Chinese Odyssey

Volume 1

Simplified and Traditional Character Textbook

THIS IS AN UNCORRECTED ADVANCE SAMPLE COPY, NOT TO BE REPRODUCED OR SOLD

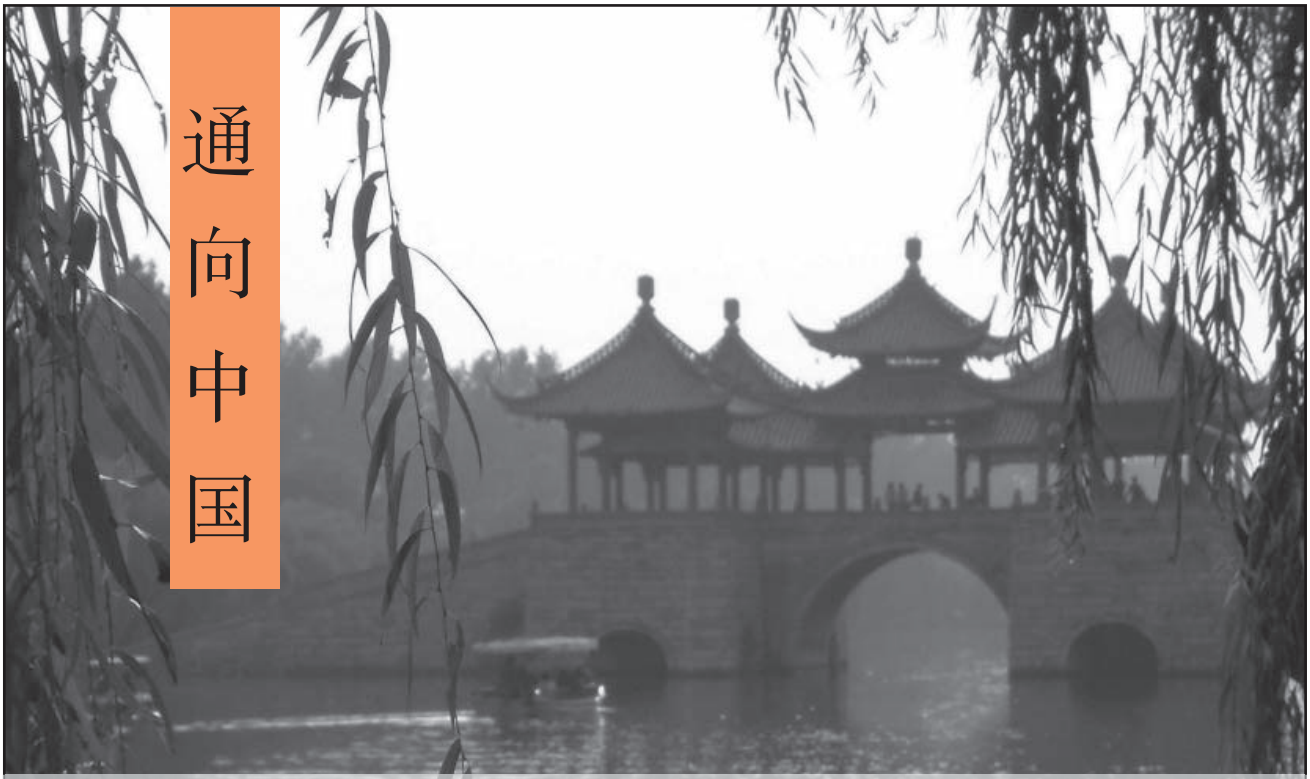
This sample includes: Table of Contents, Preface, Introduction to Chinese, Lesson 1, Lesson 2

The full textbook contains:
Eleven lessons total (Introduction to Chinese, Lessons 1-10)
Total pages: 196pp.
ISBN-13: 978-0-88727-538-8
PUBLICATION DATE: January 2007

Copyright © Xueying Wang, Li-chuang Chi, and Liping Feng

To purchase a copy of this book or others in this series, please visit www.cheng-tsui.com.

To request an exam copy of this book or others in this series, please write marketing@cheng-tsui.com.



Chinese Odyssey

Innovative Chinese Courseware

SIMPLIFIED & TRADITIONAL

Vol. 1 • TEXTBOOK

Xueying Wang, Li-chuang Chi, and Liping Feng
王学英　　祁立庄　　冯力平

CHENG & TSUI COMPANY Boston

Copyright © 2007, 2005 Johns Hopkins University.

All Rights Reserved.The contents of *Chinese Odyssey* were developed in part under a grant from the Fund for the Improvement of Postsecondary Education (FIPSE), U.S. Department of Education. However, these contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, scanning, or any information storage or retrieval system, without written permission from the publisher.

12 11 10 09 08 07 1 2 3 4 5 6

Published by
Cheng & Tsui Company, Inc.
25 West Street
Boston, MA 02111-1213 USA
Fax (617) 426-3669
www.cheng-tsui.com
"Bringing Asia to the World"

Library of Congress Cataloging-in-Publication Data

Wang, Xueying.
Chinese odyssey : innovative Chinese courseware / Xueying Wang,
Li-chuang Chi, and Liping Feng.
p. cm.
Includes an index.
Chinese and English.
ISBN 10: 0-88727-538-9
ISBN 13: 978-0-88727-538-8
1. Chinese language—Textbooks for foreign speakers—English.
I. Chi, Li-chuang. II. Feng, Liping. III. Title.
PL1129.E5W385 2004
495.1'82421—dc22

2004063504

Simplified & Traditional Character Edition

Printed in Canada

Chinese Odyssey includes multimedia products, textbooks, workbooks, and audio products. Visit www.cheng-tsui.com for more information on the other components of *Chinese Odyssey.*

SAMPLE

Table of Contents

Preface v

List of Abbreviations xviii

Simplified Character Lessons

Lesson 1		Introduction to Chinese Phonetics	1
Lesson 2	你早	Basic Greetings	17
Lesson 3	你爸爸妈妈好吗?	How's Your Family?	29
Lesson 4	好久不见，你怎么样?	How's It Going?	41
Lesson 5	你做什么工作?	How Do You Make a Living?	55
Lesson 6	做作业	Doing Homework	73
Lesson 7	欢迎你们常来!	Welcoming Guests	91
Lesson 8	问姓名	Asking Someone's Name	109
Lesson 9	找人	Looking for Someone	127
Lesson 10	介绍朋友	Introducing Friends	143

Traditional Character Lessons

Lesson 1		Introduction to Chinese Phonetics	1
Lesson 2	你早	Basic Greetings	17
Lesson 3	你爸爸媽媽好嗎?	How's Your Family?	29
Lesson 4	好久不見，你怎麼樣?	How's It Going?	41
Lesson 5	你做什麼工作?	How Do You Make a Living?	55
Lesson 6	做作業	Doing Homework	73
Lesson 7	歡迎你們常來!	Welcoming Guests	91
Lesson 8	問姓名	Asking Someone's Name	109
Lesson 9	找人	Looking for Someone	127
Lesson 10	介紹朋友	Introducing Friends	143

Appendix: List of Grammar Points 161

Chinese-English Vocabulary Glossary, Arranged Alphabetically by Pinyin 163

Glossary of Proper Nouns 177

SAMPLE

Publisher's Note

Despite the increasing use of technology in foreign language education, there have been few multimedia courses in Chinese that focus on all four skills and span all levels of language instruction. At long last, we are pleased to present *Chinese Odyssey*, unique because it is the first stand-alone multimedia series designed for multi-year classroom instruction. *Chinese Odyssey's* pace and oral/aural emphasis are geared to the American high school and college instructional environment, and its combination of multimedia, audio, and book products allows educators the flexibility to use it independently as a multimedia course, or to combine multimedia and paper formats. And in the books, in response to student requests, we have designed the layout to allow space for learners to write notes in the margins.

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

SAMPLE

Professor Shou-hsin Teng, Chief Editor
3 Coach Lane, Amherst, MA 01002

Professor Dana Scott Bourgerie
Asian and Near Eastern Languages,
Brigham Young University, Provo, UT 84602

Professor Samuel Cheung
Department of Chinese,
Chinese University of Hong Kong,
Shatin, Hong Kong

Professor Ying-che Li
Dept. of East Asian Languages,
University of Hawaii,
Honolulu, HI 96822

Professor Timothy Light
Dept. of Comparative Religion,
Western Michigan University,
Kalamazoo, MI 49008

Preface

Welcome to *Chinese Odyssey*, an innovative multimedia language courseware for learning Mandarin Chinese. *Chinese Odyssey* is designed to provide a comprehensive curriculum, laying the groundwork for building your Chinese language skills from beginning to advanced levels over a period of three years. Designed for high school, college, and adult learners, *Chinese Odyssey* teaches the full scope of language learning skills—listening, speaking, reading, and writing—in addition to grammar. And because it is completely multimedia-based, *Chinese Odyssey* provides unique access to video, audio, images, and interactive exercises, adding a new dimension of flexibility and richness to the language learning experience.

Year-by-Year Learning Objectives

SAMPLE

First Year (Volumes 1 and 2)

The first year is designed to teach the basic survival skills you will need to communicate in Chinese. The exercises concentrate heavily on spoken language and pronunciation, with a special focus on pinyin and tones in Volume 1. In Volume 2, pronunciation exercises are gradually replaced by more communicative and grammar-based exercises.

Second Year (Volumes 3 and 4)

In your second year of studying Chinese, you will complete the basic groundwork in Chinese, and you'll learn more about Chinese grammar. At this point, you should become more comfortable with Chinese customs and will be able to communicate about daily tasks with Chinese people. By the end of this year, you will have gained the necessary language skills for living in China.

Third Year (Volumes 5 and 6)

At this level, you will be continuously honing your language skills and cultural understanding. You will develop the skills necessary to carry on a high-level discussion in Chinese, expressing your opinions as you talk about issues related to current events, Chinese society, politics, economics, the education system, and aspects of Chinese culture such as food, holidays, and Chinese medicine. You will also begin to learn the written form of Chinese (书面语/書面語), which is different from the modern spoken form of the language.

Chinese Odyssey's Pedagogical Approach

Why Multimedia

In the past, most education took place in a classroom environment and was based primarily on interaction between the teacher and student. Today, people of all ages and backgrounds are seeking to enhance their language experience with multimedia tools. As a completely stand-alone multimedia courseware, *Chinese Odyssey* lets you effectively manage your own learning. Using the multimedia CD-ROMs, you can instantly see whether you've completed an exercise correctly, get explanations of answers, and record your exercise scores. You can participate in a variety of interactive situations that allow you to practice what you have learned. Thus, you can set your own pace and focus on your perceived areas of weakness.

The multimedia format easily accommodates students of varying backgrounds, skill levels, and aptitudes. For example, beginning students can spend more time learning to write Chinese characters by following animated stroke order, or focus on pronunciation drills. In the second and third years, students can take advantage of online resources—such as links to Internet pages related to lesson topics—which will enrich their learning experience. In short, for students, using the multimedia program is like having a private tutor.

SAMPLE

Within the realm of traditional classroom-based instruction, the *Chinese Odyssey* courseware enables instructors to more effectively use their limited instructional hours for interaction with their students rather than for mechanical drills. For example, using the multimedia CD-ROM, students can do drills and exercises as well as review the lesson on their own time. This frees up class time for more meaningful interaction between teachers and students. Because the courseware contains a score-keeping function, language instructors don't have to spend lots of time grading students' homework. Instructors can simply ask students to print out their exercise score reports, which will automatically indicate the students' performance as well as the time taken to complete the exercise. Moreover, students absent from class can take their portable CDs with them in order to keep up with lessons, without having to use too much of the instructor's time to make up the class.

A Note about the Exercises

Chinese Odyssey contains sophisticated multimedia exercises in grammar and the four basic language skills—listening, speaking, reading and writing. In order

to prepare you to take the *Hanyu Shuiping Kaoshi* (HSK), the Chinese Proficiency Test given by the Chinese government, some of the exercises are in HSK format (see "How *Chinese Odyssey* Provides Preparation for the HSK" below). Other multimedia exercises include matching games and pre-recorded dialogues that you can engage in with the computer; we hope that such activities are able to bring some fun and interaction to Chinese learning.

Why We Introduce Idiomatic Colloquial Speech

Rather than teaching artificial textbook "language," which is heavily limited by vocabulary and grammar, we introduce authentic idiomatic colloquial speech to make learning more real and the everyday spoken language more accessible. Heritage students and those who are highly motivated to learn can simply memorize the colloquial speech without a need to analyze the grammar. Those who have limited time do not have to memorize the idiomatic colloquial speech.

SAMPLE

Topics in *Chinese Odyssey*

The course material contains practical topics such as greeting people, entertaining guests, opening a bank account, or going to the post office, as well as contemporary topics such as dating and opening a cell phone account. Before writing *Chinese Odyssey*, we held a series of discussions with our students in order to select topics that would be, from a learners' perspective, both interesting and practical. For example, dating is a topic that students love because it helps to bring Chinese learning from academia into their everyday world.

Settings in *Chinese Odyssey*

The settings in *Chinese Odyssey* are designed to mirror the real experiences of students learning Chinese. In the first year, most students begin their language-learning journey in their home country. During the second and third years, however, students tend to travel abroad to enhance their language-learning experience in the target country of their chosen language. Thus, in parallel, our courseware begins in the home country of the novice Chinese learner, and then shifts to China, with increasingly sophisticated scenes as the students themselves advance in their language skills.

Curriculum Planning

Each year of *Chinese Odyssey* covers two volumes of material, with 20 lessons for each of the first two years (approximately 5–6 instructional hours per

lesson), and 10 lessons for the third year (approximately 9–10 instructional hours per lesson). To facilitate learning and teaching, we have tightly controlled the number of vocabulary words and the length of the text in each lesson.

Grammar is graded in terms of level of difficulty, and difficult grammar points such as 的, 了, and verb complements usually appear more than once: first to introduce basic concepts and later with increasingly detailed explanations and practice.

Cultural Information

Cultural information is imbedded in the lessons themselves. For example, culture is introduced by way of idioms, language notes, and situations that reveal different aspects of Chinese life and customs.

How *Chinese Odyssey* Provides Preparation for the HSK

SAMPLE

In addition to providing a rigorous Chinese language course, *Chinese Odyssey* is designed to prepare you for taking the *Hanyu Shuiping Kaoshi* (HSK), a proficiency-based, standardized aptitude test issued by the Chinese government. If you want to study abroad or work in China, you will eventually have to take this test. *Chinese Odyssey*'s testing software is modeled after the HSK, to give you a sense of what the actual exam is like and help you prepare for the exam.

A Tour through *Chinese Odyssey*

Textbook

Text

Each lesson is introduced with a dialogue, which we refer to as the lesson's "text." Based on the experiences of a group of friends studying Chinese, the dialogues reflect the daily life of a typical university student. The situations in each of the lessons are real-life situations that you might encounter upon visiting or preparing to visit China, such as asking for directions, ordering food at a restaurant, or applying for a visa to study abroad. We have also incorporated a range of cultural material, including common idioms and slang, to enhance your working knowledge of Chinese culture and tradition.

Vocabulary

Because Chinese is a non-alphabetic language, it is often fascinating but time-consuming for beginning students to learn the written form. To make it easier, we have divided the vocabulary in Volume 1 of the first year into the following two types:

- Basic: Basic vocabulary consists of common words that are used in everyday conversation. You will practice listening, speaking, and reading these words, but will not be responsible for writing them by hand.
- Core: From the pool of basic vocabulary words, there is a smaller set of core vocabulary, which you should learn to write. In the vocabulary lists, these core vocabulary words are starred.

Throughout *Chinese Odyssey*, you'll also find the following lists of words in the Vocabulary section.

- Notes: Explain special expression or idioms that appear in the texts. These special expressions are not required for you to learn, but because they are fun and convey something interesting about Chinese culture, most students enjoy learning them.
- Spoken Expressions (口头用语/口頭用語): Part of the required basic vocabulary, these are colloquial expressions that you'll encounter frequently in everyday conversation.
- Featured Vocabulary (词汇注解/詞彙注解) Contains further explanations and examples for the more difficult-to-use or commonly-confused words and phrases.
- Supplementary Vocabulary (补充词汇/補充詞彙): Additional words related to the lesson topic. Not required for you to learn.

SAMPLE

Starting in Volume 3 of the second year, we have included a background paragraph as a preface to the opening dialogue, which provides cultural information you need to understand the text. In the third year, the opening passages become more sophisticated as more written language is introduced, and the dialogues are shortened accordingly.

Phonetics

This section (Lessons 1–8 in Volume 1) teaches you how to pronounce Chinese using pinyin, the standard romanization system. This section includes phonetic presentations along with exercises such as distinguishing tones, distinguishing sounds, pronunciation practice, and sight reading to help you master pinyin.

Character Writing

This section (Lessons 2–8 in Volume 1) presents Chinese character composition, stroke types, stroke order, and radicals along with a Chinese character box for handwriting practice.

Grammar

This section presents 3–5 grammar points related to the text in each lesson. The structures are introduced progressively from simple to complex and are displayed in chart form with plenty of supporting examples, making them

accessible and easy to use for reference or self-study. You will start by learning parts of speech and the basic word order of a Chinese sentence. Gradually, you will begin to form more complex sentences using new grammatical structures, learn more function words (words with no substantial meaning, but specific grammatical roles), and more complex conjunctions unique to the Chinese language. Throughout the gram-mar sections, there are short "Practice" exercises that allow you to apply the grammar points you've just learned.

Textbook Exercises

In each lesson of the textbook, we have added some classroom-based exercises to give you an opportunity to practice what you have learned with your teacher and your classmates. The textbook exercises focus on grammar and general understanding of the lessons. This allows the teacher to check whether you understand the materials presented in class and give you feedback as you develop your skills.

SAMPLE

Workbook

Each volume of *Chinese Odyssey* includes a workbook that contains four sections: listening, speaking, reading, and writing. Each section has 2–4 tasks, starting at an easy level and gradually becoming more difficult as your skills progress. For example, in the listening section you first might be asked to listen to a set of Chinese phrases and select the corresponding English. Later on, you might hear a short conversation or monologue and be asked to respond to questions based on the text. Speaking exercises emphasize pronunciation, intonation, and conversational skills along with correct grammatical structure. Reading and writing exercises measure your ability to respond to authentic sections of Chinese text or measure interact in a real-life situation you might encounter (writing an e-mail, filling out a form, writing a summary based on web research, etc).

Multimedia CD-ROM Set

The multimedia CD-ROM is a stand-alone courseware, and includes the same wide range of activities covering listening, speaking, reading, writing, and grammar that you'll find in the textbook and workbook. In addition, the multimedia CD-ROM includes interactive activities and detailed explanations for the practice material, and offers the following technological advantages to help you further improve your language skills:

- A variety of images, video, audio, and readings that incorporate all the basic language skills in a dynamic multimedia environment.
- An interactive platform that allows you to engage in pre-recorded dialogues with the computer.
- Voice-recording capability that allows you to compare your pronunciation with that of a native speaker.

- The flexibility to optimize activities to your own personal skill level, for example by choosing to hear audio clips at different speeds, and choosing to show or hide pinyin.
- Vocabulary lists that feature step-by-step demonstration of character creation and stroke order.
- Immediate feedback on exercise results, with relevant explanations.
- Video clips and authentic materials that help broaden your understanding of life in contemporary China.
- Easy-to-follow navigation and attractive layout.

For more information on the Multimedia CD-ROM, please see "The Chinese Odyssey Multimedia CD-ROM" on p. xiii.

Audio CD

The audio CDs includes all lesson texts and vocabulary in the textbook, as well as all listening exercises and some speaking exercises in the workbook. The audio CDs are designed for those who prefer not to use the multimedia CD-ROMs.

SAMPLE

Using the Materials in *Chinese Odyssey*

There are four major ways to utilize the materials in *Chinese Odyssey*.

Multimedia CD-ROM Set

This is the primary element, and includes all lessons, grammar, vocabulary, and exercises in the program. It can be used as a stand-alone set, or in conjunction with other elements.

Textbook + Multimedia CD-ROM Set

This combination allows you to work away from the computer, and includes all the lessons, grammar, and vocabulary, plus some additional in-class exercises.

Textbook + Workbook + Multimedia CD-ROM Set

The workbook allows you to do listening, reading, writing, and some speaking exercises without a computer. It includes all the workbook exercises on the CD-ROM, with the exception of some speaking exercises that require voice recording and playback.

Textbook + Workbook + Audio CD Set

This combination works well for people who aren't utilizing the multimedia CD-ROMs. The audio CD set contains audio content for all lessons, plus listening exercises and some speaking exercises.

Chinese Odyssey is an excellent courseware package, but like any teaching tool, it's only half of the equation. We've provided you with the materials, and now it's up to you to make the best use of them. Remember, the more you practice your Chinese, the better you will become. We wish you the best of luck and hope that you enjoy *Chinese Odyssey*.

SAMPLE

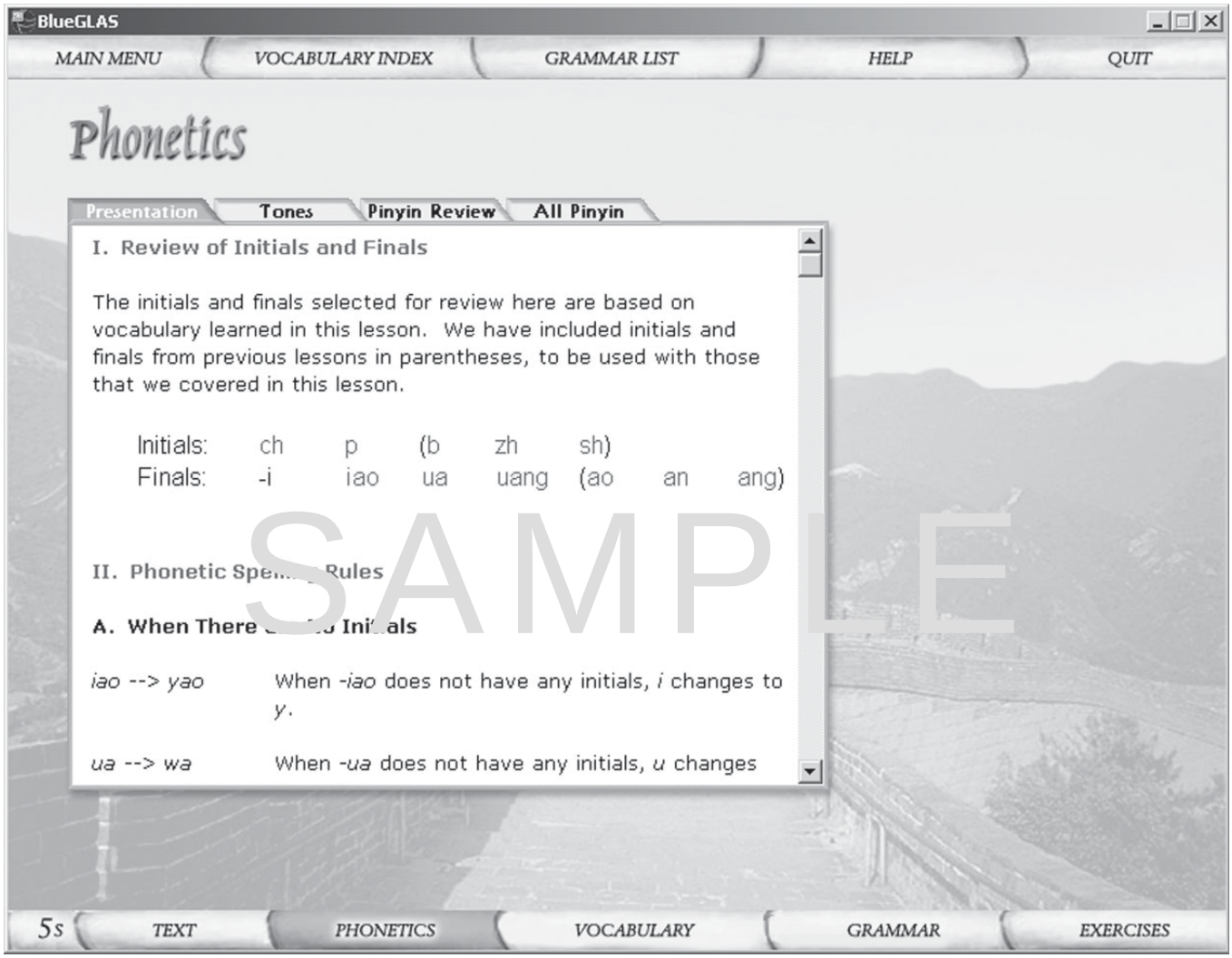
The Chinese Odyssey Multimedia CD-ROM

The Multimedia CD-ROM is the primary element in the Chinese Odyssey courseware, and may either be used as a stand-alone set or, for those who prefer to work with pen and paper, supplemented with the textbook and workbook. Directly correlated with the textbook and workbook, the multimedia CD-ROM allows you to practice listening, speaking, reading, and writing Chinese in an interactive format at your own pace.

Texts

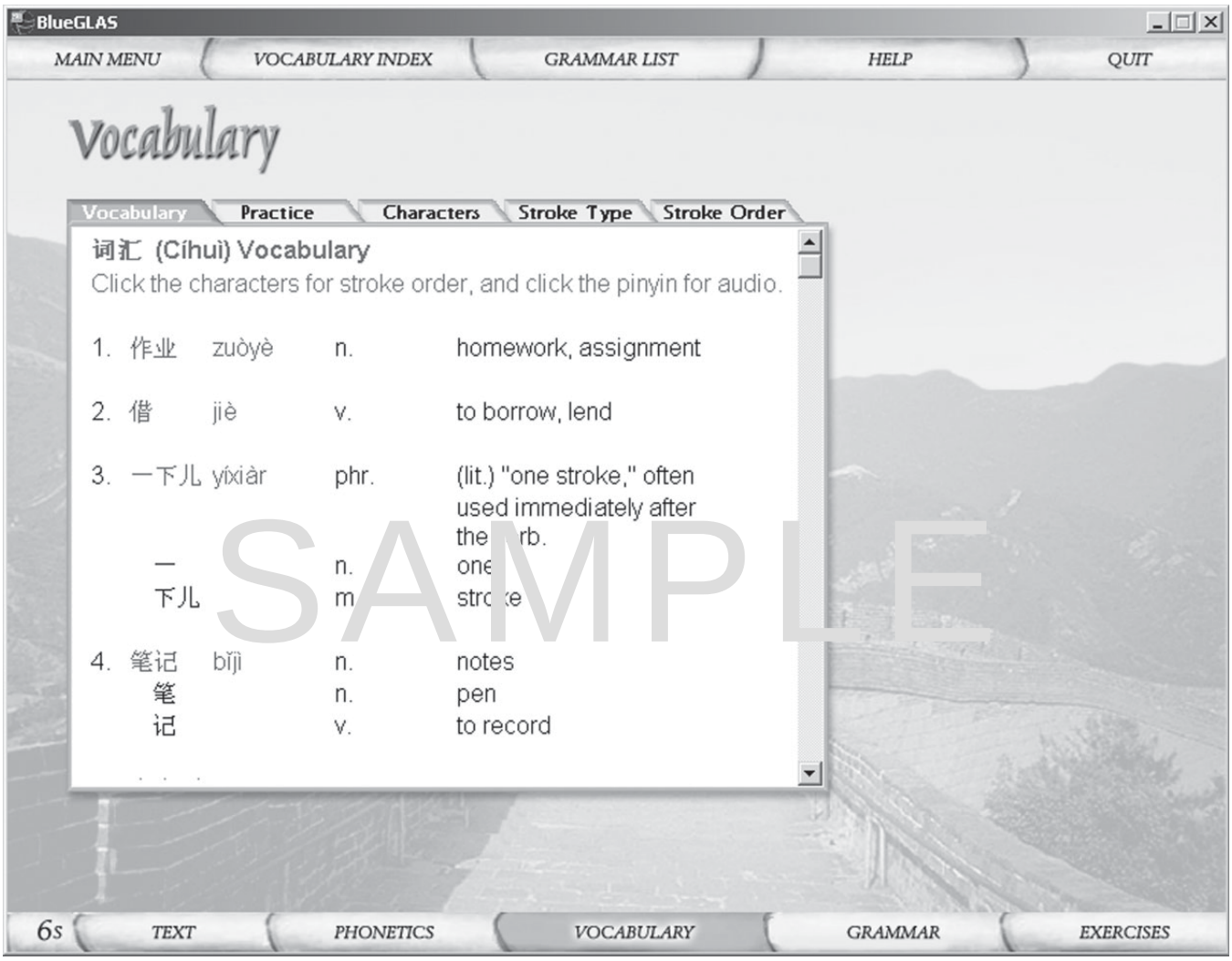
- Read and listen to each lesson's text.
- Show or hide pinyin.
- See a video in which speakers enact the dialogues.

Phonetics



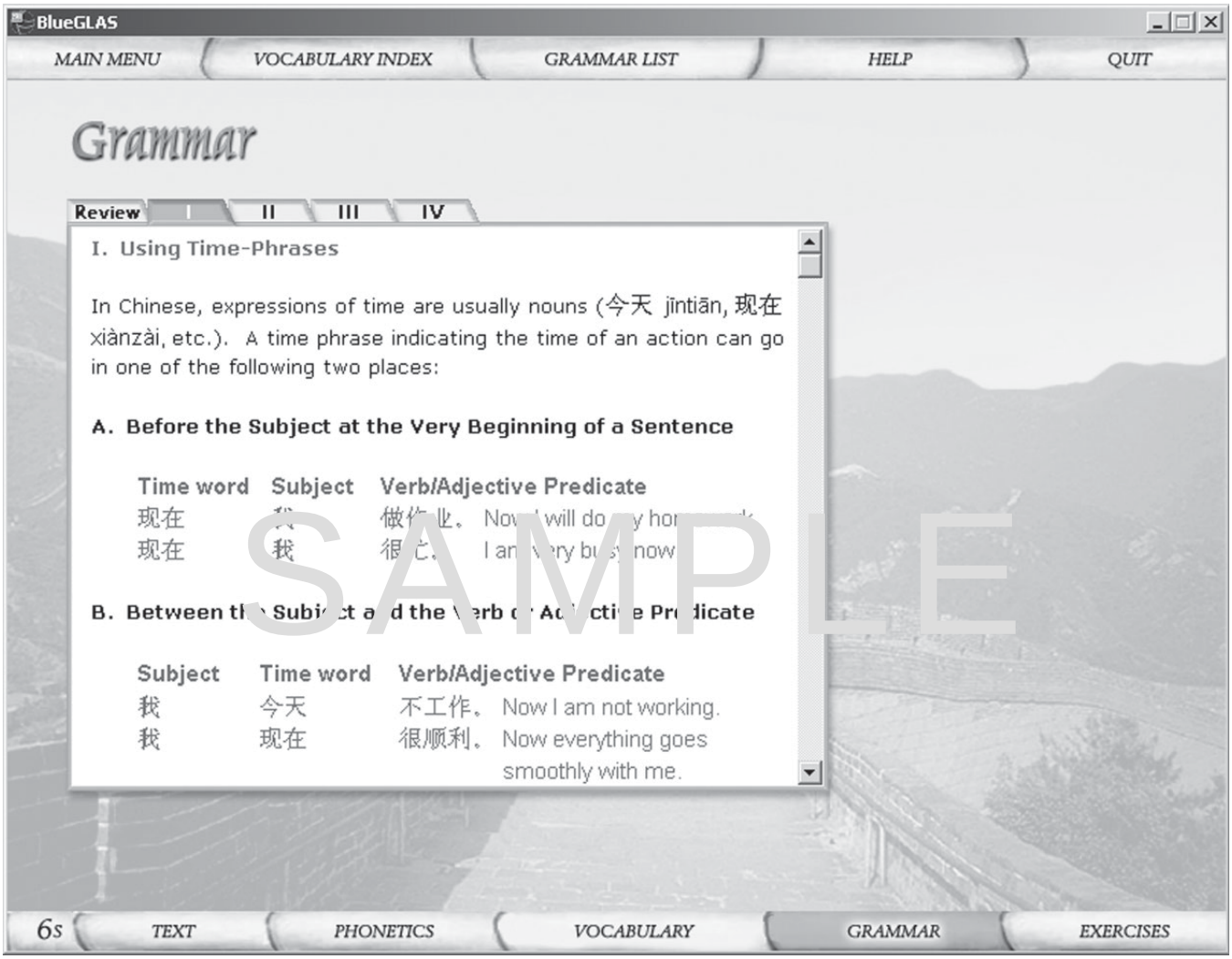
- Learn new sounds and tones.
- See a table containing all sounds in the Chinese language.
- Click on any word to hear its pronunciation.

Vocabulary



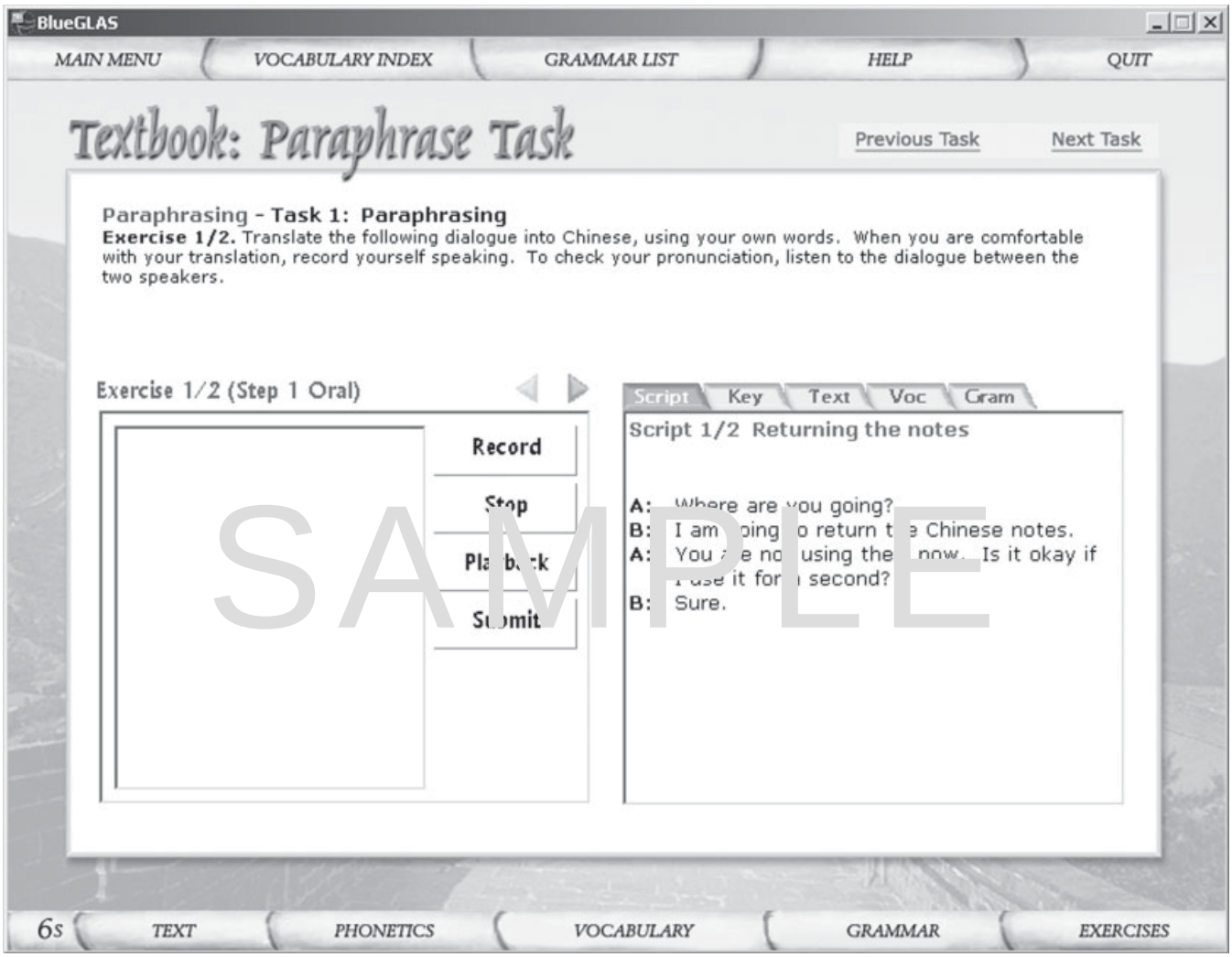
- View each lesson's vocabulary list.
- Click on any character to see how it's written.
- Click on any pinyin word to hear how it's pronounced.
- Record your voice and compare your pronunciation to that of a native speaker.

Grammar



- Review each lesson's grammar points.

Exercises



- Do exercises in the textbook and workbook.
- See a key with explanations of correct answers.
- Record your voice and compare your pronunciation to that of a native speaker.
- Easily reference the lesson's text, vocabulary list, and grammar notes.
- View your scores.

List of Abbreviations

General Abbreviations

Abbreviation	Full Word
gram.	grammar
lit.	literally
sb.	somebody
sth.	something
voc.	vocabulary
vs.	versus

Part of Speech Abbreviations

SAMPLE

Abbreviation	Full Word
adj.	adjective
adj. phr.	adjective phrase
adv.	adverb
aux.	auxiliary
b.f.	bound form
conj.	conjunction
interj.	interjection
interrog.	interrogative
m.w.	measure word
n.	noun
n. phr.	noun phrase
num.	number
part.	particle
phr.	phrase
pref.	prefix
prep.	preposition
pron.	pronoun
s.e.	spoken expression
sent.	sentence
suff.	suffix
v.	verb
v. comp.	verb complement
v. obj.	verb object
v. phr.	verb phrase

1

Introduction to Chinese Phonetics

In this lesson you will:

- Get a brief overview of Chinese phonetics, the Chinese writing system, and spoken Chinese.
- Learn about the pinyin system, including the basics of initials, finals, and tones.

SAMPLE

Overview

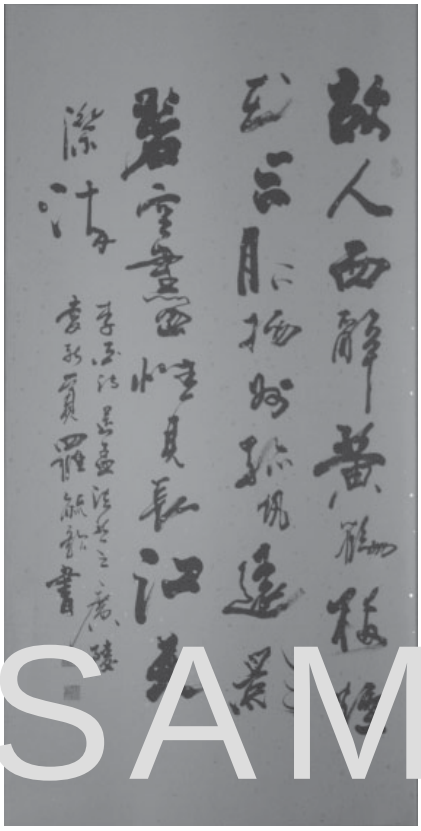
Chinese is spoken by more people than any other language except English. It is one of the five official languages of the United Nations. Standard Chinese, or Mandarin, is the form of the language taught throughout the school system of China and is the official medium of communication for the country. Within China, this standard form of the language is known as *putonghua*, or "the common language," to distinguish it from the many other dialects and subdialects of Chinese. One also hears it referred to by the term *Hanyu*, which distinguishes it from the languages of China's fifty-odd minority peoples and from foreign, non-Chinese languages.

In this lesson, you will learn how to pronounce some basic Chinese vocabulary. You will also be introduced — briefly — to the written language, although you won't begin learning how to write until the next lesson.

Written Chinese

In terms of the written form, Chinese is not an alphabetic language, but is composed of individual characters: each represents a meaningful syllable of the spoken language.

Chinese characters have undergone a long process of evolution. A few characters have developed from pictographs. For example, the drawing ⊙ originally represented the sun, and ☽ the moon. Over time, these drawings were gradually formalized into the written characters 日 (*ri* "sun") and 月



SAMPLE

Chris Vee

Classical poetry by the famous Tang dynasty poet Li Bai.

(*yue* "moon"). These two "radicals," or root components, were then combined into a single character 明 representing the syllable *ming*, meaning "bright." Many characters — though a relatively small percentage of the total — are thus formed from two or more meaningful components.

The single most prolific principle of character formation is "radical plus phonetic," in which a character is formed from a radical component plus a phonetic component. The radical usually has some connection to the meaning of the compound character, while the phonetic part carries the pronunciation or at least gives a hint at the pronunciation of the character. This principle can be illustrated by the following group of characters, whose pronunciations differ only by tone: 方 *fāng*, 芳 *fāng*, 房 *fáng*, 访 *fǎng*, 放 *fàng*. However, you should note that 方 is an unusually "strong" phonetic. Few "families" of characters that share a common phonetic component will be quite as similar in pronunciation as this group.

Riddle

Now let's have some fun. Given the meaning of its components, can you guess the identity of the mystery character? The character in question has two top-bottom components: 田 (meaning "field") and 力 (meaning "force"). What does the character 男 mean?

Answer: 男 = man. Sound anachronistic? Maybe. Remember, the Chinese language is thousands of years old. In ancient times, it is likely that men

did most of the work in the fields, which probably contributed to the derivation of this character.

If you guessed correctly, congratulations! If not, don't get discouraged. This is only one of many ways that Chinese characters can be formed. You'll have plenty of opportunities to try again.

Spoken Chinese

Traditionally, Chinese learned the pronunciation of characters in their regional dialect, while Westerners wanting to learn the Chinese language used one or another of a rather large number of romanization systems that were developed over the past several centuries. Then, in the first half of the twentieth century, the Chinese government began to promote the use of a standard national language, and romanization, as well as other phonetic spelling systems, was used to aid speakers of other dialects in their study of Mandarin. After the official promulgation of *Hanyu* pinyin in 1958, this system became the standard in China and also gradually became the dominant system used outside of China for representing spoken Mandarin. Once you know pinyin, you'll be able to use the Internet, dictionaries, and any other reference with alphanumerical characters. Knowledge of pinyin is also necessary if you want to use many of the Chinese word processors on the market.

SAMPLE

Pinyin

Pinyin, literally "phonetic spelling," uses twenty-five of the twenty-six letters of the Latin alphabet (see how long it will take you to discover which letter

Chris Vee

is not used), plus tone marks and one other diacritic, to represent the sound system of Mandarin.

Linguists discuss the initial and final components of Chinese syllables. The initial is always a consonant, while the final is made up of a vowel nucleus with an optional final consonant and a tone. The only consonants that occur in the final position are *-n*, *-ng*, and *-r*. Thus, in each of the following syllables the first letter is the initial, and the remainder of the syllable is the final: *hao*, *ri*, *ming*, *fang*. (See the following for more detailed information and additional examples.)

Initials

In the following table the twenty-one initial consonants are arranged in rows and columns to show grouping by place and manner of articulation. Familiarity with this table will help you learn the sounds of Chinese and their spellings in the pinyin system. Most of these sounds are identical or very similar to English sounds spelled with the same letters. However, in several cases either the sound is different from anything in English, or the spelling itself is likely to be confusing. The Notes section below the table is designed to help with these difficult sounds.

SAMPLE

Table of Initials

	Stops and Affricates				
	Unaspirated	**Aspirated**	**Nasals**	**Fricatives**	**Lateral and Retroflex**
Labials	b	p	m	f	
Dentals	d	t	n		l
Velars	g	k		h	
Palatals	j	q		x	
Retroflexes	zh	ch		sh	r
Dental sibilants	z	c		s	

Notes

1. The sounds in the first three rows are the same as or very similar to English sounds represented by the same spellings. However, it should be noted that: (a) The unaspirated and aspirated columns of stops and affricates are distinguished *only* by aspiration (the puff of breath that accompanies the *p*, *t*, *k*, etc., in column two), because the sounds in columns one and two are unvoiced. (b) In careful articulation, *h* is pronounced with fric-

tion between the back of the tongue and the velum, or soft palate, rather than just the quiet breathiness of an English *h*.

2. The palatals (row four: *j*, *q*, *x*) are similar to an English *j*, *ch*, and *sh* except that the part of the tongue that makes contact with the palate is not the tip but the area a bit further back from the tip.

3. The first three retroflex sounds (row five: *zh*, *ch*, *sh*) are also somewhat similar to an English *j*, *ch*,and *sh*, but they are pronounced with the tip of the tongue turned upward and making contact with the back of the gum ridge or the front part of the palate. In the flow of speech, *r* often sounds much like an initial English *r*, but when articulated carefully, it is very different, with the tip of the tongue curled upward and brought close enough to the front part of the palate so that a local buzzing sound is produced.

4. Row six contains two of the most difficult sounds and one of the easiest. Many beginning students find *z* and *c* difficult not because English has no similar sounds but because the most similar sounds in English do not occur at the beginning of words. *z* (unaspirated) is similar to the final sound of "ki**ds**," and *c* (aspirated) is similar to the final sound of "pe**ts**"; *s* is the same as an English *s*.

SAMPLE

Finals

The final of a Chinese syllable can be composed of one, two, or three vowels; or one or two vowels plus one of the final consonants (*-n*, *-ng*, or *-r*). Linguists usually arrange the finals in four groups — or rows in a table — according to whether the first (or only) sound in the final is: (1) an open vowel, (2) the high front unrounded vowel *i*, (3) the high back rounded vowel *u*, or (4) the high front rounded vowel *ü*. In addition, the very special vowel *-i*, which oc-

Alaric Radosh

The sidewalk and street that runs along West Lake in Hangzhou.

curs only after the initials of rows five and six in the table above (*zh*, *ch*, *sh*, *r*; *z*, *c*, *s*), is also placed in row one.

Because the phonetic value — that is, the actual pronunciation — of some of these finals is quite complicated and in a number of cases it is not possible to make useful comparisons with English sounds, we will not attempt to explain the pronunciation at this point. Please be aware that you should pay close attention to the recordings as you learn the sound system of Chinese. Note the spelling rules that follow the table.

Table of Finals

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

SAMPLE

Spelling Rules

1. Note that the first final in row one, which we have written as *-i*, occurs only after the initials *zh*, *ch*, *sh*, *r*, *z*, *c*, and *s*. Phonetically, it is entirely different from the *i* in row two. It is pronounced by slightly retracting the tip of the tongue from the position for articulation of the preceding initial consonant.

2. When a final from row two occurs without an initial consonant, *i* standing alone is written as *yi*, and for the remaining finals, *i* is replaced by *y*: *ya*, *ye*, *yao*, etc.

Margaret Vee

A public park in Yangzhou, a city with a rich cultural and historical legacy.

3. When a final from row three occurs without an initial consonant, *u* standing alone is written as *wu*, and for the remaining finals, *u* is replaced by *w: wa*, *wo*, *wai*, etc.

4. When a final from row four occurs without an initial consonant, *y* is added in front of the final and the umlaut mark is dropped from the *ü: yu*, *yue*, *yuan*, *yun*. When these finals occur after the palatal initials *j*, *q*, *x*, the umlaut is dropped: *ju*, *jue*, *quan*, *xun*, etc. When *ü* and *üe* occur after *n* or *l*, the umlaut is kept: *nü*, *nüe*, *lü*, *lüe*. Row four finals do not occur in any environments other than those mentioned here.

Initial and Final Combinations

Please see the table in the Multimedia CD-ROM in All Pinyin of the Phonetics Section, Lesson 1-8. These are all the syllables in the Chinese language.

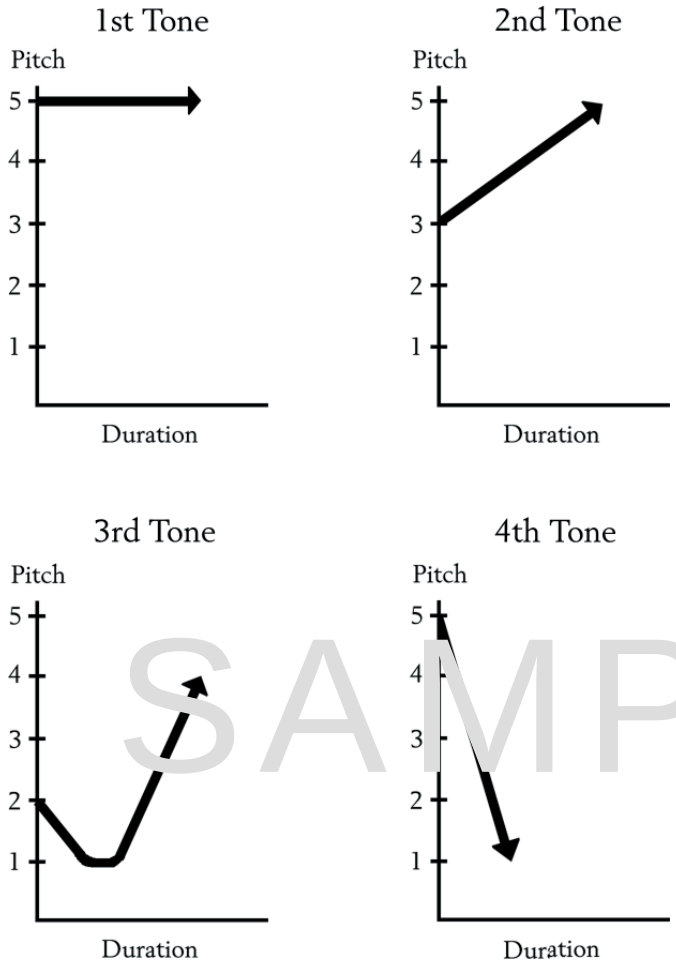
As you can see, the total number of Chinese syllables is limited, even when the variations related to all four tones are taken into consideration. On the other hand, the number of characters, when compared to the syllables, is almost limitless — even a small dictionary contains more than 10,000 characters, around 3,000 of which represent words or morphemes used in everyday speech. As a result, there are many homonyms in the Chinese language, because one syllable is usually shared by many characters.

SAMPLE

Tones

Tones are of paramount importance in the Chinese language. Each syllable has up to four main tones, plus a neutral tone. Tones are marked above the main vowel of the pinyin symbols (except for the neutral tone, which has no mark). Listen to the syllable *ma* pronounced in the four different tones.

Tone	Pinyin	Character	Meaning
1st tone	mā	妈	mother
2nd tone	má	麻	hemp
3rd tone	mǎ	马	horse
4th tone	mà	骂	to swear, curse
Neutral tone	ma	吗	particle



SAMPLE

Can you imagine how your mother would feel if you mixed up the first tone with the third? Or with one of the other two tones? Now that we've seen an example, let's learn about the four tones.

The first tone is characterized by a high, steady monotone, without any change in pitch. The second tone is a rising tone that starts lower than the first tone and moves up to a higher pitch. The third tone falls to a very low pitch (even lower than the second tone) and then rises upward. (In everyday conversation, the third tone, unless emphasized, is seldom pronounced fully. It is often truncated into a half-third tone, which stays in the low pitch without much attempt to rise up again.) The fourth tone is a descending tone that starts at a high pitch and then moves down to a lower pitch.

The above is a series of charts that graphs the pitches of the four tones we have just discussed.

The neutral tone is pronounced lightly and quickly, without changing the pitch during pronunciation. However, its pitch varies according to the tones of the preceding, or the preceding and following, syllables.

As the Chinese saying goes, "What is well begun is halfway to success." Seymour, an American college student, never bothered to learn the correct tones. As a result, this was his first experience in China.

Joke

Although Seymour can speak fluent Chinese, he frequently mixes up his tones. After he got off the airplane at the Beijing airport, he didn't know where to get his bags, so he stopped a pretty Chinese girl to ask for directions. Instead of saying, "Xiǎojiě, wǒ xiǎng *wèn wèn* nǐ?" ("Miss, may I ask you a question?"), Seymour asked, "Xiǎojiě, wǒ xiǎng *wén wén* nǐ?" The girl turned around and slapped him! It was only afterwards that the flustered boy realized he had used the second tone instead of the fourth and had actually asked, "May I smell you?" or "May I kiss you?"

This joke highlights the importance of learning proper pronunciation. Remember: It's much easier to learn to speak correctly from the start than to try to correct mistakes later on.

When pronounced correctly, the Chinese language has a unique musical quality to it. When you speak Chinese, try to think of the sentence as a full melodic phrase, rather than getting caught up pausing to check the tone of each syllable. Without further ado, let us begin our journey into this new tonal landscape.

SAMPLE

The initials and finals are presented in four parts. Each part of the presentation will be followed by two practices: Distinguishing Tones and Distinguishing Sounds. The Distinguishing Tones exercises are designed to help you distinguish the tones and pronounce them correctly. The Distinguishing Sounds exercises, on the other hand, will teach you to distinguish and pronounce vowels and consonants.

Part One

PRACTICING INITIALS AND FINALS

Initials:	b	p	m	f	
	d	t	n	l	
Finals:	a	e	o	i	u
	ü	ai	ei	ao	ou

Notes

1. i → *y* When there is no initial, *i* is spelled as *y*.
2. u → w When there is no initial, *u* is spelled as *w*.

Alaric Radosh

Entrance to a teahouse in Shanghai.

SAMPLE

Distinguishing Tones

Practice saying the tones correctly, making sure that you can recognize the differences among each of the four tones.

bō	bó	bǒ	bò
pāo	páo	pǎo	pào
fū	fú	fǔ	fù
duō	duó	duǒ	duò
tōu	tóu	tǒu	tòu
yū	yú	yǔ	yù
lē	dé	měi	hèi
pāi	bái	mǎi	nài

Distinguishing Sounds

Listen carefully to the following pairs of syllables; note the differences between them, and try to pronounce them correctly.

Initials:	pó	bó	tāo	lāo
	nǐ	lǐ	mǒu	fǒu

	yì	lì	wū	fū
	wài	bài	nǔ	lǔ
Finals:	mǎi	měi	nǎi	nǎo
	duō	dōu	nú	nuó
	là	lài	de	dí
	lì	lè	táo	tóu

Part Two

SAMPLE

PRACTICING INITIALS AND FINALS

Initials:	zh	ch	sh	r
	z	c	s	
Finals:	-i	an	en	
	ang	eng	ong	

Note

The *-i* stands for a very special vowel that is articulated by the tip of the tongue at the front of the hard palate (for the *zh-ch-sh-r* series) or behind the upper incisors (for the *z-c-s* series). To prounce this vowel keep the tongue tip in the same position as the preceding consonant, withdrawing it just enough to let air pass through. Since *zh*, *ch*, *sh* and *z*, *c*, *s* are voiceless consonant initials, voicing begins just as the vowel is pronounced. Since *r* is a voiced initial, the syllable *ri* is voiced throughout.

Distinguishing Tones

Practice saying the tones correctly, making sure that you can recognize the differences among each of the four tones.

zān	zán	zǎn	zàn
cī	cí	cǐ	cì
zhī	zhí	zhǐ	zhì

chī	chí	chǐ	chì
shī	shí	shǐ	shì
sōng	sóng	sǒng	sòng
zēng	céng	zhěn	chèn
rāng	ráng	zhǎn	chàn

Distinguishing Sounds

Listen carefully to the following pairs of syllables. Once you can hear the difference between them, practice saying them correctly.

Initials:	cēn	sēn	cán	zán
	châng	shâng	zhì	chì
	róng	chóng	shěng	zhěng
	zī	sī	zhè	rè
Finals:	rǎn	rǎng	zhén	zhěng
	chán	chéng	shèn	shàng
	zēng	zōng	cóng	cáng
	sān	sēn	rén	róng

SAMPLE

Part Three

PRACTICING INITIALS AND FINALS

Initials:	g	k	h	
Finals:	ua	uai	ui	uo
	uan	un		
	uang	ueng		

Notes

1. Initials *g*, *k*, and *h* can never be used with the finals starting with *i* and *ü*.
2. *ui* → *u(e)i* *ui* is the combination of *u* and *ei*. When there are initials, it is spelled as *-ui*. When there are no initials, it should be written as *wei*.

3. *un* → *u(e)n* *un* is the combination of *u* and *en*. When there are initials, it is spelled as *un*. When there are no initials, it should be written as *wen*.

Distinguishing Tones

Practice saying the tones correctly, making sure that you can recognize the differences among each of the four tones.

wā	wá	wǎ	wà
huān	huán	huǎn	huàn
wāng	wáng	wǎng	wàng
wēng	wéng	wěng	wèng
kuī	kuí	kuǐ	kuì
wēi	wéi	wěi	wèi
hūn	hún	hǔn	hùn
guāi	huái	kuǎi	huài

SAMPLE

Distinguishing Sounds

Listen carefully to the following pairs of syllables; note the differences between them, and try to pronounce them correctly.

Initials:	guī	kuī	kùn	gùn
	huān	kuān	guài	huài
	kuā	huā	huǎng	guǎng
	wén	hún	gùn	wèn
Finals:	huán	huáng	guài	guì
	wāng	wēng	kuǎ	kuǎi
	wēng	wēn	huí	hún
	kuò	kùn	gǔn	gǒng

Part Four

PRACTICING INITIALS AND FINALS

Initials:	j	q	x	
Finals:	ia	iao	ie	iu

ian	in	üan	ün
iang	ing	iong	üe

Notes

1. When *i* follows the initials *j*, *q*, or *x*, it is pronounced like the "i" in the English "ski."
2. *ie* is pronounced like the "ye" in the English "yes."
3. *y* → *i* When there is no initial, *i* is spelled as *y*.
4. *iu* → *i(o)u* *iu* is the combination of *i* and *ou*. When there is an initial, it is spelled as *-iu* (e.g., *liu*). When there are no initials, *i* changes to *y* and *u* changes to *ou* (e.g., *you*).
5. Note that the vowel *ü* occurs only: (1) after the initials *j*, *q*, *x* and (in a very few words) *n* and *l*, (2) in syllables with no initial when it occurs after *j*, *q*, and *x*, the umlaut is omitted: *ju*, *jue*; *quan*, *xue*, *xuan*, etc. When it occurs in syllables with no initial a *y* is added in front of it and the umlaut is omitted: *yu*, *yue*, *yun*, *yuan*. Only when it occurs after *n* or *l* is the umlaut retained: *nü*, *lü*, *nüe*, *lüe*.

SAMPLE

Distinguishing Tones

Practice saying the tones correctly, making sure that you can recognize the differences among each of the four tones.

jiā	jiá	jiǎ	jià
qiāo	qiáo	qiǎo	qiào
xiē	xié	xiě	xiè
qīn	qín	qǐn	qìn
xuē	xué	xuě	xuè
yōng	yóng	yǒng	yòng
yūn	yún	yǔn	yùn
qiū	qiú	jiǔ	jiù

Distinguishing Sounds

Listen carefully to the following pairs of syllables; note the differences between them, and try to pronounce them correctly.

Initials:	jiǒng	qióng	quán	xuán
	xīn	jǐn	què	jué
	xiāo	qiǎo	jǐng	xǐng
	yǒu	jǒu	xiè	yè
Finals:	jiān	jiǎng	qín	qíng
	xuān	xūn	jué	jié
	qiē	quē	xiōng	xūn
	yào	yà	yǒu	yǒng

SAMPLE

Cast of Characters 人物介绍

李丽莉 and 林笛 are female college students. They are friends and roommates taking Chinese class together.

吴文德 is a male student who attends the same college as 李丽莉 and 林笛. He also studies Chinese and is a close friend of 李丽莉 and 林笛.

高朋 is another male college student who studies Chinese. Initially, he only knows Lin Di, but later on he and 吴文德 become roommates. He is a good student and a good cook.

As time passes, 李丽莉, 林笛, 吴文德 and 高朋 become very close friends.

Supporting Characters

SAMPLE

陈大勇 is a male student, a schoolmate of 李丽莉 and 林笛.

张子倩 is 陈大勇's girlfriend who visits 陈大勇 at his school periodically.

史老师 is one of the instructors who teaches 李丽莉 and 林笛.

胡老师 is 林笛's Chinese teacher.

胡阿姨 is a close family friend of 吴文德.

李叔叔 is 胡阿姨's husband.

高先生 is a long time family friend of 李丽莉.

2

你早

Basic Greetings

In this lesson you will:

- Review pronunciation, with special emphasis on tones.
- Learn some basic principles of Chinese character composition and rules of phonetic spelling.
- Greet someone in a culturally appropriate way.

SAMPLE

It is the first day of school, and Chinese class is about to start.

Lǐ Lìlì:
李丽莉：　林笛，你早。

Lín Dí:
林笛：　Zǎo.
早。

Lǐ Lìlì :
李丽莉：　Shǐ Lǎoshī, nín hǎo!
史老师，您好！

Shǐ Lǎoshī:
史老师：　Nǐ hǎo, Lǐ Lìlì!
你好，李丽莉！

Lín Dí:
林笛：　Shǐ Lǎoshī zǎo!
史老师早！

Shǐ Lǎoshī:
史老师：　Nǐ zǎo.
你早。

生词表 (Shēngcí Biǎo)
Vocabulary

	Character	Pinyin	Part of Speech	English Definition
1.	你	nǐ	*pron.*	you (singular)
2.	早	zǎo	*adj.*	early

3.	老师	lǎoshī	*n.*	teacher, professor
	老		*adj.*	old, respected
	师		*b.f.*	teacher, master
4.	您	nín	*pron.*	you (singular, in formal or polite form)
5.	好	hǎo	*adj.*	good, well

专有名词 (Zhuānyǒu Míngcí) **Proper Nouns**

1.	林笛	Lín Dí	a female's name
2.	李丽莉	Lǐ Lìlì	a female's name
3.	史老师	Shǐ Lǎoshī	Teacher Shi, Professor Shi

补充词汇 (Bǔchōng Cíhuì) Supplementary Vocabulary

SAMPLE

1.	先生	xiānsheng	*n.*	gentleman, Mr., Sir, husband
2.	小姐	xiǎojiě	*n.*	young lady, Miss
3.	太太	tàitai	*n.*	Mrs., Madam
4.	早上好。	Zǎoshang hǎo.	*sent.*	Good morning.
5.	早安。	Zǎoān.	*sent.*	Good morning (more formal).
6.	晚安。	Wǎnān.	*sent.*	Good night.

语法(Yǔfǎ) Grammar

I. Chinese Names

In Chinese, the surname always comes before the given name. Surnames usually consist of one character (i.e., one syllable), although there are a few two-character surnames. Those surnames with one character are called *dān xìng*, or single surnames, while surnames with two characters or more are called *fù xìng*, or compound surnames. No one knows how many unique Chinese surnames there are in total. There are about two hundred common surnames, with Zhang 张(Zhāng), Wang 王(Wáng), Li 李(Lǐ), and Zhao 赵(Zhào) being the most common single surnames and Zhu Ge, Ou Yang, and Si Tu the most common compound surnames.

SAMPLE

Margaret Vee

A pagoda in Hangzhou, a city well known for its natural beauty and cultural heritage.

Chinese given names can have either one or two characters. Given names usually have a very specific meaning. A person's name can state a birthplace or time of birth by using words such as "capital" or "morning." Some names also use words such as "rain," "snow," "winter," and "spring" to express a nature theme. Others include words associated with health or luck, such as *jiàn* (good health), *fú* (good luck), and *shoù* (long life).

Male and female given names have a few key differences. Male names are usually composed of characters that show courage and strength, such as *qiáng* (strong), *hǔ* (tiger), *yǒng* (brave), and *gāng* (steel). Female names are more often composed of characters that emphasize beauty, compassion, and a calm temperament, such as *lì* (beautiful), *yǎ* (elegance), *jìng* (calm), and *shú* (virtuous). On the whole, Chinese people pick names based on the meaning of the characters. The following are the names we have learned in this lesson:

Surname	Given Name
李	丽莉
林	笛

Note

In addition to a formal name (surname and given name), some people also have a *xiǎo míng*, or nickname, which is usually picked in one's youth. These nicknames are generally used by family members and close friends.

PRACTICE

Give each student in the class a Chinese name and explain each name's meaning.

SAMPLE

II. Addressing People

In the workplace in China, you should always address a person of higher status by his or her last name followed by the appropriate title to show respect. This also applies in school, when speaking to your professors or other teachers and when dealing with directors, employers, etc. For example:

Surname	Title	
史	老师	Professor Shi

Literally, 史老师 is translated as "Teacher Shi," but it would be awkward to address your instructor this way in standard English. Although the person being addressed may not have the rank of professor, for the purpose of showing respect we will instead translate "老师 + surname" as "Professor + surname" throughout the text.

Alaric Radosh

PRACTICE

Student volunteers play the role of the teacher. As these volunteer "teachers" tell the class their Chinese names, students will address these "teachers" in a culturally correct way.

III. Greeting People

"Pronoun/Noun + 好(hǎo)/早(zǎo)" is used as a greeting. This structure is NOT a question. The response should be either "你好/早" or "您好/早."

A. Pronoun

你	好/早。	Hi/Good morning.
您	好/早。	Hi/Good morning.

SAMPLE

Notes

1. 早 An informal way of greeting people early in the morning.
2. 您好 A more polite way of greeting people who are older or have a higher social status than you. You should use this in situations where you want to show respect or social formality (e.g., when addressing your teacher).
3. 你好 The most common way to greet someone. You can use this at any time of day, in both formal and informal situations.

B. Surname Title

(史)	老师	好/早。

Note

If you are greeting someone and you don't know his or her last name, you can simply greet that person with his or her title (e.g., 老师好 or 老师早).

PRACTICE

You are preparing breakfast when you get a phone call from your friend and another from one of your mother's colleagues. Use 好/早 to greet them.

语音复习 (Yǔyīn Fùxí)
Pronunciation Review

I. Review of Initials and Finals

The initials and finals selected for review are based on vocabulary learned in this lesson.

Initials:	h	l	n	sh	z
Finals:	i	ao	in	-i	

Chris Vee

Chinese brush painting.

SAMPLE

Notes

1. *i* vs. *-i*: *i* is pronounced "ee" as in the English "leek." It usually follows *b, p, m, n, d, t, l, j, q,* or *x*. The *-i* stands for a very special vowel that is articulated by the tip of the tongue at the front of the hard palate (for the *zh-ch-sh-r* series) or behind the upper incisors (for the *z-c-s* series). To pronounce this vowel, keep the tongue tip in the same position as the preceding consonant, withdrawing it just enough to let air pass through. Because *zh, ch, sh, z, c,* and *s* are voiceless consonant initials, voicing begins just as the vowel is pronounced.

2. *in*: When there is an initial, *in* is attached directly to that initial (e.g., *lin*). When there is no initial, *y* is added in front of *i* (e.g., *yin*).

II. Tone Change Rules

SAMPLE

The third tone is pronounced as a second tone when it is immediately followed by another third tone. For example:

3rd + 3rd	→	2nd + 3rd
nǐ hǎo	→	ní hǎo
nǐ zǎo	→	ní zǎo
hǎo lǎoshī	→	háo lǎoshī

写汉字(Xiě Hànzì) Character Writing

I. Character Composition

As you learned in the previous lesson, Chinese is not an alphabetic language. Some of the Chinese characters consist of only one component, while others have multiple components. For example:

Character	# of Components	Type of Composition
史	One component (史)	Indivisible
好	Two components (女 and 子)	Left-right
早	Two components (日 and 十)	Top-bottom

Please note that some of the characters cannot be divided into different components, so they are called indivisibles. Some can be divided into a left-hand part and a right-hand part (the left-right composition). Others can be divided into a top and a bottom part (the top-bottom composition).

Each Chinese character, simple or complex, is expected to occupy the same amount of space, which is roughly square-shaped.

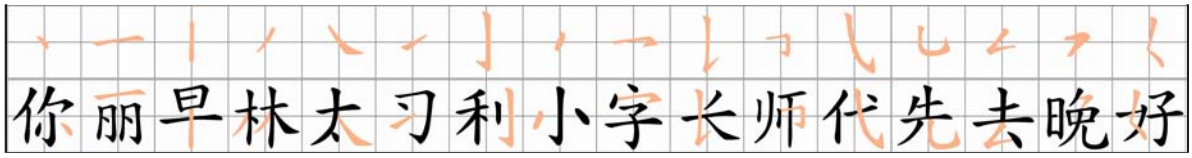
Therefore, a character with many strokes would have to be squeezed more tightly than one with fewer strokes. For example, although 您 has quite a few more strokes than 好, it must still be compacted into the same amount of space.

SAMPLE

II. Types of Strokes and Stroke Order

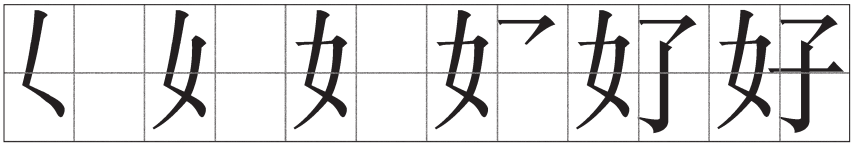
All Chinese character components are constructed from a few basic types of strokes. The following are basic strokes used in writing Chinese characters:

Strokes:



Examples:

After learning individual strokes, it is also important to understand the basic rules of stroke order used in writing Chinese characters. Each character follows a specific sequence of strokes, or "stroke order." For example, the word 好 is composed like this:



Rules of Stroke Order

	Rules	Examples	Stroke Order
1.	一 precedes 丨	十	一 十
2.	丿 precedes 乀	八	丿 八
3.	From top to bottom	吕	口 吕

4.	From left to right	好		女	好
5.	From outside to inside	用		冂	用
6.	Inside stroke precedes the sealing stroke	日	冂	日	日
7.	Middle stroke precedes the two sides	小	亅	小	小

III. Key Radical Presentation

Characters with multiple components usually have one part that is a radical. A radical is like a root to which many different components can be attached to form different characters. In Chinese dictionaries and other reference books, words are classified according to these radicals. Some radical names are not intuitive. In each of the lessons throughout this book, we will introduce the names of radicals that will help you write Chinese characters.

SAMPLE

1. 你 has the person radical, 亻, which often appears in characters that refer to people.
2. 好 has the female radical, 女, which refers to women and femininity.
3. 您 has the heart radical, 心.
4. 早 has the sun radical, 日.

Margaret Vee

Replica of a classical Chinese residence.

IV. Handwriting

Please also note that the printed version of the Chinese characters is not identical to the hand-written version. We have provided both versions for your viewing, along with the space in the Chinese character box for you to practice.

Left-Right Composition

In this group, the left part is proportionally thinner, shorter, or smaller than the right part.

Character	Practice with Chinese Characters
你	
好	
师	

SAMPLE

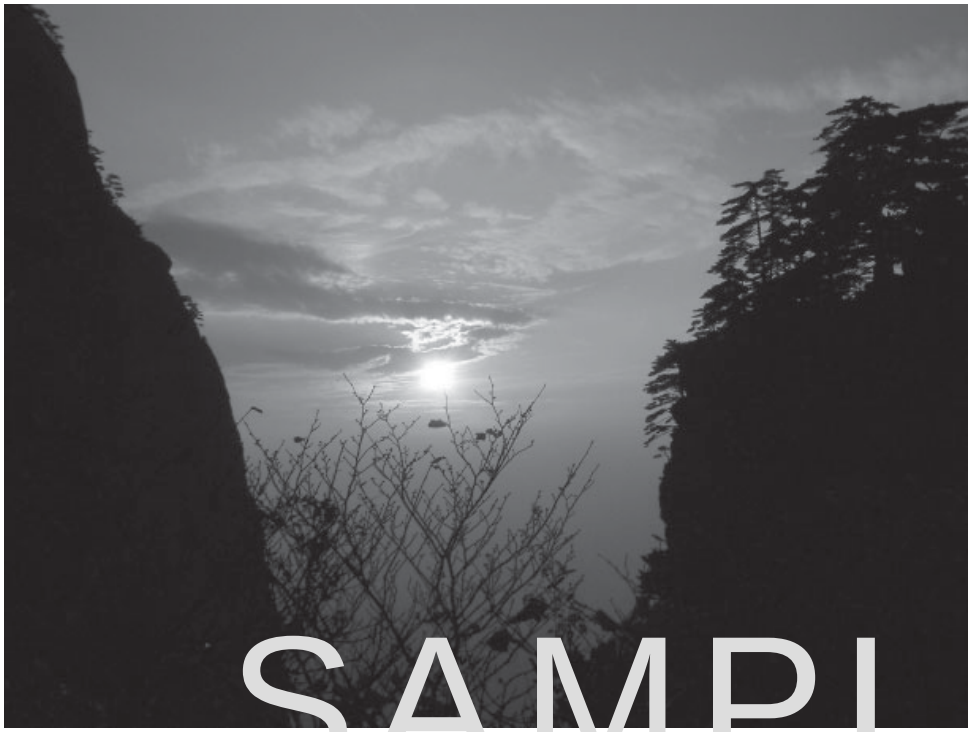
Top-Bottom Composition

Character	Practice with Chinese Characters
您	
早	
老	

课堂练习 (Kètáng Liànxí)
In-Class Exercises

TASK 1. DISTINGUISHING TONES

Your teacher will randomly pronounce the items in each of the following groups. If the first tone you hear is the fourth tone, you should put a fourth tone mark above the first item in a given group. If the second tone you hear is the first tone, put a first tone mark over the second item, and so on (e.g., à á...).



Sunrise over Huang Shan (Yellow Mountain) in Anhui Province

SAMPLE

1.	ni	ni	ni	ni
2.	zao	zao	zao	zao
3.	hao	hao	hao	hao
4.	yin	yin	yin	yin
5.	shi	shi	shi	shi
6.	shao	shao	shao	shao
7.	lao	lao	lao	lao
8.	li	li	li	li

TASK 2. DISTINGUISHING SOUNDS

Your teacher will pronounce one of the two syllables in each group. Listen carefully and circle the one you hear.

Initials

1. nǐ	lǐ	2. zāo	shāo
3. yì	nì	4. lín	yín

Finals

1. ní	nín	2. lǐn	lǐng
3. shà	shào	4. zāo	zōu

TASK 3. SCRAMBLED WORDS

Rearrange the words and phrases to form grammatically correct and meaningful sentences.

1.	早	你	林笛
2.	好	史老师	您

TASK 4. SITUATIONAL DIALOGUE

SAMPLE

Setting: First day of school on campus

Cast: Two students are going to class.

Situation: On the way, you meet some of your classmates and their teachers. Greet them in the culturally acceptable way.