

学生用书
Student
Book
2

环球汉语

汉语和中国文化

Encounters

Chinese Language and Culture

(美) 任友梅 (Cynthia Y. Ning)

(美) 孟德儒 (John S. Montanaro)

编著

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学生用书 2

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Some useful expressions

日常用语 Rìcháng yòngyǔ

Greetings, introductions, and leave-taking

Hǎojiǔ bú jiàn, hái hǎo ma?	<i>Long time no see; how have you been?</i>
Lǐ lǎoshī, zhè shì wǒ de tóngxué, Wáng Lì.	<i>Professor Li, this is my classmate, Wang Li.</i>
Nǐ (shuō) Zhōngguóhuà shuō de hěn hǎo.	<i>You speak Chinese very well.</i>
Nǎli, nǎli. Shuō de bù hǎo.	<i>Not [well] at all; I speak very poorly.</i>
Zhè shì yí gè xiǎo lǐwù. Xīwàng nín néng jiēshòu. Búyào kèqì.	<i>Here's a little gift for you. Please accept it.</i>
Nà wǒ zǒu le. Zánmen zài liánxì, hǎo bu hǎo?	<i>Well then, I'm off. Let's keep in touch, OK?</i>

Invitations

Míngtiān shāngdiàn dōu jiǎn jià, wǒmen qù mǎi dōngxì, hǎo bu hǎo?	<i>There's a sale at the mall tomorrow; let's go shopping, OK?</i>
Wǒ xiǎng qǐng nín chī yí dùn fàn, míngtiān yǒu kòng ma?	<i>I'd like to invite you out for a meal; do you have time tomorrow?</i>
Wǒ dāngrán xiǎng qù. Xīwàng bù máfan nǐmen.	<i>Of course I'll go. I hope it's not too much trouble for all of you.</i>
Duìbuqǐ, míngtiān yǒu diǎnr shì. Gǎitiān zài shuō, hǎo bu hǎo?	<i>Sorry, I'm busy tomorrow. How about another day?</i>

Restaurants and food

Tài là de, tài xián de, wǒ dōu bù néng chī.	<i>I can't eat things that are too spicy or too salty.</i>
Cài zhème duō! Tài duō le! Dōu hěn xiāng.	<i>So much food! Really too much! It all smells great!</i>
Lái, lái, lái. Duō chī diǎnr zhèi ge.	<i>Come, come, come. Eat some more of this.</i>
Chībǎo le. Shízài chī bu xià le.	<i>I'm full. I can't eat any more.</i>
Wǒ zuì xǐhuan qù běifāng fànguǎnr chīfàn.	<i>Northern restaurants are my favorite.</i>
Zhèr yǒu méiyǒu mápó-dòufu/gōngbǎo jīdīng/tiánsuān ròu?	<i>Is there mapo tofu/kungpao chicken/sweet-and-sour pork here?</i>
Wǒ bù hē jiǔ. Lái yì bēi chá ba.	<i>I don't drink alcohol. I'll take a cup of tea.</i>
Lái yí gè gōngbǎojīdīng, yí gè chǎobōcài.	<i>We'll take one kungpao chicken and one stir-fried spinach.</i>

School and education

Wǒ niàn dà-yī, zhuānyè shì jīngjì.	<i>I am in my first year of college, majoring in economics.</i>
Xiàle kè yǐhòu, wǒ xiān zuò zuòyè, ránhòu chūqù pǎobù.	<i>After class, I do my homework first and then go running.</i>
Wǒ shì èr líng líng yī nián dàxué bìyè de, nǎdào xuéshì xuéwèi le.	<i>I graduated college in 2001, and I have a B.A. degree.</i>
Dàxué bìyè yǐhòu, wǒ yào dào Zhōngguó qù xuéxí Zhōngwén.	<i>After I graduate college, I will go to China and study Chinese.</i>
Nèibianr shì wǒmen de túshūguǎn, liǎng biānr dōu shì xuéshēng sùshè.	<i>Over there is our library; on either side (of it) are students' dorms.</i>
Wǒ de sùshè fángjiān bú dà yě bù xiǎo, hěn shūfu, wǒ yí gè rén zhù.	<i>My dorm room is neither big nor small; it's very comfortable, and I live alone.</i>
Nǐ de fángjiān bǐ wǒ de dà de duō, shénme dōngxì dōu yǒu.	<i>Your dorm room is much bigger than mine; yours has everything.</i>

Travel and transportation

Wǒ jīntiān xiǎng qù Shànghǎi, piào zěnme mǎi?	<i>I want to go to Shanghai today. How can I buy a ticket?</i>
Tiān'ānmén chēzhàn zěnme zǒu?	<i>How can I get to the Tiananmen stop?</i>
Yìzhí wǎng qián zǒu, zǒu jǐ bù jiù dào le.	<i>Keep going straight, and you'll get there in a few steps.</i>

Small talk

Wǒ tiāntiān qù jiànshēnfáng duànliàn, yǒu shíhou zài wàimiàn pǎobù.	<i>I go to the gym every day; sometimes I go running.</i>
Měi ge Xīngqītiān, zhǐyào tiānqì hǎo, wǒ jiù gēn tóngxué yìqǐ dào gōngyuán qù wánr.	<i>Every Sunday, when the weather is good, I go with my classmates to the park.</i>
Wǒ xiǎo de shíhou zhù zài nóngcūn.	<i>When I was little, I lived in a village.</i>
Jīntiān tiānqì hěn hǎo, kěshì tiānqì yùbào shuō, míngtiān huì xià dà yǔ.	<i>Today's weather is great, but the weather report says it will rain tomorrow.</i>
Míngtiān tiānqì hǎo de huà, wǒmen dào hǎibiānr qù wánr, zěnmeyàng?	<i>If tomorrow's weather is good, let's go to the beach, OK?</i>
Wǒ juéde xué Hànyǔ, Hànzì zuì nán. Zhōngwén de sishēng yě bù róngyì.	<i>I think the most difficult part of learning Chinese is learning to write characters. The four tones are not easy either.</i>

Preface

Welcome to Book 2 of *Encounters: Chinese Language and Culture!* As you have already learned from Book 1, the *Encounters* program represents a communicative approach to learning Chinese that is practical, task-based, culturally rich, and thoroughly engaging.

Book 2 builds on the themes and knowledge gained in Book 1 in order to provide a deeper understanding of Chinese language and culture. Although some topics introduced in Book 1 are revisited in more depth, such as “Getting to know someone,” most themes are new and include such useful “encounters” as shopping for groceries, making travel plans, having dinner at the home of a Chinese friend, and eating out in a restaurant.

Each unit in Book 2 advances students in speaking, reading, and writing in Chinese. Students learn to speak at greater length than before, and they learn to read not only to become literate but to extract information from the printed word. Writing activities continue to focus on communication as the primary goal. *Character Writing Workbook 2* supplements the “Reading and writing” sections in each unit and provides explanations of stroke order, history, and simplified and traditional forms for each new character.

Book 2 also integrates content from the dramatic series filmed in modern-day China. The episodes, available at www.EncountersChinese.com.cn, are used to illustrate the themes of each unit. The story line advances with many twists and turns to keep students engaged in watching and absorbing Chinese language and culture. In addition, *Screenplay 2* provides transcriptions and translations of the dialogue in the episodes and can be used for acting out scenes or practicing reading.

We wish you well as you continue on your journey of learning Chinese.

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

—John S. Montanaro, *Yale University*

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Introduction

Overview

The comprehensive *Encounters* program:

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

Program Components

The *Encounters* program comprises:

- A beautifully produced *video series*, filmed entirely on location in China and featuring a dramatic story line and segments devoted to Chinese culture and history.
- A full-color *student textbook*, completely integrated with the video series and other *Encounters* components.
- An *annotated instructor's edition* of the textbook, packed with teaching tips, extra classroom activities, and suggestions for using the program in the classroom.
- *Screenplays* containing the transcripts of the dramatic episodes.
- A *character writing workbook* showing each character's evolution, etymology, and usage. Stroke diagrams guide students in forming the characters; strategies for remembering characters are also provided.
- An *audio program* to assist students with listening comprehension, pronunciation, vocabulary, and model conversations.
- A *website*, www.EncountersChinese.com.cn, that offers streaming video and audio content, and other resources for speaking, reading, and writing Chinese.

Book 1 Recap

Student Book 1 of *Encounters: Chinese Language and Culture* is the first volume in a two-book level 1 course for English speakers who are learning Mandarin Chinese. Book 1 prepares students to communicate with others in meaningful ways, and enables students to gain an appreciation of the culture and Chinese characters that are an integral part of learning Chinese.

Important communicative lessons in Book 1 include introductions, speaking about one's family, making friends, discussing personal needs, making travel and weekend plans, and discussing daily activities such as shopping and bargaining. These units are supported with related cultural information, listening and speaking activities, vocabulary, grammar lessons, and reading and writing tasks.



Cultural Bits 文化点滴



Language as the key to culture

View the video segment "Language as the key to culture." Language is indeed the key for opening the door to a different culture. You have accomplished a lot so far in your learning, yet many challenges remain ahead. Here are some important things to remember as you study with Book 2:

- Be patient and persistent in your learning.
- Don't be afraid to make mistakes. Learning is a process of recognizing and correcting mistakes.
- Spend as much time as you can with native Chinese speakers, either in your hometown or on a visit to China.

The Dramatic Series

Because *Encounters* is a fully integrated program, the material presented in each episode is linked to corresponding chapters and activities in the textbook, to audio activities, and to an array of online offerings. This compelling story transports viewers to the real cities, villages, homes, schools, markets, streets, and cultural sites of this vast nation. In these various places, the main characters find that their lives intersect. They make discoveries about themselves and others, they converse with strangers and friends, and along the way they provide viewers with remarkable insights into the language and culture of China.

The Cast of Characters



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



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



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



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



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



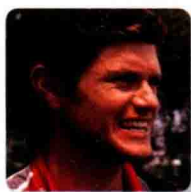
LI WEN, 27, Chinese, teaches English in Yangshuo. She is gentle and very understanding. She and Chen Feng have been together for some time; however, because of the distance between them, things haven't always been easy. After serious discussions, they decide that Li Wen should quit her job in Yangshuo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



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



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



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

The Dramatic Story Line

In Book 1 you met Lynn, an American teacher who arrives in Yangshuo, where she encounters Li Wen, the teacher Lynn will replace in the local school. Li Wen is moving to Beijing to be with her fiancé, Chen Feng. Chen Feng and his best friend, Mao Zhipeng (known as Xiao Mao), have ambitious plans for their rapidly growing advertising business, but the company is suffering from growing pains. Soon after Li Wen arrives in Beijing, Chen Feng's old friend Alejandro—a Mexican American photojournalist—arrives in China on an assignment, accompanied by his new wife, April. An American of Chinese descent, April is visiting China for the first time, hoping to reconnect with her extended family.

As the stories continue in Book 2, Lynn tries to fit in to her new life in Yangshuo. Through her friendship with local artist Tang Yuan and her interactions with her students in the school and the people of the town, Lynn begins to become involved in village life, but sometimes with unexpected results. In Beijing, Li Wen also finds that her new life comes with some surprises. Chen Feng and Xiao Mao—their relationship strained by business problems—find a rift developing between them. These stresses drive the three of them to do and say things that they never imagined, again with unexpected results. April and Alejandro also find themselves in conflict as the tension between their personal lives and Alejandro's job increases.



Recap Watch the video that recaps the dramatic series from Book 1.

A Unit Tour

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

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

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



watch episode



watch video



listen



unit rap

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

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

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

UNIT

12

“Food is fundamental”

民以食为天

Mín yǐ shí wéi tiān

Shopping for food

In this unit, you will learn how to:

- Arrange to go shopping for food with a friend.
- Name your favorite types of fruit.
- Identify qualities of different types of fruit.
- Name types of meat and vegetables.
- Identify qualities of different meats and vegetables.
- Identify the characteristics of a Chinese meal.
- Shop for food with a friend in a supermarket.
- Read some key details in Chinese supermarket ads.
- Write out a shopping list in Chinese characters.

For additional materials to support this unit, go to the *Encounters* website at www.EncountersChinese.com.cn

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

36 UNIT 12 FOOD IS FUNDAMENTAL

Encounter 1 Setting up a food-shopping excursion

12.1 View Episode 12 of the dramatic series. Don't worry if you don't fully understand everything that is being said; just watch and enjoy!

12.2 Watch and listen to the video segment "Lynn's excursion." Then answer the questions. 请写英文。/ 请写英文。



a. What does Lynn want to do for 唐远的父母/唐远的父母?

b. Where does she want to go tomorrow? _____

c. What does she ask 唐远/唐远? _____

d. How does 唐远/唐远 respond? _____

12.3 Number the sentences below in the order in which they were said.

— Wǒ zhèng hǎo méi shì er. / 我正好没事儿。/ 我正好没事儿。

— Qǐng nǐ fù mǔ cháng yí cháng. / 请你父母尝一尝。/ 请你父母尝一尝。

— Wǒ míng tiān yào qù cài shì chǎng. / 我明天要去菜市场。/ 我明天要去菜市场。

— Zán men míng tiān yì qǐ qù ba. / 咱们明天一起去吧。/ 咱们明天一起去吧。

— Wǒ xiǎng zuò yí dǎn Měi guó cài. / 我想做一顿美国菜。/ 我想做一顿美国菜。

— Méi wèn tí ya. / 没问题呀。/ 没问题呀。


— Nǐ míng tiān yǒu kòng kě yǐ pèi wǒ qù ma? / 你明天有空可以陪我去吗? / 你明天有空可以陪我去吗?

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

Both traditional and simplified characters are used throughout the materials. Only 20 percent of characters have two forms, and students will encounter both forms in areas where Chinese is spoken. Students can easily learn to recognize both but need to write only in the form that is meaningful or useful to them.

ENCOUNTER 1 37

12.4 Pair work: Work with a partner. Practice a dialogue (对话/对话 duì huà) in which one of you asks the other to go shopping for food together and the other either accepts or declines politely. Elaborate and personalize (provide details) as much as you can. Take notes below. 请写拼音或者汉字。/ 请写拼音或者汉字。 Present this 对话/对话 to some classmates or to the whole class.



FYI 供你参考

Food shopping in China

All aspects of Chinese life are undergoing rapid change, but many Chinese still prefer to shop for fresh food every day. Naturally, with the increased number of supermarkets in larger cities, frozen food is readily available. In smaller towns and villages, however, shopping in outdoor fresh-food markets (菜市场/菜市场 cài shì chǎng) is regarded as both healthier and cheaper. This is not unlike the growing popularity of farmer's markets in other parts of the world. In addition, many Chinese believe that fresh ingredients that have never been frozen or processed are essential to authentic Chinese cooking. In this unit's video, Lynn discovers that in-season vegetables and fruits are plentiful. This is especially true in southern China (Yangshuo is located in Guangxi, in the south of China), where ingredients are more varied than in other parts of China. When you get to China (north, south, east, or west), take the opportunity to go to a 菜市场/菜市场 with a Chinese friend. If possible, it would be best to go on market days, when the selection is greatest. You'll likely never forget the experience—or the meal that follows!

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


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

Attractive illustrations and exercises that are directly tied to events in the video combine to spark student interest and encourage learning.







ENCOUNTER 3 41

Encounter 3 Naming food items, flavors, and other characteristics of food



12.10 Watch and listen to the video segment "Yangshuo market." Check the terms that you hear in the conversation and then write the English equivalents for all items.



Flavors

		
<input type="checkbox"/> suān 酸	<input type="checkbox"/> tián 甜	<input type="checkbox"/> kǔ 苦
		
<input type="checkbox"/> là 辣	<input type="checkbox"/> xiān 咸/鲜	<input type="checkbox"/> dàn 淡

Other qualities

	
<input type="checkbox"/> rè 熟	<input type="checkbox"/> shēng 生

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

54 UNIT 12 FOOD IS FUNDAMENTAL

Unit Rap

Go to the *Encounters* website at www.EncountersChinese.com.cn and listen to the song to review key expressions from Unit 12. Listen again and sing along!

Encounter 7 Reading and writing

Grammar Bits 语法点滴

More on coversbs

As you learned in Unit 10 of Book 1, Chinese coversbs function in much the same way as English prepositions. They provide settings for the main action and can usually be translated with words such as "to" (到), "from" (从/从), "at/in" (在), "toward" (往), "with" (跟), and so on. They are called coversbs in Chinese because, unlike English prepositions, most of them can function independently as verbs. See this unit's Recap for examples of these coversbs serving as full verbs. In the passages that follow, you will come across these examples of new coversbs (see the Grammar Recap for more examples):

- 给 / 给 gěi (for [the benefit of])
琳想给唐远跟他父母做一顿美国菜。 / 琳想给唐远跟他父母做一顿美国菜。
Lín xiǎng gěi Táng Yuǎn gēn tā de fùmǔ zuò yí dùn Měiguó cài.
(Lynn intends to cook an American meal for Tang Yuan and his parents.)
- 对 / 对 duì (to, toward)
老师也对學生说…… / 老师也对學生说……
Lǎoshī yě duì xuéshēng shuō... / Lǎoshī yě duì xuéshēng shuō... (The teacher also said to the students...)
- 用 / 用 yòng (with, in)
琳用中文问卖菜的…… / 琳用中文问卖菜的……
Lín yòng Zhōngwén wèn mài cài de... / Lín yòng Zhōngwén wèn mài cài de... (Lynn asked the food seller in Chinese...)

Reading familiar sentences in Chinese characters

12.32 *Pair work:* Read the following passages (written in simplified characters) aloud with a partner, using the English as a guide. Alternate sentences if you'd like; if one person cannot puzzle out a character, the other person might assist.

1 琳想给唐远跟他父母做一顿美国菜,请他们尝尝。所以她请唐远陪她到菜市场去买菜。唐远第二天刚好没事,就答应(tā yīng - agree) 陪琳买菜去。(Lynn intends to cook an American meal for Tang Yuan and his parents and invite them to try it. So she asks Tang Yuan to accompany her to the market to go shopping. Tang Yuan happens to be free the next day, so he agrees to go shopping with Lynn.)

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

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

By incorporating materials found in real life—supermarket flyers, for example—lessons provide practical information enabling students to perform everyday tasks in Chinese.

Reading real-life texts

12.37 Look at the two ads for a supermarket on page 61.

1. The slogan of the ads, 抢鲜/抢鲜, is a play on words. 抢/抢鲜 means "to grab, to vie for," and 鲜/鲜 means "fresh." However, 鲜/鲜 also has the same pronunciation as 先, whereas 抢先/抢先 means "vie to be first."

Complete the pinyin transcriptions for these characters: qiǎng _____

2. Copy the characters for each of the items below.

a. white cauliflower	bái cài huā	_____
b. chrysanthemum greens	tóng hōu	_____
c. string beans	jī dōu	_____
d. small Chinese cabbage	xiǎo bái cài	_____
e. sweet potato	hóng shǔ	_____
f. long eggplant	cháng qié zi	_____
g. cucumber	huáng guā	_____

ENCOUNTER 7 61



Learning to write characters

12.38 For stroke order and other useful information about each of the following characters for this unit, go to the Character Writing Workbook. Choose either simplified or traditional characters and practice writing them until you can reproduce them on demand.

果, 菜, 香, 蒸, 瓜, 桃, 酸, 甜, 苦, 辣, 蔬, 绿/绿,
色, 肉, 牛, 猪/猪, 鸡/鸡, 鱼/鱼, 鲜/鲜, 味, 超, 市

Making a shopping list

12.39 Suppose you live with a Chinese roommate (in the United States) who is going grocery shopping and has offered to pick up some items for you. Write a note in your choice of simplified or traditional Chinese characters, listing 5–10 of your favorite food items. Begin your note with 请给我买……/请给我买…… Qǐng gěi wǒ mǎi …… (Please buy... for me) and end with 谢谢/谢谢. (Thank you...)



Cultural Bits 文化点滴

Shopping for food

View the video segment "Shopping for food" and then discuss the following questions with your classmates and teacher.

- What do you think about the "green supermarket" introduced in this unit? Does it remind you of similar establishments in your hometown?
- Briefly summarize the advantages and disadvantages of shopping at "wet markets," local stores, and international shopping centers such as Wal-Mart and Carrefour.
- Where can you bargain for the best prices, and where can you not?
- What might you do to find out how to prepare foods you've never seen before? Discuss which foods you've never tried but would be willing to try.
- Name some other recommendations made by people interviewed in the video.

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