THE ROUTLEDGE COURSE IN MODERN MANDARIN CHINESE

現代漢語課程

Textbook Level 1
Traditional Characters

課本　第一冊
繁體版

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COMPANION @ WEBSITE

ROUTLEDGE

The Routledge Course in Modern Mandarin Chinese is a two-year undergraduate course for students with no prior background in Chinese study. Designed to build a strong foundation in both the spoken and written language it develops all the basic skills such as pronunciation, character writing, word use, and structures, while placing strong emphasis on the development of communicative skills.

The complete course consists of Textbook level 1, Workbook level 1 – including free CDs, and Textbook level 2 and Workbook level 2 – including free CDs. All books are available separately in simplified as well as traditional characters and take the students from complete beginner to post-intermediate level.

The benefits of this course include:

– focus on the long-term retention of vocabulary, characters, and structures by reiterating structures and vocabulary throughout the book series
– carefully selected and staged introduction of characters with staged removal of Pinyin to ensure recognition and use of characters
– clear and jargon-free explanations of use and structures that are easy for students and teachers to understand
– extensive workbook exercises for homework, independent study, and classroom use focusing on all language skills and modalities including a vast inventory of carefully structured exercises focusing on listening comprehension, reading for information, and writing for communication
– an extensive inventory of classroom activities that guide students to develop communication-based speaking and listening skills
– companion website providing writing exercise sheets, a complete answers key and a teachers' manual with classroom exercises, lesson plans, quizzes, and exams
– a list of communication goals and key structures for each lesson allowing the student to assess progress
– cultural notes explaining the context of the dialogues
– language FAQs explaining aspects of Chinese language as they relate to the content and vocabulary in the lesson
– storyline following a group of students studying in China from Europe, North America, and East Asia, making the book attractive to a variety of students and facilitating the introduction of Chinese culture
– full-color text design for the simplified character textbook and carefully matched designs for the traditional and simplified books, allowing for easy cross-reference

Textbook 1 provides a paced introduction to the language by teaching from pinyin in its first 5 lessons. Characters are introduced from the sixth lesson, and this is combined with the staged removal of pinyin.

Each lesson consists of a dialogue, vocabulary lists, in-class dialogue practice, jargon-free explanations of structures, language FAQs, and notes on pronunciation, pinyin and Chinese culture.

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THE ROUTLEDGE COURSE IN
Modern Mandarin Chinese

Textbook Level 1: Traditional Characters

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Acknowledgments

Introduction

The Routledge Course in Modern Mandarin Chinese is an innovative two-year course for English-speaking learners of Chinese as a foreign language that guides students to build a strong foundation in Mandarin and prepares them for continued success in the language. The course is designed to address the five goals (the *5 C's*) of foreign language learning highlighted by the American Council on the Teaching of Foreign Languages (ACTFL). Each *communication*-focused lesson is grounded in the *cultural* context of China, guiding students to make *comparisons* between language and social customs in the United States and the Chinese-speaking world, and providing activities that *connect* their language study to other disciplines and lead them to use Chinese in the wider *community*.

Set in China, the course introduces themes that students encounter in their first experience abroad. The themes in Level 1 include talking about *self and family, shopping and money, discussing every day activities and making plans, describing locations, giving and following directions*, and *accepting invitations and being a guest*.

Innovative Features of The Routledge Course in Modern Mandarin, Level 1

- Separate introduction of *words* and *characters*. New words are first presented in Pinyin form only, so students can focus on pronunciation, meaning, and use before learning words in their character form. The total number of new words and characters is controlled to facilitate retention. Words are introduced at a faster pace than characters so that students build a broad base of vocabulary for oral communication in their first year of study. In all, Level 1 introduces approximately 575 words and 180 characters.
- Complete replacement of Pinyin by characters. When a character is introduced, it replaces the Pinyin form in all subsequent occurrences without additional Pinyin support. Students learn to focus on the character as the primary written form of the Chinese word or syllable.
- Character literacy instruction. Once characters are introduced, each textbook and workbook lesson guides students to understand the structure of characters and to develop reading and writing strategies.
- Integration of form and function. Structures are introduced to support communication.
- "Basic to complex" introduction of grammatical structures. Students build a solid foundation in basic structures before learning more complex variations.
- Recycling. Vocabulary and structures are recycled in successive lessons to facilitate mastery.

- Ongoing focus on pronunciation. Pronunciation instruction and practice continue throughout the course.
- A comprehensive workbook with extensive information-focused and skill-focused exercises that target all aspects of each lesson.
- A Teachers' Manual with a wealth of communication-based classroom activities, project suggestions, lesson plans, and teaching tips.
- Alphabetically arranged indices for vocabulary, characters, and structures.

Textbook lessons include:

- *Communication Goals* and *Key Structures.*
- A *Dialogue,* divided into several short sections to facilitate memorization and classroom practice.
- *Dialogue Practice,* communication-based activities to practice the functions and themes introduced in the lesson. (Additional communication-based activities are provided in the Teachers' Manual.)
- *Vocabulary,* alphabetically arranged.
- *Characters,* alphabetically arranged by Pinyin (beginning in Lesson 6), and a *Stroke Order Flow Chart* (beginning in Lesson 6) that displays the radical and stroke-by-stroke formation of each new character.
- *Use and Structure Notes* with clear explanations of grammar and usage.
- *Sentence Pyramids* that illustrate the building blocks of phrases and sentences.
- *Pronunciation and Pinyin* explanations for ongoing pronunciation practice.
- *Language FAQs,* additional notes on language use addressing questions that students often ask about the language.
- *Notes on Chinese Culture* that discuss the customs and behavior associated with language use.
- An English translation of the *Dialogue.*

Workbook lessons include:

Listening and Speaking practice

- *Pronunciation and Pinyin,* including tongue twisters, poetry, transliterated names and expressions, and common sayings.
- *Structure Drills* for individual study. The Structure Drills can also be used in the classroom.
- *Listening for Information,* listening comprehension exercises built around the structures, vocabulary, and themes introduced in the lesson.

Reading and Writing practice

- *Focus on Structure,* written exercises that focus on the mastery and control of new structures at the sentence level.
- *Focus on Communication,* written exercises that focus on reading for information and on communicating information in writing.

- *Focus on Chinese Characters*: Beginning in Lesson 6, exercises that guide students to learn proper stroke order, identify common radicals, and learn characters in terms of their recurring parts. Beginning in Lesson 10, exercises that train students to "see" familiar words in authentically written Chinese texts in which spacing does not identify word boundaries, exercises that train students to read for information in texts that contain some unfamiliar characters, and exercises that train students to proofread and correct character errors within a text.

An overview of Mandarin Chinese

Mandarin and the dialects of Chinese

This course is a two-year introduction to Mandarin Chinese, the most widely spoken "dialect" in the Chinese family of languages. Other major dialects of Chinese include the Yue dialect (e.g. Cantonese), Southern Min (e.g. Taiwanese), and the Wu dialect (e.g. Shanghainese). Although they are referred to as "dialects" in Chinese, Mandarin, Cantonese, Taiwanese, and Shanghainese are as distinct from each other as Spanish is from French.

Mandarin is the national dialect in the People's Republic of China (mainland China) and in the Republic of China (Taiwan). It is also one of the four official languages of Singapore. Mandarin has a number of different names in Chinese. In mainland China it is referred to as *Putonghua* (the common language). In Taiwan it is referred to as *Guoyu* (the national language). It is also often called *Huayu* (the Chinese language).

The pronunciation of Standard Mandarin is based on the pronunciation of the city of Beijing, the capital of the People's Republic of China, but it is not exactly the same as Beijing pronunciation. The vocabulary of Standard Mandarin is drawn from a variety of dialects found in northern and southwestern China. The grammatical structure of Standard Mandarin is based on the large body of modern literary works written in vernacular Chinese.

The Chinese writing system

Chinese is written in Chinese characters, graphs that stand for units of meaning rather than pronunciation, and the same writing system is used for all dialects of Chinese. Therefore, while speakers of two different dialects cannot communicate through speech, they can understand each other perfectly when they communicate in writing. There are more than 10,000 Chinese characters in active use, and an educated reader can read 4,000 or more characters.

Characters represent meaning, but to represent pronunciation you need some kind of alphabet or *Romanization* system. The Romanization system most commonly used to represent the pronunciation of Mandarin is the *Pinyin* system. Pinyin literally means *piece the sounds together*. It is the official Romanization system in mainland China, and it is the Romanization system used by western scholars and the press when presenting Mandarin names and words. We use the Pinyin system of Romanization in this book. As you will see,

Pinyin uses the letters of the English alphabet, but the pronunciations it assigns to some of the letters are different from English.

The pronunciation of Mandarin Chinese

The basic unit of pronunciation in all Chinese dialects is the syllable. The Mandarin syllable consists of three parts: a tone, an initial consonant, and a final.

TONE	
(initial consonant)	final

Linguists further distinguish the final as consisting of a medial vowel, **i**, **u**, or **ü**, and an ending. The ending must include a vowel, and may also include a final consonant, either **n** or **ng**.

Tone			
	Final		
		Ending	
(initial consonant)	(medial vowel)	vowel	(final consonant)

The only obligatory sound in the Mandarin syllable is the vowel in the ending. Therefore, a syllable may consist of a single vowel (e.g. **a**) or it may consist of a vowel and a tone (e.g. **ā**), or a vowel and a tone followed by **n** or **ng** (e.g. **ān**), or a vowel and a tone preceded by a medial vowel (e.g. **iān**, **uén**, **üǎn**, spelled in Pinyin as **yān**, **wén**, **yuǎn**), or a vowel and a tone preceded by an initial consonant (e.g. **mā**), etc.

When we discuss and practice the pronunciation of Mandarin in this course, we talk about the structure of the syllable in terms of the three parts noted in the first table above: tone, initial consonant, and final.

Here is an overview of the three parts of the Mandarin syllable. Tones, initial consonants, and finals are discussed and practiced in more detail in the first nine lessons of the book.

Tones

Tones are changes in the pitch contour of a syllable. Tones function like consonants and vowels to determine the meaning of the syllable. Mandarin has four contour tones and a "neutral" tone. The four contour tones are normally indicated by the tone marks ˉ ´ ˇ and ` written above a vowel in the syllable. Syllables spoken in a neutral tone do not have

a tone mark. Sometimes tones are indicated by the numbers 1–4 written after the syllable. When tones are indicated by numbers, the number 0 or 5 is used to indicated a neutral tone.

The tone marks indicate the pitch contour of the tones:

The first tone (¯) is a high, level tone. It starts high and remains high and level throughout the pronunciation of the syllable.
The second tone (´) is a rising tone. It starts low and rises throughout the pronunciation of the syllable.
The third tone (ˇ) is a falling-rising tone. It starts at medium range, drops to low range, and then rises.
The fourth tone (`) is a falling tone. It starts high and falls across the pronunciation of the syllable.

Initial consonants

Mandarin has 21 initial consonants. They are presented in the following table. Consonants in the same column have certain features in common. The pronunciation of consonants and the association of certain sets of consonants with certain finals is covered in detail in Lessons 1–5.

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

Finals

Here are the Mandarin finals. The pronunciation of some of the letters of the alphabet vary depending upon the final in which they occur. These variations, along with restrictions on the co-occurrence of certain initials and finals, are discussed in detail in Lessons 1–5.

Finals that begin with:	*and end with a vowel:*	*and end with **n**:*	*and end with **ng**:*	*and end with **r**:*
a	a, ai, ao	an	ang	
e	e, ei	en	eng	er
o	(o), ou		ong	
i	i, ia, iao, ie, iu/iou	ian, in	iang, ing, iong	
ü	ü, üe	üan, ün		
u	u, ua, uai, ui/uei, uo	uan, uen	uang, ueng	

List of abbreviations

S	subject
O	object
V	verb
AdjV	adjectival verb
ActV	action verb
VP	verb phrase
N	noun
NP	noun phrase
pron.	pronoun
prep.	preposition

Contents

Communication goals:

- Learn culturally appropriate greetings in formal situations
- Give basic information about yourself

Key structures:

- NP **shì** NP
- yes-no questions with **ma**
- negation with **bù**
- **yě** *also* + VP
- **hěn** *very* + AdjV

Communication goals:

- State your nationality and ask others about their nationalities
- Confirm that information is correct

Key structures:

- the plural form of pronouns
- follow-up questions with **ne**
- **dōu** *all, both* + VP
- **dāngrán** *of course* + VP

Lesson 6 Mǎi dōngxi *Shopping* 86

Communication goals:

- Greet others in the morning
- Ask about items for sale in a store
- Talk about the price of items

Key structures:

- number + classifier + N: *one bottle of water*
- specifier + classifier + N: *that bottle of water*
- the money phrase: **X kuài X máo X fēn qián**
- **hái** *in addition*
- **tài** AdjV **le** *too AdjV*

Lesson 7 一 **gòng duōshao qián**？ *How much is it altogether?* 109

Communication goals:

- Negotiate for the price of an item
- Pay for items and get change

Key structures:

- specifier + number + classifier + N: *these/those two bottles of water*
- 哪 *which*
- AdjV 一 **diǎn** *a little more AdjV*
- 一 **bǎi** *100* and the numbers 11–999

Lesson 8 Shēngri kuàilè！ *Happy Birthday!* 131

Communication goals:

- State your age and ask others how old they are
- Indicate dates and days of the week
- Make plans to do activities on a given date or day of the week

Key structures:

- (S) + time when + VP
- **qù** + ActV *going to do an action*
- suggestions with **ba**, **zěn** 麼 **yàng**, 好不好, **xíng** 不 **xíng**
- the order of information in time phrases: largest unit to smallest unit
- (time) **cái** (age) *not* (this age) *until* (this time)

Key structures:

- N **zài** location
- VV O
- **měi** (個) time **dōu** VP
- **lái** location
- A **lí** B distance
- the preposition **gěi** *for/to*

Communication goals:

- Give and follow directions by bus or train

Key structures:

- **cóng** A **dào** B 怎麼 **zǒu**？
- **zuò** vehicle
- VP$_1$ 還是 VP$_2$ (呢)
- 在 location + ActV
- **V-O V** + duration

Communication goals:

- Make and accept apologies
- Politely initiate and receive telephone calls
- Describe the location of people, places, and things

Key structures:

- 容易 + V, **nán** + V
- reference point 的 direction
- sequence with **xiān** and 再

Communication goals:

- Give and follow street directions
- Paraphrase information
- Tell someone not to do something

Key structures:

- indicating how an action with an object is performed:
  - □ V + O V 得 AdjV
- after situation₁, situation₂:
  - □ V₁ 了 O 以 **hòu** 就 V₂
- first, second, third: **dì** + number: **dì** 一, **dì** 二, **dì** 三
- 也就是說 *that is to say*
- 一 **zhí** + ActV *continue doing an action*
- **bié** + ActV *don't do the action*

Communication goals:

- Behave as a guest and host in a semi-formal gathering
- Give and respond to compliments

Key structures:

- V-過
- situation₁ 以前 situation₂
- 多 V 一點

Communication goals:

- Evaluate past experiences and current situations
- Talk about future plans

Key structures:

- situation₁ 的時候 situation₂
- **suī** 然 situation₁ 可是 situation₂
- 慢慢地 + VP

引言

《*Routledge* 現代漢語課程》是針對母語爲英語的學習者編寫的一套創新漢語課程。本教材爲兩年的課程，幫助學生打下堅實的漢語基礎並爲他們繼續在語言學習的成功上做好准備。教材的設計上力求全面反映全美外語教學學會(ACTFL)倡導的外語學習的五項目標(5 C's)。每一課以語言交際爲中心，以中國文化爲背景，引導學生做中美語言及社會習俗方面的對比，並提供大量的教學活動使學生把語言學習與其他專業知識的學習貫穿起來，以使他們能在更廣的範圍內使用漢語。

教材的背景是在中國，給學生介紹第一次到中國通常會遇到的情景。第一冊教材的情景包括個人和家庭，購物和錢幣，日常作息和活動計劃，地點的描述，問路，接受邀請及做客之道等。

《現代漢語課程》第一冊的創意性特點：

- "詞"、"字"分開介紹：生詞在第一次出現的時候，只以拼音的形式介紹。這樣，學生可以先把精力集中在發音、意思及用法上，然後再學漢字。生詞和漢字的數量控制在學生可以掌握的前提下。生詞的數量大于漢字的數量，目的在于使學生在第一學年打下良好的詞彙基礎，進行基本口頭交際。第一冊，介紹了大約575個詞和180個漢字。
- 漢字全部代替拼音：某一漢字一經介紹，該字的拼音形式就不再出現。學生必須學着把注意力集中在漢字上，因爲只有漢字才是漢語的詞或音節的真正書寫形式。
- 識字教學：針對每課所介紹的漢字，課本和練習本都有相應的練習幫助學生了解漢字的結構，並培養學生閱讀和書寫的策略。
- 形式和功能結合：句型結構的介紹是爲了便于交際。
- 語法結構的引進由簡到難：學生在充分掌握了簡單的語法結構後，再逐步學習較爲複雜的結構。
- 句型和生詞的重複：爲幫助學生掌握運用，第一次出現的句型和生詞在後續幾課的課文和練習中盡量重複。
- 重視發音：發音教學和練習自始至終貫穿全書。

- 綜合練習冊：練習兼顧信息溝通及語言技巧的培養，涵蓋該課的方方面面。
- 教師手冊：提供給教師大量的語言交際的課堂活動、教學建議、課程教案及教學技巧。
- 以字母順序安排的生詞、漢字及語法點的索引。

課本每一課包括的內容：

- 交際目標和重點句型。
- 對話：爲便于學生記憶和課堂練習被分爲幾小段。
- 對話練習：基于語言交際的課堂活動，練習本課所介紹的功能和情景。（教師手冊提供更多的語言交際活動。）
- 生詞：按字母順序列出。
- 漢字：按拼音字母順序排列（從第六課開始），並提供每個漢字的筆順（從第六課開始）及部首等漢字信息。
- 用法及結構注釋：簡明扼要解釋語法項目及用法。
- 句型擴展：幫助學生建造短語和句子。
- 發音和拼音：介紹發音方法，英漢發音對比，拼音書寫規則。提供持續不斷的發音正音練習。
- 語言常識問答：及時應對學生在學習時經常提出或可能遇到的問題。
- 中國文化點滴：討論與語言運用相關的習俗和行爲。
- 漢語對話的英譯。

練習冊每課包括的內容：

聽說練習
- 發音和拼音：包括繞口令、詩詞、外國人名地名的音譯和固定表達法。
- 結構操練：可以學生課外自己練習，也可以在課上使用。
- 掌握信息的聽力練習：引導學生融會貫通本課介紹的句型，生詞和主題。

讀寫練習
- 語言結構：鞏固加強學生對新句型的掌握，書寫完整正確的句子。
- 信息交際：強調閱讀理解，以書寫溝通信息。
- 漢字書寫：從第六課開始，引導學生學習正確的筆順，識別常見的部首，及熟悉漢字常用的組成部件。由于中文字與字之間的空隙並不代表詞的界線，從第十課開始，訓練學生在閱讀中去"看"學過並熟悉的詞語，訓練學生在閱讀包含有沒學過的漢字的段落中尋找信息，訓練學生在閱讀中改正錯字白字。

Lesson 1 Nǐ hǎo *Hello*

Communication goals

- Learn culturally appropriate greetings in formal situations
- Give basic information about yourself

Key structures

NP **shì** NP

yes-no questions with **ma**

negation with **bù**

yě + VP

hěn + AdjV

Dialogue

The Situation: The "new student reception" in a study-abroad program in China attended by teachers and new students. The students have come from countries around the world to continue their Chinese language study and to learn more about Chinese culture. The setting is relatively formal, and most of the students are meeting each other for the first time.

Part A

Xiǎo Zhāng:	Nǐ hǎo.
Xiǎo Gāo:	Nǐ hǎo.
Xiǎo Zhāng:	Wǒ shì xuésheng. Nǐ shì xuésheng ma?
Xiǎo Gāo:	Shì. Wǒ yě shì xuésheng.

Part B

Xiǎo Zhāng:	Tā shì xuésheng ma?
Xiǎo Gāo:	Bù shì. Tā bù shì xuésheng. Tā shì lǎoshī. Tā shì Lǐ lǎoshī.

Part C

Xiǎo Gāo:	Lǎoshī hǎo.
Lǐ lǎoshī:	Xiǎo Gāo, nǐ hǎo ma?
Xiǎo Gāo:	Wǒ hěn hǎo, xièxie.
Lǐ lǎoshī:	Zài jiàn.

Vocabulary

bù	negation	*no, not*
Gāo	family name	*(family name)*
hǎo	adjectival verb	*good*
hěn	intensifier	*very*
lǎoshī	noun	*teacher, professor*
Lǐ	family name	*(family name)*
ma	final particle	*(forms yes-no questions)*
nǐ	pronoun	*you*
nǐ hǎo	greeting	*hello (formal greeting)*
shì	stative verb	*be*
tā	pronoun	*he/him, she/her, it*
wǒ	pronoun	*I/me*
xiǎo	family name prefix	*
xièxie	conversational expression	*thank you*
xuésheng	noun	*student*
yě	adverb	*also*
zài jiàn	conversational expression	*goodbye*
Zhāng	family name	*(family name)*

Dialogue practice

Do these activities in class after mastering each part of Dialogue 1.

Dialogue 1A: Pretend you are at the new student reception. Greet a classmate and find out if he is a student. Tell him that you are also a student.

Dialogue 1B: Choose an identity, either **xuésheng** or **lǎoshī**. Greet a classmate and find out if she is a student or a teacher. Your classmate should find out if you are a student or a teacher. Repeat until you have identified at least three classmates.

Dialogue 1C: Pair up with a classmate and take turns asking how you are. When you are done, say goodbye. Repeat the conversation with at least three more classmates.

Use and structure

1.1.   Family names and addressing friends

In this lesson we are introduced to two students, Mary Girard and David James, who are "studying abroad" in China. In this book we call them **Xiǎo Gāo** and **Xiǎo Zhāng**. **Gāo** and **Zhāng** are Chinese family names (surnames) that are similar in sound to their western family names. <u>Xiǎo + family name</u> is a form of address that is often used between friends who are about the same age, and it is also a way for an older person to address a younger friend. It is the way that these two students will address each other when they become friends. In Chinese, people do not address each other with the family name alone, and **Xiǎo Gāo** and **Xiǎo Zhāng** will never call each other **Gāo** and **Zhāng**. We will learn more about names in Lesson 3.

1.2.   The Greeting **nǐ hǎo**

Nǐ hǎo is a greeting. We translate **nǐ hǎo** with the English expression *hello,* but it is more formal and more restricted in use than the greeting *hello* is in English. It can be used when meeting people for the first time in formal situations, and it is often used in business contexts, especially when answering the telephone. Students typically greet their teacher by saying **lǎoshī hǎo** *hello teacher (hello professor)* and teachers can greet a class of students by saying **xuésheng hǎo** *hello students.*

1.3.   Pronouns

Mandarin pronouns have a single form that does not change whether the pronoun is used as subject or object. **Wǒ** means *I* or *me*. **Nǐ** means *you* (subject) or *you* (object). **Tā** means *he* or *him, she* or *her,* or *it*.

	subject	object
first person	**wǒ** *I*	**wǒ** *me*
second person	**nǐ** *you*	**nǐ** *you*
third person	**tā** *he/she/it*	**tā** *him/her/it*

1.4. Shì *be*

Shì is the verb *be* in Mandarin. It links a subject with a noun or noun phrase.

S	V	N/NP
Wǒ	**shì**	**xuésheng**.

I am (a) student.

Mandarin verbs have only one, unchanging form. Verbs do not change to mark tense or to agree with the subject. Thus, the same verb **shì** is used to indicate (I) *am*, (you) *are*, (he, she, it) *is*, *were*, and *was*.

Wǒ shì xuésheng.	*I am a student.*
Nǐ shì xuésheng ma?	*Are you a student?*
Tā shì lǎoshī.	*He/she is a teacher.*

1.5. Word order and phrase order in the Mandarin sentence

The normal order of information in the Mandarin sentence is:

S	V	O
Tā	**shì**	**xuésheng**.
he/she	be	student

He/she is a student.

1.6. Asking yes-no questions with **ma**

Nǐ shì xuésheng ma?
Are you a student?

Yes-no questions are questions that can be answered *yes* or *no*. Mandarin has a number of ways to form yes-no questions. The simplest way is to add the <u>final particle</u> **ma** to the end of a statement. You can think of **ma** as adding the meaning "*yes or no?*" to the sentence. The word order in statements and in yes-no questions with **ma** is the same:

S	V	O	(ma)
Tā	**shì**	**xuésheng**.	
he/she	be	student	

He/she is a student.

Tā	**shì**	**xuésheng**	**ma?**
he/she	be	student	yes or no

Is he/she a student?

1.7.   Answering *yes*

There is no word for *yes* in Mandarin. When answering *yes* to a yes-no question, <u>repeat the verb</u> that is used in the question. The verb is underlined in the following example.

> Q: **Nǐ <u>shì</u> xuésheng ma?**
> A: **Wǒ <u>shì</u> xuésheng.**

To give the short answer *yes*, just repeat the verb:

> Q: **Nǐ <u>shì</u> xuésheng ma?**
> A: **<u>Shì</u>.**

1.8.   **Yě** *also*

Yě *also* is an adverb. It always occurs before a verb or verb phrase, and never before a noun or at the end of a sentence. **Yě** occurs before negation. For more on negation, see Use and Structure note 1.9.

> **(S)   yě + V(P)**
> **Wǒ   yě   shì xuésheng.**
> *I am also a student.*

1.9.   Answering *no* and saying *no*

Mandarin has two words for *no*. In this lesson we learn one of them: **bù**. **Bù** negates most verbs. It occurs right before the verb or verb phrase.

> **Tā <u>bù</u> shì xuésheng**. *She is not a student.*

If the sentence contains **yě** *also*, **yě** occurs before **bù**:

> **Tā <u>yě bù</u> shì xuésheng**. *She is also not a student.*

To give a short answer *no*, just say **bù** + the verb:

> Q: **Tā <u>shì</u> xuésheng ma?** *Is she a student?*
> A: **<u>Bù shì</u>**. *No.*

We will learn the other commonly used word for *no* in Lesson 4.

1.10.   Names and titles: **Lǐ lǎoshī**

Lǐ lǎoshī means *Teacher Li*, or, in common American usage, *Professor Li*. **Lǐ**, like **Gāo** and **Zhāng**, is a family name. **Lǎoshī** *teacher* is a title. In Mandarin, a title always follows the family name.

1.11. Greeting vs. question: **Nǐ hǎo** and **nǐ hǎo ma?**

Nǐ hǎo *hello* is a greeting (Use and Structure note 1.2). You can respond to the greeting **nǐ hǎo** by saying **nǐ hǎo**. In contrast, **nǐ hǎo ma?** is a yes-no question, and it requires an answer. If you are all right, you respond to this question by saying **wǒ hěn hǎo** *I'm fine (I'm okay)*.

1.12. Adjectival verbs: **Hǎo** *good*

Hǎo *good* is translated into English as an adjective, but in Mandarin it can function as the main verb in the sentence. Therefore, we call **hǎo** an <u>adjectival verb</u>. All but a few English adjectives function as adjectival verbs in Mandarin. Notice that adjectival verbs <u>do not</u> occur with the verb **shì** *be*.

Say this:	*Do not say this:*
Wǒ hěn hǎo.	⊗ **Wǒ shì hěn hǎo.**
I am fine.	

1.13. Intensifier + adjectival verb: **Hěn hǎo** *very good*

Hěn *very* indicates the intensity of an adjectival verb. Therefore, we call it an <u>intensifier</u>. Words like *too, somewhat, extremely,* etc. are also intensifiers, and we will learn their Mandarin equivalents in later lessons.

Mandarin intensifiers occur right before the adjectival verb: **hěn hǎo** *very good*.

Mandarin intensifiers are always negated with **bù**.

In Mandarin, adjectival verbs are typically preceded by either an intensifier or negation. When intensity is not emphasized, the intensifier **hěn** is used. In other words, **hěn** sometimes is used to contribute the meaning *very*, and sometimes it is used in a sentence in order to satisfy the requirement that the adjectival verb has to be preceded by something. You can always translate **hěn** as *very*.

Sentence pyramids

The sentence pyramids illustrate the use of each new vocabulary item and structure introduced in the lesson. Use them to help you learn how to form phrases and sentences in Mandarin. Supply the English translation for the last line where indicated.

1. **hǎo** **Nǐ hǎo.**	*good, well* *Hello.*

2.	
xuésheng	*student*
shì xuésheng	*be a student*
Nǐ shì xuésheng.	*You are a student.*

3.	
xuésheng	*student*
shì xuésheng	*be a student*
Wǒ shì xuésheng.	*I am a student.*

4.	
shì xuésheng	*be a student*
Tā shì xuésheng.	*He/she is a student.*

5.	
ma	*(yes-no question particle)*
shì xuésheng ma?	*be a student, yes or no?*
Nǐ shì xuésheng ma?	*Are you a student?*

6.	
shì xuésheng	*be a student*
yě shì xuésheng	*also be a student*
Wǒ yě shì xuésheng.	_____

7.	
shì xuésheng	*be a student*
bù shì xuésheng	*not be a student*
Tā bù shì xuésheng.	*He/she is not a student.*

8.	
lǎoshī	*teacher*
shì lǎoshī	*be a teacher*
Tā shì lǎoshī.	_____

9.	
shì lǎoshī	*be a teacher*
shì lǎoshī ma?	*be a teacher, yes or no?*
Nǐ shì lǎoshī ma?	_____

10.	
ma	*(yes-no question particle)*
Nǐ hǎo ma?	*Are you okay?*

11.	
xièxie	*thanks, thank you*
Wǒ hěn hǎo, xièxie.	*I am fine, thanks.*

12. **lǎoshī** **shì lǎoshī** **bù shì lǎoshī** **Wǒ bù shì lǎoshī.**	*teacher* *be a teacher* *not be a teacher* _____
13. **hǎo** **Lǎoshī hǎo.**	*good* *Hello teacher. (Hello professor.)*
14. **hǎo** **Xuésheng hǎo.**	*good* *Hello students.*
15. **Zhāng** **Xiǎo Zhāng** **shì Xiǎo Zhāng** **Tā shì Xiǎo Zhāng.**	*Zhang (family name)* *Xiao Zhang* *be Xiao Zhang* _____
16. **Gāo** **Xiǎo Gāo** **shì Xiǎo Gāo** **shì Xiǎo Gāo ma?** **Nǐ shì Xiǎo Gāo ma?**	*Gao (family name)* *Xiao Gao* *be Xiao Gao* *be Xiao Gao, yes or no?* _____
17. **Xiǎo Gāo** **shì Xiǎo Gāo** **Wǒ shì Xiǎo Gāo.** **Shì. Wǒ shì Xiǎo Gāo.**	*Xiao Gao* *be Xiao Gao* *I am Xiao Gao.* *Yes. I am Xiao Gao.*
18. **lǎoshī** **Lǐ lǎoshī** **shì Lǐ lǎoshī** **Tā shì Lǐ lǎoshī.**	*teacher, professor* *Professor Li* *be Professor Li* *He is Professor Li.*
19. **hǎo** **hěn hǎo** **Tā hěn hǎo.**	*good* *very good (okay)* *She is okay.*

Pronunciation and Pinyin

Introduction to the parts of the Mandarin syllable

The Mandarin syllable can be described in terms of three parts: an initial consonant, a final, and a tone. Syllables need not begin with an initial consonant, so we put the initial consonant in parentheses here.

TONE	
(initial consonant)	final

A basic overview of the Mandarin syllable is presented at the beginning of this book. In this and the following lessons we select a group of sounds for additional practice. In this lesson we focus on the four Mandarin contour tones and on initials and finals that appear in this lesson's Chinese vocabulary.

Tones

The four contour tones
In Mandarin, tones are a feature of pronunciation like consonants and vowels, and they serve to distinguish the meaning of a syllable. Tone involves the pitch of the syllable, and contour tones are tones in which the pitch has a particular shape, for example, level, falling, or rising, across the syllable. Mandarin has four contour tones and we look at their basic forms in this lesson. In Pinyin, contour tones are usually indicated with the following tone marks written over a vowel in the syllable: ˉ ´ ˇ ` . There are also rules for the placement of tone marks over the appropriate vowel. Tones are sometimes indicated with the numbers 1–4 following the syllable, with 1 representing first tone, etc. Here are diagrams of the four contour tones of Mandarin, along with words in each tone that are introduced in Lesson 1. The diagrams indicate the pitch contour of each tone.
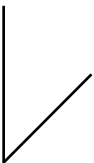
First tone (1ˢᵗ tone, level tone)
First tone starts high and remains high and level throughout the pronunciation of the syllable. It is also called a level tone.

	Gāo
	(lǎo)shī
	shēng
	tā
	Zhāng
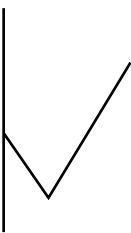
Second tone (2nd tone, rising tone)
Second tone starts low and rises throughout the pronunciation of the syllable. It is also called a rising tone.

	xué(sheng)
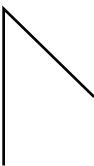
Third tone (3rd tone, falling-rising tone)
The basic form of third tone starts at medium pitch, drops to low pitch, and then rises. It is also called a falling-rising tone.

	hǎo **lǎo(shī)** **nǐ** **wǒ** **yě** **xiǎo** **hěn**

Fourth tone (4th tone, falling tone)
Fourth tone starts high and falls across the pronunciation of the syllable. It is also called a falling tone.

	bù **shì** **zài jiàn** **xiè(xie)**

Tone distinguishes the meaning of syllables in the same way that consonants and vowels do. Two syllables with different tones mean different things, even if the consonants and vowels are identical. Here are some examples:

mā	*mom*	**fāng**	*square*
má	*hemp*	**fáng**	*house*
mǎ	*horse*	**fǎng**	*imitate*
mà	*scold*	**fàng**	*put (something) down*

Rules for the placement of tone marks in Pinyin

The conventions of Pinyin spelling specify the location of the tone mark in the syllable. The tone mark is always placed over a vowel. To determine the vowel that receives the tone mark, apply the following rules in this order:

1. If the syllable contains only one vowel, the tone mark occurs over that vowel. Examples: **bù** *no, not*, **nǐ** *you*, **tā** *he/him, she/her, it*.
2. If the syllable contains **a** or **e**, the tone mark is placed over the **a** or the **e**. Examples: **Gāo** (*family name*), **xué**(**sheng**) *student*, (**nǐ**) **hǎo** *hello*.
3. If the final is **ou**, the tone mark occurs over the **o**. Examples (from Lessons 2–4): **dōu**, **yǒu**.
4. Otherwise, the tone mark is placed over the last vowel in the syllable. Examples (from Lessons 2–3): **shuō**, **guó**, **duì**.

Tone change for the word bù *no, not*

When **bù** occurs before another syllable with fourth tone, it changes to second tone (rising tone). Here is the rule that summarizes this change:

bù + 4   →   bú + 4
bù duì   →   bú duì

In this textbook we will always write **bù** in its original fourth tone.

Initial consonants

Here is a table of Mandarin initial consonants. In this lesson we focus on the highlighted groups of initial consonants.

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

When consonants are recited in Mandarin (as the alphabet is recited in English in the form of the ABC's), each group of consonants is followed by a particular "recitation" vowel. When we illustrate syllables with each consonant, the first example will be the recitation form of the consonant with its recitation vowel.

b, p, m, f

b, **p**, **m**, and **f** are pronounced similar to the way they are in English. Here are examples of Mandarin syllables that begin with **b**, **p**, **m**, and **f**.

labial

b   bō, bā, bǐ, bù, bāo, bāng
p   pō, pà, pī, pǔ, pào, pàng
m   mō, mā, mǐ, mù, máo, máng
f   fō, fā, fù, fáng

d, t, n, l

d, **t**, **n**, and **l** are pronounced very similar to the way they are in English. They differ primarily in that, in Mandarin, the tongue is slightly more forward than in English during the pronunciation of the sounds. Here are examples of Mandarin syllables that begin with **d**, **t**, **n**, and **l**.
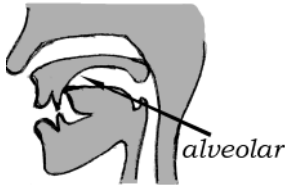
d   dē, dǎ, dì, dú, dào, dāng
t   tē, tā, tì, tǔ, tāo, táng
n   nē, nà, nǐ, nǔ, nào
l   lē, lā, lí, lù, lǎo

alveolar

Finals

Here are the finals of Mandarin as they are spelled in Pinyin. The finals introduced in Lesson 1 are highlighted.

Finals that begin with:	*and end with a vowel:*	*and end with **n**:*	*and end with **ng**:*	*and end with **r**:*
a	a, ai, ao	an	ang	
e	e, ei	en	eng	er
o	(o), ou		ong	
i	i, ia, iao, ie, iu/iou	ian, in	iang, ing, iong	
ü	ü, üe	üan, ün		
u	u, ua, uai, ui/uei, uo	uan, uen	uang, ueng	

Notes on pronunciation and Pinyin spelling

i

Pronunciation

- The letter **i** in Pinyin represents three different vowel sounds. In this lesson we meet two of them. When **i** follows the initial consonants **zh**, **ch**, **sh** or **r** it is pronounced with a strong *r* (or *er*) as in the English word *her* or *hammer*. Example: **lǎoshī**. When **i** begins a syllable or follows most other consonants it is pronounced like the English sound *ee* in words like *week* and *sleep*. Example: **nǐ** *you*. We will learn a syllable with the third pronunciation of **i** in Lesson 3.

Spelling

- If the final begins with **i** and there is no initial consonant, **i** is spelled as **y**. Example: **yě** *also*.

ü

Pronunciation

- The letter **ü** represents a sound that does not occur in English, a high front rounded vowel. It stands in contrast to the vowel **i** (pronounced *ee* as in *we__ek* and *sl__eep*), differing from it only in the position of the lips when the vowel is pronounced. To pronounce **ü**, position your mouth to say **i** *(ee)* and then without moving anything but your lips, round your lips as if to say *oo* as in *l__oop*. The high front rounded vowel **ü** also occurs in French and many other languages besides Mandarin.

Spelling

- If the final begins with **ü** and there is no initial consonant, **ü** is spelled as **yu**. We have not yet learned any words that illustrate this rule.
- If the final begins with **ü** and the initial consonant is **j**, **q**, or **x**, **ü** is written as **u** but it is pronounced **ü**. Example: **xuésheng** *student*.

uo

Pronunciation

- **uo** is pronounced like the syllable *aw* in the English words *aw__ful* or *s__aw*.

Spelling

- If the final is **uo** and there is no initial consonant, **uo** is spelled as **wo**. Example: **wǒ** *I/me*.
- If the initial consonant is **b**, **p**, **m**, or **f**, the sound **uo** is spelled as **o**. Example: the recitation syllables **bo**, **po**, **mo**, **fo**. The letter **o** only occurs as a simple final following **b**, **p**, **m**, and **f**, so we place it in parentheses in the Finals table.

e

Pronunciation

- The letter **e** occurs in eight finals and has three different pronunciations.
- **e** is pronounced similar to the vowel in the English word *u__p*. Example: the recitation syllables **de**, **te**, **ne**, **le**, and the pronunciation of **e** in the final **er**.
- **eng** rhymes with the English word *s__ung*. Example: **(xué)sheng** *student*.
- **ei**, **ie**, **üe** and **en** are pronounced as the vowel in the English word *s__end*. Example: **yě** *also*.

Spelling

- When **e** is preceded by the vowel **i** and **i** is not preceded by a consonant, **ie** is spelled **ye**. Example: **yě** *also*.

ian, üan

Pronunciation

- The finals **ian** and **üan** rhyme with **en** and not with **an**.

Spelling

- When **ian** is not preceded by a consonant, it is spelled **yan**. Example: **j** + **iàn** = **jiàn**, **iǎn** alone is spelled **yǎn**.
- When **üan** is not preceded by a consonant, it is spelled **yuan**. When preceded by a consonant it is spelled **uan**. Example: **j** + **üǎn** = **juǎn**, **üǎn** alone is spelled **yuǎn**.

Language FAQs (frequently asked questions)

Where are *the* and *a*?

Mandarin does not have words that are exactly equivalent to *a* and *the* in English. Do not look for translations of *a* and *the* in Mandarin.

Notes on Chinese culture

Greeting strangers

In Chinese culture, it is not common to greet people you do not know, unless you expect to interact with them in the future. People greet strangers in a business context, or in receptions such as the one in the dialogue in this lesson, since the initial contact will probably lead to future interactions. It is very uncommon to greet a stranger you pass on the street, or who you ride with in an elevator or on some form of public transportation.

Lesson 1 Dialogue in English

Part A

Xiao Zhang: Hello.
Xiao Gao: Hello.
Xiao Zhang: I am a student. Are you a student?
Xiao Gao: Yes. I am also a student.

Part B

Xiao Zhang: Is he a student?
Xiao Gao: No. He is not a student. He is a teacher. He is Professor Li.

Part C

Xiao Gao: Hello teacher.
Professor Li: Xiao Gao, how are you?
Xiao Gao: I am fine, thanks.
Professor Li: Goodbye.

Lesson 2 Nǐ shì nǎguó rén?
What country are you from?

Communication goals
- State your nationality and ask others about their nationalities
- Confirm that information is correct

Key structures
the plural form of pronouns

follow-up questions with **ne**

dōu + VP

dāngrán + VP

Dialogue

The Situation: The new student reception continues. Xiao Zhang begins a conversation with two people he has not met before, Xiao Chen and Xiao Wang. The three of them then talk with Xiao Gao, another new student, and ask about other people in the room.

Part A

Xiǎo Zhāng: Qǐng wèn, nǐmen shì Měiguó rén ma?

Xiǎo Chén: Shì. Wǒmen shì Měiguó rén, nǐ ne?

Xiǎo Zhāng: Wǒ yě shì Měiguó rén. Wǒmen dōu shì Měiguó rén.

Xiǎo Wáng (to Xiǎo Gāo):   Nǐ ne?

Xiǎo Gāo: Wǒ shì Fǎguó rén.

Part B

Xiǎo Chén: Tā shì nǎguó rén?

Xiǎo Wáng: Tā shì Yīngguó rén.

Xiǎo Chén: Tāmen yě shì Yīngguó rén, duì ma?

Xiǎo Wáng: Bú duì. Tāmen dōu shì Déguó rén.

Xiǎo Gāo: Lǎoshī shì Zhōngguó rén ma?

Xiǎo Zhāng: Dāngrán shì!

Vocabulary

Chén	family name	*(family name)*
dāngrán	adverb	*of course*
Déguó	country name	*Germany*
Déguó rén	noun phrase	*German person*
dōu	adverb	*all, both*
duì	adjectival verb	*correct*
Fǎguó	country name	*France*
Fǎguó rén	noun phrase	*French person*
guó	noun	*country*
Měiguó	country name	*America (USA)*
Měiguó rén	noun phrase	*American*
nǎguó, něiguó	question phrase	*which country*
ne	final particle	*(forms follow-up questions)*
nǐmen	pronoun	*you (plural)*
qǐng wèn	conversational expression	*may I ask, excuse me*
rén	noun	*person*
tāmen	pronoun	*they/them*
Wáng	family name	*(family name)*
wǒmen	pronoun	*we/us*
Yīngguó	country name	*Britain*
Yīngguó rén	noun	*British person*
Zhōngguó	proper noun	*China*
Zhōngguó rén	noun phrase	*Chinese person*