

漢語初階

(上)

BEGINNING STANDARD CHINESE

by

Helen T. Lin

華語教學出版社
北京

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Chinese Department
Wellesley College

Part I

(Revised 1990)

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SINOLINGUA BEIJING

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PREFACE

Shortly after completing the manuscript of this book, our mother, Helen T. Lin, learned that she was terminally ill with cancer. Throughout her remaining five months, preparing for this book's publication was uppermost in her mind. She viewed this as the culmination of a life's work, embodying the pedagogical philosophy that underlay a successful teaching career. Before she died, she instructed her daughters to convey this view to her readers.

Our mother was emphatic that language learning should be a way of discovering new worlds. And, it should be fun. This requires language teaching to be stimulating and the classroom a place of intellectual rapport for both the teacher and the student. Our mother wanted the student's command of Chinese to be not only a bridge between cultures, and an instrument of peace, but also a source of creative self-expression.

But our mother was also one to demand immediate results. So, she wanted a textbook that would teach students to build rapidly a large repertoire of useful expressions from the limited material taught to first-year students. She drew on her twenty years of teaching experience to guide her choice of that minimal set of characters and sentence structures that would yield the optimal result. Chinese being a living and rapidly evolving language, there were always new challenges to be met. Not knowing that her health was failing, meeting these challenges often drained her. During those times, she would remark that this book had caused her to burn her candles from both ends.

The original material she wrote was tested in that very best living crucible called the Wellesley College Chinese Department. For two years, mother's most stern and supportive critics, her colleagues from the Department tried this material on their own students and brought back comments and suggestions from their classroom encounters. Together with Theresa Yao, Bing Shaw, Ruby Lam, William Liu, and Michael Crook, much of the original text was revised, improved. Mother repeatedly expressed her appreciation and affection for them. She considered the years spent with them and Marya Maung of the Chinese Department among the most enriching in her life.

If she could preface this book herself, mother told us, she would use the occasion to express her love and deep gratitude for her husband, Andrew Lin, for his unwavering confidence in her, through this and many of her other projects.

She would have also wanted to acknowledge the support from Chen Xiaoming, Zhou Kuijie, Ni Jia and the staff from the Foreign Languages Press in Beijing. Sensitive to her belief that the only viable language textbook is a current one, they, in consultation with Theresa Yao and Ruby Lam, undertook to update the vocabulary and expressions that have developed over the last two years. Thus, in the best spirit of international collaboration, a new life has been breathed into our mother's work by those she most loved and respected.

Catherine and Vivian Lin

1988

INTRODUCTION

For most students, the primary objectives in studying a foreign language are to acquire proficiency in doing research in original materials, and to have direct meaningful contact with the people of the country he or she is studying. This is why a good solid foundation is most important. However, in view of the rapid social, economic, and political changes in Taiwan and Mainland China in the recent three decades and the associated impacts on the language, and in view of the increasing desire of American people to acquire a more substantive understanding of New China, an up-to-date, non-intensive, first-year (class meeting about 5 hours per week) textbook for college students is badly needed. Such are the reasons for the publication of *Beginning Standard Chinese* and the student's workbook.

Putonghua, or the standard Chinese is the chief dialect of the Han (漢) people who constitute the majority of the 1.1 billion population in China. It is the declared Chinese national language on both sides of the Taiwan Straits. Although it is a language spoken by the greatest number of people, Chinese is more frequently characterized as a language with a long history and distinctive attributes. This set of teaching materials provides the students with about 610 characters—forming a core vocabulary most prevalently found in PRC and Taiwan, among which, about 530 characters are chosen for active knowledge and are to be reproduced from memory by students. These characters provide approximately 1,150 vocabulary expressions covered in the lessons. All the basic sentence structures in spoken Chinese are introduced in a rather systematic and scientific way. The book, *Essential Grammar for Modern Chinese*, written by the author (Boston: Cheng and Tsui Company, Inc., 1981), can be used as a compendium for further analysis and explanation of Chinese grammar. Teachers and students are strongly advised to use it as a main reference when using *Beginning Standard Chinese* as their text. The purpose of this book, on the other hand, is to emphasize a balanced language training; to develop the student's abilities in speaking, listening, reading, writing and translating simultaneously.

The material included in the textbook as well as in the student's workbook is presented in romanization version along with Chinese characters in both regular and simplified forms, thus, these books are not designed to be taught by just the oral-aural teaching method. The *pinyin* romanization is used as an expeditious medium to introduce pronunciation. How to make a student's pronunciation and intonation resemble as closely as possible that of a native speaker is a keen issue in language teaching. Hence, the sound practice is not just a mainstay in the first lesson, but also is an important part of every lesson through the whole text. The vocabulary and structure included in this series have been selected mainly based on the following materials, and you will quickly notice my heavy debt to these scholars:

Speak Mandarin Text by Henry C. Fenn and M. Gardner Tewksbury, New Haven: Yale University Press, 1967.

Speak Mandarin Student's Workbook by Henry C. Fenn et. al., New Haven: Yale University Press, 1967.

Introduction to Chinese Pronunciation and the Pinyin Romanization by Hugh M. Stimson, New Haven: Far Eastern Publications, Yale University, 1975.

Spoken Standard Chinese Vol. I by Parker Huang and Hugh M. Stimson, New Haven; Far Eastern Publications, Yale University, 1976.

Beginning Chinese revised edition by John DeFrances, New Haven; Yale University Press, 1976.

Elementary Chinese 2 vols. by Beijing Language Institute, Beijing; The Commercial Press, Part 1, 1971; Part 2, 1972.

Elementary Chinese Readers Vol. 1 and 2 by Beijing Language Institute, Beijing; The Foreign Languages Press, 1980.

Practical Chinese Reader Vol. 1 and 2 by Beijing Language Institute, Beijing; The Commercial Press, 1981.

and two language survey papers conducted and written by the author, the first one was done in Taiwan and the second was done in PRC;

"Survey of Commonly Used Expressions in China and an Analysis of Its Possible Implication on Language Teaching on the College Level," published by ERIC of the Center for Applied Linguistics, 1974.

"A Survey of Common Expressions Used in Daily Life in the People's Republic of China" published by ERIC of the Center for Applied Linguistics, 1982.

The objective of the first lesson of the textbook and workbook is the introduction to the Chinese pronunciation and practice. Each of the ensuing lessons builds upon given key Chinese grammatical points (sentence structure) with selected vocabulary.

Each lesson of the textbook contains the following:

1. A text which can be either a short story, dialogue, a letter, or in other forms, first written in *pinyin* romanization and then followed by Chinese character version in both regular and simplified forms.
2. The new vocabulary, ranging from daily life to student activities, is listed with part of speech and Chinese characters in regular form and in simplified version if it applies, then, the English equivalent (s) can be found at the end of each entry.
3. A list of about 20 or more characters chosen from current and previous lesson(s), for students to reproduce from memory.
4. The introduction and explanation of new sentence patterns.
5. Grammar notes and others.
6. English translation of the text.

In the student's workbook, written jointly by Helen T. Lin, Theresa C-H Yao and Bing Shaw, the first lesson focuses on pronunciation and intonation drills, plus some useful expressions from daily life and classroom activities. It also demonstrates how to write some very simple and basic Chinese characters. Starting from lesson 2, each lesson contains the following:

1. Vocabulary drills.
2. Pattern drills.
3. An introduction to writing new required characters with a practice sheet provided.
4. Questions made based on the text.
5. Exercises such as pyramid drill, situation games, and grammar exercises.
6. Translation from English into Chinese.

7. Other supplementary reading material, which is optional.

In some lessons, you may also find Yao's computer games and/or exercises for further consolidation of the knowledge of vocabulary or grammar.

The text, vocabulary, sentence patterns in the textbook of each lesson as well as the pronunciation drills, vocabulary drills, pattern drills and supplementary readings in the *Student's Workbook* should be recorded. Before attending class, the student should review the teaching material with the recording, until he can say them all fluently, and if possible, from memory, so that in class he may participate in drills without referring to the books. As a result, the student will be able to listen and understand the work, grasp the grammatical concepts and develop his speaking ability before establishing reading and writing proficiency.

In terms of reading and writing, neither the regular nor the simplified characters will be neglected. This is because, while over 2,300 popular characters were simplified by PRC and adopted in this form as official in 1957, the simplified form is banned in Taiwan. Knowing both forms of characters will enable the student to be able to read and learn about the current situation not only in Taiwan and Mainland China, but also in all other overseas Chinese communities as well. However, it is extremely difficult for a beginner to master both forms simultaneously. This book suggests that, although you should be able to recognize both forms, an attempt should be made first to reproduce the regular form from memory, and progress on to both forms after one semester of training.

Before embarking on the main task, it seems helpful to know some important characteristics of modern Chinese, especially in the areas of speech sound, character, words and grammar.

1. Speech Sound: Each square-shaped Chinese character contains one syllable made up of three elements, (1) an initial consonant(s), (2) a final vowel(s) or vowel-consonant(s), and (3) a tone. These may be regarded as characterizing the whole syllable. As a result of sound-simplification over many centuries, the spoken standard Chinese, as typified by speakers from the city of Beijing, has only just over 400 basic monosyllables. Even though such stressed syllables may contain four different tones regularly, and sometimes a neutral tone, the total sound-resource of standard Chinese is approximately in the range of 1600-2000 separate items. Compared with other Chinese dialects, such as the Wu dialect, Amoy, Cantonese, and the European language as well, *Putonghua* (standard Chinese) shows a paucity of sounds.

2. Characters (zì 字) and Words (cí 詞): The Chinese language has no alphabet. Each syllable appears as a character in writing. The written form of the Chinese characters remains the same throughout the country and is shared by speakers of all other national dialects. Today, *Putonghua* is the national language, and its pronunciation is not only 'standard' among all Han people, but is also the principal means of communication among China's more than 50 minority nationalities.

Ancient Chinese writing is usually described as being pictorial or ideographic. Chinese characters are traditionally classified into six categories called *liushu*; (1) the pictographs, (2) ideographs, (3) compound ideograms, (4) loan characters, (5) phonetic compounds, and (6) derivative characters. Phonetic compounds comprise by far the majority of all characters. Since the ancient times, the pictographs or ideographs have disappeared as the written characters have become closely associated with the words of the spoken language.

The total number of Chinese characters is estimated at more than 50,000 (there are about 47,021 to

be found in the *Kang Xi (Kang Shi) Dictionary*, which was compiled in the Qing Dynasty and is considered the most complete), however, only about 5,000-8,000 of them are commonly used, and of these, about 3,000 are used mainly for everyday purposes. The characters have been arranged according to their component parts, and are categorized by 214 radicals. This system is the one most widely adopted by the Chinese dictionaries using regular characters. When the simplified character form was officially adopted by the PRC government in 1957, the number of radicals was reduced to 189, and alphabetical order has also been adopted for compiling new dictionaries since then.

A Chinese character always has one syllable, and as such, is considered a "free" word, but not all Chinese words are necessarily monosyllabic words. When we analyze the structure of Chinese sentences, we find that the smallest distinctive and complete units of meaning (cí 詞) are often combinations of two or more syllables. Such basic semantic units, whether of one or more syllables, are more like the words in other languages. From what has been said above, it is clear that, in Chinese, a word may be represented by one, two or more characters, but not every character can singularly form a unit with a distinct meaning. In fact, a few dissyllabic words are such that the first character of the word is never found away from the second. Most importantly, a Chinese word, be it monosyllabic or polysyllabic in sound, bound or free in form, cannot have its meaning discerned out of context. You should be aware that the meaning of each word may undergo a substantial change in meaning as it is used in different syntactical structures. Thus, a command of Chinese syntax is essential in learning Chinese.

3. Some Basic Concepts in Chinese Grammar: The Chinese grammar contains some key differences from the grammar of English familiar to most students — particularly in the following ways:

(A) A word can assume different functions when it is placed in different positions in sentences. Furthermore, unlike English, there is no '-ing,' '-ly' or '-tion' to indicate the part of speech for a given word. An expression will 'look' the same whether it is used as a noun or a verb.

(B) Number is not indicated by attaching suffixes to nouns or verbs, but by using a construction of "number-measure" which precedes the noun.

(C) Chinese personal pronouns do not vary in form in the nominative, possessive or objective cases.

(D) Chinese verbs are not conjugated. The tenses are usually shown by the time expression or by various verb suffixes indicating the different aspects.

Therefore, an effective way to study Chinese, especially spoken Chinese, is to first learn the parts of speech of each expression while studying the new vocabulary, then inserting the vocabulary into the appropriate position in sentences, which can be formed according to the various prescribed patterns of sentence structure.

The definition and function of each kind of the parts of speech can be found in the grammar notes of the lesson when they first appear. For a more systematic and complete explanation, please check Helen Lin's book, *Essential Grammar for Modern Chinese*, Chapter II, Words and Parts of Speech.

The symbols in the following table occur in this text as the abbreviations of parts of speech.

Table of the Symbols for the Parts of Speech

		First Appeared Lesson
A	adverb	2
AV	auxiliary verb	3
BF	bound form	4
CV	coverb (prepositional)	5
Conn.	connective	9
DO	direct object	3
EV	equative verb	2
EX	expression	2
FV	functive verb	2
I	interjection	5
IO	indirect object	3
IV	intransitive verb	2
L	localizer	9
M	measure word	4
MA	movable adverb (conjunction)	2
N	noun	2
NU	number	4
O	object	2
P	particle	2
PN	personal pronoun	2
PW	place word	9
PV	post verb	5
QW	question word (interrogative pronoun)	2
RV	resultative (compound) verb	16
RVE	resultative verb ending	16
S	subject	2
SP	specifier (demonstrative pronoun)	4
SV	stative verb (adjective)	2
T	(prestated) topic	4
TS	time-spent	13
TV	transitive verb	2
TW	time-word (or expression)	7
V	verb	2
VO	verb-object	2

TABLE OF CONTENTS

INTRODUCTION	5
Table of the Symbols for the Parts of Speech	9
Lesson 1:	1
I. Sounds; Initials, Finals, and Tones	
II. Intonation and Stress	
III. Components of Chinese Characters	
Lesson 2: Functional, Equative and Stative Sentences	11
I. Text: Dialogue - <i>Shū Hāokān</i> . (Books Are Interesting.)	
II. Vocabulary	
III. List of Characters Required to Be Reproduced from Memory	
IV. Sentence Patterns;	
Simple Stative Sentence	
Equative Sentence with <i>Shì</i>	
Simple Functional Sentence	
Three Types of Questions	
Easy Compound Sentences with the Movable Adverb <i>Kěshì</i>	
V. Grammar Notes and Others	
VI. Translation of the Text	
Lesson 3: Auxiliary Verbs, Functional Verbs with Direct Objects, Indirect Objects and Sentence Objects	27
I. Text: Dialogue - <i>Zhōngwén Hǎoxué Ma?</i> (Is Chinese Easy to Learn?)	
II. Vocabulary	
III. List of Characters Required to be Reproduced from Memory	
IV. Sentence Patterns;	
A Functional Sentence with <i>Yǒu</i>	
A Functional Sentence with Indirect Object and Direct Object	
A Simple Sentence with Auxiliary Verb; <i>Yào</i> or <i>Xìhuan</i>	
The Totalizing Adverb <i>Dōu</i>	
Functional Verb <i>Shuō</i> May Take a Sentence Object	
A Choice Type Question with the Connective <i>Háishi</i>	
V. Grammar Notes and Others	
VI. Translation of the Text	
Lesson 4: Specification, Quantification of Nouns; and Transposition of Objects	42
I. Text: Dialogue - <i>Shuō Zhōngguóhuà</i> (Speaking Chinese)	
II. Vocabulary	

III.	List of Characters Required to Be Reproduced from Memory	
IV.	Sentence Patterns; Quantification of Nouns with the Pattern NU-M-N Specification of Nouns with the Pattern SP-NU-M-N The Specification of Nouns Modified by Pronouns Transposition of Objects The Related Movable Adverbs Wèishénme , Yinwèi , ... Suǒyǐ , ... Contrast Qíngwèn , Qíng , and Wèn A "Positive-Negative Verb" Type Interrogative Sentence with Zhīdao	
V.	Grammar Notes and Others	
VI.	Translation of the Text	
Lesson 5:	Monetary Expressions, Price, Counting, Coverb and Verb Compounds 60
I.	Text: Dialogue - Mǎi Dōngxi (Shopping)	
II.	Vocabulary	
III.	List of Characters Required to Be Reproduced from Memory	
IV.	Sentence Patterns; Counting Numbers Monetary Expressions Amount per Unit More Information about Functionive Verbs with Sentence-Object The Usage of Gěi	
V.	Grammar Notes and Others	
VI.	Translation of the Text	
Lesson 6:	Yǒu for Existence, Indefinite Determinatives, and Verb Suffix Le 81
I.	Text: Dialogue - Kàn Péngyou (To Visit a Friend)	
II.	Vocabulary	
III.	List of Characters Required to Be Reproduced from Memory	
IV.	Sentence Patterns; Yǒu with an Indeterminate Subject Double Negative with Méiyǒu Functionive Verbs with Le or Méiyǒu The Structure of Tái SV Le The Whole Stands Before the Part The Usages of Duō When It Means Plus The Usages of Jiào	
V.	Grammar Notes and Others	
VI.	Translation of the Text	
Lesson 7:	Modal Particles, Le , Ne and Ba ; and Time Elements 102
I.	Text: Yige Xiǎo Gùshi (A Short Story)	
II.	Vocabulary	

III.	List of Characters Required to Be Reproduced from Memory	
IV.	Sentence Patterns; Change Status with the Modal Particle Le Continuity of Suspension with the Construction Hái V Ne The Usages of Modal Particle Ne The Usages of Modal Particle Ba	
V.	Grammar Notes and Others	
VI.	Translation of the Text	
Lesson 8:	The Modification of Nouns	122
I.	Text; Dialogue - Wǔhuì (A Dance Party)	
II.	Vocabulary	
III.	List of Characters Required to Be Reproduced from Memory	
IV.	Sentence Patterns; Two Major Categories of Modification of Nouns; The Modifiers Are Single Expressions The Adjectival Modifiers of the Subordinate Clauses The Rhetorical Question	
V.	Grammar Notes and Others	
VI.	Translation of the Text	
Lesson 9:	Coverb Zài for Location and Existence, and Expressions of Relative Time	141
I.	Text; Dialogue - Wǒmen de Xiàoyuán (Our Campus)	
II.	Vocabulary	
III.	List of Characters Required to Be Reproduced from Memory	
IV.	Sentence Patterns; Place Words and Localizers The Functionive Verb Zài	
Lesson 10:	Coverbs Pertaining to Movement	165
I.	Text; Yífēng Jiāxìn (A Letter to Home)	
II.	Vocabulary	
III.	List of Characters Required to Be Reproduced from Memory	
IV.	Sentence Patterns; The Movement of Sentence Subjects Coverb Cóng for Starting Points The Coverb Dào Indicates the Destination of the Motion How to Show Starting Point and Destination in a Single Sentence The Coverb Zuò Indicates the Means of Conveyance The Coverb Wǎng for Direction Use Coverb Lái or Qù to Introduce the Purpose of Actions	

All Coverbial Phrases Pertaining to Movement Are Parallel Phrases
Use Coverbial Expressions Pertaining to Movement to Modify Nouns

V. Grammar Notes and Others

VI. Translation of the Text

Lesson 1

Introduction to Chinese Pronunciation; Sounds and Intonation and Basic Strokes in Chinese Characters

Most Chinese people find it difficult to begin learning their language with traditional orthographic methods, thus, in recent decades, both Mainland China and Taiwan have adopted a phonetic system as a medium to teach preschool children to learn Chinese. The phonetic system prevailing in Taiwan is the National Phonetic System which uses 37 phonetic symbols, beginning with ㄅ, ㄆ, ㄇ, ㄈ, while Mainland China uses *pinyin* with the Roman alphabet. Obviously, it is less of a burden on an English-speaking student to learn Chinese language with romanized phonetic systems. Currently, the *pinyin* romanization is most widely used in American schools, as well as the mass media.

I. SOUNDS

As we know, a Chinese sound generally can be divided into three parts: (1) an initial, which is the first part of a sound, (2) a final, that is a vowel(s) or vowel + consonant(s) cluster following the initial consonant(s), and (3) a tone. In modern Chinese, there are altogether 21 initials and 38 finals. An initial usually is one consonant, such as: *b, d, g, x, c, q, z...*, or a cluster of two consonants, such as *zh, ch, sh...*. A final may contain just one vowel as in: *a, e, i, o, u, ü*, or a two-vowel cluster, as in: *ai, ao, ei, ou*, and a cluster of one vowel followed by the consonant *n* or consonant *ng*, as in: *an, en, in, un, ang, eng, ong...*; and occasionally *-r* can be found as the last letter in a syllable indicating a retroflex ending, as in: *-ngr* or *-anr*. The vowels *i, ü* and *u* can also be used as semi-vowels to form the finals: *ia, iao, ie, iong, ua, uo, uang, ue*, etc. However, compared with English, the sound system in Chinese is much simpler, for Chinese has a much smaller inventory of vowels and consonants.

A. Initials: The symbols of 21 initials used in *pinyin* romanization are as follows:

Table I Initials

Mode of Point of Articulation	Stops		Affricates		Nasals	Lateral	Spirants	
	Unaspirate	Aspirate	Unaspirate	Aspirate	Voiced	Voiced	Voiceless	Voiced
Bilabial	b-	p-			m-			
Labiodental							f-	
Tongue tip-alveolar	d-	t-					h-	
Tongue dorsum- soft palate			j-	q-			x-	
Tongue tip-hard palate			zh-	ch-			sh-	r-
Tongue tip-upper teeth			z-	c-			s-	

In addition, a Chinese syllable may begin with a vowel such as; a-, e- or o-; or with a semi-vowel i, ü or u. At that time, the consonants y and w are used instead. No one can find two languages having exactly the same speech sounds. You should try to discover in what way you have to modify the pronunciation pattern of your own language so that your faults in the new language pronunciation can possibly be reduced. The following initials have a sound value in Chinese similar to that in English;

The Unaspirated and Aspirated Stops; b-, d-, g-, and p-, t-, k-: The initial sounds b-, d-, and g- are unaspirated. They do not have a strong puff of breath; and the vocal cords are not vibrating, which means they are not voiced.

b like the p in spp, not like the b in bay

d like the t in stay, not like the d in die

g like the k in skate, not like the g in guy

The initial sounds p-, t-, and k- are aspirated as in English, but with a stronger puff of air, so;

p like the p in pie

t like the t in tie

k like the k in kite

but they all have a much stronger aspiration than their English counterparts.

The Hissing Sound, a Spirant; h-: The initial h- is one of the voiceless continuants in Chi-

nese, called a spirant. When one is producing a spirant, the air from the lungs is constricted in the mouth tightly enough to produce a hissing sound, but not tightly enough to stop the passage of air completely. The Chinese *h-* is much rougher than the English *h-*. It is more or less like the *ch* in the German word *nach*, since the Chinese *h-* is produced with the tongue in the same position as for *g-* and *k-*, but with a hissing sound.

Tongue Blade-Hard Palate Affricates and Spirants; j-, q- and x-: The initial *j-* is produced by first raising the front of the tongue to the hard palate and pressing the tip of the tongue against the back of the lower teeth, then loosening the tongue to let the air squeeze out through the channel between the tongue and hard palate. The vocal cords do not vibrate in pronouncing this sound. The difference between producing *j-* and *q-* is that the latter one is aspirated. *J-* and *q-* are affricates, somewhat like the initials of English *jeer* and *cheer*, *cheap*. The *x-* sound, a voiceless spirant, is produced by raising the front of the tongue to, but not touching, the hard palate, leaving a narrow opening through which the air escapes causing audible friction and with no vibration. The Chinese *x-* is somewhat like *see* in English, but with the jaw moving downwards a bit.

Retroflex Affricates and Spirants; zh-, ch-, sh- and r-: This group of initials is made with the tip of the tongue. During their production, the tongue tip is drawn back to a position slightly behind the alveolar ridge, allowing a narrow opening between the tongue tip and the hard palate for the air to squeeze out. *Zh-* and *ch-* are voiceless affricates, which means that there are two audible phases in their pronunciation. A stop phase is first, followed by a spirant phase. However, *zh-* is unaspirated, while *sh-* is aspirated. *Sh-* is a voiceless spirant. They are rougher than the English counterparts since the tip is curled far back. The initial *r-* is a voiced spirant pronounced in the same way as *sh-*, but with vibration. The Chinese *r-* is not like the English *r-*; neither does it have the Scottish burr nor the French guttural sound. It is not a trill.

Tongue-Tip and Hard Palate Affricates and Spirant; z-, c- and s-: The initials *z-* and *c-* are affricates produced by first pressing the tip of the tongue against the back of the upper teeth, then lowering it to let the air squeeze out through the narrow opening; the vocal cords do not vibrate. *Z-* is unaspirated while *c-* is aspirated. This unaspirated and aspirated pair consisting of *z-* (or "dz" in the Yale system), and *c-* (or "ts-" in Yale) does not occur in English in the initial syllable position. One may look for sounds similar to them between words, as in;

dad's high	it's high
it's Al	it's Hal

The initial *s-* is a spirant which means it is a hissing sound. This initial is relatively easy for

an English speaker to produce since s- is like the initial of the English word sun.

The group of initials zh-, ch-, sh-, r- joins the initials z-, c-, s- in being used as complete syllables—that is, without a recognizable vowel after them. Whatever sound there may be is represented by the letter i, which is the representative letter of the blade-palatal vowel i, giving the syllables: zhi, chi, shi and ri, and zi, ci, and si; but the vowel i never comes after those initials in common speech in Chinese, so it must not be pronounced as i.

B. Finals: There are 6 vowel letters in the Chinese phonetic alphabet: a, e, i, o, u and ü. The Chinese vowels are not like English vowels which have more than one value. Therefore, it is important to determine which of the values given to a certain letter in English correspond to spoken Chinese.

The Group of Single Vowels:

- a as in father
- e as in her, but after y- as in yet.
- i as in machine
- o as in worm
- u as in rule, but with more lip-rounding and with the tongue drawn farther back
- ü This sound does not exist in English, but is common to both German and French. It is like the German ü in über, and the French u in rue. The Chinese ü is produced by pursing one's lips as if to say oo of ooze, then, with the lips in that position, try to say ee as in beet instead.

A Cluster of Two Vowels:

- ai as in aisle
- ao like the au's in sauerkraut
- ei as in eight
- ou as in boulder

A Cluster of Vowel and Consonant(s):

- an between o in con and a in an, but closer to o
- ang like a in father plus ng in song
- en like un in under
- eng like ung in lung
- er like er in her; er is a retroflex final which can stand for a syllable all by itself. Sometimes er is attached to another final to form a retroflex final which is transcribed by adding the letter r to the original final, e. g., wanr (to play), huar (painting). However, one can find fewer expressions with this retroflex final in standard Chinese than in Beijing dialect.
- in as in pin
- ing as in sing
- ong roughly, u as in put plus ng as in sing
- un seems like wen in Owen
- ün somewhat as in the French word une.

Finals with Semi-Vowel i: Since the finals in this group can also stand for a syllable by themselves, i