

Chinese for 4 Living in China

真实生活汉语4

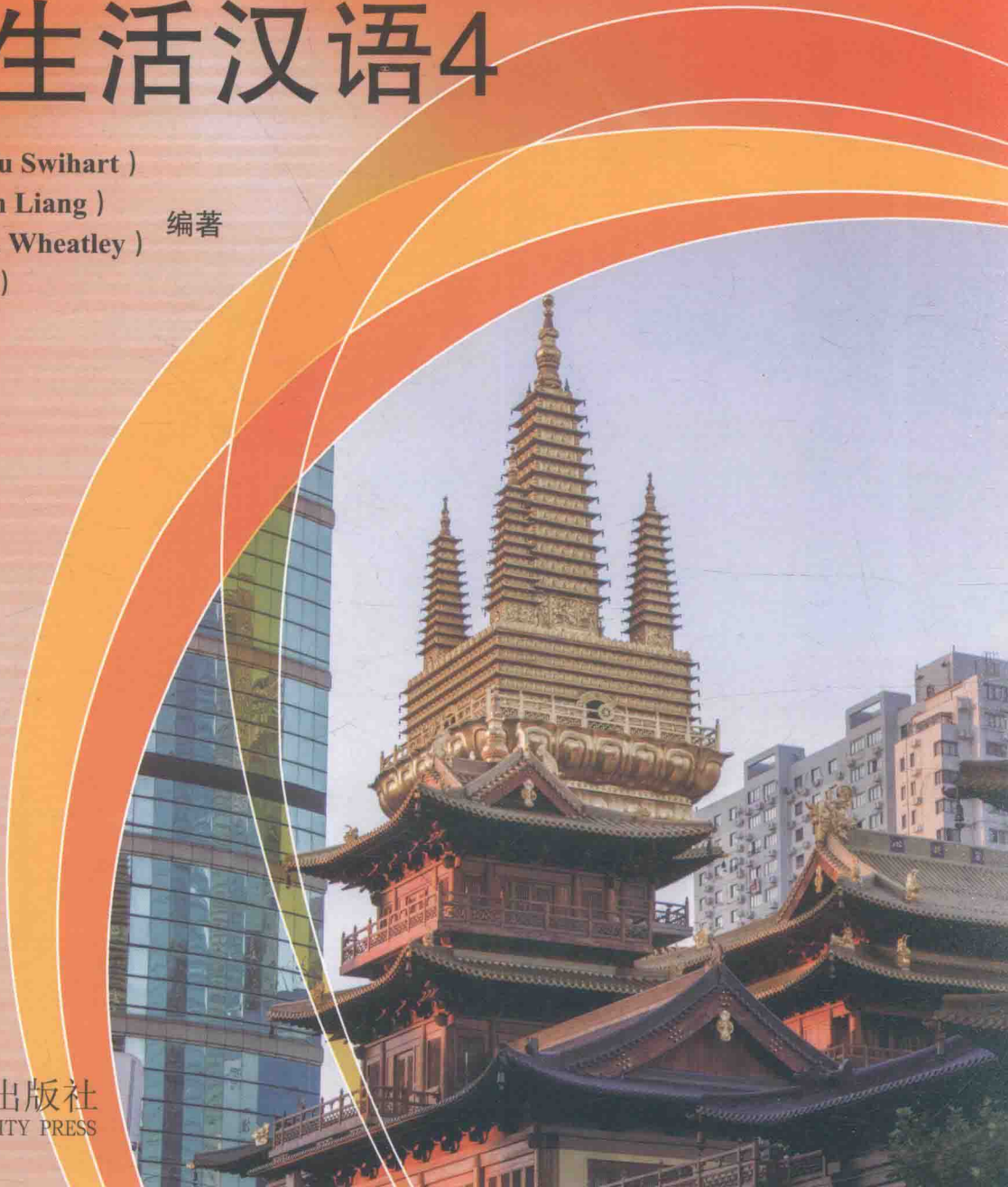
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前言 Qiányán

《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必备中文的外国人，或已经在中国生活，需要开始或进一步学习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。《外国人实用生活汉语》是为参加CTLC(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，在中国至少工作一年。他们是英语为母语的外国人，有的学过中文，有的没有学过。《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。另外，《外国人实用生活汉语》也适合在中国留学或在中国工作居住一年以上的外国人使用。

经过10年的积累，这套全新的《真实生活汉语》把原教材扩充至4册，课文内容增加了一倍，并根据当前的生活用语重新编写，可供两年使用。一般的汉语教材在第二年时会从对话课文过渡到阅读课文，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中国或准备到中国去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”，要想办法不让缓慢的汉字读写速度拖住他们汉语会话飞速进步的步伐。《真实生活汉语》是为英语为母语，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。本系列四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；按他们母语的习惯，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相同偏旁部首的字，也可以要求学生手写汉字帮助记忆。老师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。

本书采用的是标准简体字，但是在每课的词汇表中，如果简体字同时有繁体字写法，就把繁体字并列在旁边。学生可了解哪些汉字是有繁简两种字体的，并能辨认两种字形，因为在香港、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。本书没有采用全书繁简字体对照是因为：其一是两种字体并用占用的空间太大，影响阅读；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，而中国大陆较少使用繁体字。由于本书强调培养学生的阅读能力，已经学过繁体字的学生，应能迅速适应简体字阅读，并逐渐学会用简体字写作。

三、教材结构形式

1. 课文：本书每课的课文都是对话。比如：在饭馆里顾客和服务员之间的交谈，学校里外教和中国老师之间的交谈，在超市向服务员询问并付款，在中国医院和大夫谈病情，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、词性以及英文翻译，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，以便学生们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（只在第一册有）：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——用英文的近似音进行说明，并带有插图提示。比如解释“b”的发音用“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。学生们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。

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，任教明德学院和麦吉尔大学暑期学校、罗德学院、孟菲斯大学等。曾任CTLC与北京大学外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。

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。

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, 还曾在美国杜兰大学、新加坡南洋理工大学国立教育学院和香港教育学院任教。目前是美国大学中国教学中心的负责人之一。专门研究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: 美国密歇根大学语言学博士。曾任教于美国威斯康星大学、密歇根大学、康奈尔大学、明德学院中文暑校, 及美国各大学联合汉语中心 (ACC)。现任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。

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。现为塔夫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2、3、4册的作者之一。

胡龙华 (Lung-Hua Hu): 美国哥伦比亚大学英语教学硕士, 曾任教于美国国务院外交学院台北华语学校、明德暑校、普林斯顿大学、普林斯顿北京培训班、哥伦比亚大学北京暑期培训班、杜克大学北京暑期培训班, 现任布朗大学高级讲师及中文部主任、新英格兰中文教师协会副会长及执行长。在美国从事汉语教学二十余年, 其“中级汉语课程”曾遴选为美国大学理事会美国十大最佳汉语课程之一。主要研究方向为汉语语音、语法、词汇教学。是《真实生活汉语》第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: 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, 多位编辑提供了很多宝贵建议, 为本系列教材的出版作出了很大贡献, 在此一并表示感谢。

主笔: 吴德安 (De-an Wu Swihart)
参与作者: 梁新欣 (Hsin-hsin Liang)
魏久安 (Julian K. Wheatley)
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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: 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 (Only Volume 1): 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.

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

Dr. De-an Wu Swihart graduated from the Chinese Department at Peking University and received her Ph.D. from Princeton University. She has taught courses in Chinese language, literature and culture for over 20 years at a variety of institutions in the United States and Canada, including the University of Memphis, Rhodes College, Middlebury College Summer School, and McGill University Summer School. She has been director of the Summer Intensive Foreign Teachers' Training Program at Peking University, School of Foreign Languages for 15 years. She has been co-director of the Center for Teaching & Learning in China since 1997. She has published two Chinese textbooks in Italian and German and has been the main author of two other Chinese textbook series. She is also the author of three books on English and Chinese poetry and fiction. Dr. Swihart designed the *Chinese for Living in China* series and was responsible for initial drafts of all four volumes.

Dr. Xianmin Liu received her Ph.D. in Chinese linguistics from the University of Minnesota. She has taught for over twenty years in the U.S. She is currently teaching at Vanderbilt University, where she is the coordinator of the Chinese language program and director of the Vanderbilt Summer-in-China Program. Before joining the Vanderbilt faculty, she also taught at Minnesota, Oregon, Ohio and Harvard Universities. She has also served a number of times as the academic director for CET summer immersion programs in China. Her research interests include Chinese grammar, semantics and pragmatics, as well as Chinese language pedagogy. She has co-authored several Chinese textbooks for English speakers. She is third author for volume 1 of *Chinese for Living in China*, and second author for volume 2.

Dr. Julian K. Wheatley taught for eleven years at Cornell University and for nine years at MIT. More recently, he has been a guest teacher at the Singapore National Institute of Education, at the Hong Kong Institute of Education and at Tulane University. He is currently one of the directors of the CTLC program. His research and publications involve the languages and linguistics of mainland Southeast Asia and China (particularly Burmese and Chinese). He is co-author of all four volumes of *Chinese for Living in China*.

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Lung-Hua Hu received her Master's degree in TESOL (Teaching English to Speakers of Other Languages) at Teachers College, Columbia University in New York City. She taught at CLASS (the Chinese Language and Area Studies School under FSI) before moving to the United States in 1994. She is senior lecture and coordinator of the Chinese Language Program at Brown University, and had taught at Princeton University and its intensive summer program PiB (Princeton in Beijing), Middlebury College Summer Chinese School, Columbia University's summer program in Beijing, and Duke University's Beijing summer program. She currently serves as Vice President and Executive Director of NECLTA (New England Chinese Language Teachers Association), and served as its President in October 2016. Her "Intermediate Chinese" course was identified as one of the ten Best Practices in Teaching Chinese in the US by the College Board in 2006. Her research focuses on Chinese phonetics and phonology, syntax, and lexicon. She is a co-author of *Chinese for Living in China*, Volume 2.

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The authors would also like to thank the people at Peking University Press, several editors provided useful suggestions for the series and we deeply appreciate their help and support.

Editor in chief: De-an Wu Swihart
Participating authors: Hsin-hsin Liang
Julian K. Wheatley
Jinyu Li

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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- Talk about Chinese cellphones
- Arrange to purchase a cellphone plan
- Find out how to buy a cellphone card
- Talk about Chinese telecommunication companies

Grammar

- “一来 yīlái……, 二来 èrlái……” (first..., second...)
- Word-formation in Chinese: four-character set phrases
- The literary conjunction “以及 yǐjí” (and)
- “不仅 bùjǐn……, 还 hái……” (not only..., but also...)
- “主要 zhǔyào” (main, major, essential, primary; the main thing, the essential point)

Culture Notes

- The three major cellphone companies in China
- Cellphone packages/combos
- Types and styles of cellphones

In this lesson you will learn how to do the following

- Send WeChat and date
- Find some places to go for entertainment in China

Grammar

- “即使 jíshǐ……, 还 hái/也 yě……” (even if..., still...)
- “称 chēng……为 wéi……” (address... as...)
- “上 shàng” used as a resultative complement
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Culture Notes

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Grammar

- Question words as indefinites
- The construction “宁可 nǐngkě……, 也 yě……” (would rather..., better to...)
- The conjunction “为的是 wèideshì” (so that, in order to, the reason is)
- “通过 tōngguò” (by means of, by way of, with)
- “还是 hái shì……吧 ba” (better to, may as well)
- “A 和 hé B 相结合 xiāngjié jiéhé” (to combine A with B)

Culture Notes

- Fitness centers in China
- Fitness center cards

In this lesson you will learn how to do the following

- Ask where you can find Taiji or Yoga classes, and get a private teacher
- Make arrangements to learn Taiji or Yoga
- Ask where you can find free Taiji classes in China
- Describe the various schools of Taiji

Grammar

- “初 chū + V” (for the first time, just begin to)
- “不是 bú shì……, 就是 jiù shì……” (if not A, then B; either A, or B)
- “不论 búlùn/不管 bùguǎn……, 都 dōu……” (not matter [what/how] ...; regardless of...)
- Using rhetorical questions to imply strong disagreement
- “其中有 qízhōng yǒu……, 此外还有 cíwài hái yǒu……” (including..., and in addition...)

Culture Notes

- Taiji and Taijiquan
- The different forms of Taijiquan

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- Ask what sort of tours are possible, given your time constraints
- Make arrangements with a travel agency to go on a nature/culture tour
- Ask how you can get an English-speaking tour guide
- Describe the kind of places you'd like to visit

Grammar

- “对 duì” and “对于 duìyú” (about, in [regard to], with respect to, towards)
- “在 zài……以内 yǐnèi/之内 zhīnèi” (in, within, within the limits of)
- “经 jīng/经过 jīngguò……去 qù……” (to go... by way of...; to go... via...)
- “非 fēi……不可 bùkě/不行 bùxíng” (have to, need to, insist on)
- “与其 yǔqí A, 不如 bùrú B” (rather than A, B would be better; to prefer B over A)

Culture Notes

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- How to select a good travel agent in China
- The names and codes of trains in China
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- Ask which would be the best place to go to on a DIY tour
- Ask what you should do on a DIY tour in China
- Make arrangements with a hotel and get discount tickets for air or boat travel
- Describe the local culture and food of the place(s) you want to travel to

Grammar

- The conjunction “随着 suízhe” (as, along with)
- “感到 gǎndào + [clause] + 很 hěn + Adj” (feel very... to...)
- “早就想 zǎo jiù xiǎng……, 但是 dànshì/就是 jiùshì/可是 kěshì……” (have wanted... for a long time, but...)
- “A 给 gěi B 带来 dài lái……的影响 de yǐngxiǎng” (A is influential in bringing... to B)
- “恨不得 hèn bù de” (be very anxious, itch to)
- “A 跟 gēn B 有关系 yǒu guānxi/没关系 méi guānxi” (have something/nothing to do with...)
- “好 hǎo” used as a verb (the better to, so as to, so that)

Culture Notes

- “自助游 zìzhùyóu” and “自由行 zìyóuxíng”: two types of DIY touring
- “春运 Chūnyùn”: travel around the time of the Chinese Lunar New Year/ Spring Festival

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- Ask what you should know about Chinese art and crafts
- Make arrangements to visit museums or art villages
- Find out how to bargain at Chinese markets
- Talk about the Chinese art market

Grammar

- “A 相当于 xiāngdāng yú B” (for A to correspond to/ be equal to/ be commensurate with B)
- Extended use of the compound directional complement “起来 qǐlái”
- “当 dāng……一样 yíyàng + verb” (to [verb] as if the same as...)
- Alternatives to the preposition “被 bèi” (by): “给 gěi”, “让 ràng”, “叫 jiào”
- “以 yǐ……为主 wéi zhǔ” (mainly, mostly, chiefly, principally)
- “A 和 hé/与 yǔ B 挂钩 guà gōu/对接 duìjiē” (A is linked/ connected with B)

Culture Notes

- The Shenzhen Special Economic Zone
- Dafen Village

Lesson Thirty-eight Panjiayuan

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Dì-sānshíbā Kè Pānjiāyuán

In this lesson you will learn how to do the following

- Find out the location of antique markets
- Make arrangements with a Chinese friend to visit a souvenir/antique/art market
- Learn about bargaining at places like art markets
- Talk about Chinese art objects

Grammar

- The phrase “具有 jùyǒu……特色 tèshè” (possess... special qualities, be characteristic of)
- The verb “当 dāng” (to take on the role of, to serve as, to act as)
- Conjoining clauses with “不光 bùguāng……, 也 yě……” (not only..., but also...)
- “……之类的 zhīlèi de” (things like, and such, and so forth, ect.)
- The adverb “反正 fǎnzhèng” (in any case, anyway, anyhow, regardless)
- Conjunction “不然 bùrán” (or else, otherwise)

Culture Notes

- The top ten antique markets in China
- Suggestions on what to do when you visit Panjiayuan Antique Market

Lesson Thirty-nine Making Copies

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Dì-sānshíjiǔ Kè Fùyìn

In this lesson you will learn how to do the following

- Find out how to prepare a resume or curriculum vitae
- Make arrangements with a photocopy shop to print a resume for you
- Ask about getting name cards (business cards) of your own design printed
- Describe your experiences at a photocopy shop preparing materials for your job search

Grammar

- “听 tīng + [person] + 说 shuō……” (to hear someone say that...)
- The measure word “份 fèn”
- “供 gōng + [person] + 参考 cānkǎo/选择 xuǎnzé……” (for [someone] to refer to, to choose from, etc.)
- “带 dài” (to bear, to carry) in the sense of “include, come with”
- “先 xiān……, 等děng……再zài……” (first..., wait until... then...)
- “正 zhèng + V” (precisely, just now)

Culture Notes

- Photocopy shops do a lot more than just making copies
- Sizes and grades of paper used in photocopying
- Prices for having name cards made in China

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- How to go about finding a job in China
- The sort of questions you might get asked in an interview
- How to present yourself in an interview
- How to deal with questions about salary, experience and suitability

Grammar

- “分之 fēn zhī” expressing fractions or percentages
- The conjunction “以便 yǐbiàn……” (so as to..., with the aim of...)
- “一方面 yì fāngmiàn……, 一方面 yì fāngmiàn……” (on the one hand..., on the other hand...)
- Minimizing expressions: “就行了 jiù xíng le”, “就是了 jiùshì le” (and that'll be fine)
- “加深 jiāshēn 对duì……的了解 de liǎojiě” (to deepen the understanding of...)
- “V + 下去 xiàqu” (to keep on, to go on [doing something])
- “并 bìng + Negative form” ([it's] not really...)

Culture Notes

- Finding a job in China
- Requirements for obtaining a job in China
- Getting a work permit and applying for a work visa

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Lesson Thirty-one Buying a Cellphone

第三十一课 买手机

Dì-sānshíyī Kè Mǎi shǒujī

In this lesson you will learn to do the following

- Talk about Chinese cellphones
- Arrange to purchase a cellphone plan
- Find out how to buy a cellphone card
- Talk about Chinese telecommunication companies

Grammar

- “一来 yīlái……，二来 èrlái……” (first..., second...)
- Word-formation in Chinese: four-character set phrases
- The literary conjunction “以及 yǐjí” (and)
- “不仅 bùjǐn……，还 hái……” (not only..., but also...)
- “主要 zhǔyào” (main, major, essential, primary; the main thing, the essential point)

Culture Notes

- The three major cellphone companies in China
- Cellphone packages/combos
- Types and styles of cellphones



Dialogue

A: 林肯

Línkěn

a foreign teacher

B: 联络老师

liánluò lǎoshī

the contact teacher

C: 营业员

yíngyèyuán

a shop assistant

林肯想在大学毕业后,先到国外去看看。一个偶然的机会有,他在网上看到一个广告,征聘愿意去中国深圳教英语的教师。他对这个工作很有兴趣,一来^{G1}可以自食其力^{G2},二来也可以帮助自己提高中文水平以及^{G3}增强对中国文化的了解。申请很快被批准了,他高高兴兴地买了机票飞到了深圳。到深圳外语学校报到后,他的联络老师告诉他:按合约,学校应该给他的宿舍安装一个座机,免费打市内电话。但是如果他希望要一个手机,随时随地都可以打电话的话¹,学校也可以给他买,但座机就不能装了。他表示手机比座机好。联络老师怕他买水货,就带着他去电器城,那儿有苹果、华为、小米、三星等多家品牌店。看了几家店以后,他买了一个华为的银色智能手机。这个手机功能很多,不仅可以打电话,还可以无线上网^{G4}。联络老师又要带他去营业厅买手机卡。

Línkěn xiǎng zài dàxué bì yè hòu, xiān dào guówài qù kànkàn. Yí ge ǒurán de jīhuì, tā zài wǎngshàng kàndào yí ge guǎnggào, zhēngpìn yuànyì qù Zhōngguó Shēnzhèn jiāo Yīngyǔ de jiàoshī. Tā duì zhège gōngzuò hěn yǒu xìngqù, yī lái^{G1} kěyǐ zì shí qí lì^{G2}, èrláiyě kěyǐ bāngzhù zìjǐ tíngāo Zhōngwén shuǐpíng yǐjí^{G3} zēngqiáng duì Zhōngguó wénhuà de liǎojiě. Shēnqǐng hěn kuài bèi pīzhǔn le, tā gāogāoxìngxìng de mǎile jīpiào fēi dào le Shēnzhèn. Dào Shēnzhèn Wàiyǔ Xuéxiào bào dào hòu, tā de liánluò lǎoshī gào su tā: àn héyuē, xuéxiào yīnggāi gěi tā de sùshè ānzhuāng yí ge zuòjī, miǎnfèi dǎ shì nèi diànhuà. Dàn shì rúguǒ tā xīwàng yào yí ge shǒujī, suíshí-suídì dōu kěyǐ dǎ diànhuà de huà¹, xuéxiào yě kěyǐ gěi tā mǎi, dàn zuòjī jiù bù néng zhuāng le. Tā biǎoshì shǒujī bǐ zuòjī hǎo. Liánluò lǎoshī pà tā mǎi shuǐhuò, jiù dài zhe tā qù diànrìchéng, nàr yǒu Píngguǒ、Huáwéi、Xiǎomǐ、Sānxīng děng duō jiā pǐnpái diàn. Kàn le jǐ jiā diàn yǐ hòu, tā mǎile yí ge Huáwéi de yínsè zhìnéng shǒujī. Zhège shǒujī gōngnéng hěnduō, bùjǐn kěyǐ dǎ diànhuà, hái kěyǐ wúxiàn shàngwǎng^{G4}. Liánluò lǎoshī yòu yào dài tā qù yíngyètīng mǎi shǒujī kǎ.

Notes

1. Cf. Lesson 24, G4, and Lesson 28, G3. “的话 dehuà” is a suffix attached to conditional clauses (often in conjunction with an initial “如果 rúguǒ” or “要是 yàoshi”) to give a more hypothetical tone, along the lines of English “if it should happen that...”. The connection to “话 huà” (“speech, saying”) is captured by the English hypothetical phrase “let’s say that...”.

A: 在中国要办什么卡?

Zài Zhōngguó yào bàn shénme kǎ?

B: 我们现在用的都是4G卡, 主要^{G5}是上网很方便。中国有三大²通信公司: 中国移动、中国联通和中国电信。买移动和联通的人比较多, 移动的优点是信号好, 有时候在电梯里也可以接听电话, 联通的优点是价格比较便宜。你可以根据自己的需要选择一个。

Wǒmen xiànzài yòng de dōushì sìG kǎ , zhǔyào^{G5} shì shàng wǎng hěn fāngbiàn. Zhōngguó yǒu sān-dà² tōngxìn gōngsī: Zhōngguó Yídòng, Zhōngguó Liántōng hé Zhōngguó Diànxìn. Mǎi Yídòng hé Liántōng de rén bǐjiào duō, Yídòng de yōudiǎn shì xìn hào hǎo, yǒu shíhòu zài diàntī li yě kěyǐ jiētīng diànhuà. Liántōng de yōudiǎn shì jiàgé bǐjiào piányi. Nǐ kěyǐ gēnjù zìjǐ de xūyào xuǎnzé yí ge.

A: 我要常往美国打电话, 就先了解一下移动的卡吧。

Wǒ yào cháng wǎng Měiguó dǎ diànhuà, jiù xiān liǎojiě yíxià Yídòng de kǎ ba.

B: 好的。从这儿往前走十分钟就有一个移动营业厅, 我们可以去看看。你带护照了吧? 现在办手机卡都需要实名注册。

Hǎode. Cóng zhèr wǎng qián zǒu shí fēnzhōng jiù yǒu yí ge Yídòng yíngyètīng, wǒmen kěyǐ qù kànkan. Nǐ dài hùzhào le ba? Xiànzài bàn shǒujī kǎ dōu xūyào shímíng zhùcè .

A: 我带着呢。我们走吧!

Wǒ dài zhe ne. Wǒmen zǒu ba!

(在移动营业厅 Zài Yídòng yíngyètīng)

C: 您好! 请问您要办什么业务?

Nín hǎo! Qǐngwèn nín yào bàn shénme yèwù?

A: 您好! 我刚买了一个手机, 想办一张手机卡, 但是我对中国的手机卡不了解, 您可以先介绍一下吗?

Nín hǎo! Wǒ gāng mǎile yí ge shǒujī, xiǎng bàn yí zhāng shǒujī kǎ, dànshì wǒ duì Zhōngguó de shǒujī kǎ bù liǎojiě, nín kěyǐ xiān jièshào yíxià ma?

2. The omission of the usual grammatical words in “三大 sān-dà” (cf. sān ge dà de) indicates that the phrase is, in fact, a compound that refers to the companies as the “three majors”, just as in English, “the majors” can refer to the most important golf tournaments, the largest oil companies, etc.