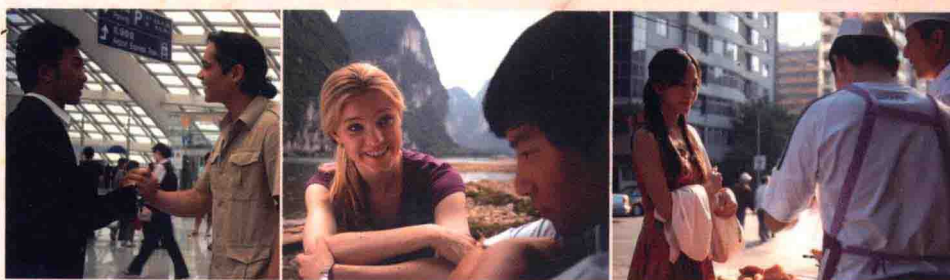


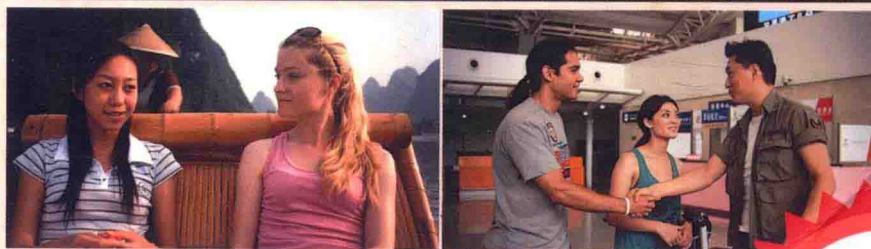
# Encounters 环球汉语

Chinese Language and Culture  
汉语和中国文化

(美) 任友梅 (Cynthia Y. Ning) (美) 孟德儒 (John S. Montanaro) 编著



SCENE



6 Cities  
64 Locations  
323 Scenes  
3 Crews



DAY NITE



INT EXT



1  
学生用书  
Student  
Book



华语教学出版社  
SINOLINGUA

A CIPG Yale Program

# 环球汉语

## ENCOUNTERS

汉语和中国文化

Chinese Language and Culture

学生用书 1

Student Book 1

(美) 任友梅 (Cynthia Y. Ning) (美) 孟德儒 (John S. Montanaro) 编著

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## 环球汉语

### 学生用书 1

任友梅 孟德儒 编著

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# Some useful daily expressions

## 日常用语

### Rìcháng yòngyǔ

#### Greetings and leave-taking

---

Nǐ hǎo!  
Nǐ hǎo ma?  
(Wáng) lǎoshī zàijiàn!

Hi!/Hello!  
How are you?/How have you been?  
Good-bye, Professor (Wang).

#### Introductions

---

Nǎ hǎo! Wǒ (míngzi) jiào \_\_\_\_\_.  
Zhè shì wǒ de lǎoshī.  
Wǒ shì Měiguó rén.  
Wǒ shì dàxuéshēng.

Hello! My (name) is \_\_\_\_\_.  
This is my teacher.  
I'm American.  
I'm a college student.

#### Thanks and apologies

---

Duìbuqǐ!  
Méi guānxi.  
Xièxie nǐ (nín) (lǎoshī).  
Bú kèqǐ./Bú xiè.

Excuse me!/Sorry!  
It doesn't matter./That's OK.  
Thank you (you: formal) (Teacher/Professor).  
You're welcome.

#### Language difficulties

---

(Wǒ) bù dǒng.  
Qǐng zài shuō yí biàn.  
\_\_\_\_\_ shénme yìsi?  
\_\_\_\_\_ Zhōngwén zěnmē shuō?  
Wǒ yǒu yí gè wèntí.  
Duìbuqǐ, wǒ bù zhīdào.  
Wǒ huì shuō yìdiǎnr Zhōngwén. Shuō de bù hǎo.

(I) don't understand.  
Please repeat it for me.  
What does \_\_\_\_\_ mean?  
How do you say \_\_\_\_\_ in Chinese?  
I have a question (to ask you).  
Sorry, I don't know.  
I can speak a little Chinese, but not well.

#### Frequently used questions

---

Nín guàixìng?  
Qǐngwèn, dào \_\_\_\_\_ zěnmē zǒu?  
Nǐ xué shénme?  
Nǐ de diànhuà hàomǎ shì duōshao?  
Nǐ duō dà le?  
Nǐ jiā zài nǎr?  
Nǐ jiā li dōu yǒu shénme rén?  
Cèsuǒ zài nǎr?  
Jǐ diǎn le?

May I ask your name?  
Excuse me, how do I get to \_\_\_\_\_?  
What do you study?  
What's your phone number?  
How old are you?  
Where's your home?  
What's your family like?  
Where's the toilet?  
What time is it?

#### Shopping

---

Wǒ xiǎng mǎi yí gè \_\_\_\_\_.  
Zhè/Zhèige duōshao qián?  
Tài guì le!

I'd like to buy a \_\_\_\_\_.  
How much is this?  
(It's) too expensive!

#### Miscellaneous

---

Shì (de).  
Bú shì.  
Duì le.  
Bú duì.  
Hǎo.  
Qǐng nǐ \_\_\_\_\_.  
(Nín) qǐng.

Yes.  
No.  
Correct.  
Wrong./Incorrect.  
OK./That's fine.  
Will/Can you please \_\_\_\_\_?  
Please go ahead of me./You first.

# Preface

Welcome to *Encounters: Chinese Language and Culture*! The publication of this book brings a long-held dream to reality: it inaugurates a groundbreaking language teaching program and sets a new standard in the field of language teaching.

Acutely attentive to the needs of today's students and teachers, the program encourages learning through approaches that are practical, communicative, culturally rich, and delightfully engaging.

*Encounters* is designed for English-speaking individuals ready to embark on the adventure of learning Mandarin Chinese. Lively and immediate, the program immerses the learner in Chinese language and culture right from the start. *Encounters* employs a range of techniques to encourage rapid and confident student progress. Those who are learning the Chinese language—as well as their teachers—will find a new level of inspiration at each stage of their *Encounters* experience.

A fully integrated array of learning materials focuses on communication and authentic language used in real-life contexts. Central among these materials is a dramatic video series, filmed entirely on location throughout China. The *Encounters* textbook features abundant exercises and learning activities linked to the video episodes and other media.

Informed by the latest language learning research and enriched by the creativity of a remarkable team of language and media experts who participated in its development, *Encounters* represents a new generation of language programs. It masterfully guides learners along a well-prepared path toward intercultural communication and understanding, a path that also leads to fuller participation in the modern global community.

We hope that the *Encounters* program will assist you on an enjoyable and successful learning journey. We wish you well as you encounter the fascinating language, people, and culture of China!

—Cynthia Y. Ning, *University of Hawai'i at Mānoa*

—John S. Montanaro, *Yale University*

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# Introduction

## Overview

The comprehensive *Encounters* program:

- Employs a functional, task-based approach.
- Presents authentic language and culture through engaging dramatic video episodes.
- Focuses on communication in the spoken language.
- Includes reading material in both traditional and simplified characters.
- Links cultural video interviews to language functions.
- Presents clearly focused grammar instruction and practice.
- Adheres to ACTFL Proficiency Guidelines.
- Assists teachers with a fully annotated instructor's edition, materials to excite students' interest, and a wide selection of useful tools in various media.

## Program Components

The *Encounters* program comprises:

- A beautifully produced **video series**, filmed entirely on location in China and featuring a dramatic story line and segments devoted to Chinese culture and history.
- A full-color **student textbook**, completely integrated with the video series and other *Encounters* components. The Introductory Unit presents the basics of Mandarin Chinese: the four tones, pronunciation, pinyin spelling, numbers, radicals, and traditional and simplified characters.
- An **annotated instructor's edition** of the textbook, packed with teaching tips, extra classroom activities, and suggestions for using the program in the classroom.
- A **character writing workbook** showing each character's evolution, etymology, and usage. Stroke diagrams guide students in forming the characters; strategies for remembering characters are also provided.
- An **audio program** to assist students with listening comprehension, pronunciation, vocabulary, and model conversations.
- A **website** that offers streaming video and audio content, and other resources for speaking, reading, and writing Chinese.



## ► The Dramatic Story Line

A hip artist, an adventurous Australian traveler, a thoughtful Chinese scholar, a worried American father, a young teacher from the United States, and another teacher from China: these are just some of the international characters whose stories unfold in the *Encounters* video series.

This compelling story transports viewers to the real cities, villages, homes, schools, markets, streets, and cultural sites of this vast nation. In these various places, the nine main characters find that their lives intersect in unexpected ways. They make discoveries about themselves and others, they converse with strangers and friends, and along the way they provide viewers with remarkable insights into the language and culture of China.

## ► The Cast of Characters



**APRIL**, 24, of Chinese origin. She is quiet but resilient and strong. Born in the United States to a Chinese immigrant family, she grew up in San Diego. April accompanies her husband, Alejandro, to China.



**ALEJANDRO**, 29, Mexican American, married to April. He is passionate and has a very big personality. A photographer assigned to document the changes happening in contemporary China, he believes in the value of his work.



**LYNN**, 25, an American from Los Angeles. She leaves her home and, through a series of detours, eventually travels to Yangshuo to teach English. She tries hard to fit in and be accepted by the community, clearing away misunderstandings along the way.



**TANG YUAN**, 24, Chinese, a folk artist in Yangshuo. He loves art and has achieved some local success. He is kind, warm-hearted, and very respectful of his parents, but he can also behave rebelliously.



**CHEN FENG**, 27, Chinese, a businessman in Beijing. He is idealistic, confident, and extremely ambitious. Though he is a bit of a workaholic, he also enjoys taking risks. At the beginning of his career, he works hard and expects the same from everyone else (although he is the hardest on himself). He and Li Wen are a couple.



**LI WEN**, 27, Chinese, teaches English in Yangshuo. She is gentle and very understanding. She and Chen Feng have been together for some time; however, because of the distance between them, things haven't always been easy. After serious discussions, they decide that Li Wen should quit her job in Yangshuo and move to Beijing because it's best for their relationship.



**MAO ZHIPENG** (also known as Xiao Mao), 28, Chinese, a college friend of Chen Feng's and a partner in the firm that Chen Feng directs. He is keenly observant of the business market, and his personality balances Chen Feng's risk-taking nature.



**PROF. YANG**, 58, Chinese, professor at Chen Feng's university. He loves Tai Chi and Chinese chess and is very skilled at calligraphy. He is tender and caring, often acts as a father figure to Chen Feng, and gives advice by drawing metaphors from life. He is a good friend and a great teacher.



**MICK**, Australian, a traveling cyclist. He is funny, adventurous, and gregarious, but not much is known about his age, profession, or background.

In addition to the dramatic narrative that propels the action in each *Encounters* episode, cultural segments explore and illuminate aspects of life in China. Real people from various walks of life discuss their perspectives on such topics as Chinese perceptions of foreign visitors, courteous bargaining in street markets, major Chinese festivals, and different forms of appropriate greetings.

Because *Encounters* is a fully integrated program, the material presented in each episode is linked to corresponding chapters and activities in the textbook, to audio activities, and to an array of online offerings, including practice exercises and related cultural information.

## A Unit Tour

The *Encounters* textbook presents a carefully structured and cumulative approach to learning Mandarin Chinese. Students progress from listening and speaking activities to the more challenging skills of reading and writing Chinese characters. The emphasis is on communicative skills, as the primary goal of the *Encounters* program is to foster proficiency in everyday Chinese.

Each unit offers an inviting combination of in-class, individual, pair, and group activities. Humor, music, and a lighthearted attitude encourage learners to approach the study of Chinese with enthusiasm and confidence. “FYI” boxes provide dozens of study and learning tips, and appealing illustrations keep interest levels high. By weaving cultural information throughout the text—rather than relegating it only to end-of-chapter notes—*Encounters* reinforces the notion that language is inseparable from culture.

Colorful icons illustrate, at a glance, the variety of learning opportunities and activities available in each chapter.



watch episode



watch video



listen



unit rap

Unit titles are presented in English, pinyin, and Chinese characters.

The introductory page for each textbook unit features a photograph from the corresponding video episode. Skills taught and practiced in the unit are related to the events that students observe in the episode.

A list of skills to be covered in the unit clarifies learning goals and helps students stay organized.

2

**“Friends from the start”**

一见如故

Yìjiàn rúgù

*Introducing yourself by age, contact information, and relationship to others*



In this unit, you will learn how to:

- Say, read, and write the numbers 11–100.
- Find out someone’s age and state your own.
- Find out someone’s birth date and state your own.
- State your Chinese “astrological” sign based on the year of your birth.
- Find out someone’s e-mail address and street address and provide your own.
- Identify a third party’s relationship to yourself.
- Understand key information on business cards.
- Recognize printed dates.
- Read simple self-introductory statements.
- Write simple self-introductory statements, including your name, age, birth date, e-mail and street address, and name of teacher.

For additional materials to support this unit, go to the *Encounters* website at [www.EncountersChinese.com.cn](http://www.EncountersChinese.com.cn)

Various listening and learning activities are enriched by their connections to the ongoing video and by their insights into Chinese culture.

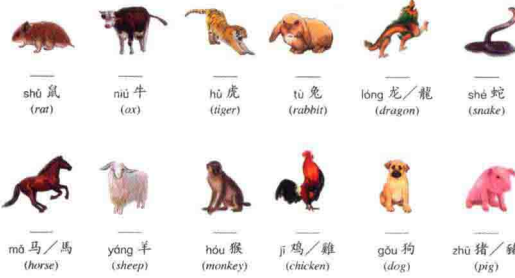
FYI boxes, liberally scattered throughout the book, provide relevant cultural information that will both fascinate students and deepen their understanding of the Chinese language and the culture and people of China.

Encounter 2 Finding out someone's age and stating your own—Chinese style

2.13 Getting ready: Have you heard about the Chinese zodiac? Each year in the zodiacal cycle is marked by a "birth sign" (shēngxiāo) which is symbolized by one of twelve animals. The twelve signs complete a continually recurring cycle of twelve years. Can you name any Chinese zodiac signs? Close your book and write down as many as you can on a separate sheet of paper.

2.14 Watch and listen to the video. Number the images below in the order in which you hear the speakers name them.

Shí'èr shēngxiāo



FYI 供你参考

The Chinese zodiac

In the Chinese zodiac, the year of your birth links you to your birth sign, and you symbolically take on the characteristics of the associated animal. If you're an ox, for example, you're hard-working, loyal, warm, and sincere. In addition to its astrological uses, the Chinese zodiac has a perhaps more practical application: one can guess the year a person was born if one knows the person's birth sign. See the chart on the next page for your sign. It's interesting to note that the English word "zodiac" is derived from the Greek "zōdiakos kyklos" and means, curiously enough, "circle of animals."

Each unit contains several interesting and enlightening "Encounters," presenting material that covers common real-life situations.

FYI 供你参考

What's your sign?

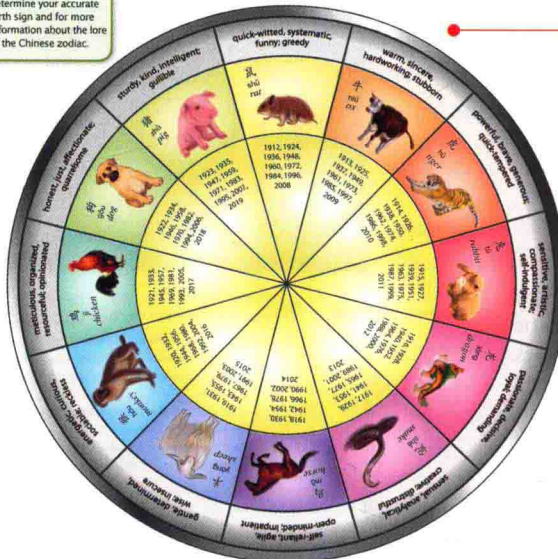
If you were born in January or early February, this chart may not be accurate for you, since the lunar New Year, on which the Chinese zodiac is based, does not begin until late January or February. Go to chinesezodiac.com to determine your accurate birth sign and for more information about the lore of the Chinese zodiac.

2.15 What do you think the following question means? Write the English.

Nǐ shǔ shénme? 你属什么? / 你属什麼?

Consult the chart below and fill in the blank with your birth sign.

Wǒ shǔ \_\_\_\_\_, 我属 / 我属 \_\_\_\_\_。



Attractive illustrations, intriguing cultural commentary, and exercises that are directly tied to events in the video combine to spark student's interest and encourage learning.

Suggestions for practice conversations appear throughout each unit. Students build confidence and practical conversational skills through these entertaining oral exercises.

**2.16 Mingling:** Walk around the room and find out your classmates' signs. Consult the chart and, using their answers, try to figure out whether they are the same age as, older than, or younger than you.

**2.17 Homework:** Outside of class, determine the birth signs of three people. Draw a picture or bring a photograph of each person, and note approximately how old each one is (for example, "in her 40s"). Use this information to report your findings to the class.

**Encounter 3 Finding out someone's birth date and stating your own**

**Months of the year**

**2.18** If January is yiyuè or 一月, write the names of the remaining eleven months in either pinyin or characters (or both) in the blanks below.

- February \_\_\_\_\_
- March \_\_\_\_\_
- April \_\_\_\_\_
- May \_\_\_\_\_
- June \_\_\_\_\_
- July \_\_\_\_\_
- August \_\_\_\_\_
- September \_\_\_\_\_
- October \_\_\_\_\_
- November \_\_\_\_\_
- December \_\_\_\_\_

**2.19 Pair work:** With a partner, take turns saying each month of the year. After you go through the sequence once, repeat so you each have an opportunity to say every month. Repeat this process until you are both comfortable with the sequence. Finally, test each other on the Chinese names of the months by dictating random months for your partner to translate.

**2.26** Watch and listen to the video segment. Then fill in the blanks below.

- a. What are the two numbers you hear in this exchange? \_\_\_\_\_ and \_\_\_\_\_
- b. What do you think nián 年 means? \_\_\_\_\_
- c. What do you think the following means? Write the English.  
Nǐ shì nǎ/nèi nián shēng de? 你是哪年生的? \_\_\_\_\_
- d. Fill in the blanks with your own year of birth.  
Wǒ shì \_\_\_\_\_ nián shēng de. 我是\_\_\_\_\_年生的。

**Grammar Bits 语法点滴**

**The shì... de construction**

When an event has already happened and the interest is in the specifics (when, why, where, how, etc.) of the event, Chinese uses the shì... de construction to zero in on the specifics.

The pattern is: Subject + shì + specific information + verb + de.

Examples:

Nǐ shì nǎ/nèi nián shēng de? Wǒ shì yī jiǔ bā jiǔ nián shēng de.  
(In which year were you born? I was born in 1989.  
=> It was in 1989 that I was born.)

Nǐ shì jī yuè jī hào shēng de? Wǒ shì bā yuè shí bā hào shēng de.  
(On which day were you born? I was born on August 18.  
=> It was on August 18 that I was born.)

We will learn more about the shì... de construction in future Encounters. Notice that, in Chinese, verbs do not change form, they don't conjugate to match number, gender, tense, or anything else. Verbs are constant and invariable. You will learn to indicate tense and other grammatical points primarily by adding words. Here's an example: A Chinese might answer the question "How are you feeling?" by saying Wǒ jīntiān hěn hǎo, zuótiān bù hǎo. Try to figure out the meaning and, in the process, learn a bit about tense in Chinese.

Numerous Grammar Bits boxes shed light on grammar issues as they arise. These short lessons, highlighted in separate boxes, provide students with a manageable amount of information and an important review tool.

### Encounter 4 Finding out someone's e-mail and street address and stating your own

#### Asking for someone's e-mail address

**2.29** Watch and listen to the video segment. Can you figure out what each of the following means? Fill in the blanks below in English.

e-mail dìzhi: \_\_\_\_\_ diàn-yóu dìzhi: \_\_\_\_\_  
diànzǐ yóuxiàng: \_\_\_\_\_

#### FYI 供你参考

##### Translation vs. transliteration

Foreign terms, products, and names are rendered into Chinese in at least two different ways. "Hot dog" combines the Chinese words for "hot" and "dog," yielding *règǒu* 热狗/热狗. This is **translation**. In the second process, **transliteration**, "McDonald's" becomes *Mǎidānglǎo* 麦当劳/麦当劳, which simply combines Chinese sounds similar to the sounds of the original foreign name. Transliteration is often done with little or no meaning intended in the new Chinese word. Syllables with bad connotations are, of course, avoided. Sometimes words are both translated and transliterated. For example, "e-mail" becomes *yīmǎi* 伊妹儿/伊妹儿 when transliterated, and *diànzǐ yóujiàn* 电子邮件/电子邮件 (electronic mail) when translated. The latter term is now commonly abbreviated as *diàn-yóu* 电邮/电邮. Sometimes, the English term "e-mail" is used without translation or transliteration. If you do separate internet searches, you'll get the most hits for "e-mail 地址," followed by "电邮地址/电邮地址," and the fewest hits for "伊妹儿地址/伊妹儿地址." This indicates that the English term "e-mail" is far more commonly used by the Chinese than either the translated term *diàn-yóu* or the transliterated term *yīmǎi*. In this age of high-tech, rapid globalization, and the spread of English all over the world, certain terms are more commonly used in their original English form than in the Chinese equivalent term. "E-mail" is the best example.

**2.30** Fill in your own e-mail address in the blanks below.

Q: Nǐ de diàn-yóu dìzhi shì shénme?  
你的电邮地址是什么?/你的电邮地址是甚麼?

A: Wǒ de diàn-yóu dìzhi shì \_\_\_\_\_  
我的电邮地址是 \_\_\_\_\_  
我的电邮地址是 \_\_\_\_\_

**2.31** **Mingling:** Using your class roster, find out the e-mail addresses of 5–10 classmates. Helpful questions to determine if what you've written is correct include *Zhè yàng duì ma?* (Is this correct?) or *Zhè yàng duì bù duì?* (Is this correct or not?)

With a strong emphasis on practicality, lessons deal with up-to-date issues and communication in today's world. This Encounter, constructed around the topic of e-mail, asks students to listen, speak, and write about e-mail. An FYI box enriches the lesson with a discussion of translation, transliteration, and how English and Chinese terms sometimes intermingle in our high-tech, interconnected world.

### Unit Rap

Go to the **Encounters** website at [www.EncountersChinese.com.cn](http://www.EncountersChinese.com.cn) and listen to the song to review key expressions from Unit 2. Listen again and sing along!

### Encounter 6 Reading and writing

#### Reading familiar sentences in Chinese characters

**2.43** **Pair work:** Read the following dialogues (written in simplified characters) aloud with a partner, using the English as a guide. Note: In Chinese texts, numbers are almost always written in Arabic numerals, both for convenience and space-saving. However, be sure to "pronounce" them in Chinese. It's good practice. Exception: Read the e-mail address as you would normally.

#### FYI 供你参考

##### Listing things in Chinese fashion

The ancient Chinese (about 4,000 years ago) began a system with ten "Celestial Stems" (天干 *tiāngān*) and 12 "Earthly Branches" (地支 *dìzhī*) to enumerate dates in cycles of 60 years. The 天干地支 system continues to this day. "Celestial Stems" consist of the following characters:

甲 jiǎ, 乙 yǐ, 丙 bǐng, 丁 dīng, 戊 wù, 己 jǐ, 庚 gēng, 辛 xīn,  
壬 rén, 癸 guǐ

These characters are commonly used as a numbering system in modern China, Japan, Korea, and Vietnam, much as Roman numerals (I, II, III) or letters of the alphabet (A, B, C) are used in the West. 甲 and 乙 represent "A" and "B" in this unit's dialogues.

- 甲: 你几岁了? (How old are you?)  
乙: 我八岁了。 (I'm eight.)  
甲: 他呢? (How about him?)  
乙: 他两岁, 很小。 (He's two; he's little.)
- 甲: 你多大了? (How old are you?)  
乙: 我二十八了。 (I'm 28.)
- 甲: 您多大岁数了? (How old are you?)  
乙: 我七十五了。 (I'm 75.)


As a first step to "intensive reading," dialogues based on familiar content are set out in both traditional and simplified characters. Decoding these dialogues helps students gain basic literacy skills in Chinese.

A rap written specifically for each unit sets key expressions and vocabulary in a fun musical setting. Go to the **Encounters** website at [www.EncountersChinese.com.cn](http://www.EncountersChinese.com.cn).

62 UNIT 2 FRIENDS FROM THE START

**Reading real-life texts**

2.47 Look at the business card and answer the following questions.



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a. Please circle and number the following.

- Name (Underline the last name.)
- The term for "telephone"
- The term for "e-mail"

b. The address is 中国 ⇒ 北京 ⇒ 西三环北路 ⇒ 二号

Number the following items to match the Chinese sequencing.

\_\_\_ Beijing  
\_\_\_ China  
\_\_\_ #2  
\_\_\_ West Third Ring North Road

c. What do you think the number 88818140 is? Circle one:  
fax number                      home telephone number

d. Which form of Chinese characters is used? Circle one:  
simplified                          traditional

By incorporating materials found in real life—business cards and newspapers, for example—lessons provide practical information enabling students to perform everyday tasks in Chinese.

ENCOUNTER 6 65

a. Please circle and number the following:

- Date in Chinese
- Day of the week

b. What is the day of the week? Write in English: \_\_\_\_\_

c. There is an ad for an insurance company. Please circle and number the following:

- The address in New York
- The address in China

d. Which form of Chinese characters is used in the commercials? Circle one:  
simplified                          traditional

**Learning to write characters**

2.51 For stroke order and other useful information about each of the following characters from this unit, go to the Character Writing Workbook. Practice writing them until you can reproduce them on demand.

您, 多, 大, 小, 几/幾, 岁/歲, 了, 的, 地, 址  
年, 月, 日, 号/號, 生, 那, 哪, 几/兒, 这/這, 位

**Writing a note**

2.52 Write a brief self-introduction in your choice of simplified or traditional Chinese characters. Include information about your name, age, birth date, e-mail address, street address, and the name of your teacher.

**Cultural Bits 文化点滴**

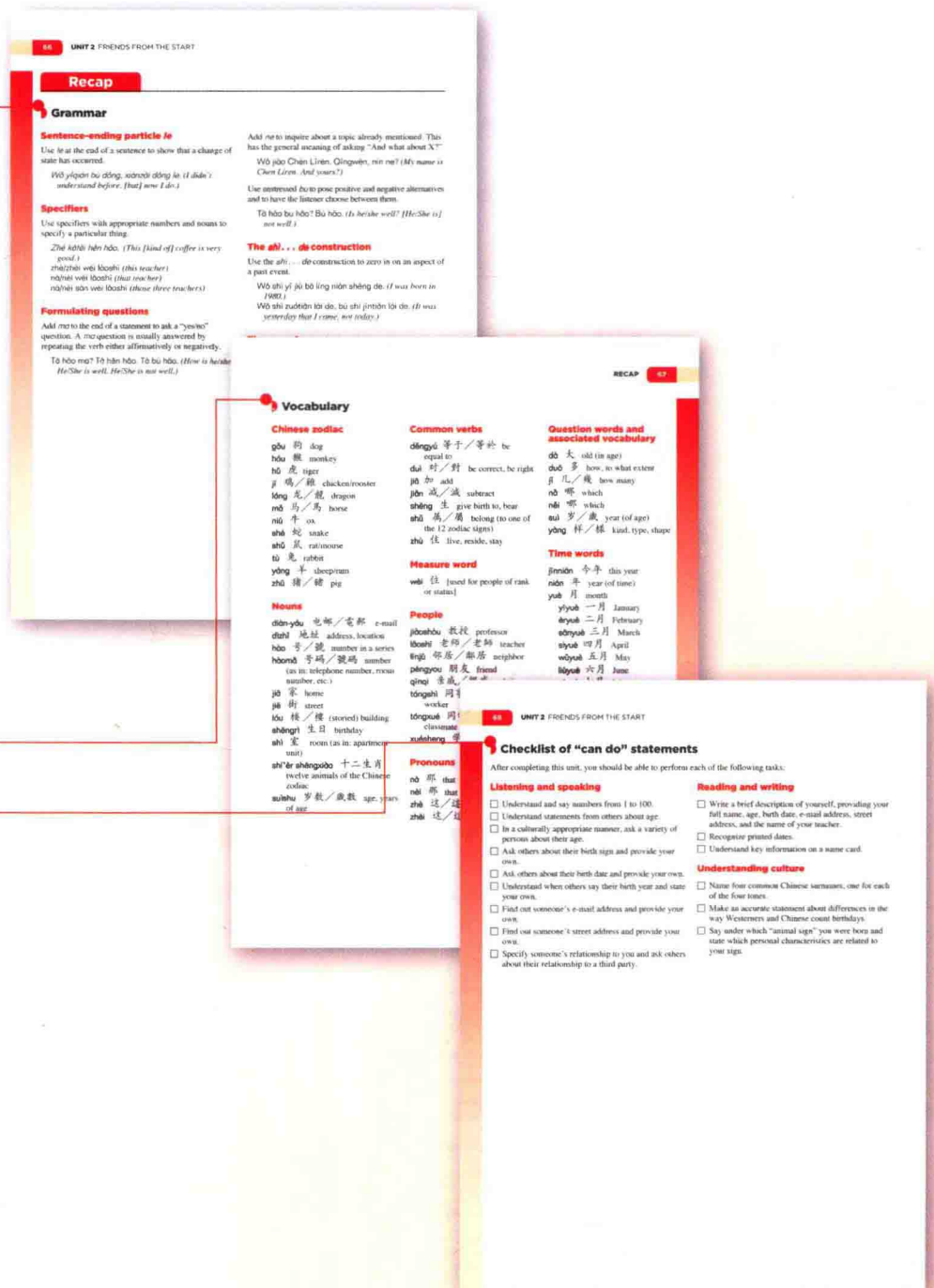
**Self-introduction**

View the video segment "Self-introduction" and then discuss the following questions with your classmates.

- What might you want to tell a new informal Chinese acquaintance about yourself upon meeting him or her for the first time?
- What are the benefits of being "overly polite"?
- What is the role of the "social title"?
- Why do Chinese people ask each other *NI shù shénme*? How many of the twelve animals can you name? Do you know yours?

Each unit includes a list of Chinese characters for writing mastery.

Cultural Bits boxes, which connect to the cultural segments of the video, provide a jumping-off point for explorations of Chinese society. Thought-provoking questions encourage students to investigate how Chinese culture is different from or similar to their own.



A complete Recap section appears at the conclusion of every unit.

These pages include a summary of grammar topics, a vocabulary list, and a checklist of tasks that students are expected to have mastered in the unit.

The Recap encourages students to review their progress, identify gaps in their learning, and congratulate themselves on their accomplishments.

We invite you to explore this exciting new language program and encourage you to visit [www.EncountersChinese.com.cn](http://www.EncountersChinese.com.cn).



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