

Chinese Express - Talk Chinese

汉语快行线——说汉语

谭月 王海彤 编著

 华语教学出版社
SINOLINGUA

编写说明

身为汉语教师,我们在汉语教学的浩瀚海洋中游历了十多个春秋。十多年来,我们所教的学生大多数是英语为母语的成年学生。尽管他们的学习需求各不相同,但是想要达到的目的却是一致的——能听懂会说最基本的日常生活用语。这些学习者,白天要工作,或者要参加其它课程的学习,每周只能抽出有限的几个小时来学汉语,要达到上述目的谈何容易!事实上,也往往会出现这样的情况:初始阶段,学生热情万丈;学到一半,人数减半;一年下来,所剩无几。

教材是教学最重要的辅助手段之一。那么,倘若能有一本教材,集汉语拼音、汉字及英文于一体,内容实用,语言简洁,概括最基本的语法点,或许能满足这些学习者的要求,持续他们的学习热情。

这就是我们不揣浅陋,尝试编纂此书的初始动机。今天我们终于能将这本名为《汉语快行线——说汉语》的书奉献给他们了。同时我们也真诚地希望各位老师能因人施教,灵活使用此书,以实现我们共同的愿望。

本书最大的特点就是:拼音、汉字、英文三位一体,自始至终。全书特别注重了内容的实用性、语言的通俗性、题材的概括性。既让学生感到发音有矩可循,英文意思随手可见,学着愉快;又能让老师看着汉字教得轻松,用着得心应手。

基于本书的编辑目的,重在听说,而说又放在首位,因此对于如何使用本教材我们特作如下建议:

(一) 生词及关键句:全书共包括约 530 个生词及 188 个关键句。倘若能引导学生学会并能运用这些词和句,也就掌握了本书的精华。

(二) 情景对话:每课中都包括了 3-4 个小对话。篇幅甚短,用词精炼,表达的都是日常生活中最需要的内容,读起来上口,易懂易记。因此可让学生在课堂上分组练习,以达到能够自如运用的目的。

(三) 语言点:对于书中语言难点的解释,我们尽量使用通俗易懂的语言,避免过多使用语法术语,特别是例句的选择,极为简单。因此请各位老师在上课时根据学生的要求及特点,给予补充。

(四) 附加词汇:主要服务于书中练习题及相关内容。学生应在老师的领读下加以熟悉,并运用在练习题中。

(五) 练习:每课都含有笔头练习及听力练习。倘若能在老师的指导之下,在课上做听力练习会得到更佳效果。至于其他练习,即使学生不能在课上完成,也可作为家庭作业,因为本书附有练习答案,可供学生在家中自学自查。

(六) 课堂活动:专为学生能灵活运用所学内容而设置。

(七) 学时安排:本书共含 30 课,每课使用课堂时间约为 2-2.5 小时,全书使用学时大约为 60-80 个小时。对于一个学年有 30-36 周的汉语课程则恰到好处。

另外,为方便学生使用,我们为全书的汉语附上了英语翻译,进一步增强了本书的实用性和可读性。我们认为,任何从零开始的学习者都可以使用及读懂这本书。因此,编者由衷地希望这本书能为众多的汉语学习者增添学习乐趣,使他们在老师的指导下度过充实而不乏味的求学岁月。

Preface

Chinese Express-Talk Chinese is designed for English speakers studying Chinese at beginner's level. It is for university students who choose Chinese as a module, people who join evening courses at universities or community colleges, and students who want a suitable book for self-study.

Chinese Express-Talk Chinese is concise and user-friendly. It is a book which should be as easy for students to study as for teachers to use. It is different from other textbooks insofar as Pinyin, Chinese characters and English are used together throughout the whole book. This will suit students who only need to learn listening or speaking as much as those who want to learn reading and writing as well.

Chinese Express-Talk Chinese uses a communicative approach and places emphasis on learning communication skills. 188 key sentences make up the main structure of the book, around which situational dialogues are introduced, covering the most useful situations in real life. Language Points are explained in simple English and set out in a logical step-by-step order that is easy to understand. This is designed to give students the opportunity to gain confidence in using the most common vocabulary and grammar relevant to everyday situations.

Chinese Express-Talk Chinese covers Chinese essential grammar points and is equivalent to university beginner's level in listening and speaking. Each lesson consists of about 7 to 8 sentences, and about 25 new words and expressions. The whole book introduces around 550 of the most frequently used words in daily life. There are altogether 25 main lessons and 5 summary lessons. It takes about 2 hours to cover each lesson, 60 to 70 hours for the whole book. Relevant cultural insights are given within each summary lesson.

The authors of this book believe in learning through doing and this plays a very important role in the lessons in Chinese Express. Each lesson includes an assortment of exercises designed to make students think more about the language as they learn it, so that they can understand and respond more confidently when confronted with the same situations in real life.

The authors would like to thank Professor Shiju Zhao and Dr Yinghua Zhai from Wuhan University in China for checking the grammar and giving professional advice. We also would like to thank Robert McCready and Nigel Pamment for their suggestions and support during the writing of this book and for their assistance in proofreading the book. Our special thanks go to Anthony Ward for kindly polishing our English. Finally, we would like to express our gratitude to Zhansheng Xia, Xian Xu and Wenqing Zhang of the Cypress Book Company for their assistance and professional guidance in preparing this book for publication.

LEARNING CHINESE CAN BE GREAT FUN. ENJOY!

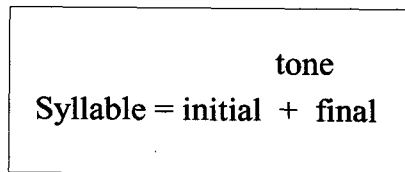
Contents

| | |
|--|-----|
| The Sounds of Chinese | 1 |
| Lesson 1 Greetings & Farewells | 8 |
| Lesson 2 Names & Titles | 14 |
| Lesson 3 Nationalities & Languages | 20 |
| Lesson 4 Days & Dates | 26 |
| Lesson 5 Time & Daily Routine | 32 |
| Lesson 6 Summary for Lessons 1-5 | 38 |
| Lesson 7 Addresses & Telephone Numbers | 44 |
| Lesson 8 Family & Family Members | 50 |
| Lesson 9 Work & Professions | 56 |
| Lesson 10 Interests & Abilities | 62 |
| Lesson 11 Invitations & Appointments | 68 |
| Lesson 12 Summary for Lessons 7-11 | 74 |
| Lesson 13 Telephoning & Messages | 78 |
| Lesson 14 Money & Currency | 84 |
| Lesson 15 Shops & Shopping | 90 |
| Lesson 16 Colours & Clothing | 96 |
| Lesson 17 Size & Style | 102 |
| Lesson 18 Summary for Lessons 13-17 | 108 |
| Lesson 19 Food & Restaurants | 112 |
| Lesson 20 Cafes, Pubs & Drinks | 118 |
| Lesson 21 Hotels & Services | 124 |
| Lesson 22 Travel & Transport | 130 |
| Lesson 23 Places & Directions | 136 |
| Lesson 24 Summary for Lessons 19-23 | 142 |
| Lesson 25 The Weather | 146 |
| Lesson 26 Activities & Progression | 152 |
| Lesson 27 Intentions & Plans | 158 |
| Lesson 28 Health & Body | 164 |
| Lesson 29 Compliments & Well-wishing | 170 |
| Lesson 30 Summary for Lessons 25-29 | 176 |
| | |
| Index I Listening Script | 180 |
| Index II Key to the Exercises | 197 |
| Index III Vocabulary List | 214 |

The Sounds of Chinese

Chinese is a phonetic language, yet the written characters do not bear any resemblance to actual pronunciation. Nor is there any alphabet, so a system of transcribing Chinese phonetics was devised to assist people learning to read words in Chinese. The system is used in this book and is called *Pinyin* (literally meaning 'spell sound'). *Pinyin* was adopted as an official system in the People's Republic of China in 1958, and has since become a standard form used by news agencies as well as educational institutions.

The original Chinese language is based on the character. The phonetic unit of modern Chinese is a syllable; with each syllable usually represented by one character, made up of an initial, a final and a tone in *Pinyin*.



The initial is a consonant that begins the syllable, and the final covers the rest of the syllable. The tone is a variation of pitch which is rising, falling or continuing. There are 21 initials, 36 finals and 4 different tones in modern mandarin Chinese. For example: *míng* (bright) in which *m* is the initial, *ing* is the final and *í* is the 2nd tone mark placed over the main vowel.

Initials

All consonants used as initials occur at the beginning of a syllable. The following is the complete list of 21 initial consonants followed by a brief pronunciation guide, with reference to English words:

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

B, p, m, f, d, t, n, l, g, k, h, s are pronounced in a similar way to those in English.

B, d, g, are unaspirated, while p, t, k are aspirated.

- j like *jee* in *jeep* (unaspirated)
- q like *chee* in *cheese*
- x like *shee* in *sheep* (with the corners of the lips drawn back)
- z like *ds* in *cards*
- c like *ts* in *cats*
- zh like *j* in *jelly*
- ch like *ch* in *march* (tongue curled back, aspirated)
- r like *r* in *road* (with the tongue loosely rolled in the middle of the mouth)

2

Finals

A final is a simple or compound vowel or a vowel plus a nasal consonant. A few syllables may have no initial consonant (e.g. ài: *love*) but every one has to have a vowel. The following table is a complete list of the 36 final vowels or compound vowels, again with a brief pronunciation guide with reference to English words.

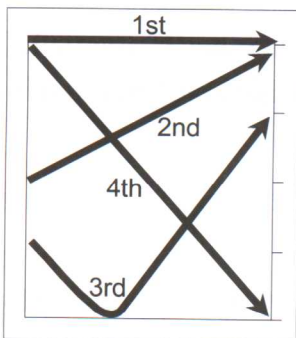


| | | | |
|-----|----------|----------|-----|
| | i | u | ü |
| a | ia | ua | |
| o | | uo | |
| e | ie | | üe |
| er | | | |
| ai | | uai | |
| ei | | uei (ui) | |
| ao | iao | | |
| ou | iou (iu) | | |
| an | ian | uan | üan |
| en | in | uen (un) | ün |
| ang | iang | uang | |
| eng | ing | ueng |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

- a** like *a* in *father*
- o** like *aw* in *saw*
- e** like *e* in *her*
- i** like *ee* in *see* (*i* in *zi*, *ci*, *si*, *zhi*, *chi*, *shi*, and *ri* is pronounced more like a buzz noise, but not a long *i* like in *bi*)
- u** like *oe* in *shoe*
- ü** like *eu* in *pneumonia* (occurs only with the consonants *j*, *q*, *x*, *n*, and *l*).
- ia** like *yah*
- ie** like *ye* in *yes*
- er** like *er* in *sister* (American pronunciation)
- ai** like *y* in *sky* (light)
- ei** like *ay* in *day*
- ou** like *owe*
- an** like *an* in *man*
- ing** (final) a nasalized sound like the *ng* in *English*
- Uei**, **uen** and **iou** when preceded by an initial, are written as **ui**, **un** and **iu** respectively.

Tones

Chinese is a tonal language. There are four distinct tones in official Mandarin Chinese; they are called the *1st tone*, the *2nd tone*, the *3rd tone*, and the *4th tone*. There are some syllables that do not have any tone mark, and they are called *neutral tone*.



| Tone | Mark | Note |
|-----------------|-----------|--|
| 1 st | <i>mā</i> | High and level |
| 2 nd | <i>má</i> | Starts medium in tone, then rises to high |
| 3 rd | <i>mǎ</i> | Starts low medium, fall to the bottom, then rises to high |
| 4 th | <i>mà</i> | Starts at the top, then falls sharp and strong to the bottom |
| Neutral | <i>ma</i> | Flat, with no emphasis |

Rules of Spelling

1. When there is no initial before the final *i* or *ü* in a syllable, we add the quasi-initial *y* before the final, e.g.

i → *yi* *ü* → *yu* *üe* → *yue*

When there is no initial before a compound final started with *i* in a syllable, we change *i* into the quasi-initial *y*, e.g.

iao → *yao* *iou* → *you*

2. When there is no initial before a final started with *u*, we add the quasi-initial *w* before the final, e.g.

u → *wu* or in place of *u* (*ua* → *wa*, *uai* → *wai*)

3. When a final started with *ü* is preceded by *j*, *q*, *x* or *y*, the two dots above *ü* are dropped, e.g.

ju *qu* *xu* *xun* *yuan*

4. When preceded by initials, the finals *iou* and *uei* are shortened as *iu* and *ui* respectively while *uen* is written as *un*, e.g.

l + iou → *liu* *h + uei* → *hui* *q + uen* → *qun*

Tone Changes

Each of the four tones, when followed by another, will more or less undertake some changes, but the third tone changes most prominently. Here is a brief account of these changes:

1. Half-third tone: the 3rd tone loses its final rise when followed by a 1st, 2nd, 4th or a neutral tone syllable, i.e. only the initial falling portion remains.
2. The 3rd tone changes to the 2nd tone when followed by another 3rd tone syllable, e.g. *nǐ hǎo* (你好) is pronounced *ní hǎo*. But the syllable is still marked in the 3rd tone.
3. *Bù* (不) is 4th tone but it becomes 2nd before another 4th tone, e.g. *búcuò* (不错).
4. *Yī* (一) is 1st tone as an ordinary number: *yī* 'one', it becomes 4th tone followed by 1st, 2nd and 3rd, e.g. *yìqǐ* (一起), it becomes 2nd when followed by 4th tone, e.g. *yíxià* (一下).

Pinyin Practice

1. Pronunciation exercises

(1) Read out the following initials:

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

(2) Read out the following simple finals:

| | | | | | |
|---|---|---|---|---|---|
| a | o | e | i | u | ü |
|---|---|---|---|---|---|

(3) Contrast the sounds of the initials in each of the following groups:

| | | |
|---|---|---|
| z | c | s |
| { | { | { |
| j | q | x |

| | | |
|----|----|----|
| z | c | s |
| { | { | { |
| zh | ch | sh |

| | | |
|----|----|----|
| j | q | x |
| { | { | { |
| zh | ch | sh |

2. Exercises on tones (listen and repeat)

• the first tone

dōngtiān (冬天)

gānbēi (干杯)

gōngsī (公司)

fēijī (飞机)

fēnzhōng (分钟)

kāfēi (咖啡)

jīntiān (今天)

zhēnsī (真丝)

zhōngxīn (中心)

• the second tone

Chángchéng (长城)

Déguó (德国)

máotái (茅台)

shí nián (十年) wénxué (文学) yínháng (银行)

• *the third tone*

Běijīng (北京) diǎncài (点菜) Fǎyǔ (法语)
hěn hǎo (很好) jiǔbā (酒吧) kǎoyā (烤鸭)
kělè (可乐) lǚyóu (旅游) Měiguó (美国)

• *the fourth tone*

dàgài (大概) dànshì (但是) diànshì (电视)
huìlǜ (汇率) jièshào (介绍) kuàilè (快乐)
xiànzài (现在) zàijiàn (再见) zuòfàn (做饭)

• *the neutral tone*

xièxie (谢谢) bú kèqi (不客气) méi guānxi (没关系)

• *tone changes*

kěyǐ (可以) hěn hǎo (很好) shuǐguǒ (水果)
yìdiǎnr (一点儿) yìqǐ (一起) yìgòng (一共)
bú rè (不热) bú qù (不去) bú kàn (不看)

• *the words with er ending*

nǎr (哪儿) yìdiǎnr (一点儿) wánr (玩儿)

• *Say the following numbers:*

líng yī èr sān sì wǔ liù qī bā jiǔ shí
0 1 2 3 4 5 6 7 8 9 10

3. Dictation exercises



• *Listen to these words carefully, and then give tone marks to the following words:*

ni hao 你好 (*hello*) fàndiàn 饭店 (*hotel*)
fùjìn 附近 (*nearby*) yǒumíng 有名 (*famous*)
yīshēng 医生 (*doctor*) lǎoshī 老师 (*teacher*)

Hanyu 汉语 (Mandarin) mingtian 明天 (tomorrow)

• Practise on the j, q, x, listen to the words carefully, and then write down the pinyin:

| | | |
|---------------------|-------------------|-------------------------|
| _____ 鸡 (chicken) | _____ 去 (to go) | _____ 西 (west) |
| _____ 家 (home) | _____ 七 (seven) | _____ 虾 (prawn) |
| _____ 叫 (be called) | _____ 钱 (money) | _____ 想 (would like to) |
| _____ 街 (street) | _____ 请 (please) | _____ 小 (small) |
| _____ 今天 (today) | _____ 秋天 (autumn) | _____ 先生 (Mr.) |
| _____ 经理 (manager) | _____ 裙子 (skirt) | _____ 姓名 (full name) |

• Practise on the z, c, s, listen to the words carefully, and then write down the pinyin:

| | | |
|---------------------|-----------------------|---------------------|
| _____ 早 (morning) | _____ 菜 (vegetable) | _____ 三 (three) |
| _____ 在 (be at, in) | _____ 次 (times) | _____ 四 (four) |
| _____ 走 (to walk) | _____ 从 (from) | _____ 岁 (age) |
| _____ 紫色 (purple) | _____ 辞典 (dictionary) | _____ 虽然 (although) |

• Practise on the zh, ch, sh, r, listen to the words carefully, and write down the pinyin:

| | | |
|--------------------|-------------------|--------------------|
| _____ 找 (look for) | _____ 这 (this) | _____ 中国 (China) |
| _____ 茶 (tea) | _____ 车 (vehicle) | _____ 吃 (to eat) |
| _____ 是 (to be) | _____ 书 (book) | _____ 什么 (what) |
| _____ 人 (people) | _____ 日 (sun) | _____ 认识 (to know) |

Lesson 1 Greetings & Farewells

New Words



| | | |
|------|---------------|--|
| 你好 | nǐ hǎo | hello |
| 你 | nǐ | you |
| 好 | hǎo | good, well |
| 吗 | ma | (a question particle) |
| 我 | wǒ | I, me |
| 很 | hěn | very |
| 呢 | ne | (a particle for following up question) |
| 再见 | zàijiàn | good-bye |
| 明天 | míngtiān | tomorrow |
| 明天见 | míngtiān jiàn | see you tomorrow |
| 见 | jiàn | see, meet |
| 怎么样 | zěnmeyàng | How are things going? / How are you? |
| 马马虎虎 | mǎmǎhūhū | so-so |
| 不错 | búcuò | not bad, pretty good |
| 不 | bù | no, not |
| 也 | yě | also, too, either |
| 李 | Lǐ | (a Chinese surname) |
| 李冰 | Lǐ Bīng | (a Chinese name) |
| 丽丽 | Lìlì | (a Chinese name) |

8

Key Sentences



- | | |
|----------------------------------|-------------------------|
| 1. Nǐ hǎo! 你好! | Hello! |
| 2. Nǐ hǎo ma? 你好吗? | How are you? |
| 3. Wǒ hěn hǎo. Nǐ ne? 我很好。你呢? | I'm very well. And you? |

4. Zàijiàn!

再见!

5. Míngtiān jiàn!

明天见!

6. Nǐ zěnmeyàng?

你怎么样?

7. Mǎmǎhūhū.

马马虎虎。

Good-bye.

See you tomorrow.

How are things going?

So-so.

Situational Dialogues



(1) *(On the way to work)*

A: Nǐ hǎo!

你好!

B: Nǐ hǎo!

你好!

Hello!

Hello!

(2) *(Meeting a friend at a bus stop)*

A: Nǐ hǎo ma?

你好吗?

B: Wǒ hěn hǎo. Nǐ ne?

我很好。你呢?

A: Wǒ yě hěn hǎo.

我也很好。

B: Zàijiàn!

再见!

A: Zàijiàn!

再见!

How are you?

I'm very well. And you?

I'm very well, too.

Good-bye.

Good-bye.

(3) *(In the office)*

A: Lǐ Bīng, nǐ hǎo ma?

李冰, 你好吗?

B: Búcuò. Nǐ ne?

不错。你呢?

Li Bing, how are you?

Pretty good. And you?

A: Wǒ yě búcuò.

我 也 不 错。

B: Míngtiān jiàn!

明 天 见!

A: Míngtiān jiàn!

明 天 见!

(4) (At a friend's party)

A: Lili, nǐ zěnmeyàng?

丽丽, 你 怎 么 样?

B: Mǎmǎhūhū. Nǐ ne?

马 马 虎 虎。你 呢?

A: Wǒ yě mǎmǎhūhū.

我 也 马 马 虎 虎。

Pretty good too.

See you tomorrow.

See you tomorrow.

Lili, how are things going?

Just so-so. What about you?

I'm so-so, too.

10



Language Points

1. Particle 'ne 呢': In this lesson, it is used in follow-up question in a known context without the need to repeat the whole question. It is similar to 'and...' or 'how about...'.
For example:

Wǒ hěn hǎo. Nǐ ne? *I am very well. And you?*
我 很 好。 你 呢?

2. 'Zěnmeyàng? 怎么样?': It is used as a greeting expression among colleagues, friends, and people who are familiar with each other. For example:

Nǐ zěnmeyàng? *How are you?/ How are things going?*
你 怎 么 样?

Additional Words

| | | |
|-----|--------------|---------------------|
| 忙 | máng | <i>busy</i> |
| 早上好 | zǎoshang hǎo | <i>good morning</i> |
| 晚上好 | wǎnshang hǎo | <i>good evening</i> |
| 晚安 | wǎn'ān | <i>good night</i> |

Exercises

I. Choose the correct answer:

(1)

A: Nǐ hǎo!

你 好!

B: a. Wǒ hǎo. b. Hěn hǎo. c. Nǐ hǎo! d. Nǐ ne?

我 好。 很 好。 你 好! 你 呢?

(2)

A: Nǐ hǎo ma?

你 好 吗?

B: a. Nǐ hǎo! b. Wǒ yě hěn hǎo. c. Nǐ ne? d. Wǒ hěn hǎo.

你 好! 我 也 很 好。 你 呢? 我 很 好。

(3)

A: Nǐ zěnmeyàng?

你怎么样?

B: a. Nǐ hǎo! b. Mǎmǎhūhū. c. Nǐ hǎo ma? d. Nǐ ne?

你好! 马马虎虎。 你好吗? 你呢?

II. Translate the following dialogues into Chinese:

(1)

A: Hello, Peter!

B: Hello, Emma!

A: How are you?

B: I'm very well. And you?

A: I'm very well, too.

(2)

A: Penny, how are you?

B: Just so-so. What about you?

A: I'm so-so, too.

(3)

A: How are things going?

B: Not so bad. What about you?

A: Not so bad, either.

III. Translate the following into Chinese:

1. hello
2. good-bye
3. see you tomorrow
4. good
5. very good
6. not so bad
7. so-so

IV. Listening Comprehension



Circle the correct answer according to the phrases you have heard:

- | | | |
|-----------------------|--------------|--------------------------|
| 1. a. How are you? | b. Hello! | c. How are things going? |
| 2. a. How are you? | b. Good-bye! | c. Hello! |
| 3. a. I am very well. | b. Hello! | c. How are things going? |

- | | | | |
|----|----------------------|--------------|--------------------------|
| 4. | a. I am very well. | b. So-so. | c. Not bad. |
| 5. | a. So-so. | b. Not bad. | c. Good-bye! |
| 6. | a. I am very well. | b. Not bad. | c. So-so. |
| 7. | a. Hello! | b. Good-bye! | c. See you tomorrow. |
| 8. | a. See you tomorrow. | b. Good-bye! | c. How are things going? |

V. Classroom Activities

Work with a classmate, find three ways to greet each other and reply.