

Chinese for 1 Living in China

真实生活汉语

吴德安 (De-an Wu Swihart)

魏久安 (Julian K. Wheatley)

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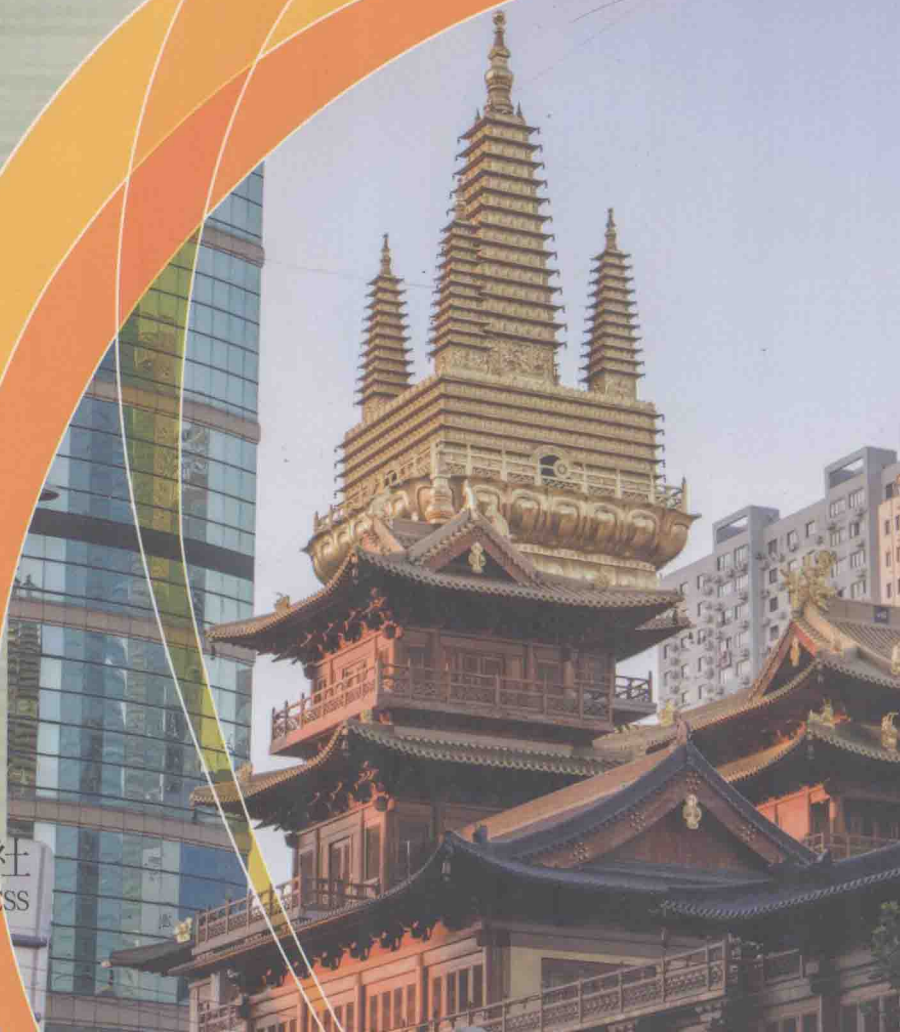
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前言 Qiányán

《真实生活汉语》全套共4册，每册10课，是适合欧美外国学生使用的初级到中级的汉语教材。本套教材也适用于准备去中国学习、工作、旅行，希望尽快掌握一些在中国生活所需中文的外国人；或已经生活在中国且需要开始或继续学会生活所需中文的外国人。

一、本书缘起

这套《真实生活汉语》系列教材是在《外国人实用生活汉语》（上、下）（北京大学出版社，2004年）的基础上重新编写的。那套教材是为参加CTLG（组织英语国家大学毕业生去中国教英语的美国教育组织）与北京大学外国语学院合作的暑期外教强化培训（1997年开始）的外教编写的。这些外教在培训后去深圳的公立中小学担任英语老师，在中国至少住一年；他们是英语为母语的外国人，有的学过中文，有的没有学过，有不同的学习需求，《外国人实用生活汉语》的编写反映了他们的需要，是一套直接与他们在中国的日常生活紧密相关的汉语课本，所以很受他们的欢迎。至今为止，已有1000多名学生使用过那套教材。

经过10年的积累，这套全新的《真实生活汉语》扩充至4册，课文内容根据10年后的生活用语重新编写，增加一倍，足够老师和学生使用两年。一般的汉语教材在第二年时会从对话课文改为阅读课文，更强调汉字读写，本书则继续以对话交流为主。这套新教材已经在北京大学暑期强化中文课和深圳大学对外汉语课上试用了3年，反映良好。

基于上千学生的使用经验，我们希望《真实生活汉语》系列将为在中国生活的外国人继续提供有益的帮助。

二、编写理念

1. 口语交流——培养学生听和说的能力

外国人在中国生活的关键是能与中国人进行口头交流，本书在设计上首要注重的是外国人在中国生活的会话需要，也就是注重培养学生听和说的实践能力。要培养这一能力，就需要精选生活在中国的外国人会遇到的典型情景会话。在中国的外国人都希望在课堂学到的汉语可以马上用到现实生活中去，这套书可以说满足了他们的需要。书中每课都与他们的现实生活有直接关系：换钱，买东西，理发，上饭馆，打的，看病，住宾馆，在学校上课或教书，在公司上班，租房，坐火车、飞机、地铁，安排在中国的旅游，文化参观，等等。本书作者根据多年对外国人在中国生活的调查，按照来华外国人的需要进行了精心选择，把他们最迫切需要的话题及用语都收入此书。因此《真实生活汉语》不但对话内容具有很强的真实性和实用性，而且对话语言简洁、生动、自然，非常适合学习者到中国后的生活需求。这些特点能极大地提高学生学习汉语的兴趣，增强他们的学习动力，使他们学得更快更好。教学实践表明，本教材受到了已经在华或准备来华学习汉语的外国人的喜爱。

2. 汉字学习——培养学生读和写的能力

怎样解决英语为母语的外国人学习汉字困难的问题？本书采取了一些教学策略。

首先，为了不让汉语学习变成“老牛拉着汽车走”，要设法不让缓慢的汉字读写速度拖住他们快速学会汉语会话的步伐。《真实生活汉语》是为英语为母语（不包括母语用汉字的日本、韩国学生），而且没有汉语学习经验的人设计的。所以最开始是拼音会话，比如第一册中每课的语音中大量运用拼音练习词汇发音和对话；再逐渐进入到汉字加拼音，让他们先学会说话；最后逐渐进入汉字学习。对于母语为拼音文字的人来说，有这样一个从拼音到汉字的渐进过程会比较容易接受，而且可以帮助他们准确发音。本系列4册课本都是拼音与汉字同时出现，就是为了减轻英语为母语的学生在学汉语时读写汉字的负担。学生需要较长时间才能把汉字的形状和声音联系起来并记住；按他们母语的习，记住了每个汉字的发音才能帮助他们阅读中文。我们认为这个过程大约需要两年的时间。

其次，汉字的读写不是要学生们死记硬背，而是强调让他们学会如何在生活实践中使用这些学过的汉字。本书所有汉字下面都附有拼音，学生可以把拼音用作拐杖。比如学习对话时，老师可以让学生盖住课文的拼音部分，利用已经熟悉的对话内容，只看汉字来试着复述课文内容。当然，老师应该为学生分析每个汉字的结构和细节，这样可以帮助他们认出和记住一些字的相同偏旁部首，也可以要求学生手写汉字帮助记忆。老师还应尽量将已经学过的汉字搭配成新词组，以帮助学生加深对汉字的理解并扩大词汇量。

本书采用的是在中国大陆普遍使用的标准简体字，但是在每课的词汇表中，如果出现简体汉字同时有繁体字写法，就把繁体字并列在旁边。学生应该了解哪些汉字是有繁简两种字形的，并能辨认两种字形，因为在中国香港、中国台湾和海外的中国城都还使用繁体字。每课词汇表以外的其他部分则仅使用简体字。本书没有全书采用繁简体对照是因为：其一是两种字形并用占用的空间太大，影响可读性；其二，也是最主要的原因，本书的主要目的是训练学生适应在中国大陆的生活，而中国大陆很少看到繁体字。由于本书强调培养学生的阅读能力，如果是已经学过繁体字的学生，应该能迅速适应用简体字阅读，并逐渐学会用简体字写作。

三、教材结构形式

1. 课文：本书每课的课文几乎都是对话（第4课“计算”除外）。比如：在饭馆里顾客和服务员之间的交谈；中国学校里外教和中国老师之间的交谈；外国人在超市向服务员询问并付款；外国病人在中国医院和大夫谈病情；外国旅行者在机场寻找丢失的行李或购买火车票、飞机票，等等。

2. 生词：每课的新词在词汇表中列出，包括汉字、拼音、词性及英文翻译，并提供繁体字以便对照。

3. 用译文复述课文：每课的课文后面有英文译文，但那不是单纯地给课文提供翻译，而是希望学生借助英文暗示的会话情景，用中文复述本课的对话内容。

4. 语法点：每课都详细讲解本课对话中出现的重要语法点，以便学生充分理解中文的句子结构。同时为学生设计句型练习，帮助他们利用句型自己生成新句子。

5. 练习：每课设计了丰富的练习和课堂活动帮助学生进一步掌握本课所学内容。练习包括：句式操练、发音训练、听力训练、交际活动、角色扮演，以及各种复习等。

6. 中国日常生活文化：每课介绍三四个与课文内容相关的，在中国生活必须了解的中国文化常识，比如：怎样在医院挂号，如何寻找丢失的行李，如何存取款等。

7. 拼音卡片：第1册书后附有拼音卡片，由石安妮（Anne Swihart）设计。每张卡片正面是拼音字母，背面讲如何发音——用英文的近似发音进行说明，并带有插图提示。比如：一般解释“b”的读法用“菠菜”提示，但从英语为母语的外国人角度看，英文的“菠菜”是“spinach”，发音跟“b”没有关系。本书的拼音卡则用“similar to boh in boy”，插图提示是一个男孩（boy），这样就更容易被学生接受。学生可以把所有卡片剪切下来使用。

对老师来说，把每课的内容材料转化为课堂活动的过程是一个挑战。课堂活动的重点应放在与口语交流相关的练习活动上，以提高学生在实际生活中与中国人交流的能力，满足学生的需要。本书第1册在正式上课前有个“热身课”，希望告诉老师和学生，从第一天上汉语课开始，就要掌握正确的学习方法，要每堂课前练习一下。尤其是零起点的学生，还没有任何汉语学习的经验，或者在课前没有做任何准备的情况下，这种热身准备活动会很有用。

四、作者简介

吴德安 (De-an Wu Swihart) 博士：毕业于北京大学中文系，在普林斯顿大学获得博士学位。在美国和加拿大教授汉语、中国文学和文化20多年，任教学学校包括明德大学和麦基尔大学暑期学校、罗德大学、孟菲斯大学等。曾经任CTLC与北京大学外国语学院合作的暑期外教强化培训项目主任15年。现为美国大学中国教学中心主任。出版过意大利文和德文两本中文教材，还是其他两套汉语系列课本的主要作者，也出版过3本中英文诗歌小说。主要负责《真实生活汉语》系列教材的总体设计及初稿编写。

魏久安 (Julian K. Wheatley) 博士：曾在康奈尔大学任教11年，在麻省理工大学任教9年，还曾在新加坡南洋理工大学国立教育学院和香港教育学院任教。目前是美国杜兰大学副教授，也是美国大学中国教学中心的负责人之一。

专门研究大陆东南亚及中国的语言和语言学（特别是缅甸语和汉语）。是《真实生活汉语》1-4册的作者之一。

梁新欣 (Hsin-hsin Liang) 博士：美国密执安大学语言学博士。曾任教于美国威斯康辛大学、密执安大学、康奈尔大学、明德大学中文暑校，以及美国各大学联合汉语中心（ACC）。现为美国弗吉尼亚大学东亚语言文学及文化系副教授、现代中国语言项目主任，同时也是“弗大在上海”暑期中文项目主任。是《真实生活汉语》系列教材第3、4册的第二作者，以及第1、2册作者之一。

刘宪民 (Xianmin Liu) 博士：美国明尼苏达大学汉语语言学博士。在美执教20余年。目前任教于美国范德堡大学，是该校汉语语言教学项目主任及范德堡大学在中国的暑期项目主任。在此之前，曾任教于明尼苏达大学、俄勒冈大学、俄亥俄大学及哈佛大学。曾多次担任美国CET留华暑期项目教学主任。主要研究方向为汉语句法、语义、语用学及汉语教学语法。曾合著其他对外汉语教材。是《真实生活汉语》第1册第三作者和第2册第二作者。

李金玉 (Jinyu Li)：毕业于南京大学和澳大利亚国立大学，在美国莱斯大学获得硕士学位。在美国从事大学汉语教学20多年，在任教于哈佛大学的十几年间曾任多门中文课主任教师。现为塔芙茨大学中文部高级讲师。主要研究方向为中英文句法特点的比较、文化与语言、词汇教学。是《真实生活汉语》第3、4册作者之一。

牧之筠 (Judy Zhijun Mu) 博士：美国伊利诺伊大学语言教育学博士。曾在美国明德暑期学校和普林斯顿大学任教，担任杜克大学在华项目主任多年。教学范围包括：初级到高级汉语、华裔班、法律汉语和商务汉语、汉语教学法等。1995年至今，任教于圣路易斯的华盛顿大学，同时担任华盛顿大学在复旦大学的留学项目主任。是《真实生活汉语》第1、2册作者之一。

五、鸣谢

衷心感谢帮助《真实生活汉语》成功出版的同事及朋友们，他们是：布朗大学的胡龙华老师，北京大学英语系的马乃强博士、于莹教授、陈冰老师，中国人民大学的陆姚老师，重庆大学的范红娟老师，深圳大学的朱庆红教授、贾陆依教授。他们曾为此书的编写提供过建议和修改意见，并且协助收集学生对此书的意见。此外，石安妮 (Anne Swihart) 女士设计了第1册的插图。我们在此向他们表示诚挚的感谢。

同时也要衷心感谢北京大学出版社，特别是我们的责任编辑周鹞，她细心阅读全书初稿并提出了非常宝贵的意见，为本系列教材的出版做出了很大贡献；汉语编辑室的王飙主任也对此书提供了很多宝贵建议和大力支持，在此一并表示感谢。

主笔：吴德安 (De-an Wu Swihart)

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李金玉 (Jinyu Li)

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Preface

Chinese for Living in China is a textbook series in four volumes, each with ten lessons, which serves as a foundation for beginning and intermediate levels of language instruction and learning. It is designed for people studying Chinese with the intention of going to China to work or to continue their studies; and for people already in China, starting or continuing to learn the language there.

Conversational skills

Chinese for Living in China is designed for speakers of English who have no prior knowledge of Chinese. Since the key ingredient for living successfully in China is being able to talk to people – to communicate orally, *Chinese for Living in China* is organized first by conversational needs (listening and speaking). Initial conversational instruction proceeds incrementally, with *Pinyin* transcription providing access to language material and to correct pronunciation.

Lessons cover topics that are typically encountered by foreigners living in China: buying things, eating out, taking or teaching classes, mobile phones, banks, changing money, transportation, hotels and airports, doctor's visits, finding a place to stay, working in an office, making travel arrangements, finding employment, and so on. Many of these topics have immediate application in the daily lives of foreigners living in China and, as such, provide a powerful learning incentive which speeds up the process of mastery. The topics have been selected on the basis of the authors' own experiences, living, traveling, and working in China and observing the needs of their students.

Reading skills

The ability to communicate in Chinese can, with proper practice, proceed quite quickly. This provides learners with a sense of accomplishment. Learning the literary skills of reading and writing in characters, on the other hand, is much more challenging. It simply takes a long time to learn to reliably associate characters with sound. (Learners are doubly handicapped by not being able to utilize the sound hints found in the phonetic components of many characters which prove so useful to native speakers.)

Chinese for Living in China deals with the character problem in this way: In the first place, it does not let character recognition dictate the pace of spoken language learning. The dialogues that begin each lesson are natural, cover the topic sufficiently, and introduce new material at a rate that can be absorbed and utilized in conversation. In the second place, *Chinese for Living in China* emphasizes recognition of characters in context. Almost all Chinese material in the series is introduced in both characters and *Pinyin*. In the case of the narratives and dialogues, *Pinyin* is written below the character lines as continuous script. As learners become more familiar with the language through speaking practice in and out of class, they can cover the *Pinyin* lines and try to read the characters, using their familiarity with the text as a crutch, and checking the *Pinyin* as much as necessary. Naturally, a lot of attention will still need to be paid to hand-writing and character analysis to ensure proper attention to character detail. But as much as possible, characters will be learned by reading familiar material, where the focus can be on finding ways to associate characters with known words.

For character reading, *Chinese for Living in China* uses the simplified set of characters that is standard on the Mainland (as well as in Singapore). In vocabulary lists, whenever two forms exist, traditional characters are given alongside simplified ones. But elsewhere, only the simplified set is used. There are several reasons for the limited use of the traditional set. One is space and readability; having two versions of character material takes up excessive space and can be confusing. The main reason, however, is that the series is specifically geared to life on the Mainland where the traditional characters are rarely seen. In any case, given the emphasis on reading over writing in *Chinese for Living in China*, even those students who have started their study with traditional characters should be able to quickly adapt to reading the simplified, even if they cannot write them.

Organization

1. The dialogues: Except for lesson 4 which deals with numbers, lessons begin with a dialogue that illustrates the lesson's subject matter: a conversation between a customer ordering a meal and a waiter, for example; or one between two teachers (one foreign, one Chinese) and a supermarket worker about finding items and about check-out procedures; or a conversation between a foreign patient and a Chinese doctor in China; or a foreigner looking for lost luggage at an airport or buying train tickets; and so on.

2. Vocabulary: Individual words for each lesson are listed with characters, *Pinyin*, part-of-speech and English equivalents. For those cases in which the traditional form of the character differs from the simplified, the two are placed together in the vocabulary lists.

3. Re-enacting the dialogue: Along with the Chinese version of the texts, a fluid English translation is provided so that learners can cue the Chinese and, as a first step, practice producing Chinese, not just reading it.

4. Grammatical points: Important grammatical topics introduced in the course of the dialogues are discussed and further illustrated individually to help learners understand Chinese sentence structure and start to produce novel sentences themselves.

5. Exercises: Each lesson provides exercises and activities designed to help learners internalize new material. These include practice with sentence patterns, pronunciation drills, listening practice, and a host of communicative activities involving role play and group work.

6. Chinese everyday culture: Each lesson ends with three or four cultural notes relevant to the dialogues. These provide information crucial to everyday life in China: how to check in at a hospital, for example, how to find lost luggage, or how to deposit and withdraw money, etc.

7. *Pinyin* cards: At the back of the book there are ten pages of *Pinyin* cards, designed by Anne Swihart. On one side of each card is a letter – given in upper and lower case. On the other side is a picture of an object whose name in English begins with that letter. "Ff" is matched to the number "four" (Ff=f); "Qq", is matched to a wedge of "cheese" (Qq=ch). Along with the illustration is a hint (with color coding) that explains in terms of English spelling how the letter (on the front) is pronounced in *Pinyin*. So for "Qq", along with the picture of "cheese" is the hint "similar to chee in cheese"; with "Ff" and the picture of "4" is the hint "similar to foeh in four". The cards can be cut out and joined together to make *Pinyin* syllables (words) for self-testing.

For teachers, the process of transforming textbook material into classroom activities that serve the learner's needs is facilitated by the focus on the spoken language and the provision of communicatively relevant activities in each lesson. Volume 1 also contains an initial lesson ("Getting started") which includes classroom activities that ensure that the right pedagogical tone is established from the first day (when students are assumed to have no prior knowledge of the language and arrive without prior preparation).

Origins

Chinese for Living in China is based on an earlier two-volume series that was also published by the Peking University Press. It was called *Practical Chinese for English Speakers*, written by De-an Wu Swihart and Cong Meng, and edited by William H. O'Donnell. That series was written for overseas teachers participating in the Center for Teaching and Learning in China (CTLC). Since 1997, CTLC has been recruiting English teachers from English speaking countries to teach for at least a year in the Shenzhen school system. In collaboration with the Peking University School of Foreign Languages, CTLC has provided these teachers with an initial period of intensive training in the teaching of English in China, as well as intensive instruction in Mandarin. *Practical Chinese for English Speakers* was written to respond to the need for a textbook that would allow these teachers to make use of Chinese in their everyday lives.

The new *Chinese for Living in China* series has been completely revamped, with all content – including dialogues – rewritten to reflect changes in language usage and in society since the earlier volumes were written. The new series, with four volumes rather than the earlier two, doubles the amount of material and allows teachers and learners to use one series over the equivalent of two years of non-intensive language study. One of the unique features of the new series is that, while many texts shift from a conversational approach to a focus on reading and character recognition at the intermediate level, *Chinese for Living in China* retains the conversational format through all four volumes. Initial drafts of the new series have

been tried and tested to good effect by over 1000 students over the last three years in CLTC's intensive language course at Peking University, and in the regular Chinese courses for foreigners at Shenzhen University. It is our hope that the series will continue to serve the many new learners who have plans to study, travel or work in China.

The authors

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Abbreviations 缩略语 Suōlüèyǔ

Abbreviation	English	Pinyin	Chinese
Adj	Adjective	xíngróngcí	形容词
Adv	Adverb	fùcí	副词
Attr	Attributive	dìngyǔ	定语*
Aux	Auxiliary	zhùdòngcí	助动词
BF	Bound Form	zǔhé xíngshì	组合形式
Conj	Conjunction	liáncí	连词
Det	Determiner	xiàndìngcí	限定词
DirC	Directional Complement	qūxiàng bǔyǔ	趋向补语
Exp	Expression	xíguàn yòngyǔ	习惯用语
Intj	Interjection	tàncí	叹词
IntPron	Interrogative Pronoun	yíwèn dàicí	疑问代词
Meas	Measure Word	liàngcí	量词
N	Noun	míngcí	名词
Num	Numeral	shùcí	数词
Part	Particle	zhùcí	助词
Pot	Potential Form	kěnéng bǔyǔ	可能补语
Pref	Prefix	qiánzhuì	前缀
Prep	Preposition	jiècí	介词
Pron	Pronoun	dàicí	代词
PropN	Proper Noun	zhuānyǒu míngcí	专有名词
PW	Position Word	fāngwèicí	方位词
RC	Resultative Complement	jiéguǒ bǔyǔ	结果补语
Q	Quantifier	shùliàngcí	数量词
Suf	Suffix	hòuzhuì	后缀
V	Verb	dòngcí	动词
VO	Verb-object	dòngbīn jiégòu	动宾结构

* 本书的“定语”就是一般所说的“非谓形容词”。

The “Attributive” in this book means what is generally called “non-predictive adjective”.

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- Pronounce Chinese with the aid of *Pinyin*, the standard Chinese system for transcribing pronunciation
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 - the 21 initial sounds
 - the 38 rhymes
 - the 4 tones and the neutral tone
- Learn *Pinyin* spelling rules, including
 - the rules for tonal shifts
 - where syllable division needs to be indicated

Culture Notes

- Chinese phonetic systems
- The major dialects of Chinese

This lesson deals with the following topics

- Chinese characters
- How characters evolved
- The simplified and traditional character sets
- Types of strokes used to compose characters
- The order of strokes
- The structure of characters
- Radicals and phonetic elements

This lesson also provides practice in

- Identifying types of strokes, stroke order, and character structure
- Writing characters

Culture Notes

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- Greet people
- Introduce yourself
- Pose questions
- Invite people to do things with you

Grammar

- “好 hǎo” (good, well)
- “姓, xìng” (to be surnamed); “叫 jiào” (to call, to be called)
- “是 shì” (to be, to be the case)
- “也 yě” (also, too)
- “吗 ma” (question particle for yes-no questions)
- “呢 ne” (question particle for follow-up questions)
- “什么 shénme” (question word for “what” questions)
- “好吗 hǎo ma” (tag question: “OK?”)

Culture Notes

- Greetings
- Conventional greetings in daily life

In this lesson you will learn how to do the following

- Count in Chinese
- Buy fruit

Grammar

- Numbers
- Verbs in series
- Measure words
- “二 èr” and “两 liǎng” (two)
- The adverb “还 hái” (still, yet, in addition, also, too)
- The question word “多少 duōshao” (how much, how many)
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- Order drinks
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- Ask for, and pay the bill

Grammar

- Auxiliary verbs: “能 néng” (can, be able to), “可以 kěyǐ” (can, may) and “要 yào” (want to, would like to, need to, will)
- “(一)点儿 (yī) diǎnr” (a little, a bit, a small amount)
- Sentences with subjects omitted
- Verb-not-verb questions, e.g.: “要不要 yào bu yào” “喝不喝 hē bu hē”
- The particle “了 le”
- Prices and units of money

Culture Notes

- Addressing strangers
- Types of restaurants
- “小费 xiǎofèi” (tipping)
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- Ask how to get to a certain place
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- Explain where something is located

Grammar

- “有 yǒu” (there is, there are) expressing existence
- Location phrases
- The interrogative “怎么 zěnmě” (how)
- “往 wǎng” (towards) indicating direction
- The particle “的 de” in location phrases
- The copula verb “是 shì”
- “在 zài” (to be at; at, on, in) expressing location
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Culture Notes

- City districts
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- Ask about hotel reservations
- Explain what sort of room you would like
- Request that someone clean the room and change the linen
- Ask someone to fix some things that are not working in your room

Grammar

- Question words
- The “是 shì……的 de” construction, for emphasizing attendant circumstance (how, when, where, etc.)
- More on the particle “的 de”
- “给 gěi” as a main verb
- Duration phrases
- “好 hǎo” as a verb complement
- “……的时候 de shíhòu” (when, during, while)
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Culture Notes

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- Ask how to make inexpensive calls from your hotel room
- Find out how to buy and use phone-cards

Grammar

- Sentence pattern “先 xiān……再 zài……” (first... then...)
- “来 lái” (to come) and “去 qù” (to go) used as directional complements
- “太 tài……了 le” (too..., excessively...)
- Conditional sentences: “如果 rúguǒ……就 jiù……” (if... [then]...)
- Adverbs “都 dōu” (all) and “也 yě” (also)
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Getting Started

热身课

Rèshēn Kè

Getting started with a new language requires simultaneously introducing new sounds, new ways of writing those sounds and new ways of expressing meaning. The process involves imitation, repetition, and feedback. So for at least the first dozen classes, you can expect to begin every class with the following set of activities designed to introduce you to the language and give you some simple Chinese material that you can try out right away. As you proceed, additional material will be incorporated from Lesson 1 (about the sounds of Chinese and the way the sounds are represented in writing), Lesson 2 (about the character writing system), and Lesson 3 and beyond (where the focus is on conversation).

You will probably be reading this after your first class. That is fine. Even though the Chinese is represented with Roman letters that look accessible (using the official “*Pinyin*” system of transcription), the values of the letters are often not obvious, so you have to wait until you learn the system before you can read it out accurately. However, even now, it does serve as a useful way of recording what is being covered.

Ideally, the activities in this lesson – even on the very first day of class – can be conducted entirely in Chinese, with gesture and modeling providing the necessary guidance. Students – or learners – can assume that most questions will be answered as the first few classes proceed. If not, they can at least be postponed. Incidentally, your teacher may invite you to stand up or even walk around while you are doing these activities. In any case, you won’t need to write – this lesson will constitute your notes.

1. Counting and counting off (This topic will be introduced fully in Lesson 4.)

Begin with the numbers 1 to 10. Imitate your teacher and learn the basic numbers in sets of 5. Notice that in the written representations, each vowel (each main vowel as it turns out) has a tone mark above it. Chinese has four tones, which can be called (high) level (ā), rising (á), low (ǎ) and falling (à) – or first, second, third, and fourth. (There are also toneless syllables.) Start by imitating the sequence 1-5 (by listening). Then try counting off in fives on your own. When your teacher signals a problem, try to self-correct.

yī èr sān sì wǔ
1 2 3 4 5

liù qī bā jiǔ shí
6 7 8 9 10

Now you can start class everyday (after greeting your teacher – see below) with a count off: 1, 2, 3, etc. You may need some teens (11-20) to cover everyone, so here they are. They are formed with “10 shí” plus the unit

numbers. 20 is “two-tens”. The numbers are completely regular so you can easily figure out how to continue the count.

shíyī	shí'èr	shísān	shísì	shíwǔ	shíliù	shíqī	shíbā	shíjiǔ	èrshí
11	12	13	14	15	16	17	18	19	20

At the end of the daily count off, teachers will ask you (individually, or as a group) how many students you are. And you answer by rote, as shown. Note: The English below each line of Chinese in this section is a word-for-word gloss of the Chinese, not a full translation.

A: Bānshang yígòng yǒu duōshao xuésheng?
In class altogether have how-many students?

B: Bānshang yígòng yǒu [] ge.
In class altogether have [number] of-them.

The (toneless) “ge” may puzzle you. For now, just know that it is needed.

2. Tones

Almost every syllable in Chinese has a tone. So you need to deal with tones from the very start. Having a concept of what a tone is like will help you to produce it.

Tone concepts. Listen as your teacher (or other Chinese speaker) pronounces the five examples, then try to produce them yourself using the tone concepts (“sung out”, etc.):

(1) (high) level	sung out	gāo zhāng duō dōu chī
(2) rising	questioning?	wáng chén máng hái qián
(3) low	mostly low	mǎi wǔ jiǔ shuǐ lǎo
(4) falling	determined!	jiàn xiè wàng bù duì

Tone combinations. Tones are easier to hear in combinations than on individual syllables. With four tones, there should be 16 combinations in all; in fact, there are only 15, because combinations of two low tones are regularly realized as rising plus low: “hěn hǎo” is pronounced “hén hǎo”.

Of the 15 sets, 6 are presented below. Again, begin by imitation, then try them on your own, reading down at first, then across. (For reference, meanings are presented in small print. The goal now is to learn to pronounce the tones, not to learn the words or phrases.)

(1)	(2)	(3)
lǎoshī (teacher)	Zhōngguó (China)	zàijiàn (goodbye)
jǐnzhāng (anxious)	Zhōngwén (Chinese language)	kàn bào (to read newspapers)
Běijīng (Beijing)	Yīngwén (English)	shàngkè (to attend class)
(4)	(5)	(6)
bú rè (not hot)	hěn máng (quite busy)	càidān (menu)
bú lèi (not tired)	hěn nán (quite difficult)	shàngbān (to go to work)
bú duì (not right)	Měiguó (America)	dàngāo (cake)

3. Greetings (Greetings will be more fully dealt with in Lesson 3.)

Now you are beginning to get a feel for tones, it is time to greet your teacher (or, for practice, a series of teachers). When your teacher signals the beginning of class, you can greet him or her in chorus; or you can greet teachers on your own outside class.

Teachers are addressed with surname and title (“lǎoshī”, teacher), in that order: Zhōu lǎoshī. Start with your own teacher, then greet other teachers in imaginary encounters, paying especial attention to tone.

Choral greeting with teacher response:

A: Zhāng lǎoshī(, nín) hǎo.

Surname teacher, (you-polite) be-well.

B: Dàjiā hǎo.

You-all be-well.

Individual greeting with teacher response:

A: Zhāng lǎoshī(, nín) hǎo.

B: Nǐ hǎo.

Chinese Surnames

Zhōu Wáng

Lǐ Zhào

Zhāng Chén

Kǒng Xiè

4. Purchases (This subject will be more fully developed in Lessons 4 and 5.)

Outside of the classroom, your first interactions (other than greetings) are likely to involve purchases, especially of food and drink. So here is a very short conversation (based on actual observation of buying coffee at a shop near Peking University).

You, as the purchaser, have the simpler part. You initiate by requesting coffee (kāfēi) or tea (chá)¹, making it clear that you want just one cup: kāfēi, yì bēi. The vendor then gives you a series of options, using “háishi” (or). (The translations provided are literal, word-for-word.)

A: Kāfēi, yì bēi.

Coffee, 1 cup.

B: Rè de háishi bīng de?

Hot one or iced one?

A: Rè de.

Hot one.

B: Hǎo, rè de. Dà bēi háishi xiǎo bēi?

OK, hot one. Big cup or small cup?

A: Xiǎo bēi.

Small cup.

B: Hǎo, xiǎo bēi. Yào dàizǒu háishi zài zhèr hē?

OK, small cup. Want take-away or at here drink?

A: Dàizǒu.

Take-away.

B: Hǎo, dàizǒu. ……Zàijiàn, màn zǒu.

OK, take-away ……Again-see, slowly go (= take it easy).

A: Xièxie. Zàijiàn.

Thanks. Again-see (= goodbye).

By the way, if at some point, you need to indicate a mistake or show your confusion, you can say “duìbuqǐ” (sorry); your teacher (or other) will reassure you with “méi guānxi” (no problem, it’s all right):

A: Duìbuqǐ, lǎoshī.

Sorry, teacher.

B: Méi guānxi.

Not-have problem.

¹“Kāfēi” has obviously been borrowed into Chinese from English; “chá”, on the other hand, has been borrowed from Chinese into many languages as “cha”, “chai” and even “tea”, the last being based on a dialect pronunciation of “chá”.