the measure word 张 (zhāng) in the phrase beginning with a demonstrative 这 (zhè; this) or 那 (nà; that), as in 这张照片 (zhè zhāng zhàopiàn; this photo) or 那张照片 (nà zhāng zhàopiàn; that photo). Like adding a measure word before a noun to indicate a quantity, the demonstratives 这 (zhè; this) and 那 (nà; that) also require the addition of a measure word.

10. The question pronoun 谁 (shéi; who)

谁 (shéi; who) is a question pronoun that occurs at the end of a question. The word order in question with a question pronoun is identical to that in a declarative sentence. A response to the WH question with 谁 (shéi; who) can be a name or an explanation of the relationship with the person referred to in the question.



他是谁？
Tā shì shéi?
Who is he?

他是我老师。
Tā shì wǒ lǎoshī.
He is my teacher.





他是谁？
Tā shì shéi?
Who is he?

他叫李英明。
Tā jiào Lǐ Yīngmíng.
His name is Li Yingming.



11. How old 几岁 (jǐ suì) vs. 多大 (duō dà)

The question 你几岁？ (Nǐ jǐ suì?) is normally used to ask about a little kid's age. When asking a teenager or adult's age, most Chinese people use 多大 (duō dà) to replace 几岁 (jǐ suì). The responses to these two questions have the same word order: subject + time adverbial + number + 岁, as indicated in the following two examples:



你今年几岁？
Nǐ jīnnián jǐ suì?
How old are you?

我今年五岁。
Wǒ jīnnián wǔ suì.
I am five years old.





你今年多大？
Nǐ jīnnián duō dà?
How old are you?

我今年二十六岁。
Wǒ jīnnián èrshíliù suì.
I am twenty-six years old.



Chinese people pay high respect to their seniors. None of the above questions should be used to ask the age of middle-aged and elderly people. When conversing with an elderly Chinese person, use one of the following questions to show politeness and respect:

您（今年）多大年纪？ Nín (jīnnián) duō dà niánjì?

您（今年）贵庚？ Nín (jīnnián) guìgēng?

12. Asking about one's Chinese zodiac sign 属什么 (shǔ shénme)

The question 你属什么？ (Nǐ shǔ shénme?) asks about one's Chinese zodiac sign, meaning "What is your Chinese zodiac sign?" The word 属 (shǔ), literally meaning "belongs to" and functioning as a verb, is always followed by a Chinese zodiac sign in this lesson. While Westerners use the solar calendar for dates, Chinese people are accustomed to using the lunar calendar with twelve animal zodiac signs.



13. This year 今年 (jīnnián)

"This year" in Mandarin Chinese should be translated as 今年 (jīnnián), not 这年 (zhènián), which is a common mistake made by novice learners. 今 (jīn) also occurs in "today," 今天 (jīntiān), but not in other contexts. The following list includes five expressions with the accurate usage of 今 (jīn) and 这 (zhè) that occur in time adverbials:

今……	这个……
this year 今年	this month 这个月
today 今天	this week 这个星期 / 礼拜
	this Wednesday 这个星期三



What I Have Learned
我学了……

I	Telling the day of the week.	今天星期几？ 今天星期五。
II	Talking about the date of one's birthday.	你的生日是几月几号？ 我的生日是六月二十二号。
III	Talking about one's age and Chinese zodiac sign.	你今年几岁/多大？属什么？ 我今年三岁/十五岁，属马。
IV	Seeking confirmation about attendance at a birthday party.	这个星期天，我有一个生日派对，你们来吗？ 我们一定去。
V	Talking about relationships.	那个女孩子是谁？ 那个女孩子是我女儿。
VI	Expressing best wishes on someone's birthday.	祝你生日快乐！

Exit Tickets 通关卡

Exit Ticket 1



Tell the day of the week.

今天星期几?
今天星期……。

Exit Ticket 2

Talk about the date of my birthday.

你的生日是几月几号?
我的生日是……月……号。



Exit Ticket 3



Talk about my age and Chinese zodiac sign.

你今年几岁? / 你今年多大?
我今年……岁。
你属什么?
我属……。

Exit Ticket 4

Seek confirmation about attendance at a birthday party.

这个星期天我有一个生日派对,
你们来吗?
我们一定去。



Exit Ticket 5



Talk about relationships.

那个女孩子是谁？
那个女孩子 / 她是……。

Exit Ticket 6

Express best wishes on someone's birthday.

祝你生日快乐！



Exit Ticket 7



Introduce my birthday and describe my age, Chinese zodiac sign, and birthday party.

我今年……岁，属……，……(time word) 是我的生日，我有一个生日派对，很多 (hěn duō; many, much) 人祝我生日快乐。(continue to introduce others)

Supplementary Word Bank 补充生词

No.	Simplified	Traditional	Pinyin	Part of speech	Definition
1.	鼠	鼠	shǔ	*n.*	rat; mouse
2.	虎	虎	hǔ	*n.*	tiger
3.	兔	兔	tù	*n.*	rabbit
4.	龙	龍	lóng	*n.*	dragon
5.	蛇	蛇	shé	*n.*	snake
6.	羊	羊	yáng	*n.*	sheep; goat
7.	猴	猴	hóu	*n.*	monkey
8.	鸡	雞	jī	*n.*	chicken; rooster
9.	猪	豬	zhū	*n.*	pig



Can you recognize each zodiac animal in this picture?

Do you know the legend of the twelve zodiacs?



The entrance ticket for the opening ceremony of Beijing 2008 Summer Olympic Games

Take a look at the picture above. Do you know why the number 8 is used so many times?



Inside an elevator in China

Which number is missing? Do you know why?

10月大
OCT



Do you know what 10月大 means?



Can you read the numbers on this calendar aloud?

Can you circle the zodiac sign on the calendar? How do you say the date of Halloween? What day of the week does it fall on this year?





Younger generations may choose to have a birthday party with birthday cakes. It's quite common for young adults to use English in birthday decorations.





Older generations may choose to have traditional celebrations with 长寿面 (chángshòu miàn, longevity noodles) and 寿桃 (shòutáo, longevity peach buns). How would you choose to celebrate your birthday?

Character Morsels
汉字点滴

部首 Radical	意思 Meaning	例字 Example characters
日	sun	是 (shì, to be)，星 (xīng, stars)，明 (míng, tomorrow)
讠	speech	谁 (shéi, who)，谢 (xiè, thanks)，请 (qǐng, please)
阝 (right side of characters)	city	那 (nà, that)，都 (dōu, all)
灬	fire	照 (zhào, photo)
夕	evening	多 (duō, many; much)

What are your favorite characters in this lesson? Can you try to write them down and tell us why?

- My favorite characters:

- I love them because:

字 Character Challenge 汉字挑战

Part I

Date and Birthday: How many characters do you already know from these posters? Please pick them out and try to write them down below.





Characters I can find from the posters above:

Part II

Age and Zodiac: How many characters do you already know from these posters? Please pick them out and try to write them down below.



Characters I can find from the posters above:

Reading Ladder 阅读阶梯

李小龙



猜猜看为什么他叫李小龙？

李小龙的生日是一九四〇年十一月二十七日，一九四〇年是龙(lóng)年。他属龙(lóng)，他的名字叫小龙(lóng)。

唐伯虎



猜猜看为什么他叫唐伯虎？

他叫唐伯虎(Táng Bóhǔ)，是一个画家(huàjiā)。他的生日是一四七〇年三月六日。一四七〇年是虎(hǔ)年。他属虎，他的名字叫唐伯虎(Táng Bóhǔ)。

注释 Notes

1. 龙 lóng: dragon
2. 虎 hǔ: tiger
3. 画家 huàjiā: painter

Can you match the Chinese characters of the twelve zodiac signs with the oracle bone script?

Jiǎntǐ Zhōngwén 简体 中文 Simplified	(Fántǐ Zhōngwén) （繁体 中文） （Traditional）	Jiǎgǔwén 甲骨文 Oracle bone script
	鸡（雞）Rooster	
	猪（豬）Pig	
	兔（兔）Rabbit	
	羊（羊）Goat	
	鼠（鼠）Rat	
	马（馬）Horse	
	猴（猴）Monkey	
	龙（龍）Dragon	
	牛（牛）Ox	
	狗（狗）Dog	
	虎（虎）Tiger	
	蛇（蛇）Snake	

Culture Corner
文化角

Imagine you are in China celebrating your birthday with friends and family. What kind of birthday activities might you do? Blow out a candle? Enjoy a birthday cake? Of course! And… you'll have a bowl of longevity noodles 长寿面 (chángshòu miàn)! These noodles are made with wheat flour, eggs, and vegetables. This is a good wish for peace and long life in the following years.



◎ What would you like to eat on your birthday?

Discuss this with your teacher and classmates.

◎ Have you heard that Chinese people have two birthdays every year?
◎ Would you like to celebrate your birthday twice per year?

There are two calendar systems used in China. One is the Gregorian calendar, which is used around the world, and the other is the lunar calendar, which is called 农历 (nónglì). Many traditional Chinese festivals such as Chinese New Year and Mid-Autumn Festival are based on the lunar calendar. Ask your teacher about this year's lunar calendar and figure out your lunar birthday.

祝你生日快乐



1=F $\frac{3}{4}$

5	5	6	5	1	7	-	5	5	6	5	2	1	-		
Happy	Birthday			to	you,		Happy	Birthday			to	you,			
祝	你	生	日	快	乐，		祝	你	生	日	快	乐，			
5	5	6	3	1	7	6	4 · 4		3	1	2	1	-		
Happy	Birthday			to	you,		Happy	Birthday			to	you.			
祝	你	生	日	快	乐，		祝	你	生	日	快	乐。			



課文對話的繁體字版和英文版
Texts in Traditional Characters and in English

Dialogue 1 in traditional characters

Li Ming, Yingzi, and David are talking about David's birthday during lunchtime at school.

李明：今天星期幾？

英子：今天星期二。

李明：今天是誰的生日？

英子：今天是大衛的生日。

李明：大衛，祝你生日快樂！

大衛：謝謝！你们的生日是幾月幾號？

英子：我的生日是八月十五號。

李明：我的生日是三月六號。

大衛：這個星期天我有一個生日派對，你們來嗎？

李明、英子：太好了！我們一定去。

Dialogue 1 in English

Li Ming, Yingzi, and David are talking about David's birthday during lunchtime at school.

Li Ming: What day is today?

Yingzi: Today is Tuesday.

Li Ming: Whose birthday is today?

Yingzi: Today is David's birthday.

Li Ming: David, happy birthday!

David: Thank you! What day is your birthday?

Yingzi: My birthday is August 15.

Li Ming: My birthday is March 6.

David: I have a birthday party this Sunday. Are you coming?

Li Ming, Yingzi: That's great! We will definitely go.

Dialogue 2 in traditional characters

Yingzi and Li Ming are chatting with Ms. Lin in the Chinese classroom.

英　子：老師，那張照片真好看。
李　明：那個女孩子是誰？
林老師：她是我女兒。
李　明：她幾歲？屬什麼？
林老師：她九歲，屬馬。
李　明：那個男孩子是你兒子嗎？
林老師：是。
李　明：他今年多大？
林老師：他屬牛，你猜他多大？
李　明：他今年十四歲。
林老師：你猜對了。明天是他的生日！
李　明：真的嗎？明天也是我的生日。
英　子：祝你生日快樂！

Dialogue 2 in English

Yingzi and Li Ming are chatting with Ms. Lin in the Chinese classroom.

Yingzi: Ms. Lin, that photo looks so good.
Li Ming: Who's that girl?
Ms. Lin: She's my daughter.
Li Ming: How old is she? What's her sign in the Chinese zodiac?
Ms. Lin: She's nine years old and was born in the Year of the Horse.
Li Ming: Is that your son?
Ms. Lin: Yes.
Li Ming: How old is he?
Ms. Lin: He was born in the Year of the Ox. Can you guess how old he is?
Li Ming: He's fourteen.
Ms. Lin: That's right. It's his birthday tomorrow!
Li Ming: Really? Tomorrow is my birthday too.
Yingzi: Happy birthday!

第四课
Lesson 4

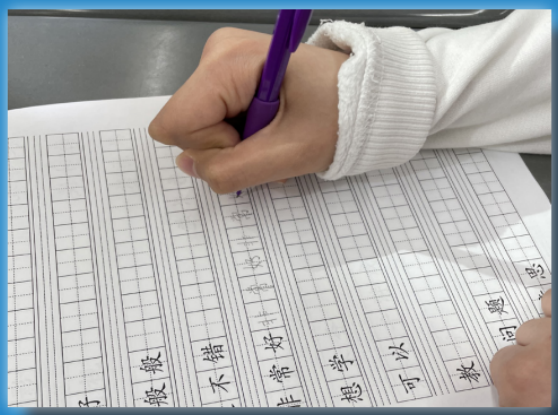
Theme 当代生活 Contemporary Life

Topic 爱好 Hobbies









How do you spend your weekend? What do you do with your friends?

Learning Objectives 学习目标

In Lesson 4, I will learn to…

Interpretive

» understand information about likes and dislikes and reasons for them.

» comprehend information about opinions and comments on hobbies, interests, and proposed activities.

Interpersonal

» ask and respond to questions about likes and dislikes.

» elicit and explain the reasons for likes and dislikes.

» exchange opinions and comments on hobbies and interests.

» discuss proposed activities and reach a consensus.

Presentational

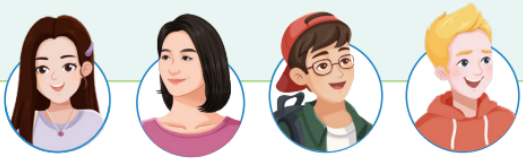
» introduce my hobbies and interests.

» explain the reasons for likes and dislikes.

» express opinions and give comments on hobbies and certain activities.

Dialogue 1 对话一

Ms. Lin plays a Chinese song at the beginning of the class and discusses likes and dislikes.



英子 林老师 李明 大卫



林老师，这首歌叫什么？

《找朋友》。这首歌好听吗[1]？





很[2]好听。




你们喜欢听中文歌吗?

我喜欢听中文歌。



我也很喜欢唱中文歌。

你们喜不喜欢③学中文?



我很喜欢学中文!

为什么?

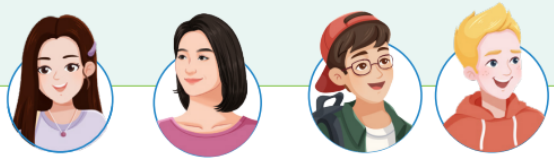


因为④中文课很有意思!

对!我最⑤喜欢写汉字。


Pinyin Dialogue 1

Ms. Lin plays a Chinese song at the beginning of the class and discusses likes and dislikes.



Yīngzǐ Lín lǎoshī Lǐ Míng Dàwèi



Lín lǎoshī, zhè shǒu gē jiào shénme?



《Zhǎo péngyou》. Zhè shǒu gē hǎotīng ma[①]?



Hěn[②] hǎotīng.



Nǐmen xǐhuan tīng Zhōngwéngē ma?



Wǒ xǐhuan tīng Zhōngwéngē.



Wǒ yě hěn xǐhuan chàng Zhōngwéngē.



Nǐmen xǐ bu xǐhuan[③] xué Zhōngwén?



Wǒ hěn xǐhuan xué Zhōngwén!



Wèi shénme?



Yīnwèi[④] Zhōngwénkè hěn yǒu yìsi!



Duì! Wǒ zuì[⑤] xǐhuan xiě Hànzì.

Vocabulary List 生词表

No.	Simplified	Traditional	Pinyin	Part of speech	Definition
1.	首	首	shǒu	*mw.*	a measure word for poems, songs, etc.
2.	歌	歌	gē	*n.*	song
3.	找	找	zhǎo	*v.*	to find; to look for
4.	朋友	朋友	péngyou	*n.*	friend
5.	好听	好聽	hǎotīng	*adj.*	pleasant to hear
6.	听	聽	tīng	*v.*	to listen; to hear
7.	喜欢	喜歡	xǐhuan	*v.*	to like; to be fond of
8.	中文	中文	Zhōngwén	*n.*	Chinese language
9.	唱歌	唱歌	chàng gē	*phr.*	to sing (a song)
	唱	唱	chàng	*v.*	to sing
10.	学	學	xué	*v.*	to learn; to study
11.	为什么	為什麼	wèi shénme	*pron.*	why
12.	因为	因為	yīnwèi	*conj.*	because
13.	课	課	kè	*n.*	class; course; lesson
14.	有意思	有意思	yǒu yìsi	*adj.*	interesting; fun
15.	最	最	zuì	*adv.*	most; -est (superlative suffix)
16.	写	寫	xiě	*v.*	to write
17.	汉字	漢字	Hànzì	*n.*	Chinese character

Grammar 语法

1. Subject + adjective without 是 (shì; "to be" verb)

An English sentence that has a "to be" verb 是 (shì) should have it removed, as in 中文歌很好听 (Zhōngwéngē hěn hǎotīng; Chinese songs are very nice to hear) and 中文课很有意思 (Zhōngwénkè hěn yǒu yìsi; Chinese class is very interesting) in Dialogue 1 of this lesson. When a sentence ends with an adjective, the "to be" verb 是 (shì) should be automatically removed, resulting in the structure "subject + adjective" in Mandarin Chinese.

我很快乐。
Wǒ hěn kuàilè.
I am very happy.

我妹妹很好看。
Wǒ mèimei hěn hǎokàn.
My sister is very good-looking.

我家的狗很可爱。
Wǒ jiā de gǒu hěn kě'ài.
My dog is lovely.

我的老师很好。
Wǒ de lǎoshī hěn hǎo.
My teacher is very nice.

中文课很有意思。
Zhōngwénkè hěn yǒu yìsi.
Chinese class is very interesting.

2. The adverb 很 (hěn; very)

The adverb 很 (hěn; very) is used to describe an adjective in Dialogue 1 of this lesson. It occurs before an adjective such as in 很好看 (hěn hǎokàn; very good-looking), 很好听 (hěn hǎotīng; very pleasant to hear). It also occurs before the verb that has to do with mind or emotion, such as "很喜欢 (hěn xǐhuan) + object" in Dialogue 1 of this lesson and 很爱狗 (hěn ài gǒu) in Dialogue 1 of Lesson 2.

3. Affirmative + negative questions [verb + 不 (bù; not) + verb; adjective + 不 (bù; not) + adjective]

A YES/NO question with a YES/NO question marker 吗 (ma) at the end can be converted to an affirmative + negative question without a YES/NO question marker at the end. For example,

……吗?	→	Verb + 不 + verb
你喜欢唱歌吗?	→	你喜(欢)不喜欢唱歌?
你爱学中文吗?	→	你爱不爱学中文?
你听中文歌吗?	→	你听不听中文歌?
你写汉字吗?	→	你写不写汉字?
你是中国人吗?	→	你是不是中国人?
你喜欢狗吗?	→	你喜(欢)不喜欢狗?
你爱他吗?	→	你爱不爱他?

……吗?	→	Adjective + 不 + adjective
这张照片好看吗?	→	这张照片好（看）不好看?
这首歌好听吗?	→	这首歌好（听）不好听?
这个汉字对吗?	→	这个汉字对不对?
你的中文老师好吗?	→	你的中文老师好不好?
这个游戏好玩吗?	→	这个游戏好（玩）不好玩?

The affirmative + negative question form of 有意思吗? (yǒu yìsi ma?) is 有没有意思? (yǒu méiyǒu yìsi?) For example,

唱歌有意思吗? → 唱歌有没有意思?

4. Because 因为 (yīnwèi)

The sentence that begins with 因为 (yīnwèi; because) is a response to a "Why" question 为什么? (Wèi shénme?; Why?) that elicits a reason. For example,



我很喜欢学中文!
Wǒ hěn xǐhuan xué Zhōngwén!
I like learning Chinese very much!

为什么?
Wèi shénme?
Why?





因为……
Yīnwèi…
Because…

In the above very short dialogue, 为什么 (wèi shénme; why) is used to form a very brief question asking for an explanation in a context that both the speaker and listener understand. The following example has 为什么 (wèi shénme; why) extended to a complete question that requires a stated reason as well. The subject can occur before or after 为什么 (wèi shénme; why).



你为什么喜欢学中文？ /
为什么你喜欢学中文？
Nǐ wèi shénme xǐhuan xué Zhōngwén? /
Wèi shénme nǐ xǐhuan xué Zhōngwén?
Why do you like learning Chinese?

因为中文课很有意思。
Yīnwèi Zhōngwénkè hěn yǒu yìsi.
Because Chinese class is very interesting.



5. The superlative 最 (zuì) + 喜欢 / 爱 (xǐhuan/ài; like/love) or adjective

The superlative adverb 最 (zuì) can occur before the verb 喜欢 (xǐhuan; to like) or 爱 (ài; to love) to indicate the highest degree of like or love of something or someone. Dialogue 1 has an example: 我最喜欢写汉字 (Wǒ zuì xǐhuan xiě Hànzì; I love to write Chinese characters the most), which follows the pattern "Subject + 最 (zuì) + 喜欢/爱 (xǐhuan/ài) + noun or doing something." See more examples with the same word order and structure as follows:

我姐姐的男朋友最喜欢马。
Wǒ jiějie de nánpéngyou zuì xǐhuan mǎ.
My elder sister's boyfriend likes horses the most.

老师的女儿最喜欢唱生日快乐歌。
Lǎoshī de nǚ'ér zuì xǐhuan chàng shēngrì kuàilè gē.
The teacher's daughter likes to sing happy birthday songs the most.

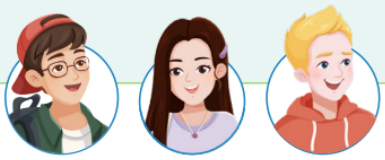
这个男孩子最爱听中文歌。
Zhège nán háizi zuì ài tīng Zhōngwéngē.
This boy loves to listen to Chinese songs the most.

The superlative 最 (zuì) followed by an adjective, "最 (zuì) + adjective," is used to describe a noun at the upper or lower limit of a quality. It is used to compare a certain quality among a minimum of three subjects in Dialogue 2. See the following expressions with all adjectives that have been included in Lessons 1-4.

Subject + 最 + (不) adjective
最（不）好
最（不）好听
最（不）好看
最（不）好玩 （hǎowán; amusing, fun, interesting）
最（不）快乐
最（不）酷 （kù; cool）
最（不）美 （měi; beautiful）

Dialogue 2 对话二

Li Ming, Yingzi, and David are talking about what they plan to do over the weekend after school.



李明 英子 大卫



这个周末你们想做什么？

我想跳舞、听音乐。 



我想打游戏，你们想不想⑥打游戏？

我不想打游戏，我觉得⑦打游戏没有意思。 





那⑧你们觉得看电影怎么样⑨？



我喜欢看电影，也喜欢打游戏，可是⑩我觉得无人机最好玩。



什么是无人机？



就是没有人的飞机。



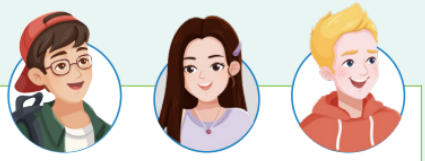
真酷！你教⑪我们玩，好吗⑫？



好，没问题！

Pinyin Dialogue 2

Li Ming, Yingzi, and David are talking about what they plan to do over the weekend after school.



Lǐ Míng Yīngzǐ Dàwèi


Zhège zhōumò nǐmen xiǎng zuò shénme?

Wǒ xiǎng tiào wǔ、tīng yīnyuè. 


Wǒ xiǎng dǎ yóuxì, nǐmen xiǎng bu xiǎng⑥ dǎ yóuxì?

Wǒ bù xiǎng dǎ yóuxì, wǒ juéde⑦ dǎ yóuxì méiyǒu yìsi. 


Nà⑧ nǐmen juéde kàn diànyǐng zěnmeyàng⑨?

Wǒ xǐhuan kàn diànyǐng, yě xǐhuan dǎ yóuxì, kěshì⑩ wǒ juéde wúrénjī zuì hǎowán. 


Shénme shì wúrénjī?

Jiù shì méiyǒu rén de fēijī. 


Zhēn kù! Nǐ jiāo⑪ wǒmen wán, hǎo ma⑫?

Hǎo, méi wèntí! 

Vocabulary List 生词表

No.	Simplified	Traditional	Pinyin	Part of speech	Definition
1.	周末	週末	zhōumò	*t.*	weekend
2.	想	想	xiǎng	*mv.*	to think; to want
3.	做	做	zuò	*v.*	to do; to make
4.	跳舞	跳舞	tiào wǔ	*vo.*	to dance
5.	音乐	音樂	yīnyuè	*n.*	music
6.	打	打	dǎ	*v.*	to play (a game)
7.	游戏	遊戲	yóuxì	*n.*	game
8.	觉得	覺得	juéde	*v.*	to think; to feel
9.	那	那	nà	*conj.*	then; in that case
10.	怎么样	怎麼樣	zěnmeyàng	*pron.*	how (is, are); how about
11.	电影	電影	diànyǐng	*n.*	movie; film
12.	可是	可是	kěshì	*conj.*	but; however
13.	无人机	無人機	wúrénjī	*n.*	drone; unmanned aerial vehicle
14.	好玩	好玩	hǎowán	*adj.*	amusing; fun; interesting
15.	玩	玩	wán	*v.*	to play; to have fun
16.	就	就	jiù	*adv.*	precisely; exactly
17.	飞机	飛機	fēijī	*n.*	airplane
18.	酷	酷	kù	*adj.*	cool
19.	教	教	jiāo	*v.*	to teach
20.	没问题	沒問題	méi wèntí	*phr.*	no problem

Grammar 语法

6. Affirmative + negative questions [modal verb + 不 (bù; not) + modal verb]

The affirmative and negative question is applicable to a modal verb such as 想不想 (xiǎng bu xiǎng; would like to) as in the following examples:

……吗?	→	Modal verb + 不 + modal verb
你想唱歌吗?	→	你想不想唱歌?
你想听音乐吗?	→	你想不想听音乐?
这个周末你想玩吗?	→	这个周末你想不想玩?
你明天想写汉字吗?	→	你明天想不想写汉字?
你这个星期四想跳舞吗?	→	你这个星期四想不想跳舞?

7. To feel 觉得 (juéde)

The verb 觉得 (juéde; to feel) is used to express feelings or opinions in an informal context.

我觉得无人机最好玩。
Wǒ juéde wúrénjī zuì hǎowán.
I feel that drones are the most fun.

我们都觉得这个周末最好。
Wǒmen dōu juéde zhège zhōumò zuì hǎo.
We all feel that this weekend is the best.

我同学觉得中国音乐很好听。
Wǒ tóngxué juéde Zhōngguó yīnyuè hěn hǎotīng.
My classmate feels that Chinese music is very melodious.

他们觉得看电影最有意思。
Tāmen juéde kàn diànyǐng zuì yǒu yìsi.
They feel that watching a movie is the most interesting.

8. The conjunction 那 (nà; then, in that case)

The character 那 (nà), originally meaning "that" as a demonstrative, has a totally different function in this lesson. In this lesson, it is a conjunction that occurs at the beginning of a sentence to initiate a new suggestion, a proposal, or an alternative to what was previously discussed but is not settled yet.



你现在想唱歌吗？
Nǐ xiànzài xiǎng chàng gē ma?
Would you like to sing songs now?

我现在不想唱歌。
Wǒ xiànzài bù xiǎng chàng gē.
I would not like to sing songs now.





那我们听音乐，怎么样？
Nà wǒmen tīng yīnyuè, zěnmeyàng?
Then how about listening to music?

好。
Hǎo.
Ok.



9. How does that sound? ……怎么样? (…zěnmeyàng?)

The phrase 怎么样 (zěnmeyàng) occurs at the end of a question to seek comments, opinions, and agreements, such as 你们觉得看电影怎么样? (Nǐmen juéde kàn diànyǐng zěnmeyàng?; How do you feel about watching a movie?) in Dialogue 2.

10. The conjunction 可是 (kěshì; but)

The conjunction 可是 (kěshì; but) is used to connect two sentences. It has the same function as in English.

11. Subject + 教 (jiāo; to teach) + someone + verb or verbal phrase

The word order of the structure with "教 + someone + verb or verbal phrase" in Chinese is the same as that in English. The following three sentences follow the structure that ends with a verb.

Subject + 教 + someone + verb

他教我们玩。
Tā jiāo wǒmen wán.
He teaches us to play.

他教我们写。
Tā jiāo wǒmen xiě.
He teaches us to write.

他教我们唱。
Tā jiāo wǒmen chàng.
He teaches us to sing.

The following three sentences follow the structure that ends with a verbal phrase.

Subject + 教 + someone + verbal phrase

他教我们玩无人机。
Tā jiāo wǒmen wán wúrénjī.
He teaches us to play drones.

他教我们写汉字。
Tā jiāo wǒmen xiě Hànzì.
He teaches us to write Chinese characters.

他教我们唱中文歌。
Tā jiāo wǒmen chàng Zhōngwéngē.
He teaches us to sing Chinese songs.

The following table lists a single verb on the left and a corresponding verbal phrase on the right.

玩 (wán; to play) → 玩无人机 (wán wúrénjī; to play drones)
写 (xiě; to write) → 写汉字 (xiě Hànzì; to write Chinese characters)
唱 (chàng; to sing) → 唱中文歌 (chàng Zhōngwéngē; to sing Chinese songs)

12. The tag question 好吗? (hǎo ma?)

The tag question 好吗? (hǎo ma?) is used after a complete sentence, meaning "is it ok?" or "is it right?" to seek agreement or confirmation. Other tag questions, such as 是吗? (shì ma?) or 对吗? (duì ma?), also occur after a complete sentence and perform a similar function. The tag question can be converted to a phrase in the "affirmative + negative questions" format with the same meaning. For example,

好吗? → 好不好? Is it ok?
对吗? → 对不对? Is it right?
是吗? → 是不是? Is it?

To respond to the tag question, simply repeat the word that occurs before the YES/NO question marker 吗 (ma). For a negative response, simply add 不 (bù; not) before the adjective, as in the first two examples or before the "to be" verb, as in the third example.

Note:

Note that an additional explanation is required to express it appropriately after the negative response, as shown in the third example.



你教我们唱歌，好吗/好不好？
Nǐ jiāo wǒmen chàng gē, hǎo ma / hǎo bu hǎo?
Would you please teach us to sing a song?

好。
Hǎo.
Ok.





他最喜欢打游戏，对吗/对不对？
Tā zuì xǐhuan dǎ yóuxì, duì ma / duì bu duì?
He likes playing video games best, doesn't he?

对。
Duì.
Yes.





这个周末你们想看电影，是吗/是不是？
Zhège zhōumò nǐmen xiǎng kàn diànyǐng, shì ma / shì bu shì?
You want to see a movie this weekend, don't you?

不是，我们想玩无人机。
Bú shì, wǒmen xiǎng wán wúrénjī.
No, we want to play drones.



What I Have Learned
我学了……

I Talking about likes and dislikes.

A：你喜欢打游戏吗？/你喜不喜欢打游戏？
B1：很 (不)喜欢。
B2：我最喜欢打游戏。

Verbal phrases: 唱 (中文/英文) 歌、听 (中文/英文) 歌、跳舞、听音乐、学中文/英文、写汉字、玩无人机

II Explaining reasons.

因为 subject + (adverb 不/没有) + adjective.

Adverbs: 很、最

Adjectives: 好、好听、好看、好玩、有意思

III Exchanging opinions and comments.

A：你觉得（activity）怎么样？
B：我觉得……。

IV Proposing and discussing activities to reach a consensus.

A：你明天想不想……？/
你明天想……吗？
B：我明天（不）想……。
A：为什么？
B：因为（我觉得）……。
A：（那）你觉得……怎么样？
B：我觉得……。
A：（那）……，好吗？
B：好，没问题。

V Introducing one's hobbies and interests, explaining the reasons, and expressing opinions and giving comments on hobbies and activities.

我喜欢……，不喜欢……，我觉得……，因为……（也、最、有意思、好听、好看）。

Exit Tickets 通关卡

Exit Ticket 1



Talk about likes and dislikes.

你喜欢……吗?
你喜不喜欢……?

Exit Ticket 2

Explain reasons.

因为……。



Exit Ticket 3



Exchange opinions and comments.

你觉得……怎么样?
我觉得……。

Exit Ticket 4

Propose and discuss activities and reach a consensus.

这个周末你想不想……? / 这个周末你想……吗?
你喜欢……吗? / 你喜不喜欢……?
(那)你觉得……怎么样?
(那)……,好吗?



Exit Ticket 5



Introduce your likes and dislikes, explain the reasons, express opinions, and give comments on hobbies and certain activities.

我喜欢……，不喜欢……，我觉得……，因为……（也、最、有意思、好听、好看）。

Supplementary Word Bank 补充生词

No.	Simplified	Traditional	Pinyin	Part of speech	Definition
1.	兴趣	興趣	xìngqù	*n.*	interest; hobby
2.	爱好	愛好	àihào	*n.*	hobby



玩迷你无人机
wán mínǐ wúrénjī
to fly Mini drones



打太极
dǎ tàijí
to play tai chi



扯铃
chě líng
to play Chinese yo-yo



踢键子
tī jiànzi
to play shuttlecock



打乒乓球
dǎ pīngpāngqiú
to play Ping-Pong

Here are some common hobbies in China. Do you know how to play 毽子？
How about 打乒乓球 or 扯铃?









Do you want to try singing karaoke in these mini-KTV booths?



What kind of information indicates that these are movie tickets?



Character Morsels
汉字点滴

部首 Radical	意思 Meaning	例字 Example characters
心	heart	意 (yì, meaning)，思 (sī, to miss)，想 (xiǎng, to think)，怎 (zěn, how)，您 (nín, you)
子（孑）	son; child	子 (zǐ, son, child)，孩 (hái, child)，学 (xué, to study)
戈	halberd; spear	戏 (xì, to play)，我 (wǒ, I, me)
氵	water	汉 (hàn, Chinese)，游 (yóu, to tour)，派 (pài, to send)，没 (méi, not)
足	foot	跳 (tiào, to jump)

What are your favorite characters in this lesson? Can you try to write them down and tell us why?

- My favorite characters:

- I love them because:

字 Character Challenge 汉字挑战

Part I

Hobbies: How many characters do you already know from these posters? Please pick them out and try to write them down below.



Characters I can find from the posters above:

Part II

Hobbies and Comments: How many characters do you already know from these posters? Please pick them out and try to write them down below.



Characters I can find from the posters above:

Reading Ladder
阅读阶梯

中国人喜欢做什么？
What do Chinese people like to do?

中国人喜欢打麻将(dǎ májiàng)。因为麻将(májiàng)很好玩，也很有意思。看！这张照片是美国人打麻将(dǎ májiàng)。你想不想打麻将(dǎ májiàng)？我教你打麻将(dǎ májiàng)！





中国很多人爱听相声(xiàngsheng)，因为相声(xiàngsheng)很有意思。你想听相声(xiàngsheng)吗？



中国人喜欢唱歌和跳舞。他们喜欢去卡拉(kǎlā) OK 唱歌，去广场(guǎngchǎng)跳舞。这个周末你想做什么？你想不想唱卡拉(kǎlā) OK，跳广场(guǎngchǎng)舞？

注释 Notes

1. 打麻将 dǎ májiàng: to play Mahjong
2. 相声 xiàngsheng: Chinese crosstalk
3. 卡拉 OK kǎlā OK: Karaoke
4. 广场 guǎngchǎng: square





Culture Corner
文化角

Many Chinese kids grew up with traditional Chinese games such as kicking the shuttlecock (踢毽子; tī jiànzi), pulling the diabolo (扯铃; chě líng), jumping rope (跳绳; tiào shéng), and playing chess or Ping-Pong (乒乓球; pīngpāngqiú). Writing calligraphy and brush painting are getting popular and are highly demanded as after-class activities. Have you seen Chinese people do these activities? They have a lot of fun!







Nowadays, young people in China like to surf the internet. Playing video games and becoming immersed in virtual worlds and social platforms is perhaps no different than it is for many teenagers in the United States. If you asked some Chinese people to name a very common leisure activity for the elderly, a lot of them would say it is playing mahjong (打麻将; dǎ májiàng).

◎ **What leisure activities would you like to do if you were in China?**

Discuss with your teacher and classmates.

課文對話的繁體字版和英文版
Texts in Traditional Characters and in English

Dialogue 1 in traditional characters

Ms. Lin plays a Chinese song at the beginning of the class and discusses likes and dislikes.

英　子：林老師，這首歌叫什麼？
林老師：《找朋友》。這首歌好聽嗎？
英　子：很好聽。

****

林老師：你們喜歡聽中文歌嗎？
英　子：我喜歡聽中文歌。
李　明：我也很喜歡唱中文歌。
林老師：你們喜不喜歡學中文？
大　衛：我很喜歡學中文！
林老師：為什麼？
大　衛：因為中文課很有意思！
英　子：對！我最喜歡寫漢字。

Dialogue 1 in English

Ms. Lin plays a Chinese song at the beginning of the class and discusses likes and dislikes.

Yingzi: Ms. Lin, what is the name of this song?
Ms. Lin: *Looking for a Friend*. Does this song sound good?
Yingzi: It sounds very good.

****

Ms. Lin: Do you like listening to Chinese songs?
Yingzi: I like to listen to Chinese songs.
Li Ming: I also like to sing Chinese songs very much.
Ms. Line: Do you like learning Chinese?
David: I like learning Chinese very much!
Ms. Lin: Why?
David: Because Chinese class is very interesting!
Yingzi: Yes! I like writing Chinese characters the most.

Dialogue 2 in traditional characters

Li Ming, Yingzi, and David are talking about what they plan to do over the weekend after school.

李明：這個週末你們想做什麼？
英子：我想跳舞、聽音樂。
大衛：我想打遊戲，你們想不想打遊戲？
英子：我不想打遊戲，我覺得打遊戲沒有意思。
大衛：那你們覺得看電影怎麼樣？
李明：我喜歡看電影，也喜歡打遊戲，可是我覺得無人機最好玩。
大衛：什麼是無人機？
李明：就是沒有人的飛機。
大衛：真酷！你教我們玩，好嗎？
李明：好，沒問題！

Dialogue 2 in English

Li Ming, Yingzi, and David are talking about what they plan to do over the weekend after school.

Li Ming: What would you like to do this weekend?
Yingzi: I would like to dance and listen to music.
David: I would like to play video games. Would you like to play?
Yingzi: I wouldn't like to play video games. I think playing video games are boring.
David: Then how about watching movies?
Li Ming: I like watching movies and playing video games too, but I think drones are the most fun.
David: What are drones?
Li Ming: Unmanned planes.
David: That's really cool! How about you teach us how to play?
Li Ming: Ok, no problem!

第五课
Lesson 5

Theme 个人与社群认同
Personal and Public Identities

Topic 家人的工作
My Family Members' Occupations









In your family, who often does the housework? Do you help your parents?

Learning Objectives
学习目标

In Lesson 5, I will learn to…

Interpretive

» understand information about telling time.

» identify and comprehend types of transportation.

» identify information about doing something at home or other locations.

» comprehend information about a person's occupation and simple related descriptions.

» interpret information about the division of house chores among family members in relation to gender.

Interpersonal

» ask and respond to questions about a specific time.

» ask and respond to questions about transportation.

» ask "Where" questions and respond with a location and action.

» ask and respond to questions about a person's occupation.

» exchange opinions about gender in relation to house chores and occupations.

Presentational

» tell about time and the type of transportation means for going home.

» describe my occupation and give comments with simple information.

» express opinions about sharing house chores among family members in relation to gender.

Dialogue 1 对话一

Class is dismissed at the end of day. David, Li Ming, and Yingzi are getting ready to go home.



大卫 李明 英子



现在几点[1]？



现在三点二十分。



你们怎么[2]回家？



我坐地铁回家。



我爸爸开车来接我。我四点要[3]上游泳课。



你爸爸在哪儿[4]工作？



他在家工作[5]，他是电脑工程师。



Pinyin Dialogue 1

Class is dismissed at the end of day. David, Li Ming, and Yingzi are getting ready to go home.



Dàwèi Lǐ Míng Yīngzǐ



Xiànzài jǐ diǎn[①]?



Xiànzài sān diǎn èrshí fēn.



Nǐmen zěnme[②] huí jiā?



Wǒ zuò dìtiě huí jiā.



Wǒ bàba kāi chē lái jiē wǒ. Wǒ sì diǎn yào[③] shàng yóuyǒngkè.



Nǐ bàba zài nǎr[④] gōngzuò?



Tā zài jiā gōngzuò[⑤], tā shì diànnǎo gōngchéngshī.

Vocabulary List 生词表

No.	Simplified	Traditional	Pinyin	Part of speech	Definition
1.	现在	現在	xiànzài	*t.*	now
2.	点	點	diǎn	*mw.*	o'clock *(unit of time)*
3.	分	分	fēn	*mw.*	minute *(unit of time)*
4.	怎么	怎麼	zěnme	*pron.*	how
5.	回家	回家	huí jiā	*vo.*	to return home
6.	坐	坐	zuò	*v.*	to sit; to take a seat; to take (a bus, airplane etc.)
7.	地铁	地鐵	dìtiě	*n.*	subway, metro
8.	开车	開車	kāi chē	*vo.*	to drive a car
9.	接	接	jiē	*v.*	to pick up
10.	要	要	yào	*mv.*	will, to be going to
11.	上课	上課	shàng kè	*vo.*	to go to class; to attend class
12.	游泳	游泳	yóuyǒng	*v.*	to swim
13.	在	在	zài	*prep./v.*	at, in, on; to be at (a place)
14.	哪儿	哪兒	nǎr	*pron.*	where
15.	工作	工作	gōngzuò	*v./n.*	to work; job
16.	电脑	電腦	diànnǎo	*n.*	computer
17.	工程师	工程師	gōngchéngshī	*n.*	engineer

Grammar 语法

1. What time is it? 现在几点? (Xiànzài jǐ diǎn?)

The question 现在几点？ (Xiànzài jǐ diǎn?; What time is it?) has 是 (shì), the "to be" verb, omitted in most contexts. In the response to the question asking about a specific time, 是 (shì), the "to be" verb, is also automatically dropped. In the response, 点 (diǎn; o'clock) always occurs, whereas 分 (fēn; minutes) is optional.



现在几点？
Xiànzài jǐ diǎn?
What time is it?

现在三点二十（分）。
Xiànzài sān diǎn èrshí (fēn).
It's twenty past three.





Keep in mind that 2 o'clock should be translated into 两点 (liǎng diǎn) instead of 二点 (èr diǎn). Native speakers would never say 二点 (èr diǎn) for 2 o'clock in any Chinese-speaking setting. However, when talking about minutes, 二 (èr) is used to refer to any numbers that have 2 in them, such as 2, 12, 22, 32, 42, 52.



两点二十（分）



两点三十（分）



两点四十五（分）



八点零五（分）



八点十五（分）



八点四十五（分）

2. How 怎么 (zěnme)

The word order in the question with 怎么 (zěnme; how) is identical to that in a response. To respond to the question, simply replace 怎么 (zěnme; how) with a transportation means.



你怎么回家？
Nǐ zěnme huí jiā?
How will you go home?

我坐地铁回家。
Wǒ zuò dìtiě huí jiā.
I will go home by subway.





你爸爸怎么来接你？
Nǐ bàba zěnme lái jiē nǐ?
How will your father come to pick you up?

我爸爸开车来接我。
Wǒ bàba kāi chē lái jiē wǒ.
My father will come to pick me up by car.





你怎么去上游泳课？
Nǐ zěnme qù shàng yóuyǒngkè?
How will you go to take the swimming lesson?

我走路去上游泳课。
Wǒ zǒu lù qù shàng yóuyǒngkè.
I will walk to the swimming lesson.





你怎么去上课？
Nǐ zěnme qù shàng kè?
How do you go to class?

我坐车去上课。
Wǒ zuò chē qù shàng kè.
I go to class by car.



3. The modal verb 要 (yào; will, to be going to)

The modal verb 要 (yào; will, to be going to) is also called an auxiliary verb; it occurs right before a verb or a verbal phrase in Mandarin Chinese. It denotes that something will happen with a high degree of certainty at a time indicated in the time adverbial.

我四点要上游泳课。
Wǒ sì diǎn yào shàng yóuyǒngkè.
I will take a swimming lesson at 4 o'clock.

我家人明天要去中国。
Wǒ jiārén míngtiān yào qù Zhōngguó.
My family members will go to China tomorrow.

The modal verb 要 (yào; will, to be going to) can also be used to indicate a strong desire, meaning "want to do something," which will be discussed in Lesson 10.

4. Where 哪儿 (nǎr)

The question word 哪儿 (nǎr) meaning "where" is often used together with 在 (zài) to ask the location, and 在 (zài) is always required before 哪儿 (nǎr). The word order in a question is identical to that in a response. 在哪儿 (zài nǎr) is interchangeable with 在哪里 (zài nǎlǐ).



老师的朋友在哪儿？
Lǎoshī de péngyou zài nǎr?
Where is the teacher's friend?

他在那儿。
Tā zài nàr.
He is over there.





大明在哪儿？
Dàmíng zài nǎr?
Where is Daming?

大明在这儿。
Dàmíng zài zhèr.
Daming is here.



Note:

The difference between 哪儿 (nǎr) and 那儿 (nàr) can be easily identified in character writing. 哪儿 (nǎr), meaning "where," has a mouth 口 (kǒu) on the left, whereas 那儿 (nàr), meaning "there," has the mouth removed.

5. Word order: a prepositional phrase + a verb or verbal phrase

In English, a verb or a verbal phrase always occurs before a prepositional phrase indicating a location. In Mandarin Chinese, these two elements need to be reversed: a prepositional phrase indicating a location often occurs before a verb or a verbal phrase. This is a very fundamental structure that needs constant practice in order to use it right in beginning Chinese.



你爸爸在哪儿工作？
Nǐ bàba zài nǎr gōngzuò?
Where does your father work?

我爸爸在家工作。
Wǒ bàba zài jiā gōngzuò.
My father works at home.





你姐姐在哪儿唱歌？
Nǐ jiějie zài nǎr chàng gē?
Where does your elder sister sing songs?

她在朋友家唱歌。
Tā zài péngyou jiā chàng gē.
My elder sister sings songs at her friend's house.





她们在哪儿看中文电影？
Tāmen zài nǎr kàn Zhōngwén diànyǐng?
Where do they watch Chinese movies?

她们在老师家看中文电影。
Tāmen zài lǎoshī jiā kàn Zhōngwén diànyǐng.
They watch Chinese movies at my teacher's house.



Subject	at a place	do something
我爸爸	在家	工作。
我姐姐	在朋友家	唱歌。
她们	在老师家	看中文电影。

Dialogue 2 对话二

David, Li Ming, and Yingzi are chatting at lunchtime.



大卫 李明 英子



你妈妈做什么工作⑥？



她是家庭主妇。



我妈妈也是家庭主妇，她做很多家务。



我跟⑦我哥哥常常做家务，因为我爸妈很忙。他们都是医生。



虽然⑧我不常做家务，可是⑧我今天要帮妈妈做饭、洗碗。



我觉得男孩子也应该做家务。我希望爸爸少⑨看电视，多⑨做家务。



Pinyin Dialogue 2

David, Li Ming, and Yingzi are chatting at lunchtime.



Dàwèi Lǐ Míng Yīngzǐ



Nǐ māma zuò shénme gōngzuò⑥?



Tā shì jiātíng zhǔfù.



Wǒ māma yě shì jiātíng zhǔfù, tā zuò hěn duō jiāwù.



Wǒ gēn⑦ wǒ gēge chángcháng zuò jiāwù, yīnwèi wǒ bà mā hěn máng. Tāmen dōu shì yīshēng.



Suīrán⑧ wǒ bù cháng zuò jiāwù, kěshì⑧ wǒ jīntiān yào bāng māma zuò fàn、xǐ wǎn.



Wǒ juéde nán háizi yě yīnggāi zuò jiāwù. Wǒ xīwàng bàba shǎo⑨ kàn diànshì, duō⑨ zuò jiāwù.

Vocabulary List 生词表

No.	Simplified	Traditional	Pinyin	Part of speech	Definition
1.	家庭	家庭	jiātíng	*n.*	family; household
2.	主妇	主婦	zhǔfù	*n.*	housewife
3.	多	多	duō	*adj./adv.*	many, much; more
4.	家务	家務	jiāwù	*n.*	household duties; housework
5.	跟	跟	gēn	*prep.*	with
6.	常常	常常	chángcháng	*adv.*	often
7.	忙	忙	máng	*adj.*	busy
8.	医生	醫生	yīshēng	*n.*	doctor
9.	虽然	雖然	suīrán	*conj.*	although; though
10.	帮	幫	bāng	*v.*	to help
11.	做饭	做飯	zuò fàn	*vo.*	to prepare a meal; to cook
12.	洗碗	洗碗	xǐ wǎn	*vo.*	to wash the dishes
13.	应该	應該	yīnggāi	*mv.*	ought to; should
14.	希望	希望	xīwàng	*v.*	to hope; to wish for
15.	少	少	shǎo	*adj./adv.*	few, little; less
16.	电视	電視	diànshì	*n.*	television; TV

Grammar 语法

6. Asking about one's occupation 做什么工作? (zuò shénme gōngzuò?)

The question 你做什么工作? (Nǐ zuò shénme gōngzuò?; What do you do?) is used to ask about someone's occupation. It can be literally translated into "What job do you do?" to easily understand the composition of the lexical items in the question. Note that the response to this question does not include the two lexical items that occur in the question: 做 (zuò; to do) and 工作 (gōngzuò; job). The structure pattern of the response is "Subject + 是 + occupation," as indicated in the following examples:



你爸爸做什么工作?
Nǐ bàba zuò shénme gōngzuò?
What does your father do?

他是电脑工程师。
Tā shì diànnǎo gōngchéngshī.
My father is a computer engineer.





你妈妈做什么工作?
Nǐ māma zuò shénme gōngzuò?
What does your mother do?

她是家庭主妇。
Tā shì jiātíng zhǔfù.
She is a housewife.





你爸妈做什么工作？
Nǐ bà mā zuò shénme gōngzuò?
What do your parents do?

他们都是医生。
Tāmen dōu shì yīshēng.
They are both doctors.



Note:

Note that when the question adds 想 (xiǎng; would like to) before 做什么工作 (zuò shénme gōngzuò; do what kind of job), the response requires 做 (zuò; to do) instead of 是 (shì). The verb 做 (zuò; to do) in the expression 做医生 (zuò yīshēng; to be a doctor) can be replaced by 当 (dāng; to be) as in 当医生 (dāng yīshēng; to be a doctor).



你想做什么工作？
Nǐ xiǎng zuò shénme gōngzuò?
What kind of job would you like to do?

我想做老师。
Wǒ xiǎng zuò lǎoshī.
I would like to be a teacher.



7. A prepositional phrase "跟 + 人" (gēn + rén; with someone)

The prepositional phrase "跟 + 人" (with someone) occurs before a verbal phrase in Mandarin Chinese. The following first sentence does not include a prepositional phrase indicating a location. The following second and third sentences include the prepositional phrase 跟同学 (gēn tóngxué; with classmates) before the verbal phrase 去朋友家 (qù péngyou jiā; go to a friend's house).

我星期天要去朋友家。
Wǒ Xīngqītiān yào qù péngyou jiā.
I will go to my friend's house on Sunday.

我星期天要跟同学去朋友家。
Wǒ Xīngqītiān yào gēn tóngxué qù péngyou jiā.
I will go to my friend's house with classmates on Sunday.

我星期天要跟同学去朋友家看书。
Wǒ Xīngqītiān yào gēn tóngxué qù péngyou jiā kàn shū.
I will go to my friend's house to read books with classmates on Sunday.

8. Although... 虽然……可是…… (Suīrán…kěshì…)

The two linked clauses beginning with 虽然 (suīrán; although) and 可是 (kěshì; but) constitute a complex sentence. Whenever 虽然 (suīrán; although) occurs in the first clause, 可是 (kěshì; but) is always required in the second clause. However, 虽然 (suīrán; although) can be omitted if 可是 (kěshì; but) occurs in the second clause. Note that 虽然 (suīrán; although) is optional in the following first three sentences.

虽然我很忙，可是我很快乐。
Suīrán wǒ hěn máng, kěshì wǒ hěn kuàilè.
Although I am very busy, I am very happy.

虽然妈妈不工作，可是她很忙。
Suīrán māma bù gōngzuò, kěshì tā hěn máng.
Although my mother does not work, she is very busy.

虽然他喜欢听音乐，可是他不喜欢唱歌。
Suīrán tā xǐhuan tīng yīnyuè, kěshì tā bù xǐhuan chàng gē.
Although he likes to listen to music, he does not like to sing.

看电影很有意思，可是他不常看电影。
Kàn diànyǐng hěn yǒu yìsi，kěshì tā bù cháng kàn diànyǐng.
Watching movies is very interesting, but he does not often watch movies.

我爸爸是医生，工作很忙，可是他常常做家务。
Wǒ bàba shì yīshēng，gōngzuò hěn máng，kěshì tā chángcháng zuò jiāwù.
My father is a doctor, and he is busy with his job, but he often does house chores.

他很忙，可是他常常帮妈妈做饭、洗碗。
Tā hěn máng，kěshì tā chángcháng bāng māma zuò fàn、xǐ wǎn.
He is very busy, but he often helps his mother cook and to wash dishes.

9. Do...less/more 少/多 (shǎo/duō) + verbal phrase

Originally, 少 (shǎo; few, little) and 多 (duō; many, much) are both adjectives. But these two adjectives become adverbs in the structure "少/多 + verbal phrase," meaning do something less or more, or do something less often or more often. Both 少 (shǎo) and 多 (duō) occur before a verb or a verbal phrase to describe an action.

少说英文，多说中文。
Shǎo shuō Yīngwén，duō shuō Zhōngwén.
Speak less English; speak more Chinese.

少开车，多坐地铁。
Shǎo kāi chē，duō zuò dìtiě.
Drive less; take the subway more.

少打游戏，多做家务。
Shǎo dǎ yóuxì，duō zuò jiāwù.
Play less video games; do more housework.

少看电视，多游泳。
Shǎo kàn diànshì，duō yóuyǒng.
Watch less TV; swim more.

少工作，多帮妈妈洗碗。
Shǎo gōngzuò，duō bāng māma xǐ wǎn.
Work less; help mom wash dishes more often.

少去派对，多看中文电影。
Shǎo qù pàiduì，duō kàn Zhōngwén diànyǐng.
Go to parties less often; watch more Chinese movies.

Note:

In this lesson, the above pattern is preceded by "Subject + 应该 (yīnggāi; should)" or "Subject + 希望 (xīwàng; to hope)" to form complete sentences as indicated below:

Subject	应该 should	少/多 + verb or verbal phrase less / more…
你	应该	少看电视，多做家务。

Subject	希望 hope	pronoun/ noun	少/多 + verb or verbal phrase less / more…
我	希望	他/大卫	少说英文，多说中文。



What I Have Learned
我学了……

I Asking and responding to questions about a specific time.

A：现在几点？
B：现在两点三十分。

II Asking and responding to questions about transportation means.

A：你怎么回家？
B：我坐车回家。

A：你怎么去上课？
B：我坐地铁去上课。

III Asking and responding to "Where" questions.

A：你妈妈在哪儿工作？
B：她在家工作。

IV Asking and responding to questions about one's occupation.

A：他做什么工作？
B：他是医生。
A：他很忙吗？
B：是，他很忙。
A：你觉得在家工作怎么样？
B：我觉得在家工作最好。

V Exchanging opinions about gender in relation to housework and occupations.

A：你觉得男孩子应该做家务吗？
B：我觉得男孩子应该做家务。

VI Describing the occupations of one's family members and giving comments.

我爸爸/妈妈/哥哥/姐姐/弟弟/妹妹是……

VII Expressing opinions about the division of housework among one's family in relation to gender.

我觉得男孩子跟女孩子都应该做家务。虽然我爸爸很忙，但是他也常常帮妈妈做家务。我希望男孩子少看电视，多做家务。

Exit Tickets 通关卡

Exit Ticket 1



Ask and respond to questions about a specific time.

A：现在几点？
B：现在……点……（分）。

Exit Ticket 2

Ask and respond to questions about transportation.

A：你怎么 + verb/verbal phrase?
B：我……。



Exit Ticket 3



Ask and respond to "Where" questions.

A：她在哪儿 (+ verb / verbal phrase)?
B：她在 + place (+ verb / verbal phase)。

Exit Ticket 4

Ask and respond to questions about occupation.

A：他做什么工作?
B：他是……。
A：他很忙吗?
B：……。

A：你觉得……怎么样?
B：我觉得……。



Exit Ticket 5



Exchange opinions about gender in relation to house chores and occupations.

A：你觉得男孩子应该做家务吗？
B：我觉得……。

Exit Ticket 6

Describe the occupations of your family members and give comments.

我爸爸是……。
我妈妈是……。
我哥哥 / 姐姐 / 弟弟 / 妹妹是……。
我是……。



Exit Ticket 7



Express opinions about the division of housework in a family in relation to gender.

男 / 女孩子　男 / 女人
做家务　应该　希望　常常
（虽然）……，可是……
少 + verb/verbal phrase
多 + verb/verbal phrase

Consider using what you have learned as listed below to give comments and describe further.

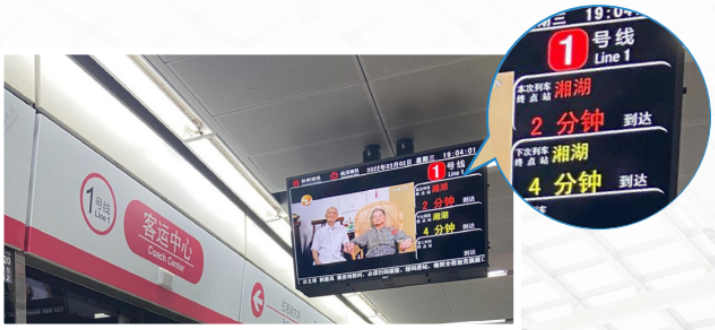
喜欢，觉得，忙，有意思，在家工作，开车，坐地铁，坐车

Supplementary Word Bank 补充生词

No.	Simplified	Traditional	Pinyin	Part of speech	Definition
1.	说	說	shuō	*v.*	to speak; to say
2.	这儿	這兒	zhèr	*pron.*	here
3.	那儿	那兒	nàr	*pron.*	there
4.	律师	律師	lǜshī	*n.*	lawyer
5.	厨师	廚師	chúshī	*n.*	cook; chef
6.	设计师	設計師	shèjìshī	*n.*	designer; architect
7.	商人	商人	shāngrén	*n.*	merchant; businessman
8.	服务员	服務員	fúwùyuán	*n.*	waiter; waitress
9.	职员	職員	zhíyuán	*n.*	office worker; staff member
10.	农民	農民	nóngmín	*n.*	farmer; peasant



Metro Station in Taipei



Metro Station in Hangzhou

How many more minutes are there until the next train arrives?



医生
yīshēng



药剂师
yàojìshī



护士
hùshi



收银员
shōuyínyuán



警察
jǐngchá



电脑工程师
diànnǎo gōngchéngshī

Using the pictures, what profession does each picture portray? What is your dream job?

汉 Character Morsels 汉字点滴

部首 Radical	意思 Meaning	例字 Example characters
王	jade; king	现 (xiàn, now), 玩 (wán, to play)
月	the moon; flesh	期 (qī, period) , 朋 (péng, friend), 脑 (nǎo, brain)
扌	hand	接 (jiē, to pick up), 找 (zhǎo, to look for), 打 (dǎ, to play)
禾	grain	程 (chéng, procedure), 和 (hé, and)
礻	altar	视 (shì, to look) , 祝 (zhù, to wish)

What are your favorite characters in this lesson? Can you try to write them down and tell us why?

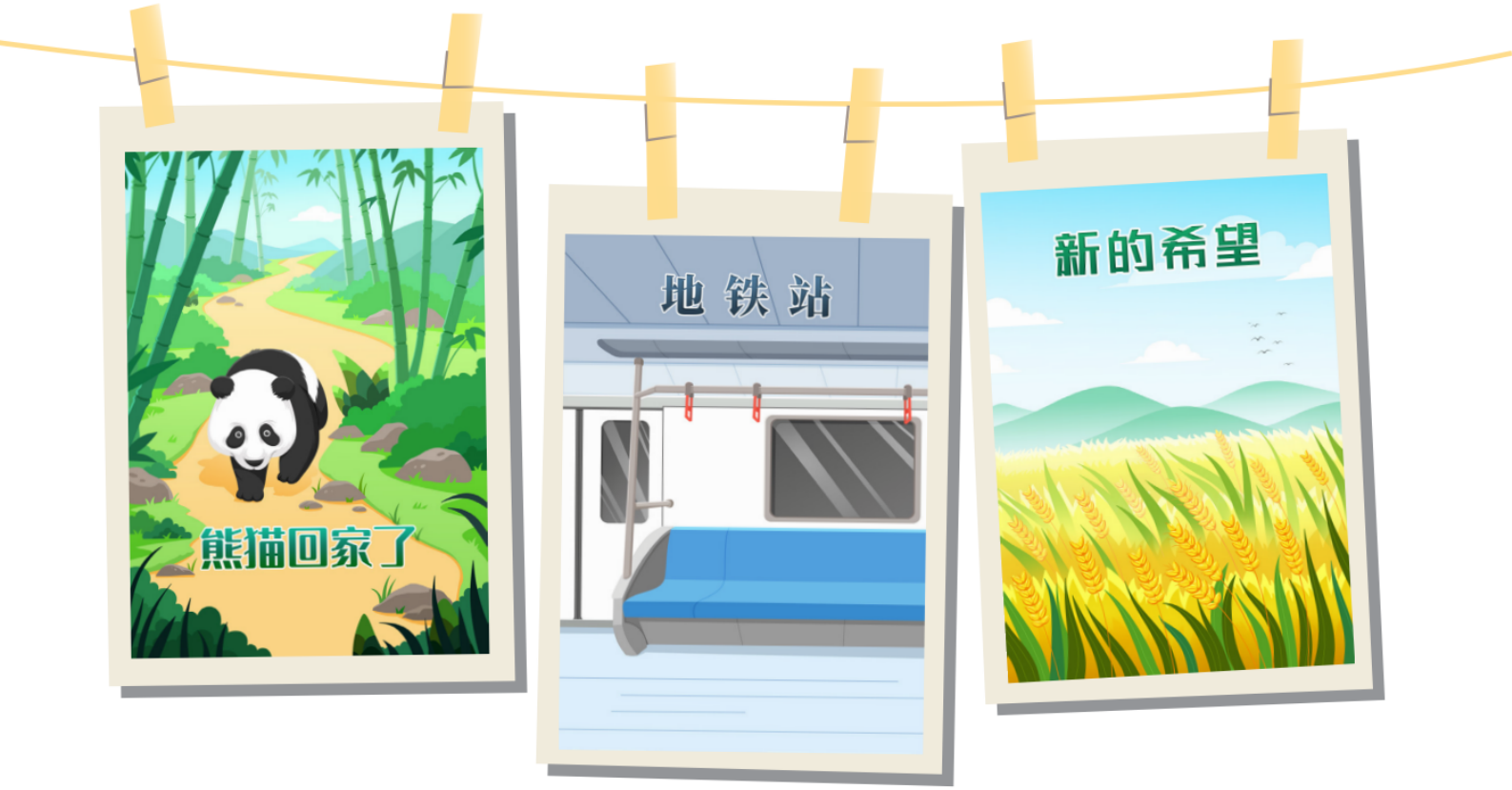
- My favorite characters:

- I love them because:

Character Challenge
汉字挑战

Part I

How many characters do you already know from these posters? Please pick them out and try to write them down below.



Characters I can find from the posters above:

Part II

How many characters do you already know from these posters? Please pick them out and try to write them down below.



Characters I can find from the posters above:

Reading Ladder
阅读阶梯

你的爸爸妈妈希望你做什么工作？在中国，爸爸妈妈最希望孩子做医生、老师和公务员(gōngwùyuán)，因为他们觉得医生、老师和公务员都是很好的工作。可是现在中国有很多新(xīn)的工作。很多女孩想做电商主播(diànshāng zhǔbō)，因为这个工作很有意思。男孩想做电竞(diànjìng)选手(xuǎnshǒu)，因为他们很喜欢打游戏。现在男孩和女孩都想做UP主(zhǔ)，因为他们喜欢在家工作，也觉得做UP主(zhǔ)很酷。



注释 Notes

1. 公务员 gōngwùyuán: government employee
2. 新 xīn: new
3. 电商主播 diànshāng zhǔbō: e-commerce livestream host
4. 电竞选手 diànjìng xuǎnshǒu: e-sports player
5. UP主 UP zhǔ: video content creator

Culture Corner
文化角

◎ What is your dream job?

In China, what is considered a dream job differs from generation to generation. In older generations, job security and stability were of top priority for Chinese parents' hopes for their children. But nowadays, personal interest is gaining more and more importance. For girls in China, it is not uncommon to dream of becoming a teacher, public servant, artist, designer, or media streamer. Boys in China often dream of becoming a businessman, pilot, movie director, photographer, or scientist.

If you grew up in China, what life path do you think you would choose? Being an astronaut sounds impressive, doesn't it? In 2021, an astronaut by the name of Wang Yaping became the first Chinese woman to complete a spacewalk. This historical breakthrough marks a milestone celebrated by millions of girls across China. It proves that women can hold up "half of the sky" 半边天 (bànbiāntiān): they not only can play an equal part within society, but can also give even more meaningful contributions, such as being a source of inspiration for girls across the globe.



Chinese astronaut Wang Yaping

◎ Have you ever dreamt of being an astronaut?

◎ What would you like to be if you lived in China?

Discuss with your teacher and classmates.

課文對話的繁體字版和英文版
Texts in Traditional Characters and in English

Dialogue 1 in traditional characters

Class is dismissed at the end of day. David, Li Ming, and Yingzi are getting ready to go home.

大衛：現在幾點？

李明：現在三點二十分。

大衛：你們怎麼回家？

英子：我坐地鐵回家。

李明：我爸爸開車來接我。我四點要上游泳課。

大衛：你爸爸在哪兒工作？

李明：他在家工作，他是電腦工程師。

Dialogue 1 in English

Class is dismissed at the end of day. David, Li Ming, and Yingzi are getting ready to go home.

David: What time is it right now?

Li Ming: It's 3:20.

David: How are you going home?

Yingzi: I will take the subway home.

Li Ming: My dad will pick me up. I have a swimming class at four o'clock.

David: Where does your dad work?

Li Ming: He works at home. He's a computer engineer.

Dialogue 2 in traditional characters

David, Li Ming, and Yingzi are chatting at lunchtime.

大衛：你媽媽做什麼工作？

李明：她是家庭主婦。

英子：我媽媽也是家庭主婦，她做很多家務。

大衛：我跟我哥哥常常做家務，因為我爸媽很忙。他們都是醫生。

李明：雖然我不常做家務，可是我今天要幫媽媽做飯、洗碗。

英子：我覺得男孩子也應該做家務。我希望爸爸少看電視，多做家務。

Dialogue 2 in English

David, Li Ming, and Yingzi are chatting at lunchtime.

David: What does your mom do?

Li Ming: She's a housewife.

Yingzi: My mom is also a housewife. She does a lot of housework.

David: My older brother and I do a lot of housework as well because our parents are very busy. Both of them are doctors.

Li Ming: I don't do housework very often, but I will help my mom cook and wash dishes today.

Yingzi: I think boys should do housework as well. I hope my dad will watch less TV and do more housework.

第六课
Lesson 6

Theme 当代生活 Contemporary Life

Topic 跟朋友聊天 Chatting with Friends







What do you use to keep in contact with your friends?

Learning Objectives
学习目标

In Lesson 6, I will learn to…

Interpretive

» comprehend information about my availability and respond to a proposed weekend activity in an invitational conversation.

» interpret information about activity, time, and place in an invitational conversation about a weekend activity.

» identify information about a proposed leisure activity and reasons for my choice or preference.

» understand typical school life and after-school routine activities in high schools.

Interpersonal

» engage in a dialogue about an invitation concerning availability and a proposed activity.

» negotiate activity, time, and place and possible alternatives to an invitation.

» discuss a proposed after-school leisure activity and provide reasons for my preference.

» exchange thoughts and comments on typical school life and after-school routine activities in high schools.

Presentational

» describe an invitational activity with information about time and place.

» present my typical school life and after-school routine activities, compare the similarities and differences with a Chinese or American high schooler, and give comments.

Dialogue 1 对话一

David and Li Ming are chatting in the hallway about arranging a weekend activity.


大卫


李明


你今天忙不忙[1]？


我今天很忙，有什么事？


我想请[2]你看电影。




谢谢，可是我要去图书馆看书。


那你星期六有空吗？我们一起③去听音乐会，怎么样？


对不起，我也有事。我要跟爸妈去中国城吃饭。


那星期五晚上，好不好？


好，几点？


星期五晚上七点半。


好，我七点在音乐厅门口等你。


好，我们七点见。


再见。


再见。

Pinyin Dialogue 1

David and Li Ming are chatting in the hallway about arranging a weekend activity.



Dàwèi Lǐ Míng



Nǐ jīntiān máng bu máng[①]?



Wǒ jīntiān hěn máng, yǒu shénme shì?



Wǒ xiǎng qǐng[②] nǐ kàn diànyǐng.



Xièxie, kěshì wǒ yào qù túshūguǎn kàn shū.



Nà nǐ Xīngqīliù yǒu kòng ma? Wǒmen yìqǐ[③] qù tīng yīnyuèhuì, zěnmeyàng?



Duìbuqǐ, wǒ yě yǒu shì. Wǒ yào gēn bà mā qù Zhōngguóchéng chī fàn.



Nà Xīngqīwǔ wǎnshang, hǎo bu hǎo?



Hǎo, jǐ diǎn?



Xīngqīwǔ wǎnshang qī diǎn bàn.



Hǎo, wǒ qī diǎn zài yīnyuètīng ménkǒu děng nǐ.



Hǎo, wǒmen qī diǎn jiàn.



Zàijiàn.



Zàijiàn.

Vocabulary List 生词表

No.	Simplified	Traditional	Pinyin	Part of speech	Definition
1.	事	事	shì	*n.*	thing; affair; event
2.	请	請	qǐng	*v.*	to treat; to invite
3.	图书馆	圖書館	túshūguǎn	*n.*	library
4.	书	書	shū	*n.*	book
5.	有空	有空	yǒu kòng	*phr.*	to have time (to do something)
6.	一起	一起	yìqǐ	*adv.*	together
7.	听音乐会	聽音樂會	tīng yīnyuèhuì	*phr.*	go to a concert
	音乐会	音樂會	yīnyuèhuì	*n.*	concert
8.	对不起	對不起	duìbuqǐ	*phr.*	sorry; excuse me
9.	中国城	中國城	Zhōngguóchéng	*n.*	Chinatown
10.	吃饭	吃飯	chī fàn	*vo.*	to have a meal
	吃	吃	chī	*v.*	to eat
11.	晚上	晚上	wǎnshang	*t.*	evening; night
12.	七	七	qī	*nu.*	seven
13.	半	半	bàn	*nu.*	half
14.	音乐厅	音樂廳	yīnyuètīng	*n.*	concert hall
15.	门口	門口	ménkǒu	*n.*	entrance; doorway
16.	等	等	děng	*v.*	to wait
17.	见	見	jiàn	*v.*	to see
18.	再见	再見	zàijiàn	*phr.*	goodbye

Grammar 语法

1. Revisit affirmative + negative questions [A + 不 (bù; not) + A]

The "affirmative + negative questions" task first appears in Lesson 4, in which the verb as well as the adjective is used in the "A + 不 + A" pattern. In this lesson, an adjective 忙 (máng; busy) occurs in the question 你忙不忙？ (Nǐ máng bu máng?), which is converted from a YES/NO question with a YES/NO question marker at the end: 你忙吗？ (Nǐ máng ma?) A modal verb can also occur in the pattern as indicated in the question 你明天要不要去图书馆？ (Nǐ míngtiān yào bu yào qù túshūguǎn?; Will you go to the library?). The pattern 有没有 (yǒu méiyǒu) is also acceptable, as in 写汉字有没有意思？ (Xiě Hànzì yǒu méiyǒu yìsi?; Is writing characters interesting?) and 你有没有弟弟？ (Nǐ yǒu méiyǒu dìdi?; Do you have younger brothers?).

Verb ……吗?	→	Verb 不 / 没 verb ……?
喜欢……吗?	→	喜不喜欢……?
爱……吗?	→	爱不爱……?
听……吗?	→	听不听……?
写……吗?	→	写不写……?
有……吗?	→	有没有……?

……adjective 吗?	→	…… adjective 不 adjective?
你忙吗?	→	你忙不忙?
……好吗?	→	……好不好?
……好看吗?	→	……好（看）不好看?
……好听吗?	→	……好（听）不好听?
……好玩吗?	→	……好（玩）不好玩?

Modal verb ……吗?	→	Modal verb 不 modal verb ……?
想……吗?	→	想不想……?
要……吗?	→	要不要……?

2. Invite someone to do something 请 (qǐng) + 人 (rén) + verb/verbal phrase

The character 请 (qǐng) first appears in the question 请问 (qǐngwèn; May I ask…) in Lesson 1. In this lesson, 请 (qǐng) functions as a verb, meaning "inviting" someone to do something or to go to some place in English. It implies that the inviter will pay for the invitee in the following sentences.

我想请你看电影。
Wǒ xiǎng qǐng nǐ kàn diànyǐng.
I would like to invite you to watch a movie.

老师周末想请我们吃饭。
Lǎoshī zhōumò xiǎng qǐng wǒmen chī fàn.
My teacher would like to invite us to lunch/dinner this weekend.

我男朋友晚上七点半要请我去听音乐会。
Wǒ nán péngyou wǎnshang qī diǎn bàn yào qǐng wǒ qù tīng yīnyuèhuì.
My boyfriend will invite me to go to a concert at 7:30 p.m.

3. The adverb 一起 (yìqǐ; together)

An adverb normally occurs before a verb in Mandarin Chinese. For example, the adverb 一起 (yìqǐ; together) occurs before the verb 去 (qù; to go) in 我们一起去听音乐会 (Wǒmen yìqǐ qù tīng yīnyuèhuì; Let's go to the concert together) in Dialogue 1. The following sentences show possible structures in which 去 (qù; to go) occurs with or without language components other than the adverb 一起 (yìqǐ; together).

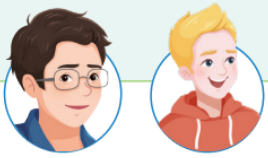
我们一起	+	去
我们一起		去。

我们一起	+	去	+	verbal phrase
我们一起		去		听音乐会。

我们一起	+	去	+	place	+	verb/verbal phrase
我们一起		去		图书馆		看书。

Dialogue 2 对话二

David is chatting with his Chinese friend in Beijing via WeChat.



中国朋友 大卫



纽约现在几点？



早上九点零五分，北京呢？



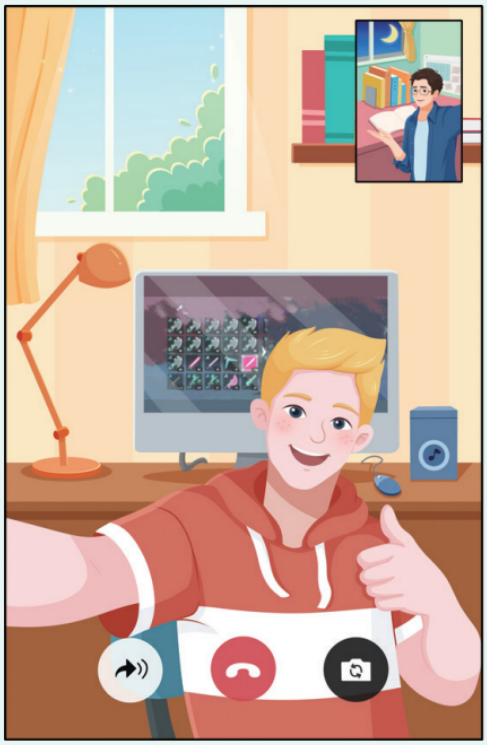
晚上九点零五分。



你现在想睡觉吗？



不想。






我现在很无聊，我们一起打电脑游戏，好不好？


不行。我得做很多功课，还得准备三个考试。


天啊！真不容易。


你呢？学习忙不忙？


学习不太忙，可是放学以后④很忙。


为什么？


因为我是校队的球员。放学以后，我常常在学校打篮球，真的很累。


我也想参加校队，可是没有时间。


我们一起加油！

Pinyin Dialogue 2

David is chatting with his Chinese friend in Beijing via WeChat.


Zhōngguó péngyou


Dàwèi


Niǔyuē xiànzài jǐ diǎn?

Zǎoshang jiǔ diǎn líng wǔ fēn, Běijīng ne?



Wǎnshang jiǔ diǎn líng wǔ fēn.

Nǐ xiànzài xiǎng shuì jiào ma?



Bù xiǎng.

Wǒ xiànzài hěn wúliáo, wǒmen yìqǐ dǎ diànnǎo yóuxì, hǎo bu hǎo?



Bùxíng. Wǒ děi zuò hěn duō gōngkè, hái děi zhǔnbèi sān gè kǎoshì.

Tiān a! Zhēn bù róngyì.



Nǐ ne? Xuéxí máng bu máng?



Xuéxí bú tài máng, kěshì fàng xué yǐhòu④ hěn máng.



Wèi shénme?



Yīnwèi wǒ shì xiàoduì de qiúyuán. Fàng xué yǐhòu, wǒ chángcháng zài xuéxiào dǎ lánqiú, zhēn de hěn lèi.



Wǒ yě xiǎng cānjiā xiàoduì, kěshì méiyǒu shíjiān.

Wǒmen yìqǐ jiā yóu!



Vocabulary List 生词表

No.	Simplified	Traditional	Pinyin	Part of speech	Definition
1.	纽约	紐約	Niǔyuē	*pn.*	New York
2.	早上	早上	zǎoshang	*t.*	morning
3.	零	零	líng	*nu.*	zero
4.	北京	北京	Běijīng	*pn.*	Beijing
5.	睡觉	睡覺	shuì jiào	*vo.*	to go to bed; to sleep
6.	无聊	無聊	wúliáo	*adj.*	bored; boring
7.	行	行	xíng	*adj.*	all right; OK
8.	得	得	děi	*mv.*	have to; must
9.	功课	功課	gōngkè	*n.*	homework; assignment
10.	准备	準備	zhǔnbèi	*v.*	to prepare
11.	考试	考試	kǎo shì	*vo./n.*	to give or take a test / test
	考	考	kǎo	*v.*	to give or take a test
12.	天啊	天啊	tiān a	*phr.*	gosh; oh my god
13.	容易	容易	róngyì	*adj.*	easy
14.	学习	學習	xuéxí	*v.*	to learn; to study
15.	放学	放學	fàng xué	*vo.*	to dismiss students at the end of the school day

No.	Simplified	Traditional	Pinyin	Part of speech	Definition
16.	以后	以後	yǐhòu	*t.*	after; later; in the future
17.	校队	校隊	xiàoduì	*n.*	school team
	队	隊	duì	*n.*	team
18.	球员	球員	qiúyuán	*n.*	sports club member
19.	学校	學校	xuéxiào	*n.*	school
20.	打篮球	打籃球	dǎ lánqiú	*phr.*	to play basketball
	篮球	籃球	lánqiú	*n.*	basketball
21.	累	累	lèi	*adj.*	tired; exhausted
22.	参加	參加	cānjiā	*v.*	to participate; to take part; to join
23.	时间	時間	shíjiān	*n.*	time
24.	加油	加油	jiā yóu	*phr.*	to make an extra effort; to cheer somebody on

Grammar 语法

4. After school 放学以后 (fàng xué yǐhòu)

The phrase "after school" is considered a time adverbial that can occur before or after a subject, as indicated in the following examples. It has a reversed word order in Mandarin Chinese.

我放学以后很忙。
Wǒ fàng xué yǐhòu hěn máng.
放学以后我很忙。
Fàng xué yǐhòu wǒ hěn máng.
I am very busy after school.

我三点以后想去中国城跳舞。
Wǒ sān diǎn yǐhòu xiǎng qù Zhōngguóchéng tiào wǔ.
三点以后我想去中国城跳舞。
Sān diǎn yǐhòu wǒ xiǎng qù Zhōngguóchéng tiào wǔ.
I would like to go to Chinatown to dance after 3 p.m.

我回家以后要跟朋友打篮球。
Wǒ huí jiā yǐhòu yào gēn péngyou dǎ lánqiú.
回家以后我要跟朋友打篮球。
Huí jiā yǐhòu wǒ yào gēn péngyou dǎ lánqiú.
I will play basketball with friends after returning home.



What I Have Learned
我学了……

I Asking about a person's availability and inviting him or her to do something.

Asking about availability

你 (+ a time adverbial) 忙吗 / 忙不忙?

你 (+ a time adverbial) 有空吗 / 有没有空?

你 (+ a time adverbial) 有事吗 / 有没有事?

Proposing an activity: inviting someone to do something

我想请你去看电影。

II Negotiating activity, time, and place, and possible alternatives to an invitation.

Giving suggestions for possible alternatives

那 + an alternative time + 有空吗 / 有没有空?

那 + an alternative activity + 怎么样 / 好不好 / 好吗?

那 + 在 an alternative place + 等你，怎么样 / 好不好 / 好吗?

III Discussing a proposed after-school leisure activity and providing reasons for my choice or preference.

A：你现在想做功课吗?

B：不想。

A：我们一起听音乐，怎么样?

B：不行。

A：为什么?

B：因为我现在很累，很想睡觉。

IV Exchanging thoughts and comments on typical school life and after-school routine activities in high schools in China and in the United States.

A：你学习忙不忙？
B：很忙，也很累。你呢？
A：我学习不忙，可是放学以后很忙，得在学校打篮球。
B：你参加篮球校队吗？
A：对，我是篮球校队的球员。
B：我也想参加。

V Describing an invitational activity with information about time and place.

今天我不忙，功课不多，也没有考试。我在家等我朋友，因为他想请我看电影。他五点半来我家，我们晚上六点一起开车去中国城吃饭，八点看中国电影，十点以后回家。

Inviting someone to do something: Subject + 请 + 人 + do something
Availability: (没)有事、(没)有空、(不)忙
Time adverbial: 星期六早上十点、明天晚上六点以后
在 + place: 在图书馆、在中国城、在音乐厅门口、在学校、在家
去 + place: 去图书馆、去中国城、去音乐厅门口、去学校
Prepositional phrase + 等 + 人: 在朋友家等他

VI Presenting my typical school life and after-school routine activities, comparing the similarities and differences with a Chinese or American high schooler, and giving my comments.

大卫的中国朋友在北京。他在高中学习，很不容易，因为常常有很多功课，得准备很多考试。大卫在纽约的高中学习，学习不太忙，可是放学以后很忙，因为他是校队的球员。放学以后，他得在学校打篮球，很累。他的中国朋友很想打篮球，也很想参加校队，可是没有时间，真的太忙了。

大卫，加油！中国朋友，加油！我们一起加油！

Prepositional phrase + verb: 在高中学习、在学校看书、在家打电脑游戏、在学校门口聊天、在音乐厅门口见

Time adverbial phrase: 放学以后、晚上七点半以后

Adverbs: 常常、一起

Adjectives: 无聊、累、忙、容易

Exit Tickets 通关卡

Exit Ticket 1



Ask about a person's availability and invite him or her to do something.

你……忙不忙？/ 你……忙吗？
你……有空吗？/ 你……有没有空？
你……有事吗？/ 你……有没有事？
我想请你 + verb/verb phrase。

Exit Ticket 2

Negotiate activity, time, and place and possible alternatives to an invitation.

那 + an alternative time 有空吗 / 有没有空？
那 + an alternative activity + 怎么样 / 好不好 / 好吗？
那 + 在 an alternative place + 等你，怎么样 / 好不好 / 好吗？



Exit Ticket 3



Discuss a proposed after-school leisure activity and provide reasons for your choice or preference.

A：你现在想……吗？
B：（不）想。
A：我们一起……，怎么样？
B：不行。
A：为什么？
B：因为我现在……。

Exit Ticket 4

Exchange thoughts and comments on typical school life and after-school routine activities in high schools in China and in the United States.

A：在中国学习……？
B：在中国学习……。在美国呢？
A：在美国学习……，可是放学以后……。
B：你参加……吗？
A：……。
B：我也想参加。



Exit Ticket 5



Describe an activity that your friend invites you to do. You can also describe an activity that you invite your friend to. The activity should include information about the event, time, and place.

Please see the suggested keywords and structures in the sample paragraph in Item 5 and describe your own activity.

Exit Ticket 6

Present your typical school life and after-school routine activities, compare the similarities and differences with a Chinese or American high schooler, and give your comments.



What is a typical day of your school life in high school? What activities do you do after school?
Read through the paragraph that compares the school life of David's and his Chinese friend on page 202. Then use the suggested keywords and structures in the sample paragraph in Item 6 on page 202 and present your own comparison and comments.

Supplementary Word Bank 补充生词

No.	Simplified	Traditional	Pinyin	Part of speech	Definition
1.	上午	上午	shàngwǔ	*t.*	morning; before noon
2.	中午	中午	zhōngwǔ	*t.*	noon
3.	下午	下午	xiàwǔ	*t.*	afternoon
4.	起床	起床	qǐ chuáng	*vo.*	to get out of bed; to get up
5.	早饭	早飯	zǎofàn	*n.*	breakfast
6.	午饭	午飯	wǔfàn	*n.*	lunch
7.	晚饭	晚飯	wǎnfàn	*n.*	dinner
8.	饭馆	飯館	fànguǎn	*n.*	restaurant
9.	电影院	電影院	diànyǐngyuàn	*n.*	movie theater

高中生作息时间表

Gāozhōngshēng zuòxī shíjiān biǎo
High School Daily Schedule

时间	作息	时间	作息
6:30	起床	11:30 ~ 12:15	第五节
6:45	晨起锻炼	12:15 ~ 13:15	午饭
7:00	早饭	13:15 ~ 14:00	第六节
7:20	到校	14:00 ~ 14:05	眼保健操
7:30 ~ 8:15	第一节	14:15 ~ 15:00	第七节
8:25 ~ 9:10	第二节	15:10 ~ 16:40	课外活动
9:10 ~ 9:15	眼保健操	17:30	晚饭
9:25 ~ 10:10	第三节	18:30 ~ 20:00	自习一
10:35 ~ 11:20	第四节	20:30 ~ 22:00	自习二

How many classes are there? How does this schedule compare to your daily schedule?



What time zone is your city located in? Do you know what the time difference is between your city and Beijing?



电影院
diànyǐngyuàn



图书馆
túshūguǎn



音乐会
yīnyuèhuì



中国城
Zhōngguóchéng

Where do you usually go with your friends during the weekend?

汉 Character Morsels 汉字点滴

部首 Radical	意思 Meaning	例字 Example characters
忄	heart	忙 (máng, busy)，快 (kuài, fast)
土	earth	城 (chéng, city, town)， 地 (dì, earth, land)，坐 (zuò, to sit)， 在 (zài, in, at, on)
目	eye	睡 (shuì, to sleep)，看 (kàn, to look)
饣	food	馆 (guǎn, place)，饭 (fàn, food)
彡	hair	影 (yǐng, film)

What are your favorite characters in this lesson? Can you try to write them down and tell us why?

- My favorite characters:

- I love them because:

字 Character Challenge 汉字挑战

Part I

How many characters do you already know from these posters? Please pick them out and try to write them down below.



Characters I can find from the posters above:

Part II

How many characters do you already know from these posters? Please pick them out and try to write them down below.

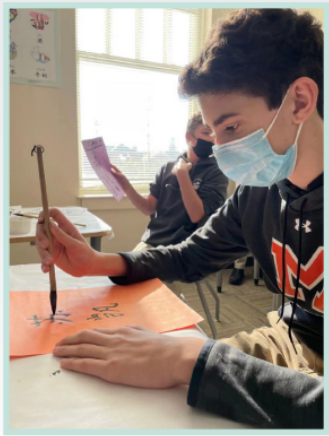


Characters I can find from the posters above:

Reading Ladder
阅读阶梯

学中文、做家务：美国孩子在中国
Learn Chinese and Do Housework: An American Kid in China

Kevin今年十六岁，是一个美国男孩子。他家有四个人，有爸爸、妈妈、姐姐和他。今年九月，他去中国上学。在他的中国“家”，他有一个“弟弟”，他的“弟弟”也是中学生。他还有中国“爸爸”和中国“妈妈”，他的“爸妈”都是医生。





在中国的学校，他天天六点起床。早上他跟中国学生一起上课。下午他跟外国(wài)学生一起上课，他们一起学中文、书法(shūfǎ)和太极拳(tàijíquán)。放学以后，他还常常帮中国“爸妈”洗碗、做家务。周末他跟他的中国家人一起打球、吃饭、玩游戏。

Kevin说他很喜欢中国。他希望做一个音乐家，以后在中国工作。

注释 Notes

1. 外国 wàiguó: foreign
2. 书法 shūfǎ: calligraphy
3. 太极拳 tàijíquán: tai chi
4. 音乐家 yīnyuèjiā: musician

Culture Corner
文化角

You are with up to fifty or sixty classmates in the same class for three years. You study and join in daily routine activities together. Your class is like your family in the school world.

A typical day at school starts with independent study 自习 (zìxí)! Independent study periods may occur multiple times in a day.

In the morning

In the morning, you take a break to do eye exercises 眼保健操 (yǎn bǎojiàn cāo) with the whole class, guided by a gentle voice over the loudspeaker. To reduce the stress from the time spent focusing with heads down, you and your classmates would line up side by side in the school yard for morning exercise lasting for about ten to twenty minutes. This exercise is called 课间操 (kèjiān cāo).

Daily Routine Exercise



眼保健操 (yǎn bǎojiàn cāo)



课间操 (kèjiān cāo)

At noon

At noon, you get to take a lunch break and a nap so you can recharge for afternoon classes.



In the afternoon

In the afternoon, you have different options to join after-school clubs such as Ping-Pong, basketball, calligraphy, drawing, chess, photography, computer, and more.

At the end of the day

At the end of the day, you are responsible for cleaning up your own classroom and keeping the school environment clean.

◎ **What do you think about school life in China?**

Discuss with your teacher and classmates.

課文對話的繁體字版和英文版
Texts in Traditional Characters and in English

Dialogue 1 in traditional characters

David and Li Ming are chatting in the hallway about arranging a weekend activity.

大衛：你今天忙不忙？

李明：我今天很忙，有什麼事？

大衛：我想請你看電影。

李明：謝謝，可是我要去圖書館看書。

大衛：那你星期六有空嗎？我們一起去聽音樂會，怎麼樣？

李明：對不起，我也有事。我要跟爸媽去中國城吃飯。

大衛：那星期五晚上，好不好？

李明：好，幾點？

大衛：星期五晚上七點半。

李明：好，我七點在音樂廳門口等你。

大衛：好，我們七點見。

李明：再見。

大衛：再見。

Dialogue 1 in English

David and Li Ming are chatting in the hallway about arranging a weekend activity.

David: Are you busy today?

Li Ming: I'm very busy today. What's the matter?

David: I would like to invite you to watch a movie.

Li Ming: Thanks, but I'm going to the library to read books.

David: Then are you available on Saturday? Let's go to a concert together—how does that sound?

Li Ming: Sorry, I have other things to do. I'm going to Chinatown to eat with my parents.

David: Then how about Friday night?

Li Ming: Ok, what time?

David: 7:30 Friday night.

Li Ming: Okay, I'll see you in front of the concert hall at 7:00.

David: Okay, see you at 7:00.

Li Ming: Goodbye.

David: Goodbye.

Dialogue 2 in traditional characters

David is chatting with his Chinese friend in Beijing via WeChat.

中國朋友：紐約現在幾點？

大　　衛：早上九點零五分，北京呢？

中國朋友：晚上九點零五分。

大　　衛：你現在想睡覺嗎？

中國朋友：不想。

大　　衛：我現在很無聊，我們一起打電腦遊戲，好不好？

中國朋友：不行。我得做很多功課，還得準備三個考試。

大　　衛：天啊！真不容易。

中國朋友：你呢？學習忙不忙？

大　　衛：學習不太忙，可是放學以後很忙。

中國朋友：為什麼？

大　　衛：因為我是校隊的球員。放學以後，我常常在學校打籃球，真的很累。

中國朋友：我也想參加校隊，可是沒有時間。

大　　衛：我們一起加油！

Dialogue 2 in English

David is chatting with his Chinese friend in Beijing via WeChat.

Chinese friend: What time is it in New York right now?

David: It's 9:05 in the morning. What about in Beijing?

Chinese friend: It's 9:05 in the evening.

David: Would you like to go to bed right now?

Chinese friend: No.

David: I feel pretty bored right now. Let's play computer games together, okay?

Chinese friend: No, I have a lot of homework, and I also need to prepare for three exams.

David: Gosh! That is really tough.

Chinese friend: Are you busy studying in America?

David: I'm not busy at school, but I am very busy after school.

Chinese friend: Why?

David: Because I'm on the school's sports team. I often practice basketball after school. I am really tired.

Chinese friend: I want to join my school's sports team as well, but I don't have the time.

David: Let's cheer together!

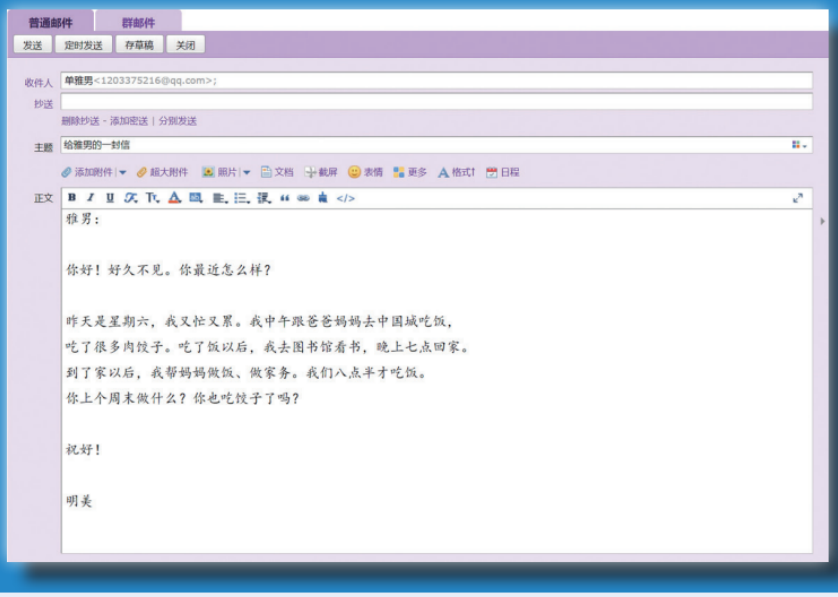
第七课
Lesson 7

Theme 当代生活 Contemporary Life

Topic 吃饺子 Eating Dumplings







Have you ever celebrated the Chinese Spring Festival? If so, did you make dumplings?

Learning Objectives
学习目标

In Lesson 7, I will learn to…

Interpretive

» identify and comprehend information about actions or events that have been completed.

» interpret a dialogue and an email about a sequence of past events or actions.

Interpersonal

» call my friend to talk about what I have done at school or after school.

» engage in a conversation to ask and respond to questions about some activities that happened in the past.

Presentational

» introduce my Chinese friend or imaginary Chinese friend.

» write an email to tell my Chinese friend (real or imaginary) about the things and activities that I did.

Dialogue 1 对话一

Li Ming and David are chatting on their cellphones after school.



李明 大卫

喂，你到家了[①]吗？

还没有，我还在外面打球。

你吃晚饭了吗？

吃了。




你吃了什么？


我吃了汉堡、薯条，我妈妈今晚没有时间做饭。你呢？


我吃了饺子。


我很喜欢吃饺子，以后你教我包，好不好？


没问题！听说你有一个很好的中国朋友。


对，我昨天晚上还跟我的中国朋友聊天了。他又聪明又[2]友好，常常帮我学中文。


你太幸运了[3]，我也想找一个中国朋友。


那我帮你找中国朋友，你教我做中国菜、包饺子，怎么样？


好啊！一言为定。

Pinyin Dialogue 1

Li Ming and David are chatting on their cellphones after school.


Lǐ Míng


Dàwèi


Wèi, nǐ dào jiā le[①] ma?


Hái méiyǒu, wǒ hái zài wàimiàn dǎ qiú.


Nǐ chī wǎnfàn le ma?


Chī le.


Nǐ chīle shénme?


Wǒ chīle hànbǎo、shǔtiáo, wǒ māma jīn wǎn méiyǒu shíjiān zuò fàn. Nǐ ne?


Wǒ chīle jiǎozi.


Wǒ hěn xǐhuan chī jiǎozi, yǐhòu nǐ jiāo wǒ bāo, hǎo bu hǎo?


Méi wèntí! Tīngshuō nǐ yǒu yí gè hěn hǎo de Zhōngguó péngyou.



Duì, wǒ zuótiān wǎnshang hái gēn wǒ de Zhōngguó péngyou liáo tiān le. Tā yòu cōngming yòu② yǒuhǎo, chángcháng bāng wǒ xué Zhōngwén.



Nǐ tài xìngyùn le③, wǒ yě xiǎng zhǎo yí gè Zhōngguó péngyou.



Nà wǒ bāng nǐ zhǎo Zhōngguó péngyou, nǐ jiāo wǒ zuò Zhōngguócài、bāo jiǎozi, zěnmeyàng?



Hǎo a! Yì yán wéi dìng.

Vocabulary List 生词表

No.	Simplified	Traditional	Pinyin	Part of speech	Definition
1.	喂	喂	wèi	*interj.*	hey; hello (usually on the phone)
2.	到	到	dào	*v.*	to arrive; to reach
3.	了	了	le	*p.*	(a completed action marker)
4.	还	還	hái	*adv.*	still; yet
5.	外面	外面	wàimiàn	*n.*	outside
6.	晚饭	晚飯	wǎnfàn	*n.*	dinner
7.	汉堡	漢堡	hànbǎo	*n.*	hamburger
8.	薯条	薯條	shǔtiáo	*n.*	french fries; chips
9.	今晚	今晚	jīn wǎn	*t.*	tonight
10.	饺子	餃子	jiǎozi	*n.*	dumpling
11.	包	包	bāo	*v.*	to cover; to wrap
12.	听说	聽說	tīngshuō	*v.*	to be told; to hear of
13.	昨天	昨天	zuótiān	*t.*	yesterday
14.	聊天	聊天	liáo tiān	*vo.*	to chat; to gossip
15.	又…… 又……	又…… 又……	yòu… yòu…	*misc.*	both... and…; not only…but also…
16.	聪明	聰明	cōngming	*adj.*	intelligent; clever; bright; smart
17.	友好	友好	yǒuhǎo	*adj.*	friendly
18.	幸运	幸運	xìngyùn	*adj.*	fortunate; lucky
19.	菜	菜	cài	*n.*	dish (type of food); vegetable; cuisine
20.	啊	啊	a	*p.*	(a sentence-final particle showing confirmation or other strong feelings)
21.	一言为定	一言為定	yì yán wéi dìng	*idiom*	it's a deal; that's settled then

Grammar 语法

1. The particle 了 (le) (I): Completion of an action or an event

The particle 了 (le) signifies the completion of an action or an event. It is frequently associated with a past action or event, but it can also link to a future action or event in some contexts. Therefore, it cannot be interpreted as a past-tense marker. Structurally, it normally occurs right after a verb, as indicated below.

我吃了饺子。
Wǒ chīle jiǎozi.
I had dumplings.

我吃了汉堡、薯条。
Wǒ chīle hànbǎo、shǔtiáo.
I had a burger and french fries.

In Dialogue 1, 了 (le) occurs in YES/NO questions signaling the completion of an action or an event in a typical sentence pattern: "Subject + verb (+ object +) 了吗?"

Note:

Note that the verb in this structure should be an action verb. Other types of verbs such as 想 (xiǎng; to think), 有 (yǒu; to have), 觉得 (juéde; to feel), and 喜欢 (xǐhuan; to like) cannot occur in the structure.

(1) YES/NO questions



你吃（饭）了吗？
Nǐ chī (fàn) le ma?
Have you eaten?

（我）吃了。
(Wǒ) chī le.
Yes.



没有/还没有。
Méiyǒu/Hái méiyǒu.
No/Not yet.





你吃饺子了吗？
Nǐ chī jiǎozi le ma?
Have you eaten dumplings?

（我）吃了。
(Wǒ) chī le.
Yes.



没有/还没有。
Méiyǒu/Hái méiyǒu.
No/Not yet.



In a YES/NO question asking if someone has done something, the combination of a particle and a YES/NO question marker 了吗？ (le ma?) occurs at the end of the question. In the above two examples, it is preceded by a verbal phrase composed of a verb and an object. A typical positive response to the question includes a verb and 了 (le), whereas a typical negative response is 没有 (méiyǒu; no) or 还没有 (hái méiyǒu; not yet). The brief negative response 没有 (méiyǒu) can omit 有 (yǒu) when it is followed by a verb or a verbal phrase, as in 没去 (méi qù; did not go), in comparison to its original short negative response 没有去 (méiyǒu qù; did not go). Similarly, the negative response 还没有 (hái méiyǒu; not yet) can omit 有 (yǒu), becoming 还没 (hái méi) with or without a verb or a verbal phrase following it. The omission of 有 (yǒu) in negative responses or statements to indicate the aspect of completion is quite common in daily conversations.

(2) Complete sentences with 了 (le)

The above positive and negative responses are short and simple. Their complete responses in the form of complete sentences are provided below:

(我) 吃了。(Yes.)
→我吃饭了。
→我吃饺子了。

没有 / 还没有。(No/Not yet.)
→我还没有吃饭。
→我还没有吃饺子。

The particle 了 (le) used at the end of a sentence also has the function of completing a sentence. In addition to indicating the completion of an action, it can also indicate the occurrence of something. For example:

A：你去哪儿? Nǐ qù nǎr? Where are you going?	→	A：你去哪儿了? Nǐ qù nǎr le? Where did you go?
B：我去图书馆。 Wǒ qù túshūguǎn. I am going to the library.	→	B：我去图书馆了。 Wǒ qù túshūguǎn le. I went to the library.

(3) Negative words: 不 (bù) vs. 没有 (méiyǒu)

The negative word for the present tense is 不 (bù; not), but the negative word signaling the completion of an action or an event is 没有 (méiyǒu; did not).

2. 又 (yòu) + adjective 1 + 又 (yòu) + adjective 2 (both adjective 1 and adjective 2)

The expression 又……又…… (yòu…yòu…) is used to connect two adjectives. In the following examples, sentences 1-3 have two adjectives that denote positive meaning in each sentence. The fourth sentence has two adjectives that imply a negative meaning. Note that the expression cannot connect one adjective indicating positive meaning with another adjective indicating negative meaning.

说中文又容易又有意思。
Shuō Zhōngwén yòu róngyì yòu yǒu yìsi.
Speaking Chinese is both easy and interesting.

我的中国朋友又聪明又友好。
Wǒ de Zhōngguó péngyou yòu cōngming yòu yǒuhǎo.
My Chinese friend is both clever and friendly.

他家又大又漂亮。
Tā jiā yòu dà yòu piàoliang.
His house is both big and beautiful.

她爸爸又忙又累。
Tā bàba yòu máng yòu lèi.
His father is both busy and tired.

3. 太 (tài) + adjective + 了 (le) (too/so + adjective)

The phrase 太 + adjective + 了 is a fixed expression ending with 了 (le) that has nothing to do with the completion of an action or an event. It first appears in Dialogue 1, Lesson 3, as in 太好了 (tài hǎo le; terrific). The adjective of the phrase can be either negative or positive in meaning.

An Email 一封邮件



David writes an email to his Chinese friend.

普通邮件 群邮件

发送 定时发送 存草稿 关闭

收件人 小亮<1203375216@qq.com>;

抄送

删除抄送 - 添加密送 | 分别发送

主题 给小亮的一封信

添加附件 超大附件 照片 文档 截屏 表情 更多 格式 日程

正文

小亮：

你好！好久不见！你最近怎么样？上个月是中国的春节，你吃饺子了吗？昨天我去李明家做客，他家很大，也很漂亮。李明教我做中国菜、包饺子，我们包了④很多肉饺子和素饺子，饺子又大又好吃，我吃了三十个。吃了饺子以后④，我们一边聊天一边⑤看电视。我昨天晚上很高兴，十点才⑥回家。对了⑦，李明想认识一个中国朋友，你能不能帮他找一个？谢谢你。

祝你新年快乐，万事如意！

大卫





An Email in Pinyin

David writes an email to his Chinese friend.



普通邮件 群邮件

发送 定时发送 存草稿 关闭

收件人 小亮<1203375216@qq.com>;

抄送

删除抄送 - 添加密送 | 分别发送

主题 给小亮的一封信

添加附件 超大附件 照片 文档 截屏 表情 更多 格式 日程

正文

Xiǎoliàng:

Nǐ hǎo! Hǎojiǔ bú jiàn! Nǐ zuìjìn zěnmeyàng? Shàng ge yuè shì Zhōngguó de Chūnjié, nǐ chī jiǎozi le ma? Zuótiān wǒ qù Lǐ Míng jiā zuò kè, tā jiā hěn dà, yě hěn piàoliang. Lǐ Míng jiāo wǒ zuò Zhōngguócài、bāo jiǎozi, wǒmen bāole④ hěn duō ròu jiǎozi hé sù jiǎozi, jiǎozi yòu dà yòu hǎochī, wǒ chīle sānshí gè. Chīle jiǎozi yǐhòu④, wǒmen yìbiān liáo tiān yìbiān⑤ kàn diànshì. Wǒ zuótiān wǎnshang hěn gāoxìng, shí diǎn cái⑥ huí jiā. Duìle⑦, Lǐ Míng xiǎng rènshi yí gè Zhōngguó péngyou, nǐ néng bu néng bāng tā zhǎo yí gè? Xièxie nǐ.

Zhù nǐ xīnnián kuàilè, wànshì rúyì!

Dàwèi

Vocabulary List 生词表

No.	Simplified	Traditional	Pinyin	Part of speech	Definition
1.	小亮	小亮	Xiǎoliàng	*pn.*	a person's name
2.	小	小	xiǎo	*adj.*	small; little
3.	好久不见	好久不見	hǎojiǔ bú jiàn	*idiom*	long time no see
4.	最近	最近	zuìjìn	*t.*	recently; lately
5.	上个	上個	shàng ge	*phr.*	last (week, etc.); previous
6.	春节	春節	Chūnjié	*n.*	Spring Festival; Chinese New Year
7.	做客	做客	zuò kè	*vo.*	to be a guest or visitor
8.	漂亮	漂亮	piàoliang	*adj.*	beautiful; pretty
9.	肉	肉	ròu	*n.*	meat
10.	素	素	sù	*adj.*	vegetarian (food)
11.	大	大	dà	*adj.*	big
12.	好吃	好吃	hǎochī	*adj.*	tasty; delicious
13.	一边…… 一边……	一邊…… 一邊……	yìbiān… yìbiān…	*misc.*	(two actions taking place) simultaneously
14.	高兴	高興	gāoxìng	*adj.*	happy; glad
15.	才	才	cái	*adv.*	not until; only then
16.	对了	對了	duìle	*phr.*	oh, by the way
17.	认识	認識	rènshi	*v.*	to know; to recognize
18.	能	能	néng	*mv.*	can; to be able to
19.	新年	新年	xīnnián	*n.*	New Year
20.	万事如意	萬事如意	wànshì rúyì	*idiom*	may all your hopes be fulfilled

Grammar 语法

4. The particle 了 (le) (II): Emphasis on the completion of an action

In addition to occurring in a YES/NO question, 了 (le) with emphasis on the completion of an action is also required in the following two contexts:

(1) Subject + verb + 了 + number + measure word + object

When an object is preceded by a number and a measure word, 了 (le) is usually required and occurs right after the verb and before the number that is followed by a measure word and an object. See the following first sentence with 吃了 (chīle; ate or have eaten) occurring before 三十个饺子 (sānshí gè jiǎozi; thirty dumplings).

我吃了三十个饺子。
Wǒ chīle sānshí gè jiǎozi.
I ate thirty dumplings.

Although the following sentence does not specify the number of dumplings, the expression 很多 (hěn duō; many) is associated with a good quantity and has the measure word 个 (gè) omitted in the context:

我们包了很多肉饺子和素饺子。
Wǒmen bāole hěn duō ròu jiǎozi hé sù jiǎozi.
We made many meat dumplings and vegetarian dumplings.

(2) Verb 1 + 了 + object 以后，subject + verbal phrase 2 (and verbal phase 3) ……

In Mandarin Chinese, when two actions take place in a sequence, the first action usually has the particle 了 (le) right after the verb in a clause ending with the adverbial 以后 (yǐhòu; after). The major function of this grammatical element is to emphasize the completion of the first action before the second action happens, as exemplified in the following sentence:

吃了饺子以后，我们一起聊天、唱卡拉OK。
Chīle jiǎozi yǐhòu，wǒmen yìqǐ liáo tiān、chàng kǎlā OK.
After we ate dumplings, we chatted together and sang karaoke.

The above sentence has 了 (le), which is required in the first clause ending with 以后 (yǐhòu; after). However, 了 (le) , indicating the aspect of completion, does not occur in sentences that describe habits, routines, or facts about a daily schedule in the present tense.

5. 一边 (yìbiān) + action 1 + 一边 (yìbiān) + action 2 (did/do/does two things simultaneously)

这个星期二是老师的生日，很多人在老师家一边唱歌一边跳舞。
Zhège Xīngqī'èr shì lǎoshī de shēngrì，hěn duō rén zài lǎoshī jiā yìbiān chàng gē yìbiān tiào wǔ.
This Tuesday was our teacher's birthday, and many people sang songs and danced at her house.

我妹妹常常一边看电视一边做功课。
Wǒ mèimei chángcháng yìbiān kàn diànshì yìbiān zuò gōngkè.
My younger sister often watches TV and does homework at the same time.

6. The adverb 才 (cái; not until…) + verb/verbal phrase

The adverb 才 (cái; not until) indicates that something happens later than expected. It occurs right before a verb or a verbal phrase.

我们昨天一起去看电影，很晚才回家。
Wǒmen zuótiān yìqǐ qù kàn diànyǐng，hěn wǎn cái huí jiā.
We went to see a movie together last night and did not go home until very late.

她今天早上十点才起床。
Tā jīntiān zǎoshang shí diǎn cái qǐ chuáng.
She did not wake up until 10 o'clock this morning.

7. The phrase 对了(duìle) signals a new topic

The phrase 对了 (duìle) is a transitional device indicating the switch to a topic different from what was previously mentioned or discussed. It usually implies something that occurs to one's mind at some point rather than something that is well-planned or carefully thought.

What I Have Learned
我学了……

I Calling my friend to talk about what we have done at school or after school.

A： 你吃晚饭了吗?
B1： 吃了。(positive response)
B2： 还没有。(negative response)

II Engaging in a conversation to ask and respond to questions about multiple activities that happened in the past.

A：你昨天晚上做什么了?
B：我昨天晚上吃晚饭、看电视、做功课了。

A：你昨天做功课了吗?
B：我昨天很晚才做功课。

III Introducing my Chinese friend or an imaginary Chinese friend.

Example 1: With a real Chinese friend

我有一个中国朋友，他也是高中生，他又聪明又友好。我昨天晚上还跟他聊天了。他常常帮我学中文，我常常教他说英文，很有意思。我很幸运，有一个很好的中国朋友。

Example 2: With an imaginary Chinese friend

我现在没有中国朋友，可是我很希望找一个。我想跟他说中文。我觉得一边看中国电影一边学中文，一定很有意思。希望我能认识一个又聪明又友好的中国朋友。

IV Writing an email to tell my Chinese friend (real or imaginary) about the things and activities that I did.

See the following sample email and explanations in the box.

Part I. Opening: Greeting

小明：

你好！好久不见！ 你最近怎么样？

Part II. Middle: Description of a past event and actions

(1) 上个月学校有一个篮球赛，你看了吗？

There was a basketball game at school last month. Have you watched it?

上个月 → last month, time adverbial
学校有篮球赛 → our school had a basketball game, event
……了吗？ → Have you done something?

(2) 我跟我同学去学校看了，篮球赛很好看，很多人在那儿给球员加油！

My classmates and I went to school to watch it. It was great, and many people said "go, go, go" there.

看了 → watched, positive response
加油 → said "go, go, go", simple past without 了

(3) 看了篮球赛以后，我们去同学家吃晚饭，他家又大又漂亮。

After watching the basketball game, we went to my classmate's house to eat dinner. His house was big and bright.

了 → after watching the basketball game, 了 required in the clause ……以后

去同学家吃晚饭 → went to my classmate's house to eat dinner, simple past without 了

(4) 我吃了两个汉堡、很多薯条，我们都很高兴，晚上九点才回家。

I ate two hamburgers and many french fries. We were all very happy and did not go home until 9 p.m.

了 → ate two hamburgers and many french fries, 了 required for 两个汉堡、很多薯条

(5) 对了，我们下个星期要看一部中国电影，电影的名字叫《和你在一起》，听说很好看，你要不要跟我们一起看？我们在学校门口见。

We will watch a Chinese movie next week. The name of the movie is *Together with You*. I heard that it is a great movie. Will you go with us to watch it together? We will meet at the gate of the school.

对了 → oh, by the way, phrase signaling a new topic

Part III. Closure: Best wishes

祝好！

Wish you well!

美心

Exit Tickets 通关卡

Exit Ticket 1



Call a friend to talk about what you did at school or after school.

A：你……了吗?
B1：……了。(positive response)
B2：(还)没有。(negative response)
(Continue with more turns of conversation.)

Exit Ticket 2

Engage in a conversation to ask and respond to questions about multiple activities that happened in the past.

A：你 + time adverbial + 做什么了?
B：我 + action + 了。
A：你 + action + 了吗?
B：我 + time adverbial + 才 + action。
(Be creative as you come up with your own dialogue.)



Exit Ticket 3



Talk about my Chinese friend or an imaginary Chinese friend.

Language Template 1: With a real Chinese friend
我有一个中国朋友，……。

Language Template 2: With an imaginary Chinese friend
我现在(还)没有中国朋友，……。

Exit Ticket 4

Write an email to tell your friend about the things and activities that you did.

Email template

Part I. Opening: Greeting

XXX (The receiver's name):

你好！好久不见！ 你最近怎么样?

Part II. Middle: Description of a past event and actions

1. Past timeframe and an event, 你 + verb + 了吗?
2. One or two sentences describing past actions.
3. Verb 1 了 + object 以后, verbal phrase 2 (and verbal phase 3).
4. A sentence describing your mood and feeling.
5. ……才…… (not until …)
6. 对了， …… (add anything else you want to say).

Part III. Closure: Best wishes

祝你…… (Wish you…)!

XXX (Your name)



Supplementary Word Bank 补充生词

No.	Simplified	Traditional	Pinyin	Part of speech	Definition
1.	猪肉	豬肉	zhūròu	*n.*	pork
2.	牛肉	牛肉	niúròu	*n.*	beef
3.	鸡肉	雞肉	jīròu	*n.*	chicken meat
4.	羊肉	羊肉	yángròu	*n.*	lamb/goat meat











Do you know this year's zodiac sign? Have you celebrated the Chinese Spring Festival with your teacher and classmates? What did you do?



Have you made 饺子 to celebrate the Chinese Spring Festival? Can you identify the steps of making dumplings? What's your favorite filling?

Character Morsels
汉字点滴

部首 Radical	意思 Meaning	例字 Example characters
艹	grass	薯 (shǔ, potato), 节 (jié, festival), 菜 (cài, vegetable, food)
耳	ear	聊 (liáo, to chat), 聪 (cōng, smart)
巾	scarf	帮 (bāng, to help), 常 (cháng, often), 希 (xī, hope)
攵	rap; tap	教 (jiāo, to teach), 放 (fàng, to put, to release)
门	door	间 (jiān, space), 问 (wèn, to ask)

What are your favorite characters in this lesson? Can you try to write them down and tell us why?

- My favorite characters:

- I love them because:

字 Character Challenge 汉字挑战

Part I

How many characters do you already know from these posters? Please pick them out and try to write them down below.



Characters I can find from the posters above:

Part II How many characters do you already know from these posters? Please pick them out and try to write them down below.



Characters I can find from the posters above:

Reading Ladder
阅读阶梯

在美国怎么过(guò)春节?



发表评论...

评论

最新评论44

Lily
2022-02-08

我有两个孩子，一个儿子和一个女儿。春节我包了大红包给他们，孩子们都很高兴。今年春节，我们家也有朋友来做客，我们一起看春晚(kàn chūnwǎn)，大人们一边看春晚一边打麻将。孩子们最喜欢一边吃中国菜一边玩游戏。我妈妈做了很多中国菜，我们吃(chī)了年夜饭(niányèfàn)以后，一起唱歌。我最喜欢过春节！

举报 | 赞 | 回复

Judy
2022-02-08

一家人一起吃饺子～看电视～太高兴了。

举报 | 赞 | 回复

Panda Wang
2022-02-08

去朋友家做客。我们一起做中国菜，一边吃一边聊天。

举报 | 赞 | 回复

May Day
2022-02-08

今年春节我们都不工作。我们一起做家务、做中国菜、贴春联(tiē chūnlián)和福字(fú zì)。一家人一边包饺子一边看春晚(kàn chūnwǎn)！

举报 | 赞 | 回复

注释 Notes

1. 过 guò: to celebrate
2. 看春晚 kàn chūnwǎn: to watch Chinese New Year Gala
3. 吃年夜饭 chī niányèfàn: eat New Year's Eve dinner
4. 贴春联 tiē chūnlián: to put up spring couplets
5. 福字 fú zì: the character Fu, which means lucky, happiness



Culture Corner 文化角

If you ask your Chinese friends what special food they eat for the Chinese New Year 春节 (Chūnjié), you may hear the same answer hundreds of times: dumplings 饺子 (jiǎozi)! On Chinese New Year's Eve, the whole family gathers to chat and make dumplings 包饺子 (bāo jiǎozi) together. Sometimes, a coin, a candied chestnut, or a chocolate will be placed in a dumpling for good luck. If you get that special dumpling, guess what it means… Yes, you will be blessed for the whole year!



包饺子 (bāo jiǎozi)



吃饺子 (chī jiǎozi)

Why do Chinese people like eating dumplings 吃饺子 (chī jiǎozi) to celebrate the arrival of a new year? Besides their delicious flavor, the half-moon shape resembles ancient Chinese money that symbolizes wealth and good fortune in the coming year. In recent years, dumplings have become quite popular all over the world. People go to restaurants to try different types of dumplings on any given day.

◎ **What dumplings have you had before?**

◎ **What are your favorite ingredients for dumplings?**

Discuss with your teacher and classmates.

課文對話的繁體字版和英文版
Texts in Traditional Characters and in English

Dialogue 1 in traditional characters

Li Ming and David are chatting on their cellphones after school.

李明：喂，你到家了嗎？

大衛：還沒有，我還在外面打球。

李明：你吃晚飯了嗎？

大衛：吃了。

李明：你吃了什麼？

大衛：我吃了漢堡、薯條，我媽媽今晚沒有時間做飯。你呢？

李明：我吃了餃子。

大衛：我很喜歡吃餃子，以後你教我包，好不好？

李明：沒問題！聽說你有一個很好的中國朋友。

大衛：對，我昨天晚上还跟我的中國朋友聊天了。他又聰明又友好，常常幫我學中文。

李明：你太幸運了，我也想找一個中國朋友。

大衛：那我幫你找中國朋友，你教我做中國菜、包餃子，怎麼樣？

李明：好啊！一言為定。

Dialogue 1 in English

Li Ming and David are chatting on their cellphones after school.

Li Ming: Hi, are you home yet?

David: Not yet. I'm still playing basketball outside.

Li Ming: Have you had dinner yet?

David: Yes.

Li Ming: What did you eat?

David: I had a burger and french fries. My mom didn't have time to cook tonight. How about you?

Li Ming: I had dumplings.

David: I like dumplings very much. Can you teach me how to make them later?

Li Ming: No problem! I heard that you have a very good Chinese friend.

David: That's right. I chatted with my Chinese friend last night. He is smart and also friendly and often helps me learn Chinese.

Li Ming: You are so lucky. I would also like to find a Chinese friend.

David: Then I can help you find one, and you can teach me how to make Chinese food and dumplings. How does that sound?

Li Ming: All right! It's settled.

An Email in traditional characters

David writes an email to his Chinese friend.

小亮：

你好！好久不見！ 你最近怎麼樣？上個月是中國的春節，你吃餃子了嗎？昨天我去李明家做客，他家很大，也很漂亮。李明教我做中國菜、包餃子，我們包了很多肉餃子和素餃子，餃子又大又好吃，我吃了三十個。吃了餃子以後，我們一邊聊天一邊看電視。我昨天晚上很高興，十點才回家。對了，李明想認識一個中國朋友，你能不能幫他找一個？謝謝你。

祝你新年快樂，萬事如意！

大衛

An Email in English

David writes an email to his Chinese friend.

Xiaoliang:

Hello! Long time no see! How are you doing lately? It was Chinese Spring Festival last month. Did you eat any dumplings? I went to Li Ming's home yesterday. His house was very big and also very pretty. Li Ming taught me how to make Chinese food and dumplings. We made a lot of meat and vegetable dumplings. They were big and delicious, and I ate thirty. After eating dumplings, we chatted while watching TV. I had a great time last night and didn't go home until ten o'clock. Oh, also, Li Ming would like to get to know some Chinese friends. Can you help him find one? Thank you.

Happy New Year and wish you all the best,

David

第八课
Lesson 8

Theme 美学艺术 Beauty and Aesthetics

Topic 中国国宝 China's National Treasures





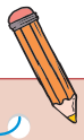


Do you know what China's national treasures are? Can you name a few?



Learning Objectives
学习目标

In Lesson 8, I will learn to…



Interpretive

» identify different colors of China's national treasures and other cultural products (including combinations of colors).

» understand given choices in alternative questions and follow-up discussions.

» understand discussions of and comments on Chinese national treasures.

» comprehend and interpret descriptions and comments on my ability/performance in a talent or skill.

Interpersonal

» ask and respond to questions about actions in progress in a short conversation.

» ask and respond to questions about colors in a short conversation.

» ask and respond to questions about making a choice.

» ask and respond to questions about ability/performance in a talent or skill.

Presentational

» describe and comment on China's national treasures.

» describe and comment on my ability/performance in a talent or skill.

Dialogue 1 对话一

David, Li Ming, and Yingzi are talking about painting in an art class.



大卫 李明 英子



早！



英子，你为什么这么早就来了[①]？



因为我想画画，所以八点就来了。



你在[②]画什么？



我在画可爱的熊猫。




你要用什么颜色？


我要用黑色跟白色。


你只用黑色跟白色吗？我觉得你还得加一种颜色。


什么颜色？


绿色。


为什么？


因为熊猫非常喜欢吃竹子。


有道理！听说熊猫是中国的国宝。


对，中国有很多国宝。


中国还有什么国宝？


变脸！


我不知道什么是变脸。


来，你看看③这个视频。

They all watch the video together.


哇！太厉害了！他会④变这么多颜色，我也想学一学。

Pinyin Dialogue 1

David, Li Ming, and Yingzi are talking about painting in an art class.



Dàwèi Lǐ Míng Yīngzǐ


Zǎo!


Yīngzǐ, nǐ wèi shénme zhème zǎo jiù lái le[①]?


Yīnwèi wǒ xiǎng huà huà, suǒyǐ bā diǎn jiù lái le.


Nǐ zài[②] huà shénme?


Wǒ zài huà kě'ài de xióngmāo.


Nǐ yào yòng shénme yánsè?


Wǒ yào yòng hēisè gēn báisè.


Nǐ zhǐ yòng hēisè gēn báisè ma? Wǒ juéde nǐ hái děi jiā yì zhǒng yánsè.


Shénme yánsè?


Lǜsè.


Wèi shénme?


Yīnwèi xióngmāo fēicháng xǐhuan chī zhúzi.


Yǒu dàolǐ! Tīngshuō xióngmāo shì Zhōngguó de guóbǎo.


Duì, Zhōngguó yǒu hěn duō guóbǎo.


Zhōngguó hái yǒu shénme guóbǎo?


Biàn liǎn!


Wǒ bù zhīdào shénme shì biàn liǎn.


Lái, nǐ kànkan[3] zhège shìpín.

They all watch the video together.


Wā! Tài lìhai le! Tā huì[4] biàn zhème duō yánsè, wǒ yě xiǎng xué yi xué.

Vocabulary List 生词表

No.	Simplified	Traditional	Pinyin	Part of speech	Definition
1.	这么	這麼	zhème	*pron.*	so; such
2.	早	早	zǎo	*adj.*	early
3.	在	在	zài	*adv.*	(a marker for action in progress)
4.	画	畫	huà	*v./n.*	to draw; to paint / picture; painting
5.	可爱	可愛	kě'ài	*adj.*	adorable; cute; lovely
6.	熊猫	熊貓	xióngmāo	*n.*	panda
7.	用	用	yòng	*v.*	to use
8.	颜色	顏色	yánsè	*n.*	color
9.	黑色	黑色	hēisè	*n.*	black
10.	白色	白色	báisè	*n.*	white
11.	只	只	zhǐ	*adv.*	only
12.	加	加	jiā	*v.*	to add
13.	种	種	zhǒng	*mw.*	a measure word for types, kinds
14.	绿色	綠色	lǜsè	*n.*	green
15.	非常	非常	fēicháng	*adv.*	very; extremely; exceedingly
16.	竹子	竹子	zhúzi	*n.*	bamboo
17.	有道理	有道理	yǒu dàolǐ	*phr.*	to make sense; reasonable
18.	国宝	國寶	guóbǎo	*n.*	national treasure
19.	变脸	變臉	biàn liǎn	*vo.*	face changing (a device of Sichuan Opera)

No.	Simplified	Traditional	Pinyin	Part of speech	Definition
	脸	臉	liǎn	*n.*	face
20.	知道	知道	zhīdào	*v.*	to know
21.	视频	視頻	shìpín	*n.*	video
22.	哇	哇	wā	*interj.*	wow
23.	厉害	厲害	lìhai	*adj.*	awesome; serious; ferocious
24.	会	會	huì	*mv.*	can; to know how to
25.	变	變	biàn	*v.*	to change

Grammar 语法

1. The adverb 就 (jiù) + verb + 了 (le)

The fixed expression "就 (jiù) + verb + 了 (le)," usually following a time adverbial, suggests that something happened or will happen earlier or faster than expected. That is contrary to the adverb 才 (cái) that suggests that something happened or will happen later or slower than expected. Both 就 (jiù) and 才 (cái) occur before a verb or verbal phrase.

他晚上九点就睡觉了。
Tā wǎnshang jiǔ diǎn jiù shuì jiào le.
He went to sleep at 9 p.m.

你学一天就会了。
Nǐ xué yì tiān jiù huì le.
You'll get it in one day.

我们八点上课，她六点就来了。
Wǒmen bā diǎn shàng kè, tā liù diǎn jiù lái le.
We had a class at 8 a.m. She came at 6 a.m..

2. Action in progress: 在 (zài) + verb (verb + ing)

In the previous lessons, 在 (zài; at, in, on) functions as a preposition that is followed by a location. In this lesson, it has a different function and occurs before a verb or a verbal phrase. It is a marker that indicates an action in progress, as exemplified below:



你在做什么？
Nǐ zài zuò shénme?
What are you doing?

我在画熊猫。
Wǒ zài huà xióngmāo.
I'm drawing a panda.



3. Verb + verb (to do something informally and quickly)

When the same verb is repeated, as in 看看 (kànkan; to take a look at something briefly), it indicates doing something informally and quickly without changing the meaning too much. This applies to a limited number of action verbs, such as 听听 (tīngting), 说说 (shuōshuo), 学学 (xuéxue),

聊聊 (liáoliao), 走走 (zǒuzou), and 玩玩 (wánwan). They are equivalent to 听一听 (tīng yi tīng), 说一说 (shuō yi shuō), 学一学 (xué yi xué), 聊一聊 (liáo yi liáo), 走一走 (zǒu yi zǒu), and 玩一玩 (wán yi wán) with 一 (yī) inserted between the two identical verbs.

4. The modal verb 会 (huì; can, to know how to do something)

In this lesson, the modal verb 会 (huì) occurs before a verb or a verbal phrase, which means possessing a certain skill or knowing how to do something.

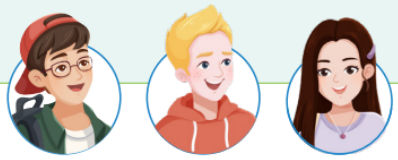
我的中国朋友会做饺子。
Wǒ de Zhōngguó péngyou huì zuò jiǎozi.
My Chinese friends know how to make dumplings.

我妹妹的同学都会唱英文歌。
Wǒ mèimei de tóngxué dōu huì chàng Yīngwéngē.
All my younger sister's classmates know how to sing English songs.

他们都不会写书法。
Tāmen dōu bú huì xiě shūfǎ.
None of them know how to write calligraphy.

Dialogue 2 对话二

Li Ming, David, and Yingzi are chatting after class about their hobbies.




你会写书法吗？

会啊！ 


你写书法写得[5]怎么样？

我写得不太好。 


我觉得你写得很好看！

哪里，哪里。听说你唱歌唱得很好，你教教我吧[6]！ 


好啊！你想学中文歌还是[7]韩文歌？

我想学中文歌。 

When Yingzi is singing, David is singing and practicing.


哎呀，我唱得真难听。

我觉得你唱得很不错。 


你想学中文说唱吗？很容易学。

什么是说唱？

英文就是“rap”。

Li Ming is rapping.

哇！你真牛！你说得很快，唱得也很好。

谢谢！多练习几次就会了。
来，我们一起练习吧。

The three dance and sing together.



Pinyin Dialogue 2

Li Ming, David, and Yingzi are chatting after class about their hobbies.


Lǐ Míng


Dàwèi


Yīngzǐ


Nǐ huì xiě shūfǎ ma?

Huì a! 


Nǐ xiě shūfǎ xiě de⑤ zěnmeyàng?

Wǒ xiě de bú tài hǎo. 


Wǒ juéde nǐ xiě de hěn hǎokàn!

Nǎlǐ, nǎlǐ. Tīngshuō nǐ chàng gē chàng de hěn hǎo, nǐ jiāojiao wǒ ba⑥! 


Hǎo a! Nǐ xiǎng xué Zhōngwéngē háishì⑦ Hánwéngē?

Wǒ xiǎng xué Zhōngwéngē. 

When Yingzi is singing, David is singing and practicing.


Āiyā, wǒ chàng de zhēn nántīng.


Wǒ juéde nǐ chàng de hěn búcuò.


Nǐ xiǎng xué Zhōngwén shuōchàng ma?
Hěn róngyì xué.


Shénme shì shuōchàng?


Yīngwén jiù shì “rap”.

Li Ming is rapping.


Wā! Nǐ zhēn niú! Nǐ shuō de hěn kuài, chàng de yě hěn hǎo.


Xièxie! Duō liànxí jǐ cì jiù huì le. Lái, wǒmen yìqǐ liànxí ba.

The three dance and sing together.

Vocabulary List 生词表

No.	Simplified	Traditional	Pinyin	Part of speech	Definition
1.	书法	書法	shūfǎ	*n.*	calligraphy; handwriting
2.	得	得	de	*p.*	(a structural particle)
3.	不太	不太	bú tài	*phr.*	not really
4.	哪里	哪裡	nǎlǐ	*idiom*	(an expression of modesty) not at all; I am flattered
5.	吧	吧	ba	*p.*	(a sentence-final particle to make a suggestion)
6.	还是	還是	háishi	*conj.*	or
7.	韩文	韓文	Hánwén	*n.*	Korean language
8.	哎呀	哎呀	āiyā	*interj.*	(an interjection of wonder, shock, or admiration)
9.	难听	難聽	nántīng	*adj.*	unpleasant to hear
10.	不错	不错	búcuò	*adj.*	pretty good
11.	说唱	說唱	shuōchàng	*n.*	rap (a music style)
12.	牛	牛	niú	*adj.*	awesome (slang)
13.	快	快	kuài	*adj.*	quick; fast; rapid
14.	练习	練習	liànxí	*v./n.*	to practice / exercise; drill
15.	几	幾	jǐ	*nu.*	several; a few
16.	次	次	cì	*mw.*	time (a classifier for enumerated events)

Grammar 语法

5. Descriptive complement

The particle 得 (de) occurs after a verb and precedes an adjective that is used to describe an action in this lesson. What occurs after the particle 得 (de) is called a descriptive complement.

Subject (+ verb + object) + verb + 得 + adverb + adjective (descriptive complement)							
她	（唱	歌）	唱	得	很	好 / 好听。	
我	（跳	舞）	跳	得	不	好看。	
英子	（写	字）	写	得	真	漂亮。	
我	（说	中文）	说	得	太	慢	了。
大家	（玩	游戏）	玩	得	很	高兴。	

In daily communication, the verbal phrase "verb + object" can be omitted without changing the meaning. When omitted, what it refers to is mutually understood or previously mentioned by the conversation partners.

To ask a question, use the same pattern that occurs in a statement and replace the descriptive complement with the phrases 怎么样 (zěnmeyàng; how is/are...?) or the "adjective + 不 + adjective" form, as in the following examples:

你唱歌唱得怎么样？
Nǐ chàng gē chàng de zěnmeyàng?
How well do you sing?

你跳舞跳得好不好？
Nǐ tiào wǔ tiào de hǎo bu hǎo?
Do you dance well?

你写汉字写得快不快？
Nǐ xiě Hànzì xiě de kuài bu kuài?
Do you write Chinese characters fast?

你写书法写得好（看）不好看？
Nǐ xiě shūfǎ xiě de hǎo (kàn) bu hǎokàn?
Do you write calligraphy well?

6. The particle 吧 (ba)

The particle 吧 (ba) is a sentential final particle that always occurs at the end of a sentence. It indicates a suggestion that sounds more tentative and polite.

你明天来吧！
Nǐ míngtiān lái ba!
Please come tomorrow!

你现在教教我吧！
Nǐ xiànzài jiāojiao wǒ ba!
Please teach me now!

我们一起去看电影吧！
Wǒmen yìqǐ qù kàn diànyǐng ba!
Let's go see a movie together!

7. Alternative questions: A 还是 (háishi; or) B ?

The alternative question "A 还是 B ?" includes two choices connected by 还是 (háishi; or). The two choices normally have the same parts of speech in a question, such as two verbs or verbal phrases, two objects, two prepositional phrases, and so on.

To respond to the question, simply pick one choice as indicated in the example below. To express interest or lack of interest in two given choices, see the last two examples. The responses to the questions begin with the two given choices that are followed by 我都喜欢 (Wǒ dōu xǐhuan; I like both) in the second example and 我都不喜欢 (Wǒ dōu bù xǐhuan; I dislike both) in the third example. This type of structure is called a topic comment sentence: an object suggesting a topic under discussion occurs at the beginning of a sentence with other components remaining intact.



你喜欢狗还是熊猫？
Nǐ xǐhuan gǒu háishi xióngmāo?
Do you like dogs or pandas?

我喜欢狗。
Wǒ xǐhuan gǒu.
I like dogs.





你爱吃中国菜还是美国菜？
Nǐ ài chī Zhōngguócài háishi Měiguócài?
Do you love to eat Chinese food or American food?

中国菜和美国菜，我都喜欢。
Zhōngguócài hé Měiguócài, wǒ dōu xǐhuan.
I like both Chinese food and American food.





你想用绿色还是黑色？
Nǐ xiǎng yòng lǜsè háishi hēisè?
Would you like to use green or black?

绿色和黑色，我都不想用。
Lǜsè hé hēisè, wǒ dōu bù xiǎng yòng.
I don't want to use green or black.



What I Have Learned
我学了……

I Asking and responding to questions about actions in progress in a short conversation.

A：你在做什么？
B：我在画熊猫。
A：熊猫真可爱！
B：对！熊猫是中国的国宝，中国人跟美国人都喜欢熊猫。
A：熊猫喜欢吃什么？
B：熊猫非常喜欢吃竹子。
A：我希望明年去中国看看熊猫。

II Asking and responding to questions about colors in a short conversation.

A：你喜欢什么颜色？
B：我喜欢白色、绿色和红色。
A：你喜欢黑色吗？
B：不喜欢，我觉得黑色很难看。
A：我最喜欢黑色，因为黑色很酷。那你觉得什么颜色最好看？
B：我觉得白色最好看。
A：为什么？
B：因为白色能变成（chéng; to turn into）很多颜色。

III Asking and responding to questions about making a choice (A 还是B?).

A：你想画狗还是画熊猫?
B：我想画熊猫。

A：你要用白色还是黑色?
B：我要用白色。

A：你喜欢吃饺子还是汉堡?
B：我喜欢吃饺子。

IV Asking and responding to questions about ability/ performance in a talent or skill.

A：你会唱中文歌吗?
B：会。
A：你唱中文歌唱得怎么样?
B：我唱得不太好。
A：我觉得你唱得很好听。
B：哪里，哪里。
A：听说你也会写书法，你写得好不好?
B：我写得不太好，还得多练习。

V Describing and commenting on China's national treasures.

Example 1

熊猫是中国的国宝，很可爱，也很好看。画熊猫得用黑色、白色，还有绿色，因为熊猫喜欢吃竹子。(Add descriptions and comments)

Example 2

变脸是中国的国宝，变脸会变很多颜色，变得非常快，有……色、……色，太好看了！我不会变脸。(Add descriptions and comments)

Example 3

书法是中国的国宝，很多中国人都会写书法，写得很好。写书法只用黑色一种颜色。我很喜欢书法，因为汉字很美。(Add descriptions and comments)

VI Describing and commenting on my ability/ performance in a talent or skill.

我很喜欢学中文。我会说中文，也会写汉字、唱中文歌。我觉得我说中文说得不错，写汉字写得很好看，可是我只会唱一首中文歌，这首歌的名字叫《找朋友》。我的中文老师写书法写得很漂亮，我希望跟老师学一学，以后做一个“书法家（shūfǎjiā; calligrapher）”。

Exit Tickets 通关卡

Exit Ticket 1



Ask and respond to questions about actions in progress in a short conversation.

A：你在 + verb + 什么？
B：我在 + verb + object。
(Discuss more to continue the dialogue)

Exit Ticket 2

Ask and respond to questions about colors in a short conversation.

A：你喜欢什么颜色？
B：我喜欢……色。
A：你喜欢……色吗？
B：我喜欢……色。
(Discuss more to continue the dialogue)



Exit Ticket 3



Ask and respond to questions about making a choice (A 还是 B?).

A：你想 / 喜欢 verbal phrase 1 还是 verbal phrase 2？
B：我想 / 喜欢……。
(Discuss more to continue the dialogue)

A：你要 + verb + noun 1 还是 noun 2？
B：我要 + verb + ……。
(Discuss more to continue the dialogue)

Exit Ticket 4

Ask and respond to questions about ability in or performance of talents or skills.

A：你 (+ verb + object +) verb + 得 + 怎么样 / adjective 不 adjective?
B：我 (+ verb + object +) verb + 得 + 很 / 真 / 非常 / 不 + adjective。
(Discuss more to continue the dialogue)



Exit Ticket 5



Describe and comment on China's national treasures.

……是中国的国宝。

(Add descriptions and comments)

Exit Ticket 6

Describe and comment on your ability/performance of a talent or skill.

我很喜欢 + verbal phrase。

我 + verb + object + verb + 得 + adjective。



Supplementary Word Bank 补充生词

No.	Simplified	Traditional	Pinyin	Part of speech	Definition
1.	红色	紅色	hóngsè	*n.*	red
2.	蓝色	藍色	lánsè	*n.*	blue
3.	橙色	橙色	chéngsè	*n.*	orange color
4.	黄色	黃色	huángsè	*n.*	yellow
5.	紫色	紫色	zǐsè	*n.*	purple
6.	咖啡色	咖啡色	kāfēisè	*n.*	brown
7.	粉红色	粉紅色	fěnhóngsè	*n.*	pink
8.	灰色	灰色	huīsè	*n.*	gray
9.	慢	慢	màn	*adj.*	slow
10.	脸谱	臉譜	liǎnpǔ	*n.*	types of facial makeup in operas
11.	国画	國畫	guóhuà	*n.*	traditional Chinese painting





Do you know what the Four Treasures of the Study (文房四宝, wénfáng sìbǎo) are? Have you practiced your calligraphy skills? If not, let's get started!

汉 Character Morsels 汉字点滴

部首 Radical	意思 Meaning	例字 Example characters
竹（⺮）	bamboo	竹 (zhú, bamboo)，篮 (lán, basket)，等 (děng, to wait)
页	head	颜 (yán, color)，频 (pín, frequency)
厂	cliff	厉 (lì, severe)，厅 (tīng, hall)
钅	gold; metal	错 (cuò, wrong)，铁 (tiě, iron)
纟	silk	纽 (niǔ, button)，约 (yuē, to make an appointment)，绿 (lǜ, green)，练 (liàn, to practice)

What are your favorite characters in this lesson? Can you try to write them down and tell us why?

- My favorite characters:

- I love them because:

字 Character Challenge 汉字挑战

Part I

How many characters do you already know from these posters? Please pick them out and try to write them down below.





Characters I can find from the posters above:

Part II

How many characters do you already know from these posters? Please pick them out and try to write them down below.



Characters I can find from the posters above:

Reading Ladder 阅读阶梯

去华盛顿看美香
Visiting Meixiang in Washington, DC



子和是加州的一个中学生，最爱看熊猫的视频。他听说华盛顿的熊猫美香最近生了一个小宝宝，就坐飞机去华盛顿看他们。

注释 Notes

1. 华盛顿 Huáshèngdùn: Washington, DC
2. 加州 Jiāzhōu: California
3. 生 shēng: to give birth to
4. 宝宝 bǎobao: baby
5. 动物园 dòngwùyuán: zoo
6. 又 yòu: again



到了华盛顿(Huáshèngdùn)的动物园(dòngwùyuán)，有一只大熊猫在唱歌，他问熊猫："你是美香(xiāng)吗？"

熊猫说："对，我是美香(xiāng)，你怎么知道？"

子和说："因为我常常在电脑上看你的视频，你太可爱了！"

美香(xiāng)说："谢谢！"

子和问她的孩子们在哪儿，美香(xiāng)说她有四个孩子，三个在中国，还有一个在这儿。

子和很想看看她的孩子，就问："他在做什么？我可以看看他吗？"

美香(xiāng)说："他在吃竹子，他吃竹子吃得很快，你等一等，他很快就来了。"

子和又问美香(xiāng)会不会说英文。

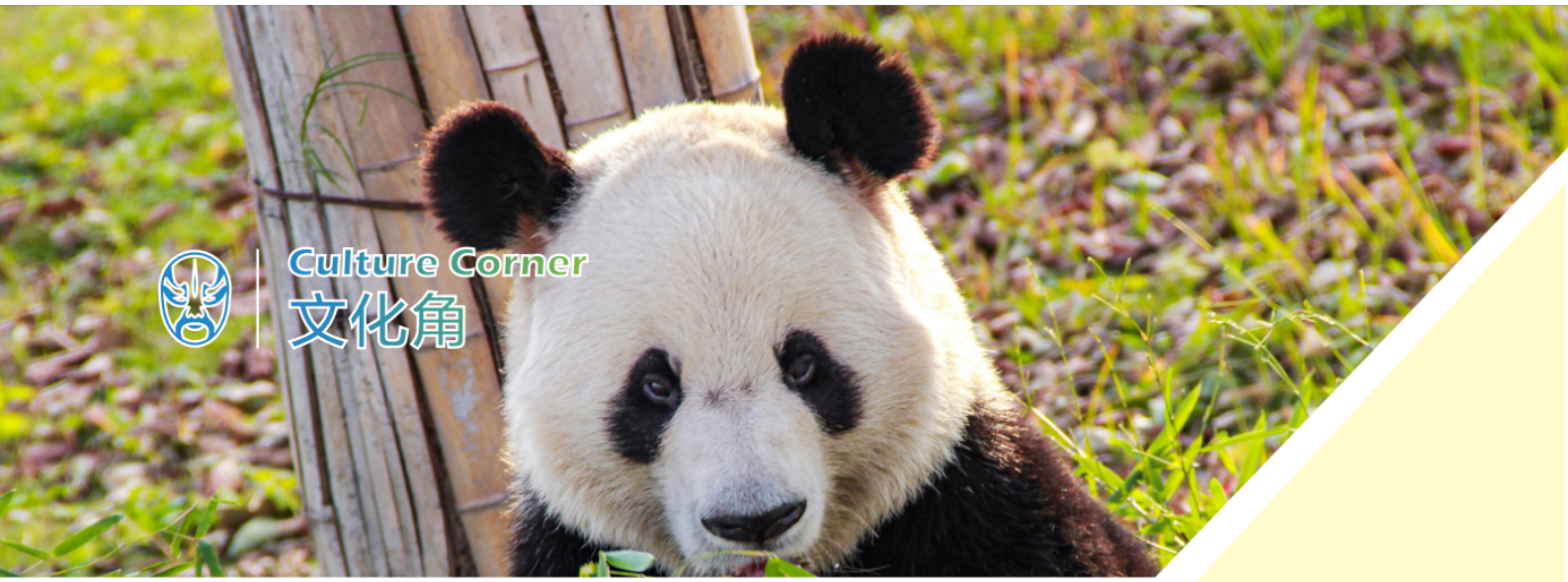
美香(xiāng)说："我不会说英文。我觉得你说中文说得很好。"

子和说："哪里，哪里！我唱中文歌唱得很难听，你能教教我吗？"

美香(xiāng)问："你想学中文说唱还是中文歌？"

子和想学中文说唱，因为他觉得中文说唱很酷。

他们一起练习中文说唱。今天子和太高兴了！



Culture Corner 文化角

◎ What animal comes to mind when talking about China?

I'm guessing your answer is…pandas 熊猫 (xióngmāo)! Pandas are native to China. They are proudly called China's national treasure 国宝 (guóbǎo). How many fun facts about pandas do you know?



1. Baby pandas are not black and white. Newborn pandas are furless, blind, and pink, and they weigh only 4 ounces. However, they grow up to be large, weighing up to 330 pounds.
2. Pandas have thumbs, like humans. They have a sixth finger that they use for grasping bamboo.
3. Pandas love to eat bamboo 竹子 (zhúzi). They can eat 26 to 84 pounds of bamboo every day.





4. Pandas also love to take naps. In the summer, they can be caught napping for six or more hours. In wintertime, they do not hibernate.
5. Where do pandas live in China? They only live in a few mountain ranges in central western and southwestern China, mainly in the Sichuan Province.
6. Panda's black-and-white color is seen as the harmony of yin and yang, and their gentle temperament symbolizes peace and friendship.

◎ Have you ever seen a panda?
◎ Where did you see it?

Share your experience with your teacher and classmates.

課文對話的繁體字版和英文版
Texts in Traditional Characters and in English

Dialogue 1 in traditional characters

David, Li Ming, and Yingzi are talking about painting in an art class.

大衛：早！

李明：英子，你為什麼這麼早就來了？

英子：因為我想畫畫，所以八點就來了。

大衛：你在畫什麼？

英子：我在畫可愛的熊貓。

大衛：你要用什麼顏色？

英子：我要用黑色跟白色。

李明：你只用黑色跟白色嗎？我覺得你還得加一種顏色。

大衛：什麼顏色？

李明：綠色。

大衛：為什麼？

英子：因為熊貓非常喜歡吃竹子。

大衛：有道理！聽說熊貓是中國的國寶。

李明：對，中國有很多國寶。

大衛：中國還有什麼國寶？

李明：變臉！

大衛：我不知道什麼是變臉。

李明：來，你看看這個視頻。

They all watch the video together.

大衛：哇！太厲害了！他會變這麼多顏色，我也想學一學。

Dialogue 1 in English

David, Li Ming, and Yingzi are talking about painting in an art class.

David: Morning!

Li Ming: Yingzi, why did you come so early?

Yingzi: Because I wanted to draw. I came at eight o'clock.

David: What are you drawing?

Yingzi: I'm drawing a cute panda.

David: What colors do you want to use?

Yingzi: I only want to use black and white.

Li Ming: I think you still have to add one more color.

David: What color?

Li Ming: Green.

David: Why?

Yingzi: Because pandas like to eat bamboo very much.

David: That makes sense! I heard pandas are China's national treasure.

Li Ming: That's right, and China has a lot of national treasures.

David: What other national treasures does China have?

Li Ming: Bian Lian (face changing)!

David: I don't know what Bian Lian is.

Li Ming: Come, look at this video.

They watch the video together.

David: Wow! That's awesome! He can change so many colors. I would like to learn too.

Dialogue 2 in traditional characters

Li Ming, David, and Yingzi are chatting after class about their hobbies.

李明：你會寫書法嗎？

大衛：會啊！

李明：你寫書法寫得怎麼樣？

大衛：我寫得不太好。

英子：我覺得你寫得很好看！

大衛：哪裡，哪裡。聽說你唱歌唱得很好，你教教我吧！

英子：好啊！你想學中文歌還是韓文歌？

大衛：我想學中文歌。

When Yingzi is singing, David is singing and practicing.

大衛：哎呀，我唱得真難聽。

英子：我覺得你唱得很不錯。

李明：你想學中文說唱嗎？很容易學。

大衛：什麼是說唱？

李明：英文就是“rap”。

Li Ming is rapping.

英子：哇！你真牛！你說得很快，唱得也很好。

李明：謝謝！多練習幾次就會了。來，我們一起練習吧。

The three dance and sing together.

Dialogue 2 in English

Li Ming, David, and Yingzi are chatting after class about their hobbies.

Li Ming: Do you know how to write calligraphy?

David: Yes!

Li Ming: How is your calligraphy?

David: I don't write calligraphy very well.

Yingzi: I think your calligraphy is very good!

David: It is nothing. I heard that you sing very well. Can you teach me?

Yingzi: Ok! Do you want to learn Chinese songs or Korean songs?

David: I would like to learn Chinese songs.

When Yingzi is singing, David is singing and practicing.

David: (Sigh!) My singing was horrible.

Yingzi: I think you did very well.

Li Ming: Would you like to learn Chinese Shuo Chang? It's very easy to learn.

David: What's "Shuo Chang"?

Ming: The English word is "rap."

Li Ming is rapping.

Yingzi: Wow! That was incredible! You rapped so fast and so well.

Li Ming: Thanks! You can learn it just by practicing a few times. Come on, let's practice together.

The three dance and sing together.

第九课
Lesson 9

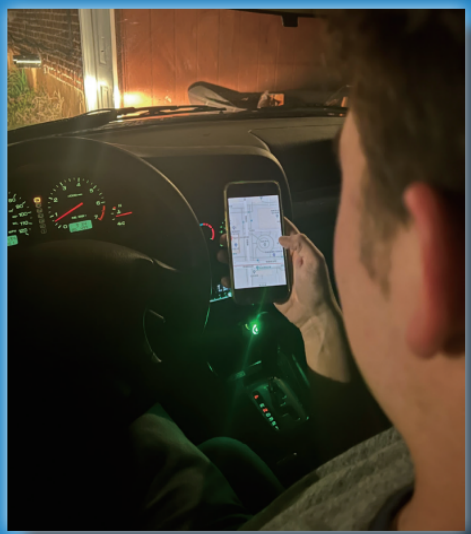
Theme 科学技术 Science and Technology

Topic 使用手机 Using Cellphones









How important is your cellphone in your daily life? What would your life be like without a cellphone?

Learning Objectives 学习目标

In Lesson 9, I will learn to…

Interpretive

» understand short dialogues about phone numbers.

» comprehend discussions about using smartphones and home phones.

» comprehend and interpret information about what smartphones can do to help us learn Chinese.

Interpersonal

» ask and respond to questions about telephone numbers.

» exchange ideas about and experiences of using smartphones and home phones.

» discuss what smartphones can do to help with Chinese language learning.

Presentational

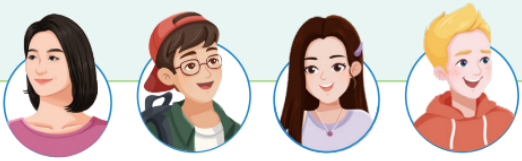
» say the tongue twister.

» express opinions about using smartphones and home phones in daily lives.

» present the advantages of learning Chinese with a smartphone.

Dialogue 1 对话一

Ms. Lin is asking about Li Ming's home phone number at the end of Chinese class.



林老师 李明 英子 大卫



你的电话号码是多少？

五一六五八五八。 



是手机还是你家的电话？




是手机，我爸爸的手机。


那你家的电话号码呢？


对不起，我忘了，我只用手机打电话。


以前我们都用家里的电话，现在很多人都不用了[①]。


是啊，我常常用手机发短信、听音乐、看视频。

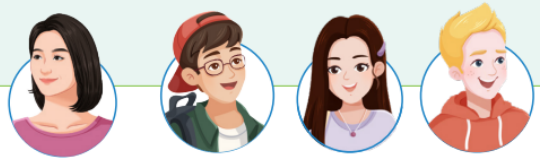

这跟电视一样[②]！现在很多人都不看电视，只用电脑。


对，电脑帮我们做很多事，让我们的生活越来越[③]方便。


你们说得很对！

Pinyin Dialogue 1

Ms. Lin is asking about Li Ming's home phone number at the end of Chinese class.



Lín lǎoshī Lǐ Míng Yīngzǐ Dàwèi



Nǐ de diànhuà hàomǎ shì duōshao?



Wǔ yāo liù wǔ bā wǔ bā.



Shì shǒujī háishi nǐ jiā de diànhuà?



Shì shǒujī, wǒ bàba de shǒujī.



Nà nǐ jiā de diànhuà hàomǎ ne?



Duìbuqǐ, wǒ wàng le, wǒ zhǐ yòng shǒujī dǎ diànhuà.



Yǐqián wǒmen dōu yòng jiā lǐ de diànhuà, xiànzài hěn duō rén dōu bú yòng le①.



Shì a, wǒ chángcháng yòng shǒujī fā duǎnxìn、tīng yīnyuè、kàn shìpín.



Zhè gēn diànshì yíyàng②! Xiànzài hěn duō rén dōu bú kàn diànshì, zhǐ yòng diànnǎo.

Duì, diànnǎo bāng wǒmen zuò hěn duō shì, ràng wǒmen de shēnghuó yuè lái yuè③ fāngbiàn.





Nǐmen shuō de hěn duì!

Vocabulary List 生词表

No.	Simplified	Traditional	Pinyin	Part of speech	Definition
1.	电话	電話	diànhuà	*n.*	telephone
2.	号码	號碼	hàomǎ	*n.*	number
3.	多少	多少	duōshao	*pron.*	how many/much; (for asking phone number) what is …
4.	手机	手機	shǒujī	*n.*	cellphone; mobile phone
5.	忘	忘	wàng	*v.*	to forget
6.	打电话	打電話	dǎ diànhuà	*phr.*	to make a telephone call
7.	以前	以前	yǐqián	*t.*	before; formerly; previous
8.	家里	家裡	jiā lǐ	*phr.*	at home
9.	发短信	發短信	fā duǎnxìn	*phr.*	to send short messages; to text
	短信	短信	duǎnxìn	*n.*	text message
10.	一样	一樣	yíyàng	*adj.*	same; alike
11.	让	讓	ràng	*v.*	to allow or cause (somebody to do something)
12.	生活	生活	shēnghuó	*n.*	life; livelihood
13.	越来越	越來越	yuè lái yuè	*phr.*	more and more
14.	方便	方便	fāngbiàn	*adj.*	convenient
15.	说	說	shuō	*v.*	to speak; to say

Grammar 语法

1. The particle 了 (le) signals change of status

In Lesson 7, the sentential final particle 了 (le) indicates the completion of an action or an event. In this lesson, it has a totally different function: it suggests change of status, as exemplified in the following three sentences.

以前我们都用家里的电话，现在很多人都不用了。
Yǐqián wǒmen dōu yòng jiā lǐ de diànhuà, xiànzài hěn duō rén dōu bú yòng le.
We all used a home phone before, but nowadays many of us do not use one anymore.

The above sentence implies two conditions in the past and the present: (1) many of us used home phones before, and (2) many of us do not use home phones nowadays.

我现在能自己学了。
Wǒ xiànzài néng zìjǐ xué le.
Now I can learn by myself.

The above sentence implies two conditions in the past and the present: (1) I could not learn by myself before; and (2) I can learn by myself now.

我现在有三个中文老师了。
Wǒ xiànzài yǒu sān gè Zhōngwén lǎoshī le.
Now I have three Chinese language teachers.

The above sentence implies two conditions in the past and the present: (1) I did not have three Chinese language teachers before; and (2) I have three Chinese language teachers now.

2. A 跟 B 一样 (A gēn B yíyàng; A is the same as B)

The structure A 跟 (gēn) B 一样 (yíyàng) is a simple complete sentence that normally includes two elements with the same parts of speech. In this lesson, the demonstrative 这 (zhè; this) in the complete sentence 这跟电脑一样 (zhè gēn diànnǎo yíyàng; this is the same with computers) refers to 家里的电话 (jiā lǐ de diànhuà; the telephone used at home). The structure is followed by a complete sentence that explains the commonality shared by the two elements mentioned in the structure.

3. 越来越 (yuè lái yuè; more and more)

The expression 越来越 (yuè lái yuè; more and more) is frequently followed by an adjective, as shown in this lesson. It cannot be used with other degree adverbs such as 很 (hěn; very), 非常 (fēicháng; very), and 真 (zhēn; really).

我们的中文越来越好了。
Wǒmen de Zhōngwén yuè lái yuè hǎo le.
Our Chinese is getting better and better.

手机让我们的生活越来越方便。
Shǒujī ràng wǒmen de shēnghuó yuè lái yuè fāngbiàn.
Smartphones make our life more and more convenient.

Dialogue 2 对话二

Li Ming and David are talking before class begins about how cellphones can help with Chinese language learning.



李明 大卫



四是四，十是十，十四是十四，四十是四十。

你在做什么？





我在说绕口令。




你说得太快了，我听不懂。


没关系，用手机练习发音，多听几次就懂了。

Listening to Li Ming's cellphone…


对！很清楚，我现在能自己学了。


除了练习发音以外④，我还④用手机打字、录音、学汉字。


手机真好用，我现在有三个中文老师了！


除了林老师以外，还有谁呢？


还有手机和我的中国朋友。


那你的中文一定会⑤越来越好！

Pinyin Dialogue 2

Li Ming and David are talking before class begins about how cellphones can help with Chinese language learning.


Lǐ Míng


Dàwèi


Sì shì sì, shí shì shí, shísì shì shísì, sìshí shì sìshí.

Nǐ zài zuò shénme?



Wǒ zài shuō ràokǒulìng.

Nǐ shuō de tài kuài le, wǒ tīng bù dǒng.



Méi guānxi, yòng shǒujī liànxí fā yīn, duō tīng jǐ cì jiù dǒng le.

Listening to Li Ming's cellphone…


Duì! Hěn qīngchu, wǒ xiànzài néng zìjǐ xué le.

Chúle liànxí fā yīn yǐwài④, wǒ hái④ yòng shǒujī dǎ zì、lù yīn、xué hànzì.



Shǒujī zhēn hǎoyòng, wǒ xiànzài yǒu sān gè Zhōngwén lǎoshī le!

Chúle Lín lǎoshī yǐwài, hái yǒu shéi ne?



Hái yǒu shǒujī hé wǒ de Zhōngguó péngyou.

Nà nǐ de Zhōngwén yídìng huì⑤ yuè lái yuè hǎo!


Vocabulary List 生词表

No.	Simplified	Traditional	Pinyin	Part of speech	Definition
1.	绕口令	繞口令	ràokǒulìng	*n.*	tongue twister
2.	懂	懂	dǒng	*v.*	to understand; to comprehend
3.	没关系	沒關係	méi guānxi	*phr.*	it doesn't matter
4.	发音	發音	fā yīn	*vo./n.*	to pronounce/ pronunciation
5.	清楚	清楚	qīngchu	*adj.*	clear; distinct
6.	自己	自己	zìjǐ	*pron.*	oneself
7.	除了……以外	除了……以外	chúle…yǐwài	*misc.*	besides; apart from
8.	打字	打字	dǎ zì	*vo.*	to type
9.	录音	錄音	lù yīn	*vo./n.*	to record (sound)/ recording
10.	好用	好用	hǎoyòng	*adj.*	easy to use
11.	会	會	huì	*mv.*	will; to be likely to

Grammar 语法

4. 除了…… 以外，subject 还…… (Chúle…yǐwài, subject hái…; In addition to…, also…)

除了打球以外，我还喜欢听音乐。
Chúle dǎ qiú yǐwài, wǒ hái xǐhuan tīng yīnyuè.
In addition to playing ball, I also like to listen to music.

除了上中文课以外，我们还上电脑课。
Chúle shàng Zhōngwénkè yǐwài, wǒmen hái shàng diànnǎokè.
In addition to taking a Chinese language class, I also take a computer class.

除了写汉字以外，小亮还常常用手机听录音、看视频。
Chúle xiě Hànzì yǐwài, Xiǎoliàng hái chángcháng yòng shǒujī tīng lùyīn、kàn shìpín.
In addition to writing Chinese characters, Xiaoliang also often uses a smartphone to listen to recordings and watch videos.

5. 一定会…… (yídìng huì…; will certainly be…)

会 (huì) in the expression 一定会 (yídìng huì) is a modal verb that predicts what may happen in the future. It slightly differs from the modal verb 要 (yào) that appears in Lesson 6 in terms of certainty and probability. The modal verb 会 (huì) suggests that something is likely to happen and that the chance is probably higher than 50 percent. However, 要 (yào) suggests a high degree of certainty, rather than probability associated with 会 (huì). In this lesson, the addition of the adverb 一定 (yídìng; certainly) before 会 (huì) increases the probability of future happenings and makes the tone much stronger.

Remember that 会 (huì) first appears in Lesson 8, indicating a skill, i.e., knowing how to do something.

What I Have Learned
我学了……

I Asking and responding to questions about telephone numbers.

林老师：你的手机号码是多少？
李　明：二二六五五八八。
林老师：那家里的电话号码呢？
李　明：对不起，我忘了！因为我不常用。

II Exchanging ideas about and experiences of using smartphones and home phones.

A：你常用手机还是家里的电话？
B：一定是手机啊！
A：你不常用家里的电话吗？
B：以前常用，可是现在不常用了。
A：你用手机做什么？
B：我常常用手机发短信、听音乐、看视频。
A：用手机非常方便，越来越多的人用手机做很多事。
B：你说得很对！

III Discussing what smartphones can do to help with Chinese language learning.

A：你用手机学中文吗？
B：对，我用手机练习发音。
A：除了练习发音以外，你还用手机做什么？
B：除了练习发音以外，我还用手机打字、录音、学汉字。

IV Saying the tongue twister.

四是四，十是十，十四是十四，四十是四十。

V Expressing opinions about using smartphones and home phones in daily lives.

以前很多人都用家里的电话，可是现在都不用了。现在很多人常常用手机发短信、听音乐、看视频。大家也都不看电视了，只用电脑。手机跟电脑一样，能帮我们做很多事，让我们的生活越来越方便。

VI Presenting the advantages of learning Chinese with a smartphone.

我常常用手机学中文，除了练习发音以外，我还用手机打字、录音、学汉字。手机又好用又方便，是我的好朋友，也是我的中文老师。我希望我的中文越来越好。

Exit Tickets 通关卡

Exit Ticket 1



Ask and respond to questions about a telephone number.

林老师：你的手机号码是多少？
李　明：……。
林老师：那家里的电话号码呢？
李　明：……。

Exit Ticket 2

Exchange ideas about and experiences of using smartphones and home phones.

A：你常用手机还是家里的电话？
B：……。
A：你常用家里的电话吗？
B：……。
A：你用手机做什么？
B：……。



Exit Ticket 3



Discuss what smartphones can do to help with Chinese language learning.

A：你用手机学中文吗？
B：……。
A：除了……以外，你还用手机做什么？
B：除了……以外，我还用手机……、……、……。

Exit Ticket 4

Say the tongue twister.

四是四，
十是十，
十四是十四，
四十是四十。



Exit Ticket 5



Express opinions about using smartphones and home phones in daily life.

Complete the topic sentence and continue to elaborate your ideas by using the following key words and structures.

以前……，可是现在……了(change of status)。现在很多人常常用手机……、……、……。……。

家里的电话，手机，发短信，听音乐，看视频，电视，电脑，打字，录音，学汉字，A跟B一样，能，越来越

Exit Ticket 6

Present the advantages of learning Chinese with a smartphone.

我常常用手机学中文，除了……以外，我还用手机……、……、……。手机又……又……，希望我的中文……。

常常，除了……以外，还，练习发音，打字，录音，学汉字，好朋友，好老师，越来越



Supplementary Word Bank 补充生词

No.	Simplified	Traditional	Pinyin	Part of speech	Definition
1.	电子邮件	電子郵件	diànzǐ yóujiàn	*n.*	email
2.	拍照	拍照	pāi zhào	*vo.*	to take pictures



Are you a member of the 低 (dī, low) 头 (tóu, head) 族 (zú, tribe) (literally means lowering one's head, which is used to describe people who look at their cellphones)? When you ride in a car or take public transportation, do you also check your cellphone constantly?







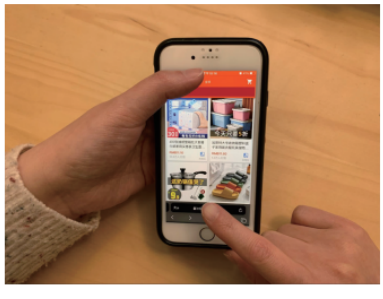
Do you often use electronics late at night?

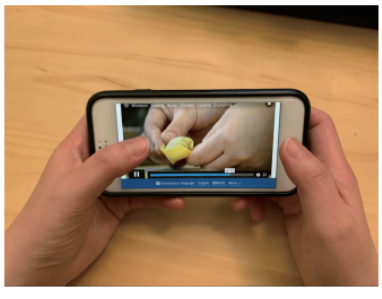


When you chat with your friends, do you like to use stickers? Here are some examples of how people chat using WeChat 表情包 (biǎoqíng bāo, stickers).

Do you often use computers to watch movies and TV shows? Why?









Have you used your cellphones to do the things above?

汉 Character Morsels 汉字点滴

部首 Radical	意思 Meaning	例字 Example characters
走	walk	越 (yuè, to surpass)，起 (qǐ, to start)
欠	exhale with mouth open	次 (cì, time)，歌 (gē, song)，欢 (huān, happy)
白	white	白 (bái, white)，的 (de, of)
石	stone	码 (mǎ, number)，碗 (wǎn, bowl)
阝 (left side of characters)	terrain drops	除 (chú, except)，队 (duì, team)

What are your favorite characters in this lesson? Can you try to write them down and tell us why?

- My favorite characters:

- I love them because:

字 Character Challenge 汉字挑战

Part I How many characters do you already know from these posters? Please pick them out and try to write them down below.



Characters I can find from the posters above:

Part II

How many characters do you already know from these posters? Please pick them out and try to write them down below.



Characters I can find from the posters above:

Reading Ladder
阅读阶梯

Top 1: Tik Tok 抖音

你喜欢用 Tik Tok 吗？你知道 Tik Tok 来自中国吗？它的中文名字叫抖音(dǒu)。现在它(tā)是中国人最爱用的 App。在抖音(dǒu)上，你能看视频，也能听音乐。抖音(dǒu)还能帮我们认识很多朋友。





Top 2: WeChat 微信

你想认识中国朋友吗？那你一定要用微信(wēi)！因为中国人都用微信(wēi)聊天！除了聊天以外，你还可以看朋友圈(quān)。看朋友圈(quān)，你就能知道你的朋友在做什么。



Top 3: Weibo 微博

你想知道最近中国怎么样吗？你想知道最近你的朋友在做什么吗？你想知道你最喜欢的中国明星(míngxīng)最近有什么八卦(bāguà)吗？那你一定要玩微博(wēi)。微博(wēi)跟 Twitter 一样，你能在微博(wēi)发你的照片，聊最近的事。你也能在微博(wēi)上看视频、听音乐。

注释 Notes

1. 来自 láizì: to come from
2. 它 tā: it
3. 发朋友圈 fā péngyǒuquān: to post something on Moments
4. 明星 míngxīng: celebrity
5. 八卦 bāguà: gossip (originally means the eight trigrams)

When Chinese people get a new phone number, they may want to have only lucky numbers and avoid the unlucky ones. Four is well known to be an unlucky number, because 四 (sì) sounds like death 死 (sǐ). So how about lucky numbers? Basically, six, eight, and nine are all great. The number 六 (liù) is part of the popular Chinese idiom, 六六大顺 (liù liù dà shùn), which means everything will go smoothly. The number 九 (jiǔ) means long lasting and eternity. So, nine is also a welcome number at birthday and wedding celebrations. The luckiest number in Chinese culture is 八 (bā) because it sounds like 发 (fā), which means wealth, fortune, and prosperity. In the summer Beijing Olympics, the opening ceremony began at **8:08 on August 8, 2008**, with the hopes that it be a prosperous day.



Beijing 2008 summer Olympics countdown board





WeChat history displaying 5201314



WeChat red packets with 5201314

Numbers also show different meanings in text messages or when chatting online. When people leave the conversation, they will type 88 representing "bye bye." When you receive a message with 520, that means "I love you" 我爱你 (wǒ ài nǐ) in Chinese. Moreover, 1314 represents "one life one world" 一生一世 (yì shēng yí shì). This is sometimes combined with 520, meaning "I love you forever."

◎ **How do you feel about these Chinese numbers?**
◎ **Do you have lucky numbers or unlucky numbers in your own culture?**

Discuss with your teacher and classmates.

課文對話的繁體字版和英文版
Texts in Traditional Characters and in English

Dialogue 1 in traditional characters

Ms. Lin is asking about Li Ming's home phone number at the end of Chinese class.

林老師：你家的電話號碼是多少？
李　明：五一六五八五八。
林老師：是手機還是你家的電話？
李　明：是手機，我爸爸的手機。
林老師：那你家的電話號碼呢？
李　明：對不起，我忘了，我只用手機打電話。
英　子：以前我們都用家裡的電話，現在很多人都不用了。
李　明：是啊，我常常用手機發短信、聽音樂、看視頻。
大　衛：這跟電視一樣！現在很多人都不看電視，只用電腦。
英　子：對，電腦幫我們做很多事，讓我們的生活越來越方便。
林老師：你們說得很對！

Dialogue 1 in English

Ms. Lin is asking about Li Ming's home phone number at the end of Chinese class.

Ms. Lin: What's your home phone number?
Li Ming: 5165858.
Ms. Lin: Is it a cellphone number or a home number?
Li Ming: Cellphone, my dad's cellphone.
Ms. Lin: Then what's your home phone number?
Li Ming: Sorry, I forget. I only use cellphones when making calls.
Yingzi: People used to use home telephones, but nowadays many people no longer use them.
Li Ming: Yes. I always use a cellphone to text, listen to music, and watch videos.
David: It's like TV! Nowadays many people don't watch TV, and instead they only use computers.
Yingzi: Right, computers help us do a lot of things, making our lives more and more convenient.
Ms. Lin: You all have great points!

Dialogue 2 in traditional characters

Li Ming and David are talking before class begins about how cellphones can help with Chinese language learning.

李明：四是四，十是十，十四是十四，四十是四十。

大衛：你在做什麼？

李明：我在說繞口令。

大衛：你說得太快了，我聽不懂。

李明：沒關係，用手機練習發音，多聽幾次就懂了。

Listening to Li Ming's cellphone…

大衛：對！很清楚，我現在能自己學了。

李明：除了練習發音以外，我還用手機打字、錄音、學漢字。

大衛：手機真好用，我現在有三個中文老師了！

李明：除了林老師以外，還有誰呢？

大衛：還有手機和我的中國朋友。

李明：那你的中文一定會越來越好！

Dialogue 2 in English

Li Ming and David are talking before class begins about how cellphones can help with Chinese language learning.

Li Ming: 4 is 4, 10 is 10, 14 is 14, 40 is 40.

David: What are you doing?

Li Ming: I am doing a tongue twister.

David: You spoke so fast. I couldn't understand.

Li Ming: That's ok. Practice pronunciation with your cellphone, and you'll get it if you listen to it several times.

Listening to Li Ming's celltphone…

David: You are right! It's very clear. Now I can learn it by myself.

Li Ming: In addition to practicing my pronunciation, I also use my smartphone to type, record, and learn Chinese characters.

David: Cellphones are so useful. Now I have three Chinese teachers!

Li Ming: Other than Ms. Lin, who else?

David: My cellphone and my Chinese friend.

Li Ming: Then your Chinese will definitely become better and better!

第十课
Lesson 10

Theme 全球挑战 Global Challenges

Topic 垃圾回收 Garbage Collection









When you buy coffee or your favorite beverages, do you bring your own cup?

Have you seen recycling bins like these before?

Learning Objectives 学习目标

In Lesson 10, I will learn to…

Interpretive

» identify items that can and cannot be recycled.

» comprehend information about a person's beverage preference.

» understand and interpret ways to reduce garbage, collect/recycle cups and bottles, and brainstorm solutions to protect our environment.

Interpersonal

» talk about beverage preferences.

» talk about the reasons to use one's own cup to reduce garbage.

» discuss the right ways to collect and recycle cups and bottles.

Presentational

» express beverage needs and preferences.

» present ways to reduce garbage, recycle cups and bottles, and summarize possible consequences of doing so.

Dialogue 1 对话一

Li Ming, David, and Yingzi meet at a café and order something to drink.



李明 大卫 英子



你们渴不渴？



我们渴死了[1]！



你们想喝什么？我请你们喝。



太好了，有人请客！我要一杯热茶，谢谢。




我要一杯冰咖啡，谢谢。

好，那给我一瓶矿泉水吧！



英子，你为什么用自己的杯子？

因为我想减少垃圾，保护环境。



那我以后也要[2]用自己的杯子。

别忘了，一定要[2]记得这么做。如果[3]我们都用自己的杯子，地球就会[3]越来越干净。



是啊！我们的生活也会更健康。

Pinyin Dialogue 1

Li Ming, David, and Yingzi meet at a café and order something to drink.



Lǐ Míng Dàwèi Yīngzǐ


Nǐmen kě bu kě ?


Wǒmen kě sǐ le[①] !


Nǐmen xiǎng hē shénme? Wǒ qǐng nǐmen hē.


Tài hǎo le, yǒu rén qǐng kè! Wǒ yào yì bēi rè chá, xièxie.


Wǒ yào yì bēi bīng kāfēi, xièxie.


Hǎo, nà gěi wǒ yì píng kuàngquánshuǐ ba!


Yīngzǐ, nǐ wèi shénme yòng zìjǐ de bēizi?


Yīnwèi wǒ xiǎng jiǎnshǎo lājī, bǎohù huánjìng.


Nà wǒ yǐhòu yě yào[②] yòng zìjǐ de bēizi.


Bié wàng le, yídìng yào[②] jìde zhème zuò. Rúguǒ[③] wǒmen dōu yòng zìjǐ de bēizi, dìqiú jiù huì[③] yuè lái yuè gānjìng.


Shì a! Wǒmen de shēnghuó yě huì gèng jiànkāng.

Vocabulary List 生词表

No.	Simplified	Traditional	Pinyin	Part of speech	Definition
1.	渴	渴	kě	*adj.*	thirsty
2.	死	死	sǐ	*v./adj.*	to die/extremely
3.	喝	喝	hē	*v.*	to drink
4.	请客	請客	qǐng kè	*vo.*	to treat someone to do something
5.	要	要	yào	*v./mv.*	to want/must; need to
6.	杯	杯	bēi	*mw.*	a measure word for certain containers of liquids: glass, cup
7.	热	熱	rè	*adj.*	hot
8.	茶	茶	chá	*n.*	tea
9.	纸杯	紙杯	zhǐbēi	*n.*	paper cup
	纸	紙	zhǐ	*n.*	paper
10.	冰	冰	bīng	*n.*	ice
11.	咖啡	咖啡	kāfēi	*n.*	coffee
12.	给	給	gěi	*v.*	to give
13.	瓶	瓶	píng	*mw./n.*	a measure word for certain containers of liquids, such as bottle
14.	矿泉水	礦泉水	kuàngquánshuǐ	*n.*	mineral spring water
15.	杯子	杯子	bēizi	*n.*	cup; glass
16.	减少	減少	jiǎnshǎo	*v.*	to lessen; to decrease; to reduce; to lower
17.	垃圾	垃圾	lājī	*n.*	trash; garbage

No.	Simplified	Traditional	Pinyin	Part of speech	Definition
18.	保护	保護	bǎohù	*v.*	to protect
19.	环境	環境	huánjìng	*n.*	environment; circumstances; surroundings
20.	别	別	bié	*adv.*	don't
21.	记得	記得	jìde	*v.*	to remember
22.	如果	如果	rúguǒ	*conj.*	if; in case
23.	地球	地球	dìqiú	*n.*	the Earth
24.	干净	乾淨	gānjìng	*adj.*	clean; neat
25.	更	更	gèng	*adv.*	more; even more
26.	健康	健康	jiànkāng	*adj./n.*	healthy / health

Grammar 语法

1. 渴死了 (kě sǐ le; extremely thirsty)

The expression 渴死了 (kě sǐ le) means "extremely thirsty," with "adjective + 死了" as a fixed pattern. In the expression, 死 (sǐ) literally means "to die." 死了 (sǐ le) is a colloquial expression, as opposed to a more formal expression 极了 (jí le). It is often associated with negative meaning, as in extremely thirsty, hungry, ugly, poor, and so on.

2. The modal verb 要 (yào; to want, must, need to)

要 (yào) is a modal verb, meaning "will" in Lesson 5. When it functions as a modal verb indicating future happening, it is also associated with a strong desire suggesting that something will happen with a high degree of certainty. In this lesson, 要 (yào) carries two different meanings in two different contexts. The first meaning is "want to do something," indicating doing something with a very strong desire, as in the following first two sentences. The second meaning suggests "must" or "need to," as exemplified in the last two sentences below.

我要喝一瓶矿泉水。
Wǒ yào hē yì píng kuàngquánshuǐ.
I want to drink a bottle of water.

现在越来越多的人都要在家工作。
Xiànzài yuè lái yuè duō de rén dōu yào zài jiā gōngzuò.
Nowadays more and more people want to work at home.

明天有中文考试，要记得准备。
Míngtiān yǒu Zhōngwén kǎoshì，yào jìde zhǔnbèi.
There will be a Chinese language test tomorrow. You must remember to prepare for it.

地球只有一个，我们要好好保护地球。
Dìqiú zhǐ yǒu yí gè，wǒmen yào hǎohǎo bǎohù dìqiú.
There is only one Earth. We need to protect it well.

3. 如果……，就会…… (Rúguǒ…，jiù huì…; If…, then…will…)

The structure 如果……，就会…… (Rúguǒ…，jiù huì…) is a conditional sentence that indicates a hypothetical situation in the future. In the second clause, 会 (huì) occurs after 就 (jiù), signaling the probability of a future action or event. In this structure, 会 (huì) functions as a modal verb, meaning "will," which differs from "know how to do something" in a developed skill, as in Lesson 8.

Dialogue 2 对话二

Li Ming, Yingzi, and David talk about garbage recycling outside of a school café.


李明


英子


大卫


这里有三个垃圾桶，果汁瓶应该丢进哪一个桶里④？


瓶子应该丢进蓝色的回收桶里。


那你的杯子呢？


这是纸杯，不可以⑤回收，应该丢进黑色的垃圾桶里。




我帮你丢。


等一下，纸杯的盖子跟塑料杯一样，可以回收。


是吗？那吸管呢？


吸管太小了，不可以回收，应该丢进垃圾桶里。


那白纸应该丢进绿色的回收桶里，对不对？


对了！如果我们不乱丢垃圾，地球就不会生病。

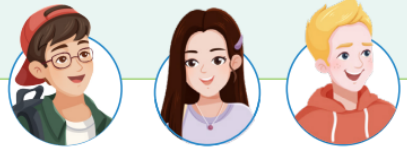

你怎么⑥知道那么多？


因为⑦我是十年级的环保大使，所以⑦我知道垃圾回收的方法。


你再多说说回收的方法吧！

Pinyin Dialogue 2

Li Ming, Yingzi, and David talk about garbage recycling outside of a school café.



Lǐ Míng Yīngzǐ Dàwèi



Zhèlǐ yǒu sān gè lājī tǒng, guǒzhī píng yīnggāi diūjìn nǎ yí gè tǒng lǐ④?



Píngzi yīnggāi diūjìn lánsè de huíshōu tǒng lǐ.



Nà nǐ de bēizi ne?



Zhè shì zhǐbēi, bù kěyǐ⑤ huíshōu, yīnggāi diūjìn hēisè de lājī tǒng lǐ.



Wǒ bāng nǐ diū.



Děng yíxià, zhǐbēi de gàizi gēn sùliào bēi yíyàng, kěyǐ huíshōu.



Shì ma? Nà xīguǎn ne?



Xīguǎn tài xiǎo le, bù kěyǐ huíshōu, yīnggāi diūjìn lājī tǒng lǐ.



Nà bái zhǐ yīnggāi diūjìn lǜsè de huíshōu tǒng lǐ, duì bu duì ?



Duìle! Rúguǒ wǒmen bú luàn diū lājī, dìqiú jiù bú huì shēng bìng.



Nǐ zěnme⑥ zhīdào nàme duō ?



Yīnwèi⑦ wǒ shì shí niánjí de huánbǎo dàshǐ, suǒyǐ⑦ wǒ zhīdào lājī huíshōu de fāngfǎ.



Nǐ zài duō shuōshuo huíshōu de fāngfǎ ba!

Vocabulary List 生词表

No.	Simplified	Traditional	Pinyin	Part of speech	Definition
1.	这里	這裡	zhèlǐ	*pron.*	here
2.	垃圾桶	垃圾桶	lājī tǒng	*n.*	rubbish bin; trash can
3.	果汁	果汁	guǒzhī	*n.*	fruit juice
4.	丢	丟	diū	*v.*	to lose; to put aside; to throw
5.	进	進	jìn	*v.*	to go in; to enter; to put in
6.	桶	桶	tǒng	*n.*	bucket
7.	里	裡	lǐ	*n.*	interior; inside
8.	可以	可以	kěyǐ	*mv.*	can; may; be allowed to
9.	回收	回收	huíshōu	*v.*	to recycle; to reclaim
10.	一下	一下	yíxià	*phr.*	a bit; once
11.	盖子	蓋子	gàizi	*n.*	lid; cover; cap
12.	塑料	塑料	sùliào	*n.*	plastic
13.	吸管	吸管	xīguǎn	*n.*	straw
14.	乱	亂	luàn	*adv.*	randomly
15.	生病	生病	shēng bìng	*vo.*	to be sick; to fall ill
16.	怎么	怎麼	zěnme	*pron.*	why
17.	那么	那麼	nàme	*pron.*	(indicating degree) so; such
18.	年级	年級	niánjí	*n.*	grade; year (in school, college, etc.)

No.	Simplified	Traditional	Pinyin	Part of speech	Definition
19.	环保	環保	huánbǎo	*n./adj.*	environmental protection/ environmentally friendly
20.	大使	大使	dàshǐ	*n.*	ambassador
21.	所以	所以	suǒyǐ	*conj.*	therefore; so
22.	方法	方法	fāngfǎ	*n.*	method; way; means

Grammar 语法

4. The sentence structure: Topic + comment

In the following two sentences, the object 瓶子 (píngzi; bottle) in the first sentence and the objects 纸杯和吸管 (zhǐbēi hé xīguǎn; paper cup and straw) in the second sentence are thrown into the recycle bin or the trash can. This is a so-called topic comment sentence, in which an object is moved to the beginning of the sentence. The subject 你 (nǐ; you) is omitted, as it is understood in the context.

瓶子应该丢进蓝色的回收桶里。
Píngzi yīnggāi diūjìn lánsè de huíshōu tǒng lǐ.
You should throw bottles into the blue recycle bin.

纸杯和吸管应该丢进黑色的垃圾桶里。
Zhǐbēi hé xīguǎn yīnggāi diūjìn hēisè de lājī tǒng lǐ.
You should throw the paper cup and straw into the black trash can.

5. 可以 (kěyǐ; can, be allowed/permitted to do something)

The modal verb 可以 (kěyǐ) is translated into "can" in English, suggesting "be allowed or permitted to do something."

学生不可以在图书馆唱歌。
Xuéshēng bù kěyǐ zài túshūguǎn chàng gē.
Students are not allowed to sing at the library.

大家不可以乱丢垃圾。
Dàjiā bù kěyǐ luàn diū lājī.
We cannot litter.

十二岁的孩子不可以喝酒。
Shí'èr suì de háizi bù kěyǐ hē jiǔ.
Twelve-year-old kids cannot drink any alcohol.

While English uses "can" to include all possible meanings, there exist three "can"s in Chinese, 能 (néng), 会 (huì), 可以 (kěyǐ), each of which carries different implications.

The following table summarizes the usage of 能 (néng), 会 (huì), 可以 (kěyǐ), 想 (xiǎng), 要 (yào). Each of these words occurs in the structure:

Subject + 会 (huì) / 能(néng) / 可以 (kěyǐ) / 想 (xiǎng) / 要 (yào) + verb + object

Will (Be going to): 要 (yào) and 会 (huì)

Implication	Character	Example	Lesson
Certainty: Something will happen with a very high degree of certainty or strong desire.	要 (yào)	明年我和家人要坐飞机去北京。 Míngnián wǒ hé jiārén yào zuò fēijī qù Běijīng. My family and I will fly to Beijing next year.	Lesson 5
Probability: Something will happen with a lower degree of certainly.	会 (huì)	少用纸杯就会减少很多垃圾。 Shǎo yòng zhǐbēi jiù huì jiǎnshǎo hěn duō lājī. Using fewer paper cups will reduce a lot of garbage.	Lesson 10

Can: 能 (néng), 会 (huì) and 可以 (kěyǐ)

Implication	Character	Example	Lesson
Capacity: Be capable of something	能 (néng)	我一分钟能写五十个汉字。 Wǒ yì fēnzhōng néng xiě wǔshí gè Hànzì. I can write fifty characters per minute.	Lesson 7
Skill: Be good at; know how to do something	会 (huì)	她的中国朋友很会说英文。 Tā de Zhōngguó péngyou hěn huì shuō Yīngwén. Her Chinese friend speaks English very well.	Lesson 8
Permission: Be allowed or permitted to do something.	可以 (kěyǐ)	我们不可以乱丢垃圾。 Wǒmen bù kěyǐ luàn diū lājī. We cannot litter.	Lesson 10

Would like/Want to/Need to: 想 (xiǎng) and 要 (yào)

Implication	Character	Example	Lesson
Moderate desire	想 (xiǎng)	他想喝一杯热咖啡。 Tā xiǎng hē yì bēi rè kāfēi. He would like to drink a cup of hot coffee.	Lesson 4
Strong desire	要 (yào)	我们都要在中国学中文。 Wǒmen dōu yào zài Zhōngguó xué Zhōngwén. We all want to learn Chinese in China.	Lesson 10
Strong advice	要 (yào)	别乱丢垃圾，要记得回收。 Bié luàn diū lājī，yào jìde huíshōu. Don't litter. You must remember to recycle.	Lesson 10

6. 怎么 (zěnme; why)

The characters 怎么 (zěnme) mean "how" as in 你怎么回家？ (Nǐ zěnme huí jiā?; How will you get home?) in Lesson 5. In this lesson, it carries a different meaning: "why" as in 你怎么知道那么多？ (Nǐ zěnme zhīdào nàme duō?; Why do you know that much?) in Dialogue 2. When 怎么 (zěnme) is equivalent to 为什么 (wèi shénme; why), it normally co-occurs with 那么 (nàme; so, such) or 这么 (zhème; so, such) in the structure "Subject + 怎么 + verb + 那么/这么+ adjective?"

7. 因为……，所以…… (Yīnwèi…, suǒyǐ…; Because…, … / ..., so…)

Mandarin Chinese uses the co-occurrence of both 因为 (yīnwèi; because) and 所以 (suǒyǐ; so, therefore) to denote a cause-effect relationship. This differs from English in that "because" and "so" never co-occur in the same sentence structurally. 所以 (suǒyǐ; so, therefore) must occur in the second clause when 因为 (yīnwèi; because) occurs in the first clause in a compound sentence. But when 因为 (yīnwèi; because) is used in the second clause in a compound sentence, 所以 (suǒyǐ; so, therefore) is not needed, as in 我今天没有去上课，因为我中午才起床 (Wǒ jīntiān méiyǒu qù shàng kè, yīnwèi wǒ zhōngwǔ cái qǐ chuáng; I did not go to school today because I did not wake up until noon.).

因为我只有十七岁，所以我不可以喝酒。
Yīnwèi wǒ zhǐyǒu shíqī suì, suǒyǐ wǒ bù kěyǐ hē jiǔ.
Because I'm only seventeen years old, I can't drink.

因为妹妹喜欢喝水，所以她不常生病。
Yīnwèi mèimei xǐhuan hē shuǐ, suǒyǐ tā bù cháng shēng bìng.
Because my younger sister likes drinking water, she doesn't get sick very often.

因为我常常跟我的中国朋友聊天，所以我的中文越来越好。
Yīnwèi wǒ chángcháng gēn wǒ de Zhōngguó péngyou liáo tiān, suǒyǐ wǒ de Zhōngwén yuè lái yuè hǎo.
Because I often chat with my Chinese friend, my Chinese is getting better and better.

What I Have Learned
我学了……

I Talking about beverage preferences.

A：你们渴吗？/ 你们渴不渴？
B&C：我们渴死了！
A：你们想喝什么？
B：我要一杯热茶。
C：给我一瓶矿泉水吧！

II Talking about the reasons to use one's own cup to reduce garbage.

A：你为什么用自己的杯子？
B：因为我想减少垃圾，保护环境。

III Discussing the right ways to collect and recycle cups and bottles.

A：塑料杯应该丢进哪一个桶里？
B：塑料杯应该丢进回收桶里。
A：是绿色还是蓝色的回收桶？
B：蓝色的回收桶。
A：纸杯可以回收吗？
B：不可以回收，应该丢进垃圾桶里。

IV Expressing beverage needs and preferences.

我现在渴死了，非常想喝一瓶冰水。我不喜欢喝黑咖啡，因为它非常不好喝。可是热茶很好喝，我天天喝。

V Presenting ways to reduce garbage and recycle cups and bottles, and summarizing possible results of doing so.

我们应该少用纸杯和塑料杯，多用自己的杯子喝水、喝咖啡，因为这么做能减少垃圾，保护环境。我们一定要记得垃圾回收的方法，纸杯应该丢进垃圾桶里，果汁瓶和塑料杯应该丢进回收桶里。如果我们不乱丢垃圾，我们的地球就会越来越干净，不会生病，我们也会有更健康的生活。

Exit Tickets 通关卡

Exit Ticket 1



Talk about beverage preferences.

A：你渴吗？/ 你渴不渴？
B：……。
A：你想喝什么？
B1：我要一杯 / 一瓶……。
B2：给我一杯 / 一瓶……吧！

Exit Ticket 2

Talk about the reasons to use one's own cup to reduce garbage.

A：你为什么用自己的杯子？
B：因为……。



Exit Ticket 3



Discuss the right ways to collect and recycle cups and bottles.

A：……应该丢进垃圾桶 / 回收桶里吗？
B：……。
A：……可以回收吗？
B：（不）可以回收。

Exit Ticket 4

Express my beverage preference.

Can you use the following key words to express your beverage preference?

渴死了，喝，热，冰，水，咖啡，茶，矿泉水，杯，瓶



Exit Ticket 5



Present ways to reduce garbage and recycle cups and bottles, and summarize possible results.

Step 1: Can you group the following key words, structures, and vocabulary into three categories?

Category 1. Recycle cups and bottles

Category 2. Reduce garbage

Category 3. Create possible results

少用 + ……，多用 + …… 果汁瓶 纸杯 纸杯的盖子
塑料杯 别忘了 一定要记得 减少垃圾 保护环境
因为……，所以…… 垃圾回收 垃圾桶 回收桶 乱丢垃圾
如果……，subject + 就会 …… 越来越

Step 2: Use the vocabulary and structures in each of the three categories to come up with one to three sentences.

Step 3: Connect the sentences that you have created for each category and generate a short paragraph.



Supplementary Word Bank 补充生词

No.	Simplified	Traditional	Pinyin	Part of speech	Definition
1.	热巧克力	熱巧克力	rè qiǎokèlì	*n.*	hot chocolate
2.	世界	世界	shìjiè	*n.*	world



Are the recycling guidelines in your city different from those in Shanghai?





Have you ever had bubble tea before? What's your preferred sweetness level? Ice or no ice?









Here are some pictures of the popular bubble tea and fruit tea. Which one do you feel like having?

汉 Character Morsels 汉字点滴

部首 Radical	意思 Meaning	例字 Example characters
冫	ice; cold	冰 (bīng, ice), 减 (jiǎn, to reduce), 净 (jìng, clean), 准 (zhǔn, to prepare)
力	power	力 (lì, power), 务 (wù, business, matter), 功 (gōng, achievement)
刂	knife	别 (bié, don't), 到 (dào, to arrive)
米	rice	料 (liào, material)
疒	ill	病 (bìng, ill)

What are your favorite characters in this lesson? Can you try to write them down and tell us why?

- My favorite characters:

- I love them because:

字 Character Challenge 汉字挑战

Part I

How many characters do you already know from these posters? Please pick them out and try to write them down below.



Characters I can find from the posters above:

Part II

How many characters do you already know from these posters? Please pick them out and try to write them down below.



Characters I can find from the posters above:

Reading Ladder
阅读阶梯

我是一个塑料瓶
I Am a Plastic Bottle



我是一个塑料瓶。我有很多朋友，有纸杯、吸管和白纸。吸管知道很多垃圾回收的方法。我问吸管，我应该去回收桶还是垃圾桶？吸管说："你？跟纸杯的盖子一样，可以回收，所以你应该去回收桶。"

可是，天啊！为什么我现在在水里？！

"这是哪儿？"我问鲸鱼(jīngyú)。

鲸鱼(jīngyú)说："这是我家——大海(hǎi)！你是谁？你为什么在这儿？我饿(è)死了，我要吃你！"

它真的吃了我！

"怎么那么难吃！"鲸鱼(jīngyú)说。



注释 Notes

1. 鲸鱼 jīngyú: whale
2. 大海 dàhǎi: ocean, sea
3. 饿 è: hungry
4. 肚子 dùzi: stomach, belly
5. 没有用 méiyǒu yòng: useless
6. 有用 yǒu yòng: useful

在鲸鱼的肚子(dùzi)里，有很多塑料，我认识了很多朋友。

我没有死，可是十天以后，因为我们，鲸鱼(jīngyú)死了。我是一个没有用的垃圾。



很久很久以后，我还是在大海里。我真想回家！因为在那里，我会是一个有用的垃圾。





有一天，学校的环境保护队回收了很多塑料瓶。所以，现在我在回收桶里了，太幸运了！我是一个有用的塑料瓶了！



Culture Corner 文化角

"Waste not, want not" is an old adage and now more than ever a global waste strategy and solution for all of us. In recent years, China has made a great effort to improve the environment. Garbage classification has become a hot topic in China. Currently, garbage classification is enforced in more than eighteen cities, including Shanghai, Beijing, and Shenzhen.



Beijing introduces smart waste-sorting facilities



Categories of domestic garbage in China

◎ **So how do people classify waste in China?**

There are four main categories of domestic garbage: **recyclable, food waste, hazardous waste, and residual waste**. In some cities, such as Shanghai, you can earn credits through proper trash sorting and use that reward to buy daily necessities. In Beijing, the waste management system works together with facial recognition. In Shenzhen and Guangzhou, you can search for guidance on how to sort waste with the help of an online program.

◎ **What do you think about the garbage classification in China?**
◎ **Do you have any other ideas to deal with waste on this planet?**
◎ **How can we deal with these environmental challenges?**

Discuss these topics with your teacher and classmates.

課文對話的繁體字版和英文版
Texts in Traditional Characters and in English

Dialogue 1 in traditional characters

Li Ming, David, and Yingzi meet at a café and order something to drink.

李明：你們渴不渴？
大衛、英子：我們渴死了！
李明：你們想喝什麼？我請你們喝。
大衛：太好了，有人請客！我要一杯熱茶，謝謝。
英子：我要一杯冰咖啡，謝謝。
李明：好，那給我一瓶礦泉水吧！
大衛：英子，你為什麼用自己的杯子？
英子：因為我想減少垃圾，保護環境。
大衛：那我以後也要用自己的杯子。
英子：別忘了，一定要這麼做。如果我們都用自己的杯子，地球就會越來越乾淨。
李明：是啊！我們的生活也會更健康。

Dialogue 1 in English

Li Ming, David, and Yingzi meet at a café and order something to drink.

Li Ming: Are you thirsty?
David, Yingzi: We are so thirsty!
Li Ming: What would you like to drink? I'll buy you both a drink.
David: That's great, it's a treat! I want a cup of hot tea. Thank you.
Yingzi: I want a cup of iced coffee. Thank you.
Li Ming: Ok, then give me a bottle of mineral water!
David: Yingzi, why do you use your own cup?
Yingzi: Because I would like to reduce waste and protect the environment.
David: Then I'll also use my own cup from now on.
Yingzi: Don't forget it. You have to do this. If we all use our own cups, the earth will become cleaner and cleaner.
Li Ming: Yes! Our lives will also be healthier.

Dialogue 2 in traditional characters

Li Ming, Yingzi, and David talk about garbage recycling outside of a school café.

李明：這裡有三個垃圾桶，果汁瓶應該丟進哪一個桶裡？

英子：瓶子應該丟進藍色的回收桶裡。

李明：那你的杯子呢？

大衛：這是紙杯，不可以回收，應該丟進黑色的垃圾桶裡。

李明：我幫你丟。

英子：等一下，紙杯的蓋子跟塑料杯一樣，可以回收。

大衛：是嗎？那吸管呢？

英子：吸管太小了，不可以回收，應該丟進垃圾桶裡。

大衛：那白紙應該丟進綠色的回收桶裡，對不對？

英子：對了！如果我們不亂丟垃圾，地球就不會生病。

大衛：你怎麼知道那麼多？

英子：因為我是十年級的環保大使，所以我知道垃圾回收的方法。

大衛：你再多說說回收的方法吧！

Dialogue 2 in English

Li Ming, Yingzi, and David talk about garbage recycling outside of a school café.

Li Ming: There are three trash bins. Which one should I throw the juice bottle into?

Yingzi: You should throw the bottle into the blue recycling bin.

Li Ming: Then what about your cup?

David: This is a paper cup. It cannot be recycled. You should throw it into the black trash bin.

Li Ming: I'll throw it out for you.

Yingzi: Wait a moment. Paper cup lids, similar to plastic cups, are recyclable.

David: Is that so? Then what about straws?

Yingzi: Straws are too small. They cannot be recycled. You should throw them into the trash bin.

David: Then I should throw the white paper into the green recycling bin, right?

Yingzi: Correct! If we don't litter, our earth won't get sick.

David: How do you know so much?

Yingzi: I am the tenth grade environmental ambassador, so I know recycling methods.

David: Tell us more about the recycling methods!

Vocabulary by Lesson and Grammar Category

Lesson 1

Section	Noun	Pronoun	Verb	Adjective	Adverb	
Dialogue 1	名字 姓 李 王 金	你 什么 我	叫 姓	好		
Dialogue 2	老师 贵姓 林 人 国	您 哪	请 问 是	贵	也 不	
Supplementary Vocabulary	学生 同学	他 她				

	Particle	Proper Noun	Plural suffix	Phrase
	呢	李明 王大卫 金英子		你好
	吗	中国 美国 韩国	们	请问
		英国 法国 德国 加拿大 日本 越南 印度 墨西哥		

Lesson 2

Section	Noun	Pronoun	Verb	Adverb	
Dialogue 1	家 爸爸 妈妈 弟弟 妹妹 哥哥 姐姐 狗 爱	几	有 爱	没 还 都 很	
Dialogue 2	兄弟 姐妹 中学生 中学 学生 家人 照片	她 这 他	看		
Supplementary Vocabulary	猫 大学生 小学生 高中生 爷爷 奶奶 外公 外婆 女儿 儿子	它			

	Particle	Conjunction	Numeral	Measure Word
		和	五 四 一 两	个 只
	的			
			二 三 六 七 八 九 十	

Lesson 3

Section	Noun	Pronoun	Verb	Adjective	Adverb	
Dialogue 1	星期 生日 月 号 派对	谁	祝 谢谢 来 去	快乐	一定	
Dialogue 2	女孩子 孩子 女儿 马 儿子 男孩子 牛	那	属 猜	好看 女 男 对	真	
Supplementary Vocabulary	鼠 虎 兔 龙 蛇 羊 猴 鸡 猪					

	Time Word	Numeral	Measure Word	Phrase
	今天 星期二 星期天	二 八 十 三 六		太好了
	今年 明天	九	张 岁	多大 对了 真的

Lesson 4

Section	Noun	Pronoun	Verb/Verb plus object	Modal Verb	Adjective	
Dialogue 1	歌 朋友 中文 课 汉字	为什么	找 听 喜欢 唱 学 写		好听 有意思	
Dialogue 2	音乐 游戏 电影 无人机 飞机	怎么样	做 跳舞 打 觉得 玩 教	想	好玩 酷	
Supplementary Vocabulary	兴趣 爱好					

Lesson 5

Section	Noun	Pronoun	Verb/Verb plus object	Modal Verb	Adjective	
Dialogue 1	地铁 工作 电脑 工程师	怎么 哪儿	回家 坐 开车 接 上课 游泳 在 工作	要		

	Adverb	Time Word	Conjunction	Measure Word	Phrase
	最		因为	首	唱歌
	就	周末	那 可是		没问题

	Adverb	Conjunction	Time Word	Measure Word	Preposition
			现在	点 分	在

Section	Noun	Pronoun	Verb/Verb plus object	Modal Verb	Adjective	
Dialogue 2	家庭 主妇 家务 医生 电视		帮 做饭 洗碗 希望	应该	多 忙 少	
Supplementary Vocabulary	律师 厨师 设计师 商人 服务员 职员 农民	这儿 那儿	说			

Lesson 6

Section	Noun	Verb/Verb plus object	Modal Verb	Adjective	
Dialogue 1	事 图书馆 书 音乐会 中国城 音乐厅 门口	请 吃饭 吃 等 见			

	Adverb	Conjunction	Time Word	Measure Word	Preposition
	多 常常 少	虽然			跟

	Adverb	Time Word	Proper Noun	Numeral	Phrase
	一起	晚上		七 半	有空 听音乐会 对不起 再见

Section	Noun	Verb/Verb plus object	Modal Verb	Adjective	
Dialogue 2	功课 考试 校队 队 球员 学校 篮球 时间	睡觉 准备 考试 考 学习 放学 参加	得	无聊 行 容易 累	
Supplementary Vocabulary	早饭 午饭 晚饭 饭馆 电影院	起床			

Lesson 7

Section	Noun	Verb/Verb plus object	Modal Verb	Adjective	Adverb	Time Word	
Dialogue 1	外面 晚饭 汉堡 薯条 饺子 菜	到 包 听说 聊天		聪明 友好 幸运	还	今晚 昨天	

	Adverb	Time Word	Proper Noun	Numeral	Phrase
		早上 以后	纽约 北京	零	天啊 打篮球 加油
		上午 中午 下午			

	Proper Noun	Interjection	Particle	Idiom	Phrase	Miscellaneous
		喂	了 啊	一言为定		又……又……

Section	Noun	Verb/Verb plus object	Modal Verb	Adjective	Adverb	Time Word	
An Email	春节 肉 新年	做客 认识	能	小 漂亮 素 大 好吃 高兴	才	最近	
Supplementary Vocabulary	猪肉 牛肉 鸡肉 羊肉						

Lesson 8

Section	Noun	Pronoun	Verb/Verb plus object	Adjective	Modal Verb	Adverb	
Dialogue 1	画 熊猫 颜色 黑色 白色 绿色 竹子 国宝 脸 视频	这么	画 用 加 变脸 知道 变	早 可爱 厉害	会	在 只 非常	
Dialogue 2	书法 韩文 说唱 练习		练习	难听 不错 牛 快			

	Proper Noun	Interjection	Particle	Idiom	Phrase	Miscellaneous
	小亮			好久不见 万事如意	上个 对了	一边…… 一边……

	Particle	Interjection	Conjunction	Numeral	Measure Word	Phrase	Idiom
		哇			种	有道理	
	得 吧	哎呀	还是	几	次	不太	哪里

Section	Noun	Pronoun	Verb/Verb plus object	Adjective	Modal Verb	Adverb	
Supplementary Vocabulary	红色 蓝色 橙色 黄色 紫色 咖啡色 粉红色 灰色 脸谱 国画			慢			

Lesson 9

Section	Noun	Pronoun	Verb/Verb plus object	Adjective	
Dialogue 1	电话 号码 手机 短信 生活	多少	忘 让 说	一样 方便	
Dialogue 2	绕口令 发音 录音	自己	懂 发音 打字 录音	清楚 好用	
Supplementary Vocabulary	电子邮件		拍照		

	Particle	Interjection	Conjunction	Numeral	Measure Word	Phrase	Idiom

	Time Word	Modal Verb	Miscellaneous	Phrase
	以前			打电话 家里 发短信 越来越
		会	除了……以外	没关系

Lesson 10

Section	Noun	Verb/Verb plus object	Pronoun	Modal Verb	
Dialogue 1	茶 纸杯 纸 冰 咖啡 瓶 矿泉水 杯子 垃圾 环境 地球 健康	死 喝 请客 要 给 减少 保护 记得		要	
Dialogue 2	垃圾桶 果汁 桶 里 盖子 塑料 吸管 年级 环保 大使 方法	丢 进 回收 生病	这里 怎么 那么	可以	
Supplementary Vocabulary	热巧克力 世界				

	Adjective	Adverb	Conjunction	Measure Word	Phrase
	渴 死 热 干净 健康	别 更	如果	杯 瓶	
	环保	乱	所以		一下

Vocabulary Index (Chinese-English)

Simplified	Traditional	Pinyin	Part of Speech	English	Lesson
A					
啊	啊	a	*p.*	(a sentence-final particle showing confirmation or other strong feelings)	7
哎呀	哎呀	āiyā	*interj.*	(an interjection of wonder, shock, or admiration)	8
爱	愛	ài	*v./n.*	to love; to be fond of / love	2
B					
八	八	bā	*nu.*	eight	3
爸爸	爸爸	bàba	*n.*	father; dad	2
吧	吧	ba	*p.*	(a sentence-final particle to make a suggestion)	8
白色	白色	báisè	*n.*	white	8
半	半	bàn	*nu.*	half	6
帮	幫	bāng	*v.*	to help	5
包	包	bāo	*v.*	to cover; to wrap	7
保护	保護	bǎohù	*v.*	to protect	10
杯	杯	bēi	*mw.*	a measure word for certain containers of liquids: glass, cup	10
杯子	杯子	bēizi	*n.*	cup; glass	10
北京	北京	Běijīng	*pn.*	Beijing	6
变	變	biàn	*v.*	to change	8
变脸	變臉	biàn liǎn	*vo.*	face changing (a device of Sichuan Opera)	8
别	別	bié	*adv.*	don't	10

Simplified	Traditional	Pinyin	Part of Speech	English	Lesson
冰	冰	bīng	*n.*	ice	10
不错	不错	búcuò	*adj.*	pretty good	8
不太	不太	bú tài	*phr.*	not really	8
不	不	bù	*adv.*	not; no	1
C					
猜	猜	cāi	*v.*	to guess	3
才	才	cái	*adv.*	not until; only then	7
菜	菜	cài	*n.*	dish (type of food); vegetable; cuisine	7
参加	參加	cānjiā	*v.*	to participate; to take part; to join	6
茶	茶	chá	*n.*	tea	10
常常	常常	chángcháng	*adv.*	often	5
唱	唱	chàng	*v.*	to sing	4
唱歌	唱歌	chàng gē	*phr.*	to sing (a song)	4
吃	吃	chī	*v.*	to eat	6
吃饭	吃飯	chī fàn	*vo.*	to have a meal	6
除了……以外	除了……以外	chúle…yǐwài	*misc.*	besides; apart from	9
春节	春節	Chūnjié	*n.*	Spring Festival; Chinese New Year	7
次	次	cì	*mw.*	time (a classifier for enumerated events)	8
聪明	聰明	cōngming	*adj.*	intelligent; clever; bright; smart	7
D					
打	打	dǎ	*v.*	to play (a game)	4
打电话	打電話	dǎ diànhuà	*phr.*	to make a telephone call	9

Simplified	Traditional	Pinyin	Part of Speech	English	Lesson
打篮球	打籃球	dǎ lánqiú	*phr.*	to play basketball	6
打字	打字	dǎ zì	*vo.*	to type	9
大	大	dà	*adj.*	big	7
大使	大使	dàshǐ	*n.*	ambassador	10
到	到	dào	*v.*	to arrive; to reach	7
的	的	de	*p.*	a possessive particle	2
得	得	de	*p.*	(a structural particle)	8
得	得	děi	*mv.*	have to; must	6
等	等	děng	*v.*	to wait	6
地球	地球	dìqiú	*n.*	the Earth	10
地铁	地鐵	dìtiě	*n.*	subway, metro	5
弟弟	弟弟	dìdi	*n.*	younger brother	2
点	點	diǎn	*mw.*	o'clock (unit of time)	5
电话	電話	diànhuà	*n.*	telephone	9
电脑	電腦	diànnǎo	*n.*	computer	5
电视	電視	diànshì	*n.*	television; TV	5
电影	電影	diànyǐng	*n.*	movie; film	4
丢	丟	diū	*v.*	to lose; to put aside; to throw	10
懂	懂	dǒng	*v.*	to understand; to comprehend	9
都	都	dōu	*adv.*	all; both	2
短信	短信	duǎnxìn	*n.*	text message	9
队	隊	duì	*n.*	team	6
对	對	duì	*adj.*	right; correct	3
对不起	對不起	duìbuqǐ	*phr.*	sorry; excuse me	6
对了	對了	duì le	*phr.*	correct; that's right	3

Simplified	Traditional	Pinyin	Part of Speech	English	Lesson
对了	對了	duìle	*phr.*	oh, by the way	7
多	多	duō	*adj./adv.*	many, much; more	5
多大	多大	duō dà	*phr.*	how old	3
多少	多少	duōshao	*pron.*	how many/much; (for asking phone number) what is …	9
E					
儿子	兒子	érzi	*n.*	son	3
二	二	èr	*nu.*	two	3
F					
发短信	發短信	fā duǎnxìn	*phr.*	to send short messages; to text	9
发音	發音	fā yīn	*vo./n.*	to pronounce/pronunciation	9
方便	方便	fāngbiàn	*adj.*	convenient	9
方法	方法	fāngfǎ	*n.*	method; way; means	10
放学	放學	fàng xué	*vo.*	to dismiss students at the end of the school day	6
飞机	飛機	fēijī	*n.*	airplane	4
非常	非常	fēicháng	*adv.*	very; extremely; exceedingly	8
分	分	fēn	*mw.*	minute (unit of time)	5
G					
盖子	蓋子	gàizi	*n.*	lid; cover; cap	10
干净	乾淨	gānjìng	*adj.*	clean; neat	10
高兴	高興	gāoxìng	*adj.*	happy; glad	7
哥哥	哥哥	gēge	*n.*	older brother	2
歌	歌	gē	*n.*	song	4
个	個	gè	*mw.*	a measure word for people or objects in general	2

Simplified	Traditional	Pinyin	Part of Speech	English	Lesson
给	給	gěi	*v.*	to give	10
跟	跟	gēn	*prep.*	with	5
更	更	gèng	*adv.*	more; even more	10
工程师	工程師	gōngchéngshī	*n.*	engineer	5
工作	工作	gōngzuò	*v./n.*	to work; job	5
功课	功課	gōngkè	*n.*	homework; assignment	6
狗	狗	gǒu	*n.*	dog	2
贵	貴	guì	*adj.*	honorable; expensive	1
贵姓	貴姓	guìxìng	*n.*	one's (honorable) surname	1
国	國	guó	*n.*	country	1
国宝	國寶	guóbǎo	*n.*	national treasure	8
果汁	果汁	guǒzhī	*n.*	fruit juice	10
H					
还	還	hái	*adv.*	in addition; also; else	2
还	還	hái	*adv.*	still; yet	7
还是	還是	háishi	*conj.*	or	8
孩子	孩子	háizi	*n.*	child	3
韩国	韓國	Hánguó	*pn.*	South Korea	1
韩文	韓文	Hánwén	*n.*	Korean language	8
汉堡	漢堡	hànbǎo	*n.*	hamburger	7
汉字	漢字	Hànzì	*n.*	Chinese character	4
好	好	hǎo	*adj.*	good	1
好吃	好吃	hǎochī	*adj.*	tasty; delicious	7
好久不见	好久不見	hǎojiǔ bú jiàn	*idiom*	long time no see	7

Simplified	Traditional	Pinyin	Part of Speech	English	Lesson
好看	好看	hǎokàn	*adj.*	good-looking; good (of a movie, book, TV show, etc.)	3
好听	好聽	hǎotīng	*adj.*	pleasant to hear	4
好玩	好玩	hǎowán	*adj.*	amusing; fun; interesting	4
好用	好用	hǎoyòng	*adj.*	easy to use	9
号	號	hào	*n.*	day of a month; date	3
号码	號碼	hàomǎ	*n.*	number	9
喝	喝	hē	*v.*	to drink	10
和	和	hé	*conj.*	and	2
黑色	黑色	hēisè	*n.*	black	8
很	很	hěn	*adv.*	very	2
画	畫	huà	*v./n.*	to draw; to paint/picture; painting	8
环保	環保	huánbǎo	*n./adj.*	environmental protection/ environmentally friendly	10
环境	環境	huánjìng	*n.*	environment; circumstances; surroundings	10
回家	回家	huí jiā	*vo.*	to return home	5
回收	回收	huíshōu	*v.*	to recycle; to reclaim	10
会	會	huì	*mv.*	can; to know how to	8
会	會	huì	*mv.*	will; to be likely to	9
J					
几	幾	jǐ	*pron.*	how many	2
几	幾	jǐ	*nu.*	several; a few	8
记得	記得	jìde	*v.*	to remember	10
加	加	jiā	*v.*	to add	8

Simplified	Traditional	Pinyin	Part of Speech	English	Lesson
加油	加油	jiā yóu	*phr.*	to make an extra effort; to cheer somebody on	6
家	家	jiā	*n.*	family; home	2
家里	家裡	jiā lǐ	*phr.*	at home	9
家人	家人	jiārén	*n.*	(one's) family members	2
家庭	家庭	jiātíng	*n.*	family; household	5
家务	家務	jiāwù	*n.*	household duties; housework	5
减少	減少	jiǎnshǎo	*v.*	to lessen; to decrease; to reduce; to lower	10
见	見	jiàn	*v.*	to see	6
健康	健康	jiànkāng	*adj./n.*	healthy/health	10
教	教	jiāo	*v.*	to teach	4
饺子	餃子	jiǎozi	*n.*	dumpling	7
叫	叫	jiào	*v.*	to be called; to call	1
接	接	jiē	*v.*	to pick up	5
姐姐	姐姐	jiějie	*n.*	older sister	2
姐妹	姐妹	jiěmèi	*n.*	sisters	2
今年	今年	jīnnián	*t.*	this year	3
今天	今天	jīntiān	*t.*	today	3
今晚	今晚	jīn wǎn	*t.*	tonight	7
金	金	Jīn	*n.*	surname Jin; surname Kim (Korean)	1
金英子	金英子	Jīn Yīngzǐ	*pn.*	character's name	1
进	進	jìn	*v.*	to go in; to enter; to put in	10
九	九	jiǔ	*nu.*	nine	3
就	就	jiù	*adv.*	precisely; exactly	4
觉得	覺得	juéde	*v.*	to think; to feel	4

Simplified	Traditional	Pinyin	Part of Speech	English	Lesson
K					
咖啡	咖啡	kāfēi	*n.*	coffee	10
开车	開車	kāi chē	*vo.*	to drive a car	5
看	看	kàn	*v.*	to look at; to see; to watch	2
考	考	kǎo	*v.*	to give or take a test	6
考试	考試	kǎo shì	*vo./n.*	to give or take a test / test	6
可爱	可愛	kě'ài	*adj.*	adorable; cute; lovely	8
可是	可是	kěshì	*conj.*	but; however	4
可以	可以	kěyǐ	*mv.*	can; may; be allowed to	10
渴	渴	kě	*adj.*	thirsty	10
课	課	kè	*n.*	class; course; lesson	4
酷	酷	kù	*adj.*	cool	4
快	快	kuài	*adj.*	quick; fast; rapid	8
快乐	快樂	kuàilè	*adj.*	happy; merry	3
矿泉水	礦泉水	kuàngquán-shuǐ	*n.*	mineral spring water	10
L					
垃圾	垃圾	lājī	*n.*	trash; garbage	10
垃圾桶	垃圾桶	lājī tǒng	*n.*	rubbish bin; trash can	10
来	來	lái	*v.*	to come; to arrive	3
篮球	籃球	lánqiú	*n.*	basketball	6
老师	老師	lǎoshī	*n.*	teacher	1
了	了	le	*p.*	(a completed action marker)	7
累	累	lèi	*adj.*	tired; exhausted	6
李	李	Lǐ	*n.*	surname Li	1

Simplified	Traditional	Pinyin	Part of Speech	English	Lesson
李明	李明	Lǐ Míng	*pn.*	character's name	1
里	裡	lǐ	*n.*	interior; inside	10
厉害	厲害	lìhai	*adj.*	ferocious; serious; awesome	8
脸	臉	liǎn	*n.*	face	8
练习	練習	liànxí	*v./n.*	to practice/exercise; drill	8
两	兩	liǎng	*nu.*	in the amount of two	2
聊天	聊天	liáo tiān	*vo.*	to chat; to gossip	7
林	林	Lín	*n.*	surname Lin	1
零	零	líng	*nu.*	zero	6
六	六	liù	*nu.*	six	3
录音	錄音	lù yīn	*vo./n.*	to record (sound)/recording	9
乱	亂	luàn	*adv.*	randomly	10
绿色	綠色	lǜsè	*n.*	green	8
M					
妈妈	媽媽	māma	*n.*	mother; mom	2
马	馬	mǎ	*n.*	horse	3
吗	嗎	ma	*p.*	a question particle for YES/NO questions	1
忙	忙	máng	*adj.*	busy	5
没	沒	méi	*adv.*	not	2
没关系	沒關係	méi guānxi	*phr.*	it doesn't matter	9
没问题	沒問題	méi wèntí	*phr.*	no problem	4
美国	美國	Měiguó	*pn.*	the United States	1
妹妹	妹妹	mèimei	*n.*	younger sister	2
门口	門口	ménkǒu	*n.*	entrance; doorway	6

Simplified	Traditional	Pinyin	Part of Speech	English	Lesson
们	們	men	*plural suffix*	a plural marker for pronouns and nouns referring to individuals	1
名字	名字	míngzi	*n.*	name	1
明天	明天	míngtiān	*t.*	tomorrow	3
N					
哪	哪	nǎ	*pron.*	which	1
哪儿	哪兒	nǎr	*pron.*	where	5
哪里	哪裡	nǎlǐ	*idiom*	(an expression of modesty) not at all; I am flattered	8
那	那	nà	*conj.*	then; in that case	4
那	那	nà	*pron.*	that	3
那么	那麼	nàme	*pron.*	(indicating degree) so; such	10
男	男	nán	*adj.*	male	3
男孩子	男孩子	nán háizi	*n.*	boy	3
难听	難聽	nántīng	*adj.*	unpleasant to hear	8
呢	呢	ne	*p.*	a particle indicating that a previously asked question is to be applied to the preceding word (What about...?; And...?)	1
能	能	néng	*mv.*	can; to be able to	7
你	你	nǐ	*pron.*	you (singular)	1
你好	你好	nǐ hǎo	*phr.*	hello; hi	1
年级	年級	niánjí	*n.*	grade; year (in school, college, etc.)	10
您	您	nín	*pron.*	you (an honorific form of 你)	1
牛	牛	niú	*n.*	ox; cow; bull	3
牛	牛	niú	*adj.*	awesome (slang)	8
纽约	紐約	Niǔyuē	*pn.*	New York	6

Simplified	Traditional	Pinyin	Part of Speech	English	Lesson
女	女	nǚ	*adj.*	female	3
女儿	女兒	nǚ'ér	*n.*	daughter	3
女孩子	女孩子	nǚ háizi	*n.*	girl	3
P					
派对	派對	pàiduì	*n.*	party	3
朋友	朋友	péngyou	*n.*	friend	4
漂亮	漂亮	piàoliang	*adj.*	beautiful; pretty	7
瓶	瓶	píng	*mw./n.*	a measure word for certain containers of liquids, such as bottle / bottle	10
Q					
七	七	qī	*nu.*	seven	6
清楚	清楚	qīngchu	*adj.*	clear; distinct	9
请	請	qǐng	*v.*	please (polite form of request)	1
请	請	qǐng	*v.*	to treat; to invite	6
请客	請客	qǐng kè	*vo.*	to treat someone to do something	10
请问	請問	qǐng wèn	*phr.*	excuse me; may I ask...?	1
球员	球員	qiúyuán	*n.*	sports club member	6
去	去	qù	*v.*	to go	3
R					
让	讓	ràng	*v.*	to allow or cause (somebody to do something)	9
绕口令	繞口令	ràokǒulìng	*n.*	tongue twister	9
热	熱	rè	*adj.*	hot	10
人	人	rén	*n.*	person, people	1
认识	認識	rènshi	*v.*	to know; to recognize	7

Simplified	Traditional	Pinyin	Part of Speech	English	Lesson
容易	容易	róngyì	*adj.*	easy	6
肉	肉	ròu	*n.*	meat	7
如果	如果	rúguǒ	*conj.*	if; in case	10
S					
三	三	sān	*nu.*	three	3
上个	上個	shàng ge	*phr.*	last (week, etc.); previous	7
上课	上課	shàng kè	*vo.*	to go to class; to attend class	5
少	少	shǎo	*adj./adv.*	few, little; less	5
谁	誰	shéi	*pron.*	who	3
什么	什麼	shénme	*pron.*	what	1
生病	生病	shēng bìng	*vo.*	to be sick; to fall ill	10
生活	生活	shēnghuó	*n.*	life; livelihood	9
生日	生日	shēngrì	*n.*	birthday	3
十	十	shí	*nu.*	ten	3
时间	時間	shíjiān	*n.*	time	6
事	事	shì	*n.*	thing; affair; event	6
视频	視頻	shìpín	*n.*	video	8
是	是	shì	*v.*	am, is, are; to be; yes	1
手机	手機	shǒujī	*n.*	cellphone; mobile phone	9
首	首	shǒu	*mw.*	a measure word for poems, songs, etc.	4
书	書	shū	*n.*	book	6
书法	書法	shūfǎ	*n.*	calligraphy; handwriting	8
属	屬	shǔ	*v.*	to be born in the year of (one of the twelve animals)	3

Simplified	Traditional	Pinyin	Part of Speech	English	Lesson
薯条	薯條	shǔtiáo	*n.*	french fries; chips	7
睡觉	睡覺	shuì jiào	*vo.*	to go to bed; to sleep	6
说	說	shuō	*v.*	to speak; to say	9
说唱	說唱	shuōchàng	*n.*	rap (a music style)	8
死	死	sǐ	*v./adj.*	to die/extremely	10
四	四	sì	*nu.*	four	2
素	素	sù	*adj.*	vegetarian (food)	7
塑料	塑料	sùliào	*n.*	plastic	10
虽然	雖然	suīrán	*conj.*	although; though	5
岁	歲	suì	*mw.*	a measure word for years (of age)	3
所以	所以	suǒyǐ	*conj.*	therefore; so	10
T					
他	他	tā	*pron.*	he; him	2
她	她	tā	*pron.*	she; her	2
太好了	太好了	tài hǎo le	*phr.*	that's great	3
天啊	天啊	tiān a	*phr.*	gosh; oh my god	6
跳舞	跳舞	tiào wǔ	*vo.*	to dance	4
听	聽	tīng	*v.*	to listen; to hear	4
听说	聽說	tīngshuō	*v.*	to be told; to hear of	7
听音乐会	聽音樂會	tīng yīnyuèhuì	*phr.*	go to a concert	6
桶	桶	tǒng	*n.*	bucket	10
图书馆	圖書館	túshūguǎn	*n.*	library	6
W					
哇	哇	wā	*interj.*	wow	8

Simplified	Traditional	Pinyin	Part of Speech	English	Lesson
外面	外面	wàimiàn	*n.*	outside	7
玩	玩	wán	*v.*	to play; to have fun	4
晚饭	晚飯	wǎnfàn	*n.*	dinner	7
晚上	晚上	wǎnshang	*t.*	evening; night	6
万事如意	萬事如意	wànshì rúyì	*idiom*	may all your hopes be fulfilled	7
王	王	Wáng	*n.*	surname Wang	1
王大卫	王大衛	Wáng Dàwèi	*pn.*	character's name	1
忘	忘	wàng	*v.*	to forget	9
为什么	為什麼	wèi shénme	*pron.*	why	4
喂	喂	wèi	*interj.*	hey; hello (usually on the phone)	7
问	問	wèn	*v.*	to ask (a question)	1
我	我	wǒ	*pron.*	I; me	1
无聊	無聊	wúliáo	*adj.*	bored; boring	6
无人机	無人機	wúrénjī	*n.*	drone; unmanned aerial vehicle	4
五	五	wǔ	*nu.*	five	2
X					
吸管	吸管	xīguǎn	*n.*	straw	10
希望	希望	xīwàng	*v.*	to hope; to wish for	5
洗碗	洗碗	xǐ wǎn	*vo.*	to wash the dishes	5
喜欢	喜歡	xǐhuan	*v.*	to like; to be fond of	4
现在	現在	xiànzài	*t.*	now	5
想	想	xiǎng	*mv.*	to think; to want	4
小	小	xiǎo	*adj.*	small; little	7
小亮	小亮	Xiǎoliàng	*pn.*	a person's name	7

Simplified	Traditional	Pinyin	Part of Speech	English	Lesson
校队	校隊	xiàoduì	*n.*	school team	6
写	寫	xiě	*v.*	to write	4
谢谢	謝謝	xièxie	*v.*	to thank; thanks	3
新年	新年	xīnnián	*n.*	New Year	7
星期	星期	xīngqī	*n.*	week	3
星期二	星期二	Xīngqī'èr	*t.*	Tuesday	3
星期天	星期天	Xīngqītiān	*t.*	Sunday	3
行	行	xíng	*adj.*	all right; OK	6
幸运	幸運	xìngyùn	*adj.*	fortunate; lucky	7
姓	姓	xìng	*v./n.*	(one's) family name is …; to be surnamed / family name; surname	1
兄弟	兄弟	xiōngdì	*n.*	brothers	2
熊猫	熊貓	xióngmāo	*n.*	panda	8
学	學	xué	*v.*	to learn; to study	4
学生	學生	xuéshēng	*n.*	student	2
学习	學習	xuéxí	*v.*	to learn; to study	6
学校	學校	xuéxiào	*n.*	school	6
Y					
颜色	顏色	yánsè	*n.*	color	8
要	要	yào	*mv.*	will, to be going to	5
要	要	yào	*v./mv.*	to want/must; need to	10
也	也	yě	*adv.*	also; too	1
一	一	yī	*nu.*	one	2
一定	一定	yídìng	*adv.*	surely; certainly	3
一下	一下	yíxià	*phr.*	a bit; once	10

Simplified	Traditional	Pinyin	Part of Speech	English	Lesson
一样	一樣	yíyàng	*adj.*	same; alike	9
一边…… 一边……	一邊…… 一邊……	yìbiān… yìbiān…	*misc.*	(two actions taking place) simultaneously	7
一起	一起	yìqǐ	*adv.*	together	6
一言为定	一言為定	yì yán wéi dìng	*idiom*	it's a deal; that's settled then	7
医生	醫生	yīshēng	*n.*	doctor	5
以后	以後	yǐhòu	*t.*	after; later; in the future	6
以前	以前	yǐqián	*t.*	before; formerly; previous	9
因为	因為	yīnwèi	*conj.*	because	4
音乐	音樂	yīnyuè	*n.*	music	4
音乐会	音樂會	yīnyuèhuì	*n.*	concert	6
音乐厅	音樂廳	yīnyuètīng	*n.*	concert hall	6
应该	應該	yīnggāi	*mv.*	ought to; should	5
用	用	yòng	*v.*	to use	8
游戏	遊戲	yóuxì	*n.*	game	4
游泳	游泳	yóuyǒng	*v.*	to swim	5
友好	友好	yǒuhǎo	*adj.*	friendly	7
有	有	yǒu	*v.*	to have; there is/are	2
有道理	有道理	yǒu dàolǐ	*phr.*	to make sense; reasonable	8
有空	有空	yǒu kòng	*phr.*	to have time (to do something)	6
有意思	有意思	yǒu yìsi	*adj.*	interesting; fun	4
又…… 又……	又…… 又……	yòu…yòu…	*misc.*	both... and…; not only…but also…	7
月	月	yuè	*n.*	moon; month	3
越来越	越來越	yuè lái yuè	*phr.*	more and more	9

Simplified	Traditional	Pinyin	Part of Speech	English	Lesson
Z					
再见	再見	zàijiàn	*phr.*	goodbye	6
在	在	zài	*prep./v.*	at, in, on; to be at (a place)	5
在	在	zài	*adv.*	(a marker for action in progress)	8
早	早	zǎo	*adj.*	early	8
早上	早上	zǎoshang	*t.*	morning	6
怎么	怎麼	zěnme	*pron.*	how	5
怎么	怎麼	zěnme	*pron.*	why	10
怎么样	怎麼樣	zěnmeyàng	*pron.*	how (is, are); how about	4
张	張	zhāng	*mw.*	a measure word for flat objects, sheet; surname Zhang	3
找	找	zhǎo	*v.*	to find; to look for	4
照片	照片	zhàopiàn	*n.*	photograph; picture	2
这	這	zhè	*pron.*	this	2
这里	這裡	zhèlǐ	*pron.*	here	10
这么	這麼	zhème	*pron.*	so; such	8
真	真	zhēn	*adv.*	really; truly	3
真的	真的	zhēn de	*phr.*	really; truly; indeed	3
只	只	zhī	*mw.*	a measure word for animals	2
知道	知道	zhīdào	*v.*	to know	8
只	只	zhǐ	*adv.*	only	8
纸	紙	zhǐ	*n.*	paper	10
纸杯	紙杯	zhǐbēi	*n.*	paper cup	10
中国	中國	Zhōngguó	*pn.*	China	1

Simplified	Traditional	Pinyin	Part of Speech	English	Lesson
中国城	中國城	Zhōngguó-chéng	*n.*	Chinatown	6
中文	中文	Zhōngwén	*n.*	Chinese language	4
中学	中學	zhōngxué	*n.*	secondary school	2
中学生	中學生	zhōngxué-shēng	*n.*	secondary school student	2
种	種	zhǒng	*mw.*	a measure word for types, kinds	8
周末	週末	zhōumò	*t.*	weekend	4
竹子	竹子	zhúzi	*n.*	bamboo	8
主妇	主婦	zhǔfù	*n.*	housewife	5
祝	祝	zhù	*v.*	to wish; to express good wishes	3
准备	準備	zhǔnbèi	*v.*	to prepare	6
自己	自己	zìjǐ	*pron.*	oneself	9
最	最	zuì	*adv.*	most; -est (superlative suffix)	4
最近	最近	zuìjìn	*t.*	recently; lately	7
昨天	昨天	zuótiān	*t.*	yesterday	7
坐	坐	zuò	*v.*	to sit; to take a seat; to take (a bus, airplane etc.)	5
做	做	zuò	*v.*	to do; to make	4
做饭	做飯	zuò fàn	*vo.*	to prepare a meal; to cook	5
做客	做客	zuò kè	*vo.*	to be a guest or visitor	7

Supplementary Word Bank

Simplified	Traditional	Pinyin	Part of Speech	English	Lesson
A					
爱好	愛好	àihào	*n.*	hobby	4
B					
八	八	bā	*nu.*	eight	2
C					
橙色	橙色	chéngsè	*n.*	orange color	8
厨师	廚師	chúshī	*n.*	cook; chef	5
D					
大学生	大學生	dàxuéshēng	*n.*	university student; college student	2
德国	德國	Déguó	*pn.*	Germany	1
电影院	電影院	diànyǐngyuàn	*n.*	movie theater	6
电子邮件	電子郵件	diànzǐ yóujiàn	*n.*	email	9
E					
儿子	兒子	érzi	*n.*	son	2
二	二	èr	*nu.*	two	2
F					
法国	法國	Fǎguó	*pn.*	France	1
饭馆	飯館	fànguǎn	*n.*	restaurant	6
粉红色	粉紅色	fěnhóngsè	*n.*	pink	8
服务员	服務員	fúwùyuán	*n.*	waiter; waitress	5

Simplified	Traditional	Pinyin	Part of Speech	English	Lesson
G					
高中生	高中生	gāozhōng-shēng	*n.*	high school student	2
国画	國畫	guóhuà	*n.*	traditional Chinese painting	8
H					
红色	紅色	hóngsè	*n.*	red	8
猴	猴	hóu	*n.*	monkey	3
虎	虎	hǔ	*n.*	tiger	3
黄色	黃色	huángsè	*n.*	yellow	8
灰色	灰色	huīsè	*n.*	gray	8
J					
鸡	雞	jī	*n.*	chicken; rooster	3
鸡肉	雞肉	jīròu	*n.*	chicken meat	7
加拿大	加拿大	Jiānádà	*pn.*	Canada	1
九	九	jiǔ	*nu.*	nine	2
K					
咖啡色	咖啡色	kāfēisè	*n.*	brown	8
L					
蓝色	藍色	lánsè	*n.*	blue	8
脸谱	臉譜	liǎnpǔ	*n.*	types of facial makeup in operas	8
六	六	liù	*nu.*	six	2
龙	龍	lóng	*n.*	dragon	3
律师	律師	lǜshī	*n.*	lawyer	5
M					
慢	慢	màn	*adj.*	slow	8

Simplified	Traditional	Pinyin	Part of Speech	English	Lesson
猫	貓	māo	*n.*	cat	2
墨西哥	墨西哥	Mòxīgē	*pn.*	Mexico	1
N					
那儿	那兒	nàr	*pron.*	there	5
奶奶	奶奶	nǎinai	*n.*	father's mother; paternal grandmother	2
牛肉	牛肉	niúròu	*n.*	beef	7
农民	農民	nóngmín	*n.*	farmer; peasant	5
女儿	女兒	nǚ'ér	*n.*	daughter	2
P					
拍照	拍照	pāi zhào	*vo.*	to take pictures	9
Q					
七	七	qī	*nu.*	seven	2
起床	起床	qǐ chuáng	*vo.*	to get out of bed; to get up	6
R					
热巧克力	熱巧克力	rè qiǎokèlì	*n.*	hot chocolate	10
日本	日本	Rìběn	*pn.*	Japan	1
S					
三	三	sān	*nu.*	three	2
商人	商人	shāngrén	*n.*	merchant; businessman	5
上午	上午	shàngwǔ	*t.*	morning; before noon	6
蛇	蛇	shé	*n.*	snake	3
设计师	設計師	shèjìshī	*n.*	designer; architect	5
十	十	shí	*nu.*	ten	2

Simplified	Traditional	Pinyin	Part of Speech	English	Lesson
世界	世界	shìjiè	*n.*	world	10
鼠	鼠	shǔ	*n.*	rat; mouse	3
说	說	shuō	*v.*	to speak; to say	5
T					
他	他	tā	*pron.*	he; him	1
它	它	tā	*pron.*	it	2
她	她	tā	*pron.*	she; her	1
同学	同學	tóngxué	*n.*	classmate	1
兔	兔	tù	*n.*	rabbit	3
W					
外公	外公	wàigōng	*n.*	mother's father; maternal grandfather	2
外婆	外婆	wàipó	*n.*	mother's mother; maternal grandmother	2
晚饭	晚飯	wǎnfàn	*n.*	dinner	6
午饭	午飯	wǔfàn	*n.*	lunch	6
X					
下午	下午	xiàwǔ	*t.*	afternoon	6
小学生	小學生	xiǎoxuéshēng	*n.*	primary school student; schoolchild	2
兴趣	興趣	xìngqù	*n.*	interest; hobby	4
学生	學生	xuéshēng	*n.*	student	1
Y					
羊	羊	yáng	*n.*	sheep; goat	3
羊肉	羊肉	yángròu	*n.*	lamb/goat meat	7

Simplified	Traditional	Pinyin	Part of Speech	English	Lesson
爷爷	爺爺	yéye	*n.*	father's father; paternal grandfather	2
印度	印度	Yìndù	*pn.*	India	1
英国	英國	Yīngguó	*pn.*	United Kingdom; England	1
越南	越南	Yuènán	*pn.*	Vietnam	1
Z					
早饭	早飯	zǎofàn	*n.*	breakfast	6
这儿	這兒	zhèr	*pron.*	here	5
职员	職員	zhíyuán	*n.*	office worker; staff member	5
中午	中午	zhōngwǔ	*t.*	noon	6
猪	豬	zhū	*n.*	pig	3
猪肉	豬肉	zhūròu	*n.*	pork	7
紫色	紫色	zǐsè	*n.*	purple	8

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